

**Nevada Department of Education
Nevada State Board of Education
July 26, 2023, Meeting Preparation**

Summary of State Board Members' Pre-Meeting Review of Materials

In response to feedback from the State Board, non-substantive corrections were made to the organization and titles of meeting materials and agenda items. In addition, NDE staff provided the following responses and clarifications:

Consent Agenda Item 6r – Possible approval of Multimedia Communications Standards with Complementary Courses

Board Question: There was no representation from Business/Industry in the standards development, is that common/allowed?

NDE Response: Business and industry are invited to all standards development writing processes for career and technical education (CTE), but in this case they did not attend the meetings. We have also found that it is becoming more difficult for invited business/industry or postsecondary representatives to participate in the standards writing process, but participation varies based on the program of study.

In lieu of the direct participation of business and industry partners, we relied on the expertise of the several teachers on the standards development committee who have worked or currently work in the industry. In addition, business and industry representatives completed surveys on what needs to be included in the standards. Data from the surveys directly informed the efforts of the standards writing committee.

Board Question: For several of the CTE technical standards, how are we thinking about introducing standards related to artificial intelligence (AI)? Some standards have been added in and are supplemental to the core standards, but I wonder how the rapid introduction of AI approaches is changing our core standards in some of these technical fields? How are we making sure Nevada's standards and students aren't left behind?

Response: Due to the broad nature of AI, it can be embedded into the teaching practices for multiple performance standards and indicators. At this time, the Office of Career Readiness, Adult Learning, and Education Options has been hesitant to create separate standards related to AI because AI is impacting multiple performance standards and indicators. We will be working with our colleagues around the country and locally to determine the best way to move forward.

Item 9 – This item was removed from the agenda. Response included.

Board Question: When we look at our state data it would seem that many students are not experiencing one of the core elements of Multi-Tiered Systems of Support (MTSS) – high-quality instruction and academic and social development. Do the data help us understand how

this is contributing to some of the challenges we are seeing? How can we make sure we are not glossing over this component before implementing other intervention strategies?

NDE Response: Your interpretation of the data are correct and these are exactly the kinds of conversations we hoped the data would encourage. Research shows that when universal (tier 1) high-quality teaching of academics and behaviors occurs, the need for tier 2 and 3 interventions decreases. The evidence clearly shows that investing time and funds at tier 1 is paramount. The challenge is that schools must simultaneously implement tier 2 and 3 interventions (tyranny of the urgent) because they cannot leave students and staff to struggle.

This can and does detract from resources and time focused on tier 1 and schools can quickly devolve into a chronic reaction spiral, never having time to step back and address the underlying systemic issues at tier 1. This response spiral is not an easy one to get out of and may require schools to hire additional personnel to enable them to rebalance into having 80-90% percent of students successful with tier 1 instruction.

NDE and our partners at the University of Nevada, Reno provide MTSS training that encourages schools to prioritize and address tier 1 with fidelity in a systematic way while simultaneously implementing tier 2 and 3 interventions. The fact that 30-40% of students need additional support is a clear indicator that tier 1 is not working as well as it could. Balancing MTSS is complex and takes time, training, and coaching to be successful.