

## The Assessment Coordinator's Perspective:

I joined the Millicent Atkins School of Education (SOE) at Northern State University (NSU) in the summer of 2015. My background and education did not include teaching; rather I trained in political sciences and law and later worked in finance and data management, so I have a slightly different approach to things than those native to the education world. Since joining NSU, I immersed myself in accreditation, figuring it was the best way to learn, and began problem solving.

Right away I noticed several things that needed to change in order for the Teacher Education Program (TEP) to transition from the philosophies and procedures of NCATE to those of CAEP. Among these initial issues, candidate dispositions assessment and tracking, summative assessment measures, and measuring completer effectiveness were the biggest and most important puzzles to solve. I am happy to say that the first two issues, though continually evolving, have been resolved through research, trial and error, and data analysis. The third, unfortunately, has not been quite so simple.

At that point in time, going into the summer of 2016, the TEP's only measures of completer satisfaction and effectiveness were the alumni and employer surveys. As I completed training and began my work as a CAEP site visitor, I started seeing the data that other states provided to their EPPs and I wondered why we aren't provided the same, or anything really, in South Dakota. States like New York, Ohio, and Colorado, for example, provide publicly available P-12 testing data specific to each EPP's completers to programs for data analysis. South Dakota does have publicly available P-12 testing data but will not allow EPPs to access the data specifically for completers and there is no systematic way to assemble the records. SD also collects data specific to teacher effectiveness evaluations but, again, will not allow EPPs access to any of that data.

Through the next couple of years, I spent a lot of time researching methods for determining completer effectiveness without access to state testing data or teacher evaluations. Most EPPs in states that do not share data have relied on surveys and case studies, with varied success in implementation and usefulness. There didn't seem to be a good method available that was not heavily, or entirely, reliant on self-reporting and anecdotal evidence. Surveys and case studies can be excellent sources for triangulating data, but they are all but worthless if left standing on their own.

In South Dakota, at multiple points throughout the academic year, two separate groups meet on a regular basis to discuss common interests and issues for educator preparation programs; these groups are the Education Discipline Council (program dean, department chair, assessment coordinator, and field experiences coordinator from each South Dakota Board of Regents institution) and a second group including the same stakeholders but for EPPs from all institutions in the state, including private and tribal EPPs. That group is currently in transition, both in name and purpose, but does still exist. By the fall of 2017, I was raising the issue regarding teacher effectiveness and P-12 impact at every meeting,

asking questions, suggesting potential solutions, trying to get a group effort together, and generally annoying all of my colleagues.

The state hired a research consulting firm to look at their data systems and suggest possibilities for improving data collection, organization, and sharing. I, along with several other EPP 's representatives, was asked to participate in an information session with the consultant, and share our needs/wants for data. I asked about the possibilities of EPPs being able to access any data that could be helpful for our efforts to show P-12 impact and teacher effectiveness. They said that it would be possible but up to the Department of Education to determine what information we could have.

This got me thinking: why couldn't we, the EPPs, combine our efforts and do what the state will not? More on that later.

By the time we reached our accreditation visit in the spring of 2021, we had developed a plan to use P-12 student surveys as a measure to provide evidence of teacher effectiveness, but we quickly learned that district and school administrators, and classroom teachers alike, were unwilling to allow such a plan. This, by my understanding, is largely due to the confusion surrounding privacy concerns and teacher evaluations; administrators and teachers are afraid to share anything that could be interpreted to as disallowed by administrative rule or codified law. Since classroom surveys would not be possible, we have continued using the employer survey, switching back to sending it annually, while we work to gather more objective measures of complete effectiveness. Results for 2021 and 2022 are included in this report; 2023 data will be ready by the site visit.

The DOE has always stated that none of this data could be shared with EPPs due to an administrative rule established by the state legislature. However, when asked, most of the officials I have spoken to about the matter have been unable to identify the specific rule, generally citing, "that isn't allowed, per administrative rules". Without more specific guidance, I went in search of the rule or law standing in the way. The following administrative rules and codified laws refer to this issue but there is nothing concrete that should cause such a problem. In fact, the rules seem to support the facts that: 1. Pertinent data is being collected and 2. That data could/should be shared with EPPs. The relevant rules and laws are included in evidence, but they are also abbreviated below:

### **Teacher Effectiveness:**

#### **Administrative Rule 24:57:02:01. Teacher performance standards.**

Beginning in the 2014-15 school year, the minimum professional performance standards to be used as a basis for evaluating teacher performance shall be aligned with the Danielson framework

**Administrative Rule 24:57:02:02. State minimum evaluation requirements.**

Beginning in the 2014-2015 school year, each school district must, at a minimum, use all the state minimum evaluation requirements when evaluating teachers in the district.

**Codified Law 13-42-34. Teacher evaluations.**

Any public school district seeking state accreditation shall evaluate the performance of each certified teacher in years one through three not less than annually, and each certified teacher in the fourth contract year or beyond, not less than every other year. Each school district shall adopt procedures for evaluating the performance of certified teachers employed by the school district that:

- (1) Are based on the minimum professional performance standards established by the Board of Education Standards pursuant to § 13-42-33;
- (2) Require multiple measures;
- (3) Serve as the basis for programs to increase professional growth and development of certified teachers; and
- (4) Include a plan of assistance for any certified teacher, who is in the fourth or subsequent year of teaching, and whose performance does not meet the school district's performance standards.

**Codified Law 13-3-51.2. Information not subject to survey, analysis, or evaluation without consent.**

No elementary school or secondary school student shall be required to submit to a survey, analysis, or evaluation that reveals information concerning:

- (1) Political affiliations or beliefs of the student or the student's parent;
- (2) Mental or psychological problems or aspects of the student or the student's family;
- (3) Sex behavior or attitudes of the student or the student's family;
- (4) Illegal, anti-social, self-incriminating, or demeaning behavior;
- (5) Critical appraisals of other individuals with whom respondents have close family relationships;
- (6) Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- (7) Religious practices, affiliations, or beliefs of the student or student's parent;
- (8) Personal or family gun ownership; or
- (9) Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program);

without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent. The list of information in subdivisions (1) to (9), inclusive, is not an exclusive list. The secretary of the Department of Education may add to the list of information in subdivisions (1) to (9), inclusive, other data, facts, or information that is of a similar nature that a student may not be required to disclose.

## **P-12 Learning Data:**

**Administrative Rule 24:55:05:01. Academic progress defined:** the term, academic progress, means a public school's attainment of yearly targets that the department has established to ensure attainment of a six-year goal for continuous improvement in the areas of student achievement, graduation rate, and English language proficiency. Progress is to be measured based upon proficiency rates on the state academic assessment, the percent of students meeting the graduation rate, and English learners' attainment of proficiency.

**Administrative Rule 24:55:05:02. Student achievement progress goals and targets.** For each public school and school district, the department shall calculate a unique student achievement progress goal that results in all students demonstrating proficiency by the 2032-2033 school year. To achieve that long-term goal, the department shall set interim goals at the five-year mark and ten-year mark. The interim goals must be set so that by the 2024-2025 school year, each school and each subgroup of students are performing at the level of the fiftieth percentile school from the 2017-2018 English language arts and mathematics state summative assessments, respectively. The department shall set unique student achievement progress goals for each school and each subgroup to attain the 2017-2018 English language arts and math proficiency levels, respectively, of the seventy-fifth percentile school by the 2029-2030 school year. Following the 2024-2025 school year, the department shall set annual targets using the same methodology referenced in § 24:55:05:03 to reach the proficiency level of the school at the seventy-fifth percentile in English language arts and math from the 2017-2018 school year. Following the 2029-2030 school year, the department shall again set annual targets to reach one hundred percent proficiency.

**Administrative Rule 24:55:06:01. Department review and reporting.**

The department shall annually review and report accountability system results consistent with the requirements of 20 U.S.C. 6311(h) in effect on December 10, 2015.

## **EPP Responsibilities:**

**Administrative Rule 24:53:02:01. Program approval.**

...For institutions seeking initial or continuing accreditation from the Council for the Accreditation of Educator Preparation (CAEP), the department shall conduct joint reviews of the educator preparation provider and its education programs as outlined in the partnership agreement between the department and the accrediting agency. The Board of Education Standards shall make the final decision on state program approval.

**Administrative Rule 24:53:03:02. Conceptual framework and knowledge bases.**

... Systematic evaluation of candidates and graduates shall be conducted and the results used to improve the conceptual framework, enhance the knowledge base, and assure the quality of each program.

**Administrative Rule 24:53:05:02. Data collection, analysis, and evaluation.**

The educator preparation provider shall regularly and systematically compile, summarize, and analyze data, which shall be used to improve applicant qualifications, candidate and graduate proficiency, and program quality.

...The educator preparation provider shall conduct follow-up studies and surveys to determine whether its graduates are employed in educational institutions. The follow-up studies shall address performance in the classroom or areas of professional service in schools and be specific to the education programs the graduates completed. The educator preparation provider shall maintain its assessment system through the use of information technology.

**General Data Access:**

**Codified Law 13-3-51.5. Disclosure of aggregate data otherwise allowed.**

Nothing in §§ 13-3-51 to 13-3-51.6, inclusive, prohibits the disclosure of aggregate data if otherwise allowed by privacy protection laws.

Finally, this fall, we found out that the issue most likely stems from this specific administrative rule regarding privacy:

**Administrative Rule 13-42-70. Evaluation records and documents not open to inspection or copying.**

Any record or document, regardless of physical form, created by a public school, public school district, or any other school in connection with the evaluation of an individual teacher, principal, or other school employee constitutes personnel information and is not open to inspection or copying pursuant to subdivision 1-27-1.5(7).

This means that for the state to share (or allow districts/schools to share) data regarding P-12 performance and/or teacher effectiveness, the law and/or rules would have to change. For now, at least, the DOE and state legislature seem disinclined to consider any changes concerning data and privacy. With a new Secretary of State appointed recently, his priorities have made clear that he would be unlikely to reconsider this issue, it seems unlikely that we will receive access to this data anytime in the near future. I ask about this issue every single time I have the opportunity to visit with DOE officials and

colleagues at other EPPs and I have no intention of stopping until those with the power to effect such changes finally understand and acknowledge the issue.

I genuinely believe that the state could, far more easily than officials realize, assemble the assessment records longitudinally and provide EPPs with a summary of student learning and teacher effectiveness averages for EPP completers. It would be incredibly simple to maintain after initial set up and would provide valid and reliable data that EPPs could rely on, not just for accreditation purposes, but more importantly so that programs could respond to the needs of the field more efficiently and effectively. So far, the DOE has rejected every suggestion/question that could explore the possibilities, limitations, and realities of any such system.

In absence of an official data repository, I thought that perhaps EPPs could work together to build one for all of us to use. This was at same time I was researching the state teacher evaluation process for us to use as an additional formative and summative assessment for candidates in the Teacher Education Program. The more I learned about the process, the more I realized that the Student Learning Objectives information teachers submit each year could provide exactly the sort of impact and effectiveness data we needed, if we could simply figure out a good way to collect it.

I set about redesigning the alumni survey to include questions about SLOs. Initially, my plan was to simply send it our alumni, as usual; however, after several discussions with colleagues from my own program and other EPPs in the state, the idea struck that if we combined our efforts, the EPPs could, perhaps, effectively duplicate the SLO results the state collects from teachers. I brought up the idea to both EPP stakeholder groups and everyone seemed to be excited at the prospect.

Early in the spring term of last year, the DOE was planning a summer mentor event and invited all EPPs to participate in round table discussions with alumni; this seemed like the perfect opportunity to gather feedback and try out the SLO project data collection plan. We, along with several other EPPs in the state, submitted the appropriate paperwork for the event and began planning how best to approach things. Since the SLO project data plan had been designed with an eye toward expanding to all P-12 educators in the state, from all EPPs, what happened next threw us a curveball, but we were ready for it!

We received notice that our round table proposal had been rejected. We would later find that all EPPs' proposals had been denied, and all for the same reason: far more teachers had registered than the DOE had expected or planned for. Admittedly, this was a good problem to have as it would mean a much larger potential pool of data than we had initially expected; we decided that it made sense to try a full launch of the survey for all EPPs. Again, everyone I spoke to about this idea, from my own program and other EPPs in the stakeholder groups, agreed that it was a good idea and could be just what we all needed to satisfy accreditation requirements. I assured everyone that I would do all of

the heavy lifting, asking only that the other EPPs also share the survey link and encourage their completers to submit their SLO data if they wanted to share in any data results we could gather.

I again redesigned the survey, this time making it generic for any institution in the state, including the same satisfaction questions from our alumni survey (aligned to and based on InTASC standards) and incorporating the new SLO questions. Copies of the different versions of the survey are in evidence. I also created a Memorandum of Understanding (also in evidence) for all EPPs to complete that defined what we would be collecting and how the data would be handled and used. Everything seemed to be on target, and I really thought we were finally getting somewhere.

And that's when it all fell apart.

I received an email from a colleague at a fellow BOR EPP explaining that they would not participate in the project and, furthermore, that by surveying all educators in the state, we were effectively forcing participation and risking an adverse impact to their own survey efforts. Then another colleague from another BOR EPP emailed me to express similar concerns. I should note that at the same time, I received several other emails from EPP colleagues expressing gratitude and excitement as this would provide them with some much-needed help in building and maintaining their assessment systems, particularly for the private and the tribal EPPs.

Unfortunately, the concerns expressed presented too great a problem for us to proceed with the project in its existing form. To say that I was disappointed would be a massive underestimate. I reworked the survey, back to a single-institution-focused survey, and sent it out the first time early in the fall of 2022, to all program completers from the preceding five years. Results were immediate and concerning.

Over a third of the emails bounced back due to spam filters or inactive email addresses. Then the reply emails started; completers were willing to complete parts of the survey but were afraid to provide something they perhaps should not share. A few submissions began to trickle in and after a couple of weeks I sent a follow-up email explaining that I understood their concerns and had edited the survey to allow them to skip any questions they did not feel comfortable answering. This helped, and we did get several more submissions, but sadly, survey return rates are low as ever, and the data we did receive is wholly inadequate for our needs.

At this point, I was at a loss for how we could revive the idea and get anything useful out of it. I met with the dean to discuss the issue and brainstorm next steps. She asked if there was any way we could use the P-12 Report Card data the state publishes every year. I indicated that the problem is that we would have to somehow determine how the assessment data links back to our completers specifically. Initially, I assumed it would be an insurmountable undertaking to try and figure out which schools and grades/subjects

included our completers and then make assumptions as to the impact they may have had on the students' learning.

The dean, a former P-12 administrator, pulled up the website and showed me the different data that was publicly available, and as we looked at and discussed the possibilities, she explained how administrators examine the data and suddenly the answer hit me! I realized that we could create a spreadsheet listing every teacher employed at every public school in the state and then look up each teacher through the publicly accessible Teacher 411 educator search database to note their preparing institution and certification date (to track back to their graduation date). From there, we could determine if any grade/subject/school group has 100% NSU completers, then we could analyze that group's assessment data to look for trends and correlations and make inferences as to completer impact. She asked if that was something a graduate assistant could do, since it would be very time-consuming project that I would hardly the time to complete. I decided that it was and we set about planning. I created the instructions and our GA got to work. To my surprise, he finished with the entire Aberdeen School District, our largest P-12 partner, in just over a week so I was able to get that data in order in time for this submission.

In evidence you will find the instructions for the project, information on the assessments and data systems, preliminary data tables, and the results we are finding so far. I intend to have the rest, with full analysis of numerous data points, ready for your review by the site visit.

This project will be tracked longitudinally and updated at the start of every spring term going forward. Once we have finished with this set of P-12 assessment data, I want to examine whether a similar method could aid in gathering impact data and completer effectiveness for the advanced program, as well. I will also investigate other publicly available data to see if any can be matched to completers in the same manner. In the meantime, I will continue to try to figure out how we can get SLO data, which we still believe would be the best indicator of teacher effectiveness, and push for a change to the rules governing P-12 data access.


We are not quite to where we want to be with all of this but I do feel like we have finally found a way to get good data that we can use to make program improvements and improve our candidates' and completers' impact and effectiveness in the field.



Start with Tier 1 on the SD School Links tab of the spreadsheet, click a district link

Tier 1	Tier 2	Tier 3
Public School Districts	Non-Public School Systems	Tribal/BIE Schools
Aberdeen 06-1	Aberdeen Catholic Schools - 06301	American Horse School - 03301
Agar-Blunt-Onida 58-3	Aberdeen Christian School, Inc - 06320	Cheyenne River BIE Schools - 20302
Alcaaster-Hudson 61-1	Baan Dek Montessori - 49335	Crazy Horse School - 35301
Andes Central 11-1	Bethel Lutheran School - 49331	Crow Creek Sioux Tribal School - 34301
Arlington 38-1	Bethesda Lutheran School - 23301	Enemy Swim Day School - 18301
Armour 21-1	Bishop O'Gorman Catholic Schools - 49303	Flandreau Indian School - 50301
Avon 04-1	Calvary Baptist Christian School - 51321	Iana Wica Owayawa Loneran School - 61301
Baltic 49-1	Children's House Montessori - 51331	Little Eagle School District - 15303
Belle Fourche 09-1	Creekside Christian School - 51303	Little Wound School System - 65306
Bennett County 03-1	Dakota Christian School - 21303	Lower Brule Day School - 42301
Beresford 81-2	For His Glory School - 32308	Marty Indian School - 11301
Big Stone City 25-1	Freeman Academy - 33304	Pierre Indian Learning Center - 32301
Bison 52-1	Good Shepherd Lutheran School - 49323	Pine Ridge School - 65311
Bon Homme 04-2	Great Plains Lutheran High School - 14309	Porcupine Contract School - 65303
Rowley 22-1	Holy Trinity Catholic School - 02302	Rock Creek Grant School - 15302
Brandon Valley 49-2	Hutterville Colony - 06318	St. Francis Indian School - 66301
Bridgewater-Emery 30-3	Immaculate Conception School - 14304	Takini School - 64302
Britton-Hedia 45-4	James Valley Christian School - 02304	Tosapaye Topa School System - 20303
Brookings 05-1	Madison Christian School - 39304	Wounded Knee School System - 65302
Burke 26-2	McCrosan Boys Ranch - 49329	
Canistota 43-1	Mitchell Christian School - 17310	
Canon 41-1	Montessori School of Aberdeen - 06340	
Castlewood 28-1	Poinsett Colony Elementary - 28301	
Centerville 60-1	Rapid City Catholic School System - 51308	
Chamberlain 07-1	Rapid City Christian School - 51320	
Chester Area 39-1	Red Cloud Indian School - 65301	
Clark 12-2	Sacred Heart School - 63301	
Colman-Egan 50-5	Sapa Un Catholic Academy - 66304	
Colome Consolidated 59-3	Sioux Falls Christian School - 49322	
Corsica-Stickney 21-3	Sioux Falls Lutheran School Association - 49330	
Custer 16-1	St. Agnes School - 13301	
Dakota Valley 61-8	St. John Paul II School - 17302	
De Smet 38-2	St. Joseph Indian School - 07301	
Dell Rapids 49-3	St. Joseph School - 32303	
Deubrook Area 05-6	St. Lawrence School - 25301	
Deuel 19-4	St. Martin's Lutheran School - 14303	
Doland 56-2	St. Mary's School - Dell Rapids - 49304	
Douglas 51-1	St. Mary's School - Salem - 43301	

Find staff directory for school/district



**Aberdeen Public School District**  
Home of the Golden Eagles

ACTIVITIES

SCHOOLS

EXPLORE

SCHOOLS

DISTRICT INFORMATION

DEPARTMENTS

EMPLOYMENT

SCHOOL BOARD

FOUNDATION & ALUMNI


LINKS

ABERDEEN PUBLIC SCHOOL DISTRICT


STAFF

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Select Departments




**CARLA ADDISON**  
EA - Library  
Central High School  
605-725-8107  
[Send Message](#)




**MADISON AGUIRRE**  
Art Teacher  
Central High School  
605-725-8100  
[Send Message](#)




**JARED AHLBERG**  
Principal  
O.M Tiffany Elementary  
605-725-7400  
[Send Message](#)



**NICOLE AHLBERG**  
Kindergarten Teacher  
Simmons Elementary  
605-725-7600  
[Send Message](#)




**JUDY ALBL**  
EA - Opportunity Rm  
Holgate Middle School  
605-725-7700




**RUBY ALDINGER**  
Food Service Manager  
Central High School  
605-725-7700

Identify all teachers and enter into spreadsheet



**605-725-7900**  
[Send Message](#)



**JESSICA APPL**  
4th Grade Teacher  
May Overby Elementary  
605-725-7300  
[Send Message](#)

Go to Teacher 411, search teacher's name

**Links**

- Endorsement List
- Educator Search
- Certification Requirements for Assignments
- Educator Certification Website
- Apply Here
- Educator Disciplinary Action
- Staffing Data

**Educator Search (Enter the name of the educator below)**

Note that you must supply at least the first two characters of the educator's last name.

Last Name:  First Name:

**Suggestions for searching:** Depending on when they were certified, educators may show up under a maiden name rather than a married name. Older records may not have been converted to this electronic form.

Last Name	First Name	Middle Name	Current School District
Appl	Jessica	Margaret	Aberdeen 06-1 <input type="button" value="Select"/>

**The South Dakota Department of Education would like to remind school districts of their obligation to consult South Dakota's Teacher 411 Educator Lookup prior to making hiring decisions, pursuant to SDCL Chapters 13-42 and 13-43.**

Teacher 411 Educator Lookup is an online search tool which provides information about educator certificates and requirements to be considered authorized to teach an assignment or act as an administrator or education specialist.

**Educator Search Tool**

Teacher 411 Educator Lookup is an online search tool that allows you to view certification information about all South Dakota educators including those with a current, expired, or invalid certificate. This includes teachers, administrators, education specialists, and those with an educator permit. The name must match what is in the South Dakota Office of Educator Certification database.

*Information on Teacher 411 is considered an official record in South Dakota*

Locate preparing institution and issue date; enter into spreadsheet

**Appl, Jessica Margaret (Aberdeen 06-1)**

**Certificate Information**

Certificate Number: 79498  
 Status: Active  
 Type(s): Professional Teacher  
 Issue Date: 03/26/2021  
 Expire Date: 07/01/2026

**Degree Information**

Degree	State or Institution	Majors	Minors
Baccalaureate of Science	Northern State University	• Elementary Education	• Reading

**Professional Preparations**

Elementary Preparation

**Endorsements**

Gray endorsements are no longer available:

K - 4th Grade English Language Arts  
 K - 4th Grade Math  
 5th - 8th Grade Math

School District	School	Grade	Subject	First Name	Last Name	Other Last Na	Institution	Issue Date
Aberdeen 06-1	May Overby	4th		Jessica	Appl		NSU	3/26/2021

After all teachers from that school are entered into the spreadsheet, go to the next school on that district's site. Most districts consist of just one school; however, Aberdeen, Sioux Falls, Rapid City, and potentially other districts have multiple schools.

High priority grades and subjects: 4<sup>th</sup>, 8<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>, Math, English, Sciences

Let me know if you have questions!

Academic Year	School	Grade Levels	Subject	All Students - All Levels - N-Size	FAY Students - Level 3 or Level 4 - N	FAY Students - Level 3 or Level 4 - %	E
							All Students - All Levels - N-Size
2021-2022	Lincoln Elementary - 08	3	Math	44	34	79.07%	11
2021-2022	C.C. Lee Elementary - 05	3	Math	53	40	81.63%	
2021-2022	C.C. Lee Elementary - 05	3	ELA	53	35	71.43%	
2021-2022	Lincoln Elementary - 08	3	ELA	44	32	74.42%	11
2021-2022	C.C. Lee Elementary - 05	4	ELA	60	40	67.80%	
2021-2022	Holgate Middle School - 02	7	ELA	172	110	66.27%	27
2021-2022	C.C. Lee Elementary - 05	5	ELA	65	48	78.69%	
2021-2022	Mike Miller Elementary - 07	3	ELA	37	22	61.11%	
2021-2022	Central High School - 01	11	ELA	318	195	66.78%	62
2021-2022	C.C. Lee Elementary - 05	4	Math	60	38	64.41%	
2021-2022	Mike Miller Elementary - 07	3	Math	37	22	61.11%	
2021-2022	May Overby Elementary - 09	3	ELA	51	30	61.22%	11
2021-2022	Mike Miller Elementary - 07	5	ELA	42	29	70.73%	
2021-2022	Holgate Middle School - 02	6	ELA	159	95	61.69%	38
2021-2022	C.C. Lee Elementary - 05	5	Math	65	48	78.69%	
2021-2022	Holgate Middle School - 02	8	ELA	173	94	57.32%	36
2021-2022	O.M. Tiffany Elementary - 11	5	ELA	63	32	55.17%	18
2021-2022	Simmons Middle School - 03	8	ELA	189	92	51.40%	47
2021-2022	May Overby Elementary - 09	5	ELA	65	27	44.26%	16
2021-2022	Simmons Elementary - 10	5	ELA	64	31	51.67%	16
2021-2022	May Overby Elementary - 09	3	Math	51	32	65.31%	11
2021-2022	Mike Miller Elementary - 07	4	ELA	38	19	52.78%	10
2021-2022	Holgate Middle School - 02	8	Math	173	89	54.27%	36
2021-2022	Holgate Middle School - 02	6	Math	159	81	52.60%	38
2021-2022	Lincoln Elementary - 08	4	ELA	40	18	50.00%	11
2021-2022	Mike Miller Elementary - 07	5	Math	42	22	53.66%	
2021-2022	O.M. Tiffany Elementary - 11	4	ELA	49	25	53.19%	15
2021-2022	O.M. Tiffany Elementary - 11	4	Math	49	25	53.19%	15
2021-2022	Simmons Middle School - 03	6	ELA	154	65	44.83%	40
2021-2022	Central High School - 01	11	Math	318	123	42.12%	62
2021-2022	O.M. Tiffany Elementary - 11	3	Math	58	27	50.00%	24
2021-2022	O.M. Tiffany Elementary - 11	3	ELA	58	22	40.74%	24
2021-2022	May Overby Elementary - 09	5	Math	65	23	37.70%	16
2021-2022	Holgate Middle School - 02	7	Math	172	75	45.18%	27
2021-2022	Simmons Middle School - 03	7	ELA	160	54	35.29%	34
2021-2022	Simmons Middle School - 03	6	Math	154	54	37.24%	40
2021-2022	Simmons Middle School - 03	8	Math	189	70	39.11%	47
2021-2022	O.M. Tiffany Elementary - 11	5	Math	63	22	37.93%	18
2021-2022	Simmons Elementary - 10	4	ELA	56	19	37.25%	15
2021-2022	Lincoln Elementary - 08	4	Math	40	13	36.11%	11
2021-2022	Lincoln Elementary - 08	5	ELA	51	19	38.00%	12
2021-2022	Simmons Middle School - 03	7	Math	160	53	34.64%	34
2021-2022	Simmons Elementary - 10	3	ELA	75	21	30.00%	13
2021-2022	May Overby Elementary - 09	4	ELA	58	26	45.61%	20
2021-2022	Simmons Elementary - 10	3	Math	75	29	41.43%	13
2021-2022	Simmons Elementary - 10	5	Math	64	18	30.00%	16
2021-2022	Mike Miller Elementary - 07	4	Math	38	14	38.89%	10
2021-2022	Simmons Elementary - 10	4	Math	56	16	31.37%	15
2021-2022	May Overby Elementary - 09	4	Math	58	21	36.84%	20
2021-2022	Lincoln Elementary - 08	5	Math	51	11	22.00%	12

Economically Disadvantaged			Female				
% of Total Number of Students	FAY Students - Level 3 or Level 4 - N	FAY Students - Level 3 or Level 4 - %	All Students - All Levels - N-Size	% of Total Number of Students	FAY Students - Level 3 or Level 4 - N	FAY Students - Level 3 or Level 4 - %	All Students - All Levels - N-Size
25.00%	5	50.00%	18	40.91%	15	83.33%	26
			31	58.49%	25	83.33%	22
			31	58.49%	24	80.00%	22
25.00%	4	40.00%	18	40.91%	14	77.78%	26
			31	51.67%	23	76.67%	29
15.70%	10	41.67%	70	40.70%	51	76.12%	102
			28	43.08%	20	74.07%	37
			23	62.16%	17	73.91%	14
19.50%	19	40.43%	170	53.46%	113	73.86%	148
			31	51.67%	21	70.00%	29
			23	62.16%	16	69.57%	14
21.57%	3	30.00%	28	54.90%	18	69.23%	23
			26	61.90%	17	68.00%	16
23.90%	12	35.29%	71	44.65%	46	67.65%	88
			28	43.08%	18	66.67%	37
20.81%	9	28.13%	76	43.93%	45	64.29%	97
28.57%	9	56.25%	28	44.44%	16	64.00%	35
24.87%	17	43.59%	96	50.79%	59	62.11%	93
24.62%	5	35.71%	33	50.77%	18	62.07%	32
25.00%	3	23.08%	28	43.75%	16	61.54%	36
21.57%	5	50.00%	28	54.90%	16	61.54%	23
26.32%			19	50.00%	10	58.82%	19
20.81%	9	28.13%	76	43.93%	39	55.71%	97
23.90%	4	11.76%	71	44.65%	36	52.94%	88
27.50%			20	50.00%	10	52.63%	20
			26	61.90%	13	52.00%	16
30.61%	6	42.86%	29	59.18%	13	48.15%	20
30.61%	6	42.86%	29	59.18%	13	48.15%	20
25.97%	12	35.29%	78	50.65%	34	47.22%	76
19.50%	9	19.15%	170	53.46%	72	47.06%	148
41.38%	9	40.91%	31	53.45%	14	45.16%	27
41.38%	5	22.73%	31	53.45%	14	45.16%	27
24.62%	3	21.43%	33	50.77%	13	44.83%	32
15.70%	6	25.00%	70	40.70%	30	44.78%	102
21.25%	4	12.50%	85	53.13%	36	42.86%	75
25.97%	9	26.47%	78	50.65%	30	41.67%	76
24.87%	9	23.08%	96	50.79%	39	41.05%	93
28.57%	4	25.00%	28	44.44%	10	40.00%	35
26.79%	5	35.71%	26	46.43%	9	37.50%	30
27.50%			20	50.00%	7	36.84%	20
23.53%	5	41.67%	25	49.02%	9	36.00%	26
21.25%	9	28.13%	85	53.13%	29	34.52%	75
17.33%	3	30.00%	36	48.00%	12	34.29%	39
34.48%	5	26.32%	35	60.34%	11	32.35%	23
17.33%	3	30.00%	36	48.00%	11	31.43%	39
25.00%	2	15.38%	28	43.75%	8	30.77%	36
26.32%			19	50.00%	5	29.41%	19
26.79%	5	35.71%	26	46.43%	7	29.17%	30
34.48%	6	31.58%	35	60.34%	7	20.59%	23
23.53%	3	25.00%	25	49.02%	4	16.00%	26

