



STATE BOARD OF EDUCATION
Annual Report
2002-2003

Table of Contents

Introduction	3
President's Letter	4
Partnerships	5
Department Of Education	5
Professional Standards Board	7
Performing Responsibilities	9
Charter Schools	9
Neighborhood Schools	10
No Child Left Behind	11
Exercising Leadership	12
2002 Education Summit	12
Board-Sponsored Research	13
Achievement Gap Action Group	14
P-20 Council	15
Board Composition and Activities	16
Vision and Mission Statements	17
Goals	18
Meet Your State Board	21

ANNUAL REPORT

DELAWARE STATE BOARD OF EDUCATION

The Delaware State Board of Education is pleased to present its 2002-03 Annual Report. This report highlights the Board's leadership role in supporting and improving education in Delaware. While much of the Board's monthly meeting time is spent performing its statutory responsibilities such as reviewing and approving rules and regulations, and reviewing applications and modifications for charter schools, the Board also deals with a wide range of policy issues. The Board's sense of the state's education priorities can be found in its vision and mission statements along with five major long-range goals that comprise its strategic plan. These documents are contained within this report.

You are encouraged to contact the Delaware State Board of Education through Ann Case, State Board Policy Analyst or Dani Moore, Administrative Secretary by phone at (302) 739-4603 or by e-mail to acase@DOE.k12.de.us or dmoore@DOE.k12.de.us.

You may access the State Board Agendas, summaries of actions found in Board Highlights, and copies of approved State Board Minutes through the Department of Education website at www.doe.state.de.us by clicking on the State Board icon. You may also access the State Board's Procedures Manual, State Board reports, other documents and biographical sketches of the members on this website. Hard copies of these documents may be obtained by contacting the State Board of Education office.

The Board's regular monthly meetings are open to the public and are usually convened on the third Thursday of the month beginning at 1:00 p.m. The meetings are held in the Cabinet Room on the second floor of the Townsend Building, Dover, Delaware.

President's Letter

The State Board provides an essential, longitudinal perspective on Delaware's ongoing education reform efforts, sometimes explicitly through the research we commission analyzing progress in our education accountability system and always through our structure that represents Delaware's geographic and partisan divisions. The Board annually identifies particular areas of concern on which it can concentrate its efforts and is receptive to other issues through regular opportunities for interaction with education stakeholders and the public.

Over the past year, the Board has coordinated efforts of the Achievement Gap Action Group that helps focus attention and effort on a critical feature of accountability. Our outreach efforts include ongoing representation on committees of the Delaware School Boards Association as well as twice yearly meetings with local board members to talk about issues affecting their schools and districts. Throughout the past year, we worked closely with the Delaware Department of Education to understand the new federal requirements under No Child Left Behind and design changes to the state's accountability system intended to bring us into compliance with the federal requirements.

Progress on reform requires good working relationships with the Delaware Department of Education and the Professional Standards Board (PSB) which share with us responsibility over education policy. During the past year, there were extensive discussions with both on proposals for educator accountability and revising the state's licensure and certification processes.

Our single largest undertaking for the year was the Education Summit. Approximately 200 educators and policy makers assembled for a day to share thoughts and strategies for helping students improve their learning. The Board also spent countless hours reviewing issues relating to charter schools and district proposals designed to meet the Neighborhood Schools statute.

As we move forward into 2003-04, the Board has been instrumental in forming a P-20 Council to strengthen the connections across all levels of education in the state, spanning preschool through college.

Within this 2002-2003 Annual Report, you get a more detailed look at the actions and activities undertaken in the past year to meet our long-range goals and objectives.

As always, we welcome the opportunity to work with educators and citizens throughout our State to enable Delaware Public Education to be a beacon for every other State in the Nation.

Joseph A. Pika, Ph.D.
President

Partnerships: Department of Education

The State Board works collaboratively with the Secretary of Education, Valerie Woodruff, and the Department of Education to provide leadership to Delaware's education reform and to guide education policy in the state. The Secretary of Education, appointed by the Governor with the consent of the State Senate and a member of the Governor's Cabinet, serves as Executive Secretary for the State Board. The Board provides advice and guidance to the Secretary on policies, rules and regulations.



State Board Meeting: Jean Allen, Ann Case, Secretary Woodruff, Rob Gilsdorf

One of the primary functions of the State Board of Education is to assist the Secretary of Education with the development of policy. Subsection 104(b)(1), 14 Delaware Code states the Board's purpose:

- (1) Provide the Secretary of Education with advice and guidance with respect to the development of policy in those areas of education policy where rule- and regulation-making authority is entrusted jointly to the Secretary and the State Board. The State Board shall also provide guidance on new initiatives, which may from time to time be proposed by the Secretary. The Secretary shall consult with the State Board regularly on such issues to ensure that policy development benefits from the breadth of view point and the stability which a citizen's board can offer and to ensure that rules and regulations presented to the State Board for its approval are developed with input from the State Board. Consistent with its role in shaping critical educational policies, the State Board of Education may also recommend that the Secretary undertake such initiatives which the State Board believes would improve public education in Delaware.

