

**NEVADA DEPARTMENT OF EDUCATION
STATE BOARD OF EDUCATION MEETING
MARCH 11, 2021
9:00 A.M.**

Meeting Location

Due to the circumstances created by the COVID-19 pandemic, the State Board of Education met via videoconference. In accordance with Governor Sisolak's State of Emergency Directive 006, Section 1, no physical location was designated for this meeting. The meeting was livestreamed on the Nevada Department of Education's (NDE) website.

SUMMARY MINUTES OF THE BOARD MEETING

BOARD MEMBERS PRESENT

Via Videoconference

Felicia Ortiz
Mark Newburn
Katie Coombs
Dr. Rene Cantu
Dr. Katie Dockweiler
Alex Gallegos
Tamara Hudson
Tim Hughes
Cathy McAdoo
Mike Walker
Wayne Workman

DEPARTMENT STAFF PRESENT

Jhone M. Ebert, Superintendent of Public Instruction
Dr. Jonathan Moore, Deputy Superintendent for Student Achievement
Heidi Haartz, Deputy Superintendent for Business and Support Services
Felicia Gonzales, Deputy Superintendent for Educator Effectiveness and Family Engagement
Jessica Todtman, Chief Strategy Officer
Dave Brancamp, Director, Office of Standards and Instructional Support (SIS)
Christy McGill, Director, Office for a Safe and Respectful Learning Environment (OSRLE)
Patti Oya, Director, Office of Early Learning and Development (OELD)
Craig Statucki, Director, Office of Career Readiness, Adult Learning, and Education Options (CRALEO)
Peter Zutz, Administrator, Office of Assessment, Data, and Accountability Management (ADAM)
Sarah Nick, Management Analyst III, Superintendent's Office
Randi Hunewill, Education Programs Supervisor, CRALEO
Stacey Joyner, Education Programs Supervisor, OELD
Denise Burton, Education Programs Professional, CRALEO
Mary Holsclaw, Education Programs Professional, SIS
Amber Reid, Education Programs Professional, OSRLE

LEGAL STAFF PRESENT

Via Videoconference

Greg Ott, Chief Deputy Attorney General

PRESENTERS IN ATTENDANCE

Gideon Davis, Purchasing Officer III, State Purchasing Division

AUDIENCE IN ATTENDANCE

Via Livestream

1: CALL TO ORDER; ROLL CALL; PLEDGE OF ALLEGIANCE

Meeting called to order at 9:03 A.M. by President Felicia Ortiz. Quorum was established. President Ortiz led the Pledge of Allegiance and presented a land acknowledgement.

2: PUBLIC COMMENT #1

David Crowther provided public comment regarding agenda item 6, FOSS instructional materials. *(A complete copy of the statement is available in Appendix A)*

Traci Loftin provided public comment regarding agenda item 6, FOSS instructional materials. *(A complete copy of the statement is available in Appendix A)*

National State Education Association provided public comment regarding the Pupil-Centered Funding Plan. *(A complete copy of the statement is available in Appendix A)*

Lindsey Schnapp provided public comment regarding agenda item 9. *(A complete copy of the statement is available in Appendix A)*

LaTasha Olsen provided public comment regarding agenda item 9. *(A complete copy of the statement is available in Appendix A)*

3: APPROVAL OF FLEXIBLE AGENDA

Vice President Mark Newburn moved to approve a flexible agenda. Member Cathy McAdoo seconded. Motion passed.

4: PRESIDENT'S REPORT

President Ortiz celebrated that Joanna Bieda, a senior at Advanced Academy Technologies of Las Vegas, and Alexander Wong, a senior at West Career and Tech Academy in Las Vegas were chosen from among Nevada's extraordinary student leaders to participate in the 59th Annual US Senate Youth Program with Senator Catherine Cortez-Masto and Senator Jacky Rosen, which will take place virtually due to the COVID-19 pandemic. Joanna and Alex will each receive a \$10,000 scholarship for their undergraduate studies. Runners up included Board Member Alex Gallegos, senior at El Dorado High School of Las Vegas, and Sabrina Richards of St. Lutheran Middle/High School in Las Vegas.

