

Nevada Policy Primer

What is the Nevada Policy Primer?

The Nevada Policy Primer serves as a planning and informational resource for school and district leaders, local agency leadership teams, and education partners who want to advance learner-centered systems. This resource is especially useful for learning communities ready to align their local system to the Portrait of a Nevada Learner.

The Policy Primer provides options for moving forward with student-centered learning within the current policy context. The strategies suggested do not represent a list of requirements. Rather, they are opportunities that schools or district leaders can leverage to move toward student-centered learning.

Why should we use the policy primer?

The Nevada Policy Primer is intended to increase knowledge and awareness of state opportunities that can inform and inspire district strategic planning efforts to strengthen learner-centered systems. By integrating the concepts in the primer, districts can take advantage of state resources and programs to inform their plans for change. The primer is also designed as a companion to the Nevada [Innovation Guide](#), which includes examples of what is possible for districts using the concepts outlined in the primer.

What's in the policy primer, and how should it be used?

Organized into four topics, this primer highlights key areas that provide the opportunity needed to create learner-centered environments. Each topic distills state policy and program details into accessible summaries, district-level interpretations, and strategic implementation considerations. Districts can explore any topic in any order, depending on their needs and priorities. The primer serves as a “policy-at-a-glance” document that prioritizes practical usability but does not cover every potential question that a district might have. Districts that have additional questions after reviewing the primer are encouraged to connect with the Nevada Future of Learning Network for additional guidance.

Topics include:

1. Activating the Portrait
2. Developing Great Teachers and Leaders
3. Next Generation Career Pathways
4. Measuring What Matters

The Nevada Policy Primer can be used to begin reimagining education and lay the foundation for transformative learning experiences in your district.

Activating the Portrait

The Portrait of a Nevada Learner represents a shared statewide vision of the mindsets and skills that help students thrive in a rapidly changing world. It reflects a commitment to academic knowledge and durable skills that support every student's growth, impact, and well-being.

Districts are encouraged to develop and activate local portraits that reflect their community's unique values and priorities while remaining aligned to the statewide vision. This alignment helps ensure coherence across the state's education system while maintaining local flexibility and voice.

This topic might be right for you if...

- You want to build or refine a local portrait of a learner that connects to Nevada's shared statewide vision.
- You are reimagining your graduate profile, curriculum, or assessment systems around durable skills and competencies.
- You want to strengthen community engagement and create shared ownership of your district's educational vision.
- You are ready to move from vision to action by using state-supported tools like the [Activators Guide](#) or [Portrait of a Learner Learning Progressions and Competencies](#) to bring your local portrait to life in classrooms.

What is it?

Developed by the [Nevada Department of Education](#) and the [Nevada Future of Learning Network](#) (NFLN), the Portrait of a Nevada Learner articulates a collective vision of what Nevada students need to succeed. It focuses on four interconnected dimensions: Empowering, Connecting, Impacting, and Thriving. These describe how learners grow, relate, and contribute to their communities

State supports include:

- **Nevada Future of Learning Network:** A statewide coalition that provides resources, communities of practice, and implementation tools (e.g., the [Activators Guide](#) and [Portrait of a Learner Competencies](#)) to help districts design and activate their local portraits.

- **District flexibility:** The state does not prescribe how districts must design or adopt their portraits. The state supports local education agencies in developing and refining portraits and competencies that align with the Portrait of a Nevada Learner while allowing for local innovation and visions.
- **Integration opportunities:** The Portrait framework supports alignment across Nevada academic content standards, performance frameworks, and graduation expectations, creating coherence among curriculum, instruction, and assessment.

What does it mean for my district and school?

Districts play the central role in bringing the state’s vision to life locally. They have the opportunity to elevate their local values and priorities through statewide Portrait alignment.

Alignment with the state Portrait allows districts to:

- Strengthen coherence across K–12 by linking local curriculum and assessment systems to shared statewide competencies.
- Maintain flexibility in how they define, express, and measure the skills that matter most to their communities.
- Promote consistency in learning expectations by ensuring that every student across Nevada develops the mindsets and competencies needed to thrive.
- Leverage statewide supports from the Nevada Future of Learning Network, including peer collaboration, technical assistance, and access to professional learning experiences.
- Enhance community engagement by connecting local goals to a broader, statewide movement that celebrates the shared purpose of public education.

How can it be used in my district and school?

