

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

**Thursday, March 21, 2013**

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

And

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

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

**BOARD MEMBERS PRESENT:**

**In Las Vegas:**

Elaine Wynn, President  
Allison Serafin, Vice President  
Stavan Corbett,  
Alexis Gonzales-Black  
Kamryn Mock  
Mark Newburn

**In Carson City:**

Dave Cook  
Freeman Holbrook  
Richard Stokes

**In Elko**

Kevin Melcher  
Thad Ballard

**DEPARTMENT STAFF PRESENT:**

**In Las Vegas:**

James Guthrie, Superintendent of Public Instruction  
Joyce Hilley, Executive Assistant to the Superintendent of Public Instruction  
Celeste Hunter, Education Programs Professional

**In Carson City:**

Deborah Cunningham, Deputy Superintendent for Business Support and Services

Rorie Fitzpatrick, Deputy Superintendent of Teaching and Learning  
Mike Raponi, Director, Career, Technical and Adult Education  
Richard Vineyard, Assistant Director, Curriculum/Development  
Sue Moulden-Horton, Education Programs Professional  
Tom MacDiarmid, Education Programs Professional  
Alex Kyser, Education Programs Professional  
Anna Severens, Education Programs Professional

**LEGAL STAFF PRESENT:**

**In Carson City:**

Carrie Parker, Deputy Attorney General

**AUDIENCE IN ATTENDANCE:**

**In Las Vegas:**

Anita Cassity, College Board  
Forrest Darby  
Seth Rau  
Heidi Arbuckle, Clark County School District  
Sam King, Project REAL  
Alfred Frehner, Teacher, Clark County School District  
Leslie Arnold, Assistant Superintendent, Clark County School District  
Carolyn Edwards, Trustee, Clark County School District

**In Carson City:**

Calli Fisher, Washoe County School District  
Terry Whitney, College Board  
Craig Hulse, Student First  
Nicole Rourke, Clark County School District  
Craig Stevens, Nevada State Education Association

**CALL TO ORDER; ROLL CALL; PLEDGE OF ALLEGIANCE; APPROVAL OF AGENDA**

President Wynn called the meeting to order at 9:01 a.m.

**Public Comment**

Craig Stevens, Nevada State Education Association (NSEA) recommended supporting A.B. 222; *requires certain school districts to adopt pilot programs for the establishment of reading skills development centers* and A.B. 272; *requiring the board of trustees of each school district to develop a policy for the instruction to teach English to pupils who are limited English proficient*. Mr. Stevens stated both bills are important to education and the economic future of Nevada.

**Approval of Flexible Agenda**

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

**President's Report**

President Wynn expressed gratitude on behalf of the Board for the service that Dwight Jones, Superintendent of Clark County School District, provided to the state of Nevada. Superintendent Jones resigned from his position earlier this month. Clark County School District has begun the process to locate a replacement superintendent.

Superintendent Guthrie provided an overview of the meeting agenda.

Carrie Parker, Deputy Attorney General, provided a review regarding the Open Meeting Law (OML). The OML requires the agenda to be posted three business days before the meeting. The agenda cannot be amended after the posting deadline unless the meeting is rescheduled three days later. Ms. Parker referenced Nevada Supreme Court case *Schmidt vs. Washoe County Board of Commissioners* regarding a board of commissioners taking a position on particular bills. Due to the Supreme Court ruling in the case, Ms. Parker advised that if it is the Board's intent to take positions on particular bills, that the bills be listed on the agenda as an action item, and the agenda clearly indicate which bills will be considered.

### **Superintendent's Report**

#### **A. Report on 2012 National and Nevada Advanced Placement Results**

Rorie Fitzpatrick, Deputy Superintendent for Teaching and Learning, stated progress has been made. Nevada was ranked 23<sup>rd</sup> in 2012 with students who graduated scoring a "3" or higher on Advanced Placement (AP) exams. More Nevada students than ever are successfully participating in advanced placement course work. Research shows that students who pass an AP course are three times as likely to complete college. Deputy Fitzpatrick stated there are three ways the Department and school districts are partnering with the College Board; increasing rigor, promoting equity and developing critical knowledge and skills.

There is a push to ensure that minority students, who are considered to be at risk based on income and color, participate in AP course work and the good news is that the number has increased. The number of AP exams taken by low-income students has almost doubled since 2008 and radical gains have been made with the Latino population. In the class of 2012, almost 1800 Latino students participated in the AP exam, with 809 students scoring three or higher. The trend for white students participating in AP graduating classes has decreased over the last ten years. In 2002, about 70 percent participated in the AP exams; in 2012, approximately 42 percent. Some of these results could be attributed to the economy.

