

**SUMMARY OF REVISIONS - SOUTH DAKOTA'S ESEA WAIVER
MAY 2014**

Table 1. Introduction and Principle 1: Updates to Reflect Current Work in the State of South Dakota		
Topic	Change to Waiver	Rationale
1.A. HIGH QUALITY COLLEGE AND CAREER READY STANDARDS	<ul style="list-style-type: none"> ➤ UPDATE: Updates regarding participation in Math and ELA standards trainings; district spotlight reports; plans for ongoing professional development to include state sponsored days; development of new assessments; work done with ELL and SPED teachers; internal monitoring processes ➤ Updates regarding stakeholder consultation and public comment 	<ul style="list-style-type: none"> ➤ Tremendous amount of work has been done statewide since the original application in 2012; updating to reflect the status of standard and assessment implementation ➤ Accountability Workgroup (Dec 2012, March 2013, August 2013, December 2013); Committee of Practitioners (Jan 2012, Feb 2012, Oct 2012, Feb 2013, May 2013, June 2013, Oct 2013, Nov 2013, March 2014); Board of Education (bi-monthly in 2012 – 2014); Secretary's Advisory Council (Dec 2012, Mar 2013, Aug 2013, Nov 2013, Mar 2014, May 2014); Growth Model Workgroup (March 2013 – April 2014); Commission on Teaching and Learning (Jan 2013 – May 2014); Webpage and video (Dec 2013 and ongoing)
1.B TRANSITION TO COLLEGE AND CAREER READY STANDARDS	<ul style="list-style-type: none"> ➤ UPDATE: Through its work with the Education Delivery Institute (EDI), SD DOE has set forth four overarching goals: 1) all students will leave grade 3 proficient in ready; 2) all students will leave eighth grade proficient in math; academic achievement for Native American students will increase; and 4) all students will graduate high school ready for post-secondary and the workforce. ➤ UPDATE: See 1 A. above – SD DOE has created a comprehensive set of 	<ul style="list-style-type: none"> ➤ SD DOE believes the key to success is a focused, cross departmental approach to increasing student achievement in South Dakota. These overarching goals guide all work at all levels of the department. ➤ SD DOE wanted to ensure that the different elements of the Waiver would be integrated and aligned as much as

**SUMMARY OF REVISIONS - SOUTH DAKOTA'S ESEA WAIVER
MAY 2014**

	<p>CCSS trainings that are aligned to the state's teacher evaluation framework (Danielson model), including a focus on student learning objectives (SLOs).</p>	<p>possible in order to facilitate implementation at the district and school level.</p>
<p>1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH</p>	<p>➤ UPDATE: SD DOE sought and received a waiver that enabled them to administer the SMARTER Balanced Assessment to all its students in the spring of 2014. In addition, SD DOE, through a grant opportunity, will offer an alternative assessment for students with significant cognitive disabilities. Other supports that SD DOE has added include formative assessments, the South Dakota Assessment Portal (SDAP) which will enable teachers to monitor progress.</p>	<p>➤ SD DOE is committed to making decisions that minimize duplication of effort. By obtaining a waiver to administer SBAC to all students, SD DOE was able to avoid over testing or double testing students in order to participate in the field-test year of SBAC.</p>

**SUMMARY OF REVISIONS - SOUTH DAKOTA'S ESEA WAIVER
MAY 2014**

Table 2. Principle 2: Amendments and Updates to the Accountability System		
Topic	Change to Waiver	Rationale
<p>2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT</p> <ul style="list-style-type: none"> ➤ SPI: Attendance 	<ul style="list-style-type: none"> ➤ AMENDMENT: Moving from ADA to % of students meeting attendance targets in 2014-15. 	<ul style="list-style-type: none"> ➤ ADA masks data for pockets of students with chronic attendance concerns; change provides districts and states with data needed to help target interventions
<p>2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT</p> <ul style="list-style-type: none"> ➤ SPI: Achievement 	<ul style="list-style-type: none"> ➤ AMENDMENT: Begin with 2014-2015 assessments to build up to three years achievement data. 	<ul style="list-style-type: none"> ➤ There was concern from the field that using only one year of data will make the system overly sensitive to fluctuations of one or two outlying students, especially for small schools. ➤ Embedding multiple years of data when new assessments are implemented will provide a more consistent picture of student achievement at these schools.
<p>2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT</p> <ul style="list-style-type: none"> ➤ SPI: College and Career Readiness 	<ul style="list-style-type: none"> ➤ AMENDMENT: Including the use of Smarter Balanced and Accuplacer Results to measure college readiness in addition to ACT scores, starting with assessments being given in the 2015 year for the 2016 graduating class. ➤ AMENDMENT: Including the option for schools choosing to use the NCRC as a measure of Career Readiness, starting with assessments being given in the 2015 year for the 2016 graduating class. Schools not electing to use the assessment will earn all points for this indicator from College Ready measures. 	<ul style="list-style-type: none"> ➤ This will allow a college readiness score to be calculated for all students, not just those taking the ACT. This also gives schools credit for working with students in their senior year to enable them to enter credit bearing courses at Public Universities upon graduation. ➤ The Board of Education and Accountability Workgroup requested the state look for a separate measure of career readiness to include in the system. The South Dakota Department of Labor has been using the NCRC Work Keys assessment as a measure of career readiness for job seekers in the state for several years. Funding was secured to

