

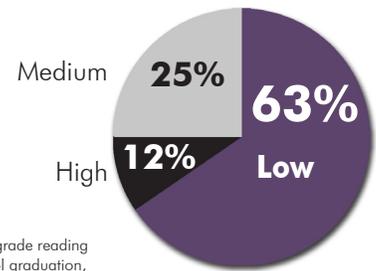
College, Career and Life Ready

Goal: Students enter 4th grade proficient or advanced in reading.

RATIONALE

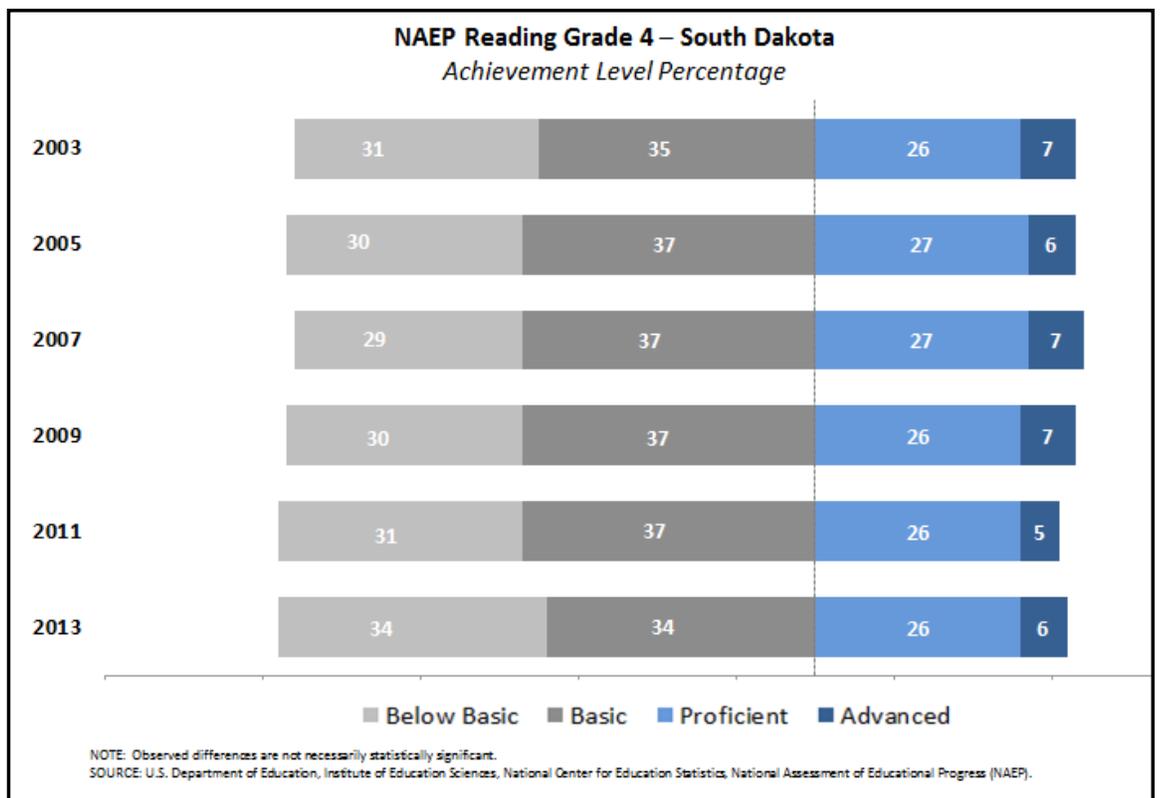
The research is clear that children who are not reading proficiently in the early grades are more likely to drop out or fail to graduate on time.

