

# South Dakota's Department of Education and Cultural Affairs

## ESEA Consolidated State Application

### PART I: ESEA Goals, ESEA Indicators, State Performance Targets

Ray Christensen, Secretary, and the South Dakota Department of Education & Cultural Affairs (DECA) hereby submit South Dakota's consolidated state application under the provisions of the ESEA as reauthorized by the *No Child Left Behind Act of 2001*. South Dakota state law empowers the Secretary and the department to commit the state to carry out the functions and responsibilities of the *Act* as follows:

- SDCL 1-45-2. Secretary as head of department. The head of the Department of Education and Cultural Affairs is the secretary of education and cultural affairs.
- SDCL 1-45-4. Divisions and agencies constituting department -- Independent functions -- Budgetary powers of secretary...

(3) The secretary of Education and Cultural Affairs shall perform any functions assigned to the secretary under federal law; and...

- SDCL 13-14-1. Contracts with federal agencies -- Receipt and expenditure of federal grants. The secretary of education and cultural affairs is hereby authorized to enter into contracts with any agency of the United States government for the purposes of education, to receive grants of federal funds for those purposes, and to expend such funds under such rules and regulations as the South Dakota Board of Education may establish.

The State of South Dakota embraces the key *No Child Left Behind Act of 2001* goal of improved achievement for all students. The State's application for and implementation of ESEA will be driven by its adoption of the five ESEA performance goals and the corresponding indicators as set forth below:

#### ESEA Goals and Indicators

**1) Performance goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.2 Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

**2) Performance goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

2.1. Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2. Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

2.3. Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

**3) Performance goal 3: By 2005-2006, all students will be taught by highly qualified teachers.**

3.1. Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

3.2. Performance indicator: The percentage of teachers receiving high-quality professional development. (as the term, "professional development," is defined in section 9101 (34).)

3.3. Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

**4) Performance goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.**

4.1 Performance indicator: The number of persistently dangerous schools, as defined by the State.

**5) Performance Goal 5: All students will graduate from high school.**

5.1 Performance indicator: The percentage of students who graduate from high school each year with a regular diploma,

--disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;

--calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

5.2 Performance indicator: The percentage of students who drop out of school,

--disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;

--calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

### **State Performance Targets**

The State of South Dakota agrees to submit state-established performance targets that represent the progress the State expects to make with respect to each ESEA goal and indicator stated above. The State of South Dakota also agrees to submit baseline data related to the goals and indicators.

### **Additional State Goals and Indicators**

The State of South Dakota does not intend to submit any additional State goals and indicators.

## **PART II: STATE ACTIVITIES TO IMPLEMENT ESEA PROGRAMS**

### **1) Describe the State's system of standards, assessments, and accountability and provide evidence that it meets the requirements of the ESEA. In doing so –**

The purpose of any effective instructional design is to 1) determine what body of knowledge all students should know, 2) assess the degree to which students have learned that knowledge, 3) provide feedback to educators as to the effectiveness of instruction, and 4) provide resources for educators to improve their teaching. The programs outlined in Part II below will demonstrate a comprehensive plan as to how South Dakota will reach these goals. The tenets set forth in NCLB require that states are "...responsible for having strong academic standards for what every child should know and learn in reading, math, and science for elementary, middle and high schools." It also requires them "...to set standards for student achievement, and hold students, teachers and other educators accountable for results." The plan set forth in the following pages reaches these objectives.

- a) **The June 2002 submission, provide a timeline of major milestones, for either:**  
**--adopting challenging content standards in reading/language arts and mathematics at each grade level for grades 3 through 8, consistent with section 1111(b)(1) or**  
**--disseminating grade-level expectations for reading/language arts and mathematics for grades 3 through 8 to LEAs and schools if the State's academic content standards cover more than one grade level.**

The South Dakota Board of Education adopted challenging content standards in K-12 reading/language arts and mathematics on 15 December 1998. These standards meet the requirements of 1111(b)(1).

A set of content standards is available for each grade, K-8. The high school standards are currently organized into a single 9-12 span for each content area (note the exception below in paragraph 3).

In November 2000 the state board initiated a review process for the content standards in South Dakota. It began on January 2002. ([See attachment 1](#)) The decision to review and update the standards, including the timetable, was made independently of the yet-to-be enacted *No Child Left Behind Act*. The process established by the state board calls for each set of core content standards--language arts/reading, mathematics, science and social studies—to be reviewed in a cycle that extends across the next four years. South Dakota has an expectation that these rigorous and challenging standards are applicable to **all** students enrolled in the public schools of the state including, but not limited to, LEP and IEP students.

Pursuant to state board action a 24-member Language Arts Content Standards Revision Team has been appointed and met for the first time on 30 April 2002. Dr. Jan Sheinker, private consultant, was contracted to provide overall leadership and guidance throughout the four year review cycle. Language Arts/Reading is the first set of content standards to be reviewed in the cycle, followed by mathematics, science, and social studies. A

decision has been made that the review work will include re-grouping the 9-12 high school standards in each content area into a core set of expectations for each grade, i.e. 9<sup>th</sup> grade language arts/reading content standards, 10<sup>th</sup> grade language arts/reading content standards, 11<sup>th</sup> grade language arts/reading content standards, 12<sup>th</sup> grade language arts/reading content standards. High school mathematics, science and social studies standards will likewise be re-grouped as the review proceeds through the four-year cycle.

- b) **In the June 2002 submission, provide a timeline of major milestones, for adopting challenging academic content standards in science that meet the requirements of section 1111(b)(1).**

The South Dakota Board of Education adopted challenging science standards K-12, on 22 June 1999. These standards meet the requirements of 1111(b)(1). A set of content standards is available for each grade, K-8. The high school standards are currently organized into a single 9-12 span for each content area . These standards will be reviewed beginning in January, 2004, per the cycle and timelines established by the state board for review of content standards (previously described in section a).

- c) **In the June 2002 submission, provide a timeline of major milestones for the development and implementation, in consultation with LEAs, of assessments that meet the requirements of section 1111(b)(3) in the required subjects and grade levels.**

#### **Goals of the SD Assessment System under NCLB**

The goals and structure of the South Dakota system of assessments, as applied to NCLB, are being developed without benefit of final regulations and guidance from USED. Therefore, there is a possibility that modifications will be made to the assessment plan in order to fully comply with final regulations and guidance, when available.

The SAT 9, the Dakota Assessment of Content Standards, and the Stanford Writing assessment combine to form South Dakota's assessment system. The state will be seeking revision of its current assessment law so that the required grades and tests more closely match the requirements of NCLB. Currently, the test administration pattern in South Dakota is:

- SAT 9: complete battery in grades 2, 4, 8, 11;
- DACS: reading and mathematics in grades 3, 6, and 10;
- Stanford Writing: grades 5 and 9.

Legislative revisions will be drafted and introduced to the 2003 Legislature that will require uniform administration of the tests in the DACS online system in grades 3-8 and grade 10. The state will continue to "spot check" student performance against a national norm group via the SAT 9 in grades 2-4-8-11, and via the Stanford Writing assessment in grades 5 and 9. South Dakota will also add administration of the NAEP tests to its system in school year 2002-2003.

Utilizing the assessment pattern that currently exists in state law, the SEA has undertaken work to align the reading/language arts and mathematics tests from each of these systems to the South Dakota Content Standards. A weighted formula that uses the scores from all three assessments to calculate AYP is used to rank schools and disaggregated groups. Test score data from combined grades will be calculated together via the weighted formula to determine AYP as follows:

- Elementary reporting span will include Grade 3 DACS, Grade 4 SAT 9 and Grade 5 Writing;
- Middle school reporting span will include Grade 6 DACS, Grade 8 SAT 9 and Grade 9 Writing;
- The high school reporting span will include Grade 9 Writing, Grade 10 DACS and Grade 11 SAT 9.

An initial AYP starting point will be determined for reading and mathematics; annual measurable objectives and intermediate goals will be set with the first increase to take place in 2003-2004. The intermediate goals will occur at three-year intervals. The goal will be to ensure that all students meet or exceed the Proficient level in 12 years. Each student group must meet the statewide achievement goal for a school to make AYP. If a group does not meet the State goal, the school can be considered to have made AYP if the percentage of students in that group not reaching the proficient level falls by at least 10 percent and that subgroup has made progress on one or more of the other academic indicators mentioned below. This is known as the Safe Harbor Provision. Only students who have been in schools in a district for a full academic year will be counted toward LEA's AYP.

Students with disabilities have and will continue to participate in the South Dakota Assessment system with reasonable adaptations and accommodations. An extensive coding system has been developed to accommodate students with disabilities. South Dakota has also developed an alternate assessment for students with disabilities called Statewide Team-Led Alternate Assessment and Reporting System (S.T.A.A.R.S.) This assessment gives students the opportunity to demonstrate their progress in meeting goals linked to appropriate South Dakota Content Standards. Score reporting of students taking the alternate assessment is being researched at this time to ensure their inclusion in LEA's AYP. Limited English proficient students have and will continue to participate in the South Dakota Assessment system with reasonable adaptations and accommodations. Any LEP student who has been a student in United States schools for three years will be required to take South Dakota assessments in English.

Achievement standards have been developed and approved by the South Dakota Board of Education in the areas of reading and math. These documents are referred to as "performance descriptors," and describe each level of proficiency in relation to the SD Content Standards.

In addition to assessment data graduation rates will be used as an AYP indicator at the secondary level and attendance data will be used at the elementary and middle school level. South Dakota has unique student identification numbers for all students K-12 and a comprehensive data collection system called DDN Campus. Utilizing DDN Campus will allow for all required disaggregation and will be used to ensure that 95% or more of all students are tested by required disaggregated group.

## **SOUTH DAKOTA ASSESSMENT SYSTEM COMPONENTS**

### **Dakota Assessment of Content Standards**

In order to meet the requirements of NCLB, the State of South Dakota will engage in the development of a criterion-referenced test. Milestones for development and implementation of such an assessment include:

- 1) The State of South Dakota will develop a criterion-referenced assessment system designed to measure the SD Content Standards. The assessment system will be referred to as the Dakota Assessment of Content Standards (DACS) and will include online tests in reading and mathematics for grades 3-8 and grade 10, and will be expanded to include online tests in science for the same grades by school year 2007-2008.
- 2) Currently, South Dakota public schools are required to administer the tests in the DACS system in order to measure the proficiency for all students at least once in grades 3, 6, and 10 for the school year 2004-2005. In accordance with NCLB the same assessment will be used to measure the achievement of *all* students in grades 3 through 8 and grade 10, beginning with school year 2005-2006. Work has begun to develop additional tests within the DACS system to measure academic standards specific to those outlined in Math and Reading in grades 4, 5, 7, 8 so that a full DACS battery will be available in math and reading for grades 3-8 plus grade 10 by school year 2005-2006. Additionally, no later than the beginning of the 2007-2008 school year, an assessment of academic standards in Science will be developed within the DACS system and will be administered to all students in grades 3 - 8 and 10.
- 3) An alignment study of the assessments within the DACS system will be conducted by the BUROS Institute, Lincoln, NE, to provide data on the alignment of the assessments to the state's academic content standards. It is intended that the DACS system will ultimately provide a comprehensive set of online assessments that measure the breadth and depth of knowledge and skills set forth in the state's content standards.
- 4) As each test in the DACS assessment system is developed, evidence of its high technical quality will be submitted to the Secretary for review. A technical manual will accompany the submission.
- 5) In conjunction with the SAT 9, and Stanford Writing assessments, the DACS

assessment will involve multiple measures of student academic achievement including higher order thinking skills. This combined use of assessments will enhance the state's efforts to address the depth and breadth of the State's academic achievement standards.

- 6) The DACS online system will be developed in such manner as to provide reasonable adaptations and accommodations for students with disabilities and will provide for the inclusion of limited English proficient students.
- 7) The development of the DACS assessment system will involve pilot testing, using a field test of the assessment to determine all psychometric analysis. Pilot testing will include testing administration manuals and training to schools.
- 8) For accountability purposes the DACS scores will be used only for students who have attended school in a LEA for a full academic year. The criterion to determine a full academic year will include:
  - a. only students attending a LEA for a full academic year will be included in the accountability system.
  - b. A full academic year is defined as continued attendance from October 1 to May 1 of a given year.
- 9) Results of the DACS assessment will be disaggregated to provide reports for several levels and sub-groups, including the State, each LEA, and each school, both the entire group and sub-groups by gender, major racial and ethnic group, English proficiency status, migrant status, students with disabilities as compared to nondisabled students and economically disadvantaged students as compared to students who are not economically disadvantaged.
- 10) Results of the DACS will report the proficiency of each student in four levels of achievement: Advanced, Proficient, Basic, and Below Basic. Cut scores will be established on a continuum scale to determine the proficiency levels indicated. Results will also be reported specific to the student's grade level.
- 11) DACS results will also be reported in such manner that parents, teachers, principals, and administrators can interpret and address specific academic needs of students as indicated by the students achievement and assessment items. DACS results will produce interpretative, descriptive, and diagnostic reports for each student.
- 12) Accountability measures will be established with the DACS test to certify that 95% of those students eligible for accountability have been assessment in each LEA.

### **Norm-Referenced component**

**SAT 9 description:** The Stanford Achievement Test Series, Ninth Edition, (SAT-9) is

designed to measure achievement in the areas of reading, mathematics, language arts, science and social science; SAT-9 also provides several other measures including a thinking skills, using information and listening (Grades 4 & 8) score. The Stanford yields the traditional types of scores found on norm-referenced tests. In addition, four levels of performance standards were set: Advanced = Solid academic performance, Proficient = Solid academic performance, Basic = Partial mastery and Below Basic = Less than partial mastery.

Depending on the particular grade, there are from 9 to 11 subtests, which take from three hours and 45 minutes to five hours and 25 minutes for the entire test battery. No individual subtest lasts longer than 50 minutes.

### **Reliability of SAT 9**

Reliability is the degree to which test scores are consistent, dependable, or repeatable, that is, free of errors of measurement. Based on the intended uses of the scores for individual decisions about students, the K-R20 coefficients were in the acceptable range of the mid .80s to .90s for the Reading and Mathematics tests.

### **Validity of SAT 9**

Validity is the degree to which a certain inference from a test is appropriate or meaningful. An alignment study is being done on the SAT 9 and the South Dakota Content Standards in the areas of Reading and Mathematics. The report of alignment, when available will show the percentages of alignment between the tests and the standards. It will also identify gaps—i.e. standards that are not well assessed by either system. This will provide a roadmap for further assessment work for the state. However, preliminary indications show a very positive alignment through the combined coverage of the three assessment systems.

### **Writing Performance Component**

**Stanford Writing description:** The Stanford Writing Assessment Program, Third Edition, is a direct measure of achievement in written expression for South Dakota students in Grades 5 and 9. It offers a means of assessing students' writing development within four modes: Persuasive, Expository, Descriptive and Narrative. Two types of scores are available, holistic and analytic. Four levels of performance standards have been set: Advanced = Solid academic performance, Proficient = Solid academic performance, Basic = Partial mastery and Below Basic = Less than partial mastery.

The Stanford Writing Assessment Program, Third Edition, provides comprehensive information about student strengths and weaknesses that helps with instructional planning as well as with program development and evaluation. Assessment time is 50 minutes. Forty minutes for writing and 10 minutes for activities such as planning the essay and final checking.

### **Stanford Writing Reliability**

"Writing by its very nature has reliability problems" said H.D. Hoover, U. of Iowa. Since no two prompts can yield the same performance interpreting can some times create a real challenge. Interrater reliability coefficients at the grades tested with the writing assessment ranged from .70 to .91.

### **Stanford Writing Validity**

The writing assessment is directly tied to the South Dakota Content Standards used by all schools in the state so it would be safe to say it is valid for its intended purpose.

### **Assessment Implementation Timeline:**

2001-2002 – students tested in Math and Reading using multiple measures

- DACS (grades 3, 6, 10)
- SAT9 (grades 4, 8, 11)
- Stanford Writing (5 & 9)

2001-2002 - Implement National Assessment of Educational Progress

2004-2005 – all students in grades 3-8 will be tested in Reading and Math using

- DACS grades 3-8 and grade 10
- SAT 9 grades 3-8 and grade 10
- Stanford Writing 3-8 and grade 10

2007-2008 – addition of Science assessments in previous listed grades

- DACS – General Science – grades 3-8 Science grade 10
- SAT 9 - Science – grades 3-8

### **State use of Formula Funds for the Development and Implementation of State Assessments**

Funding received for assessment under NCLB provisions will be used for several projects necessary to meet the requirements. A majority of expenditures will be accrued with the development of the criterion-referenced tests in the DACS assessment system. Exact amounts are unavailable at the time of the consolidation application; vendors are in the process of submitting proposals. Other costs related to test development, test administration, scoring, training for local test administrators, training for LEA staff on reading and interpreting assessment reports, will also be detailed in vendor proposals.

- d) **In the June 2002 submission, provide a timeline of major milestones for setting, in consultation with LEAs, academic achievement standards in mathematics,**

**reading/language arts, and science that meet the requirements of section 1111(b)(1).**

Teachers and administrators from across the state have been, and will continue to be, involved in the setting of academic achievement standards. Workgroups are generally formed with representation from school districts of various size, demographics, and geographical locations. The Committee of Practitioners and School Support Team are usually represented as well as persons representing various student groups such as student with disabilities and English Language Learners. The SEA extends opportunities to LEA's for involvement in the development of academic achievement standards.

South Dakota has chosen four proficiency levels for reporting student achievement on state content standards: Advanced, Proficient, Basic, and Below Basic. Performance descriptors (narrative descriptions) of each level have been developed for Language Arts and Mathematics content standards. These descriptors will be revised at the same time the content standards are revised. Cut scores for the SAT9 were set several years ago. These cut scores will be revised in August 2003 at the same time cut scores are set for the Writing and Dakota Assessment of Content Standards (DACS) assessments. Results from the three assessments during the year 2002-2003 school year will be available at that time and will be used in the standards-setting process.

The following timeline represents the activities that have already been completed and those that are scheduled to take place over the next few years.

**2001**

- August 2001 – Performance descriptors were developed for mathematics and reading/language arts at grade levels the state assessments are administered and at the upper level of each grade cluster. This includes descriptors for grades 2, 3, 4, 5, 6, 8, 9, 10, and 11.

**2003**

- June 2003 – Performance standards-setting workshop facilitated by Buros Institute, UNL. Cut scores for DACS at grades 3, 6, and 10; SAT9 at grades 2, 4, 8, and 11; and Writing at grades 5 and 9 will be determined.
- June 2003 – Revised Language Arts content standards and performance descriptors presented to State Board of Education. Standards and descriptors will be set for all grades, K-12.
- September 2003 – Revised Language Arts content standards and performance descriptors adopted by Board. Districts will begin revising course guidelines for language arts.

**2004**

- June 2004 – Revised Mathematics content standards and performance descriptors presented to State Board of Education. Standards and descriptors will be set for all grades, K-12.
- July 2004 – School districts must have course guidelines written for adoption of revised Language Arts content standards. Schools will implement the revised standards during the 2004 – 2005 school year. State assessment(s) for reading/language arts will be aligned to the revised standards.
- September 2004 – Revised Mathematics content standards and performance descriptors adopted by Board. Districts will begin revising course guidelines for mathematics.

## **2005**

- June 2005 – Academic achievement standards revised for reading/language arts to reflect changes in content standards.
- June 2005 – Revised Science content standards and performance descriptors presented to State Board of Education. Standards and descriptors will be set for all grades, K-12.
- July 2005 – School districts must have course guidelines written for adoption of revised Mathematics content standards. Schools will implement the revised standards during the 2005 – 2006 school year. State assessment(s) for mathematics will be aligned to the revised standards.
- September 2005 – Revised Science content standards and performance descriptors adopted by Board. Districts will begin revising course guidelines for science.
- September 2005-May 2006 – Administer chosen state assessment(s) in reading and math at grades 3-8.

## **2006**

- June 2006 – Mathematics academic achievement standards revised to reflect changes in content standards.
- June 2006 -- Cut scores for grades 3 – 8 in reading/language arts and mathematics on the chosen state assessment(s) will be set.
- July 2006 – School districts must have course guidelines written for adoption of revised Science content standards. Schools will implement the revised standards during the 2006 – 2007 school year. State assessment(s) for science will be aligned to the revised standards.

**2007**

- June 2007 – Standards setting workshop to determine cut scores for science in required grade spans in science on the chosen state assessment(s).