Male			White/Caucasian				
% of Total Number of Students	FAY Students - Level 3 or Level 4 - N	FAY Students - Level 3 or Level 4 - %	All Students - All Levels - N-Size	% of Total Number of Students	FAY Students - Level 3 or Level 4 - N	FAY Students - Level 3 or Level 4 - %	All Students - All Levels - N-Size
59.09%	19	76.00%	32	72.73%	26	83.87%	16
41.51%	15	78.95%	44	83.02%	35	83.33%	
41.51%	11	57.89%	44	83.02%	31	73.81%	
59.09%	18	72.00%	32	72.73%	25	80.65%	16
48.33%	17	58.62%	52	86.67%	33	64.71%	11
59.30%	59	59.60%	139	80.81%	96	70.59%	23
56.92%	28	82.35%	52	80.00%	42	82.35%	
37.84%	5	38.46%	27	72.97%	15	57.69%	13
46.54%	82	58.99%	263	82.70%	173	70.33%	26
48.33%	17	58.62%	52	86.67%	31	60.78%	11
37.84%	6	46.15%	27	72.97%	16	61.54%	13
45.10%	12	52.17%	36	70.59%	25	71.43%	10
38.10%	12	75.00%	37	88.10%	27	75.00%	12
55.35%	49	56.98%	115	72.33%	76	66.67%	22
56.92%	30	88.24%	52	80.00%	42	82.35%	
56.07%	49	52.13%	137	79.19%	81	61.36%	24
55.56%	16	48.48%	42	66.67%	23	58.97%	11
49.21%	33	39.29%	130	68.78%	66	51.97%	32
49.23%	9	28.13%	44	67.69%	19	45.24%	13
56.25%	15	44.12%	46	71.88%	22	48.89%	12
45.10%	16	69.57%	36	70.59%	27	77.14%	10
50.00%	9	47.37%	24	63.16%	12	54.55%	
56.07%	50	53.19%	137	79.19%	74	56.06%	24
55.35%	45	52.33%	115	72.33%	71	62.28%	22
50.00%	8	47.06%	21	52.50%	9	50.00%	
38.10%	9	56.25%	37	88.10%	20	55.56%	12
40.82%	12	60.00%	37	75.51%	20	55.56%	
40.82%	12	60.00%	37	75.51%	20	55.56%	
49.35%	31	42.47%	111	72.08%	49	44.95%	27
46.54%	51	36.69%	263	82.70%	114	46.34%	
46.55%	13	56.52%	40	68.97%	22	59.46%	13
46.55%	8	34.78%	40	68.97%	20	54.05%	
49.23%	10	31.25%	44	67.69%	21	50.00%	13
59.30%	45	45.45%	139	80.81%	70	51.47%	
46.88%	18	26.09%	114	71.25%	47	42.34%	27
49.35%	24	32.88%	111	72.08%	44	40.37%	27
49.21%	31	36.90%	130	68.78%	56	44.09%	32
55.56%	12	36.36%	42	66.67%	19	48.72%	
53.57%	10	37.04%	35	62.50%	14	43.75%	
50.00%	6	35.29%	21	52.50%	9	50.00%	
50.98%	10	40.00%	39	76.47%	15	38.46%	11
46.88%	24	34.78%	114	71.25%	48	43.24%	27
52.00%	9	25.71%	59	78.67%	19	33.93%	
39.66%	15	65.22%	33	56.90%	19	57.58%	11
52.00%	18	51.43%	59	78.67%	26	46.43%	15
56.25%	10	29.41%	46	71.88%	16	35.56%	12
50.00%	9	47.37%	24	63.16%	11	50.00%	
53.57%	9	33.33%	35	62.50%	12	37.50%	
39.66%	14	60.87%	33	56.90%	15	45.45%	11
50.98%	7	28.00%	39	76.47%	8	20.51%	11

Students with Disabilities			
% of Total Number of Students	FAY Students - Level 3 or Level 4 - N	FAY Students - Level 3 or Level 4 -%	
36.36%	8	53.33%	
36.36%	8	53.33%	
18.33%	1	9.09%	
13.37%	2	8.70%	
35.14%	5	38.46%	
8.18%	6	28.57%	
18.33%	2	18.18%	
35.14%	6	46.15%	
19.61%	4	40.00%	
28.57%	8	66.67%	
13.84%	4	18.18%	
13.87%	2	8.70%	
17.46%	2	18.18%	
16.93%	5	16.67%	
20.00%	2	15.38%	
18.75%	1	8.33%	
19.61%	5	50.00%	
13.87%	3	13.04%	
13.84%	4	18.18%	
28.57%	6	50.00%	
17.53%	7	26.92%	
22.41%	1	7.69%	
20.00%	3	23.08%	
16.88%	3	12.50%	
17.53%	4	15.38%	
16.93%	4	13.33%	
21.57%	2	18.18%	
16.88%	2	8.33%	
18.97%	3	27.27%	
20.00%	5	35.71%	
18.75%	1	8.33%	
18.97%	2	18.18%	
21.57%	2	18.18%	



		Student Testing Data									
Testing Year	School	Grd	Subj	Total	Level 1 Below Basic		Level 2 Basic		Level 3 Proficient		Level 4 Advanced
				N	N	%	N	%	N	%	
2021-2022	C.C. Lee Elementary	3	ELA	49	5	10.20%	9	18.37%	14	28.57%	21
2021-2022	C.C. Lee Elementary	3	Math	49	3	6.12%	6	12.24%	19	38.78%	21
2021-2022	C.C. Lee Elementary	4	ELA	59	10	16.95%	9	15.25%	15	25.42%	25
2021-2022	C.C. Lee Elementary	4	Math	59	8	13.56%	13	22.03%	15	25.42%	23
2021-2022	C.C. Lee Elementary	5	ELA	61	4	6.56%	9	14.75%	24	39.34%	24
2021-2022	C.C. Lee Elementary	5	Math	61	4	6.56%	9	14.75%	22	36.07%	26
2021-2022	Lincoln Elementary	3	ELA	43	7	16.28%	4	9.30%	8	18.60%	24
2021-2022	Lincoln Elementary	3	Math	43	7	16.28%	2	4.65%	16	37.21%	18
2021-2022	Lincoln Elementary	4	ELA	36	10	27.78%	8	22.22%	7	19.44%	11
2021-2022	Lincoln Elementary	4	Math	36	10	27.78%	13	36.11%	8	22.22%	5
2021-2022	Lincoln Elementary	5	ELA	50	20	40.00%	11	22.00%	15	30.00%	4
2021-2022	Lincoln Elementary	5	Math	50	17	34.00%	22	44.00%	8	16.00%	3
2021-2022	May Overby Elementary	3	ELA	49	6	12.24%	13	26.53%	14	28.57%	16
2021-2022	May Overby Elementary	3	Math	49	8	16.33%	9	18.37%	14	28.57%	18
2021-2022	May Overby Elementary	4	ELA	57	19	33.33%	12	21.05%	14	24.56%	12
2021-2022	May Overby Elementary	4	Math	57	23	40.35%	13	22.81%	13	22.81%	8
2021-2022	May Overby Elementary	5	ELA	61	19	31.15%	15	24.59%	21	34.43%	6
2021-2022	May Overby Elementary	5	Math	61	13	21.31%	25	40.98%	14	22.95%	9
2021-2022	Mike Miller Elementary	3	ELA	36	8	22.22%	6	16.67%	11	30.56%	11
2021-2022	Mike Miller Elementary	3	Math	36	4	11.11%	10	27.78%	14	38.89%	8
2021-2022	Mike Miller Elementary	4	ELA	36	11	30.56%	6	16.67%	9	25.00%	10
2021-2022	Mike Miller Elementary	4	Math	36	11	30.56%	11	30.56%	5	13.89%	9
2021-2022	Mike Miller Elementary	5	ELA	41	8	19.51%	4	9.76%	18	43.90%	11
2021-2022	Mike Miller Elementary	5	Math	41	7	17.07%	12	29.27%	11	26.83%	11
2021-2022	O.M. Tiffany Elementary	3	ELA	54	17	31.48%	15	27.78%	9	16.67%	13
2021-2022	O.M. Tiffany Elementary	3	Math	54	15	27.78%	12	22.22%	15	27.78%	12
2021-2022	O.M. Tiffany Elementary	4	ELA	47	16	34.04%	6	12.77%	15	31.91%	10
2021-2022	O.M. Tiffany Elementary	4	Math	47	8	17.02%	14	29.79%	18	38.30%	7
2021-2022	O.M. Tiffany Elementary	5	ELA	58	17	29.31%	9	15.52%	22	37.93%	10
2021-2022	O.M. Tiffany Elementary	5	Math	58	14	24.14%	22	37.93%	14	24.14%	8
2021-2022	Simmons Elementary	3	ELA	70	22	31.43%	27	38.57%	10	14.29%	11
2021-2022	Simmons Elementary	3	Math	70	22	31.43%	19	27.14%	23	32.86%	6
2021-2022	Simmons Elementary	4	ELA	51	19	37.25%	13	25.49%	8	15.69%	11
2021-2022	Simmons Elementary	4	Math	51	18	35.29%	17	33.33%	13	25.49%	3
2021-2022	Simmons Elementary	5	ELA	60	15	25.00%	14	23.33%	18	30.00%	13
2021-2022	Simmons Elementary	5	Math	60	28	46.67%	14	23.33%	12	20.00%	6
2021-2022	Holgate Middle School	All	ELA	484	83	17.15%	102	21.07%	191	39.46%	108
2021-2022	Holgate Middle School	All	Math	484	102	21.07%	137	28.31%	110	22.73%	135
2021-2022	Simmons Middle School	All	ELA	477	129	27.04%	137	28.72%	158	33.12%	53
2021-2022	Simmons Middle School	All	Math	477	153	32.08%	147	30.82%	113	23.69%	64
2021-2022	Central High School	All	ELA	295	45	15.25%	54	18.31%	94	31.86%	102
2021-2022	Central High School	All	Math	295	99	33.56%	72	24.41%	74	25.08%	50

Total Average		24.40%	23.56%	27.83%
All others avg	ELA & Math	23.89%	25.16%	28.38%
NSU 100% avg		25.08%	21.43%	27.11%
Total - NSU 100%		(0.68%)	2.13%	0.72%
All other - NSU 100%		(1.20%)	3.73%	1.27%

Testing Year	School	Grd	Subj	Student Testing Data								L Ad
				Total	Level 1 Below Basic		Level 2 Basic		Level 3 Proficient			
					N	N	%	N	%	N	%	
2021-2022	C.C. Lee Elementary	3	ELA	49	5	10.20%	9	18.37%	14	28.57%	21	
2021-2022	C.C. Lee Elementary	4	ELA	59	10	16.95%	9	15.25%	15	25.42%	25	
2021-2022	C.C. Lee Elementary	5	ELA	61	4	6.56%	9	14.75%	24	39.34%	24	
2021-2022	Central High School	All	ELA	295	45	15.25%	54	18.31%	94	31.86%	102	
2021-2022	Holgate Middle School	All	ELA	484	83	17.15%	102	21.07%	191	39.46%	108	
2021-2022	Lincoln Elementary	3	ELA	43	7	16.28%	4	9.30%	8	18.60%	24	
2021-2022	Lincoln Elementary	4	ELA	36	10	27.78%	8	22.22%	7	19.44%	11	
2021-2022	Lincoln Elementary	5	ELA	50	20	40.00%	11	22.00%	15	30.00%	4	
2021-2022	May Overby Elementary	3	ELA	49	6	12.24%	13	26.53%	14	28.57%	16	
2021-2022	May Overby Elementary	4	ELA	57	19	33.33%	12	21.05%	14	24.56%	12	
2021-2022	May Overby Elementary	5	ELA	61	19	31.15%	15	24.59%	21	34.43%	6	
2021-2022	Mike Miller Elementary	3	ELA	36	8	22.22%	6	16.67%	11	30.56%	11	
2021-2022	Mike Miller Elementary	4	ELA	36	11	30.56%	6	16.67%	9	25.00%	10	
2021-2022	Mike Miller Elementary	5	ELA	41	8	19.51%	4	9.76%	18	43.90%	11	
2021-2022	O.M. Tiffany Elementary	3	ELA	54	17	31.48%	15	27.78%	9	16.67%	13	
2021-2022	O.M. Tiffany Elementary	4	ELA	47	16	34.04%	6	12.77%	15	31.91%	10	
2021-2022	O.M. Tiffany Elementary	5	ELA	58	17	29.31%	9	15.52%	22	37.93%	10	
2021-2022	Simmons Elementary	3	ELA	70	22	31.43%	27	38.57%	10	14.29%	11	
2021-2022	Simmons Elementary	4	ELA	51	19	37.25%	13	25.49%	8	15.69%	11	
2021-2022	Simmons Elementary	5	ELA	60	15	25.00%	14	23.33%	18	30.00%	13	
2021-2022	Simmons Middle School	All	ELA	477	129	27.04%	137	28.72%	158	33.12%	53	

Total Average				24.51%		20.42%		28.54%
All others avg				24.31%		21.23%		30.94%
NSU 100% avg		ELA		24.78%		19.33%		25.33%
Total - NSU 100%				(0.27%)		1.09%		3.21%
All other - NSU 100%				(0.48%)		1.90%		5.61%



Testing Year	School	Grd	Subj	Student Testing Data								Le Ad
				Total	Level 1 Below Basic		Level 2 Basic		Level 3 Proficient			
					N	N	%	N	%	N	%	
2021-2022	C.C. Lee Elementary	3	Math	49	3	6.12%	6	12.24%	19	38.78%	21	
2021-2022	C.C. Lee Elementary	4	Math	59	8	13.56%	13	22.03%	15	25.42%	23	
2021-2022	C.C. Lee Elementary	5	Math	61	4	6.56%	9	14.75%	22	36.07%	26	
2021-2022	Central High School	All	Math	295	99	33.56%	72	24.41%	74	25.08%	50	
2021-2022	Holgate Middle School	All	Math	484	102	21.07%	137	28.31%	110	22.73%	135	
2021-2022	Lincoln Elementary	3	Math	43	7	16.28%	2	4.65%	16	37.21%	18	
2021-2022	Lincoln Elementary	4	Math	36	10	27.78%	13	36.11%	8	22.22%	5	
2021-2022	Lincoln Elementary	5	Math	50	17	34.00%	22	44.00%	8	16.00%	3	
2021-2022	May Overby Elementary	3	Math	49	8	16.33%	9	18.37%	14	28.57%	18	
2021-2022	May Overby Elementary	4	Math	57	23	40.35%	13	22.81%	13	22.81%	8	
2021-2022	May Overby Elementary	5	Math	61	13	21.31%	25	40.98%	14	22.95%	9	
2021-2022	Mike Miller Elementary	3	Math	36	4	11.11%	10	27.78%	14	38.89%	8	
2021-2022	Mike Miller Elementary	4	Math	36	11	30.56%	11	30.56%	5	13.89%	9	
2021-2022	Mike Miller Elementary	5	Math	41	7	17.07%	12	29.27%	11	26.83%	11	
2021-2022	O.M. Tiffany Elementary	3	Math	54	15	27.78%	12	22.22%	15	27.78%	12	
2021-2022	O.M. Tiffany Elementary	4	Math	47	8	17.02%	14	29.79%	18	38.30%	7	
2021-2022	O.M. Tiffany Elementary	5	Math	58	14	24.14%	22	37.93%	14	24.14%	8	
2021-2022	Simmons Elementary	3	Math	70	22	31.43%	19	27.14%	23	32.86%	6	
2021-2022	Simmons Elementary	4	Math	51	18	35.29%	17	33.33%	13	25.49%	3	
2021-2022	Simmons Elementary	5	Math	60	28	46.67%	14	23.33%	12	20.00%	6	
2021-2022	Simmons Middle School	All	Math	477	153	32.08%	147	30.82%	113	23.69%	64	

Total Average			24.29%	26.71%	27.13%
All others avg			23.47%	29.09%	25.81%
NSU 100% avg	Math		25.38%	23.53%	28.89%
Total - NSU 100%			(1.09%)	3.18%	(1.76%)
All other - NSU 100%			(1.92%)	5.56%	(3.08%)

Level 4 Advanced	At or Above Target (3+4)		Total Teachers	NSU UG		NSU GR		NSU UG and GR		NSU UG or GR	
	N	%									
42.86%	35	71.43%	3	3	100%	1	33%	1	33%	3	100%
42.86%	40	81.63%	3	3	100%	1	33%	1	33%	3	100%
42.37%	40	67.80%	3	2	67%	2	67%	2	67%	2	67%
38.98%	38	64.41%	3	2	67%	2	67%	2	67%	2	67%
39.34%	48	78.69%	3	1	33%	0	0%	0	0%	1	33%
42.62%	48	78.69%	3	1	33%	0	0%	0	0%	1	33%
55.81%	32	74.42%	2	2	100%	2	100%	2	100%	2	100%
41.86%	34	79.07%	2	2	100%	2	100%	2	100%	2	100%
30.56%	18	50.00%	2	2	100%	1	50%	1	50%	2	100%
13.89%	13	36.11%	2	2	100%	1	50%	1	50%	2	100%
8.00%	19	38.00%	2	1	50%	1	50%	1	50%	2	100%
6.00%	11	22.00%	2	1	50%	1	50%	1	50%	2	100%
32.65%	30	61.22%	3	2	67%	1	33%	0	0%	3	100%
36.73%	32	65.31%	3	2	67%	1	33%	0	0%	3	100%
21.05%	26	45.61%	3	3	100%	2	67%	2	67%	3	100%
14.04%	21	36.84%	3	3	100%	2	67%	2	67%	3	100%
9.84%	27	44.26%	3	0	0%	1	33%	0	0%	1	33%
14.75%	23	37.70%	3	0	0%	1	33%	0	0%	1	33%
30.56%	22	61.11%	2	2	100%	0	0%	0	0%	2	100%
22.22%	22	61.11%	2	2	100%	0	0%	0	0%	2	100%
27.78%	19	52.78%	2	1	50%	1	50%	1	50%	1	50%
25.00%	14	38.89%	2	1	50%	1	50%	1	50%	1	50%
26.83%	29	70.73%	2	2	100%	1	50%	1	50%	2	100%
26.83%	22	53.66%	2	2	100%	1	50%	1	50%	2	100%
24.07%	22	40.74%	3	3	100%	1	33%	1	33%	3	100%
22.22%	27	50.00%	3	3	100%	1	33%	1	33%	3	100%
21.28%	25	53.19%	3	2	67%	1	33%	1	33%	2	67%
14.89%	25	53.19%	3	2	67%	1	33%	1	33%	2	67%
17.24%	32	55.17%	2	1	50%	0	0%	0	0%	1	50%
13.79%	22	37.93%	2	1	50%	0	0%	0	0%	1	50%
15.71%	21	30.00%	3	2	67%	1	33%	1	33%	2	67%
8.57%	29	41.43%	3	2	67%	1	33%	1	33%	2	67%
21.57%	19	37.25%	2	2	100%	0	0%	0	0%	2	100%
5.88%	16	31.37%	2	2	100%	0	0%	0	0%	2	100%
21.67%	31	51.67%	3	3	100%	1	33%	1	33%	3	100%
10.00%	18	30.00%	3	3	100%	1	33%	1	33%	3	100%
22.31%	299	61.78%	5	4	80%	2	40%	2	40%	2	40%
27.89%	245	50.62%	6	5	83%	2	33%	2	33%	5	83%
11.11%	211	44.23%	6	4	67%	3	50%	2	33%	5	83%
13.42%	177	37.11%	6	5	83%	3	50%	2	33%	6	100%
34.58%	196	66.44%	9	6	67%	5	56%	5	56%	6	67%
16.95%	124	42.03%	8	6	75%	1	13%	1	13%	6	75%

24.20%	52.04%
22.58%	50.95%
26.38%	53.49%
(2.17%)	(1.45%)
(3.80%)	(2.53%)

Level 4 Advanced	At or Above Target (3+4)		Total Teachers	NSU UG		NSU GR		NSU UG and GR		NSU UG or GR	
%	N	%									
42.86%	35	71.43%	3	3	100%	1	33%	1	33%	3	100%
42.37%	40	67.80%	3	2	67%	2	67%	2	67%	2	67%
39.34%	48	78.69%	3	1	33%	0	0%	0	0%	1	33%
34.58%	196	66.44%	9	6	67%	5	56%	5	56%	6	67%
22.31%	299	61.78%	5	4	80%	2	40%	2	40%	2	40%
55.81%	32	74.42%	2	2	100%	2	100%	2	100%	2	100%
30.56%	18	50.00%	2	2	100%	1	50%	1	50%	2	100%
8.00%	19	38.00%	2	1	50%	1	50%	1	50%	2	100%
32.65%	30	61.22%	3	2	67%	1	33%	0	0%	3	100%
21.05%	26	45.61%	3	3	100%	2	67%	2	67%	3	100%
9.84%	27	44.26%	3	0	0%	1	33%	0	0%	1	33%
30.56%	22	61.11%	2	2	100%	0	0%	0	0%	2	100%
27.78%	19	52.78%	2	1	50%	1	50%	1	50%	1	50%
26.83%	29	70.73%	2	2	100%	1	50%	1	50%	2	100%
24.07%	22	40.74%	3	3	100%	1	33%	1	33%	3	100%
21.28%	25	53.19%	3	2	67%	1	33%	1	33%	2	67%
17.24%	32	55.17%	2	1	50%	0	0%	0	0%	1	50%
15.71%	21	30.00%	3	2	67%	1	33%	1	33%	2	67%
21.57%	19	37.25%	2	2	100%	0	0%	0	0%	2	100%
21.67%	31	51.67%	3	3	100%	1	33%	1	33%	3	100%
11.11%	211	44.23%	6	4	67%	3	50%	2	33%	5	83%

26.53%

55.07%

23.52%

54.46%

30.55%

55.88%

(4.02%)

(0.81%)

(7.04%)

(1.42%)

Level 4 Advanced		At or Above Target (3+4)		Total Teachers		NSU UG		NSU GR		NSU UG and GR		NSU UG or GR	
%	N	%											
42.86%	40	81.63%	3	3	100%	1	33%	1	33%	3	100%		
38.98%	38	64.41%	3	2	67%	2	67%	2	67%	2	67%		
42.62%	48	78.69%	3	1	33%	0	0%	0	0%	1	33%		
16.95%	124	42.03%	8	6	75%	1	13%	1	13%	6	75%		
27.89%	245	50.62%	6	5	83%	2	33%	2	33%	5	83%		
41.86%	34	79.07%	2	2	100%	2	100%	2	100%	2	100%		
13.89%	13	36.11%	2	2	100%	1	50%	1	50%	2	100%		
6.00%	11	22.00%	2	1	50%	1	50%	1	50%	2	100%		
36.73%	32	65.31%	3	2	67%	1	33%	0	0%	3	100%		
14.04%	21	36.84%	3	3	100%	2	67%	2	67%	3	100%		
14.75%	23	37.70%	3	0	0%	1	33%	0	0%	1	33%		
22.22%	22	61.11%	2	2	100%	0	0%	0	0%	2	100%		
25.00%	14	38.89%	2	1	50%	1	50%	1	50%	1	50%		
26.83%	22	53.66%	2	2	100%	1	50%	1	50%	2	100%		
22.22%	27	50.00%	3	3	100%	1	33%	1	33%	3	100%		
14.89%	25	53.19%	3	2	67%	1	33%	1	33%	2	67%		
13.79%	22	37.93%	2	1	50%	0	0%	0	0%	1	50%		
8.57%	29	41.43%	3	2	67%	1	33%	1	33%	2	67%		
5.88%	16	31.37%	2	2	100%	0	0%	0	0%	2	100%		
10.00%	18	30.00%	3	3	100%	1	33%	1	33%	3	100%		
13.42%	177	37.11%	6	5	83%	3	50%	2	33%	6	100%		

21.88%

49.00%

21.63%

47.44%

22.20%

51.09%

(0.32%)

(2.08%)

(0.57%)

(3.65%)

Overall Average Results for Aberdeen School District

All Grades, All Schools		Level 1 Below Basic	Level 2 Basic	Level 3 Proficient	Level 4 Advanced	At or Above Target (3+4)
Total Average	ELA & Math	24.40%	23.56%	27.83%	24.20%	52.04%
All others avg		23.89%	25.16%	28.38%	22.58%	50.95%
NSU 100% avg		25.08%	21.43%	27.11%	26.38%	53.49%
Total - NSU 100%		(0.68%)	2.13%	0.72%	(2.17%)	(1.45%)
All other - NSU 100%		(1.20%)	3.73%	1.27%	(3.80%)	(2.53%)
Total Average	ELA	24.51%	20.42%	28.54%	26.53%	55.07%
All others avg		24.31%	21.23%	30.94%	23.52%	54.46%
NSU 100% avg		24.78%	19.33%	25.33%	30.55%	55.88%
Total - NSU 100%		(0.27%)	1.09%	3.21%	(4.02%)	(0.81%)
All other - NSU 100%		(0.48%)	1.90%	5.61%	(7.04%)	(1.42%)
Total Average	Math	24.29%	26.71%	27.13%	21.88%	49.00%
All others avg		23.47%	29.09%	25.81%	21.63%	47.44%
NSU 100% avg		25.38%	23.53%	28.89%	22.20%	51.09%
Total - NSU 100%		(1.09%)	3.18%	(1.76%)	(0.32%)	(2.08%)
All other - NSU 100%		(1.92%)	5.56%	(3.08%)	(0.57%)	(3.65%)

Aberdeen School District, all teachers, all grades, all subjects

School	Grade	Subject	First Name	Last Name	Other Last Name	Undergrad	Graduate	Issue Date
Central High		Art	Madison	Aguirre		NSU	NSU	8/14/20
Simmons Elementary	K		Nicole	Ahlberg		AU	NSU	1/5/16
C. C. Lee Elementary	5th		Kara	Alm		NSU		1/14/19
Holgate Middle		Language Arts	Corinne	Anderson		NSU		2/5/21
Simmons Middle		Special Edcation	Jennifer	Anderson		NSU		6/3/19
Lincoln Elementary	3rd		Katie	Anderson		NSU	NSU	7/16/18
Simmons Middle		Special Edcation	Vickie	Anderson		USD	USD	1/25/18
Central High		Language Arts	James	Appl		NSU	NSU	3/10/22
May Overby Elementary	4th		Jessica	Appl		NSU		3/26/21
Central High		Music	Susan	Appl		NSU	NSU	5/3/21
Simmons Middle		Special Education	Chelsea	Ashmore		NSU		1/28/22
Central High		ESL	Dimka	Bahamonde		OC		8/24/20
C. C. Lee Elementary		Art	Vanessa	Barondeau	Dowden	SDSU		2/7/20
Simmons Middle		Special Education	Erin	Barrie		NSU		1/26/22
Central High		Science	Katrina	Bauers		NSU		5/27/22
Simmons Elementary	3rd		Cappi	Beardsley	Jackson	OS - AZ		5/23/22
May Overby Elementary	K		Jennifer	Beck		NSU		2/13/19
Central High		Academic Success	Katie	Beck		NSU		9/23/22
Holgate Middle		Language Arts	Mia	Bergan		OS - SC		9/21/20
Central High		Science	Shannon	Bergan		NSU	NSU	4/31/21
Simmons Elementary	2nd		Samantha	Bergjord		NSU		3/3/22
Central High		Orchestra	Joe	Berns		OS - MN		4/22/21
May Overby Elementary	3rd		Chrisandra	Bierne		NSU		7/17/19
C. C. Lee Elementary	4th		Jackie	Bindenagel		NSU	NSU	2/12/15
O.M Tiffany Elementary	5th		Kathryn	Blocker		NSU		7/16/18
Central High		FACS	Renae	Borchard		SDSU	NSU	7/20/16
Simmons Elementary	K		Sadie	Bossert		NSU		1/17/19
Holgate Middle		PE/Health	Donnie	Bowden		NSU	NSU	5/4/22
Lincoln Elementary		Special Education	Jessica	Brandt		NSU		6/14/18
Central High		Science	Justin	Briese		NSU	NSU	3/4/20
Simmons Middle		Math	Ashley	Brockhaus		NSU	NSU	2/26/20
Holgate Middle		Science	James	Brown		OS - MD	OS - MD	3/14/22
Central High		Art	Sarah	Brust		NSU	NSU	8/22/14
O.M Tiffany Elementary		ESL	Sheena	Buckhouse		OS - ND	OS - ND	2/15/19
Simmons Middle		Music	Peggy	Bunsness		NSU		1/7/22
Simmons Elementary	1st		Audrey	Burris		OS - AZ		3/4/21
May Overby Elementary	2nd		Michyl	Cahoy		NSU	NSU	5/20/20
Holgate Middle		Special Education	Jodi	Carlsgaard		NSU	NSU	2/18/20
Central High		ESL	Hannah	Carlson		OS - IN	NSU	6/20/17
Simmons Middle		Social Studies	Joshua	Carlson		OS - IL	NSU	6/20/17
O.M Tiffany Elementary		Special Education	Maggie	Carrico	Hepper	NSU		2/23/18
C. C. Lee Elementary	2nd		Susan	Casper		NSU	NSU	8/21/18
Central High		Vocal Music	Molly	Charlson		USD		8/25/22
Central High		Math	Brad	Chistenson		NSU/USD	USD	2/22/18
C. C. Lee Elementary	3rd		Ashley	Christenson		NSU		2/12/19
ATEC Academy		Computer Science	Andre	Cobbs		NSU	NSU	10/19/21

