

Joe Lombardo
Governor

Steve Canavero, Ph.D.
Interim Superintendent
of Public Instruction




Southern Nevada Office
2080 E. Flamingo Rd, Ste 210
Las Vegas, Nevada 89119-0811
Phone: (702) 486-6458
Fax: (702) 486-6450

STATE OF NEVADA
DEPARTMENT OF EDUCATION
700 E. Fifth St. | Carson City, Nevada 89701-5096
Phone: (775) 687-9200 | www.doe.nv.gov | Fax: (775) 687-1116

GUIDANCE MEMORANDUM 25-06

TO: All Local Education Agencies

FROM: Dr. Steve Canavero, Interim Superintendent of Public Instruction 

DATE: July 17, 2025

SUBJECT: Updates Regarding the Nevada Educator Performance Framework

BACKGROUND

The 83rd (2025) Session of the Nevada Legislature concluded on June 2, 2025; this memorandum serves to inform local education agencies (LEAs) of changes made by Senate Bill (SB) 460 (2025) regarding the Nevada Educator Performance Framework (NEPF).

OVERVIEW OF CHANGES TO THE NEVADA EDUCATOR PERFORMANCE FRAMEWORK
Educational Growth Goals for Educators and Administrators and Pupil Growth in Performance Evaluations

The development of student learning goals (SLGs) will transition to the development of goals for educational growth. For each teacher providing instruction in English language arts, science, or mathematics, criterion referenced exams shall be used to measure the achievement of goals for educational growth. For teachers providing instruction in other subjects, the assessments used to measure the achievement of goals for educational growth include course-embedded exams, teacher-developed assessments, or other assessments that align with the standards identified as the area of highest pupil need within an individual classroom. Principals, vice principals, and other administrators providing direct instruction are also required to develop such goals.

Pupil growth is the measure by which a student meets their educational growth goal based on their achievement on the assessments tied to the goal. Rather than scoring on a 4-point system of ineffective to highly effective, SB460 introduces a 5-point system in 20% increments to identify the percentage of students achieving satisfactory goals for educational growth.

Effective July 1, 2027, goals for educational growth/pupil growth scored on a 5-point system will replace the student learning goal domain on the NEPF Summative Evaluation; it will remain at 15% of the employee's overall score. The Teachers and Leaders Council (TLC) is responsible for developing any necessary regulations, and the State Board of Education (State Board) is responsible for approving any developed regulations.

Review of Educator Performance Evaluations and Certification Program for Evaluation Review

SB460 introduced a requirement that a school associate superintendent or an administrator who supervises schools conduct a review of at least 3% of all performance evaluations for licensed educational personnel conducted during the prior school year. The process for this review must include a review of documents and interviews with both the administrator who conducted the evaluation and the person who was evaluated. If the

school associate superintendent/supervising administrator identifies that an evaluation was not conducted properly, the school-level administrator that conducted the evaluation must review each evaluation they completed in the prior year. An annual report must be submitted on May 15 verifying the review, describing which evaluations were properly or improperly conducted, and outlining an action plan to support any administrator who did not properly conduct an evaluation.

The Department, the TLC, and the State Board are responsible for adopting regulations regarding the procedures for conducting these reviews and establishing a certification program for school associate superintendents and supervising administrators to receive training on the processes and procedures for rating administrators based on their ability to properly conduct evaluations; certification is required for all such reviewers. The requirement to conduct these evaluations does not go into effect until July 1, 2027; the Department seeks to ensure that the certificate program is available by October 1, 2026, to ensure adequate time for administrators to receive the training necessary prior to the requirement going into effect.

Probationary Period for Post-Probationary Administrators/Educators and Performance Improvement Plans

The NEPF applies to all educators and administrators (including specialized instructional support personnel) throughout their three-year probationary period and their tenure, or post-probationary, career. Effective July 1, 2025, post-probationary educators and administrators who are rated as ineffective or developing in their overall performance for two consecutive years or fail to demonstrate adequate progress under a performance improvement plan may be returned to probationary status for a period of two school years. If a teacher or administrator is returned to probationary status, they will be subject to the required observation cycles of a probationary employee, as set forth in the NEPF protocols.

Once placed on probation, the employee must receive written notice and a performance improvement plan (PIP) detailing the support and interventions they are to receive to meet identified improvement goals. The employee may be returned to post-probationary status if an evaluation at the end of the probationary period demonstrates that they have met their improvement goals. If at the end of the probationary period the employee has shown improvement and progress toward meeting improvement goals, but has not yet met them, the probationary period may be extended for one additional year. If, at the end of the probationary period, the employee has not made adequate progress toward their improvement goals, they will be given notice that they shall not be reemployed and/or will be dismissed.

The Department shall provide support to each LEA that dismisses or does not reemploy a post-probationary employee, to include access to leadership and instructional coaches to support school leadership in managing transitions and improving teaching practices, as well as strategies to assist in recruiting and hiring highly qualified employees.

The Department, the TLC, and the State Board are responsible for adopting regulations establishing the framework for performance improvement plans, which must include clear and measurable goals for improvement; professional development opportunities for underperformance areas; assignment of experienced mentors or leadership coaches to provide feedback, conduct observations, and assist with strategies; and quarterly progress assessments.

While these changes are effective in statute July 1, 2025, regulations detailing the PIP will not be available until SY26-27, making the feasibility of implementation in SY25-26 difficult. The Department recommends that the first school year that an employee be moved from post-probationary status to probationary status be SY27-28, following an ineffective rating in SY25-26 *and* SY26-27.

