

TEACHER COMPENSATION REVIEW BOARD

Report to Governor Noem and the South Dakota Legislature
Sept. 18, 2023

| BACKGROUND

In 2015, Gov. Dennis Daugaard convened the Blue Ribbon Task Force on Teachers and Students. The task force was charged to “reevaluate the current funding formula, collect and analyze data, engage with stakeholders, and seek public input.” The members outlined three policy goals for education in South Dakota:

- A quality system of schools focused on student achievement
- A workforce of great educators
- An efficient, equitable funding system that supports these goals

Sen. Deb Soholt of Sioux Falls and Rep. Jaqueline Sly of Rapid City co-chaired the 26-member task force. Over the course of the year, the task force held public meetings to seek feedback, consider data, and make recommendations. The task force’s final report, which was issued on Nov. 11, 2015, made numerous recommendations relating to the school funding formula and to teacher salaries. Based on those recommendations, Gov. Daugaard proposed, and the 2016 South Dakota Legislature passed, three pieces of legislation: House Bill 1182, Senate Bill 131, and Senate Bill 133.

| CREATION & CHARGE OF TEACHER COMPENSATION REVIEW BOARD

Among the Blue Ribbon Task Force’s recommendations was the creation of the Teacher Compensation Review Board (TCRB). The task force was concerned that its work not be a one-time event, but that state policymakers continue to periodically consider the state’s teacher salaries, as compared to other states in the region. This recommendation was included in Senate Bill 131 and codified at SDCL 1-45-39. At the time, that statute read:

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.*

The first TCRB convened in 2018. The 2018 board’s final report is available at <https://tinyurl.com/4b3hevmu>.

The second TCRB convened in 2021. That board’s final report is available at [https://boardsandcommissions.sd.gov/bcuploads/2021%20Teacher%20Compensation%20Review%20Board%20Report%20%20\(1\).pdf](https://boardsandcommissions.sd.gov/bcuploads/2021%20Teacher%20Compensation%20Review%20Board%20Report%20%20(1).pdf).

In the 2022 legislative session, SDCL 1-45-39 was amended by SB 95. SB 95 required that the board review compensation every *two* school years, rather than every *three* years.

| 2023 TEACHER COMPENSATION REVIEW BOARD

Board Members

The 2023 Teacher Compensation Review Board is composed of the members below.

- Senate-appointed members:
 - Senator Jim Bolin (R-Canton)
 - Senator Reynold Nesiba (D-Sioux Falls)
 - Senator David Wheeler (R-Huron)
- House of Representatives-appointed members:
 - Rep. Eric Emery (D-Rosebud)
 - Rep. Stephanie Sauder (R-Bryant)
 - Rep. Mike Stevens (R-Yankton)
- Governor-appointed members:
 - Dr. Joseph Graves, secretary of education
 - Dr. Becky Guffin, superintendent of schools, Aberdeen School District

The Department of Education staffed the board with assistance from Mike Siebersma of Marzano Research.

Board Meetings

The board’s first meeting was on July 17, 2023, in Pierre. In attendance were Representatives Eric Emery, Stephanie Sauder, and Mike Stevens; Senators Jim Bolin and Reynold Nesiba; Secretary of Education Joe Graves; and Dr. Becky Guffin.

At the July 17 meeting, Sen. Bolin was elected chair, and Rep. Sauder was elected vice chair. The board heard a presentation, titled “Core Data on Teacher Compensation and Teacher Workforce Dynamics in SD,” presented by Mike Siebersma of Marzano Research. The full presentation is available in Appendix A of this report.

The board's second meeting was held on Aug. 21, 2023, in Pierre. In attendance were Representatives Eric Emery, Stephanie Sauder, and Mike Stevens; Senators Jim Bolin, Reynold Nesiba, and David Wheeler; Secretary Joe Graves; and Dr. Becky Guffin.

At the Aug. 21 meeting, the board heard a presentation from Mike Siebersma of Marzano Research. This presentation revisited current efforts by the Department of Education to ease teacher shortages and addressed questions and topics from the July meeting. The full presentation can be found in Appendix B. The board adopted its first recommendation at this meeting.

At the Sept. 15 meeting, the board reviewed a draft of the 2023 report and discussed two additional recommendations. All three recommendations are shown on pages 10-11.

| DATA REVIEW

The Teacher Compensation Review Board reviewed data on South Dakota teacher salaries; South Dakota's ranking relative to other states; wages in other, comparable sectors; teacher shortages; retention and recruitment efforts in the state; and projections of the teacher workforce and student enrollment. This section highlights some of the data reviewed by the board. All data reviewed by the board can be found in the Appendix of this report.

Salary Increases Over Time

In the 2015-16 school year, the year the Blue Ribbon Task Force was convened, South Dakota had the lowest average teacher salary of all 50 states and the District of Columbia. In that year, the average South Dakota teacher salary was \$42,025. The following year, after efforts of the task force, the legislature, and the governor, the average teacher salary rose 11.8 percent, to \$46,979. This was about \$1,500 short of the Target Teacher Salary for that year, which was set by the South Dakota Legislature at \$48,500.

Each year, the Legislature reviews and determines funding levels for K-12 education based on the formula outlined in SDCL 13-13-10.1. Between school years 2016-17 and 2021-22 (the most recent year with final data), the Target Teacher Salary increased 8.45 percent, and the actual average teacher salary increased 7.69 percent. While the Legislature set the Target Teacher Salary at \$55,756.31 for school year 2022-23 (a nearly 15 percent increase from 2016-17), the average teacher salary in South Dakota for that year is *estimated* to be \$51,373, a 9.33 percent increase. In recent years, actual teacher salary levels have fallen below the targets.

FIGURE A: AVERAGE SD TEACHER SALARY HAS GROWN 7.7% BETWEEN SCHOOL YEARS 2016-17 AND 2021-22

Salary Increases Over Time

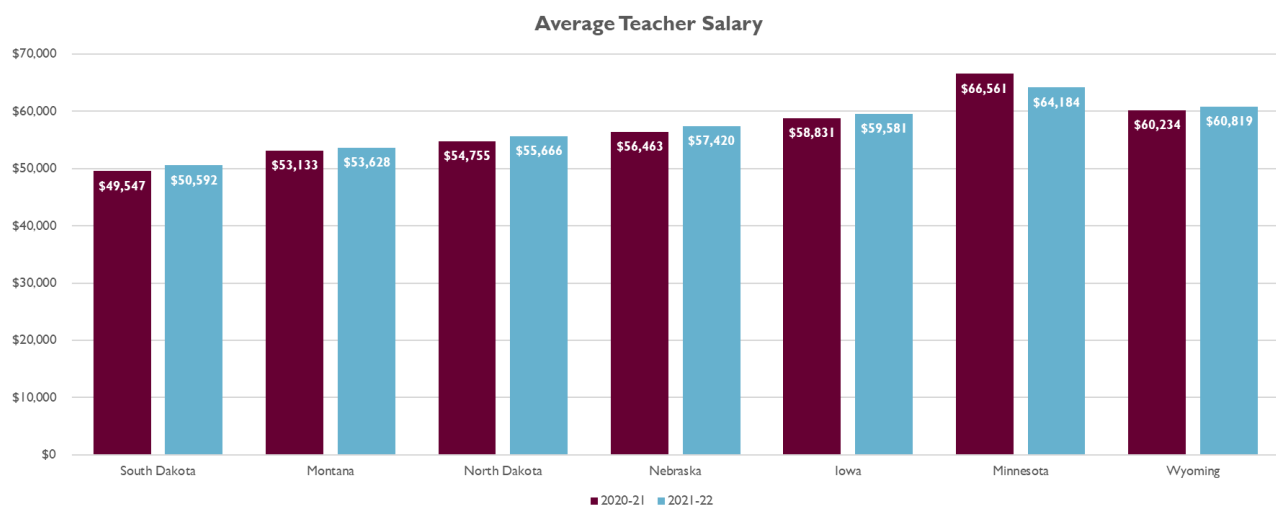
School Year	Target Teacher Salary		Average SD Teacher Salary (NEA)		NEA Ranking
	\$	% Change*	\$	% Change*	
2013-14	N/A	-	\$40,023	-	51
2014-15	N/A	-	\$40,935	-	51
2015-16	N/A	-	\$42,025	-	51
2016-17	\$48,500.00	-	\$46,979	-	48
2017-18	\$48,645.50	0.30%	\$47,631	1.39%	47
2018-19	\$49,131.96	1.30%	\$48,204	2.61%	48
2019-20	\$50,360.26	3.84%	\$48,984	4.27%	50
2020-21	\$51,367.47	5.91%	\$49,547	5.47%	49
2021-22	\$52,600.29	8.45%	\$50,592	7.69%	49
2022-23	\$55,756.31	14.96%	\$51,363 (estimated)	9.33%	
2023-24	\$59,659.25	23.01%			

Note(s): *% change is calculated from baseline year 2016-17

Source: South Dakota Department of Education School Financial Data and National Education Association

The charge of the Teacher Compensation Review Board was to review teacher compensation relative to surrounding states. The data available from 2021-22 (the most recent year with final data) shows that South Dakota continues to be last in the region at \$50,592. The state closest to South Dakota in salary is Montana, whose average teacher salary is \$3,036 more than South Dakota's. Minnesota has the highest salary in the region, at \$64,184. South Dakota teacher salaries have been going up in the years since the task force was convened; however, other states are also increasing.

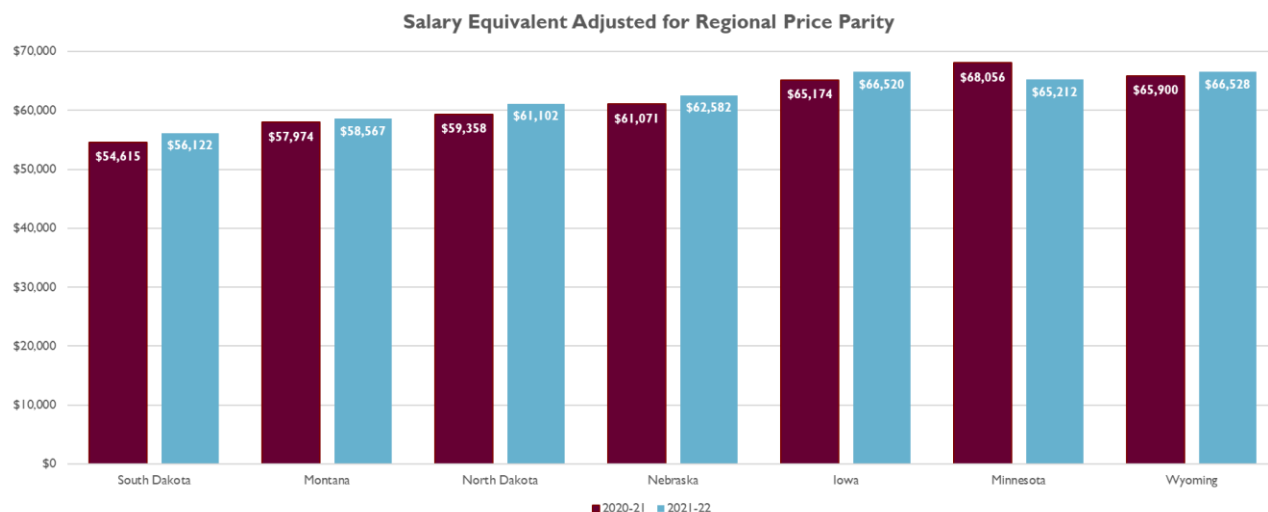
FIGURE B: DESPITE SALARY INCREASES IN SD, THE STATE CONTINUES TO LAG BEHIND OTHER STATES IN THE REGION



Source: National Education Association

When adjusted for regional price parity, South Dakota continues to lag in the region, although to a lesser degree. Price parity asks the question: What is the buying power of a teacher's salary in South Dakota compared to other states?

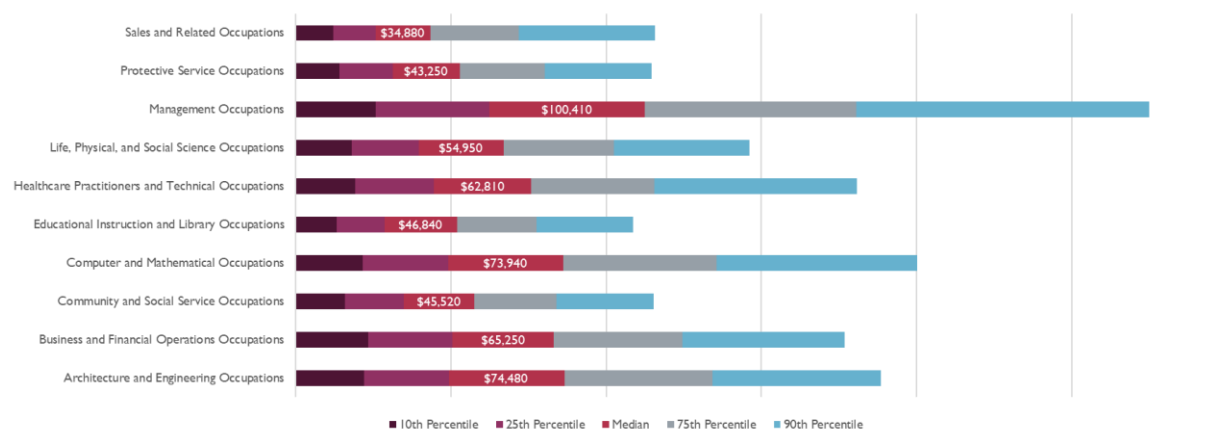
FIGURE C: SALARY DIFFERENCE IS SMALLER WHEN CONSIDERING PRICE PARITY, BUT SD STILL BEHIND SURROUNDING STATES



Source: National Education Association and Bureau of Economic Analysis

The board also considered data that looked at competition coming from other sectors of the economy – seeking to answer the question: What are the earnings of people who are similarly educated and work in similar positions? Figure D shows median salaries and ranges for Educational Instruction and Library Occupations as compared to other service occupations and sales positions. The median salary for people in Educational Instruction and Library Occupations is \$46,840. This is more than the median salaries of those working in Sales, Protective Service, and Community and Social Service occupations. It is less than the average median salary, however, which is \$60,223. It is important to note that this is national data; it is not specific to South Dakota salaries.

FIGURE D: MEDIAN SALARY AND RANGE FOR EDUCATION AND LIBRARY OCCUPATIONS, AS COMPARED TO OTHER OCCUPATIONS

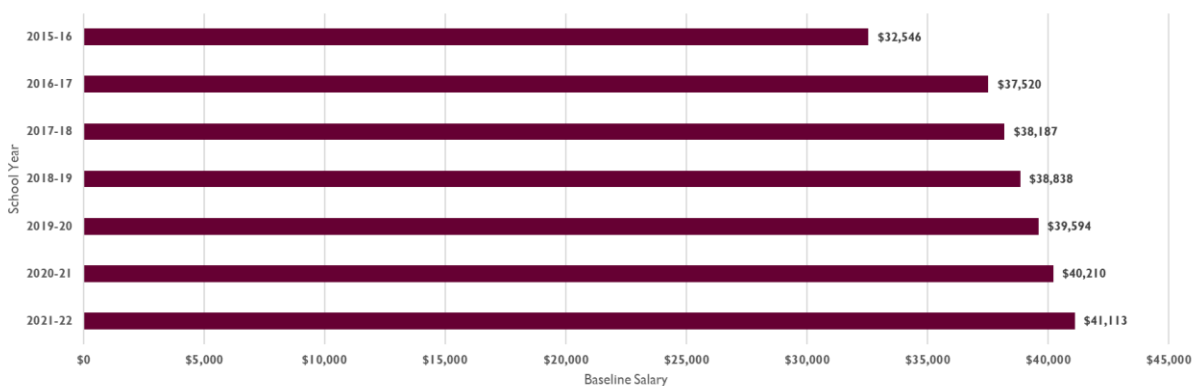


Source: Bureau of Labor Statistics

While the board focused its attention primarily on average teacher salaries in South Dakota, it also considered data related to base, or starting, teacher salaries and trends related to administrator salaries. Several board members pointed to the challenges, in a pandemic and post-pandemic world, of attracting employees in general – whether certified teachers or classified staff such as bus drivers, custodians, and food service workers.

After the Blue Ribbon task force was convened, the average salary for a first-year teacher (base) jumped to \$37,520 in 2016-17, up from \$32,546 in 2015-16. By 2021-22, first-year teachers earned of average of \$41,113. This was a 9.5 percent increase, whereas the increase of the average teacher salary during that time was 7.7 percent (see Figure A).

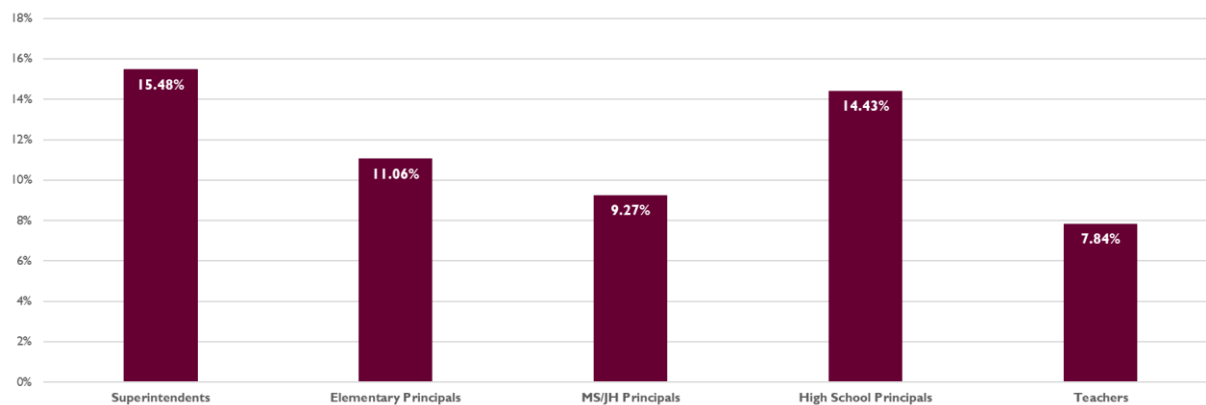
FIGURE E: BASE TEACHER SALARIES INCREASED ALMOST 2% MORE THAN AVERAGE TEACHER SALARIES BETWEEN 2016-17 AND 2021-22



Source: South Dakota Department of Education Personnel Record Form

In the same time period, the average superintendent salary rose 15.5 percent. Salaries for principals increased between 9.3 and 14.4 percent.

FIGURE F: ADMINISTRATOR SALARIES HAVE INCREASED MORE THAN TEACHER SALARIES BETWEEN 2016-17 AND 2021-22

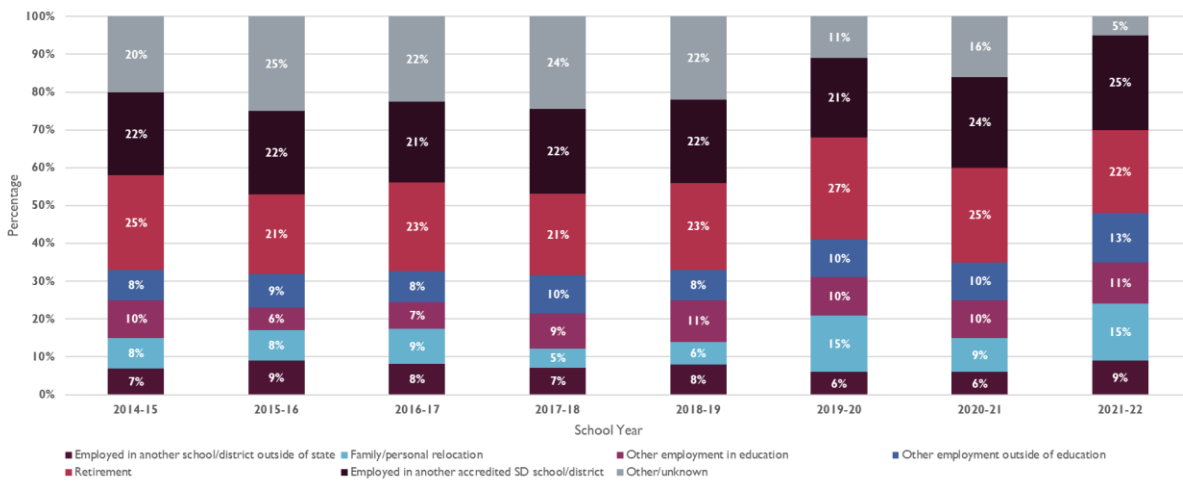


Source: South Dakota Department of Education Personnel Record Form

Teacher Workforce Considerations

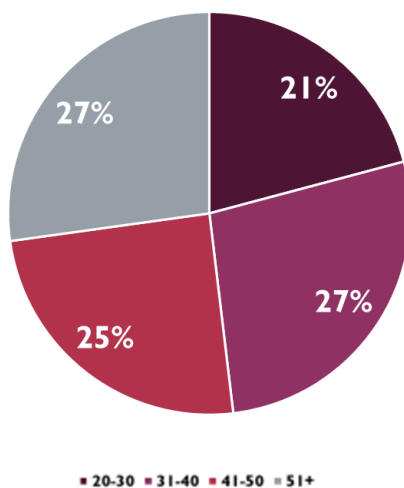
According to data from the Department of Education, most job openings in South Dakota's education system are the result of a teacher either retiring or going on to teach in another district in South Dakota (Figure G). Teachers who reach retirement age tend to continue teaching beyond the year in which they are eligible to retire. Despite this, the teacher workforce in South Dakota is evenly distributed by age (Figure H).

