

## Amendment No. CA42

First Conference Committee Amendment to (BDR 34-419)  
Senate Bill No. 184 Third Reprint

**Proposed by:** First Conference Committee

**Amendment Box:** Resolves conflicts with S.B. No. 312.  
Makes substantive change.

**Amends:** Summary: No Title: No Preamble: No Joint Sponsorship: No Digest: Yes

EXPLANATION: Matter in (1) *blue bold italics* is new language in the original bill; (2) *green bold italic underlining* is new language proposed in this amendment; (3) ~~red strikethrough~~ is deleted language in the original bill; (4) ~~purple double strikethrough~~ is language proposed to be deleted in this amendment; (5) orange double underlining is deleted language in the original bill that is proposed to be retained in this amendment; and (6) *green bold* is newly added transitory language.

TMC



Date: 6/4/2007

S.B. No. 184—Revises provisions governing education. (BDR 34-419)



SENATE BILL NO. 184—COMMITTEE ON FINANCE

(ON BEHALF OF THE LEGISLATIVE COMMITTEE ON EDUCATION)

MARCH 1, 2007

Referred to Committee on Human Resources and Education

SUMMARY—Revises provisions governing education. (BDR 34-419)

FISCAL NOTE: Effect on Local Government: No.  
Effect on the State: Contains Appropriation not included in  
Executive Budget.

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EXPLANATION – Matter in *bolded italics* is new; matter between brackets ~~omitted material~~ is material to be omitted.

AN ACT relating to education; revising provisions governing the statewide system of accountability for public schools and school districts; revising provisions governing the Commission on Educational Excellence; revising provisions governing the Commission on Educational Technology; prescribing the minimum credits required of pupils enrolled in high school in certain courses of study; providing for a waiver from the required enrollment in the minimum credits; revising provisions governing the adoption of academic standards; revising provisions governing promotion to high school; making an appropriation; and providing other matters properly relating thereto.

**Legislative Counsel's Digest:**

The State Board of Education and each school district are required to prepare annual reports of accountability information. (NRS 385.3469, 385.347, 385.349) In addition, the State Board, each school district and each public school are required to prepare a plan to improve the achievement of pupils. (NRS 385.34691, 385.348, 385.357) **Sections 1-7** of this bill revise the provisions governing the annual reports of accountability and the plans to improve.

Each public school is designated annually based upon the yearly progress of the pupils enrolled in the school. (NRS 385.3623, 385.366) If a school is designated for 1 year as demonstrating need for achievement, a technical assistance partnership must be established for the school. (NRS 385.3661, 385.3691, 385.3692) If the school is designated for 2 consecutive years as demonstrating need for improvement, the technical assistance partnership must be continued. (NRS 385.3693) **Sections 9, 10 and 24** of this bill eliminate the requirement for the establishment of technical assistance partnerships.

If a public school is designated as demonstrating need for improvement for 3 consecutive years or more, a support team must be established for that school. (NRS 385.3721, 385.374, 385.3741) A support team is required to recommend certain types of corrective action for the school. (NRS 385.3744, 385.376) **Sections 11-14** of this bill revise provisions governing the school support teams and the recommendation of corrective action.

Existing law creates the Commission on Educational Excellence and requires the Commission to provide for the distribution of grants of money to public schools and school districts from the Account for Programs for Innovation and the Prevention of Remediation. (NRS 385.3781-385.379) **Section 15.5** of this bill revises provisions governing the factors for consideration by the Commission in awarding grants of money from the Account.

Existing law creates the Commission on Educational Technology and requires the Commission to establish a plan for the use of educational technology in the public schools. (NRS 388.790, 388.795) **Section 19** of this bill requires the Commission to conduct an assessment of the needs of each school district relating to educational technology during the spring semester of each even-numbered school year for submission to the Legislative Committee on Education and the Legislature.

Existing law designates the core academic subjects that must be taught in all public schools as English, mathematics, science and social studies. (NRS 389.018) **Section 20** of this bill prescribes the minimum units of credit in the core academic subjects in which a pupil must enroll. **Section 20** also provides that the pupil, his parent or legal guardian and an administrator or counselor at the school may mutually agree to a modified course of study for the pupil.

Existing law requires the Council to Establish Academic Standards for Public Schools to establish the standards of content and performance for certain courses of study. (NRS 389.520) The State Board is required to adopt the standards as submitted by the Council. **Section 21** of this bill authorizes the State Board to object to the standards and return the standards to the Council for reconsideration.

Existing law prohibits a pupil from being promoted to high school unless he completes certain course work and credits. (NRS 392.033) **Section 22** of this bill provides ~~{that if a pupil has} for remedial study for pupils who have~~ been retained ~~{one time}~~ in grade 8. ~~{and he fails again to successfully complete the requirements, he must complete a program of remedial study.}~~

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THE PEOPLE OF THE STATE OF NEVADA, REPRESENTED IN  
SENATE AND ASSEMBLY, DO ENACT AS FOLLOWS:

**Section 1.** NRS 385.3469 is hereby amended to read as follows:  
385.3469 1. The State Board shall prepare an annual report of accountability that includes, without limitation:  
(a) Information on the achievement of all pupils based upon the results of the examinations administered pursuant to NRS 389.015 and 389.550, reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole.  
(b) Except as otherwise provided in subsection 2, pupil achievement, reported separately by gender and reported separately for the following ~~{subgroups}~~ **groups** of pupils:  
(1) Pupils who are economically disadvantaged, as defined by the State Board;  
(2) Pupils from major racial and ethnic groups, as defined by the State Board;  
(3) Pupils with disabilities;  
(4) Pupils who are limited English proficient; and  
(5) Pupils who are migratory children, as defined by the State Board.  
(c) A comparison of the achievement of pupils in each ~~{subgroup}~~ **group** identified in paragraph (b) of subsection 1 of NRS 385.361 with the annual measurable objectives of the State Board.

(d) The percentage of all pupils who were not tested, reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole.

(e) Except as otherwise provided in subsection 2, the percentage of pupils who were not tested, reported separately by gender and reported separately for the ~~[subgroups]~~ **groups** identified in paragraph (b).

(f) The most recent 3-year trend in the achievement of pupils in each subject area tested and each grade level tested pursuant to NRS 389.015 and 389.550, reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole, which may include information regarding the trend in the achievement of pupils for more than 3 years, if such information is available.

(g) Information on whether each school district has made adequate yearly progress, including, without limitation, the name of each school district, if any, designated as demonstrating need for improvement pursuant to NRS 385.377 and the number of consecutive years that the school district has carried that designation.

(h) Information on whether each public school, including, without limitation, each charter school, has made adequate yearly progress, including, without limitation, the name of each public school, if any, designated as demonstrating need for improvement pursuant to NRS 385.3623 and the number of consecutive years that the school has carried that designation.

(i) Information on the results of pupils who participated in the examinations of the National Assessment of Educational Progress required pursuant to NRS 389.012.

(j) The ratio of pupils to teachers in kindergarten and at each grade level for all elementary schools, reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole, and the average class size for each core academic subject, as set forth in NRS 389.018, for each secondary school, reported for each school district and for this State as a whole.

(k) For each school district, including, without limitation, each charter school in the district, and for this State as a whole, information on the professional qualifications of teachers employed by the school districts and charter schools, including, without limitation:

(1) The percentage of teachers who are:

(I) Providing instruction pursuant to NRS 391.125;

(II) Providing instruction pursuant to a waiver of the requirements for licensure for the grade level or subject area in which the teachers are employed; or

(III) Otherwise providing instruction without an endorsement for the subject area in which the teachers are employed;

(2) The percentage of classes in the core academic subjects, as set forth in NRS 389.018, in this State that are not taught by highly qualified teachers;

(3) The percentage of classes in the core academic subjects, as set forth in NRS 389.018, in this State that are not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools, which for the purposes of this subparagraph means schools in the top quartile of poverty and the bottom quartile of poverty in this State;

(4) For each middle school, junior high school and high school:

(I) On and after July 1, 2005, the number of persons employed as substitute teachers for 20 consecutive days or more in the same classroom or assignment, designated as long-term substitute teachers, including the total number of days long-term substitute teachers were employed at each school, identified by grade level and subject area; and

(II) On and after July 1, 2006, the number of persons employed as substitute teachers for less than 20 consecutive days, designated as short-term substitute teachers, including the total number of days short-term substitute teachers were employed at each school, identified by grade level and subject area; and

(5) For each elementary school:

(I) On and after July 1, 2005, the number of persons employed as substitute teachers for 20 consecutive days or more in the same classroom or assignment, designated as long-term substitute teachers, including the total number of days long-term substitute teachers were employed at each school, identified by grade level; and

(II) On and after July 1, 2006, the number of persons employed as substitute teachers for less than 20 consecutive days, designated as short-term substitute teachers, including the total number of days short-term substitute teachers were employed at each school, identified by grade level.

(l) The total expenditure per pupil for each school district in this State, including, without limitation, each charter school in the district. If this State has a financial analysis program that is designed to track educational expenditures and revenues to individual schools, the State Board shall use that statewide program in complying with this paragraph. If a statewide program is not available, the State Board shall use the Department's own financial analysis program in complying with this paragraph.

(m) The total statewide expenditure per pupil. If this State has a financial analysis program that is designed to track educational expenditures and revenues to individual schools, the State Board shall use that statewide program in complying with this paragraph. If a statewide program is not available, the State Board shall use the Department's own financial analysis program in complying with this paragraph.

(n) For all elementary schools, junior high schools and middle schools, the rate of attendance, reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole.

(o) The annual rate of pupils who drop out of school in *grade 8 and a separate reporting of the annual rate of pupils who drop out of school in* grades 9 to 12, inclusive, reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole . ~~[-excluding]~~ *The reporting for pupils in grades 9 to 12, inclusive, excludes* pupils who:

(1) Provide proof to the school district of successful completion of the examinations of general educational development.

(2) Are enrolled in courses that are approved by the Department as meeting the requirements for an adult standard diploma.

(3) Withdraw from school to attend another school.

(p) The attendance of teachers who provide instruction, reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole.

(q) Incidents involving weapons or violence, reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole.

(r) Incidents involving the use or possession of alcoholic beverages or controlled substances, reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole.

(s) The suspension and expulsion of pupils required or authorized pursuant to NRS 392.466 and 392.467, reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole.

(t) The number of pupils who are deemed habitual disciplinary problems pursuant to NRS 392.4655, reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole.

(u) The number of pupils in each grade who are retained in the same grade pursuant to NRS 392.033 or 392.125, reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole.

(v) The transiency rate of pupils, reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole. For the purposes of this paragraph, a pupil is not a transient if he is transferred to a different school within the school district as a result of a change in the zone of attendance by the board of trustees of the school district pursuant to NRS 388.040.

(w) Each source of funding for this State to be used for the system of public education.

(x) A compilation of the programs of remedial study purchased in whole or in part with money received from this State that are used in each school district, including, without limitation, each charter school in the district. The compilation must include:

(1) The amount and sources of money received for programs of remedial study.

(2) An identification of each program of remedial study, listed by subject area.

(y) The percentage of pupils who graduated from a high school or charter school in the immediately preceding year and enrolled in remedial courses in reading, writing or mathematics at a university, state college or community college within the Nevada System of Higher Education, reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole.

(z) The technological facilities and equipment available for educational purposes, reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole.

(aa) For each school district, including, without limitation, each charter school in the district, and for this State as a whole, the number and percentage of pupils who received:

(1) A standard high school diploma, ~~[ ]~~, *reported separately for pupils who received the diploma pursuant to:*

*(I) Paragraph (a) of subsection 1 of section 4 of Senate Bill No. 312 of this session; and*

*(II) Paragraph (b) of subsection 1 of section 4 of Senate Bill No. 312 of this session.*

(2) An adjusted diploma.

(3) A certificate of attendance.

(bb) ~~[The] For each school district, including, without limitation, each charter school in the district, and for this State as a whole, the~~ number and percentage of pupils who ~~[did not receive a high school diploma because the pupils] failed to pass the high school proficiency examination . [ ] reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole.]~~

(cc) The number of habitual truants who are reported to a school police officer or local law enforcement agency pursuant to paragraph (a) of subsection 2 of NRS 392.144 and the number of habitual truants who are referred to an advisory board to review school attendance pursuant to paragraph (b) of subsection 2 of NRS

392.144, reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole.

(dd) Information on the paraprofessionals employed at public schools in this State, including, without limitation, the charter schools in this State. The information must include:

(1) The number of paraprofessionals employed, reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole; and

(2) For each school district, including, without limitation, each charter school in the district, and for this State as a whole, the number and percentage of all paraprofessionals who do not satisfy the qualifications set forth in 20 U.S.C. § 6319(c). The reporting requirements of this subparagraph apply to paraprofessionals who are employed in programs supported with Title I money and to paraprofessionals who are not employed in programs supported with Title I money.

