

# Nevada Association of School Superintendents

iNVEST in Education

January 8, 2025





Washoe County  
School District



STOREY COUNTY  
SCHOOL DISTRICT



Elko County School District

Learning For All

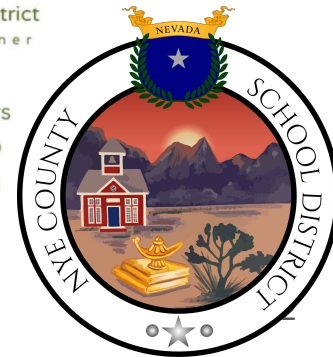


Lyon County School District  
Portrait of a Learner

- 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...

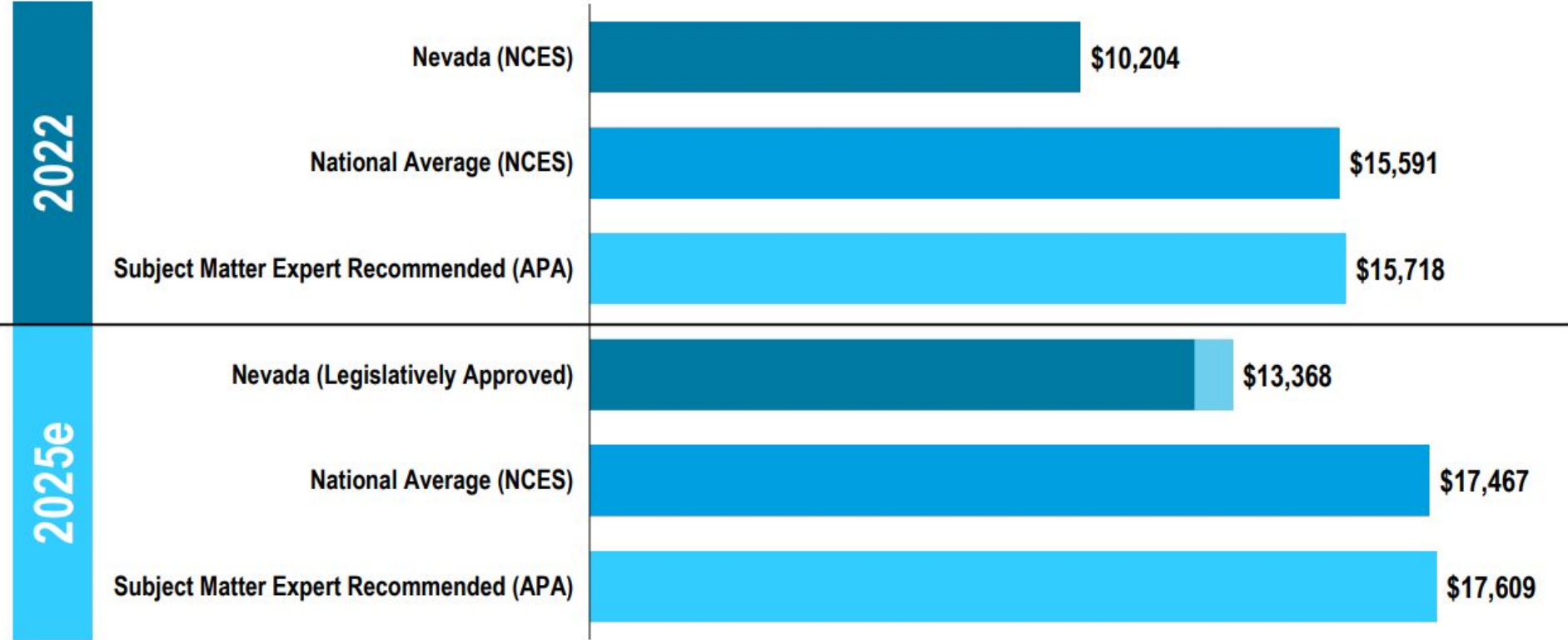
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- Public education changes lives.
- Public education is foundational to society's progress.
- Only by working together can we transform public education.
- Deep learning doesn't look the same for each student.
- Educators show their commitment each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





