

**MINUTES OF THE MEETING  
OF THE  
LEGISLATIVE COMMITTEE ON EDUCATION  
(*Nevada Revised Statutes 218.5352*)  
January 11, 2000  
Carson City, Nevada**

The fourth meeting of the Legislative Committee on Education (*Nevada Revised Statutes* [NRS] 218.5352) for the 1999-2000 interim was held on Tuesday, January 11, 2000, at 9:30 a.m., in Room 3138 of the Legislative Building, 401 South Carson Street, Carson City, Nevada, and videoconferenced to the Grant Sawyer State Office Building, Room 4401, 555 East Washington Avenue, Las Vegas, Nevada. Pages 2 and 3 contain the "Meeting Notice and Agenda."

**COMMITTEE MEMBERS PRESENT:**

Assemblyman Wendell P. Williams, Chairman  
Senator William J. Raggio, Vice Chairman  
Senator Bernice Mathews  
Senator Raymond D. Rawson  
Senator Maurice E. Washington  
Assemblywoman Barbara K. Cegavske  
Assemblyman Marcia de Braga  
Assemblyman Mark A. Manendo

**LEGISLATIVE COUNSEL BUREAU STAFF PRESENT:**

H. Pepper Sturm, Chief Principal Research Analyst  
Elana S. Marton, Senior Research Analyst  
Kristin C. Roberts, Senior Deputy Legislative Counsel  
Melinda Braun, Education Program Analyst  
Lu Chen, Education Statistician  
Susan Furlong Reil, Senior Research Secretary

**MEETING NOTICE AND AGENDA**

Name of Organization:      Legislative Committee on Education  
   (*Nevada Revised Statutes 218.5352*)

Date and Time of Meeting:   Tuesday, January 11, 2000  
   9:30 a.m.

Place of Meeting:            Legislative Building  
   Room 3138  
   401 South Carson Street  
   Carson City, Nevada

Note: Some members of the committee may be attending the meeting, and other persons may observe the meeting

and provide testimony, through a simultaneous videoconference conducted at the following location:

Grant Sawyer State Office Building  
Room 4401  
555 East Washington Avenue  
Las Vegas, Nevada

### **A G E N D A**

- I. Opening Remarks  
Wendell P. Williams, Chairman
- \*II. Presentation by Washoe County School District Concerning Cooperative Program with the University and Community College System of Nevada to Track Progress of District High School Graduates  
Representative, Washoe County School District  
Tyler Trevor, Director, Institutional Research, Truckee Meadows Community College
- \*III. Teacher Licensure and the Structure and Activities of the Commission on Professional Standards in Education  
Keith Rheault, Deputy Superintendent for Instructional, Research and Evaluative Services, and Skip Wenda, Administrator, Southern Office, Nevada's Department of Education  
Richard Cawley, President, Commission on Professional Standards in Education  
Debbie Cahill, Director, Government Relations, Nevada State Education Association  
Joseph Weaver, Chairperson, Indiana Professional Standards Board
- \*IV. Annual Report—Legislative Bureau of Educational Accountability and Program Evaluation  
Melinda Braun, Education Program Analyst, Fiscal Analysis Division, Legislative Counsel Bureau
- \*V. Impact of State Remediation Funds on School Improvement Efforts  
Representative, Libby C. Booth Elementary School, Washoe County School District  
Representative, Agnes Risley Elementary School, Washoe County School District
- \*VI. 1999 Progress Report on Nevada's Statewide School Accountability Program for School Year 1997-1998  
George Hill, University of Nevada, Reno
- \*VII. Status Report—Council to Establish Academic Standards for Public Schools  
Debbie Smith, Chairperson, Council to Establish Academic Standards for Public Schools
- \*VIII. Status Report—Commission on Educational Technology  
Moises Denis, Chairman, Commission on Educational Technology
- IX. Public Comment
- X. Adjournment

\*Denotes items on which the committee may take action.

Note: We are pleased to make reasonable accommodations for members of the public who are disabled and wish to attend the meeting. If special arrangements for the meeting are necessary, please notify the Research Division of the Legislative Counsel Bureau, in writing, at the Legislative Building, 401 South Carson Street, Carson City, Nevada 89701-4747, or call Susan Furlong Reil, at (775) 684-6825, as soon as possible.

Notice of this meeting was posted in the following Carson City, Nevada, locations: Blasdel Building, 209 East Musser Street; Capitol Press Corps, Basement, Capitol Building; City Hall, 201 North Carson Street; Legislative Building, 401 South Carson Street; and Nevada State Library, 100 Stewart Street. Notice of this meeting was faxed for posting to the following Las Vegas, Nevada, locations: Clark County Office, 500 South Grand Central Parkway; and Grant Sawyer State Office Building, 555 East Washington Avenue.

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### **OPENING REMARKS**

Chairman Williams opened the meeting and reported that Senator Rawson and Assemblywoman Cegavske were attending the meeting via videoconference in Las Vegas, and Assemblyman de Braga was participating via telephone.

**PRESENTATION BY WASHOE COUNTY SCHOOL DISTRICT CONCERNING  
COOPERATIVE PROGRAM WITH THE UNIVERSITY AND COMMUNITY  
COLLEGE SYSTEM OF NEVADA TO TRACK PROGRESS  
OF DISTRICT HIGH SCHOOL GRADUATES**

***Bob Bricca***

Bob Bricca, Volunteer Chairperson, Washoe K-16 Council, and a Reno business executive, introduced Dr. James Hager, Washoe County School District (WCSD) Superintendent and Washoe K-16 Council board member. Mr. Bricca pointed out that the Washoe K-16 Council is a collaboration of the University of Nevada, Reno (UNR); Truckee Meadows Community College (TMCC); WCSD; the community at large; the business community; and parents working together to improve education in Washoe County. An issue raised during the 1999 Legislative Session was a need for more collaboration and sharing of information among the University and Community College System of Nevada (UCCSN) and the state's school districts. Mr. Bricca said the goal was to determine the academic readiness of freshmen entering Nevada's universities and community colleges.

***Dr. James Hager***

Dr. James Hager, Washoe County School District Superintendent and Washoe K-16 Council board member, indicated he was attending the meeting to report the results of the Data Profile Committee project. He explained that the Data Profile Committee was a collaborative data gathering and analysis project of Washoe County's three educational institutions. The project is in its third year and has produced interesting and useful results for the WCSD.

***Tyler Trevor***

Tyler Trevor, Director, Institutional Research, TMCC, distributed a document titled "High School Graduate Profile—Washoe County School District," which was prepared by the Washoe K-16 Council Joint Data Profile Committee in June 1999 (Exhibit A), and noted that his PowerPoint presentation would address this report. He said the Joint Data Profile Committee was comprised of representatives from Nevada's Department of Education, UNR, TMCC, and the WCSD.

Mr. Trevor pointed out that the contents of the report include the following:

- Academic Year 1998, which refers to WCSD students and their high school experiences;
- A transcript study conducted by a graduate student from UNR regarding the admissibility of WCSD high school students to UNR; and
- College data that tracked WCSD high school students by cohort to UNR and TMCC and studied success measures.

**Academic Year 1998**

- Dropout and Transience Rates

Referring to the lower graph on page 3 of Exhibit A, Mr. Trevor indicated from 1997 to 1998, the dropout rate declined .1 percent for the state, and 1.2 percent for WCSD.

- ACT and SAT Scores

Pointing out the lower graph on page 5 of Exhibit A, Mr. Trevor said that the average American College of Testing Program (ACT) math scores for WCSD 1997-1998 graduates rose nearly two points, and English scores for 1998 rose approximately one-and-a-half points. In reference to Scholastic Aptitude Test (SAT) scores, the WCSD 1997 math scores were about the same as the national average, and there was a 20-point increase in the

1998 math scores. Comparing the WCSD 1997 verbal scores with 1998 showed a dramatic rise.

Referring to SAT scores, Senator Raggio said the national average for 1998 was 512 for math and approximately 510 for verbal and asked whether the state average as a whole was better than the national average in both situations. Mr. Trevor answered yes. The Senator said it was commendable that WCSD's SAT scores increased from 511 to 529 in math, and from 514 to 528 in verbal.

- High School Proficiency Scores

In reference to the lower graph on page 7 of Exhibit A, Mr. Trevor noted that in their junior year, 84 percent of the 1998 cohort passed the math portion of the HSPE, and the percentage increased to 98 percent in their senior year, which is slightly above the state average. For the reading portion of the test, 87.8 percent passed the HSPE in their junior year, and the percentage increased to 98.7 percent in their senior year, which also is slightly above the state average.

Senator Raggio commented that the upper chart on page 7 of Exhibit A tells a success story. He noted that the increase from junior to senior on passing the HSPE was interesting because the lowest scores were 96.5 in math and 95.1 in English in the senior years, demonstrating that almost every student was able to pass math and English in their senior year. The Senator pointed out that Washoe High School, which deals with difficult situations, achieved a 98.7 and 98.3 result.

Mr. Trevor explained that every piece of data is broken out by high school throughout WCSD.

- College Preparation Profile

Mr. Trevor indicated that the lower chart on page 8 of Exhibit A reflects student enrollment and college preparation courses throughout the 1998 academic year. Across grade levels, 31 percent of the students enrolled in WCSD participated in some form of advanced math, 20 percent in advanced science, 15 percent in Advanced Preparation (AP) courses, and 54 percent of the students who took the AP test received a 3-plus score, which means they received college credits for their AP class. All the scores increased during the 1997 year.

Answering a query, Mr. Trevor clarified that AP is the equivalent of taking a college course while in high school.

### Transcript Study

Mr. Trevor indicated that the Transcript Study was conducted by a UNR graduate student and covers: (1) project description; (2) admission requirements to UNR; (3) admissibility and enrollment at UNR; (4) the correlation between taking the highest level of math in high school and success in college; and (5) the correlation between high school grade point average (GPA) and success in college.

- Project Description

Mr. Trevor said the overall goal of the study was to determine the percent of 1998 WCSD high school graduates who met the requirements of university admission upon high school graduation. Every transcript throughout WCSD was entered into a database to determine the admissibility of students to UNR (including those who did not apply) to arrive at the overall percentage of students from WCSD who could be admitted to UNR. From the spring graduating class of 1998, 99.6 percent of the transcripts were analyzed.

- Admissibility and Enrollment at UNR

Mr. Trevor indicated transcripts of 2,064 students were analyzed and 1,034 met the admission requirements to UNR or UNLV, which represented 50 percent of the class of 1998. Of the students who were admissible, 38 percent enrolled at UNR, which constituted 22 percent of the WCSD students in the 1998 spring graduating

class.

Senator Raggio pointed out that the committee is concerned about increasing the standards and addressing the fact that Nevada has the lowest number of students who go on to higher education. He said the national average is in the 60 percentile, but Nevada's is approximately 38 percent. The goal is to achieve 100 percent of high school graduates meeting admission requirements. Better standards is a step toward achieving that goal, Senator Raggio remarked.

- The correlation between taking the highest level of math in high school and success in college.

Pointing out the upper chart on page 13 of Exhibit A, Mr. Trevor indicated the study evaluated the highest level of math completed in high school by students who were admissible, as well as those who were not. Of the admissible students, 93 percent took geometry or higher; whereas, of the nonadmissible students, only 59 percent took those courses. The AP enrollment of admissible students demonstrated that 28 percent took AP English in high school, 17 percent took math, 37 percent took social sciences, and 17 percent took natural sciences.

- The correlation between high school GPA and success in college.

Mr. Trevor said the lower chart on page 13 of Exhibit A shows the correlation between academic high school GPA and first semester college GPA. Students in their first semester at UNR with GPAs greater than 3.5 constituted 23 percent of the spring 1998 graduates. In high school, those students had a composite or average GPA of 3.6. There is a correlation between high school GPA and success in college.

### College Data

Mr. Trevor stated that college data covered capture rate, remediation, persistence, and college entrance exams.

- Capture Rate

Mr. Trevor defined "capture rate" as the measure of the number of students who graduate from high school and attend college. Specifically, in Washoe County, "capture rate" is defined as the percentage of the total number of regular spring graduates from Washoe County high schools who attend college immediately following graduation. A college continuation rate was compared against the national average, which is the number of students who graduate and attend any postsecondary institution within 12 months of graduation; therefore, more students are included when the number is compared to the college continuation rate.

Referring to the lower chart on page 15 of Exhibit A, Mr. Trevor indicated that the fall 1996 statistic showed that, nationally, 59 percent of all students went on to college; however, in Nevada only 38 percent went on to college, which was lowest in the nation. In WCSD, 40 percent of the students went on to either UNR or TMCC. He noted that 14.3 percent of Nevada's students will enroll outside the state. Extrapolating that number to WCSD, the assumption can be made that 55 percent of WCSD students went on to higher education.

