

Superintendent's Report

State Board of Education

June 26, 2026



Agenda

- Superintendent Priorities
- Reporting Analysis Project
- District Performance Framework Development

Superintendent Priorities

- **Strategic Plans** - Move from strategic priorities to **concrete plans** that create alignment through NDE.
- **Deepen Connection** - Move from building context to **connecting deeply** with our staff, key bodies of work, and bright spots across the field.
- **Fiscal Stewardship** - Strengthen NDE's fiscal operations and **ensure program and finance align**.
- **Policy and Budget Alignment** - Develop strong **BDR and agency budget proposals**.



Strong Foundations



Empowering Pathways



**Equipped Educators &
Leaders**



**Informed and
Connected Families**



Aligned Systems

Reporting Analysis

Study Overview

Public Works LLC conducted a comprehensive analysis of school district reporting requirements across 17 Nevada school districts and the State Public Charter School Authority.

Scope

- 17 county school districts
- State Public Charter School Authority (SPCSA)(18th school district)
- 100% interview participation
- 50% supplemental written data

Methods

- Statewide interviews & focus groups
- 12 independent tracking lists merged
- WestEd/APA, Crocus, CSF analyses
- District-level inventory mapping

Deliverables

- NDE Reporting Inventory (400+ reports)
- Data Collections Inventory baseline
- Data dictionary framework
- 89 reports flagged for action

Stakeholder Feedback

What Districts, Administrators, and Educators Told Us

Feedback gathered from district administrators, superintendents, and school staff across Nevada through surveys and interviews.

Top Concerns Raised

Redundant Data Collection

Same data requested by multiple agencies in different formats

Time Away from Students

Administrative burden displaces instructional planning time

Inconsistent Definitions

Data elements defined differently across agencies

No Clear Purpose

Many reports lack clear use or feedback loops

Lack of Coordination

Agencies operate in silos without shared data strategy

“

We submit the same data three different ways to three different agencies. It's exhausting and takes us away from what matters.

— Nevada District Administrator

“

Nobody ever tells us what happens with these reports. We file them and never hear back.

— School Principal

“

Simplifying reporting would free up significant staff time for direct student support services.

— District Superintendent

89 Reports Recommended for Action

Of approximately 400 total reports, this study recommends action on 22%. Each is assigned one of three suggested disposition categories:

ELIMINATE

34
Reports

No identified statutory use, fully duplicative of another mechanism, stake holder recommendation, or statutory basis no longer applicable.

MODIFY

29
Reports

Retains value but can be reduced in frequency, simplified in format, or extracted directly from existing systems.

CONSOLIDATE

26
Reports

Data elements overlap with other collections and should be merged into a single submission.

Sources: Statewide interviews (Public Works), WestEd/APA analysis, Crocus study, Commission on School Funding tracker, District inventories (Clark, Washoe)

SB 460 (2025): Legislative Authority for Reform

Senate Bill 460 creates the legislative framework and institutional infrastructure to implement the study's recommendations.

Section 1.7

Authorizes the Superintendent of Public Instruction to modify, suspend, or eliminate redundant or duplicative reporting — effective July 1, 2026.

Section 5.5

Refers directly to the CIEE. Revises the duties of the commission as part of broader education reforms.

Sections 16–18

Changes class size variance reporting from quarterly to annual frequency — demonstrating legislative willingness to reduce reporting.

Section 56.5

Creates the Education Service Center (ESC) with a governing body to develop, manage, and provide services to local educational agencies — effective July 1, 2026.

Section 78.3

Allocates \$2.5M (FY 2026) and \$4M (FY 2027) to NDE for personnel and service delivery improvements.

Section 81

Directs the Commission on School Funding to conduct an interim study on reporting requirements with recommendations due November 15, 2026.

A Clear Foundation for Reform

Nevada's reporting system is not sustainable — but reform is achievable.