School	Grade	Subject	First Name	Last Name	Other Last Name	Undergrad	Graduate	Issue Date
Simmons Middle		Langauge Arts	Cheri	Compton		NSU	NSU	7/24/19
Simmons Middle		STEM	Brittany	Conklin		NSU	NSU	2/14/16
Central High		PE/Health	Stephanie	Daly		BHSU		5/12/21
Holgate Middle		Math	Tanya	Dargatz		NSU	NSU	3/15/21
Central High		Special Education	Hannah	Davis		OS - MO		4/13/22
Central High		Science	Amy	Dix		NSU	NSU	6/24/20
Central High		Math	Kevin	Dix		NSU		6/28/22
Holgate Middle		Math	Ericka	Doxsee		NSU		3/15/20
C. C. Lee Elementary	3rd		Jeanette	Drapeaux		NSU	NSU	5/21/19
O.M Tiffany Elementary		Music	Kayla	Duncan		NSU		1/17/20
Simmons Elementary		Art	Ashley	Dunham		NSU/SDSU		9/5/19
Simmons Middle		PE/Health	Shelby	Edwards		SDSU	OS - NE	3/22/19
May Overby Elementary	1st		Rylie	Eisenbeisz		NSU		7/15/20
May Overby Elementary		Art	Haley	Ellingson		NSU		1/11/21
O.M Tiffany Elementary	1st		Amy	Erickson		NSU		2/8/22
C. C. Lee Elementary	K		Courtney	Erickson		OS - CO		6/19/20
Mike Miller Elementary		Special Education	Ashtin	Evans		NSU		8/23/18
Holgate Middle		Social Studies	Erin	Fiegler		NSU		1/21/22
Central High		Science	Jake	Flakus		NSU		5/26/21
Mike Miller Elementary		Reading	Kalli	Fliehs		NSU	NSU	2/22/21
Holgate Middle		PE/Health	Laurel	Foster		BHSU	OS - MN	5/30/13
Holgate Middle		Special Educatoin	Justin	Fox		NSU		4/6/20
Central High		Language Arts	Amber	Frericks		NSU	NSU	8/2/22
Mike Miller Elementary	2nd		Rachelle	Gabriel		NSU		6/11/20
Mike Miller Elementary	5th		Amanda	Gauer		NSU		4/7/19
Central High		Language Arts	Sydney	Gelling		NSU		9/12/19
Simmons Elementary	2nd		Connie	Getty		NSU	NSU	5/23/22
Holgate Middle		Language Arts	Carolyn	Geyer		NSU	NSU	1/11/21
Central High		Math	Barb	Glanzer		USD	DSU	7/31/18
Simmons Elementary	2nd		Heather	Glover		NSU		7/19/18
Simmons Elementary	3rd		Melissa	Goethals		NSU	NSU	2/26/15
Simmons Middle		Social Studies	Madeleine	Gonsoir		OS - MN	OS - MN	7/5/18
Lincoln Elementary	PK		Mariah	Graves		NSU		3/19/19
Central High		Special Education	Sandy	Grebner		NSU	BHSU	10/25/18
Holgate Middle		Language Arts	Jenny	Gross		NSU	NSU	7/23/20
Central High		Health Careers	Katy	Grote		OS - NE		3/22/22
May Overby Elementary		Special Education	Erin	Gutjahr		NSU		2/10/20
Simmons Middle		PE/Health	Dave	Hagen		NSU		3/22/19
Simmons Elementary		Special Education	Robi	Hagen		NSU		2/15/19
C. C. Lee Elementary		Music	Morgan	Hagerty	Schmidt	OS - WI	OS - SC	12/2/21
C. C. Lee Elementary	4th		Kendra	Hanley		NSU	NSU	2/21/16
Central High		Spanish	Jeanne	Hansen		SDSU	SDSU	5/21/19
Simmons Middle		Music	Jenna	Hansen		NSU		7/18/22
C. C. Lee Elementary		PE	Kathrine	Hansen		SDSU	NSU	1/22/19
Central High		Social Studies	Kent	Hansen		OS - MN	NSU	8/22/14
Central High		Math	Cheryl	Hanson		NSU		1/18/18
Simmons		Special Education	Gail	Hanson		NSU	BHSU	6/3/19
O.M Tiffany Elementary	4th		Amanda	Hatzenbuhler		OS - ND	OS - ND	8/23/22
C. C. Lee Elementary	1st		Jessica	Hed		NSU	NSU	8/23/22



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Central High		Special Education	Peggy	Heermann		NSU		5/18/22
May Overby Elementary	K		Heidi	Hehn		NSU		4/5/19
C. C. Lee Elementary		Special Education	Debra	Heiden		NSU	NSU	4/29/19
Central High		Science	Charles	Hermansen		NSU	NSU	8/22/18
Lincoln Elementary	2nd		Jill	Hermansen		NSU	NSU	7/10/19
Central High		Math	Lynnette	Hertel		NSU		2/26/18
Simmons Middle		Art	Ross	Hettinger		SDSU		8/24/22
Simmons Middle		Math	Jeremy	Hildebrandt		NSU		2/26/20
Simmons Elementary	1st		Megan	Hildebrandt		NSU	NSU	4/22/21
Mike Miller Elementary		ESL	Tara	Hill		NSU	NSU	2/25/19
Lincoln Elementary	3rd		Desha	Hoellein		NSU	NSU	4/19/21
Holgate Middle		Industrial Technology	Kerwin	Hoellein		NSU		2/27/20
O.M Tiffany Elementary	4th		Kevin	Hoellein		NSU		2/7/19
Lincoln Elementary		ESL	Bailey	Hoffmann		USD	USD	6/25/20
May Overby Elementary		PE	Lucas	Howard		OS - ND	OS - ND	8/8/19
Holgate Middle		Science	Brittany	Hubbart		SDSU	SDSU	1/4/22
Simmons Elementary	4th		Samantha	Huber		NSU		1/6/20
O.M Tiffany Elementary	5th		Jenna	Huck		SDSU/DSU		1/18/22
Lincoln Elementary		Special Education	Jeri	Ingemansen		NSU	NSU	1/24/22
C. C. Lee Elementary	5th		Laura	Isaak		USD	USD	2/14/20
May Overby Elementary	5th		Lisa	Jaspers		OS - MN	NSU	6/30/22
Holgate Middle		Special Education	Kallyn	Jerde		NSU		8/4/20
Mike Miller Elementary	K		Hope	Joachim		NSU	NSU	4/12/22
C. C. Lee Elementary	5th		Chandra	Johnson		OS - ND	OS - MN	1/29/19
Central High		Science	James	Johnson		NSU		6/16/18
O.M Tiffany Elementary	2nd		Nicole	Johnson		NSU		4/19/21
Mike Miller Elementary		Art	Elizabeth	Kaan		NSU	NSU	2/9/21
O.M Tiffany Elementary		Art	Marissa	Kessler		NSU		2/1/18
Central High		FACS	Elizabeth	Ketterling		SDSU		3/1/19
Simmons Elementary	3rd		Katelyn	Koehler		NSU		7/29/21
May Overby Elementary	3rd		Brittany	Konda		SDSU	NSU	1/8/15
Central High		Social Studies/Debate	Kerry	Konda		NSU	NSU	12/22/16
C. C. Lee Elementary	K		Breanne	Kraft		NSU	NSU	1/31/17
Central High		Social Studies	Jessica	Krause		OS - MN		10/5/22
Mike Miller Elementary	2nd		Kayla	Krause		NSU	NSU	2/6/19
O.M Tiffany Elementary		PE	Patrick	Krause		NSU		8/13/18
Simmons Middle		Math/Algebra	Molly	Kueter		NSU		6/6/21
Lincoln Elementary		Special Education	Kathy	Kulm		NSU		5/28/20
Central High		PE/Health	Trent	Kurtz		NSU		7/27/22
Simmons Elementary	5th		Lisa	Lambrechts		NSU	NSU	6/21/19
O.M Tiffany Elementary		Special Education	Marni	Lamont		NSU		7/8/21
Mike Miller Elementary		Special Education	Leah	Lane	Schrempp	NSU		5/18/22
O.M Tiffany Elementary	K		Staci	Larson		OS - UT		7/20/21
Holgate Middle		Math	Tristen	Lechner		NSU	NSU	2/6/19
O.M Tiffany Elementary	3rd		Ann	Lee		NSU		7/7/22
May Overby Elementary		Special Education	Emily	Lehner	Gabur	NSU		9/12/19
Simmons Middle		FACS	Diane	Leitheiser		SDSU	NSU	7/23/18
Simmons Middle		Language Arts	Chritine	Lepkowski		NSU	OS - AZ	3/14/18
C. C. Lee Elementary	2nd		Miranda	Letze		NSU	NSU	1/30/20



School	Grade	Subject	First Name	Last Name	Other Last Name	Undergrad	Graduate	Issue Date
Mike Miller Elementary	4th		Alexis	Liknes		MMU	OS - UT	2/7/19
May Overby Elementary	2nd		Sanessa	Lindemann		OS - AZ		9/18/18
Central High		Language Arts	Jennifer	Lofswold		NSU	NSU	1/23/20
Simmons Middle		Science	Myah	Malchow		NSU		6/14/22
Mike Miller Elementary	5th		Megan	Maple		NSU	NSU	6/10/19
C. C. Lee Elementary	4th		Steve	Markley		SDSU		4/7/21
Lincoln Elementary	5th		Amanda	Mayer		NSU		6/14/20
Central High		Math	Keith	Mayer		NSU		4/27/22
Simmons Middle		Special Education	Kris	McCafferty		NSU		1/13/22
Central High		Language Arts	Roger	McCafferty		SDSU	NSU	5/24/16
Central High		Special Education	Colton	McClemans		NSU		7/20/21
Central High		Agriculture	Maleri	McCloud		SDSU		5/26/21
Central High		Language Arts	Terra	McQuillen		NSU		3/30/20
O.M Tiffany Elementary	K		Kelli	Meister		NSU		8/7/18
Simmons Elementary		Special Education	Abigail	Miller		NSU	NSU	3/1/21
C. C. Lee Elementary	2nd		Jennifer	Miller		NSU		2/23/22
May Overby Elementary		Special Education	Katie	Miller		NSU	NSU	3/8/16
Mike Miller Elementary	4th		Bailey	Mohr		NSU	NSU	1/11/18
Simmons Middle		PLTW	Nicholas	Mohr		NSU		6/21/21
Simmons Middle		ESL	Margie	Moore		OS - NE	OS - ND	1/29/18
C. C. Lee Elementary	1st		Kathryn	Morehouse	Peterson	NSU		8/24/22
Holgate Middle		Art	Cassandra	Mraz		NSU		2/18/20
C. C. Lee Elementary	3rd		Jackie	Mulder		NSU		1/26/21
Central High		Business	Brandt	Munsen		NSU		7/9/18
Holgate Middle		PE/Health	Greg	Murley		NSU	NSU	1/6/20
Central High		Business	Brad	Naasz		NSU		4/4/19
Holgate Middle		Special Education	Crystal	Nash		USD	USD	2/20/20
Simmons Elementary		PE	Darren	Neely		USF	OS - MO	1/13/21
Central High		Special Education	Anna	Nehlich		NSU		2/6/18
Holgate Middle		Music	Marcie	Netzer		NSU		3/15/21
Holgate Middle		Computer	Rhonda	Neubert		BHSU	BHSU	2/1/18
Holgate Middle		Math/Algebra	Jason	Neuharth		OS - ND		4/20/20
May Overby Elementary	5th		Tevan	Newman		MMU		7/17/19
Mike Miller Elementary		Music/Orchestra	Melissa	Nguyen		NSU	NSU	1/4/18
Central High		PE/Health	Brent	Norberg		NSU		2/26/21
O.M Tiffany Elementary	3rd		Jessica	Norman		NSU	SDSU	1/16/14
May Overby Elementary		Special Education	Madison	Norris		NSU		1/19/22
Central High		Special Education	Barb	Nygaard		OS - ND		3/30/20
C. C. Lee Elementary	K		Lindsey	Osborne		NSU	NSU	1/14/19
May Overby Elementary	K		Matt	Osborne		USD	USD	1/29/19
Holgate Middle		Special Education	Madison	Oseguera	Cordie	NSU		9/3/20
O.M Tiffany Elementary	4th		Carol	Otten		NSU	NSU	1/31/22
Simmons Middle		Language Arts	Kristen	Ottenbacher		OS - FL		1/14/20
Simmons Middle		Music	James	Panerio		USD		6/10/19
Simmons Middle		Math	Heather	Parker		NSU	NSU	5/14/19
Central High		Band	John	Patzlaff		NSU		1/29/19
Central High		Special Education	Eric	Pedersen		NSU		8/11/21
Lincoln Elementary	PK	Special Education	Jackie	Pederson		NSU		3/8/22
Central High		Language Arts/French	Jane	Perman		NSU	NSU	1/12/22

School	Grade	Subject	First Name	Last Name	Other Last Name	Undergrad	Graduate	Issue Date
May Overby Elementary	4th		Michele	Perrizo		NSU	NSU	2/13/20
Lincoln Elementary		Special Education	Cassandra	Peterson		OS - IA		9/19/22
Lincoln Elementary	4th		Jennifer	Phillips		NSU	NSU	2/24/21
May Overby Elementary	5th		Erin	Rausch		AU		7/25/18
Lincoln Elementary		Special Education	Kerry	Rawden		NSU		6/30/22
Central High		Math	Amy	Rawerts		NSU	NSU	1/12/17
C. C. Lee Elementary	1st		Rebecca	Reierson		OS - ND		6/6/20
Lincoln Elementary	K		Rachelle	Retzer		USD	NSU	4/19/22
Central High		Business	Kevin	Rook		NSU		4/30/18
Simmons Elementary	5th		Brendan	Roso		NSU		3/18/22
Lincoln Elementary		PE	Kolton	Roth		NSU		11/2/22
Central High		Social Studies	Erin	Rudner		OS - MN	OS - NY	9/20/22
Simmons Middle		Language Arts	Dina	Rush		NSU		2/21/20
May Overby Elementary	3rd		Gretchen	Rux		NSU		1/24/20
Lincoln Elementary	4th		Dawn	Sahli		NSU		2/8/18
O.M Tiffany Elementary	1st		Christen	Salfrank		NSU	NSU	2/14/22
Simmons Middle		PE/Health	Cassidy	Schaar		NSU		2/4/20
Central High		English & Radio/TV	Erich	Schaffhauser		DWU		3/15/18
Central High		FACS	Maria	Schaffhauser		NSU		5/7/21
Central High		Special Education	Kim	Schaunaman		NSU		3/12/19
Lincoln Elementary	1st		Shannon	Scheel		NSU	NSU	3/4/20
O.M Tiffany Elementary	2nd		Elizabeth	Schiferl		USD	OS - MN	6/24/20
Mike Miller Elementary	3rd		Tiana	Schumacher		NSU		7/10/18
Simmons Elementary	1st		Kyla	Schuster		NSU		2/6/20
Central High		Band	Jeremy	Schutter		OS - PA	NSU	1/2/16
Holgate Middle		FACS	Ann	Scott		SDSU		2/10/20
May Overby Elementary		Music	Mallory	Scott		NSU	NSU	2/5/15
Simmons Elementary	K		Tonya	Senger		NSU		7/26/18
C. C. Lee Elementary		Special Educaiton	Lorna	Sharisky		NSU	OS - CO	4/24/18
Central High		math	Elizabeth	Shultis		BHSU		7/14/22
Central High		Social Science	Nicole	Siebrasse		SDSU	SDSU	3/22/14
Holgate Middle		Math	Dena	Sievers		NSU	OS - UT	4/4/19
O.M Tiffany Elementary	K		Theresa	Smallman		OS - ND	NSU	5/22/20
Central High		Languge Arts	Brittany	Smid		USD	OS - ND	2/21/18
May Overby Elementary	1st		Megan	Smidt		DSU	NSU	5/23/22
Lincoln Elementary	2nd		Jessica	Sommers		NSU		1/11/22
Simmons Middle		Science	Tracy	Stallman		OS - MN		1/15/20
Holgate Middle		Social Studies	Brent	Stanek		NSU	OS - MN	6/22/21
Lincoln Elementary	PK	Special Education	Brooke	Stange		NSU		3/10/21
Simmons Middle		Science	Annie	Stenvig		NSU	NSU	4/21/21
Mike Miller Elementary	K		Jordyn	Sterud		NSU		9/16/22
Central High		Social Studies	Ashlee	Strong		SDSU		1/23/18
Holgate Middle		Orchestra	Noelle	Stubbe		NSU		7/12/18
ATEC Academy		Building Trades	Lee	Sumner		NSU	SDSU	8/5/19
Holgate Middle		Science	Michael	Swenson		NSU	NSU	3/17/21
Holgate Middle		Math	Margaret	Thares		NSU		12/11/20
Simmons Middle		Math	Amy	Thompson		SDSU	NSU	5/16/17
Mike Miller Elementary		PE	Patrick	Timm		SDSU		7/16/20
Simmons Middle		Social Studies	Kaitlin	Todd		SDSU		4/8/22

School	Grade	Subject	First Name	Last Name	Other Last Name	Undergrad	Graduate	Issue Date
Lincoln Elementary	5th		Jessica	Torbert		OS - MN	NSU	6/30/22
Holgate Middle		Social Studies	Chance	Torrence		NSU		7/18/19
Simmons Middle		Language Arts	Nicole	Trefz		OS - IA	NSU	4/6/20
Central High		Special Education	Megan	Unzen		NSU		8/27/20
O.M Tiffany Elementary	1st		Calli	Vearrier		NSU		5/18/22
O.M Tiffany Elementary	3rd		Allison	Vetch		NSU	NSU	4/25/17
Simmons Middle		Math	Cody	Voegeli		NSU		11/28/18
Central High		Social Science	John	Vogel		SDSU	NSU	5/26/20
Holgate Middle		Special Education	Sonya	Wagner		NSU	NSU	1/22/21
O.M Tiffany Elementary	2nd		Mikaela	Waiflein		NSU	NSU	1/24/20
Central High		Language Arts	Tabitha	Walks		OS - ND	OS - VA	7/14/21
Central High		Special Education	Audrey	Wanner		NSU		1/31/22
Mike Miller Elementary	1st		Chelsea	Weig		NSU		7/15/20
Simmons Elementary	4th		Witnie	Weinheimer		NSU		8/6/21
Holgate Middle		Band	Sara	Weischedel		NSU		7/12/18
Mike Miller Elementary	1st		Jennifer	Weishaar		NSU		2/24/22
Simmons Elementary	5th		Taylor	Weiszhaar	Rozell	NSU		3/16/20
Mike Miller Elementary	3rd		Kylie	Werner		NSU		6/1/21
May Overby Elementary	4th		Jason	Wetzel		NSU	NSU	5/24/21
ATEC Academy		Welding	Adam	Wicks		SDSU		1/29/21
Holgate Middle		Language Arts	Stacy	Wiest		NSU	USD	1/27/14
Central High		Social Science	Keith	Wilkinson		NSU		6/6/18
Lincoln Elementary		Special Education	Lauren	Wilkinson		NSU		6/6/22
Lincoln Elementary		Music	Richard	Wilson		YC	USD	3/4/22
Simmons Middle		Language Arts	Megan	Wollman		NSU	NSU	1/17/20
May Overby Elementary	1st		Cassie	Wuestewald		NSU		6/27/17
Simmons Elementary		Special Education	Roberta	Yeske		NSU		7/10/20
Lincoln Elementary	1st		Jessa	Zimmer		NSU	NSU	8/22/14

## Aberdeen School District 6-1 Testing Schedule

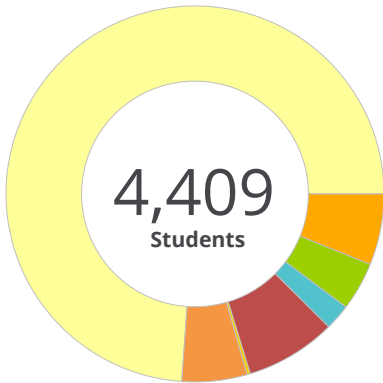
Test (Required)	Grades	Test Window	Estimated Time	Disseminating of Results	Who has Access	Purpose
<b>ACCESS 2.0 Screener:</b> Used to identify students in need of English Learner Instruction	All grades	Within 30 days of student enrollment	1 to 1.5 hours	Results will be shared with parents within one week of completing the screening by the ELL Teacher	Parents, ESL Staff, administration, special education teachers, and classroom teachers	Screening
<b>ACCESS 2.0:</b> Used to assess our English Learners skills in Reading, Speaking, Listening, and Writing	ALL ELL students grades K-12	Last Monday in January through the first Friday in March	1 to 2 hours	A copy of the results will be provided to parents in May	Parents, ESL Staff, administration, special education teachers, and classroom teachers	Summative
<b>South Dakota State Assessment:</b> Used to assess all students in English Language Arts and Math	Grades 3-8 and 11	First Wednesday in March through the first Friday in May	2 to 4 hours	A copy of the results will be provided to parents by June.	Parents, ESL Staff, administration, special education teachers, and classroom teachers. Community stakeholders also receive an annual report for the overall scores	Summative
<b>South Dakota State Alternative Assessment:</b> Used to assess Special Education Students identified as needing an alternative assessment to the Smarter Balanced Assessment in English Language Arts and Math.	Grades 3-8 and 11	First Wednesday in March through the first Friday in May	2 to 4 hours	A copy of the results will be provided to parents by October	Parents, ESL Staff, administration, special education teachers, and classroom teachers. Community stakeholders also receive an annual report for the overall scores	Summative
<b>South Dakota Science Assessment:</b> Used to assess students' knowledge of physical, earth, and life science	Grades 5, 8, and 11	First Wednesday in April through the first Friday in May	1 to 1.5 hours	A copy of the results will be provided to parents in May	Parents, ESL Staff, administration, special education teachers, and classroom teachers. Community stakeholders also receive an annual report for the overall scores	Summative
<b>South Dakota Alternative Science Assessment:</b> Used to assess Special Education Students identified as needing an alternative assessment to the SD Science Assessment for physical, earth, and life science	Grades 5, 8, and 11	First Wednesday in April through the first Friday in May	1 to 1.5 hours	A copy of the results will be provided to parents by October	Parents, ESL Staff, administration, special education teachers, and classroom teachers Community stakeholders also receive an annual report for the overall scores.	Summative
<b>MAPS Growth:</b> Used to assess students in the areas of reading comprehension, reading fluency, sound and letter identification.	Grades K-5	First week in September, December, and May	1-2 hours	A copy of the results will be provided to parents within one week of the assessment	Parents, ESL Staff, administration, special education teachers, and classroom teachers	Progress Monitoring

Test (optional)	Grades	Test Window	Estimated Time	Disseminating of Results	Who has Access	Purpose
<b>ACT:</b> A timed assessment used to evaluate a student's college readiness skills in English, Math, Reading, Science, and Writing (optional)	11 & 12	Multiple testing sessions throughout the calendar year	3 to 4 hours	Results will be shared with the individual student through the ACT testing platform	Parents, student, and high school	College entrance
<b>SAT:</b> A timed assessment used to evaluate a student's college readiness skills in writing, critical reading, and math	11 & 12	Multiple testing sessions throughout the calendar year	3 to 4 hours	Results will be shared with the individual student through the SAT testing platform	Parents, student, and high school	College entrance
<b>National Career Readiness Certification (NCRC):</b> Measures and certifies the essential work skills needed for success in jobs across many occupations	12	Multiple testing sessions throughout the calendar year. However all seniors will be participate in the NCRC in December	3.5 hours per assessment	Results are available after two weeks through the NCRC platform	Parents, students, and high school	Program and workplace certification

September 2022

This document can be found on the ASD website at [EDUCATION SERVICES | Aberdeen Public School District \(k12.sd.us\)](https://www.k12.sd.us/education-services)

## SCHOOL ENROLLMENT



### Race/Ethnicity

American Indian/Alaska Native	6.0%
Asian	4.3%
Black/African American	2.3%
Hispanic/Latino	7.6%
Native Hawaiian/Pacific Islander	0.4%
Two or More Races	5.6%
White/Caucasian	73.8%

### Additional Services

Economically Disadvantaged	19.1%
English Learners	5.6%
Foster Care	1.2%
Homeless	0.2%
Migrant	0.3%
Military Connected	0.0%
Students with Disabilities	18.1%

### Teachers

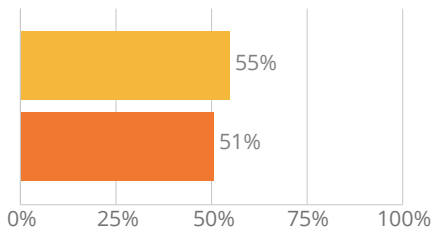
**305.11**

### Administrators

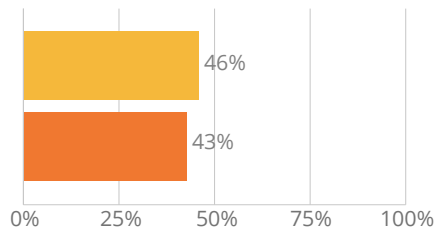
**15.67**

## STUDENT PERFORMANCE

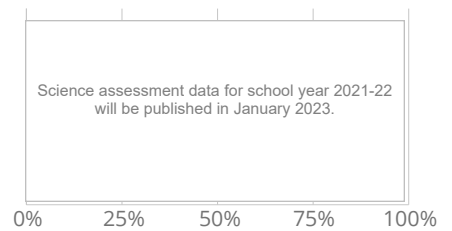
### English Language Arts



### Mathematics



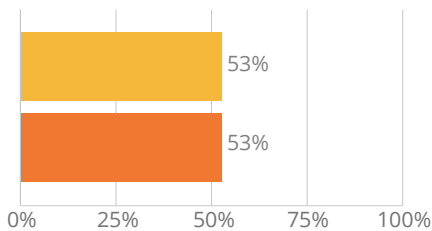
### Science



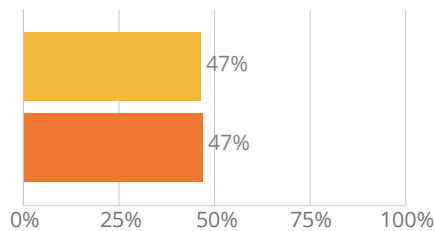
District State

## STUDENT PROGRESS

### English Language Arts



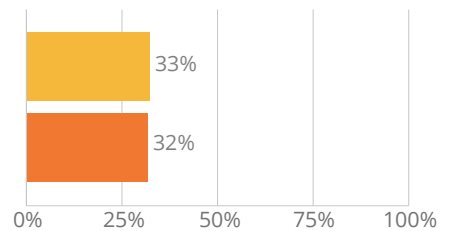
### Mathematics



District State

## ENGLISH LEARNERS ON TRACK

### Access

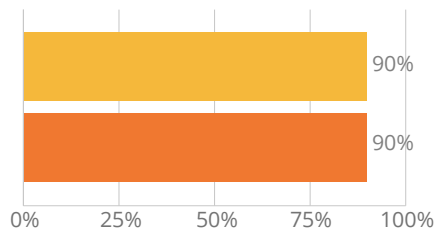


## HIGH SCHOOL COMPLETION

## COLLEGE AND CAREER READINESS

### Attendance Rate

**91%**



District State

### College and Career Readiness

51%

50%

50%

50%

50%

50%

50%

50%

50%

50%

50%

50%

50%

50%

50%

### Chronic Absenteeism Rate

**21%**

## BY THE NUMBERS

Districts

**149**

Schools

**701**

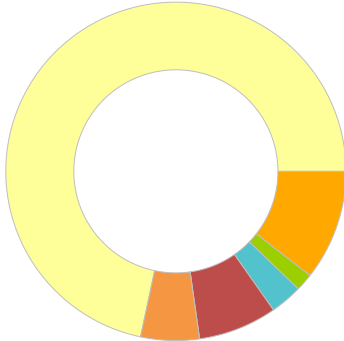
Teachers

**10,005**

Students

**137,468**

## SCHOOL ENROLLMENT



### Race/Ethnicity

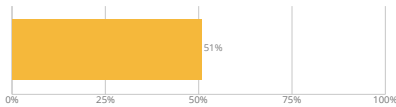
American Indian/Alaska Native	10.5%
Asian	1.7%
Black/African American	3.2%
Hispanic/Latino	7.5%
Native Hawaiian/Pacific Islander	0.1%
Two or More Races	5.5%
White/Caucasian	71.6%