Pointing to the upper chart on page 16 of Exhibit A, Mr. Trevor said the capture rates at UNR and TMCC were compared with the spring 1997 and 1998 cohorts. At UNR, 23 percent of the students from WCSD went on to UNR in 1997, and 14 percent to TMCC, for a total of 36 percent. Compared to the 1998 cohort, there is a rise in all categories giving a total capture rate of 40 percent. He noted that preliminary statistics were prepared on the spring of 1999 cohort, which rose to 48 percent of students going on to UNR and TMCC immediately following graduation.

Questioned about the percentage of students who might have gone on to UNLV or out-of-state institutions, Mr. Trevor explained that the collaborative effort only reached between UNR, TMCC, and WCSD. Senator Raggio suggested adding the out-of-state information to the data should the study be continued.

- Remediation

Mr. Trevor defined remediation as:

1. Students enrolled in developmental English or math courses;
2. Required for students whose skills are assessed at a level below what is expected for college level work; and
3. Developmental math in college can be equated to intermediate algebra and below in high school.

Referring to the lower chart on page 17 of Exhibit A, Mr. Trevor said the percentage of freshman students enrolled in remedial courses nationwide is 29 percent; at UNR it is 19 percent; and at TMCC it is 51 percent. Both the statistics from UNR and TMCC were from the spring 1998 WCSD cohort. Compared to the spring 1997 cohort, there is a decrease in all categories in 1998 for a total of 51 percent requiring remediation upon entering their first semester at TMCC, versus 56 percent the year before.

The same type of data was gathered for UNR (lower chart on page 18 of Exhibit A). Mr. Trevor said the spring 1997 cohort showed that 14 percent of the students required remedial English and 13 percent required remedial math, with a total of 22 percent. Compared to the spring 1998 cohort, the percentage is the same in English and decreases in math, for a total of 19 percent requiring remediation.

- **Persistence**

Mr. Trevor defined “persistence” as the percent of a cohort that returns with each advancing semester. He further explained that from the number of students present in the fall, what percentage returned the following spring and the following year.

Finally, Mr. Trevor reported that, nationally, 71 percent of students return after two semesters at universities, and 52 percent at community colleges, which demonstrates that Nevada matches closely with the national statistics in this case.

- **Conclusions**

Calling attention to the lower chart on page 21 of Exhibit A, Mr. Trevor indicated that conclusions can be drawn from each section of the study. In the academic year 1998, SAT and ACT scores increased from the spring 1997 cohort. The scores from the 1997 and 1998 WCSD cohorts were higher than both state and national averages. In college preparation, the percentage of students enrolled in advanced math, advanced science, and AP classes increased from the 1997 academic year. The Washoe County dropout rate declined by 1.2 percent from 1997, while the statewide dropout rate declined .1 percent.

Further, the conclusions from the transcript study showed that 50 percent of the 1998 WCSD graduates were admissible to UNLV or UNR, and 93 percent of those admissible completed some form of advanced math while in high school. There is a strong correlation between a high school academic GPA of 3.0 or higher and success in college.

Finally, conclusions from the college data capture rate for the spring 1998 cohort showed that rates increased at both UNR and TMCC. The overall rate increased from 36 percent for the spring 1997 cohort to 40 percent for the spring 1998 cohort, and rose to 48 percent for the spring 1999 cohort. Students requiring remediation declined at both TMCC and UNR from the spring 1997 cohort to the spring 1998 cohort, and persistence rates compare favorably to national statistics.

### ***Steve Hull***

Steve Hull, Principal, McQueen High School, Reno, Nevada, expressed his pleasure at receiving the data from the High School Graduate Profile. He indicated that high schools are operational organizations with a responsibility to educate students, and it is difficult to have a separate research and development section as well.

In the past a great deal of data became available through the school district, such as ACT and SAT scores; however, Mr. Hull said university data has been added in a single source, which is easily used by administrators, counselors, and parents. The High School Graduate Profile is also one of the few sources for high schools on data from UNR and TMCC regarding how students function after they have matriculated at those institutions.

Mr. Hull indicated some of the data that has proven useful at McQueen High School has been confirming information. He said a preponderance of McQueen High School graduates have gone on to higher education, which most recently was 52 percent. Combined with 18 percent of the remainder of the most recent graduates who went on to UNLV or colleges out-of-state, it proves that McQueen High School primarily is a college preparation institution. It demonstrates that students who enroll in higher levels of math—algebra 3, 4, or higher—are successful in being admissible to UNR. Mr. Hull said the statistics show that students should be encouraged to enroll in higher levels of math.

Continuing, Mr. Hull expressed concern regarding the GPAs of high school graduates. It has been the experience at McQueen High School that when students drop below the 3.0 threshold of their high school GPA, they begin to have difficulty at UNR and TMCC, and he suspected other institutions as well. He said students who are doing well at McQueen High School with GPAs of 3.3 or above tend to do reasonably well; however, students with GPAs below 3.0 may be struggling.

The study has also created cooperation among the institutions and McQueen High School was brought in at the lowest level. Mr. Hull reported that he attended a meeting over a year ago at which he learned how remedial courses in English and math are conducted at UNR and TMCC. He expressed support for continuing the data profile. He noted that the longitudinal aspects are important to ascertain which trends would be observed over a number of years, such as higher academic standards and graduation requirements, broadened high school proficiency examinations, as well as a millennium scholarship. These aspects would affect the number of students going on to UNR and TMCC.

Mr. Hull said the data profile is a baseline which shows what is happening, but does not indicate why it is happening. This information is critical to know at the high school level. Mr. Hull asked the following questions:

- Why was 42 percent of the 1998 graduating class not admissible to UNR?
- Where did they fall short? Was it a lack of classes, insufficient GPA, or the SAT and ACT scores?
- Why did the TMCC capture rate increase 6 percent and will probably increase again this year?
- What are the relationships, if any, between such things as students taking AP courses, SAT scores, and persistence rates at TMCC and UNR?

### ***Serena Robb***

Serena Robb, Principal, Wooster High School, Reno, advised that the High School Graduate Profile was used at Wooster High School as a measure to assess where they are and where they plan to go. When the information was released, it was received piecemeal in terms of test scores and how the school was rated in different areas. After receiving the data, Ms. Robb said the counselors prepared a program on how to deal with each student. She pointed out that Wooster High School has a wide variety of students, has been identified as an international baccalaureate school, is now a magnet program, and draws a strong student base from the community and the WCSD.

Further, Ms. Robb reported that in the past all students at Wooster High School were assessed by a counselor during a four-year span, starting in their freshman year. A portfolio of each student's personal education career plan was prepared and a specific program was designed for him or her. By their senior year, each student had a strong background in career planning and testing. Since the inception of the program, students have been evaluated in their sophomore year by way of a practice ACT to prepare them to take the test, which is required in the sophomore year. Students are encouraged to be involved in the Preliminary Scholastic Aptitude Test (PSAT) program as well. By the time students reach their senior year, they have been assessed on an annual basis and counseled on courses they have taken in the past, courses they are taking at present, and their career plans following college. Ms. Robb said Wooster High School has experienced tremendous growth since student transcripts were submitted for the profile statistics, and

indicated the information gathered by the Legislative Committee on Education has been implemented.

Senator Raggio expressed appreciation to both Mr. Hull and Ms. Robb for testifying before the committee with their overviews of the effectiveness of the data profile. He commended both principals on the accomplishments of their schools.

### ***Jim Hager***

Jim Hager, Superintendent, WCSD, said the cooperative venture between higher education and TMCC is an opportunity to validate the information. He reported that he established a new department in the central office, which is a division for planning, assessment, and accountability. He noted that school principals would be provided a series of data, by school and by district, which would be used as a plan of improvement for each school and each individual student. The data will be contained in a data profile book. Mr. Hager emphasized that the questions raised by Mr. Hull would be answered, and the cause and effect would be explained.

Continuing, Mr. Hager indicated that when he arrived one year ago his intention was to make decisions based upon sound and valid data, and the data profile demonstrates that intent. He said the next step is to establish a new division.

In response, Senator Raggio stated that his constituents are pleased with the administration and the school district, and said Mr. Hager had been well received and was very helpful. He commented that the data for the study were required under provisions within the Nevada Education Reform Act of 1997 (Senate Bill 482, Chapter 482, *Statutes of Nevada 1997*), which provided for district accountability reports for students needing remediation in Nevada colleges. The Senator stated he was pleased to observe the dedication and effort that had been put forth. He noted it would be beneficial in other school districts, particularly in Clark County. He further mentioned that the information is enlightening and helpful to school districts throughout the state.

Chairman Williams echoed Senator Raggio's remarks and pointed out he was present when the Nevada Education Reform Act was enacted. He called attention to the fact that individuals from the Clark County School District (CCSD) in Las Vegas might be interested in duplicating the data profile in the southern Nevada.

Senator Washington asked Mr. Hager whether implementation of the new division would provide administrators access to programs flexible enough to assist students in seeking higher education, or implement programs deemed necessary to augment what the state and school districts are attempting to accomplish.

Responding, Mr. Hager stated it is the intention of the division to provide administrators solid data and information in a complete package in order to work with their individual schools. He commented that each school is different and the manner in which the information is delivered and what kinds of programs are needed will be unique to each one. Administrators will be unable to make decisions without "hard" information. Mr. Hager said the data will be "hard core," used to attack issues, and provide what is needed to make progress. He stated the new division would make significantly different decisions than what has been done in the past, not only in Washoe County, but in many school districts throughout the country.

Senator Washington requested assurance that flexibility in standards and accountability of the newly created division would not also create an atmosphere of micromanaging high schools and their programs. He expressed concern that when administrators augment or implement certain programs they will not be micromanaged to the point of overregulation.

Mr. Hager pointed out there is a fine line between an anarchical state, an autocratic state, and corporate culture. He expressed the opinion that it is the belief of every administrator and teacher that every graduate of WCSD, regardless of the school attended, graduated with the same standards and expectations. He said those issues are not negotiable; however, what will be done at each individual school is negotiable. Mr. Hager gave assurance the new division would not micromanage, but place accountability on administrators, principals, and teachers. He stressed that he was not interested in micromanaging, but holding all administrators and himself accountable for ensuring that every student in WCSD will receive the best possible education.

Chairman Williams mentioned upcoming meetings of the Legislative Committee on Education:



- January 15, 2000, 9:30 a.m., in Fallon, Nevada, where the committee will tour two schools;
- March 3, 2000, in Las Vegas, where the committee will tour Booker High School;
- April 11, 2000, in Carson City;
- May 16, 2000, in Las Vegas; and
- June 20, 2000, in Carson City.

## **TEACHER LICENSURE AND THE STRUCTURE AND ACTIVITIES OF THE COMMISSION ON PROFESSIONAL STANDARDS IN EDUCATION**

### ***Dr. Keith Rheault***

Dr. Keith Rheault, Deputy Superintendent for Instructional, Research and Evaluative Services, Nevada's Department of Education, distributed a document titled "Teacher Licensure Presentation" and dated January 11, 2000 (Exhibit B). He mentioned that Richard Cawley, President of the Commission on Professional Standards in Education (CPSE), was unable to be present at the meeting. He explained that Mr. Cawley is a special education teacher in Clark County was serving as case manager of a yearly Individual Education Program (IEP) for one of his students.

Dr. Rheault discussed legislative issues relating to teacher licensure that took place during the 1999 Legislative Session. One issue was to make the teacher licensing budget self-sufficient by 2001. This year, \$186,000 has been received in state appropriations and will be matched with \$679,000, which will be raised through teacher licensing. The CPSE was required to raise licensing fees and regulation, which was accomplished June 1999. The present cost is \$100 for an initial license, \$80 for a renewal license, and \$45 for the addition of an endorsement to an existing license. The budget is based on those figures and the fees will become effective July 1, 2000.

Perusing the budget for the first half of 2000, Dr. Rheault projected the revenues for the teacher licensure office to be sufficient with a 5 percent increase in teacher licensing applications and renewals. Although he did not have all the figures from the school districts regarding the number of teachers hired this year, he said most of the rural school districts were "flat"; however, Clark County would raise the number. He reported that although projected revenues are below expectation, a "strong" last half of the year is anticipated for two reasons: (1) the Clark County School District hired earlier last year; therefore, most of the new hires obtained their licenses before the licensure increase took effect, but they will be "caught" this spring; and (2) three years ago, the CPSE adopted a three-year nonrenewable license for initial licenses with provisions, which will take effect January 1, 2000, bringing an increase in renewals in the spring.

Dr. Rheault indicated that projections are low at present; however, should everything proceed as expected there will be a reserve of \$100,000 in the budget to carry through to the beginning of 2001.