Further celebrations included the nomination of two Clark County School District (CCSD) schools and one State Public Charter School Authority school as 2021 Nevada Blue Ribbon schools, with the hopes that they will be awarded as national Blue Ribbon schools in October. Charlotte Hill and Frank Lamping Elementary Schools were nominated as Exemplary Achievement Gap Closing Schools, while Pinecrest Academy Nevada Inspirada was nominated as an Exemplary High Performing School. Nevada's Blue Ribbon nominees demonstrate that school communities can achieve through collective dedication of teachers and support professionals, administrators, students, and families.

Finally, President Ortiz announced that applications would be open through April 1, 2021 for Board nominations to the State Public Charter School Authority Governing Board on the Department website.

5: SUPERINTENDENT'S REPORT

Superintendent Jhone Ebert provided an update on the Pupil-Centered Funding Plan, reporting that the Commission on School Funding has continued to meet and discuss the definition of optimal funding, potential revenue sources, and implementation. They have also worked to develop public-facing summary documents for the Pupil-Centered Funding Plan.

Superintendent Ebert announced that, to date, five of the six bills drafted by the Department for the 81st Legislative Session have been introduced to the Legislature. Senate Bill (SB) 27: Licensure; SB 36: Crises Management; SB 76: Education Agility Act; Assembly Bill (AB) 19: Standards; and AB 38: Work-Based Learning. AB 67: Discipline Clarity has yet to be introduced.

Superintendent Ebert further provided an update on the work of the Blue Ribbon Commission for a Globally Prepared Nevada, which is made up of a diverse group of stakeholders to make recommendations to adjust current policy frameworks to meet today's learning conditions, while leaving room for policies that support innovation into the next 10-

20 years. The Commission has been working to provide its first set of recommendations and will be sharing them publicly for consideration by the Legislature soon.

The Board was asked in the Fall to review the implementation of AB 469 (2017), regarding the reorganization of Clark County School District (CCSD). The Department has been working collaboratively with CCSD to obtain information regarding their implementation and the use of carryover funds.

Superintendent Ebert recognized that the one-year anniversary of COVID-19 related school building closures was approaching. Reflecting on this anniversary, she noted some of the successes of the State's education response, including that Nevada provided a device and connectivity to every student learning at a distance and every school employee who desired the vaccine had received one or both shots, or was signed up to receive a shot.

Regarding AB 469 (2017), President Ortiz asked for an update regarding concerns that the surplus pool was predominantly made up of teachers of color. Superintendent Ebert stated, per the Department's outreach to CCSD, fewer than ten teachers were in the pool and were diverse in race/ethnicity and age group. President Ortiz asked that a work session be held for further discussion regarding AB 469 (2017).

Member Cathy McAdoo acknowledged all that had happened and been accomplished over the past year and requested that Members provide a few encouraging sentences or notes on what they have done as they go back to school.

6: APPROVAL OF CONSENT AGENDA

Vice President Newburn asked that FOSS Science Instructional Materials be pulled from the consent agenda for discussion. Member Tim Hughes asked that the State Funding Career and Technical Education (CTE) Report of Local Activities and Expenditures for Fiscal Year 2020 be pulled for discussion. **Vice President Newburn moved to approve the remaining consent agenda items; Member Hughes seconded. Motion passed.**

Vice President Newburn stated that he had concerns regarding score results and alignment with new science standards for FOSS Science, and asked that the item be referred to its original committee, the Nevada Instructional Materials Steering Committee (Steering Committee). Member Hughes noted that after the January meeting, he learned more about the processes involved in instructional material adoption, and the variation in score results is in part due to districts interpreting rubrics and expertise differently, with limited norming.