Member Mock, student representative, stated there is a great deal of encouragement from counselors for students to take AP courses. Ms. Mock added a huge problem is that the AP exams are expensive and it is possible the passing rates would be higher if half of the cost were refunded to students upon passing the exam.

#### **B. Legislative Update**

Deborah Cunningham, Deputy Superintendent for Business and Support Services provided information about the 2013 education programs from the Nevada Department of Education. The Department Legislative packet and has been shared with both Senate and Assembly committees. Background information was compiled on key education programs that are supported by the Department. This background information will be referenced when it supports the Board's agenda and themes.

Deputy Cunningham explained the legislative process regarding Bill Draft Requests (BDR) becoming Senate Bill's (SB) and Assembly Bill's (AB). Bill reviews included AB288 Pupil Assessment, SB31 Cross agency information sharing AB161, Read by 3, AB163 Early Childhood Education, SB182 Full-day kindergarten, SB58 Digital learning, AB162 Class size reduction, AB210 Special Education, SB223 School Safety, bills on school or department administration and budget bills. Deputy Cunningham provided information about Nelis: <https://nelis.leg.state.nv.us/77th2013>, which is the Nevada Legislative website that contains detailed information about specific bills.

President Wynn inquired about the important dates to consider on the legislative calendar. Deputy Fitzpatrick explained that the deadline for committee passage in the first house for bills is on April 12. The deadline for committee passage of bills in the second house is May 17, and then the bill will move forward toward full approval

### **C. Common Core State Standards**

Superintendent Guthrie explained that the Common Core State Standards Initiative (CCSSI) began in June 2009 as a collaborative effort among nearly all of the U.S. states and territories. Most have since adopted these standards in mathematics and English language arts (ELA) and joined a consortium of states to develop and implement common core assessments.

Deputy Fitzpatrick discussed a document titled, "Coming Together to Raise Achievement" provided by the Center for K-12 Assessment & Performance Management, a sub division of Educational Testing Service (ETS). The document includes information about assessments and it is a summation of the general work of the CCSSI, which will aid in a discussion during the July CCSSI-themed state board meeting. It is a resource tool to begin learning about the CCSSI. President Wynn asked that the Board receive a presentation regarding the relationship about what the implications are for the CCSSI with regard to the education priorities that have been established through the State Improvement Plan (STIP) adopted in January.

Deputy Fitzpatrick addressed the following big three;

- The Nevada School Performance Framework (NSPF) is the system of school accountability and support. The system will rate schools on their success in students mastering the CCSS including student proficiency and growth, graduation rates, and gaps in student sub-population performance. Also associated with the NSPF are the supports provided to schools to help students master the CCSS including curriculum and core instruction, policies, procedures and practices that are driven by data and research, and schools that are rewarded for student mastery or success in the CCSS. Everything with the school accountability and support framework is integrally related to student mastery of the CCSS and the instructional capacity to help students learn the CCSS.
- The second content area is the educator accountability and support, which is for teachers and administrators. Through the new Nevada Educator Performance Framework (NEPF), educators will be rated on their performance in teaching students to master the CCSS including rating their instructional capacity, their instructional leadership capacity and their professional responsibilities including key issues such as cultural competence. Educators will be supported through professional growth opportunities and tools to support their students in mastering the CCSS.
- The third item having a direct relationship to the CCSS is the development of the next generation assessment system and rating student performance on the CCSS. This will be

measured using summative tests through the Smarter Balance Assessment Consortium with the possibility of measuring student performance in CCSS through assessment items such as end of course assessments. The CCSS is a more rigorous set of expectations addressing not only what students learn but how they learn. It is a shift directing students to think differently about learning.

President Wynn urged board members to become familiar with the development of the CCSS.

#### **D. Nevada School Performance Framework (NSPF) Implementation Timeline**

Superintendent Guthrie stated the NSPF is the evaluation system of schools. As part of the ESEA waiver, Nevada agreed with the federal government to implement this accountability process. Nevada is moving towards a standardized state framework that has a rating system of one to five stars.

