Vision and Strategic Directions

MAXIMIZING & BUILDING RELATIONSHIPS

ACHIEVING EFFECTIVENESS

CHAMPIONING EXCELLENCE

CULTIVATING OUR PROFESSIONAL CULTURE

Support Local Educators

Invest in Talent Development

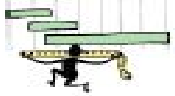
Foster Research and Innovation

Support the Whole Learner

Reinvent Accountability

CHAMPIONING EXCELLENCE

90-DAY IMPLEMENTATION STEPS



STRATEGIC DIRECTION	ACCOMPLISHMENT TITLE (WHAT)
Championing Excellence	**Establish a networked community of allies focused on serving Native American learners to improve academic outcomes**

INTENT (WHY)	START DATE	END DATE
When schools that experience similar challenges come together, they can learn from one another in solving problems.	2019 - Q4 - October	2020 - Q1 - February

	IMPLEMENTATION STEPS (HOW)	WHO	WHEN	WHERE
1	Work with McREL Region 11 Comprehensive Center to establish our framework for serving Native students	Office of Indian Education & Office of Secretary	2019 - Q4 - December	SDDOE
2	Meet with participants to assess needs, and define supports	Office of Indian Education & Office of Secretary	2020 - Q1 - January	TBD
3	Connect and align efforts with areas of agency overlap to intentionally utilize funding and time effectively	Office of Indian Education & Office of Secretary	2020 - Q1 - January	TBD
4	Recruit participants to form a networked community	Office of Indian Education & Office of Secretary	2020 - Q1 - February	TBD
5	Meeting between DTR-OIE, DOE-OS, DOE-DL&I, and McREL to evaluate progress and establish a time-line moving forward	Office of Indian Education & Office of Secretary	2020 - Q1 - February	TBD

VICTORY
A networked community of individuals, agencies, and resources is established providing a cohesive group to leverage collaborative support.

COORDINATOR	TEAM MEMBERS	COLLABORATORS /PARTNERS	BUDGET
Juliana Taken Alive Joe Moran	Tribal Education Directors Native American Advisory Council	McREL REL DOE Staff District Staff	Staff Time **NEXT MEETING DATE** TBD

State and Federal laws

- In 1955 the Legislature established courses of study, and in 1974 determined their approval to be required by the state’s Board of Education.
- The Legislature sought to establish a state assessment in math and reading in 1984.
- South Dakota established common course standards in 1995.
- First statewide mandatory testing was in 1999. The Dakota-STEP tests began in 2003.
- South Dakota’s Board of Education voted to adopt the Common Core standards in 2010.
- In 2015 the state administered its first “Smarter Balanced” assessment.
  - Testing is a federal requirement under Every Student Succeeds Act (ESSA)
  - Scores reflected the standards were higher than with Dakota STEP
  - Established key measures as 3rd grade reading, 8th grade math, Improved Native American Achievement and College and Career Readiness
- The Department and ESSA Plan stakeholders may revise our plan annually.

How are we doing?

So what's happened?

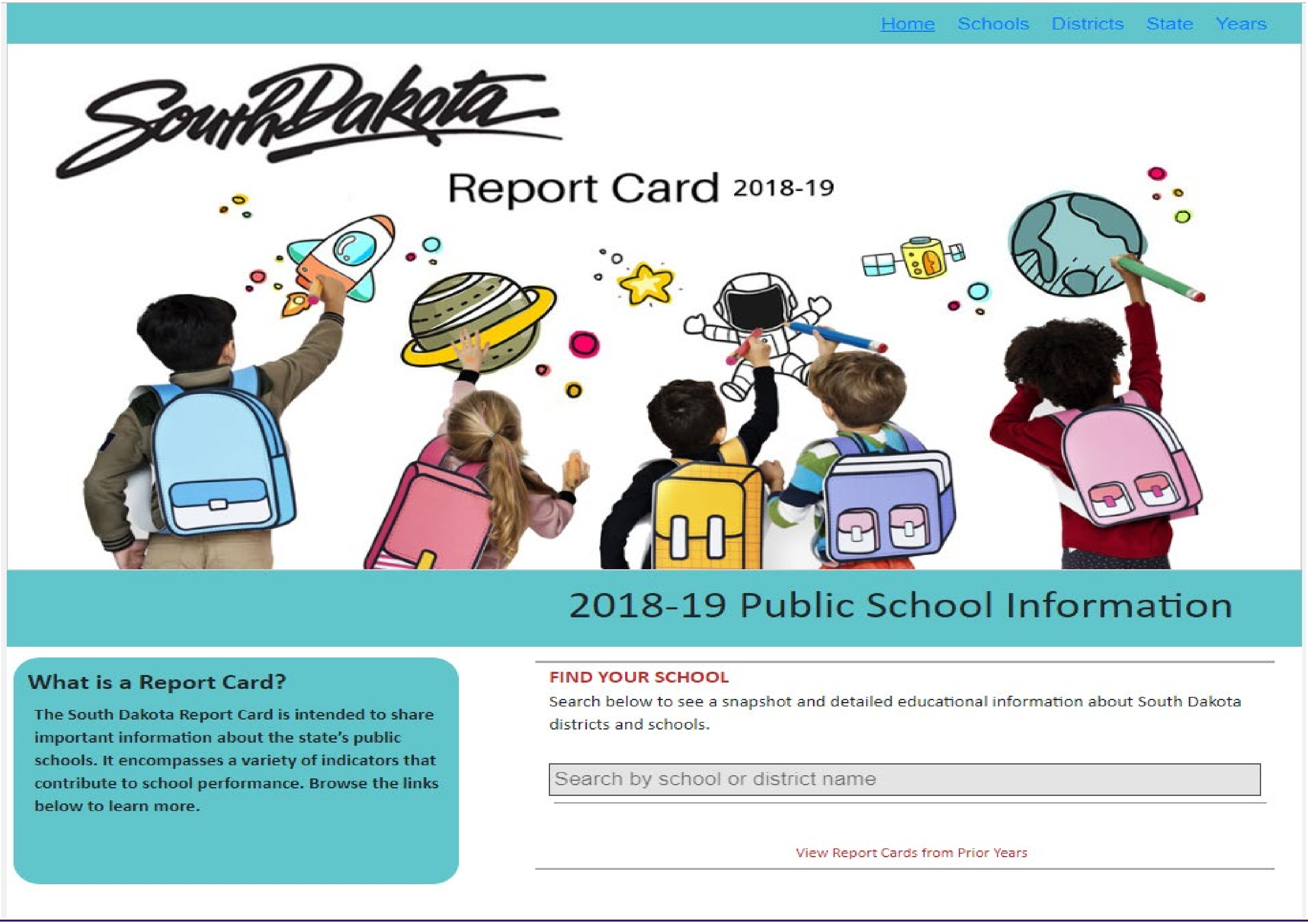
- This year, South Dakota's average ACT score tied for 1st place among 26 states with over 50% participation
- ELA college readiness goals for "All Students" (GOAC Performance Measure) were met
  - five years ahead of schedule
- Math college readiness goals are 1% point away from meeting the goal we set for 2023.
- NAEP 4th grade reading average score indicates SD is slightly higher than national average
- NAEP 8th grade math average score indicates we tied for 6th in the nation
- English Language Learners considered "on track" improved 12% from last year

How are we doing?

But . . .

- 3rd grade reading and 8th grade math remain where they were four years ago (SD Assessment)
- Different groups of students, such as Native American and economically disadvantaged, are not achieving and the gap is widening
  - What does this mean?

Every Student Succeeds Act


Home
Schools
Districts
State
Years
South Dakota
Report Card 2018-19

2018-19 Public School Information

What is a Report Card?

The South Dakota Report Card is intended to share important information about the state's public schools. It encompasses a variety of indicators that contribute to school performance. Browse the links below to learn more.

