

**NEVADA DEPARTMENT OF EDUCATION  
STATE BOARD OF EDUCATION  
DECEMBER 12, 2019  
9:00 A.M.**

**Meeting Locations:**

| <b>Office</b>                  | <b>Address</b>       | <b>City</b> | <b>Meeting Room</b> |
|--------------------------------|----------------------|-------------|---------------------|
| <b>Department of Education</b> | 2080 E. Flamingo Rd. | Las Vegas   | Room 114            |
| <b>Department of Education</b> | 700 E. Fifth St.     | Carson City | Board Room          |

**SUMMARY MINUTES OF THE REGULAR MEETING  
(Video Conferenced and Livestreamed)**

**BOARD MEMBERS PRESENT**

**In Las Vegas**

Elaine Wynn  
Dawn Miller  
Felicia Ortiz  
Katherine Dockweiler  
Mark Newburn  
Robert Blakely  
Rui Ya Wang  
Tamara Hudson

**In Carson City**

Kevin Melcher  
Teri White

**In Elko**

Cathy McAdoo

**DEPARTMENT STAFF PRESENT**

**In Las Vegas**

Jhone M. Ebert, Superintendent of Public Instruction  
Felicia Gonzales, Deputy Superintendent of Educator Effectiveness and Family Engagement  
Jason Dietrich, Director of Education Licensure  
Seng-Dao Keo, Director of the Office of Student and School Supports  
Melissa Scott, Assistant Director, Career Readiness, Adult Learning & Education Options  
Jessica Todtman, Chief Strategy Officer  
Sarah Nick, Management Analyst III  
Alberto Quintero, Education Programs Professional  
Jayne Malorni, Education Programs Professional  
Dr. Tina Winquist, Education Programs Professional  
Dr. Willie Killins, Education Programs Professional

**In Carson City**

Dr. Jonathan Moore, Deputy Superintendent of Student Achievement  
Heidi Haartz, Deputy Superintendent of Business and Support Services  
Christy McGill, Director of the Office for a Safe and Respectful Learning Environment  
Dave Brancamp, Director of Standards and Instructional Support  
Peter Zutz, Director of Assessment, Data and Accountability Management  
Greg Bortolin, Public Information Officer  
Dr. Patrick Bell, Education Programs Supervisor

Randi Hunewill, Education Programs Supervisor  
Andre DeLeon, Education Programs Professional  
Mary Holsclaw, Education Programs Professional

**LEGAL STAFF PRESENT**

David Gardner, Deputy Attorney General

**AUDIENCE IN ATTENDANCE**

**In Las Vegas**

Alexander Marks, Nevada State Education Association  
Andrea Connolly, Nevada Learning Academy  
Dr. April Key, Clark County School District  
Bill Garis, Clark County Association of School Administrators  
Dr. Debb Oliver, Nevada Association of School Boards  
Jessica LeNeave, Pinecrest Academy of Nevada  
Jesus Jara, Superintendent of Clark County School District  
Laura Perkins, Nevada System of Higher Education  
Leonardo Benavides, Clark County School District  
Linda Hafen, Voyager-Sopris  
Matt Henne, Clark County School District  
Monte Bay, National University  
Rebecca Feiden, State Public Charter School Authority  
Sebern Coleman, University of Nevada, Las Vegas  
Sharon Beatty, Council to Establish Academic Standards  
Tracy Spies, University of Nevada, Las Vegas

**In Carson City**

Charles Lednický, Washoe County School District  
Daniel Pierrott, Argentum Partners  
Emily Ellison, Washoe County School District  
Glenda Deputy, Humboldt County School District  
Jimmy Lau, Imagine Schools  
Kati Schum, Washoe County School District  
Katy Simon Holland, Board of Trustees, Washoe County School District  
Kristen McNeill, Interim Superintendent of Washoe County School District  
Lindsay Anderson, Washoe County School District  
Mary Pierczynski, Nevada Association of School Superintendents  
Nicole Bengochia, Humboldt County School District  
Tom Clark, K12

**1: CALL TO ORDER, ROLL CALL, AND PLEDGE OF ALLEGIANCE**

Meeting called to order at 9:00 AM. Quorum was established. President Wynn led the Pledge of Allegiance.

**2: PUBLIC COMMENT #1**

No public comment.

**3: APPROVAL OF FLEXIBLE AGENDA**

**Vice President Newburn moved to approve a flexible agenda. Member Dockweiler seconded. Motion carried.**

**4: PRESIDENT'S REPORT**

[President Wynn presented the President's Report]

The Nevada Association of School Boards held its annual conference in Reno November 22-23, 2019.

There were presentations regarding the Commission on School Funding and the Silver State Governance pilot, and Superintendent Ebert delivered remarks to the conference attendees.

Governor Sisolak appointed Superintendent Ebert to the Education Commission of the States.

**5: SUPERINTENDENT'S REPORT**

Superintendent Ebert attended the Education Commission of the States (ECS) Winter Commissioner's Meeting in Denver, CO on December 5-6, 2019. The meeting focused on teacher retention, improving student outcomes, and exemplars across the states.

Recent stops on the Statewide Listening Tour included Lincoln, Nye, Esmeralda, Mineral, Churchill, Eureka, White Pine, and Lander county school districts. During the Mineral County tour, the Superintendent was joined by Walker River Paiute Tribal Chairman Amber Torres and the Executive Director of the Nevada Indian Commission, Stacey Montooth, on her visit to Schurz Elementary School.

Nevada's average ACT results showed a .1 point gain; while there was some movement, these results generally maintain previous score averages. Nevada was the only state of the 17 which universally administer the ACT that made gains in its average score.

The Office of Career Readiness, Adult Learning & Education Options (CRALEO), as well as the Office for a Safe and Respectful Learning Environment (OSRLE), will now be reporting to the Educator Effectiveness and Family Engagement Division under Deputy Superintendent Felicia Gonzales.

