



*COMMITTEE OF THE WHOLE
MEETING*



SEPTEMBER 16, 2002

Committee Minutes
Board of Education
September 16, 2002

The members of the Board of Education met for a Committee Meeting on Monday, September 16, 2002 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. The agenda items were an update on the Update on Assessments Plans, discussion of Board Resolutions to submit to NASB, and an update on the Fire Marshal's mandates.

PRESENT: Mike Pate, Linda Poole Julie Johnson, Sheri Everts Rogers and Jean Stothert

ABSENT: Brad Burwell

Discussion on assessment planning included action plans written in response to the visit from Dr. Susan Phillips, a nationally known consultant. The objectives of those plans are:

- To update and align tables of specifications and new assessments.
- To revise and improve the processes utilized in test development.
- To further align and monitor curriculum to ensure that the written curriculum is the taught curriculum.
- Ensure that effective internal and external communication occurs regarding the implementation of district-wide Millard Education Program assessments.
Develop and implement more thorough security procedures.
To revise Policy 6315.1 and assessment procedures for legal defensibility.

Implementation will begin this year, 2002-2003.

In addition, discussion focused on the 2004-2005 and 2005-2006 school years regarding what was submitted by the Nebraska Department of Education for the "*No Child Left Behind*" federal legislation.


Each year the Board of Education adopts resolutions to guide administrative recommendations and direct legislative actions. In addition to the nine resolutions adopted the fall of 2001, administrators submitted the following five for discussion: 1) Future of Student Fees - The focus should be on appropriations should increase in order to offset the reductions in revenue at the local level caused by student fees legislation; 2) The school finance study - School finance studies should focus on equity and adequacy of funding and determining appropriate ratio for local and state funding, 3) **Impact** of LB 6, 4) Assessment - Additional state funding should follow any new requirements for new or revised assessments, and 5) Technology., prior to establishing policies and procedures committees should consider input from small rural school district to the large urban or suburban districts.

Two aspects that board does not support in legislation is anything that reverses state commitments and/or contracts for future dollars as in technology reimbursements and lottery funding, and the board does not support legislation that improves the state cash-flow position by delaying state aid payments to local school districts.

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Duncan Young suggested that the first thing to do is to provide a response to the Fire Prevention Bureau stating the district's good faith in correcting any problems that are reasonably available to correct, and especially those that are immediate hazards.

In regards to the major violations noted by the Fire Prevention Bureau, another avenue would be to meet with City of Omaha public officials to ask for their help in trying to get specific guidelines established for correcting the deficiencies that were noted in the building inspection letters.


CHAIRMAN

6.

MILLARD PUBLIC SCHOOLS

BOARD MEETING NOTICE

The Board of Education will meet on Monday, September 16, 2002 at 7:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.

Public Comments on agenda items - This is the proper time for public questions and comments on agenda items only. Please make sure a request form is given to the Board Vice-President before the meeting begins.

A G E N D A

1. Update on Assessments Plans
2. Board Resolutions
3. Fire Marshal Update

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AGENDA

1. Update on Assessments Plans
2. Board Resolutions
3. Fire Marshal Update (Please bring your packet that was provided on August 14th)

AGENDA SUMMARY SHEET

AGENDA ITEM: Update on Assessment Plans

Meeting Date: 9/16/02

Department: Planning & Evaluation and Educational Services

Title and Brief Description: At the end of the 2001-02 school year, Millard brought in Dr. Susan Phillips to analyze our assessment program. Dr. Phillips is a nationally-known figure with expertise in psychometrics and legal defensibility.

Action Desired: Approval ____ Discussion x Information Only ____

Background: We have many procedures in place currently to insure reliability, validity and legal defensibility. Implementing recommendations from Dr. Phillips would only strengthen our system.

Options/Alternatives Considered: N.A.


Recommendations: Essentially, the analysis and recommendations from Dr. Phillips constitute an "audit" from her, of our assessment program. We are now working to implement her recommendations. In this packet, we also included a timeline from the state department to comply with the national "No Child Left Behind" program (because those plans also will require implementation).

