

# Nevada Association of School Superintendents

Presentation to the State Board of Education  
December 15, 2022

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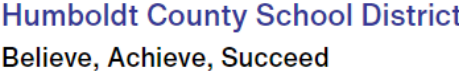
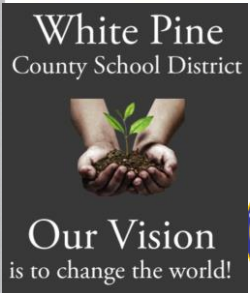


## Purposes

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- To share measureables connected to the STIP.
- To highlight tensions connected to the STIP goals, existing needs, and funding.
- To connect iNVEST to existing needs, and those needs to improvements in Nevada's performance.
- To generate synergy around iNVEST, the Commission's report, and the STIP entering legislative and budgeting season.

# Unity





**Families and educators recognized the importance of early childhood education and advocated for an increase in high-quality pre-Kindergarten seats.**



**Communities unanimously praised their educators and staff and articulated the need for more support around recruiting and retaining highly effective educators.**



**Educators, families, and stakeholders want every student to have the support they need to grow from year to year and reach their goals.**



**Students said they need hands-on learning experiences, social emotional supports, and clear pathways to postsecondary career and education options that give them the tools they need to build a home, a life, and a future.**



**Interact in the Pupil-Centered Funding Plan created dialogue around what equity and access mean for students, classrooms, facilities, and wraparound services in different settings.**



**Conversations on school safety extended beyond physical infrastructure and included social and emotional wellness and mental health support for students and adults.**

# Most Recent Math Outcomes

	<i>Elementary</i>	<i>Middle</i>	<i>High</i>
<b>2017</b>	42.10%	26.90%	55.6%*
<b>2018</b>	43.40%	32.40%	26.30%
<b>2019</b>	43.80%	33.20%	26.30%
<b>2020</b>			
<b>2021</b>	28.70%	24.20%	22.60%
<b>2022</b>	36.00%	25.60%	21.20%

Carson +5.6

Clark +5.1

Eureka +7.4

Humboldt +3.0

Lincoln +3.6

Nye +0.5

SPCSA + 5.8

Washoe + 2.7

White Pine +3.8



# Most Recent ELA Outcomes

	<i>Elementary</i>	<i>Middle</i>	<i>High</i>
<b>2017</b>	48.60%	47.00%	73%*
<b>2018</b>	50.10%	47.80%	45.60%
<b>2019</b>	50.30%	48.90%	47.60%
<b>2020</b>			
<b>2021</b>	40.30%	43.60%	46.80%
<b>2022</b>	44.10%	45.10%	45.70%