# Per Pupil Funding Comparison



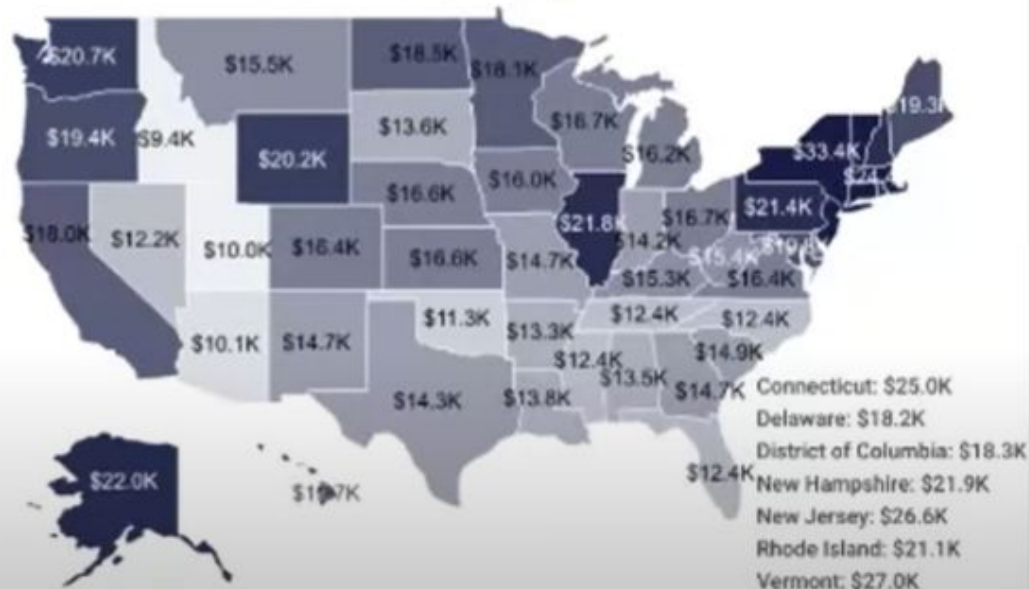
Note: Aggregate funding and per pupil funding figures are preliminary estimates and subject to change.

# 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

## *iNVEST Priority 1*

- Provide optimal funding for the students of Nevada.
  - Continue the increases in PCFP as identified by the Commission on School Funding.
  - Fully fund PCFP weights.
  - Fund all of the weights for each student, rather than only the highest one.

Decades of fiscal neglect and the associated impacts cannot be undone in one, two, or even five years. A continued commitment to achieving optimal funding is required for Nevada students to thrive.

Students are agents of their learning.

# Discover Learner- Centered

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

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



# Current 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

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## 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.



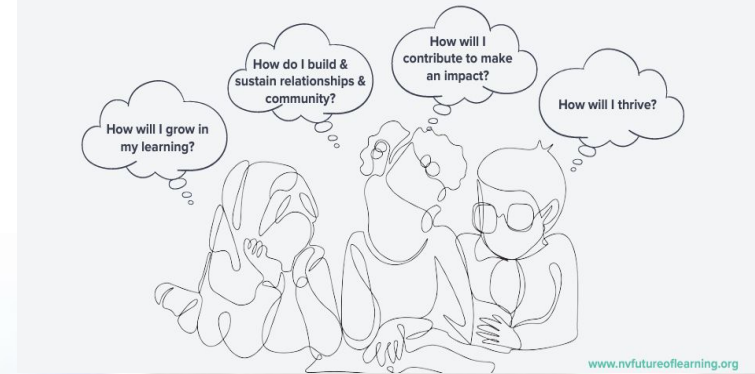
## Future-Ready

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.

## *iN*vest Priority 2

- Create enabling conditions for innovation.
  - Learner-centered, future-ready approach.
  - Competency-based Portrait of a Learner.
  - Incentivize innovative experiences.
  - Eliminate mandates that interfere with flexibility.
  - Ensure attempts at innovation are not punished.

Education, at its core, is a human experience. Students, families, and educators are not widgets in an assembly line but complex, multi-faceted beings. Space must exist for their needs to be met. If the “system” punishes those working within it for meeting human needs by deviating from strict, compliance-based regulations, we will all continue to be frustrated.



# Examples of Concerns with Current Measures

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- 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?



