

NEVADA DEPARTMENT OF EDUCATION
STATE BOARD OF EDUCATION
NOVEMBER 16, 2017
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

(Video Conferenced)

BOARD MEMBERS PRESENT

In Las Vegas

Felicia Ortiz
Robert Blakely
Tonia Holmes-Sutton
Mark Newburn
Elaine Wynn

In Carson City

Dawn Miller
Hunter Drost
Dave Jensen
David Carter

DEPARTMENT STAFF PRESENT:

In Carson City

Steve Canavero, Superintendent of Public Instruction
Brett Barley, Deputy Superintendent, Student Achievement
Roger Rahming, Deputy Superintendent, Business and Support Services
Dave Brancamp, Director, Standards and Instructional Support
Donna Wix, Education Programs Professional
Megan Hanke, Management Analyst 1
Sondra Neudauer, Grants & Project Analyst 2
Karen Johansen, Assistant to the State Board of Education
Shawn Osborne, IT Technician

In Las Vegas

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 Las Vegas:

Allison Smith, University of Las Vegas
Greg Manzi, Clark County School District
Monte Bay, National University
David Rago, National University
Rob Askey, Touro University Nevada
Ernie Rambo, Nevada National Board Professional Learning Institute
Christine Cisneros, Boys Town
Doris Watson, University of Las Vegas
Chris Day, Nevada State Education Association
Amy Adams, Clark County School District
Jesse Welsh, Clark County School District
Greg Cole, Clark County School District
M. Robinson, Clark County School District
Jennifer Lile, Clark County School District
Carrie Buck, Pinecrest
Leah Terry, Nevada National Board Professional Learning Institute
Brandon Mueller, Clark County School District
Bill Garis, CCASA
Jose Solorio, Nevada Prep
Sylvia Lazos, Educate Nevada Now
M. Barbara Gnatovich, Sierra Nevada College
David Blodgett, Nevada Prep
Lindsay Diamond, University of Las Vegas
Erik Skramstad, Clark County School District
Anthony Nunez, Clark County School District
Lola Brooks, BANV
Jason Lamberth, Hailee's Hope
Barbra Konrad, HOPE
Terry Whitney, College Board
Mark Leamy, Doral Academy
Niki Bates, Vegas PBS
Kim Hammond, Doral Academy
Lisa Guzman, Nevada State Education Association
Tish Nilsen, National University
Bridget Phillips, Doral
Jenn Blackhurst, HOPE
Jana Lavin, Opportunity 180
Ruben Murillo, Nevada State Education Association
Paula Zier, Clark County School District
Nicole Rourke, Clark County School District

Carson City:

Cristal Cisneros, Washoe County School District
Lindsay Anderson, Washoe County School District
Mary Pierczynski, Nevada Association of School Superintendent's
Ray Bacon, Nevada Manufactures Association
Allison combs, Nevada System of Higher Education
Nancy Franden, Washoe County School District
Emily Ellison, Washoe County School District
Dawn Huckabee, Washoe County School District
Laura Blavenstein, University of Nevada Reno
K. Kareck, Washoe County School District
Pilar Biller, Washoe County School District
Trish Shaffer, Washoe County School District

Natha Anderson, Washoe Schools
Kirsten Gleissner, NWRPDP

Call to Order

The meeting was called to order at 9:01 a.m. with attendance as reflected above.

Public Comment #1

Ernie Rambo, National Board Certified Teacher (inaudible) said she started teaching in Nevada in 1987, the same year the National Board was established. She became certified in 2004 and the responsibilities she perceived as an educator were changed forever. Being board certificated gave her interest in professional learning with an understanding of how students' strengths and weaknesses drove her choices in learning. General funding from the Nevada Great Teaching and Leading Fund has allowed many teachers to pursue national certification. Being a board certified teacher is no longer a solo activity and influence of this collaboration is seen among Nevada's national board certified teachers. It will generate improvement in education in Nevada.

Sylvia Lazos, Policy Director, Educate Nevada Now, stated she was honored to serve as part of the ESSA Advisory Committee under the leadership of Superintendent Canavero. She reiterated that today's item about the NSPF rating is extremely important and that the NSPF guidelines reflect the reality of how poorly or how well Nevada is doing. Ms. Lazos stressed that accountability is the key to improving Nevada to ensure the investments are working and to improve the lives of kids. Two considerations are important when looking at the NSPF framework, does it reflect the reality of how well or poorly Nevada is doing, and how are we going to hold people accountable for the results. It is just numbers on another form if there is no accountability.

Jesse Welch, Assistant Superintendent, Clark County School District, said he has been working collaboratively with CCSD and the Teachers and Leaders Council (TLC). He noted it is important that administrators work with teachers during pre and post observation conferences and their mid cycle goal review sessions. They should be discussing the impact of factors on student learning goals. Achievement data, student attendance, interventions and supports should be reviewed. (inaudible)

Jose Solario, Nevada Prep, stated that last week was their first meeting to give information to parents and students. Five of seven board members were present. They are excited to serve the low income and highly diverse population that needs help. David Blodgett, director, is excited to get the school up and running. They appreciate the efforts of the Achievement School District (ASD). Mr. Blodgett said as a potential charter school opening this fall to serve 140 students he is excited to be paired with one or more rising star schools.

