

**NEVADA STATE BOARD OF EDUCATION  
NEVADA STATE BOARD FOR CAREER AND TECHNICAL EDUCATION**

**Thursday, June 11, 2015**

Department of Education  
700 East Fifth Street  
Board Conference Room  
Carson City, Nevada

And

Department of Education  
9890 South Maryland  
Board Conference Room  
Las Vegas, Nevada

**MINUTES OF THE REGULAR MEETING**  
**(Video Conferenced)**

**BOARD MEMBERS PRESENT:**

**In Las Vegas:**

Elaine Wynn  
Tonia Holmes-Sutton  
Mark Newburn  
Allison Serafin  
Victor Wakefield

**In Carson City:**

Dave Cook  
Freeman Holbrook  
Teri Jamin  
Lisa Noonan

**DEPARTMENT STAFF PRESENT:**

**In Las Vegas**

Dena Durish, Director, Educator Effectiveness & Family Engagement  
Becky-Joe Puente, Administrative Assistant

**In Carson City**

Dale Erquiaga, Superintendent of Public Instruction  
Steve Canavero, Deputy Superintendent, Student Achievement  
Mindy Martini, Deputy Superintendent, Business and Support Services  
Dana Embro, School District Support & Reporting  
Russ Keglovitis, Education Programs Professional  
Tom MacDiarmid, Education Programs Professional  
Julian Montoya, Interim Administrator  
Diane Mugford, Education Programs Professional

Glenn Myer, IT Manager  
Katherine Rohrer, Education Programs Professional

**LEGAL STAFF PRESENT:**

**In Carson City:**

Greg Ott, Deputy Attorney General

**AUDIENCE IN ATTENDANCE:**

**In Las Vegas:**

Heidi Arbuckle, Clark County School District  
Seth Rau, Nevada Succeeds  
Nicole Rourke, Clark County School District  
Ben Gerhardt, Nevada Virtual Academy  
Kelly ORourke, Clark County School District  
Brad Keating, Clark County School District  
Judy Nantle  
Denise Hexon  
Tiffany Seibel, Clark County School District  
Sharon Newman, Clark County School District  
Jessica Lovell, Clark County School District  
Janelle Vincent, Clark County School District  
Victoria Carreon, Guinn Center for Policy Priorities  
Sue Wheeler, ACT  
John Clark, AC  
Chell Smith, Southern Nevada RPDP  
Jennifer Morley, Clark County School District  
Judy Mantle, National University  
Jason Lamberth, Parent  
Michele Ferriolo, Clark County School District  
Sandra Toomey, Agassi Charter School  
Michelle Cabral, Agassi Prep  
Kathy Mean, IDPL  
Anne Jacklin, AARSI  
Abbe Mattson, EKA  
Puram Mathur, Coral Academy  
WT Council, Instructor

**Carson City:**

Les Anderson, Public  
Sandra Aird, Washoe County School District  
Mike L., Public  
Scott Baez, Washoe County School District  
Mary Pierczynski, Nevada Association of School Superintendents  
Lindsay Anderson, Washoe County School District  
John Eppolito, Nevada Against Common Core  
Scott Bailey, Washoe County School District  
Erik Wilson, Washoe County School District

The meeting was called to order at 10:04 a.m. with attendance as reflected as above.

**Public Comment #1**

John Eppolito stated only Nevada, Florida and Ohio are tying graduation to the Common Core State Standards (CCSS). He said his daughter recently took the 8th grade algebra exam as part of the End of Course (EOC.) She has never received a B in middle school. She said the most frequent question was about something she had never studied. Mr. Eppolito asked why the exam is a graduation requirement but the teacher did not know the content that was going to be on the exam. This teacher had been good in the past about giving 8<sup>th</sup> graders credit in the old algebra class and most of her students passed the old algebra test. Many parents now hope she retires because she is not good at teaching the CCSS. Mr. Eppolito said his community lost their best teachers because of the CCSS. Two more states have dropped the Smarter Balanced Assessment Consortium (SBAC) in the last couple of months. Nevada is now one of 15 or 16 states still using SBAC, which is the data collection mechanism. He said there needs to be an opt out of the SBAC, and realizes they cannot opt out of the EOC exams yet.

Abbe Mattson, superintendent, Explore Knowledge Academy, informed the board that they are a small K-12 charter school with approximately 100 high school students. Most EOC exams went well, but the math 2 exam was more like a probability in stats test then the geometry test they expected. The students left the exams feeling confident, but she cannot say the same for the math 1 exam. Most students took over five hours to complete the math 1 test, it is not a math test, rather it is an endurance test. She asked how many people can sit that long, let alone take a rigorous math test. Some students gave up and quit the exam before finishing because they were hungry or because they were mentally exhausted. All of the students taking this exam felt frustrated and worthless. They reported much of the exam focused on higher end algebra 2 questions than algebra 1 and it was written in a way they felt they were being tricked to choose the right combination of answers rather than just the correct answer. If the test makers wanted to feel superior and show their creativity in stumping students, they were successful. She asked for a review of the content and length of the exam.

Judy Mantle, dean, School of Education, National University, said they are based in San Diego with campuses throughout California, as well as Las Vegas and Henderson. She commented on the newly instituted program review process and commended Nevada for instituting this new process because it will lead to higher quality programs among the institutions of higher education. National is committed to delivering quality programs and they are also committed to associated assessment procedures with the California Commission on Teacher Credentialing. For the first time they achieved the initial accreditation through the National Council on the Accreditation of Teacher Education. A nine year pursuit with deep faculty commitment led to that achievement. National University is working to prepare the best programs possible for Nevada. Ms. Mantle said she is committed to assist and acknowledged the program review teams for their thoughtful and insightful deliberations on their programs. Feedback will be used to do all they can to improve.

