



NEVADA LEGISLATURE
LEGISLATIVE COMMITTEE ON EDUCATION
(Nevada Revised Statutes 218E.605)

SUMMARY MINUTES AND ACTION REPORT

The fifth meeting of the Nevada Legislature's Legislative Committee on Education (LCE) was held on March 16, 2010, at 8:30 a.m. in Room 4412 of the Grant Sawyer State Office Building, 555 East Washington Avenue, Las Vegas, Nevada. The meeting was videoconferenced to room 2134 of the Legislative Building, 401 South Carson Street, Carson City, Nevada. A copy of this set of "Summary Minutes and Action Report," including the "Meeting Notice and Agenda" ([Exhibit A](#)) and other substantive exhibits, is available on the Nevada Legislature's website at <http://www.leg.state.nv.us/interim/75th2009/committee/>. In addition, copies of the audio record may be purchased through the Legislative Counsel Bureau's Publications Office (e-mail: publications@lcb.state.nv.us; telephone: 775/684-6835).

COMMITTEE MEMBERS PRESENT IN LAS VEGAS:

Senator Joyce Woodhouse, Chair
Assemblywoman April Mastroluca, Vice Chair
Senator Shirley A. Breeden
Assemblyman Harvey J. Munford
Assemblyman Lynn D. Stewart

COMMITTEE MEMBERS PRESENT IN CARSON CITY:

Senator Bernice Mathews
Assemblywoman Marilyn Dondero Loop

COMMITTEE MEMBER ABSENT:

Senator William J. Raggio (excused)

LEGISLATIVE COUNSEL BUREAU STAFF PRESENT:

H. Pepper Sturm, Chief Deputy Research Director, Research Division

Melinda Martini, Senior Research Analyst, Research Division

Kristin C. Roberts, Senior Principal Deputy Legislative Counsel, Legal Division

Joi Davis, Program Analyst, Fiscal Division

Maryann Elorreaga, Senior Research Secretary, Research Division

OPENING REMARKS

Chair Woodhouse called the meeting to order and welcomed Committee members, guest presenters, the public, and those viewing the meeting over the Internet.

APPROVAL OF MINUTES OF THE NOVEMBER 17, 2009, MEETING

- The Committee **APPROVED THE FOLLOWING ACTION:**

ASSEMBLYMAN STEWART MOVED TO APPROVE THE MINUTES OF THE NOVEMBER 17, 2009, MEETING HELD IN LAS VEGAS, NEVADA. SENATOR BREEDEN SECONDED THE MOTION, WHICH PASSED UNANIMOUSLY.

STATUS REPORT OF CURRENT AND ANTICIPATED ACTIVITIES BY THE STATE DEPARTMENT OF EDUCATION CONCERNING NEVADA'S PROPOSED APPLICATION FOR THE FEDERAL RACE TO THE TOP FUND

(As directed by Chair Woodhouse, this agenda item was taken out of order.)

- Keith W. Rheault, Ph.D., Superintendent of Public Instruction, Department of Education (DOE), referred to a document titled "Preliminary Timeline 2009-2010" ([Exhibit B](#)), and gave a brief update of DOE activities regarding the Race to the Top (RTTT) grant application. The timeline lists all activities that have occurred since November 2009 and includes those which are planned to take place by the end of May 2010. Such activities include:

1. Presentations to the LCE;
2. Meetings with the Governor's staff and representatives of the Nevada System of Higher Education (NSHE);
3. Participation in meetings of the Council of Chief State School Officers;
4. Meetings with the Clark County School District and Washoe County School District RTTT teams;
5. Participation in a RTTT meeting with the Nevada Association of School Superintendents; and
6. Conducting several workshops.

Dr. Rheault explained that under the Standards and Assessments portion of the RTTT application, states are required to: (1) adopt a common set of high-quality standards; (2) participate in a consortium of states to develop common, high-quality assessments; and (3) adopt college-readiness standards.

To meet those requirements, the DOE has done the following: (1) scheduled a workshop to study the alignment of Nevada's current standards with the recently released draft common core standards. That information will be submitted to the

Council to Establish Academic Standards for Public Schools for its consideration of adoption of the standards. The standards will then be submitted to the State Board of Education for final approval and adoption into regulations; (2) reviewed different consortiums of states and will be signing a Memorandum of Understanding with one of the consortiums before the end of April; and (3) worked with the NSHE on a task force to identify and propose college-readiness standards.