Chris Day, Deputy Director, Nevada State Education Association (NSEA), reiterated NSEAs opposition to conversion of any Nevada public school to an ASD charter school. He is supportive of the direction to provide additional supports to underperforming schools and to those school communities. (Inaudible)
The budget crisis at CCSD is not unique, there are school districts including Washoe County School District (WCSD) that are also struggling with deficits. It is a chronic problem of underfunding in Nevada. With the resources that are necessary to reach the NDE goal of improving (Inaudible) he offered NSEA as an ally and looks forward to further discussions.

Terry Whitney, Director, Government Relations College Board, commended Nevada on the success of its College and Career Readiness Grant. He informed that the College Board is a mission-driven not-for-profit organization that connects students to college success and helps more than seven million students prepare for a successful transition to college through programs and services in college readiness including the SAT and the AP Program. An update was provided on its computer science expansion pilot program. The southern Nevada Regional Professional Development Program (RPDP), one of its partners, recruited 21 new schools and 22 new teachers to teach computer science. Since the fall of 2016 they have doubled the number of courses and trained teachers taking an AP computer science exam.

The college board congratulated Nevada on its recent success in AP, the state had both the largest three-year increase and one-year increase in the percentage of public high schools graduates scoring three or higher on

the exam. Mr. Whitney wants to partner with Nevada to ensure continued success and find a long-term solution to cover AP Exam fees for low-income students. Nevada school districts received a memo April 20 this year alerting districts to changes in the federal AP Test Free Program with various options to cover exam fees for low-income students including state federal funds. Looking forward to 2018, he would welcome the opportunity to share an understanding of Nevada's 2017 AP data at a future Board meeting and discuss the growth and performance of AP in Nevada.

Lindsay Diamond, Associate Professor, University of Nevada Reno, said she serves as the external evaluator for the Nevada National Board Professional Learning Institute supported by the great teaching and leading funds. She acknowledged their hard work along with other professional agencies in Nevada who dedicate their time and efforts to support teachers across the state who are seeking National Board Certification. (Inaudible). Ms. Diamond expressed appreciation for the recognition of Governor Sandoval and Lieutenant Governor Hutchison for acknowledging the diligence and commitment of the National Board of Certified Teachers.

Jason Lamberth, parent, said that during the 2015 legislation he along with other families were in the forefront of bullying issues to reform laws and help start the Office for Safe and Respectful learning environment. He stressed the need for social and emotional learning as families reach out for help. A middle school student in Las Vegas died by suicide last week and the student was the victim of severe bullying. He applauded the work school districts have done in this area.

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 said that at the next meeting there will be an item focusing on the goals and benchmarks for improving student achievement. It is an annual public discussion required by Nevada law and the Board is looking forward to the discussion.

Superintendent's Report

Superintendent Canavero noted there have been challenges with the audio feed of recent board meetings. It is being monitored by the state's information technology office today to isolate and correct the problem.

Data Insight partners have launched a thoughtful campaign in social media #commit 90. Their efforts in communicating on social media and working with school districts dramatically increased the number of students in Nevada to complete the Free Application for Federal Student Aid (FAFSA). It is called commit 90 because it takes 90 minutes to complete the FAFSA application.

Senate Bill 178 from the 2017 Legislative Session includes a study for school funding. A letter of intent was issued to a contractor to conduct the study. The study will begin in early January 2018. WestEd will conduct a review and audit of assessments also in January.

The entirety of the full day kindergarten funding has been awarded. Seventeen million dollars of funds was awarded back to the school districts to provide additional supports for full day kindergarten.

An update was provided about the NDE regulations including continued work on the high school diploma requirement and aligning high school graduation requirements to post-secondary success, and studies on the standard diploma with recommendations. Work on regulations related to the reorganization of CCSD also ongoing.

Superintendent Canavero announced that the Nevada Teacher of the year will be celebrated during the meeting today.

Approval of Consent Agenda

- a. Possible Approval of Licensing 1 Clark County Private School for a two-year period:
 - Christian Montessori Academy
- b. Possible Approval of Textbooks (NRS 389.880) from:
 - Clark County School District
 - Science, Intro Anatomy and Physiology, Grades 9-12
 - Mathematics, Financial Literacy, Grades 9-12
 - Carson City School District
 - CTE/Manufacturing Technologies, Grades 9-12
 - Discovery State Charter School
 - Mathematics, Grades K-5
- c. Possible Approval of Minutes:
 - October 12, 2017 State Board meeting
 - Regulation Meeting Minutes: July 31, 2017, August 17, 2017 and August 21, 2017
- d. Possible Approval of Remaining FY17 and FY18 Great Teaching and Leading Funds
- e. Possible Approval of 2018 Board meeting calendar

President Wynn noted that the textbooks approval for Discovery Charter School will not be considered for approval today.

Member Ortiz noted an error in the August 21, 2017 minutes where CVA agreements were referenced rather than CBA collective bargaining agreements.

Member Ortiz moved to approve the minutes with the correction noted above. Member Holmes-Sutton seconded the motion. The motion was approved.

Information and Discussion regarding the Nevada Teacher of the Year. The Board will hear a presentation regarding the Teacher of the Year, including the application and selection process, recognition and honors received through the Council of Chief State School Officers National Teacher of the Year Program, and information about the 2018 Nevada Teacher of the Year Finalists and Winner.

