

Teachers and Leaders Council

November 28, 2018

Agenda Item #6

NEPF Survey Results

Monitoring of NEPF

NRS 391.485 Annual review of statewide performance evaluation system; annual review of manner in which schools carry out evaluations pursuant to system.

1. The State Board shall annually review the statewide performance evaluation system to ensure accuracy and reliability. Such a review must include, without limitation, an analysis of the:

(a) Number and percentage of teachers and administrators who receive each designation identified in paragraph (a) of subsection 2 of NRS 391.465 in each school, school district, and the State as a whole;

(b) Data used to evaluate pupil growth in each school, school district and the State as a whole, including, without limitation, any observations; and

(c) Effect of the evaluations conducted pursuant to the statewide system of accountability for public schools on the academic performance of pupils enrolled in the school district in each school and school district, and the State as a whole.

2. The board of trustees of each school district shall annually review the manner in which schools in the school district carry out the evaluation of teachers and administrators pursuant to the statewide performance evaluation system.

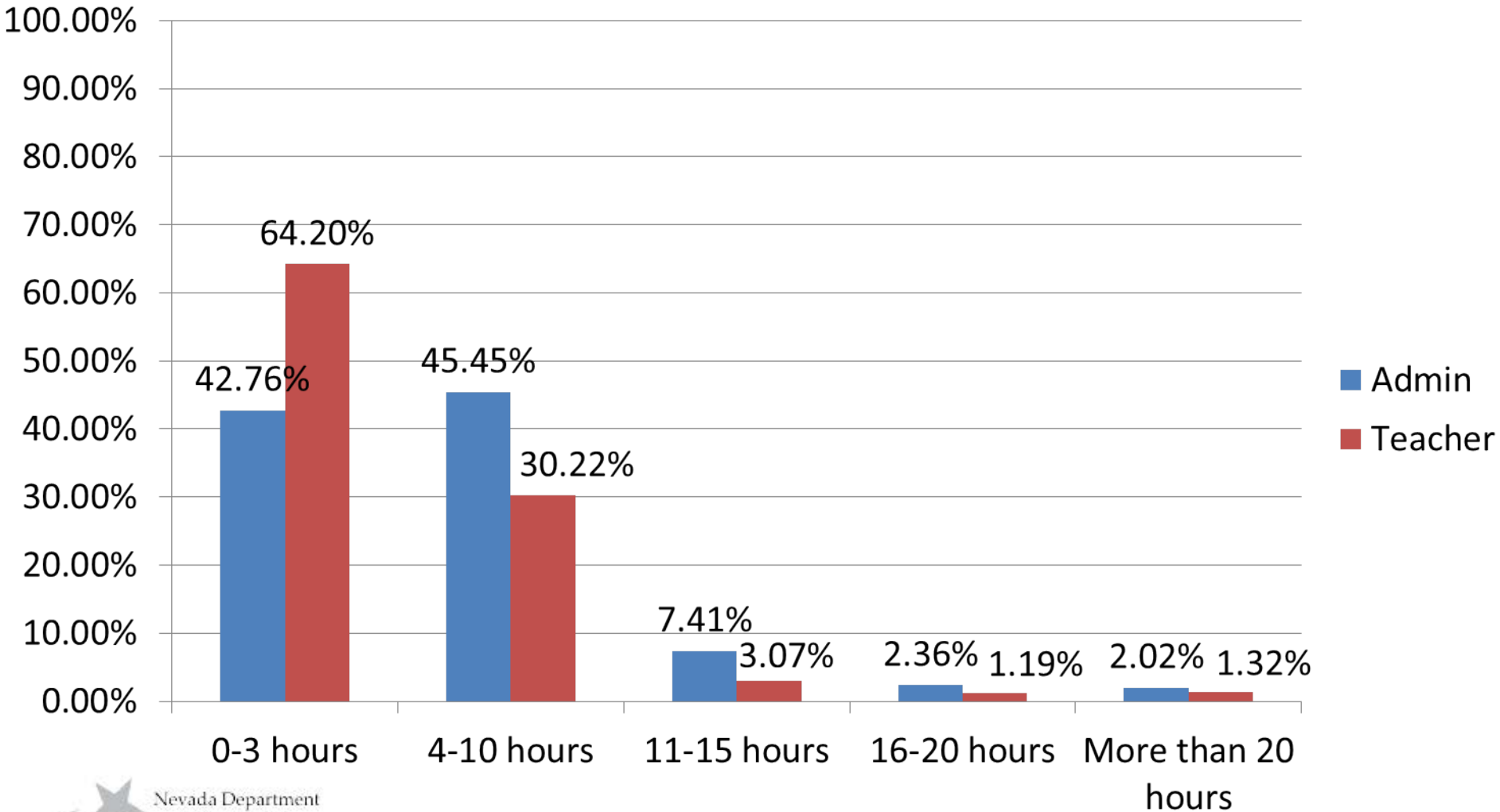
3. The Department may review the manner in which the statewide performance evaluation system is carried out by each school district, including, without limitation, the manner in which the learning goals for pupils are established and evaluated pursuant to NRS 391.480.

