

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



ANNUAL REPORT

FY 2007-08

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LEGISLATIVE BUREAU OF EDUCATIONAL ACCOUNTABILITY AND PROGRAM EVALUATION

ANNUAL REPORT FY 2007-08

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 (Bureau) be filed with the Director of the Legislative Counsel Bureau (LCB) on or before December 31 for transmission to the Legislature in even-numbered years or to the Legislative Commission in odd-numbered years.

NEVADA EDUCATION REFORM ACT

The 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.

LEGISLATIVE BUREAU OF EDUCATIONAL ACCOUNTABILITY AND PROGRAM EVALUATION

Bureau Structure

The Bureau, which was placed within the Fiscal Analysis Division of the Legislative Counsel Bureau (LCB), consists of three employees: two Program Analysts and one Senior Program Analyst. This unit works closely with research analysts assigned to work on education issues in the Research Division of the LCB.

As part of the Fiscal Analysis Division, the Bureau also has duties of a fiscal nature; Bureau staff is 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 legislative money committees during session. Bureau staff tracks legislation affecting education and related agencies and prepare bill explanations and summaries. Bureau staff is also responsible for tracking state revenues for K-12 education and must be knowledgeable about federal funds authorized for educational programs.

Bureau Responsibilities

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

- Collecting and analyzing data and issuing reports related to the 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 Activities

Education Reform

Commission on Educational Excellence

Pursuant to NRS 385.3785, the Commission on Educational Excellence is required to develop a program to allocate state remediation/innovative program funds to schools and school districts. The Commission is comprised of nine members appointed by the Governor: three teachers, two principals, two school district administrators, one parent, and the Superintendent of Public Instruction who serves as an ex-officio voting member. Pursuant to NRS 385.3789, the Commission is required to submit an annual report to the State Board, the Governor, the Legislative Committee on Education, the Bureau, the Interim Finance Committee (IFC), and the board of trustees of each school district, that describes the distribution of money to schools and school districts.

The Legislative Committee on Education received several presentations from the Commission throughout the 2007-09 interim, advising the Committee on the actions of the Commission. Bureau staff monitors the grant awards allocated by the Commission and the statutory requirement for the evaluation of remediation funding awarded by the Commission.

List of Effective Remedial Programs

The Bureau is responsible for the evaluation of the effectiveness of educational programs. *Nevada Revised Statutes* 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 the *List of Effective Remedial Programs (List)*. This *List* was first presented to the Legislative Committee on Education in 1998, with an updated *List* approved by the Committee each successive year, and adopted by the Nevada Department of Education.

The Committee approved the *List* at its March 2008 meeting, and recommended a revision to statutory language that would require the Commission on Educational Excellence to only approve programs of remediation requested by schools that are included on the approved *List*. 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.

2009 Nevada Education Data Book

In order to provide the 2009 Legislature with updated information regarding education topics and programs, staff of the Legislative Counsel Bureau's Research Division, with assistance from the Bureau, compiled the *2009 Nevada Education Data Book*. The publication is organized into sections reflecting various topics and programs. 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. The *2009 Nevada Education Data Book* will be available in February 2009 at www.leg.state.nv.us/lcb/research/EducationDataBook/2009/2009

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 schools and school district characteristics as well as adequate yearly progress (AYP) results. Once completed, schools, school districts, and the State Board of Education are required to review and analyze the accountability 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. The Bureau reports specific findings to the Legislative Committee on Education as appropriate.

School, District and State Plans for Improvement

As part of the Program for Accountability, NRS 385.34691, NRS 385.348, and NRS 385.357 require schools, school districts and the State Board of Education to submit a plan for improvement based upon deficiencies noted in the accountability reports. The improvement plan addresses areas where student achievement is unsatisfactory and must identify task-specific remedies. The Bureau reports specific findings to the Legislative Committee on Education as appropriate.

Reports of School Support Teams

Pursuant to NRS 385.3721, school support teams (SST) are established for a school in its third year of being designated as needing improvement to provide assistance to the school until it is no longer in need of improvement. *Nevada Revised Statutes* 385.374 sets the members for SSTs as highly qualified teachers and principals; an employee of the Department of Education; at least one school district administrator; and for a charter school, one member of the governing body of the charter school. School Support Team membership may also consist of members of the board of trustees of school districts, representatives of higher education, and representatives of regional educational entities, outside consultants, representatives from the Regional Professional Development Programs.