Task	Reading / LA	Math	Science
Content Standards and Performance Descriptors presented to State Board of Education	June 2003	June 2004	June 2005
Content Standards and Performance Descriptors adopted by State Board of Education	Sept. 2003	Sept. 2004	Sept. 2005
Course guidelines adopted by LEA's	July 2004	July 2005	July 2006
LEA's implement revised content standards	2004-05	2005-06	2006-07
Assessments aligned to revised standards administered	2004-05	2005-06	2006-07
Academic achievement standards set for revised standards / assessments	June 2005	June 2006	June 2007
Administer reading and math assessment(s) in grades 3-8	2005-06	2005-06	
Academic achievement standards set for grades 3-8	June 2006	June 2006	

- e) **No submission required 6/12/02**
- f) **No submission required 6/12/02**
- g) **No submission required 6/12/02**
- h) **In the June 2002 submission, provide a plan for how the State will implement a single accountability system that uses the same criteria, based primarily on assessments consistent with section 1111(b), for determining whether a school has made adequate yearly progress, regardless of whether the school receives Title I, Part A, or other federal funds.**

**Context:**

The drive to "reinvent" government has touched all levels of government—federal, state, and local. According to Osborne & Plastrik, reinvention is "about restructuring public organizations and systems by changing their purposes, their incentives, their

accountability, their distribution of power, and their cultures." Public school systems, like other units of government, are increasingly called upon to demonstrate effective use of resources. For K-12 schools, the challenge is to deliver educational services that help all students learn at higher levels. At the same time, the public demands more accountability from its schools for results. The Education Commission of the States defines accountability as "the systematic collection, analysis and use of information to hold schools, educators and others responsible for the performance of students and the education system."

The *No Child Left Behind Act of 2001* (Elementary and Secondary Education Act) includes President George W. Bush's four basic education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work.

An "accountable" education system involves several critical steps (some of which South Dakota has already taken):

- States create their own standards for what a child should know and learn for all grades. Standards must be developed in math and reading immediately. Standards must also be developed for science by the 2005-06 school year. **South Dakota has these academic content standards in place.**
- With standards in place, states must test every student's progress toward those standards by using tests that are aligned with the standards. Beginning in the 2002-03 school year, schools must administer tests in each of three grade spans: grades 3-5, grades 6-9, and grades 10-12 in all schools. Beginning in the 2005-06 school year, tests must be administered every year in grades 3 through 8 in math and reading. Beginning in the 2007-08 school year, science achievement must also be tested. **As of spring 2002, South Dakota has been granted a timeline waiver for its assessment system. The final system will be in place for the 2003 spring testing window; approval of the system is anticipated before the June 2003 waiver deadline. Additional work is being done and will continue throughout the summer in order to address the requirements of *No Child Left Behind*.**
- Each state, school district, and school will be expected to make adequate yearly progress toward meeting state standards. State assessment results will also be disaggregated into the following groups: economically disadvantaged, major ethnic groups, students with disabilities, and Limited English Proficient students. South Dakota will set its baseline for determining adequate yearly progress by August 1, 2003, after the tests that comprise its approved assessment system have been administered. **South Dakota is developing AYP standards.**
- School and district performance will be publicly reported in district and state report cards. Individual school results will be on the district report cards. **Some state reporting mechanisms are already in place, additional requirements at**

**the district and school levels will be implemented.**

- If a district or school fails to make adequate yearly progress for two consecutive years as a whole or for any of the four disaggregated subgroups, the district or school will be placed in school improvement, i.e. it will be held accountable. **South Dakota lacks a school "accountability" mechanism, which will require legislative and administrative changes.**

**Historical Perspective:**

For many years, South Dakota has accredited its K-12 schools using a few limited performance measures based on inputs to the educational system. As the state devolves more power to a broader range of stakeholders (from school administrators to communities) and commits a greater share of funding to local schools, interest has grown in holding K-12 schools more accountable for results. This new trend calls for a reinvention of the current system to take into account process and outcome indicators, besides the traditional input measures.

Currently, schools (public and private) in South Dakota are accredited based on minimum legal standards. Schools are evaluated annually by the state education agency to ensure they meet requirements for the school calendar, courses offered, and certified staff. However, there is little or no emphasis on outcomes. South Dakota's current accreditation mechanism does not encourage educational innovation, nor does it focus on helping schools find ways to improve teaching and learning.

A state with a long tradition of local educational control, South Dakota moved even more toward decentralized administrative power and authority in 1995. The 1995 legislative session was an historic one for education in South Dakota. A new way of distributing state aid—based on the foundation program—was developed, and more than 500 administrative rules and nearly 100 statutes were *repealed*. With the new state aid formula in place, state government's share of funding K-12 education had increased from 45 percent to 52 percent by 2000.

Along with changes in governance and funding, other developments may make performance-based school accountability a more viable option today for South Dakota. Performance-based accountability is better understood by the public and by lawmakers as the capstone to a statewide school improvement plan that already includes academic content standards in the core subject areas and multiple, challenging assessments geared to those standards. In 1999, academic content standards were adopted statewide. In spring 2002, South Dakota implemented a series of new student assessments aligned to its content standards. Both movements were rooted in new state laws.

Now, given the additional emphasis on school accountability contained within the *No Child Left Behind Act of 2002*, the time is right for South Dakota to move into the arena of local school accountability and apply uniform standards to all its public schools. A final consideration for state policy makers will be whether an

accountability system should be merged with a school accreditation system. Several unanswered questions remain.

### **The Plan to Implement a Single Accountability System:**

In order to comply with provisions of the *No Child Left Behind Act of 2002*, South Dakota must begin immediately to build a framework for single performance-based school accountability system that will be applied uniformly to all public schools, whether or not the school received Title I funds. While planning for this system can and should begin immediately, it is anticipated that the accountability system envisioned under federal law will require both legislative (South Dakota Legislature) and administrative (South Dakota Board of Education) approval before it can be fully implemented in this state.

Under South Dakota law, the Legislature currently delegates authority to the South Dakota Board of Education to adopt rules "to establish standards for the classification and accreditation of schools within this state" (see South Dakota Codified Law 13-1-12.1). The Legislature also grants authority to the chief state school officer to "establish a uniform system for the gathering and reporting of educational data for the keeping of adequate educational and financial records and for the evaluation of educational progress" (see SDCL 13-3-51). SDCL 13-3-51 also refers to an "annual written evaluation of the educational progress in the state," which *could be construed* as the "state report card" required under the 2002 federal act.

However, current South Dakota law is silent on several key components needed for the accountability infrastructure outlined in the federal law:

- Authority of the Department of Education & Cultural Affairs to create a system of accountability based primarily on assessment results;
- Authority of the South Dakota Board of Education to implement a system of accountability based primarily on assessment results via promulgation of administrative rule;
- Calculation of AYP and application of AYP to every public school in the state;
- Use of actual performance incentives, i.e. either rewards or sanctions, which the state would apply to public schools based primarily on assessment data.

Hence it appears that, at the minimum, statutory authority must be granted to the state education agency to institute an accountability system for public schools, and to base it primarily on assessments. In addition, it is anticipated that the South Dakota Board of Education will need the authority to adopt a body of administrative rules to address the specifics of the school accountability system.

To guide development of a school accountability system in South Dakota, the

following general timeline is recommended:

- July 1, 2002 – appoint a small empowered advisory panel representing major stakeholder groups to research and develop school accountability model for South Dakota; include representatives of local school boards, superintendents, parents, teachers, principals, student services personnel; contract with an experienced, nationally-recognized consultant to guide the work (CRESST or ECS are possibilities).
- Summer and Fall 2002 – the advisory panel will meet periodically, as well as hold public input sessions across the state and/or via teleconference, to develop a framework for the accountability system;
- October 1, 2002 – first draft of South Dakota accountability system due to SD Dept. of Education & Cultural Affairs; draft will be posted on the department’s website; comments and suggestions for change (from the public, as well as from staff of LEAs and SEA) will be accepted until final draft deadline;
- October 1, 2002 – appropriation request prepared by SD Department of Education & Cultural Affairs’ fiscal office; implementation of a single accountability system for all public schools that includes rewards and sanctions will require additional resources, both human and financial. The appropriate mechanism for requesting additional fte and/or state funds is through the legislative process via an appropriation request.
- December 1, 2002 – draft of accountability system components will be finalized; information will be presented to the Governor-Elect (South Dakota will elect a new Governor in November, 2002) and his staff for review; as the Governor appoints the department’s Secretary as one of his cabinet members in South Dakota, it becomes very necessary to gain the support of the new Governor-Elect in order to pursue needed legislation during the 2003 Legislative Session as well as administrative rule-making by the South Dakota Board of Education following passage of legislation;
- January 2003 – present school accountability legislation to South Dakota Legislature; legislative process ensues, including open committee hearings and broad media coverage;
- March 2003 – present administrative rules spelling out school accountability mechanisms to South Dakota Board of Education; SDBOE rule-making process includes web-postings with input solicited as well as one or more open, advertised hearings;
- May 2003 – a single accountability system based primarily on assessments is in place in South Dakota;

- July 1, 2003 – New laws authorizing the South Dakota school accountability system as established by the 2003 Legislature go into effect.

### **The Challenges:**

South Dakota has 166 operating K-12 public school districts and another 10 that contract for services with other districts. These 176 districts, covering 75,898 square miles, provide educational services to about 128,000 students. More than half of the state's public schools serve fewer than 100 students, and 51 of the 176 school districts have a total student enrollment of less than 200. Historically, South Dakota also ranks among those states with the lowest teacher salaries and per-pupil spending.

In developing accountability system for South Dakota, the challenge will be to balance the special consideration that many will advocate must be given to the unique needs of a rural state with a small population base, many small school systems situated across a large area, and limited financial resources, with the requisites of *No Child Left Behind, section 1111b*. The state does have choices within the framework provided by federal law.

Among the questions that will arise and will need to be addressed in developing the school accountability system in South Dakota are the following:

1. Given the contextual realities of a rural state, such as sparsity, limited per-pupil spending, low teacher salaries, and decentralized decision making, what type of performance-based school accountability model should South Dakota create?
2. Given the size, scope and resources of the state education agency in South Dakota, what type of performance based school accountability model should South Dakota create?
3. Given the size, scope and resources that are within reach in South Dakota and can be harnessed to address the needs of schools newly challenged by an accountability system, what model and features should the South Dakota system include?
4. Are the assessment system and AYP system as currently devised appropriately applied to all public schools whether the school participates in Title I, or are there adjustments that need to be made in either/both systems for uniform and fair accountability?
5. How should K-12 schools' performance and progress be measured, compared, and reported, i.e. what type of indicators/criteria beyond assessment data--input, process, or outcome—should be used?
6. Which combination of indicators/criteria will effectively, uniformly and fairly reflect the performance of each South Dakota school?
7. What system of rewards and sanctions can be developed that:

- a. will be fair and effective;
  - b. will find enough support among South Dakota policymakers to be enacted into law and/or administrative rule (i.e. what sort of rewards and sanctions is there sufficient political will to establish in a "local control" state?);
  - c. can be implemented with resources available and/or within reach of South Dakota;
  - d. will be sustained over time with sufficient resources to be meaningful.
8. Can and should the accountability system for public schools be merged with the accreditation system for all (public and private) schools?
- i) **In the June 2002 submission, identify the languages present in the student population to be assessed, the languages in which the State administers assessments, and the languages in which the State will need to administer assessments. Use the most recent data available and identify when the data were collected.**

The following assessments are administered by the State of South Dakota: Stanford Achievement Test-Version Nine, Stanford Writing Test and the Dakota Assessment of Content Standards. All the above assessments are administered in English. When necessary, a translator may be provided as an assessment accommodation.

It has been determined that no language is prevalent in a large and commanding quantity in any one school district in South Dakota. One language present in large numbers in a few school districts is Lakota. Due to the definition of limited English proficient (LEP) students contained in Title IX, Native American students are often identified as LEP because of the influence that speakers of a Native language have on their daily lives. They are, however, not fluent speakers of a Native language and would not be able to take a large-scale assessment in a Native language. As a result, all state-mandated assessments in South Dakota will be provided in English.

**The following language data was collected in the Fall of 2001 and verified during the 2001-2002 school year. LEP data was reported to the Federal Office of English Language Acquisition in April 2002.**

**The following languages have 10 or more speakers of the language in South Dakota School Districts:**

**Language: # of Students:**

<b>Albanian 12</b>	<b>Kurdish-Zimany Kurdy 25</b>
<b>Amharic 63</b>	<b>Lakota 3355</b>
<b>Arabic 65</b>	<b>Laothian-Pah Xa Lao 28</b>
<b>Cambodian-Khmer 12</b>	<b>Neur 26</b>
<b>Chinese-Zhongwen 46</b>	<b>Russian 105</b>
<b>Croatian-Hrvatski 146</b>	<b>Serbian-Srpski 10</b>

Dakota 304  
Dinka 54  
Ethiopian 13  
German 502  
Hutterish 244

Serbo-Croatian 38  
Spanish 516  
Tigrinya 22  
Ukrainian 80  
Vietnamese 62

- j) **In the June 2002 submission, provide evidence that, beginning not later than the school year 2002-2003, LEAs will provide for an annual assessment of English proficiency that meets the requirements of section 1111(b)(7) and 3116(d)(4), including assessment of English proficiency in speaking, listening, reading, writing, and comprehension. Identify the assessment(s) the State will designate for this purpose.**

The student population in South Dakota is becoming increasingly diverse. Some areas of the state have large numbers of immigrant and refugee students who first language is not English. Native American student populations are on the rise. These students are often influenced by the Native language of their parents and grandparents. As a result, one assessment tool does not effectively assess the speaking, listening, reading, writing and comprehending skills of varied populations of English language learners.

Beginning with the school year 2002-2003 the State of South Dakota will require that all children identified as children who are Limited English Proficient by an LEA will be provided with an annual assessment of English language proficiency. The assessment will include the areas of speaking, listening, reading, writing and comprehension. The State of South Dakota will designate the IDEA Language Proficiency Test (IPT) and the Language Assessment Scales (LAS) as the assessments that will accomplish these requirements.

The test will be required to be administered beginning in the Fall of each school year. Following the administration of the test beginning in the Fall 2002, a composite of each student's level of English language proficiency can be established. Once the baseline has been established, each district must demonstrate that all enrolled and identified LEP students will reach proficiency within 3 consecutive school years.

- k) **In the June 2002 submission, describe the status of the State's effort to establish standards and annual measurable achievement objectives under section 3122(a) of the ESEA that relate to the development and attainment of English proficiency by limited English proficient children. These standards and objectives must relate to the development and attainment of English proficiency in speaking, listening, reading, writing, and comprehension, and be aligned with the State academic content and student academic achievement standards as required by section 1111(b)(1) of the ESEA. If they are not yet established, describe the**

**State's plan and timeline for completing the development of these standards and achievement objectives.**

The State of South Dakota convened a content standards revision work group in April, 2002. The workgroup consists of education related personnel whose task is to rewrite the current South Dakota Communication/Language Arts Content Standards. It is expected that the first draft of the Communications and Language Arts Content Standards will be available in Fall 2002. The revised content standards will not be fully implemented until they have been adopted by the South Dakota Board of Education. That action is expected to be taken by May 2003. When completed, English Language Acquisition Content Standards will be aligned to the South Dakota Communication/Language Arts Content Standards.

Students will be considered to be limited English proficient if their language proficiency score is below the 50<sup>th</sup> percentile on the IDEA Proficiency Test. Students performing at or below the 3<sup>rd</sup> performance level on the Language Assessment Scales will be considered to be limited English proficient. All limited English proficient (LEP) students will be required to meet the same rigorous state content standards as are all students enrolled in school in South Dakota. Students who are identified as LEP must participate in the state's accountability system. While the student continues to be identified as an LEP student, but has not been enrolled in the school district for more than 3 full, consecutive years, the student can be provided with testing accommodations. The specific accommodations to be provided must be determined by a team of educators from the school in which the student is enrolled. After the student has been enrolled in a school district for 3 or more consecutive years they can only be provided with accommodations through the use of an Individual Education Program or a Section 504 Plan.

LEP students will be expected to participate in all three of the state's mandated assessments. They are: Stanford Achievement Test, Stanford Writing Assessment and the Dakota Assessment of Content Standards.

- 2) **In the June 2002 submission, describe the process for awarding competitive subgrants for the programs listed below. In a separate response for each of these programs, provide a description of the following items, including how the State will address the related statutory requirements:**
  - a) **Timelines**
  - b) **selection criteria and how they promote improved academic achievement**
  - c) **priorities and how they promote improved academic achievement. (In lieu of this description, the State may submit its RFP for the program.)**
- 1) **Even Start- *Procedures for awarding competitive subgrants***

The SEA will subgrant funds to local agencies for a four-year period. The local share increases by 10% in each of the four years. In order to receive the same amount of federal grant funds in any subsequent year as in the first year, the applicant should expand the number of eligible participants served in that year and increase the local share.

a) **Timelines**

When funds are available for new programs, the Request For Proposal (RFP) is advertised through the major newspapers and is available on the Department of Education's Website during late winter or early spring (May, June). Completed applications are due into the SEA on July 1. A panel reviews applications and recommends funding by August 1. Recommendations are submitted to the Governor's Office for approval for funding by October 1. New programs have up to a six months start-up period and should be fully operational by the following April.

Continuation applications are required for review and approval in the second, third, and fourth year of a program's operation. Continued funding will be based on program improvement strategies and sufficient program progress based on the State established participant quality indicators. Continuation applications are due by August 30 for funding approval by October 1.

b) **Selection criteria**

A panel that includes the adult education director, an early childhood professional, and an experienced family literacy or community services professional review applications. The panel rates new grant applications based on the following criteria: project's likelihood of success, evidence of need, number and depth of collaboration agreements, reasonableness of budget and promise as a model. Demographic information regarding the area's *most in need* population is considered. Programs with experience in working with the identified population and having a track record of participant success in academic achievement will be rated higher. Applications include a staff information sheet that describes staff and their qualifications. RFP instructions require narrative and budget line items for professional development and special training.

c) **Priorities**

Priority will be given to programs proposing to serve the "most in need" families established following the community needs assessment. Targets might include high school dropouts, alternative school participants, low literacy level, TANF recipients, poverty, teen parents, and ELL students. Empowerment zones or enterprise communities will also be a priority.

2) **Education of Migrant Children (Title I, Part C)**

a) **timelines:**

During the second semester of each school year, a local operating agency planning to use Title I, Part C program funds must submit to the State a Comprehensive Needs Assessment. Notice of the availability of funds is sent to LEAs who have identified 10 or more migrant students in the previous year. Schools who have identified fewer than 10 migrant students are given the opportunity to apply if they can demonstrate a significant impact on the district's ability to meet the needs of the identified migrant students.

**b) selection criteria:**

The Comprehensive Needs Assessment documents the following information: 1) the number of identified migrant students in the district who meet the priority for services requirements (first priority for services will be children whose educational program has been interrupted during the previous school year); 2) the number of migrant students who will be served by a migrant education program should funds be granted; 3) the type of services that will be provided to eligible migrant students should funds be awarded; 4) the type of program that will be supported by migrant funds; 5) the expected number of staff members who will be needed to provide the special educational needs of migrant students in the district; 6) the projected number of migrant students who are anticipated to enroll in the school district within the next school year; and 7) the projected amount of funds that will be needed to meet the special educational needs of migrant students in the district. By focusing on these selection criteria, the migratory children whose educational needs are the greatest will be served first. By focusing on students whose education is most recently interrupted, it is expected that the most positive academic achievement results will be acquired.

**c) priorities:**

The State will use a formula to determine amount of any subgrants to local operating agencies based on the following criteria: 1) the allocation will take into consideration the number of migratory students who are in need of special educational services and who meet the first priority for services; 2) the allocation will take into account the projected number of migratory students that will be served by a funded migrant education program; 3) the allocation will take into account the length of the migrant education program (regular school year and/or summer program) and; 4) the type of migrant education program that will be provided.

Additional factors may be considered by the State, including the demonstrated needs of migratory students served by a local operating agency that require funds in excess of those generated by the application of the above allocation process.

It is anticipated that by focusing priority for services on programs serving migratory students with the greatest needs and who meet the first priority for services, programs calculated to provide the most comprehensive service delivery system and programs that develop a system that addresses the identified needs of the migratory students, we will be able to impact those students who are most of risk of failing to meet our

challenging academic content standards.

3) **Prevention and Intervention for Children Who Are Neglected, Delinquent, or At-Risk -- Local Agency Programs (Title I, Part D, Subpart 2).**

a) **Timelines**

LEA consolidated applications are due to DECA by July 1, 2002. The deadline for submission is September 30, 2002. LEAs are eligible for funds once the application is approved by the Offices of Technical Assistance and Grants Management, and the Department of Human Services, if the LEA is applying for Title IV funds.

b) **selection criteria and how they promote improved academic achievement**

This is a formula based subgrant to LEAs. However, each LEA application has to meet the requirements of conducting a thorough needs assessment with input from administrators, staff, parents, and community members. Various forms of data should be evaluated by the LEA which would include student achievement data. Based on the needs assessment the LEA determines its' goals and objectives that will be supported by the Title programs in the consolidated application.

c) **priorities and how they promote improved academic achievement**

The SEA has determined that subgrants will be formula based.

