

**LEGISLATIVE BUREAU  
OF  
EDUCATIONAL ACCOUNTABILITY  
AND  
PROGRAM EVALUATION**



**ANNUAL REPORT**

**FY 2005-06**

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**INTRODUCTION**

The following report is submitted in compliance with NRS 218.5356, which requires that a written report of the findings of the Legislative Bureau of Educational Accountability and Program Evaluation be filed with the Director of the Legislative Counsel Bureau on or before December 31<sup>st</sup> for transmission to the Legislature in even-numbered years or to the Legislative Commission in odd-numbered years.

**Nevada Education Reform Act**

The Legislative Bureau of Educational Accountability and Program Evaluation (Bureau) was created by Senate Bill 482 (Chapter 473, Statutes of Nevada 1997). This comprehensive school reform package, called the Nevada Education Reform Act (NERA), combined education initiatives proposed by the Governor with those of the Senate Finance Committee and provided nearly \$41 million in General Fund appropriations to improve public education. Through the Nevada Education Reform Act, the following occurs:

- The school accountability program is strengthened;
- A system for the adoption of high, measurable statewide standards in academic subjects is established;
- A series of statewide tests linked to those standards is implemented;
- Use of educational technology for classroom instruction is increased; and
- A process for legislative review of education reform is established.

To facilitate legislative review of educational matters, the NERA established two new entities within the legislative branch: the Legislative Committee on Education and its staff component, the Legislative Bureau of Educational Accountability and Program Evaluation.

Education matters commanded much of the Legislature's attention again during the 2005 Legislative Session and the 22<sup>nd</sup> Special Session. Unlike the 2003 Session, where revenue shortfalls forced the Governor and the Legislature to hold a tight rein on spending, the revenue surpluses in the 2005 Session supported the funding of a number of new programs in elementary and secondary education. These programs were funded to assist Nevada in increasing the academic achievement of students under the No Child Left Behind Act (NCLBA). The following summarizes some of the more significant legislation passed by the 2005 Legislature concerning K-12 education.

Senate Bill 404 established the Account for Programs for Innovation and the Prevention of Remediation in the state General Fund. This account supports remedial programs aimed at closing the achievement gap and encourages innovative programs to prevent the need for remediation. The Legislature appropriated \$50 million in FY 2005-06 for these programs.

In FY 2006-07, \$28 million was appropriated for programs and \$22 million was utilized to fund, for the first time, full-day kindergarten in certain at-risk schools. The legislation also created the Commission on Educational Excellence to develop a process to allocate state remediation/innovative program funds to schools and school districts. It is important to note that the Remediation Trust Fund replaces the previous remediation funding for low performing schools that was initiated as part of the Nevada Education Reform Act (NERA).

Assembly Bill 4 of the 22<sup>nd</sup> Special Session appropriated \$22 million from the state General Fund to provide a full-day kindergarten program in certain “at-risk” schools (based upon the percentage of pupils enrolled in the school that are eligible for free or reduced-price lunches). An eligible school that is already providing full-day kindergarten with federal Title I funds or with funding from other sources may redirect that money to other programs of remediation. A school district is not required to offer full-day kindergarten and a family may request that its child attend for less than a full-day.

Assembly Concurrent Resolution No. 10 was passed to support an interim study reviewing the adequacy of Nevada’s school finance system. The study must be conducted by a qualified, independent, nationally recognized consultant who would:

- Analyze the current Nevada Plan for School Finance to determine if the Plan provides adequate educational opportunities;
- Analyze the costs of providing adequate educational opportunities in the future to all Nevada public school students;
- Analyze methods of school finance that ensure an effective public school system; and
- Provide recommendations for legislation.

