

**Bulletin No. 11-03**



**Education Governance K-12**

*Legislative Counsel Bureau*



**January 2011**



EDUCATION GOVERNANCE K-12

BULLETIN NO. 11-03

JANUARY 2011



## TABLE OF CONTENTS

	<u>Page</u>
Summary of Recommendations.....	iii
Report to the 76th Session of the Nevada Legislature by the Committee to Study the Governance and Oversight of the System of K-12 Public Education.....	1
I. Introduction .....	1
II. Review of Major Issues and Committee Activities .....	3
A. Overview of Nevada’s K-12 Public Education Governance Structure .....	3
B. National Overview of State Education Governance Models .....	4
C. Survey of Opinions.....	5
D. Presentations From Entities Included in the Study of Education Governance .....	6
III. Recommendations .....	7
A. Proposals Relating to the State Board of Education .....	7
B. Proposals Relating to the Superintendent of Public Instruction .....	10
C. Proposals Relating to the Department of Education .....	11
D. Proposals Relating to the Council to Establish Academic Standards for Public Schools .....	12
E. Proposals Relating to the Commission on Educational Technology .....	13
F. Proposals Relating to the Commission on Educational Excellence .....	15
G. Proposals Relating to the Regional Training Programs for the Professional Development of Teachers and Administrators.....	17
H. Proposals Relating to the Commission on Professional Standards in Education .....	20
I. Proposals Relating to the Legislative Committee on Education .....	22

	<u>Page</u>
J. Proposals Relating to the Legislative Bureau of Educational Accountability and Program Evaluation.....	22
IV. Selected References .....	25
V. Acknowledgements.....	27
VI. Appendices .....	29

## SUMMARY OF RECOMMENDATIONS

### LEGISLATIVE COMMISSION'S COMMITTEE TO STUDY THE GOVERNANCE AND OVERSIGHT OF THE SYSTEM OF K-12 PUBLIC EDUCATION

Assembly Concurrent Resolution No. 2  
(File No. 89, *Statutes of Nevada 2009*)

The following is a summary of the recommendations adopted by the Legislative Commission's Committee to Study the Governance and Oversight of the System of K-12 Public Education (Committee) at the May 13, 2010, meeting. One bill draft request (BDR) will be submitted to the 76th Session of the Nevada Legislature for its consideration in 2011. **(BDR 34-94)**

#### PROPOSALS RELATING TO THE STATE BOARD OF EDUCATION

1. Amend the statutes to change the name of the State Board of Education (State Board) to the "Nevada Commission on K-12 Public Education." Further, amend the statutes to change the name of the members of the State Board to "Commissioners of Public Education."
2. Amend the statutes to revise the composition of the State Board, as follows:

Elected Voting Members: One per each congressional district shall be elected at the 2012 General Election and take office on January 1, 2013. The new congressional districts shall be developed in redistricting lines set by the Legislature. Beginning on January 1, 2013, provide for staggered four-year terms. (NOTE: Currently there are three congressional districts in the State of Nevada. Based upon the census data, it is anticipated that the districts will increase to four congressional districts.)

Appointed Voting Members: Three voting members, appointed for two-year terms; members may be reappointed. One appointed by the Governor, and one each appointed by the Senate Majority Leader and the Speaker of the Assembly. Each member appointed by the Governor and legislative leadership must be a resident of Nevada and of the three appointments: (a) one member must be a K-12 teacher from a Nevada public school, including, without limitation, a charter school; (b) one member must be the parent or legal guardian of a pupil currently enrolled in a public school, including, without limitation, a charter school; and (c) one member must be a business person.

Appointed Nonvoting Members: Four nonvoting members, appointed for one-year terms; members may be reappointed. Appointments shall be made as follows: (a) one student appointed by the Nevada Association of Student Councils. The student

shall be selected from names submitted by the Association, the Nevada Youth Legislature, and other statewide youth organizations; (b) one member of a local board of trustees appointed by the Nevada Association of School Boards; (c) one local school district superintendent appointed by the Nevada Association of School Superintendents; and (d) one person from the Nevada System of Higher Education (NSHE) appointed by the Board of Regents.

3. Amend the statutes to transfer the duty of the Commission on Educational Excellence to establish a statewide program of educational excellence to the State Board on July 1, 2011.
4. Require, by statute, the State Board to review the current vision and mission statements for the State Board and revise, as needed, to establish a statewide program of educational excellence and reflect the need for Nevada's students to have the ability to succeed in a global economy. The revised vision and mission statements shall be submitted to the Governor, the Director of the Legislative Counsel Bureau (LCB) for distribution to the Legislature, the Legislative Committee on Education (LCE), and the Legislative Bureau of Educational Accountability and Program Evaluation on or before July 1, 2013. The revised vision and mission statements shall be placed on the website of the Department of Education (DOE).
5. Amend the statutes to clarify that the State Board, in developing its State Improvement Plan, will establish clearly defined goals and benchmarks for improving the academic achievement of students in the State of Nevada. The goals and benchmarks shall include, but shall not be limited to those listed in Senate Bill 330, Section 9(2), which was introduced but not enacted during the 2009 Legislative Session. Goals and benchmarks relating to graduation shall include college or career readiness. Finally, clarify that all goals and benchmarks included in any plan developed by the DOE shall be included in the State Improvement Plan, making the plan a comprehensive plan.
6. Amend the statutes to require the State Board to meet at least 9 times per year beginning January 1, 2013, not to exceed 12 meetings. One of the required meetings must include a meeting of: (a) school district superintendents, including, without limitation, principals of charter schools; (b) presidents of the local boards of trustees, including, without limitation, representatives of the governing bodies of charter schools; and (c) chairs of all boards, commissions, and councils in the education governance system. The purpose of the meeting shall be to discuss the State's goals and benchmarks for improving the academic achievement of students in Nevada and the status of the achievement of the local schools, including charter schools, in reaching the goals and benchmarks. In addition, a description of any plans for corrective action requested by the Superintendent of Public Instruction, including the status of any such plans, shall be discussed.

## **PROPOSALS RELATING TO THE SUPERINTENDENT OF PUBLIC INSTRUCTION**

7. Amend the statutes to require the Superintendent of Public Instruction to be the educational leader for K-12 public education for the State. Further, provide that the qualifications of the Superintendent of Public Instruction include the capability to carry out the duties required by law.
8. Amend the statutes to provide that the Superintendent of Public Instruction has the power to enforce the observance of all laws relating to schools and education. Further, amend the statutes to require the Superintendent of Public Instruction to request a plan for corrective action for school districts, the board of trustees of a school district, charter schools, or the governing body of a charter school that have not observed all laws relating to schools and education.
9. Amend the statutes to require the Superintendent of Public Instruction, in consultation with the State Board, to compile and present in person an annual written report concerning the state of public education in Nevada. The report shall be made public and be presented, at a minimum, to the Governor, the LCE each interim, and to the Senate and Assembly standing committees on education during each legislative session.

The report shall include, in addition to the requirements set forth in *Nevada Revised Statutes* (NRS) 385.230, the following information: (a) a description of the vision and mission of the State Board and the DOE; (b) a description of the goals and benchmarks for improving the academic achievement of students in Nevada as included in the State Improvement Plan; (c) an analysis of the progress made in the previous year toward reaching the goals and benchmarks for improving the academic achievement of students in Nevada; (d) an analysis of the extent to which internationally benchmarked standards and assessments have been adopted and implemented in Nevada to prepare students for success in college or careers; (e) an analysis of the extent to which school districts have recruited and retained effective teachers and principals; (f) an analysis of the extent to which the data systems that link student achievement to teacher and principal performance have been developed and implemented; (g) an analysis of the extent to which the lowest performing schools in the State have improved; (h) a summary of innovative education programs implemented in the State that appear to be effective in increasing the academic achievement of certain populations of students; and (i) a listing and description of any plans for corrective actions requested by the Superintendent of Public Instruction, including the status of any such plans. The effective date for inclusion of the revised report components shall be July 1, 2011, except for the analysis of the extent to which school districts have recruited and retained effective teachers and principals; this component shall become effective on July 1, 2012.

## **PROPOSALS RELATING TO THE DEPARTMENT OF EDUCATION**

10. Send a letter from the Committee to the State Board and the Superintendent of Public Instruction asking that the current vision and mission statements for the DOE be reviewed and revised, as needed, to support a statewide program of educational excellence and reflect the need for Nevada's students to have the ability to succeed in a global economy. In making the revisions, the State Board and the Superintendent shall clearly describe the extent to which the DOE will enforce, monitor, and assist all school districts, including charter schools, in pursuing its mission. The revised statements shall be submitted to the Governor, the Director of the LCB for distribution to the Legislature, the LCE, and the Legislative Bureau of Educational Accountability and Program Evaluation on or before January 1, 2011. The revised vision and mission statements shall be placed on the website of the DOE.
11. Send a letter from the Committee to the Governor, the Director of the LCB for distribution to the Legislature, the State Board, the LCE, and the Superintendent of Public Instruction stressing the Committee's concern with the ability of the DOE to enforce, monitor, and assist all school districts to the extent needed. Concerns not only involve the number of staff, but also the geographic placement of staff to adequately address needs. The Committee requests the State Board and the Superintendent of Public Instruction to study the structure of the DOE, as compared to other departments of education in the country, and make recommendations to modify the structure of the DOE to the 2011 Legislature.

## **PROPOSALS RELATING TO THE COUNCIL TO ESTABLISH ACADEMIC STANDARDS FOR PUBLIC SCHOOLS**

12. Amend the statutes to transfer the duties of the Council to Establish Academic Standards for Public Schools to the DOE; effective on July 1, 2011.
13. Amend the statutes to direct the DOE to develop a process for qualified parties who are knowledgeable in academic standards, both in Nevada and at a national level, to revise the State academic standards. The parties convened to revise the State academic standards shall serve without compensation, unless legislative appropriations to support compensation have been approved or funding is otherwise available for this purpose. The following parties, without limitation, may be included in the revision process: (a) Superintendent of Public Instruction; (b) K-12 teachers including, without limitation, charter school teachers; (c) members of local boards of trustees and governing bodies of charter schools; (d) representatives from the Regional Training Programs for the Regional Professional Development Programs (RPDPs); (e) business and industry professionals actively engaged in career fields dependent on the academic standards content areas; (f) parents or legal guardians of pupils who attend public schools and are not otherwise affiliated with the public school system of this State; (g) NSHE faculty

from the colleges of education in the State; (h) professional educational organizations knowledgeable in the subject area; and (i) other parties as deemed appropriate by the Superintendent of Public Instruction.

Further, amend the statutes to require the DOE to forward the recommended revisions of the academic standards to the State Board for review and adoption.

### **PROPOSALS RELATING TO THE COMMISSION ON EDUCATIONAL TECHNOLOGY**

14. Amend the statutes to transfer the duties of the Commission on Educational Technology to the DOE; effective on July 1, 2011.
15. Amend the statutes to require the DOE to submit the plan for the use of educational technology in public schools to the State Board for review and approval.
16. Amend the statutes to authorize the DOE to convene an advisory group of members who possess knowledge and experience in the application of educational technology and have an understanding of how technology may be used in the classroom to enhance and improve student academic achievement. The primary duties of the advisory group would be to: (a) review and revise the plan for the use of educational technology in public schools, including, without limitation, charter schools; and (b) review the applications for funds from the Trust Fund for Educational Technology and make recommendations for the allocation of funds to school districts and charter schools. The members of the advisory group shall serve without compensation, unless legislative appropriations to support compensation have been approved or funding is otherwise available for this purpose.

The following parties, without limitation, may be represented by membership on the advisory group: (a) school district administrators; (b) public school principals, including those in charter schools; (c) K-12 teachers, including, without limitation, charter school teachers; (d) members of local boards of trustees and governing bodies of charter schools; (e) public libraries; (f) the NSHE; (g) business and industry professionals; (h) private sector representatives; (i) parents or legal guardians of pupils who attend public schools, including, without limitation, charter schools, and are not otherwise affiliated with the public school system of this State; and (j) other parties as deemed appropriate by the Superintendent of Public Instruction.

17. Amend the statutes to require the State Board to review the recommendations of the DOE, and the advisory group (as noted in Proposal No. 16) if convened, concerning the allocation of funds from the Trust Fund for Educational Technology and approve the allocations, as appropriate. The allocation of funds from the Trust Fund for Educational Technology shall be based upon the priorities included in the plan for the use of

educational technology in public schools and upon the needs of each school district, including, without limitation, each charter school; not on a per-pupil basis or formula approach. The DOE would be responsible for the actual disbursements based upon the allocations approved by the State Board.

18. Amend the statutes to require an annual report that describes the allocation of money to school districts and an analysis of the progress of school districts including, without limitation, charter schools in carrying out the plan for the use of educational technology in public schools. The report shall be posted on the DOE's website and be distributed to all levels of government, including the State Board; Superintendent of Public Instruction; Governor; Committee; Legislative Bureau of Educational Accountability and Program Evaluation; Interim Finance Committee (IFC); and board of trustees of each school district.
19. Include a statement in the final report encouraging all entities involved in the development of the plan for the use of educational technology in public schools and the allocation of funds from the Trust Fund for Educational Technology to stay current on the progress of educational technology from a national perspective.

#### **PROPOSALS RELATING TO THE COMMISSION ON EDUCATIONAL EXCELLENCE**

20. Amend the statutes to transfer the duties of the Commission on Educational Excellence, except those relating to establishing a program of educational excellence, to the DOE; effective on July 1, 2011. Duties relating to establishing a program of educational excellence are proposed to be transferred to the State Board. (See Proposal No. 3.)
21. Amend the statutes to authorize the DOE to convene an advisory group of members who possess knowledge and experience in school improvement efforts. The members of the advisory group shall serve without compensation, unless legislative appropriations to support compensation have been approved or funding is otherwise available for this purpose. The primary duty of the advisory group would be to assist in the review of the applications for funds from the Account for Programs for Innovation and the Prevention of Remediation (Account) and make recommendations for the allocation of funds to public schools, including, without limitation, charter schools.

The following parties, without limitation, may be represented by membership on the advisory group: (a) school district administrators; (b) public school principals, including those in charter schools; (c) K-12 teachers including, without limitation, charter school teachers; (d) members of local boards of trustees and governing bodies of charter schools; (e) the NSHE; (f) parents or legal guardians of pupils who attend public schools including, without limitation, charter schools and are not otherwise affiliated with the

public school system of this State; and (g) other parties as deemed appropriate by the Superintendent of Public Instruction.

22. Amend the statutes to require the State Board to review the recommendations of the DOE, and the advisory group (as noted in Proposal No. 21) if convened, concerning the allocation of funds from the Account and approve the allocations, as appropriate. The allocation of funds from the Account shall be based upon the needs of each public school, including, without limitation, each charter school; not on a per-pupil basis or formula approach. This would be in addition to the priorities for the allocation of funds from the Account already specified in NRS 385.3785 concerning adequate yearly progress and federal Title I eligibility. The DOE would be responsible for the actual disbursements based upon the allocations approved by the State Board.
23. Amend the statutes to require the annual report that describes the allocation of money to public schools, including, without limitation, charter schools, and consortiums of public schools to be posted on the DOE's website and submitted to the State Board; Superintendent of Public Instruction; Governor; LCE; Legislative Bureau of Educational Accountability and Program Evaluation; IFC; board of trustees of each school district; and the governing body of each charter school.
24. Include a statement in the final report encouraging all entities involved in the allocation of funds from the Account to stay current on the progress of school improvement from a national perspective.

**PROPOSALS RELATING TO THE REGIONAL TRAINING PROGRAMS  
FOR THE PROFESSIONAL DEVELOPMENT OF  
TEACHERS AND ADMINISTRATORS**

25. Amend the statutes to transfer the duties of the Statewide Council for the Coordination of the Regional Training Programs to the Superintendent of Public Instruction; effective on July 1, 2011.

Further, amend the statutes to require the Superintendent of Public Instruction, in carrying out the duties of the Statewide Council, to coordinate at least four meetings involving the following entities: (a) each coordinator hired by the governing body of each RPDP; (b) one member of the governing body of each RPDP; (c) one representative of the Nevada State Education Association, appointed by the president of that Association; (d) one representative from the colleges of education of the NSHE; and (e) other representatives, as determined by the Superintendent of Public Instruction.

26. Amend the statutes to require the Superintendent of Public Instruction to forward the uniform standards for statewide professional development; uniform procedures for the evaluation of the training programs; and a report of the long-range planning

for statewide professional development to the State Board for review and approval, as appropriate.

27. Amend the statutes to require the State Board to include a representative from each of the three RPDPs in preparing the State Improvement Plan.
28. Amend the statutes to require the governing body of each RPDP to submit its proposed budget to the Superintendent of Public Instruction. Further, amend the statutes to require the Superintendent of Public Instruction to submit the proposed budgets to the State Board for review and possible inclusion in the budget of the DOE.

The State Board may reject any portion of the submitted proposed budgets, but must submit a written report to the applicable RPDP governing body detailing reasons for the rejection. If the State Board submits a rejection report to the governing body of an RPDP, the governing body may revise and resubmit the proposed budget to the State Board. A copy of the rejection report shall be forwarded to the Governor, Director of the LCB for submission to the Legislature, the LCE, and the Legislative Bureau of Educational Accountability and Program Evaluation.

29. Amend the statutes to reflect that once the budgets for the RPDPs are approved through the legislative process, any revisions to the budgets shall follow the same process other State agencies adhere to pursuant to Chapter 353 of NRS.
30. Send a letter from the Committee to the governing bodies of the RPDPs requesting that the findings from the evaluations of the training provided by the RPDPs be summarized and forwarded, at a minimum, to the school and school district that sent the teachers and administrators for training.

#### **PROPOSALS RELATING TO THE COMMISSION ON PROFESSIONAL STANDARDS IN EDUCATION**

31. Amend the statutes to revise the process for appointment of members to the Commission on Professional Standards in Education. Beginning January 1, 2012, the Governor shall appoint five members, as follows:
  - Four teachers: (a) one who teaches in a secondary school; (b) one who teaches in a middle school or junior high school; (c) one who teaches in an elementary school; and (d) one who teaches special education. One of the four teachers must be employed by a private school licensed pursuant to Chapter 394 of NRS; and
  - One member who is a parent or legal guardian of a pupil who attends a public school and is not otherwise affiliated with the public school system of this State.

Beginning January 1, 2012, the Majority Leader of the Senate and the Speaker of the Assembly shall each appoint two members, ensuring that the following positions are represented:

- One counselor or psychologist employed by a school district;
- Two administrators of schools, one of which is a principal of a school; and
- The Dean of the College of Education at one of the universities in the NSHE, or a representative of one of the colleges of education nominated by a dean for appointment.

The Superintendent of Public Instruction or a designee shall serve as an ex officio nonvoting member on the Commission.

32. Amend NRS 391.027 to remove cause for disapproval of any regulation adopted by the Commission.
33. Amend the statutes to require the Commission to provide a written report and present its activities to the State Board and the LCE annually, on or before December 1. The written report and presentation shall include, at a minimum: (a) a status report on regulations currently being considered by the Commission, including a summary of the regulations adopted by the Commission; (b) a work plan designating the activities of the Commission during the next biennium; and (c) a description of the progress of any regulations required through legislation pertaining to professional licensing in public education from the previous two legislative sessions, including a detailed explanation if certain regulations were not adopted if required by the legislation.
34. Send a letter from the Committee to the Superintendent of Public Instruction, the State Board, and the Commission stressing the importance of streamlining the decision-making process for professional standards in a timely manner consistent with legislative intent. During the decision-making process, it is imperative to seek input from teachers and administrators representing all subject areas and all regions of the State, including, without limitation, charter schools, as well as seek the advice of national experts on the current state of professional licensing in education. The areas of reciprocity with other states, the effect of rigorous standards for teachers and administrators on student academic achievement, and certification needs of teachers who teach diverse populations have all been cited as areas in need of research and review by the Commission.

#### **PROPOSALS RELATING TO THE LEGISLATIVE COMMITTEE ON EDUCATION**

35. Send a letter from the Committee to the Chair of the LCE (2011-2012 Interim) urging the solicitation of recommendations for issues to be reviewed by the LCE during the interim

from the State Board, the Nevada State Education Association, the Nevada Association of School Administrators, local boards of trustees, governing bodies of charter schools, a statewide organization for parents of pupils, and other organizations and entities related to education in this State. In addition, urge the Chair to consider any legislation approved or considered during the previous legislative session for potential issues to be reviewed by the LCE.

**PROPOSALS RELATING TO THE LEGISLATIVE BUREAU OF  
EDUCATIONAL ACCOUNTABILITY AND  
PROGRAM EVALUATION**

36. Amend the statutes to require the Legislative Bureau of Educational Accountability and Program Evaluation to assist the LCE in monitoring the progress of changes and reformations of the State Board, DOE, RPDPs, Commission on Professional Standards in Education, and the system of public education in this State generally, including an analysis of the effectiveness of the changes and reformations.
37. Amend the statutes to require the written report describing the duties and findings of the Legislative Bureau of Educational Accountability and Program Evaluation to be submitted to the Director of the LCB on or before October 1 instead of December 31 and to the LCE prior to its first meeting each interim.
38. Include a statement in the final report encouraging staff of the Legislative Bureau of Educational Accountability and Program Evaluation to meet with the Chair of the LCE prior to the first meeting of the LCE to discuss the duties and findings of the Bureau, which may be helpful to the LCE during the interim.
39. Amend NRS 385.359, which currently requires the Legislative Bureau of Educational Accountability and Program Evaluation to contract with a person or entity to review and analyze the reports of accountability and plans for improvement developed by school districts and the State Board and instead authorize the Bureau, at the direction of the LCE, to convene a group of key stakeholders in education to conduct the review and analysis.
40. Send a letter from the Committee to the Legislative Bureau of Educational Accountability and Program Evaluation requesting a report on the progress of the DOE in accessing and utilizing federal funds. In providing the report, indicate the amount of federal funds that have been returned to the federal government by budget account. The report should be sent to the IFC and the LCE.

**REPORT TO THE 76TH SESSION OF THE NEVADA LEGISLATURE BY THE  
COMMITTEE TO STUDY THE GOVERNANCE AND OVERSIGHT  
OF THE SYSTEM OF K-12 PUBLIC EDUCATION**

**I. INTRODUCTION**

Assembly Concurrent Resolution No. 2 (File No. 89, *Statutes of Nevada 2009*) directs the Legislative Commission to conduct an interim study concerning the governance and oversight of the system of K-12 public education in Nevada. In response to this legislation, the Legislative Commission appointed three members of the Senate and three members of the Assembly to form a Committee and carry out the study. Based upon the findings of the interim study, the Committee is responsible for recommending actions necessary for the efficient and effective operation of the statewide system to ensure the steady progression of Nevada's public schools and the achievement of Nevada's pupils. A report of the results of the study and any recommendations for legislation will be submitted to the 76th Session of the Nevada Legislature in 2011. (See Appendix A for a copy of A.C.R. 2.)

Members of the Committee during the 2009-2010 Interim included the following legislators:

Assemblywoman Bonnie Parnell, Chair  
Senator Joyce L. Woodhouse, Vice Chair  
Senator Barbara K. Cegavske  
Senator Steven A. Horsford  
Assemblyman Paul Aizley  
Assemblyman Lynn D. Stewart

Legislative Counsel Bureau (LCB) staff services were provided by:

H. Pepper Sturm, Chief Deputy Research Director, Research Division  
Melinda Martini, Senior Research Analyst, Research Division  
Kristin C. Roberts, Senior Principal Deputy Legislative Counsel, Legal Division  
Lucinda Benjamin, Senior Research Secretary, Research Division  
Maryann Elorreaga, Senior Research Secretary, Research Division

The Committee held three meetings during the 2009-2010 Interim. In preparation for the study, the Chair of the Committee requested all interested parties to evaluate potential changes to the structure of statewide education governance in Nevada. To assist with this undertaking, a web-based "Survey of Opinions" survey was developed to ask important questions concerning the key entities included in the current structure of education governance, including the:

- State Board of Education;
- Superintendent of Public Instruction;

- Department of Education (DOE);
- Council to Establish Academic Standards for Public Schools;
- Commission on Educational Technology;
- Commission on Educational Excellence;
- Regional Training Programs for the Professional Development of Teachers and Administrators and the Statewide Council for the Coordination of the Regional Training Programs;
- Commission on Professional Standards in Education;
- Legislative Committee on Education (LCE); and
- Legislative Bureau of Educational Accountability and Program Evaluation (Bureau).

The questions included in the Survey were developed to obtain information concerning the following: (1) the effectiveness of the current communication structure for each entity; (2) the effectiveness of each entity in meeting its goals, objectives, and overall mission; and (3) recommendations to increase the effectiveness of each entity. All key stakeholders in education were asked to complete the Survey. In total, 62 completed surveys were received; 50 from individuals and 12 from groups (representing 69 respondents). The total number of respondents to the Survey was 119.

During meetings, the Survey findings for each entity were presented and discussed by members of the Committee. In addition, members of the Committee received presentations from each entity included in the study.

The Committee also received historical information concerning state and national education governance structures. A representative of the Education Commission of the States (ECS) provided a national overview of state education governance models. In addition, the Committee received an overview of Nevada's K-12 public education governance structure, including the effect of the Nevada Education Reform Act of 1997 (NERA) on the governance structure. Finally, the Committee reviewed approaches to modify the structure of public education governance in response to certain federal initiatives.

The Committee held its work session on May 13, 2010, and Committee members reviewed and took action on proposals relating to each of the entities included in the study. The Committee approved a bill draft request (BDR) relating to the modification of the current structure of public education governance in Nevada, including revising the selection process for the State Board of Education and realigning the duties of the State Superintendent. In addition,

letters and statements were approved to encourage actions to improve or modify the current governance structure.

## II. REVIEW OF MAJOR ISSUES AND COMMITTEE ACTIVITIES

### A. OVERVIEW OF NEVADA'S K-12 PUBLIC EDUCATION GOVERNANCE STRUCTURE

In order to better understand Nevada's current K-12 education governance structure, the Committee received a historical overview of Nevada's public education structure from staff. (See Appendix B for the LCB Issue Paper titled *History of Selected Components of Nevada's Public Elementary-Secondary Education Governance Structure*.)

The Committee also received a presentation from Senator William J. Raggio, Washoe County Senatorial District No. 3, regarding the effect of the NERA on the education governance structure in Nevada. According to Senator Raggio's presentation, the NERA was enacted to accomplish several things:

1. It completed the accountability program for K-12 education by linking achievement data with school improvement;
2. It provided policymakers at all levels with the data needed to make informed decisions concerning Nevada's system of public education;
3. It provided for responsible implementation of technology in public schools; and
4. It created a cohesive structure for education reform by:
  - Implementing statewide academic standards in core subjects;
  - Linking statewide tests to those standards;
  - Holding schools accountable for performance, as measured by improved statewide accountability reports;
  - Establishing a process for individual student remediation and school improvement; and
  - Providing for legislative review of the entire process.

Five entities within the governance structure for K-12 education were created as a result of the NERA including: Legislative Committee on Education, Legislative Bureau of Educational Accountability and Program Evaluation, Regional Training Programs for

the Professional Development of Teachers and Administrators, Council to Establish Academic Standards for Public Schools, and the Commission on Educational Technology.

Through the presentation, Senator Raggio outlined the basic principles that guided legislators in establishing governance changes under the NERA, noting that the Committee might find them useful in its deliberations.

1. The ultimate goal of the study is the provision of a high-quality education for Nevada's children; it is not to serve the interests of the adults associated with the system.
2. Try to separate yourselves from focusing on the people who currently hold the positions being considered. The structure itself should be the primary focus; otherwise opinions rule the process. Look at functionality, not personality.
3. Define who is in charge at the State, district, and school levels, and pay special attention to who sets policy.
4. Define the duties and responsibilities of every entity within the governance structure, including who is accountable to whom and for what. Verify that each entity has sufficient authority to carry out those responsibilities and determine if the authority is spelled out in statute. Determine what the consequences are for noncompliance.
5. Understand that communication issues must be addressed within and among the governance bodies. Determine how communication will take place, how often, and under what circumstances.

## B. NATIONAL OVERVIEW OF STATE EDUCATION GOVERNANCE MODELS

The Committee received a presentation from Kathy Christie, Chief of Staff, Education Commission of the States. Ms. Christie presented a national overview of state education governance models, including the pros and cons of each. (See Appendix C for the Microsoft PowerPoint presentation.) The primary governance models in state education are:

- Governor Appoints Board, Board Appoints Chief;
- Elected Board, Board Appoints Chief;
- Appointed Board, Elected Chief; and
- Appointed Board, Appointed Chief.

According to Ms. Christie's presentation, Nevada follows a basic structural model for its system of education governance that is shared by seven other states (Alabama, Colorado,

Hawaii, Kansas, Michigan, Nebraska, and Utah); that is, the State Board of Education is elected by the citizenry and it appoints the chief State school officer.

### C. SURVEY OF OPINIONS

Review of testimony for the A.C.R. 2 legislation noted a desire for all key stakeholders in the system of public education to be involved in the study of education governance. In an attempt to accomplish this, Committee staff developed a web based “Survey of Opinions” designed to elicit opinions concerning the current structure of education governance in Nevada and provide recommendations for restructuring the system, as needed. (See Appendix D for a copy of the Survey.)

The questions included in the Survey were developed to obtain information concerning the following:

1. The effectiveness of the current communication structure for each entity;
2. The effectiveness of each entity in meeting its goals, objectives, and overall mission; and
3. Recommendations to increase the effectiveness of each entity.

All key stakeholders in education were asked to complete the Survey. The Survey was available via the website for the Committee. An e-mail detailing instructions for accessing and completing the Survey were distributed to members of each entity included in the study, as well as other key stakeholders in education, including:

- The Nevada State Education Association;
- The Nevada Association of School Boards;
- The Nevada Association of School Superintendents;
- The Nevada Association of School Administrators;
- The Nevada Parent Teacher Association; and
- All other persons who signed up to be notified of education meetings during the interim.

In total, 62 completed surveys were received; 50 from individuals and 12 from groups (representing 69 respondents). The total number of respondents to the Survey was 119. A report of findings for each of the entities included in the study was developed. (See Appendix E for a copy of the results of the Survey for each entity.)

During the meetings, findings from the Survey for each entity included in the study were presented and discussed by members of the Committee.

#### D. PRESENTATIONS FROM ENTITIES INCLUDED IN THE STUDY OF EDUCATION GOVERNANCE

In addition to the results of the Survey, members of the Committee received presentations from each entity included in the study as another resource. During the first meeting of the Committee on January 21, 2010, members received presentations from Senator Barbara K. Cegavske, Chair, Council to Establish Academic Standards for Public Schools; Bill Hanlon, Director, Southern Nevada Regional Training Program, representing the three regional programs and the Statewide Council for the Coordination of the Regional Training Programs; and Jhone M. Ebert, Chair, Commission on Educational Technology.

During the second meeting of the Committee on March 11, 2010, members received presentations from Christopher Wallace, President, State Board of Education; Keith W. Rheault, Ph.D., Superintendent of Public Instruction, representing the position of the State Superintendent and the DOE; Caroline McIntosh, Chair, Commission on Educational Excellence; Terry M. Owens, Ph.D., President, Commission on Professional Standards in Education; Senator Joyce Woodhouse, Chair, LCE; and Joi Davis, Program Analyst, Fiscal Analysis Division of the LCB, representing the Legislative Bureau of Educational Accountability and Program Evaluation.

In preparing for the presentations, each entity was asked to answer, at a minimum, the following questions:

1. What is the primary charge of the entity?
2. What is the annual budget that supports the work of the entity?
3. Who provides administrative support for the entity?
4. With which groups does the entity communicate?
5. Which group(s) oversees the work of the entity? Who does the entity answer to?
6. Is there duplication of duties with any other entity in the K-12 governance structure?
7. How does the work of the entity ultimately benefit students in the State of Nevada?
8. What recommendations are there for improving the efficiency and effectiveness of the entity?

### III. RECOMMENDATIONS

The Committee held its work session on May 13, 2010, and Committee members reviewed and took action on proposals relating to each of the entities included in the study. The Committee approved a BDR relating to the modification of the current structure of public education governance in Nevada, including revising the selection process for the State Board of Education and realigning the duties of the State Superintendent (**BDR 34-94**). In addition, letters and statements were approved to encourage actions to improve or modify the current governance structure. (See Appendix F for a copy of letters authorized by the Committee.)

#### A. PROPOSALS RELATING TO THE STATE BOARD OF EDUCATION

Background: Pursuant to *Nevada Revised Statutes* (NRS) 385.021, the State Board consists of ten members elected statewide and the duties include establishing policies to govern the administration of all functions of the State of Nevada relating to the supervision, management, and control of public schools not conferred by law on some other agency (NRS 385.075). In addition, NRS 385.080 authorizes the State Board to adopt regulations for its own government and as necessary for the execution of the powers and duties conferred upon it by law. Finally, pursuant to NRS 385.3469 and NRS 385.34691, the State Board prepares a report of accountability and a corresponding plan to improve the achievement of pupils in the State of Nevada.

1. Based upon results of the Survey, it was suggested that in order to increase the State Board's effectiveness in carrying out its duties, the membership of the State Board should be revised to include appointed members who have knowledge of K-12 education in Nevada, including teachers, school administrators, business representatives, parents of pupils, et cetera. It was recommended that appointments be split between the Executive and Legislative Branches and the process should allow for nominations from certain education groups.

In order to reflect a new beginning for the State Board, it was suggested that the State Board and its members be renamed. It was also suggested that in order for the State Board to adequately discuss all of the matters concerning education, additional meetings should be authorized and the State Board should be mandated to periodically meet with the key stakeholders in education to discuss questions and concerns with regard to K-12 education in Nevada. Given these suggestions, the Committee voted to:

- **Amend the statutes to change the name of the State Board of Education to the "Nevada Commission on K-12 Public Education." Further, amend the statutes to change the name of the members of the State Board to "Commissioners of Public Education."**
- **Amend the statutes to revise the composition of the State Board, as follows:**

**Elected Voting Members:** One per each congressional district shall be elected at the 2012 General Election and take office on January 1, 2013. The new congressional districts shall be developed in redistricting lines set by the Legislature. Beginning on January 1, 2013, provide for staggered four-year terms. (NOTE: Currently there are three congressional districts in the State of Nevada. Based upon the census data, it is anticipated that the districts will increase to four congressional districts.)

**Appointed Voting Members:** Three voting members, appointed for two-year terms; members may be reappointed. One appointed by the Governor, and one each appointed by the Senate Majority Leader and the Speaker of the Assembly. Each member appointed by the Governor and legislative leadership must be a resident of Nevada and of the three appointments: (a) one member must be a K-12 teacher from a Nevada public school, including, without limitation, a charter school; (b) one member must be the parent or legal guardian of a pupil currently enrolled in a public school, including, without limitation, a charter school; and (c) one member must be a business person.

**Appointed Nonvoting Members:** Four nonvoting members, appointed for one-year terms; members may be reappointed. Appointments shall be made as follows: (a) one student appointed by the Nevada Association of Student Councils. The student shall be selected from names submitted by the Association, the Nevada Youth Legislature, and other statewide youth organizations; (b) one member of a local board of trustees appointed by the Nevada Association of School Boards; (c) one local school district superintendent appointed by the Nevada Association of School Superintendents; and (d) one person from the Nevada System of Higher Education (NSHE) appointed by the Board of Regents.

- Amend the statutes to require the State Board to meet at least 9 times per year beginning January 1, 2013, not to exceed 12 meetings. One of the required meetings must include a meeting of: (a) school district superintendents, including, without limitation, principals of charter schools; (b) presidents of the local boards of trustees, including, without limitation, representatives of the governing bodies of charter schools; and (c) chairs of all boards, commissions, and councils in the education governance system. The purpose of the meeting shall be to discuss the State's goals and benchmarks for improving the academic achievement of students in Nevada and the status of the achievement of the local schools, including charter schools, in reaching the goals and benchmarks. In addition, a description of any plans for corrective action requested by the State Superintendent, including the status of any such plans, shall be discussed.

2. The current statutory duty of the Commission on Educational Excellence is to establish a program of educational excellence designed exclusively for pupils enrolled in kindergarten through grade 6 in public schools in the State of Nevada (NRS 385.3785). Through Committee discussions and the results of the Survey, it was suggested that the duty of the State Board, rather than the Commission on Educational Excellence, should be to design a statewide program of educational excellence. In order to reflect the revision, it was also suggested that a new vision and mission statement be adopted by the State Board. Based upon these suggestions, the Committee voted to:
  - **Amend the statutes to transfer the duty of the Commission on Educational Excellence to establish a statewide program of educational excellence to the State Board on July 1, 2011.**
  - **Require, by statute, the State Board to review the current vision and mission statements for the State Board and revise, as needed, to establish a statewide program of educational excellence and reflect the need for Nevada's students to have the ability to succeed in a global economy. The revised vision and mission statements shall be submitted to the Governor, the Director of the LCB for distribution to the Legislature, the LCE, and the Legislative Bureau of Educational Accountability and Program Evaluation on or before July 1, 2013. The revised vision and mission statements shall be placed on the website of the DOE.**
3. During the 2009 Legislative Session, Senate Bill 330, as introduced, would have made substantive changes to the governance structure of the system of K-12 public education in Nevada. In discussing this measure, the members of the Committee noted that the portions of the bill relating to the revision of the State Improvement Plan (SIP) were important in making the SIP a working comprehensive plan, rather than a stagnant plan. The members discussed the need for clearly defined goals and benchmarks to measure successes in improving proficiency results, graduation rates (both middle school and high school), and postsecondary attendance and graduation rates. Through the discussions concerning postsecondary attendance, the members of the Committee clarified that any goals and benchmarks relating to graduation should include college or career readiness. Based upon these suggestions, the Committee voted to:
  - **Amend the statutes to clarify that the State Board, in developing its SIP, will establish clearly defined goals and benchmarks for improving the academic achievement of students in the State of Nevada. The goals and benchmarks shall include, but shall not be limited to, those listed in Senate Bill 330, Section 9(2), which was introduced but not enacted during the 2009 Legislative Session. Goals and benchmarks relating to graduation shall include college or career readiness. Finally, clarify that all goals and benchmarks included in any plan developed by the DOE shall be included in the SIP, making the plan a comprehensive plan.**

## B. PROPOSALS RELATING TO THE SUPERINTENDENT OF PUBLIC INSTRUCTION

Background: The *Constitution of the State of Nevada*, Article 11, assigns responsibility to the Legislature to provide for a Superintendent of Public Instruction (State Superintendent). Pursuant to NRS 385.150, the State Superintendent is appointed by the State Board for a term of three years. Pursuant to NRS 385.175, the State Superintendent executes, directs, and supervises all administrative, technical, and procedural activities of the DOE in accordance with policies prescribed by the State Board. In addition, the State Superintendent employs personnel for the positions approved by the State Board for the efficient operation of the DOE. Finally, the State Superintendent maintains liaison and coordinates activities with other State agencies performing educational functions.

1. Based upon results of the Survey and Committee discussions, it was noted that it is not clear from the NRS which entity is the educational leader for K-12 public education in Nevada. It was also noted that the position of the State Superintendent lacks the authority to make school districts accountable in complying with laws relating to schools and education. Given these findings, the Committee voted to:
  - **Amend the statutes to require the State Superintendent to be the educational leader for K-12 public education for the State. Further, provide that the qualifications of the State Superintendent include the capability to carry out the duties required by law.**
  - **Amend the statutes to provide that the State Superintendent has the power to enforce the observance of all laws relating to schools and education. Further, amend the statutes to require the State Superintendent to request a plan for corrective action for school districts, the board of trustees of a school district, charter schools, or the governing body of a charter school that have not observed all laws relating to schools and education.**
2. The importance of the communication structure for the State Superintendent was also discussed. Findings from the Survey and Committee discussions supported the need for the State Superintendent to inform the Governor and Legislature on the state of education in Nevada on an annual basis. Based upon these discussions, the Committee voted to:
  - **Amend the statutes to require the State Superintendent, in consultation with the State Board, to compile and present in person an annual written report concerning the state of public education in Nevada. The report shall be made public and be presented, at a minimum, to the Governor, the LCE each interim, and to the Senate and Assembly standing committees on education during each legislative session.**

**The report shall include, in addition to the requirements set forth in NRS 385.230, the following information: (a) a description of the vision and mission of the State Board and the DOE; (b) a description of the goals and benchmarks for improving the academic achievement of students in Nevada as included in the SIP; (c) an analysis of the progress made in the previous year toward reaching the goals and benchmarks for improving the academic achievement of students in Nevada; (d) an analysis of the extent to which internationally benchmarked standards and assessments have been adopted and implemented in Nevada to prepare students for success in college or careers; (e) an analysis of the extent to which school districts have recruited and retained effective teachers and principals; (f) an analysis of the extent to which the data systems that link student achievement to teacher and principal performance have been developed and implemented; (g) an analysis of the extent to which the lowest performing schools in the State have been improved; (h) a summary of innovative education programs implemented in the State that appear to be effective in increasing the academic achievement of certain populations of students; and (i) a listing and description of any plans for corrective actions requested by the State Superintendent, including the status of any such plans. The effective date for inclusion of the revised report components shall be July 1, 2011, except for the analysis of the extent to which school districts have recruited and retained effective teachers and principals; this component shall become effective on July 1, 2012.**

#### C. PROPOSALS RELATING TO THE DEPARTMENT OF EDUCATION

Background: The DOE is created in NRS 385.010 and consists of the State Board, the State Board for Career and Technical Education, and the State Superintendent. The DOE implements the State Board's policies; administers and regulates State and federal education programs; and provides technical assistance to local school districts and schools. Pursuant to NRS 385.175, the State Superintendent employs personnel for positions approved by the State Board and necessary for the efficient operation of the DOE.

During a presentation to the Committee from Dr. Keith W. Rheault, State Superintendent, concerning the DOE, it was noted that the DOE staff to student ratio in Nevada was high when compared to other states. For example, in Nevada, the DOE has 161 full-time equivalent (FTE) staff representing a student population of approximately 436,000 pupils. In Vermont, its Department of Education has approximately the same number of staff representing a student population of approximately 100,000.

The number of DOE staff located in the southern region of the State was also discussed. Here, it was noted that although over 70 percent of the pupils are enrolled in school districts located in the southern region of the State, the Department has 27 of the 161 FTE staff located in the Las Vegas office. Given this information, members of the Committee

questioned the extent to which the Department has the staff to effectively enforce, monitor, and assist all school districts.

Based upon these discussions, the Committee voted to:

- **Send a letter from the Committee to the Governor, the Director of the LCB for distribution to the Legislature, the State Board, the LCE, and the State Superintendent stressing the Committee's concern with the ability of the DOE to enforce, monitor, and assist all school districts to the extent needed. Concerns not only involve the number of staff, but also the geographic placement of staff to adequately address needs. The Committee requests the State Board and the State Superintendent to study the structure of the DOE, as compared to other departments of education in the country, and make recommendations to modify the structure of the DOE to the 2011 Legislature.**
- **Send a letter from the Committee to the State Board and the State Superintendent asking that the current vision and mission statements for the DOE be reviewed and revised, as needed, to support a statewide program of educational excellence and reflect the need for Nevada's students to have the ability to succeed in a global economy. In making the revisions, the State Board and the State Superintendent shall clearly describe the extent to which the DOE will enforce, monitor, and assist all school districts, including charter schools, in pursuing its mission. The revised statements shall be submitted to the Governor, the Director of the LCB for distribution to the Legislature, the LCE, and the Legislative Bureau of Educational Accountability and Program Evaluation on or before January 1, 2011. The revised vision and mission statements shall be placed on the website of the DOE.**

#### D. PROPOSALS RELATING TO THE COUNCIL TO ESTABLISH ACADEMIC STANDARDS FOR PUBLIC SCHOOLS

Background: The Council to Establish Academic Standards for Public Schools (Council) addresses the establishment and revision of the State's academic standards. The Council consists of eight members; members are appointed by the Governor (four members) and Legislative Leadership (four members).

Through the Survey, respondents noted that the process for revising and approving the State academic standards should be more efficient. It was noted that by not having the Council under the direct authority of the Department and or the State Board, the process appears to be overly complex.

In addition, it was discussed that in May 2009, the State of Nevada entered into a Memorandum of Understanding to participate in the Common Core State Standards Initiative, facilitated by the Council of Chief State School Officers and the National Governors Association Center for Best Practices. The goal of this project is to replace the

academic standards that vary across the states with a uniform set of expectations for what students should learn in English and mathematics each year from kindergarten through high school. Based upon the shift from State standards to Common Core Standards, the Committee discussed the need for persons who are knowledgeable in academic standards, both in Nevada and at a national level, to revise the State academic standards.

Based upon these discussions, the Committee voted to:

- **Amend the statutes to transfer the duties of the Council to Establish Academic Standards for Public Schools to the DOE; effective on July 1, 2011.**
- **Amend the statutes to direct the DOE to develop a process for qualified parties who are knowledgeable in academic standards, both in Nevada and at a national level, to revise the State academic standards. The parties convened to revise the State academic standards shall serve without compensation, unless legislative appropriations to support compensation have been approved or funding is otherwise available for this purpose. The following parties, without limitation, may be included in the revision process: (a) State Superintendent; (b) K-12 teachers including, without limitation, charter school teachers; (c) members of local boards of trustees and governing bodies of charter schools; (d) representatives from the Regional Training Programs for the Regional Professional Development Programs (RPDPs); (e) business and industry professionals actively engaged in career fields dependent on the academic standards content areas; (f) parents or legal guardians of pupils who attend public schools and are not otherwise affiliated with the public school system of this State; (g) NSHE faculty from the colleges of education in the State; (h) professional educational organizations knowledgeable in the subject area; and (i) other parties as deemed appropriate by the State Superintendent.**

**Further, amend the statutes to require the DOE to forward the recommended revisions of the academic standards to the State Board for review and adoption.**

#### **E. PROPOSALS RELATING TO THE COMMISSION ON EDUCATIONAL TECHNOLOGY**

Background: The Commission on Educational Technology establishes the State's Educational Technology Plan, develops statewide technical standards, and allocates funds to school districts for support of educational technology in the schools. The Commission on Educational Technology consists of 11 members appointed jointly by the Governor and Legislative Leadership. The State Superintendent and the Director of the Department of Information Technology serve ex officio as nonvoting members of the Commission.

1. Through the Survey, respondents noted that the process for revising the State's Educational Technology Plan should be more efficient. It was noted that the

DOE already seeks input into the plan from school districts and other stakeholders; the Commission on Educational Technology provides no more expertise to the process. It was also observed that the State Board does not have a role in the approval of the plan.

With regard to the allocation of funds to school districts for support of educational technology, the respondents to the Survey stressed that the allocation process should continue to account for the varying needs of the 17 school districts and charter schools. It was suggested that the process for the allocation of funds would be more efficient if the DOE convened a group of individuals knowledgeable of educational technology to make recommendations for the allocation of funds and forward the recommendations directly to the State Board for review and approval. This would also keep the members of State Board informed of the statewide needs in educational technology.