Continuing, Dr. Rheault indicated that the Legislature issued a letter of intent requesting the CPSE to consider increasing the passing scores of some proficiency tests required for teachers receiving licenses in Nevada. The letter of intent was taken seriously. The first item under consideration was Nevada school law, Nevada Constitution, United States Constitution, and test requirements in the state for all teachers. In June 1999, test scores were raised from a passing rate of 65 percent (which it had been for many years) to 70 percent, in both the United States and Nevada Constitutions. The Pre-Professional Skills Test (PPST) used for all applicants in Nevada was reviewed and passing test scores for both math and reading were increased. Other subject areas for specific courses are being reviewed for increase per the request of the Legislature. New chemistry tests have been added for chemistry teachers. A combination test for health and physical education has been added, as well as a new test for technology teachers.

Assemblywoman de Braga queried whether the process to review the need to increase the standards for licensure

would continue. In response, Dr. Rheault pointed out that five or six tests that have been in place the longest are reviewed on a plan basis each year. At that time, the scores of teachers who have taken the tests are reviewed to determine whether or not they should be increased, decreased, or left alone. It is an ongoing process that has been in place since creation of the CPSE and the tests have been required.

***Dr. Skip Wenda***

### License Activity Report

Dr. Skip Wenda, Administrator, Southern Office and Teacher Licensing, Nevada's Department of Education, said the Teacher Licensing Office of the department granted 7,611 initial licenses in calendar year 1999, 10,307 additional endorsements (which means individuals who already hold a license and want to expand their area of teaching can apply for an additional endorsement once they have met the requirements), and 3,497 renewals, which was a total licensing activity of 21,415. He indicated that the activity was approximately the same in 1998; therefore, approximately 7,500 new teacher applications are processed in Nevada every year.

Senator Washington asked how many of the 7,500 teachers applying for licensure are graduates of Nevada's university system and out-of-state institutions. Dr. Wenda said approximately 28 percent of the teachers graduated from an approved teacher education program within the State of Nevada, and approximately 72 percent come from out-of-state. Dr. Rheault interjected by pointing out that there is a breakdown of states from which new teachers emanate, but pointed out California is the state from whence most perspective teachers come.

Asked whether there are incentives that would attract new teachers to Nevada, Dr. Wenda said Nevada has few incentives compared to other states. For example, Connecticut offers a \$20,000 sign-on bonus for five years of teaching and the Delta Region in Mississippi provides up to \$10,000 for a down payment on a house to teach in that particular area. On the other hand, Nevada generally has a good climate, no state income tax, less congestion, and more reasonable real estate prices than California, which are incentives for teachers to move to Nevada.

Senator Washington pointed out that Nevada is purported to be one of the lowest salaried states for teachers and questioned the effect it had on the 72 percent of teachers applying for licensure. Dr. Wenda indicated that several years ago, Washoe County conducted a study on teachers' salaries in the western region of the United States. After factoring in the aspects of no state income tax and a lower property tax, it was determined the teachers' salary schedule in Nevada was not "out of line." In addition, Nevada pays the cost of the Public Employees' Retirement System (PERS) for teachers; whereas, it is the responsibility of the teacher and the cost is deducted from their higher salary in California. After adjusting for all the benefits provided in Nevada, the salaries come more into line.

Questioned about reciprocity, Dr. Wenda said he completed the first interstate agreement on acceptance of teachers from other states. He pointed out that because other states have similar programs, Nevada is willing to sign contracts with all 50 states and United States' territories for a three-year nonrenewable license, after which time a teacher must meet the ancillary requirements of: (1) citizenship; (2) Nevada school law; (3) *Nevada Constitution*; (4) *United States Constitution*; and (5) additional competency testing. The contract has been submitted to the Clearing House of the National association of State Directors of Teacher Education and Certification to determine which states will agree to sign a reciprocity agreement with Nevada.

### Proposed Teacher Education Program Approval Process Report

Dr. Wenda indicated there were difficulties with the teacher education program approval process because elementary and secondary licenses contain no content or program requirements. As a result of that deficiency, and due to the passage of new Nevada K-12 standards, Nevada's Superintendent of Public Instruction Mary L. Peterson, in conjunction with the State Board of Education, organized the Standards Alignment Steering Committee (SASC), which included representatives from Nevada's Department of Education, public and private colleges and universities, school districts, commissions, and boards with direct impact, as well as the Nevada State Education Association (NSEA). Subsequently, the SASC found no correlation of alignment of standards between the new Nevada K-12 and teacher preparation standards. Consequently, the SASC and all interested parties met in September 1999 to address the situation. Since that time the SASC has met several times to create guidelines for the submission of teacher preparation programs of the Department of Education, combined with the standards being used by and agreed to by all public and private teacher preparation programs in the state.

Continuing, Dr. Wenda said the states that are not nationally certified under the National Council on the Accreditation of Teacher Education (NCATE) have agreed to abide by NCATE standards, which are the same standards with which UNLV and UNR abide. The standards for preparation of teachers is being raised and educational institutions are specifically being asked to demonstrate their graduates can teach to the new Nevada K-12 standards. He pointed out that the Proposed NCATE 2000 Unit Standards, included in Exhibit B, would be adopted by NCATE in March 2000.

Referring to page 1 of the document titled "Proposed NCATE 2000 Unit Standards" contained within Exhibit B, Dr. Wenda called attention to "Standard 1. Candidate Knowledge, Skills, and Dispositions," and pointed out that this particular standard addresses what teachers need to know and are able to do. For example, an unacceptable element of the standard would be teachers who have inadequate knowledge of the subject matter they plan to teach shown by their inability to give examples of important principles or concepts delineated in professional state and institutional standards. Therefore, Dr. Wenda said national, state, and individual institutions setting the standards for teacher preparation are being perused.

Dr. Wenda indicated that after the entire standard process is accomplished, schools will submit a unit assessment plan, which will include NCATE standards. The NCATE standards will incorporate NCATE curriculum guidelines, which are specific items required by each program on a national level. He pointed out that UNLV and UNR are required to meet the performance-based standards which answer whether or not teachers are taught to do something, and what assessments are used throughout the program to assure the teachers can do what they are taught. Subsequently, the NCATE institutions will be required to submit their unit assessment plan to the Specialty Professional Associations (SPAs), for example, the National Council on Teachers of English and the National Council on Teachers of Mathematics. Non-NCATE institutions will be required to either submit their unit assessment plan to the SPAs or the Department of Education. In any event, whomever the unit assessment plan is submitted to will use the same standards to assess their program. In conclusion, Dr. Wenda indicated the focus will move from teachers' claims of credits without assurance they know the content and can teach, toward a performance-based focus.

Senator Raggio clarified that teacher candidates would be required to demonstrate knowledge, skill, what is acceptable, and what is not acceptable, in their areas of expertise based upon the new standards. In addition, he noted the Legislature is providing substantial funding for professional development of existing teachers.

#### Performance-Based Licensing

Dr. Wenda said Unit Assessment and Praxis I and II competency testing would be used for preservice teachers to assure they know the subject matter and can teach what they claim. It has been proposed that teachers be issued a two-year induction license after completing student teaching; and thereafter, each school district in the state would be required to file a district assessment plan to explain the manner in which new candidates are assessed as they enter the profession. The school districts will be asked to explain the manner in which teachers will receive continuing education to enable them to teach to Nevada K-12 standards. Dr. Wenda noted the majority of teachers come from out-of-state and said this factor must be considered. The district assessment plan will also request information regarding graduates of Nevada's programs, which will be provided to the State Board of Education. For example, should math teachers from the "Nevada University of X" not perform well nor meet district guidelines, the State Board of Education would be notified. The State Board of Education would then review the "University of X's" program and either remove its approval or take provisional action. Subsequently, the school district would be asked for its recommendation regarding a five-, six-, eight-, or ten-year license, depending upon the degree or national board certification held by the teacher.

Further, Dr. Wenda said that to ensure continuation of high quality, teachers are asked to create a professional development plan approved by the district's school professional development committee. He indicated that beginning next year, Clark County will tie all professional development activities to in-service credit through the Department of Education to the new Nevada K-12 standards, or specific Clark County school improvement goals. Therefore, every teacher needing credits for renewal would be required to go through the Clark County professional development program to ensure all teachers receive continuing education.

Senator Raggio inquired how continued education would be measured. Dr. Wenda indicated the Department of Education received a grant for \$500,000 over the next three years to study the issue. A portion of the funding is for induction and professional development. Beginning the end of January or early February 2001, a forum will be created in which members of the Department of Education, colleges of education, and professional development centers, will discuss and resolve some of the issues.

In response to a question by Assemblywoman Cegavske, Dr. Wenda noted that as of Friday, January 7, 2000, Clark County lacked 16 fully certified math teachers.

Responding to a request by Senator Rawson, Dr. Wenda said he would provide him with a list of states from which teachers are hired to work in Nevada.

Chairman Williams indicated that two years ago, teachers testified they were unable to effectively teach reading until they received reading recovery training. Dr. Wenda pointed out that in September 1999 the issue began to be studied in teacher preparation programs. He said the State of Indiana began the process in 1992 and has progressed more quickly than Nevada; however, Nevada has made considerable progress in a short time.

#### National Board of Professional Teaching Standards

Dr. Wenda stated there are 54 viable candidates from Nevada undertaking National Board Certification at the present time; whereas, last year there were zero candidates. There are two National Board Certification centers: one in Reno, conducted by Diane Barone, and one in Las Vegas, coordinated by Dr. George Ann Rice. He said the average passing rate is approximately 47 percent; however, the candidates are anticipated to do significantly better because both coordinators are using experts from other states. The experts possess expertise in viewing and scoring videos, perusing assignments, and critiquing, which will provide the candidates a better chance to pass. Dr. Wenda said each candidate was provided \$1,000 by the Federal Government toward the \$2,000 application fee, and \$165.69 was bestowed by the Teacher Enhancement Grant; therefore, approximately \$1,200 has come from subsidized funding. In consultation with the NSEA, it was determined that \$10,000 provided by the Legislature would be equally divided among the successful candidates passing the National Board Certification. The Legislature stipulated that successful candidates must teach in Nevada for two years, and the Department has established a tracking system to ensure compliance.

Senator Raggio stated the Legislature would be willing to make a commitment to alleviating financial hardship on candidates taking the National Board Certification in the future. He said the amount of money allocated was based upon a pessimistic projection regarding the number of applicants. The Senator suggested the number of candidates shows dedication by teachers who want to improve their professionalism. Dr. Wenda commented that in April 2000, a concerted effort will be made to assign National Board Certification centers to the Elko region, the northeast quadrant of the state, and some rural areas.

Dr. Rheault noted that the 5 percent incentive provided by the Legislature for teachers to successfully pass the National Board Certification was a factor in the number of participating teachers.

Dr. Wenda pointed out that a base grant of \$10,000 was provided for National Board recruitment procedures beginning the year 2000. He stated that he would continue to recruit and request funding from all sources to support teachers, and called for Senator Raggio's support during the 2001 Legislative Session.

Ms. Cegavske queried whether the report of the National Commission on Governing Schools from the Education Commission of the States (ECS) had been received. She requested Dr. Rheault to provide the report to members of the committee. In response, Dr. Rheault indicated he recently received several reports on academic standards and review, but had not seen the ECS report. Ms. Cegavske indicated she would submit a copy of the ECS report to staff.

Further, Ms. Cegavske said she recently visited a high school in southern Nevada wherein many computers were not unpacked from the original boxes. When questioning the school district about the matter, she was told that none of the high schools had sufficient levels of technological capability and the technology employees, who had been on the job for one year, were unable to solve certain problems. She asked whether this situation was also the case in the northern Nevada, and requested an update at the next meeting to explain the difficulties.

Chairman Williams indicated that Moises Denis, Chairman, Nevada's Commission on Educational Technology, had planned to attend this meeting in Las Vegas. A decision was made to call Mr. Denis and request his presence to address this question.

***Debbie Cahill***

Debbie Cahill, Director, Government Relations, Nevada State Education Association, indicated that her organization is concerned about the piecemeal approach taken toward teacher licensure in Nevada. At the present time, program approval rests with the State Board of Education; however, when another agency (Nevada's Commission on Professional Standards in Education) sets license requirements, the task to "get everyone to the table" becomes a difficult. She indicated that Dr. Wenda had done a "yeoman's" job ensuring everyone was present at the discussions. Ms. Cahill expressed concern that soon after new teachers are licensed in Nevada there is a tendency for them to "ride off into the sunset." She noted that, nationwide, approximately 50 percent of first-year teachers are "lost" within the first five years of teaching. At this point in time neither the CPSE nor the State Board of Education has authority to direct or support professional development for those teachers.