FIGURE G: RETIREMENT AND MOVEMENT WITHIN THE SOUTH DAKOTA EDUCATION SYSTEM REPRESENT NEARLY 60% OF TEACHERS LEAVING THEIR POSITIONS AS REPORTED BY DISTRICTS



Source: South Dakota Department of Education Personnel Record Form

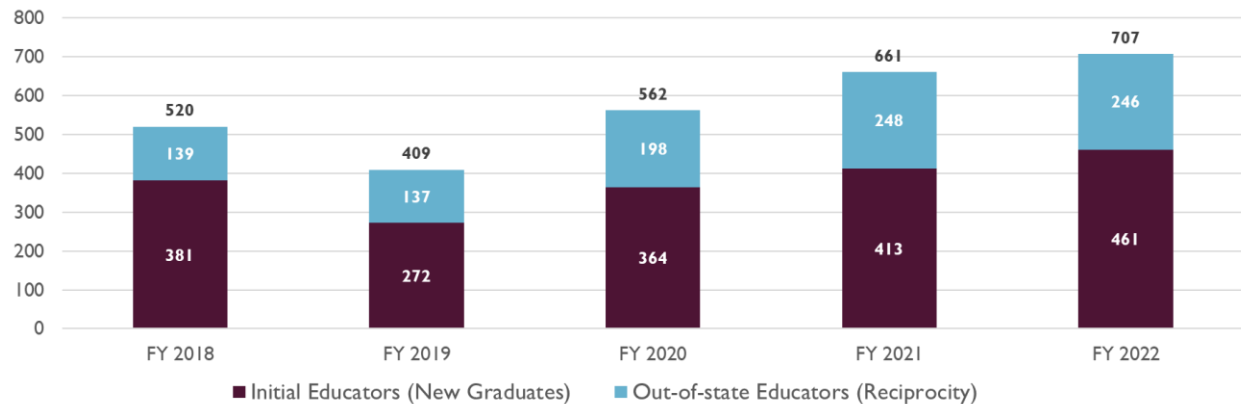
FIGURE H: AGE DISTRIBUTION OF TEACHER WORKFORCE IN SOUTH DAKOTA



Source: South Dakota Department of Education Personnel Record Form

At the other end of the workforce pipeline, the number of certificates issued to initial educators (new graduates) and out-of-state educators (reciprocity) have increased over time – growing by about 25 percent since 2019-20.

FIGURE I: CERTIFICATES PROCESSED FOR SD GRADUATES AND OUT-OF-STATE APPLICANTS



Source: South Dakota Department of Education Certification System

In terms of teacher shortage, the areas with the most need are consistently elementary and special education (SPED) teachers. Elementary teachers tend to be in high demand because school districts need more elementary teachers than any other area; it's about sheer volume. SPED teachers tend to be in high demand because of their specialized knowledge and skillset. Figure J below shows the consistent need for these two types of educators, as indicated by open positions advertised on the Associated School Boards of South Dakota's Teacher Placement Center. Figure K shows the highest categories of positions advertised on the Teacher Placement Center.

FIGURE J: SPED AND ELEMENTARY JOB POSTINGS REFLECT CONSISTENT AND GROWING NEED

South Dakota Educator Job Postings											
SPED and Elementary Positions Posted on the Teacher Placement Center											
2018		2019		2020		2021		2022		2023	
April											
SPED/ Early Childhood	62	SPED/ Early Childhood	39	SPED/ Early Childhood	53	SPED/ Early Childhood	71	SPED/ Early Childhood	78	SPED/ Early Childhood	102
Elementary	61	Elementary	37	Elementary	52	Elementary	69	Elementary	89	Elementary	118
August											
SPED/ Early Childhood	10	SPED/ Early Childhood	8	SPED/ Early Childhood	8	SPED/ Early Childhood	24	SPED/ Early Childhood	31	SPED/ Early Childhood	43
Elementary	7	Elementary	5	Elementary	4	Elementary	17	Elementary	24	Elementary	49

Source: Associated School Boards of South Dakota

South Dakota Educator Job Postings											
Highest Categories of Positions Posted on the Teacher Placement Center											
2018		2019		2020		2021		2022		2023	
April											
SPED/Early Childhood	62	SPED/Early Childhood	39	SPED/Early Childhood	53	SPED/Early Childhood	71	Elementary Teachers	89	Elementary Teachers	118
Elementary Teachers	61	Elementary Teachers	37	Elementary Teachers	52	Elementary Teachers	69	SPED/Early Childhood	78	SPED/Early Childhood	102
Math	27	Art/Music/Health/PE	26	CTE	35	Math Teachers	52	Art/Music/Health/PE	65	Art/Music/Health/PE	53
Administrators	26	English/Language Arts	24	Art/Music/Health/P E	28	English/Language Arts	52	English/Language Arts	43	Administration & CTE	33
August											
SPED/Early Childhood	10	SPED/Early Childhood	8	SPED/Early Childhood	8	SPED/Early Childhood	24	SPED/Early Childhood	31	Elementary Teachers	49
Elementary Teachers	7	Elementary Teachers	5	Elementary Teachers	4	Elementary Teachers	17	Elementary Teachers	24	SPED/Early Childhood	43
English/Language Arts	5	Art/Music/Health/PE	5	Math Teachers	4	English/Language Arts	8	CTE	16	Art/Music/Health/PE	26
Administrators	4	Technology Education	4	Speech Pathologist	4	CTE	7	English/Language Arts	12	English/Language Arts	18

Since the COVID disruption, the number of teacher openings has risen sharply during the spring and summer months, according to data from the Associated School Board's Teacher Placement Center. In 2019, there were a little over 100 unfilled positions at the end of July. In 2023, the Teacher Placement Center showed 256 unfilled positions at the end of July.

FIGURE L: UNFILLED TEACHING POSITIONS HAVE BEEN ON THE RISE



| CURRENT EFFORTS TO EASE TEACHER SHORTAGE

As part of the board's discussion, Secretary of Education Joseph Graves shared information about steps the Department of Education has taken to address teacher shortage challenges in the state.

- **Teacher Apprenticeship Pathway Pilot:** This pilot program is a "grow your own" model. The Department of Education is working with Northern State University, Dakota State University, and the Department of Labor to help paraprofessionals already working in South Dakota school districts obtain their teaching certificates. The program currently has 91 apprentices taking part in a two-year program to combine their experience in schools with an education from NSU or DSU. Candidates who successfully complete the program will be eligible to be full-fledged teachers in South Dakota in just two years.
- **Education Employment System:** TeachinSD.com is a website that teachers, and others who seek work in a school setting, can access to find open positions in South Dakota schools. The site is provided free of charge for schools (employers) and job seekers.
- **Recruitment and Retention Marketing Campaign:** This multi-faceted campaign is aimed at attracting new people – both young people and 2nd career individuals – to the teaching profession. It reaches both in- and out-of-state with positive messages about the rewards of a career in teaching, as well as the benefits of living in South Dakota.
- **Student Teacher Permits:** The department changed Administrative Rule to allow school districts to pay student-teachers, and in some cases, to hire qualifying student-teachers as teachers of record in classrooms with an unfilled vacancy. The change allows school districts to remain competitive with border states.
- **State Mentoring Program:** Through the State Mentoring Program, new teachers are paired with veteran teachers, who help to guide them through their first two years in the classroom. The program is meeting its aim of helping with teacher retention rate. New teachers who participate in the mentoring program stay in the profession at a 15 percent greater rate than those who do not participate in the program.

| RECOMMENDATIONS OF THE BOARD

Following the review of pertinent data and robust discussion, the board arrived at the recommendations indicated below.

1. **Direct the South Dakota Department of Education to craft an updated teacher salary/compensation accountability model which enhances average teacher salaries at the district and state levels.**

This recommendation had unanimous support of board members.

When the Blue Ribbon legislation passed in 2016, it contained several mechanisms designed to hold schools accountable for ensuring that the influx of new funding went directly to teacher salaries, as was intended by the Legislature. These accountabilities may no longer be having the impact they once did. In particular, the accountability outlined in 13-13-73.6 penalizes a district if its average teacher

compensation is less than it was in fiscal year 2017. Board members agreed it was time to revisit this benchmark.

2. Recommend that the legislative and executive branches carefully monitor the ongoing impact of inflation when setting the state education finance formula increases in the future.

This recommendation had unanimous support of board members.

The board's discussion leading up to the recommendation had to do with inflation and how it impacts a school district's buying power. Board members wanted policy makers to recognize inflation as an important factor when considering future increases in the state aid funding formula.

3. Add the Department of Education's Government Operations and Audit Committee performance indicators as an appendix to this report.

This recommendation passed with five members voting for it and three members voting against it.

Discussion around this recommendation had to do with outcomes and understanding how investment of state funds may/may not have a direct impact on things like student achievement, attendance, and graduation rates.

SOUTH DAKOTA TEACHER COMPENSATION REVIEW BOARD

JULY 17, 2023



south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

BLUEPRINT OF PRESENTATION

- Review of 2021 Teacher Compensation Review Board Conclusions
- First Look at Core Data
- Other Current Workforce Data
- Enrollment and Teacher Workforce Projections

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

The board shall review teacher compensation, including comparable wage indexes, in surrounding states at the completion of every two school years. The board shall report its findings to the Governor and the Legislature biennially by September thirtieth.

The members shall serve a term of two years.

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2021 CONCLUSIONS

SUMMARY OF FINDINGS FROM THE TEACHER COMPENSATION REVIEW BOARD



CONCLUSIONS FROM THE BOARD IN 2021

- The Blue Ribbon Task Force set out a robust agenda to enact positive change for teacher pay in South Dakota after the state had the lowest average teacher salary in the country for decades. Since then, the actions taken on the task force's recommendations, including changes to the funding formula and increased funding to K-12 education, show that South Dakota made significant strides in teacher pay. The only state with a larger increase in average teacher pay is Washington state. South Dakota's wage growth of 22.39%, ranked second best in the country, is far ahead of the national average growth over that time at 13.29%
- Though South Dakota has made significant investments, the state is now ranked 50th in teacher salaries after other states also made notable investments in teacher pay in recent years.
- Recruiting and retaining educators must remain a priority at both the local and state levels to ensure that, in addition to competitive salaries, the workforce is filled with qualified educators who support students in their academic and personal development.

CONCLUSIONS FROM THE BOARD IN 2021

- The teacher shortage in South Dakota is challenging for many districts and is projected to increase. The highest needs are in elementary positions, special education, language arts, fine arts, math, and miscellaneous/non-credit positions. Teacher pay is one of several important factors to address this shortage. The state's quality communities, excellent retirement benefits, low cost of living, and additional benefits paired with salaries all contribute to a good quality of life for those in the education profession.
- Decision makers at all levels must utilize all possible options to make teacher salaries competitive in the state and around the region. Every effort should be made to keep great teachers in classrooms in South Dakota, including addressing the costs of higher education for teacher candidates.
 - Local school boards set teacher salaries and make staffing decisions that align with their district priorities and needs. School districts must structure wage ranges, from starting pay to the highest wages, to attract and retain a qualified and capable workforce.
 - Policy makers must recognize there are many pressure points on local school district budgets. With property tax valuations increasing in many areas of the state, decisions makers should consider the reallocation of existing budgets to help attract and retain great teachers.

CONCLUSIONS FROM THE BOARD IN 2021

- Workforce shortages in non-certified staffing is [sic] causing a shift of resources away from teacher salaries. As schools have had to increase hourly wages to attract and retain support staff, budgets are shifting toward those priorities. Increased support staff costs will erode the ability for school boards to increase teacher salaries.
- The impacts of the COVID-19 pandemic are not yet fully understood, particularly in relation to the availability of the education workforce, economic inflation, and teacher compensation. In particular, substantial inflation over the past six months indicates that the index factor in the state aid formula is likely to be below the inflationary adjustment needed to prevent salaries from falling further behind in market competitiveness. Policy makers must watch economic and labor force indicators carefully in the coming months and years to position South Dakota's schools and educators in a sustainable and competitive position.



FIRST LOOK AT CORE DATA

EXAMINING TEACHER COMPENSATION, NATIONAL RANKINGS, AND COMPARABLE WAGES



TEACHER COMPENSATION

Salary Increases Over Time

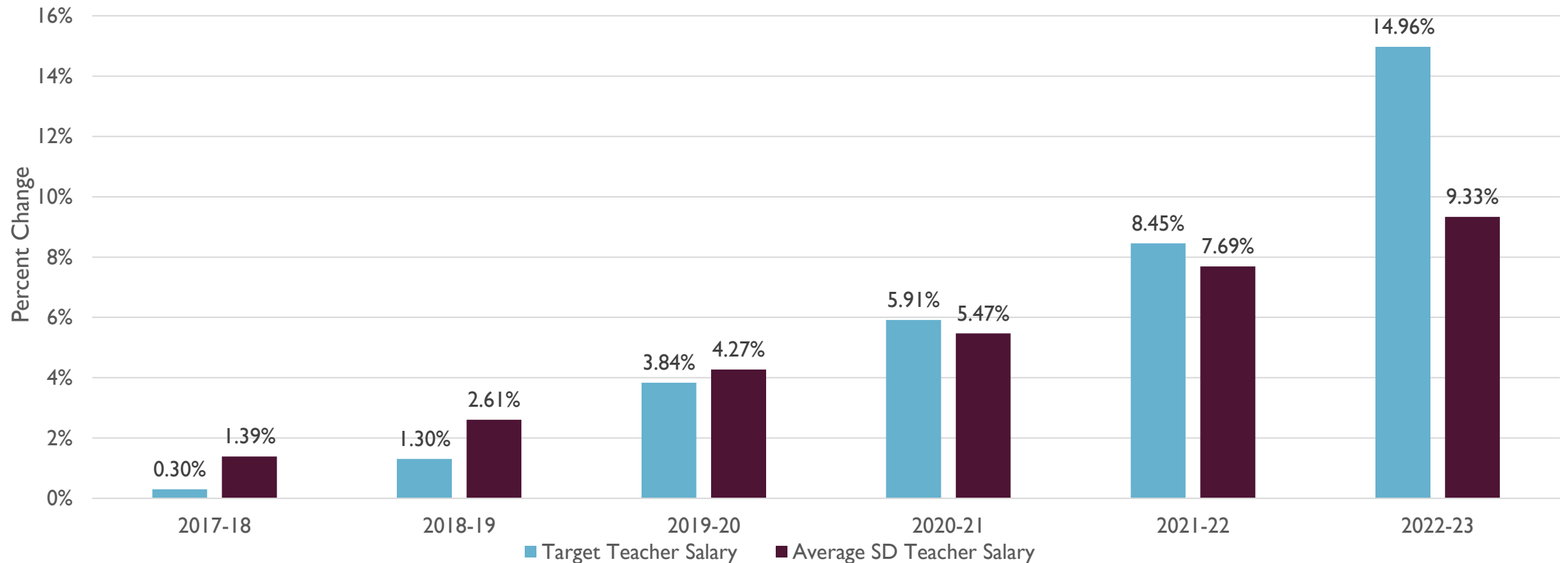
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Note(s): *% change is calculated from baseline year 2016-17

Source: South Dakota Department of Education School Financial Data and National Education Association

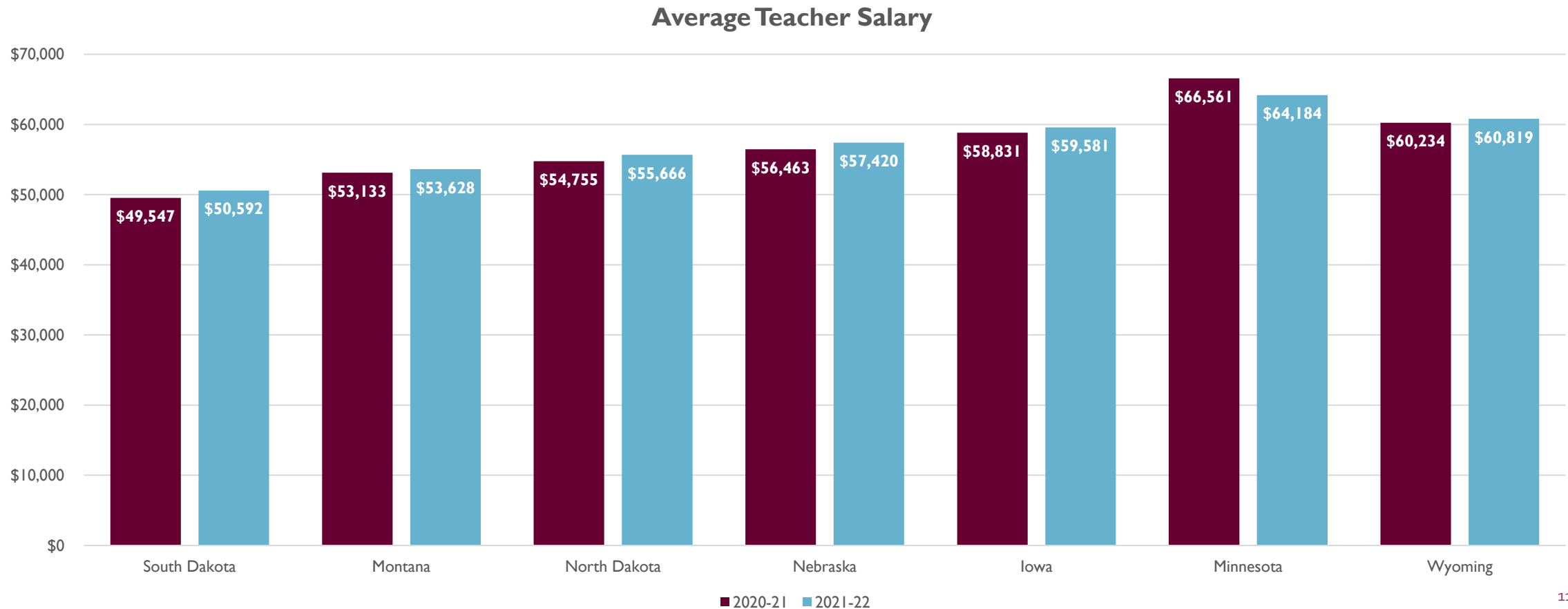
TEACHER COMPENSATION

Annual Percent Change in Targeted and Average Teacher Salary



Source: South Dakota Department of Education School Financial Data and National Education Association