Member Wayne Workman, Superintendent of Lyon County School District (CSD), noted that his district is currently implementing and using FOSS with success; he further requested that Lyon CSD be included in the Steering Committee. Member Mike Walker, Carson City School District Trustee and Principal in Lyon CSD, highlighted the endorsement of Dr. David Crowther in public comment, a recognized expert in the science field. Member Katie Dockweiler noted that Vice President Newburn's concerns were specifically with the middle school materials, not including the elementary school materials, and expert advice on using the curriculum in middle versus elementary may be helpful.

Dave Brancamp, Director, Office of Standards and Instructional Support, provided an overview of the [adoption process for instructional materials](#) to the Board at the request of the Superintendent Ebert. Member Tamara Hudson asked how districts were using FOSS Science if it had not yet been approved by the Board; Member Workman noted that Washoe County was also using FOSS, and that districts are permitted to pilot curriculum prior to its approval. Director Brancamp noted that all of the districts using FOSS were under the pilot phase. President Ortiz asked if districts were paying for the curriculum, which Member Workman confirmed.

Director Brancamp clarified that Nevada has a 75% threshold for standards alignment in curricula; Member Hughes felt this threshold was too low. Director Brancamp noted that this was a frequent discussion with districts; it had previously been a 70% threshold and recently increased to 75% under the new process of curriculum review through the Steering Committee, rather than the prior process by which curriculum was reviewed and chosen by districts individually. Member Workman noted that greater alignment would be ideal but is often cost prohibitive.

Superintendent Ebert noted that the Steering Committee does not move forward every product submitted; some do not meet request for proposal qualifications. She added that norming among the Review Committee was somewhat hindered due to the shift to virtual processes, but the basis of the review is Nevada Academic Content Standards and the

curriculum. Four school districts, with one outlier, had provided a consistent review; the Steering Committee then went back and conducted a secondary review. After conversing with CCSD representatives regarding their outlier scores, the Committee voted unanimously to move FOSS Science forward for approval.

Vice President Newburn moved to refer FOSS Science back to the Steering Committee for reevaluation. Member René Cantú seconded. Motion passed.

Regarding the CTE Report, Member Hughes asked how the Department was tracking long-term impacts of the investments reflected in the report. Craig Statucki, Director, Office of Career Readiness, Adult Learning, and Education Options (CRALEO), stated that for grant funds, such as Perkins V, the Department is able to look at State-determined performance measures of student impact beyond high school. This includes elements such as postsecondary enrollment, although there is interest in expanding impact and sustainability surveys.

Vice President Newburn moved to approve the CTE Report; Member Hudson seconded. Motion passed.

7: INFORMATION, DISCUSSION, AND POSSIBLE ACTION REGARDING LEGISLATIVE SESSION GUIDANCE AS IT RELATES TO NEVADA STATE AGENCY PUBLIC BODIES

Greg Ott, Chief Deputy Attorney General, provided an overview of the [Legislative Session Guidance to Boards and Commissions 2021](#).

The Board discussed their engagement in the Legislative Session and who would represent the Board in working with the Department to deliver testimony if requested.

Member Dockweiler moved that Member Gallegos be the Board representative for Legislative testimony. Member Katie Coombs seconded. Motion passed.

8: INFORMATION AND DISCUSSION REGARDING THE STRENGTHENING NEVADA'S CAREER AND TECHNICAL EDUCATION PROGRAMS OF STUDY

Craig Statucki, Director of CRALEO, conducted a PowerPoint presentation regarding [Increasing Access and Opportunity in CTE Programs of Study](#).

Vice President Newburn asked about the impact of going from a three-year sequence to a two-year sequence. Director Statucki stated that this will expand opportunities for students by providing flexibility; with that expansion, there will be an increased need for teachers, which was accounted for in their review of resource allocation.