Continuing, Ms. Cahill indicated the structure of the Commission on Professional Standards of the State of Indiana has been used as a model. She introduced Dr. Joseph Weaver who taught American and world history, economics, English, government, philosophy, and psychology for 35 years in the public schools of Indiana. She pointed out that Dr. Weaver was an original appointee of the Indiana Professional Standards Board (which was created by statute in 1992) and now serves as chairman of the board. For the last five years, Dr. Weaver has been Chairman of the Teacher Preparation Committee of the board, Ms. Cahill reported.

### *Dr. Joseph Weaver*

Joseph Weaver, Ph.D., Chairperson, Indiana Professional Standards Board (IPSB) gave a slide presentation concerning the IPSB (Exhibit C) and covered the following points.

#### Mission Statement

- To establish and maintain rigorous, achievable standards for educators beginning with preservice preparation and continuing throughout their professional careers; and
- Specifically, to set standards for professional education programs, teacher licensing and testing, teacher induction, and continuing education.

Dr. Weaver indicated it took from 1992 to mid-1993 to accomplish the mission statement.

#### External Factors

- More teachers will have to renew licenses.
- External factors affect licensing. Dr. Weaver indicated that Indiana had life licenses for some time; however, most of the teachers possessing them are retiring. Indiana's teacher retirement plan has been generous during the past five years; consequently, the percentage of life licenses has diminished considerably and should disappear in the next five years.
- The Federal Government requires colleges to report more extensive teacher preparation programs under Title II of the federal Higher Education Act, which requires a clearer understanding of teacher licensing and teaching, some of which is the responsibility of the IPSB.
- For a teaching license to be defensible in court it must be defensible in terms of validity and reliability. The criteria to decide who receives a license must be valid, related to the topic, and yield the same results each time the standards are applied.
- The state is responsible for licensure<sup>3/4</sup>it is not a national or local responsibility.

#### Board Makeup

- The IPSB has 19 members.

- The State Superintendent of Public Instruction is a member of the IPSB and is not required to have a teaching license.
- The IPSB has 13 K-12 teachers who are required by law to be actively involved in the schools.
- The IPSB has three higher education members who are required to hold valid teaching licenses, although they are not required to be from Indiana.
- The IPSB has one school board member who is not required to have a license.
- The IPSB has one businessperson who is not required to have a license.

The Governor appoints all IPSB members.

### Overall Guiding Principles of the Redesigned System

- What an educator is expected to know and be able to do;
- Teacher standards based on student standards; and
- Accountability.

Dr. Weaver said it is important to be able to communicate information effectively with all types of students at different levels.

### Standards—Development and Interrelationship

Dr. Weaver said the IPSB is of the opinion that teaching standards begin with student standards. Indiana has a comprehensive list of student standards by grade and subject matter upon which the standards were built. The education system and teachers are held accountable and must comply with Indiana's student standards. Teachers must be adept at helping students learn the standards, Dr. Weaver remarked.

- INTASC

Dr. Weaver said ten principles were developed by the IPSB regarding what teachers should know and be able to do. The principles were developed for accomplished practitioners with five years of teaching and exemplary practice. The ten guiding principles of the INTASC were “overwhelmingly” clear and widely accepted, Dr. Weaver stated.

- Developmental

Dr. Weaver indicated the IPSB has taken the position that only do teachers need knowledge of teaching, but also knowledge of their students. Developmental standards help teachers have knowledge of students going through various stages of life.

### Components of New Licensing System

Dr. Weaver said specific standards based on INTASC and student standards from Indiana in licensing areas were developed by broad-based committees, which included practicing teachers in certain fields, an individual from the State Department of Education, an expert in the field area, people from universities, and administrators. He said a performance-based system includes:

- Disposition;

- Knowledge; and
- Performance.

Dr. Weaver indicated that in the past Indiana had 144 different teacher licenses, which required teachers to obtain emergency certification to teach United States history if their license pertained to world history. He expressed the belief that teachers should possess a basis of knowledge—not United States history teachers or world history teachers exclusively. Due to this untenable situation, a decision was made to reduce the number of licenses to approximately 14 and allow greater consistency and accountability by using the assessment system. The same types of concepts will be used for assessing students during college preparation, internship, and relicensure programs. Consistency will make all participants comfortable with the system, Dr. Weaver remarked.

Further, Dr. Weaver indicated assessment is performance-based and focuses upon a teacher's performance in the classroom. He said the IPSB has three components:

- Standards. While the foundation may be INTASC, the student standards are the “bedrock.” Students are the focus of a teaching career.
- Assessments. The standards must be assessed to determine whether or not students can perform the way they are being asked to perform.
- Licensing. Licensing allows confidence that the individuals who are teaching will do an exemplary job in the classroom.

### Staged Licensing

Dr. Weaver said staged licensing has been developed and is anticipated to go into effect January 1, 2002.

- Teacher preparation. The teacher preparation program emphasizes performance-based assessment and is built around student standards. Much freedom is given the college preparation units. There are 32 teacher preparation units in the State of Indiana that provide a variety of emphases and slightly different approaches and concepts of a teaching career. Dr. Weaver stated there is strength in that variety. Colleges are relieved of all standards based on course titles and credit hours, but are required to demonstrate their unit accreditation system. The focus is to ensure that graduates know their subject matter and can teach. Their assessment system will be judged by IPSB to ensure consistency with the entire system, but thereafter they are permitted a great deal of freedom. Dr. Weaver expressed his opinion that this system will provide a strong variety of teachers in a myriad of settings. Certain universities are interested in preparing teachers for urban settings.

### Induction

- Initial Practitioner License. Prospective teachers will be granted a two-year induction Initial Practitioner License after college graduation. The induction license was changed from one year to two years due to the loss of prepared teachers within the first five years. Dr. Weaver indicated commitment to the profession is demonstrated when a teacher invests four years of college preparation and then obtains a job. Therefore, the question must be asked: Why are teachers leaving the profession after five years of commitment? Research indicates the strongest single factor that causes a teacher to leave the profession is lack of success in the first year. Statistics show that when a teacher is successful and supported in the first year of teaching, there is a greater chance he or she will remain in the profession for 15 to 20 years. Therefore, the new Initial Practitioner License will allow first year teachers to be teachers.
- The IPSB lacks authority to tell principals not to give first year teachers extracurricular assignments; however, they receive a letter asking them not to do so. At the present time, state supported mentor programs provide a \$600 grant to a single mentor. Dr. Weaver said research indicated a great deal of unevenness in the quality of mentors. Consequently, mentor standards are being established and, should the legislature approve, the stipend will be raised to \$900. A mentor will no longer be able to provide a name and telephone number and tell the first year teacher to call should there be a question. Although a mentor may be an extraordinarily fine teacher,

his or her personality may not mesh well with the first year teacher; therefore, the novice may select a mentor of choice. Should the mentor system be successful, the teacher would be ready for the performance-based assessment system during the second year of induction.

The system holds first year teachers to a higher standard of the profession. Dr. Weaver explained a hold-harmless standard exists in some professions whereby a person graduating from a college preparation program will not harm anyone by their practice. The IPSB states that first year teachers are expected to be active and positive influences in education for students.

- **Proficient Practitioner License.** After passing the assessment for the Initial Practitioner License, teachers are granted a five-year renewable Proficient Practitioner License, which may remain with them for the remainder of their career. To renew the Initial Practitioner License the teacher must work with his or her school. Indiana schools are required to have a professional school growth plan and each teacher's growth plan should reflect the school requirements. A local team will support the needs of both the school and teacher. Dr. Weaver expressed the hope that most of the teacher's data will be collected by the third year at which time it will be submitted to the Regional Assessment Board. Proficient Practitioner License relicensing is the least defined because it will not take effect until 2011.
- **Accomplished Practitioner License.** The Accomplished Practitioner License is a one-time-only ten-year license that will be granted to anyone receiving national board certification, as well as individuals who obtain an Ed.D., a Ph.D., or Master's degree.

#### Linkage of Standards and License

- **Developmental Standards vs. School Setting.** Dr. Weaver explained that the IPSB was informed that classifications of "early childhood," "middle childhood," "early adolescence," and "adolescence/young adulthood" on a license was not helpful. The question that needed to be addressed was: Where can these people teach? Pointing out that people teach in buildings and school settings, Dr. Weaver indicated that "preschool," "elementary/primary," "elementary/intermediate," "middle school/junior high," and "high school" would appear on the new licenses and reflect developmental standards which are vague and show no grade level. Dr. Weaver explained that requiring grade level on a license poses a problem with the manner in which schools are configured. For example, if a school system is operated as a "4/4/4," teachers with "elementary" licenses teaching fifth grade could no longer do so because fifth grade would be in the middle school setting. Therefore, under the new license, teachers would be prepared to teach in any school configuration.
- **School Setting/Licensing Area/Content Standards.** Dr. Weaver stated that teacher licenses would show school setting, licensing area, and special competencies; therefore, the license would identify information regarding student development, special skills in teaching, and a number of specialized subject areas in middle and high school settings.

In summary, Dr. Weaver reported that:

- The INTASC principles are complete;
- Seventeen development standards are finished;
- All but "a couple" content standards are finished;
- Teacher licensing is nearing completion;
- Administrator licenses are addressed by standing committees; and
- The IPSB licenses all professional educators in the State of Indiana, from superintendents through all teaching



areas.

He pointed out there are two standing committees, one consisting of principals and the other consisting of superintendents, and building, labor, and district level administrators, who have been asked to help prepare the standards for their particular areas. Dr. Weaver expressed the importance of student standards and accountability in his state's system. He noted that accountability is achieved through the preparation and relicensure of teachers.

In conclusion, Dr. Weaver indicated that Indiana accomplished its goals through:

- **Courage.** The courage of the legislature to create the IPSB, realizing that individuals in education could take control of the profession, lead it, and make it effective.
- **Confidence.** Legislators and teachers share a commonality by accomplishing things for their constituents. It is a people business and the joy and satisfaction is in helping others.
- **Collaboration.** All stakeholders have been involved in the accomplishments.
- **Coordination.** Coordination with student standards is critical for success.

Dr. Weaver distributed two documents:

- “Framework for Initial Licensure of Professional Educators in the State of Indiana” (Exhibit D); and
- “Appendix B—Other Recommendations on Unresolved Issues” (Exhibit E).

Chairman Williams asked how grades K-12 were impacted by Indiana's population growth. Dr. Weaver said some areas in the state are growing more rapidly than others. He indicated that Indiana produces and exports more teachers per year than can be hired. Due to the expected number of retirees in the next few years, projections have been made that the need for teachers could be provided from Indiana teacher preparation institutions. Mr. Williams reflected that Nevada imports teachers because the supply emanating from institutions of higher education is insufficient. Consequently, the state bears the responsibility of preparing out-of-state teachers for Nevada standards. Dr. Weaver mentioned that Indiana would be discussing test scores and “cut off places” for practice exams required by state law, as well as interstate compact agreements.

Asked whether Indiana experienced turbulence during the IPSB transition, Dr. Weaver answered the successful factor was controlling the entire gamut of the teaching profession. He indicated that concerns at the beginning of the transition were alleviated because of the manner in which the job was accomplished. He reported that the Executive Director of the Indiana Superintendents Association was opposed to the IPSB during the first two years of its existence, and introduced legislation to create a separate board. However, after two years he decided the IPSB was effective and influenced the entire teaching profession throughout the state.

Answering a question, Dr. Weaver indicated the Indiana State Board of Education (ISBE) was responsible for enacting the standards before the IPSB was created. He was certain the ISBE members would agree they would not have had sufficient time to accomplish what was done by the IPSB. He stated it is a full-time job to obtain a credible and independent board.

Questioned whether the ISBE is required to file an adoption on proposed teacher standards, Dr. Weaver answered no. He explained the ISBE controls student standards, whereas the IPSB controls teacher preparation and licensing.

In answer to Senator Raggio's query as to whether or not Indiana has private and/or charter schools, Dr. Weaver said yes. The Senator inquired what accommodations are made for innovative schools that may not need full licensure for all teachers. Dr. Weaver explained that a public K-12 school must agree to accept state standards, including licensed teachers, in order to be state accredited. If a public K-12 school is not concerned with state accreditation, it may proceed at will; however, the Indiana state seal will not appear on its diploma. With the exception of a minor caveat in one special area, charter schools must have licensed teachers.

Dr. Weaver indicated the Indiana system is reasonable in regard to teacher career change. He explained that should a teacher achieve the determined level for licensure, she or he is granted a license but may only work in areas in which he or she meets the standards. He emphasized the standards must be valid and reliable, and evaluation methods must be identical for an out-of-state person requesting a teaching license. Dr. Weaver indicated that licensing requirements are limited by an overabundance of areas, and pointed out that Indiana's situation could be helped by broadening the areas of teaching mathematics.