Carson +4.8

Clark +4.1

Eureka +7.2

Humboldt +1.2

Lincoln +5.3

Nye +1.3

SPCSA +2.9

Washoe +1.9

White Pine +4.0

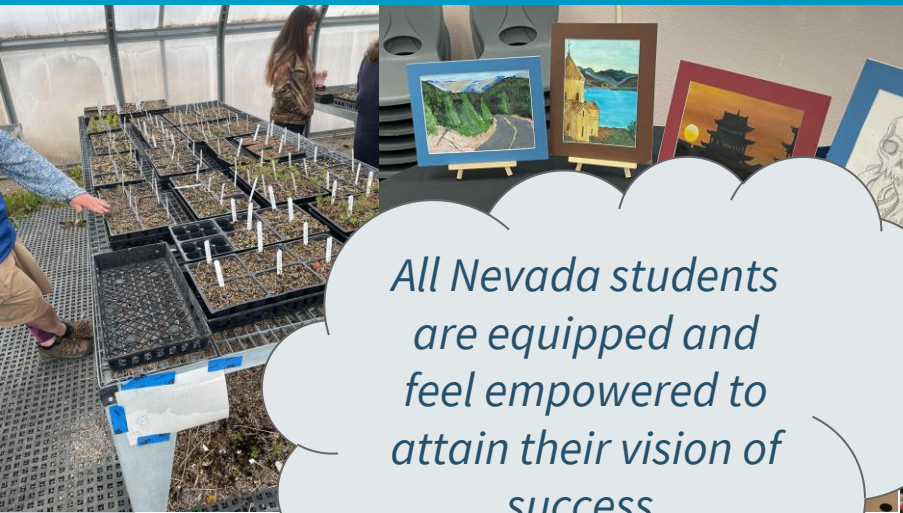


## Other More Authentic Indicators Measured by Districts 7

- Student-led conferences.
- Social, academic, career goals reported through conferences.
- Service activities completed.
- Leadership development inventories.
- Extra- and co-curricular engagement.



Educators, families, and stakeholders want every student to have the support they need to grow from year to year and reach their goals.



*All Nevada students  
are equipped and  
feel empowered to  
attain their vision of  
success.*





# Most Recent Graduation Data

	<b>Graduation Rate</b>	<b>Advanced Diploma</b>	
<b>2017</b>	80.90%	8517	
<b>2018</b>	83.20%	9266	
<b>2019</b>	84.10%	6579	
<b>2020</b>			
<b>2021</b>	81.31%	5535	70
<b>2022</b>	81.72%	4700	7877

Increase the overall number of students receiving the College and Career Ready (CCR) diploma from 23.9% in July 2021 to 50% by July 2026.  
**26.1% in 2022.**

Elko, Humboldt, Lander, Pershing, Washoe, White Pine.



Students said they need hands-on learning experiences, social emotional supports, and clear pathways to postsecondary career and education options that give them the tools they need to build a home, a life, and a future.

# Most Recent CTE Outcomes

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	<i>Enrollment</i>	<i>Completion</i>
<b>2019</b>	66,645	10,659
<b>2020</b>		
<b>2021</b>	72,543	13,445
<b>2022</b>	76,313	15,279



## Other More Authentic Indicators Measured by Districts 11

- 5th, 8th, 12th grade presentations.
- Student-led conferences.
- Community service hours.
- Senior projects.
- Dual credits earned.
- Associates degrees earned.
- Performance tasks administered in Freshman and Senior Seminars.





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# Tension

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- Do the current measures communicate what is most important to our students and families?
- What wonderful opportunities have been reduced as schools focus their time and resources in a narrowed manner in order to earn “stars”?
- What fiscal and human costs are associated with such narrow measures?



# What if we...

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- Developed additional STEAM programs and academies?
- Provided enhanced CTE opportunities?
- Delivered content designed to promote collaboration, critical thinking, creativity, innovation, problem solving?
- Funded music, art, athletics, robotics, and activities that captured the interest of each student?
- Reported measurables based on students' unique learning paths?



# iNVEST Priority 2

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**Priority 2:** Increase equitable educational opportunities for all students. Estimated cost - \$976 million

## **PRIORITY 2: INCREASE EQUITABLE EDUCATION OPPORTUNITIES BY ENSURING ADEQUATE RESOURCES TO MEET THE NEEDS OF ALL STUDENTS**

Description	Estimate
1 Fully fund the weights so all students receive the same level of instruction and needed support no matter their zip code	\$591,451,892
2 Expanded opportunities such as Work Based Learning (WBL), Career and Technical Education (CTE), Dual Enrollment and “Jump Start” programs, STEM/STEAM, robotics, other elective offerings, teacher academies, etc. ensuring access to innovative programs and offerings at all schools and grade levels throughout the state	\$263,750,000
3 Provide all students with devices for one-to-one connectivity and access to Wi-Fi at school facilities	\$121,223,000
<b>Total Priority 2</b>	<b>\$976,424,892</b>