Children not graduating high school based on 3rd grade reading scores



Source: Double Jeopardy: How third-grade reading skills and poverty influence high school graduation, April 2011.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS SOUTH DAKOTA'S 4TH GRADE READING PROFICIENCY RATES

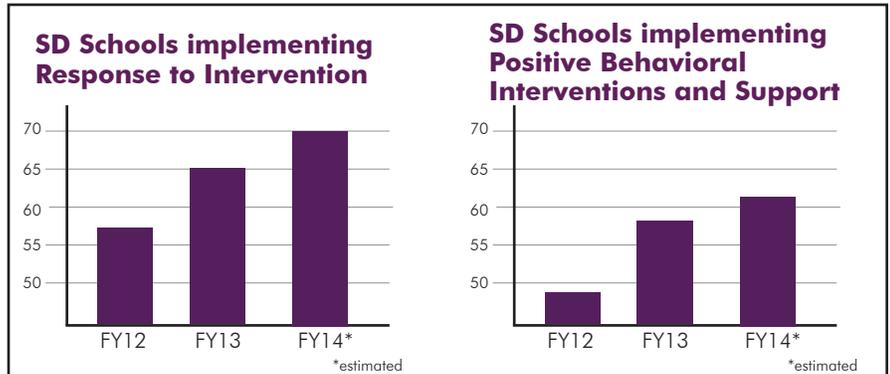


Strategy: Early education

Increase the quality and availability of early literacy opportunities for children ages birth to 5. Research tells us that early learning experiences result in increased school readiness and reading proficiency. This strategy focuses on supporting current early education programs, providing caregivers professional development in early literacy, and working with colleges and universities to emphasize early literacy strands within early childhood programs. The outcome? Students enter school better prepared to learn.

Strategy: Data-driven decision making

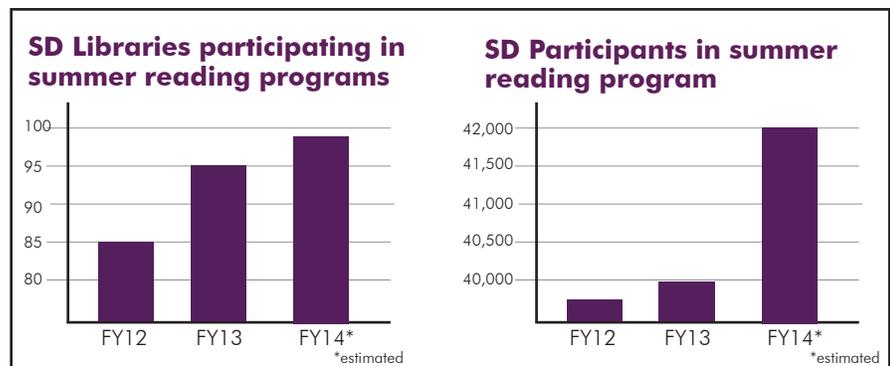
Increase educators' knowledge and use of data to make instructional decisions, so that they can implement interventions aimed at improving students' ability before they fall behind. This strategy involves providing meaningful professional development to K-3 teachers regarding the use of data to differentiate their instruction.



Strategies such as diagnostic assessments and progress monitoring allow teachers to detect potential issues and provide supports to students. The result? Teachers provide high quality instruction and interventions tailored to meet the needs of individual students.

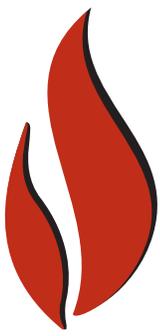
Strategy: Year-round reading

Encourage students to read appropriate-level texts year-round. This strategy focuses on engaging parents, schools, librarians and communities to provide quality reading activities year-round. Reading when school is not in session helps to off-set “summer slide,” which is the loss of skill that occurs when not regularly practicing reading.



Strategy: Increase teacher content knowledge

Research shows that students “... reach higher and faster achievement with systemic and explicit instruction ...” (The Teaching Sourcebook, 2013) The focus of this strategy is providing K-3 teachers, as well as pre-service teachers, training to enhance their knowledge of foundational skills (eg., phonics, fluency, vocabulary and comprehension), resulting in more effective instruction and, ultimately, an increase in student achievement.