Member Hughes asked if transiency was being addressed. Director Statucki noted that transiency was a concern. He shared that the Department received a federal grant related to expanding access to CTE and advanced coursework and that, in combination with distance and hybrid learning models, he was hopeful that the grant would expand opportunities for students to participate in CTE, addressing many of the transiency issues as well as accessibility for rural communities. Member Cantú commended that a two-year program provided greater opportunities for students to participate given the outcomes of CTE programming. Mr. Statucki noted that in the 2019-20 school year, approximately 49% of high school students participated in CTE programs in some way, but access is more difficult to assess. The goals of the grant is to expand access for rural school districts and to begin expanding CTE to middle schools.

[Convenience Break]

9: INFORMATION, DISCUSSION, AND POSSIBLE ACTION REGARDING THE RECOMMENDATION OF THE READ BY GRADE 3 STATEWIDE ASSESSMENT FROM THE REQUEST FOR PROCUREMENT

Dave Brancamp, Director, Office of Standards and Instructional Support; Peter Zutz, Administrator, Office Assessments, Data, and Accountability Management; and Gideon Davis, Purchasing Officer III, State Purchasing Division, conducted a PowerPoint presentation regarding the Read by Grade 3 Statewide Assessment [Request for Procurement \(RFP\) Recommendation](#).

President Ortiz asked about the membership of the RFP review committee. Director Zutz noted that evaluation committee members were identified per criteria under Nevada Administrative Code (NAC) 333.335; members were selected for their knowledge of Nevada Academic Content Standards, the goals of the Department, and the goals of the Read by Grade 3

(RBG3) program. This included district test directors and literacy specialists.

In response to concerns from the Board regarding the issuance of the notice of award prior to the Board's discussion, Mr. Davis stated that the notice of award had to be released to allow the Board to have an open discussion. Should the Board decide not to move forward with the contract, the Purchasing division would rescind the notice of award and cancel the solicitation.

President Ortiz asked for the scoring sheets between NWEA and Curriculum Associates. Mr. Davis noted that NWEA received a higher technical score of 165 within the weighted evaluation criteria, compared to Curriculum Associates' score of 160. It was noted that both assessments are norm-referenced.

Member Gallegos expressed concern that the MAP exam of NWEA was a norm-referenced assessment, rather than a criterion-referenced assessment, which may affect the results of English Learners.

Member Hughes noted that MAP does not provide the information educators need. Director Brancamp noted that educator requests regarding what students still need to learn and how to support them were included in the RFP and the reviewers found that NWEA's MAP was responsive to that request.

Member Dockweiler stated that the intent of RBG3 legislation was for this assessment tool to serve as a snapshot of a student's performance at that point in time. Furthermore, it is important that school teams rely on multiple measures to assess students; Member Walker agreed.

President Ortiz asked for more information regarding norm-referenced versus criterion-referenced testing and responses to the public comment regarding standards alignment. Dr. Jonathan Moore, Deputy Superintendent of Student Achievement, noted that norm- and criterion-referenced tests can each provide valuable information for different purposes. The RBG3 assessment is norm-referenced as it is meant to gauge the degree to which students are demonstrating proficiency as determined by their peers and the given proficiency standard.

Member Workman emphasized the importance of historical data in determining growth and noted that changing assessments erases historical data. Member Hughes suggested the Board delay action until additional rationale was provided and Dr. Kevin Marie Laxalt, subject matter expert, was available for comment. Using the flexible agenda, the Board tabled this agenda item for later in its meeting.

[Upon tabling Agenda Item 9, the Board proceeded with Agenda Items 10 and 11. For continuity, the remainder of the discussion regarding Agenda Item 9 is captured here and the additional agenda items follow.]

President Ortiz asked that public comment received by the Department regarding Agenda Item 9 be read into the record:

Brad Keating, Director of Public Relations, Clark County School District, provided public comment regarding Agenda Item 9. *(A complete copy of the statement is available in Appendix A)*

Rebecca Meyer, Director of Assessment Department, Assessment, Accountability, Research, and School Improvement Division, Clark County School District, provided public comment regarding Agenda Item 9. *(A complete copy of the statement is available in Appendix A)*

Dr. Laxalt emphasized that she trusted the RFP review process and was not aware of the details of the review. Regarding criterion- versus norm-referenced testing, Dr. Laxalt noted that norm-referenced RBG3 assessments such as MAP offer benchmarks and measure an individual student's growth. A criterion-referenced test such as the SBAC only measures the performance of a student that day on a certain area of knowledge. Regarding longitudinal history, having a single tool means consistency, which will help to capture data regarding learning loss due to COVID-19.