**SUMMARY OF REVISIONS - SOUTH DAKOTA'S ESEA WAIVER
MAY 2014**

		allow for either juniors or seniors in a high school to take the assessment. This is voluntary, and schools may choose to use it in the way that best matches the needs of their students.
2.B. SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES	<ul style="list-style-type: none"> ➤ AMENDMENT: Moving from 5 indicators to three – SPI indicators will be: 1) student achievement; 2) Academic Growth-Elem and MS or High School Completion for High School; and 3) Attendance. Effective Teacher and Leaders and School Climate will still be evaluated but not as part of the SPI. ➤ UPDATE: AMOs to be reset with new assessments. 	<ul style="list-style-type: none"> ➤ SD DOE wanted that the SPI to consist of measures of student performance and to ensure that the assessment of effective teachers and leaders and school climate to remain objective. Teacher and Principal evaluation remain critical components of the accountability system, though schools do not receive points for them. Climate remains an important focus of Priority school work. ➤ As new assessments are rolled out student achievement percentages will look different, and AMOs need to be reset to reflect the data.
2. C. REWARD SCHOOLS	<ul style="list-style-type: none"> ➤ UPDATE: Expanded recognition for Exemplary schools, including a long term plan for a website to serve as a clearinghouse for effective practices from Reward Schools 	<ul style="list-style-type: none"> ➤ SD DOE is clarifying work done to recognize schools and to gather lessons learned about effective practices happening in its Reward Schools
2. D. PRIORITY SCHOOLS	<ul style="list-style-type: none"> ➤ UPDATE: Priority Schools will have a one year planning year to prepare for a three year implementation phase. In addition, districts with at least 50% Priority or Focus school designations will be designated a Priority District. ➤ UPDATE: SD DOE will monitor progress of Priority Schools through three data reviews conducted by 	<ul style="list-style-type: none"> ➤ Since implementation of the waiver, SD DOE worked to clarify and streamline process by which it works with Priority Schools. This had been updated at the time of USED Part B monitoring, but needs to be updated in the waiver to reflect current processes.

**SUMMARY OF REVISIONS - SOUTH DAKOTA'S ESEA WAIVER
MAY 2014**

	<p>members of the SSRAS and SSTs</p> <ul style="list-style-type: none"> ➤ UPDATE: Clarification of required interventions and alignment to turnaround principles ➤ AMENDMENT: Option for Priority Schools making progress to continue in designation as long as progress continues instead of implementing an intervention model. ➤ UPDATE: 2013-2014 designations will remain in place for 2014-2015 due to the SBAC pilot testing 	<ul style="list-style-type: none"> ➤ Data shows that there are instances where Priority schools can make significant progress, but may still be classified as Priority Schools. In instances where significant progress is made, this allows SD DOE to continue to work to support schools instead of replacing staff. ➤ SD DOE is committed to making decisions that minimize duplication of effort. By obtaining a waiver to administer SBAC to all students, SD DOE was able to avoid over testing or double testing students in order to participate in the pilot year of SBAC.
<p>2.E FOCUS SCHOOLS</p>	<ul style="list-style-type: none"> ➤ AMENDMENT: After three years of Focus School designation, a school will be moved to Priority School; SD DOE may waive this requirement if a school has showed significant progress. ➤ UPDATE: 2013-2014 designations will remain in place for 2014-2015 due to the SBAC field testing 	<ul style="list-style-type: none"> ➤ Data shows that there are instances where Focus schools can make significant progress, but may still be classified as Focus Schools. In instances where significant progress is made, this allows SD DOE to continue to work to support schools instead of replacing staff. ➤ SD DOE is committed to making decisions that minimize duplication of effort. By obtaining a waiver to administer SBAC to all students, SD DOE was able to avoid over testing or

