

**MINUTES OF THE MEETING  
OF THE  
LEGISLATIVE COMMITTEE ON EDUCATION  
(*Nevada Revised Statutes* 218.5352)  
November 18, 1999  
Las Vegas, Nevada**

The third meeting of the Legislative Committee on Education (*Nevada Revised Statutes* [NRS] 218.5352) for the 1999-2000 interim was held on Thursday, November 18, 1999, commencing at 9:30 a.m. The meeting was held in Room 4401 of the Grant Sawyer State Office Building, 555 East Washington Avenue, Las Vegas, Nevada, and videoconferenced to the Legislative Building, Room 3138, 401 South Carson Street, Carson City, Nevada. Pages 2 and 3 contain the AMeeting Notice and Agenda.@

**COMMITTEE MEMBERS PRESENT IN LAS VEGAS:**

Assemblyman Wendell P. Williams, Chairman  
Senator Maurice E. Washington  
Assemblywoman Barbara K. Cegavske  
Assemblyman Mark A. Manendo

**COMMITTEE MEMBERS PRESENT IN CARSON CITY:**

Senator William J. Raggio, Vice Chairman  
Senator Bernice Mathews  
Assemblyman Marcia de Braga

**COMMITTEE MEMBER ABSENT:**

Senator Raymond D. Rawson

**OTHER LEGISLATORS PRESENT**

Assemblywoman Christina R. Giunchigliani

**LEGISLATIVE COUNSEL BUREAU STAFF PRESENT:**

H. Pepper Sturm, Chief Principal Research Analyst, Research Division  
Elana Marton, Senior Research Analyst, Research Division  
Kristin C. Roberts, Senior Deputy Legislative Counsel, Legal Division  
Susan Furlong Reil, Senior Research Secretary, Research Division

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**MEETING NOTICE AND AGENDA**

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

Date and Time of Meeting:       Thursday, November 18, 1999  
  9:30 a.m.

Place of Meeting:               Grant Sawyer State Office Building  
  Room 4401  
  555 East Washington Avenue  
  Las Vegas, 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 video conference conducted at the following location:

Legislative Building  
Room 3138  
401 South Carson Street  
Carson City, Nevada

## A G E N D A

- I. Opening Remarks
- \*II. Approval of Minutes of the September 20, 1999, Meeting
- \*III. Assessment Issues
  - A. New Federal Testing Requirements  
Kathleen St. Clair, State Department of Education
  - B. Impact of Testing in the School Context  
Sue DeFrancesco, Clark County School District  
Joan Gray, Clark County School District
  - C. Test Security Issues and Procedures for Test Administration  
Selected School District Representatives
  - D. Student Exemptions From Accountability and Proficiency Testing Under NRS 385.3455 *et seq.* and NRS 389.015  
Representative, State Department of Education
  - E. Test Item Selection Procedures for Program of Statewide Proficiency Testing and Accountability – Nevada’s High School Proficiency Examination and *TerraNova* Testing in Grades 4, 8, and 10  
Representative, State Department of Education
  - F. Impact of CTB-McGraw Hill Scoring Error on School Accountability Rankings  
Representative, State Department of Education
  - G. Impact of State Remediation Funds on School Improvement Efforts  
Representative, Kermit R. Booker Elementary School, Clark County School District  
Representative, Arturo Cambiero Elementary School, Clark County School District
- IV. Review and Discussion of School District Reports Concerning Implementation of Assembly Bill 37 (Chapter 386, *Statutes of Nevada 1999*)  
Selected School District Representatives
- \*V. Request for Review and Approval of Work Plan for 1999-2000 of the Council to Establish Academic Standards for Public Schools  
Debbie Smith, Chairperson, Council to Establish Academic Standards for Public Schools
- \*VI. Request for Funds to Pay Services of Council of Basic Education to the Council to Establish Academic Standards  
Debbie Smith, Chairperson, Council to Establish Academic Standards for Public Schools
- VII. Progress Report - Commission on Educational Technology  
Moises Denis, Chairman, Commission on Educational Technology
- VIII. Progress Report Concerning State Department of Education Request to Develop or Purchase Standards-Based Achievement Examinations for Grades 3 and 5 (Senate Bill 466 [Chapter 621, *Statutes of Nevada 1999*] and Senate Bill 104 [Chapter 583, *Statutes of Nevada 1999*])  
Representative, State Department of Education

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.

### **OPENING REMARKS**

Chairman Williams called the meeting to order at 10:05 a.m. He requested the record reflect Senator Rawson excused. He welcomed Committee members and public present at the Legislative Building in Carson City, Nevada, and thanked members of the Legislative Counsel Bureau (LCB). He announced that the meeting would begin with Agenda Item V followed by Agenda Item VI.

### **APPROVAL OF MINUTES OF THE SEPTEMBER 20, 1999 MEETING**

**ASSEMBLYWOMAN CEGAVSKE MOVED FOR APPROVAL OF MINUTES OF THE COMMITTEE'S MEETING HELD ON SEPTEMBER 20, 1999. THE MOTION WAS SECONDED BY SENATOR WASHINGTON AND CARRIED UNANIMOUSLY.**

### **REQUEST FOR REVIEW AND APPROVAL OF WORK PLAN FOR 1999-2000 OF THE COUNCIL TO ESTABLISH ACADEMIC STANDARDS FOR PUBLIC SCHOOLS**

H. Pepper Sturm, Chief Principal Research Analyst, Research Division, LCB, Carson City, directed the Committee's attention to a memorandum dated November 15, 1999, from Debbie Smith, Chairperson, Council to Establish Academic Standards for Public Schools (Academic Standards Council), regarding a request for funds for contractual services expenditures for Fiscal Year (FY) 1999 - 2000, along with the following attachments: (1) memorandum of October 25, 1999, from Keith Rheault, Deputy Superintendent for Instructional, Research and Evaluative Services, Nevada's Department of Education, Carson City, to Lorraine Bagwell, Principal Budget Analyst, Budget Division, Nevada's Department of Administration, regarding a request that the State Board of Examiners and the Legislature's Interim Finance Committee (IFC) consider approving payment claims from FY 1999 - 2000 of the Academic Standards Council; (2) document titled AAdditional Work Plan Costs, Unrecovered Contractor Expenses Facilitation@; and (3) Academic Standards Council Contract Amendment Protocol (Exhibit A).

#### ***Debbie Smith***

Debbie Smith, Chairperson, Academic Standards Council, Carson City, reported that on October 26, 1999, the Academic Standards Council unanimously approved the Council for Basic Education's (CBE) claim for services rendered during FY 1999 - 2000 totaling \$93,835. Subsequent approval of the claim was obtained on November 10, 1999, from the State Board of Examiners, and on November 17, 1999, from the IFC. Ms. Smith requested the committee's approval of the CBE claim.

