



**NEVADA LEGISLATURE**  
**LEGISLATIVE COMMITTEE ON EDUCATION**  
*(Nevada Revised Statutes 218.5352)*

**SUMMARY MINUTES AND ACTION REPORT**

---

The fifth meeting of the Legislative Committee on Education was held on May 10, 2006, at 9:30 a.m. in Room 2135 of the Legislative Building, 401 South Carson Street, Carson City, Nevada. The meeting was videoconferenced to Room 4412 of the Grant Sawyer State Office Building, 555 East Washington Avenue, Las Vegas, 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 Web site at [www.leg.state.nv.us/73nd/Interim](http://www.leg.state.nv.us/73nd/Interim). 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](mailto:publications@lcb.state.nv.us); telephone: 775/684-6835).

**COMMITTEE MEMBERS PRESENT IN CARSON CITY:**

Senator William J. Raggio, Chairman  
Assemblywoman Bonnie Parnell, Vice Chairwoman  
Senator Bernice Mathews  
Senator Maurice E. Washington

**COMMITTEE MEMBERS PRESENT IN LAS VEGAS:**

Senator Barbara K. Cegavske  
Assemblyman Chad Christensen  
Assemblyman Mark Manendo  
Assemblyman Bob McCleary

**LEGISLATIVE COUNSEL BUREAU STAFF PRESENT:**

Carol M. Stonefield, Principal Research Analyst, Research Division  
Kristin C. Roberts, Principal Deputy Legislative Counsel, Legal Division  
Sara Partida, Deputy Legislative Counsel, Legal Division  
Melinda Martini, Education Program Analyst, Fiscal Division  
Maryann Elorreaga, Senior Research Secretary, Research Division

## **OPENING REMARKS**

Chairman Raggio called the meeting to order and asked the secretary to call the roll.

Chairman Raggio said for much of the interim the Committee had focused its attention on high school. At its last meeting the Committee learned that a survey in Clark County School District found many of its dropouts were credit deficient or unable to pass the high school proficiency examination and that the Washoe County School District had reduced its dropout rate by focusing attention on ninth graders. He said it appeared the probability of dropping out of high school increased when middle school students were unprepared for the high school environment. Representatives from some of the Nevada school districts had been invited to talk about middle school policies and to suggest strategies to help children succeed in high school.

## **APPROVAL OF MINUTES OF THE APRIL 12, 2006, MEETING**

The Committee **APPROVED THE FOLLOWING ACTION:**

SENATOR CEGAVSKE MOVED TO APPROVE THE MINUTES OF THE APRIL 12, 2006, MEETING HELD IN CARSON CITY. ASSEMBLYWOMAN PARNELL SECONDED THE MOTION, WHICH PASSED UNANIMOUSLY.

## **PRESENTATION ON GOALS 3 AND 4 OF THE STATE IMPROVEMENT PLAN OF THE NEVADA STATE BOARD OF EDUCATION**

- Gloria Dopf, Deputy Superintendent, Office of Instruction, Research, and Evaluative Services, Nevada Department of Education (NDE), discussed Goals #3 and #4 of the “State Improvement Plan” ([Exhibit B](#)). She said one of the major initiatives undertaken as part of Goal #3 was to identify school districts in Nevada which had employed proven practices that improved the performance of all students, including the typically low-performing students. The NDE had developed a partnership with the International Center for Leadership in Education through the National Governor’s Association (NGA) grant. The NDE had identified 10 sites in Nevada, called NGA Star Site high schools, which had shown promising practices through their own data. She said the NDE had utilized national model practices in Nevada’s successful schools and helped leverage them to be more successful. Those schools used what they had learned to mentor lower-performing schools.

Chairman Raggio asked where the Star Site high schools were located.

Ms. Dopf said there were seven sites in Las Vegas, two in Washoe County, and one rural combination of White Pine and Eureka Counties.

Ms. Dopf continued with her presentation and said all of the programs and processes to improve student achievement, particularly the achievement of some of the sub groups, also had a professional development component. One particularly challenging area was teacher recruitment. She said the NDE had provided a subscription to an online application network which had allowed school districts to recruit and receive applications through a Web site.

She said another area where the NDE had provided significant work addressing the achievement gap was in utilization of Career and Technical Education (CTE) programs. The accountability data indicated children who participated in CTE classes were more likely to graduate with a standard diploma or with a standard diploma with a CTE endorsement. They were also more likely to pass the High School Proficiency Examination.