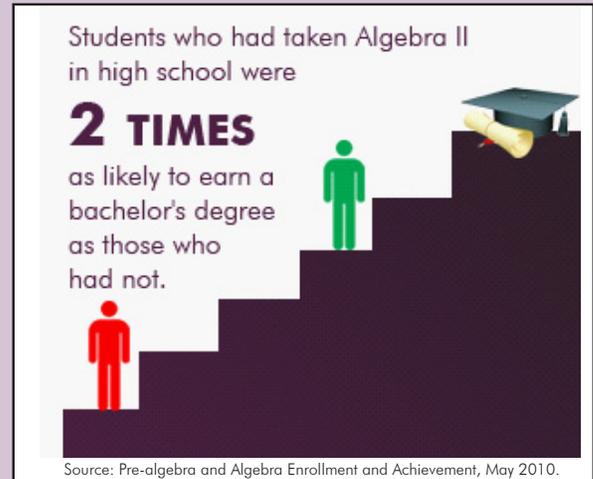


College, Career and Life Ready

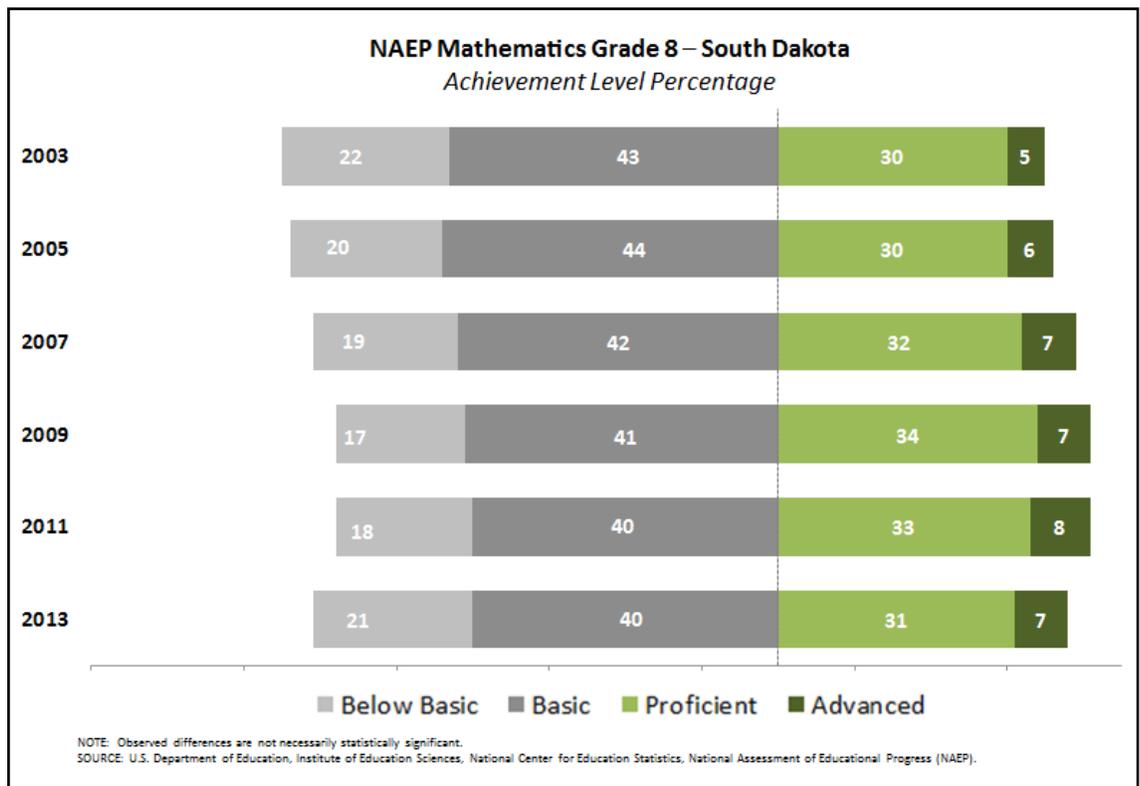
Goal: Students enter 9th grade proficient or advanced in math.