Strategic Plan Reference: Strategy #1

Implications of Adoption/Rejection: Implementing the plans will strengthen our program.

Timeline: Begin implementing in 2002-03.

Responsible Persons: John Crawford, Martha Bruckner, Carol Newton, Judy Porter, Charlene Snyder

Superintendent's Signature:  _____

ACTION PLAN

STRATEGY NUMBER: 7

PLAN NUMBER:

DATE:

STRATEGY:

SPECIFIC RESULT: To update and align tables of specifications and new assessments

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Write Millard standards for reading, writing, mathematics, science and social studies.	Judy Porter, Carol Newton, Martha Bruckner, John Crawford			
2.	Rework tables of specifications for all areas to make them more explicit and aligned with new standards.	Same			
3.	Develop a prototype for revision of existing writing scoring rubrics to lead to revamp of writing assessment.	Same and MEP Facilitators			
4.	Collaborate to allocate human resources (Department chairmen, MEP Facilitators) necessary to accomplish assessment development.	Same, Secondary Principals			
5.	Ensure that three years of advance warning/notification (lead time) is given when additions are made to the curriculum because of revisions in the curriculum cycle prior to the added curriculum being assessed.	Same			

Responsible:

ACTION PLAN

STRATEGY NUMBER:

8

PLAN NUMBER:

DATE:

STRATEGY:

SPECIFIC RESULT: To revise and improve the processes utilized in test development.

#	ACTIONSTEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Buy or develop items with input from content experts.	John Crawford			
2.	Ensure that proper software is available for use in future assessments.	John Crawford			
3.	Pretest items for use in future assessments.	John Crawford			
4.	Utilize building level department heads in test development.	John Crawford			
5.	Employ test developers or contract test development to CTB or NCS or other qualified companies.	John Crawford			
6.	Implement differential item function analysis.	John Crawford			

Responsible:

3.

ACTION PLAN

STRATEGY NUMBER:

9

PLAN NUMBER:

DATE:

STRATEGY:

SPECIFIC RESULT: To further align and monitor curriculum to ensure that the written curriculum is the taught curriculum

#	<i>ACTION STEP (Number each one)</i>	<i>Assigned To:</i>	<i>Starting Date:</i>	<i>Due Date:</i>	<i>Completed Date:</i>
1.	Survey teachers every other year to determine if they taught each topic of the designated written curriculum.	John Crawford			
2.	Confirm information acquired in surveys through sampling and on-site monitoring	Principal Evaluators and John Crawford			

Responsible:

4.

ACTION PLAN

STRATEGY NUMBER:

PLAN NUMBER:

10

DATE:

STRATEGY:

SPECIFIC RESULT: Ensure that effective internal and external communication occurs regarding the implementation of district-wide Millard Education Program assessments.

#	<i>ACTION STEP (Number each one)</i>	<i>Assigned To:</i>	<i>Starting Date:</i>	<i>Due Date:</i>	<i>Completed Date:</i>
1.	Collaborate with secondary principals to include "assessment development" in the job description for secondary department heads.	John Crawford, Judy Porter, Martha Bruckner			
2.	Notify high school students and parents three years in advance of changes in the curriculum.	Judy Porter			
3.	Include the reworked Table of Specifications in the notification to high school students so they will know what element of the content is being changed.	Judy Porter			
4.	Notify high school students each year of consequences of failing to achieve the performance standard.	Judy Porter			
5.	Include information about requirements in the student handbook.	Judy Porter			
6.	Ensure that 11 th grade "move-ins" receive notification of the requirements and understand the need to meet all requirements in order to graduate (more time may be needed)	Judy Porter			
7.	Clearly state in board policy and the Assessment Procedures Manual that our intent for ESL students is to show competency in the English language and that we will provide assessments in English and not in their native language.	ESL Coordinator, John Crawford, Martha Bruckner			

Revise or eliminate ESL Accommodations in the Assessment Procedures Manual to be consistent with policy.

