

**MINUTES OF THE NOVEMBER 1, 2019
WORK SESSION OF THE
WASHOE COUNTY SCHOOL DISTRICT
BOARD OF TRUSTEES**

November 1, 2019

1. Opening Items

1.01 CALL TO ORDER

The work session of the Board of Trustees was called to order at 9:03 a.m. at the Washoe County School District's Central Administration Building, 425 East Ninth Street, Reno, Nevada.

1.02 ROLL CALL

President Katy Simon Holland and Board Members Jacqueline Calvert, Andrew Caudill, Ellen Minetto, Malena Raymond, and Angela Taylor were present. Board Member Scott Kelley was not present at the time of roll call. Interim Superintendent Kristen McNeill and staff were also present.

1.03 PLEDGE OF ALLEGIANCE

Neil Rombardo, Chief General Counsel, led the meeting in the Pledge of Allegiance.

1.04 PUBLIC COMMENT

There was no public comment at this time.

1.05 ACTION TO ADOPT THE AGENDA

It was moved by Trustee Raymond and seconded by Trustee Minetto that **the Board of Trustees approves the agenda as presented.** The result of the vote was Unanimous: Pass (Yea: Jacqueline Calvert, Andrew Caudill, Katy Simon Holland, Ellen Minetto, Malena Raymond, and Angela Taylor.) Final Resolution: Motion Carries.

2. Items for Presentation, Discussion, Information and/or Action

2.01 WASHOE COUNTY SCHOOL DISTRICT STRATEGIC PLAN DISCUSSION AND REPORTING OF METRICS RELATED TO THE FOLLOWING GOALS AND POSSIBLE ACTION TO PROVIDE DIRECTION TO UPDATE OR REVISE METRICS AS NEEDED: GOAL 1, TO ENSURE ANNUAL STUDENT ACADEMIC GROWTH THROUGH A SYSTEM OF CURRICULUM,

INSTRUCTION, AND ASSESSMENT THAT IS ALIGNED, RIGOROUS, AND RELEVANT; GOAL 2, TO DEVELOP AND RETAIN HIGHLY EFFECTIVE PERSONNEL WHO ARE DRIVEN TO SUPPORT STUDENTS AND THEIR ACADEMIC SUCCESS AS WELL AS THE SUCCESS OF THE DISTRICT; GOAL 3, TO ENGAGE FAMILY, STAFF, TRUSTEES, AND COMMUNITY MEMBERS IN STRONG RELATIONSHIPS, PROVIDE MEANINGFUL OPPORTUNITIES TO INCREASE THEIR EDUCATIONAL EXPERTISE AND TRUST, AND TO SHARE RESPONSIBILITY FOR STUDENT SUCCESS; GOAL 4, PROVIDE AND CONTINUOUSLY IMPROVE OPERATIONAL SYSTEMS THAT ARE EFFECTIVE, EFFICIENT, TRANSPARENT, AND ACCOUNTABLE BY USING MEANINGFUL STRUCTURES AND PROCESSES; AND GOAL 5, TO ENSURE OUR SCHOOLS ARE SAFE, SECURE, SUPPORTIVE, AND WELCOMING ENVIRONMENTS WHERE STUDENTS AND STAFF ARE ABLE TO SUCCEED ACADEMICALLY AND PROFESSIONALLY AT THE HIGHEST POSSIBLE LEVELS

Dr. Kristen McNeill, Interim Superintendent, explained the reporting of metrics for the Strategic Plan was a health check for the District. The agenda item was listed for action so the Board could make changes to metrics as needed. The data presented was for the 2018-19 School Year and would include both the targets previously set by the Board and the actual performance data.

Ben Hayes, Chief Accountability Officer, began the presentation with the metrics for Initiative 1.1.1, Increase in graduation rates on an annual basis. The graduation rate for the 2018-19 School Year had increased 2% to 86%; however, the target of 87% was not reached. For the first time the District eclipsed 4,000 graduates and 49% of all diplomas were Honors, Advanced, or College and Career Diplomas. While the District did see increases in almost all student populations, achievement gaps did remain that the District would continue to focus on closing.

President Simon Holland mentioned the Trustees would often hear from high school principals about the number of students who had “vanished” from the enrollment lists but continued to be counted as part of the graduation rate. She wondered how transiency factored into the graduation rate and what the District was doing to ensure the numbers were truly accurate. Dr. Paul LaMarca, Chief Ombudsman and Strategies Officer, indicated the District had made great progress in the graduation rates over the past 10-12 years. The number of students listed as “vanished” was previously much larger than the numbers now because the District established various procedures to determine what happened to the students after they left, including working with other school districts to see if they had records for students. The number of “vanished” students was around 4% of the graduation cohort, whereas prior numbers were as high as 10%, so progress had been made but more needed to be done to determine what happened to the students. It was important to remember “vanished” students were different than students who had

dropped out. The term vanished referred to students who may have attended a high school for as little as one day and then never returned.

Dr. LaMarca reviewed additional challenges surrounding increasing the graduation rate related to the achievement gaps, especially surrounding race.

Trustee Calvert asked what some of the challenges were surrounding the racial achievement gap and plans the District had in place to address the gaps. Dr. LaMarca indicated the Equity and Diversity Department was increasingly involved in working with schools to educate staff on creating inclusive environments for all students. The District remained focused on addressing implicit bias and differential access in the schools; however, it would take time to see the full results. Interim Superintendent McNeill added the District was not only focused on the achievement gaps related to race, but also socio-economic status, special education, and language.

Mr. Hayes noted the target for the graduation rate for the 2019-20 School Year would remain a 2% increase, so 88%. The District would continue to work towards the 90% goal but in terms of the Strategic Plan, the target would continue to be a 2% increase.

Dr. Troy Parks, Lead Area Superintendent, commented the principals, counselors, and school site staff were highly focused on ensuring students remained on track for graduation or had plans in place for interventions. When the area superintendents conducted site visits, the principals and counselors were able to identify the students in need of additional supports and the challenges they were facing. It was important to acknowledge the work occurring in the schools to support the students and get them to graduation.