A Proclamation from the Governor was signed December 12, 2019 declaring December 9-15 Nevada Computer Science Education.

[Discussion]

Member Ortiz inquired about the top three takeaways from the Listening Tour which may shape policy in future.

Superintendent Ebert noted that conversations on the listening tour are 360, and engage with administrators, teachers, support staff, students, parents, board members, and community members. While Lyon and Pershing County School Districts have not yet been visited, across all districts, communities expressed love and appreciation for their schools and educators.

Superintendent Ebert summarized the following three points: students would like to see more engagement and project-based learning; social-emotional learning is key; and the need for highly effective educators in the classroom, as well as school psychologists, social workers, bus drivers, etc., who are ready to do the business of education is clear. The Superintendent also noted that the implementation of AB 168 has been rapid, and in the future, the organization and timing of initiatives such as AB 168 will be crucial.

President Wynn asked for clarification regarding the relationship between those items and resources.

Superintendent Ebert remarked that it was also a matter of resources, and was in agreement with President Wynn that implementation of initiatives need resources prepared and integrated as part of the organizational process.

## **6: APPROVAL OF CONSENT AGENDA**

- a. Possible Approval of Instructional Materials of Carson City School District
  - i. Health Science
- b. Possible Approval of Dual Credit Request from Somerset Academy for courses at the College of Southern Nevada
- c. Possible of Approval of Dual Credit Request from Pinecrest Academy for courses at the College of Southern Nevada
- d. Possible Approval of Dual Credit Request from Nye County School District for courses at Great Basin College

**Member Ortiz moved to approve the Consent Agenda. Vice President Newburn seconded. Motion carried.**

## **7: INFORMATION AND DISCUSSION PURSUANT TO NRS 385.040(2), FOCUSING ON THE GOALS AND BENCHMARKS OF THE STATE FOR IMPROVING STUDENT ACHIEVEMENT, IN PARTICULAR THE FOCUS WILL BE ON THE EFFECTS OF THESE GOALS, OUR STATUS IN ACHIEVING THEM, AND THE STATUS OF ANY CORRECTIVE ACTIONS THE DEPARTMENT HAS IMPOSED.**

Per NRS 385.040(2), Jhone Ebert, Superintendent of Public Instruction, Nevada Department of Education, and the Nevada State Board of Education has invited School District Superintendents, Presidents of Local School Boards, Representatives of Governing Bodies of Charter Schools, Representatives of University Schools for Profoundly Gifted Pupils, and the Chairs of Boards, Commissions, and Councils in the Public Education System of the State to engage in discussion about student achievement.

Specifically, the regulatory language invites comment on the following subjects:

- a. The goals and benchmarks of the State for improving the academic achievement of pupils enrolled in public schools
- b. The effects of those goals and benchmarks on the school districts and public schools
- c. The status of the school districts and public schools in achieving the goals and benchmarks; and
- d. The status of any plan of corrective action requested by the Superintendent of Public Instruction and of any measures taken to ensure compliance with a plan of corrective action or an order of a hearing officer pursuant to NRS 388.4354

The Superintendent specifically requested feedback on the framework, objectives, strategies, and metrics of the State Improvement Plan (STIP). The feedback provided during this meeting, as well as the feedback provided over the course of the Statewide Listening Tour, will be used in the drafting of the 2020 State Improvement Plan.

Katy Simon Holland, President, Board of Trustees, Washoe County School District, spoke on Agenda Item 7, Information and Discussion Pursuant to NRS 385.040(2), Focusing on the Goals and Benchmarks of the State for Improving Student Achievement. Ms. Holland emphasized the importance for support and communication between Boards. (*A complete copy of her statement is attached in Appendix A*)

Dr. Kristin McNeill, Interim Superintendent, Washoe County School District, spoke on Agenda Item 7, Information and Discussion Pursuant to NRS 385.040(2), Focusing on the Goals and Benchmarks of the State for Improving Student Achievement. Dr. McNeill highlighted the importance of aligning school year schedules with federal and state requests and operations; flexibility to adapt to a changing workforce; and flexibility in accountability. (*A complete copy of her statement is attached in Appendix A*)

Sharon Beatty, Chair of the Council to Establish Academic Standards, spoke on Agenda Item 7, Information and Discussion Pursuant to NRS 385.040(2), Focusing on the Goals and Benchmarks of the State for Improving Student Achievement. Ms. Beatty reflected on the need for statewide proficiency exams that were aligned with state standards, to better assess student proficiency and guide the revision of standards. (*A complete copy of her statement is attached in Appendix A*)

Dr. Jesus Jara, Superintendent, Clark County School District, spoke on Agenda Item 7, Information and Discussion Pursuant to NRS 385.040(2), Focusing on the Goals and Benchmarks of the State for Improving Student Achievement. Superintendent Jara emphasized the work that Clark County has done, and the importance of a successful teacher and leadership pipeline. (*A complete copy of his statement is attached in Appendix A*)

Member Ortiz asked for further details regarding the teacher pipeline, specifically to respond to shortages.

Superintendent Jara noted that Clark County is focusing on exit surveys and analyzing why teachers are leaving the district. (*A complete copy of his statement is attached in Appendix A*)

Member Ortiz recommended collaboration with Teach Nevada, as they are also in the process of creating exit surveys for similar purposes. Vice President Newburn seconded interest in the data from exit surveys. Member Ortiz further inquired about achievement disparities between subgroups.

Superintendent Jara identified the need for appropriate tools and professional development in order to assess achievement disparities. (*A complete copy of his statement is attached in Appendix A*)

President Wynn asked for further clarification regarding the licensure process, and the need for alternate considerations.

Superintendent Jara emphasized the importance of licensure reciprocity. (*A complete copy of his statement is attached in Appendix A*)

Member Blakely voiced his support for resourcing local teachers to redress teacher shortages, and his support for the work Clark County is doing to address various issues.

Superintendent Ebert thanked all commenters, emphasized the importance of 360-degree perspectives, and noted that she was looking forward to incorporating feedback into the State Improvement Plan.