Ms. Cahill pointed out that Indiana has been going through the process since 1992 and cautioned against rushing progress. She indicated there is a lack of streamlined authority under Nevada's current structure. Without direct licensing authority, the responsibility for performance-based assessment falls to school districts that lack resources and are ill equipped to deal with it.

Assemblywoman Cegavske asked whether Indiana is experiencing problems with classroom teachers who are not fully accredited at the present time. She noted that when class size reduction was implemented in California, the ratio of not fully accredited teachers rose from 1 to 12 percent. Dr. Weaver pointed out that special education is the primary problem in Indiana, and an area in which licensing restriction will come into play. He indicated that seven special education licenses would be decreased to three. He said 90 percent of individuals who are granted special education exception licenses already possess special education licenses. Other problem areas are math and science. In all cases, people receiving emergency certification have background in the subject area. Dr. Weaver stated current law mandates that teachers possess a certain amount of training in the area for which emergency certification is granted, and agree that within the next three years they will attain all the requirements to obtain a license.

### ***Basil Hamblin***

Basil Hamblin, Headmaster, Sage Ridge School, Reno, reported Sage Ridge School is a not-for-profit, independent, nonsectarian school with approximately 150 students in grades 6 through 9, and plans to have approximately 450 students in grades 6 through 12 by 2004. He said the administration and board of trustees of Sage Ridge School have determined that the current licensing code for private elementary and secondary school teachers impedes employment of the best, most effective, and appropriate teachers. Mr. Hamblin stated that Sage Ridge School offers a collaborative, interactive, interdisciplinary, innovative, and multicultural curriculum, and aims for the highest standards. The curriculum is based upon the most successful independent college preparatory schools in the country and 100 percent of the students are expected to go on to college. Sage Ridge School is being evaluated by the Pacific Northwest Association of Schools and Colleges, the Pacific Northwest Association of Independent Schools, and the National Association of Independent Schools.

Continuing, Mr. Hamblin indicated a small group of schools in Nevada are attempting to accomplish innovative things. He said Dawson School, Hebrew School, and Meadow School in Las Vegas are striving for accreditation by the same organizations. At the present time, over 60 percent of the teachers in those institutions possess a Master's degree in their subject area and at least three years teaching experience, and one individual possesses a Ph.D. and 15 years teaching experience. The institutions attempt to recruit teachers nationwide by using college and university teacher placement offices, independent teacher placement firms, hiring fairs, advertising in local and major west coast newspapers, and through the independent net-of-schools network. The schools number approximately 3,000 throughout the county. The salaries are slightly better than public schools and the benefits comparable.

Further, Mr. Hamblin said the problem facing American independent schools is that most independent teachers possessing a Master's degree and adequate experience are not licensed. Licensure is not mandatory in California, Connecticut, Massachusetts, New York, and most major states that have independent schools; consequently, Nevada is unattractive to independent schoolteachers not wishing to be subject to the licensing process.

In conclusion, Mr. Hamblin noted that Catholic schools in Nevada are not required to hire licensed teachers. He stressed that independent schools should be granted the same nonrequirement.

### ***Michael Dermody***

Michael Dermody, a cofounder of Sage Ridge School, pointed out he is a parent, a businessman, a member of the Sage Ridge School board, and a graduate of Interlocken Art Academy in Michigan, which was instrumental in

founding Sage Ridge School. He noted that 20 percent of Sage Ridge School pupils attend on a scholarship. The school does not target one economic or special group, it is broad-based, started small, and epitomizes positive trends in education.

Further, Mr. Dermody said there had been little demand for independent schools in Nevada; however, state growth created issues that need to be addressed. He speculated that problems would be resolved at the regulatory level through the State Board of Education. He indicated the State Board of Education and Washoe County School District had been supportive, and Superintendent of Public Instruction Mary L. Peterson helped with the accreditation of Sage Ridge School. Mr. Dermody pointed out that all but 11 states have parity with independent and parochial schools not being part of the public system nor hiring unlicensed teachers. He noted a meeting would be held next month with a special subcommittee of the State Board of Education wherein this subject would be addressed at the regulatory level.

In response to a question by Senator Washington, Mr. Hamblin said 17 licensed teachers are currently employed by Sage Ridge School.

Senator Raggio indicated that independent schools are restricted in attracting capable instructors due to a 70 percent limitation. He emphasized Sage Ridge School is not elitist, 20 percent of the students are on scholarships and represent the economic strata, the school is highly regarded and achieving, and is not on a parity with parochial schools. The Senator suggested that the committee study the issue and arrive at a recommendation that would ensure the integrity of the education process, as well as accommodate innovative schools.

Asked whether the problem attracting certified teachers is inability to pay a comparable salary, Mr. Hamblin answered the Sage Ridge School compensates slightly higher than Washoe County School District. He pointed out the problem is that approximately 90 percent of the larger association of independent schools in America do not have licensed teachers; therefore, the best independent schoolteachers are not licensed. The goal of Sage Ridge School is to hire innovative teachers with a Master's degree in their subject area with at least five years of experience, Mr. Hamblin remarked.

Questioned whether university professors exhibited interest in teaching certain courses at Sage Ridge School, Mr. Hamblin responded there was interest, but because professors are unlicensed they are unable to teach there. He indicated that teachers from all over the county are attracted to Sage Ridge School because of its innovative interdisciplinary curriculum. In addition, the school's technology is as advanced as any in the country. Every student has a laptop computer, which is integrated into the curriculum.

Answering a question, Mr. Hamblin indicated the current student body of Sage Ridge School currently numbers 150 in grades 6 through 9, with a goal to reach 450 or 500 in grades 6 through 12 by 2004. Mr. Dermody pointed out the school has been in existence for two years and began with 90 students.

In response to a query, Mr. Hamblin indicated Sage Ridge School administers and has done well on both the TerraNova and Educational Records Bureau tests.

Senator Mathews reported that low-income students who were granted scholarships to Sage Ridge School had experienced great success. She commended Sage Ridge School and explained that without scholarships, some students would not have an opportunity to attend private school.

Chairman Williams called attention to a movement in Nevada to eliminate certification of teachers in charter schools and suggested the issue be addressed for all entities. Although he did not propose to "dummy down" teacher certification, Mr. Williams said there is a constant move to eliminate certification of teachers in parochial and private schools, but cautioned there must be a balance. He applauded schools that allow low-income students to attend on a scholarship; however, those students are a small percentage of the entire population of low-income students. He emphasized that some protection and support must be given to public school students who are unable to earn a scholarship.

Further, it was the opinion of Mr. Williams that there should be room for independent, private, home, charter, and public schools, but not at the expense of disallowing one or the other to survive or placing them in competition. He suggested Nevada promote every form of education. In conclusion, Mr. Williams said when private or parochial schools are promoted, it is often at the expense of public education.

Dave Cook, State Board of Education, indicated he was appearing before the committee as a private citizen to focus upon public awareness and understanding of the issue. He explained that private school licensure regulations went into effect in the late 1960s and private school systems were “grandfathered” by the fact they were not required to have licensed teachers, which included Catholic schools, parochial schools, and many others. Although new systems have come into existence since that time, the fact remains that if a school is a religious system and only accepts members from its denomination, it is exempt from licensure requirements. Mr. Cook emphasized the private school population is “huge” and the issue is equity. Pointing out that he attended St. Joseph’s Elementary School in Las Vegas and graduated from Bishop Gorman High School, Mr. Cook said it is possible he never took a class with a licensed or certified teacher. He asked that Sage Ridge School be treated the same as “fine” parochial schools. Mr. Cook indicated his purpose was not to engage the committee in the issue of teacher licensure and certification, but to point out this issue is narrow, focused, and one of equity. He said it would be presented before the State Board of Education at a workshop on January 29, 2000, wherein Sage Ridge School will petition to change the proportion of licensed teachers. Should the topic move forward, a public hearing will be held in late spring, Mr. Cook remarked.

In regard to educational reform taking place in the United States and worldwide, Senator Washington said a new phrase, “marketing educational opportunities,” has been created. He defined the phrase as meaning charter, private, and public schools are in the same arena and must be competitive to market their ability to teach children and meet individual needs of students, determining their progress, and working with parents and communities. The Senator said all entities should have an opportunity to compete fairly. He emphasized the issue is “dollars” and, therefore, education must be approached as a marketing education opportunity. Senator Washington concluded by commending Sage Ridge School and similar institutions that are innovative in their attempt to reach a particular niche in the arena.

Ms. Cegavske reiterated her concern with the technology in Clark County schools with regard to computer equipment that is not hooked up nor on line, computers that remain in boxes, printers that do not function, and a lack of technological capabilities outside the schools. When she contacted the Clark County School District, Ms. Cegavske was told by the person in charge that he had only been there for one year and the technological problems had not yet been resolved.

In response, Mr. Denis indicated that reports from the Clark County School District to the Commission on Educational Technology did not state that computers (purchased from S.B. 482 funds) were unable to be installed. He said he was informed that equipment purchased with S.B. 482 funds had been installed. He pointed out that much of the equipment being installed by the Clark County School District, particularly the networking, came from bond funds, which have been a problem. As an example, Mr. Denis indicated the network at his children’s elementary school was delayed four or five months due to the lack of a \$50 part. Another telephone call to the principal at Bonanza High School informed him there were no unpacked computers in boxes; however, their computers have not yet been networked. He pointed out that because the funds for networking were not received from the Commission on Educational Technology, no report has been submitted to the Commission regarding networking issues.

## **STATUS REPORT—COMMISSION ON EDUCATIONAL TECHNOLOGY**

### ***Moises Denis***

Moises Denis, Chairman, Commission on Educational Technology, reported the commission had a meeting on January 7, 2000, to address the following issues:

- A Request For Proposal (RFP) was submitted for databases to be used by school libraries. A committee, comprised of school and public librarians and individuals from the Purchasing Division of Nevada’s Department of Administration, selected two databases and presented them to the commission. The commission approved the databases; therefore, every school library, public library, and home in the State of Nevada will have access to them. The databases contain journals, magazines, and other types of research information. One database indexes several thousand magazines at a cost of approximately 10 cents per citizen in Nevada, and all citizens are allowed access, either through a school or the public library. The other database was designed for specific items and only includes selected articles, which allows research to be completed more quickly. Teachers and librarians will be provided training on use of the databases.

- The Commission on Educational Technology was charged with reviewing and updating the technology plan that was created and finalized in 1999. A discussion took place regarding whether or not the technology plan would be updated or replaced. A work session will be held on February 7 and 8, 2000, with the full commission, to discuss the future of the technology plan. A preliminary RFP was created to hire a consultant to help with the process should it be needed; however, priorities such as teacher training and computer system maintenance must first be addressed.
- Eureka County reported hiring a consultant to create and implement a technology plan in their school district.
- The Entice Program enabled Clark County School District to access Channel 10 to create training videos. Mr. Denis said he anticipated the Legislature would be given a presentation on use of the training videos. The training videos were created by teachers throughout the state and provide instruction on how to integrate technology into the curriculum. He indicated that approximately 14 to 16 tapes were created and would be available to all school districts in the state. The videotapes would be another teacher training tool, Mr. Denis remarked.
- A consortium, created by school technology people, meets and recommends items on a regular basis. Prior to the creation of the consortium, the school districts lacked communication regarding technology. The consortium made recommendations on funding at the last meeting.

In conclusion, Mr. Denis said existing funds will allow every classroom to have a computer. The next goal will be to provide teacher training on the technology.

Responding to a question by Ms. Cegavske, Mr. Denis said satellites are not used. He indicated some schools are using wireless technology to reach buildings that lack wiring, and some schools in remote rural areas do not yet have connectivity.

Asked whether electronic mail capability between teachers and parents is a possibility in the future, Mr. Denis responded that e-mail capability is a definite possibility. Under the Level I technology plan, every computer in the classroom will be connected to the Internet.

Questioned whether the education foundation is in charge of technology, Mr. Denis said he could not speak with authority but surmised that the education foundation donates “some” technology, including e-mail service for teachers, as well as parents. He indicated the school districts have a separate division and a technology person who reports directly to the superintendent.

Senator Raggio commended Mr. Denis for the effort put forth by the Commission on Educational Technology. He commented that the commission probably is one of the most important aspects of the educational reform process. The Senator emphasized that one of the primary points of S.B. 482, which was to be included in the application process established by the commission for school districts to attain funds, was a commitment from each school district to install and maintain equipment and train teachers in exchange for funds received under the statute. Assuming there had been no deviation from that commitment, Senator Raggio stated the commitment remains and will be in effect for distribution of authorized funds.

