SOUTH DAKOTA FLEXIBILITY WAIVER ATTACHMENTS

Attachment 1

Documentation or Input from multiple constituents

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From: Stadick Smith, Mary
Sent: Wednesday, November 23, 2011 7:07 AM
To: 'SDPublicSchoolSuperintendents@listserv.state.sd.us'
Subject: Secretary to host webinar with superintendents Dec. 7

Good morning,

Secretary of Education Melody Schopp will host a webinar for superintendents on **Wednesday, Dec. 7, at 9 a.m.** (Central Time). **Please mark your calendars now.**

The webinar will have two purposes:
1) Follow-up to the Governor's budget speech, which is on Dec. 6
2) Present the framework and get initial feedback on South Dakota's proposed new Accountability Model, which would be submitted as part of the state's ESEA waiver application in February 2012

We will send webinar details several days before the event. If you haven't used the Live Meeting format before, your technology director can assist.

FYI: The department will be hosting webinars for other groups in the field, including your principals, curriculum, SPED and assessment directors. These webinars will focus mainly on the proposed Accountability Model.

Happy Thanksgiving to all! Hope you have the opportunity to relax and enjoy time with family and friends … and watch some great football!

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From: Stadick Smith, Mary
Sent: Wednesday, November 23, 2011 7:25 AM
To: 'SDSchoolPrincipals@listserv.state.sd.us'
Subject: Education Secretary to host webinar on proposed Accountability Model framework

This message was sent to public school principals.

Good morning,

Secretary of Education Melody Schopp will host a webinar for principals on **Wednesday, Dec. 7, at 11 a.m.** (Central Time). **Please mark your calendars now.**

The purpose of the webinar is to present the framework and get initial feedback on South Dakota's proposed new Accountability Model, which would be submitted as part of the state's ESEA waiver application in February 2012.

We will send webinar details several days before the event.

Happy Thanksgiving to all! Hope you have the opportunity to relax and enjoy time with family and friends.

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****
From: Stadick Smith, Mary
Sent: Friday, December 02, 2011 8:51 AM
To: 'SDSchoolAdministrators@listserv.state.sd.us'
Subject: Message from DOE: Webinar to address proposed new Accountability Model

This message was sent to curriculum, assessment and special education directors.

Webinar to address proposed new Accountability Model
Secretary of Education Melody Schopp will host a webinar for curriculum, assessment and special education directors on **Dec. 9 at 10 a.m. (Central Time)**. Please mark your calendars now. The main purpose of the webinar is to present South Dakota's proposed new Accountability Model and to get initial feedback on that model from the field.

Watch for log-in information to come. FYI: We are holding similar webinars for superintendents and principals.

Thanks for all you do for South Dakota's children!

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From: Stadick Smith, Mary
Sent: Friday, December 02, 2011 10:58 AM
To: 'sandy.arseneault@sdea.org'; Johnston, Lanette; Turnipseed, Sue; Keegan, Nicole M; Steever, Sharla
Cc: Barnett, Deb
Subject: Conference call with key teacher-leaders

Hi ladies, we have scheduled a conference call for key teacher-leaders around the state with Dr. Melody Schopp on Dec. 12 at 4:15 p.m. (Central Time). The purpose of the call is to review and get initial feedback on South Dakota's proposed new Accountability Model. Call in-information is as follows: dial 1-866-410-8397 and enter conference code 6057737228 followed by the # sign.

Nicole and Sharla, you were not at our Accountability meeting this time but we did present a proposal to the Accountability Work Group, so that is what we will be going over. Good chance to get up to speed if you are available.

Sandy is going to invite key folks around the state from her organization.

Lanette is going to invite some of the teacher-leaders she works with around the state.

Sandy and Lanette, as we get closer to event, I will have a couple of documents that need to be forwarded.

Thanks so much for your help on this!

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From: Stadick Smith, Mary
Sent: Sunday, December 04, 2011 8:51 AM
To: Kirkegaard, Don; Duncan, Kelly; 'Glenna Fouberg'; Julie Mathiesen-BOE; 'Marilyn Hoyt'; 'Patricia Simmons'; 'Richard Gowen'; 'Stacy Phelps'; 'Terry Sabers'

Cc: Schopp, Melody (DOE); Leidholt, Betty
Subject: Conference call on Dec. 12 regarding proposed Accountability Model

Good morning Board of Ed members, about two weeks ago, we sent you an email inviting you to participate in an online event for board members hosted by Secretary Schopp on Dec. 12. The purpose was to update you on South Dakota's proposed new Accountability Model. Plans have changed just a bit. Instead of doing a session exclusively for BOE members, we have listed the schedule of conference calls Dr. Schopp will be doing with the field and invite you to participate in **any** of the calls that work with your schedule. Call-in information is below and is the same for all calls.

Dec. 7, 2011
        --Superintendents, 9-10 a.m. (Central Time)
          --Principals, 11 a.m.-Noon (Central Time)

Dec. 9, 2011
        --Curriculum/SPED/assessment directors, 10-11 a.m. (Central Time)
        --Principals, 2-3 p.m. (Central Time)

Dec. 12, 2011
        --Media, Dec. 12, 11 a.m.-Noon (Central Time)
        --South Dakota Education Association regional reps and teacher-leaders, 4:15-5:15 p.m. (Central Time)

To participate in any of the conference calls noted above, call 1-866-410-8397 and enter conference code 6057737228 followed by the # sign (when prompted).

Thank you, and let me know if you have any questions.

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From: Stadick Smith, Mary
Sent: Sunday, December 04, 2011 9:27 PM
To: 'SDSchoolAdministrators@listserv.state.sd.us'
Subject: IMPORTANT message from DOE: Secretary Schopp's sessions on Accountability
Importance: High

This message was sent to superintendents, principals, curriculum directors, SPED directors, assessment directors and ESA directors.

Good evening,

This email is a follow-up to one sent last week regarding a webinar related to South Dakota's proposed new Accountability Model. Secretary of Education Melody Schopp will be conducting a number of conference calls (instead of webinars) with different groups of educators in the next week. The primary purpose is to present and get initial feedback on the proposed Accountability Model. She will also offer follow-up to the Governor's budget address slated for Dec. 6.

Below is a list of conference call times. Please note that each call is scheduled with a specific group of administrators. However, you are welcome to join in any of the sessions, as your schedule allows.

The call-in information is the same for each meeting. See below and note that our capacity is 125 lines per call.

CONFERENCE CALLS with Secretary of Education Melody Schopp
Topics: Proposed Accountability Model and Budget Address

- Wednesday, **Dec. 7, 9-10 a.m.** (Central Time) – Superintendents

- Wednesday, **Dec. 7, 11 a.m.-noon** (Central Time) – Principals

- Friday, **Dec. 9, 10-11 a.m.** (Central Time) – Curriculum, Assessment and Special Education Directors

- Friday, **Dec. 9, 2-3 p.m.** (Central Time) – Principals

To participate in the conference call:
Call 1-866-410-8397
Enter access code 6057737228 followed by the # sign, when prompted.

Our capacity for each conference call is 125 phone lines. Following this round of calls, we will schedule additional sessions if there is high demand.

Thank you for your interest in this important topic.

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From: Stadick Smith, Mary
Sent: Friday, January 06, 2012 1:09 PM
To: 'annewerpy@gmail.com'
Cc: Stadick Smith, Mary
Subject: Conference call with Secretary of Education
Importance: High

Hi Anne, we are so glad that PTA is interested in hearing about the proposed new accountability system for South Dakota. Below is the information for your leadership and/or PTA members across the state to join in the call. Please let me know if you need anything else. Thank you! (Could you email me back so I know that you received this email?)

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Secretary of Education to visit with parents about proposed school accountability model
South Dakota's Secretary of Education Dr. Melody Schopp will host a conference call with PTA members on Tuesday, Jan. 17, at 7 p.m. (Central Time). The purpose of the call is to talk about South Dakota's proposed new system of school accountability. Unlike the current system of accountability, which relies heavily on one measure – student test scores – this new system of accountability would be based on a 100-point School Performance Index. The index would include multiple indicators of school performance.

It would be helpful to review the two links below prior to the call. The first is a summary of the proposed model, and the second provides some background on the process.

http://doe.sd.gov/secretary/documents/ProposedAccountabilityModel.pdf
http://doe.sd.gov/secretary/nexgen_accountability.asp

The directions to participate in the conference call are below. It is a toll-free number.

Thank you for your participation. We look forward to the visit!

- Call 1-866-410-8397.
- When prompted, enter conference code: 6057737228 followed by the # sign.

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From: Stadick Smith, Mary
Sent: Tuesday, December 06, 2011 5:22 PM
To: 'SDSchoolAdministrators@listserv.state.sd.us'
Cc: 'Wade Pogany-ASBSD'; 'John Pedersen'; DOE - MANAGEMENT TEAM
Subject: Message from Secretary Schopp: Documents for Accountability sessions
Importance: High

This message was sent to superintendents, principals, curriculum directors, SPED directors, assessment directors and ESA directors.

Good afternoon, if you plan to join one of the conference calls that Secretary Schopp will be hosting this week, you will want to reference the attached documents. The primary purpose of the calls is to present and get initial feedback on the proposed Accountability Model. She will also offer follow-up to the Governor's budget address.

As a reminder, the conference calls with the Secretary are scheduled as follows. Please note that each call is scheduled with a specific group of administrators. However, you are welcome to join in any of the sessions, as your schedule allows.

The call-in information is the same for each meeting. See below and note that our capacity is 125 lines per call.

CONFERENCE CALLS with Secretary of Education Melody Schopp

Topics: Proposed Accountability Model and Budget Address

- Wednesday, **Dec. 7, 9-10 a.m.** (Central Time) – Superintendents

- Wednesday, **Dec. 7, 11 a.m.-noon** (Central Time) – Principals

- Friday, **Dec. 9, 10-11 a.m.** (Central Time) – Curriculum, Assessment and Special Education Directors

- Friday, **Dec. 9, 2-3 p.m.** (Central Time) – Principals

To participate in the conference call:
Call 1-866-410-8397
Enter access code 6057737228 followed by the # sign, when prompted.

Thank you!

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From: Stadick Smith, Mary
Sent: Tuesday, December 06, 2011 5:38 PM
To: 'sandy.arseneault@sdea.org'; Johnston, Lanette; Turnipseed, Sue; Keegan, Nicole M; 'ssteever@hillcity.k12.sd.us'
Subject: Documents for Secretary Schopp's Accountability session
Importance: High

Hi Sandy, Lanette, Sharla, Susan and Nicole, please find attached documents for the Monday, Dec. 12, 4:15 p.m. (Central) conference call with Secretary Schopp. One is the Proposed Accountability Model; the other is a summary of the training effort that the Governor announced in budget proposal today.

Sandy and Lanette, will you please forward to your groups? Also, could I get a copy of the initial email invitation you sent to your folks? We will need that to send in with our flexibility application, to show as evidence. Thanks so much!

Looking forward to the call!

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From: Stadick Smith, Mary
Sent: Tuesday, December 06, 2011 5:54 PM
To: 'Cherie.Farlee@BIE.edu'; 'Kathie.Bowker@BIE.edu'; 'Rosie.Davis@BIE.edu'; 'Robert.Parisien@BIE.edu'; 'rstedcy@gwtc.net'; 'Dayna@oglala.org'
Cc: Campbell, Roger; 'Mclellan, Terri (Terri.Mclellan@BIE.EDU)'
Subject: Conference calls to address SD's proposed Accountability Model

Good afternoon, South Dakota's Secretary of Education Melody Schopp will be hosting a number of conference calls with public school administrators this week to talk about the state's proposed new Accountability Model. While this may not directly impact everyone on this list, we thought you might be interested in learning more, since many of you follow the state's accountability system. If so, please feel free to join any of the calls listed below. The secretary will be referencing the attached document.

Terri McLellan at the Cheyenne-Eagle Butte School District has been a part of the Accountability Work Group, which has been advising the state Department of Education as we have undertaken the process of developing a new Accountability Model. We very much appreciate her input and commitment to the process.

NOTE: The call-in information is the same for each meeting. See below and note that our capacity is 125 lines per call.

CONFERENCE CALLS with Secretary of Education Melody Schopp
Topics: Proposed Accountability Model and Budget Address

- Wednesday, **Dec. 7, 9-10 a.m.** (Central Time) – Superintendents

- Wednesday, **Dec. 7, 11 a.m.-noon** (Central Time) – Principals

- Friday, **Dec. 9, 10-11 a.m.** (Central Time) – Curriculum, Assessment and Special Education Directors

- Friday, **Dec. 9, 2-3 p.m.** (Central Time) – Principals

To participate in the conference call:
Call 1-866-410-8397
Enter access code 6057737228 followed by the # sign, when prompted.

Thank you!

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From: Stadick Smith, Mary
Sent: Thursday, December 08, 2011 4:27 PM
To: 'DOEMedia@listserv.state.sd.us'
Subject: Informational session for media: SD's proposed Accountability Model for schools

WHAT
South Dakota Secretary of Education Dr. Melody Schopp will host an **informational session** for education reporters and other members of the media interested in learning more about the state's proposed new Accountability Model

WHEN
Monday, Dec. 12, 11 a.m. (Central Time)

WHERE
Via teleconference
- To participate in the teleconference, call 1-866-410-8397 and enter conference code 6057737228 followed by the # sign (when prompted).

WHY
In the absence of reauthorization of the federal Elementary and Secondary Education Act (i.e., No Child Left Behind), South Dakota began moving ahead with creating a next-generation Accountability Model for the state's public schools. Since that time, the U.S. Department of Education is allowing states to apply for waivers from parts of the existing law in exchange for agreeing to four principles: College and Career Ready Expectations for all Students; State-Developed Differentiated Recognition, Accountability and Support Systems; Supporting Effective Instruction and Leadership; and Reducing Duplication and Unnecessary Burden.

The proposed Accountability Model will form the basis for the state's waiver application.

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From: Stadick Smith, Mary
Sent: Friday, January 13, 2012 6:05 PM
To: SDSchoolAdministrators@listserv.state.sd.us
Subject: Message from DOE: ESEA Flexibility Request available for public comment
Importance: High

This message was sent to superintendents, principals, co-op and ESA directors, special education directors, curriculum directors and technology directors. It will be sent separately to Title I directors.

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ESEA Flexibility Request now open for public comment
The South Dakota Department of Education is seeking public comment on its ESEA Flexibility Request, which is now available online at
http://doe.sd.gov/secretary/nexgen_accountability.asp

In particular, the department is eager for additional feedback on the proposed Accountability Model, based on a 100-point School Performance Index, which is described throughout the application.

