



NASS

Nevada Association of
School Superintendents

Information for the State Board of Education December 4, 2024

The purpose of the Nevada Association of School Superintendents is to take action through leadership, training, support and advocacy to ensure the highest quality of education for all students within the State of Nevada.

Dear Members of the State Board of Education,

Thank you for the invitation to provide stakeholder feedback and for your service on behalf of Nevada's students, families, educators, and school districts. Knowing our time is limited in your December meeting, we offer this information from each school district and invite you to review it. The theme of this document is "What does the State Board of Education need to know about schools and learning in our districts that might not show up in established reporting mechanisms like the NSPF and Acing Accountability?"

We earnestly desire to collaborate regularly with you. We embrace the urgency of continuing to improve conditions for our learners. We also passionately believe that incredible learning is and has been occurring--it just might not show up in the measures currently being used to quantify the system. We urge you to continue to grapple with aligning policy, streamlining reporting, and fostering conditions necessary to make innovation the norm in Nevada. We believe deeper partnerships can serve as a vehicle to move closer to Nevada's Portrait of a Learner and a more personalized, competency-based approach to learning in our state. This alignment will be key in truly transforming education.

Sincerely and on Behalf of All of Our School District Teams,

Adam Young, NASS President

Tate Else, NASS Vice President

AJ Feuling, NASS Secretary/Treasurer



What pay increase (excluding SB231) did your district negotiate for FY2024 and FY2025?

- 11% and 2%

What additional compensation for teachers was negotiated through SB231? Please respond for both years and for both teachers and support staff.

- 4.4% FY24 and 0% FY25 (meaning they received the same amount in FY25 as they did in FY24 in SB231 payment)

What was your Acing Accountability Innovative Solutions Metric? What would you like to celebrate in connection with progress in this area of focus?

- Expanding work-based learning at the high school and middle school levels. At this point, it is getting a better system to track what we already do at the middle school level.

What is a more traditional data point that your district is celebrating that the State Board may not be aware of? (Reading proficiency, academic growth in some areas, chronic absenteeism decrease, teacher retention, professional learning, etc.)

- CTE success by student metric and staff metric. Work-Based Learning (WBL).

What does the State Board need to know about in your district that is going incredibly well that does not show up in the NSPF, Acing Accountability, the media, etc.?

- Trying to improve our management of student behavior and social/emotional outcomes.

What is the single biggest barrier you are currently facing? Please elaborate.

- The complications of dealing with student behavior and discipline. So much time is needed and lack of parental support can make it extra difficult.

What else is important to share?

- We need to continue to expand opportunities for relevant classes, clubs, sports, and activities. It takes money and more flexibility.



What pay increase (excluding SB231) did your district negotiate for FY2024 and FY2025?

- FY 24 - 12% classified, 12.75% licensed. FY25 4% both groups.

What additional compensation for teachers was negotiated through SB231? Please respond for both years and for both teachers and support staff.

- FY 24 - 4.52% for both. For FY 25 4.25% for both.

What was your Acing Accountability Innovative Solutions Metric? What would you like to celebrate in connection with progress on this area of focus?

- We are measuring the number of students we have actively involved in work-place learning internships.

What is a more traditional data point that your district is celebrating that the State Board may not be aware of? (Reading proficiency, academic growth in some areas, chronic absenteeism decrease, teacher retention, professional learning, etc.)

- We have been steadily increasing our graduation rate and have worked very hard with funds to fill critical positions such as special education.

What does the State Board need to know about in your district that is going incredibly well that does not show up in the NSPF, Acing Accountability, the media, etc.?

- We have worked very hard in aligning our systems, implementing a new ELA and Math curriculum, and developing personalized learning for our staff and students.

What is the single biggest barrier you are currently facing? Please elaborate.

- Uncertainty in funding is one of our largest barriers. It creates anxiety among staff and distracts from the overall purpose of our schools.



What pay increase (excluding SB231) did your district negotiate for FY2024 and FY2025?

- Teachers FY 2024
 - 10% base salary increase
 - One-step advancement
 - New professional salary table with two additional columns added
 - Extra instructional pay increases from \$31.50 to \$50 per hour
 - \$78.63 increase in CCSD contributions to THT
 - Various internal compensation adjustments
- Teachers FY 2025
 - 8% increase effective third pay period of 2024–2025
 - One-step advancement
 - \$66.19 increase in CCSD contributions to THT
 - Various internal compensation adjustments
- Support Professionals FY 2024
 - \$15 per hour minimum for all support professional positions
 - 8.65% salary scale increase in compensation (inclusive of the 1.875% increase that was provided as of July 1, 2023)
 - Healthcare increase of 15% to CCSD's contribution
 - One-step advancement on the salary schedule and various internal compensation adjustments
- Support Professional FY 2025
 - 4% salary increase
 - One-step advancement on salary schedule.
 - Healthcare increase of 5% to CCSD's contribution
 - Various internal compensation adjustments
- Administrators FY 2024
 - 10% salary scale increase: (inclusive of 1.875% increase provided effective July 1, 2023)
 - Column advancement
 - Health benefit contribution increase of 8%
 - Various internal compensation adjustments
- Administrators FY 2025
 - 3% salary increase
 - Column advancement
 - Health benefit contribution increase of 5%
 - Various internal compensation adjustments
- School Police FY 2024
 - Updated salary scale
 - One-step advancement
 - Healthcare increase of 15%
- School Police FY 2025
 - 3% salary increase
 - One-step advancement
 - Healthcare increase of 5%
- School Police Administrators FY 2024
 - Updated salary scale

- Healthcare increase of 15%
- Increase in educational level pay
- Boot stipend for motorcycle officers
- School Police Administrators FY 2025
 - 3% salary increase
 - Healthcare increase of 5%

What additional compensation for teachers was negotiated through SB231? Please respond for both years and for both teachers and support staff.

- FY 2024 CCEA: Increase PERS contribution by 1.875%.
- FY 2025 CCEA: Increase PERS contribution by 1.875% and additional \$5,000 pay for Special Education teachers and those at Title I Schools with at least a 5% vacancy rate.
- ESEA: Certain hard-to-fill critical positions will receive \$4.250 in differentiated pay and all Education Support Professionals will receive three percent (3%) increase in pay retroactive to January 1, 2024. The differentiated pay and three percent (3%) increase in pay will be funded using money allocated through SB 231.