- Gloria Dopf, Deputy Superintendent of Instructional, Research and Evaluative Services, DOE, referred to a document titled “Nevada Race to the Top Application Development Flow Chart,” ([Exhibit C](#)) and said the DOE has developed work teams in the four major reform areas in the RTTT Selection Criteria:

1. Standards and Assessments;
2. Data Systems to Support Instruction;
3. Great Teachers and Leaders; and
4. Turning Around the Lowest-Achieving Schools.

The teams consist of DOE staff, school district staff, strategic partners, and, when appropriate, national partners and stakeholders. The school districts have completed self-evaluation surveys regarding each of the reform topics. Those evaluations have been incorporated into the data being used to determine if Nevada is meeting the requirements in each of the reform areas. It is anticipated that, by the end of March 2010, there will be a rough draft available for consideration, which utilizes material coming out of the work teams as well as information from the State Improvement Plan (SIP).

CONSIDERATION OF THE RACE TO THE TOP FUND RELATING TO FULLY IMPLEMENTING A STATEWIDE LONGITUDINAL DATA SYSTEM

(As directed by Chair Woodhouse, this agenda item was taken out of order.)

Status of Policies and Programs in Nevada Relevant to Eligibility Requirements

- Dr. Keith Rheault, previously identified, gave an overview of the selection criteria in the “Data Systems to Support Instruction” section of the RTTT application. He noted although Nevada needs to improve its ability to report college-readiness test score data, the System of Accountability Information in Nevada (SAIN) currently has 10 of the 12 required components in place. Dr. Rheault said another requirement in this section is the ability to share data with higher education. Since the DOE and the NSHE have had a Memorandum of Understanding in place since 2007, that requirement can be met without any statutory changes. In conclusion, Dr. Rheault said Nevada should be eligible for most of the available points in the “Data Systems to Support Instruction” section of the RTTT application.

Overview of the System of Accountability Information in Nevada and Update on Grant to Link it with Higher Education Databases

- Shawn Franklin, Assistant Director, Office of Information Technology, DOE, gave a brief update on Nevada's current Statewide Longitudinal Data System (SLDS) grant. He referred to a document titled "Nevada Department of Education Statewide Longitudinal Data System," ([Exhibit D](#)) and reviewed the progress on each of the following eight objectives of the SLDS grant:
 1. Building an interface;
 2. Creation of an Education Data Exchange Network;
 3. Improving DOE processes;
 4. Improving the effectiveness of Nevada's schools;
 5. Integration of teacher licensure data;
 6. Creating a longitudinal data warehouse;
 7. Training; and
 8. Sustaining the SLDS.

Mr. Franklin also reviewed Nevada's status in the America COMPETES Act elements required by the RTTT grant application.

CONSIDERATION OF THE RACE TO THE TOP FUND RELATING TO ACCESSING AND USING STATE DATA

(As directed by Chair Woodhouse, this agenda item was taken out of order.)

Status of Policies and Programs in Nevada Relevant to Eligibility Requirements

- Dr. Keith Rheault, previously identified, noted that to qualify for the full 5 points available in this category, Nevada must develop a plan to ensure the data provided through the longitudinal data system is available to parents, students, teachers, principals, community leaders, unions, and policy makers. The DOE will have all of the information available on its website.

Role of Nevada's State Improvement Plan in State and Local Decision Making

- Gloria Dopf, previously identified, referred to a chart titled "District Plans Summary 2009" ([Exhibit E](#)), and explained that student assessment, attendance, and some teacher data are all carried in the SAIN system. The data used in the accountability reporting in the State Report Card is the same data that is available on the DOE website. This aggregate school district-level and school-level data is then used to compose the SIP, which is the State Board of Education's document that identifies specific goals, tracks student progress, and is used to identify strategies for improvement, based upon the data.

