

Nevada Association of School Superintendents

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Washoe County School District



STOREY COUNTY SCHOOL DISTRICT



Elko County School District

Learning For All



Douglas County School District

EMPOWER • PREPARE • INSPIRE • CONNECT



Nevada State Public Charter School Authority



Lyon County School District Portrait of a Learner

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



Humboldt County School District Believe, Achieve, Succeed



Thank you!

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- For your service.
- For your energy.
- For your commitment.
- For your time to partner with us.



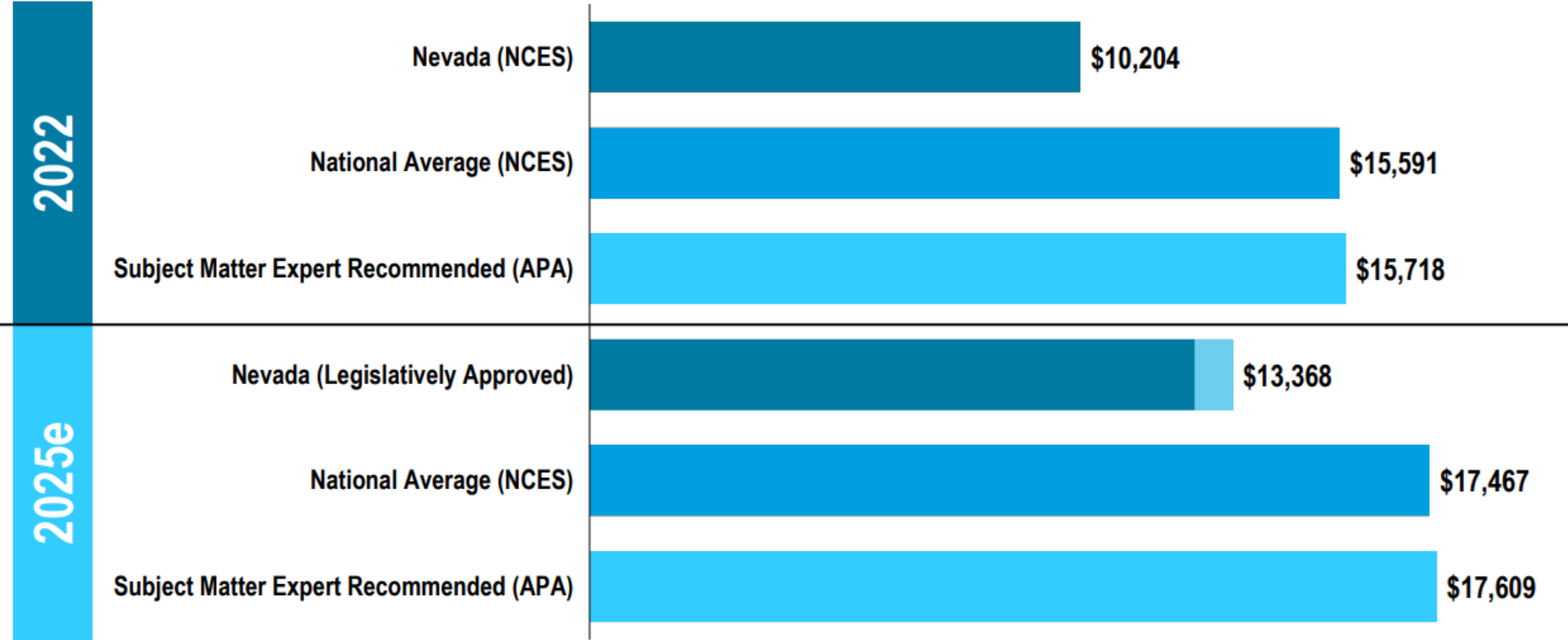
We Believe...

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- Public education changes lives.
- Public education is foundational to society's progress.
- Only by working together can we transform public education.
- Deep learning doesn't look the same for each student.
- Educators show their commitment each and every day.



Per Pupil Funding Comparison



Note: Aggregate funding and per pupil funding figures are preliminary estimates and subject to change.

Funding Comparison

2025* Average Per-Pupil Allocation

- Nevada: \$13,368
- National (NCES): \$17,467
- SME Recommended (APA): \$17,609

Public K-12 Spending Per Student



Education Data Initiative sources: United States Census Bureau & National Center for Education Statistics

Implementation Expectations

What metrics illustrate whether a district is making progress and meeting expectations?



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)

How to Best Quantify Investment

- Commission on School Funding (CSF).
- Commission on Innovation and Excellence in Education (CIEE).
- Board of Education.
- Nevada Department of Education.
- Locally driven innovation.