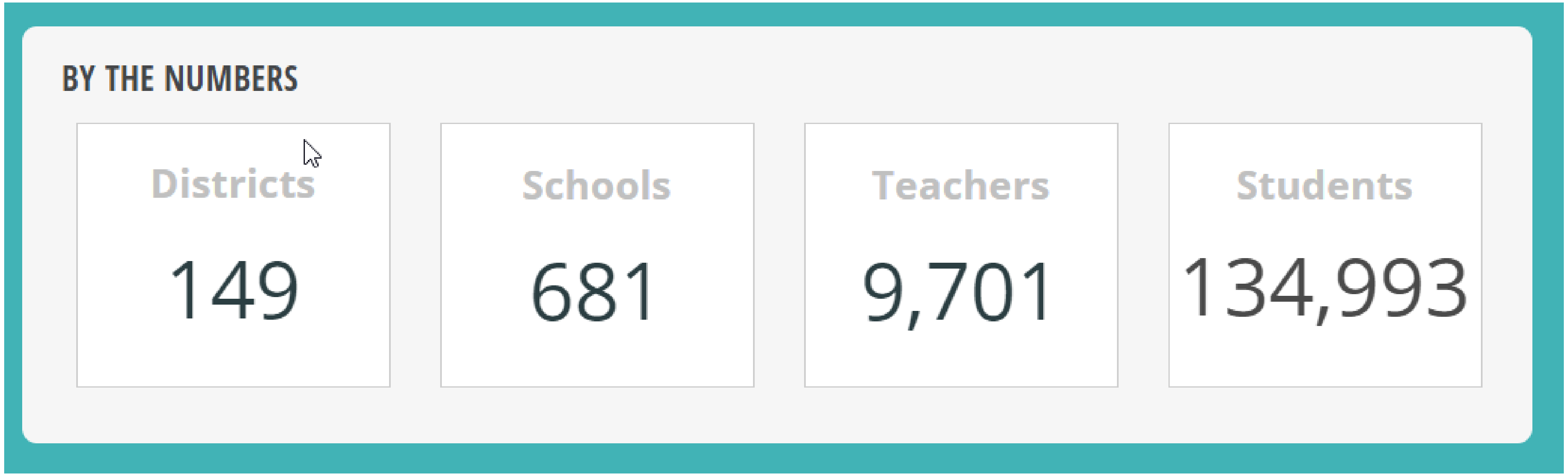
FIND YOUR SCHOOL

Search below to see a snapshot and detailed educational information about South Dakota districts and schools.

Search by school or district name

View Report Cards from Prior Years

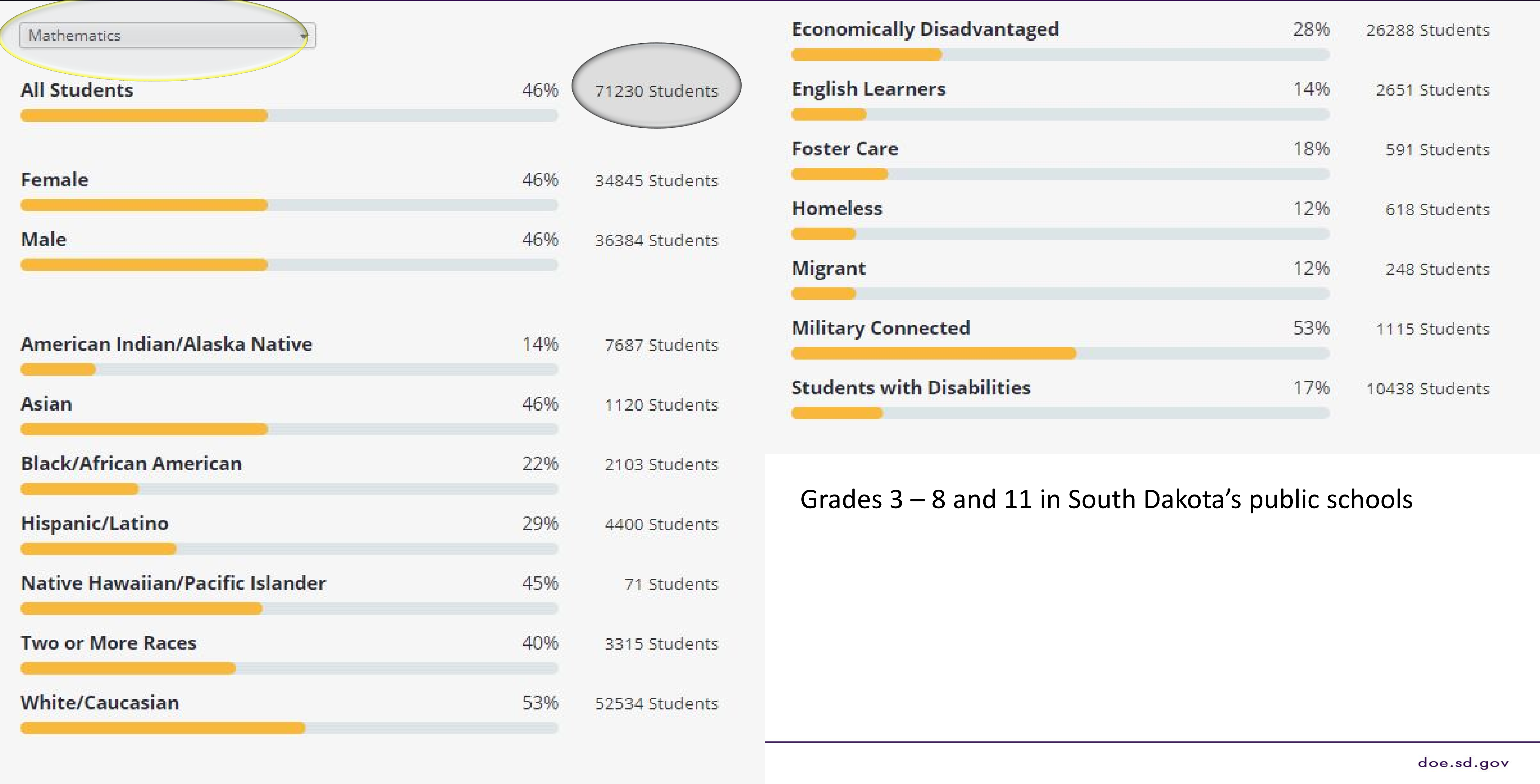
2018-2019 District & Schools



BY THE NUMBERS

Districts	Schools	Teachers	Students
149	681	9,701	134,993

South Dakota Report Card – Math Proficiency

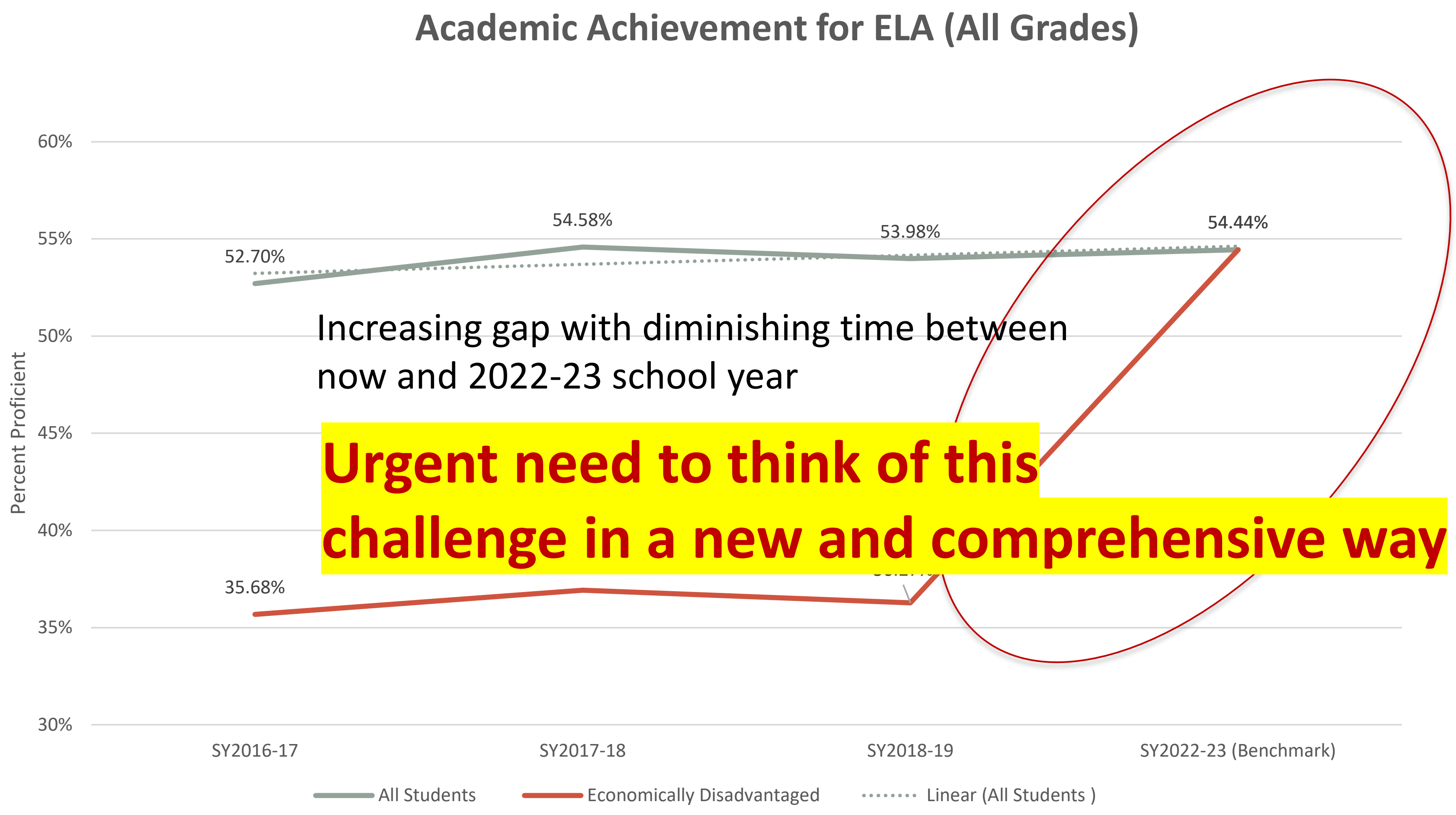


Mathematics

All Students	46%	71230 Students
Female	46%	34845 Students
Male	46%	36384 Students
American Indian/Alaska Native	14%	7687 Students
Asian	46%	1120 Students
Black/African American	22%	2103 Students
Hispanic/Latino	29%	4400 Students
Native Hawaiian/Pacific Islander	45%	71 Students
Two or More Races	40%	3315 Students
White/Caucasian	53%	52534 Students
Economically Disadvantaged	28%	26288 Students
English Learners	14%	2651 Students
Foster Care	18%	591 Students
Homeless	12%	618 Students
Migrant	12%	248 Students
Military Connected	53%	1115 Students
Students with Disabilities	17%	10438 Students

