

**Responses to Department of Education’s Budget Hearing  
Day 1 -- January 20, 2015**

- 1) Regarding slide #20 from Secretary Schopp’s presentation, the committee asked for the actual number of students from the 2014 graduating class “not proficient in reading in 3<sup>rd</sup> grade”.**

The actual number of students from the 2014 graduating class considered “not proficient in reading in 3<sup>rd</sup> grade” was 1,237. The total number of students from the 2014 graduating class that had 3<sup>rd</sup> grade reading scores was 8,118.

**2014 graduating class** (minus out-of-state transfers)

	# of 2014 grads with 3 <sup>rd</sup> grade reading scores	Percent of total students
Not Proficient	1,237	15.2%
Proficient	5,278	65.0%
Advanced	1,603	19.8%
TOTAL	8,118	100.0%

- 2) Also regarding slide #20, the committee asked for similar data (Did not take ACT, Met the ACT English benchmark, Dropped Out) for students who scored at the proficient level for 3<sup>rd</sup> grade.**

The data for proficient students is presented in the chart below, along with data for those scoring in the not proficient and advanced categories.

**2014 graduating class** (minus out-of-state transfers)

	Did not take ACT	Met the ACT English benchmark	Dropped Out
Not Proficient	911/1237 or 73.65%	69/1237 or 5.58%	178/1237 or 14.39%
Proficient	1999/5278 or 37.87%	2377/5278 or 45.04%	338/5278 or 6.40%
Advanced	258/1603 or 16.09%	1286/1603 or 80.22%	32/1603 or 2.00%

- 3) The committee asked for data regarding the use of MyOER.org, a DOE-sponsored website with vetted resources for teachers.**

Of the teachers who answered the question (4,189), 10 percent reported using MyOER.org on a monthly or more basis.

**4) The committee asked how many juniors typically take the ACT.**

The chart below shows ACT test takers by grade level for the last three years.

**Count of ACT Test Takers by Grade For School Years 2011-12, 2012-13 and 2013-14**

--Unduplicated Count (If a student tested more than once in a given year, the student is only counted once for that year.

--A student can be present in more than one year but would be tabulated at a different grade level.

School Year	Grade			
	09	10	11	12
2011-2012	7	124	4668	4675
2012-2013	10	163	4784	4669
2013-2014	19	117	4375	4258

**5) The committee asked about drop-out rate by region.**

The drop-out rate by school district (rather than region) has been provided in **spreadsheet format in an email to LRC.**

**6) The committee asked a question about the types of courses the institutions involved in the low-cost dual credit program are offering, and specifically, why USD had such high numbers.**

All of the dual credit courses offered by the BOR institutions and Technical Institutes are available online at <http://www.sdmylife.com/students/advanced-education-opportunities/>

Below are several thoughts in regards to the high number of students taking USD's dual credit courses:

--USD was one of the few colleges that offered Math 102 online. Math 102 was one of the most popular courses that students took.

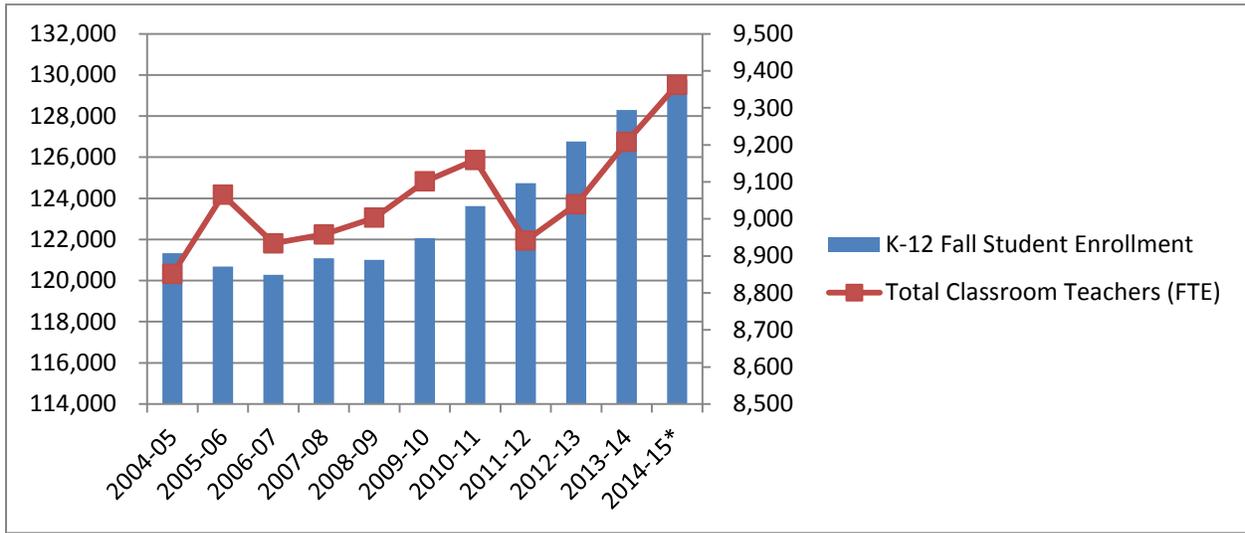
--USD already had dual credit relationships in place with a number of school districts, which may have resulted in those districts looking to USD as a partner.

-- KELO-TV did a story on the new program and highlighted USD, which may have led to increased exposure for that university in particular.

**7) The committee asked for a comparison of number of students, number of teachers and number of teacher vacancies.**

See charts on the following pages for that information.