TEACHER AND ADMINISTRATOR COMPARATIVE RESULTS ABOUT TIME SPENT ON NEPF ACTIVITIES

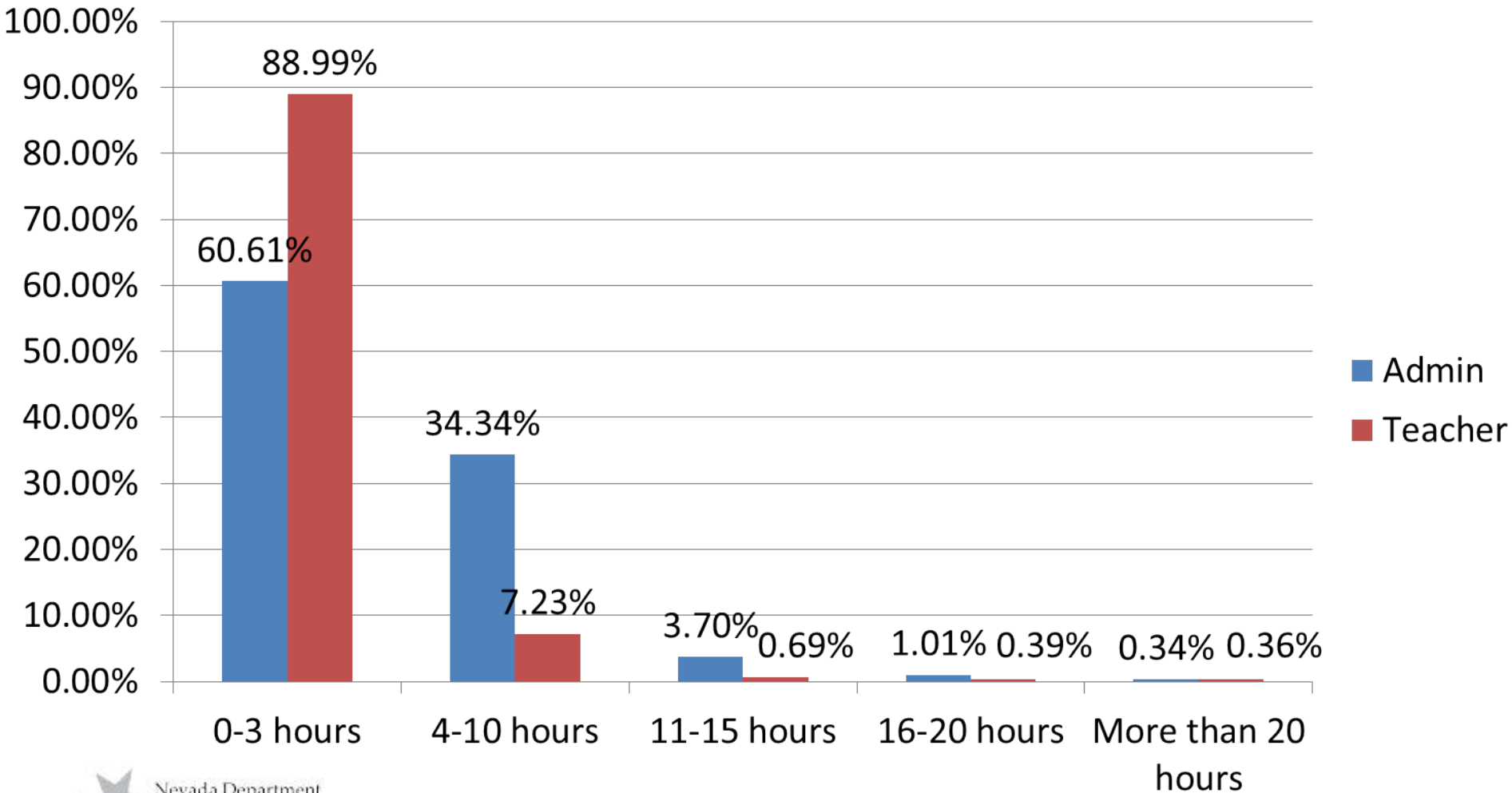
Teacher and Administrator N-sizes

- Teachers Surveyed (4523)
- Includes teachers evaluated with NEPF or approved alternate
 - By Area:
 - Clark (1950)
 - Southern (8)
 - Northwestern (320)
 - Northeastern (235)
 - Washoe (400)
 - By Level:
 - Elementary (1614)
 - Middle (711)
 - High (954)
 - Special / Alternative (40)
 - By Seniority:
 - First year (108)
 - 2-5 years (516)
 - 6-15 years (1236)
 - 16-24 years (940)
 - More than 25 years (480)
- Administrators (448)
- Includes deans, principals, vice principals, and 'other'
 - By Area:
 - Clark (205)
 - Southern (1)
 - Northwestern (25)
 - Northeastern (20)
 - Washoe (46)
 - By Level:
 - Elementary (141)
 - Middle (72)
 - High (88)
 - Special / Alternative (8)
 - By Seniority:
 - 2-5 years (1)
 - 6-15 years (57)
 - 16-24 years (163)
 - More than 25 years (76)

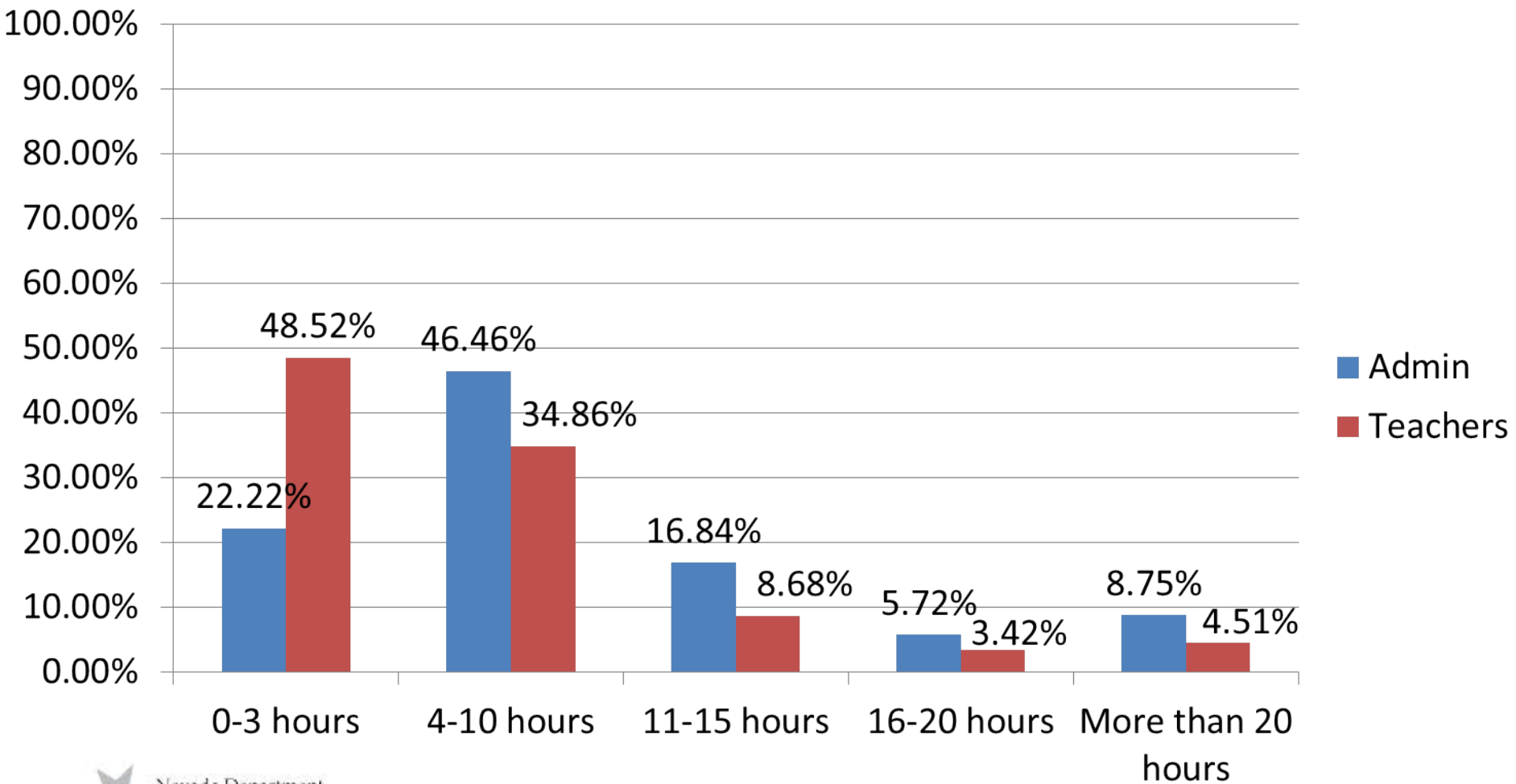
Perception of Time Spent - Observation of Individual Teachers



