



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

SUMMARY MINUTES AND ACTION REPORT

The first meeting of the Nevada Legislature's Legislative Committee on Education was held on Wednesday, January 22, 2014, at 8:30 a.m. in Room 4401 of the Grant Sawyer State Office Building, 555 East Washington Avenue, Las Vegas, Nevada. The meeting was videoconferenced to Room 2135 of the Legislative Building, 401 South Carson Street, Carson City, Nevada. A copy of this set of "Summary Minutes and Action Report," including the "Meeting Notice and Agenda" ([Exhibit A](#)) and other substantive exhibits, is available on the Nevada Legislature's website at <http://www.leg.state.nv.us/interim/77th2013/committee/>. In addition, copies of the audio record are available through the Legislative Counsel Bureau's Publications Office (e-mail: publications@lcb.state.nv.us; telephone: 775/684-6835).

COMMITTEE MEMBERS PRESENT IN LAS VEGAS:

Senator Joyce Woodhouse, Chair
Assemblyman Elliot T. Anderson, Vice Chair
Senator Moises (Mo) Denis
Senator Aaron D. Ford
Senator Scott T. Hammond
Assemblywoman Marilyn Dondero Loop
Assemblyman Harvey J. Munford
Assemblyman Lynn D. Stewart

OTHER LEGISLATOR PRESENT:

Assemblyman Joseph M. Hogan

LEGISLATIVE COUNSEL BUREAU STAFF PRESENT:

Todd M. Butterworth, Senior Research Analyst, Research Division
Diane C. Thornton, Senior Research Analyst, Research Division
Risa B. Lang, Chief Deputy Legislative Counsel, Legal Division
Karly O'Krent, Deputy Legislative Counsel, Legal Division
Andrea McCalla, Program Fiscal Analyst, Fiscal Division
Tarron L. Collins, Senior Research Secretary, Research Division

OPENING REMARKS

- Senator Joyce Woodhouse, Chair, introduced herself, members and staff. She asked members to share their goals for the Legislative Committee on Education (LCE) this interim. Senator Woodhouse discussed education reform including: Common Core State Standards (CCSS), new student assessments, new system of accountability for schools, teacher and principal performance measures, English Language Learner (ELL) programs, full-day kindergarten and pre-kindergarten (pre-K) education, a new longitudinal data system, technology, and implementation. She also mentioned higher education in reforms underway, including a focus on driving students toward college completion and a new performance-based funding system. She pointed out there is a committee to study the governance structure of our community colleges this interim. Chair Woodhouse stated that the ultimate goal should be to develop public policy that improves student achievement. To this end, she urged all presenters to share their recommendations.

PUBLIC COMMENT

- Chair Woodhouse called for public comment; no testimony was presented.

REVIEW OF THE COMMITTEE'S DUTIES AND RESPONSIBILITIES

- Todd M. Butterworth, Senior Research Analyst, Research Division, LCB, reviewed the history and duties of the LCE. Mr. Butterworth provided a contact list of staff and stakeholders, lists of new and ongoing statutory reports, and a summary chart of the "Quality Counts 2014" report ([Exhibit B](#), [Exhibit B-1](#), [Exhibit B-2](#) and [Exhibit B-3](#)). He noted Nevada received an overall grade of D placing it last in the nation. He also shared the positive findings from a report by Students First that showed Nevada made the greatest progress in education public policy among the 18 states that were rated.
- Senator Denis commented he hopes to be able to improve Nevada's Quality Counts grade this interim.

Discussion ensued among Senator Hammond, Senator Denis, and Mr. Butterworth regarding the definitions of the column headings from the Quality Counts 2014 chart. Mr. Butterworth indicated he would follow up with the definitions from each column.

OVERVIEW OF THE NATIONAL EDUCATION POLICY LANDSCAPE

- Michelle Exstrom, Education Program Director, National Conference of State Legislatures (NCSL), testified regarding the hot issues in education and how states are handling these issues. She provided a Microsoft PowerPoint presentation titled "Legislative Role in Implementing College and Career Ready Standards and Educator Effectiveness Policy" ([Exhibit C](#)) that included information on:
 - CCSS;
 - Educator Effectiveness;

- Teacher Preparation;
- Teacher Evaluations; and
- Student Assessments.

Responding to Senator Hammond's inquiry regarding the number of states that proposed legislation regarding CCSS and then backed out of implementation, Ms. Exstrom said there were five or six states with approximately 19 pieces of legislation that in some way did not move forward.

