

SOUTH DAKOTA BOARD OF EDUCATION STANDARDS

Monday, July 15, 2019 - 9:00 a.m. Central Time

Location: MacKay Building, First Floor, Library Commons
800 Governors Drive
Pierre, SD 57501-2235

Public Telephone Access:
1-866-410-8397/conference code: 8381998525#

For live streaming of meeting:
<http://www.sd.net>

Members present: Susan Aguilar, President
Rebecca Guffin
Scott Herman
Kay Schallenkamp
Jacqueline Sly
Gopal Vyas, Vice-President
Lori Wagner

Department of Education (DOE)

attendance: Dr. Ben Jones, Kathy Riedy, Carla Leingang, and Ferne Haddock.

Others in

attendance: Dr. Jay Perry and other members of the public in attendance in person or via phone.

Call to Order, Pledge of Allegiance, and Roll Call:

President S. Aguilar called the meeting to order at approximately 9:00 a.m. Central Time.

Pledge of Allegiance

Roll Call: A quorum was present.

Adoption of Agenda:

Haddock, Executive Secretary of the Board of Education Standards (BOES), corrected a time stamp error on the amended agenda.

Motion by Vyas, second by Guffin, to adopt the July 15, 2019, agenda as corrected.

Voice vote. All present voted in favor. Motion carried.

44 **Approval of Minutes:**

45

46 Motion by Wagner, second by Schallenkamp, to approve the May 20, 2019, minutes as
47 corrected.

48

49 Voice vote. All present voted in favor. Motion carried.

50

51 **Conflicts Disclosures (SDCL 3-23):**

52

53 Herman disclosed he is employed by the Rosebud Sioux Tribe and disclosed a grant agreement
54 to provide meals on a reimbursement basis to the Rosebud Sioux Tribe Head Start Programs
55 through the Child and Adult Nutrition Services (CANS) within the South Dakota Department of
56 Education.

57

58 Sly had no disclosures.

59

60 Vyas had no disclosures.

61

62 Aguilar had no disclosures.

63

64 Schallenkamp had no disclosures.

65

66 Guffin disclosed her employment contract with the Aberdeen School District and the Aberdeen
67 School District's receipt of funds through the state Consolidated Grant Application, including
68 IDEA, Perkins, school nutrition program funds and the SD mentoring program from the
69 department.

70

71 Wagner summarized that her employer, Northern State University and the E-Learning Center,
72 have state contracts for college readiness coursework and the SD mentoring program. Wagner
73 stated that she does not play a role in those contracts

74

75 **Public Comment Period:**

76

77 No public comment was offered.

78

79 **Board of Regents (BOR) report**

80

81 Dr. Jay Perry, System Vice President for Academic Affairs, South Dakota Board of Regents,
82 reported on three programs recently approved by the BOR and summarized a recent report on
83 college affordability at public universities in South Dakota.

84

85 Perry reported on the master's degree in Interdisciplinary Studies program at South Dakota
86 State University (SDSU). It is designed to be flexible, innovative, and tailored to meet individual
87 student needs. Students earning this degree would have credits from at least two, possibly

88 three, sub fields. The intent of this program is that the graduates will meet the Higher Learning
89 Commission's accreditation requirements for teaching university courses, dual credit, or
90 concurrent courses in high school. This came about from discussions, first with some of the
91 tribal colleges in the state, and an effort from SDSU to help make sure that the faculty at those
92 institutions were qualified under the accrediting body's standards. But BOR also found it has
93 some positive implications for the ability to offer concurrent credit programs. They are hoping it
94 will have some residual benefits in K-12 education and the ability to offer courses moving
95 forward.

96
97 Perry also presented on the joint system-wide certificate program. Each of the institutions is
98 authorized to offer it. It is a two-certificate package in graduate mathematics and
99 advanced graduate mathematics. The intent is to help people who already have a master's
100 degree get qualified to teach dual credit or concurrent enrollment courses in math or statistics
101 content areas.

102
103 The Interdisciplinary Studies master's program and the joint system-wide certificate program
104 are offered online. They are designed to help teachers who can't go to a campus and get up to
105 speed to meet the accreditation standards to be able to teach concurrent and dual credit
106 courses.