# Traditional School Safety and Culture Indicators

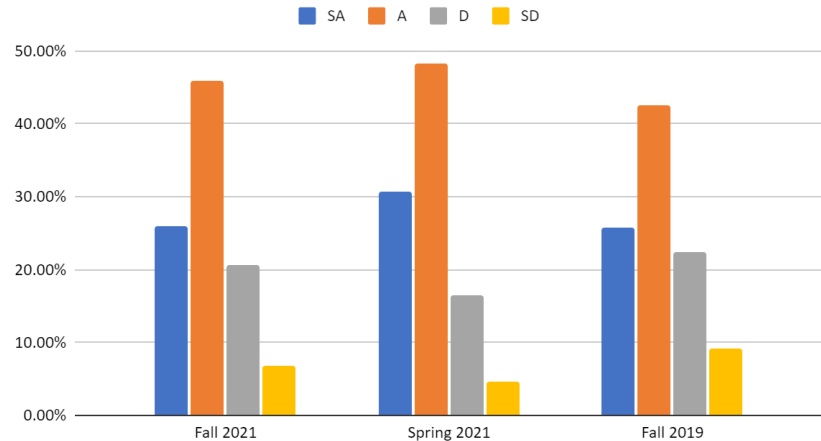
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	<b>Average Daily Attendance</b>	<b>Chronic Absentee Rate</b>
<b>2018</b>	94.9%	
<b>2019</b>	95.0%	18.8%
<b>2020</b>		
<b>2021</b>	92.0%	31.2%
<b>2022</b>	91.3%	36.0%



Conversations on school safety extended beyond physical infrastructure and included social and emotional wellness and mental health support for students and adults.

Adults working at this school treat all students respectfully.

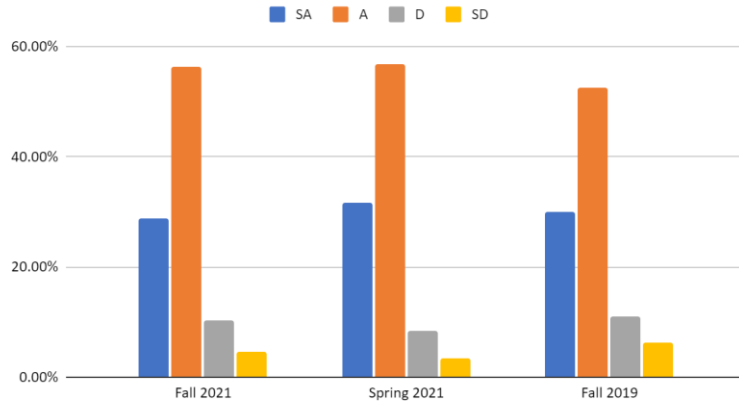




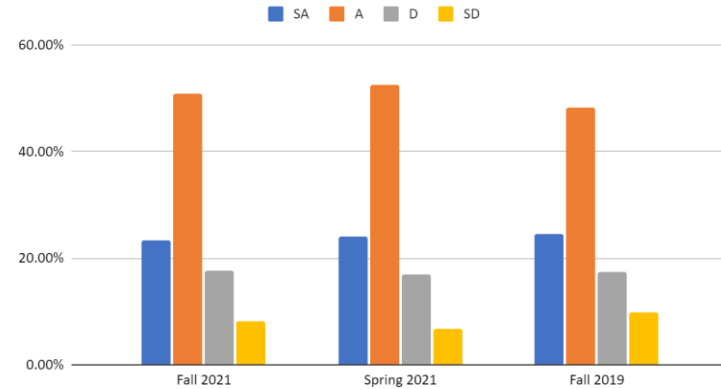
# Traditional School Safety and Culture Indicators

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My teachers care about me.



I feel like I am part of this school.



Conversations on school safety extended beyond physical infrastructure and included social and emotional wellness and mental health support for students and adults.

# Tension

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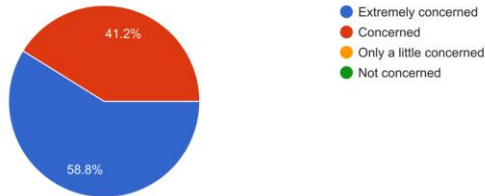
- Families and society in distress.
- Political and ideological battle lines.
- More mental health needs now than ever.
- Rigid testing and academic requirements do not match the needs of many students and families.
- Many expect schools to be **the** answer to larger societal issues.