RATIONALE

A firm grasp of math is necessary throughout a student's academic career, because concepts build upon one another and become increasingly complex. Research clearly indicates a correlation between high school students who take higher-level math courses and success at the postsecondary level.



NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS SOUTH DAKOTA'S 8TH GRADE MATHEMATICS PROFICIENCY RATES

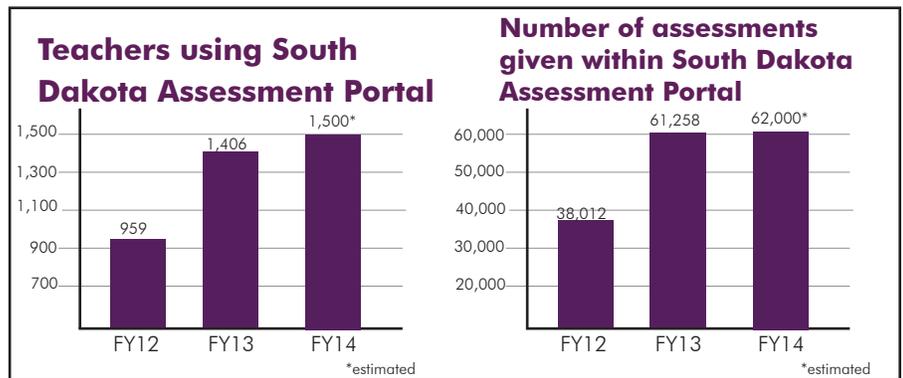


Strategy: Standards-driven curriculum, instruction and assessment

Identify and address gaps, weaknesses and trends in student math performance grades K-8, so students will be better prepared for high school and college-level math courses. This strategy involves development of a tool for schools to identify where gaps in student learning are occurring. Training and support will be provided to address these areas – for example, fractions – and to help districts align curriculum, instruction and assessment, in order to provide purposeful instruction meant to target specific areas of student need.

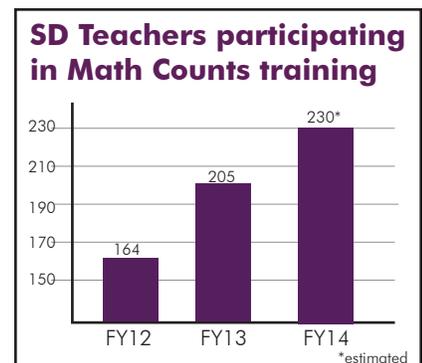
Strategy: Data-driven decision making

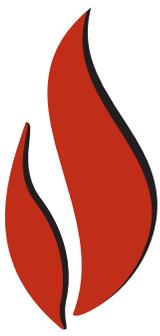
Increase educators' knowledge and use of data to make instructional decisions, so that they can implement interventions aimed at improving students' ability before they fall behind. This strategy involves providing meaningful professional development to educators on the use of data. Strategies such as screenings, diagnostic assessments and progress monitoring allow teachers to detect potential issues and provide supports to students. The result? Teachers provide high quality instruction tailored to meet the needs of individual students.



Strategy: Increase math content knowledge and pedagogy

Expand opportunities for teachers in grades 3-8 to increase their content knowledge and instructional skills through content specific trainings. Trainings will focus on specific topics such as number sense, problem solving, fractions, and geometry – allowing teachers to gain a deeper level of understanding and to identify strategies for differentiating instruction for all students. The strategy involves working with the state's colleges and universities to ensure teaching candidates are also trained to deliver high quality math instruction. The result? Teachers who are better prepared to deliver math instruction and an increase in student achievement as a result.