Member White inquired if the format of this item could be revised as a workshop in future, to facilitate lengthier discussion. Superintendent Ebert welcomed further opportunity for discussion. President Wynn, in reviewing the NRS which prescribes this item, requested further analysis on the requirements of NRS to determine whether a workshop would be a viable option.

## *Convenience Break*

### **8: INFORMATION AND DISCUSSION REGARDING TEACHER ATTRITION AND ABSENTEEISM**

Jason Dietrich, Director of the Office of Educator Licensure, Nevada Department of Education, conducted a PowerPoint presentation on [Teacher Attrition and Absenteeism](#).

[Discussion]

President Wynn asked how Nevada's attrition and absenteeism statistics measure up against national statistics.

Director Dietrich noted that the Department had reached out to various states and districts regarding this information, and found that this data is typically held at the district level and is difficult to obtain at a state level. Furthermore, most districts did not have the information on hand and required data requests be filed, which take between 30-90 days to fulfill. As such, the Department did not currently have cross-data available to provide.

President Wynn remarked that it may be an item for the Education Commission of the States, as teacher shortages are a recurring problem across the country. She also requested that the Department follow up on this information to the extent that it is able.

Vice President Newburn inquired about the rate of attrition for new teachers versus the attrition rate for experienced teachers, and trends regarding these rates. With that data, "why" is the primary question to understand in order to redress attrition rates.

Member Ortiz asked if the attrition rates for counties such as Mineral, Nye, and Storey, were related to a unique challenge they were facing, or if the rates were due to smaller teaching pools.

Director Dietrich expressed that it is the goal of the Department to discuss these rates with the districts to see what supports the Department could offer, and that his team would have more information to share with the Board in the future.

Dr. April Key, Deputy Chief Human Resources Officer of the Clark County School District, noted that previous practices were to do exit interviews with teachers leaving in their first three years. Clark County is discontinuing that practice and creating a comprehensive exit interview process to gain a better understanding of why teachers leave. While they have some data from CCF-164 forms, used when teachers resigned and which had an optional exit questionnaire. Clark County does not have data for causes of attrition of teachers who served beyond a three-year tenure.

President Wynn and Member Ortiz emphasized the importance of gathering further data, and Superintendent Ebert expressed that the Department will continue to work with districts in gathering that data.

Member Ortiz inquired about Clark County's Human Capital Management System (HCMS), and whether that system was successfully functioning to provide the data needed to respond to questions about attrition and absenteeism. Member Ortiz also asked if counties were tracking the number of retiring teachers, especially as many soon-to-retire teachers take the majority of their accrued leave at the end of their careers.

Dr. Key noted that the HCM system is due to go into effect January 2<sup>nd</sup>. She added that the county is able to track tenured teachers and who is eligible for retirement, but they do not currently track data that would indicate which teachers approaching retirement have significant leave time accrued.

Member Dockweiler asked if there is consistency across other states or districts regarding exit surveys, if there are particular categories which other states collect, and if other states have requirements around exit surveys.

Director Dietrich responded that he does not have access to jurisdictional surveys, but he does have access to peers in other states, and can disperse a survey to them inquiring about their survey methodologies. He also noted that requirements vary between jurisdictions, and it will take some time to fully gather the data around state versus district reporting, as some are synchronous and others are not.

Member Blakely noted that Utah and Arizona, due to their population distributions, may be useful for comparisons.

President Wynn inquired if the labor unions would have data that they would be willing to share.

Director Dietrich noted that he would be happy to reach out to see if they are able to provide any information.

Emily Ellison, Chief Human Resources Officer of the Washoe County School District, discussed the Council of Great City Schools as a resource for nation-wide data on exit surveys and attrition data; she also discussed how data on forthcoming retirement has been used to direct recruitment, especially in alternative routes to licensure, within the district's teacher pipeline. (*A complete copy of her statement is available in Appendix A*)

Member Ortiz reflected on education's focus on social-emotional learning for students, and asked how human resources supported the mental and emotional health of their teachers.

Dr. Key responded that Clark County School District has partnered with a vendor to provide wellness and mental health services to teachers and employees. (*A complete copy of her statement is available in Appendix A*)

Ms. Ellison responded that Washoe County School District has a wellness program which works to provide both support and wellness education, and that social-emotional learning is the goal for everyone in the building. (*A complete copy of her statement is available in Appendix A*)

Member Dockweiler commented on the importance of aligning mental health and physical health as equal, and equally important, especially as they relate to sick days.

Member Melcher requested further data from the Nevada System of Higher Education and private colleges, as well as data on those entering any type of licensing program, in order to better identify gaps, need, and production within the teacher pipeline.

Vice President Newburn asked for clarification regarding attrition demographics.

Dr. Key noted that she would need to pull that data; Ms. Ellison responded that the first five years in the profession were critical, and attrition after that time was evenly spread out. (*Complete copies of their statements are available in Appendix A*)

Director Dietrich noted that licensure has data for provisional and conditional licenses, which are 1-3 years, which are not renewed or converted, which are indicative of someone leaving the profession, the state, or moving to another position. He also noted that licensure is currently working with in-state higher education and in-state private institutions, as well as surrounding jurisdictions, to capture the data regarding gaps and production in the teacher pipeline.

## **9: INFORMATION AND DISCUSSION REGARDING CHRONIC ABSENTEEISM**

Christy McGill, Director of the Office for a Safe and Respectful Learning Environment, Nevada Department of Education; Dr. Patrick Bell, Education Programs Supervisor, Assessments, Data, and Accountability Management, Nevada Department of Education; and Alberto Quintero, Education Programs Professional, Parental Involvement and Family Engagement, Nevada Department of Education, conducted a PowerPoint presentation on [Chronic Absenteeism](#), including its definition and significance; rates of chronic absenteeism; and the work the Department of Education is doing with schools and families to address chronic absenteeism.