Assemblywoman Parnell asked if the NDE had identified individuals or groups that would be responsible for carrying out the different strategies for each of the goals.

Ms. Dopf said there were offices within the NDE which had primary responsibility for particular initiatives. Each office was required to develop an annual work plan and to include in that plan the identification of its alignment to Goals one through five of the "State Improvement Plan."

Senator Washington asked if there were standards in place to measure outcome results within the course of a school year so corrective action could be implemented, if needed, to ensure students were learning and closing the achievement gap.

Ms. Dopf said one of the initiatives at the district level was to generate data and student information to be used in an assessment for learning. At various intervals, the students' performances were compared to a standard and the instructional program was adjusted based upon the performance of the students.

Chairman Raggio asked how proven practices would be communicated to the low-performing schools, what had been determined to be proven practices to date, and if the Legislature should mandate the use of proven practices in Nevada schools.

Ms. Dopf said in addition to conferences and training programs, best practices information would be available on the NDE website. She said it was known that collaborative, imbedded, professional development with mentoring and coaching was a best practice so it was being promoted within Nevada. It was known that certain processes worked for sub populations but programs which removed students from the general curriculum did not work. A collaborative co-teaching model with a special educator working with a content knowledgeable instructor was a proven practice. She said it was also known that students had to be exposed to a rigorous curriculum to allow them to learn the application and the higher order thinking skills attached to a

given content. Ms. Dopf said she did not think the Legislature needed to pass a new law to ensure the implementation of the best practices models.

Chairman Raggio said the Statewide Coordinating Council for the Regional Professional Development Programs (RPDPs) would report on training that has been and will be provided to educational administrators over the biennium. He noted the Legislature had appropriated an additional \$100,000 in each fiscal year of the biennium to provide additional training opportunities for educational administrators in Nevada.

#### **PRESENTATIONS ON THE REGIONAL TRAINING PROGRAMS (*NEVADA REVISED STATUTES 391.500 et seq*)**

- Hugh Rossolo, Chairman, Statewide Council for the Coordination of the Regional Training Programs, conducted a Microsoft PowerPoint presentation titled “Nevada Regional Professional Development Programs Administrative Trainings” ([Exhibit C](#)). He gave an overview of the administrative training available in the Northeastern, Northwestern, Southern, and Western Nevada regions, discussing issues such as: training sessions on identifying effective classroom instruction; shared classroom observations; administrative council meeting follow-ups; ongoing trainings that reflected what teachers were learning; professional development through sharing; and Professional Learning Communities. He noted the administrative training varied from region to region, but the common, ultimate goal was to improve student achievement.

Chairman Raggio asked if the training programs were compulsory.

Mr. Rossolo said first year administrators were required to take a University of Nevada, Reno course. The rest of the training was voluntary.

Chairman Raggio asked how the additional \$100,000 per year was being used.

Mr. Rossolo said the funds were given to the Statewide Coordinating Counsel and had been used to contract with the Nevada Association of School Administrators for training.

Chairman Raggio said the Committee would like to have a breakdown of the utilization of the funding presented at its next meeting

- Stanley Chow, Director, Regional Services, WestEd, and Third Party Evaluator for the RPDP, reported on the status of the evaluation of the Regional Training Programs utilizing a Microsoft PowerPoint presentation titled “WestEd RPDP Evaluation” ([Exhibit D](#)) and the Executive Summary from the “Evaluation Report Nevada Regional Professional Development Program 2003-2005” ([Exhibit E](#)). He reviewed the questions which guided RPDP evaluations:

➤ How were the RPDPs organized?

- What were the nature, extent, and quality of RPDP training?
- Were teachers and administrators learning and applying new skills and content?  
and
- Were students making achievement gains?

Chairman Raggio referred to the survey, which indicated only slightly more than one-third of the randomly selected teachers were teaching to the standards, and asked if the teachers had been through an RPDP program.

Mr. Chow said not necessarily; since the teachers had been randomly chosen, it was unknown which teachers had attended RPDP training.

Chairman Raggio asked if WestEd had been able to measure the performance of teachers that had been through an RPDP program.

Mr. Chow said current studies were being conducted to evaluate the work of teachers who had been well-trained by RPDPs.

Chairman Raggio said the primary purpose of establishing the RPDPs was to train teachers to teach to the academic standards and the purpose of the evaluation was to determine if the program was effective. He said the ultimate goal was to improve student achievement but, according to the report submitted by the evaluator, there was no clear evidence that there had been an increase in academic achievement for students of teachers who had been through the RPDP program.