Through the passage of Senate Bill 184, the 2007 Legislature revised the policy structure of the SSTs so that the Department could sponsor additional SSTs in non-Title I schools. General Fund of \$1.17 million in FY 2008 was approved to fund SSTs in non-Title I schools. Title I schools receive approximately \$20,000 in federal Title I funds per team, per year to assist in SST activities. The state funding approved by the 2007 Legislature provided \$10,000 per non-Title I school for a SST facilitator. The Bureau receives school SST annual reports and provides findings to the Legislative Committee on Education as appropriate.

State Examinations

In Nevada, criterion-referenced tests (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 No Child Left Behind Act (NCLBA). The Bureau monitors the development of the examinations and the contract for the administration of the CRT/HSPE exam, which is conducted through a nationally-recognized testing vendor.

The Bureau also reviews the annual reports submitted by the Department regarding test security, procedures and testing practices for the Nevada Proficiency Testing Program, and provides findings to the Legislative Committee on Education as appropriate.

Test Directors' Meetings

The Bureau attends school district Test Director meetings coordinated by the Department of Education. The Test Director meetings assist Bureau staff in keeping informed of testing issues that have an impact on the state and federal mandated assessments, as well as the issues surrounding testing that impact Nevada's school districts.

Criterion-Referenced Tests

Criterion-referenced tests (CRTs) are designed to measure student proficiency on state standards in grades 3-8. As indicated earlier, these assessments are used to determine AYP under the NCLBA. The Bureau monitors the contract for the administration of the CRTs, legislation affecting the CRT assessments, and student CRT results.

High School Proficiency Examination

The High School Proficiency Examination (HSPE) is an exit exam that all students must pass in order to receive a standard diploma. As indicated earlier, the HSPE is also utilized to determine if high schools have met AYP under the NCLBA. The Bureau monitors the contract for the administration of the HSPE, legislation affecting the HSPE assessments, and student graduation rates.

Norm-Referenced Tests

Norm-referenced tests (NRTs) are utilized to measure the quality of the state-required CRTs, and to compare Nevada's students with those in the rest of the country. The NRTs are administered to students in grades 4, 7, and 10. The Bureau monitors the contract for the administration of the NRTs, and legislation affecting the NRTs.

Professional Development

Regional Professional Development Programs (RPDPs)

Assembly Bill 627 of the 2007 Legislative Session appropriated \$26.6 million over the 2007-09 biennium for the continuation of Nevada's Regional Professional Development Programs (RPDPs) and the Nevada Early Literacy Intervention Program (NELIP). This funding allowed for an increased number of regional trainers to address the increase in school district personnel in the state, as well as provide for full-time evaluators for each RPDP. The funding includes \$100,000 annually for statewide administrator training, and \$100,000 annually for a statewide external evaluation of the programs.

The statewide external evaluation was restructured so that the evaluator would check the reliability and validity of the information contained in each of the internal evaluations submitted by the RPDPs. In addition, the statewide evaluator would conduct an in-depth review of the effectiveness of the Statewide Coordinating Council in implementing a statewide program of professional development for K-12 teachers and administrators.

The Bureau issued a request for proposal (RFP) for a statewide external evaluator in FY 2008, and responses from several prospective vendors were received. As a result of budget reductions, however, a contract was not executed and the \$100,000 funding was reverted to the state General Fund. Each RPDP met their statutory obligation to complete an internal evaluation and those reports were submitted to the Bureau and the Committee.

Class-Size Reduction

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. The Fiscal Analysis Division reviews information received from the Department of Education 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 (CSR).

The 2007 Legislature directed the Department to analyze student academic achievement data for FY 2007-08 to determine the impact of the at-risk kindergarten funding on student achievement and to develop criteria for the selection of schools to receive the funding. The requested information will be forwarded to the Fiscal Analysis Division for submission to the Legislative Committee on Education and the 2009 Legislature.

Expanded Flexibility in Class Size Reduction Funding in Grades 4, 5, and 6

Nevada Revised Statutes 388.720 authorizes 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 for programs in which alternative pupil-teacher ratios are carried out in grades 1 through 6, subject to the approval of the State Superintendent of Public Instruction. 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. The Bureau continues to review the alternative program and report findings to the Legislative Committee on Education as appropriate.