President Wynn explained that five Nevada educators will be celebrated today including the Teacher of the Year. Dena Durish, Deputy Superintendent, Educator Effectiveness and Family Engagement, recognized the finalists.

- Mark Leamy: K-5 music at Doral Academy, Charter School
- Rachel Leach: 6th grade self-contained at Silver State Middle School, Lyon County School District
- Katherine Kareck: 9-12 math at Edward Reed High School, Washoe County School District
- Aaron Grossman: 5th grade at Roy Gomm Elementary School, Washoe County School District

Pilar Biller was recognized as the Nevada Teacher of the Year who is an art teacher at the secondary level, Damonte Ranch High School in WCSD. Colleagues praise her as someone who consistently searched for professional development opportunities to perfect her craft. Her pursuit to build her toolbox has allowed her to present at the Nevada Museum of Art, the National Art Education Association Conference, and the Art Educators of Nevada. The Nevada Teacher of the Year will have an opportunity to apply for the National Teacher of the Year.

Information, Discussion and Possible Action regarding the recommended business rules for Student Learning Goals in the Nevada Educator Performance Framework (NEPF). Business rules being reviewed include, but are not limited to: identification of Teacher of Record, Student Attendance, Teacher/Student Mobility, and Student Characteristics.

President Wynn reminded the Board that last year's results indicated over 98 percent of Nevada teachers were effective or highly effective. That result suggests that the workforce in education is unlike any other

industry in the state. As a result it does not provide professionals with meaningful feedback upon which to improve. Due to recent changes in the law there is an opportunity to address details about how student outcomes factor into a teacher's evaluation. Our teachers deserve honest professional feedback and equitable feedback.

Kathleen Galland-Collins, NDE representative on the Teachers and Leaders Council (TLC) and Anthony Nunez, principal of Orr Middle School, CCSD were introduced as members of the TLC. A [PowerPoint](#) presentation was conducted. Ms. Galland-Collins reiterated that per A.B. 320 from the 2017 Legislative Session, the Board shall establish the criteria for Student Learning Goals (SLGs) and a regulation workshop was held on August 17, 2017 regarding the criteria for assessments to be used. The Board may also establish regulations regarding the manner in which to include SLGs for certain categories of students including partial attendance, truancy and mobility. The TLC held a meeting on September 27, 2017 to discuss recommendations regarding the business rules or criteria and conditions under which student performance data may be used as part of an educator's evaluation including student attendance, mobility and student characteristics. Business rules from several states were reviewed regarding the use of statewide assessment data.

The TLC discussion regarding this recommendation included:

- No student will be excluded
- Regulations are not needed as NEPF protocols address these issues with minor edits.
- Considerations for the context of each classroom during the rubrics review add to the SLG process
- Mid-cycle goal review
- NEPF goal setting and Planning tool
- TLC recommends that the NDE add language regarding student attendance and mobility to these sections of the Protocols to provide clarity.

Mr. Nunez stated one of the big emphases is that the evaluator and educator should be doing a deep collaboration on what the needs of the students are within the class, the larger school and how to align the goals to create a collective impact. He wants to promote deep inquiry about the circumstance with the school, and how to create collective inquiry and discussions were included about what high quality SLGs really are. These are complicated goals that will require significant teaching for students to be set up to successfully demonstrate mastery. If looking at how these are rated, in levels 4, 3, 2 multiple measures. This is not about tying it percent correct on one assessment; it is about understanding and eliciting information from students to garner how much learning are they able to demonstrate. During that discussion, the consensus was that protocols were set up to have the discussion (inaudible) to promote collaboration between teachers and educators and evaluators. President Wynn reiterated that Mr. Nunez is suggesting that NDE add language regarding attendance and mobility. She asked if there is specificity with regard to the language, or is there flexibility. (inaudible), and clarified examples are provided for the kind of language that has been used elsewhere as a standard.

Member Ortiz asked what it means for a teacher and their activity and the amount of work required. As a first year teacher who evaluates students, creates the SLGs for the year and then is evaluated on the students achieving those goals; that must be measured throughout the year. How complicated is this?

Mr. Nunez said the discussion and collaboration is commonly stated in the protocol. The expectation is that this is not a singular person's responsibility. Whether at the elementary level within a grade level or at the secondary level, there is a level of collaboration that helps facilitate this process.

Looking at this not only as evaluators and educators, as one person's classroom, but he is looking how to mobilize teachers and all staff to affect the largest collective input.

There is a team component to this. Generally there is a team that helps disaggregate all the levels of data, which looks different in elementary, middle and high school. The first step is to develop the schools performance plan and understand where the school is going. The next step is how the performance operates in a department or grade level and with what roles. There could be a myriad of different action steps within that.

Member Miller stated she teaches in isolation in Washoe County School District (WCSD) and inquired about the process for rural counties where many teachers are one-on-one with students. As an art teacher she does not have a team partner to work the numbers with or as a group, and asked how does the process work across the state? Ms. Collins responded that the protocols do not dictate that it must be done in a group or individual setting, rather it allows flexibility. It recommends there is a group setting but if there is not access to an additional person, it is not dictated what to do in that particular case. Member Miller said the process was supposed to help a teacher further their advancement, but when a teacher works in isolation they do not get feedback in that format.

