

Nevada Association of School Superintendents

Presentation to the State Board of Education
December 6, 2023





**STOREY COUNTY
SCHOOL DISTRICT**



**LYON COUNTY
School District**



Elko County School District

Learning For All



Humboldt County School District
Believe, Achieve, Succeed



Thank you!

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- For your service.
- For your position statement supporting iNVEST.
- For your advocacy for public education.

Fiscal Investments

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- iNVEST 2023's main priority.
- Statewide 22.4% net increase for 2024.
- Statewide 4.4% net increase for 2025.
- Funding flows through PCFP, resulting in varying increases across districts.

Fiscal Investments

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- 2% to 12% increases in pay for 2024.
- 2% to 12% increases in pay for 2025.
- SB231 proposals currently being contemplated.
- Some districts still in negotiations.
- A number of districts will see educator wages increase by 20%+ over the biennium.
- Huge factor for recruitment and retention.
- iNVEST priority 1 from the 2023 session.

Fiscal Investments

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- Absorption of programs initiated through relief funds--**essential in avoiding the “fiscal cliff.”**
- PERS and insurance increases--up 10-15% in some districts.
- Increased staffing in some districts--especially in CTE, mental health supports, intervention, college and career readiness areas.
- iNVEST priorities 2 and 3 from 2023 session.

Concerns

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- Needed and deserved attention to wages and ESSER absorption leave little for other priorities.
- Year over year inflation compared with year over year increases in spending per pupil give perspective to last year's legislative investment.
- Cramming for a test is rarely an effective strategy.
- Progress with currently measured outcomes is likely to be slower than some would like.

Concerns

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- Crushing needs in many communities supersede academic concerns.
- Mental health provider pipeline is scarce.
- Educator pipeline is scarce.
- Leader pipeline is scarce.
- Facilities in communities of poverty and rural areas interfere with learning.
- Competing accountability initiatives.

Just a Few of the Initiatives

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- Nevada School Performance Framework (NSPF).
- Commission on School Funding.
- Innovation Commission (SB425).
- Acing Accountability (Executive Branch).
- Legislative Council Bureau.
- Portrait of a Nevada Learner.



Just a Few of the Accountability Measures That Already Exist

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Working Group Considerations

ESSA Accountability Provisions

NRS 385A.600

NRS 390.105

Senate Bill 98 (2023)

Assembly Bill 400 (2023)

SB 543 (2019)

Nevada Academic Content and Support Standards

SchoolNomics Accountability Reports

SchoolNomics Accountability Charts

Nevada Report Card

School Improvement Plans

District Improvement Plans

State Improvement Plans

Nevada School Performance Framework

51 State NSPF Comparison

Nevada Assoc. Of School Supt. (NASS) Priorities

Acing Accountability

Chart of Accounts/CAFR

NRS 387.303 Report

Other financial reports (Annual, Quarterly)

Evaluations/Assessment Tools (MAPS, Standardized Tests, Other)

Surveys/Questionnaires

Success indicators/predictors



Case Study

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- STEAM school: 250+ hours outside of contract time for teachers to deeply learn how to integrate content and develop structures for inquiry, problem-based, collaborative learning.
- Students opt in to more than 60 additional hours of on-campus learning.
- Students are “coated” after meeting scientific inquiry milestones.
- Enrichment/GATE program.



Case Study

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- Students also opt in to Monday clubs: piano, guitar, theater, culinary, chemistry, math competition, writing, etc.
- Robotics team that competes at regional and state contests nearly weekly.
- Every student participates in computer science.
- PE, library, choir, and other specials.
- Social emotional learning occurs every day.
- Star readers, writers, and mathematicians are recognized each week.

Case Study

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- Science of Reading school.
- Student centered math delivery model.
- Leadership opportunities for all students. Students plan assemblies, parent events, lead their own conferences.
- Multi Tiered System of Supports for academic and social emotional intervention.
- Literacy lunches, STEAM community events, chili cook offs, evening carnivals, bring parents onto campus regularly.

Guess How Many “Stars”?