Special Education and English Language Learners

The Bureau reviews programs for students with disabilities and English language learners relative to statewide testing, graduation rates, and the effect of remedial education programs on special student populations. Additionally, the Bureau has looked specifically at programs of remedial education for special education students and English language learners in an attempt to increase the number of programs available on the *List of Effective Remedial Programs* to assist in increasing the academic achievement of these student populations.

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 Nevada System of Higher Education, the 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 standards for education technology and uniform specification for statewide compatibility.

With the passage of Assembly Bill 627, the 2007 Legislature approved \$10.78 million over the 2007-09 biennium for educational technology. In order to provide the Commission with greater flexibility in awarding the funds, the Legislature also approved the funding, except funding for the KLVX satellite (\$440,000) and library databases (\$550,000), be contained as a single pool of resources, rather than into specific categories. Applications by school districts will include requests for funding in the categories of 1) technology infrastructure, 2) technical support, 3) professional development, 4) high-quality content material, and 5) pilot programs, however, the Commission has no limits on the funding per category.

Due to budget reductions, approximately \$5.1 million appropriated for educational technology grants to school districts and \$50,000 in evaluation funding for the state educational technology program was reverted to the state General Fund in FY 2008.

SAIN – System for Accountability Information in Nevada

Nevada Revised Statutes 386.650 established the System for Accountability Information in Nevada (SAIN) as an automated system of accountability to 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, paraprofessional, classroom, and school.

The 2007 Legislature approved \$321,161 in FY 2008, for continued General Fund support of the SAIN program. In addition to the state support, the 2007 Legislature authorized federal funding of \$442,365 in each fiscal year of the 2007-09 biennium to support the SAIN program. Since the conclusion of the 2007 Legislative Session, the Department has been awarded an additional federal longitudinal data systems grant totaling nearly \$6.0 million over three years. In addition to improving the longitudinal system functions, the federal grant funding assists the Department in further completing SAIN data element requirements, and assists schools in making data-driven decisions to improve student academic achievement. The SAIN program is also designed to assist the Department in meeting federal and state reporting requirements.

Due to the importance of SAIN in assisting the state in complying with the federal No Child Left Behind Act and its ability to analyze student academic achievement, the 2007 Legislature directed the Department to provide quarterly reports to the Bureau concerning the accomplishment of the SAIN program, including linking the teacher database to SAIN. The Bureau worked closely with the Department to ensure that all quarterly reports were reported timely to the IFC and provided summaries to the Committee as requested. According to the quarterly reports submitted to the IFC, the teacher database link to SAIN is scheduled to be completed by December 2009.

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. The Council is charged with developing statewide academic content and performance standards for students in grades K-8. The Council's duties include a periodic review and, when necessary, a 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.

Additional Educational Responsibilities

School Site Visits

In order to become familiar with the unique characteristics of school districts in Nevada and to oversee the use of state funds for education programs, the Bureau conducts school site visits throughout the state. In FY 2008, the Bureau focused on site visits to empowerment schools, schools with full-day kindergarten programs, and schools that innovatively used state remediation funds to improve the academic achievement of students. Below is a list of the school site visits:

Carson City School District

- 1 Elementary, 1 Middle School, and 1 High School

Churchill County School District

- 1 Elementary, 1 Middle School, and 1 High School

Clark County School District

- 1 Career & Technical Education (CTE) school
- 1 9th grade Academy, 1 High School
- 3 Middle Schools
- 7 Elementary Schools

Douglas County School District

- 1 Elementary, 1 Middle School, and 1 High School

Lyon County School District

- 1 Elementary, 1 Middle School, and 1 High School

Washoe County School District

- 1 Elementary, 1 Middle School, and 1 High School
- 1 Middle/High Combination School
- 1 Charter School

During the site visits the Bureau talked with instructional coaches, teachers, administrators, paraprofessionals, and students. The Bureau observed the use of technology in the classroom, the use of innovative programs to increase student achievement and engage students. The Bureau observed programs for middle school students transitioning to high school, early childhood education programs, and school-within-a-school programs.

Bureau staff received a presentation on empowerment schools and the use of business partnerships, and also observed how teachers and administrators are using assessment results to drive decision making. Additionally, the Bureau discussed with school personnel the training received from the Regional Professional Development Programs. The school site visits continue to be a useful tool in providing staff with a first hand view of the challenges schools and school districts face in light of the growth in the state, student diversity and more recently, budget reductions, while also allowing the school districts to showcase their achievements.