What was your Acing Accountability Innovative Solutions Metric? What would you like to celebrate in connection with progress on this area of focus?

- Reduce the percentage of teacher vacancies for the 23 schools in The Transformation Network.
 - Fill Rate:
 - 2022–2023 - 88.39%
 - 2023–2024 - 90.1% (not released by NDE yet)
- The Transformation Network includes elementary schools with students in need of intensive support, enabling the District to provide enhanced resources, increased support, and a dedicated and responsive team to meet the needs of all students to improve student outcomes.
 - Method of School Selection
 - Schools selected for The Transformation Network earned an index score less than 25 on the 2022 Nevada School Performance Framework (NSPF), rated one star or two star on the 2019 NSPF, and have a Graduation Related Analytic Data (GRAD Score) of 85 or less.
 - This comprehensive investment will focus on capacity building to ensure future sustainability and match the expertise of educators with the needs of all students. The development of a clear, focused plan guided by evidence-based practices with a history of success will support school leaders to build examples of excellence. Schools in The Transformation Network will be provided with the following resources:
 - Coaching and professional learning provided by instructional coaches.
 - Models and implementation supports that build capacity in teachers and teacher leaders.
 - A team of Substitutes on Special Assignment to provide substitute release for continuous professional learning, instructional walks, and Professional Learning Communities.
 - Assistance in recruiting highly qualified teachers and support professionals to serve in schools.
 - Support in aligning and coordinating wraparound services and leveraging community partnerships.
 - A dedicated team to guide and inform efforts and support school leaders' needs.
 - Prioritized services and support from District Divisions and Departments.

What is a more traditional data point that your district is celebrating that the State Board may not be aware of? (Reading proficiency, academic growth in some areas, chronic absenteeism decrease, teacher retention, professional learning, etc.)

- Chronic Absenteeism and Grades 3–8 Mathematics proficiency
- 3-year decrease in Chronic Absenteeism rates from 40.6% in 2021-2022 to 31.3% in 2023-2024.
- 3-Year increase in SBAC mathematics proficiency in grades 3-8 for all student groups.

What does the State Board need to know about in your district that is going incredibly well that does not show up in the NSPF, Acing Accountability, the media, etc.?

- We have built a teaching and learning machine from the ground up. This teaching and learning system is a fully integrated collection of expectations, protocols, and progress monitoring that is already having an impact on student outcomes.
- Our Core function is instruction. For the first time ever, this District has resources at every school to make sure instruction is in alignment with Nevada’s standards. The District has implemented a layered system that supports instruction using those materials to ensure all teachers are able to increase their impact on student learning.
- That system includes layers of progress monitoring, from specific processes for groups of teachers to examine their own instruction, to a coaching framework to build capacity in all school-based employees, to a formal progress monitoring between principal supervisors and schools to align with Nevada’s Educator Performance Framework and increase strategic support and enhance accountability for school leaders.
- We built a system to provide a real-time, dynamic data system for school and district leaders to be able to understand and respond to the individual needs of schools, classrooms, and students.
- We continue to leverage the Community Eligibility Provision so all students have access to breakfast, lunch and supper at school at no cost to Nevada’s taxpayers. This ensures no student has to worry about being hungry and can instead focus on their schoolwork.

What is the single biggest barrier you are currently facing? Please elaborate.

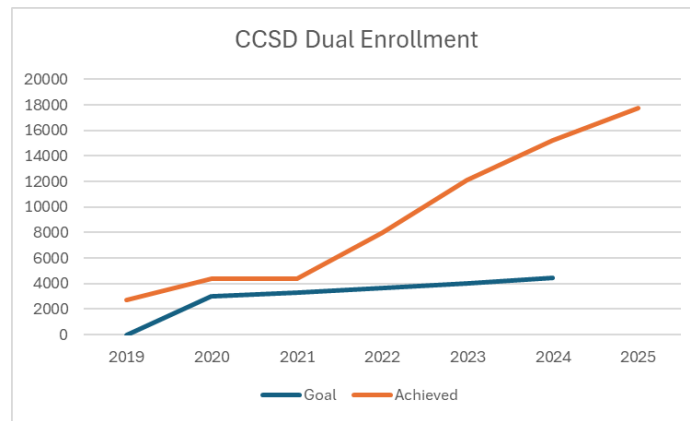
- Equitable distribution of teachers across schools is a challenge that is made difficult by requirements unique to CCSD. While principals have autonomy over position distribution, the District can have little impact on the distribution of positions. What results is a wide disparity in the level of staffing between schools across the District.

Additional CCSD accomplishments to celebrate.

Dual Enrollment

CCSD noted a 400 percent increase in Dual Enrollment participation from 2019-2020 to the current school year.

Student Dual Enrollment Increases over the past five years:



The college-level courses offered through the College of Southern Nevada; Nevada State University; University of Nevada, Las Vegas; and the University of Nevada, Reno, allow CCSD students to earn college credits that transfer to the Nevada System of Higher Education schools.

Part of the District’s Dual Enrollment program includes the [Teacher Academy College Pathway Program \(TACPP\)](#), designed to prepare students in Grades 8-12 for a successful career in teaching. TACPP currently serves about 5,000 students, inspiring and equipping them with the tools they need to become future educators. The program removes financial barriers by offering tuition and fee reimbursement, ensuring all students can pursue their passion without the burden of debt.

Advanced Placement

For the 2024-2025 school year, more than 20,000 CCSD students are enrolled in AP courses. AP courses allow students to tackle college-level work while still in high school and earn college credit and placement.

Overall enrollment in AP courses continues to grow annually, with AP exam pass rates for students also rising, enabling them to earn college credit. AP exams are scored on a scale of 1 to 5. Many U.S. colleges grant credit and/or advanced placement for scores of 3 and above. An additional 4,400 AP exams were taken during 2023-2024 compared to the previous year.

To encourage students to expose themselves to the increased coursework and rigor, CCSD currently covers the cost of AP exam fees, which range from \$100 to \$150 per exam.

What pay increase (excluding SB231) did your district negotiate for FY2024 and FY2025?

