

English Mastery Council

Meeting Minutes

Wednesday, December 11, 2019

1:00 PM

Meeting Locations:

Video Conference

OFFICE	LOCATION	ROOM
Department of Education	2080 E. Flamingo, Suite 210 Las Vegas, NV 89119	Bristlecone Conference Room
Department of Education	700 East Fifth Street Carson City, NV 89512	Battle Born Conference Room

Call to Order; Roll Call; Pledge of Allegiance

Blakely Hume, NDE, called the meeting of the English Mastery Council to order at 1:04 PM on December 11, 2019.

Mindy Montoya conducted a roll call. **Quorum** was established (**nine members present**).

Committee Members present: Nancy Brune, Antoinette Cavanaugh, Diana Cantu, Lorna James-Cervantes, Laurel Crossman, Dr. Sharolyn Pollard-Durodola, Bettye Haysbert, Duncan Lee, and Karl Wilson (on behalf of Dr. Jonathan Moore)

NDE staff present in Carson City: Blakely Hume

NDE Staff present in Las Vegas: Sophia Masewicz, Mindy Montoya, and Karl Wilson

Blakely Hume led the Pledge of Allegiance.

Public Comment #1

There was no public comment.

New Member Orientation

Karl Wilson, State Director of Title III Services, welcomed everyone to the meeting. He asked the new members to introduce themselves.

Antoinette Cavanaugh stated she was born and raised on the Duck Valley Indian Reservation. She went through the ranks of education to be an English teacher first and then later an administrator and was the Superintendent for Elko County School District. In her retirement she has started some things in the area of literacy, and serving on this Board will give some perspective about some of the educational barriers for indigenous children as well as rural children whom she has served for almost the entire professional career.

Dr. Bettye Haysbert stated she also retired from teaching and educational consulting. She has worked at the university level and in countries around the world. She wants to make sure that language services are provided to all who need it. She is delighted to be on the Council to help with their efforts.

New Member Orientation (continued)

Karl Wilson stated the English Mastery Council was established by statute in 2013 to provide recommendations to the State Board of Education, the Commission on Professional Standards, the State Superintendent and to the Chancellor of Higher Education on issues related to English Learners and helping to improve the supports and services. He said when fully staffed, the Council is comprised of 16 members: two classroom teachers, two parents, two school-level administrators, two district-level administrators, one member from a local board of trustees, and two representatives of the general public who have been leaders in education reform to pupils who are English Learners. He said those 11 positions are appointed by the Governor's Office, and those recommendations come from different organizations in the state. He said the Chancellor of the Nevada System of Higher Education appoints two members to the English Mastery Council who represent Nevada's system of higher education. He said the State Superintendent of Public Instruction is responsible for appointing three people to the English Mastery Council: One is the Superintendent, either herself or a designee, who serves in the role of ex-officio with English Mastery Council, and then the Superintendent of Public Instruction appoints two members with expertise in the development of public policy relating to the education of pupils who are English Learners upon the advice and recommendations of persons who have knowledge and expertise in providing instruction to pupils who are English learners.

Mr. Wilson went over the EMC's five areas of focus:

- 1) Making recommendations to the state board. The state board adopted the regulations concerning the criteria or the policies to teach English to pupils who are limited English proficient that are developed by the board of trustees of each school district, and those recommendations for regulations came from the English Mastery Council. They are now in Nevada Administrative Code.
- 2) Annually review the policies submitted by each school district and provide recommendations for improvement to the state board and the applicable board of trustees.
- 3) Make recommendations to the Superintendent of Public Instruction, the Commission on Professional Standards regarding the requirements for an endorsement to teach English as a second language, and that has already moved forward and been adopted in Nevada Administrative Code switching from the TESL endorsement to the ELAD endorsement.
- 4) Develop standards and criteria for curriculum for pupils who are English learners and submit those standards and criteria to the State Board for consideration. The English Mastery Council recommended that Nevada adopted the WIDA standards in terms of English language development standards, and the Board approved that proposal.

The English Mastery Council also made a recommendation that the Nevada Department of Education develop an English language development standards framework to assist teachers and administrators in the implementation, and that has been happening for a little over two years.

- 5) Review any course of study offered by the Nevada System of Higher Education for training teachers in ESL, which has been done; and make recommendations to the Board of Regents of the University of Nevada for improving any course of study, which was part of the recommendations related to the ELAD endorsement.

New Member Orientation (continued)

Mr. Wilson said the new responsibility adopted by the State Legislature in the 2019 Legislature Session is that the English Mastery Council is to make recommendations to the State Board of Education to improve the English proficiency and academic achievement of pupils who are not English Learners and have scored at or below the 25th percentile in the subject area of English Language Arts in the state assessment. The State Superintendent has appointed members who come with expertise and concern in that area with the new responsibility.

Mr. Wilson said that all English Mastery Council meetings are subject to Open Meeting Law.

Mr. Wilson said there is a small budget provided by the State Legislature to provide travel reimbursement if members are not already covered by that in their professional responsibility. The law does state that employers are to make available this time to allow participation in these meetings without being penalized from your employer in terms of your participation. The period of appointment is typically two years and then either the State Superintendent, the Chancellor of Higher Education or the Governor may reappoint the same participants for an additional term or they may select new members.

Mr. Wilson said the work of providing for the educational needs of students in Nevada is so important. Member recommendations from specific areas of expertise help to make this a more complete and comprehensive approach to understanding the needs and specific recommendations to assist English Learners and students who are in the bottom quartile achieve greater success in the State of Nevada.