Grades 3 – 8 and 11 in South Dakota's public schools

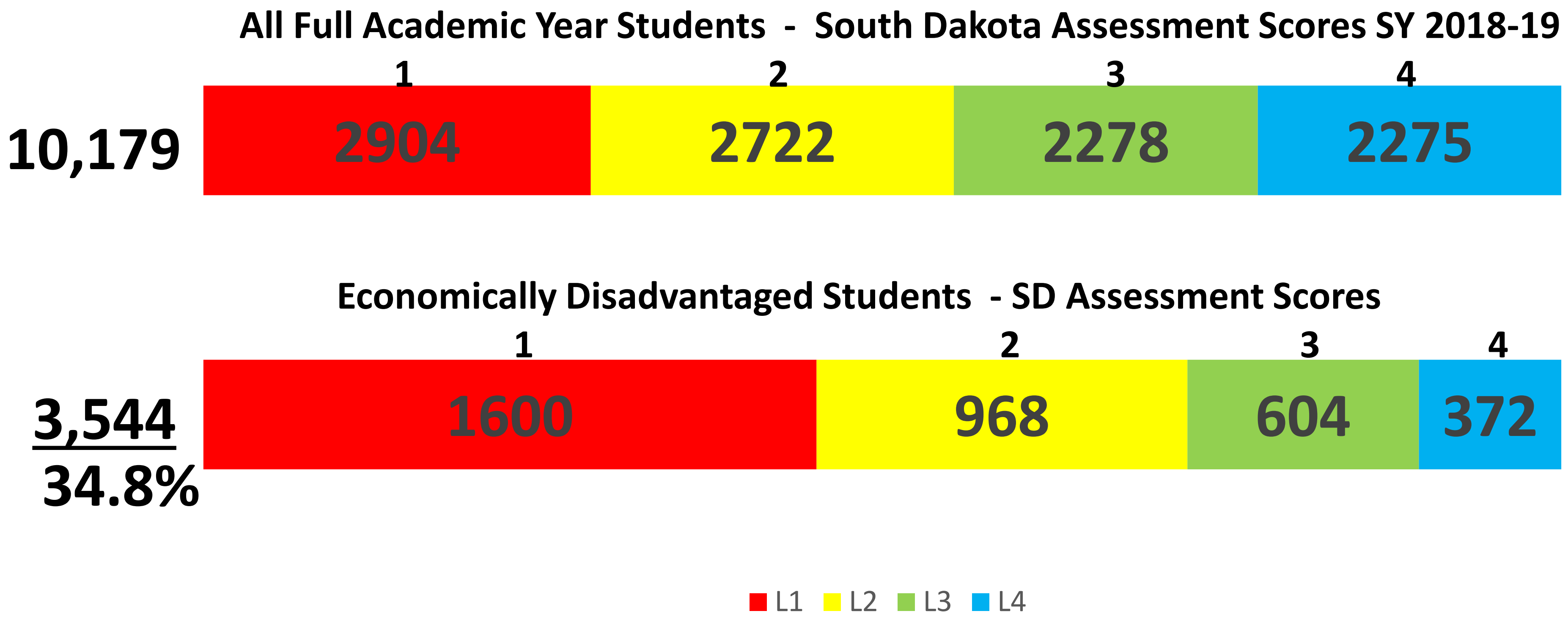
An Illustration of “The Opportunity Gap”



Increasing gap with diminishing time between now and 2022-23 school year

Urgent need to think of this challenge in a new and comprehensive way

Math - Grade 8 Proficiency Levels

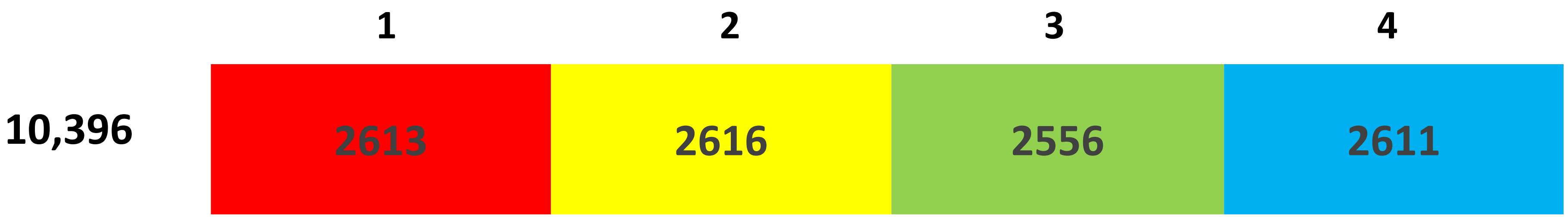


610 students needed to get to 54%

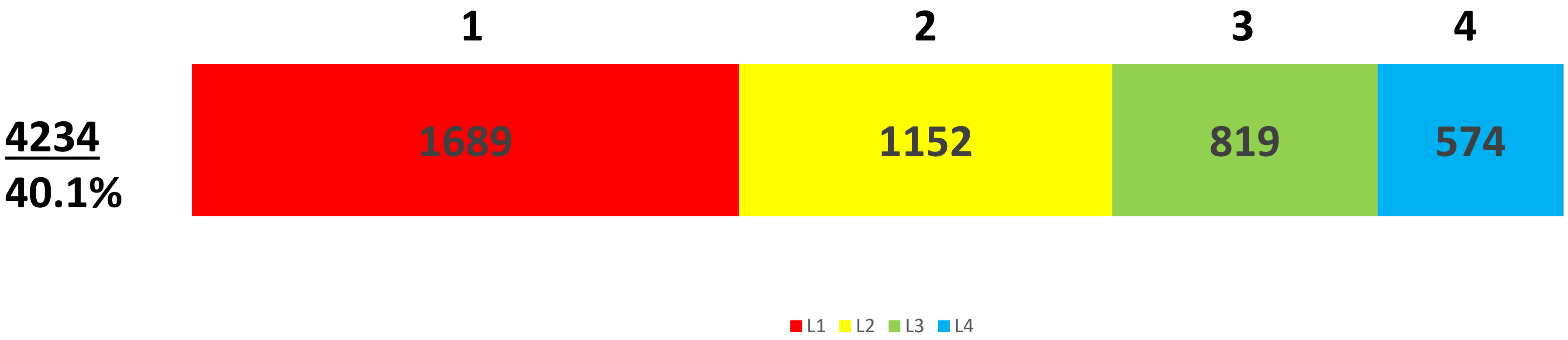
as of 29 August 2019

ELA - Grade 3 Proficiency Levels

All Full Academic Year Students - SD Assessment Scores SY 2018-19



Economically Disadvantaged Students – SD Assessment Scores



As of 29 August 2019

910 students needed to get to 54% goal

So, where do we begin?

- The annual SD aassessment tell us what needs support
- Focus on the Opportunity Gap and the unique issues in Native American education
- with incentives to select the best Knowledge rich curriculum aligned to state standards,
- Evidence-Based Practices that :
  - Support Educators,
  - Support and empower high quality principals,
  - enhancing teacher preparation programs,
  - advocate for education’s value and role in our state’s life and economic future for the common good
    - Public, non-public, homeschool
  - While continuing high standards for all students

DOE and BOES Authorities

- SDCL Title 13 authorizes the Secretary and the Board of Education Standards to:
  - Set academic standards, accredit public and non-public schools, determine teacher and administration certification standards, set teacher preparation program requirements, K-12 graduation requirements with "rigorous high school curriculum" of the school districts' choosing.
  - Pass through agency for state and federal funds
  - Without accreditation, the school district will not be provided state aid
  - "Nothing in this section authorizes the board to require the use of specifically designated curriculum or methods of instruction."

