

APPENDIX A

**TEACHER COMPENSATION REVIEW BOARD
DATA FROM JULY 16, 2021**

SOUTH DAKOTA TEACHER COMPENSATION REVIEW BOARD

JULY 16, 2021



south dakota
DEPARTMENT OF EDUCATION

Learning. Leadership. Service.

BLUEPRINT OF PRESENTATION

- First Look at Core Data
- Blue Ribbon Task Force – Status of Recommendations
- Current Data
- Enrollment and Teacher Workforce Projections
- Opportunities for the Board

SDCL 1-45-39.Teacher Compensation Review Board.

There is hereby created the Teacher Compensation Review Board within the Department of Education. The board shall review teacher compensation, including comparable wage indexes, in surrounding states at the completion of every three school years. The board will report its findings to the Governor and the Legislature no later than September 30, 2018, and by September thirtieth in every third year thereafter.

The initial appointment of the members to the board shall be made no later than March 1, 2018. The members shall serve a term of three years.

The board shall consist of nine members to be appointed as follows:

- (1) Three members of the South Dakota Senate appointed by the president pro tempore of the Senate, no more than two of whom may be from the same political party;
- (2) Three members of the South Dakota House of Representatives appointed by the speaker of the House of Representatives, no more than two of whom may be from the same political party; and
- (3) Three members appointed by the Governor.

TEACHER COMPENSATION

Salary Increases Over Time

1. South Dakota's average teacher salary in 2013-14 was \$40,023. This ranked last among the 50 states and the District of Columbia.

	Target Teacher Salary	Average SD Teacher Salary (NEA)	NEA Ranking	Adjusted by BEA Regional Price Parities	BEA Ranking
School Year 2013-14		\$40,023	51		
School Year 2014-15		\$40,935	51		
School Year 2015-16		\$42,025	51		
School Year 2016-17	\$48,500	\$46,922	48	\$53,203.85	38
School Year 2017-18	\$48,645.50	\$47,631	47	\$53,698.99	39
School Year 2018-19	\$49,131.96	\$48,204	48	\$54,839.59	40
School Year 2019-20	\$50,360.26	\$48,984	50	\$55,790.43	45
School Year 2020-21	\$51,367.47	\$49,993*			
Percent Increase from SY 2017 – SY 2021	5.91%	6.54%			

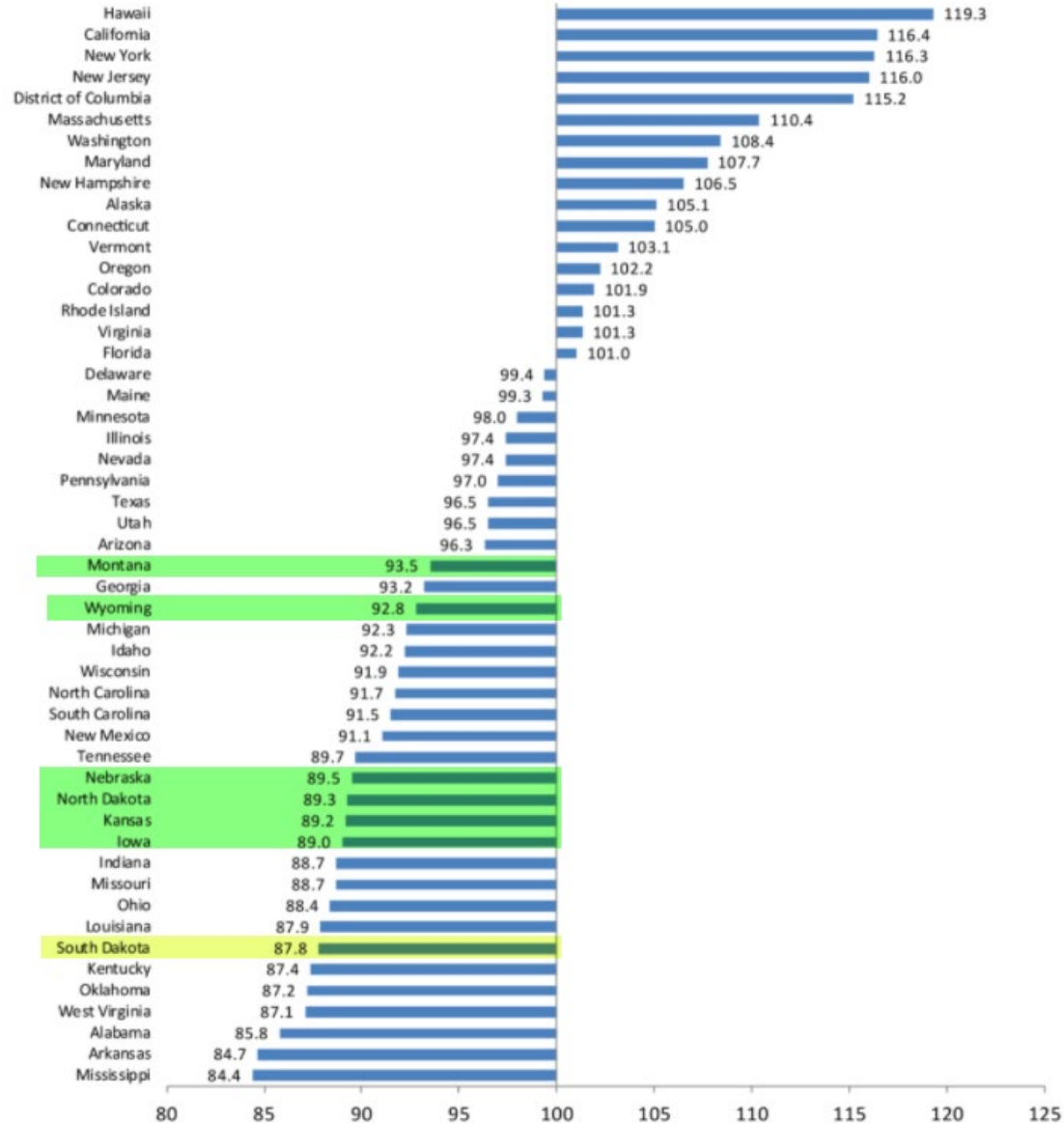
*NEA estimate

REGIONAL PRICE PARITIES

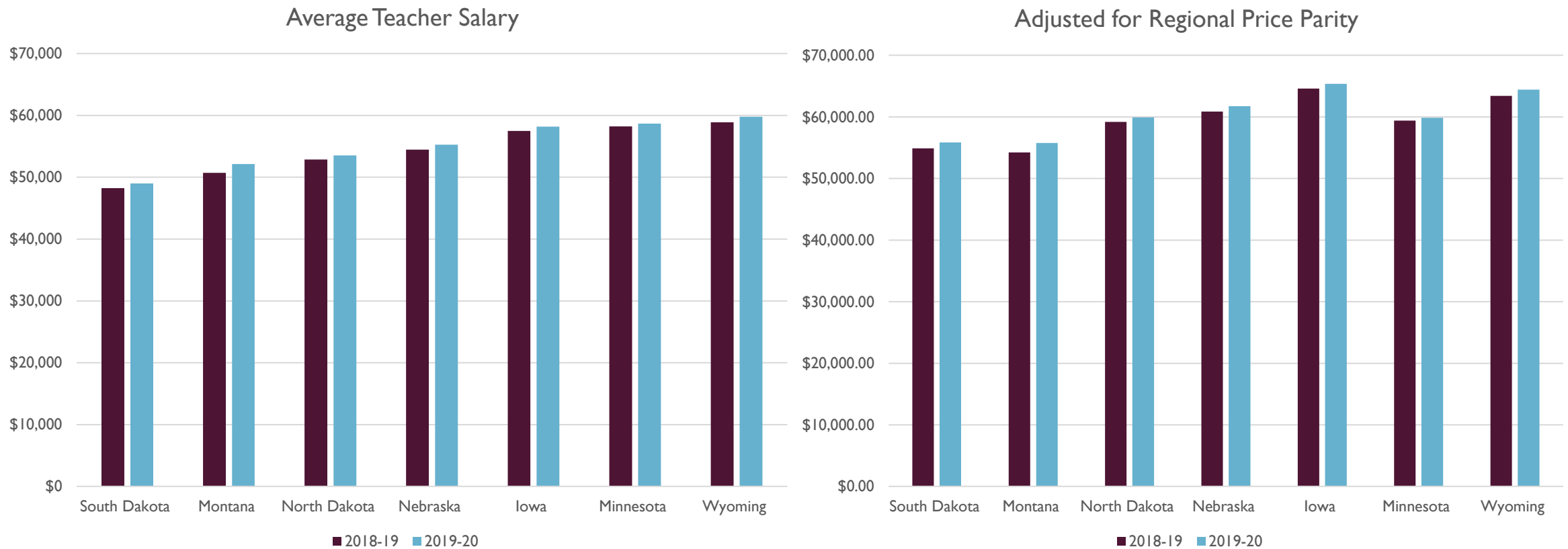
- Regional price parities (RPPs) measure the **differences in price levels across states** and metropolitan areas for a given year and are expressed as a percentage of the overall national price level.
- RPPs allow **comparisons of buying power** across the **50** states and the District of Columbia for a given year. Price levels are expressed as a percentage of the overall national level.

Source: Bureau of Economic Analysis

Regional Price Parities for States, 2019 (US = 100)

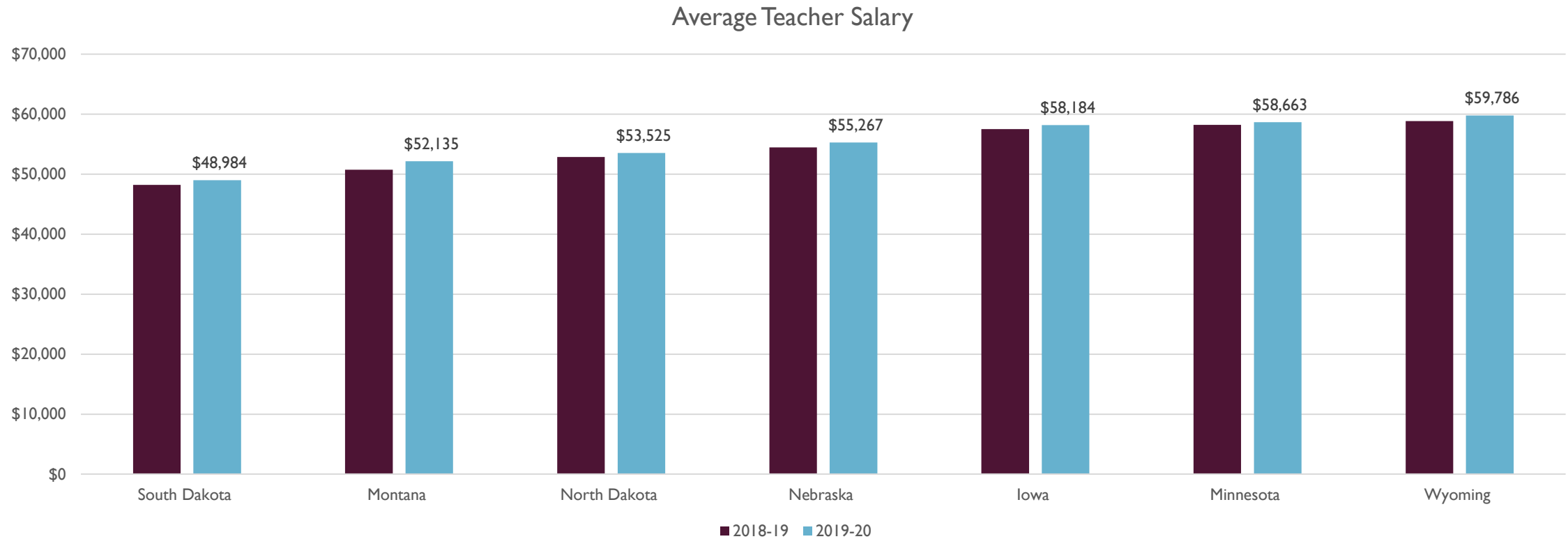


HOW DOES TEACHER COMPENSATION IN SD COMPARE TO NEIGHBORING STATES?*

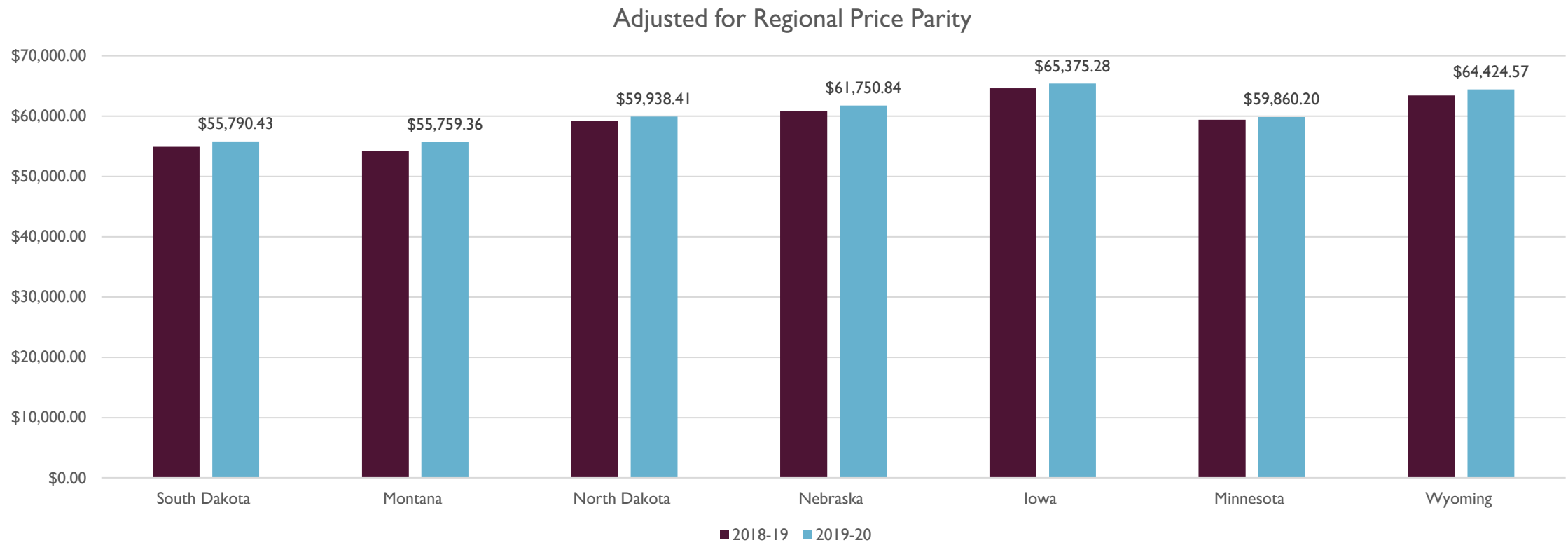


Source: National Education Association and Bureau of Economic Analysis

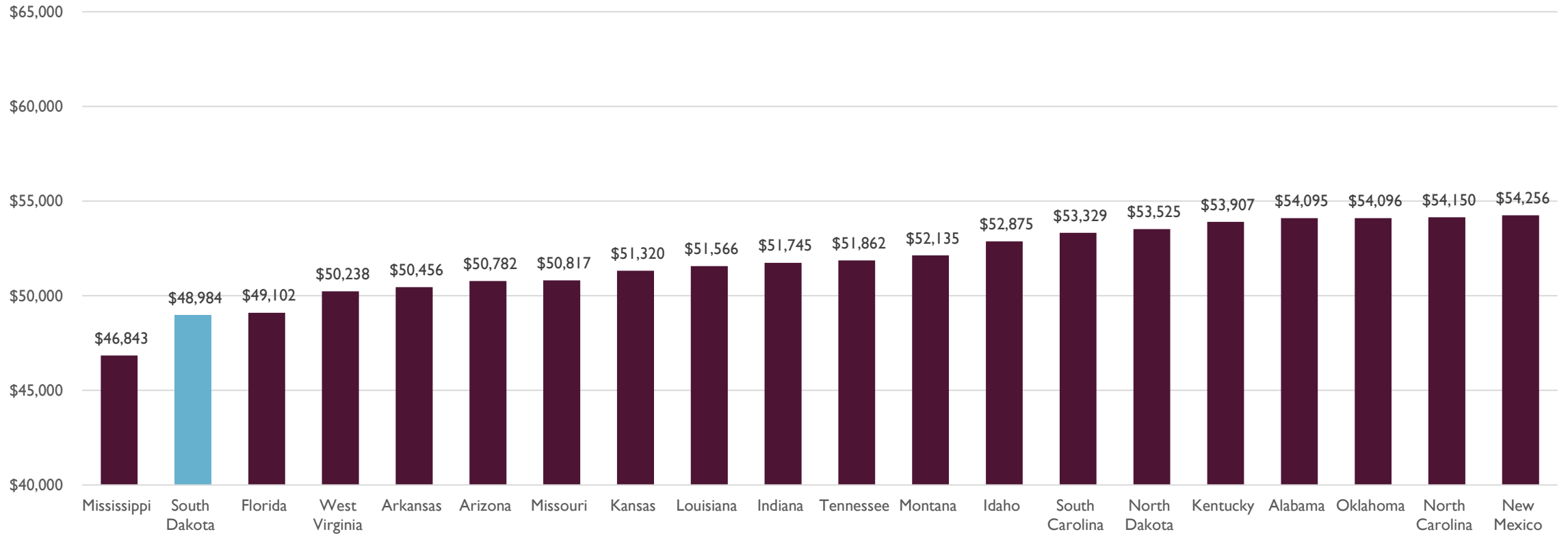
HOW DOES TEACHER COMPENSATION IN SD COMPARE TO NEIGHBORING STATES?



HOW DOES TEACHER COMPENSATION IN SD COMPARE TO NEIGHBORING STATES?



SOUTH DAKOTA IS WITHIN \$5K OF BEING RANKED MUCH HIGHER (2019/20)



Source: National Education Association

THE PICTURE CHANGES WHEN SALARIES ARE ADJUSTED FOR REGIONAL PRICE PARITY (2019/20)



Source: National Education Association and Bureau of Economic Analysis

SOUTH DAKOTA'S RANKING INCREASES WITH RPP ADJUSTMENT (2019/20)

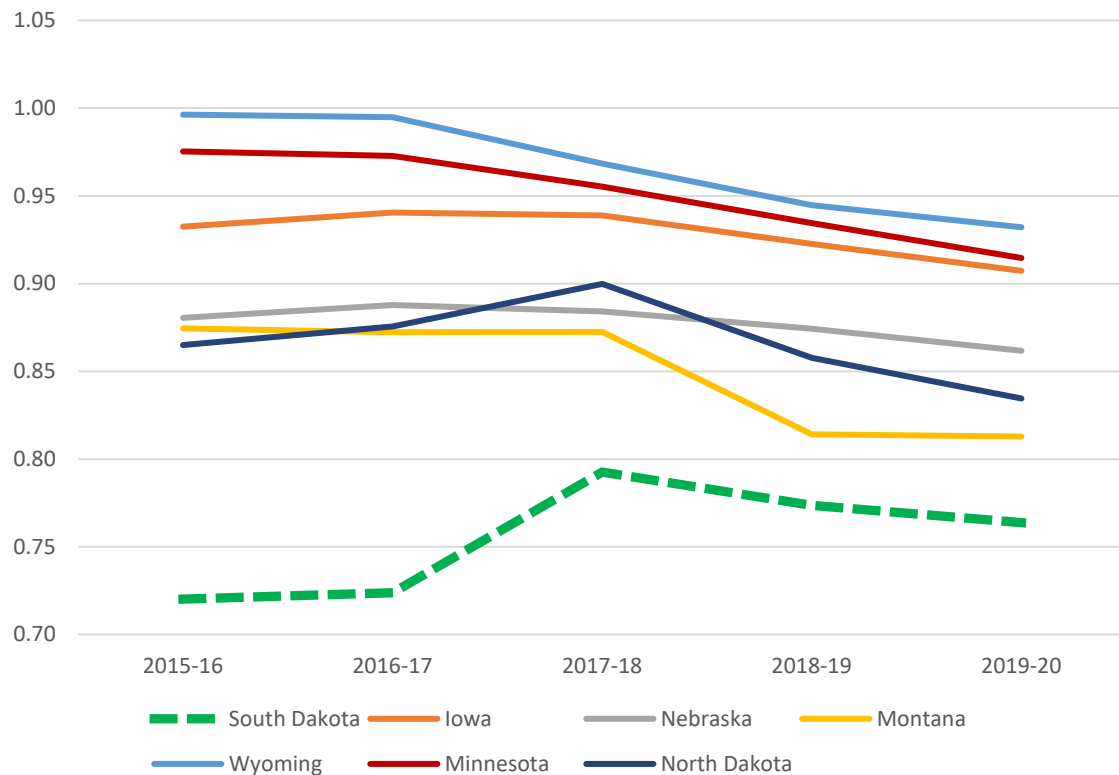


Source: National Education Association and Bureau of Economic Analysis

COMPARABLE WAGE INDEX – UPPER MIDWEST REGION

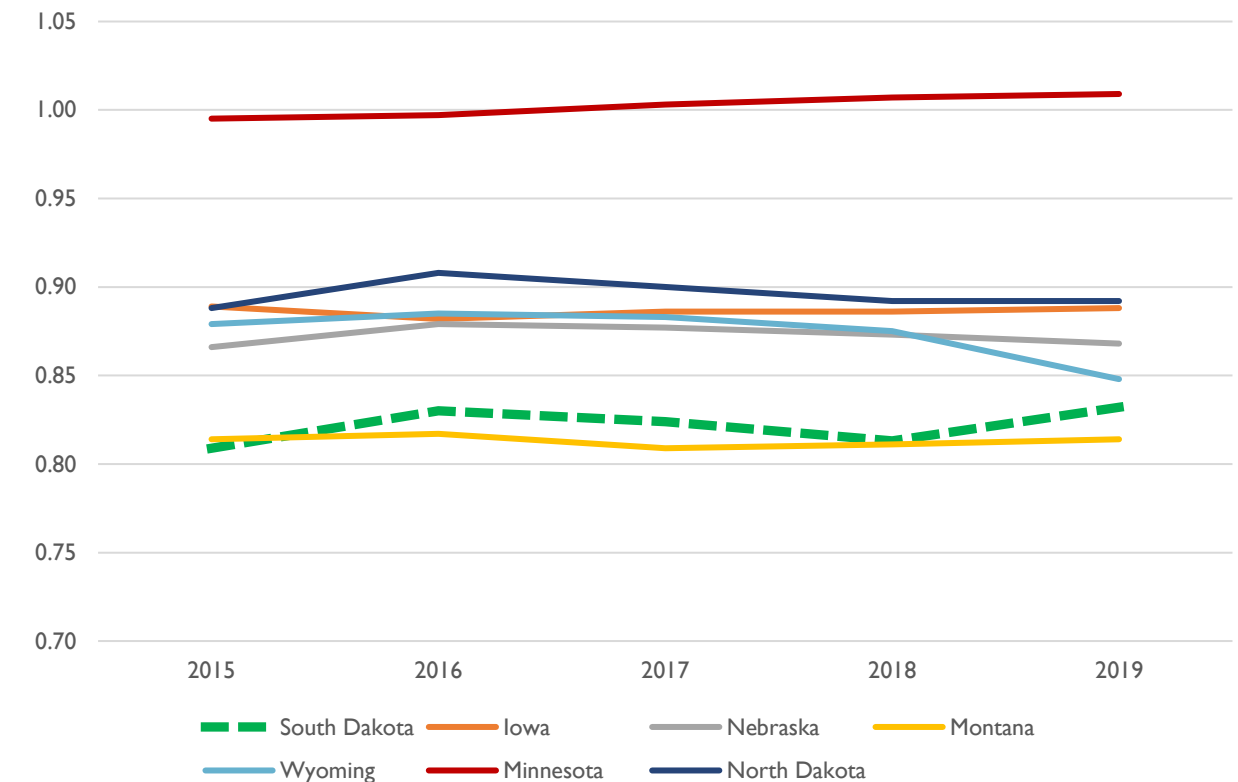
Average Teacher Salary

Source: NEA

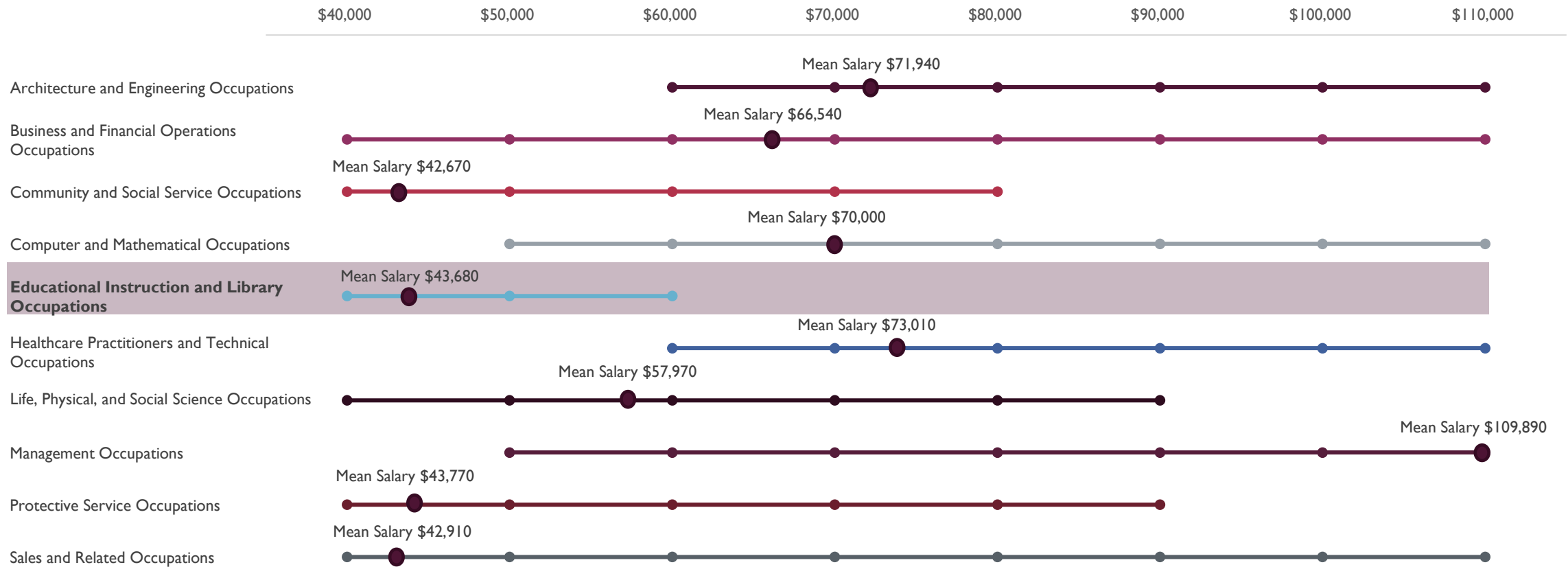


Comparable Salary

Source: Bureau of Economic Analysis – Regional Price Parities (Comparable Wage Index for Teachers)



SD SALARY RANGES FOR OCCUPATIONS WITH COMPARABLE REQUIREMENTS



*SOC - Standard Occupational Classification

For more information about the wage estimates, please visit https://www.bls.gov/oes/current/oes_abo.htm.