Member Ortiz asked Mr. Nunez to elaborate on how he engaged his team to make an impact about attendance and truancy. Mr. Nunez responded the protocol is clear that this is a partnership with the evaluator and educator. They want to ensure this promotes a discussion between administrator and educator, which is the point of bringing up absenteeism and truancy. The isolation would be educator and evaluator working together. In response to monitoring these throughout the year, Mr. Nunez said now they have aligned a goal that is enduring to the school performance plan to create a collective impact across the school. The second responsibility is for discussions to occur throughout the year about specific practices in the classroom and promoting mastery of this goal. If the goal is enduring, when an evaluator goes into a classroom it should be obvious about what is happening in that classroom.

Then highlight successes to promote a continued implementation as well as inquiring about where are the areas that use supports to better serve student needs. This is where feedback would be helpful about using a specific strategy, intervention, and rotation schedule. Ultimately it is about monitoring data. The protocol makes clear that multiple measures should be used. It could mean a measure is three times a year, another might be weekly. Ultimately it is about collective capacity so an entire school can move forward and meet the needs of all students.

Member Miller noted that administrators cannot know every subject that is taught, but with everything that is on an administrator's desk, these discussions are limited and are very short and infrequent. When she has a conversation it helps, but that does not often occur because of time constraints.

Member Ortiz asked Mr. Nunez how he is affecting attendance and truancy as a team to move his school forward. Mr. Nunez said he is one of the CCSD turn around zone school principals. He has been at his middle school six months, and to help effect changes he has a couple of structures into place. One is having a unique data base built that systematically collects all the formative and summative assessment data and demographic information for students into one area. With that information they have been able to see trends in students and identify which students are a level one because of foundational knowledge versus students that are a level one because of a comprehension issue. President Wynn reiterated that Mr. Nunez has been able to interact with families and based on data, has shown that truancy or absenteeism has a negative impact on student learning.

Member Newburn commented that the process he heard today sounded like something that would yield the same answer for everyone. He asked how the process can differentiate and be reflected in the NEPF score for the teacher who is struggling versus the best teacher in Nevada. Mr. Nunez responded that being mindful of starting points and the diversity within each score falls on the responsibility of following the protocols with discussion and providing clear feedback. The second component of the NEPF is to give people an opportunity to improve.

President Wynn said the Board would like to focus on the feedback from teachers. This is important as they share their concerns and observations based on experience. Superintendent Canavero reiterated that high quality instruction is the key to improving outcomes for kids and if the NEPF does not do that and differentiate and then provide feedback; it is not serving its purpose. He explained this is an ongoing discussion and the Board has a role to oversee and monitor the implementation of the NEPF. He stated the Board is enabled with permission in law to establish regulations outside the criteria requirement for the SLG, knowing the academic outcomes are key. It is permissive to consider other aspects such as partial attendance

and truancy mobility.

Member Newburn reiterated that the Board would like continue this discussion in the future and consider recommendations towards a regulation.

Information, Discussion and Possible Action regarding the importance of Social and Emotional Learning to integrated student supports and possible approval of statewide Social and Emotional Competencies. Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others and maintain positive relationships and make responsible decisions. Possible action includes approval of statewide Social and Emotional competencies.

President Wynn recognized the importance of this item and shared that for many decades she has been actively engaged in this work with communities and schools, focusing on treating students holistically. This includes the importance of wrap around services and working to create an equal playing field for students who come to school not equally prepared to learn.

Christy McGill, Director, Safe and Respectful Learning introduced Brad Moeller, CCSD, who is joining the presentation in Las Vegas. Ms. McGill informed the Board that WCSD approached her with a dream to bring state level social and emotional learning competencies so that everyone is in the same place. All the school districts were enthusiastic and provided multiple reasons why it was important to bring them to the classrooms. Students told stories of how social and emotional learning turned them around and made coming to school important for them.

Trish Shaffer, WCSD, explained she has been working towards this goal for a long time and her ultimate goal is to get common language for educators and provide guidance. Social and emotional learning is broken into five distinct competencies when taught in school; self-awareness and self-management, social awareness, relationship skills and responsible decision making. National research demonstrates increase in academic performance in ELA and math, increase in attendance, increase in pro social behaviors and a decrease in discipline rates. Longitudinal studies show students who engage in social and emotional learning in schools are less likely to be incarcerated and less likely to be on the list for public assistance in any form and more likely to graduate from college.

Ms. Shaffer stated students who have higher social and emotional confidence have performed better on Smarter Balanced both in ELA and math. Students come to school more often, are less likely to be suspended and have higher rates of graduation. Nevada and WCSD have partnered with the Collaborative for Academic and Social and Emotional Learning (CASEL) and they have developed the competencies and indicators about what this might look like in a school from PreK-12. Information was provided about the vetting process and the competencies. Ms. Shafer asked the Board to consider adopting the Social and Emotional Competencies to serve as guidance adding that districts can make them their own.

