

Suggestion Box #2 - Closed 5/23/25

Question #1

What opportunities or programs, that may already be offered in specific areas, would you find useful at your school to enhance our childrens' educational experiences? (Examples: Culinary Arts, After School Tutoring, etc.)

Swimming. Build a pool.

We need to provide after school tutoring.

We have a lot of district wide tools already. Having people communicate in every department would allow for everyone to know they exist.

An All-Weather Track, so that Smith can host league track meets and build community involvement. Culinary Arts, Auto Shop, Electrical...

After school tutoring would definitely be helpful. Paper is ok, but hard for younger students to use as a tutor

Classes that are more rigorous , preparing for college, not just the work force. Tutoring in all subjects not just math and english.

The CTE programs have been a huge success at our High School. I think the schools and district are always seeking supports and resources to engage our students.

I would love to see PE back at our school by a licensed PE teacher. Kids are getting fat and that is not healthy. After school tutoring should be offered early in the school year rather than trying to play catch up the last couple of months.

Offering a dedicated Personal Finance course would enhance our students' real-world readiness. A brief unit in Economics isn't enough—students need deeper, hands-on experience with budgeting, credit, taxes, and saving.

I would love to see more CTE options, such as electric shop, wood shop, welding. I would also love to see personal finance become a required class.

We need Special Education classrooms for students who may experience behaviors that do not allow them to be successful in the General Education classroom alone. These students do not "fit" in the General Education classroom nor a CLS/Strategies classroom. We need an additional placement - or bridge - to help these students be successful at school. Other school districts implement these classrooms already.

More opportunity for AG classes hands on and home economics, life skills.

After school tutoring; after school clubs at elementary levels that highlight different interests such as baking, robotics, etc.; coaching roles for teachers; additional services for mental health for students; social resource sped programs at all levels; ability to provide more experiences for students (e.g. going to sporting events, museums, mini golf, bowling, etc.).

Auto Shop at DHS, Physical on Campus after school tutoring, Advisory classes that can focus on makeup work

I'd love to see Lyon County adopt the Green Schools programs. I worked at a school where we implemented the program and students learned hydroponics, beekeeping, etc... I think all schools should have a garden.

After school tutoring, that uses a program to help students.

Welding and personal finance. In fact, personal finance should be a required class for all LCSD high school students regardless of if the State of Nevada requires it. Be a trend setter, LCSD. Many articles and studies highlight gap in future earnings between high school students who take personal finance and those who do not. Get rid of the DEI social emotional learning garbage like Character Strong and replace it with personal finance curriculum.

I believe our students would benefit from a culinary arts class like offered at other high schools in our district. I have had students show interest in wanting to learn the basics of cooking.

We need more elective choices. Specifically some that more girls would be interested in.

Culinary arts, auto shop, after school tutoring, lower level math classes

auto shop

Tutoring

We already do culinary arts and tutoring, I think maybe a family culinary arts would be nice

Music (learning how to play instruments K-12), Culinary Arts (9-12), and after school tutoring or interventionists for Math (not just reading).

We need to put kids on a trade school track in middle school where they learn not all will be influencers or sit at home making money gaming.

I don't know what other programs might be available, but I do know that students and parents prefer in-person tutoring more than Paper. I would love to see an auto mechanics program, but I know those are costly.

business math/accounting/record keeping/banking

Culinary arts, automotive shop, Business/life skills ELA semester course (resumes, applications, reviews, proposals, etc),

Arts : Art, Music, Drama

A culinary arts program in conjunction with a home economics type program would be great for all students to take. More and more kids are coming to school not having basic skills to cook, clean, iron, count money, care for a child, etc... and would benefit from this offering. Another would be a construction/building project class where kids learn to build a tiny house with all the amenities of a regular home, then is raffled off at the end of the school year as a fundraiser.

Parent classes that involve test scores and strategies to help parents teach students.

Students need PE every day. They also need enriching assemblies, Music classes and arts. Certifies instructors for Specials.

Welding, FFA, after school tutoring, activity bus.

After school Tutoring

Culinary Arts, Diesel Mechanics, Truck Driving, and Information Technology.

The Yerington area has many students that have Social and Emotional needs, and not enough resources to help them. We need a better SEL program (Compass is HORRIBLE), and we need more therapists and counselors available. We also need parents that understand when their child is having a hard time, and will sign them up for these services.

Opportunities such as academic clubs, science fairs, music, art, drama, and leadership programs not only support the curriculum but also help students build confidence, creativity, collaboration, and a sense of belonging.

I think Drama and Music should be offered as a Special for Elementary schools. I believe offering more cultural programs can help our students become more knowledgeable with worldly events. Allowance for more field trips. Musical productions and talent shows.

What would enhance our students educational experiences would be to finally hold them accountable for what they do. It would be nice to stop letting them walk around with their phones in their back pocket. they text each other to meet up and the bathrooms and they take them out all the time in classrooms and teachers have to stop what they are doing to deal with it and lose teaching time. We have had students wrote up for having phones over five times and guess what they still have them.