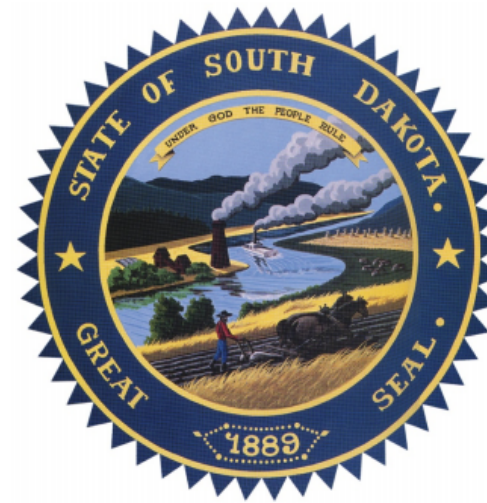
Source: U.S. Bureau of Labor Statistics. Provided by Labor Market Information Center, South Dakota Department of Labor and Regulation, April 2021.

RESULTS

SOUTH DAKOTA BLUE RIBBON TASK-FORCE

FINAL REPORT

November 11, 2015



BLUE RIBBON TASK FORCE ON TEACHERS AND STUDENTS

RECOMMENDATION: NEW FUNDING FORMULA

- **Result:** All recommendations have been followed and enacted.

1. Adopt a new formula based on a statewide target for statewide average teacher salary of \$48,500 and maintain the average statewide student-to-teacher ratio at approximately 14.1
2. Replace current small school adjustment with a sliding scale, depending on school enrollment, for the target student-to-teacher ratio.
3. Retain the current statutory minimum inflation factor of 3% or inflation, whichever is less in the new formula.
4. Reevaluate teacher salaries every three years to assure South Dakota remains competitive with surrounding states.
5. No change to the Limited English Proficiency Adjustment
6. No change to the sparsity formula

RECOMMENDATION: NEW FUNDING FOR TEACHER SALARIES

- **Result:** All recommendations have been acted on. Ongoing funding for teacher salaries is \$67 million.
 1. At least \$75 million in new ongoing funding for teacher salaries
 2. Use existing funds to the greatest extent possible
 3. Increase the state sales and use tax for additional ongoing revenue

RECOMMENDATION: ACCOUNTABILITY

- **Result:** Both recommendations have been followed and enacted.
 1. Adopt mechanisms to monitor the implementation of the new formula
 2. Develop benchmarks, in particular for average teacher salaries to ensure goals are met

SDCL 1-45-38. School Finance Accountability Board.

There is hereby created the School Finance Accountability Board within the Department of Education. The board shall consist of five members appointed by the Governor.

The members shall serve a term of four years.

The board may recommend that the provisions of § 13-13-73.5 be waived for a school district if the district can demonstrate that its lowest monthly general cash fund cash balance percentage is the result of special circumstances.

The board may recommend that a penalty against a school district imposed under § 13-13-73.6 be waived, in whole or in part, if the district can demonstrate that its failure to comply with § 13-13-73.6 is due to special circumstances.

The School Finance Accountability Board shall promulgate rules pursuant to chapter 1-26 to establish the appeals process provided for in § 13-13-73.6, and to establish the factors that may be considered in considering a waiver requested by a school district, which shall include the impact of retirements.

The Joint Committee on Appropriations or the Interim Committee on Appropriations shall review any waivers of § 13-13-73.5 or 13-13-73.6 recommended by the School Finance Accountability Board. For a waiver recommended by the board under this section, the committee may provide any suggested change to the waiver. Not more than thirty days following receipt of a suggested change from the committee, the board may amend the recommended waiver in accordance with the suggested change and shall resubmit the recommended waiver. The Joint Committee on Appropriations or the Interim Committee on Appropriations shall approve, amend, or deny any waiver recommended by the board. The Department of Education shall annually report to the Governor and the Legislature the information collected pursuant to §§ 13-8-47 and 13-13-73.6.

RECOMMENDATION: VOLUNTARY SHARED SERVICES

- **Result:** The recommendations have been acted on.
 1. Authorize funds to expand shared state services
 2. Create incentives for sharing personnel

RECOMMENDATION: STATEWIDE INNOVATIONS IN LEARNING

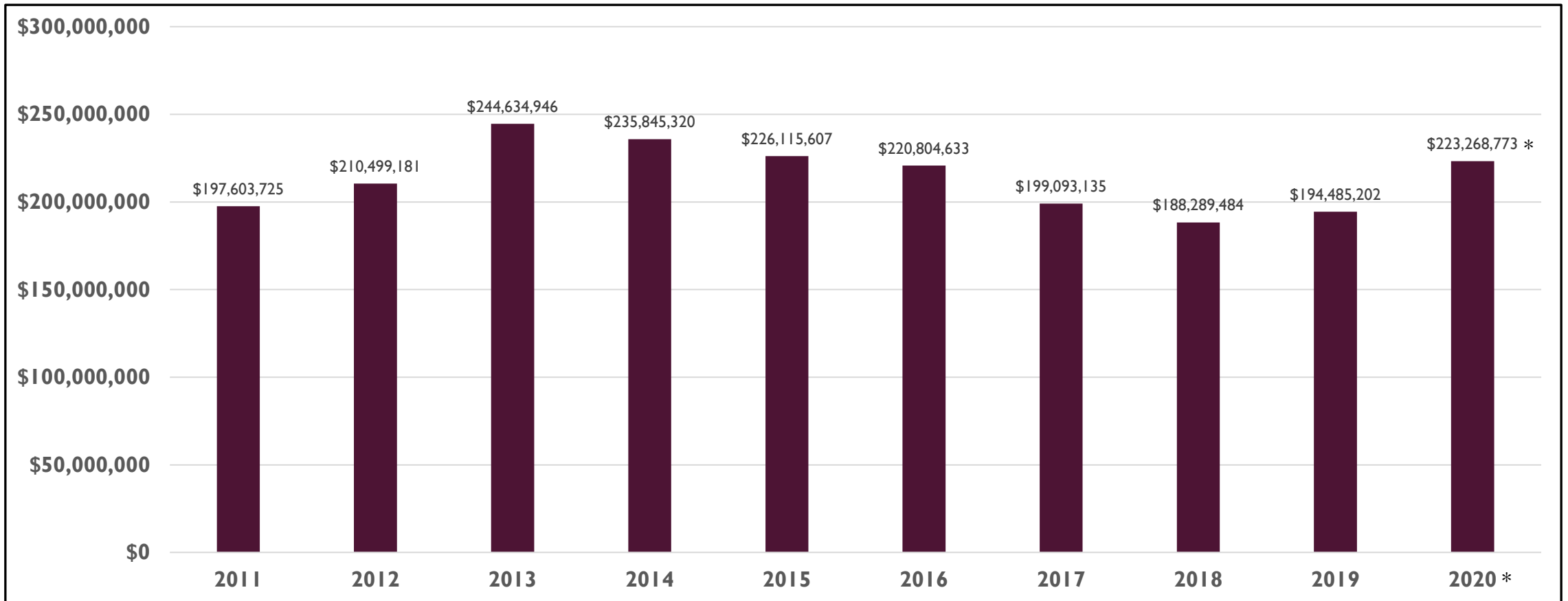
- **Result:** All recommendations have been acted on.
 1. Double the e-Learning Center's Course Offerings
 2. Allocate funds for innovation in virtual education and customized learning
 3. Appropriate \$1 million in ongoing funds for learning innovation

RECOMMENDATION: CHANGES FOR CAPS ON GENERAL FUND RESERVES

■ **Result:** All recommendations have been followed and enacted

1. Reinstate statutory caps on school district general fund reserves
2. Develop a tiered reserve caps system based on school enrollments
3. Districts that exceed the reserve fund cap have its state aid payment reduced on a dollar-by-dollar basis
4. Phase in the caps over a three-year period
5. Establish an oversight committee to help districts with phase-in strategies for reserve caps, and assist when unique circumstances arise that may make the caps unrealistic

GENERAL FUND BALANCES HAD BEEN DECREASING



Source: South Dakota Department of Education School Financial Data
*COVID-19 affected school spending in the 4th quarter of the fiscal year.

RECOMMENDATION: ELIMINATE THE PENSION LEVY

- **Result:** The recommendation has been followed and enacted.
- I. Eliminate the pension levy. The general education levies should be increased by 0.263 mills which would raise the same amount that the pension levy currently raises
 - The pension levy has been eliminated
 - General education levies have been increased by 0.263 mills

RECOMMENDATION: EQUALIZE OTHER REVENUES

- **Result:** The recommendation has been followed and enacted.
- I. Equalize other revenue to establish greater equity by equalizing future growth in other revenue sources
 - 6 revenue sources, equalized like property tax:
 - Gross receipts tax on utilities
 - Local revenue in lieu of taxes
 - County apportionment of revenue from traffic fines
 - County revenue in lieu of taxes
 - Renewable energy (wind & solar) taxes
 - Bank franchise tax
 - Have the look & feel of a state tax. Funds are maintained locally (counts toward local effort).

RECOMMENDATION: TEACHER RECRUITMENT & RETENTION

- **Result:** All recommendations have been followed and enacted.
 1. Full reciprocity be granted to teachers who are certified to teach in another state
 2. Appropriate funds of \$1 million annually for mentoring
 3. Create a New Teachers Academy
 4. Restore funding for National Board Certification

RECOMMENDATION: PHASED-IN APPROACH

- **Result:** All recommendations have been enacted.
 1. Fully implement all recommendations at the end of three years.
 2. With a phased-in approach, two points must be considered:
 - a) \$75 million in new funding for teacher salaries is intended as a supplement to the current appropriations for schools. If the new funding is phased-in over a period of years, it should be in addition to the inflationary increases required under current law.
 - b) Target teacher salary of \$48,000 was chosen based on the most recent available data. If the reforms are phased-in over a period of years, the target salary must be increased in order to remain competitive with surrounding states.

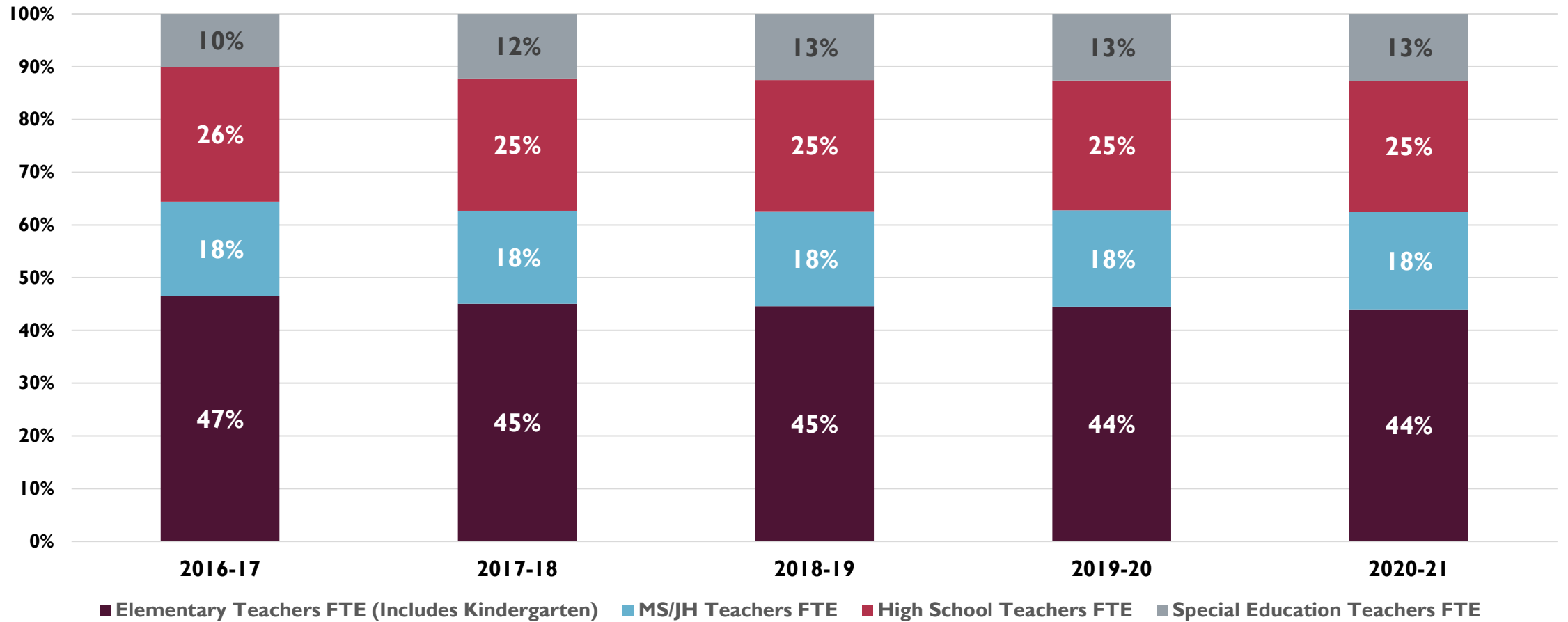


WHERE ARE WE NOW?

CURRENT DATA ON THE EDUCATOR WORKFORCE

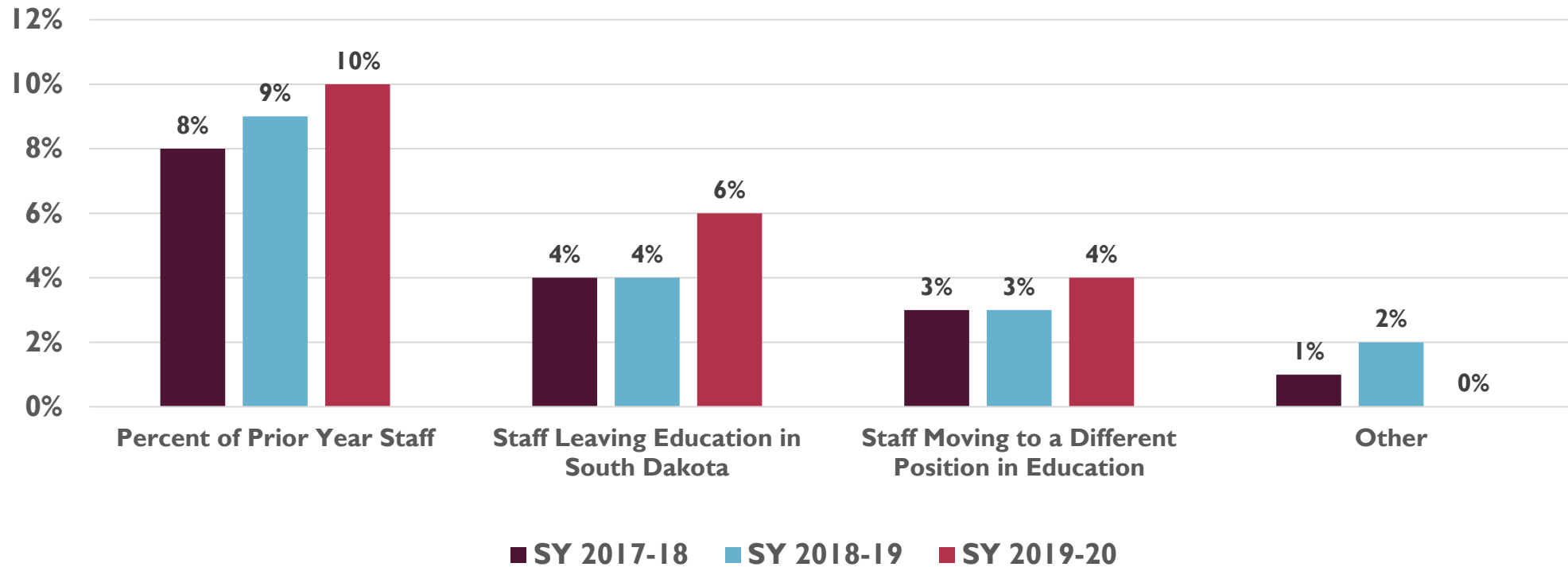


THE PERCENTAGE OF TEACHERS BY GRADE BAND HAS BEEN STABLE OVER TIME



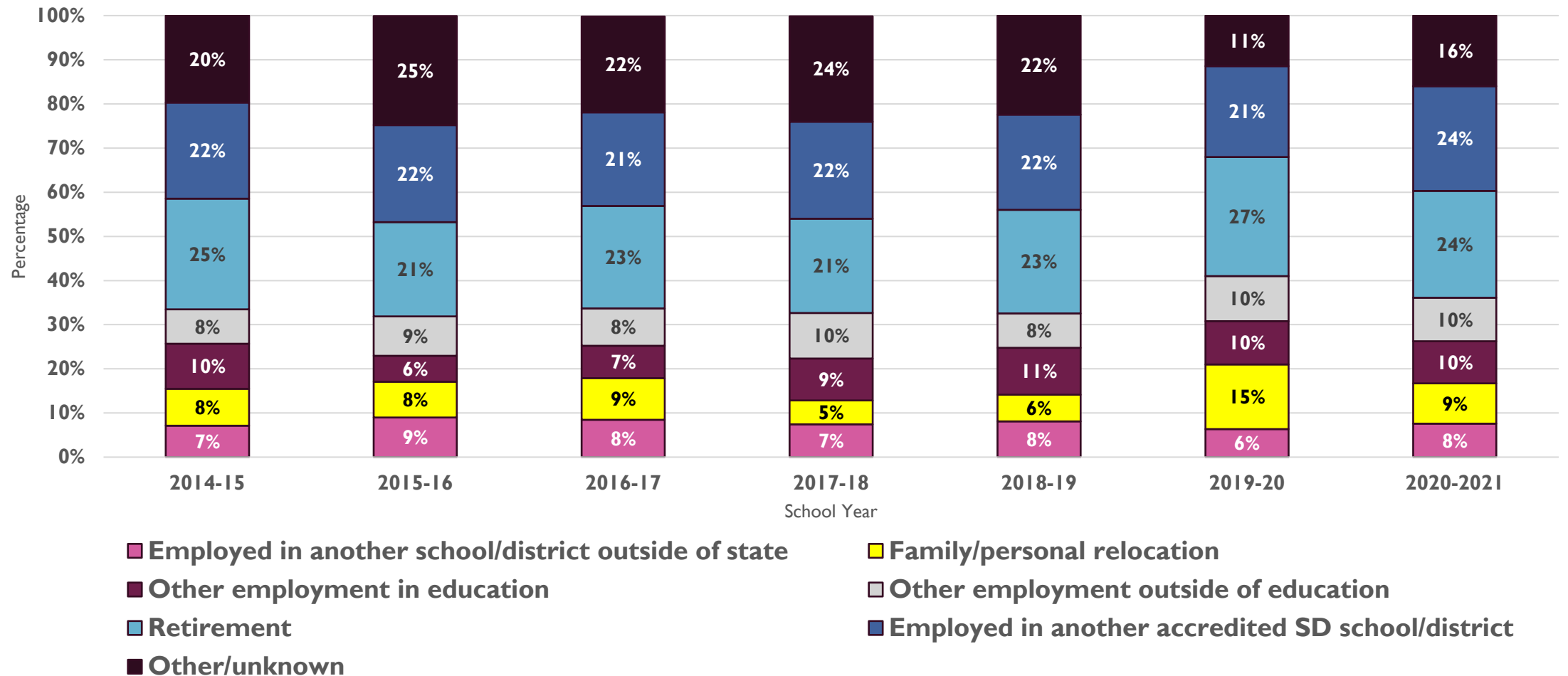
Source: South Dakota Department of Education Personnel Record Form