- 11% for FY2024 and 4% for FY2025

What additional compensation for teachers was negotiated through SB231? Please respond for both years and for both teachers and support staff.

- 4.39% FY24 and 4.6% FY25

What was your Acing Accountability Innovative Solutions Metric? What would you like to celebrate in connection with progress in this area of focus?

- Focus on school attendance as a measure of success for the district's work with developing the EPIC (Empower, Prepare, Inspire, Connect).
 - ◆ Student Attendance Data Monitoring
 - Periodic reviews of attendance data has helped to assess the impact of our personalized learning approach on student engagement and overall academic achievement.
 - We are working to identify a comprehensive understanding of attendance patterns and trends throughout the school year.
- DCSD reduced Chronic Absenteeism by 3.8% in comparison from the FY23 to FY24 school years.

What is a more traditional data point that your district is celebrating that the State Board may not be aware of?

- Middle school cohort proficiency rates in math are increasing in two of three grade levels.
- Graduation rates increased by 2%.

What does the State Board need to know about in your district that is going incredibly well that does not show up in the NSPF, Acing Accountability, the media, etc.?

- DCSD established a new CTE program partnership with Douglas County Fire. We now offer a Fire Science pathway in collaboration with Western Nevada College (WNC) at George Whittell High School.
- CTE programs are thriving across the District and dual enrollment options are available for students.
- We are partnering with UNR for MTSS professional development at multiple schools.

What is the single biggest barrier you are currently facing? Please elaborate.

- We are experiencing declining enrollment at the fastest rate in Nevada.
- We are experiencing a loss of enrollment to South Lake Tahoe Unified in California. This has been an ongoing issue for many years. It has a negative impact on academic and athletic programs at George Whittell high school in Lake Tahoe.

What else is important to share?

- We are experiencing challenges recruiting and hiring qualified math and special education teachers. We are using the critical needs shortage process to fill important vacancies for hard to fill teacher positions. This option increases the cost to have a qualified teacher in the classroom and encroaches on our budget for teacher salaries.



Elko County School District

Learning For All

What pay increase (excluding SB231) did your district negotiate for FY2024 and FY2025?

- 11% (8.5% and 2.5%)

What additional compensation for teachers was negotiated through SB231? Please respond for both years and for both teachers and support staff.

- Flat rate for all - \$3,266.96 per FTE, per year

What was your Acing Accountability Innovative Solutions Metric? What would you like to celebrate in connection with progress on this area of focus?

- Elko County School District's Acing Accountability Innovative Solutions metric is to increase the number of students in work-based and non-mandatory learning experiences.
- Our work-based learning (WBL) goal for 2023-2024 was to provide at least 850 WBL experiences to students in grades 9-12. Data collected at the conclusion of the school year shows that we far surpassed this goal, providing 1,612 WBL experiences to students in grades 9-12.
- Our non-mandatory learning experiences goal for 2023-2024 was to have 65% of students in grades 7-12 participate in non-mandatory learning experiences. Data collected at the conclusion of the school year shows that we had 57.1% of students participate. While we did not reach our goal we are encouraged that more than half of our students in grades 7-12 choose to participate in opportunities beyond those classes they are required to attend.

What is a more traditional data point that your district is celebrating that the State Board may not be aware of? (Reading proficiency, academic growth in some areas, chronic absenteeism decrease, teacher retention, professional learning, etc.)

- The Chronic Absenteeism rate for students in Elko County School District has decreased each of the last three years. It was 42% in 2021-2022, 34.3% in 2022-2023, and 31.8% in 2023-2024.
- Simultaneously the Graduation Rate for students in Elko County School District has increased each of the last three years. It was 79.7% in 2021-2022, 80.43% in 2022-2023, and 83.52% in 2023-2024.

What does the State Board need to know about in your district that is going incredibly well that does not show up in the NSPF, Acing Accountability, the media, etc.?

- Elko County's Strategic Plan emphasizes our commitment to student readiness for the future through Pillar 1: Students Prepared for the Future. We have expanded opportunities for students to earn their College and Career Diplomas by increasing options in CTE programs, work-based learning, post-secondary courses, and industry recognized credentials. We have collaborated with industry partners to develop new CTE pathways in areas such as Fire Science, Law Enforcement, Advanced Manufacturing, Teaching and Training, and Theatre Technology. These pathways are essential for addressing workforce needs in our rural communities. Additionally, we have partnered with multiple post-secondary institutions, including GBC, UNR, UNLV, and TMCC, to offer innovative post-secondary options for all students, supported by Canvas as a statewide platform.
- Our initiatives to enhance Work-Based Learning (WBL) opportunities involve collaboration with Schoollinks to create a comprehensive platform that aligns with Nevada's WBL requirements for both employers and students. Our work is set to be replicated in other rural districts, and we are optimistic that Nevada will consider funding Schoollinks as a statewide platform for career and college exploration. This will connect students with local employers and streamline WBL tracking. Currently, rural counties are utilizing limited grant funding to support this platform, so a statewide approach would alleviate

financial burdens on these communities. Last school year, we reported a significant increase in WBL participation, with 749 students engaged, up 423 from the previous year. However, for the Acing Accountability report, only 3 students will be recognized under CTE Work Experience, which doesn't fully reflect our achievements. Moreover, the number of students earning industry-recognized credentials surged from 243 in 2021-2022 to 1,240 in 2023-2024. Elko County School District continues to be dedicated to finding innovative and effective ways to prepare our students for the future.

What is the single biggest barrier you are currently facing? Please elaborate.

- The narrative that our public schools are unsuccessful and/or failing. There are great things happening in our schools and our students aren't having failing lives after they graduate. When the myriad efforts made, and the ways we educate our students, are reduced down to a few metrics that aren't necessarily relevant predictors of students being prepared for the future and/or future success, it creates a narrative that we are failing. We are not! We may be low in metrics when compared to other states, but I view it as we are low in keeping up with others in delivering an educational model that is decades outdated and doesn't meet the needs of many of today's students.

What else is important to share?

