The South Dakota Department of Education's aspiration is for all students to leave the K-12 education system ***College, Career and Life Ready***. Recognizing that students will pursue a variety of paths following high school graduation, South Dakota has high expectations for all students. SD DOE focuses its efforts and resources towards ensuring quality educational opportunities and ongoing improvement of student outcomes – either through support of educators and school leaders, or directly with students.

Goals and Strategies

SD DOE is focused on a series of **goals** to achieve the aspiration of *College, Career and Life Ready*. These goals are:

- Students enter 4th grade proficient in reading;
- Students enter 9th grade proficient in math;
- Native American students see increased academic success;
- Students graduate high school ready for postsecondary and the workforce.

In addition, SD DOE has identified these foundational supports necessary to achieving the aspiration and goals:

- Students have access to high quality standards and instruction;
- Students are supported by effective teachers and leaders;
- School environments are safe and conducive to learning.

Goal 1: Students enter 4th grade proficient in reading

This goal focuses on helping students attain reading proficiency by the beginning of 4th grade, as measured by the annual Smarter Balanced Assessment Consortium (SBAC) test. The research is clear that children who are not reading proficiently in the early grades are more likely to drop out of school or fail to graduate on time.

The focused strategies to achieve this goal are:

- Implement early intervention strategies so students enter kindergarten prepared to learn
- Increase data usage by, and content and pedagogy knowledge of, K-3 teachers
    - Provide support to schools choosing to implement multi-tiered systems of support
    - Provide instructional coaching for teachers / instructional leadership support to principals in targeted schools
- Support and promote year-round reading, in part to prevent the effects of "summer slide."

Goal 2: Students enter 9th grade proficient in math

This goal supports and promotes an increase of knowledge and skills for teaching staff, to enable them to better address the needs of students in achieving math proficiency as measured by the SBAC test. A firm grasp of math is necessary throughout a student's academic career, because concepts build upon one another and become increasingly complex. Research clearly indicates a correlation between high school students who take higher-level math courses and success at the postsecondary level.

The focused strategies to achieve this goal are:

- Increase data usage by, and content and pedagogy knowledge, of math teachers
    - Provide support through SD Counts Program
- Provide schools with tools and resources for math curriculum alignment and review

Goal 3: Increase the academic success of American Indian students

This goal puts a special focus on the state's largest subgroup of students. American Indian students make up 11.3 percent (SY 2015-16) of the public school student population, and it is a subgroup that has historically underperformed

its peers on traditional metrics. Many of these young people face unique challenges, including struggles with poverty. The connections between poverty and lower academic achievement have been well documented.

The focused strategies to achieve this goal are:

- Implement the recommendations of the Native American Student Achievement Advisory Council:
  - Establish three pilot schools with the goal of redesigning the educational experience to improve achievement levels and graduation rates
  - Promote the use of / training around the Oceti Sakowin Essential Understandings
  - Establish initiatives to support recruitment and retention of high quality teachers, including a scholarship program designed to assist paraprofessionals working in schools with high Native populations to earn their teaching degrees
  - Conduct an annual review of relevant data to understand: 1) where the greatest challenges exist, and 2) where progress is being made so successful efforts can be studied and replicated
- Provide support and leadership for the Jobs for America's Graduates program, which supports at-risk students
- Host the annual Indian Education Summit to provide professional development for educators an d entities serving Native American students, and to promote awareness of best practices

Goal 4: Students graduate high school ready for postsecondary or the workforce

Growing global competition makes it critical that students graduate from high school fully prepared for the challenges of postsecondary, work and life in a knowledge-based economy. This goal promotes the preparation of students for postsecondary experiences of all kinds, including technical institutes, universities and the military. Some of the measures used for tracking progress in this area are graduation and completion rates, achievement of the National Career Readiness Certificate (NCRC), ACT scores and remediation rates.