WT Council, instructor, Las Vegas, said his students just took the math 1 and 2 test and his geometry students were comfortable with the geometry test. However, his students had suggestions regarding the algebra 1 and math 1 test.

They asked if a more reasonable number of items could be considered, 50-60 are okay, 50 would be better. Also, items should be more aligned to what students have been taught. The algebra 1 and math 1 tests were in reality, algebra 2. Based on what has been learned in education and psychometrics, the algebra 1 test would be considered invalid since it tested content not covered until algebra 2. The exam design should measure true knowledge retention, not a gotcha for students and instructors. A sliding scale score was suggested. Each year the passing scores should show or demonstrate incremental increases to truly engage student's success.

Nicole Rourke, CCSD, said she is grateful for the work by the Board, the NDE, school districts, the Governor, and the Legislature that focused on education this session. The many legislative bills on education and new programs that just passed are unprecedented in Nevada. The education programs are designed to meet the needs of students and CCSD is excited to move forward with the implementation phase. It is time to do the real work in the classroom, which brings many questions at this point in time. Staff in CCSD have reviewed the bills and put their thoughts in writing for the NDE and Board to consider. Some outstanding questions need to be answered to ensure compliance while moving forward to implement the programs. The Board will be receiving a series of letters with questions from CCSD and they look forward to partnering with the NDE and the Board moving forward with implementation. There is a sense of urgency to begin the work, and they are asking for answers in a quick manner to continue with their jobs and be sure they are complying with the new laws, policies, and procedures that are expected of them.

Jhone Ebert, chief innovations and productive officer, said there is a team from CCSD that would like to address item #11 together. President Wynn suggested they wait until item #11 is presented to make their comments.

### **Approval of Flexible Agenda**

**Member Serafin moved to approve a flexible agenda. Member Cook seconded the motion. The motion carried.**

### **President's Report**

President Wynn welcomed newly appointed board member Victor Wakefield who has a deep passion and an extraordinary history with education in Nevada. He has had a significant role with Teach For America and the Board is looking forward to his contributions.

President Wynn shared that the Board is happy with the passage of the extraordinary New Nevada Education Plan. It would not have happened without the guidance and leadership of the state superintendent, staff at the NDE, and especially Governor Sandoval and his team who worked this session for the cause of students, educators and the families of Nevada. She noted when an ideal situation is created there can be many twists and turns on the path going forward and added assurance to those who may have concerns stating that change was necessary in Nevada. President Wynn declared the Board is ready to roll up their sleeves, work hard and move forward with implementation.

President Wynn announced that the student representative has not been appointed yet. The Association of Student Councils nominates a member to the Governor who will make the appointment.

### **Superintendent's Report**

Superintendent Erquiaga echoed President Wynn and thanked the Board for their support during the legislative session. The the Next Generation of the ESEA waiver was submitted in March for renewal consideration by the U.S. Department of Education and they have given preliminary feedback requesting that some edits are made. The ESEA waiver document that was sent is available on the NDE website. Final approval is anticipated by the end of June.

Superintendent Erquiaga reported on the English Mastery Council (EMC). Council recommendations have been discussed in the past and board members will recall that the EMC was created in 2013 and has both regulatory advice responsibility and recommendations for many issues including the subject of teacher licensure. That body, of which he is a member by statute, has made a series of recommendations about teacher licensure, both for new licensees and for renewing licensees. Most of those recommendations have gone to the Commission on Professional Standards for approval. There is an operating clause in the original statute from 2013 that if the Commission on Professional Standards either refuses or simply fails to act, then the issue is brought to the Board. In July, three issues will be brought to the Board. One is to consider requiring all teacher preparation programs include preparation for Teaching English as a Second Language (TESL) or the English Language Acquisition and Development (ELAD) endorsement as part of their core curriculum. One of the recommendations from the EMC was to change the endorsement, and then as the regulatory board over preparation programs, the Board will ensure that endorsement is incorporated inside of the regular prep program. That poses challenges for the 120 hour requirement for colleges and universities.

Because the Commission on Professional Standards declined to adopt the recommended regulations there is the idea that all new licensees in Nevada will be required to hold a TESL or ELAD endorsement as a condition of licensure. Programs would need to offer that, and if one went to a program in another state that did not offer it, licensees would have to take it before they would be granted a license in Nevada. It is a hotly debated topic. The Commission on Professional Standards saw the implications of what that means to hiring, and the districts spoke up in the time of a teacher shortage. By operation of the law this issue will come to the Board. It is not an easy issue.

The Commission on Professional Standards is working on the requirement that renewing licenses include English language acquisition courses in their 6 credit renewal, and this may also come to the Board. If one holds a license, in most instances by the time the license expires one must take 6 credits of continuing education. The recommendation from the EMC is that at least one or more of the credits to be required of all renewing licensees is ELAD. This is still under discussion with the Commission. Some decisions were made but the issue may still come to the Board if the EMC feels the Commission did not act in the way they wanted. The chair of the EMC and the chair of the subcommittee will bring some challenging issues to the Board.

Superintendent Erquiaga stated he is proud of the NDE staff, the Governor and the Legislature. He announced Governor Sandoval will join the Board meeting today. A recess will be called, and Governor Sandoval will sign three important pieces of legislation. Two of which are ground breaking, and the third is a new way of working for the NDE. The Governor set out in his State-of-the-State address to invest in public education which led to discussions about taxes and revenue during session. Ultimately the legislature approved a significant investment in public

education and other state services financed by a \$1.3 billion tax package. That tax package is significant. It represents a commitment to a revenue stream that will grow as the state grows and as the needs for education grow. It will be the job of the NDE to provide guidance on how to implement the many education bills.