#### ***Keith Rheault***

Keith Rheault, Deputy Superintendent for Instructional, Research and Evaluative Services, Nevada's Department of Education, Carson City, directed the Committee's attention to the summary of the additional work plan costs (Exhibit A) which detailed CBE's contract expenses over the past 18 months and noted supporting documentation for each of

CBE=s claims. Dr. Rheault explained that the terms of the original contract with CBE for development of performance standards were unclear. Consequently, the criterion to develop the performance standards was not determined until after the contract was written. At the time, the number of standards that needed to be developed was unknown (e.g., 32 standards for science). These factors led to additional expenses.

Continuing, Dr. Rheault reported that he has reviewed CBE=s claim for services related to the development of Phase II content and performance standards in social studies and recommended that \$11,399 not be funded. He is of the opinion that the terms of the contract amendment pertaining to this item are clear and that CBE has been fairly compensated for its services in this regard.

Senator Raggio asked Dr. Rheault if the \$93,835 payment was acceptable to the Academic Standards Council, the CBE, and the Department of Education. Dr. Rheault reported that, Chris Cross, President, CBE, said he would not contest the claim to disallow these costs and agreed to accept payment of \$93,835 at the October 26, 1999, teleconference meeting of the Academic Standards Council. Senator Raggio asked that the record reflect the action taken by the IFC on November 17, 1999.

Senator Raggio suggested that the amount of funds available to the Academic Standards Council from FY 1999 - 2000 of the current biennium be reduced by \$93,835 and replaced by Title I funding through Nevada's Department of Education. He asked Dr. Rheault if the Academic Standards Council has adequate funding for Phase II, and if the \$93,835 drawn from the contingency fund could be replaced by the Department's Title I funding of \$100,000. Dr. Rheault responded that if approved, the request would be funded with the FY 1999 - 2000 allocation available through the Committee for Standards Activities.

Continuing, Dr. Rheault reported that the work plan for the FY 2000 - 2001 encumbered \$100,000 in Title I funds and an additional \$45,000 from Goals 2000, the Title VI Teacher Improvement and Technology/Literacy Challenge Grant fund. He asked the committee to note that the Academic Standards Council has not officially adopted a 2001 work plan and there is a deficit at this time. He explained that an additional \$42,000 of federal money is reserved for FY 2000 to support the Academic Standards Council activities, but there is still a deficit.

Senator Raggio said the committee viewed Dr. Rheault's fiscal concerns and would address the work plan as a separate issue. He suggested that the request for payment of the funds due to CBE be considered.

**SENATOR RAGGIO MOVED THAT THE COMMITTEE AUTHORIZE THE PAYMENT OF \$93,835 TO THE COUNCIL FOR BASIC EDUCATION FOR THE CONTRACTUAL SERVICES PERFORMED DURING FISCAL YEAR 1999. THE MOTION WAS SECONDED BY SENATOR MATHEWS AND CARRIED UNANIMOUSLY.**

Senator Washington asked if the \$93,835 was going to be repaid from the Title I fund for FY 2001 - 2002? Senator Raggio explained why it could not be paid with funding allocated for the present biennium and how it could be handled through a request for a contingency fund authorization through the IFC. The contingency fund authorization was requested and approved by the IFC on November 17, 1999, to allow \$93,835 to be withdrawn from the current biennium fund. Nevada's State Department of Education was asked to determine if federal funding was available in order to leave the full appropriation for the current biennium. Senator Raggio said there will be Title I funding through the Department of Education to replace the \$93,835 so that the full amount authorized for the Academic Standards Council will be available during FY 2000 - 2001 and the contingency fund will be restored \$93,835.

Responding to questions by committee members, Dr. Rheault said Title I is a federal program requiring Nevada to develop content and performance standards. It is appropriate to use the \$93,835 because Nevada is in compliance with the Title I requirements to support standards activities. Responding to a question by Assemblywoman Cegavske, Dr. Rheault said CBE would not exceed the amount in the contract and would notify the Department of Education if additional workloads required further costs as specified in the contract amendment protocol offered at the October 26, 1999, teleconferenced meeting. The Department will determine whether or not to add that assignment, and if they do, then it will be up to the Academic Standards Council to locate funding. He said the CBE agreed with the contract amendment protocol and was clear on additional funding eligibility. He added that requests for additional payment

would not happen again with the standards.

Chairman Williams inquired as to parameters for protocol to ensure that similar situations with consultants would not arise. Dr. Rheault explained there is a protocol for contracts established but this issue was complex because the LCB was the contractor, the Department of Education was the staff, and a separate council oversaw the process. He said the department was fully aware of the protocol for contracts, contract requirements, and that additional payment was not allowed without benefit of prior negotiation.

Ms. Smith agreed with Senator Raggio's observation that any requests for additional work outside of the contract would need prior Committee approval. She pointed out that concerns for the contract and additional costs prompted her to seek a solution beginning in February 1999. She expressed regret for the outcome and said it was difficult to navigate through the system. She assured the Committee that because of the established contract protocol this would not be an issue in the future.

Responding to a question by Senator Washington, Ms. Smith said she did not bring this information to the committee earlier because it looked as if resolution had been found. She said meetings with staff from the Academic Standards Council and the LCB addressed the cost overruns and anticipated resolving the funding issue in May of 1999. The inability of the Standards Council to form a full quorum during the 1999 Legislative Session delayed the June, July, and August 1999 meetings. She added that the reappointment of members to the Academic Standards Council caused further delays. She explained that she was following protocol in meeting with staff and trying to take the first steps.

### **REQUEST FOR FUNDS TO PAY SERVICES OF COUNCIL OF BASIC EDUCATION TO THE COUNCIL TO ESTABLISH ACADEMIC STANDARDS**

#### ***Debbie Smith***

Debbie Smith, previously identified on page 4 of these minutes, asked for funding approval in the work plan in the current fiscal year. She said the Academic Standards Council met on October 19, 1999, and again in a teleconference on October 26, 1999, to finalize the work plan based on the current assignments of the arts, computers, health, physical education, social studies, and technology. She referred to the approved work plan (Exhibit B) and explained the new work assignments which include grade-by-grade standards, prioritization, and other items.

Ms. Smith said the funding required for FY 1999 is \$62,945, and funds to augment this amount have been identified by the Department of Education. She said the Academic Standards Council would focus on two goals: (1) the adoption of Phase 2 Standards by January 2000; and (2) prioritization of the standards by the spring of 2000.

Senator Raggio stated he understood the work plan for FY 2000 and FY 2001 and expressed a concern for the proposed revenue sources of State money noting the \$46,000 deficit. He offered the following suggestion: (1) trim the proposed work plan; (2) trim the proposal to use a contractor; and (3) use federal funds for augmentation. He said he was hesitant to approve a plan showing an ultimate deficit.

He gave credit to the members of the Academic Standards Council for their outstanding work and dedication, and acknowledged the fact that many of them performed in a volunteer capacity without compensation. He said that the committee was not criticizing the work of the Academic Standards Council, but a response to the deficit was needed.