10% OF SOUTH DAKOTA TEACHERS LEFT THEIR POSITIONS AFTER THE 2019-20 SCHOOL YEAR



Source: Personnel Record Form

RETIREMENT & MOVEMENT TO ANOTHER SCHOOL REPRESENT NEARLY 60% OF WHY TEACHERS LEAVE THEIR POSITIONS

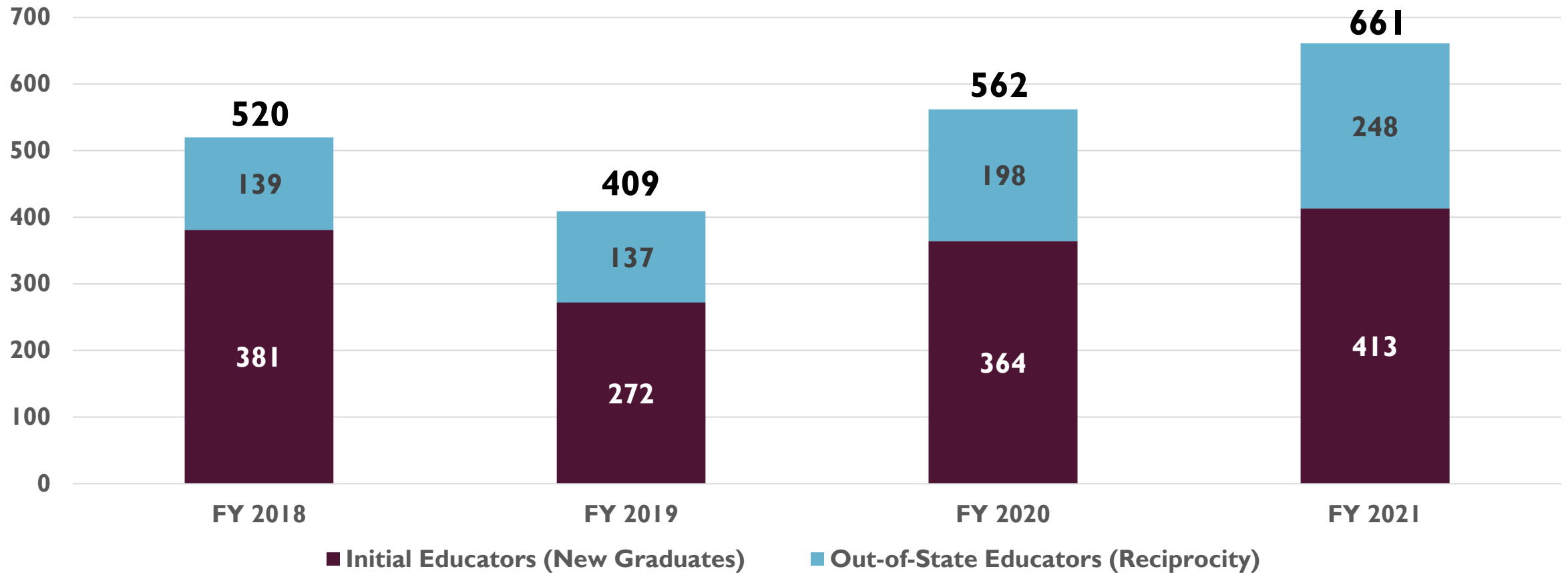


THE NUMBER OF EDUCATOR CERTIFICATES PROCESSED HAS INCREASED EACH YEAR

	FY 2018	FY 2019	FY 2020	FY 2021
Initial (Initial Educator, Educator Permit Only, Alternative Preliminary)	570	421	537	595
Initial based on Reciprocity (Provisional, Out-of-State, Out-of-Country)	144	141	219	265
Alternative Certification (CTE, General Education, TFA, SPED, Administrator)	70	165	138	123
Renewal (Educator Certification, Educator Permit, Provisional, Alt Cert, Temporary)	1837	2045	2251	2379
Updates (Duplicate Certificate, Add Endorsement, Correction, Public Record Request)	385	521	503	582
Total Certificates Processed	3,006	3,293	3,648	3,944

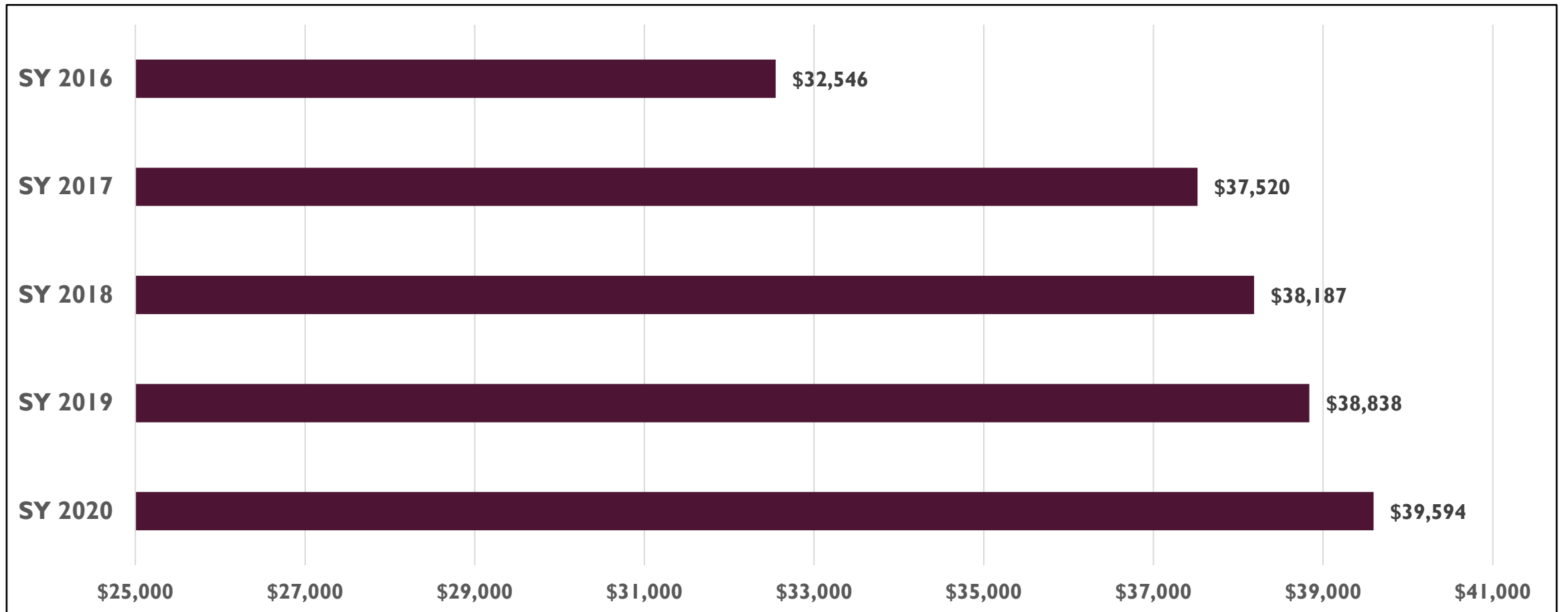
Source: South Dakota Educator Certification System

THE NUMBER OF SOUTH DAKOTA GRADUATES AND APPLICANTS FROM OUT-OF-STATE IS INCREASING



Source: South Dakota Department of Education

BASELINE TEACHER SALARY



Source: South Dakota Department of Education

THERE ARE MORE TEACHER PREPARATION GRADUATES THAN INITIAL CERTIFICATES PROCESSED

TEACHER PREPARATION GRADUATES

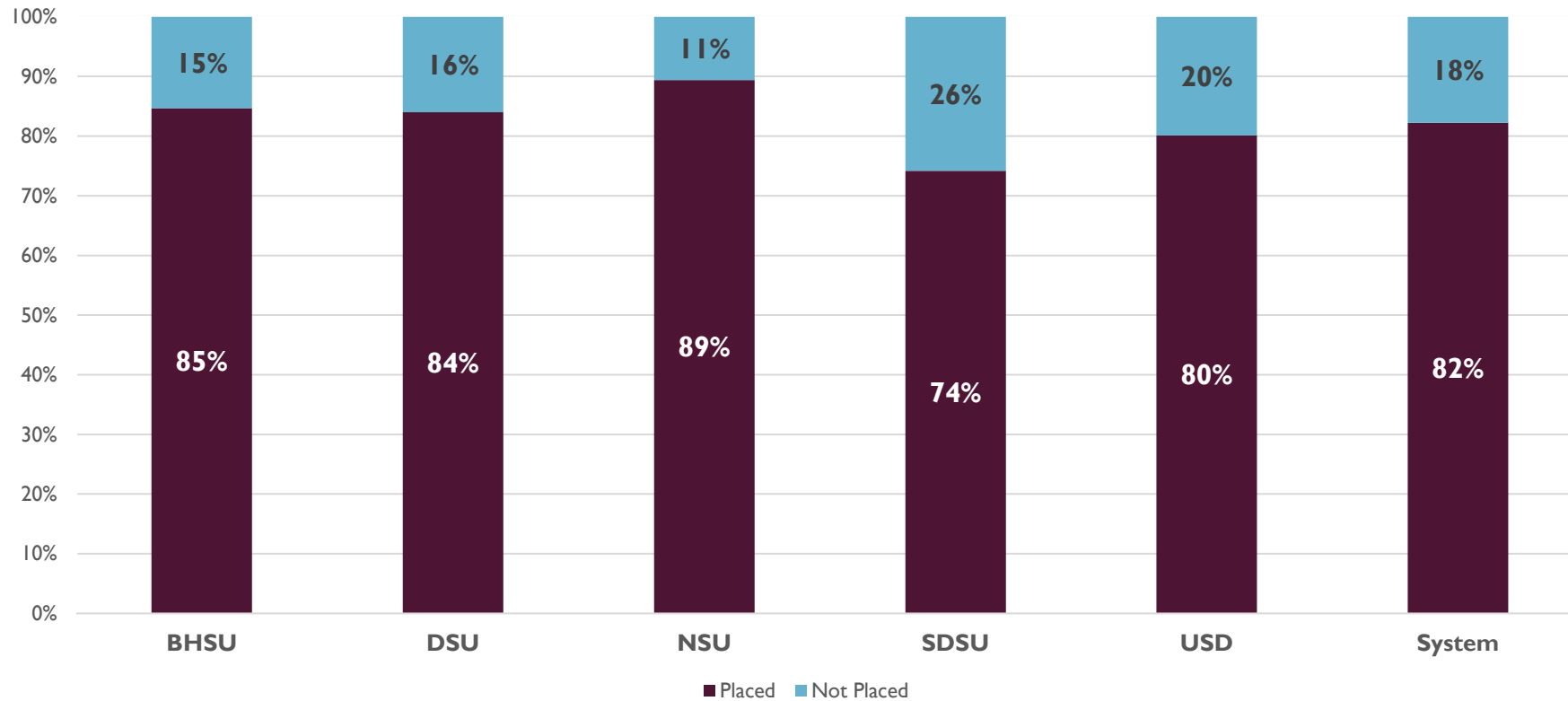
	2015-16	2016-17	2017-18	2018-19	2019-20
Non-BOR Grand Total	142	130	133*	139	**
BOR Grand Total	532	597	520	561	**
Combined Grand Total	674	727	653	700	**
<i>SOURCE: Title II Report</i>					

Initial (Initial Educator and COVID-19)	381	272	364
<i>Source: South Dakota Educator Certification System</i>			

**First year Presentation College no longer offered an educator preparation program*

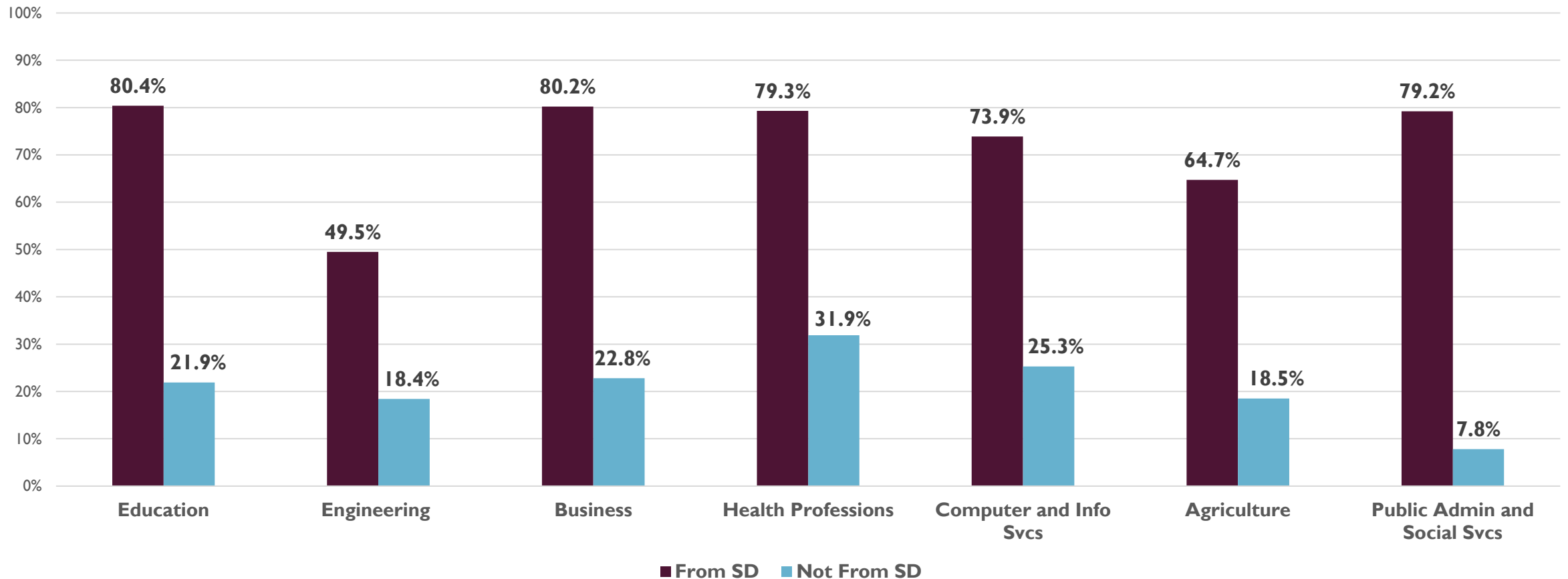
THE MAJORITY OF SOUTH DAKOTA HIGH SCHOOL GRADUATES WHO COMPLETE A TEACHER EDUCATION ARE PLACED

**BOR Teacher Graduate Placements From SD High School
FY 2017-2020**



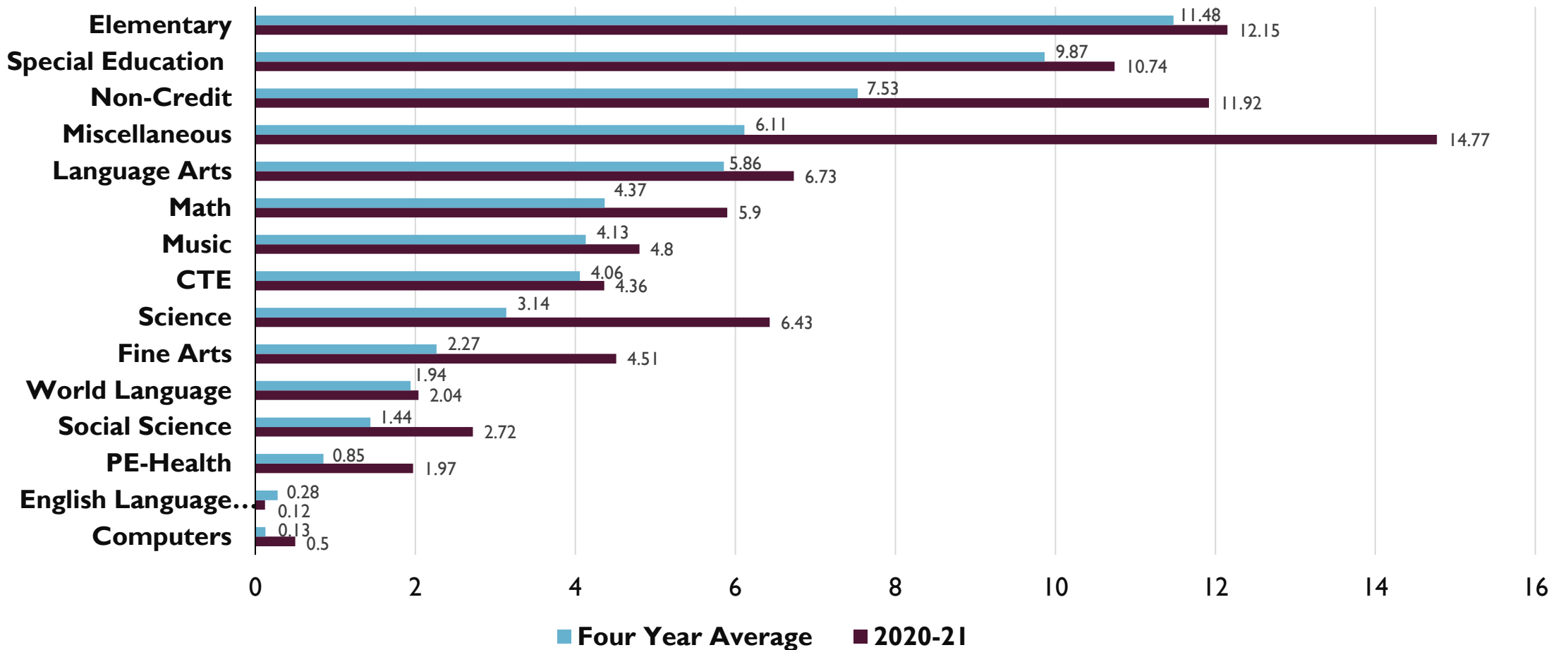
Source: South Dakota Board of Regents

SOUTH DAKOTA EDUCATION GRADUATES FROM BOARD OF REGENTS UNIVERSITIES WERE PLACED IN SOUTH DAKOTA AT A HIGHER RATE THAN OTHER MAJOR AREAS IN 2019



Source: SDBOR Graduate Placement Dashboard

UNFILLED VACANCIES AT THE BEGINNING OF 20-21 WERE HIGHER THAN THE 4-YEAR AVERAGE IN ALMOST ALL CATEGORIES



THE NUMBER OF JOB POSTINGS FOR TEACHERS IS INCREASING

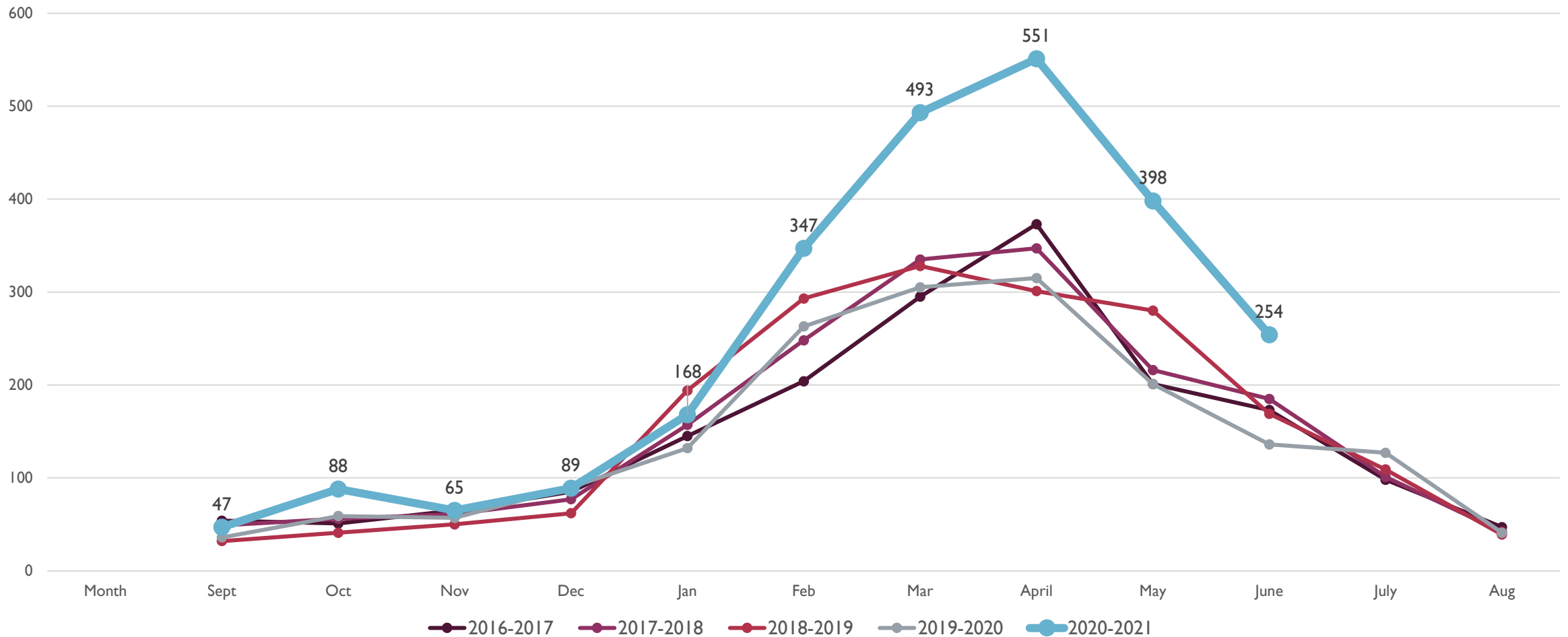
SOUTH DAKOTA EDUCATOR JOB POSTINGS

Highest Categories of Positions Posted on the Teacher Placement Center

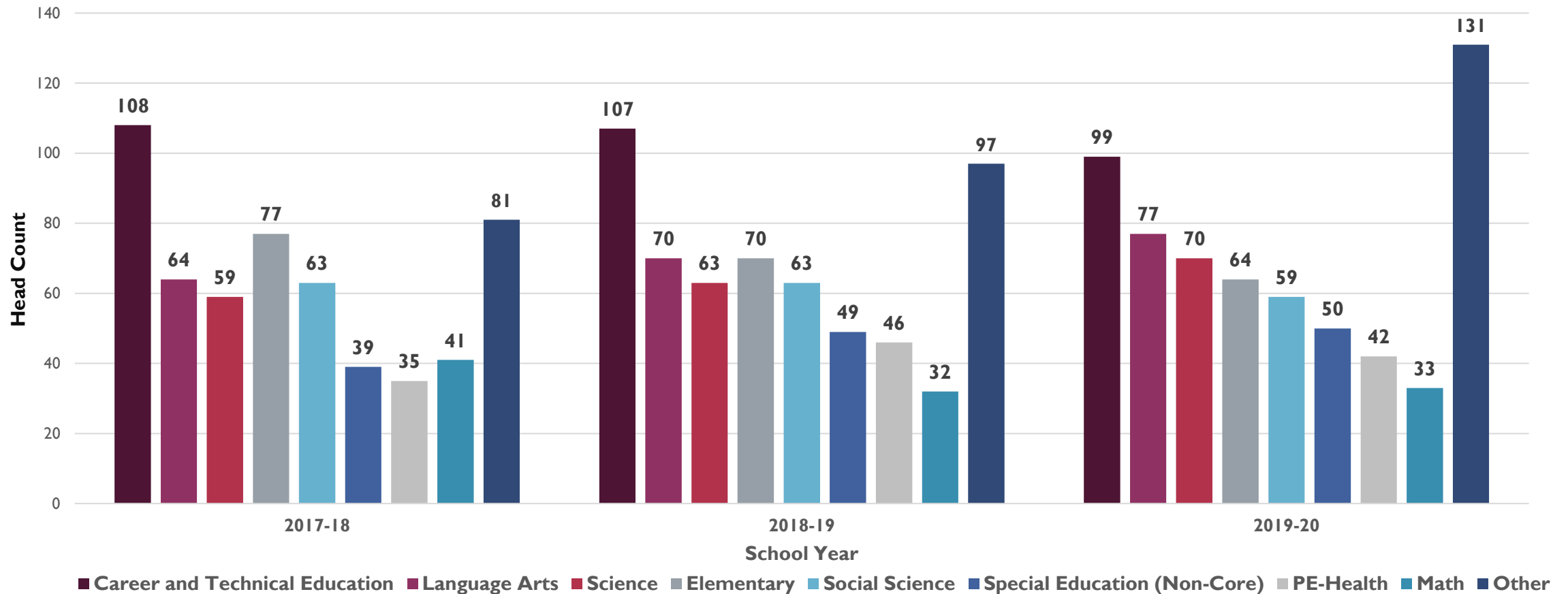
2018		2019		2020		2021	
April							
SPED/Early Childhood	62	SPED/Early Childhood	39	SPED/Early Childhood	53	SPED/Early Childhood	71
Elementary Teachers	61	Elementary Teachers	37	Elementary Teachers	52	Elementary Teachers	69
Math	27	Art/Music/Health/PE	26	CTE	35	Math Teachers	52
Administrators	26	English/Language Arts	24	Art/Music/Health/PE	28	English/Language Arts	52
August							
SPED/Early Childhood	10	SPED/Early Childhood	8	SPED/Early Childhood	8		
Elementary Teachers	7	Elementary Teachers	5	Elementary Teachers	4		
English /Language Arts	5	Art/Music/Health/PE	5	Math Teachers	4		
Administrators	4	Technology Education	4	Speech Pathologist	4		

SOURCE: Associated School Boards of South Dakota – Teacher Placement Center

ASBSD TEACHER PLACEMENT DATA



CTE, LANGUAGE ARTS, AND ELEMENTARY POSITIONS HAVE SEEN THE HIGHEST NUMBERS OF 'PLANS OF INTENT*' FOR THE PAST 3 YEARS



Source: South Dakota Personnel Record Form

*Plan of Intent represents a teacher who is teaching an assignment they are either unauthorized or an uncertified instructor.