President Ortiz asked for further justification in choosing NWEA over Curriculum Associates and stated her concern that the review process was not transparent. Mr. Davis stated that the solicitation process is regulated under NRS and further defined in NAC; the RFP worked through the solicitation and review process of the State. The Board may choose to

approve or deny the NWEA contract but does not have the purview to choose another vendor; State law does not allow the Board to overrule the decision of the evaluation committee.

President Ortiz asked if making this assessment online and available in multiple languages was a criterion in the evaluation. Director Zutz noted that the RBG3 assessment is an English language reading assessment, and the assessment must be administered in English to provide a measure. He added that WIDA is used to assess proficiency of English Learners.

Member Workman moved to approve the NWEA MAP Assessment as the Statewide RBG3 Assessment. Member Walker seconded. Motion passed. President Ortiz and Member Coombs abstained.

10: INFORMATION, DISCUSSION, AND POSSIBLE ACTION REGARDING THE 2021 ADDENDUM TO THE 2020 STATEWIDE PLAN FOR THE IMPROVEMENT OF PUPILS

Jhone M. Ebert, Superintendent of Public Instruction; Patti Oya, Director, Office of Early Learning and Development; Craig Statucki, Director, Office of Career Readiness, Adult Learning, and Education Options; and Christy McGill, Director, Office for a Safe and Respectful Learning Environment, conducted a [PowerPoint](#) presentation regarding the [2021 Addendum](#) to the 2020 Statewide Plan for the Improvement of Pupils (STIP).

In response to a question from the Board, Director Oya noted that available pre-K seats serve 4% of four-year-olds in Nevada, serving 11% of eligible students, and the Department is working to analyze the cost of providing full-day State-funded pre-K. President Ortiz emphasized that state education ratings are largely impacted by universal pre-K offerings. Member Walker noted that families in Lyon CSD were interested in pre-K, but were unable to qualify under current requirements; additional barriers to expansion include space limitations. Member Workman noted that pre-K funding is directly tied to property tax abatements.

Member Cantú moved to approve the 2021 STIP Addendum. Vice President Newburn seconded. Motion passed.

[Convenience Break]

11: DISCUSSION REGARDING THE SILVER STATE GOVERNANCE BOARD TRAINING

President Ortiz provided an overview of the work the Board had conducted through its Silver State Governance training, and noted that the next step is for the Board to develop goals that reflect the values of their community and conduct an evaluation using the [Silver State Governance Board Evaluation Rubric](#).

Member Walker noted that this process may be difficult for new Members who are not clear on the existing goal setting process. President Ortiz referred to Superintendent Ebert's presentation of the STIP Addendum and shared that in a pyramid, district goals were at the bottom, the STIP – Department goals – were in the middle, and at the top were Board goals.

President Ortiz reviewed the first rubric element, vision and goals; the second rubric element, values and guardrails; and the third rubric element, monitoring and accountability. Polling Board members, they agreed that the Board currently fell under column one: not student outcomes focused.

Reviewing the fourth rubric element, communication and collaboration, President Ortiz stated she felt the Board did have more positive contributions to this and posting documents earlier for both Board review and public review would assist in moving the Board toward column two. Changing the time of Board meetings to the afternoon would also support this. Currently, the Board fell under column one: not student outcomes focused. Based on Board feedback, President Ortiz requested a summary statement for their forthcoming work session regarding the Board's role.

Reviewing the fifth rubric element, unity and trust, the Board polled column one: not student outcomes focused. However, they did feel they could move quickly to column two under this item.

The Board agreed to host a work session in future to further develop their goals.