Approval of Meeting Minutes for May 8, 2019

There were no changes or corrections made on the Minutes.

Motion: Approve May 8, 2019 Meeting Minutes
By: Laurel Crossman
Second: Lorna James-Cervantes
Vote: Passed unanimously

Approval of Flexible Agenda

Motion: Approve Flexible Agenda
By: Duncan Lee
Second: Sharolyn Durodola
Vote: Passed unanimously

Election of English Mastery Council Chair 2019-2020

Blakely Hume stated that the position for the Chair for the Council is a one-year term, it is elected every time that the first meeting of each year occurs, and involves the duties of running the full English Mastery Council, of which there is a Legislative mandate of adding a minimum of four meetings each year. It requires running the Council, oftentimes meetings or phone calls with Department of Education staff in terms of support for items, for agenda work and for the English Mastery Council itself. There were three subcommittees on the Council, and so oftentimes the members of the full Council also make up work of those subcommittees, and so in the past, the Chair of the full Council has also served on a subcommittee. It requires a little more time and a little more in terms of logistics and organization. Mr. Hume said he would open the floor for any discussion or any nominees about a Chair for the English Mastery Council.

Election of English Mastery Council Chair 2019-2020 (continued)

Mr. Wilson suggested that it might be helpful for their new members to be introduced to each member of the English Mastery Council by stating their role and organization they represent.

Mr. Hume thought that was an excellent suggestion and asked members to introduce themselves.

Laurel Crossman stated she has served on the English Mastery Council for three years. She is the school board representative, and has served seven years on the Carson City School District School Board. She is also the President-elect with the Nevada Association of Schools Boards. She is mother to five boys in the Carson City School District and Chair of the District Policy and Standards and Criteria Planning Subcommittee. They've been reviewing the district policies for all of the 17 counties and the charter school authority within the state and making sure that they have updated their policies to match with the new criteria.

Mindy Montoya stated she is the Administrative Assistant for the Office of Student School Support. She mainly supports programs under Mr. Wilson, which are Title III, Zoom and Victory.

Karl Wilson stated he is with the Nevada Department of Education, the Office of Student and School Supports.

Dr. Sharolyn Pollard-Durodola stated she is a Professor in the English Language Learning Program at University of Nevada, Las Vegas. Her research focuses on Second Language Acquisition and Emergent Literacy.

Lorna James-Cervantes stated she has been on the English Mastery Council for five years. She is a school Associate Superintendent at CCSD. She has been an Adult ELL Teacher, taught the TESL endorsement classes for teachers and she's been a principal and assistant principal prior to this role. She was formerly a literacy specialist in the school district, so her heart and work is in working with students who need additional assistance in the school district and across the country.

Duncan Lee stated he is the Governor's appointee and has been with the EMC since its inception. He is a first generation immigrant, English Language Learner. He earned his MBA at the age of 24 from just working hard. He has been actively involved with CCSD for 23 plus years, served on the board of the middle school seven years. The EMC has done some valuable work and it's great to see it continue.

Diana Cantu stated she has served three years on the EMC. She has taught K-8 and is a first-grade teacher this year. She represents the teachers of Clark County School District. She is excited about the work of the EMC and providing teachers skills and strategies so that they can help their EL students in the classroom. She looks forward to continuing to be a partner for the success of students in Nevada.

Dr. Sophia Masewicz stated she works for NDE in the Office of Student and School Support. She has worked in three states and has extensive experience in educational leadership. She spent 24 years as a school principal. She's had six years in the district in leading EL programs. She's been doing work with English Learners and students who need to develop their academic language and working in school improvement since 1991.

Blakely Hume stated he said he is the point of contact for English Mastery Council. He works in the Office of Student School Supports with his colleagues, Karl Wilson and Dr. Sophia Masewicz. He works with Zoom, Victory and SB 178 and he's also the NSHE Coordinator in terms of EL Business and News. He has been a professor for 20 years in the Humanities at various institutions and he is currently getting a Doctorate in English.

Dr. Nancy Brune stated she is the Executive Director of the Guinn Center, and they have done quite a bit of work looking at K-12 education policy issues including work around literacy. Like Mr. Lee, she is one of the founding or first EMC members.

Mr. Hume said he would accept nominations for the English Mastery Council Chair.

Mr. Lee said in the last two years, Professor Durodola has led the Council to take a new approach, to look at the various issues, and it appears to work very well with the three subcommittee members, so his nomination was for Dr. Durodola as Chair.

There were no further nominations, so Mr. Hume said he would accept a motion.

Motion: Elect Dr. Duradola as Chair of the English Mastery Council for 2019-2020

By: Diana Cantu

Second: Nancy Brune

Vote: Passed unanimously

Dr. Duradola said she was very happy to serve her commitment again and to put forth the hard work that's required to do so.

Review of Appointments and 2019-2020 Council Roster

Dr. Duradola stated it looked like they already covered Agenda Items 7 and 8.

Mr. Hume said he had a few things to add to those items.

Review of EMC Responsibilities, Original Charge of Council

Blakely Hume stated he wanted to have a discussion related to Items 7 and 8, which would be Open Meeting Law (OML) and appointments. He said the English Mastery Council is a 16-member council and it was recently interpreted by the Department of Education Counsel that quorum would constitute not the total number of members, but the total number of members who are currently sitting. He said on a 16-member council, they would need half plus one, which would be nine; however, the interpretation by counsel in the last several months is that since we are a council sitting of 12, our quorum is half of that plus one, so our quorum is seven.