Assembly Concurrent Resolution\_10 provides a definition of what an adequate education in Nevada means: *The provision of educational opportunities under a system of public education that includes operational and educational programs, services and facilities and that is in full compliance with the applicable statutes and regulations of Nevada and the Federal Government, and any applicable accreditation standards.*

Assembly Bill 154 was passed to modify the legislation adopted by the 2003 Legislature to comply with the federal No Child Left Behind Act. The following changes are included in this legislation:

- The statewide writing test is moved from grade 4 to grade 5;
- The new science examination of the High School Proficiency Examination will be administered for the first time during the 2007-08 school year to students in grade 10;
- Schools previously designated as “demonstrating need for improvement” that show extraordinary progress may be designated as “exemplary turnaround” schools; and
- The State Board of Education and the school boards will be required to report on long-term and short-term substitute teachers.

Assembly Bill 580 appropriated \$5 million in each fiscal year of the biennium to the Department of Education for distribution to school districts to design and implement a program of performance pay and enhanced compensation for licensed educational employees. The program must contain one or more of the following:

- Skills-based pay verified through licensure or certification;
- A career ladder;
- Mentoring;
- Market-based pay, including bonuses for teaching in hard-to-fill positions or to retain licensed employees who teach in at-risk schools;
- Signing bonuses for newly-hired, licensed employees; or
- Purchasing one-fifth of a year retirement credit or payment of the financial equivalent.

In addition, this legislation includes several other appropriations for educational programs, as follows:

- \$175,000 over the 2005-07 biennium for school districts to establish a pilot program to teach the English language to children who have limited proficiency in the English language during the summer before they attend kindergarten.
- \$500,000 in each fiscal year of the 2005-07 biennium for pilot programs for alternative placement of disruptive pupils. A program must include innovative instruction, counseling, and the effective involvement of parents.
- \$1.0 million in each fiscal year of the 2005-07 biennium for Career and Technical Education programs.

### **Legislative Committee on Education**

Pursuant to NRS 218.5354, the eight-member Legislative Committee on Education is charged with reviewing statewide programs of:

- Accountability;
- Class-Size Reduction; and
- Automated student records (System for Accountability Information in Nevada (SAIN)).

The Committee may review any other fiscal or policy concerns associated with public education in Nevada, as it deems necessary, and make recommendations to the Legislature concerning the manner in which public education may be improved. The Committee also prescribes standards for the review and evaluation of the state and school district accountability reports required by NRS 385.3469 and NRS 385.347, in addition to any standards prescribed by the Department of Education. The NERA requires the Committee to recommend to the Department of Education programs of remedial study that have proven to be successful in improving the academic achievement of pupils for each subject tested in the state-required examinations. In addition to these duties, the 2003 Legislature, through the passage of Senate Bill 1 of the 19<sup>th</sup> Special Session, increased the duties of the Committee to include:

- Review of the progress made by the state in complying with the federal NCLBA; and
- Recommending to the Department of Education providers of supplemental education services.

During the 2005-07 interim, it is anticipated the Committee will hear testimony on the following topics:

- Parental Involvement;
- P-16 Council;
- School Governance;
- Pupil Achievement;
- Academic Standards;
- Accountability;
- Educational Technology;
- School Personnel; and
- The Commission on Educational Excellence.

## **Legislative Bureau of Educational Accountability and Program Evaluation**

### **Bureau Structure**

The Legislative Bureau of Educational Accountability and Program Evaluation (Bureau), which was placed within the Fiscal Analysis Division of the Legislative Counsel Bureau (LCB), consists of two employees: an Education Program Analyst and a Program Analyst. This unit is supervised by a Senior Program Analyst and works closely with the Senior Research Analyst assigned to work on education issues in the LCB Research Division.

As part of the Fiscal Analysis Division, the Bureau also has duties of a fiscal nature; Bureau staff are assigned budget accounts to monitor and analyze. This involves reviewing the state agency budget requests, analyzing the Governor's recommendations, soliciting additional information from the state agencies as needed, preparing for budget hearings and formulating information and recommendations for the money committees during session. Staff track legislation affecting education and related agencies and prepare bill explanations and summaries. Staff is also responsible for tracking state revenues for education and must be knowledgeable about federal funds available for educational programs. All of the budget accounts pertaining to public education are handled by Program Analysts, who work closely with the Bureau, or by Bureau staff.