(ee) An identification of appropriations made by the Legislature to improve the academic achievement of pupils and programs approved by the Legislature to improve the academic achievement of pupils.

(ff) A compilation of the special programs available for pupils at individual schools, listed by school and by school district, including, without limitation, each charter school in the district.

2. A separate reporting for a ~~{subgroup}~~ group of pupils must not be made pursuant to this section if the number of pupils in that ~~{subgroup}~~ group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual pupil. The State Board shall prescribe a mechanism for determining the minimum number of pupils that must be in a ~~{subgroup}~~ group for that ~~{subgroup}~~ group to yield statistically reliable information.

3. The annual report of accountability must:

(a) Comply with 20 U.S.C. § 6311(h)(1) and the regulations adopted pursuant thereto;

(b) Be prepared in a concise manner; and

(c) Be presented in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand.

4. On or before September 1 of each year, the State Board shall:

(a) Provide for public dissemination of the annual report of accountability by posting a copy of the report on the Internet website maintained by the Department; and

(b) Provide written notice that the report is available on the Internet website maintained by the Department. The written notice must be provided to the:

(1) Governor;

(2) Committee;

(3) Bureau;

(4) Board of Regents of the University of Nevada;

(5) Board of trustees of each school district; and

(6) Governing body of each charter school.

5. Upon the request of the Governor, an entity described in paragraph (b) of subsection 4 or a member of the general public, the State Board shall provide a portion or portions of the annual report of accountability.

6. As used in this section:

(a) "Highly qualified" has the meaning ascribed to it in 20 U.S.C. § 7801(23).

(b) "Paraprofessional" has the meaning ascribed to it in NRS 391.008.

1       **Sec. 2.** NRS 385.34691 is hereby amended to read as follows:  
2       385.34691 1. The State Board shall prepare a plan to improve the  
3 achievement of pupils enrolled in the public schools in this State. The plan:  
4       (a) Must be prepared in consultation with:  
5           (1) Employees of the Department;  
6           (2) At least one employee of a school district in a county whose population  
7 is 100,000 or more, appointed by the Nevada Association of School Boards;  
8           (3) At least one employee of a school district in a county whose population  
9 is less than 100,000, appointed by the Nevada Association of School Boards; and  
10          (4) At least one representative of the Statewide Council for the  
11 Coordination of the Regional Training Programs created by NRS 391.516,  
12 appointed by the Council; and  
13       (b) May be prepared in consultation with:  
14           (1) Representatives of institutions of higher education;  
15           (2) Representatives of regional educational laboratories;  
16           (3) Representatives of outside consultant groups;  
17           (4) Representatives of the regional training programs for the professional  
18 development of teachers and administrators created by NRS 391.512;  
19           (5) The Bureau; and  
20           (6) Other persons who the State Board determines are appropriate.  
21       2. A plan to improve the achievement of pupils enrolled in public schools in  
22 this State must include:  
23       (a) A review and analysis of the data upon which the report required pursuant  
24 to NRS 385.3469 is based and a review and analysis of any data that is more recent  
25 than the data upon which the report is based.  
26       (b) The identification of any problems or factors common among the school  
27 districts or charter schools in this State, as revealed by the review and analysis.  
28       (c) Strategies based upon scientifically based research, as defined in 20 U.S.C.  
29 § 7801(37), that will strengthen the core academic subjects, as set forth in NRS  
30 389.018.  
31       (d) Strategies to improve the academic achievement of pupils enrolled in  
32 public schools in this State, including, without limitation, strategies to:  
33           (1) Instruct pupils who are not achieving to their fullest potential,  
34 including, without limitation:  
35               (I) The curriculum appropriate to improve achievement;  
36               (II) The manner by which the instruction will improve the achievement  
37 and proficiency of pupils on the examinations administered pursuant to NRS  
38 389.015 and 389.550; and  
39               (III) An identification of the instruction and curriculum that is  
40 specifically designed to improve the achievement and proficiency of pupils in each  
41 ~~subgroup~~ **group** identified in paragraph (b) of subsection 1 of NRS 385.361;  
42           (2) Increase the rate of attendance of pupils and reduce the number of  
43 pupils who drop out of school;  
44           (3) Integrate technology into the instructional and administrative programs  
45 of the school districts;  
46           (4) Manage effectively the discipline of pupils; and  
47           (5) Enhance the professional development offered for the teachers and  
48 administrators employed at public schools in this State to include the activities set  
49 forth in 20 U.S.C. § 7801(34) and to address the specific needs of the pupils  
50 enrolled in public schools in this State, as deemed appropriate by the State Board.  
51       (e) Strategies designed to provide to the pupils enrolled in middle school,  
52 junior high school and high school, the teachers and counselors who provide



1 instruction to those pupils, and the parents and guardians of those pupils  
2 information concerning:

3 (1) The requirements for admission to an institution of higher education  
4 and the opportunities for financial aid;

5 (2) The availability of Governor Guinn Millennium Scholarships pursuant  
6 to NRS 396.911 to 396.938, inclusive; and

7 (3) The need for a pupil to make informed decisions about his curriculum  
8 in middle school, junior high school and high school in preparation for success after  
9 graduation.

10 (f) An identification, by category, of the employees of the Department who are  
11 responsible for ensuring that each provision of the plan is carried out effectively.

12 (g) For each provision of the plan, a timeline for carrying out that provision,  
13 including, without limitation, a timeline for monitoring whether the provision is  
14 carried out effectively.

15 (h) For each provision of the plan, measurable criteria for determining whether  
16 the provision has contributed toward improving the academic achievement of  
17 pupils, increasing the rate of attendance of pupils and reducing the number of pupils  
18 who drop out of school.

19 (i) Strategies to improve the allocation of resources from this State, by program  
20 and by school district, in a manner that will improve the academic achievement of  
21 pupils. If this State has a financial analysis program that is designed to track  
22 educational expenditures and revenues to individual schools, the State Board shall  
23 use that statewide program in complying with this paragraph. If a statewide  
24 program is not available, the State Board shall use the Department's own financial  
25 analysis program in complying with this paragraph.

26 (j) Based upon the reallocation of resources set forth in paragraph (i), the  
27 resources available to the State Board and the Department to carry out the plan,  
28 including, without limitation, a budget for the overall cost of carrying out the plan.

29 (k) A summary of the effectiveness of appropriations made by the Legislature  
30 to improve the academic achievement of pupils and programs approved by the  
31 Legislature to improve the academic achievement of pupils.

32 3. The State Board shall:

33 (a) Review the plan prepared pursuant to this section annually to evaluate the  
34 effectiveness of the plan; and

35 (b) Based upon the evaluation of the plan, make revisions, as necessary, to  
36 ensure that the plan is designed to improve the academic achievement of pupils  
37 enrolled in public schools in this State.

38 4. On or before December 15 of each year, the State Board shall submit the  
39 plan or the revised plan, as applicable, to the:

40 (a) Governor;

41 (b) Committee;

42 (c) Bureau;

43 (d) Board of Regents of the University of Nevada;

44 (e) Council to Establish Academic Standards for Public Schools created by  
45 NRS 389.510;

46 (f) Board of trustees of each school district; and

47 (g) Governing body of each charter school.

48 **Sec. 3.** NRS 385.34692 is hereby amended to read as follows:

49 385.34692 1. The State Board shall prepare a summary of the annual report  
50 of accountability prepared pursuant to NRS 385.3469 that includes, without  
51 limitation, a summary of the following information for each school district, each  
52 charter school and the State as a whole:

- (a) Demographic information of pupils, including, without limitation, the number and percentage of pupils:
- (1) Who are economically disadvantaged, as defined by the State Board;
  - (2) Who are from major racial or ethnic groups, as defined by the State Board;
  - (3) With disabilities;
  - (4) Who are limited English proficient; and
  - (5) Who are migratory children, as defined by the State Board;
- (b) The average daily attendance of pupils, reported separately for the ~~{subgroups}~~ **groups** identified in paragraph (a);
- (c) The transiency rate of pupils;
- (d) The percentage of pupils who are habitual truants;
- (e) The percentage of pupils who are deemed habitual disciplinary problems pursuant to NRS 392.4655;
- (f) The number of incidents resulting in suspension or expulsion for:
- (1) Violence to other pupils or to school personnel;
  - (2) Possession of a weapon;
  - (3) Distribution of a controlled substance;
  - (4) Possession or use of a controlled substance; and
  - (5) Possession or use of alcohol;
- (g) For kindergarten through grade 8, the number and percentage of pupils who are retained in the same grade;
- (h) For grades 9 to 12, inclusive, the number and percentage of pupils who are deficient in the number of credits required for promotion to the next grade or graduation from high school;
- (i) The pupil-teacher ratio for kindergarten and grades 1 to 8, inclusive;
  - (j) The average class size for the subject area of mathematics, English, science and social studies in schools where pupils rotate to different teachers for different subjects;
  - (k) The number and percentage of pupils who graduated from high school;
  - (l) The number and percentage of pupils who received a:
    - (1) Standard diploma;
    - (2) Adult diploma;
    - (3) Adjusted diploma; and
    - (4) Certificate of attendance;
  - (m) The number and percentage of pupils who graduated from high school and enrolled in remedial courses at the Nevada System of Higher Education;
  - (n) Per pupil expenditures;
  - (o) Information on the professional qualifications of teachers;
  - (p) The average daily attendance of teachers and licensure information;
  - (q) Information on the adequate yearly progress of the schools and school districts;
  - (r) Pupil achievement based upon the examinations administered pursuant to NRS 389.550 and the high school proficiency examination;
  - (s) To the extent practicable, pupil achievement based upon the examinations administered pursuant to NRS 389.015 for grades 4, 7 and 10; and
  - (t) Other information required by the Superintendent of Public Instruction in consultation with the Bureau.
2. The summary prepared pursuant to subsection 1 must:
- (a) Comply with 20 U.S.C. § 6311(h)(1) and the regulations adopted pursuant thereto;
  - (b) Be prepared in a concise manner; and

(c) Be presented in an understandable and uniform format and, to the extent practicable, provided in a language that parents will likely understand.

3. On or before September 7 of each year, the State Board shall:

(a) Provide for public dissemination of the summary prepared pursuant to subsection 1 by posting the summary on the Internet website maintained by the Department; and

(b) Submit a copy of the summary in an electronic format to the:

(1) Governor;

(2) Committee;

(3) Bureau;

(4) Board of Regents of the University of Nevada;

(5) Board of trustees of each school district; and

(6) Governing body of each charter school.

4. The board of trustees of each school district and the governing body of each charter school shall ensure that the parents and guardians of pupils enrolled in the school district or charter school, as applicable, have sufficient information concerning the availability of the summary prepared by the State Board pursuant to subsection 1, including, without limitation, information that describes how to access the summary on the Internet website maintained by the Department. Upon the request of a parent or guardian of a pupil, the Department shall provide the parent or guardian with a written copy of the summary.

5. The Department shall, in consultation with the Bureau and the school districts, prescribe a form for the summary required by this section.

**Sec. 4.** NRS 385.347 is hereby amended to read as follows:

385.347 1. The board of trustees of each school district in this State, in cooperation with associations recognized by the State Board as representing licensed *educational* personnel ~~{in education}~~ in the district, shall adopt a program providing for the accountability of the school district to the residents of the district and to the State Board for the quality of the schools and the educational achievement of the pupils in the district, including, without limitation, pupils enrolled in charter schools in the school district. The board of trustees of each school district shall ~~f:~~

~~—(a) Report~~ *report* the information required by subsection 2 for each charter school that is located within the school district, regardless of the sponsor of the charter school.

~~{(b) For the information that is reported in an aggregated format, include the data that is applicable to}~~ *The information for charter schools must be reported separately and must denote* the charter schools sponsored by the school district ~~{but not the charter schools that are sponsored by the State Board.~~

~~—(c) Denote separately in the report those charter schools that are located within the school district}~~ and *the charter schools* sponsored by the State Board.

2. The board of trustees of each school district shall, on or before August 15 of each year, prepare an annual report of accountability concerning:

(a) The educational goals and objectives of the school district.

