






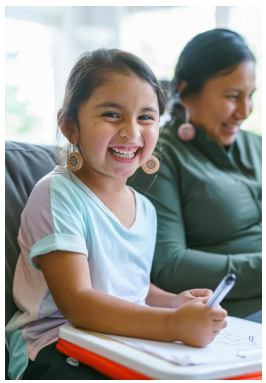
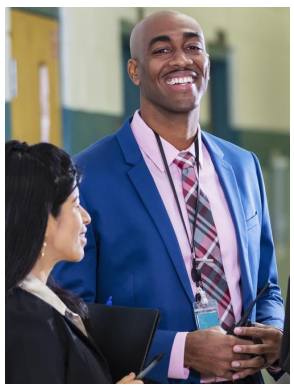

Nevada Commission on Innovation and Excellence in Education

Presentation to the Nevada Metrics Subcommittee on Accountability Redesign

January 21, 2026

OBJECTIVES

Discuss the rationale and charge for the Commission on Innovation and Excellence in Education (CIEE)

Consider the work of the CIEE and SAR as complementary, across multiple time horizons

Consider opportunities for collaboration and mutual support between our bodies to align and advance our respective agendas.

The Nevada Commission on Innovation and Excellence in Education

- This Commission was created by SB 425 (2023) to establish the policy framework for a **world-class, globally competitive, and adaptable education system that supports every child**. This means ensuring every learner in Nevada **develops the knowledge, skills, and dispositions needed to thrive** in an increasingly challenging and uncertain future.
- Commissioners represent:
    - Education leaders (teachers, district officials, superintendents)
    - Policy leaders (governor's office, state superintendent, budget office, etc.)
    - Community leaders (parent groups, business, advocacy)
- Commissioners have sought to **engage more voices** in conversations wherever possible by:
    - Inviting perspectives from youth, educators, and higher education.
    - Holding our Commission meetings in schools.
    - Conducting visits to rural schools and hearing from youth and educators.

CIEE Responsibilities - from SB 426 (2023) and Updated in SB 460 (2025)

The Commission shall develop a **statewide vision and implementation plan** **to improve the public education system** in this State.

The Commission shall:

(a) Conduct a benchmarking or gap analysis study c**omparing the education policies of this State to the education policies of high-performing international and domestic education systems**.

(b) Make **recommendations on how to adapt** the appropriate education policies of high-performing international and domestic education systems into the public education system in this State.

(c) **Identify objectives** to put the education performance of pupils in this State in parity with that of pupils in high-performing international and domestic education systems and make recommendations on how to meet the identified objectives.

(d) Review the **academic progress** made by pupils in each public school…

(e) Review the reporting, tracking, monitoring, analyzing and dissemination of data relating to pupil achievement and financial accountability for the purpose of **identifying and recommending the elimination of any reporting that is redundant or does not effectively provide measurable and informative data** with which to assess and improve the educational programs and priorities of this State.

(f) Collaborate with the Department and the Commission on School Funding to:

(1) Gather input relating to paragraph (g) from all interested persons and entities;

(2) Establish a centralized repository of all reports of data relating to pupil achievement and financial accountability and make the centralized repository easily accessible on the Internet website of the Department; and

(3) Develop a framework for the reporting of data relating to pupil achievement and financial accountability…

The Work of 2024

Throughout 2024-2025 the Commissioners:

- **Researched global best practices and the local Nevada context**
- **Produced a document** that articulated:
  - Shared 10-year vision across multiple time horizons
  - Change process
  - Policy principles for realizing that change
  - Concrete policy recommendations
- **Gathered feedback** on the document from their constituencies
- **Translated many of those recommendations** into a single bill (SB 403) (which did not pass)
- **Created a shared roadmap** that lays out a five-year course of action to 2030 and names the respective responsibilities for collaboration among relevant agencies (SBE, NDE, WBD, NASS, etc.)
- **Observed specific recommendations** embedded in different ways in other bills garner support via passage: SB 460, AB 539, and SB 571.

What We Studied

Global Research & Best Practices: from OECD, World Bank, Singapore, Finland, Estonia, Ontario, Massachusetts, Maryland, Mississippi, Utah, etc.

People: National Center for Education & the Economy (with insight from America Succeeds, KnowledgeWorks, Carnegie, & more)

Local Research & Best Practices: NV Portrait work, input from all 18 NV Districts and business/community/parent leaders

People: 25-person commission w/ expert support (NDE, higher ed, etc.)

Global Perspective on what "Best" in education can be

Locally Rooted Perspective on what "Best" in education should be for Nevada

How do we get there (Our Roadmap):
1. Personalized/Competency Based Learning
2. World Class educator prep
3. Next gen career pathways
4. Measuring what matters in an evolving world

Nevada's Context and Opportunity

What We've Heard from Communities Across the State

- A lot of necessary (and strong!) policy groundwork…
  - Strong CTE programming
  - Robust and aligned university system for teacher preparation and dual enrollment / pathways
  - A state-level focus on student-centered learning, promoting stronger student motivation & engagement
- Opportunities to push in on more **future-forward outcomes**
  - Businesses within Nevada say that recent graduates don't come to them with skills needed to thrive in today's workforce
  - Higher education reporting that graduates don't arrive prepared to enter without remediation
  - Families and students report that they don't understand and/or can't access the pathways and learning options available to them
- A need for greater coherence and alignment
  - Lack of a unifying vision and plan for the purpose of education
  - Greater need for shared statewide professional learning (for educators and leaders) around the student-centered vision
  - Limited opportunities for collaboration across ed, business, and communities