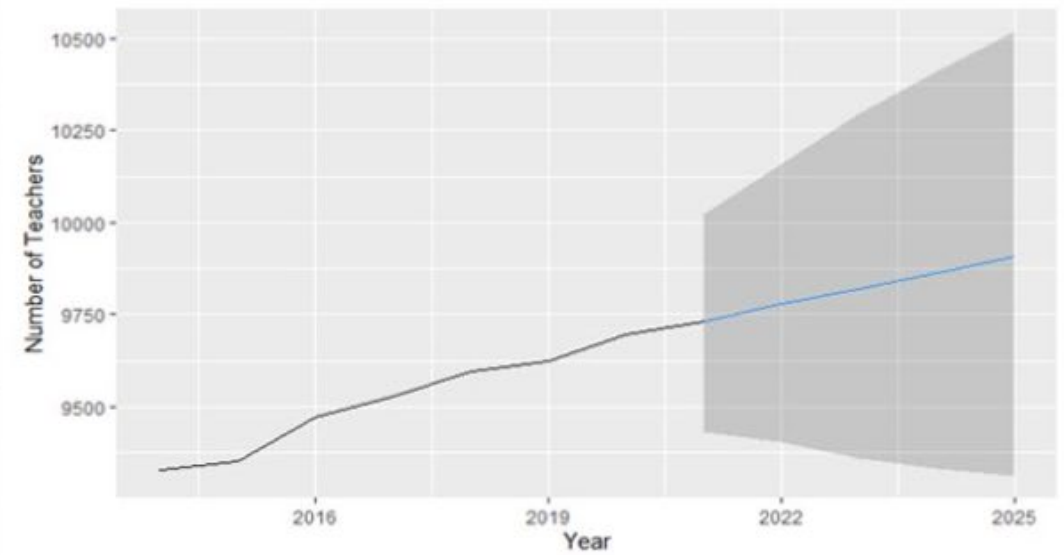
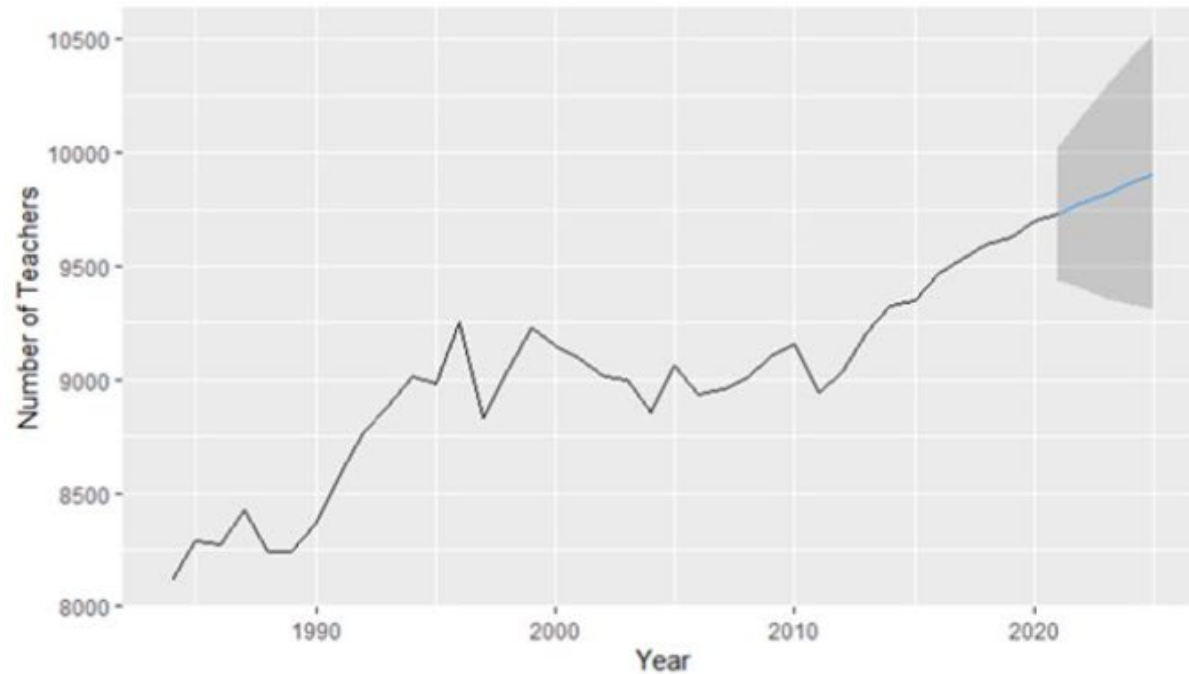


PROJECTIONS

PROJECTED DATA ON THE EDUCATOR WORKFORCE

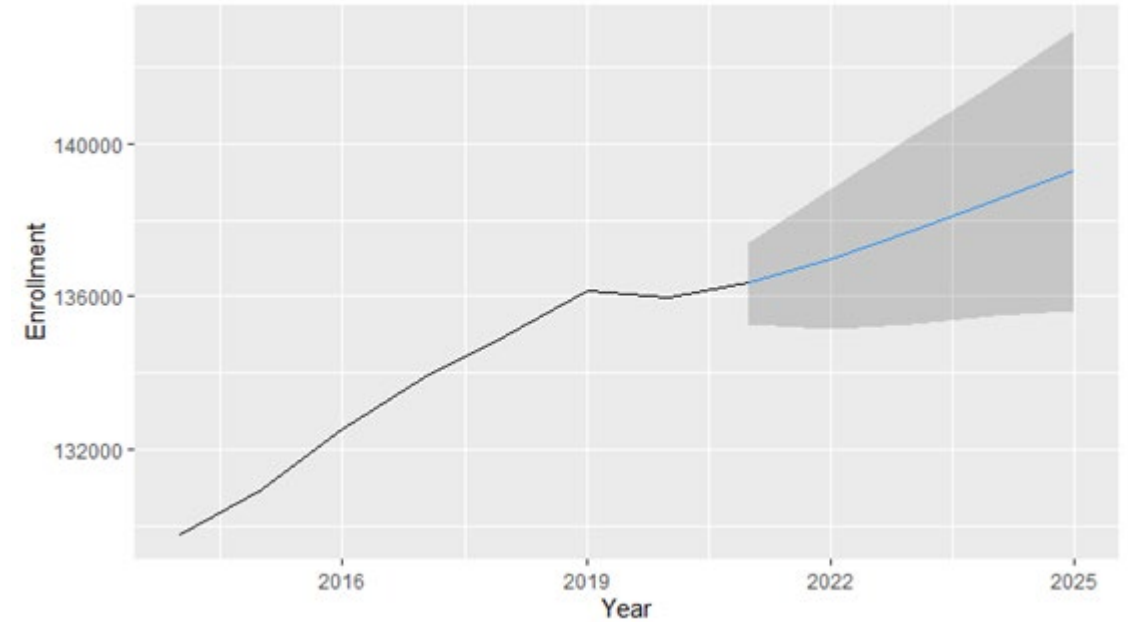
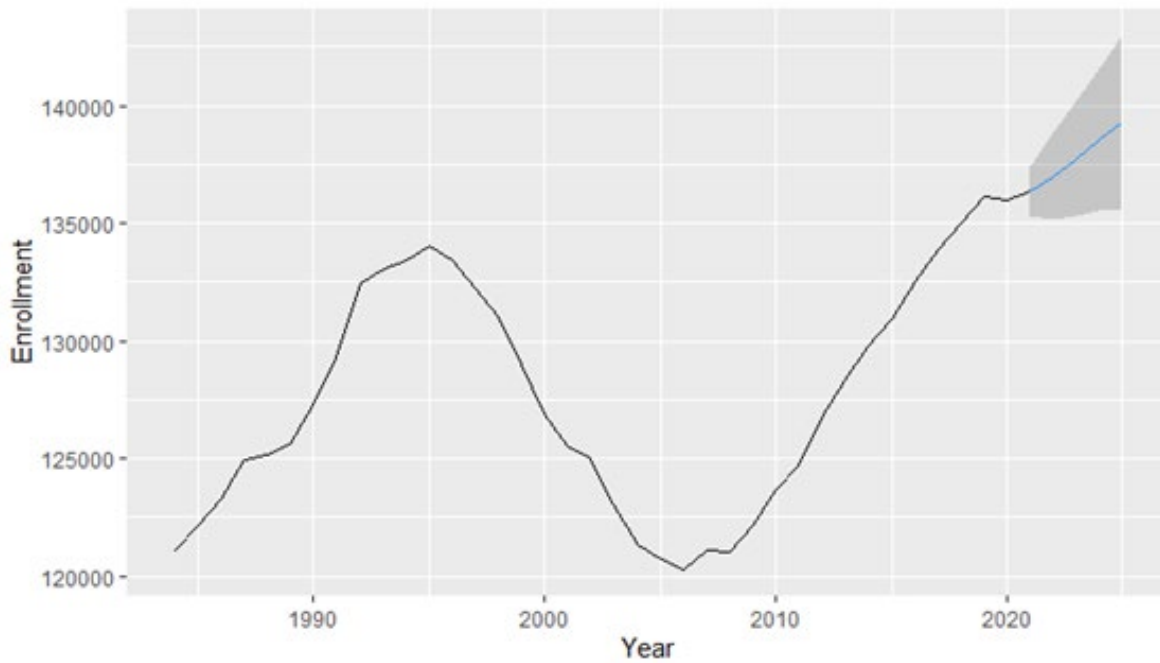


FIVE-YEAR TEACHER WORKFORCE PROJECTION



	Average	Lower	Upper
2021	9730	9433	10024
2022	9778	9403	10160
2023	9818	9358	10295
2024	9864	9330	10412
2025	9906	9312	10520

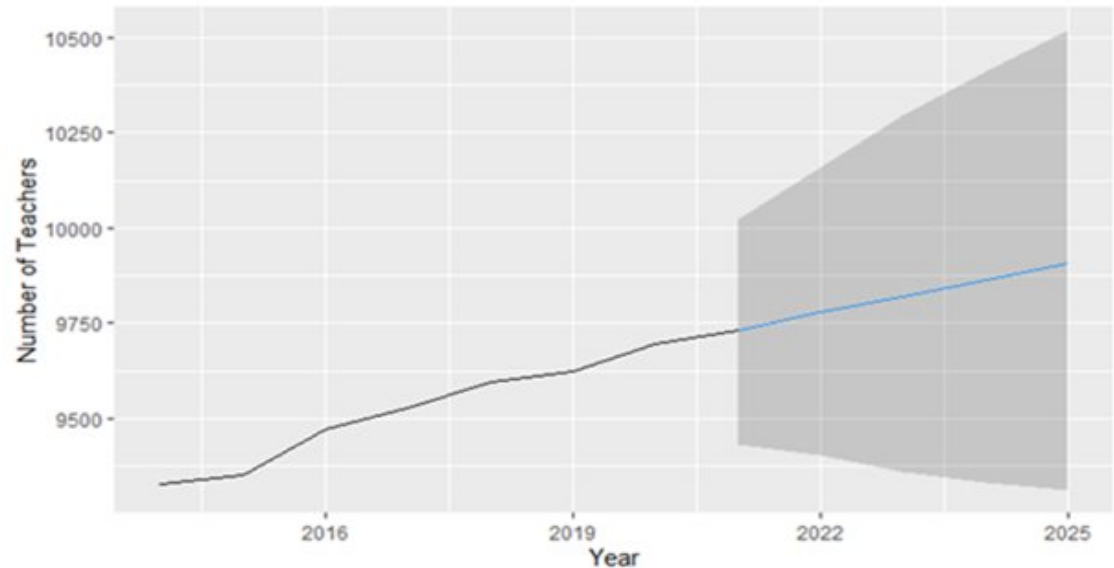
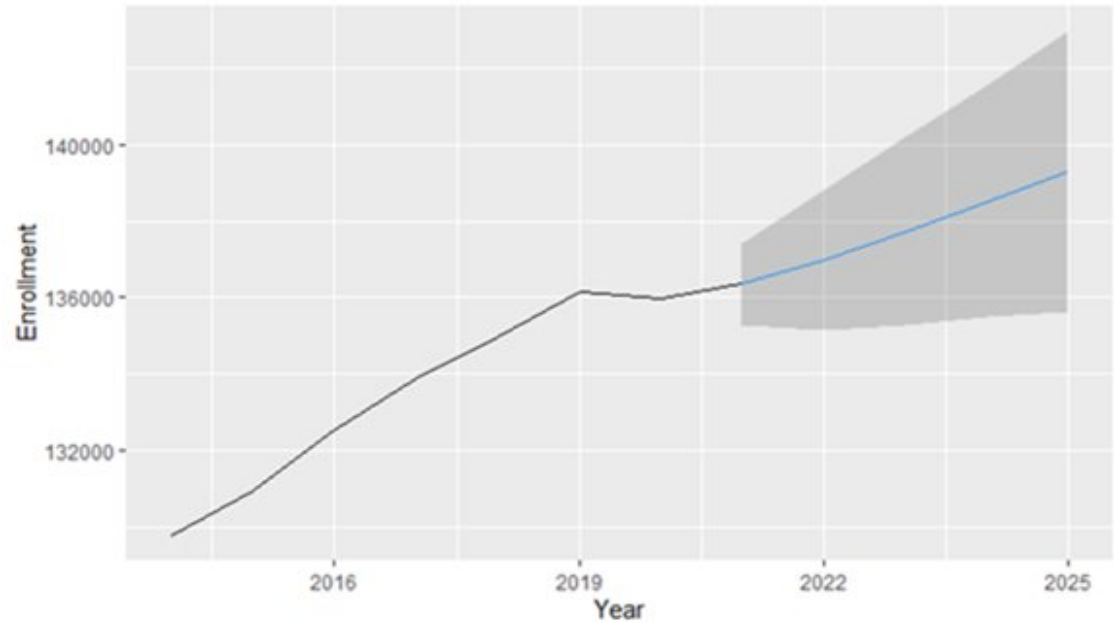
5 YEAR STUDENT ENROLLMENT PROJECTION



	Average	Lower	Upper
2021	136349	135284	137415
2022	136986	135158	138814
2023	137745	135292	140199
2024	138536	135499	141573
2025	139304	135626	142981

SUMMARY OF ENROLLMENT AND WORKFORCE PROJECTIONS

- The trend for student enrollment shows an increase of 800 students per year.
- The trend for teacher workforce shows an increase of 40 teachers per year.
- The ratio of additional students to additional teachers is 20:1.
- The target ratio is 14:1.





FUTURE PRIORITIES & OPPORTUNITIES

HOW CAN WE PLAN FOR THE FUTURE?



WHAT ARE THE IMPLICATIONS OF KEY TRENDS IN OUR DATA?

- Growth of large and mid-sized cities
- Increasing demand for SPED and EL teachers
- Potential increase in student enrollment in the next 5 years
- Ongoing trend of increasing teacher salaries among neighboring states
- Reciprocity data reflect more teachers coming into South Dakota from out of state



WHAT SHORT-TERM INVESTMENTS CAN WE MAKE THAT WILL HAVE SUSTAINABLE IMPACT ON THE WORKFORCE?

ARP STATE PLAN

- **A3. Continuing to address issues of educator recruitment and retention**

Within the last six years, South Dakota has taken proactive steps to address educator recruitment and retention challenges. The pandemic likely will exacerbate some of those challenges; therefore, understanding the pandemic's true impact on the education workforce will be paramount. That understanding will drive innovative strategies that will target both traditional students coming out of teacher preparation programs and individuals interested in entering the teaching field through an alternative pathway. ***The department expects strategies in this area to build upon existing efforts established in 2016 with passage of historic legislation (i.e., Blue Ribbon Task Force on Teachers and Students).*** That legislation resulted in a half-cent sales tax with revenues going to the state's school funding formula – specifically, to support raising teacher salaries statewide. In related recruitment/retention efforts, the department developed a statewide mentoring program for first- and second-year teachers; facilitated entry into the teaching profession through alternative certification routes; partnered with School Administrators of South Dakota to mentor new principals; and partnered with Black Hills State University to offer two cohorts of paraprofessionals working in high-needs schools the opportunity to earn a teaching degree and certification.

ARP STATE PLAN

■ F. Supporting the Educator Workforce

The Department recognizes the toll that the COVID-19 pandemic has taken on the Nation's educators as well as students. In this section, SEAs will describe strategies for supporting and stabilizing the educator workforce and for making staffing decisions that will support students' academic, social, emotional, and mental health needs.

Long before the pandemic, South Dakota has struggled with teacher shortages. In 2015, South Dakota created the Blue Ribbon Task Force on Teachers and Students to address the challenge comprehensively as a state. A 26-member panel studied related issues and brought forward recommendations during the 2016 legislative session. **Legislation established a Teacher Compensation Review Board, which is to meet every three years to review the state's progress as it relates to educator salaries, recruitment and retention. That board is set to meet summer 2021 and provide recommendations for next steps.**

The department anticipates additional recruitment/retention strategies to be recommended by the Teacher Compensation Review Board, which is meeting this summer. Strategies will likely build upon programs implemented successfully through the 2016 Blue Ribbon legislation mentioned previously (e.g., statewide mentoring program for 1st year teachers; partnership with School Administrators of South Dakota for new administrator mentoring; National Board Certification cohorts). The department expects to work with educator preparation programs and professional education organizations to establish an updated, multi-dimensional approach to educator workforce needs.

ADDITIONAL DATA NEEDED

- For the next steps in recommendations.
- For the final report.



BOARD INPUT ON FRAMEWORK FOR FINAL REPORT



PUBLIC COMMENT



OPEN BOARD DISCUSSION



BACKGROUND INFORMATION



RECOMMENDATION: NEW FUNDING FORMULA

[BACK](#)

I. Adopt a new formula based on a statewide target for statewide average teacher salary of \$48,000 and maintain the average statewide student-to-teacher ratio at approximately 14.1

Has a new formula been adopted?	Yes	The target teacher salary was established in the new formula at \$48,500 and has increased each year since implementation.
Is the funding formula still based on a per student allocation (PSA)?	No	
Has the statewide average teacher salary reached \$48,000?	Yes	2015-16 avg teaching salary = \$42,025 2016-17 avg teaching salary = \$46,922 2017-18 avg teaching salary = \$47,631 2018-19 avg teaching salary = \$48,204 2019-20 avg teaching salary = \$48,984
Has the avg student to teacher ratio stayed at approximately 14.1?	Yes	2015-16 ratio = 14.1 2016-17 ratio = 14.1 2017-18 ratio = 14.1 2018-19 ratio = 14.2 2019-20 ratio = 14.2

RECOMMENDATION: NEW FUNDING FORMULA

BACK

2. Replace current small school adjustment with a sliding scale, depending on school enrollment, for the target to student-to-teacher ratio.

<p>Has the small school adjustment been replaced with the recommended formula from the Blue-Ribbon Task Force?</p>	<p>Yes</p>	<p>The new funding formula was initially based on a target statewide average teacher salary of \$48,500 (increased annually by CPI for 2022 = \$52,600.29) and works as follows:</p> <p>For each district, calculate a target student-to-teacher ratio, based on a sliding scale by student enrollment.</p> <p>The law provides the following sliding scale for the target ratio, based on student enrollments (districts use the current year state aid fall enrollment):</p> <ul style="list-style-type: none">• Less than 200 – 12 students to 1 teacher• Between 200 & 600 – Sliding scale between 12 to 1 and 15 to 1• Greater than 600 – 15 to 1 <p>This sliding scale retains the same enrollment thresholds as the small school adjustment of the previous funding formula.</p> <p>The formula does not require school districts to strictly meet the target ratio or to use a certain level of funding for benefits and overhead costs. Those are merely used to calculate total need, and districts retain local control on how to use the dollars they receive.</p>
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RECOMMENDATION: NEW FUNDING FORMULA

BACK

3. Retain the current statutory minimum inflation factor of 3% or inflation, whichever is less in the new funding formula.

<p>Has the minimum inflation factor of 3% or inflation (whichever is less) been retained?</p>	<p>Yes</p>	<p>NEW funding formula implemented</p>							
		Description	FY2016 per student	FY2017 Target Tchr Salary	FY2018 Target Tchr Salary	FY2019 Target Tchr Salary	FY2020 Target Tchr Salary	FY2021 Target Tchr Salary	FY2022 Target Tchr Salary
		General State Aid Formula	\$4,876.760	\$48,500	\$48,645.50	\$49,131.96	\$50,360.26	\$51,367.47	\$52,600.29
		Overhead Rate		31%	31.04%	31.67%	33.06%	34.93%	37.30%
		Teacher Compensation		\$62,565	\$62,752.70	\$63,380.23	\$64,964.73	\$66,264.04	\$67,854.37
		Total % Increase	2.10%		0.30%	1.00%	2.50%	2.00%	2.40%
		Inflation %	1.50%		0.30%	1.70%	2.30%	2.00%	1.50%
		<p>SDCL 13-13-10.1 (3) (3) "Index factor," is the annual percentage change in the consumer price index for urban wage earners and clerical workers as computed by the Bureau of Labor Statistics of the United States Department of Labor for the year before the year immediately preceding the year of adjustment or three percent, whichever is less;</p>							

RECOMMENDATION: NEW FUNDING FORMULA

BACK

4. Reevaluate teacher salaries every three years to assure South Dakota remains competitive with surrounding states.

Have teacher salaries been reevaluated for comparison to surrounding states?	Yes	<p>SDCL 1-45-39 requires the Teacher Compensation Review Board to review teacher compensation every three years.</p> <p><u>1-45-39. Teacher Compensation Review Board.</u></p> <p>There is hereby created the Teacher Compensation Review Board within the Department of Education. The board shall review teacher compensation, including comparable wage indexes, in surrounding states at the completion of every three school years. The board will report its findings to the Governor and the Legislature no later than September 30, 2018, and by September thirtieth in every third year thereafter.</p> <p>The initial appointment of the members to the board shall be made no later than March 1, 2018. The members shall serve a term of three years.</p> <p>The board shall consist of nine members to be appointed as follows:</p> <ol style="list-style-type: none">(1) Three members of the South Dakota Senate appointed by the president pro tempore of the Senate, no more than two of whom may be from the same political party;(2) Three members of the South Dakota House of Representatives appointed by the speaker of the House of Representatives, no more than two of whom may be from the same political party; and(3) Three members appointed by the Governor. <p>Source: SL 2016, ch 83, § 22.</p>
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RECOMMENDATION: NEW FUNDING FORMULA

BACK

5. No change to the Limited English Proficiency Adjustment

Have there been any changes to the Limited English Proficiency Adjustment?	No	No changes have been made as recommended by the Blue Ribbon Panel Task Force. SDCL 13-13-10.1 (2D) (2D) "Limited English proficiency (LEP) adjustment," is calculated by multiplying 0.25 times the number of kindergarten through twelfth grade students who, in the prior school year, scored below level four on the state-administered language proficiency assessment as required in the state's consolidated state application pursuant to 20 USC § 6311(b)(7) as of January 1, 2013;
Have there been reviews to ensure this factor continues to align with actual costs?	Yes	The exit criteria for English Learners (EL) is currently set at an overall composite score of 5.0. The current formula for EL funding only allows for additional funding to districts for those EL students who score less than an overall composite score of 4.0. A data analysis will be completed to determine if a change is needed to the funding formula so all students in the EL program are funded.