Deputy Fitzpatrick informed the Board that it was originally anticipated the first release of the star rating framework results would occur in February. Traditional schools were rated by their districts and met the U.S. Department of Education deadline. It was learned that approximately 20 percent of the schools did not easily fit in the model because of the data available to them. Schools that were K-2 could not be rated because they did not have summative statewide assessment data, and some schools were so new they did not have a high school graduation result. School districts brought forward alternate solutions to these atypical schools and it is now anticipated the first set of star ratings will be released in June. The first set of star ratings will be an opportunity to help learn the model. The ratings that come forward in the fall will be more important when schools formally shift away from Adequate Yearly Progress (AYP). There will not be a release of AYP results next year; instead the NSPF star rating will be released.

Member Cook inquired about the development of Clark County School District's own evaluation system, and asked if it will affect the timeline of performance.

Superintendent Guthrie stated that the CCSD determined it would accept Nevada's accountability system, they would not run a separate parallel system. Deputy Superintendent Fitzpatrick added that districts will apply a separate set of data to decision making, which is useful for driving decisions about resources. Some districts will choose to include additional information to help drive decision-making at the local level. The first set of formal results will come forward in September in accordance with NRS385. A legislative bill coming forward will seek to change NRS chapter 385 with the components of the elementary and secondary education act waiver.

#### **E. Announcement regarding advanced placement STEM awards**

Member Newburn reported that two weeks ago he took part in a conference with Steven Mc Que from the College Board. The College Board announced that 26 Nevada high schools have been selected to participate in their new AP STEM access program. The AP STEM program is nationally funded by a five million dollar grant from Google to increase the number of underrepresented minorities and female high school students to participate in AP courses in the science, technology, engineering and math disciplines. This grant provides start-up funding for classroom materials, classroom resources and teacher development needed to start new AP math or science courses in up to 800 schools. These schools were selected because their preliminary SAT and national merit scholarship tests indicated they had a significant number of traditionally unrepresented minority or female students who were academically prepared for the rigorous STEM course work, however, the schools did not offer the related AP STEM math or science courses. Of these 26 schools, 20 are in the

Clark County, 5 are in Washoe County and one is in Douglas County. The awards range from \$2,000 – \$9,000 and are targeted for the materials and training to start an AP STEM course.

The battle is to get kids to graduate high school with sufficient math and science to enter the STEM fields. Kids need to be calculus ready when entering high-end college STEM fields such as engineering and computer science. Further research indicates students taking AP STEM math and science courses are statistically more likely to earn a degree in the STEM fields. The more kids take AP STEM course work; the more college students will earn degrees in STEM fields strengthening the STEM work force in Nevada.

### **Approval of Consent Agenda**

- A. Approval of State Board of Education Minutes
  - December 14, 2012
  - January 14, 2013
  
- B. Approval of the Following Private School Licensing
  - Re-licensing of one Las Vegas private school for a four-year period: Kids R Kids #2
  - Re-licensing of one Reno private school for a two-year period: Kids R Kids #1
  - Re-licensing of one Reno private school for a four-year period: Imagination Station Learning Center
  
- C. Approval of Appointments to the Special Education Advisory Committee (SEAC)
  - Carrisa Tashiro, representing the Office of Protection and Advocacy
  - Tammy Reiken, representing Parents of Children with Disabilities and/or Individuals with Disabilities
  - Shirley Gaw, representing Parents of Children with Disabilities and/or Individuals with Disabilities
  
- D. Approval of Career and Technical Education Standards
  - Drafting and Design
  - Mechanical Technology
  - Environment Management
  - Sports Medicine

**Member Serafin moved to approve the consent agenda. Member Gonzales-Black seconded the motion. The motion carried.**

**Information and discussion on early childhood education including, but not limited to, issues associated with the current performance of Nevada’s students, the merits of full-day kindergarten and possible endorsement of the concept of expanded full-day kindergarten in Nevada**

Deputy Fitzpatrick provided a summary of the early childhood education programs operating across the state along with student performance data. The board discussed early childhood education including pre-kindergarten and full day kindergarten experiences.

Member Serafin asked what percentage of Nevada kindergartener's have access to free full day kindergarten. Deputy Cunningham responded that with the \$20 million proposal in the Governor's executive budget, Nevada would be able to serve 48 percent of all the children in kindergarten. Nevada serves about half of that number now. Member Serafin stated she would like to know what the split is between free-K and tuition-K and how many Title I schools need free-K. She asked what needs to be addressed in order to provide full day kindergarten to all five year olds in Nevada.