107
108 Perry also stated that the University of South Dakota (USD) has long had a graduate certificate
109 in American Indian Studies. It is designed for people who are completing education programs
110 who want to improve their ability to work with students who are American Indian. The program
111 has been approved for online delivery. The program includes courses in: multi-cultural studies,
112 human relations, South Dakota Indian Studies, current issues and problems in Indian education,
113 and history of Indian education. It provides background for teachers who are going to be
114 working with an American Indian population and now that it is online it may help some of our
115 remote school districts who can't get to a campus. BOR hopes this will be helpful to K-12
116 schools.

117
118 Perry also summarized a recent report on college affordability. The highlights of this report
119 show that in terms of the cost of attendance at our universities; (tuition and fees), South
120 Dakota ranks in the middle of the country. The state runs into problems when the data is
121 analyzed considering the net price of college in South Dakota: the cost of tuition minus
122 available grant aid (everything other than federal student loans). Under that calculation, South
123 Dakota becomes one of the ten most expensive public university systems in the country. That,
124 Perry says, is a problem. The significant driver for the net cost problem is that South Dakota
125 invests the third lowest amount per student per scholarships in the country. That means South
126 Dakota students are paying more of the whole cost of attendance than students in other states.
127 Certainly, more than our regional competitors, who have in the last ten years invested
128 significantly in scholarships, especially needs-based scholarships and funding for students.

129
130 The consequence of this net price problem is that for students from South Dakota's lowest-
131 income families, public university education is becoming unaffordable. Perry says, we know this

132 because even students who receive the federal Pell Grant are struggling to make up the
133 difference to our net price. Since 2010 we have seen a 10% decrease in the percentage of
134 students who have Pell Grants in our institutions. That calculates to 2,400 fewer students in our
135 university system and 2,400 fewer students specifically from lower-income families, so there
136 are then fewer opportunities for students who need the opportunity the most. Perry stated
137 that there are two ways to combat this problem: one is on the tuition and fees side, which is
138 BOR's responsibility and something they have been working on, trying to make it a priority to
139 limit increases in tuition and fees. The other side is to try to increase the amount of state
140 support for scholarship funding. The BOR is working in partnership with the technical institutes,
141 private institutions, and tribal colleges to reform the Dakota's Promise Scholarship Program. It
142 is designed specifically for low-income students. It is a needs-based program rather than a
143 merit-based program, although there will be some merit-based qualifications to receive it.

144

145 Board questions:

146

147 In response to a board question about whether South Dakota students have the highest debt
148 load, Perry stated that internal numbers show that we are ranked fourth, not first. This is also
149 directly relatable to the amount of grant aid. The good news is that the default rate on student
150 loans is among the lowest in the country.

151

152 In response to a question about lower starting salaries in South Dakota making it harder to keep
153 graduates in the state, Perry states that yes, it does.

154

155 What is the average cost of higher education in South Dakota? The average cost in South
156 Dakota is approximately \$22,393 per year for housing, food, tuition, etc.

157

158 Has tuition gone up because state support has gone down? Perry's response was that there are
159 differing opinions, however he would support that interpretation. However, that is not just
160 South Dakota, that is nationwide.

161

162 What is the Dakota's Promise possibility? Perry responded that the Dakota's Promise possibility
163 is yet to be determined. A workgroup from the tribal colleges, technical institutes, private
164 institutions, and BOR is working to finalize the proposal. However, the basic parameters would
165 be that a student would be eligible if they were eligible to receive a Pell Grant eligible to be
166 admitted to one of the institutions. At the moment there is no requirement to remain in the
167 state, but it is a possibility being considered.

168

169 When asked whether there is data related to Perry's mention of low-income students possibly
170 going out of state because they can get need-based scholarships in other states; Perry said that
171 the data is not yet complete. Perry stated that, while there is rough data that we can make
172 assumptions on, there is currently nothing that he could give a definitive answer on. A board
173 member stated that there is some data out there. It is related to Native American students and
174 tuition waivers. Perry stated that tuition waivers are on the next meeting agenda for the
175 Council Presidents, as well as how to work with Native American students.