What does this look like for public education? It looks like a lot of work for the Board. The Board's responsibilities in the area of adults in the system were significantly increased. Bills such as AB 447 makes further adjustments to the educator evaluation system, and bills like SB 511 create a teach Nevada scholarship program for aspiring educators and fund enhanced compensation for existing faculty and their signing on in existing schools. Assembly Bill 474 is the great teaching and leading fund which the Governor will sign later today. It will increase the Board's roll in both ends of the spectrum including the pipeline for new teacher development and the world of professional development. This system is acknowledged to be in need of much updating. That bill by legislative amendment includes a task force to which the Board must appoint members to review the entire professional development system over the interim and make recommendations to the next legislature.

Superintendent Erquiaga provided additional legislative updates.

### **Approval of Consent Agenda**

a. Possible Approval of:

- Re-licensing of 1 Clark County Private School for a four-year period: Kids R Kids NV 5

b. Possible Approval of textbook for Nye County Extension of one year approval and contract for Everyday Mathematics 4

c. Possible Approval of the Nevada School Bus Out-of-Service Criteria

d. Possible Approval of the Nevada School Bus Driver Training Manual

e. Possible Approval of the appointment of Tonia Holmes-Sutton to the WestEd Board of Directors

f. Possible Approval of April 30, 2015 minutes

g. Acceptance of the Nevada State Systemic Improvement Plan (SSIP) for the Achievement of Students with Disabilities FFY 2013 – FFY 2018.

**Member Cooked move to approve the Consent Agenda. Member Serafin seconded the Motion. The Motion Carried.**

**Information, Discussion and Possible Action regarding recently enacted and pending legislation that would require immediate Department activity and the Board's involvement.**

- Senate Bill 391 dealing with literacy assessments, details related to the learning strategist;
- Senate Bills 405 and 432 dealing with the recruitment and retention of teachers in Victory and Zoom schools;
- Senate Bill 511 regarding teacher incentives and scholarships; and
- Assembly Bill 447 dealing with statewide evaluations for librarians, counselors and other licensed personnel for the 2015-2016 School Year.

Superintendent Erquiaga informed the Board that the first three bills listed are student achievement bills. Senate Bill 391 establishes a framework for literacy in early grades, S.B. 405

expands the program of Zoom schools and the provision of programs and services to children who are limited English proficient in certain schools and S.B. 432 provides for the distribution of money to certain public schools designated as Victory schools for children who live in poverty.

Steve Canavero, deputy superintendent, informed the Board about two timelines in S.B. 391. One is implementing the systems, plans and services for kids. In addition, there is a hard stop for the child who does not meet proficiency standards, the alternative criteria in reading or does not meet one of the good cause exemptions outlined in the bill at which point they would be retained in third grade. The bill requires that districts develop a literacy plan in every school and a learning strategist is required to provide services included in the district literacy plan. Provisions are included about communicating with families if a student is assessed at any time 30 days upon entry. If the assessment indicates a deficiency in reading, the family will be notified and advised about supports available for the child. If reading does not improve the child may be retained. It is possible that for some children, regardless of the support and their IEP goals, they may meet their IPE goals but not meet grade level proficiency standards in reading.

The Board and the NDE will be working on regulations to develop a list of valid and reliable assessments that measure a pupil's proficiency in reading for grades K-3. The Board has a role in identifying the assessments that could be used in this area. Another area of regulations is identifying the specific training or professional development the learning strategist will be required to complete.

Superintendent Erquiaga proposed that a board member work with staff for each of these five bills, then come back to the board with recommendations. Deputy Canavero added stakeholders and district personnel will be included in the discussions about assessments and aligning K-3.

Deputy Canavero discussed the priorities of S.B. 405 and S.B. 432. and advised the Board will need to adopt regulations for both bills to prescribe a list of recruitment and retention incentives for districts to attract highly effective teachers for these schools. National experts have been consulted to help understand recruitment and retention incentives in zoom schools. Member Cook volunteered to work with Zoom schools.

Member Wakefield disclosed a possible conflict with his employer, Teach for America and board action related to S.B. 405 and S.B. 432. He recused himself from taking action on the item.

Superintendent Erquiaga explained the next two measures deal with the adults in the system. Senate Bill 511. It creates the Teach Nevada Scholarship program appropriating \$2.5 million in each year of the biennium for high school graduates or mid-career people who are returning to a teacher preparation program or a college student who is in a different track and wants to engage in teaching as a career. The funds are to provide scholarships. There is a dollar value set in the bill based on full tuition costs at the Nevada System of Higher Education (NSHE). The scholarships are available to any education preparation program approved by the Board. This includes alternate route to licensures (ARL), and public and private institutions. The Board is to establish the application process for the educator preparation programs. The work with the applications will continue through the summer and fall.

The second piece to the bill establishes \$10 million in each year of the biennium to provide incentives for new teachers to go to Title I or under performing 1 or 2 star schools. The Board will receive applications from all the school districts based on their plans and then allocate the funds based on the number of applications. This will need to be done in July. The Board will need to act quickly to approve applications as districts need to be notified now and advised when to submit their request.

The second bill deals with the educator performance framework and makes significant revisions to that system. It requires a new change for when it becomes effective and how much data goes into it. In July or September, decisions need to be made about who is in, who is out as well as decisions about dates.

Dena Durish, director, Educator Effectiveness and Family Engagement, provided an overview of S.B. 511 that creates a fund of \$2.5 million over each year of the biennium for the scholarship and \$5 million for each fiscal year. She explained those amounts were doubled to \$10 million each as a result of the passage of their budget. This division of Educator Effectiveness is a new. The bill requires the Board to adopt regulations for Teach Nevada Scholarships and approve allocating teacher incentives and scholarships. Ms. Durish explained the process of providing grants to universities, and colleges and further detail about awarding scholarships to students entering certain teaching programs.