### [Discussion]

President Wynn noted that Washoe County School District had a 10% improvement in chronic absenteeism [from 18.57 to 8.12], and asked why their methods were not being used as a model for the state. She further emphasized that Washoe County School District had struck upon a strategy that was working, and that the state should leverage the practices in place to improve chronic absenteeism overall.

Deputy Superintendent Gonzales discussed the Department's visit to Sparks Middle School in Washoe County School District during the Statewide Listening Tour, and the Home-Visit Program which they utilize. Washoe County does not rely on its central office, but has trained all staff members on all campuses in effective home visits. Staff members are mindful of language barriers, and meet with families to discuss resources and the importance of attendance in an effort to reduce barriers.

Vice President Newburn asked for clarification regarding family outreach programs and their role in assisting with health-related issues.

Director McGill noted that responses to chronic absenteeism must be multi-tiered. However, doctor's appointments in rural regions often required taking an entire day off, which may also require taking younger children out of school. The Hazel pilot program sought to provide services on school campuses to assist in such situations, as well as matters of behavioral health.

Vice President Newburn requested clarification and further data on the Hazel pilot program.

Director McGill responded that the pilot program will be available to any district who would like to participate, and that progress updates on the pilot program would be made available to the Board. She also emphasized that the Department is working to increase communication and sharing between the districts, as there is a great deal of good work being done in the districts as it relates to these issues.

Member Ortiz asked if the Department is working with the Department of Health and Human Services on the underlying issues of health, nutrition, and wellness surrounding chronic absenteeism.

Superintendent Ebert responded that the Department had been meeting with the Department of Health and Human Services, Director Richard Whitley, and the Department of Agriculture, Director Jennifer Ott, to discuss how to address student supports holistically and break down silos.

President Wynn remarked that with families underserved across the board, schools have become the holistic repository of learning and living, as they are the most accessible to children and families, thus becoming the router of services.

Member Blakely expressed concern that African American students had the highest rate of chronic absenteeism, and requested further data.

Member Wang noted that Battle Mountain High School, while small, utilized monetary incentives for students who had complete attendance.

## **10: INFORMATION, DISCUSSION, AND POSSIBLE ACTION ON THE STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21<sup>ST</sup> CENTURY ACT (PERKINS V) STATE PLAN**

Dr. Jonathan Moore, Deputy Superintendent of Student Achievement, Nevada Department of Education; Dr. Patrick Bell, Education Programs Supervisor, Office of Assessment, Data and Accountability Management, Nevada Department of Education; and Melissa Scott, Assistant Director, Career Readiness, Adult Learning & Education Options, Nevada Department of Education, conducted a PowerPoint presentation on the [Perkins V State Plan](#), for approval by the Board to be sent to the U.S. Department of Education.

[Discussion]

Member Melcher inquired about the process of approval for the Perkins V State plan, as it moves from the Board to the Governor's Office.

Superintendent Ebert clarified that after the Board approves the plan, the Governor is provided the option to sign a letter of approval, make recommendations, or abstain from signing a letter of approval.

**Vice President Newburn moved to approve the Perkins V State Plan. Member Blakely seconded. Motion carried.**

## **11: INFORMATION AND DISCUSSION REGARDING SILVER STATE GOVERNANCE**

Sarah Nick, Management Analyst III, Nevada Department of Education, and Dr. Debb Oliver, Executive Director of the Nevada Association of School Boards, conducted a PowerPoint presentation on [Silver State Governance](#), a pilot program for board governance training which emphasizes student outcomes.

[Discussion]

Vice President Newburn expressed support for the program, which Member Ortiz seconded. Dr. Oliver noted that the Board is enrolled to participate in the program in February.

Member Melcher inquired about sustainability and member turnover.

Ms. Nick noted that the pilot program is intended to be a continuous two-year program. If new board members join at a staggered rate, they are able to be trained by their experienced peers until they themselves attend the program.

Member Miller noted that the Nevada Association of School Boards trains one-to-four times a year with school boards and superintendents, as continuous training is indicated in the NRS. While the pilot program covers similar ground, she looks forward to seeing what new opportunities it offers.

## **12: INFORMATION AND DISCUSSION REGARDING THE 2020 CENSUS AND THE NEVADA COMPLETE COUNT COMMITTEE**

Felicia Ortiz, Member of the Nevada State Board of Education, and Member of the Education Subcommittee, Nevada Complete Count Committee, conducted a PowerPoint on the [2020 Census and the Nevada Complete Count Committee](#), detailing the status of efforts to support a complete count of all Nevadans in the 2020 census and how the Department, districts, and schools can get involved in educating students and their families about the importance of the census.

[Discussion]

Member Dockweiler asked how schools could best aid census efforts.

Member Ortiz recommended checking with Statistics in Schools, the Ambassadors with Statistics in Schools active in a number of schools within the state, or with Ms. Jayne Malorni, Education Programs

Professional, Standards and Instructional Supports, Nevada Department of Education. She also recommended a Nevada Census Day to bring awareness to the census, which President Wynn seconded as an opportunity for service club projects as well.

Member Miller also noted that the National Education Association has been working on lesson plans for pre-K through grade 12.

Member Ortiz remarked that the census was also a means of forging relationships of trust with families in the school community.

### **13: INFORMATION AND DISCUSSION REGARDING GRADUATION RATES FOR THE 2018-19 SCHOOL YEAR**

Peter Zutz, Director of the Office of Assessment, Data and Accountability Management, conducted a PowerPoint on [2018-19 Graduation Rates](#).

[Discussion]

Member White inquired about the English Learners Alternative Diploma counts on slide 20 of the presentation; Director Zutz noted it was an entry error, and the correct count should be 2. [The posted presentation has since been updated.]

Member Hudson expressed concern that reports for African American students' test scores, absenteeism, and graduation rates have all been poor, and across all boards, African American students have not been making growth in closing achievement gaps. Schools are meant to be reaching and educating all students, yet African American students are being left behind. Member Hudson requested future investigation for how best to serve all students and offered to be a part of the solution.