In response to Senator Ford's inquiry regarding opposition to CCSS, Ms. Exstrom responded the two most common concerns are: (1) the process by which adoption was executed; and (2) whether the standards are appropriate at each grade levels. She added there is false information circulating regarding the CCSS requirements for students.

- Senator Hammond pointed out the Nevada Legislature did not adopt the CCSS. He asked whether NCSL could provide any data or research that indicates students would be more college- and career-ready when they graduate after CCSS has been adopted and implemented.
- Ms. Exstrom stated the Thomas B. Fordham Institute (Institute), traditionally conservative, supports high standards and accountability for schools, students, and teachers. She noted the Institute has done extensive research on the CCSS and concluded the standards are higher than what currently exists in most states.
- Chair Woodhouse informed the LCE that Mr. Butterworth would provide a copy or link to the standards that have been adopted by Nevada's State Board of Education.

Responding to Assemblyman Anderson's inquiry whether new test results under CCSS would show a drop in scores, Ms. Exstrom replied that states implementing the new standards have seen dramatic drops in test results. She suspects Nevada would have similar declines in scores. Ms. Exstrom added Kentucky worked hard to inform parents, teachers, and communities about CCSS and reports positive feedback despite the lower test results.

Discussion ensued between Assemblyman Anderson and Ms. Exstrom regarding Kentucky's efforts to inform teachers, parents, and communities about the lower test results. Ms. Exstrom explained Kentucky talked to students, parents, teachers, and the business community informing them that standards would be raised in an effort to increase high school graduation rates and college readiness. She noted Kentucky informed its residents that new assessments would be needed and the state solicited support from Parent Teacher Organizations, Chambers of Commerce, and other stakeholders. Ms. Exstrom concluded it is important not to tie test scores, at least initially, to teacher performance. She suggested ways to delay the assessment for teachers until the new standards are implemented and students can be assessed.

In response to Assemblyman Stewart's inquiry whether the higher standards/lower test scores have resulted in lower graduation rates, Ms. Exstrom stated it is too early to tell. She offered to provide information to the LCE when it becomes available.

- Assemblyman Munford requested information regarding how minority students performed on the CCSS.
- Ms. Exstrom detailed policies for minority students in some states. She stated the standards and implementation of the policies are too new to produce results for a specific test group.

Responding to Assemblyman Munford's inquiry regarding policies for Nevada's minority population, Ms. Exstrom suggested immediate intervention when it is apparent a student is falling behind. She commented with the new assessments, students who are behind could be identified early and get immediate assistance.

- Ms. Exstrom responded to Assemblyman Anderson's request to elaborate on what Kentucky did to inform the public on the expected decline in test results. She stated there were community meetings, town hall meetings, Chamber of Commerce meetings, and legislator meetings with constituents. Furthermore, public notices were sent to many different groups.

In response to Senator Hammond's query regarding higher standards and testing, Ms. Exstrom stated there is not a governing body. She reminded the LCE that each state could participate in all or part of the consortia assessments.

Discussion ensued regarding the changes that might arise over the next five years and what the future might hold for CCSS. Ms. Exstrom continued her presentation with information regarding teacher preparation and evaluations.

- Chair Woodhouse remarked that Chancellor Daniel Klaich, Nevada System of Higher Education (NSHE), indicated Nevada's new teachers will be well prepared for the changes that occur in CCSS. She said a representative of NSHE will discuss that preparedness at a future meeting.

Responding to Senator Hammond's inquiry regarding whether the teachers will need to be taught the new standards and the availability of funding to train the existing teachers, Ms. Exstrom pointed to a study by the Brookings Institution indicating the amount of funding needed in each state will be driven by the number of new standards required. She explained the state costs will also depend on the amount of funding currently allocated for new teacher training. Senator Hammond asked how much New York spent on training teachers for the new standards. Ms. Exstrom encouraged the LCE to contact Learning Forward for funding information.

- Senator Ford informed the LCE that Nevada has a CCSS Steering Committee that created a report with multiple recommendations, including additional professional development activities for teachers and administrators, which has been presented to the Governor. He added that a public communications plan is included in the report.
- Chair Woodhouse commented the CCSS Steering Committee report will be included in a future meeting agenda.

In response to an inquiry from Senator Hammond regarding completion time for tests, Ms. Exstrom replied it takes weeks to finish the testing. She provided a number of factors that influence the testing time. She encouraged the LCE to invite members of the Smarter Balanced Assessment Consortium to answer such questions.

