

NEVADA DEPARTMENT OF EDUCATION
STATE BOARD OF EDUCATION
MARCH 15, 2018
9:00 A.M.

Meeting Locations:

Office	Address	City	Meeting Room
Department of Education	9890 S. Maryland Pkwy	Las, Vegas	Board Room (2 nd Floor)
Department of Education	700 E. Fifth St	Carson City	Board Room

SUMMARY MINUTES OF THE REGULAR MEETING

DRAFT

(Video Conferenced)

BOARD MEMBERS PRESENT

In Las Vegas

Felicia Ortiz
Robert Blakely
Felicia Ortiz
Tamara Hudson
Mark Newburn

In Carson City

Hunter Drost
Dave Jensen
David Carter

DEPARTMENT STAFF PRESENT:

In Carson City

Brett Barley, Deputy Superintendent, Student Achievement
Roger Rahming, Deputy Superintendent, Business and Support Services
Dave Brancamp, Director, Standards and Instructional Support
Sarah Nick, Management Analyst
Megan Hanke, Management Analyst
Karen Johansen, Assistant to the State Board of Education
Shawn Osborne, IT Technician

In Las Vegas

Steve Canavero, Superintendent of Public Instruction
Dena Durish, Deputy Superintendent, Educator Effectiveness and Family Engagement
Kim Bennett, Administrative Assistant

LEGAL STAFF PRESENT

In Carson City

Greg Ott, Deputy Attorney General

AUDIENCE IN ATTENDANCE:

In Carson City:

Cristal Cisneros, Student Learning Objectives, Washoe County School District
Nancy Franden, Student Learning Objectives, Washoe County School District

Brian Reeder
Mila Paul, Washoe County School District
Kimm Romberdo, NWEA
Mary Pierczynski, Nevada Association of School Superintendents
Lindsay Anderson, Washoe County School District

In Las Vegas:

Monte Bay, National University
Doris Watson, University of Las Vegas
Erik Skramstad, Clark County School District
Paula Zier, Clark County School District
Jason Lamberth, Hailee's Hope
Laura Schwartz, HMH
Jennifer Varrato, Clark County School District
Craig Brockett, Clark County School District
R. Gourrier, Tri-Strategies
Chris Day, Nevada State Education Association
Bill Garis, CCASA
Gerald Meggett, Circle In
Terry Whitley, College Board
Brenda Pearson, CCEA
Grace Angel, CCEA
Dr. Tiffany Tyler, CIS Nevada
Jenn Blackhurst, HOPE
Meg Nigro, Clark County School District
Zane Gray, Sierra Nevada College

Call to Order

The meeting was called to order at 9:02 a.m. with attendance as reflected above.

Public Comment #1

Member Ortiz submitted written comments that she received for the record. See Attachment A.

Approval of Flexible Agenda

Member Newburn moved to approve a flexible agenda. Member Blakely seconded the motion. The motion carried.

President's Report

President Wynn introduced Cathy McAdoo and Tamara Hudson who were recently appointed by the Governor to the State Board of Education.

Superintendent's Report

Superintendent Canavero provided updates on the following:

- Governor Sandoval, district superintendents and the director of the State Public Charter School discussed the establishment of a Statewide School Safety Taskforce. Members will include individuals from the education community including superintendents, principals, teachers, parents and students.
- The online application and portal for licensure was introduced. (OPAL) It will be ready for a full roll out at the end of this month.
- The NDE issues Guidance Memos to fill the gap between formal rules and regulations in law to implement programs. They are posted on the NDE website. Recent important memos are related to Zoom and Victory schools remaining the same over the biennium.
- Legislative and committee meeting updates at the NDE. (Inaudible) The Legislative Committee on Education will meet today to focus on early childhood education.

- A group met in Washington D.C. for the Coherence Lab, a competitive program to find coherence between the state and district through classroom teacher and parent experience. Superintendent Canavero participated in the Council for State School Officers as a board member. This is a national organization for all school state chiefs.
- Work continues on CCSD Achieves, the reorganization of the school district.
- In the next couple of weeks TESLA will announce details about their \$37.5 million contribution to the state.

Member Newburn said in the original CCSD reorganization regulation and statute, some members of the Board asked for a study on the effect of average unit cost. The concern was moving money from the core schools to the richest schools. He asked if any of this work has begun. Superintendent Canavero responded the work has begun about how to ask data the right question to get answers. The timeline is July, 2018. This is looking at the actual salary of teachers versus the average salary of teachers. It is a requirement in law (A.B. 469) to conduct the study.