### **Bureau Responsibilities**

The Bureau provides information to the Committee and is responsible, pursuant to NRS 218.5356, for:

- Collecting and analyzing data and issuing reports related to the Nevada Education Reform Act's (NERA) provisions and statewide programs in accountability, testing, class-size reduction, and special education;

- Evaluating the performance and progress of public education in Nevada; and
- Monitoring implementation of the NERA and expenditures of funds appropriated to support the NERA.

## **Bureau Accomplishments**

The following provides detail regarding the accomplishments of the Bureau during FY 2005-06; accomplishments are organized under ten major areas:

- Education Reform
- Accountability
- State Examinations
- Professional Development
- Class-Size Reduction
- Special Education
- Educational Technology
- Academic Standards for Public Schools
- Other Educational Responsibilities
- Fiscal Responsibilities

## **Education Reform**

### **List of Effective Remedial Programs**

A major responsibility of the Bureau is the evaluation of the effectiveness of educational programs. NRS 218.5354 requires the Legislative Committee on Education to recommend to the Department of Education programs of remedial study that have proven to be successful in improving the academic achievement of pupils in the subject areas of reading, writing, mathematics and science. The Bureau, with assistance from the Department of Education and a consultant from the University of Nevada - Reno, developed a *List of Effective Remedial Programs*. This *List* was first presented to the Legislative Committee on Education in March 1998, with an updated *List* provided to the Committee each successive year. In all cases, the *Lists* have been approved by the Committee and later adopted by the Nevada Department of Education. Copies of the *List* are available from the Fiscal Analysis Division, or may be accessed on the Bureau's website at: [www.leg.state.nv.us/lcb/fiscal/LeBeape](http://www.leg.state.nv.us/lcb/fiscal/LeBeape).

With the passage of Senate Bill 404 of the 2005 Legislative Session (NRS 385.3784), the Commission on Educational Excellence now oversees allocation of funds to schools and school districts for remedial programs aimed at closing the achievement gap and innovative programs designed to prevent the need for remediation. Although programs funded are no longer required to be included in the *List of Effective Remedial Programs*, the Commission is required to utilize the *List* as a reference tool for programs that are considered effective in improving the academic achievement of proficiency of pupils.



### Commission on Educational Excellence

As noted previously, Senate Bill 404 of the 2005 Legislative Session created the Commission on Educational Excellence to develop a program to allocate state remediation/innovative program funds to schools and school districts. During FY 2005-06, the Bureau worked closely with the Commission on Educational Excellence in the development of the application for funds from the Account for Programs for Innovation and the Prevention of Remediation. In addition, the work of the Commission on Educational Excellence will continue to be monitored by the Legislative Committee on Education throughout the 2005-07 biennium. It is anticipated that the Commission will provide progress reports to the Committee on a quarterly basis.

### Review of Schools

The Bureau no longer provides technical assistance to schools/school districts that have received state funds to implement Programs for Innovation and the Prevention of Remediation; technical assistance is now provided through the Commission on Educational Excellence. The Bureau will continue to review schools to determine programs funded through the Commission are effective in increasing the academic achievement of pupils.

### Data Book for Public Education

In order to provide the 2005 Legislature with updated information regarding education topics and programs, staff of the Legislative Counsel Bureau's Research Division, with assistance from the Fiscal Division, including the Bureau, compiled a 2005 Data Book for Public Education. The Data Book was organized into sections reflecting topics and programs that were a continuing source of legislative inquiry during the 2003-05 interim. The sections of the book present information concerning the state as a whole, district level information, and (when available), comparisons with the other ten surrounding western states. Major sections of the data book include:

- School finance;
- Teacher salaries;
- Statewide student assessments; and
- Demographic characteristics of the education system.

The 2005 report may be obtained from the Research Division of the Legislative Counsel Bureau, with an updated report available during the 2007 Legislative Session.