In response, Mr. Denis indicated the school districts are committed to implementing and maintaining the technology, as well as training teachers. He mentioned the commission has seven new members.

## **ANNUAL REPORT—LEGISLATIVE BUREAU OF EDUCATION** **ACCOUNTABILITY AND PROGRAM EVALUATION**

***Melinda Braun***

Melinda Braun, Education Program Analyst, Fiscal Analysis Division, Legislative Counsel Bureau (LCB), indicated she would present the third annual report on the findings of the Legislative Bureau of Educational Accountability and Program Evaluation (LBEAPE) over the past year. She alluded to a document titled “Legislative Bureau of

Ms. Braun explained that the LBEAPE was created by S.B. 482 (Chapter 473, Statutes of Nevada) of the 1997 Legislative Session, which also is known as the Nevada Education Reform Act. The LBEAPE was placed within the Fiscal Analysis Division of the LCB and currently consists of an Education Program Analyst (herself) and an Education Research Statistician, Lou Chen.

Continuing, Ms. Braun said during the 1999 Legislative Session the Nevada Education Reform Act was further strengthened through passage of several bills. She pointed out that a list of all Legislative Committee on Education bills that were recommended and passed during the 1999 Legislative Session could be found at Tab A of Exhibit F. The LBEAPE provides information to the Legislative Committee on Education and is responsible for:

- Collecting and analyzing data;
- Issuing reports related to the Act’s reform provision;
- Evaluating the performance and progress of public education in Nevada; and
- Monitoring implementation of the Act and the expenditures of funds appropriated by the Act.

Further, Ms. Braun indicated that beginning on page 9 of Exhibit F, information on specific duties and responsibilities of the LBEAPE and its activities over the last year are outlined. She pointed out that the LBEAPE actively participated in the School Accountability Technical Advisory Committee and will continue to do so. There is concern that perhaps the school accountability reports sent to parents and the community provide too much data and people are unable to decide what is most important. Therefore, a subcommittee of the task force is being formed with the LBEAPE and the Department of Education to determine what data elements may be most informative to parents and other members of the community.

Continuing, Ms. Braun indicated the LBEAPE is required to compile information supplied by the district and schools into data tables, which contain both demographic information and performance data, including test results by school and by district. In addition, the LBEAPE is authorized to contract with a third party to evaluate the school district’s accountability report and consult with the district regarding plans for improvement. Dr. George Hill was awarded the contract last year and reviewed and evaluated the accountability reports. The report compiled by the panel will be utilized by the LBEAPE as a working document, and progress and recommendations made by the panel will be monitored throughout the year.

Ms. Braun said the LBEAPE has been actively involved in all areas of educational reform. A major responsibility of the LBEAPE is evaluation of the effectiveness of educational programs. She pointed out that S.B. 482 of the 1997 Legislative Session required the Legislative Committee on Education to recommend to the Department of Education programs on remedial studies that have proven to be effective in increasing achievement of students. The LBEAPE, with the assistance of the Department of Education and other consultants, developed a list of effective programs and presented it to the Legislative Committee on Education in March 1998, an updated list was presented in January 1999, and another updated list is expected to be presented in March 2000.

As part of the function of the list of effective remedial programs, Ms. Braun reported that S.B. 555 (Chapter 559, Statutes of Nevada) of the 1999 Legislative Session appropriated \$3.3 million for each year of the biennium to be distributed among schools designated “In Need of Improvement,” and certain schools that were designated “Adequate Achievement” but are still low performing. For school year 1999-2000, 37 schools received state remediation funds. Recommendations to the Interim Finance Committee regarding the funds are made by LBEAPE, the Department of Education, and the Budget Division of the Department of Administration. As a follow up to allocation of the funds, the LBEAPE, with the assistance of the Department of Education, conducts reviews of each school to answer any technical questions with regard to implementation of the programs to ensure the selected remedial programs have been implemented appropriately and funding has been utilized as intended.

Ms. Braun noted that during school year 1998-1999, 23 schools were reviewed, and for the current school year, all 37 schools will be reviewed. In addition, at the end of each school year the LBEAPE requests each school that

received state funds to provide data on the effectiveness of the remedial programs implemented. During school year 1998-1999, which was the first year of implementation, all 23 schools that received state funding completed a satisfaction survey and submitted data. Although data collection guidelines were provided each school, many of the schools did not understand how to collect the data from their main computer programs. Therefore, this year Lu Chen, Education Statistician, Fiscal Analysis Division, worked directly with the schools to assist them in understanding how to obtain the data and provide it to the LBEAPE in order to review the effectiveness of the program statewide.

Referring to Tab B of Exhibit F, Ms. Braun indicated it contained a copy of the satisfaction survey and the data collection outline that was presented to the schools.

Senator Washington queried whether it is the responsibility of the LBEAPE to track and monitor other remedial courses and funding mechanisms, as well as requirements, guidelines, and availability of federal programs, and report the findings to the committee and the Department of Education. Ms. Braun indicated the LBEAPE has been tracking existing federal acts and available funding, as well as working closely with the federal team of the Department of Education, to make them aware of grants, et cetera, and forwarding the information to the appropriate parties. Alluding to a report on funding and remedial programs available not only in Nevada, but in the rest of the country as well, Ms. Braun offered to obtain the report for Senator Washington.

Further, Senator Washington mentioned that the State of Utah had been awarded several million dollars of federal funds under the auspices of the Reading Excellence Act. Ms. Braun pointed out that the Reading Excellence Act is a competitive grant for which Nevada applied, but did not receive. Nevada is again applying for the grant and conferring with Utah to determine the requirements needed to receive the award. Ms. Braun agreed to keep Senator Washington up to date on the progress of acquiring the Reading Excellence Act award.

Mr. Williams inquired how funds are prioritized for schools deemed “needing improvement” that have been removed from the list. Ms. Braun said any school that was determined to be in need of improvement last year was automatically eligible to receive funding this year. She further explained that any school designated needing improvement this year received the funds to implement the program, with the anticipation that the remaining schools in need of improvement the year before would not require as much funding to continue with the program. All 37 eligible schools were funded.

Continuing, Ms. Braun said in addition to \$3.3 million for low-performing schools, S.B. 555 of the 1999 Legislative Session also authorized \$1 million for remedial education programs for at-risk pupils. The programs must be held before or after school, on the weekend, during the summer, or between sessions for year round calendar schools. The LBEAPE teamed with the Department of Education and Budget Division to review the applications for remediation funds. For the first round, eight districts and one charter school applied for and received funding. The LBEAPE will participate in the review and evaluation of the programs.

As part of education reform in Nevada, Ms. Braun indicated that statewide testing to measure how Nevada’s pupils compare with those of other states, as well as how they are meeting Nevada’s standards, has also become increasingly important. To assist the staff to understand the problems and complexities of the state mandated pupil assessment program in Nevada, an ad hoc advisory work group was created by the LBEAPE in 1998. The testing advisory work group meets monthly and is composed of Department of Education staff, university testing and statistics experts, and school district test directors.

Further, Ms. Braun said one of the most publicized testing issues during the past year was the High School Proficiency Examination (HSPE). In response to a concern about the passing rate on the math portion of the HSPE, S.B. 466 (Chapter 621, Statutes of Nevada) of the 1999 Legislative Session established a temporary ten-member task force to compare the contents of the various forms of the examination with the course of study adopted by the State Board of Education and the curriculum offered in the public schools of the state. The LBEAPE attended all meetings of the task force providing technical assistance as needed. It was Ms. Braun’s belief that a report of the findings from the task force is scheduled to be presented at the next meeting of the committee. In addition, S.B. 466 appropriated an additional \$300,000 for allocation to school districts to provide remedial instruction in mathematics for pupils classified as seniors in high school during school years 1998 and 1999, and who fulfilled all requirements for a standard high school diploma, with the exception of passing the math portion of the HSPE. As with other remediation funds, the LBEAPE participated in the review of the applications and a report on the outcome of this

legislation will be forwarded to the members of the committee later this month, Ms. Braun remarked.

In regard to professional development, Ms. Braun pointed out that S.B. 555 provides \$3.5 million in each year of the biennium to establish and operate four regional training programs to prepare teachers to teach to the more rigorous academic standards. The recommendation for development of such programs came from input received from the four regional workshops held during the 1997-1998 interim. The workshops were conducted at the request of the Legislative Committee on Education. In response to this legislation, another ad hoc advisory committee, the Regional Professional Development Program (RPDP) work group was created by the LBEAPE in August 1999. The work group discusses design implementation and evaluation of the programs. The work group has met five times and it is anticipated the first formal report will be forwarded to the Legislative Committee on Education this month.

Finally, with regard to class-size reduction, Ms. Braun said Assembly Bill 700 (Chapter 543, Statutes of Nevada) of the 1999 Legislative Session authorized the Elko County School District to utilize the money appropriated for class-size reduction to carry out a demonstration project in which pupil-teacher ratios of 22:1 are established in Kindergarten and grades 1 through 5, inclusive. This was done to reduce team teaching in the Elko County School District. Part of the bill mandates the Elko County School District to evaluate the effectiveness of the project in improving pupil achievement. In response to this requirement, the LBEAPE and the Department of Education worked with the Elko County School District to develop an evaluation plan. It is anticipated that the LBEAPE and the Department of Education, with assistance from the University and Community College System of Nevada, will collect data beginning March 2000.

Senator Washington inquired whether the Elko County School District pilot project had begun. Ms. Braun indicated that Elko County School District determined that half of the schools would be at a ratio of 22:1, but the other half are still possibly team teaching or at a ratio of 30:1 for middle schools. Therefore, the evaluation this year will encompass classrooms with team teaching or high pupil-teacher ratios, and other classrooms at ratios of 22:1 will also be observed. She said it will be interesting to compare the classroom structures. The evaluations will commence in March 2000, wherein teams of two will collect the data from the classrooms. The teams will be assisted by UNLV, which will conduct parent conferences, parent and pupil evaluations, satisfaction surveys with parents, students, and teachers, as well as one person to perform classroom evaluations. Ms. Braun advised that a cost comparison on both types of evaluations would be prepared.

Assemblywoman de Braga inquired whether the Elko County School District evaluations would take the percentage of at-risk and special needs students into consideration. Ms. Braun responded that the district was requested to supply that part of the data. Although the LBEAPE does not want to be informed of the percentage prior to evaluating classrooms, the information will definitely be able to be "hooked" into the various classrooms.

### **IMPACT OF STATE REMEDIATION FUNDS ON SCHOOL IMPROVEMENT EFFORTS**

#### ***Steve Mulvenon***

Steve Mulvenon, Director of Communications, Washoe County School District, indicated the LCB contacted him regarding information from school principals who received funding under S.B. 555 of the 1999 Legislative Session on how the funds were used and the results. He reported that Rick McCormack, Principal of Libby C. Booth Elementary School in Reno, and June Hall, Principal of Glenn Duncan Elementary School in Reno, were in attendance.

#### ***June Hall***

June Hall, Principal, Glenn Duncan Elementary School, conducted a PowerPoint presentation (Exhibit G).

#### **About Glenn Duncan Elementary School**

Referring to page 2 of Exhibit G, Ms. Hall indicated Glenn Duncan Elementary School has 650 students in grades K through 6, the school is in census track 18, which is the lowest income track in Washoe County with a median household income of \$17,808. The average household income for Washoe County is \$31,981. Ms. Hall stated that



87 percent are minority students, which encompass:

- Hispanic-63.9 percent;
- White-12.32 percent;
- Asian-Pacific Islanders-11.08 percent;
- Black-9.51 percent; and
- Native Americans-Alaskans-3.9 percent.

Further, Ms. Hall said 93 percent of Glenn Duncan Elementary School students live at or below poverty level. These students have a language deficit and do not speak the language of instruction in the school. They do not have the same academic preparation as students who live at an average income, and lack five years of instruction provided to others. Many students live in poverty situations, are being raised by grandmothers, their parents are in jail, and they are subject to abuse and malnutrition. She emphasized that many factors are related to the poverty status that are not considered in terms of what happens with a student.

#### What did we do?

In reference to page 3 of Exhibit G, Ms. Hall explained that remedial funds allocated by S.B. 42 were provided to students at highest risk of failure. During the last two years, \$326,000 was spent to implement a combination of effective remediation programs from the state-approved list. The programs involved teacher professional development and direct instruction.