Mr. Chow said the evaluation was not yet complete so no clear conclusions could be drawn.

Chairman Raggio asked when the final report would be submitted and what the Committee could expect to see in that report.

Mr. Chow said the next report from WestEd would be issued in January of 2007. That report would summarize the results of the self-evaluation reports from all of the RPDPs.

Chairman Raggio said the Committee expected to see more substantive, precise information in the January 2007 report.

Assemblywoman Parnell, referencing Goal #4 Step 2 of the "State Improvement Plan" (Investigate the feasibility of a statewide review of professional development practices), said there needed to be an accounting of the spending of funds [including funding provided under Senate Bill 404 (Chapter 437, *Statutes of Nevada 2005*) and Assembly Bill 580 (Chapter 482, *Statutes of Nevada 2005*)]; an identification of any overlap of training efforts; assessments of the training being offered; and it needed to be determined if teachers were required to use instruction time to attend professional training. She said there were millions of dollars being

spent on professional development but it was not known if the training was improving student achievement.

Chairman Raggio asked NDE and LCB staff to address the questions raised by Assemblywoman Parnell.

- Bill Hanlon, Director, Southern Nevada RPDP, said his program conducted teacher testing before and after professional development training, which enabled them to determine what the teachers had learned in terms of content knowledge. He said it was very important that the RPDPs be able to follow-up with the teachers to ensure they were implementing the recommendations they had learned in the professional development training.

## **PRESENTATION ON PERSONAL DIGITAL ASSISTANT ASSESSMENT TECHNOLOGY FOR EARLY LITERACY/PRESCHOOL AND MATHEMATICS**

**(At the direction of the Chairman, this item was taken out of order)**

- Eugene Paslov, Governmental Relations Consultant, Wireless Generation, introduced David Stevenson, Executive Director, Business Development, Wireless Generation, who conducted a Microsoft PowerPoint presentation titled “Personal Digital Assistant Assessment Technology for Early Literacy, Preschool, and Mathematics” ([Exhibit F](#)). Mr. Stevenson said the context of work nationally and in Nevada was to introduce the mCLASS System for Pre-K to Grade three mobile observational assessment in literacy and Math. He explained that Wireless Generation enabled students, teachers, parents, and other K-3 education stakeholders to use real-time data about student progress to improve reading and mathematics achievement and to reduce special education referrals. He briefly discussed the handheld assessment of key skill *indicators* with national norms; Web-based reporting; advanced analysis, which gave insight into implementation fidelity and effectiveness; and a Professional Services team which provided assistance with analysis, coaching, and change management. Mr. Stevenson also discussed the professional services provided by Wireless Generation as well as the use of the program nationally and in Nevada.

Chairman Raggio asked for a list of Nevada schools where mCLASS was being used along with any empirical data showing the progress of the schools.

## **PRESENTATION ON MIDDLE SCHOOL AS PREPARATION FOR HIGH SCHOOL**

- Keith Rheault, Superintendent of Public Instruction, NDE, discussed policies regarding the promotion of students from eighth grade to ninth grade. He summarized background information on the adoption and implementation of *Nevada Revised Statutes* 392.033 and *Nevada Administrative Code* (NAC) 389.445. Dr. Rheault noted the Nevada State Board of Education changed the regulation requirement from “a C or better” grade to “a passing grade” in the fall of 1999.

Chairman Raggio asked who determined retention at the elementary school level.

Dr. Rheault said although the parents were consulted, the final decision was that of the teacher and the principal.

- Michele Collins, Ed.D., Principal, Darrel C. Swope Middle School, Washoe County School District (WCSD), conducted a Microsoft PowerPoint presentation titled “Eighth Grade Promotion Policy” ([Exhibit G](#)). She addressed the positive intent of the promotion policy as defined in NAC 389.445. She said the policy fell short of its good intentions because it focused in the eighth grade on a problem that often emerged before the end of the third grade. It did not address Limited English Proficient students; grades and “passing” were too subjective; and it focused on “passing” math and language arts, which left some students with the perception that passing other courses did not matter in terms of promotion. She said research conducted by the Education Trust revealed students who were behind needed timely interventions; high quality teachers and instruction; more time devoted to core subjects; and opportunities for success.

Chairman Raggio asked if providing more time in core subjects for students who were behind would hold other students back.

Dr. Collins said when students needed extra help they would go back to the teacher for reinforcement of skills addressed during the week, at a time when other students were offered opportunity and enrichment time.