President Wynn asked for an update on the CCSD superintendent search. Superintendent Canavero responded the search firm has been secured and is actively recruiting candidates. The candidates who have formally applied may be announced the later part of this week.

Kirsten Searer, Communications Marketing and Strategy Officer for CCSD, said the applications for the superintendent's job are due today, March 15. On April 4 the trustees will have a work session to discuss how many names to release as finalists.

Member Ortiz inquired about the average salaries in CCSD being used for budgeting purposes; the bill states that schools can keep the balance if they have a savings. She asked if that is being calculated and taken into consideration during the budget discussions. That could have a dramatic impact on the budget. Superintendent Canavero responded that currently there are areas that convene on the question about carry forward, including the comprehensive full district school budgets. (inaudible)

Approval of Consent Agenda

President Wynn (*Information/Discussion/For Possible Action*)

- a. Possible Approval of the Commission on Professional Standards regulations per NRS 391.027 R047-17, R048-17, R049-17, R050-17, R051-17, R052-17, R077-17, R078-17, R079-17, R080-17, R081-17, R082-17, R102-17, R103-17, R104-17, R105-17, R106-17, R107-17, R122-17, R123-17, R124-17
- b. Possible Approval of Instructional Materials for Carson City School District
 - Mathematics, Algebra I and Algebra II Grades 9-12
 - Science, Modern Chemistry, Grades 9-12
 - Science, Amplify Science, Grades 6-8
 - Science, Environmental, Grades 9-12
 - Science, Forensic, Grades 9-12
 - Science, Physics, Grades 9-12
 - Science, Human Anatomy & Physiology, Grades 9-12
 - Science, Astronomy, Grades 9-12
 - Science, Biology, Grades 9-12
- c. Possible Approval of Instructional Materials for Clark County School District
 - Science, Chemistry, Grades 9-12
 - Science, Dimensions Biology, Grades 9-12
 - Science, Active Physics, Grades 9-12
- d. Possible Approval of the American School Counseling Association (ASCA) standards.
- e. Possible Approval of December 14, 2017 Board of Education minutes

Member Ortiz requested that R049-17, R050-17 and R051-17 are pulled for further questions.

Member Newburn moved to approve the consent agenda with the exception of reviewing regulations R049-17, R050-17 and R051-17. Member Blakely seconded the motion. The motion carried.

Member Ortiz questioned R049-17 update requirements on ARL licenses to align with statute, and said some of the updates include changing language to specify *license may be converted to an initial license after completion of two years if the licensee has* (inaudible). She asked if this is the same requirement for teachers that take the traditional path, and is it a realistic expectation of a teacher in their first or second year.

Mike Arakawa, Program Officer, responded additional ARL program, (inaudible) are not because the traditional route program incorporates a student teaching practicum in which they are mentored and evaluated during that portion of their education. An ARL program does not incorporate traditional student teaching. The on-the-job training within the classroom is with a mentor assigned by the school or program. Member Ortiz asked if a traditional teacher in their second year of teaching received an ineffective rating, could they keep their license. Mr. Arakawa said at this time there is nothing the NDE would do regarding an ineffective rating, however that may change in the future. (inaudible) Member Ortiz expressed concern whether ARL teachers are getting the support they need in classrooms.

Member Ortiz inquired about how this impacts ARL teachers that receive highly effective and effective ratings, but then their peers who went the traditional route are not affected. There is a concern for morale on both sides. Member Newburn said that 99.8 percent of teachers are rated as effective or highly effective. He expressed uncertainty about whether the system has the ability to differentiate. Deputy Durish responded there is a consequence; a new teacher would not have their license impacted but it is likely their contract would not be renewed. They have not met the employment standard but they could go to another state because their license is not revoked. (inaudible).

Member Ortiz said her comments on R050-17 and R051-17 are the same. The licensee is allowed to add endorsements to their existing license by passing a competency test in lieu of course work in that area. She is concerned about who is determining the competency test and (inaudible) currently, by taking classes with credits there is a bump. She wants to ensure this will not have an inadvertent impact.

Mr. Arakawa responded the intent is for ETS to administer the test for each of the specialty areas if someone were to come and take a test in lieu of course work to obtain such an endorsement. The probability exists that upon review of other states standardized testing for these areas, they may accept some of those in lieu of the ETS test. (inaudible)

Member Ortiz moved to approve Consent Agenda item 6a. Member Blakely seconded the motion. The motion carried.

Public Hearing and Possible Adoption of proposed regulation R138-17, amending NAC Chapter 391, relating to establishing the criteria and process that a school or school district must use when selecting an assessment for certain purposes relating to the evaluation of teachers and administrators; removing a reference to the use of statewide examinations and assessments for that purpose.