Ms. Durish provided a summary about A.B. 447 revising provisions related to the statewide performance evaluation system. Based on recommendations from the Teachers and Leaders Council (TLC) the Board will adopt a framework for teachers, administrators and other licensed personnel. The Board may also provide for district level administrators who directly supervise the principal of a school. The bill allows the Board to determine if there should be a statewide system and evaluations of counselors, librarians and other licensed educational personnel which includes speech therapists, school nurse, psychologists, counselors and more. The board is to determine which groups, if any, should have a statewide system, and if so, adopt the manner in which they would be evaluated and if student achievement would be included in those evaluations as it is for educators. An extended time period of a year is allowed if the groups do not have the student achievement measure.

Ms. Durish recalled that initially the law began with 50 percent of a teacher's evaluation and a school administrator's evaluation would be based on student achievement scores, to include growth measures and achievement measures. The final version of the bill has no student achievement measures in the 2015-16 school year, and 20 percent of student achievement beginning in 2016-17 will be related to student achievement. Half of that 20 percent will come from statewide assessment data; the other half will be designated assessments that may be used by a district to determine the pupil achievement data based on local school districts. The districts will present what they would like to be included as the ten percent for 2016-17 to the Board. In 2017-18 the 20% increases to 40%, with half being state achievement tests and the other half local composition of data.

Member Serafin recalled from prior meetings that there are many jobs that fall under other licensed personnel within the schools. The Board just heard they may determine whether there

should be a statewide assessment or evaluation for other licensed personnel (OLP) and asked if that means they can parse out evaluation outcomes for nurses or counselors, or is it for all OLP. Ms. Durish responded the bill provides for flexibility in this area, specifying “*may provide for evaluations of other licensed personnel.*” The Board could state in regulation that specific licensed personnel should have a statewide system, and may not want to spend time parsing out for others. Member Serafin inquired whether they could ask districts if creating a statewide evaluation for OLP who are tied directly to student achievement should be prioritized. Ms. Durish responded a survey has been sent to 80-100 stakeholders with some of those questions adding she would like to send the survey to board members for their input.

Superintendent Erquiaga asked if a board member would like to volunteer for S.B. 391 regarding the Read by Three program. Member Jamin volunteered to assist with S.B. 391. The most immediate need regarding S.B. 511 is regarding the teacher incentive enhanced compensation which must go out immediately. Member Melcher volunteered to work on the portion of the bill regarding the Teach Nevada Scholarship program. Member Holbrook volunteered to work with the teacher incentives portion of the bill. Member Serafin volunteered to work with A.B. 447 and the immediate decisions regarding OLP and people who supervise school administrators.

**Information and Discussion about the administration of the 2014/2015 assessments in high school.** The Board will hear from various members of the field on the administration of the school year 2014/2015 statewide assessments required for graduation. Discussion will include: the ACT, End of Course Examinations, and the High School Proficiency Exams. Stakeholder and public comment will be taken.

Deputy Canavero expressed appreciation for the written feedback received about the high school EOC and career and college readiness assessments. Every assessment has changed for 2014-2015, in particular the high school EOC. There has been tremendous change for the NDE, students, counselors, teachers and districts. Deputy Canavero discussed the graduation requirements, standards, the courses aligned to those standards and identifying students eligible to take the EOC assessments. Emails were sent to stakeholder groups requesting feedback about the high school assessments.

The meeting was recessed at 12:00 p.m. and reconvened at 1:25 p.m.

Deputy Canavero provided an overview of written comments received from stakeholders. There were implementation concerns, and there was confusion about what was presented. Counselors and teachers said there was stress related to confusion and concerns about the length of the test. Students expressed frustration that the algebra test had more geometry content than the instruction they received in the classroom

Member Cook commented that feedback indicated that what was taught in the classroom did not match the test questions. Sources complained there was not a good match. He expressed concern that at the end of the first semester the math 1 students will need to go back for remediation instead of moving forward. That will impact the implementation of semester testing and matching real classroom experience in math with the EOC test.

Deputy Canavero said there has been much discussion. The EOC exam by subject is built to the grade level standards that are adopted. There will be some growing pains and adjustments that need to be made with the integrated math series to ensure they are aligned. Member Cook asked about the implementation of semester by semester testing which magnifies the coordination. Deputy Canavero said decision points will be brought to the Board regarding semester based implementation. The intent is to ensure the appropriate EOC exam with alignment for the traditional course series is provided and ensure that needs are met for the integrated series in the districts.

Member Holbrook said he was looking forward to hearing district personnel comment about the administration of the test and learn how to better to serve the students. Many of his colleagues commented on the logistical organization of the test and minimizing the loss of instructional time.

Deputy Canavero reported on the first year implementation of the ACT statewide. The Board adopted the ACT as a graduation requirement for only one year because of lack of funds. Decisions needed to be made about putting off work to fund the ACT. Many districts stepped up and paid their per pupil share of the ACT demonstrating commitment to the assessment. On April 28 around 32,000 students in Nevada participated in the ACT, 450 participated online representing eight schools. The ACT provided four data interpretation workshops in Elko, Washoe and two in Clark County school districts. About 6400 took advantage of the ACT online test prep material. Students will get their scores mid-June and the state will get their data file early July.

The need to move the test date earlier in the year has become clear. Students need to get their test results from ACT in the 11<sup>th</sup> grade if they are to leverage the information. Currently March 1 is being considered and then results would be available the end of March or early April.

Member Serafin asked if it would be possible to post the EOC assessments online for students, teachers and families. Deputy Canavero said it is extremely expensive to develop those items, and it is unlikely the test will be posted. Member Serafin asked if it is possible to work with the vendor to provide a sample of potential questions to help set teachers up for success. As a former teacher she said it was helpful having that information. Deputy Canavero noted her request.