State and Local have different roles

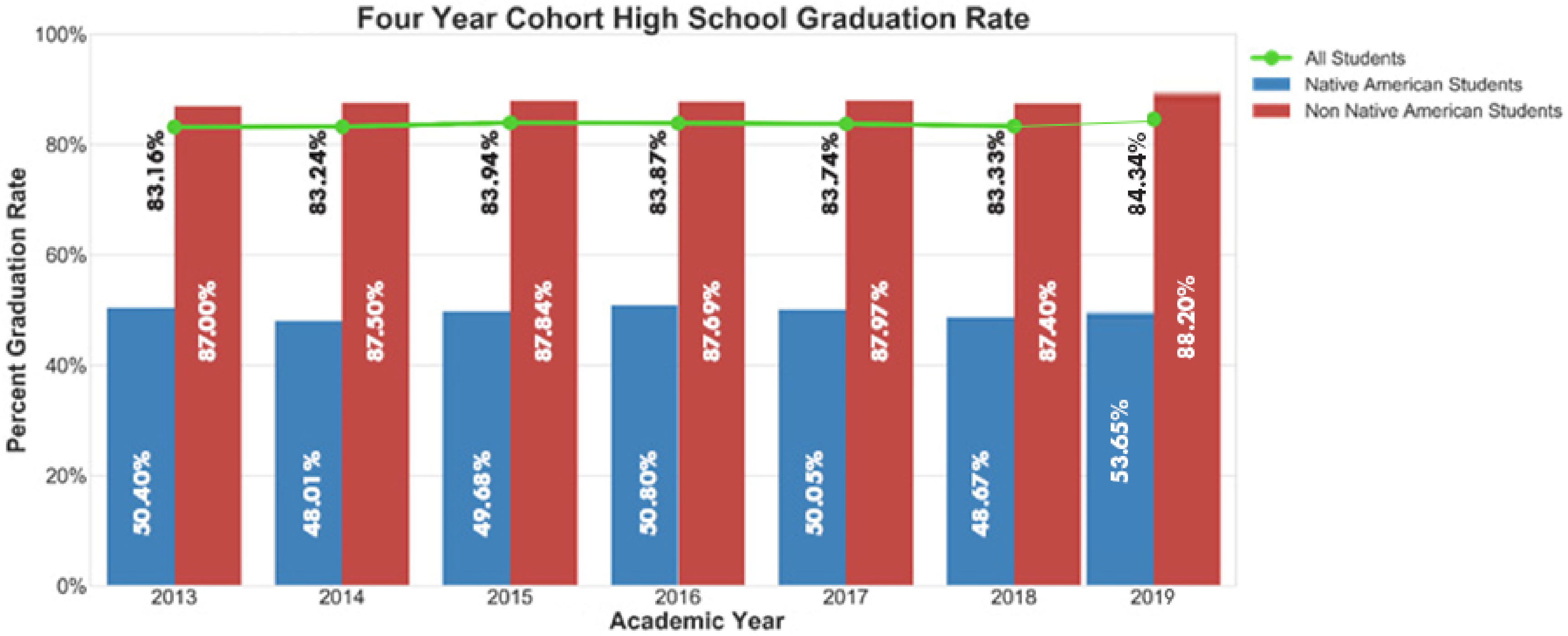
“So the secretary *defines* what education *is* and the school districts *provide* that education.”

- A Brookings high school student, May 15th, 2019

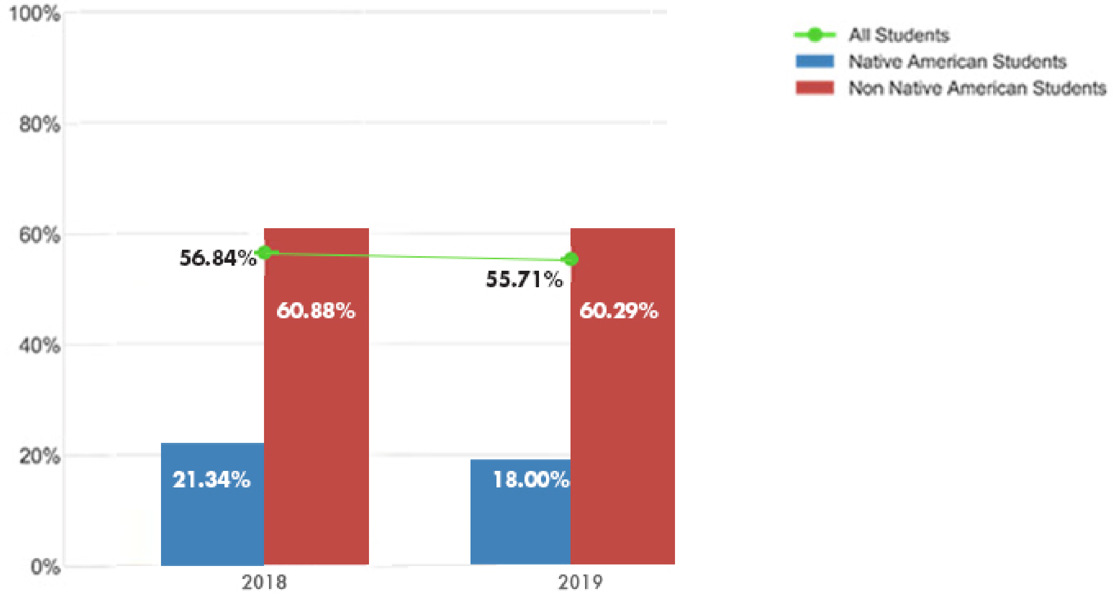
Statutorily defined roles:

- Academic Standards - State
- Academic assessment – State and Federal
- Accreditation, Probation, and Suspensions - State
- Teacher Certification - State
- Accountability (CSI and TSI plans) according to our state ESSA Plan – federal and state
- SPED support, policy, and grants management – Fed and state
- Fiscal management – state with some federal oversight
- School meal program and grants management with US Dept of Agriculture - federal
- State Library support to community and school libraries - state
- Historical Society outreach to the public and schools – state and private

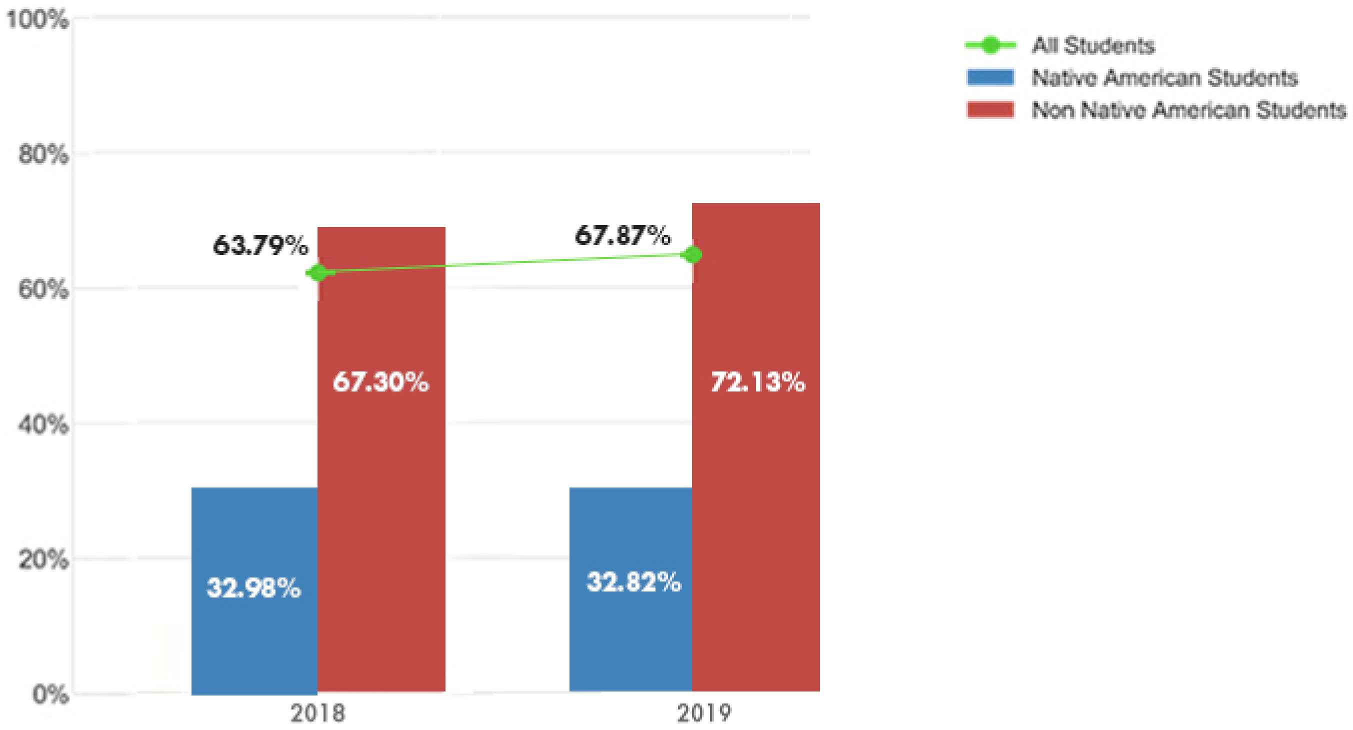
How we measure progress: Graduation Rate