### Accountability

#### School, District and State Accountability Reports

Pursuant to NRS 385.3469 and NRS 385.347, the Nevada State Board of Education and each school district in Nevada is required to produce an annual accountability report. The accountability reports are required to include data elements that concern school/school

district characteristics (i.e., teachers, classrooms, fiscal, etc.) as well as statewide testing and AYP results. Once the accountability reports are completed, schools, school districts, and the State Board of Education are required to review and analyze the reports to determine areas most in need of improvement. Based upon the analysis, the state, school districts, and schools are then required to develop a plan to improve the academic achievement of pupils in Nevada. For further information concerning plans for improvement, please see the section of this report entitled: *School, District and State Plans for Improvement*. The Bureau reviews the accountability reports for evaluative purposes and reports findings to the Legislative Committee on Education and the Legislature concerning areas most in need of improvement in the state education system.

### *School, District and State Plans for Improvement*

As part of the Program for Accountability, NRS 385.34691, NRS 385.348, and NRS 385.357 requires schools, school districts and the Nevada State Board of Education to submit a plan for improvement based upon deficiencies noted in the accountability reports. The improvement plans must address those areas where student achievement is not satisfactory and must be specific and task-oriented. The Bureau continues to review plans for improvement for evaluative purposes. In addition, the Bureau continues to make the plans for improvement available to the review panel contracted to evaluate the effectiveness of the accountability system in Nevada (see following section).

The 2005-06 State Improvement Plan has been a major topic of discussion through the Legislative Committee on Education. The primary concerns with the Plan are that it is not specific, with goals, dates, persons in charge, etc. The Plan is very general with no way to measure progress. The Bureau has worked directly with the Department to revise the State Plan for Improvement. The Department will continue to attend Committee meetings to discuss improvements made to the Plan.

### *Review and Evaluation of the School Accountability System in Nevada*

NRS 385.359 authorizes the Bureau to contract with a third party to evaluate accountability reports and consult with the schools, school districts, and the state regarding plans for improvement. It is anticipated that the next review will occur during the 2007-09 biennium.

### *Reports of Technical Assistance Partnerships and School Support Teams*

Senate Bill 1 of the 19<sup>th</sup> Special Session creates Technical Assistance Partnerships (TAPs) (NRS 385.3661) and School Support Teams (NRS 385.3721) to assist schools designated as demonstrating need for improvement. Specifically, a TAP is established for a school in its first and second year of needing improvement. A School Support Team is established for a school in its third year of being designated as needing improvement and continues to provide assistance to the school until it is no longer in need of improvement.

As part of the duties of the TAPs and School Support Teams, reports are required to be submitted to the Bureau. The requirements for the TAPs and School Support Teams went into effect during the 2004-05 school year. The Bureau reviews these reports for populations of schools under review.

### **State Examinations**

In Nevada, CRTs and the High School Proficiency Examination (HSPE) are utilized to determine whether a school, school district, or the state as a whole has met adequate yearly progress (AYP), as required by the NCLBA. Beginning in FY 2005-06, CRTs are administered in grades 3 through 8; previously, the examinations were administered in grades 3, 5, and 8. Since the 1999-2001 interim, the Bureau has monitored the development of the examinations and will continue to do so.

### **Test Directors' Meetings**

The Bureau attends Test Directors' meetings coordinated by the Department of Education to provide school districts information regarding student testing requirements and procedures.

### **Criterion-Referenced Tests (CRTs)**

Criterion-referenced tests (CRTs) are designed to measure student proficiency on state standards. The Department has entered into a contract with Measured Progress for development and administration of the examinations. As in the past, the Bureau will closely monitor the contract with Measured Progress.

### **High School Proficiency Examination (HSPE)**

The High School Proficiency Examination (HSPE) is a graduation test that all students must pass in order to receive a standard diploma. As noted above, the HSPE is also utilized to determine if high schools have met AYP under the NCLBA. The Department has entered into a contract with Measured Progress for development of the examination. As in the past, the Bureau will closely monitor the contract with Measured Progress.