The focused strategies to achieve this goal are:

- Provide programming and support for personalized learning opportunities at the high school level
- Support and promote career development with a focus on career exploration through SDMyLife.com
- Support and promote quality and availability of approved career and technical education programs

Data (See attachments)

SD DOE is committed to making data-driven decisions. With that, there is an emphasis department-wide on ensuring the quality, consistency and security of data gathered through statewide processes. SD DOE will use the following measures to determine progress toward meeting our aspiration and goals:

1. English language arts proficiency rate on SBAC
2. Math proficiency rate on SBAC
3. 4-year cohort graduation rate (high schools)
4. College readiness rates (as measured by ACT performance)
5. Workforce readiness rates (as measured by NCRC performance)
6. Attendance rates (elementary & middle schools)

English Language Arts Proficiency Rates (students scoring at Levels 3 & 4 on state test)														
		2015		2016		2017			Six-Year Targets*					
		Number of Students Tested	Proficiency Rate	Number of Students Tested	Proficiency Rate	Number of Students Tested	Proficiency Rate	Annual Yearly Increase Target	2016	2017	2018	2019	2020	2121
GRADE 3	Native American Students	1196	17.81%	1284	19.47%	1,244	18.01%	6.85%	24.66%	31.51%	38.36%	45.21%	52.06%	58.90%
	Non-Native American Students	8839	53.00%	9253	55.19%	9,284	52.54%	3.92%	56.92%	60.84%	64.75%	68.67%	72.59%	76.50%
	All Students	10035	48.81%	10537	50.84%	10,528	48.46%	4.27%	53.08%	57.34%	61.61%	65.87%	70.14%	74.40%

Math Proficiency Rates (students scoring at Levels 3 & 4 on state test)														
		2015		2016		2017			Six-Year Targets*					
		Number of Students Tested	Proficiency Rate	Number of Students Tested	Proficiency Rate	Number of Students Tested	Proficiency Rate	Annual Yearly Increase Target	2016	2017	2018	2019	2020	2121
GRADE 8	Native American Students	1047	11.56%	1,055	13.65%	1,040	11.83%	7.37%	18.93%	26.30%	33.67%	41.04%	48.41%	55.78%
	Non-Native American Students	8011	42.87%	8,198	46.27%	8,412	47.42%	4.76%	47.63%	52.39%	57.15%	61.91%	66.67%	71.43%
	All Students	9058	39.25%	9,253	42.55%	9,452	43.50%	5.06%	44.31%	49.37%	54.44%	59.50%	64.56%	69.62%

4-Year Cohort Graduation Rates																	
	2013		2014		2015		2016		2017		Annual Yearly Increase Target	Six-Year Targets**					
	Number of Students in Cohort	Graduation Rate	Number of Students in Cohort	Graduation Rate	Number of Students in Cohort	Graduation Rate	Number of Students in Cohort	Graduation Rate	Number of Students in Cohort	Graduation Rate		2016	2017	2018	2019	2020	2121
Native American Students	988	50.40%	1004	48.01%	950	49.68%	**941**	**50.80%**	1,039	**50.05%**	4.19%	53.88%	58.07%	62.26%	66.46%	70.65%	74.84%
Non-Native American Students	8432	87.00%	8317	87.50%	8348	87.84%	**8145**	**87.69%**	8,286	**87.97%**	1.01%	88.85%	89.87%	90.88%	91.89%	92.91%	93.92%
All Students	9420	83.16%	9321	83.24%	9298	83.94%	**9086**	**83.87%**	9,325	**83.74%**	1.34%	85.28%	86.62%	87.96%	89.30%	90.63%	91.97%

College Readiness Rates of Prior Year's Graduating Class (based on best ACT score 2013-2015; ACT or Accuplacer 2016)																	
		2013		2014		2015		2016		2017		Annual Yearly Increase Target	Six-Year Targets***					
		Number of Students Testing (ACT Only)	Rate	Number of Students Testing (ACT Only)	Rate	Number of Students Testing (ACT Only)	Rate	Number of Students Testing (ACT or Accuplacer)	Rate	Number of Students Testing (ACT or Accuplacer)	Rate		2016	2017	2018	2019	2020	2121
Percent Meeting Math Cut Score of 20	Native American Students	260	35.38%	312	33.97%	318	35.53%	312	27.88%	492	26.83%	5.37%	40.91%	46.28%	51.65%	57.02%	62.40%	67.77%
	Non-Native American Students	5496	69.67%	5536	68.89%	5546	69.02%	5652	67.59%	7140	57.40%	2.58%	71.60%	74.19%	76.77%	79.35%	81.93%	84.51%
	All Students	5756	68.12%	5848	67.03%	5864	67.21%	5964	65.51%	7632	55.44%	2.73%	69.94%	72.67%	75.41%	78.14%	80.87%	83.60%
Percent Meeting English Cut Score of 18	Native American Students	260	45.38	312	46.79	318	46.86	334	38.92	492	26.83	4.43%	51.28%	55.71%	60.14%	64.57%	69.00%	73.43%
	Non-Native American Students	5496	78.17%	5536	76.91%	5546	77.41%	5771	74.32%	7151	72.21%	1.88%	79.29%	81.17%	83.06%	84.94%	86.82%	88.70%
	All Students	5756	76.69%	5848	75.31%	5864	75.75%	6105	72.38%	7645	70.37%	2.02%	77.77%	79.79%	81.81%	83.83%	85.85%	87.88%