4) **Title I Part F, Comprehensive School Reform Demonstration Program (CSRSD)**

a) **Timelines**

In August of 2002 the DECA Administrative Memorandum newsletter, which is distributed to all schools in the State, will inform LEAs of the Comprehensive School Reform Demonstration Program and announce that detailed information about the program will be on the State Department of Education and Cultural Affairs' website. The website will include all pertinent information including links to Northwest Regional Laboratory's Compendium of Model Programs, data-based needs assessment information, and a multitude of additional information and tools that will assist LEAs in designing and developing a competitive CSRSD grant application that meets all requirements of Federal legislation. A copy of the LEA RFP will also be found at this website. Those schools not able to access this information from the website can request copies of materials from the Office of Technical Assistance. Schools will be requested to notify DECA of their interest in the program to enable the Office of Technical Assistance to provide additional information and technical assistance early in the stages of the development of their applications. This process has been tested for the previous two years and has proven to be an effective method informing all LEAs, statewide, of the program and providing an abundance of information and assistance expeditiously. The CSRSD Program Orientation Workshop held the 1<sup>st</sup> year of the program did not prove to be cost or otherwise effective

because so few district/school personnel attended. DECA's technical assistance will be in collaboration with and coordinated with McREL, the Comprehensive Center, Region VI, and other agencies whenever necessary and feasible.

**b) Selection Criteria**

The selected proposal review committee will use a scoring rubric (See Appendix A) which will thoroughly address all eleven components required to evaluate and rate each LEA's grant application based on its merits for funding. A comprehensive school reform program must employ innovative models and strategies and proven methods to teaching and learning that are based on reliable research and effective improved practices and that have been replicated successfully. A clear definition of what constitutes reliable evidence of effectiveness is critical to the successful selection and implementation of research-based school reform models. Research-based models can provide evidence along four dimensions of the *Continuum of Evidence of Effectiveness*:

- (1) The theoretical or research foundation for the program: A theory or research finding explaining why a comprehensive model and the practices included in the model work together to produce gains in student performance;
- (2) Evaluation-based evidence of improvements in student achievement: Evidence of educationally significant improvements is shown through reliable measures of student achievement in major subject areas before and after model implementations;
- (3) Evidence of effective implementation: Implementation is a description of what it takes to make the model fully operational in schools; and
- (4) Evidence of replicability: Replicability means that the model has been successfully implemented in more than one school.

The LEA applications will be designed to focus on how the comprehensive school reform model, to be adopted by the LEA, is based on these four dimensions above. As intended by the scoring rubric, applications will be rated according to the submission of reliable evidence of research, based on independent reviewers and documented over multiple years, that supports the effectiveness or success of the design to be adopted.

To ensure that high quality, well-defined, and well-documented comprehensive school reform programs are funded, the review team consisting of DECA personnel who have experience with researched-based reform models, will independently review and rank applications based on the rubrics covering each of the eleven components of a comprehensive, research-based program and will collaboratively determine schools eligible to be funded when all aspects of the legislative requirements have been met adequately.

c) **Priorities**

The Department of Education and Cultural Affairs will support schools in need of improvement by assigning priority points based on the following criteria.

(1) Criteria for Participating Title I Schools. Priority points will be awarded Title I schools that:

- have been identified for Title I school improvement; i.e., schools that have not made Adequate Yearly Progress on State assessments or met their local indicators for two consecutive years.
- that have high poverty; i.e., schools that have at least 40% poverty based on free and reduced lunch count.
- operate as School-wide Projects or are involved in the planning stages to become a school-wide.

(2) Criteria for All Public Schools – Funds for the Improvement of Education (FIE) Priority points will be awarded to non-Title I schools that

- show a decline in their state assessment data or local indicators aligned with their target areas; e.g., attendance rates for both staff and students, dropout rate, discipline data, retention percentages, parental involvement, and teacher/administrator turnover.
- show a high percentage of students in the unsatisfactory individual student performance level.
- demonstrate that they currently have at least one Internet connection in the school and a small number of computers available for student and teacher use, with plans underway for building a more robust infra-structure to support teaching and learning.

Note: The South Dakota Department of Education and Cultural Affairs is submitting its CSRD RFP in Appendix B to provide further support to meeting the requirements addressed in the above narratives for Title I, Part F.

5) **Teacher and Principal Training and Recruiting Fund – subgrants to eligible partnerships (Title II, Part A, Subpart 3).**

A copy of the South Dakota Board of Regents' RFP for SY 2001-2002 can be found in Appendix \_\_\_\_\_. There is no current update of the SAHE section with new priorities at this time due to the fact that the State has not determined the priorities on issues of Teacher Quality. An update will occur later.

6) **Enhanced Education through Technology (Title II, Part D).**

South Dakota will use the competitive funds under EETT to fund regional Technology for Teaching and Learning (TTL) Academies. These Academies are designed to enhance participants' technology skills in the context of professional practice and to provide a strong foundation in best practices for the meaningful integration of technology into teaching and learning. In addition to basic computing skills, participants will enhance their understanding of instructional design through the research and publications of Grant Wiggins and Jay McTighe (Association of Supervision and Curriculum Development [ASCD]). Their work, *Understanding By Design*, will be the model used by all participants to design instructional materials for their classroom. This model includes utilizing state content standards to drive the initial design of these unit. Each month-long Academy has a year long follow up to encourage and enhance the utilization of Academy skills.

a) **Timelines**

The following describes the timeline and process for districts to apply to host a regional TTL Academy at their district. The timeline and process necessary for individual educators to apply to be a TTL participant is also described.

- The Academy Request For Proposals (RFP) to be a host site will be e-mailed and a hard copy sent via ground mail to all public school districts in December of each year. At the same time an electronic copy will be emailed on various educator listservs in the state and posted to the DECA website.
- Review of proposals and selection of Academy sites will be conducted by DECA staff and occur by February 1 of each year.
- Academy participant applications will be e-mailed and a hard copy sent via ground mail to all public school districts in December of each year. An electronic copy will be emailed on various educator listservs in the state and posted to the DECA website.
- Academy participants will be notified of their acceptance by April 1 of each year.

TTL Academies will occur during the months of June and July of each year. Follow up to the Academy will occur over the next year, concluding in May of each year.

b) **Selection Criteria and how they promote academic achievement**

The following RFP selection criteria will be required of applicants. This criteria will assure that the professional development activities of EETT invested in participants will be utilized to its fullest extent and will have the greatest impact on student learning and achievement.

- The Academy RFP, requires that applicants:
- Describe their district's current involvement with school improvement. (i.e.

past TTL/DTL Academy participation, curriculum development efforts, professional development, etc.)

- Describe district efforts to integrate technology into the curriculum in the last two years that represent the commitment their district has to improving learning opportunities for students in their district.
- Describe the importance and benefits of hosting a Regional TTL Academy for improving teaching and learning in their district and community.
- Describe their technological ability to host an Academy.
- For participants accepted for an academy, the district must:
  - assure that Internet and the State K-12 e-mail system will be available for each participant in his/her respective classroom by September 1 of the following school year.
  - assure that each participant will have an operational computer capable of utilizing multi-media applications,
  - support nominees' participation in TTL staff development opportunities throughout the TTL year.
  - support the participant's classroom application of new knowledge/skills.
  - provide opportunities for participants to share knowledge and skills acquired in the academy with his/her fellow educators and/or other district constituencies.

**c) Priorities and how they promote improved academic achievement**

Priority will be given to regional academy sites that:

- Have large numbers of teachers that need to and are willing to attend a TTL Academy.
- Have indicated through their application that they are committed to the appropriate and effective integration of technology in instruction.
- Indicate that they have a high need for training.
- Have the technical capabilities to handle necessary software applications.

All of these priorities ensure the most conducive environment where academy participants will be able to build their technology knowledge and skills and enhance their professional practices. It is anticipated that through effective professional development that the skills and knowledge gained will translate into effective

classroom practice and ultimately student academic achievement.

7) **Safe and Drug-Free Schools and Communities – reservation for the Governor (Title IV, Part A, section 4112).**

The Governor has reserved 20 percent of the State's allocation and designated the Department of Human Services Division of Alcohol and Drug Abuse to receive these funds. Contact is Mr. Gib Sudbeck, Director, Hillsvie Plaza, East Highway 34, c/o 500 East Capitol, Pierre, South Dakota 57501-5070, (605) 773-3123.

The Department of Human Services, Division of Alcohol and Drug Abuse, is the oversight designee receiving funding from the federal government for the prevention of alcohol, tobacco, and other drug use in South Dakota. These funds are made available through the Substance Abuse Prevention and Treatment Block Grant and the Governor's discretionary portion of the Safe and Drug Free Schools and Communities Act.

The Division of Alcohol and Drug Abuse has implemented the following programs to assure safe, orderly and drug free schools and communities:

1. Prevention Resource Centers, three statewide, to provide substance abuse training opportunities, develop prevention activities and disseminate information statewide through their respective resource libraries. The Division and the Department of Education and Cultural Affairs jointly fund these centers. They are to disseminate information through their libraries; assist schools in developing ATOD policies, programming and curricula; train teachers and prevention advocates in the Principles of Effectiveness and other programming compliant with Title IV; and assist community and parent groups in developing prevention activities.
2. Community Mobilization Projects with parallel expansion of Community Prevention Networkers. (CPNs). This project is designed to blend the resources of federal, state and local government together with those of community leadership, volunteers, private and other public service providers, families, schools and all citizen to focus on reducing the incidence of violence, alcohol and other drug abuse in South Dakota.
3. Primary and Intensive Diversion Prevention Programming within the juvenile detention facilities and in each of the seven judicial circuits in the state. These programs are designed for youth entering the juvenile justice system due to alcohol or drug related offenses. An initial screening is used to determine whether the young person has a substance abuse problem. The Division's purpose is to divert youth into appropriate levels of programming; provide referrals; provide diversion options for all circuit courts and those arrested for an alcohol/drug offense; and provide diversion programming in the state's three Juvenile Detention Centers.

The State of South Dakota utilizes The Youth Risk Behavior Survey (YRBS) and The National Kids Count Survey (NKCS) to establish goals and objectives as they relate to prevention programming and activities. The survey was developed in cooperation with the Centers for Disease Control and Prevention and state and local education departments

to identify and measure attitudes and behaviors related to ATOD issues.

In an effort to delineate its position with respect to the prevention of alcohol, other drug use and violence in South Dakota, the Department of Human Services has identified the following critical outcomes to be achieved:

1. The PRC's will assist schools with the acquisition, implementation and evaluation of scientific research based material throughout their system.
2. The PRC's will continue to train and support schools in developing ATOD policies, programming and curricula.
3. The Community Mobilization initiative will work to establish a network of Community Mobilization Projects throughout South Dakota and help each council identify specific short and long-term goals.
4. The various CPN communities will demonstrate a measurable decrease in the indicator of alcohol and other drug abuse in target communities of 2% by 2004.
5. Utilizing the Diversion Prevention Program, the Division will work to divert youth into the appropriate level of programming and maintain an 80% successful completion rate.
6. There will be less than 9% of participants receiving Primary Prevention Programming or Intensive Prevention Programming referred for structured treatment services.

The State will employ the aforementioned YRBS mechanism to collect data and eventually establish baselines to measure the success of the prevention programming.

**8) Community Service Grants (Title IV, Part A, section 4126).**

The Department of Education and Cultural Affairs (DECA) after consultation with the Governor or his designee will work in conjunction with the Department of Human Services to develop and implement a community service program for suspended and expelled students. The Department of Human Services will provide sub-grants to Prevention Resource Centers to provide research, professional development, carry out programs for the suspended, expelled and other high risk students, who are required to perform community service. Also, it is proposed that the Department of Human Services through the Prevention Resource Centers in conjunction with the seven Judicial Circuits will adapt a youth juvenile justice system to prevent school suspension and expulsions.

**9) 21<sup>ST</sup> Century Community Learning Centers (Title IV Part B)**

**a) Timelines:**

- The public will be informed of the 21<sup>st</sup> Century Community Learning Center competition in August 2002 via the SEA web site, major newspapers, and other publications.

- An applicant workshop will be conducted in August 2002.
- A Request for Proposals will be issued to local applicants September 2002.
- Peer reviewers will be solicited, selected, and trained in October 2002.
- Proposals from community applicants will be due in the SEA November 2002.
- A peer review of proposals will be conducted and award notices made to new grantees December 2002.
- Funds will flow to new grantees and programs in January 2003 with implementation to follow.

SEA review process for 21<sup>st</sup> Century Community Learning Center sub-grants:

- Reviewers will be solicited and selected from pools that may include: directors or coordinators of current and quality 21<sup>st</sup> CCLC programs, members of the South Dakota School Age Care Alliance, community education directors or coordinators, early childhood educators, and teachers who are certified by the National Board for Professional Development and Teaching Standards.
- After reviewers have been selected they will receive intensive training regarding the components of a quality 21<sup>st</sup> CCLC program and their responsibility for selecting potential applicants who describe a quality initiative with the potential for success.
- Sub-grants will be awarded to local organizations for a period of 5 years.

**b) Selection criteria and how it promotes improved academic improvement:**

In its application a local applicant must include:

- a) A description of the non-school hours activities to include before and after school, weekends and summers addressing the following issues:
  - i. The program will take place in a safe and easily accessible facility,
  - ii. how students participating in the program carried out by the community learning center will travel safely to and from the center and home,
  - iii. how the eligible entity will disseminate information about the community learning center to the community in an understandable and accessible manner.
- b) A description of how the activity is expected to improve academic achievement. A broad array of activities that may advance a student's academic achievement include: remedial education, academic enrichment, art, music, drama, tutoring services, mentoring, language skills and academic achievement for LEP students, recreational, telecommunications and technology, expanded library services,

entrepreneurial education programs, promoting parental involvement and family literacy, assisting students who have been truant, suspended, or expelled to improve their academic achievement, drug and violence prevention programs, counseling and character education programs;

- c) An explanation of how Federal, State, and local programs will be combined or coordinated to make the most effective use of resources;
- d) An assurance that the proposed program was developed and will be carried out in active collaboration with the schools the students attend;
- e) A description of how activities will meet the principles of effectiveness:
  - based upon an assessment of objective data regarding need for before and after school programs (including summer recess periods) and activities in the schools and communities,
  - based upon an established set of performance measures aimed at ensuring the availability of high quality academic enrichment,
  - based upon scientifically based research, if appropriate, that provides evidence that the program or activity will help students meet State and local student academic achievement standards.
- f) An assurance that 21<sup>st</sup> Century Community Learning Center funds will supplement not supplant Federal, State, local, or non-Federal funds;
- g) A description of the partnership between a local education agency, community-based organization, and other public or private entities;
- h) An assessment of community needs and available resources for the community learning center and a description of how the proposed program will address those needs, including the needs of working families;
- i) A demonstration that an eligible entity has the experience or promise of success in providing educational and related activities that will complement and enhance academic performance, achievement, and positive development of the students;
- j) A description or tentative plan for how the program will be sustained after Federal funds are no longer available;
- k) An assurance that the community will be given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application;
- l) If the eligible entity plans to use senior volunteers in activities carried out through the community learning center, a description of how the entity will encourage and appropriately use qualified senior volunteers.

The selection criteria when addressed and implemented has the potential to improve student academic performance, improve attendance and graduation rates, and reduce risk behavior among adolescents. The emphasis placed upon academic enrichment, tutorial services, and youth development services expands students' opportunities to succeed in school. Studies that have been conducted on the effects of non-school time programs confirm that students involved in these activities attain higher academic proficiency demonstrated by grades and standardized test scores, as well as improved attendance.

Studies documenting academic achievement resulting in higher grades and test scores and improved attendance include Census Bureau (2001) statistics, Big Brother/Big Sister programs, LA's BEST after school program, and The After School Corporation's programs.

Students in non-school programs are more likely to stay in school and graduate according to evaluations conducted with Coca Cola's Valued Youth Program and the Quantum Opportunities Program. Even though participants faced disadvantages the non-school and youth development programs motivated them to remain in school to graduate despite everyday life pressures.

Supervised non-school time activities have a significant impact on students' positive, productive behavior. Non-school time activities serve as alternatives for youth, keeping them involved in enriching activities rather than unproductive, harmful ones; thus, leading to lowered incidences of risk behavior. Studies that have been conducted with youth participating in 4-H club, the Maryland After School Community Grant Program, and after school programs in 12 high-risk communities in California indicate fewer incidences of risk behavior among youth attending, as well as improved academic success.

Although there is not extensive scientifically based research on the effects of non-school time programs, the rigorous studies that have been conducted suggest that high quality programs can benefit students who regularly attend over time. Those benefits include academic achievement, attendance and class participation, and increased positive behavior.

**c) Priorities and how they promote improved academic achievement.**

- a. Priority will be extended to applicants who provide an assurance that they propose to serve students who primarily attend schools eligible for Title I school-wide programs, or schools that serve a high percentage of students from low-income families, and the families of such students;
- b. Priority will be given to programs that target services to students who attend schools that have been identified as in need of improvement under Title I;
- c. Priority will also be given to applications submitted jointly by at least one local educational agency receiving funds under part A of Title I and at least one public

or private community organization.

(i) The same priority will be extended to an application submitted by a local educational agency if the local educational agency demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of the 21<sup>st</sup> Century Community Learning Centers program.

Through the 21<sup>st</sup> Century Community Learning Centers students who attend schools eligible for Title I school-wide programs or live in high poverty areas or attend schools identified as in need of improvement under Title I will have additional opportunities to achieve academic success. Tutorial services and academic enrichment opportunities that; heretofore, may have been unavailable will complement school academic activities to help low performing students meet State and local performance standards in reading/language arts, math and other core areas. Creative, meaningful approaches to learning will enhance students' ability to build knowledge and strengthen understanding. An array of other enrichment activities, youth development activities, and drug and violence prevention programs present students with opportunities to expand their learning and pursue individual interests in a safe learning environment.

3. **In the June 2002 submission, describe how the State will monitor and provide professional development and technical assistance to LEAs, schools, and other subgrantees to help them implement their programs and meet the State's (and those entities' own) performance goals and objectives. This description should include the assistance the SEA will provide to LEAs, schools, and other subgrantees in identifying and implementing effective instructional programs and practices based on scientific research. DECA (South Dakota Department of Education and Cultural Affairs) has offered several state-wide professional development opportunities open to all school districts in the state:**

South Dakota will adapt its current plans for monitoring, professional development and technical assistance for Title I schools to a more expansive, comprehensive system that will include all schools in the state. State staff will also create strategies to assist schools in identifying and implementing effective instructional programs and practices *based on scientific research*.

#### **Monitoring LEAs, schools, and other subgrantees**

As a part of its role in administering Title I, the Department of Education & Cultural Affairs has a long history of monitoring participating school districts using a two-part mechanism:

1. On-site monitoring visits are scheduled in the district every four years, using a team of staff from the Office of Technical Assistance. The monitoring event is an review of the school district's consolidated federal programs, including Title I (Parts A, C, and D), Title II, Title VI, and Class Size Reduction.

2. Desk audits are performed by the department's fiscal staff (Office of Finance and Management) to ensure local compliance with fiscal requirements.

The state has not done on-site monitoring of its schools as a part of an accreditation process since the mid 1980's; hence there is no state system of on-site monitoring in place that will need to be revised or updated

In order to fully implement *No Child Left Behind* and to apply the requisites uniformly to all public schools in South Dakota, the monitoring system currently in place for Title I schools will be expanded. The state will implement a single monitoring system that will be coordinated across programs and staff; a single review will be conducted periodically to assess the schools' compliance with all aspects of *No Child Left Behind*, including programs within the *Act*. A major impact of this move will be the application of the monitoring system to the state's public high schools, since not many of them have been Title I participants.

Since not all districts will be subgrantees for the same programs (for instance, South Dakota will have only a few 21<sup>st</sup> Century subgrantees), and not all subgrantees will be school districts, the monitoring system will be re-built into components that can be matched to the LEA's, school's, or other sub-grantee's mix of programs.

The cross-training of staff who conduct the consolidated federal reviews will be updated to include all aspects of *No Child Left Behind*, including the increased use of student assessment data in determining whether or not the program meets the performance goals and objectives.

A set of written recommendations results from the on-site monitoring event. The report includes the non-compliance issues and areas where improvement is needed and/or suggested. The district or other sub-grantee is required to respond to the written report with a plan for addressing all concerns outlined in the report. Subsequently, the SEA verifies that the concerns have been met.

Technical assistance is provided to the school or subgrantee following the onsite monitoring. The technical assistance is targeted at the concerns and deficiencies identified during the on-site review and cited in the written report.

Note: the one exception to the monitoring format described above is monitoring and technical assistance for Title IV sub-grantees in South Dakota. The state's Title IV allocations have been consolidated under a single agency, the Dept. of Human Services. Monitoring of Title IV sub-grantees is conducted by that agency and is not a part of the Department of Education and Cultural Affairs' monitoring activity.