Role of Nevada System of Higher Education in the Development of the State Improvement Plan including Current and Potential Uses of the Plan by Nevada System of Higher Education

- Jane Nichols, Ed.D., Vice Chancellor for Academic and Student Affairs, NSHE, noted there is a specific target in the SIP to expand practices that have been successful in increasing student achievement and graduation rates, post-secondary education success, and decreasing dropout rates. The NSHE is required to submit an annual report to Nevada's Legislature on remedial rates. That report, over time, has expanded and has helped the NSHE in its work with high schools. With the data provided by the high schools, NSHE is able to track students regarding their success in college courses. That information is fed back to the high schools enabling the high school teachers to see what practices are leading to student success. In conclusion, Dr. Nichols noted the NSHE will be able to track graduates of teacher education programs and match that data to successful student performance in Nevada's schools. That data will also be used to shape the curriculum in the teacher education programs.

CONSIDERATION OF THE RACE TO THE TOP FUND RELATING TO USING STATE DATA TO IMPROVE INSTRUCTION

(At the direction of Chair Woodhouse, this agenda item was taken out of order.)

Status of Policies and Programs in Nevada Relevant to Eligibility Requirements

- Dr. Keith Rheault, previously identified, said in the third section of the data systems portion of the RTTT application, states can qualify for a maximum total of 18 points. He noted Nevada needs a lot of input in this area, which can probably be provided by the Governor's Education Reform Blue Ribbon Task Force.
- Gloria Dopf, previously identified, said different school districts use different formative assessment systems; however, all of those systems take student data, divide it into more specific segments of the school year, and then bring the data back to inform instructional practice. Looking at a uniform system at the State level as to how frequently the data is provided and how the data is used to inform instruction and then how that data is used for targeting professional development and support to the teachers will remain part of program development for the RTTT application.

Survey Results-Use of State, District, and School-level Improvement Plans to Improve Instruction

- Joi Davis, Program Analyst, Fiscal Analysis Division, Legislative Counsel Bureau, referred to a document titled "Survey Results on the use of Data to Improve Instruction" ([Exhibit F](#)), and reported on the results of a Quick Poll submitted to all 17 Nevada school districts regarding their use of available programs and assessments to

inform and improve instructional practices and what support has been received from various entities and reports.

Presentation Concerning the Use of School and District Improvement Plans by Regional Professional Development Programs (RPDPs) to Improve Instruction

- Bill Hanlon, Director, Southern Nevada RPDP, said the RPDPs are involved in the State, school districts, and individual school improvement plans. They focus on what happens in the classroom and what can be done to increase teacher and administrator effectiveness. On the State level, the RPDPs work on the standards established by the Nevada Council to Establish Academic Standards for Public Schools by providing teachers with training that enables them to know how their students will be tested, which should also inform their instruction. On the district level, the focus is on what administrators are doing to increase the effectiveness of classroom teachers. The RPDPs also attempt to ensure instruction is well developed in the individual schools.

UPDATE ON THE GOVERNOR'S EDUCATION REFORM PROPOSAL AND COORDINATION OF NEVADA'S APPLICATION FOR THE RACE TO THE TOP FUND (SECTION 14006, TITLE XIV, AMERICAN RECOVERY AND REINVESTMENT ACT OF 2009, PUBLIC LAW NO. 111-5)

(As directed by Chair Woodhouse, this agenda item was heard out of order.)

- Stacy M. Woodbury, Deputy Chief of Staff, Office of the Governor, submitted copies of a Press Release ([Exhibit G](#)) and an Executive Order ([Exhibit H](#)), issued by Governor Jim Gibbons. The documents explained the establishment of the Governor's Education Reform Blue Ribbon Task Force. Ms. Woodbury discussed the composition and goals of the Task Force.

CONSIDERATION OF THE RACE TO THE TOP FUND RELATING TO INTERVENING IN THE LOWEST ACHIEVING SCHOOLS AND LOCAL EDUCATION AGENCIES

Status of Policies and Programs in Nevada Relevant to Eligibility Requirements

- Dr. Keith Rheault, previously identified, noted the "Intervening in the lowest-achieving schools and Local Education Agencies (LEAs)" portion of the RTTT criteria, which addresses "Turning Around the Lowest-Achieving Schools" requires a state to have the legal, statutory, or regulatory authority to intervene directly in the state's persistently lowest-achieving schools and in LEAs that are in improvement or corrective action status. He stated that *Nevada Revised Statutes* 385.373, 385.3761, and 385.3773 grant such intervention authority therefore; Nevada would be eligible for all 10 points possible in this category.