Mr. Hayes presented Initiative 1.1.2, Increase in percentage of students "Meeting Standard" as measured by the Smarter Balanced Assessment Consortium (SBAC) rates in English Language Arts (ELA). The target was a 1% increase over the prior school year and the District did meet the target, with an actual of 49% for the 2018-19 School Year. The target for the 2019-20 School Year was 51%.

Debra Biersdorff, Chief Academic Officer, noted the recent adoption of the new K-5 ELA curriculum should assist in increasing scores; however, since the adoption was District-wide, the adoption was also considered a challenge for the District because ensuring consistent implementation through professional development and training was a challenge. Some of the activities to support the 2% increase were the commitment to digital learning strategies with easier access to the curriculum for all teachers, students, and families, and the District-wide focus on professional learning communities (PLCs).

President Simon Holland remarked that it would be helpful for the District results to be put in context with how other school districts in Nevada were performing, the state

averages, and other school districts of similar size. The information would be helpful in seeing how the Washoe County School District compared with others.

Trustee Raymond requested clarification on the metric. Mr. Hayes clarified the percentage was the percentage meeting or exceeding SBAC standards. He stated the District's average was ahead of the state's average for ELA testing and fell about in the middle of states that were part of the SBAC Consortium.

President Simon Holland mentioned she had recently read school districts were seeing improved scores in the early grades but would then see declines in the middle school scores. The article supposed the decline could have been related to the pullback of new instructional materials during the recession and school districts were now seeing the impacts of that pullback. She wondered if the District was seeing similar numbers and results. Ms. Biersdorff stated she did not have specific numbers, but it was critical to ensure students were receiving high quality instructional materials. While the District had recently adopted the K-5 curriculum, the ELA curriculum for 6-8 was older so teachers and principals were working together to provide supplemental materials and instruction to students that was consistent with Nevada Academic Content Standards (NACS). So, while the pullback of school districts in adopting new curriculum was part of the reason, school districts had looked at various ways to continue to provide high quality instruction to students. Mr. Hayes noted the decline in proficiency in 8th grade was consistent across school districts nationally. He highlighted that the Washoe County School District tended to start with a lower proficiency rate in 3rd grade than the rest of the state and Consortium; then end at a higher proficiency rate in the 8th grade than the rest of the state and Consortium.

Trustee Minetto asked if the 2% increase for the 2019-20 School Year was too aggressive because of the adoption of the new curriculum. Ms. Biersdorff conceded when any new curriculum was adopted, school districts tended to see a slight decline in test scores, so there were conversations regarding the 2% increase. The determining factor was that it was important to continue to see increases and challenge students and teachers to improve.

Mr. Hayes reviewed the metrics for 1.1.2 related to math proficiency and SBAC scores. The target for the 2018-19 School Year was 42%, which was 1% over the 2017-18 School Year actual. Unfortunately, the District saw a decline to 40% in the actual numbers of students meeting SBAC standards in grades 3-8. The District was interested in setting the target for the 2019-20 School Year at 42%. He believed the 2% increase was appropriate with the desire of the principals to focus on student learning, grade level standards, and PLCs.

Dr. Parks provided information on the PLCs and how the District intended to reach the 2% increase through smaller, formative assessments that focused on grade level

standards. Schools would be looking at providing student specific interventions to determine how they would support the students who did not meet the standards, as well as how the schools would continue to engage students who exceeded the standards. The intent was to ensure students were actually learning what they were supposed to be learning in ELA, math, and science.

Trustee Caudill expressed some frustration related to the instruction of math and the different teaching methods used. He was concerned the primary reasons students struggled in the transition to college-level math courses was because higher education institutions were not teaching math the same way school districts were so students were confused and continuing to fall behind. He wondered if the District was hearing similar information in their conversations with higher education and what was occurring to ensure students were able to continue move forward, not only in higher education, but also in the workforce. Ms. Biersdorff agreed there was a disconnect between what was being taught in school districts and higher education. The District was working closely with local institutions to determine where the disconnect was occurring and how to improve the transitions. She believed improvements would begin to be seen soon between high school and higher education since those students who were exposed to NACS in elementary school were now transitioning into high school and would soon be graduating. It was important to remember the math was not different, but how it was being taught was very different and included thinking about math in a larger sense, which also included more reading and fewer numbers. The District was providing additional supports to teachers because part of the challenge was ensuring the teachers were able to provide high-quality instruction in the standards.

Interim Superintendent McNeill emphasized that the District's focus on standards, related to 1.1.2 and 1.1.3, had to occur to ensure students were succeeding throughout their years in the District. The graduation rate would always be an important standard and the increase in the graduation rate showed what a focus on an area could do so now it was important to move that focus to ensuring students were meeting standards. She noted if students were meeting standards on assessments in grades 3-8, then the graduation rate would continue to increase.

President Simon Holland commented that parents were also feeling challenges with the new instructional methods in math because they were not always able to help their children with the homework. She urged the District to provide as much support to parents as possible so they could also help with instruction. Ms. Biersdorff indicated there was information available for parents on the District's website.

Mr. Hayes presented Initiative 1.1.3, Increase in percentage of students "Meeting Standard," as measured by the State Science Assessment. The target for the 2018-19 School Year was 37%. The District did not meet the goal and dropped a percentage

point to 35%. Everyone in the District was troubled by the metric and would like to keep the target for the 2019-20 School Year at 37%.

Ms. Biersdorff explained there were a couple large challenges for the District related to the metric. One of the challenges was the Nevada Science Assessment, which was used as the assessment for the standards, was not aligned with the Next Generation Science Standards (NGSS). The Nevada Department of Education was working with all school districts to determine how to align the two and the District had very good representation on that task force. The other challenge was that the District was working with an outdated curriculum. While the Northwest Regional Professional Development Program (NWRPDP) was working with school districts to provide science kits and instructional materials, the instructional support opportunities for educators were primarily grant dependent. The District was planning on beginning the textbook adoption process for science in the Spring of 2020 and continuing the expansion of Science, Technology, Engineering, and Mathematics (STEM) related initiatives, such as the robotics program partnership with Tesla.