The workshop opened at 10:00 a.m. with 7 individuals in Carson City and 19 individuals in Las Vegas.

Deputy Durish explained in practice, this is nothing new for educators. Last year's evaluation included statewide assessment score and student learning goals (SLGs). The process by which districts were working with educators to write their SLGs will not change. The statewide assessment was removed and the SLG became a significant component of up to 40 percent. The request was to adopt regulations to ensure the guidelines were followed to set meaningful SLGs. Deputy Durish further explained revisions related to assessments and criteria that are in practice and will now be in regulation.

Member Newburn asked if Smarter Balanced (SBAC) be used again. Are there existing exams or will new exams be developed? Pam Salazar, Chair, Teachers and Leaders Council (TLC) responded the SLGs are set for the year with teachers and students, and SBAC results would be after the evaluation period. The assessments used depend on the content. There is not an exam in existence across the country that matches every learning goal that would address the need of the students in a particular teacher's classroom.

Member Hudson said standard 3 specifics, approve assessments. She asked if that list has been approved. She is a teacher in a classroom and the list has not been updated for the teachers which was a concern for many teachers. Kathleen Galland-Collins, Education Programs Professional responded that that list of assessments from the state has not been approved yet.

Chris Day, Political Director, Nevada State Education Association, asked to ensure that NDE honors the spirit of A.B. 320 from the 2017 Legislative Session. It is a major move of course from using statewide assessment data, the SBAC, to the SLGs. As assessments are selected for use, he requested to see more in relation to portfolio work to honor the spirit of moving away from standardized high stakes data into something tailored for individual classrooms.

Member Newburn moved to approve R138-17. Member Hudson seconded the motion. The motion carried.

Public Hearing and Possible Adoption on Proposed Amendments to R096-17; NAC Chapter 389: NAC 389.825; in accordance with Senate Bill 66, define work-based learning, the application and reporting requirements, role of the coordinator for such programs, and requirements for career and technical education work experience and apprenticeships. Public or Private Internships; NAC 389.562, NAC 389.564 and NAC 389.566 Career and Technical Education in cooperation with employers; NAC 389.XXX Work-based Learning; NAC 389.644 to 389.650 Skills to obtain employment; and NAC 387.306 Pupils in program which combines work and study

The public hearing opened at 10:10 a.m. with 7 individuals in Carson City and 19 individuals present in Las Vegas.

Melissa Scott, Education Programs Professional explained the regulation was developed with input from a stakeholders group representing five districts, the Office of Workforce Innovation for the New Nevada (OWINN), and publications from Advanced CTE and Council of Chief State School Officers. Ms. Scott listed the revisions that were addressed in the workshop but were not included on the regulation document.

President Wynn asked if the listed revisions change the language in the original document being reviewed today. Ms. Scott confirmed the revisions will change the language in the document.

Greg Ott, Deputy Attorney General confirmed changes are allowed at a public hearing to the regulation language that was posted. If the changes are substantive another public hearing would be required. President Wynn said she has not had a chance to reflect or compare what is being presented today with the material that was reviewed to determine whether the revisions are substantive. She requested a second public hearing with the listed revisions updated in the regulation language.

The public hearing was closed at 10:20 a.m.

Public Hearing and Possible Adoption of proposed regulations R117-17 for compliance of Senate Bill 213; authorizing the Superintendent of Public Instruction to carry out an inspection of a provider of special education in certain circumstances; authorizing the Superintendent of Public Instruction to take certain measures to ensure compliance with the laws governing the education of pupils with disabilities in certain circumstances.

The workshop was opened at 10:22 a.m. with 7 individuals present in Carson City and 19 individuals present in Las Vegas.

Wendy Labon, Education Programs Professional, explained the regulation provides an additional avenue for constituents to raise concerns regarding whether or not a provider of special education is in compliance with any law or regulation governing the education of students with disabilities. This process does not replace any existing processes, but is complimentary to what already exists. Providing this lower level process allows the NDE to move quickly and collaboratively through an investigation with districts to remedy issues that affect students with disabilities, and there is potential of tremendous cost savings.

The process includes:

- The superintendent of public instruction receives a constituent concern in writing that specifies what law or regulation is alleged to have been violated.
- The superintendent will determine whether good cause exists to pursue a Constituent Concern Investigation (CCI)
- The constituent that raised the concern is provided written documentation of the superintendent's decision.
- If the superintendent determines that good cause exists, a CCI will be conducted.
- If one or more allegations of violation are substantiated, a corrective action plan will be developed collaboratively between the district and the department.