(b) Pupil achievement for each school in the district and the district as a whole, including, without limitation, each charter school in the district. The board of trustees of the district shall base its report on the results of the examinations administered pursuant to NRS 389.015 and 389.550 and shall compare the results of those examinations for the current school year with those of previous school years. The report must include, for each school in the district, including, without limitation, each charter school in the district, and each grade in which the examinations were administered:

(1) The number of pupils who took the examinations. ~~{}~~

(2) A record of attendance for the period in which the examinations were administered, including an explanation of any difference in the number of pupils who took the examinations and the number of pupils who are enrolled in the school. ~~{}~~

(3) Except as otherwise provided in this paragraph, pupil achievement, reported separately by gender and reported separately for the following ~~{subgroups}~~ **groups** of pupils:

(I) Pupils who are economically disadvantaged, as defined by the State Board;

(II) Pupils from major racial and ethnic groups, as defined by the State Board;

(III) Pupils with disabilities;

(IV) Pupils who are limited English proficient; and

(V) Pupils who are migratory children, as defined by the State Board. ~~{}~~

(4) A comparison of the achievement of pupils in each ~~{subgroup}~~ **group** identified in paragraph (b) of subsection 1 of NRS 385.361 with the annual measurable objectives of the State Board. ~~{}~~

(5) The percentage of pupils who were not tested. ~~{}~~

(6) Except as otherwise provided in this paragraph, the percentage of pupils who were not tested, reported separately by gender and reported separately for the ~~{subgroups}~~ **groups** identified in subparagraph (3). ~~{}~~

(7) The most recent 3-year trend in pupil achievement in each subject area tested and each grade level tested pursuant to NRS 389.015 and 389.550, which may include information regarding the trend in the achievement of pupils for more than 3 years, if such information is available. ~~{}~~

(8) Information that compares the results of pupils in the school district, including, without limitation, pupils enrolled in charter schools in the district, with the results of pupils throughout this State. The information required by this subparagraph must be provided in consultation with the Department to ensure the accuracy of the comparison. ~~{and}~~

(9) For each school in the district, including, without limitation, each charter school in the district, information that compares the results of pupils in the school with the results of pupils throughout the school district and throughout this State. The information required by this subparagraph must be provided in consultation with the Department to ensure the accuracy of the comparison.

➤ A separate reporting for a ~~{subgroup}~~ **group** of pupils must not be made pursuant to this paragraph if the number of pupils in that ~~{subgroup}~~ **group** is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual pupil. The State Board shall prescribe the mechanism for determining the minimum number of pupils that must be in a ~~{subgroup}~~ **group** for that ~~{subgroup}~~ **group** to yield statistically reliable information.

(c) The ratio of pupils to teachers in kindergarten and at each grade level for each elementary school in the district and the district as a whole, including, without limitation, each charter school in the district, and the average class size for each core academic subject, as set forth in NRS 389.018, for each secondary school in the district and the district as a whole, including, without limitation, each charter school in the district.

(d) Information on the professional qualifications of teachers employed by each school in the district and the district as a whole, including, without limitation, each charter school in the district. The information must include, without limitation:

(1) The percentage of teachers who are:

(I) Providing instruction pursuant to NRS 391.125;

(II) Providing instruction pursuant to a waiver of the requirements for licensure for the grade level or subject area in which the teachers are employed; or

(III) Otherwise providing instruction without an endorsement for the subject area in which the teachers are employed;

(2) The percentage of classes in the core academic subjects, as set forth in NRS 389.018, that are not taught by highly qualified teachers;

(3) The percentage of classes in the core academic subjects, as set forth in NRS 389.018, that are not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools, which for the purposes of this subparagraph means schools in the top quartile of poverty and the bottom quartile of poverty in this State;

(4) For each middle school, junior high school and high school:

(I) On and after July 1, 2005, the number of persons employed as substitute teachers for 20 consecutive days or more in the same classroom or assignment, designated as long-term substitute teachers, including the total number of days long-term substitute teachers were employed at each school, identified by grade level and subject area; and

(II) On and after July 1, 2006, the number of persons employed as substitute teachers for less than 20 consecutive days, designated as short-term substitute teachers, including the total number of days short-term substitute teachers were employed at each school, identified by grade level and subject area; and

(5) For each elementary school:

(I) On and after July 1, 2005, the number of persons employed as substitute teachers for 20 consecutive days or more in the same classroom or assignment, designated as long-term substitute teachers, including the total number of days long-term substitute teachers were employed at each school, identified by grade level; and

(II) On and after July 1, 2006, the number of persons employed as substitute teachers for less than 20 consecutive days, designated as short-term substitute teachers, including the total number of days short-term substitute teachers were employed at each school, identified by grade level.

(e) The total expenditure per pupil for each school in the district and the district as a whole, including, without limitation, each charter school in the district. If this State has a financial analysis program that is designed to track educational expenditures and revenues to individual schools, each school district shall use that statewide program in complying with this paragraph. If a statewide program is not available, each school district shall use its own financial analysis program in complying with this paragraph.

(f) The curriculum used by the school district, including:

(1) Any special programs for pupils at an individual school; and

(2) The curriculum used by each charter school in the district.

(g) Records of the attendance and truancy of pupils in all grades, including, without limitation:

(1) The average daily attendance of pupils, for each school in the district and the district as a whole, including, without limitation, each charter school in the district.

(2) For each elementary school, middle school and junior high school in the district, including, without limitation, each charter school in the district that provides instruction to pupils enrolled in a grade level other than high school, information that compares the attendance of the pupils enrolled in the school with the attendance of pupils throughout the district and throughout this State. The information required by this subparagraph must be provided in consultation with the Department to ensure the accuracy of the comparison.

(h) The annual rate of pupils who drop out of school in *grade 8 and a separate reporting of the annual rate of pupils who drop out of school in* grades 9 to 12, inclusive, for each such grade, for each school in the district and for the district as a whole . ~~[-, excluding]~~ *The reporting for pupils in grades 9 to 12, inclusive, excludes* pupils who:

(1) Provide proof to the school district of successful completion of the examinations of general educational development.

(2) Are enrolled in courses that are approved by the Department as meeting the requirements for an adult standard diploma.

(3) Withdraw from school to attend another school.

(i) Records of attendance of teachers who provide instruction, for each school in the district and the district as a whole, including, without limitation, each charter school in the district.

(j) Efforts made by the school district and by each school in the district, including, without limitation, each charter school in the district, to increase:

(1) Communication with the parents of pupils in the district; and

(2) The participation of parents in the educational process and activities relating to the school district and each school, including, without limitation, the existence of parent organizations and school advisory committees.

(k) Records of incidents involving weapons or violence for each school in the district, including, without limitation, each charter school in the district.

(l) Records of incidents involving the use or possession of alcoholic beverages or controlled substances for each school in the district, including, without limitation, each charter school in the district.

(m) Records of the suspension and expulsion of pupils required or authorized pursuant to NRS 392.466 and 392.467.

(n) The number of pupils who are deemed habitual disciplinary problems pursuant to NRS 392.4655, for each school in the district and the district as a whole, including, without limitation, each charter school in the district.

(o) The number of pupils in each grade who are retained in the same grade pursuant to NRS 392.033 or 392.125, for each school in the district and the district as a whole, including, without limitation, each charter school in the district.

(p) The transiency rate of pupils for each school in the district and the district as a whole, including, without limitation, each charter school in the district. For the purposes of this paragraph, a pupil is not transient if he is transferred to a different school within the school district as a result of a change in the zone of attendance by the board of trustees of the school district pursuant to NRS 388.040.

(q) Each source of funding for the school district.

(r) A compilation of the programs of remedial study that are purchased in whole or in part with money received from this State, for each school in the district and the district as a whole, including, without limitation, each charter school sponsored by the district. The compilation must include:

(1) The amount and sources of money received for programs of remedial study for each school in the district and the district as a whole, including, without limitation, each charter school in the district.

(2) An identification of each program of remedial study, listed by subject area.

(s) For each high school in the district, including, without limitation, each charter school in the district, the percentage of pupils who graduated from that high school or charter school in the immediately preceding year and enrolled in remedial courses in reading, writing or mathematics at a university, state college or community college within the Nevada System of Higher Education.

(t) The technological facilities and equipment available at each school, including, without limitation, each charter school, and the district's plan to incorporate educational technology at each school.

(u) For each school in the district and the district as a whole, including, without limitation, each charter school in the district, the number and percentage of pupils who received:

(1) A standard high school diploma, ~~and~~ *reported separately for pupils who received the diploma pursuant to:*

*(I) Paragraph (a) of subsection 1 of section 4 of Senate Bill No. 312 of this session; and*

*(II) Paragraph (b) of subsection 1 of section 4 of Senate Bill No. 312 of this session.*

(2) An adjusted diploma.

(3) A certificate of attendance.

(v) For each school in the district and the district as a whole, including, without limitation, each charter school in the district, the number and percentage of pupils who ~~[did not receive a high school diploma because the pupils]~~ failed to pass the high school proficiency examination.

(w) The number of habitual truants who are reported to a school police officer or law enforcement agency pursuant to paragraph (a) of subsection 2 of NRS 392.144 and the number of habitual truants who are referred to an advisory board to review school attendance pursuant to paragraph (b) of subsection 2 of NRS 392.144, for each school in the district and for the district as a whole.

(x) The amount and sources of money received for the training and professional development of teachers and other educational personnel for each school in the district and for the district as a whole, including, without limitation, each charter school in the district.

(y) Whether the school district has made adequate yearly progress. If the school district has been designated as demonstrating need for improvement pursuant to NRS 385.377, the report must include a statement indicating the number of consecutive years the school district has carried that designation.

(z) Information on whether each public school in the district, including, without limitation, each charter school in the district, has made adequate yearly progress, including, without limitation:

(1) The number and percentage of schools in the district, if any, that have been designated as needing improvement pursuant to NRS 385.3623; and

(2) The name of each school, if any, in the district that has been designated as needing improvement pursuant to NRS 385.3623 and the number of consecutive years that the school has carried that designation.

(aa) Information on the paraprofessionals employed by each public school in the district, including, without limitation, each charter school the district. The information must include:

(1) The number of paraprofessionals employed at the school; and

(2) The number and percentage of all paraprofessionals who do not satisfy the qualifications set forth in 20 U.S.C. § 6319(c). The reporting requirements of

1 this subparagraph apply to paraprofessionals who are employed in positions  
2 supported with Title I money and to paraprofessionals who are not employed in  
3 positions supported with Title I money.

4 (bb) For each high school in the district, including, without limitation, each  
5 charter school that operates as a high school, information that provides a  
6 comparison of the rate of graduation of pupils enrolled in the high school with the  
7 rate of graduation of pupils throughout the district and throughout this State. The  
8 information required by this paragraph must be provided in consultation with the  
9 Department to ensure the accuracy of the comparison.

10 (cc) An identification of the appropriations made by the Legislature that are  
11 available to the school district or the schools within the district and programs  
12 approved by the Legislature to improve the academic achievement of pupils.

13 (dd) Such other information as is directed by the Superintendent of Public  
14 Instruction.

15 3. The records of attendance maintained by a school for purposes of  
16 paragraph (i) of subsection 2 must include the number of teachers who are in  
17 attendance at school and the number of teachers who are absent from school. A  
18 teacher shall be deemed in attendance if the teacher is excused from being present  
19 in the classroom by the school in which he is employed for one of the following  
20 reasons:

21 (a) Acquisition of knowledge or skills relating to the professional development  
22 of the teacher; or

23 (b) Assignment of the teacher to perform duties for cocurricular or  
24 extracurricular activities of pupils.

25 4. The annual report of accountability prepared pursuant to subsection 2 must:

26 (a) Comply with 20 U.S.C. § 6311(h)(2) and the regulations adopted pursuant  
27 thereto; and

28 (b) Be presented in an understandable and uniform format and, to the extent  
29 practicable, provided in a language that parents can understand.

30 5. The Superintendent of Public Instruction shall:

31 (a) Prescribe forms for the reports required pursuant to subsection 2 and  
32 provide the forms to the respective school districts.

33 (b) Provide statistical information and technical assistance to the school  
34 districts to ensure that the reports provide comparable information with respect to  
35 each school in each district and among the districts throughout this State.

36 (c) Consult with a representative of the:

- 37 (1) Nevada State Education Association;  
38 (2) Nevada Association of School Boards;  
39 (3) Nevada Association of School Administrators;  
40 (4) Nevada Parent Teacher Association;  
41 (5) Budget Division of the Department of Administration; and  
42 (6) Legislative Counsel Bureau,

43 concerning the program and consider any advice or recommendations submitted  
44 by the representatives with respect to the program.

45 6. The Superintendent of Public Instruction may consult with representatives  
46 of parent groups other than the Nevada Parent Teacher Association concerning the  
47 program and consider any advice or recommendations submitted by the  
48 representatives with respect to the program.

49 7. On or before August 15 of each year, the board of trustees of each school  
50 district shall submit to each advisory board to review school attendance created in  
51 the county pursuant to NRS 392.126 the information required in paragraph (g) of  
52 subsection 2.



8. On or before August 15 of each year, the board of trustees of each school district shall:

(a) Provide written notice that the report required pursuant to subsection 2 is available on the Internet website maintained by the school district, if any, or otherwise provide written notice of the availability of the report. The written notice must be provided to the:

- (1) Governor;
- (2) State Board;
- (3) Department;
- (4) Committee; and
- (5) Bureau.