Dr. Parks stated the ELA, math, and science metrics were all concerning for the District. The intent over the next three years was to focus on student learning to determine what was essential for teachers to provide high quality instruction and ways to determine how students were learning what they were supposed to be learning. The PLCs would be looking at ways to determine interventions for students to ensure they were learning what they were supposed to and challenging the students who were already meeting the standards.

Trustee Caudill summarized the District's reasoning for the numbers as: ELA and science scores were low due to outdated curriculum and they believed the scores would improve once the new curriculums had been fully implemented and the math score would improve through interventions. Ms. Biersdorff indicated that was correct. However, it was also important to provide teachers with appropriate professional development and training on the materials and supplemental information they could provide to students.

President Simon Holland expressed frustration over the delay in the adoption of new science materials. She wondered if there was a Board Policy related to the regular evaluation and/or re-evaluation of curriculum. She wanted to ensure in the future Boards of Trustees remained focused on providing up to date materials so students were not waiting 16 years for new material. Interim Superintendent McNeill noted the District did have an adoption cycle for curriculum; however, due to the difficult financial decisions that had to be made and cuts to the budget, the adoption cycle was postponed.

President Simon Holland stated she would like the Board to at least have a discussion on putting something in place that future Board would have to review. She wanted to ensure

Boards looked even harder when there were decisions regarding textbook adoption on curriculum.

Trustee Taylor added there was a balance between having a balanced budget and providing the supports to teachers. It was easy to look at cuts to professional development without knowing the connection to scores and achievement gaps. She would like to see more information provided to the community on the connection so they had a better understanding between the budget and student achievement.

Mr. Hayes reviewed Initiative 1.5.2, Establish baseline data and three-year target for Career Readiness Diplomas and Career and College Diplomas. The intent of the metric was to look at college readiness since there was a lag with the remediation numbers from the Nevada System of Higher Education (NSHE). The 2018-19 School Year established the baseline data at 1,124 diplomas since it was the first time the College and Career Ready Diplomas and endorsements were issued by the state. The metrics were explained since the initial raw numbers had some duplication. The District was interested in setting the target for the 2019-20 School Year at a 5% increase or 1,180 diplomas. He noted about 27% of graduates received the endorsement and/or diploma.

Ms. Biersdorff explained the Honors Diploma was specific to the Washoe County School District, while the Advanced Diploma was issued by the state. The intent from the state was to phase out the Advanced Diploma in favor of the College and Career Ready Diploma. High schools were awarded \$200 per student who received either the diploma or endorsement, with high schools in the District receiving over \$250,000 to support continuing efforts to increase the number of Career and College Ready Diplomas and endorsements. Some of the challenges were related to ACT testing and core credit attainment for high school students.

Trustee Raymond mentioned the District should consider beginning the conversations with students and families related to the new diploma in the middle schools, so families were aware of what was needed when students started high school. She requested additional information on the number of diplomas from the individual schools so the Board would have a better idea of where the larger focus needed to occur by the District and community partners. Mr. Hayes agreed with the remarks on working with middle school students and families.

Ms. Biersdorff reviewed the data for Initiative 1.5.3, Increase percentage of students enrolling in and completing a pathway of student in Career and Technical Education (CTE) programs by the end of their senior year. The target for the 2018-19 School Year was 23% and the actual was 20%. The numbers were disappointing, but the District was beginning to see the outcome of communication efforts on the importance of starting and completing CTE programs. Since the completion of a CTE program was a qualifier for the

new Career and College Ready Diploma, the District should continue to see an increase in the numbers. She proposed the target for the 2019-20 School Year remain at 23%.

Ms. Biersdorff moved the discussion to Initiative 1.2.2, Increase in English Learner exit rates by 6th grade. The target for the 2018-19 School Year was 63% and the District reached 64%. Staff was interested in reaching 66% for the 2019-20 School Year. The English Language Development Department model of having all teachers in a school work with English Learners (EL) to ensure all students were receiving high quality education now served 33 elementary schools and was part of the reason the District was able to surpass the 63% target. She cautioned that language acquisition did take time but with the new model the District was committed to working with students to exit them from the program as soon as possible, but not before they were ready.

President Simon Holland thanked staff for all their work on the metric. She had recently visited Sparks Middle School and saw the challenges the schools faced when students were not able to read and write in their native languages, let alone in English. She was impressed with the work being done and the commitment of staff. Ms. Biersdorff noted Sparks Middle School was a shining star in working on the new model for middle schools and providing supports to EL students.

Mr. Hayes presented metrics for Initiative 1.4.1, Increase by 5%, annually, the number of regular users of the BIG data warehouse/Data Gallery. The target was 1,329 for the prior school year and the District missed the target by 6 users. The proposed target for the 2019-20 School Year was an additional 5%, or 1,389 users. The Office of Accountability had developed over 40 reports available to teachers on students. Staff was now working on reports related to Read by Grade Three and developing more user-friendly reports for both teachers and parents. Since the reports were developed in-house, the District was able to revise the reports based on feedback from teachers and principals to ensure the information on student progress was what they needed. Additionally, if reporting requirements changed, the District was able to quickly revise their process to provide the information to the state.

President Simon Holland asked how principals, teachers, and families were using the information they received from the reports. Mr. Hayes indicated there was nothing currently to track an increase in users or reports to student outcomes. The District did collect user feedback. He mentioned that a regular user should find the information in the reports valuable and able to work with the students on the what they were seeing. Dr. LaMarca remarked that over the past 10 years, the District had become much more effective in using data in the schools to review student progress and make changes based on the information. Mr. Hayes commented that he believed there were some internal changes that could be made to better connect the data to student outcomes.