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Let's Get Real about This

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- Accountability: the obligation or willingness to accept responsibility for one's actions.
- Accountability in education:

An insane and ridiculous attempt to reduce the complexities of school life into a star.

The most dehumanizing part of this job.

Volumes of data collected by bureaucrats and consumed by policymakers, few of whom spend any time in schools trying to understand what is really going on. How much money is wasted on this each year?

A chance for me to be publicly shamed yet again.

A report card that captures 1/1000 of what happens in a school each day.

The fact that my school is mislabeled as “one star” is insulting. My students, teachers, and the other staff work their behinds off every day. Why does this system exist? No wonder nobody wants to be a teacher anymore.

Shakespeare said it best: “It is a tale told by an idiot, full of sound and fury, signifying nothing.”

Opportunity for Coherence and Alignment

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- Input (instruction) has long--and correctly-- been expected to be diversified based upon student need.
- Output (standardized testing), however, has remained largely unchanged with all students taking the same test. Many students don't have the chance to display their learning in methods that best capture their learning.
- The day where schools still look most like factories is testing day.

What value do students and families place on standardized test scores?

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- Purpose of Education Index (2022).
 - 1010 respondents.
 - Out of 57 attributes, standardized testing ranked 49th in importance.
 - Teacher-administered exams: 10th.
 - Performance in real-world applications: 19th.
 - Class-based projects: 22nd.

What value do students and families place on standardized test scores?

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- Even advocates of testing acknowledge they should only be **one** factor in evaluating learning (Goldhaber and Ozek, 2019).
- Standardized tests are disconnected from the joy of authentic learning experiences, leading to student cynicism and disengagement.
- Tests are designed for everyone **except** those who actually take them ([Mishra, 2022](#)).
- At the 2022 Future of Learning event, not one single student spoke of test scores as being important in their education.

Current Core Top Skills



- Cognitive skills
- Engagement skills
- Ethics
- Management skills
- Physical abilities
- Self-efficacy
- Technology skills
- Working with others

Ranked by Importance

1. Analytical thinking
2. Creative thinking
3. Resilience, flexibility, and agility
4. Motivation and self-awareness
5. Curiosity and lifelong learning
6. Technological literacy
7. Dependability and attention to detail
8. Empathy and active listening
9. Leadership and social influence
10. Quality control
11. Systems thinking
12. Talent management
13. Service orientation and customer service
14. Resource management and operations
15. AI and big data
16. Reading, writing, and mathematics
17. Design and user experience
18. Multi-lingualism
19. Teaching and mentoring
20. Programming
21. Marketing and media
22. Networks and cybersecurity
23. Environmental stewardship
24. Manual dexterity, endurance and precision
25. Global citizenship
26. Sensory-processing abilities

