

NEVADA STATE BOARD OF EDUCATION
STATE BOARD OF EDUCATION MEETING MATERIALS
QUESTIONS AND ANSWERS
October 2, 2024

<i>Consent Items</i>	
<p>Questions:</p> <ol style="list-style-type: none"> 1. R067-24 - How will we track how many people take courses instead of praxis testing? How will we study efficacy of this approach in terms of student impact? 2. R100-24 - Does an apprentice still need to work under the supervision of a licensed teacher and if so, why would we need a separate license/endorsement? Who is on the state apprenticeship council? Who are they governed/ held accountable by? How do these adjustments align with federal dept of labor apprenticeship requirements? 	<p>Response:</p> <p>Question 1: The intent of this regulation is to allow applicants for licensure to take a course with a grade “B” or better in lieu of a basic competency test after first attempting and not passing the test as required by Assembly Bill 428 (2028) and recorded in <u>NRS 391.021</u>. The Department currently does not have data systems to track how many educators attempted and failed an exam, then took an approved course to satisfy the exam requirement.</p> <p>Question 2: The intent of this regulation is to establish a registered apprenticeship license. This license will allow a pre-service educator to substitute teach and complete their clinical field experience two years prior to graduation. The pre-service educator will not need to obtain a substitute license. This license will also allow an in-service educator to obtain employment and be employed after graduation for one year before converting to an initial standard license. This will benefit those graduating from college during the summer and late summer months without having to wait for license and background processing during the busy summer months.</p> <p>An educator who is in-service with a registered apprenticeship license is not required to work under the supervision of a licensed teacher because the educator is already licensed. A member of the educator preparation program faculty is required to conduct regular supervised visits to support the first-year educator.</p> <p>The State Apprenticeship Council (Office of the Labor Commissioner) is the governing body that approves registered partnership programs. Registered apprenticeships are high-quality work-based learning and post-secondary earn-and-learn models that meet national standards for registration with the U.S. Department of Labor (or federally recognized State Apprenticeship Agencies).</p>

	<p>Question 3: The intent of this regulation is to create a Science, Technology, Engineering and Mathematics (STEM) endorsement. This was requested by educators and the Governor’s Office of Science, Innovation, and Technology. This non-teaching endorsement is not a licensing requirement but rather allows an educator to obtain additional education in the areas of STEM. Other non-teaching endorsements include English Language Acquisition & Development, Social Emotional and Academic Development, and Cultural Competency. The Elementary license encompasses all content areas and thus individual content areas are not necessary as they are in middle or secondary grades.</p> <p>Question 4: The intent of this regulation is to remove a licensing barrier allowing an educator to meet this requirement in NRS 391.0347 by taking the required course at any time prior to renewal of their license. The efficacy of the of the intended impact cannot be measured.</p>
<i>Item 7</i>	
<p>Questions:</p> <ol style="list-style-type: none">1. Why is grades 3-8 ELA Achievement not listed on slide 9 of the STIP slide deck? 2. For Target 2, which seems to be aligned to	<p>Response:</p> <p>Question 1: The Annual Performance Indicators were designed to align with the performance metrics used in Acing Accountability. The comprehensive STIP report provides grades 3-8 ELA achievement based on SBAC results and will contain action items aligned to improving 3-8 ELA proficiency.</p> <p>Question 2: The full plan document will outline success criteria that directly correspond to the Annual Performance Indicators. Below are some examples:</p> <ul style="list-style-type: none">• Streamline and improve Nevada’s licensing system through modernization of technology, enhanced marketing materials, and improved customer service.• Improve the NDE’s educator workforce data governance, data life cycle management, and capacity to collect, support, and produce workforce data.• Support effective new educator induction, mentoring, and job-embedded professional learning programs that provide ongoing support to educators, as

evidenced by professional development supports, funding, and partnerships.

- Seek, support, and secure funding for high-quality and affordable pathways into the profession that incorporate significant clinical and/or classroom experience, as evidenced by partnerships, programs, and candidate numbers (including diversity) in process and completion.
- Support educator diversity throughout recruitment, preparation, and retention efforts to ensure teaching is a career accessible to people from all backgrounds and abilities.

Question 3:

Once the plan format is approved, the Department will publish the document on our website for public comment. We will engage with Boards, Commissions, and Committees to gather input that will inform the plan. The document will also be shared with Superintendents to obtain their feedback. Additionally, the Department will seek comments from the Superintendent's Principal and Teacher Advisory Groups and will collaborate with community partner groups to recruit participants for public focus groups.

Question 4:

The Statewide Plan for the Improvement of Pupils (STIP) includes performance measures that are evaluated annually to assess the Department's progress toward its strategic goals.

One of the Department's key responsibilities is approving instructional materials that align with the Nevada Academic Content Standards (NVACs). Schools and districts under NRS 389.870 are required to adopt these approved materials to ensure statewide consistency and compliance. The "Acing Accountability" indicator enables the Department to verify that schools and districts are utilizing these approved instructional resources.

Please see question 2 for an overview of the Department levers that address Target 2A.

