Joint Meeting
Board of Education & Board of Regents
University of South Dakota, Vermillion
Coyote Student Center-Rushmore Rooms
October 19, 2005

Board of Education

- Glenna Fouberg President
- Jack Broome
- Kelly Duncan
- Barbara Everist
- Richard Gowen
- Marilyn Hoyt
- Jan Nicolay
- Roger Porch
- Clint Waara
- Rick Melmer, Secretary of Education

Board of Regents

- Harvey Jewett, President
- Terry Baloun
- Richard Belatti
- James Hansen
- Randy Morris
- Kathryn Johnson
- Dean Krogman
- Carole Pagones
- Tony Venhuizen
- Robert T. Tad Perry, Exec. Director

Introduction & Opening Comments

Overview of Background Information

I. Transition Issues

a. ACT Information

Stephanie Weideman, Department of Education, reviewed the 2005 ACT results, historical data on South Dakota student ACT results, a comparison of core versus non-core ACT results, the new ACT writing component, and school size data. The boards discussed the optional writing portion of the ACT, which was offered for the first time in 2005.

The Department of Education was looking into the ACT Explorer exam, which is designed to help students better prepare for the ACT. The boards discussed the value of the Explorer and ACT preparations.

Weideman noted the gap between Native American and Caucasian student achievement and between low- and high-household income students.

Melmer shared the NAEP results, which were announced that morning. Students achieved significantly higher scores in math while reading scores remained statistically the same.

b. Remediation

Janelle Toman, Board of Regents, relayed information on the remediation rates of South Dakota students. She noted that South Dakota's student remediation rate is in line with the national and regional averages, approximately 30-33%. The boards discussed student remediation and its possible causes and remedies (see document filed with board secretary).

c. Retention

Toman reviewed data on the retention of students and relayed the Regental plans to improve retention (see document filed with board secretary).

Toman updated the boards on the South Dakota Opportunities Scholarship, which was entering its second fully-funded year. She relayed that the attrition rate of the scholarship students was 23%; most of the attrition occurred because the students were not able to maintain a 3.0 GPA both semesters or were not able to maintain the required 15 credit hour load both semesters. The board discussed the causes of the attrition and ways to combat it.

II. Teacher Education

Melody Schopp, Department of Education, relayed that the department was proposing updated teacher preparation administrative rules. The proposed rules were aligned to the national INTASC standards and based on the NCATE standards.

Lesta Turchen, Board of Regents, stated that she was working on aligning teacher preparation curriculum to the content standards and the proposed administrative rule requirements.

Schopp updated the boards on other recent administrative rule amendments and implementations.

Turchen explained the website the Regents created that contains PRAXIS exam testing assistance.

Turchen reviewed the teacher quality enhancement program assessment plans she was developing.

The boards discussed the quantity of teachers being prepared and the possible reasons for teacher shortages.

III. PK-20 Connections

Melmer explained an initiative being introduced across the country that would develop a council to talk about the articulation among all levels of education.

IV. Summary of Campus Visits

Schopp noted that she, Melmer, Perry, Wayne Lueders, Associated School Boards of South Dakota, and Christie Johnson, School Administrators of South Dakota, had conducted campus visits at the four public post secondary universities.

Sub-group discussions

Group I – Transition from High School to College

This group discussed revamping high school schedules, encouraging career shadowing, offering scheduling flexibility, helping schools learn about work possibilities, and coordinating with communities to develop work opportunities for students. These things would help students with the transition from high school to postsecondary school or the work world and would help increase student.

The group also discussed whether CLEP & AP credits were counted toward the total number of credits students need for graduation; Turchen stated that such credits do count toward graduation.

Group II – Teacher Education

This group discussed the teacher mentor program and the funding to continue the program once the Teacher Quality Enhancement grant runs out. The group also discussed the New Teacher Academy, the seven Educational Service Agencies and the professional development available through them, the Teach For America program, the annual Teacher Leadership Conference, and alternative teacher certification.

Nicolay suggested that an annual conference that would mirror the TLC be developed for administrators. Turchen relayed information on the assessment center that was reinstituted. It was noted that Technology & Innovations in Education offers a leadership conference for principals.

Group III – PK-20 Connections

This group concluded that the disconnect between the education given to students at the K-12 level and the education given to students at the postsecondary level needs to be eliminated.

The group decided to continue and formalize the “coffee” meetings between Melmer, Perry, Lueders, and Johnson, by including additional persons in the group with the goal being that the group would discuss ideas and current educational issues.