(b) Provide for public dissemination of the annual report of accountability prepared pursuant to subsection 2 in the manner set forth in 20 U.S.C. § 6311(h)(2)(E) by posting a copy of the report on the Internet website maintained by the school district, if any. If a school district does not maintain a website, the district shall otherwise provide for public dissemination of the annual report by providing a copy of the report to the schools in the school district, including, without limitation, each charter school in the district, the residents of the district, and the parents and guardians of pupils enrolled in schools in the district, including, without limitation, each charter school in the district.

9. Upon the request of the Governor, an entity described in paragraph (a) of subsection 8 or a member of the general public, the board of trustees of a school district shall provide a portion or portions of the report required pursuant to subsection 2.

10. As used in this section:

(a) "Highly qualified" has the meaning ascribed to it in 20 U.S.C. § 7801(23).

(b) "Paraprofessional" has the meaning ascribed to it in NRS 391.008.

**Sec. 5.** NRS 385.348 is hereby amended to read as follows:

385.348 1. The board of trustees of each school district shall, in consultation with the employees of the school district, prepare a plan to improve the achievement of pupils enrolled in the school district, excluding pupils who are enrolled in charter schools located in the school district. If the school district is a Title I school district designated as demonstrating need for improvement pursuant to NRS 385.377, the plan must also be prepared in consultation with parents and guardians of pupils enrolled in the school district and other persons who the board of trustees determines are appropriate.

2. Except as otherwise provided in this subsection, the plan must include the items set forth in 20 U.S.C. § 6316(c)(7) and the regulations adopted pursuant thereto. If a school district has not been designated as demonstrating need for improvement pursuant to NRS 385.377, the board of trustees of the school district is not required to include those items set forth in 20 U.S.C. § 6316(c)(7) and the regulations adopted pursuant thereto that directly relate to the status of a school district as needing improvement.

3. In addition to the requirements of subsection 2, a plan to improve the achievement of pupils enrolled in a school district must include:

(a) A review and analysis of the data upon which the report required pursuant to subsection 2 of NRS 385.347 is based and a review and analysis of any data that is more recent than the data upon which the report is based.

(b) The identification of any problems or factors at individual schools that are revealed by the review and analysis.

(c) Strategies based upon scientifically based research, as defined in 20 U.S.C. § 7801(37), that will strengthen the core academic subjects, as set forth in NRS 389.018.

(d) Strategies to improve the academic achievement of pupils enrolled in the school district, including, without limitation, strategies to:

(1) Instruct pupils who are not achieving to their fullest potential, including, without limitation:

(I) The curriculum appropriate to improve achievement;

(II) The manner by which the instruction will improve the achievement and proficiency of pupils on the examinations administered pursuant to NRS 389.015 and 389.550; and

(III) An identification of the instruction and curriculum that is specifically designed to improve the achievement and proficiency of pupils in each ~~subgroup~~ *group* identified in paragraph (b) of subsection 1 of NRS 385.361;

(2) Increase the rate of attendance of pupils and reduce the number of pupils who drop out of school;

(3) Integrate technology into the instructional and administrative programs of the school district;

(4) Manage effectively the discipline of pupils; and

(5) Enhance the professional development offered for the teachers and administrators employed by the school district to include the activities set forth in 20 U.S.C. § 7801(34) and to address the specific needs of the pupils enrolled in the school district, as deemed appropriate by the board of trustees of the school district.

(e) An identification, by category, of the employees of the school district who are responsible for ensuring that each provision of the plan is carried out effectively.

(f) In consultation with the Department, an identification, by category, of the employees of the Department, if any, who are responsible for overseeing and monitoring whether the plan is carried out effectively.

(g) For each provision of the plan, a timeline for carrying out that provision, including, without limitation, a timeline for monitoring whether the provision is carried out effectively.

(h) For each provision of the plan, measurable criteria for determining whether the provision has contributed toward improving the academic achievement of pupils, increasing the rate of attendance of pupils and reducing the number of pupils who drop out of school.

(i) Strategies to improve the allocation of resources from the school district, by program and by school, in a manner that will improve the academic achievement of pupils. If this State has a financial analysis program that is designed to track educational expenditures and revenues to individual schools, each school district shall use that statewide program in complying with this paragraph. If a statewide program is not available, each school district shall use its own financial analysis program in complying with this paragraph.

(j) Based upon the reallocation of resources set forth in paragraph (i), the resources available to the school district to carry out the plan, including, without limitation, a budget of the overall cost for carrying out the plan.

(k) A summary of the effectiveness of appropriations made by the Legislature that are available to the school district or the schools within the school district to improve the academic achievement of pupils and programs approved by the Legislature to improve the academic achievement of pupils.

(l) An identification of the programs, practices and strategies that are used throughout the school district and by the schools within the school district that have

1 proven successful in improving the achievement and proficiency of pupils,  
2 including, without limitation:

3 (1) An identification of each school that carries out such a program,  
4 practice or strategy;

5 (2) An indication of which programs, practices and strategies are carried  
6 out throughout the school district and which programs, practices and strategies are  
7 carried out by individual schools;

8 (3) The extent to which the programs, practices and strategies include  
9 methods to improve the achievement and proficiency of pupils in each ~~subgroup~~  
10 ~~group~~ identified in paragraph (b) of subsection 1 of NRS 385.361; and

11 (4) A description of how the school district disseminates information  
12 concerning the successful programs, practices and strategies to all schools within  
13 the school district.

14 4. The board of trustees of each school district shall:

15 (a) Review the plan prepared pursuant to this section annually to evaluate the  
16 effectiveness of the plan; and

17 (b) Based upon the evaluation of the plan, make revisions, as necessary, to  
18 ensure that the plan is designed to improve the academic achievement of pupils  
19 enrolled in the school district.

20 5. On or before December 15 of each year, the board of trustees of each  
21 school district shall submit the plan or the revised plan, as applicable, to the:

22 (a) Superintendent of Public Instruction;

23 (b) Governor;

24 (c) State Board;

25 (d) Department;

26 (e) Committee; and

27 (f) Bureau.

28 **Sec. 6.** NRS 385.349 is hereby amended to read as follows:

29 385.349 1. The board of trustees of each school district shall prepare a  
30 summary of the annual report of accountability prepared pursuant to NRS 385.347  
31 on the form prescribed by the Department pursuant to subsection 3 or an expanded  
32 form, as applicable. The summary must include, without limitation:

33 (a) The information set forth in subsection 1 of NRS 385.34692, reported for  
34 the school district as a whole and for each school within the school district;

35 (b) Information on the involvement of parents and legal guardians in the  
36 education of their children; and

37 (c) Other information required by the Superintendent of Public Instruction in  
38 consultation with the Bureau.

39 2. The summary prepared pursuant to subsection 1 must:

40 (a) Comply with 20 U.S.C. § 6311(h)(2) and the regulations adopted pursuant  
41 thereto; and

42 (b) Be presented in an understandable and uniform format and, to the extent  
43 practicable, provided in a language that parents will likely understand.

44 3. The Department shall, in consultation with the Bureau and the school  
45 districts, prescribe a form that contains the basic information required by subsection  
46 1. The board of trustees of a school district may use an expanded form that contains  
47 additions to the form prescribed by the Department if the basic information  
48 contained in the expanded form complies with the form prescribed by the  
49 Department.

50 4. On or before September 7 of each year, the board of trustees of each school  
51 district shall:

52 (a) Submit the summary in an electronic format to the:

- (1) Governor;
- (2) State Board;
- (3) Department;
- (4) Committee;
- (5) Bureau; and
- (6) Schools within the school district.

(b) Provide for the public dissemination of the summary by posting a copy of the summary on the Internet website maintained by the school district, if any. If a school district does not maintain a website, the district shall otherwise provide for public dissemination of the summary. The board of trustees of each school district shall ensure that the parents and guardians of pupils enrolled in the school district have sufficient information concerning the availability of the summary, including, without limitation, information that describes how to access the summary on the Internet website maintained by the school district, if any. Upon the request of a parent or legal guardian, the school district shall provide the parent or legal guardian with a written copy of the summary.

5. The board of trustees of each school district shall ~~[-~~  
~~—(a) Report~~ **report** the information required by this section for each charter school that is located within the school district, regardless of the sponsor of the charter school.

~~[(b) For the information that is reported in an aggregated format, include the data that is applicable to]~~ **The information for charter schools must be reported separately and must denote** the charter schools sponsored by the school district ~~[but not the charter schools that are sponsored by the State Board.~~

~~—(c) Denote separately in the report those charter schools that are located within the school district]~~ **and the charter schools** sponsored by the State Board.

**Sec. 7.** NRS 385.357 is hereby amended to read as follows:

385.357 1. The principal of each school, including, without limitation, each charter school, shall, in consultation with the employees of the school, prepare a plan to improve the achievement of the pupils enrolled in the school.

2. The plan developed pursuant to subsection 1 must include:

(a) A review and analysis of the data pertaining to the school upon which the report required pursuant to subsection 2 of NRS 385.347 is based and a review and analysis of any data that is more recent than the data upon which the report is based.

(b) The identification of any problems or factors at the school that are revealed by the review and analysis.

(c) Strategies based upon scientifically based research, as defined in 20 U.S.C. § 7801(37), that will strengthen the core academic subjects, as defined in NRS 389.018.

(d) Policies and practices concerning the core academic subjects which have the greatest likelihood of ensuring that each ~~[subgroup]~~ **group** of pupils identified in paragraph (b) of subsection 1 of NRS 385.361 who are enrolled in the school will make adequate yearly progress and meet the minimum level of proficiency prescribed by the State Board.

(e) Annual measurable objectives, consistent with the annual measurable objectives established by the State Board pursuant to NRS 385.361, for the continuous and substantial progress by each ~~[subgroup]~~ **group** of pupils identified in paragraph (b) of subsection 1 of that section who are enrolled in the school to ensure that each ~~[subgroup]~~ **group** will make adequate yearly progress and meet the level of proficiency prescribed by the State Board.

(f) Strategies, consistent with the policy adopted pursuant to NRS 392.457 by the board of trustees of the school district in which the school is located, to promote effective involvement by parents and families of pupils enrolled in the school in the education of their children.

(g) As appropriate, programs of remedial education or tutoring to be offered before and after school, during the summer, or between sessions if the school operates on a year-round calendar for pupils enrolled in the school who need additional instructional time to pass or to reach a level considered proficient.

(h) Strategies to improve the academic achievement of pupils enrolled in the school, including, without limitation, strategies to:

(1) Instruct pupils who are not achieving to their fullest potential, including, without limitation:

(I) The curriculum appropriate to improve achievement;

(II) The manner by which the instruction will improve the achievement and proficiency of pupils on the examinations administered pursuant to NRS 389.015 and 389.550; and

(III) An identification of the instruction and curriculum that is specifically designed to improve the achievement and proficiency of pupils in each ~~subgroup~~ **group** identified in paragraph (b) of subsection 1 of NRS 385.361;

(2) Increase the rate of attendance of pupils and reduce the number of pupils who drop out of school;

(3) Integrate technology into the instructional and administrative programs of the school;

(4) Manage effectively the discipline of pupils; and

(5) Enhance the professional development offered for the teachers and administrators employed at the school to include the activities set forth in 20 U.S.C. § 7801(34) and to address the specific needs of pupils enrolled in the school, as deemed appropriate by the principal.

(i) An identification, by category, of the employees of the school who are responsible for ensuring that the plan is carried out effectively.

(j) In consultation with the school district or governing body, as applicable, an identification, by category, of the employees of the school district or governing body, if any, who are responsible for ensuring that the plan is carried out effectively or for overseeing and monitoring whether the plan is carried out effectively.

(k) In consultation with the Department, an identification, by category, of the employees of the Department, if any, who are responsible for overseeing and monitoring whether the plan is carried out effectively.

(l) For each provision of the plan, a timeline for carrying out that provision, including, without limitation, a timeline for monitoring whether the provision is carried out effectively.

(m) For each provision of the plan, measurable criteria for determining whether the provision has contributed toward improving the academic achievement of pupils, increasing the rate of attendance of pupils and reducing the number of pupils who drop out of school.

(n) The resources available to the school to carry out the plan. If this State has a financial analysis program that is designed to track educational expenditures and revenues to individual schools, each school shall use that statewide program in complying with this paragraph. If a statewide program is not available, each school shall use the financial analysis program used by the school district in which the school is located in complying with this paragraph.

(o) A summary of the effectiveness of appropriations made by the Legislature that are available to the school to improve the academic achievement of pupils and

1 programs approved by the Legislature to improve the academic achievement of  
2 pupils.

3 (p) A budget of the overall cost for carrying out the plan.