In 2002-03, the State Board approved policy and regulations dealing with the following:

- Amending regulations for the Delaware Interscholastic Athletic Association.
- Amending regulations for school transportation including regulations for bus drivers and aids as well as bus chassis.
- Consolidating Vocational Education.

Other official actions taken by the State Board by concurring with the Secretary of Education included:

- Authorization of special programs in school districts including Intensive Learning Centers.
- Approval of proficiency levels for the Delaware Alternative Portfolio Assessment (DAPA) for those special needs students unable to participate in the regular assessment program.
- Approval of assessment instruments for kindergarten and grade 1 students
- Establishment of qualifying scores for the Para-Pro Assessment for Title I Instructional Aides.
- Adoption of criteria for designations of superior schools and districts under NCLB.



Board President Joseph Pika, Ann Case and Jean Allen at State Board Meeting.

In addition, the State Board and the Secretary of Education launched two major initiatives with significant policy implications for public education in the State. These initiatives, discussed later in this report, are the Achievement Gap Action Group and the P-20 Council. That State Board also consulted with the Secretary and the Department on the changes in Delaware's Education Accountability Program required by the federal legislation popularly known as No Child Left Behind.

Partnerships: Professional Standards Board

In 2002-03, the State Board worked closely with the Professional Standards Board on the important issues of educator standards and accountability, licensure and certification, and educator compensation. State law requires State Board approval of regulations developed by the Professional Standards Board working in consultation and cooperation with the Department of Education. Both the State Board and the PSB must concur to publish regulations. (State Board action must be within 60 days of the PSB's sending the proposed regulations forward.) Once published, the regulations come before both bodies for discussion and action in subsequent months.



Small Group Session from Second Education Summit.

Last year the State Board approved the following regulations that had been forwarded by the PSB:

- Regulation 1511: Issuance and Renewal of Continuing License to provide for a new licensure system.
- Regulation 1571: Certification Career and Technical Specialist.
- Regulation 1594: Delaware Administrator Standards to bring them into alignment with the standards adopted by the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders.
- Regulation 1540: Certification Science Teacher to revise the Certification for Science Teachers by extending the effective dates.
- Regulation 1541: Limited Standard Certificate for Middle Level Mathematics and Science and Secondary Science Certificates for Middle Level Science by extending the effective dates.
- Regulation 1593: Delaware Professional Teaching Standards to better align Delaware's standards with the Model Standards for Licensing General and Special Education Teachers of Students with Disabilities developed by the Interstate New Teacher Assessment and Support Consortium (INTASC), a program of the Council of Chief State School Officers.

The Professional Standards Board and the State Board of Education also conducted ongoing and lengthy discussions around proposed regulations for administrative certifications, educator appraisal and general certification procedures. None of these issues were finally resolved by the end of the fiscal year.



Registration at Second Education Summit.

The State Board of Education approved the Professional Standards Board recommendation to authorize Responsibility Assignment Salary

Supplement payments of \$1500 to lead mentors for administrators and teachers; \$750 for mentors with one first year teacher or administrator; \$1,000 to mentors with two first year teachers or administrators; and \$1,250 to mentors with three first year teachers or administrators.

In addition, the State Board of Education approved the PSB's recommendation to authorize professional development clusters with a value of 2% of the educator's base pay for voluntary assessment-based specialty certifications awarded for meeting standards established by national professional organizations for the following:

- National Certified School Nurse valid up to 5 years and renewable upon fulfilling the renewal requirements sent by the National Board for Certification of School Nurses;
- National Certified School Counselor valid up to 5 years and renewable upon fulfilling the renewal requirements sent by the National Board for Certified Counselors;
- National Certified School Psychologist valid up to 3 years and renewable upon fulfilling the renewal requirements sent by the National School Psychologist Certification Board of the National Association of School Psychologists.

The State Board also approved the recommendations of the PSB for professional development clusters composed of class work, independent study, reflection and implementation strategies. Completion of the clusters results in educators receiving additional salary supplement for up to five years. The clusters approved in 2002-2003 were for a 2% salary supplement for five years and include:

- Humanities Cluster: Rethinking and Researching Asia
- The Delaware Reading Project Summer Invitational Institute
- Best Practices in the Teaching of Reading
- The Delaware Writing Project Summer Invitational Institute
- Best Practices in the Teaching of Writing
- Six Traits of Writing Process Grades K-1

Performing Responsibilities: Charter Schools

As authorized by Chapter 5, Title 14, Delaware Code, both the Secretary of Education and the State Board of Education must assent to decisions relative to schools chartered under the auspices of the Department of Education. Considerable time is spent by State Board members reviewing applications for new charters, considering requests for charter modifications, investigating charter violations and evaluating applications for charter renewal.