Superintendent Guthrie responded that among the considerations is the amount of funding available for allocation, the read by third grade initiative and the lack of adequate facilities. Member Serafin expressed concern that third graders will not be able to meet necessary reading standards without providing full day kindergarten. She asked the Board if they agree with the concept that Nevada needs to provide access to full day kindergarten.

Member Corbett said he agreed with member Serafin, and asked if there are CRT results that show the difference between kids that have had full day and kids that have had half day kindergarten.

Deputy Fitzpatrick responded there is no data yet regarding performance on the Smarter Balance exam because they are in the final stages of completing the assessments toward full implementation in 2014-15. However, there is national data regarding how the impact of a high quality early childhood experience affects test scores later on. The Department has prioritized full day kindergarten as a budget item in collaboration with the Governor. This must be implemented over time to assure teachers have the skills and tools available to provide the best experiences for young learners.

Member Stokes suggested that schools across the state would be appreciative of any help available to implement full day kindergarten. He stated many school districts have already implemented some measure of for pay programs, which meets a need in most communities and indicates the districts willingness to recognize the value of early childhood education.

Member Cook stated the evidence is difficult to refute and that studies support full day kindergarten. However, he said a segment of his constituents would resent a mandated full day K at age five due to personal, philosophical, or family reasons. Some parents prefer to keep their children at home until a later age, and he added it is important to respect those values. Full day kindergarten should be available to all who choose to take advantage of it, but should not be imposed upon those who do not want it. There must be a convenient mechanism to opt out and in a democratic society parents have that right.

Member Serafin thanked member Cook's reminder about the sensitivities of mandating a major policy change. She reminded the Board that the CCSS begins in kindergarten, 45 states have embraced the standards and that is a shift in expectations across the country. Member Cook responded that the ultimate decision for education rests with family and they know what is best for their children.

**Member Serafin moved to endorse the concept of expanded full day K statewide so more of Nevada's students have can have access to kindergarten. Member Corbett seconded the motion. The motion carried.**

Member Ballard clarified that the motion does not mandate an age or participation.

**The motion carried.**

**Information and discussion on meeting the needs of Nevada's English Language Learner (ELL) students including, but not limited to, issues associated with the current performance of Nevada's ELL students, the relationship of early literacy and language acquisition for ELL students, the common core state standards and ELL students, and possible endorsement of a targeted initiative to elevate the performance of ELL students in Nevada**

Deputy Fitzpatrick led a discussion about beliefs and perspectives regarding the needs of Nevada's ELL. She informed the Board that Dr. Sylvia Lazos could not attend the meeting today and instead emailed a document this morning to the board members with her comments concerning ELL. Dr. Lazos requested her document be read into the record.

Deputy Attorney General Carrie Parker reminded the Board that to consider a document in their deliberations it becomes a supporting document. The Open Meeting Law (OML) requires a copy of the document be provided to the board members and the public in all locations, and then it may be considered as supporting materials. Deputy Fitzpatrick made provisions for the document to be distributed rather than read it into the record.

Member Newburn stated ELL student test scores are progressively becoming worse after K-3. He asked if test scores are affected when ELL students enter the system in high school rather than entering the system in grade school. Deputy Fitzpatrick responded students are designated as ELL students based on proficiency in attaining a minimum cut score on language acquisition measures. Students are assessed when they come into the system to determine whether they have a sufficient level of English language capacity to not be considered ELL students. However, the bulk of ELL students are in the early grades.

Member Gonzales-Black stated her research indicated that the best time to target the ELL student is in the early grades. She said the ELL student has an equal opportunity to achieve and graduate from high school if they can exit the programs in three years or less. Performance data indicates there are big gaps for ELL learners on CRT and proficiency scores. Districts are inconsistent with glaring achievement gaps in programs and interventions across the state. There is not a system showing results that Nevada is seeking, but there are lessons to learn from other states and their implementation of ELL programs.

Ms. Gonzales-Blacks shared the following success items she found in her research:

- At school sites where gaps are being closed there is a master teacher with added capacity for students.
- All content and core teachers are prepared with needed skills to support their ELL students in their content classes.
- There is accountability for all the adults in the building beginning with the principal being invested to assure ELL students get the proper education and the supports they need to succeed.

Ms. Gonzales-Black suggested that as a board they come together to pursue a unified vision and partnership with school districts and community stakeholders.

Member Corbett said he agreed with member Gonzales-Black. He reported on the high level of success with ELL students in Oakland California and informed the Board about a document the Lincy Institute at UNR is preparing to address the ELL needs in Nevada, and that it will be available soon. Member Corbett said he would like more discussion regarding ELL legislative bills.