4 3. In addition to the requirements of subsection 2, if a school has been  
5 designated as demonstrating need for improvement pursuant to NRS 385.3623, the  
6 plan must comply with 20 U.S.C. § 6316(b)(3) and the regulations adopted  
7 pursuant thereto.

8 4. Except as otherwise provided in subsection 5, the principal of each school  
9 shall, in consultation with the employees of the school:

10 (a) Review the plan prepared pursuant to this section annually to evaluate the  
11 effectiveness of the plan; and

12 (b) Based upon the evaluation of the plan, make revisions, as necessary, to  
13 ensure that the plan is designed to improve the academic achievement of pupils  
14 enrolled in the school.

15 5. If a school has been designated as demonstrating need for improvement  
16 pursuant to NRS 385.3623 ~~[-, the technical assistance partnership or the]~~ *and a*  
17 support team *has been* established for the school, ~~[as applicable.] the support team~~  
18 shall review the plan and make revisions to the most recent plan for improvement  
19 of the school pursuant to NRS ~~[385.3692 or 385.3741, as applicable.] 385.3741~~. If  
20 the school is a Title I school that has been designated as demonstrating need for  
21 improvement, the ~~[technical assistance partnership or]~~ support team established for  
22 the school ~~[-, as applicable,]~~ shall, in making revisions to the plan, work in  
23 consultation with parents and guardians of pupils enrolled in the school and, to the  
24 extent deemed appropriate by the entity responsible for creating the ~~[partnership or]~~  
25 support team, outside experts.

26 6. On or before November 1 of each year, the principal of each school ~~[-, or~~  
27 ~~the technical assistance partnership]~~ *or the* support team established for the school,  
28 as applicable, shall submit the plan or the revised plan, as applicable, to:

29 (a) If the school is a public school of the school district, the superintendent of  
30 schools of the school district.

31 (b) If the school is a charter school, the governing body of the charter school.

32 7. If a Title I school is designated as demonstrating need for improvement  
33 pursuant to NRS 385.3623, the superintendent of schools of the school district or  
34 the governing body, as applicable, shall carry out a process for peer review of the  
35 plan or the revised plan, as applicable, in accordance with 20 U.S.C. §  
36 6316(b)(3)(E) and the regulations adopted pursuant thereto. Not later than 45 days  
37 after receipt of the plan, the superintendent of schools of the school district or the  
38 governing body, as applicable, shall approve the plan or the revised plan, as  
39 applicable, if it meets the requirements of 20 U.S.C. § 6316(b)(3) and the  
40 regulations adopted pursuant thereto and the requirements of this section. The  
41 superintendent of schools of the school district or the governing body, as  
42 applicable, may condition approval of the plan or the revised plan, as applicable, in  
43 the manner set forth in 20 U.S.C. § 6316(b)(3)(B) and the regulations adopted  
44 pursuant thereto. The State Board shall prescribe the requirements for the process  
45 of peer review, including, without limitation, the qualifications of persons who may  
46 serve as peer reviewers.

47 8. If a school is designated as demonstrating exemplary achievement, high  
48 achievement or adequate achievement, or if a school that is not a Title I school is  
49 designated as demonstrating need for improvement, not later than 45 days after  
50 receipt of the plan or the revised plan, as applicable, the superintendent of schools  
51 of the school district or the governing body, as applicable, shall approve the plan or  
52 the revised plan if it meets the requirements of this section.

9. On or before December 15 of each year, the principal of each school ~~[-or the technical assistance partnership]~~ or *the* support team established for the school, as applicable, shall submit the final plan or the final revised plan, as applicable, to the:

- (a) Superintendent of Public Instruction;
- (b) Governor;
- (c) State Board;
- (d) Department;
- (e) Committee;
- (f) Bureau; and
- (g) Board of trustees of the school district in which the school is located.

10. A plan for the improvement of a school must be carried out expeditiously, but not later than January 1 after approval of the plan pursuant to subsection 7 or 8, as applicable.

**Sec. 8.** NRS 385.3613 is hereby amended to read as follows:

385.3613 1. Except as otherwise provided in subsection 2, on or before June 15 of each year, the Department shall determine whether each public school is making adequate yearly progress, as defined by the State Board pursuant to NRS 385.361.

2. On or before June 30 of each year, the Department shall determine whether each public school that operates on a schedule other than a traditional 9-month schedule is making adequate yearly progress, as defined by the State Board pursuant to NRS 385.361.

3. The determination pursuant to subsection 1 or 2, as applicable, for a public school, including, without limitation, a charter school sponsored by the board of trustees of the school district, must be made in consultation with the board of trustees of the school district in which the public school is located. If a charter school is sponsored by the State Board, the Department shall make a determination for the charter school in consultation with the State Board. The determination made for each school must be based only upon the information and data for those pupils who are enrolled in the school for a full academic year. On or before June 15 or June 30 of each year, as applicable, the Department shall transmit:

(a) Except as otherwise provided in paragraph (b), the determination made for each public school to the board of trustees of the school district in which the public school is located.

(b) To the State Board the determination made for each charter school that is sponsored by the State Board.

4. Except as otherwise provided in this subsection, the Department shall determine that a public school has failed to make adequate yearly progress if any ~~{subgroup}~~ *group* identified in paragraph (b) of subsection 1 of NRS 385.361 does not satisfy the annual measurable objectives established by the State Board pursuant to that section. To comply with 20 U.S.C. § 6311(b)(2)(I) and the regulations adopted pursuant thereto, the State Board shall prescribe by regulation the conditions under which a school shall be deemed to have made adequate yearly progress even though a ~~{subgroup}~~ *group* identified in paragraph (b) of subsection 1 of NRS 385.361 did not satisfy the annual measurable objectives of the State Board.

5. In addition to the provisions of subsection 4, the Department shall determine that a public school has failed to make adequate yearly progress if:

(a) The number of pupils enrolled in the school who took the examinations administered pursuant to NRS 389.550 or the high school proficiency examination,

as applicable, is less than 95 percent of all pupils enrolled in the school who were required to take the examinations; or

(b) Except as otherwise provided in subsection 6, for each ~~[subgroup]~~ group of pupils identified in paragraph (b) of subsection 1 of NRS 385.361, the number of pupils in the ~~[subgroup]~~ group enrolled in the school who took the examinations administered pursuant to NRS 389.550 or the high school proficiency examination, as applicable, is less than 95 percent of all pupils in that ~~[subgroup]~~ group enrolled in the school who were required to take the examinations.

6. If the number of pupils in a particular ~~[subgroup]~~ group who are enrolled in a public school is insufficient to yield statistically reliable information:

(a) The Department shall not determine that the school has failed to make adequate yearly progress pursuant to paragraph (b) of subsection 5 based solely upon that particular ~~[subgroup]~~ group.

(b) The pupils in such a ~~[subgroup]~~ group must be included in the overall count of pupils enrolled in the school who took the examinations.

➤ The State Board shall prescribe the mechanism for determining the number of pupils that must be in a ~~[subgroup]~~ group for that ~~[subgroup]~~ group to yield statistically reliable information.

7. If an irregularity in testing administration or an irregularity in testing security occurs at a school and the irregularity invalidates the test scores of pupils, those test scores must be included in the scores of pupils reported for the school, the attendance of those pupils must be counted towards the total number of pupils who took the examinations and the pupils must be included in the total number of pupils who were required to take the examinations.

8. As used in this section:

(a) "Irregularity in testing administration" has the meaning ascribed to it in NRS 389.604.

(b) "Irregularity in testing security" has the meaning ascribed to it in NRS 389.608.

**Sec. 9.** NRS 385.3661 is hereby amended to read as follows:

385.3661 1. ~~If a public school is designated as demonstrating need for improvement pursuant to NRS 385.3623 and the provisions of NRS 385.3693, 385.3721 or 385.3745 do not apply, the technical assistance partnership established for the school pursuant to this section shall carry out the requirements of NRS 385.3692.~~

~~—2—~~ Except as otherwise provided in subsection ~~[3.]~~ 2, if a public school is designated as demonstrating need for improvement pursuant to NRS 385.3623 and the provisions of NRS 385.3693, 385.3721 or 385.3745 do not apply, the board of trustees of the school district shall:

(a) Provide notice of the designation to the parents and guardians of pupils enrolled in the school on the form prescribed by the Department pursuant to NRS 385.382; *and*

(b) Ensure that the school receives technical assistance in the manner set forth in 20 U.S.C. § 6316(b)(4) and the regulations adopted pursuant thereto. ~~;~~ *and*

~~—(c) Establish a technical assistance partnership for the school, with the membership prescribed pursuant to NRS 385.3691.~~

~~—3—~~ 2. If a charter school is designated as demonstrating need for improvement pursuant to NRS 385.3623 and the provisions of NRS 385.3693, 385.3721 or 385.3745 do not apply:

(a) The governing body of the charter school shall ~~f~~



~~—— (1) Provide~~ **provide** notice of the designation to the parents and guardians of pupils enrolled in the charter school on the form prescribed by the Department pursuant to NRS 385.382. ~~[-and~~

~~—— (2) Establish a technical assistance partnership for the charter school, with the membership prescribed pursuant to NRS 385.3691.]~~

(b) For a charter school sponsored by the board of trustees of a school district, the board of trustees shall, in conjunction with the governing body of the charter school, ensure that the charter school receives technical assistance in the manner set forth in 20 U.S.C. § 6316(b)(4) and the regulations adopted pursuant thereto. ~~[The provisions of this paragraph do not require the school district to pay for the technical assistance partnership established by the governing body of the charter school.]~~

(c) For a charter school sponsored by the State Board, the Department shall, in conjunction with the governing body of the charter school, ensure that the charter school receives technical assistance in the manner set forth in 20 U.S.C. § 6316(b)(4) and the regulations adopted pursuant thereto.

~~[4.]~~ **3.** In addition to the requirements of subsection ~~[2 or 3.]~~ **1 or 2**, as applicable, if a Title I school is designated as demonstrating need for improvement pursuant to NRS 385.3623 and the provisions of NRS 385.3693, 385.3721 or 385.3745 do not apply:

(a) Except as otherwise provided in paragraph (b), the board of trustees of the school district shall provide school choice to the parents and guardians of pupils enrolled in the school, including, without limitation, a charter school sponsored by the school district, in accordance with 20 U.S.C. § 6316(b)(1) and the regulations adopted pursuant thereto.

(b) For a charter school sponsored by the State Board, the Department shall work cooperatively with the board of trustees of the school district in which the charter school is located to provide school choice to the parents and guardians of pupils enrolled in the charter school in accordance with 20 U.S.C. § 6316(b)(1) and the regulations adopted pursuant thereto.

**Sec. 10.** NRS 385.3693 is hereby amended to read as follows:

385.3693 1. ~~[If a public school is designated as demonstrating need for improvement pursuant to NRS 385.3623 for 2 consecutive years, the technical assistance partnership established for the school pursuant to NRS 385.3661 shall carry out the requirements of NRS 385.3692.~~

~~—— 2.]~~ Except as otherwise provided in subsection ~~[3.]~~ **2**, if a public school is designated as demonstrating need for improvement pursuant to NRS 385.3623 for 2 consecutive years, the board of trustees of the school district shall:

(a) Provide notice of the designation to the parents and guardians of pupils enrolled in the school on the form prescribed by the Department pursuant to NRS 385.382; **and**

(b) Ensure that the school receives technical assistance in the manner set forth in 20 U.S.C. § 6316(b)(4) and the regulations adopted pursuant thereto. ~~[-and~~

~~—— (c) Continue the technical assistance partnership for the school.~~

~~—— 3.]~~ **2.** If a charter school is designated as demonstrating need for improvement pursuant to NRS 385.3623 for 2 consecutive years:

(a) The governing body of the charter school shall **[-and**

~~—— (1) Provide~~ **provide** notice of the designation to the parents and guardians of pupils enrolled in the school on the form prescribed by the Department pursuant to NRS 385.382. ~~[-and~~

~~—— (2) Continue the technical assistance partnership for the school.]~~

(b) For a charter school sponsored by the board of trustees of a school district, the board of trustees shall, in conjunction with the governing body of the charter school, ensure that the charter school receives technical assistance in the manner set forth in 20 U.S.C. § 6316(b)(4) and the regulations adopted pursuant thereto. ~~{The provisions of this paragraph do not require the school district to pay for the technical assistance partnership established by the governing body of the charter school.}~~

(c) For a charter school sponsored by the State Board, the Department shall, in conjunction with the governing body of the charter school, ensure that the charter school receives technical assistance in the manner set forth in 20 U.S.C. § 6316(b)(4) and the regulations adopted pursuant thereto.