In order to determine local pathways to a statewide vision, districts can take the following actions:

- Engage in community visioning
- Align curriculum and assessment systems
- Build structures for continuous improvement
- Create local policy coherence
- Leverage state support and collaboration

To **engage in community visioning**, districts can...

- **Establish a design team:** Identify a small cross-functional group (e.g., district leaders, principals, teachers, students, and community partners) to guide the local Portrait process. Clarify roles and decision-making structures before engaging the broader community.
- **Gather diverse voices:** Host community listening sessions or workshops that include parents, business leaders, and civic organizations. Use open-ended questions such as “What knowledge, skills, and mindsets do our learners need to thrive here?” to surface shared priorities.
- **Use the state Portrait as a starting point:** As a district or school, center discussions on the four domains of the Portrait of a Nevada Learner: Empowering, Connecting, Impacting, and Thriving. Provide participants with plain-language summaries or visual tools from the Nevada Future of Learning Network.

- **Translate insights into local language:** Synthesize input into clear statements or learner attributes that reflect local culture and priorities. Draft “look-fors” or short vignettes that describe what these attributes might look like in classrooms or community settings.
- **Build broad ownership:** Share draft versions of your local portrait publicly through school boards, student councils, or family events. Gather additional feedback before formal adoption by the district.

To align curriculum and assessment systems, districts can...

- **Conduct a landscape review:** Inventory where current standards, assessments, and graduation requirements already align with or diverge from the competencies in the Nevada Portrait of a Learner.
- **Adopt or adapt competencies:** Decide whether to adopt the state’s draft competencies as written or adapt them for local context. Create crosswalk documents showing how the state Portrait or locally developed competencies map to subject-area standards.
- **Identify key performance tasks:** Work with teacher teams to design or select performance-based assessments, such as portfolios, exhibitions, or capstones, that demonstrate mastery of competencies.
- **Pilot and calibrate:** Start small (consider one grade level or band) and test how Portrait-aligned (state or locally developed) assessments and rubrics work in practice. Collect teacher and student feedback to refine tools.
- **Integrate into reporting and graduation:** Explore how competencies can inform grading systems and graduate profiles so that mastery of durable skills becomes part of how progress is recognized.

To build structures for continuous improvement, districts can...

- **Develop shared indicators:** Create a small set of measurable indicators such as project-based learning artifacts or evidence of collaboration that reflect outcomes of a state or local Portrait.
- **Embed regular reflection:** Schedule quarterly or semester-based reflection cycles where school teams analyze student work, discuss progress toward competencies, and plan next steps.
- **Center student voice:** Integrate student surveys, focus groups, or advisory feedback into review cycles related to the locally developed or state Portrait. Consider student-led showcases or community exhibitions to make progress visible.
- **Capture and share learning:** Document local success stories through short videos, blog posts, or social media features. Share examples through the Nevada Future of Learning Network and regional professional learning communities.

To **create local policy coherence**, districts can...

- **Embed a Portrait in strategic planning:** Ensure your district’s Portrait of a Learner is explicitly referenced in the strategic plan, mission, and vision statements. Align annual goals and improvement plans to competencies.
- **Review local policy frameworks:** Audit local board policies and administrative procedures related to curriculum, credit flexibility, and work-based learning to identify where Portrait competencies can be integrated or referenced.
- **Connect to accountability and reporting:** Orient Portrait-aligned learning evidence such as performance assessments or microcredentials with existing reporting structures (e.g., school improvement plans or accreditation reviews).
- **Sustain through governance:** Encourage the district school board or leadership team to review their Portrait annually, celebrating progress and identifying new priorities for implementation.

To **leverage state support and collaboration**, districts can...

- **Join the Network:** Formally enroll your district or school in the Nevada Future of Learning Network to access technical assistance, implementation coaching, and statewide convenings.
- **Participate in communities of practice:** Nominate teacher-leaders and administrators to join network working groups focused on Portrait activation, competency design, or professional learning alignment.
- **Collaborate across districts:** Pair with another district engaged in Portrait work to co-develop rubrics, share student exhibition frameworks, or conduct inter-district learning walks.
- **Showcase local innovation:** Highlight how your district’s Portrait is shaping learning experiences by sharing through websites or social media or presenting at Network events or NDE convenings. Sharing progress can attract partnerships and statewide recognition.