Based upon these discussions, the Committee voted to:

- **Amend the statutes to transfer the duties of the Commission on Educational Technology to the DOE; effective on July 1, 2011.**
- **Amend the statutes to require the DOE to submit the plan for the use of educational technology in public schools to the State Board for review and approval.**
- **Amend the statutes to authorize the DOE to convene an advisory group of members who possess knowledge and experience in the application of educational technology and have an understanding of how technology may be used in the classroom to enhance and improve student academic achievement. The primary duties of the advisory group would be to: (a) review and revise the plan for the use of educational technology in public schools, including, without limitation, charter schools; and (b) review the applications for funds from the Trust Fund for Educational Technology and make recommendations for the allocation of funds to school districts and charter schools. The members of the advisory group shall serve without compensation, unless legislative appropriations to support compensation have been approved or funding is otherwise available for this purpose.**

**The following parties, without limitation, may be represented by membership on the advisory group: (a) school district administrators; (b) public school principals, including those in charter schools; (c) K-12 teachers, including, without limitation, charter school teachers; (d) members of local boards of trustees and governing bodies of charter schools; (e) public libraries; (f) the NSHE; (g) business and industry professionals; (h) private sector representatives; (i) parents or legal guardians of pupils who attend public schools, including, without limitation, charter schools, and are not otherwise**

affiliated with the public school system of this State; and (j) other parties as deemed appropriate by the State Superintendent.

- **Amend the statutes to require the State Board to review the recommendations of the DOE, and the advisory group (as noted in Proposal No. E1) if convened, concerning the allocation of funds from the Trust Fund for Educational Technology and approve the allocations, as appropriate. The allocation of funds from the Trust Fund for Educational Technology shall be based upon the priorities included in the plan for the use of educational technology in public schools and upon the needs of each school district, including, without limitation, each charter school; not on a per-pupil basis or formula approach. The DOE would be responsible for the actual disbursements based upon the allocations approved by the State Board.**
2. Based upon the results of the Survey and Committee discussions, it was suggested that there needs to be increased communication concerning the progress of educational technology in the State. This finding led the Committee to vote to:
- **Amend the statutes to require an annual report that describes the allocation of money to school districts and an analysis of the progress of school districts including, without limitation, charter schools in carrying out the plan for the use of educational technology in public schools. The report shall be posted on the DOE's website and be distributed to all levels of government, including the State Board; State Superintendent; Governor; Committee; Legislative Bureau of Educational Accountability and Program Evaluation; Interim Finance Committee (IFC); and board of trustees of each school district.**
3. Based upon the results of the Survey and Committee discussions, it was stressed that there is a need for the parties involved in developing the State's Educational Technology Plan and allocating funds for educational technology to be knowledgeable of national trends in education technology. Given this finding, the Committee voted to:
- **Include a statement in the final report encouraging all entities involved in the development of the plan for the use of educational technology in public schools and the allocation of funds from the Trust Fund for Educational Technology to stay current on the progress of educational technology from a national perspective.**

#### F. PROPOSALS RELATING TO THE COMMISSION ON EDUCATIONAL EXCELLENCE

Background: The Commission on Educational Excellence establishes a program of educational excellence designed exclusively for pupils enrolled in kindergarten through grade 6 in public schools in the State of Nevada. In so doing, the Commission on

Educational Excellence addresses the approval of grants to schools from the Account for Programs for Innovation and the Prevention of Remediation (NRS 385.379) to support implementation of plans for improvement. The Commission on Educational Excellence consists of nine members. The Governor appoints eight members; the State Superintendent serves as an ex officio voting member of the Commission.

1. Through the Survey and Committee discussions, it was noted that the Commission on Educational Excellence has never established a program of educational excellence; it has served only to allocate grants of money to schools to support implementation of plans for improvement.

With regard to the allocation of funds to schools for support of school improvement plans, the respondents to the Survey stressed that the allocation process should continue to account for the varying needs of the 17 school districts and charter schools. In addition, it was suggested that the process of allocating grants of funds to schools would be more efficient if the DOE convened a group of individuals knowledgeable of school improvement efforts to make recommendations for the allocation of grant funds and forward the recommendations directly to the State Board for review and approval. This would also keep the members of the State Board informed of the statewide needs concerning school improvement.

Based upon these discussions, the Committee voted to:

- **Amend the statutes to transfer the duties of the Commission on Educational Excellence, except those relating to establishing a program of educational excellence, to the DOE; effective on July 1, 2011. Duties relating to establishing a program of educational excellence are proposed to be transferred to the State Board.**
- **Amend the statutes to authorize the DOE to convene an advisory group of members who possess knowledge and experience in school improvement efforts. The members of the advisory group shall serve without compensation, unless legislative appropriations to support compensation have been approved or funding is otherwise available for this purpose. The primary duty of the advisory group would be to assist in the review of the applications for funds from the Account for Programs for Innovation and the Prevention of Remediation (Account) and make recommendations for the allocation of funds to public schools, including, without limitation, charter schools.**

**The following parties, without limitation, may be represented by membership on the advisory group: (a) school district administrators; (b) public school principals, including those in charter schools; (c) K-12 teachers including, without limitation, charter school teachers; (d) members of local boards of trustees and governing bodies of charter schools; (e) the NSHE; (f) parents or**

legal guardians of pupils who attend public schools including, without limitation, charter schools and are not otherwise affiliated with the public school system of this State; and (g) other parties as deemed appropriate by the State Superintendent.

- Amend the statutes to require the State Board of Education to review the recommendations of the DOE, and the advisory group (as noted in Proposal F1) if convened, concerning the allocation of funds from the Account and approve the allocations, as appropriate. The allocation of funds from the Account shall be based upon the needs of each public school, including, without limitation, each charter school; not on a per-pupil basis or formula approach. This would be in addition to the priorities for the allocation of funds from the Account already specified in NRS 385.3785 concerning adequate yearly progress and federal Title I eligibility. The DOE would be responsible for the actual disbursements based upon the allocations approved by the State Board.
2. Through the results of the Survey and Committee discussions, it was suggested that there needs to be increased communication concerning the allocation of State funding for school improvement. Based upon this finding, the Committee voted to:
- Amend the statutes to require the annual report that describes the allocation of money to public schools, including, without limitation, charter schools, and consortiums of public schools to be posted on the DOE's website and submitted to the State Board; State Superintendent; Governor; LCE; Legislative Bureau of Educational Accountability and Program Evaluation; IFC; board of trustees of each school district; and the governing body of each charter school.
3. Through the results of the Survey and Committee discussions, it was stressed that there is a need for the parties involved in allocating funds for school improvement to be knowledgeable of the progress of school improvement nationally. Based upon this finding, the Committee voted to:
- Include a statement in the final report encouraging all entities involved in the allocation of funds from the Account to stay current on the progress of school improvement from a national perspective.

#### G. PROPOSALS RELATING TO THE REGIONAL TRAINING PROGRAMS FOR THE PROFESSIONAL DEVELOPMENT OF TEACHERS AND ADMINISTRATORS

Background: The primary mission of the Regional Training Programs (aka Regional Professional Development Programs [RPDPs]) is to provide training to teachers and administrators concerning the statewide academic standards. In addition, the RPDPs assist the State through the Nevada Early Literacy Intervention Program (NELIP), which

provides training for teachers who teach kindergarten and grades 1, 2, or 3 on methods to teach fundamental reading skills.

The primary mission of the Statewide Council for the Coordination of the Regional Training Programs (Statewide Council) is to adopt uniform standards for high-quality professional development through the RPDPs, coordinate training programs across the regions, and conduct long-range planning concerning the professional development needs of teachers and administrators in Nevada.

1. Although most respondents to the Survey reported satisfaction with the services of the RPDPs, it was noted that the RPDPs act independently, with little coordination among the other entities in Nevada's education governance structure.

With regard to the Statewide Council, the respondents to the Survey were split on whether the Statewide Council should be continued or not. It was suggested that if the Statewide Council is continued, there is a need for greater participation in the meetings of the Statewide Council from all interested parties, including the trainers who work for the RPDPs. It was also noted that it appears that the communication lines between the Statewide Council, the State Board, and the DOE are not as strong as would be suggested.

Based upon these findings, the Committee voted to:

- **Amend the statutes to transfer the duties of the Statewide Council for the Coordination of the Regional Training Programs to the State Superintendent; effective on July 1, 2011.**

**Further, amend the statutes to require the State Superintendent, in carrying out the duties of the Statewide Council, to coordinate at least four meetings involving the following entities: (a) each coordinator hired by the governing body of each RPDP; (b) one member of the governing body of each RPDP; (c) one representative of the Nevada State Education Association, appointed by the president of that Association; (d) one representative from the colleges of education of the NSHE; and (e) other representatives, as determined by the State Superintendent.**

- **Amend the statutes to require the State Superintendent to forward the uniform standards for statewide professional development; uniform procedures for the evaluation of the training programs; and a report of the long-range planning for statewide professional development to the State Board for review and approval, as appropriate.**
- **Amend the statutes to require the State Board to include a representative from each of the three RPDPs in preparing the SIP.**

2. Pursuant to NRS 391.536, the governing body of each RPDP reviews the budget of the program annually and submits a proposed budget to the LCE for review and approval. In even-numbered years, the proposed budget must be submitted to the LCE at least four months before the commencement of the next regular session of the Legislature; this time frame provides time for the LCE to determine if the proposed budgets should be included in a Committee BDR. Based upon the results of the Survey, the Committee questioned why the budgets of the RPDPs are not constructed utilizing the same procedures other State agencies follow. In addition, it was questioned why the budgets of the RPDPs are not included in the budget of the DOE. Through Committee discussions, it was noted that although the governing bodies should continue to determine the regional needs for the professional development of teachers and administrators, the construction of the budgets should follow the standard guidelines all State agencies follow. These findings led the Committee to vote to:

- **Amend the statutes to require the governing body of each RPDP to submit its proposed budget to the State Superintendent. Further, amend the statutes to require the State Superintendent to submit the proposed budgets to the State Board for review and possible inclusion in the budget of the DOE.**

**The State Board may reject any portion of the submitted proposed budgets, but must submit a written report to the applicable RPDP governing body detailing reasons for the rejection. If the State Board submits a rejection report to the governing body of an RPDP, the governing body may revise and resubmit the proposed budget to the State Board. A copy of the rejection report shall be forwarded to the Governor, Director of the LCB for submission to the Legislature, the LCE, and the Legislative Bureau of Educational Accountability and Program Evaluation.**

- **Amend the statutes to reflect that once the budgets for the RPDPs are approved through the legislative process, any revisions to the budgets shall follow the same process other State agencies adhere to pursuant to Chapter 353 of NRS.**

3. In order to increase participation in the training sessions sponsored by the RPDPs, respondents to the Survey suggested a need for the training to be mandatory for teachers and administrators. Through Committee discussions, it was noted that participation may increase if the evaluations of the training sessions were forwarded to the schools and school districts that send the teachers and administrators for training. Based upon these discussions, the Committee voted to:

- **Send a letter from the Committee to the governing bodies of the RPDPs requesting that the findings from the evaluations of the training provided by the RPDPs be summarized and forwarded, at a minimum, to the school and school district that sent the teachers and administrators for training.**

## H. PROPOSALS RELATING TO THE COMMISSION ON PROFESSIONAL STANDARDS IN EDUCATION

Background: The Commission on Professional Standards in Education (Commission) establishes qualifications for teacher licensure in the State of Nevada. The Commission consists of nine members appointed by the Governor.

1. Based upon the results of the Survey, the Committee discussed the need for the State Board to be granted greater authority over the regulations approved by the Commission. Currently, NRS 391.027 provides that the State Board may only disapprove a regulation adopted by the Commission if the regulation threatens the efficient operation of the public schools in Nevada or creates an undue financial hardship for any teacher, administrator, or other education personnel or any county school district. This observation led the Committee to vote to:

- **Amend NRS 391.027 to remove cause for disapproval of any regulation adopted by the Commission.**

2. Through the results of the Survey, the Committee also discussed the need for the Legislature to have input into the appointment process for members of the Commission. Based upon the discussions, the Committee voted to:

- **Amend the statutes to revise the process for appointment of members to the Commission on Professional Standards in Education. Beginning January 1, 2012, the Governor shall appoint five members, as follows:**
  - **Four teachers: (a) one who teaches in a secondary school; (b) one who teaches in a middle school or junior high school; (c) one who teaches in an elementary school; and (d) one who teaches special education. One of the four teachers must be employed by a private school licensed pursuant to Chapter 394 of NRS; and**
  - **One member who is a parent or legal guardian of a pupil who attends a public school and is not otherwise affiliated with the public school system of this State.**

**Beginning January 1, 2012, the Majority Leader of the Senate and the Speaker of the Assembly shall each appoint two members, ensuring that the following positions are represented:**

- **One counselor or psychologist employed by a school district;**
- **Two administrators of schools, one of which is a principal of a school; and**

- **The Dean of the College of Education at one of the universities in the NSHE, or a representative of one of the colleges of education nominated by a dean for appointment.**

**The State Superintendent or a designee shall serve as an ex officio nonvoting member on the Commission.**

3. Through Committee discussions it was noted that communication from the Commission to the State Board and the Legislature concerning the status of regulations being considered by the Commission is not regularly scheduled. In addition, a concern was expressed about the timely adoption of regulations by the Commission in cases where certain regulations have been required through legislation. Based upon these discussions, the Committee voted to:

- **Amend the statutes to require the Commission to provide a written report and present its activities to the State Board and the LCE annually, on or before December 1. The written report and presentation shall include, at a minimum: (a) a status report on regulations currently being considered by the Commission, including a summary of the regulations adopted by the Commission; (b) a work plan designating the activities of the Commission during the next biennium; and (c) a description of the progress of any regulations required through legislation pertaining to professional licensing in public education from the previous two legislative sessions, including a detailed explanation if certain regulations were not adopted if required by the legislation.**

4. Through the Survey, the need for the Commission to seek input from teachers, administrators, and national experts when making decisions concerning professional standards was stressed. In addition certain topic areas were noted as requiring a timely review by the Commission. Based upon these findings, the Committee voted to:

- **Send a letter from the Committee to the State Superintendent, the State Board, and the Commission stressing the importance of streamlining the decision-making process for professional standards in a timely manner consistent with legislative intent. During the decision-making process, it is imperative to seek input from teachers and administrators representing all subject areas and all regions of the State, including, without limitation, charter schools, as well as seek the advice of national experts on the current state of professional licensing in education. The areas of reciprocity with other states, the effect of rigorous standards for teachers and administrators on student academic achievement, and certification needs of teachers who teach diverse populations have all been cited as areas in need of research and review by the Commission.**

## I. PROPOSALS RELATING TO THE LEGISLATIVE COMMITTEE ON EDUCATION

Background: The LCE evaluates, reviews, and comments upon issues related to education in the State of Nevada. It may also recommend policy changes concerning public education to the full Legislature. The LCE consists of eight legislative members appointed by Legislative Leadership.

Through the Survey, respondents suggested that stakeholders in education should have some input into issues to be reviewed by the LCE during the interim. In addition, it was suggested that a review of legislation approved through a previous legislative session may provide potential issues to be reviewed by the LCE. Based upon these findings, the Committee voted to:

- **Send a letter from the Committee to the Chair of the LCE (2011-2012 Interim) urging the solicitation of recommendations for issues to be reviewed by the LCE during the interim from the State Board, the Nevada State Education Association, the Nevada Association of School Administrators, local boards of trustees, governing bodies of charter schools, a statewide organization for parents of pupils, and other organizations and entities related to education in this State. In addition, urge the Chair to consider any legislation considered or approved during the previous legislative session for potential issues to be reviewed by the LCE.**

## J. PROPOSALS RELATING TO THE LEGISLATIVE BUREAU OF EDUCATIONAL ACCOUNTABILITY AND PROGRAM EVALUATION

The Legislative Bureau of Educational Accountability and Program Evaluation (Bureau) collects and analyzes data concerning public education in the State of Nevada. The Bureau is located in the Fiscal Analysis Division of the LCB. The Fiscal Analysts appoint to the Bureau a Chief and such other personnel as determined are necessary to carry out its duties.

Although respondents to the Survey noted that the Bureau is helpful as an independent data-gathering arm to the Legislature, it was noted that the Bureau has not been as active in recent years. It was suggested that the Bureau increase communication with the Legislature so that the services provided by the Bureau are known to legislators. In addition, it was suggested that the duties of the Bureau, as outlined in the NRS be reviewed and modified, as needed. Based upon these findings, the Committee voted to:

- **Amend the statutes to require the Legislative Bureau of Educational Accountability and Program Evaluation to assist the LCE in monitoring the progress of changes and reformations of the State Board, DOE, RPDPs, Commission on Professional Standards in Education, and the system of public education in this State generally, including an analysis of the effectiveness of the changes and reformations.**

- Amend the statutes to require the written report describing the duties and findings of the Legislative Bureau of Educational Accountability and Program Evaluation to be submitted to the Director of the LCB on or before October 1 instead of December 31 and to the LCE prior to its first meeting each interim.
- Amend NRS 385.359, which currently requires the Legislative Bureau of Educational Accountability and Program Evaluation to contract with a person or entity to review and analyze the reports of accountability and plans for improvement developed by school districts and the State Board and instead authorize the Bureau, at the direction of the LCE, to convene a group of key stakeholders in education to conduct the review and analysis.
- Send a letter from the Committee to the Legislative Bureau of Educational Accountability and Program Evaluation requesting a report on the progress of the DOE in accessing and utilizing federal funds. In providing the report, indicate the amount of federal funds that have been returned to the federal government by budget account. The report should be sent to the IFC and the LCE.
- Include a statement in the final report encouraging staff of the Legislative Bureau of Educational Accountability and Program Evaluation to meet with the Chair of the LCE prior to the first meeting of the LCE to discuss the duties and findings of the Bureau, which may be helpful to the LCE during the interim.



## IV. SELECTED REFERENCES

### General References

Legislative Commission's Committee to Study the Governance and Oversight of the System of K-12 Public Education

- <http://leg.state.nv.us/Interim/75th2009/Committee/Studies/GovK12/?ID=53>

Legislative Committee on Education

- <http://leg.state.nv.us/Interim/75th2009/Committee/StatCom/Education/?ID=17>

Department of Education

- <http://www.doe.nv.gov/>

Education Commission of the States (ECS)

- <http://www.ecs.org/>

### State Education Governance Models

ECS StateNotes: *State Education Governance Models*

- <http://www.ecs.org/clearinghouse/77/78/7778.htm>

ECS Briefing Memo: *Gubernatorial Leadership*

- <http://www.ecs.org/clearinghouse/61/51/6151.htm>

National Association of State Boards of Education (NASBE): *State Education Governance Models* (2010)

- <http://nasbe.org/index.php/educational-issues/all-educational-issues/func-startdown/1174/>

NASBE: *State Education Governance At-A-Glance*

- [http://nasbe.org/index.php/educational-issues/all-educational-issues/Education-Issues/Boardsmanship/Boardsmanship-Reviews/State-Education-Governance-At-A-Glance-\(State-by-State-Features;-2007\)/](http://nasbe.org/index.php/educational-issues/all-educational-issues/Education-Issues/Boardsmanship/Boardsmanship-Reviews/State-Education-Governance-At-A-Glance-(State-by-State-Features;-2007)/)



## V. ACKNOWLEDGEMENTS

The Chair and LCB staff would like to acknowledge the efforts of the following persons and entities for participating in the study of the governance and oversight of the system of K-12 public education in Nevada. The time and effort all participants gave in completing the Survey of Opinions was greatly appreciated.

- State Board of Education, with special thanks to Christopher Wallace, President, State Board of Education;
- Department of Education, with special thanks to Dr. Keith W. Rheault, Ph.D., Superintendent of Public Instruction;
- Commission on Educational Excellence, with special thanks to Caroline McIntosh, Chair, Commission on Educational Excellence;
- Commission on Professional Standards in Education, with special thanks to Terry M. Owens, Ph.D., President, Commission on Professional Standards in Education;
- Legislative Committee on Education, with special thanks to Senator Joyce Woodhouse, Chair, Legislative Committee on Education;
- Legislative Bureau of Educational Accountability and Program Evaluation, with special thanks to Mark Krmpotic, Fiscal Analyst; Tracy Raxter, Fiscal Analyst; and Joi Davis, Program Analyst, Fiscal Analysis Division, LCB;
- Council to Establish Academic Standards for Public Schools, with special thanks to Senator Barbara K. Cegavske, Chair, Council to Establish Academic Standards for Public Schools;
- Regional Training Programs for the Professional Development of Teachers and Administrators and the Statewide Council for the Coordination of the Regional Training Programs, with special thanks to Bill Hanlon, Director, Southern Nevada Regional Training Program; Hugh Rossolo, Director, Northeastern Nevada Regional Training Program; and Eric Feeney, Director, Northwestern Nevada Regional Training Program;
- Commission on Educational Technology, with special thanks to Jhone M. Ebert, Chair, Commission on Educational Technology;
- Education Commission of the States, with special thanks to Kathy Christie, Chief of Staff, ECS, who provided the Committee with a helpful overview of education governance structures in other states;

- Senator William J. Raggio, Washoe County Senatorial District No. 3, who provided insight into how the Nevada Education Reform Act of 1997 affected the education governance structure in Nevada; and
- All other persons and entities who took the time to participate in the study, with special thanks to the local boards of trustees of Nevada's 17 school districts; the Nevada Association of School Administrators; the Nevada Association of School Superintendents; the Nevada State Education Association; the Nevada Association of School Boards; the Nevada Parent Teacher Association; and the Nevada Manufacturers Association.

## VI. APPENDICES

	<u>Page</u>
Appendix A	
Assembly Concurrent Resolution No. 2 (File No. 89, <i>Statutes of Nevada 2009</i> ).....	31
Appendix B	
LCB Issue Paper: <i>History of Selected Components of Nevada’s Public Elementary-Secondary Education Governance Structure</i> .....	35
Appendix C	
Education Commission of the States–Microsoft PowerPoint Presentation: <i>State Education Governance</i> .....	57
Appendix D	
Survey of Opinions .....	89
Appendix E	
Survey of Opinions: Results .....	131
State Board of Education.....	133
Superintendent of Public Instruction.....	149
Department of Education .....	155
Council to Establish Academic Standards for Public Schools .....	163
Commission on Educational Technology .....	171
Commission on Educational Excellence .....	179
Regional Training Programs for the Professional Development of Teachers and Administrators.....	187
Commission on Professional Standards in Education.....	202
Legislative Committee on Education .....	209
Legislative Bureau of Educational Accountability and Program Evaluation.....	218

	<u>Page</u>
Appendix F	
Letters Sent to Entities at the Direction of the Committee .....	227
Appendix G	
Suggested Legislation .....	253

**APPENDIX A**

Assembly Concurrent Resolution No. 2 (File No. 89, *Statutes of Nevada 2009*)



Assembly Concurrent Resolution No. 2  
(File No. 89, *Statutes of Nevada 2009*)

Assembly Concurrent Resolution No. 2—  
Committee on Education

FILE NUMBER.....

**ASSEMBLY CONCURRENT RESOLUTION**—Directing the Legislative Commission to conduct an interim study concerning the governance and oversight of the system of K-12 public education in this State.

WHEREAS, An effective system of public education depends upon an effective and efficient system of state governance and oversight; and

WHEREAS, Nevada’s current structure of governance and oversight for the system of public education consists of:

1. The Department of Education, which includes the State Board of Education, the State Board for Career and Technical Education and the Superintendent of Public Instruction;
2. The Commission on Professional Standards in Education;
3. The Commission on Educational Technology;
4. The regional training programs for the professional development of teachers and administrators, the Statewide Council for the Coordination of the Regional Training Programs and the governing bodies of the regional training programs;
5. The Council to Establish Academic Standards for Public Schools;
6. The Commission on Educational Excellence; and
7. The Legislative Committee on Education and the Legislative Bureau of Educational Accountability and Program Evaluation; and

WHEREAS, The Nevada Legislature hereby recognizes the need for a review and evaluation of the current structure of governance for the system of K-12 public education to ensure that the structure of governance is organized in a manner which provides for efficient operation and which meets the educational needs of the residents of this State; now, therefore, be it

RESOLVED BY THE ASSEMBLY OF THE STATE OF NEVADA, THE SENATE CONCURRING, That the Legislative Commission is hereby directed to appoint a committee composed of three members of the Senate and three members of the Assembly, one of whom must be appointed as Chairman of the committee, to conduct an interim study of the system of K-12 public education in this State, including the current governance and oversight structure of the system; and be it further

RESOLVED, That the committee shall recommend such action as may be necessary for the efficient and effective operation of the



governance and oversight structure of the system of K-12 public education in this State to ensure the steady progression of Nevada's public schools and the achievement of Nevada's pupils; and be it further

RESOLVED, That any recommended legislation proposed by the committee must be approved by a majority of the members of the Senate and a majority of the members of the Assembly appointed to the committee; and be it further

RESOLVED, That the Legislative Commission shall submit a report of the results of the study and any recommendations for legislation to the 76th Session of the Nevada Legislature.



## **APPENDIX B**

LCB Issue Paper: *History of Selected Components of Nevada's Public  
Elementary-Secondary Education Governance Structure*





# ISSUE PAPER

## HISTORY OF SELECTED COMPONENTS OF NEVADA'S PUBLIC ELEMENTARY-SECONDARY EDUCATION GOVERNANCE STRUCTURE

PREPARED BY H. PEPPER STURM  
JANUARY 2010  
RESEARCH DIVISION  
LEGISLATIVE COUNSEL BUREAU

### THE STATE BOARD OF EDUCATION

Although not established within the *Nevada Constitution*, the State Board of Education has existed since territorial days. Both its structure and authority have changed over time.

#### *Composition*

The State Board of Education has undergone significant structural changes from its first establishment under Nevada's Territorial Government in 1861 to the present day. In the course of its history, the composition of the Board falls into four main periods:

1. *Ex Officio* Membership: Until 1931, the members of the Board consisted exclusively of State officials serving *ex officio*. In the *Laws of the Territory of Nevada* (1861), the Territorial Legislature provided for a Territorial Board of Education consisting of the Territorial Superintendent of Public Instruction, who served as its president, the Territorial Auditor, who served as secretary, and the Territorial Treasurer. Much of the work of the Board during its earliest years concerned investing the state school fund and adopting textbooks for school use. The Legislature created the first State Board of Education in 1864-1865 composed of the Governor, Superintendent of Public Instruction, and the Surveyor-General (Chapter 52, *Statutes of Nevada* 1867). In 1895, the Surveyor-General was replaced by the President of the University (Chapter 91, *Statutes of Nevada* 1895).
2. *Ex Officio* and Elected Membership: In 1931, the Legislature changed the composition of the Board to a mixed body of *ex officio* and elected membership. While the Governor and Superintendent still served *ex officio*, five lay members were to be elected from each of the State's education supervision districts for four-year terms (Chapter 211, *Statutes of Nevada* 1931).
3. Elected and Appointed Membership: In 1955, the Board was expanded to eight members, six of whom were elected and two of whom were appointed by the elected members. The Governor and the Superintendent were no longer members of the Board, although the Superintendent still served as secretary (Chapter 402, *Statutes of Nevada* 1955).

In 1969, the number of elected members was expanded to seven with an additional member elected from the largest education supervision district (Chapter 625, *Statutes of Nevada 1969*).

In 1971, the Legislature maintained the composition of the Board at nine members but prescribed that the two appointed members be representatives from the fields of labor and agriculture (Chapter 651, *Statutes of Nevada 1971*). The appointment of these representatives appears to be the result of unifying the State Board's powers and duties with respect to the State Board of Vocational Education which had been similarly composed (see Chapter 171, *Statutes of Nevada 1917* and Chapter 83, *Statutes of Nevada 1923*).

4. Elected Membership: In 1973, the Board became fully elective as a nine-member body (Chapter 93, *Statutes of Nevada 1973*). Although the Legislature subsequently amended provisions that deal with the manner of its elections, the Board has not undergone any significant structural changes since 1973.

In 1991, the membership of the Board of Education was increased from 9 to 11 members (Chapter 411, *Statutes of Nevada 1991*). In 2001 it was decreased to 10 voting members.

### ***Powers and Duties***

Under the Territorial Government, the power and duties of the Board were not specified, and up until 1885, the State Board was required to meet at least twice a year in order to “plan for the improvement and management of public school funds,” “to plan for the better organization of the public schools,” and “to supervise the State School Fund.”

In 1885, the Board's powers were expanded to include the “development of a uniform system of textbooks” and a “uniform system of rules for State and county examinations,” and it was given authority in questions of teacher certification and also appellate jurisdiction over “all questions relating to schools referred to County Superintendents” (Chapter 87, *Statutes of Nevada 1885*).

Subsequently, the Legislature has expanded and added the following powers and duties to the Board:

- In 1895, the selection of textbooks in accord with the “principal studies to be pursued in public schools”;
- In 1907, the authority to define the powers and duties of deputy superintendents;
- In 1908, approval of all appropriations by the Superintendent from the Emergency School Fund;
- In 1915, authority to oversee the School Teachers' Retirement Salary Fund;

- In 1923, regulation of private school curricula; and
- In 1979, authority to “govern the administration of all functions of the State relating to supervision, management, and control of public schools not conferred by law on some other agency.”

Finally, Assembly Concurrent Resolution No. 5 (File No. 49, *Statutes of Nevada*), which was passed in the 1967 Regular Session, expressed “confidence in and dependence upon the state board of education as the leader in and the coordinator of educational matters pertaining to the State of Nevada.”

## THE SUPERINTENDENT OF PUBLIC INSTRUCTION

Nevada, as with all other states, provides for an administrative head of its system of public schools. The position is referred to as the chief state school officer, with Nevada and most other states assigning the title of “Superintendent of Public Instruction” to this office. Although the exact role of a state’s superintendent of public instruction varies, most are granted similar responsibilities and authority.

In this state, the *Nevada Constitution* establishes the position of Superintendent of Public Instruction and requires the Legislature to prescribe, by statute, the manner of appointment, term of office, and duties of the position (*Constitution of the State of Nevada*, Articles 11.1 and 11.7). The Superintendent was an *ex officio* member of the State Board until 1955, and he was an *ex officio* member of the Board of Regents until 1905 when the Board of Regents became a fully elective body (Chapter 88, *Statutes of Nevada 1905*).

In the *Laws of the Territory of Nevada* (1861), the Territorial Legislature provided for a Territorial Superintendent of Public Instruction, appointed by the Governor and confirmed by the legislative counsel for a two-year term of office. The *Constitution* approved in 1864 provided for the statewide election of the Superintendent to a two-year term beginning the first Monday in January 1865. From 1865 to 1958 the position was an elective office. There were periodic attempts to make the position appointed, but it was not until the election of 1956 (following two constitutional amendment resolutions approved by the 1953 and the 1955 Legislatures), that the voters approved this change to the *Nevada Constitution*. Following the 1957 Legislature, the Board was granted the authority to appoint the Superintendent to a four-year term and to dismiss him “at its pleasure” (Chapter 49, *Statutes of Nevada 1957*).

Currently, the Legislature has specified within statutes that the Superintendent be appointed by the State Board of Education for a three-year renewable term (in the unclassified service of the State); further, the Board is authorized to fill any vacancies occurring within that office. To be qualified, the appointee must be at least 21 years of age, and must hold a master’s degree in education or school administration. Once the appointment is accepted, the Superintendent is

prohibited from holding any other office for profit or pursuing other business ventures without the approval of the Board. In 1999, the Legislature clarified the Board's power of appointment to include the removal of the Superintendent for "inefficiency, neglect of duty, malfeasance in office or for other just cause" (Chapter 621, *Statutes of Nevada 1999*).

The Superintendent is the executive head of Nevada's Department of Education and serves as the secretary to the State Board of Education. In general, the Superintendent performs duties to promote the profession of teaching, including consultation activities with local education leaders and conducting education conferences within Nevada. Major policy activities of the Superintendent include: directing the activities of Nevada's Department of Education; issuing licenses to teachers; coordinating educational activities with other agencies; and prescribing statewide education reporting requirements. In addition, as the executive head of the Department, the Superintendent has the authority to apportion payment of education funds from the State's Distributive School Account and to withhold payment of these funds to school districts that do not comply with State law, including constitutional prohibitions against sectarian instruction.

## NEVADA'S DEPARTMENT OF EDUCATION

The Department of Education is created in *Nevada Revised Statutes* (NRS) 385.010 and is defined as consisting of the State Board of Education, the State Board for Career and Technical Education, and the Superintendent of Public Instruction. The Department implements the State Board of Education policies, administers and regulates State and federal education programs, and provides technical assistance to local school districts and schools. Since the creation of the position of Superintendent of Public Instruction, various supervisors and deputy superintendents had been added under the Superintendent's purview, and the office had grown out of necessity. However, the Department as an agency had no legal recognition until the 1956 school code stated "A State Department of Education is hereby created" (Chapter 1, *Statutes of Nevada 1956*). Previously, there had been frequent references to the Department in various pieces of legislation, in issues of the Superintendent's *Education Bulletin*, and in other State documents, but until then the Department existed without any legal status.

As an agency, Nevada's Department of Education acts as the administrative arm of the State Board and the Superintendent. While the Board maintains a policy role, the Department is responsible for carrying out the provisions of State statutes, implementing Board policies, and administering federal and State educational programs. The Department's chief executive officer is the Superintendent of Public Instruction. As noted in the previous section, the duties of this officer include recommending and implementing Board policy, supervising certain aspects of K-12 education in Nevada, developing proposed legislation, and directing departmental activities.

The Department, as an agency, fulfills five major policy roles, including: carrying out provisions in State statutes; implementing Board policies; administrating federal and State programs; providing technical assistance to local districts and schools; and managing the teacher licensure program under policies set by the Commission on Professional Standards in Education.

Under the current structure, seven administrative branches within the Department provide consultation, technical services, and leadership to the State's 17 school districts for improvement of administration and instruction of public education, as follows:

- The Office of Assessment, Program Accountability and Curriculum develops and administers the State assessment and accountability system. The Office provides leadership for the implementation of school curriculum aligned to State content standards. The Office provides oversight to the State system of professional development designed to improve student learning.
- The Office of Career, Technical and Adult Education assists school districts, community colleges, and other educational entities in expanding, modernizing and developing K-16 initiatives with emphasis on career, technical, and adult education programs.
- The Office of Child Nutrition and School Health assists local school districts, public agencies, and other nonprofit organizations in assuring that students are well nourished, healthy, and ready to learn.
- The Office of Fiscal Accountability and Fiscal Services monitors and audits the fiscal activity of all federal and State programs operated or "flowed through" by the Department. Student enrollment is audited with reports issued on an annual basis for all school districts and charter schools. Independent audit reports are reviewed for similar compliance to funding agency guidelines.
- The Office of Special Education, Elementary and Secondary Education, and School Improvement Programs provides training and technical assistance to school districts, other agencies, parents, and other groups to support schools in meeting the needs of students from diverse cultural, language, and socioeconomic backgrounds and students with disabilities. Consultants are responsible for providing leadership to districts and schools in Nevada in the area of school improvement. Consultants are also responsible for assuring compliance with all approved projects in accordance with State and federal requirements.
- The Office of Technology and Innovative Programs is responsible for providing leadership, training, and technical assistance to expand the use of technology in schools, to expand the technology infrastructure available to the schools and to expand the use of technology by the Department of Education in working with school districts, other agencies, and for internal operations. The Office staff provides administrative support to the Commission on Educational Technology. The Office also has responsibility for and managing several

State and federal grants such as State technology allocations, federal technology funds, the Innovative Programs grant, and school and teacher recognition programs.

- The Office of Teacher Education and Licensure is responsible for providing services and training based on the Commission on Professional Standards in Education regulations governing educational licensure within the State. The Office issues all educational licenses in conformance with State licensure standards to assure that adults who work in school systems have the knowledge, skills, and abilities they need to support students in achieving success. The Office carries out all teacher education program approval reviews, on behalf of the State Board of Education, ensuring that institutions of higher education operating in Nevada duly offer quality educational personnel training and courses of study.

The Department also provides administrative support to the Commission on Educational Excellence, the Council to Establish Academic Standards, and the Commission on Educational Technology. Additionally, the Department works with the Regional Professional Development Programs (RPDPs) by participating as nonvoting members of the RPDP governing bodies.

As of February 2009, the Department was comprised of 157.6 full-time equivalent staff. Of these, 31 percent were funded by the State.

Federal	65.1 FTE
State	48.5 FTE
Fees	15.0 FTE
<u>Indirect Costs</u>	<u>29.0 FTE</u>
<b>TOTAL</b>	<b>157.6 FTE</b>

**THE LEGISLATIVE COMMITTEE ON EDUCATION (NRS 218.5352)**

Prior to the creation of the Legislative Committee on Education (LCE), the Legislature had conducted numerous interim studies concerning public education. Of the 30 studies conducted between 1970 and 2010, 22 of those concerned topics about public elementary and secondary education. The remaining 8 reviewed topics concerning higher education.

The LCE is a permanent committee of the Nevada Legislature. Its authorization and duties are set forth in NRS 218.5351 through 218.5355. Created in 1997, this eight-member committee was created to oversee the Nevada Education Reform Act (NERA) as enacted in Senate Bill 482 (Chapter 473, *Statutes of Nevada 1997*). The Committee is charged with reviewing statewide school accountability programs, class-size reduction, and other fiscal and policy concerns related to public education in Nevada.

The powers and duties of the LCE are enumerated in NRS 218.5354 and 218.5355. The Committee has the authority to review and comment upon accountability programs, legislative measures affecting education, methods of financing public education, the condition of public

education in elementary and secondary schools, class-size reduction programs, automation programs for educational data, and any other matter affecting public education. The Committee has the power to conduct investigations, administer oaths, depose witnesses, and issue subpoenas. It is also authorized to request the Legislative Bureau of Educational Accountability and Program Evaluation (within the Fiscal Analysis Division of the Legislative Counsel Bureau [LCB]) to conduct research and evaluate programs related to education.

The Committee is also charged with receiving statutory reports from the Department, Nevada System of Higher Education (NSHE), and the Legislative Bureau of Educational Accountability and Program Evaluation. The Committee reviews and makes recommendations on a list of remedial programs found to be effective in improving student achievement, and recommends programs, practices and strategies to the Commission on Educational Excellence that have proven effective in improving the academic achievement and proficiency of pupils. In addition, each interim the Committee generally receives reports from special committees or panels created to review specific educational issues, such as school construction, smaller schools, and charter schools.

During each interim, the Committee holds between 8 and 15 meetings. As required by statute, the Committee receives a number of reports from Nevada's Department of Education, NSHE, the Legislative Bureau of Educational Accountability and Program Evaluation, the three RPDPs, and interim committees or panels created to report on specific educational issues. The Committee also provides a forum for discussion of current education issues by the public, educators, and other affected interest groups, and for testimony by nationally recognized experts on education matters.

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

The Nevada Education Reform Act of 1997 also created within the LCB's Fiscal Analysis Division, a Bureau of Educational Accountability and Program Evaluation. The bill requires the Bureau to collect and analyze data and reports related to the bill's reform provisions, along with statewide programs in accountability, class-size reduction, and special education, among others. The LCB's Fiscal Analysts appoint a Chief and such other personnel as determined are necessary to carry out its duties. The Committee and the Bureau are authorized to contract for various services associated with the technology initiative, the standards commission activities, and the school accountability program.

Pursuant to NRS 218.5356, the Committee may request the Bureau to research and evaluate programs related to education. In addition, the Bureau is required to submit a report of findings of the Bureau to the Legislative Commission. The Bureau may, pursuant to NRS 218.687, require a school, a school district, the NSHE, or the Department to submit documents as is determined necessary to carry out the duties of the Bureau.

In the past, the Committee has asked the Bureau to perform a number of tasks, including:

- During the 1997-1998 Interim, the Bureau and the Committee conducted a series of regional workshops on teaching to higher standards to receive testimony from around the State;
- In the 1999-2000 Interim, the Committee commissioned a report—*Comprehensive Review of Education Reform in Nevada*—to update the public on the status of education reform in Nevada;
- Collection, compilation, and report of data from Elko’s pilot alternative class-size reduction program;
- The school accountability modification for Nevada’s system, as required by the federal No Child Left Behind Act of 2001;
- The evaluation in 2001-2002 of the Nevada Early Literacy Intervention Program;
- Each interim, the Bureau oversees the evaluation of the RPDPs and the statewide compilation of school districts’ accountability plans (until 2003); and
- Each interim, the Bureau oversees the implementation of In\$ite, the fiscal accountability system for each public school in the State, and manages special contracts such as the curriculum calibration study.

Each interim and during sessions, the Bureau surveys school districts on a variety of topics via its Quick Poll System. It also compiles the “List of Effective Remedial Programs” for the Committee’s approval and for use by Nevada’s Department of Education and various other State boards and commissions, school districts and schools; it also receives all school support team reports.

## **THE COMMISSION ON PROFESSIONAL STANDARDS IN EDUCATION**

Prior to 1979, the function of licensing teachers was handled first by county boards and then by the State Board of Education. Between statehood and 1885, county boards of examiners were responsible for most teacher certification in Nevada. As in most states at that time, certification examinations covered elementary school subjects for the first through third grades. Since each county certified its own teachers, a teacher only held a certificate for teaching within that county. The 1885 Legislature enacted legislation directing the State Board of Education to adopt uniform examinations, to issue “Educational Diplomas” good for six years

and other types of certification for elementary and high school teachers. Essentially, the Board shared certification authority with the county boards. It could also revoke a State diploma or a county certificate. In 1893, the Legislature required the State Board of Education to prepare teacher examinations for all counties in Nevada, and in 1907, it became the sole agency responsible for certifying teachers in Nevada. Teacher certification was a major theme at State Board meetings, considering each individual application. This practice continued until 1965 when it then became a matter of approving the recommendations of the Superintendent of Public Instruction (“Organization of the State Department of Education 1864” from *Inside Nevada Schools: A Challenge for the Future* by Nevada State Retired Teachers Association, 1976: p. 270).

The Commission on Professional Standards in Education was created by the 1979 Legislature to serve in an advisory capacity to the Nevada Board of Education. At that time, the body made recommendations concerning teacher licensing matters to the Board. In 1987, the Legislature established the Commission permanently within statute, and transferred to it Nevada’s Department of Education’s responsibility for establishing licensing standards. The Commission consists of nine members appointed by the Governor. Four members must be teachers (from elementary, middle, secondary, and special education classrooms); two must be school administrators (at least one must be a principal); one member must be a school counselor or psychologist; one of the teachers, counselors, or administrators must be employed by a private school; one member must be a representative of the general public; and the final member must be one of the two deans from the Colleges of Education within the NSHE, or a representative of a college nominated by the dean. The term of office is set at three years and no member may serve more than two terms. As with most boards and commissions, terms are staggered to allow for continuity with regard to policies and procedures. The Department is responsible for providing the staff necessary for the Commission to carry out its duties.

Under current law, the Commission adopts regulations prescribing the qualifications for licensing and relicensing teachers and other educational personnel in this State. It also sets forth the continuing education requirements necessary for teachers to be relicensed. Further, the Commission must establish the educational standards needed for teachers to obtain specialty endorsements to their licenses.

As a control mechanism, the State Board of Education may choose to reject a regulation made by the Commission within 90 days of adoption, if it determines that the regulation would: (1) cause any undue hardship on school districts or educational personnel; or (2) threaten the efficient operation of the State. In addition, the State Board of Education retains the authority to revoke or suspend a license, and the Superintendent of Public Instruction is responsible to issue those licenses. The criteria for licensure and renewal, however, are set within regulations established by the Commission.

## THE COMMISSION ON EDUCATIONAL TECHNOLOGY

Prior to 1997, most of technology funds appropriated by the Legislature were provided to the districts based upon a per-pupil formula. According to testimony from the 1997 hearings on the Nevada Education Reform Act, as a result of formula funding the smaller districts received so little they were unable to implement even basic level classroom-based technology. The larger districts tended to spend the funds on what was described as marginal items—not related to student applications in the classroom—such as attendance programs, out-of-state meetings, and teacher workstations. In addition, legislative members expressed frustration about the inability to track expenditures or determine if the funds had made any impact upon students.

In 1997, the Commission on Educational Technology was established jointly by the Governor's Office and the Legislature through NERA. The measure created the 11-member Commission on Educational Technology. The Superintendent of Public Instruction and the Director of the Department of Information Technology serve *ex officio* as nonvoting members. Members serve two-year terms and must have knowledge and experience in the use of educational technology. The Commission may include representatives of the private sector, public libraries, parents, the NSHE, educational personnel, and the Legislature. Seven members must be selected by the Governor with four members appointed by the Legislature. The Commission is charged with developing a statewide plan for the use of educational technology within the public schools. The plan must make recommendations to incorporate technology within the schools, increase pupil access to the Internet, increase teacher access to continuing education opportunities through technology, improve pupil achievement, and incorporate teacher training needs associated with the new technology.

In addition, the Commission is required make recommendations for the distribution of funds from the Trust Fund for Educational Technology and develop technical standards for educational technology and uniform specifications to ensure statewide compatibility. The Legislature usually appropriates one-shot funds for this purpose, so the amounts have varied each legislative session since the initial appropriation of \$27.5 million in 1997. State funding for educational technology was approved at approximately \$4.3 million for the 2009-2011 Biennium. The Commission typically distributes funds based upon the needs and relative wealth of each district as set forth in the statewide plan, and subject to priorities established by the Legislature. The funds are provided based upon grant applications, which contain assurances of appropriate monitoring, and district evaluations of the impact upon student achievement and classroom instruction. The Commission consists of technology experts from the school districts, libraries, business and industry, and the State.

The Commission meets periodically and continues to make progress reports to the Legislative Committee on Education.

## THE COUNCIL TO ESTABLISH ACADEMIC STANDARDS IN PUBLIC SCHOOLS

The Nevada Education Reform Act also created the Council to Establish Academic Standards for Public Schools. The original nine-member panel was composed of the President of the State Board of Education; four members appointed by the Governor from parents, teachers, and business leaders; and four legislators appointed by legislative leadership. Under NERA, this panel was originally scheduled to sunset as of June 30, 2001. Senate Bill 466 (Chapter 621, *Statutes of Nevada*) of the 1999 Legislative Session made the Council permanent and it now consists of an eight-member panel, with four members appointed by the Governor, including two parents and two licensed educators. The remaining four members are appointed by legislative leadership and include two legislators, one from each house, and two business or industry representatives. The original nine-member Council was required to review and recommend statewide standards in English, math, and science before September 1, 1998. The State Board of Education was required to adopt standards and the statewide tests linked to these standards before January 1, 1999. These core standards were designed to take effect within the public schools during the 1999-2000 school year. Standards in arts, computer education, health/physical education, and social studies were reviewed by the Council in its second phase. The State Board of Education was required to adopt standards related to these Phase II subjects before January 1, 2000. Social studies assessments also were to be adopted before that date.

Twenty-member writing teams were established, one team for each subject (English, mathematics, and science). Members included teachers, curriculum specialists, administrators, school board members, business representatives, and parents. Those writing teams met in January 1998 and produced a preliminary draft. That draft was reviewed by nationally recognized subject matter experts and refined by the Council for Basic Education. The Council's writing teams met again in March and filled in gaps and clarified wording and format issues. By June 1998, the draft standards were circulated for review by parents, teachers, business leaders, and the community at large. The Council adopted the final version of the standards in August in a joint meeting with the State Board of Education.