**Sec. 11.** NRS 385.374 is hereby amended to read as follows:

385.374 *1.* The membership of each support team established pursuant to NRS 385.3721 ~~{:~~

~~1. **Must**~~ *must* consist of, without limitation:

(a) Teachers and principals who are considered highly qualified and who are not employees of the public school for which the support team is established;

(b) ~~{At least one representative of the Department.}~~ *One member appointed in accordance with subsection 3,* who must serve as the ~~{facilitator}~~ *team leader* of the support team;

(c) Except for a charter school, at least one administrator at the district level who is employed by the board of trustees of the school district;

(d) At least one parent or guardian of a pupil who is enrolled in the public school for which the support team is established; and

(e) In addition to the requirements of paragraphs (a) to (d), inclusive, for a charter school:

(1) At least one member of the governing body of the charter school, regardless of the sponsor of the charter school; and

(2) If the charter school is sponsored by the board of trustees of a school district, at least one employee of the school district, which may include an administrator.

*2. ~~{May}~~ The membership of each support team established pursuant to NRS 385.3721 may* consist of, without limitation:

(a) Except for a charter school, one or more members of the board of trustees of the school district in which the school is located;

(b) Representatives of institutions of higher education;

(c) Representatives of regional educational laboratories;

(d) Representatives of outside consultant groups;

(e) Representatives of the regional training program for the professional development of teachers and administrators created by NRS 391.512 that provides services to the school district in which the school is located;

(f) The Bureau; and

(g) Other persons who the Department determines are appropriate.

*3. The member appointed pursuant to paragraph (b) of subsection 1 must:*

*(a) Be employed by the Department; or*

*(b) If he is not employed by the Department, have the training and experience required by the Department.*

**Sec. 12.** NRS 385.3741 is hereby amended to read as follows:

385.3741 *1.* Each support team established for a public school pursuant to NRS 385.3721 shall:

(a) Review and analyze the operation of the school, including, without limitation, the design and operation of the instructional program of the school.

(b) Review and analyze the data pertaining to the school upon which the report required pursuant to subsection 2 of NRS 385.347 is based and review and analyze any data that is more recent than the data upon which the report is based.

(c) Review the most recent plan to improve the achievement of the school's pupils.

(d) Identify and investigate the problems and factors at the school that contributed to the designation of the school as demonstrating need for improvement.

(e) Assist the school in developing recommendations for improving the performance of pupils who are enrolled in the school.

(f) Except as otherwise provided in this paragraph, make recommendations to the board of trustees of the school district, the State Board and the Department concerning additional assistance for the school in carrying out the plan for improvement of the school. For a charter school sponsored by the State Board, the support team shall make the recommendations to the State Board and the Department.

(g) In accordance with its findings pursuant to this section and NRS 385.3742, submit, on or before November 1, written revisions to the most recent plan to improve the achievement of the school's pupils for approval pursuant to NRS 385.357. The written revisions must:

(1) Comply with NRS 385.357;

(2) If the school is a Title I school, be developed in consultation with parents and guardians of pupils enrolled in the school and, to the extent deemed appropriate by the entity that created the support team, outside experts;

(3) Include the data and findings of the support team that provide support for the revisions;

(4) Set forth goals, objectives, tasks and measures for the school that are:

(I) Designed to improve the achievement of the school's pupils;

(II) Specific;

(III) Measurable; and

(IV) Conducive to reliable evaluation;

(5) Set forth a timeline to carry out the revisions;

(6) Set forth priorities for the school in carrying out the revisions; and

(7) Set forth the names and duties of each person who is responsible for carrying out the revisions.

(h) Except as otherwise provided in this paragraph, work cooperatively with the board of trustees of the school district in which the school is located, the employees of the school, and the parents and guardians of pupils enrolled in the school to carry out and monitor the plan for improvement of the school. If a charter school is sponsored by the State Board, the Department shall assist the school with carrying out and monitoring the plan for improvement of the school.

(i) Prepare a ~~monthly~~ **quarterly** progress report in the format prescribed by the Department and:

(1) Submit the progress report to the Department.

(2) Distribute copies of the progress report to each employee of the school for review.

(j) In addition to the requirements of this section, if the support team is established for a Title I school, carry out the requirements of 20 U.S.C. § 6317(a)(5).

2. A school support team may require the school for which the support team was established to submit plans, strategies, tasks and measures that, in the

determination of the support team, will assist the school in improving the achievement and proficiency of pupils enrolled in the school.

3. The Department shall prescribe a concise ~~monthly~~ *quarterly* progress report for use by each support team in accordance with paragraph (i) of subsection 1.

**Sec. 13.** NRS 385.3744 is hereby amended to read as follows:

385.3744 1. Except as otherwise provided in subsection ~~2~~ *3*, if a public school that is not a Title I school is designated as demonstrating need for improvement pursuant to NRS 385.3623 for 3 consecutive years for failing to make adequate yearly progress, the support team established for the school shall consider whether corrective action is appropriate for the school. If the support team determines that corrective action is appropriate, the support team shall make a recommendation ~~to the Department~~ for corrective action for the school, including, without limitation, the type of corrective action that is recommended from the list of corrective actions authorized pursuant to ~~paragraphs (a), (b) and (c).~~ *subsection*

*2. The recommendation must be submitted to:*

*(a) For a school of the school district or a charter school sponsored by the board of trustees of the school district, the board of trustees.*

*(b) For a charter school sponsored by the State Board, the Department.*

2. Regardless of whether a support team recommends corrective action for a school, the Department *may, for a charter school sponsored by the State Board, and the board of trustees of a school district may, for a school of the school district or a charter school sponsored by the board of trustees,* take one or more of the following corrective actions for the school:

(a) Develop and carry out a new curriculum at the school, including the provision of appropriate professional development relating to the new curriculum.

(b) ~~Decrease the number~~ *Significantly decrease the managerial authority of* the employees at the school. ~~who carry out managerial duties.~~

(c) Extend the school year or the school day.

~~2~~ *3.* The Department *or the board of trustees of a school district, as applicable,* shall grant a delay from the imposition of corrective action for a school for a period not to exceed 1 year if the school qualifies for a delay in the manner set forth in 20 U.S.C. § 6316(b)(7)(D). If the school fails to make adequate yearly progress during the period of the delay, the Department *or the board of trustees, as applicable,* may proceed with corrective action as if the delay never occurred.

**Sec. 14.** NRS 385.376 is hereby amended to read as follows:

385.376 1. Except as otherwise provided in subsection 2, if a public school that is not a Title I school is designated as demonstrating need for improvement pursuant to NRS 385.3623 for 4 or more consecutive years for failure to make adequate yearly progress, the support team for the school shall:

(a) If corrective action was not taken against the school pursuant to NRS 385.3744, consider whether corrective action is appropriate for the school.

(b) If corrective action was taken against the school pursuant to NRS 385.3744, consider whether further corrective action is appropriate or whether consequences or sanctions, or both, are appropriate for the school.

~~1~~ *2.* Regardless of whether a support team recommends corrective action or consequences or sanctions for a school, the Department *may, for a charter school sponsored by the State Board, and the board of trustees of a school district may, for a school of the school district or a charter school sponsored by the board of trustees,* take corrective action as set forth in NRS 385.3744 or proceed with

consequences or sanctions, or both, as prescribed by the State Board pursuant to NRS 385.361.

~~3.1~~ 3. The Department *or the board of trustees of a school district, as applicable*, shall grant a delay from the imposition of corrective action or restructuring pursuant to this section for a school for a period not to exceed 1 year if the school qualifies for a delay in the manner set forth in 20 U.S.C. § 6316(b)(7)(D). If the school fails to make adequate yearly progress during the period of the delay, the Department *or the board of trustees, as applicable*, may proceed with corrective action or with consequences or sanctions, or both, for the school, as appropriate, as if the delay never occurred.

~~3.2~~ 4. Before the *board of trustees or the* Department proceeds with consequences or sanctions, the board of trustees or the Department, as applicable, shall provide to the administrators, teachers and other educational personnel employed at that school, and parents and guardians of pupils enrolled in the school:

(a) Notice that the board of trustees or the Department, as applicable, will proceed with consequences or sanctions for the school;

(b) An opportunity to comment before the consequences or sanctions are carried out; and

(c) An opportunity to participate in the development of the consequences or sanctions.

**Sec. 15.** NRS 385.3762 is hereby amended to read as follows:

385.3762 1. On or before July 1 of each year, the Department shall determine whether each school district is making adequate yearly progress, as defined by the State Board pursuant to NRS 385.361. The pupils who are enrolled in a charter school, if any, located within a school district must not be included in the determination made for that school district. The determination made for each school district must be based only upon the information and data for those pupils who were enrolled in the school district for a full academic year, regardless of whether those pupils attended more than one school within the school district for that academic year.

2. Except as otherwise provided in this subsection, the Department shall determine that a school district has failed to make adequate yearly progress if any ~~{subgroup}~~ *group* of pupils identified in paragraph (b) of subsection 1 of NRS 385.361 who are enrolled in the school district does not satisfy the annual measurable objectives established by the State Board pursuant to that section. To comply with 20 U.S.C. § 6311(b)(2)(I) and the regulations adopted pursuant thereto, the State Board shall prescribe by regulation the conditions under which a school district shall be deemed to have made adequate yearly progress even though a ~~{subgroup}~~ *group* of pupils identified in paragraph (b) of subsection 1 of NRS 385.361 who are enrolled in the school district did not satisfy the annual measurable objectives of the State Board.

3. In addition to the provisions of subsection 2, the Department shall determine that a school district has failed to make adequate yearly progress if:

(a) The number of pupils enrolled in the school district who took the examinations administered pursuant to NRS 389.550 or the high school proficiency examination, as applicable, is less than 95 percent of all pupils enrolled in the school district who were required to take the examinations; or

(b) Except as otherwise provided in subsection 4, for each ~~{subgroup}~~ *group* of pupils identified in paragraph (b) of subsection 1 of NRS 385.361, the number of pupils enrolled in the school district who took the examinations administered pursuant to NRS 389.550 or the high school proficiency examination, as applicable,

1 is less than 95 percent of all pupils in the ~~{subgroup}~~ group who were required to  
2 take the examinations.

3 4. If the number of pupils in a particular ~~{subgroup}~~ group who are enrolled  
4 in a school district is insufficient to yield statistically reliable information:

5 (a) The Department shall not determine that the school district has failed to  
6 make adequate yearly progress pursuant to paragraph (b) of subsection 3 based  
7 solely upon that particular ~~{subgroup}~~ group.

8 (b) The pupils in such a ~~{subgroup}~~ group must be included in the overall  
9 count of pupils enrolled in the school district who took the examinations.

10 ➤ The State Board shall prescribe the mechanism for determining the minimum  
11 number of pupils that must be in a ~~{subgroup}~~ group for that ~~{subgroup}~~ group to  
12 yield statistically reliable information.

13 **Sec. 15.5.** NRS 385.3785 is hereby amended to read as follows:

14 385.3785 1. The Commission shall:

15 (a) Establish a program of educational excellence designed exclusively for  
16 pupils enrolled in kindergarten through grade 6 in public schools in this State based  
17 upon:

18 (1) The plan to improve the achievement of pupils prepared by the State  
19 Board pursuant to NRS 385.34691;

20 (2) The plan to improve the achievement of pupils prepared by the board of  
21 trustees of each school district pursuant to NRS 385.348;

22 (3) The plan to improve the achievement of pupils prepared by the  
23 principal of each school pursuant to NRS 385.357, which may include a program of  
24 innovation; and

25 (4) Any other information that the Commission considers relevant to the  
26 development of the program of educational excellence.

27 (b) Identify programs, practices and strategies that have proven effective in  
28 improving the academic achievement and proficiency of pupils.

29 (c) Develop a concise application and simple procedures for the submission of  
30 applications by school districts and public schools, including, without limitation,  
31 charter schools, for participation in a program of educational excellence and for  
32 grants of money from the Account. Grants of money must be made for programs  
33 designed for the achievement of pupils that are linked to the plan to improve the  
34 achievement of pupils or for innovative programs, or both. All school districts and  
35 public schools, including, without limitation, charter schools, are eligible to submit  
36 such an application, regardless of whether the school district or school has made  
37 adequate yearly progress or failed to make adequate yearly progress. A school  
38 district or public school selected for participation may be approved by the  
39 Commission for participation for a period not to exceed 2 years, but may reapply.

40 (d) Prescribe a long-range timeline for the review, approval and evaluation of  
41 applications received from school districts and public schools that desire to  
42 participate in the program.

43 (e) Prescribe accountability measures to be carried out by a school district or  
44 public school that participates in the program if that school district or public school  
45 does not meet the annual measurable objectives established by the State Board  
46 pursuant to NRS 385.361, including, without limitation:

47 (1) The specific levels of achievement expected of school districts and  
48 schools that participate; and

49 (2) Conditions for school districts and schools that do not meet the grant  
50 criteria but desire to continue participation in the program and receive money from  
51 the Account, including, without limitation, a review of the leadership at the school  
52 and recommendations regarding changes to the appropriate body.