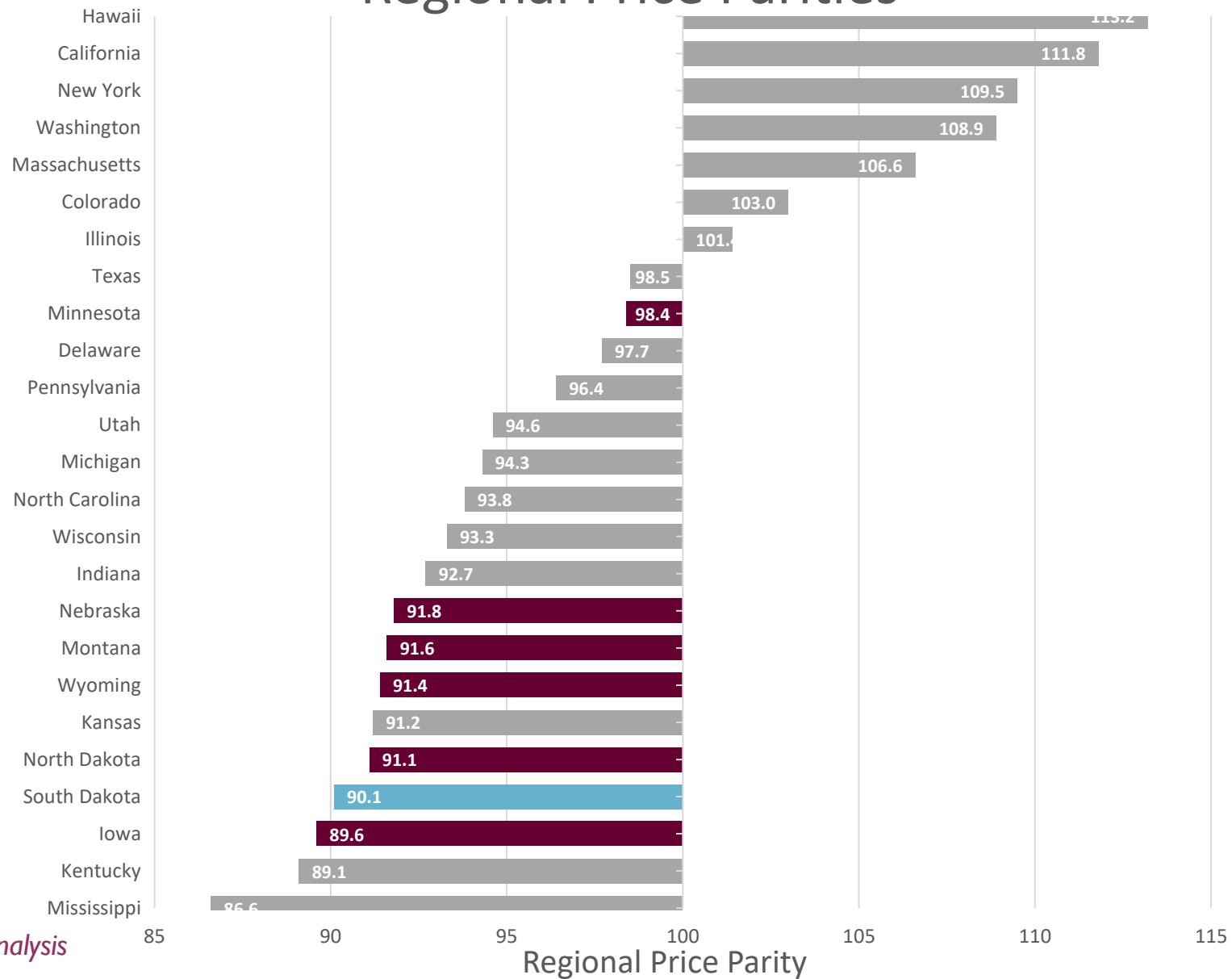
HOW DOES TEACHER COMPENSATION IN SD COMPARE TO NEIGHBORING STATES?



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.

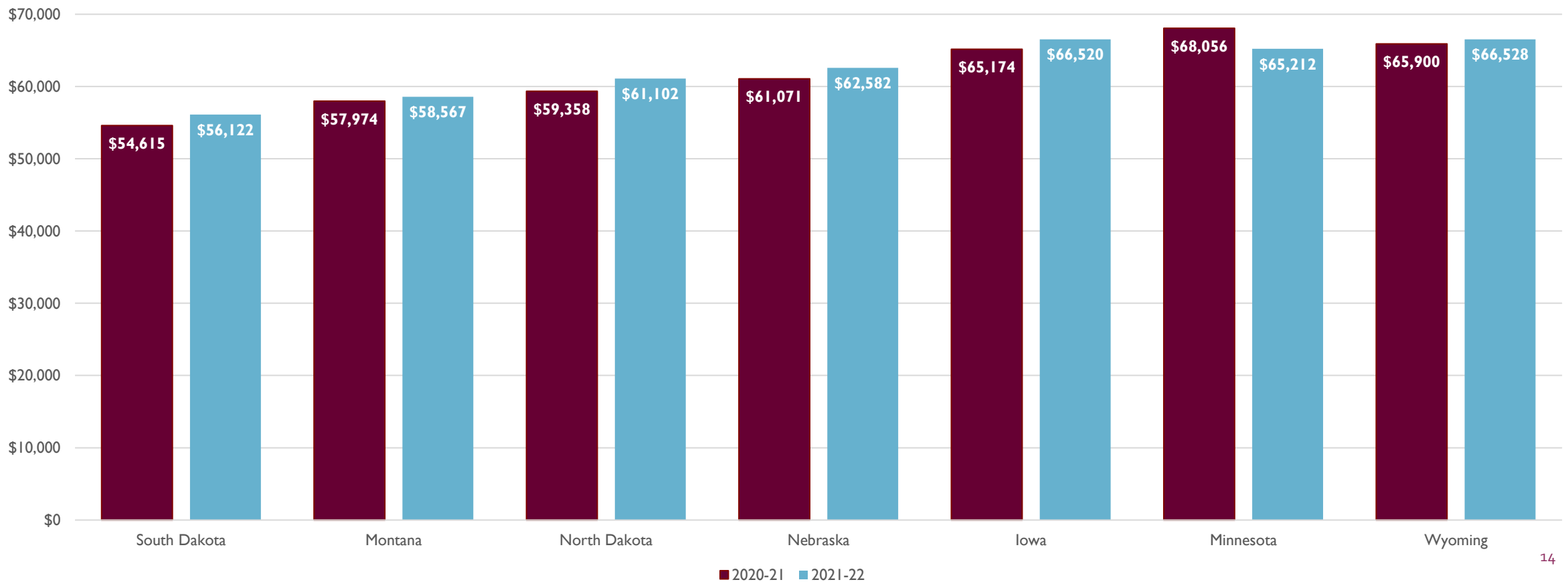
Regional Price Parities



Source: Bureau of Economic Analysis

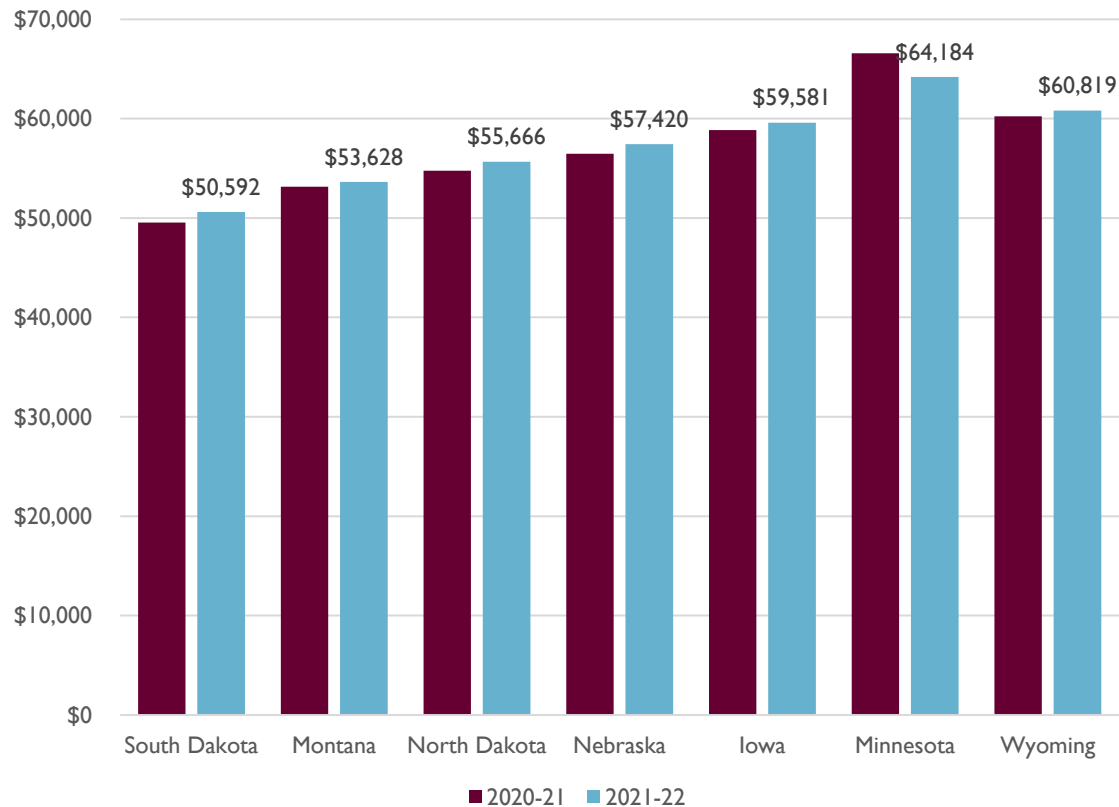
HOW DOES TEACHER COMPENSATION IN SD COMPARE TO NEIGHBORING STATES?

Salary Equivalent Adjusted for Regional Price Parity

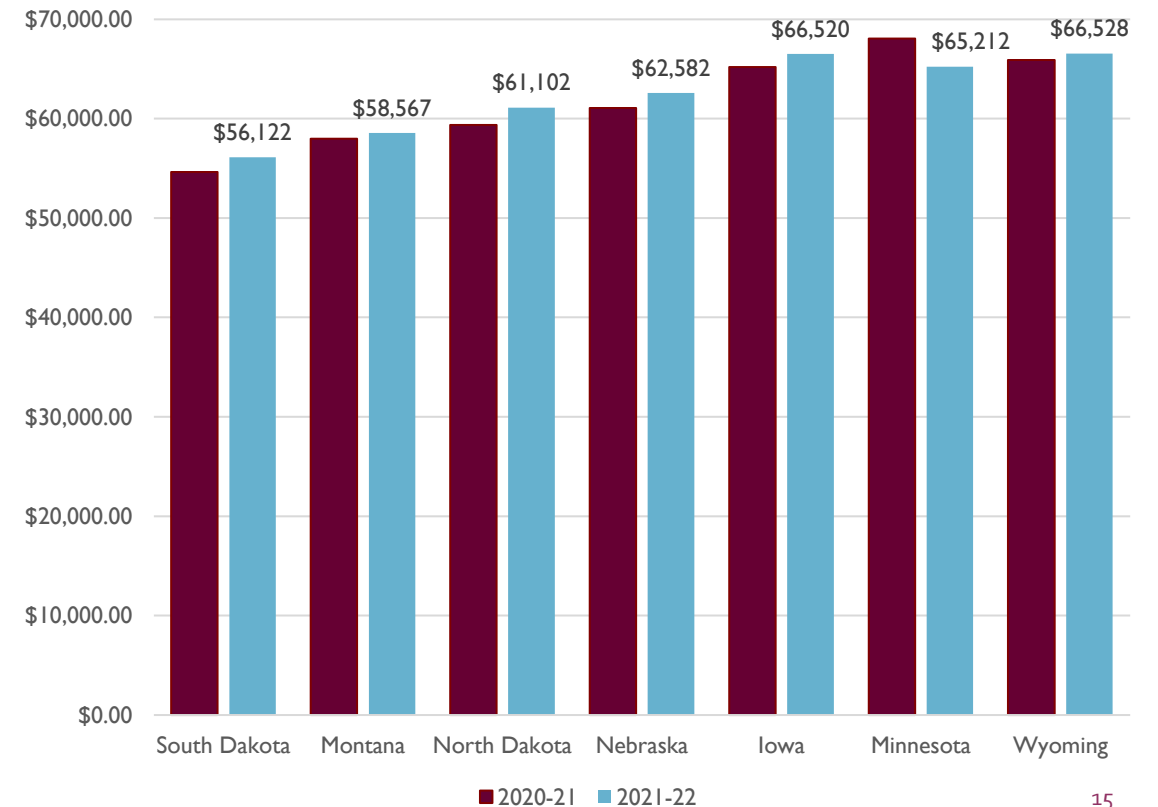


HOW DOES TEACHER COMPENSATION IN SD COMPARE TO NEIGHBORING STATES?

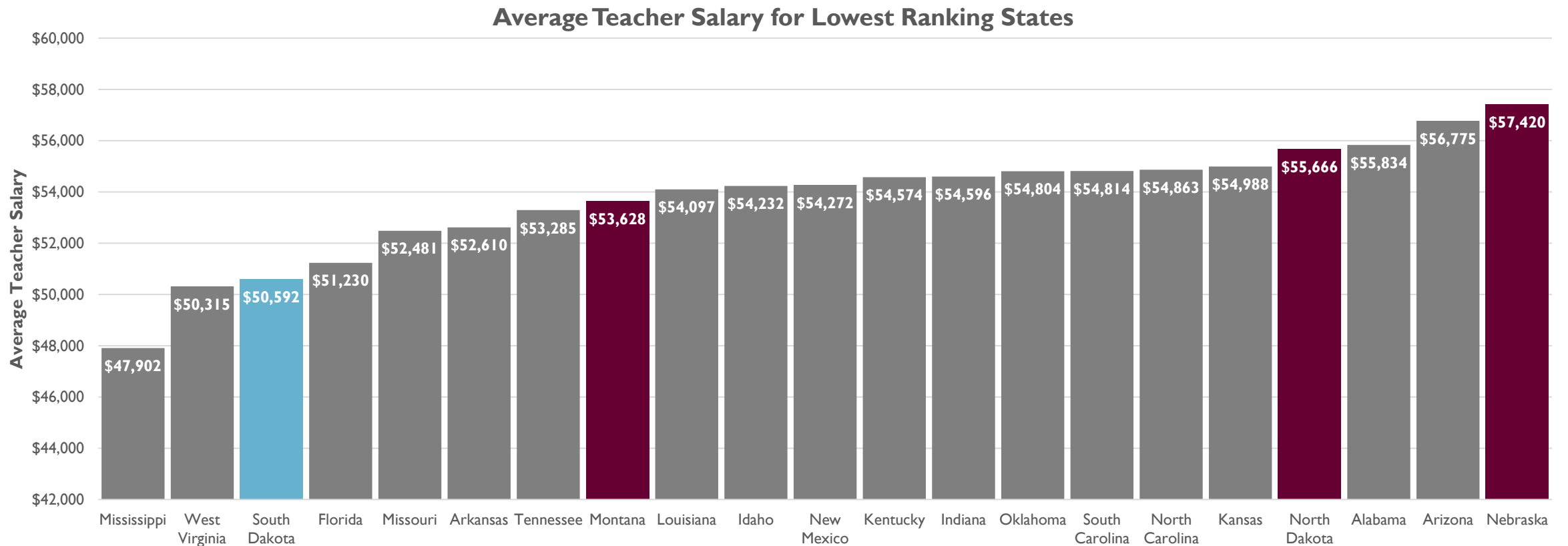
Average Teacher Salary



Salary Equivalent Adjusted for Regional Price Parity



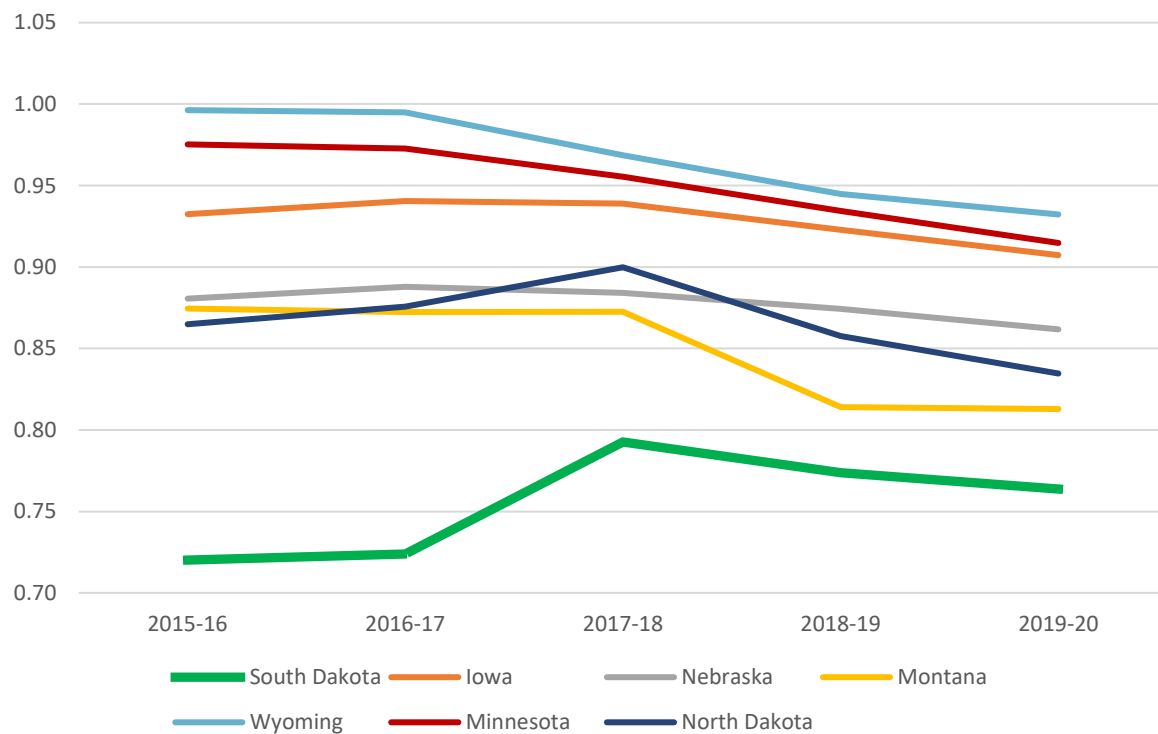
SOUTH DAKOTA IS WITHIN \$5K OF BEING RANKED MUCH HIGHER (2021/22)