By the end of 1998, the Council made its recommendations to the State Board of Education with regard to the statewide assessments linked to the standards. In January 1999, draft performance standards for Phase I subjects were circulated for comment from parents, teachers, business leaders, and the community. Beginning in January 1999, writing teams were established to draft the Phase II standards in the arts, computer education and technology, health/physical education, and social studies. The standards writing teams and Council followed essentially the same process that was used in Phase I. The Council approved standards for these subjects in March 2000, and those standards were adopted by the State Board of Education.

During and since that time, the Council has established performance standards for students in the core subjects linked to the academic standards and has recommended appropriate assessments for certain subjects.

The Council meets periodically and continues to make progress reports to the Legislative Committee on Education.

## **THE REGIONAL PROFESSIONAL DEVELOPMENT PROGRAMS**

In response to a series of regional workshops conducted by the Legislative Committee on Education during the 1997-1999 Interim period, teachers, administrators, and others proposed a regional professional development model to help educators to teach the new State academic standards. The mission of the Regional Professional Development Programs is to provide high-quality professional training for administrators and teachers in order to implement Nevada's high standards.

The original four programs were established statewide within an appropriations bill-Senate Bill 555 (Chapter 559, *Statutes of Nevada 1999*); the 2009 Legislature reduced the number to three. The RPDPs are charged with preparing teachers to teach to new, more rigorous academic standards and to evaluate the effectiveness of such programs. Each program is overseen by a governing body composed of superintendents of the school districts within the region, representatives of the NSHE, teachers, and an employee (nonvoting) of Nevada's Department of Education. It is the responsibility of the governing body to assess the training needs of teachers in the region and adopt priorities of training based upon the assessment of needs. Additional duties of each governing board include budget review responsibilities with regard to the RPDP budget, oversight of the program's evaluation components, and responsibility for long-term and short-term program planning for the region.

In the 2001 Session, the mission of the RPDPs was expanded to include implementation of the Nevada Early Literacy Intervention Program, an initiative aimed at increasing literacy in grades K through 3 by giving teachers training in strategies for teaching reading. Additionally, Senate Bill 3 (Chapter 13, *Statutes of Nevada*) from the 17th Special Session of the Nevada Legislature (2001) formalized the existence of the RPDPs within statute. In addition, S.B. 3 created the Statewide Coordinating Council, a group that had been meeting informally since shortly after the creation of the RPDPs. The original Statewide Coordinating Council consisted of eight members: the four directors (now three) of the regional programs, and one representative from each of the regional governing bodies. A representative of the Nevada State Education Association was added in 2003. The Statewide Coordinating Council must meet at least quarterly and is charged with: adopting standards for evaluating the training provided by the RPDPs; coordinating the dissemination of information to school districts, administrators, teachers, and the RPDPs; conducting long-range planning for professional development needs; and adopting uniform evaluation procedures.

In 2009, the Legislature enacted Assembly Bill 560 (Chapter 320, *Statutes of Nevada*) which eliminated the Western Nevada Regional Training Program and reorganized the membership of school districts into three Regional Training Programs for the Professional Development of Teachers and Administrators. The membership of the Statewide Council for the

Coordination of the Regional Training Programs was reduced to reflect the elimination of one regional training program.

The RPDPs' governing bodies meet periodically to refine their regional plans, and the statewide coordinating council continues to meet and makes progress reports to the Legislative Committee on Education.

## **THE COMMISSION ON EDUCATIONAL EXCELLENCE**

In 2005, Senate Bill 404 (Chapter 437, *Statutes of Nevada*) created a nine-member Commission on Educational Excellence. Its authorization and duties are set forth in NRS 385.3781 through NRS 385.379. Members are appointed by the Governor including three teachers, two of which have experience in providing instruction at public elementary schools that have been successful in school improvement efforts; two principals of public elementary schools, one who has experience in administering such efforts; two school district administrators (one urban, one rural); and a parent. The Governor selects the chair from the appointees, and the Superintendent of Public Instruction serves *ex officio* as a voting member. The Department of Education provides administrative support, equipment, and office space as is necessary for the Commission to carry out its duties.

The Commission establishes a program for educational excellence for kindergarten through sixth grade; identifies effective programs, practices, and strategies for improving academic achievement and proficiency; reviews plans for improvement; evaluates and ranks any grant requests; and defines grant distribution criteria. The Commission also establishes specific levels of expected improvement for participants including measurable progress for improvement, and it also must provide for sanctions or conditions that must be put into place, including a review of school leadership changes, as a condition for any future funding. If funding is made available for school improvement or remediation in grades 7 through 12, the Commission is authorized to include these grades within its program. Additionally, the law requires the Commission to prepare an annual report that describes the activities of the Commission and an analysis of the progress of certain school districts and public schools in their efforts to improve pupil achievement.

The Legislative Committee on Education is authorized to make recommendations to the Commission concerning effective programs, practices, and strategies for improving academic achievement and proficiency. The 2007 Legislature added additional requirements for the Commission to establish guidelines for reviewing, evaluating, and approving grant applications. In addition, the Legislative Auditor is now required to audit biennially the programs for which schools and consortiums of schools receive money. The 2009 Legislature prohibited the Commission from approving funding for commercial remedial programs unless the program had been adopted by the Department as an effective program. The Department maintains a list of effective programs, utilizing the list prepared by the Legislative Bureau of Educational Accountability and Program Evaluation and approved by the LCE. Staff of the

LCB, at the direction of the LCE, provides advice and technical assistance to the Commission while the Department of Education provides administrative staff support.

Due to budget reductions, funding was not approved by the 2009 Legislature for the Commission for grants to schools. In Fiscal Year (FY) 2007-2008, State funding of approximately \$14,500 supported the operation of the Commission. During FY 2007-2008, the Commission allocated \$29.3 million in grants to schools.

## **APPENDIX A: PRIOR STUDIES REGARDING THE COMPOSITION OF THE STATE BOARD OF EDUCATION**

### **Assembly Concurrent Resolution No. 54 (File No. 125, Statutes of Nevada 1977):**

This resolution directed a legislative subcommittee to study the structures and function of the State Board of Education and Nevada's Department of Education. The results were published in Legislative Counsel Bureau Bulletin No. 79-8, *Structures and Functions of the State Board of Education and State Department of Education*, August 1978. The principal recommendations with regard to the State Board were:

- A nine-member Board appointed by the Governor for staggered, four-year terms. The report states this is the "most difficult and sensitive" aspect of the study but that "a majority of the subcommittee's members concluded that the time has come" for the appointment of the State Board;
- Responsibility and authority for all policymaking for Nevada's Department of Education, whereas all administrative, technical, and procedural activities should be within the purview of the Superintendent. The Legislature appears to have acted on this recommendation by enacting Chapter 667, *Statutes of Nevada 1979*; and
- Clarification that the appointment of the Superintendent by the State Board be for a three-year term.

The subcommittee cited an Education Commission of the States' report which noted that 32 states have state boards to which the Governor appoints at least the majority of members. The subcommittee also gave the following points in support of its recommendation for an appointed Board:

- Minimal cost to the State by constituting the Board in this manner;
- Greater capacity to press for educational improvement and support through the Executive Branch than a board constituted by other means;
- Better geographic representation, especially for the rural areas of the State;
- Broader socioeconomic and ethnic representation;

- Less conflict in decision making;
- Greater ability to act in a unified manner due to its cohesive nature;
- More likely to act on volatile issues and to adopt unpopular positions for the sake of long-term educational improvement;
- Consensus among education policymakers that appointed boards are to be preferred; and
- Qualifications and expertise of members can be better ensured.

The subcommittee, however, denied that an appointed board would be a “panacea to solve all the educational governance problems in Nevada” and recognized the “strong tradition in Nevada for an elected state board.” Moreover, the subcommittee acknowledged that “elected boards may be more sympathetic to constituent concerns than are appointed boards.” It concluded, however, that the evidence for this was slight and not decisive.

**The Governor’s School Survey Committee Report of 1954:** Also known as the “Peabody Report,” this study recommended that the Board, which was then composed of the Governor, Superintendent and five lay members, be composed of six elected members and two additional members appointed by the Board itself with one representing labor and one representing agriculture (Peabody Report, *Findings, Conclusions and Recommendations*, 11). The Legislature appears to have acted on this recommendation by enacting Chapter 402, *Statutes of Nevada 1955*. The Peabody Report’s recommendations were based on the following considerations:

- (a) The Governor should not be a member of any legislative or policymaking board;
- (b) The Superintendent is “placed in the awkward position of passing judgment on the manner in which he carries out his responsibilities” if he serves on the Board *ex officio*;
- (c) An elected board is best able to be “broadly representative of the general public and unselfishly interested in public education” which is based on an earlier, national study by the National Council of Chief State School Officers. This study emphasizes that state boards should:
  - i. Be a nonpartisan lay state board composed of 7 to 12 able citizens;
  - ii. Serve for long, overlapping terms without pay, and;
  - iii. Serve as the single board for determining state educational policies within the statutory framework provided by the legislature.

**Note:** The Legislative Counsel Bureau Bulletin and the Peabody Report are available in the LCB Research Library.

## **APPENDIX B: RECENT PROPOSALS REGARDING THE COMPOSITION OF THE STATE BOARD OF EDUCATION**

**Senate Bill 330 (2009):** Although this measure did not pass the 75th Regular Session, it proposed major structural changes to the State's educational institutions. As introduced, the bill would have revised the membership of the State Board of Education to eliminate the ten districts from which members are elected and provided for the election of one member from each of the congressional districts (currently three), the appointment of one member by the Governor, and the appointment of two members by the Legislative Commission. One nonvoting member should be appointed by the Board of Regents of the University of Nevada. It also would have provided that the Superintendent be nominated by the Governor and confirmed by the State Senate. The bill was subsequently amended to retain the current manner of appointment by the Board. The measure also proposed the elimination of the Commission on Educational Excellence, the Account for Programs for Innovation and the Prevention of Remediation, the Commission on Educational Technology, and the Trust Fund for Educational Technology. In addition, the measure would have eliminated the Council to Establish Academic Standards for Public Schools, transferring the duties of the Council to the State Board.

**Senate Bill 540 (2007):** Although this measure did not pass the 74th Regular Session, it proposed major structural changes to the State's educational institutions. As introduced, the bill would have assigned the Board's powers and duties to the Department of Education and to the Superintendent of Public Instruction making the Board solely an advisory body. It also would have provided that the Superintendent be appointed by the Governor. The bill was subsequently amended so as to preserve the Board's present authority, but to make the Governor or his designee a member while also providing that the Superintendent be appointed by the Governor. In the final amendment, the measure preserved the Board's current authority without the Governor as a member, but still required the Superintendent to be appointed.

**Assembly Bill 357 (2001):** Assembly Bill 357, which failed to pass the 71st Regular Session, would have required five members to be appointed by the Governor and six members appointed by the Legislature. Assembly Bill 357 was sponsored by former Assemblyman Lynn C. Hettrick, who stated in testimony before the Assembly Committee on Education on April 16, 2001, that the measure was the result of interim discussions with the Governor's Fundamental Review Committee of which he was a member. Testimony given in support of the measure cited issues relating to the participation of trustees of local school boards at the State level and the trend in other states toward appointed memberships on state boards of education.

**Senate Bill 466 (1999):** As introduced in the 70th Regular Session, S.B. 466 would have replaced the 11-member elected Board with a 9-member board, 5 members of which were to be appointed by the Governor (3 from southern Nevada, 1 from northern Nevada, and 1 from the rural counties) and 4 appointed by the Legislature. These provisions were amended out of the bill prior to final passage.

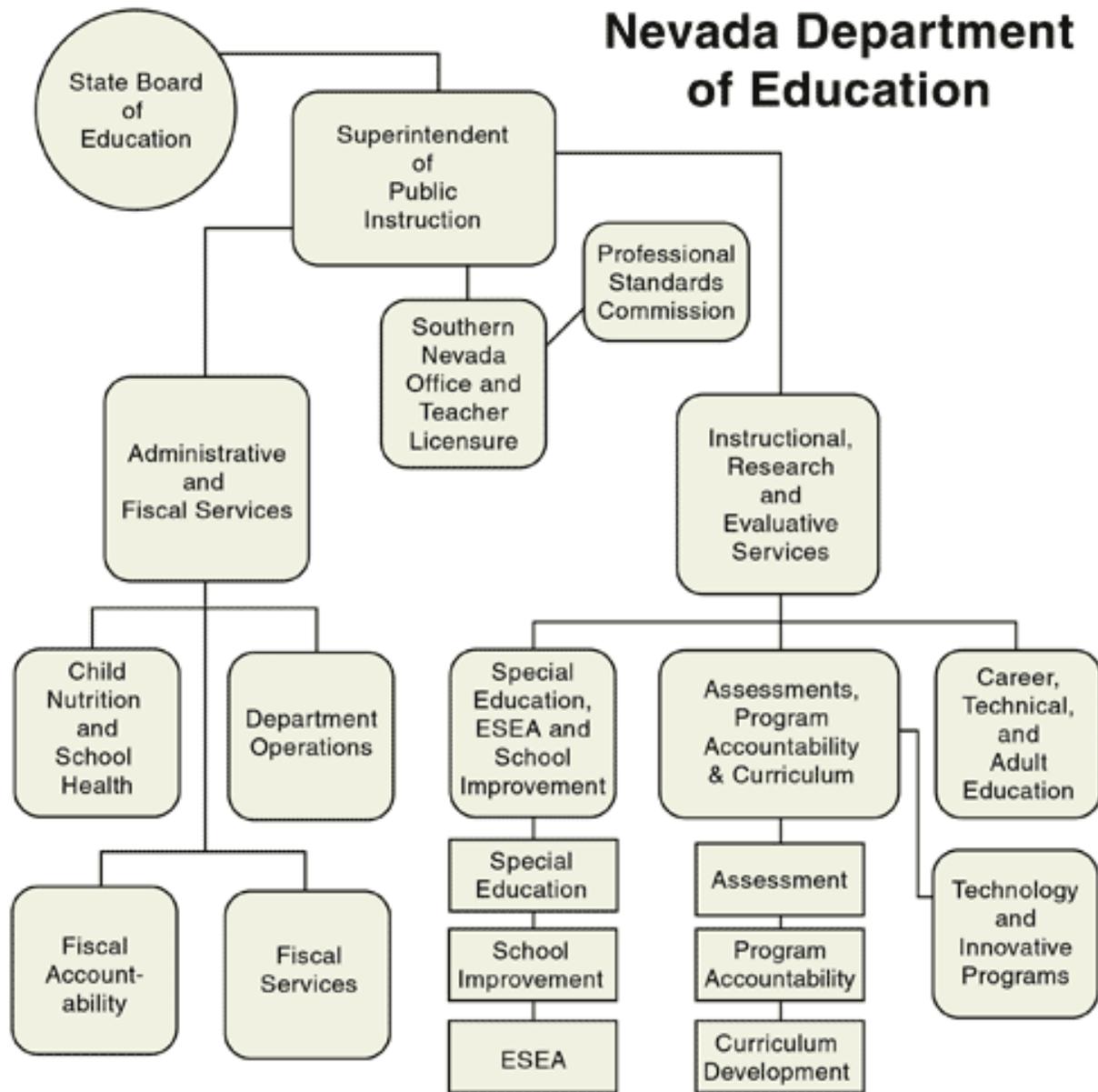
**APPENDIX C: STATE BOARD OF EDUCATION GOVERNANCE 1860-2010**

<b>SELECTION OF MEMBERS—NEVADA’S STATE BOARD OF EDUCATION 1860-2010</b>			
	<b>EX OFFICIO</b>	<b>ELECTED</b>	<b>APPOINTED</b>
<b>1860</b>	<p><b>1861-1864</b> (3 Members) Superintendent of Public Instruction; Territorial Auditor; Territorial Treasurer</p>		
<b>1870</b>	<p><b>1865-1895</b> (3 Members)</p> <p>Superintendent of Public Instruction; Governor; Surveyor General</p>		
<b>1880</b>			
<b>1890</b>	<p><b>1895-1930</b> (3 Members)</p> <p>Superintendent of Public Instruction; Governor; President of the University</p>		
<b>1900</b>			
<b>1910</b>			
<b>1920</b>			

**SELECTION OF MEMBERS—NEVADA’S STATE BOARD OF EDUCATION 1860-2010**

	<b>EX OFFICIO</b>	<b>ELECTED</b>	<b>APPOINTED</b>
<b>1930</b>		<p><b>1931-1954</b> (7 Members)</p> <p><u>Ex Officio</u> Superintendent of Public Instruction; Governor</p>	
<b>1940</b>		<p><u>Elected</u> 5 elected members from State’s Education Supervision Districts</p>	
<b>1950</b>			<p><b>1955-1969</b> (8 Members)</p> <p><u>Elected</u> 6 members elected from State’s Education Supervision Districts</p>
<b>1960</b>			<p><u>Appointed</u> 2 members appointed by other 6</p>
<b>1970</b>			<p><b>1969-1970</b> (9 Members) 7 elected from school districts; 2 appointed by other 7</p> <p><b>1971-1973</b> Same but the 2 appointees will be from labor and agriculture</p>
<b>1980</b>			<p><b>1973-1990</b> (9 Members) All elected from population-based districts</p>
<b>1990</b>			<p><b>1991-2001</b> (11 Members) All elected from population-based districts</p>
<b>2000</b>			<p><b>2001-Present</b> (10 Members) All elected from population-based districts</p>
<b>2010</b>			

**APPENDIX D: DEPARTMENT OF EDUCATION ORGANIZATIONAL CHART**



From Nevada’s Department of Education website: [http://nde.doe.nv.gov/NDE\\_OrgChart.html](http://nde.doe.nv.gov/NDE_OrgChart.html)



## **APPENDIX C**

Education Commission of the States–Microsoft PowerPoint  
Presentation: *State Education Governance*



# State Education Governance

Nevada Legislative Commission's Committee to  
Study Governance and Oversight of K-12 Public  
Education

January 21, 2010

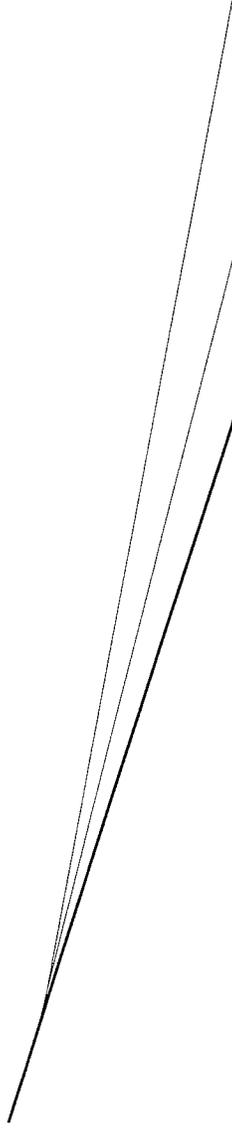


Kathy Christie  
Education Commission of the States

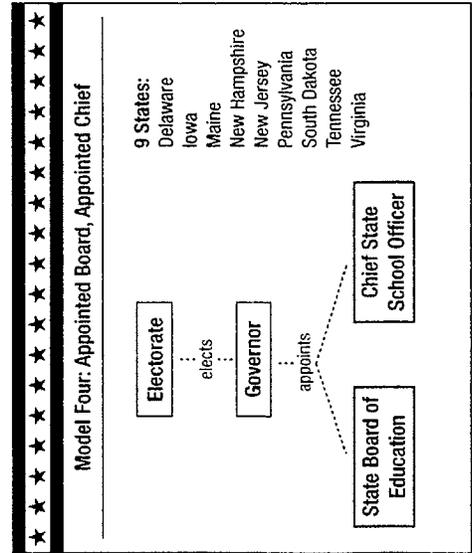
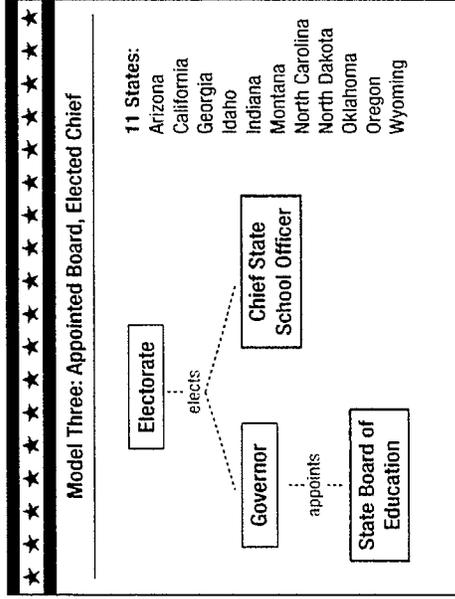
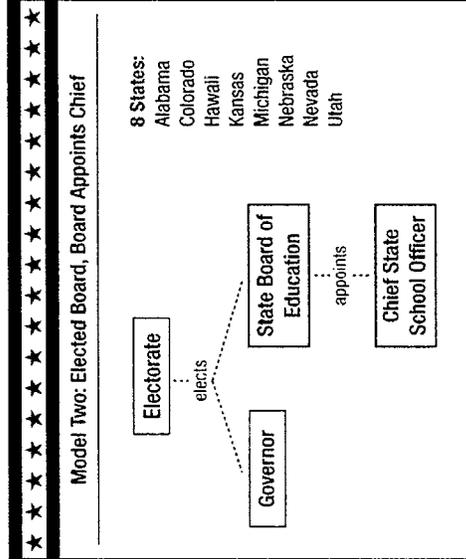
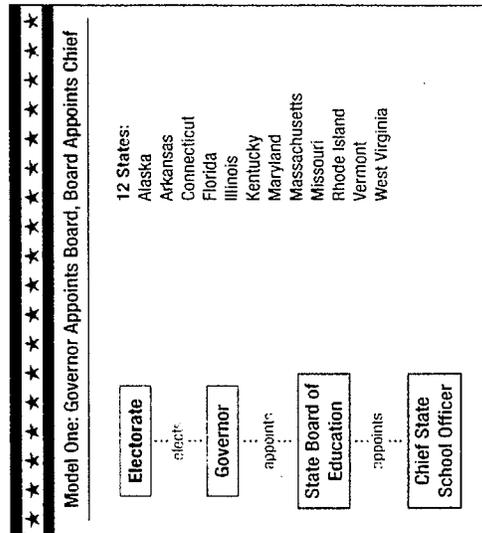
# Who decides?

## Some Overarching Tensions

- ▶ Professional vs. political
- ▶ Level of governor's leadership
- ▶ System checks & balances
- ▶ Level of citizenry (layperson) input
- ▶ Independent oversight
- ▶ Increasing levels of transparency (data)



# No black & white answers No “best” model

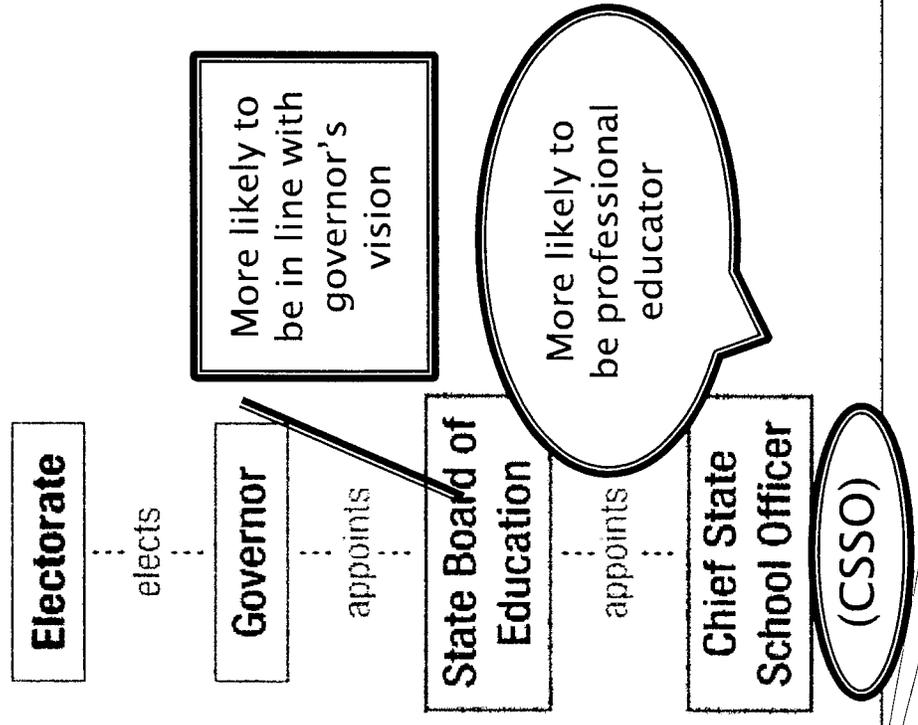


Other variations



### Model One: Governor Appoints Board, Board Appoints Chief

- 12 States:  
 Alaska  
 Arkansas  
 Connecticut  
 Florida  
 Illinois  
 Kentucky  
 Maryland  
 Massachusetts  
 Missouri  
 Rhode Island  
 Vermont  
 West Virginia



# Pros, Cons

Risk: Perception of partisanship

Appointees answer to the governor  
(or not)

Governor has greater influence  
w/ board; indirect influence on chief

# Choices that matter

Apply to other models as well

Does governor appoint all or some?  
Does legislature confirm?

Are board terms staggered? (limits  
# appointed by particular governor)

Any criteria for board members or  
recruitment strategies?

# Example: Utah

- ▶ Nominating and recruiting committee
  - Broad-based membership to recruit potential board candidates.
  - Prepares a list for the governor of at least three candidates who possess outstanding professional qualifications related to the powers and duties of the state board (including but not requiring experience in areas outside of education)
  - Section 20A-14-104

Potential to broaden  
input, deepen  
consideration &  
improve pool

# Choices that matter

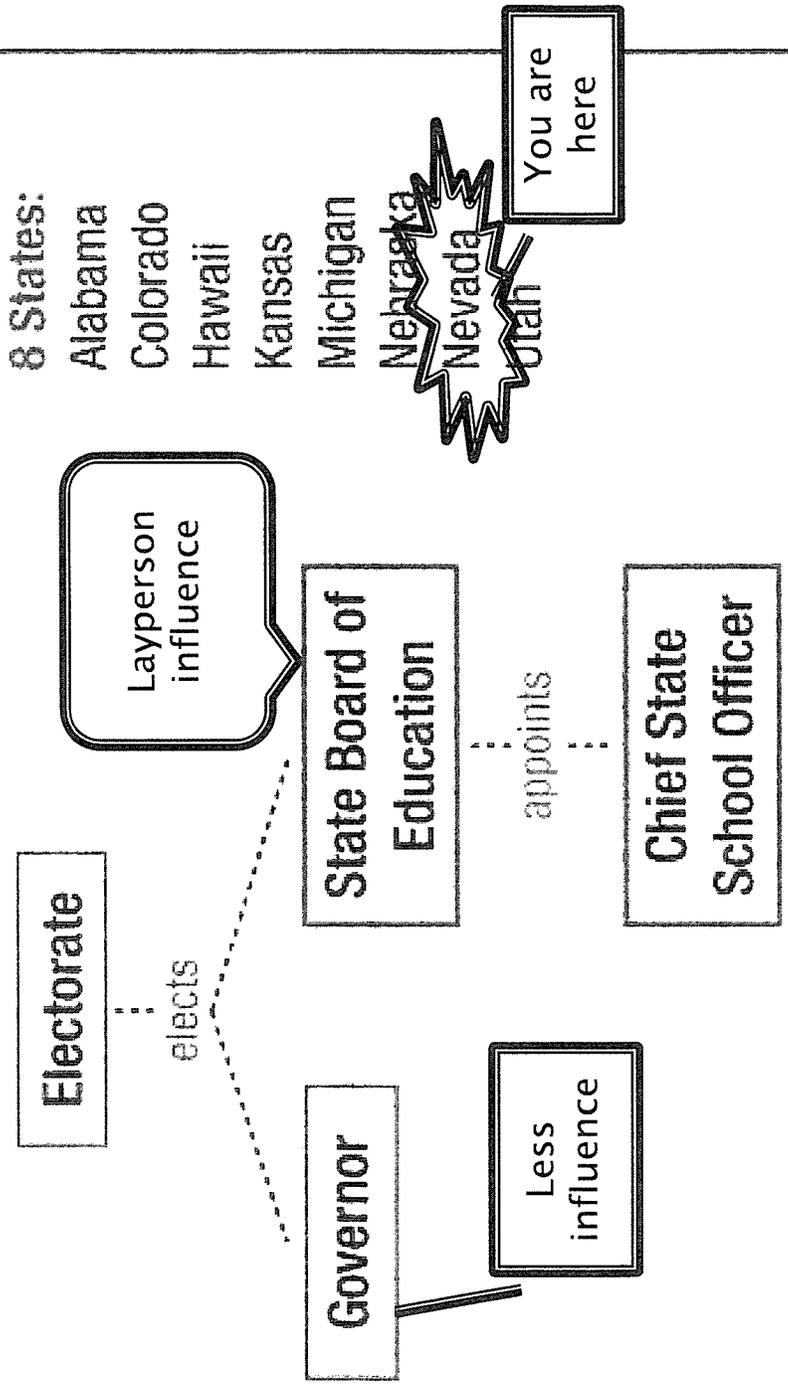
Does the chief's term end with the governor's term?

Are appointments made with advice and consent of the Senate &/or House?

Does CSSO need to meet certain criteria (i.e., former educator)



## Model Two: Elected Board, Board Appoints Chief



# Pros, Cons

Perception that CSSO  
less political

Board holds chief  
accountable (or not)

Might lack political  
backing to make reforms

# Choices for election of boards

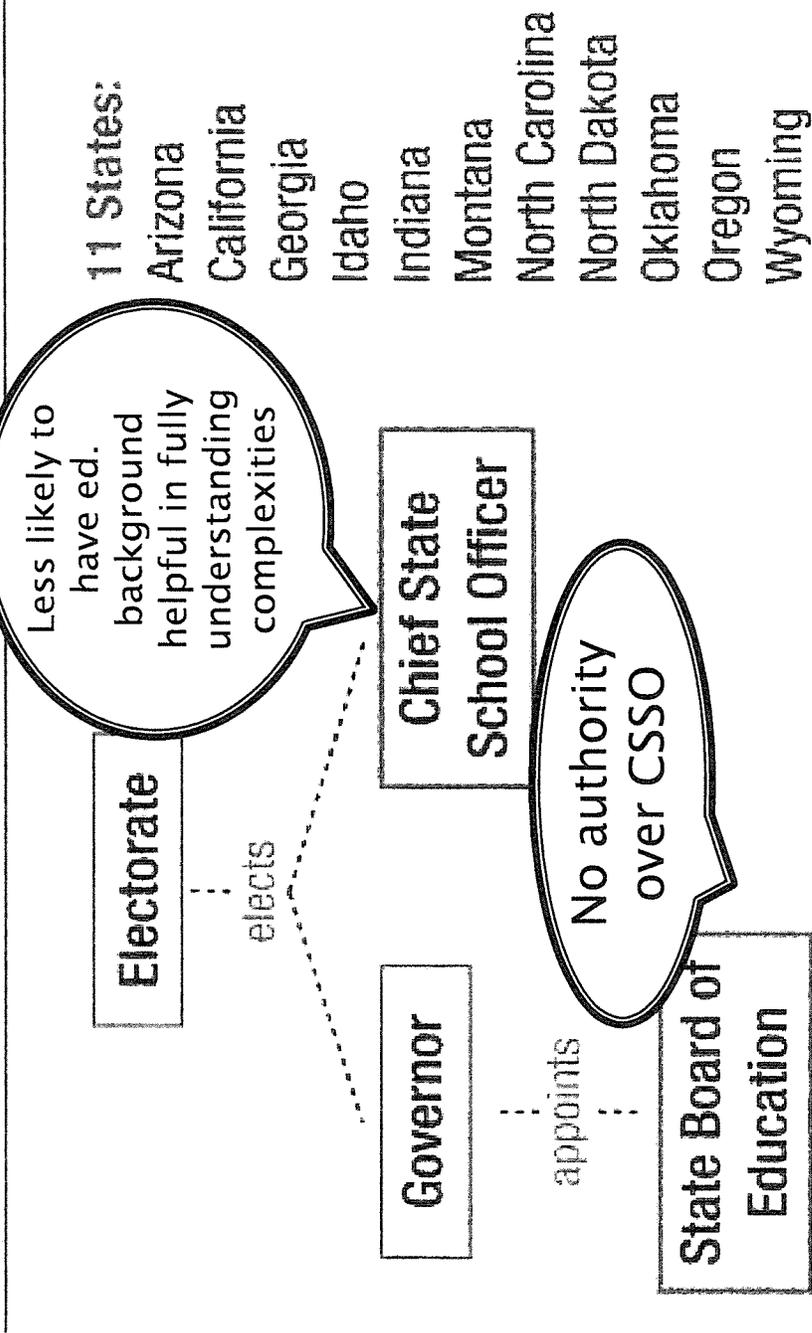
Partisan or nonpartisan on ballot?

State board candidates elected at large or by district?

Staggered terms? Length of terms? Number?



### Model Three: Appointed Board, Elected Chief

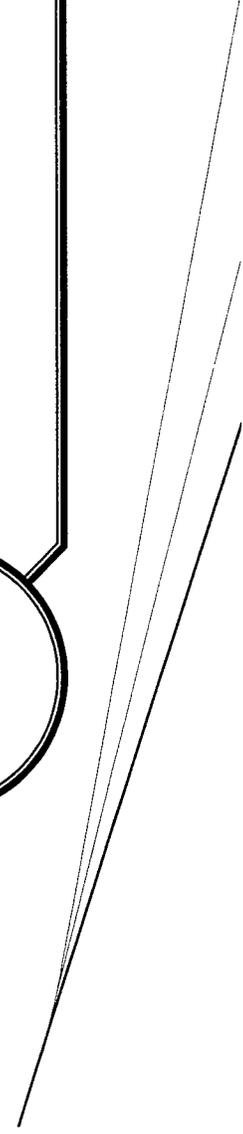


# Pros/Cons

Provides greater checks and balances but board and chief might not share vision

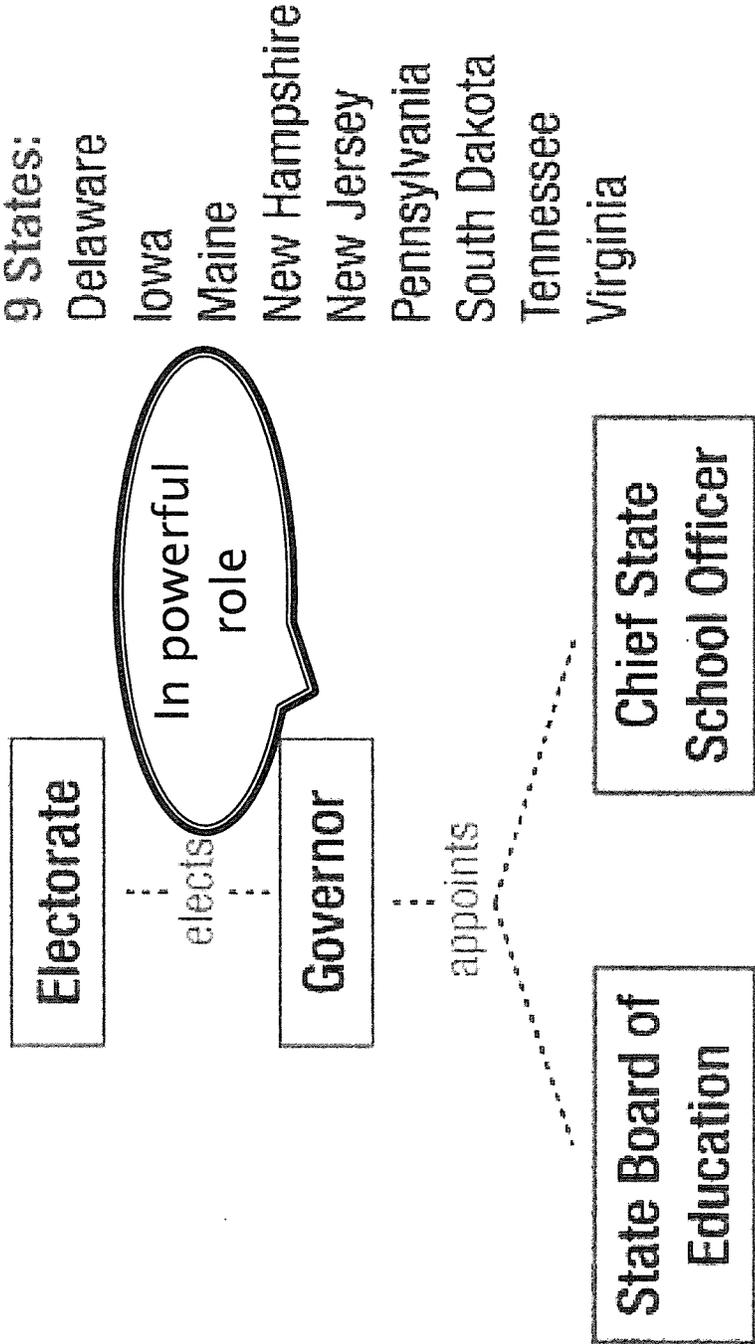
Board cannot hold chief accountable (greater independence for CSSO)

Board policy likely to echo governor's vision





### Model Four: Appointed Board, Appointed Chief



9 States:

Delaware

Iowa

Maine

New Hampshire

New Jersey

Pennsylvania

South Dakota

Tennessee

Virginia

# Pros, Cons

Governor in strong position but could get at odds with legislature

Risk perception of partisanship

Greater likelihood that governor, board and CSSO support same direction. Does citizenry?

# Other Possibilities

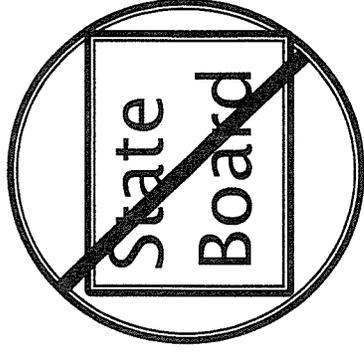
## No board

### Wisconsin

- CSSO elected

### Minnesota

- CSSO appt. by governor
- Board abolished in 1998



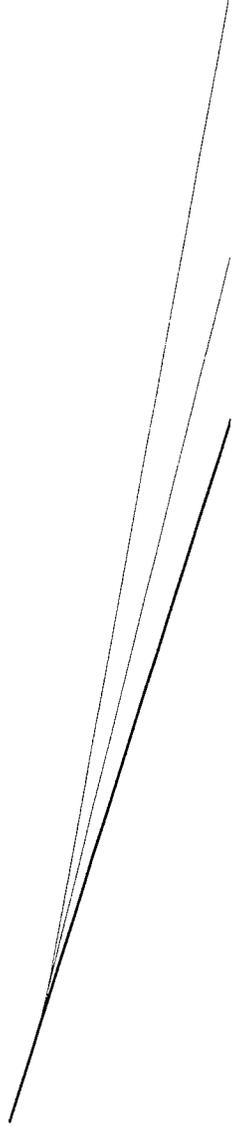
## Board advisory only

New Mexico (2004)  
(Public Education Commission)

- CSSO appt. by governor

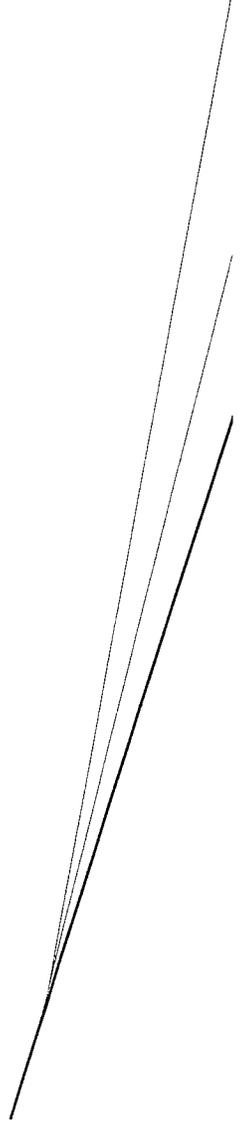
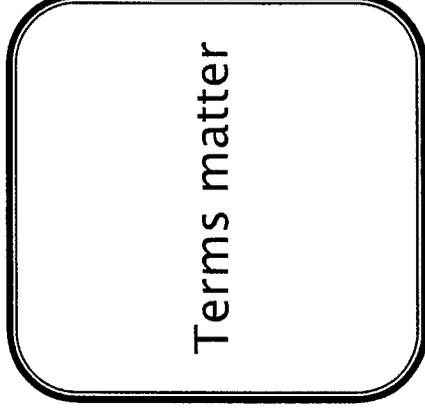
# *Elected and Appointed State Board; Appointed Chief*

- ▶ **Louisiana**
  - 8 board members elected
  - 3 appointed by the governor
  - Board appoints chief
- ▶ **Ohio**
  - 11 board members elected
  - 8 appointed by the governor
  - Board appoints chief



# *Legislature Appoints State Board; Appointed or Elected Chief*

- ▶ **New York**
  - Legislature appoints the board
  - Board appoints the CSSO
- ▶ **South Carolina**
  - Legislature appoints the board
  - CSSO is elected



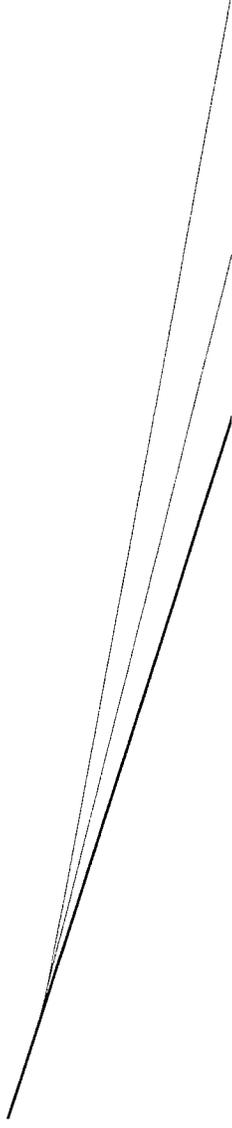
# *Joint Appointment of State Board; Appointed or Elected Chief*

- ▶ **Mississippi**
  - Governor, lieutenant governor and speaker of the House appoint members
  - Board appoints CSSO
- ▶ **Washington**
  - Board = 16 members
    - 5 elected by district directors (3 for the western half of the state, 2 for the eastern)
    - 1 at-large member elected by members of boards of directors of state-approved private schools
    - CSSO (who is elected)
    - 7 members appointed by the governor
    - 2 student members (non-voting)

Potential checks & balances

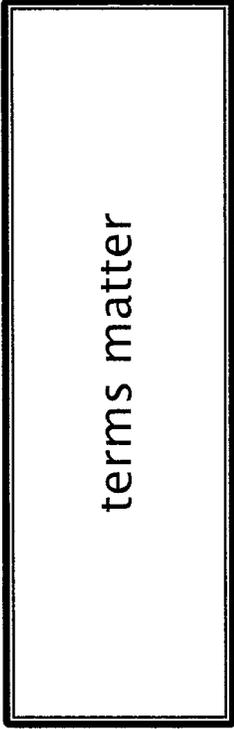
# *Elected Board; Governor Appointed Chief*

- ▶ Texas
  - Governor appoints CSSO
  - CSSO serves as executive secretary of the elected state board



# State Boards

- ▶ Appointed by governor (32 states) (appoints ALL voting members in 23 states)
- ▶ Elected (9 states)
- ▶ Appointed and elected (2 states and D.C.)
- ▶ Appointed by legislature (2 states)
- ▶ Appointed by multiple authorities (2 states)
- ▶ No state board or advisory only (3 states and D.C.)



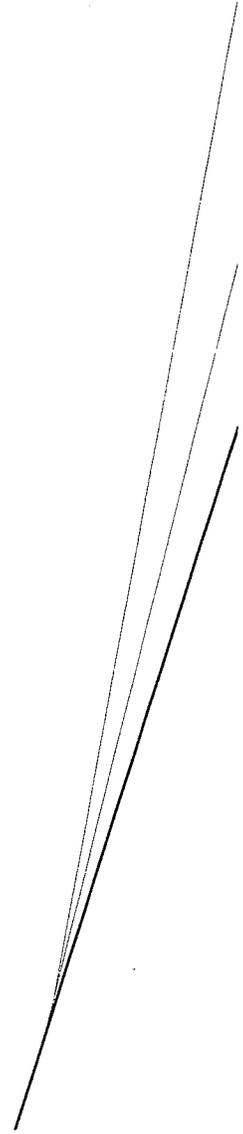
terms matter

# K-20 Governance – Florida

- ▶ Governor appoints 7-member Florida Board of Education with authority for PreK-graduate school. This change was the result of an amendment to the State Constitution adopted in 1998 (codified later as Florida Education Governance Reorganization Act of 2000).
- ▶ State board appoints CSSO.
- ▶ Commissioner of Education is the chief educational officer of the state, the sole custodian of the K-20 data warehouse, and is responsible for giving full assistance to the State Board of Education in K-20 education system in enforcing compliance with the mission and goals of the K-20 system except for the State University System.
- ▶ A 2002 constitutional amendment created the Board of Governors to oversee the state university system (codified in 2003). Roles continue to be sorted out in legislative and board actions.
- ▶ Board of Governors appoints a chancellor.

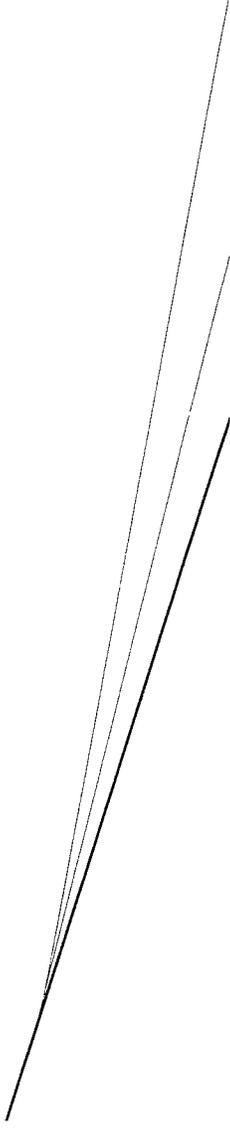
# *Chief State School Officers*

- ▶ Appointed by Governor (12 states and D.C.)
- ▶ Appointed by State Board of Education (24 states)
- ▶ Elected (14 states)



# *Governors' Cabinets with Education Representation*

- ▶ According to state Web sites, at least 25 governors appoint an education official to the executive cabinet. Such officials may be the superintendent or commissioner of education or the secretary of education.