RECOMMENDATION: NEW FUNDING FORMULA

BACK

6. No change to the Sparsity Formula

Have there been any changes to the sparsity factor?	No	<p>Recognizing the unique challenges faced by extremely rural, isolated schools, districts that meet the definition of “sparse” receive additional money outside of the formula. These districts are eligible for additional state dollars not to exceed \$110,000 per district. If the total appropriation for sparsity is less than the calculated amount for each district, the dollars available will be prorated to each district.</p> <p>The criteria for meeting the definition of “sparse” include:</p> <p>State aid fall enrollment less than 500</p> <ul style="list-style-type: none">•State aid fall enrollment per square mile of 0.5 or less•School district area of 400 sq. miles or more•Distance of at least 15 miles between a district’s secondary attendance center and that of an adjoining district•Must operate a secondary attendance center•Levies at the maximum levy for general fund purposes <p>Calculation of this additional aid is outlined in SDCL 13-13-79.</p> <p><u>13-13-79. Distribution of funds to sparse school districts.</u></p> <p>At the same time that state aid is distributed to school districts pursuant to §§ <u>13-13-10.1</u> to <u>13-13-41</u>, inclusive, the secretary of the Department of Education shall distribute funds to sparse school districts by multiplying the result of the calculation in either subdivision 13-13-78(2) or subdivision 13-13-78(3) by seventy-five percent of the per student equivalent as defined in § <u>13-13-10.1</u>. However, no sparse school district may receive a sparsity benefit that exceeds one hundred ten thousand dollars in any fiscal year.</p>
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RECOMMENDATION: NEW FUNDING FOR TEACHER SALARIES

I. At least \$75 Million in New Ongoing Funding for Teacher Salaries

<p>Has at least \$75 million in new ongoing funding for teacher salaries been allocated?</p>	<p>No. The final estimate was \$67 million</p>	<p>Based on the recommendations of the Blue Ribbon Task Force three bills passed the 2016 legislature (House Bill 1182, Senate Bill 131 and Senate Bill 133) taking effect on July 1, 2016. House Bill 1182 included a half-cent increase in the state sales tax, which took effect June 1, 2016. This was estimated to provide an additional \$67 million for K-12 education, \$36 million for property tax relief, and \$3 million for technical institutes.</p> <p>The following bills were passed during the 2016 Legislative Session:</p> <p><u>HB 1182</u></p> <p><u>SB 131</u></p> <p><u>SB 133</u></p>
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RECOMMENDATION: NEW FUNDING FOR TEACHER SALARIES

2. Use existing funds to the greatest extent possible

Have existing funds continued to be used?	Yes	The South Dakota Department of Education continues to utilize all existing funds
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RECOMMENDATION: NEW FUNDING FOR TEACHER SALARIES

3. Increase the State Sales and Use Tax for Additional Ongoing Revenue

<p>Were the state sales and use tax increased?</p>	<p>Yes, Sales Tax</p>	<p>Based on the recommendations of the Blue Ribbon Task Force three bills passed the 2016 legislature (House Bill 1182, Senate Bill 131 and Senate Bill 133) taking effect on July 1, 2016. House Bill 1182 included a half-cent increase in the state sales tax, which took effect June 1, 2016. This was estimated to provide an additional \$67 million for K-12 education, \$36 million for property tax relief, and \$3 million for technical institutes.</p> <p>The following bills were passed during the 2016 Legislative Session:</p> <p><u>HB 1182</u></p> <p><u>SB 131</u></p> <p><u>SB 133</u></p>
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RECOMMENDATION: ACCOUNTABILITY

BACK

I. Adopt Mechanisms to Monitor the Implementation of the New Formula

Have mechanisms to monitor the implementation of the new formula been adopted?	Yes	<p><u>Teacher Compensation:</u></p> <p><u>13-13-73.6. Increases in teacher compensation.</u></p> <p>The Department of Education shall calculate the following for each school district:</p> <ol style="list-style-type: none">(1) The average teacher salary, based on data collected pursuant to §§ <u>13-8-47</u> and <u>13-3-51</u>;(2) The increase in local need pursuant to § <u>13-13-10.1</u>, excluding any effect due to change in the school district's fall enrollment and less the amount of revenue generated in school fiscal year 2016 pursuant to § <u>13-10-6</u> as a percentage increase, from fiscal year 2016 to fiscal year 2017; and(3) The increase in average teacher compensation as a percentage increase, as defined in § <u>13-8-47</u>, from fiscal year 2016 to fiscal year 2017. <p>For each school district, the district's increase in average teacher compensation from fiscal year 2016 to 2017 shall be equal to at least eighty-five percent of the district's increase in local need, as defined in subdivision (2), from fiscal year 2016 to fiscal year 2017 and, notwithstanding any negotiated agreement, at least eighty-five percent of the increase in state aid to general education funding the school district receives for fiscal year 2017 less the amount of revenue generated in fiscal year 2016 pursuant to § <u>13-10-6</u> shall be used to increase instructional salaries and benefits for certified instructional staff.</p> <p>If a district fails to comply with the requirements of this section, state aid to general education funding to the district in fiscal year 2018 shall be decreased by an amount equal to fifty percent of the amount calculated in subdivision (2). For fiscal years 2019, 2020, and 2021, if a district's average teacher compensation is less than the district's average teacher compensation in fiscal year 2017, state aid to general education funding to the district in the following fiscal year shall be reduced by an amount equal to five hundred dollars for each teacher employed in the school district.</p> <p>A school district may request a waiver from any penalty imposed under this section from the School Finance Accountability Board.</p>
	Yes	<p><u>Excess Monthly Cash:</u></p> <p><u>13-13-73.5. Reduction of state aid by subtracting allowable general fund cash balance from lowest general fund monthly cash balance.</u></p> <p>Beginning on July 1, 2018, a school district's state aid for general education as calculated pursuant to § <u>13-13-73</u> shall be reduced by subtracting the allowable general fund cash balance from the lowest general fund monthly cash balance. If the result is less than zero, the reduction equals zero.</p> <p>A school district created or reorganized after July 1, 2016, is exempt from the reduction provided by this section for a period of three years immediately following its creation.</p>

RECOMMENDATION: ACCOUNTABILITY

BACK

2. Develop Benchmarks, in Particular for Average Teacher Salaries to Ensure Goals are Met

Have benchmarks been identified to ensure goals are met?	Yes	<p>State Aid to General Education Funding History Sources: SD Dept. of Education & the Bureau of Finance & Management</p> <table border="1"> <thead> <tr> <th></th> <th>CPI-W (State Aid Inflation Factor)</th> <th>Actual Inflation Adopted by Legislature</th> <th>Target Teacher Salary</th> <th>State Aid to K-12 Education Adopted Budget</th> </tr> </thead> <tbody> <tr> <td>2011 Session (FY12)</td> <td>1.20%</td> <td>-8.60%</td> <td></td> <td>\$329,331,804</td> </tr> <tr> <td>2012 Session (FY13)</td> <td>2.30%</td> <td>2.30%</td> <td></td> <td>\$368,704,590</td> </tr> <tr> <td>2013 Session (FY14)</td> <td>3.00%</td> <td>3.00%</td> <td></td> <td>\$392,633,058</td> </tr> <tr> <td>2014 Session (FY15)</td> <td>1.60%</td> <td>3.36%</td> <td></td> <td>\$402,671,180</td> </tr> <tr> <td>2015 Session (FY16)</td> <td>1.50%</td> <td>2.00%</td> <td></td> <td>\$413,878,336</td> </tr> <tr> <td>2016 Session (FY17)</td> <td>0.30%</td> <td>12.00%*</td> <td>\$48,500</td> <td>\$527,490,792*</td> </tr> <tr> <td>2017 Session (FY18)</td> <td>0.30%</td> <td>0.30%</td> <td>\$48,645.50</td> <td>\$527,221,600</td> </tr> <tr> <td>2018 Session (FY19)</td> <td>1.70%</td> <td>1.00%</td> <td>\$49,131.96</td> <td>\$550,328,500</td> </tr> <tr> <td>2019 Session (FY20)</td> <td>2.30%</td> <td>2.50%</td> <td>\$50,360.26</td> <td>\$560,643,768</td> </tr> <tr> <td>2020 Session (FY21)</td> <td>2.00%</td> <td>2.00%</td> <td>\$51,367.47</td> <td>\$582,375,701</td> </tr> <tr> <td>Proposed FY22</td> <td>1.50%</td> <td>Proposed 2.40%</td> <td>\$52,600.29</td> <td>\$601,717,447</td> </tr> <tr> <td>Compound Inflation</td> <td>19.16%</td> <td>23.33%</td> <td colspan="2"><i>Includes FY22 Proposal</i></td> </tr> </tbody> </table> <p><small>*The FY17 increase includes the addition of the pension levy into the general ed levy. This equated to an increase of approximately 3%.</small></p>		CPI-W (State Aid Inflation Factor)	Actual Inflation Adopted by Legislature	Target Teacher Salary	State Aid to K-12 Education Adopted Budget	2011 Session (FY12)	1.20%	-8.60%		\$329,331,804	2012 Session (FY13)	2.30%	2.30%		\$368,704,590	2013 Session (FY14)	3.00%	3.00%		\$392,633,058	2014 Session (FY15)	1.60%	3.36%		\$402,671,180	2015 Session (FY16)	1.50%	2.00%		\$413,878,336	2016 Session (FY17)	0.30%	12.00%*	\$48,500	\$527,490,792*	2017 Session (FY18)	0.30%	0.30%	\$48,645.50	\$527,221,600	2018 Session (FY19)	1.70%	1.00%	\$49,131.96	\$550,328,500	2019 Session (FY20)	2.30%	2.50%	\$50,360.26	\$560,643,768	2020 Session (FY21)	2.00%	2.00%	\$51,367.47	\$582,375,701	Proposed FY22	1.50%	Proposed 2.40%	\$52,600.29	\$601,717,447	Compound Inflation	19.16%	23.33%	<i>Includes FY22 Proposal</i>	
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RECOMMENDATION: VOLUNTARY SHARED SERVICES

BACK

I. Authorize Funds to Expand Shared State Services and Create Incentives for Sharing Personnel

<p>Has funding been authorized to expand shared state services?</p>	<p>Yes</p> <p>FY17 Appropriation - \$1,600,000</p> <p>FY18-FY20 Appropriation - \$1,000,000</p> <p>FY21 \$600,000</p>	<p>Senate Bill 133 from the 2016 legislative session included an on-going appropriation to the South Dakota Department of Education to provide two types of shared services: 1) those involving state-purchased goods and services provided to districts, and 2) those involving district sharing employees. Grants were awarded to public school districts during the 2016-17 and 2017-18 school years. Details of the grants are available at https://doe.sd.gov/grants/sharedservices.aspx.</p> <p>After the initial years, the interest in voluntary shared services via grants between school districts waned. At the same time, districts expressed needs for state support for career counseling services at the middle and high school levels. The shared services funding was shifted in 2018 to address that need. The Career Launch SD program, in partnership with the Department of Labor & Regulation (DLR), continues with high utilization. In addition, DLR has redirected some employment specialists' time to support the Career Launch SD program.</p> <p>Career Launch SD was established to increase student awareness about career opportunities and to help meet South Dakota's demand for a skilled workforce. The program's staff assists schools in offering career exploration and career development activities in classrooms. They also serve as a connection point between industry and schools to arrange work-based learning and exploration opportunities for students.</p> <p>In 2018, 12 FTE were supported between DOE and DLR funding for a pilot program. The pilot initially served four districts, but expanded as demand grew. The scope of the program has broadened over the years to build schools' own capacity to operate work-based learning programs locally. Currently the program is statewide and offers districts a menu of services and resources to complement the services directly provided to students and businesses.</p> <p>Last year, nearly 70 school districts expressed an interest in Career Launch SD services. Even with the re-direction of state resources for shared services, demand for the program outpaces the current staff capacity.</p>
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RECOMMENDATION: STATEWIDE INNOVATIONS IN LEARNING

I. Double the E-Learning Center's Course Offerings

Have the e-Learning Centers Course Offerings increased?	Yes	<p>The E-Learning Center at Northern State University has more than doubled course offerings and registrations since passage of the Blue Ribbon legislative package. The additional funding included in this legislation has allowed NSU E-Learning to serve as a safety net for schools struggling to fill open teaching positions. It has also ensured a continuity of instruction, and pathway for schools to connect students with high-quality instructors.</p> <p>Upon receiving additional funding available through passage of the Blue Ribbon legislative package, the E-Learning Center at Northern State University was able to increase its staffing which allowed the development of 23 new courses. As a result, the number of registrations for courses has increased.</p> <ul style="list-style-type: none"> • Added 9 new teaching staff in 2016-17 • Added 1 additional teacher in 2017-18 	<table border="1"> <thead> <tr> <th>School Year / Fiscal Year</th> <th>Course Offerings</th> <th>Course Registrations</th> <th>E-Learning High School Budget</th> </tr> </thead> <tbody> <tr> <td>2015-16 / FY 2016</td> <td>15 (all year-long courses)</td> <td>843</td> <td>\$1,687,234 17.90 FTE</td> </tr> <tr> <td>2016-17 / FY 2017 *</td> <td>34 (including 5 semester courses)</td> <td>1137</td> <td>\$2,687,098 30.25 FTE</td> </tr> <tr> <td>2017-18 / FY 2018</td> <td>41 (including 8 semester courses)</td> <td>1788</td> <td>\$2,805,085 31.51 FTE</td> </tr> <tr> <td>2018-19 / FY 2019</td> <td>39 (including 9 semester courses)</td> <td>1778</td> <td>\$2,885,594 34.51 FTE</td> </tr> <tr> <td>2019-20 / FY 2020</td> <td>40 (including 9 semester courses)</td> <td>1961</td> <td>\$2,966,187 34.61 FTE</td> </tr> <tr> <td>2020-21</td> <td>40 (including 9 semester courses)</td> <td>2403</td> <td></td> </tr> <tr> <td>2021-22</td> <td>40 (including 9 semester courses)</td> <td></td> <td></td> </tr> </tbody> </table>	School Year / Fiscal Year	Course Offerings	Course Registrations	E-Learning High School Budget	2015-16 / FY 2016	15 (all year-long courses)	843	\$1,687,234 17.90 FTE	2016-17 / FY 2017 *	34 (including 5 semester courses)	1137	\$2,687,098 30.25 FTE	2017-18 / FY 2018	41 (including 8 semester courses)	1788	\$2,805,085 31.51 FTE	2018-19 / FY 2019	39 (including 9 semester courses)	1778	\$2,885,594 34.51 FTE	2019-20 / FY 2020	40 (including 9 semester courses)	1961	\$2,966,187 34.61 FTE	2020-21	40 (including 9 semester courses)	2403		2021-22	40 (including 9 semester courses)		
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RECOMMENDATION: STATEWIDE INNOVATIONS IN LEARNING

2. Allocate Funds for Innovation in Virtual Education and Customized Learning

Have funds been allocated for virtual education?	Yes	Funds for virtual education were included in the allocation for the E-Learning Center at Northern State University. Refer to #1.
Have funds been allocated for customized learning?	No	Funds for customized learning were included in the allocation for learning innovations. Refer to #3.

RECOMMENDATION: STATEWIDE INNOVATIONS IN LEARNING

3. Appropriate \$1 Million in Ongoing Funds for Learning Innovation

<p>Was \$1 million in funds appropriated for learning innovation?</p>	<p>Yes</p>	<p>Appropriated \$1,000,000 in FY2017 for the classroom innovation grants. The ongoing general fund appropriation was reduced to \$0 in FY2018. The department granted \$2,282,974 in two different rounds to schools which comprised \$1,000,000 from Classroom Innovations and remaining general funds from the Shared Services grants. The Classroom Innovation grants were primarily used for training in customized learning, technology, and Maker's Spaces.</p> <p>July 18, 2016: Eighteen Classroom Innovation Grants were awarded a combined total of almost \$1 million. The purpose of the grant program was to provide funding for developing teacher training and classroom access to virtual education and customized learning tools.</p> <p>December 12, 2016: Twenty-five Classroom Innovation Grants were awarded to South Dakota school districts for a combined total of over \$1.3 million. Grant recipients launched a variety of projects including implementing customized learning models, which personalize the teaching and learning experience; developing makerspaces and STEM labs designed to encourage experimentation and hands-on learning; and creating online, digital curriculum that meets state standards.</p>
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RECOMMENDATION: CHANGES FOR CAPS ON GENERAL FUND RESERVES

I. Reinstate Statutory Caps on School District General Fund Reserves

<p>Have statutory caps been reinstated on school district general cash balances?</p>	<p>Yes</p>	<p>SDCL 13-13-10.1 (8-10)</p> <p>(8) "Monthly cash balance," the total amount of money for each month in the school district's general fund, calculated by adding all deposits made during the month to the beginning cash balance and deducting all disbursements or payments made during the month;</p> <p>(9) "General fund base percentage," is determined as follows:</p> <ul style="list-style-type: none">(a) Forty percent for a school district with a fall enrollment as defined in subdivision (2A) of two hundred or less;(b) Thirty percent for a school district with fall enrollment as defined in subdivision (2A) of more than two hundred but less than six hundred; and(c) Twenty-five percent for a school district with fall enrollment as defined in subdivision (2A) greater than or equal to six hundred. <p>When determining the general fund base percentage, the secretary of the Department of Education shall use the lesser of the school district's fall enrollment as defined in subdivision (2A) for the current school year or the school district's fall enrollment from the previous two years;</p> <p>(10) "Allowable general fund cash balance," the general fund base percentage multiplied by the district's general fund expenditures in the previous school year.</p>
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RECOMMENDATION: CHANGES FOR CAPS ON GENERAL FUND RESERVES

2. Develop a tiered reserve caps system based on school enrollments

Is the reserve cap a tiered system based on school enrollments?	Yes	<p>SDCL 13-13-10.1 (9)</p> <p>(9) "General fund base percentage," is determined as follows:</p> <ul style="list-style-type: none">(a) Forty percent for a school district with a fall enrollment as defined in subdivision (2A) of two hundred or less;(b) Thirty percent for a school district with fall enrollment as defined in subdivision (2A) of more than two hundred but less than six hundred; and(c) Twenty-five percent for a school district with fall enrollment as defined in subdivision (2A) greater than or equal to six hundred. <p>When determining the general fund base percentage, the secretary of the Department of Education shall use the lesser of the school district's fall enrollment as defined in subdivision (2A) for the current school year or the school district's fall enrollment from the previous two years;</p>
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RECOMMENDATION: CHANGES FOR CAPS ON GENERAL FUND RESERVES

BACK

3. Districts that exceed the reserve fund cap have state aid payment reduced on a dollar-by-dollar basis

Is there a requirement that districts who exceed their reserve fund cap have the state aid payment reduced?	Yes	<p><u>13-13-73.5. Reduction of state aid by subtracting allowable general fund cash balance from lowest general fund monthly cash balance.</u></p> <p>Beginning on July 1, 2018, a school district's state aid for general education as calculated pursuant to § <u>13-13-73</u> shall be reduced by subtracting the allowable general fund cash balance from the lowest general fund monthly cash balance. If the result is less than zero, the reduction equals zero.</p> <p>A school district created or reorganized after July 1, 2016, is exempt from the reduction provided by this section for a period of three years immediately following its creation.</p>																																																								
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Plankinton*			X																																																							
*Received general state aid and a portion of their excess cash balance was waived by SFAB																																																										
DISTRICTS APPLYING FOR WAIVERS																																																										
Arlington (the total excess was waived)	x																																																									
Haakon (a portion of the excess was waived)	x																																																									
Tripp Delmont	x																																																									
DISTRICTS PENALIZED BUT DID NOT SUBMIT A WAIVER																																																										
Highmore-Harrold	X																																																									

RECOMMENDATION: CHANGES FOR CAPS ON GENERAL FUND RESERVES

4. Phase in the Caps Over a Three-Year Period

If a reserve cap has been implemented, was there a phase in period as recommended?	Yes	The excess cash calculation penalty was not effective until 2019.
--	-----	---

RECOMMENDATION: CHANGES FOR CAPS ON GENERAL FUND RESERVES

BACK

5. Establish an Oversight Committee to Help Districts with Phase-in Strategies for Reserve Caps, and Assist When Unique Circumstances Arise that may Make the Caps Unrealistic

Has an oversight committee been created?	Yes	<p><u>1-45-38. School Finance Accountability Board.</u></p> <p>There is hereby created the School Finance Accountability Board within the Department of Education. The board shall consist of five members appointed by the Governor. The members shall serve a term of four years.</p> <p>The board may recommend that the provisions of § <u>13-13-73.5</u> be waived for a school district if the district can demonstrate that its lowest monthly general cash fund cash balance percentage is the result of special circumstances.</p> <p>The board may recommend that a penalty against a school district imposed under § <u>13-13-73.6</u> be waived, in whole or in part, if the district can demonstrate that its failure to comply with § <u>13-13-73.6</u> is due to special circumstances.</p> <p>The School Finance Accountability Board shall promulgate rules pursuant to chapter <u>1-26</u> to establish the appeals process provided for in § <u>13-13-73.6</u>, and to establish the factors that may be considered in considering a waiver requested by a school district, which shall include the impact of retirements.</p> <p>The Joint Committee on Appropriations or the Interim Committee on Appropriations shall review any waivers of § <u>13-13-73.5</u> or <u>13-13-73.6</u> recommended by the School Finance Accountability Board. For a waiver recommended by the board under this section, the committee may provide any suggested change to the waiver. Not more than thirty days following receipt of a suggested change from the committee, the board may amend the recommended waiver in accordance with the suggested change and shall resubmit the recommended waiver. The Joint Committee on Appropriations or the Interim Committee on Appropriations shall approve, amend, or deny any waiver recommended by the board. The Department of Education shall annually report to the Governor and the Legislature the information collected pursuant to §§ <u>13-8-47</u> and <u>13-13-73.6</u>.</p>
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RECOMMENDATION: ELIMINATE THE PENSION LEVY

I. Eliminate the Pension Levy. The General Education Levies Should be Increased by 0.263 Mills Which Would Raise the Same Amount That the Pension Levy Currently Raises

	Yes/No	Outcome
Has the pension levy been eliminated?	Yes	
Have the general education levies been increased by 0.263 mills?	Yes	

RECOMMENDATION: EQUALIZE OTHER REVENUES

I. Equalize Other Revenue to Establish Greater Equity by Equalizing Future Growth in Other Revenue Sources

Has other revenue been equalized?	Yes	<p>Beginning in FY2018 the calculation of local effort included the phase-in of “other revenue” equalization.</p> <p>These other revenues include:</p> <ul style="list-style-type: none">• utility taxes (rural electric & telephone)• revenue in lieu of taxes (local and county)• county apportionment• bank franchise• wind farm taxes <p>Each school district has been assigned a hold harmless base amount, based on the greatest of its previous three years of collections. This base will be stepped down over five years, at 20% per year.</p> <p>Each year, any revenue collected beyond the “hold harmless base” will be counted as local effort and equalized across districts through the funding formula. These revenue sources will be treated in the same way as local property taxes. The new money will not offset state or local funding and will not take funds away from the state’s education system. The state’s share of funding ratio will be adjusted so the state’s dollar amount contribution is not reduced, and local property taxes not impacted.</p>
-----------------------------------	-----	--

RECOMMENDATION: TEACHER RECRUITMENT & RETENTION

I. Full Reciprocity be Granted to Teachers Certificated to Teach in Another State

	Yes/No	Explain the Changes	Based on changes, what are the results?
Can certified teachers in other states receive reciprocity in South Dakota	Yes	<p>In 2017, when the Educator Certification rules were overhauled, one of the updates included new rules addressing reciprocity. These rules allow an educator who has received a teaching certificate from out-of-state to receive a South Dakota certificate without passage of additional tests and coursework if they meet the following requirements.</p> <ul style="list-style-type: none"> • Must have an active/valid out-of-state certificate • Must complete South Dakota Indian Studies course. Can receive a preliminary certificate for up to two years to allow time to complete the course. • If the out-of-state applicant has completed an out-of-state alternative certification route, they must have 3 years of teaching experience to qualify for reciprocity. <p>If the applicant does not have a valid out-of-state certificate, they can receive a South Dakota educator certificate, however they must meet South Dakota requirements to add an endorsement.</p>	<p>The number of out-of-state educators requesting a South Dakota certificate have increased:</p> <p>July 1, 2017 – June 30, 2018 = 144 July 1, 2018 – June 30, 2019 = 141 July 1, 2019 – June 30, 2020 = 219</p>

RECOMMENDATION: TEACHER RECRUITMENT & RETENTION

2. Appropriate Funds of \$1 Million Annually for Mentoring

Have funds been appropriated for mentoring?	Yes	\$1,250,000 per year has been allocated for mentoring, including the New Teachers Academy.																																								
Has data such as participation, retention, etc. been collected to determine outcomes of this program.	Yes	<p>Program Participation Over Four Years</p> <table border="1" data-bbox="777 811 1854 1025"> <thead> <tr> <th>Year</th> <th>1st or 2nd Year Teacher</th> <th>Mentors</th> <th>Total Participants</th> </tr> </thead> <tbody> <tr> <td>2016-17</td> <td>180</td> <td>155</td> <td>335</td> </tr> <tr> <td>2017-18</td> <td>352</td> <td>275</td> <td>627</td> </tr> <tr> <td>2018-19</td> <td>432</td> <td>329</td> <td>761</td> </tr> <tr> <td>2019-20</td> <td>514</td> <td>357</td> <td>871</td> </tr> </tbody> </table> <p>Participation Rate:</p> <table border="1" data-bbox="777 1130 1816 1292"> <thead> <tr> <th></th> <th>16-17</th> <th>17-18</th> <th>18-19</th> <th>19-20</th> </tr> </thead> <tbody> <tr> <td>New Teachers in Mentoring Program</td> <td>180</td> <td>220</td> <td>239</td> <td>311</td> </tr> <tr> <td>Total Number of New Teachers</td> <td>590</td> <td>558</td> <td>549</td> <td>542</td> </tr> <tr> <td>Percentage</td> <td>30.51%</td> <td>39.43%</td> <td>43.53%</td> <td>57.38%</td> </tr> </tbody> </table> <p>Appendix A includes additional data points for the Mentor Program.</p>	Year	1 st or 2 nd Year Teacher	Mentors	Total Participants	2016-17	180	155	335	2017-18	352	275	627	2018-19	432	329	761	2019-20	514	357	871		16-17	17-18	18-19	19-20	New Teachers in Mentoring Program	180	220	239	311	Total Number of New Teachers	590	558	549	542	Percentage	30.51%	39.43%	43.53%	57.38%
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RECOMMENDATION: TEACHER RECRUITMENT & RETENTION

2. Appropriate Funds of \$1 Million Annually for Mentoring

Desired Outcomes

- Retain new teachers
- Increase number of participants
- improve quality of instruction
- strengthen the community of educators in SD
- develop teacher leaders

Program Information

- \$1,250,000 allocation
- Two-year program for 1st and 2nd year teachers

Program Activities

- Mentor receives training at the Mentor Seminar
- Mentor and new teacher will participate in Kick-off to set goals for the year
- Participate in a minimum of 34 hours (minimum of 18 face-to-face mentoring)
- Mentors receive ongoing training through the Mentor Webinars
- Participate in Summer Academy

Mentor Requirements:

- Have at least five years of teaching experience, one of which is within the last seven years in a school or other education related field
- Hold a valid or expired teaching certificate
- Participate in state training

Other Program Information

- Some mentors are from the same district and some are from a different district
- Districts can tailor the program to their own needs if they meet the minimum requirements. This is called a district-run program.