176

177 **University of Sioux Falls (USF) Educator Preparation Program Accreditation Approval**

178

179 Kathy Riedy, Administrator Accreditation, DOE, presented the University of Sioux Falls (USF)
180 Educator Preparation Program Accreditation for approval. In Spring of 2016 the University of
181 Sioux Falls underwent a joint review with the Council for the Accreditation of Educator
182 Preparation (CAEP). They received one stipulation from that review. In October 2016, CAEP
183 granted two years of continued accreditation to the University of Sioux Falls. The Board of
184 Education Standards agreed to that decision in January 2017. In fall 2018, the University of
185 Sioux Falls underwent a stipulation review. CAEP found that the stipulation had been resolved.
186 In spring 2019 CAEP granted five additional years (through fall 2024 and will undergo a review
187 in spring 2023) of accreditation to the University of Sioux Falls. Riedy was asking for BOES
188 approval of the program.

189

190 Michelle Hanson from USF was on the phone and noted that USF was happy with the letter.

191

192 Schallenkamp disclosed that she is on the National Accreditation Council (NAC). She was not in
193 on the meeting reviewing USF. She will abstain from the vote.

194

195 Motion by Sly, second by Guffin to approve the program as presented.

196

197 Voice vote. Schallenkamp abstained, all others present voted in favor. Motion carried.

198

199 **Secretary's Report**

200

201 Secretary of Education Dr. Benjamin Jones presented the National Education Association (NEA)
202 April 2019 report to the board on states' teacher pay rankings. South Dakota ranked 47th in the
203 2017-18 school year, up from 51st in 2015. Progress toward raising teacher pay in South Dakota
204 is inching up. This is salary and does not include benefits.

205

206 Jones stated that there are now at least three years of trending data on math and English
207 language arts. This coming spring, the department will have two years of Science data that will
208 show us where we are compared to where we were. The department is beginning to build up a
209 track record of data and scores and information, which they plan to act on. In the coming
210 strategic plan, DOE will use that information to develop a plan to improve the scores.

211

212 At the board's next meeting, in September, the department will release the Report Card scores
213 from last spring's testing. The board will be given an informational brief on what the numbers
214 show.

215

216 The department will use those scores, and other numbers to develop the department's next
217 strategic plan. The strategic planning process will begin this week. The department has hired a
218 consultant, and the goal is to involve as many people in the department as possible to define
219 the department's mission, vision, and values. Going forward, the Secretary would like to infuse

220 the strategic objectives across the department, so that the goals will have an impact on all the
221 department's work.

222
223 The plan is to keep the statewide goals of third grade reading, eighth grade math, college and
224 career readiness. The Secretary wants to have clear, defined, credible and actionable ways that
225 the department can support improving the Report Card every year.

226
227 The department will be hiring an instructional specialist to support social studies. Right now,
228 the department has somebody supporting, math, English language arts, "science and
229 everything else". So, taking social studies out of the "science and everything else" section, let
230 the science specialist focus on science and will let the new hire concentrate on social studies.
231 The department has workshops, etc. for math and English language because they have
232 specialists in the department. The Secretary would like social studies to have the same support.

233

234 Board Questions:

235

236 As far as the state strategic planning is that on-going or do you have a start time and an end
237 date?

238

239 Jones responded that the planning for the next two weeks will be intensive and in the next
240 three months there will be some follow-up work to further define it. Jones does not feel that a
241 strategy is a strategy until you have: ends, ways, means, resources, and a person whose job it is
242 to do a particular thing.

243

244 What is the involvement of the Tribal Education Department as far as the State's strategic plan?

245

246 Jones replied that yes, Juliana* (Juliana White Bull, Director, Office of Indian Education, South
247 Dakota Department of Tribal Relations), is a part of the state's strategic planning.

248

249 Are you only looking at the Smarter Balanced scores as the basis for the strategic plan or are
250 you looking at other data points?