If you have previously reviewed the summary of the proposed Accountability Model and/or participated in any of the conference calls held in December, you will see that the model has changed, as the department has attempted to honor and incorporate some of your suggestions. We are working on creating a new summary document that reflects these changes and will get that out to you soon as well.

Please review the ESEA Flexibility Request and offer comment in one of the following ways:

Email comments to: DOE.AccountabilityModel@state.sd.us

Send written comments to: South Dakota Department of Education, ESEA Flexibility Request, 800 Governors Drive, Pierre, SD 57501

Thank you!

Mary Stadick Smith
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These are all articles in our various publications talking about proposed Accountability Model. Bottom one is link to the web page re: new Accountability Model.

September Education Online
http://doe.sd.gov/pressroom/educationonline/2011/October/art_secretary.asp

November Education Online
http://doe.sd.gov/pressroom/educationonline/2011/november/art_1.asp

December Education Online
http://doe.sd.gov/pressroom/educationonline/2011/December/art_1a.asp

December Online Zebra
http://doe.sd.gov/pressroom/zebra/news/11/dec/art_5.asp

Next-Generation Accountability webpage
http://doe.sd.gov/secretary/nexgen_accountability.asp

Attachment 2

Comments -- Many of the opportunities for comments were provided via a webinar and the verbal comments were not recorded. However, many of the verbal comments were incorporated into the waiver.

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COMMENTS as of Feb. 3, 2012, on the ESEA Flexibility Waiver application

1. The 100-point system seems okay. Please convince the governor that merit pay and bonuses for math and science teachers is not what's best for the students of South Dakota. Let's spend more money for all students, and let the local school boards make the decisions on how to provide the best education for the students in their district.

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2. To Whom It May Concern:

   I am a Rosebud Sioux Tribal member, whom is also a teacher for the Todd County School District in Mission, South Dakota. I endorse the ideas of the new accountability program, however, I do not think they are feasible on the Indian Reservation that I live on (Rosebud). The reason that I don't think that it will be feasible is that our schools cannot even get the Native students to attend on a regular basis. The students are so disconnected from the current state of schooling on this reservation, that they cannot even make AYP for attendance or graduation rate.

   Therefore, if a school like Todd County High School (who ranks last in the state from my last viewing online) were to be given a new set of criterion, they would be in a great struggle to meet even one of the new criterion. In theory, the criterion would help set a trend that would focus on preparedness and achievement, but our students on the Rosebud are increasingly not even graduating, and the drop out rate has increased here for over 6% in the last 3 years. The drop out rate is on a steady rise of 2% each fiscal year.

   The focus in this high school is to get kids graduated. There is a block system being used in which some students may have a math class for their first semester in their freshman year, then not see another math book or math exercise for a year and a half. It currently doesn't matter what the student exits out knowing, it only matters that he/she graduates. With months and months between the time a student begins a core class like English, or like Geometry, the student must somehow keep his/her prior learning activated on his/her own before he/she can even tackle the next content in that subject. Retention is a great issue, and the focus here is only on completion.

   I have many ideas and opinions on the current state of schooling on my reservation and have spent 15 years in education, teaching and being an administrator off the reservation, and even out of this country. However, I'm at a point where I feel like the state of education on my reservation... is nearly hopeless.

   Thank you for the chance to provide feedback,

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3. Good morning!
   I wish to share some thoughts I have had regarding the proposed Accountability Model. I am sure you will hear what needs to be changed but I also wanted to include what I feel are positives for our students and education!

   The recognition by the state that students are being counted more than once and being rectified in the Gap and No Gap procedure is greatly appreciated!

   The growth model is what we have been missing under NCLB and I believe it will also serve as a positive move for our state!

   I concur with the Governor in regards to the elimination of tenure. It is time this antiquated notion went to the wayside!

   I am somewhat nervous about the Climate Survey portion (what if only the Negative Nelly's respond) but am open to see what it is the state is proposing.

   I also have some concerns but with concerns must come positive solutions so I have shared these as well:

   $3,500 to all math and science teachers in MS and HS

   This is patently unfair to elementary teachers who also teach both of these subjects… I also have a PE teacher who has students doing during center activities to support integrated math instruction. Music is chalked full of math… What message are we sending to our teachers?

   If we are moving toward performance why is there not some type of disclaimer to this so that this stipend is also based on performance?

   MY SOLUTION: Why couldn't our state accomplish the same goal by offering all math and science teachers in MS and HS school loan relief for every year they stay teaching this subject in South Dakota? So in May of each year teachers who have successfully (been renewed) completed a year of teaching in a South Dakota School. It would certainly help eliminate the bad feelings that may occur when the teachers receive their monthly paychecks. It would be similar to the federal loan forgiveness program for high poverty schools.

   $5,000 bonus to the top 20% of teachers in each district. Although the sentiment is greatly appreciated we are a couple years away from having a system in place (with all the bugs worked out) that would distribute this money equitably.

   SOLUTION: Allow the district to distribute this money based on "extra" or "above and beyond" work occurring in the districts on implementing such things as the CCSS, the

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Danielson model, etc. Our districts are being stretched thin by all the new mandates and could greatly use the funds for these types of projects to "reward" teachers.

RTI Model
I honestly see the value but again the state needs to put their money where their mandates are….Unless the state is willing to pay for an RTI specialist for each and every district this mandate is simply putting the burden of more work and more record keeping to satisfy the state's demands. We have yet another unfunded mandate….how can we in all conscience continue to cut classrooms teachers, have pay freezes, and expect staff to do more. It is at the point of unconscionable.

MY SOLUTION: Based on district size, each school would receive X amount of money to pay for and train an RTI specialist. Working with the state department to finalize exactly what it is they want out of RTI (frustrations we hear from school systems like RC is that the state keeps changing their minds about what they want or is acceptable to meet the criteria of an approved RTI intervention).

Teacher Evaluation tied to performance
For teachers not in the reading and math areas or the grade levels designated for state testing, the proposal calls for the use of End of Unit Tests etc. to evaluate performance. This puts us right back where we have been from state to state with no consistency in what is used to make determinations on teacher evaluations.

MY SOLUTION: The state needs to purchase something to replace DACS that would ensure all grade levels and other content areas are administering the same test. Our district has been looking at the MAPS testing program…but again we don't have the extra $$$ to purchase. I believe this standardized test (based on CCSS) tests "off" grade levels as well as other content areas. If you truly wish to standardize teacher evaluations based on performance it inherently means we all need to be administering the same test….

I respectfully submit these kudos and concerns as you look toward possibly making changes to the proposed accountability system prior to its implementation.

P.S. I don't mean to speak for her but I know our high school principal has a lot of questions about the Career and College ready portion.

    Will all students have to take the ACT? If so, who will pay?
    Who and How will students be tracked for going into college or vocational?

    Again, thank you for considering input on this ground breaking model!
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4. TO: Honorable Governor Dennis Daugaard & SD DOE Staff
    FROM: ...
    RE: ESEA Flexibility Request
    DATE: Wednesday, January 18, 2012

Greetings. I have read through the ESEA Flexibility Request and want to primarily thank all who have spent countless hours working to develop its contents. Projects such as this enormously impact our educational system. Often it is easy for individuals to complain but not get actively involved or offer possible solutions. I do believe it is with great importance to have many involved in this process to get the desired results.

I note an excellent variety of individuals on the committee. The time frame to meet deadlines has been short, but might it also behoove the state to try to implement some regional work group meetings? For example, might representatives from the DOE in collaboration with each/some of the committee members have regional meetings for input, data gathering, education of the people, etc.? For example, meet in Aberdeen (with DOE staff and Guffin), Rapid City (with DOE staff and Mitchell), Sioux Falls (with DOE Staff and Homan), etc.

The proposed next-generation accountability model is based on the key indicators of Student Achievement, Academic Growth, College & Career Readiness (HS) or Attendance (Elementary & MS), Effective Teachers and Principals, & School Climate. Below I have points to ponder:
·   Student Achievement
·   Are grade level student achievement goals applicable to all students no matter what their innate ability, or disability?
·   Academic Growth

§ Of great importance is the tool which will be utilized to measure academic growth, because effectively assessing where students are when they enter a classroom at the beginning of the year, midyear and at the end of the year is key.

§ Once the tool to measure growth is determined, might the DOE determine the target amount of growth students need to make?

§ Then, might the Governor offer the $5,000 to the team of teachers who all supported and helped cause this growth to the specific group of students?

§ For example, let's say a district has 100 teachers, and therefore the governor is willing to pay $100,000 to the top 20% of teachers in that district. Instead of offering 20 teachers $5,000 each, might the Governor consider setting up an alternative plan that encourages collaboration, team work, and participation in professional communities such as this?

§ A plan that would measure minimum growth goals for each student, and if a group of students reaches that goal, all teachers that work with that group of students get rewarded. Let's say three 4th grade classrooms (68) students, two 5th grade classrooms (48 students), all 7th graders (78 students) and all 11th graders (65 students) made the growth goal, and no others did in the district.

§ The district could then count the FTE they had that worked with these classes and distribute the funding evenly amongst the teachers that worked with the students.

§ In this way, a sense of collaboration, team work, and participation in the professional community, as promoted in the Charlotte Danielson Framework, is encouraged.

§ It is vitally important we do not encourage negative competition, individualism, and an "each one for his/her self" mentality. This discourages teamwork. As Daniel H. Pink (2009) states, "In 2009, scholars at the Lord School of Economics--alma mater of eleven Nobel laureates in economics--analyzed fifty-one studies of corporate pay-for-performance plans. These economists' conclusion: 'We find that financial incentives ... can result in a negative impact on overall performance.' On both sides of the Atlantic, the gap between what science is learning and what business is doing is wide" (p. 41).

§ Pink (2009) further explains the detriments of such carrots and sticks approaches when he said we can even go further back by offering said rewards. "In the upside-down universe of the third drive, rewards can often produce less of the very things they're trying to encourage. But that's not the end of the story. When used improperly, extrinsic motivators can have another unintended collateral consequence: They can give us more of what we don't want. Here again, what business does hasn't caught up with what science knows. And what science is revealing is that carrots and sticks can promote bad behavior, create addiction, and encourage short-term thinking at the expense of the long view" (p. 49).
·   College & Career Readiness (HS) or Attendance (Elementary and MS)

§ This looks thorough, effective, and reasonable.
·   Effective Teachers and Principals

§ The DOE has already chosen to measure teacher effectiveness by utilizing the CD Framework.

§ Domain 4: Professional Responsibilities, contains strands that measure how well teachers collaborate, participate with one another, learn and share with one another, etc.
·   School Climate.

§ When implementing Merit Pay for only the upper 20% of teachers, versus all those that have assisted students in their care to advance or grow a specified percentage, and giving a bonus to only Math/Science Teachers, versus considering "all hard to fill positions" or providing these monies, it quite possibly could erode the unity we have worked so hard to build and are saying we need to continue.

§ Might the Governor consider tweaking his plan by possibly offering even in a larger lump sum, to all individuals that complete a math/science teaching program from a SD University and successfully complete 3 years of teaching in a South Dakota School?

§ This would then also ensure these individuals are quality teachers, not just "teachers filling a position".

I do appreciate the financial backing the Governor is willing to provide to education. I also believe he has the foundation of some very powerful changes. But without some tweaking of the Governor's proposal, I do not believe we will get the desired results. I would request the Governor consider some of the adjustments I mentioned above, including, but not limited to:

> o   Providing an opportunity for reward, even if less than the proposed $5,000, to all effective teachers, rather than only the select top 20%. Another alternative would be the top 80%.

§ Please consider Pink's (2009) thoughts when he explains extrinsic motivation vs. intrinsic motivation. "In environments where extrinsic rewards are most salient, many people work only to the point that triggers the reward --- and no further. So if students get a prize for reading three books, many won't pick up a forth, let alone embark on a lifetime of reading---just as executives who hit their quarterly numbers often won't boost earnings a penny more, let alone contemplate the long-term health of their company. Likewise, several studies show that paying people to exercise, stop smoking, or take their medicines produces terrific results at first---but the healthy behavior disappears once the incentives are removed. However, when contingent rewards aren't involved, or when incentives are used with the proper deftness, performance improves and understanding deepens. Greatness and nearsightedness are incompatible. Meaningful achievement depends on lifting one's sights and pushing toward the horizon" (p. 58).

§ Carrots and Sticks: The Seven Deadly Flaws
>   1.   They can extinguish intrinsic motivation.
>   2.   They can diminish performance.
>   3.   They can crush creativity.
>   4.   They can crowd out good behavior.
>   5.   They can encourage cheating, shortcuts, and unethical behavior.
>   6.   They can become addictive.
>   7.   They can foster short-term thinking.

> o   Providing a $10,500 to graduating math/science majors that graduated from South Dakota institutes and successfully complete 3 years teaching in the field. This figure was arrived at by taking 3 times the proposed yearly rate of $3,500 for each math/science teacher. Paying out the monies in this manner, will remove the possibility of ineffective teachers filling positions and getting paid extra for it simply because there are no others. Yet, it will still encourage individuals to go into the field, in addition to rewarding sound teaching.

If the Honorable Governor Daugaard leaves his proposal as it is, I believe it will quickly erode progress we have made in our quest to improve our schools. At a minimum, please do take into consideration my thoughts. Thank you for your time and consideration.

****

5. Dear Sirs
    Six years ago my 16 year old son, who was a good kid, but not an expecially good student decided to drop out of Flandreau Public School. The School made absolutly no attempt to keep him in school. I knew at the time that the school was happy to get rid of him as his test scores would be a detriment to the "no child left behind" scores. I firmly believe that the graduation rate that a school has should play a major role in the accountability of the school. I do not think that the few students who take more than four years to graduate from high school would be numerous enough to affect the rating of the school.

****

6. I would like to express my appreciation for the proposed change in how graduation rates will be looked at if this proposal for a waiver is successful. I have been a special education teacher and am now a SPED director, I am also the parent of a special needs students. It was extremely frustrating for me to know that my daughter was going to count against her school for graduation rate when she returned to continue receiving the special education services due her until she reaches the age of 21. She has Autism and a severe cognitive disability which prevented her from being able to complete all requirements for receiving a regular diploma. She is eligible for SPED services until the age of 21, and is receiving them. Unfortunately for our school district, this right counted against them two years ago.

    I have students in the school that I work in who will also qualify for services until the age of 21, a federal mandate, so I am relieved that someone has brought this to the forefront of conversation and is trying to rectify the problem.

****

7. How will this model be applied to sites such as rural schools with grade levels that may have "n <10" students in those grade levels?