As a part of its newly expanded monitoring system, the state will refine and continue its current practice of monitoring the implementation of state content standards by local districts. The process, set forth in state law, requires every district to develop and implement "course guidelines" that are aligned to the state content standards. The Office of Technical Assistance will review its current protocol for this activity, including the set of questions that were developed to probe the breadth and depth of the district's implementation of content standards. In addition, the procedures used by each monitoring team to physically review

each district's documentation of its effort to integrate the state content standards into the delivery of its instructional programs will be reviewed and updated to meet *No Child Left Behind* requisites. The state-mandated course guidelines and local curriculum frameworks are the major pieces of documentation inspected during the monitoring process. The point of the monitoring activity in this regard is to underscore the state's efforts to establish the content standards, not the textbook, as the primary basis for the instructional and assessment processes.

Likewise, the SEA's desk audit procedures will be reviewed for alignment with the requirements of *No Child Left Behind* and will be expanded in scope to include all public schools in South Dakota. The desk audits of each LEA's financial status report and expenditure summary has been an integral part of the Title I monitoring process. The SEA through its Office of Grants Management will conduct a test of a sample percent of LEA's each fiscal year to determine compliance with each program fiscal guidance requirement. Reports are generated and issued to LEAs stating findings and requiring appropriate corrective action. LEAs are placed on a 5-year cycle with all LEAs audited at the completion of the final year.

### **Professional Development Strategies**

The SEA has a long history of providing professional development for teachers throughout the state. As a part of its administration of Title I programs, the SEA has always assessed the needs of teachers in Title I schools and offered or brokered professional development activities to meet those needs. With the development of an expanded assessment system, annual data will be readily available to SEA staff and will be analyzed to identify strengths and weaknesses in student achievement. The information will be prioritized and used by staff in planning professional development sequences.

In addition, the state's recently strengthened data system will facilitate the analysis of student assessment data from a sub-set of the state's public schools that are identified in need of improvement. This will allow staff to target additional professional development resources and activities for teachers in schools with high need.

In its role as a broker of professional development for South Dakota schools, the SEA currently coordinates and/or sponsors the slate of professional development activities described below. Enrollment in the activities has been open to all schools in the state. The "Data Retreats" series is worthy of special note: as local school personnel become more adept at analyzing student assessment data, the value of using it to guide professional development activities for local staff becomes apparent. Schools will be encouraged to carefully and thoughtfully plan their participation in one or more of the state's offerings, based on the needs revealed through analysis of assessment data.

The state plans to continue the following professional development strands through school year 2002-2203; simultaneously, the state will review its professional development plan in light of the most recent student assessment data so that adjustments, additions, and/or deletions can be made in response to the strengths and weaknesses revealed by the data.

### **· Data Retreats:**

The data retreats have been designed to focus on the scientific uses of data to improve the overall instructional program of the school. South Dakota has built its program on materials designed by the North Central Regional Educational Laboratory (NCREL). The retreats are tailored to fit the enrollees: if a team representing the total district K-12 enrolls, the retreat will have a district-wide orientation. Likewise, retreats for school teams (most often K-6) are focused on a school-wide perspective. The state contracts with Dr. Judy Sargent, CESA 7, Green Bay, WI, to provide the leadership and expertise for most of the data retreats.

Two or three retreats are offered during a calendar year. Data Retreats have been offered to all school districts since October 2000. Title I schools placed into school improvement were required to attend these professional development experiences.

### **· Math Clinics**

The Math Clinic strand of professional development is designed to train local personnel to analyze mathematics assessment data and identify academic weaknesses in math content areas. The participants use the school's SAT 9 data as well as data from the state's new DACS (Dakota Assessment of Content Standards) criterion-referenced system. The state accesses experts from the MidContinent Regional Educational Laboratory (MCREL) who are well-versed in current math and assessment practices. The goal of the clinic is to improve instructional practices and thus raise assessment scores. The statewide clinic is offered once during the school year and open to staff from all school districts. Title I schools placed in school improvement have been required to attend in past years; the state is planning to extend the requirement to all schools placed in school improvement in the future.

### **· Reading Clinics**

The Reading Clinic is designed to train local personnel to analyze mathematics assessment data and identify weaknesses in student achievement in reading content standards. The participants use the school's SAT 9 data as well as data from the reading test that students take online as a part of the state's new criterion-references DACS (Dakota Assessment of Content Standards) program. The state contracts for the services of a former McREL staff person who is now a national reading consultant. The goal of the clinic is to improve instructional practices and thus raise students' assessment scores. The statewide clinic is offered once during the school year and open to staff from all school districts. Title I schools placed in school improvement have been required to attend in past years; the state is planning to extend the requirement to all schools placed in school improvement in the future.

### **· Six Plus One Writing Workshops**

Three years ago the state began an initiative to promote use of the Six Plus One Writing method by all school districts as the fundamental base for the local writing instructional

programs. About half of the 174 school districts in the state have participated in the training; an advanced strand is in the works as a follow-up activity for school teams that have completed the initial training and have begun to implement the system in their curriculum and classrooms.

Personnel from the Northwest Regional Education Laboratory, Portland, OR, have trained a cadre of South Dakota trainers. The workshops have been held at a variety of times and places throughout the state to give school teams convenient access. Often a local district hosts the event and invites neighboring districts to send a team. The state provides the trainer at no expense to the host or participants.

### **· AREA Reading Program for Primary Teachers**

This yearlong professional development opportunity allows first- second- and third-grade teachers:

- to analyze current instructional approaches and outcomes
- gain knowledge about assessment skills to measure student achievement
- learn about new, effective instructional practices
- set measurable goals for improved instruction and student outcomes.

The goal is to strengthen reading instruction in the primary grades across South Dakota by increasing the knowledge and skills of primary teachers.

All first-, second-, and third-grade teachers in South Dakota will be trained over a three-year period. School year 2002-2003 is the third of the first three-year cycle. The program includes 45 hours of direct instruction in a large-group setting; teachers participate in the direct instruction during nine months of the school year and are granted release time. Classroom observation by trained coaches, in-classroom modeling and coaching are additional components of the program.

The design model used for the program is a research-based approach anchored on the premise that for a teacher to learn a new strategy and effectively transfer it to the classroom, several steps are involved:

1. Understand the theory and rationale for the new content and instruction;
2. Observing a model in action;
3. Practicing a new strategy in a safe context;
4. Trying out the strategies with peer support in the classroom.

Each teacher that successfully completes the training receives a stipend from the state and may earn graduate credits from the University of South Dakota. Participating teachers also receive a set of professional materials to study and use in the classroom at

no cost. The comprehensive literacy program stresses guided reading as one teaching method that breaks the class into small groups of students who read at similar levels. ([www.state.sd.us/deca/area/index.cfm](http://www.state.sd.us/deca/area/index.cfm)).

### **· Technology Academies**

Beginning in 1996, South Dakota's Governor determined that the future of the South Dakota educational enterprise, and indeed, the lifeblood of the state, must be tied to cutting edge uses of technology in the state's classrooms. DECA offers six different "Governors Academies for Technology in Teaching and Learning" each summer, with a follow-up strand during the next school year. Each academy focuses on a specific subset of the school staff (i.e. classroom teachers, school and/or district administrators, teachers who are teaching across distance on the state's telecommunications network, and network administrators).

The Academies are a month-long immersion-style training in the summer; the follow-up provides networking and further study via the state's telecommunications network. The curriculum is focused on the integration of technology into teaching and learning activities; participants are expected to be skilled computer users before enrolling. The training is offered at no cost to the district or the participant; financial incentives include a stipend for the participant, and a stipend for school materials.

The strategy has been recognized nationally as a model of systemic change; thousands of South Dakota educators have participated, and the enrollment rate is not yet slowing down. ([www.sdttl.com/2002/Teachers.htm](http://www.sdttl.com/2002/Teachers.htm))

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### **Conclusions**

The state's professional development system is funded through a combination of state funds and coordinated Title I/Title II funds. The system is expected to expand to meet newly-identified needs as students move towards higher proficiency levels, as well as to offer additional choices in an attempt to address chronic and/or ongoing needs as revealed by continued analysis of the state's assessment data.

The state's system of monitoring will be reviewed and enhanced to include a closer look at each school's professional development plan and participation rates. A monitoring protocol will be developed to ascertain the alignment of professional development to needs identified through analysis of the school's assessment data, as well as the participation rates of staff.

### **Technical Assistance**

The School Support Team (SST) as provided for in Title I, Part A, has been implemented in South Dakota. Team members work directly with schools in school improvement

status and with those planning a schoolwide program. In addition, SST members often provide information and training during state and regional activities relevant to their areas of expertise.

Distinguished Schools are identified and recognized annually, based on analysis of assessment data. Each Distinguished School is invited to nominate a Distinguished Educator from among their school's staff. The Distinguished Educators are recognized by the state. They serve a two-year term on the SST and also provide support to other schools upon request, usually via the state.

Technical assistance meetings are conducted annually and also on an as-needed basis. This activity is expected to grow in breadth and depth as the state proceeds to implement all facets of *No Child Left Behind*. The SEA offers regional technical assistance meetings each year to assist local school personnel with the development of the LEA Consolidated Application, and to provide a forum for questions and answers.

South Dakota also delivers an ongoing stream of technical assistance to local school personnel via email, the Internet, telephone and US Mail. In particular, the Internet has become a mainstay of the technical assistance delivery. With all schools connected to the state's telecommunications network, and all schools having a high number of computers per student and computers per teacher, SEA staff has quickly moved to maximize use of the system for technical assistance purposes. Listservs of email addresses are updated regularly; information and reminders are easily disseminated to target classrooms across the state. Material and resources are published on the department's expansive website (<http://www.state.sd.us/deca>); notification of its availability can be quickly spread throughout the state via email. Material that will be used for ongoing reference is either sent in paper format via the US Mail or, more often, converted to a PDF format so it can be easily downloaded and printed at the local school. In the past, the Title I office has produced three newsletters during the year; this activity will be reviewed in light of the state's need to communicate with *all* schools about the provisions of *No Child Left Behind*, including standards, assessment, accountability, and school improvement. <http://www.state.sd.us/deca/TA/current/TitleISpringUpdate.pdf>

### **Scientific Research**

DECA has initiated development of a "Best Practices" website that will link teachers and principals to effective instructional programs and practices based on scientific research. Further, the department has contracted with experts at the Teacher's College Institute, University of Nebraska, Lincoln, Nebraska, to search the base of educational research studies on specific topics determined by the department to be relevant or important to South Dakota's teachers. The contract also provides for the Institute to assist the department in determining the qualitative and quantitative levels of SBR that an identified practice or program or technique is based upon.

With scarce resources, the identification of effective instructional programs and

practices based on scientific research has emerged as an area for which South Dakota will seek assistance. Options for collaboration with the regional comprehensive center, the nation's regional educational laboratory system, and even with USDOE's Office of Educational Research and Improvement will be explored in an effort to take an active role in linking South Dakota's classrooms and teachers to high-quality programs and practices. Once identified and deemed relevant to the needs of the state's schools, the programs can be implemented in the state via professional development and dissemination activities.

Staff in the Department of Education & Cultural Affairs in South Dakota have a long track record of collaborating with the regional lab and comprehensive center assigned to the state, but also with other regional labs and comprehensive centers whose resources and offerings align closely with identified needs in South Dakota school districts. An example of the staff's work in this regard is the state's wide use of the *Six Plus One* writing program from the Northwest Regional Lab in Portland, OR. The connections that state staff have nurtured throughout the nation, as well as their experience in brokering resources, will serve it well as it moves into the arena of identifying and implementing effective instructional programs and practices based on scientific research.

**4. In the June 2002 submission, describe the Statewide system of support under section 1117 for ensuring that all schools meet the State's academic content and student achievement standards, including how the State will provide assistance to low-performing schools.**

In the past, there has only been an accountability system for Title I schools. Title I will continue to offer assistance to Title I schools in improvement during this transition year. The state accountability and support system will be developed during the year and will be responsible for the state system by July 2003. Legislative action is needed to implement this system. Once the statewide system is in place, Title I will continue to provide technical assistance to the Title I schools in school improvement, supplemental in nature to the assistance provided by the state to all public schools.

Assistance to Title I schools is provided through several avenues. A meeting is held to inform schools of the requirements of school improvement and the technical assistance and funding available. Shortly thereafter, these schools attend a data retreat sponsored by the SEA. Schools are taken through a process of analyzing student achievement and other data to determine the areas of need. A School Support Team (SST) member is assigned to each school. The team member works directly with the school as it develops its school improvement plan. SEA staff also visit the school site and are available for consultation. The first priority for support is to LEA's or schools subject to corrective action. At this time, there are no schools or LEA's in this situation. Support efforts are then focused on schools and LEA's in school improvement status. The SST member works with the school during its first year of identification to aide in the development of the school improvement plan. The SST member may provide additional support as the implementation of the plan is monitored. The School Support Team also provides assistance to schools planning a schoolwide program.

McREL is also working with three of the schools currently identified for improvement. Continued collaboration with McREL is planned as the state system of support and accountability is developed. The SEA also provides a reading and a math clinic each year to provide schools with strategies that have been found to be effective in raising student achievement. Additional funding is available for Title I schools in school improvement. Funds from the state's Title I allocation will be allocated to schools in improvement.

**5. In the June 2002 submission, describe the activities the State will conduct to --**

- a) **Help Title I schools make effective use of schoolwide programs to improve the achievement of all students, including specific steps the SEA is taking and will take to modify or eliminate State fiscal and accounting barriers so that schools can easily consolidate federal, State, and local funds for schoolwide programs;**

A Title I meeting for all districts in the state was held in early April. Section 1114 was covered during the meeting. PowerPoint presentations used for this two-day meeting can be found on the department's website at: <http://www.state.sd.us/deca/TA/currentne.htm>. Schoolwide programs already in existence will be provided assistance in revising their schoolwide plans to meet the new requirements of NCLB. State level documents will also be revised and provided to schoolwide programs to help them make the necessary changes. School Support Team (SST) members and SEA staff will be available for consultation to schools if requested. A Schoolwide Conference is scheduled for early September for both existing schoolwide programs and those planning a program this coming year. In early October, a data retreat specific to the needs of schoolwide programs is scheduled.

Schools eligible to operate a schoolwide program will be sent an invitation in early August to attend the Schoolwide Conference in September. Attendance at the conference and the data retreat in October is mandatory if the school wishes to proceed with schoolwide planning throughout the year. A School Support Team member will be assigned to each school to provide assistance to the school as it develops its schoolwide plan. SEA assistance is available upon request.

There are no state fiscal or accounting barriers that would prevent schools from consolidating federal, State, and local funds for schoolwide programs. Schools that are eligible for the Small, Rural School Achievement Program are encouraged to take advantage of the flexibility afforded through that program.

- b) **Ensure that all teachers, particularly those in high-poverty areas and those in schools in need of improvement, are highly qualified. This description should include the help the State's will provide to LEAs and schools to –**
- i. Conduct effective professional development activities;**
  - ii. Recruit and hire highly qualified teachers, including those licensed or certified through alternative routes; and**

### iii. Retain highly qualified teachers

The South Dakota Department of Education and Cultural Affairs will develop a State Plan that will ensure that all teachers teaching core academic subjects are highly qualified by the end of 2005-2006. The State Plan will detail processes for employing five strategies to implement the "teacher quality" provisions of *No Child Left Behind*. The strategies the state intends to use are described below.

**One strategy** that South Dakota will utilize to meet the needs for professional development, especially in high-poverty schools and those in need of school improvement, is distance learning. South Dakota has in place a statewide audio-and-video two-way telecommunications network that connects all high schools and public universities, including those in high-poverty areas. No school has been left behind in South Dakota's "Wiring the Schools" and "Connecting the Schools" initiatives!

In the past 18 months, the state has launched several distance learning initiatives which are delivering high school and university coursework, professional development seminars, and "special events" for students throughout the state. During school year 2001-2002 (just completed), 80 high school classes, including several Advanced Placement classes, were offered on the network, primarily to students in small rural high schools. Experienced, recognized consultants have helped South Dakota create a training program for K-12 teachers and university professors who are developing courses to be delivered via the network. The state has purchased a state Web-CT license to facilitate the delivery model.

The infrastructure will be particularly helpful in rural areas of the state where attracting teachers for certain subject areas is difficult and where access to university coursework and quality professional development is limited. The state plan will outline actions that the SEA will take to ensure that needed coursework is available via distance learning, and to market the system to local teachers as an attractive, dependable and accessible alternative for ongoing professional development. The initiative will assist the Department in both ensuring that all teachers are "highly qualified" and in addressing the issues of teacher shortages in some areas of the state.

The SEA will coordinate the use of Title I and Title II funds to support the use of the network for this purpose; likewise, local schools will be encouraged to use their allocations of Title I and Title II monies to address the needs of teachers by seeking appropriate activities on the network from a variety of proven sources, and also by offering teachers a financial incentive and reimbursement for successful participation. These strategies at the state and local levels will be attractive to teachers, and will enhance recruitment and retention, thus ensuring that the local workforce is highly qualified.

**A second strategy** that South Dakota will initiate in the near future to help all teachers, particularly those in high-poverty areas and those in schools in need of improvement, is development of a teacher-mentor program. Nearly one-third of all new teachers who are

certified by the state and are employed in South Dakota schools leave the profession within the first two years while nearly half of all new teachers leave within the first five years. In some areas of South Dakota, the attrition rate is much higher. Research has proven that a teacher-mentor program will supply much-needed support for new teachers as they begin their classroom duties. Areas that can be a focus of a teacher-mentor program include:

- assisting new teachers to develop effective communication skills when dealing with parents;
- helping them develop effective time management skills;
- how to effectively deal with class discipline issues.

These and other needed topics can be brought to the desk of the new teacher in a cost-effective and time-efficient manner through effective professional development activities conducted via the telecommunications network. Several teacher education programs have indicated an interest in partnering with the SEA in this effort. The partnership option holds several benefits for all stakeholders, not the least of which is improved teacher preparation and development of follow-along support from the new teacher's alma mater.

The value of face-to-face meetings with both the mentor and with peers is significant for the new teacher. Options for facilitating a series of in-person networking events will be explored as a part of the development of the new teacher-mentor system.

An orientation/training program for mentors is a third component of the system that will be undertaken.

It is intended that the first cohort of schools to be targeted in the development of the new teacher-mentor system will be South Dakota's high poverty schools and those identified as in need of improvement. It is likewise intended that the use of Title I and Title II funds—available through the SEA, the local school, and in some cases, the partnering university (Title II) will be coordinated to strategically support the activities of this program.

A well-designed new teacher-mentor program will be a significant cornerstone in both state and local efforts to recruit and retain highly-qualified teachers who are new to the profession, either as new graduates from a traditional teacher preparation program or newly available via alternative certification. It will fill a significant gap that now exists within the state's system.

**A third strategy** that South Dakota will use to help all teachers in high-poverty schools and schools in need of improvement be "highly qualified" is to promote and provide incentives for teachers who seek National Board Certification. That attainment of National Board Certification is a major accomplishment is a fact well recognized throughout the state. Yet to date only eight South Dakota teachers have achieved the status; further only 15 total have attempted. Although the deadline for registrations for

the upcoming year's program is still several weeks away, it appears that even fewer are interested in committing themselves to the process in the next cohort.

The SEA will initiate a plan to increase the number of nationally board-certified teachers in the state. The plan will include several activities, including but not limited to:

- development of a graduate-level track of courses in the public university that will offer candidates the opportunity for peer and faculty consultation, as well as updated knowledge and access to recent research, and a process for reflective practice. Mentoring by teachers who have achieved national board certification will be available to the cohort through the university-based program as well.
- Partnerships with other education-related entities in the state to mutually promote national board certification.
- Improved information-flow on the program and South Dakota's successes to policymakers, including the state legislature, the state board of education, and local boards of education, so that the incentives now in place for teachers who earn national board certification are not jeopardized. Further, as more teachers successfully earn the certification, the size of the state appropriation for the incentives (SDCL 13-42-26 at <http://legis.state.sd.us/statutes/index.cfm>) will need to be increased, making continued interest in and support from the state's Governor and legislative body significantly important to sustaining the program over time.

The SEA will coordinate the use of Title I and Title II funds to support the marketing and promotion of the NBPTS certification program to South Dakota teachers; options for supporting the development of the university graduate-study track using Title I and Title II funds will be explored. Further, local schools will be encouraged to use their allocations of Title I and Title II monies to address the special needs of teachers (such as release time, professional resources, videotaping services) who commit themselves to the pursuit of NBPTS certification.

It is believed that highly qualified teachers, if informed, can be recruited into the national board certification program through a combination of professional pride and financial incentives. The strategy outlined above is important to recruiting and retaining highly-qualified, professionally-committed teachers throughout the state; it is one area in which policy-makers have seen fit to establish incentives, giving state education officials a "toehold" in building a program that will promote greater participation.

A second "value" to increased numbers is the potential for motivating less-qualified peers to embark on a program of professional development and overall professional improvement. Whatever the motivation (it could range from awareness to competition to envy to peer pressure), the potential for "success begetting success" through this strategy is high.