Brandon Moeller, CCSD, updated the Board about what CCSD is doing regarding social and emotional learning. He explained that social and emotional learning has competencies in a framework that can be followed which is supportive to the school site administrators in the district. School site administrators were sampled about how it looks and what works (inaudible) and the committee was pulled together with major stakeholders. A three-year roll out plan was decided upon. The first year was to develop the framework and guideline. The professional development and awareness about social and emotional learning was continued in year two to show what is working with a menu of services developed for social and emotional program. Once there is a complete framework and menu of SEL programs they can be provided to school site administrators to find the best program that fits their school climate and culture. In response to comments from President Wynn about the three-year roll out and current available information, Mr. Moeller responded this was the initial plan, but they recognize it could move faster than three-years.

Director McGill said they hope to roll this out in a manner aligned with social and emotional learning. It is a team work effort with the districts and they can roll it out at their speed.

President Wynn inquired whether components of the training apply to adults. Ms. Schaefer replied nearly half of their training has been social and emotional training for adults. Board members asked clarifying questions.

Member Ortiz move to approve the Department moving forward with the Social and Emotional Competencies as presented. Member Blakely seconded the motion. The motion carried.

Information, Discussion, and Possible Action regarding the 2017 process for selecting schools for the Nevada Achievement School District (ASD), including the Board's role in the process. The Nevada Achievement School District will provide an overview of the schools eligible for the Nevada ASD and details regarding the schools recommended to the Board in accordance with NRS 388B.200(2).

Brett Barley, Deputy Director, Student Achievement, informed the Board they will be sharing the plan moving forward with the school improvement strategies over the next several months. He conducted a [PowerPoint](#) presentation to:

- Understand how the Nevada ASD fits with other school improvement issues
- Review the Nevada ASD school selection process, including the Board's role
- Review the Nevada ASD's 2017 school recommendations

Deputy Barley discussed the ASD as part of a broader school improvement effort to raise the lowest performing schools in the state. A partnership network was introduced and he explained it is an integrated program within the ASD work. Clark County School District is interested and willing to engage in the partnership. The partnership network will be the first of its kind in Nevada where a district and local school communities come together to raise performance in the lowest performing schools. The recommendations today do not include conversion in the ASD where a school is matched with a non-profit charter school operator and the school is operated by the non-profit school operator. Details were provided about the ASD neighborhood options. The three approved ASD operators are:

- Nevada Rise Academy, K-5
- Nevada Prep Charter School, grades 5-8
- Urban Prep Las Vegas, grades 9-12 (support for young men of color in urban areas)

Rebecca Feiden, Director, Achievement School District informed about the three charter organizations to launch schools in the ASD next year. They will not replace or take over and assume operations of an existing school rather they will provide an option in that community. Ms. Feiden discussed the Nevada Rise/Nevada Prep K-8 and the options under consideration that will align to the recommendations at the end of the presentation.

Deputy Barley stated there are the three schools that plan to open for the school year 2018-19 as part of the ASD to provide high quality options in neighborhoods that need more options. There are an additional 25 schools in the same geographic areas in Las Vegas that are in need of additional supports and improvement. Most of these schools are on the rising star school list. They are broken into 4 geographic areas with about 7-10 schools in each area. The intent is to make a three-year funding commitment. Deputy Barley discussed the three year program and goals.

Seng Keo, Director, Student and School Supports discussed the four different cohorts and possible funding streams. The cohorts are four different groups that will comprise the partnership network and she explained the rationale for the possible schools that will join the partnership network. The groups of schools have been well thought out and will be able to work in collaboration and coordination with each other.

Deputy Barley clarified the network commitments for improved student outcomes. Over the next three years the Board can expect to hear more about:

- Monitoring aligned to three-stars in three years,
- Performance compacts as a tool to ensure that strategies and programs that are working are honored

- Nevada ASD as option where strategies and programs are not working

Ms. Feiden outlined the role of the Board. Today recommendations are being made, by law, to recommend at least 20 percent of eligible schools. At the December 14, 2017 meeting the Board is required to approve at least 50 percent of the recommended schools. After the Board makes that approval in December, the ASD will select schools from the approved list to pair with a new neighborhood option. Those schools will prepare to launch in the fall of 2018. Ms. Feiden listed the schools recommended for a possible Neighborhood Option through the Nevada ASD in alignment with the NDE/CCSD Partnership Network.

In response to questioning from President Wynn regarding performance compacts, Ms. Feiden explained there are agreements between the NDE and a school and its district, which articulate the targets. If the targets are met the state will not intervene. It is a tool to honor what is working. President Wynn inquired how the schools being considered have been approached and what their reaction is. Deputy Barley said his team has been working on this concept with the CCSD over the past month. It has been a partnership with back and forth communication. Moving forward, his team is scheduled to meet with principals, school leaders and district personnel tomorrow to further address some of the details.

President Wynn suggested that before the final recommendations are brought to the Board, that the schools have been vetted and there is total buy in from the campuses so there is not a contentious display. They must feel part of the partnership for this to succeed.

Member Newburn expressed interest in data and strategy concerning whether it is better to select more schools within fewer clusters, or to spread the clusters around. In addition to the performance, the cluster has become an important criterion for how to make decisions. Ms. Feiden said there is five years of data across multiple performance measures including details on highest priority versus lowest priority and the Board will have a full data set.

Member Blakely stated he is in support of the clusters and said it is a good idea long term.

Board members asked clarifying questions including selection, vetting and public input.

President Wynn reiterated the Board will be required to approve at least 50 percent of the schools recommended for the school district, or at least five schools.