- Chair Woodhouse stated the Smarter Balanced Assessment Consortium is scheduled to attend a future meeting when the CCSS will be discussed.
- Assemblyman Stewart noted it is difficult to measure results from state to state without a common assessment. He pondered how Nevada could measure progress against other states with so many different assessments.
- Ms. Exstrom confirmed difficulties comparing results against other states. She added without common assessments it will be difficult to determine progress. Concluding, she presented considerations for states including: (1) cost of new assessments; (2) time spent on testing; (3) proper professional development and implementation; (4) technology needs; and (5) data and privacy concerns.

DISCUSSION OF SCHOOL SAFETY IN NEVADA

Presentation of School Safety Measures, Challenges, and Successes in Nevada's School Districts

- Mike Mieras, Chief of Police, Washoe County School District (WCSD) Police Department, introduced Jason Trevino, Deputy Chief, WCSD Police Department. He provided a Microsoft PowerPoint titled "Washoe County School Police" that included: (1) department demographics; (2) detailed school safety procedures; and (3) emergency management and preparedness. (Please see [Exhibit D](#).)

Responding to Assemblyman Anderson's request for information on prevention skills, Mr. Mieras noted each school has extensive training and drills to prevent an event from occurring and escalating.

- James R. Ketsaa, Chief of Police, Clark County School District (CCSD) Police Department, presented a Microsoft PowerPoint titled “Prevention Before Apprehension” that included department demographics, statewide demographics related to student arrests, school safety issues, the Fusion Center, community partnerships, and training for the officers. (Please see [Exhibit E.](#))

Discussion ensued between Assemblyman Anderson and Mr. Ketsaa regarding the mentoring program. Mr. Ketsaa provided information about a new intelligence officer, who understands how to talk and relate to students. He stated that the intelligence officer through communication with the students, schools, and city officers is able to identify and stop problems before they begin.

In response to Assemblyman Anderson’s inquiry for clarification regarding how many hours a day are spent communicating with the students, David Wilson, Principal, Chaparral High School, CCSD, replied the officers are in the classrooms daily and speak to the students around campus throughout the day.

- Mr. Ketsaa discussed jurisdiction issues at the request of Assemblyman Stewart. He stated incidents associated with a school, including bus stops and areas outside school properties are all part of the CCSD’s jurisdiction. He pointed out the partnerships with the local police departments are positive and cooperative.

Discussion ensued between Mr. Ketsaa and Assemblyman Munford regarding when the CCSD Police Department would request assistance from the Las Vegas Metropolitan Police Department (Metro). Mr. Ketsaa stated they would contact Metro in the instance of a Category A felony as required by statute.

Responding to Assemblywoman Marilyn Dondero Loop’s query regarding the reassignment of officers from low-risk schools to high-risk schools and whether it jeopardizes security at the low-risk schools, Mr. Ketsaa gave an example of an officer who had been moved to a high-risk school and apprehended a gun, which was later traced to a crime in another state.

- Mr. Wilson testified regarding improvements in safety and academics at Chaparral High School. He stated graduation rates have gone from 34 percent to 50 percent and are rising. Mr. Wilson opined much of the success stems from the campus police officers and their community involvement.
- Assemblyman Anderson commended Mr. Wilson for his efforts with truancy issues at Chaparral High School.

In response to Senator Denis’ inquiry regarding the atmosphere at Chaparral High School, Mr. Wilson indicated student interactions and reduced gang activities show the atmosphere is improving. He pointed out the school has reduced the police presence on

campus. Mr. Wilson reported that the teachers are staying at the school, seem happy, and feel safe on campus.

- Senator Denis commended Mr. Wilson for making a positive impact at Chaparral High School.
- Kevin C. Curnes, Manager, Safety Services, Carson City School District (District), detailed safety measures and successes in the District. He discussed challenges still faced by the District, including funding for additional resource officers and hardware and construction funding for single-point-of-entry renovations.
- Mary Pierczynski, Ed.D., Legislative Representative, Nevada Association of School Superintendents (NASS), testified on behalf of the other districts in Nevada regarding student safety, bullying, and programs on bullying issues. She identified legislative action approved last session to increase staff training in identifying and preventing bullying issues. Dr. Pierczynski presented the safety measures instituted in many rural school districts.