- ✔ SB 460 provides the legislative authority to act — effective July 1, 2026
- ✔ The Reporting Inventory and Data Collections Inventory provide the tools
- ✔ Voices across all 18 Districts / SPSCA confirm the urgency and direction
- ✔ Peer states demonstrate the path is proven and achievable
- ✔ The Education Service Center stands ready as the implementation partner

The goal: Preserve robust accountability while returning meaningful time and resources to classrooms — supporting students and improving educational outcomes statewide.

District Performance Framework

- SB460 (2025), encoded as NRS 385A.900, charges NDE to develop a Nevada District Performance Framework (NDPF) that:
 - Promotes transparency, equity, and measurable progress
 - Provides annual ratings for school districts and charter sponsors based on collective school performance and the achievement of district-wide performance targets (i.e., goals in the Nevada School Performance Framework or through District Improvement Plans)
 - Monitors operations and the allocation of resources for improving student achievement
 - Provides public reporting on the performance of districts and sponsors

Scope and Timeline of the Subcommittee



The Metrics Subcommittee on Accountability Redesign (SAR), supported by the Center for Assessment and Nevada Department of Education staff, is developing recommendations for a new Nevada District Performance Framework and a refined Nevada School Performance Framework.

Phase 1	Phase 2
<ul style="list-style-type: none">- Create initial blueprint for the Nevada District Performance Framework- Identify design implications for the Nevada School Performance Framework- Target: Fall 2025-Summer 2026	<ul style="list-style-type: none">- Refine Nevada District Performance Framework as needed- Develop Nevada School Performance Framework blueprint and performance standards- Target: Fall 2026-Summer 2027

Membership of the SAR



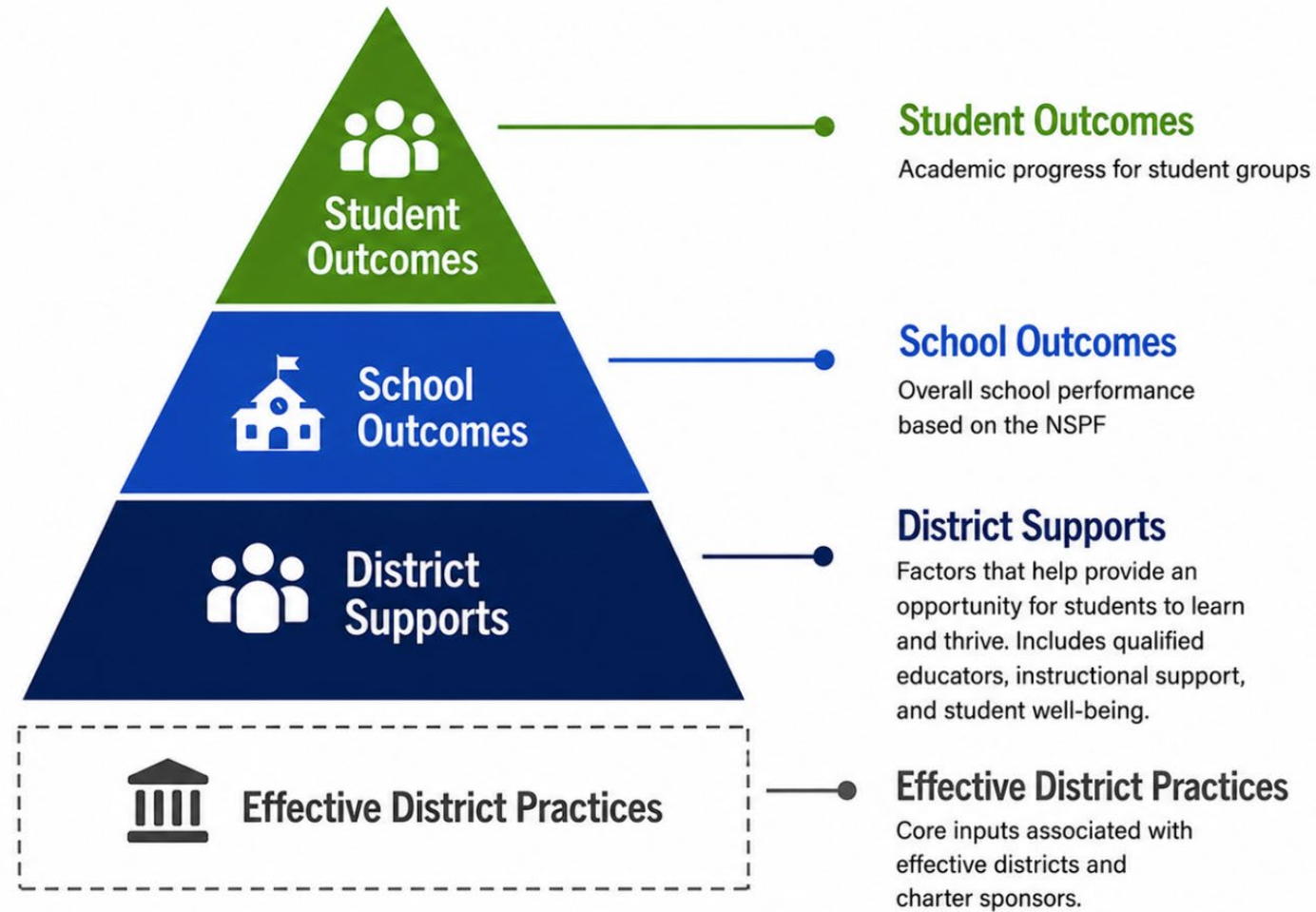
Member Name	Affiliation
Tim Hughes	State Board of Education & CIEE
Patricia Charlton	College of Southern Nevada & CIEE
Sean Parker	Community & CIEE
Sebastian Rios	Student
Adam Young	Superintendent White Pine SD & CIEE
Melissa Mackedon	Exec. Dir. State Sponsored Charter School
Irene Bustamante-Adams	Trustee – Clark County SD, NASB President
Rebecca Dirks-Garcia	Former NV PTA President & CIEE
Aida Perez	Educator
Desiree Veloz	Principal
Kathryn Witaker	Trustee – Churchill County School District
Yvonne Wagstaff	Trustee – Douglas County School District
Peter Zierhut	Business & CIEE
Ricky Medina	Technical/District Accountability Director
Joe Ernst	Superintendent Washoe County SD
Victor Wakefield	State Superintendent