President Wynn stated ELL is one of the most critical issues facing Nevada education and it is an area that deserves significant focus and support from the entire state beginning with the State Board. Superintendent Guthrie concurred that this is an opportunity for Nevada to excel and that the Department's expertise around ELL is not extensive, there is much to know and he suggested forming an advisory committee to help with the implementation of ELL.

**Member Gonzales-Black moved to endorse the idea to provide a comprehensive education for all ELL in Nevada and to establish an advisory committee to help with the research and gain the knowledge needed to set regulations with the legislation that is coming. Member Cook seconded the motion.**

Member Stokes added his support and stated he is appreciative of the Governor addressing the additional resources needed to help ELL students and increase graduation rates in Nevada.

Member Newburn echoed Member Stokes comments and stated given the demographics of the state, Nevada will not improve graduation rates and test scores without significant action in this area.

**The motion carried.**

**Discussion and possible approval of proposed board themes with flexible dates.**

Deputy Superintendent Deborah Cunningham stated the concept of board themes was discussed at the January 25, 2013 meeting to allow the board to focus in greater depth on topics of importance. A list of specific themes has been compiled from board member input. Deputy Superintendent clarified that the Board is being asked to approve the themes, but not lock down the dates. The themes include:

- Priorities for science, technology, engineering and mathematics education
- Next generation human capital development strategies
- The common core: academic standards for the 21<sup>st</sup> century
- School, district and state performance accountability
- Next generation school finance plan
- Goals and benchmarks for improving education in 2014 (per NRS 385.040)

**Member Cook moved to approve the themes with flexibility of sequence of themes. Member Holbrook seconded the motion. The motion carried.**

**Information and discussion regarding the creation of a new student dissection choice policy and the benefits of alternatives to animal dissection**

Samantha Suiter, Research Associate, People for the Ethical Treatment of Animals (PETA) stated she specializes in science education issues. Ms. Suiter listed the benefits of offering alternatives to animal dissection in Nevada schools. With regard to how students are taught biological concepts, the priority of the once common and unquestioned practice of dissecting millions of animals each year is now under the microscope. For ethical, educational and environmental reasons, students and educators have sought alternative ways to address anatomy education by using interactive computer software or realistic models. A 2012 Gallup poll found that 58 percent of young adults are opposed to animal testing.

fourteen U.S. states as well as Washington, D.C. have enacted dissection-choice laws or policies that allow K-12 students to opt out of dissection and require teachers to provide non-animal assignments. Several countries have banned dissection at the elementary and secondary levels, while some countries no longer include dissection as a curricular requirement.

Ms. Suiter encouraged that board members visit [PETA.org/Dissection](http://PETA.org/Dissection) for physician-narrated demonstrations of virtual dissection software, discounts codes for educational software, resource lists, and information about PETA's grant program that provides schools with alternatives to dissection free of charge.

Member Cook responded that Nevada schools do not use live dissections.

A lunch break was granted at 12:15 p.m.  
The meeting reconvened at 1:00 p.m.

**Presentation regarding Nevada's next Generation Assessment System from the December 2012 Education Assessment Summit and discussion on associated issues including, but not limited to the following:**

- **What's working in the current assessment system?**
- **What needs to be improved in the current assessment system?**
- **What are the implications of the Common Core State Standards (CCSS) and other college/career readiness standards, 21<sup>st</sup> century workplace?**
- **What are the challenges that must be addressed to develop a next generation assessment system?**
- **Legislative possibilities including Bill Draft Request (BDR) 524**

Deputy Fitzpatrick stated follow-up information from the December, 2012 Education Summit will be shared today. Assessment issues relative to the Next Generation were discussed during the two-day summit including how student skills will be assessed. Dr. Stanley Rabinowitz, Director of Assessments, WestEd, cataloged different options around various elements of a next generation assessment system and will discuss options including advantages and disadvantages associated with them.