Mr. Hayes reviewed Initiative 1.4.2, Increase by 5%, annually, the average number of monthly reports run on BIG, for the 2018-19 School Year, which was 10,552. The actual number of monthly reports was 11,771. Staff was looking for another 5% increase for the 2019-20 School Year. He then presented Initiative 1.1.4, Increase the percentage in core credit attainment by the end of 10th grade. The metric was an indicator to the number of students on-track for graduation and the College and Career Ready Diploma. The target for the 2018-19 School Year was 65% and the actual was 64%. The target for 2019-20 was 66%.

Interim Superintendent McNeill believed the core credit metric was one of the most important indicators for graduation, as well as the metric for 8th graders being ready for high school. If the District was not on target for both of those metrics, then the numbers for graduation would drop.

President Simon Holland recessed the meeting for 15 minutes.

Dr. LaMarca presented Initiative 1.2.1, Reduction in achievement gaps. The metric was a summary of the SBAC and graduation indicators. Relative to the graduation rates, the District had made progress in narrowing the achievement gaps; however, in terms of SBAC results, the District had not made the progress they wanted to see. The target for the 2018-19 School Year was to have more than 50% of the subpopulations below the District's overall average make growth greater than the District's average growth. The District had narrowed the gaps related to graduation rates and increased access and success in Advanced Placement, International Baccalaureate, Career and Technical Education (CTE), and Dual Credit courses; however, the District continued to face challenges in disparities in performance and maintaining consistently high expectations for all students. It was important to note the District was not alone in the challenges and school districts across the country were facing the same issues related to achievement gaps.

Dr. Parks added that the Office of School Leadership was now responsible for all students in the schools and, while prior collaboration with other departments had been effective, he believed the area superintendents would be able to do more for students because there would be no question as to who should be contacted if a student required additional supports. The Professional Learning Communities (PLCs) would have the same focus in supporting all students, no matter their ability, socio-economic status, or background.

Interim Superintendent McNeill requested, for the 2019-20 School Year targets, the information be more specific on improvements for each subpopulation. Dr. LaMarca mentioned staff wanted to see the majority of the subpopulations with an increase greater than the District average, but they could be more specific in how the metrics were defined.

Dr. LaMarca reviewed Initiative 1.5.5, Increase the percentage of 8th grade students "Ready for High School." The 2018-19 School Year target was 61% and the actual was 56%, which did not meet the target and was less than the 58% from the prior school year. Staff was interested in seeing the target for the 2019-20 School Year at 58%. The District had made some progress in identifying students who could be at risk but it was critical to ensure the District maintained grade-level expectations and ensure more students were exiting middle school prepared to access high school curriculum.

President Simon Holland requested, for the next Strategic Plan update, to be ambitious with academic related metrics. She understood everything was connected but there were certain indicators that had to be looked into more to determine what changes had to occur to see improvement. She believed metrics, such as the current one, were some of those that highlighted the health of the District and the Board and staff owed it to the students to be as ambitious as possible so they could succeed.

Trustee Taylor asked what the Board could do related to the significant metrics, either in terms of budget or other ways. If the metrics were that important, then the Board had to do more to ensure the District was meeting the goals. Mr. Hayes remarked, based on the discussion, staff would be interested in moving the 2019-20 School Year target to 61% to be ambitious. It was important for the Board to continue to review the metrics and reiterate the importance to both staff and the community so they remained focused and omitted some of the other requests made on schools. It was critical the schools remained focused on grade-level expectations and materials for all students. If students were not meeting the expectations, the Multi-Tiers Systems of Support (MTSS) and early identification should allow schools to provide the interventions needed to bring the students up to the level they should be at.

Trustee Caudill wondered why the District was tracking some of the information if there were not specific outcomes focused on graduation directly related to the metric. He would like to see fewer initiatives that focused on the metrics directly related to graduation rates, than more initiatives. He was not saying the other metrics were not important, just that there were some critical to the main goal of the District.

Interim Superintendent McNeill agreed with the remarks. The intent was to show the health of the District and provide the Trustees with information they would need when discussions moved to budget.

President Simon Holland mentioned balanced score cards use to be a big deal and she would be interested in seeing something similar because they focused on leading indicators that were driving outcomes. She noted employee satisfaction, in the business world, was a leading indicator in driving customer satisfaction and improved performance. She urged everyone to think about the leading indicators and what should be used to review what the main focus of the District should be and how they could reach that goal

for the students. Ms. Biersdorff agreed and reminded everyone their customers were the students. She noted when schools focused on the students and getting to know them, including their needs, the students would perform. The middle school years were critical for graduation and moving to the new model of a 6-8 middle school would be beneficial because the schools had additional time to get to know the students and support their needs. Dr. Parks commented that it was essential for the District to maintain equitable and high achievement standards. He agreed the District should be bold in their goals to become known for being an educational entity focused on equity.

Dr. LaMarca announced the next metrics were similar to leading indicators because they provided information on the school climate, which was critical to reaching goals related to the academic indicators. Initiative 3.2.1, Maintain family satisfaction rates on the ability to access information and resources as well as to understand and support their child's progress, was intended to measure family engagement. The District was one of the only school districts in the country to try to look at quantifying family engagement and the Board previously received a presentation on the index to be used to create the baseline numbers for the 2019-20 School Year. Related to family satisfaction was Initiative 3.2.2, Maintain customer satisfaction rates for Parent University classes. The target for the 2018-19 School Year was 90% and the District exceeded the target at 95%. The target for Initiative 3.2.2 for the 2019-20 School Year was to maintain 95%.

President Simon Holland asked what the 95% was related to. Dr. LaMarca noted the metric was related to the satisfaction of courses attended.

President Simon Holland commented that there were many ways for families to learn about their children's education and how to support them, such as the various conferences held by the District. She wondered, for future Strategic Plans, if the District should look at the number or percentage of families participating in the various opportunities provided by the District and not single out Parent University. Dr. LaMarca agreed there were other opportunities to capture information on family engagement opportunities in the District.