Key Next Steps

- **Review** the [Portrait of a Nevada Learner](#) and [Activators Guide](#) to identify opportunities for alignment.
- **Establish or update** your district’s Portrait of a Learner steering team to lead the local design and engagement process.
- **Join or deepen participation** in the [Nevada Future of Learning Network](#) to access collaboration, microcredentials, and shared implementation resources.
- **Communicate** your district’s Portrait widely to students, educators, and community members through storytelling and visible displays in classrooms and public spaces.

You might need to consult other topics if...

- You are exploring how to support educator professional growth aligned to your Portrait (see [Developing Great Teachers and Leaders](#)).
- You are aligning Portrait competencies to career-connected learning, work-based learning, or pathway programs (see [Next Generation Career Pathways](#)).
- You need to design assessment systems that capture growth in Portrait competencies through authentic, performance-based evidence (see [Measuring What Matters](#)).

Additional Resources

- [Nevada Innovation Guide](#)
- [Nevada Future of Learning Network](#)
- [Portrait of a Nevada Learner](#)
- [Activators Guide](#)
- [Nevada Portrait of a Learner Learning Progressions and Competencies](#)

Nevada Contact: [NDE's Future of Learning Network Webpage](#)

Developing Great Teachers and Leaders

Nevada's professional development policy provides districts with broad flexibility to design learning systems that strengthen educator capacity and align with state goals for high-quality instruction. Through the [Nevada's Standards for Professional Development](#), the state emphasizes sustained, collaborative, and data-driven learning that supports equitable outcomes for all students. While these standards were adopted in 2018, they remain highly relevant and continue to guide high-quality professional learning statewide.

Districts can leverage the Nevada professional development standards and state-supported initiatives like the [Nevada Future of Learning Network](#) to deepen educator expertise, connect professional learning to the [Portrait of a Nevada Learner](#), and create pathways toward innovative, learner-centered education.

This topic might be right for you if...

- You want to develop a districtwide effort for professional learning on a local portrait aligned to the Portrait of a Nevada Learner.
- You are rethinking how to structure or prioritize professional learning time and resources.
- Your district seeks to strengthen instructional practices and leadership through sustained, job-embedded professional learning.
- You want to use professional development as a lever to advance equity, personalized learning and student agency.

What is it?

- In accordance with [state law](#), the Nevada Department of Education guides and supports school districts by providing access to high-quality, ongoing professional development aligned with the state's professional development standards. [Districts must provide professional development that meets the standards.](#)
- State policy does not require a specific number of hours of district-provided professional development per year. Districts have discretion to determine when, how, and how much professional learning to provide.

- [Educators must complete 90 hours of professional development](#) by completing in-service training, completing six college credits, or a combination of both equivalent to 90 hours to renew their teaching license.
- The Nevada Future of Learning Network offers statewide support for districts and educators advancing learner-centered practices.

What does it mean for my district and school?

- Districts are required to ensure professional development aligns with the state’s nine [standards for professional development](#), including equity, leadership, data, and learning design.
- Districts have flexibility to determine the structure, timing, and format of their professional learning offerings.
- Districts can align professional development to local goals such as implementing personalized learning, improving instructional quality, or strengthening cultural responsiveness.
- State resources and partnerships (e.g., the Nevada Future of Learning Network) can supplement district-led efforts and connect educators to statewide innovation communities.
- Districts can integrate professional learning with strategic planning by linking educator capacity-building to a local or state [Portrait of a Learner](#).

How can it be used in my district and school?

In order to build educator capacity for the future of learning, districts can take the following actions:

- Create a shared vision for professional development
- Align professional development to Nevada’s standards
- Leverage flexibility and networks
- Embed learning in practice

To **create a shared vision for professional development**, districts can...

- **Form a core design team:** Assemble a representative group of teachers, school leaders, instructional coaches and district staff to guide the work. Include at least one member from each level (elementary, middle, high) and consider inviting a board member or community partner.
- **Ground the work in the Portrait of a Learner:** Review The Portrait of a Nevada Learner and discuss how the mindsets and competencies connect to educator practice. Use the [Portrait of a Leader](#) from [KnowledgeWorks](#) as an optional companion to spark reflection on [what educator roles can look like](#).
- **Define the “why” for professional development:** Facilitate a workshop or retreat to clarify how professional development supports the district’s strategic goals. Develop a short vision statement that communicates the purpose of professional development to all staff.
- **Communicate and align:** Share the vision with schools, gather input, and embed it in district planning documents (e.g., improvement plans, professional development calendars, and evaluation systems).