- I am reminded of the quote which states that "accountability without support is a form of cruelty." The reclamation of a long-neglected system of education is a bold and worthwhile effort, but will surely require significant amounts of sustained support, funding, and attention over the course of many years. The work going into the Nevada Future of Learning Network is a significant and essential move in the right direction to push our state in a direction of caring more about putting the focus on students being prepared for the future and on their development as a whole-child, and caring less and removing the focus from how one state's reading or math scores compare to another's.



What pay increase (excluding SB231) did your district negotiate for FY2024 and FY2025?

- 6% certified and classified

What additional compensation for teachers was negotiated through SB231? Please respond for both years and for both teachers and support staff.

- 8% for both

What was your Acing Accountability Innovative Solutions Metric? What would you like to celebrate in connection with progress on this area of focus?

- Secondary dual enrollment - still working on it

What is a more traditional data point that your district is celebrating that the State Board may not be aware of? (Reading proficiency, academic growth in some areas, chronic absenteeism decrease, teacher retention, professional learning, etc.)

What does the State Board need to know about in your district that is going incredibly well that does not show up in the NSPF, Acing Accountability, the media, etc.?

- We have been able to retain great staff and obtain several new hires that are outstanding. We are in the best shape we have been in during the last 10 or more years!
- The County Sheriff's department, over the last year or so, has started being true partners in school safety work and the officers have had a much higher profile than ever before. It's great to have such a good working relationship and have county services pulling together to build safety and positive public presentation of our local officers.

What is the single biggest barrier you are currently facing? Please elaborate.

- Everything is finally coming together, but we need to make sure that the rug isn't pulled out from under us. SB 231 was a two-year fix and it seems that NDE changes and increases new reporting requirements every month!
- We simply need to keep up the support of schools and not continue to move backwards when it comes to giving districts the support they need to succeed. We are turning the corner and starting real forward progress. We just need to keep going.



What else is important to share?

- Thank you! The support and work we've been doing together is fantastic! Let's keep going.



What pay increase (excluding SB231) did your district negotiate for FY2024 and FY2025?

- 2.75% for both years as well as PERS cost

What additional compensation for teachers was negotiated through SB231? Please respond for both years and for both teachers and support staff.

- 2.75% including PERS

What was your Acing Accountability Innovative Solutions Metric? What would you like to celebrate in connection with progress on this area of focus?

- Increasing student engagement by implementing KAGAN Cooperative Learning Structures which 85% of our teachers are qualified to teach techniques for.

What is a more traditional data point that your district is celebrating that the State Board may not be aware of? (Reading proficiency, academic growth in some areas, chronic absenteeism decrease, teacher retention, professional learning, etc.)

- Increased student engagement in classrooms

What does the State Board need to know about in your district that is going incredibly well that does not show up in the NSPF, Acing Accountability, the media, etc.?

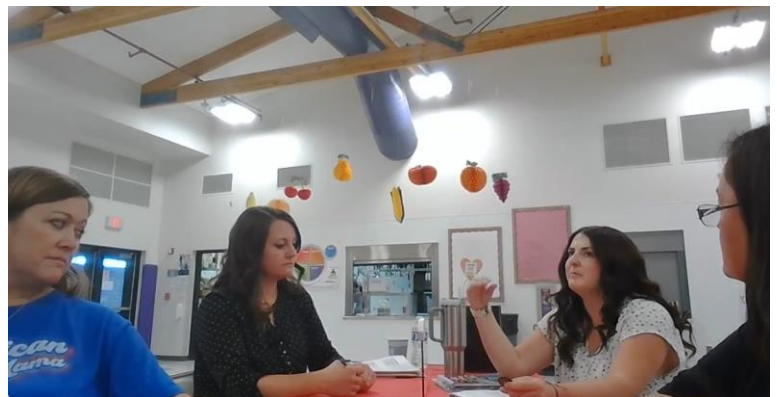
- Eureka County School District has been working on improving climate and culture in all areas of the district. Students can be observed engaging in meaningful discourse in all classrooms. We have also observed a large increase in students participating in extracurricular activities. Over 80% of 7 -12 students are involved in an extracurricular activity compared to 50% in previous years.

What is the single biggest barrier you are currently facing? Please elaborate.

- The negative perception that education has in our society and trying to prove that we have good things happening for our students across the state. The public narrative about school districts is highlighting all the negative aspects of districts and not acknowledging positive things happening for students.

What else is important to share?

- We are proud of our 100% graduation rate and the fact that all of our seniors have joined the service, the work force, or are enrolled in a higher education program.



“Cooperative learning professional development workshop for teachers”



Humboldt County School District

Believe, Achieve, Succeed

What pay increase (excluding SB231) did your district negotiate for FY2024 and FY2025?

- 10% overall, plus cover employees portion of the PERS increase

What additional compensation for teachers was negotiated through SB231? Please respond for both years and for both teachers and support staff.

- 3.96% in year 1 and 4.6% in year 2

What was your Acing Accountability Innovative Solutions Metric? What would you like to celebrate in connection with progress on this area of focus?

- Our work regarding our focus on ML works. We have seen significant impacts from our work with administrators that is leading to direct application in year 2 (current year).

What is a more traditional data point that your district is celebrating that the State Board may not be aware of? (Reading proficiency, academic growth in some areas, chronic absenteeism decrease, teacher retention, professional learning, etc.)

- Our enhanced work on a Multi-Tiered System of Support (MTSS) and mental health that expands on ESSER funding through our successful Federal Project AWARE grant. (5 year, 7 million)

What does the State Board need to know about in your district that is going incredibly well that does not show up in the NSPF, Acing Accountability, the media, etc.?

- Our behind the scenes work to enhance Mental Health Supports (to include physical check ups for students in need) combined with our work to enhance Personalized Learning.

What is the single biggest barrier you are currently facing? Please elaborate.

- High quality staff - the over regulation of public education, combined with low compensation has created a disincentive for our youth to consider this a viable profession.

What else is important to share?

- Flat funding is counter intuitive to the purpose of the Pupil-Centered Funding Plan (PCFP). We must have a strategic plan to continue to increase education funding to reach the target of Optimal Funding.





What pay increase (excluding SB231) did your district negotiate for FY2024 and FY2025?

- An additional step increase (everyone moves 2 steps, instead of 1)

What additional compensation for teachers was negotiated through SB231? Please respond for both years and for both teachers and support staff.