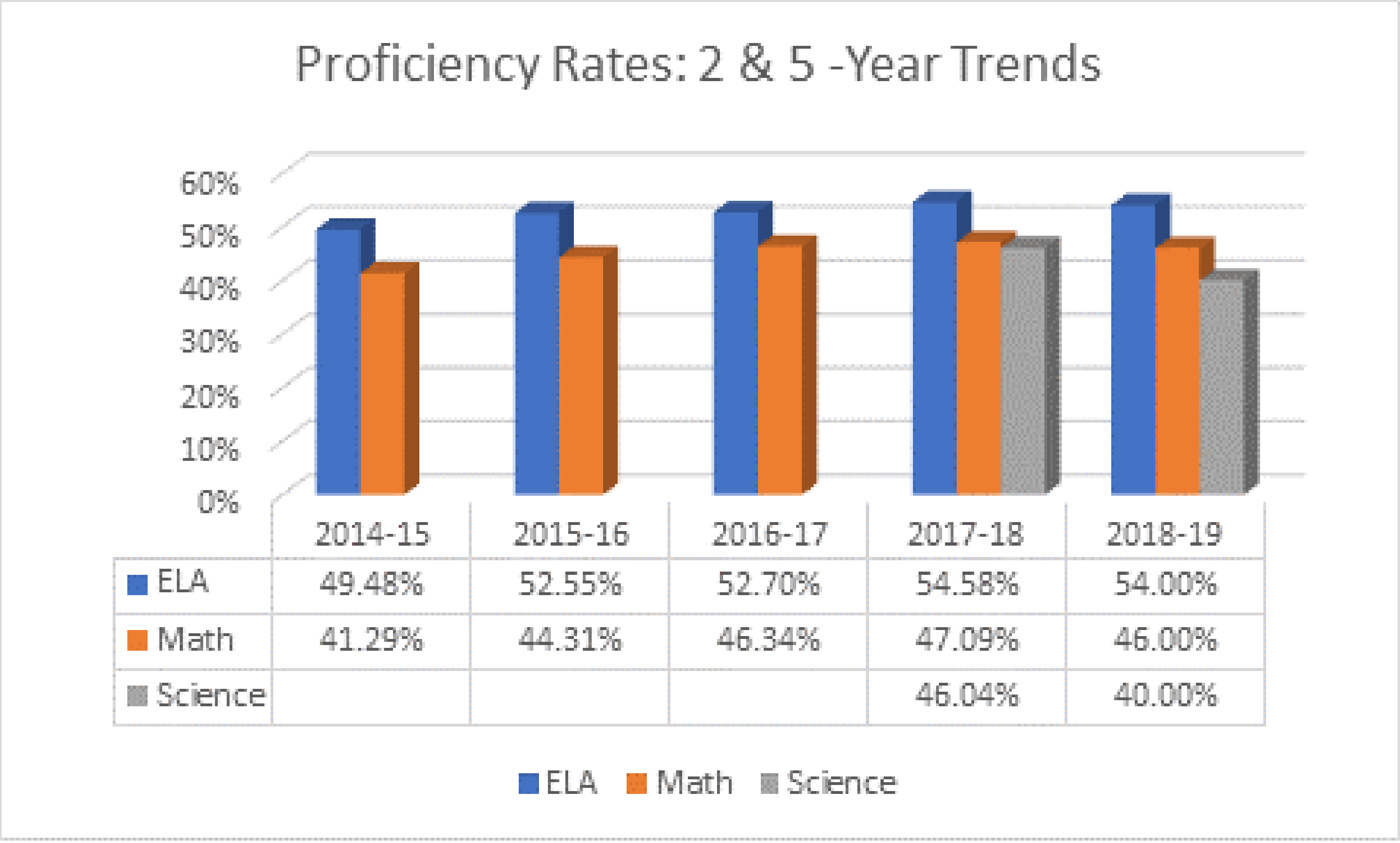
College and Careers: Assessment Ready



College and Careers: Coursework Ready



Student Performance (All Grades) Over Time



Proficiency Rates: 2 & 5 -Year Trends

	2014-15	2015-16	2016-17	2017-18	2018-19
🟦 ELA	49.48%	52.55%	52.70%	54.58%	54.00%
🟧 Math	41.29%	44.31%	46.34%	47.09%	46.00%
▨ Science				46.04%	40.00%

What Does Proficiency (Level 3 & 4) Look Like?

English Language Arts

- Reading
- Writing
- Speaking/Listening
- Research

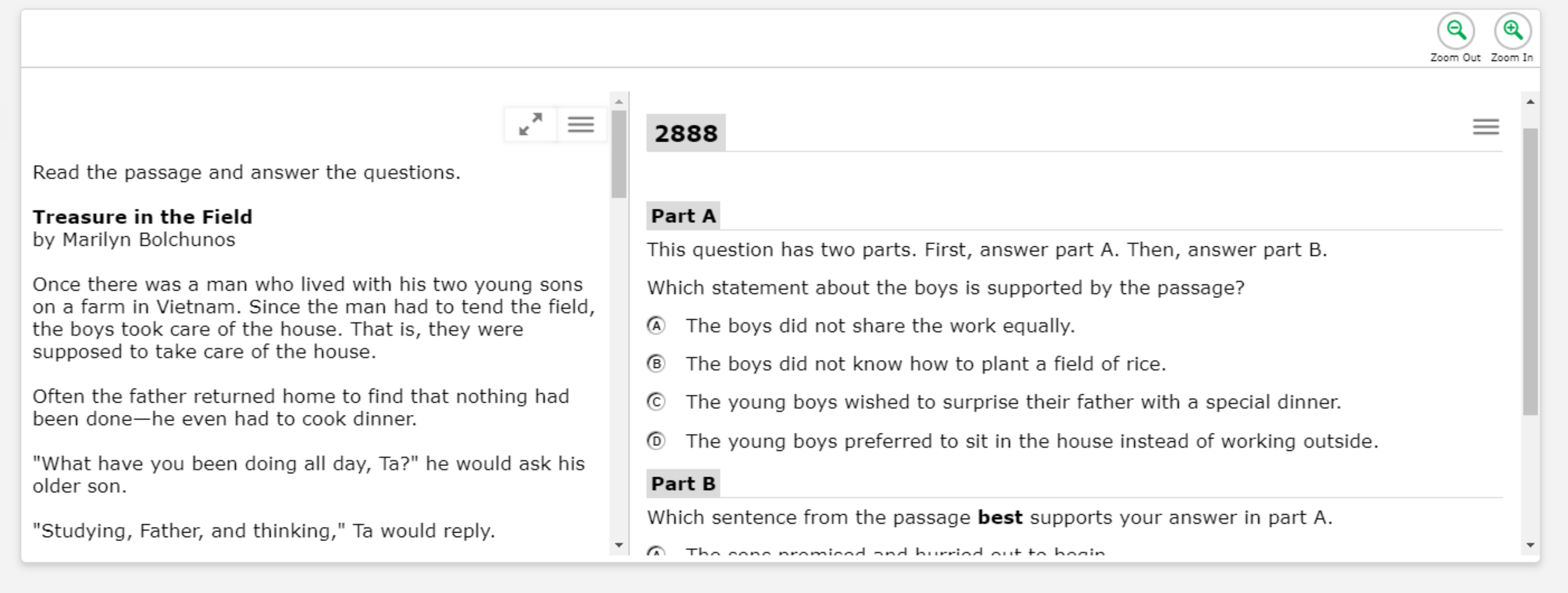
Mathematics

- Concepts & Procedures
- Problem Solving/Modeling & Data Analysis
- Communicating Reasoning

3rd Grade Reading: Level 3

- Use explicit details and information from texts of moderate complexity to support answers or basic inferences.
- Identify or summarize central ideas, key events, or sequence of events presented in texts of moderate complexity.
- Determine intended meaning of words through context, relationships, structure, or resources in texts of moderate complexity.
- Interpret and explain inferences and author's message and distinguish point of view in texts of moderate complexity.
- Specify and compare or contrast relationships across texts of moderate complexity.
- Demonstrate knowledge of text structures or text features to obtain, interpret, explain, or connect information in texts of moderate complexity.
- Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of moderate complexity.

Sample Question: 3rd Grade



Read the passage and answer the questions.