Member Jensen said, assuming a request has been submitted to the superintendent and there is a finding, and then the corrective active plan is implemented with the NDE, does that allow the complaint to continue to move forward while corrective action is taken on a due process? To clarify, the complainant has not filed due process, they are going through the state superintendent, a corrective is then determined, can they then file due process after the determination of the need for corrective action.

Brett Barley, Deputy Superintendent, Student Achievement responded the process provides a lower level review to prevent cases from ending up in court systems. It does not remove due process and court action from consideration, it provides a remedy in hopes the issue could be solved in advance of court. It does not take away a parent or legal guardian's legal avenues.

Deputy Barley said the process through the regulation is an attempt to resolve issues before going to court. Member Jensen inquired, if at the end of that process, is a formal due process legal avenue available to whoever is bringing the allegation. The answer is yes, it remains available. Member Jensen asked will this solve the problem or create a longer process where this becomes a first step because they will end up in court again. Deputy Barley stated the goal is to bring a parent or legal guardian and school district together through mediation by the NDE and superintendent to address issues and resolve them before a special education case would end up in the legal system, saving time and money. That may not always work, but the intent is to try and get in front of the issue and prevent them from ending up in court. It will work some of the time.

Member Jensen added the concern is good intentions may only provide more fodder for due process, from the school district perspective.

Member Blakely said he does not see the value in this item. He asked for a further explanation. Deputy Barley said if there is an opportunity to bring parent, legal guardians and school districts together to work out misunderstandings or lack of agreement regarding services for students with disabilities that would create a valuable benefit to all the stakeholders by addressing issues outside the court system, which creates long adversarial and expensive processes. The intent was to create a lower level process of mediation so that questions regarding students with disabilities could be addressed in those situations prior to going into the court system.

Member Jensen said NASS supports this but pointed out that the way he read this is that it does not stop due process, which adds another layer. But resolving it at the lowest level is beneficial.

President Wynn noted that because there has been stakeholder activity to find a reasonable solution, their recommendations should be considered. It is a preliminary step to avoid parents from having to go to legal remedies. Member Blakely said he questions whether districts have processes already available and this may impose a regulation that adds more layers.

Member Hudson said the rights read at Special Education have a remediation process, is this just for Nevada to have it implemented in their process? Deputy Barley said yes, it allows for the superintendent as an impartial third party to enter the discussion and be a mediator. Member Jensen said the NASS group supports the regulation, but wanted to make it clear it does not stop due process.

Lindsay Anderson, Washoe County School District, commented on two items in the legal language. In section 2 (a), it specifies whether the request provides enough information to determine whether the alleged violation occurred. Washoe County School District hesitated to support this bill during the 2017 Legislative Session because of the lack of clarity regarding how that determination would be made. The school district was hopeful that there would be guidelines in the regulation to help determine whether or not the alleged violation was frivolous or legitimate. There are still no guidelines the districts can use. If they are not going to be in the regulation, will there be further guidance to districts about how the superintendent will determine whether or not these accusations are legitimate and need to be moved on. In the same section 2, subsection (b) it refers to the dates on which the alleged violation occurred. Ms. Anderson inquired whether there is a time limitation for filing the complaints. State complaints must be filed within one year and she recommended a one year limitation to file for this process as well.

Deputy Barley said if the Board was to move forward on the regulation today, Director Jensen and the Office of Special Education would begin working with districts and NASS about guidance on the regulation to answer any questions that are unresolved by the language included in the regulation, such as the examples WCSD just shared.

Member Newburn moved to adopt regulation R117-17. Member Ortiz seconded the motion. Member Carter and member Blakely opposed the motion. The motion carried.

Information, Discussion and Possible Action regarding Teach Nevada Scholarship Awards pursuant to NRS 391A.580 (SB 511). Possible action may include initial awarding of TNVS FY19 funds and/or FY18 carryover funds.

Dena Durish, Deputy Superintendent, Educator Effectiveness and Family Engagement provided background about the Teach Nevada Scholarship Awards (TNVS). In FY16, due to the teacher shortage, it was requested that only the alternative route programs would be awarded. That continued to the first round of FY 17. A second round in FY 17 was opened with the remaining funds. In FY 18, a few months ago, was the first time traditional providers were awarded scholarship funding. Several programs applied for the \$2.5 million to be allocated for FY19 and carry over funds from FY18 will be considered (inaudible).

Deputy Durish explained there is a mix of traditional and alternative route programs, and the total amount of scholarships requested is \$2.795 million. Funding also includes a \$1000 completion fee for the institution if the 158 individuals who were awarded a scholarship complete the program.