### Additional Services

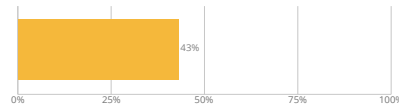
Economically Disadvantaged	28.3%
English Learners	4.9%
Foster Care	1.2%
Homeless	1.4%
Migrant	0.4%
Military Connected	1.6%
Students with Disabilities	14.8%

## STUDENT PERFORMANCE

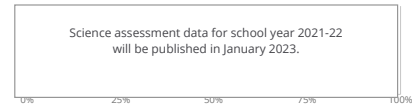
### English Language Arts



### Mathematics

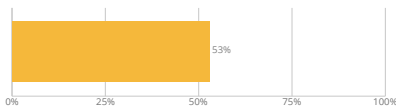


### Science

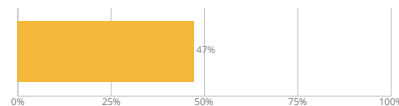


## STUDENT PROGRESS

### English Language Arts

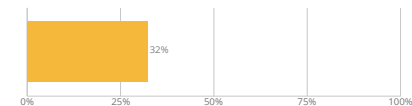


### Mathematics

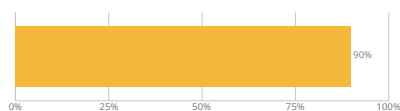


## ENGLISH LEARNERS ON TRACK

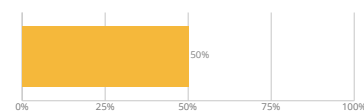
### Access



## HIGH SCHOOL COMPLETION



## COLLEGE AND CAREER READINESS



## ADDITIONAL STATE DETAILS

Attendance  
Rate

**86%**

Chronic  
Absenteeism  
Rate

**22%**

Dropout  
Rate

**2%**

Advanced  
Placement  
Enrollment

**3,733**



Public Report Card  
Navigation Guide  
2021-2022



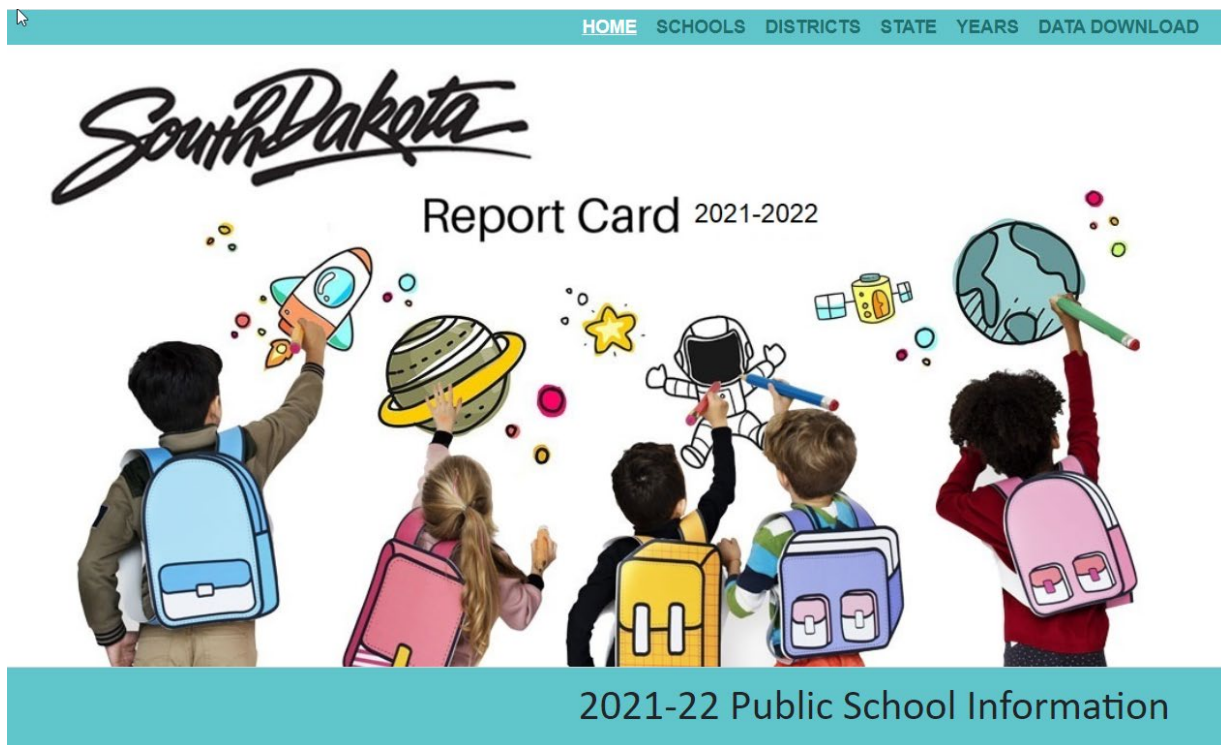
## Contents

Public Report Card Access.....	3
Navigating the system.....	4
District Report Cards.....	4
School Report Cards.....	11
State Report Card.....	13
Questions .....	14

## Public Report Card Access

Public Report cards are generated to allow access to data that have been checked to remove any personally identifiable information. If group sizes are too small to report, an asterisk \* is used to indicate the data are suppressed.

To access the public report cards for districts and schools, go to <https://sdschools.sd.gov>. This takes users to the school finder page. From there, users can navigate to report cards by clicking on any of the highlighted areas-school, district or state-or by typing in the name of a district or school in the search box. Past year report cards are available along with data download reports from the top right side of the school finder page.



## Navigating the system

### District Report Cards

When navigating the District Report Card, there are many ways to get to information. The red Options button takes users directly to the State Report Card, FAQs and other Accountability documents and reports.

The screenshot shows the top section of the 'District Report Card 2021-2022' webpage. The header includes the South Dakota Department of Education logo, the title 'District Report Card 2021-2022', a 'FIND YOUR SCHOOL' button, and an 'OPTIONS' button with a red menu icon. Below the header, a teal banner contains a text box on the left and navigation links on the right. The text box describes the report card's purpose. The navigation links include 'ABOUT THE DISTRICT', a phone number '(605) 725-7111', and a globe icon. Below the banner, a navigation bar is divided into 'ACADEMICS' and 'SCHOOL QUALITY' sections. The 'ACADEMICS' section includes 'OVERALL SCORE', 'STUDENT PERFORMANCE', 'STUDENT PROGRESS', 'HIGH SCHOOL COMPLETION', 'COLLEGE AND CAREER READINESS', and 'ENGLISH LEARNERS PROGRESS'. The 'SCHOOL QUALITY' section includes 'EDUCATOR QUALIFICATIONS', 'SCHOOL ENVIRONMENT', and 'SCHOOL SAFETY'. The 'OPTIONS' menu is open, showing a list of links: 'Export to PDF', 'State Report Card', 'Frequently Asked Questions', 'Prior Year Report Cards', 'Calculation Guide', 'School Improvement', 'Long-Term Goals', 'NAEP Report', 'Report Card Navigation Guide', and 'Accountability Tech Manual'.

south dakota  
DEPARTMENT OF EDUCATION  
Learning. Leadership. Service.

District Report Card 2021-2022

FIND YOUR SCHOOL

OPTIONS

Export to PDF  
State Report Card  
Frequently Asked Questions  
Prior Year Report Cards  
Calculation Guide  
School Improvement  
Long-Term Goals  
NAEP Report  
Report Card Navigation Guide  
Accountability Tech Manual

ABOUT THE DISTRICT

(605) 725-7111

ACADEMICS

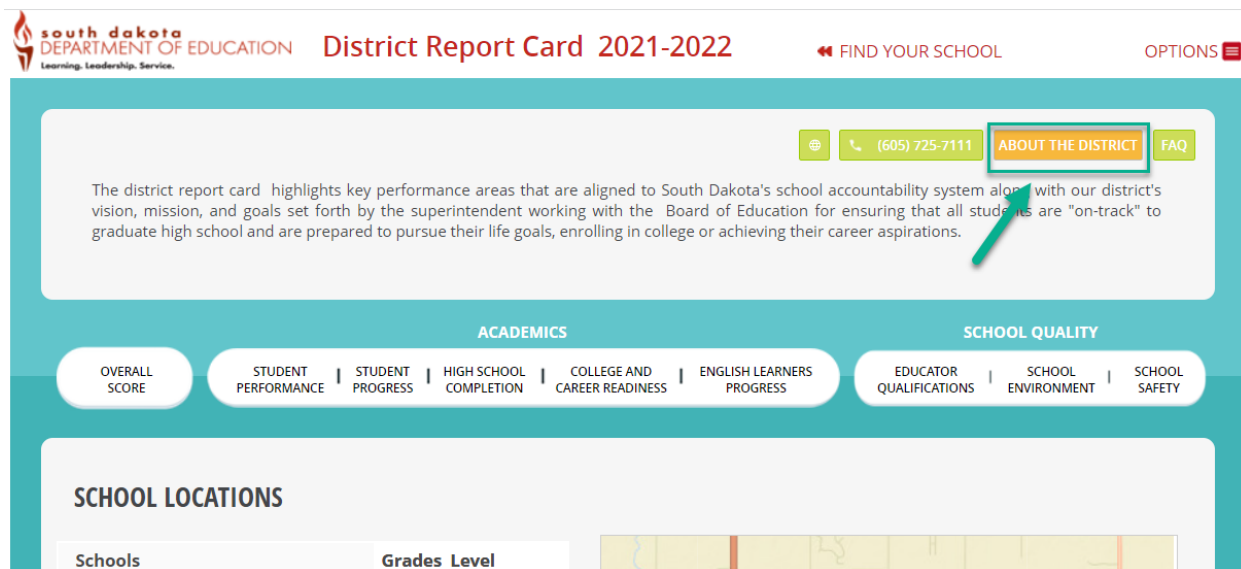
SCHOOL QUALITY

OVERALL SCORE

STUDENT PERFORMANCE | STUDENT PROGRESS | HIGH SCHOOL COMPLETION | COLLEGE AND CAREER READINESS | ENGLISH LEARNERS PROGRESS

EDUCATOR QUALIFICATIONS | SCHOOL ENVIRONMENT | SCHOOL SAFETY

If unsure of the names of schools in a district, click on the About the District Button to get a list of schools in the district with direct links to school report cards, a location map and other summary information about the district, student populations and programs.



From the Overall Score page, users can dig into the data on a deeper level by clicking on the individual tabs under Academics and School Quality headings.



Student performance and progress data for English Language Arts and Mathematics are available now but Science data will not be released until January 2023.

The screenshot shows the 'District Report Card 2021-2022' page for the South Dakota Department of Education. The header includes the department logo, the title 'District Report Card 2021-2022', and links for 'FIND YOUR SCHOOL' and 'OPTIONS'. A navigation bar contains buttons for 'OVERALL SCORE', 'ACADEMICS', and 'SCHOOL QUALITY'. Under 'ACADEMICS', there are sub-sections for 'STUDENT PERFORMANCE', 'STUDENT PROGRESS', 'HIGH SCHOOL COMPLETION', 'COLLEGE AND CAREER READINESS', and 'ENGLISH LEARNERS PROGRESS'. The 'STUDENT PERFORMANCE' section is highlighted, showing a description of state assessments and a table with columns for English Language Arts, Mathematics, and Science. Each column has a green diamond icon and a 'VIEW DETAILS' button. The 'STUDENT PROGRESS' section is also visible below, with a description and a table for English Language Arts, Mathematics, and English Learners On Track.

**STUDENT PERFORMANCE**

South Dakota's students take the annual state assessments for the subjects of English language arts and mathematics in grades 3-8 and 11, and science in grades 5, 8 and 11. Student Performance measures how well the students performed on the state assessments.

English Language Arts	Mathematics	Science
		*

[VIEW DETAILS](#)

**STUDENT PROGRESS**

This measure shows the progress students have made on the state assessments for English language arts and mathematics since the prior school year. It illustrates whether students are learning and improving.

English Language Arts	Mathematics	English Learners On Track

When users see a View Details button, it is an indication that more data are available.

The screenshot shows the 'PERFORMANCE BY STUDENT POPULATION' section. It includes a description of the data and a table with a dropdown menu for 'English Language Arts'. The dropdown menu is open, showing options: 'FAY STUDENTS', 'ALL ASSESSED STUDENTS', 'ENGLISH LEARNERS', and 'STUDENTS WITH DISABILITIES'. A 'VIEW DETAILS' button is located to the left of the dropdown menu.

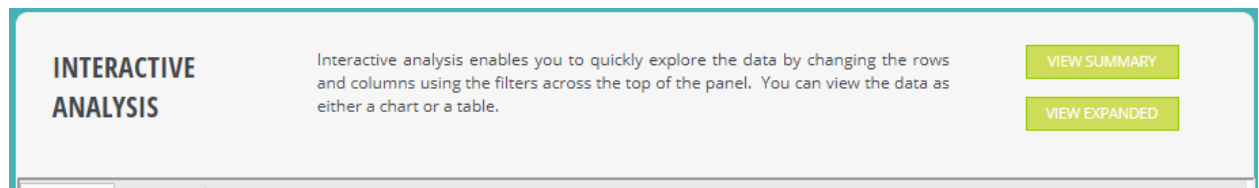
**PERFORMANCE BY STUDENT POPULATION**

The information below shows how each population of students performed. It is broken down by group to show whether or not a school is serving all of its students well. When there are gaps for certain groups of students, schools will use that information to understand how they can better serve those groups to ensure that all students are performing at grade level.

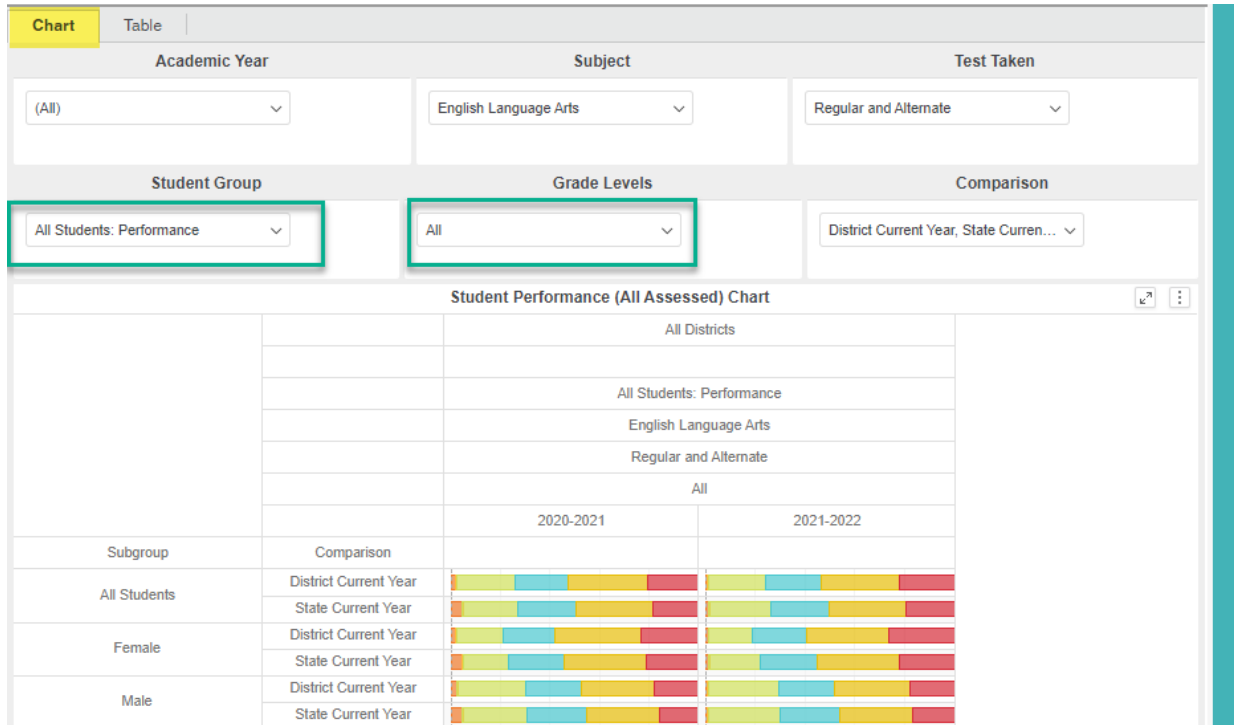
English Language Arts
<a href="#">VIEW DETAILS</a>

- FAY STUDENTS
- ALL ASSESSED STUDENTS
- ENGLISH LEARNERS
- STUDENTS WITH DISABILITIES

When users click on any of the choices displayed on a View Details button, the system will go to an Interactive Analysis dashboard where items may be viewed in either chart or table format. This dashboard contains data from 2019-20 (where available), 2020-21 and 2021-22. The dashboard allows users to explore the data using filters. The View Summary page will take the user back to the previous report card page. The View Expanded button will take users to a full page view of the chart or table.



When using the Interactive Analysis dashboards, users may customize the view by choosing different filters from the drop downs on the page. These filters are available in both chart or table views. One thing to note is that “All” means all subgroups, while “All Students” is a subgroup by itself.



**Student Performance (All Assessed) Table**

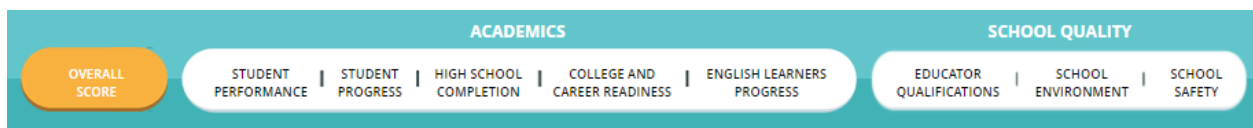
	Total Students		Number Students Tested		Percent Students Tested		Number Students Not Tested		Percent Not Tested	
	District Current Year	State Current Year	District Current Year	State Current Year	District Current Year	State Current Year	District Current Year	State Current Year	District Current Year	State Current Year
All Students	...	...	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...	...
Male	...	...	...	...	...	...	...	...	...	...

## District Data Drill Down Examples

### Step 1 – Choose District



### Step 2 – Choose which Indicator to dig into





Step 3 – Scroll down until a section with View Details appears and choose an area to investigate. Keep in mind that Full Academic Year (FAY) students are the ones the district is held accountable for in the Student Performance measure. All Assessed students include all student who were tested during the testing window.

## PERFORMANCE BY STUDENT POPULATION

The information below shows how each population of students performed. It is broken down by group to show whether or not a school is serving all of its students well. When there are gaps for certain groups of students, schools will use that information to understand how they can better serve those groups to ensure that all students are performing at grade level.

English Language Arts

VIEW DETAILS

FAY STUDENTS

ALL ASSESSED STUDENTS

ENGLISH LEARNERS

STUDENTS WITH DISABILITIES

Data can be exported by clicking the View Expanded button and then by clicking the three small dots in the upper right-hand corner of the table.

## INTERACTIVE ANALYSIS

Interactive analysis enables you to quickly explore the data by changing the rows and columns using the filters across the top of the panel. You can view the data as either a chart or a table.

VIEW SUMMARY

VIEW EXPANDED

Chart

Table

Academic Year

Subject

Test Taken

2021-2022

English Language Arts

Regular and Alternate

Student Group

Grade Levels

Comparison

All Students: Performance

All

District Current Year, State Curren...

Student Performance (All Assessed) Table

Chart

Table

Academic Year

Subject

Test Taken

2021-2022

English Language Arts

Regular and Alternate

Student Group

Grade Levels

Comparison

All Students: Performance

All

District Current Year, State Curren...

Student Performance (All Assessed) Chart

PDF

Export

## School Report Cards

School level report cards can be navigated just like the district report cards. There are a few items that are available at the school level that the district level does not have.

On the Overall Score page, data are reported that indicates if a school has been identified for school support. New identifications have been calculated for 2021-22. SPI points are only being shown on the private report card this year.



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### School Report Card 2021-2022

[FIND YOUR SCHOOL](#) [COMPARE](#) [OPTIONS](#)

**Overall Score**  
This school was identified for  
**TARGETED SUPPORT**

Parents are critical partners in a school's success. Just as your child's report card shows how he or she is performing, this school report card shows you how your child's school is performing in multiple areas. It is designed to show the school's strengths in addition to challenges that need to be addressed in order to ensure we are meeting the needs of all students.

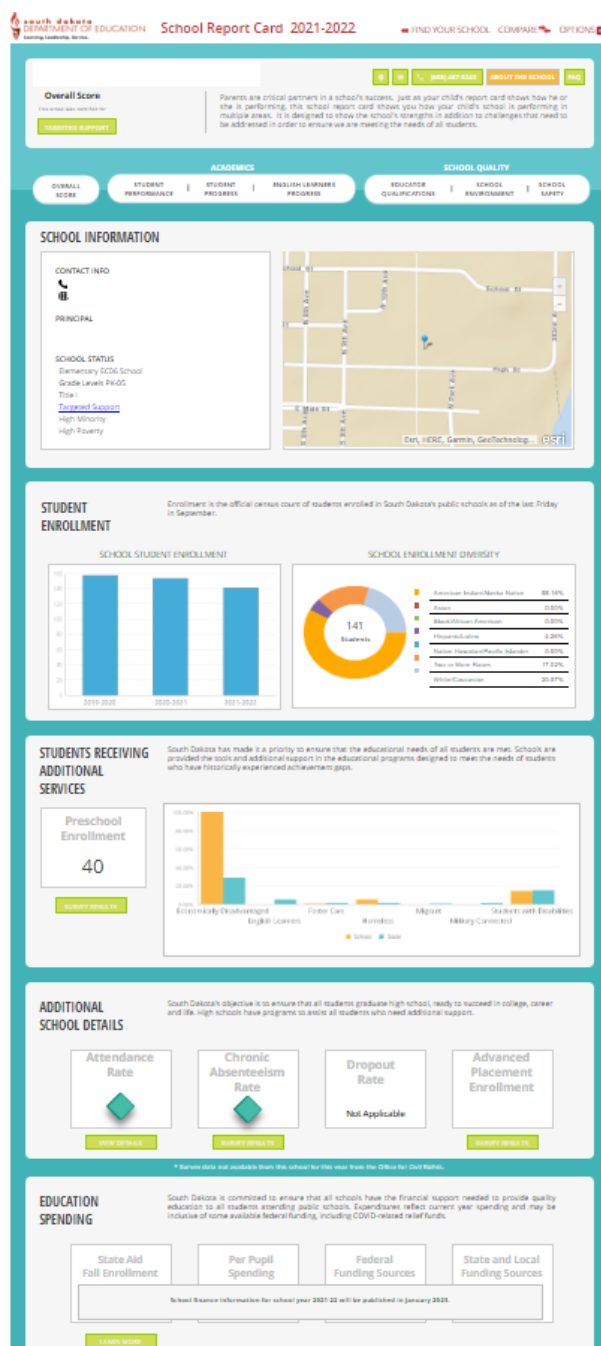
**ACADEMICS**

- STUDENT PERFORMANCE
- STUDENT PROGRESS
- ENGLISH LEARNERS PROGRESS

**SCHOOL QUALITY**

- EDUCATOR QUALIFICATIONS
- SCHOOL ENVIRONMENT
- SCHOOL SAFETY

The About the School page has information about the school, including the principal's name, school contact information and a location map for the school. The school status information also lets users know if the school participates in a Title I program, the grade levels served by the school, school support status, small or special school status, and the poverty and minority levels. Enrollment, services, and spending information are also available on this page.



## State Report Card

The state report card can be navigated like the school and district report cards and includes a few additional features like the message from the Secretary of Education for South Dakota.

The screenshot shows the homepage of the South Dakota State Report Card 2021-2022. At the top, the South Dakota Department of Education logo is on the left, followed by the title "State Report Card 2021-2022". To the right are links for "FIND YOUR SCHOOL" and "OPTIONS". Below the header, there's a section titled "ALL DISTRICTS" featuring a photo of Tiffany Sanderson, Secretary of Education, and a message about the report card. Below this, there are two main categories: "ACADEMICS" and "SCHOOL QUALITY". Under "ACADEMICS" are links for "OVERALL SCORE", "STUDENT PERFORMANCE", "STUDENT PROGRESS", "HIGH SCHOOL COMPLETION", "COLLEGE AND CAREER READINESS", and "ENGLISH LEARNERS PROGRESS". Under "SCHOOL QUALITY" are links for "EDUCATOR QUALIFICATIONS", "SCHOOL ENVIRONMENT", and "SCHOOL SAFETY".

Additional reports not available on the options menus for the school or district report cards are available on the state report card. These are reports such as *Access to Qualified Teachers and Data Download*, which provides data reports for indicators reported on the report card.

This screenshot shows the "OPTIONS" menu from the State Report Card website. The menu is open, displaying a list of options. The options are: "Export to PDF", "Frequently Asked Questions", "Prior Year Report Cards", "Calculation Guide", "School Improvement", "Long-Term Goals", "Access to Qualified Teachers", "NAEP Report", "Report Card Navigation Guide", "Accountability Tech Manual", and "Data Download". The "Access to Qualified Teachers" and "Data Download" options are highlighted with green boxes.

## Questions

If users need further guidance, please contact the South Dakota Department of Education at 605-773-3134 or 605-773-6400.

# Calculation Guide

## 2021-2022 Accountability Report Card

This resource will answer frequently asked questions regarding South Dakota's accountability system.

### 2021-2022 ESSA State Plan Addendum Items:

- 1) For the 2021-22 Report Card, only one year of student performance data are being utilized to calculate SPI points.
- 2) For the 2021-2022 Report Card, SPI points will only be reported on the private report card.

## The School Performance Index

While other information is publicly reported on the report card, South Dakota's accountability system is based on a 100-point index, called the School Performance Index (SPI), consisting of multiple indicators, each assigned a numeric value. These values are summed to create a total SPI score out of 100 points. Two distinct indexes will be used: one for elementary and middle school (pre-secondary) accountability, and one for high school (secondary) accountability. SPI point details are provided in the tables below.

### Elementary and Middle School SPI Points Distribution:

Indicator		Maximum Points Possible	
Academic Indicators	Student Achievement	Math	20
		English Language Arts	20
		<b>Total</b>	<b>40</b>
	Academic Growth	English Language Arts – All Students	10
		Math – All Students	10
		English Language Arts – Lowest Quartile	10
		Math – Lowest Quartile	10
		<b>Total</b>	<b>40</b>
	English Language Proficiency		10
School Quality			10
<b>Total</b>			<b>100</b>

### High School SPI Points Distribution:

Indicator		Maximum Points Available	
Academic Indicators	Student Achievement	Math	20
		English Language Arts	20
		<b>Total</b>	<b>40</b>
	Four-Year Cohort Graduation		12.5
	College and Career Readiness		25
	English Language Proficiency		10
High School Completion			12.5
<b>Total</b>			<b>100</b>

# The Elementary and Middle School Accountability System

The Elementary and Middle School Accountability System incorporates four key indicators of school performance, described below.

## **Indicator #1: Student Performance**

Elementary and middle schools are accountable for the Student Performance indicator. This indicator measures students' performance on the South Dakota English Language Arts Assessment (SD-ELA) and the South Dakota Math Assessment (SD-MATH) or the South Dakota Alternate Assessments in both English Language arts (SD-ELA Alt) and math (SD-MATH Alt). Only those students with the most severe cognitive disabilities take an alternate assessment. First Year in Country students in tested grades are required to participate in the math and science assessments.

The Accountability Report Card also reports proficiency rates that include the South Dakota Science Assessment (SD-SCI) and the South Dakota Science Alternate Assessment (SD-SCI Alt) scores, however, the South Dakota Science Assessment and Alternate Assessment are not required to be included in the calculation of student performance for reporting.

The South Dakota Assessments are single snapshot, summative assessments designed to measure each student's mastery of South Dakota's content standards in ELA and math. A student receives a scale score which falls into four achievement levels: Level 1 being the lowest level, Level 3 indicating proficiency, and Level 4 indicating advanced performance. Levels 1 and 2 are considered not proficient; levels 3 and 4 are proficient and above.

All students in grades 3-8 and 11 are included in the Student Performance rate calculation for a school or district if they meet Full Academic Year (FAY). FAY means a student was enrolled for a substantial portion of the year in a specific school or district – from October 1 to May 1 with an enrollment gap of no more than 15 consecutive school days.

Results on the State Assessments will be returned two ways:

- Current Year Proficiency
- Current Year Participation

## **Current Year Proficiency**

### ***Description***

The proficiency rate for students on the current school year assessments for ELA, math and science are calculated and presented for informational purposes. Schools can compare their current year performance to prior years' performance.

### ***Calculation***

Numerator = Count of FAY students who tested at Level 3 or 4 in the current school year

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Denominator = Count of FAY students who tested in the current school year

### **Invalidated Test Scores**

The SDDOE process for invalidating test scores is based on a unique situation at a school, which sometimes results in the invalidation of test scores. Invalidated test scores will count in the denominator when calculating student proficiency.

## Current Year Participation

### *Description*

The final component of Student Performance is the participation rate. All students enrolled in a South Dakota public school as of May 1 are required to participate in the ELA, math and science assessments.

Federal and state law requires that 95 percent of students, at the school, district, and state levels, and across every subgroup, participate in the state assessment.

**Administrative Rule 24:55:07:02. At least 95 percent assessed.** A school shall administer the state academic assessment to at least 95 percent of the students and 95 percent of students within a student group who are enrolled in the tested grades for the state academic assessment as of May 1. If a school fails to administer the state assessments to 95 percent of students or of the members of a student group, those students necessary to be counted to reach 95 percent shall receive a value of zero in calculating the student achievement key indicator.

### *Calculation*

Numerator = \*Count of students with valid scores

---

Denominator = Count of eligible students enrolled as of May 1

\*Count of students tested includes all students who attempted to take the test by logging in and attempting both portions of the test for ELA or math.