In 2002-2003, the Board considered two applications for new charters, four charter modifications and four formal reviews for charter violations. In addition, three schools submitted renewal applications and one school had its charter revoked. After an extensive review, the Board gave its assent to deny each of the new charter applications. The Board assented to grant the requested charter modifications with conditions attached to the approvals and assented in placing four schools on probation for charter violations. After considerable discussion the Board assented to renew the charters of three schools, but asked that stringent conditions for future review be attached to two of the renewals. The Board also assented to revoke the charter of a school which had not yet opened and had failed to secure adequate financing to support the school.

In order to facilitate communication between the Department and the State Board, two State Board of Education members sit on the Department's Charter School Accountability Committee. This Committee makes recommendations to the Secretary on charter issues.

After collaboration between the State Board, the Department and charter school representatives, the State Board approved a significant number of regulations designed to provide guidance for new charter applicants, existing charter schools, the Department of Education and the Board itself.

Performing Responsibilities: Neighborhood Schools

The Neighborhood Schools Act approved by the Delaware General Assembly in the spring of 2000 continued to demand considerable time and attention from the State Board during the past year. The law required the Brandywine, Christina, Colonial and Red Clay Consolidated School Districts to develop neighborhood school plans that addressed school grade configurations and student assignment based on the grade appropriate school closest to the student's residence. The Act allowed other non-vocational school districts to submit plans. Three districts, Appoquinimink, Delmar and Seaford, did so.



Carol Mayhew, Lew Atkinson and Dennis Savage chat before a Board Meeting.

The seven districts submitted plans in the fall of 2001 and the State Board reviewed them and rendered decisions in March 2002. The Board did not approve the plans of the Christina, Red Clay Consolidated and Appoquinimink School Districts because they did not comply with mandates of the law. The Neighborhood School Act required the Christina and Red Clay Consolidated School Districts to resubmit compliant plans if the originals were rejected and they did so by the end of May 2002. Appoquinimink was not required to resubmit their plan, but chose to do so.

In the fall of 2002, the State Board held hearings to review the resubmitted plans and conducted public hearings in Christina and Red Clay Consolidated School Districts to receive community input.

The State Board's review of the three plans was based on the legislative requirements; its decisions on the resubmitted plans were rendered in April 2003. The Neighborhood School Plan submitted by the Appoquinimink School District was approved. The plans submitted by the Christina and Red Clay Consolidated School Districts were not approved. The State Board noted that the geography of the Christina School District made it virtually impossible for the district to design a coherent neighborhood school plan without the cooperation of the other contiguous school districts.

Copies of the submissions and the decisions are available on the State Board of Education's web site at www.doe.state.de.us.

Performing Responsibilities: No Child Left Behind

The reauthorization of the Elementary and Secondary Education Act (ESEA) at the federal level, better known as No Child Left Behind (NCLB), impacted the State Board and the Department of Education significantly in 2002-03. The law prescribed a common framework for education accountability for schools, districts and states.

Extensive changes in Delaware's education accountability system were made as a result of the new federal requirements. The Department, in consultation with the Board, developed a plan approved by the legislature which modified the statutory basis for Delaware's accountability program. The State Board's concurrence was required for the numerous regulatory changes and new regulations needed to establish the new accountability plan.

The Student Testing Program regulation was amended to include five levels of performance for students in grades 2,4,6,7 and 9 in reading, writing and mathematics beginning in 2006. The School Accountability regulation was amended to comply with the federal requirements for Adequate Yearly Progress (AYP), and finally, a new regulation was adopted to provide for education profiles for schools and districts.

Members of the State Board of Education participated in the discussions leading to the development of Delaware's NCLB plan, and the Board received monthly updates on the plan, federal regulatory requirements, and timelines to address the changes. In addition, as part of its outreach effort, the State Board held conversations with local boards throughout the State to help them understand the new provisions that were going to be in place.



Dennis Savage and Valarie Pepper are joined by Secretary Woodruff at a reception for National Board teachers.

Exercising Leadership: 2002 Education Summit

As part of its leadership role and outreach efforts to the education community, the State Board hosted its second Education Summit in November 2002. The first summit was held in 2000 to recognize progress made in the state's reform effort and to renew commitment to the reform. The topic of the 2002 Summit was **Effective Schools: Opportunities to Learn for All Students** with Larry Lezotte, Ph.D., a foremost authority on effective school's research, as the keynote speaker. Dr. Lezotte lectures and writes widely on school improvement and effective schools. Attendees included educators, parents, legislators, community members and higher education representatives.



Governor Minner addresses attendees at the Second Educational Summit.

In addition to Dr. Lezotte's address, small group sessions were held which highlighted programs from around the state that have demonstrated aspects of effective schools. These programs included the use of Baldrige Quality Criteria to improve student performance, Love and Logic research based strategies, the Southern Regional Education Board High Schools That Work, middle school strategies, programs to encourage and support high achievers at the elementary school level, parent outreach, and partnering with preschool programs for seamless transitions.