### **Norm-Referenced Tests (NRTs)**

Norm-referenced tests (NRTs) are now utilized in Nevada as a check to measure the quality of the state-required CRTs; these tests are administered to pupils in grades 4, 7, and 10. Previously, the NRTs were utilized as the measurement to determine whether a school had adequate academic performance under the school accountability provisions of the Nevada Education Reform Act. The current contract for NRTs in Nevada is with Riverside Publishing for the *Iowa Tests of Basic Skills (ITBS)*. The Bureau will continue to monitor the results of the ITBS, as well as the studies comparing results on the ITBS as compared to results on the CRTs.

## **Professional Development**

### **Regional Professional Development Programs (RPDPs)**

Senate Bill 525 of the 2005 Legislative Session provides \$20.8 million over the 2005-07 biennium for the continuation of Nevada's Regional Professional Development Programs (RPDPs) and the Nevada Early Literacy Intervention Program (NELIP). This funding includes \$100,000 in each fiscal year of the biennium for additional statewide administrator training, as well as \$100,000 in each fiscal year of the biennium for a statewide evaluation of the programs. The Bureau continues to coordinate the statewide evaluation of the RPDPs and attends meetings of the Statewide Council for the Coordination of the RPDPs.

The statewide evaluation of the RPDPs continues to be contracted through WestEd. WestEd is a nonprofit research, development, and service agency. As one of the nation's Regional Educational Laboratories, WestEd services Arizona, California, Nevada, and Utah. A draft evaluation report is due from WestEd on or before December 31, 2006. It is anticipated that WestEd will present preliminary findings to the Legislative Committee on Education at its January 2007, with a final report to the Bureau in February 2007.

## **Class-Size Reduction (CSR)**

### **Class-Size Reduction Annual Report**

The NERA requires the Bureau to review the statewide program to reduce the ratio of pupils per class and per licensed teacher. Since the program's inception, the Bureau reviews information received from the Department concerning the number of teachers hired and pupils taught, the resulting pupil-teacher ratios, the percentage of classrooms team-taught and funding allocated to each school district specifically for class-size reduction.

### **Expanded Flexibility of CSR Funding to Address Class-Sizes in Grades 4, 5, and 6**

In order to eliminate team-teaching, Assembly Bill 700 of the 1999 Legislative Session authorized the Elko County School District to utilize the money appropriated for class-size reduction to carry out a demonstration project in which pupil-teacher ratios of 22 to 1 would be established in kindergarten and grades 1 to 6, inclusive, in school years 1999-2000 and 2000-2001. This demonstration project was authorized to continue through the 2001-03 biennium with the passage of Assembly Bill 671 of the 2001 Legislative Session.

Based upon the success of the Elko County School District demonstration project, the 2003 Legislature authorized all rural school districts (i.e., school districts that are located in a county whose population is less than 100,000) to use CSR funding to carry-out a program in which alternative pupil-teacher ratios are carried out in grades 1 through 6. The alternative pupil-teacher ratios may not exceed 22 to 1 in grades 1, 2, and 3 and may not exceed 25 to 1 in grades 4 and 5 or grades 4, 5, and 6 in school districts that include

grade 6 in elementary school. If any school district receives approval to carry out a program of alternative pupil-teacher ratios, the school district must evaluate the effectiveness of the alternative CSR program on team-teaching, pupil discipline, and the academic achievement of pupils. The 2005 Legislature made the flexible CSR program permanent for use in the rural school districts (NRS 388.720). The Bureau reviews all reports submitted concerning the alternative program and reports findings to the Legislative Committee on Education, as appropriate.

### **Special Education**

The NERA requires the Bureau to review the statewide program to educate persons with disabilities. In response to this, the Bureau continues to focus its review of special education programs on the following:

- Special education students included in statewide testing;
- Special education students who graduate with a standard diploma;
- The effect of class-size reduction on the number of requests for special education testing; and
- The effect of remedial education programs on the number of requests for special education testing.