To **align professional development to Nevada’s Standards for Professional Development**, districts can...

- **Review standards:** Introduce district and school leaders to [Nevada’s Standards for Professional Development](#) .
- **Audit current professional development practices:** compare existing professional development offerings against the state standards for professional development. Identify which areas need strengthening.
- **Redesign professional development structures:** Revise professional development calendars and goals so they meet these standards. For example, shift from one-off workshops to ongoing collaborative cycles or coaching models.
- **Monitor and adjust:** Create a simple rubric or checklist to assess how well professional development aligns with each standard and use it for quarterly reflection.

To **leverage flexibility and networks**, districts can...

- **Identify district priorities:** Clarify the instructional priorities that professional development should support (e.g., personalized learning, competency-based education, social-emotional learning, etc.).
- **Pilot microcredentials:** Select a small team of educators to pursue microcredentials (short, competency-based recognitions that allow educators to demonstrate mastery in a specific skill or practice), including the [Nevada Department of Education microcredentials](#). Provide release time or stipends for participation, reflection, and sharing of artifacts. These credentials help align professional learning with district goals and the Portrait of a Learner.
- **Connect with the Nevada Future of Learning Network:** Designate a liaison to participate in Network events, webinars, or learning cohorts. Explore how the [Networks Activators Guide](#) and microcredential pathways can align with district goals.
- **Share learning across schools:** Create short debrief sessions or showcases where educators participating in pilots can share insights and artifacts from their microcredential or Network experiences. Highlight that completed microcredentials may count toward the 90 hours of professional development required for license renewal, reinforcing alignment between local learning and state policy.

To **embed learning in practice**, districts can...

- **Establish professional learning communities (PLCs):** Organize teachers into collaborative teams that focus on shared inquiry around instructional practice, student work, or implementation of Portrait-aligned competencies.
- **Provide coaching and feedback:** Develop coaching systems in which instructional coaches or teacher-leaders offer job-embedded feedback tied to classroom practice.
- **Implement inquiry cycles:** Adopt short learning cycles (e.g., [Plan–Do–Study–Act](#)) where teams identify a focus, test new strategies, and analyze evidence of impact on student learning.
- **Reflect and scale:** At the end of each semester, gather artifacts and reflections from PLCs and coaches to identify promising practices to disseminate districtwide.

Key Next Steps

- **Review** Nevada’s Standards for Professional Development to ensure district offerings align with the state’s professional development standards.
- **Connect** with the [Nevada Future of Learning Network](#) to explore opportunities for collaboration and certification aligned with the Portrait of a Nevada Learner.
- **Develop** or refresh your district professional learning plan to articulate goals, measures of success, and structures for sustained educator growth.
- **Explore** the [KnowledgeWorks Portrait of a Leader](#) framework to guide leadership capacity development in support of the district’s vision.

You might need to consult other topics if...

- Your district is in the early phases of developing a vision or a local portrait of a learner (see [Activating the Portrait](#)).
- You are designing pathways that connect classroom instruction to college and career experiences and need staffing strategies to support them (see [Next Generation Career Pathways](#)).
- You want to build teacher assessment literacy to support performance tasks and mastery-based demonstrations of learning (see [Measuring What Matters](#)).

Additional Resources

- [Nevada Innovation Guide](#)
- [Nevada’s Standards for Professional Development](#)
- [Nev. Rev. Stat. Ann. § 391A.370](#)
- [Nev. Admin. Code 391.065](#)
- [Nevada Future of Learning Network](#)

Nevada Contact: [NDE’s Future of Learning Network Webpage](#)

Next Generation Career Pathways

Nevada has highlighted next-generation career pathways and industry partnerships as [critical levers](#) for preparing the state’s learning system for the future. Career-connected learning aligns academic instruction with hands-on application through Career and Technical Education (CTE), work-based learning (WBL), dual enrollment, and career pathway programs. Together, these policies create flexible routes for students to demonstrate mastery and connect learning to purpose, thus supporting Nevada’s broader vision for student success as represented by the [Portrait of a Nevada Learner](#).

This topic might be right for you if...

- You are exploring strategies to connect your Portrait of a Learner to real-world application through career pathways.
- You want to expand student access to relevant, hands-on learning experiences aligned with local workforce needs.
- You seek to strengthen partnerships with employers, postsecondary institutions, and community organizations.
- You want to align your district’s programs to new state and federal requirements for CTE and work-based learning.
- You want to ensure equitable access to high-quality pathway opportunities across all schools and student groups.