Attendees also received an update on the federal education initiatives from members of Delaware's congressional delegation including Senator Thomas Carper and Representative Michael Castle. The State Board was honored to have Governor Ruth Ann Minner attend the summit, speak of her support for education reform and encourage the audience to continue on the path to improving Delaware's public education system.

The State Board will sponsor another Education Summit in the fall of 2004.

Exercising Leadership: Board-Sponsored Research

The State Board of Education believes that one of its responsibilities is to support research on Delaware's education reform. For the past four years, the Board has contracted with the Education Research and Development Center at the University of Delaware to conduct studies of Delaware's accountability system. Two reports were completed and presented for 2002-2003.

"Making the Grade: The Intentions, Interpretations, and Implications of Delaware's School Accountability System"

Related to State Board of Education Goal 1

Dr. Lisa Banicky and Jennifer Gallo-Fox presented the third and final case study authorized by the State Board of Education. This study focused on schools as they began the school improvement and review processes. Among the findings are the powerful effects that the school accountability system has on how schools see themselves and the value of the school review process for school improvement.

Copies of the report can be accessed through the website of the Research and Development Center at the University of Delaware at www.rdc.udel.edu.

"A Year of Consequences: A Longitudinal Study of Delaware's Student Accountability Plan"

Related to State Board of Education Goal 1

The State Board was presented with the latest longitudinal study conducted by the University of Delaware Research and Development Center. This study was contracted by the State Board and is the third of a series of longitudinal reports. A new data element in this year's report was student retention information. The full report can be accessed at <http://www.rdc.udel.edu/>.

In addition, the State Board commissioned a third report on the achievement gap in Delaware schools.

"Awareness to Action: Recognizing and Addressing the Achievement Gaps in Delaware Schools"

Related to State Board of Education Goal 4

The purpose of the report was to take school level data derived from Delaware's accountability program and the Delaware Student Testing Program (DSTP) and determine if there are disparities in achievement for minority and low-income students when compared to other students in the state. The report represented an attempt to create a common understanding of the challenge facing many of the schools in Delaware with respect to the achievement gap separating minority and low-income students from other students. It also contained a school-by-school examination of the achievement gaps in the areas of reading and mathematics.

The full report can be accessed either at <http://doe.state.de.us> or <http://www.rdc.udel.edu/>.

Exercising Leadership: Achievement Gap Action Group

The Achievement Gap Action Group, with representatives from education, business and the community, was convened by the State Board of Education in response to the Board's report on the achievement gap in Delaware schools entitled *AWARENESS TO ACTION: Recognizing and Addressing the Achievement Gap in Delaware Schools*. The report highlighted the gaps between Delaware's majority students and other student populations (minority, Hispanic, special education, low-income, LEP) at grades 3, 5, 8 and 10. The research was conducted by the Education Research & Development Center at the University of Delaware using data from the Delaware State Testing Program in reading and math. The stated purpose of the Achievement Gap Action Group was to share experiences, fashion strategies and collect further data. Several subcommittees were established and the Group met bi-monthly chaired by State Board President Dr. Joseph Pika.

During the 2002-2003 year, the Action Group built public awareness through articles discussing the achievement gap and the effects it has on business and industry. They also responded to newspaper coverage that had suggested economic circumstances alone determine success in school and reiterated how research demonstrates the importance of quality teachers and teaching in enhancing student success. In addition, partner groups sponsored various programs for constituents on elements of the achievement gap and parent empowerment.

On the legislative front, the Action Group supported initiatives that would enhance early childhood education opportunities including full-day kindergarten. A resolution sponsored by Representative Melanie George was passed which established an Early Childhood Education Task Force to study and make recommendations to establish full-day kindergarten as well as universal pre-kindergarten education in Delaware.

With the federal reauthorization of the Elementary and Secondary Education Act, more familiarly known as No Child Left Behind (NCLB), the Action Group discussed and reflected on the impact of NCLB and what adequate yearly progress of subgroups of students would mean in terms of both illuminating and lessening the achievement gap.

The Action Group also initiated discussions to more clearly define its role and purpose. To that end, a facilitator worked with the Group to do an inventory of activities and determine future courses of action. In order to focus their work, the members of the Action Group have agreed on these priority issues:

- **Improve middle and high school education** by identifying effective instructional programs with special attention to factors that improve student success; e.g., enhancing teacher-student interactions.
- **Improve student transitions** across instructional levels – elementary to middle, middle to high, high school to college, training for work.
- **Develop a recommended state curriculum** that will ensure that instruction in all districts is aligned with the state standards.
- **Provide districts and schools with greater funding flexibility** that places more emphasis on results than on standardized funding formulas.
- **Expand early childhood programs** that enhance student opportunities to learn and succeed including full-day kindergarten.