    COMMENTS on Accountability Model Summary

    1. What is the cost of the growth tool (tool plus training), how would it be paid for?
    2. Is it possible for highly achieving school districts to submit their own locally developed accountability plan to the DOE in place of the state-controlled model?

****

8. I am a little concerned in how ""Percent of students pursuing postsecondary 18 months after graduation – This calculation includes data from any postsecondary facility that reports to the National Student Clearinghouse."" will play out.

    Are all schools only compared to itself or are they compared to other schools?   For example, if there is a graduating class of 14 in Bison and of that group, 10 are going from HS back to run the family ranch, I don't think Bison should penalized.

Updated February 22, 2012

Same holds true with the ACT scores. Will this discourage schools from encouraging all kids to take the test or only those they know will score high enough?

Lastly, please don't misinterpret my questions. I love the concept, just looking at some potential obstacles.
****

9. I am disturbed by the choice of 70th percentile as the limit of proficiency (page 3). For schools/districts below the Proficient level, which would be the 70th percentile, the annual AMO target would require an increase of the school's/district's Overall Score by ¼ of a standard deviation.

   By this definition, only 30% of schools can therefore be determined as proficient. Thus 70% of the schools will not be proficient, no matter what their achievement level is. This seems very unfair. Do we really want to define proficiency to exclude 70% of our schools by definition.
****

10. A math teachers concern - Do you really mean the 70th percentile for proficiency? Wouldn't that leave most of us below the proficient level no matter what we did?
****

11. According to your draft, we are going to start with 70% failure and most likely go even higher. How is this useful?
****

12. "How can high schools be held accountable for the percent of students pursuing postsecondary 18 months after graduation? There are a number of factors why a student may not be enrolled in postsedondary 18 months after graduation, with money probably being at the top of the list. What about students who go into the military, or students who enroll in a 1 year trade school option. How can high schools have control over what students decide to do or how to live their lives after graduation? Just because a students does not enroll or remain enrolled in postsecondary after graduation does not mean that that student was not prepared.

   Also, why is the required ACT math sub-score (20) higher that the reading sub-score (18)? Is the percentage of students who receive the sub-score based on the total number of students or based on how many students took the ACT?

   And for the students who don't take the ACT, are those students required to take the National Career Readiness Certifcate/Work Keys? Is that percentage based on the total number of students or based on how many took the Career Readiness?"

- -

Attachment 3

Notice of information to the Public

These are all articles in our various publications talking about proposed Accountability Model. Bottom one is link to the web page re: new Accountability Model.

September Education Online
http://doe.sd.gov/pressroom/educationonline/2011/October/art_secretary.asp

November Education Online
http://doe.sd.gov/pressroom/educationonline/2011/november/art_1.asp

December Education Online
http://doe.sd.gov/pressroom/educationonline/2011/December/art_1a.asp

December Online Zebra
http://doe.sd.gov/pressroom/zebra/news/11/dec/art_5.asp

Next-Generation Accountability webpage
http://doe.sd.gov/secretary/nexgen_accountability.asp

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This was published on the state's website on January 16, 2012

Updated February 22, 2012

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SD Board of Education – January 2012 meeting Agenda and Minutes indicating an update on the Flexibility Waiver.

SOUTH DAKOTA BOARD OF EDUCATION MEETING
January 27, 2012
Library Commons Area
MacKay Building 1st floor
800 Governors Drive, Pierre, SD

Time	Item	Description
10:00 a.m.		Call to Order, Pledge of Allegiance
10:05 a.m.	1.0	Adoption of January 27, 2012 Agenda
10:10 a.m.	2.0	Approval of September 21, 2011 Meeting Minutes
10:15 a.m.	3.0	Longitudinal Data System Update – Tami Darnall, DOE
10:30 a.m.	4.0	South Dakota Proposed Accountability Model – Mary Stadick Smith, DOE
11:30 a.m.	5.0	Update and tour of State Library – Dan Siebersma, DOE
12:00 a.m.		LUNCH
1:00 p.m.	6.0	Technical Institute's New, Expanded and Program Updates - Mark Wilson, DOE
1:30 p.m.	7.0	Jobs for America's Graduates (JAG) – Roger Campbell, DOE
1:45 p.m.	8.0	Oceti Sakowin Essential Understandings and Standards Project – Roger Campbell, DOE
2:15 a.m.	9.0	Board of Regents Update – Sam Gingerich, BOR
2:30 p.m.	10.0	Secretary of Education Update – Melody Schopp, BOE
3:00 p.m.		ADJOURN

South Dakota Board of Education Minutes
January 27, 2012
Library Commons Area 1st Floor
MacKay Building, 800 Governors Drive
Pierre, South Dakota

Meeting was called to order at 10:17 a.m. with the Pledge of Allegiance.

Board Members Present:
Richard Gowen, Don Kirkegaard, Glenna Fouberg, Terry Sabers, Stacy Phelps, Kelly Duncan, Marilyn Hoyt

Board Member Absent:
Julie Mathiesen

1.0 Adoption of January 27, 2012 Agenda
Motion: Motion by Kelly Duncan and seconded by Marilyn Hoyt to approve the agenda.
Conclusion: The motion carried

2.0 Approval of November, 21 2011 Minutes
Patricia Simmons requested a change in the minutes to item 15.0 Technical Institutes 2011
Annual Report paragraph. Remove the word not in sentence 5. Should read "Through a forward
and reverse articulation agreement between the two institutions, Southeast Tech students who
have attained a two-year associate's in applied science degree in any healthcare program will be
able to transfer into a bachelor of science in health sciences degree."
Motion: Motion by Marilyn Hoyt and seconded by Dick Gowen to approve as corrected.
Conclusion: The motion carried.

3.0 Longitudinal Data System Update
Tami Darnall, DOE, that the department has received permission for US Department of
Education to reallocate leftover Teacher Incentive Funds (TIF) for use in developing a pilot
longitudinal data system for the 10 TIF districts. Otis Ed is the vendor that has been selected for
the project and work is beginning. In addition, DOE has applied for a grant from US Department
of Education for funds to expand the system.

4.0 South Dakota Proposed Accountability Model
Mary Stadick Smith, DOE, updated the board regarding South Dakota's proposed new
accountability model using a brief summary overview. A copy of that is filed with the
Secretary's office. South Dakota started the process of developing a new statewide
accountability model in September 2011. The Department of Education assembled a group of 23
individuals representing key stakeholder groups to provide recommendations regarding a next-
generation accountability model for South Dakota. To date, the group has met four times.
During that time period, the US Department of Education also issued its ESEA Waiver
Flexibility package. The waiver allows states to receive some flexibility from certain tenets of
No Child Left Behind in exchange for agreeing to four key principles: 1) College and Career
Ready Expectations for All Students, 2) State-Developed Differentiated Recognition,
Accountability and Support, 3) Supporting Effective Instruction and Leadership, 4) Reducing
Duplication and Unnecessary Burden.

Smith indicated that South Dakota plans to apply for a waiver in February 2012. The proposed
accountability model serves as the basis for that waiver application.

Though there was no board action needed at this time, Dick Gowen wanted to endorse the model
and thank those involved for their efforts. The board unanimously agreed.

Attachment 4

Evidence that the state has adopted the College and Career Ready standards

Board of Education Agenda

SOUTH DAKOTA BOARD OF EDUCATION MEETING
November 29, 2010
Mitchell Technical Institute, South Campus
Technology Center
1800 East Spruce
Mitchell, SD

Time	Item	Description
		November 29, 2010
10:00 a.m.		Call to order; Pledge of Allegiance; roll call
10:05 a.m.	1.0	Adoption of November 29, 2010 Agenda
10:10 a.m.	2.0	Approval of September 28, 2010 Meeting Minutes
10:15 a.m.	3.0	SD Technical Institutes-Annual Report - Mark Wilson, DOE
10:25 a.m.	4.0	SD Technical Institutes-New Program Requests – Mark Wilson, DOE; Deb Shephard – LATI; Greg VonWald - MTI
10:45 a.m.	5.0	SD Technical Institutes-Vision "2015" – Mark Wilson, DOE
11:00 a.m.	6.0	SD Technical Institute-Report Handbook – Sarah Carter, DOE
11:20 a.m.	7.0	SD Technical Institutes-Retention Report – Sarah Carter, DOE
11:35 a.m.	8.0	SD Technical Institutes-Campus Updates – TI Presidents
11:55 a.m.	9.0	SD Technical Institutes-Facility Planning for Phase II – Mark Wilson, DOE
12:10 p.m.		**LUNCH**
1:00 p.m.	10.0	Public Hearing – Adoption of Common Core Standards – Becky Nelson, DOE
1:15 p.m.	11.0	Public Hearing Minimum Standards for Program Approval
1:20 p.m.	12.0	First Reading – South Dakota Teaching Standards – Melody Schopp
1:35 p.m.	13.0	Curriculum Cycle & Timeline – Becky Nelson, DOE
1:50 p.m.	14.0	Update – Common Course Numbering – Becky Nelson, DOE
2:00 p.m.	15.0	NAEP Grade 12 State Pilot Results– Jan Martin, DOE
2:15 p.m.	16.0	Board of Regents Update – Sam Gingerich, BOR
2:30 p.m.	17.0	Secretary's Report, Tom Oster, DOE
3:00 p.m.	18.0	Next meeting date discussion
3:05 p.m.		**ADJOURN**
		Tour of Mitchell Technical Institute Facilities

Minutes from the November 2010 meeting approving the College and Career Ready Standards

BOE Minutes
November 29, 2010
Mitchell Technical Institute, South Campus
1800 East Spruce, Mitchell, SD

Meeting was called to order at 10:10 a.m. with the pledge of allegiance.

Board Members Present:
Richard Gowen, Kelly Duncan, Don Kirkegaard, Patricia Simmons, Phyllis Heineman, Glenna Fouberg, Marilyn Hoyt, Terry Sabers, Stacy Phelps

DOE Personnel Present -

1.0 Adoption of November 29, 2010 Agenda

Motion: Motion by Marilyn Hoyt and seconded by Phyllis Heineman to adopt the agenda
Conclusion: The motion carried.

2.0 Approval of September 28, 2010 meeting minutes
Motion: Motion by Terry Sabers and seconded by Patricia Simmons to approve the minutes as printed.
Conclusion: The motion carried.

3.0 SD Technical Institutes Annual Report
Mark Wilson, DOE shared that over the past several years the four state technical institutes continue to work very hard in becoming a "system" and present the benefits the technical institutes provide to the state. The annual report is a valuable piece for decision makers to use in supporting technical education. The report is on the DOE website and there is a hard copy filed in the Secretary's office.

4.0 SD Technical Institutes New Program Requests
Mark Wilson, DOE introduced Deb Shephard, LATI, via phone and Greg Von Wald, MTI to give the board an overview of their new program requests.

Deb Shephard, LATI, requests approval to start an Entrepreneurship Program at LATI. The program will be offered in the following versions: 1) 11 month diploma program 2) An 20 month Associate of Applied Science 3) A 1 year option for current AAS degree holders to earn an additional AAS in Entrepreneurship

A significant catalyst for launching this program is the 2010 I-29 Corridor Study, which clearly states the immediate need for two-year entrepreneurship training in order to improve the region's economic growth and stability. The study calls for "the addition of an effective entrepreneurship program within the technical schools" The study also mentions: (…some of the most entrepreneurial business people come from the ranks of companies built on technical skills", adding "the technical schools should investigate the addition of a full range of entrepreneurship training within their programs.

Greg Von Wald, MTI requests approval to start a Precision Technology Program. The program will be offered as a Two Year AAS Degree. The intent of MTI is to begin the Precision Technology program with a focus on educating a skilled workforce to support the growing industry of precision technologies like GPS, GIS, Geospatial mapping and other skills. The Program will evolve over time to allow its students to specialize in their chosen industry's application and will include options to "specialize" in other industry applications through elective courses. Power Line, Propane, and

Natural Gas, Architectural Design & Building Construction, and Automation Controls/SCADA would be able to utilize the classes on geospatial surveying and mapping. Integrating these classes would offer Mitchell Technical Institute students a broader skill range and would positively update some programs. Targeted Students for the Precision Technology Specialist Program would most likely have an interest in engineering technologies.

MTI has planned for the program to start with a stronger slant towards agriculture as there is currently a higher demand in this industry. Precision Agriculture involves using technology and data to make efficient decisions about raising crops, making of detailed maps of the land and the use of electronic yield monitoring, locations to add fertilizer, herbicides, and water. Together these specialty applications help farmers determine which sites on the farm may need extra nutrients to boost production.

Motion: Motion by Terry Sabers and seconded by Glenna Fouberg to approve the LATI and MTI request for new programs listed above.
Conclusion: The motion carried.

5.0 SD Technical Institutes – Vision "2015"
Mark Wilson, DOE, shared the SD Technical Institutes Vision / Mission. It includes the Strategic Planning Goals and the 4 Pillars. The overall mission is to continue to strengthen as a common state-wide system. The South Dakota Technical Institutes 2015 **Vision** is "Be the leader in Technical Education and training through excellence and innovation which enables our workforce to capitalize on the emerging technologies of the 21st century and assist South Dakota to impact economic development solutions in the global marketplace." The Mission is "To meet South Dakota's evolving skilled workforce demand by providing quality graduates with the general aptitudes, knowledge, technical skills, and people skills necessary for entrance into and advancement in their chosen career field."

6.0 SD Technical Institute Report Handbook
Mark Wilson, DOE, introduced Sarah Carter from his staff and she updated the board about the reporting documents for the SD Technical Institutes and the processes used.

7.0 SD Technical Institutes Retention-Report
Sarah Carter, DOE, presented the Technical Institute Retention Report and the action steps. Technical Institutes 2006-2010 retention report by career clusters. Retention rate is figured using the 10 day count from the previous year as the divisor. The dividend is the number of returning and/or graduated students on day 10 of current year. Baseline retention rate programs: 59.90 Responses to programs falling below baseline are addressed by individual technical institute directly proceeding their data.

8.0 SD Technical Institutes Campus Updates
Mark Wilson, DOE, introduced the Technical Institute Presidents and they updated the board on their current construction and future campus plans.