Perception of Time Spent - Conferencing with Individual Teachers



Perception of Time Spent - Completing NEPF Documentation per Teacher



RESULTS IN RELATION TO INTERRATER RELIABILITY TRAINING ATTENDED

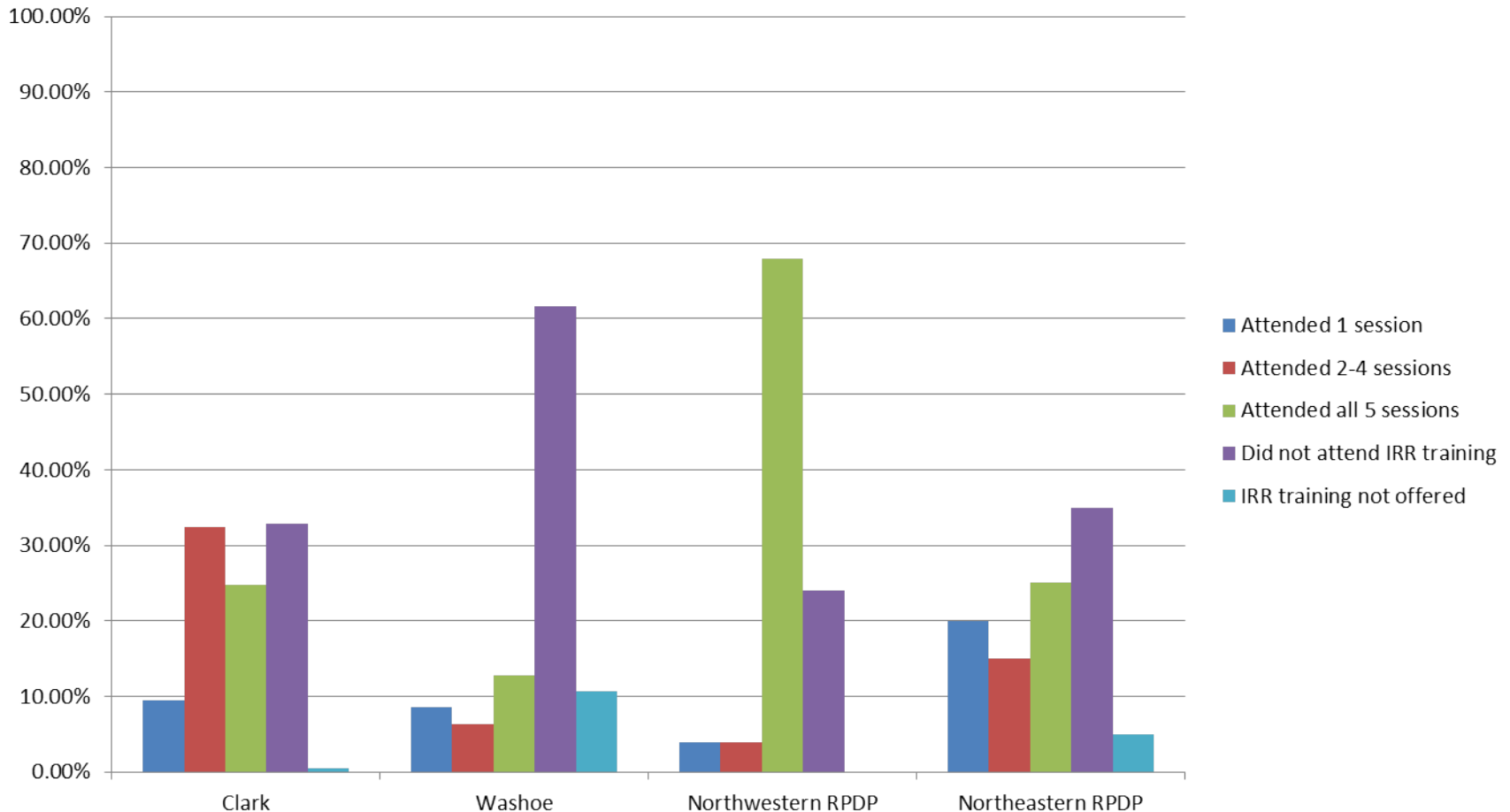
Administrator Survey N-sizes

- Total Administrators: 448
 - By District:
 - Clark (210)
 - Northeastern RPDP (20)
 - Northwestern (25)
 - Southern RPDP (1)
 - Washoe (47)
 - By School Level:
 - Elementary (145)
 - Middle (74)
 - High (89)
 - Alternative / Special (9)
 - Other (9)

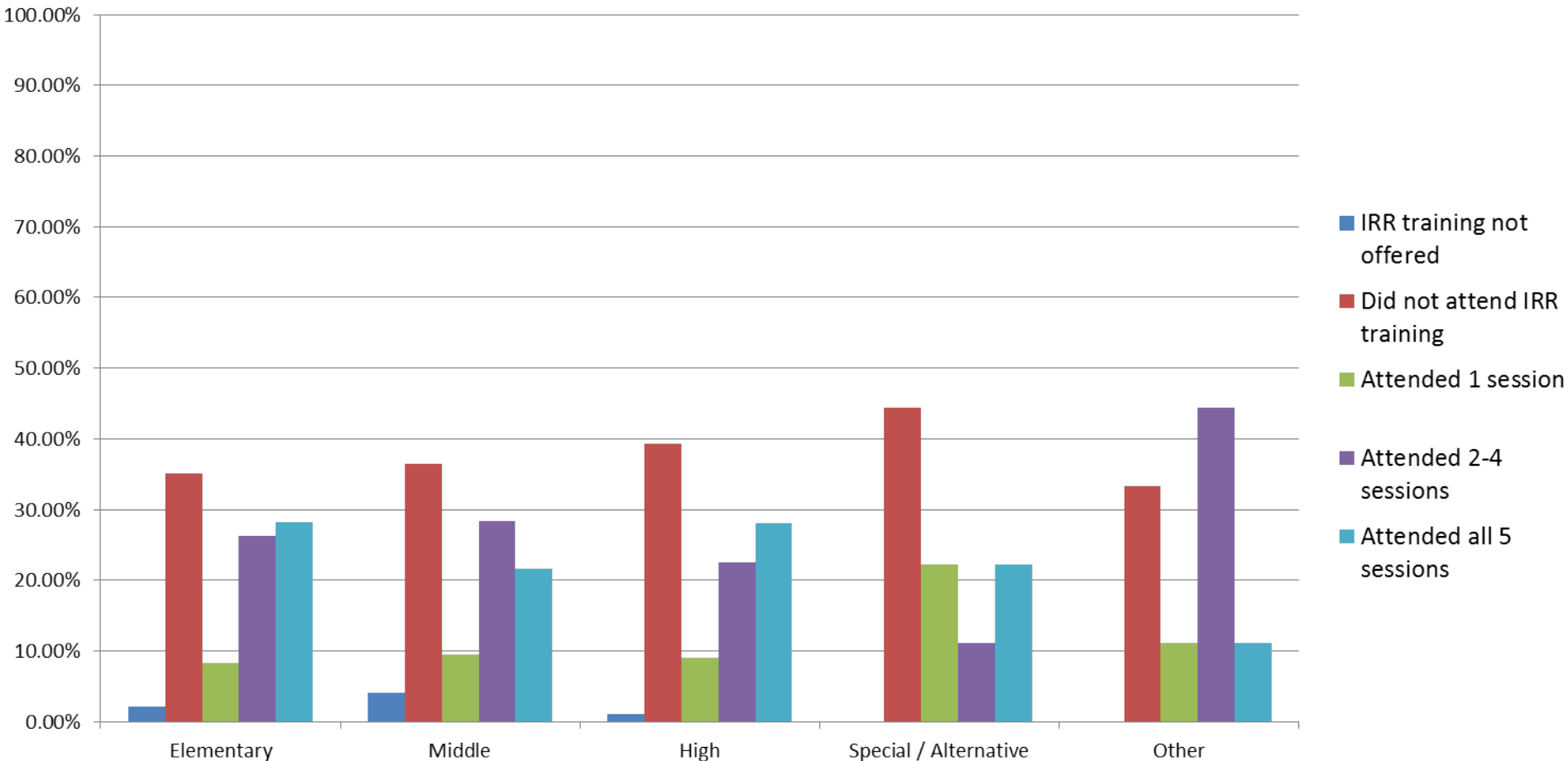
Administrator Survey Results

- **Clark** includes responses only from those that identified their district as Clark
- **South** includes responses only from those that identified their district as one of the following: Esmeralda, Lincoln, Mineral, or Nye.
 - Results suppressed on graph due to n-size.
- **Washoe** includes responses only from those that identified their district as Washoe
- **Northwest** includes responses only from those that identified their district as one of the following: Carson City, Churchill, Douglas, Lyon, or Storey
- **Northeast** includes responses only from those that identified their district as one of the following: Elko, Eureka, Humboldt, Lander, Pershing, or White Pine
- Questions were selected for analysis based on the discussion at the October 17 TLC meeting and prioritized based on the time available to complete the project