Member Noonan said she received comments from Nye, Churchill and Douglas County that the test was too long. Member Cook echoed Member Serafin's request for a test sample. President Wynn commented this is a difficult and arduous area to grapple with and it will be a work in progress for some time.

Jhone Ebert, chief innovation and productivity officer, CCSD, commented that it has been a full year for parents, students, schools and district staff implementing the new assessments while transitioning out of the HSPE. Even though there have been challenges the partnership between CCSD, Superintendent Erquiaga and Deputy Superintendent Canavero has been strong all year. She reasoned that assessments are being implemented to provide teachers, parents, and the community with information so actionable steps can be taken with instruction in the classroom. Clark County remains committed to working with the NDE to help determine cut scores with the EOC, the potential modification of the assessments and aligning the standards to meet rigor for

all students. Ms. Ebert said CCSD is committed to working with the NDE and the vendor to support the college and career assessment while moving forward.

Jennifer Morley, assistant principal, Anthony Saville Middle School, CCSD said 155 students took the EOC for exam 1, and 22 students took the geometry exam. Their biggest issue is that the test coordinators manual said most students should complete the test in 1.5 to 2 hours. Their students began the exam at 9:00 a.m. and 50 percent of them were not done at 1:00 p.m. Ten percent of the students used the entire school day to complete the test, and two students stayed after the buses left. Their solution would be to divide the test into four sections to allow students to test productively and attentively. The practice test seemed to have questions that tricked the kids.

Kelly O'Rourke, principal, Lied Middle School, CCSD, commented there were a couple basic challenges, one was the time it took to complete the test. She was advised the test could be divided into two assessments and given on two separate days. They found question 11 in part 1 stumped 80-90 percent of the students. The issue was not content based; rather they were stumped about how to answer the answer sheet. During round table discussions with NDE math personnel it was expressed that a two part assessment question required students to get both parts correct for one point.

Janelle Vincent, eighth grade pre-algebra and algebra 1 teacher, CCSD, said her group of 36 algebra 1 students was an exceptional group, and they had many discussions before and after the exam. Students said they understand the exam is to be challenging but asked what are they being tested for? Some of the directions did not make sense. Some questions were so subjective there could have been many answers. Students commented the test will not help more students to graduate. They are burnt out on all the tests they take. One student said her cousin from Mexico has been here two years will not be able to pass this test, and she is smart. The test is wordy and confusing.

Michelle Ferriolo, assistant principal, Eldorado High School, CCSD, stated one of her concerns is that the testing window is too long and conflicts with other tests given at the high school level. She said she would like to have the window reduced to a week. The English 1 EOC needs to be in a different booklet than the English 2 EOC. If they are to remain in the same booklet it would be easier for students and administrators if English 1 was listed first. It is very confusing the way it is now. The universal day for the ACT test should be moved to when the EOC exam is given because of the large number of students taking that test. Specific guidelines as to who is required to take the test, especially pertaining to the special education students would be beneficial. The test was too long for the students. The seating arrangements were very specific for the ACT test, and it was inconvenient for the left handed kids.

Jessica Lovell, assistant principal, Palo Verde High School, CCSD, said the packaging of the test was a problem when testing 1500 kids taking 2-3 tests and needing to label 3000 test booklets. The answer documents were placed inside the test booklets which created a problem because numbers did not match with the correct versions. She said she would like the EOC scores to come back in time to be used as the student's final exam. She commented it was positive for the students to have the ability to take the ACT.

Sandra Aird, director of assessment, WCSD, agreed with comments from CCSD. She spent time with test coordinators to get their feedback and perception of the assessments. Time requirements were a struggle for all assessments in all high schools. They scheduled a universal testing day for the ACT test and students were provided with proper supervision, proctoring and a quiet testing environment. There were concerns expressed by site administration about the non-cognitive portion of the ACT because it took much longer than schools expected. There were problems with the delivery of the testing materials and schools were not prepared for the paperwork demands. Test coordinators took many hours to complete the ACT paperwork. Hindsight will better prepare them for the future. Delivery materials demanded a quick turnaround for their return. Site administrators only had 24 hours to have all the materials boxed and ready for UPS which was a large task, especially for the larger schools. On a positive note students took the assessment seriously and wanted to do well because ACT is a step towards college. She shared concerns, many previously mentioned, regarding the EOC testing.

Eric Wilson, science teacher, Damonte Ranch High School said his concern is having enough time to help the kids prepare and pass the EOC exams if they do not pass the first time. He suggested working together as a state, get all the teachers to put together a program to help the kids pass. He has many kids that have been trying to pass the test for two years. Some students work late hours and allowing the students to use computers to remediate for the HSPE and EOC would be a great opportunity for students that otherwise might not graduate. He is asking for the state to find a way to help the kids through the use of computers.

John Eppolito, parent, provided a quote about the math 2 geometry standards that said there is significant international evidence that major parts of the standard will not work. A researcher said common core geometry has never been successfully used in K-12 education in the United States or any country. Mr. Eppolito said the new geometry is algebra geometry. It is his understanding certain students have trouble with algebra and may not be able to pass two algebra exams. He suggested the eight hours SBAC test is too long for 3<sup>rd</sup> and 4<sup>th</sup> graders. He said the new math standards leave the United States behind students in high achieving countries.

**Information, Discussion and Possible Action regarding NRS 389.807, selection of the College and Career Readiness Assessment.** The Board will hear a recommendation from staff to continue the delivery of the ACT Complete as the College and Career Readiness Assessment for school years 2015-16 and 2016-17.