Treasure in the Field
by Marilyn Bolchunos

Once there was a man who lived with his two young sons on a farm in Vietnam. Since the man had to tend the field, the boys took care of the house. That is, they were supposed to take care of the house.

Often the father returned home to find that nothing had been done—he even had to cook dinner.

"What have you been doing all day, Ta?" he would ask his older son.

"Studying, Father, and thinking," Ta would reply.

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Part A

This question has two parts. First, answer part A. Then, answer part B.

Which statement about the boys is supported by the passage?

Ⓐ The boys did not share the work equally.

Ⓑ The boys did not know how to plant a field of rice.

Ⓒ The young boys wished to surprise their father with a special dinner.

Ⓓ The young boys preferred to sit in the house instead of working outside.

Part B

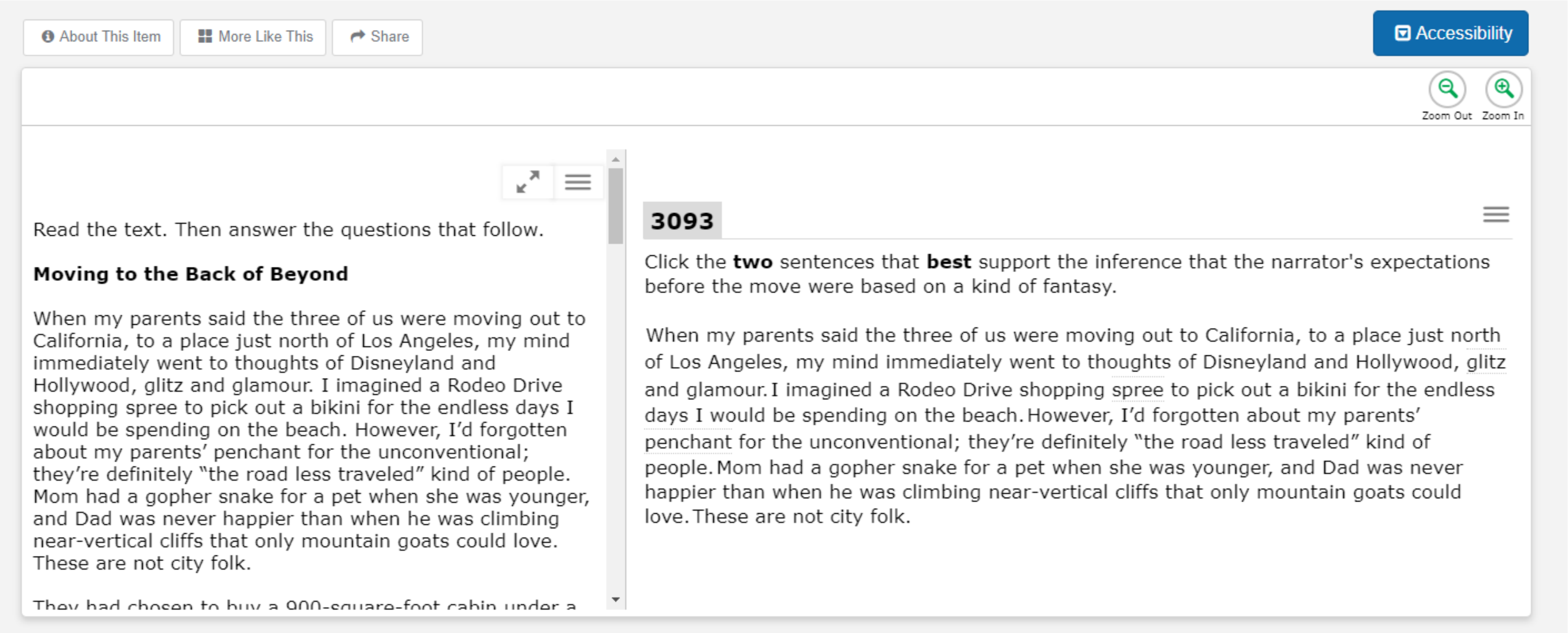
Which sentence from the passage **best** supports your answer in part A.

Ⓐ The sons promised and hurried out to begin

11th Grade Reading: Level 3

- Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity.
- Summarize themes and some analysis of thematic development over the course of the text using relevant details.
- Determine intended meanings of most words, including distinguishing connotation/denotation, figurative language, and words with multiple meanings based on context, word patterns, word relationships, etymology, or use of specialized resources.
- Apply sufficient reasoning and a range of textual evidence to justify most inferences or judgments made about texts.
- Adequately analyze interrelationships among literary elements within a text or multiple interpretations of text (including texts from the same period with similar themes, topics, or source materials).
- Partially analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of text and explain the impact(s) of those choices on meaning or presentation.
- Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) and connotative meanings of words and phrases used in context and the impact(s) of those word choices on meaning and tone.

Sample Question: 11th Grade



Read the text. Then answer the questions that follow.

Moving to the Back of Beyond

When my parents said the three of us were moving out to California, to a place just north of Los Angeles, my mind immediately went to thoughts of Disneyland and Hollywood, glitz and glamour. I imagined a Rodeo Drive shopping spree to pick out a bikini for the endless days I would be spending on the beach. However, I'd forgotten about my parents' penchant for the unconventional; they're definitely "the road less traveled" kind of people. Mom had a gopher snake for a pet when she was younger, and Dad was never happier than when he was climbing near-vertical cliffs that only mountain goats could love. These are not city folk.

They had chosen to buy a 900-square-foot cabin under a

3093

Click the **two** sentences that **best** support the inference that the narrator's expectations before the move were based on a kind of fantasy.

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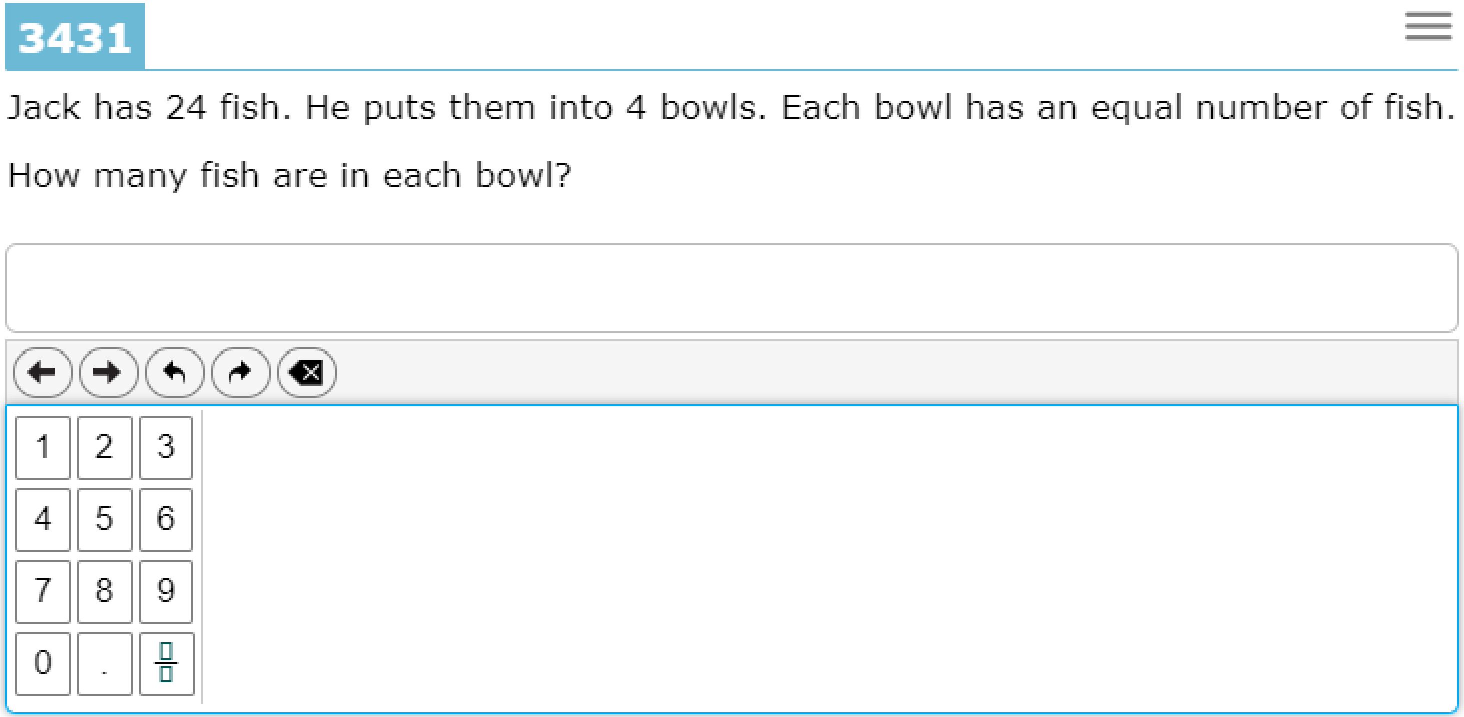
3rd Grade Math: Level 3

- Select the appropriate operation to solve one-step problems involving equal groups and arrays.
- Use the properties of operations to multiply within the 10 by 10 multiplication table.
- Fluently multiply within 100.
- Solve two-step problems using addition and subtraction with numbers larger than 100 and solutions within 1,000.
- Represent a fraction on a number line with partitioning.
- Estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters.
- Find the area of a rectilinear figure by multiplying side lengths and by decomposing a rectilinear figure into non-overlapping rectangles and adding them together.