With the enactment of the federal No Child Left Behind Act, the Bureau will continue to examine data with regard to the inclusion of special populations. In an effort to increase the academic achievement of pupils in special education programs and English Language Learners, the Bureau has also focused its review of remedial education programs as they relate to increasing the academic achievement of such pupils. The Bureau will continue to report any recommendations to the Legislative Committee on Education for possible inclusion on the *List of Effective Remedial Programs*.

### **Educational Technology**

#### **Commission on Educational Technology**

The Nevada Education Reform Act created an 11-member Commission on Educational Technology consisting of representatives from school districts, public libraries, the University and Community College System of Nevada, private sector, parents, and legislators. The Commission is charged with developing a statewide plan for the use of educational technology, making recommendations for the distribution of funds for educational technology and developing technical standards for education technology and uniform specification to ensure statewide compatibility.

The 2005 Legislature approved \$9.95 million for educational technology, including \$696,500 for pilot programs that demonstrate best practices for the use of educational technology to improve the achievement of pupils. In order to evaluate the effectiveness of the educational technology program in Nevada, the Legislature allocated \$150,000 to the Bureau for contract services. The Bureau released a Request for Proposals (RFP) in December 2005 and selected Shepperson and Associates as the contractor. At a

minimum, the contractor will examine the 17 pilot best practices programs funded by the Commission on Educational Technology and provide a final report in May 2007.

### *SAIN – System for Accountability Information in Nevada*

According to NRS 386.650, the purpose of the SAIN program is to provide an automated system of accountability that will provide longitudinal comparisons of the academic achievement, rate of attendance and rate of graduation of pupils over time. The system is required to have the capacity to analyze results of pupils by teacher or paraprofessional, classroom, and school. The 2005 Legislature approved \$200,000 in each fiscal year of the 2005-07 biennium for continued state support of the SAIN program. In addition to General Fund support, the 2005 Legislature authorized federal funding of \$600,000 in each fiscal year of the 2005-07 biennium to support the SAIN program through contracting services for enhanced web reporting, technical support, and funding of a Database Manager position.

The Bureau continues to attend SAIN Advisory Workgroup meetings, monitor implementation of the upgraded system, and report findings to the Legislative Committee on Education, as appropriate.

### *Academic Standards for Public Schools*

#### *Council to Establish Academic Standards for Public Schools*

The Nevada Education Reform Act created a nine-member Council to Establish Academic Standards, composed of representatives from the State Board of Education, parents, teachers, business leaders, and legislators. Senate Bill 466 of the 1999 Legislative Session made the Council permanent and charged them with developing grade-by-grade standards for kindergarten through eighth grade. The Council consists of an eight-member panel, with four members appointed by the Governor and four by legislative leadership. The Council's duties are expanded to include a periodic review, and, if necessary, revision to the standards. The Council must also recommend assessments to measure student proficiency on the standards and review pupils' performance on these assessments to evaluate areas of the standards that might need revision. The Bureau will continue to monitor the progress of the Council and provide assistance, as needed.

### *Other Educational Responsibilities*

#### *District Site Visits*

In order to become familiar with the unique characteristics of each school district in Nevada, the Bureau has conducted site visits of numerous schools throughout the state. To date, the Bureau has completed site visits in all 17 school districts and has reviewed over 225 schools. For the 2005-07 interim, it is anticipated that the Bureau will focus on reviews of schools that have implemented full-day kindergarten, and schools that have failed to make adequate yearly progress (AYP) under the No Child Left Behind Act.