### Invalidated Test Scores

The SDDOE process for invalidating test scores is based on a unique situation at a school, which sometimes results in the invalidation of test scores. Invalidated test scores will count in the denominator when calculating student participation.

## Earning SPI Points

Student Performance Points (SPI) are awarded based on a school's performance for ELA and math. The N-size of 10 is used for the indicator. If a school has fewer than 10 students, the school is considered a Small School and will go through a state designed evaluation process. Points are awarded by looking at the performance of all FAY students on the statewide assessment in ELA and mathematics.

The percentage of students scoring at each performance level is calculated and then multiplied by the point value given to that performance level. The point values applied to each performance level are provided in the table below.

Performance Level	Point Values
Level 1	0.25
Level 2	0.50
Level 3	1.00
Level 4	1.25



To comply with the 95% participation in testing rule, untested students above the amount allowed in the SD Administrative Rule 24:55:07:02 are included in the calculation and assigned a value of zero points for the percent of tests not taken above the five percent allowed.

The steps below reflect how to calculate the percent of points earned based on the performance level of students on the assessments for ELA and math

**Phase I steps for calculating points achieved by performance level for ELA and math**

- 1) Determine the denominator for the calculation. This number reflects the larger of either those students assessed or 95 percent of eligible students, as identified in participation rate (current year only for ELA and math assessments).
  - a. If a school met participation requirements for All Students group, continue to Step 2.
  - b. If a school did not meet participation requirements for All Students group, determine the number of students required to bring the school up to the 95 percent bar. The students represented here are given a value zero-point value.
- 2) Determine the number of students scoring at Level 1 and translate into a percent of students using the denominator arrived at in Step 1. These students are given a value of 0.25 point value.
- 3) Determine the number of students scoring at Level 2 and translate into a percent of students using the denominator arrived at in Step 1. These students are given a value of 0.50 point value.
- 4) Determine the number of students scoring at Level 3 (proficient) and translate into a percent of students using the denominator arrived at in Step 1. These students are given a value of 1.00 point value.
- 5) Determine the number of students scoring at Level 4 (proficient) and translate into a percent of students using the denominator arrived at in Step 1. These students are given a value of 1.25 point value.
- 6) Add up the percent of points earned for each of the above steps to arrive at the total percent of points earned. If this is greater than 100%, cap this at 100% of points earned.

**Example of above steps calculation results:**

	Nonparticipants to get up to 95%	Level 1	Level 2	Level 3	Level 4	Total	Total Points Earned (% x 20 points possible by subject area)
N-size	2	27	50	100	21	200	
Percent of total	1.00%	13.50%	25.00%	50.00%	10.50%	100%	
Point value	0.00	0.25	0.50	1.00	1.25		
% of points earned	0.00%	3.38%	12.50%	50.00%	13.13%	79.01%	

**Phase II steps to calculate the total points earned for each subject area:**

1. Multiply the percentage of points earned by 20, which is the possible points for each subject area:
  - a. 79% multiplied by 20 = 15.80 for Math
  - b. 88% multiplied by 20 = 17.60 for ELA
2. Total earned points for Student Performance for this school is 33.40, which is the sum of 15.80 and 17.60.
3. There are 40 points possible for the Student Performance indicator; to calculate the percentage of points earned: divide 33.40 by 40 = 84% of the possible points were earned by the school. No school may earn more points than maximum possible.

**Example of above steps calculation results:**

	% of Points Possible Achieved	Score	Total Points for Student Performance
Math	79.00%	15.80	33.40
ELA	88.00%	17.60	

**Indicator #2: Student Progress**

***Description***

Student Progress is based on the Student Growth Percentiles model. In this model, every student is compared to his or her peers (Administrative Rule 24:55:02:12). Test scores of students in grades 4 – 8 are used to capture two successive years of test scores for this measure. Student Progress is based on the students who meet Full Academic Year (FAY) in the current school year.

***Measure Details***

- Students are grouped with other South Dakota students based on their performance on previous year's assessment. Then their scores for current year assessment are compared to determine how much they grew.
- Those students who have a relatively higher year two score (i.e., they grew more) will have a higher Student Growth Percentile (SGP).
- Those with a relatively lower year two score (i.e., they grew less than their peers) will have a lower SGP.
- The modeling through Student Growth Percentiles is then used to project how the student will perform in three years.
- Three categories of students are factored into the numerator of the Student Progress calculation. These categories qualify for meeting the growth standard:
  1. Those students who are currently proficient and projected to stay proficient receive a designation of "Keeping Up."
  2. Those who are not yet proficient but for whom the model projects will become proficient in three years are "Catching Up."
  3. Those who are not proficient and not projected to become proficient, but who are achieving significant progress (defined as a Student Growth Percentile of 70 or above, i.e., growing at a rate of better than 70 percent of his or her peers), are designated as having "Very High Growth."
- The above three categories of students, plus the students Not Meeting the Growth standard, are the denominator.

**Definition of Growth Designations**

Designation	Current Year Proficiency	In 3 Years Proficiency	Current Growth
Keeping Up	Proficient	Will stay proficient	
Catching Up	Not Proficient	Will be proficient	
Very High Growth	Not Proficient	Will not be proficient	SGP of 70 or above
Others	Proficient Not Proficient	Will not be proficient Will not be proficient	SGP of below 70

### Calculation

*Numerator:* Number of current year FAY students with a previous year's assessment score who also earned a designation of Keeping Up, Catching Up, or Very High Growth

---

*Denominator:* Number of current year FAY students with a previous year's assessment score

The report card displays rates for both the All Students and the Lowest Quartile groups. The Lowest Quartile is comprised of those students who achieved the lowest 25 percent of scores on the previous year's assessment.

### Earning SPI Points

Points are awarded based on the performance of the "All Students" group in both ELA and math, as well as the performance of the Lowest Quartile students in ELA and math. Lowest Quartile is calculated on the lowest 25% of the previous year's assessment scores. An example of calculating Student Progress points:

Student Groups	ELA		Math		Total SPI Points
	% Meeting Standard	SPI Points	% Meeting Standard	SPI Points	
All Students	78.00%	7.80	61.33%	6.13	27.40
Lowest Quartile	73.68%	7.68	57.89%	5.79	

### Indicator #3: English Learners Progress

#### Description

English Learners Progress (ELP) indicator is designed to focus on the progress of English Learner students assessed by state English language assessment, specifically the South Dakota English Language Proficiency Assessment. Students who take the alternate assessment are not included in this indicator. The English Learners Progress indicator is based on the students who meet Full Academic Year (FAY) in the current school year.

- The point of entry to the indicator is a student's first SD-ELP assessment.
- The indicator is structured to consider separately students taking SD-ELP for the first time and students' progress on the SD-ELP.

All English Learner students who have been in the program before the 2016-17 Academic Year will have their progress trajectories set on their **2016-17 SD-ELP Composite Score**, regardless of how long they have been in the English Learner program (Linear Growth cannot be accurately calculated using scores from two different tests). For English Learner students identified after 2016-2017, their first SD-ELP Composite Score will become the baseline score used to calculate their progress trajectories.

When English Learner students take the SD-ELP assessment for the first time, the **Composite Score** they get is used to determine the number of years it will take for individual students to exit the English Learner program. The diagram below shows the number of years for an English Learner student to exit the program after taking their first SD-ELP assessment. Students may exit the program if they score a 5.0 on the SD-ELP assessment or score a 4.0 on the SD-ELP assessment and a 3 or 4 on the SD-ELA assessment. However, EL students in their first year of enrollment in the United

States may qualify for a waiver to not take the SD-ELA assessment, in which case, they must earn a 5.0 on the SD-ELP assessment to exit in their first year.

First SD-ELP Score	Years to Exit after First SD-ELP
1.0 to 1.9	5 years
2.0 to 2.9	5 years
3.0 to 3.9	4 years
4.0 to 4.9	3 years
4.0 to 4.9 AND 3 or 4 on SD-ELA	Exit
5.0 to 6.0	Exit

Once an English Learner student has their first SD-ELP Composite Score, a Linear Progress Trajectory is calculated based on the number of years they are expected to remain in the English Learner program.

The equation used to calculate the Linear Progress Trajectory is:

### Calculation

*Numerator: 5.0 – First Score*

---

*Denominator: Years to Exit based on first SD-ELP Composite Score*

The Linear Progress Trajectory is used as annual target scores a student must achieve to stay on track to exit. Below is an example of what an individual student targets would look like:

Initial ACCESS 2.0 Level	Years to Exit	Year 1 Target	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target
2.2	5 years	2.7	3.3	3.8	4.4	5.0

The student's second assessment score is used to categorize the student's progress, as detailed below:

- If the student didn't test -> **Returning EL, not tested**
- If the student scored a 1.9 on his/her next test -> **Returning EL, tested, no growth**
- If the student scored a 2.5 on his/her next test -> **Returning EL, growing but not meeting goals**
- If the student scored a 3.1 on his/her next test -> **Returning EL, tested, meeting growth goals**
- If the student scored a 5.2 on his/her next test -> **Returning EL, tested, early exit**

### Growth Categories

Students can fall into one of seven growth categories, whether they are first identified as an English Learner, or they are a returning English Learner without a test.

First-identified students (students without a previous SD-ELP test score):

Growth Category	Report Card Label	Definition
Newly-Identified EL, not tested	Identified, Not Tested	Newly identified students required to take SD-ELP but did not <b>OR</b> Newly identified students required to take SD-ELP but did not receive a composite score due to circumstances of ABS, INV, or DEC

Newly-Identified EL, exiting	Identified, Exited	Newly identified EL students who both took the SD-ELP assessment for the first time, and who met the exit criteria within their first year of receiving services
First Time Test Taker**	NA	Newly identified EL students who took the SD-ELP for the first time and did not exit within their first year of services

\*\* Students who took the SD-ELP assessment for the first time and did not exit within their first year of services are given a Progress trajectory but are **NOT INCLUDED** in the progress indicator until the second year of identification when progress towards growth can be calculated.

Students with at least one previous SD-ELP assessment score:

Growth Category	Report Card Label	Definition
Returning EL, not tested	Returning, Not Tested	Returning EL students required to take SD-ELP but did not <b>OR</b> Returning identified students required to take SD-ELP but did not receive a composite score due to circumstances of ABS, INV, or DEC
Returning EL, tested, no growth	Not Growing	Returning EL students who took SD-ELP as required but either lost proficiency or failed to make progress
Previously Identified, First Time Tested	Identified Last Year, First Time Tested	EL student was identified in the prior year but did not test until the current year
Returning EL, growing but not meeting goals	Growing, Not On Target	Returning EL students who are not on track to exit within the prescribed time frame but who have nevertheless progressed in proficiency
Tested, late exit	Exited Late	Returning EL students who have passed their "projected exit date" and now have exited.
Returning EL, tested, meeting growth goals	On Target	Returning EL students who are either on track to exit within the prescribed time frame <b>OR</b> Returning EL students who exited on time <b>OR</b> Students who have a gap of regular assessment for 2 years, then took the test and exited
Returning EL, tested, early exit	Exited Early	Returning EL students who exit ahead of the prescribed timeframe
Alternate Assessment	NA	New and Returning EL students who took the alternate assessment
First Time Test Taker	NA	Newly identified EL Students who took the SD-ELP for the first time and did not exit within their first year of services
Special Ed Exception	NA	New and Returning EL students who took SD-EP but did not get a composite score due to SPD Circumstance

### Earning SPI Points

Points will be awarded based on the performance of English Language Learner students on the ACCESS 2.0 assessment. Students can fall into one of seven growth categories, whether they are first identified as an English Learner, or they are a returning English Learner without a test.

First-identified students (students without a previous ACCESS 2.0 test score):

- Students who both took the ACCESS 2.0 assessment for the first time, and who met the exit criteria within their first year of receiving services are assigned to the category worth 1.0 point value.

- Other students who took the ACCESS 2.0 for the first time and did not exit within their first year of services are given a Progress trajectory but are **NOT INCLUDED** in this indicator until the second year of identification when progress towards growth can be calculated.

Students with at least one previous ACCESS 2.0 score:

- Students required to take ACCESS 2.0 but did not will be assigned to the category worth zero point value.
- Students who took ACCESS 2.0 as required but a) lost proficiency, b) failed to make progress, or c) did not take the SD-ELP Assessment when first identified but then took the assessment for the first time this year will be assigned to the category worth 0.25 point value.
- Students who are not on track to exit within the prescribed time frame but who have nevertheless progressed in proficiency **OR** students who did **NOT** take the ACCESS 2.0 when first identified but then took the assessment for the first time this year will be assigned to the category worth 0.50 point value.
- Students who are either on track to exit within the prescribed time frame **OR** students who exited on time are assigned to the category worth 1.0 point value.
- Students who exit ahead of the prescribed timeframe are assigned to the category worth 1.25 point value.

The table below describes the nine categories and points:

Growth Category	Point Value
Newly-Identified EL, not tested	0.00
Returning EL, not tested	0.00
Returning EL, tested, no growth	0.25
Previously Identified, First time testing	0.25
Returning EL, growing but not meeting goals	0.50
Returning EL, tested, late exit	0.50
Newly-Identified EL, exiting	1.00
Returning EL, tested, meeting growth goals	1.00
Returning EL, tested, early exit	1.25
Alternate Assessment	Not Included
First Time Test Taker (unless previously identified)	Not Included
Special Ed Exception	Not Included

#### SPI Points Awarded

Once all English Learner students have been assigned to the appropriate category as denoted above, the cumulative percentages of students in each point category are multiplied by the point level, and by the points available for the indicator to create a calculated ELP indicator score.

### An example for calculating points for the English Language Learners Progress Indicator:

	Newly-identified EL, not tested	Returning EL, not tested	Previously Identified, First time tested	Returning EL, tested, no growth	Returning EL, growing but not meeting goals or Exited Late	Returning EL, tested, late exit	Newly-identified EL exiting	Returning EL, tested, meeting growth goals	Returning EL, tested, early exit	Total	Total Points Earned (lesser of 10.0 or sum of all points)
N-size	10	10	10	10	10	10	10	20	10	100	
Percent of total EL	10.00%	10.00%	10.00%	10.00%	20.00%	20.00%	10.00%	20.00%	10.00%	100%	
Point value	0		0.25		0.5		1.00		1.25		
% of Points Earned	0		5.00%		10.00%		30.00%		12.50%	57.5%	5.75

### Rounding Rule for ELP Progress Goals

The Linear Growth Trajectory is measured to the hundredth decimal place and the SD-ELP assessment measures scores by the tenth decimal place. We calculate targets using the hundredth, but the student's score is rounded down to the tenth (Rounding up would mean they would have to earn a higher than intended score with a linear progress trajectory).

### N-Size of 10 Rule for English Language Learner Progress Indicator

South Dakota's districts vary widely in the number of ELs they serve. Any school meeting an N-size of 10 will be held accountable for the performance of its students for the English Language Learner Progress indicator. In this way, the SDDOE will be able to hold the maximum number of districts accountable for the progress of their EL students.

- If a school in a district does not meet the EL N-size of 10 in the current school year, but the district identifies 10 or more ELs in the current year, that school will use the district level data for the indicator.
- If a school and district did not meet the N-size of 10 in the current year, no EL data will show.

### English Learners On Track

The English Learners On-Track progress measures the rate of EL students that have met annual target goals. This rate will reflect district data if the N-size for the school is less than 10 students.

#### Calculation

*Numerator:* EL students with growth category of 'On Target', 'Identified, Exited' or 'Exited Early'

*Denominator:* EL students in any growth category EXCEPT 'First Time Test Taker'

### English Learners Exited

The English Learners Exited progress measures the percentage of EL students that score a 5.0 or higher on the SD-ELP assessment and exited the program. This rate will reflect district data if the N-size for the school is less than 10 students.

#### Calculation

*Numerator:* EL students that score 5.0 or higher on the SD-ELP assessment OR scored a 4.0 or higher on the ELP Assessment AND a Level 3 or 4 on the SD-ELA Assessment

*Denominator:* EL students in any of the above growth categories

## **Indicator #4: School Environment (Attendance)**

### ***Description***

The attendance rate is based on the percentage of students attending school for 90% or more of enrolled days. All students who are FAY and enrolled in grades kindergarten (including junior kindergarten – K1) through grade 8 are included in the attendance rate calculation.

**NOTE:** The attendance rate of 94% was the standard in past years (before 2017-18) and FAY was not applied. In 2017-18, the attendance rate benchmark changed to 90% and FAY is applied to measure.

### ***Calculation***

**Numerator** = Count of FAY students who attended at least 90% of his or her enrolled days

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**Denominator** = Count of all FAY students who were enrolled for at least 15 consecutive school days

### **Earning SPI Points**

Points are earned by taking the percentage of FAY students who attended at least 90% of enrolled days multiplied by 10. For example, a hypothetical school with 83.54 percent of students attending at least 90% of enrolled days will receive 8.35 points out of a possible 10.

Attendance rates are calculated based on every unique student enrollment record (a student can have multiple enrollment records) at grades kindergarten (including junior kindergarten – K1) through eighth grade, reduced by students incarcerated at the state penitentiary, students attending school out-of-state, private school, summer school, home school, foreign exchange students, and students attending out-of-state on a contract basis. A unique student enrollment record is defined as unique student/ district/school/enrollment period. There could exist in Infinite Campus multiple enrollment records for the same student at the same district/school for the same enrollment period – if this is so, only one of these is retained for analysis.

Students can be accountable at the school/district/state levels, or district/state levels, or state level only, determined by the process involving district type and funding codes used for academic performance. For each level, the attendance rate is calculated by the (sum of membership days – sum of absent days) / (sum of membership days), summed over each unique enrollment record. This gives each unique enrollment record an attendance percentage).

Note: Chronic Absenteeism is reported in the elementary and middle school report cards. Chronic Absenteeism measures the percentage of students that have attended more than 10 days and have missed more than 10% enrolled days in the school year.

## **The High School Accountability System**



The High School Accountability System incorporates five key indicators including: student performance, on-time graduation, high school completion, college and career readiness, and English language learner progress.

### **Indicator #1: Student Performance**

#### ***Description***

The Student Performance indicator is the same for high schools as the elementary/middle school indicator. See details at [Indicator #1: Student Performance](#) starting on page 2 of this document.

### **Indicator #2: High School Completion**

#### ***Description***

This is the percent of students in the most recently completed school year who have attained a diploma or a GED. This includes students who graduated outside of the traditional four-year timeframe (both early and late graduates). This also includes students who obtained an alternate completion credential before age 21, namely the GED. The Department collects GED information for all test takers in South Dakota; any schools with students who have completed a GED outside of South Dakota can submit that record to the Department through the appeal process available to districts.

**NOTE:** If students did not attend at least 50% of their last enrolled year at one school, students count at the high school they attended the longest, or the last enrolled if there are multiple with equal enrollment lengths.

#### ***Calculation***

*Numerator* = Number of students who obtained a high school diploma or GED in the most recently completed school year

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*Denominator* = Dropouts (Grade 9 dropouts in 2018-19 + Grade 10 dropouts in 2019-20 +  
Grade 11 dropouts in 2020-21 + Grade 12 dropouts in 2021-22) +  
the number of students who obtained a high school diploma or GED in the most recently completed school year

### **Earning SPI Points**

The points for High School Completion are calculated based on the Completer Rate multiplied by 12.5 Points.

### **Indicator #3: On-Time Graduation Rate**

#### ***Description***

The On-Time Graduation rate is based on the number of students who graduate in four years with a regular high school diploma, divided by the number of students who form the “adjusted cohort” for that graduating class. The adjusted cohort is defined as the students who entered ninth grade for the first time four years ago, minus those who transferred out of the cohort (i.e., moved out of state, transferred to a private school, etc.), plus students who joined the cohort (i.e., students who began four years ago as a ninth grader in a private school, out of state, etc.). As opposed to the completer rate, only students who graduate with a regular diploma are counted positively in this measure. Those who continue their education beyond four years, those who finish with a GED, and those who drop out are all counted

against the Four-Year On-Time Graduation Rate. The state's graduation rate goal for All Students group and all subgroups is 100 percent.

**NOTE:** If students did not attend at least 50% of the last year of enrollment at one school, students count at the high school they attended the longest, or the last enrolled if there are multiple with equal enrollment lengths.

South Dakota is required to follow the Title I Four-Year Adjusted Cohort methodology in determining Graduation Rate, as defined in the ESEA, 20 U.S.C. § 8101(25) (December 10, 2015).

### **Calculation**

*Numerator* = Number of cohort members who graduate within four years from their first point of entry into 9th grade (fall 2018) with a regular high school diploma

*Denominator* = Number of first-time ninth graders (starting cohort year-fall 2018), plus students who transfer in, minus students who are removed from the cohort during the school years 2018-19, 2019-20, 2020-21, and 2021-22

### **Earning SPI Points**

The points for Four-Year Cohort Graduation are calculated are earned based on the Four-Year Cohort Graduation Rate multiplied by 12.5 Points.

## **Indicator #4: College and Career Readiness**

### **Description**

The CCR indicator is a comprehensive measure that includes four types of college and career assessments and three types of coursework.

**Assessment Readiness and Coursework Readiness.** Measures reported in the report card for CCR include: assessment readiness; coursework readiness; assessment OR coursework readiness (one or the other but not both); and assessment AND coursework readiness (combined). Unlike other indicators, the student cohort for CCR data is comprised of the previous year's completer roster. New in the 2021-22 report card year are the rules for high school graduation advanced endorsements. See details in asterisk notes at the end of the "Newly Revised CCR Table" below.

NEWLY REVISED CCR TABLE (May 2022)

Assessment Readiness for College or Career	Coursework Readiness for College or Career
<ul style="list-style-type: none"> <li>College English Readiness- meet 1 of 3 options:               <ul style="list-style-type: none"> <li>State Assessment-ELA (Level 3 or 4)</li> <li>ACT English (sub-score 18)</li> <li>Accuplacer- NextGen Writing (score263+)</li> </ul> </li> <li>College Math Readiness- meet 1 of 3 options:               <ul style="list-style-type: none"> <li>State Assessment-Math (Level 3 or 4)</li> <li>ACT Math (sub-score 20)</li> <li>Accuplacer- NextGen-Quantitative Reasoning, Algebra &amp; Statistics (score 255-300)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>High School Graduation Advanced Endorsement               <ul style="list-style-type: none"> <li>✓ Earn 1 or more endorsements</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Career English and Math Readiness- earn silver or higher               <ul style="list-style-type: none"> <li>✓ National Career Readiness Certificate</li> </ul> </li> </ul>	

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*\*\*New in the 2021-22 report card, only students that earn 1 or more advanced endorsements will count in the coursework readiness measure.*

**Details of CCR indicator measures in the above table as reported on the report card:**

- 1) Progress towards post high school credential is labeled as **Coursework Readiness** in the CCR indicator measure in the Accountability System and report cards. Details are:
  - a) Students are **Coursework Ready** if they meet the following criteria:
    - i) Earn 1 or more High School Graduation Advanced Endorsements

*\*Details for Advanced Endorsements are found at <https://doe.sd.gov/gradrequirements/>*
- 2) **Assessment Readiness (includes college and career assessment options)**
  - a) Students are Assessment Ready if they meet the benchmark on one of the assessment options for both English/reading and mathematics **OR** earn a silver or higher NCRC certificate. See section below about Assessment Readiness for more information.
- 3) **College AND Career Readiness**
  - a) This measure reflects students who met **both** the criteria for Coursework Readiness AND Assessment Readiness measures.
- 4) **Assessment OR Coursework Readiness**
  - a) Students met the criteria for either assessment OR coursework readiness but **not both**.
  - b) CCR data are reported in dashboards in the report cards.

**CCR Rules**

1. Use Completer roster from previous year.
2. A student will count for the college and career readiness key indicator at the school for which the student counted for the purposes of the prior year completer rate
3. Identify all assessment and coursework taken anytime during a student's high school career for each student by matching student ID.
4. Identify if the student met any of the benchmarks. Each of the assessment readiness and coursework readiness measures has its own benchmark.
5. If an assessment or course is taken multiple times, only the best mark is considered.

**Earning SPI Points**

The College and Career Readiness indicator has a value of 25 points. To award points for this indicator, the prior year's completer roster data will be examined, and students will be classified into one of three categories with their point value:

- No Indicators met = 0 point
- **Either** Assessment Readiness met **OR** Coursework Readiness met = 0.5 points
- Both Assessment Readiness **AND** Coursework Readiness measures met = 1.0 point

Table 1 represents the CCR indicator data for All Students from a Student Population Metric report and Table 2 shows how to use those numbers to calculate SPI points. Data in these tables are false.

Table 1: CCR measures for All Students

CCR Measure	Metric %	Metric Numerator	Metric Denominator
<b>Assessment OR Coursework Readiness</b>	46.15%	66 Students	143 Students
<b>Assessment AND Coursework Readiness</b>	27.27%	39 Students	143 Students

Table 2: Calculating SPI Points

	No Indicators Met	One Indicator Met (Assessment OR Coursework Ready)	Both Indicators Met (Assessment AND Coursework Ready)	Totals	Total SPI Points Earned
<b>SPI Details</b>	38	66	39	143	
<b>SPI Point value</b>	0.00	0.50	1.00		
<b>% of SPI Points Earned</b>	0.00	23.08%	27.27%	50.35%	12.59 out of possible 25

The SPI points for CCR indicator are calculated by taking the total percentage of points earned multiplied by 25.

### **N-Size Rule of 10**

N-sizes and subgroup information will be reported for this indicator-both for assessment and coursework readiness. N-size suppression rules will apply. If the number of students who met the different measures (i.e., South Dakota Assessments, ACT, Accuplacer, or NCRC) is less than 10, the percentage of students will be suppressed in the public report card.

### **Assessment Readiness Cut Scores**

The South Dakota Assessments, ACT, and Accuplacer assessments are used to measure college assessment readiness, a component of the College and Career Readiness indicator. The state's goal is that 100 percent of students taking a college readiness assessment will meet the Board of Regents cut scores:

- South Dakota Assessments:
  - ELA: Level 3 or 4
  - Math: Level 3 or 4
- ACT:
  - English: 18
  - Math: 20
- Accuplacer NextGen:
  - Writing: 263+
  - Quantitative Reasoning, Algebra & Statistics: 255+
- NCRC Assessment (Workkeys):
  - Applied Math: 76-79 (Level Score 4; Certificate Silver)
  - Graphic Literacy: 76-77 (Level Score 4; Certificate Silver)
  - Workplace Documents: 77-80 (Level Score 4; Certificate Silver)

Students can also qualify for assessment readiness if they earn a silver or higher certificate on the NCRC. To earn a certificate, a student must successfully complete three WorkKeys assessments: Applied Math, Graphic Literacy, and

Workplace Documents. The student's scores on these WorkKey assessments are then used to assign a certificate level. Students who do not score a Level 3 or higher on all three exams do not earn a certificate. There are four NCRC levels.

- Platinum – scores of Level 6 or higher on all three exams
- Gold – scores of Level 5 or higher on all three exams
- Silver – scores of Level 4 or higher on all three exams
- Bronze – scores of Level 3 or higher on all three exams

### Indicator #5: English Learners Progress

#### **Description**

The English Learners Progress indicator is the same for high schools as the elementary/middle school indicator. See details at [Indicator #3: English Learners Progress](#) starting on page 6 of this guide.

### **Redistribution of SPI Points**

Consistency with the 100-point School Performance Index (SPI) is particularly important when conducting the calculations for classifying school support, small and special schools, and for the fidelity of calculating the overall SPI points for individual schools. For that reason, the SDDOE created rules for reallocating SPI points to other academic indicators.

#### Rules for redistribution of SPI points:

- If the N-size is below 10 for an indicator
- If there are no students for an indicator

Redistribution of SPI points for elementary and middle schools is applied:

- If a school is not accountable for the English Language Learner Progress indicator (see note on Page 18), then those 10 points will be redistributed equally to all other **academic indicators**:
  1. Student Performance would be 45 Points (22.5 for English language arts, 22.5 for mathematics)
  2. Student Progress would be 45 Points (11.25 Points for English Language arts, 11.25 Points for mathematics, 11.25 Points for English language arts Lowest Quartile, 11.25 Points for mathematics Lowest Quartile.
  3. Attendance would stay as 10 Points, because it is a **non-academic/School Quality** measure
- If a school is not accountable for the Student Progress Indicator, then those 40 points will be redistributed equally to all other **academic indicators**:
  1. Student Performance would be 72 Points (36 for English Language Arts, 36 for Mathematics)
  2. English Language Learner Progress would be 18 Points
  3. Attendance would stay as 10 Points, because it is a **non-academic/School Quality** measure
- If a school is not accountable for English Language Learner Progress (10 pts) **AND** Student Progress (40 pts), then those 50 Points will be redistributed equally to Student Performance (45 for English Language Arts, 45 for mathematics).

Redistribution of SPI points for high schools is applied:

- If a School is not accountable for the English Language Learner Progress Indicator (see note below), then those 10 points will be redistributed equally to all other **academic indicators**:
  - Student Performance would be 43.34 Points (21.67 for English Language Arts, 21.67 for Mathematics)
  - College and Career Readiness would be 28.33 Points
  - On-Time Graduation would be 15.83 Points
  - High School Completion would stay as 12.5 Points, because it is a **non-academic/School Quality** measure.