Dr. Rabinowitz conducted a PowerPoint presentation titled Annotated Options in Support of Nevada's Next Generation Assessment System. Dr. Rabinowitz stated his report will provide annotated options on key dimensions of a next generation system assessment; however, his report will not provide recommendations. Assumptions for a next –generation assessment system that were derived from the summit include:

- All current components of statewide assessment system “on the table”
- Purpose of the system must drive development
  - Instructional support (interim and formative)
  - Accountability – schools, educators, students
- Defined/differentiated roles state and local assessments
- Meet ESEA accountability requirements
- New system must be:
  - Aligned to CCSS and other rigorous college/career standards
  - Technically defensible
  - Fair and unbiased, for all students including SWD's and ELL's
  - Useful, to increase educator capacity and elevate student outcomes
  - Timely, to allow flexible administration and provide immediate results
  - Valued, by students, educators, parents, policy makers, general public

- Feasible
- Affordable

Dr. Rabinowitz explained the key components he developed options around are kindergarten readiness, high school, non-tested subjects and grades, growth models and role of local assessments (relative to state assessments). He reviewed options for each of the five components.

Dr. Rabinowitz addressed additional issues to develop a next generation assessment system; they include investing in technology, associated costs, professional development needs, the ability to support growth models and communication strategy.

Board discussion occurred regarding testing and assessments.

Superintendent Guthrie explained that Dr. Rabinowitz has presented points for further discussion and consideration. The Department has been engaged with the Smarter Balance Assessment Consortium (SBAC); however there is a wide range of alternatives to consider. He suggested the Department compile questions that need answers for further board discussion.

Assemblywoman Lucy Flores stated there is an issue with the way students are assessed on the HSPE based on the fact the adopted core curriculum is not on the same page as the assessments. Over the past year she worked with Superintendent Guthrie, Washoe County Superintendent Pedro Martinez, former Clark County Superintendent Dwight Jones and many others in the educational community to find a solution. The solution is culminated in a bill she is sponsoring, AB288. The bill proposes to replace the HSPE exam with an end of course model that tests the major subject areas of language arts and math. Science should be included down line when it is aligned with the CCSS. In addition, a college entrance assessment will be required during the junior year of high school and Department or the State Board will determine which provider to use for that college test or assessment.

In response to a question from Member Gonzales-Black regarding the SBAC high school test, Dr. Rabinowitz stated that SBAC can provide both an 11<sup>th</sup> grade college and career readiness assessment as well as end of course assessments in ELA and math but there may be additional costs because that is not part of the core package.

Member Serafin asked how many states are going to use the SBAC and ACT together given that the SBAC won't release the college readiness score until 2015. Dr. Rabinowitz stated he is aware of three states that are part of the 21 states in the SBAC consortium that are considering Smarter Balance for grade three through eight and either ACT or SAT as their high school assessment. There are multiple states that require SAT or ACT that do not use them as part of their accountability system.

Member Cook stated that any move away from the HSPE is positive. He commented that sooner or later someone must ask detailed questions about the implementation of an end of course test. If there is a ninth, tenth and eleventh grade SBAC proficiency test with a follow-up in the 12<sup>th</sup> grade, that will freeze the math framework standards and content presented at each grade level which would be similar to dictating a state framework approaching a state curriculum for high school mathematics.

Member Newburn remarked that colleges use ACT and SAT to measure college readiness, however, they are not aligned with the CCSS, and Nevada is a CCSS state. He asked about the choice; to choose a college readiness assessment that is not aligned with what colleges want or one that is not aligned with the curriculum in Nevada.

Dr. Rabinowitz responded that just because that SAT and ACT are used for college entrance, doesn't mean they reflect the specific work students are asked to do in grades 3-12. They primarily serve a correlation purpose in the sense they predict college performance, but in a limited way. He stated that one of the advantages of a SBAC approach is that they have not just a K-12 focus assessment, they have identified higher ed needs as well as representatives from higher ed systems working to make sure the SBAC high school assessment meet the college readiness standards.

Assemblywoman Flores said that as far as the college assessment is concerned it is has always been their intention that the college assessment, whatever model you find is appropriate for the state, is the model that we need to go by. That is why the language is remaining generic in the statute in that the college assessment that works is what is going to be chosen. Also, the performance on the college assessment will not affect the ability to graduate, rather, the end of course exams will affect the ability to graduate. The idea is flexibility and to assess kids further to determine whether they are behind or advanced. Many of our kids do not take a college placement exam and often that is the only way to get in on the radar for colleges and universities.

Superintendent Guthrie stated there is widespread dislike of the HSPE but it will take some time to replace the HSPE. He asked if Nevada should suspend an exam to take its place until the CCSS in place, and have examinations that reflect the CCSS. If it is suspended, will Nevada appear soft as if stepping back from rigor and no longer has high expectations?