Other Educational Programs Monitored by the Bureau

The NERA 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 studies were performed:

- Curriculum Alignment to Standards: Senate Bill 184 (2007) appropriated from the state General Fund to the IFC the sum of \$340,200 for a consultant to conduct a study to measure the alignment of classroom assignments, tests, and homework to state content standards. The Bureau issued a Request for Proposal and the IFC selected *The Standards Company* to perform the study. The Legislative Committee on Education selected 100 schools to participate in the study and determined that assignments from students in grades 3-8 in the areas of mathematics and English language arts would be included in the study. The findings of the study were presented to the Legislative Committee on Education at its June 2008 meeting, and will be presented to the Council for Academic Standards at its January 2009 meeting. In summary, the findings of the study indicated that the alignment of classroom assignments to the state content standards in math and English language arts was inadequate, especially in grades 5-8. In addition to the Legislative Committee on Education and the Council for Academic Standards,

Bureau staff provided results of the study to the 75th Legislature, the State Board of Education, the Regional Professional Development Programs, and the State Department of Education.

- Reporting of Test Scores and Related Instructional Action Plans: Assembly Bill 3 of the 23rd Special Session appropriated \$475,000 in each fiscal year of the 2007-09 biennium to continue contractual services of *The Grow Network* to provide the reporting of test scores and related instructional action plans to parents through a web-based system. *The Grow Network* launched the *Nevada Parent Network* (NPN) in FY 2008. The NPN provides parents, through the use of a unique student identifying pass code, with access to their child's CRT results and grade-level action plans designed for parents to assist their child in improving results on the CRTs. Bureau staff provides oversight of the contract with *The Grow Network*, which includes the facilitation of activities, training and troubleshooting between the vendor, school districts and the Department. The Bureau also reviews the monthly status reports which include, among other things, the usage of the NPN by Nevada's parents. The Legislative Committee on Education received a status report of the NPN at its June 2008 meeting.
- Contract for a Financial Analysis Model for School Districts in the State (In\$ite): Since the 1999 Session, the Legislature has appropriated funds from the state General Fund to the IFC for financial reports of expenditure information for school districts, schools, and charter schools. The IFC has contracted with *EdMin.com* to implement the *In\$ite* financial reporting program in Nevada. The *In\$ite* reports provide school-by-school expenditure information for all schools and charter schools in the state and are utilized for financial accountability purposes. The Bureau provides oversight for the contract and reports any findings to the Legislative Committee on Education as appropriate.
- Early Childhood Education: The 2007 Legislature passed Assembly Bill 627 that continued the funding of the Nevada Early Childhood Education (ECE) program. Nearly \$6.6 million was appropriated over the 2007-09 biennium for competitive state grants to school districts and community-based organizations to fund early childhood education. The 2007 Legislature also directed the Department of Education to increase the expected performance level for all outcome indicators and to provide results concerning the effectiveness of the program in terms of objective statistical analysis. Upon completion, the Bureau will review the revised performance level information and the results of statistical analysis concerning the effectiveness of the ECE program.
- Charter Schools: The Bureau monitors issues involving charter schools in the state including position requests for the Department of Education to provide technical support to charter schools, the moratorium by several school districts on accepting new charter schools during FY 2008, and proposed legislative changes to Nevada's charter school laws. The Bureau anticipates increased duties relating to charter schools as additional state-sponsored charter schools, including virtual charter schools, are established.

Quick Polls

Legislators frequently request information concerning K-12 education which requires information from all school districts and/or charter schools. In order to complete the requests within a reasonable time, the Bureau created a Quick Poll form, which is e-mailed or faxed to all 17 school districts and/or charter schools simultaneously. Upon receipt of the information, Bureau staff completes a report for the requestor.

Publications

In order to increase public access to information published by the Bureau, the following website has been developed: www.leg.state.nv.us/lcb/fiscal/LeBeape.

The Legislative Committee on Education's Bulletin (09-12), prepared by the LCB Research Division, includes information on reports received by the Committee during the interim, and the Committee's recommendations to the 75th Session of the Nevada Legislature. The Bulletin is available at the following website: www.leg.state.nv.us/lcb/research/InterimReports/2009InterimReports/Bulletin09-12.