# Consensus among District Leaders

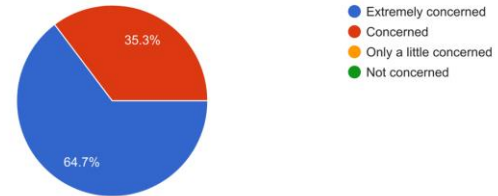
What is the level of concern you have about student behavior?

17 responses



What is the level of concern you have about student well-being?

17 responses



# What if we...

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- Built greater flexibility for students to pursue the options that interest them?
- Fully funded the critical supports for the students who need them?
- Truly valued developing dispositions in the affective domain like empathy, proactivity, initiative, and teamwork?



# iNVEST Priority 3

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**Priority 3:** Improve needed supports for students and families. Estimated cost - \$1.0 billion

## **PRIORITY 3: IMPROVE NEEDED SUPPORTS FOR STUDENTS AND FAMILIES**

Description	Estimate
1 <b>Address mental health needs of students through ensuring FTE equivalent Social Worker and Counselor allocations at every school (Aligned with staff - Priority #1)</b> - Estimate also includes a 10% increase in current salaries to align with first bullet point of Priority 1	\$792,007,165
2 <b>Help to address growing mental health crisis among children and youth (providing social-emotional learning tools, counseling, ongoing case management, therapy, in-school programs)</b>	\$77,920,000
3 <b>Improve extra/co-curricular offerings at all schools including after school programs and clubs which support the whole student</b>	\$80,000,000
4 <b>Empower and inspire families to positively impact their child's education through academic and technology training, to include areas such as academic/parent teams, and mental health training and supports</b>	\$52,580,000
<b>Total Priority 3</b>	<b>\$1,002,507,165</b>



## Educator Quality and the Link to Student Achievement

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- Darling-Hammond, 2000.
- Goe & Sickler, 2008.
- Marzano, 2011.
- Mincu, 2015.
- Gess-Newsome, et. al., 2019.
- Any person in the room's personal experience.



# Tension

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- Average educator's salary is significantly lower than that of other professionals (Dupriez et al., 2016).
- Gap between teachers' salaries and those of similarly educated professionals has widened in the last two decades (Allegretto and Mishel, 2016).
  - 17% lower average weekly salary in 2015 compared to 1.8% in 1994.
- Low prestige of profession associated with salary (Borman & Dowling, 2008).



# Tension

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- Low educator pay results in attrition (Arviv Elyashiv & Navon, 2021).
- Difficult working conditions.
- Tough interactions with students and parents.
- Not enough time to do the work.
- Family and quality of life sacrifices.
- **Nevada is fourth worst in nation for educator pipeline (Scholaroo, 2020).**

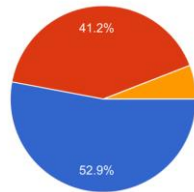




# When Should the Panic Begin?

What is the level of concern you have about employee mental health?

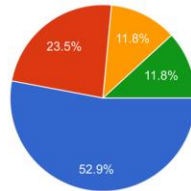
17 responses



- Extremely concerned
- Concerned
- Only a little concerned
- Not concerned

What is the level of concern you have about principal recruitment and retention?

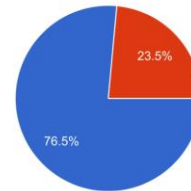
17 responses



- Extremely concerned
- Concerned
- Only a little concerned
- Not concerned

What is the level of concern you have about teacher recruitment and retention?

17 responses



- Extremely concerned
- Concerned
- Only a little concerned
- Not concerned



Communities unanimously praised their educators and staff and articulated the need for more support around recruiting and retaining highly effective educators.