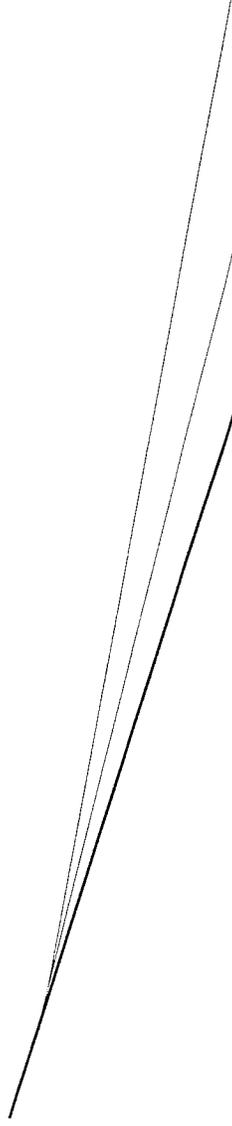
# *Checks & Balances:*

## *Dual Offices for Education*

- ▶ **California**
  - Secretary of Education
  - Superintendent of Public Instruction who serves on the governor's cabinet (not appointed by governor)
- ▶ **Kentucky, Massachusetts**
  - Secretary of Education
  - Commissioner of Education (not appointed by governor)
- ▶ **Virginia**
  - Secretary of Education (a cabinet position)
  - Superintendent of Public Instruction (not appointed by governor)
- ▶ **District of Columbia**
  - State Superintendent of Education
  - Chancellor of Education (both appointed by the mayor)

# Checks & Balances Independent Oversight Commissions

- ▶ Vary widely in scope of duties and structure
- ▶ Some have a very specific purview and limited term of operation
- ▶ Others broad in scope and ongoing
- ▶ Most target accountability



# Checks & Balances:

## Examples of Oversight & transparency

- Subcommittee of the Legislative Research Commission
- Examines funding issues
- Verifies accuracy of school, district & state performance
- Verifies accuracy of state dept. reports
- Conducts studies, evaluates data on efficiencies
- Advisory but can make recommendations
- Independent, nonpartisan (18 members appointed by legislature and governor)
- Conducts regular review of improvement process
- Assesses how schools are doing
- Evaluates standards schools must meet
- Advisory but can make recommendations

Kentucky Office of Education Accountability

South Carolina Education Oversight Committee

## Lessons from Canada

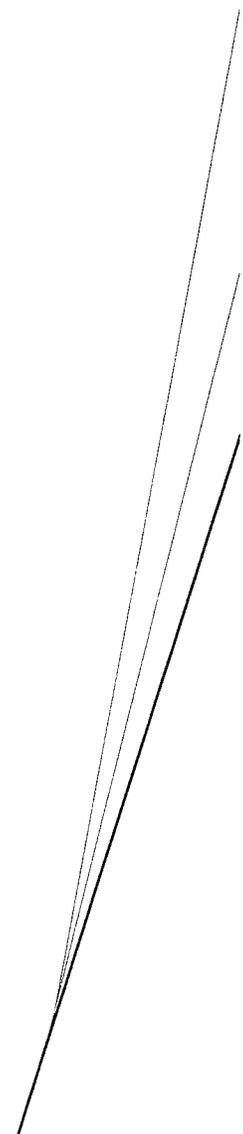
**“It’s not important unless it’s important to the head of government.”**

-- Dalton McGuinty  
Premier, Ontario

- ▶ **Meets regularly with a cross-agency “results” team.**
- ▶ **Meets regularly with a group of 20 principals to get a sense of how all is working.**

**“The drive can’t be a fad. It must be permanent and it must be irresistible.”**

Kathy Christie  
Chief of Staff  
Education Commission of the States  
303-299-3613  
[kchristie@ecs.org](mailto:kchristie@ecs.org)  
[www.ecs.org](http://www.ecs.org)





## **APPENDIX D**

### Survey of Opinions



**LEGISLATIVE COMMISSION'S COMMITTEE  
TO STUDY GOVERNANCE AND OVERSIGHT  
OF THE SYSTEM OF K-12 PUBLIC EDUCATION  
(ASSEMBLY CONCURRENT RESOLUTION NO. 2)**

**SURVEY OF OPINIONS**

**DUE: TUESDAY, DECEMBER 15, 2009**

**SEND COMPLETED COPIES TO MINDY MARTINI AT:**

**MMARTINI@LCB.STATE.NV.US**

**OR – SEND COMPLETED COPIES TO:**

**MINDY MARTINI  
LEGISLATIVE BUILDING  
401 SOUTH CARSON STREET  
CARSON CITY, NEVADA 89701-4747**

**OR**

**FAX COMPLETED COPIES TO MINDY MARTINI AT: 775-684-6400**

**QUESTIONS: CONTACT MINDY MARTINI AT: 775-684-6825**

## **INTRODUCTION**

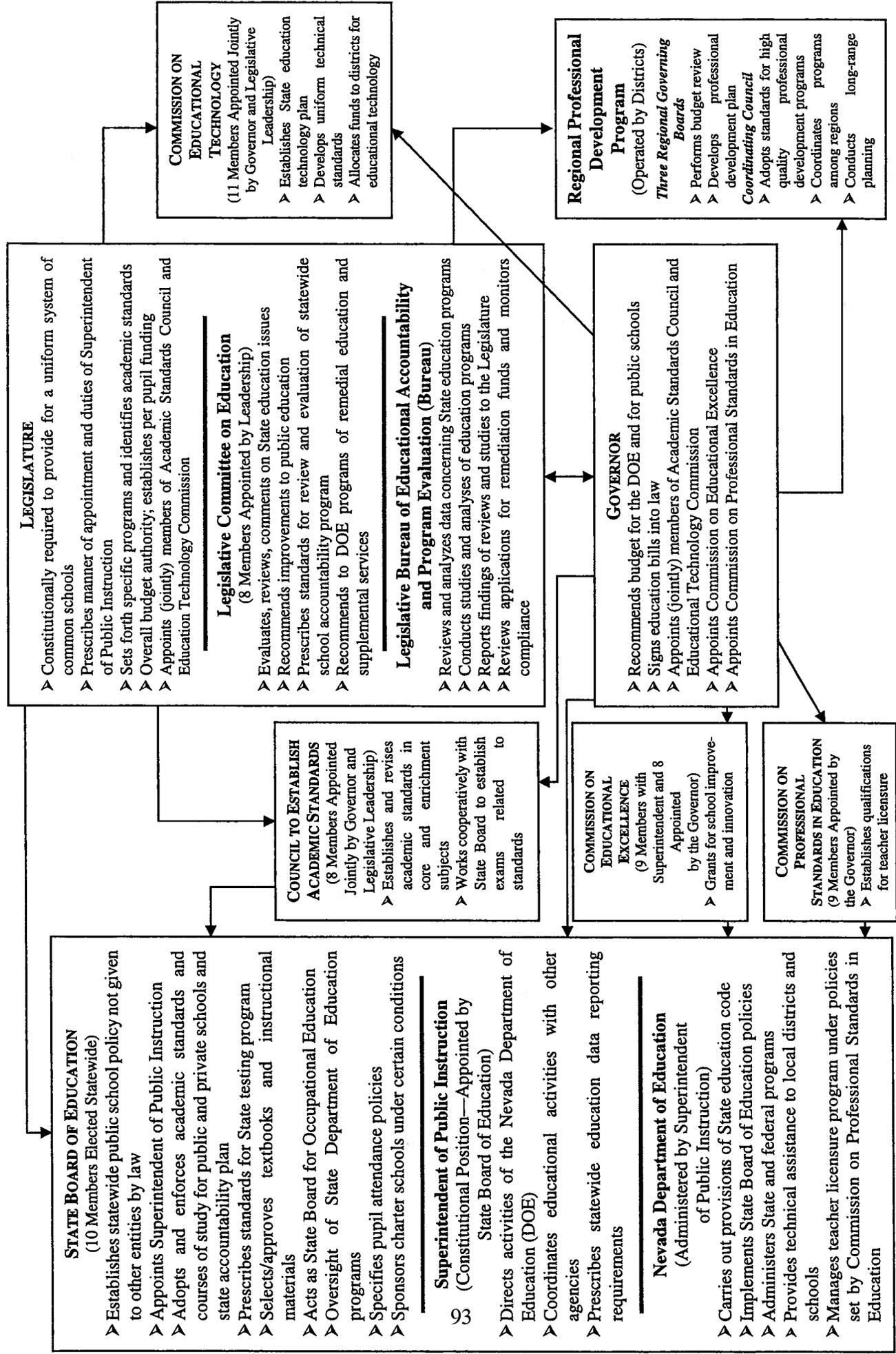
Assembly Concurrent Resolution No. 2 (A.C.R. 2) directs the Legislative Commission to conduct an interim study concerning the governance and oversight of the system of K-12 public education in the State of Nevada. In response to this mandate, the Legislative Commission has assigned six legislators to serve on the Committee to Study the Governance and Oversight of the System of K-12 Public Education: Assemblywoman Bonnie Parnell will serve as the Chair and Senator Joyce Woodhouse will serve as Vice Chair. Other legislative members assigned to participate in the study include: Senator Barbara K. Cegavske, Senator Steven A. Horsford, Assemblyman Paul Aizley, and Assemblyman Lynn D. Stewart.

**Three meetings will be devoted to the study. The meetings are scheduled for January 21, March 11, and May 13, 2010.**

In preparation for the Interim Study, Chairwoman Bonnie Parnell has requested all interested parties to evaluate potential changes to the structure of statewide education governance in Nevada. To assist with this undertaking, this Survey has been designed to ask important questions concerning the key entities included in the current structure of education governance, including the Superintendent of Public Instruction, the Department of Education, the State Board of Education, the Commission on Professional Standards in Education, the Commission on Educational Technology, the Council to Establish Academic Standards for Public Schools, Regional Training Programs (aka Regional Professional Development Programs [RPDPs]), the Commission on Educational Excellence, the Legislative Committee on Education, and the Legislative Bureau of Educational Accountability and Program Evaluation (Bureau). An organizational chart portraying the role of these entities in the current educational governance structure for public education in Nevada is provided on page 3 of this document.

Due to the many components included in the study, **PLEASE** allow sufficient time to make thoughtful decisions. **This Survey may be completed by an individual or by a group.**

# STATE GOVERNANCE STRUCTURE FOR THE SYSTEM OF K-12 PUBLIC EDUCATION IN NEVADA



**LEGISLATIVE COMMISSION'S COMMITTEE TO STUDY GOVERNANCE  
AND OVERSIGHT OF THE SYSTEM OF K-12 PUBLIC EDUCATION  
(ASSEMBLY CONCURRENT RESOLUTION NO. 2)**

**SURVEY OF OPINIONS**

**NOTE: When completing this survey, the term "Educational Governance Structure" refers to the following entities:** Superintendent of Public Instruction, State Board of Education, Department of Education, Commission on Professional Standards in Education, Commission on Educational Technology, Regional Training Programs (aka Regional Professional Development Programs), Council to Establish Academic Standards for Public Schools, Commission on Educational Excellence, Legislative Committee on Education, and the Legislative Bureau of Educational Accountability and Program Evaluation.

**Please tell us about who is completing the survey:**

1. Is a group or an individual completing this survey?

- ◇ Group (Please specify the number of persons in the group \_\_\_\_\_)
- ◇ Individual

2. If a group is completing this survey, are you representing one of the entities included in the "Educational Governance Structure" noted above?

- ◇ YES (Please identify the entity) \_\_\_\_\_
- ◇ NO

3. If an individual is completing this survey, what best describes your role?

- ◇ I am a member of one or more of the entities include in the "Educational Governance Structure" noted above

Please identify the entity \_\_\_\_\_

- ◇ I am staff to one or more of the entities included in the "Educational Governance Structure" noted above.

Please identify the entity \_\_\_\_\_

- ◇ I am an interested party for one or more of the entities included in the "Educational Governance Structure" noted above

Please identify the entity \_\_\_\_\_

Each of the following pages presents questions relating to one of the entities included in the “Educational Governance Structure.” Although a summary of information describing each entity is provided, the summary is NOT meant to be all inclusive. If you wish to obtain additional information concerning an entity described in this survey, please refer to the *Nevada Revised Statutes* (NRS) pertaining to elementary and secondary education in Nevada: NRS Chapters 385-395 and 399; Related Chapters 63, 288, 332, and 354; and Sections 49.290, 49.291, 218.5351 to 218.5356, inclusive, and 236.015.

**LEGISLATIVE COMMITTEE ON EDUCATION  
NRS 218.5351 through NRS 218.5355**

◇ I/we do not wish to provide input for this entity. (Please proceed to page 9)

Duties: The Legislative Committee on Education evaluates, reviews, and comments upon issues related to education in the State of Nevada. It may also recommend policy changes concerning public education to the full Legislature.

Selection Process: The Committee consists of eight legislative members appointed by Legislative Leadership.

Budget: For the 2009-2011 biennium, State funding of \$9,552 will support the functions of the Committee. In addition, the budget for the Committee contains funding of \$35,000 over the biennium to support contract services for the Council to Establish Academic Standards for Public Schools and an additional \$8,000 to support contract services for the Commission on Educational Technology.

Communication Structure: (Please refer to the K-12 Educational Governance Structure organizational chart located on page 3 of this survey and to the identified sections of the NRS for further information.)

- ✓ State Board of Education, School Districts, and Public Schools: Pursuant to NRS 218.5354, the Committee prescribes standards for the review and evaluation of the reports of the State Board of Education, school districts and public schools.
- ✓ Department of Education: Pursuant to NRS 218.5354, the Committee recommends to the Department of Education programs of remedial study and supplemental educational services proven to be successful in improving the academic achievement of pupils.
- ✓ Commission on Educational Excellence: Pursuant to NRS 218.5354, the Committee recommends programs, practices and strategies to the Commission that have proven effective in improving the academic achievement and proficiency of pupils.
- ✓ Legislative Bureau of Educational Accountability and Program Evaluation: Pursuant to NRS 218.5356, the Committee may request the Bureau to research and evaluate programs related to education.



5. If you answered NO to Question 3, please describe how the process for reviewing, evaluating and making recommendations concerning issues related to education in the State of Nevada should be changed. In making your comments, please identify which entities should be responsible for reviewing, evaluating, and making recommendations concerning issues related to education in the State of Nevada.

---

---

---



2. Within your ideal system for public education governance, which entity should be primarily responsible for collecting and analyzing data concerning public education and reporting this information to the Legislature? (Please mark only **one**)

- ◇ State Board of Education
- ◇ Nevada's Department of Education
- ◇ Legislative Bureau of Educational Accountability and Program Evaluation (current system)
- ◇ Other (please specify) \_\_\_\_\_

Comments \_\_\_\_\_  
\_\_\_\_\_

3. Based upon your knowledge, is there a need in Nevada to continue the Bureau in its current form?

- ◇ YES (Please answer Question 4)
- ◇ NO (Please skip Question 4 and Proceed to Question 5)

4. Based upon your knowledge of the Bureau, what revisions are necessary to increase its effectiveness in collecting and analyzing data and reporting to the Legislature on issues related to education in the State of Nevada?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. If you answered NO to Question 3, please describe how the process for collecting and analyzing data and reporting to the Legislature on issues related to education in the State of Nevada should be changed. In making your comments, please identify which entities should be responsible for collecting, analyzing and reporting to the Legislature on issues related to education in the State of Nevada.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**STATE BOARD OF EDUCATION  
NRS 385.017 through NRS 385.100**

◇ I/we do not wish to provide input for this entity. (Please proceed to page 16)

Duties: Pursuant to NRS 385.075, the State Board of Education establishes policies to govern the administration of all functions of the State of Nevada relating to supervision, management, and control of public schools not conferred by law on some other agency. In addition, NRS 385.080 authorizes the State Board to adopt regulations for its own government and as necessary for the execution of the powers and duties conferred upon it by law. Pursuant to NRS 385.3469 and NRS 385.34691, the State Board prepares a report of accountability and a corresponding plan to improve the achievement of pupils in the State of Nevada.

Selection Process: Pursuant to NRS 385.021, the State Board consists of 10 members elected statewide.

Budget: For Fiscal Year (FY) 2009-2010, the budget for the State Board is approximately \$60,600. Of this amount, \$11,000 is for member salaries, \$22,000 is for national membership dues, and \$27,600 is for operating costs. In addition, a 1.0 FTE employee of the Department provides support to the Board.

Communication Structure: (Please refer to the K-12 Educational Governance Structure organizational chart located on page 3 of this survey and to the identified sections of the NRS for further information.)

- ✓ Superintendent of Public Instruction: Pursuant to NRS 385.150, the State Board of Education appoints the Superintendent of Public Instruction for a term of three years.
- ✓ Department of Education: The State Board approves the positions necessary to be employed for the efficient operation of the Department.
- ✓ School Districts: a) Pursuant to NRS 385.110, the State Board of Education prescribes and enforces the courses of study for public schools in the State of Nevada. b) Pursuant to NRS 390.140, the State Board makes the final selection of all textbooks to be used in the public school in Nevada, except for charter schools. c) Pursuant to NRS 389.012 and NRS 389.015, the State Board prescribes standards for the testing program in the State of Nevada.
- ✓ Council to Establish Academic Standards for Public Schools: Pursuant to NRS 385.110, the courses of study prescribed and enforced by the State Board must comply with the standards of content and performance established by the Council.
- ✓ Charter Schools: Pursuant to NRS 386.515, the State Board of Education is a sponsor of charter schools, under certain circumstances.



5. Within your ideal system for public education governance, which entity should be primarily responsible for establishing policies to govern the administration of all functions of the State of Nevada relating to supervision, management and control of public schools? (Please mark only **one**)

- ◇ State Board of Education (current system)
- ◇ Superintendent of Public Instruction
- ◇ Other (please specify) \_\_\_\_\_

Comments \_\_\_\_\_  
\_\_\_\_\_

6. Within your ideal system for public education governance, which entity should be primarily responsible for adopting regulations concerning elementary and secondary education in the State of Nevada? (Please mark only **one**)

- ◇ State Board of Education
- ◇ Superintendent of Public Instruction
- ◇ Other (please specify) \_\_\_\_\_

Comments \_\_\_\_\_  
\_\_\_\_\_

7. Within your ideal system for public education governance, which entity should be primarily responsible for preparing a report of accountability and a corresponding plan to improve the achievement of pupils in the State of Nevada? (Please mark only **one**)

- ◇ State Board of Education
- ◇ Superintendent of Public Instruction
- ◇ Legislative Committee on Education
- ◇ Other (please specify) \_\_\_\_\_

Comments \_\_\_\_\_  
\_\_\_\_\_

8. Within your ideal system for public education governance, what process should be utilized to select members of the State Board of Education?

- ◇ Members should be elected
- ◇ Members should be appointed
- ◇ There should be a mix of appointed and elected members
- ◇ Other (Please specify) \_\_\_\_\_

\_\_\_\_\_

If you selected an appointed process, please describe who should appoint the members:

\_\_\_\_\_

\_\_\_\_\_

9. Within your ideal system for public education governance, how many State Board members should there be? \_\_\_\_\_

10. Based upon your knowledge, is there a need in Nevada to continue the Board in its current form?

- ◇ YES (Please answer Questions 11, 12 and 13)
- ◇ NO (Please skip Questions 11, 12 and 13; proceed to Question 14)

11. Based upon your knowledge of the State Board, what revisions are necessary to increase its effectiveness in establishing policies to govern the administration of all functions of the State of Nevada relating to supervision, management and control of public schools?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

12. Based upon your knowledge of the State Board, what revisions are necessary to increase its effectiveness in adopting regulations concerning elementary and secondary education in the State of Nevada?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

13. Based upon your knowledge of the State Board, what revisions are necessary to increase its effectiveness in preparing a report of accountability and a corresponding plan to improve the achievement of pupils in the State of Nevada?

---

---

---

14. If you answered NO to Question 10, please describe how the process for establishing policies, regulations, and a plan for improvement for elementary and secondary education should be changed. In making your comments, please identify which entities should be responsible for establishing the policies, regulations, and plan for improvement.

---

---

---

**SUPERINTENDENT OF PUBLIC INSTRUCTION  
NRS 385.150 through NRS 385.250**

◇ I/we do not wish to provide input for this entity. (Please proceed to page 19)

Duties: Pursuant to NRS 385.175, the Superintendent of Public Instruction (State Superintendent) executes, directs, and supervises all administrative, technical, and procedural activities of the Department of Education in accordance with policies prescribed by the State Board. In addition, the State Superintendent employs personnel for the positions approved the State Board of Education for the efficient operation of the Department of Education. Finally, the State Superintendent maintains liaison and coordinates activities with other state agencies performing educational functions.

Selection Process: The *Constitution of the State of Nevada*, Article 11, assigns responsibility to the Legislature to provide for a Superintendent of Public Instruction. Pursuant to NRS 385.150, the State Superintendent is appointed by the State Board for a term of three years.

Budget: For Fiscal Year (FY) 2009-2010, \$181,173 supports the salaries for the State Superintendent (\$124,908) and his/her Executive Assistant (\$56,265).

Communication Structure: (Please refer to the K-12 Educational Governance Structure organizational chart located on page 3 of this survey and to the identified sections of the NRS for further information.)

- ✓ State Board of Education: Pursuant to NRS 385.150, the State Board of Education appoints the Superintendent of Public Instruction.
- ✓ Department of Education: Pursuant to NRS 385.010, the State Superintendent is the executive head of the Department of Education.
- ✓ School Districts: Pursuant to NRS 385.210, communicates statutes and regulations to the school districts.
- ✓ Governor and Legislature: Pursuant to NRS 385.230, the State Superintendent reports to the Governor and Legislature concerning matters relating to education in the State of Nevada.

**Based upon the information presented above for the State Superintendent and your knowledge of the position of State Superintendent, please answer the following questions.**



5. Based upon your knowledge of the position of State Superintendent, what revisions are necessary to increase the position's effectiveness in maintaining liaison and coordinating activities with other State agencies performing educational functions?

---

---

---

**DEPARTMENT OF EDUCATION  
NRS 385.010**

◇ I/we do not wish to provide input for this entity. (Please proceed to page 22)

Duties: The Department of Education is created in NRS 385.010 and consists of the State Board of Education, the State Board for Career and Technical Education, and the Superintendent of Public Instruction. The Department implements the State Board of Education policies, administers and regulates state and federal education programs, and provides technical assistance to local school districts and schools.

Selection Process: Pursuant to NRS 385.175, the Superintendent of Public Instruction employs personnel for positions approved by the State Board and necessary for the efficient operation of the Department.

Budget: For Fiscal Year (FY) 2007-2008, the budget for the Department was \$16.5 million, which supported the salaries, travel, operations, rent, equipment, and cost allocations of the Department.

Communication Structure: (Please refer to the K-12 Educational Governance Structure organizational chart located on page 3 of this survey and to the identified sections of the NRS for further information.)

- ✓ Superintendent of Public Instruction: The Superintendent of Public Instruction is the executive head of the Department.
- ✓ Legislature: The Department implements legislation concerning education.
- ✓ State Board: The Department implements State Board of Education policies.
- ✓ Federal Government: The Department administers federal education programs.
- ✓ School Districts: The Department provides technical assistance to local school districts and schools.
- ✓ Commission on Professional Standards in Education: The Department manages the teacher licensure program under the policies set by the Commission.
- ✓ The Department provides support to the Commission on Educational Excellence, the Council to Establish Academic Standards, and the Commission on Educational Technology.
- ✓ The Department interfaces with the Regional Professional Development Programs (RPDPs) by participating as nonvoting members of the RPDP governing bodies.

**Based upon the information presented above for the Department of Education and your knowledge of the Department, please answer the following questions.**

1. How satisfied are you with the Department's process for implementing the State Board of Education policies statewide?

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_  
Very Unsatisfied \_\_\_\_\_ Very Satisfied

Comments \_\_\_\_\_  
\_\_\_\_\_

2. How satisfied are you with the Department's process for administering State and federal education programs?

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_  
Very Unsatisfied \_\_\_\_\_ Very Satisfied

Comments \_\_\_\_\_  
\_\_\_\_\_

3. How satisfied are you with the Department's process for regulating State and federal education programs?

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_  
Very Unsatisfied \_\_\_\_\_ Very Satisfied

Comments \_\_\_\_\_  
\_\_\_\_\_

4. How satisfied are you with the Department's process for providing technical assistance to local school districts and schools?

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_  
Very Unsatisfied \_\_\_\_\_ Very Satisfied

Comments \_\_\_\_\_  
\_\_\_\_\_

5. Based upon your knowledge of the Department of Education, what revisions are necessary to increase its effectiveness in implementing State Board of Education policies statewide?

---

---

---

6. Based upon your knowledge of the Department, what revisions are necessary to increase its effectiveness in administering state and federal education programs?

---

---

---

7. Based upon your knowledge of the Department, what revisions are necessary to increase its effectiveness in regulating state and federal education programs?

---

---

---

8. Based upon your knowledge of the Department, what revisions are necessary to increase its effectiveness in the provision of technical assistance to local school districts and schools?

---

---

---



2. Within your ideal system for public education governance, which entity should be primarily responsible for establishing the qualifications for teacher licensure in Nevada? (Please mark only **one**)

- ◇ State Board of Education
- ◇ Nevada's Department of Education
- ◇ Commission on Professional Standards (current system)
- ◇ Other (please specify) \_\_\_\_\_

Comments \_\_\_\_\_  
\_\_\_\_\_

3. Based upon your knowledge, is there a need in Nevada to continue the Commission in its current form?

- ◇ YES (Please answer Question 4)
- ◇ NO (Please skip Question 4 Proceed to Question 5)

4. Based upon your knowledge of the Commission, what revisions are necessary to increase its effectiveness in establishing the qualifications for teacher licensure?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. If you answered NO to Question 3, please describe how the qualifications for teacher licensure should be determined in Nevada. In making your comments, please identify which entities should be responsible for establishing the qualifications for teacher licensure in Nevada.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**COUNCIL TO ESTABLISH ACADEMIC STANDARDS IN EDUCATION  
NRS 389.510**

◇ I/we do not wish to provide input for this entity. (Please proceed to page 28)

Duties: The Council to Establish Academic Standards in Education addresses the establishment and revision of the State's academic standards.

Selection Process: The Council consists of eight members; members are appointed by the Governor (four members) and Legislative Leadership (four members).

Budget: State funding of approximately \$10,000 in each fiscal year of the 2009-2011 biennium supports the operation of the Council. In addition, State funding of \$35,000 is contained in the budget for the Legislative Committee on Education for contract services for the Council over the 2009-2011 biennium. Although the 2009 Legislature did not approve State funding for the review of standards during the 2009-2011 biennium, funding of \$51,480 in FY 2007-2008 was appropriated for that purpose.

Communication Structure: (Please refer to the K-12 Educational Governance Structure organizational chart located on page 3 of this survey and to the identified sections of the NRS for further information.)

- ✓ Department of Education: Pursuant to NRS 389.530, the Department of Education provides administrative support, equipment, and office space, as is necessary for the Council to carry out its duties.
- ✓ State Board of Education: Pursuant to NRS 389.520, the State Board of Education reviews and adopts the standards as submitted by the Council. The State Board may object to the standards and return those standards to the Council with an explanation. The State Board must adopt the standards as resubmitted, with or without revisions.
- ✓ Legislative Committee on Education and State Board: Pursuant to NRS 389.570, the Council reports the results of an evaluation of student performance in achieving the standards of performance, as measured by the criterion-referenced tests (CRTs) to the Legislative Committee on Education and the State Board.
- ✓ Regional Professional Development Program (RPDP): Pursuant to NRS 391.544, the RPDP must provide training for teachers in the academic standards established by the Council.



4. Within your ideal system for public education governance, who should be the primary entity responsible for communicating the statewide academic standards to the Regional Professional Development Program (RPDP)? (Please mark only **one**)

- ◇ State Board of Education
- ◇ Nevada's Department of Education
- ◇ Academic Standards Council
- ◇ Regional Professional Development Program
- ◇ Other (please specify) \_\_\_\_\_

Comments \_\_\_\_\_  
\_\_\_\_\_

5. Based upon your knowledge, is there a need in Nevada to continue the Council in its current form?

- ◇ YES (Please answer Questions 6, 7, and 8)
- ◇ NO (Please skip Questions 6, 7, and 8 and Proceed to Question 9)

6. Based upon your knowledge of the Council, what revisions are necessary to increase its effectiveness in overseeing the development of statewide academic standards?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Based upon your knowledge of the Council, what revisions are necessary to increase its effectiveness in approving the statewide academic standards?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Based upon your knowledge of the Council, what revisions are necessary to increase its effectiveness in communicating the statewide academic standards?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. If you answered NO to Question 5, please describe how the process for developing, approving and communicating the statewide academic standards should be changed. In making your comments, please identify which entities should be responsible for developing, approving and communicating the statewide academic standards.

---

---

---

**REGIONAL TRAINING PROGRAMS AND  
STATEWIDE COUNCIL FOR THE COORDINATION OF THE REGIONAL TRAINING  
PROGRAMS  
NRS 391.500 through NRS 391.556**

◇ I/we do not wish to provide input for this entity. (Please proceed to page 32)

Duties: The primary mission of the Regional Training Programs (aka Regional Professional Development Programs [RPDPs]) is to provide training to teachers and administrators concerning the statewide academic standards. In addition, the RPDPs are responsible for implementing the Nevada Early Literacy Intervention Program (NELIP), which provides training for teachers who teach kindergarten and grades 1, 2, or 3 on methods to teach fundamental reading skills.

The primary mission of the Statewide Council for the Coordination of the RPDPs is to adopt uniform standards for high quality professional development through the RPDPs, coordinate training programs across the regions, and conduct long-range planning concerning the professional development needs of teachers and administrators in Nevada.

Selection Process: The RPDPs are operated by the school districts. There are three regional governing boards that oversee the training to teachers and administrators. Pursuant to NRS 391.524, each governing body must consist of the superintendent of schools for each school district in the region, master teachers, representatives of the Nevada System of Higher Education, and a nonvoting member who is an employee of the Department of Education.

The Statewide Council for the Coordination of the RPDPs consists of 7 members, as follows: the Coordinator for each of the three RPDPs, one member of the governing body for each region, and one representative of the Nevada State Education Association (NSEA), appointed by the President of that Association.

Budget: State funding of \$7.8 million in each fiscal year of the 2009-2011 biennium supports the operation of RPDPs. In addition, state funding of \$100,000 in each fiscal year of the 2009-2011 biennium supports the duties of the Statewide Council in providing additional training opportunities for educational administrators in Nevada.

Communication Structure: (Please refer to the K-12 Educational Governance Structure organizational chart located on page 3 of this survey and to the identified sections of the NRS for further information.)

- ✓ Department of Education: Pursuant to NRS 391.524, an employee of the Department is a nonvoting member of the governing body of an RPDP.
- ✓ School Districts: Pursuant to NRS 391.520, the Statewide Council must coordinate the dissemination of information to school districts, administrators, and teachers concerning the training programs provided through the RPDPs.

- ✓ Teachers and Administrators: Pursuant to NRS 391.544, the RPDPs provide training based upon an assessment of needs for training within each region.
- ✓ State Board, Commission on Professional Standards, Legislative Committee on Education, and Legislative Bureau of Educational Accountability and Program Evaluation: Pursuant to NRS 391.552, the governing body of each RPDP must submit an annual report of the evaluation of the success of each RPDP to each entity.

**Based upon the information presented above for the RPDPs and Statewide Council and your knowledge of each, please answer the following questions.**

1. How satisfied are you with the process for training teachers and administrators in Nevada concerning the statewide academic standards?

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_  
 Very Unsatisfied \_\_\_\_\_ Very Satisfied

Comments \_\_\_\_\_  
 \_\_\_\_\_

2. How satisfied are you with the process for training teachers who teach kindergarten and grades 1, 2, or 3 on methods to teach fundamental reading skills for students in kindergarten and grades 1, 2, or 3?

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_  
 Very Unsatisfied \_\_\_\_\_ Very Satisfied

Comments \_\_\_\_\_  
 \_\_\_\_\_

3. How satisfied are you with the statewide coordination of the RPDPs?

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_  
 Very Unsatisfied \_\_\_\_\_ Very Satisfied

Comments \_\_\_\_\_  
 \_\_\_\_\_

4. Within your ideal system for public education governance, which entity should be primarily responsible for the determining the training needs of teachers and administrators in the academic standards? (Please mark only **one**)

- ◇ State Board of Education
- ◇ Nevada's Department of Education
- ◇ Academic Standards Council
- ◇ Regional Professional Development Program (current system)
- ◇ Other (please specify) \_\_\_\_\_

Comments \_\_\_\_\_  
 \_\_\_\_\_

5. Within your ideal system for public education governance, which entity should be primarily responsible for communicating the statewide academic standards to the school districts and schools? (Please mark only **one**)

- ◇ State Board of Education
- ◇ Nevada's Department of Education
- ◇ Academic Standards Council
- ◇ Regional Professional Development Program (current system)
- ◇ Other (please specify) \_\_\_\_\_

Comments \_\_\_\_\_  
 \_\_\_\_\_

6. Based upon your knowledge, is there a need in Nevada to continue the RPDP in its current form?

- ◇ YES (Please answer Questions 7 and 8, then proceed to Question 10)
- ◇ NO (Please skip Questions 7 and 8; proceed to Questions 9 and forward)

7. Based upon your knowledge of the RPDP, what revisions are necessary to increase its effectiveness in training teachers and administrators in the statewide academic standards?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

8. Based upon your knowledge of the RPDP, what revisions are necessary to increase its effectiveness in training teachers who teach kindergarten and grades 1, 2, or 3 on methods to teach fundamental reading skills?

---

---

---

9. If you answered NO to Question 6, please describe how teachers and administrators should receive training on the statewide academic standards. In making your comments, please identify which entities should be responsible for providing training on the statewide academic standards to teachers and administrators.

---

---

---

10. Based upon your knowledge, is there a need in Nevada to continue the Statewide Council for the Coordination of the RPDPs in its current form?

◇ YES (Please answer Question 11)

◇ NO (Please skip Questions 11 and Proceed to Question 12)

11. Based upon your knowledge of the Statewide Council, what revisions are necessary to increase its effectiveness in adopting uniform standards, coordinating training programs through the RPDPs, and conducting long-range planning concerning the professional development needs of teachers and administrators in Nevada?

---

---

---

12. If you answered NO to Question 10, please describe how training for teachers and administrators in the academic standards should be coordinated across the state. In making your comments, please identify which entities should be responsible for coordinating the training of teachers and administrators in the academic standards.

---

---

---

## COMMISSION ON EDUCATIONAL TECHNOLOGY

NRS 388.780 through NRS 388.795

◇ I/we do not wish to provide input for this entity. (Please proceed to page 35)

Duties: The Commission on Educational Technology establishes the State's education technology plan, develops statewide technical standards, and allocates funds to school districts for support of educational technology in the schools.

Selection Process: The Commission consists of 11 members appointed jointly by the Governor and Legislative Leadership. The Superintendent of Public Instruction and the Director of the Department of Information Technology serve as ex officio as nonvoting members of the Commission.

Budget: State funding of approximately \$9,000 in each fiscal year of the 2009-2011 biennium supports the operation of the Commission. In addition, State funding of \$8,000 is contained in the budget for the Legislative Committee on Education for contract services for a needs assessment of educational technology. Finally, state funding of \$5.2 million over the 2009-2011 biennium is available for educational technology grants to school districts.

Communication Structure: (Please refer to the K-12 Educational Governance Structure organizational chart located on page 3 of this survey and to the identified sections of the NRS for further information.)

- ✓ Department of Education: Pursuant to NRS 388.795, the Department of Education provides administrative support, equipment, and office space, as is necessary for the Commission to carry out its duties.
- ✓ Entities that must cooperate with the Commission in carrying out its duties: Pursuant to NRS 388.795, the State Board of Education, Department, board of trustees of each school district, and the superintendent for each school district must cooperate with the Commission in carrying out its duties.
- ✓ Provision of its plan: Pursuant to NRS 388.795, the Commission must provide its plan for the use of educational technology in the public schools to the Governor, the Legislative Committee on Education, and the Department.
- ✓ Provision of a Needs Assessment: Pursuant to NRS 388.795, the Commission must provide the results of an educational technology needs assessment to the Superintendent of Public Instruction.

**Based upon the information presented above for the Commission and your knowledge of the Commission, please answer the following questions.**

1. How satisfied are you with the process for developing the State's education technology plan?

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_  
Very Unsatisfied \_\_\_\_\_ Very Satisfied

Comments \_\_\_\_\_  
\_\_\_\_\_

2. How satisfied are you with the process for allocating funds to school districts for support of educational technology in the schools?

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_  
Very Unsatisfied \_\_\_\_\_ Very Satisfied

Comments \_\_\_\_\_  
\_\_\_\_\_

3. Within your ideal system for public education governance, which entity should be primarily responsible for developing the State's educational technology plan? (Please mark only **one**)

- ◇ State Board of Education
- ◇ Nevada's Department of Education
- ◇ Commission on Educational Technology (current system)
- ◇ Other (please specify) \_\_\_\_\_

Comments \_\_\_\_\_  
\_\_\_\_\_

4. Within your ideal system for public education governance, which entity should be primarily responsible for allocating funds to school districts for support of educational technology in the schools? (Please mark only one)

- ◇ State Board of Education
- ◇ Nevada's Department of Education
- ◇ Commission on Educational Technology (current system)
- ◇ Other (please specify) \_\_\_\_\_

Comments \_\_\_\_\_

5. Based upon your knowledge, is there a need in Nevada to continue the Commission in its current form?

- ◇ YES (Please answer Questions 6 and 7)
- ◇ NO (Please skip Questions 6 and 7 and Proceed to Question 8)

6. Based upon your knowledge of the Commission, what revisions are necessary to increase its effectiveness in developing the State's education technology plan?

---

---

---

7. Based upon your knowledge of the Commission, what revisions are necessary to increase its effectiveness in allocating funds to school districts for support of educational technology in the schools?

---

---

---

8. If you answered NO to Question 5, please describe how the process for developing the State's education technology plan and allocating education technology funds to school districts should be changed. In making your comments, please identify which entities should be responsible for developing the plan and which entities should be responsible for allocating the funds.

---

---

---

**COMMISSION ON EDUCATIONAL EXCELLENCE**  
**NRS 385.3781 through NRS 385.379**

◇ I/we do not wish to provide input for this entity. (Please proceed to page 39)

Duties: The Commission on Educational Excellence establishes a program of educational excellence designed exclusively for pupils enrolled in kindergarten through grade 6 in public schools in the State of Nevada. In so doing, the Commission addresses the approval of grants to schools from the Account for Programs for Innovation and the Prevention of Remediation (NRS 385.379) to support implementation of plans for improvement.

Selection Process: The Commission consists of nine members. The Governor appoints eight members; the Superintendent of Public Instruction serves as an ex officio voting member of the Commission.

Budget: Due to budget reductions, funding was not approved by the 2009 Legislature for the Commission for grants to schools. In FY 2007-2008, State funding of approximately \$14,500 supported the operation of the Commission. During FY 2007-2008, the Commission allocated \$29.3 million in grants to schools.

Communication Structure: (Please refer to the K-12 Educational Governance Structure organizational chart located on page 3 of this survey and to the identified sections of the NRS for further information.)

- ✓ Department of Education: Pursuant to NRS 385.3784, the Department of Education provides administrative support, equipment, and office space as is necessary for the Commission to carry out its duties.
- ✓ Reporting: Pursuant to NRS 385.3789, the Commission must provide an annual report concerning the distribution of funds to the State Board, Governor, Legislative Committee on Education, Legislative Bureau of Educational Accountability and Program Evaluation, Interim Finance Committee, and the board of trustees of each school district.



4. Within your ideal system for public education governance, which entity should be primarily responsible for allocating funds to schools from the Account for Programs for Innovation and the Prevention of Remediation? (Please mark only **one**)

◇ State Board of Education

◇ Nevada's Department of Education

◇ Commission on Educational Excellence (current system)

◇ Other (please specify) \_\_\_\_\_

Comments \_\_\_\_\_

5. Based upon your knowledge, is there a need in Nevada to continue the Commission in its current form?

◇ YES (Please answer Questions 6 and 7)

◇ NO (Please skip Questions 6 and 7 and Proceed to Question 8)

6. Based upon your knowledge of the Commission, what revisions are necessary to increase its effectiveness in establishing a program of educational excellence in the State of Nevada?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Based upon your knowledge of the Commission, what revisions are necessary to increase its effectiveness in allocating funds to schools from the Account for Programs for Innovation and the Prevention of Remediation?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. If you answered NO to Question 5, please describe how the process for establishing a program of educational excellence and allocating funds to schools from the Account for Programs for Innovation and the Prevention of Remediation should be changed. In making your comments, please identify which entities should be responsible for establishing the program and which entities should be responsible for allocating the funds.

---

---

---

## FINAL THOUGHTS AND RECOMMENDATIONS

**Based upon the input you have provided to the survey, please answer the following questions.**

1. What concerns you most about the governance and oversight of the system of K-12 public education in the State of Nevada? \_\_\_\_\_

---

---

2. If you could make up to three changes related to the governance and oversight of the system of K-12 public education in the State of Nevada, what would they be?

a) \_\_\_\_\_

---

---

b) \_\_\_\_\_

---

---

c) \_\_\_\_\_

---

---



## **APPENDIX E**

### Survey of Opinions: Results

- State Board of Education;
- Superintendent of Public Instruction;
- Department of Education;
- Council to Establish Academic Standards for Public Schools;
- Commission on Educational Technology;
- Commission on Educational Excellence;
- Regional Training Programs for the Professional Development of Teachers and Administrators and the Statewide Council for the Coordination of the Regional Training Programs;
- Commission on Professional Standards in Education;
- Legislative Committee on Education; and
- Legislative Bureau of Educational Accountability and Program Evaluation.



# **STATE BOARD OF EDUCATION**

## ***(Nevada Revised Statutes [NRS] 385.017 - 385.100)***

### **DESCRIPTION**

Duties: Pursuant to NRS 385.075, the State Board of Education establishes policies to govern the administration of all functions of the State of Nevada relating to supervision, management, and control of public schools not conferred by law on some other agency. In addition, NRS 385.080 authorizes the State Board to adopt regulations for its own government and as necessary for the execution of the powers and duties conferred upon it by law. Pursuant to NRS 385.3469 and NRS 385.34691, the State Board prepares a report of accountability and a corresponding plan to improve the achievement of pupils in the State of Nevada.

Selection Process: Pursuant to NRS 385.021, the State Board consists of ten members elected statewide.

Budget: For Fiscal Year (FY) 2009-2010, the budget for the State Board is approximately \$60,600. Of this amount, \$11,000 is for member salaries, \$22,000 is for national membership dues, and \$27,600 is for operating costs. In addition, a 1.0 full-time equivalent employee of the Department of Education provides support to the Board.

#### Communication Structure:

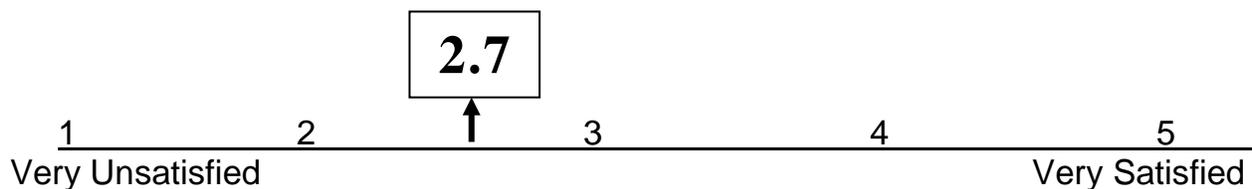
- ✓ Superintendent of Public Instruction: Pursuant to NRS 385.150, the State Board of Education appoints the Superintendent of Public Instruction for a term of three years.
- ✓ Department of Education: The State Board approves the positions necessary to be employed for the efficient operation of the Department.
- ✓ School Districts: (a) Pursuant to NRS 385.110, the State Board of Education prescribes and enforces the courses of study for public schools in the State of Nevada. (b) Pursuant to NRS 390.140, the State Board makes the final selection of all textbooks to be used in the public school in Nevada, except for charter schools. (c) Pursuant to NRS 389.012 and NRS 389.015, the State Board prescribes standards for the testing program in the State of Nevada.

- ✓ Council to Establish Academic Standards for Public Schools: Pursuant to NRS 385.110, the courses of study prescribed and enforced by the State Board must comply with the standards of content and performance established by the Council.
- ✓ Charter Schools: Pursuant to NRS 386.515, the State Board of Education is a sponsor of charter schools, under certain circumstances.

## SURVEY RESULTS

**Respondents: 52 Surveys, Representing 93 Respondents**

**How satisfied are you with the State Board's process for establishing policies to govern the administration of all functions of the State of Nevada relating to supervision, management and control of public schools? (n=46 Surveys)**



### **Comments:**

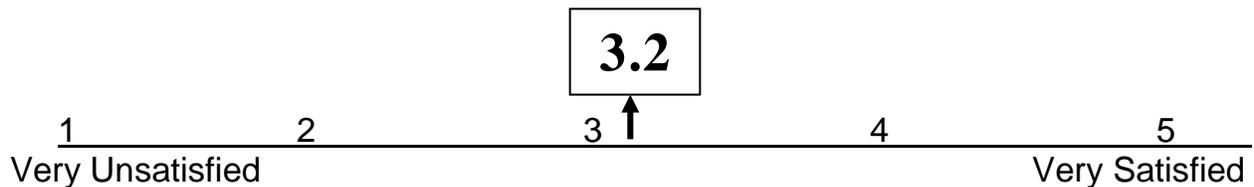
- Members are not knowledgeable about the educational issues for which they must make decisions. (n=9) [Members frequently do not comprehend their boundaries, are unprofessional, and struggle following the open meeting law.] [Members have difficulty making decisions or using sound judgment.] [Members do not have the expertise, and sometimes the work ethic to address the issues facing public education.] [The members seem out of touch with the school districts, schools, students, and parents.] [The State Board seems oblivious to or disinterested in major policy issues nationally.] [Members do not attend any meetings concerning education and never show up to Session hearings concerning education unless there is a bill to eliminate them.] [Members of the State Board never come forward and express the need to improve student achievement in this State.] [The Board appears to have no capacity to identify timely issues such as Race to the Top and take a leadership role.] [The Board used to be more active. I have not seen anything substantial out of these people since the mid-80s.] [We must have experts and lay people who have reaped the benefits of an educational system before they judge the system.]
- More authority, oversight, and trust needs to be delegated to this group in order to effectively administer education in Nevada. (n=5) [The Board has been unable to govern the administration of all functions of education in the State as it should.] [The State Board, as it currently stands, is

inconsequential.] [The Board is not well respected in the educational community and their requests are not given due respect by the Legislature.] [The State Board's power has been diluted. In previous years the Board seemed rudderless. It has not been until recently that the State Board has become more organized and efficient.]