Assemblywoman Flores said it appears that as Nevada moves to implement the CCSS and new changes, because of the timing; there could be one graduating year of students who would not take the HSPE because of a one-year transitioning phase. It carries political risks, but it is one that has been calculated and weighted against doing the right thing for our kids. The way to defeat the appearance of being soft is to fully explain why it is we are doing what we are doing, emphasizing the critical nature of what we are doing. This is about being effective and accountable and helping our kids. We must do something. Just because it is difficult does not mean we should not do it.

Pedro Martinez, Superintendent, WCSO, stated he volunteered to forge ahead and try to change the way children are tested in high school. He implemented graduation initiatives in WCSO and CCSO to help get kids on track to graduate. He discovered one of the challenges was with the HSPE. Teachers do not see a connection between the HSPE exam and the content that is being taught in ninth and tenth grade. The children become so focused on the HSPE exam that they don't even think about what they are going to do beyond high school. Superintendent Martinez asked what the goal is for our children when they graduate from high school. He said he would argue the goals for our children are to have choices and to have a test available for all students in eleventh grade. Then follow up with supports in twelfth grade so if they are not ready, that they can get prepared.

He stated one of the ways to solve this issue is to ensure there is a connection between the content of the curriculum being taught with the standards, and what the children need to know with end of course exit exams. Superintendent Martinez said the WCSO graduation rates have been raised from 56 percent to 70 percent. They are now testing kids in eleventh grade using ACT and SAT placement exams, then taking the data, and providing the courses the children would have taken in community college or universities to be better prepared for English 101 and Math 120. He stated the universities and employers are saying they need something they can trust and is subjective, such as the SAT and ACT.

Leslie Arnold, Assistant Superintendent of Assessment, Accountability, Research and School Improvement, CCSD, stated the assessment system begins in kindergarten where students have been voluntarily tested in a national assessment. There was interest in the results because the assessment was CCSS based and they wanted to learn how their students performed in kindergarten compared to other students across the nation. They found that if students are way behind in kindergarten, it will take many years and more money to get the students caught up by third grade.

Ms. Arnold stated they want to have fewer tests and look at the best results to determine what they need to make instructional decisions and not have teachers testing over and over to get the results they want. They want to ensure that instruction and teaching strategies along with how students learn in high school are aligned with the assessment piece. She concurred with Superintendent Martinez that the HSPE is not being taught in the class, it is disjointed. It had a purpose at its inception but now it is time to move forward and look at other options. They want to reach students at an earlier point in time and help the students in eighth and ninth grade by tackling the problem earlier. She said they want fewer tests with better scores.

Board discussion continued regarding the HSPE and assessments.

Terry Whitney, introduced himself as the Director for the west region of the College Board, founded in 1900, is a not for profit membership association whose mission is to connect students to college success and opportunity. The association is composed of more than 6000 schools, colleges, universities and educational organizations. The College Board sponsors the SAT and the PSAT/NMSQT representing their pathway to college success. The Board was one of three organizations to assist the Council of Chief State School Officers and the National Governors Association to develop the CCSS in math and English language arts, and their President, David Coleman, was one of its chief architects of the CCSS. The College Board's mission is to prepare all students to take more rigorous courses in middle and high school so they have an opportunity to attend college and do not require remedial courses that will reduce their chances of graduating.

Research has demonstrated completing rigorous academic courses in high schools is the single best preparation for success and persistence in college. As Nevada considers eliminating its HSPE exam and replacing it with a college entrance examination such as the SAT, the College Board would like to share the following information and recommendations for the Boards consideration:

- First and foremost consider how the exam fits into a comprehensive system of assessments including the SBAC Nevada will be adopting.
- Seek assessments that will both measure and inspire rigorous work worth doing.
- Seek the opinion and guidance of your classroom educators not just the programmatic and technical experts.
- Your teachers are closest to your students and can provide valuable information to the Board and the Department as you construct a meaningful assessment system.

Mr. Whitney stated we know why college and career readiness is important. Competing in a competitive global work environment requires a greater number of students to succeed in college. Studies have shown that one in five students who enter high school will earn a college degree. To be college and career ready students need high proficiency levels in four key areas; knowledge, skills, behaviors and awareness. He outlined the three sections in the SAT: critical reading, mathematics and writing. The SAT is arguably the world's most scrutinized assessment and subject to more research than other assessment and subject except the National Assessment of Education Progress. The SAT is a standardized test; this means scores with students in Nevada can be compared to scores with

students across the country and across years. The SAT provides highly reliable measures of critical reading, mathematics and writing.