(f) Determine the amount of money that is available from the Account for those school districts and public schools that are selected to participate in the program.

(g) Allocate money to school districts and public schools from the Account. Allocations must be distributed not later than August 15 of each year.

(h) Establish criteria for school districts and public schools that participate in the program and receive an allocation of money from the Account to evaluate the effectiveness of the allocation in improving the achievement of pupils, including, without limitation, a detailed analysis of:

(1) The achievement of pupils enrolled at each school that received money from the allocation based upon measurable criteria identified in the plan to improve the achievement of pupils for the school prepared pursuant to NRS 385.357;

(2) If applicable, the achievement of pupils enrolled in the school district as a whole, based upon measurable criteria identified in the plan to improve the achievement of pupils for the school district prepared pursuant to NRS 385.348;

(3) If applicable, the effectiveness of the program of innovation on the achievement of pupils and the overall effectiveness for pupils and staff;

(4) The implementation of the applicable plans for improvement, including, without limitation, an analysis of whether the school district or the school is meeting the measurable objectives identified in the plan; and

(5) The attainment of measurable progress on the annual list of adequate yearly progress of school districts and schools.

2. To the extent money is available, the Commission shall make allocations of money to school districts and public schools for effective programs for grades 7 through 12 that are designed to improve the achievement of pupils and effective programs of innovation for pupils. In making such allocations, the Commission shall comply with the requirements of subsection 1.

3. *The Commission shall ensure, to the extent practicable, that grants of money provided pursuant to this section reflect the economic and geographic diversity of this State . ~~f, the academic needs of pupils, any special academic interests of pupils and any other special concerns of pupils, including, without limitation, schools that have a large population of Native Americans.~~*

4. If a school district or public school that receives money pursuant to subsection 1 or 2 does not meet the criteria for effectiveness as prescribed in paragraph (h) of subsection 1 over a 2-year period, the Commission may consider not awarding future allocations of money to that school district or public school.

~~[4.]~~ 5. On or before July 1 of each year, the Department shall provide a list of priorities of schools based upon the adequate yearly progress status of schools in the immediately preceding year for consideration by the Commission in its development of procedures for the applications.

~~[5.]~~ 6. In carrying out the requirements of this section, the Commission shall review and consider the programs of remedial study adopted by the Department pursuant to NRS 385.389, the list of approved providers of supplemental services maintained by the Department pursuant to NRS 385.384 and the recommendations submitted by the Committee pursuant to NRS 218.5354 concerning programs, practices and strategies that have proven effective in improving the academic achievement and proficiency of pupils.

**Sec. 16.** NRS 385.391 is hereby amended to read as follows:

385.391 1. The Department shall adopt:

(a) Regulations to provide for the recognition of schools that:

(1) Receive a designation as demonstrating exemplary achievement or high achievement pursuant to NRS 385.3623.



(2) Significantly improve the academic achievement of ~~[subgroups]~~ *groups* of pupils identified in paragraph (b) of subsection 1 of NRS 385.361.

(3) Exceed adequate yearly progress, as determined by the Department pursuant to NRS 385.3613, for 2 or more consecutive years.

(b) Such regulations as it deems necessary to carry out the provisions of this section and NRS 385.3455 to 385.391, inclusive, including, without limitation, uniform standards for the type and format of data that must be submitted by the school districts and the time by which such data must be submitted.

2. The Department may work in consultation with the Bureau for identifying and publicizing the achievement of schools that are recognized pursuant to paragraph (a) of subsection 1.

**Sec. 17.** NRS 386.605 is hereby amended to read as follows:

386.605 1. On or before July 15 of each year, the governing body of a charter school ~~[that is sponsored by the board of trustees of a school district]~~ shall submit the information concerning the charter school that is required pursuant to subsection 2 of NRS 385.347 to the board of trustees ~~[that sponsors]~~ *of the school district in which* the charter school *is located* for inclusion in the report of the school district pursuant to that section. The information must be submitted by the charter school in a format prescribed by the board of trustees.

2. The Legislative Bureau of Educational Accountability and Program Evaluation created pursuant to NRS 218.5356 may authorize a person or entity with whom it contracts pursuant to NRS 385.359 to review and analyze information submitted by charter schools pursuant to this section and NRS 385.357, consult with the governing bodies of charter schools and submit written reports concerning charter schools pursuant to NRS 385.359.

**Sec. 18.** NRS 386.650 is hereby amended to read as follows:

386.650 1. The Department shall establish and maintain an automated system of accountability information for Nevada. The system must:

(a) Have the capacity to provide and report information, including, without limitation, the results of the achievement of pupils:

(1) In the manner required by 20 U.S.C. §§ 6301 et seq., and the regulations adopted pursuant thereto, and NRS 385.3469 and 385.347; and

(2) In a separate reporting for each ~~[subgroup]~~ *group* of pupils identified in paragraph (b) of subsection 1 of NRS 385.361;

(b) Include a system of unique identification for each pupil:

(1) To ensure that individual pupils may be tracked over time throughout this State; and

(2) That, to the extent practicable, may be used for purposes of identifying a pupil for both the public schools and the Nevada System of Higher Education, if that pupil enrolls in the System after graduation from high school;

(c) Have the capacity to provide longitudinal comparisons of the academic achievement, rate of attendance and rate of graduation of pupils over time throughout this State;

(d) Have the capacity to perform a variety of longitudinal analyses of the results of individual pupils on assessments, including, without limitation, the results of pupils by classroom and by school;

(e) Have the capacity to identify which teachers are assigned to individual pupils and which paraprofessionals, if any, are assigned to provide services to individual pupils;

(f) Have the capacity to provide other information concerning schools and school districts that is not linked to individual pupils, including, without limitation, the designation of schools and school districts pursuant to NRS 385.3623 and



385.377, respectively, and an identification of which schools, if any, are persistently dangerous;

(g) Have the capacity to access financial accountability information for each public school, including, without limitation, each charter school, for each school district and for this State as a whole; and

(h) Be designed to improve the ability of the Department, school districts and the public schools in this State, including, without limitation, charter schools, to account for the pupils who are enrolled in the public schools, including, without limitation, charter schools.

➤ The information maintained pursuant to paragraphs (c), (d) and (e) must be used for the purpose of improving the achievement of pupils and improving classroom instruction but must not be used for the purpose of evaluating an individual teacher or paraprofessional.

2. The board of trustees of each school district shall:

(a) Adopt and maintain the program prescribed by the Superintendent of Public Instruction pursuant to subsection 3 for the collection, maintenance and transfer of data from the records of individual pupils to the automated system of information, including, without limitation, the development of plans for the educational technology which is necessary to adopt and maintain the program;

(b) Provide to the Department electronic data concerning pupils as required by the Superintendent of Public Instruction pursuant to subsection 3; and

(c) Ensure that an electronic record is maintained in accordance with subsection 3 of NRS 386.655.

3. The Superintendent of Public Instruction shall:

(a) Prescribe a uniform program throughout this State for the collection, maintenance and transfer of data that each school district must adopt, which must include standardized software;

(b) Prescribe the data to be collected and reported to the Department by each school district and each sponsor of a charter school pursuant to subsection 2;

(c) Prescribe the format for the data;

(d) Prescribe the date by which each school district shall report the data;

(e) Prescribe the date by which each charter school shall report the data to the sponsor of the charter school;

(f) Prescribe standardized codes for all data elements used within the automated system and all exchanges of data within the automated system, including, without limitation, data concerning:

(1) Individual pupils;

(2) Individual teachers and paraprofessionals;

(3) Individual schools and school districts; and

(4) Programs and financial information;

(g) Provide technical assistance to each school district to ensure that the data from each public school in the school district, including, without limitation, each charter school located within the school district, is compatible with the automated system of information and comparable to the data reported by other school districts; and

(h) Provide for the analysis and reporting of the data in the automated system of information.

4. The Department shall establish, to the extent authorized by the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g, and any regulations adopted pursuant thereto, a mechanism by which persons or entities, including, without limitation, state officers who are members of the Executive or Legislative Branch, administrators of public schools and school districts, teachers

1 and other educational personnel, and parents and guardians, will have different  
2 types of access to the accountability information contained within the automated  
3 system to the extent that such information is necessary for the performance of a  
4 duty or to the extent that such information may be made available to the general  
5 public without posing a threat to the confidentiality of an individual pupil.

6 5. The Department may, to the extent authorized by the Family Educational  
7 Rights and Privacy Act of 1974, 20 U.S.C. § 1232g, and any regulations adopted  
8 pursuant thereto, enter into an agreement with the Nevada System of Higher  
9 Education to provide access to data contained within the automated system for  
10 research purposes.

11 **Sec. 19.** NRS 388.795 is hereby amended to read as follows:

12 388.795 1. The Commission shall establish a plan for the use of educational  
13 technology in the public schools of this State. In preparing the plan, the  
14 Commission shall consider:

15 (a) Plans that have been adopted by the Department and the school districts in  
16 this State;

17 (b) Plans that have been adopted in other states;

18 (c) The information reported pursuant to paragraph (t) of subsection 2 of NRS  
19 385.347; ~~and~~

20 (d) *The results of the assessment of needs conducted pursuant to subsection*  
21 *6; and*

22 (e) Any other information that the Commission or the Committee deems  
23 relevant to the preparation of the plan.

24 2. The plan established by the Commission must include recommendations  
25 for methods to:

26 (a) Incorporate educational technology into the public schools of this State;

27 (b) Increase the number of pupils in the public schools of this State who have  
28 access to educational technology;

29 (c) Increase the availability of educational technology to assist licensed  
30 teachers and other educational personnel in complying with the requirements of  
31 continuing education, including, but not limited to, the receipt of credit for college  
32 courses completed through the use of educational technology;

33 (d) Facilitate the exchange of ideas to improve the achievement of pupils who  
34 are enrolled in the public schools of this State; and


35 (e) Address the needs of teachers in incorporating the use of educational  
36 technology in the classroom, including, ~~but not limited to,~~ *without limitation*, the  
37 completion of training that is sufficient to enable the teachers to instruct pupils in  
38 the use of educational technology.

39 3. The Department shall provide:

40 (a) Administrative support;

41 (b) Equipment; and

42 (c) Office space,

43  as is necessary for the Commission to carry out the provisions of this section.

44 4. The following entities shall cooperate with the Commission in carrying out  
45 the provisions of this section:

46 (a) The State Board.

47 (b) The board of trustees of each school district.

48 (c) The superintendent of schools of each school district.

49 (d) The Department.

50 5. The Commission shall:

51 (a) Develop technical standards for educational technology and any electrical  
52 or structural appurtenances necessary thereto, including, without limitation,

uniform specifications for computer hardware and wiring, to ensure that such technology is compatible, uniform and can be interconnected throughout the public schools of this State.

(b) Allocate money to the school districts from the Trust Fund for Educational Technology created pursuant to NRS 388.800 and any money appropriated by the Legislature for educational technology, subject to any priorities for such allocation established by the Legislature.

(c) Establish criteria for the board of trustees of a school district that receives an allocation of money from the Commission to:

(1) Repair, replace and maintain computer systems.

(2) Upgrade and improve computer hardware and software and other educational technology.

(3) Provide training, installation and technical support related to the use of educational technology within the district.

(d) Submit to the Governor, the Committee and the Department its plan for the use of educational technology in the public schools of this State and any recommendations for legislation.

(e) Review the plan annually and make revisions as it deems necessary or as directed by the Committee or the Department.

(f) In addition to the recommendations set forth in the plan pursuant to subsection 2, make further recommendations to the Committee and the Department as the Commission deems necessary.

6. *During the spring semester of each even-numbered school year, the Commission shall conduct an assessment of the needs of each school district relating to educational technology. In conducting the assessment, the Commission shall consider:*

*(a) The recommendations set forth in the plan pursuant to subsection 2;*

*(b) The plan for educational technology of each school district, if applicable;*

*(c) Evaluations of educational technology conducted for the State or for a school district, if applicable; and*

*(d) Any other information deemed relevant by the Commission.*

*↪ The Commission shall submit a final written report of the assessment to the Superintendent of Public Instruction on or before April 1 of each even-numbered year.*

*7. The Superintendent of Public Instruction shall prepare a written compilation of the results of the assessment conducted by the Commission and transmit the written compilation on or before June 1 of each even-numbered year to the Legislative Committee on Education and to the Director of the Legislative Counsel Bureau for transmission to the next regular session of the Legislature.*

8. The Commission may appoint an advisory committee composed of members of the Commission or other qualified persons to provide recommendations to the Commission regarding standards for the establishment, coordination and use of a telecommunications network in the public schools throughout the various school districts in this State. The advisory committee serves at the pleasure of the Commission and without compensation unless an appropriation or other money for that purpose is provided by the Legislature.