ESL Coordinator,
John Crawford,
Martha Bruckner

11

9.

Revise the transcript to reflect the categories: "met district cutscore", "met individual cutscore", and "not met".

Charlene Snyder,
Judy Porter

Responsible:

le.

ACTION PLAN

STRATEGY NUMBER:

12

PLAN NUMBER:

DATE:

STRATEGY:

SPECIFIC RESULT: Develop and implement more thorough security procedures.

#	<i>ACTION STEP (Number each one)</i>	<i>Assigned To:</i>	<i>Starting Date:</i>	<i>Due Date:</i>	<i>Completed Date:</i>
1.	Purchase and use stickers to hold test booklets closed until used by students.	John Crawford			
2.	Number test forms as they go out to buildings for use.	John Crawford			
3.	Ensure that teachers are reminded about the ethics of test security.	John Crawford and Principals			
4.	Require that teachers sign a nondisclosure and proper use agreement regarding the contents of tests.	John Crawford			

Responsible:

7.

ACTION PLAN

STRATEGY NUMBER:

13

PLAN NUMBER:

DATE:

STRATEGY:

SPECIFIC RESULT: To revise Policy 6315.1 and assessment procedures for legal defensibility.

#	<i>ACTION STEP (Number each one)</i>	<i>Assigned To:</i>	<i>Starting Date:</i>	<i>Due Date:</i>	<i>Completed Date:</i>
1.	Add the phrase, "only in the case of extenuating or compelling circumstances" to II.C.3 in Rule 6315.1.	Martha Bruckner and John Crawford			
2.	Obtain Board approval.				
3.	Obtain assessment manuals from state departments of Oregon and Massachusetts to analyze for information regarding alternate demonstrations of proficiency.	John Crawford			

Responsible:

8.

<u>COSTS</u>	<u>BENEFITS</u>
<p>Tangible:</p> <p>\$29,520.00 Cost estimate, provided by 1 vendor, Beck Evaluation and Testing Associates, Inc., wishing to provide services to Millard Public Schools</p> <p style="padding-left: 40px;">320 math questions @\$40 each 12,800.00 304 reading questions @\$55 each <u>16,720.00</u> 36 passages, based on 5 genres 29,520.00</p> <p>This would provide us with 4 reading and 4 math ELO assessments.</p> <p>\$31,200.00 Develop reading, writing, math, science and social studies standards and revise tables of specifications</p> <p style="padding-left: 40px;">24 teachers (8 from each level: elementary, middle, high) x 2 days (collaboration time) x \$130 (sub costs) x 5 (reading, writing, math, science, social studies)</p> <p>\$60,720.00 Total</p>	<p>Tangible:</p> <p>Assessment item development is a science requiring content knowledge as well as assessment knowledge. Item development has proven to be a labor-intensive process for our staff and the time spent has often been unproductive. Purchasing quality items will allow us to use staff time more effectively in areas they are better prepared for; i.e. development, implementation, and monitoring of curriculum.</p> <p>In order for our tables of specifications to be explicit enough to pass scrutiny in legal challenges, Millard standards need to be developed and used to revise the existing tables of specifications.</p>
<p>Intangible:</p> <p>Much staff time and commitment will be needed to make these action plans a reality.</p>	<p>Intangible:</p> <p>Greater confidence in the assessment system if legally challenged</p> <p style="text-align: right;">9.</p>

must be phased in over time to allow time for teachers to develop and implement quality performance assessments. Nebraska's timeline for STARS allows an initial year of developing performance assessments in one subject area followed by a year to refine the assessments relative to the feedback from the external expert review of the Quality Indicators in the Assessment Portfolio, refine the academic achievement levels, and incorporate changes in curriculum and instructional strategies before the assessments are considered fully implemented.

Under the proposed timeline and activities below, the Assessment Portfolios with the Quality Indicators for STARS assessments in grades 3-8 and 11 (2004-05) would apply the same review process (described in response to the next question) to the entire district's assessment system (process and practices) for all grade levels including sample assessments across grades 3-8.