Deputy Canavero recalled it was the intention of the Board to select ACT but it was a financial challenge in the biennium. There is now a budget that can consider the ACT or the College and Career exam selected, and will fully support the exam no longer requiring subsidization from the school districts. Staff recommends extending the contract for an additional two years. There is no need for an process. This additional extension will coincide with the time frame for the SBAC assessment selected for the 2015-16 and the 2016-17 school years. Both the college and career readiness and the grade 3-8 assessment will be on similar tracks. The recommendation from staff is to continue delivering the ACT complete which includes reading, language, math, science along with writing. All privacy agreements executed remain in place along with the data sharing agreement executed with ACT and do not need to be changed.

**Member Cook moved to extend a continued contract with ACT for the next two years, 2015-16 and 2016-17, pursuant to the recommendation of the Department of Education. Member Holmes-Sutton seconded the motion. The motion carried.**

**Information, Discussion and Possible Action concerning the State's Class-size Reduction Program:**

- a. Class-size Reduction Plans and variance requests resubmitted for the 2015-2016 School Year. The Board will receive re-submitted requests from three school districts for the 2015-2016 School Year and consider them for approval.
- b. Pursuant to NRS 388.700, review and possible of approval of a report to the Interim Finance Committee of variance requests for the second and third quarters of the 2014-2015 School Year.

Mindy Martini, deputy superintendent, Business and Support Services, recalled the Board has been reviewing and working on correcting the audit findings from the Audit Division of the Legislative Counsel Bureau (LCB). The Board provided direction to school districts on elements that should be included in their district-wide class size reduction plans to make them more meaningful and measureable. In addition, the Board provided direction to the districts that variance requests will no longer be approved after the variance has been implemented. The Board has noted that before a variance request is submitted the school district must look at the achievement level of the school as well as the demographics and if the variance request is still needed, the school must prepare a school level plan about how to decrease the variance ratio in the future. These efforts and directions led to the submission of classroom size reduction plans and variance requests in the upcoming school year before the fact. This occurred at the last board meeting when the Board reviewed and approved 14 plans and variance requests from school districts. Today three school districts are re-submitting their plans and variance requests.

Ms. Martini conducted a [PowerPoint](#) providing a brief summary of the CSR approvals. The three districts that did not receive approval for their plans and variances were Elko, Mineral and Nye Counties. Elko County had a district wide CSR plan that was measureable, but there were no school level plans. Those school plans have been submitted. Mineral and Nye County did not have either a district wide CSR measureable plan or school level plans. Those have also been submitted.

Dana Embro, management analyst, recommended the Elko County School District resubmission is approved for the watch list. There were a total of 16 variance requests with two recommended on the watch list for being two star schools. When the plan was resubmitted, Elko was able to reduce variance requests at two schools that were one and two star schools. The class sizes will be monitored to be certain they do not increase in size in the first quarter. Mineral County School District resubmitted their plan which increases volunteers. They have one variance request with one over in a two star school. Those classes sizes will be checked when they come in for the first quarter report and it is recommended they are on the watch list. Nye County School District resubmitted their plan. They worked with NDE staff to include ARL and incentive programs to help alleviate their teacher issues. Currently there are 15 variance requests with 15 recommended to be on the watch list. They will also be watched when the first quarter comes in for their class sizes.

**Member Serafin moved to approve staff recommendations. Member Holmes-Sutton seconded the motion. The motion carried.**

Ms. Martini said the second item relates to the report required to be submitted to the Interim Finance Committee by the Board concerning the CSR program. Nevada Revised Statute 388.700 requires that on a quarterly basis the Board must submit the report on each variance requested by a school district and it must identify the school and provide the justification for the variance request. The draft report was provided to board members. It has been updated to include data for the second and third quarters and includes a variance request summary for the three quarters.

Member Wakefield asked if class sizes are monitored in grades 4 and 5. Deputy Martini responded that for any of the districts other than Clark and Washoe counties, they are approved in grades 1-3 at 22:1 and in grades 4-6 at 25:1. School districts that are in that program are monitored. Also during the current fiscal year, there was a program called the plus 2 program that allowed those school districts, because of large class sizes in 4-12, to increase their grades 1-3 class sizes by 2 and use the savings to decrease the large class sizes 4-12. That program was not approved by the Legislature for the upcoming biennium.

**Member Serafin moved to approve the CSR report. Member Holmes-Sutton seconded the motion. The motion carried.**

Superintendent Erquiaga informed the Board that the CSR received a great deal of scrutiny during the legislative session. Assembly Bill 278 was a result of the LCB audit presented. Board action has been appreciated by the legislature. It is a new and different way to approve the programs and it is an area where CSR will continue to be scrutinized by LCB. In response to Member Wakefield's question, the legislature has focused on those areas where they provide money, and money is only provided for grades 1, 2, 3. The CSR data, except as where pointed out and the alternate plan is used, is not aggregated at the state level. It is a critical and misunderstood program.

Member Wakefield asked if it is possible to know if these classrooms are staffed by licensed teachers. Superintendent Erquiaga responded the equitable issue of distribution will be an issue for the Board over the next couple of year. The data is not collected by law, but it can be collected under authority to request information.

**Information, Discussion and Possible Action regarding update of new educator preparation programs.** Pursuant to NAC 391.558, the Board will hear recommendations from the Educator Preparation Program Review Team and may grant approval for the following institution to offer courses of study in Nevada:

- National University: Endorsement to perform the duties of a generalist in special education (NAC 391.343)

Ms. Durish conducted a [PowerPoint](#) presentation about the Educator Preparation Program. The Board was reminded there are two routes to educator preparation, the traditional route and ARL. The Board has oversight over the traditional preparation programs, and the Commission on Professional has oversight of the ARL. Oversight is prescribed by the legislature, however some of the duties and reporting overlap.