Exercising Leadership: P-20 Council

In the fall of 2002, the State Board began to discuss a major initiative, creating a P-20 Council as a means to connect the three otherwise disconnected levels of public education, preschool, K-12 and higher education.

P-20 councils in other states have created a more integrated, less fragmented education system that acknowledges the importance of starting school ready to learn and prepares students for success in higher education. It also allows for vertical integration – preschools know what the expectations are for students entering kindergarten and secondary students, their parents and teachers know what is expected at the post-secondary level.

The major goals of a P-20 council are:

- Expanding early learning for children ages 3 to 5
- Transitioning students from one level to another
- Closing the achievement gap
- Improving readiness for college success
- Upgrading teacher education and professional development

The strengths of a P-20 system are that it is inclusive, it aligns efforts at all levels and it supports standards and assessments. It also establishes a logical progression of learning, reduces the need for remediation, removes artificial barriers and opens the door to a new way of doing business in public education.

On August 28, 2003, Governor Ruth Ann Minner signed Executive Order 47 establishing the Delaware P-20 Council to be co-chaired by the President of the State Board of Education and the Secretary of Education. The Council's activities will be launched during winter 2003-04.



President Joseph Pika congratulates one of the School Bus Safety Poster winners.

Board Composition and Activities

During the past year, the State Board consisted of the following membership:

Joseph A. Pika, Ph.D., President, serves at the pleasure of the governor

Budget Subcommittee, chair

Research Subcommittee, chair

Achievement Gap Action Group, chair

House Resolution 95 Committee

National Association of State Boards of Education Charter School Study Group

Jean Allen, Vice President, term expires 2005

Legislative Subcommittee, chair

Budget Subcommittee

Delaware School Boards Association Board of Directors

Delaware School Boards Association Legislative Committee alternate

Charter School Accountability Committee ex-officio member

National Association of State Boards of Education Distinguished Service Award Committee

Richard Farmer, term expires 2009

State Action for Educational Leadership Committee

Rob Gilsdorf, term expired 2003

Legislative Subcommittee

Delaware School Boards Association Legislative Committee

State Action for Educational Leadership Committee

Academic Achievement Subcommittee

Mary Graham, term expires 2005

Legislative Subcommittee

Charter School Accountability Committee ex-officio member

Academic Achievement Subcommittee

Valarie Pepper, term expires 2005

State Equalization Committee

Statewide Early Childhood Standards Committee

Dennis Savage, term expires 2009

Budget Subcommittee

House Resolution 95 Committee

National Association of State Boards of Education Friends of Education Award Committee

Claibourne Smith, Ph.D., term expires 2005

Research Committee

Achievement Gap Action Group

National Association of State Boards of Education Board of Directors

For further information on Board members, please see Meet Your State Board

Vision and Mission Statements of The Delaware State Board of Education

- High Expectations
- Highly Effective Educators
- Visionary Leadership
- Sound Policies
- Strong Public Support

Vision Statement

All children are able to reach their maximum potential and are prepared to lead full and productive lives in the 21st Century through an education system that ensures:

- Education excellence, equity, and high expectations for each and every child;
- A highly effective teacher in every classroom;
- A safe and supportive learning environment in every school; and
- Partnerships among educators, parents, family, business, and the community that support high academic achievement and opportunity for all children.



National Board Teacher Reception

Mission Statement

The Delaware State Board of Education will provide the breadth of viewpoint and continuity of purpose of an independent citizen's board and will work in partnership with the Department of Education, school districts, families, and the community to:

- Ensure that high expectations are maintained for all students and all adults working in the educational system;
- Ensure an adequate supply of effective, qualified educators for Delaware schools;
- Develop a long-term vision and maintain an ongoing five-year plan to ensure the steady progress of all children to reach their full potential;
- Ensure that all education policy is consistent with the State Board's vision and supports the implementation of best practices in the field;
- Formulate and recommend education policy initiatives for the improvement of public education to the Administration and Legislature; and
- Build support for public education in Delaware through regular communication with the public.

Adopted: December 17, 1998

2002-2003 GOALS

GOAL ONE: Ensure that the accountability system is implemented in a manner that provides a quality education and high standards for all students.

1. Continue to work with the Department of Education to ensure that standards-based reform is proceeding in an orderly and effective manner and critical issues that are raised are treated in a timely fashion.
2. Continue to provide research-based perspectives on the Delaware reforms through the University of Delaware Education Research and Development Center.
 - Use longitudinal and cross-sectional data from the state testing program, as well as other valid indicators, to determine whether school and student performance are improving and whether the number and percentage of students with poor performance on the DSTP are declining.
3. Review the Department of Education's "statewide school needs assessment" based on the school review process developed in 2001-2002. The assessment may address current and needed instructional strategies, resources, leadership training, professional development, etc.

GOAL TWO: Promote efforts to ensure an adequate supply and ongoing development of highly effective teachers.