#### Instructional Programs and Strategies

On page 4 of Exhibit G, Ms. Hall explained the following:

- CELL/EXLL. The programs that were implemented and provided teacher training emanated from the adopted list and encompassed the California Early Literacy Learning (CELL) program for grades 1 through 3, and the Extended California Early Literacy Learning (EXLL) program for grades 4 through 6. The programs for CELL and Reading Recovery necessitated the hiring of reading recovery teachers and reading facilitators trained in successful methods for children at risk of school failure.
- Jump Start. A Jump Start Program was implemented which identified fourth grade students, as well as Kindergarten pupils, who were performing in the bottom quartile and began school two weeks early with teachers they would have for the remainder of the year.
- Reading Renaissance. An expensive Reading Renaissance Program, which is a computer program that puts literature into the hands of the students, was implemented. The students read books and take tests on the computer, which provides both computer knowledge and reading skills.
- Literacy Coordinators. Literacy Coordinators were hired.
- Test Taking Strategies. A test taking strategy class was implemented that teaches students how to take tests. Students are required to pass the TerraNova test, driving tests, and undergo job interviews; therefore, the funds prepare them for tests they must take in life.
- Uninterrupted Blocks of Literacy Instructional Time. Glenn Duncan Elementary School allows no interruptions in the primary grades from 9 a.m. until 11:30 a.m., at which time students are taught literacy, and the upper grades have uninterrupted literacy time in the afternoon.
- ESL Assistants. Because over 50 percent of Glenn Duncan School students are classified “English as a Second

Language” (ESL), all teachers are certified in ESL, which is a requirement to teach at Glenn Duncan. Therefore, the money allocated to school districts for ESL may be put into teacher assistance to help with reading in the classroom.

- **Math Curriculum.** A math curriculum has been perused and trainers brought in to align what is taught with math standards, including accelerated math, which is partnered with accelerated reading or Reading Renaissance.

### Professional Development

Ms. Hall indicated that page 5 of Exhibit G demonstrates that professional development has fallen in line with the instructional components, including CELL, test-taking strategies, curriculum mapping, ESL classes from the University of Nevada, Reading Renaissance, and Accelerated Math.

### Specific Positive Impacts

- **Reading Recovery.** Referring to page 6 of Exhibit G, Ms. Hall said one of the specific positive impacts of programs purchased with the funds is half-time teaching for Kindergarten and Reading Recovery teachers; therefore, the best instructional methodologies are afforded students from the beginning of their education. First graders in the lowest reading level are being brought up to the middle of the class. Ms. Hall said 17 students in first grade are presently being provided a Reading Recovery class. These students will return after four months with their performance level in reading at the middle of the class, if not higher.
- **Emphasizing cueing systems and strategic reading skills.** Ms. Hall indicated that reading recovery in the CELL and XELL methods emphasize cueing systems and strategic reading skills. The students are taught to read, they become problem solvers, and they interact with text.
- **ESL Certification.** Ms. Hall reiterated that Glenn Duncan classroom teachers all possess ESL certification and bring those methods and the awareness of second language students to their classrooms daily.
- **Professional Development.** Ms. Hall pointed out that all Glenn Duncan teachers are professionals and could probably start their own school by using professional development, increasing knowledge of the reading process, explaining how students acquire knowledge, and integrating writing and reading throughout the school day.

In response to a question by Senator Washington, Ms. Hall noted that students who are brought up to the middle of their class succeed in school and there are programs that encourage those students to move to the higher level. She explained that CELL/XELL is a school wide literacy program that is an extension of Reading Recovery, and all Glenn Duncan teachers are trained in it. The students reading from their Reading Recovery classes are placed in the school-wide program. In addition, the Reading Renaissance program provides children’s literature to students who then read, interact, are tested on the books, and continue to rise in grade level. This program applies to grades K through 6.

### TerraNova Fourth Grade Historical Profile State-Mandated Accountability Assessment

Ms. Hall indicated the bar graph on page 7 of Exhibit G demonstrates the ramifications of the results of the funding on Glenn Duncan Elementary School. The school-wide goal was to have three Norm Curve Equivalent (NCE) gains and pull 39 percent of the students out of the bottom quartile, and the goal has been exceeded beyond any expectations. She pointed out that the bar graph shows where the test scores have gone with the implementation of the programs.

Continuing, Ms. Hall said test results were given to the Glenn Duncan staff immediately. She then asked the teachers what components of the remediation programs were most successful in raising test scores. Turning to pages 8 and 9 of Exhibit G, she reported the teachers’ comments:

- **Uninterrupted instructional time.**

- Being held accountable for curriculum and instruction.
- In the last two years there has been only one day I did not teach reading.
- This program has proven invaluable to individual teachers and provided a common ground and goal for the entire staff. Addressing Senator Washington's question, Ms. Hall explained that what happens in Kindergarten is also what happens in 6th grade. Children and teachers have a common language, and the same things are taught to the same students all the way through their elementary school career.
- Professional development for classroom teachers-increasing their knowledge of the reading process, how students acquire language, and how to integrate writing and reading throughout the school day.
- Scholastic Reading Program, Reading Recovery, Staff, and Balanced Literacy Training (CELL/EXLL).
- Teamwork, teachers, staff and students.

#### From a Glenn Duncan Student

Ms. Hall indicated the letter on page 10 of Exhibit G is a letter from "Eric" to herself. She explained that Eric is a reading recovery student who was performing at the bottom of first grade level in September 1999. He has just been "discontinued" (a word used in Reading Recovery) from the Reading Recovery program and returned to the classroom as an average reader. He wrote: "Dear Mrs. Hall, Could we please get soccer balls for the school store? I saved nine blue slips. Thank you. Eric."

Ms. Hall indicated Eric's work demonstrates a first grade student after four weeks in elementary school. She explained when a Glenn Duncan Elementary School student is "caught being good or doing something above and beyond," he or she is awarded a blue slip. The students are allowed to turn in their blue slips at a school store every Friday.

Senator Washington commented the TerraNova scores of Glenn Duncan students were "great" and a remarkable improvement was observed. He noted an idea has been "bandied about" that students are only being taught to take TerraNova tests. The Senator questioned how that stigma can be overcome and replaced with the fact that children are being taught to make critical decisions and think for themselves. Ms. Hall emphasized children are being taught to read and the programs stress school-wide literacy and integrating learned skills. She pointed out that the second round of test scores demonstrated improvement. The first round of test scores brought Glenn Duncan out of inadequate, or needing improvement, in science; however, the emphasis was on literacy. Ms. Hall indicated children are being taught how to take tests because that is what is done in society. She said children are being taught to read and become productive citizens.

#### ***Rick McCormick***

Rick McCormick, Principal, Libby Booth Elementary School, pointed out that one-sixth of the students at Libby Booth are "children in transition," or homeless children, approximately 50 percent receive direct ESL services, and another 74 percent are at poverty level and receive free and reduced lunches. The school is 40 years old, and multitrack year round, which means four different schools are being operated at any one time due to the overcrowding factor.

Mr. McCormick indicated Libby Booth is a school designated "in need of improvement." Referring to a handout titled "TerraNova Results: Years 1997-1999: 4th Grade" (Exhibit H), he pointed out in reading, language, math, and science, "the school is not even close to not being a school in need of improvement." He stated the criteria for a school in need of improvement is 40 percent of the students scoring in the lowest quartile. He reported in 1997, 65.3 percent of Libby Booth's students were in the lowest quartile in reading, 58 percent in language, 57.7 percent in math, and 45.1 percent in science. Mr. McCormick exclaimed, "That is totally unacceptable. We can do better than that. We must do better than that."

Continuing, Mr. McCormick said Libby Booth adopted a school reform model designated by the state as “Success For All” (SFA). He explained that SFA is a comprehensive school-wide literacy program encompassing preschool through 6th grade. This school reform project has been used in Carson City, Las Vegas, McDermott, and Reno, and is currently in approximately 2,000 schools across the United States. He noted the second year of funding was used to hire reading tutor teachers who teach a 90-minute reading block every morning from 9:10 a.m. to 11:45 a.m., and thereafter tutor students who are not making adequate progress. Every student in the school is assessed every eight weeks. If a student is not making the progress deemed necessary by moving up in levels according to the SFA program, he or she is put into eight weeks of tutoring, 20 minutes a day, with the same tutor. Should the student not make adequate progress by the end of eight weeks she or he is given an additional eight weeks of tutoring. By that time the student should be at the same level as his or her regular group and making better progress. If not, other factors are considered, such as special education testing.

Further, Mr. McCormick said certified teachers take charge of one classified reading tutor teacher who is trained for a minimum of two full days to learn how to properly tutor for 20 minutes. The program contains reading instruction for the tutor and the guidelines are followed minute-by-minute. Subsequently, the reading tutor teachers are in charge of scheduling and ensuring students are not removed from math class for reading tutoring. Should a child be absent, a backup student receives this tutoring.

Mr. McCormick presented a five-minute video demonstrating a two-teacher SFA classroom during a 90-minute morning session. He explained that the teachers begin tutoring after the 90-minute block, train volunteers, and work with up to nine individual students a day. Volunteers are usually university students, retired teachers, and business people in the community. The students are interviewed by the tutor and a personal inventory of their likes and dislikes is compiled to ensure the tutor has intimate knowledge of that student. Some volunteers are trained to be listeners and require further training to be able to tutor.

Responding to a question by Senator Mathews, Mr. McCormick explained that there are two kinds of tutors:

- A certified reading tutor teacher funded by the state; and
- Classified ESL assistants who have been trained in SFA program tutoring methods.

Asked how many languages are spoken at Libby Booth Elementary School, Mr. McCormick answered approximately eight languages.

Mr. Williams queried whether teachers are allowed to send pupils to the SFA classroom during the day. Mr. McCormick answered the students sent for tutoring are those who are not making adequate progress after each eight-week assessment. A schedule is set up by providing each student a card that contains a clock showing their tutoring time. He invited the committee to visit an SFA classroom.

Further, Mr. McCormick indicated after one year of implementing the SFA classroom, the scores moved Libby Booth from being an “inadequate” school to one that was “on the bubble.” After testing 4th graders this year, Libby Booth is no longer an inadequate or bubble school—it is moving the right direction and not in any falling behind category. He noted the teachers and students have worked hard and are proud of their success.

Senator Raggio stated he was impressed with Ms. Hall and Mr. McCormick and reflected they are typical of others in their field. He said their enthusiasm and dedication to the programs makes decades of effort to achieve improvement in the education system worthwhile. He said it took a lot to overcome resistance to change and the programs have proven to work. The Senator pointed out the belief that lower socioeconomic students do not have the ability to learn has been disproved; however, people continue to make excuses. He applauded the principals’ efforts to move students into the mainstream.

Mr. Williams pointed out that two other schools in Las Vegas designated “needing improvement” also demonstrated success. He suggested compiling a list of schools that have experienced success in an attempt to duplicate their efforts at other schools. Senator Raggio emphasized there is no reason why schools that have not faced obstacles experienced by Libby Booth and Glenn Duncan Elementary Schools cannot emulate their efforts. He said although it sometimes needs rekindling, most administrators and teachers are very dedicated.

Senator Mathews inquired whether or not parents are involved in the tutoring program. Mr. McCormick explained every child from Kindergarten through 6th grade is required to read with a parent for 20 minutes each night and return the next day with a signed reading response form. Should the form not be returned, the parent is invited to attend an interview with the school. Transportation is provided should the parent be unable to travel to the school. The parent is then informed about the reading program.

Further, Mr. McCormick indicated that each Monday there is a weekly reading celebration in which students are invited to “get up” and read. Parents and grandparents are invited to attend the reading celebrations.

Ms. Hall pointed out that Glenn Duncan is a Title I school with a huge parent involvement component. Glenn Duncan also has a joint use library and family focus center that involves parents. Children who have accomplished progress in reading are celebrated each quarter. The reading recovery program requires home reading and return of a signed reading response form. Parental involvement is critical to bring students up to performance levels, Ms. Hall remarked.

Ms. Cegavske asked if programs exist for parents who are unable to read. Mr. McCormick said parents are encouraged to read with their children in their native language. He pointed out ESL adult classes are available through Washoe High School at the school location. Should a parent be unable to read, a sibling, a neighbor, or any adult, may substitute. Lunchtime sessions may be scheduled for children to read with the librarian, as well as 5th and 6th grade student mentors.

Asked whether or not the school works in conjunction with the community college to help illiterate parents learn to read, Mr. McCormick explained the family resource center holds ESL classes for all adults in the community. Questioned whether an illiterate English speaking person may seek help to learn how to read, Mr. McCormick answered he was unaware of any help for those individuals and offered to investigate the matter.

Senator Raggio indicated he requested information from the Department of Education concerning Title I requirements. He received Title I Assessment System information and suggested it be part of the record (Exhibit I). Chairman Williams requested the minutes reflect such. Senator Raggio expressed appreciation for the Department of Education, as well as Michelle Van Geel, Research Analyst, for gathering the information.