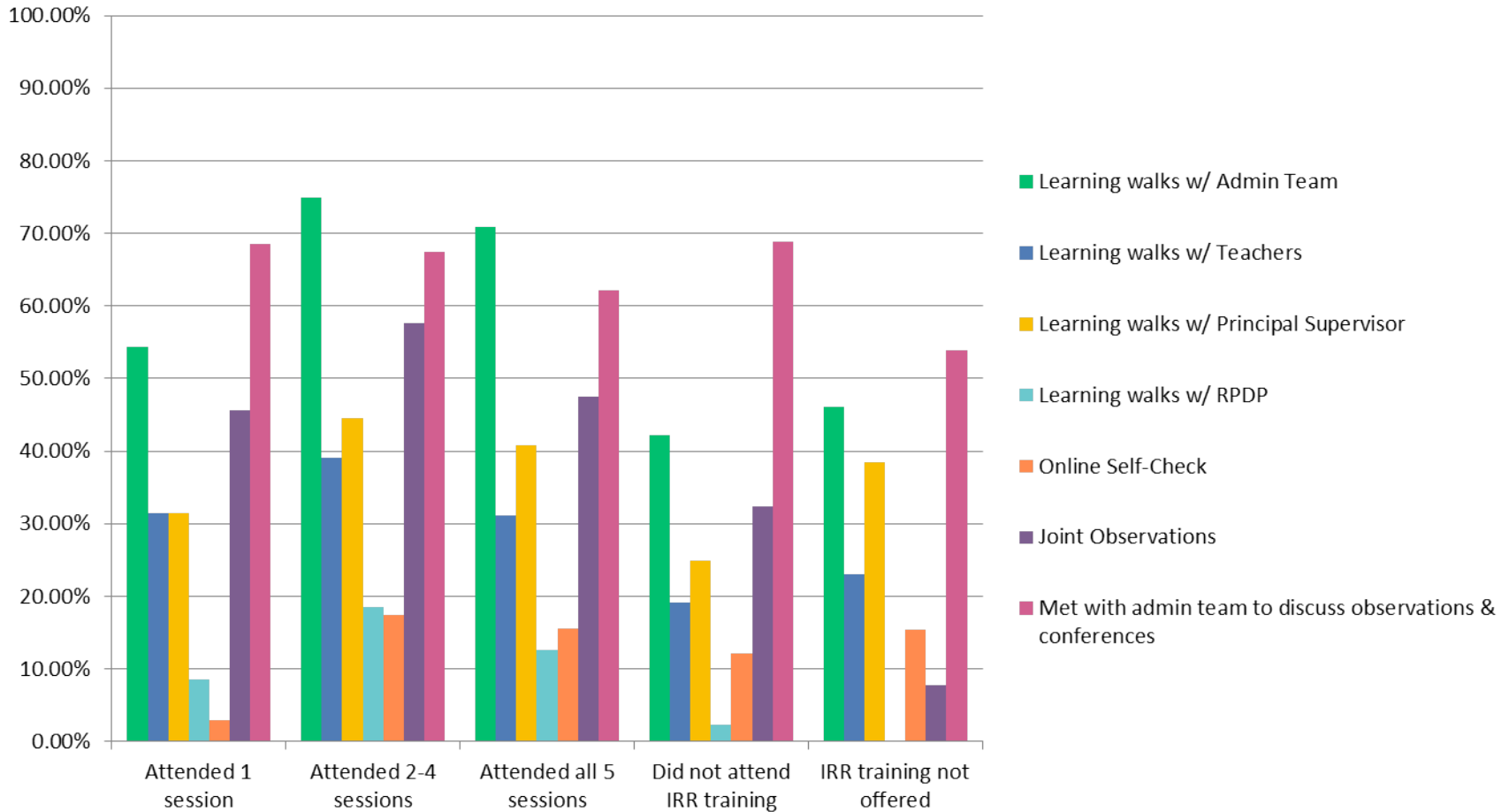
Interrater Reliability Training Attended by Area



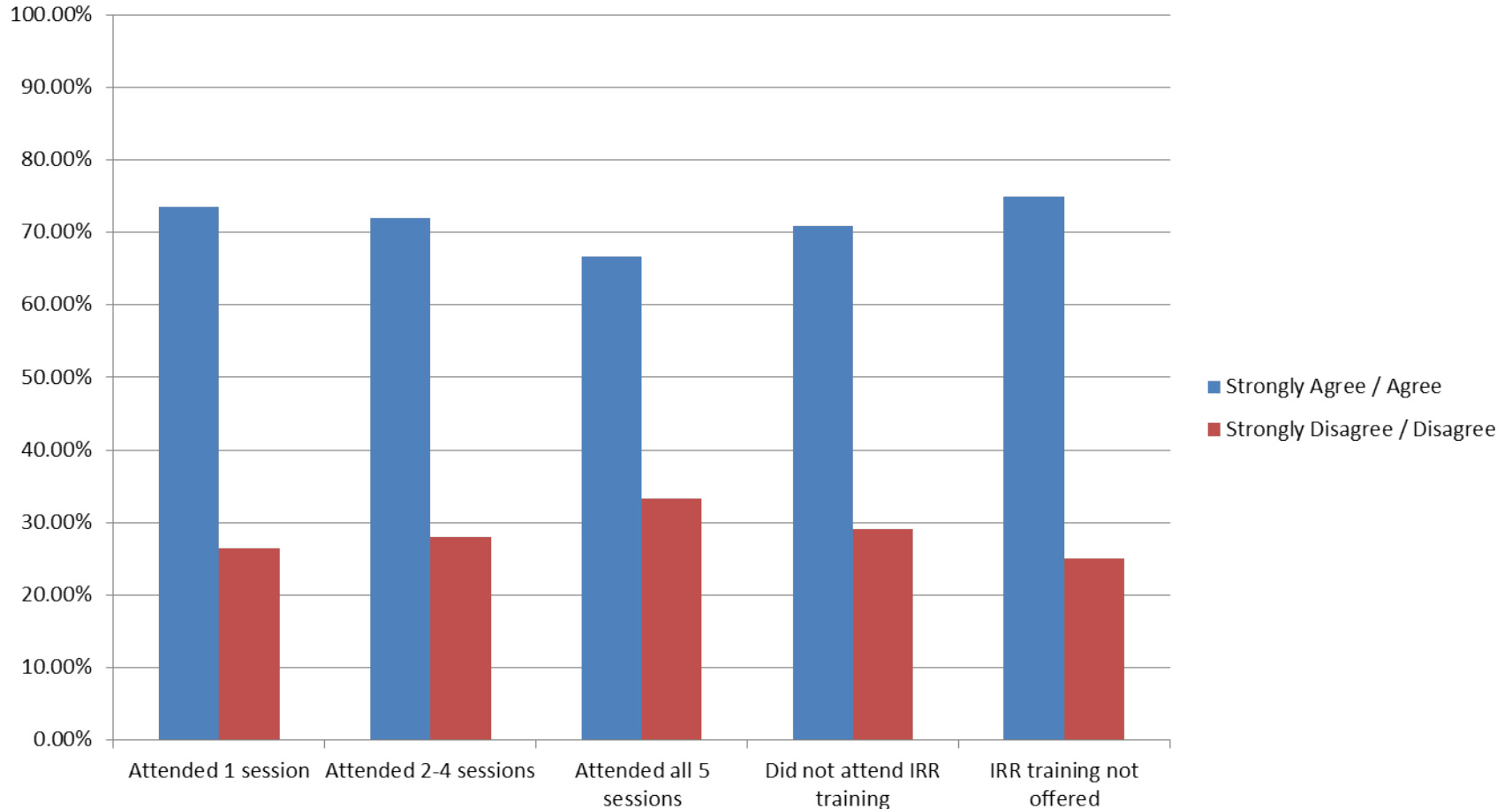
Interrater Reliability Training Attended by Level



Q5: How have you worked with others to calibrate NEPF observations in an effort to increase Inter-rater Reliability?