As transportation is often an issue for after school programs, a study hall/tutoring option that can be built into the day could be beneficial. Also more classes like shop, mechanics, culinary, art, music to help expand not only basic knowledge but workable skills.

Music education and Art

Business classes using the computer, Culinary Arts, and keep After School Tutoring

Culinary Arts at FHS. Why is our old cafeteria kitchen not being used for anything? It's an excellent space and opportunity that should be used like Dayton. Also, can someone please explain why we need three basketball gyms? All High Schools in Washoe have more kids than us but only need 1 big and 1 small court so why do we have 3!? Why not change that space into something that more educational for our students? I don't understand why the board doesn't make these changes for our biggest campus.

Music

Green Our Planet has been a great program to have at SSES. I encourage its continuation and growth.

Forensic Science / Culinary / an open library with a full time librarian so students could go there for academic support, scholarship support, or a quiet place to read and work.

I believe that Dayton High School would benefit from more trade focused electives, like woodshop, auto shop, etc. Additionally, JROTC would be a great option. It isn't about preparing kids for military, but giving leadership opportunities

Home Economics

Yerington High School has limited vocational programs compared to other schools. We are lacking culinary arts, auto shop and wood shop. Our student body could greatly benefit from and increase in vocational programs. I needed more room below to clearly explain all of my thoughts.

After school tutoring in very small groups. Children with difficult behaviors excluded. I think after school STEM classes ran with a project approach could be amazing. I also think prayer groups after school would be morality and values back to a generation stripped of personality traits such as respect, responsibility, and compassion for humanity.

I think having a program that teaches our kids how to grow their own food from seeds to harvest. Which would include composting and seed selection to produce desired results.

interventions provided by highly skilled teachers, not support staff, to help students close gaps

After school team building or intramural program

Music class in all elementary schools and after school tutoring paid at an amount to incentive us teachers to participate.

An additional CCRI instructor to allow more students to receive support.

Our schools in the Yerington area have very few opportunities to engage in programs. Sadly, our high school is cutting back on CTE programs and if they do have a program, the necessities for those classes have not been well maintained or up to date. As for the elementary school, we also do not have many programs offered. We have tutoring after school that is provided by the Boys and Girls Club, but only the club kids can attend.

Music Class, Before and After School Tutoring

We need to bring back music instruction. Anything that gets them off computers.

I would love to see a GATE program at SSMS. Students at SSMS have a program for them, and then they come to the high school with nothing comparable. Even if it was one class period to challenge them at the beginning of the day... One period to give them focused enrichment!

More Job Ready electives, Culinary Arts, Mechanics, Manufacturing Principles

Get rid of ACT Math requirement for mandatory 4th year of math. If a student is not planning to attend a college for a degree program, they do not need a particular score in Math.

Stop testing our students constantly. This takes away from the teacher's time to teach and the students time to learn.

More elective options

more elective choices, traditional schedule(no block),

Theatre Arts, Orchestra, Student Peer Tutoring

Kinder garden aides, they are vital for student retention and growth. They can help with behaviors, small groups and 1/1 when needed for our low students.

- 1) Activity busses for all students to attend extra curriculars offered at school
- 2) In addition to the differentiated small groups at their level, the way students learn has changed significantly in the last decade which leads me to believe that we must change the way we teach in a dramatic way. Due to shorter attention spans, a thirst for quick knowledge such as You Tube Shorts and Tik Tok, tell me that our lessons have to be quick moving, interactive and high energy BURSTS.

CTE programs should be offered at all high schools to ensure equitable access for all students. Limiting programs to select sites creates barriers, especially when other schools are 30–60 minutes away. Every student deserves the opportunity to engage in hands-on, career-focused learning that prepares them for future success. Expanding access across all campuses supports equity and student achievement.

Home Economics, Foreign Language, Band, Choir

Big Brother/Sister, Book Club, Parent Volunteer-Late Arrival carpool system.

All children love Art, why can't that be a class of it's own. After School Tutoring should start sooner than it does. Why are they waiting till second semester? They should know after 1st quarter who needs the extra help.

Culinary Arts and Life Skills Class

I would like to see more trade classes. Culinary Arts, mechanics, construction, and even cosmetology.

Middle school: High school role models for students who need extra support in reading and/or math; mandatory after school tutoring for students who fail to show growth on MAP tests and classroom tests & quizzes; true art classes - drawing, water color painting, paper mache with painted components, puppets with movement, clay work, origami, etc.

Meet the Masters art program or a music program. Music increases mathematical knowledge and reading readiness. I had a 4th grader that didn't know how to use scissors in my class last week. We push the academics so hard at an early age that kids aren't developing other skills like fine/gross motor in the early grades. They are not robots, you can't just program them to get better test scores. We need to allow for child development.

We need more choice for electives; we do need to offer after school tutoring and transportation with it.

Teacher Leaders in the district are immersed in literacy training that has absolute value. I have learned that the Curriculum and Instruction department has no plans to DO anything with this training at the secondary level. Secondary Teacher Leaders are being trained and can teach our colleagues how to teach reading strategies in the content areas, but our district will not support us by giving us time for professional development on site. We must learn how to teach reading in secondary.