President Wynn agreed, and supported focusing on chronic absenteeism to get kids in classrooms.

Member Ortiz noted that American Indian students were also being left behind. She remarked that it may not be a matter of chronic absenteeism, but absenteeism caused by school climate, with students feeling unwelcome, unsafe, or unsupported.

Member Blakely also voiced his support for further work on this matter.

President Wynn suggested a future agenda item on Diversity, Equity, and Inclusion (DEI).

### **14: FUTURE AGENDA ITEMS**

Member Ortiz noted that the pool of substitutes has been declining and that the licensing process and pay for substitutes may be a detriment.

### **15: PUBLIC COMMENT #2**

No public comment.

### **16: ADJOURNMENT**

Meeting adjourned at 12:50 PM.

*Appendix A: Statements Given During Public Comment*

1. Katy Simon Holland, President, Board of Trustees, Washoe County School District, spoke on Agenda Item 7, Information and Discussion Pursuant to NRS 385.040(2), Focusing on the Goals and Benchmarks of the State for Improving Student Achievement.
2. Dr. Kristen McNeill, Interim Superintendent, Washoe County School District, spoke on Agenda Item 7, Information and Discussion Pursuant to NRS 385.040(2), Focusing on the Goals and Benchmarks of the State for Improving Student Achievement.
3. Sharon Beatty, Chair of the Council to Establish Academic Standards, spoke on Agenda Item 7, Information and Discussion Pursuant to NRS 385.040(2), Focusing on the Goals and Benchmarks of the State for Improving Student Achievement.
4. Dr. Jesus Jara, Superintendent, Clark County School District, spoke on Agenda Item 7, Information and Discussion Pursuant to NRS 385.040(2), Focusing on the Goals and Benchmarks of the State for Improving Student Achievement.
5. Dr. April Key, Deputy Chief Human Resources Officer, Clark County School District, spoke on Agenda Item 8, Information and Discussion Regarding Teacher Attrition and Absenteeism.
6. Emily Ellison, Chief Human Resources Officer, Washoe County School District, spoke on Agenda Item 8, Information and Discussion Regarding Teacher Attrition and Absenteeism.

**Item A1, Katy Simon Holland**

Good morning President Wynn and Board Members, and thank you for the opportunity to come before you today. For the record, my name is Katy Simon Holland and I am the president of the Board of Trustees in Washoe County. I was elected to the Board of Trustees in 2016 and have been elected by my fellow Trustees to serve as president since January of 2018. Just so you know me, prior to my election to the School Board, I served as the County Manager in Washoe County for 15 years; I also hold a Master's degree in counseling from UNR, and I served as a college and career counselor in California.

While your board and ours both serve in the elected capacity in education, we recognize that our roles are naturally different. But our desired outcomes for students are the same. We share a common goal for every student in our schools to be successful. As such, it only makes sense that we work in close alignment and coordination.

As a quick refresher, Washoe County School District serves over 64,000 students and their families in 107 school facilities spread across more than 6,400 square miles of Washoe County, with a population of more than 460,000 people. We are the largest employer in Washoe County. We have large urban schools and small rural schools and everything in between. Our school board consists of 7 members elected by District. Our students are diverse, with a majority being minority, and about half come from low-income families with more than 100 languages being spoken at home. More than 3000 of our students are homeless. We're very proud of increasing our graduation rate from 66% in 2012 to 86% in 2019.

As with all Boards of Trustees, one of our primary responsibilities is to appoint our superintendent. As you may know, we are in the process of conducting a national search for our next superintendent. We are lucky to have Dr. McNeill serving in an interim role and we are excited to have her as a candidate in the search. We plan to have this process completed by the summer of 2020, with a new superintendent in place for the 2020-21 school year.

Before I turn it over to Dr. McNeill, I will end with a request and a commitment to coordinate our communication on shared issues. We ultimately share the same goals for students and families, and as such it is critical that we are sending the same messages about high expectations, engagement, hard work and opportunity to our students. Our Board wants to work with you and your staff, with the highest degree of shared problem solving and mutual respect. Our trustees are laser-focused on getting results through our strategic plan, and we take our statutory responsibility for oversight of our district very seriously. We look forward to continuing to build trust and coordination between our two boards going forward. Thank you and I'll turn it over to Dr. McNeill.

**Item A2, Dr. Kristen McNeill**

Good morning Chair Wynn, members of the Board, and State Superintendent Ebert, and thank you so much for the opportunity to speak. My name is Dr. Kristen McNeill and I have the honor of serving as the interim superintendent of the Washoe County School District. I am a native Nevadan and have served in Nevada school districts for my entire educational career.

I have served many roles within the Washoe County School District including as a teacher, principal and central office administrator. At one point, I oversaw State and Federal programs for the Washoe County School District. As such, I have extensive knowledge and understanding of the roles of Federal, State and Local Agencies and how they can work together to improve outcomes for all of our students.

I want to share three specific areas on how we can reduce barriers in achieving the goals of the State Improvement Plan and our district strategic plan:

First, incorporating school year schedules into state level requests and operations. Finding ways to align the practical nature of school years, fiscal years, and legislative years is critical to ensuring the best results from the funds the legislature appropriates and to maximize student outcomes. For example, receiving teacher incentive funds half way through the school year, or Read by Three funds in August well after the school year has begun and staffing creates a challenge for our schools and our ability to manage the program effectively. This year, receiving our Pre-K funds two weeks before classes started did not allow us the timing necessary in operations to prepare for hiring and opening our new classrooms and placed many of our early childhood teachers with the difficulty of having to look for other positions. Additionally, being cognizant of school breaks like summer and spring breaks with regard to reporting and deadlines is important for communications and in order for us to be compliant.