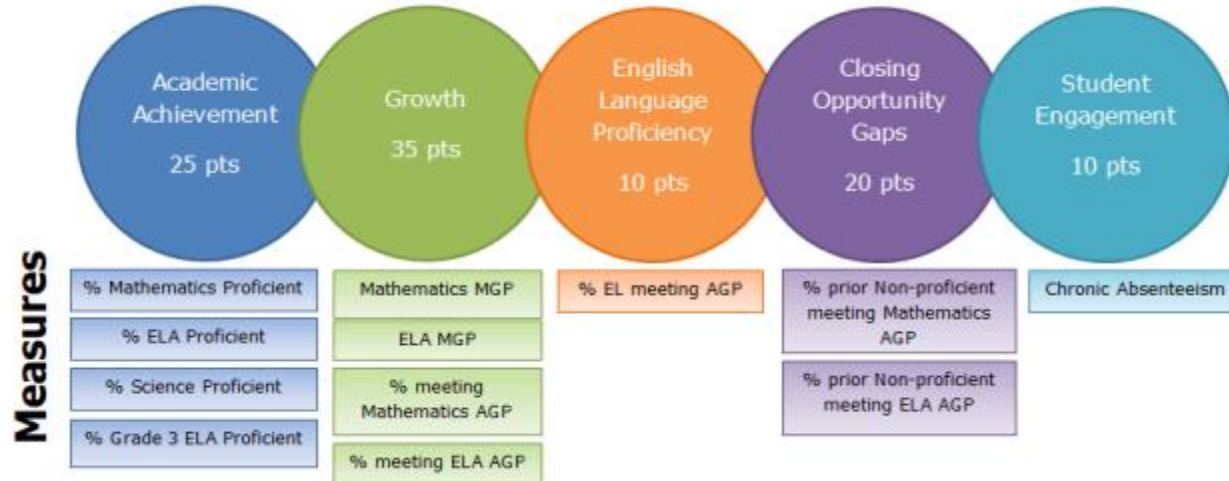


Standardized testing rewards the ability to find the “correct answer” and thus discourages creativity, which is about asking questions and challenging the status quo. A narrow and uniform curriculum deprives children of opportunities to explore and experiment with their interest and passion, which is the foundation of entrepreneurship. So, by any account, what policymakers have put in place in American schools is precisely what is needed to cancel out their desire for creative and entrepreneurial talents.

(Zhao, 2012)



Elementary School Performance Framework



Unintended Consequences of Labels

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- Elimination of elective, special instruction, music, PE, and CTE programs in order to focus exclusively on tested subjects.
- Coverage of content in favor of deep mastery learning.
- Only teaching tested standards.

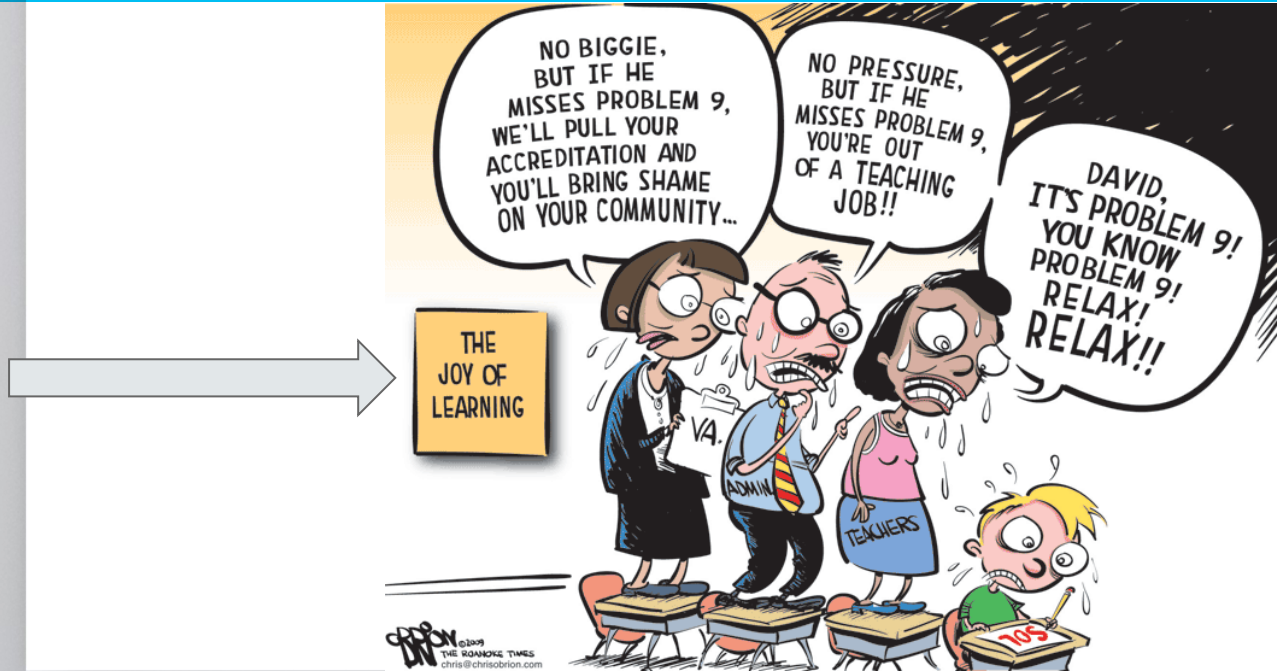


Strong evidence that compliance-based accountability systems made teacher retention more difficult in low-performing schools; schools whose students scored low on high-stakes assessments had high teacher turnover, and schools that received sanctions because of their low performance had even higher turnover. The biggest generator of workload, say teachers, is constant change caused by government policy. The expansion of the amount of data teachers must collect and record for each pupil comes second, followed by the unfair pressure of being judged against unrealistic targets for pupil progress based on state data.