More project based learning opportunities and hands on learning opportunities.

more CTE programs at the high school, different extra duty contracts so we can involve more students

after school tutoring to all grade levels

Physical Education - kids need to learn how to play games and follow directions.
The Zones of Regulation and Calm Down Corners should be implemented in every classroom.

Consistent Prek, After school tutoring, education on trade schools and opportunities.

Stem and Steam, Project based learning

After School Enrichment at the Elementary School level would be a great addition for our Dayton families, many of whom are of lower socioeconomic status . Offering opportunities in areas such as art, sports, STEM would be amazing. It would build confidence in learners and engage students in "Learning for Life" experiences.

Daily, teacher led, PE at the elementary schools would be a huge benefit, not only in helping to work out excess energy, but also to teach students the actual rules of games, sportsmanship, and playground rules.

Due to the way recesses are set up at some sites, there is no playground space available for daily PE for classroom teachers.

A "daily mile" system - could also work. <https://www.thedailymile.us/>

Music education, home ec. and full time reading interventions for bubble kids instead of the lowest kids.

Cooking, budgeting, life skills, tutoring and mentoring would be nice options that could really enhance all children and I would love to see that offered to my own kids.

Bring back after school tutoring. Keep Lexia available to all students.

Trades like auto mechanics, carpentry, plumbing, electrical etc.

Auto shop, culinary, dual credit world languages, breakfast club

Tutoring, social workers (Don't Cut), free breakfast and lunch, Art, less phone time and more time reading

After working in CLS for 10 years and seeing teasing, making fun of, and giggles from the gen-ed kids, I think all the students should have a short informational session about the Special needs students.. How a simple skateboard fall could cause them too to have a debilitating brain injury. A simple birth when the umbilical cord constricts oxygen for a moment, a car crash... Its heartbreaking to see them imitating a child stimming. (flapping hands or noises)

after school homework help, automotive,

We need more elective teachers.

I would like to see a Dyslexia program implemented, or at least a PD to give teachers ideas on how we can help students that we encounter that may have dyslexia. As I was told, dyslexia is not tested for until 3rd grade, which is way too late. Dyslexia in students begin much sooner than that, and if we know the signs, we, as educators, can begin to help them acquire strategies that will help them in the upper elementary grades.

Culinary class, life skills classes, mechanics class

Culinary, woodshop, weights, groups

After School Tutoring would be awesome for the elementary age. Teachers would get paid to work extra with our students who need the extra help.

I believe too that music needs to be brought back to our schools.

A "make up work" room would be very helpful for the students whose behaviors don't allow them to finish their essential work on time in the classroom.

Culinary at FHS, culinary and sewing in all middle schools, CAD,

Academic Summer School and Tutoring

Auto mechanics, keep culinary arts, building and construction

Auto Shop, Welding, Culinary Arts, Accounting

More than anything, our school needs lights for the football field. Not being able to host football games is not great for our school morale or community involvement. We also

We would also LOVE a culinary arts program, baking class, DECA, and more club opportunities like boys volleyball, gaming club, FAA, etc.

Culinary and welding for sure. I know that automotive would also be popular. I've also thought it would be worth while to try and create more partnerships with TMCC. We have nursing but why not dental assisting/dental hygiene. There is a huge need for hygienists in these rural areas. TMCC has a whole bunch of other CTE areas including some that are already offered at some high schools, why not help the students be able to graduate with a degree?

Music is desperately needed

Music, Art, tutoring, PE, Computer science, Coding, STEM

Definitely after school tutoring that children should be able to advance out of. Cooking, learning about taxes and how to save money. Career choice classes. First Aid

**Question for next time...How should we handle behavior children more effectively? What we are doing now, in giving the students their way only until the end of the school year and then passing the behavior on, is obviously highly ineffective.

Kindergarten Para's staying. Scores have proven that they are effective.

Question #2

It is documented that test scores for reading and math are below desired levels both locally and nationally. What factors do you feel contribute to those low test scores and what strategies can be employed to improve those scores?

Parents are not paying attention.

We are putting subs in classrooms and they do not receive evaluations. These people should see administrators more than a few times throughout the year. Teachers of all skillset are not following curriculum. This creates gaps going to the next year's teacher. This is great to hear from admin that they do see teachers doing it. I would be too if they stood in my room. Teachers do not have common assessment practices outside of district tests.

Test should be abolished for the majority of students. Students know the game and know it doesn't matter, so therefore they don't try or care. Also most feel that college is a detriment to their future. Career focused pathways should be implemented. Also, a 4 day work week!

We don't have a math intervention. All we have is i-Ready. We need to have a district accepted math intervention.

We need to go back to putting kids that are the same level (not grade) together in a class so the teacher can dedicate his/her time to teaching the low, medium, or high kids rather than trying to address all levels. I currently have 5 levels of learners in my 5th grade class. There is not enough time to make sure each level has what they need to be successful and learn what they need to learn. If I had all low level learners I could address that with all of them and move them up faster.