Mr. Hume said the council meets at least four times a year, but because of subcommittee work, members meet several times more than that. The EMC is one of the largest councils in Nevada and it does a great deal of important work, so it's always important to be present at the English Mastery Council. If subcommittee duties are assigned or volunteered, it is important to try and attend, which they try to schedule meetings around everyone's schedule.

Mr. Hume said if there are five people on a subcommittee, they only need three to make quorum. He said it's important to be aware and cognizant of the discussions that are being had and to make sure that those discussions don't lead to any kind of discussion or influence on some kind of decision. He said it is okay for colleagues to discuss on various issues, but no decisions can be made. He said there could be three of the members sitting together in an office environment and that could be constituting quorum, so everyone needs to be cognizant of that when it comes to this Council and the large number of people.

Mr. Hume said he wanted to also discuss membership. The Councils and Commissions Board for the State of Nevada have been fairly busy for the last six or seven months. Staff at the Department of Education have

contacted the Governor's Office and the State Board's Office through the Governor's Office in terms of appointments for the Council, and it's been difficult getting appointments. They will continue their efforts to reach out to the Governor's Office in terms of procuring new members for Council, the four positions that are vacant, which are two parent positions, the school site administrator and the school district administrator position.

Mr. Hume closed by saying he will continue his research to inquire of counsel as to what happens in terms of quorum for each meeting, and if for some reason EMC doesn't meet quorum, what does that mean in terms of the number of meetings they have each year. He will have information on that at another time.

ELAD Proposal Updates by the Office of Educational Licensure

Karl Wilson apologized on behalf of Jason Dietrich who was called into meetings this afternoon and was unable to join them. Mr. Dietrich felt that there were a lot of questions and concerns from the Council, so Mr. Dietrich would like an opportunity to attend the next meeting. Members could prepare specific questions in advance. Mr. Dietrich said that there have been ongoing conversations with the Office of Educator Licensure and the Commission on Professional Standards regarding questions regarding the ELAD endorsement and timeline and so forth, and those are continuing.

Dr. Durodola said she and Dr. Navarrete met with Mr. Dietrich informally during the summer because there were many questions around licensure arriving at NSHE institutions. She said one of their questions has been how information is communicated around decisions made around the ELAD proposal and what they can do to facilitate a systematic way of communicating information around the ELAD endorsement and any licensure issues so that NSHE faculty as they are advising students. She said there needs to be a systematic way to communicate licensure decisions, especially as they're in transition moving now into 2020, and it's expected that any student who enrolls in an NSHE institution as in a teacher preparation program will graduate with the ELAD endorsement. She said they need to know specific items so that they can advise students correctly and give good, accurate information.

Assessment, Data & Accountability Management (ADAM) Office Presentation

Blakely Hume introduced Mr. Mike Pacheco, one of the assessment supervisors over in ADAM, who would be presenting the SBAC/ACT ELA report.

Mr. Wilson said he wanted to give a little bit of context for this presentation to help members understand what it is they're looking at and why. He said in a State Board of Education meeting about two months ago, colleagues in the Assessment and Accountability Department at NDE presented information to the State Board of Education around student performance. It was very informative, and there was part of the information that they felt would be very helpful to members of the English Mastery Council, especially as they look at the new charge in terms of providing recommendations to the State Board for students whose performance on the English Language Arts Assessment is in the bottom quartile.

Mr. Wilson thanked Mr. Hume and his colleagues in the Assessment and Accountability Department who have been working together, reviewing information to try to distill out information that will be helpful to serve as a background as the EMC starts to tackle those issues also. There is a lot of information and staff is hoping that it gives members a feel for how Nevada schools and students are doing in Nevada related to performance in the English Language Arts.

Mr. Mike Pacheco, Supervisor of the Assessment Group at NDE, started the presentation with an overview of the Nevada State Assessment System. He described various assessments:

- **Brigance Assessment** is a Pre-K and Kindergarten screener.
- The **MAP Assessment** at a state level is just K-3 reading. Schools do also assess mathematics with that assessment, but that is not a state level assessment.
- **Smarter Balanced Assessment** is Grade 3 through Grade 8. It is the summative assessment for those grade levels. Science, they are federally mandated to test in 5th, 8th and high school.
- **Alternate Assessment**. That is for students with severe cognitive delays.
- **WIDA Assessment** is Kindergarten through 12th Grade. That is the English Language Proficiency Assessment. Proficiency is set at the state level. Often, they bring together stakeholders to review assessments and select CUT scores. Those CUT scores are broken down in to four levels. Level 1 students do not meet the achievement standards and have quite a ways to go. Level 2 students have nearly met those standards but still have a little way to go. Level 3 and 4 are both proficient for being those more advanced students within that criteria.
- **Smarter Balanced Assessment** is the Grades 3 through 8 ELA assessments. It is required by Federal Law to assess students in those grade levels for both math and ELA. This is a Consortia product. They work with several states and territories to create this product. They are aligned with the Nevada standards. And again, students who score a 3 or 4 on this assessment are considered proficient.

Mr. Pacheco moved into the results for Smarter Balanced. It is cumulative, Third through Eighth grade, ELA and mathematics for the past three years. There is a breakdown by race and ethnicity of student performance. There are three years of data. This is a matter of proficiency. These are the percentages of students who are proficient. They have met the criteria set at that grade level. That means they scored a 3 or a 4 on the SBAC.

Mr. Pacheco walked members through several data points to get everyone acclimated to the columns and rows and percentages and general layout and displays. He explained the breakdowns for ethnic groups, and took questions. Several members asked pointed questions about if they were reading information correctly, and Mr. Pacheco patiently walked them through.