(Schools and Staffing Survey and the Teacher Follow Up Survey, 2016)

What fiscal and human costs are associated with such narrow measures?

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What fiscal and human costs are associated with such narrow measures?

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- Accountability pressures partly undermine goals of improving performance and equity in public schools by sowing seeds of teacher dissatisfaction and contributing to teacher turnover, thus thwarting student achievement in struggling schools (Erichson and Reynolds, 2020).
- Millions spent on tests, test preparation, and partnerships with vendors.

What fiscal and human costs are associated with such narrow measures ?

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- “Many children cried during or after testing, and others vomited or lost control of their bowels or bladders” (Koretz, 2017).
- Constantly testing children and telling them they are not good enough depletes their confidence, which is the fuel of innovation (Zhao, 2012).
- “Invested leavers”: experienced, competent teachers quitting the profession as resistance to testing policies and their intrusion on effective learning practices (Glazer, 2018).

Faulty Assumptions

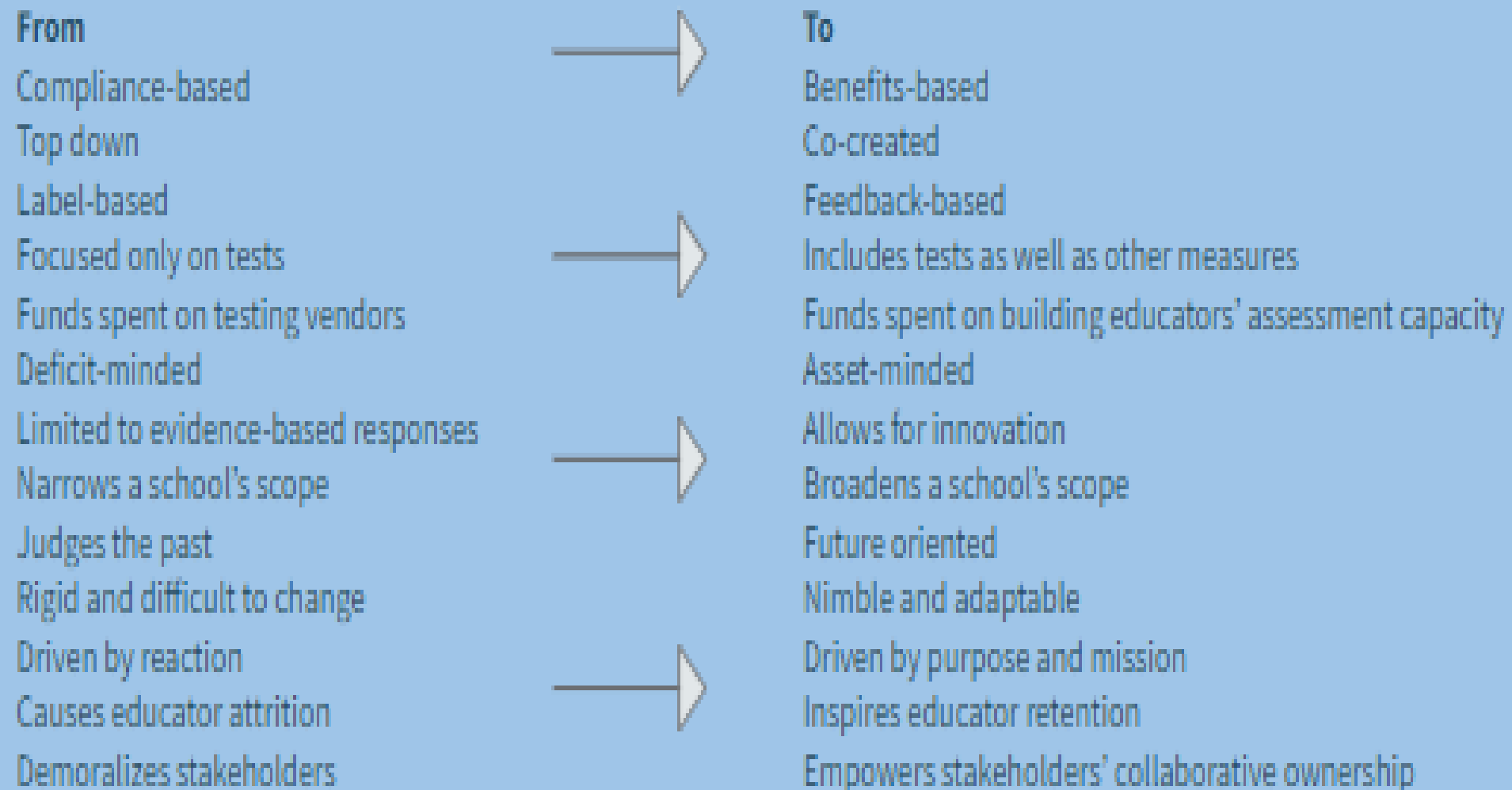
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- Standardized tests are the best and only way to measure student learning.
- Stars and labels are the best way to determine “accountability.”
- Educators are opposed to high levels of learning and personal/systemic accountability.
- Tests and labels (current accountability system) will inspire/motivate/shame/pressure students and educators into higher performance (at least as measured by those tests).