- All teachers received \$5,700 in each year of the biennium. All classified staff received \$2,850 in each of the two years.

What was your Acing Accountability Innovative Solutions Metric? What would you like to celebrate in connection with progress on this area of focus?

- To increase the number of certified teachers on staff. We have been forced to use a grow-your-own model to find our next generation of teachers. This money has given us the ability to make our wages attractive enough to entice classified staff to be willing to go back to school to become teachers.

What is a more traditional data point that your district is celebrating that the State Board may not be aware of? (Reading proficiency, academic growth in some areas, chronic absenteeism decrease, teacher retention, professional learning, etc.)

- Teacher retention. We are increasing the number of certified teachers while reducing the number of long term subs.

What does the State Board need to know about in your district that is going incredibly well that does not show up in the NSPF, Acing Accountability, the media, etc.?

- We are pressing district-wide to have every lesson taught in an engaging way. Our focus is to prepare our students with the much needed career skills of collaboration, problem solving, communication, etc.

What is the single biggest barrier you are currently facing? Please elaborate.

- Because of our remote location (both cities neighboring our county have a Walmart), it is nearly impossible to attract certified teachers from elsewhere. A quarter of our teaching staff is teaching full-time while also going to school full-time. It is an unbelievable challenge.



What pay increase (excluding SB231) did your district negotiate for FY2024 and FY2025?

- 10% in 24 and 5% in 25

What additional compensation for teachers was negotiated through SB231? Please respond for both years and for both teachers and support staff.

- 5.1% in 24 and 4.2% in 25

What was your Acing Accountability Innovative Solutions Metric? What would you like to celebrate in connection with progress on this area of focus?

- % of students using Empower Notebooks for goal setting and for Student-Led Conferences. Celebrate student ownership of their data and lead a personal data-driven conversation about their goals.

What is a more traditional data point that your district is celebrating that the State Board may not be aware of? (Reading proficiency, academic growth in some areas, chronic absenteeism decrease, teacher retention, professional learning, etc.)

- K to 8 Math-The district will maintain or increase the number of students achieving at or above the 61st percentile in math according to MAP testing. (61st percentile is above grade level and is at the level to have a meet or exceeds score on SBAC 3rd to 8 grade) 42.7% last year and 44% this year!!
- K to 8th Reading-The district will maintain or increase the number of students achieving at or above the 61st percentile in reading according to MAP testing. (61st percentile is above grade level and is at the level to have a meet or exceeds score on SBAC 3rd to 8th grade) 44% last year and 45% this year!

What does the State Board need to know about in your district that is going incredibly well that does not show up in the NSPF, Acing Accountability, the media, etc.?

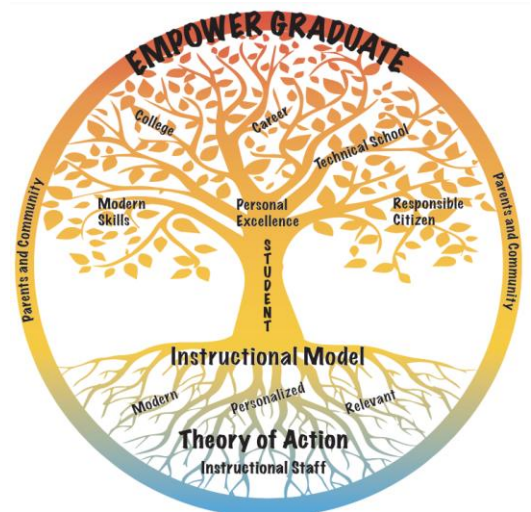
- Teachers unpacking standards, writing learning progressions, and aligning a course road map for students. Districtwide use of a 4 point scale for academics and close to the same of the Empower Learner Competencies. Student voice is being heard and being asked for in all schools. Students are taking ownership of learning as teachers are also making sure learning is occurring to standard and competencies.

What is the single biggest barrier you are currently facing? Please elaborate.

- The state required grade scale with a D- as passing for credit. NV has set the bar so low that it is hard to change a system to support meeting or exceeding a standard when the bar has been set so low for so long. Seat time for a required credit is a problem. Meeting the needs of our today students in a system for our past students.

What else is important to share?

- Student Outcomes Don't Change until Adult Behaviors Change.





Lyon County School District
Portrait of a Learner

- Learning for Life
- Connected Learners
- Student Ownership
- Discovery Learning

What pay increase (excluding SB231) did your district negotiate for FY2024 and FY2025?

- Classified
 - FY2024: 11.875%
 - FY2025: 4.50%
- Certified
 - FY2024: 13.875%
 - FY2025: 2.50%
- Administration
 - FY2024: 11.875%
 - FY2025: 2.50%

What additional compensation for teachers was negotiated through SB231? Please respond for both years and for both teachers and support staff.

- SB231 (All teachers and support staff)
 - FY2024: \$385.00 per FTE per month
 - FY2025: \$385.00 per FTE per month

What was your Acing Accountability Innovative Solutions Metric? What would you like to celebrate in connection with progress on this area of focus?

- We used Work-Based Learning(WBL) as our Innovative Solutions Metric. We are currently working on our platform to more easily track our WBL experiences and those who participate in the experiences.

What is a more traditional data point that your district is celebrating that the State Board may not be aware of? (Reading proficiency, academic growth in some areas, chronic absenteeism decrease, teacher retention, professional learning, etc.)

What does the State Board need to know about in your district that is going incredibly well that does not show up in the NSPF, Acing Accountability, the media, etc.?

- We have been focusing on the Art of Teaching students to read. We are in the process of teaching many of our teachers through a two-year, rigorous program of elevations to help teachers learn how to really teach students to reach. It has been going very well and we believe that we will find the results in the next few datasets moving forward.

What is the single biggest barrier you are currently facing? Please elaborate.

- Teacher shortage and the burden of compliance measures through law and policy that interferes with our ability to meet students' needs. We also worry about student mental health and educator mental health.



What pay increase (excluding SB231) did your district negotiate for FY2024 and FY2025?

- Certified - flat rate increase of \$3,837.88 for FY24 and FY25.
- Classified - FY24 7% increase, FY25 6.5% increase. Full employer-paid PERS/benefits as well.