What We Learned About the Skills That Matter for Business and Industry

Ranked by Importance

1. Analytical thinking
2. Resilience, flexibility, and agility
3. Leadership and social influence
4. Creative thinking
5. Motivation and self-awareness
6. Technological literacy
7. Empathy and active listening
8. Curiosity and lifelong learning
9. Talent management
10. Service orientation and customer service
11. AI and big data
12. Systems thinking
13. Resource management and operations
14. Dependability and attention to detail
15. Quality control
16. Teaching and mentoring
17. Networks and cybersecurity
18. Design and user experience
19. Multilingualism
20. Marketing and media
21. Reading, writing, and mathematics
22. Environmental stewardship
23. Programming
24. Manual dexterity, endurance and precision
25. Global citizenship
26. Sensory-processing abilities

Source: World Economic Forum, Future of Jobs Report, 2025

CIEE: Exploring Measurement on Two Time Horizons

1. Immediate Improvement: Req'd by SB 460

2. Long-Term Focus on Three Things:
   a. *What*: Measuring Emerging Content Knowledge
   b. *What*: Measuring Adaptive Durable Skills
   c. *How*: Measuring Learning in New & Variable Ways

Immediate Improvement: SB460

SB460: CIEE shall report by June 30th, 2026:

- **Redundant reporting elimination:**
  Inventory + redundancy map + top 3-5 elimination candidates

- **Central repository + reporting framework:**
  Recommended structure + governance options + initial data dictionary outline (aligned to SAR direction)

- **Forward-looking measurement exploration:**
  2–3 pilot-ready options + feasibility/validity constraints + recommended guardrails

How We Will Accomplish This:

We will deliverable a June 30 report that offers: redundancy recommendations, a coherent reporting framework that complements SAR, and pilot-ready options for next generation measures – without prematurely locking NV into metrics that aren't validated or implementable statewide.

Long Term Focus on Three Things

1. *What*: Measuring Emerging Content Knowledge

2. *What*: Measuring Adaptive Durable Skills

3. *How*: Measuring Learning in New & Variable Ways

Measuring Emerging Content Knowledge

Example: AI Literacy

What it is: AI literacy competencies (understand, apply, create) defined as a progression.

Evidence: student completes an applied project (e.g., trains a simple classifier with provided data, identifies bias/limitations, documents ethical considerations).

How measured: rubric-scored performance task / project artifact (not just paper test).

Why it's credible: UNESCO's AI competency framework explicitly anticipates competency-based assessment and notes limits of traditional paper testing for AI competencies.

Measuring Adaptive, Durable Skills

Example: Creative Thinking

What it measures: students' capacity to **generate, evaluate, and improve** ideas across domains (written, visual, social problem solving, scientific problem solving).

How it's measured: open-ended tasks with no single correct answer.

There are credible large-scale attempts to measure durable skills; one example is OECD's creative thinking assessment.

Notes:

- These are promising measurement approaches, but many durable-skill instruments have limitations (e.g., self-report bias), so we should treat them as low-stakes / improvement-oriented until Nevada agrees on validity and use.
- Often an overlap between Technical & Adaptive/Durable Skills. For example, in Literacy, critical thinking is a common thread. The teaching may be overlapped, but the measurement of critical thinking is done in ways that don't illuminate learner trajectory and long-term proficiency in the competency.
- National-level assessment literature notes risks like social desirability bias in noncognitive/self-report contexts.

Measuring Learning in New & Variable Ways

- **Sample Possibilities:** Performance assessments; AI analysis of ongoing work; Portfolio approach
- **Statewide Examples New Hampshire PACE (innovative assessment pilot)**
    - *What:* A state-approved pilot where districts use calibrated performance tasks for accountability in some grades/subjects, alongside a limited set of statewide tests.
    - *Why:* Reduces reliance on end-of-year standardized testing by using teacher-developed performance assessment tasks, plus common tasks for comparability.
    - *Credibility:* it operated under a federal waiver / pilot context and has a detailed technical/manual and evaluation reporting.
- Variability can be an asset. Verification ("to what end?") becomes the question.

See also: NCEE (2024). Reimagining Assessment.

What We Know, and Don't Know About Metrics.

- Some of what we measure is crucially important, and will remain so, well into the future.
- Some of the data we currently collect is duplicative, overly burdensome, and has limited value.
- Some of what matters most we know how to measure (AI literacy). Some of what matters we can measure - just within the disciplines (e.g., critical thinking).
- There are still many open questions about measuring some skills that matter greatly (e.g., creative thinking).

How Our Work Can Complement Each Other

Both CIEE and SAR trying to figure out:

1. What we are assessing and
2. How we are assessing it in multiple ways (e.g., literacy, portfolios, project based assessment)

That said, our time horizons are different. CIEE is attempting to create the policy conditions for ongoing innovation across a 10-year time horizon. SAR is creating statutorily required performance frameworks for next year.

This difference is an asset - if we coordinate effectively.

CIEE's Ask of the SAR: Design Principles

Build Frameworks that Prioritize:	Create Space for Pilots that Allow Districts to:	Work with CIEE to ensure:
• Expanding what skills are tested • Reimagining how to assess key skills • Determining when to measure learning • Broadening who leads assessment	• Use innovative sources of data to provide new perspectives and • Measure emerging content knowledge and adaptive durable skills. • Transform formative and summative assessment (ie VR, portfolio-based, multiple measures) • Redefine assessment in the age of generative AI	• Alignment across contributing bodies • Reduction in duplicative, overly burdensome, and low-value data collection and reporting requirements