251

252 Jones answered that the growth numbers and the proficiency rates are probably the numbers
253 that will get the most attention. He said he also wants a discussion about what is a well-
254 rounded education. The department will be meeting with the ESSA (Every Student Succeeds
255 Act) workgroup, social studies workgroup, and others so that the department might better
256 understand the definition of a well-rounded education.

257

258 Who is the consulting firm that is working on the strategic plan?

259

260 Jones said it is: John Beranek*, he is in Sioux Falls. (*Intersections Consulting, Sioux Falls).

261

262 What is the status of hiring an attorney for the department?

263

264 Jones replied that the department is in the final stages of filling one position opening. Once that
265 position is filled, the department will announce the other opening.

266

267 **PRAXIS Cut Score Approval Request**

268

269 Carla Leingang, Administrator, Office of Educator Certification, DOE, requested approval for cut
270 scores for four state designated tests; Educational Leadership, School Superintendent
271 Assessment, Elementary Education: Content Knowledge for Teaching Social Studies, and
272 Teaching Reading: K-12.

273

274 Leingang gave a summary of the adoption process in South Dakota:

- 275 •Each time a test is regenerated Educational Testing Service (ETS), they ask the department if
276 South Dakota is (1) interested in the test, and (2) would like to nominate educators to
277 participate on the committees and standard setting studies.
- 278 •If the test is currently used by the department, or stakeholders are interested in using it in the
279 future, then ETS is notified the department would like to participate in all activities.
- 280 •ETS notifies the department when nominations are being accepted for participation on the
281 national advisory committees and standard setting studies.
- 282 •The department forwards information about the nomination process to: Deans of Education at
283 all public and private universities so they can forward to interested faculty. DOE staff are asked
284 to nominate K-12 educators.
- 285 •Following the multi-state standard setting study, the department invites all universities to
286 send representatives to participate in the recommendation for the South Dakota cut score. All
287 higher education faculty and K-12 educators who participated in the studies are also invited to
288 attend this meeting. Participation can be in-person or by phone. All individuals present at this
289 meeting can review the live test. A discussion is held regarding the recommended cut score set
290 by the multi-state standard setting study and whether this cut score should be used or if it
291 would be better to go lower or higher. This becomes the South Dakota recommended cut
292 score. The South Dakota recommended cut score is presented to the South Dakota Board of
293 Education Standards who approves the cut score or recommends a different cut score.

294

295 Leingang stated that there were four cut score panels:

- 296 •Test 5412 Education Leadership Administration and Supervision
- 297 •Test 6991 School Superintendent Assessment
- 298 •Test 5206 Teaching Reading: K-12
- 299 •Test 7815 Elementary Education: Content Knowledge for Teaching Social Studies

300

301 Leingang presented information and documentation for each cut score review. The review
302 information included a description of the test, alignment to standards, use in South Dakota, the
303 names of the South Dakota panelists, and the participants in the South Dakota cut score setting
304 meeting.

305

306 Board Questions:

307

308 Since the International Dyslexia Association did have input on these scores, can we assume that
309 a teacher passing these tests would have some context on teaching a student with dyslexia?

310
311 Leingang responded yes.

312
313 Can you explain why the test numbers change?

314
315 Leingang replied that she wasn't sure. This is one group of tests and with the change with social
316 studies they may have wanted to change all the numbers.

317
318 Motion by Guffin, second by Wagner, to adopt the cut scores as requested. Voice vote, all
319 present voted in favor. Motion carried

320
321 Aguilar asked Schallenkamp to share information with the board on a recent accolade that she
322 will receive.

323
324 Schallenkamp stated that Emporia State University in Kansas will be naming a new residence
325 hall in her name.

326
327 NEXT MEETING: September 16, 2019, Holgate Middle School Theater, 2200 N Dakota Street,
328 Aberdeen, South Dakota

329
330 **Adjournment:**

331
332 Motion by Vyas, second by Schallenkamp, to adjourn. Voice vote, all present voted in favor.

333
334 Meeting adjourned at approximately 10:05 a.m. Central time.

335
336
337

338 _____
339 Ferne G. Haddock Date:
340 Executive Secretary BOES

341