- The State Board needs to make Nevada's education system accountable. (n=2) [Although the State Board recommends policies to school districts, there are few mechanisms in place to enforce implementation of the policies.] [The State board needs to focus on accountability measures, transparency of the accountability measures, and communication to the community so that the community can make school districts more accountable.]
- A reconfigured Board would be the best entity to establish policies. (n=2) [The State Board needs the correct support and the possible appointment of a third of its members.]
- The State Board works well with the Department of Education. (n=1)
- The State Board ensures that issues are properly researched before they are brought forward for comment, input, and ultimately Board policy action. (n=1)
- The State Board does a very good job given the fact that they are elected officials who hold other full-time jobs. (n=1)



**How satisfied are you with the State Board's process for preparing a state level report of accountability and a corresponding plan to improve the achievement of pupils in the State of Nevada? (n=45 Surveys)**

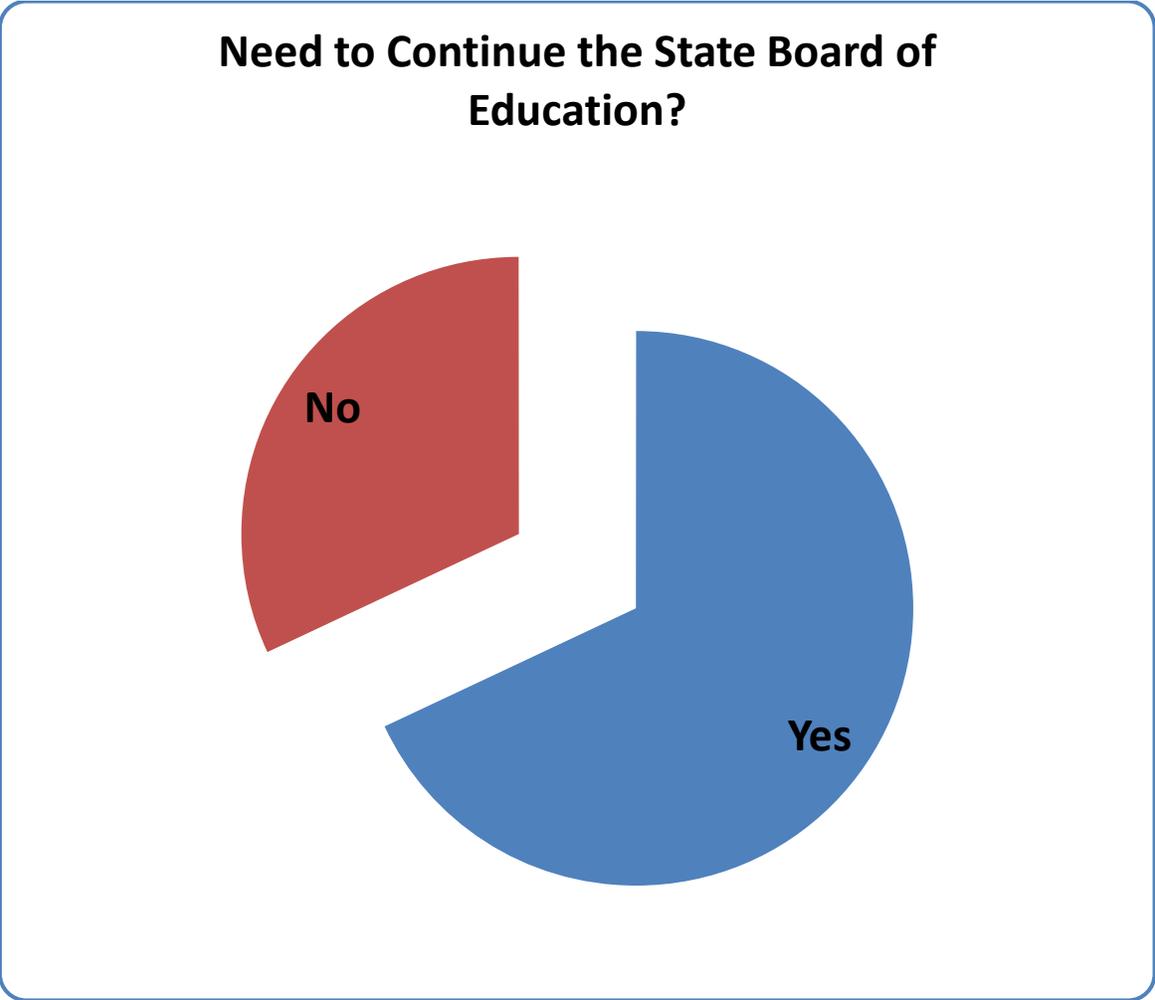


**Comments:**

- The State Board and Department need experts to appropriately assess, monitor, and develop a quality plan for improvement. (n=7) [The State Plan for Improvement is a document that sits on a book shelf – it is not a working plan. The State Plan should be a working document that drives education policy in this State.] [The Department does not have staffs that are experts in developing improvement plans. The State Board does not have the expertise to approve the plan. Adequate funding is needed to acquire the necessary experts.] [The State Board can do very little to improve student achievement because they are so removed from the classroom. The State Board involves a lot of people in creating the State Plan, but, at the end of the day, the State Board seems to shy away from the big issues they could tackle to improve student achievement.] [The State Plan for Improvement has no timeline and target dates.] [It is a pretty useless report that has a lot of fluff, but does not really come to grips with trends and problems in the State.] [The report is developed, but is not informative as to solutions, goals, outcomes, and needs.]
- The report of accountability and corresponding plan is an excellent process for improving education in Nevada. (n=4) [The success of the plan is due to the State Superintendent and his staff.] [The plan has provided some good guidance and direction.] [Overall this process is sound.]
- The State Board has little involvement in development of the State Improvement Plan. (n=4) [My understanding is that the Department of Education prepares the report.] [This function seems to be directly delegated to the Department staff without much direction from the State Board.] [The Department does an excellent job; the State Board has little influence on the outcome of the accountability report and Plan.]

- The State Improvement Plan is not a sound document to use in guiding the improvement of the current state of education in Nevada. (n=2) [The State Improvement Plan is not a research report and is not based on the principles found to be most effective in education. A State Improvement Plan based on anything other than research and empirical support is rubbish and waste of taxpayers' money.]
- The content of the accountability report is lacking in some areas, such as teacher information. (n=1)
- The communication link between the State Board/Department of Education and the school districts/other entities is not strong. (n=1) [What is the strategic plan to improve? How is this plan communicated down to the local level and other State players?]

**Based upon your knowledge, is there a need in Nevada to continue the Board in its current form? (n=44 Surveys)**

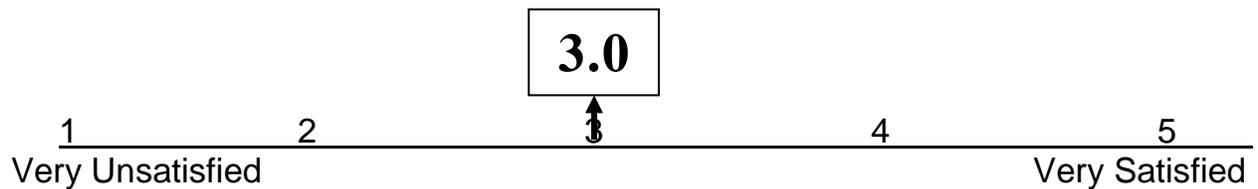


<b>Yes</b>	<b>68%</b>	<b>n=30</b>
<b>No</b>	<b>32%</b>	<b>n=14</b>
<b>TOTAL</b>	<b>100%</b>	<b>n=44</b>

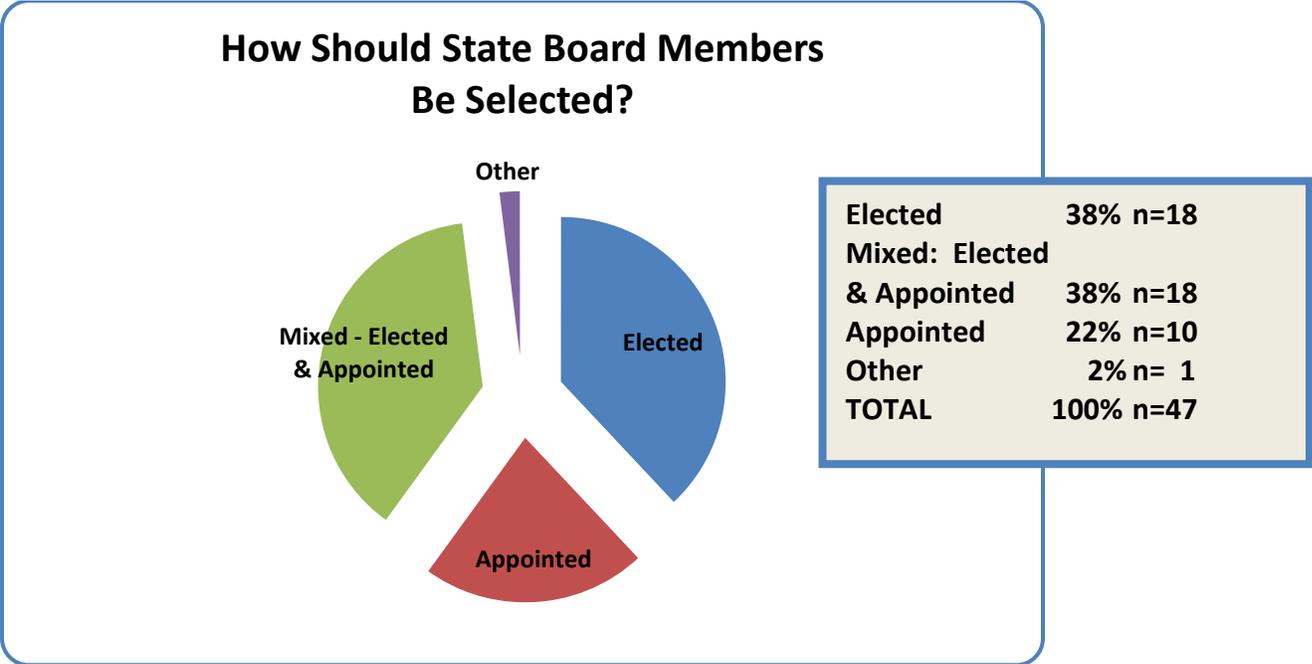
## SELECTION PROCESS FOR STATE BOARD MEMBERS

**Current Membership:** The State Board of Education is comprised of ten members and a nonvoting student representative. Members are elected on a nonpartisan ballot for four-year terms and are limited to three consecutive terms.

**How satisfied are you with the selection process for State Board members? (n=46 Surveys)**



Within your ideal system for public education governance, what process should be utilized to select members of the State Board of Education? (n=47 Surveys)



Within your ideal system for public education governance, how many State Board members should there be? (n=42 Surveys)

MEMBERS	PERCENT
9	31% (n=13)
7	24% (n=10)
11	19% ( n=8)
13	10% ( n=4)
Other (12, 15 &17)	9% ( n=4)
10 (current system)	7% ( n=3)
	100% (n=42)

## **Comments Concerning the Selection Process for State Board Members:**

### **Elected Process**

- The election of members of the State Board is irrelevant to most Nevadans. (n=3) [People do not know who the candidates are or what the State Board does.] [I doubt Nevadans will miss State Board members on the ballot.] [The average voter is uninformed about State Board candidate backgrounds.]
- There should be a member elected from each county. (n=1)
- The State Board should be a full-time board. Members should be elected and paid, accordingly. (n=1)
- The members should continue to be elected. If appointed, there will be no check on decisions made. The members will follow the wishes of those who appoint them. (n=1)

### **Appointed Process**

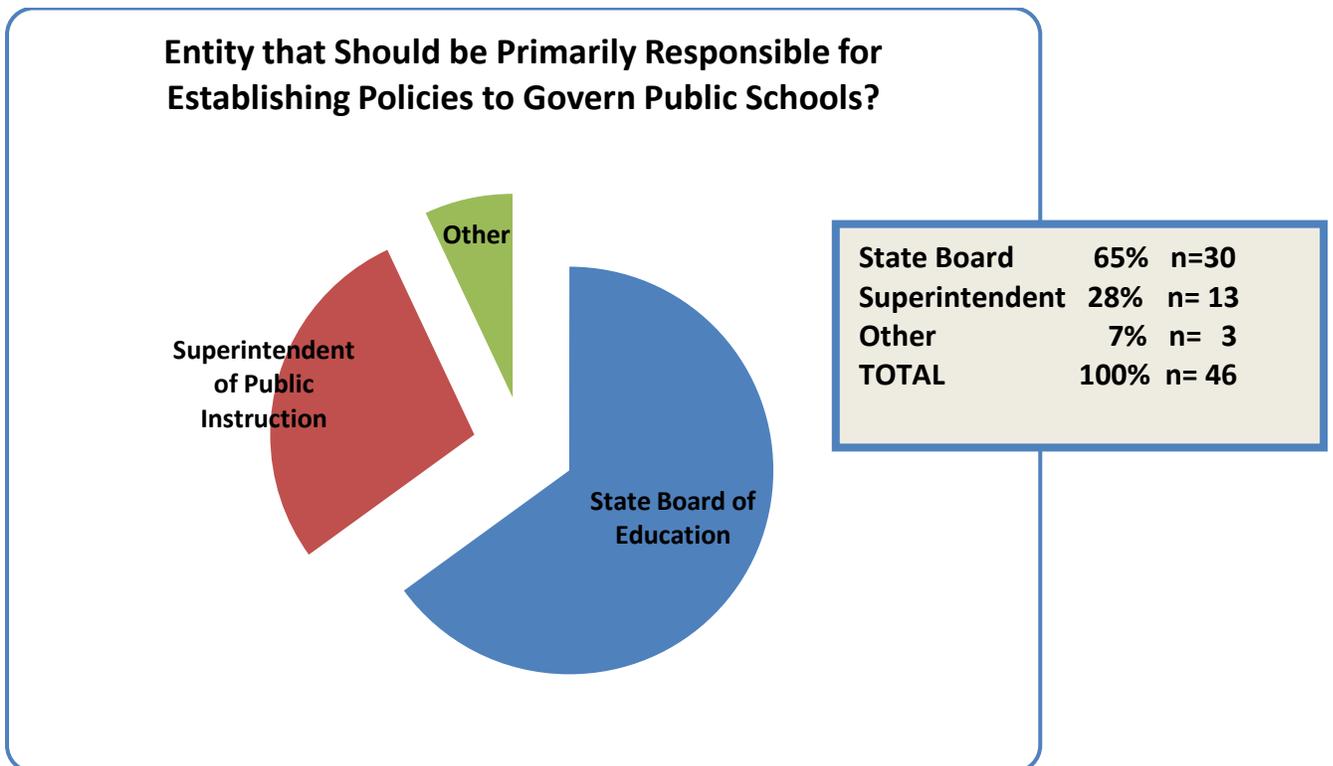
- Appointments should be split between the Executive and Legislative Branches. (n=6)
- Members who are knowledgeable of education should be appointed. (n=4) [Membership should include business representatives, practicing teachers (rural and urban), and practicing school administrators.] [Leadership skills and political knowledge are a must.]
- The Governor should nominate the members and the Legislature should confirm the members. (n=2)
- Possibly allow for nominations from certain groups. (n=2) [The Governor and Legislature should not be bound to the recommendations.]
- Appointments should be split between the two Legislative Branches. (n=1)
- The members should be local school board members, who have at least two years of local board experience; the appointments should be made by the Board of Directors of the Nevada Association of School Boards. This way, you have members who are elected by the public (locally) but who are appointed to the State Board by their peers. (n=1)

- The Superintendent of Public Instruction should appoint some members. (n=1)

**Mixed Process (elected and appointed)**

- More than half should be elected. Appointments should be split between the Executive and Legislative Branches (n=2) [One-third of the members should be appointed.]
- More than half should be elected. Appointments should be made by a bipartisan group of legislators. (n=1)
- More than half should be elected. The Governor should nominate the appointed members and the Legislature should confirm the members. (n=1)
- There must be fair representation from the north and south. (n=1)
- The appointments should be made from key stakeholders in education, parents, educators, researchers, and key minority groups. (n=1)
- The appointments should be made by the Governor. (n=1)
- Five elected members (statewide) and four appointed members (by Governor and Legislature). (n=1)

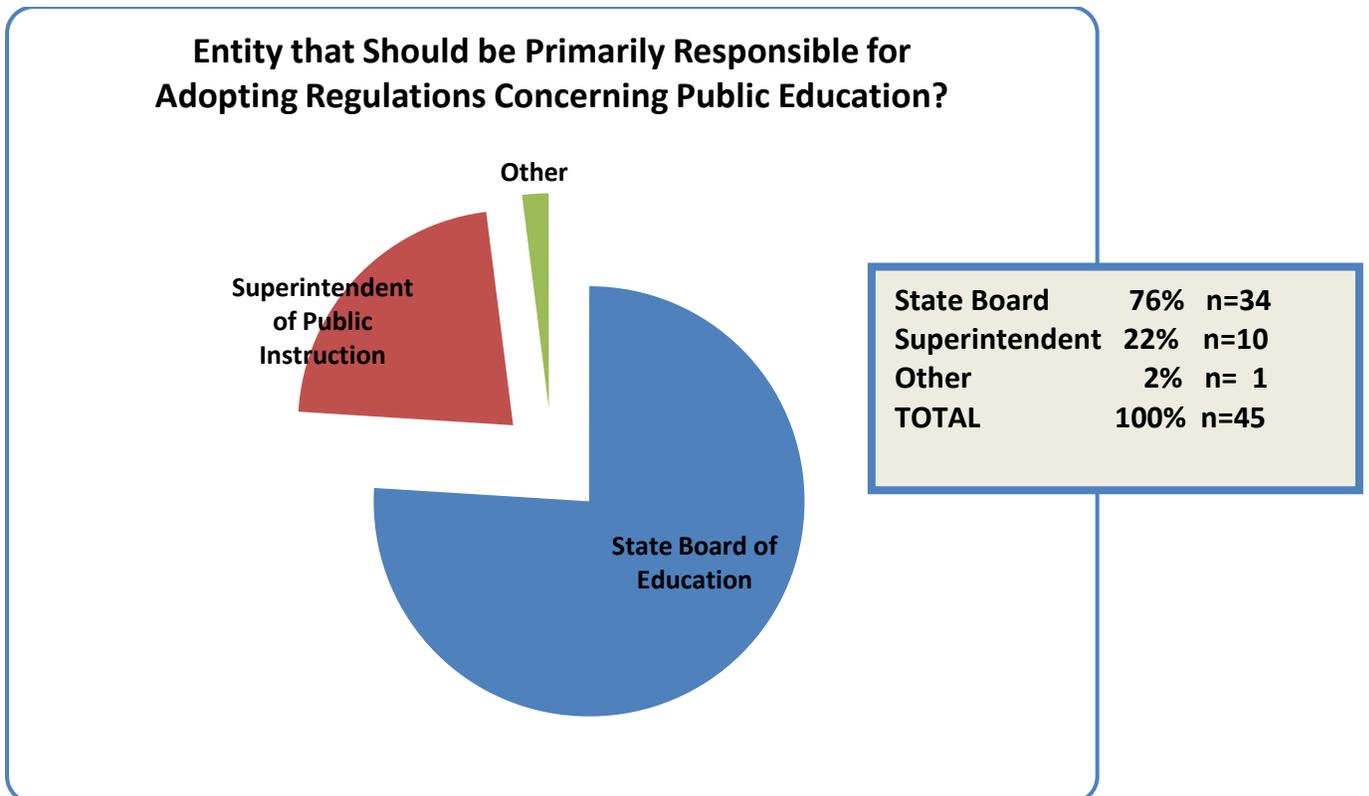
**Within your ideal system for public education governance, which entity should be primarily responsible for establishing policies to govern the administration of all functions of the State of Nevada relating to supervision, management and control of public schools? (n= 46 Surveys)**



### Comments:

- Need checks and balances. (n=3) [No one entity should be able to change policy at will.] [Input is needed from affected entities.]
- The Superintendent should establish policies, using the expertise of the Department. (n=2) [Decisions should not be based on politics.] [The Superintendent knows the nuances of the Nevada educational system and is best equipped to establish meaningful and efficient policy that will positively influence student learning.]
- See the State of Florida's policies. (n=1)

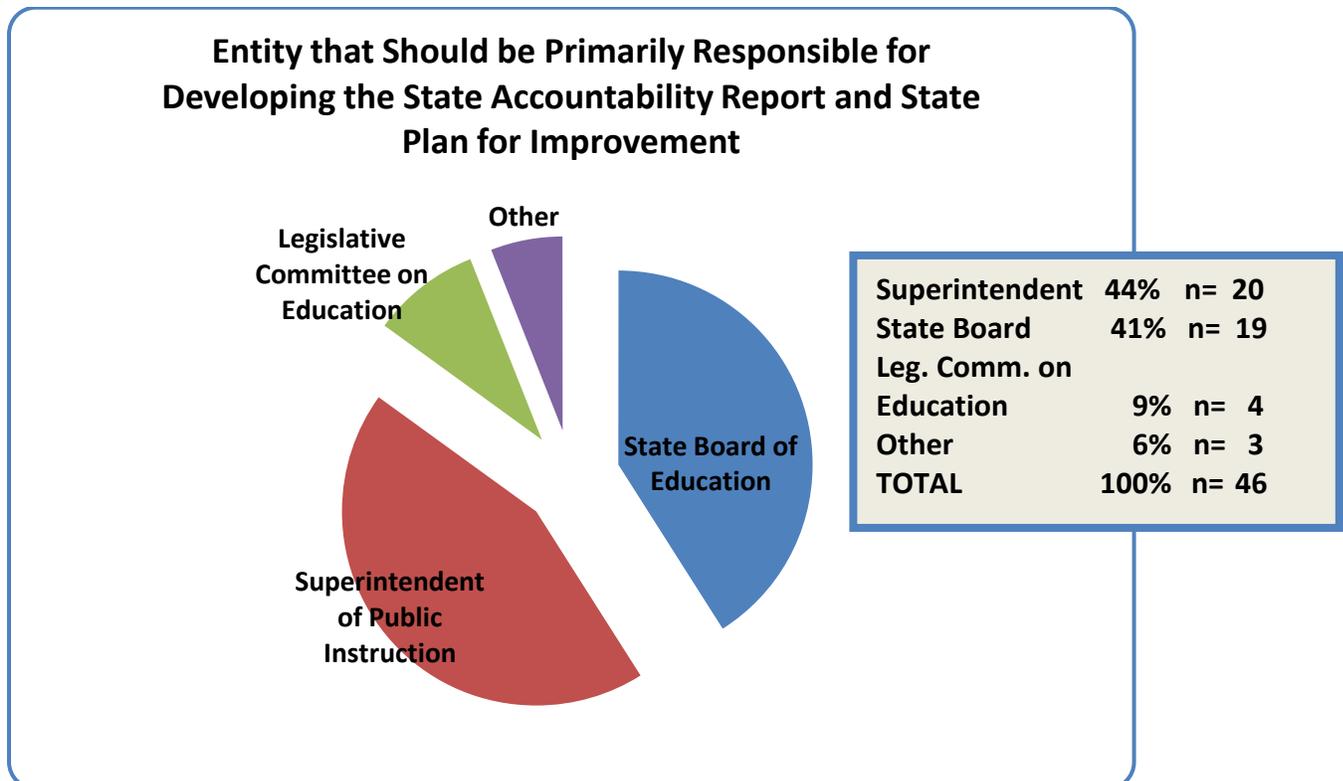
Within your ideal system for public education governance, which entity should be primarily responsible for adopting regulations concerning elementary and secondary education in the State of Nevada? (n= 45 Surveys)



### Comments:

- The State Superintendent proposes the regulations and the State Board approves. (n=2)
- The State Board needs to be knowledgeable of the diverse community needs for which regulations are being proposed. (n=2)
- Should have input from school districts and the School Board's association. (n=1)

**Within your ideal system for public education governance, which entity should be primarily responsible for preparing a report of accountability and a corresponding plan to improve the achievement of pupils in the State of Nevada? (n=46 Surveys)**



### Comments:

- The State Board should develop the State Plan for Improvement with input from the State Superintendent, Department staff, and the educational community. (n=6)
- The Legislative Committee on Education should be involved. (n=2)
- The local boards should be involved. (n=1)
- The State Superintendent should develop and approve the reports. (n=1)

**If the State Board is continued, the following ideas represent revisions to increase the Board's effectiveness.**

- The makeup of the State Board must be revised. (n=18) [Improve efficiency by having one Board oversee all functions of education. Eliminate all of the other commissions and councils. (n=8)] [The revised Board's responsibilities and authority should be clearly defined by the Legislative Committee on Education, with input from key stakeholders.] [Some members of the Board must have extensive expertise in the theory and practice of education, as well as educational administration.] [Need a smaller Board, with a strong State Superintendent.] [Members must know the legislative process.] [Members must be leaders in education and be able to express the education needs of Nevada to the Governor and Legislature, not the other way around.] [The State Board needs to be more accountable and active.]
- Improve communication between the State Board and key stakeholders in education. (n=3) [The State Board needs to listen to the various committees that are creating education documents. The Board also needs to listen to teachers and district superintendents.] [The State Board needs a stronger relationship with the local school districts.]
- The State Board should be advisory, made up of local school board trustees to recommend policies to the Legislative Committee on Education and the State Superintendent. (n=1)
- Appointed State Board members should promulgate regulations and appoint the State Superintendent. All commissions and councils should become advisory to the Superintendent and should meet regularly. The Superintendent should take the recommendations to the State Board for discussion. (n=1)
- The State Board needs to hold monthly meetings, which will require additional funds. (n=1)

W100480

## **SUPERINTENDENT OF PUBLIC INSTRUCTION (*Nevada Revised Statutes [NRS] 385.150 - 385.250*)**

Duties: Pursuant to NRS 385.175, the Superintendent of Public Instruction (State Superintendent) executes, directs, and supervises all administrative, technical, and procedural activities of the Department of Education in accordance with policies prescribed by the State Board of Education. In addition, the State Superintendent employs personnel for the positions approved by the State Board of Education for the efficient operation of the Department of Education. Finally, the State Superintendent maintains liaison and coordinates activities with other State agencies performing educational functions.

Selection Process: The *Constitution of the State of Nevada*, Article 11, assigns responsibility to the Legislature to provide for a Superintendent of Public Instruction. Pursuant to NRS 385.150, the State Superintendent is appointed by the State Board for a term of three years.

Budget: For Fiscal Year 2009-2010, \$181,173 supports the salaries for the State Superintendent (\$124,908) and his Executive Assistant (\$56,265).

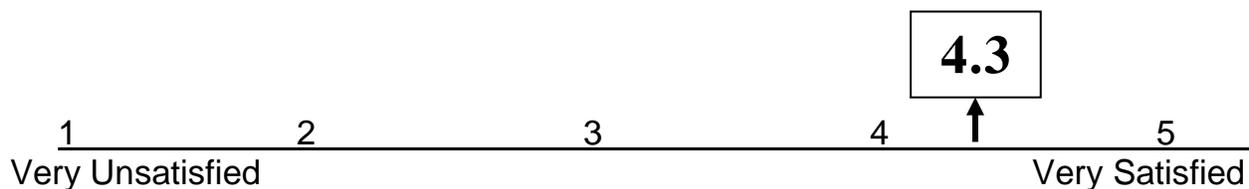
### Communication Structure:

- ✓ State Board of Education: Pursuant to NRS 385.150, the State Board of Education appoints the Superintendent of Public Instruction.
- ✓ Department of Education: Pursuant to NRS 385.010, the State Superintendent is the executive head of the Department of Education.
- ✓ School Districts: Pursuant to NRS 385.210, the State Superintendent communicates statutes and regulations to the school districts.
- ✓ Governor and Legislature: Pursuant to NRS 385.230, the State Superintendent reports to the Governor and Legislature concerning matters relating to education in the State of Nevada.

## SURVEY RESULTS

**Respondents: 49 Surveys, Representing 78 Respondents**

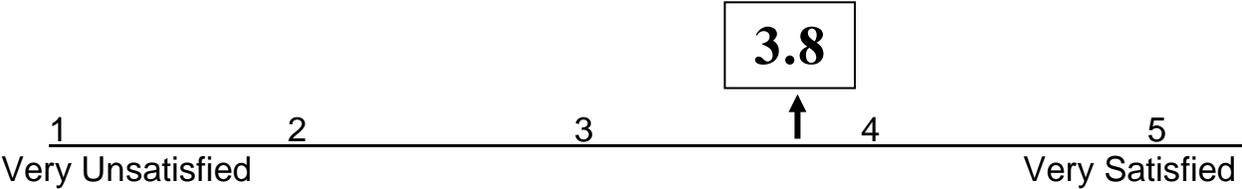
**How satisfied are you with the role of the State Superintendent in maintaining liaison and coordinating activities with other State agencies performing educational functions? (n=47 Surveys)**



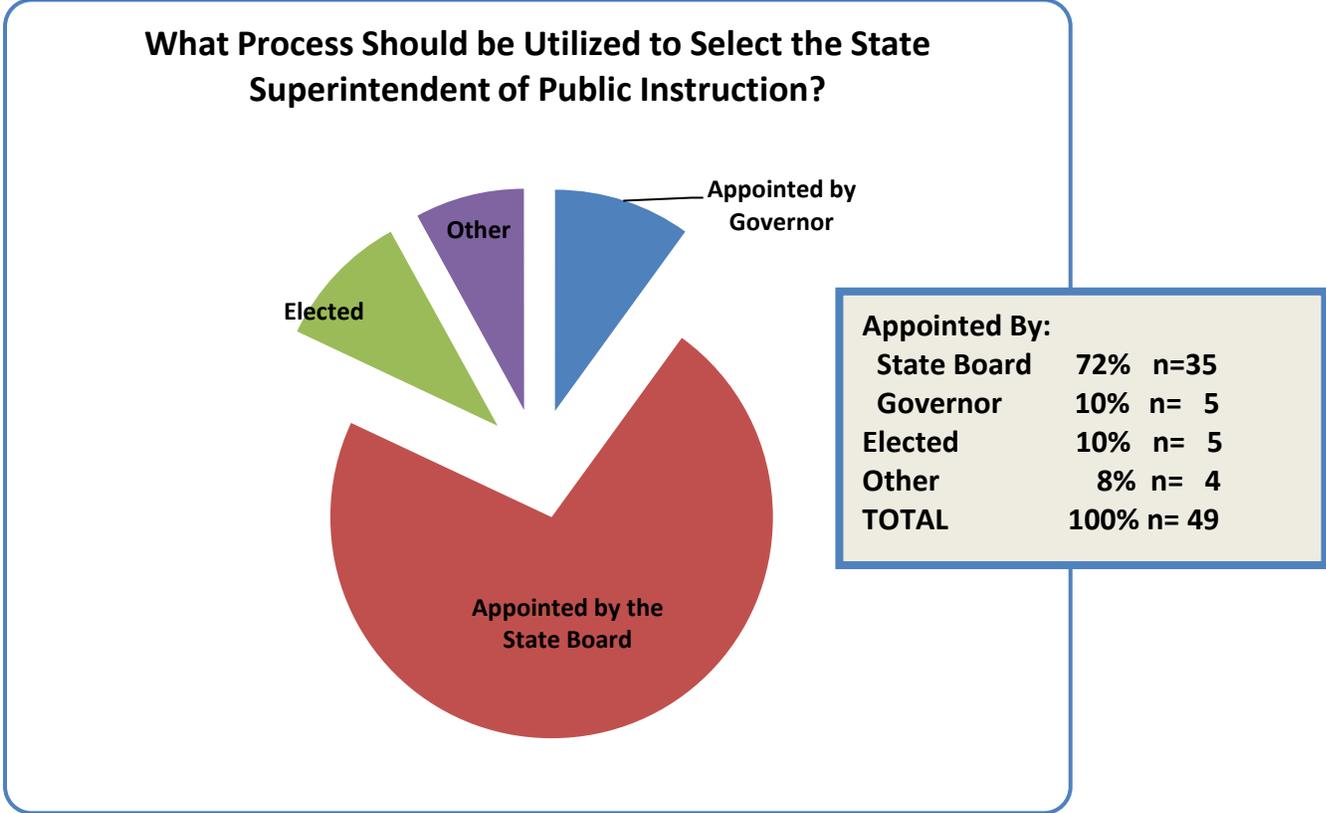
### **Comments:**

- The State Superintendent does a terrific job. (n=11) [The State Superintendent keeps all of the lines of communication open and functional. (n=4)] [The State Superintendent does an outstanding job, considering the cloudy nature of Nevada's governance structure.] [The State Superintendent has good relationships with both the education community and the Legislature.]
- The State Superintendent should have a stronger role in education governance. (n=5) [The Superintendent is a working superintendent out of necessity; he must serve on several committees. (n=2)] [All education entities should report to the State Superintendent. However, adequate funding will be needed.] [The Superintendent needs to have time to work in an innovative mode, rather than a reactive mode.]
- In addition to liaison and coordination, the position of State Superintendent needs to be a regulatory and enforcement position. (n=2)

**How satisfied are you with the process for selecting the Superintendent of Public Instruction? (n=46 Surveys)**



**Within your ideal system for public education governance, what process should be utilized to select the Superintendent of Public Instruction? (n=49 Surveys)**



## Comments concerning the selection of the State Superintendent of Public Instruction:

- The State Board should appoint the State Superintendent. (n=8) [The State Board should appoint the State Superintendent only if the State Board is revised to be an appointed Board. Otherwise, the Governor should appoint and the Legislature should confirm. (n=6)] [In this way, politics can be set aside and the State would not have a new Superintendent every time a new Governor is elected.]
- An education committee that does research into the candidates should appoint the State Superintendent. (n=2) [The search committee should be composed of a few State Board members and other key stakeholders.]
- The State Superintendent should not be elected. (n=2) [The person elected may not be qualified; may only be a good campaigner.]
- The school districts should be involved in the selection of the State Superintendent. (n=1)
- The State Superintendent should be elected. (n=1) [The State Board is politically motivated.] [The position should be independent of the Governor and the Legislature, which would allow the position to be an advocate for public education.]
- The Governor should appoint the State Superintendent; the Legislature should confirm the appointment. (n=1)

## **What revisions are necessary to increase the effectiveness of the position of State Superintendent of Public Instruction?**

- The State Superintendent needs additional staff and resources. (n=23) [This would reduce the number of committee meetings the Superintendent must attend. (n=4)] [This will allow the position to set the strategic direction of education in Nevada. (n=2)] [This will allow the position to be more visionary instead of reactionary.]
- The State Superintendent should be given more control over the system of education. (n=14) [Eliminate many of the councils and commissions and consolidate within the Department. (n=9)] [The State Superintendent should be given the authority to require district level adherence to policies and regulations. (n=3)] [The NRS should be revised to reflect the need for this position to be a leader, such as in implementing a Program of Educational Excellence in Nevada. (n=2)] [Restructure the governance structure of education to have only one supervising entity for the State Superintendent.] [The State Superintendent should be able to regulate school district performance in implementation of the State Plan for Improvement.] [The Legislature should not make policies for schools; this should be the role of the State Superintendent.]
- The State Board needs to be revised to better support the position of the State Superintendent. (n=4)
- The position of the State Superintendent should receive a higher salary. (n=3) [In some cases, local superintendents receive a higher salary than the State Superintendent.]
- The office of the State Superintendent needs a specialist in researching effective practices in education. (n=2)
- The State Superintendent should be an active member of the Governor's cabinet. (n=2)
- The Regional Professional Development Programs must be accountable in some way to the State Superintendent. Perhaps representatives should be required to attend meetings of the State Board and have regularly scheduled meetings with the State Superintendent. (n=1)

- The State Board and the State Superintendent should be reform agents, constantly pushing for improvement. These entities should work with the Legislature to provide the resources for such improvement. (n=1)

W100481

## **DEPARTMENT OF EDUCATION** **(*Nevada Revised Statutes [NRS] 385.010*)**

Duties: The Department of Education is created in NRS 385.010 and consists of the State Board of Education, the State Board for Career and Technical Education, and the Superintendent of Public Instruction. The Department implements the State Board of Education policies, administers and regulates State and federal education programs, and provides technical assistance to local school districts and schools.

Selection Process: Pursuant to NRS 385.175, the Superintendent of Public Instruction employs personnel for positions approved by the State Board and necessary for the efficient operation of the Department.

Budget: For Fiscal Year 2007-2008, the budget for the Department was \$16.5 million, which supported the salaries, travel, operations, rent, equipment, and cost allocations of the Department.

### Communication Structure:

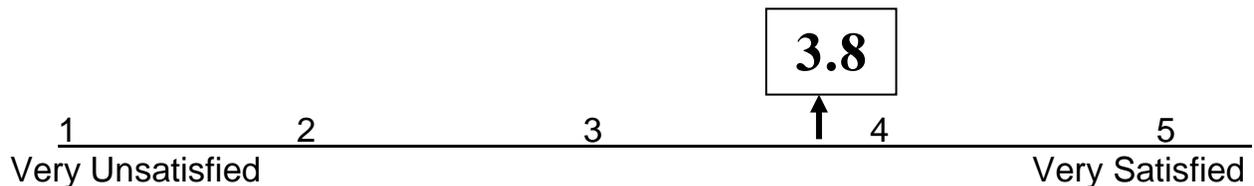
- ✓ Superintendent of Public Instruction: The Superintendent of Public Instruction is the executive head of the Department.
- ✓ Legislature: The Department implements legislation concerning education.
- ✓ State Board: The Department implements State Board of Education policies.
- ✓ Federal Government: The Department administers federal education programs.
- ✓ School Districts: The Department provides technical assistance to local school districts and schools.
- ✓ Commission on Professional Standards in Education: The Department manages the teacher licensure program under the policies set by the Commission.
- ✓ The Department provides support to the Commission on Educational Excellence, the Council to Establish Academic Standards, and the Commission on Educational Technology.

- ✓ The Department interfaces with the Regional Professional Development Programs (RPDPs) by participating as nonvoting members of the RPDP governing bodies.

## SURVEY RESULTS

**Respondents: 48 Surveys, Representing 73 Respondents**

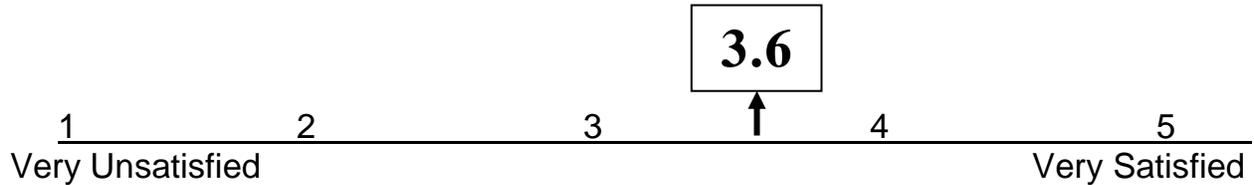
**How satisfied are you with the Department's process for implementing the State Board of Education policies statewide? (n=46 Surveys)**



### **Comments:**

- The Department needs sufficient resources to have the ability to monitor implementation of policies statewide. (n=9) [The Department does not provide regulatory guidance.] [The Department does little to assure that policies are being implemented once they are adopted.]
- It appears that the Department does not have the authority to require implementation of policies in the school districts. (n=2) [Particularly with regard to the larger school districts.]
- The Department is very good at engaging school districts and charter schools in the process of implementing policies. (n=2)
- There is indecisiveness and inconsistency in implementing policies statewide. (n=1)
- The Department does an excellent job in disseminating information concerning education policies. (n=1)

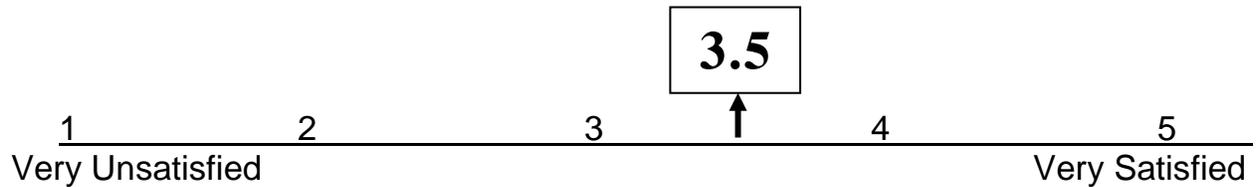
**How satisfied are you with the Department's process for administering State and federal education programs? (n=45 Surveys)**



**Comments:**

- The Department needs sufficient resources to have the ability to adequately administer State and federal programs. (n=8) [No regulatory guidance is provided by the Department.] [The Department does OK with administering federal programs, but needs additional staff to appropriately administer State programs.]
- The Department does a great job in administering State and federal programs. (n=3) [They are efficient, professional, and concise in everything they do.] [Staffs of the Department are very supportive of school districts in implementing State and federal programs.]
- The Department could more effectively administer State and federal programs if the State Superintendent is given a larger role in the system of education and decision making. (n=1) [Eliminate all of the councils and commissions.]
- Many of the staffs of the Department have little or no actual school experience, especially in leadership roles. (n=1)
- Staffs of the Department often require paperwork in administering federal programs, as opposed to visiting the school. (n=1)
- There is a need for an appeals process when the Department and school districts are in conflict with decisions. (n=1)

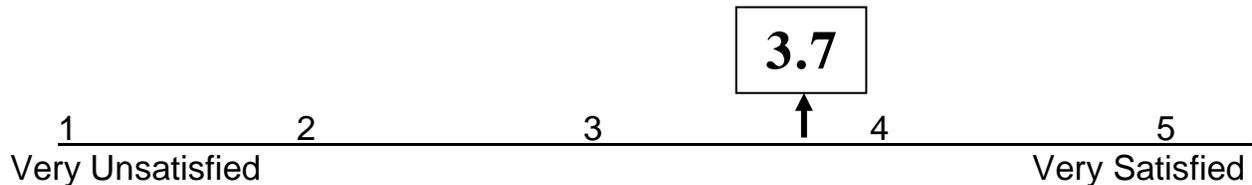
**How satisfied are you with the Department's process for regulating State and federal education programs? (n=44 Surveys)**



**Comments:**

- The Department needs sufficient resources to have the ability to adequately regulate State and federal programs. (n=4) [This is especially true for regulating State programs. Most of the federal programs provide sufficient administrative funds to acquire needed staff.]
- The Department needs sufficient resources to have the ability to apply for federal grants. (n=2) [Charter schools have suffered by lack of access to certain federal dollars.]

**How satisfied are you with the Department's process for providing technical assistance to local school districts and schools? (n=44 Surveys)**



**Comments:**

- The Department needs sufficient resources to have the ability to adequately provide technical assistance to local school districts and schools. (n=11) [There are a few key people at the Department who are very knowledgeable and helpful. These people are overworked because they are bombarded with technical assistance questions.] [The Department is now using technology to provide technical assistance to school districts and schools. Without technology, little assistance could be given.] [Technical assistance should include the provision of professional development.]
- The Department provides too much technical assistance and not enough regulatory guidance. (n=4) [The bigger school districts feel they know everything. The Department needs more staff to provide regulatory guidance to school districts.]
- The staffs of the Department are approachable, helpful, timely, and competent. (n=2)
- Currently, technical assistance is provided through school support team leaders, who have varying degrees of success. (n=1)
- The staffs of the Department need training in the provision of quality technical assistance. (n=1) [Currently, technical assistance involves explanations, not the provision of innovative ideas.]

## What revisions are necessary to increase the effectiveness of the Department of Education?

- Additional staff and funding. (n=20) [Especially with regard to State programs.]
- The statutes may need to be revised to reflect the need for the Department to not only provide technical assistance to school districts, but also to be regulatory in nature. (n=2) [Reduce technical assistance and tell the school districts what needs to be done.]
- The RPDPs should be administered by the Department of Education. This would improve the Department's ability to implement policies statewide and provide technical assistance. (n=2)
- To improve the implementation of policies statewide, there is a need for increased communication with the public and stakeholders. (n=2) [Communication with school districts is needed while the programs are functioning, not after the fact.]
- Department staffs need professional development to understand that demanding reports and paperwork is not the answer to assisting schools. (n=1)
- The Department needs to report to a knowledgeable State Board of Education. (n=1)
- Clearly defined guidelines are needed. (n=1)
- The Department needs a vision. (n=1)
- There is a need for an appeals process when the Department and school districts are in conflict with decisions. (n=1)
- Audits are needed of the Department to determine how much federal money Nevada is missing out on or leaving on the table. (n=1)

- With regard to federal Title programs, the leaders of each Title program should meet regularly to discuss ways to use federal funds to promote the goals of the Department. (n=1)
  
- The accountability process needs to be streamlined. (n=1) [Any accountability tools that come from the Department should be tested for ease of use. Templates should be provided to the school districts.]

W100482

# **COUNCIL TO ESTABLISH ACADEMIC STANDARDS FOR PUBLIC SCHOOLS**

***(Nevada Revised Statutes [NRS] 389.510)***

## **DESCRIPTION**

**Duties:** The Council to Establish Academic Standards in Education addresses the establishment and revision of the State's academic standards.

**Selection Process:** The Council consists of eight members; members are appointed by the Governor (four members) and Legislative Leadership (four members).

**Budget:** State funding of approximately \$10,000 in each fiscal year of the 2009-2011 biennium supports the operation of the Council. In addition, State funding of \$35,000 is contained in the budget for the Legislative Committee on Education for contract services for the Council over the 2009-2011 biennium. Although the 2009 Legislature did not approve State funding for the review of standards during the 2009-2011 biennium, funding of \$51,480 in FY 2007-2008 was appropriated for that purpose.

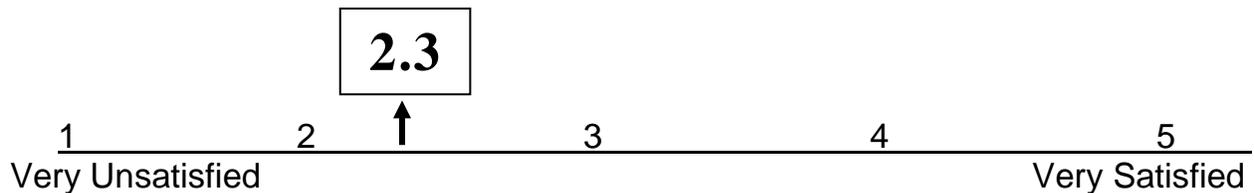
### **Communication Structure:**

- ✓ Department of Education: Pursuant to NRS 389.530, the Department of Education provides administrative support, equipment, and office space, as is necessary for the Council to carry out its duties.
- ✓ State Board of Education: Pursuant to NRS 389.520, the State Board of Education reviews and adopts the standards as submitted by the Council. The State Board may object to the standards and return those standards to the Council with an explanation. The State Board must adopt the standards as resubmitted, with or without revisions.
- ✓ Legislative Committee on Education and State Board: Pursuant to NRS 389.570, the Council reports the results of an evaluation of student performance in achieving the standards of performance, as measured by the criterion-referenced tests (CRTs) to the Legislative Committee on Education and the State Board.
- ✓ Regional Professional Development Program (RPDP): Pursuant to NRS 391.544, the RPDP must provide training for teachers in the academic standards established by the Council.