- If a high school has no students in CCR, then those 25 points are redistributed equally to the other three Academic Indicators:
  - Student Performance would be 48.3 Points ( $40 + 8.3 = 48.3$ )
  - On-Time Graduation would be 20.83 Points ( $12.5 + 8.3 = 20.8$ )
  - English Language Learner Progress would be 18.4 Points ( $10 + 8.4 = 18.4$ )
  - High School Completion would stay as 12.5 Points, because it is a **non-academic/School Quality** measure

Redistribution of SPI points when a school has no students in an SPI indicator:

- No students in Student Performance-those points are redistributed to Student Progress and/or English Language Learner Progress
- No students in On-Time Graduation-those points are redistributed to Student Performance

**NOTE: N-Size of 10 Rule for English Language Learner Progress Indicator**

South Dakota's districts vary widely in the number of ELs they serve. Any school meeting an N-size of 10 will be held accountable and receive points based on the performance of its students for the English Language Learner Progress indicator. In this way, SDDOE will be able to hold the maximum number of districts accountable for the progress of their EL students.

- If a school in a district does not meet the EL N-size of 10 in the current school year, but the district identifies 10 or more ELs in the current year, that school will receive the percentage of points earned at the district level for the indicator.
- If a school and district did not meet the N-size of 10 in the current year, the points for the ELP indicator will be redistributed to the other academic indicators as explained earlier.

## Confidentiality

South Dakota Department of Education takes the job of maintaining and protecting the confidentiality of South Dakota students very seriously. To that end, we have developed and utilize the following protocol:

1. Individual student's results are never reported to the public.
2. The State neither publishes nor publicly releases any data pertaining to school performance or other matters for any group or subgroup with fewer than 10 members.
3. A notation will be used on all public reports when data has been suppressed.

## Questions?

Contact the SD DOE Accountability staff at 605-773-3134 or [DOE.Accountability@state.sd.us](mailto:DOE.Accountability@state.sd.us).

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## **13-3-51. Data reporting and record systems--Evaluation--Promulgation of rules--Exception.**

The secretary of the Department of Education shall 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. Any school district or school seeking state accreditation shall submit enrollment data, personnel data, and shall verify all state and federal standards for accreditation and approval of schools, including those related to safety and educational equity of the school district or school by October fifteenth of each year. If the due date falls on a weekend or state holiday, the due date is the next business day following the scheduled due date. An annual written evaluation of the educational progress in the state and in each school district shall be submitted to the Legislature and shall be made available in each school district to the general public. The South Dakota Board of Education Standards may promulgate rules pursuant to chapter 1-26 to further define the data required pursuant to this section. However, nothing in this section authorizes the collection of information not necessary for the calculation of funding for public education, the determination of student academic progress, state and federal reporting requirements, or other duties prescribed to a school district, the department, or the South Dakota Board of Education Standards by law.

**Source:** SDC 1939, § 15.0904 (12); SL 1955, ch 41, ch 1, § 3; SL 1957, ch 52, § 4; SDC Supp 1960, § 15.0905 (19); SDCL § 13-1-13; SL 1975, ch 128, § 17; SL 1997, ch 84, § 2; SL 2003, ch 272 (Ex. Ord. 03-1), § 63; SL 2007, ch 83, § 1; SL 2012, ch 88, § 2; SL 2014, ch 76, § 2; SL 2017, ch 81, § 57.

### **13-3-51.1. Definitions regarding privacy of records.**



Terms used in §§ 13-3-51.1 to 13-3-51.6, inclusive, mean:

- (1) "Aggregate data," information from education records in which all personally identifiable information has been removed;
- (2) "Department," the South Dakota Department of Education;
- (3) "Disclosure," "education records," and "personally identifiable information," as defined in 34 C.F.R. § 99.3, as amended to January 1, 2014;
- (4) "Privacy protection laws," the federal Family Educational Rights and Privacy Act (20 U.S.C. 1232g), the Protection of Pupil Rights Amendment (20 U.S.C. 1232h), the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.), and any other state or federal law relating to the confidentiality and protection of personally identifiable information, as amended to January 1, 2014.

**Source:** SL 2014, ch 76, § 1.

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### **13-3-51.2. Information not subject to survey, analysis, or evaluation without consent.**

No elementary school or secondary school student shall be required to submit to a survey, analysis, or evaluation that reveals information concerning:

- (1) Political affiliations or beliefs of the student or the student's parent;
- (2) Mental or psychological problems or aspects of the student or the student's family;
- (3) Sex behavior or attitudes of the student or the student's family;
- (4) Illegal, anti-social, self-incriminating, or demeaning behavior;
- (5) Critical appraisals of other individuals with whom respondents have close family relationships;
- (6) Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- (7) Religious practices, affiliations, or beliefs of the student or student's parent;
- (8) Personal or family gun ownership; or
- (9) Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program);

without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent. The list of information in subdivisions (1) to (9), inclusive, is not an exclusive list. The secretary of the Department of Education may add to the list of information in subdivisions (1) to (9), inclusive, other data, facts, or information that is of a similar nature that a student may not be required to disclose.

The term, parent, for purposes of this section, includes a legal guardian or other person standing in loco parentis.



Nothing in this section is intended to supersede or modify any other state law or any provision in 20 U.S.C. § 1232h or 34 C.F.R. Part 98, as amended to January 1, 2014.

**Source:** SL 2014, ch 76, § 3.

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### **13-3-51.3. Prohibition against reporting personally identifiable information--Exception.**

The department may not, as part of any reporting requirement tied to federal funds, report personally identifiable information from education records to the United States Department of Education. However, this section does not apply to information required to be reported pursuant to 20 U.S.C. § 6398 to improve programs for migrant students.

**Source:** SL 2014, ch 76, § 4.

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### **13-3-51.4. Department to develop security measures to protect personally identifiable information.**

Personally identifiable information is confidential and is not a public record, and the department shall develop security measures and procedures intended to protect personally identifiable information from release to unauthorized persons or for unauthorized purposes. Any collection, maintenance, or disclosure of education records by the department shall comply with privacy protection laws in all respects.

**Source:** SL 2014, ch 76, § 5.

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### **13-3-51.5. Disclosure of aggregate data otherwise allowed.**

Nothing in §§ 13-3-51 to 13-3-51.6, inclusive, prohibits the disclosure of aggregate data if otherwise allowed by privacy protection laws.

**Source:** SL 2014, ch 76, § 6.

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### **13-3-51.6. Disclosure of aggregate data necessary for impact aid.**

Nothing in §§ 13-3-51 to 13-3-51.5, inclusive, prohibits the disclosure of aggregate data necessary to make an application for impact aid pursuant to Title VIII of the Elementary and Secondary Education Act.

**Source:** SL 2014, ch 76, § 7.

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## CHAPTER [13-42](#)

### CERTIFICATION AND EVALUATION OF TEACHERS, PRINCIPALS, AND SUPERINTENDENTS

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- [13-42-1.1](#) [13-42-1.1](#). Repealed by SL 1989, ch 153, § 2
- [13-42-1.2](#) Certificate required for teachers, administrators, and other educational professionals in schools.
- [13-42-2](#) [13-42-2](#). Repealed by SL 2001, ch 86, § 1
- [13-42-3](#) Certification of educational professionals--Promulgation of Rules.
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## 13-42-1. Definitions.

Terms used in this chapter and §§ [13-43-16](#) to [13-43-49](#), inclusive, mean:

- (1) "Administrator," a superintendent, principal, or other person whose assigned duties require the person to be issued a certificate as an administrator;
- (2) "Applicant," an individual who has applied for a certificate, either through an initial application or a renewal application;
- (3) "Certificate," a certificate and endorsements required by the South Dakota Board of Education Standards pursuant to § [13-42-3](#) for a teacher, administrator, or other educational professional which authorize the certificate holder to work in assigned grades and fields;
- (4) "Department," the South Dakota Department of Education;
- (5) "Other educational professional," an instructor, school service specialist, or other person whose duties require the person to be issued a certificate;
- (6) "Secretary," the secretary of the department;
- (7) "Teacher," a person whose assigned duties require the person to be issued a certificate as a teacher.

**Source:** SL 2015, ch 98, § 1; SL 2017, ch 81, § 57.

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13-42-1.1. Repealed by SL 1989, ch 153, § 2

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### **[13-42-1.2.](#) Certificate required for teachers, administrators, and other educational professionals in schools.**

No person may draw wages as a teacher, administrator, or other educational professional in any public school or other accredited school who does not have a valid certificate.

**Source:** SDC 1939, § 15.3807; SL 1955, ch 41, ch 16, § 2; SDC Supp 1960, § 15.3802; SL 1975, ch 128, § 293; SL 1985, ch 129, § 17; SL 1986, ch 122, §§ 1, 17; SL 1987, ch 29, § 75; SL 1989, ch 153, § 1; SL 1991, ch 20, §§ 17, 18; SL 2003, ch 272 (Ex. Ord. 03-1), § 63; SDCL § [13-42-1](#); SL 2015, ch 98, § 2.

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13-42-2. Repealed by SL 2001, ch 86, § 1

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### **[13-42-3.](#) Certification of educational professionals--Promulgation of Rules.**

The South Dakota Board of Education Standards shall promulgate rules, pursuant to chapter [1-26](#), to establish the requirements and criteria that an applicant shall meet in order to be issued a certificate by the secretary as a teacher, administrator, or other educational professional authorizing the holder of the certificate to accept a position in any elementary or secondary school in the grades and fields specified

by the certificate. The rules shall specify the duration and the method of renewal, the amount of the fee for issuing the certificate, the application procedures and documentation requirements for certificates, the endorsements to certificates, the requirements for certification, the procedures for denial or nonrenewal of a certificate and disciplinary proceedings and assessment of costs, the procedures for requesting an inactive status and reinstatement, the procedures and costs for reinstatement of an invalid certificate, the definition of inactive certificate status, the procedures for processing applications and issuing certificates for military spouses, the procedures for granting reciprocity for any teacher who is certified to teach in another state and has completed an accredited teacher education program, and other procedures necessary for the administration of certification.

In addition to teacher certificate renewal based on academic coursework, the rules for teacher certificate renewal shall include guidelines and criteria by which an applicant may receive credit toward renewal based on private or public sector experience that was not obtained through academic coursework if the experience is related to the applicant's teaching field. Any change to a rule promulgated pursuant to this section that increases the educational requirements an applicant shall meet to qualify for a certificate shall be preceded by at least two years' notice before the effective date of the change. The two-year notice requirement does not apply to an increase in the application fee, which must comply with §§ [1-26-4.8](#) and [1-26-6.9](#).

**Source:** SDC 1939, § 15.3716; SL 1939, ch 48; SL 1947, ch 76; SL 1955, ch 41, ch 16, §§ 2, 4; SDC Supp 1960, §§ 15.3802, 15.3804; SDCL § 13-42-5; SL 1973, ch 93, § 2; SL 1975, ch 128, § 295; SL 1985, ch 137; SL 1989, ch 153, § 7; SL 1994, ch 131; SL 2003, ch 272 (Ex. Ord. 03-1), § 63; SL 2013, ch 170, § 9; SL 2015, ch 98, § 3; SL 2016, ch 80, § 4; SL 2017, ch 81, § 57; SL 2020, ch 62, § 1.

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13-42-3.1. Repealed by SL 1989, ch 30, § 46

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#### **[13-42-4. Issuance of certificates by secretary.](#)**

The authority to issue a certificate is vested in the secretary, and the certificate shall be issued, renewed, or validated to a person who has met the rules and requirements for the certificate as determined by the South Dakota Board of Education Standards.

**Source:** SL 1955, ch 41, ch 16, § 2; SDC Supp 1960, § 15.3802; SL 1975, ch 128, § 296; SL 2004, ch 17, § 30; SL 2015, ch 98, § 4; SL 2017, ch 81, § 57.

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13-42-4.1. Repealed by SL 1989, ch 153, § 3

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#### **[13-42-4.2. Investigations by secretary.](#)**



The secretary may, upon receipt of information suggesting the failure of an applicant or certificate holder to comply with requirements necessary for certification, initiate and conduct an investigation. The secretary may also initiate and conduct an investigation in regard to a person subject to § [13-43-59](#). In conducting the investigation, the secretary shall have the powers referenced in § [1-26-19.1](#).

**Source:** SL 2015, ch 98, § 5.

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13-42-5. Repealed by SL 1975, ch 128, § 377

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#### **[13-42-5.1](#). Use of institute funds--Vouchers and warrants.**

The state institute fund shall be used for the purpose of writing and publishing bulletins, accreditation rules, and materials essential to the school systems of this state, and to support activities related to school accreditation and teacher training and retention, and as otherwise may be provided by law; and the state institute fund is hereby appropriated for such purposes and shall be paid out upon warrants drawn by the state auditor on duly itemized vouchers approved by the secretary of the Department of Education.

**Source:** SDC 1939, § 15.3716; SL 1939, ch 48; SL 1947, ch 76; SL 1955, ch 41, ch 16, § 4; SDC Supp 1960, § 15.3804; SDCL § 13-44-5; § [13-42-5](#), as added by SL 1973, ch 93, § 2; SL 1975, ch 128, § 297; SL 2003, ch 272, § 63; SL 2007, ch 107, § 1; SL 2021, ch 73, § 17.

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#### **[13-42-6](#). Oath or affirmation of allegiance required--Aliens excepted.**

No certificate may be issued unless the applicant is a United States citizen and takes an oath or affirmation to support the Constitutions of the United States and of the State of South Dakota or unless the applicant is a legal alien. The department shall keep a copy of the oath on file. A legal alien employed by a school district is not required to file an oath or affirmation of allegiance. The secretary may administer the oath or affirmation required under this chapter.

**Source:** SL 1955, ch 41, ch 16, § 3; SDC Supp 1960, § 15.3803; SL 1975, ch 128, § 298; SL 1982, ch 148, § 2; SL 1989, ch 30, § 47; SL 1991, ch 20, §§ 17, 18; SL 2003, ch 272 (Ex. Ord. 03-1), § 63; SL 2015, ch 98, § 6.

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#### **[13-42-7](#). Repealed.**

**Source:** SL 1955, ch 41, ch 16, § 6; SDC Supp 1960, § 15.3806; SL 2003, ch 272 (Ex. Ord. 03-1), § 63; SL 2015, ch 98, § 7; SL 2022, ch 44, § 3.

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**13-42-9. Grounds for refusal to issue or renew certificate or for revocation or suspension.**

The secretary may refuse to issue or renew, or may revoke or suspend, any certificate for:

- (1) Incompetency;
- (2) A determination by the Professional Teachers Practices and Standards Commission or the Professional Administrators Practices and Standards Commission that a violation of the code of ethics established pursuant to § 13-43-25 or 13-43-45 exists;
- (3) Flagrant neglect of duty;
- (4) Failure to fulfill any requirement for certification imposed pursuant to this chapter or chapter 13-43 and rules promulgated thereto;
- (5) Moral turpitude, as defined in § 22-1-2; or
- (6) Any other cause specifically allowed by law.

**Source:** SL 1955, ch 41, ch 16, §§ 5, 10; SDC Supp 1960, §§ 15.3805, 15.3810; SDCL § 13-43-9; SL 1969, ch 50; SL 1975, ch 128, § 299; SL 1977, ch 138, § 1; SL 1999, ch 91, § 1; SL 2001, ch 88, § 2; SL 2002, ch 92, § 1; SL 2003, ch 272 (Ex. Ord. 03-1), § 63; SL 2010, ch 90, § 1; SL 2015, ch 98, § 8; SL 2022, ch 44, § 1.

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**13-42-10. Suspension or refusal to issue or renew certificate for breach of contract.**

The secretary may suspend or refuse to issue or renew any certificate for a period not to exceed one year for breaking a contract with a school. However, the secretary may not suspend the certificate if the school board or governing body collects liquidated damages pursuant to the terms of the contract. In order to initiate proceedings pursuant to this section, the school board or governing body employing the certificate holder shall file a complaint pursuant to § 13-42-12.

**Source:** SL 1955, ch 41, ch 16, § 6; SDC Supp 1960, § 15.3806; SL 1984, ch 123, § 1; SL 1989, ch 153, § 7; SL 1991, ch 20, §§ 17, 18; SL 2001, ch 87, § 1; SL 2003, ch 272 (Ex. Ord. 03-1), § 63; SL 2015, ch 98, § 9.

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**13-42-11. Mandatory revocation of certificate for disloyal conduct or refusal to take oath of allegiance.**

Any teacher who shall have publicly reviled, ridiculed, or otherwise spoken or acted with disrespect and contumacy toward the flag of the United States or its official uniforms or insignia, or toward the system of government of the United States and its Constitution, or shall refuse to take and subscribe the oath of

allegiance required in § 13-42-6 shall upon satisfactory proof of the commission of such offense have his certificate revoked by the secretary of the Department of Education.

**Source:** SL 1955, ch 41, ch 16, § 3; SDC Supp 1960, § 15.3803; SL 2003, ch 272, § 63.

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### **13-42-12. Procedures for revocation or suspension of certificate.**

Except as provided in § 13-42-10, any person may initiate proceedings for the revocation or suspension of a certificate. A written complaint shall be filed with the Professional Teachers Practices and Standards Commission or the Professional Administrators Practices and Standards Commission. The complaint shall specify generally the nature and character of the charges, and within five days after filing, a copy of the complaint shall be served upon the certificate holder in person or by registered or certified mail addressed to the person's last known address. The certificate holder shall, within thirty days after the service of the complaint, file with the commission a written answer to the charges specified. The hearing shall be conducted consistent with the requirements of chapter 1-26. Each commission may promulgate rules, pursuant to chapter 1-26, to further define the standards and procedures for conducting hearings and for filing, investigating, and resolving complaints.

**Source:** SL 1955, ch 41, ch 16, § 6; SDC Supp 1960, § 15.3806; SL 1975, ch 128, § 300; SL 1985, ch 138; SL 1985, ch 139, § 16; SL 1989, ch 153, § 7; SL 1994, ch 132, § 1; SL 2003, ch 272 (Ex. Ord. 03-1), § 63; SL 2015, ch 98, § 10.

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13-42-13. Repealed by SL 2015, ch 98, § 11.

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### **13-42-14. Private or public hearing--Appearance and production of evidence--Witnesses--Record of proceedings.**

The hearing referenced in § 13-42-12 may be either private or public, as the certificate holder may elect, and the certificate holder may appear in person or by counsel and produce evidence at the hearing. Each witness shall be sworn before testifying and the official conducting the hearing may administer the oath prescribed by law for witnesses in judicial proceedings. A record, in writing, shall be made of the proceedings and of all evidence produced at the hearing and shall be filed with the department upon conclusion of the hearing. The hearing shall be held in Pierre unless good cause is shown to justify moving the hearing to another location for the convenience of the parties and witnesses.

**Source:** SL 1955, ch 41, ch 16, § 6; SDC Supp 1960, § 15.3806; SL 1985, ch 139, § 18; SL 2010, ch 77, § 19; SL 2015, ch 98, § 12.

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### **13-42-15. Secretary's decision on revocation or suspension of certificate--Effective date and duration--Service of order and findings.**

The secretary shall make a decision within thirty days from receipt of a complaint pursuant to § 13-43-28.1 or 13-43-49. In case of suspension or revocation, the secretary shall fix the date at which the suspension or revocation becomes effective and, in case of suspension, the duration of the suspension. The order and findings of fact and conclusions of law of the secretary shall be served upon the certificate holder, and, if applicable, upon the school which last employed the certificate holder, the commission, and the complainant before the commission.

**Source:** SL 1955, ch 41, ch 16, § 6; SDC Supp 1960, § 15.3806; SL 1985, ch 139, § 19; SL 1989, ch 153, § 7; SL 1991, ch 20, §§ 17, 18; SL 1996, ch 127, § 1; SL 2003, ch 272 (Ex. Ord. 03-1), § 63; SL 2012, ch 88, § 35; SL 2015, ch 98, § 13.

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#### **13-42-15.1. Repealed by SL 2012, ch 87, § 18.**

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### **13-42-16. Appeal to circuit court from revocation or suspension of certificate.**

A certificate holder whose certificate has been revoked or suspended pursuant to this chapter has a right of appeal from the decision of the secretary to the circuit court pursuant to chapter 1-26.

**Source:** SL 1955, ch 41, ch 16, § 6; SDC Supp 1960, § 15.3806; SL 1985, ch 139, § 20; SL 1989, ch 153, § 7; SL 1991, ch 20, §§ 17, 18; SL 2003, ch 272 (Ex. Ord. 03-1), § 63; SL 2015, ch 98, § 14.

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### **13-42-17. Confidentiality of investigative information--Disclosure.**

Each complaint and answer referenced in § 13-42-12 and all other investigative information regarding potential discipline of an applicant or certificate holder in the possession of the department, the Professional Teachers Practices and Standards Commission, and the Professional Administrators Practices and Standards Commission is confidential. This information may be discovered and disclosed as part of a disciplinary proceeding initiated pursuant to chapter 13-42 or 13-43. In addition, if disciplinary action is imposed by the secretary or a commission pursuant to chapter 13-42 or 13-43, this information may be disclosed to authorities within this state, another state, the District of Columbia, or a territory or country in which the applicant or certificate holder holds a certificate or has applied for a certificate.

**Source:** SL 1955, ch 41, ch 16, § 6; SDC Supp 1960, § 15.3806; SL 2010, ch 77, § 20; SL 2015, ch 98, § 15.

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#### **13-42-17.1. Public and confidential records--Disclosure.**

The final decision of the secretary regarding a certificate, along with the findings of fact and conclusions of law, is a public record. If the certificate holder requests a private hearing pursuant to § 13-42-14, the written record and evidence from the hearing, including the findings of fact and conclusions of law, are confidential unless adopted by the secretary as part of the final decision. However, if disciplinary action is imposed by the secretary or a commission pursuant to chapter 13-42 or 13-43, the written record and evidence from the hearing may be disclosed to authorities within this state, another state, the District of Columbia, or a territory or country in which the applicant or certificate holder holds a certificate or has applied for a certificate.

**Source:** SL 2015, ch 98, § 16.

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### **13-42-17.2. Costs of contested case proceeding.**

After conducting a contested case proceeding that results in the denial, nonrenewal, revocation, or suspension of a certificate, the department or commission may assess all or part of its actual costs for the proceeding against the certificate holder or applicant.

**Source:** SL 2015, ch 98, § 17.

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### **13-42-18. Interstate Agreement on Qualification of Educational Personnel enacted--Text of agreement.**

The Interstate Agreement on Qualification of Educational Personnel is hereby enacted into law and entered into with all states legally joining therein, in the form substantially as follows:

#### **ARTICLE I**

##### **Definitions**

As used in this Agreement and contracts made pursuant to it, unless the context clearly requires otherwise:

1. "Educational personnel" means persons who must meet requirements pursuant to state law as a condition of employment in educational programs.
2. "Designated state official" means the education official of a state selected by that state to negotiate and enter into, on behalf of his state, contracts pursuant to this Agreement.
3. "Accept," or any variant thereof, means to recognize and give effect to one or more determinations of another state relating to the qualifications of educational personnel in lieu of making or requiring a like determination that would otherwise be required by or pursuant to the laws of a receiving state.
4. "State" means a state, territory, or possession of the United States; the District of Columbia; or the Commonwealth of Puerto Rico.
5. "Originating state" means a state (and the subdivision thereof, if any) whose determination that certain educational personnel are qualified to be employed for

specific duties in schools is acceptable in accordance with the terms of a contract made pursuant to Article II.

6. "Receiving state" means a state (and the subdivisions thereof) which accept educational personnel in accordance with the terms of a contract made pursuant to Article II.

## ARTICLE II

### Interstate Educational Personnel Contracts

1. The designated state official of a party state may make one or more contracts on behalf of his state with one or more other party states providing for the acceptance of educational personnel. Any such contract for the period of its duration shall be applicable to and binding on the states whose designated state officials enter into it, and the subdivisions of those states, with the same force and effect as if incorporated in this Agreement. A designated state official may enter into a contract pursuant to this Article only with states in which he finds that there are programs of education, certification standards or other acceptable qualifications that assure preparation or qualification of educational personnel on a basis sufficiently comparable, even though not identical to that prevailing in his own state.

2. Any such contract shall provide for:

- (a) Its duration.
- (b) The criteria to be applied by an originating state in qualifying educational personnel for acceptance by a receiving state.
- (c) Such waivers, substitutions, and conditional acceptances as shall aid the practical effectuation of the contract without sacrifice of basic educational standards.
- (d) Any other necessary matters.

3. No contract made pursuant to this agreement shall be for a term longer than five years but any such contract may be renewed for like or lesser periods.

4. Any contract dealing with acceptance of educational personnel on the basis of their having completed an educational program shall specify the earliest date or dates on which originating state approval of the program or programs involved can have occurred. No contract made pursuant to this Agreement shall require acceptance by a receiving state of any persons qualified because of successful completion of a program prior to January 1, 1954.

5. The certification or other acceptance of a person who has been accepted pursuant to the terms of a contract shall not be revoked or otherwise impaired because the contract has expired or been terminated. However, any certificate or other qualifying document may be revoked or suspended on any ground which would be sufficient for revocation or suspension of a certificate or other qualifying document initially granted or approved in the receiving state.

6. A contract committee composed of the designated state officials of the contracting states or their representatives shall keep the contract under continuous

review, study means of improving its administration, and report no less frequently than once a year to the heads of the appropriate education agencies of the contracting states.

### ARTICLE III

#### Approved and Accepted Programs

1. Nothing in this Agreement shall be construed to repeal or otherwise modify any law or regulation of a party state relating to the approval of programs of educational preparation having effect solely on the qualification of educational personnel within that state.

2. To the extent that contracts made pursuant to this Agreement deal with the educational requirements for the proper qualification of educational personnel, acceptance of a program of educational preparation shall be in accordance with such procedures and requirements as may be provided in the applicable contract.

### ARTICLE IV

#### Interstate Cooperation

The party states agree that:

1. They will, so far as practicable, prefer the making of multilateral contracts pursuant to Article II of this Agreement.

2. They will facilitate and strengthen cooperation in interstate certification and other elements of educational personnel qualification and for this purpose shall cooperate with agencies, organizations, and associations interested in certification and other elements of educational personnel qualification.

### ARTICLE V

#### Agreement Evaluation

The designated state officials of any party state may meet from time to time as a group to evaluate progress under the Agreement, and to formulate recommendations for changes.

### ARTICLE VI

#### Other Arrangements

Nothing in this Agreement shall be construed to prevent or inhibit other arrangements or practices of any party state or states to facilitate the interchange of educational personnel.

### ARTICLE VII

#### Effect and Withdrawal

1. This Agreement shall become effective when enacted into law by two states. Thereafter it shall become effective as to any state upon its enactment of this Agreement.

2. Any party state may withdraw from this Agreement by enacting a statute repealing the same, but no such withdrawal shall take effect until one year after the Governor of the withdrawing state has given notice in writing of the withdrawal to the Governors of all other party states.

3. No withdrawal shall relieve the withdrawing state of any obligation imposed upon it by a contract to which it is a party. The duration of contracts and the

methods and conditions of withdrawal therefrom shall be those specified in their terms.

## ARTICLE VIII

### Construction and Severability

This Agreement shall be liberally construed so as to effectuate the purposes thereof. The provisions of this Agreement shall be severable and if any phrase, clause, sentence, or provision of this Agreement is declared to be contrary to the Constitution of any state or of the United States, or the application thereof to any government, agency, person, or circumstance is held invalid, the validity of the remainder of this Agreement and the applicability thereof to any government, agency, person, or circumstance shall not be affected thereby. If this Agreement shall be held contrary to the Constitution of any state participating therein, the Agreement shall remain in full force and effect as to the state affected as to all severable matters.

**Source:** SL 1969, ch 63, § 1.

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#### **13-42-19. Secretary as "designated state official".**

The "designated state official" for this state shall be the secretary of the Department of Education. Such state official shall enter into contracts pursuant to Article II of the agreement.

**Source:** SL 1969, ch 63, § 2; SL 2003, ch 272, § 63.

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#### **13-42-20. Filing and publication of contracts.**

True copies of all contracts made on behalf of this state pursuant to the agreement shall be kept on file in the office of the secretary of the Department of Education. The Department of Education shall publish all such contracts in convenient form.

**Source:** SL 1969, ch 63, § 3; SL 2003, ch 272, § 63; SL 2010, ch 77, § 21.

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13-42-21, 13-42-22. Repealed by SL 1991, ch 153, § 3

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**13-42-23 to 13-42-25. Repealed by SL 2012, ch 87, §§ 19 to 21.**

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#### **13-42-26. Certification by National Board for Professional Teaching Standards--Reimbursement for fees--Stipend for certified teachers--Adoption of rules.**

The Department of Education shall establish a program to reimburse public school teachers for the application and processing fee for the National Board for

Professional Teaching Standards certification process. The reimbursement shall include any federal funds that may be available through a candidate subsidy program. The reimbursement shall be paid upon receipt of documentation that the teacher successfully completed all certification requirements and was awarded the credential.

In addition to the reimbursement provided pursuant to this section, a teacher who teaches in a public school and who has obtained certification by the National Board for Professional Teaching Standards shall receive a payment of two thousand dollars per year for five years. The stipend shall be paid as follows:

- (1) One thousand dollars from the Department of Education;
- (2) One thousand dollars from the school district where the teacher is employed.

Once the first five years is complete, the school district that employs the teacher may opt to continue payments during the period of the next five years. If, during that period, the school district pays the teacher a stipend, the Department of Education shall also pay the teacher a stipend equal to the amount offered by the school district, up to a maximum of one thousand dollars. However, the department is not required to pay a teacher a stipend pursuant to this section during years six to ten unless the school district employing the teacher opts to pay a stipend.

The Board of Education Standards shall adopt rules, pursuant to chapter [1-26](#), to establish guidelines necessary to implement the program.

**Source:** SL 2000, ch 89, § 1; SL 2003, ch 272 (Ex. Ord. 03-1), § 63; SL 2006, ch 85, § 1; SL 2017, ch 81, § 57.

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### **[13-42-27](#). Board to review certification process and establish revised standards.**

Pursuant to § [13-1-12.1](#), the Board of Education Standards shall examine programs that prepare and certify school personnel, identify deficiencies, and establish revised standards designed to deliver more qualified staff to classrooms. The board's review shall identify ways to streamline the alternative certification process whereby persons holding a bachelor's degree or higher can be certified to teach in elementary and secondary schools.