Attendance is the largest factor in my opinion, I don't have a specific solution to get students to care about attendance. Maybe a hard line in the sand of 10 absences in a class is denial of credit or removed from class.

Students don't have buy in with testing and just don't really care. Some students have test anxiety and regardless how proficient they are, they may not be successful ON THE TEST. Test taking strategies are always reviewed with students, we can only teach and do so much. Students have to WANT to be successful on the test.

Behaviors is the number 1 cause of students who are low. This affects the behavior student and everyone else in the classroom. I had a student that meowed every day. The child did NOTHING academic. I had 22 other students who were trying to learn but obviously couldn't because of one student. Admin needs more options than what they have with the amount of students who have these issues. You can't keep 25 kids in the office. There is no one to watch them when admin has to go chasing another

First, I think we need to provide time for silent sustained reading; students need time to read for fun, not just classes. More importantly, I think we need to TEACH reading better. Sight words, Lucy Calkins, moving away from phonics was such a terrible idea as our test scores (and my own children's experiences) show. I know LCSD is making changes in this area, so keep it up! As for math, I think we need to bring back pre-algebra and remedial math at all levels in high school.

We need to be following the Science of Reading. With the LETRS trainings, this information is beginning to flow into our schools. However, we still have teachers using programs (such as LLI and leveled readers) to teach their students to read. Science shows that students do not learn to read by memorizing words nor from a leveled reader. Students need teachers that employ structured literacy, use decodable texts, and focus on explicit, systematic instruction to teach phonics.

Standards based grading at the elementary level has been horrible! Students do not care on any of their work nor do they attempt anything because they know they will just get a "1" and move on. Parents struggle to understand what the numbers mean and how that exactly correlates to how their child is doing. There is no consequence to getting only 1s and 2s nor refusing to do anything in class. Bring back A-F grades and retention to elementary.

Maybe in the lower grades allowing students to fully understand the math materials. From personal experience as a parent, just when the student grasps some understanding they move onto something new. How about we work on mastery not hurrying through curriculum that is above their heads that they are just going to relearn in middle school and high school. How about we think about what this is doing to their mental health.

Students are not reading and writing enough. They learn strategies of what to do while reading, but rarely get to put it into practice. Less strategies and more reading. Once students fall in love with reading, THEN we can introduce the strategies. I had the highest SBAC scores in the entire school during my first year of teaching. I achieved this by having students read within their zones of proximal development and ensuring they were able to read silently for 30 minutes each school day.

I believe there are several factors: long term subs, low quality teachers due to a lack of incentives for new employees. Also standards based grading above grade 4 is not helping students be responsible for their learning. Parents can't check students grades throughout the quarter on each assignment, low attendance, our curriculum- I Ready only gives students 5 problems to do independently. It takes more repetition to get information into long term memory. Foss kits don't align with standards,

Ban all cellphones. Period. Buy the locking bags to keep cell phones secured during class time. Make the punishment for having a phone out during class substantial. Also, bring back merit to LCSD. Poor grades mean no sports, no CTE classes, no clubs, no field trips. The bar at LCSD schools cannot go any lower, it's quite pathetic actually. Reestablish order and discipline in LCSD and the scores/grades will improve drastically.

I believe we need to a math intervention class and reading intervention class to students who are falling below the standards. This would also give students who need extra support the opportunities to receive it. I feel this is most important in the area of reading, we have so many students at the high school that are still reading at a low elementary level.

We need to DECREASE the amount of tests that are given. Kids and teachers don't put value in them anymore because they are tested too much.

Almost all youth spend most of their time staring at a screen. They never read anything other than texts and social media posts. Few do homework. Many parents enable their children and or provide little if any expectations, accountability or structure at home. Apathy is the new pandemic.

Students missing the basics, lower level classes should be offered in those areas to fill in the missing skills of students would help those struggling

Filling in the gaps, working at their grade level until they grasp the concepts. Some of them don't understand some of the abstract concepts so they just keep falling further behind and they act out as to not feel embarrassed.
Doing math on computers, not having math everyday (middle and high school), no number sense
For Math, first, students need math every day. Get rid of block schedule so kids can have math everyday. Second, we need to stop passing kids on in math when they have not learned the material. Third, for lower performing students, offer a Math track that spends 2 years on Algebra 1 and 2 years on Geometry. This way you can slow down the material and give them more time to learn it and still meet the requirements to graduate. Lots more to say, not enough space to type it all....
Teaching is not a priority anymore, there are too many testing days and assemblies that take precedence. We are told what to teach, when to teach without the freedom that we need we are also teaching above the students instead of where they are at to get them to where they need to be.
Get rid of standardized tests and just focus on teaching them how to read efficiently and effectively to be college and career ready.
Honestly - get rid of the computers ! I sit in class watching most play games (unblocked shooting games) or they are glued to YouTube.
Phones. Phones. Phones. Apathy. Get rid of the phones. Don't put it on teachers to police it. They need to be gone all day.
social media, AI,
Students have no real buy in and scores do not reflect actual ability. I do not know. Why do we need standardized testing other than for bragging rights and federal funding rewards?
No more standards based grades in elementary schools
I believe the overall factor contributing to this is that nearly every kid has a phone or type of technology device that they are not using to bolster their reading skills. It is proven they are addictive, and kids are addicted! As a district, we need to implement a reading program, like Accelerated Reader, that at the least requires kids to read the Cliff Notes version of a book. This could help with the at home reading situation, since they would be held accountable at school.
Parent-student buy in and more accountability with absenteeism.
Teachers need behavior supports in the classroom so we can actually teach the students who want to learn.
Lack of phonics instruction, lack of retention, undervaluing of the grading system.
Parents that are not supporting their students by making sure they are attending school. Parents that are also not in communication with teachers when teachers are trying to reach out and set up parent meetings to discuss behaviors and performance along with resources that are trying to be provided but students are not taking advantage of. Having resources & the funding to be able to offer afterschool tutoring options on a consistent basis would be beneficial.
Behaviors. Teachers spend so much of their time dealing with the same behaviors often times repeat offenders.