Workforce Readiness (National Career Readiness Certificate)							Annual Yearly Increase Target	Six-Year Targets****					
	2013	2014	2015	2016	2017			2016	2017	2018	2019	2020	2121
# of Students Completing WorkKeys tests	1,500	2,055	2,624	3,665	3,368		936	3,560	4,496	5,432	6,368	7,304	8,240
% of Students Earning Certificate	91.73%	91.78%	92.80%	93.86%	94.12%		0.60%	93.40%	94.00%	94.60%	95.20%	95.80%	96.40%

Elementary and Middle School Attendance Rates														
		2015		2016		2017			Six-Year Targets*****					
		Number of Students Included	Rate	Number of Students Included	Rate	Number of Students Included	Rate	Annual Yearly Increase Target	2016	2017	2018	2019	2020	2121
Percent of Students Attending at Least 94% of Enrolled Days	Native American Students	13818	54.31%	13,786	53.37%	13,721	52.93%	3.81%	58.11%	61.92%	65.73%	69.54%	73.35%	77.15%
	Non-Native American Students	86206	83.72%	87,408	84.47%	88,797	83.39%	1.36%	85.08%	86.43%	87.79%	89.15%	90.50%	91.86%
	All Students	100024	79.66%	101,194	80.23%	102,159	79.60%	1.70%	81.35%	83.05%	84.74%	86.44%	88.13%	89.83%

Met target
Within 1%
Missed goal

*Based on reducing, by half, the percent of students scoring at Levels 1 and 2 of the state assessment in six years
** Yearly increase target based on decreasing by half the percent of students not graduating over six years
***Based on reducing, by half, the percent of students not meeting the established ACT cut scores
**** Based on student participation growing in a linear fashion, and on decreasing, by half, the percent of student not earning NCRC certificates in six years
*****Based on reducing, by half, the percent of students not meeting the 94% attendance goal

Percentage of Students Proficient in Reading at the end of the Third Grade 2009-2013;
Third Grade Students Proficient in English Language Arts 2015-2017

	Native American Students	Non Native American Students	All Students
2009	54.33	90.7	79.5
2010	57.02	81.67	78.48
2011	54.05	83.02	79.38
2012	53.22	89.83	78.56
2013	53.5	82.61	79.2
2014			
2015	17.81	53.00	48.81
2016	19.47	55.19	50.84
2017	18.01	52.54	48.46

* State Assessment Files 2009-2013 are Dakota STEP Results, students included in a district for AYP reporting; 2015 forward is Smarter Balanced English Language Arts file, all FAY students included on state report card - from STARS Roster Report (FAY with test score)

Percentage of Students Proficient in Math at the end of the Eighth Grade

	Native American Students	Non Native American Students	All Students
2009	40.72	79.33	75.45
2010	48.31	89.11	79.38
2011	47.28	81.4	78.07
2012	47.73	82.01	78.54
2013	41.45	79.58	75.38
2014			
2015	11.56	42.87	39.25
2016	13.65	46.27	42.55
2017	11.83	47.42	43.50

* State Assessment Files 2009-2013 are Dakota STEP Results, students included in a district for AYP reporting; 2015 forward is Smarter Balanced file, all FAY students included on state report card

Four Year Cohort High School Graduation Rate

	Native American Students	Non Native American Students	All Students
2013	50	87.00	83.16
2014	48.01	87.50	83.24
2015	49.68	87.84	83.94
2016	50.80	87.69	83.87
2017	50.05	87.97	83.74

Percentage of Students meeting ACT benchmark in Math

	Native American Students	Non Native American Students	All Students
2013	35.38	69.67	68.12
2014	33.97	68.89	67.03
2015	35.53	69.02	67.21
2016	27.54	67.68	65.56
2017	26.83	57.40	55.44