#### ***Keith Rheault***

Keith Rheault, previously identified on page 4 of these minutes, responded to Senator Raggio's remarks by stating that FY 2001 would show a \$46,000 deficit if everything proposed by CBE was funded. Dr. Rheault said the next time this proposal came before the committee, there would not be a deficit, and offered the following options:

- The Academic Standards Council's subcommittee reviewed the CBE proposal and rejected a \$35,355 estimate for a criterion reference test analysis of assessment. The Council is supportive of assessment but not at proposed cost of \$35,355. This is the only area where \$20,000 to \$25,000 cutbacks are anticipated.

- Fiscal Year 2001 work plan is scheduled for a review at a future meeting. Cutbacks to the grade-by-grade standards are not anticipated because they are mandated.
- Federal funding sources are being examined.

Senator Raggio said the committee would not tolerate shortages in the future, and asked for an assurance that there would be no deficit. He added that trimming might lessen the effect of the assessment component, which is an essential element. Dr. Rheault said the State Board of Education would finalize the assessment component and the Academics Standards Council was mandated to cooperate in its development. He suggested that the Academics Standards Council act as a technical expert consultant to offset expenses. He said that minimum funding in the assessment component would meet the requirements of the law.

Dr. Rheault said the Academic Standards Council will return to the legislative committee when the FY 2001 work plan is finalized in December 1999 with a balanced budget and no deficit. He said he would work with the Academic Standards Council to generate the difference in funds from what is available from state appropriations (controlled by the committee) and the Department of Education.

Responding to concerns by Assemblyman de Braga, Ms. Smith said the Academic Standards Council has endured a tumultuous time of decision making, estimating costs, and resolving contracts. She said the criterion is set, the standards have been identified, the levels of performance are in place, and the end product has been resolved. Ms. Smith added that the Academics Standards Council was well aware of the deficit issue but was not able to finish the work plan through the next fiscal year because of the amount of discussion involved with each decision and time constraints due to reappointments. She concluded by saying the last meeting ended on a confident note that the deficit could be effectively resolved to the committee's satisfaction through cutbacks.

Chairman Williams asked for public comment.

### ***Bill Hanlon***

Bill Hanlon, Director, Southern Nevada Regional Professional Development Center, Las Vegas, Nevada, noted the credentials lending to his expertise in implementing state standards. He stated that the \$93,835 could have been used to provide remediation for at-risk students. Mr. Hanlon expressed concern for the new state standards and work plan by noting:

- New standards implemented in October 2001 will require time for the tests to be developed, piloted, and tested for reliability, validity, and bias. He asked the committee to direct the Academic Standards Council to move quickly in this area.
- New standards need to be reasonably attainable and examined for appropriateness.

He concluded by stating the new academic standards have gone beyond the minimum needed for high school graduation, and read selected mathematical problems out loud from a document titled "Questions Based on the New Standards Developed by the Council to Establish Academic Standards for the 2001 – 2002 School Year" (Exhibit C). He asked the committee to make the financial commitment for remediation including 15 to 20 percent pay increases and sign-on bonuses for teachers as incentives to attract qualified teachers to Nevada.

### ***Leslie Fritz***

Leslie Fritz, Member, Nevada State Education Association (NSEA), Las Vegas, said she endorsed Mr. Hanlon's comments and supported high, rigorous standards for all Nevada students. She expressed concern for the timelines imposed on implementing new standards and on receiving adequate feedback from teachers. Ms. Fritz said it is difficult to find qualified teachers who are willing to take on additional tasks without compensation.

A discussion between committee members focused on the following: (1) further discussion of fair compensation for teachers is needed; (2) the system requires “give and take”; and (3) Mr. Hanlon’s suggestions would be considered in the 2001 Legislative Session.

### *Patricia Cunningham*

Patricia Cunningham, concerned parent and citizen, Las Vegas, said teachers should be compensated. She said children are entering the school system with a lower educational background partially due to parental disinterest in educational issues. Teachers are asked to go “above and beyond the call of duty” and should be compensated for further training. She asked the committee to consider amending the student exemption for the proficiency exam as it applied to English Language Learners (ELL) and the learning disabled. She suggested an exemption for high school seniors who consistently fail and suggested that these students receive substitute diplomas, letters of recommendation from the principal/church, a portfolio of grades, or any type of demonstration of the accomplishments of their educational experience. She concluded that she was concerned that the hasty process of developing and implementing standards was going to affect students who were not able to meet the new standards.

Chairman Williams responded to Ms. Cunningham by noting the system has failed their children by allowing them to walk out of educational institutions without being able to read their own diplomas. He said that raising the standards was the obvious solution and the student should be taught to a higher standard rather than receive a letter of recommendation saying he attempted to learn.

Ms. Cunningham said the system would further fail children by not giving them the opportunity to learn the material. She agreed that a substitute diploma was not the answer, but neither was allowing formative educational years to pass by and then suddenly subject unprepared students to a math proficiency test. She said communities of color have a responsibility to bridge the performance gap between students of color and white students. Ms. Cunningham said the expectations to pass a proficiency test were too high if the students did not have adequate test preparation and remediation could not be counted on to catch them up.

Senator Washington said remediation classes were funded with the intent of success and the only way to close a gap would be to make sure the expectations are in place for both the teachers and students.

Ms. Cunningham closed by saying that “. . . one size did not fit all” and testing did not have to be the only form of assessment, especially in math.

**SENATOR RAGGIO MOVED THAT THE COMMITTEE ADOPT AND APPROVE THE PROPOSED STANDARDS COUNCIL WORK PLAN UPON THE CONDITION THAT NEVADA’S DEPARTMENT OF EDUCATION APPROVE THE REVISION AND GUARANTEE FUNDING FOR THE OUT YEAR OF THE ACADEMIC STANDARDS COUNCIL’S EFFORT AND THE TRANSFER OF \$93,835 FROM THE FUNDING PROVIDED FOR ACTIVITIES DURING THE CURRENT BIENNIUM TO THE INTERIM FINANCE COMMITTEE CONTINGENCY FUND. THE MOTION WAS SECONDED BY ASSEMBLYMAN DE BRAGA AND CARRIED UNANIMOUSLY.**

## **ASSESSMENT ISSUES**

### **IMPACT OF TESTING IN THE SCHOOL CONTEXT**

#### *Sue DeFrancesco*

Sue DeFrancesco, Principal, Bonanza High School, Clark County School District, Las Vegas, referred to her remarks submitted in writing (Exhibit D). She said there was a meeting for principals in October 1999, at the request of Assemblywoman Cegavske to talk about issues relative to the testing process, and noted:

- The logistics of testing present a problem of conducting a normal class schedule for ninth graders while testing tenth, eleventh, and twelfth graders. Possible solutions include:
  1. Administering a practice test (*TerraNova* Exam) to the ninth graders so that all students were assigned to testing at the same time.
  2. Nontesting students are not required to report to school on test days. Management of only the students being tested would allow the school to: (1) sort, distribute, and collect materials to ensure proper test security; (2) provide a better environment for testing by using classrooms; and (3) allow supervision of smaller groups of students being tested.
- The complexity of test preparation requires that testing materials be received in advance. Each test booklet is numbered and coded to issue to a particular student. The rosters of students assigned to testing rooms must be prepared and the test administrator must be trained on the test requirements and test security. Anything the committee can do to support receiving the correct amount of materials in a time frame which allows for test administration planning would be appreciated.
- The turnaround time of test results and reporting scores needs to be reduced. The Proficiency exam is a source of anxiety for students and parents. The earlier results are shared; the sooner specific skills area can be addressed.
- Balancing multiple tests with the goal of improving the student is an issue to be examined. In addition to the state and district-mandated tests, the high schools also administer the Advanced Placement test, the Armed Services Vocational Aptitude Battery test, the Program for Learning in Accordance with Needs test, and the Preliminary Scholastic Aptitude Test during the school day. Adding the mandatory National Assessment of Educational Progress test to this list raises concerns because it does not provide feedback to the individual school or to the students but is only used as a mechanism for states to assess themselves against one another.
- Publicity about the importance of testing is needed. The Legislative Committee on Education could assist in disseminating test information from the state level to parents. This information could include the type of testing children will experience at various grade levels and the importance of the testing including helpful advice for parents to assist their children.

Ms. DeFrancesco concluded her remarks by urging the committee to consider the following suggestions to create an optimum environment for students: (1) distribute testing materials to districts and schools with adequate lead time; (2) mandatory days of attendance only for students being tested; (3) monitor the turnaround of test results; and (4) support and implement a statewide publicity campaign about testing.

### ***Joan Gray***

Joan Gray, Principal, Hayes Elementary School, Clark County School District, Las Vegas, presented an outline and shared the testing process from an elementary school perspective (Exhibit E). She noted the impacts of testing on staff, students, and teachers:

- *TerraNova* Exam/TCS testing uses three weeks in October. Schedule revision in a nine-month school requires:
  1. Changing the preparation schedule of fourth grade and five other classes.
  2. Loss of language arts block of time throughout the testing period.
  3. Loss of the Reading Improvement Program for students in need of remedial reading intervention throughout the testing period.
  4. Loss of special education classes throughout the testing period.



5. Loss of instructional time prior to testing week.
  6. Loss of staff time to physically manage the test booklets, answer sheets, pencils, administrator's manuals, and tracking of absent students.
  7. Loss of teaching time to administer make-up tests.
- The Fourth Grade Writing Proficiency Test takes three days of testing immediately following the three weeks of *TerraNova* testing which impacts:
    1. Loss of teaching time in fourth grade.
    2. Loss of teaching time in Special Education.
    3. ELL and Special Education students are told that if their writing is too short they will not receive a score. After the fourth week of the new school year, many of these students suffer from low self-esteem because this test is too difficult for them.
    4. This test uses impractical and unrealistic testing materials, for example, "Write about an event in your life that gave you a feeling of satisfaction or sense of accomplishment." This question, intended for a nine-year-old child should be rewritten to ask, "Write about something you did that made you feel proud." Testing standards need to be realistic.
  - The NAEP testing begins in January and February and has the following impacts:
    1. The randomly selected fourth grade NAEP test subjects and all fourth graders experience a loss of classroom time.
    2. Loss of clerical time to manage the test booklets, administrator guides, answer sheets, et cetera.
    3. Loss of staff time to administer the test.
  - District testing includes criterion reference tests administered during the last three weeks of May to all students in grades 1 through 5 in a nine-month school. In order to prepare for this test it is recommended that teachers administer frequent pretesting to assess what needs to be taught to meet District standards.

Ms. Gray concluded her remarks by pointing out that the exhaustive testing schedule takes away a month and a half of actual teaching time. Her recommendations to the committee included:

- An examination of the testing schedule.
- The creation of a new statewide testing schedule with the goal of using less test time.
- An assessment of the effect on fourth graders and consider testing other grades.
- Exchanging tests to avoid duplicity in subject testing.
- A consideration of including ELL and Special Education students in tests which do not facilitate feelings of accomplishment in that population.
- Additional clerical support to schools during the testing process.
- Utilizing advances in technology to prepare for the inevitability of "paperless" testing.
- Providing funding for test proctors.

- Procuring test results in a timely manner.
- Deciding to how to test various abilities outside of a standard reading test, for example, the proficiency of a student's science ability is determined by the results of a reading test.

Assemblywoman Cegavske said she recently met with 15 principals and others representatives to discuss issues affecting schools as a result of legislation. She cautioned the committee about adding new regulations to a school system that could not possibly meet all of the current mandates due to limited resources. She said the elementary schools are most affected by the attendance and discipline laws that force the principal into the primary caretaker role while waiting for the parent to remove the child from the school.

### *Jane Kadoich*

Jane Kadoich, Parent, Assistant Director, Guidance Program, Clark County School District, Las Vegas, requested communication from the Department of Education to explain why her children are missing valuable instruction and counseling time because of excessive testing. She said the guidance counselors sacrifice time to administer and handle the testing materials, which translates into 30 days of non-service to prepare for testing. Ms. Kadoich reminded committee members that because of national events with violence on high school campuses it is vital to provide uninterrupted counseling services. She suggested that students who consistently demonstrate proficiency should not be subjected to continual testing.

Responding to a question by Assemblyman Manendo, Ms. Kadoich said that as a parent and a taxpayer, she was in favor of an extended school year to make up for test days. She concluded that the committee should develop standards that they are willing to pay for at the state level.

Senator Washington said being a legislator requires a tremendous amount of time, excessive reading, and the ability to sit a chair day after day without any extra pay. He asked Ms. Kadoich if she would support an increase in legislative salary. She agreed with the contingency that the legislators meet more frequently. Senator Washington said the committee had been asked to increase the school year, provide a uniform test schedule, and provide funds for remedial courses, but when the committee asked the teachers what they were willing to do in return, they wanted increased teacher wages and/or increased taxpayer contributions. He said the teachers were unwilling to raise their own standards and teach.

Assemblyman de Braga needed clarification on how many days have been utilized for testing since the school year began. Ms. Kadoich said at least 20 partial days due to the *TerraNova* Exam and the Writing Assessment test. Assemblyman de Braga said test preparation should be considered instructional, and questioned how test preparation detracted from a fourth grader's education.

Dr. Rheault said the total time for administering the *TerraNova* Exam at the fourth grade level is five hours maximum. He could not substantiate Ms. Kadoich's claim of 15 days preparation needed for the *TerraNova* Exam.

Assemblywoman Cegavske asked the committee to investigate Ms. Kadoich's issue with facilitation from the Department of Education. Ms. Kadoich submitted a testing schedule to the committee (Exhibit F).

### *Judy Costa*

Judy Costa, Director of Testing, Clark County School District, Las Vegas, said three weeks are set aside for the *TerraNova* Exam and a week for the Direct Writing Assessment. She added that Test of Cognitive Skills and two practice tests are administrated within those three weeks, and some students experience an interruption in instruction.