What additional compensation for teachers was negotiated through SB231? Please respond for both years and for both teachers and support staff.

- Flat rate for FY25 of \$3965.00 for all qualifying employees effective the date of negotiations of SB231 (employees higher than the number used for state allocation)

What was your Acing Accountability Innovative Solutions Metric? What would you like to celebrate in connection with progress on this area of focus?

- Our Acing Accountability Innovative Solutions Metric focuses on increasing our graduation rate through our new Alternative Education program, which emphasizes credit recovery and personalized learning. We are proud to report that 100% of the seniors enrolled in the program successfully recovered the necessary credits and earned their high school diplomas. This achievement underscores the effectiveness of our tailored approach, supporting students who face challenges on their path to graduation.

What is a more traditional data point that your district is celebrating that the State Board may not be aware of? (Reading proficiency, academic growth in some areas, chronic absenteeism decrease, teacher retention, professional learning, etc.)

- One initiative we celebrate is the provision of free Pre-K for all 4-year-olds, made possible through a combination of Nevada Ready! State Pre-K funding and our General Fund. Additionally, we have seen an increase in school pride, which is fostering a more positive and engaging learning environment. We've expanded our Career and Technical Education (CTE) offerings to include courses at the Jr. High and expanded our Work-Based Learning. We are restructuring our District Portrait of a Learner Journey and have adopted high-quality district-wide ELA and math curricula, leading to measurable improvements in student performance. At Mineral County High School, we've achieved a 15.1% increase in ELA proficiency and a 4.8% increase in math proficiency according to the Nevada School Performance Framework (NSPF). Schurz Elementary School has seen a remarkable 17% growth in math achievement, contributing to overall school improvement. Our commitment to our J1 Visa teachers has been instrumental in maintaining quality education in our district. In addition, Schurz Elementary School is revitalizing the Paiute language through classes and activities, helping to preserve and strengthen our cultural heritage.

What does the State Board need to know about in your district that is going incredibly well that does not show up in the NSPF, Acing Accountability, the media, etc.?

- One key area of success in Mineral County that may not be reflected in the NSPF, Acing Accountability, or the media, is the intentional rebuilding of our district's culture and climate. This has been particularly challenging, given that we've had 10 superintendents over the past 20 years. We have recently restructured our leadership team and are establishing long-needed systems, which have already led to increased staff retention and higher-levels of student engagement.

- This year, we are also revitalizing our District Portrait of a Learner Team, aligning our vision with a renewed commitment to student success. While it may take a few years for these efforts to show up in our NSPF data, the positive changes and commitment within our schools are already visible.
- Our long-term goals include ensuring access to early childhood education and improving our College and Career Ready (CCR) graduation rate. However, managing dual enrollment courses continues to be a challenge due to limited staffing and course offerings. Despite these obstacles, we believe the foundations we are laying today will yield lasting benefits for our students and community.

What is the single biggest barrier you are currently facing? Please elaborate.

- The single biggest barrier we are currently facing as a rural district is the challenge of rebuilding foundational systems and structures while navigating the complex reporting requirements under federal and state laws. With 10 superintendents in the past 20 years, many critical systems that should already be in place are lacking, and we are working hard to reestablish them.
- Our district leadership team is not primarily composed of educators or administrators but of dedicated professionals in fields such as finance, HR, accountability, and grants. Each member of the team is wearing multiple hats, which adds pressure as we work to rebuild and sustain the district. The staffing levels at the District office are stretched thin, making it feel as though we are running a gauntlet as we strive to restore Mineral County School District to its full potential.
- Additionally, we are heavily reliant on grants to maintain our current staffing levels, making it difficult to retain essential teachers and mental health professionals. With federal grant funding set to expire at the end of this fiscal year, we face the possibility of losing key positions, including our Elementary Counselor, Safe Schools Professionals (Social Workers), and paraprofessionals. These cuts could severely impact our ability to provide comprehensive learning through social-emotional and other support services to our students, and making tough decisions in the near future seems inevitable.

What else is important to share?

- It's important to highlight that rural districts like ours face significant challenges in managing the continuous stream of mandates, both funded and unfunded. This is especially difficult for districts that have experienced high levels of administrative turnover, as we work to rebuild and implement systems that should already be in place.
- Additionally, student behavior continues to be a pressing issue that negatively impacts both student learning and teachers' ability to effectively instruct in the classroom.
- In Mineral County, students engage in authentic learning experiences that connect their education to personal interests, cultural heritage, and future aspirations. Through Career and Technical Education (CTE) and project-based initiatives, we empower students to explore pathways aligned with their passions while preparing them for success beyond the classroom.



Mineral County School District students engaged in authentic learning activities.



What pay increase (excluding SB231) did your district negotiate for FY2024 and FY2025?

- 12% and 10% respectively all staff licensed and certified

What additional compensation for teachers was negotiated through SB231? Please respond for both years and for both teachers and support staff.

- Same as above...only pay with corresponding benefits increase

What was your Acing Accountability Innovative Solutions Metric? What would you like to celebrate in connection with progress on this area of focus?

- We didn't do one. I try to keep us focused on what we are doing here and not 'sweating' reports to the State too much. Our focus remains on centering our curriculum/lessons on our identified essential standards/learning targets, the teaching-learning-cycle: developing and using common lesson plans/formative assessments, documenting data in Mastery Connect, and using Professional Learning Communities (PLCs) to strategically and systematically improve our instructional practice. When we have a culture of positive peer pressure and teachers see within their own data that their instructional practice is increasing student learning, we will begin to see a marked improvement in our student success. So yeah, I try to keep our staff doing as much as possible, focused on our own work, and with as little energy as possible on reporting to the State.

What is a more traditional data point that your district is celebrating that the State Board may not be aware of? (Reading proficiency, academic growth in some areas, chronic absenteeism decrease, teacher retention, professional learning, etc.)

- Again, our focus for now is on lead indicators. By focusing on measuring lead indicators, our instructional practice will improve, which will eventually improve the lag indicators the NDE likes to measure.

What does the State Board need to know about in your district that is going incredibly well that does not show up in the NSPF, Acing Accountability, the media, etc.?

- A massive increase in overall culture and focus on improvement of instructional practice.