Presentation Regarding Nevada's Safe Schools–Healthy Students Federal Grant

- Mary E. Wherry, R.N., M.S., Deputy Administrator, Community Services, Public Health and Clinical Services, Division of Public and Behavioral Health (DPBH), Department of Health and Human Services (DHHS), commented on grants received that relate to youth. She identified grants that have been received including, the Safe Schools, Healthy Students grant and a prescription drug grant.
- Marcia Calloway, Director, Office of Educational Opportunity, Nevada's Department of Education (NDE), provided information regarding the grants.
- Ms. Wherry discussed fiscal issues and requirements related to the grants.
- Christina Brooks, Quality Assurance Specialist III, DPBH, DHHS, updated the LCE on the timelines for grant funding and some of the programs that will be implemented with the grant funds.

Discussion ensued among Assemblyman Anderson, Ms. Wherry, and Ms. Calloway regarding screening and individual assessment of students by school staff. Assemblyman Anderson wondered if staff would have to spend more time on administrative duties than with students. Ms. Wherry indicated this is a concern that needs to be addressed in the expenditure portion of the grant. She indicated she would follow up to determine school staff's capacity and accessibility for providing services. Ms. Calloway stated all school officials, including teachers, administrators, bus drivers, and any staff who have contact with students, will be trained and informed to better identify and solve problems.

- Assemblyman Stewart remarked the needs assessment survey is required by August 2014.

Responding to Assemblyman Stewart, Ms. Wherry replied the needs assessment survey will take place after federal approval for expenditures is received in three pilot counties. She said the survey will be conducted throughout the schools and counties.

Overview of the State School Safety Framework and Relevant Statutes

- Dale A.R. Erquiaga, Superintendent of Public Instruction, NDE, presented an overview of two statutes as they relate to school safety in Nevada, NRS 392.624 and 392.640. He recommended removing the requirement for filing the emergency plan with the State Board of Education and noted it is the responsibility of Nevada's Department of Education to adopt a base plan that can be used for development committees for the districts and charter schools.
- Christopher B. Smith, Administrator, Division of Emergency Management, Department of Public Safety, outlined the Schools Prepared And Ready Together Across Nevada (SPARTAN) program. He noted a school plan should have a basic plan and annex plans based on need. Mr. Smith said the basic plan would include a functional plan with:
 - Communication outlines,
 - Evacuation outlines,
 - Shelter-in-place plan,
 - Lock-down details,
 - Accounting for all people on campus,
 - Reunification plan,
 - Continuity of operations plan,
 - Security plan,
 - Recovery plan (one of the most essential elements), and
 - Health and medical plan.

Mr. Smith stated the threat and hazard annex might include plans for:

- Severe storms;
- Earthquakes;
- Hazardous materials;
- Mass casualty incidents;
- Active shooter or assailant incidents; and
- Disease outbreaks.

He encouraged the LCE to add this detail to the NRS.

- Mr. Smith and Mr. Erquiaga opined the necessary funding for these additional requirements should be low since plans are already required.

Responding to Assemblyman Anderson's inquiry, Mr. Erquiaga stated he was not familiar with the proposed changes to the WCSD's Safe and Respectful Learning Environment (SRLE) policy.

Discussion ensued between Assemblyman Anderson and Mr. Erquiaga regarding the changes. Mr. Erquiaga replied he would look into the proposed changes to ensure the changes are not contrary to statute.

- In response to Assemblyman Anderson's inquiry, Katherine Loudon, Director of Counseling, Equity and Diversity, Counseling Department, WCSD, informed the LCE the WCSD trustees are in the process of changing the language in the SRLE policy to match language passed during the 2013 Session. She offered to forward the language changes to the LCE.
- Assemblyman Anderson welcomed any information the WCSD has regarding incidences of cyberbullying, harassment, and intimidation and pondered the terms being removed from the SRLE.

PUBLIC COMMENT

- Chair Woodhouse called for public comment; however, no testimony was offered.

DISCUSSION OF DIVERSITY AND MULTICULTURAL EDUCATION IN NEVADA'S K-12 PUBLIC SCHOOLS

Presentation of a White Paper on Literacy, Achievement, Education Disparities, and Cultural Competency in K-12 Education

- Yvette Williams, Caucus Chair, Clark County Black Caucus (Caucus), provided the LCE with a packet of information ([Exhibit F](#), [Exhibit F-1](#), [Exhibit F-2](#), [Exhibit F-3](#), [Exhibit F-4](#), [Exhibit F-5](#), [Exhibit F-6](#), [Exhibit F-7](#), [Exhibit F-8](#)). She stated the Caucus has worked against disparity issues and the lack of achievement for minority students for over six years. Ms. Williams conveyed the Caucus advocates not only for minority students but for all students. She presented a report titled "Meeting the Needs of African American Students in Nevada" ([Exhibit F-9](#)). The report noted:
 - African American students are the only ethnic group with an increase in drop-out rates in recent years;
 - The education gap between African American students and their peers is widening;
 - The current definition of English Language Learner (ELL) excludes many English speaking students from literacy programs and funding opportunities;