## **NEW FEDERAL TESTING REQUIREMENTS**

### *Kathleen St. Clair*

Kathleen St. Clair, Title I Programs, Department of Education, Carson City, reported that Nevada has made

tremendous strides in complying with the requirements of the Standards Based Reform. She said Nevada has been identified by the United States Department of Education (USDE) as one of 24 states with performance standards in place.

Ms. St. Clair reported that starting in early 2000, Nevada must demonstrate compliance to the Federal Government with regard to assessments -- the final component of the Federal Elementary and Secondary Education Act (ESEA). The Federal Government requires a final assessment system on line to State content and performance standards beginning with the 2000 – 2001 school year with administration of all tests concluded by the end of the 2000 – 2001 school year. She said that waivers are available for programs in process.

Nevada's Department of Education has recently received guidance from the USDE concerning the requirements and characteristics of the assessment system, which include:

- The assessments must be aligned with State content and performance standards.
- If the State measures the performance of all children, then the same assessments must be used to measure the performance of students served by Title I.
- Assessments must be administered annually to students in at least one grade in each of the three grade ranges: (1) grades 3 through 5; (2) grades 6 through 9; and (3) grades 10 through 12.
- The assessment system must provide for:
  1. Participation in the assessments of all students in the grades being assessed.
  2. Reasonable adaptations and appropriate accommodations for students with diverse learning needs.
  3. Inclusion of Limited English Proficient (LEP) students who shall be assessed to the extent practicable in the language and form most likely to yield accurate and reliable information on what they know and can do to determine their mastery of skills other than English.
- The assessment system must involve multiple approaches with up-to-date measures of student performance including measures that assess complex thinking skills and understanding of challenging content.
- The assessments must be used for purposes for which they are valid and reliable.
- The assessments must meet relevant nationally recognized professional and technical standards for quality.
- The assessment results must be disaggregated within any school and district by gender, major racial and ethnic groups, English proficiency status, migrant status, students with disabilities as compared to students without disabilities, and economically disadvantaged students as compared to noneconomically disadvantaged students.
- Disaggregated data must be included in annual school profiles.
- The assessment system must provide individual student interpretive reports that include individual scores or other information on the attainment of student performance standards.

Continuing, Ms. St. Clair said the USDE expects states to comply with assessment requirements in return for accepting Title I funds. She said Nevada receives \$24 million per year in Title I funds for at-risk students. The USDE is implementing a peer-review process to ensure that each state complies with the requirements.

Ms. St. Clair updated the committee on Nevada's standing on each statutory and regulatory requirement:

- The aligned assessment system requirement finds Nevada lacking. The *TerraNova* Exam is one important element but it is not specifically aligned to state standards because it is a national test.

Nevada plans to meet the aligned assessment requirement through contract negotiations between the Department of Education and a private testing company to develop criterion referenced tests in reading and math for grades 3 and 5. Pilot testing will begin in the spring of 2000.

- The multiple measures of student achievement requirement also finds Nevada lacking.

Nevada plans to meet the multiple measures of student achievement through contract negotiations between the Department of Education and a private testing company to develop criterion referenced tests in reading and math for grades 3 and 5. Pilot testing will begin in the spring of 2000.

- The inclusion requirement finds Nevada facing the challenge of having its aligned assessment system approved by peer reviewers. The problem points to how specific populations are not assessed:
  1. Currently, many ELL students are simply exempted altogether from the state assessment system; however, ESEA clearly states that all LEP students in the grades being assessed must be a part of the State's assessment system. As the system currently exists, these students are assessed with the Language Acquisition Scales (LAS) to determine their proficiency in English and are exempt from the *TerraNova* Exam if the LAS score is below a minimum qualification. Nevada does not have a mechanism in place to determine how LEP students are performing in math, science, and social studies. An interpretation of the law does not require testing children in their first language, but rather to find a way to include LEP students in the assessment system.
  2. Students with disabilities must be included in Nevada's assessment system. The Individuals with Disabilities Education Act (IDEA) contains clear language mandating this. A task force has been formed to develop an alternate assessment for students who cannot be included with or without accommodations in Nevada's regular assessment system.
- The technical quality requirement will demonstrate that Nevada's tests are valid and reliable for the purposes they were intended. Nevada needs answers to the following questions:
  1. Does the assessment reflect the full range of the standards?
  2. Does the assessment reflect the same degree of emphasis on the different content standards as reflected in the standards documents?
  3. Does the assessment reflect the cognitive depth of the standards?
  4. Does the assessment provide scores that reflect the meaning of the different performance standards?
  5. Is the alignment between the standards and the assessment clear to all members of Nevada's school communities?
- The aggregation of results requirement is simple for Nevada to comply with because the current collection of Title I data includes disability status, ethnicity, English proficiency status, gender, migrant status, and socioeconomic status.

Ms. St. Clair concluded by saying Nevada can decide to have some content standards assessed at the local level but must establish state criterion for determining the adequacy of those local assessments (for Title I purposes only). The district is free to perform its choice of assessment. She expressed appreciation to the committee for its hard work in establishing Nevada's accountability system, and noted that the identification of schools has been a factor in "turning around" the low performance of some schools.

Senator Raggio thanked Ms. St. Clair for her comprehensive presentation. He said accountability was a major hurdle for Nevada to overcome and cautioned individuals who were opposed to testing or assessments that citizens of the State and nation welcomed accountability. He said Ms. St. Clair's report on Federal requirements was illuminating. He asked Chairman Williams to direct the Department of Education staff to present a list of requirements, which Nevada needs to address, and include a timetable. He said Nevada should not apologize for financial commitments to

education and needs to continue the effort, ignoring detractors who will always use inconvenience as an excuse to criticize enhancements. He said the children stand to lose if Nevada does not remain firmly committed to education.

Responding to a question from Assemblyman de Braga, Ms. St. Clair said a weighted formula to account for the percentage of participating ELL and disabled students was not necessary. Title I relied on a growth index to determine the adequate yearly progress in a school.

## IMPACT OF STATE REMEDIATION FUNDS ON SCHOOL IMPROVEMENT EFFORTS

### *Beverly Mathis*

Beverly Mathis, Principal, Kermit R. Booker Elementary School, Clark County School District, Las Vegas, reported \$82,556 in State remediation funds at her school were used for the creation of two reading programs and the enhancement of a computer lab. She said improvements were evident by comparing test scores from 1998 to 1999. She thanked the committee for its support and extended an open invitation to members to visit Kermit R. Booker Elementary School.

Responding to questions by Senator Washington, Ms. Mathis said parents are excited by the success of the remediation program and are participating in student homework assignments. She said Kermit R. Booker Elementary is presently ranked as the poorest school in Clark County with 98 percent of the student population being African American. She reported that teachers at this school rarely transfer, do not complain about having to test students, and there is a spirit of commitment to follow the assessment and testing plan without additional compensation. Assemblywoman Cegavske said it was a pleasure listening to Ms. Mathis and wanted to applaud her positive attitude. Senator Raggio commended Ms. Mathis and said her presentation was the “highlight of the day.” He said he appreciated Ms. Mathis, parents, staff, and students who chose to join together to make the program a success.

