

# NATIVE AMERICAN LITERACY & ABSENTEEISM

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**south dakota**  
DEPARTMENT OF EDUCATION  
Learning. Leadership. Service.

# **Requested Data:**

## ***Science of Reading Grant:***

The South Dakota Indian Education Advisory Council hereby requests that the South Dakota Department of Education and South Dakota Office of Indian Education ensure that any data for the Science of Reading grants be disaggregated to identify Native American students.

## ***Addressing Student Attendance/Chronic Absenteeism:***

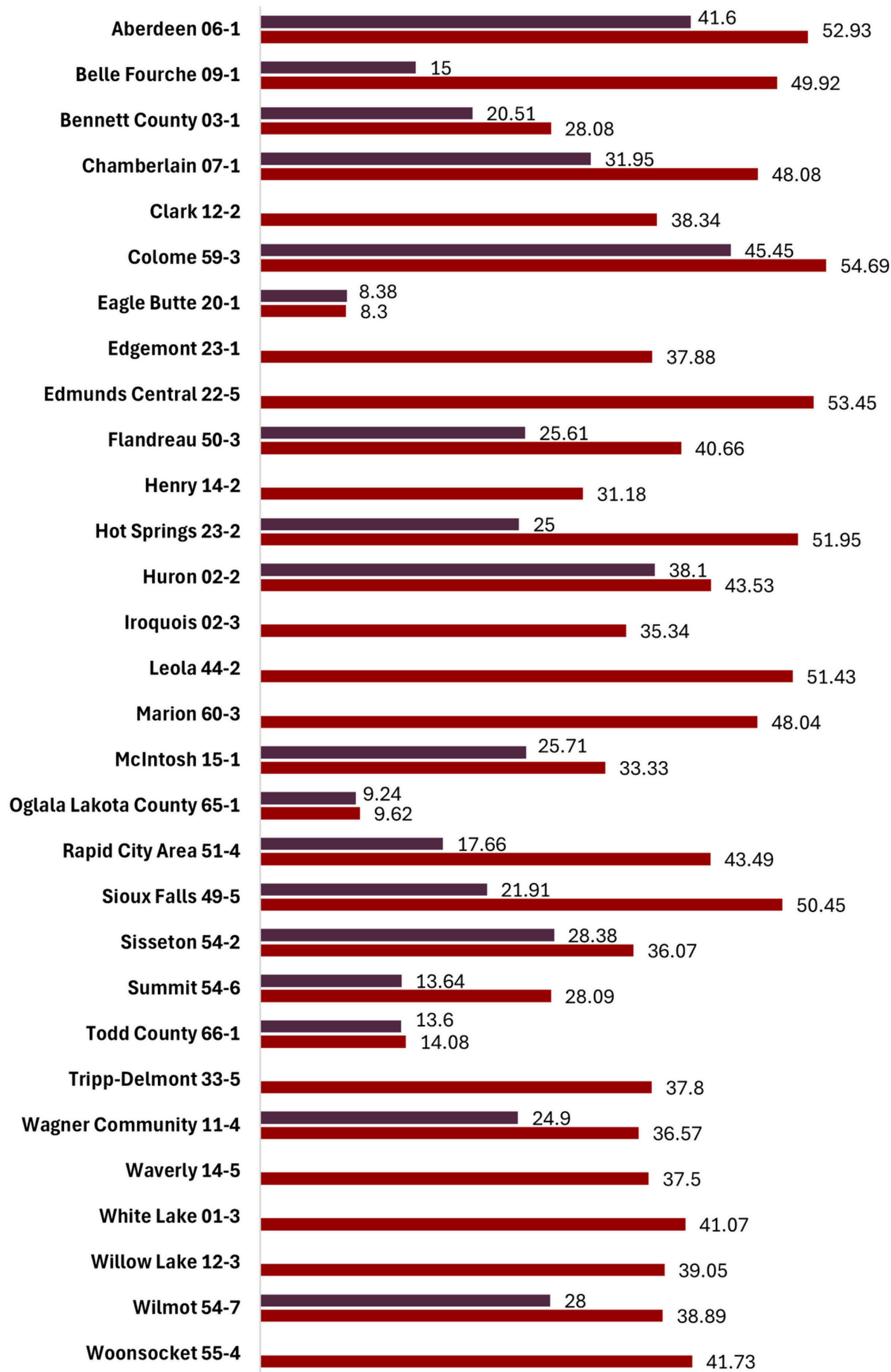
The South Dakota Indian Education Advisory Council hereby requests the South Dakota Department of Education continue to monitor chronic absenteeism and provide a research and data report on Native American student attendance to include absences, reasons for absences, and best practices by schools with low absenteeism.