Trustee Scott Kelley called into the meeting at 11:17 a.m. and was present through teleconference.

Trustee Taylor agreed with President Simon Holland. She would also like to see the information disaggregated somewhat to see the percentage of families from subpopulations participating in the family engagement opportunities to determine if there was additional outreach to certain communities that needed to occur to improve achievement gaps. Dr. LaMarca noted Parent University did capture some of the information Trustee Taylor was interested in seeing; however, the results did not show a lot of correlation between participation in Parent University classes and improved student

performance. The individual indicators used in the index for measuring family satisfaction rates in Initiative 3.2.1 provided additional information.

Dr. LaMarca reviewed Initiative 5.1.1, Decrease chronic absenteeism rates. The baseline was set at 19% during the 2017-18 School Year and the target for the 2018-19 School Year was 18%. The actual for 2018-19 was 9%; however, part of the large drop was due to the use of the Temporary Educational Placement (TEP) code that allowed the absence not to be counted if the work was made up. The District was later informed by the state they would no longer be allowed to use the TEP code. Even if those TEP codes were counted as absences, the District surpassed the target with a 17% actual for 2018-19. The target for the 2019-20 School Year was 15%. He believed schools were now recognizing that chronic absenteeism was an indicator of larger problems and they were now working with students and families more on outside issues impacting attendance.

President Simon Holland wondered if the District tracked the number of students who transferred out of District schools to attend charter or private schools in the area, especially after major decisions by the Board, and then re-enrollment into District schools from the charter or private schools. The Board would sometimes hear from detractors that if a policy was adopted or other high-level decision made that parents would pull their children in favor of charters or private schools in the area. She was interested in determining if there was any factual basis for the remarks. Mr. Hayes noted the District did track the information to the extent that they could with District-sponsored charter schools. The District did tend to see more students coming in from charter schools than going out.

Interim Superintendent McNeill added the trends over the past few years was that the District would see students leaving District schools in the upper elementary grades, then return for high school. Some of the reasons provided to the District by families who enrolled children in alternatives to District schools during a recent survey were class sizes, bullying, and specialized curriculum at the alternative.

Trustee Raymond believed the District would be able to reach the 15% target; however, it would be critical to communicate the attendance policy with staff and families, as well as have a consistent policy.

Dr. LaMarca presented Initiative 5.1.2, Reduce the disproportionality measures. He provided additional information on how to review the data, with the District looking for a number as close to 1 as possible. Any number more than 1 showed an over-representation of the population in a specific area or program, while any number less than 1 showed an under-representation of the population. The targets for the 2019-20 School Year would remain the same and were to work towards all populations as close to 1 as possible. The District had moved all groups toward 1 in terms of access to higher level classes and programs, such as AP and CTE; however, the District did not have the

same success in terms of suspension and discipline data. He moved the discussion to 5.1.3, which was a composite measure intended to determine the positive perception and climates of the schools. The metric was based on a 3-year average of 9 indicators and the goal was to see an increase in at least 5 of the 9 indicators.

President Simon Holland asked why the District would not want to see an increase in all indicators, instead of just a majority of the 9 indicators.

Trustee Taylor agreed with President Simon Holland. She wondered why the metric was based on a 3-year average instead of annual trends. Dr. LaMarca mentioned the District was not able to conduct scientific samples in each building of the students, staff, and families. If the District had the ability to conduct statistically significant surveys, they would have more confidence in the data and would then be able to account for fluctuations that occurred.

Interim Superintendent McNeill added the District did not have the ability to control perception or other outside issues that could occur prior to the climate survey being released. The Board had previously had lengthy discussions regarding the metric and noted that if a national incident occurred elsewhere, the perceptions within the schools could be impacted.

Trustee Taylor remarked that she would be interested in also reviewing the individual indicators to determine if there were any possible trends. She appreciated the data for the Initiative should be a combined metric, but believed if the Board was not looking at the individual indicators, there could be something that was missed. Dr. LaMarca highlighted the information was also available in the Climate Survey document released by the Office of Accountability annually. Staff did look at the individual group data to determine if there were areas that showed a discrepancy in how the students felt, how staff felt, and how families felt in the same area.

Interim Superintendent McNeill emphasized the principals reviewed the data for their schools with their area superintendents annually and looked at the data for the specific groups within their schools. If there were concerns, the area superintendent would work with the principal on improvements, and if the data showed improvement, the area superintendent and principal would work to determine what was done differently and how those efforts could continue.

President Simon Holland requested information on the 2019-20 School Year targets. Mr. Hayes mentioned that based on the discussion, it would be appropriate to have the target as an increase in all 9 indicators.

Dr. LaMarca presented the final metric for the Academic Leadership Team (ALT). Initiative 1.5.4, Expand the number of integrated Early Childhood Education classrooms

through the District commensurate with funding, reached the proposed 2018-19 School Year target of 20 classrooms. The goal for the 2019-20 School Year was 22 integrated classrooms. He cautioned there could be significant budget implications to increasing the number of integrated classrooms because of changes to programming and teacher allocations. Some of the classrooms were also dependent on grant funding or other revenues, so expansion could be challenging.

President Simon Holland wondered if the wording of the metric should be revised since the metric was focused on integrated classrooms but there were other areas where Early Childhood Education programming was expanding to other areas and she would like to see that reflected in the metric.

Robert Sidford, Chief Information and Innovation Officer, explained the target for Initiative 1.3.1, Increase number of teachers completing 21st Century Badge Classes, was 120 teachers and the District exceeded the goal with 136 teachers. It was important to note the metric should be replaced in the future with metrics related to the new Strategic Technology Plan.

President Simon Holland commented that it would be important to focus the new metrics on outcomes.

President Simon Holland recessed the meeting for 35 minutes. Trustees Calvert and Kelley were not present when the meeting reconvened.