Senator Raggio went on to say that while he did not disagree with Mr. Hanlon’s remarks, he disagreed with many of Mr. Hanlon’s conclusions. He said the Nevada Legislature made a firm commitment to remediation by recognizing that raising educational standards meant including students who had fallen behind. As a result of providing funding to the summer Remediation Program, many students passed the High School Proficiency Exam. He said it was unfortunate for both student and parent who unwisely chose not to participate in this opportunity. Senator Raggio concluded by saying the Nevada Legislature would continue with the Remediation Program and budgeted an additional \$3.2 million for this biennium.

Chairman Williams added that he is proud of the work by Kermit R. Booker Elementary School parents, staff, students, and volunteers. It said it was refreshing to listen to positive remarks from school administrators.

### *Stevie Nelson*

Stevie Nelson, Principal, Arturo Cambiero Elementary School, Clark County School District, Las Vegas, said remediation efforts brought commitment from parents and staff. She said remediation funds were used to purchase Computer Curriculum Corporations math software (CCC) and an expanded learning program. Arturo Cambiero Elementary School is a year-round school, which affords the opportunity for teachers to assess needs during track breaks. She said regular assessments increase the school’s ability to monitor progress and make adjustments. She concluded saying that the CCC software was responsible for enabling nonproficient students to change that status within a short time.

Responding to questions by Senator Washington, Ms. Nelson said the ability to read, write, and compute had increased student self-esteem. She reported that students who rarely participated in the past are now frequently offering to read to staff. She said standards and expectations are held high.

Responding to an inquiry on class size by Assemblywoman Cegavske, Ms. Nelson and Ms. Mathis reported:

- Arturo Cambiero Elementary School has two resource rooms, normal class-size reduction exists for grades 1 through 3, and 28 to 29 students per fourth grade class with one teacher per classroom.

- Kermit R. Booker Elementary School has two resource rooms; grades 1 through 2 have 15 students to one teacher; 28 students to one teacher team; third grade classes have 17 to 18 students, fourth grade classes have 20 students, and fifth grade has 22 to 23 students per room.

Senator Washington said the Kermit R. Booker Elementary School was built in 1954 and a new school is needed.

## **TEST SECURITY ISSUES AND PROCEDURES FOR TEST ADMINISTRATION**

### **Keith Reault**

Dr. Rheault, referred to a manual on test security procedures (Exhibit G) and said the manual is several years old but was modified on August 19, 1999, to add changes as a result of Senate Bill 21 (Chapter 352, *Statutes of Nevada*, 1999). He explained that S.B. 21 expanded the reasons a teacher may be demoted, suspended, or dismissed, to include “. . . causing a breach in the security or confidentiality of the required proficiency exams.” He said the majority of security breach reports received by the Department of Education are found to be unintentional and are usually caused by lack of training or carelessness. The revised version of the manual now includes: (1) suspension for unintentional breaches of security; (2) reasons for teacher suspension; and (3) the principal is named as the primary responsible party in security breaches. He said this issue is taken seriously.

### **Janice Florey, Ed.D.**

Dr. Janice Florey, Coordinator, Assessments, Grants and Projects, Douglas County School District, Minden, Nevada, submitted a document titled “Assessment of Student Progress” (Exhibit H) noting its creation in 1997. She said the purpose was to guide the implementation of the district’s competency-based system with respect to district assessments. The policy defined the purpose of various assessments and their impact on student graduation in a competency-based system. She said the district held teachers accountable for the administration of district and state assessments.

### **H. Pepper Sturm**

Mr. Sturm, previously identified on page 4 of these minutes, explained that Ms. Florey was referring to a poll of the districts concerning the number of test administration policy and procedures in place regarding test administration (Exhibit I). The results of the poll are 64 percent of the districts have policies/procedures regarding test administration and security while 36 percent do not.

Mr. Sturm concluded by reporting Esmeralda, Lander, Mineral, and Nye County School Districts in Nevada answered “no” to the poll.

The committee also received the test preparation and security procedures for Clark County School District (Exhibit I) submitted through Mr. Sturm by Ms. Costa, previously mentioned on page 15 of these minutes.

### **Jim Parry**

Jim Parry, Superintendent, Carson City School District, Carson City, referred to Exhibit I and said a large amount of in-service is required for the principals. He said the document was submitted at Mr. Sturm’s request.

## **PROGRESS REPORT – COMMISSION ON EDUCATIONAL TECHNOLOGY**

### **Moises Denis**

Moises Denis, Chairman, Commission on Educational Technology, Las Vegas, presented a work plan to the committee (Exhibit J). He reported that the Commission on Educational Technology met for the first time on November 3, 1999, with seven new members. He highlighted the work plan:

- The legal obligations require: (1) submission of an updated plan; (2) authorization of distribution of funds to districts; (3) recommendations to the Legislature; (4) oversight of an educational trust fund; (5) preparation of a telecommunications plan; and (6) creation of technical and wiring standards.

- A subcommittee was created to determine funding allocation to the districts.
- A subcommittee was created to address technical and wiring standards.
- Funding was approved for library materials, and a proposal was heard to gather encyclopedias.

### ASSESSMENT ISSUE

#### **STUDENT EXEMPTIONS FROM ACCOUNTABILITY AND PROFICIENCY TESTING UNDER NRS 385.3455 ET SEQ. AND NRS 389.015**

Dr. Keith Reault asked the committee to compare statistics from three documents (Exhibit K). He said the Department of Education specifies which students are exempt based on State law and pointed out that the exempt student chart prepared by the LCB (memorandum from Mindy Braun, Educational Program Analyst, Fiscal Analysis Division, LCB) was measured by percentages whereas the chart prepared by the Department of Education (1998 Exempt Students – *TerraNova* Exam) expressed that figure in whole numbers. He noted a second difference between the reports was the figure for percentage of special students tested, saying the reader could be misled because the LCB report does not specify whether or not a special test was offered, or if special accommodations using the regular test was offered. He said the LEP students were the largest group of exempt students.

Responding to questions by Assemblywoman Cegavske, Dr. Rheault explained that the State Board regulations determined that scores falling below a specific level at a specific grade would exempt LEP students from the *TerraNova* Exam. With regard to parental permission to exempt a child from testing, he explained there are no regulatory or statutory provisions allowing a parent to make that decision. He said that parents could keep their child home during a test day, but make-up tests would be scheduled. He concluded saying a special plan would be developed if an absentee trend was detected.

#### **TEST ITEM SELECTION PROCEDURES FOR PROGRAM OF STATEWIDE PROFICIENCY TESTING AND ACCOUNTABILITY – NEVADA’S HIGH SCHOOL PROFICIENCY EXAMINATION AND TERRANOVA TESTING IN GRADES 4, 8 AND 10.**

Dr. Keith Reault referred the committee to three reports regarding various years and grades of the Nevada Proficiency Examination (Exhibit L). He said the Department of Education has employed a contractor to assist with writing test items for the proficiency examination. He said the development of test items follows specific steps as indicated in a faxed memorandum (Exhibit L).