What is the single biggest barrier you are currently facing? Please elaborate.

- A colossal amount of wasted time on legally (NRS) mandated responses to reports of "bullying." The vast majority of "bullying" reports that take an overly burdensome amount of time to investigate end up being unfounded. Is this really the best use of our administrator's time? The accusation of bullying is the most often reported and least often substantiated of any report our schools receive. The NRS needs to change to take away the crippling time requirements on our administrators and leave no time for instructional leadership.

What else is important to share?

- "Flat funding," depending on how it is defined, may mean a decrease in funding because of the rate of inflation.



What pay increase (excluding SB231) did your district negotiate for FY2024 and FY2025?

- 12%

What additional compensation for teachers was negotiated through SB231? Please respond for both years and for both teachers and support staff.

- 8.25% salary

What was your Acing Accountability Innovative Solutions Metric? What would you like to celebrate in connection with progress on this area of focus?

- NA

What is a more traditional data point that your district is celebrating that the State Board may not be aware of? (Reading proficiency, academic growth in some areas, chronic absenteeism decrease, teacher retention, professional learning, etc.)

- We are seeing growth in reading at the elementary level and our absenteeism at the elementary level is below 6%

What does the State Board need to know about in your district that is going incredibly well that does not show up in the NSPF, Acing Accountability, the media, etc.?

- Staff still come to work everyday and work incredibly hard to do what is best for students

What is the single biggest barrier you are currently facing? Please elaborate.

- I feel like there are two huge issues we all need support from our leadership; adequate, sustainable funding and finding and retaining quality teachers & support staff

What else is important to share?

- Personally I feel if we are all mandated to use Infinite Campus (IC), then NDE should pull information from IC taking the burden off districts.



Storey County School District

Stay Strong! Stay Storey!

What pay increase (excluding SB231) did your district negotiate for FY2024 and FY2025?

- Certified -7.5% and 2.5% Classified - 2.5% and 2.5%

What additional compensation for teachers was negotiated through SB231? Please respond for both years and for both teachers and support staff.

- Same

What was your Acing Accountability Innovative Solutions Metric? What would you like to celebrate in connection with progress on this area of focus?

- To develop, implement, and continuously improve a Career and Technical Education (CTE) program that prepares students for college and career success by offering rigorous, relevant, and engaging coursework, fostering industry partnerships, and promoting work-based learning opportunities. We are excited that we have launched our very first Career and Technical Education program here at Storey County School District! We've introduced an Automotive pathway, and we are thrilled to have nearly 50 students enrolled. This marks a significant step forward in providing hands-on learning opportunities and preparing our students for careers in high-demand fields.

What is a more traditional data point that your district is celebrating that the State Board may not be aware of? (Reading proficiency, academic growth in some areas, chronic absenteeism decrease, teacher retention, professional learning, etc.)

- We are celebrating school-wide growth on MAP scores from Fall 23 to Spring 24, particularly at Hillside Elementary School. Hillside Elementary School posted 73.2% of students meeting their indicator in math and 72.5% of students meeting their indicator in reading. Especially impressive was that 100% of kindergarteners met their indicators in both reading and math, and 100% of 4th graders met their indicators in reading.

What does the State Board need to know about in your district that is going incredibly well that does not show up in the NSPF, Acing Accountability, the media, etc.?

- SCSD employs a Community Liaison dedicated to connecting students with external resources and support systems, including internships and career exploration opportunities. Through proactive outreach, the liaison significantly enhances students' overall well-being by addressing their unique needs and challenges. Additionally, SCSD has a dedicated Graduation Specialist who plays a vital role in guiding students along their academic journey. Starting in 6th grade, this focused support helps students overcome obstacles and stay on track toward achieving successful graduation outcomes.

What is the single biggest barrier you are currently facing? Please elaborate.

- Student attendance is a barrier. Chronic absenteeism has been an ongoing struggle for all schools aside from Hillside Elementary.

What else is important to share?



What pay increase (excluding SB231) did your district negotiate for FY2024 and FY2025?

- Certified employees received a 14.0% COLA in FY24 and 2.0% in FY25.
- All other groups, except school psychologists, received a 13.2% COLA in FY24 and 2.0% in FY25.
- School psychologists received a 4.0% COLA for FY24 and 4.75% COLA in FY25.

What additional compensation for teachers was negotiated through SB231? Please respond for both years and for both teachers and support staff.

- Washoe provided a uniform salary increase to all eligible employees, including teachers and support staff, which was computed to be the equivalent to a 4.0% COLA (based on FY23 salaries). This 4.0% COLA carries forward to FY25.

What was your Acing Accountability Innovative Solutions Metric? What would you like to celebrate in connection with progress on this area of focus?

- We have two:
 - % of FRL students accessing CCR opportunities.

		Total FRL %	Grade
9-12	22-23 FRL EOY CCR Enrollment	5300	9528
	55.63%		
	23-24 FRL EOY CCR Enrollment	5563	8627
	64.48%		

- % of MLLs achieving AGP on ACCESS

23-24 WIDA Met AGP Percentage	22-23 WIDA Met AGP Percentage	WIDA_AGP_Perc_Diff
27.53%	25.50%	2.03%

What is a more traditional data point that your district is celebrating that the State Board may not be aware of? (Reading proficiency, academic growth in some areas, chronic absenteeism decrease, teacher retention, professional learning, etc.)

- **CHRONIC ABSENTEEISM**
 - In the 2023-2024 school year, fifty schools in WCSD decreased their chronic absenteeism rate by 10% or more when compared to the 2022-2023 school year.
 - Of those 50 schools six of those were high schools. One school to highlight is North Valleys High School where they decreased the number of chronically absent students by about 200 students.
- **DUAL CREDIT/DUAL ENROLLMENT**
 - The number of Dual Credit /Dual Enrollment counts went from just over 5,000 students rostered in 2022-2023 to 8800 in the 2023-2024 school year (As measured by Acing Accountability rules).
 - This is made possible by working with our Nevada System of Higher Education institutions and offering more college credit opportunities within Washoe County School District schools.
- **AP/IB Exams**
 - The percentage of AP or IB exams for all students in grades 9-12 increased from 49.5% to 53.2% as measured (As measured by Acing Accountability rules).