The amount required to hold back is \$2.8 million plus an extra \$158,000 for completing the program. Over the next three months, the first group of teachers will have finished their first full year in the classroom. The initial awardees awarded in FY16, were not hired at the time where they would have the opportunity to complete a full year. At the end of this school year, prior to coming back this summer and distributing the money, she will be working with the programs. The tracking systems are better now and data entered will track all the program recipients who received scholarships and can answer whether they came back for the second year, and are they planning to come back for the upcoming year. (inaudible)

Details were provided about applicants and institutions that were awarded scholarships. The new system will track data to help make data driven decisions.

Deputy Durish stated the recommended motion is a request for the Board to allow the NDE to notify the programs that applied for the 158 scholarships and begin recruiting.

In response to questioning from President Wynn regarding the return on investment, Deputy Durish said candidates who are successful show they have a skill set and have met some minimum competencies are those who are recruited. Another consideration is whether institutions prepared candidates to get a job. There is a five-year bonus for teachers who stay in a high vacancy school for at least three of the five years they must stay in the state (inaudible). The data has not been available to see the benchmarks yet.

President Wynn asked how long it will take to get preliminary data on this. Deputy Durish said by the end of this school year data will be available for the initial FY16-17 to show how many recipients remained in the high needs classroom and are intending to return. President Wynn asked to confirm the figure used is about \$18,000 a candidate? Deputy Durish said the amount is up to \$24,000 and some programs cost less. A student cannot be awarded more than \$24,000. President Wynn noted there is scant information, but there is some anecdotal information that could provide feedback and she requested more data.

Member Blakely advocated the proposal and moved to approve the program. Member Carter seconded the motion.

Member Ortiz concurred with President Wynn and asked Deputy Durish how soon data could be provided for the Board, and if they find any of the providers not having success in producing licensed teachers who are staying in the classroom, can board members change their minds about scholarship recipients. Deputy Durish responded she could meet with all the institutions in the next two to three weeks and get data for the first group of individuals. Some will have completed a half a year, some a full year, and others a short amount of time.

She referred to Deputy Attorney Greg Ott and asked if approved to allow 30 scholarships and then they come back in June to discover only ten of those awarded are in the classroom, would they have the authority to reverse the decision. Greg Ott said it is a conditional award available to the Board and if that is the Board's intent, then the award could be conditioned upon those recipients being on track to complete the program.

Member Blakely agreed to move this item to the next meeting to get the requested data if that makes other board members more comfortable.

Member Wynn said the Board has an obligation to monitor the program and understand the percentage of success not only by institution but by the candidates, and to the extent they could be better informed she suggested the Board receive more data to make this decision. Deputy Durish agreed she could make getting the information to the board a priority for their decision.

Doris Watson, Associate Dean, Academic and Professional Programs, University of Las Vegas (UNLV) shared some anecdotal data. They had 89 individuals funded, 82 were ARL, and seven were traditional. Of those numbers, they had 11 individuals not complete in the timeframe. For UNLV that is a high success rate when considering the nature of the population they are recruiting. (inaudible) They are finding great success with UNLV. President Wynn asked if a delay of one month make a difference. Ms. Watson said it would not be good. The past funding cycles were attached to legislative sessions. When the money was allocated they had already admitted the students and that placed the special education programs at a sizeable disadvantage because their admission deadlines. To have the opportunity to recruit now allows them to continue to build out recruitment and the vetting process that ensures they have quality (inaudible). Through the standard license piece, completing the program is increased if they have the opportunity now.

Jennifer Varrato, Director for Employee Onboarding and Development, CCSD Human Resources explained the timing of the approval is crucial for them because their deadline for applications for the fall ARL program is May 1. The applications are closed out and candidates are selected for vetting. This is their chance to start recruiting and they specifically asked for special education and math, which historically, they have trouble getting qualified candidates and in large quantities. This is an opportunity to get the word out for more qualified candidates to consider for fall cohorts. She said numbers could easily be prepared to give board members by the end of the day or early next week. They have data on Teach Nevada Scholarships for ARL candidates, all new traditional hires and the retention rate.

President Wynn requested an anecdotal report so they can take action today. Ms. Varrato responded that (inaudible) they are able to track the reasons for dropping off. Most of the students are dropping out are for personal reasons that are not related to the program or employment. Overall in the ARL program there is no significant difference with (inaudible).

Member Blakely said he is strong support and the program leads to developing more qualified teachers in Nevada. There is no negative for this program.