“Simple correlations between increased funding and improved outcomes often fail to account for complexities” (Hanushek, 2024).

- Improved teacher compensation
- Fewer unfilled positions
- Additional programs and services
- Enhanced student and staff support

A bridge to a modernized, more meaningful, authentic, and holistic education system.

Outcomes Measured in a Traditional Manner 8

	2023	2024
Chronic Absentee Rate	34.9%	25.9%
<i>Nye</i>	35.2%	28.3%
<i>Douglas</i>	24.3%	20.5%
<i>Storey</i>	35.8%	29.2%
Graduation Rate	81.4%	81.6%
<i>Nye</i>	80%	86.1%
<i>Washoe</i>	81.4%	81.9%
<i>White Pine</i>	87.3%	91.3%

Outcomes Measured in a Traditional Manner 9

	2023	2024
Elementary ELA	41.8%	42.8%
Elementary Math	36.3%	38%

	2023	2024
3rd Graders Nationally	44th percentile	44th percentile
3rd Graders in Nevada	45th percentile	46th percentile

A Slightly Different View

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- Let's talk about SGPs and AGPs!
 - CCSD: 13.4% of students grades math 3-8 met their AGP.
 - But another 21.8% were classified as “high growth” in math.
 - Applied to Nevada's N count for grades 3-8, that is another 48,252 students across the state who had “high growth” in math. Why aren't we celebrating that????
- Evaluating Random and Systematic Error in Student Growth Percentiles, ([Wells & Sireci, 2020](#)).

Concerns

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- Connecting back to former Member Newburn's comments in November, what is the story we are actually telling with some of this data?
- Chronic absenteeism--does it measure what we think it does?
 - Societal trends with staying home when ill.
 - Implications with seat time and competency-based learning.
 - What is a better measure of engagement?
- Standardized tests--do they measure what we think they do?
 - One district asked students to self-identify if they gave their best effort on testing day. Only 35% responded affirmatively.
 - If students do not see a benefit to showing their learning on these tests, how can we possibly view the data as meaningful?

Students are agents of their learning.

“When I’m an agent of my own learning, the system shouldn’t punish me or my school for taking charge of how I want to show I’m ready for the future.”

“



(2018),
[on 2030](#)

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

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.

Innovation and Transformation

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- Nevada Portrait of a Learner.
- District Portraits.
- Nevada Future of Learning Network.
- Innovative Solutions Metric.
- Carnegie Foundation pilot of durable skills assessment.
- NASS Position on Meaningful, Authentic, and Holistic Learning.
- Commission on Innovation and Excellence in Education.



Innovative Solutions as Bridge to the Future ¹⁶

- Lyon.
- Humboldt.



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.
- Leadership inventories.
- JAG presentations.
- Athletics, music, art, theater, robotics, and more.
- Internships and work-based learning.
- *Sometimes--earning an adult diploma is a huge win.*

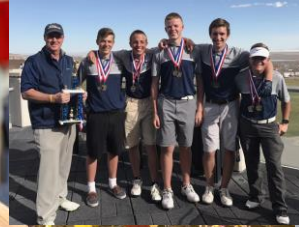
“Major Issues within the Authority of the State Board to Address”

- Outcomes change as inputs are improved. What are the best inputs to monitor (perhaps as goals?) that will lever the outcomes we really want to see?

As Nevadans prepare for the 2025 legislative session, NASS continues to anchor on the central question: “What is needed to improve student achievement in Nevada?”

- Optimal education funding for the students of Nevada
- Innovation for a learner-centered and future-ready system
- An accountability system that measures what matters
- Investment in school mental health for students and staff
- Opportunities to engage NASS to develop statewide mechanisms to create safe and secure future-ready learning environments for all students and staff

- What are the enabling conditions necessary for innovation to become the norm in Nevada?
- How can innovation be meshed with accountability?
- Not everything that counts can be counted, and not everything that can be counted counts. How can the state board better tell the stories of learning?
- How can we better work together to create world class learning for Nevada students?
- What is the state board doing to ensure continued progress toward optimal funding?





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 people who are homeless. For example, the article "Maggie and the Mission" mentions the website, "Annual Homeless Assessment Report to Congress" that has been published by the U.S. government in January 2017. Both of the articles are also very descriptive. Another similarity is in "Maggie and the Mission" it says, "A handful of shelters was placed on top of several cardboard boxes that had been placed over the outside." Lastly, a thing they have in common is they both have statistics. In "Maggie and the Mission" it states, "61,000 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 is 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 typical and non-typical homelessness and "Maggie and the Mission" is about atypical homelessness. "About Homelessness" is non-typical and 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. Therefore, these articles have many similarities.



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Thank You!