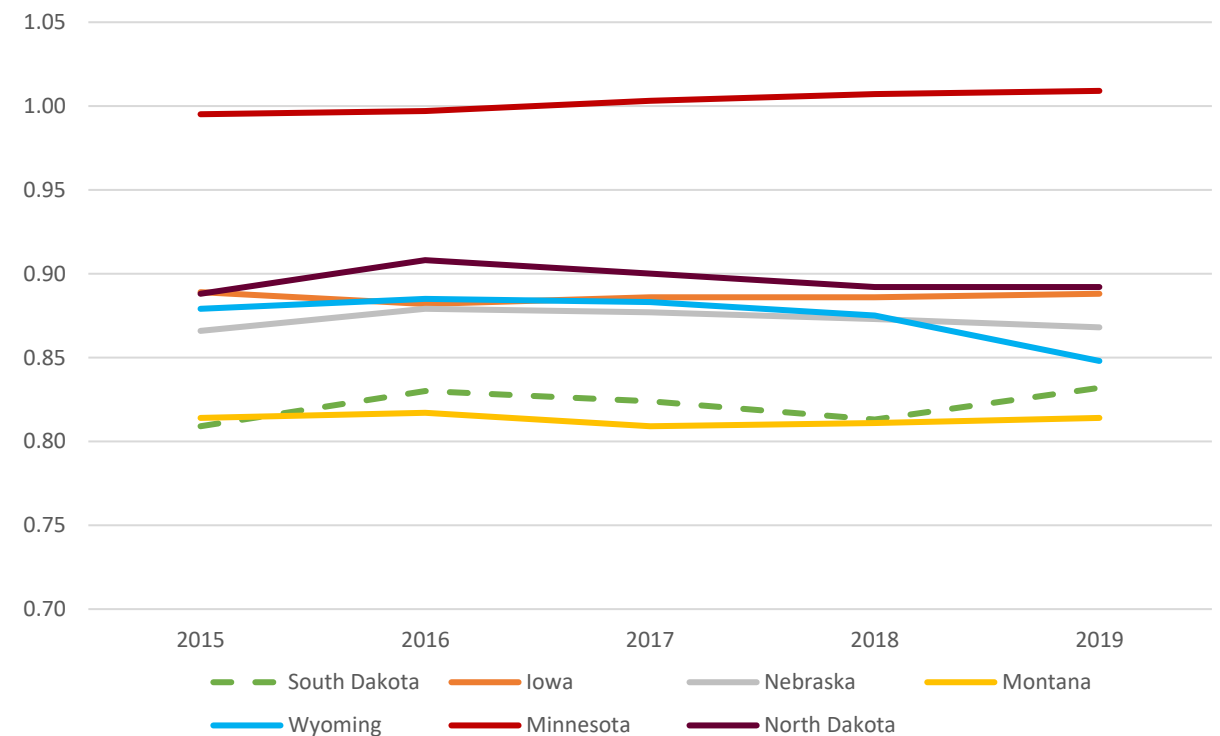
Source: National Education Association

COMPARABLE WAGE INDEX – UPPER MIDWEST REGION*

Average Teacher Salary

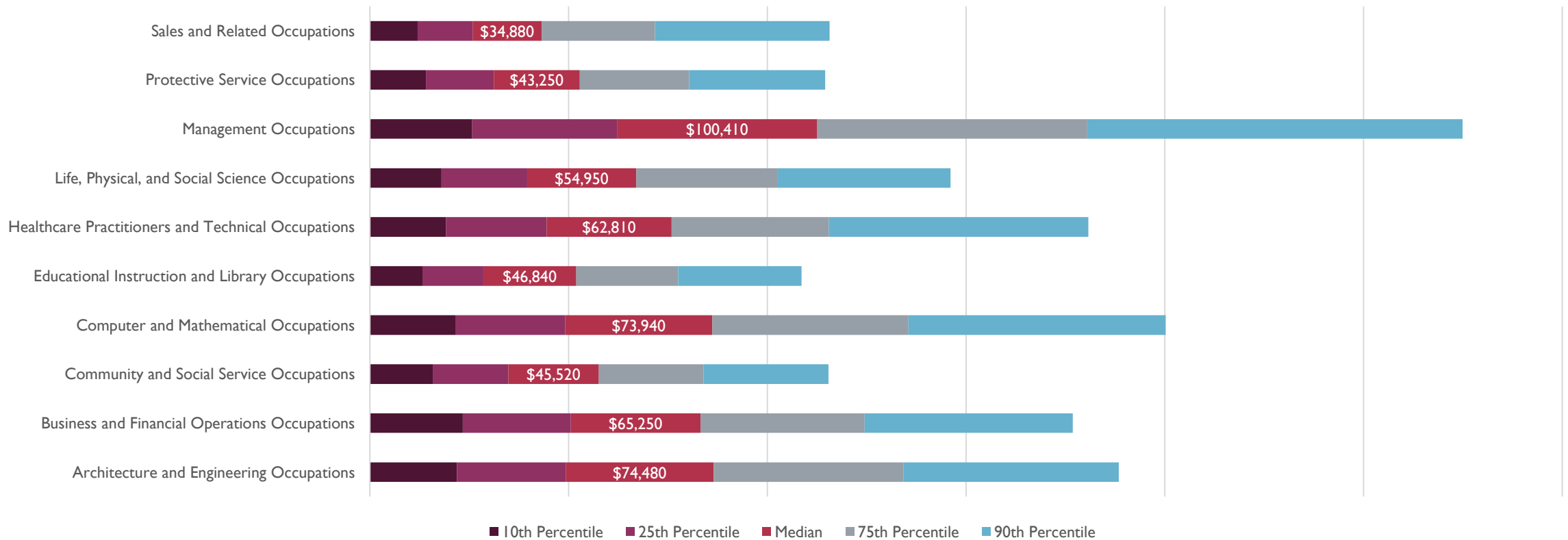


Comparable Salary



Note(s): *CWIFT metrics have not been updated since 2019

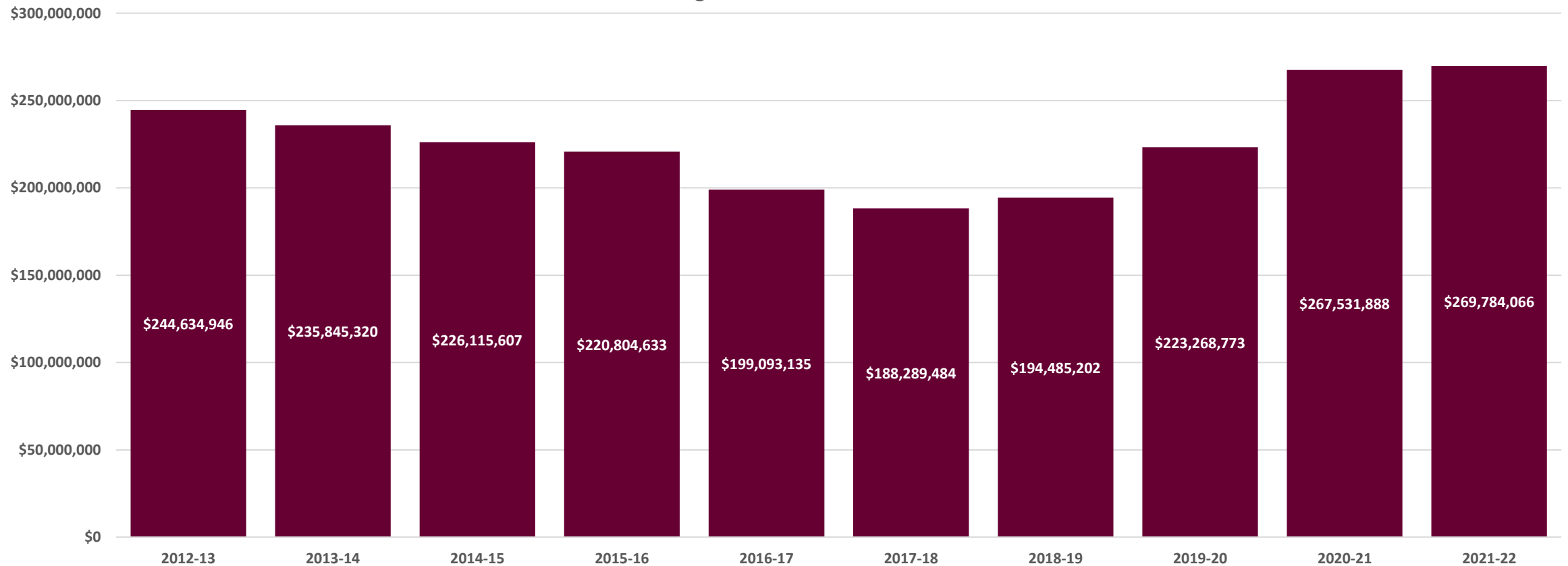
THE MEDIAN SALARY AND RANGE FOR EDUCATION AND LIBRARY OCCUPATIONS IS SIMILAR TO OTHER SERVICE OCCUPATIONS AND SALES



Source: Bureau of Labor Statistics

GENERAL FUND BALANCES HAD BEEN DECREASING

Ending General Fund Balance

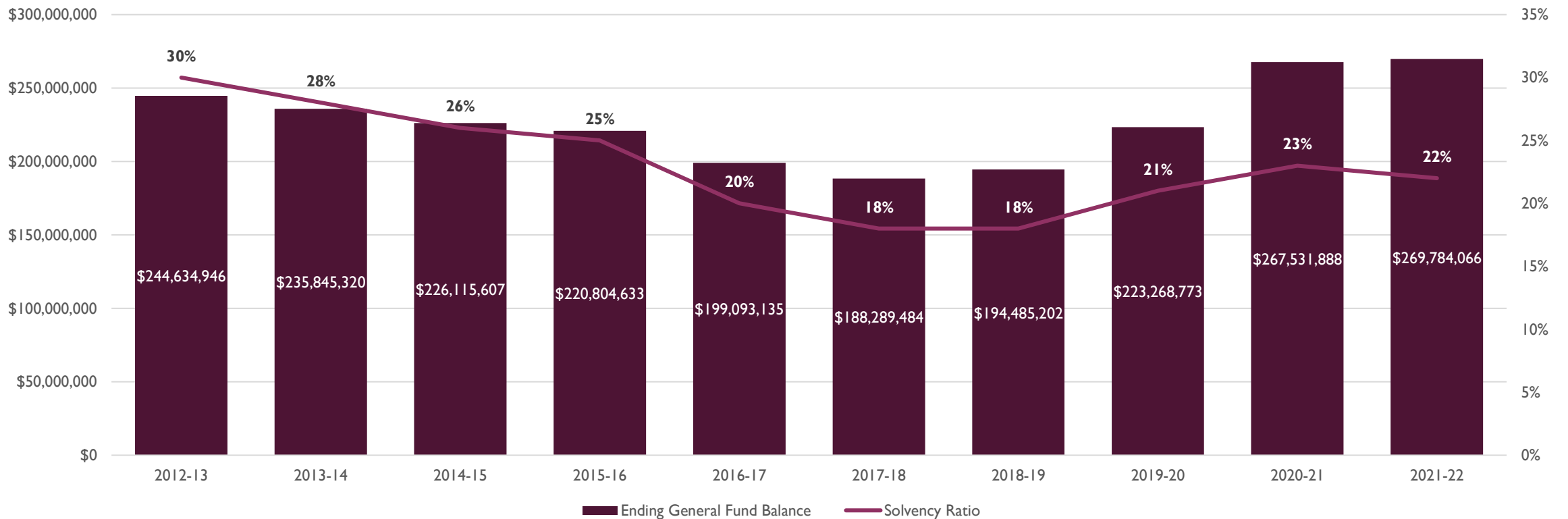


Note(s): COVID-19 affected school spending in the 4th quarter of the fiscal year.

Source: South Dakota Department of Education School Financial Data

GENERAL FUND BALANCES HAD BEEN DECREASING

Ending General Fund Balance and Solvency Ratio



Note(s): COVID-19 affected school spending in the 4th quarter of the fiscal year.

Source: South Dakota Department of Education School Financial Data

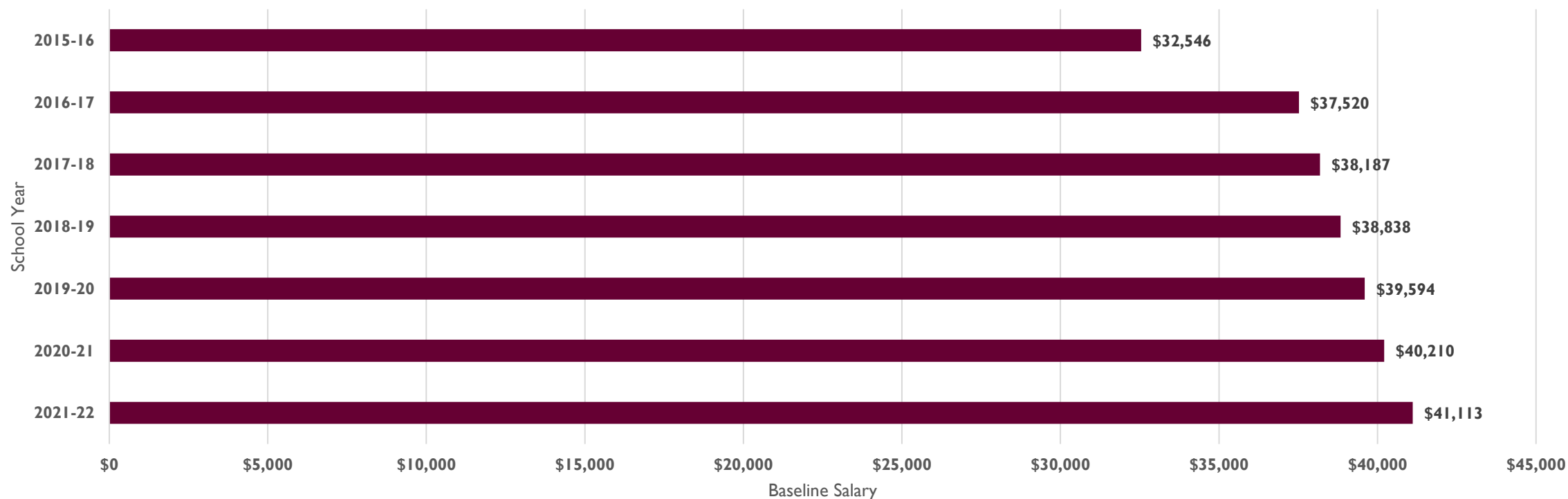


WHERE ARE WE NOW?

CURRENT DATA ON THE EDUCATOR WORKFORCE

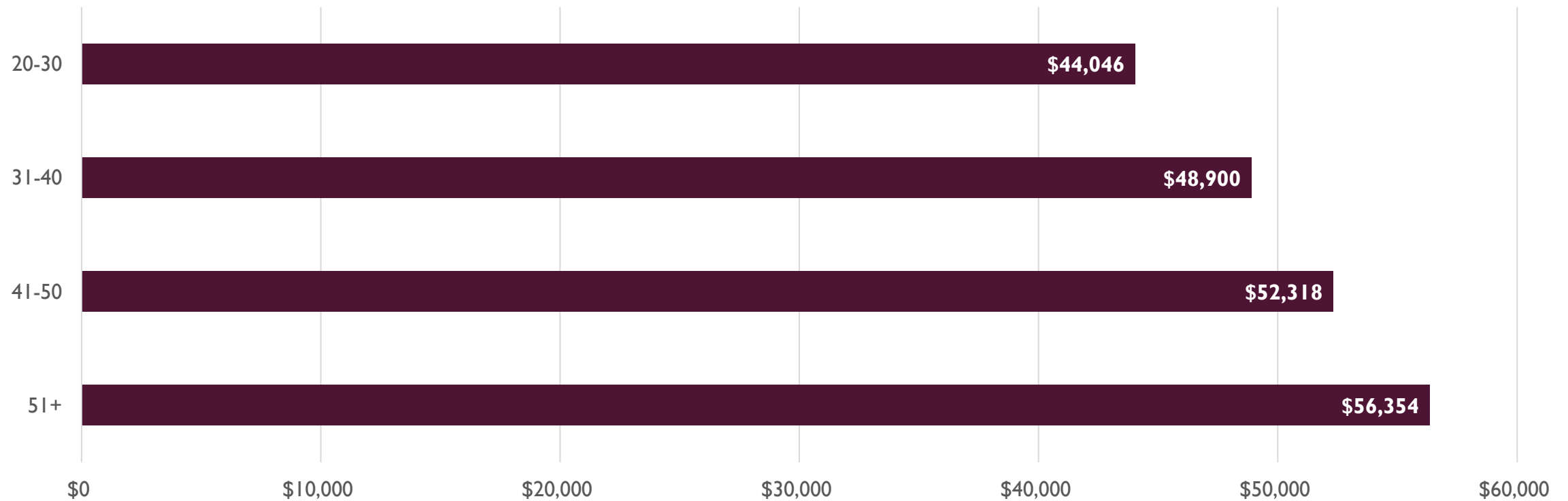


BASELINE TEACHER SALARIES INCREASED ALMOST 2% MORE THAN AVERAGE TEACHER SALARIES BETWEEN 2016-17 AND 2021-22



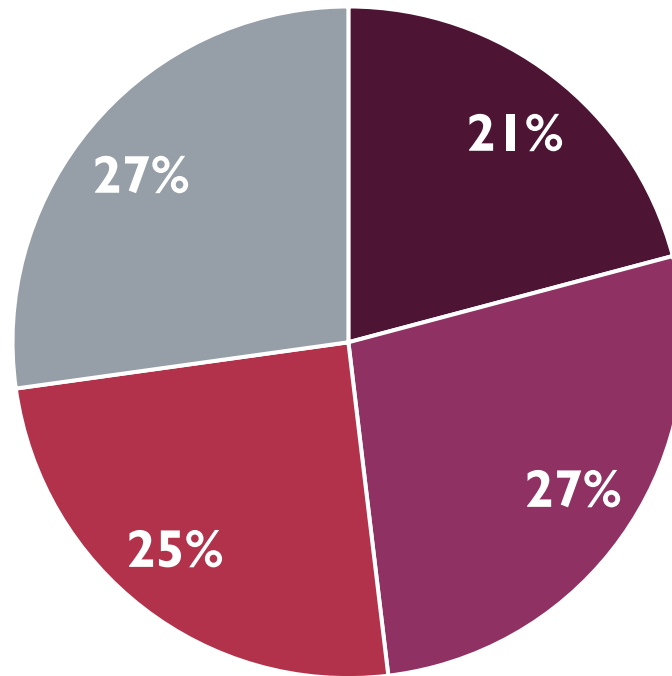
Source: South Dakota Department of Education Personnel Record Form

THE AVERAGE SALARY OF TEACHERS AGED 51+ IS \$12K HIGHER THAN TEACHERS AGED 20-30



Source: South Dakota Department of Education Personnel Record Form

THE SOUTH DAKOTA TEACHER WORKFORCE IS EVENLY DISTRIBUTED BY AGE



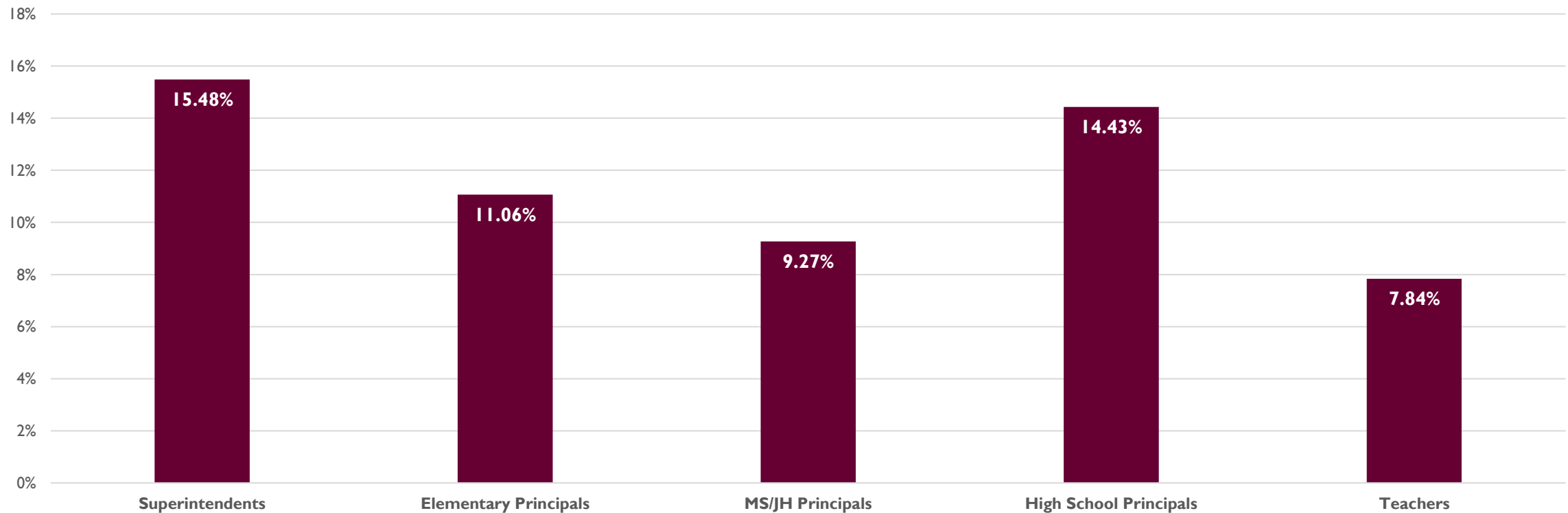
■ 20-30 ■ 31-40 ■ 41-50 ■ 51+

Source: South Dakota Department of Education Personnel Record Form

TOTAL TEACHER COMPENSATION HAS INCREASED SLIGHTLY MORE THAN SALARY ALONE SINCE 2017

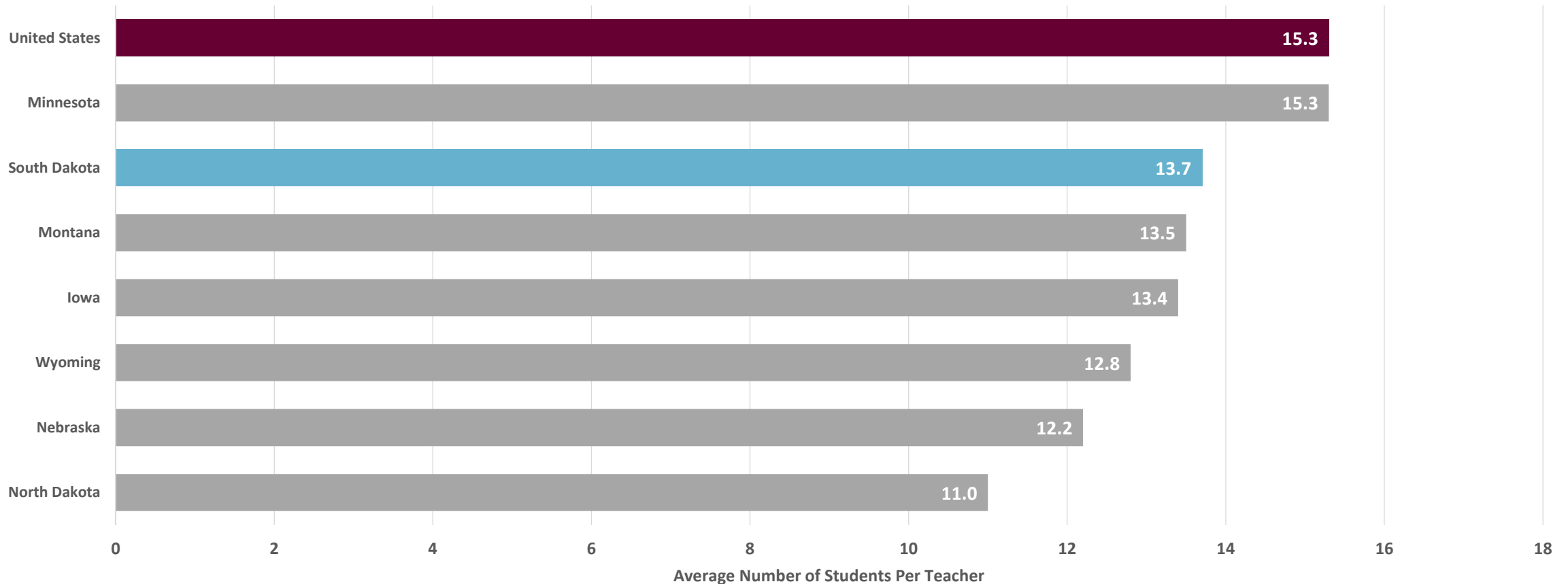
	2017	2018	2019	2020	2021	2022	% Change SY 2017 -22
Average Teacher Compensation (including benefits)	\$60,687	\$61,442	\$62,368	\$63,454	\$64,271	\$65,573	8.05%
NEA Average Teacher Salary	\$46,979	\$47,631	\$48,204	\$48,984	\$49,547	\$50,592	7.69%