Observation Cycle Revisions

Observation cycles for probationary educators were shifted; specifically, the first scheduled observation cycle must occur 30 days after the first day of school; the second observation cycle must occur between 75-105 days after the first day of school; and the third observation cycle must occur during the final 40 days of instruction in

the school year. For each year that a probationary educator is rated effective or highly effective, their subsequent evaluation is reduced by one observation cycle (i.e., if effective/highly effective in year one, the year two evaluation will be based on two observation cycles; if effective/highly effective in year one and year two, the year three evaluation will be based on one observation cycle). Educators rated as developing or ineffective in their first or second year must have three observation cycles on their next evaluation. This requirement goes into effect on July 1, 2027.

ADDITIONAL CHANGES OF RELEVANCE

School Improvement and Principal Accountability

Existing law requires that school principals develop school improvement plans, and multiple pieces of legislation in 2025 revised the provisions and requirements for such a plan; the Department shall issue a separate memo regarding updates to school improvement plans. However, it is important to note that SB460 made significant changes to the accountability structure for school principals related to school improvement plans.

Specifically, if a school does not meet the goals set forth in its school improvement plan for three consecutive school years, LEAs may assess the performance of the principal as it relates to school improvement performance and benchmarking. At that time, the LEA may determine that the principal be reassigned to another school. If the principal is not reassigned, they will be required to reapply for their position every two years for the remainder of their tenure at the school. The principal will also be required to prepare and submit a performance improvement plan to the Department detailing their annual growth plan and the support to be provided by the LEA; the principal must update their PIP each school year until the school meets its school improvement goals. If, during this process, the principal is rated as developing or ineffective under the NEPF, the LEA is responsible for submitting a PIP to the Department, which the Department will review and determine whether adjustments should be made to support the principal and/or the school.

Department Responsibilities

SB460 identified new requirements for the Department; specifically, the Department must ensure that the manner in which the NEPF is carried out by each LEA ensures distinct skills associated with high-quality teaching are evaluated in addition to the existing requirement that the Department ensures the NEPF is administered consistently across LEAs. It further introduces a reporting requirement that data for each teacher be submitted to the Department each year.

ALIGNMENT WITH EXISTING INITIATIVES

NEPF Redesign Field Study

The Department began a field study to assess the impact of a redesign of the NEPF in SY24-25; at their June 25, 2025, meeting, the State Board of Education approved extending and expanding the field study through SY25-26. This study includes shifting to a holistic scoring model, from individual indicator scores to one score per standard, and requiring only two pieces of evidence per standard in addition to streamlining verbiage and guidance. [Updates regarding the field study](#), to include survey results, were published to support their presentation to the State Board. Following the conclusion of this study, and should the State Board approve full implementation, the Department will work to roll out the changes to the NEPF under SB460 *and* the changes to the NEPF identified in the field study in a unified and cohesive manner.

Efforts to Comply with SB475

During the 80th (2019) Session of the Nevada Legislature, SB475 (2019) passed, requiring that the Department develop an electronic tool for the NEPF in which administrators conducting evaluations could immediately share evaluation documents with, and recommend professional development courses for, the teacher, administrator, or other licensed educational personnel receiving the evaluation. Unfortunately, no funding was provided for this initiative during the 2019 Session, nor in the subsequent 81st (2021), 82nd (2023), or 83rd (2025) Session. The Department will continue efforts to identify funding for such a program and will resubmit a

funding request in the 84th (2027) Session to support the requirements set forth in SB475 (2019) and SB460 (2025).

NEPF CHANGES – EFFECTIVE DATES

<i>Effective Date</i>	<i>Summary</i>	<i>SB460 Section</i>
<i>July 1, 2025*</i>	Probationary periods for post-probationary employees; performance improvement plans for post-probationary employees and/or school principals	38.3, 38.4, 38.7, 38.8,
<i>July 1, 2026</i>	Progressions and consequences under performance improvement plans.	1, 52.5
<i>July 1, 2027</i>	Educational growth goals, revisions to the observation cycle, and the review of educator performance evaluations.	49-52

IMPLEMENTATION TIMELINE AND NEXT STEPS

<i>Approximate Date</i>	<i>Task</i>
<i>September 2025</i>	Convene the Teachers and Leaders Council, Working Groups
<i>November 2025</i>	Regulations Workshop for Performance Improvement Plans and Evaluation Reviews
<i>February 2026</i>	Regulation Hearing for Performance Improvement Plans Regulations Workshop for Growth Goals
<i>March 2026</i>	Regulation Hearing for Evaluation Reviews
<i>August 2026</i>	Supportive guidance, documentation, samples, posted for PIPs Regulations Hearing for Growth Goals and conforming changes
<i>October 2026</i>	Evaluation Review Certificate Program is available in Canvas; supportive guidance and documentation is posted.
<i>May 2027</i>	Updated guidance, documentation, etc., for the NEPF are posted

CONCLUSION

The Department anticipates extensive engagement with LEAs, educators, and subject matter experts; this will be facilitated through public engagement, workshops, and joint meetings with the TLC. If you have any questions regarding this guidance, please reach out to Kathryn Hoyt at kathryn.hoyt@doe.nv.gov.

cc: Christy McGill, Deputy Superintendent, Educator Effectiveness and Family Engagement Division
 Jeff Briske, Director, Office of Educator Development, Licensure, and Family Engagement
 Kathryn Hoyt, Assistant Director, Office of Educator Development, Licensure, and Family Engagement