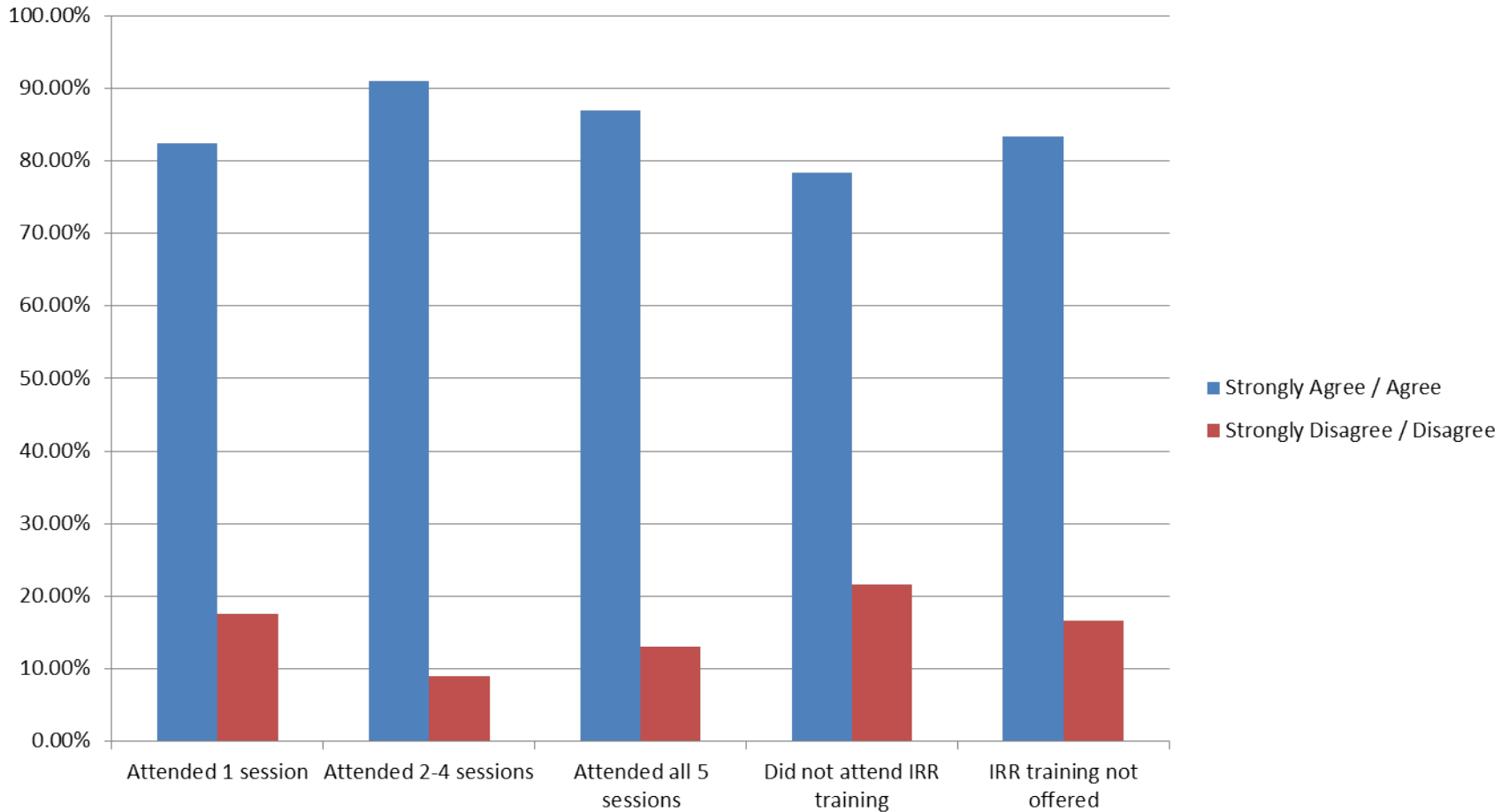


Q6: At your school, implementation of NEPF Standards and Protocols is positively impacting student learning.

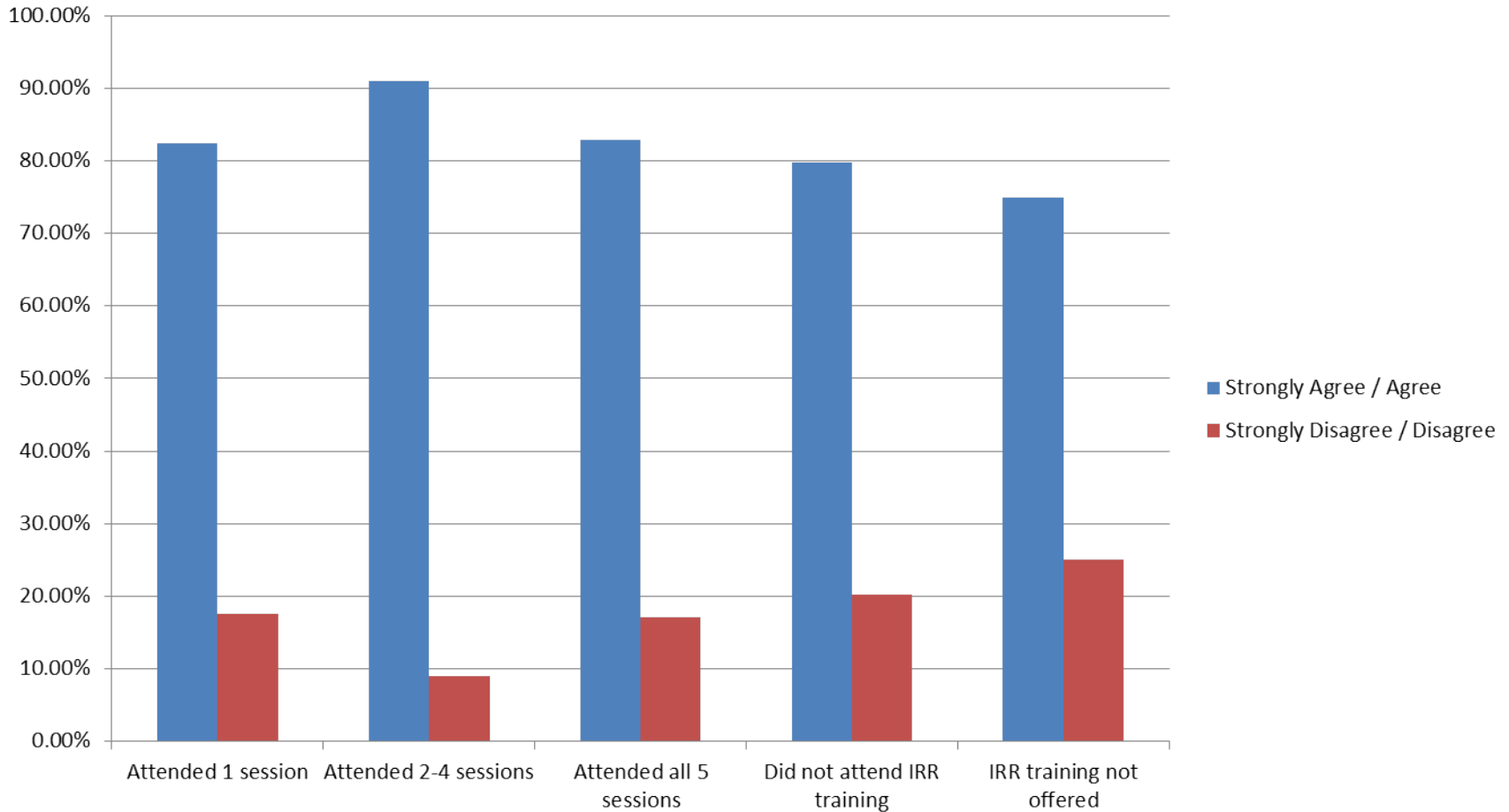


*Graph does not reflect unanswered data points / blanks

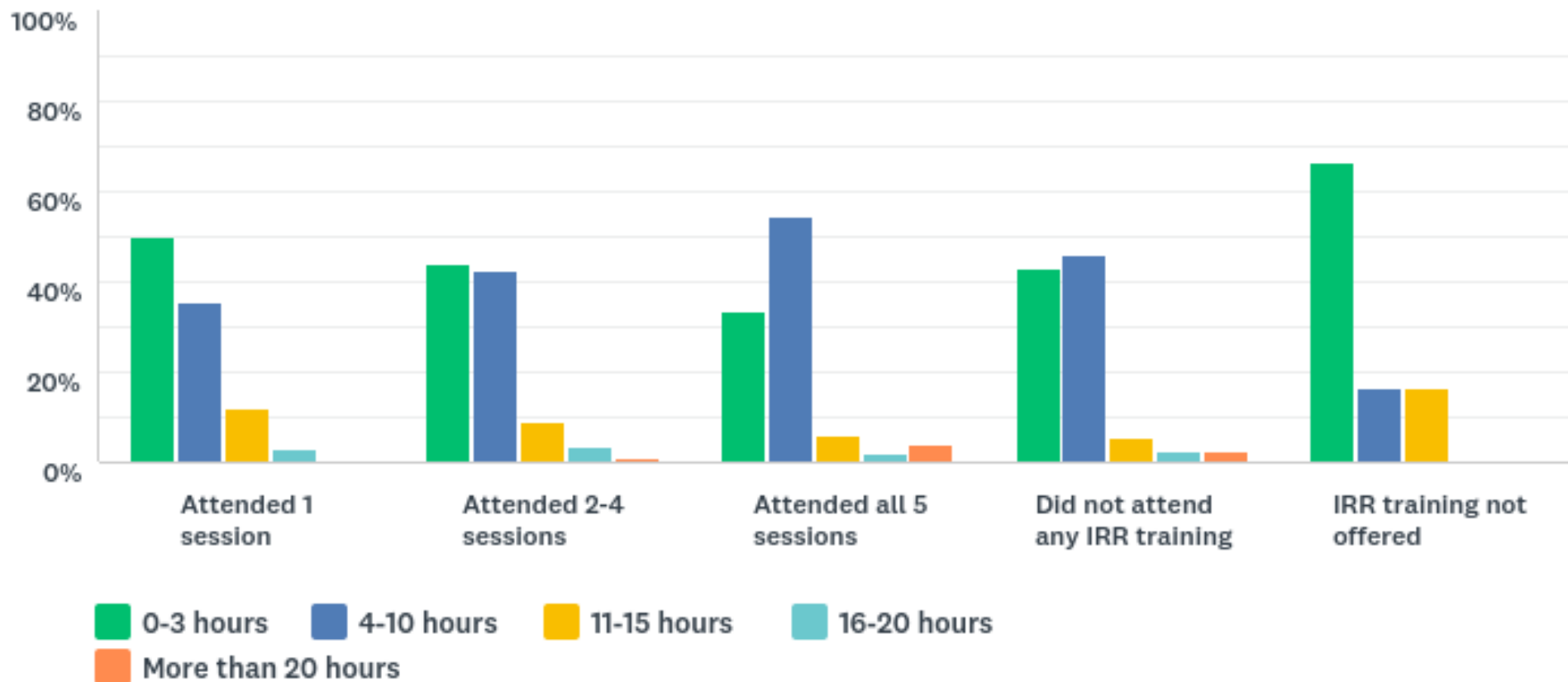
Q7: You are able to meaningfully identify performance levels on the NEPF Instructional Practice Standards for Teachers.