12: FUTURE AGENDA ITEMS

Member Walker asked for further information regarding the RFP process. Member Gallegos referenced work recently conducted by the California State Board of Education in approving a criteria for a Statewide seal of civic engagement, and asked if there could be a Nevada parallel.

13: PUBLIC COMMENT #2

Tracy Leonard provided public comment regarding school safety. *(A complete copy of the statement is available in Appendix A).*

14: ADJOURNMENT

Vice President Newburn moved to adjourn. Member Coombs seconded. Motion passed. Meeting adjourned at 2:13 PM.

Appendix A: Statements Given During Public Comment

1. David Crowther submitted public comment regarding agenda item 6, FOSS instructional materials.
2. Traci Loftin provided public comment regarding agenda item 6, FOSS instructional materials.
3. Nevada State Education Association provided public comment regarding the Pupil-Centered Funding Plan.
4. Lindsey Schnapp provided public comment regarding agenda item 9.
5. LaTasha Olsen provided public comment regarding agenda item 9.
6. Brad Keating, Director of Public Relations, Clark County School District, submitted public comment regarding agenda item 9.
7. Rebecca Meyer, Director of Assessment, Department, Assessment, Accountability, Research, and School Improvement Division, Clark County School District, submitted public comment regarding agenda item 9.
8. Tracy Leonard submitted public comment regarding school safety.

Item A1, David Crowther

As a professor of science education for almost 30 years, I have rarely come across a curriculum that so well researched and aligned with the standards Nevada teachers are required to teach. I hope that the board would consider this curriculum for a state adoption option.

David T Crowther PhD
Professor Science Education
Department Chair - Educator Preparation
University of Nevada, Reno
Past President (2017-2018) National Science Teaching Association

Item A2, Traci Loftin

Dear Members of the Board of Education,

I urge you to approve the FOSS Science Instructional Materials for grades 6-8. I am an educator in Washoe County and have personally used some of these materials to teach 6th grade at Caughlin Ranch Elementary School in Reno and 8th grade at Dilworth STEM Academy in Sparks with great success. I believe that these materials are highly aligned to our state standards and the vision for science education as outlined in *A Framework for K-12 Science Education*, and they make learning accessible for all students through first-hand experiences with natural phenomena and purposeful oral and written language development.

Besides having experience teaching our science standards, I am also a National Board Certified Teacher in Early Adolescent Science and served as a member of Achieve's Peer Review Panel for Science for three years where I reviewed instructional materials for alignment to the Next Generation Science Standards. I have been honored with the Presidential Award for Excellence in Mathematics and Science Teaching and have led professional learning on the science standards in my district for the last five years. FOSS Science Instructional Materials are exactly the kind of resources our teachers need to engage all students in high quality science learning.

Sincerely,

Traci Loftin, M.Ed., NBCT

Item A3, Nevada State Education Association

The Nevada State Education Association has been the voice of Nevada educators for over 120 years. Last month, hundreds of educators in red scarves and face coverings were back in Carson City, lining both sides of the street from the Legislative building to the Capitol to bring attention to education funding. After sustaining difficult cuts last summer, K12 public education is threatened with more devastating hits. Early literacy supports are proposed for a \$33 million cut in the next biennium, and \$156 million in cuts to class size reduction means more overcrowded classrooms even with the largest class sizes in the nation now. The success you heard about at January's Board meeting from Data Insight Partners related to Nevada's investment in public education is real, but sadly our gains could be lost.

Additionally, a proposed reduction in per pupil funding would move education in Nevada the wrong way. Federal emergency relief funds, included an infusion of dollars from the American Rescue Plan, will address the impact of the COVID-19 pandemic to safely open and operate school buildings and help address learning loss from the pandemic.

However, we know these funds will only serve as a temporary patch.

Elementary and Secondary School Emergency Relief funds have restricted uses, so they cannot easily be used to backfill proposed cuts. Even before the pandemic, Nevada ranked near the bottom of states in most education metrics. Federal emergency relief is desperately need but does nothing to address this structural deficit.