Proposed Timeline and Activities to meet section 1111 of No Child Left Behind:

2000-01

- Initial (pilot) year for Reading assessments: Grades 4, 8, and 11
- Initial (pilot) year for Statewide Writing Assessments: Grades 4, 8, and 11
- Norm-referenced assessments required in one grade at each level 3-5, 6-9, 10-12
- Districts submit Assessment Portfolio on reading assessments for external expert review and rating

2001-02

- Initial year for Math assessments: Grades 4, 8, and 11
 - Refine academic achievement standards and quality indicators for Reading assessments
- Statewide Writing Assessment: Grade 4
Norm-referenced assessments required in one grade at each level 3-5, 6-9, 10-12
- Districts submit Assessment Portfolio on mathematics assessments for external expert review and rating

2002-03

- Reading Assessment: Grades 4, 8, and 11
 - Refine academic achievement standards and quality indicators for math assessments
 - District establish local goals for subgroup performance in Reading using assessment results as baseline data
- Statewide Writing Assessment: Grade 8
- Norm-referenced assessments required in one grade at each level 3-5, 6-9, 10-12
- Districts submit Assessment Portfolio on reading assessments for external expert review and rating

2003-04

- Math Assessment: Grades 4, 8, and 11
 - District establish local goals for subgroup performance in Mathematics using assessment results as baseline data

- Through the years of developing local assessments for reading/language arts and mathematics in grades 4, 8 and 11, districts have developed assessment systems that will have been piloted one year and reviewed by external assessment experts, implemented in the next year and then reviewed again by the experts. This process will ensure that every district has defined an assessment system with technical quality for classroom-based assessment of standards that can be used at all grade levels and subject areas.
- Statewide Writing Assessment in Grade 11
- Norm-referenced assessments required in one grade at each level 3-5, 6-9, 10-12
- Districts submit Assessment Portfolio on mathematics assessments for external expert review and rating

2004-05

- Initial Reading and Math assessment of expectations and standards in Grades 3-8 and 11
 - Pilot reporting of reading and mathematics assessments in grades 3-8 and 11
- Statewide Writing Assessment in Grades 4, 8, 11
- Initial Science Assessments Grades 8 and 11, pilot in Elem.
- Norm-referenced assessments required in one grade at each level 3-5, 6-9, 10-12
- Districts submit Assessment Portfolio for the district's assessment system including sample assessments from grades 3-8 in reading and math and science assessments in grades 8, 11 and the elementary grade (to be determined)

2005-06

- Reading and Math Assessments in Grades 3-8 and 11
- Science Assessments in Grades 4, 8, and 11
- Initial Social Studies/History Assessments in Grades 8 and 11, pilot in Elem.
- Statewide Writing Assessment in Grade 4
- Norm-referenced assessments required in one grade at each level 3-5, 6-9, 10-12
- Districts submit Assessment Portfolio for social studies/history assessments

2006-07

- Science Assessments in Grades 4, 8, and 11
- Reading and Math Assessments in Grades 3 - 8, and 11
- Statewide Writing Assessment in Grade 8
- Norm-referenced assessments required in one grade at each level 3-5, 6-9, 10-12

d) Provide a timeline of major milestones for setting, in consultation with LEAs, academic achievement standards in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(1).