Second, finding ways to be more flexible to adapt to the changing workforce. We know that this is a priority for you all as well. A highly effective teacher in every classroom is so important to ensure student success. We know that research has proven this fact time and time again. Career and technical education classes are changing faster than our licensing system. For example, we have drone classes but no license for this specialty so it appears that the teacher is teaching “out of field”. We need to ensure our licensure is keeping up with the modern educational workforce demands. Rethinking the way that we license our teachers in foreign language, culinary, dental assisting, as example, is an important part of our work for licensing. We should also look at removing unnecessary barriers for licensed teachers coming into our state from other states; with a teacher hiring shortage, we should be creating ways to remove any such barriers.

And three, being flexible about accountability. We know that there is a general hesitation to give districts flexibility as it reduces the ability to measure outcomes across districts. But as Superintendent Ebert has said visiting many school districts, “if you’ve seen one school district, you’ve seen one school district.” The needs of our schools vary widely and rigid guidelines and prescriptive programs prevent us from meeting the unique needs of each school district. We take accountability seriously and we want to build trust and communication with your team so you feel comfortable allowing districts to be innovative, strategic and targeted for funds to support all of our students.

We know you will be building a 2020 State Improvement Plan over the next several months and we stand ready to help and guide the work with metrics and accountability that take districts and student needs into account and align with our resources towards common goals.

Thank you so much for your time and opportunity to work together as we build the Nevada of the future, and Happy Holidays.

**Item A3, Sharon Beatty**

President Wynn, Superintendent Ebert, and Honorable Members of the State Board of Education, it's so nice to be here with you today, and I appreciate this opportunity to offer some insight and feedback to the State Improvement Plan. Overall, I find the strategic framework to inform agency objectives and strategies, and I find them strong and clear. I'm appreciative of the fact that we have another year to address the efficacy of the 2018 plan. Wholesale and frequent dramatic changes are not always in the interest of the educator.

It is regarding goal two and lever two that I find most important to the success of evaluating the performance and progress of our goals, using data to inform decisions impacting our schools. The Standards Council plays a vital role in the development and focus of the academic standards in our state. We look at individual disciplines and request the development of standards on a periodic basis. We review the proposed standards based on the council's and state Department of Education's checklist for the developers of those standards. The issues that we look at when we're looking at standards include: rigor, focus-manageability, equity-diversity, coherence, progression, integration of practices and concepts, specificity, clarity and accessibility, measurability, and connections to other disciplines in our evaluation. After reviewing the submitted written documents and receiving an oral presentation, council members may offer input on design, clarity, scope, and other issues which are relevant, which are referred back to the writers. When we then vote on the presented standards we usually achieve consensus. Then we refer the proposed standards to you, the State Board of Education for approval. After approval, the standards become the impetus for curriculum for every district of the state. Our intention is to provide appropriate quality to the states academic standards, which guide student instruction so that we're highly competitive with other states in the nation.

Although we've seen some positive incremental results throughout the years, by and large the academic success of our students has been disappointing, when we received the data on the ACT, the NAEP's, Smarter Balanced, and other evaluative tools. These results engender concern from parents, teachers, administrators, districts, and the state, and the media, not to mention the national reputation of the state of education in Nevada. Although we can always do better, I want you to know that I have witnessed herculean attempts to change the outcomes of our students performance. Parents are informed about and engaged in the goals of the schools and individual student progress; students can recite daily objectives, teachers collaborate and create lesson plans which address the standards they are asked to teach; site administrators as well as district administrators provide professional development time and expertise to implement the standards; the state offers programs to help struggling schools. As a state we have the responsibility to see that student learning is occurring, and standards are working.

To evaluate how effective our teaching and learning of the standards is, we evaluate students, teachers, administrators, and schools by performance on tests; that is our accountability. We then hold these various parties responsible for student proficiency. But it's important that proficiency tests used reflect what has been taught. If the test or evaluation instrument does not directly relate to the requirements we place on students or teachers, i.e. the standards, then the test cannot be seen as a valid reflection of achievement progress. And we as a state are left with the prospect that we cannot know how our standards are serving our students. We need more accurate feedback on the effectiveness of the standards we are approving for our state. That would require a proficiency test which is highly correlated to our standards. The ACT which has recently been used to assess student progress is a proprietary assessment, and it's designed as more for college readiness than student proficiency. This makes it difficult to discover where our standards might be lacking or what we might need to emphasize differently. I believe that it is an absolute need to have state-wide achievement tests which directly address the standards that we expect our students and teachers to meet. It is only fair. And it is the only way we can legitimately determine how the teaching of our standards is progressing. A tighter relationship between our standards and the evaluation instrument would not only be fair, but it would give us the information we need to make

adjustments or enhancements to our state standards. I believe this would be a valuable step in achieving greater success on other national tests as well. The data we gain from a test more perfectly aligned to our standards will more precisely inform decisions impacting our schools and will increase our ability to address goal two and lever two in our State Improvement Plan.

Thank you so much for this opportunity to share this with you.

**Item A4, Dr. Jesus Jara**

Pardon me for my tardiness; I was meeting with Speaker Frierson this morning. Members of the Board, Board Chair, State Superintendent, thank you for allowing me to speak and address the Board this morning. First of all, let me congratulate our Superintendent Teri White, who is Superintendent of the Year. I know that she is our member representing us on the State Board, so congratulations to Superintendent White. In allowing me to provide some feedback in support of the improvement plan and your strategic plan, I commend you as a Board to continue your efforts as the fastest improving state in achievement in the country, which aligns really to Focus 2024 for Clark County School District, as I believe the plan that we have in place will put Clark County as the fastest improving urban school system in the nation. So we're aligned together on some of our goals and efforts, so just compliments to you on your efforts.

A couple of things that I do want to address, really in partnership with you, as a state, is some of the work that you're doing around Pre-K. So in partnership with AB309 and Clark County, we're hoping that the county continues on the efforts there to increase some of the revenue. It is our children there that I believe the earlier we get them, the better we will do for our kids. I know that we're in partnership as well with our chronic absenteeism with 309 and Clark County, for us it will be a tremendous support for our children.