- Kelly Bucherie, Principal, Liberty High School, Clark County School District (CCSD), submitted a document that contained CCSD 2004-2005 eighth grade retention statistics and the interventions in place to prevent the retention of eighth grade students ([Exhibit H](#)). Some of the subjects she discussed were class size reduction; focus on Standards Model; after school tutoring programs; mentors for eighth grade students in danger of retention; and the components of successful transition programs.
- Clark M. “Rick” Hardy, Superintendent of Schools, Lincoln County and Craig Babcock, Principal, Lincoln County High School discussed the Lincoln County High School intervention program. Dr. Babcock said they had expanded the lunch period from one-half hour to one hour. Any students with a D or F on their weekly grade check were required to take 30 minutes of their lunch period and go for remediation in the class where they were having difficulty. He said there had been a significant decrease in the number of students getting Ds or Fs.

## **PRESENTATION ON STRATEGIES TO CLOSE THE ACHIEVEMENT GAP FOR SPECIFIC SUBPOPULATIONS**

- Diana Walker, Secondary Program Coordinator for English as a Second Language, WCSD, conducted a Microsoft PowerPoint presentation titled “NV LEP Growth Chart” ([Exhibit I](#)). She reviewed the Limited English Proficient (LEP) population in Nevada; second language acquisition (SLA); language proficiency; factors affecting SLA; educator influence on SLA; sheltered instruction observational protocol (SIOP); and the WCSD SIOP.

Senator Cegavske asked if there were any English immersion classes.

Ms. Walker said all English language development classes in Washoe County were taught in English.

Chairman Raggio asked how the \$175 000 appropriated through Assembly Bill 580 (Chapter 482, *Statutes of Nevada 2005*) for pre Kindergarten instruction of LEP children had been used.

Dottie Merrill, Assistant Superintendent, Public Policy, Accountability, and Assessment, WCSD, said she would provide that information to the Committee.

- Leslie Doukas, Innovation Grant Coordinator, State and Federal Programs, WCSD, conducted a Microsoft PowerPoint presentation regarding poverty’s effect on student learning. She discussed the Ruby Payne Framework for Understanding Poverty, and noted some key points from research:
  - ✓ Poverty is relative;
  - ✓ Poverty occurs in all races;
  - ✓ Generational and situational poverty are different;
  - ✓ Schools operate from middle-class norms and values;
  - ✓ Individuals bring with them the hidden rules of the class in which they were raised; and
  - ✓ To move from poverty to middle class or middle class to wealth, an individual must give up relationships for achievement.

She reviewed the “hidden rules” of the three classes of society. She noted, to become successful in school, children of poverty needed to learn the rules of the middle class.

## **PRESENTATION ON METHODS AND PROGRAMS TO ASSIST STUDENTS TO PASS THE NEVADA HIGH SCHOOL PROFICIENCY EXAMINATION**

- Darlene Hart, National Director, Education Solutions, The Grow Network, submitted a Microsoft PowerPoint presentation titled “Continuing the Nevada Partnership: The MyGuide Personalized Learning Program” ([Exhibit J](#)). She gave an overview of the components of the program which included individualized guides for students; personal



learning sites; an educator companion; tools for families and tutors; and professional development and implementation support. The program included support for English language learners. She said the Grow Network could provide Nevada with a comprehensive solution meeting the needs of all stakeholders; proven methods of motivating students toward success; effective communication between students, parents, and educators; consistent, high-quality, research-based instructional material; and ongoing statewide training and professional development, which ensured use and usability.

- Michael Rector, Chief Technologies Officer, Interactive Technologies of Nevada, conducted a Microsoft PowerPoint presentation titled “Succeed in Math! CCSD Pilot Study for HSPE (2004).” He said the Web based program was a combination assessment and remediation program. It featured proficiency level assessment and 54 remediation modules with full narration, animation, interactivity and immediate feedback. It included an online reporting module for teachers and administrators. He discussed the pilot program in the CCSD which showed a 15 percent increase in the High School Proficiency Examination pass rate among students in the program. Mr. Rector said the program identified student needs; automatically adapted to student skill levels; and provided self-paced remediation and a personalized remediation curriculum.

In summary, Mr. Rector said the *Succeed In: Math!* program integrated assessment with remediation and was competitively priced; it used research-based technologies and methodologies which had been proven to help students succeed in math.

Chairman Raggio asked where the program was being used in Nevada and how much would it cost to implement the program statewide.