Phase 1 – moving MTI and WDT to one campus and Student Service Centers

Phase II – Technical Labs 1) Mitchell Technical Institute 2) Lake Area Technical Institute

Phase III – Technical Labs 1) Southeast Technical Institute 2) Western Dakota Technical Institute

9.0 SD Technical Institutes – Facility Planning for Phase II

Mark Wilson, DOE, shared that Legislative Session 2011 Department of Education will be bringing a bill forward to increase the Bonding Volume Cap Limit to 100 million (20 million increase)

South Dakota Association for Career and Technical Education passed a Resolution in support of increasing the Bonding Volume Cap Limit. The Phase 1 facility fees were set at $16.00 and M&R fees were set at $2.00

A request for a motion to approve increasing the Facility Fees for Phase II a $1 per credit hour – per fiscal year to $20 for FY2016. ($17.00 – FY2013, $18 – FY2013, $19.00 – FY2015 and $20.00 – FY2016)

A request for a motion to approve increasing the M&R Fees for Phase II a $1.00 per credit hour – every other fiscal year to $4.00 for FY2014. ($3.00 – FY2012 and $4.00 – FY2014)

Motion: Motion by Richard Gowen and seconded by Marilyn Hoyt to approve the proposed tuition and state fee increase as listed above.
Conclusion: The motion carried

Move 15.0 Sam Gingerich item to before lunch.

15.0 Articulation of Courses and Programs with Technical Institutes

Sam Gingerich, BOR, shared some news about Academic and Student affairs with the post secondary institutions. Gingerich also gave a short overview of Articulation of Courses and programs with the Technical Institutes. Gingerich outlined the three separate strategies to transfer academic coursework from South Dakota postsecondary technical institutes and who governs that transfer. A copy of the handout is filed in the Secretary's office.

LUNCH

10.0   Public Hearing – Adoption of Common Core Standards for English language arts, and math 1:03 p.m.

President Duncan asked for any Proponents to the adoption. Written comments that were submitted through e-mail were provided to board members. Becky Nelson from Dept. spoke in favor of adopting the common core and Fred Aderhold from the Sioux Falls school district shared his approval for the adoption on behalf of the Sioux Falls school district. Having no other proponents come forward Duncan asked for opponents. Steve S_____ from Mitchell came forward to express his disapproval of adopting the Common Core Standards and why. No other proponents came forward at this time and President Duncan asked for a motion.

Motion: Motion by Richard Gowen and seconded by Phyllis Heineman to approve the proposed adoption of Common Core Standards.
Conclusion: The motion carried

11.0   Public Hearing – Minimum Standards for Program Approval 24:10:43

Mitchell Technical Institute proposes that the language of SD Administrative Rule 24:10:43 (Section 2) be amended to align with the Higher Learning Commission's Minimum Expectations within the Criteria for Accreditation published by the Commission July 30, 2010. The rule states the curriculum must provide not less than 20 percent of the credit hours (changed to 15 semester credits in general education and not less than 50 percent of the credit hours in technical education;

<u>Attachment 5</u>

Not Needed

Attachment 6

MOU for the State Consortium for Race to the

SMARTER Balanced Assessment Consortium MOU

Memorandum of Understanding

SMARTER Balanced Assessment Consortium

Race to the Top Fund Assessment Program: Comprehensive Assessment Systems Grant Application

CFDA Number: 84.395B

This Memorandum of Understanding ("MOU") is entered as of **June 9, 2010**, by and between the **SMARTER Balanced Assessment Consortium** (the "Consortium") and the **State of South Dakota** which has elected to participate in the Consortium as (check one)

___x__ An **Advisory** State (description in section e),

OR

_____ A **Governing** State (description in section e),

pursuant to the Notice Inviting Applications for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems Grant Application (Category A), henceforth referred to as the "Program," as published in the Federal Register on April 9, 2010 (75 FR 18171-18185.

The purpose of this MOU is to

- (a) Describe the Consortium vision and principles,
- (b) Detail the responsibilities of States in the Consortium,
- (c) Detail the responsibilities of the Consortium,
- (d) Describe the management of Consortium funds,
- (e) Describe the governance structure and activities of States in the Consortium,
- (f) Describe State entrance, exit, and status change,
- (g) Describe a plan for identifying existing State barriers, and
- (h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks:
    - (i)(A) Advisory State Assurance
        - **OR**
    - (i)(B) Governing State Assurance
        - **AND**
    - (ii) State Procurement Officer

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SMARTER Balanced Assessment Consortium MOU

(a) Consortium Vision and Principles

The Consortium's priorities for a new generation assessment system are rooted in a concern for the valid, reliable, and fair assessment of the deep disciplinary understanding and higher-order thinking skills that are increasingly demanded by a knowledge-based economy. These priorities are also rooted in a belief that assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, parents, teachers, school administrators, members of the public, and policymakers.

The Consortium intends to build a flexible system of assessment based upon the Common Core Standards in English language arts and mathematics with the intent that all students across this Consortium of States will know their progress toward college and career readiness.

The Consortium recognizes the need for a system of formative, interim, and summative assessments—organized around the Common Core Standards—that support high-quality learning, the demands of accountability, and that balance concerns for innovative assessment with the need for a fiscally sustainable system that is feasible to implement. The efforts of the Consortium will be organized to accomplish these goals.

The comprehensive assessment system developed by the Consortium will include the following key elements and principles:

1. A Comprehensive Assessment System that will be grounded in a thoughtfully integrated learning system of standards, curriculum, assessment, instruction and teacher development that will inform decision-making by including formative strategies, interim assessments, and summative assessments.

2. The assessment system will measure the full range of the Common Core Standards including those that measure higher-order skills and will inform progress toward and acquisition of readiness for higher education and multiple work domains. The system will emphasize deep knowledge of core concepts within and across the disciplines, problem solving, analysis, synthesis, and critical thinking.

3. Teachers will be involved in the design, development, and scoring of assessment items and tasks. Teachers will participate in the alignment of the Common Core Standards and the identification of the standards in the local curriculum.

4. Technology will be used to enable adaptive technologies to better measure student abilities across the full spectrum of student performance and evaluate growth in learning; to support online simulation tasks that test higher-order abilities; to score the results; and to deliver the responses to trained scorers/teachers to access from an

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SMARTER Balanced Assessment Consortium MOU

electronic platform. Technology applications will be designed to maximize interoperability across user platforms, and will utilize open-source development to the greatest extent possible.

5. A sophisticated design will yield scores to support evaluations of student growth, as well as school, teacher, and principal effectiveness in an efficient manner.

6. On-demand and curriculum-embedded assessments will be incorporated over time to allow teachers to see where students are on multiple dimensions of learning and to strategically support their progress.

7. All components of the system will incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for non-native English speakers and students with other specific learning needs.

8. Optional components will allow States flexibility to meet their individual needs.

(b) Responsibilities of States in the Consortium

Each State agrees to the following element of the Consortium's Assessment System:

- Adopt the Common Core Standards, which are college- and career-ready standards, and to which the Consortium's assessment system will be aligned, no later than December 31, 2011.

Each State that is a member of the Consortium in 2014–2015 also agrees to the following:

- Adopt common achievement standards no later than the 2014–2015 school year,
- Fully implement statewide the Consortium summative assessment in grades 3-8 and high school for both mathematics and English language arts no later than the 2014–2015 school year,
- Adhere to the governance as outlined in this document,
- Agree to support the decisions of the Consortium,
- Agree to follow agreed-upon timelines,
- Be willing to participate in the decision-making process and, if a Governing State, final decision, and
- Identify and implement a plan to address barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system.

SMARTER Balanced Assessment Consortium MOU

(c) Responsibilities of the Consortium

The Consortium will provide the following by the 2014-15 school year:

1. A comprehensively designed assessment system that includes a strategic use of a variety of item types and performance assessments of modest scope to assess the full range of the Common Core Standards with an emphasis on problem solving, analysis, synthesis, and critical thinking.

2. An assessment system that incorporates a required summative assessment with optional formative/benchmark components which provides accurate assessment of all students (as defined in the Federal notice) including students with disabilities, English learners, and low- and high-performing students.

3. Except as described above, a summative assessment that will be administered as a computer adaptive assessment and include a minimum of 1–2 performance assessments of modest scope.

4. Psychometrically sound scaling and equating procedures based on a combination of objectively scored items, constructed-response items, and a modest number of performance tasks of limited scope (e.g., no more than a few days to complete).

5. Reliable, valid, and fair scores for students and groups that can be used to evaluate student achievement and year-to-year growth; determine school/district/state effectiveness for Title I ESEA; and better understand the effectiveness and professional development needs of teachers and principals.

6. Achievement standards and achievement level descriptors that are internationally benchmarked.

7. Access for the State or its authorized delegate to a secure item and task bank that includes psychometric attributes required to score the assessment in a comparable manner with other State members, and access to other applications determined to be essential to the implementation of the system.

8. Online administration with limited support for paper-and-pencil administration through the end of the 2016–17 school year. States using the paper-and-pencil option will be responsible for any unique costs associated with the development and administration of the paper-and-pencil assessments.

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9. Formative assessment tools and supports that are developed to support curricular goals, which include learning progressions, and that link evidence of student competencies to the summative system.

10. Professional development focused on curriculum and lesson development as well as scoring and examination of student work.

11. A representative governance structure that ensures a strong voice for State administrators, policymakers, school practitioners, and technical advisors to ensure an optimum balance of assessment quality, efficiency, costs, and time. The governance body will be responsible for implementing plans that are consistent with this MOU, but may make changes as necessary through a formal adoption process.

12. Through at least the 2013–14 school year, a Project Management Partner (PMP) that will manage the logistics and planning on behalf of the Consortium and that will monitor for the U.S. Department of Education the progress of deliverables of the proposal. The proposed PMP will be identified no later than August 4, 2010.

13. By September 1, 2014, a financial plan will be approved by the Governing States that will ensure the Consortium is efficient, effective, and sustainable. The plan will include as revenue at a minimum, State contributions, federal grants, and private donations and fees to non-State members as allowable by the U.S. Department of Education.

14. A consolidated data reporting system that enhances parent, student, teacher, principal, district, and State understanding of student progress toward college- and career-readiness.

15. Throughout the 2013–14 school year, access to an online test administration application, student constructed-response scoring application and secure test administration browsers that can be used by the Total State Membership to administer the assessment. The Consortium will procure resources necessary to develop and field test the system. However, States will be responsible for any hardware and vendor services necessary to implement the operational assessment. Based on a review of options and the finance plan, the Consortium may elect to jointly procure these services on behalf of the Total State Membership.

SMARTER Balanced Assessment Consortium MOU

(d) Management of Consortium Funds

All financial activities will be governed by the laws and rules of the State of Washington, acting in the role of Lead Procurement State/Lead State, and in accordance with 34 CFR 80.36. Additionally, Washington is prepared to follow the guidelines for grant management associated with the American Recovery and Reinvestment Act (ARRA), and will be legally responsible for the use of grant funds and for ensuring that the project is carried out by the Consortium in accordance with Federal requirements. Washington has already established an ARRA Quarterly reporting system (also referred to as *1512 Reporting*).

Per Washington statute, the basis of how funding management actually transpires is dictated by the method of grant dollar allocation, whether upfront distribution or pay-out linked to actual reimbursables. Washington functions under the latter format, generating claims against grant funds based on qualifying reimbursables submitted on behalf of staff or clients, physical purchases, or contracted services. Washington's role as Lead Procurement State/Lead State for the Consortium is not viewed any differently, as monetary exchanges will be executed against appropriate and qualifying reimbursables aligned to expenditure arrangements (i.e., contracts) made with vendors or contractors operating under "personal service contracts," whether individuals, private companies, government agencies, or educational institutions.

Washington, like most States, is audited regularly by the federal government for the accountability of federal grant funds, and has for the past five years been without an audit finding. Even with the additional potential for review and scrutiny associated with ARRA funding, Washington has its fiscal monitoring and control systems in place to manage the Consortium needs.

- As part of a comprehensive system of fiscal management, Washington's accounting practices are stipulated in the State Administrative and Accounting Manual (SAAM) managed by the State's Office of Financial Management. The SAAM provides details and administrative procedures required of all Washington State agencies for the procurement of goods and services. As such, the State's educational agency is required to follow the SAAM; actions taken to manage the fiscal activities of the Consortium will, likewise, adhere to policies and procedures outlined in the SAAM.
- For information on the associated contracting rules that Washington will adhere to while serving as fiscal agent on behalf of the Consortium, refer to the Revised Code of Washington (RCW) 39.29 "Personal Service Contracts." Regulations and policies authorized by this RCW are established by the State's Office of Financial Management, and can be found in the SAAM.

SMARTER Balanced Assessment Consortium MOU

(e) Governance Structure and Activities of States in the Consortium

As shown in the SMARTER Balanced Assessment Consortium governance structure, the Total State Membership of the Consortium includes Governing and Advisory States, with Washington serving in the role of Lead Procurement State/Lead State on behalf of the Consortium.

A **Governing** State is a State that:
- Has fully committed to this Consortium only and met the qualifications specified in this document,
- Is a member of only one Consortium applying for a grant in the Program,
- Has an active role in policy decision-making for the Consortium,
- Provides a representative to serve on the Steering Committee,
- Provides a representative(s) to serve on one or more Work Groups,
- Approves the Steering Committee Members and the Executive Committee Members,
- Participates in the final decision-making of the following:
  - Changes in Governance and other official documents,
  - Specific Design elements, and
  - Other issues that may arise.

An **Advisory** State is a State that:
- Has not fully committed to any Consortium but supports the work of this Consortium,
- Participates in all Consortium activities but does not have a vote unless the Steering Committee deems it beneficial to gather input on decisions or chooses to have the Total Membership vote on an issue,
- May contribute to policy, logistical, and implementation discussions that are necessary to fully operationalize the SMARTER Balanced Assessment System, and
- Is encouraged to participate in the Work Groups.

Organizational Structure
Steering Committee
The Steering Committee is comprised of one representative from each Governing State in the Consortium. Committee members may be a chief or his/her designee. Steering Committee Members must meet the following criteria:
- Be from a Governing State,
- Have prior experience in either the design or implementation of curriculum and/or assessment systems at the policy or implementation level, and
- Must have willingness to serve as the liaison between the Total State Membership and Working Groups.

Steering Committee Responsibilities
- Determine the broad picture of what the assessment system will look like,

SMARTER Balanced Assessment Consortium MOU

- Receive regular reports from the Project Management Partner, the Policy Coordinator, and the Content Advisor,
- Determine the issues to be presented to the Governing and/or Advisory States,
- Oversee the expenditure of funds in collaboration with the Lead Procurement State/Lead State,
- Operationalize the plan to transition from the proposal governance to implementation governance, and
- Evaluate and recommend successful contract proposals for approval by the Lead Procurement State/Lead State.