What is it?

Nevada policy supports expanded access to high-quality career pathways and increased flexibility for districts to design programs aligned to workforce needs:

- Nevada state policy and code outline a continuum for work-based learning as well as an application process for districts to have their programs approved by both their local board and the Superintendent of Public Instruction. NDE maintains [guidance](#) documents that contain relevant policies and supportive materials for application and maintenance of work-based learning programs.
- The [Nevada School Performance Framework \(NSPF\) awards additional points](#) for schools where students participate in CTE programs.

- The [Career Pathways Demonstration Program](#) authorizes schools to offer credit-bearing experiences that allow students to explore industry sectors and earn progress toward graduation.
- The [Office of Workforce Innovation](#) (OWINN) coordinates statewide industry engagement and identifies priority sectors, including education, to guide pathway development and alignment across K-12, higher education, and workforce systems.
- [Nevada's Perkins V Plan](#) provides [grant resources](#) to expand professional learning, externship opportunities, and licensure pathways for CTE instructors by helping districts recruit and support industry-experienced educators.

Nevada has strengthened its focus on career-connected learning and educator pathways through recent legislation:

- State policy provides new grant opportunities for districts to expand CTE programs and requires updates to work-based learning reporting systems to support accountability and quality improvement ([S.B. 45](#)).
- High schools that offer career pathways must now designate a Pathways Coordinator to ensure dedicated leadership for program implementation and student support. While a new state oversight body guides pathway development, including teacher pathway and tuition reimbursement supports ([A.B.462](#)).

What does it mean for my district and school?

Districts play the central role in making career-connected learning real for students.

To build career connected learning:

- Offer equitable access to approved CTE and WBL experiences aligned with state and federal guidelines. ([Perkins V State Plan, Strategic Goal 1](#))
- Report pathway participation and outcomes through Nevada's school accountability systems such as the [CTE Accountability process](#) and the college and career readiness indicator of the [NSPF](#).
- Ensure all CTE teachers hold appropriate endorsements or licenses ([NAC 389.800](#)) and that all schools offering career pathways appoint a Pathway Coordinator ([A.B. 462](#)).

Districts have flexibility to:

- Design pathway sequences that reflect local economic priorities.
- Award elective or dual credit for approved work-based learning experiences.
- Build partnerships with employers, workforce boards, and higher education institutions.
- Integrate career-connected learning within personalized, competency-based instructional models.

These flexibilities allow districts to align policy compliance with their unique community goals and Portrait of a Learner priorities, ensuring that pathway experiences are both rigorous and relevant.

How can it be used in my district and school?

To ensure students have access to next generation career pathways, districts can take the following actions:

- Establish community goals and local governance structure
- Align pathways to local economies and state priorities
- Access and leverage available supports
- Start career development early
- Ensure continuous improvement

To **establish community goals and local governance structure**, districts can...

- **Identify a working group or team:** Establish a cross-sector committee to guide your district's work on career-connected learning. This is a key opportunity to engage local industry. The committee could be housed at the district office, through your school board or as a sub-committee of a strategic planning group.
- **Develop local priorities:** Conduct a landscape analysis of local industry needs as well as survey students around career goals.

To **align pathways to local economies and state priorities**, districts can...

- **Map and align pathways:** Review your district's existing CTE, WBL, and dual enrollment offerings to ensure they align with local industry priorities and statewide needs [as identified by OWINN](#).
- **Connect to the Portrait of a Learner:** Frame career-connected experiences as opportunities for students to demonstrate the skills framed in either your local Portrait or the Portrait of a Nevada Learner.

To **access and leverage available supports**, districts can...

- **Access available resources:** Once key local priorities are established, apply for state grants and access available career coaches.
- **Expand community partnerships:** Collaborate with employers, workforce boards, and post-secondary institutions to co-design internships, externships, and dual credit options. Establish shared data systems and feedback loops to continuously refine program relevance.

To **build educator and system capacity**, districts can...

- **Support educator capacity:** Encourage educators to engage in externships, professional learning, and CTE endorsement pathways. Leverage [NDE](#), [OWINN](#), and [Nevada Association for Career and Technical Education \(ACTE\)](#) resources to build expertise.
- **Use flexible credit:** Adopt local policies that recognize demonstration of mastery through career experiences.