## What if we...

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- Could pay educators for the time they spend preparing, learning, and assisting students outside of their contracted hours?
- Could provide a wage competitive enough to attract our most talented graduates?
- Could incentivize under-represented groups through scholarships and tuition assistance?
- Could minimize bureaucratic reporting requirements, testing, and hoop-jumping to get teachers more time with students?
- Could attract, hire, and retain more qualified professionals that could impact student performance?



# PRIORITY 1: FUND DISTRICTS AND SCHOOLS TO HIRE AND RETAIN HIGH QUALITY STAFF IN A COMPETITIVE LABOR MARKET

	Description	Estimate
1	<b>Increase salaries to provide a livable and competitive wage for all employees (base salary and potential for growth)</b> – 10% increase was utilized for ease of calculation of a higher percentage as deemed appropriate	\$325,180,100
2	<b>Ensure adequate staffing patterns consistent with the recommendations listed in prior legislatively driven APA studies</b> - Amount listed is less the amount to address mental health needs of students through ensuring FTE equivalent Social Worker and Counselor allocations at every school as noted in first bullet point of Priority 3	\$1,067,025,894
3	<b>Create new pathways into the education profession, providing a natural sequence to meet targeted staffing levels (quantity) of staff for administrative, certified, and classified positions</b> - Estimate based on using student to teacher pipeline models as well as other routes to licensure through higher education institutions.	\$35,000,000
4	<b>Create staff leadership pathways within the existing K-12 school system, for both teacher leaders and administration</b>	\$16,750,000
5	<b>Provide standardized curriculum and additional professional development for teachers to highlight best practices and increase student achievement</b> - Estimate includes two additional professional development days for teachers and \$100 per pupil cost for curriculum	\$71,933,687
6	<b>Improved working conditions</b> - Add approximately 45 minutes per day with pay to teachers without students to allow for better preparation, professional learning, and consultation with other instructional leaders	\$192,819,797
	<b>Total Priority 1</b>	<b>\$1,708,709,478</b>



Committee unanimously praised their educators and staff and articulated the need for more support around recruiting and retaining highly effective educators.

# Message of the Governor to the Fifty-Second Legislature of Nevada

## EDUCATION

No one subject has commanded more interest and attention in the last few years than has education. Everyone is fully aware that in fast-growing areas such as ours, the population pressures are felt first in our schools. We are equally aware of the fact that our growth will in all probability continue to accelerate rather than stabilize or diminish. The problem will, therefore, become more severe. The school population increased from 69,839 in 1961 to 80,129 in 1962, an increase of 14.5 percent. Of this increase, 8,007 occurred in Clark County, giving it an increase of 25 percent and over half of the state's enrollment.

The state presently aids education on the basis of a formula which provides \$96 per student in average daily attendance and \$4,800 for each certified personnel. Some schools, notably in Clark County, have experienced financial difficulty, partially because they were unable to obtain the full allotment of certified personnel and therefore did not receive this portion of state aid. A recent change in the regulations of the State Board of Education has corrected this situation to the point where all school districts now receive up to 95 percent of the total allotment. The state, as you know, does not construct or aid in the financing of school buildings.

This matter, as are all others, is relative. We therefore must review briefly where we stand before mature consideration can be given to legislation and appropriations.

Nevada ranks 13th in the nation in average teachers' salaries. We are 5th in the Western States. We rank 15th in the nation on pupil-teacher ratio. We are 8th in the nation for median number of school years completed by persons 25 years or older. We reputedly have the highest literacy rate in the nation. We are 4th in the nation on the basis of money spent per pupil.