Bureau Fiscal Responsibilities

Agency Reviews

Pursuant to NRS 218.686, Bureau staff is assigned several agencies' budgets to examine and analyze, and to oversee the financial activities of these agencies. The following lists the primary budget accounts assigned to Bureau staff:

- Department of Education;
- Department of Administration (selected budget accounts);
- Attorney General's Office;
- Department of Business and Industry (selected accounts); and
- Commission on Postsecondary Education.

Budget Reductions

Due to the economic downturn in the state that began in FY 2008, Bureau staff spent a great deal of time on budgetary issues involving not only the Department of Education and school districts' budget reductions, but on all budgets assigned to Bureau staff. The Bureau was involved in additional IFC meetings and the 24th and 25th Special Sessions were held to address budget shortfalls. It is anticipated that additional budget reductions will occur in FY 2009, to which the Bureau will be required to analyze and provide data relating to various agency budget reductions, including the Department, school districts, and the RPDPs.

2007 Legislative Session

Staff involvement regarding the following bills approved by the 2007 Legislative Session and the 23rd Special Session is shown below:

Senate Bill 4 (23rd Special Session) requires the Legislative Committee on Education to consider studying testing issues, issues relating to truancy, the effect of long-term substitutes on student academic achievement, and the governance of K-12 education. During the 2007-09 biennium, the Committee reviewed the use of long-term substitutes, and truancy, and devoted its December 2007 meeting to the topic of state-mandated tests.

Senate Bill 110 limits the district-wide tests, examinations and assessments that a school district may administer to those that were adopted prior to July 1, 2007. Staff received reports from the school districts regarding the time spent on testing, and an analysis of the information was presented to the Legislative Committee on Education at its June 2008 meeting by Legislative Counsel Bureau Research Division staff.

Senate Bill 184 provided for substantial revisions to the system of public school accountability. A full report of the status of requirements approved through S.B. 184 was presented to the Committee at its May 2008 meeting. The needs assessment requirement included in S.B. 184 for educational technology, which was performed by the University of Nevada, Las Vegas, was presented to the Committee at its June 2008 meeting.

23rd Special Session (2007)

Pursuant to Assembly Bill 2 (23rd Special Session) the Legislative Committee on Education received the following reports on programs funded by appropriations approved for the 2007-09 biennium:

- \$915,000 for pilot programs for alternative programs of education for disruptive pupils. Report provided to the Committee at its March 2008 meeting.
- \$358,000 for deaf and hard of hearing education programs. Programs include \$10,000 for signing bonuses for teachers of students who are deaf or hard of hearing; \$75,000 for training stipends for teachers and interpreters for students who are deaf or hard of hearing; and \$273,000 to establish a magnet or regional elementary school pilot program for students who are deaf or hard of hearing. A status report of the deaf and hard of hearing education programs was provided to the Committee at its March 2008 meeting. A portion of the funding was reverted due to state-mandated budget reductions.

Assembly Bill 3 (23rd Special Session) 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 may include:

- Career leadership advancement options to maximize the retention of teachers in the classroom;
- Professional development;
- Group incentives; and
- Multiple assessments of individual teachers, with primary emphasis on individual pupil improvement and growth in academic achievement.

A report of the required provisions of Assembly Bill 3 of the 23rd Special Session was provided to the Committee at its January 2008 meeting.

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.

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. The Committee is also charged with recommending to the Department of Education providers of supplemental education services under the NCLBA. Finally, the Committee must review the progress made by the state in complying with the NCLBA.

During the 2007-09 interim, the Committee held ten meetings and considered a wide range of topics relating to elementary and secondary education, including:

- Parental Involvement;
- P-16 Council;
- School Governance;
- Pupil Achievement;
- Academic Standards;
- Accountability;
- Educational Technology;
- School Personnel;
- School Safety;
- Early Childhood Education;

- Middle School and High School;
- Charter Schools;
- Teacher Training;
- Student Assessments;
- Career and Technical Education;
- The Commission on Educational Excellence; and
- The impact of the economic downturn and budget shortfalls on K-12 education.

The Committee held work sessions on August 21, 2008, and October 7, 2008, to consider recommendations for bill draft requests (BDRs). Members of the Committee adopted several proposals geared toward improving student academic achievement.

The Committee's Bulletin (09-12) containing the report to the 75th Session of the Nevada Legislature is available at the following website:
www.leg.state.nv.us/lcb/research/InterimReports/2009InterimReports/Bulletin09-12.