Students are continually distracted by their cell phones. Every teacher in every class wastes time battling this issue. Cell phones should not be allowed on campus; students are not responsible enough to manage them independently.

At this point in our society, we have parents who don't seem to care if their child is not doing well. They do not help with homework, or seem to care when teachers are letting them know when their child is struggling. Very few will help them at home, and none seem concerned that their child cannot read in middle school. The number of RAP students that we have, that do not help or sign their child up for tutoring or summer school... If the parent doesn't seem concerned, why should the child?

Class sizes are too big, third and 4th grades should not have 26-28 students. Student behavior has become a huge problem especially with little to no consequences. I personally feel we are giving too many tests with iReady math and reading diagnostics, then MAP reading plus SBAC 4 tests and iReady lesson assessment and HMH quizzes we are seeing test apathy!!! And now 3 MAP tests this spring???

Chronic absenteeism—especially among staff—is a major factor in low test scores. At Fernley High, 21–22 teachers were absent last Thursday and Friday alone. Students can't learn effectively without consistent instruction. A four-day school week could reduce mid-week absences from sports and PD, keeping both teachers and students in class more consistently.

We need more sufficient early intervention programs for both math and reading at every grade level. Make parents and students more accountable for absences. Make parents accountable for their child's education. Hire staff that are educated, qualified and EXPERIENCED. Stick with one program and give ample intervention strategies for students who are below in scores and/or higher in scores. EDUCATE your staff, make PD's mandatory and necessary for ALL staff (Classified).

Test scores are low because the students simply do not care. They sit there and just click, click, click and take a nap. They know that they can sit there all year and not do anything and still be pushed through to the next grade. I had a student maybe turn in three assignments and sit there all year watching airplane videos and guess what he got pushed right on through to the next grade. Half the students cannot spell and their handwriting is just as bad.

Schools often bounce between different programs, the latest/greatest/newest teaching method, requiring learning curves for teachers and students. And many have home life stress and lack of support at home for learning. It is difficult to focus when your own personal world is chaos or when parents do not understand the latest/greatest/newest teaching method that is now being taught and is vastly different than how they learned. Communication and consistency of teaching methods might help.

We are making Kinder the new 2nd grade by demanding more from them too soon

Test less (MAPs, ACT, etc.)

Accountability at the TEACHER!!! level. Since Covid we have put teachers on some ridiculous pedestal like they are god's gift to earth and can do no wrong. It's nonsense! Several of my colleagues simply don't care and should be held accountable for their student's poor performance. I think we need to hold teachers accountable for the outcomes of their students and then make our way up the chain with Principals. This problem needs a ground up approach not top down.

Curriculum does not always lend itself to teaching test requirements.

Students at SSES have either just one 10-minute lunch recess or that lunch recess in addition to a 15-minute afternoon recess. Kids need 60 minutes a day of physical activity. Not all 60 minutes need to be at school and many teachers incorporate movement breaks into their daily routine, but because the students do not get enough time outside or to be up and active, behaviors are more severe and frequent. Less behaviors can lead to more learning, and therefore, better test scores.

Excellent question! Thank you for asking.

First, a lack of consistent discipline, attendance, tardiness are impacting education. Teacher are responsible for more behavior intervention than they should be. Students aren't being held accountable.

Next, ACT testing, and very few states test everyone like we do in Lyon County SD. This means we are comparing our whole student body to the college bound from other states.

Teens aren't reading out of classrooms anymore.

I need more space.

We need to hold kids (and parents) accountable and allow them to fail. We allow make-up assignments etc. and realize students do not learn at the same pace. Slowing the pace of the curriculum hinders our academic growth as we do not push the other students to their full capacity. When the bar is raised a few will not make it, lower the bar and it's the same problem. Raise the bar. Students WILL fail but many will step it up. Ignorant kids and high Grad rates or better test scores, pick one.

Lack of discipline. Teachers hands are tied when it comes to holding students accountable. Students also spend an exorbitant amount of time on their phones and little to no time reading and doing homework. The lower grades students are passed along without having mastered basic math facts or having a solid foundation in reading. Because students are passed along, by the time they get to high school, the learning gaps are huge. We also test everyone on the ACT which is not the case in all states.