The other thing is [that] we have been investing heavily as a school system in a few things I want the Board to be very clear and to understand where we are. In Clark County we have not invested in many years in developing our leaders; and through NISL and really pooling our resources as a school system from our federal dollars, not only Title II, Title IV, and these are things that the state has approved—so thank you State Superintendent for your support there, for NISL. We are one of 90 school systems around the country partnering with Wallace Foundation as well to develop our leadership pipeline. So we're in the middle of revising our leadership pipeline, how administrators get into, not only into the school base, but also into the future, into the principal [position] and support and supervisors as well, so that's going on.

Also a big, big, big investment that we have made, not only from our federal dollars, but the philanthropic community, is really aligning our assessment system, that we for the first time in Clark County we have a K investment, that the state has on K3 with MAP and NWEA we have invested through 4<sup>th</sup> grade all the way to the 9<sup>th</sup> grade, and some schools have gone into the 10<sup>th</sup> grade. We for the first time have one assessment system, whether you test in Moapa Valley and Laughlin, all the way into the urban core. We will have academic achievement data for our children, which is critical given our mobility rate. So we will be able to address that, and also in partnership with ANET and Khan Academy in providing support for our students, so that's some of the consistency. So we're very excited that our goals are closely aligned with the state, so [I] wanted just to commend you on what you're doing,

And people ask me a lot what keeps you up at night; [it] is that teacher pipeline. The teacher pipeline and how do we close that gap for our teachers. We don't have the answers, but we're certainly investing in time and energy and efforts to really bring teachers [in.] I think as your State Superintendent has mentioned, in our listening tour when she came, I kept on saying it, to [address] teacher working conditions. I really appreciate the State Superintendent saying it is the learning condition, because it is what is impacted not only for the teacher, but also for our children. And I believe that we need to, as a whole, address the learning condition for the educator, and also for our children, which is one of our priorities in the near future, whether its reciprocity, licensing, [or] how do we make it easier for us to recruit. So, just thank you for giving me the opportunity to come and speak and congratulate you on your future plans. Thank you very much.

[In response to Board inquiry regarding the Teacher Pipeline]

Thank you. Thank you State Board Member Ortiz. One of the things that—well, actually, one of the things that we started looking at is really our exit survey. We need to know why folks are leaving, and one of the things that as a school system we had, we were only asking our teachers 0-3 years. That has to change. Because we have teachers that have been here for 7, 10, 20 years that are leaving us as well, so we're revising the entire exit survey strategy. We're re-looking at what questions we ask so we can be able to know why folks are leaving. I think it's really—early data tells me that it's the working conditions, it's not the salary. And if you're going to make 70,000, [if] you go to New York it costs you more, but our people are not leaving to go to New York, they're leaving for other reasons in our surrounding states. So first of all, identify what the issue and the problem is, so then we can then put systems in place. One of the things that we're also [doing], is how do we expand our teacher pipeline locally? In working with UNLV and Nevada State College, CSN, and our partners, so then that helps us really address the issue, and our kids stay here. And make teaching a priority, which it's not at this moment. And that's one of the things as a school system we have to address. So we're starting that conversation, and the other thing is--where are we going to recruit? Why are we spending resources to go to neighboring states, we're only getting 7 or 8 or 4, it's a waste of money. So then let's be more intentional in our recruiting efforts. We're partnering with our HBCU's as well, so our teacher pipeline and our teachers look like our kids. That is also very important. And then it's that support, supporting our leaders at our schools. One of the things that in the first marking period, a data point that we have, we hired 175 teachers. At that same time we lost 160, so we didn't make any headway. So it's how do we then help our leaders not only onboard, but keep our teachers. And how do we help them, you know given [everything.] And I appreciate the State Board looking at the data on effective and highly effective, and [I] had a great conversation that I know Deputy Superintendent Gonzales was with us, with the Superintendents, [on] how do we honestly evaluate our educators, and then have that conversation that we're all growing and have a growth mindset, not in a punitive [way], but really to provide that support. That's really what teachers want, that's what principals want, that's what I want. Is how do we have a growth mindset to help you improve? Part of our strategic plan has all of these strategies, so now we're going to be more intentional, that we have to know why are folks leaving us.

[In response to Board inquiry regarding Achievement Disparities]

Superintendent for the record—I forget to say I was here on the record for the last question. One of the things is, first of all, having the tools to be able to address that. And I think with MAP, we spent all week this week training our leaders at the regional level so we can look at our student population, our student- I like to say not subgroups, because we don't have any groups that are sub-others, so it's student groups, because they're all equal for my eyes. So we are looking at pin pointing by student demographic, and it will surprise you with MAP what you will see as the growth and the lack thereof. One of the things that we also want to address are some of the high achieving populations and our high achieving, our 5-star schools, we have student groups in those schools that are not growing as they should compared to a national norm test and a national assessment. So we are being very intentional in how do we provide that support, in that professional development at the regional level, and then also our principals and then our teachers, and that's part of why I invested with ANET as well, because we're doing job-embedded training for our teachers, for our principals, to not only analyze data, but also to be able to provide that support. And then Khan Academy, a free resource that we have, it then pinpoints. So you take the MAP assessment in the fall, which we did, and now it gives an individual plan for our children, with the teachers providing that support for the students before they do the winter growth assessment. And then also, one of them in the spring. One of the things that I witnessed this week as a matter of fact, at Bob Miller Elementary—at Bob Miller Middle School, was where kids are now providing and doing their own action plan, and what they're investing in, how they're going to—they're pretty much goal setting. They're saying here's where I'm going to end up and where I'm projected. So that's what I want in all my

schools. This gives me a consistent data set, and the data too, so some of it is professional development, what we're going now.