Presentation Concerning Schools Designated as Not Achieving Adequate Yearly Progress and Current Efforts by School Support Teams

- Rorie Fitzpatrick, Director, Special Education, Elementary and Secondary Education, and School Improvement Programs, DOE, referred to her written testimony ([Exhibit I](#)) and commented on:
 1. Nevada's definition of "lowest achieving schools" being approved by the United States Department of Education;
 2. Nevada's history of legislation that mandates school improvement efforts;
 3. School Support Teams;
 4. Nevada's Comprehensive Curriculum Audit Tool for Schools; and
 5. Available consequences for schools in year four or greater in needs to improve status.

CONSIDERATION OF THE RACE TO THE TOP FUND RELATING TO TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

Status of Policies and Programs in Nevada Relevant to Eligibility Requirements

- Dr. Keith Rheault, previously identified, said the last section under the Turning Around the Lowest-Achieving Schools section of the RTTT application grants 5 points if a state has a plan to identify the persistently lowest-achieving schools and any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools if they were eligible to receive Title I funds. Nevada has had its formula and definition for identifying those schools approved by the U.S. Department of Education and is eligible for the full 5 points. An additional 35 points can be granted if a state has a plan to support its LEAs in turning around the lowest-achieving schools by implementing one of the four school intervention models designated by the U.S. Department of Education, which are:
 1. Turnaround Model;
 2. Restart Model;
 3. School Closure; and
 4. Intervention Model.

Dr. Rheault noted Nevada has identified the same four models and a plan to support schools that use those models in its School Improvement Grant application. Once that grant is received, Nevada will be eligible for the full 35 points.

Presentations Concerning Success Factors Implemented by Schools Designated as Demonstrating Need for Improvement that have Made Significant Gains

- Ann Angulo, Principal, Edna F. Hinman Elementary School, Clark County School District (CCSD), utilized a Microsoft PowerPoint presentation ([Exhibit J](#)) to describe

the growth experienced at Hinman. She discussed the increase in attendance, decreases in the achievement gap, and increases in Adequate Yearly Progress achievement. Ms. Angulo noted the keys to growth were:

1. Diagnostic testing to identify sub skill deficiencies.
2. Proportional increases in direct instructional time.
3. Teaching to the deficient sub skill.
4. Retesting to be sure the skill has been learned.

Ms. Angulo also discussed other actions that had increased student achievement such as tiered interventions, personal teacher goals, commitment to long term reform and guidance, and full-day kindergarten.

- Kody Barto, Principal, Lee Antonello Elementary School, CCSD, gave a Microsoft PowerPoint presentation ([Exhibit K](#)), and explained the history of the school and its demographics. He noted some of the keys to success for Antonello were highly trained personnel, parental involvement, and, most importantly, becoming an empowerment school. Being an empowerment school provides control over: (1) Time; (2) Budget; (3) Staffing; (4) Governance; and (5) Instruction.

In conclusion, Mr. Barto said Antonello had been doing well in the past but becoming an empowerment school allowed the flexibility to provide for the needs of the students and the community.

- Wendy B. Roselinsky, Principal, Jay W. Jeffers Elementary School, CCSD, gave a Microsoft PowerPoint presentation ([Exhibit L](#)) and reviewed the school's demographics, Criterion-Referenced Test (CRT) gains, and the average daily attendance rate. She then explained the five concepts implemented at Jeffers:

1. Teacher expectancies;
2. Professional development;
3. Looping;
4. Lesson study; and
5. Mentors.

Ms. Roselinsky concluded her presentation with a description of activities that involve the parents and families of the students, such as Science Saturdays, literacy nights, mathematics class for parents, and parent workshops.

- Terry Owens, Ph.D., Principal, Hafen Elementary School, Nye County School District, conducted a Microsoft PowerPoint presentation ([Exhibit M](#)) and discussed the school success factors that had contributed to Hafen moving up from needing improvement in 2004 to high achieving status in 2007. She also reviewed school demographics and CRT results. In conclusion, Dr. Owens reviewed recommendations for ensuring a successful learning environment:

1. Leadership with authority and accountability;
2. Highly qualified teachers;
3. Focused materials to teach standards;
4. Purposeful data analysis;
5. Intervention for remediation;
6. Professional learning communities; and
7. Parent support.