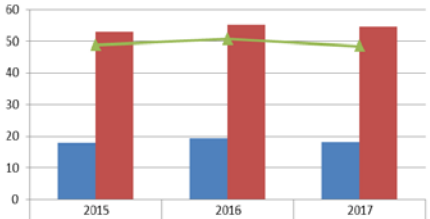
Percentage of Students meeting ACT benchmark in English

	Native American Students	Non Native American Students	All Students
2013	45.38	78.17	76.69
2014	46.79	76.91	75.31
2015	46.86	77.41	75.75
2016	40.98	76.24	74.38
2017	43.72	72.21	70.37

Percentage of Students Proficient in Reading at the End of Third Grade 2009-2013

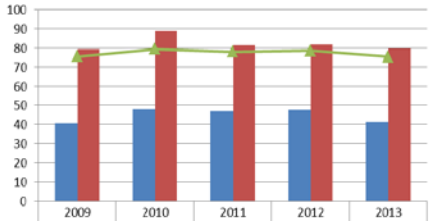
	2009	2010	2011	2012	2013
Native American Students	54.33	57.02	54.05	53.22	53.5
Non Native American Students	90.7	81.67	83.02	89.83	82.61
All Students	79.5	78.48	79.38	78.56	79.2

Percentage of Students Proficient in ELA at the End of Third Grade 2015-2017



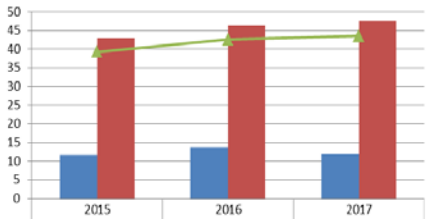
	2015	2016	2017
Native American Students	17.81	19.47	18.01
Non Native American Students	53	55.19	54.52
All Students	48.81	50.84	48.46

Percentage of Students Proficient in Mathematics at the End of Third Grade 2009-2013



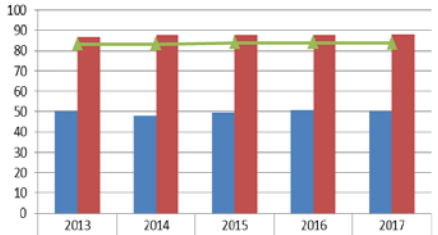
	2009	2010	2011	2012	2013
Native American Students	40.72	48.31	47.28	47.73	41.45
Non Native American Students	79.33	89.11	81.4	82.02	79.58
All Students	75.45	79.38	78.07	78.54	75.38

Percentage of Students Proficient in Mathematics at the End of Eighth Grade 2015-2017



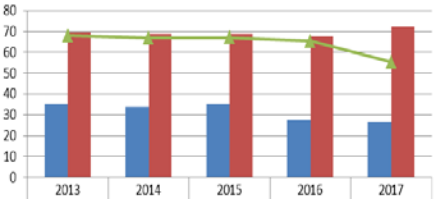
	2015	2016	2017
Native American Students	11.56	13.65	11.83
Non Native American Students	42.87	46.27	47.42
All Students	39.25	42.55	43.5

Four Year Cohort High School Graduation Rate



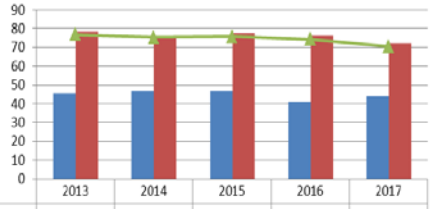
	2013	2014	2015	2016	2017
Native American Students	50	48.01	49.68	50.8	50.05
Non Native American Students	87	87.5	87.84	87.69	87.97
All Students	83.16	83.24	83.94	83.87	83.74

Percent of Prior Year Graduating Class Meeting ACT Benchmark in Math



	2013	2014	2015	2016	2017
Native American Students	35.38	33.97	35.53	27.54	26.83
Non Native American Students	69.67	68.89	69.02	67.68	72.21
All Students	68.12	67.03	67.21	65.56	55.44

Percent of Prior Year Graduating Class Meeting ACT Benchmark in English



	2013	2014	2015	2016	2017
Native American Students	45.38	46.79	46.86	40.98	43.72
Non Native American Students	78.17	76.01	77.41	76.24	72.21
All Students	76.69	75.31	75.75	74.38	70.37