# **Comprehensive Literacy State Development Grant**

The Comprehensive Literacy State Development (CLSD) federal grant program is authorized under Sections 2221-2225 and 2301 of the Elementary and Secondary Education Act, as amended (ESEA). The purpose of the CLSD discretionary grants is to create a comprehensive literacy program to advance literacy skills, including pre-literacy skills, reading, and writing, for children from birth through grade 12, with an emphasis on disadvantaged children, including children living in poverty, English learners, and children with disabilities. Annual continuation awards over a five-year period are contingent upon appropriations from Congress and substantial progress of grantees.

The South Dakota Department of Education applied for and was awarded a \$53 million, five-year grant in 2024 for its CLSD project, Elevating Literacy Across South Dakota (ELA-SD). The purpose of ELA-SD is to utilize CLSD grant resources to assist local education agencies (LEAs) in South Dakota in the effective implementation of the state's comprehensive literacy plan, known as the South Dakota Literacy Framework. This framework is deeply rooted in the robust evidence that supports the Science of Reading (SoR) approach. Ninety-five percent of the state's grant funds will be sub granted to eligible LEAs to implement literacy improvement plans and improve literacy instruction in alignment with the Science of Reading.

■ American Indian/Alaska Native ■ All Students



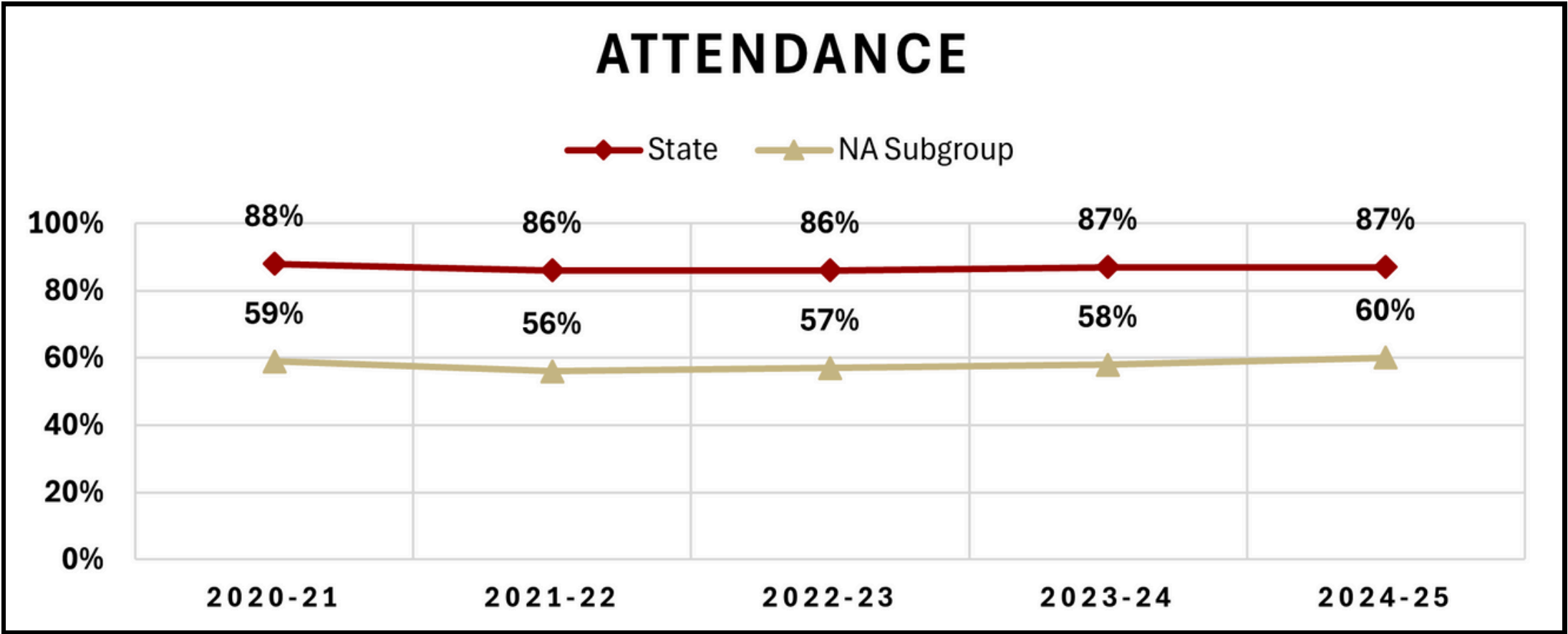
School Year 2024-25 English Language Arts Proficiency Rates for Districts Receiving the CLSD Grant		
District	All Students	American Indian/Alaska Native Subgroup
Aberdeen	52.93	41.6
Belle Fourche	49.92	15
Bennett County	28.08	20.51
Chamberlain	48.08	31.95
Clark	38.34	-
Colome	54.69	45.45
Eagle Butte	8.3	8.38
Edgemont	37.88	-
Edmunds Central	53.45	-
Flandreau	40.66	25.61
Henry	31.18	-
Hot Springs	51.95	25
Huron	43.53	38.1
Iroquois	35.34	-
Leola	51.43	-
Marion	48.04	-
McIntosh	33.33	25.71
Oglala Lakota County	9.62	9.24
Rapid City Area	43.49	17.66
Sioux Falls	50.45	21.91
Sisseton	36.07	28.38
Summit	28.09	13.64
Todd County	14.08	13.6
Tripp-Delmont	37.8	-
Wagner Community	36.57	24.9
Waverly	37.5	-
White Lake	41.07	-
Willow Lake	39.05	-
Wilmot	38.89	28
Woonsocket	41.73	-