- The DPF should **align and focus** the system around shared goals and what strong districts do.
- The DPF should **guide action**, not just label performance.
- The DPF should be **flexible**, built to improve over time.
- The DPF should be **clear and accessible** to families, Trustees, and the public.

Effective District Practices



Effective District Practices	
Domain	Description
Educators and Leaders	<ul style="list-style-type: none">•Recruit, develop, support, and retain qualified educators and leaders.•Align induction, mentoring, and professional learning to instructional priorities and student outcomes.
Instruction and Student Support	<ul style="list-style-type: none">•Implement high-quality, standards-aligned instructional materials and evidence-based programs.•Ensure access to timely, coherent academic, language, disability-related, and other student supports and interventions.
Pathways and Postsecondary Readiness	<ul style="list-style-type: none">•Provide access to advanced coursework, dual credit, career and technical education, and work-based learning opportunities.•Support students in developing graduation plans, exploring interests, and preparing for postsecondary success.
Student Well-Being	<ul style="list-style-type: none">•Promote student attendance, safety, engagement, and positive behavior.•Provide access to behavioral, mental wellbeing, and other student support services.
Governance and Community Engagement	<ul style="list-style-type: none">•Support governing board members through ongoing training related to governance, ethics, roles, responsibilities, and accountability.•Engage families, educators, students, community members, and partners in district planning and decision making.
Systems and Continuous Improvement	<ul style="list-style-type: none">•Utilize data systems for reporting, instructional improvement, strategic decision making, and engaging families.•Conduct regular cycles of school and district improvement planning, progress monitoring, and continuous improvement.
Resources and Financial Stewardship	<ul style="list-style-type: none">•Maintain budgeting, auditing, financial oversight, and internal control systems that support effective stewardship of public resources.•Align financial planning, resource allocation, and transparent reporting to district priorities and student needs.



Questions / Comments?