

# Minutes

## Lyon County School District Board of Trustees

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A workshop of the Board of Trustees of Lyon County School District was held March 10, 2026, beginning at 4:00 PM in the Professional Learning Center, PLC, located on the SSES Campus 3800 W. Spruce St., Silver Springs, NV 89429.

1. CALL TO ORDER

President Hendrix called the workshop to order at 4:08 pm.

2. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was recited by all.

3. WELCOME OF GUESTS

President Hendrix welcomed staff and guests in attendance.

Board members in attendance:

President Tom Hendrix

Clerk Dawn Carson

Trustee Elmer Bull

Trustee Kallie Day

Trustee Darin Farr

Trustee Sherry Parsons

Trustee James Whisler

Executive Cabinet members in attendance:

Superintendent Tim Logan

Deputy Superintendent Stacey Cooper

Executive Director of Education Services Heather Moyle

Executive Director of Education Services James Gianotti

Executive Director of Human Services BillieJo Hogan

Executive Director of Special Services Rachel Stewart

Executive Director of Operations Harman Bains

Professional Development & Data Manager Damon Etter, CAPRO Skyler Tremaine, Margaret Heim, Erin Korf, Shawn Romero, Blake Cooper, Scott Gillespie, Kamille Carlson, Mari Basaca, Consuelo Fuentex, Anna Rigsby, Richard Harder, Eric Nelson.

4. APPROVAL OF AGENDA

Trustee Farr made a motion to approve the agenda as presented.

Trustee Bull seconded.

With no further discussion, the motion carried 7-0.

5. PUBLIC PARTICIPATION: At this time, the public is invited to address the Board on items over which the Board has jurisdiction or control. If you wish to speak, step up to the

table, be seated, and state your name. Your comments are limited to no more than three minutes per agenda item with a maximum of ten minutes total. In consideration of others, avoid repetition or designate a spokesperson to speak on behalf of your group. Although this Board does not restrict comments based upon viewpoint, comments will be prohibited if they are willfully disruptive, slanderous, amount to personal attacks or interfere with the rights of other speakers. Comments made during this time will be monitored by the Board President. The Board will conduct public comments after each item on the agenda on which action may be taken, before the Board takes action.

Comments submitted electronically will be included in the minutes of the meeting.

There were no public comments.

6. **(For Discussion Only)** Discussion of the Nevada School District and School Performance Plan (DPP & SPP) framework. This item is being presented by Deputy Superintendent Stacey Cooper.

Deputy Superintendent Stacey Cooper presented the Nevada District and School Performance Frameworks (NDPF and NSPF), with an overview of our District performance plan, and how it relates to the individual school performance plans. The NSPF is Nevada's public school rating system that ensures accountability and compliance annually under the Every Student Succeeds Act (ESSA) and NRS for Title 1 funding. There are requirements to maintain, ie objectives and performance targets, and results in consequences, supports, and/or rewards, on the district level and school level.

The district level plans contain actions for improving student achievement, addresses academic or operational weaknesses and meeting mandated performance targets. It uses SMART goals and measurable benchmarks, evidence-based strategies and action steps, alignment with NDPF, ongoing monitoring and over-arching goals at the school level. The school plans are data-driven improvement plans containing blueprint for improving student achievement, annual goals, and are built with stakeholder input. The role of the board is to ensure that we are developing at the district and school level, monitoring and analyzing our data, comparing it to the past data to show progress.

Under ESSA schools are classified under 3 categories if they are considered at risk:

- Comprehensive Support & Improvement (CSI)
- Additional Targeted Support & Improvement (ATSI)
- Targeted Support & Improvement (TSI)

School that are CSI or ATSI are on a 3-year study for improvement. Expectations from the state are to see obtainable goals that demonstrate growth over a 3 year time. LCSD has 2 schools under the CSI classification, FIS and SSES.