Emily Ellison, Chief Human Resources Officer, presented the metrics related to Initiative 2.1.4, Increase percentage of teachers successfully completing the Alternative Route to Licensure (ARL) program by at least 2% each year. The District was only seeing incremental growth in the program at the present time and had not reached the 2018-19 School Year target of 69%, so staff was requesting to keep the 69% target for the 2019-20 School Year. The 2018-19 School Year actual was 67.6%. The District was looking at various long-term options to increase participation and completion of the ARL program; however, they were continuing to review the numbers to determine what the appropriate completion rate for the program should be. One of the biggest challenges, since the participants were recruited from candidates seeking a career change, was that individuals might decide during the program that teaching was different than they anticipated and were not interested in completing the program.

President Simon Holland asked what the retention rate of ARL program participants was in the District. Ms. Ellison noted she did not have the exact numbers in front of her, but the rates were better than those of teachers who took a traditional pathway into education. The District was also seeing an increase in the diversity of applicants and participants, including an increase in male candidates.

Trustee Taylor wondered why the completion rate was so high during the 2016-17 School Year. Ms. Ellison stated the size of the program was smaller because that was the first year of the program. The District was very targeted that year in the recruitment and selection of candidates, with many of the participants coming from other positions in the District. The District now conducted two cohorts annually for the ARL program, with 35-50 candidates in each group.

Trustee Minetto expressed her appreciation for the program. She did not receive her degree in education, but took the classes needed to become a teacher and remained in the profession for over 30 years. Ms. Ellison remarked that the District had been looking at various employment data and knew there were many in the work force interested in changing careers somewhere along the way, so it was important for the District to look outside the box when recruiting potential teachers.

Trustee Caudill believed the District should work with the University more to reach students who were preparing to graduate with a non-education degree but interested in teaching. He believed many of those students would be good candidates since they had an interest in teaching but not an interest in going back to take additional classes. Ms. Ellison cautioned there was additional coursework required for the ARL program but the District was interested in working with recent graduates as well.

Trustee Caudill noted the College of Education had done well in working with some of the other colleges at the University to recruit students interested in education but not education majors; however, he believed there were still students that could be recruited by the District with the ARL program.

Interim Superintendent McNeill remarked she had participated in one of the first iterations of the ARL program in Nevada. She had received her Bachelor of Science in Hotel Administration, then realized her true passion was working with children and teaching. She had met with the Dean of the College of Education, who was supportive of the ARL program and looking at expanding opportunities for students who were non-education majors but interested in teaching.

Ms. Ellison reviewed Initiative 2.2.2, Increase the percentage of licensed staff engaged through the Professional Growth System platform, and 2.2.3, Increase the percentage of professional learning course owners who finalize courses in the Professional Growth System platform and send the participants follow up survey for completion by 5% annually. The target for 2.2.2 for the 2018-19 School Year was 97% and the District reached 90%. The goal for the 2019-20 School Year was 92%. The target for 2.2.3 during the 2018-19 School Year was 20% and the District reached 33%; the proposed target for the 2019-20 School Year was 40%.

President Simon Holland wondered if the Board needed to track the information in the Strategic Plan. She believed the information was important but that the data should be more of an internal metric and not in the Strategic Plan. Ms. Ellison agreed the Objective and Initiatives should be reworked and look at more of a qualitative analysis on professional learning opportunities provided by the District. Part of the reason the metrics had been initially included in the Strategic Plan was because the Professional Growth System platform was new and staff was determining the capabilities of the platform and interested in increasing staff usage of the program.

Trustee Taylor mentioned she would be interested in knowing if participants were enjoying the classes and if they were implementing what they learned, then if student learning and progress improved.

Ms. Ellison presented Initiative 2.3.1, Increase teacher retention over the first 5 years of employment. The 2018-19 School Year target was 75% and the District only saw incremental improvement over the prior year with an actual of 73.7%. The target for the 2019-20 School Year was 75%. The District was seeing growth in providing new teachers more professional learning opportunities and supports; however, there were opportunities for improvement with a comprehensive approach to on-boarding provided to all employees to integrate them into the culture and increasing employee satisfaction and engagement.

Trustee Caudill requested additional information on the student teaching experience. He was concerned many new teachers were being placed in situations they did not have to deal with as a student teacher so they did not have a complete understanding of the challenges they could face. He had spoken with a number of teachers who did not feel prepared once they were in their own classrooms for all of the challenges because they were not required to do many of the tasks and duties. He wanted to ensure student teaching was as close to actual teaching as possible so they could learn to deal with challenges with someone else in the room to provide support. He believed the student teaching experience should be as authentic as possible so they understood the expectations. Ms. Ellison agreed and school districts across the nation were looking at ways to improve the student teaching experience. One of the trends occurring was to make the experience more like the medical residency experience. The District would need to work with not only higher education, but also the Nevada Department of Education and ways to provide some financial support for a longer student teaching experience. She believed until the District was able to get to the point where a residency could be provided, the work occurring with Master Lead Teachers and mentorships was critical in providing the support to student teachers and new teachers. It was important to mention the College of Education was now requiring students to obtain a substitute license, which she believed would also support retention in the long-term since the students would be able to be in a classroom more.

Interim Superintendent McNeill stated she had been part of a session regarding the topic of teacher residency programs when she attended the Council of the Great City Schools conference. Higher education institutions were interested in partnering with school districts on the programs more and more because the benefits were paying off in retention rates. School districts were also beginning to include funds for the residents in their budgets because it was a longer-term program. She added that she would be interested in seeing the data related to the metric disaggregated so the Board and community could see the different retention levels, such as elementary school rates, secondary rates, and others.

President Simon Holland wondered why there was a large increase between the 2016-17 School Year and the 2017-18 School Year. Ms. Ellison noted the District had previously reported on the increase and she would review the information again to provide more information to the Board.

President Simon Holland commented that retention was important because it also provided continuity in the schools. Student achievement did increase when there was continuity.