- SMARTER BALANCED GROWTH:
 - After two years of having Smarter Balanced growth below 50 percentile points in elementary, we were happy to see a 4-point increase in math and a 3-point increase in ELA. We were also happy to see a 5-point SGP increase in math for middle school, an area we have dedicated substantial resources and professional learning to post-pandemic after lagging math performance.

What does the State Board need to know about in your district that is going incredibly well that does not show up in the NSPF, Acing Accountability, the media, etc.?

- WCSD has a bright future in several areas, including the promise of our facilities modernization plan, which will have countless positive impacts on our budget, access to state-of-the-art facilities for our students, and potential re-utilization of older school buildings to fill important service gaps in our community (for example, potential to use our older buildings to add additional PreK opportunities for our students)
- WCSD likely has one of the most innovative, useful, and most-used data warehouses in the country, with over 60+ dashboards that give educators the exact data points they need at the click of a button. The graduation reports in particular can identify students at risk of not graduating as early as 9th grade with accuracy over 95%. Additionally, it can identify students with potential for advanced diplomas or millennium scholarships, ensuring that we are also identifying students who can access rigorous opportunities that will prepare them for post-secondary success.
- PRE-K: Washoe County School District restructured the prekindergarten opportunities in the North Valleys. This allows for a centralized offering of pre-K services for some of our most at-risk populations in areas that are desperately short of daycare and pre-k options for families. The restructured facility is now serving over 150 new early learners.

What is the single biggest barrier you are currently facing? Please elaborate.

- Testing requirements are posing a sizable barrier in our K-8 grades right now due to NDE not approving our waiver to use iReady instead of MAP in k-3 for Read by Grade 3 purposes, a far superior product that provides lessons, exceptional dashboards, and faster data returns to our schools.
- WCSD, like all of Nevada, continues to run into immense shortages of PreK options for families. We vastly underserve our families with early childhood education, and the price of daycare has increased over \$2000 in the last few years. We rank 45th in the nation according to US News Best States for PreK access. Research is definitive about the importance of early learning opportunities. Not having them poses a massive challenge for our elementary schools, with roughly half of our students entering elementary with no formal learning experiences. Kindergarten teachers must spend months supporting students to learn basic social and emotional skills and it immediately places nearly half our district of students at a sizable academic disadvantage that the district fights every day to ameliorate to improve equity.
- Due process for IEP has become the new "ambulance chasing" in Nevada with every district facing constant lawsuits pushed by a few active law firms in the state. We nearly always must settle these to avoid lengthy legal battles that we cannot afford with the small legal teams we operate and they are costing our district millions of dollars annually.

What else is important to share?

- The Nevada Department of Education office is understaffed and the lack of collaboration across departments leads to confusion and mixed messages to our district. This decreases services to school districts, schools, and students. We highly recommend pay increases, staffing increases, and better collaboration among NDE staff to support districts. Relatedly, the massive increase in reporting requirements and extensive audits our district faced the past two years has caused large overwhelm among our district offices and among our schools. We have schools that have received upwards of 3-4

monitoring visits every year and we have incredibly duplicative, needless reporting requirements taking up desperately needed time from departments who could be supporting schools with countless other services that would improve learning for students.



Our vision is to collaboratively grow leaders who will change the world!!

What pay increase (excluding SB231) did your district negotiate for FY2024 and FY2025?

- 10% for all employees 2024
- 5% for all employees 2025

What additional compensation for teachers was negotiated through SB231? Please respond for both years and for both teachers and support staff.

- 6% for teachers 2024; 8.5% for classified 2024
- 1% for teachers 2025; 3.5% for classified 2025

What was your Acing Accountability Innovative Solutions Metric? What would you like to celebrate in connection with progress on this area of focus?

- Increasing the instances of agency-based learning grades k-12
- Increasing the percentage of students delivering a student-led portfolio-based learning conference grades k-12

What is a more traditional data point that your district is celebrating that the State Board may not be aware of? (Reading proficiency, academic growth in some areas, chronic absenteeism decrease, teacher retention, professional learning, etc.)

- 90+% of high school students participate in College and Career Ready (CCR) coursework.
- 67% of high school students complete Career and Technical Education (CTE) coursework.
- Chronic absenteeism decreased by 8 percentage points over 2023-2024.
- 14% of 2024 seniors graduated with an associate's degree.

What does the State Board need to know about in your district that is going incredibly well that does not show up in the NSPF, Acing Accountability, the media, etc.?

- 100+ students grades k-5 voluntarily show up 10 Fridays throughout the year to participate in STEAM workshops.
- All graduating seniors complete a learning portfolio presentation to community, family, and faculty.
- All graduating seniors engage in service learning.
- 5th and 8th graders make trips to Reno and Las Vegas for college campus tours.
- 5th and 8th graders complete portfolio presentations of authentic and rigorous academic work in order to promote to the next grade.

What is the single biggest barrier you are currently facing? Please elaborate.

- White Pine is completely on board with the Portrait of a Learner concept for system redesign. We have worked intentionally and very hard to develop our local [Portrait of a Leader](#) and innovating with our processes and models to be more personalized and competency-based. **But**, there is a major disconnect between the compliance-based systems required by federal and state law and this more agency-based approach for learners. Until there is better alignment, reporting systems will continue to not accurately measure the great work going on in our schools by students and educators.



What else is important to share?

- WPHS established multiple new CTE programs with increased funding. Now we have Culinary, Health Science including EMT and Sports Medicine, Welding, Law Enforcement, Auto Technology, Computer Science, Graphic Design, Construction Trades, and Future Teachers. We have partnerships with Great Basin College that offer students certificates in Diesel Technology and Electrical.
- David E. Norman is a Governor’s Designated STEM School, which offers STEAM clubs for students on Monday afternoons including Piano, Guitar, Culinary, Botany, Robotics, Legos, Puzzles, Math, and Football. STEAM students also attend school **voluntarily** for 10 additional days through the year where they engage in integrated, problem-based, meaningful and authentic learning. This is an example of agency and a place where joy lives in learning.
- Our K-12 Robotics programs are world class and compete at the state, national, and international levels year after year.
- Our music programs include both instrumental and vocal. More than half of our entire student body enrolls in music.