ADMINISTRATOR SALARIES HAVE INCREASED MORE THAN TEACHER SALARIES BETWEEN 2016-17 AND 2021-22



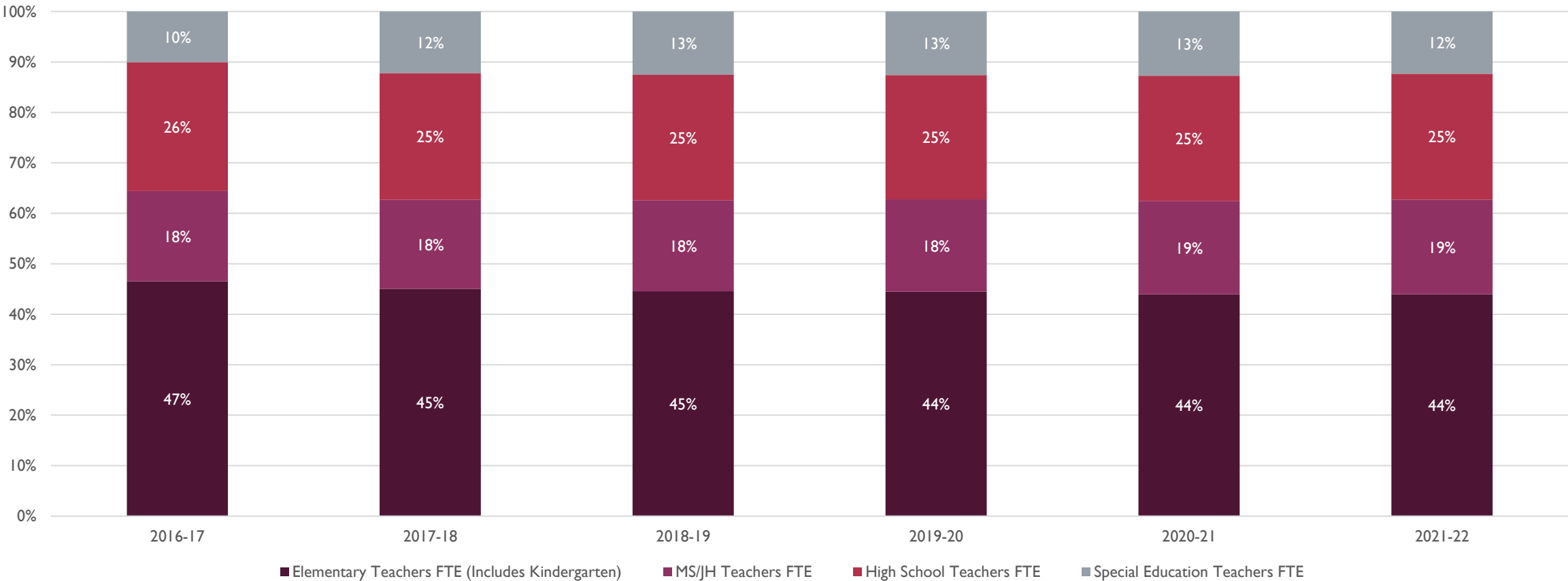
Source: South Dakota Department of Education Personnel Record Form

TEACHER-STUDENT RATIOS IN SOUTH DAKOTA ARE SIMILAR TO THOSE IN MOST NEIGHBORING STATES AND LOWER THAN THE NATIONAL AVERAGE



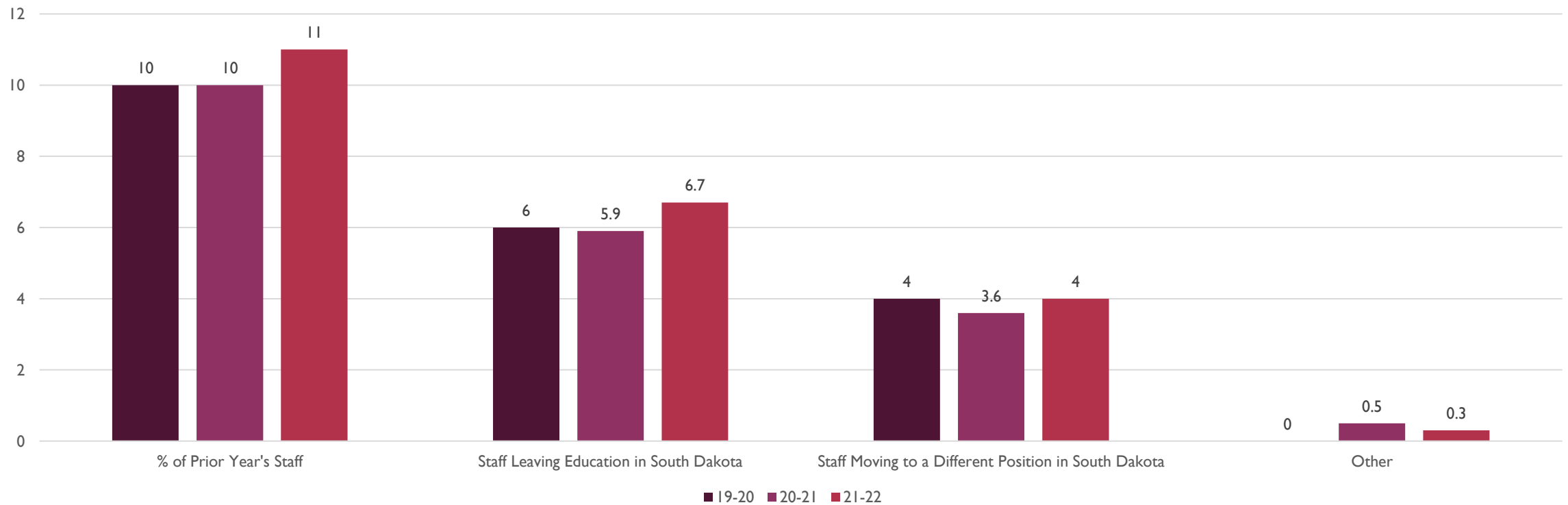
Source: South Dakota Department of Education Personnel Record Form

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



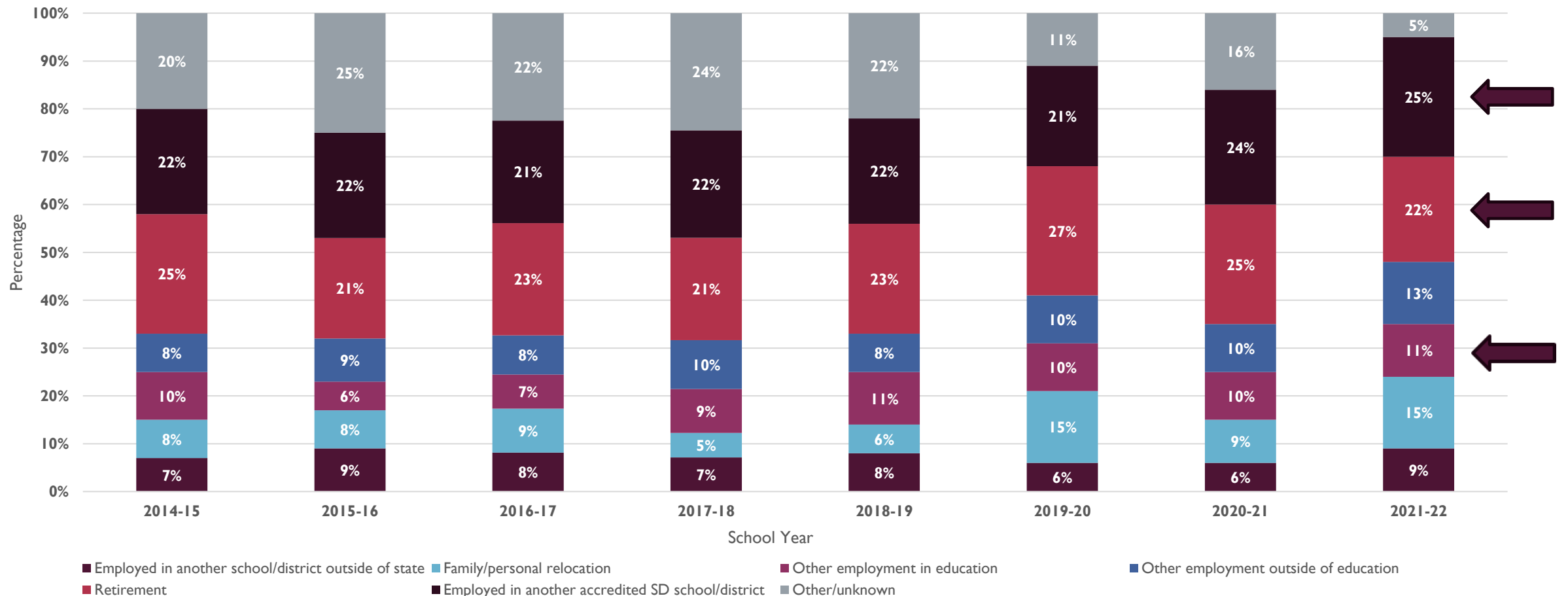
Source: South Dakota Department of Education Personnel Record Form

11% OF SOUTH DAKOTA TEACHERS LEFT THEIR POSITIONS AFTER THE 2021-22 SCHOOL YEAR



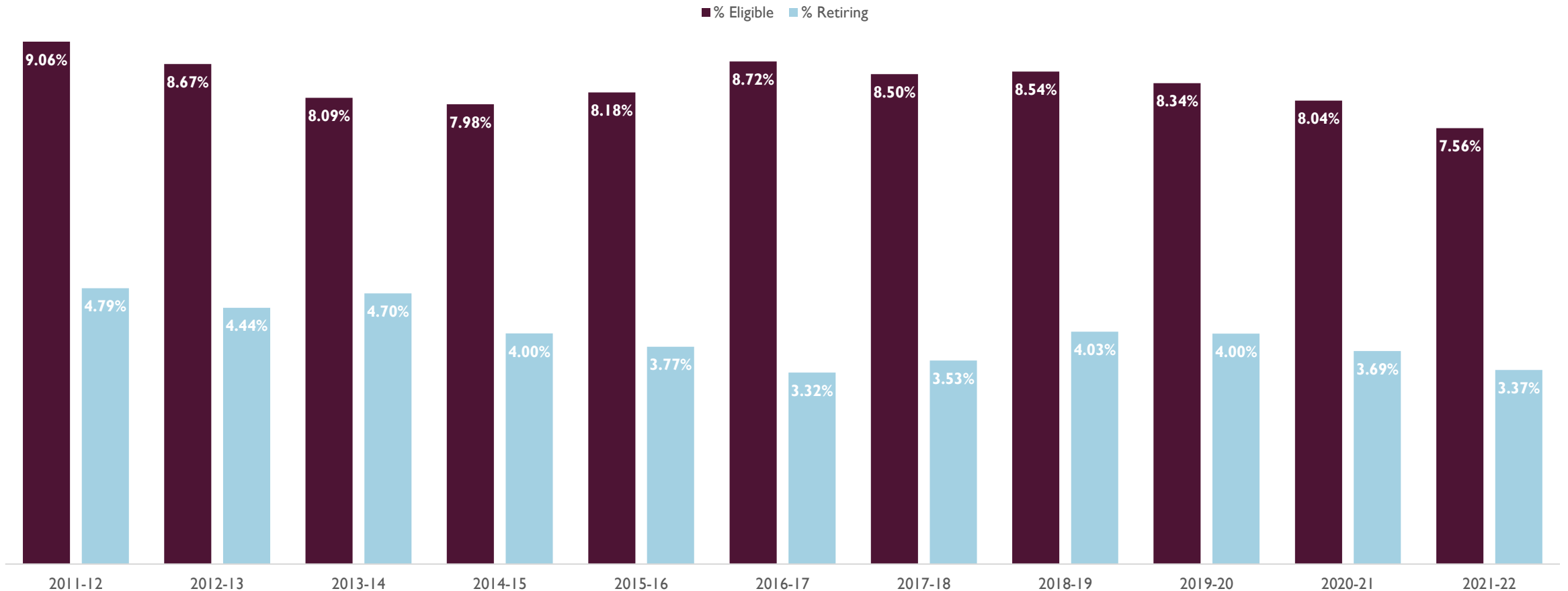
Source: South Dakota Department of Education Personnel Record Form

RETIREMENT & MOVEMENT WITHIN THE SOUTH DAKOTA EDUCATION SYSTEM REPRESENT NEARLY 60% OF TEACHERS LEAVING THEIR POSITIONS AS REPORTED BY DISTRICTS



Source: South Dakota Department of Education Personnel Record Form

FEWER THAN HALF OF ELIGIBLE RETIREES TEND TO RETIRE EACH YEAR

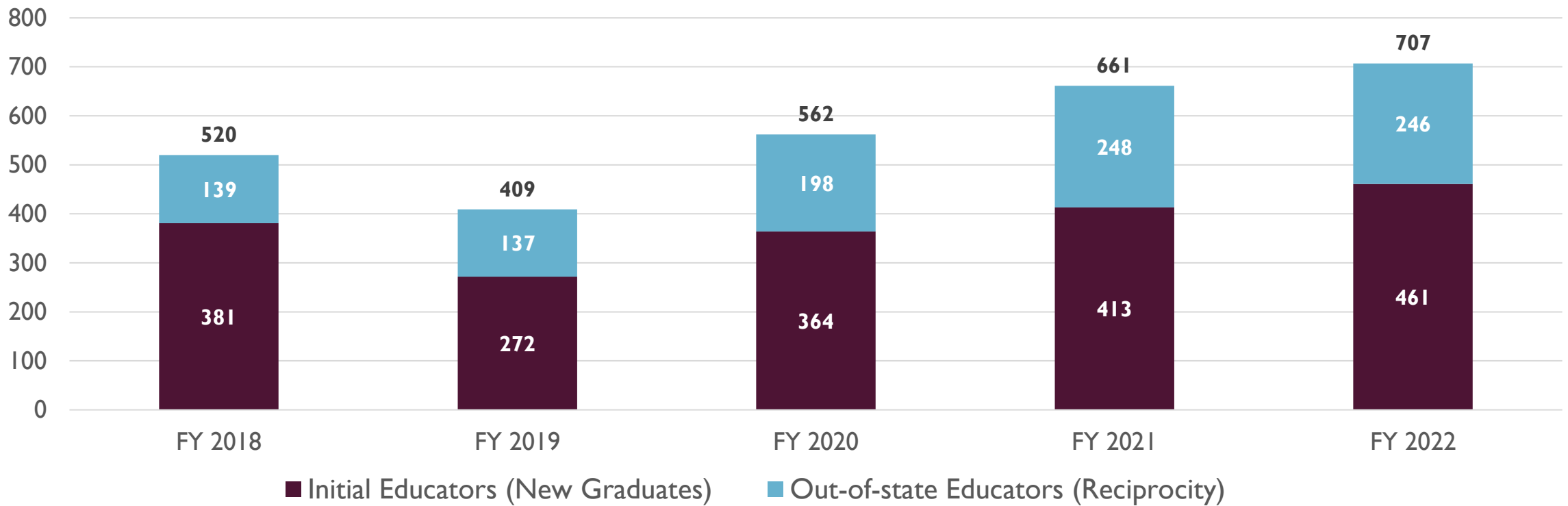


Source: South Dakota Department of Education Personnel Record Form

THE NUMBER OF EDUCATOR CERTIFICATES PROCESSED HAS INCREASED EACH YEAR

	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Initial (Initial Educator, Educator Permit Only, Alternative Preliminary)	570	421	537	595	673
Initial based on Reciprocity (Provisional, Out-of-State, Out-of-Country)	144	141	219	265	308
Alternative Certification (CTE, General Education, TFA, SPED, Administrator)	70	165	138	123	170
Renewal (Educator Certification, Educator Permit, Provisional, Alt Cert, Temporary)	1837	2045	2251	2379	2323
Updates (Duplicate Certificate, Add Endorsement, Correction)	385	521	503	582	615
Total Certificates Processed	3,006	3,293	3,648	3,944	4,089

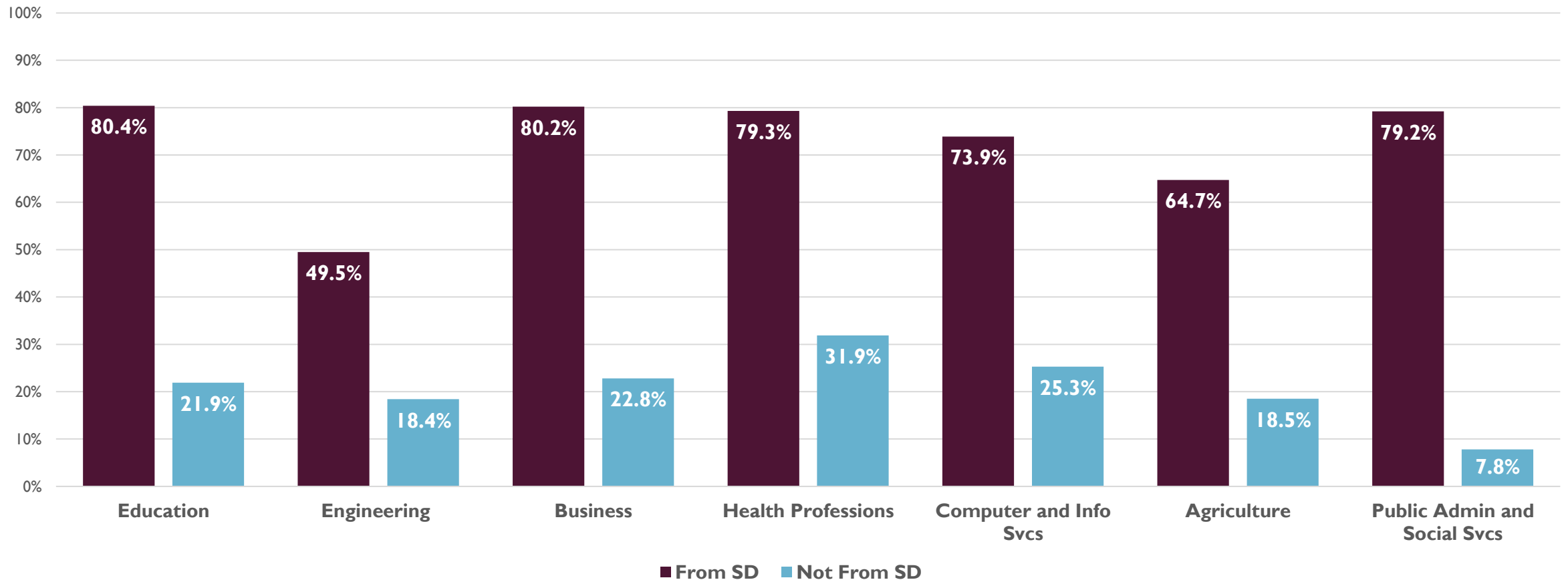
THE NUMBER OF SOUTH DAKOTA GRADUATES AND APPLICANTS FROM OUT-OF-STATE HAS INCREASED AND HELD