- African American students are disproportionately represented in disciplinary actions;
- The current system supports the “School-to-Prison Pipeline” for students of color;
- There is an under-representation of African American students in the honors, advanced placement, gifted and talented programs, and the magnet and technical schools;
- Transportation to choice schools is a problem for low income families;
- Many African American students do not qualify for magnet programs due to their lack of proficiency;
- Early childhood education and full-day kindergarten would help eliminate disparity for minority students; and
- Culturally rich curricula that integrate multicultural benchmarks will encourage student engagement through an association with their heritage.

Ms. Williams indicated the Caucus’s goal is to motivate discussion, affect change, and promote appropriate legislation for the 2015 Session to improve education for African American students and for all students in the CCSD. She stated the Caucus supports policies that keep kids in school by adopting guiding principles and legislation that integrates multicultural education. Ms. Williams noted it is critical that educators are provided the tools to understand the data regarding the achievement of African American students, know how to successfully relate to these students, and know strategies to close the achievement gap for these students. She encouraged the LCE to: (1) be aware of the difficulties African American students contend with; (2) identify coordinated strategies to raise the achievement bar; and (3) allocate targeted resources to support best practices in educating African American students.

Responding to Senator Hammond’s inquiry regarding implementation of diversity and multicultural standards to CCSS, Ms. Williams opined she has concerns with the CCSS and the impact the new standards will have on student’s test scores.

- Assemblyman Munford commented on the lack of humanity courses in schools and in higher education. He stated the focus is on science, math, and reading and opined that African American students need a clearer understanding of their history, background, and culture.
- Robert L. Green, Ph.D., Robert L. Green and Associates, identified racial discrimination in Nevada schools as a real problem. He stressed the importance of high expectations and multicultural education to combat discrimination. Dr. Green provided details regarding discrimination and policies of zero tolerance toward African American students, particularly boys. He opined that Nevada will continue to struggle academically until teachers are properly trained, multicultural curriculums are in place, and fairness for all students occurs.

In response to Senator Hammond's inquiry regarding pre-K education, Dr. Green pointed to a study by the Westinghouse Learning Corporation that shows children who participate in early childhood programs and do well, have greater success in postsecondary education.

- Joseph Morgan, Ph.D., Assistant Professor, University of Nevada, Las Vegas (UNLV), stated education needs to be viewed as a unit rather than in pieces. He indicated that: (1) teachers need multicultural training; (2) students need to have social and emotional learning skills developed in order to be successful learners; and (3) students in early development programs have greater success in school. Dr. Morgan pointed out in Nevada, African American students have the lowest access to high-quality early development programs.
- Assemblywoman Marilyn Dondero Loop quoted a former teacher, "You teach the whole child, and you teach them to the highest standard."

Responding to Assemblywoman Dondero Loop's query regarding multicultural studies, Ms. Williams opined that the CCSD has a long way to go to improve.

- Dr. Morgan stated although Nevada's teachers are not required to be culturally competent to be granted a license, UNLV requires that students take a multicultural course to become a teacher.
- Dr. Green stated that reports indicate 82 percent of elementary school teachers across the United States are white females. He testified that at Matt Kelly Elementary School, CCSD, over one-half of the students are African American with only a few African American teachers on staff.

In response to Assemblyman Anderson's inquiry regarding whether direct-contact multicultural acceptance is better than training multicultural acceptance from a book, Dr. Morgan replied there is a theory called contact hypothesis, which is being taught at UNLV that encourages multicultural diversity for new teachers.

- Dr. Green noted a study by Thomas Pettigrew, a researcher for the U.S. Department of Justice, regarding racial contact. The study found white loan officers who had contact with African American children as youths were more likely to loan money to African American couples than the white loan officers who had no contact with African American children in their youth.
- Assemblyman Munford discussed race in sports, employment, and day-to-day living. He commented on a bill he sponsored during the 2013 Session that required CCSD's teachers requesting credential recertification to take a multicultural course. Assemblyman Munford noted the bill failed and pointed out the growing diversity present in Clark County.