In response to member Ortiz's comments about collaborative efforts, Deputy Barley admitted we are not there yet. Discussions have been held with CCSD leadership and they have been briefing their trustees. It is a partnership with school sites and leaders that are interested and want to opt in this work.

President Wynn stated it would be preferred to take more time and have this organized with the school district before the Board is to take a vote. She said she is sensitive to our history and to what is going on currently at the school district. They are in the middle of a massive reorganization and dealing with a change of their superintendent. To continue to stress CCSD with state mandates is complex. Everyone is sensitive to the history and current dynamics, and the Board would like to help in this success.

Information and Discussion regarding the Nevada School Performance Framework (NSPF). The State Board will hear an update on the development, rollout, and training of the elementary and middle school framework and the continued refinement of the high school framework.

Superintendent Canavero remarked that he is proud of work done on the NSPF by the NDE. Deputy Barley conducted a [PowerPoint](#) presentation with a status update on the NSPF. He explained the NDE is well along in phase two of this work and in December the star ratings will be available to share. He pointed out that engagement with districts and stakeholders across the state is a holistic approach to school improvement and school ratings. There are measures included within the framework based on stakeholder feedback including bonus points for school climate, and an inclusion of chronic absenteeism.

They were not required to have measures of College and Career Readiness (CCR) at the high school level, but stake holders indicated they valued that and it will be part of the high school framework. Expectations are high with long term goals based on previous performance to become the fastest improving state in the nation. There are also high expectations for the graduation rate and the ACT.

Peter Zutz, Administrator, Assessments, Data and Accountability stated the NDE is required under ESSA with the responsibility to create a revised accountability system to ensure that Nevada (inaudible) differentiates schools based on academic proficiency and state assessments, graduation rates for high school, English language proficiency, growth or other statewide academic indicators for K-8, at least one other indicator as school quality or student success, and end of course 95 percent participation on state required assessments. Furthermore NRS requires the NDE to rate schools and produce a rank order of schools which provides meaningful differentiation that helps focus on the lowest performing schools to help them become the fastest improving schools. The NSPF is a good aid in providing data driven decision making through collection, analysis and display of meaningful data.

Examples were provided of school profiles highlighting what performance looks like at a one, three and five star school. Star ratings for elementary and middle schools will be available on December 15. The score reports used today are what they will look like for a one, three or five star school on December 15.

Mr. Zutz informed that a one star school typically has not met standard performance. Students and subgroups are inconsistent in achieving performance standards and they usually have multiple areas that require improvement. A three star school is an adequate school that has met the state standard for performance. A five star school recognizes a superior school that exceeds all expectations for all students in subgroups in every indicator. Typically, a five star school demonstrates superior academic performance and growth with no opportunity gaps. Further details were provided about the schools used in the sample star score reports.

Member Jensen, representing Nevada Association of School Superintendents (NASS) noted that Mr. Zutz met with the school superintendents at their meeting this morning. As they continue to work and discuss the work as superintendents, they noticed there are different interpretations of chronic absenteeism. As an example in Humboldt, students are marked absent if they are more than 10 minutes tardy. The largest district, CCSD, in the state scored much higher than Humboldt because they do not mark absent until after 30 minutes. There is a disconnection about how districts are defining chronic absenteeism. It was discovered that a chronic error was made that will negatively impact the high school in Humboldt once those scores are reported. The reports that are being reported are sometimes asking for deficiency rates and other times are asking for sufficiency rates. He suggested that it would be good to make this uniform across all the documents that include reported information so it is consistently deficiency or sufficiency.

Mr. Zutz discussed the three phases to implementation:

- Phase 1 – 2017 Data Transparency
- Phase 2 – Education on ESPF 2.0 (In progress)
- Phase 3 – Release Informational Star Rating (December 15, 2017)

The long term goal is for all Nevada schools to receive a star rating in September of 2018. Ms. Zutz provided information about the timeline for high school model development and the 2017 NSPF timeline.

Information and Discussion regarding the College and Career Readiness Grant. The State Board will hear an update on the success of the College and Career Readiness Grant last biennium and an update on the awards from the most recent grant application period.

Deputy Barley said this is the fourth program brought to the Board including Zoom, Victory, Read by Grade 3, and now CCR. This is a competitive application with districts and charter schools applying for the grant.

Ms. Keo conducted a [PowerPoint](#) presentation regarding the CCR grant. She informed that the CCR grant is a collaboration of three offices in the NDE including Curriculum and Standards, Career Readiness, Adult Learning, Education Options and School and Student Supports. An overview was provided about the grant including the grant focuses on expanding three academic areas; advanced placement, dual enrollment and STEM. There is approximately \$5.6 million that districts and schools can apply for. The purpose of the grant is to provide high school students with opportunities to earn credits or advanced standing at colleges, prepare them for secondary education and to save money. The intent is to expand access to underserved sub-group populations including African Americans, Native Americans, EL learners, Latinos, rural and low income students.

The amount of grant awards for advanced placement and dual enrollment for 2016-17 along with the schools and districts that received them were discussed. An increase was seen in AP and dual credit participation. The NDE is focused on collecting strong data and evidence to determine that funds are spent effectively.