More Accurate Premises

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- Personalized learning needs to be measured in personalized ways.
- Accountability must be meaningful and holistic.
- Educators strive to meet students where they are and move them toward their personalized goals.
- **Tests and labels (current accountability system), meant to drive higher achievement, are among the most significant barriers interfering with it.**



Core academic knowledge is the foundation from which students can apply durable skills, enabling them to build a life, a home, and a future for themselves, their families, and their communities. With the rapid pace of technological change in our post-COVID world, it is more important than ever to center our educational approach around shared human values and a clear sense of purpose. By asking thoughtful questions and encouraging students to reflect on what they are learning and why, we can empower them to create their OWN portraits of who they are and who they aspire to be. This approach fosters joy, creativity, and authenticity in the process and expressions of learning. Importantly, it also helps learners develop the self-awareness and resilience necessary to thrive in today's world.



EMPOWERING

How will I grow in my learning?

Reflect on my personal strengths and unique qualities to leverage them in all aspects of my life.

Approach learning and life experiences with **curiosity** and a growth focused attitude to find ways to connect them to my passions and interests.

Be **self-aware**, monitor my needs, and advocate for myself in a variety of environments.

Strive for **balance** by asking for support related to my intellectual growth, physical, mental, social, and emotional well-being.

CONNECTING

How do I build and sustain relationships and community?

Build connections by actively listening, sharing ideas, and **collaborating** toward common goals.

Communicate effectively, adapting my communication style to different audiences and situations, while using a variety of tools and technologies.

Show **empathy and respect** toward individuals and groups of diverse backgrounds, cultures, and experiences exploring multiple viewpoints.

IMPACTING

How will I contribute to make an impact?

Transfer and apply knowledge and skills across academic disciplines to make a **purposeful impact**.

Evaluate and analyze data, ideas, and interactions as **critical thinkers and creative problem-solvers** to overcome challenges in all aspects of my life.

Be an engaged member of my community, participating in public discourse and decision-making processes, and promoting opportunities of **civic engagement**.

THRIVING

How will I thrive?

Stay **resilient and courageous** in the face of challenges and changing contexts, learning from my mistakes and growing as a result.

Practice **intellectual agility**, continuously learning, unlearning, and relearning to adapt to evolving opportunities in my school and community.

Be a person of **integrity**, making and keeping commitments to my peers and community while staying true to my values and beliefs.