Executive Committee

- The Executive Committee is made up of the Co-Chairs of the Executive Committee, a representative from the Lead Procurement State/Lead State, a representative from higher education and one representative each from four Governing States. The four Governing State representatives will be selected by the Steering Committee. The Higher Education representative will be selected by the Higher Education Advisory Group, as defined in the Consortium Governance document.
- For the first year, the Steering Committee will vote on four representatives, one each from four Governing States. The two representatives with the most votes will serve for three years and the two representatives with the second highest votes will serve for two years. This process will allow for the rotation of two new representatives each year. If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Responsibilities

- Oversee development of SMARTER Balanced Comprehensive Assessment System,
- Provide oversight of the Project Management Partner,
- Provide oversight of the Policy Coordinator,
- Provide oversight of the Lead Procurement State/Lead State,
- Work with project staff to develop agendas,
- Resolve issues,
- Determine what issues/decisions are presented to the Steering Committee, Advisory and/or Governing States for decisions/votes,
- Oversee the expenditure of funds, in collaboration with the Lead Procurement State/Lead State, and
- Receive and act on special and regular reports from the Project Management Partner, the Policy Coordinator, the Content Advisor, and the Lead Procurement State/Lead State.

SMARTER Balanced Assessment Consortium MOU

Executive Committee Co-Chairs
- Two Co-chairs will be selected from the Steering Committee States. The two Co-chairs must be from two different states. Co-chairs will work closely with the Project Management Partner. Steering Committee members wishing to serve as Executive Committee Co-chairs will submit in writing to the Project Management Partner their willingness to serve. They will need to provide a document signed by their State Chief indicating State support for this role. The Project Management Partner will then prepare a ballot of interested individuals. Each Steering Committee member will vote on the two individuals they wish to serve as Co-chair. The individual with the most votes will serve as the new Co-chair.
- Each Co-chair will serve for two years on a rotating basis. For the first year, the Steering committee will vote on two individuals and the one individual with the most votes will serve a three-year term and the individual with the second highest number of votes will serve a two-year term.
- If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Co-Chair Responsibilities
- Set the Steering Committee agendas,
- Set the Executive Committee agenda,
- Lead the Executive Committee meetings,
- Lead the Steering Committee meetings,
- Oversee the work of the Executive Committee,
- Oversee the work of the Steering Committee,
- Coordinate with the Project Management Partner,
- Coordinate with Content Advisor,
- Coordinate with Policy coordinator,
- Coordinate with the Technical Advisory Committee (TAC), and
- Coordinate with Executive Committee to provide oversight to the Consortium.

Decision-making
Consensus will be the goal of all decisions. Major decisions that do not reach consensus will go to a simple majority vote. The Steering Committee will determine what issues will be referred to the Total State Membership. Each member of each group (Advisory/Governing States, Steering Committee, Executive Committee) will have one vote when votes are conducted within each group. If there is only a one to three vote difference, the issue will be re-examined to seek greater consensus. The Steering Committee will be responsible for preparing additional information as to the pros and cons of the issue to assist voting States in developing consensus and reaching a final decision. The Steering Committee may delegate this responsibility to the Executive Committee. The Executive Committee will decide which decisions or issues are votes to

SMARTER Balanced Assessment Consortium MOU

be taken to the Steering Committee. The Steering Committee makes the decision to take issues to the full Membership for a vote.

The Steering Committee and the Governance/Finance work group will collaborate with each Work Group to determine the hierarchy of the decision-making by each group in the organizational structure.

Work Groups

The Work Groups are comprised of chiefs, assessment directors, assessment staff, curriculum specialists, professional development specialists, technical advisors and other specialists as needed from States. Participation on a workgroup will require varying amounts of time depending on the task. Individuals interested in participating on a Work Group should submit their request in writing to the Project Management Partner indicating their preferred subgroup. All Governing States are asked to commit to one or more Work Groups based on skills, expertise, and interest within the State to maximize contributions and distribute expertise and responsibilities efficiently and effectively. The Consortium has established the following Work Groups:

- Governance/Finance,
- Assessment Design,
- Research and Evaluation,
- Report,
- Technology Approach,
- Professional Capacity and Outreach, and
- Collaboration with Higher Education.

The Consortium will also support the work of the Work Groups through a Technical Advisory Committee (TAC). The Policy Coordinator in collaboration with the Steering Committee will create various groups as needed to advise the Steering Committee and the Total State Membership. Initial groups will include

- Institutions of Higher Education,
- Technical Advisory Committee,
- Policy Advisory Committee, and
- Service Providers.

An organizational chart showing the groups described above is provided on the next page.

SMARTER Balanced Assessment Consortium MOU

SMARTER Balanced Assessment Consortium Organizational Structure
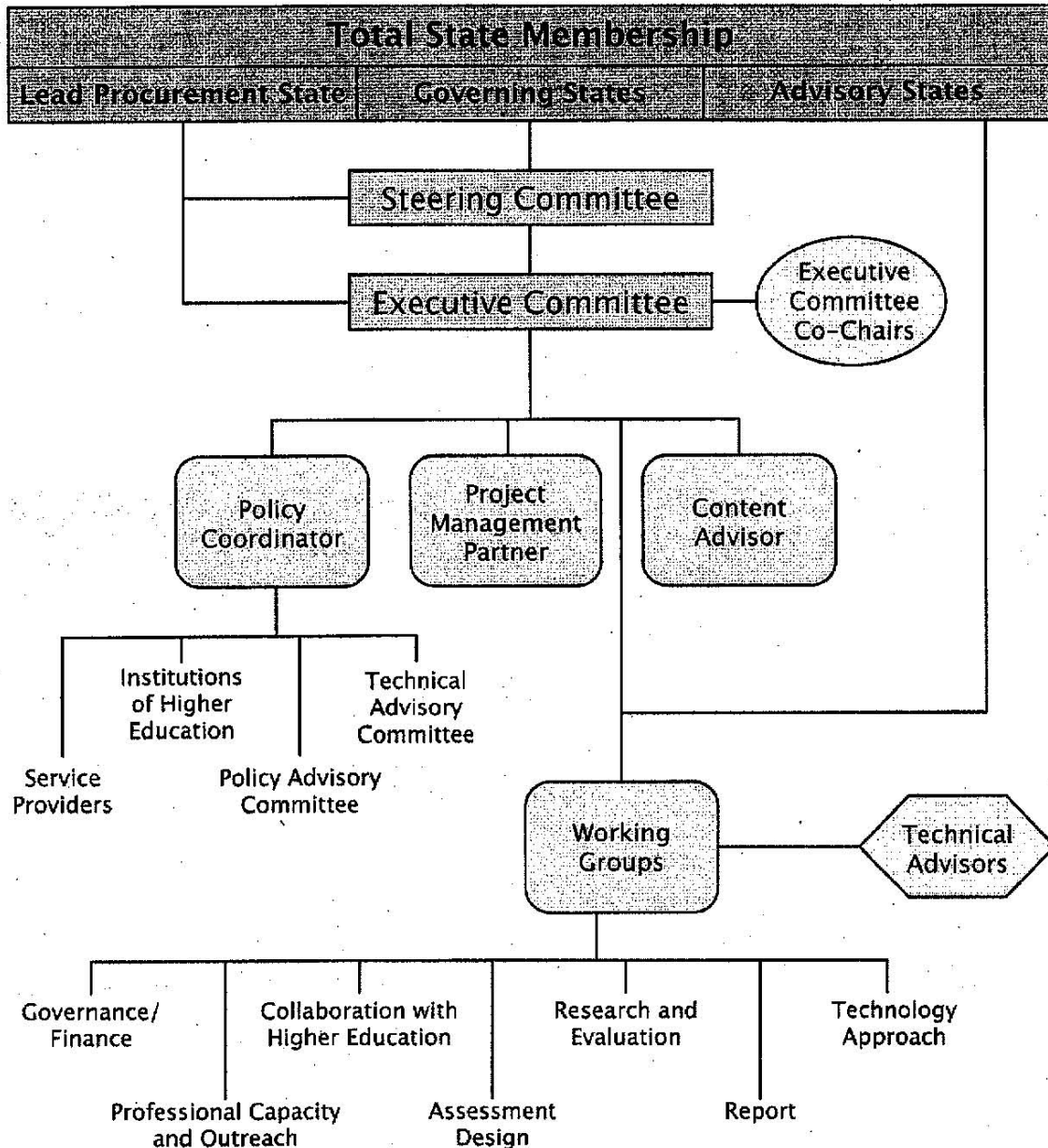
SMARTER Balanced Assessment Consortium MOU

(f)   State Entrance, Exit, and Status Change

This MOU shall become effective as of the date first written above upon signature by both the Consortium and the Lead Procurement State/Lead State (Washington) and remain in force until the conclusion of the Program, unless terminated earlier in writing by the Consortium as set forth below.

Entrance into Consortium
Entrance into the Smarter Balanced Assessment Consortium is assured when:
*   The level of membership is declared and signatures are secured on the MOU from the State's Commissioner, State Superintendent, or Chief; Governor; and President/Chair of the State Board of Education (if the State has one);
*   The signed MOU is submitted to the Consortium Grant Project Manager (until June 23) and then the Project Management Partner after August 4, 2010;
*   The Advisory and Governing States agree to and adhere to the requirements of the governance;
*   The State's Chief Procurement Officer has reviewed its applicable procurement rules and provided assurance that it may participate in and make procurements through the Consortium;
*   The State is committed to implement a plan to identify any existing barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system; and
*   The State agrees to support all decisions made prior to the State joining the Consortium.

After receipt of the grant award, any request for entrance into the Consortium must be approved by the Executive Committee. Upon approval, the Project Management Partner will then submit a change of membership to the USED for approval. A State may begin participating in the decision-making process after receipt of the MOU.

Exit from Consortium
Any State may leave the Consortium without cause, but must comply with the following exit process:
*   A State requesting an exit from the Consortium must submit in writing their request and reasons for the exit request,
*   The written explanation must include the statutory or policy reasons for the exit,
*   The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU,
*   The Executive Committee will act upon the request within a week of the request, and
*   Upon approval of the request, the Project Management Partner will then submit a change of membership to the USED for approval.

SMARTER Balanced Assessment Consortium MOU

Changing Roles in the Consortium
A State desiring to change from an Advisory State to a Governing State or from a Governing State to an Advisory State may do so under the following conditions:
- A State requesting a role change in the Consortium must submit in writing their request and reasons for the request,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU, and
- The Executive Committee will act upon the request within a week of the request and submit to the USED for approval.

(g)   Plan for Identifying Existing State Barriers

Each State agrees to identify existing barriers in State laws, statutes, regulations, or policies by noting the barrier and the plan to remove the barrier. Each State agrees to use the table below as a planning tool for identifying existing barriers. States may choose to include any known barriers in the table below at the time of signing this MOU.

Barrier	Issue/Risk of Issue (if known)	Statute, Regulation, or Policy	Governing Body with Authority to Remove Barrier	Approximate Date to Initiate Action	Target Date for Removal of Barrier	Comments

[remainder of page intentionally left blank]

JUN _7 2010

(g) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks

(h)(i)(A) ADVISORY STATE SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances *(Required from all "Advisory States" in the Consortium.")* As an Advisory State in the SMARTER Balanced Assessment Consortium, I have read and understand the roles and responsibilities of Advisory States, and agree to be bound by the statements and assurances made in the application.	
State Name: South Dakota	
Governor or Authorized Representative of the Governor (Printed Name): Neil Fulton Chief of Staff	**Telephone:** 605-223 3662
Signature of Governor or Authorized Representative of the Governor: *[signature] Neil Fulton*	**Date:** 6/9/10
Chief State School Officer (Printed Name): Tom Oster	**Telephone:** (605) 773-5669
Signature of the Chief State School Officer: *[signature] Tom Oster*	**Date:** 6-8-10
President of the State Board of Education, if applicable (Printed Name): Kelly Duncan	**Telephone:** (605) 232-6285
Signature of the President of the State Board of Education, if applicable: *[signature] Kelly Duncan*	**Date:** 6-4-10

SMARTER Balanced Assessment Consortium MOU

(h)(ii) **STATE PROCUREMENT OFFICER** SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances.	
(Required from all States in the Consortium.)	
I certify that I have reviewed the applicable procurement rules for my State and have determined that it may participate in and make procurements through the SMARTER Balanced Assessment Consortium.	
State Name: South Dakota	
State's chief procurement official (or designee), (Printed Name): Jeff T. Holden, Director, SD Office of Procurement Management	Telephone: (605) 773-4280
Signature of State's chief procurement official (or designee),: *Jeff T. Holden*	Date: 6/10/2010
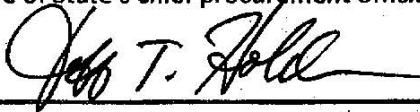
south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

800 Governors Drive
Pierre, SD 57501-2294

T 605.773.3134
F 605.773.6139
www.doe.sd.gov

To Whom it may concern:

The State of South Dakota would like a role change in the Smarter Balanced Assessment Consortium from an advisory state to a governing state. The SDDOE would like to be more involved in the development of the next generation assessment system that will support ongoing instruction and learning across the nation. At the November State Board Of Education our state has adopted the Common Core State Standards. Our new Governor, Secretary of Education and President of the BOE believe this is the right time for South Dakota to be involved in building a system of formative, interim and summative assessments built around the Common Core State Standards.

Sincerely,

Governor of South Dakota

President of the Board of Education

Secretary of Education

south dakota
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Sincerely,

Governor of South Dakota

President of the Board of Education

Secretary of Education

SMARTER Balanced Assessment Consortium IHE Letter of Intent

(b) Total Number of Direct Matriculation Students (as defined in the NIA) in the Partner IHE or IHE system in the 2008–2009 School Year

Note: NIA defines direct matriculation student as a student who entered college as a freshman within two years of graduating from high school

State	Name of Participating IHEs	Number of Direct Matriculation Students in IHE in 2008-2009	Total Direct Matriculation Students In State in 2008-2009
South Dakota	SD Regental System	5,125	5,125

SMARTER Balanced Assessment Consortium IHE Letter of Intent

(c) Partner IHE or IHE System Signature Blocks
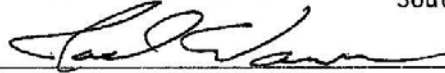
IHE or IHE system SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application.

Each IHE or IHE system commits to the following agreements:

(a) Participation with the Consortium in the design and development of the Consortium's final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness; and

(b) Implementation of policies, once the final high school summative assessments are implemented, that exempt from remedial courses and place into credit-bearing college courses any student who meets the Consortium-adopted achievement standard (as defined in the NIA) for each assessment and any other placement requirement established by the IHE or IHE system.