Dr. Haysbert asked what they do about numbers that go down, say from Third Grade to Eighth Grade.

Mr. Pacheco responded that in the assessment accountability, they gather the data and report it. It is the program side that tends to make those instructional decisions. So, perhaps standard instructional support or one of those other teams that works directly with schools to help improve instruction. From the measurement side, they don't make those decisions.

Dr. Haysbert asked if Mr. Pacheco knew some of the things that would occur as a result of having data presented to people like this. Mr. Pacheco said from his position, no. Those decisions about instructional support and school supports are outside of his purview.

Ms. Crossman had a question about following groups of students from grade level to grade level. If you did that, there was growth for each grade level except in the Black category, which raises concerns as to what is happening there. So to her, this data indicates the need to further investigate what's going on and what can be done to improve that so those students can follow the trend of continued growth that this data seems to indicate is happening in all other populations.

Mr. Pacheco said that was an accurate way of reading this chart. They tend to call that a "cohort." There is obviously some variation, but essentially those are the same students year by year.

ADAM Office Presentation (continued)

Dr. Durodola said keeping in line with Jhone Ebert's goals for the state, one question moving forward should be how data are used in the state. She said the state superintendent wants decisions made based upon data and asked how is the data disseminated and how are data used to make instructional decisions, programmatic decisions.

Ms. James-Cervantes said she agreed with Ms. Crossman about looking at this data in a cohort model. It's not necessarily always that same cohort, that same exact group of kind of kids moving forward, but it is a better way of looking at the data. She added the expectations of what kids have to know increases as they move up in the grade levels, and if kids are behind to start with, then being able to fill those gaps are a huge part of what they are seeing as they move up in the grade levels. So it's not always necessarily that teachers are getting worse at teaching kids as they get older, but that the number of gaps they have in their education or their learning may be larger, and so sometimes there are those drops once kids are getting into some of the upper grades.

Ms. James-Cervantes reminded members that this is a state-level overview. They have to take this and look at it by county, by district, by school, by student. Those are important conversations that are taking place within school districts, within individual schools and with teachers looking at the individual students in their classes and with the parents of those students in their classes.

Mr. Wilson said this is a state-level view, which is a very high-level view of all of the students in the state as they are looking at specific student groups in the whole school. Some of those thoughts really are meant to generate the kinds of questions that are coming up at the meeting so that as they take a look at the data, they can ask what does that mean. What supports are in place when it comes to more than the state-level look, but then that district or school level look at the data. He asked if there are low performing schools, what data is available to them, and what is the expectation in terms of an analysis of the data, identifying root causes and so forth. NDE wants to continue to provide the state level view going forward.

Mr. Pacheco showed members another breakdown of the same data, still looking at proficiency, broken down by the populations that they are federally mandated to report. FRL is Free and Reduced Lunch, IEP is students with disabilities, and EL, English Learners. Mr. Pacheco then showed members the quartile breakdown, looking at where the students fall in Third Grade by their quartiles. So, arranging all students lowest to highest score and breaking them into quarters. It's a ranking.

The group had a brief discussion about proficiency breakdowns and how quartiles were determined.

Mr. Wilson asked for the percent of EL students that are proficient. Mr. Pacheco said he did not pull the data, but he assumed this was for current EL's only. He will clarify with Dr. Bell and get back to the EMC.

Ms. James-Cervantes said she thought it was the number reducing because they are taking off those kids who have already exited EL services and are in monitoring, and if that's the case, then the very low level of proficiency might be more expected, but if it's current and former, then there's a real concern.

Mr. Pacheco showed members how the data sets were repeated moving through the grade levels for special populations and race/ethnicity.

ADAM Office Presentation (continued)

Mr. Hume asked if there were any outlier or did the trends go straight across. Mr. Pacheco said the trends generally do go straight across for grades 3-8.

Dr. Durodola said there are some general patterns across the special populations, and it's important in aggregating the data and understanding it that they look for patterns.

Mr. Pacheco said they do see that a large portion, looking at Eighth Grade, almost 70 percent of these students who have an IEP are in the bottom percentile of the total population.

Mr. Wilson said once you get to Grade 8, it does appear that across the grades that are represented, it is close to two-thirds of students with disabilities are in the bottom quartile in terms of English Language Arts performance. And then EL seems to shift upwards from just over a third in Grade 3 to again up to about two-thirds by the time you get to Grades 7 and 8. And Free and Reduced Lunch appears to just continue to be right around a third of the students who qualify for Free and Reduced price Lunch are in the bottom quartile across grade levels on the SBAC English Language Arts assessment Grades 3 through 8, if they are looking for patterns.

Dr. Masewicz cautioned about what the data actually means to be in quartiles. They have data that's really ranked according to their own performance, not against a state standard. So, if they were in Massachusetts, the highest performing state in education, this would look different. So, they are talking about what students look like among themselves, which could be a low performance level. And they take that performance level and rank it across quartiles. So, it doesn't mean that they are doing just fine. Nevada has a large group of kids who are not proficient. Ranking against yourself can be misleading. There are some schools that are doing really well, that are four and five stars, which have sub groups like EL and IEP groups that are really failing. And that's what they need to look at.

Mr. Wilson said he thought that was an important reminder because when you go by quartile you will always have of your population one-fourth of your kids are in the bottom quartile. One-fourth of your kids are in the second quartile. One-fourth of your kids are in the third and one-fourth of your kids in the top. By definition, it's the metric they are using and some of those first pieces of data that they were looking at in terms of what percent of those students were actually proficient may be a different lens, but very helpful.