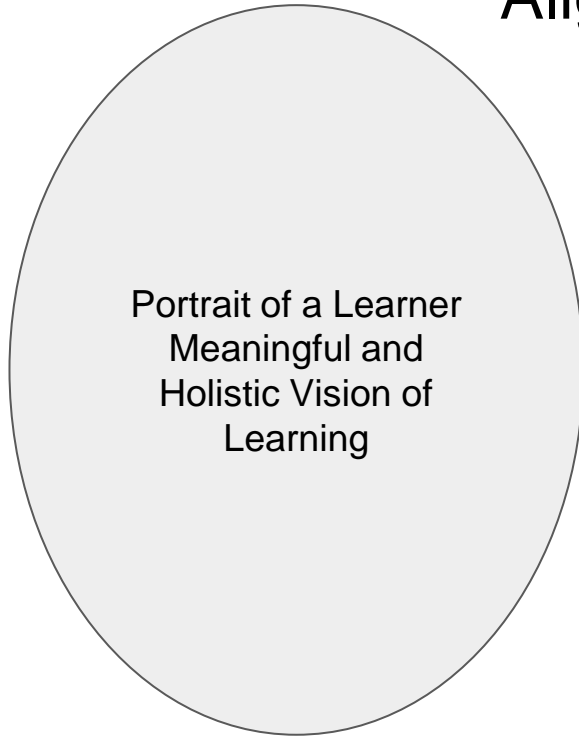
How am I supposed to focus on these more meaningful and holistic outcomes when I already don't have enough time to teach what's being tested??



*Which of these is measured on a standardized test?
Better yet, which is reported in our current accountability models?*



Alignment??



What happens when a system's accountability metrics are not aligned with the vision?
The aspired to vision is flushed for what is being measured.

Gen Z: Highly Educated Change-makers



6%

of Gen Z in the U.S. between ages 18-20 have dropped out of high school, a **much lower dropout rate** than among Millennials and Gen X

57%

of college-aged Gen Z in the U.S. are enrolled in college, putting them on track to be the **best-educated generation yet**

70%

of Gen Z globally are engaged in activism to **“create change for a common good”**

Charting the Course



Learner-Centered

Being learner-centered means **thinking holistically** about students and **engaging students in the messy work of learning**. Learners are co-creators of their learning, making decisions about what they are learning, how they are learning and what action they want to take.



Future-Ready

Being future-ready means attending to and **anticipating the needs of society and the future labor market** when considering the goals of schooling. It is important to consider global economic trends and environmental changes along with local history and culture.

Students are agents of their learning.

Discover Learner- Centered

“It is about acting, rather than being acted upon; shaping, rather than being shaped and making responsible decisions and choices rather than accepting those determined by others.”

OECD (2018),
[The Future of Education and Skills: Education 2030](#)

Current Global Examples



Finland

The curriculum requires students to complete at least **one multidisciplinary project** in primary and lower secondary school. These are viewed as opportunities to **apply subject knowledge and practice broader competencies** like problem-solving, teamwork and collaboration.

There is **no grade structure** in upper secondary school. Students progress at their own rate through a modular curriculum structure and are expected to take a degree of **responsibility for designing their own learning programs**.

British Columbia

Revision of the curriculum proposed **more use of inquiry**, project-based learning, problem-based learning, self-assessment, research skills, and scientific methods to **promote discovery, creativity, and problem-solving**.

Korea

The curriculum sets aside 10-15% of time for “creative, experiential learning” activities. In lower secondary schools, one year has been freed from competitive exams, so that **students can engage in self-directed learning**, exploring interests and talents. Students set their own goals and plan and monitor their progress.

Global Examples of Accountability

Rethinking accountability systems to look at broader measures and to focus on future readiness