#### **IMPACT OF CTB-MCGRAW HILL SCORING ERROR ON SCHOOL ACCOUNTABILITY RANKINGS.**

Dr. Keith Rheault provided a summary to the committee, “Impact of CTB/McGraw Hill Scoring Error on Designated Schools in Relation to the State Required *TerraNova* Exams Administered During the 1998 – 1999 School Year” (Exhibit M). He said the information was arranged by the level of remedial funding:

- Level 1 schools are identified as needing improvement for the 1999 – 2000 school year because over 40 percent of tested students placed in the bottom quartile on the *TerraNova* Exam. He said the five elementary schools identified as needing improvement in Clark County were: (1) Kermit T. Booker; (2) Arturo Cambeiro; (3) Fitzgerald; (4) Lunt; and (5) Madison. The scoring error changed the status of Arturo Cambeiro Elementary School to a school no longer in need of improvement. He said that other impacts of the scoring error were listed in the fourth column, specifically in Washoe County, where both Duncan and Smithridge Elementary Schools were no longer identified as needing improvement.
- No Level 2 schools were affected. A Level 2 school is designated as needing improvement from the previous school year.

Dr. Rheault referred to a chart “State Remediation Funding 1999 – 2000, Nevada Department of Education” (Exhibit

M).

- Level 3 schools are designated as adequate in the 1999 – 2000 school year, meaning student test scores averaged in the bottom quartile in three of the four *TerraNova* Exam subject areas. The scoring error resulted in drastic changes for Cortez and Cahlan Elementary Schools in Clark County which would have disqualified them for remedial funding as a “bubble school” had the error been detected sooner. He said five Level 3 schools had a change in status, for the better, due to the error.

Dr. Rheault said an additional change in status, which is not officially verified, occurred in the Advanced Technologies Academy. He said the status could increase to a high achieving school based on the *TerraNova* Exam results after the correction.

**PROGRESS REPORT CONCERNING STATE DEPARTMENT OF EDUCATION REQUEST TO DEVELOP  
OR PURCHASE  
STANDARDS-BASED ACHIEVEMENT EXAMINATIONS  
FOR GRADES 3 AND 5  
(SENATE BILL 466 [CHAPTER 621, *STATUTES OF NEVADA 1999*] AND  
SENATE BILL 104 [CHAPTER 583, *STATUTES OF NEVADA 1999*])**

*Mary L. Peterson*

Mary L. Peterson, Superintendent of Public Instruction, Department of Education, Carson City, provided committee members with a report of newly enacted statutes affecting public schools and pupils for 1999 (Exhibit N). She said \$900,000 was appropriated for the High School Proficiency Exam (HSPE), and \$300,000 for the development of a Criterion Reference Test (CRT) for grades 3 and 5. The Department is negotiating with a vendor to finalize a contract to develop both the HSPE and CRT. She said listed three options: (1) a proposal for a shelf test; (2) a proposal for a customized test that will exceed the budget; or (3) a proposal of a test item bank.

She said the pilot testing must take place in the spring of 2000 and she is expecting the vendor’s cost estimates soon. She said all the issues relating to the HSPE were settled but the grade 3 and 5 CRT was still in the process of development.

Assemblywoman Cegavske told Ms. Peterson that former Nevada Superintendent of Public Instruction Ted Sanders was chosen as president of the Education Commission of the States (ECS) at a meeting in Virginia last week. She said the ECS would be sharing recommendations with Nevada shortly. Ms. Peterson informed the committee that Mr. Sanders was in Nevada from 1979 until 1985.

**REVIEW AND DISCUSSION OF SCHOOL DISTRICT REPORTS  
CONCERNING IMPLEMENTATION OF  
ASSEMBLY BILL 37 (CHAPTER 386, *STATUTES OF NEVADA 1999*)**

H. Pepper Sturm referenced two documents associated with State and district compliance with the provisions of Assembly Bill 37 (Chapter 386, *Statutes of Nevada 1999*) (Exhibit O). He explained that A.B. 37 required the Department of Education to report significant legislation passed during a prior legislative session that affected public education to the district board of trustees. The districts in turn were required to inform employees, parents, staff, and teachers.

Jim Parry, previously identified on page 21 of these minutes, said parents in the Carson City School District received the Legislative Update published in accordance with S.B. 37 to stay informed of new legislation affecting education.

Janice Florey, previously identified on page 20 of these minutes, told committee members that Douglas County



School District shared legislative actions with parents (Exhibit O). She said approximately 2,000 documents were distributed through student folders sent home to parents, direct mailings to parents, and interdistrict mailing to all employees. Douglas County School District estimated the cost of implementing S.B. 37 to be \$3,000. She said five contacts have made inquiries with legislative questions as a result of the mailing.

***Assemblywoman Christina R. Giunchigliani***

Christina R. Giunchigliani, Nevada State Assembly District No. 9, testified as a witness and not a member of the Legislative Committee on Education. She acknowledged the efforts of the Clark County School District. She offered clarification on S.B. 37, Section 1, subsection 2, saying direct access to regulations and policies of their respective school boards should be readily available. She read, “. . . each school shall maintain a copy of the pamphlet with any regulations, additions, or amendments in the school library.” Ms. Giunchigliani suggested that the committee compare how other districts are making this information available. She noted that some districts are noncompliant. She concluded by asking how parents, students, and faculty could be held accountable for information they could not access. She said the committee has the opportunity to consider new legislation or enforce existing legislation that would address relevant issues such as school safety and students under house arrest.

Chairman Williams said a meeting would convene to discuss adherence to past legislation.

**PUBLIC COMMENT**

There were no additional comments from the public.

**FUTURE MEETINGS AND AGENDA DEVELOPMENT**

A short meeting is tentatively scheduled for January 11, 2000, in Carson City. The committee's next meeting will be held on Tuesday, January 25, 2000, at the Western Nevada Community College in Fallon, Nevada, and will be teleconferenced to Las Vegas. Agenda items will include a presentation by the Churchill County School District on schools needing improvement.

**ADJOURNMENT**

There being no further business, the meeting was adjourned at 1:58 p.m. Exhibit P is the "Attendance Record" for this meeting.

Respectfully submitted,

Kennedy  
Senior Research Secretary

H. Pepper Sturm  
Chief Principal Research Analyst

APPROVED BY:

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Assemblyman Wendell P. Williams, Chairman

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

### **LIST OF EXHIBITS**

Exhibit A is a one-page memorandum dated November 15, 1999, from Debbie Smith, Chairperson, Council to Establish Academic Standards for Public Schools, Carson City, Nevada, to Assemblyman Wendell Williams, Chairman, Legislative Committee on Education, Las Vegas, Nevada, regarding a request for funds for contractual services to support Council responsibilities, along with three attachments:

1. A four-page undated document titled "Proposed Budget Plan."
2. An eight-page document dated October 19, 1999, titled "Proposed Work Plan for Continuing Work of the Council to Establish Academic Standards."
3. A one-page documented dated October 19, 1999, titled, "Summary Budget for Proposed Work Plan for Continuation Work of The Council to Establish Academic Standards."