Ms. Durish noted NAC 399.557-558 are regulations that govern the duties and they have not been updated in many year. Review teams were asked to consider what needs to be changed in the process. Once a program is approved for a traditional route it has a 7 year time line, a 7 year renewal and so it could be 14 years before the program is reviewed. Alternative routes are reviewed on a two year cycle.

There are 11 institutions approved as providers and those make up about 25 different programs including elementary education, special education, gifted and talented, and secondary education. It was decided to begin with institutions that are requesting new programs and revise those before going through the process with existing programs, which is a long term goal. Washoe, Clark and seven rural school districts are authorized providers for ARL programs. There are three higher education institutions that are approved providers: Sierra Nevada College, National University and University of Nevada Las Vegas. The Board's job will be to approve funding that could go to any of these institutions that apply for scholarships.

Per regulation there is a review team and team members were approved in August 2014 for each category. There are five key benchmark timelines for application review and course approval:

- Initial Document Review
- Review Team site visit
- Draft Report
- Institution Responses
- Review Team Recommendation and Board Decision

Ms. Durish clarified the Board will focus on the review of the initial application today. The information required in the application document is specified in NAC. Member Serafin suggested it is important for the Board to consider whether the regulation is aligned with expectations for educators.

Superintendent Erquiaga added the legislature funded a study of antiquated Nevada licensure laws, including the prep program governance statutes. Ms. Durish has the smallest division in terms of people and the work is very critical and very outdated. Program reviews and licensure study results coming back this fiscal year will inform regulatory and statutory changes in 2017.

Ms. Durish commented the last time the statute was reviewed for best practices was 2001 and 2003 and added she would appreciate discussions with the two board members that served on the review committee. The description of the course of study and training needs a more robust category delineating subsections. The listing for submitting the applications documents is too broad; it needs to be more specific. It is up to the Board and the review team to approve the course of study if the applicant complies with what is outlined. Ms. Durish discussed the three times the Board may require a review before the expiration of the seven year period of approval.

Member Serafin asked if the Board can request a review of any existing program as well as all existing approved teacher prep programs to report test passage for their 2015 graduates? Ms. Durish said yes. Superintendent Erquiaga confirmed member Serafin's request adding the law requires information is collected annually and the superintendent has authority to request that information.

The Board is not tasked with approving ARL programs; rather they must review the program report which is the same as the traditional program reports. By July 1 of each year school districts must report personnel the district terminated or did not re-employ. Included with each licensee who is reported is the subject area they taught, the educational institution attended, courses of study completed and the reason for termination from employment. This is data that has not been previously collected.

Member Wakefield asked if the report will include those who did not come back to a district, and there is a differentiation between who was terminated and who chose not to return. Ms. Durish responded language specifies *terminated from employment or did not re-employ*.

President Wynn commented there has been dismay about the quality produced by the traditional institutions. At the same time Nevada is facing the reality of teacher shortages and a career path that has been discouraged. While focusing on these pejorative elements there is the need to be careful to not further discourage people from aspiring to teach. She suggested movement in a balanced direction and broadening the licensure concept about who could qualify to teach while at the same time holding institutions accountable. Ms. Durish added higher education partners want to know where they can improve, what areas they find their graduates are not prepared for and meeting those needs.

Ms. Durish discussed the approval process worksheet from National University provided for Board today. It includes information from regulations as well as best practices. There is an area for rating each category and an area for feedback. Members of National University have met with members from the review team and have already submitted some of the information listed in the *not approved* and *provisional approval* categories. The remainder of the information will be provided throughout the one year process of the final review. The Board is being asked to accept the recommendations of the review team for provisional approval to proceed.

Member Jamin said if she understands correctly, the items indicated *not approved*, must be moved to *provisional approval* in order for provisional approval? Ms. Durish said the form would be revised because there were limitations in some of those not approved categories but did not think it was not significant enough to not recommend provisional approval as a whole.

The overall recommendation from the review team is for provisional approval with the understanding that they would take the next year to move them to the approved category. Member Jamin said her concern is that this is the first approval worksheet process and it is setting a precedent for others to follow. Something as important as alignment with NAC should at least be in the provisional approval category and the form should reflect that before it is provisionally approved.

President Wynn called for a motion. The Board did not make a motion and President Wynn asked for direction from the Board. Member Serafin said she agreed with Member Jamin and that there is misalignment or missing courses that do not align with what teachers are expected to know, or there are statutes or regulations that do not align. She suggested the University resubmit the alignment to ensure the criteria and qualifications are met for provisional approval.

President Wynn suggested the application includes items that are mandated for approval so there is no doubt that if they are not in alignment with those items, the result would be automatic disqualification. Alignment with NAC is one of those items. President Wynn suggested the review teams need to go back and make it acceptable and the timeframe can be expedited so National University can be responsive, resubmit and come back in a timely fashion.

**Information and Discussion regarding the report about Nevada’s Plan to Ensure Equitable Access to Excellent Educators.** The Board will hear an overview presentation and receive a copy of the Plan submitted to the US Department of Education pursuant to the federal “Excellent Educators for All” requirements.

Ms. Durish provided details about the Nevada Educator Equity Plan and conducted a [PowerPoint](#) regarding the Updated Nevada Plan to Ensure Equitable Access to Excellent Educators. The four Educator Equity Plan Requirements that are mandatory in this plan are:

- Engagement of stakeholders
- Calculate equity gaps
- Identify why equity gaps exist
- Determine strategies

The role of the NDE is to support districts to understand what equitable access means, identify and utilize strategies, implement state-level solutions and monitor the progress toward equity. Ms. Durish identified Nevada equity gaps and suggested components to close the gaps. The overall summary for the five districts, Clark, Washoe, Humboldt, Nye and Elko was discussed and noted that substitute data was not included. Data is received every year from districts regarding who is employed in what classes and it is matched with licensure throughout the year. The data is reviewed from October 1 through April 1. However, vacancy data is not collected for teachers and whether they hold the appropriate licenses for the area in which they are teaching.