Singapore: SkillsFuture; Assessment of co-curricular and out of school learning

Estonia: Requiring collaborative cross disciplinary project for graduation

Finland: Incentives, structures and supports for Lifelong Learning



Future Focus

Accountability Systems for Creating New Learning Environments



Emerging U.S. Examples

Aligned curriculum, standards, assessment in LA

Grand Canyon Diploma in AZ

Graduate profile in Madera, CA

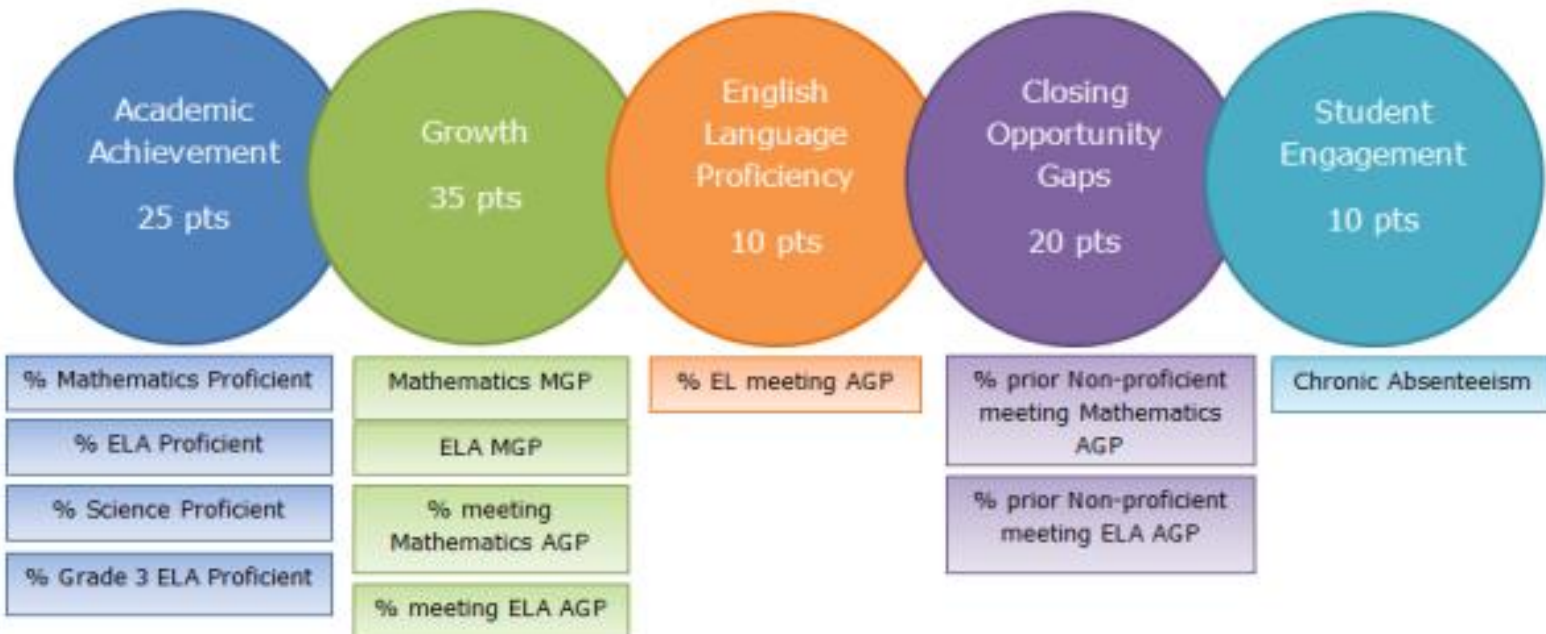
Portfolio assessment in NH

Empirically-based college and career ready standard in MD

Defined career pathways in IN



Elementary School Performance Framework



Measures



To what degree are districts effectively implementing reading and mathematics resources?

- Evidence-Based Instructional Materials
- District Planning



To what degree are kindergarten through grade 3 (K-3) students demonstrating progress toward mastery in literacy, as measured by the Measures of Academic Progress (MAP) Growth in Reading assessment?

- K-3 Literacy Growth
- K-3 Literacy Proficiency



To what degree are grades 4 through 8 (4-8) students demonstrating growth and proficiency in mathematics, as measured by the Smarter Balanced Assessment Consortium (SBAC) assessment?

- 4-8 Mathematics Growth
- 4-8 Mathematics Proficiency



To what degree are high school graduates prepared for success in college or a career?

- Rigorous Coursework
- College and Career Ready Diploma
- Student Proficiency



To what degree do districts have the workforce to meet the needs of every student?

- Fully Licensed and Certified Staff
- District Budget Allocation for Recruitment and Retention
- Distribution of Vacancies and Long-Term Substitutes



To what degree are districts using innovative solutions to meet the unique needs of their students?