1. Undertake actions necessary to maintain focus on this critical issue.
2. Continue to work with the Professional Standards Board and Department of Education to ensure that:
 - a. New Delaware teachers complete a high-quality induction program.
 - b. Incentives are in place to improve instructional effectiveness for both teaching and administrative staff.
 - c. There is an adequate supply of effective staff for public schools as a result of quality pre-service and in-service programs, quality licensure and recertification processes, and an effective recruitment/retention plan.
3. Undertake efforts to address the issue of teacher supply and demand.
 - a. Work with the Department, the Professional Standards Board and districts to identify obstacles to teacher hiring.
 - b. Conduct/review needs assessments for possible action recommendations.

GOAL THREE: Ensure that school and district leaders have the skills and knowledge they need to successfully support education reform.

1. Actively participate in the “State Action for Educational Leadership Project (SAELP)” consortium to secure funding for continued work in enhancing educational leadership in Delaware.
2. Work with the Professional Standards Board to set expectations for leadership performance at all levels of the educational system in Delaware.
3. Assist and support the Delaware SAELP consortium activities to promote leadership through changes in legislation, policy and/or regulation.

GOAL FOUR: Ensure that each Delaware student’s opportunity to learn is fully realized. Specifically, this includes closing the achievement gaps that exists between majority students and minority, Hispanic, exceptional needs and low-income students as well as providing ongoing challenges for high achieving students.

1. Continue to issue an achievement gap report based on disaggregated data from the Delaware Student Testing Program.
2. Continue to convene and guide the efforts of the Achievement Gap Action Group.
3. Identify policy actions that will increase opportunities for high achieving students.
4. Explore policy actions that will make students’ opportunity to learn more equitable.

GOAL FIVE: Continue to provide public leadership in support of education reform that leads to improved teaching and learning as well as high academic standards for all students.

1. Maintain contacts with members of local school boards through semi-annual meetings and memberships on the Delaware School Boards Association (DSBA) Board of Directors and the DSBA Legislative Committee.
2. Serve as members on education committees throughout the state including the Equalization Committee, the Charter School Accountability Committee, and the Task Force for House Resolution 95.
3. Continue to build a positive working relationship with the Professional Standards Board.

-
4. Work with education partners toward holding regular, statewide Education Summits on important topics of common interest.
 5. In cooperation with the Department of Education and through the Board's Legislative Committee, work with the General Assembly on education matters.



National Board Teacher Reception.

Adopted: 9/19/02

Joseph A. Pika President

Joseph A. Pika received B.A. and M.A. degrees in International Relations from The Johns Hopkins University and then taught for three years at the Gilman School in Baltimore, Maryland before returning to earn his Ph.D. at the University of Wisconsin-Madison. He now lives in Newark with his wife, Mary. His three children are honors graduates of Franklin & Marshall College and Bucknell University; one holds a Masters in Physical Therapy from the University of Delaware and another a Masters in Public Policy from Duke University.

In 1981, Dr. Pika joined the Department of Political Science and International Relations at the University of Delaware following three years at SUNY-Buffalo. He was promoted to the rank of Professor in 1993. He is the co-author of two books that have undergone several revisions, more than twenty articles published in professional journals and collections, a major government report, and numerous papers presented at professional meetings and conferences.

At Delaware, Dr. Pika has been deeply involved in departmental, college and university governance including seven years as Department Chair. He has served on or chaired committees dealing with general education, undergraduate studies, interdisciplinary programs, and recruitment of minority students and faculty. He has received both of the University's faculty awards for work with undergraduates - the Excellence in Teaching and Advising Awards - and has been inducted into multiple honor societies as well as serving two years as President of the local Phi Beta Kappa chapter.

During Spring 1993, Dr. Pika was on partial leave when he served as Executive Director of the Governor's Commission on Reorganization and Effectiveness, a statewide effort focused on reinventing ways to conduct public business. After nine months with the Commission, he returned and assumed the responsibilities of Chair in Fall 1994. In April 1997, he was appointed to a six-year term on the Delaware State Board of Education. In January 2001 he was named President of the State Board, serving at the Pleasure of the Governor.

Jean W. Allen Vice President

Jean Allen was appointed to the State Board of Education in 1993 by Governor Carper. She was reappointed by Governor Minner in 2001 to a four year term. Jean is a native Delawarean who graduated from Delaware's public schools and attended the University of Delaware where she received a Bachelor of Arts degree in English.

Mrs. Allen has taught English at the high school level in both the Seaford and Laurel School Districts and in adult programs at Delaware Technical and Community College, Georgetown.

Mrs. Allen was a member of the Seaford School Board for over ten years and served as both President and Vice President of the Board. She also served as co-chairperson of several district referendum committees and Vice Chairperson of the Seaford School District Citizens Finance Committee.

Mrs. Allen is a Past President of the Delaware PTA where she also served as the first Vice President and the Vice President for Legislation for many years. She has served on a number of statewide committees and task forces including the Governor's Task Force on Children At Risk and the Advisory Committee on Teacher Evaluation.