**SUMMARY OF REVISIONS - SOUTH DAKOTA'S ESEA WAIVER
MAY 2014**

	<ul style="list-style-type: none"> ➤ AMENDMENT: Clarification of required interventions and alignment to turnaround principles ➤ AMENDMENT: SD DOE will monitor progress of Focus Schools through three data reviews conducted by members of the SSRAS and SSTs ➤ AMENDMENT: Focus school designation will be two year process; one planning, one implementation 	<p>double testing students in order to participate in the pilot year of SBAC.</p> <ul style="list-style-type: none"> ➤ Since implementation of the waiver, SD DOE worked to clarify and streamline process by which it works with Focus Schools. Much of this work had been updated at the time of USED Part B monitoring, but needs to be updated in the waiver to reflect current processes. ➤ One year timeline has proved to be untenable. Two years allows for deep dive in the data to understand the where and why of the achievement gap.
<p>2. F. PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS</p>	<ul style="list-style-type: none"> ➤ AMENDMENT: SD DOE Internal process for identifying Watch List of schools most at danger of becoming Focus or Priority Schools. ➤ AMENDMENT: Title I schools close to the Priority and/or Focus School designation may seek the same supports as Priority and Focus Schools, including data retreats and state-sponsored professional development opportunities. ➤ AMENDMENT: Schools on internal watch list may be selected for additional on-site monitoring. 	<ul style="list-style-type: none"> ➤ Much of this work had been updated at the time of USED Part B monitoring, but needs to be updated in the waiver to reflect current processes.
<p>2.G. BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING</p>	<ul style="list-style-type: none"> ➤ UPDATE: SD DOE is providing targeted supports and interventions, including access to additional funding through grants where schools must demonstrate a connection between the program identified for funding and the 	<ul style="list-style-type: none"> ➤ Much of this work had been updated at the time of USED Part B monitoring, but needs to be updated in the waiver to reflect current processes.

**SUMMARY OF REVISIONS - SOUTH DAKOTA'S ESEA WAIVER
MAY 2014**

	<p>reasons for Priority or Focus designation.</p> <ul style="list-style-type: none">➤ AMENDMENT: Clarifies process by which SD DOE looks at data for all schools including report card review process; SD LEAP monitoring; SST work and monitoring of SST relationships; Consolidated Application and School Needs Analysis data➤ UPDATE: SD DOE is also providing statewide professional development opportunities related to its CCSS trainings and its teacher and principal evaluation framework.➤ UPDATE: SD DOE is supporting the implementation of the SD Multi-Tier System of Supports including PBIS and RtI.➤ UPDATE: SD DOE offers the Academy of Pacesetter Districts as a support to any districts and requires that this is used in Priority Districts to support Priority and/or Focus Schools. This program supports districts in reviewing its policies to create a District Operations Manual that aligns with the needs of a district's Priority and Focus Schools.	
--	---	--

**SUMMARY OF REVISIONS - SOUTH DAKOTA'S ESEA WAIVER
MAY 2014**

Table 3. Principle 3: Teacher and Principal Effectiveness	
SECTION	SUMMARY
3.A: DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS	<ul style="list-style-type: none"> ➤ Description of state law and administrative rule detailing teacher evaluation guidelines. ➤ High level overview of how the system takes research based standards of professional practice to create a professional practices rating and growth measures to create a growth rating and combines them to come up with one final rating. ➤ Overview of how the system is designed to drive continuous improvement and growth for teachers and principals. ➤ Definitions of the South Dakota Framework for Teaching and the Framework for Principals. ➤ Detailed description of the process for evaluating Professional Practices (Goal setting conference; pre-observation work and conference; formal and informal observations and feedback loops; performance rubrics; artifacts; use of Teachscape Reflect; Professional Practices rating process and summative conference). ➤ Detailed description of the process for creating and evaluating Student Learning Objectives (SLOs) using SLO process guide as a mechanism for creation and evaluation of high quality, rigorous, achievable student growth. ➤ Discussion of student growth at the principal level to include both accountability results (AMO/ SPI indicators) and progress towards enabling teachers to set and meet appropriate, rigorous SLOs. ➤ Discussion of how Growth and Professional Practices measures come together to create one final summative rating, including the use of professional judgment in minimal instances. ➤ Implementation schedule (Pilot year 2013-14; Plan or Implement decisions for 2014-15; Training opportunities from 2013-2016; requirements for full implementation in 2015-16 and beyond to include use of State assessment data). ➤ Details can be found in the Teacher Effectiveness, Principal Effectiveness and SLO handbooks as well as in the implementation schedule (http://doe.sd.gov/secretary/TE.aspx and http://doe.sd.gov/secretary/PE.aspx)

**SUMMARY OF REVISIONS - SOUTH DAKOTA'S ESEA WAIVER
MAY 2014**

3.B:ENSURE LEAS IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS	<p>Details of monitoring and research process across the state including:</p> <ul style="list-style-type: none">➤ Assignment of Teachscape licenses➤ Pilot site research effort➤ School planning documents for 2014-15 year➤ Collection of School Aggregate data including use of professional judgment. Comparison of this data to accountability data to identify places where systems are misaligned as a method for identifying schools in need of on-site technical assistance.➤ Use of consolidated application process to provide assurances that state model is being implemented.➤ Use of crosswalk approval process to ensure that schools using models other than the state model are meeting quality of standards and including student growth in a meaningful way.➤ Use of accreditation process to evaluate practices within the school (looking for information to document the process, training, observations, SLO quality check, and process by which ratings are combined into one final rating)➤ Research effort in collaboration with higher education, SDEA grant, and REL to evaluate system and use of growth measures through the 2016-17 evaluation cycle
---	--