Sample Question: 3rd Grade



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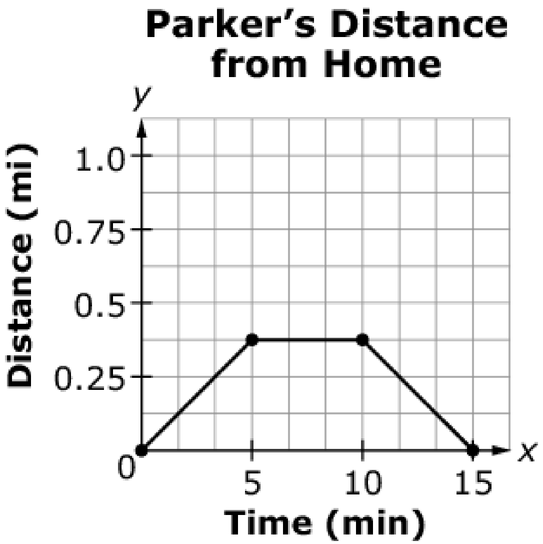
Jack has 24 fish. He puts them into 4 bowls. Each bowl has an equal number of fish.

How many fish are in each bowl?

8th Grade Math: Level 3

- Solve simple quadratic monomial equations and represent the solution as a square root.
- Work with and perform operations with scientific notation of large numbers.
- Identify unit rate of change in linear relationships (i.e., slope is the rate of change).
- Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms and equations with infinitely many solutions or no solution.
- Solve a system of linear equations with integer coefficients using an algebraic strategy.
- Classify functions as linear or nonlinear on the basis of the algebraic representation.
- Determine the rate of change and the initial value of a function.
- Compare properties of two linear functions represented in different ways (algebraically, graphically, or in a table).
- Predict the location of point P after a transformation.
- Construct rotations of figures in a coordinate plane

Sample Question: 8th Mathematics



Based on the graph, determine whether each statement is true. Select True or False for each statement.

Typical Questions

How often do we test kids?

SDCL 13-26-1.1 limits the state's assessment to be less than 2% of total instructional time. We are under 2% allowed.
However, many schools mandate interim assessments of their own choosing each semester.
Our new state contract makes this interim assessment available to districts for free
Students take the English and Math assessment in grades 3-8 and grade 11
Students take the Science assessment in grades 5, 8, and 11

Do we require all students to take the SD Assessment?

Yes. Federal law requires all students do so and we must hit the 95% benchmark. Special education students take the tests and states are allowed to have 1% take a alternate test. English learners take the assessment.

How much does the South Dakota Assessment Cost?

We have a six year contract with American Institutes for Research for $12.1 million.
The school districts are provided this at no cost

Are we still teaching Common Core?

No. South Dakota educators modified the standards in Math and ELA in 2018. These new standards are being taught for the first time this year and will be tested this spring.
We are in the "Smarter Balanced" Consortium for Math and ELA.

So why don’t students do better?

1. “The Knowledge Gap” plays a significant role.

   The distinction of teaching the standards or *teaching to the standards with high quality curriculum*

   The fifty seven words that teachers, curriculum directors, administrators and school board members need to know: “By building knowledge in history/social studies, science, and other disciplines students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop knowledge within and across grades.”

   The Skills based standards were always meant to be complemented by knowledge rich curriculum

2. The “Opportunity Gap”

   Work group created, is meeting and working on recommendations

3. The challenges outside the school:

   - mental health, and drug use and so Department of Education is playing an active role in Governor Noem’s Suicide Prevention work, Meth awareness campaign, mental health, and school safety initiatives.

Dept of Education’s Budget

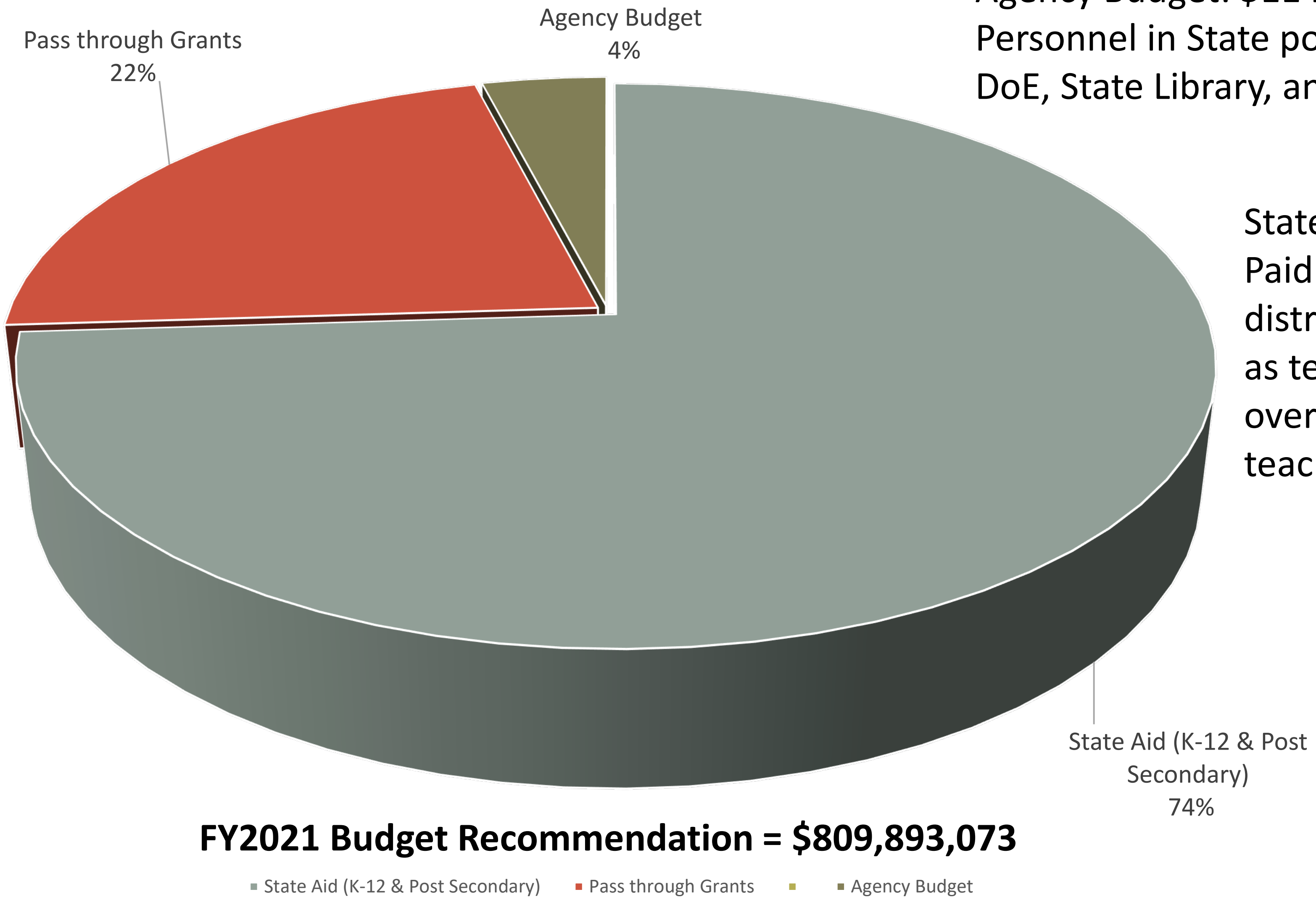
- The Department of Education distributes state aid to school districts. No school performance metric is tied to the disbursement of state aid.
  - *74% of total budget*.
- The Department of Education is also a “pass through” agency for federal grant funding for a wide variety of support to schools.
  - *22% of total budget.*
- The *remaining 4%* pays for staff and the programming to support creating academic standards, accreditation, teacher certification, state library, history, etc.

Department Budget

Pass through Grants

- Federal Special Ed
- School meals
- Title I support

Agency Budget: $11 million in General funds
Personnel in State portion of
DoE, State Library, and Historical Society.