Mrs. Allen is a member and Past President of the Seaford Branch of AAUW and served as Education Chairperson for the Delaware AAUW Board of Directors. For many years she chaired the Delaware AAUW's project on elementary counselors. She is currently serving on the Board of the Delaware Science, Math and Technology Education Foundation and is a student mentor in the HOST program at West Seaford Elementary School.

Mrs. Allen received the Thomas W. Mulrooney Award from the Delaware Personnel and Guidance Association for her work in promoting elementary counselors in schools. She has also been honored by the Delaware School Boards Association with its Distinguished Service Award for outstanding service to public education, and been awarded the Delaware PTA Life Membership Award for her work with the PTA. In 1985, the Seaford School District presented her with its Friend of Education Award.

Jean lives in Seaford with her husband Robert, a former member of the State Board. They have two grown children and two grandchildren.

Richard M. Farmer, Jr.

Mr. Farmer was appointed to the State Board of Education by Governor Ruth Ann Minner in 2003. A native Delawarean, Richard graduated from William Penn High School in 1966, received a Bachelor of Arts degree in Secondary Social Studies Education from the University of Delaware in 1970, and a Master's Degree in Secondary School Leadership from Wilmington College in 1989.

Mr. Farmer taught Social Studies at the George Read Middle School and Civics at William Penn High School. He was named District Teacher of the Year in 1979. He completed his thirty year career in the Colonial School District as Deputy Principal of William Penn High School, having previously served as an Assistant Principal of William Penn High School and the Principal of the Gunning Bedford Middle School.

Since retiring in 2001, Mr. Farmer has chaired the Music Education Advisory Committee for the Colonial School District which studied and made recommendations to the district concerning its music programs and the future of music in the schools.

Richard lives in Middletown with his wife, Dottie, who also retired from the Colonial School District after thirty years as a home economics teacher where she also was honored as a District Teacher of the Year. Richard is the principal trombonist for the Dover Symphony Orchestra and plays for several other music groups as well. As a result of his keen interest and dedicated service to music, he was honored as the Administrator of the Year in 1999 by the Delaware Music Educators Association.

Robert “Rob” J. Gilsdorf

(Resigned position as of April 30, 2003)

Mr. Gilsdorf was appointed to the State Board of Education by Governor Ruth Ann Minner in 2001. Before his appointment, Rob had served as a member of the Appoquinimink School District Board of Education since being elected in 1998. As a member of the Appoquinimink Board of Education, he chaired the Building Utilization Committee and led the efforts for the Emergency Acquisition Program to provide emergency funding for additional classroom space for the district. Rob enabled the Appoquinimink School District educational reform by supporting the rapid development and deployment of curriculum in the district, as well as the measurement of instructional transition towards standards based curriculum. During his tenure on the Appoquinimink Board various initiatives supporting the Delaware educational effort were implemented in Appoquinimink in advance of state mandates including parent accountability, extended day programs for students at academic risk, and a mandatory summer program for students based on multiple indicators. He was also a member of the Delaware School Boards Association’s Legislative Committee and appointed by Governor Carper to the Assessment and Accountability Advisory Committee.

In addition to his school board service, Rob was named to the Clean Water Task Force and serves as President of the Wheatland Civic Association.

A native Delawarean, Rob attended high school in Guaynabo, Puerto Rico from 1973 to 1976 before returning to Delaware to graduate from St. Mark’s High School in 1977. He attended the University of Delaware, graduating with a BSBA in Finance and Accounting in 1982.

Rob has been employed by E. I. DuPont de Nemours and Co., Inc. since 1982, holding various national and international managerial and staff positions.

Rob, his wife Judi and their two children, Christi and Andrew, live in Middletown. Their daughter attends school in the Appoquinimink School District while their son attends the Delaware Autistic Program in the Christina School District. Judi is a certified horseback riding instructor.

Mary B. Graham

Ms. Graham was appointed to a six-year term to the State Board of Education in 1999 by Governor Thomas R. Carper.

Mary holds a bachelor's degree with distinction in mathematics from Stanford University and a master's degree in mathematics from the Massachusetts Institute of Technology. She received her J.D. from Yale Law School in 1982 and served as a law clerk to U. S. District Court Judge Walter K. Stapleton.

Since 1983, Ms. Graham has been employed in the law firm of Morris, Nichols, Arsht & Tunnell. She became a partner in the firm in 1991.

Prior to her service on the State Board of Education, Mary served as the Chair of the Delaware Higher Education Commission. In this capacity, she led the Commission to be the first in the nation to add academic incentive to need-based student financial aid. She also promoted the Think College program, the establishment of the tuition savings program, and membership in the Southern Regional Education Board (SREB). She currently serves as a member of the SREB.

Ms. Graham has also served on numerous judicial review and advisory committees over the years.