## SURVEY RESULTS

**Respondents: 44 Surveys, Representing 73 Respondents**

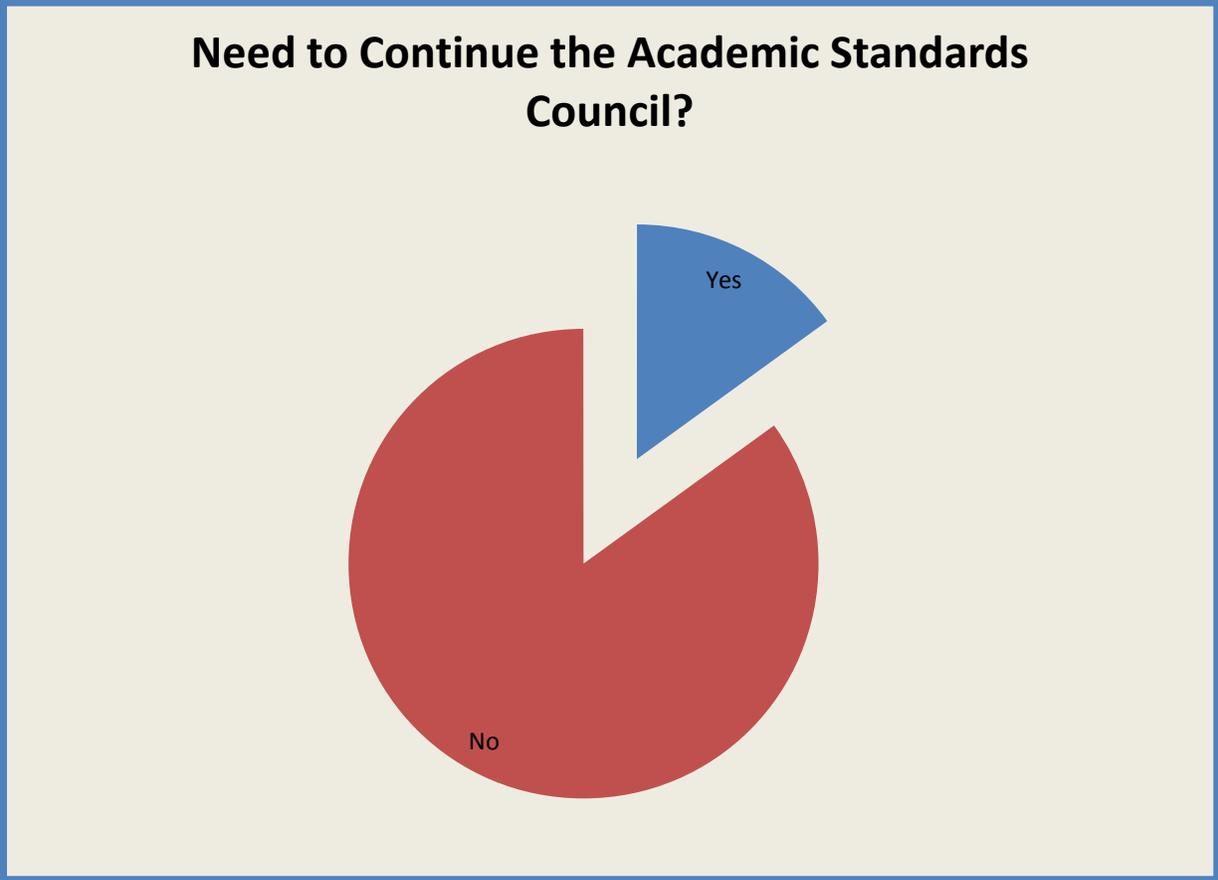
**How satisfied are you with the process for developing and approving the academic standards in Nevada? (n=40)**



### **Comments:**

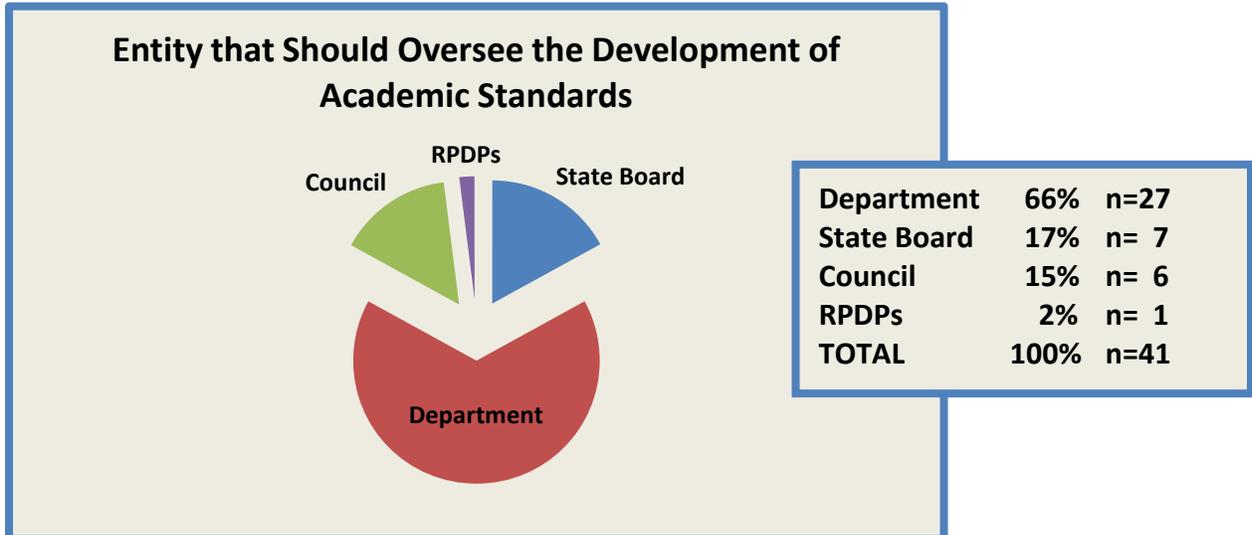
- The Council is not effective; it is unnecessary. (n=5)
- The process does not produce high quality, rigorous standards. (n=3)
- Members lack the qualifications to make decisions concerning academic standards. (n=2)
- Duplication of duties with Department staff, which delays the approval process. (n=3)
- The Council works well. (n=1)
- There is insufficient funding to support the development of high quality standards. (n=1)

Based upon your knowledge, is there a need in Nevada to continue the Council in its current form?



<b>No</b>	<b>85%</b>	<b>n=35</b>
<b>Yes</b>	<b>15%</b>	<b>n= 6</b>
<b>TOTAL</b>	<b>100%</b>	<b>n=41</b>

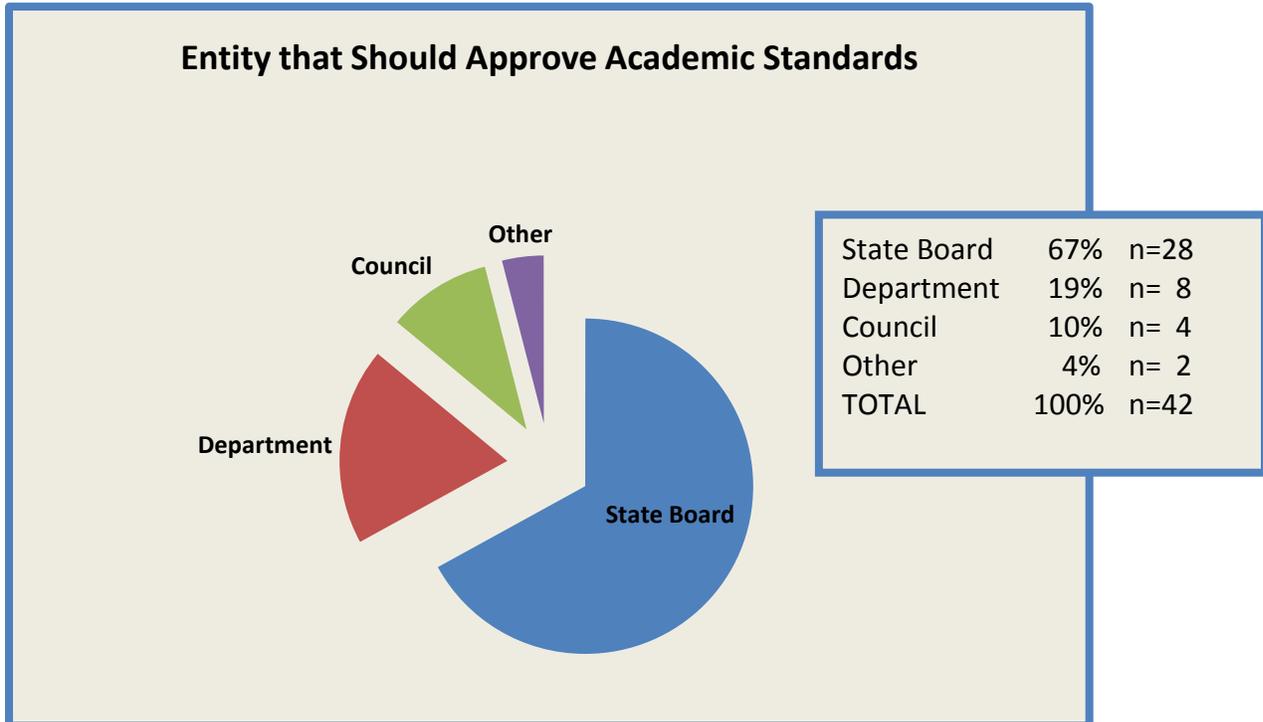
Within your ideal system for public education governance, which entity should be primarily responsible for overseeing the development of the academic standards in Nevada? (n=41)



### Comments:

- The Department should oversee the development of the standards. The Department should continue to convene a review committee with a wide range of stakeholders, to include the school districts and business. (n=8)
- Having the Department oversee the development of the standards would increase the efficiency of the process. (n=6)
- Due to the importance of the state academic standards, the State Board should oversee the development. (n=1)
- Using a collaboration model, the RPDPs should oversee the development of the standards and provide training in why and how changes to the standards could be made. (n=1)
- The Council should remain, as is. The Council is primarily a non-political entity. (n=1)
- The Council should remain, as is. However, if national standards are mandated, the Council should be placed under the State Board. (n=1)

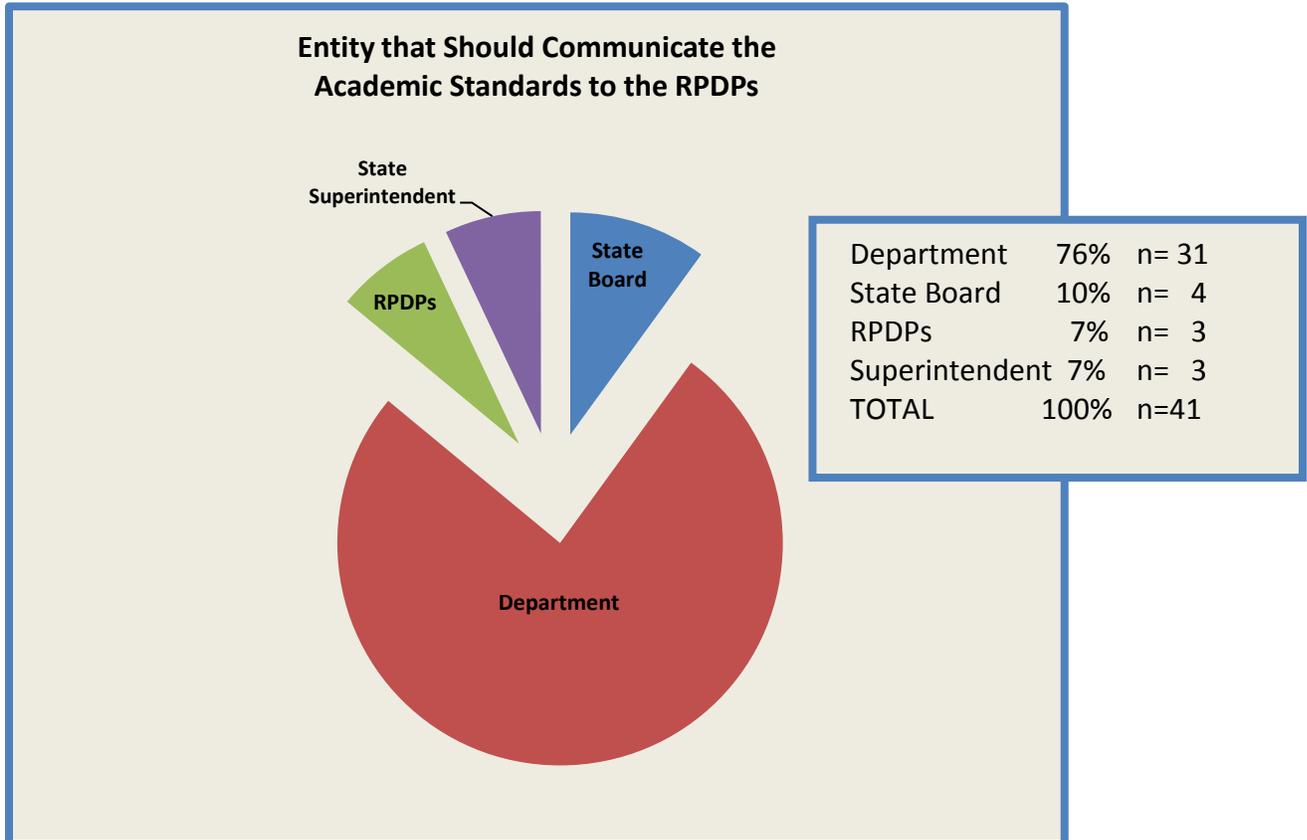
Within your ideal system for public education governance, which entity should be primarily responsible for approving the academic standards in Nevada? (n=42)



### Comments:

- The State Board should approve the standards, but only if the Board is re-constituted to become more functional. (n=3)
- The State Board should approve the standards; this would make the process more efficient. However, the process the State Board utilizes to approve the standards should be clearly defined to the process remains efficient. (n=1)
- The approval process should be a joint process with the Council, Department, State Board, and the school districts. (n=1)

**Within your ideal system for public education governance, who should be the primary entity responsible for communicating the statewide academic standards to the Regional Professional Development Program (RPDP)? (n=41)**



### Comments:

- The Department should have the direct responsibility to communicate the standards to the RPDPs. The Nevada Revised statutes should be revised to reflect this. (n=2)
- The RPDPs need to increase communication with all entities involved in the process. (n=1)

**If the Council is continued, the following ideas represent revisions to increase the Council's effectiveness.**

- Revise the membership of the Council. Include: business representatives, community representatives, parents, and higher education. Remove legislators as members. (n=3)
- If the State Board is not reconstituted, the Council should remain. However, it should develop and adopt the standards. It should be more than a rubber stamp. (n=1)
- The State Superintendent should supervise the Council. (n=1)
- The Council should hold meetings regularly. (n=1)
- Provide sufficient funding for the Council to utilize outside consultants with expertise. Sufficient funding should also be provided for an outside review of Nevada's standards in the four core academic subjects by a group such as Achieve. (n=1)

**If the Council is not continued, the following ideas represent how the functions of the Council could be continued.**

- The Department should develop and communicate the standards to the RPDPs; the State Board should approve the standards. (n=14)
- Reconstitute the State Board. The Department should develop and communicate the standards; the reconstituted State Board should approve. (n=4)
- The Department should oversee the entire process. (n=4)
- Provide sufficient funds to the Department to hire internal and external experts in developing the academic standards. (n=4)
- The school districts need to participate in the process. (n=1)
- The State Board should oversee the entire process. (n=1)

# COMMISSION ON EDUCATIONAL TECHNOLOGY (*Nevada Revised Statutes [NRS] 388.790*)

## DESCRIPTION

Duties: The Commission on Educational Technology establishes the State's education technology plan, develops statewide technical standards, and allocates funds to school districts for support of educational technology in the schools.

Selection Process: The Commission consists of 11 members appointed jointly by the Governor and Legislative Leadership. The Superintendent of Public Instruction and the Director of the Department of Information Technology serve as ex officio as nonvoting members of the Commission.

Budget: State funding of approximately \$9,000 in each fiscal year of the 2009–2011 biennium supports the operation of the Commission. In addition, State funding of \$8,000 is contained in the budget for the Legislative Committee on Education for contract services for a needs assessment of educational technology. Finally, state funding of \$5.2 million over the 2009-2011 biennium is available for educational technology grants to school districts.

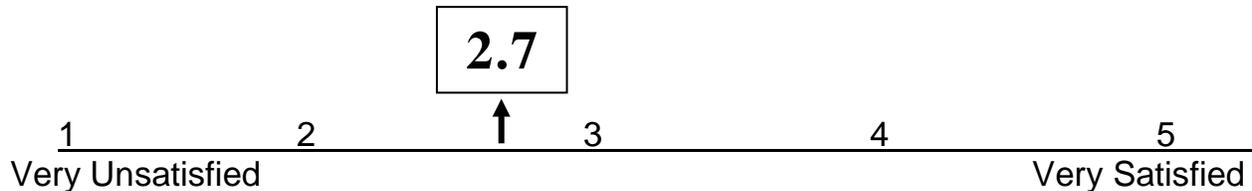
### Communication Structure:

- ✓ Department of Education: Pursuant to NRS 388.795, the Department of Education provides administrative support, equipment, and office space, as is necessary for the Commission to carry out its duties.
- ✓ Entities that must cooperate with the Commission in carrying out its duties: Pursuant to NRS 388.795, the State Board of Education, Department, board of trustees of each school district, and the superintendent for each school district must cooperate with the Commission in carrying out its duties.
- ✓ Provision of its plan: Pursuant to NRS 388.795, the Commission must provide its plan for the use of educational technology in the public schools to the Governor, the Legislative Committee on Education, and the Department.
- ✓ Provision of a Needs Assessment: Pursuant to NRS 388.795, the Commission must provide the results of an educational technology needs assessment to the Superintendent of Public Instruction.

## SURVEY RESULTS

**Respondents: 40 Surveys, Representing 75 Respondents**

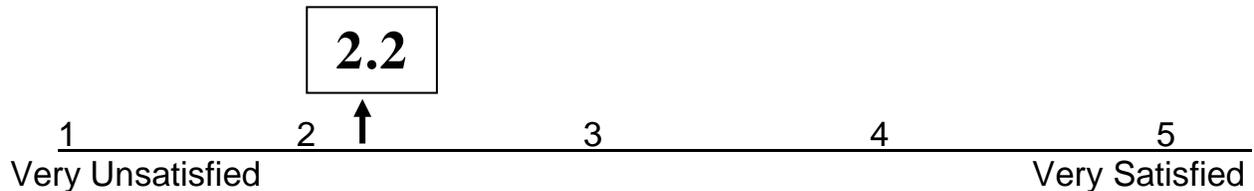
**How satisfied are you with the process for developing the State's education technology plan? (n=36)**



### **Comments:**

- The Department convenes a group of experts to develop the plan; the Commission approves it. The Commission provides no more expertise to the process. (n=5)
- The Department should continue seeking input into the plan from school districts and other stakeholders; the current process for developing the plan works well. (n=2)
- The Department needs the financial support to hire internal and external professionals who are experts in this subject area. (n=2)
- Rural counties continue to be disadvantaged by the process. (n=1)
- The plan does not provide evidence that technology is being effectively utilized to improve student achievement in Nevada. (n=1)
- It seems that the Commission just revises the old plan. (n=1)

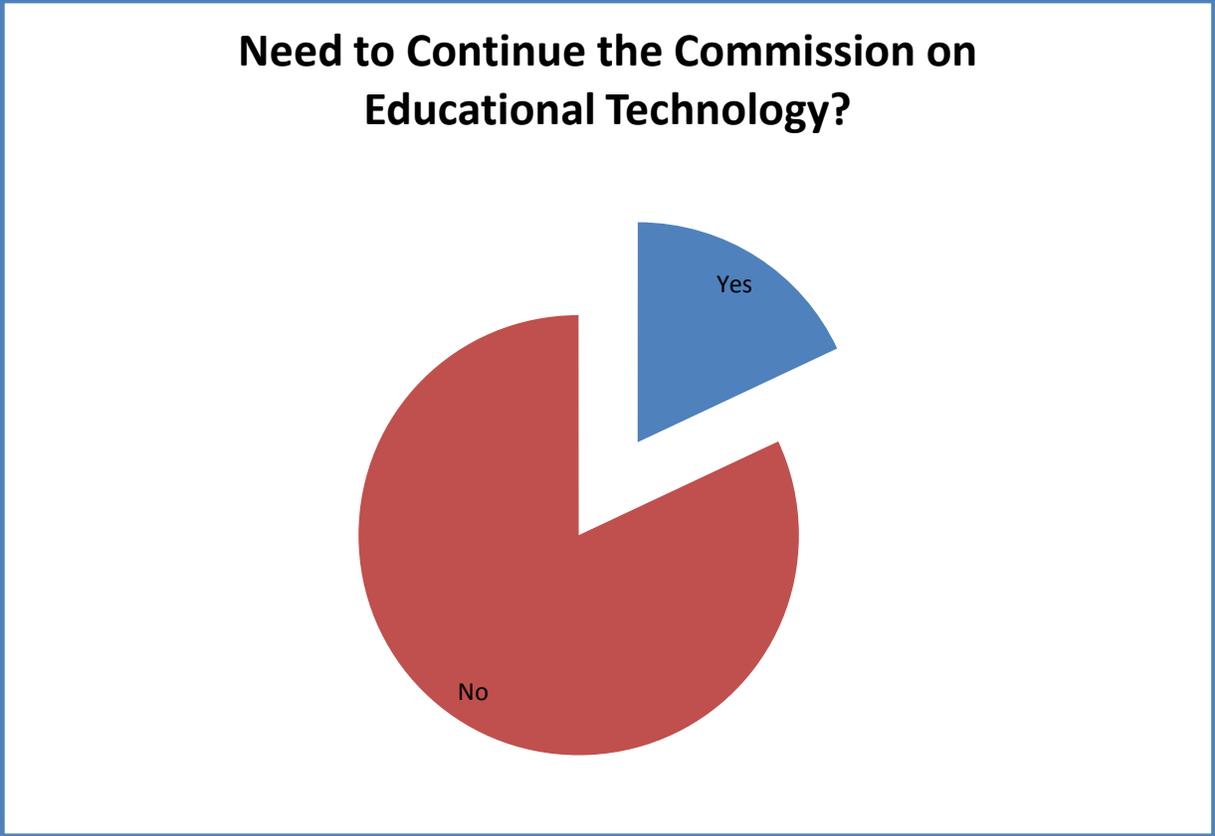
**How satisfied are you with the process for allocating funds to school districts for support of educational technology in the schools? (n=35)**



**Comments:**

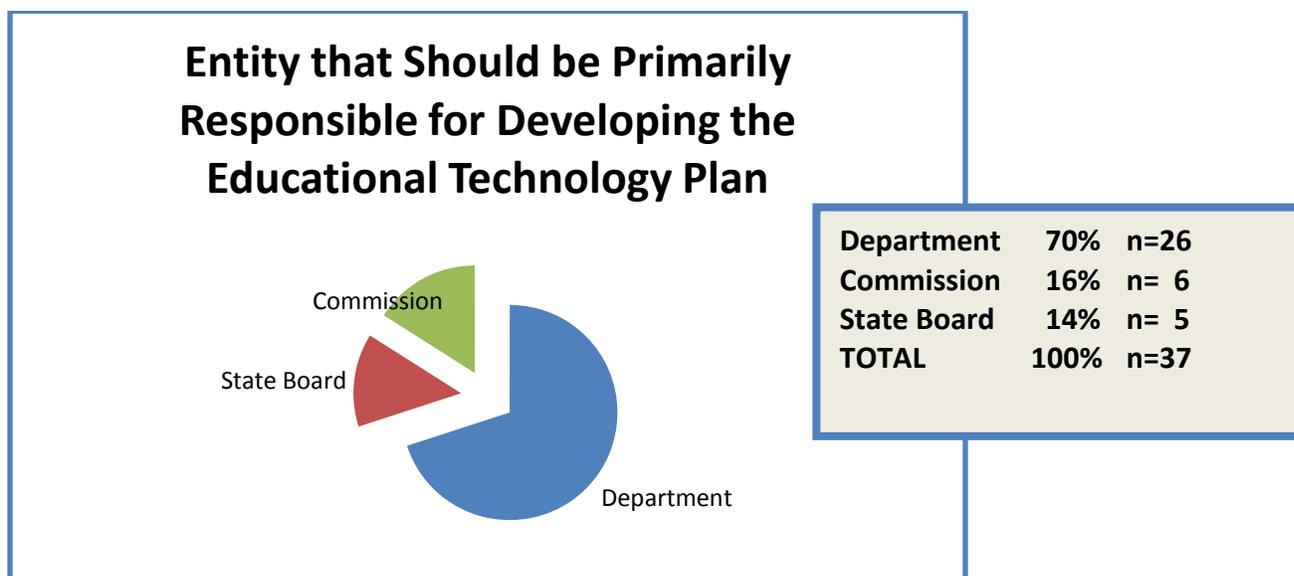
- The Department is capable of allocating these funds without the Commission. (n=4) [For federal funds, the Department convenes a grant review committee of professionals in the industry. The process is quick, easy for the school districts, competitive, and inexpensive. Department staff remains impartial during the process. The State funds could be distributed in the same fashion.] [The Commission provides no more expertise to the process.]
- The allocation process should continue to account for the varying needs of the seventeen school districts and charter schools. (n=4)
- Rural school districts continue to be disadvantaged. (n=3) [The allocation process based on grants is very unfair. The rural school districts are trying to catch up to the level of the larger school districts.] [To be fair to the smaller school districts, it is imperative that the funds for educational technology not be distributed on a per pupil basis.]
- Funding available for educational technology is not sufficient to meet the needs. (n=2)
- There is much room for improvement in this area (n=1)

**Based upon your knowledge, is there a need in Nevada to continue the Commission in its current form? (n=38)**



<b>No</b>	<b>82%</b>	<b>n=31</b>
<b>Yes</b>	<b>18%</b>	<b>n= 7</b>
<b>TOTAL</b>	<b>100%</b>	<b>n=38</b>

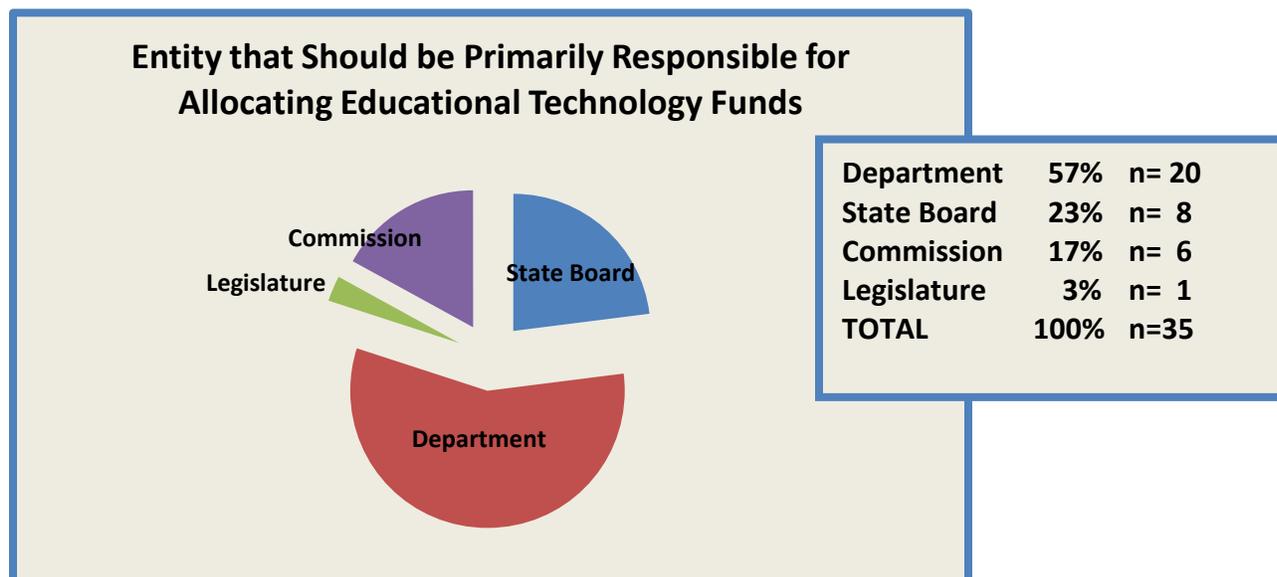
Within your ideal system for public education governance, which entity should be primarily responsible for developing the State's educational technology plan? (n=37)



### Comments:

- The Department should be responsible for developing the plan. (n=9) [The Department staff already does this; the Commission only approves the final product.] [Since educational technology strongly interfaces with academic standards and teaching practices, it makes sense to include this function within the Department.] [The current system of the Department working with the school districts to develop the plan is effective. The Commission has been a barrier and has not been innovative.]
- The Department should be responsible for developing the plan; the State Board should approve the plan. (n=3) [This will only work effectively if the State Board is reconstituted.]
- The State Board should be responsible for developing the plan. (n=2) [This process would lessen governance fragmentation with better integration (for example, with standards.) [The Department should be responsible for implementing the State Board's plan.]
- Keep this system as it is now as it seems to be working. (n=1)

**Within your ideal system for public education governance, which entity should be primarily responsible for allocating funds to school districts for support of educational technology in the schools? (n=35)**



### Comments:

- The Department of Education should allocate the funds. (n=8) [Staff already does this for federal funds.] [A formula only approach should not be utilized; the smaller school districts will be short-changed. The Department should be directed to review each application for merit and fund it based upon its merit, not per pupil. Small districts tend to be shorted. The small school districts need more than their proportionate share to have any real technology upgrades.]
- The State Board should allocate the funds based upon recommendations from the Department or State Superintendent. (n=3)
- The Commission should continue to allocate the funds, based upon input from both the Department and State Board. (n=2)
- The Department of Education should allocate the funds, based upon recommendations from the Commission. (n=1)
- The funds should be distributed through the Nevada Plan for school finance. (n=1)

**If the Commission is continued, the following ideas represent revisions to increase the Commission's effectiveness.**

- Training is as important as the technology itself. Training should be an essential component of the plan. (n=2)
- Revise the membership to reduce the politics and require the decisions made to be based upon knowledge and need. (n=1)
- The Commission should come up with a tool that captures the needs of schools within school districts. The school districts could then recommend needs for funding based upon site patterns. (n=1)
- Staff should provide members of the Commission with professional literature that discusses how different types of educational technology can be used to improve student learning and academic performance. (n=1)
- The current process appears very effective. The Commission should continue to be represented on the writing team for the Educational Technology Plan. (n=1)
- The plan should include a provision for augmenting the networking possibilities for schools in small school districts. (n=1)

**If the Commission is not continued, the following ideas represent how the functions of the Commission could be continued.**

- Transfer the responsibilities for developing the educational technology plan to the Department, with final approval by the State Board. (n=22) [Need input from the school districts] [The Department needs to be properly resourced.] [Require the Department to convene an advisory group.] [Need to coordinate training needs through the RPDPs.] [The plan also needs to be communicated to all other education groups for improved integration of technology into the delivery of instruction.]
- Transfer the responsibilities for recommending allocations to the Department, with final approval by the State Board. (n=19) [The entity should come up with a tool that captures the needs of schools within school districts. The school districts could then recommend needs for funding based upon site patterns.] [Follow the same process as the Department already utilizes to allocate federal funds. This would provide for consistency between the allocation of state and federal funds.] [Need input from the school districts and the technology plans.] [Make sure the small school districts are not shortchanged.]
- The State Board should allocate the funds. (n=2)
- Create an office and similar commission within the Department. This would be more cost efficient and would allow the State Superintendent to facilitate effective communication between school districts, writers of the academic standards, and the RPDPs. (n=1)
- The Commission should develop a plan and provide it to the State Superintendent. The State Superintendent should recommend the plan to the State Board. (n=1)

## **COMMISSION ON EDUCATIONAL EXCELLENCE** ***(Nevada Revised Statutes [NRS] 385.3781 - 385.379)***

Duties: The Commission on Educational Excellence establishes a program of educational excellence designed exclusively for pupils enrolled in kindergarten through grade 6 in public schools in the State of Nevada. In so doing, the Commission addresses the approval of grants to schools from the Account for Programs for Innovation and the Prevention of Remediation (NRS 385.379) to support implementation of plans for improvement.

Selection Process: The Commission consists of nine members. The Governor appoints eight members; the Superintendent of Public Instruction serves as an ex officio voting member of the Commission.

Budget: Due to budget reductions, funding was not approved by the 2009 Legislature for the Commission for grants to schools. In Fiscal Year (FY) 2007-2008, State funding of approximately \$14,500 supported the operation of the Commission. During FY 2007-2008, the Commission allocated \$29.3 million in grants to schools.

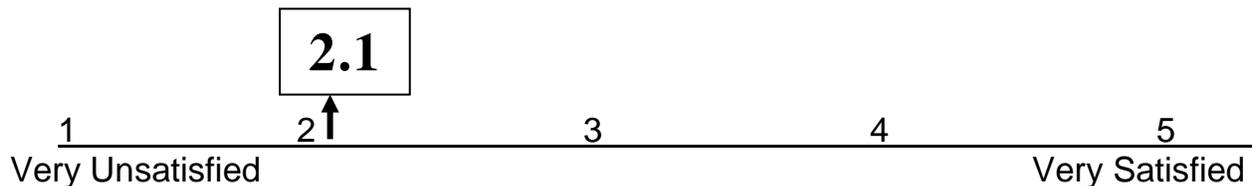
### Communication Structure:

- ✓ Department of Education: Pursuant to NRS 385.3784, the Department of Education provides administrative support, equipment, and office space as is necessary for the Commission to carry out its duties.
- ✓ Reporting: Pursuant to NRS 385.3789, the Commission must provide an annual report concerning the distribution of funds to the State Board, Governor, Legislative Committee on Education, Legislative Bureau of Educational Accountability and Program Evaluation, Interim Finance Committee, and the board of trustees of each school district.

## SURVEY RESULTS

**Respondents: 37 Surveys, Representing 71 Respondents**

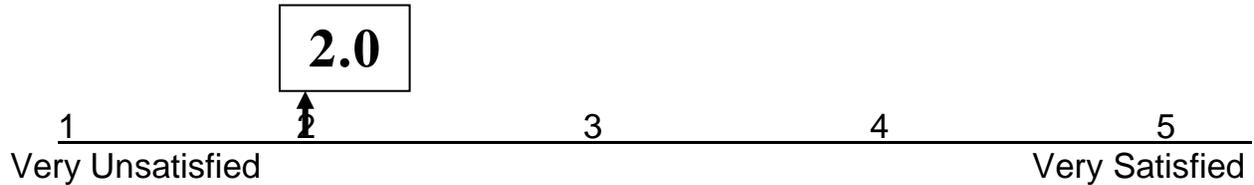
**How satisfied are you with the process for establishing a program of educational excellence in the State of Nevada? (n=34 Surveys)**



### **Comments:**

- The Commission has served its time. It should be dissolved or placed under the Department of Education. (n=3)
- The Commission has never established a program of educational excellence. (n=3) [The Commission has only distributed massive amounts of funds.]
- This program was not as effective as it could have been. (n=2) [The process was too wide open, with almost no controls.] [Principals are not always able to identify the areas in need of improvement.]
- This is one of the most innovative and effective programs. (n=2)
- The requirements for obtaining these grants is cumbersome, time consuming, and an unfair practice. (n=1) [Many school districts cannot afford grant writers.]
- This program has been underfunded. (n=1)
- Programs funded do not always work. (n=1)

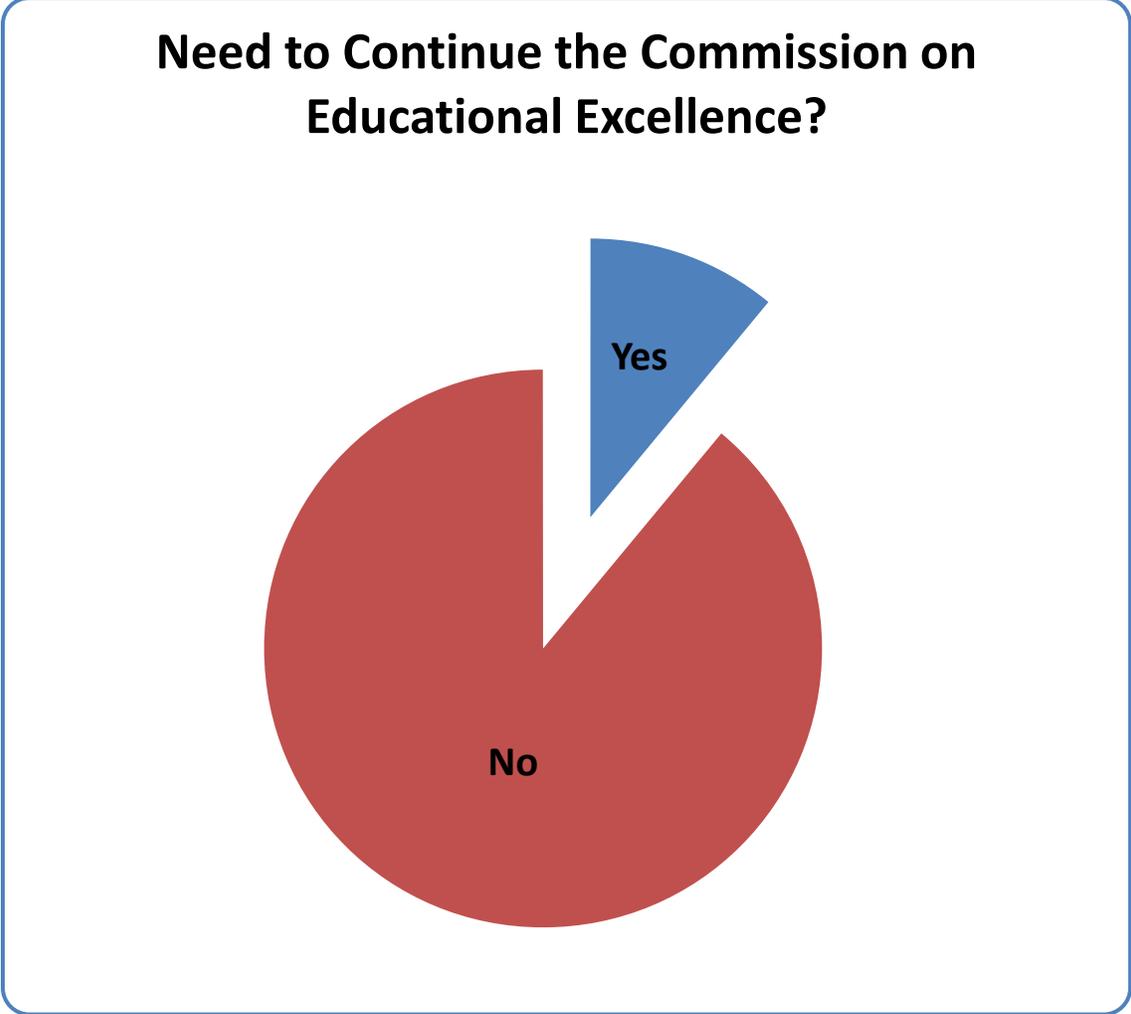
## How satisfied are you with the process for allocating funds to schools from the Account for Programs for Innovation and the Prevention of Remediation? (n=33 Surveys)



### Comments:

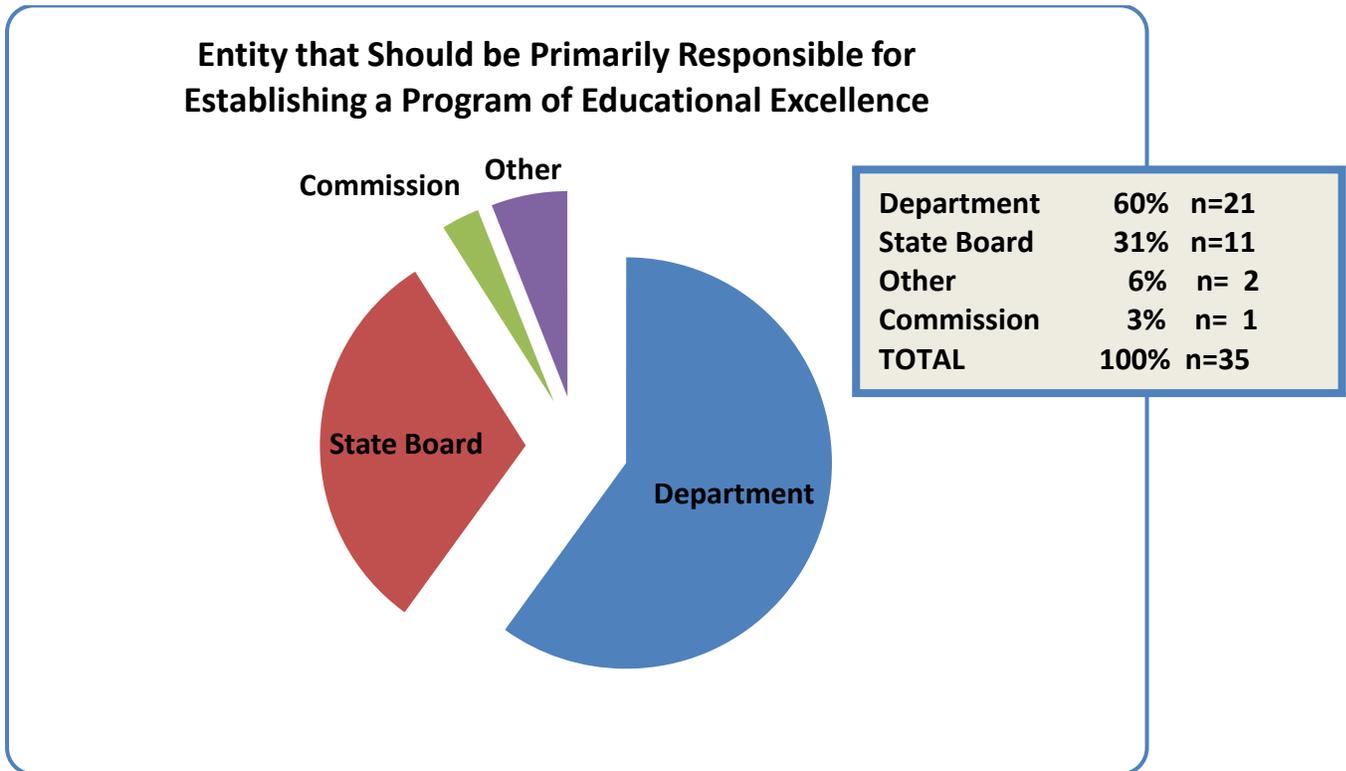
- There is no consistency in the approval process. (n=3) [In some cases, schools that submitted duplicate applications were approved for different grant amounts.] [Funds have been allocated in a very haphazard fashion.]
- The Commission is supposed to approve funds for innovative programs. What innovative programs were funded? (n=2)
- Many smaller school districts do not have the resources to create competitive proposals. (n=2)
- The funding allocated to schools was used very effectively and appeared to impact student achievement positively. (n=1)
- Too much insider trading is going on with these funds. (n=1)
- In some cases, all of the funding needed was not approved. For example, funding for software was approved, but funding for hardware was not. (n=1)
- The application timelines need to match the operational timelines of all school districts. (n=1)

**Based upon your knowledge, is there a need in Nevada to continue the Commission on Educational Excellence?  
(n=36 Surveys)**



<b>Yes</b>	<b>11%</b>	<b>n= 4</b>
<b>No</b>	<b>89%</b>	<b>n=32</b>
<b>TOTAL</b>	<b>100%</b>	<b>n=36</b>

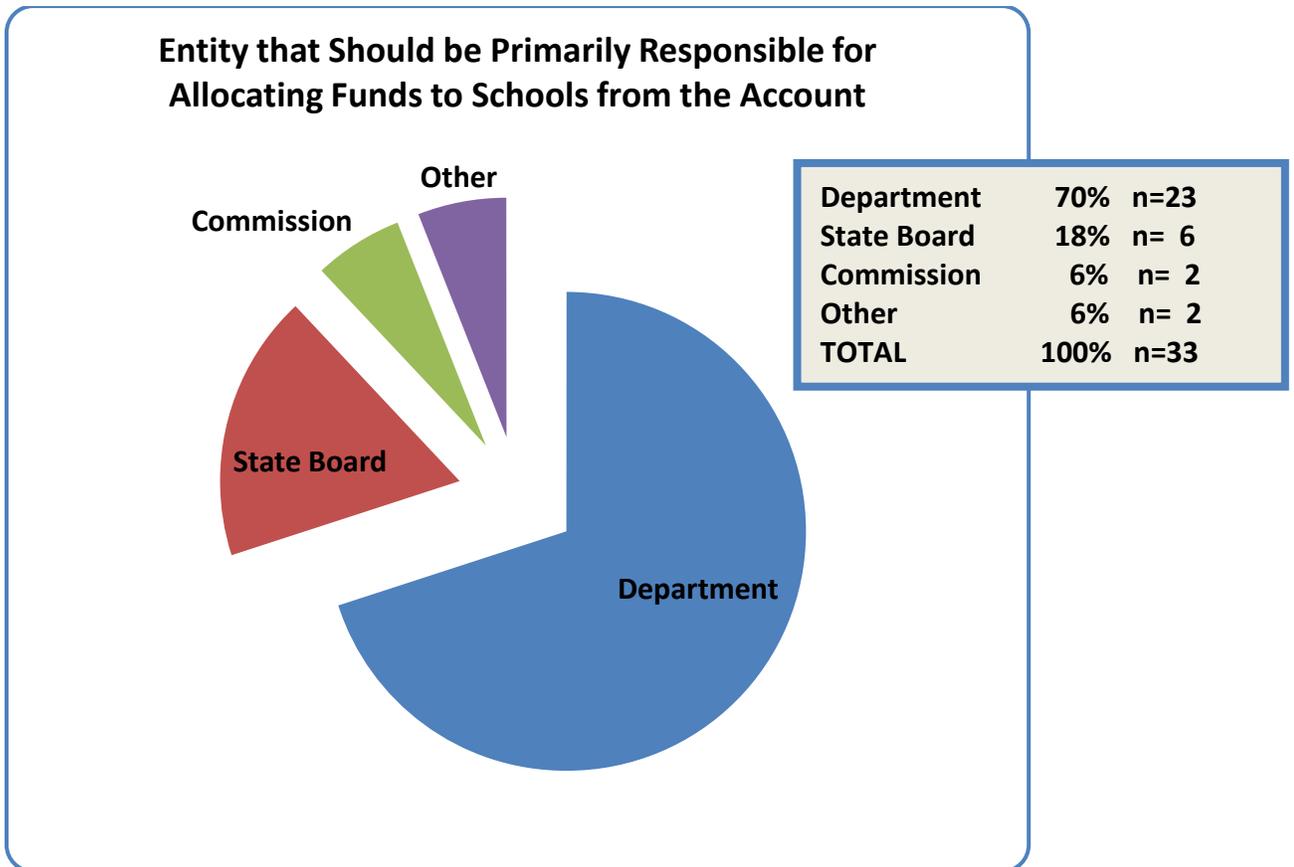
**Within your ideal system for public education governance, which entity should be primarily responsible for establishing a program of educational excellence in the State of Nevada? (n=35 Surveys)**



**Comments:**

- The Department should establish the program. (n=4) [The Department already provides the administrative support for the Commission.] [The Department has the knowledge and expertise to know what type of help school districts need.]
- If the State Board of Education becomes an appointed Board, it should be responsible for establishing a program of educational excellence. (n=1)
- Too many layers of approval for this grant program. (n=1)

**Within your ideal system for public education governance, which entity should be primarily responsible for allocating funds to schools from the Account for Programs for Innovation and the Prevention of Remediation? (n=33 Surveys)**



**Comments:**

- The Department should approve the allocation of funds to schools. (n=4) [The Department should convene an advisory group to assist with the recommendations.]
- The State Board should approve the allocations, based upon recommendations from the Department of Education. (n=3) [The Department should convene an advisory group to assist with the recommendations.]