THERE ARE MORE TEACHER PREPARATION GRADUATES THAN INITIAL CERTIFICATES PROCESSED

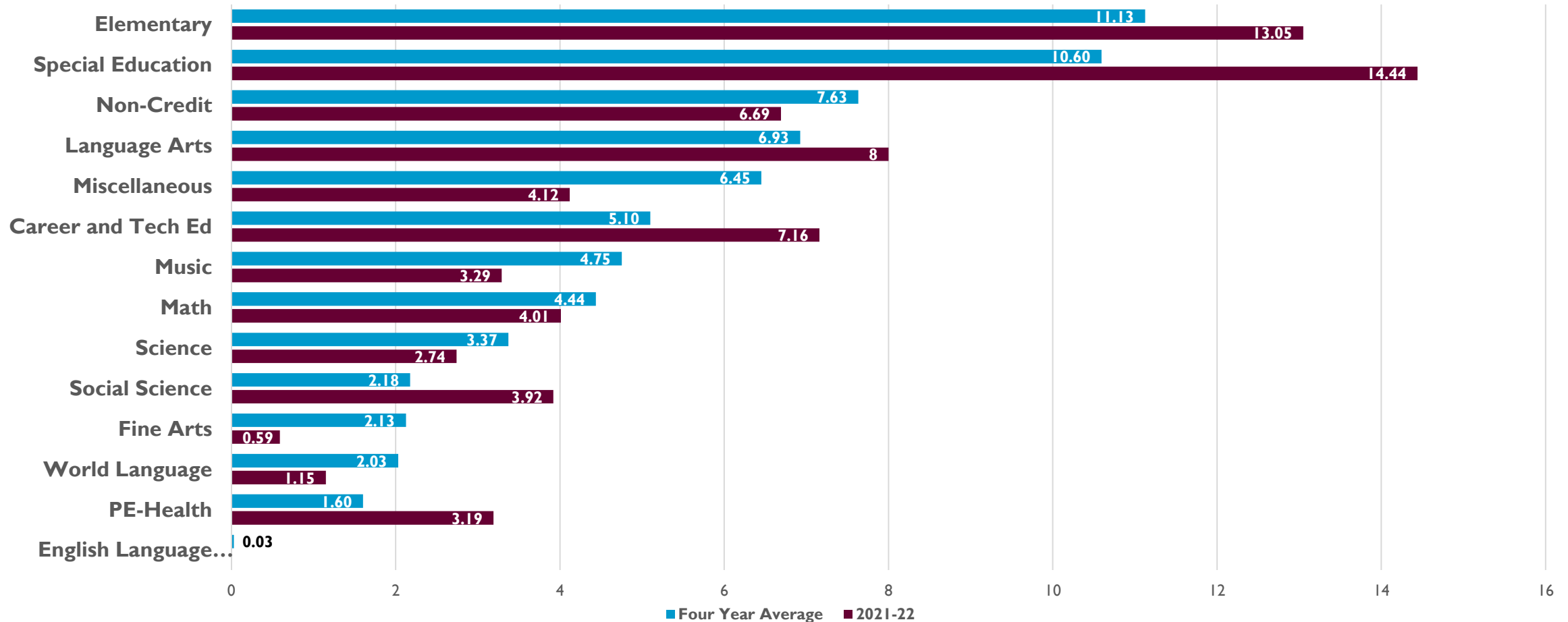
TEACHER PREPARATION GRADUATES						
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Non-BOR Grand Total	142	130	133	139	141	158
BOR Grand Total	532	597	520	561	511	514
Combined Grand Total	674	727	653	700	652	672
Source: Title II Report						
Initial Educator Certificates Processed						
Source: South Dakota Educator Certification System			381	272	364	413

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: South Dakota Board of Regents

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



Source: South Dakota Department of Education Personnel Record Form

THE NUMBER OF JOB POSTINGS FOR TEACHERS IS INCREASING

South Dakota Educator Job Postings

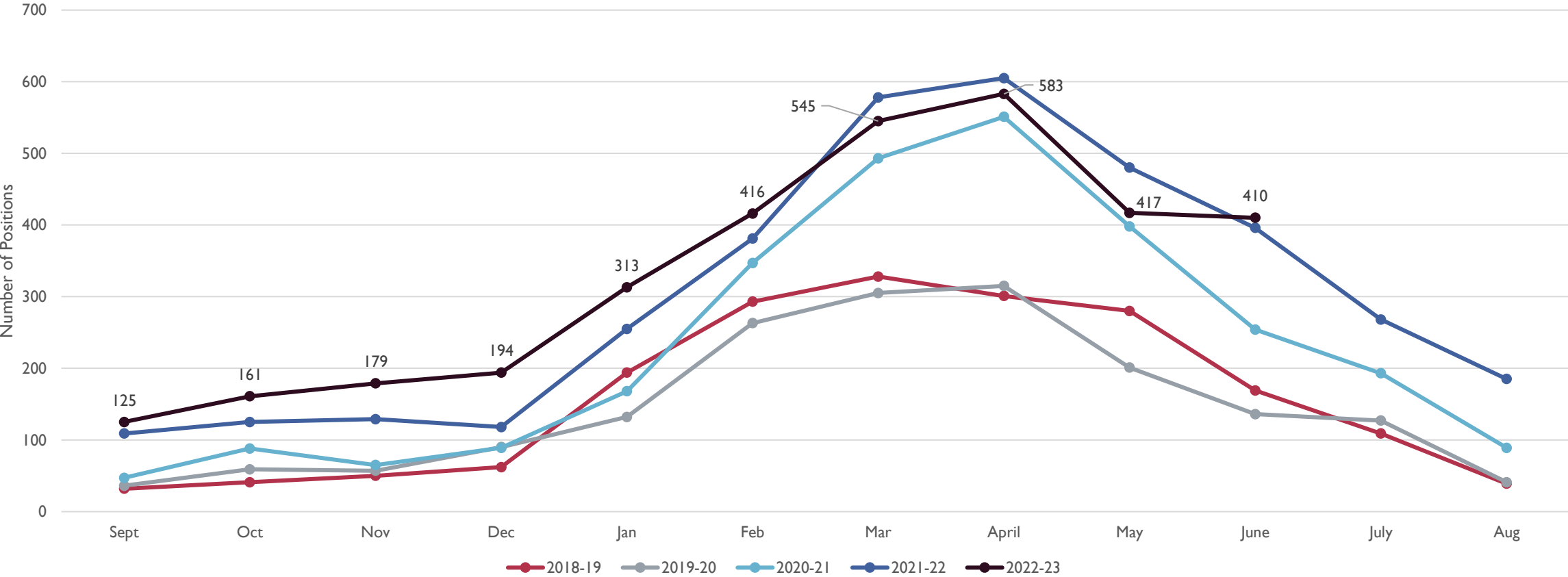
Highest Categories of Positions Posted on the Teacher Placement Center

2018		2019		2020		2021		2022		2023	
April											
SPED/Early Childhood	62	SPED/Early Childhood	39	SPED/Early Childhood	53	SPED/Early Childhood	71	Elementary Teachers	89	Elementary Teachers	118
Elementary Teachers	61	Elementary Teachers	37	Elementary Teachers	52	Elementary Teachers	69	SPED/Early Childhood	78	SPED/Early Childhood	102
Math	27	Art/Music/Health/PE	26	CTE	35	Math Teachers	52	Art/Music/Health/PE	65	Art/Music/Health/PE	53
Administrators	26	English/Language Arts	24	Art/Music/Health/PE	28	English/Language Arts	52	English/Language Arts	43	Administration & CTE	33
August											
SPED/Early Childhood	10	SPED/Early Childhood	8	SPED/Early Childhood	8	SPED/Early Childhood	24	SPED/Early Childhood	31		
Elementary Teachers	7	Elementary Teachers	5	Elementary Teachers	4	Elementary Teachers	17	Elementary Teachers	24		
English/Language Arts	5	Art/Music/Health/PE	5	Math Teachers	4	English/Language Arts	8	CTE	16		
Administrators	4	Technology Education	4	Speech Pathologist	4	CTE	7	English/Language Arts	12		

Source: Associated School Boards of South Dakota

ASBSD TEACHER PLACEMENT DATA

TEACHING POSITIONS LISTED IN THE ASBSD TEACHER PLACEMENT CENTER



Source: Associated School Boards of South Dakota

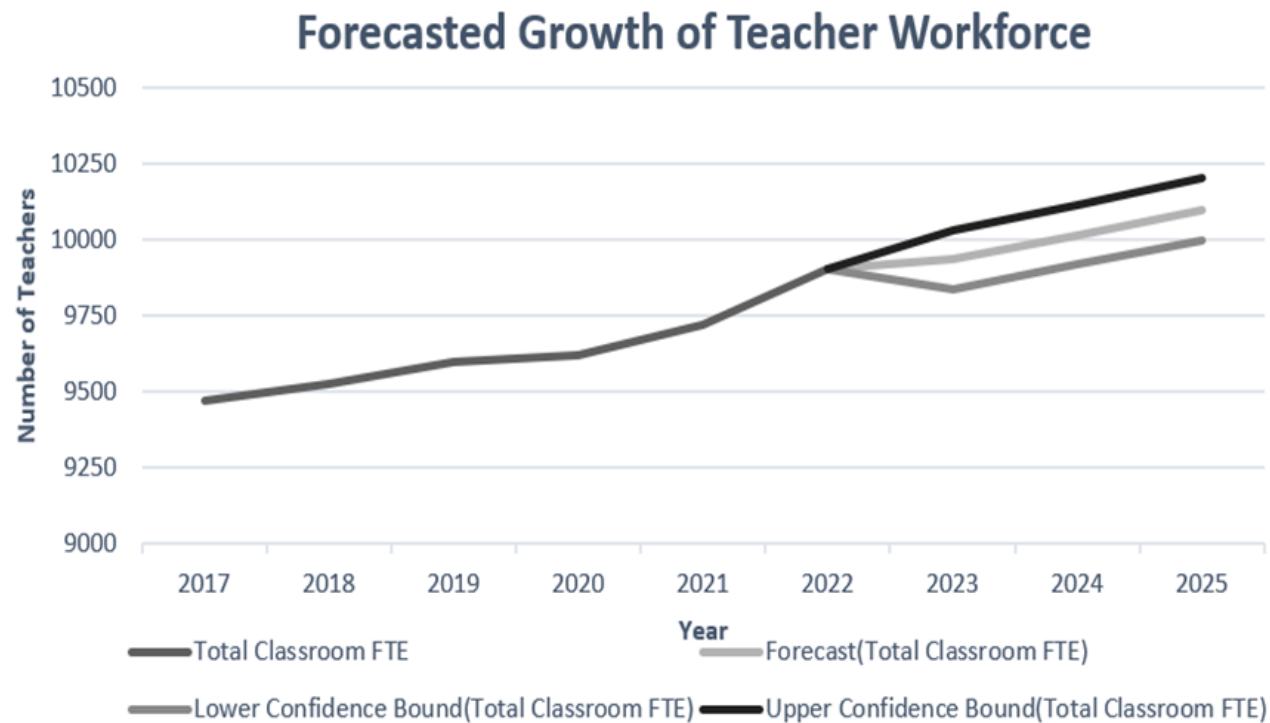


PROJECTIONS

PROJECTED DATA ON THE EDUCATOR WORKFORCE

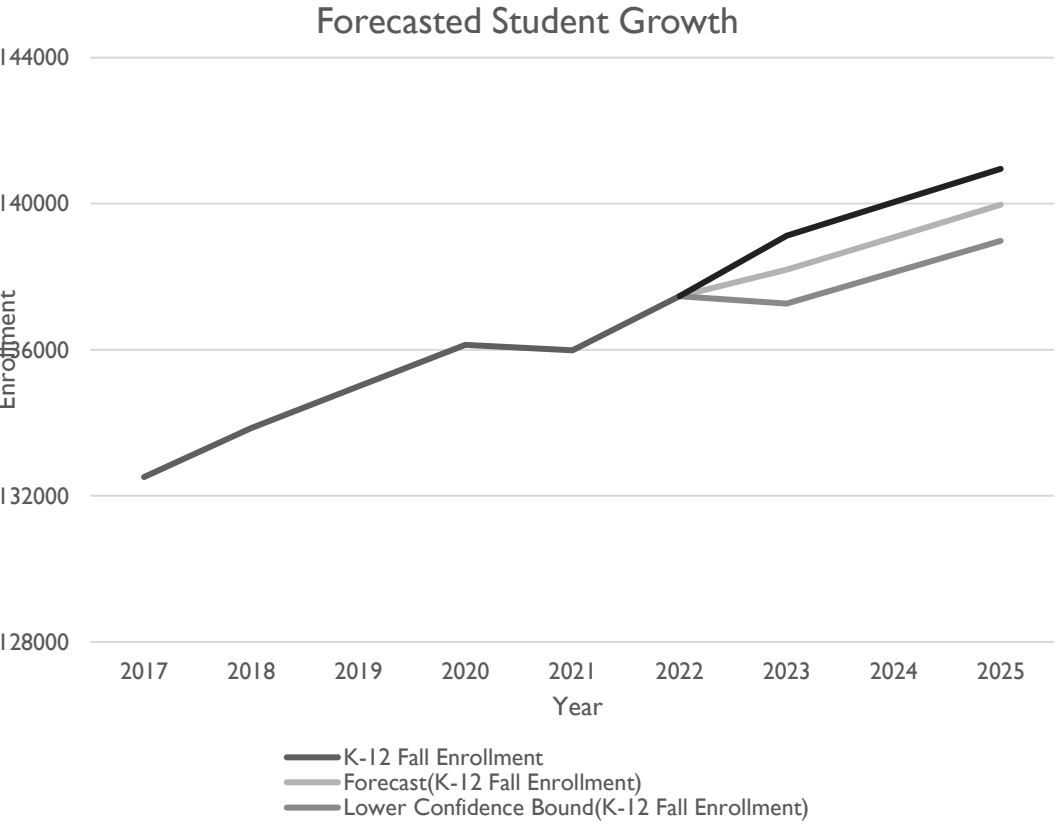


THE TEACHER WORKFORCE IS PROJECTED TO GROW BY ~200 IN THE NEXT 3 YEARS



Year	Forecast	Lower	Upper
2022	9905	9905	9905
2023	9936	9840	10032
2024	10018	9919	10117
2025	10100	9999	10202

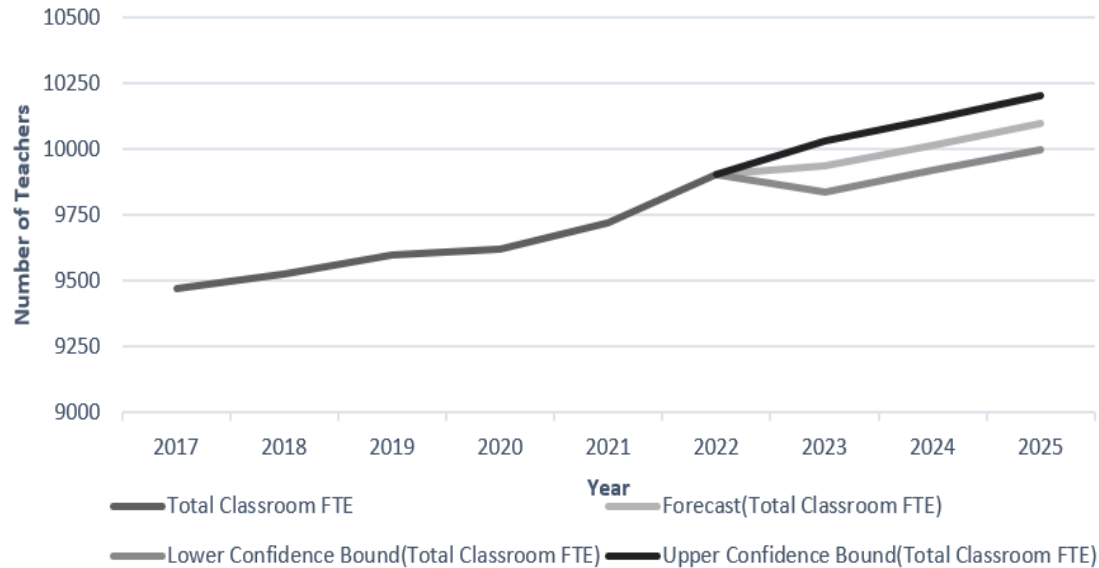
STUDENT ENROLLMENT IS PROJECTED TO INCREASE BY 2500 IN THE NEXT THREE YEARS AND COULD INCREASE BY ALMOST 3500



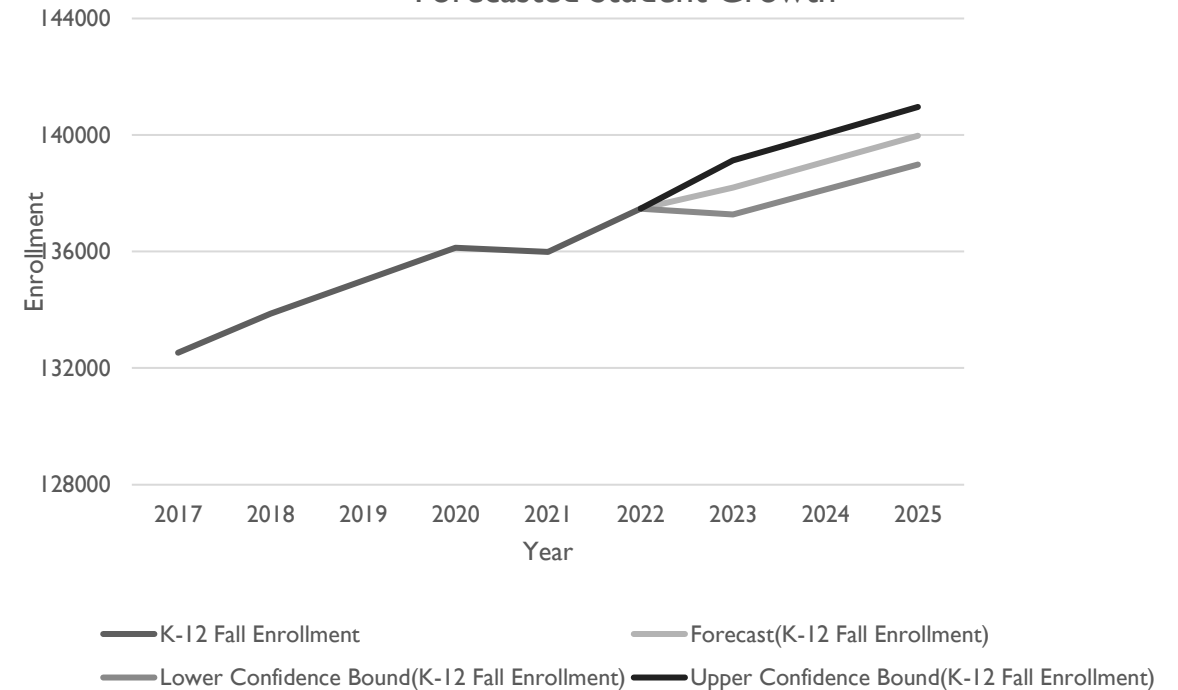
Year	Forecast	Lower	Upper
2022	137468	137468	137468
2023	138196	137268	139124
2024	139083	138126	140040
2025	139970	138985	140955