BACK

RECOMMENDATION: TEACHER RECRUITMENT & RETENTION

2. Appropriate Funds of \$1 Million Annually for Mentoring

Data:

- Program Participation Over Four Years

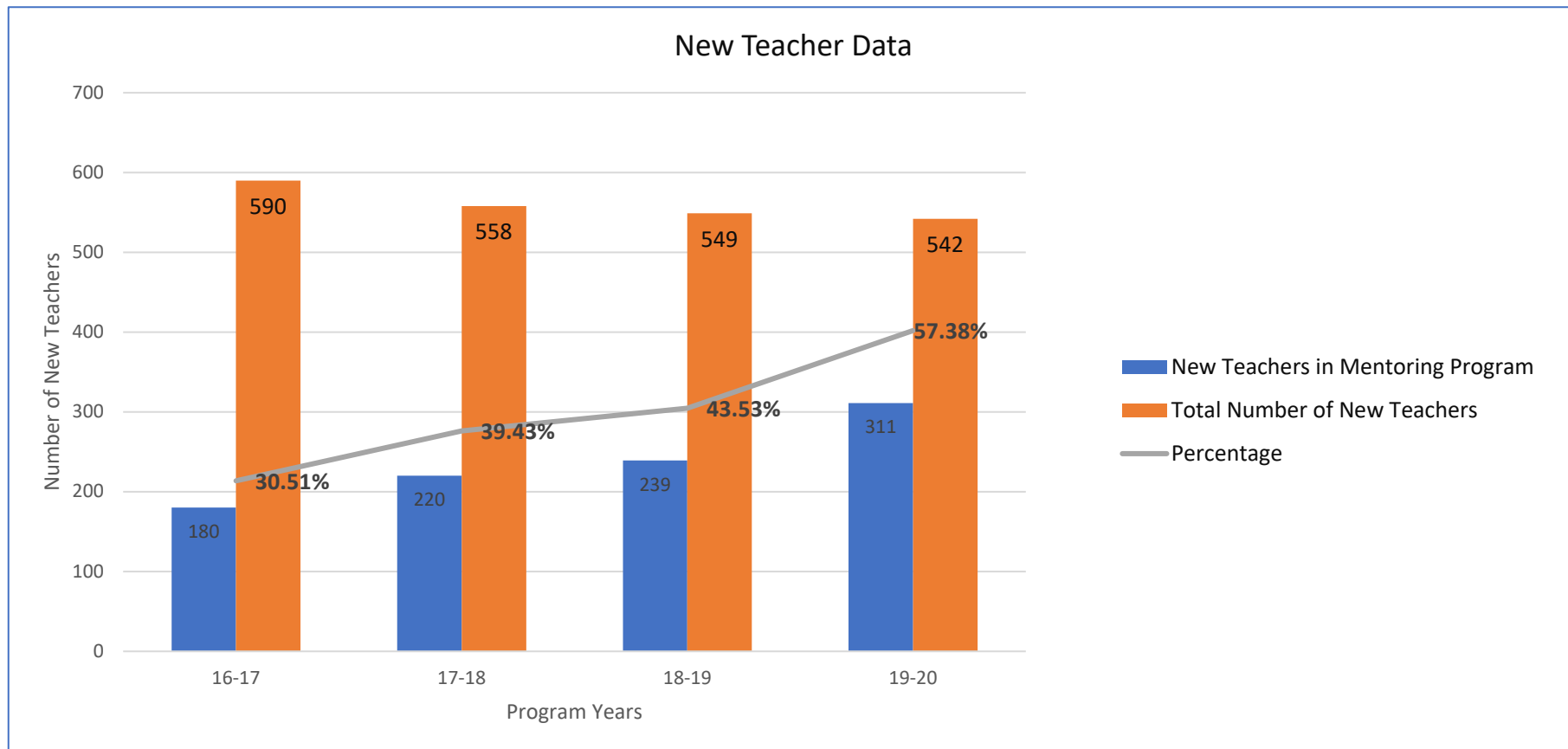
Year	1 st or 2 nd Year Teacher	Mentors	Total Participants
2016-17	180	155	335
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2018-19	432	329	761
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- Participation Rate:

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New Teachers in Mentoring Program	180	220	239	311
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RECOMMENDATION: TEACHER RECRUITMENT & RETENTION

2. Appropriate Funds of \$1 Million Annually for Mentoring



BACK

RECOMMENDATION: TEACHER RECRUITMENT & RETENTION

3. Create a New Teachers Academy

Has a New Teachers Academy been created?	Yes	The New Teachers Academy is held each year in June. It is incorporated into the State Mentoring Program. The academy has grown from 335 participants in SY 2016-17 to 968 participants in SY 2020-21.
--	-----	---

RECOMMENDATION – TEACHER RECRUITMENT & RETENTION

4. Restore Funding for National Board Certification

Was funding for National Board Certification restored?	Yes	<p>In 2000, the South Dakota Legislature established a program that rewards public school teachers who earn National Board Certification by providing them with a stipend. This funding was discontinued in 2011. Included in the 2016 Blue Ribbon legislation was funding to re-instate the stipends.</p> <p>Currently, the stipend is \$2,000 per year for five years. Half of the amount is paid by the employing school district and half by the state. A district may opt to continue payments for an additional five years.</p>
--	-----	---

YEAR	COUNSELORS	TEACHERS	TOTAL	EXPENDED
1993	1	1	2	\$0
1999	0	0	0	\$0
2000	0	0	0	\$0
2001	0	7	7	\$0
2002	1	4	5	\$0
2003	1	6	7	\$15,400
2004	3	13	16	\$24,563
2005	0	7	7	\$48,579
2006	0	18	18	\$55,444
2007	0	3	3	\$79,474
2008	0	6	6	\$51,483
2009	0	4	4	\$67,252
2010	0	3	3	\$0
2011	0	15	15	\$116,000
2012	1	12	13	\$0
2013	0	5	5	\$0
2014	0	2	2	\$0
2015	0	0	0	\$0
2016	0	0	0	\$0
2017	1	5	6	\$150,000
2018	4	5	9	\$143,740
2019	4	5	9	\$51,000
2020	3	4	7	\$60,500
	19	125	144	\$863,435

CAPITAL OUTLAY RECOMMENDATIONS

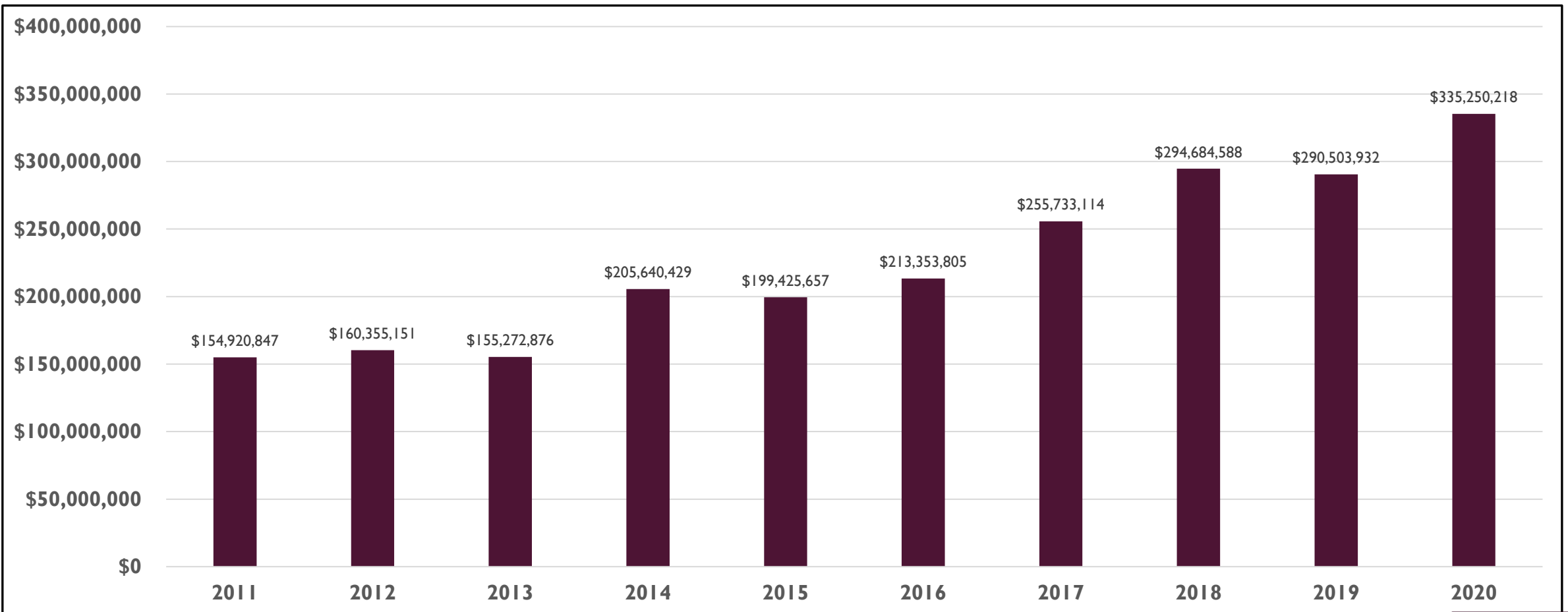
Members of the Blue Ribbon Task Force discussed recommendations for a change in capital outlay. A consensus could not be reached so the task force made no recommendation for change.

Recommendation 1: Some members of the Blue Ribbon Task Force advocated for a mechanism to lower capital outlay mill levies by 0.5 mills, and to repurpose those tax collections for general purposes. There was support to hold districts harmless with present committed bond obligations and to allow a phase-in period.

Recommendation 2: A related proposal would have made the current capital outlay flexibility permanent, and perhaps expand it to allow for great movement of dollars between funds.

Recommendation 3: Other task force members opposed making this change, on the basis that schools rely on these funds for construction and maintenance costs and the task force should not attempt to repurpose any existing dollars in school budgets

CAPITAL OUTLAY FUND BALANCES CONTINUE TO INCREASE



Source: South Dakota Department of Education

[BACK](#)

APPENDIX B

**TEACHER COMPENSATION REVIEW BOARD
DATA FROM AUGUST 31, 2021**

SOUTH DAKOTA TEACHER COMPENSATION REVIEW BOARD

AUGUST 31, 2021



south dakota
DEPARTMENT OF EDUCATION

Learning. Leadership. Service.

AGENDA

- Follow-up on Board Discussion from July 2021
- Report from 2021 South Dakota Education Summit: Educator Recruitment and Retention
- Framework for 2021 South Dakota Teacher Compensation Review Report
- Public Comment
- Board Discussion



FOLLOW-UP ON BOARD DISCUSSION FROM JULY 2021



WHAT DOES SD TEACHER COMPENSATION LOOK LIKE WHEN BENEFITS ARE INCLUDED?

	2017	2018	2019	2020	% Change 2017 - 2020
Average Teacher Compensation (including benefits)	\$60,687	\$61,442	\$62,368	\$63,454	4.56%
NEA Avg Teacher Salary	\$46,922	\$47,631	\$48,204	\$48,984	4.39%

Sources: South Dakota Department of Education and National Education Association

Report on School Finance Accountability Board Meeting: November 10, 2020, includes teacher compensation information by district. Refer to Appendices D and E at <https://boardsandcommissions.sd.gov/bcuploads/FinalReportCombinedSFAB.pdf>.

DO STATE STATUTES ESTABLISH REQUIREMENTS FOR MINIMUM TEACHER PAY?

State	Base Salary
Iowa	Iowa legislature mandated a minimum salary of \$33,500. Beginning teacher salaries range from \$33,500 to just over \$52,000.
North Dakota	[Base] Salaries range from \$36,000 - \$55,000. There is no minimum or maximum in Century Code.
Kansas	[Base] Salaries range from \$38,000 to \$44,500.
Minnesota	This information is not tracked.
Nebraska	The Nebraska Department of Education does not track or monitor teacher pay.
South Dakota	In SY 2019-20, the average starting salary was \$39,594 and ranged from \$32,000 to \$48,379.

Source: Information request to surrounding states directors of certification.

DO STATE STATUTES ESTABLISH REQUIREMENTS FOR MINIMUM TEACHER PAY?

State	Requirements for minimum teacher pay?	Citations
Colorado	No. The state authorizes local school boards to establish requirements for teacher pay. Districts may adopt a salary schedule based on job description or job definition, a salary policy based on performance or a combination of both. Districts that choose to accept a salary schedule must consider a teacher's education, prior experience, and experience within the district.	Colo. Rev. Stat. Ann. § 22-63-401
Idaho	Yes. The state has a minimum teacher salary schedule based on years of teaching experience. Districts must provide an additional educational allocation for teachers meeting degree/credit accumulation requirements. Teachers cannot move up on the career ladder unless they have met the performance criteria for the previous three years.	Idaho Code Ann. § 33-1004B
Iowa	Yes. The state has established minimum teacher salary requirements.	Iowa Code Ann. § 284.15
Kansas	No. The state authorizes local school boards to establish requirements for teacher pay.	Kan. Stat. Ann. § 72-2228
Minnesota	No. Minnesota does not address salary requirements in state law.	NA
Missouri	Yes. The state has established minimum teacher salary requirements.	Mo. Rev. Stat. Ann. § 163.172
Montana	No. Montana does not address salary requirements in state law.	NA
Nebraska	No. Nebraska does not address salary requirements in state law.	NA
North Dakota	No. The state authorizes local school boards to establish requirements for teacher pay.	N.D. Cent. Code Ann. § 15.1-09-33
Utah	No. The state authorizes local school boards to establish requirements for teacher pay. Any advancement on an adopted salary schedule be based primarily on evaluation and may not be based on end-of-level assessment scores. Teachers may not advance on an adopted salary schedule if the more recent evaluation rating is at the lowest level of an evaluation instrument.	Utah Code Ann. § 53G-11-518 Utah Code Ann. § 53G-7-1304
Wyoming	No. The state authorizes local school boards to establish requirements for teacher pay.	Wyo. Stat. Ann. § 21-3-110

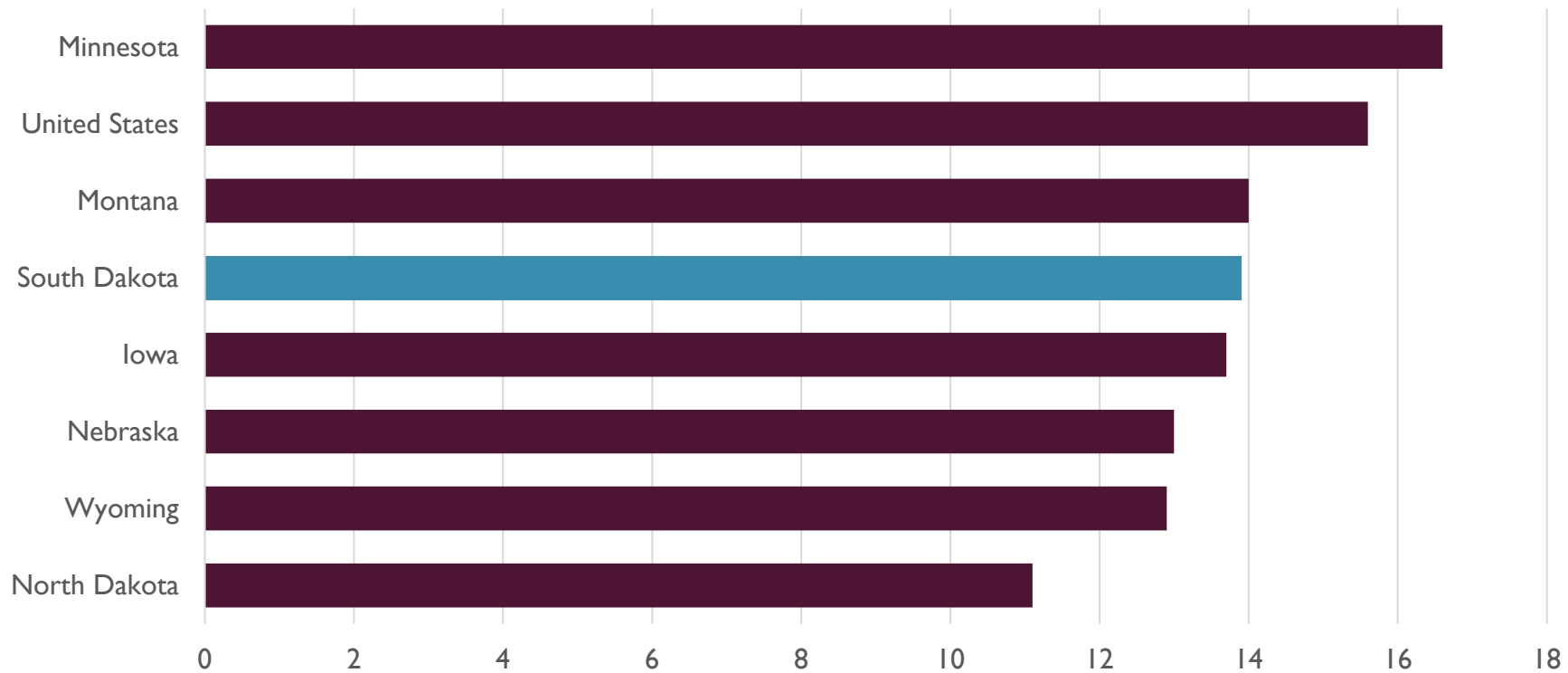
HOW DO SOUTH DAKOTA WORKING CONDITIONS COMPARE TO OTHER STATES?

Recent data on working conditions specific to South Dakota are rare, however, national data from EdWeek and Rand Corporation in 2020 and thus far in 2021 suggest the following:

- Being a teacher has been described as exhausting, challenging, unusually unpredictable, and morale is noticeably lower than before the pandemic.
- K-12 teachers are noticeably more concerned with exposure to COVID-19 than all other U.S. workers.
- Many teachers feel unprepared to deal with the range of students' social-emotional needs.
- A higher proportion of teachers reported job-related stress and symptoms of depression than the general adult population.

South Dakota can enhance working conditions for teachers by taking inventory of and implementing the most relevant recommendations documented in emerging research.

STUDENT/TEACHER RATIOS, 2019-2020



Source: NEA Rankings of the States 2020 and Estimates of School Statistics 2021

2019 REL CENTRAL STUDY ANALYZED WORKFORCE DYNAMICS IN SD AND THREE NEIGHBORING STATES

- **Teacher retention, mobility, and attrition in Colorado, Missouri, Nebraska, and South Dakota**
 - Institute of Education Sciences Study Brief (February 2020) - Regional Educational Laboratory Central at Marzano Research
 - The Regional Educational Laboratory Central used data for 2015/16-2016/17 to identify the proportions of teachers who remained in a classroom teaching position in the same school (stayers), teachers who transferred to a classroom teaching position in a different school or district (movers), and teachers who took a non-teaching position or left their state public school system (leavers).
 - This report describes rural and nonrural teacher movement within and out of public school systems in these states. All four states have high proportions of rural districts and schools.
 - Results suggest that the proportions of stayers, movers, and leavers in these states were similar to national statistics and varied substantially across districts within states.

STAYERS, MOVERS, AND LEAVERS, BY STATE, 2015-16 – 2016-17

State and statistic	Stayers	Movers	Leavers	Total
Four States Combined				
Number	127,241	12,527	16,166	155,934
Percent	81.6%	8.0%	10.4%	100.0%
Colorado				
Number	41,185	4,487	6,772	52,444
Percent	78.5%	8.6%	12.9%	100.0%
Missouri				
Number	55,857	5,647	6,551	68,055
Percent	82.1%	8.3%	9.6%	100.0%
Nebraska				
Number	22,313	1,696	1,977	25,986
Percent	85.9%	6.5%	7.6%	100.0%
South Dakota				
Number	7,886	697	866	9,449
Percent	83.5%	7.4%	9.2%	100.1%

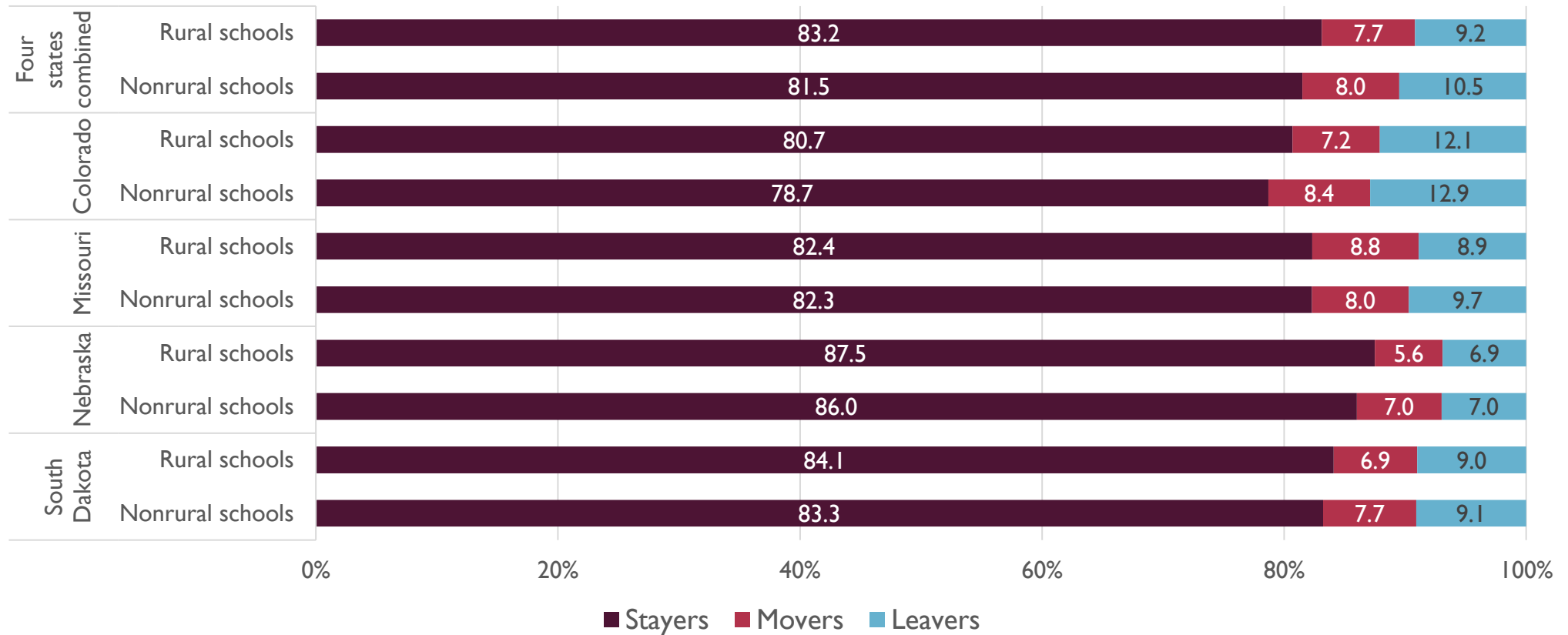
Note. Percentages may not sum to 100 because of rounding. The sample includes all teachers for whom a primary school and district assignment could be identified.