Students aren't working in class and teachers haven't leverage. Parents aren't demonstrating concern. Chronic absences, and family vacations. No follow through from admin. as no one wants to rock the boat. I think parents should be required to volunteer for 10-15 hours a year. This way they can see what actually happens in the classroom. Or maybe we should allow paths for kids and family's that care and act on it, and another path for families that use schools for daycare.

With regards to reading, I think an open book forum might help with kids each having to read out loud in front of the classroom. If not in front of the class then a recording of them reading their part of the book or chapters assigned by the instructor. Math...that's tough. I know in math you could always get the question from the answer. There is only one rite answer.

Lack of fidelity with curriculum - not only implementation within schools and classrooms, but across time. We switch our path every 5-6 years, which keeps our teachers and students constantly starting over instead of building on a solid foundation.

We also have a lack of highly-qualified teachers, and the teachers we do have do not all receive quality PD and follow up support to improve their teaching, especially in reading. PD is hit and miss, and there is little to no follow-up support.

Classes or tutoring for basic math, reading and writing skills.

The best solution to failing students is highly educated teachers. Curriculum helps, but teacher knowledge is the key. How can we fix this? Offer SOR training to all- LETRS. Stop paying classified people to be our reading interventionists. These positions should be filled by highly qualified teachers. Create a tuition reimbursement program for teachers to continue to learn. We put money towards new teachers with the GYO scholarship (which is great), but what about the current teachers?

Excessive testing and a lack accountability from students and parents.

We have no discipline or accountability. We keep passing students from grade to grade who refuse to learn or do anything in class. WE also have unqualified teachers, with many position sin our Yerington area being filled with long term subs or emergency subs. Another contributing factor is the fact that we have administrators that do not have any expectations or clear vision that they execute withing PLC's. There is not a culture of academic excellence at our schools.

Unnecessary Assemblies/ Activities (FIS-Breast Cancer Assembly, Drama Performances, Cleaning the campus, etc)

Allow teachers to develop their own curriculum-allows for more student/teacher buy in.

HMH and iReady are directly responsible for low test scores. They don't incorporate nearly enough review and wast time with writing that is completely over their heads in Kindergarten.

Students don't know how to sit for a test and build stamina for the ACTs. Which is why we have so many students give up during ACTS. I think all schools (maybe starting in middle school) should run MAPs testing in a similar fashion to ACTs. No phones, no backpacks, block schedule so it's a one-and-done kind of test. If we can build long-term testers young, we can hopefully keep them going when students eventually get to the ACTs.

Need to go back to traditional schedule where students see each teacher everyday. Lack of student interest in tests, students take several types of diagnostics and are exhausted with testing. Parent support and involvement in child's education has declined.

NV uses a college entrance exam as a proficiency exam. The ACT was intended as a gatekeeper for college entrance. This test was never intended for proficiency. We need to step away from this test being the measuring stick.

Low test scores: 1. Kids absolutely dread and hate these tests which can cause test anxiety, rushing through, parents opting students out...; 2. Lack of parent support; 3. Gaps from Covid; 4. Student transiency; 5. Large class sizes

Make school fun again!

A need for stronger Tier 1 instruction, no sense of urgency, home values/morals lacking, students are tired of testing, student engagement.

There's a disconnect between school and home—reading isn't always a priority for families. Instead of assuming, we must talk with families through town halls to understand their needs. Family engagement should be a core strategy, not a checklist. We also need targeted reading classes for students above intervention levels but still below grade level—those who often slip through the cracks after 3rd grade.

The low scores is due to the fact that the two tests that students take, ACT and MAPS, are not valued by students, and most do not take them seriously. Since ACT is required for students to participate, and not have a cut score to graduate, there is no incentive for them to try unless they are college bound, and some colleges aren't requiring these scores anymore. I think that the old Proficiency exams were a better measurement of