TRAJECTORIES OF TEACHER WORKFORCE AND STUDENT ENROLLMENT ARE SIMILAR

Forecasted Growth of Teacher Workforce



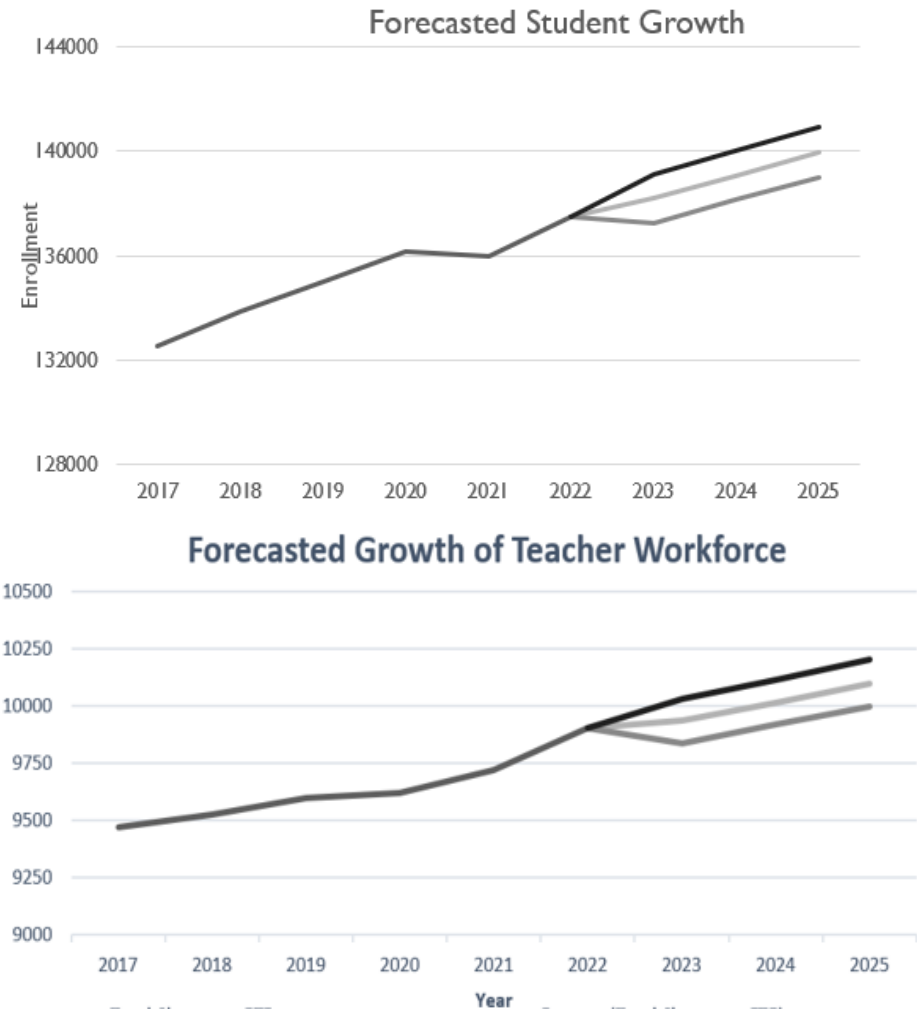
Forecasted Student Growth



PROJECTED GROWTH IN TEACHER WORKFORCE MAINTAINS AND POTENTIALLY IMPROVES THE STUDENT-TEACHER RATIO

SUMMARY OF ENROLLMENT AND WORKFORCE PROJECTIONS

- The trend for student enrollment shows an increase of 834 students per year.
- The trend for teacher workforce shows an increase of 65 teachers per year.
- The ratio of additional students to additional teachers is 13:1.
- The target ratio is 14:1.





CURRENT DOE EFFORTS TO EASE TEACHER SHORTAGE



CURRENT DOE EFFORTS TO EASE TEACHER SHORTAGE

- Teacher Apprenticeship Pathway Pilot
- Education Employment System
- Recruitment and Retention Marketing Campaign
- Student Teacher Permits – Standard and Advanced
- State Mentoring Programs



FRAMEWORK FOR THE 2023 TEACHER COMPENSATION REVIEW BOARD FINAL REPORT

DEFINING DESIRED OUTPUTS FROM THE BOARD



BOARD INPUT ON FRAMEWORK FOR FINAL REPORT

- Which data should be included in the report?
- What does the board desire to produce?
 - Findings
 - Conclusions
 - Recommendations

WHAT ADDITIONAL DATA ARE NEEDED?

- For the next steps in board findings or recommendations.
- For the final report.

PUBLIC COMMENT



NEXT TEACHER COMPENSATION REVIEW BOARD MEETING

AUGUST 21, 2023



SOUTH DAKOTA TEACHER COMPENSATION REVIEW BOARD

AUGUST 21, 2023



south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

BLUEPRINT OF PRESENTATION

- Revisit current efforts by the DOE to ease teacher shortages
- Address questions and topics from July meeting

CURRENT DOE EFFORTS TO EASE TEACHER SHORTAGE

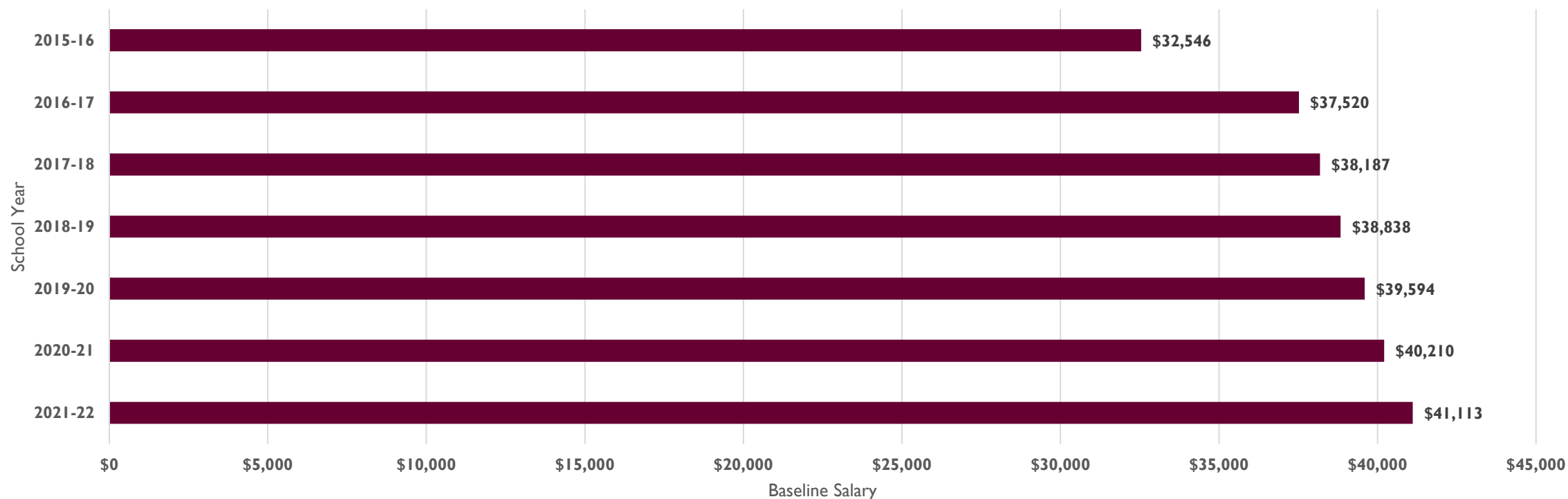
- Teacher Apprenticeship Pathway Pilot
- Education Employment System
- Recruitment and Retention Marketing Campaign
- Student Teacher Permits – Standard and Advanced
- State Mentoring Programs



QUESTIONS AND TOPICS FROM JULY MEETING



BASELINE TEACHER SALARIES INCREASED ALMOST 2% MORE THAN AVERAGE TEACHER SALARIES BETWEEN 2016-17 AND 2021-22



Source: South Dakota Department of Education Personnel Record Form

INCREASES IN BASELINE SALARY WERE HIGHER THAN AVERAGE SALARIES

School Year	Average SD Teacher Salary (NEA)		Average SD Teacher Baseline Salary (SD DOE)	
	\$	% Change	Baseline	% Change
2013-14	\$40,023	-	-	-
2014-15	\$40,935	-	-	-
2015-16	\$42,025	-	\$32,546	-
2016-17	\$46,979	-	\$37,520	-
2017-18	\$47,631	1.39%	\$38,187	1.78%
2018-19	\$48,204	2.61%	\$38,838	3.51%
2019-20	\$48,984	4.27%	\$39,594	5.53%
2020-21	\$49,547	5.47%	\$40,210	7.17%
2021-22	\$50,592	7.69%	\$41,113	9.58%
2022-23	\$51,363 (Estimated)	9.33%		

Note(s): % change is calculated from baseline year 2016-17

REVIEW

TARGET TEACHER SALARY VS. AVERAGE TEACHER SALARY

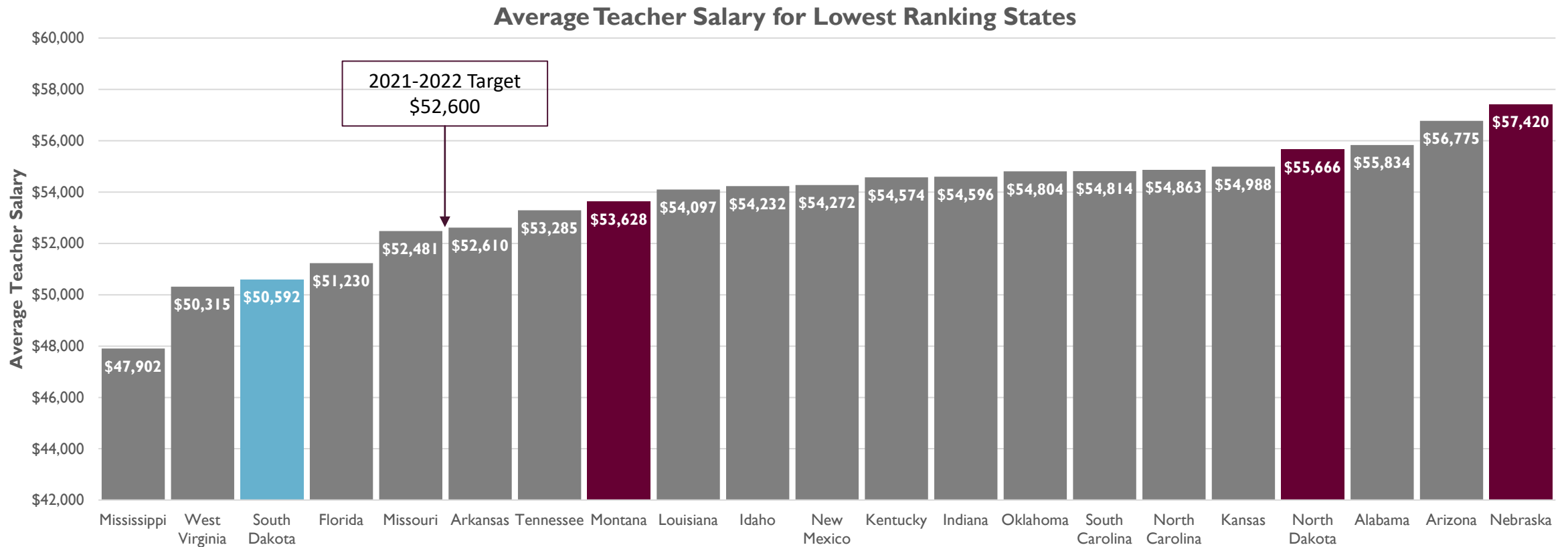
Salary Increases Over Time

School Year	Target Teacher Salary		Average SD Teacher Salary (NEA)		NEA Ranking
	\$	% Change*	\$	% Change*	
2013-14	N/A	-	\$40,023	-	51
2014-15	N/A	-	\$40,935	-	51
2015-16	N/A	-	\$42,025	-	51
2016-17	\$48,500.00	-	\$46,979	-	48
2017-18	\$48,645.50	0.30%	\$47,631	1.39%	47
2018-19	\$49,131.96	1.30%	\$48,204	2.61%	48
2019-20	\$50,360.26	3.84%	\$48,984	4.27%	50
2020-21	\$51,367.47	5.91%	\$49,547	5.47%	49
2021-22	\$52,600.29	8.45%	\$50,592	7.69%	49
2022-23	\$55,756.31	14.96%	\$51,363 (estimated)	9.33%	
2023-24	\$59,659.25	23.01%			

Note(s): *% change is calculated from baseline year 2016-17

Source: South Dakota Department of Education School Financial Data and National Education Association

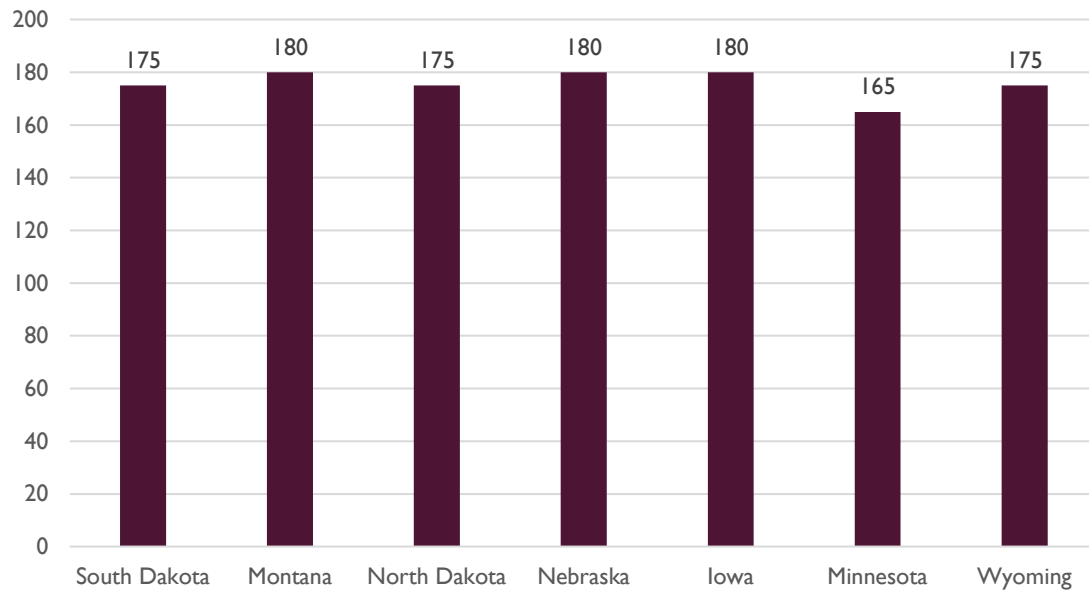
MEETING THE TARGET SALARY IN 21-22 WOULD HAVE RANKED SOUTH DAKOTA 47TH NATIONALLY



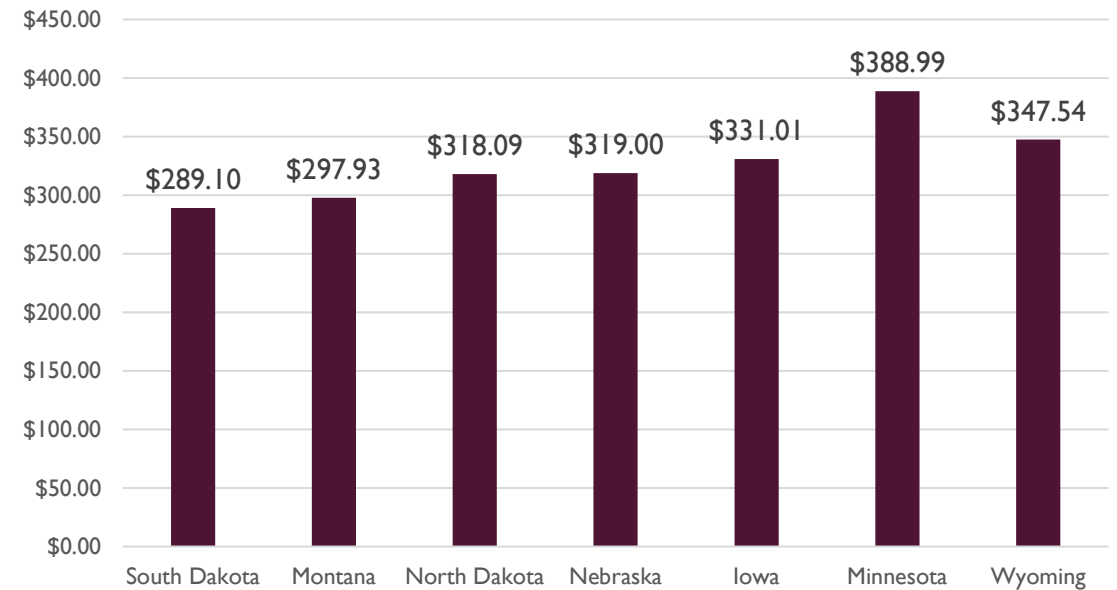
Source: National Education Association

THE REQUIRED NUMBER OF INSTRUCTIONAL DAYS VARIES AMONG SOUTH DAKOTA'S NEIGHBORING STATES

Contracted instructional days in South Dakota and neighboring states

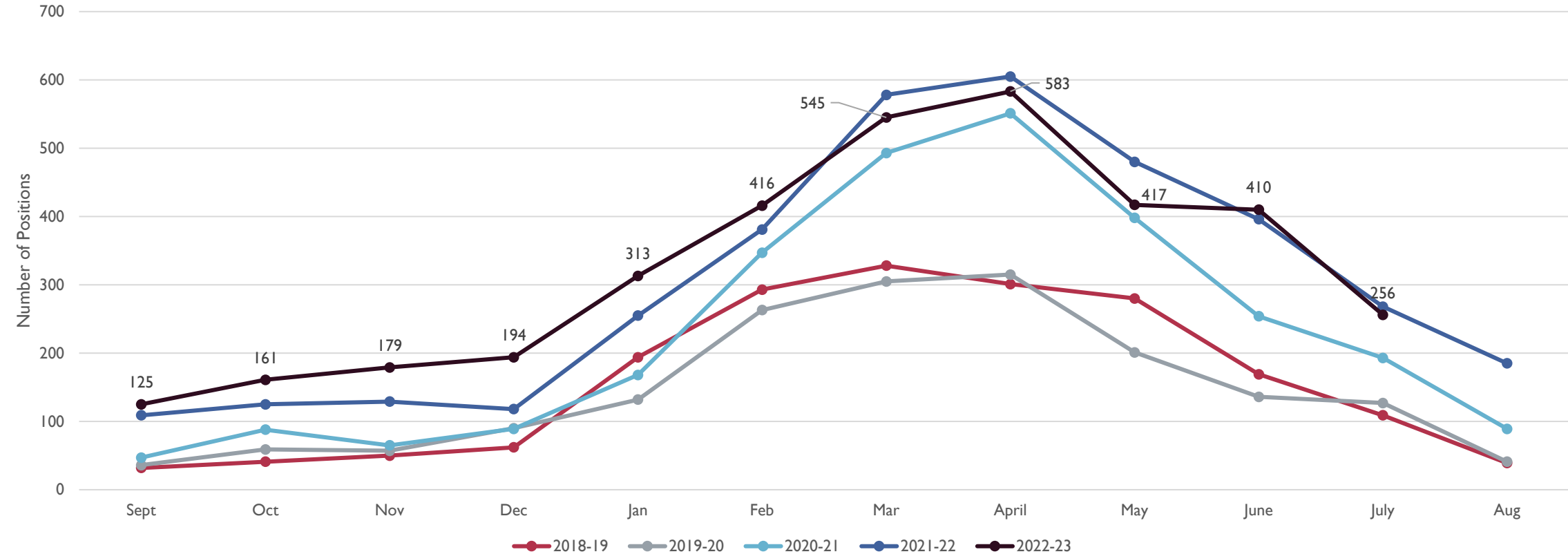


Average per diem salary



THE NUMBER OF OPENINGS ON AUGUST 1, 2023 IS SIMILAR TO 2022

TEACHING POSITIONS LISTED IN THE ASBSD TEACHER PLACEMENT CENTER



Source: Associated School Boards of South Dakota

ELEMENTARY AND SPED TEACHER OPENINGS CONSISTENTLY RANK HIGHEST IN NUMBERS IN BOTH SPRING AND SUMMER

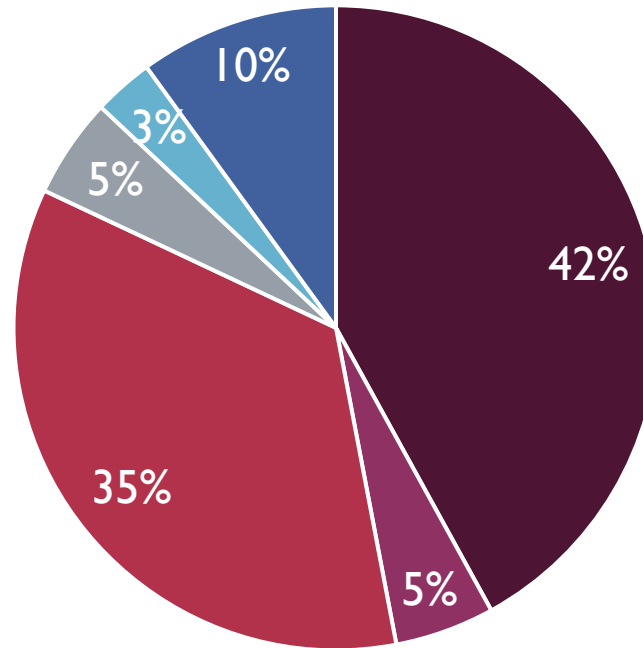
South Dakota Educator Job Postings

Highest Categories of Positions Posted on the Teacher Placement Center

2018		2019		2020		2021		2022		2023	
April											
SPED/Early Childhood	62	SPED/Early Childhood	39	SPED/Early Childhood	53	SPED/Early Childhood	71	Elementary Teachers	89	Elementary Teachers	118
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Math	27	Art/Music/Health/PE	26	CTE	35	Math Teachers	52	Art/Music/Health/PE	65	Art/Music/Health/PE	53
Administrators	26	English/Language Arts	24	Art/Music/Health/PE	28	English/Language Arts	52	English/Language Arts	43	Administration & CTE	33
August											
SPED/Early Childhood	10	SPED/Early Childhood	8	SPED/Early Childhood	8	SPED/Early Childhood	24	SPED/Early Childhood	31	Elementary Teachers	49
Elementary Teachers	7	Elementary Teachers	5	Elementary Teachers	4	Elementary Teachers	17	Elementary Teachers	24	SPED/Early Childhood	43
English/Language Arts	5	Art/Music/Health/PE	5	Math Teachers	4	English/Language Arts	8	CTE	16	Art/Music/Health/PE	26
Administrators	4	Technology Education	4	Speech Pathologist	4	CTE	7	English/Language Arts	12	English/Language Arts	18