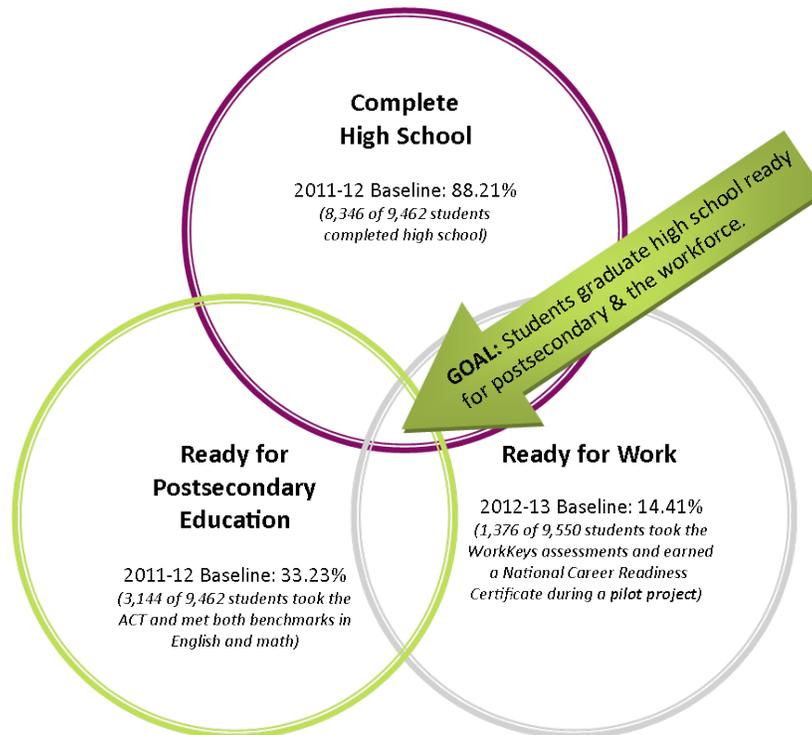


College, Career and Life Ready

Goal: Students graduate high school ready for postsecondary and the workforce.

RATIONALE

Growing global competition makes it critical that students graduate high school fully prepared for the challenges of college, which includes any type of postsecondary education, and careers in today's knowledge-based economy.



National Career Readiness Certificate

Year	Students taking assessment	Percent earning certificate
SY 2012-13	1,500	91.73%
SY 2013-14	1,184*	89.85%*

*To date for SY 2013-14

Percent of 2013 ACT-tested SD high school graduates in "core or more" vs. "less than core" meeting ACT college readiness benchmarks

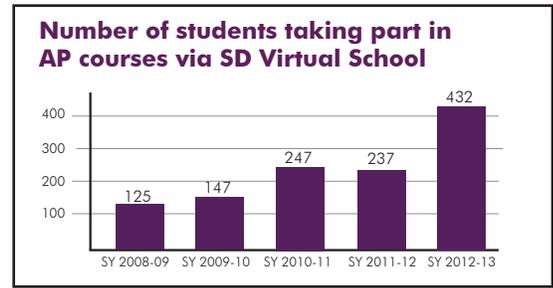
	Core or more	Less than core
English	73%	63%
Reading	52%	32%
Mathematics	55%	6%
Science	48%	22%

Strategy: Rigorous standards

Provide districts support in implementing rigorous standards in English and math for grades K-12, and transitioning to a new state assessment. This strategy focuses on helping districts to align curriculum, instruction and assessments to the standards, which promote knowledge and skills necessary to successfully transition to postsecondary education and careers.

Strategy: Advanced education opportunities

Provide students the opportunity to take advanced, rigorous coursework and earn postsecondary credit during their high school careers through Advanced Placement (AP) and Dual Credit (DC) coursework. Research tells us that students who participate in rigorous, advanced coursework are more likely to graduate from high school and go on to postsecondary education, and they save time and money once they enter postsecondary.