students' actual abilities because they had to pass to graduate.
These are our COVID babies. Some of them have been home only for several years and missed out on social emotional skills that pre-k's and group interactions would have helped. They saw masks and not mouth movements so they are delayed in speech which does effect all learning areas.
Students tell me that while they intrinsically want to do well on a test for the sake of competition and personal satisfaction, they are not confident that they will do well, and often "give up" early and say they don't care as a form of self emotional safety. Perhaps testing should also change to include quick "bursts" of testing activities/questions or another way to show mastery of a subject that relates to the real world.
Test scores fail to capture the true potential of our students. Every child is unique and should be measured as an individual, not reduced to a number on a standardized test. These tests often create unnecessary stress and anxiety, doing more harm than good in fostering meaningful learning.
Having Music teaches math also Culinary with measurements, having Home Ec and Foreign Language teaches more reading and a better understanding of English when you learn another language!
Incentives for reading and math work (ex: Happy meal voucher for kids that go up a reading level or read x amount of books. Fun activity for the first 10 kids to correctly complete a multiplication sheet.) Even a PBIS "point dump" incentive where the student with the most improvement has the chance to get a "dump" of a few hundred PBIS points would be helpful.
Educators are doing everything they can while they are at school. Grandparents in some classes also help out as much as they can. There has to be a point where the parents take responsibility for their Childs education. Parents NEED to get more involved with their children by helping them at home. Don't push the educators to doing more, they already are doing more than I remember, when I was in school or when my kids were in school. Keep pushing they will burn out and leave.
4 day school week with Fridays being used as a day for kids not passing to get that more extensive one on one.
<p>Better screening and intervention at the elementary level.</p> <p>Students often struggle to read during tests, so they want to get the test over with.</p> <p>Students need to read entire books and enjoy the experience of reading.</p> <p>More pen and pencil writing and reflecting on what they read.</p> <p>Consistency with expectations and practice. If students enter high school without the basic skills, it's challenging to advance them to a higher level of thinking and performing.</p>
Administrators and teachers need to make the connection to students about how test results connect to the student; the students have to want to do well. Sadly, parents are a component in this area that affects student outcomes. Many do not feel that testing helps their students learn. Both teachers and administrators need to inform parents at the beginning of the year, at parent conferences, and through newsletters that test scores inform teachers of what students need to learn.
My students have taken 15 standardized tests on a computer this year. They are 9-10 years old. Perhaps the issue is too much high stakes testing. The students are frustrated, anxious, and just clicking through these tests to get them done. We are not getting accurate measures of their ability because they are overwhelmed and are just trying to finish the test. Why don't we consider what other successful countries do? Give them less tests and I guarantee scores will increase.

Class sizes are large which makes it difficult to work individually and remediate in class (especially when we have to teach certain concepts so quickly). We need to have reading remediation and math remediation, pull out or classes. We used to have these, but it takes a teacher on special assignment.

We over test students. Testing scores are not the only measurement of ability & growth. They only represent a snap shot in time. Spend more time teaching and less time testing.

My guess-there is too much testing so most kids just don't try. The students know that they just have to get the test done, that there isn't a consequence if they do poorly. At my son's school they gave out testing attendance prizes, which again, all they had to do was show up and test. The teachers also have to fit into this. Having long term subs in ELA/Math positions isn't going to help raise scores & the Math/ELA teachers who have the majority of their students fail every semester.

Our students cannot read. The state and district have no firm literacy plan past grade 7. Our secondary teachers receive NO literacy training in their specific content area. If students cannot access the content, they cannot learn, and test scores will remain abysmal. We have students entering our high school with NO middle school credits, reading at the third grade level. Let the Teacher Leaders teach teachers how to teach reading at the secondary level. Stop training us and not using us.

This year we spent the entire month of May testing. It was a waste of time and burnt the kids out. They, and the teachers, were exhausted.

Curriculum as business. Lack of Science of Reading and Phonics instruction. Using tried and tested curriculums and going back to the basics and teaching reading using phonics and other methods that are backed by science.

We don't retain students at 3rd grade like the law states, so we pass on students who can't read. We also don't retain students in middle school who don't earn their credits. We pass them off to the high school and they fail miserably because they didn't master the standards at the middle schools. High Schools struggle to fill these gaps when these students shouldn't be passed to the ninth grade. These students should have to attend summer school to earn their credits before going to high school

Test less, teach more; put qualified teachers in classrooms, not long term subs

STOP expecting teachers to handle disruptive and dysregulated students in the classroom. Hire someone to staff a reset/calm down room.

STOP pocketing sped kids. Kids with special needs should be spread out.

STOP expecting inclusion during instructional time for kids who are far below grade level (CLS) and need support in the classroom.

PLCs should be data teams based on standards being taught using exit tickets, common formative assessments, and quarterly on-demand writing assessments.

We've focused on "fixing" upper grades low test scores instead of building solid foundations in the lower grades with phonics, science of reading, etc. Our lack of any consistent program in the lower grades to teach these skills and continued treatment of ECE/Prek like a step child show that we don't care about these age groups enough. Prek and kinder made complaints about the previous curriculums (Big Day and Lucy Caulkins) failing and no changes were made.

We give way too many tests. Our third graders had to take 7 different tests! Our second graders took 4 different assessments. Students are missing out of instruction because of this. If the district wants to pilot something, pilot it, don't make the kids take the old tests in addition. This is only hurting our kids. I personally do not think formal district assessments of K-2nd should be happening at all.

Apathetic attitudes, nothing tied to the tests. To improve the scores give them more incentive to do better, why are they doing these? What can we give them past "test scores are linked to funding" kids don't understand what that does for them. We need more buy in from students and parents.

Test scores offer only a limited view of a child's progress. Giving 2 long assessments in both reading and math overwhelms 8-year-olds. I had to choose which to give first: IReady or MAPS. Students did well on the first (I-Ready) but were too exhausted to do their best on the second (MAPS). This isn't effective. One test per subject is a more sensible, responsible way to assess. Please allow just one assessment per subject.

Our social promotion policy has been an abject failure - pushing kids into higher grade levels than they are prepared for, making it impossible for them to learn the grade level skills, causing frustration, and leading to massive behavior problems. It also sends the message that they do not have to pay attention, try, work, or learn. Additionally, it creates extra workload and stress for our teachers and ESPs.