3. How will you recruit for the community workshops and ensure wide stakeholder input?

4. How are Initiatives going to be measured? These are not SMART goals, no starting/ending data point, no start/end date. Also, some items are not within the control of the DOE. I understand that we need to track for Acing Accountability but access to instructional material is not something the DOE controls, schools/districts choose instructional material. ex. 2A what exactly is the DOE going to do? What levers can you pull?

Item 9

Questions:

1. How are we collecting RBG3 data on students who grow substantially based on intervention and can exit RBG3? Do we have data to demonstrate which interventions make a positive impact? Do we know the percentage of students who are identified for RBG3 and remain at this level of intervention for two years or more?

2. When was TSG Gold adopted as the state-wide kindergarten assessment instead of Brigance? When will schools be trained in this new assessment?

Response:

Question 1:

NRS 392.775: On or before October 15 of each year, the board of trustees of each school district shall:

1. Prepare a report concerning the number and percentage of pupils at each public elementary school within the school district who:
(a) were in grade 3 and designated to receive intervention services and intensive instruction while enrolled in an elementary school pursuant to NRS 392.760 for a deficiency in the subject area of reading, including whether any such pupils were previously provided intervention services and intensive instruction.

NRS 288A.487 requires a report to be submitted containing the same information above to NDE by the governing body of a charter school that operates as an elementary school.

NDE receives the information that is required by NRS. The report includes information indicating that students have received intervention services and intensive instruction previously but does not indicate how many years students have received those interventions. NDE does not collect information on what specific interventions have been used for students.

Question 2:

Teaching Strategies Gold (TSG) assessment was not adopted in place of the Brigance. TSG was selected as the Kindergarten Entry Assessment (KEA) as of June of 2024, but is not required until the 2025-2026 school year. The TSG contract end date is June 30, 2028. The KEA assessment is separate from the Read by Grade 3 requirements as outlined in NRS 388.157. To use TSG as outlined in NRS for Read by Grade 3, the State Board would need to approve it.

The TSG contract includes a train-the-trainer training for 10 participants taking place November 12-13, 2024. These trainers will provide professional learning during the remainder of the 2024-2025 school year for educators at the school level. TSG also offers a 2-hour

3. Are there any discussions about funding assessment of 4th and 5th graders (same assessment as K-3), as schools are required to track student proficiency and provide intervention at these grades, but the metric changes completely at grade 4 as the State no longer pays for MAP?
4. For 4th and 5th grade, can we promote any consistency in interim assessment across the state? Without MAP (or whatever new assessment is chosen) being required in these grades and SBAC providing the only state required information, we cannot track progress for students and do not have consistent mid-year data about students who may not have qualified in the fall but would now qualify for intervention.
5. Can the State Board of Education or DOE implement any regulation or policy for retention in kindergarten or first grade for students not meeting reading benchmarks, so as to provide more time for younger students (less harmed by retention) additional time to complete unfinished learning?
6. Is the retention requirement for one-year only, or can it be applied to the same student for more than one year?

online course that provides training needed to understand and implement the KEA tool. Live training sessions are also available through TSG. Members of the Office of Early Learning and Development (OELD) team are working with TSG now to register teachers on the KEA tool so they can utilize the training platform.

Question 3:

The current NWEA contract provides districts a no-cost option to use MAP Growth Reading in grade 4,5, and 6.

Question 4: The uniform examination is defined as the assessment given in grades K, 1, 2, and 3 (NRS 392.780). The assessment provided in grades 4 and 5 meet the federal law requirements. The NRS could be revised to include grades 4 and 5. It is important to note that according to NRS 392.750 and NRS 392.755 students are required to continue to receive intervention services and intensive instruction each year that the student is enrolled in an elementary school unless it is determined that those services are no longer necessary.

Question 5:

We have reached out to DAG Gardner for assistance in preparing this response.

Question 6:

NRS 392.780 requires retention of students in grade 3 for failure to obtain a passing score in reading. NRS 392.785 outlines the good-cause exemptions by which a student who would otherwise be retained in grade 3 may be promoted to grade 4. Item 2 states “a good-cause exemption must be approved for a pupil who was previously retained in grade 3.”

<p>8. Are there changes that the DOE would like to see presented to the Legislature in regard to AB 400?</p>	<p>Question 7: To ensure we thoroughly examine the pros and cons of both norm-referenced and criterion-referenced assessments, the Department recommends that we schedule this discussion for an upcoming meeting.</p> <p>Question 8: We are currently collecting feedback from the field, but it is too early to discern any trends. The bill is complex and involves multiple components. Once we have substantive information to share, we will bring it to your attention.</p>
<p><i>Item 10</i></p>	
<p>Question:</p> <p>1. Does NWEA believe there is a threshold or cut score that should be applied to retention?</p>	<p>Response: Question 1: We will provide this question to NWEA and ask that they respond at the meeting.</p>
<p><i>Item 11</i></p>	
<p>Questions:</p> <p>1. Is there any reason to be skeptical of the growth for academically disadvantaged groups on Slides 11 and 15 (e.g. changing data sets of students labeled economically disadvantaged)? Or is this a reason to</p>	<p>Response: Question 1: We will provide this question to NWEA and ask that they respond at the meeting.</p> <p>Question 2: There were no changes to the grade 5 Science assessment.</p>