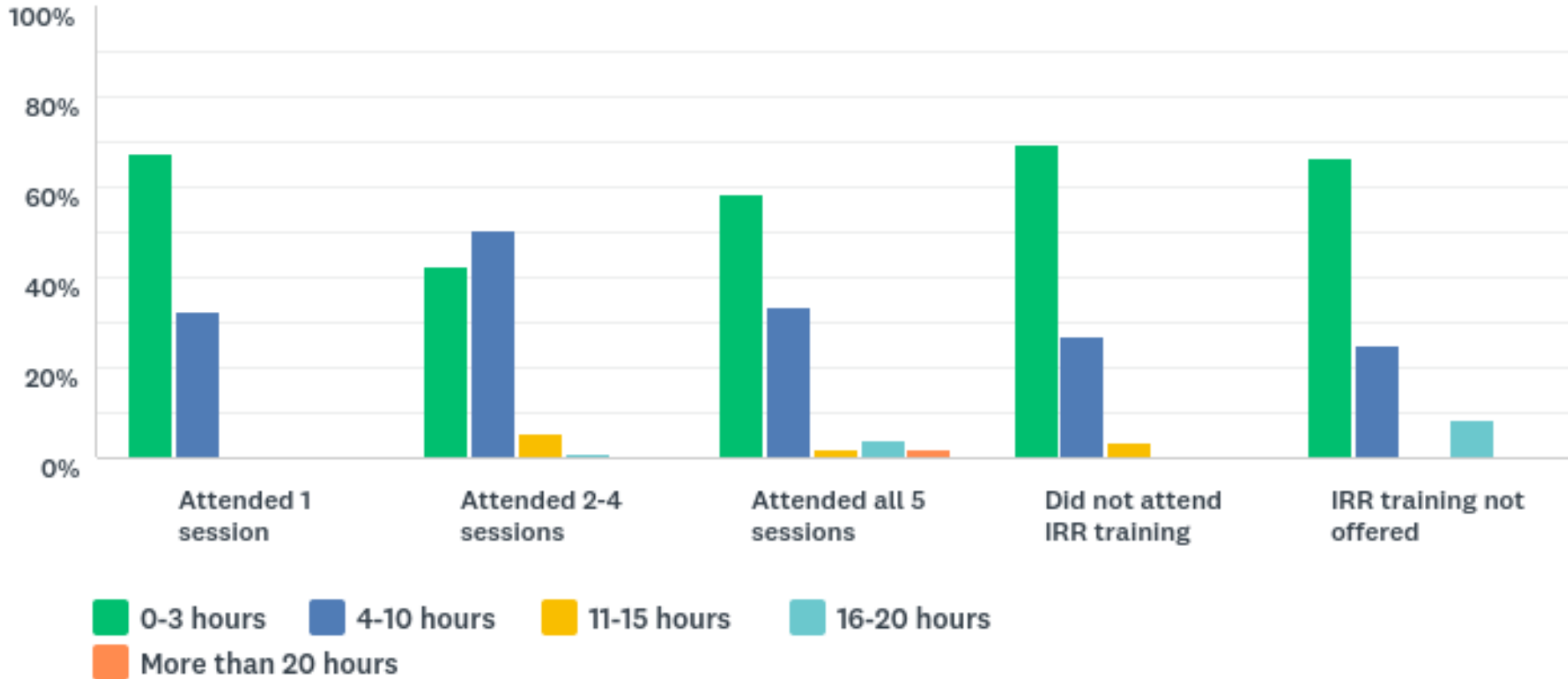
Q8: You are able to meaningfully identify performance levels on the NEPF Professional Responsibilities Standards for Teachers.



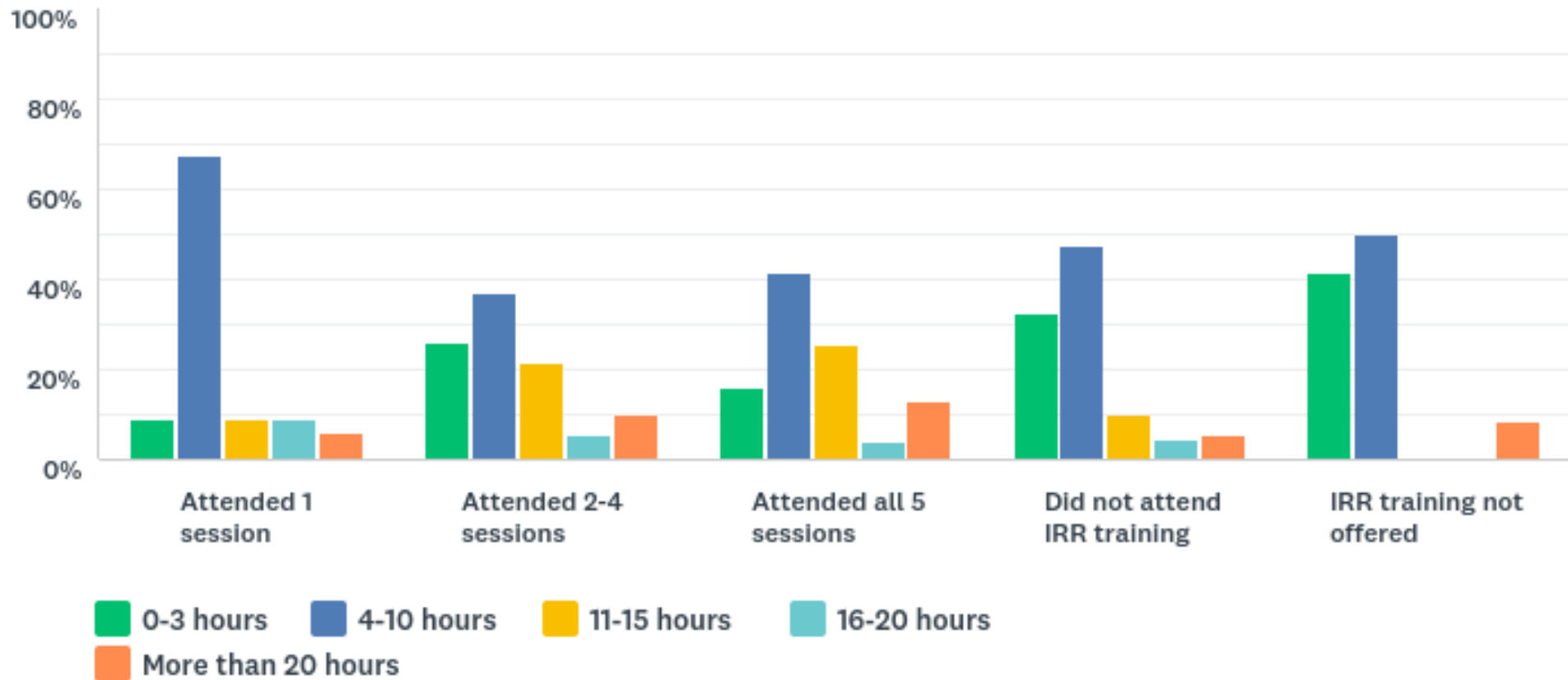
Q10: On average, how much time per educator did you spend on classroom observations?