To **ensure continuous improvement**, districts can...

- **Monitor access and outcomes:** Collect data on participation and success across all student groups. Use this information to ensure equitable access and guide continuous improvement efforts.

Key Next Steps:

- **Review** current CTE and WBL programs to identify alignment with new state requirements under [S.B. 45](#) and [A.B. 462](#) as well as local needs for students and employers.
- **Appoint** or confirm a district-level Career Pathways Coordinator to lead alignment and reporting efforts.
- **Join** or deepen participation in the [Nevada Future of Learning Network](#) to connect career pathway design with [Portrait](#) implementation.
- **Develop** or update partnership agreements with employers and postsecondary institutions to expand internships and dual credit options.
- **Track** and report access and outcomes transparently to ensure equity and continuous improvement.
- **Communicate** how your district's career-connected learning system advances Nevada's vision for personalized, competency-based education.

You might need to consult other topics if...

- You want to align career connected learning in your district to your local or the state's Portrait of a Learner (see [Activating the Portrait](#)).
- You want to think about incorporating career connected learning to your local accountability framework (see [Measuring What Matters](#)).
- You are planning to provide professional learning for teachers leading career connected learning in your district (see [Developing Great Teachers and Leaders](#)).

Additional Resources

- [Nevada Innovation Guide](#)
- [NV CIEE Roadmap](#)
- [GOWINN In-Demand Occupations](#)

Nevada Contact: [NDE's Future of Learning Network Webpage](#)

Measuring What Matters

Future ready metrics have been identified as a [critical priority](#) for Nevada’s education system. Several statewide efforts and policies are now converging, including work to develop the [Portrait of a Nevada Learner](#) which reimagines the measures of school success as well as [new policy](#) that adds measures and reporting requirements. This primer will help you develop a strategy to navigate these shifts while maximizing opportunities to measure what really matters to your learning community.

While the policy context around measuring school quality will continue to evolve, the good news for district and school leaders is that a single set of actions prepare learning communities to be successful in any model of assessment and accountability. Schools and districts can prepare by clarifying what really matters to their community, identifying the data that will tell them they are successful in meeting those goals, and developing a plan for how to use data to guide them as they work toward their objectives.

This topic might be right for you if...

- You want to be proactive in aligning work that matters to your school or district while navigating changes to accountability policy.
- You have a vision for school success but need to identify what evidence will support achievement of the vision.
- You have goals for school improvement but need to think about how data will inform the school improvement process.

What is it?

The Nevada Department of Education has invested in the development of a statewide [Portrait of a Nevada Learner](#) to advance a shared vision for student learning and accountability. The Commission for Innovation and Excellence in Education and the Nevada Future of Learning Network support the development and implementation of local and state Portraits by guiding districts’ definition of the knowledge, skills, and dispositions students need for future success. This body of work represents state investment in reimagining the measures of success and serves as an important signal that local learning communities are encouraged to do the same.

In addition to existing [assessment](#) and [accountability](#) requirements, there are several new programs and policies that elevate the reporting requirements and stakes for school performance. [Acing Accountability](#) was a program established to assess key indicators of school performance following a historic budget increase. The data are reported on a [public facing webpage](#) and each district selects a local measure. This past legislative session [S.B. 460](#) expanded Nevada’s accountability and reporting system by adding new measures and public reporting requirements for districts that established consequences when performance targets are not met. As NDE updates guidance, it can be located on the [NDE Metrics Subcommittee](#) webpage.

What does it mean for my district and school?

Districts can play an important role in the new era of school quality measurement by being proactive. Leaders can prepare to meet this moment by developing a coherent approach to measuring what matters to their learning community.

Districts can ensure they have a clear vision of measurement priorities when developing a Portrait of a Learner (or Graduate). Once those measures are identified, districts should specify the data that will confirm their advancement toward the Portrait. Districts can leverage the [Network](#) to learn from peers about how they are using data to drive improvement and communicate their work to the public.

To prepare for reporting requirements of [S.B. 460](#), districts can establish a cohesive data-driven improvement strategy. Districts should consider [state reporting requirements](#) as a component of a locally contextualized accountability model, rather than letting the state requirements fully drive what is reported to their local community.

How can it be used in my district and school?

In order to build local systems that measure what matters, schools and districts can take the following actions:

- Align community priorities with Nevada’s evolving assessment and accountability systems
- Establish a coherent and systemic approach to data and improvement
- Ensure all members of the learning community are on board

To **align community priorities with Nevada’s evolving assessment and accountability systems**, districts can...