[In response to Board inquiry regarding Licensure]

Madame President, Superintendent Jara for the record. Having gone through that myself, I think, and I appreciate our State Superintendent who has been instrumental in really having that conversation. I think on the reciprocity for one, is something that we need to look at, what that looks like, you know. Having been certified not only in the state of Florida, but also in the state of Massachusetts, as an administrator, looking at the reciprocity is that you should—my belief, again, if I was king for the day, is that you turn in your licensure and then it should be [done]. But I think, it's some of the things that, with everything in the state of Nevada, it's something that's a work in progress. Because I think it may help our recruiting if we're going to recruit out of the state, in helping recruit some educators. So I really appreciate where we're going. In my initial conversations with Superintendent Ebert, that is something that needs to be addressed to be able to look at, if you have a license in another state, to me, if you just submit that, it should be an easy, instead of having to go through the antiquated process that we currently have.

**A5, Dr. April Key**

My name is April Key, Clark County School District. Thank you for the question Superintendent. April Key for the record. Our past practice has been to do exit interviews with teachers who were leaving the first three years, we didn't exit interview everyone. We are discontinuing that process and creating a comprehensive interview process so that we can get better answers about why teachers leave.

[Responding to Superintendent's clarification that Clark County has data for teachers that left in years 0-3, but do not have data for teachers who left after that time.]

April Key for the record, yes that is correct. However, on our current form, CCF-164, when someone is resigning, we do have some data there for teachers who've been with the district a number of years. It's not a requirement that they fill out the form.

[Responding to Member Ortiz's question regarding HCMS data.]

I'm sorry, thank you for the question. The new HCM system is going live in January. So we're very excited, it's moved along. As with any new system, we're anticipating there will be some struggles initially, but yes, we're ready to go live in January. January 2<sup>nd</sup>.

[Responding to Member Ortiz's question regarding data on retirement.]

We can look at teacher tenure; determine who's eligible to be retiring. We have access to that data. Teachers get sick leave time, so if you're talking about them taking sick leave at the end, because they don't get vacation days. So they can't take extended vacations when leaving. I can tell you that we have not done any work specific to that. Nor have we collected data that would provide us that information. That's something that we could look at.

[Responding to Member Ortiz's question regarding the mental and emotional health of teachers.]

April Key for the record, thank you for the question. Our workers comp division just partnered with a company, and I apologize for not knowing the name, that is going to be providing services to teachers, to all employees, to support overall wellness and mental health issues support as well. In the past, Clark has had a nurse on staff, one that was kind of a resource person, and we found that to be ineffective. One person can't take care of all of us. So there was looking for opportunities to partnership with agencies to provide that support. So it was both proactive and reactive, in that we had something in place, it just was insufficient.

[Responding to Vice President Newburn's question regarding attrition demographics]

I'm sorry, I- April Key for the record- don't have that information or data with me, but certainly can pull that data.

**A6, Emily Ellison**

Good morning, Emily Ellison for the record, I'm the Chief Human Resources Officer for the Washoe County School District. And I know that a lot of territory has been covered related to questions around this data, and they're important questions because this is really significant data that I think can shed a lot of light on our strategy as it relates to people. So I'll just share a couple of things that I wrote down as the exchange has happened. I think on the national level, and Jason, perhaps this is something that we can collaborate on, we have access to the Council of Great City Schools, and I know that it's been a number of years and our exit survey is kind of on my list of things that I'd like to reevaluate, but the Council of Great City Schools is a great resource in terms of what districts are doing and the type of data that's being gathered. And I know in the past that information has informed our exit survey process, so that might be another source of information for us to look to.

There were some questions about anticipating retirements, and that certainly is an important part of people strategy, we know that this is, or tends to be, or has been in the past, a lifetime career, and so we have a lot of information available to us to try to anticipate when retirements are going to happen. For us, kind of at the most basic level, one of the examples that we can point to in that work is utilizing that data to inform our alternative route to licensure program. So if we see a high number of retirements for example in special education, or math, then when we look to our admissions process for our alternative route to licensure cohorts, we try to prioritize candidates in such a way that we believe it will meet our future pipeline needs. That's just kind of one example of kind of the richness of this data and how it can be used to inform our work. Attendance at the end of retirement is certainly something that there's a lot of conversation about, and there are times that I think that we probably experience that as well. As April from Clark mentioned, teachers get sick leave, and so I think that there are some processes that can help address that a little bit in that there are criteria for when sick leave can be used, and extended leaves do require approval, and I think those things coupled with working with our employee associations to try and implement strategies to minimize that are reflective again of our awareness of that data, and the potential for that trend. Yeah, and I think, those were just a couple of things that came to mind as the conversation was happening. Are there any additional questions I can answer?

[Responding to Member Ortiz's question regarding the mental and emotional health of teachers.]  
Good morning again, Emily Ellison for the record. That's a great question, and our risk management office administers a wellness program that we think is a pretty robust program. So in addition to having the employee assistance component available in order to respond to particularly stressful situations or circumstances that employees might be dealing with, on the front end in an effort to be proactive, as a part of the wellness program, the vendor that we utilize offers a lot of programs around mindfulness and financial management, and things designed to help employees deal with the potential stressors in their life. So we have about a 30% participation rate in our wellness program, whether it's our "know your numbers" initiative or in some of these wellbeing programs, but that's improved year over year for the number of years that we've had that in place. So we believe that we are headed in a positive direction with that. I certainly am not the expert as it relates to social and emotional learning, but it's definitely been my understanding that the Departments within our district are leading that effort, and are not just focused on the students, and that the adults in our building have just as much of a stake in social-emotional learning and, you know, effective relationship skills and all of the things that are encompassed in that, as students do. And so, what that looks like in practice, I will certainly defer to their expertise, but I know that that has been a significant component of that learning at the building level.

[Responding to Vice President Newburn's question regarding attrition demographics]

Good morning, Emily—I was just going to say, in Washoe the first 5 years are definitely the really critical period in terms of retaining teachers and the risk for losing teachers. And then beyond that, it's spread out pretty evenly between. If we banded years of service it's spread out pretty evenly, but yes the first 5 years are the highest risk for teacher turnover.