Ms. James-Cervantes said she was questioning why it was broken out by quartiles because just to see how they are doing against the rest of the state is not always helpful. They shouldn't get confused by the difference between those quartiles and proficiency of the students.

Dr. Masewicz said she sees stagnant data across because those subgroups remain the same throughout. She asked how they would intervene to make a difference so that they can get significant increases that are meaningful, so they know their kids are ready. She said this data appears to be the same, stagnated and not trending upwards in a significant way.

Dr. Durodola thanked Dr. Masewicz for bringing the idea of looking at the significance of the change because they don't look at that in terms of how they judge growth for children. One may just look at the incremental changes, but those are insignificant levels of growth.

ADAM Office Presentation (continued)

Mr. Wilson reminded members why they are looking at the data and quartiles. The law specifically charges the English Mastery Council with looking at the students whose performance is in the bottom quartile. And it could be that now they are seeing who those students are, but they need to look deeper in terms of how those students are doing. The charts that the Assessment Accountability Department provided for them answered the EMC's request to see who the students that are in the bottom quartile are. He asked does that mean they are not proficient and very far below proficient and stated those are follow-up questions that they would want to research.

Mr. Wilson said this is helpful for them to start to generate questions and comments about the data that they're seeing, knowing that they're not going to get all the answers, but at least they are thinking about what are the right questions to ask. Mr. Pacheco agreed. Those are the exact conversations folks need to have while looking at data.

Mr. Pacheco moved on to the area of high school proficiency exams. The ACT is the state's high school federally reported exam. There are four achievement levels and CUT scores for each. To be proficient in ELA you must score a 17 in the ELA section of the ACT. And again, 3 and 4 are both proficient.

Mr. Wilson said in terms of the ACT ELA score, if a student has any score at 16 or below, they are deemed not proficient and any score at 17 or higher is deemed proficient in the State of Nevada.

Mr. Pacheco said the ACT has not been the federally reported test for quite as long as the Smarter Balanced, so they have two years of proficiency data, again broken down by race and ethnicity for 11th Grade.

Dr. Durodola said the state uses varied measurement outcomes to look at student growth and asked if the state ever look at correlations across these different measures.

Mr. Pacheco said the state has looked at that across certain tests. He doesn't know if they've compared Smarter Balanced to ACT. Overall, students who tend to test well in a subject area tend to do well on other assessments of that subject area. They tend to correlate highly.

Mr. Wilson said since they didn't know exactly if this data was for current EL's or current and former EL's, he gave a reminder that when they look at EL demographics in the state, by the time you get to Eleventh and Twelfth Grade, there is a much lower number of current ELs. Part of that is due to the fact that many of the ELs have exited after either during or shortly after elementary school or they chose to drop out. Again, the data raises more questions than it really answers around the proficiency on the ACT.

Mr. Lee asked if the ACT was a free test for all students in Nevada now. Mr. Pacheco replied yes, it's free for the students; the state pays for it.

Ms. James-Cervantes said the first time they take it it's free for them, and it's an expectation that every student in the State of Nevada in Eleventh Grade is tested. There are 17 states that do census testing like Nevada. In the other states, usually only college-bound students take the ACT.

Mr. Pacheco moved members through the quartile summaries for high school, broken down by race and ethnicity. Much like the EL population, those smaller end sizes do affect percentages quite a bit.

ADAM Office Presentation (continued)

Ms. Crossman said what she and Mr. Lee found last year when they were reviewing on the subcommittee, they did find what appeared to be an over-identification of ELs with IEPs at the secondary level. And this data is showing that IEP and EL students are in the bottom quartile and have the higher levels of non-proficiency warrants investigating that as well to figure out why they were finding the higher percentages of EL's with IEPs at the secondary level when they looked at that data last year.

Dr. Durodola said she was thinking of that also because what the field tells them now is that many of the students that have been labeled as long-term ELs are on IEPs in high school settings. This is probably those students who have been in U.S. school system for seven or more years and they were never English proficient, and they have been funneled into Special Education service and may have an IEP now. That's how researchers are beginning to disentangle that data.

Mr. Pacheco said the ACT has been Nevada's federally reported assessment for two years now. There's a small amount of growth in both ELA and mathematics proficiency across the state in those two years.

Dr. Durodola thanked Mr. Pacheco for providing an initial snapshot of performance or proficiency within the state. The information is very helpful. The Council has asked some good questions. There is much work to be done with the data going forward.

Update on EMC Subcommittee Progress

Dr. Sharolyn Pollard-Durodola reminded members that at their last meeting in May, each Chair of each subcommittee submitted bulleted points in terms of what they thought their main goal had been for that year. The Board of Education was very impressed with the EMC's work. They said the EMC reported out on many different data points, and now the Board wants the EMC to evaluate their impact. She asked how they should evaluate the significance of what they do.

The English Mastery Council has been brought together to make recommendations. And recommendations mean more than reporting out on what's been learned. Recommendations are actions, are solutions, and some of the issues that the EMC focused on are very complex. They may not have one solution; like with the ELAD endorsement, they had to break that up into different stages, but they were able to come up with an action of preparing pre-service teachers.

One charge was that the Board wants a more frequent reporting out on recommendation. The second charge was to go deeper into some of these issues to look at potential outcomes. Dr. Durodola said Mr. Wilson put the right words together. She said after looking at the data set, they have to ask themselves what are the right questions to ask, and going back to the State Superintendent's focus on data, how can they collect data to understand the issues in a more nuanced way.