- Ms. Williams made closing comments regarding the many organizations the Caucus works with to improve education in Nevada.
- Jose Solorio, member, Latino Leadership Council (LLC), presented background information regarding the LLC and himself. He presented a letter written by Sylvia Lazos, Co-Chair, Latino Leaders Coalition Education Committee ([Exhibit G](#)). He pointed out policy proposals from the letter. Mr. Solorio stated the LLC will submit recommendations for new legislation for ELL students and hopes to improve preschool participation among Hispanic students. Mr. Solorio shares concerns over the lack of diversity among teachers and administrators in the CCSD and encouraged a requirement for reporting data with regard to diversity issues. He suggested removing culturally based questions from assessments and researching recent multicultural education programs in Arizona. Mr. Solorio pointed out the materials teachers use to instruct should be evaluated for multicultural learning. He opined that teachers leaving inner-city schools for suburban schools is a real danger when test results are tied to teacher salaries, and he encouraged legislators to find the cause for low assessment results. Mr. Solorio also encouraged the LCE to find the cause for the disproportionate discipline data for minority students.

Presentation on the Diversity and Multicultural Education Experience in Nevada's School Districts

- Andre Denson, Ed.D., Chief Educational Opportunities Officer, CCSD, presented a Microsoft PowerPoint titled "Diversity and Multicultural Education" ([Exhibit H](#)). He discussed diversity and multicultural education in the CCSD, including policies and professional development. Dr. Denson stated the main goals of the CCSD are to alleviate gaps in education between high-achieving and low-achieving students and to support ELL students.

Responding to Assemblyman Munford's inquiry regarding which teachers need diversity and multicultural education training, Dr. Denson responded that the training is voluntary. He stated that administrators can recommend teachers attend, and he is optimistic that multicultural education training will become mandatory.

In response to Senator Hammond's inquiry regarding the definition of ELL, Dr. Denson stated CCSD's goal is to have all students reading proficiently by third grade.

- Chair Woodhouse commented ELL will be on a future agenda and inquired what the CCSD plans to do to decrease gaps in academics and discipline for Nevada's diverse and multicultural student populations.
- Dr. Denson replied the Superintendent of the CCSD will announce a plan later this month to combat the disparity in discipline. In reference to the academic gaps,

he stated the CCSD's goals have been adjusted and an announcement of new goals for all students of the CCSD should be made in March.

Discussion ensued between Chair Woodhouse and Dr. Denson concerning disparity issues in the CCSD's workforce. Dr. Denson offered to furnish the information regarding disparity issues to the LCE.

- Katherine Loudon, Director Counseling, Equity and Diversity, Counseling Department, WCSD, presented a Microsoft PowerPoint titled "Diversity and Multicultural Education, Washoe County School District" ([Exhibit I](#)). She detailed the WCSD's vision, mission, disproportionalities, goals and activities, and challenges. Ms. Loudon noted in addition to the focus groups already discussed, the WCSD will also focus on ELL, and populations of Native American, Asian, and gay, lesbian, bi-sexual, and transgender among its students and employees.
- Laura V. Austin, Director, Title III, English Development, Carson City School District (District), defined Title III and testified regarding the Strategic Plan in place in the District for ESL learners. She informed the LCE that the Plan is on the District's webpage. Ms. Austin commented on funding made available by Senate Bill 504 (Chapter 515, *Statutes of Nevada 2013*), which expanded pre-K programs for ELL and S.B. 522 (Chapter 382, *Statute of Nevada 2013*), which expanded the implementation of all-day kindergarten. She detailed the District's demographics and the Plan. Ms. Austin recommended the LCE consider legislation granting tuition reimbursement for bilingual aides employed by the District who desire to become teachers.

Responding to Chair Woodhouse's inquiry regarding the District's plan to use funding generated from S.B. 504, Ms. Austin replied the funds were spent on expanding the pre-K program with added focus on the ELL population.

- Mary Pierczynski, Ed.D., Legislative Representative, NASS, presented an overview of ELL and Native American populations in rural Nevada school districts. She indicated the districts are focused on ELL populations, community relationships with the Native American populations, the Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP), and tutor programs for ELL students. Dr. Pierczynski noted 11 schools have utilized S.B. 504 funding and the remaining districts will be applying for grant funding. She described teacher trainings and noted that teachers are encouraged to acquire the Teaching English to Speakers of Other Languages (TESOL) endorsement.

REPORT ON THE IMPLEMENTATION OF ASSEMBLY BILL 233 (CHAPTER 127, STATUTES OF NEVADA 2011), WHICH ALLOWS ALTERNATIVE ROUTES TO THE COMPLETION OF COURSE CREDIT

- Dale A.R. Erquiaga, Superintendent of Public Instruction, NDE, reported that A.B. 233, enacted in 2011, broadened graduation requirements, enabling students to use a competency exam to earn class credit. He commented the bill was intended to give authority for determining competency to the districts, but when the bill was implemented it became evident the authority for determining competency was a problem. Mr. Erquiaga recommended the LCE evaluate the assessment methods used to implement A.B. 233. (Please see [Exhibit J.](#))
- Chair Woodhouse informed the LCE that she will request that information from the school districts.