**Note: Data for student groups with fewer than 10 are suppressed.**



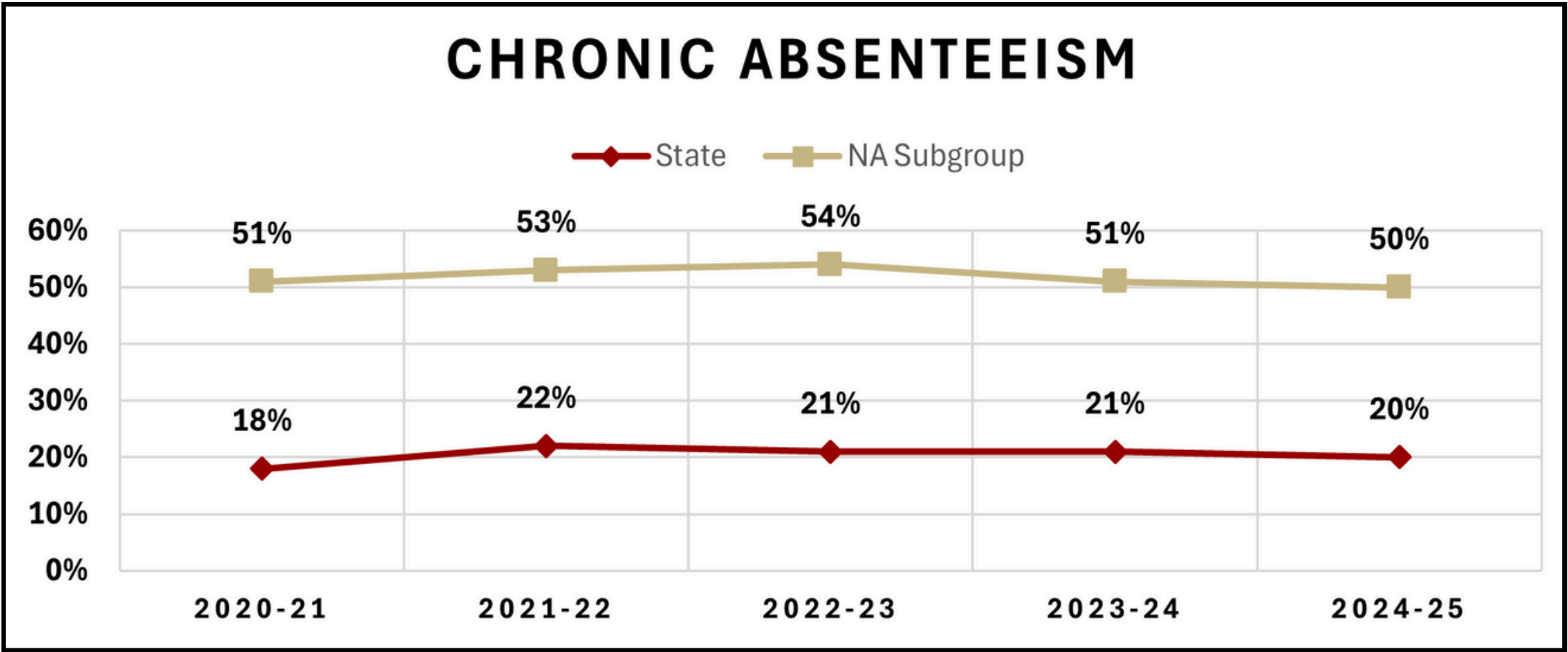
Attendance Data:

Attendance - State				
2020-21	2021-22	2022-23	2023-24	2024-25
88%	86%	86%	87%	87%
Attendance - Native American Subgroup				
2020-21	2021-22	2022-23	2023-24	2024-25
59%	56%	57%	58%	60%



Chronic Absenteeism Data:

Chronic Absenteeism - State				
2020-21	2021-22	2022-23	2023-24	2024-25
18%	22%	21%	21%	20%
Chronic Absenteeism- Native American Subgroup				
2020-21	2021-22	2022-23	2023-24	2024-25
51%	53%	54%	51%	50%



Chronic Absenteeism measures the students who attended school for more than 10 days and who also missed 10% or more of enrolled days within the school year.

**This report was prepared with the assistance of the Office of Assessment and Accountability and the Office of Standards, Learning, and Leadership. Questions on the provided data can be directed to [doe.accountability@state.sd.us](mailto:doe.accountability@state.sd.us).**