Mary resides in Brandywine Hundred with her husband, Robert F. Simons, who is a professor of psychology at the University of Delaware. They have two children who attend public schools in the Brandywine School District.

Valarie R. Pepper

Mrs. Pepper was nominated by Governor Minner and confirmed by the Delaware State Senate in 2001 to a four-year term on the State Board of Education.

A resident of Kent County, Delaware, Valarie is employed as an Excise Tax Specialist with the Internal Revenue Service. A graduate of Caesar Rodney High School, Valarie received her BS in Accounting and Business Administration, as well as her Masters in Business Administration from Delaware State College (now University). In addition to her work with the Internal Revenue Service, she has also served as a Visiting/Adjunct Professor at Delaware State University in the areas of accounting, auditing, taxation and business.

Valarie has also been an active member of the Holy Cross Catholic Church community, as well as a volunteer with the Kent Swim Club and Dover Dolphins YMCA Swim Teams.

As a parent of two children who have graduated from Caesar Rodney High School, Valarie has been very active at all levels of the Parent Teachers Organization (PTO) in the district from Star Hill Elementary School, Allen Frear Elementary School to the Caesar Rodney Junior High School. She also served as a member of the Band Parents, the Parent Advisory Council and the Parent Liaison Council.

Valarie is married to Terry L. Pepper and has two daughters, Lauren and Heather, both currently attending college.

Dennis J. Savage

Dennis J. Savage serves as Director of the Office of Community Services (OCS), a unit within the Division of State Service Centers, Department of Health and Social Services (DSSC/DHSS). He is responsible for the administration of approximately \$12 million in state and federal funds. The OCS oversees the management and implementation of two of the state's block grants: the Community Services Block Grant (CSBG) program and the Low-Income Home Energy Assistance Program (LIHEAP) and over \$2 million in state funds to support the statewide operations of Emergency and Transitional Housing agencies and emergency energy assistance to low-income persons. He also is responsible for the administration of the U.S. Department of Energy (DOE) Weatherization Assistance Program (WAP), and the federal Community Food and Nutrition Program (CFNP).

Prior to his current government service, Dennis served in the field of education as a teacher in Chester, Pennsylvania and in the former Wilmington School District. In Delaware, he was a teacher coordinator of 70001, a pilot vocation education and training program. This project was designed and structured to model the Distributive Education Clubs of America (DECA), but was geared for students who were high school dropouts employed in retail sales and distribution while earning their General Education Diploma (GED). A new corporation was formed in Delaware and Dennis became the Vice President of 70001 Ltd. The goal was to develop and implement the 70001 Project model into a national employment and training program for disadvantaged youth.

Dennis is currently a member of the Delaware Advisory Council on Career and Vocational Education, a past member of the Christina School District Board of Education, and served as a member of the Department of Natural Resources and Environmental Control Community Involvement Committee. Dennis has also served as a Presidential appointee to the Advisory Council to the Fund for the Improvement of Post Secondary Education. He also served on the former Delaware Elementary and Secondary Education Act (ESEA) Title IV Advisory Council, the Governor's Advisory Council on the Future of Education, the Advisory Council to Project Challenge of Delaware Technical and Community College, Jobs for Delaware Graduates, and a host of other advisory committees and council memberships.

Dennis was appointed to the State Board of Education in 1997 for a six-year term. He has one son, Dennis, Jr. and is married to Brenda.

Claibourne D. Smith

Claibourne D. Smith is President of the Delaware Foundation for Science and Math Education. He retired in 1998 from the DuPont Company as Vice President, Technology and Professional Development and Vice Chairman, Corporate Educational Aid. During his employment by the DuPont Company, Dr. Smith also served as a member of the Research Staff in the Central Research and Development Department. He has held a number of management positions in R & D, Sales, Marketing and Marketing Liaison and was Vice President, Marketing in the Corporate Plans Department.

Dr. Smith is a member of the Delaware State Board of Education; a member of the State Commission on Higher Education; Chairman of the Board of Trustees, Delaware State University; President of the Board of Directors for the Delaware Foundation for Science and Mathematics Education and a Member of the Board of Directors for the Northeast Region, National Association of State Boards of Education. He was first appointed to the State Board by Governor Carper in 1993 and was reappointed to a second six year term in 1999.

Dr. Smith has B.S. and M.S. degrees in Chemistry from the University of Denver in 1959 and 1961, respectively, and a Ph.D. in Organic Chemistry from the University of Oregon in 1964.

Dr. Smith, his wife Roseann, and daughter, Kristina reside in Centerville.

Ann C. Case State Board Policy Analyst

Following graduation from the University of Delaware, Ms. Case taught in Delaware at the elementary school level for eight years. She then worked in several government positions, including Administrative Assistant to the House Republican Caucus of the 126th General Assembly. In 1978 she joined the Delaware School Boards Association as the Executive Director and continued in that capacity until 1998. As the Policy Analyst to the State Board of Education, Ms. Case assists and supports the Board members in their duties and responsibilities.