REPORT ON IMPLEMENTATION OF THE NEVADA SCHOOL PERFORMANCE FRAMEWORK

- Dale A.R. Erquiaga, previously identified, presented a Microsoft PowerPoint titled “Nevada School Performance Framework Indicators” ([Exhibit K](#)) and provided information regarding the waiver Nevada was granted from the U.S. Department of Education (USDOE) under the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind (NCLB) Act of 2001. The waiver was approved in 2012, and the first results were for the 2011 school year. The framework includes data for elementary and middle schools and for high schools. Prior to the waiver, schools were awarded stars, one indicating low performance and five indicating a high performance rating. Mr. Erquiaga disclosed that prior to the waiver, out of approximately 600 schools in Nevada, 41 schools received a 1-star rating and 127 schools received a 2-star rating. He stated under the waiver system only 19 of the 41 schools were identified as needing improvement. Mr. Erquiaga added the number of 5-star schools dropped from 112 to 82. He opined the drop was due to tougher standards and that growth is more difficult to achieve at that rating. Mr. Erquiaga informed the LCE, as the waiver is renewed or extended, the framework can be adjusted; however, he recommends against any change. He stated his goal is to facilitate improvement, not just file data.

Responding to Assemblyman Anderson’s comments regarding leaving the framework unchanged, Mr. Erquiaga replied he anticipates holding his position as superintendent for five years, with the first three years engaged in implementation of the new reforms and regulations.

In response to Chair Woodhouse’s inquiry regarding how replacing proficiency exams with the end-of-course exams would impact the current framework, Mr. Erquiaga replied the change in exams would affect the framework. He stated there will be two sets of data to consider. Mr. Erquiaga indicated in order to receive federal funding for students, data for

proficiency exams must be submitted. Additionally, he stated the data for end-of-course exams will start to be collected in 2015. He disclosed Nevada will request an extension of the existing waiver for this year then rebuild the waiver for next year.

Responding to Senator Hammond's inquiry regarding whether a school can increase its star rating strictly by students' taking college admission tests, or whether the test results affect the ratings, Mr. Erquiaga stated participation is the lone factor for increasing the star ratings.

REPORT ON NEVADA'S APPLICATION TO RENEW ITS WAIVER UNDER THE FEDERAL ELEMENTARY AND SECONDARY EDUCATION ACT

- Dale A.R. Erquiaga, previously identified, reported the waiver will expire in late 2014. He indicated the waiver exercises statutory language in the NCLB Act that allows the Secretary of the USDOE to waive the accountability and reporting framework requirements from the act. Mr. Erquiaga added he plans to request an extension of the waiver. He reported Nevada has received good grades for the extension application and noted the USDOE identified two areas where the State needs to improve: (1) college- and career-readiness; and (2) professional development. Mr. Erquiaga opined the waiver will be granted but stated Nevada must do more to educate its students.

PUBLIC COMMENT

- Chair Woodhouse called for public comment; however, no testimony was presented. She informed the LCE that the next meeting will be held on Tuesday, February 25, 2014, at 9 a.m.

ADJOURNMENT

There being no further business to come before the Legislative Committee on Education, the meeting was adjourned at 3:11 p.m.

Respectfully submitted,

Tarron L. Collins
Senior Research Secretary

Todd M. Butterworth
Senior Research Analyst

APPROVED BY:

Senator Joyce Woodhouse, Chair

Date: _____

LIST OF EXHIBITS

[Exhibit A](#) is the “Meeting Notice and Agenda,” provided by Todd M. Butterworth, Senior Research Analyst, Research Division, Legislative Counsel Bureau (LCB).

[Exhibit B](#) is a document titled “Committee Staff Contacts,” submitted by Todd M. Butterworth, Senior Research Analyst, Research Division, LCB.

[Exhibit B-1](#) is a report titled “Education - New Reports Created in 2013 Session,” furnished by Todd M. Butterworth, Senior Research Analyst, Research Division, LCB.

[Exhibit B-2](#) is a report titled “Education - Ongoing Reports,” provided by Todd M. Butterworth, Senior Research Analyst, Research Division, LCB.

