TO: Illinois State Board of Education

FROM: Randy J. Dunn, State Superintendent of Education  
Ginger Reynolds, Assistant Superintendent for Teaching & Learning  
Jean Ladage, Board Services Coordinator

Agenda Topic: Consideration of proposed changes to NASBE Policy Positions

Materials: Description of Proposed Changes to NASBE Public Policy Statements on Designated Topics

Purpose of Agenda Item
Each October, the state delegate assembly meets during the NASBE Annual Conference at the business meeting to vote on proposed changes to the association’s bylaws and public policy statements.

NASBE bylaws state that “The Public Policy Committee shall solicit new public policy positions and changes to the standing public policy positions from among the membership, meet at least ninety days prior to the Annual Business Meeting to consider the proposed public policy positions and changes, and distribute its report to the Association membership at least sixty days prior to the Annual Business Meeting.

The attached proposed changes to NASBE public policies were received in the Board Office on August 14, 2006. The Annual Business Meeting will be on October 14, 2006.

Illinois State Board Chairman Jesse Ruiz has appointed Board member Vinni Hall to participate in the NASBE Annual Business Meeting as the Illinois voting delegate.

At its September Board meeting the Illinois State Board will discuss and determine the position that Illinois will take in this vote.

Next Steps
Dr. Vinni Hall will attend the NASBE Annual Business Meeting on October 14, 2006, as the voting delegate for the Illinois State Board of Education.
Memorandum

To: State Boards of Education Members
From: Michael Hill, Deputy Executive Director
CC: State Boards of Education Executives
Date: August 8, 2006
Re: 2006 Annual Business Meeting Notice to the Association's Proposed Revisions to the Public Education Positions

Enclosed you will find the recommended changes to the NASBE Public Education Policy document. These are the changes as recommended by the Committee. Please review the changes prior to the Delegate Assembly at the Annual Convention.


The membership is encouraged to advance recommendations for the NASBE Public Education Policy positions at the Delegate Assembly.

If you should have any questions regarding this notice please contact me at michaelh@nasbe.org.

See you in October in Kentucky.

mh
Proposed Changes to NASBE’s Public Policy Positions:
Recommendations from the 2006 Public Policy Committee

Committee Membership
Randy DeHoff, Chair (CO)
Dunbar Brooks (MD)
Maud Dahme (NJ)
Greg Haws (UT)
Theresa Hopkins-Staten (CT)
Rosetta Richard (MS)
Ken Willard (KS)

Note:
Committee recommendations were based on submissions from State Boards and NASBE Study Groups in the following areas:

A. Adolescent Literacy
B. Value-Added Assessments
C. Student Board Members
D. NCLB Position Statement
E. Amendments to “Promotion of Student Health” Public Policy

Deletions from current policy statements = strikethrough
Additions to current policy statements = bold

ITEM A. Adolescent Literacy Recommendations

[Committee recommends making the following substitution to the current “Reading Curriculum, Instruction, and Assessment” position.]

D. Reading Curriculum, Instruction, and Assessment

It is essential that states have as a goal that all children learn to read well. In order to achieve this goal, states should work to ensure that:

- All teacher preparation institutions train teachers to apply balanced reading instructional methods.
2. All teachers receive ongoing professional development in order to provide reading instruction consistent with the best available research.

3. All children enter first grade with adequate preparation to become successful readers.

4. Assessment and reading improvement programs continue throughout kindergarten to twelfth grade.

5. Parents, families, and community members are encouraged to read to children.

6. Schools use innovative techniques to increase availability of reading materials and resources to parents and families. (1998)

It is essential that all students learn to read well. To that end, every state should develop, adopt, and vigorously implement a statewide literacy plan to ensure that all students can read proficiently. Such plans must be comprehensive, multifaceted, and at the same time reside within the framework of the state's vision for standards-based education. As part of the plans, states should:

1. Set statewide literacy goals and standards, ensuring alignment with curricula and assessments, and raising literacy expectations across the curriculum for all students in all grades.