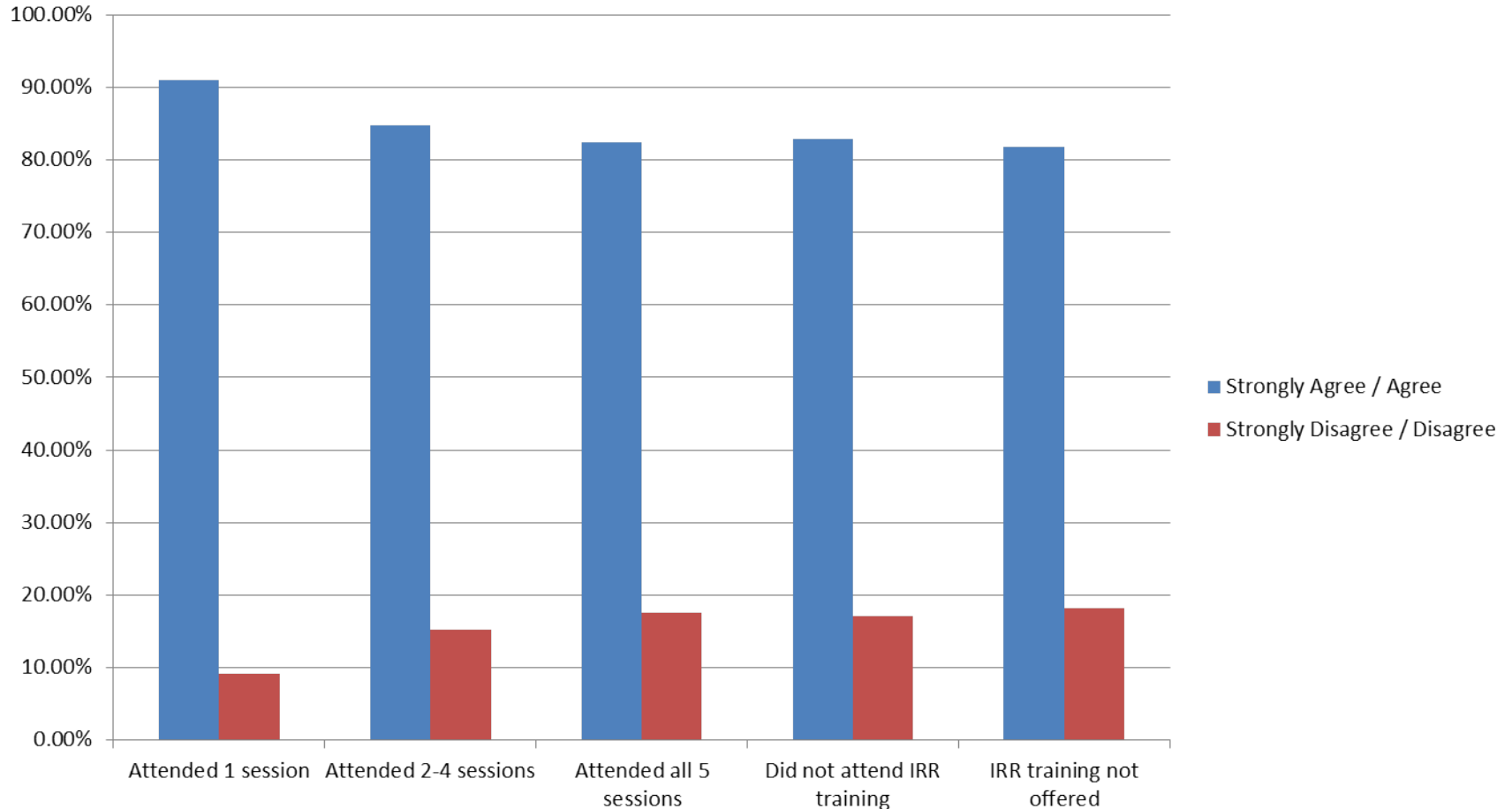
Q11: On average, how much time per educator did you spend on conferences?



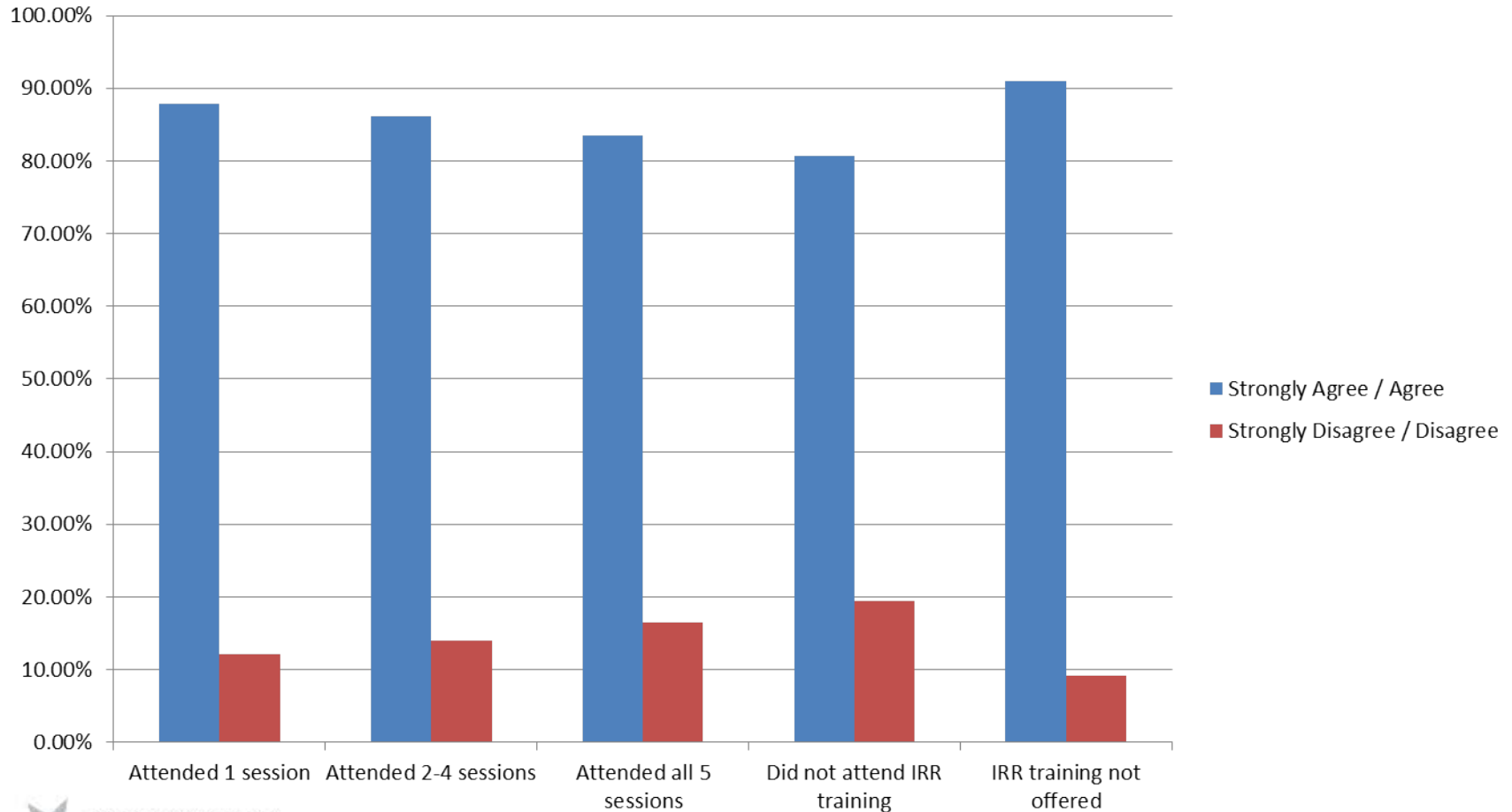
Q12: On average, how much time per educator did you spend completing the NEPF documentation (outside of classroom observations and conferencing)?