Frederick Mickle, Senior Director, State Partnerships, ACT, provided information regarding ACT's National Snapshot. An outline was developed for considering a partnership between ACT and Nevada to pursue the objective of improving and increasing educational opportunities for all students. They compiled a break-down of information about how ACT assessments work for college and career readiness as well as the means by which support for school districts and schools, individual students and parents towards individual objectives of improving students success towards college and careers. Universities, colleges and business and industry want to see the same success out of high school. They want students that can read and read technical information, vary complex information, they want students that can write well and express themselves proficiently and also perform mathematical equations.

Currently ACT is the most popular ready for college and career assessment that is used to date. Across the country they have 13 states that utilize the ACT to support college and career readiness and are providing it for eleventh graders. They are extremely experienced with providing weekday testing that saves money and enables a host of students to be permitted to take the assessment on a weekday. National test dates are on Saturdays and this piece is eliminated as an issue. Mr. Mickel stated they are well prepared to begin talks and looks at how ACT can assist Nevada in incorporating the ACT as a part of an assessment system and help to better define ways in which instruction can be improved, curriculum, as well as to support the objectives of helping students with interventions as needed.

Deputy Fitzpatrick suggested that after a robust conversation regarding the assessment system issues, that they convene with the groups Dr. Rabinowitz spoke about to gain stakeholder consensus on the system components that were referenced in his PowerPoint presentation and the final concept that is described in the last slide under next steps. She added President Wynn might want to direct the Department to engage in convening the various stakeholder groups to move forward with finalization of the assessment report.

Member Newburn agreed that it would be appropriate to provide the NDE with guidance by stating the Board's position to move away from the current assessment system to a next generation system.

President Wynn asked the Board if they would like to take a position on AB288. Superintendent Guthrie said it would be helpful if the Board endorses moving to a next generation. Also, the board could state their position around the HSPE and the transition, including comments about retraining or abandoning the HSPE. He stated there are many large issues for which the board has not discussed or developed a position. He suggested the possibility of holding an additional meeting in April to develop a position on AB 288. President Wynn stated the main complication of assessments is that they are being used for two purposes, one to guide instruction and the other to conduct accountability. One of them is easy to be supportive of because anything that provides diagnostic tools to teachers is positive. The threat of being active in that area bears the consequence of measuring their work.

**Member Cook made a motion to hold an additional board meeting in April to discuss and develop a board position on matters of the current assessment system and the next generation assessment system including positions on A.B. 288, an ACT relating to education; requiring the Superintendent of Public Instruction to select a standardized, curriculum-based achievement college entrance examination for administration to pupils enrolled in Grade 11 in public high schools; revising the**

**requirements to receive a standard high school diploma; eliminating the high school proficiency examination; repealing provisions relating to the high school proficiency examination; and to hold discussion regarding the impact of sequestration.**

**The motion was seconded by Member Serafin. The motion carried.**

**Public Comment**

Alfred Frehner, Teacher, CCSD, provided information regarding issues teachers have had in being assigned to areas by individual school principals that have never been developed or recognized in Nevada. The assignments have been approved by local school districts and then forwarded to the Department of Education. It gives the appearance that the Department is giving local school districts permission to circumvent Nevada statutes and established regulation. Mr. Frehner explained ongoing unsolved problems he has been experiencing regarding this situation. He asked for help in reviewing and solving this issue.

Sam King, Program Director, REAL, explained this is a program that teaches students about law, civil responsibility, civic virtue, and reasonable citizenship. Project Real offers four programs: Play by the Rules, Your Day in Court, Foundations of Democracy, and REAL Drama. Students put on plays and they will be presenting a play about immigration at the Governor's mansion on March 28. REAL is happy to be a non-profit partner with school districts across the state.

Dr. Sylvia Lazos stated that AB222 and AB272 are bills to be aware of during this legislative session. She stated AB272 will increase the certification requirements for teachers in Nevada. It is part of a long term ELL endorsement strategic plan to assure teachers are well trained to address ELL needs. The reading skills development center in AB222 is part of a pilot program at six elementary schools that service over 400 students. It is a skills development center rather than a literacy center, to help little kids learn reading skills. Master reading teachers are at these highly impacted schools to help the lowest readers and to provide professional development to leaders. Dr. Lazos said children should be assessed in kindergarten to begin determining their needs.

The meeting was adjourned at 3:30 PM.