Member Newburn said as chair of the Graduation Committee, he frequently hears concern about CTE teachers. Going forward, there will be a huge demand for CTE teachers which are hard to recruit and retain. He asked if there is a way to use this program to prepare for this need. Deputy Durish said through regulations COPS has changed licensure and workforce requirements for CTE teachers. Business and industry teachers do not go through a state approved traditional or alternate route programs, and these scholarships are awarded to the programs versus the students, there is not a lever on that. The Great Teaching and Leading funds could be used to help apply for funds to prepare recruits and retain CTE teachers.

Member Blakely restated the motion to move to initiate awarding Teach Nevada Scholarship Awards for FY19 funds and FY18 carry over funds as recommended by staff. Member Carter seconded the motion. The motion carried.

Information and Discussion regarding the Teachers and Leaders Council recommendation of proposed new regulatory language to provide additional business rules for Nevada Educator Performance Framework (NEPF). New language would include protocols and the development and implementation of Student Learning Goals in NEPF Student Learning Goals.

Kathleen Galland-Collins, Education Programs Professional, explained the request is for the Educator Performance Framework [NEPF protocols](#) to be put into regulation as business rules.

Member Ortiz asked if they can ensure there is no bias with the assessments, especially against children of color and EL students. Ms. Collins said in the SLG process they ask for multiple measures so it is not just one assessment used to measure progress in the SLG, multiple measures are being used. Deputy Durish clarified this item will be brought back to the Board as a regulation.

Member Ortiz said she received feedback from a principal about the lack of tools and support for the SLGs; currently there are just guidelines on paper. Is there consideration to put a software system in place to give principals and teachers a better tool to track this information? Ms. Collins responded they do not have funding for a software tool. However, part of their strategic plan is for her office to work closely with assessments and standards and gather educators to build out a library of sample SLGs they can access and use for a variety of content. The goal is to have something up and going for the next school year.

Review and Possible Approval of the 2018 State Plan to Improve Achievement of Pupils (STIP) per NRS 385.111.

Deputy Barley, Deputy Durish and Sara Nicks, Management Analyst conducted a [PowerPoint](#) presentation with details about the State Improvement Plan (STIP). Deputy Barley reiterated that the STIP is the annual plan the Board approves each year. The plan included details about the fastest improving goals and progress, the theory of change, data analysis and common problems, and objectives.

President Wynn shared reflections and observations about the STIP. It is evident that the NDE has been working assiduously for many years to put in place dramatic infrastructure that allows understandings of the problems and to identify the work. (inaudible) She asked that her comments are not interpreted as a downer reflection, but rather a realistic observation from a board whose job it is to get the information and provide meaningful feedback.

The graduation rate is wonderful to celebrate, but she admitted to being skeptical about graduation rates because of inflation. You cannot be happy about a graduation rate if the kids are not college and career ready. She expressed excitement about the early childhood programs (inaudible) the NDE is focusing on and wants to see advances in the future. The nine victory schools that are progressing with stars is also positive. She was excited about the increase from 42 to 81 percent EL in the graduation with the same caveat, what does this graduation rate really mean? It is good to be cognizant and aware of it and not dropping out; this is a demographic of students that needs to stay in school and complete. She especially liked the 14 percent increase in the AP class enrollment as well as the 36 percent increase by Hispanic students that shows they can be challenged and achieve higher standards. (inaudible)

The inclusion of early childhood programs, the \$5 million incentives and more social workers in the school reflecting an 18 percent staff increase is all positive. But the dismal part is about performance in English, and the knowledge that 95 percent of the teachers are graded as effective or highly effective. That is still a major disconnect.

If our kids are not scoring well in math and English language, it does not matter they are graduating at 80 percent because they will not be ready for college or careers. She asked for a road map of where to continue the focus, but she cautioned about getting too comfortable, student achievement as well as the achievement gap categories are far from where they need to be. There is a lot of work left to do.

Member Ortiz asked for a clarification on the page that has response to the data, analysis and common problems. Under data analysis, the first two bullet points both state the percentage of 8th graders proficient in mathematics in 2017 are two different numbers. She asked which one is correct, and what is the other number. Ms. Nick responded the numbers are 46.4 percent of 4th graders proficient in mathematics 2017, and 17.5 percent of 8th graders proficient in mathematics in 2017. Member Ortiz expressed appreciation that both the good and bad news is provided in a summarized format. She observed that if a person of the public with a high school education were reading the report they would have difficulty understanding the new acronyms used and she asked that they are defined. The general public will not know that FISN means Fastest Improving State in the Nation, and they will not know that NAPE is National Alliance for Partnerships in Equity. She also noted MTSS as Multi Tier System of Support would not be understood by most. It is not just educators that consume this information, it is also the general public and to keep that in consideration.