**If the Commission on Educational Excellence is continued, the following ideas represent revisions to increase the Commission's effectiveness.**

- The funding should be allocated based upon adequate yearly progress status. However, once a school has achieved adequate yearly progress, some funding should be allocated to maintain the program. (n=1)
- An efficient appeals process should be established for grant applications not approved. (n=1)
- The Commission should identify best practices and allocate the funds accordingly. (n=1)
- The Commission should revise the process for the allocation of funds to be more objective, thus making the allocations across schools more consistent. (n=1)

**If the Commission on Educational Excellence is not continued, the following ideas represent how the functions of the Commission could be continued.**

- The Program should be under the direct supervision of the State's Superintendent of Public Instruction, with responsibilities for carrying out the program given to the Department. (n=11) [The State Superintendent should convene an advisory group to develop the program and approve the allocation of funds to schools. The advisory group should be made up of business representatives, university representatives, coordinators of the regional professional development programs, and nationally certified teachers.]
  
- The Program of Educational Excellence should be established by the State Board of Education. Recommendations to allocate the funds should be made by the Department. The State Board should have authority for final approval of the recommended allocations. (n=11) [The Department should convene an advisory committee to assist in making recommendations for allocations.] [Participation by the State Board should only occur if its membership is revised to be appointed.]

W100502

# **REGIONAL TRAINING PROGRAMS FOR THE PROFESSIONAL DEVELOPMENT OF TEACHERS AND ADMINISTRATORS**

***(Nevada Revised Statutes [NRS] 391.512)***

## **DESCRIPTION**

Duties: The primary mission of the Regional Training Programs (aka Regional Professional Development Programs [RPDPs]) is to provide training to teachers and administrators concerning the statewide academic standards. In addition, the RPDPs are responsible for implementing the Nevada Early Literacy Intervention Program (NELIP), which provides training for teachers who teach kindergarten and grades 1, 2, or 3 on methods to teach fundamental reading skills.

The primary mission of the Statewide Council for the Coordination of the RPDPs is to adopt uniform standards for high quality professional development through the RPDPs, coordinate training programs across the regions, and conduct long-range planning concerning the professional development needs of teachers and administrators in Nevada.

Selection Process: The RPDPs are operated by the school districts. There are three regional governing boards that oversee the training provided to teachers and administrators. Pursuant to NRS 391.524, each governing body must consist of the superintendent of schools for each school district in the region, master teachers, representatives of the Nevada System of Higher Education, and a nonvoting member who is an employee of the Department of Education.

The Statewide Council for the Coordination of the RPDPs consists of seven members, as follows: the Coordinator for each of the three RPDPs, one member of the governing body for each region, and one representative of the Nevada State Education Association appointed by the President of that Association.

Budget: State funding of \$7.8 million in each fiscal year of the 2009-2011 biennium supports the operation of RPDPs. In addition, State funding of \$100,000 in each fiscal year of the 2009-2011 biennium supports the duties of the Statewide Council in providing additional training opportunities for educational administrators in Nevada.

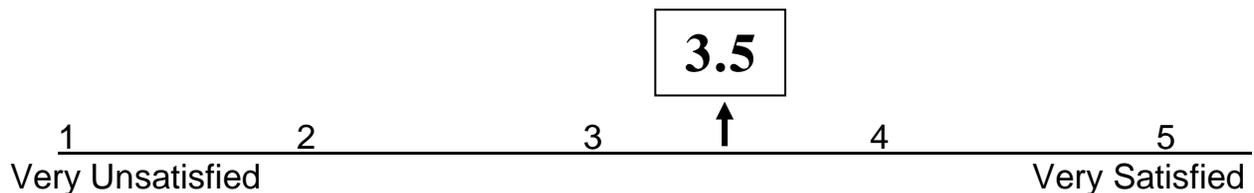
### Communication Structure:

- ✓ Department of Education: Pursuant to NRS 391.524, an employee of the Department is a nonvoting member of the governing body of an RPDP.
- ✓ School Districts: Pursuant to NRS 391.520, the Statewide Council must coordinate the dissemination of information to school districts, administrators, and teachers concerning the training programs provided through the RPDPs.
- ✓ Teachers and Administrators: Pursuant to NRS 391.544, the RPDPs provide training based upon an assessment of needs for training within each region.
- ✓ State Board, Commission on Professional Standards, Legislative Committee on Education, and Legislative Bureau of Educational Accountability and Program Evaluation: Pursuant to NRS 391.552, the governing body of each RPDP must submit an annual report of the evaluation of the success of each RPDP to each entity.

## SURVEY RESULTS

**Respondents: 51 Surveys, Representing 99 Respondents**

**How satisfied are you with the process for training teachers and administrators in Nevada concerning the statewide academic standards? (n=44)**



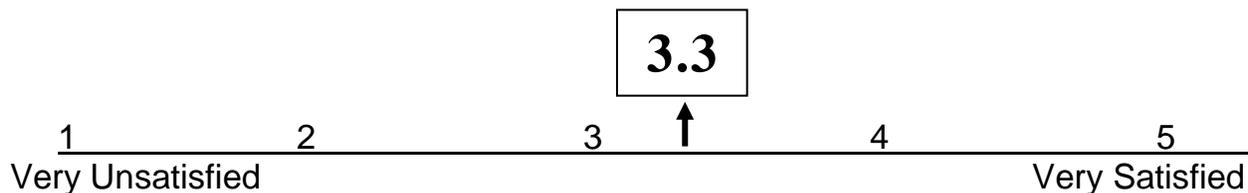
### **Comments:**

- There is insufficient funding for continual professional development efforts. (n=4) [The RPDPs have done an outstanding job with the funding provided.] [Budget cuts took a toll on our district's access to RPDP services. However, the RPDPs were instrumental in helping to train our own staff so we could carry on in their absence.] [The RPDPs have a strong impact on the teachers they work with; however, they have not been able to work with every teacher and administrator due to the high number of schools and teachers in each region, as well as the large geographic areas to be covered.]
- The RPDPs appear to do a pretty good job of training teachers and administrators. However, the RPDPs appear to be their own entity. (n=4) [The RPDPs should be working side by side with the Department.] [In a ideal system (i.e., if there was a strong State Board), the RPDPs would receive direction from the State Board, via the State Plan for Improvement.] [The RPDPs do not provide the training that is needed, as determined by the Department. The RPDPs work independently from the Department.]
- The elimination of the RPDPs would create an inequity for training. (n=3) [The RPDP has contributed enormously to our rural county. We simply could not provide our teachers and principals help in curriculum and instruction without the RPDP. This institution

has literally saved our educational system during the last two years of budget cuts.] [With the reduction from four to three, the RPDPs are less available to help local school districts and are less able to tailor the trainings to the needs of the smaller school districts.] [As rural districts, there is almost nothing else out there to help with training. The RPDP is a great program and should continue.]

- The training is not consistent across the State. (n=2) [No training is offered in certain areas of the State in certain subject areas (i.e., special education).]
- All teachers and administrators should be required to participate in the training offered. (n=1)
- Evaluations of teachers and principals should include how well the teachers and administrators actually use the training in the classroom and for administrative purposes. (n=1)
- All teachers and administrators in the State are able to receive direct training on the academic standards. (n=1)
- Student performance/outcomes do not justify satisfaction. (n=1)
- Time constraints of teachers are a big factor in insufficient training. (n=1)
- The RPDPs do a great job with what they have. If the academic standards did not keep changing so often, the RPDPs could do an even better job. (n=1)
- Teachers need more coaching/modeling to ensure the student outputs. (n=1)

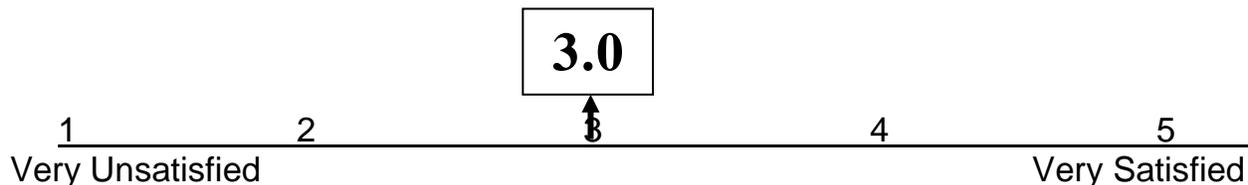
**How satisfied are you with the process for training teachers who teach kindergarten and grades 1, 2, or 3 on methods to teach fundamental reading skills for students in kindergarten and grades 1, 2, or 3? (n=42)**



**Comments:**

- There has been an effective Nevada Early Literacy Intervention Program (NELIP) training model in place for several years. (n=2) [We are pleased with the process of applying research-based literacy skills through ongoing collaboration among teachers and RPDP personnel. Through this process, teacher leaders are developed who sustain the growth.]
- I have never heard about this program, nor have I seen any data looking at the extent to which our 3<sup>rd</sup> grade students can read at grade level. Are the RPDPs really doing this? (n=2) [Our RPDP did not directly address this topic.]
- At this time, the regional training is spread very thin. (n=2)
- Teachers need more coaching/modeling to ensure the student outputs. (n=2) [We have schools where only reading programs have been used and when the programs went away, those teachers remain under resourced, having never learned how to teach reading beyond a script.] [The program should focus on phonics.]
- There are no measurable improvements in student achievement as a result of this training. (n=1)
- Time constraints of teachers are a big factor in insufficient training. (n=1)
- Our RPDP has excellent teaching/learning strategies. We have benefitted greatly from their expertise and willingness to help. (n=1)

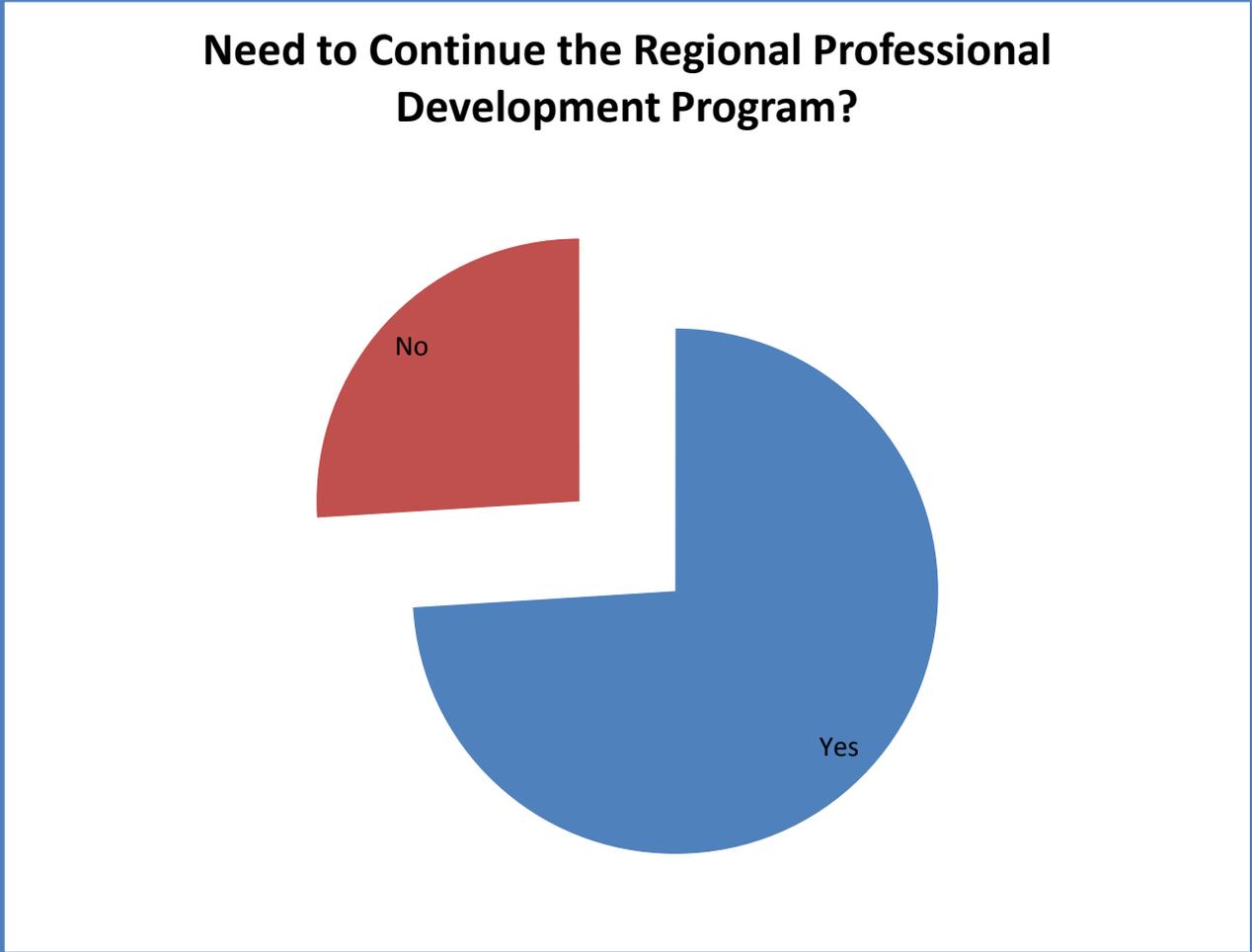
## How satisfied are you with the statewide coordination of the RPDPs? (n=43)



### Comments:

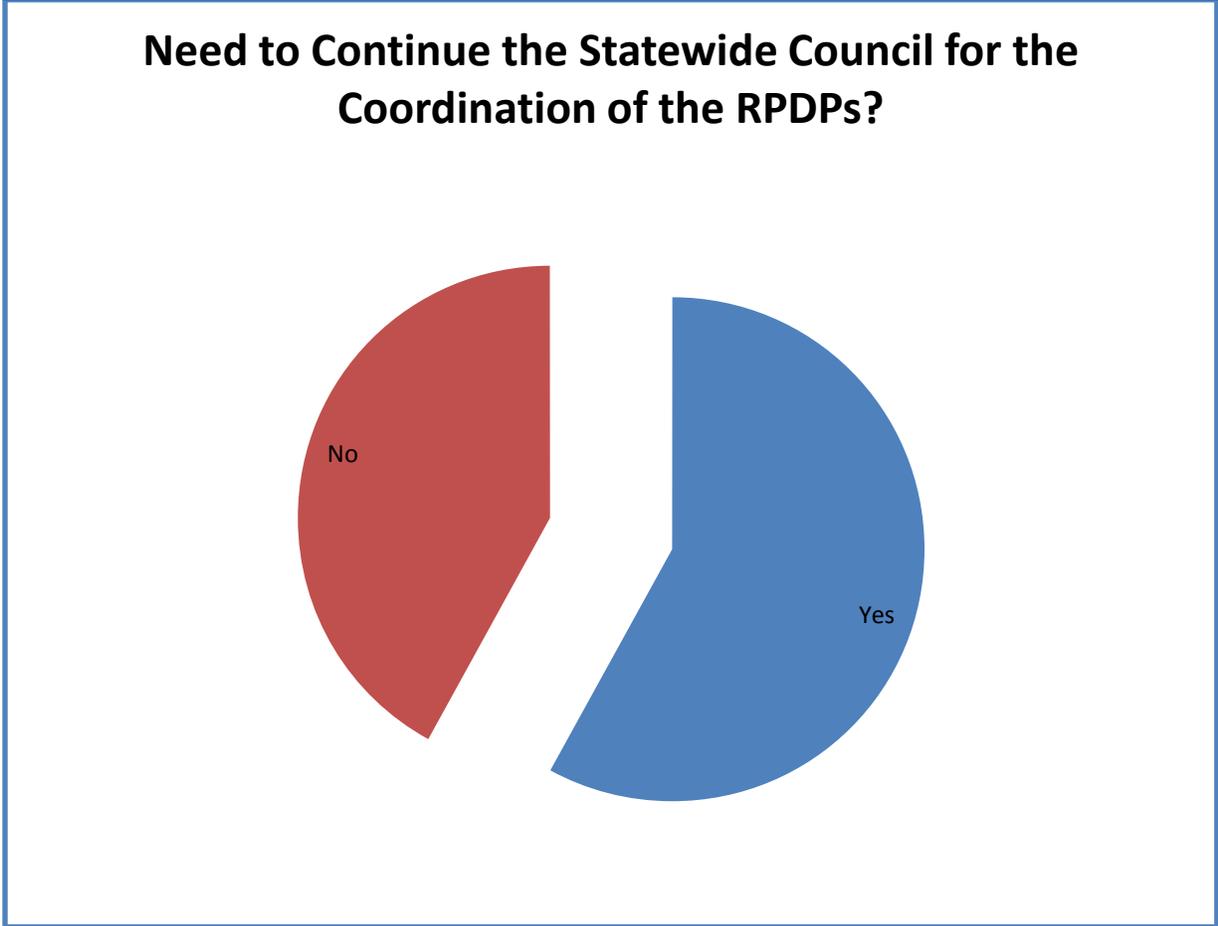
- There is adequate communication among the three sites and each has maintained an autonomy that allows them to meet the needs of each unique region. (n=6) [One size does not fit all; each RPDP should address the needs of the districts they represent. The training does not need to be a duplication across the State.] [The Statewide Coordinating Council serves primarily as a communication entity. It is not necessary for each region to have the same training; it is desirable for each region to have the flexibility to best meet the needs of its member districts.]
- The RPDPs act independently, with little coordination among the other entities in the education governance structure. (n=3) [There is no coordination with the Department of Education, which is the most important entity for the RPDPs to coordinate with.] [The RPDPs should be tied to the Department to best incorporate academic standards.] [The RPDPs need more input from the Department.]
- The three RPDPs act independently; there does not appear to be a unified focus. (n=3)
- The Council appears to be a weak group, without any sense of purpose. (n=2)
- Coordinator's communication about professional development across the State is immensely important because of the distance and budget crisis. (n=1)
- The formal Statewide Coordinating Council should be abolished and the directors should be authorized to meet informally, as needed. (n=1)

Based upon your knowledge, is there a need in Nevada to continue the Regional Professional Development Program (RPDP) in its current form? (n=47)



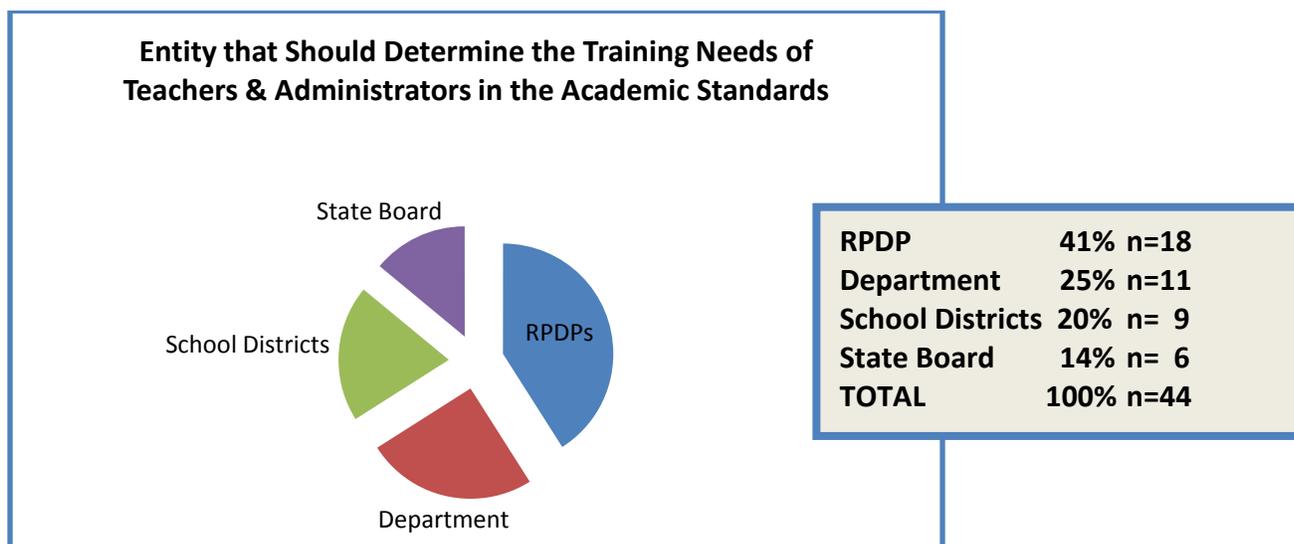
<b>Yes</b>	<b>74%</b>	<b>n=35</b>
<b>No</b>	<b>26%</b>	<b>n=12</b>
<b>TOTAL</b>	<b>100%</b>	<b>n=47</b>

Based upon your knowledge, is there a need in Nevada to continue the Statewide Council for the Coordination of the RPDPs in its current form? (n=40)



<b>Yes</b>	<b>58%</b>	<b>n=23</b>
<b>No</b>	<b>42%</b>	<b>n=17</b>
<b>TOTAL</b>	<b>100%</b>	<b>n=40</b>

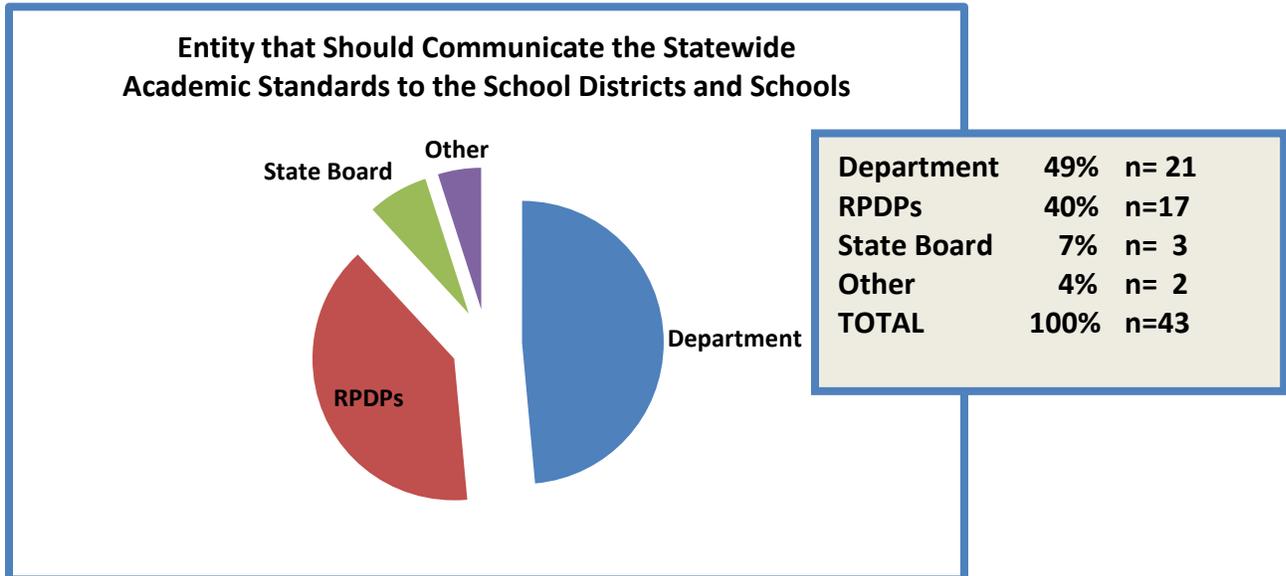
**Within your ideal system for public education governance, which entity should be primarily responsible for determining the training needs of teachers and administrators in the academic standards? (n=44)**



**Comments:**

- Only the RPDPs, in consultation with the school districts, can align professional development to individual schools and district improvement plans. (n=9) [The State Board, Department, and the Academic Standards Council are too removed from the students.]
- The State Board and Department should determine the needs and the RPDPs should deliver. (n=4) [The determination should be based upon student performance data and should be reflected in the State Improvement Plan. With this data, the State Board should direct the Department and the RPDPs on the primary need for training on a statewide basis. The regions should look at the statewide data and determine if the needs of the region differ.]
- The Department should work directly with school districts, superintendents, and teachers to provide school and district level training. (n=1) [This would be in conjunction with a newly formed entity under the supervision of the State Superintendent.]
- All of the entities, including the colleges of education and the Commission on Professional Standards, should work together to determine the training needs. (n=1)

**Within your ideal system for public education governance, which entity should be primarily responsible for communicating the statewide academic standards to the school districts and schools? (n=43)**



**Comments:**

- The RPDPs should communicate the standards to the school districts and schools. (n=4) [The RPDPs work directly with teachers and district administrators; the other entities do not.] [With input and assistance from the Department.] [The teachers and administrators should be mandated to attend the trainings.]
- The Department of Education should communicate the standards to the school districts and the RPDPs should provide the training. (n=3) [The schools districts also need to take some ownership.]
- The State Board should direct the process. (n=1)

**If the RPDP is continued, the following ideas represent revisions to increase the RPDP's effectiveness.**

- The RPDPs need additional funding. (n=15) [Additional personnel are needed, especially now that one regional RPDP was closed.] [All teachers at all grade levels need to receive the training.] [Need to provide more mentoring and coaching.] [The RPDPs need to focus training only on the standards.]
- The RPDPs need to coordinate better with other entities. (n=6) [The Department.] [The Academic Standards Council.] [The State Board.] [The State Board – only if the membership is revised.] [The trainings should link directly to school and district improvement plans.]
- In order for this to be an effective statewide program, teachers and administrators should be required to attend certain trainings. (n=4) [Additional contract days for teachers are needed.] [Teachers and administrators should be evaluated on their use of the training techniques taught.]
- There should be coordination and accountability from a source external to the RPDPs. (n=2) [The effectiveness of the trainings should be evaluated by an outside consultant.]
- The RPDPs need funds to allow the personnel of the RPDPs to stay current in standards-based instructional practices. (n=1)
- Administrator training should take into account what is desired by the school districts and the State administrator groups. (n=1)

- The principles for trainings should be driven, fundamentally, by analyses of the differences between goals and standards for student learning, and student performance. (n=2)  
[The trainings should link better to research-based practices.] [The courses need to be up-to-date and made easily available.]
- Provide for rural counties only. (n=1)
- For the NELIP, administrators must be included in the training. (n=1)
- For the NELIP, a teacher cadre of kindergarten and first grade teachers should be developed and there should be a partnership between the school districts and the RPDPs to support growth of students in the early grades. (n=1)
- If the NELIP still exists, it needs to be evaluated for effectiveness. (n=1)
- For the NELIP, there should be a focus on phonics. (n=1)

**If the RPDP is not continued, the following ideas represent how the functions of the RPDP could be continued.**

- The Department should provide the training. (n=4)  
[Professional development units should be created within the Department.] [The training would be more coordinated and consistent if provided by the Department.] [The new system should be well coordinated and accountable.]
  
- The State Board should have final approval over the Standards to be taught; the Department should provide the training to school districts. (n=1)

**If the Statewide Council for the Coordination of the RPDPs is continued, the following ideas represent revisions to increase the Statewide Council's effectiveness.**

- All interested groups should be included at the meetings. (n=6) [It would be helpful if the trainers could participate in the Council's meetings and share information.] [The Department must be included in the meetings.] [The Statewide Council needs to take direction from a revised State Board of Education.] [The State Superintendent should be the chair of the Statewide Council.]
- There should be accountability measures in place, measured by a source external to the Statewide Council. (n=1)
- There should be a common vision for statewide training on the academic standards. (n=1)
- The Statewide Council needs to evaluate the effect of the elimination of the Western RPDPs on statewide training. (n=1)

**If the Statewide Council for the Coordination of the RPDPs is not continued, the following ideas represent how the functions of the Statewide Council could be continued.**

- The Department, through the office of the State Superintendent, should oversee the coordination of standards training to teachers and administrators. (n=5)
- The governing bodies of the RPDPs should determine training based on district needs. (n=4)
- Keep an informal exchange among the regions. (n=2)  
[Networking between the regions is important.]
- Accountability for the program could be maintained through the Legislative Committee on Education or the Legislative Counsel Bureau. (n=1)

**COMMISSION ON PROFESSIONAL STANDARDS  
IN EDUCATION**  
***(Nevada Revised Statutes [NRS] 391.011 - 391.029)***

Duties: The Commission on Professional Standards in Education establishes qualifications for teacher licensure in the State of Nevada.

Selection Process: The Commission consists of nine members appointed by the Governor.

Budget: Teacher licensure funding of approximately \$12,000 in each fiscal year of the 2010-2011 biennium support the operation of the Commission. A .51 full-time equivalent employee of the Department provides support to the Commission.

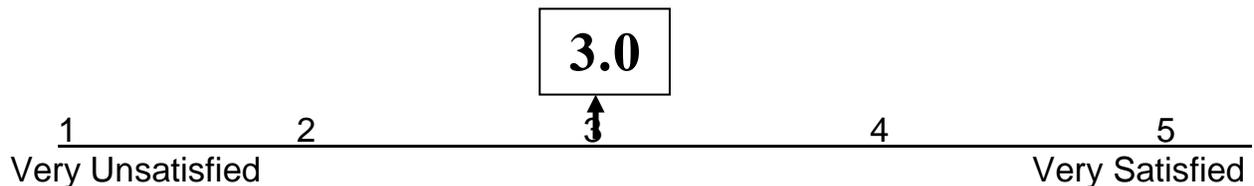
Communication Structure:

- ✓ State Board of Education: Pursuant to NRS 391.027, the State Board of Education may disapprove any regulation adopted by the Commission if it would threaten the efficient operation of the public schools or would create an undue financial hardship for any teacher, administrator or other educational personnel, or any county school district.
  
- ✓ Department of Education: Pursuant to NRS 391.029, the Department of Education provides personnel necessary to enable the Commission to carry out its duties.

## SURVEY RESULTS

**Respondents: 41 Surveys, Representing 61 Respondents**

**How satisfied are you with the process for establishing the qualifications for teacher licensure in the State of Nevada? (n=41 Surveys)**

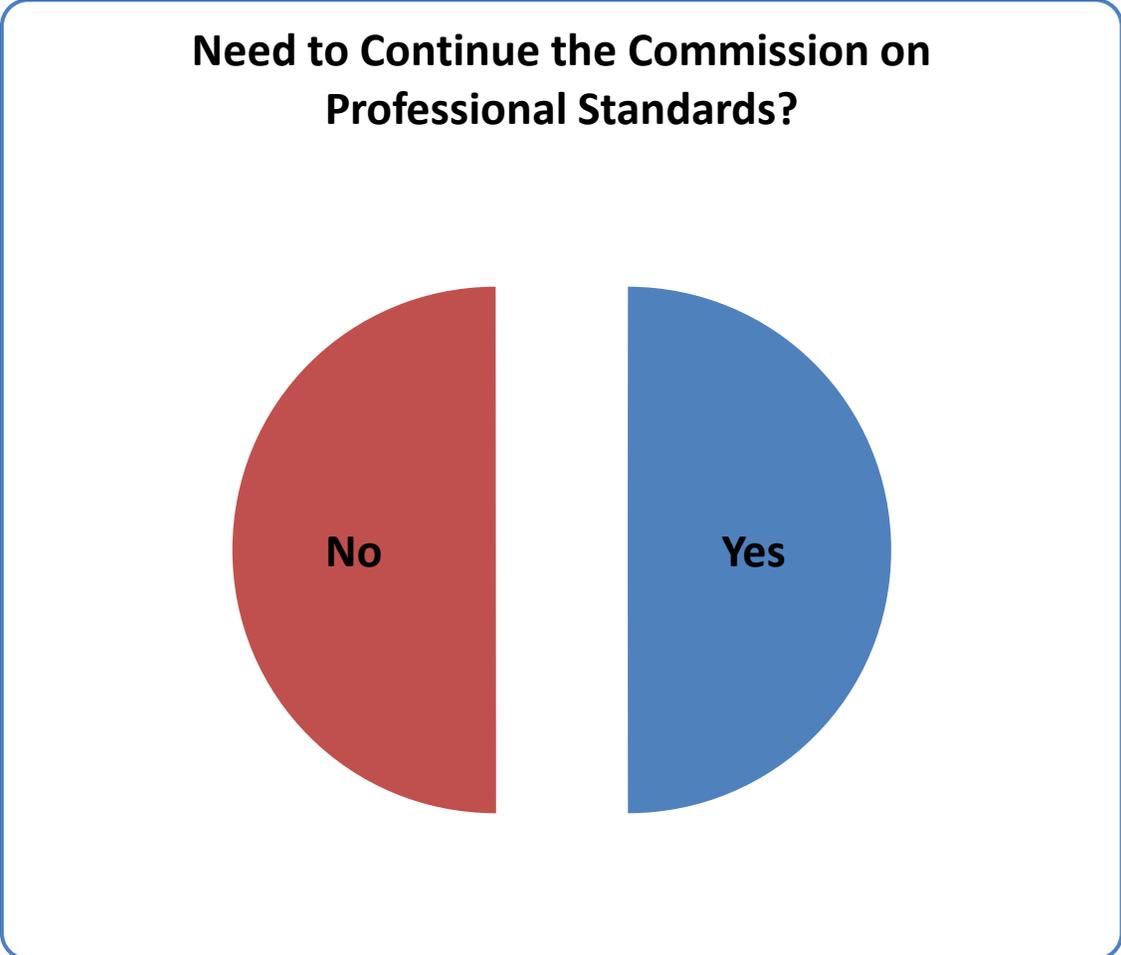


### **Comments:**

- The Commission appears to be quite political, especially with the influence of the teachers' union. (n=3) [Teachers should be involved in the process of establishing qualifications for teacher licensure; however, they should not control it.] [The needs of the school districts are not considered much at all over the politics of this Commission.]
- This Commission needs to move forward, from the past to the present. (n=2) [There is a lack of reciprocity with other states.] [The Commission needs to consider the needs of teachers in being able to teach diverse populations—what type of certification do our teachers need?] [The State needs a less restrictive alternative teacher licensing law.]
- All decisions concerning teacher licensure need to be streamlined. (n=2) [The duties of the Commission need to be placed within the Department of Education.]
- The Commission should bring in experts to assist them in making decisions. (n=2) [For example, New Jersey brought in a reform expert to assist in developing teacher standards.]
- This is the one Commission that should remain in the education governance structure. (n=2)
- Decisions are made with little input from the trenches. (n=1)

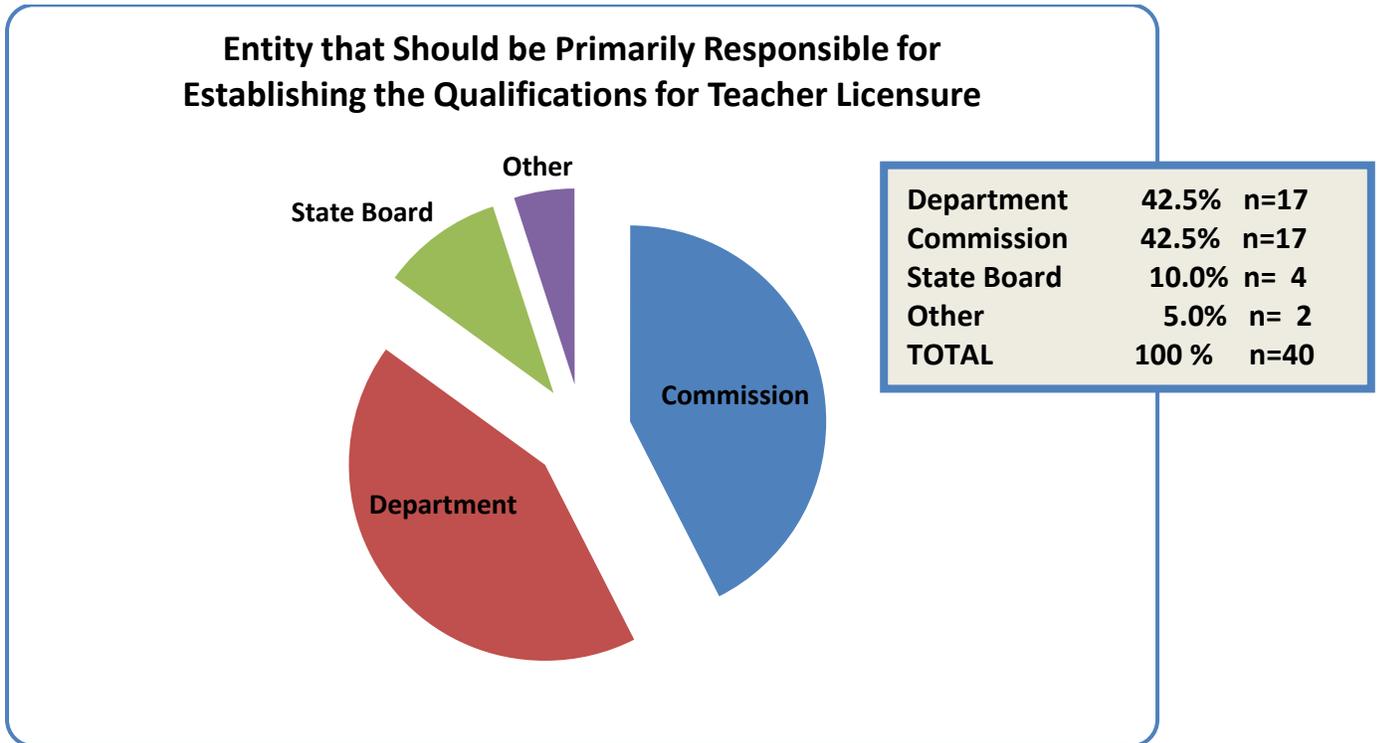
- The Commission accepts input from a variety of sources, which is important. (n=1)
- With the shortage of effective mathematics teachers, the requirement for a mathematics teacher to become highly qualified is too taxing. (n=1)

**Based upon your knowledge, is there a need in Nevada to continue the Commission on Professional Standards in Education in its current form? (n=38 Surveys)**



<b>Yes</b>	<b>50%</b>	<b>n=19</b>
<b>No</b>	<b>50%</b>	<b>n=19</b>
<b>TOTAL</b>	<b>100%</b>	<b>n=38</b>

**Within your ideal system for public education governance, which entity should be primarily responsible for establishing the qualifications for teacher licensure in Nevada? (n=40 Surveys)**



**Comments:**

- The Commission should remain, as is. (n=3) [The Commission is comprised of practitioners, representatives who have a vested interest in the process for licensure.] [Professional standards and licensure issues should never be left in the hands of elected officials.]
- A more effective system would be to incorporate the duties of the Commission into the Department of Education. There should be significant input from the school districts and State Board of Education. (n=2)
- Additional non-teacher public members should on the Commission. (n=1)
- The current Commission seems unresponsive and out of touch with the needs of Nevada. (n=1)

**If the Commission on Professional Standards is continued, the following ideas represent revisions to increase the Commission's effectiveness.**

- The State Board should have more authority over the Commission. (n=2)
- The Legislature should be involved in the process, to some extent. (n=2)  
[Possible reports to the Legislative Committee on Education?]
- No improvements are needed. (n=2) [The current system seems to work well.]
- The Commission should consider approving reciprocity with all states. (n=1)
- Stakeholders who work in the area of licensure for school districts, private schools, and charter schools should be represented. (n=1)
- There should be more rigorous standards for teachers and administrators so we achieve the student outputs desired. (n=1)
- The Commission needs to consider the needs of teachers in being able to teach diverse populations – what type of certification do our teachers need? (n=1)
- The Commission should consider requiring teachers to pass all portions of the High School Proficiency Examination before obtaining a license. (n=1)
- The Commission should meet more often. (n=1)
- The Department should have staff to monitor how well the universities adhere to the regulations. (n=1)

**If the Commission on Professional Standards is not continued, the following ideas represent how the functions of the Commission could be continued.**

- The State Board should approve the Department's recommendations. (n=10) [If the State Board is revised to be stronger (appointed and elected), the Commission should come under the direction of the State Board and the State Superintendent. (n=5)] [The Department needs to acquire professional input.] [The Department should convene an advisory committee to assist.]
- The State Superintendent and the Department of Education should oversee professional standards. (n=5) [The Department should consider a less restrictive alternative teacher licensing law.] [The Department should review current standards, working standards from other states and foreign countries, and review the policies and requirements for licensure in Nevada.] [The Department should consider approving reciprocity with all states.]

W100505

## **LEGISLATIVE COMMITTEE ON EDUCATION** **(*Nevada Revised Statutes [NRS] 218.5351- 218.5355*)**

Duties: The Legislative Committee on Education evaluates, reviews, and comments upon issues related to education in the State of Nevada. It may also recommend policy changes concerning public education to the full Legislature.

Selection Process: The Committee consists of eight legislative members appointed by Legislative Leadership.

Budget: For the 2009-2011 Biennium, State funding of \$9,552 will support the functions of the Committee. In addition, the budget for the Committee contains funding of \$35,000 over the biennium to support contract services for the Council to Establish Academic Standards for Public Schools and an additional \$8,000 to support contract services for the Commission on Educational Technology.

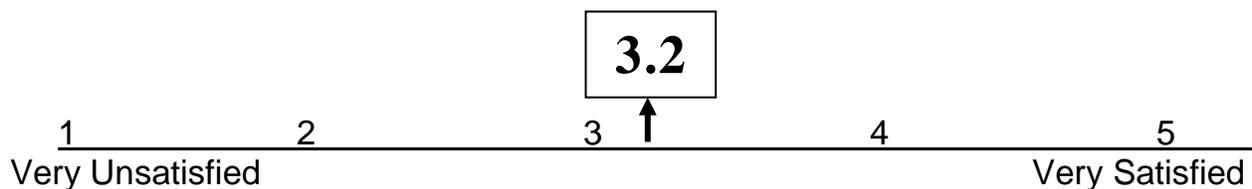
### Communication Structure:

- ✓ State Board of Education, School Districts, and Public Schools: Pursuant to NRS 218.5354, the Committee prescribes standards for the review and evaluation of the reports of the State Board of Education, school districts, and public schools.
- ✓ Department of Education: Pursuant to NRS 218.5354, the Committee recommends to the Department of Education programs of remedial study and supplemental educational services proven to be successful in improving the academic achievement of pupils.
- ✓ Commission on Educational Excellence: Pursuant to NRS 218.5354, the Committee recommends programs, practices, and strategies to the Commission that have proven effective in improving the academic achievement and proficiency of pupils.
- ✓ Legislative Bureau of Educational Accountability and Program Evaluation: Pursuant to NRS 218.5356, the Committee may request the Bureau to research and evaluate programs related to education.

## SURVEY RESULTS

**Respondents: 44 Surveys, Representing 70 Respondents**

**How satisfied are you with the Committee's process for reviewing, evaluating, and making recommendations concerning issues related to education in the State of Nevada? (n=40 Surveys)**

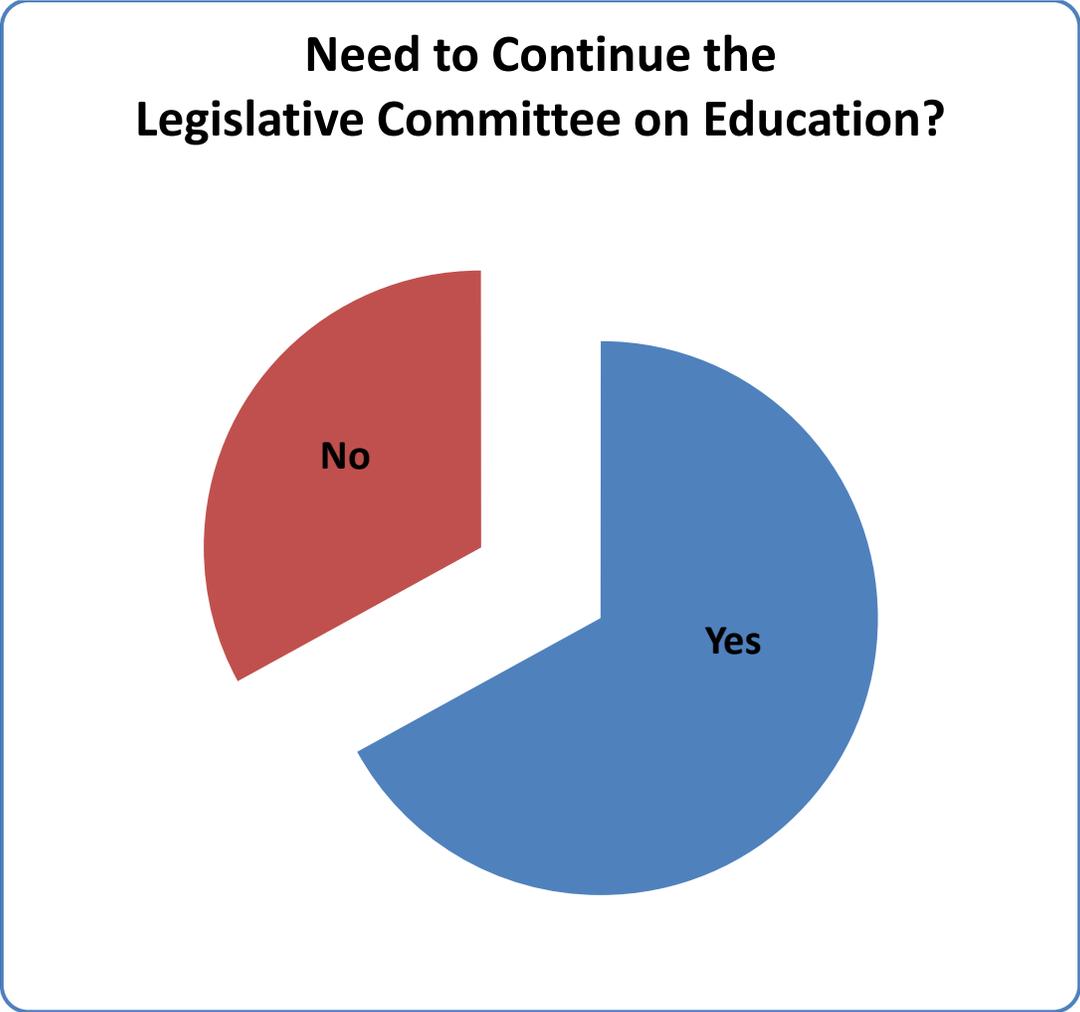


### **Comments:**

- The Legislature or some other entity should direct the Committee on what issues should be reviewed during the interim. (n=4) [Due to time constraints, the Committee is limited on what can be addressed during the interim.] [There is often a lack of structure, with no time for preparation or study.] [The Committee has not been as focused on the actions of the various other education commissions and councils. Because of this, the other entities have gone back to a business as usual attitude in the education community.]
- Committee members do not understand the education system in Nevada. (n=3) [The Committee frequently demands results from the Department of Education that are contingent upon school district cooperation.] [The Committee has made recommendations concerning issues that would be better left to the local school districts, as the school districts are more closely attuned to the constituents they represent.]
- The Committee is excellent at soliciting input from all interested parties. (n=2) [Because the Committee meets during the interim and includes members from both houses, there is more time for discussion and consensus building on important issues. This is the single most important body for statewide education policy-making in Nevada.]