## More Meaningful, Authentic, and Holistic Ways to Show Progress

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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.*

**Examples of One District's More Holistic Measures of Progress**

	Fine and Performing Arts	STEAM Academy Engagement	Service Based Learning	Portfolio Presentation	Student Led Conference	Explicit Leadership Development	Choice Based Learning	Work Based Learning
2017-2018	15%	0%	10%	10%	15%	33%	44%	0%
2018-2019	25%	15%	10%	10%	18%	33%	42%	0%
2019-2020	42%	17%	11%	11%	22%	44%	46%	8%
2020-2021	44%	14%	10%	10%	24%	33%	51%	10%
2021-2022	41%	15%	14%	14%	26%	33%	51%	13%
2022-2023	49%	22%	26%	18%	33%	100%	65%	19%
2023-2024	60%	33%	28%	19%	52%	100%	72%	19%

# *A Random Friday in August and Choice-Based Learning*

- 16 peer leaders on campus all day to prepare for incoming freshmen.
- 4 students joined the Measuring What Matters Subcommittee.
- 18 Culinary students on campus preparing for event.
- 12 special education students finishing up Transition Camp.
- 100+ athletes beginning fall sports.
- 25 band students beginning fall camp.



## *iNVEST* Priority 3

- Create **one** accountability system that shares the whole student's story.
  - Eliminate competing frameworks that dilute focus.
  - Measure what matters.
  - Modernize approach to embrace students' agency and flexibility with how they show mastery.
  - Invite students and educators into the co-design process.
  - Build on Innovative Solutions concept in Acing Accountability, enhancing a locally driven improvement process.

Not everything that counts can be counted and not everything that can be counted actually counts.



# Promoting Well-Being



- Needs higher than ever.
- Outside-of-school factors more influential than ever.
- Comprehensive responses are no longer optional.
- Academic success correlates with mental health.



## *iNVEST Priority 4*

- Invest in mental health supports for students and staff.
  - Dedicated funding for LCSWs and related mental health professionals.
  - Continued training in MTSS model.

Schools are expected to be on the front lines with mental health needs more than they ever have been in the past. This requires dedicated, highly-competent personnel, which are in short supply across the state.

# Facilities Limitations Are Only Worsening

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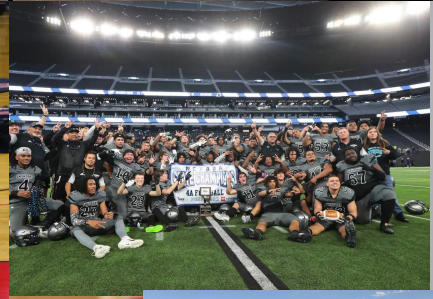
- Tax base in many rural counties is insufficient to support maintenance, let alone new construction.
- Example of inflation in one district.
  - 1995 school replacement: \$10 million.
  - 2025 school replacement: \$95 million.
  - Meanwhile, the tax base has remained flat.
- Existing capital funds are spent patching holes in schools that have asbestos, limited ADA compliance, and are unsuitable for modern learning.

## *iNVEST Priority 5*

- Ensure funds to support districts in designing environments that are conducive to student-centered learning experiences.
- Ensure funds to support districts in meeting current operational and preventative maintenance requirements.

NRS 387.333 provides for relief when emergency conditions are met. Many rural districts now fall into this category of meeting emergency conditions. But no money is allocated into the fund that would potentially address the issue.







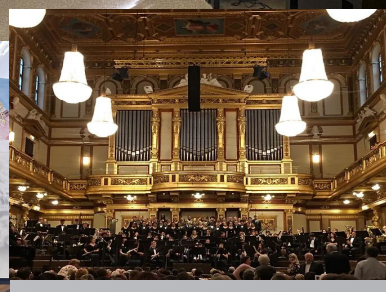





**Homelessness**

More than half of a million people are homeless. There is a lot more about homelessness than you can find 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 with homelessness. 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 bundle of blankets was piled on top of several cardboard boxes that had been placed over the sidewalk." Lastly, a thing they have in common is they both have statistics. In "Maggie and the Mission" it states, "610,042 Americans were homeless on any given night." Therefore, these articles have many similarities.

There are also a number of differences between the two articles. One main difference 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 typical homelessness. "About Homelessness" is non-typical and typical homelessness because it also 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!**