Mr. Rector said the program was in use in Carson City, and in Clark, Lincoln, Nye, and Washoe Counties. It would cost approximately \$1,000,000 for all 9<sup>th</sup> and 10<sup>th</sup> graders and 50 percent of 11<sup>th</sup> and 12<sup>th</sup> graders for the 2007-2009 biennium.

- Christy Falba, Director, Math, Science, and Instructional Technology, CCSD, submitted a document titled “Clark County School District update on Web-based Mathematics Proficiency Tutorial” ([Exhibit K](#)). She said a total of 8,624 CCSD students had utilized the Web-based mathematics proficiency tutorial during the 2005-2006 school year.
- Jennifer Peterson, Math Coordinator, CCSD, said she had been part of the content development process for the *Succeed In: Math* program and in administering it to students throughout the district. She said teachers had found the tool to be very successful for providing differentiated instruction for students in the classroom.

## **PRESENTATION ON HIGH SCHOOL PREPARATION AND COLLEGE AND WORKFORCE READINESS ASSESSMENTS**

- Stacey Ellmore, Senior Consultant, Elementary and Secondary Education Services, ACT, Inc., said ACT was one of the largest, not-for-profit education organizations in the country – and the world – with more than 45 years of experience in the arenas of middle-school-to-high-school transitions, undergraduate and graduate readiness and success, career exploration, academic assessment and instructional support, and work force development. She said ACT’s experiences, expertise, and resources spoke to the very heart of the education initiatives being discussed in Nevada: high school reform, college and workforce readiness, high school preparedness, raising high school graduation rates while lowering dropout rates, addressing remediation at the collegiate level, closing achievement gaps among all groups, and preparing all of Nevada’s students for success after high school, whether they plan to enter postsecondary education or go directly into the workforce. She said an essential foundation for all of ACT’s services was empirical research. ACT had one of the most extensive databases in the country that helps inform and guide policymakers, students, parents, teachers, and other educators about what is necessary for postsecondary readiness.

Chairman Raggio commented on information in the “College Readiness 2005 State Report” submitted by ACT ([Exhibit L](#)) which indicated only 51 percent of high school graduates met the ACT College Readiness Benchmark for reading.

Ms. Ellmore said, based on extensive research by ACT, it could provide a workable Action Plan for Nevada to create a seamless transition from middle school to high school to college and the workforce for all of Nevada’s students. She said ACT was deeply committed to assisting the Committee in its efforts to help more students be better prepared to contribute in meaningful ways to Nevada’s educational and economic success.

Chairman Raggio said at the last meeting of the Committee, Mr. Joe Enge requested a legal opinion be obtained regarding the authority of the Nevada State Board of Education to enforce the Nevada Academic Standards.

Sara Partida, Deputy Legislative Counsel, Legal Division, Legislative Counsel Bureau, said:

During public testimony at the April 12 meeting of this committee, it was requested that the committee “make legal inquiry as to content enforcement powers of the State Board of Education as per NRS 385.110.” Concerns were also raised that there is not a statewide examination that tests students on the history standards. Chairman Raggio asked that Legal look into the issue.

The State Board of Education is required to establish policies to govern the administration of all functions of the State relating to the supervision,

management and control of public schools which are not conferred by law on another agency. Title 34 of NRS prescribes various requirements upon the State Board, the Academic Standards Council and the local school districts.

As a general rule of law, a state agency is given deference in its interpretation and mechanism for carrying out the statutes it is responsible for. Giving deference to the State Board, it is within the agency's discretion to determine the type and level of enforcement required to carry out the statutes.

NRS 385.110 specifically requires the State Board to prescribe and enforce courses of study for public schools. As required by NRS 385.110, the State Board has prescribed courses of study, which can be found in chapter 389 of NAC. The courses of study prescribed by the State Board must comply with the standards of content established by the Academic Standards Council pursuant to NRS 389.520. Pursuant to statute, the State Board must approve textbooks for use in the public schools. Each textbook that the State Board approves must adequately support the standards in the subject area it covers.

Pursuant to statute, the Academic Standards Council is required to establish academic standards for designated subject areas for kindergarten and grades 1 through 8. The State Board is required to adopt the standards established by the Council. In addition, the Council is required to establish a schedule for the periodic review and, if necessary, revision of the academic standards. This review must be based in part on the results of pupils on the CRT's. The Council must report the results of this review to this Committee and to the State Board.