### K-12 Public School Enrollment Compared to Teacher FTE



K-12 Student Counts (Fall Enrollment)											Preliminary
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
K-12 Fall Student Enrollment	121,327	120,682	120,277	121,089	121,015	122,055	123,629	124,739	126,759	128,294	129,772
Student-to-Staff Ratio	13.7 : 1	13.7 : 1	13.4 : 1	13.4 : 1	13.4 : 1	13.3 : 1	13.5 : 1	14.0 : 1	14.1 : 1	14.0 : 1	13.9 : 1
Total Classroom Teachers (FTE)	8,851	9,065	8,934	8,958	9,003	9,101	9,159	8,941	9,039	9,208	9,362
2004-05 to 2013-14 Average Ratio											13.7 : 1

SOURCE: DOE Statistical Digest and DOE Personnel Record Form (PRF);\*2014-15 numbers are preliminary

**Public School FTE Vacancies on First Day of School  
2014-15 School Year**

Administrator	3
Career and Technical Education	93
Fine Arts	2
Language Arts	12
Math	20
Music	20
PE- Health	3
Religion	0
Science	11
Social Science	8
Special Education	8
World Language	19
Miscellaneous	1
Non-Credit	40
Self-Contained	19
Unknown	2
School Service Specialists	6
<b>Total FTE</b>	<b>249</b>

SOURCE: Personnel Record Form (PRF)

**Resolution of First Day of School Vacancies  
2014-15 School Year\***

	#	% of Vacancies
Contracting with another school	5	2.01%
Eliminate Course/Program	42	16.87%
Additional duties given to other staff	80	32.13%
Hired certified candidate after school started	11	4.42%
Increased Class size	2	0.80%
Position remains vacant	23	9.24%
Use Distance Learning	44	17.67%
Other	42	16.87%
<b>Total FTE</b>	<b>249</b>	

SOURCE: Personnel Record Form (PRF)

\*As reported in PRF as of October 2014

**8) The committee asked for a list of districts participating in the low-cost dual credit program.**

This list has been provided in **spreadsheet format in an email to LRC.** The list includes any school district with at least one student participating in the new dual credit program.

**9) The committee asked for a brief history of the funding for the South Dakota School for the Blind and Visually Impaired’s summer program.**

In FY2001, DOE was appropriated funding through the State Aid to Special Education budget to support the summer program at the South Dakota School for the Blind and Visually Impaired (SDSBVI). From documentation we can find, the amount looks to be around \$185,000. After the appropriation was made, DOE determined that it could actually fund the program from our federal IDEA discretionary dollars.

The issue now is that DOE’s discretionary IDEA funds available for programs and projects are at a point where they are not sufficient to continue to fund all of the services we are required to under IDEA, along with the requests from programs such as SDSBVI summer program. Because of this, the DOE requested the SDSBVI to cut back on the requested amount from IDEA to fund the summer program. These discussions started back in 2010. Below is a history of dollars provided for the summer program from federal IDEA funds.

<b>Summer 2009</b>	\$	202,799
<b>Summer 2010</b>	\$	200,955
<b>Summer 2011</b>	\$	220,823
<b>Summer 2012</b>	\$	192,164
<b>Summer 2013</b>	\$	217,223
<b>Summer 2014</b>	\$	198,859

SDSBVI is not the only item we have had to reduce or eliminate funding for. We have also cut funding on items such as the Response to Intervention (RtI) contract with BHSU, Fetal Alcohol Spectrum Disorder (FASD) contract with USD Centers for Disabilities, and various PD and Training activities to name a few areas.

**10) The committee asked for a one-page summary regarding the SD State Library’s research into a statewide network system.**

The summary has been provided in **PDF format in an email to LRC.**

**Day 2 – January 21, 2015**

**1) The committee asked for an explanation of how federal special education dollars (IDEA Part B – Section 611) are allocated to school districts.**

**Minimum Flow Through to Local Educational Agencies**

A total minimum amount is listed on each year’s new grant award that must be flowed to local educational agencies (LEAs). This amount consists of the total of the IDEA Base Allocation and Population/Poverty amount.

**IDEA Section 611 Base Allocations:** A portion of the LEA flow-through amount must be distributed to LEAs based on the amounts that the LEAs would have received from FFY 1999 (school year 1999-2000) had the state educational agency (SEA) flowed through 75 percent of the state award to LEAs.

**IDEA Section 611 Population/Poverty:** Each new IDEA Part B federal grant award has an amount for a Population/Poverty Allocation. Of this amount, 85 percent is distributed on a pro rata basis to LEAs according to the number of children in LEAs living in poverty, as determined by the state. The state uses the most current census data to make this determination.

**2) The committee asked for a historical look at the number of kids across categories for special education.**

The chart below illustrates.

FY	Total Emotionally Disturbed Level 2	Total Cognitive Disability Level 2	Total Deaf/Blind Level 3	Total Hearing Impaired Level 3	Total Orthopedic Impairment Level 3	Total Visually Impaired Level 3	Total Deafness Level 3	Total Traumatic Brain Injury Level 3	Total Autism Level 4	Total Multiple Disabilities Level 5	Prolonged Assistance Level 6
FY08	934	1478 *		93	130	55	66	66	566	370	275
FY09	983	1472 *		108	132	52	53	58	615	380	279
FY10	1014	1480 *		99	115	52	53	61	665	387	286
FY11	1047	1526 *		105	109	52	46	60	723	401	283
FY12	1061	1509 *		101	105	53	53	59	766	394	321
FY13	1099	1557 *		105	98	52	55	65	827	403	292
FY14	1088	1603 *		117	100	60	48	60	865	387	287
FY15	1046	1650 *		111	96	64	44	47	884	384	298

\* fewer than minimum n size of 10 students so cannot report