The purpose is to focus on programs that will improve student's knowledge in Science, Technology, Engineering and Math (STEM) to prepare students for college and future careers. The goal is to increase participations, particularly from historically underserved subgroups such as females, and to build the capacity of middle and high school STEM teachers. Ms. Keo informed about the grant awards for STEM, the outcomes and the increase in STEM enrollment. Funds now will only go to schools and are no longer available to non-profits. Details were provided about the 2017-18 grant application process; 25 applicants submitted a total of 26 applications requesting \$11,933,540 in funds. The total amount awarded was \$5,662,750. The funds were prioritized for evidence based interventions and activities. The NDE is working closely with the districts to provide support so they know how to use these funds that will have the greatest impact on student and school outcomes.

Board member discussion ensued.

Member Newburn recognized that CCSD has 75 percent of the students in state. He requested that when the board is shown allocations of grants for funding that the percentage of funding going to CCSD is noted, including CCSD charter schools.

Member Jensen shared a word of caution. His district, Humboldt, is less than one percent of the state. If looking at it in terms of what should Washoe and Clark receive based upon the size of their populations, does that mean 15 districts should not receive as much? There is a concern if it is quantified in terms of percentages and given the impression that is how the grants should be awarded. Member Newburn suggested providing an explanation along with the percentage numbers. (inaudible)

In response to questions from member Ortiz, Ms. Keo stated this two year project is culminating this year and it has not been shared with schools and districts across the state. Her intent is to follow up and ensure this grant is completed with fidelity and to prioritize future funding for evidence based interventions and activities. Any district or school applying for competitive state or federal grant money must demonstrate that what they are spending the money on is permissible and that it meets rigorous ESSA evidence requirements.

Member Blakely expressed concern about not seeing the community college in southern Nevada or state college among the applicants. President Wynn directed staff to research and report back in the event some of the institutions were slighted.

Information, Discussion and Possible Action regarding Teacher Vacancies and New Teacher Incentives the Board will hear an update on 2017-2018 teacher vacancies and may approve FY18 allocations pursuant to Senate Bill 544 and Assembly Bill 434 to be used by districts to provide incentives for new teachers hired at Title I or underperforming schools.

Deputy Durish stated that in the past several years the Board has taken a strong interest in the human capital

work districts are doing with educators. An overview was provided about teacher vacancies in the districts. There are still some inequitable vacancies in 2017 including Victory schools which have the highest teacher vacancies. She added that transition rates from school to school will be tracked in the future.

Deputy Durish informed that in the past two years legislators allocated \$10 million for new teacher incentives. A portion of that was moved to Zoom schools, and that cut the teacher incentives in half with \$5 million. In addition there was carry over from last year for a total of \$5,776,500. (inaudible)

Member Blakely moved to approve an award of \$5,776,500 for teacher incentives. Member Holmes-Sutton seconded the motion. The motion carried.

Information, Discussion and Possible Action regarding the Nevada Institute on Teaching and Educator Preparation. The Board will hear an overview of Senate Bill 548 (2017) and may award funds to an NSHE institution to establish the Nevada Institute on Teaching and Educator Preparation.

Deputy Durish stated this is a new initiation from the 2015 Legislative Session. A [PowerPoint](#) presentation was conducted about the Nevada Institute on Teaching and Educator Preparation (NITEP). (inaudible). The program authorized the Board to award a grant of money of \$500,000 start-up in the first year of FY18 and a second award of \$500,000 in FY19. The goals of the NITEP are to:

- Establish a highly selective program
- Conduct innovative and extensive research concerning preparation and training of teachers
- Continually evaluate, develop and disseminate approaches to teaching that address a variety of settings in which pupils are educated.

Eligibility requires that the college or university is within NSHE, provide matching funds and sustain and expand NITEP over time. Information was provided about the application process. The University of Las Vegas (UNLV) was the only applicant.

Member Blakely moved to award up to \$500,000 in the FY18 funds to UNLV to establish the first six months of planning and award the remaining FY 19 funds to UNLV with a pending review to continue their work. Member Ortiz seconded the motion. The motion carried.

Information and Discussion regarding the National Board for Professional Teaching Standards (NBPTS) in Nevada. The Board will hear a presentation regarding Governor Sandoval's Proclamation of November 16, 2017 as National Board Certified Teacher Day in Nevada and a summary of ongoing NBPTS work in Nevada to promote teacher leadership and address equity and access to accomplished teachers.

Leah Terry, national certified teacher, said she is certified in literacy and reading language arts for early middle childhood. Ernie Rambo, national board certified teacher in the (inaudible) certificate area of early adolescent generalist said she is a retired educator with 30 years in CCSD. Lisa Guzman, Assistant Executive Director, Nevada State Education Association (NSEA) said she supports these educators.

The educators conducted a PowerPoint presentation about the National Board for Professional Teaching Standards (NBPTS). The NBPTS was established in 1987 as an independent, nonprofit organization working to advance accomplished teaching for all students. It was established as the profession's vehicle for defining and recognizing accomplished teaching. The presentation informed about the:

- Funding Mission
- Five Core Propositions,
- Architecture of accomplished teaching
- Twenty five certificate areas
- About the national board certification and numbers
- Career continuum and opportunities
- Nevada alignment
- National board impact and statewide partnership efforts

Governor Sandoval proclaimed November 16, 2017 as National Board Certified Teacher Day in Nevada. The City of Reno, Las Vegas and North Las Vegas joined in celebrating the proclamation.