PERCENTAGE OF SMALL RURAL DISTRICTS, RURAL SCHOOLS, AND RURAL STUDENTS

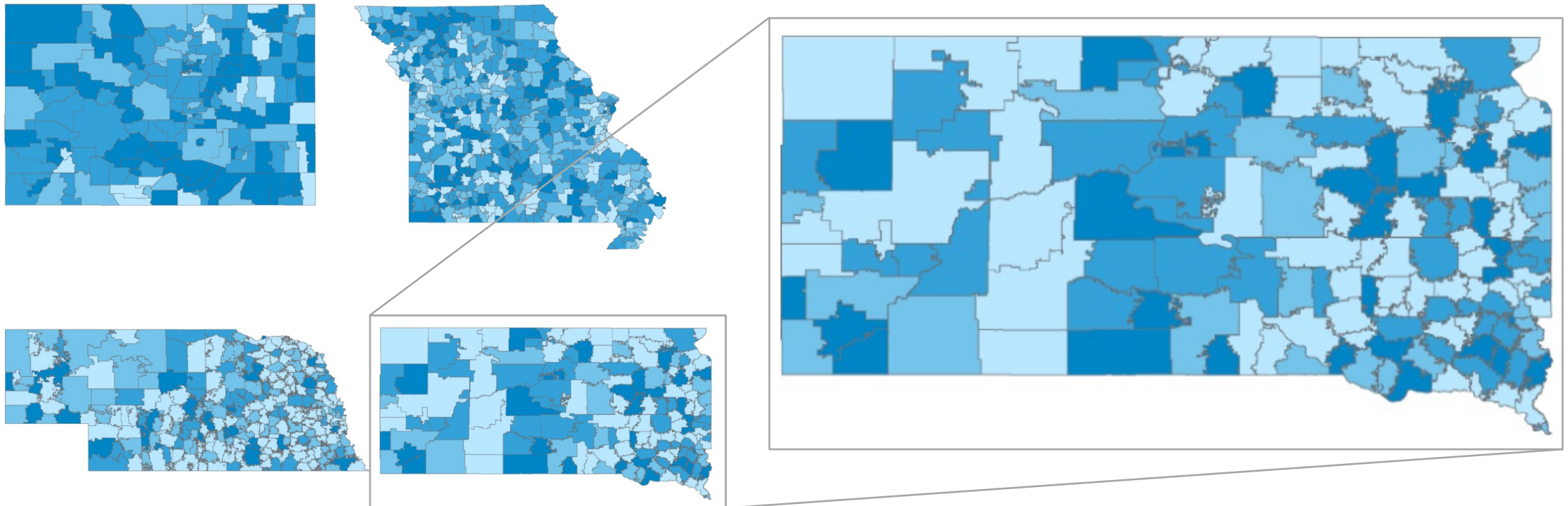
Rural entity	National average	Colorado	Missouri	Nebraska	South Dakota
Small rural districts (2013-14)^a	49.9%	70.6%	60.7%	84.9%	78.9%
Rural schools (2015-16)	32.9%	33.3%	46.4%	55.0%	75.1%
Rural students (2015-16)	20.4%	14.7%	29.2%	25.3%	41.2%

^a Small rural districts have an enrollment that is lower than the median enrollment for all rural school districts in the United States.

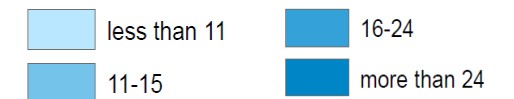
THE PROPORTION OF TEACHERS ACROSS ALL FOUR STATES WHO REMAINED IN A CLASSROOM TEACHING POSITION IN THE SAME SCHOOL BETWEEN 2015-16 AND 2016-17 WAS SIMILAR IN RURAL AND NONRURAL SCHOOLS



THE COMBINED PROPORTION OF MOVERS AND LEAVERS BETWEEN 2015-16 AND 2016-17 VARIED ACROSS DISTRICTS IN EACH STATE



Average mobility and attrition rate (percent)

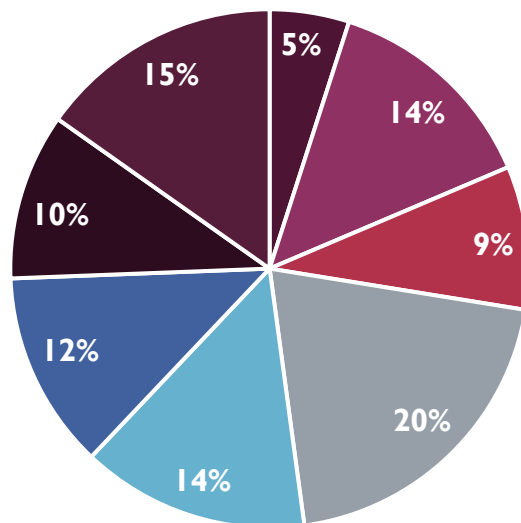


DISTRICT RURALITY CHANGES FOR BETWEEN-DISTRICT MOVERS, 2015-16 – 2016-17

State and district rurality change	Between-district movers	
	Number	Percent
Four states combined		
Rural to rural	680	12.5%
Rural to nonrural	789	14.5%
Nonrural to rural	493	9.1%
Nonrural to nonrural	3,469	63.9%
Total	5,431	
South Dakota		
Rural to rural	78	36.4%
Rural to nonrural	58	27.1%
Nonrural to rural	40	18.7%
Nonrural to nonrural	38	17.8%
Total	214	

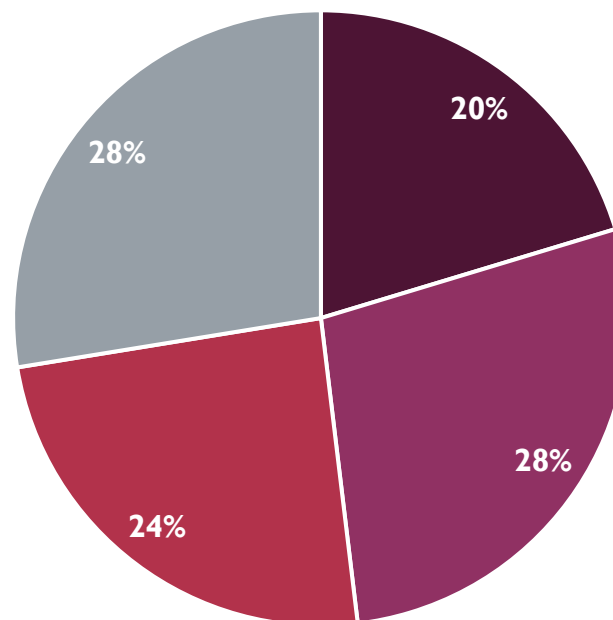
CURRENT TEACHER WORKFORCE

Average Years of Teaching Experience



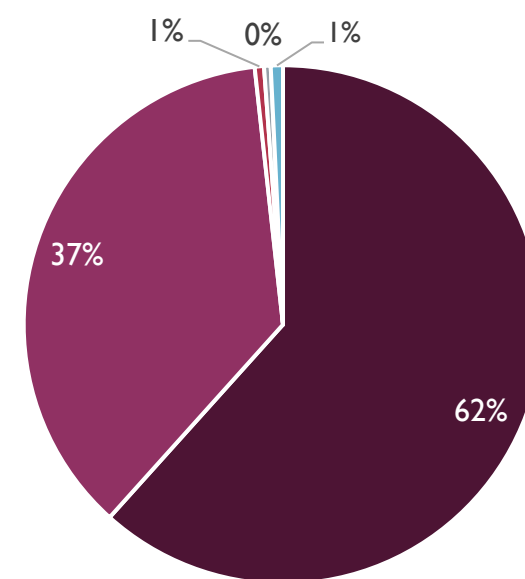
- 0
- 1 to 3
- 4 to 5
- 6 to 10
- 11 to 15
- 16 to 20
- 21 to 25
- 26+

Teachers by Age



- 20-30
- 31-40
- 41-50
- 51+

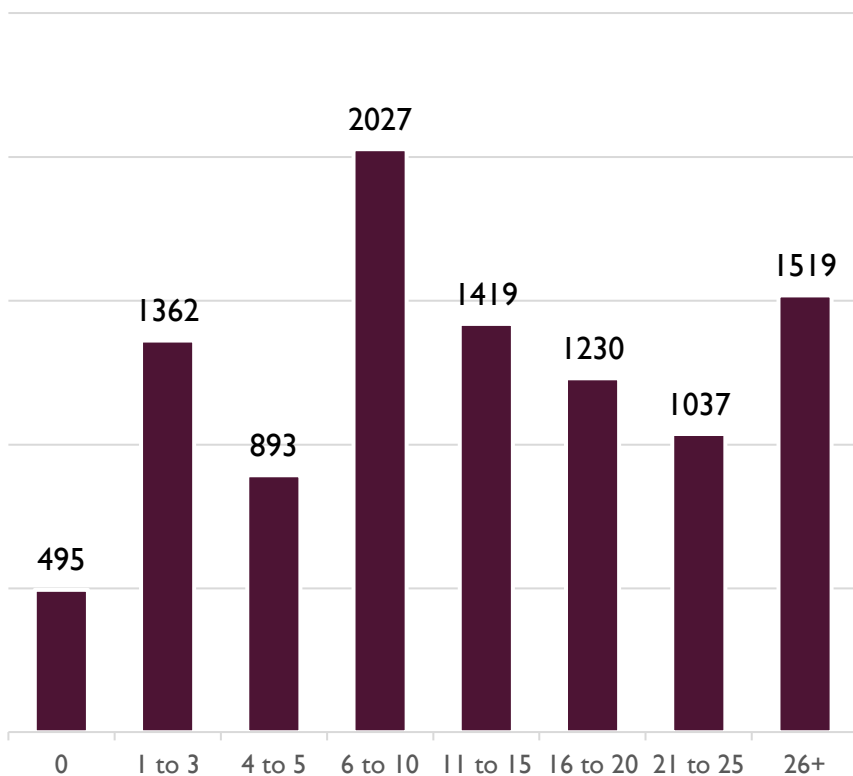
Teachers by Educational Preparation



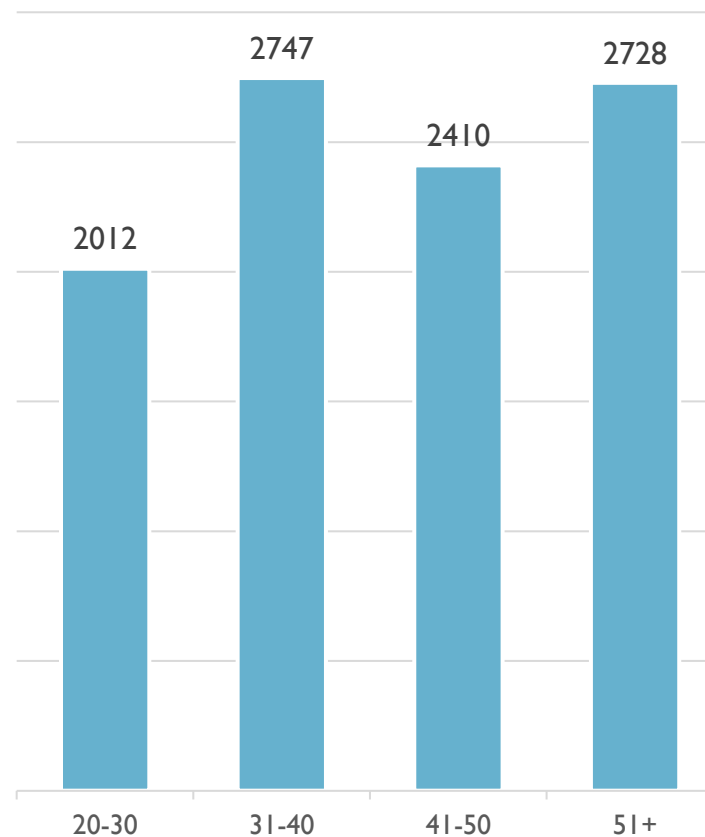
- Bachelors
- Masters
- Doctorate
- Other
- Specialist

CURRENT TEACHER WORKFORCE

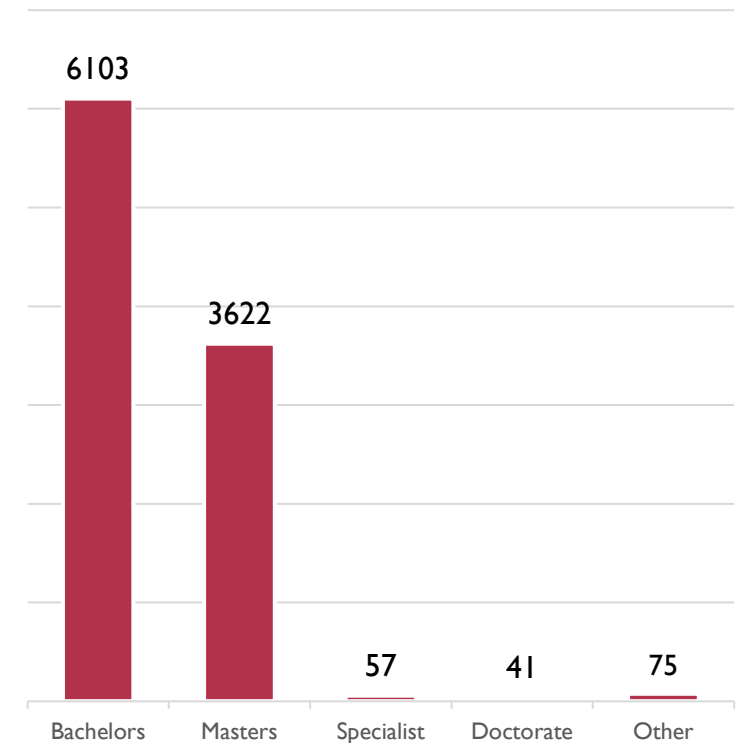
Average Years of Teaching Experience



Teachers by Age



Teachers by Educational Preparation

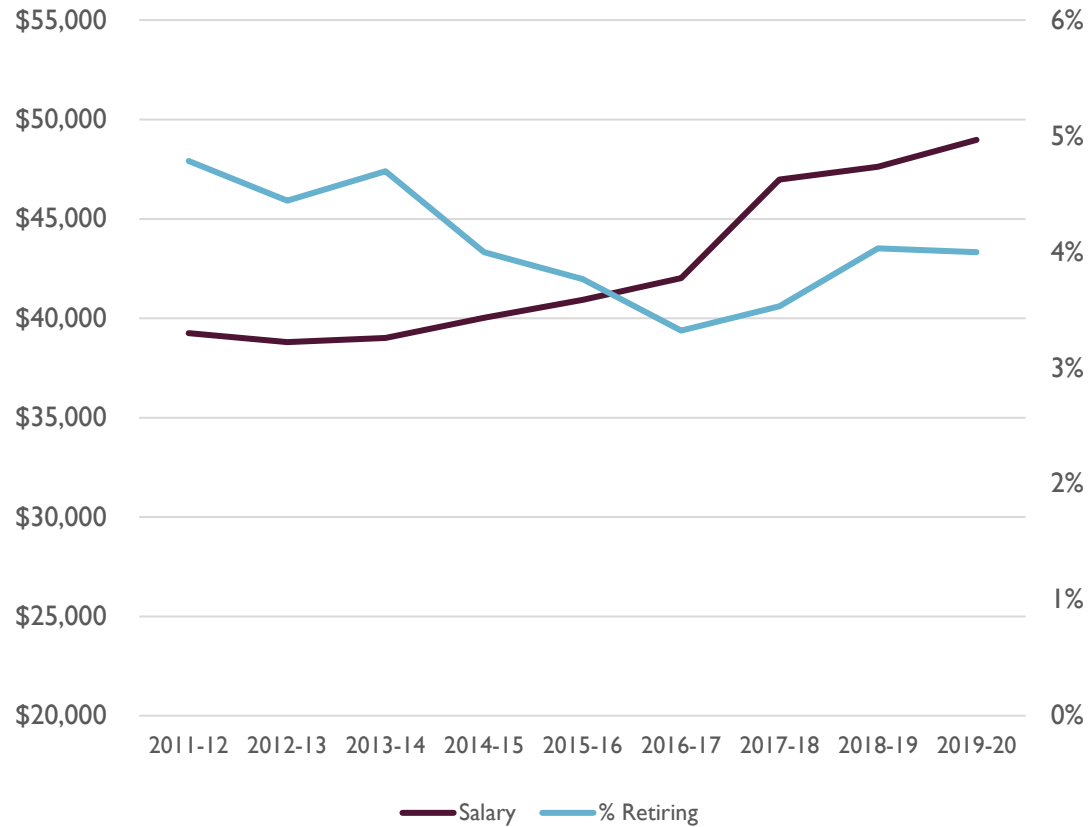


Source: South Dakota Department of Education School Year 2021 Staffing Information

WHAT IMPACT WILL RETIREMENTS HAVE ON OVERALL TEACHER SALARIES?

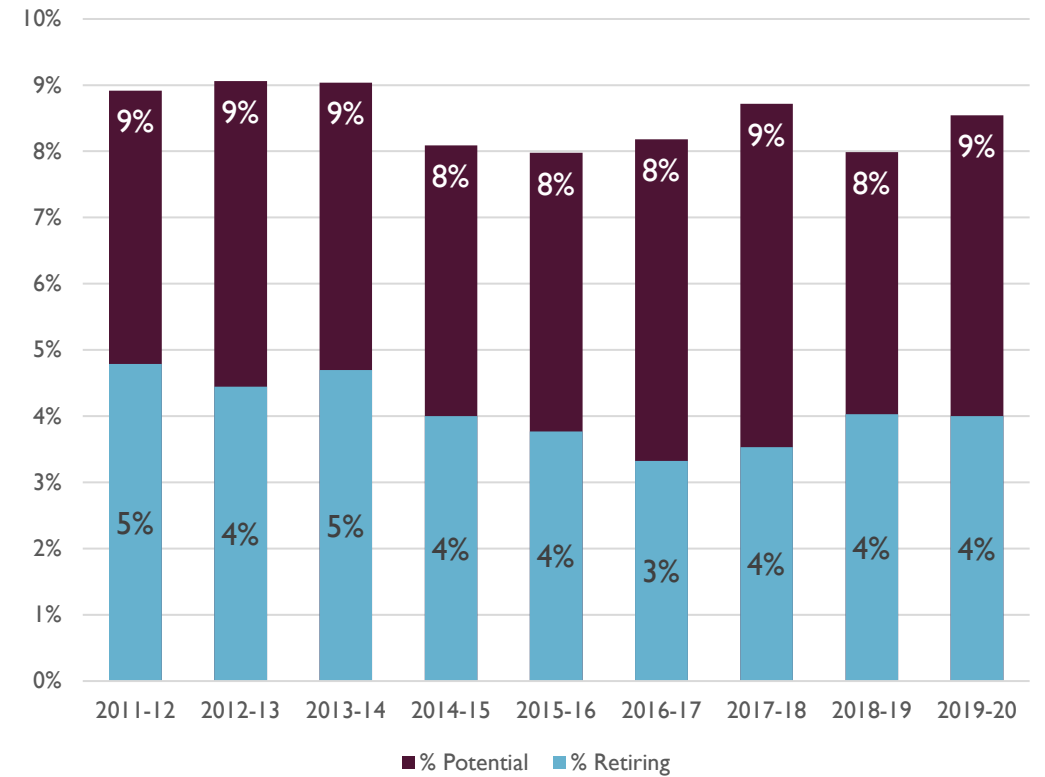
Salary vs. Retirements

Source: South Dakota Retirement System and South Dakota Statistical Digest



Potential vs. Actual Retirements as a Percentage of Active Members

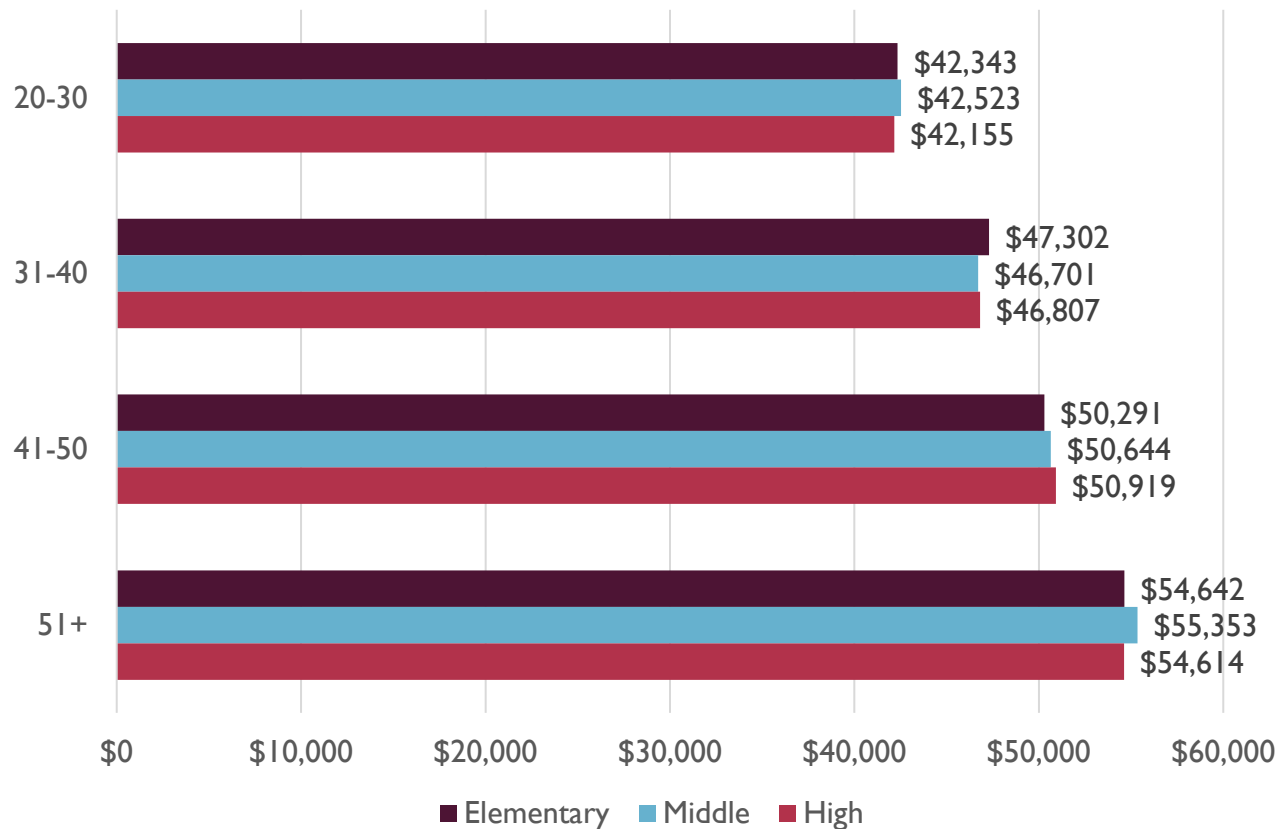
Source: South Dakota Retirement System



HOW DOES AGE INFLUENCE SALARY?