See above timeline. Academic achievement standards are developed in conjunction with the development and implementation of classroom-based performance assessments. Evidence

September 11, 2002

TO: Dr. Keith Lutz
 FR: Angelo Passarelli
 RE: Board Resolutions

As you know, the board adopts resolutions each year to guide administrative recommendations and direct legislative actions. The board of education adopted the following resolutions in the fall of 2001 (as follows):

1. State and local taxpayers share the responsibility for the Pre-K through 12th grade educational program; therefore the funding should be equally shared.
2. School districts should be encouraged to support ongoing maintenance of school buildings; therefore spending and levy restrictions should be removed from the building fund.
3. The state should never impose un-funded mandates on schools.
4. Local boards of education are accountable to their community for making decisions regarding the educational program, and are in the best position to make decisions on curriculum, management and funding.
5. The state should not have lids on spending or levies. Those decisions are best made at a local level where elected officials are most accountable to the community.
6. The state should support efforts to raise teacher salaries by increasing funding to education.
7. The state should seek ways to broaden the tax base in order to provide greater revenue sources for state aid.
8. The state should eliminate reserve limitations on school districts' general accounts and debt-service accounts.
9. Locally elected boards of education are in the best position to determine what student fees are reasonable for delivering specified programs.

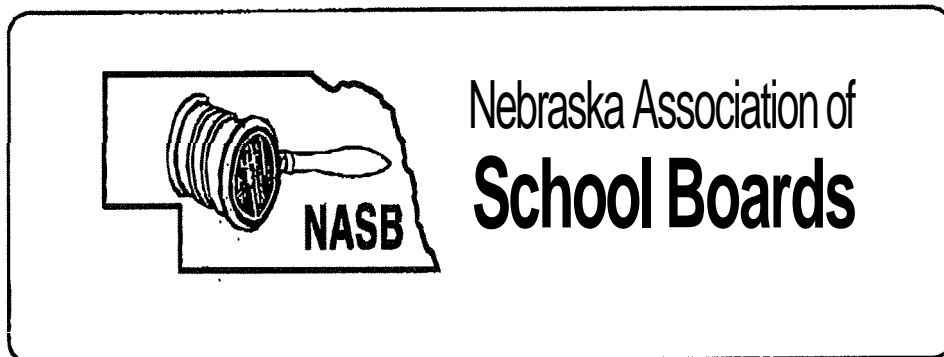
Our board committee discussion should focus on the nine resolutions above and the following areas that were submitted by administrators for consideration.

- I. Future of Fees
 2. The school finance study
 3. LB 6 impacts
 4. Assessments
 5. Technology (recent decisions by the Nebraska Information Technology Committee)

I have also attached the NASB Legislative Committee and Board of Directors' Recommendations for the 2003 Legislative session.

**NASB LEGISLATION COMMITTEE &
BOARD OF DIRECTORS' RECOMMENDATIONS
FOR THE 2003 LEGISLATIVE SESSION**

**THESE RESOLUTIONS AND STANDING POSITIONS
WILL RECEIVE FINAL ACTION AT
THE NASB DELEGATE ASSEMBLY
ON NOV. 22,2002**



2002 NASB Area Membership Meeting — General Session

13.

Legislative Resolutions forwarded to the NASB Board of Directors to Delegate Assembly

Abortion Rights Notification

Omaha Public Schools

NASB supports legislation that would establish a toll-free number at the Department of Health, available 24 hours a day, to furnish information regarding the requirements for parental notification in obtaining an abortion and the means for seeking a judicial waiver and repeal of the duty of school districts to notify students of statutory abortion rights.

Budget Lid: Growth Factor

Omaha Public Schools

NASB supports legislation, which would establish an education expenditures "growth factor" which reflects the actual cost of providing a public education.

Compensation for Writing Assessments

Legislation Committee

NASB supports adequate Funding to compensate school districts/ESUs for the time-spent writing and revising assessments for the State's Learning Standards.

County Treasurer Collection Fee; Exemptions

Legislation Committee

NASB supports legislation to exempt the 1 percent County Treasurer's commission from the total property tax requirement for all funds for the purpose of calculating the levy cap.

County Valuation Certification

Legislation Committee

NASB supports a July 1 deadline for all counties to certify valuation to school districts and ESUs.

Elimination of Reserve Limitations in Debt Service Funds

Lincoln Public Schools

NASB supports legislation that eliminates the reserve limitations in debt service funds.

Elimination of Reserve Limitation in the Tax Equity and Educational Opportunities Support Act

Lincoln Public Schools

NASB supports legislation that eliminates the reserve limitation in the Tax Equity and Educational Opportunities Support Act.