Exhibit B is a one-page memorandum of November 15, 1999, from Debbie Smith, Chairperson, Council to Establish Academic Standards for Public Schools, Carson City, Nevada, to Assemblyman Wendell Williams, Chairman, Legislative Committee on Education, Las Vegas, Nevada, regarding a request for funds for contractual services expenditures for Fiscal Year 1999, along with three attachments:

1. A one-page memorandum of October 25, 1999, from Keith Rheault, Deputy Superintendent, State Department of Education, Carson City, Nevada, to Lori Bagwell, Principal Budget Analyst, State Department of Education, Carson City, Nevada, regarding a request for Board of Examiners and IFC consideration of stale claims to pay Academic Standards Council expenses from Fiscal Year 1999
2. An eight-page undated document titled "Additional Work Plan Costs, Unrecovered Contractor Expenses – Facilitation."
3. A one-page undated document titled "Academic Standards Council Contract Amendment Protocol."

Exhibit C is a two-page undated document titled "Questions Based on the New Standards Developed by the Council to Establish Academic Standards for the 2001-2002 School Year," submitted by Bill Hanlon, Director, Southern Nevada Regional Professional Development Center, Las Vegas, Nevada.

Exhibit D is a four-page document dated November 18, 1999, titled "Legislative Committee Meeting," submitted by Sue DeFrancesco, Principal, Bonanza High School, Clark County School District, Las Vegas, Nevada.

Exhibit E is a five-page undated document titled "Impact of State Testing on Elementary School Students," submitted by Joan Gray, Principal, Hayes Elementary School, Clark County School District, Las Vegas, Nevada.

Exhibit F is a three-page undated document titled “Suggested Testing Schedule,” submitted by Jane Kadoich, Parent, Assistant Director, Guidance Program, Clark County School District, Las Vegas.

Exhibit G is 23-page document dated August 19, 1999, titled “Test Security Procedures for Nevada Proficiency Examinations,” submitted by Keith Rheault, Deputy Superintendent for Instructional, Research and Evaluative Services, State Department of Education, Carson City, Nevada.

Exhibit H is a five-page undated document titled “Policy 222 – Board of Trustees, Douglas County School District,” submitted by Janice Florey, Coordinator, Assessments, Grants and Projects, Douglas County School District, Minden, Nevada.

Exhibit I is a one page document dated November 1999, titled “Test Administration and Test Security Policies and Procedures by District,” compiled by H. Pepper Sturm, Chief Principal Research Analyst, Legislative Counsel Bureau, Carson City, Nevada, with four attachments:

1. A six-page document dated November 1999, titled “Test Administration and Test Security Policies and Procedures,” submitted by the Carson City School District, Carson City, Nevada.
2. A five-page document dated November 1999, titled “Test Administration and Test Security Policies and Procedures,” submitted by the Douglas County School District, Minden, Nevada.
3. A 29-page dated November 1999, titled “Test Administration and Test Security Policies and Procedures,” submitted by the Washoe County School District, Reno, Nevada.
4. A 97-page undated document titled “Test Preparation and Security Procedures for the Clark County School District, Secondary Education,” submitted by the Clark County School District, Las Vegas, Nevada.

Exhibit J is a one-page document dated November 3, 1999, titled “Commission of Educational Technology,” submitted by Moises Denis, Chairman, Commission on Educational Technology, Las Vegas, Nevada.

Exhibit K is a packet of information submitted by Mary L. Peterson, Superintendent of Public Instruction, Standards, Curricula & Assessment Team, State Department of Education, Carson City, Nevada, with three attachments:

1. A 26-page document dated 1999 – 2000, titled “Guidelines for the Nevada Proficiency Examination Program.”
2. A three-page memorandum of November 16, 1999, from Mindy Braun, Education Program Analyst, Fiscal Analysis Division, to the Legislative Committee on Education regarding Students Tested - 1998 *TerraNova*.
3. A 16-page document titled “1998 Exempt Students—*TerraNova* Test.”

Exhibit L is a packet of information submitted by Keith Rheault, Deputy Superintendent for Instructional, Research and Evaluative Services, State Department of Education, Carson City, Nevada, containing four documents:

1. A one-page facsimile of November 15, 1999, from Keith Rheault to Stanley Rabinowitz regarding item selection procedures for the High School Proficiency Examination.
2. A 26-page document titled “1999 – 2000 Nevada High School Proficiency Examinations in Mathematics, Reading, and Writing, Nevada Department of Education.
3. A 24-page document titled “1999 – 2000 Nevada Fourth & Eighth Grade Proficiency Examinations in Writing, Nevada Department of Education.”
4. A 22-page document titled “Nevada Proficiency Examination Program, Grades 4, 8, and 10, Test Coordinator’s Manual 1999.”

Exhibit M is a packet of information submitted by Keith Rheault, Deputy Superintendent for Instructional, Research

and Evaluative Services, State Department of Education, Carson City, Nevada, containing two documents:

1. A two-page document titled “Impact of CTB/McGraw Hill Scoring Error on Designated Schools in Relation to the State Required *TerraNova* Exams Administered During the 1998 – 1999 School Year.”
2. A two-page document titled “State Remediation Funding 1999 – 2000, Nevada Department of Education.”

Exhibit N is a 19-page document dated June, 1999, titled “Newly Enacted Statutes Affecting Public Schools and Pupils for 1999 as required by Assembly Bill 37,” provided by Mary L. Peterson, Superintendent of Public Instruction, Standards, Curricula & Assessment Team, State Department of Education, Carson City, Nevada.

Exhibit O is a packet of information submitted by H. Pepper Sturm, Chief Principal Research Analyst, Research Division, Legislative Counsel Bureau, Carson City, Nevada, containing three documents:

1. A two-page memorandum of June 30, 1999, from Mary L. Peterson to Boards of Trustees, All Nevada School Districts, regarding newly enacted statutes affecting public schools and pupils who are enrolled in public schools in Nevada.
2. A 19-page document dated June, 1999, titled “Newly Enacted Statutes Affecting Public Schools and Pupils for 1999 as required by AB 37,” provided by Mary L. Peterson, Superintendent of Public Instruction, Standards, Curricula & Assessment Team, State Department of Education, Carson City, Nevada.
3. A 100-page document titled “Compliance with AB 37 of the 1999 Legislative Session Providing Information Concerning 1999 Statues to Parents and Educational Personnel,” with responses from the following Nevada school districts: (1) Carson City; (2) Churchill County; (3) Clark County; (4) Douglas County; (5) Elko County; (6) Eureka County; (7) Humboldt County; (8) Lyon County; (9) Mineral County; (10) Nye County; (11) Pershing County; and (12) Washoe County.

Exhibit P 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.

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