Member Ortiz expressed appreciation that gains are being made, but also expressed concern about the graduation rate because 70 percent of Nevada kids that go to NSHE institutions require remediation. She noted we want to be realistic and produce students that are truly ready for college and career.

Member Blakely said he appreciated member Ortiz's comments, and also has concerns about the graduation rate.

Member Newburn stated that he liked the graphics about where we are in the key areas and where we want to be. One of their key areas of the Board is general accountability, and that will be useful. He appreciated showing the good and the bad, but both need to be seen to understand what is working.

Member Newburn moved to approve the State Improvement Plan (STIP). Member Blakely seconded the motion. The motion carried.

Information, Discussion and Possible Action regarding the accompanying reports that identify each elementary school for which the State Board of Education approved a variance, as well as the justification for any such variance for Q1 and Q2 of FY18. Senate Bill 544, Section 11 (2017 Legislature), requires pupil-to-teacher ratios of 17:1 for grades 1 and 2 and 20:1 in grade 3 through the 2017-19 biennium. In accordance with NRS 388.700(4), the State Board of Education may grant a variance from the required pupil-to-teacher ratios to a school district for good cause, including the lack of available financial support specifically set aside for the reduction of pupil-to-teacher ratios.

Roger Rahming, Deputy Superintendent, Business and Support Services, informed the Board that after the report was submitted he discovered a couple of technical adjustments he would like to make, and requested that he bring the report back at the April 26 board meeting for approval.

Member Ortiz noted the typos. She explained that she received letters (Attachment A) from a school, based on the 2015 star ratings, that was rated as a two star school. Based on how CCSD distributes the CSR funding; only one and two star schools are receiving the funds. Currently this school is rated as a three star, and they were shocked to discover they are losing the funding and the result is they will lose five full time teachers. Member Ortiz expressed concern, and said a teacher suggested a scaffolding approach to reduce the amount of funding that goes to a school when it reaches the three star designation rather than immediately pulling the funding. The issue is the students, teachers and staff have come together to raise support a school with resources. But when they do, they are punished for it. It hurts the morale of the school, teachers and impacts the children because they will be placed in larger class sizes. The school was advised the state does not mandate CSR that are three star and above, which is not true according to the law. She asked to ensure this is addressed with recommendations to the legislature to improve the law if necessary, or a guidance memo to the districts on how they should effectively distribute these funds. It is a negative impact. She said she would like to hear more from NDE about what the law says regarding the distribution of those funds to ensure districts are following the law.

Deputy Rahming responded that the dollars are distributed in two phases. The first phase is based on the number of students in one, two and three star based on what the bill says, 17-1 etc. The residual dollars are pushed to those schools based on the request by the districts for one and two star schools. The first push is for all stars based on the number of kids for first, second and third grade based on the bill. The current policy does not push all the dollars to one and two schools.

Member Ortiz said from what she understands that is the way the school district is distributing those funds. That was expressed to this particular school as the reason why they are losing funds, and thus teachers. A teacher who was losing her job asked member Ortiz what motivation she has to help students improve if she is going to lose her job when they do improve.

Meg Nigro, Executive Director, Human Resources, CCSD, responded that the class size ratios are for all schools, not for just one and two star. The issue comes into play when funds are distributed because there is not enough. When class-sizes are reduced they look at those schools first. The tricky part is the ratings changed mid-year, so one and two star schools in August/September were staffed at a lower ratio and given additional units when they exceeded, but three, four and five star schools were not. If there was not funding that was leftover to assist them. There were 44 schools come into the one and two star rating that were previously three, four, five. Their first, second and third grade classrooms were higher because previous years additional dollars were allocated to one and two star schools at that time. The net number was 23 schools, they had some schools were adding one unit in first grade, and still no at the 17-1. They needed to allocate two units in a first grade classroom. It is tricky. (inaudible)

Member Ortiz said the messaging this particular school received was that it was the states fault that they received less money. She cautioned the district on the messaging going out to the schools.

Deputy Rahming clarified the money is distributed to the school districts based on an accepted mathematical formula. It is the school districts discretion on how they distribute that to the schools.

Future Agenda Items

President Wynn requested that the reports that identify each elementary school for the board to approve a variance will return to the April 26, 2018 meeting.

Superintendent Canavero noted that the Board would receive a report on the CCSD re-organization. In addition she asked about further reports on the progress and outcomes of the investments made specifically related to school safety.