Advanced Placement (AP) in South Dakota: Participation & Pass Rate

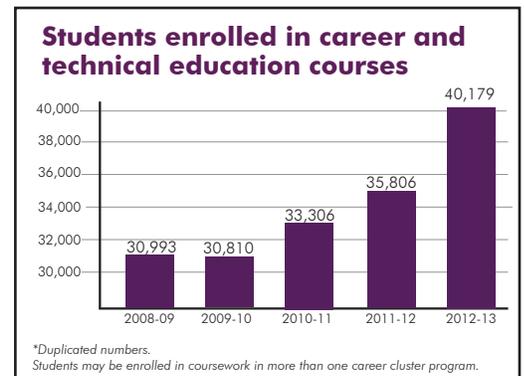
Year	Schools	Students	Pass Rate (Exam score of 3 or higher)
2009	92	2,172	64%
2010	96	2,337	64%
2011	103	2,481	68%
2012	100	2,642	66%
2013	114	2,714	65%

Strategy: Career development

Engage students and help them develop a clear, personal path to graduation and success after graduation by exposing them to an array of potential career opportunities. This strategy is intended to provide students real-world experience and to help them apply academic coursework toward career development in areas of interest to them.

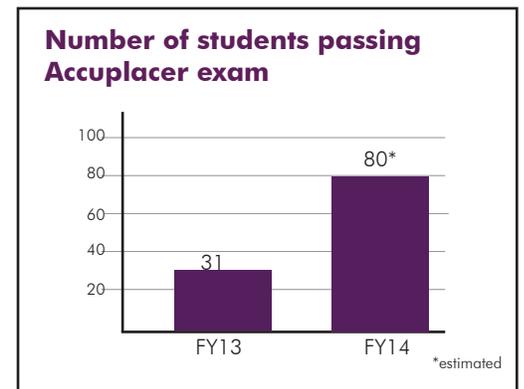
School districts offering work-based learning

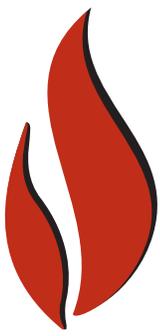
Year	Entrepreneurship	Senior Experience	Service Learning	Youth Internship
2009-10	0	26	6	23
2010-11	0	31	10	27
2011-12	1	34	13	26
2012-13	4	43	19	23
2013-14	5	42	23	29



Strategy: Remediation

Decrease the number of students who need remedial coursework in college by providing them options in high school. This strategy involves providing self-paced remedial coursework to students to target their areas of need while still in high school. When students are able to demonstrate mastery of the coursework – via the online Accuplacer exam – they are able to enroll directly into college-level courses at BOR institutions.





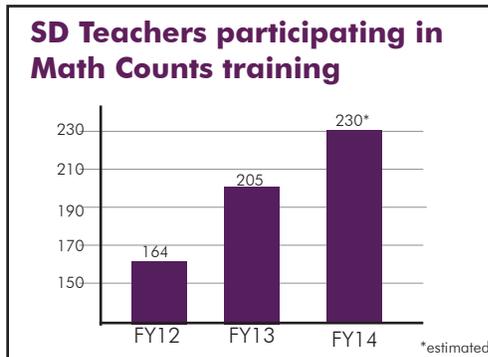
College, Career and Life Ready

Foundational Supports

#1 – Students have access to high quality standards and instruction.

RATIONALE

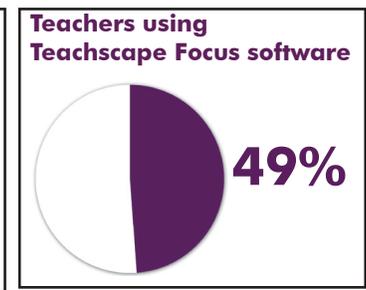
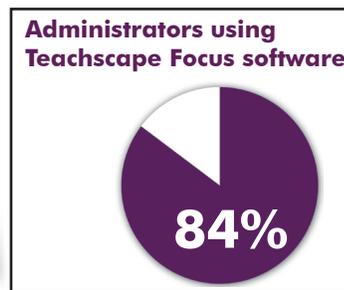
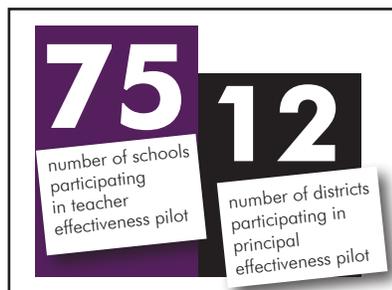
Strong, rigorous academic standards and engaging instruction provide the backbone for student learning.