### Other Educational Programs Monitored/Evaluated by the Bureau

The Act also requires the Bureau to conduct studies and analyses to evaluate the performance and progress of other educational programs in the state. In response to this, the following programs are being monitored/evaluated by the Bureau:

- Study of the Adequacy of School Finance in the State of Nevada: The 2005 Legislature, through the passage of A.C.R. 10, called for an interim study on the adequacy of the system of school finance in Nevada. The Fiscal Analysis Division, including Bureau staff, is coordinating the interim study.
- Brochures for the Reporting of Test Scores of Pupils and Related Instructional Intervention Systems: Senate Bill 1 of the 22<sup>nd</sup> Special Session includes an appropriation of \$1.4 million in each fiscal year of the biennium to continue the contractual services of the Grow Network to provide brochures for the reporting of test scores and to provide related instructional intervention systems. The primary goal of providing brochures for the reporting of test scores is to supply useful information to teachers, school principals, parents, school district superintendents, the State Department of Education, and other relevant Department/school district employees (i.e., literacy/math specialists, site trainers, etc.) so they can improve student academic achievement and implement instructional interventional systems in a timely manner.

The Bureau continues to provide oversight for the contract and reports any findings to the Legislative Committee on Education, as appropriate.

- Contract for a Financial Analysis Model in Each School District (In\$ite): Since 1999, the Legislature has appropriated funds from the state General Fund to the Interim Finance Committee to carry out a financial analysis model program in each school district in the State of Nevada. The Interim Finance Committee has contracted with EdMin.com (previously Fox River Learning) to implement the In\$ite program in Nevada. The In\$ite reports provide expenditure information for school districts and schools, including charter schools. The information contained in the reports is utilized for financial accountability purposes. New reports provide a summary of financial information for the population of schools designated as demonstrating need for improvement, with comparative reports for schools designated as demonstrating adequate achievement.

The Bureau provides oversight for the contract and reports any findings to the Interim Finance Committee and Legislative Committee on Education, as appropriate.

- Early Childhood Education: The 2005 Legislature continued funding of \$6.2 million over the 2005-07 biennium for competitive state grants to school districts and community-based organizations for early childhood education programs. As part of receiving a grant, the school district is required to submit an evaluation of the program. The Bureau will review the evaluations and submit a summary with recommendations to the Legislative Committee on Education and the 2007 Legislature, as appropriate.

### Future Educational Studies

In addition to its statutory duties, future plans for the Bureau include the following projects:

- Continuing to monitor Nevada's implementation status concerning compliance with the federal No Child Left Behind (NCLB) Act;
- Continuing to review the status of the SAIN system;
- Continuing to expand the analyses of test results and other data to evaluate pupils' academic performance, especially any data available concerning class-size reduction, parent participation, special education, bilingual education, and programs of remedial instruction, including extended-day programs and continued monitoring of the school improvement plans and remedial education programs of low-achieving schools;
- Continuing to review effective teacher preparation and professional development programs; and
- Expanding the review of accountability data to include variables affecting the dropout rate of pupils.

### Quick Polls

Legislative requests often include information and studies concerning K-12 education from all school districts. In order to complete the requests in a reasonable time frame, the Bureau created a Quick Poll form, which may be e-mailed/faxed to all 17 school district to obtain a quick response that is then forwarded to the requestor.

### Publications

In order to increase public access to information published by the Bureau, a website has been developed for public access: [www.leg.state.nv.us/lcb/fiscal/LeBeape](http://www.leg.state.nv.us/lcb/fiscal/LeBeape). The following documents continue to be available on the website:

- *List of Effective Remedial Programs;*
- *Nevada School District Accountability Program;*
- *Bureau Annual Reports.*



## **Fiscal Responsibilities**

### **Agency Reviews**

Pursuant to NRS 218.686, the Bureau program analysts are assigned to examine several agencies' budgets/funds with special regard to their activities. The following lists the primary budget accounts overseen by the Bureau:

- Department of Education;
- Department of Administration (selected budget accounts);
- Ethics Commission;
- Personnel;
- Judicial Branch;
- WICHE (Western Interstate Commission on Higher Education);
- Commission on Postsecondary Education;
- Department of Military;
- Commission on Tourism; and
- Public Employees Retirement System.