ATSI schools have sub-groups that need evidence of progress before being considered CSI. LCSD has 7 schools as DES, DIS, FES, FHS, RES, SSMS, SES, YIS. These schools' performance plans must include the sub-groups designated by the state to climb out of their classifications.

TSI schools have one or more consistently underperforming subgroups. LCSD only has FHS in this classification.

The classifications directly impact state reporting and dictate public accountability. These determine specific interventions for underperforming schools, and influence fund allocations, and determine the level of oversight from the Nevada Department of Education (NDE). Those interventions will be part of the SPPs as applicable.

Requires a data driven plan, small term measurable annual goals to achieve in order to climb out of the status - need to be achievable annually.

To support our schools, DPP goals need to be achievable with evidence-based strategies at the school level.

The board discussed the goals set a year ago for the DPP and the expectations made on the schools. They generally understand the need to support the schools and their SPP teams in developing goals that will be measurable and attainable.

SSES met goals last year, but this year, with the 8 more detailed goals, they may not. This would result in a setback in the state's classification, a detriment to the school rating and district rating. They discussed the balance between the District's and schools' plans and the autonomy that the administrators need to work their goals out with the community stakeholder input. Members offered main criteria of growth in reading and math, reduce absenteeism, and see an improved graduation rate. They would like to see measurable goals.

The state has the NSPF but has added the Acing Accountability initiative from the governor's team, and a new system for a year to pilot. All are focused on performance and accountability.

Because there is lag from when data is collected and then sent out for review, the board needs to keep in mind that a percentage of growth may be more applicable. Data on the ACT, graduation rates, and others will not be in to base new goals on before submitting the plan to the state.

The next item will review the current goals status.

No public comment was made.

7. **(For Discussion Only)** Discussion of the LCSD progress towards goals for the 2025-26 school year. This item is being presented by Executive Directors of Education Services Heather Moyle and James Gianotti, and Data and Professional Development Manager Damon Etter.

Break taken 4:35 pm to 4:50pm.

The District is working toward 8 goals that were determined last year.

**Goal 1: Increase the total number of K-12 work-based learning opportunities provided to all students by 10%.**

The work-based learning (WBL) has far exceeded the goal. Using Career trees, School Links, and NCRC exam, all these, and more have provided WBL opportunities for students K-12.

**Goal 2: Increase the number of k-12 students participating in WBL opportunities.**

The schools easily surpassed all expectations in the number of students participating.

**Goal 3: Increase the graduation rate from 88.7% to 89.7% by the end of the 2025-26 school year.**

The graduation rate released by the state was not as expected (85.73). They spoke on several reasons for this, including the number of students who earned alternate or adult diplomas that are not counted in the graduation rate.

**Goal 4: 100% of high schools will implement ACT - WorkKeys by the end of their 10th grade year.**

This was done. The National Career Readiness Certificates (NCRC) are given to students after the completion of the courses and assessments. Proficiency levels of platinum, gold, silver, or bronze are determined by their assessment scores.

**Goal 5: Reduction of chronic absenteeism by 10%.**

Data checks show fluctuations weekly and monthly. LCSD has reduced absenteeism by 5% at this point in the year. Schools actively work to get kids to school using many creative incentives. The board discussed how they continually send the message to students in school and home to families, through parent engagement opportunities. The reality is that parents don't always read the flyers or listen to calls home. This is something the district and schools will continue to stay on top of and work toward more progress.

**Goal 6: In grades 9-10, at least 55% of students will meet their individual growth goal in math from the Fall to Spring MAP. (Measure of Academic Progress)**

There was growth, but not 55%. Grade 9 showed 49% and grade 10 showed 52% of students met their goal in Math. Median scores, as one thinks of a bell curve, are positive. That means our bell curve shows students are meeting projections. It shows the highest kids and lowest kid, and where the middle kid is. It is a Norm-referenced telling where our kids are compared to the nation.

There was discussion regarding the consistency for testing across the grades that we did not have in the past. This will provide consistent results for better data.