I think classroom behavior and lack of parent involvement plays a huge part in this issue.

It would be nice to have collaboration with staff and parents on how best we could work together to help students reach higher levels of reading and math. It is just as important to be done at home as in school to really see an improvement and can provide motivation as well.

The current standards based grading system in grades 3-6 is ineffective in helping students and parents in understanding really how their child is doing. We also need updated text books instead of so much of our curriculum being computer driven.

parent involvement- invite all parents to volunteer in the schools after getting background checks. Maybe challenge parents to volunteer 2 hours per semester to earn entrance to a volunteer celebration banquet with the students

Projects based on reading and following written directions. More current text books and resource materials in classrooms.

Boredom and knowing they will have the use of a calculator or cell phone to help in math

lack of parental support for students - not within our power to change
lack of attendance - not within our power to change
lack of motivation for students - different age groups struggle with the importance of school (middle school for instance) - we can tell them it is important but they are not quite ready to grasp the importance themselves.
general public feeling that it is the school responsibility to do far more than educate. Tests do not show other growth

Chronic Absenteeism. The system is not effective.

A major issue, that I believe, is that not all teachers, new or veterans, are teaching curriculum. Both, HMH and i-Ready, are made to spiral up as the student goes up in grades. If one teacher in a grade level does not teach the curriculum, then it tends to create holes, that the next year's teacher is unaware of.

I'd rather express my frustration with the "teacher leaders" program and how I think it is a waste of money. Our campus has many and I can't even name all of them. They give trainings that no one wants to go to, and no new insight is gained from. They are not the people on campus who are actually sought out when someone needs assistance, and they are not friendly. This money could be spend better in various other areas. Our teacher leaders are not leading us in anything.

One contributing factor is the lack of parenting at home. another contributing factor is Electronics are taking over. Take the computers out of the classroom (for a large portion of instruction) and teach them how to engage mentally with their peers and teachers.

Behavior is the main factor. Uncontrolled behaviors that we just need to "put up with" puts everyone behind. Even though "it's fair" for the student with the behavior, it is NOT FAIR for the rest of the class that wants to learn.

Low attendance. Unless parents are being held accountable, less and less kids are showing up to class. And yet, we have to test all these kids, even though not all of them have had the same amount of instruction.

Absenteeism, parents not requiring children to be in school, apathy of students and parents in regard to testing, they don't seem to see the value in it, they do not feel testing is relevant to students success.

The lack of academic encouragement. We should go back to "A" Honor Roll. Reward high scores, etc. Parents not understanding that a 1 is bad, 2 is "still below grade level" and 3 is grade level.

English and Math every day at the high schools. At all grade levels, stop all the testing. It takes away from instruction time. For math, get the students off computers and using manipulatives again. Lessen the amount of topics taught each year to the essentials. Memorize math facts again. Teach the algorithms (steps) again. For English, get them off the computers and reading real books they hold in their hands. Lessen the amount of topics also, so they can really learn.

I feel there are too many programs that are not given enough time to be successful before it is replaced with the next, newest thing. We need to find what works, and stick to it.

Low parent involvement in academics. Students are not reinforced at home. Parents are not teaching the basics like kindness, the importance of paying attention, showing up to school on time and prepared, completing assignments, etc. Everything is put on educators but this needs to be a team effort if we expect our students to succeed.

Honestly, I think the biggest issue is the fact that most of our "teachers" are long term subs that have no formal training in education. Why are we continuing to promise this individuals jobs and passing up licensed teachers in order to keep a friend employed?

Second- it would help if the district would quit changing curriculums all the time. We get trained on one program or curriculum just to have something new instituted. My kids have been through 3 different math programs in 5 years.

Shouldn't school district leaders know the answer to this question? Are teachers the only people paying attention to the research on the detrimental effects of technology exposure and the social/emotional consequences resulting from the decline of the family unit? Do you understand why people are fleeing the public school system? Why are you asking teachers when you are the top of the "food chain"? Does anyone at the district level research anything?

Ineffective instruction contributes greatly to low test scores. We have too many long term subs in teaching positions with little to no background in the content area. They are not being monitored regularly or evaluated

ever.

The instructional programs and systems in place now are good. Keeping with them in place and taught with fidelity through the implementation gap will be valuable. Keeping class sizes smaller and manageable is key to small group and individual support. Keeping our schools free from interruptions in instruction (disruptive behavior) is essential to learning. Quality teachers matter- but good teachers aren't born and take time to develop. Finally, time testing is time taken from instruction.

The stress that teachers put on students is seen throughout the classes. We should address that issue in and of itself. Repetition, repetition, repetition until it sticks. Just like adults, we only truly understand something when we go over and over and over again.

We need to stay the course with curriculum and teaching. Many changes are affecting how and when we teach. There are also too many assessments given. Mandated testing is acceptable, but directors keep adding more assessments to the schedule.

Too much is expected of the kids starting in Kindergarten. They are burned out and don't care about school more and more the older they get.