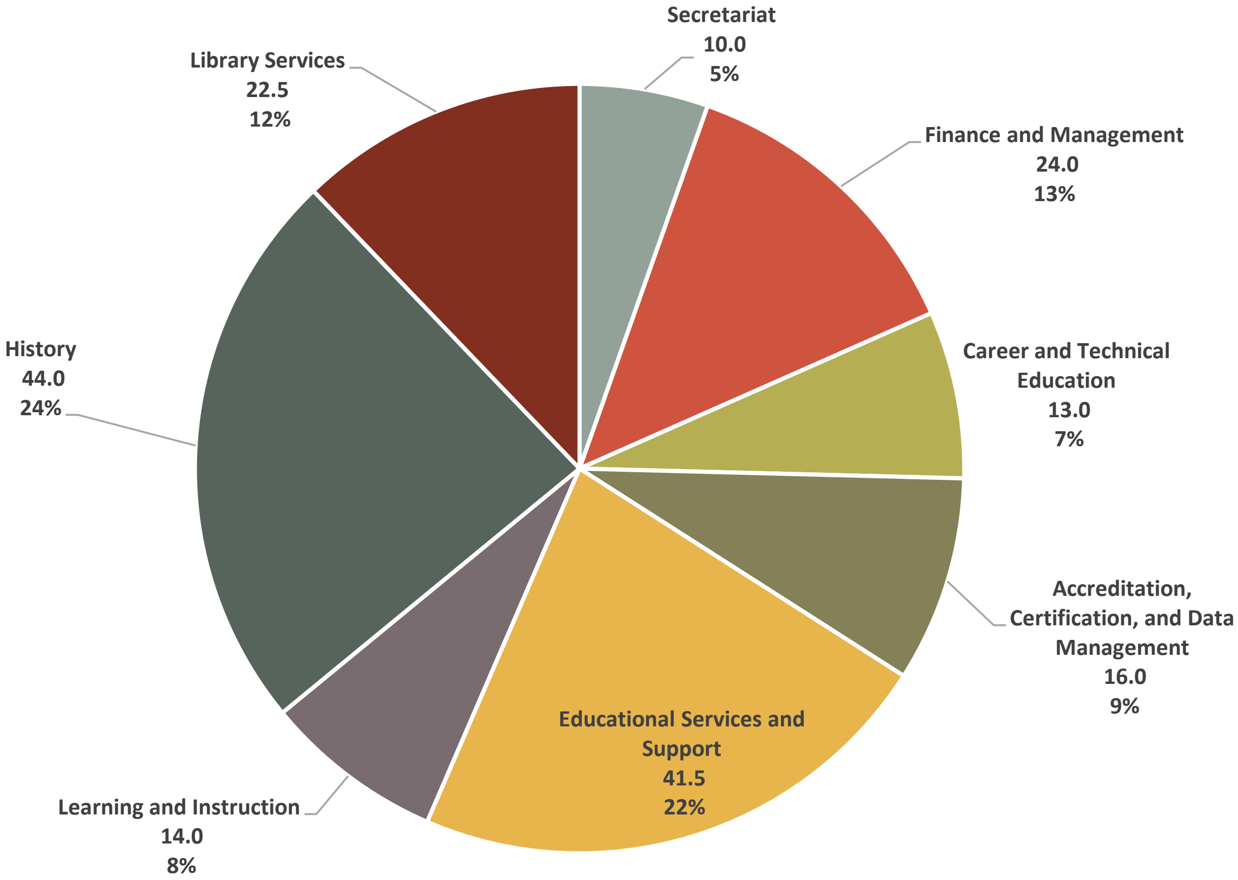


State Aid:
Paid to the 149 school districts to cover such costs as teacher salaries, overhead, technology, teacher mentorship

FY2021 Budget Recommendation = $809,893,073

FY2020 Department FTE

- Secretary
  Dr. Benjamin F. Jones
  - Deputy Secretary
    Mary Stadick Smith
  - Finance and Management
    Cody Stoeser
  - Career and Technical Education
    Laura Scheibe
  - Accreditation, Certification, and Data Management
    Jacquie Larson
  - Educational Services and Support
    Ann Larson
  - Learning and Instruction
    Becky Nelson
  - History
    Jay Vogt
  - Library Services
    Daria Bossman



Department FTE = 185.0

* Does not include Board of Technical Education

FY2020 Budget Amendment

Amendment Change	General Funds	Total	FTE
1. Perkins Report Card	$0	$300,000	
2. Dual Credit Data Management System	$0	$200,000	
3. Dual Credit Program Reduction	($764,164)	($764,164)	
4. State Assessment Budget Reduction	($53,337)	($53,337)	
5. State Aid to General Education	($2,949,356)	($2,949,356)	
6. Sparsity	($74,997)	($74,997)	
TOTAL	**($3,841,854)**	**($3,341,854)**	

* Does not include Board of Technical Education

Perkins Report Card

Perkins V requires states to publish Perkins accountability data in an accessible, easy-to-understand format. The development and maintenance of this system will serve multiple goals:

- Better aligning career and technical education with other department objectives and reporting;
- Streamlining the public's ability to find all accountability data the department produces and therefore increasing transparency;
- Meeting the federal requirement to provide Perkins data in an easily-accessible format;
- Building upon the investment made in the Every Student Succeeds Act Report Card.

Dual Credit Data Management System

The data management system for dual credit will include information such as: enrollment, performance, and billing data. The system would address these major areas:

- Increase data quality
- Effective and efficient reporting of dual credit data
- Connection to other department data sources, including Infinite Campus, National Student Clearinghouse, and Perkins
    - A connection to the other data sources would allow for ongoing evaluation of the state supported dual credit system

Dual Credit Program Reduction

2019 Credits Paid

Institution	Summer	Fall	Spring	Total
BOR	1,347	10,149	10,707	22,203
LATI	123	1,624	1,570	3,317
MTI	18	545	806	1,369
STI	56	458	869	1,383
WDTI	226	1,258	1,376	2,860
Total	1,770	14,034	15,328	31,132

Increase % from 2018 to 2019 18.2%

2020 Revised Estimated Credits

BOR	1,593	11,996	12,656	26,245
LATI	146	1,920	1,856	3,922
MTI	22	645	953	1,620
STI	67	542	1,028	1,637
WDTI	268	1,487	1,627	3,382
Total	2,096	16,590	18,120	36,806

FY2020 Request	
Budgeted Credits	43,663
Cost per Credit	$98.99
Total FY2020 Request	$4,322,200
FY2020 Amendment	
Revised Estimated Credits	36,806
Cost per Credit	$96.67
Total Estimated Budget	$3,558,036
Amount of Reduction	**($764,164)**

FY2021 Budget Recommendation

	BUDGETED FY 2020	GOVERNOR'S RECOMMENDED FY 2021	RECOMMENDED INC/(DEC) FY 2021
BY PROGRAM			
Agency Budget	210,010,143	207,124,790	(2,885,353)
State Aid to K-12	563,644,401	572,730,821	9,086,420
Post Secondary Institutes/BOTE	29,904,632	30,037,462	132,830
Total	**803,559,176**	**809,893,073**	**6,333,897**
FUNDING SOURCE:			
General Funds	608,314,512	617,370,618	9,056,106
Federal Funds	188,350,326	185,283,793	(3,066,533)
Other Funds	6,894,338	7,238,662	344,324
Total	**803,559,176**	**809,893,073**	**6,333,897**
EXPENDITURE DETAIL:			
Personal Services	13,952,465	13,948,471	(3,994)
Operating Expenses	789,606,711	795,944,602	6,337,891
Total	**803,559,176**	**809,893,073**	**6,333,897**
Staffing Level	187.0	188.0	1.0

FY2021 Budget Recommendation

Agency Budget

Major Budget Increase/(Decrease)	General Funds	Total	FTE
1. Jobs for America's Graduates (JAG)	$91,087	$91,087	1.0
2. Perkins Report Card Maintenance	$0	$125,000	
3. Dual Credit Data Management System Maintenance	$20,000	$20,000	
4. Birth to Three FMAP	($1,570)	$0	
5. Federal Authority Reduction	$0	($3,068,103)	
6. State Assessment Budget	($53,337)	($53,337)	
TOTAL	**$56,180**	**($2,885,353)**	**1.0**

* Does not include Board of Technical Education

Jobs for America's Graduates

- Dropout prevention program for students with serious barriers to graduation and/or employment.
- Students learn life skills, build self-confidence, and can shine in state and national competitions.
- JAG-SD students have achieved a 100% graduation rate nearly annually, compared with 96% of JAG participants nationally.
- Participating districts:

Bennett County	*Todd County*	*Smee*
Lake Andes	*Wagner*	

FY2021 Budget Recommendation

State Aid to K-12 Budget

Major Budget Increase/(Decrease)	General Funds	Total
1. State Aid to General Education	$1,003,891	$1,003,891
2. State Aid to Special Education	$7,928,968	$7,928,968
3. Sparsity	($65,763)	($65,763)
4. Technology In Schools	$0	$219,324
TOTAL	**$8,867,096**	**$9,086,420**

* Does not include Board of Technical Education

Questions?