**A fourth strategy** that South Dakota will utilize in the design of programs to help all

teachers, particularly those in high-poverty areas and those in schools in need of improvement, be "highly qualified" is use of data from the state's new tracking system. A web-based data collection system was launched in South Dakota in 2001. For the first time, South Dakota officials can easily identify those teachers who are fully qualified and where they are teaching, AND they can also pinpoint those who are employed as "teachers" but lack the proper certification and have been issued an "authority to act" or simply reported by their school as "non-authorized." (A loophole in current South Dakota law allows schools to employ persons who do not hold a certificate of any kind; unfortunately, attempts by the department to close the loophole have failed in the face of strong opposition from local districts).

A third cohort of teachers who will be seeking coursework and professional development activities in order to become certified are the persons who are employed in classrooms through an "alternative certification" process. These people are teaching and earning the certification credential simultaneously. The South Dakota Board of Education is currently putting an alternative certification system in place; likely, the administrative rules will require the individual to complete a set of core courses during a summer and during the evenings of the first year of employment. It will be possible with the new data system to identify these people and to pinpoint where they are teaching.

As data are now more readily collected from schools, and are more readily accessible, analysis and utilization are greatly facilitated. Program planners in the Department will be able to identify teachers who are fully certified as well as those who lack the proper certification. They will also be able to know where they are employed. Analysis of the aggregate database will become the basis for targeting certain areas of the state that have high numbers of less-than-highly qualified personnel in classrooms; it will also be possible for the first time to identify academic discipline areas lacking qualified professionals. South Dakota has a history of having a significant percentage of fully qualified, dedicated, hard-working and successful teachers. Since the state currently certifies individuals based on their level of preparation as well as their major area of concentration, state officials can identify those teachers who would be classified as "highly qualified" as well as those who are deficient.

In addition to the "deficiency data" and the "alternative certification" data described above, the SEA will survey school officials and teachers to determine the areas of knowledge and pedagogy (based on the eight professional standards that form the base of South Dakota's new *Standards for Teacher Preparation*) in which professional development is a) needed and b) desired. Priority needs will be identified. Through collaboration with South Dakota's twelve institutions of higher learning and allied professional education organizations within the state, the SD Department of Education and Cultural Affairs will assist LEAs and schools in conducting effective professional development activities. LEAs and schools will be encouraged to develop an ongoing system of professional development, using a research-based model, in partnership with other LEAs, a university, a tribal college, or other appropriate entity. The telecommunications infrastructure described previously will greatly enhance the delivery of needed professional development; the coordination of Title I and Title II funds will

provide much-needed financial support for local systems.

The **fifth strategy** that is important to South Dakota's effort to ensure that all teachers in its classrooms are highly qualified is the uniform integration of the Praxis Series of Professional Assessments for Beginning Teachers into the state's systems of teacher preparation and teacher certification. This will be a multi-year effort.

The Board of Regents, governing body of the public university system in South Dakota, has indicated via staff an interest in partnering with the Dept. of Education and Cultural Affairs in a process to accomplish several important steps:

- Examine the undergraduate core of arts and sciences coursework that is required of teacher education majors in South Dakota's universities in light of Praxis criteria (Praxis I);
- Examine professional teacher education coursework in light of Praxis criteria (Praxis II);
- Draft administrative rules requiring the Praxis series for entrance into teacher training and for initial certification in South Dakota, and setting a future effective date;
- Present proposed new requirements to South Dakota Board of Education and South Dakota Board of Regents for public hearings and action by both boards;
- Engage appropriate experts and stakeholders in the ETS-led process of setting South Dakota-specific cut scores for Praxis I and Praxis II examinations.

Integration of the Praxis series into the process of educating and certifying new teachers in the state will provide a uniform measure of the quality of preparation across all 12 (public and private) teacher education programs in South Dakota, and will provide a set of criteria for faculty development and curriculum review. Data from annual exams will be useful to campus faculty and deans, as well as to state-level governance bodies and policy-makers. The movement to add a nationally-recognized examination to the system in South Dakota will be an effective mechanism to assure that all teachers are high quality and to assure that South Dakota's teachers are on par with those in other states

The work of the campus and state staff members involved in the process will be supported with coordinated Title I and Title II funds. It is possible that state officials will urge local schools, especially those that face difficult recruitment issues due to location, to use local Title I and Title II funds to reimburse the Praxis fee paid by a newly-certified teacher as an incentive "signing bonus." Other appropriate uses of coordinated Title I and Title II funds may come to light at the state progresses through its study and implementation of the Praxis examination program.

**Conclusions:**

It is believed that significant progress towards the goal of *all* teachers being "highly qualified" can be made through these five strategies. It is also believed that the strategies can be supported in our resource-poor state through careful, thoughtful and targeted coordination of Title I and Title II funds at all levels (state, local, university).

Creating a climate throughout the state that recognizes and values high quality teaching and professional development is expected to greatly enhance the recruitment and retention of highly qualified teachers, especially those who have ties to the state and have been educated in one of the state's teacher preparation programs. K-12 schools will be encouraged to participate in the strategies as they are implemented throughout the state, and to utilize local Title I and Title II funds to support teachers who enroll in additional coursework, who seek the national board certification, and who participate in local/regional professional development activities. With teacher salaries in South Dakota being 50<sup>th</sup> in the nation, financial incentives such as tuition reimbursement, travel and lodging subsidies, payment of computer and network fees, are very attractive to teachers. South Dakota's highly-successful Technology in Teaching and Learning Academies (TTL Academies – <http://www.sdttl.com>) have been offered each summer for four years at no charge to teachers—state and local education officials have seen first hand the value of the financial incentive, as literally thousands of teachers have registered for the month-long academies each summer. The learnings from this strategy can be applied to other areas of great need in order that the State fulfill its responsibilities and provide its young people with high quality teachers. In addition, the TTL Academies are a testimony to the value of state-local-university partnerships and collaborations: this is another learning that will serve the state well as it moves forward with the *No Child Left Behind* requisites.

**iv. Ensure that all paraprofessionals (excluding those working with parents or as translators) attain the qualifications stated in sections 1119 (c) and (d) by the 2005-2006 school year.**

South Dakota officials have already begun to address the multiple challenges that *No Child Left Behind* presents in the area of paraprofessional qualifications. The work is progressing on three fronts, including:

- v. Development of a system for ensuring that all paraprofessionals (regardless of their hiring date) in a program supported with Title I funds have a secondary school diploma or equivalent;
- vi. Development of a system to ensure that all paraprofessionals hired *after January 8, 2002*, to work in a program supported with Title I funds have met the post-secondary education requirements set forth in the *Act*;
- vii. Development of a system to ensure that all existing paraprofessionals with instructional duties working in a program supported with Title I funds meet these requirements within four years.

**Secondary Diploma or Equivalent**

South Dakota initiated work on this issue by:

- 1) Immediately informing school officials of the new regulation;
- 2) including in the 2002-2003 LEA consolidated state application packet a statement of assurance to be signed by local officials, confirming that all paraprofessionals with instructional duties in a program supported with Title I funds during the upcoming school year 2002-2003 will in fact have a secondary school diploma or equivalent.

If a school does not sign and return the statement of assurance, procedures are being developed for individual follow-up, including technical assistance. Refusal to comply will delay or jeopardize receipt of the school's Title I allocation.

Information regarding a) enrollment of adults in public high schools, and b) availability of GED programs statewide will be provided to schools that are not in compliance with the provision.

### **New Hires**

South Dakota initiated work on this issue by:

- 1) Immediately informing school officials of the new regulation;
- 2) Including in the 2002-2003 LEA consolidated state application packet a statement of assurance to be signed by local officials, confirming that all paraprofessionals with instructional duties in a program supported with Title I funds who were hired by the school after January 8, 2002, have in fact completed two years of postsecondary study or obtained an associate's (or higher) degree.

If a school does not sign and return the statement of assurance, procedures are being developed for individual follow-up, including technical assistance. Refusal to comply will delay or jeopardize receipt of the school's Title I allocation.

Information regarding opportunities for enrolling in postsecondary coursework in nearby institutions of higher education and/or via distance learning will be provided if, in fact, the district wants to move the non-compliant paraprofessional to other duties until the requirements are met. This could be helpful in areas of the state where the supply of employable persons is limited and the district is interested in a "grow your own" strategy.

### **Existing Paraprofessionals with Instructional Duties**

South Dakota is undertaking multiple activities in order to build a system that will ensure that all paraprofessionals attain the stated qualifications by the 2005-2006 school year.

The activities will be conducted in collaboration with the following entities:

- South Dakota's institutions of higher education, including:
- Six public universities;

- Five private universities/colleges;
- Two tribal universities;
- Four post-secondary technical institutes;
- 166 public school districts and the 750+ schools therein;
- Other allied legal entities in South Dakota, including several multi-district cooperatives;
- McREL, Denver (the federal regional laboratory that includes South Dakota);
- other professional organizations, especially SDEA/NEA.

At least three activities are planned in order to establish a system of monitoring, education and training.

**First**, the 2002 LEA application package for consolidated programs now includes information on the paraprofessional qualifications set forth in the *No Child Left Behind Act of 2001*, and requires school district officials to sign a statement of assurance that all paraprofessionals having instructional duties in federal programs within the district will meet the qualifications by the 2005-2006 school year. An on-going effort to fully inform school officials about the new paraprofessional requirements and to engender their cooperation and support at the local level will be launched.

**Second**, a survey will be developed in collaboration with universities, local school districts, and SDEA/NEA in order to identify the needs of paraprofessionals currently working in local schools who do not possess the qualifications. Data will be collected from all public school districts in South Dakota that employ instructional aides in their classrooms; data from the survey will be aggregated and prioritized. This information will become the basis for discussions and planning with credit-granting universities, colleges and technical institutes regarding classes that can be offered for paraprofessionals currently in the workforce. Collaboration with other entities, such as McRel and the regional lab system, will be encouraged; if coursework is being designed specifically for the paraprofessional with instructional duties by these or other national/regional "players," South Dakota will certainly make every effort to deliver it in-state in an accessible manner.

The State can play a significant role in creating a delivery system for the needed coursework that will be convenient and accessible for working paraprofessionals by harnessing the power of the state's Digital Dakota Network (DDN), a two-way audio/video telecommunications network that connects all of the state's public high schools and public universities. The option of utilizing Title I and Title II funds to subsidize the electronic delivery of needed coursework, especially to isolated rural communities, will be explored.

The DDN can also serve as a delivery system for coursework offered by out-of-state entities. The State will be interested in seeking courses that have been designed specifically for paraprofessionals working in school classrooms, and target the knowledge and skills needed to perform instructional tasks effectively.

**Third**, officials in the Department of Education & Cultural Affairs have already begun discussions with staff of the SD Board of Regents (the governing body of the state's public university system) around the notion of "packaging" and marketing appropriate undergraduate coursework for delivery via South Dakota's telecommunications infrastructure in a special effort to reach paraprofessionals and their employers. The regental system offers a wide variety of freshmen-sophomore level undergraduate courses each semester via its Electronic University Consortium (EUC – <http://www.hpcnet.org/euc>). The challenge is *awareness*: paraprofessionals and their employing school districts throughout South Dakota need to become aware of the tremendous opportunity the EUC and other distance learning options offer to paraprofessionals who need coursework in order to comply with the requirements of *No Child Left Behind* by 2005-2006.

The marketing effort will begin immediately so that enrollment in courses during the upcoming fall semester is possible.

**Fourth**, under serious consideration in South Dakota is the potential for joining the collaborative group that is proposing to undertake the development of a paraprofessional assessment to meet the training and assessment needs of paraprofessionals as defined in NCLB. The partnership includes Educational Testing Services (**ETS**) and National Association of State Directors of Teacher Education and Certification (**NASDTEC**). If, in fact, a project proceeds to develop an assessment for paraprofessionals which will fulfill the requirements for paraprofessionals who do not have two years of college or an AA degree, South Dakota will give serious consideration to adopting it as another acceptable alternative for paraprofessionals with instructional duties.

The South Dakota SEA will coordinate use of Title I and Title II funds to support key components that are necessary to develop a system that creates access to needed postsecondary education and/or a formal academic assessment in order that all existing paraprofessionals meet the requirements of *No Child Left Behind* in four years. Further, local schools will be urged to provide incentives, using local Title I and Title II funds, for existing paraprofessionals to engage in postsecondary education and to create and promote a climate that values their efforts.

- d) **Help LEAs with a high need for technology, high percentages or numbers of children in poverty, and low-performing schools to form partnerships with other LEAs, institutions of higher education (IHEs), libraries, and other private and public for-profit and non-profit entities with technology expertise to improve the use of technology in instruction.**

Enhanced Education Through Technology

In December 1996, the Governor of South Dakota, William Janklow, announced a state-wide plan to install Cat 5 twisted pair cable, fiber optics cable, and electrical wire into every public school building in the state. This initiative, "Wiring the Schools," was complete by December 1998. The 6 public institutions of higher education were also wired under this initiative.

In April 1999, Governor Janklow announced the next state-wide technology initiative, "Connecting the Schools." This new initiative built a state-wide network, providing schools with free Internet and video conferencing service. High-end servers were placed in every school building and video-conferencing equipment was placed in all middle schools and high schools. All 6 of the institutions of higher education are bridged into this network.

This new state-wide network, the Digital Dakota Network (DDN), began its first year of full functioning on August 15, 2000. This robust, statewide network provides the technical infrastructure to accommodate varied and advanced learning opportunities to K-12 students in this rural state.

In the summer of 2001, Governor Janklow provided over 16,000 free computers to South Dakota's 176 school districts. These computers were distributed to schools based on enrollment and brought the student to computer ratio to less than 3:1.

The Office of Technology, within the Department of Education and Cultural Affairs (DECA), provides technical assistance upon request to all public South Dakota school districts. Each of the five staff within the Office have assigned districts and respond to their specific needs. Assistance includes but is not limited to:

- providing inservices on specific software applications – WebCT, video editing
- providing training on new technologies – e.g. personal digital assistants (PDAs), GPS
- researching and acquiring enrichment programming delivered via distance for K-12 students
- researching and acquiring Advanced Placement programming delivered via distance for high school students
- researching and acquiring professional development delivered via distance
- training schools on the use of distance learning equipment
- training in best practices in distance learning

The Technology for Teaching and Learning (TTL) Academies funded under EETT will be open to all public school educators as well as educators from private schools. The TTL Academies have been designed with input from the schools of education in the five state institutions of higher education. DECA has not only worked with the IHEs to develop

and refine the Academies but has worked with them to develop the graduate credits made available to educators for their participation.

e) **Promote parental and community participation in schools.**

A statewide Title I meeting was conducted in early April to provide Title I schools and districts information about the requirements in NCLB. Title I Part A regulations were discussed, section by section. PowerPoint presentations used for this two-day meeting can be found on the department's website at: <http://www.state.sd.us/deca/TA/currentne.htm>. Parental Involvement, section 1118, was covered in detail to help districts and schools understand their responsibilities for parental involvement in school programs. This included instructions for revising, with parent input, the Parental Involvement Policy and the School/Parent Compact. Information regarding parental involvement is currently posted on the department website and additional resources will be included as available. Districts must address parental and community involvement through their consolidated application and needs assessment. Programs are monitored through the application process and on-site reviews.

The SEA will also provide state, district, and school level Progress Reports and Profiles in accordance with the requirements in NCLB for determination of adequate yearly progress and report cards. This information will be posted on the department's website and available to all. Districts will be provided the same information that they can print and disseminate the information to all parents and its community. This will foster parental and community involvement in the local school system.

Schools that have been identified for school improvement will have to follow the provisions for school choice and supplemental services, although school choice is not an issue in South Dakota as we have state open enrollment provisions. Guidelines for these provisions were given at the April meeting and will be addressed again at the school improvement meeting scheduled in October.

Schools or communities that apply for and receive 21<sup>st</sup> Century Community Learning Center programs will find them an excellent opportunity to advocate or promote parental and community participation in schools. In the development of the SEA application, an advisory panel was convened via teleconference to include community and parental participation to discuss components of quality local programs. Creating opportunities for coordinating parental and community participation among the various NCLB programs on the local level is expected.

f) **Secure the baseline and follow-up data for the core ESEA accountability system described in Part I.**

Data used to generate adequate yearly progress for all public schools is available directly to the SEA. Results from the three state assessments will be merged with the student

information system to yield the number and percent of students performing at each of the proficiency levels, including disaggregated groups, for each LEA and school. This process will assure accuracy in data.

Department data-collection staff have been responsible for this data analysis in the past and are preparing for the additional tasks that must be completed to meet the requirements of NCLB. All of the data elements for determining adequate yearly progress (AYP) will be available in June 2003 and it is projected that schools will be identified for school improvement by August 1, 2003. State/district/school reports will be available September 2003.

**6) In the June 2002 submission, describe how**

**a) SEA officials and staff consulted with the Governor's office in the development of the State plan;**

Throughout the development of South Dakota's State plan, consultation with Governor William J. Janklow and staff in the Governor's office was greatly facilitated by this agency's use of web-based communication. An internal website was established; as portions of the State plan were drafted, the drafts were posted on the website. Reactions, comments, and suggestions were encouraged throughout the process and were easily exchanged via the state's e-mail system as well as by phone.

Additionally, the head of the Department, Secretary Ray Christensen, consulted with Governor William J. Janklow and staff members in the Governor's office in person several times throughout the process. Before the application was finalized for submission, a meeting was held in May 2002 with the Governor's Chief of Staff, Jim Soyer, and staff members Rachel Hanson and Tyler Neufeld for purposes of information-sharing, discussion and review. Secretary Christensen and eight key DECA staff members who led the development of the South Dakota consolidated plan participated.

After consultation with the Governor, the state educational agency is fully supported in submitting South Dakota's State plan, built upon the key principles of President George W. Bush's education reform plan as expressed in the *No Child Left Behind Act of 2001*:

- (1) Stronger accountability for results,
- (2) Increased State and local flexibility and reduced "red tape,"
- (3) Expanded choices for parents, and
- (4) An emphasis on teaching methods that have been proven to work.

**b) State officials and staff will coordinate the various ESEA-funded programs with State-level activities the State administers;**

Led by state education official Ray Christensen, the Department of Education & Cultural

Affairs staff will coordinate the ESEA-funded programs **with other State-level activities the State administers**, including but not limited to:

1. the Governor's Reading Program - <http://www.state.sd.us/deca/area/index.cfm> ;
  2. the Governor's Technology for Teaching and Learning (TTL) Academies - <http://www.sdttl.com/> ;
  3. the Governor's Bright Start Program - <http://www.sdbrightstart.com/> ;
  4. South Dakota's Digital Dakota Network (DDN) - <http://www.ddnnet.net/> ;
  5. The Department of Education & Cultural Affairs' professional development programs, including:
    - a. 6 + 1 Writing Initiative
    - b. Character Education
    - c. Comprehensive School Health
    - d. Special Education
    - e. Arts Education
    - f. Educational Technology
    - g. Career Education
    - h. Tech Prep
    - i. Child & Adult Nutrition
  6. The South Dakota Board of Education's Content Standards, including systematic reviews/updates - <http://www.state.sd.us/deca/dacs/contentstandards/> ;
  7. The South Dakota State Legislature's State Assessment System, including
    - a. annual spring norm-referenced tests in grades 2-4-8-11 (SAT-9) - [http://www.state.sd.us/deca/TA/testing\\_assessment/Sat9/index.htm](http://www.state.sd.us/deca/TA/testing_assessment/Sat9/index.htm) ;
    - b. annual fall and spring criterion-referenced tests in grades 3-6-10 (DACs) - <http://www.state.sd.us/deca/dacs/> ;
    - c. annual performance-based writing assessment in grades 5 & 9 (Stanford)- [http://www.state.sd.us/deca/TA/testing\\_assessment/Stanford/index.HTM](http://www.state.sd.us/deca/TA/testing_assessment/Stanford/index.HTM) ;
  8. The South Dakota Board of Education's Teacher/Principal Certification Program - <http://www.state.sd.us/deca/account/programs.htm#CERTIF> ;
  9. The South Dakota Board of Education's Teacher Preparation Approval Program - <http://www.state.sd.us/deca/account/programs.htm#TEACH%20ED> ;
  10. The Department of Education & Cultural Affairs' Student Information Data System - <http://www.state.sd.us/deca/DATA/SIMSHMPG.HTM>;
  11. The state's Title I Committee of Practitioners;
  12. The state's Title I School Support Team;
  13. DECA's Content Standards Action Team (CSAT), made up of curriculum directors from the state's public schools.
- c) **State officials and staff will coordinate with other organizations, such as businesses, IHEs, nonprofit organizations; and**

Led by state education official Ray Christensen, the Department of Education & Cultural Affairs staff will coordinate **with other organizations, such as businesses, IHEs, Nonprofit organizations**, including but not limited to:

1. South Dakota Education Association (SDEA) - <http://www.sdea.org/> ;
2. Associated School Boards of South Dakota (ASBSD) - <http://www.asbsd.org/>
3. School Administrators of South Dakota (SASD) - <http://www.sasd.org/> ;
4. South Dakota Association for Supervision & Curriculum Development (SDASCD) - <http://www.sasd.org/sdascd/> ;
5. North Central Association Commission on Accreditation and School Improvement - <http://www.ncacasi.org/> ;
6. Midcontinent Research for Education and Learning (McREL) - <http://www.mcrel.org> ;
7. Council of Chief State School Officers (CCSS) – <http://www.ccsso.org>;
8. South Dakota Community Foundation - <http://www.sdcommunityfoundation.org/> ;
9. Technology and Information for Education (TIE) – <http://www.tie.net> ;
10. Midwest Alliance for Professional Learning and Leadership (MAPLE) - <http://www.midwestmaple.org/home.asp> ;
11. South Dakota’s six public universities - <http://www.ris.sdbor.edu/> ;
12. South Dakota’s four private universities/colleges;
13. South Dakota’s three tribal colleges;
14. South Dakota’s four postsecondary technical institutes - <http://www.state.sd.us/deca/workforce/sdtech.htm> ;
15. Black Hills Special Services Cooperative (BHSSC) - <http://www.bhssc.org/> ;
16. Dakota Interactive Academic Link (DIAL) Consortium - <http://www.usd.edu/ttd/DIAL/> ;
17. South Dakota Teachers of Mathematics (SDTM) ;
18. South Dakota Science Teachers Association (SDSTA) - <http://www.angelfire.com/sd/SDSTA/> ;
19. South Dakota Reading Council - <http://www.sdrc.dsu.edu/> ;
20. South Dakota Teachers of Language Arts;
21. South Dakota Association for the Education of Young Children (SDAEYC);
22. South Dakota Parent Resource Network – <http://www.bhssc.org/sdprn/> ;
23. South Dakota Literacy Council - <http://www.sdliteracy.org/> ;

- d) **State officials and staff will coordinate with other agencies, including the Governor’s office, and with other Federal programs (including those authorized by Individuals with Disabilities Education Act, the Perkins Vocational and Technical Education Act, the Head Start Act, the Adult Education and Family Literacy Act, and the McKinney-Vento Homeless Assistance Act).**

Led by top state education official Secretary Ray Christensen, the Department of Education & Cultural Affairs staff will coordinate with **other agencies, including the Governor’s office, and with other Federal programs**, including but not limited to:

1. Office of the Governor, State of South Dakota - <http://www.state.sd.us/governor/index.htm> ;

2. Office of Special Education/IDEA - <http://www.state.sd.us/deca/SPECIAL/special.htm>
3. Division of Career and Workforce Preparation/Perkins - <http://www.state.sd.us/deca/workforce/> ;
4. Office of Early Childhood Services/Head Start - <http://stage.state.sd.us/deca/DESR/Childhood/index.HTM> ;
5. Office of Comprehensive Services for Children and Families - <http://stage.state.sd.us/deca/DESR/CSCF.htm> ;
6. Office of Education of Homeless Youth - <http://www.state.sd.us/deca/TA/programs/Homeless/STEWARTB.HTM> ;
7. South Dakota Dept. of Labor/GED - <http://www.state.sd.us/dol/GED/index.html> ;
8. South Dakota Literacy Council - <http://www.nifl.gov/NSDirectory/southdakota.htm> ;
9. South Dakota State Library - <http://www.sdstatelibrary.com/literacy/> ;
10. South Dakota Arts Council - <http://www.state.sd.us/deca/sdarts/> ;
11. South Dakota Public Television - <http://www.sdpb.org/tv/index.htm> ;
12. South Dakota Dept. of Social Services/Child Care - <http://www.state.sd.us/social/CCS/CCShome.htm> ;
13. South Dakota Dept. of Human Services/Drug Free - <http://www.state.sd.us/dhs/ADA/prevent.htm> ;
14. South Dakota Dept. of Health - <http://www.state.sd.us/doh/index.htm> ;
15. South Dakota Internet Crimes Against Children - <http://www.sdcybersafe.com/> ;
16. South Dakota Dept. of Correction/Juvenile - <http://www.state.sd.us/corrections/juvenile.htm> ;
17. South Dakota Digital Dakota Network - [http://www.state.sd.us/bit/tele/index.cfm?fuseaction=showPage&category\\_id=73](http://www.state.sd.us/bit/tele/index.cfm?fuseaction=showPage&category_id=73) ;
18. Midcontinent Education & Research Laboratory (McREL) - <http://www.mcrel.org/programs/rel/> ;
19. National Center for Education Statistics (NCES) - <http://www.nces.ed.gov/> .

- 7) **In the June 2002 submission, describe the strategies the State will use to determine, on a regular basis, whether LEAs, schools, and other subgrantees are making satisfactory progress in meeting State and local goals and desired program outcomes. In doing so, the SEA should also describe how it will use data it gathers from subgrantees on how well they are meeting State performance targets, and the actions the State will take to determine or revise interventions for any LEAs, schools, and other subgrantees that are not making substantial progress.**

On a yearly basis, schools submit workplans for review by the Department of Education and Cultural Affairs and the Division of Alcohol and Drug. A team from the states Prevention Resource Centers (PRC's) and accompanying prevention networkers complete yearly, site visits and submit formal reports to the aforementioned departments.

The criteria and the academic improvement will align with the Principles of Effectiveness under the statute of Safe and Drug-Free Schools Community Act and be reviewed for compliance via the states three Prevention Resource Centers on a yearly basis.

Priority and inclusion of the use of scientifically based research material and the Principles of Effectiveness will be the mission of the Prevention Coordinator and the PRC's. The PRC's will offer technical assistance to the school systems to achieve this outcome.

The state will determine adequate yearly progress for all public LEA's and schools on a yearly basis. AYP data will be used to identify schools for school improvement and distinguished schools. LEA's address local goals through their consolidated application. On-site reviews, conducted once within a four-year cycle, monitor the district and school progress in meeting these goals. An annual Title I evaluation report is also required for Title I districts, used to gather data needed to provide the annual report to USDOE.

The SEA will have state, district, building, and disaggregated subgroup data that it can analyze to determine areas of need within the state. Technical assistance can then be targeted to provide intervention in the most critical areas.

#### Title IV, Part B: 21<sup>st</sup> Century Learning Communities

A behavioral scientist, Dr. David Schubot, University of Wisconsin, who has conducted numerous evaluations of SEA programs to include Coordinated School Health and Character Education, will be contracted to develop a comprehensive evaluation of local programs and the SEA effort. Performance indicators and measures for the purpose of evaluating 21<sup>st</sup> CCLC programs and activities will be identified and developed to ensure the availability of high quality academic enrichment opportunities. Indicators could include: reading and math proficiency, adequate yearly progress, meeting or exceeding State Content Standards, students with limited English proficiency attain proficient status, decrease in student risk behavior, increased percentage of student retention, and increased percentage of graduating seniors; thus addressing Performance Goals 1, 2, and 5. Performance measures may well include test scores, in class and district assessments, grades, attendance reports, disciplinary actions, teacher observations, and the Youth Risk Behavior Survey. Evaluation results will be used to improve, modify, and strengthen local programs.

The consultant/evaluator will be involved with the 21<sup>st</sup> Century Community Learning Center initiative at its inception. Following the award of sub-grants to local grantees, a professional development seminar will be conducted for teams of local staff to assist them in implementing their 21<sup>st</sup> Century Community Learning Center programs (Part II. 3.) Since evaluation is a crucial component of quality programs the consultant/evaluator will present on the relevance of evaluation in the design and implementation of strategies.

Local programs that are not making satisfactory progress according to performance indicators and measures will receive additional SEA technical assistance and follow-up in addition to being paired with a quality program that will serve in a mentor capacity.

With the participation of the experienced evaluator the SEA will determine a method to review promising strategies that could lead to effective practices supported by scientific research.

## **PART III: ESEA KEY PROGRAMMATIC REQUIREMENTS AND FISCAL INFORMATION**

### **1) Title I, Part A -- Improving Basic Programs Operated by LEAs [Goals 1, 2, 3, 5]**

- a) **Identify the amount of the reservation in section 1003(a) for school improvement that the State will use for State-level activities and describe those activities.**

The state will reserve 2% (\$548,032) of its Title I allocation (\$27,401,603) for school improvement. 5% (\$27,401) of this amount will be used for state level activities. The SEA will use these limited funds to pay for meeting room and material costs for the school improvement meeting in October. These funds may also cover training expenses for School Support Team members. The drop in funding for state level activities will force the department to look for alternate funding sources to support the contracts for School Support Team members and other technical assistance the state has provided to schools in improvement in the past.

- b) **For the 95 percent of the reservation in section 1003(a) that must be made available to LEAs, describe how the SEA will allocate funds to assist LEAs in complying with the school improvement, corrective action, and restructuring requirements of section 1116 and identify any SEA requirements for use of those funds.**

The SEA will allocate funds to all Title I schools placed in school improvement on a formula basis. Amounts will be based on poverty indicators (free and reduced school lunch) for each school, which are the most current data available to the SEA. A minimum allocation of five thousand dollars will be established for each eligible school. Use of funds must follow Title I regulations and purposes, which includes appropriate expenses incurred through the development of the school improvement plan.

Schools must also amend their local consolidated plans to incorporate the elements described in section 1116 and develop a school improvement plan.

- c) **Identify what part, if any, of State administrative funds the SEA will use for assessment development under section 1004 of the ESEA, and describe how those funds will be used.**

No state administrative funds will be used for assessment development.

- d) **Describe how the State will inform LEAs of the procedures they must use to distribute funds for schools to use for supplemental services under section 1167(e)(7) and the procedures for determining the amount to be used for this purpose.**

Schools were informed of the regulations regarding supplemental services and related funds during the statewide Title I meeting in early April. This information will also

be provided during the meeting for all schools in school improvement scheduled for early October. More specific details will be presented to these schools that will actually be affected by the provisions.

e) **Describe how the State will use the formula funds awarded under section 6113(b)(1) for the development and implementation of State assessments in accordance with section 6111.**

The State of South Dakota plans to utilize these funds to meet the new reporting requirements under the No Child Left Behind Act (NCLB). State plans on modifying current reporting requirements such as Dakota Assessment Contents Standards (DACS), Ed-Vision and DDN Campus Student Information Systems to fulfill these requirements.

In addition, a portion of these funds will be earmarked for use under our Harcourt contractor to provide assessments of students that will also meet the new reporting requirements of NCLB.

Funds under this provision will also be utilized to provide translators for students who need this service as an assessment accommodation.

Funds allocated under this subpart will be utilized primarily through contractors to meet the new reporting requirements of NCLB. The scope of work for each of the contracts includes the development of alternate assessments for students with disabilities and for limited English proficient students, if needed. In addition, each includes the development of teacher and parent resources and teacher training programs. The resources and training programs are being developed to ensure that teachers and parents understand the assessments and the relationship between the assessments and South Dakota's academic content standards, how the results will be used, how to interpret test score results, and curricular and instructional implications of the assessment results.

2) **Title I, Part B, Subpart 3 -- Even Start Family Literacy [Goals 1,2,5]**

In 2001, South Dakota established progress indicators for both the adults and children it serves in Even Start programs. We are now in an implementation year. A computer program was purchased by the Adult Education program for all its ABE and GED programs (EdVantage - Literacy Pro). Those programs also partnering with Even Start were furnished with the companion program – (Family Pro). This will enable collection of data and reporting necessary for both programs. Because Even Start Family Literacy programs are highly dependant on partnerships with Adult Education programs, The *Adult Education Performance Measures*, negotiated and approved by the US Department of Education will continue to be used to measure their core indicators. This effects Performance Goal #2& #5.

a. **Describe how the SEA will use its indicators of program quality to monitor, evaluate, and improve its projects, and to decide whether to continue operating**

**them.**

- 1) The State will continue to conduct a compliance review of the 15 program elements.
- 2) Annually the data collected on local program performance indicators will be reviewed to determine participant progress.
- 3) Annually the local program evaluator will be expected to submit a report.
- 4) The state will be developing a self-assessment process that programs can use to conduct their own program review.
- 5) Combined with the annual local program evaluator's report, the state compliance review and the participant progress data, the program self-assessment results should provide a total profile of a program and suggest areas of program improvement.
- 6) The Family Literacy Training and Technical Assistance Center located in VOA-Dakotas – Sioux Falls will work with the state coordinator to design appropriate support and professional development strategies for improvements.

**b. Describe what constitutes sufficient program progress when the SEA makes continuation awards.**

Sufficient program progress for the overall performance goals for Even Start will depend on participant progress based on quality indicators. The following Even Start indicators pertain to performance goals 1, 2 and 5.

**Performance Goal 1**

SD Even Start Indicators: with respect to eligible participants in a program who are children. Accommodations will be made for children with special needs Sec. 1240(2)(A), (B), (C), and (D).

*SD Even Start Indicator: 1240(2)(a):* Improvement in ability to read on grade level or reading readiness.

*Infant and Toddler (Birth – 3):* 75% of children will demonstrate progress in at least one characteristic (skill) in each of the following developmental emergent literacy areas as measured by the Preschool Language Scale and observation.

*Preschool (Ages 3-5):* 75% of children will demonstrate progress in at least one characteristic (skill) in each developmental emergent literacy skill area, as measured by the Preschool Language Scale and Observation.

*SD Even Start Indicator: 1240(2)(C):* Grade retention & promotion (K-3). 75% of children will read on grade level by the end of 2<sup>nd</sup> grade.

*SD Even Start Indicator 1240 (2) (B):* 70% of children will meet or exceed the average daily attendance rate of the child's school.

**Performance goal 2**

*SD Even Start Indicator: 1240 (1)(A)* Achievement in the areas of reading, writing, English language acquisition, problem solving, and numeracy.

75% of non-English speaking adult participants who participate in at least 75% of English language acquisition activities offered, will advance toward proficiency in speaking and communicating in the English language after one year of participation as validated by the BEST.

(Adult Education Core Indicator #1: 35% of beginning literacy ESL; 27% of beginning ESL enrollees; 30% of low intermediate ESL enrollees; 30% of high intermediate ESL enrollees; 35% of low advanced ESL enrollees; and 35% of high advanced ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.)

**Performance Goal 5:**

Even Start Sec. 1240 (1)(A), (B), (C), (D); Indicators with respect to eligible participants in a program who are adults. Accommodations will be made for adults with special needs.

*SD Even Start Indicator: 1240 (1)(A)* Achievement in the areas of reading, writing, English language acquisition, problem solving, and numeracy.

50% of adult participants who participate in at least 75 % of the high intensity reading, writing, numeracy, and problem solving activities offered, will advance at least one grade level as validated by a formal assessment tool such as the TABE after one year of participation.

(Adult Education Core Indicator #1: 18% of beginning level enrollees; 30% of beginning ABE enrollees; 30% of low intermediate ABE enrollees; and 30% of high intermediate ABE enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.)

SD Even Start Indicator: 1240 (1)(B) Receipt of a high school diploma or a general equivalency diploma (GED).

20% of adult participants who are seeking the GED or High School Diploma and who participate in 75% of tutoring or training sessions offered, will pass the GED or earn a High School Diploma after one year of participation.

(Adult Education Core Indicator #3: 27% of adults with a high school completion goal will earn a high school diploma or recognized equivalent.)

SD Even Start Indicator: 1240(1)(C) Entry into a post-secondary school, job retraining program, or employment or career advancement, including the military.

Individuals will demonstrate progress in at least one of the following three outcomes (a, b, & c) and the last outcome (d).

- a. 10% of adult participants will enter appropriate training, military, post-secondary, or vocational education program after exiting the family literacy program.
- b. 30% of adult participants who have a work-related goal will obtain employment within one year of participation.
- c. 60% of adult participants who are employed upon enrollment shall retain or advance in employment within one year of participation.
- d. 50% of adult participants can identify and communicate their own strengths

*(Adult Education Core Indicator #2:*

*27% of adult learners with a goal of advanced education or training will enroll in postsecondary education or training.*

*27% of adult learners not employed at enrollment (and in the workforce) will obtain unsubsidized employment.*

*27% of the relevant enrollment will retain unsubsidized employment in the third quarter after the program exit quarter.)*

- c. **Explain how the State's Even Start projects will provide assistance to low-income families participating in the program to help children in those families to achieve to the applicable State content and student achievement standards.**

Even Start programs will assist parents to be supportive of their school age children's goals for academic achievement, helping them become aware of specific state content and achievement standards through parent education classes or individual home visits. Specific transition activities to assist in cementing home-school relationships will be developed, when appropriate, particularly with the preschool age children and their parents.

- d. **Identify the amount of the reservation under subsection 1233(a) that the State will use for each category of State-level activities listed in that section, and describe how the SEA will carry out those activities.**

Of the estimated Even Start allocation (\$1,127,500), 94% will be designated for new and continuing Even Start programs. The state Even Start coordinator will facilitate this process. Local programs will be expected to set aside an amount for professional development activities to improve staff qualifications and performance.

3% (\$33,825) will be designated for administrative costs, salaries, benefits, travel,

coordinator's professional development and materials. Activities such as quarterly meetings, and annual reviews will also be supported with these funds. Fiscal management staffs, support staff, the coordinator and administrative staff are included in these funds.

3% (\$33,825) will be designated for training and technical assistance to local programs for professional development, self-assessment and program improvement design, technical support for data collection and reporting. Outside contracts will support these activities.

### 3) **Title I, Part C -- Education of Migrant Children [Goals 1,2,5]**

- a) **Describe the process the State will use to develop, implement, and document a comprehensive needs assessment that identifies the special educational and related needs of migrant children.**

The SEA conducts a survey each Spring of the comprehensive needs of all school districts in South Dakota who are serving migratory students. Using a model established by Title I, Part A, a district is not considered to be a program in need of assistance if the program has fewer than 10 eligible students. As a result, every district in the state that has identified 10 or more migrant students is sent a copy of the **South Dakota Migrant Needs Assessment**. Those districts who had a funded Migrant Education Program in the previous school year are automatically sent a copy of the needs assessment instrument. Those districts with fewer than 10 students are sent a letter announcing the availability of Title I, Part C funds and the possibility of being awarded a subgrant if the school district can demonstrate the need for a Migrant Education Program. They are informed of how to obtain a needs assessment instrument.

The **South Dakota Migrant Needs Assessment** documents the number of personnel who are required to meet the special educational and related needs of the migratory students in the school district, indicates the personnel who are in need of specialized staff development training activities designed to meet those special needs of migratory students, indicates the curricula that will need to be developed for the migrant students enrolled in the school district, indicates the grade level of the enrolled migrant students and the number of certified teachers and/or teacher aides that will be required to provide the needed services.

The needs assessment also requests information on how student progress will be measured for the migrant students enrolled in the school district, lists the criteria the school district used to determine the unmet needs and eligibility of the migratory students enrolled in the district, explains the criteria that will be used to exit a migratory student from the supplemental services provided by the migrant education program and how the school district will collaborate with parents of migrant students in the design and implementation of the proposed migrant education program.

Further, the needs assessment requests information on the number and type of migrant

students who are anticipated to be enrolled in the district in the coming year. Documenting whether the students are involved in interstate or intrastate migratory patterns and whether the school district intends to provide a regular-term program, a summer only program or both.

The school district is required to indicate the projected fiscal impact that a migrant education program will have on the personnel needs and support services needs of the district. All this information is used to determine the total impact on the State's Title I, Part C allocation and the feasibility of funding each school district's request for a subgrant.

- b) **Describe the State's priorities for the use of migrant education program funds in order to have migrant students meet the State's performance targets for indicators 1.1 and 1.2 in Part I (as well as 5.1 and 5.2 that expressly include migrant students), and how they relate to the State's assessment of needs for services.**

Migrant Education Programs in South Dakota will give first priority for services to those students whose educational programs have been interrupted within the most recent school year, second priority students will be students who are failing, or most at risk of failing, to meet state content standards and who are failing to perform at expected levels.

In order to determine what constitutes an educational interruption, a funded MEP will use completed Certificates of Eligibility to locate those migrant students who have moved into the school district within the last twelve months. In determining which students are most at risk of failure a school district can use performance on teacher-made tests, performance on state-mandated achievement tests, parent recommendations, or teacher recommendations to locate those students who are failing to meet state performance or content standards.

- c) **Describe how the State will determine the amount of any subgrants the State will award to local operating agencies, taking into account the numbers and needs of migrant children, the statutory priority for service in section 1304(d), and the availability of funds from other federal, State, and local programs. (Applicable only if not previously addressed in Part II, #2.)**

A local operating agency planning to use Title I, Part C program funds must submit to the State a comprehensive needs assessment that documents the following information: 1) the number of identified migrant students in the district who meet the priority for services requirements; 2) the number of migrant students who will be served by a migrant education program should funds be granted; 3) the type of services that will be provided to eligible migrant students should funds be awarded; 4) the type of program that will be supported by migrant funds; 5) the expected number of staff members who will be needed to provide the special educational needs of migrant students in the district; 6) the projected number of migrant students who are anticipated to enroll in the school district within the next school year; and 7) the projected amount of funds that will be needed to meet the special educational needs of migrant students in the district.