State Name: South Dakota

State's higher education executive officer, if State has one (Printed Name): Jack R. Warner South Dakota Board of Regents	Telephone: (605) 773-3455
Signature State's higher education executive officer, if State has one:	Date: June 7, 2010
President or head of each participating IHE or IHE system, (Printed Name):	Telephone:
Signature of president or head of each participating IHE or IHE system:	Date:

May 14, 2010

3

SD-2

SMARTER
Balanced Assessment Consortium

IC.A.

State Involvement in Race to the Top Assessment Consortium

SMARTER Balanced Assessment Consortium

The SMARTER Balanced Assessment Consortium (SBAC) is one of two multistate consortia awarded funding from the U.S. Department of Education to develop an assessment system based on the new Common Core State Standards (CCSS). To achieve the goal that all students leave high school ready for college and career, SBAC is committed to ensuring that assessment and instruction embody the CCSS and that all students, regardless of disability, language, or subgroup status, have the opportunity to learn this valued content and show what they know and can do. The assessment system will be field tested in the 2013-2014 school year and administered live for the first time during the 2014-2015 school year.

With strong support from member states, institutions of higher education, and industry, SBAC will develop a balanced set of measures and tools, each designed to serve specific purposes. Together, these components will provide student data throughout the academic year that will inform instruction, guide interventions, help target professional development, and ensure an accurate measure of each student's progress toward career and college readiness.

The state of _____ is a _____ State in the SMARTER Balanced Assessment Consortium.   As defined in the Governance Document, each state is required to take an active role in supporting the work of the Consortium, thus _____'s participation includes:

Sample text could include:
- Is a member of the Executive Committee
- Is a co-chair on 2 work groups
- Is a member of 2 additional work groups

A Summary of Core Components

Summative Assessments

- Mandatory comprehensive accountability measures that include computer adaptive assessments and performance tasks, administered in the last 12 weeks of the school year in grades 3–8 and high school for English Language Arts (ELA) and mathematics;
- Designed to provide valid, reliable, and fair measures of students' progress toward and attainment of the knowledge and skills required to be college and career ready;
- Capitalize on the strengths of computer adaptive testing, i.e., efficient and precise measurement across the full range of achievement and quick turnaround of results;
- Produce composite content area scores, based on the computer-adaptive items and performance tasks.

Interim Assessments

- Optional comprehensive and content-cluster measures that include computer adaptive assessments and performance tasks, administered at locally determined intervals;
- Designed as item sets that can provide actionable information about student progress;
- Serve as the source for interpretive guides that use publicly released items and tasks;

SMARTER
Balanced Assessment Consortium

State Involvement in Race to the Top Assessment Consortium

- Grounded in cognitive development theory about how learning progresses across grades and how college- and career-readiness emerge over time;
- Involve a large teacher role in developing and scoring constructed response items and performance tasks;
- Afford teachers and administrators the flexibility to:
  - select item sets that provide deep, focused measurement of specific content clusters embedded in the CCSS;
  - administer these assessments at strategic points in the instructional year;
  - use results to better understand students' strengths and limitations in relation to the standards;
  - support state-level accountability systems using end-of-course assessments.

Formative tools and processes:

- Provides resources for teachers on how to collect and use information about student success in acquisition of the CCSS;
- Will be used by teachers and students to diagnose a student's learning needs, check for misconceptions, and/or to provide evidence of progress toward learning goals.

Accountability:

- Fully committed to providing each member state reliable, valid, and comparable achievement and growth information for each student;
- Enables each state to implement its own approved state accountability system.
- Establishes achievement standards in 2014 following the administration of the field test in the 2013-2014 school year;

System Features

- Ensures coverage of the full range of ELA and mathematics standards and breadth of achievement levels by combining a variety of item types (i.e., selected-response, constructed response, and technology-enhanced) and performance tasks, which require application of knowledge and skills;
- Provides comprehensive, research-based support, technical assistance, and professional development so that teachers can use assessment data to improve teaching and learning in line with the standards;
- Provides online, tailored reports that link to instructional and professional development resources.

- -

Attachment 7

Not Needed

- -

Attachment 8

Link to the SD Department of Education Report Card

http://doe.sd.gov/reportcard/index.aspx

Attachment 9

Table 2 – Page 168

Attachment 10

Not Needed

Attachment 11

Not Needed

Attachment A

This is the brochure/poster highlighting South Dakota's effective educational indicators for college and career readiness.

BUILDING BLOCKS OF **SOUTH DAKOTA's EDUCATIONAL SYSTEM**

south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

250 copies printed on recycled paper at a cost of ##/ per piece.

FALL 2011

Updated February 22, 2012

College, Career and Life Readiness

As the Department of Education moves forward in the next four years, our efforts will be thoughtful, targeted and clear, with one overarching outcome: Students who are college, career and life ready. To achieve that end, we will focus on the building blocks of the education system: Healthy Students, Quality Standards and Resources, Effective Teachers and Leaders, Career Development.

Infused throughout the model are critical items such as sound data, technology, strong libraries, financial support and accountability, which serve to support and enhance the entire system.

Four Focus Areas

Healthy Students
Students need to be healthy – both physically and mentally – in order to learn. This building block forms the very foundation of life. Without good health, all other areas become more challenging. Activities in this area will focus on developing healthy students and healthy school environments.

Quality Standards and Resources
Standards are the foundation upon which curriculum and instruction are based. High quality standards and assessments, combined with effective resources, challenge and prepare students through individualized learning. Efforts will focus on implementing, maintaining and providing technical support.

Effective Teachers and Leaders
This building block is absolutely critical to the educational process. There is no greater impact on a child's learning than a great teacher. And, at the school or district level, a strong leader is irreplaceable. Activities will focus on building the capacity of the state's teachers and school leaders.

Career Development
Students engage in a meaningful process of exploring, planning and experiencing career options. Efforts will be focused on building personal learning plans and assisting students through critical transitions from middle school to high school and high school to postsecondary education and careers.

CAREER DEVELOPMENT

EFFECTIVE TEACHERS AND LEADERS

LEARNING

LEADERSHIP

SERVICE

QUALITY STANDARDS AND RESOURCES

HEALTHY STUDENTS

LIBRARIES
CULTURAL INCLUSION
DATA
FINANCIAL SUPPORT
FEDERAL PROGRAMS
TECHNICAL ASSISTANCE
PROFESSIONAL DEVELOPMENT
TECHNOLOGY
RELATIONSHIPS

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Attachment B

Information and link re: Academy of Pacesetting Districts®

The Academy of Pacesetting Districts® is a year-long opportunity for high level leaders in an LEA to explore their current district operations with a particular focus on district support for school improvement. The goal is to achieve efficient and effective district policies, programs, and practices to enhance growth in student learning through differentiated supports to schools.

SEAs indicate that their efforts to support change at the individual school level will never be able to reach all of the schools identified as needing improvement, and LEAs are in the best position to provide such support and are ultimately accountable for student learning results. The Academy's focus is on the development of LEA capacity to affect school improvement and student learning outcomes.

By the end of the Academy, District Pacesetter Teams will formalize a system of support reflecting district-level practices proven successful at promoting and supporting positive change at the school and classroom level. The major work product of the Academy experience is an Operations Manual for a District System of Support.

 The Academy will focus on Indicators of Successful Practice at both the District and School level.

For more information on the Academy go to http://centerii.org/districts/

- -

Attachment C

Information and link on the Indistar tool and the Indicators of Effective Practice within Indistar. The indicators are located at the bottom right hand side of the webpage. http://www.indistar.org/

Indistar® is a web-based system implemented by a state education agency, or district for use with district and/or school improvement teams to inform, coach, sustain, track, and report improvement activities.

Indistar® guides improvement teams — whether district, school, or both — through a continuous cycle of assessment, planning, implementation, and progress tracking. Focus will be clear, responsibilities assigned, efforts synchronized.

- -

Attachment D

Board of Education Agenda and Minutes re: adoption of Charlotte Danielson's Framework for Teaching as the state standards for teaching

SOUTH DAKOTA BOARD OF EDUCATION MEETING

MacKay Building
800 Governors Drive
July 25, 2011

Time	Item	Description
		July 25, 2011
9:00 a.m.		Call to Order, Pledge of Allegiance
9:05 a.m.	1.0	Adoption of July 25, 2011 Agenda
9:10 a.m.	2.0	Approval of May 21, Meeting Minutes
9:15 a.m.	3.0	SD MyLife – Tiffany Sanderson, DOE
9:35 a.m.	4.0	Technical Institute's State-wide Facility Updates – Mark Wilson DOE
9:45 a.m.	5.0	New, Expanded Programs and Updates – Mark Wilson, DOE
9:55 a.m.	6.0	Personal Finance Standards – Becky Nelson, DOE
10:05 a.m.	7.0	Library Standards – Daria Bossman, DOE
10:20 a.m.	8.0	World Language Standards – Becky Nelson, DOE
10:35 a.m.	9.0	Common Core Update – Becky Nelson, DOE
10:45 a.m.	10.0	Board of Regents Update, Sam Gingerich, BOR
11:00 a.m.	11.0	Oceti Sakowin Essential Understandings and Standards Project – Roger Campbell, DOE
12:00 p.m.		**LUNCH**
1.00 p.m.	12.0	Public Hearing Teacher Standards, Melody Schopp, DOE
1:15 p.m.	13.0	Public Hearing Bus Rules, Melody Schopp, DOE
1:25 p.m.	14.0	Praxis Score Approval – Deb Barnett, DOE
1:35 p.m.	15.0	Graduation Requirement & Economics – Becky Nelson, DOE
2:15 p.m.	16.0	Secretary of Education Update – Melody Schopp, DOE
3:00 p.m.		**ADJOURN**

South Dakota Board of Education Minutes
July 25, 2011
MacKay Building, 800 Governors Drive
Pierre, SD

Meeting was called to order at 9:08 a.m. with the Pledge of Allegiance.

Board Members Present:
Richard Gowen, Don Kirkegaard, Patricia Simmons, Glenna Fouberg, Terry Sabers, Stacy Phelps, Julie Mathiesen, Kelly Duncan, Marilyn Hoyt

1.0 Adoption of July 25, 2011 Agenda
Motion: Motion by Glenna Fouberg and seconded by Terry Sabers to approve the agenda.
Conclusion: The motion carried

2.0 Approval of May 16, 2011 Minutes
Board member Duncan asked that the minutes of the May 16, 2011 reflect that she and Marilyn Hoyt were in attendance.
Motion: Motion by Kelly Duncan and seconded by Glenna Fouberg to approve the minutes with requested change.
Conclusion: The motion carried

3.0 SD MyLife Network
Tiffany Sanderson, DOE, stated that SDMyLife offers resources for career and academic planning within the Department's Career Development programming. The information provided outlined the major activities and results from school year 2010-11 and detailed the goals and new features for school year 2011-12. (A hard copy of this information is filed in the Secretary of Education office and a copy on the website.)

4.0 Technical Institute's State-wide Facility Updates
Mark Wilson, DOE, shared the bonding timeline for Mitchell Technical Institute's progress on Phase 1 and Phase 2. (A hard copy of this information is filed in the Secretary of Education office and there is a copy on the website.)

5.0 New Program – Southeast Technical Institute
Jeff Holcomb, SETI president, shared information with the board about the proposed new nursing program. The new program offers an opportunity to obtain an associate in applied science degree in Registered Nursing. Currently, SETI offers a diploma program in Licensed Practical Nursing, and many of the graduates of that program go on to obtain their RN certification elsewhere. The cost to add the RN option at the technical institute will be minimal due to the already robust LPN program. Should the board approve the new program today the new RN program will begin in spring 2012.
Motion: Motion by Kelly Duncan and seconded by Richard Gowen to approve the new RN program at SETI.
Conclusion: The motion carried

6.0 Personal Finance Standards
Becky Nelson, DOE, stated that the South Dakota Board of Education adopted Personal Finance standards in 2005 and in November 2010 adopted the standards revision timeline that indicate Personal Finance standards will be reviewed in Summer of 2011.

Students graduating in spring of 2010 were the first students required to take Personal Finance or economics. After implementing Personal Finance standards for several years, during the 2010-11 school year the state brought together a committee of teachers to review and revise the current Personal Finance standards. Revisions were made and sent out to teachers of Personal Finance to review and validate. The committee also disaggregated the standards which will provide teachers of Personal Finance a deeper understanding and guide for implementation.

Motion: Motion by Richard Gowen and seconded by Terry Sabers to approve the Personal Finance Standards.
Conclusion: The motion carried

7.0 Library Standards
Daria Bossman and Joan Upell, DOE, presented the Revised School Library Standards and Guidelines. A state-wide task force revised in 2010, adopted by the SD State Library Board in January 2011, endorsed by the SD Library Association in January 2011. (A hard copy is filed in the Secretary of Education office and is available on the DOE website.)

Motion: Motion by Glenna Fouberg and seconded by Kelly Duncan to adopt the Revised School Library Standards and Guidelines.
Conclusion: The motion carried

8.0 World Language Standards
Becky Nelson, DOE, stated that the State Department of Education partnered with SD World Language Association to review the current SD World Language standards in 2008-2009 school year. After review of the new national standards the committee recommended that the state adopt the national standards developed by a coalition of national language organizations.

The World Language standards were brought before the Board of Education during May of 2011 to be adopted. The State Board of Education requested the State partner with teachers of Lakota Language to gain feedback.

The state utilized the personnel record form system to gather names of teachers of Lakota Language, e-mail addresses and home addresses. A letter and the standards were mailed to the 17 teachers that were reported as teaching Lakota Language in 2010-2011 school year. Two teachers of Lakota Language responded to the e-mail and supported the standards.

Motion: Motion by Marilyn Hoyt and seconded by Julie Mathiesen to adopt the World Language Standards.
Conclusion: The motion carried

9.0 Common Core Update
Becky Nelson, DOE, shared with the board an update on the progress of the Common Core progress. Common Core State Standards were adopted in Nov. 2010. The state brought together a committee of curriculum directors, administrators, and ESA staff to put together a professional development plan. The state has contracted with 17 trainers/online facilitators to plan and carry out the professional development workshop series. The state is hosting a pilot group this summer to gain feedback from participants before rolling out the fall/winter workshops starting in October of 2011.