[Exhibit B-3](#) is a document titled “Grading Summary” from *Quality Counts* for the years 2012-2014, submitted by Todd M. Butterworth, Senior Research Analyst, Research Division, LCB.

[Exhibit C](#) is a Microsoft PowerPoint presentation titled “Legislative Role in Implementing College and Career Ready Standards and Educator Effectiveness Policy,” offered by Michelle Exstrom, Education Program Director, National Conference of State Legislatures.

[Exhibit D](#) is a Microsoft PowerPoint presentation titled “Washoe County School Police,” provided by Mike Mieras, Chief of Police, Washoe County School District (WCSD) Police Department.

[Exhibit E](#) is a Microsoft PowerPoint presentation titled “Prevention Before Apprehension,” provided by James R. Ketsaa, Chief of Police, Clark County School District (CCSD) Police Department.

[Exhibit F](#) is a memorandum dated January 22, 2014, titled “Comparison of Proficiency and Graduation Gaps” by Bradley Carl, Ph.D., and Kevin Green, Ph.D., provided by Yvette Williams, Caucus Chair, Clark County Black Caucus (Caucus).

[Exhibit F-1](#) is a document dated March 10, 2010, titled “Superintendent’s Education Opportunities Advisory Committee: Final Recommendations,” by Walt Rulffes, Ed.D., provided by Yvette Williams, Caucus Chair, Caucus.

[Exhibit F-2](#) is a document dated February 5, 2013, revised: February 20, 2013, titled “Clark County School District Final Report on Overrepresentation by Gender, Race/Ethnicity, or Disability in Discipline-Related Actions and/or Special Education Placement,” produced by the Superintendent’s Educational Opportunities Advisory Council (SEOAC) for Dwight D. Jones, Superintendent of Schools, CCSD, provided by Yvette Williams, Caucus Chair, Caucus.

[Exhibit F-3](#) is a document dated September 12, 2012, titled “Clark County School District Referral to Behavior School Data 2011-2012” by SEOAC, provided by Yvette Williams, Caucus Chair, Caucus.

[Exhibit F-4](#) is a chart created on October 31, 2012, titled “School by School Comparison of Discipline-Related Activity for CCSD,” provided by Yvette Williams, Caucus Chair, Caucus.

[Exhibit F-5](#) is a draft chart created on October 22, 2012, titled “Suspension Data (In House and Out of School) 2011-2012,” prepared for SEOAC, provided by Yvette Williams, Caucus Chair, Caucus.

[Exhibit F-6](#) is a document titled “Reducing Disproportionality in Disciplinary Action: A Summary of Research,” compiled by Gwen Marchand, Ph.D., provided by Yvette Williams, Caucus Chair, Caucus.

[Exhibit F-7](#) is a document titled “Guiding Principles A Resource Guide for Improving School Climate and Discipline,” by United States Department of Education, provided by Yvette Williams, Caucus Chair, Caucus.

[Exhibit F-8](#) is a report dated June 2009 titled “The Civil Rights Project - Expanding Student Opportunities - Prime 6 Program Review,” by Veronica Terriquez, Jennifer Flashman, Sarah Schuler-Brown, and Gary Orfield, provided by Yvette Williams, Caucus Chair, Caucus.

[Exhibit F-9](#) is a document dated January 23, 2014, titled “Meeting the Needs of African American Students in Nevada,” presented by Yvette Williams, Caucus Chair, Caucus.

[Exhibit G](#) is a letter dated January 21, 2014, to Senator Joyce Woodhouse and the Legislative Committee on Education from Sylvia Lazos, Co-Chair, Latino Leaders Coalition Education Committee presented by Jose Solorio, member, Latin Leadership Council.

[Exhibit H](#) is a Microsoft PowerPoint presentation document titled “Diversity and Multicultural Education,” provided by Andre Denson, Ed.D., Chief Educational Opportunities Officer, CCSD.

[Exhibit I](#) is a Microsoft PowerPoint presentation document titled “Diversity and Multicultural Education, Washoe County School District,” provided by Katherine Loudon, Director Counseling, Equity and Diversity, Counseling Department, WCSO.

[Exhibit J](#) is a copy of Assembly Bill 233 (Chapter 127, *Statutes Of Nevada 2011*) submitted by Dale A.R. Erquiaga, Superintendent of Public Instruction, Nevada’s Department of Education (NDE).

Exhibit K is a Microsoft PowerPoint presentation titled “Nevada School Performance Framework Indicators,” provided by Dale A.R. Erquiaga, Superintendent of Public Instruction, NDE.

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