Source: Associated School Boards of South Dakota

EXISTING TEACHERS OFTEN BEAR THE LOAD OF UNFILLED TEACHING POSITIONS



■ Position Remained Vacant ■ Course Eliminated ■ Gave Duties to Existing Staff ■ Increased Class Size ■ Distance Learning ■ Other

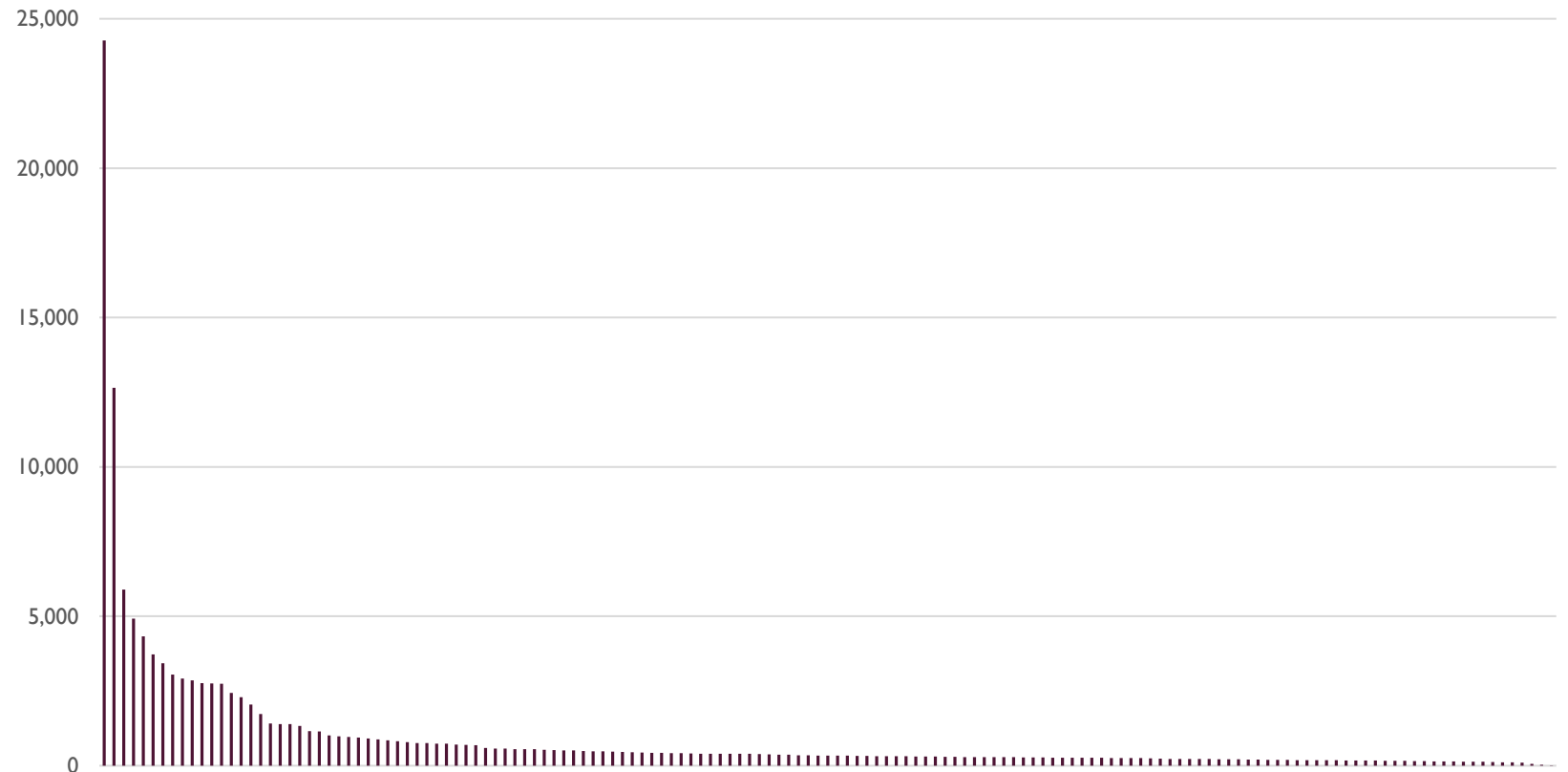
SOURCE: [HTTPS://DOE.SD.GOV/DATA/TURNOVER.ASPX](https://doe.sd.gov/data/turnover.aspx)

50% OF SOUTH DAKOTA'S 138,075 STUDENTS ARE ENROLLED IN ELEVEN SCHOOL DISTRICTS

- Mean District Size: 927 Students
- Median: 339 Students

District	Enrollment
Sioux Falls 49-5	24274
Rapid City Area 51-4	12643
Harrisburg 41-2	5888
Brandon Valley 49-2	4924
Aberdeen 06-1	4326
Watertown 14-4	3721
Brookings 05-1	3431
Meade 46-1	3052
Huron 02-2	2917
Yankton 63-3	2850
Douglas 51-1	2750

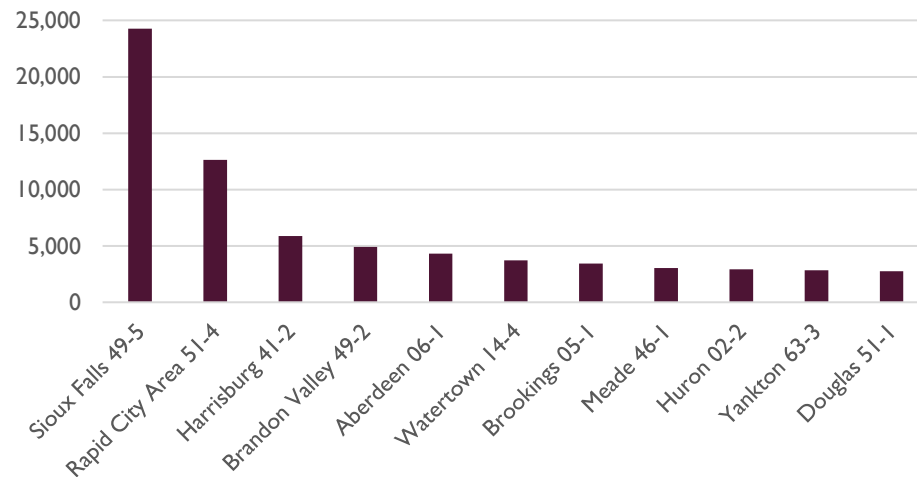
K-12 Population for All Districts



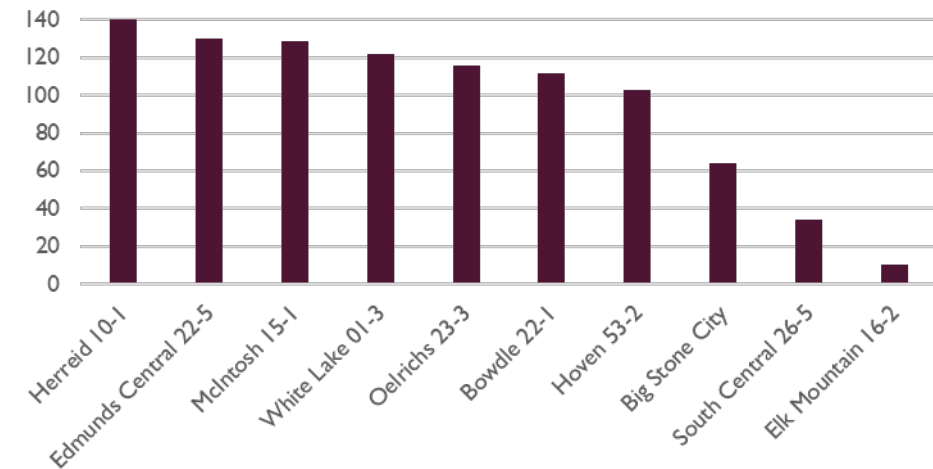
THERE IS SIGNIFICANT DISPARITY IN THE SIZES OF THE LARGEST AND SMALLEST DISTRICTS IN THE STATE

- 50% of students are enrolled in eleven districts
- Mean District Size: 927 Students
- Median: 339 Students

Districts With Highest Enrollment

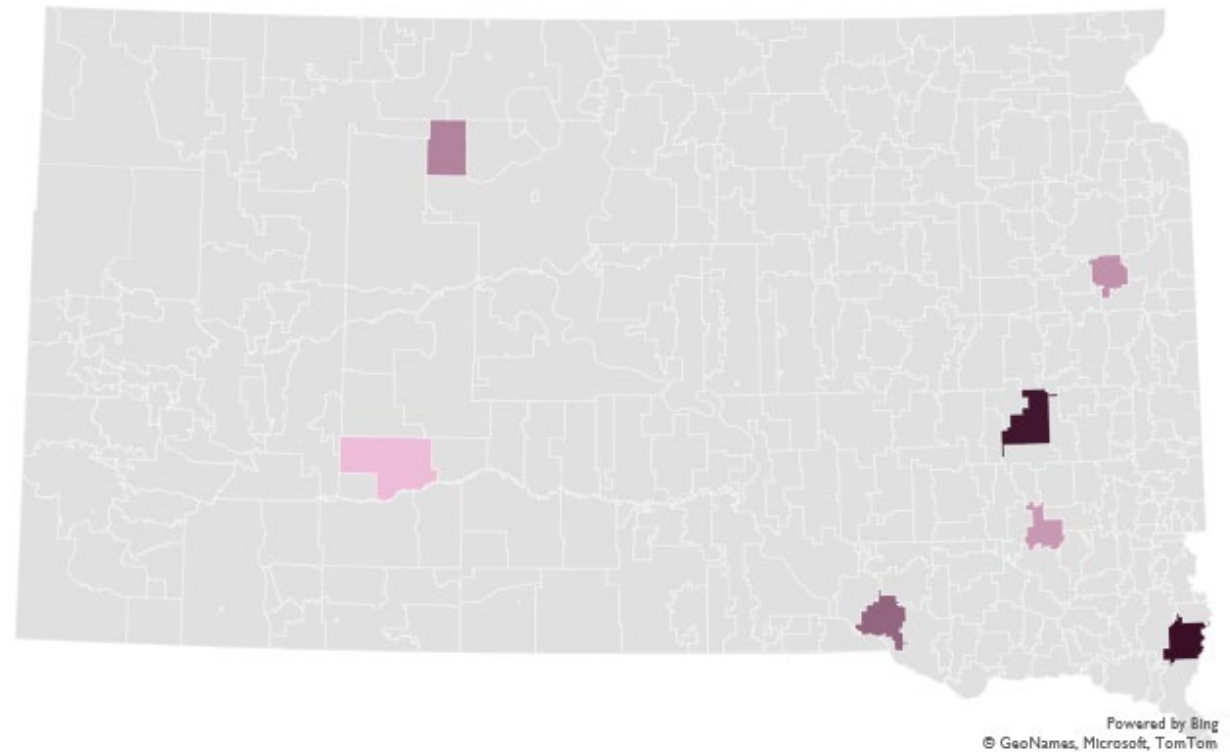


Districts With Lowest Enrollment



WHAT IS THE 'AVERAGE' DISTRICT IN SOUTH DAKOTA?

District (21-22 Data)	Student Enrollment	Baseline Salary
Median	339	\$41,113
Alcester-Hudson	352	\$40,750
Andes Central	340	\$41,000
Bridgewater-Emery	333	\$40,500
Castlewood	334	\$41,000
Howard	351	\$40,000
Kadoka Area	328	\$41,000
Northwestern Area	336	\$39,500



SOURCES: [HTTPS://DOE.SD.GOV/DATA/TEACHER-SALARY.ASPX](https://doe.sd.gov/data/teacher-salary.aspx),
SDDOE FALL ENROLLMENT CENSUS COUNT



QUESTIONS

WHAT ADDITIONAL DATA WOULD SUPPORT THE BOARD'S WORK?







Department of Education 12/1/2022





Agency's Mission Statement: The Department of Education is dedicated to enhancing learning through leadership and service.

Aspiration: All students leave the K-12 education system ready for college, careers, and life.

















Goal 1: Students enter 4th grade proficient in reading.

	Performance Measures				Historical Data Section				
	Trend	Status	Actual	Target	FY19	FY20	FY21	FY22	FY23
Grade 3 English Language Arts proficiency rate (state assessment)			47.51%	53.25%	49.70%		48.38%	47.51%	
Elementary and middle school English Language Arts growth rate (state assessment)			53.11%	60.30%	58.07%			53.11%	
Agency comments regarding the accomplishment of Goal 1: The COVID-19 pandemic negatively impacted English Language Arts proficiency and growth rates. In March 2020, South Dakota schools moved to remote learning. States across the nation were given waivers to forego administering state assessments that year; therefore there is no proficiency data for school year 2019-20. Because the growth rate measure relies on two years of assessment data, there is no data for growth rate in FY 2020 or FY 2021.									



Goal 2: Students enter 9th grade proficient in math.

	Performance Measures				Historical Data Section				
	Trend	Status	Actual	Target	FY19	FY20	FY21	FY22	FY23
Grade 8 Math proficiency rate (state assessment)			38.00%	51.76%	44.76%		40.16%	38.00%	
Elementary and middle school Math growth rate (state assessment)			47.49%	55.83%	51.08%			47.49%	
Agency comments regarding the accomplishment of Goal 2: Similar to Goal 1, the pandemic negatively impacted Math proficiency and growth rates. In March 2020, South Dakota schools moved to remote learning. States across the nation were given waivers to forego administering state assessments that year; therefore there is no proficiency data for school year 2019-20. Because the growth rate measure relies on two years of assessment data, there is no data for growth rate in FY 2020 or FY 2021.									

Goal 3: The academic success of Native American students is increased.

	Performance Measures				Historical Data Section				
	Trend	Status	Actual	Target	FY19	FY20	FY21	FY22	FY23
Native American elementary and middle school attendance rate			56.03%	75.58%	72.40%		59.37%	56.03%	
Grade 3 Native American English Language Arts proficiency rate			18.96%	40.35%	20.10%		21.29%	18.96%	
Grade 8 Native American Math proficiency rate			9.07%	39.13%	12.58%		12.45%	9.07%	
Native American elementary and middle school English Language Arts growth rate			35.25%	48.03%	35.78%			35.25%	
Native American elementary and middle school Math growth rate			28.01%	42.73%	28.74%			28.01%	
Native American four-year cohort graduation rate			45.80%	75.40%	53.65%	53.22%	44.97%	45.80%	
Native American College readiness rate English Language Arts (state assessment, ACT, or Accuplacer)			21.89%	57.47%	41.35%	42.45%	43.87%	21.89%	
Native American College readiness rate Math (state assessment, ACT, or Accuplacer)			14.48%	40.27%	21.28%	19.43%	21.85%	14.48%	
Agency comments regarding the accomplishment of Goal 3: As with Goals 1 and 2, the pandemic negatively impacted attendance, proficiency, and growth rates for Native American students. The notes above regarding the assessment waiver also apply to lines 23-26. The four-year graduation rate for Native American students (line 27) was up just slightly in FY 22. The drop in college readiness rates (lines 28-29) is likely attributable to the pandemic, due to how the measure is calculated. The students reflected in FY 2022 college readiness data were juniors in the spring of 2020 when there was no state assessment. The only data available to use for this measure was ACT and Accuplacer data.									

Goal 4: Students graduate high school ready for postsecondary and the workforce.



	Performance Measures				Historical Data Section				
	Trend	Status	Actual	Target	FY19	FY20	FY21	FY22	FY23
Four-year cohort graduation rate			82.15%	89.01%	84.13%	84.22%	82.89%	82.15%	

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College readiness rate English Language Arts (state assessment, ACT, or Accuplacer)			62.96%	70.17%	71.91%	71.06%	71.82%	62.96%
College readiness rate Math (state assessment, ACT, or Accuplacer)			53.67%	54.60%	54.76%	55.34%	56.42%	53.67%
Workforce readiness rate (National Career Readiness Certificate silver and above)			75.06%	95.85%	76.80%	73.67%	71.20%	74.96%

Agency comments regarding the accomplishment of Goal 4: While down slightly, the graduation rate (line 35) held fairly steady throughout the pandemic years. The impact of the pandemic on college readiness rates (lines 36-37) doesn't show up until FY 2022, due to how the metric is calculated. The students reflected in FY 2022 college readiness data were juniors in the spring of 2020 when there was no state assessment. The only data available to use for this measure was ACT and Accuplacer. The workforce readiness indicator (line 38) dropped for several years, as significant numbers of additional students were taking advantage of the National Career Readiness Certificate opportunity.




Goal 5. Students attend school regularly.

	Performance Measures				Historical Data Section				
	Trend	Status	Actual	Target	FY19	FY20	FY21	FY22	FY23
Elementary and middle school attendance rate			85.65%	92.13%	91.58%		88.03%	85.65%	

Agency comments regarding the accomplishment of Goal 5: Once again, this measure was negatively impacted by the pandemic. Students cannot learn if they are not in school. Due to the move to remote learning in March 2020, the attendance rate data for that year is not reliable.

Note about the Targets in Column G: Due to the COVID-19 pandemic, the U.S. Department of Education granted waivers to states to adjust goals required under the Elementary and Secondary Education Act. Those targets are reflected here.

Status Indicator:

-  = Green - the historical trend line indicates improved performance and the target has been met.
-  = Yellow - the historical trend line indicates improved performance, but the target has not been met.
-  = Red - the historical trend line does not indicate improved performance and the target has not been met.