**Goal 6: In grades 9-10, at least 55% of students will meet their individual growth goal in reading from the Fall to Spring MAP. (Measure of Academic Progress)**

Grade 9 showed 55% that met their goal! Grade 10 showed 51% of students met their goal in reading.

There was discussion regarding the difference shown in scores as students go to higher grades. They seem to plateau in their scores. Median percentiles may be a better indicator of growth. The median is also used by most high schools across the nation. MAPs also shares Quantile scores for Math and Lexile scores for language scores that could be analyzed to study growth.

The state has the same issue with gauging student achievement, which is why it uses the ACT. We are encouraging students to find paths, whether college, or career, by taking CTE courses, and WBL. The tests don't look the same.

They discussed median percentiles as a possible success indicator for 9-10th graders.

Grade 9 data showed 55% met or exceeded their individual growth, at the 61st percentile.

That is very good, excelling, and significant in the distribution of data.

**Goal 7: In grades K-8, at least 58% of students will meet or exceed their personal growth in math from beginning to end of year testing in iReady.**

Mid-year results show that 30% met their typical growth goal and 8% met their stretch growth, exceeding typical growth. Longitudinally, students are getting stronger throughout the year in growth. This is promising as we watch the students' trend data overtime.

**Goal 7: In grades K-8, at least 58% of students will meet or exceed their personal growth in reading from beginning to end of year testing in iReady.**

Mid-year results show that 40% met their typical growth goal and 14% met their stretch growth goal. It looks optimistic that by the end of the year the kids will meet their growth goals.

Though the data is optimistic for increased improvement, it was mentioned that would be more realistic to set the goals as percentages. Experts in curriculum suggest a 2 of 2.5% increase per year as doable goals. It still shows growth but does not damage school ratings.

**Goal 8:** The percentage of college bound 11th grader who will earn a composite score of 16-36 on the ACT will increase by 5%.

The high schools are pleased with the turnout for the ACT and will enforce the make-up day for those 51 students that missed it. Results will be released next Fall. They discussed the ACT WorkKeys assessments as an alternate choice for students to take if they are not college bound. They also talked about the benefits and uses of the ASVAB.

8. **(For Discussion Only)** Discussion of the LCSD Performance Plan goals for the 2026-27 school year. This item is being presented by Superintendent Tim Logan.

Superintendent Logan reviewed the performance plan goals from last year. More than once, it was suggested that they reduce the number of goals. If a goal is removed from the official DPP, schools will continue striving for student success.

Recommendations regarding last years' goals:

Goal 1: No longer necessary to have the increase of the number of WBL opportunities as a goal. There is a tracking system in place for K-12, and the momentum is already there.

Goal 2: No longer necessary to have the increase of students participating in WBL as a goal. This is already in place.

Goal 3: If the board wants to keep this as a goal: LCSD will increase the graduation rate by 2% from the previous school year. We still do not know the official graduation rate for 2024-25.

Goal 4: If the board wants to build a goal around WorkKeys improvements: LCSD will increase in the Platinum, Gold, and Silver Certificates by 2% from the previous year.

Goal 5: If the board wants to build a goal around chronic absenteeism improvements: LCSD will reduce the chronic absenteeism rate by 5% from the previous school year.

Goal 6: Grades 9-10 LCSD will increase MAP individual growth goals by 2% - or look at median percentiles.

Goal 7: Grades K-8 LCSD will increase by 2% the number of students who meet or exceed their personal growth goals in iReady.

Goal 8: Remove, or if the board wants to build a goal around improvements to ACT scores: The percentage of college bound students in grade eleven who will earn a composite score of 16-36 on the ACT will increase by 2% from the previous school year.