Dr. Durodola said she didn't think it's effective for them to meet, focus on what the needs are, present to the state board what the needs are and never move beyond that. She asked at what point they talk about potential solutions. She said they were able to do that with the ELAD endorsement; that was a solution to a problem. She said each of their subcommittees identified two or three working goals and they need to move those forward. The State Superintendent said they needed to identify what are the obstacles that prevent them from moving forward.

Update on EMC Subcommittee Progress (continued)

Dr. Durodola stated they need to figure out who are the stakeholders who are in places to make decisions around the issues that the EMC is focused on, how will the EMC use data to understand what are the current practices and then where are there gaps in practices, and how can the EMC come up with some potential solutions.

Dr. Durodola said each of their subcommittees identified two or three working goals and they need to move those forward. The State Superintendent said they needed to identify what are the obstacles that prevent them from moving forward. They need to figure out who are the stakeholders who are in places to make decisions around the issues that the EMC is focused on. She asked how will the EMC use data to understand what are the current practices and then where are there gaps in practices, and how can the EMC come up with some potential solutions.

The English Mastery Council is moving into another stage of development. The first stage was growth, trying to understand needs around the state. There were some specific outcomes in terms of the curriculum framework, the ELAD endorsement and requiring school districts to have policies. But now the EMC needs to look at what are the impacts of those items that they have put forth, and they also need to look at those goals that identify specific needs and to push those forward in a more nuanced way so that they can focus on what are some outcomes.

Dr. Durodola said the structure of subcommittee meetings should be they look at the goal or goals that were identified last year, figure out who are the stakeholders that they need to talk to who are in a decision-making position, and what are the obstacles that might prevent them from reaching the goals.

The English Mastery Council has three years in this next phase to make recommendations for solutions. This stage has to be about producing solutions and understanding what obstacles are preventing solutions. Additionally, Council has a new initiative that's part of their work this year: looking at those students in the lowest quartile, and so that's going to mean understanding the conditions, the factors that contribute to that.

Dr. Durodola started a discussion about EMC's three subcommittees, the TESL Subcommittee, the District Policy and Criteria Planning Subcommittee, and the Standards and Curriculum Subcommittee. She said the work of the Standards and Curriculum Subcommittee was for the most part completed last year with the piloting of the new framework. She asked if they plan to make room on their plates for the new initiative (examining the lowest quartile) and drop the Standards and Curriculum Subcommittee and replace it with a new subcommittee.

Dr. Haysbert said she liked the idea of taking a look at what can be shifted or actually taken away while you add on something else. It prioritizes the work that way.

Dr. Durodola asked members to think and reflect on what value is being added in continuing with the Standards and Curriculum Subcommittee because they have had discussions in the past about the future of this particular subcommittee.

Ms. Cantu said they did discover last year how all subcommittee work overlapped, and she liked the idea of changing the focus of one group to just the initiative.

Update on EMC Subcommittee Progress (continued)

Ms. Crossman said she agreed. They did see quite a bit of overlap at the end of last year between the three subcommittees, so changing the Standards and Curriculum Subcommittee to maybe be a subcommittee that oversees the new charge for the low proficiency. To her that makes sense.

Ms. Crossman said she was also thinking about district policy and thinking how that subcommittee would address that. She did like what was done where the subcommittee put forth recommendations for criteria for English Learner District Policy. She said that same type of thing might be able to be followed when they dig in and research and figure out what are the commonalities. She asked do they have criteria that they'd like to recommend to have district have a policy on how to address the needs of these students who are not as proficient as they should be, and said perhaps it would be a recommendation to districts to adopt a policy on that, and they could provide guidance for that.

Ms. Crossman said she was in favor of shifting the focus of the Subcommittee for Standards and Curriculum. One of the things that keeps coming up that they looked at was the need to build their educators' capacity. They found in the rural districts there really was a need for TESL or ELAD endorsed teachers. There aren't enough teachers that have the training, and that type of training affects not only the ELs or the GATE. It affects all students. That will make the teacher a better teacher to all of the students. She asked how can the EMC make recommendations to help build educator capacity, and how can they improve teacher professional development without adding an excessive cost to districts.

Mr. Hume said there is nothing in Legislation that states that they have to have subcommittees and there's nothing in Legislation that states that they have three or two or that they even name them. That was a decision made in the very first day of the EMC six years ago. They do have charges for Legislation for recommendations, but how they divvy that up is completely up to the Council.

Ms. Cavanaugh said she would concur that the Standards and Curriculum Subcommittee maybe be divvied up into the TESL and the District Policy Criteria Planning primarily because whenever you talk about policy and whenever you talked about TESL, you're going to talk about standards and curriculum. Standards and curriculum bleed over into those other areas by default. So she thinks it would be a prudent move.

Mr. Lee asked how the recommendations were received by the State Board of Education. He has seen many committees who come up with recommendations and then nothing gets done. It might be something for them to discuss the next stage of the English Mastery Council to really try to "lobby" some of these recommendations and then to have the EMC monitor whether some of these recommendations can play a role in monitoring the solutions and fact test it in the real world.

Mr. Lee said as to the consolidation of the three subcommittees, he thinks most of the work has been done for the last six years already, so there's not much value added after six years of trying to identify the needs. Maybe that's something for the entire EMC to look at is what is their mission for the next three years. He asked do they take more of an active role, more of a face-to-face interaction with the Board of Education to try to implement some of these recommendations and said the EMC needs to decide what their strategic plan is for the next three years.

Update on EMC Subcommittee Progress (continued)

Ms. Crossman pointed out again that one of their statutory charges is to review each district policy annually, so she is a little concerned in what they've reviewed this year because they haven't made any new recommendations.