Member Holmes-Sutton recognized Nicolette Smith, educator from WCSD who arrived late today due to weather. She said one of the things she is most proud of in her career has been the opportunity to create a network between the north and south in Nevada, and to work with professionals and support teachers in their teacher leadership journeys.

Member Holmes-Sutton read Governor Sandoval's proclamation for the National Board Certified Teacher Day.

Information, Discussion and Possible Action regarding the Q4 FY17 Class Size Reduction variance report for submission to Interim Finance Committee (NRS 388.700). The State Board shall, on a quarterly basis, submit a report to the Interim Finance Committee on each variance requested by a school district pursuant to subsection 4 during the preceding quarter and, if a variance was granted, provide an identification of each elementary school for which a variance was granted and the specific justification for the variance. In addition, the Department will have an in depth review of the CSR program for the board.

Megan Hanke, Management Analyst, conducted a [PowerPoint](#) presentation about the Class-Size Reduction (CSR) program. History was provided about the program:

- In 1989 the Nevada Legislature enacted the CSR act as a means to reduce pupil-to-teacher ratios in early grades where core curriculum is taught.
- Funding was provided in fiscal year 1991. In 2005 an alternative plan was introduced which grants higher pupil-to-teacher ratios to allow districts more flexibility in implementing class-size reduction in districts whose population is less than 100,000.
- In 2010 the Plus-Two Program was enacted in response to fiscal tension stemming from the recession. This allowed districts to increase class sizes in grades 1 through 3 by not more than 2 pupils per teacher.
- Om 2013 class size ratios were increased from 12:1 to 16:1 in kindergarten and in grades 1-2 and pupil-teacher ratio of 18:1 in grade 3.
- In 2015 the Plus-two-Program was eliminated and returned to the statutory ratios of 16:1 in kindergarten and grades 1-2and 18:1 in grade 3, approved funding for student-to-teacher ratios of 17:1 in grades 1through 2, and 20:1 in grade 3.

Additional information was provided about district functions and reporting as well as NDE and Board functions.

Member Ortiz commented that is seems the Board rubber stamps the CSR every time without much thought. She questioned whether the funds make a difference and if something more can be done.

President Wynn said her understanding of the legislative intent has been for CSR and best intentions to comply with the formulas set. (inaudible) There is no physical capital space for expansion to accommodate a CSR effort. Based on those limitations of funding and space, the CSR effort is an ideal that we strive to meet.

Superintendent Canavero concurred with President Wynn. There is not a good solution other than additional funding. If the board begins to buckle down on the ratios, then the requests for funding goes up with the conditions determined appropriate. It is a difficult policy to administer.

Member Carter said he spent 25 years with school districts in California and most of the districts had the same problem with CSR. The lack of space and being able to get more teachers is the same. A big portion of the concern is having enough classrooms, whether funding is required to build classrooms, rent trailers and is there room on the campus for trailers.

President Wynn stated that in all of the years she has studied education issues, the CSR question is nationally

one of the biggest problems to nail down. Even institutions that engage in deep research about teacher – student ratios have not definitively determined whether it makes a significant difference. It does in some classrooms with kids that need to have more one-on-one supervision, but for large districts with thousands of kids, CSR has been one that has been problematic. But there is no significant research and data that proves it makes a difference over money being spent on Zoom and Victory schools. It is worth researching, but she cautioned about getting results that show progress is being made.

Member Miller suggested looking at CSR and variances given in reflection of Read by Three. Classes are bigger in some of the smaller grade levels, and we are not able to do what we have been tasked to do with Read by Three. She requested further data.

Member Newburn moved to approve the variance request report. Member Blakely seconded the motion. The motion carried.

Future Agenda Items

President Wynn expressed concern about teacher attendance. She read a recent article that reported Nevada teachers have a high truancy rate. Superintendent Canavero said that topic could be brought forward in the future. He explained the December agenda for the Board includes an item to have an open discussion about the state’s goals hearing from Nevada’s educators.

Member Ortiz asked if he will have a better idea of the award to oversee SB 178 and the scope of work is for that. She has concerns about the money not being spent properly. Superintendent Canavero said he has the scope to issue the RFP and he said he will send a link to the Board where the RFP is posted. By December the NDE should know how close to the January 1 start date they are.

President Wynn asked for a status and update on bullying.

Public Comment #2

Greg Cole, Mojave High School, commented about the ASD and performance network discussion. He encouraged ensuring processes are in place so all budgets at the local and state level with performance networks come at the same time. As plans of operation are being developed at the school and the school performance, all pots of money should be in place at one time to best impact the kids.

Leah Terry, NBCT learning Strategist, representing teachers in the trenches working with the SLD and NEPF. She reiterated earlier concerns and suggested that member Millers experiences are the majority of the experiences. Administrators have a lot to manage but the reality of the training given to teachers to effectively write goals to students is not happening.

Aimee Hairr, parent, stated on September 14 at a CCSD school district board meeting, she asked for help with a family struggling at Del Webb middle school. She read a portion of their message about the bullying her daughter is experiencing. Last week a student from Del Webb died from suicide and she asked if this is a coincidence, or is it a red flag. Parents are not aware of the Office of Safe and Respectful Learning, which has been highly effective.

The meeting was adjourned at 3:32 p.m.