Current and Future Structure for Addressing the Needs of Schools Designated as Demonstrating Need for Improvement

- Rorie Fitzpatrick, previously identified, included testimony on this agenda item in her testimony under “***Presentation Concerning Schools Designated as Not Achieving Adequate Yearly Progress and Current Efforts by School Support Teams***” (page 7)

PUBLIC COMMENT

- Pam Abercrombie, Education Director and Juvenile Delinquent Counselor for the Yerington Paiute Tribe and Vice Chair for the Indian Education Advisory Council of the Nevada Indian Commission, commented on the composition of the Governor’s Education Reform Blue Ribbon Task Force noting there was no representation of the American Indian population on the Task Force.

ADJOURNMENT

There being no further business to come before the Committee, the meeting was adjourned at 2 p.m.

Respectfully submitted,

Maryann Elorreaga
Senior Research Secretary

H. Pepper Sturm,
Chief Deputy Research Director

APPROVED BY:

Senator Joyce L. Woodhouse, Chair

Date: _____

LIST OF EXHIBITS

[Exhibit A](#) is the “Meeting Notice and Agenda” provided by H. Pepper Sturm, Chief Deputy Research Director, Research Division, Legislative Counsel Bureau (LCB).

[Exhibit B](#) is a document titled “Preliminary Timeline 2009-2010,” dated March 10, 2010, submitted by Keith W. Rheault, Ph.D., Superintendent of Public Instruction, Department of Education (DOE).

[Exhibit C](#) is a chart titled “Nevada Race to the Top application Development Flow Chart,” submitted by Gloria Dopf, Deputy Superintendent of Instructional, Research, and Evaluative Services, DOE.

[Exhibit D](#) is a document titled “Nevada Department of Education Statewide Longitudinal Data System, dated March 16, 2010, submitted by Shawn Franklin, Assistant Director, Office of Information Technology DOE.

[Exhibit E](#) is a chart titled “District Plans Summary 2009 Primary Needs Identified,” dated March 17, 2010 ” submitted by Gloria Dopf, Deputy Superintendent of instructional, Research, and Evaluative Services, DOE.

[Exhibit F](#) is a document titled “Survey Results on the use of Data to Improve Instruction,” dated March 16, 2010, submitted by Joi Davis, Program Analyst, Fiscal Analysis Division, LCB.

[Exhibit G](#) is a copy of a Press Release, dated March 15, 2010, titled “Governor Announces Blue Ribbon Education Reform Task Force,” issued by Governor Jim Gibbons, provided by Stacy M. Woodbury, Deputy Chief of Staff, Office of the Governor.

[Exhibit H](#) is a copy of an Executive Order dated March 15, 2010, titled “Executive Order by the Governor Establishing the Governor’s Education Reform Blue Ribbon Task Force,” issued by Governor Jim Gibbons, provided by Stacy M. Woodbury, Deputy Chief of Staff, Office of the Governor.

[Exhibit I](#) is the March 16, 2010, written testimony of Rorie Fitzpatrick, Director, Special Education, Elementary and Secondary Education, and School Improvement Programs, DOE.

[Exhibit J](#) is a Microsoft PowerPoint presentation titled “Hinman ES,” submitted by Ann Angulo, Principal, Edna F. Hinman Elementary School, Clark County School District (CCSD).

[Exhibit K](#) is a Microsoft PowerPoint presentation titled “Antonello’s Key Success Factors,” submitted by Kody Barto, Principal, Lee Antonello Elementary School, CCSD.

[Exhibit L](#) is a Microsoft PowerPoint presentation titled “Discovering Our Path to Success,” submitted by Wendy B. Roselinsky, Principal, Jay W. Jeffers Elementary School, CCSD.

[Exhibit M](#) is a Microsoft PowerPoint presentation titled “School Success Factors, a Portrait of Hafen Elementary School,” submitted by Terry Owens, Ph.D., Principal, Hafen Elementary School, Nye County School District.

This set of “Summary Minutes and Action Report” is supplied as an informational service. Exhibits in electronic format may not be complete. Copies of the complete exhibits, other materials distributed at the meeting, and the audio record are on file in the Research Library of the Legislative Counsel Bureau, Carson City, Nevada. You may contact the Library online at www.leg.state.nv.us/lcb/research/library/feedbackmail.cfm or telephone: 775/684-6827.