Ms. Crossman stated that by the end of last year all districts had updated their district policies and were in compliance with the new recommendations. She said it will just be a quick review to make sure that they haven't changed anything dramatically from the last year, but they do have that statutory charge, and they need to do that.

Dr. Durodola said with that example, they should find out what is the impact of having those district policies within the school district. She said another example is the ELAD endorsements and asking what is the impact of taking those courses, of being enrolled in the practicum itself, what kind of data points are NSHE institutions utilizing to understand change in teachers, and how does this change teachers' practice, belief systems once they're in the field.

Ms. James-Cervantes said another thing they were going to do was create a rubric for selection of curriculum materials for EL students or students struggling with literacy, and really take a closer look at that adoption process. She said that's something they shouldn't forget about. She said they also need to have a reporting back of the pilot of the English Language Development Framework in the state and how that has gone and what the plans are for professional development moving forward, and rolling that out wide scale across Nevada. Those are two things that were left on the Standards and Curriculum Committee to be done or to at least have more information about. The TESL Subcommittee needs to look at what is the change of practice at the university or college level with the instructions with regard to the ELAD endorsement. She asked have they really changed their practices or just changed the name of the course. She said taking a look at their new charge with looking at all students who are in the lowest quartile isn't just a matter of creating new policies. You can create all the policies in the world you want, but that doesn't mean that actual practice is going to change or that it's going to have an impact on instruction or on student achievement. That work isn't necessarily always about policy as much as it is about the belief system, the vision, the expectations to make sure that when you say "all" it means all students that are achieving and all students have opportunities for accelerated in higher curriculum and all students have that right for a stronger education.

Dr. Durodola said she agreed. She said the Board of Education wants to understand what is the impact on teachers and the classrooms, so they have to think in their committees, what is it that's measurable and look at change in teacher attitudes, change in belief systems, self-efficacy, as teachers are enrolled in these courses, looking at change in pedagogy at the university level and higher education.

Dr. Durodola said Superintendent Ebert wants to join them in their meetings and has said that she would like to give them feedback on what they are working on. She seems to be very focused on how EMC is benefitting teachers and children and families. She said looking at the TESL subcommittee, their focus has been in terms of accomplishment, the English language development mandate, and all the courses. The NSHE institutions spent the summer and fall trying to move the course work through the system so that the courses are in the catalog for students to register for.

Update on EMC Subcommittee Progress (continued)

Dr. Durodola stated there has been much discussion around the practicum, and a lot of discussion around how do they measure change and how do they know what the impact is on their practice when they're actually in the classroom. She said with future potential priorities, there must be some collaboration, discussion with the Licensure Department around processes so that they're all in line on processes.

The **TESL Subcommittee** had talked about an impact study on the research and implementation of the ELAD endorsement, and they had identified needs in terms of the high populations of ELs who are in SPED programs, especially at the high school level. That's going to be something that they still need to focus on and look for ways to address that.

Dr. Durodola said that because of the **District Policy and Criteria Planning Subcommittee**, all school districts now have English Learner school plans. Every year those plans are evaluated by some members of the English Mastery Council and staff at NDE. She said the EMC needs to think in terms of a systematic way in which those district plans are going to be reviewed beyond the EMC and ask what kind of feedback is going to be given to districts when they learn about the patterns in terms of needs and strengths and how they measure the impact of this plan in the school district.

Dr. Durodola said with the **Standards and Curriculum Subcommittee**, a lot has been done in terms of moving forward with the English Language Development Standards Framework that Dr. Masewicz has taken the lead on and done a fabulous job with. The EMC piloted the framework, and teachers have participated in workshops with facilitators across the state as part of the rollout. She said the focus is going to be looking at a professional development model to support that and ask how do you measure the impact of teachers now having access to this framework. She said they need to have a way of evaluating curriculum to understand how teachers can have access to curriculum that has been vetted at the state level and ask are there other stakeholders that should be involved in this. She said teachers need to have access to evidence based practices to support English Language Development.

Dr. Durodola said they have accomplished a great deal in the last six years, and now they are moving into a phase where they also have a new initiative. She said it's important that they look for a way to make space for the initiative in perhaps a stand-alone committee. She said what's most important for the Board of Education to understand is the work around the English curricula framework because the Board wants to know more about the framework, what work has been done with it, what they've learned and how they're going to measure the impact of that framework in the state.

Ms. Crossman said at the end of last year their subcommittee drafted recommendations that were adopted by the English Mastery Council, and there were five recommendations from the EMC's review of the English Learner Plans that the district submitted. She asked did those five recommendations get submitted to the State Board of Education.

Dr. Durodola said whatever the subcommittees submitted, Mr. Hume took that information and incorporated it into the PowerPoint to present at the September Board Meeting. She said they didn't send it out for everybody to look at as everyone had requested that they do, but they can make that available for everyone so that they can see the PowerPoint.

Update on EMC Subcommittee Progress (continued)

Dr. Durodola said if there's something there that should not have been there or if there's something missing, then they can do that the next time that they go forth before the Board of Education in the spring.

Ms. Crossman asked if the State Board took any action on any of the recommendations or was it more of a discussion. Dr. Durodola said they didn't give specific feedback and this is something that needs to come up in a conversation with Superintendent Ebert, such as when the EMC is reporting out on this information, and how is this information going to be utilized by the Board of Education.