2. Ensure that teachers receive research-based preparation and professional development to provide effective, content-based literacy instruction.

3. Strategically use data in identifying student needs, designing cohesive policies, and evaluating the quality of implementation and impact of reading initiatives.

4. Require school districts and individual schools to develop literacy plans that infuse research-based literacy instruction and support strategies in all content areas.

5. Provide districts and schools with funding, supports, and resources.

6. Ensure that assessment and reading improvement programs continue throughout kindergarten to twelfth grade.

7. Provide strong state guidance and oversight to ensure robust implementation of comprehensive quality literacy programs at the local level.

8. Encourage parents/caregivers, families, and community members to read to children, and encourage schools to use innovative techniques to increase the availability of reading materials and resources to parents and families. (2006)
ITEM B. Value-Added Recommendations

[The Committee recommends making the following addition to the existing “State Assessments” position.]

K. State Assessments

1. Every state should have an education assessment system that:
   
   a. motivates each student to learn and monitors every student’s progress towards achieving the state’s academic performance standards;
   
   b. uses multiple indicators of student achievement and school performance to evaluate the performance of all elements of the education system and stimulate the system’s continuous improvement;
   
   c. reports results in formats and language that non-educators can easily understand;
   
   d. informs state level policies and programs; and
   
   e. is periodically reviewed and improved. (1997)

2. State boards should educate other state policymakers, media leaders, and parents and families about the purposes of the education assessment system and the responsible use of its results. (1997)

3. State boards should ensure that assessments are only one component of a comprehensive school improvement program that includes professional development, public engagement, system accountability, technical assistance, and remediation plans. (1997)

4. State boards should consider the significant potential of growth and value-added assessment models—when used in conjunction with other measures and supports—as tools to improve teaching, evaluate programs, and provide for effective resource allocation. However, states should be aware that value-added assessment is not designed for high-stakes use in teacher evaluations, and that value-added assessment models need continued pilot testing, research, and validation work. (2006)
Item C. Student Board Members Recommendations

[Committee recommends no changes to the current “Student Involvement” position.]

G. Student Involvement

Student involvement in education decision making provides students with an increased understanding of the roles and responsibilities of policymakers and administrators, gives students an increased stake in their own education, and provides adults with a fresh perspective on the education system. Therefore, state boards of education should provide opportunities for meaningful student involvement in state education policymaking and should encourage school districts and school councils to provide similar opportunities for students at the local level. (1996, 1998, 2006)

Item D. UTAH’s NCLB Statement Proposal

[Committee recommends making the following substitution to the current “Federal Mission in Education” position.]

A. Federal Mission in Education

1. The federal government should provide vision in the development of a national policy on children, youth and families that would afford every child the opportunity to become a healthy, literate, responsible, economically self-sufficient and productive adult. This federal leadership should provide the vision, while allowing states freedom to develop and implement policies according to their individual circumstances.

The primary responsibility for education rests with the states. Given the national interest in having an educated populace, NASBE supports the role of the federal government, through laws such as the No Child Left Behind Act, the Individuals with Disabilities Education Act, and the Perkins Career and Technical Education Improvement Act, in promoting a national vision for an education system affording every child the opportunity to become a healthy, literate, responsible, economically self-sufficient, and productive adult.

Within these federal laws, the role of the U.S. Department of Education should be to provide states with resources and assistance while holding them accountable for results. States should have the flexibility to determine the manner in which they reach the goals specified in the laws. (2006)
Item E. Proposed revisions to NASBE's Public Policy Positions, from West Virginia Board

[Committee recommends no changes to the current “Promotion of Student Health” position.]

10. HEALTH AND SAFETY

Health and safety play a critical role in student achievement; therefore, in addition to health education, NASBE believes that school officials must give attention to the following areas:

A. Promotion of Student Health

All schools should:

1. Be smoke free, drug free, violence free and free of physical hazard;

2. Provide student counseling, guidance, health and psychological services at all levels;

3. Be safe and accessible for all students; and

4. Promote the building of lifelong habits of healthful eating and regular physical activity. (2006)