After some deliberation, the board generally agreed to eliminate goals regarding the number of WBL opportunities, the number of students participating in WBL opportunities, the graduation rate (as our high schools will have this in their SPPs already), implementation of

WorkKeys as this is in place, and the ACT. New goals will focus on reducing chronic absenteeism, and growth in student achievement with iReady and MAPs. Chronic Absenteeism touches on the category of connectedness that the state is looking to foster. Massive efforts are being made, but the numbers will taper off. They agreed that a 2% decrease would be manageable. The Student absentees Advisory Board (SAAB) is undergoing some changes to improve parent outreach toward younger grades and explore other interventions and supports. They would like to see the student leadership work on peers, and report to the board with any insight.

They favored goals showing student achievement and growth in the MAPs and iReady assessments. Data is accumulating throughout the year that they don't have to wait on to see. There was some discussion regarding WorkKeys. Schools will continue using the program. The board can request an item after June for an update.

**New Goal 1** – The district will decrease absenteeism by 2.5% from the last 2025-26 SY.

**New Goal 2** – Students in K-8<sup>th</sup> grades will increase by 2.5% in the number of students who meet or exceed their individual growth goals in math and reading in iReady from 2025-26 SY.

**New Goal 3** – Students in 9<sup>th</sup> and 10<sup>th</sup> grades will maintain a 50% or higher on the Median Percentile in reading and math in MAP for the 2026-27 school year.

Administrators expressed gratitude to the board for their consideration of the schools' position, and for reducing the number of goals.

The board members generally agreed that they have learned more about the balance between district and school plans, and they are working together making progress.

9. **(For Possible Action)** Discussion and possible action on agenda items for future board meetings and/or information item requests, including a summary by the superintendent. This item is being presented by Board President Hendrix and Superintendent Tim Logan.

**March 24 at SVS**

DPP presentation

Policies BCBA, etc

The 2026-27 Budget

Student leader with an absenteeism report

Computers distribution and management report

10. **PUBLIC PARTICIPATION:** At this time, the public is invited to address the Board on items over which the Board has jurisdiction or control. If you wish to speak, step up to the table, be seated, and state your name. Your comments are limited to no more than three minutes per agenda item with a maximum of ten minutes total. In consideration of others, avoid repetition or designate a spokesperson to speak on behalf of your group. Although this Board does not restrict comments based upon viewpoint, comments will be prohibited if they are willfully disruptive, slanderous, amount to personal attacks or interfere with the rights of other speakers. Comments made during this time will be monitored by the Board President. The Board will conduct public comments after each item on the agenda on which action may be taken, before the Board takes action.

Comments submitted electronically will be included in the minutes of the meeting.

There were no public comments.

11. ADJOURN:  
Adjourn 6:50 pm

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The notice for this meeting was posted on March 4, 2026 at Lyon County School District Administrative Office, Lyon County School District websites (<http://www.lyoncsd.org>) and the Nevada Public Notice Website (<http://nv.gov>) in accordance with NRS 241.020 (3)(b).

**Lyon County School District Statement of Nondiscrimination and Accessibility**

*The Lyon County School District does not discriminate on the basis of race, color, national origin, gender, disability or age in any of its policies, procedures, or practices, in compliance with Title VI of the Civil Rights Act of 1964 (pertaining to race, color, and national origin), Title IX of the Educational Amendments of 1972, section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and Age Discrimination Act of 1975, and any other pertinent statute or requirement. This non-discrimination policy covers admission, access, treatment, and employment in the district's programs and activities, including occupational education. For information regarding opportunity policies, or the filing of grievances, contact your school principal.*

*The Lyon County School District is pleased to provide accommodations for the handicapped or disabled. Members of the public who are disabled and require special accommodations or assistance at the meeting are requested to notify the administrative assistant to the superintendent and board of trustees, in writing at 25 E. Goldfield Avenue, Yerington, Nevada 89447; e-mail at [mheim@lyoncsd.org](mailto:mheim@lyoncsd.org); or by calling (775) 463-6800 ext. 10034, at least one week prior to the meeting.*