Dr. Durodola said there are some other issues that came forward that have not been addressed, and it has always been around curriculum, curriculum issues and instruction and professional practices of school district administrators. She said they've got three products that they now need to look and ask what the impact of these three products is. She said the other body of work is these other things that were identified last year by the EMC subcommittees and asked how they push those forward.

Dr. Durodola brought up their meeting schedule for spring. She said Mr. Hume compiled a list of possibilities, and she asked members to look those over and get back to Mr. Hume with their choices. She said had looked at January and February being the only two months when the subcommittee work could take place and that the English Mastery Council would come back together in March, April and May. She said it would be really important for them to make quorum because they don't have any other months left but March, April and May.

Mr. Wilson asked if there needed to be a recommendation or a decision around how subcommittees will be organized. He asked are they going to go with two of the three that they had in the past with EMC and a new one, specifically assigned to do the research and make recommendations for the new lowest quartile ELA performance. He said it would be best to decide that day.

Dr. Durodola said that was an excellent idea and asked if they were going to stay with their three subcommittees as they exist, or were they going to have the two subcommittees with the addition of the new subcommittee that focuses on students in the lower quartile.

Ms. James-Cervantes said the discussion she heard earlier was that the recommendation move to two committees and absorb the work of the Standards and Curriculum Subcommittee into the TESL and the District Policy and Criteria Planning Subcommittees. She said it seemed like a uniform recommendation, but asked if there was a need for a third committee or is that work of looking at all students in quartiles going to be absorbed by the two existing committees.

Dr. Durodola said that if it was a separate committee, it would have more emphasis and focus with sustainable work, which may work better as a separate standalone committee.

Dr. Haysbert said she agreed and that until they really define their work, they need to have it isolated so they can look at it alone and really figure out what it is they need to be doing here.

Dr. Durodola asked Mr. Wilson what he thought they should do to move forward.

Update on EMC Subcommittee Progress (continued)

Mr. Wilson said it was his recommendation that the English Mastery Council make a decision about the subcommittee format, that if there are going to be three subcommittees, one that's District Policy and Criteria, one that's ELAD and one that is focused on the lowest quartile performance, that that decision be made so that as Mr. Hume and the team will have a framework to attach times and people for that work.

Ms. Crossman said she thought they would need to make a motion to establish a new subcommittee. She said the "lowest quartile" terminology seemed negative and that maybe they could call it something like the "Proficiency Committee" or something a little more positive.

Ms. Crossman moved that the English Mastery Council establish three subcommittees for this year, the TESL Subcommittee, the District Policy and Criteria Planning Subcommittee and the Proficiency Subcommittee.

Ms. James-Cervantes seconded the motion.

Dr. Masewicz said she liked the idea of not having it called something that's so negative that it perpetuates an expectation. She said the whole issue that's happening and that they have not really addressed is really the equity. She said "proficiency" sounds fine, but the larger issue of why students are still stagnated has to do with low expectation for certain subgroups and the lack of supports there. She said it's a belief system, so when you deal through the lens of equity, you will be looking at shifts in people's expectations for certain subgroups. In a lot of research, beginning in pre-school, particularly with African American students, they are not called upon or included. She said some of the things that play out in society get represented in the classroom because of the expectation of the educators. She said even the work of standards and the work of policy is an equity issue, and equity is something that people really don't want to address. She said every district should have an equity plan. But it's probably sitting on the shelf.

Ms. James-Cervantes said based on Dr. Masewicz' point of information, she asked if Ms. Crossman would be willing to amend the motion to be that the third committee be called "Proficiency and Equity" so that it can look at both the proficiency of students and the equity of resources and achievement for all students across the State of Nevada.

Ms. Crossman read the charge as it is in statute: "Make recommendations to the State Board to improve the English proficiency and academic achievement of pupils who are not English Learners and who have scored at or below the 25th percentile in the subject area of English Language Arts in an examination administered pursuant to NRS 390.105."

Ms. Crossman said the charge of the English Mastery Council is to make recommendations to the State Board to improve English proficiency and academic achievement of pupils who are in the bottom quartile. She said the equitable issues are certainly there and that's something that needs to be addressed, but it might be better to keep it close to the language of the charge.

Dr. Durodola said there are spaces for equity discussions across all subcommittees. She said the TESL Subcommittee began to focus on equity last year. She said the charge for them as a committee is to look at equity issues across all of the committees.

Ms. Crossman suggested that they call the subcommittee the "Proficiency and Academic Achievement Subcommittee," because that is the language that they use in the statute.

Update on EMC Subcommittee Progress (continued)

Dr. Durodola said it didn't matter what it was called, just as long as it has an asset driven focus and a goal. She said she would be fine with the "English Proficiency and Academic Achievement Committee," and is more concerned with the work than with the name.

Mr. Wilson said there was a motion on the table that has a first and second for the following three subcommittees: the TESL, the District Policy and Curriculum, and then a new committee, the Proficiency.

Ms. James-Cervantes said she would call for the vote on the motion that was placed ahead with the possible recommendation of the name of the third committee being "English Proficiency and Academic Achievement" rather than just "Proficiency."

Ms. Crossman said she would amend her original motion to reflect the name "English Proficiency and Academic Achievement."

Ms. James-Cervantes said she would agree to that and seconded that motion.

Motion: The English Mastery Council will establish three subcommittees, the TESL Subcommittee, the District Policy and Criteria Planning Subcommittee and the English Proficiency and Academic Achievement Subcommittee

By: Laurel Crossman

Second: Lorna James-Cervantes

Vote: Passed unanimously

Public Comment #2

There was no public comment.

Adjournment

After thanking everyone, Chair Durodola adjourned the meeting at 3:40 PM.