Since the introduction of SB543, NSEA has expressed policy concerns about the new school funding plan—the lack of educator voice; no new revenue for our chronically underfunded schools; watering down of Zoom and Victory schools; freezing and squeezing most school district budgets for a period of years; a giveaway to charter schools without increased accountability; and rewriting the rules of collective bargaining to make it nearly impossible for education unions to win a raise at the bargaining table.

For the last year and a half, NSEA has dutifully engaged at every meeting of the Funding Commission and several times here at the Board of Education to point out that no new funding formula will work without new revenue. While there are significant issues with the Governor's proposed phased implementation of SB543, it is clear his departure from the recommendations of the Funding Commission calls into question the work that has happened during the interim and the wisdom of moving forward with the new plan at all.

Backers of SB543 claim that the new funding formula is all about equity. If that were true, we wouldn't already be hearing the cries of help from leaders in Zoom and Victory schools. Zoom and Victory schools are located in Nevada's poorest communities, serve the highest percentage of at-risk students, and are proven models of education equity. Unfortunately, they are also the schools facing the largest budget cuts. This is called inequity.

NSEA maintains it is completely irresponsible to effectuate a radical shift in the state's education funding formula amidst a global pandemic, especially as further general fund cuts are proposed for our schools. This is even more true with the late hour changes proposed by the Governor. Given all these challenges, we believe the only responsible course of action is to delay SB543 until after the pandemic, while we are able to work together on optimal funding and the revenue plan to get us there.

Item A4, Lindsey Schnapp

To whom it may concern:

As a fourth grade teacher in a Title I school in Clark County School District, I know my students face challenges like food insecurity, housing instability, and parent involvement which can negatively impact their physical and emotional health as well as their behavioral and academic performance in school. Connecting with my students and inspiring them to learn in and out of the classroom is not only my job, it's also something that I love and look forward to each day. They deserve every opportunity to be successful and learn. I am committed to providing them an environment focused on motivation, engagement, and individual progress.

Assessment tools need to be dynamic to meet the needs of all students. We need more focus on personalized learning, not uniformity. As an instructor, I value assessments that give me data I can use to inform instruction. I need to be able to make immediate shifts after an assessment. I also need to be able to connect with students, parents and families, presenting them with straightforward data about progress. In my experience, the MAP assessment does not meet the needs of learners or teachers.

As an educator who loves data, the ease of connecting assessment results and instruction is a critical component to individualized learning. It's important for Nevada schools to start embracing individualized data and the notion that all kids learn differently. Choosing a norm-referenced assessment for the Read By Grade 3 progress monitoring is not culturally responsive.

Please reconsider the Read By Grade 3 assessment choice. Students and families deserve a dynamic measurement tool that adapts to their needs.

Sincerely,

Lindsey Schnapp
3rd Grade Teacher
J.E. Manch Elementary School
Clark County School District

Item A5, LaTasha Olsen

To Whom it may Concern:

I entered the classroom 7 years ago. I am not only a teacher, but also an advocate for my students. When I see something is wrong or when I see my students struggling, I know it is my responsibility to stand up for those voices who aren't heard.

Right now, students in Clark County face too much time taking tests that don't provide meaningful results to teachers. I am not talking about the statewide tests. I am talking about the local assessments we give throughout the year. In some schools, especially our schools enrolling predominantly low income and students of color, the number of tests seems to increase without an understanding about why the tests are necessary or what they are for.

My fourth graders at Ruby Thomas Elementary School take multiple diagnostic assessments throughout the school year, sometimes with the same purpose. One of those tests, the MAP test, is administered three times a year in ELA, math, and science under a district mandate. The MAP tests were sold to teachers as an opportunity to monitor student progress and to pinpoint where students need support. The problem is that the MAP tests are not aligned to our state academic standards, so the results don't tell me which standards a student has or has not met.