**Source:** SL 2000, ch 75, § 5; SL 2017, ch 81, § 57.

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### **[13-42-28](#). Board to establish alternative certification program.**

The Board of Education Standards shall promulgate rules pursuant to chapter [1-26](#) establishing an alternative certification program for any person seeking employment as a school administrator who does not currently meet the certification requirements for the position sought. The alternative certification program shall permit satisfaction of certification requirements by passing a certification examination for school administrators selected by the Board of



Education Standards. The Board of Education Standards shall establish eligibility requirements for sitting for the certification examination for school administrators and shall identify the passing scores required on such examination.

**Source:** SL 2003, ch 104, § 1; SL 2003, ch 272 (Ex. Ord. 03-1), § 63; SL 2004, ch 133, §§ 1, 6; SL 2004, ch 133, § 7, eff. July 1, 2008; SL 2017, ch 81, § 57.

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13-42-28.1. Repealed by SL 2004, ch 133, § 6, eff. July 1, 2008.

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### **13-42-29. Administrator not meeting certification standards to submit professional development plan.**

Each school administrator whose preparation does not meet certification standards established by the South Dakota Board of Education Standards shall submit to the Department of Education a professional development plan to meet the alternative certification requirements established by the South Dakota Board of Education Standards.

**Source:** SL 2003, ch 104, § 2; SL 2003, ch 272 (Ex. Ord. 03-1), § 63; SL 2004, ch 133, § 3; SL 2004, ch 133, § 6, eff. July 1, 2008; SL 2012, ch 88, § 36; SL 2017, ch 81, § 57.

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13-42-30, 13-42-31. Repealed by SL 2004, ch 133, § 6, eff. July 1, 2008.

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### **13-42-32. Suspension or revocation of certificate for compromising integrity of academic achievement test.**

The secretary of the Department of Education may suspend or revoke the certificate of any certified personnel who knowingly compromise the integrity of a state-required academic achievement test provided to students pursuant to chapter [13-3](#).

**Source:** SL 2007, ch 85, § 3.

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### **13-42-33. Promulgation of rules on performance standards.**

The Board of Education Standards shall, no later than July 1, 2011, promulgate rules pursuant to chapter [1-26](#) to establish minimum professional performance standards for certified teachers in South Dakota public schools, and to establish best practices for the evaluation of the performance of certified teachers that may be used by individual school districts.

**Source:** SL 2010, ch 94, § 1; SL 2017, ch 81, § 57.

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### **13-42-34. Teacher evaluations.**

Any public school district seeking state accreditation shall evaluate the performance of each certified teacher in years one through three not less than annually, and each certified teacher in the fourth contract year or beyond, not less than every other year.

Each school district shall adopt procedures for evaluating the performance of certified teachers employed by the school district that:

- (1) Are based on the minimum professional performance standards established by the Board of Education Standards pursuant to § 13-42-33;
- (2) Require multiple measures;
- (3) Serve as the basis for programs to increase professional growth and development of certified teachers; and
- (4) Include a plan of assistance for any certified teacher, who is in the fourth or subsequent year of teaching, and whose performance does not meet the school district's performance standards.

**Source:** SL 2010, ch 94, § 2; SL 2017, ch 81, § 57.

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### **13-42-35. Work group to develop model evaluation instrument.**

A work group appointed by the secretary of education shall provide input in developing the standards and shall develop a model evaluation instrument that may be used by school districts. The work group shall consist of the following:

- (1) Six teachers: two from an elementary school, two from a middle school, and two from a high school;
- (2) Three principals: one from an elementary school, one from a middle school, and one from a high school;
- (3) Two superintendents;
- (4) Two school board members;
- (5) Four parents who have students in various levels of the K-12 system;
- (6) One representative of the South Dakota Education Association;
- (7) One representative of the School Administrators of South Dakota; and
- (8) One representative of the Associated School Boards of South Dakota.

**Source:** SL 2010, ch 94, § 3.

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### **13-42-35.1 to 13-42-35.5. Rejected by referendum.**

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### **13-42-36. Right to not renew contract preserved.**

Nothing in §§ 13-42-33 to 13-42-35, inclusive, may diminish a school district's right to not renew a teacher's contract pursuant to § 13-43-6.3.

**Source:** SL 2010, ch 94, § 4.

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**13-42-67. Expedited issuance of teaching certificate for military personnel and spouses--Requirements.**

Unless there is cause to refuse to issue the certificate pursuant to §§ 13-42-9 and 13-42-10, the secretary shall, within thirty days of receiving a completed application, issue a teaching certificate to an applicant whose application has been deemed completed by the Department of Education and:

- (1) Who holds in good standing a valid certificate issued by another state or the District of Columbia;
- (2) Who is an active duty member of the armed forces of the United States or the spouse of an active duty member of the armed forces of the United States; and
- (3) Who is the subject of a military transfer to South Dakota.

An application is considered complete once the department has received all required documentation necessary to process the application. No applicant for a certificate issued pursuant to this section is required to pay an application fee or any other fee payable to the department.

If the secretary denies the issuance of a certificate to an applicant pursuant to this section, the secretary shall report the denial and the reasons for the denial to the Department of Labor and Regulation.

**Source:** SL 2013, ch 170, § 6; SL 2019, ch 167, § 7; SL 2022, ch 44, § 2.

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**13-42-68. Temporary certificate for spouses of military personnel.**

If the secretary is unable to complete the review of the documentation required by the applicant or make a final determination regarding substantial equivalency within thirty days of the receipt of a completed application, the secretary shall issue a temporary certificate, if the applicant otherwise meets the qualifications set forth in § 13-42-67.

**Source:** SL 2013, ch 170, § 7.

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**13-42-69. Duration of expedited certificate.**

Any certificate issued pursuant to § 13-42-67 shall be limited for a period not to exceed the applicant's length of tour during the time the holder of the certificate continues to meet the eligibility requirements of § 13-42-67. Nothing in this section prohibits the secretary from suspending or revoking the certificate for failure to fulfill the requirements of § 13-42-67.

**Source:** SL 2013, ch 170, § 8; SL 2019, ch 167, § 8.

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### **13-42-70. Evaluation records and documents not open to inspection or copying.**

Any record or document, regardless of physical form, created by a public school, public school district, or any other school in connection with the evaluation of an individual teacher, principal, or other school employee constitutes personnel information and is not open to inspection or copying pursuant to subdivision 1-27-1.5(7).

**Source:** SL 2014, ch 94, § 1.

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### **13-42-71. Suicide awareness and prevention training requirements.**

The South Dakota Board of Education Standards shall promulgate rules, pursuant to chapter 1-26, to include a minimum of one hour of suicide awareness and prevention training as a requirement that an applicant must meet in order to be issued an initial certificate and a renewal certificate as a teacher, administrator, or other educational professional. The board shall, after consultation with suicide prevention or counseling experts, identify evidence-based resources that will fulfill the suicide awareness and prevention training requirement and shall make the list of the resources available to school districts. The training required may be accomplished through self-review of suicide prevention materials that meet the guidelines developed by the board. The requirement for suicide awareness and prevention training for initial certification or to renew a certificate begins after July 1, 2017.

**Source:** SL 2016, ch 94, § 1; SL 2017, ch 81, § 57.

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### **13-42-72. Immunity from liability regarding suicide awareness and prevention training.**

There is no cause of action for any loss or damage caused by any act or

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ACADEMIC PROGRESS

Section

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Appendix A	Academic Progress Calculation Table, Repealed.
Appendix B	Graduation Rate Progress Calculation Table, Repealed.
Appendix C	English Language Proficiency Rate Progress Calculation Table.
Appendix D	Student-level English Language Proficiency Rate Progress Calculation Table.

Chapter [24:55:05](#)

## APPENDIX C

SEE: § [24:55:05:07](#)

**Source:** 44 SDR 95, effective December 6, 2017; 49 SDR 35, effective October 10, 2022.

### Example of Calculation of English Language Proficiency (ELP) Rate Progress Goals and Annual Targets

School	2017- 18 50 <sup>th</sup>	School's 2017-18	Annual Increase to reach	Year 1 Target	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target
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	ELP rate	ELP rate	50 <sup>th</sup> Percentile					
Lewis Elementary	50.00%	23.00%	5.40%	28.40%	33.80%	39.20%	44.60%	50.
Snyder Elementary	50.00%	45.00%	1.00%	46.00%	47.00%	48.00%	49.00%	50.

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DEPARTMENT OF EDUCATION

STUDENT-LEVEL ENGLISH LANGUAGE PROFICIENCY RATE

PROGRESS CALCULATION TABLE

Chapter 24:55:05

APPENDIX D

**Example of Calculation of Student-level English Language Proficiency (ELP)**

**Rate Progress Annual Targets**

<b>Student</b>	<b>1<sup>st</sup> ELP Assessment Score</b>	<b>Goal</b>	<b>Annual Increase to reach goal</b>	<b>Year 1 Target</b>	<b>Year 2 Target</b>	<b>Year 3 Target</b>	<b>Year 4 Target</b>	<b>Year 5 Target</b>
John Doe	3.2	5.0	0.4	3.6	4.2	4.7	5.0	N/A
Jane Doe	1.2	5.0	.8	2.0	2.8	3.5	4.3	5.0

**24:55:05:01. Academic progress defined.** For purposes of this chapter, the term, academic progress, means a public school's attainment of yearly targets that the department has established to ensure attainment of a six-year goal for continuous improvement in the areas of student achievement, graduation rate, and English language proficiency. Progress is to be measured based upon proficiency rates on the state academic assessment, the percent of students meeting the graduation rate, and English learners' attainment of proficiency.

**Source:** 39 SDR 51, effective October 3, 2012; 44 SDR 95, effective December 6, 2017.

**General Authority:** SDCL [13-3-69\(1\)](#).

**Law Implemented:** SDCL [13-3-62](#) to [13-3-65](#), [13-3-69](#), inclusive.



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**24:55:05:02. Student achievement progress goals and targets.** For each public school and school district, the department shall calculate a unique student achievement progress goal that results in all students demonstrating proficiency by the 2032-2033 school year. To achieve that long-term goal, the department shall set interim goals at the five-year mark and ten-year mark. The interim goals must be set so that by the 2024-2025 school year, each school and each subgroup of students are performing at the level of the fiftieth percentile school from the 2017-2018 English language arts and mathematics state summative assessments, respectively. The department shall set unique student achievement progress goals for each school and each subgroup to attain the 2017-2018 English language arts and math proficiency levels, respectively, of the seventy-fifth percentile school by the 2029-2030 school year. Following the 2024-2025 school year, the department shall set annual targets using the same methodology referenced in § [24:55:05:03](#) to reach the proficiency level of the school at the seventy-fifth percentile in English language arts and math from the 2017-2018 school year. Following the 2029-2030 school year, the department shall again set annual targets to reach one hundred percent proficiency.

**Source:** 39 SDR 51, effective October 3, 2012; 40 SDR 40, effective September 11, 2013; 41 SDR 218, effective July 1, 2015; 44 SDR 95, effective December 6, 2017; 49 SDR 35, effective October 10, 2022.

**General Authority:** SDCL [13-3-69](#)(1)(2)(5).

**Law Implemented:** SDCL [13-3-62](#) to [13-3-65](#), inclusive, [13-3-69](#).

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**24:55:05:03. Calculation of student achievement progress goals and yearly targets.** The department shall calculate student achievement progress goals and yearly targets separately for English language arts and mathematics and for each student group in each public school as follows:

(1) Based on state academic assessment scores from the 2017-2018 school year, the department shall determine the fiftieth percentile school;

(2) Determine the gain in percent of students achieving proficiency the school must have to achieve the same proficiency level as the fiftieth percentile school within five years. This is the school's student achievement progress goal; and

(3) Divide the school's student achievement progress goal calculated in subdivision (2) by five, rounding to the nearest hundredth. This is the school's annual target for increasing the percentage of students at the proficient level at the necessary rate to reach the same level as the fiftieth percentile school within five years.

For schools performing above the fiftieth percentile in the 2017-2018 school year, the department shall set annual targets to reach the level of the seventy-fifth percentile school by the 2024-2025 school year using the above methodology. For schools performing above the seventy-fifth percentile school in the 2017-2018 school year, the department shall set annual targets to reach one hundred percent proficiency by the 2032-2033 school year.

The department shall repeat these calculations for each public school for all of its student groups in § [24:55:01:05](#), and shall make separate calculations for English language arts and mathematics. The minimum student group size of ten, referenced in § [24:55:07:05](#) applies for reporting purposes.

**Source:** 39 SDR 51, effective October 3, 2012; 40 SDR 40, effective September 11, 2013; 41 SDR 218, effective July 1, 2015; 44 SDR 95, effective December 6, 2017; 49 SDR 35, effective October 10, 2022.

**General Authority:** SDCL [13-3-69](#)(1)(2)(5).

**Law Implemented:** SDCL [13-3-62](#) to [13-3-65](#), inclusive, [13-3-69](#).

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**[24:55:05:04](#). Graduation rate progress goals and targets.** For each public school and school district, the department shall calculate a unique graduation rate progress goal that results in all students meeting the graduation rate by the 2032-2033 school year. To achieve that long-term goal the department shall set interim goals at the five-year mark and ten-year mark. The interim goals must be set so that, by the 2024-2025 school year, each school and each subgroup of students attains the same graduation rate as the fiftieth percentile school from the 2017-2018 school year. The department shall set unique graduation rate progress goals for each school and each subgroup to attain the 2017-2018 school year graduation rates of the seventy-fifth percentile school by the 2029-2030 school year. Following the 2024-2025 school year, the department shall reset goals and targets to reach the performance level of the seventy-fifth percentile school from the 2017-2018 school year. Following the 2029-2030 school year, the department shall again set annual targets to reach one hundred percent of students meeting the graduation rate.

**Source:** 44 SDR 95, effective December 6, 2017; 49 SDR 35, effective October 10, 2022.

**General Authority:** SDCL [13-3-69](#)(1)(5).

**Law Implemented:** SDCL [13-3-62](#) to [13-3-65](#), inclusive, [13-3-69](#).

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**[24:55:05:05](#). Calculation of graduation rate progress goals and yearly targets.** The department shall calculate graduation rate goals and yearly targets for each student group in each public school as follows:

- (1) Based on the graduation rates from the 2017-2018 school year the

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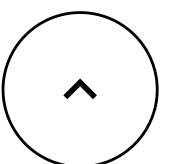
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**24:53:02:01. Program approval.** In order to be eligible to request approval of programs that prepare educational personnel to meet certification requirements in accordance with article 24:28, institutions must provide evidence of compliance with regional approval and eligibility for Title IV funding as stated in SDCL [13-49-27.1](#).

At least once every seven years, the department shall conduct an onsite review of each educator preparation provider and each program for the preparation of education personnel offered by a four-year, regionally accredited institution that has applied for state approval. After the department has verified that the standards in article 24:53 have been met by the educator preparation provider and each program, the South Dakota Board of Education Standards may grant initial or continuing approval to the educator preparation provider and program that were reviewed. In order to receive and maintain program approval, the educator preparation provider must submit the following to the department every seven years:

(1) A self study report, as outlined in the department's Educator Preparation Provider and Program Review Handbook: Guidelines for Institutions of Higher Education; and

(2) Evidence of candidate competencies as required in chapters 24:53:05 and 24:53:06.

For institutions seeking initial or continuing accreditation from the Council for the Accreditation of Educator Preparation (CAEP), the department shall conduct joint reviews of the educator preparation provider and its education programs as outlined in the partnership agreement between the department and the accrediting agency. The Board of Education Standards shall make the final decision on state program approval.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000;  
23 SDR 73 effective November 2, 2006; transferred from & 24-16-02-01 23 SDR

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## CHAPTER 24:57:02

### TEACHER EVALUATION PROCESS

- [24:57:02:01](#) Teacher performance standards.
  - [24:57:02:02](#) State minimum evaluation requirements.
  - [24:57:02:03](#) Alternative evaluation model.
  - [24:57:02:04](#) Alternative evaluation application.
  - [24:57:02:05](#) Application timelines.
  - [24:57:02:06](#) Effect of application denial.
-

**24:57:02:01. Teacher performance standards.** Beginning in the 2014-15 school year, the minimum professional performance standards to be used as a basis for evaluating teacher performance shall be aligned with the Danielson framework.

**Source:** 38 SDR 58, effective October 17, 2011; 39 SDR 32, effective September 3, 2012; transferred from § 24:08:06:01, 40 SDR 102, effective December 4, 2013.

**General Authority:** SDCL [13-3-69\(7\)](#), [13-42-33](#), [13-42-34](#).

**Law Implemented:** SDCL [13-3-69\(7\)](#), [13-42-33](#), [13-42-34](#).

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**24:57:02:02. State minimum evaluation requirements.** Beginning in the 2014-2015 school year, each school district must, at a minimum, use all the state minimum evaluation requirements when evaluating teachers in the district.

**Source:** 40 SDR 102, effective December 4, 2013.

**General Authority:** SDCL [13-3-69\(7\)](#), [13-42-33](#).

**Law Implemented:** SDCL [13-3-69\(7\)](#), [13-42-33](#) to [13-42-35](#), inclusive.

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**24:57:02:03. Alternative evaluation model.** Notwithstanding § 24:57:02:02, a school district may use a model of professional practice other than the Danielson framework to evaluate its teachers if it proves to the department that this model is aligned with the Danielson framework. A school district may also choose not to use student learning objectives as a measure of student growth if it proves to the department that the district's method of measuring student growth for



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## CHAPTER [24:55:06](#)

### REVIEW AND REPORTING REQUIREMENTS

#### Section

[24:55:06:01](#)

Department review and reporting.

[24:55:06:02](#)

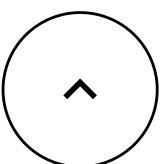
School districts must publish accountability results.

[24:55:06:03](#)

Student privacy rights not affected.

[24:55:06:04](#)

Periodic evaluation of the gap group composition, Repealed.



**24:55:06:01. Department review and reporting.** The department shall annually review and report accountability system results consistent with the requirements of 20 U.S.C. 6311(h) in effect on December 10, 2015.

**Source:** 39 SDR 51, effective October 3, 2012; 44 SDR 95, effective December 6, 2017.

**General Authority:** SDCL [13-3-51](#), [13-3-69](#).

**Law Implemented:** SDCL [13-3-51](#), [13-3-62](#), [13-3-65](#), [13-3-67](#), [13-3-69](#), inclusive.

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**24:55:06:02. School districts must publish accountability results. Each**

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## CHAPTER 24:53:05

### ASSESSMENT SYSTEM

### AND EDUCATOR PREPARATION PROVIDER EVALUATION

#### Section

- [24:53:05:01](#)      Assessment system.
  - [24:53:05:02](#)      Data collection, analysis, and evaluation.
  - [24:53:05:03](#)      Use of data for program improvement.
-

**24:53:05:01. Assessment system.** The educator preparation provider shall develop an assessment system with its professional community that reflects its conceptual framework and professional and state standards. The educator preparation provider system shall include a comprehensive and integrated set of evaluation measures that shall be used to monitor candidate performance and to manage and improve programs. Decisions about candidate performance shall be based on assessments conducted during admission into programs, at appropriate transition points, and at program completion. Candidates shall have at least a 2.5 cumulative grade point average and a 2.6 grade point average on a 4.0 scale in their major before admittance to the program. Candidates shall maintain at least a 2.5 grade point average on a 4.0 scale after admittance to the program. Assessments shall be used to determine admission to, continuation in, and completion of programs as predictors of candidate success. The educator preparation provider shall take effective steps to eliminate sources of bias in performance assessments and work to establish fair, accurate, and consistent assessments.

**Source:** 33 SDR 73, adopted October 13, 2006, effective July 1, 2008; 46 SDR 16, effective August 5, 2019.

**General Authority:** SDCL [13-1-12.1](#), [13-42-3](#).

**Law Implemented:** SDCL [13-42-3](#), [13-42-4](#).



**24:53:05:02. Data collection, analysis, and evaluation.** The educator preparation provider shall regularly and systematically compile, summarize, and analyze data, which shall be used to improve applicant qualifications, candidate and graduate proficiency, and program quality.

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## CHAPTER 24:53:03

### EDUCATOR PREPARATION PROGRAM MISSION, CONCEPTUAL FRAMEWORK, AND RESPONSIBILITY

#### Section

[24:53:03:01](#) Mission, goals, and objectives.

[24:53:03:02](#) Conceptual framework and knowledge bases.

[24:53:03:03](#) Institutional responsibility.





**24:53:03:01. Mission, goals, and objectives.** Higher education programs for the preparation of education personnel shall operate under a written mission statement. The educator preparation provider's statements of goals and program objectives, consistent with the mission statement, shall serve as a basis for decision making regarding policies affecting all of the programs for the preparation of education personnel and shall assure that education graduates are prepared to serve in diverse settings.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:03:01, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008; 46 SDR 16, effective August 5, 2019.

**General Authority:** SDCL [13-1-12.1](#), [13-42-3](#).

**Law Implemented:** SDCL [13-42-3](#), [13-42-4](#).

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**24:53:03:02. Conceptual framework and knowledge bases.** A written conceptual framework, consistent with the institution's mission, shall provide the basis for the curricula of the educator preparation provider's programs for the preparation of education personnel. The knowledge base of each program shall be founded on research, the wisdom of practice, and emerging education theory provided by professional organizations, preschool through grade 12 personnel, candidates, graduates, employers of graduates, and professional education faculty, including faculty of subject area disciplines. Systematic evaluation of candidates and graduates shall be conducted and the results used to improve the conceptual framework, enhance the knowledge base, and assure the quality of each program.

**Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:03:02, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008; 46 SDR 16, effective August 5, 2019.

**General Authority:** SDCL [13-1-12.1](#), [13-42-3](#).

**Law Implemented:** SDCL [13-42-3](#), [13-42-4](#).

# The Administrative Rules Promulgation Process: A Primer



**ISSUE  
MEMORANDUM  
2018-03**

## Introduction

When the Legislature grants rulemaking authority to the executive agencies, it is delegating a quasi-legislative power. In spite of this, few legislators have had much opportunity to learn about the rules promulgation process. Since legislators are often contacted by constituents with questions about the promulgation of rules and since legislators are constantly asked to enact bills granting rulemaking authority to the agencies, this memorandum is intended to provide a brief overview of the rules promulgation and rules review process with an emphasis on those areas which are of special interest to the Legislature.

## Background

Prior to the 1930's, few federal or state agencies were actively involved in the promulgation of rules and those that did promulgate rules usually followed no uniform procedure. The desire for some uniformity in the administrative rules process during the proliferation of regulatory agencies during this era prompted an examination of the process. A compromise piece of legislation, known as the Administrative Procedure Act (APA), was adopted by Congress in 1946. That same year, the National Conference of Commissioners on Uniform State Laws adopted a "Model State Administrative Procedures Act."

Although the states were slow to adopt the model, almost all now have some form of centralized procedure for administrative rules, and a majority are based on the model. The model was revised in 1961 and in 1981, each revision departing more from the federal APA.

South Dakota's administrative procedure act, although based on the 1961 model act, includes numerous additions, deletions, and variations. South Dakota adopted a comprehensive procedure for agencies to use to promulgate rules and for the review of agency decisions in 1966. The procedure, set out in chapter 1-26 of the South Dakota Codified Laws, has been frequently revised in subsequent years.

## Role of the Legislative Research Council

Prior to 1986, the Code Counsel reviewed the rules for form and style, and the Attorney General's Office reviewed them for legality. In 1986, the Code Counsel became responsible for legal review as well as form and style. The Director of the Legislative Research Council (LRC) replaced the Code Counsel for that function by action of the 1989 Legislature. The Director delegated this authority back to the Code Counsel in 1999. SDCL 1-26-6.5 requires that the LRC review all the rules promulgated by the various agencies. The LRC must review each rule for form, style, and clarity, and review each rule for legality.

Initially, the LRC checks that all necessary forms have been filed and that the notice of hearing is complete. The notice must be filed with the LRC twenty days prior to the hearing. If the rules are not filed twenty days prior to the hearing, the rules will not be approved. The notice must contain a narrative description of the effect of the rules and the reasons for adopting the proposed rules. Each of the proposed rule changes must be covered in the notice. If any rule is not covered in the notice, it will not be approved.

When looking at an individual rule, the first thing that is checked is the authority. Each rule must have a citation for general authority and a citation for law implemented. The citation for general authority is the statute that grants rule-making power. Authority to promulgate rules may only be granted by means of statute. Without general authority there can be no rule.

An agency may only exercise those powers specified by statute. To avoid an unlawful delegation of power, the Legislature must adopt a clearly declared policy and provide understandable standards to guide the administrative action. Therefore, a statement such as "The department may promulgate rules to implement this chapter" is a grant of rule-making authority without standards and constitutes an unlawful delegation of legislative authority. Any statute that provides undefined discretion to an agency is an unlawful delegation of legislative authority.

It is especially important to be specific about fees. The statute must state the fees the agency intends to collect, otherwise the fees cannot be authorized. The statute should also state either the amount of the fee or a maximum amount for a fee. For licensing boards and commissions, if no fee is established in statute and no maximum fee is set, SDCL 1-26-6.9 states that the fee shall be reasonable:

If a professional or occupational licensing board or commission is authorized in statute to establish fees by rule and no maximum fee limit is specified, the fees shall be reasonable and necessary to provide enough money to meet the budgetary needs of the licensing board or commission for such things as: per diem, travel expenses, office expense, salaries and benefits, utilities, supplies, testing, licensing, inspections, disciplinary actions, and legal fees. However, the total amount of increase in the fees imposed by a licensing board or commission may not exceed the previous year's budget by more than twenty percent.

When an agency proposes to increase a fee in a rule, the agency must provide a fund balance condition statement to justify the fee increase according to SDCL 1-26-4.8.

In addition to general authority, each rule must also have a citation for law implemented, the statutes that the rule is designed to carry out or administer. Sometimes the citation may be the same as general authority if that statute includes a policy statement. A rule cannot expand beyond the statute that it is implementing.

Sometimes an agency will implement a federal statute or regulation. This is particularly true of the Department of Social Services which has the authority to do so in SDCL 1-36-20. A rule that implements a federal statute or regulation must include a copy of that statute or regulation. It is also possible, but very rare, to cite an executive order or a court case as law implemented.

In addition to checking for proper authority, there are a number of other considerations. The LRC is responsible to check for any unlawful or unconstitutional delegations of authority. An agency cannot delegate authority to a private association. Further, an agency cannot delegate policy-making decisions, such as setting fees, to itself. SDCL 1-26-6.1 prohibits the restatement of a statute in a rule. There is an exception for definitions which may be copied exactly.

Some statutes are self-executing and rules are not needed, and may in some cases be contradictory. Rules that concern only the internal management of an agency and do not affect private rights are exempt from chapter 1-26. Such matters may often be addressed by executive orders or internal operating procedures and are outside the scope of rules promulgation.

After the LRC has examined the rules in light of all of these considerations, a letter is sent to the agency with a list of objections, if any. After the hearing, the rules are submitted to the LRC again and must be approved before they may be filed. The LRC checks to see that any changes made to the proposed rules are covered by the original notice of hearing. If not, those rules will not be approved. Also, any new provisions are checked for legality as the



original filing was checked. The LRC will also check to make sure any required changes were made. If everything is in order, the director of the LRC signs the final approval of the rules. Without the director's signature for legality and for form and style, the rules cannot be filed.

### **Procedure for Adopting Rules**

The promulgation process is quite complicated. To begin the process, an agency must serve a copy of the rules, materials incorporated by reference, and an admission of service on the department secretary, bureau commissioner, or constitutional officer of the department to which it is attached. The agency then gets a written authorization from the appropriate officer to proceed. Upon receiving written approval and at least twenty days prior to the hearing, the agency must serve the LRC and the Bureau of Finance and Management with an admission of service, notice of hearing, fiscal note, impact statement on small business, proposed rules, and to the LRC only, any materials incorporated by reference. Also, at least twenty days prior to the hearing, the agency must publish the notice of hearing and send the notice to interested parties.

Once notice has been given, the agency must accept comments from the public and the LRC. To allow for input from the public, the agency must hold a hearing to "afford all interested persons reasonable opportunity to submit data, opinions, or arguments, either orally or in writing, or both, at a hearing held for that purpose." If a board or commission has the rule-making authority, a majority of the members of that board or commission must be present at the hearing. The comment period must be kept open for ten days following the hearing. However, if the agency adopting the rules is a board, commission, or other multi-member decision maker, the comment period is closed at the end of the hearing unless specifically continued to take additional comments.

After the comment period is complete, the adoption process may begin. The agency may make changes after consideration of the comments received by the public as long as those changes concern matters contemplated by the notice of hearing. The agency must also make any changes required by the LRC. The rules must be signed by the person or a majority of the board or commission with the authority to adopt them. The agency must then serve the minutes of the hearing, a complete record of written comments, and a corrected copy of the rules on the members of the Interim Rules Review Committee at least 5 days before presenting the rules to the Interim Rules Review Committee. The agency must file the corrected rules with the LRC and obtain signatures from the LRC approving the form and style, legality, and any incorporations by reference.

The agency must present the rules to the Interim Rules Review Committee. After the presentation and with the necessary signatures obtained, the agency may file with the Secretary of State: the original certificate; a copy of the rules; a copy of the signature sheet affirming that the rules that are filed are the rules as adopted; and that the agency has complied with the requirements of SDCL 1-26. This filing must occur within sixty-one days after the agency's rule-making process is deemed complete by the Interim Rules Review Committee. The rules are provisionally effective on the twentieth day after being filed with the Secretary of State, and finally effective on the first of July after the next legislative session.