## **1999 PROGRESS REPORT ON NEVADA’S STATEWIDE SCHOOL ACCOUNTABILITY PROGRAM FOR SCHOOL YEAR 1997-1998**

### ***George Hill***

George Hill, Ph.D., Chairman and Report Editor, University of Nevada, Reno, indicated he is a proud member of the College of Education faculty at UNR. He stated he was not appearing on behalf of UNR and explained the school accountability program was a separate undertaking and he was an independent contractor in the process.

### **Background**

Mr. Hill explained he received a contract from the Legislative Bureau of Educational Accountability and Program Evaluation to determine the manner in which school districts are complying with the law. He indicated that five of the eight reviewers had been present since the inception of the accountability review process and witnessed many positive changes over the time period. Mr. Hill referred to a document titled “1999 Progress Report on the Nevada School District Accountability Program: Review, Analysis, and Recommendations” (Exhibit J).

### **Summary**

Mr. Hill said after he received a contract to undertake the report, he subcontracted with seven UNR or UNLV education professors to review various district reports. The seven individuals did not act in their official capacity as professors, but have extensive backgrounds. Each reviewer was assigned one or more district accountability reports to review, and each district was reviewed by a secondary reviewer who was a panel member. The panel members were charged with:

- Reviewing the district report;
- Determining how the district complied with both the spirit and letter of state law;
- Evaluating the state accountability handbook by which districts are charged with preparing reports;
- Comparing the state accountability handbook with the district report;
- Determining whether the information in the district report is consistent with the statewide data tables; and
- Ascertaining whether Part 3, which contains plans for improvement on areas with exceptional results, is congruent with Part 1, which is the building report typically prepared by the principal.

Mr. Hill further explained that Part 3 addresses whether or not a school is experiencing low attendance or very low scores. Should that be the case, a plan for corrective action would be required.

Continuing, Mr. Hill indicated the information was submitted to the reviewers who acted independently and provided communication between the primary and secondary reviewers. After a reasonable amount of time for the reviewers to conduct their independent work, the group met in Reno for a couple of days, during which time the newspapers reported that all TerraNova scores for the most recent year needed to be rescaled. Mr. Hill remarked, "This was not an auspicious way to begin the meeting and caused problems completing the report in a timely manner." He pointed out help was received from the LCB, Melinda Braun, and Lu Chen, and Nevada's Department of Education provided resources. The group considered the information, questions were worked out with the reviewers, and the meeting was adjourned. Thereafter, the primary reviewer wrote the final report for the assigned district and submitted it to Mr. Hill, who compiled the final report.

Mr. Hill noted the school districts had an opportunity to review a draft of their individual report regarding facts and context. Approximately one-third of the school districts responded by pointing out errors; therefore, when the final report was delivered there should have been no "surprises."

### General Observations and Comments

Mr. Hill pointed out accountability is working in the State of Nevada. As a person who had been in attendance since inception of the process, he stated school districts have made a yeoman's effort to deliver a quality product in terms of reporting to the public. The school districts are using the process to improve education program delivery. Mr. Hill said Part 3 has improved in providing high congruency on identification of the issues. He commended the school districts on their completion of Part 3, explaining it was a major effort and demonstrated improvement. The report showed that the number of schools in need of improvement and the previous inadequate designation have greatly reduced. In addition, even schools that are still in the designation are showing progress, Mr. Hill remarked.

### Recommendations

- Mathematics. Mr. Hill said there is need for improvement in mathematics instruction from 4th to 10th grade, particularly when factoring in high school proficiency examination results. A recommendation was made that mathematics instruction be a key item from Kindergarten through 12th grade.
- Attendance. Mr. Hill indicated attendance rates were questioned. He pointed out although 90 percent attendance does not appear to be onerous, it amounts to 10 percent of the school year, or almost one month of school. He said it is difficult to keep students in a good learning environment with that amount of missed attendance.
- Interpreting test data. Mr. Hill said some of the small school districts are in need of assistance interpreting test data. He called attention to the section in S.B. 555 addressing regional professional development programs. The section requires data interpretation training for teachers and administrators. Mr. Hill asked the committee to exercise its influence and insist the training be included in the programs.

- Science. Mr. Hill indicated a number of schools have been designated in need of improvement because of their science scores. The funding for remediation after a school has been removed from the in need of improvement designation needs to be enhanced. Mr. Hill said the Testing Advisory Committee, mentioned by Ms. Braun, would consider the issue.
- Extra data. Mr. Hill said some school districts include extra data; however, doing so makes it difficult from a review standpoint. The panel prefers more uniformity in the data in regard to what is, and is not, allowed.
- Reporting instances of violence. Mr. Hill indicated Clark County reported 80 instances of violence at the elementary school level, and Washoe County reported 62 instances of violence in one elementary school during the reviewed school year. The panel members were uncertain whether reporting instances of violence was the best measure of school safety. According to Mr. Hill, the number of instances of violence may be skewed by an administrator who runs a “tight ship” or has a very strict no-nonsense policy. Mr. Hill said there was a recommendation to consider the issue.

Senator Raggio requested clarification on the issue. He commented that school safety has become a paramount nationwide topic and is one of the reasons it was included in the accountability reports.

Mr. Hill clarified that reported incidences of violence varied from district-to-district and school-to-school. In the opinion of the review panel, a legislator reading the report could deduce that a school with 60 incidences of violence has problems. However, reality may be that the school is safe because a no-nonsense approach has been taken to any incidence of violence.

Senator Raggio agreed the concern is legitimate; however, uniformity of reporting is a primary concern. In response, Mr. Hill indicated it was not the desire of the panel to go on record as doing anything that would reduce emphasis on school safety. The Senator conjectured that parents would set a high priority on being able to access information determining the safety of schools.

- Longitudinal data. Mr. Hill indicated the panel recommended more longitudinal data recorded over a period of four or five years, particularly on TerraNova scores. Attendance rate data might also be considered.

Senator Raggio expressed appreciation for the accountability reports and said they were readable, informative, uniform, and detailed; however, he noted Clark County’s report was “a little short.” In regard to the Senator’s comment on Clark County’s report, Mr. Hill explained small districts are easier to review than large ones. He pointed out Clark County has made significant progress and is considered a model.

Senator Washington inquired whether accountability reports could be made more concise and readable for parents. Mr. Hill indicated it would be difficult to shorten the report and also comply with the contract and the law. The report provides feedback to policy makers, legislators, and school boards. Although the topic was discussed, the panel opted to fulfill the requirements of the contract. Senator Washington expressed the opinion that information is sometimes skewed by the media in an attempt to portray it in the right light, as well as being limited by space and time; therefore, the entire picture is not properly conveyed. He said it would be practical for the legislators or the panel to present an outlook of what is happening within the state to parents who are not closely involved. Mr. Hill suggested an executive summary be prepared for laypersons and the Senator agreed.

### **STATUS REPORT-COUNCIL TO ESTABLISH ACADEMIC STANDARDS FOR PUBLIC SCHOOLS**

*Keith Rheault*

#### **Phase II Standards**

Keith Rheault, Deputy Superintendent, Nevada’s Department of Education, indicated the Phase II standards, scheduled to be adopted January 13, 2000, were postponed until March 8, 2000, by a unanimous vote of the Standards Council at its December 1999 meeting. There were two reasons for the delay:

- Public input received in November 1999 suggested social study standards be examined by independent

reviewers regarding diversity issues and cultural bias to ensure those standards are met. Dr. Rheault reported the task complete and indicated the Standards Council would receive a report at the upcoming meeting. Public input expressed a desire for quality standards rather than a rush to meet the deadline.

- The Standards Council was made permanent during the 1999 Legislative Session, which left outgoing council members in “lame duck” status between June 1, 1999, and July 1, 1999, not knowing if they would be reappointed. Most of the members were reappointed; however, the full quorum was not appointed until September 1999, and the first meeting was September 15, 1999. Consequently, the Standards Council lost approximately 3½ months of work. The Standards Council was scheduled to receive public input in August and September 1999; however, it was delayed until November.

Dr. Rheault pointed out the required deadline of January 15, 2000, would not be met because of the delays; however, it was deemed more important to accomplish the standards correctly.

### Fordham Report

Dr. Rheault briefly discussed the recently released Fordham Report, which provides a review of state educational standards. He advised that the report:

- Rated Nevada’s standards at a “C-plus” and faulted them as mediocre with high accountability;
- Gave the state’s math standards a “C” rating for including a lengthy and unnecessary glossary. Dr. Rheault explained the purpose of the glossary is to afford parents an understanding of the terminology;
- The Fordham Report cites Nevada’s definition of an odd number as too simplistic and not mathematically correct. Dr. Rheault pointed out the intent was to help parents understand the meaning of the standards.
- The Fordham Report rated Nevada’s geography, history, and social study standards, taken from the first available draft in April 1999, a “C”. Dr. Rheault indicated those standards had changed significantly.

A report from Education Week rated Nevada’s standards “A-minus” with only six states rated higher. In his opinion, this report reflects the quality in Nevada standards.

### Identifying and Prioritizing Standards

Dr. Rheault indicated the first meeting to address legislative intent to identify and prioritize the developed standards would be held January 12, 2000. The meeting would include members of the Standards Council, as well as a group of 20 individuals from the four core content areas. The mission will be to establish the criteria used to prioritize the standards. The Standards Council will then adopt those criteria and the group will meet in February 2000, or the first week in March 2000, to prioritize existing standards. Those activities will meet the letter of intent received by the Standards Council requiring assurance the information would be available when the Criterion Reference Tests for grades 3 and 5 are developed.

### Mid Continental Research Lab Report

Dr. Rheault indicated the Mid Continental Research Lab (MCRL) Report added all the national standards from English, math, science, social studies, health, and physical education, and reported 200 national large content standards and 3,009 benchmark standards that students would be expected to know should all the national standards be totaled. Based on benchmark standards, the assumption is it will take five hours to teach each benchmark standard. Dr. Rheault said the reports indicate 15,000 hours of instruction would be required for grades K-12; however, only 9,000 hours are estimated to be available to teach those grades.

Continuing, Dr. Rheault proclaimed that he compared Nevada’s standards in all similar areas to the MCRL Report and also made implications insofar as available time. He noted Nevada has 115 content standards and 2,007 benchmark standards, including every subject for which there are standards, as well as foreign language and a few others. The MCRL Report states there are only two ways to address the large number of standards: (1) Reduce or prioritize them; or (2) lengthen the school day or school year



Senator Raggio asked Dr. Rheault to convey the committee's appreciation and respect to the Standards Council for its work. The Senator explained that the committee was one of the last to embark on the standards.

Dr. Rheault said the highest level quoted in the MCRL Report are Virginia, Nevada, and Florida. He pointed out Nevada is in the same group in the Fordham Report; however, different criteria and measurements are used. Nevada's ranking is tied for 14 in the Fordham Report, and tied for 7 in the MCRL Report.

Senator Washington said he received a call from Professor George Perrault from UNR, who moved to Nevada from North Carolina, and has been extensively involved in charter schools. He reported that Professor Perrault prepared a proposal for a case study on the evaluation of charter schools and had asked to be placed on the agenda to present his proposal to the committee.

### **PUBLIC COMMENT**

There was no public comment.

### **ADJOURNMENT**

There being no further business, the meeting was adjourned at 2:15 p.m.

Exhibit K is the "Attendance Record" for this meeting.

Respectfully submitted,

Barbara Moss  
Research Secretary

H. Pepper Sturm  
Chief Principal Research Analyst

APPROVED BY:

\_\_\_\_\_  
Assemblyman Wendell P. Williams, Chairman

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

### **LIST OF EXHIBITS**

Exhibit A is a document titled "High School Graduate Profile, WCSD, Prepared By: Washoe K-16 Council Joint Data Profile Committee, June 1999."

Exhibit B is a document titled "Teacher Licensure Presentation."

Exhibit C is a slide presentation of the Indiana Professional Standards Board presented by Dr. Joseph Weaver, Chairperson.

Exhibit D is a document titled “Framework for Initial Licensure of Professional Educators in the State of Indiana.”

Exhibit E is a document titled “Appendix B—Other Recommendations on Unresolved Issues.”

Exhibit F is a document titled “Legislative Bureau of Educational Accountability and Program Evaluation—Third Annual Report—December 1999.”

Exhibit G is the presentation of June Hall, Principal, Glenn Duncan Elementary School.

Exhibit H is a document titled “TerraNova Results: Years 1997-1999: 4th Grade.”

Exhibit I is a document titled “Title I Assessment System.”

Exhibit J is a document titled “1999 Progress Report on the Nevada School District Accountability Program: Review, Analysis, and Recommendations.”

Exhibit K is the Attendance Record for this meeting.

Copies of the materials distributed in the meeting are on file in the Research Library of the Legislative Counsel Bureau, Carson City, Nevada. You may contact the library at (775) 684-6827.