Instead, the score reports for the MAP tests come back as a RIT score. I could try to explain what a RIT score is to students or parents if I fully understood it myself. Instead the RIT score is a source of confusion and frustration. I have students who struggle to meet the goal set by the MAP test while excelling in class, and they don't understand why they must take these tests.

I believe that tests can be a valuable tool for teachers, especially when the results are immediately available and tied to our standards and curriculum. The MAP tests aren't that. As a result, our school also uses additional local assessments to get the standards aligned results we seek, further increasing the hours spent testing.

There is too much happening without a clear purpose. Teachers lack the support, the time, and the resources to use results from all of the tests we administer. We do want resources, and we do want good tests that provide instructionally relevant data. District and school leaders should consult with teachers about the best strategies and resources to support student learning and engage them in a process to select materials to best support their students.

We need to be fair to students. We shouldn't be asking them to take tests which provide results that we are not going to use.

Respectfully,

LaTasha Olsen
4th Grade Teacher
Ruby Thomas Elementary School

Item A6, Brad Keating

State Board of Education Members:

The Clark County School District greatly appreciates the work of the Nevada Department of Education during their RFP process for the Read By Grade 3 Assessment.

We highly encourage the State Board of Education to approve the Read by Grade 3 RFP Evaluation Committee's recommendation to select the NWEA Measures of Academic Progress (MAP) Assessment as the statewide assessment for Read by Grade 3.

Thank you for your consideration of this request. Using NWEA will help our school district continue to track student's achievement in a uniform manner.

All the best,

Brad Keating, Ed.D.
Director of Government Relations
Clark County School District

Item A7, Rebecca Meyer

The Clark County School District supports the continued use of the MAP Growth assessments, as the data has been critical in supporting students' learning needs. MAP Growth assesses students' attainment of the Nevada Academic Content Standards in English Language Arts and Mathematics. The assessment provides educators, students, and families with critical information on how students are growing and responding to instruction.

The robust data the assessment provides assists in developing customized learning paths for students ensuring gaps in learning are addressed and acceleration is embedded during instruction. In addition, MAP Growth provides historical data on how each student is growing to better enable our educators to meet the needs of all students and ensure support and extensions are provided.

Thank you for your assistance.

Best regards,

Rebecca Meyer
Director, Assessment Department
Assessment, Accountability, Research, and School Improvement Division
Clark County School District

Item A8, Tracy Leonard

Superintendent, President Ortiz and members,

Recently we had a community blogger arrested for solicitation of a minor. In December 2020 an assistant principal was arrested for online solicitation of a minor. As a CCSD teacher I am concerned about the safety and well being of our students in CCSD. In Sep 2019 TY was hired by the district to fill a vacant AP position. He, like all administrators and teachers, is given access to families personal information. It appears that this white male was hired from out of district the same time Deans were being demoted and returning to the classroom.

As we continue to address the need for admin to represent the diversity of the student population, Region 2 in CCSD demoted Deans and employed a 29 year old, white male, from out of district to fill an AP position.

The newly hired Assistant Principal was assigned to a newly appointed Principal and 6 months later he was assigned to work from home with 100's of families personal information at his fingertips; including images and contact information. The Dean's role in the community was "bridging the behavior concerns and learning for students".

HR and hiring are a difficult task but when you have 305,000 kids in Vegas to keep safe these types of cases can't be swept under the rug like so many others in the past. The "don't see it, don't tell it" mentality is not a method that should be accepted. This was clearly a calculated hire and placement. Please investigate the recommendations for hire and the reason for hiring because you had Deans willing to be promoted and work as an AP. Did the School Organizational Team weigh in? Were they told?

The disruption to the school community was not necessary, was not asked for, and did not support the effort of CCSD to hire diverse administrators that also represent BIPOC educators. TY left CCSD the and gave no reason why. You can see for yourself by looking at the document attached to Agenda item 12.03 in the CCSD Trustee Agenda dated 3/11 Agenda item 12.03

Thank you for listening,
Sincerely,
Tracy Leonard