The State will use a formula to determine amount of any subgrants to local operating agencies based on the following criteria: 1) the allocation will take into consideration the number of migratory students who are in need of special educational services; 2) the allocation will take into account the projected number of migratory students that will be served by a funded migrant education program; 3) the allocation will take into account the length of the migrant education program (regular school year and/or summer program) and; 4) the type of migrant education program that will be provided.

Additional factors may be considered by the State, including the demonstrated needs of migratory students served by a local operating agency that require funds in excess of those generated by the application of the above allocation process.

**d) Describe how the State will promote continuity of education and the interstate and intrastate coordination of services for migrant children.**

In order to ensure the educational continuity of programs and services that are provided to migratory students who move from school to school, the State contracts with Management Services for Education Data to provide the MIS 2000 relational database management system. The system is used for the storage, retrieval, transmission, reporting and managing of migrant student information. The MIS 2000 data management system provides the State with the capacity to promote interstate and intrastate coordination of services, transmittal of requested data and, consistent with procedures the Secretary may require, the timely transfer of pertinent school records, including information on health, when migratory children move from one school to another, whether or not such move occurs during the regular school year.

**e) Describe the State's plan to evaluate the effectiveness of its migrant education program and projects.**

At the close of each project year, the SEA conducts the first part of the Migrant Education Program Evaluation. Each subgrantee is required to provide information on the total number and ethnicity of the migratory students who participated in the program offered by the school district. Of those students provided supplemental services, a subgrantee will indicate the grade-level served and how many students participated in the regular-term program and/or the summer-term program. Additionally, the subgrantee will indicate how many of the students served are first priority students (those students who are at risk of failing or are failing to meet the state's content and performance standards). The school district will indicate which instructional and related support services have been provided during the regular and/or summer-term programs and how many students participated in each service. The school district must indicate how many of their migrant education program sites are providing eligible migrant students with an extended time program during the regular school year. Finally, the school district must show the exact amount of time each category of district staff has dedicated to the education of migrant students during the regular and/or summer-term migrant education programs.

All school districts in South Dakota have developed curriculum that is based on State

approved academic content standards in Math, Language Arts, Health, Social Science, History and Science; pending content standards are being developed for Fine Arts and Physical Education. All school districts in South Dakota align their academic achievement programs with mandated State testing programs which are aligned to the State academic content standards. Currently, the State mandated testing program includes the Stanford Achievement Test, Version 9, the Stanford Writing Assessment, and the Dakota Assessment of Content Standards.

All children, are required to participate in the school district's academic content standards driven educational programs and State accountability system. This includes all children with special educational requirements, including migratory children. The second part of the evaluation program is generated by the Title I, Part A education accountability program. Identified migratory students are considered to be part of the State and district accountability system. All students, including migrant students, are expected to acquire proficiency in academic skills. Annually, every district in South Dakota must demonstrate that they are making adequate yearly progress toward helping all students acquire academic proficiency. Those schools who cannot demonstrate that progress has been made are placed on a school improvement program. The needs of migrant students, and all enrolled students, are addressed throughout this process

- f) **Identify the amount of funds that the SEA will retain from its Migrant Education Program (MEP) allocation, under section 200.41 of the Title I regulations (34 CFR 200.41), to carry out administrative and program functions that are unique to the MEP, and describe how the SEA will use those funds.**

The SEA will utilize approximately 12.5% of the MEP allocation to carry out administrative duties and program functions. Included in these duties and functions will be staff salaries and benefits, travel expenses, technical assistance to LEAs, management and maintenance of a migrant records management, tracking and reporting system, and migrant identification and recruitment activities. Further, the SEA will conduct special projects to provide additional support to funded Migrant Education Programs throughout the State of South Dakota. Special projects will focus on support for migrant students who are most at risk of failing. The SEA will also conduct on-site compliance monitoring activities of MEP sites, fulfilling state and federal monitoring requirements.

- 4) **Title I, Part D -- Children and Youth who are Neglected, Delinquent, or At-Risk [Goals 1,2,5]**

- a) **Describe the program goals, performance indicators, performance objectives, and data sources that the State has established for its use in assessing the effectiveness of the program in improving the academic and vocational and technical skills of students participating in the program.**

By October 1, 2002 the SEA will have the state accountability baseline data. After that point, performance indicators and performance objectives will be developed.

- b) **Describe how the SEA is assisting projects funded under the program in facilitating**

**the transition of youth from correctional facilities to locally operated programs.**

The SEA is available to provide technical assistance to any Neglected or Delinquent Institute requesting help with transitional services. The SEA conducted a Title I meeting and Regional Workshops in April to discuss the changes and new requirements to the LEA Consolidated Application under No Child Left Behind. Each LEA is required to describe in the consolidated application the formal agreements the LEA and correctional facility maintain. Those formal agreements detail what services each agency will provide for the neglected, delinquent, or at-risk children and youth. LEAs are also required to describe the types of services that such schools are providing to neglected, delinquent, or at-risk children and youth.

- c) **Describe how the funds reserved under section 1418 will be used for transition services for students leaving institutions for schools served by LEAs, or postsecondary institutions or vocational and technical training programs.**

Each state agency will describe in the State Agency Application how they reserve not less than 15% and not more than 30% of their allocation to support transition services for students leaving institutions for schools served by LEAs, or postsecondary institutions or vocational and technical training programs.

5) **Title I, Part F --Comprehensive School Reform [Goals 1, 2,5]**

- a) **Describe the process the State educational agency will use to ensure that programs funded include and integrate all eleven required components of a comprehensive school reform program.**

All eleven components of the CSR Program will be included in the LEA RFPs and competing schools will be required to address all of these components satisfactorily, as determined by an Office of Technical Assistance review-selection committee. Those schools that submit applications that do not address all 11 components will not be funded. Occasional onsite visits by the Office of Technical Assistance staff will insure that these components are in the process of implementation. Also the end of the year CSR assessments will require schools to provide evidence that progress has been made in each of the areas addressed by the 11 components of the program before further funding will occur for Years 2 and 3.

- b) **Describe the process the State will use to determine the percentage of Comprehensive School Reform schools with increasing numbers of students meeting or exceeding the proficient level of performance on State assessments in reading/language arts and mathematics.**

At the present time cut-off scores for advanced, proficient, basic and below-basic levels have been determined for the SAT-9 in reading/language arts and mathematics. The SAT-9 is required by South Dakota law of all students in Grades 2, 4, 8, and 11. South Dakota also requires a criterion-referenced exam called the Dakota Assessment of Content Standards (DACS) which is to be administered to Grades 3, 6, and 10 . Cut-off

scores have not been determined yet for the DACS but plans are in the process to set the cut-off scores sometime this summer. Students are also required by law to complete a writing component in Grades 5 and 9. Cut-off scores for the writing also will be completed this summer. Science scores will be dealt with at a later date.

The South Dakota tests mentioned in the above paragraph will be aligned with the State Standards in reading/language arts and mathematics. LEAs will know the number (percentage) of students that are not in the proficiency or above level and can implement a professional development plan based on the scores of those student most in need of assistance. Since a major component of the 11 Components of the CSR program deals with professional development, teachers can obtain the knowledge and skills necessary to address the needs of these students. Those students with limited English will need assistance to become proficient in English and to reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

If highly qualified teachers address the particular (special) needs of students while meeting the South Dakota Content Standards the school and the learning process should be a more pleasant experience for both teachers and students. While being positively supported by their teachers, the students will, therefore, take an interest in their own learning activities and will value getting their high school diplomas.

**6) Title II, Part A -- Teacher and Principal Training and Recruiting Fund [Goals 1,2,3,5]**

**a) If not fully addressed in the State's response to the information on performance goals, indicators and targets in Part I describe the remainder of the State's annual measurable objectives under section 1119(a)(2).**

The State's response to the information on performance goals, indicators, and targets in Part I describe the State's position adequately at this time. Title II primarily addresses Performance Goals 1,2,3 and 5. Goal 1 sets the priority for reading/language arts and mathematics. Goal 2 impacts limited English proficient students to become proficient in English and reach high academic standards. The essence of the Title II program is reflected in Goal 3 which insures that all teachers will be highly qualified to teach the subject areas that they are assigned. Consequently if the individual/special needs of the students are addressed in the classroom/school by highly qualified teachers the students will be less likely to become frustrated and drop out of school before graduating from high school (Goal 5.)

**b) Describe how the SEA will hold LEAs accountable both for (1) meeting the annual measurable objectives described in section 1119(a)(2) of the ESEA, and (2) ensuring that the professional development the LEAs offer their teachers and other instructional staff is consistent with the definition of "professional development" in section 9101(34).**

- 1) The South Dakota Department of Education and Cultural Affairs will design and develop a State Plan as required by section 1119(a)(2) to ensure that all teachers teaching in core academic subjects are highly

qualified no later than the end of 2005-2006. This plan will establish measurable objectives for each local education agency. Districts are required to complete a comprehensive need assessment as an integral part of their Consolidated Applications. Title II requires that all teachers by the end of year 2005-2006 are highly qualified in the subject areas in which they teach. Onsite reviews by the Office of Technical Assistance will insure that LEA Consolidated programs meet the federal and state requirements and that progress is being made toward the Goals of the South Dakota Department of Education and Cultural Affairs. Desk audits are also conducted by the Office of Grants Management and Accountability to see that funds are used according to the requirements of the law. Finally, state-reporting systems, which include statewide testing, will indicate the progress that schools/students are making in reaching the State's goals.

- 2) Any activities implemented at the LEA level with Title II, Part A, funds must be indicated as a need by the local comprehensive need assessment and must be data-driven. The comprehensive needs assessment must be aligned with the overall reform effort that is occurring within the school system; consequently any professional development that occurs must be a part of a larger reform effort and not piece-meal, disconnected activities. All local school activities will be required to fit the description of Title IX, Part A---Definitions, section 9101 (34) for professional development. Schools were made aware of this information during the Consolidated-Grant initiating Regional Conferences, which were scheduled in April 2002 with LEAs statewide.

7) **Title II, Part D -- Enhanced Education Through Technology [Goals 1,2,3]**

Through the vision of William J. Janklow, South Dakota's Governor, the entire state of South Dakota has been densely wired for the internet and for two-way, interactive videoconferencing. His purpose in doing so was to provide more opportunities to South Dakota students and communities, which access to robust technologies could allow.

In 1996 Governor Janklow started a new initiative called Wiring the Schools (WTS). This initiative put Category V wiring throughout every public school building in the state allowing for 101,000 "drops" or connections to the internet. To lower costs, teams of low-security Department of Corrections inmates under the direction of Master Electricians were used to do the wiring. The electrical wiring was upgraded so that the classrooms could support the use of many computers and other technologies. Cable television wiring was also placed in the schools realizing the resources that this technology might also bring to the classroom. This \$100 million project was completed for \$13 million using the approach developed by Janklow.

A second initiative in 1999, also launched by the Governor, built upon the WTS project. The Connecting the Schools (CTS) initiative organized South Dakota's wired schools into one

network, the Digital Dakota Network (DDN).

CTS put a frame relay T1 connection into every public elementary school building and a Asynchronous Transfer Mode (ATM) T1 connection into every public middle and high school building. The combination of these two initiatives has allowed T1 speeds to be available in virtually every classroom. Costs for this statewide network were underwritten by the State through legislative support that provided schools with free internet and video conferencing.

High-end servers and routers were also placed in every school building, and video-conferencing equipment was placed in every middle school and high school. This new statewide network, the DDN, became fully functional August 2000. The goal of the Digital Dakota Network is to provide a highly stable and reliable statewide network for K-12 public schools so that South Dakota students have equal opportunities to a high quality and diverse education. This network provides the means for many schools to obtain courses for students that would not otherwise be available.

The Digital Dakota Network, DDN, provides a sound technical infrastructure for all K-12 public schools. With the technology infrastructure in place, the current emphasis is on educators' ability to capitalize on the capacity of the DDN. The dollars from NCLB and other federal and state resources are brought together under one consolidated plan to ensure the vigorous use of this network, primarily through professional development activities.

Eighty of the high schools in the state have enrollments of 100 students or less. The rural nature of the state and small student populations, makes providing a diverse and rich curriculum in every school very difficult. Additionally, the limited number of teachers in a discipline in the many small schools of South Dakota, isolates these professionals. The DDN video and data communication capabilities among all public school districts in the state makes it possible for unlimited collaboration among South Dakota students and teachers. School districts not only share basic core classes in situations where schools are unable to secure certified teachers, but they are also able to share advanced coursework such as Advanced Placement classes and foreign languages. The DDN's connectivity allows for collaboration and community building among students and educators. Elementary students benefit from enrichment activities from across the state or the nation and high school students have many opportunities to collaborate and share results on projects such as those utilizing Global Information Systems (GIS). Teachers have the opportunity to receive professional development via the DDN, as well as, have opportunities to network with educators in other districts.

- a) **Describe the program goals, performance indicators, performance objectives, and data sources that the State has established for its use in assessing the effectiveness of the program in improving access to and use of educational technology by students and teachers in support of academic achievement.**

It is only through well-designed and high quality professional development that we can

expect the appropriate integration of technology into the curriculum that results in improved student academic performance. Therefore, the following goal, performance indicators, performance objectives, and data sources are all descriptive of month-long professional development technology Academies, TTLs. They are described in further detail in section b. of this same question.

**Goal:** The TTL Academies will enhance participant technology skills in the context of individual professional practice and to provide a strong foundation in best practices for the meaningful integration of technology into teaching and learning.

**Performance Indicator:** TTL participants will develop a wide range of technical skills that are appropriate for classroom and instructional use.

**Performance Objectives:**

- The TTL participant will use computer-based technologies, including telecommunications, to access information and enhance personal and professional productivity.
- The TTL participant will acquire and improve technical skill in a broad range of computer applications, including word processing/desktop publishing, spreadsheet, database, web authoring, hypermedia and presentation programs, and will use these applications to develop materials that support contemporary instruction.
- The TTL participant will implement basic troubleshooting techniques related to using a multimedia system with related peripheral devices and will operate a multimedia computer system with related peripheral devices to install and use a variety of software packages.

**Data Sources:**

- Create a word document that includes all components of the Unit Cover Page
- Create a PowerPoint document that relates to an individual Unit of Study and/or ASCD On-line Professional Development Course
- Create a spreadsheet document that is appropriate for a classroom/professional situation
- Create and publish a web page that is appropriate for a classroom/professional situation
- Use of TTL communication system/network during Academy year (June – June)
- Participation in ASCD (Association for Supervision and Curriculum Development) online course
- Participation in WebCT (online courseware) discussion group

**Performance Indicator:** TTL participants will build their knowledge and extend their use of professional practices.

**Performance Objectives:**

- The TTL participant will practice responsible, ethical and legal use of technology, information, and software resources and will design student learning activities that foster equitable, ethical use of technology by students.
- The TTL participant will model the use of research, collaboration, and self-reflection in the process of personal and professional growth as an effective educator.
- The TTL participant will model life-long learning in technology to improve both skill levels and integration practices related to instructional technology.

**Data Sources:**

- Completion of at least one ASCD Online Course Lesson each week of the Academy
- Participation in group discussions
- Active participation in online (WebCT) and videoconference (DDN) sessions and discussions

**Performance Indicator:** TTL participants will design instructional activities that incorporate the appropriate and effective use of technology.

**Performance Objectives:**

- The TTL participant will develop technology-supported instructional units/activities that promote engaged, worthwhile learning and will post these units/activities for statewide dissemination.
- The TTL participant will locate, access, evaluate for accuracy, and use on-line (Internet/WWW) resources/materials to support, enhance, and extend K-12 curriculum and instructional strategies.
- The TTL participant will work with colleagues, applying a design team approach, to analyze and design technology-rich learning experiences that reflect current pedagogy and best teaching practices.
- The TTL participant will develop a computer-based staff development activity that models the effective use of technology in support of learning, and will implement this activity in their home school/district during the school year.

**Data Source:**

- Development of an original unit of study that includes all South Dakota - DDN Unit

of Study components

- Submission of Unit of Study to the SD-DDN Unit Bank

Professional web site that is related to classroom/professional practice and Unit of Study

- b) **Provide a brief summary of the SEA’s long-term strategies for improving student academic achievement, including technology literacy, through the effective use of technology in the classroom, and the capacity of teachers to integrate technology effectively into curricula and instruction.**

South Dakota’s long-term strategy for improving student academic achievement includes continuation of the existing Technology for Teaching and Learning Academies which have occurred over the last 5 years. South Dakota will use the competitive funds under EETT to fund regional Technology for Teaching and Learning (TTL) Academies. These Academies are designed to enhance participants’ technology skills in the context of professional practice and to provide a strong foundation in best practices for the meaningful integration of technology into teaching and learning.

In addition to basic computing skills, participants will enhance their understanding of instructional design through the research and publications of Grant Wiggins and Jay McTighe (Association of Supervision and Curriculum Development [ASCD]). Their work, *Understanding By Design*, will be the model used by all participants to design instructional materials for their classroom. This model includes utilization of state content standards to drive the design of these units. Each month-long Academy has a year long follow-up to encourage and enhance the implementation of Academy skills. This follow-up is accomplished via synchronous video-conferencing meetings via the DDN and asynchronous discussions via the internet utilizing WebCT.

South Dakota’s TTL Academy design does not assume that once skill is developed that it will automatically be used in the classroom, or in other words that there will be transfer of training. The design of the TTLs mirror the findings of Bruce Showers (1988) regarding training components of successful staff development. Although building knowledge and skill during the academies is important, transfer of this training to the classroom so that it can impact student achievement is paramount. Showers (pp.70-72) specifies the following necessary training components to improve transfer of training: presentation of information and theory, demonstration, practice and feedback, and follow-up (such as coaching in the workplace). The instructional design of the TTL curriculum reflects these same effective training components. It is only through a high rate of transfer of training that the State expects this professional development to impact the learning and achievement of students.

### **References**

Joyce, B. (1988). Student achievement through staff development. White Plains, NY: Longman, Inc.

- c) **Describe key activities that the SEA will conduct or sponsor with the funds it retains at the State level. These may include such activities as provision of distance learning in rigorous academic technology or curricula; the establishment or support of public-private initiatives for the acquisition of technology by high-need LEAs; and the development of performance measurement systems to determine the effectiveness of educational technology programs.**

Funds retained at the state level are used for the administration of the professional development activities described. In addition, project staff located within the Office of Technology at Department of Education and Cultural Affairs (DECA), provides free technical assistance upon request to all public South Dakota school districts. Each of the five staff within the Office has assigned districts and responds to their specific needs. Assistance includes but is not limited to:

- providing in-services on specific software applications – WebCT, video editing
- providing training on new technologies – e.g. personal digital assistants (PDAs), GPS
- researching and acquiring enrichment programming delivered via distance for K-12 students\*
- researching and acquiring Advanced Placement programming delivered via distance for high school students
- researching and acquiring professional development delivered via distance
- training educators on the use of distance learning equipment
- training educators in best practices in distance learning design, instruction, and delivery
- assisting LEAs with the application process and after the award with DECA sponsored initiatives

\*Enrichment programming will be acquired from various groups in and out of state. Instate examples include working with the national and state parks in the state (Mt. Rushmore, Crazy Horse Monument, Black Hills National Forest and Buffalo Gap National Grasslands [both divisions of the USDA Forest Service], Washington Pavilion of Arts & Science) and the Earth Resources Observation Systems (EROS) Data Center (a data management, systems development, and research field center for the U.S. Geological Survey's National Mapping Division). Out of state examples include: the National Science Center (Atlanta, GA), NASA, StepStar Network (Seattle, WA), the Atlanta Zoo, and the Aquatic Research Institute (East Chicago, IN).

In addition to the various products or data sources that each TTL participant is required to produce as a part of the TTL, the SEA will also conduct research looking for connections between teachers that have attended TTL Academies and the performance of their

students. This research will look at student performance in classrooms with TTL teachers as compared to those that have not attended TTL. The SAT9 standardized test scores will be utilized for this comparison. This approach is based on the study conducted by Missouri and their eMints program.

**d) Provide a brief description of how –**

**i. The SEA will ensure that students and teachers, particularly those in the schools of high-need LEAs, have increased access to technology, and**

As described in the introduction of this question (#7), South Dakota has provided the wiring and high-speed connectivity to all public LEAs, including those that are high-need. Additionally, the State has provided video conferencing equipment and the necessary connectivity to all districts at no cost. During the summer of 2001, 16,000 computers were given equitably to all public school districts based upon their student enrollment numbers. The state average for student to computer ratio is 3:1.

**ii. The SEA will coordinate the application and award process for State discretionary grant and formula grant funds under this program.**

**Formula Grants** – The application process for the formula awarded funds under EETT will be conducted under a consolidated application process with the other Title programs administered by the SEA. Applicants are required to submit a plan utilizing a minimum of 25% of their EETT funds for professional development. The remaining funds must target a portion of their long-range technology plan that has been approved by the State and includes setting their own goals related to this plan. These dollars are sent proportionately to low-income/high-poverty schools, and these populations therefore determine what are their greatest or highest technology needs. This may include but is not limited to: hardware, software, and/or additional professional development. The EETT section of the consolidated application will be reviewed by Office of Technology for compliance to the requirements stated in the application. Recipients will be required to report on their activities and progress in meeting their stated goals. Schools have been encouraged to REAP their EETT dollars and those other eligible NCLB funds so that they can have greater impact.