10.0 Board of Regents Update
Sam Gingerich, System Vice President for Academic Affairs for the Board of Regents, provided an update on a set of university initiatives. These included the follow:
1) Common Core Standards, an area where the universities have two initiatives. First, reps from the campuses have been invited to participate in the training delivered by the department to insure that the teacher prep programs are preparing sutdents to teach within a common core framework. Second, the universities are interested in the assessments being developed since these will tie to college readiness.
2) The regents' office was just notified that the application submitted to the College Completion Innovation Fund was not selected as one to be awarded. Regardless, the system is committed to working with department staff and with reps from the Technical Institutes to implement programs that will insure students graduating from high school are prepared for postsecondary options and that they can earn a certificate/degree. A question was asked about steps that could be taken to allow high school students to pay a reduced tuition if they enroll in college courses. Sam mentioned the options with dual credit, AP and CLEP, all of which lead to the award of credit at significantly reduced rates. He stressed that if discussions could focus on awarding credit based on competency rather than on seat time, more low cost options exist.

11.0 Oceti Sakowin Essential Understandings and Standards Project
Governor Daugaard addressed the group and asked that the board look upon the project of the Oceti Sakowin Essential Understandings and Standards project favorably. Roger Campbell, DOE, shared that the 2007 Indian Education Act mandated the development of course content for curriculum and coursework in South Dakota American Indian history and culture.

Motion: Motion by Kelly Duncan and seconded by Glenna Fouberg to adopt the Oceti Sakowin Essential Understandings and Standards Project as presented
Conclusion: The motion carried

12.0 Public Hearing to approve Teacher Standards: 24:08:06
Melody Schopp, DOE, shared that as per 13-42-33 the Board of Education is required to promulgate rules specific to the adoption of performance standards. The Teacher Standards and Evaluation Committee has recommended the Charlotte Danielson Framework for teaching.

Motion: Motion by Julie Mathiesen and seconded by Kelly Duncan to adopt the Charlotte Danielson Framework for teaching.
Conclusion: The motion carried

Attachment E (Assurance 10)

Please find below the Committee of Practitioner meeting minutes.

Minutes of the
Committee of Practitioners Conference Call Meeting
January 11, 2012

Call to Order
The conference call meeting was called to order at 10:00 a.m. by Chairperson Becky Guffin.

Attendance
Members present were: Becky Guffin and Lori Bouza.

Staff members present were:

ESEA Flexibility Waivers Request
Each committee member received an email copy of the latest draft of the ESEA Flexibility Request that will be submitted to US Education by the end of February.

Excerpt below is from the U.S. Department of Education instructions.

"The U.S. Department of Education (Department) is offering each State educational agency (SEA) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of No Child Left Behind Act of 2011 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant State and local reform efforts already underway in critical areas such as transitioning to college-and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

The Department invites interested SEAs to request this flexibility pursuant to the authority in section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), which allows the Secretary to waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an SEA that receives funds under a program authorized by the ESEA and requests a waiver. Under this flexibility, the Department

would grant waivers through the 2013-2014 school year, after which time an SEA may request an extension of this flexibility."

South Dakota is requesting waivers pertaining to the following:

- ESEA section 1111(b)(2)(E)-(H) – Waive the annual measurable objectives (AMO) and adequate yearly progress pertaining to reading/language arts and mathematics so that SD DOE may develop new AMOs.

- ESEA section 1116(b) – Waive identifying Title I schools for improvement, corrective action, or restructuring so that LEAs and Title I school need not comply with the requirements.

- ESEA section 1116(c) – Waive the identification of LEAs for improvement or corrective action.

- ESEA section 6213(b) and 6224(e) - Waive limitation on the use of funds under the Small, Rural School Achievement and Rural and Low-Income School programs when an LEA does not make AYP.

- ESEA section 1114(a)(1) - Waive the requirement that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program.

- ESEA section 1003(a) - Waive the requirement that the SEA distribute funds reserved only to LEAs with schools identified for improvement, corrective action, or restructuring.

- ESEA section 1117(c)(2)(A) - Waive the requirement of the SEA to reserve Title I Part A funds to reward Title I school making AYP and to reward the funds to any of the State's reward schools.

- ESEA section 2131(a),(b), and (c) - Waive the requirement for an LEA and SEA to comply with improvement plans regarding highly qualified teachers so that the LEA and SEA may focus on developing and implementing more meaningful evaluation and support systems.

- ESEA section 6123 - Waive the limits on the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The waiver would allow transfer of up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I Part A.

- ESEA section 1003(g)(4) - Waiver would allow the SEA to award School Improvement Grant funds to an LEA to implement one of the four SIG models in any of the State's priority schools.

- One other optional request that would waive the restrictions on the activities of community learning centers under the Twenty-First Century Community Learning Centers

(21st CCLC) program under ESEA section 4201(b)(1)(A) and 4204(b)(2)(A) will not be requested by SD DOE.

SD DOE Title I Director Dr. Harms reviewed the document with the members. The committee members asked questions and clarification of the narrative pertaining to the various waivers.

Committee comments will be taken under advisement as the Department continues to develop the application.

Adjournment
The meeting was adjourned at 11:10 a.m.

Attachment F

Turnaround Planning Document

SD DOE has specifically designed the Turnaround interventions to improve the capacity at the district level and in turn, the priority schools by allowing the **districts and schools** to develop their own intensive **interventions** aligned with the turnaround principles. ***The District/Priority School Turnaround Procedures*** will be an integral part of the District/Priority School Audit follow-up and are intended not only to maintain the rigor of the Turnaround Principles but just as importantly, allow the districts and school(s) to assume ownership of the necessary interventions. Led by the assigned *School Support Team Member the school's leadership team including the *District Superintendent, *Priority School Building Principal, *at least one school board member and others selected by the administration will analyze each Turnaround Principle section and develop intervention strategies for that specific school, which will then be incorporated into their *Academy of Pace Setting District's Operational Manual.*

*required members

Example:
Turnaround Principle a.(i) providing strong leadership

1. *Reviewing the performance of the current principle:*

What instrument is used for the review?
_____
_____
_____
_____

How often is the review conducted?
_____
_____
_____
_____

2. *Either replacing the principle or demonstrating to the SD DOE that the current principal has a track record in improving achievement.*

What were the outcomes of the reviews?
_____
_____
_____
_____

_____
_____

3. *Providing the principle with operational flexibility in the areas of scheduling, staff, curriculum and budget.*

How have you as a district provided for operational flexibility to this priority school in the areas of:

Scheduling:_____
_____
_____
_____
_____
_____
_____

Staffing:_____
_____
_____
_____
_____
_____
_____

Curriculum:_____
_____
_____
_____
_____
_____

Budgeting:_____
_____
_____
_____
_____
_____

❖ The same format is constructed for each turnaround principle.

Attachment G

Focus School Safeguard Calculation

In doing an analysis of whether any ESEA subgroup in any Title I school had a combined reading and math proficiency rate that was 75% lower than the GAP group combined reading and math proficiency rate at that school, it was discovered that seven schools met this criteria. While the calculation was run on <u>every</u> ESEA subgroup in every school, the ESEA subgroup that triggered this safeguard was the same in all of the seven schools: Students with disabilities. Of the seven schools, all but two are already identified as Priority or Focus schools. Therefore, two additional schools would fall into the Focus classification.

The chart below shows the seven schools and the ESEA subgroup that did not meet the safeguard. NOTE: The calculation was run on <u>every</u> ESEA subgroup in every Title I school. A complete spreadsheet is available.

School Mask Name	Combined SpEd % PA	75% Below GAP Combined % PA	SpEd Combined % PA Below 75% of GAP Combined PA?	Safeguard Met?	Focus or Priority School?
EMS0048	36	37	Yes	No	
EMS0232	33	37	Yes	No	
EMS0356	18	24	Yes	No	Focus
EMS0483	16	18	Yes	No	Priority
EMS0487	15	21	Yes	No	Priority
EMS0564	12	14	Yes	No	Priority
EMS0627	8	19	Yes	No	Focus

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA's list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
					F
					F
			A		
					F
			A		
			A		
			A		
			A		
			A		
					F
			A		
			A		
			A		
					F
					F
			A		
			A		
			A		
			A		
			A		

Updated February 22, 2012

			A		
					F
			A		
					F
					F
			A		
			A		
			A		
					F
					F
					F
				E	
					F
					F
			A		
			A		
					F
			A		
					F
					F
					F
					F
			A		
					F
			A		
				C	
				C	
				C, E	
				C	

Updated February 22, 2012

					F
					F
					F
				C	
				D	
				C,E	
			A		
			A		
			A		
			A		
			A		
			A		
					F
					F
					F
				E	
					F
				C	
				C	
				C	
				C	
				C	
				C	
				C	
				C	
				C	
					F
					F
			A		

			A		
			A		
				C	
					F
					F
					F
				C	
			A		
					F
					F
TOTAL # of Schools:					

Total # of Reward Schools: <u>34</u>
Total # of Priority Schools: <u>20</u>
Total # of Title I schools in the State: <u>337 (2010-11)</u>
Total # of Title I-participating and Title I eligible high schools in the State with graduation rates less than 60%: <u>1</u>

Key

Updated February 22, 2012

Award School Criteria: **A.** Highest-performing school **B.** High-progress school **Priority School Criteria:** **C.** Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the "all students" group **D.** Title I-participating or Title I-eligible high school with graduation rate less than 60% over a number of years **E.** Tier I or Tier II SIG school implementing a school intervention model	**Focus School Criteria:** **F.** Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate **G.** Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate **H.** A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

Updated February 22, 2012

TABLE 2 ADDENDUM:

Title I Elementary and Middle School School List					
SPI Rank Versus Achievement Rank					
Number of Schools*	314				
5% of # of Schools	16				
5th Percentile Score (SPI)	48.07				
*Note that there are actually 321 EMS Title I schools some K-2 and do not have tested grades)					
Bottom 5% School Based on both SPI and Achievement Ranking					
Bottom 5% School Based on Achievement Ranking Not in SPI Bottom 5%					
Bottom 5% School Based on SPI Ranking Not in Achievement Bottom 5%					
Bottom 5% that are less than minimum n size of 10 students					

District Masked Name	Achievement Points Earned	EMS Attendance Points Earned	Total SPI Points	SPI Rank	Achievement Only Rank
EMS0116	80	19.43	99.43	1	1
EMS0244	80	19.36	99.36	2	2
EMS0254	78.59	19.44	98.03	3	3
EMS0417	77.36	19.23	96.59	4	4
EMS0593	76.08	19.22	95.3	5	5
EMS0243	75.6	19.51	95.11	6	8
EMS0045	75.9	19.1	95	7	6
EMS0144	75.38	19.56	94.94	8	10
EMS0224	75.65	19.27	94.92	9	7
EMS0078	75.38	19.33	94.71	10	9
EMS0333	75.32	19.39	94.71	11	11
EMS0434	74.48	19.34	93.82	12	12
EMS0471	74.46	19.2	93.66	13	13
EMS0329	74	19.49	93.49	14	14
EMS0064	73.91	19.32	93.23	15	15
EMS0251	73.52	19.59	93.11	16	17
EMS0010	73.79	19.22	93.01	17	16
EMS0189	73.33	19.65	92.98	18	20
EMS0315	73.46	19.23	92.69	19	18
EMS0339	73.34	19.25	92.59	20	19
EMS0136	73.23	19.29	92.52	21	21
EMS0027	73.15	19.34	92.49	22	22
EMS0145	72.72	19.72	92.44	23	26
EMS0266	72.86	19.48	92.34	24	23
EMS0024	72.73	19.54	92.27	25	25
EMS0097	72.79	19.46	92.25	26	24
EMS0553	72.64	19.44	92.08	27	27
EMS0081	72.51	19.45	91.96	28	29
EMS0384	72.62	19.2	91.82	29	28
EMS0615	72.4	19.39	91.79	30	30
EMS0597	72.05	19.53	91.58	31	35
EMS0059	72.11	19.43	91.54	32	33
EMS0021	72.08	19.33	91.41	33	34

District Masked Name	Achievement Points Earned	EMS Attendance Points Earned	Total SPI Points	SPI Rank	Achievement Only Rank
EMS0624	72.03	19.37	91.4	34	36
EMS0177	71.9	19.5	91.4	35	41
EMS0278	72.22	19.14	91.36	36	31
EMS0233	72.19	19.16	91.35	37	32
EMS0111	71.98	19.35	91.33	38	38
EMS0060	71.93	19.37	91.3	39	40
EMS0228	72	19.16	91.16	40	37
EMS0292	71.58	19.57	91.15	41	45
EMS0291	71.97	19.17	91.14	42	39
EMS0050	71.48	19.42	90.9	43	46
EMS0474	71.77	19.1	90.87	44	42
EMS0274	71.65	19.2	90.85	45	43
EMS0040	71.4	19.32	90.72	46	48
EMS0215	71.48	19.18	90.66	47	47
EMS0049	71.31	19.18	90.49	48	49
EMS0204	71.14	19.22	90.36	49	50
EMS0068	71.13	19.19	90.32	50	51
EMS0370	70.84	19.48	90.32	51	54
EMS0103	70.92	19.38	90.3	52	52
EMS0340	71.63	18.63	90.26	53	44
EMS0308	70.77	19.36	90.13	54	55
EMS0075	70.9	19.14	90.04	55	53
EMS0062	70.67	19.34	90.01	56	56
EMS0166	70.33	19.39	89.72	57	58
EMS0450	70.65	19	89.65	58	57
EMS0376	70.33	19.3	89.63	59	59
EMS0125	70.23	19.34	89.57	60	60
EMS0187	69.83	19.47	89.3	61	62
EMS0011	69.91	19.1	89.01	62	61
EMS0310	69.67	19.32	88.99	63	63
EMS0420	69.58	19.38	88.96	64	65
EMS0378	69.66	19.26	88.92	65	64
EMS0201	69.38	19.42	88.8	66	68
EMS0074	69.54	19.24	88.78	67	67
EMS0383	69.58	19.17	88.75	68	66
EMS0289	69.34	19.27	88.61	69	69
EMS0332	69.2	19.32	88.52	70	70
EMS0132	68.96	19.48	88.44	71	73
EMS0481	69	19.38	88.38	72	71
EMS0087	68.88	19.33	88.21	73	74
EMS0290	68.57	19.46	88.03	74	76
EMS0114	68.97	19.04	88.01	75	72