- District-Developed Success Target(s)

To what degree are districts using innovative solutions to meet the unique needs of their students?

- **District-Developed Success Target(s)**

Home Means Nevada

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- CTE skills capstone projects.
- Student-led conferences.
- Portfolio presentations involving community members.
- Multidisciplinary projects.
- Inquiry based learning presentations.
- Authentic writing and speaking assessments.
- Dual credits, associate's degrees, Jump Start, AP, IB.
- Leadership inventories.
- JAG presentations.
- Athletics, music, art, theater, robotics, and more.
- Sometimes--earning an adult diploma is a huge win.
- Internships and work-based learning.





Homelessness

More than half of a million people are homeless. There is a lot more about homelessness than when you see someone sleeping on the streets. In the articles "About Homelessness" and "Maggie and the Mission," they discuss differences and similarities of homelessness.

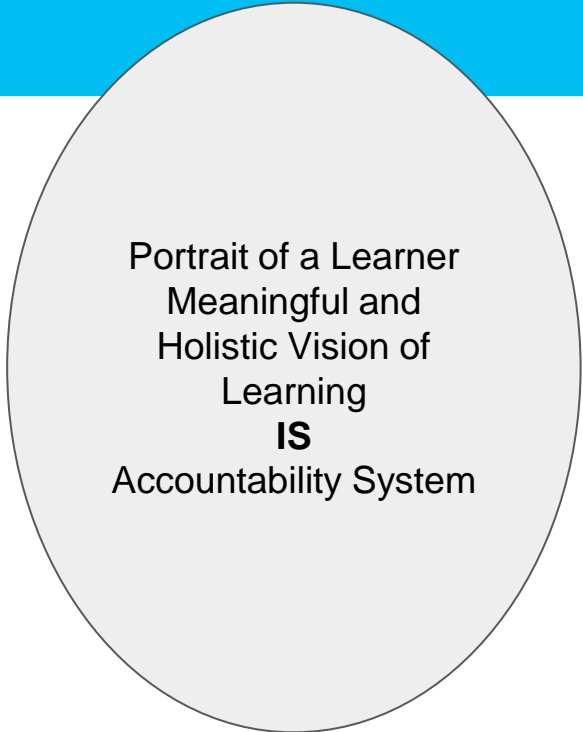
There are a number of similarities between these articles. Both of the articles have a few examples of services that you can contact to help someone who is homeless. For example, the article "Maggie and the Mission" mentions the website, "Annual Homeless Assessment Report to Congress" that had been published by the U.S. government in January 2012. Both of the articles are also very descriptive. Another example is, in "Maggie and the Mission" it states, "A handful of bracelets were sold on several cardboard boxes that had been placed over the sidewalk." Lastly, a thing they have in common is they both have statistics. In "Maggie and the Mission" it states, "610,042 Americans were homeless on any given night." Therefore, these articles have many similarities.

There are also a number of differences between the two articles. One main difference in one article is a secondary source and the other is a primary source. The secondary source is, "About Homelessness" and the primary source is "Maggie and the Mission." "About Homelessness" is a secondary source because it has facts and is informational. "Maggie and the Mission" is a primary source because it tells a story and is about one person specifically. Another difference is, "About Homelessness" is about a typical and non-typical homelessness and, "Maggie and the Mission" is typical homelessness because it talks about the type of homelessness you usually see and the type that you don't see like, when they are in a shelter, in a car, or staying at a friend's house. "Maggie and the Mission" is about typical homelessness because it talks about the type of homelessness people see most of the time like living on the streets, in parks, or in a more



NASS's Invitation to State Board Members ⁴⁹

- Join us in the call to reshape accountability mindsets and practices to better represent an innovative, meaningful, and holistic view of school performance.
- Join us in **visiting** the meaningful and holistic learning experiences to see for yourself the innovation already occurring in our state. Contact any superintendent!
- Shift the focus of the STIP to align with a holistic and meaningful vision of student learning.



Portrait of a Learner
Meaningful and
Holistic Vision of
Learning
IS
Accountability System

Thank You!