An additional layer of implementation lies with the board of trustees of each school district. Pursuant to statute, each school district is required to enforce the state standards prescribed by the Academic Standards Council and the courses of study prescribed by the State Board. The board of trustees of each school district must also conduct periodic reviews of the courses of study to ensure they comply with the state standards.

Statewide testing on all the standards is not required by law. Testing on the standards may be one means of "enforcing" the standards, but it is not the only means of enforcement. The Federal No Child Left Behind Act requires academic assessments in reading and math, and beginning with the 2007-2008 school year, science. The Legislature has prescribed the CRT's in conformance with the Federal No Child Left Behind Act. In addition, the Legislature has provided funding for the development of those examinations. The local school districts have chosen to implement additional tests that are not required statewide; however, the State Board has not adopted additional tests other than those prescribed by the Legislature.

As mentioned, concerns were also raised at the last meeting of this Committee that the history standards are not being “enforced” because there is not a state mandated history exam. First, we note that the absence of a statewide exam does not necessarily mean the standard is not being enforced. For example, NRS 389.020 and 389.030 require instruction in American Government and American History and NRS 389.035 provides that a pupil must not receive a high school diploma unless he has passed a course in American Government and American History.

## **PUBLIC COMMENT**

No one came forward for public comment.

## **ADJOURNMENT**

There being no further business to come before the Committee, the meeting was adjourned at 3:58 p.m.

Respectfully submitted,

---

Maryann Elorreaga  
Senior Research Secretary

---

Carol M. Stonefield  
Principal Research Analyst

APPROVED BY:

---

Senator William J. Raggio, Chairman

Date: \_\_\_\_\_

## LIST OF EXHIBITS

[Exhibit A](#) is the Meeting Notice and Agenda provided by Carol M. Stonefield, Principal Research Analyst, Research Division, Legislative Counsel Bureau.

[Exhibit B](#) is a document listing Goals #3 and #4 from the “State Improvement Plan,” submitted by Gloria Dopf, Deputy Superintendent, Office of Instruction, Research, and Evaluative Services, Nevada Department of Education.

[Exhibit C](#) is a Microsoft PowerPoint presentation titled “Nevada Regional Professional Development Programs Administrative Trainings,” submitted by Hugh Rossolo, Chairman, Statewide Council for the Coordination of the Regional Training Programs.

[Exhibit D](#) is a Microsoft PowerPoint presentation titled “WestEd RPDP Evaluation,” submitted by Stanley Chow, Director, Regional Services, WestEd, and Third Party Evaluator for the Regional Professional Development Programs (RPDPs).

[Exhibit E](#) is the Executive Summary from the “Evaluation Report Nevada Regional Professional Development Program 2003-2005,” submitted by Stanley Chow, Director, Regional Services, WestEd, and Third Party Evaluator for the RPDPs.

[Exhibit F](#) is a Microsoft PowerPoint presentation titled “Personal Digital Assistant Assessment Technology for Early Literacy, Preschool, and Mathematics,” presented by David Stevenson, Executive Director, Business Development, Wireless Generation.

[Exhibit G](#) is a Microsoft PowerPoint presentation titled “Eighth Grade Promotion Policy,” presented by Michele Collins, Ed. D., Principal, Darrel C. Swope Middle School, Washoe County School District (WCSD).

[Exhibit H](#) is a document containing 2004-2005 eighth grade retention statistics and the interventions in place to prevent the retention of eighth grade students in the Clark County School District (CCSD), presented by Kelly Bucherie, Principal, Liberty High School, CCSD.

[Exhibit I](#) is a Microsoft PowerPoint presentation titled “NV LEP Growth Chart,” presented by Diana Walker, Secondary Program Coordinator for English as a Second Language, WCSD.

[Exhibit J](#) is a Microsoft PowerPoint presentation titled “Continuing the Nevada Partnership: The MyGuide Personalized Learning Program,” presented by Darlene Hart, National Director, Education Solutions, The Grow Network.

[Exhibit K](#) is a document titled “Clark County School District Update on Web-based Mathematics Proficiency Tutorial,” submitted by Christy Falba, Director, Math, Science, and Instructional Technology, CCSD.

[Exhibit L](#) is a report titled “The State of College Readiness in Nevada,” submitted by Stacey Ellmore, Senior Consultant, Elementary and Secondary Education Services, ACT, Inc.

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](http://www.leg.state.nv.us/lcb/research/library/feedbackmail.cfm) or telephone: 775/684-6827.