The percentage of revenue of the local school districts which is received from the state is particularly high in Nevada. The state provides 54.6 percent of the revenue of the school boards; 54 percent of our total general fund appropriations; for overall education 67 percent of our total general fund appropriations. The national average of state contribution to school districts is 40.2 percent compared to Nevada's 54.6 percent. Correspondingly, the percentage

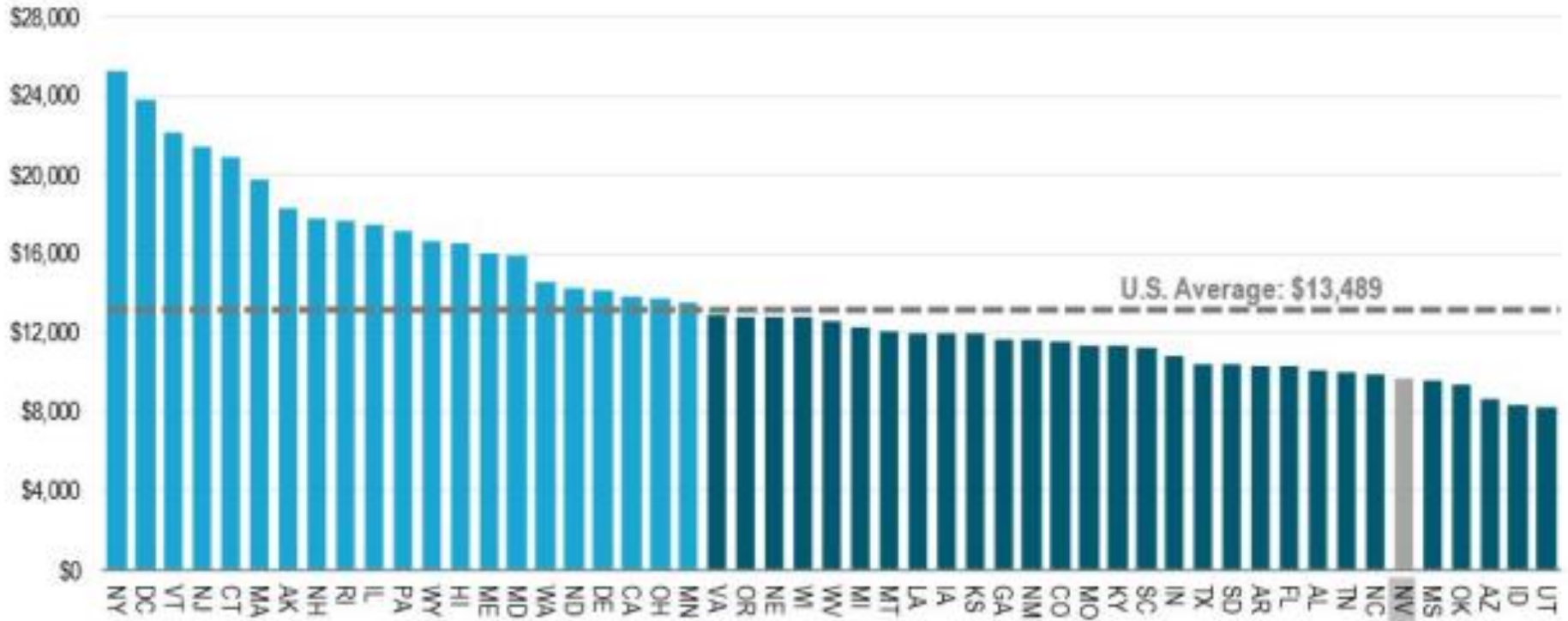
“

“Nevada ranks 13<sup>th</sup> in the nation in average teachers' salaries. We are 5<sup>th</sup> in the Western States. We rank 15<sup>th</sup> in the nation on pupil-teacher ratio. We are 8<sup>th</sup> in the nation for median number of school years completed by persons 25 years or older. We reputedly have the highest literacy rate in the nation. We are 4<sup>th</sup> in the nation on the basis of money spent per pupil.”