Member Wakefield said schools in CCSD have over 600 teacher vacancies, and asked if that suggests the data is incomplete because it does not cross-walk the fact that none of these percentages include vacancies in schools? Ms. Durish said yes, it is not known what the list would look like if vacancy data was included. Member Wakefield stated the data it is not correct because it does not include substitutes and requested that information is included in the next iteration of the report.

Superintendent Erquiaga asked to clarify if member Wakefield would like the NDE to ask the districts for school year 2014-15 or wait until the new school year and gather new data, or both. Member Wakefield said both, this report is using that data for smart solutions and if the right solutions are to be set they need to be anchored in the correct data. It would also provide a baseline for the impact of investments and reforms that are occurring with growing the teacher pipeline. Superintendent Erquiaga said they will request that information for the 2014-15 for the July board meeting. It could inform their decisions regarding S.B. 405 and S.B. 432.

Member Jamin asked if additional information could be provided for the State Public Charter School Authority (SPCSA). Page 64 of the document includes the percentage of inexperienced teachers but does not include the percentage of classes not taught by highly qualified teachers or the percentages of out-of-field teachers. Superintendent Erquiaga said they will ask the Charter

Authority, however, there are different licensure requirements in charter schools and now the law just changed again regarding their licensure requirements. He will ask the executive director about what data they collect or can request from their member schools as well.

Ms. Durish said various stakeholders met from around the state to discuss the root causes of recruitment and retention challenges of excellent teachers at high-need schools that include:

- Statewide teacher shortage and insufficient pipeline
- Inadequate preparation
- Recruitment and hiring practices
- Inadequate resources
- Skill gaps; unaligned initiatives and infrastructure.

Mr. Durish suggested the theory of action is not to move the highly qualified teachers but rather to raise the bar for all and create a system that will sustain access for all students. A comprehensive statewide plan will begin with recruitment and staffing, preparation, and retaining effective veteran educators in schools.

President Wynn asked, where in America, if anywhere, attracts, prepares, develops, supports and retains effective teachers. Member Wakefield said he has the benefit of observing 52 other markets with his day job across more than 35 states through Teach For America. He noticed a trend in markets where there is plethora of high quality higher education providers that are training teachers who also have a surplus of teachers and districts that understand they need to be competitive to attract and keep teachers. He mentioned Boston and added Memphis is a recent city as a magnet for teachers.

Superintendent Erquiaga informed the board they will spend much of next year working with this topic as programs are implemented; the programs will succeed or fail based on the educators that drive them.

### **Future Agenda Items**

President Wynn stated she would prefer to be directed by the department for the next few meeting because of work that has been assigned to the Board from the Legislature. Superintendent Erquiaga advised the board that in July and September they will revisit the teacher and the administrator preparatory programs and there will be additional prep program work. The Board will be brought the five specific pieces of legislation outlined, read by three, victory, zoom, teacher incentives and the work that needs to be done on the NEPF. The first round of regulations might be ready for September. There are two kinds of regulations; some are adopted by the department at the staff level. Others are specifically Board regulations. There are two steps to the regulatory process. It is possible to hold a couple of workshops in which the board is not involved in July, and have language back from the legal department at LCB for the September board meeting. If not September, regulations should be ready for adoption in October. A couple of steps will need to be taken through policy or emergency regulations to implement legislation, and decisions will need to be made in July or September about the testing calendar and updates regarding the CRT tests as well as information on the EOC assessments. Much of the upcoming work will be about legislative action. Another testing season is beginning and that will bring a lot of regulation work.

Member Serafin added she would like to revise the High School Graduation Requirement Committee now that the session is over. In regards to school performance data she is interested in parsing out data from magnate schools from general education enrollment and magnate students for equitable student outcomes with teacher equity. She questioned that magnate programs are not able to share information specific to a magnate program rather it is all bundled together. Member Serafin asked to review charter schools and their performance framework. She would also like hear from the CCSD human resource team about talent and their goals for hiring teachers.

Superintendent Erquiaga responded all are great topics and the High School Graduation Committee will probably be revisited in the October/November timeframe. He said he appreciated the reminder about student and school data and aggregating it in different ways. Regarding charter schools, a bill just passed to require a new process for rating alternative schools, the population is so different from a regular school and that will impact charters. The school performance is normally reported in September, but because Nevada is continuing old ratings, some of that time could be used to provide an update on what it looks like and what it means. The Board must set requirements, and then they will be deluged with applications from everybody who thinks they are an alternate school because they do not want to be rated in the same way. That might occur in the September/October timeframe as well.

Member Wakefield noted they will hear from the EMC to discuss TESL and ELAD with potential requirements for licensure. He said knowing the percentage of ELL students in the state is critical for the board to understand what is possible to ensure educators are prepared.

He asked that when the board hears the three recommendations from the EMC, is there a way to know how those recommendations would impact the teacher pipeline for the workforce. He said he would like to understand all of the dynamics so they could do right by the students and phase in things in the right way but make sure taking this on very seriously.

Superintendent Erquiaga said that kind of projection is probably beyond their ability, but he will put the charge on the EMC since many of them are from higher education. Hearing from the field will be a long discussion. Member Wakefield volunteered to help. President Wynn said she would also like to assign member Wakefield to help with assessments.

Member Newburn requested an update regarding a Board inquiry from about six months ago to have a high rigor computer science class count toward either a math or science requirement.

### **Public Comment**

There was none. The meeting adjourned at 4:06 p.m.