District Masked Name	Achievement Points Earned	EMS Attendance Points Earned	Total SPI Points	SPI Rank	Achievement Only Rank
EMS0019	68.58	19.32	87.9	76	75
EMS0373	68.39	19.34	87.73	77	77
EMS0393	68.24	19.48	87.72	78	78
EMS0653	68.07	19.42	87.49	79	80
EMS0025	68	19.44	87.44	80	81
EMS0140	68.08	19.26	87.34	81	79
EMS0652	67.71	19.46	87.17	82	82
EMS0645	67.63	19.46	87.09	83	84
EMS0091	67.59	19.33	86.92	84	86
EMS0464	67.69	19.2	86.89	85	83
EMS0198	67.37	19.41	86.78	86	88
EMS0227	67.47	19.28	86.75	87	87
EMS0311	67.34	19.38	86.72	88	89
EMS0604	67.27	19.36	86.63	89	91
EMS0362	67.33	19.26	86.59	90	90
EMS0030	67.16	19.42	86.58	91	92
EMS0321	67.62	18.74	86.36	92	85
EMS0015	67.14	19.17	86.31	93	93
EMS0533	66.84	19.37	86.21	94	96
EMS0005	66.89	19.31	86.2	95	95
EMS0476	67.03	19.15	86.18	96	94
EMS0602	66.78	19.26	86.04	97	97
EMS0084	66.58	19.44	86.02	98	100
EMS0282	66.67	19.17	85.84	99	98
EMS0386	66	19.75	85.75	100	111
EMS0221	66.59	19.13	85.72	101	99
EMS0209	66.32	19.32	85.64	102	105
EMS0007	66.33	19.31	85.64	103	104
EMS0600	66.43	19.18	85.61	104	101
EMS0344	66.25	19.36	85.61	105	106
EMS0349	66.37	19.22	85.59	106	102
EMS0222	66.37	19.2	85.57	107	103
EMS0651	66.12	19.39	85.51	108	109
EMS0232	66.15	19.27	85.42	109	108
EMS0303	66.16	19.21	85.37	110	107
EMS0324	66.05	19.08	85.13	111	110
EMS0610	65.52	19.56	85.08	112	115
EMS0580	65.6	19.39	84.99	113	113
EMS0283	65.78	19.09	84.87	114	112
EMS0350	65.58	19.28	84.86	115	114
EMS0400	65.38	19.42	84.8	116	116
EMS0431	65.38	19.39	84.77	117	117

District Masked Name	Achievement Points Earned	EMS Attendance Points Earned	Total SPI Points	SPI Rank	Achievement Only Rank
EMS0437	65	19.67	84.67	118	122
EMS0422	65.32	19.33	84.65	119	118
EMS0293	65.26	19.32	84.58	120	120
EMS0242	65.28	19.14	84.42	121	119
EMS0408	64.53	19.74	84.27	122	125
EMS0360	65.08	19.12	84.2	123	121
EMS0205	65	19.09	84.09	124	123
EMS0557	64.37	19.37	83.74	125	126
EMS0413	64.29	19.43	83.72	126	129
EMS0621	64.3	19.35	83.65	127	128
EMS0468	64.61	18.93	83.54	128	124
EMS0139	64.06	19.31	83.37	129	130
EMS0353	64.31	18.97	83.28	130	127
EMS0327	63.88	19.35	83.23	131	133
EMS0545	64.03	19.09	83.12	132	132
EMS0268	64.04	19.08	83.12	133	131
EMS0654	63.87	19.2	83.07	134	134
EMS0387	63.3	19.77	83.07	135	145
EMS0008	63.77	19.21	82.98	136	135
EMS0180	63.6	19.28	82.88	137	137
EMS0006	63.52	19.31	82.83	138	139
EMS0295	63.41	19.41	82.82	139	140
EMS0346	63.57	19.21	82.78	140	138
EMS0109	63.4	19.35	82.75	141	141
EMS0448	63.67	18.98	82.65	142	136
EMS0218	63.33	19.29	82.62	143	144
EMS0467	63.4	19.18	82.58	144	142
EMS0312	63.15	19.38	82.53	145	148
EMS0183	63.16	19.31	82.47	146	147
EMS0648	63	19.3	82.3	147	151
EMS0048	63.03	19.22	82.25	148	149
EMS0361	63.18	19.05	82.23	149	146
EMS0095	63.37	18.83	82.2	150	143
EMS0150	62.99	19.19	82.18	151	152
EMS0404	62.95	19.19	82.14	152	153
EMS0594	63.03	19.04	82.07	153	150
EMS0148	62.62	19.23	81.85	154	154
EMS0034	62.6	19.02	81.62	155	155
EMS0238	61.94	19.36	81.3	156	159
EMS0129	61.97	19.31	81.28	157	157
EMS0603	61.86	19.41	81.27	158	163
EMS0439	61.97	19.24	81.21	159	158

District Masked Name	Achievement Points Earned	EMS Attendance Points Earned	Total SPI Points	SPI Rank	Achievement Only Rank
EMS0407	61.87	19.3	81.17	160	162
EMS0120	61.9	19.24	81.14	161	161
EMS0195	62.02	19.08	81.1	162	156
EMS0065	61.57	19.52	81.09	163	168
EMS0614	61.91	19.16	81.07	164	160
EMS0271	61.72	19.29	81.01	165	165
EMS0584	61.74	19.25	80.99	166	164
EMS0478	61.65	19.32	80.97	167	166
EMS0191	61.31	19.62	80.93	168	170
EMS0638	61.57	19.3	80.87	169	169
EMS0561	61.63	18.83	80.46	170	167
EMS0043	61.25	19.1	80.35	171	171
EMS0397	60.88	19.34	80.22	172	173
EMS0509	60.85	19.22	80.07	173	174
EMS0152	61.15	18.91	80.06	174	172
EMS0052	60	19.84	79.84	175	180
EMS0385	60.7	19.1	79.8	176	176
EMS0436	60	19.77	79.77	177	181
EMS0269	60.82	18.83	79.65	178	175
EMS0119	60.41	19.08	79.49	179	177
EMS0241	59.98	19.45	79.43	180	183
EMS0617	60.25	19.08	79.33	181	179
EMS0260	60.31	18.95	79.26	182	178
EMS0508	59.97	19.26	79.23	183	184
EMS0237	59.95	19.25	79.2	184	185
EMS0286	60	19.1	79.1	185	182
EMS0163	59.46	19.45	78.91	186	188
EMS0440	59.64	19.13	78.77	187	186
EMS0051	59.21	19.47	78.68	188	192
EMS0586	59.29	19.3	78.59	189	189
EMS0055	59.24	19.21	78.45	190	191
EMS0538	59.63	18.66	78.29	191	187
EMS0338	59.26	19.01	78.27	192	190
EMS0169	59	19.19	78.19	193	194
EMS0302	59.12	19.02	78.14	194	193
EMS0164	58.88	19.15	78.03	195	195
EMS0281	58.85	19.18	78.03	196	196
EMS0578	58.45	19.35	77.8	197	199
EMS0395	58.67	19.09	77.76	198	197
EMS0607	58.46	19.03	77.49	199	198
EMS0174	58.16	19.29	77.45	200	201
EMS0258	58.33	19.09	77.42	201	200

District Masked Name	Achievement Points Earned	EMS Attendance Points Earned	Total SPI Points	SPI Rank	Achievement Only Rank
EMS0307	58	19.38	77.38	202	202
EMS0287	57.34	19.61	76.95	203	208
EMS0507	57.85	19.09	76.94	204	203
EMS0285	57.69	19.17	76.86	205	204
EMS0160	57.31	19.38	76.69	206	209
EMS0284	57.47	19.17	76.64	207	205
EMS0447	57.45	18.96	76.41	208	206
EMS0033	57.35	19.04	76.39	209	207
EMS0446	57.12	19.13	76.25	210	210
EMS0576	56.96	19.14	76.1	211	212
EMS0608	57.02	18.84	75.86	212	211
EMS0567	56.67	19.15	75.82	213	213
EMS0389	56.65	18.93	75.58	214	214
EMS0306	56.64	18.86	75.5	215	215
EMS0143	56	19.49	75.49	216	217
EMS0642	56.17	19.11	75.28	217	216
EMS0336	55.76	19.46	75.22	218	219
EMS0056	55.6	19.56	75.16	219	221
EMS0390	55.83	19.09	74.92	220	218
EMS0551	55.66	19.19	74.85	221	220
EMS0194	55.51	18.91	74.42	222	223
EMS0018	55.52	18.8	74.32	223	222
EMS0518	55.14	19.16	74.3	224	225
EMS0106	54.45	19.84	74.29	225	231
EMS0112	54.85	19.29	74.14	226	227
EMS0415	54.55	19.58	74.13	227	230
EMS0257	55.29	18.81	74.1	228	224
EMS0094	54.86	19	73.86	229	226
EMS0305	54.8	18.88	73.68	230	228
EMS0442	54.18	19.15	73.33	231	233
EMS0038	54.66	18.65	73.31	232	229
EMS0529	54.09	19.15	73.24	233	235
EMS0499	54.05	19.19	73.24	234	236
EMS0543	54.2	19.01	73.21	235	232
EMS0641	54.18	18.84	73.02	236	234
EMS0556	53.56	19.35	72.91	237	238
EMS0646	53.75	18.76	72.51	238	237
EMS0515	53.33	19.04	72.37	239	239
EMS0590	53.12	19.02	72.14	240	240
EMS0343	52.17	19.55	71.72	241	241
EMS0372	51.62	19.72	71.34	242	245
EMS0502	51.96	19.36	71.32	243	244

District Masked Name	Achievement Points Earned	EMS Attendance Points Earned	Total SPI Points	SPI Rank	Achievement Only Rank
EMS0429	51.98	19	70.98	244	243
EMS0575	51.6	19.34	70.94	245	246
EMS0562	52	18.93	70.93	246	242
EMS0188	50.91	19.62	70.53	247	248
EMS0037	51.18	18.92	70.1	248	247
EMS0213	50.49	19.3	69.79	249	250
EMS0536	50.86	18.79	69.65	250	249
EMS0354	50.37	19.13	69.5	251	251
EMS0042	49.6	19.33	68.93	252	252
EMS0500	49.51	19.08	68.59	253	253
EMS0335	48.89	19.6	68.49	254	255
EMS0153	48.89	18.64	67.53	255	256
EMS0537	49.19	18.27	67.46	256	254
EMS0568	48.42	19.03	67.45	257	257
EMS0017	48.26	18.84	67.1	258	258
EMS0443	48.23	18.82	67.05	259	259
EMS0591	47.86	18.9	66.76	260	260
EMS0403	47.22	19.06	66.28	261	261
EMS0334	46.15	19.63	65.78	262	263
EMS0385	46.05	19.16	65.21	263	264
EMS0212	45.75	19.44	65.19	264	266
EMS0264	45.71	19.36	65.07	265	267
EMS0628	46.24	18.55	64.79	266	262
EMS0475	45.52	19.27	64.79	267	268
EMS0632	45.35	19.41	64.76	268	269
EMS0298	45.8	18.9	64.7	269	265
EMS0282	44.57	18.88	63.45	270	271
EMS0236	44	19.36	63.36	271	272
EMS0472	44.7	18.61	63.31	272	270
EMS0192	43.08	19.51	62.59	273	274
EMS0299	42.67	19.03	61.7	274	275
EMS0357	43.12	18.38	61.5	275	273
EMS0438	42.38	18.53	60.91	276	276
EMS0619	40	19.42	59.42	277	278
EMS0635	40	19.25	59.25	278	279
EMS0454	40.56	18.55	59.11	279	277
EMS0411	40	18.72	58.72	280	280
EMS0356	39.05	18.31	57.36	281	281
EMS0283	37.72	19.15	56.87	282	284
EMS0485	38.13	18.33	56.46	283	282
EMS0158	37.38	18.9	56.28	284	285
EMS0570	38	17.99	55.99	285	283

District Masked Name	Achievement Points Earned	EMS Attendance Points Earned	Total SPI Points	SPI Rank	Achievement Only Rank
EMS0577	36.36	19.46	55.82	286	286
EMS0540	35.82	18.97	54.79	287	288
EMS0486	35.89	18.69	54.58	288	287
EMS0206	34.32	19.58	53.9	289	290
EMS0410	34.78	18.6	53.38	290	289
EMS0487	33.29	18.82	52.11	291	291
EMS0155	32.09	18.78	50.87	292	292
EMS0380	31.11	19.45	50.56	293	293
EMS0300	30.05	19.46	49.51	294	294
EMS0627	30	18.94	48.94	295	295
EMS0265	29.08	19.19	48.27	296	298
EMS0573	30	18.24	48.24	297	296
EMS0572	28.89	18.92	47.81	298	299
EMS0483	29.13	18.64	47.77	299	297
EMS0484	28.39	18.74	47.13	300	300
EMS0113	26.66	19.34	46	301	301
EMS0488	26.13	18.3	44.43	302	302
EMS0564	23.03	18.18	41.21	303	303
EMS0634	20	19.31	39.31	304	304
EMS0542	20	18.82	38.82	305	305
EMS0571	17.28	18.21	35.49	306	306
EMS0569	16.28	17.57	33.85	307	307
EMS0490	14.74	18.34	33.08	308	308
EMS0565	13	17.82	30.82	309	309
EMS0630	11.76	18.5	30.26	310	310
EMS0566	8.53	17.7	26.23	311	311
EMS0526	0.83	19.47	20.3	312	312
EMS0317	0	19.23	19.23	313	313
EMS0654	0	19.34	19.34	314	314

Updated February 22, 2012

Title I High School School List

SPI Rank Versus Achievement Rank

Number of Schools	20
5% of # of Schools	1
5th Percentile Score (SPI)	41.30

Bottom 5% School Based on SPI Ranking

Bottom 5% School Based on Achievement Ranking

District Masked Name	Achievement Points Earned	HS Grad Points Earned	CCR Points Earned	Total SPI Points	SPI Rank	Achievement Only Rank
HS0419	40.69	23.17	20.28	84.14	1	1
HS0599	37.7	22.35	18.35	78.4	2	3
HS0240	35	22.5	19.45	76.95	3	4
HS0589	34.75	20.31	20.6	75.66	4	5
HS0093	34.33	22.27	16.09	72.69	5	6
HS0352	31.25	16.67	24.14	72.06	6	8
HS0388	31.91	22.06	17.9	71.87	7	7
HS0067	30.82	23.41	17.5	71.73	8	9
HS0560	29.36	23.81	17.48	70.65	9	10
HS0016	29.02	21.88	14.11	65.01	10	11
HS0541	38.84	25	0	63.84	11	2
HS0036	27.94	17.39	14.25	59.58	12	12
HS0644	19.13	22.5	16.35	57.98	13	15
HS0151	13.34	25	18.4	56.74	14	18
HS0304	23.75	18.33	14.48	56.56	15	13
HS0409	13.89	20	11.46	45.35	16	17
HS0539	12.5	17.31	14.89	44.7	17	20
HS0626	20	15.22	8.52	43.74	18	14
HS0355	13.33	12.82	15.72	41.87	19	19
HS0563	15.78	12.64	2.02	30.44	20	16