~~7.9~~ 9. As used in this section, "public school" includes the Caliente Youth Center, the Nevada Youth Training Center and any other state facility for the detention of children that is operated pursuant to title 5 of NRS.

Sec. 20. NRS 389.018 is hereby amended to read as follows:

389.018 1. The following subjects are designated as the core academic subjects that must be taught, as applicable for grade levels, in all public schools, the

Caliente Youth Center, the Nevada Youth Training Center and any other state facility for the detention of children that is operated pursuant to title 5 of NRS:

- (a) English, including reading, composition and writing;
- (b) Mathematics;
- (c) Science; and
- (d) Social studies, which includes only the subjects of history, geography, economics and government.

2. *Except as otherwise provided in this subsection, a pupil enrolled in a public high school must enroll in a minimum of:*

- (a) *Four units of credit in English;*
- (b) *Four units of credit in mathematics, including, without limitation, Algebra I and geometry, or an equivalent course of study that integrates Algebra I and geometry;*
- (c) *Three units of credit in science, including two laboratory courses; and*
- (d) *Three units of credit in social studies, including, without limitation:*
  - (1) *American government;*
  - (2) *American history; and*
  - (3) *World history or geography.*

↪ *A pupil is not required to enroll in the courses of study and credits required by this subsection if the pupil, the parent or legal guardian of the pupil and an administrator or a counselor at the school in which the pupil is enrolled mutually agree to a modified course of study for the pupil and that modified course of study satisfies at least the requirements for a standard high school diploma or an adjusted diploma, as applicable.*

3. Except as otherwise provided in this subsection, in addition to the core academic subjects, the following subjects must be taught as applicable for grade levels and to the extent practicable in all public schools, the Caliente Youth Center, the Nevada Youth Training Center and any other state facility for the detention of children that is operated pursuant to title 5 of NRS:

- (a) The arts;
- (b) Computer education and technology;
- (c) Health; and
- (d) Physical education.

↪ If the State Board requires the completion of course work in a subject area set forth in this subsection for graduation from high school or promotion to the next grade, a public school shall offer the required course work. Unless a subject is required for graduation from high school or promotion to the next grade, a charter school is not required to comply with this subsection.

**Sec. 21.** NRS 389.520 is hereby amended to read as follows:

389.520 1. The Council shall:

(a) Establish standards of content and performance, including, without limitation, a prescription of the resulting level of achievement, for the grade levels set forth in subsection 2, based upon the content of each course, that is expected of pupils for the following courses of study:

- (1) English, including reading, composition and writing;
- (2) Mathematics;
- (3) Science;
- (4) Social studies, which includes only the subjects of history, geography, economics and government;
- (5) The arts;
- (6) Computer education and technology;
- (7) Health; and

(8) Physical education.

(b) Establish a schedule for the periodic review and, if necessary, revision of the standards of content and performance. The review must include, without limitation, the review required pursuant to NRS 389.570 of the results of pupils on the examinations administered pursuant to NRS 389.550.

(c) Assign priorities to the standards of content and performance relative to importance and degree of emphasis and revise the standards, if necessary, based upon the priorities.

2. The Council shall establish standards of content and performance for each grade level in kindergarten and grades 1 to 8, inclusive, for English and mathematics. The Council shall establish standards of content and performance for the grade levels selected by the Council for the other courses of study prescribed in subsection 1.

3. *The Council shall forward to the State Board the standards of content and performance established by the Council for each course of study. The State Board shall:*

*(a) Adopt the standards for each course of study, as submitted by the Council; or*

*(b) If the State Board objects to the standards for a course of study or a particular grade level for a course of study, return those standards to the Council with a written explanation setting forth the reason for the objection.*

4. *If the State Board returns to the Council the standards of content and performance for a course of study or a grade level, the Council shall:*

*(a) Consider the objection provided by the State Board and determine whether to revise the standards based upon the objection; and*

*(b) Return the standards or the revised standards, as applicable, to the State Board.*

*↳ The State Board shall adopt the standards of content and performance ~~established by the Council.~~  
— 4.) or the revised standards, as applicable.*

5. The Council shall work in cooperation with the State Board to prescribe the examinations required by NRS 389.550.

**Sec. 22.** NRS 392.033 is hereby amended to read as follows:

392.033 1. The State Board shall adopt regulations which prescribe the courses of study required for promotion to high school, ~~which~~ *including, without limitation, English, mathematics, science and social studies. The regulations* may include the credits to be earned ~~in each course.~~

2. ~~[The] Except as otherwise provided in subsection 4, the~~ board of trustees of a school district shall not promote a pupil to high school if the pupil does not complete the course of study or credits required for promotion. ~~[If a pupil is retained in grade 8 pursuant to this subsection and the pupil does not complete the course of study or credits required for promotion, the pupil shall complete a program of remedial study as required by the school district. If the pupil successfully completes the program of remedial study, the board of trustees shall promote the pupil to high school. If the pupil does not successfully complete the program of remedial study, he must be retained in grade 8 until he completes the course of study or credits required for promotion or successfully completes a program of remedial study.]~~ The board of trustees of the school district in which the pupil is enrolled ~~may~~ *shall* provide programs *of remedial study* to complete the courses of study required for promotion to high school.

3. The board of trustees of each school district shall adopt a procedure for evaluating the course of study or credits completed by a pupil who transfers to a

1 junior high or middle school from a junior high or middle school in this State or  
2 from a school outside of this State.

3 4. The board of trustees of each school district shall adopt a policy that  
4 allows a pupil who has not completed the courses of study or credits required for  
5 promotion to high school to be placed on academic probation and to enroll in  
6 high school. A pupil who is on academic probation pursuant to this subsection  
7 shall complete appropriate remediation in the subject areas that he failed to pass.  
8 The policy must include the criteria for eligibility of a pupil to be placed on  
9 academic probation. A parent or guardian may elect not to place his child on  
10 academic probation but to remain in grade 8.

11 Sec. 23. (Deleted by amendment.)

12 Sec. 24. NRS 385.3691 and 385.3692 are hereby repealed.

13 Sec. 25. (Deleted by amendment.)

14 Sec. 26. 1. There is hereby appropriated from the State General Fund to the  
15 Interim Finance Committee the sum of \$340,200 for the costs of a study to measure  
16 the alignment of class assignments given to pupils at selected grade levels with the  
17 standards of content and performance established by the Council to Establish  
18 Academic Standards for Public Schools pursuant to NRS 389.520.

19 2. Before the Interim Finance Committee issues a request for proposals for a  
20 consultant to conduct the study, the Legislative Committee on Education shall  
21 select 100 public schools to participate in the study and the grade levels to be  
22 reviewed at each school. The schools must be elementary schools, middle schools  
23 and junior high schools and the grade levels selected must not include the ninth  
24 grade.

25 3. After selection of the public schools and grade levels by the Legislative  
26 Committee on Education, the Interim Finance Committee shall issue a request for  
27 proposals and enter into a contract with a qualified and independent consultant to  
28 conduct the study.

29 4. The consultant selected by the Interim Finance Committee shall, for each  
30 school selected by the Legislative Committee on Education, review a representative  
31 sampling of class assignments given to pupils for mathematics and English  
32 language arts at the selected grade levels and determine the alignment of those  
33 assignments with the standards of content and performance for those subject areas.  
34 For each school, the consultant shall report:

35 (a) The type of assignments that were reviewed, including, without limitation,  
36 homework, quizzes and tests;

37 (b) Whether the assignments were completed independently by pupils or in  
38 groups of pupils, or with the assistance of a teacher or aide;

39 (c) The source of the assignments, including, without limitation, textbooks and  
40 workbooks, created by the teacher or created by the school district;

41 (d) The grade levels of pupils subject to review;

42 (e) The percentage of the assignments that are aligned to the standards; and

43 (f) An assessment of the depth to which the standard is covered by the  
44 assignments.

45 5. The consultant shall prepare a written report of the results of the findings:

46 (a) For each school for submission to the principal of that school.

47 (b) For all schools that participate in the study for submission to the:

48 (1) Legislative Committee on Education;

49 (2) Director of the Legislative Counsel Bureau for transmission to the 75th  
50 Session of the Nevada Legislature;

51 (3) State Board of Education; and

52 (4) Department of Education.

6. Any remaining balance of the appropriation made by subsection 1 must not be committed for expenditure after June 30, 2009, and must be reverted to the State General Fund on or before September 18, 2009.

**Sec. 26.5. The Superintendent of Public Instruction shall:**

**1. Prepare a plan for the reporting of the annual rate of pupils who drop out of school in grades 6 and 7 beginning in July 2011; and**

**2. Submit a report concerning the plan to the Director of the Legislative Counsel Bureau for transmittal to the 75th Session of the Legislature.**

**Sec. 27.** The assessment of needs conducted by the Commission on Educational Technology pursuant to NRS 388.795, as amended by section 19 of this act, for the spring semester of 2008 must include, without limitation, an assessment of:

1. The need for computer-based assessments, including, without limitation, the use of computers for the administration of the high school proficiency examination;

2. The integration of educational technology to improve the achievement and proficiency of pupils; and

3. The feasibility and costs associated with using laptop computers in lieu of traditional textbooks.

**Sec. 28.** The provisions of section 20 of this act apply to pupils who are enrolled in grade 9 for the 2007-2008 school year and for each school year thereafter.

**Sec. 29.** This act becomes effective on July 1, 2007.

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## TEXT OF REPEALED SECTIONS

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### **385.3691 Membership of technical assistance partnership.**

1. The membership of each technical assistance partnership established by the board of trustees of a school district for a public school pursuant to NRS 385.3661:

(a) Must consist of:

(1) At least one employee of the public school for which the partnership is established; and

(2) At least one representative of the school district.

(b) May consist of other persons, as determined by the board of trustees, in accordance with the needs of the school based upon the data and information pertaining to that school.

2. The membership of each technical assistance partnership established by the governing body of a charter school:

(a) Must consist of:

(1) At least one employee of the charter school;

(2) At least one member of the governing body of the charter school;

(3) For a charter school sponsored by the board of trustees of the school district, at least one representative of the school district, appointed by the school district; and

(4) For a charter school sponsored by the State Board, at least one representative of the Department, appointed by the Department.

(b) May consist of other persons, as determined by the governing body, in accordance with the needs of the charter school based upon the data and information pertaining to that charter school.

**385.3692 Powers and duties of technical assistance partnership; completion and submission of form concerning review and analysis of school; Department required to prescribe form for use by partnership.**

1. Each technical assistance partnership established for a public school shall complete a form prescribed by the Department pursuant to this section or an expanded form, if applicable, that includes:

(a) A review and analysis of the operation of the school, including, without limitation, the design and operation of the instructional program of the school;

(b) A review and analysis of the data pertaining to the school based upon the report required pursuant to subsection 2 of NRS 385.347 and a review and analysis of any data that is more recent;

(c) A review of the most recent plan to improve the achievement of the school's pupils; and

(d) An identification of the problems and factors at the school that contributed to the designation of the school as demonstrating need for improvement.

2. Each technical assistance partnership established for a public school shall:

(a) Assist the school in developing recommendations for improving the performance of pupils who are enrolled in the school; and

(b) Adopt, in consultation with the employees of the school, written revisions to the most recent plan to improve the achievement of the school's pupils for approval pursuant to NRS 385.357. The written revisions must:

(1) Include the data and findings of the technical assistance partnership that provide support for the revisions;

(2) If the school is a Title I school, be developed in consultation with parents and guardians of pupils enrolled in the school and, to the extent deemed appropriate by the entity that created the technical assistance partnership, outside experts;

(3) Set forth a timeline to carry out the revisions;

(4) Set forth priorities for the school in carrying out the revisions; and

(5) Set forth the names and duties of each person who is responsible for carrying out the revisions.

3. On or before November 1 of each year, each technical assistance partnership shall submit the form completed pursuant to subsection 1 to the:

(a) Department;

(b) Bureau;

(c) Board of trustees of the school district or governing body of the charter school, as applicable; and

(d) Principal of the school.

4. The Department shall, in consultation with the Bureau:

(a) Prescribe a form that contains the basic information for a technical assistance partnership to carry out its duties pursuant to subsection 1; and

(b) Make the form available on a computer disc for use by technical assistance partnerships and, upon request, in any other manner deemed reasonable by the Department.

5. Except as otherwise provided in this subsection, each technical assistance partnership shall use the form prescribed by the Department to carry out its duties pursuant to subsection 1. A school district or governing body of a charter school may prescribe an expanded form that contains additions to the form prescribed by the Department if the basic information contained in the expanded form complies with the form prescribed by the Department.

6. A technical assistance partnership may require the school for which the partnership was established to submit plans, strategies, tasks and measures that, in



the determination of the partnership, will assist the school in improving the achievement and proficiency of pupils enrolled in the school.