Trustee Caudill asked if there were ways to measure student teacher satisfaction rates and find out why they might not choose to find employment with the District. He wanted to ensure their experience in the District was positive and if not, then the District needed to look at the reasons why. Ms. Ellison believed the District did have the information and could provide that to the Board.

President Simon Holland wondered if the District was working with other higher education institutions in the area on student teaching programs. Ms. Ellison noted the District had partnered with the University on the New Teacher Project to secure additional funding for that program and the majority of student teachers came from the College of Education. However, she was interested in working with other higher education institutions in the area on opportunities for their students.

Ms. Ellison reviewed Initiative 2.3.2, Maintain high employee satisfaction percentages as measured by satisfaction surveys. The Board had previously held discussions on removing the metric since it was specific to the Office of Human Resources; however, the follow-up work session on developing an alternative metric had been cancelled. While the data was important and would continue to be tracked, it was really only important internally to Human Resources. Staff was looking for alternative metrics to track employee satisfaction in the District as a whole.

Pete Etchart, Chief Operating Officer, moved the conversation to the Strategic Plan initiatives related to the operational side of the District. He appreciated the discussion and information provided by the academic side of the District because it was an important

reminder that even on the operational side of the District, everything they did related back to student achievement.

Rick Martin, Director of Transportation, presented Initiative 4.1.3 related to Transportation: Identify and develop metrics regarding on-time delivery of students, safety, and cost per mile for the transportation of students. In terms of the on-time delivery of students, the target for the 2018-19 School Year was 95% and the District exceeded the goal with an actual of 95.9%. He noted the District's definition of on-time delivery was at least 5 minutes before the start of any scheduled event. There was no national standard in terms of the definition for on-time delivery, with some school districts using a standard of 15 minutes after the start of a scheduled event. He was proud of the work of the Transportation Department in delivering students considering the increased traffic in the area and various road construction projects occurring because the drivers continued to deliver students on-time with the challenges. The target for the 2019-20 School Year was 96.5%.

President Simon Holland expressed appreciation on behalf of the Board of Trustees for the work of the Transportation Department. She was impressed the Department was able to improve upon the prior 94.5% on-time delivery with all the new construction occurring in the area, opening of new schools, and shortage of bus drivers. She wondered how the Department would be able to continue to show improvement with the current driver shortage. Mr. Martin mentioned the District was continuing recruitment efforts and had over 50 applicants during a recent on-line and in-person event, resulting in 25 offers.

Mr. Martin reviewed the metrics related to safety for Initiative 4.1.3, which was a decrease in accidents per 100,000 miles. The target for the 2018-19 School Year was .99 and the actual was 1.72 accidents per 100,000 miles. While the District did not reach the goal, the numbers did drop from the 2017-18 School Year by 9% and the majority of accidents were considered minor, which could mean the bus tapped a mirror or a bumper. It was important to note the District was extremely stringent in the definition of an accident to maintain high standards for awareness so major problems were less likely. The goal for the 2019-20 School Year was 1.29 accidents per 100,000 miles. The metrics related to cost per mile for the Initiative were provided. The target for the prior year was \$4.50 per mile and unfortunately there was an increase to \$4.81 per mile, even with a decrease in the overall total mileage. Some of the reasons for the increase were related to increases in the costs of fuel, parts, and salaries. The target for the 2019-20 School Year was \$4.70; however, he was cautious with the goal because of the continued challenges with overall cost increases.

Interim Superintendent McNeill asked if the reduction in mileage was related to the increase in the walk zones. Mr. Martin stated the walk zone increases were the primary reason for the reduction but the various District departments had also aggressively

collaborated on cross-zone transportation of students which had also helped to reduce mileage.

Adam Searcy, Chief Facilities Management Officer, presented the metrics for Initiative 4.1.3 related to Facilities: Identify metrics regarding decreasing critical repair needs in the Facility Condition Information System (FCIS), decreasing overcrowded schools, and providing clean schools. Background information on what were considered critical repairs was provided and how FCIS allowed the District to focus efforts on "worst first." The FCIS condition rating was anything rated greater than 0.30 was a critical need, 0.10-0.03 was in poor condition, 0.05-0.10 was in fair condition, and 0.05 and below was in fair condition. The target for the 2018-19 School Year was to have the majority of items included in FCIS at 0.17 and the actual was 0.18. While the District was able to allocate additional funding towards repairs with the passage of WC1, they were still playing catch-up from years where the District was unable to spend revenue on repairs. The District was currently focusing on the buildings and facilities with the goal for the 2019-20 School Year was to have an overall average of 0.16. The metrics related to decreasing the overcrowding in schools were provided. The target for the 2018-19 School Year was to reduce to 17 schools considered over maximum capacity and the District achieved the goal. The goal for the 2019-20 School Year was to reduce the number of schools considered over maximum capacity to 14. The construction of new schools and rezoning was helping in reducing overcrowding, but it was important to remember the construction of schools did take a couple of years and the region was continuing to see increases in population growth. The metrics related to the cleanliness of schools was provided. The metric was based on a standardized inspection program that included frequent, unannounced 31-point inspections. The metric had remained fairly stable, 96%-97%, over the past few years and the District wanted to continue with a 97% average score in the District. While the District wanted strove for continuous improvement, there remained a large number of vacancies in the Housekeeping Department and increases to the square footage custodians were responsible for maintaining, which was the reason for maintaining the same average.

Lianka Soliz, Director of Nutrition Services, provided the metrics for Initiative 4.1.3 related to Nutrition Services: Identify metrics regarding meal access to students and soliciting and gathering customer feedback. In terms of increasing breakfast participation in schools, the target for the 2018-19 School Year was 24% and the actual 23.55%. She believed the decrease in breakfast participation was more related to the number of delayed starts called due to weather than a lack of participation. The goal for the 2019-20 School Year was 25% of all students participating in breakfast at schools. Nutrition Services believed the increase in the number of schools participating in breakfast programs would assist in the increase and Nutrition Services staff continued to meet with schools that did not serve breakfast to determine if they would be interested.