**Discretionary Grants** – The Technology for Teaching and Learning Academies will be the priority of the Discretionary EETT funds. There will be two application processes available to LEAs interested in the Technology for Teaching and Learning Academies. The first application will be made available to districts in December of each year. Districts will be awarded an Academy in late January. This application will be a request to serve as a host site of a TTL Academy. Priorities for this application will include those districts that have not hosted a regional TTL academy, those districts with the highest number of educators that

have not attended a TTL, those districts that can demonstrate a high need for training, those districts that have low performing schools, those schools with current technology plans, and those districts that can demonstrate a strong commitment to technology and technology integration in their curriculum. Award of the regional academies have and will continue to be awarded equitably among urban and rural districts in the state.

The second application will be made available in early February of each year. This application will be a request to be a participant at a regional TTL Academy. A specified number of seats at each academy are "reserved" for district participants but the remaining seats are for any South Dakota educator submitting a TTL application. In other words, participants can request to attend any regional TTL site in the state. Districts are required to prioritize the applications that come from their district, identifying those teachers with the highest need and those that will have the greatest impact on the largest number of students. Priorities for this application include selecting a few participants from every district represented and selecting a significant number of those applicants that come from high poverty schools. During past award processes, the Department has been able to offer an academy spot to almost every educator coming from low-income districts. Selection for academy participation has and will continue to be awarded equitably among urban and rural districts in the state.

All awards will be made based upon the responses of the applicants on the Request for Proposals and will be made by SEA staff and/or their designees. The selection of the instructors who are used for these academies, the curriculum design, training for the instructors, and overall supervision of these academies is handled entirely by DECA.

8) **Title III, Part A -- English Language Acquisition and Language Enhancement [Goals 1,2,3,5]**

- a) **Describe how the SEA will ensure that LEAs use program funds only to carry out activities that reflect scientifically based research on the education of limited English proficient children while allowing LEAs flexibility (to the extent permitted under State law) to select and implement such activities in a manner that the grantees determine best reflects local needs and circumstances.**

The SEA will ensure that subgrantees use Title III program funds to carry out only those activities that reflect scientifically-based research. Each subgrantee will complete an application for Title III funds that is part of their Consolidated Plan. Within this plan a subgrantee will need to explain the types of programs and services that will be implemented with Title III funds. The LEA's Consolidated Plans will be reviewed by SEA staff for compliance with all federal requirements of the No Child Left Behind Act of 2000. SEA staff will conduct on-site reviews of all funded programs on a four year rotation.

- b) **Describe how the SEA will hold LEAs accountable for meeting all annual measurable achievement objectives for limited English proficient children, and making adequate yearly progress that raises the achievement of limited English proficient children.**

Students who have been identified as limited English proficient will be held accountable for the same measurable achievement objectives as are all students who receive services in programs for Title I students. The students who are identified as limited English proficient will be required to raise their academic achievement, as determined by the adequate yearly progress (AYP) of all students, commensurate with students whose achievement is measured by the Title I accountability system. Adequate yearly progress will be determined on an annual basis, using multiple measures of academic achievement. The State of South Dakota currently has three mandated assessments (the Stanford Achievement Test, Version Nine, the Stanford Writing Assessment and the Dakota Assessment of Content Standards). The cut scores that define proficiency levels (Advanced, Proficient, Basic, and Below Basic) will be established by a group of school district practitioners in Spring of 2003. The results of this workgroup meeting will be used to determine the AYP for all public schools. AYP for limited English proficient students will be calculated along with the AYP of all students who attend public school in South Dakota.

- c) **Specify the percentage of the State’s allotment that the State will reserve and the percentage of the reserved funds that the State will use for each of the following categories of State-level activities: professional development; planning, evaluation, administration, and interagency coordination; technical assistance; and providing recognition to subgrantees that have exceeded their annual measurable achievement objectives. A total amount not to exceed 5 percent of the State’s allotment may be reserved by the State under section 3111(b)(2) to carry out one or more of these categories of State-level activities.**

The State of South Dakota will receive the minimum Title III allocation of \$500,000.00 for school year 2002-2003. Of that amount, the State will reserve the maximum amount allowed, \$175,000.00, for state-level activities.

The state-level activities that will be carried out will be professional development, planning, evaluation, administration, and technical assistance. The funds will be allocated as follows:

**Category: Budgeted Amount:**

<b>Administration</b>	<b>\$50,000</b>
<b>Evaluation</b>	<b>\$20,000</b>
<b>Professional Development</b>	<b>\$50,000</b>
<b>Technical Assistance</b>	<b>\$35,994</b>

<b>Planning</b>	<b>\$ 5,000</b>
<b>Indirect Costs</b>	<b><u>\$14,006</u></b>
<b>Total Amount:</b>	<b>\$175,000</b>

- d) **Specify the percentage of the State’s allotment that the State will reserve for subgrants to eligible entities that have experienced a significant increase in the percentage or number of immigrant children and youth. A total amount not to exceed 15 percent of the State’s allotment must be reserved by the State under section 3114(d)(1) to award this type of subgrant.**

At the present time the most current data not suggest that the SEA will need to reserve funds for subgrants. The SEA has not experienced significant increases in the percentage of immigrant children and youth that have been placed in districts, moved into the districts, or immigrated into the districts

- e) **Describe the process that the State will use in making subgrants under section 3114(d) to LEAs that have experienced a significant increase in the percentage or number of immigrant children and youth.**

In reference to section d above the SEA will therefore not establish a procedure for subgranting to LEA's at this time for immigrant children and youth.

- f) **Specify the number of limited English proficient children in the State. (See definitions of "child" in section 3301(1), and "limited English proficient" in section 9101(25).)**

South Dakota reports LEP data for students in public schools on October 1 of the current school year through the use of a Student Information Management System. The current enrollment for Kindergarten through Grade 12 (excluding PreK and including ungraded) is 5,762 students.

- g) **Provide the most recent data available on the number of immigrant children and youth in the State. (See definition of "immigrant children and youth" in section 3301(6).)**

One South Dakota school district (Sioux Falls) reports immigrant students. For the 2001-2002 school year the Sioux Falls School District reported enrolling 484 immigrant students.

(Note: Section 3111 of the ESEA requires that State allocations for the Language Acquisition State grants be calculated on the basis of the number of limited English proficient children in the State compared to the number of such children in all States (80 percent) and the number of immigrant children and youth in the State compared to the

number of such children and youth in all States (20 percent). The Department plans to use data from the 2000 Census to calculate State shares of limited English proficient students. However, these data on limited English proficient students will not be available for all States until September 2002. To ensure that States have access to funds as soon as they are available, the Department proposes, for FY 2002 only, to provide an initial distribution of 50 percent of the funds under the limited English proficient portion of the formula based on State-reported data. As soon as Census data become available, the Department will recalculate and make final State allocations using 2000 Census data. For the 20 percent of formula funds distributed to States based on State shares of immigrant children and youth, the Department will use the most recent State-reported data year in allocating these funds. Census does not collect data that can be used to calculate State allocations for this part of the formula.)

**9) Title IV, Part A -- Safe and Drug-Free Schools and Communities [Goal 4]**

- a) Describe the key strategies in the State's comprehensive plan for the use of funds by the SEA and the Governor to provide safe, orderly, and drug-free schools and communities through programs and activities that –**
  - i. Complement and support activities of LEAs under section 4115(b) of the ESEA;**
  - ii. Comply with the principles of effectiveness under section 4115(a); and**
  - iii. Otherwise are in accordance with the purpose of Title IV, Part A.**

The Department of Human Services, Division of Alcohol and Drug Abuse, is the oversight designee receiving funding from the federal government for the prevention of alcohol, tobacco, and other drug use in South Dakota. These funds are made available through the Substance Abuse Prevention and Treatment Block Grant and the Governor's discretionary portion of the Safe and Drug Free Schools and Communities Act.

The Division of Alcohol and Drug Abuse has implemented the following programs to assure safe, orderly and drug free schools and communities:

- 1) Prevention Resource Centers, three statewide, to provide substance abuse training opportunities, develop prevention activities and disseminate information statewide through their respective resource libraries. The Division and the Department of Education and Cultural Affairs jointly fund these centers. They are to disseminate information through their libraries; assist schools in developing Alcohol and Drug policies, programming and curricula; train teachers and prevention advocates in the Principles of Effectiveness and other programming compliant with Title IV; and assist community and parent groups in developing prevention activities.
- 2) Community Mobilization Projects with parallel expansion of Community Prevention Networkers. (CPNs). This project is designed to blend the resources of federal, state and local government together with those of community leadership, volunteers,

private and other public service providers, families, schools and all citizen to focus on reducing the incidence of violence, alcohol and other drug abuse in South Dakota.

- 3) Primary and Intensive Diversion Prevention Programming within the juvenile detention facilities and in each of the seven judicial circuits in the state. These programs are designed for youth entering the juvenile justice system due to alcohol or drug related offenses. An initial screening is used to determine whether the young person has a substance abuse problem. The Division's purpose is to divert youth into appropriate levels of programming; provide referrals; provide diversion options for all circuit courts and those arrested for an alcohol/drug offense; and provide diversion programming in the state's three Juvenile Detention Centers.

- b) **Describe the State's performance measures for drug and violence prevention programs and activities to be funded under Title IV, Part A, Subpart 1. These performance measures must focus on student behaviors and attitudes. They must consist of performance indicators for drug and violence prevention programs and activities and levels of performance for each performance indicator. The description must also include timelines for achieving the performance goals stated, details about what mechanism the State will use to collect data concerning the indicators, and provide baseline data for indicators (if available).**

The State of South Dakota utilizes The Youth Risk Behavior Survey (YRBS) and The National Kids Count Survey (NKCS) to establish goals and objectives as they relate to prevention programming and activities. The survey was developed in cooperation with the Centers for Disease Control and Prevention and state and local education departments to identify and measure attitudes and behaviors related to Alcohol and Drug issues.

In an effort to delineate its position with respect to the prevention of alcohol, other drug use and violence in South Dakota, the Department of Human Services has identified the following critical outcomes to be achieved:

- 1) The PRC's will assist schools with the acquisition, implementation and evaluation of scientific research based material throughout their system.
- 2) The PRC's will continue to train and support schools in developing ATOD policies, programming and curricula.
- 3) The Community Mobilization initiative will work to establish a network of Community Mobilization Projects throughout South Dakota and help each council identify specific short and long-term goals.
- 4) The various CPN communities will demonstrate a measurable decrease in the indicator of alcohol and other drug abuse in target communities of 2% by 2004.
- 5) Utilizing the Diversion Prevention Program, the Division will work to divert youth into the appropriate level of programming and maintain an 80% successful completion rate.

- 6) There will be less than 9% of participants receiving Primary Prevention Programming or Intensive Prevention Programming referred for structured treatment services.

The State will employ the aforementioned YRBS mechanism to collect data and eventually establish baselines to measure the success of the prevention programming.

- c) **Describe the steps the State will use to implement the Uniform Management Information and Reporting System (UMIRS) required by section 4112(c)(3). The description should include information about which agency(ies) will be responsible for implementing the UMIRS, a tentative schedule for implementing the UMIRS requirements, as well as preliminary plans for collecting required information.**

The SEA will utilize a student information system, DDN Campus.net, to implement the Uniform Management Information and Reporting System (UMIRS). This system is scheduled to be implemented in the summer of 2002 with all schools utilizing the system beginning the Fall of 2002. This system will be designed to meet all data reporting requirements for the Safe and Drug-Free Schools and Community program.

The State currently operates a student information management system (SIMS) that was used to collect, store and report required data for school years prior to 2002-2003. The data from this system will be retained for historical reference and reporting purposes.

**10) Title IV, Part A, Subpart I, section 4112(a) -- Safe and Drug-Free Schools and Communities Reservation of State Funds for the Governor [Goal 4]**

The Governor has reserved 20 percent of the State's allocation and designated the Department of Human Services Division of Alcohol and Drug Abuse to receive these funds. Contact is Mr. Gib Sudbeck, Director, Hillview Plaza, East Highway 34, c/o 500 East Capitol, Pierre, South Dakota 57501-5070, (605) 773-3123.

**11) Title IV, Part A, Subpart 2, section 4126 -- Safe and drug-Free Schools and Communities: Community Service Grants [Goal 4]**

**Describe how the SEA, after it has consulted with the Governor, will use program funds to develop and implement a community service program for suspended and expelled students.**

The Department of Education and Cultural Affairs (DECA) after consultation with the Governor or his designee will work in conjunction with the Department of Human Services to develop and implement a community service program for suspended and expelled students. The Department of Human Services will provide sub-grants to Prevention Resource Centers to provide research, professional development, carry out programs for the suspended, expelled and other high risk students, who are required to perform community service. Also, it is proposed that the Department of Human Services through the Prevention Resource Centers in conjunction with the seven Judicial Circuits will adapt a youth juvenile justice

system to prevent school suspension and expulsions.

12) **Title IV, Part B -- 21st Century Community Learning Centers [Goals 1,2,5]**

**Identify the percentage of students participating in 21<sup>st</sup> Century Community Learning Centers who meet or exceed the proficient level of performance on State assessments in reading and mathematics. The State must collect baseline data for the 2002-2003 school year, and submit all of these data to the Department no later than early September of 2003 by a date the Department will announce.**

In August 2002 the State Education Agency will set cut scores and determine scaled scores for the Dakota Assessment of Content Standards (DACS) and SAT 9 which assess students' proficiency in math and reading, as well as other content areas. Student baseline data will be encoded on the State Education Agency's DDN Campus, that is the Student Identification System (SIS) by October 1, 2002.

As students enroll in 21<sup>st</sup> Century Community Learning Center programs their local district student identification numbers will identify them. Their ID numbers are encoded in DDN Campus so that the data relating to individual student proficiency levels in math and reading are accessible. The data can be disaggregated by participation in 21<sup>st</sup> Century Community Learning Center programs.

After sub-grants are awarded in January the data will be compiled and analyzed in regard to students enrolled in 21<sup>st</sup> Century Community Learning Center programs to determine baseline data on student proficiency levels of performance in math and reading. Percentages of students meeting or exceeding the proficiency level of performance will be identified and the data will be submitted to the Department of Education by September 2003.

ESEA Goals

- 21<sup>st</sup> Century Community Learning Centers will provide support for Performance Goal 1, by providing opportunities for academic enrichment, tutorial services, and other youth enrichment activities and services to help students reach high standards attaining proficiency or better in reading/language arts and mathematics.
- Within 21<sup>st</sup> Century Community Learning Centers, academic enrichment activities, tutorial services, and other youth services provide the opportunity for limited English proficient students to become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics; thus, addressing Performance Goal 2.

21<sup>st</sup> CCLC programs have the opportunity to engage students in manipulating ideas and information in ways that transform their meaning and implications; hence, becoming more relevant to learning and societal responsibility. Involving students in their learning will contribute to the desire to be lifelong learners, motivating them to graduate from high school; therefore, addressing Performance

**13) Title V, Part A -- Innovation Programs [Any Goal(s) selected by State]**

- a) **In accordance with section 5112(a)(1) of the ESEA, provide the SEA's formula for distributing program funds to LEAs. Include information on how the SEA will adjust its formula to provide higher per-pupil allocations to LEAs that have the greatest numbers or percentages of children whose education imposes a higher-than-average cost per child, such as –**
- i. Children living in areas with concentrations of economically disadvantaged families;**
  - ii. Children from economically disadvantaged families; and**
  - iii. Children living in sparsely populated areas.**
  - iv. Identify the amount or percentage the State will reserve for each State-level activity under section 5121, and describe the activity.**

The South Dakota Department of Education and Cultural Affairs will distribute 85 percent of the funds it receives to LEAs. Of this 85 percent, 95 percent is allocated to LEAs based on the relative enrollments in public and private nonprofit schools within the jurisdiction of each LEA. The remaining 5 percent of the funds are allocated to eligible LEAs using poverty and sparsity factors. LEAs receiving the additional per student allocation must meet the following criteria:

- 1) The LEA has less than 600 students enrolled in K-12.
- 2) The LEA averages one and one-half or fewer students enrolled per square mile of district area.
- 3) The LEA is below the median in taxable wealth per student.
- 4) The SEA will reserve 15% for State level activities under section 5121 of the No Child Left Behind (NCLB) Act. Of the 15% the SEA will reserve 25% for administration that includes: a) monitoring and evaluating programs under this part; b) planning, supervising, and processing State educational agency funds; and, c) allocating funds to LEA's. The remaining 75% of the 15% will be used for State level activities which include the following: a) Statewide educational reform, school improvement programs and technical assistance; and, b) support for implementation of challenging State and local academic achievement standards.

**14) Title VI, Part A, Subpart 1, section 6111 -- State Assessments Formula Grants [Goals 1,2,3,5]**

**Describe how the State plans to use formula funds awarded under section 6113(b)(1) for the development and implementation of State assessments in accordance with section 6111(1) and (2).**

The State of South Dakota plans to utilize these funds to meet the new reporting requirements under the No Child Left Behind Act (NCLB). State plans on modifying current reporting requirements such as Dakota Assessment Contents Standards (DACS), Ed-Vision and DDN Campus Student Information Systems to fulfill these requirements.

In addition, a portion of these funds will be earmarked for use under our Harcourt contractor to provide assessments of students that will also meet the new reporting requirements of NCLB.

Funds under this provision will also be utilized to provide translators for students who need this service as an assessment accommodation.

Funds allocated under this subpart will be utilized primarily through contractors to meet the new reporting requirements of NCLB. The scope of work for each of the contracts includes the development of alternate assessments for students with disabilities and for limited English proficient students, if needed. In addition, each includes the development of teacher and parent resources and teacher training programs. The resources and training programs are being developed to ensure that teachers and parents understand the assessments and the relationship between the assessments and South Dakota's academic content standards, how the results will be used, how to interpret test score results, and curricular and instructional implications of the assessment results.

**15) Title VI, Part B, Subpart 2 -- Rural and Low-Income School Program [Goals 1,2,3,5]**

- a) **Identify the SEA's specific measurable goals and objectives related to increasing student academic achievement; decreasing student dropout rates; or improvement in other educational factors the SEA may elect to measure, and describe how Rural and Low-Income School program funds will help the SEA meet the goals and objectives identified.**

The South Dakota Department of Education and Cultural Affairs will develop measurable goals and objectives for the Rural and Low-Income program consistent with the overall goals and objectives identified by the SEA in the Consolidated State Application related to increasing student academic achievement; decreasing student dropout rates; and the improvement in other educational factors. The SEA will use Rural and Low-Income School program funds to provide technical assistance to eligible LEAs to support the achievement of these goals and objectives. The SEA will encourage eligible LEAs to concentrate Rural and Low-Income program funds to areas where the LEA is most endangered of not meeting the measurable goals and objectives established by the SEA.

- b) **Describe how the State elects to make awards under the Rural and Low-Income School Program:**

The South Dakota Department of Education and Cultural Affairs will distribute the Rural and Low-Income School Program funds by formula proportionate to the numbers of students in Average Daily Attendance served by the eligible LEAs.

■ **GEPA (General Education Provisions Act), Section 427 Equitable Access and Participation**

- In carrying out its mission, the South Dakota Department of Education and Cultural Affairs will ensure the equitable participation of and appropriate educational opportunities for all learners to the fullest extent possible. State level activities and services funded by programs will be accessible to all teachers, students, schools, and other participants with special needs. In addition to activities and services provided by the department, state level commissions, advisory committees, task forces and/or other groups will be representative of diverse groups and populations within the state.

A major activity to promote equity in education was the development of "South Dakota Equity Standards in Education." These standards address seven areas of the educational process and "promote equal opportunities for learning...by removing inequities based on gender, race, socio-economic status, ethnicity, disabilities, rural isolation, and other factors that may affect students' learning and self-esteem."

■ **Consolidated Administrative Funds**

1. **Does the SEA plan to consolidate State-level administrative funds? If yes, please provide information and analysis concerning Federal and other funding that demonstrates that Federal funds constitute less than half of the funds used to support the SEA. If yes, are there any programs whose funds are available for administration that the SEA will not consolidate?**

The SEA plans to consolidate State-level administrative funds. Below lists expenditures from fiscal year 2000-2001 that demonstrates that Federal funds constitutes less than half of the funds used to support the SEA. All administrative program funds that are eligible for consolidation will be utilized into one fund.

General Funds.....	\$ 7,552,002
Federal Funds.....	\$ 6,796,335
Other Funds (non-Federal).....	\$ 968,623
Total.....	\$15,316,960

Fifty six percent of the SEA's administrative funds are from non-federal sources. This figure excludes the "grants" budget categories that are considered non-administrative.

2. **Please describe your plans for any additional uses of funds.**

No additional uses of funds are planned.

■ **Transferability**

No. South Dakota will not exercise this provision of the law at this time.