* Encouraging Students to Select Education As Their Chosen Profession

Omaha Public Schools

NASB supports legislation, which would establish state financial support for providing incentives to encourage college and university students to enter the teaching profession and remain in Nebraska upon graduation.

Enrollment Option; Homebound Students

Legislation Committee

NASB supports legislation that states that when an option student becomes homebound, the school district in which the student resides assumes full responsibility for educating the student.

Enrollment Option Limitation

Legislation Committee

NASB supports legislation returning option students to the resident school district if the option district must contract with another school district or agency for the educational services needed by the student.

ESU Board Budgets

Legislation Committee

NASB supports action by the Legislature to study the role of the Advisory Council in LB 806 (1997), which granted fiduciary responsibilities to school systems, thus removing it from the elected ESU Board.

Exceeding the Levy Limit/Expenditure Limits for Compensation Increases

Legislation Committee

NASB supports legislation that would allow school districts to exceed the levy and expenditure limits by the amount needed to underwrite the cost of increases in salaries and fringe benefits.

* Exclusions for Increased Expenses

Legislation Committee

NASB supports legislation that would exclude from the property tax levy and spending limitations increased operating expenses incurred by school district to operate additions or new facilities of the district. This exclusion would relate to expenses exceeding 5 percent or \$100,000 a year, whichever is less.

*Indicates a newly proposed resolution.

14.

General Fund Reserve Limit Exception

Legislation Committee

NASB supports legislation that Would **not** penalize school districts in the state aid formula when they receive money for the purpose of correcting errors in calculations.

Legislation Implementation

Legislation Committee

NASB supports a requirement that any legislative bill passed **after March 1** which limits financial resources, or requires additional financial resources. will not be effective until the beginning of the fiscal year at least **one** school year after its passage.

Levy Limit Exemptions: Building and Qualified Capital Purpose Undertaking Fund

Omaha Public Schools

NASB supports legislation, which would exclude the special building fund levy and the hazardous materials abatement and accessibility fund levy from the property tax levy limitation.

Liability for Medication Administration

Legislation Committee

NASB supports legislation that would limit school district and school district representatives from liability for the administering of prescription medication to students.

Liability Limitation for Employee Performance Evaluation

Legislation Committee

NASB supports legislation that would provide school districts, ESUs and their representatives protection from liability when providing candid appraisals concerning a former employee's job performance without threat of legal action.

New Employee Bonuses and Incentives

Omaha Public Schools

NASB supports legislation allowing school districts the flexibility to offer incentives to encourage prospective employees to sign a contract of employment.

Parental Liability for Child's Actions

Legislation Committee

NASB supports legislation that establishes that parents or guardians may be held financially responsible for willful and intentional acts of their child that disrupts the school day.

Pooling Personnel for Insurance Coverage

Legislation Committee

NASB supports legislation that allows public entities to pool their personnel for any insurance purposes.

Property Condemnation Requirements

Legislation Committee

NASB supports legislation that would eliminate a specific number of acres that may be condemned by a school district.

Salary Related Items and the CIR

Legislation Committee

NASB supports legislation to: include "ability to pay" among the factors considered by the Commission of Industrial Relations and authorized districts to levy funds to satisfy CIR judgments.

School District Options in Dealing with Large, Unanticipated Revenues

Legislation Committee

NASB supports legislation giving school boards options in dealing with large, unanticipated revenue increases in order to minimize fluctuations in state aid.

Student Expression

Legislation Committee

NASB opposes efforts to erode the authority of the local board of education and school principals to regulate the content of school publications and other media produced through the implementation of the school curriculum.

Teacher Compensation

Legislation Committee

NASB supports a comprehensive approach by the Legislature to the teacher salary issue that takes into account all of the combined effects of (1) property tax levy limitations, (2) Commission of Industrial Relations statutes and decisions, (3) mandatory reduction-in-force

15.