Trustee Taylor wondered, not only related to breakfasts, if Nutrition Services conducted taste testing in the schools. Ms. Soliz noted Nutrition Services put together student groups in the schools to receive feedback on items currently offered and what students would be interested in seeing. Many of those meetings would include samples of new menu items Nutrition Services was considering introducing in the schools. The Department would also encourage the managers in the schools to offer a sample of any new items so the students would be able to try an item before ordering it. If a student was willing to try a new item and it was not something they liked, the school site staff were encouraged to provide an alternative entrée of something they would like. Additional information was provided on how input was received from the students and providing information back to the students on changes based on their input.

Trustee Minetto clarified that the reason there was a metric related to breakfast participation was to ensure students were beginning the day with nourishment so they could focus on learning. Ms. Soliz indicated that was correct.

Interim Superintendent McNeill thanked the efforts of Nutrition Services in expanding the breakfast program. When she was a principal, breakfast in the classroom was new and she received some push-back from teachers because it was messy and took away from instructional time; however, Nutrition Services continued to provide options and streamline the process so the program was successful and did increase a student's ability to focus on learning.

President Simon Holland requested additional information related to food waste and what the District was doing to lessen the waste. The Trustees would often hear concerns regarding apples and/or other items taken but then thrown out because the student did not want the item. Ms. Soliz mentioned Nutrition Services was required to offer an entire cup of fruit as part of breakfast and lunch. A whole fruit qualified as the cup and putting fruit out for the students was more efficient than preparing an items that would count for the cup. Nutrition Services was participating in a Department of Defense (DoD) program, DoD Fresh, which allowed them to allocate additional funding towards fruits and vegetables that were prepackaged or items not normally available in the area, such as plums.

President Simon Holland asked if there were restrictions on donating items to a shelter at the end of the day, so items did not go to waste. Ms. Soliz stated Nutrition Services was able to donate some excess items and generally partnered with The Food Bank of Northern Nevada since they were a partner with the District. But there were restrictions on what could be donated.

Ms. Soliz presented the lunch participation numbers tied to Initiative 4.1.3. The 2018-19 School Year target was 40% and the District almost reached the number with 39.94%. The goal for the 2019-20 School Year was 42%. Some challenges Nutrition Services saw

with lunch participation that they did not have with breakfast were the limited time for lunch at schools and competitive sales within the school itself or near the school if there was an open campus at a high school. The final metric was new for the 2019-20 School Year, which was the survey participation. The intent was to have at least 10% of the student population participate in the survey.

Irene Payne, Chief Communications and Community Engagement Officer, presented Initiative 3.4.1, Maintain the Fiscal Year 2017-18 number of volunteer hours in the District. She reminded the Trustees of the changes made to Nevada Revised Statutes regarding volunteers in schools and the District anticipated a large drop in the number of volunteers during the 2018-19 School Year. However, she was pleased to state the District actually increased the number of volunteers by 8%, from 11,722 to 12,620. Information was presented on some of the ways the District was able to increase the number of volunteers, such as the use of college practicum students and group volunteer projects. The goal for the 2019-20 School Year was to maintain the 12,620. The primary reason the District was interested in maintaining the number of volunteers for the current year was due to the reduction in the workforce in Volunteer Services.

Mark Mathers, Chief Financial Officer, reviewed Initiative 4.1.1, Implement best practices for school district budgeting as outlined by Government Finance Officers Association and Association of School Business Officials. The District did not apply for the award for the 2018-19 School Year due to timing issues for filing and when the District received final documentation on the 2018-19 budget. Staff was interested in eliminating the metric completely since there were better measurements related to budgets, such as looking at the variance between General Fund estimates and actuals.

President Simon Holland asked if the District's bond ratings would be a metric the Board should consider including in any future Strategic Plan updates. Mr. Mathers mentioned the bond ratings could be a metric the Board may consider as a better indicator of the financial health of the District. The District's credit rating could also be used as a metric related to fiscal health.

Mr. Mathers presented Initiative 4.1.2, Propose balanced budgets which eliminate the structural deficit within 3 years by 33% each year. The District was able present, and the Board approved, a balanced budget one year ahead of the Board's goal. He did caution that current estimates for the Fiscal Year 2021 budget showed a \$4 million gap that would have to be addressed during the budget process.

President Simon Holland appreciated the work done by everyone to ensure the District was able to balance the budget. While she was proud of that work, she understood difficult decisions were made in order to reduce the General Fund costs by \$63 million.

Neil Rombardo, Chief General Counsel, reviewed Initiative 3.3.2, Ensure all schools are visited at least once annually by Trustees. The metric was tracked by the District but was the sole responsibility of the Trustees. The Board missed the goal of 100% since one school was not visited by a Trustee. The Board had again requested the goal for the 2019-20 School Year remain at 100%.

Trustee Raymond requested an update for Trustees on school visits in January so they would know what schools to focus on. She did not want to overwhelm schools with visits from the Interim Superintendent and then Trustees, so it was important to know where the Board stood on their metric.

It was moved by Trustee Taylor and seconded by Trustee Minetto that **the Board of Trustees directs Interim Superintendent McNeill to include suggestions provided during meeting in future updates to the Strategic Plan.** The result of the vote was Unanimous: (Yea: Andrew Caudill, Katy Simon Holland, Ellen Minetto, Malena Raymond, and Angela Taylor.) Final Resolution: Motion Carries.

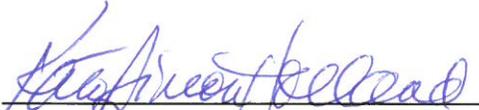
3. Closing Items

3.01 PUBLIC COMMENT

There was no public comment at this time.

3.02 ADJOURN MEETING

There being no further business to come before the members of the Board, President Simon Holland declared the meeting adjourned at 2:26 p.m.


Katy Simon Holland, President


Angela D. Taylor, Clerk