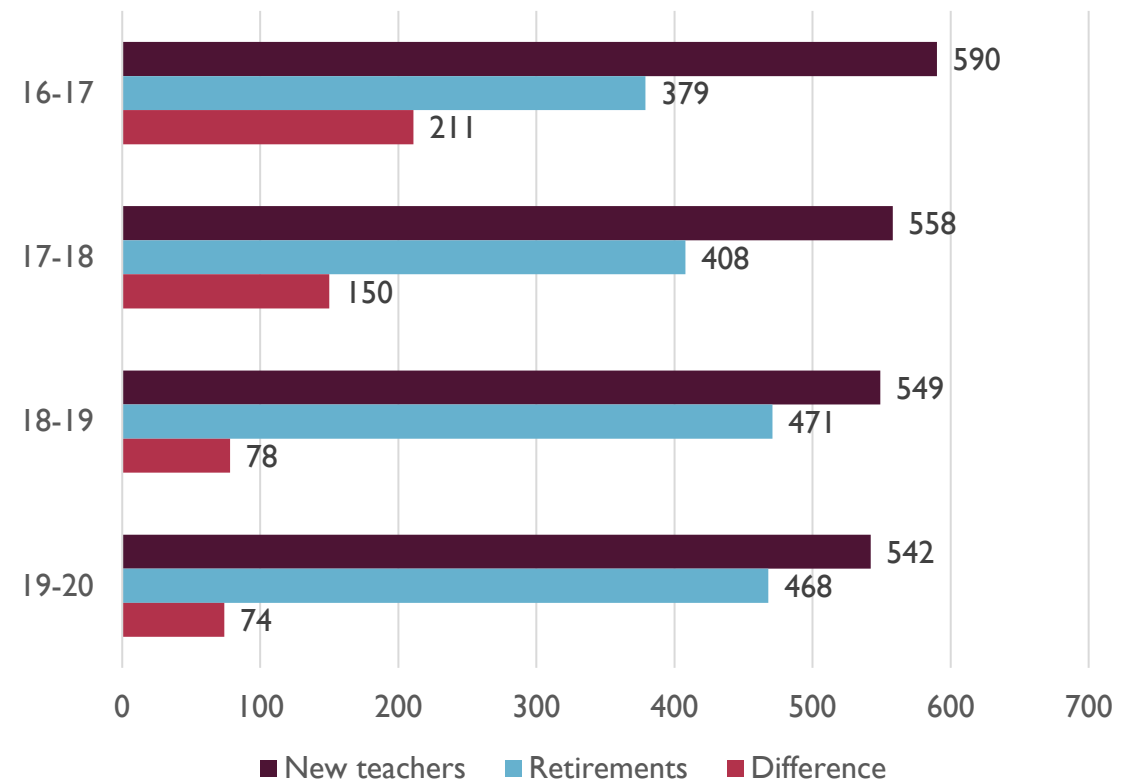
Salary by Age Group

Source: South Dakota Statistical Digest



New and Retiring Educators

Source: South Dakota Retirement System and South Dakota Mentor Program



WHAT ROLE WILL INFLATION PLAY ON TEACHER SALARIES AND SCHOOL FINANCE REQUIREMENTS?

- **State budgeting for general state aid:** Use CPI-W for budgeting; Governor's budget proposal and legislative action for actual appropriations.
- **Local budgeting:** School districts' on-going budget determinations for total general fund operating budgets.
- **Goal:** Maintain purchasing power.

According to the Congressional Budget Office's July, 2021 report

"Inflation rises sharply in 2021 and then moderates. The price index for personal consumption expenditures (PCE) rises by 2.8 percent this year, as increases in the supply of goods and services lag behind increases in the demand for them, adding to inflationary pressures. By 2022, increases in supply keep up with increases in demand, and PCE price inflation falls to 2.0 percent during the year. After 2022, PCE price inflation remains at 2.1 percent through 2025, above its rate before the pandemic."

<https://www.cbo.gov/publication/57339>

HOW DO OTHER CERTIFIED SCHOOL STAFF FIT IN? ADMINISTRATORS? PARAPROFESSIONALS?

- South Dakota's average mean wage for K-12 administrators is \$81,050 and ranks 46th.

HOW DO OTHER CERTIFIED SCHOOL STAFF FIT IN? ADMINISTRATORS? PARAPROFESSIONALS?

CERTIFIED SUPERINTENDENTS				
	SY 2017	SY 2018	SY 2019	SY 2020
FTE	117.25	122.27	117.18	117.44
Average Full-Time Salary	\$98,180	\$100,321	\$104,566	\$108,076
Average Salary – By Enrollment				
0-200	\$77,641	\$76,301	\$81,877	\$82,474
201-600	\$88,831	\$89,693	\$91,709	\$94,390
Over 601	\$120,610	\$126,128	\$130,649	\$135,298
Average Years of Experience – By Enrollment				
0-200	14	11	10	10
201-600	15	14	14	15
Over 601	17	16	19	18

Source: South Dakota Department of Education Statistical Digest (SY2019-20 certified staff)

HOW DO OTHER CERTIFIED SCHOOL STAFF FIT IN? ADMINISTRATORS? PARAPROFESSIONALS?

CERTIFIED ELEMENTARY PRINCIPALS				
	SY 2017	SY 2018	SY 2019	SY 2020
FTE	190.05	193.58	195.74	192.05
Average Full-Time Salary	\$78,381	\$79,449	\$80,793	\$84,139
Average Salary – By Enrollment				
0-200	\$65,017	\$64,853	\$70,048	\$72,186
201-600	\$68,342	\$68,888	\$71,074	\$73,505
Over 601	\$82,959	\$84,558	\$84,997	\$88,601
Average Years of Experience – By Enrollment				
0-200	10	10	8	9
201-600	9	10	9	10
Over 601	11	12	11	12

Source: South Dakota Department of Education Statistical Digest (SY2019-20 certified staff)

HOW DO OTHER CERTIFIED SCHOOL STAFF FIT IN? ADMINISTRATORS? PARAPROFESSIONALS?

CERTIFIED MIDDLE SCHOOL/JUNIOR HIGH PRINCIPALS				
	SY 2017	SY 2018	SY 2019	SY 2020
FTE	94.13	97.94	99.57	98.87
Average Full-Time Salary	\$79,167	\$79,644	\$80,874	\$83,000
Average Salary – By Enrollment				
0-200	\$62,285	\$64,232	\$66,024	\$65,413
201-600	\$67,665	\$67,517	\$69,429	\$70,754
Over 601	\$84,452	\$85,276	\$85,791	\$88,238
Average Years of Experience – By Enrollment				
0-200	11	9	6	7
201-600	8	9	8	9
Over 601	12	13	12	11

Source: South Dakota Department of Education Statistical Digest (SY2019-20 certified staff)

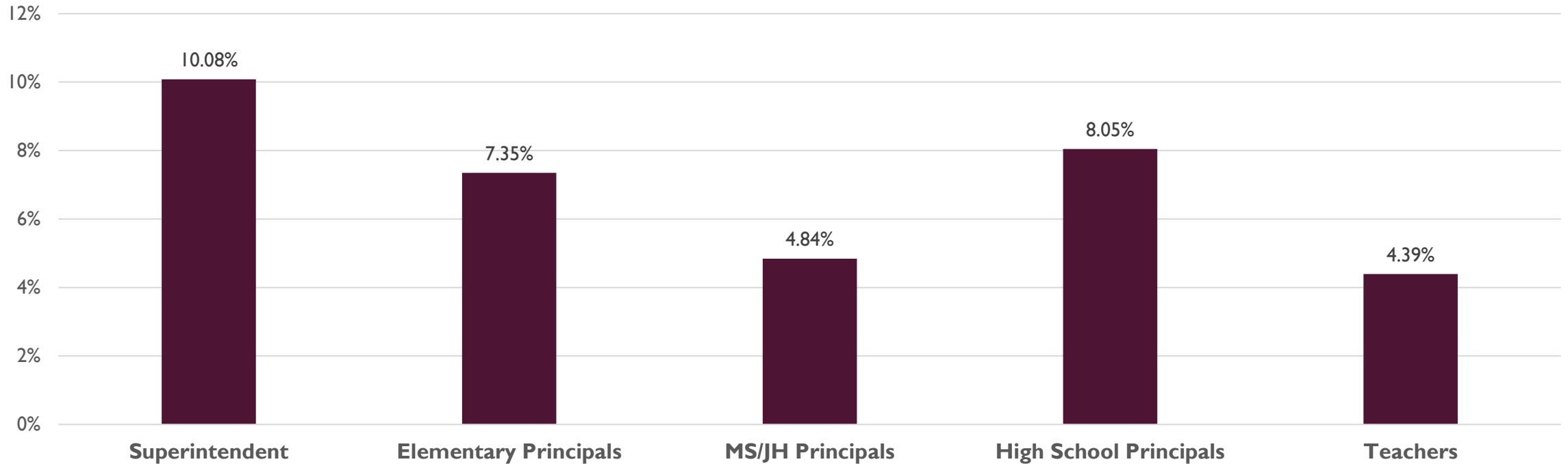
HOW DO OTHER CERTIFIED SCHOOL STAFF FIT IN? ADMINISTRATORS? PARAPROFESSIONALS?

CERTIFIED HIGH PRINCIPALS				
	SY 2017	SY 2018	SY 2019	SY 2020
FTE	136.77	137.32	131.77	132.18
Average Full-Time Salary	\$81,630	\$83,007	\$85,318	\$88,200
Average Salary – By Enrollment				
0-200	\$67,030	\$68,165	\$69,813	\$68,830
201-600	\$67,430	\$69,044	\$70,263	\$72,158
Over 601	\$89,984	\$91,149	\$93,466	\$97,172
Average Years of Experience – By Enrollment				
0-200	9	8	8	8
201-600	8	8	8	9
Over 601	11	12	11	12

Source: South Dakota Department of Education Statistical Digest (SY2019-20 certified staff)

SALARY INCREASES VARY BY POSITION, WITH ADMINISTRATOR SALARIES GROWING FASTER THAN TEACHER SALARIES

Cumulative Percentage Change in Salary from SY 2017 to SY 2020



Source: South Dakota Department of Education Statistical Digest and National Education Association

HOW DO OTHER CERTIFIED SCHOOL STAFF FIT IN? ADMINISTRATORS? PARAPROFESSIONALS?

PARAPROFESSIONALS	REGULAR EDUCATION (FTE)	SPECIAL EDUCATION (FTE)	TOTAL	CHANGE FROM PREVIOUS YEAR
SY 2017	791.62	1,851.67	2,643.29	1.89%
SY 2018	793.35	2,022.14	2,815.49	6.51%
SY 2019	837.20	2,032.95	2870.15	1.94%
SY 2020	853.92	2,093.46	2,947.38	2.69%



REPORT FROM 2021 SD EDUCATION SUMMIT

DR. RYAN YOUNG

LEARNING SPECIALIST, TECHNOLOGY & INNOVATION IN EDUCATION (TIE)





FRAMEWORK FOR 2021 SOUTH DAKOTA TEACHER COMPENSATION REVIEW REPORT



FRAMEWORK FOR 2021 SOUTH DAKOTA TEACHER COMPENSATION REVIEW REPORT

- Background
- Teacher Compensation Review Board Meeting Process for 2021
- Findings
 - Core Data
 - Board Questions and Answers
- Conclusions

FRAMEWORK FOR 2021 SOUTH DAKOTA TEACHER COMPENSATION REVIEW REPORT

- Background
- Teacher Compensation Review Board Meeting Process for 2021
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- Conclusions

■ Background

- History of the Blue Ribbon Task Force
- Policy action in response to the task force's recommendations
- Creation and charge of the Teacher Compensation Review Board

FRAMEWORK FOR 2021 SOUTH DAKOTA TEACHER COMPENSATION REVIEW REPORT

- Background
 - Teacher Compensation Review Board Meeting Process for 2021
 - Findings
 - Core Data
 - Board Questions and Answers
 - Conclusions
- Teacher Compensation Review Board Meeting Process for 2021
 - Board members
 - Meeting dates

FRAMEWORK FOR 2021 SOUTH DAKOTA TEACHER COMPENSATION REVIEW REPORT

- Background
 - Teacher Compensation Review Board Meeting Process for 2021
 - Findings
 - Core Data
 - Board Questions and Answers
 - Conclusions
- Findings
 - Core Data
 - South Dakota teacher salary rankings
 - South Dakota teacher salary rankings adjusted for regional price parity
 - Student enrollment and teacher workforce projections
 - Board Question and Answers
 - Impacts of Retirements
 - Accountability
 - Inflation

FRAMEWORK FOR 2021 SOUTH DAKOTA TEACHER COMPENSATION REVIEW REPORT

- Background
 - Teacher Compensation Review Board Meeting Process for 2021
 - Findings
 - Core Data
 - Board Questions and Answers
 - Conclusions
- Conclusions
 - Summarize what the board learned
 - Provide insights to inform future policy
 - (e.g., accountability and growth of cash reserves over time)



COLLECTING BOARD INSIGHTS AND CONCLUSIONS





PUBLIC COMMENT





BOARD DISCUSSION





NEXT MEETING





ADJOURNMENT



APPENDIX C

**EDUCATOR RECRUITMENT AND RETENTION:
SUMMARY OF RECOMMENDATIONS FROM THE
2021 SOUTH DAKOTA EDUCATION SUMMIT**

Educator Recruitment and Retention

*Summary of Recommendations
from the 2021 South Dakota
Education Summit*



Topic Statement

High quality educators are an essential component in supporting the success of South Dakota students. It is important to attract candidates to the profession and to keep great educators in the profession. Conditions created by the pandemic may exacerbate the current and looming teacher shortage.



Essential Question



How can South Dakota efficiently and effectively address the critical issues of South Dakota educator retention and recruitment?



Solution Criteria:

- **Address a real need with statewide impact**
- **Make measurable, positive change**
- **Have impact beyond the three year federal grant funding period**



Data considered **included:**

- 2015 Blue Ribbon Task Force Report
 - July 2021 Teacher Compensation Review Board Data
 - Additional educator certification and workforce data
- 



Top Recommendations from Summit Participants



Compensation

- Increase the compensation package for educators.
- Increase funding for SD's Critical Teaching Needs Scholarship.

Mental Health



- Provide resources and support to address the mental health of educators and students, including opportunities to promote social emotional learning (SEL) and family engagement.
- Provide mental health training and awareness and improve access to mental health professionals.
- Develop partnerships between community mental health and school-based mental health providers.

Value of Education



- Increase respect and value for the education profession and public education.
- Improve public perception of the teaching profession via media campaign.
- Provide a toolkit for school leaders to promote local successes and improve the public's knowledge of what's happening in the school.

Pipeline

Address pipeline of future educators

Recruitment Strategies

- Promote the field of education to MS/HS students.
- Communities should focus on recruiting and “growing their own” future teachers. Also, recruit individuals looking at a second career.

Barriers to Educational Pathways

- Create alternate pathways to certification to improve the availability of school administrators and paraprofessionals.
- Make tuition assistance programs available.





Higher Education and K-12 Connections

- Enhance the relationship between K-12 and Higher Education to improve the quality and quantity of educators.
- Create or improve pathways to teacher certification, including loosening requirements for certification or licensure where barriers exist.

Teacher Workload



- Offer instructional support to all teachers.
- Consider implementing a four day school week to allow for teacher preparation, collaboration and training.
- Prioritize ongoing initiatives and don't jump on every new trend.

Lack of Advancement Opportunities



- Re-instate the para-teacher scholarship toward full state certification.
- Add avenues for career advancement in the profession including instructional coaching and leadership positions.

APPENDIX D

**NEA TEACHER SALARY RANKINGS FROM
2013-14 THROUGH 2019-20**

Appendix D: NEA Teacher Salary Rankings from 2013-14 and 2019-20

2013-14 Average Salary for Classroom Teachers, in Rank Order

1 NEW YORK	\$ 76,409.00
2 MASSACHUSETTS	\$ 73,195.00
3 DISTRICT OF COLUMBIA	\$ 73,162.00
4 CALIFORNIA	\$ 71,396.00
5 CONNECTICUT	\$ 70,583.00
6 NEW JERSEY	\$ 68,238.00
7 ALASKA	\$ 65,891.00
8 RHODE ISLAND	\$ 64,696.00
9 MARYLAND	\$ 64,546.00
10 PENNSYLVANIA	\$ 63,701.00
11 MICHIGAN	\$ 62,166.00
12 ILLINOIS	\$ 60,124.00
13 DELAWARE	\$ 59,305.00
14 OREGON	\$ 58,638.00
15 NEW HAMPSHIRE	\$ 57,057.00
National Average	\$ 56,610.00
16 WYOMING	\$ 56,583.00
17 HAWAII	\$ 56,291.00
18 VERMONT	\$ 55,958.00
19 OHIO	\$ 55,913.00
20 NEVADA	\$ 55,813.00
21 MINNESOTA	\$ 54,752.00
22 WISCONSIN	\$ 53,679.00
23 WASHINGTON	\$ 52,969.00
24 GEORGIA	\$ 52,924.00
25 IOWA	\$ 52,032.00
26 KENTUCKY	\$ 50,560.00
27 INDIANA	\$ 50,289.00
28 MONTANA	\$ 49,893.00
29 VIRGINIA	\$ 49,826.00
30 TEXAS	\$ 49,690.00
31 COLORADO	\$ 49,615.00
32 NEBRASKA	\$ 49,539.00
33 MAINE	\$ 49,232.00
34 LOUISIANA	\$ 49,067.00
35 ALABAMA	\$ 48,720.00
36 NORTH DAKOTA	\$ 48,666.00
37 SOUTH CAROLINA	\$ 48,430.00
38 KANSAS	\$ 48,221.00
39 FLORIDA	\$ 47,780.00
40 TENNESSEE	\$ 47,742.00
41 ARKANSAS	\$ 47,319.00
42 MISSOURI	\$ 46,750.00
43 NEW MEXICO	\$ 45,727.00
44 UTAH	\$ 45,695.00
45 ARIZONA	\$ 45,335.00
46 WEST VIRGINIA	\$ 45,086.00
47 NORTH CAROLINA	\$ 44,990.00
48 OKLAHOMA	\$ 44,549.00
49 IDAHO	\$ 44,465.00
50 MISSISSIPPI	\$ 42,187.00
51 SOUTH DAKOTA	\$ 40,023.00

2019-20 Average Salary for Classroom Teachers, in Rank Order

1 New York	\$ 87,069.00
2 California	\$ 84,531.00
3 Massachusetts	\$ 84,290.00
4 District of Columbia	\$ 79,350.00
5 Connecticut	\$ 78,427.00
6 Washington	\$ 76,743.00
7 New Jersey	\$ 76,376.00
8 Rhode Island	\$ 75,336.00
9 Maryland	\$ 73,444.00
10 Alaska	\$ 72,010.00
11 Pennsylvania	\$ 70,339.00
12 Illinois	\$ 68,083.00
13 Oregon	\$ 67,685.00
14 Hawaii	\$ 65,409.00
15 Delaware	\$ 64,853.00
16 Michigan	\$ 63,568.00
17 Ohio	\$ 61,406.00
National Average	\$ 64,133.00
18 Vermont	\$ 61,108.00
19 Georgia	\$ 60,578.00
20 Wyoming	\$ 59,786.00
21 New Hampshire	\$ 59,622.00
22 Wisconsin	\$ 59,431.00
23 Minnesota	\$ 58,663.00
24 Iowa	\$ 58,184.00
25 Colorado	\$ 57,706.00
26 Virginia	\$ 57,665.00
27 Texas	\$ 57,090.00
28 Nevada	\$ 56,672.00
29 Maine	\$ 55,276.00
30 Nebraska	\$ 55,267.00
31 Utah	\$ 54,678.00
32 New Mexico	\$ 54,256.00
33 North Carolina	\$ 54,150.00
34 Oklahoma	\$ 54,096.00
35 Alabama	\$ 54,095.00
36 Kentucky	\$ 53,907.00
37 North Dakota	\$ 53,525.00
38 South Carolina	\$ 53,329.00
39 Idaho	\$ 52,875.00
40 Montana	\$ 52,135.00
41 Tennessee	\$ 51,862.00
42 Indiana	\$ 51,745.00
43 Louisiana	\$ 51,566.00
44 Kansas	\$ 51,320.00
45 Missouri	\$ 50,817.00
46 Arizona	\$ 50,782.00
47 Arkansas	\$ 50,456.00
48 West Virginia	\$ 50,238.00
49 Florida	\$ 49,102.00
50 South Dakota	\$ 48,984.00
51 Mississippi	\$ 46,843.00

Change in Average Teacher Salary, by State, from 2014 to 2020

	2013-14 Salary	2019-20 Salary	Percent Change
1 WASHINGTON	\$ 52,969.00	\$ 76,743.00	44.88%
2 SOUTH DAKOTA	\$ 40,023.00	\$ 48,984.00	22.39%
3 OKLAHOMA	\$ 44,549.00	\$ 54,096.00	21.43%
4 NORTH CAROLINA	\$ 44,990.00	\$ 54,150.00	20.36%
5 UTAH	\$ 45,695.00	\$ 54,678.00	19.66%
6 IDAHO	\$ 44,465.00	\$ 52,875.00	18.91%
7 NEW MEXICO	\$ 45,727.00	\$ 54,256.00	18.65%
8 CALIFORNIA	\$ 71,396.00	\$ 84,531.00	18.40%
9 RHODE ISLAND	\$ 64,696.00	\$ 75,336.00	16.45%
10 COLORADO	\$ 49,615.00	\$ 57,706.00	16.31%
11 HAWAII	\$ 56,291.00	\$ 65,409.00	16.20%
12 VIRGINIA	\$ 49,826.00	\$ 57,665.00	15.73%
13 OREGON	\$ 58,638.00	\$ 67,685.00	15.43%
14 MASSACHUSETTS	\$ 73,195.00	\$ 84,290.00	15.16%
15 TEXAS	\$ 49,690.00	\$ 57,090.00	14.89%
16 GEORGIA	\$ 52,924.00	\$ 60,578.00	14.46%
17 NEW YORK	\$ 76,409.00	\$ 87,069.00	13.95%
18 MARYLAND	\$ 64,546.00	\$ 73,444.00	13.79%
National Average	\$ 56,610.00	\$ 64,133.00	13.29%
19 ILLINOIS	\$ 60,124.00	\$ 68,083.00	13.24%
20 MAINE	\$ 49,232.00	\$ 55,276.00	12.28%
21 ARIZONA	\$ 45,335.00	\$ 50,782.00	12.01%
22 NEW JERSEY	\$ 68,238.00	\$ 76,376.00	11.93%
23 IOWA	\$ 52,032.00	\$ 58,184.00	11.82%
24 NEBRASKA	\$ 49,539.00	\$ 55,267.00	11.56%
25 WEST VIRGINIA	\$ 45,086.00	\$ 50,238.00	11.43%
26 CONNECTICUT	\$ 70,583.00	\$ 78,427.00	11.11%
27 MISSISSIPPI	\$ 42,187.00	\$ 46,843.00	11.04%
28 ALABAMA	\$ 48,720.00	\$ 54,095.00	11.03%
29 WISCONSIN	\$ 53,679.00	\$ 59,431.00	10.72%
30 PENNSYLVANIA	\$ 63,701.00	\$ 70,339.00	10.42%
31 SOUTH CAROLINA	\$ 48,430.00	\$ 53,329.00	10.12%
32 NORTH DAKOTA	\$ 48,666.00	\$ 53,525.00	9.98%
33 OHIO	\$ 55,913.00	\$ 61,406.00	9.82%
34 DELAWARE	\$ 59,305.00	\$ 64,853.00	9.36%
35 ALASKA	\$ 65,891.00	\$ 72,010.00	9.29%
36 VERMONT	\$ 55,958.00	\$ 61,108.00	9.20%
37 MISSOURI	\$ 46,750.00	\$ 50,817.00	8.70%
38 TENNESSEE	\$ 47,742.00	\$ 51,862.00	8.63%
39 DISTRICT OF COLUMBIA	\$ 73,162.00	\$ 79,350.00	8.46%
40 MINNESOTA	\$ 54,752.00	\$ 58,663.00	7.14%
41 ARKANSAS	\$ 47,319.00	\$ 50,456.00	6.63%
42 KENTUCKY	\$ 50,560.00	\$ 53,907.00	6.62%
43 KANSAS	\$ 48,221.00	\$ 51,320.00	6.43%
44 WYOMING	\$ 56,583.00	\$ 59,786.00	5.66%
45 LOUISIANA	\$ 49,067.00	\$ 51,566.00	5.09%
46 NEW HAMPSHIRE	\$ 57,057.00	\$ 59,622.00	4.50%
47 MONTANA	\$ 49,893.00	\$ 52,135.00	4.49%
48 INDIANA	\$ 50,289.00	\$ 51,745.00	2.90%
49 FLORIDA	\$ 47,780.00	\$ 49,102.00	2.77%
50 MICHIGAN	\$ 62,166.00	\$ 63,568.00	2.26%
51 NEVADA	\$ 55,813.00	\$ 56,672.00	1.54%