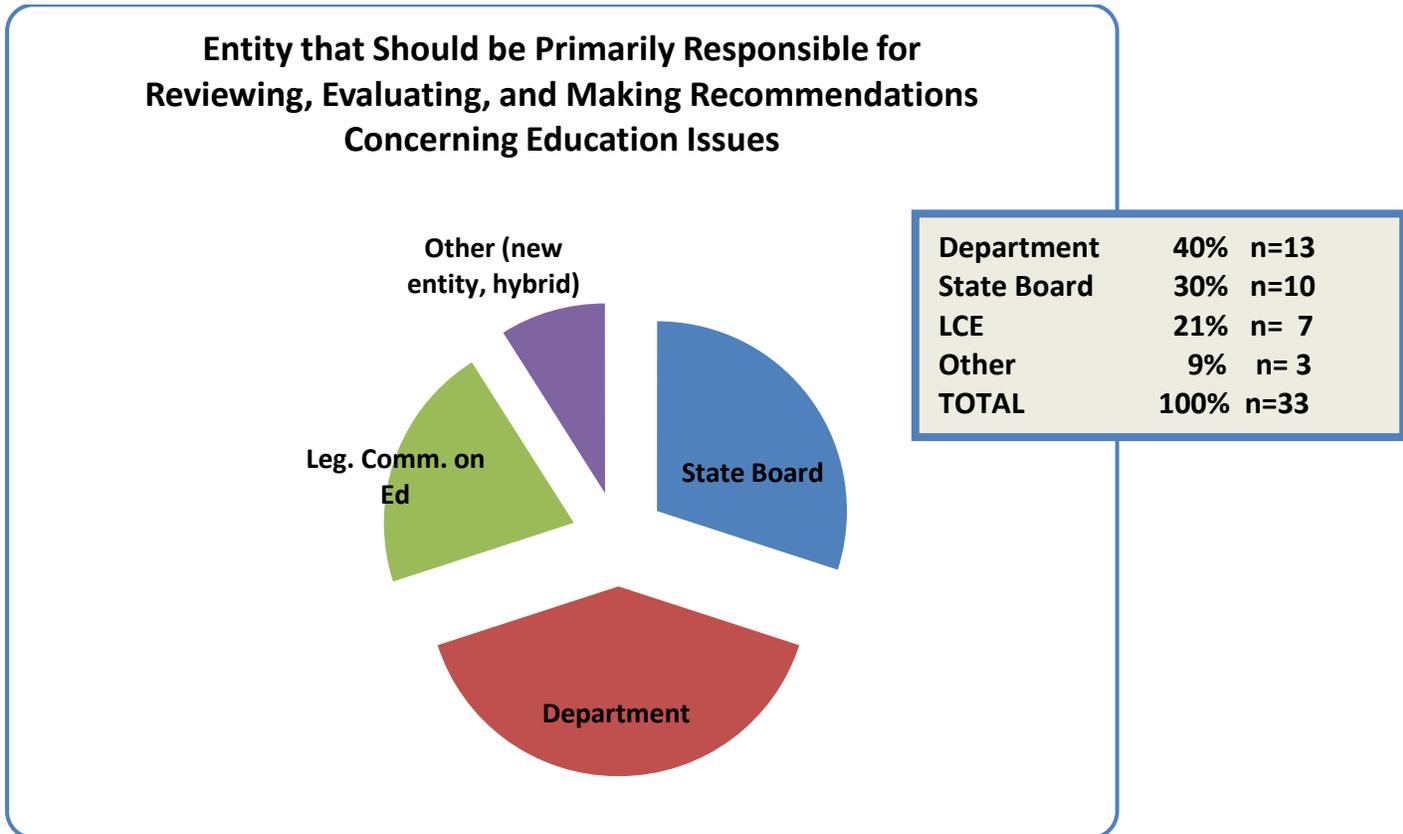
- The role of the Committee should be the role of the State Board of Education. (n=2) [Need to make the governance structure of education more streamlined. The State Superintendent has too many “masters.”] [The Committee only has the time to listen to issues one time; the State Board has more time to listen to issues and have meetings with the key entities.]
- The role of the Committee in listening to education issues and making recommendations concerning the issues to the full Legislature is essential. (n=2)
- The Committee needs to review more research on the effectiveness of programs prior to enacting legislation to support certain programs. (n=1)
- The Committee should deal with matters of education governance and policy, not administration. (n=1)
- The Committee should be responsible for providing the basics in educational structure and financing. Local control is often overruled due to State political involvement. (n=1)

Based upon your knowledge, is there a need in Nevada to continue the Legislative Committee on Education in its current form? (n=42 Surveys)



<b>Yes</b>	<b>67%</b>	<b>n=28</b>
<b>No</b>	<b>33%</b>	<b>n=14</b>
<b>TOTAL</b>	<b>100%</b>	<b>n=42</b>

**Within your ideal system for public education governance, which entity should be primarily responsible for reviewing, evaluating, and making recommendations concerning issues related to education in the State of Nevada? (n=33 Surveys)**



**Comments:**

- The Committee is the most unbiased group to make decisions related to education. (n=3) [The State Board and Department are frequently partial to recommendations that are “easiest” for their workload.] [Because the Committee is bipartisan and bicameral, but not dominated by professional educators, the Committee has been able to take the larger view of what is best for our State in terms of the most appropriate educational policies.] [The Committee, due to its makeup and the biennial change in chairmanship, does not seem to get mired in partisan issues. This has been extremely helpful to meaningful reform efforts in Nevada.]

- The State Board should be responsible for reviewing, evaluating, and making recommendations concerning education issues. (n=3) [The Office of the Governor should also have a role.]
- The Committee and State Board should have specified functions. (n=2) [The Committee should focus only on changes to State law. The State Board should focus only on the interpretation of regulations under State law.] [The Committee should provide the basic structure and resources for the State's system of public education. The State Board should approve policies directing the K-12 educational system.]
- The Department should be responsible as it has the personnel with the greatest education, training, and experience in education and the administration of education. (n=2)
- A new and improved State Board should be the education leader, identifying issues, recommending policies, and initiating change. (n=2)
- Since the Legislature is the potential primary party to any lawsuit about statewide policy and funding, it should be responsible. (n=1)
- The Department, with input from the school districts, should be responsible for reviewing, evaluating, and making recommendations concerning education issues. (n=1)

**If the Legislative Committee on Education is continued, the following ideas represent revisions to increase the Committee's effectiveness.**

- Continue to reach out and involve all stakeholders. (n=4) [Relying on the Department and school district personnel is not enough.] [Parents need a voice at the hearings.]
- It would be helpful to have the expected chairs of the Assembly Committee on Education and the Senate Committee on Health and Education be included in the membership of the Legislative Committee on Education. This would help the chairs of the session education committees be well versed in the issues being advanced by the interim committee. (n=3)
- The Committee should be more knowledgeable of education issues in the State and nationally. (n=2) [Include professional educators on the Committee.] [Increase the budget of the Committee to bring in top quality education people with the latest ideas. Also, attend national education meetings.]
- Solicit input from educational organizations or individuals in the field of education about issues that should be topics for the Committee to consider. (n=2) [Currently, the Committee considers issues that are of concern to legislators and policy makers; those issues may not be the same issues that are plaguing the teachers, counselors, and administrators in education.]
- The Legislature or some other entity should direct the Committee on what issues should be reviewed during the interim. (n=2)
- The Committee should meet more often. (n=2) [If the Committee is allotted more meetings, it could follow up on issues more thoroughly.]
- The Committee should make recommendations concerning education policies to the State Board; recommendations concerning education financing should be made to the Legislature. (n=1)
- Recordings of meetings and reports should be posted on the Legislative website. (n=1)

- Have work sessions scheduled for two separate meetings, so that all interested parties will have time to see where issues are headed and they will have time to make comments, as appropriate. (n=1)
  
- The Committee should advise the Legislature regarding laws that need to be changed, created, or eliminated to support goals established by the Department. The Committee should not direct educational reform, as it is too politically positioned. (n=1)
  
- The Committee should be allotted more bill draft requests. (n=1)

**If the Legislative Committee on Education is not continued, the following ideas represent how the functions of the Committee could be continued.**

- The Department should review, evaluate, and make recommendations concerning education issues to the State Board of Education. (n=4) [Only if adequate funding and proper authority are given.]
- The Department should make recommendations to the Legislature, as staffs of the Department are the most knowledgeable of education issues in Nevada. (n=4)
- The State Board should make recommendations to the Legislature. (n=2)
- In order to continue a legislative review of issues, hold interim studies on specific topics. (n=2)
- School district input needs to be obtained. (n=1)

W100494

# **LEGISLATIVE BUREAU OF EDUCATIONAL ACCOUNTABILITY AND PROGRAM EVALUATION (BUREAU) (*Nevada Revised Statutes [NRS] 218.5356*)**

Duties: The Legislative Bureau of Educational Accountability and Program Evaluation (Bureau) collects and analyzes data concerning public education in the State of Nevada.

Selection Process: The Bureau is located in the Fiscal Analysis Division of the Legislative Counsel Bureau. The Fiscal Analysts appoint to the Bureau a Chief and such other personnel as determined are necessary to carry out its duties.

Budget: For the 2009-2011 Biennium, the Bureau consists of 2.0 full-time equivalent Program Analysts who, in addition to education matters, are assigned other duties of a fiscal nature.

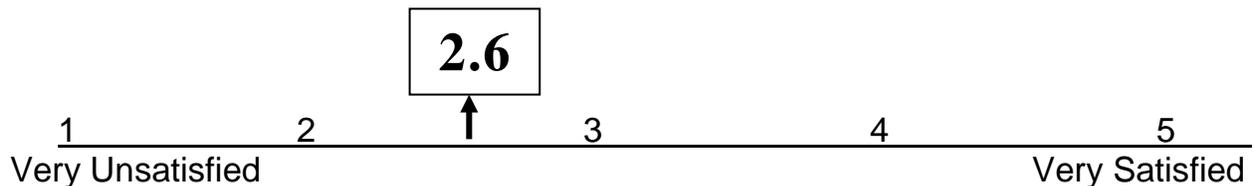
## Communication Structure:

- ✓ Legislative Committee on Education: Pursuant to NRS 218.5356, the Committee may request the Bureau to research and evaluate programs related to education.
- ✓ Legislative Commission: Pursuant to NRS 218.5356, the report of findings of the Bureau is submitted to the Legislative Commission.
- ✓ Department of Education, Nevada System of Higher Education (NSHE), School Districts, and Schools: Pursuant to NRS 218.5356, the Bureau may, pursuant to NRS 218.687, require a school, a school district, the NSHE, or the Department to submit documents as are determined necessary to carry out the duties of the Bureau.

## SURVEY RESULTS

**Respondents: 38 Surveys, Representing 65 Respondents**

**How satisfied are you with the legislative process for collecting and analyzing data concerning public education in the State of Nevada? (n=33 Surveys)**

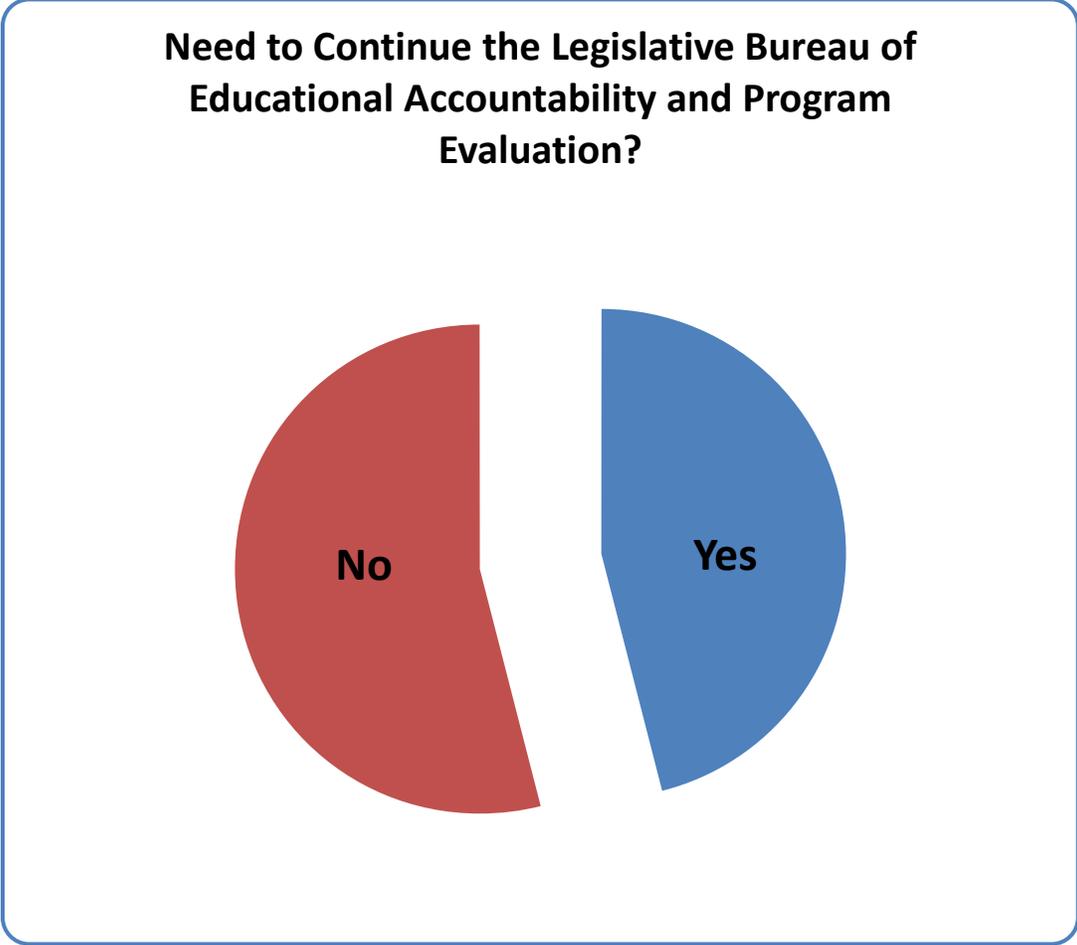


### **Comments:**

- The Bureau has not been active. (n=4) [I have not heard of any studies being completed by this group in several years.] [The Bureau used to be more active in going out to school districts and schools to evaluate programs and monitor the effectiveness of State spending.] [The Bureau is not receiving requests from the Fiscal Analysts, the Legislative Committee on Education, or the Legislature for an analysis of the report received.]
- The Bureau has been helpful as an independent data-gathering arm of the Legislature. (n=2)
- List of Effective Remedial Programs. (n=2) [The Bureau is at the mercy of vendor research and there is little in the way of tools to help with independent evaluations of programs. Instead of focusing on developing the List, the Bureau should focus on inputs and results.] [The List used to be highly used for approving remedial programs; however, it has faded from use in the school districts. I think we are going back to the old program where principals get excited about something and purchase what they see without research.]
- The Bureau is not receiving all of the reports they are required to receive. (n=1)

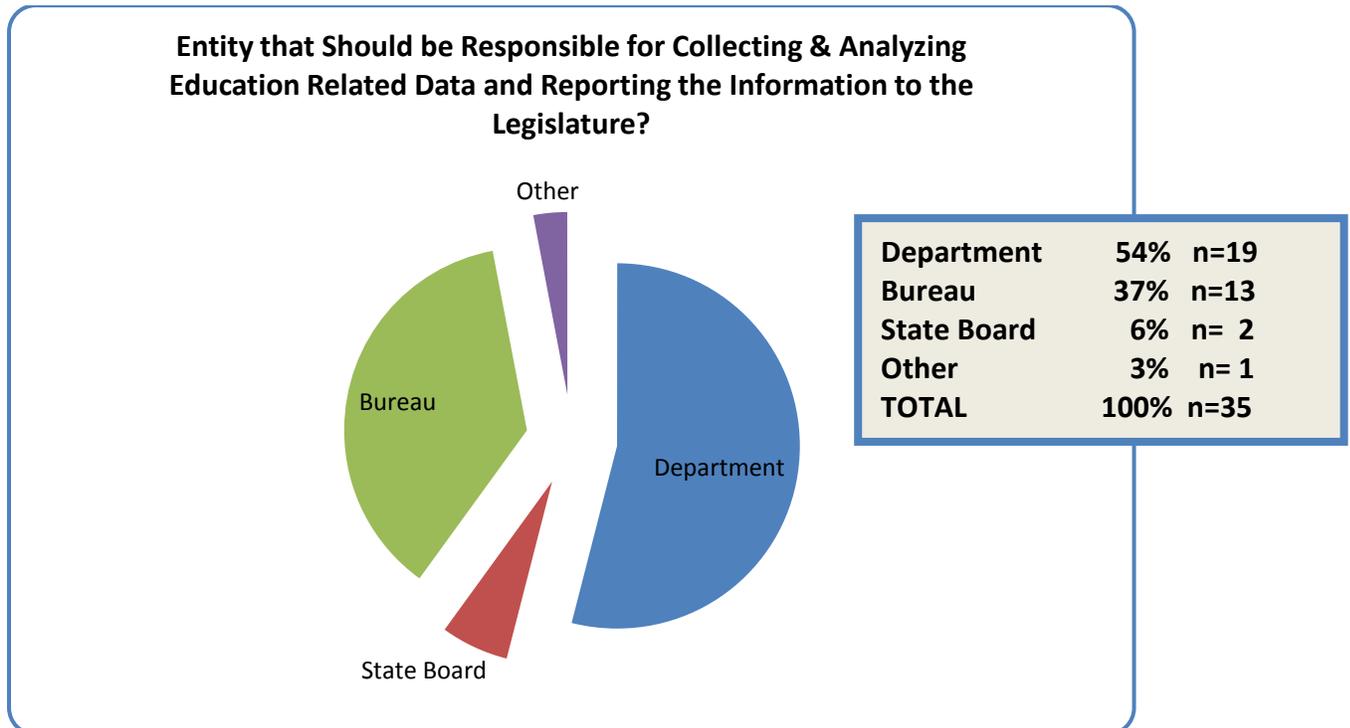
- The Bureau does not regularly prepare or release information as required through statute. (n=1)
- The Bureau relies on the Department to collect most of the data, which detracts from the ability of the Department to work on the task of improving education. (n=1)
- The Bureau should determine exactly what data is needed and clearly communicate the needs to the school districts. (n=1)
- The Legislative Counsel Bureau, including the Bureau is the body that legislators depend upon to inform them of issues. (n=1)
- The Bureau should focus on obtaining the kind of data that will focus energies on providing equal educational opportunities for all Nevadans. (n=1)
- The Bureau, as a separate entity, is not necessary. Other staff of the Legislative Counsel Bureau can perform the same functions. (n=1)
- This work should be completed by the Department, with guidance by the State Board. (n=1)
- The Bureau should interact more with school districts and designated school district staff. (n=1)
- The Bureau should have some connection to the Department and should report findings to the State Superintendent. (n=1)

**Based upon your knowledge, is there a need in Nevada to continue the Legislative Bureau of Educational Accountability and Program Evaluation in its current form? (n=35 Surveys)**



<b>Yes</b>	<b>46%</b>	<b>n=16</b>
<b>No</b>	<b>54%</b>	<b>n=19</b>
<b>TOTAL</b>	<b>100%</b>	<b>n=35</b>

**Within your ideal system for public education governance, which entity should be primarily responsible for collecting and analyzing data concerning public education and reporting this information to the Legislature? (n=35 Surveys)**



### **Comments:**

- There is important value in having an independent data-gathering arm for education data, driven by policy makers and their needs. (n=4)
- The Department should be responsible for collecting and analyzing education-related data and reporting the findings to the State Board. (n=4)  
[If the Department is not provided with the resources for staff to conduct these duties, then the Bureau should remain.]
- There is insufficient staff in the Bureau to successfully perform the requested duties. (n=2)

- The Bureau should be housed at the Department of Education and should be under the supervision of the State Superintendent. (n=2) [The work of the Bureau should be audited by an independent auditor.]
- The Bureau has served its purpose. (n=1) [Accountability data is now available to the public through the Department of Education.]
- Recommendations to improve education should be communicated by the State Board to the Legislature. (n=1)
- The State Board and the Governor should be responsible for collecting and analyzing education-related data and reporting. (n=1)
- The website for the Bureau is limited in the amount of data it provides. (n=1)
- The Bureau needs to work closely with the Department. (n=1)

**If the Legislative Bureau of Educational Accountability and Program Evaluation is continued, the following ideas represent revisions to increase the Bureau's effectiveness.**

- The Bureau should provide ongoing reports to the Legislature about effective and ineffective programs in schools. (n=2)
- The Bureau should conduct intensive reviews of school districts and implemented programs to see if goals and objectives are being met. (n=2)
- The Legislature should consider moving this function to the Audit Division or the Research Division of the Legislative Counsel Bureau, with dedicated staff to review education programs and policies. (n=2) [With most of our State money going to support education, it is imperative that the programs funded and policies made are effective.]
- In order to adequately complete the tasks, the Bureau should have additional staff. (n=2)
- The Bureau should have a new mission. (n=1)
- The List of Effective Remedial Programs should once again be utilized for the purchase of all outside programs. (n=1)
- Over time, the requests for studies have diminished. The Bureau has taken on additional duties related to budget analysis. If the Legislature determines there is a need for increased data gathering and reports, there may be a need for additional staff to assume the increased duties. (n=1)
- There should be standardization of data transmission and collection. (n=1)

**If the Legislative Bureau of Educational Accountability and Program Evaluation is not continued, the following ideas represent how the functions of the Bureau could be continued.**

- The Department should collect and review the data and report any findings to the State Board of Education. (n=9) [There may be problems with self-monitoring.] [Need better data sharing among key stakeholders.] [The Department should also make reports to the Legislature.] [The Bureau should be a division within the Department of Education and should report findings to the Legislature and State Board.]

W100497



## **APPENDIX F**

Letters Sent to Entities at the Direction of the Committee



**BONNIE PARNELL**  
ASSEMBLYWOMAN  
District No. 40



COMMITTEES:  
*Chairman*  
Education  
  
*Member*  
Corrections, Parole, and  
Probation  
Health and Human Services  
Judiciary

DISTRICT OFFICE:  
804 Saratoga Way  
Carson City, Nevada 89703-3656  
Office: (775) 883-4234

# Nevada Assembly

SEVENTY-FIFTH SESSION

September 30, 2010

LEGISLATIVE BUILDING:  
401 South Carson Street  
Carson City, Nevada 89701-4747  
Office: (775) 684-8825  
Fax No.: (775) 684-8533  
[www.leg.state.nv.us](http://www.leg.state.nv.us)

Dr. Carl Diekhans, Chair  
Governing Board  
Northeastern Nevada Regional Professional  
Development Program  
1500 College Parkway  
Elko, Nevada 89801-5032

Dear Dr. Diekhans:

The purpose of this letter is to convey to you a recommendation from the Legislative Commission's Committee to Study the Governance and Oversight of the System of K-12 Public Education (Assembly Concurrent Resolution No. 2, File No. 89, *Statutes of Nevada 2009*), regarding increasing participation in the training sessions provided by the Regional Professional Development Programs (RPDPs). A copy of this letter has been sent to Hugh Rossolo, Director, Northeastern Nevada RPDP.

As part of the Interim Study, a "Survey of Opinions" was distributed to all key stakeholders in education to evaluate potential changes to the structure of statewide education governance in Nevada. Findings from the portion of the Survey related to the RPDPs suggest a need for increased participation by teachers and administrators in the RPDP training programs. Through Committee discussions concerning these findings, it was noted that increased communication between the RPDPs and school district administration concerning participation in and satisfaction with the training sessions may ultimately help to increase participation in the programs.

Given this information, the Committee voted to request the RPDPs to summarize and forward the findings from evaluations of training sessions, at a minimum, to the principal of each school and superintendent of each school district that sent one or more teachers or administrators to a training session. When forwarding the summary of the evaluations, it is recommended that a short description of the training, as well as any handouts, be included in the packet of information. This will assist the superintendent and principal in better understanding the content received through the training session.

Dr. Diekhans  
Page 2  
September 30, 2010

On or before January 1, 2011, please provide a response to this request to the Committee's staff person, Mindy Martini, Senior Research Analyst, Research Division, Legislative Counsel Bureau; Ms. Martini will distribute the information to members of the Committee. In providing the response, please include a copy of the minutes of the meeting of the governing board where this topic was discussed. In addition, please include any applicable policies and procedures adopted by the RPDP governing body in response to this request.

Should you have any questions or concerns with regard to this matter, please let me know, or contact Ms. Martini at 775/684-6841.

Sincerely,

A handwritten signature in cursive script that reads "Bonnie Parnell".

Assemblywoman Bonnie Parnell, Chair  
Committee to Study the Governance and  
Oversight of the System of K-12 Public Education

BP/lb: W101309-2  
cc: Hugh Rossolo, Director, Northeastern Nevada RPDP

BONNIE PARNELL  
ASSEMBLYWOMAN  
District No. 40



COMMITTEES:  
Chairman  
Education  
  
Member  
Corrections, Parole, and  
Probation  
Health and Human Services  
Judiciary

DISTRICT OFFICE:  
804 Saratoga Way  
Carson City, Nevada 89703-3656  
Office: (775) 883-4234

# Nevada Assembly

SEVENTY-FIFTH SESSION

September 30, 2010

LEGISLATIVE BUILDING:  
401 South Carson Street  
Carson City, Nevada 89701-4747  
Office: (775) 684-8825  
Fax No.: (775) 684-8533  
[www.leg.state.nv.us](http://www.leg.state.nv.us)

Caroline McIntosh, Chair  
Governing Board  
Northwestern Nevada Regional Professional  
Development Program  
25 East Goldfield Avenue  
Yerington, Nevada 89447-2315

Dear Ms. McIntosh:

A handwritten signature in cursive script that reads "Caroline".

The purpose of this letter is to convey to you a recommendation from the Legislative Commission's Committee to Study the Governance and Oversight of the System of K-12 Public Education (Assembly Concurrent Resolution No. 2, File No. 89, *Statutes of Nevada 2009*), regarding increasing participation in the training sessions provided by the Regional Professional Development Programs (RPDPs). A copy of this letter has been sent to David Brancamp, Director, Northwestern Nevada RPDP.

As part of the Interim Study, a "Survey of Opinions" was distributed to all key stakeholders in education to evaluate potential changes to the structure of statewide education governance in Nevada. Findings from the portion of the Survey related to the RPDPs suggest a need for increased participation by teachers and administrators in the RPDP training programs. Through Committee discussions concerning these findings, it was noted that increased communication between the RPDPs and school district administration concerning participation in and satisfaction with the training sessions may ultimately help to increase participation in the programs.

Given this information, the Committee voted to request the RPDPs to summarize and forward the findings from evaluations of training sessions, at a minimum, to the principal of each school and superintendent of each school district that sent one or more teachers or administrators to a training session. When forwarding the summary of the evaluations, it is recommended that a short description of the training, as well as any handouts, be included in the packet of information. This will assist the superintendent and principal in better understanding the content received through the training session.

Caroline McIntosh  
Page 2  
September 29, 2010

On or before January 1, 2011, please provide a response to this request to the Committee's staff person, Mindy Martini, Senior Research Analyst, Research Division, Legislative Counsel Bureau. Ms. Martini will distribute the information to members of the Committee. In providing the response, please include a copy of the minutes of the meeting of the governing board where this topic was discussed. In addition, please include any applicable policies and procedures adopted by the RPDP governing body in response to this request.

Should you have any questions or concerns with regard to this matter, please let me know or contact Ms. Martini at 775/684-6841.

Sincerely,

A handwritten signature in cursive script that reads "Bonnie Parnell". The signature is written in black ink and is positioned to the right of the word "Sincerely,".

Assemblywoman Bonnie Parnell, Chair  
Committee to Study the Governance and  
Oversight of the System of K-12 Public Education

BP/lb:W101309-1  
cc: David Brancamp, Director, Northwestern Nevada RPDP

**BONNIE PARNELL**  
ASSEMBLYWOMAN  
District No. 40



COMMITTEES:  
*Chairman*  
Education  
  
*Member*  
Corrections, Parole, and  
Probation  
Health and Human Services  
Judiciary

DISTRICT OFFICE:  
804 Saratoga Way  
Carson City, Nevada 89703-3656  
Office: (775) 883-4234

# Nevada Assembly

SEVENTY-FIFTH SESSION

September 30, 2010

LEGISLATIVE BUILDING:  
401 South Carson Street  
Carson City, Nevada 89701-4747  
Office: (775) 684-8825  
Fax No.: (775) 684-8533  
[www.leg.state.nv.us](http://www.leg.state.nv.us)

Dr. William E. (Rob) Roberts, Chair  
Governing Board  
Southern Nevada Regional Professional  
Development Program  
484 South West Street  
Pahrump, Nevada 89048-2104

Dear Dr. Roberts:

The purpose of this letter is to convey to you a recommendation from the Legislative Commission's Committee to Study the Governance and Oversight of the System of K-12 Public Education (Assembly Concurrent Resolution No. 2, File No. 89, *Statutes of Nevada 2009*), regarding increasing participation in the training sessions provided by the Regional Professional Development Programs (RPDPs). A copy of this letter has been sent to Bill Hanlon, Director, Southern Nevada RPDP.

As part of the Interim Study, a "Survey of Opinions" was distributed to all key stakeholders in education to evaluate potential changes to the structure of statewide education governance in Nevada. Findings from the portion of the Survey related to the RPDPs suggest a need for increased participation by teachers and administrators in the RPDP training programs. Through Committee discussions concerning these findings, it was noted that increased communication between the RPDPs and school district administration concerning participation in and satisfaction with the training sessions may ultimately help to increase participation in the programs.

Given this information, the Committee voted to request the RPDPs to summarize and forward the findings from evaluations of training sessions, at a minimum, to the principal of each school and superintendent of each school district that sent one or more teachers or administrators to a training session. When forwarding the summary of the evaluations, it is recommended that a short description of the training, as well as any handouts, be included in the packet of information. This will assist the superintendent and principal in better understanding the content received through the training session.

Dr. Roberts  
Page 2  
September 30, 2010

On or before January 1, 2011, please provide a response to this request to the Committee's staff person, Mindy Martini, Senior Research Analyst, Research Division, Legislative Counsel Bureau; Ms. Martini will distribute the information to members of the Committee. In providing the response, please include a copy of the minutes of the meeting of the governing board where this topic was discussed. In addition, please include any applicable policies and procedures adopted by the RPDP governing body in response to this request.

Should you have any questions or concerns with regard to this matter, please let me know, or contact Ms. Martini at 775/684-6841.

Sincerely,

A handwritten signature in black ink that reads "Bonnie Parnell". The signature is written in a cursive, flowing style.

Assemblywoman Bonnie Parnell, Chair  
Committee to Study the Governance and  
Oversight of the System of K-12 Public Education

BB/lb: W101309  
cc: Bill Hanlon, Director, Southern Nevada RPDP

An identical letter regarding the Committee's request regarding increasing participation in the training sessions provided by the Regional Professional Development Program (RPDP) was sent to the following individual:

Hugh Rossolo, Director  
Northeastern Nevada RPDP  
1290 Burns Road  
Elko, Nevada 89801-3466

David Brancamp, Director  
Northwestern Nevada RPDP  
380 Edison Way  
Reno, Nevada 89801-3466

Bill Hanlon, Director  
Southern Nevada RPDP  
515 West Cheyenne, Suite C  
North Las Vegas, Nevada 89030-3948



**BONNIE PARNELL**  
ASSEMBLYWOMAN  
District No. 40



COMMITTEES:  
*Chairman*  
Education  
  
*Member*  
Corrections, Parole, and  
Probation  
Health and Human Services  
Judiciary

DISTRICT OFFICE:  
804 Saratoga Way  
Carson City, Nevada 89703-3656  
Office: (775) 883-4234

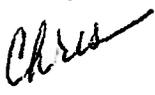
# Nevada Assembly

SEVENTY-FIFTH SESSION

September 30, 2010

LEGISLATIVE BUILDING:  
401 South Carson Street  
Carson City, Nevada 89701-4747  
Office: (775) 684-8825  
Fax No.: (775) 684-8533  
www.leg.state.nv.us

Christopher Wallace, President  
State Board of Education  
5050 Hazelyn Court  
Las Vegas, Nevada 89122-0836

Dear President Wallace: 

The purpose of this letter is to convey to you a recommendation from the Legislative Commission's Committee to Study the Governance and Oversight of the System of K-12 Public Education (Assembly Concurrent Resolution No. 2, File No. 89, *Statutes of Nevada 2009*), regarding the vision and mission of the Department of Education (DOE). A copy of this letter has been sent to Dr. Keith W. Rheault, Ph.D., Superintendent of Public Instruction.

As part of the Interim Study, the Committee reviewed the current vision/mission statement for the DOE, as follows:

*The Nevada Department of Education provides leadership, resources, assistance and oversight, in partnership with school districts and others, to support student achievement and future success.*

Based upon discussions concerning the role and responsibilities of the DOE, the Committee voted to request the State Board of Education (BOE) and the Superintendent of Public Instruction to review and revise the current vision/mission statement for the DOE, as needed, to support a statewide program of educational excellence and reflect the need for Nevada's students to have the ability to succeed in a global economy. In making the revisions, the Committee asks that you clearly describe the extent to which the DOE will enforce, monitor, and assist all school districts, including charter schools, in pursuing its vision/mission. Once the statements are revised and approved by the State BOE, the Committee requests that statements be published on the DOE website.

Christopher Wallace  
Page 2  
September 30, 2010

On or before January 1, 2011, please provide a copy of the revised statements to the Committee's staff person, Mindy Martini, Senior Research Analyst, Research Division, Legislative Counsel Bureau; Ms. Martini will distribute the information to members of the Committee. Copies should also be distributed to:

- The Office of the Governor;
- Lorne J. Malkiewich, Director of the Legislative Counsel Bureau for distribution to the Legislature;
- Senator Joyce L. Woodhouse, Chair, Legislative Committee on Education; and
- Joi Davis, Program Analyst, Legislative Bureau of Educational Accountability and Program Evaluation, Fiscal Analysis Division, Legislative Counsel Bureau.

Should you have any questions or concerns with regard to this matter, please let me know, or contact Ms. Martini at 775/684-6841.

Sincerely,



Assemblywoman Bonnie Parnell, Chair  
Committee to Study the Governance and  
Oversight of the System of K-12 Public Education

BP/lb: W101292  
cc: Keith W. Rheault, Ph.D., Superintendent of Public Instruction

An identical letter regarding the Committee's request regarding the vision and mission of the Department of Education was sent to the following individual:

Keith Rheault, Ph.D., Superintendent  
of Public Instruction  
Department of Education  
700 East Fifth Street  
Carson City, Nevada 89701-5096



**BONNIE PARNELL**  
ASSEMBLYWOMAN  
District No. 40



COMMITTEES:  
*Chairman*  
Education  
  
*Member*  
Corrections, Parole, and  
Probation  
Health and Human Services  
Judiciary

DISTRICT OFFICE:  
804 Saratoga Way  
Carson City, Nevada 89703-3656  
Office: (775) 883-4234

# Nevada Assembly

SEVENTY-FIFTH SESSION

September 30, 2010

LEGISLATIVE BUILDING:  
401 South Carson Street  
Carson City, Nevada 89701-4747  
Office: (775) 684-8825  
Fax No.: (775) 684-8533  
[www.leg.state.nv.us](http://www.leg.state.nv.us)

Christopher Wallace, President  
State Board of Education  
5050 Hazelyn Court  
Las Vegas, Nevada 89122-0836

Dear President Wallace:

A handwritten signature in cursive that reads "Chris".

The purpose of this letter is to convey to you a recommendation from the Legislative Commission's Committee to Study the Governance and Oversight of the System of K-12 Public Education (Assembly Concurrent Resolution No. 2, File No. 89, *Statutes of Nevada 2009*), regarding the staffing structure of Nevada's Department of Education (DOE). A copy of this letter has been sent to Dr. Keith W. Rheault, Ph.D., Superintendent of Public Instruction.

As part of the Interim Study, the Committee reviewed the structure of the DOE to determine the extent to which it supports the ability of the DOE to enforce, monitor, and assist all school districts to the extent needed. Testimony was received from Dr. Rheault that the staff-to-student ratio in Nevada is high when compared to other states. For example, in Nevada, the DOE has 162 full-time equivalent (FTE) staff representing a student population of approximately 436,000 pupils. In Vermont, its Department of Education has approximately the same number of staff representing a student population of approximately 100,000. The number of DOE staff located in the southern region of the State was also discussed. It was noted that although over 70 percent of the pupils are enrolled in school districts located in the southern region of the State, the Department has 27 of the 161 FTE staff located in the Las Vegas office.

Given this information, the Committee voted to request the State Board of Education and the Superintendent of Public Instruction to study the structure of Nevada's DOE, as compared to other departments of education in the country. The study should include, at a minimum, the following:

- A comparison of Nevada's DOE staffing structure with other state departments of education across the country. When conducting this review, the states utilized in the

comparison study should not only have a similar size student population, but should also have similar responsibilities as Nevada's DOE;

- A school district needs assessment of DOE assistance. What type of assistance does the DOE currently provide to each of the school districts? What areas do school districts see as needing additional assistance from the DOE? Do certain school districts need greater assistance from the DOE than others?
- A needs assessment for adequate staffing of Nevada's DOE. Based upon the responsibilities of the DOE and the needs of school districts in Nevada, what categories of staff may need to be increased and what categories of staff may need to be decreased? To increase the efficiency and effectiveness of the DOE, geographically where should staff of the DOE be located?

On or before January 1, 2011, please provide a report of your findings and recommendations to the Committee's staff person, Mindy Martini, Senior Research Analyst, Research Division, Legislative Counsel Bureau; Ms. Martini will distribute the report to members of the Committee. In making your recommendations, please describe how any recommendations to revise the staffing structure would increase the effectiveness and efficiency of the DOE.

A copy of the report should also be distributed to:

- The Office of the Governor;
- Lorne J. Malkiewich, Director of the Legislative Counsel Bureau for distribution to the Legislature; and
- Senator Joyce L. Woodhouse, Chair, Legislative Committee on Education.

Should you have any questions or concerns with regard to this matter, please let me know, or contact Ms. Martini at 775/684-6841.

Sincerely,



Assemblywoman Bonnie Parnell, Chair  
Committee to Study the Governance and  
Oversight of the System of K-12 Public Education

An identical letter regarding the Committee's request regarding the staffing structure of the Department of Education was sent to the following individual:

Keith Rheault, Ph.D., Superintendent  
of Public Instruction  
Department of Education  
700 East Fifth Street  
Carson City, Nevada 89701-5096



**BONNIE PARNELL**  
ASSEMBLYWOMAN  
District No. 40



COMMITTEES:  
*Chairman*  
Education  
  
*Member*  
Corrections, Parole, and  
Probation  
Health and Human Services  
Judiciary

DISTRICT OFFICE:  
804 Saratoga Way  
Carson City, Nevada 89703-3656  
Office: (775) 883-4234

# Nevada Assembly

SEVENTY-FIFTH SESSION

September 30, 2010

LEGISLATIVE BUILDING:  
401 South Carson Street  
Carson City, Nevada 89701-4747  
Office: (775) 684-8825  
Fax No.: (775) 684-8533  
[www.leg.state.nv.us](http://www.leg.state.nv.us)

Dr. Terry M. Owens, President  
Commission on Professional Standards in Education  
7120 South Hafen Ranch Road  
Pahrump, Nevada 89061-8837

Dear Dr. Owens:

A handwritten signature in black ink that reads "Terry".

The purpose of this letter is to convey to you a recommendation from the Legislative Commission's Committee to Study the Governance and Oversight of the System of K-12 Public Education (Assembly Concurrent Resolution No. 2, File No. 89, *Statutes of Nevada 2009*), regarding the Commission on Professional Standards in Education (Commission). Copies of this letter have been sent to the Christopher Wallace, President, State Board of Education and Dr. Keith W. Rheault, Ph.D., Superintendent of Public Instruction.

As part of the Interim Study, a "Survey of Opinions" was distributed to all key stakeholders in education to evaluate potential changes to the structure of statewide education governance in Nevada. Findings from the portion of the Survey related to the Commission stressed a need for the Commission to seek input from teachers, administrators, and national experts when making decisions concerning professional standards. In addition, certain topic areas were noted as requiring a timely review by the Commission, particularly those required through legislation.

Given this information, it is the intent of the Committee that when making decisions concerning professional standards, the Commission seeks input from teachers and administrators representing all regions of the State, including, without limitation, charter schools. In addition, in order to keep Nevada current in national movements in professional licensing standards, advice from national experts should be sought as appropriate.

With regard to timeliness of decisions made by the Commission, it is imperative that when legislation is approved relating to professional standards in education, members of the Commission should review the content of the legislation and design a plan of action to meet the requirements in a timely fashion.

Dr. Terry M. Owens  
Page 2  
September 30, 2010

Finally, respondents to the Survey expressed the need for the Commission to review and make recommendations concerning several topic areas relating to professional standards in education. The following list describes the topic areas:

- Licensure reciprocity with other states;
- Certification of teachers who teach diverse populations; and
- The effect of rigorous standards for teachers and administrators on student academic achievement.

On or before January 1, 2011, please provide an action plan to address the directives contained in this letter to the Committee's staff person, Mindy Martini, Senior Research Analyst, Research Division, Legislative Counsel Bureau; Ms. Martini will distribute the information to members of the Committee. The action plan should include measureable goals and objectives, including an estimated timeframe for reaching the goals and objectives.

Should you have any questions or concerns with regard to this matter, please let me know, or contact Ms. Martini at 775/684-6841.

Sincerely,



Assemblywoman Bonnie Parnell, Chair  
Committee to Study the Governance and  
Oversight of the System of K-12 Public Education

BP/lb: W101281

cc: Christopher Wallace, President, State Board of Education  
Dr. Keith W. Rheault, Superintendent of Public Instruction

An identical letter regarding the Committee's request regarding the Commission on Professional Standards in Education was sent to the following individual:

Christopher Wallace, President  
State Board of Education  
5050 Hazelyn Court  
Las Vegas, Nevada 89122-0836

Keith Rheault, Ph.D., Superintendent  
of Public Instruction  
Department of Education  
700 East Fifth Street  
Carson City, Nevada 89701-5096



**BONNIE PARNELL**  
ASSEMBLYWOMAN  
District No. 40



COMMITTEES:  
*Chairman*  
Education  
  
*Member*  
Corrections, Parole, and  
Probation  
Health and Human Services  
Judiciary

DISTRICT OFFICE:  
804 Saratoga Way  
Carson City, Nevada 89703-3656  
Office: (775) 883-4234

# Nevada Assembly

SEVENTY-FIFTH SESSION

September 30, 2010

LEGISLATIVE BUILDING:  
401 South Carson Street  
Carson City, Nevada 89701-4747  
Office: (775) 684-8825  
Fax No.: (775) 684-8533  
[www.leg.state.nv.us](http://www.leg.state.nv.us)

Joi Davis, Program Analyst  
Legislative Bureau of Educational Accountability  
and Program Evaluation  
Fiscal Analysis Division, Legislative Counsel Bureau  
401 South Carson Street  
Carson City, Nevada 89701-4747

Dear Ms. Davis: *Joi*

The purpose of this letter is to convey to you a recommendation from the Legislative Commission's Committee to Study the Governance and Oversight of the System of K-12 Public Education (Assembly Concurrent Resolution No. 2, File No. 89, *Statutes of Nevada 2009*), regarding the Legislative Bureau of Educational Accountability and Program Evaluation (Bureau).

As part of the Interim Study, a "Survey of Opinions" was distributed to all key stakeholders in education to evaluate potential changes to the structure of statewide education governance in Nevada. Findings from the portion of the Survey related to the Bureau suggest a need for the staff of the Bureau to become more active in monitoring the progress of changes and reformations in education.

As you are aware, the nation is in the midst of the most severe economic recession in a generation, with the State of Nevada being one of the states most severely affected by the recession. Because of the downturn in State revenues, it is of the utmost importance that the State pursues and is successful in obtaining funding assistance from the federal government and other external grant organizations. In addition, upon receipt of such funds, it is crucial that the funds be utilized to the fullest extent and the effectiveness of the funds on student academic achievement be measured.

Given this information, the Committee voted to request the staff of the Bureau to monitor and report on the progress of the Department of Education (DOE) in accessing and utilizing federal funds. At a minimum, the following should be included in the review:

- Grants of funds received from the federal government in support of education, including those received through the federal No Child Left Behind Act (NCLB) and the American Recovery and Reinvestment Act of 2009. In addition, those federal grants received in support of career and technical education, school nutrition, educational technology, charter schools, and Title I of the Elementary and Secondary Education Act of 1965 (20 USC 6301 et. seq.), otherwise known as Improving the Academic Achievement of the Disadvantaged.
- For each federal grant included in the review, provide a historical summary of funding received. This should be presented in such a manner as to highlight any substantial increases or decreases in funding. For those areas where substantial increases or decreases are found, please describe the effect on the State, including the DOE and school districts. For example, if the State of Nevada applied for but did not receive on-going federal funding in support of educational technology, what effect did that have on the DOE and school districts?
- For each federal grant included in the review, provide a historical summary of expenditures. This should be presented in such a manner as to highlight reversions to the federal government or funds not accessed. For example, in the school nutrition program, how much funding was available to the State and how much was never accessed or was reverted due to low participation in federal breakfast and lunch programs.
- For each federal grant included in the review, provide information highlighting any successes associated with the grant programs. For example, utilizing the federal NCLB grant funds, the State of Nevada has increased the percentage of highly qualified teachers in the State from 60 percent in 2001 to 95 percent in 2011.
- Grants of funds the DOE applied for but did not receive. Here, the primary reasons for the DOE not receiving the grant should be noted. In addition, please describe the effect not receiving the funds had on the State, including the DOE and school districts. For example, if Nevada applied for but was not awarded federal funds to support charter schools, what effect did that have on the DOE and school districts?

On or before February 1, 2011, please provide a report of your findings to the Committee's staff person, Mindy Martini, Senior Research Analyst, Research Division, Legislative Counsel Bureau (LCB). In addition, a copy of the report should be forwarded to:

- Lorne J. Malkiewich, Director of the LCB for distribution to the Legislature; and
- Senator Joyce L. Woodhouse, Chair, Legislative Committee on Education.

Joi Davis  
Page 3  
September 30, 2010

Should you have any questions or concerns with regard to this matter, please let me know, or contact Ms. Martini at 775/684-6841.

Sincerely,

A handwritten signature in black ink that reads "Bonnie Parnell". The signature is written in a cursive, flowing style.

Assemblywoman Bonnie Parnell, Chair  
Committee to Study the Governance and  
Oversight of the System of K-12 Public Education

BP/lb: W101283

cc: Mark Krmptic, Senate Fiscal Analyst, Fiscal Analysis Division, LCB  
Rick Combs, Assembly Fiscal Analyst, Fiscal Analysis Division, LCB  
Julie Waller, Program Analyst, Fiscal Analysis Division, LCB

An identical letter regarding the Committee's request to monitor and report on the progress of the Department of Education in accessing and utilizing federal funds was sent to the following individuals:

Mark Krmpotic, Senate Fiscal Analyst  
Fiscal Analysis Division  
Legislative Counsel Bureau  
401 South Carson Street  
Carson City, Nevada 89701-4747

Rick Combs, Assembly Fiscal Analyst  
Fiscal Analysis Division  
Legislative Counsel Bureau  
401 South Carson Street  
Carson City, Nevada 89701-4747

Julie Waller, Program Analyst  
Fiscal Analysis Division  
Legislative Counsel Bureau  
401 South Carson Street  
Carson City, Nevada 89701-4747

## APPENDIX G

### Suggested Legislation

The following Bill Draft Request will be available during the 2011 Legislative Session, or can be accessed after “Introduction” at the following website:  
<http://www.leg.state.nv.us/Session/76th2011/BDRList/>

BDR 34-94 Revises provisions concerning the system of governance and oversight of K-12 public education.