Member Ortiz requested information related to the Teach Nevada Scholarships regarding the number of (inaudible) enrolled or completing and how many have dropped out. She also requested a discussion about the Read by Three legislation. The end of the year is coming up quickly and third graders may be held back. She is concerned about the impact it will have on schools and school buildings and questioned whether Nevada is prepared as it could lead to a swell of that particular grade. Nevada is already experiencing 4th and 5th grade classrooms with up to 40 students if not more. If suddenly there is a boom of third graders, and with CSR, are there enough classrooms and teachers? Do the longitudinal studies show that holding kids back and for how long, is effective? She wants it on the Board's radar.

Public Comment #2

Terry Whitney, Director, Government Relations, College Board, said last November he discussed the growth in AP computer science with the Board. The AP report was released to the nation three weeks ago, on February 21. He provided state information; specifically the return on investment for Nevada students who have taken AP exams over the last year and scored at the qualifying level. About \$13,732,000 has been saved by students and families for those students. There is a ranking of AP courses taken by students; this is cohort data looking at graduating seniors from last year. He noted that of the top ten courses the seventh was calculus AP, and nine was statistics. Given the interest in CTE and computer science these are areas that you will want to see future growth in. There is also a section of the report called right to rigor, which shows gaps in participation by demographic information for students who are currently taking AP.

Public Hearing and Possible Action regarding the Hearing and Petition and recommendation for revocation of the Nevada Educator License:

- Luke A. Archer
- Ryne P. Brinks
- Angela B. Walker
- Angela C. Wilson

An independent hearing will be conducted for each educator listed.

President Wynn opened the hearing of petition and recommendation for the revocation of the Nevada teacher's license for Luke A. Archer. Deputy Attorney Greg Ott explained he is normally the attorney for the Board, but today he will represent the superintendent of public instruction and the NDE in their efforts to revoke the educator licenses listed in Item 16. Robert Whitney is present in Las Vegas from the Attorney General's office and representing the Board for these matters.

The State Board of Education may suspend or revoke the license of any teacher, administrator or other licensed employee after notice and an opportunity for a hearing based on the grounds set forth in NRS 391.330, subsections 1, 2 and 4. Mr. Ott listed the relevant grounds for revocation in the case of Luke A. Archer. Mr. Archer was noticed and did not appear for the hearing. The evidence was presented and Mr. Ott proceeded with the hearing.

Member Newburn moved to approve the findings of fact and conclusions of law. Member Blakely seconded the motion. The motion carried.

Member Newburn moved to revoke the educator license of Luke A. Archer. Member Blakely seconded the motion. The motion carried.

The hearing was closed.

President Wynn opened the hearing of petition and recommendation for the revocation of the Nevada teacher's license for Ryne P. Brinks. Deputy Attorney Greg Ott listed the relevant grounds for revocation in the case Ryne P. Brinks are NRS 391.330 subsections 1, 2, and 4. Mr. Brinks was noticed and did not appear for the hearing. The evidence was presented and Mr. Ott proceeded with the hearing.

Member Ortiz moved to approve the findings of fact and conclusions of law. Member Blakely seconded the motion. The motion carried.

Member Blakely moved to revoke the educator license of Ryne P. Brinks. Member Blakely seconded the motion. The motion carried.

President Wynn opened the hearing petition and recommendation for the revocation of the Nevada teacher's license for Angela B. Walker. Deputy Attorney Greg Ott listed the relevant grounds in the case of Angela B. Walker NRS 391.000 subsections 1, 2 and 4. Ms. Walker was notice and did not appear for the hearing. The evidence was presented and Mr. Ott proceeded with the hearing.

Member Newburn moved to approve the findings of fact and conclusions of law. Member Blakely seconded the motion. The motion carried.

Member Blakely moved to revoke the educator license of Angela B. Walker. Member Newburn seconded the motion. The motion carried.

President Wynn opened the hearing petition and recommendation for the revocation of the Nevada teacher's license for Angela C. Wilson. Deputy Attorney Greg Ott listed the relevant grounds in the case of Angela C. Wilson NRS 391.000 subsection 1, 2, and 4. Ms. Wilson was noticed and did appear for the hearing. The evidence was presented and Mr. Ott proceeded with the hearing.

Member Newburn moved to approve the findings of fact and conclusions of law. Member Blakely seconded the motion. The motion carried.

Member Blakely moved to revoke the educator license of Angela C. Wilson. Member Ortiz seconded the motion. The motion carried.

Public Comment #3

There was no public comment. The meeting adjourned at 12:43 p.m.