-- Governor Grant Sawyer  
January 22, 1963

# Per Pupil Funding

## By State | Fiscal Year 2020



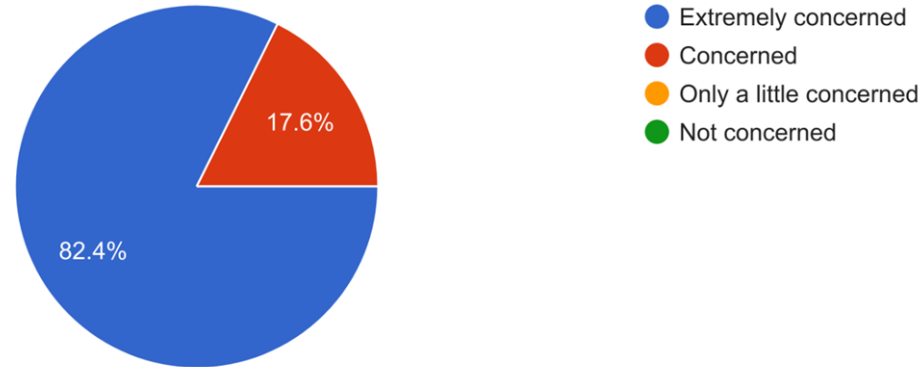
Source: National Center for Education Statistics. Note: Based on current expenditures.

# When Should the Panic Begin?

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What is the level of concern you have about obtaining the funding necessary to address needs in staffing and student supports?

17 responses



# Quality Counts



*Move up in State rankings from 18th in September of 2020 to Top 10 by July 2026, as measured by the Academic portions of Quality Counts K-12 Student Achievement.*

	2021 Grade	2018 Nevada Rank	2018 Nevada Grade
	C	51/51	D
<b>Chance for Success</b>	C-	50/51	D+
<b>Finance</b>	D-	50/51	D-
<b>K-12 Achievement</b>	C	40/51	D+



*Florida and Nevada counter the national pattern and are the only states to score better for student achievement than for both of the other graded categories.*

*(Education Week, 2021)*





Families and educators recognized the importance of early childhood education and advocated for an increase in high-quality pre-Kindergarten seats.



Communities unanimously praised their educators and staff and articulated the need for more support around recruiting and retaining highly effective educators.



Educators, families, and stakeholders want every student to have the support they need to grow from year to year and reach their goals.

## Imagine the Possibilities!

### PER PUPIL SPENDING FISCAL YEAR 2020

Nevada Per Pupil Spending (FY 2020)	\$9,548
National Average Per Pupil Spending (FY 2020)	\$13,489
APA Recommended Per Pupil Spending for Nevada (FY 2020 dollars)	\$14,337

APA Study, Commission on Funding, SBOE's Position Statement, and iNVEST all aspire for the resources to bring this vision closer to reality!



Students said they need hands-on learning experiences, social emotional supports, and clear pathways to postsecondary career and education options that give them the tools they need to build a home, a life, and a future.



Interest in the Pupil-Centered Funding Plan created dialogue around what equity and access mean for students, classrooms, facilities, and wraparound services in different settings.



Conversations on school safety extended beyond physical infrastructure and included social and emotional wellness and mental health support for students and adults.

## Summary

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- iNVEST answers the question “What is needed to improve student achievement in Nevada?” by detailing how funding that is closer to the national average would be spent.
- iNVEST aligns to the STIP, the Commission’s recommendations, the APA study, and the SBOE’s Position Statement.

# Invitation

- We champion the STIP and its aspirations while affirming the need to measure students' learning in more authentic ways.
- We must improve the inputs to improve the outcomes.
- Will you partner with NASS and endorse iNVEST so we can approach the legislative and executive branches as a united front?

Input	Output	Outcome
Resources or activities invested in a program or Strategy, usually at the beginning of a cycle.	The result of an input that is usually known in the middle of a cycle and represents the implementation of the program or Strategy.	Outcomes measure the benefits of a program or Strategy for students or adults, usually at the end of a cycle.

# Nevada's Students Deserve the Best

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- Supports.
- Teachers.
- Leaders.
- Policy.
- **Funding.**



**Thank You!**