- **Clarify what matters most:** Engage educators, students, families, and community partners to define what success looks like for your learners. Use your local or state Portrait of a Learner as a foundation for identifying the outcomes and experiences that matter most to your community.
- **Establish a data team:** Build a small working group that represents a cross section of your learning community to focus specifically on developing and maintaining your data work.
- **Map existing measures:** Conduct an inventory of current assessments, reporting requirements, and data sources to identify where they already reflect your community’s priorities and where there are gaps. Note where duplication exists and where flexibility might be requested under [S.B. 460](#).

To **establish a coherent and systemic approach to data and improvement**, districts can...

- **Align improvement plans:** Integrate your local priorities and Portrait outcomes into work required by state policy including school and district accountability, accreditation, educator performance, and continuous improvement planning. Pair state-required metrics (academic achievement, growth, and attendance) with locally meaningful indicators such as engagement, well-being, and career readiness. Ensure that school-level plans have some consistent measures so they can roll up into district measures.
- **Develop a balanced measurement system:** Design a system that includes both quantitative and qualitative measures to capture the full story of student success. Consider including performance tasks, exhibitions, or portfolios alongside traditional assessments to show growth across multiple domains as well as non-academic measures of school quality such as school climate and stakeholder perception surveys.
- **Use data for learning, not just compliance:** Embed regular cycles of reflection and improvement. Establish data routines that allow school teams to review evidence, adjust strategies, and document progress toward community-defined goals. Share findings transparently to foster learning and accountability.

To **ensure all members of the learning community are on board**, districts can...

- **Establish support:** Schools need support to meet more rigorous reporting requirements. Ensure that consistent tools, structures and processes are available as schools develop and maintain plans.
- **Communicate progress:** Use dashboards, student showcases, and community reports to make data visible and meaningful. Tell the story behind your numbers. How do your measures reflect what matters most in your learning community?

Key Next Steps

- **Form** a data working group to coordinate work across district departments (data, curriculum, school improvement, communications, etc.).
- **Join** or deepen participation in the [Nevada Future of Learning Network](#) to access peer learning on balanced assessment and continuous improvement.
- **Engage** your governing board and community in reviewing and interpreting new accountability measures through the lens of your Portrait of a Learner.
- **Communicate** your evolving measurement approach widely including through school board updates, family engagement events, and public storytelling that connects data to purpose.

You might need to consult other topics if...

- You need to better articulate the goals of your learning community (see [Activating the Portrait](#))
- You want to incorporate continuous improvement and data literacy into professional learning in your district (see [Developing Great Teachers and Leaders](#))
- You want to measure your learning community's work in preparing young people for the workforce (see [Next Generation Career Pathways](#))

Additional Resources

- [Nevada Innovation Guide](#)
- [Nevada Future of Learning Network Website](#)
- [Nevada Commission on Education and Excellence June 2025 Report](#)
- [Senate Bill 460 As Enrolled](#)
- [Nevada School Performance Framework](#)
- [Nevada Educator Performance Framework](#)

Nevada Contact: [NDE's Future of Learning Network Webpage](#)

Resources and References

Activating the Portrait

- [Portrait of a Nevada Learner](#)
- [Nevada Learning Progressions and Competencies](#)
- [Activators Guide](#)

Developing Great Teachers and Leaders

- [Nevada's Standards for Professional Development](#)
- [Nev. Rev. Stat. Ann. § 391A.370](#) – Teacher Professional Development
- [Nev. Admin. Code 391.065](#) – Licensure Provisions
- [Nevada Future of Learning Network](#)

Next Generation Career Pathways

- [Nevada Department of Education Guide to Work-Based Learning](#)
- [Nevada School Performance Framework College and Career Readiness Indicator](#)
- [Office of Workforce Innovation \(OWINN\)](#)
- [Nevada Department of Education Perkins V Plan](#)
- [Nev. Rev. Stat. Ann. § 232.985](#) – Career Pathways Demonstration Program
- [Nev. Admin. Code 389.800](#) – General Requirements for CTE Programs
- [Assembly Bill 462](#) – Establishes requirement for Pathways Coordinator

Measuring What Matters

- [Senate Bill 460](#) – Education omnibus bill.
- [Nevada Commission on Innovation and Excellence in Education June 2025 Report](#)