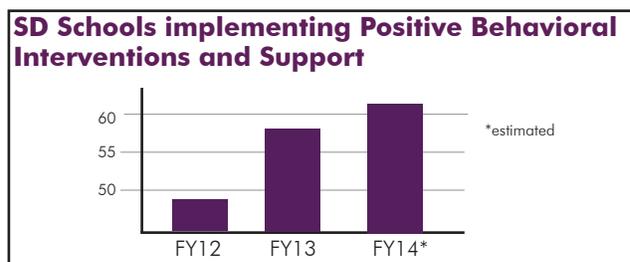
#2 – Students are supported by effective teachers and leaders.

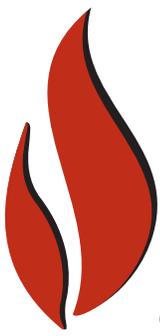
RATIONALE

Effective teachers and leaders play an essential role in assuring that students are on track to successfully complete their K-12 education experience. If standards are the backbone for student learning, effective teachers and leaders provide the means of delivery for quality instruction and strong academic programs.



#3 – Students enter schools that provide an environment conducive to learning.





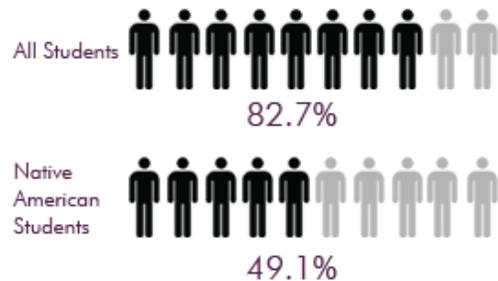
College, Career and Life Ready

Goal: Increase the academic success of Native American students.

RATIONALE

Native American students make up approximately 11 percent of the student population in South Dakota. Many of these young people face unique challenges, including struggles with poverty. The connections between poverty and lower academic achievement have been well documented.

SD Graduation Rate 2013



Strategy: Professional development for teachers

Provide professional development on topics such as differentiated instruction, data use, content knowledge, and cultural sensitivity. Turnover among staff can be a challenge for schools on or near South Dakota's reservations. Ongoing, targeted professional development is one strategy to bolster teachers' skills and to improve instruction and longevity. The outcome? Teachers who are more confident and better equipped to address students' needs.

Strategy: Professional development for principals

Provide professional development opportunities for principals on topics such as instructional leadership and cultural sensitivity. Research indicates that a strong instructional leader is vital to ensuring a safe and effective learning environment for staff and students.

Strategy: Student development

Help students develop an academic mindset by raising awareness of opportunities for college and careers after high school. This strategy involves focusing on college and career readiness with students as early as 7th grade. The intent of this strategy is to engage students, as early as possible, in meaningful activities to keep them focused on opportunities post-high school. Programs such as GEAR UP, College Access, and Jobs for America's Graduates fall under this strategy.

**Graduation rate
for JAG students
in 2012-13**

100%

Strategy: Exploration of ESA-like organization

Explore the possibility of establishing an organization that brings together tribes, state departments, and federal government programs to consistently address the issues facing Native American students. The result? By having key stakeholders come to consensus and focus on the issues, all students could be better supported in their progress to academic success.

5

**districts with JAG
programs in SY 2013-14,
serving 126 students**

Strategy: Oceti Sakowin standards

Integrate language and culture in the classroom. When students see themselves in the work of learning, they become more engaged. The Oceti Sakowin standards, which outline a set of essential understandings of the Dakota/Lakota/Nakota people, provide that avenue. This strategy involves focusing on integrating the standards into the classroom, resulting in a more relevant and valid educational experience for Native American students.