### **Role of the Interim Rules Review Committee**

The committee, which was authorized in 1972, is composed of six members: three members of the Senate appointed by the president pro tempore of the Senate, and three members of the House of Representatives appointed by the speaker of the House of Representatives. Members of the committee are appointed in odd-numbered years for two-year terms. The committee chooses a chair from its members. Each member has primary responsibility for the rules of certain agencies.

In reviewing the rules, the committee seeks to ensure that the spirit and intent of the legislation is carried out in



the rules. In addition, the committee makes sure that sufficient notice was given to the public and that complaints have been addressed.

The Interim Rules Review Committee may declare that the rule-making process is complete to the satisfaction of the committee, revert the rule to an earlier step in the rule adoption procedure pursuant to SDCL 1-26-4.7 to consider an amendment to the proposed rule, or move to suspend the proposed rule pursuant to SDCL 1-26-38.

A rule which is provisionally effective or is not yet effective may be suspended by the Interim Rules Review Committee prior to the first of July after the next legislative session. The procedure for suspension of provisional rules is set in SDCL 1-26-38. By a vote of a majority of the members, the committee may suspend any rule. To suspend a rule, the committee must adhere to the following procedure:

- 1) Give the agency which promulgated the rule at least two weeks' notice of a hearing on the proposed suspension;
- 2) Hold a hearing, which may be in conjunction with a regular committee meeting. At the hearing, the burden of proof that the rule is necessary and does not violate any constitutional or statutory provision or the legislative intent when authority to promulgate the rule was given, is on the agency;
- 3) File an appropriate resolution of such action with the Secretary of State.

The suspension is effective from the date of the filing. A suspended rule remains suspended until July first of the year following the year in which it became, or would have become, effective, and may not be enforced during that period.

The authority to suspend a rule is derived from a section added to the South Dakota Constitution in 1980, Article III, § 30, which provides:

The Legislature may by law empower a committee comprised of members of both houses of the Legislature, acting during recesses or between sessions, to suspend rules and regulations promulgated by any administrative department or agency from going into effect until July 1 after the Legislature reconvenes.

There have been few instances over the years when the committee has used its authority to suspend a rule. It is more common for the committee to exercise its authority under SDCL 1-26-4.7 which permits the committee to require an agency to revert to any step in the adoption procedure or to hold additional public hearings. Typically, this may be done if the rules have been significantly and substantially altered from the original proposal and those changes were not a result of public testimony, or if the rules need to be substantially rewritten to achieve the intent of the agency. The statute provides nine circumstances for which the committee may require an agency to revert to any step in the adoption procedure.

## **Emergency Rules**

There is a special abbreviated procedure for promulgating emergency rules. The agency must serve the head of the department, the LRC, and the Interim Rules Review Committee with the proposed rules, any materials incorporated by reference, a statement of necessity for the emergency procedure, and notice of intent to adopt emergency rules. The agency must publish a notice of intent to adopt emergency rules as it would a notice of hearing and send the notice to interested parties.



The LRC must review the statement of necessity for the emergency for sufficiency of the reasons. SDCL 1-26-5 requires that the agency provide a statement explaining "that the emergency procedure is necessary because of imminent peril to the public health, safety, or welfare, is necessary to prevent substantial unforeseen financial loss to state government, or is necessary because of the occurrence of an unforeseen event at a time when the adoption of a rule in response to such event by the emergency procedure is required to secure or protect the best interests of the state or its residents." If the statement does not meet that standard, the emergency cannot be approved.

In order to adopt emergency rules, the agency must make any changes required by the LRC, have the rules signed by the person or a majority of the body with authority to adopt them, file the rules with the LRC, obtain signatures for form and style and legality, and file any material concerning incorporations by reference. Three days after the publication of notice and if all signatures have been obtained, the agency may file the rules with the Secretary of State. No more than thirty days may elapse between the first service on the LRC and filing with the Secretary of State. The rules are provisionally effective immediately upon filing with the Secretary of State but are void ninety days later.

## Summary

Whether emergency rules or rules adopted by the standard procedure, rules touch all of our lives. They provide the public a means to know what their government is requiring of them and of others for the public's protection or welfare. The process begins in the statutes that authorize the rules. The statutes serve to limit the rule-making authority. Legislators should view such grants of authority with care, making sure that the grants of authority are specific. Overly broad statutory grants of authority give the agency more discretion, and by doing so, may be unlawful grants of legislative power. While agencies must have flexibility in adopting rules, there must be limits placed in statute. A better understanding of the rules promulgation process should aid the continued success of the process.

This issue memorandum was written by Jacque Storm, Senior Legislative Attorney for the Legislative Research Council, in August 1996, and revised by Doug Decker, Code Counsel, in March 2009 and August 2018. It is designed to provide background information on the subject and is not a policy statement made by the Legislative Research Council.



## PROCEDURE FOR ADOPTING PERMANENT RULES

1. Consult the [Drafting Manual: Administrative Rules of South Dakota](#) for use in drafting the rules.
2. Review [SDCL 1-26-4](#).<sup>1</sup>
3. Serve person who will authorize the agency to proceed with rule-making with a copy of:
  - a) Form 1;
  - b) Form 2;
  - c) Proposed rules; and
  - d) Materials incorporated by reference in the proposed rules.
4. Schedule public hearing following authorization to proceed.
5. At least 20 days prior to public hearing:
  - a) Mail Notice of Public Hearing to all persons who have requested advanced notice of rule-making proceedings [Form 9];
  - b) Publish Notice of Public Hearing [Forms 7 and 8] in accordance with [SDCL 1-26-4.1](#);
  - c) Serve Legislative Research Council (LRC) [Form 3] and Bureau of Finance and Management [Form 4] with one copy of:
    - i) Proposed rules (Double-spaced);
    - ii) Form 5;
    - iii) Form 6;
    - iv) Form 14;
    - v) Form 16; and
    - vi) To the LRC only:
      - (1) Completed Forms 1 and 2 (per the LRC's request); and
      - (2) Any material incorporated by reference, to be returned after the LRC's review.
6. Accept public comments in accordance with [SDCL 1-26-4\(6\)](#).
7. LRC will return proposed rules with recommendations for form, style, clarity, and legality.
8. Incorporate LRC recommendations, subject to appeal to Interim Rules Review Committee.
9. Consider public comments.
10. Complete Form 11.
11. Serve Interim Rules Review Committee with:
  - a) Form 12 and all its referenced documents (for final rules, please three-hole punch and number by page the final rules);
  - b) Form 15;
  - c) Form 16 (where applicable);
  - d) First draft of proposed rules showing LRC recommendations; and
  - e) LRC letter to the agency.

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<sup>1</sup> Review all time requirements under [SDCL 1-26-4](#), [1-26-4.3](#), [1-26-6](#), and [1-26-8](#).



12. Serve LRC with:
  - a) Original Form 11;<sup>2</sup>
  - b) Final rules (showing understrikes and overscores); and
  - c) Copies of:
    - i) Form 10;
    - ii) Form 15;
    - iii) Form 16 (where applicable); and
    - iv) Form 12.
13. Appear and present final rules to the Interim Rules Review Committee.
14. No more than 60 days following the Interim Rules Review Committee's approval of final rules, file with the Office of the Secretary of State:
  - a) Final rules;
  - b) Form 11 (per the Secretary's request); and
  - c) Form 13.<sup>3</sup>
15. Rules are provisionally effective on the 20th day after filing with the Office of the Secretary of State.
16. Rules are effective on July 1 following the next legislative session.

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<sup>2</sup> Form 11 will be returned at the Committee hearing immediately after the rules are deemed to be complete.

<sup>3</sup> All originals of Forms and documents, other than Form 13, must be maintained by the agency ([SDCL 1-26-7](#)). The original signed copy of Form 13 must be filed with the Office of the Secretary of State.

**FORM 1**

Personal service on [Name of Person Authorizing Rule-Making] of:

1. [Agency]'s proposed rules §§ [Proposed Rule Citations]; and
2. All materials incorporated by reference

is admitted at Pierre, South Dakota, this \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

Received by: \_\_\_\_\_  
[Title of Person Authorizing Rule-Making]

**FORM 2**

**AUTHORIZATION TO PROCEED**

In accordance with SDCL 1-26-4(2), I, \_\_\_\_\_, [Title of Person Authorizing Rule-Making], authorize [Agency] to proceed with the promulgation of proposed rules §§ [Proposed Rule Citations].

Dated this \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
[Title of Person Authorizing Rule-Making]

### FORM 3

Personal service on the Legislative Research Council of:

1. [Agency]'s proposed rules §§ [Proposed Rule Citations];
2. Notice of Public Hearing;
3. Fiscal note;
4. Small Business Impact Statement;
5. All materials incorporated by reference; and
6. Where applicable, the housing cost impact statement

is admitted at Pierre, South Dakota, this \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

Received by: \_\_\_\_\_  
Legislative Research Council

Agency contact person:

\_\_\_\_\_  
Name

\_\_\_\_\_  
Phone Number

\_\_\_\_\_  
E-Mail Address

## FORM 4

Personal service on the Bureau of Finance and Management of:

1. [Agency]'s proposed rules §§ [Proposed Rule Citations];
2. Notice of Public Hearing;
3. Fiscal note;
4. Small Business Impact Statement; and
5. Where applicable, the housing cost impact statement

is hereby admitted at Pierre, South Dakota, this \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

Received by: \_\_\_\_\_  
Bureau of Finance and Management

# FORM 5, BFM 50.10

## ADMINISTRATIVE PROCEDURES ACT FISCAL NOTE Prepared by Submitting Agency

	CODE	NAME
DEPARTMENT		
DIVISION		
PROGRAM		

PROPOSED RULE:

Hearing Date:

### **FISCAL IMPACT STATEMENT:**

Brief description of fiscal impact. (Example: These rules have minimal impact to all entities. No additional staffing or resources are needed.)

### **FISCAL NOTE SUMMARY:**

List state agencies of local government affected.

### **COST INCREASES (DECREASES)**

State Agencies:	First-Year Impact	Continuous-Yearly Impact
TOTAL		
Local Subdivisions:		
TOTAL		
Small Business Increases (Decreases)		
TOTAL		

### **REVENUE INCREASES (DECREASES)**

Revenue Increases (Decreases) State, Local & Small Business :		
TOTAL		

APPROVED \_\_\_\_\_ DATE \_\_\_\_\_  
Signature Department Secretary or Board or Commission Chairman

**ATTACH:** Copy of proposed rules; separate sections for: 1) explanation of effect (i.e., procedures, schedules, activities, etc. that will change with adoption), 2) source and use of any statistics, 3) assumptions for fiscal impact, 4) computations, and 5) Small Business Impact Statement

A copy of this form may be obtained from the Bureau of Finance and Management. If proposed rules have a negative fiscal impact on a local government, the Bureau of Finance and Management must send a copy of its fiscal note to the organizations listed in SDCL 1-26-4.2.

## FORM 6

### [Agency Name] Notice of Public Hearing to Adopt Rules

A public hearing will be held in [Building Name and Room Number, if any; Address of Hearing Location], on [Date], at [Time] [(Central) / (Mountain)], to consider the [adoption / amendment / adoption and amendment] of proposed Administrative Rules of South Dakota numbered

§§ [Proposed Rule Citations].

The effect of the rules will be [Narrative Description of Effect].

The reason for adopting the proposed rules is [Narrative Description of Reason].

Persons interested in presenting amendments, data, opinions, and arguments for or against the proposed rules may appear in-person at the hearing, or mail or e-mail them to [Agency Name, Agency Mailing Address and E-mail Address (or in lieu of e-mail, URL to Other Online Commenting Method)]. The deadline to submit any such written comments for consideration by this [part-time board is seventy-two hours before the date of the public hearing / agency is ten days after the date of the public hearing].

After the written comment period, the [Agency Name] will consider all written and oral comments it receives on the proposed rules. The [Agency Name] may modify or amend a proposed rule at that time to include or exclude matters that are described in this notice.

For Persons with Disabilities: This hearing will be located at a physically accessible place. Please contact [Agency Name] at least 48 hours before the public hearing if you have special needs for which special arrangements can be made by calling [Phone Number].

Copies of the proposed rules may be obtained without charge from:

[Agency Name]                      and/or                      [rules.sd.gov]                      and/or                      [other agency URL]  
[Agency Address]  
[Agency Contact E-mail Address]  
[Agency Contact Phone Number]

Published at the approximate cost of \$\_\_\_\_\_.

## FORM 7

[Agency Name]  
[Department Name]  
[Agency Address]

[Date]

[Publication Name]  
[Publication Mailing Address]

To whom it may concern:

Please publish the enclosed Notice of Public Hearing in your newspaper for one issue by [Date].

Please include the enclosed Affidavit of Publication (Form 8) with your invoice.

Sincerely yours,

[Agency Contact Name]  
[Agency Contact Title]

Enclosure



**FORM 8**

**AFFIDAVIT OF PUBLICATION**

I, \_\_\_\_\_, under oath, do swear, that I am the publisher, or an employee of the publisher, \_\_\_\_\_, a newspaper of general circulation in \_\_\_\_\_.

I further swear that the Notice of Public Hearing to Adopt Rules by \_\_\_\_\_ at a public hearing on \_\_\_\_\_ was published on \_\_\_\_\_.

\_\_\_\_\_

Subscribed and sworn to before me this \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Notary Public - South Dakota

[Seal]

My Commission expires \_\_\_\_\_, 20\_\_\_\_.

**FORM 9**

**AFFIDAVIT OF MAILING NOTICE**

I, [Agency Contact Name], under oath, do swear, that on [Date of Mailing], I mailed a copy of the notice attached to this affidavit to the list of persons attached to this affidavit.

I further swear that the attached list is a true and correct list of all persons who have requested advance notice of rulemaking proceedings by the [Department Name].

\_\_\_\_\_  
[Agency Contact Name]

Subscribed and sworn to before me this \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Notary Public - South Dakota

[Seal]

My Commission expires \_\_\_\_\_, 20\_\_\_\_.

## FORM 10

### MINUTES OF PUBLIC HEARING [Agency Name]

The [Agency Name] convened at [Time] on [Date], in [Location Address].

The purpose of the meeting was to conduct a public hearing on the proposed rules of [Agency Name] numbered §§ [Proposed Rules Citations], adopted under the authority of SDCL [Citation of General Authority for Proposed Rules].

#### **Hearing Officer:**

#### **Members of the Board in Attendance:**

#### **Others in Attendance:**

#### **Written Testimony**

- [Name of Testifier]
  - [Affiliation, Association, or Representation – If Any]
  - Proponent or Opponent
  - [Residence of the Person Submitting the Testimony]
  - [Date Written Testimony Received by Agency]
  - [Rules Testified To]
  - [Summary of Testimony]
  - [Agency Discussion in Response]
  - [Agency Action Taken in Response]

#### **Oral Testimony**

- [Name of Testifier]
  - [Affiliation, Association, or Representation – If Any]
  - Proponent or Opponent
  - [Residence of the Person Submitting the Testimony]
  - [Rules Testified To]
  - [Summary of Testimony]
  - [Agency Discussion in Response]
  - [Agency Action Taken in Response]

#### **Summary of Changes to Proposed Rules on Account of the Public Hearing**

- [ARSD Section Number of Rule Modified After the Public Hearing]
  - [Description of Changes]
  - [Reason for Changes]

#### **Adjournment:** [Time of Adjournment]

Respectfully submitted,

---

[Agency Contact Name]  
[Contact Title]  
[Agency Name]

**FORM 11**

**APPROVAL OF RULES**

Following public hearing held on [Date of Public Hearing], the following rules, attached, are approved and will become effective twenty days after filing with the Office of the Secretary of State:

§§ [Citations to Rules]

\_\_\_\_\_  
[Date]

\_\_\_\_\_  
[Date]

\_\_\_\_\_  
[Agency Name]

\_\_\_\_\_  
LEGISLATIVE RESEARCH COUNCIL

A majority of the members of the board or commission must sign this form. Original copies of this form must be maintained by the Agency. Extra signed copies may be photocopied after the original has been signed. Include as many signature lines as there are board members. For any signature by a department secretary, the name of the department and a signature line for the department secretary are substituted for those of the board.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## FORM 12

### AFFIDAVIT

I, [Agency Contact Name], certify that on [Date of Mailing], I sent by U.S. mail and electronic mail a correct copy of the following documents adopted by the [Agency Name] on [Date of Public Hearing]:

- 1) Form 10 – Minutes of the Public Hearing;
- 2) A record of written comments;
- 3) Form 14 – Small Business Impact Statement;
- 4) Form 5 - Fiscal note;
- 5) For any rules that increase a fee, the financial resource information;
- 6) For any rules prescribing new standards or requirements for building or remodeling a residential structure based on a model code, the housing cost impact statement; and
- 7) The final rules as adopted:

§§ [Citations to Rules]

These documents were sent to the Interim Rules Review Committee members at their respective electronic mail addresses listed below:

Representative Ryan Cwach  
[Ryan.Cwach@sdlegislature.gov](mailto:Ryan.Cwach@sdlegislature.gov)

Senator Red Dawn Foster  
[reddawn@return2heart.org](mailto:red dawn@return2heart.org)

Representative Jon Hansen  
[Jon.Hansen@sdlegislature.gov](mailto:Jon.Hansen@sdlegislature.gov)

Senator Jean Hunhoff  
[DJHunhoff@iw.net](mailto:DJHunhoff@iw.net)

Representative Kevin Jensen  
[kevinj@iw.net](mailto:kevinj@iw.net)

Senator Timothy Johns  
[tjohns@johnskosellaw.com](mailto:tjohns@johnskosellaw.com)

and to the following members at their respective U.S. mail addresses listed below:

Representative Jon Hansen  
47484 Dells Dr.  
Dell Rapids, SD 57022

Senator Jean Hunhoff  
2511 Mulligan Dr.  
Yankton, SD 57078

Representative Kevin Jensen  
27808 484<sup>th</sup> Ave.  
Canton, SD 57013

Senator Timothy Johns  
110 S. Main St.  
Lead, SD 57754

\_\_\_\_\_  
[Agency Contact Name]  
[Agency Name]

Subscribed and sworn to before me this \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Notary Public - South Dakota

[Seal]

My Commission expires \_\_\_\_\_, 20\_\_\_\_.

**FORM 13**

CERTIFICATE

I, [Name of Agency Contact], hereby certify that I am a duly appointed member and the duly elected chair of the [Agency Name], and that the attached instruments are full, true, and correct copies of the following rules adopted by the [Agency Name] on [Date of Public Hearing]:

§§ [Citations to Adopted Rules]

I further certify that [Agency Name] complied with SDCL 1-26-4 and 1-26-6 in the adoption of the attached rules. The rules will become effective twenty days after filing with the Office of the Secretary of State.

\_\_\_\_\_  
[Agency Contact Name]  
[Agency Name]

Subscribed and sworn to before me this \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Notary Public - South Dakota

[Seal]

My Commission expires \_\_\_\_\_, 20\_\_\_\_.

## FORM 14

### SMALL BUSINESS IMPACT STATEMENT

1. Our agency has determined that the rule(s) we are proposing have the following impact on small businesses:<sup>4</sup>
  - ☐ Direct impact (Complete remainder of form.)
  - ☐ Indirect impact (Provide a brief explanation below. Skip to end of form.)
  - ☐ No impact (Provide a brief explanation below. Skip to end of form.)
  
2. A general narrative and overview of the effect of the rule(s) on small business written in plain, easy to read language:
  
  
  
3. What is the basis for the enactment of the rules(s)?
  - ☐ Required to meet changes in federal law
  - ☐ Required to meet changes in state law
  - ☐ Required solely due to changes in date (i.e., must be changed annually)
  - ☐ Other:
  
  
  
4. Provide a brief discussion of the necessity of the rule(s):
  
  
  
  
  
5. Describe the small businesses or types of small businesses that would be subject to the rule(s)?
  
  
  
  
  
6. Estimate of the number of small businesses that would be subject to the rule(s):
  - ☐ 1-99      ☐ 100-499      ☐ 500-999      ☐ 1,000-4,999      ☐ More than 5,000
  - ☐ Unknown - please explain:
  
  
  
7. Are small businesses required to file or maintain any reports or records under the rule(s)?

---

<sup>4</sup> A "small business" is defined as any business with 25 or fewer full-time employees.

☐ Yes      ☐ No

- a. If "yes," how many annual reports must a small business submit to the state?
- b. If "yes," how much ongoing recordkeeping within the business is necessary?
- c. If "yes," what type of professional skills would be necessary to prepare the reports or records?
- ☐ The average owner of a small business should be able to complete the reports or records with no assistance.
  - ☐ It is likely that a bookkeeper for a small business should be able to complete the reports or records.
  - ☐ It is likely that a small business person would need the assistance of a CPA to complete the reports or records.
  - ☐ It is likely that a small business person would need the assistance of an attorney to complete the reports or records.
  - ☐ Other
  - ☐ Unknown - please explain:

8. Are there any less intrusive or less costly methods to achieve the purpose of the rule(s) (i.e., fewer reports, less recordkeeping, lower penalties)?

- ☐ No - please explain:
- ☐ Yes - please explain:

---

[Date]

---

[Authorized Signatory]

---

[Agency Name]

This Small Business Impact Statement must be signed by the head of the agency or the presiding officer of the board or commission empowered to adopt rules.

A general explanation must be provided for each proposed rule or rule amendment. For multiple proposed rules with a single purpose and impact, only one explanation is required.

Agencies must use readily available information and existing resources to prepare this Small Business Impact Statement.



## FORM 15

### Rules Presentation Format

Department/Board/Commission Name \_\_\_\_\_

Please complete these questions to show that the SDCL 1-26 rule-making process is complete.

Use this format to organize your presentation to the Committee.

- Approval to proceed? Yes \_\_\_\_\_ No \_\_\_\_\_ Date \_\_\_\_\_
- Date of public hearing \_\_\_\_\_
- Date proposed rules and supporting documents submitted to the LRC and the Bureau of Finance and Management \_\_\_\_\_
  - any publication incorporated by reference;
  - the fiscal note;
  - the impact statement on small business; and
  - the notice of hearing.
- Date and name of newspapers in which the notice of public hearing was published:
  - Date \_\_\_\_\_ Newspaper \_\_\_\_\_
  - Date \_\_\_\_\_ Newspaper \_\_\_\_\_
  - Date \_\_\_\_\_ Newspaper \_\_\_\_\_
- Summary of how, when, and number of interested persons, if any, were contacted.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Page numbers in the minutes where the agency considered amendments, data, opinions, or arguments regarding the proposed rules, along with any changes and final action.  
\_\_\_\_\_
- For any rule implementing a bill from the preceding session, the number of the bill:  
\_\_\_\_\_
- Date final rules and supporting documents submitted to the LRC and the Committee  
\_\_\_\_\_

## FORM 16

### HOUSING COST IMPACT STATEMENT

This Statement shall be completed only if the agency marks a box(es) in #1 based on a model code developed by a national or international organization of trade professionals.

1. Our agency has determined that the proposed rule(s) prescribe new standard(s) or requirement(s) for building or remodeling a residential structure with regard to (*check all that apply*):

- ☐ Electrical systems
- ☐ Plumbing systems
- ☐ Mechanical systems
- ☐ Energy conservation
- ☐ Fire prevention
- ☐ Other

2. Briefly describe the standard(s) and requirement(s):

3. Provide a brief discussion of the necessity of each standard or requirement:

4. Provide the average estimated cost (i.e., total cost to the consumer of all materials, labor, and taxes) of compliance, per dwelling unit, with each standard or requirement:

5. Provide the name, city of residence, and licensed trade of three licensed contractors or other applicable building trades professionals operating in the state consulted on the estimate, and their estimates:

i. Name:\_\_\_\_\_ City:\_\_\_\_\_ Licensed Trade:\_\_\_\_\_

- Cost estimate of compliance:
- Explanation of estimate:

Signature: \_\_\_\_\_ Date:\_\_\_\_\_

ii. Name: \_\_\_\_\_ City: \_\_\_\_\_ Licensed Trade: \_\_\_\_\_

- Cost estimate of compliance:
- Explanation of estimate:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

iii. Name: \_\_\_\_\_ City: \_\_\_\_\_ Licensed Trade: \_\_\_\_\_

- Cost estimate of compliance:
- Explanation of estimate:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

6. This statement was published on the agency's website starting on the following date:  
\_\_\_\_\_ at the following url: \_\_\_\_\_.

\_\_\_\_\_  
[Date]

\_\_\_\_\_  
[Authorized Signatory]

\_\_\_\_\_  
[Agency Name]

This Housing Cost Impact Statement must be signed by the head of the agency or the presiding officer of the board or commission empowered to adopt rules.

A general explanation must be provided for each proposed rule or rule amendment. For multiple proposed rules with a single purpose and impact, only one explanation is required.

"Residential structure" means any one-family dwelling, two-family dwelling, or townhouse not more than three stories above grade.

**Subject:** FW: SD Rules  
**Date:** Tuesday, September 13, 2022 at 10:39:26 AM Central Daylight Time  
**From:** Schwan, Anna M  
**To:** Hinze, April L  
**Attachments:** image001.png

FYI...

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**From:** Carriveau, Pamela <Pamela.Carriveau@sdbor.edu>  
**Sent:** Tuesday, September 13, 2022 10:37 AM  
**To:** Schwan, Anna M <Anna.Schwan@northern.edu>  
**Subject:** RE: SD Rules

**CAUTION:** This email originated from outside of NSU. Do not click links or open attachments unless you recognize the sender and know the content is safe. DO NOT provide your username and password.

Hi Anna,

I was able to chat with both Nate and Holly about this issue on August 30. It sounds like Holly is looking into it. She told me that the problem is that the state rules weren't necessarily written to govern this kind of data use but were written in such a way that they may inadvertently limit what's possible. On the other hand, she also told me that the state administrative rules have definitely changed since the last time the BOR considered this question, so she will do more research. My worry is that even if Holly and/or Nate come back and say that they think the state rules allow schools to share classroom-level data, the schools themselves will still be nervous about sharing so you'd still be in the same boat. The best outcome would be to work with the DOE directly to get the information – and Holly is also looking into that.

So, no answers yet but some progress. I updated Janice about our conversation, and I think this might be something to discuss with the Education Discipline Council.

Pam

---

**From:** Schwan, Anna M <[Anna.Schwan@northern.edu](mailto:Anna.Schwan@northern.edu)>  
**Sent:** Tuesday, September 13, 2022 9:25 AM  
**To:** Carriveau, Pamela <[Pamela.Carriveau@sdbor.edu](mailto:Pamela.Carriveau@sdbor.edu)>  
**Subject:** RE: SD Rules

Good morning!

I'm circling back to this—any luck visiting with Nate on the subject?

Thank you!  
Anna

**From:** Schwan, Anna M  
**Sent:** Friday, August 26, 2022 12:10 PM  
**To:** Carriveau, Pamela <[Pamela.Carriveau@sdbor.edu](mailto:Pamela.Carriveau@sdbor.edu)>  
**Subject:** RE: SD Rules

Hello!

Thank you so much again for talking to me! 😊 I've written up a few things, let me know if it doesn't make sense or if there's anything else I can add that would be helpful. I was looking through the codified laws included here, and I found this one which leads to the question....is sharing the types of data I mention in my "wish list" not allowed due to privacy protection laws?

Thank you again, and I really appreciate your time!  
Anna

**13-3-51.5. Disclosure of aggregate data otherwise allowed.**

Nothing in §§ [13-3-51](#) to [13-3-51.6](#), inclusive, prohibits the disclosure of aggregate data if otherwise allowed by privacy protection laws.

**Source:** SL 2014, ch 76, § 6.

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**From:** Carriveau, Pamela <[Pamela.Carriveau@sdbor.edu](mailto:Pamela.Carriveau@sdbor.edu)>  
**Sent:** Friday, August 26, 2022 10:02 AM  
**To:** Schwan, Anna M <[Anna.Schwan@northern.edu](mailto:Anna.Schwan@northern.edu)>  
**Subject:** SD Rules

**CAUTION:** This email originated from outside of NSU. Do not click links or open attachments unless you recognize the sender and know the content is safe. DO NOT provide your username and password.

**13-3-51.1. Definitions regarding privacy of records.**

Terms used in §§ [13-3-51.1](#) to [13-3-51.6](#), inclusive, mean:

- (1) "Aggregate data," information from education records in which all personally identifiable information has been removed;
- (2) "Department," the South Dakota Department of Education;
- (3) "Disclosure," "education records," and "personally identifiable information," as defined in 34 C.F.R. § 99.3, as amended to January 1, 2014;
- (4) "Privacy protection laws," the federal Family Educational Rights and Privacy Act (20 U.S.C. 1232g), the Protection of Pupil Rights Amendment (20 U.S.C. 1232h), the Individuals with

Disabilities Education Act (20 U.S.C. 1401 et seq.), and any other state or federal law relating to the confidentiality and protection of personally identifiable information, as amended to January 1, 2014

**13-42-70. Evaluation records and documents not open to inspection or copying.**

Any record or document, regardless of physical form, created by a public school, public school district, or any other school in connection with the evaluation of an individual teacher, principal, or other school employee constitutes personnel information and is not open to inspection or copying pursuant to subdivision 1-27-1.5(7).



**Pamela Carriveau, Ph.D.**

Associate Vice President Academic  
Programming

306 East Capitol Ave, Suite 200 | Pierre, SD  
57501

(C) 605-641-7533 |

[Pamela.Carriveau@sdbor.edu](mailto:Pamela.Carriveau@sdbor.edu)