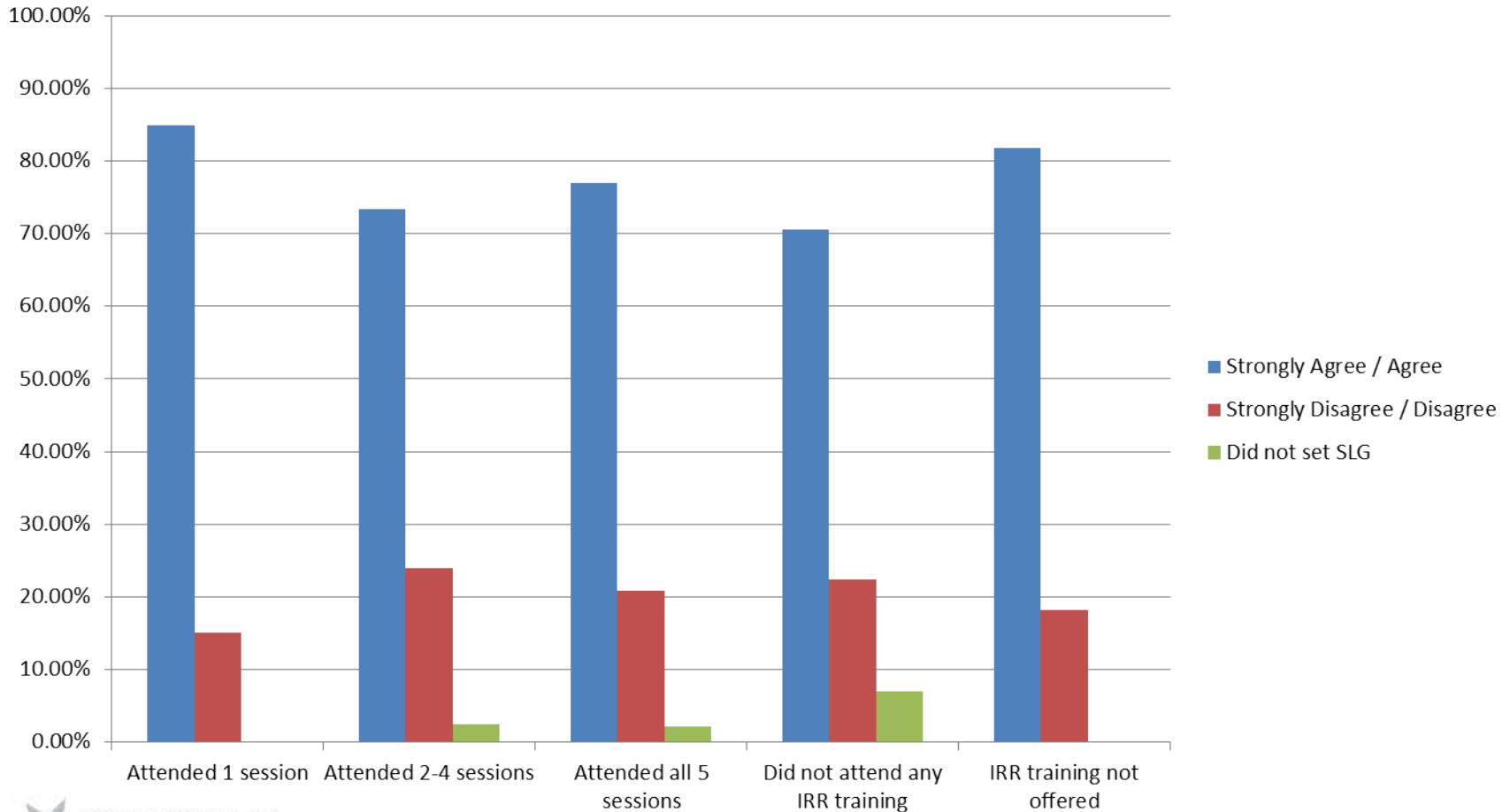
Q15: You are able to meaningfully apply the NEPF Professional Responsibilities Standards for Administrators.



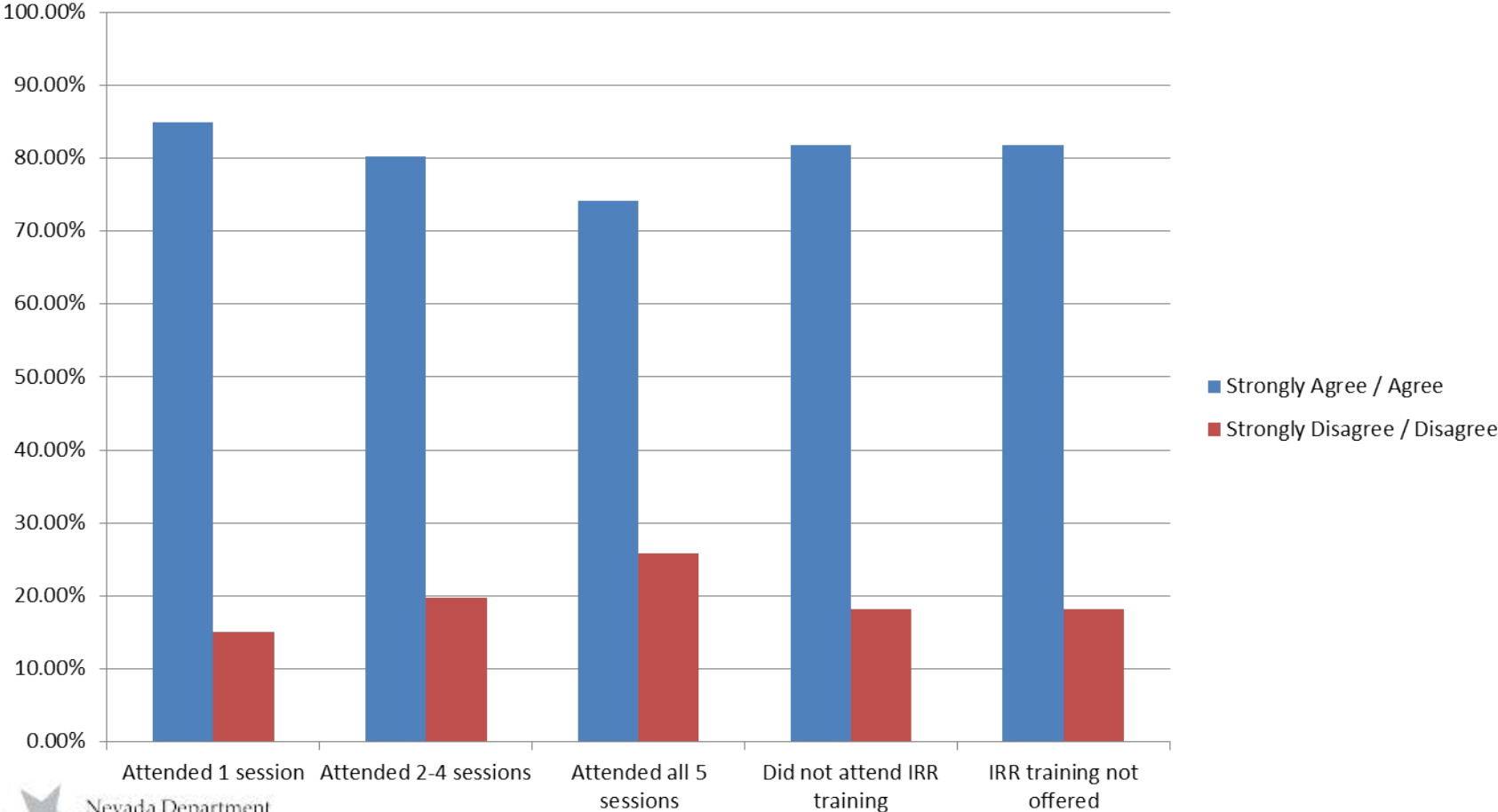
Q16: You are able to meaningfully apply the NEPF Instructional Leadership Standards for Administrators.



Q17: You are confident in knowing how to set your Student Learning Goal (SLG).



Q18: You are confident in knowing how to measure progress towards your SLG.



*Graph does not reflect unanswered data points / blanks

HISTORICAL COMPARISON OF TEACHER AND ADMINISTRATOR SURVEY RESULTS

Data Limitations

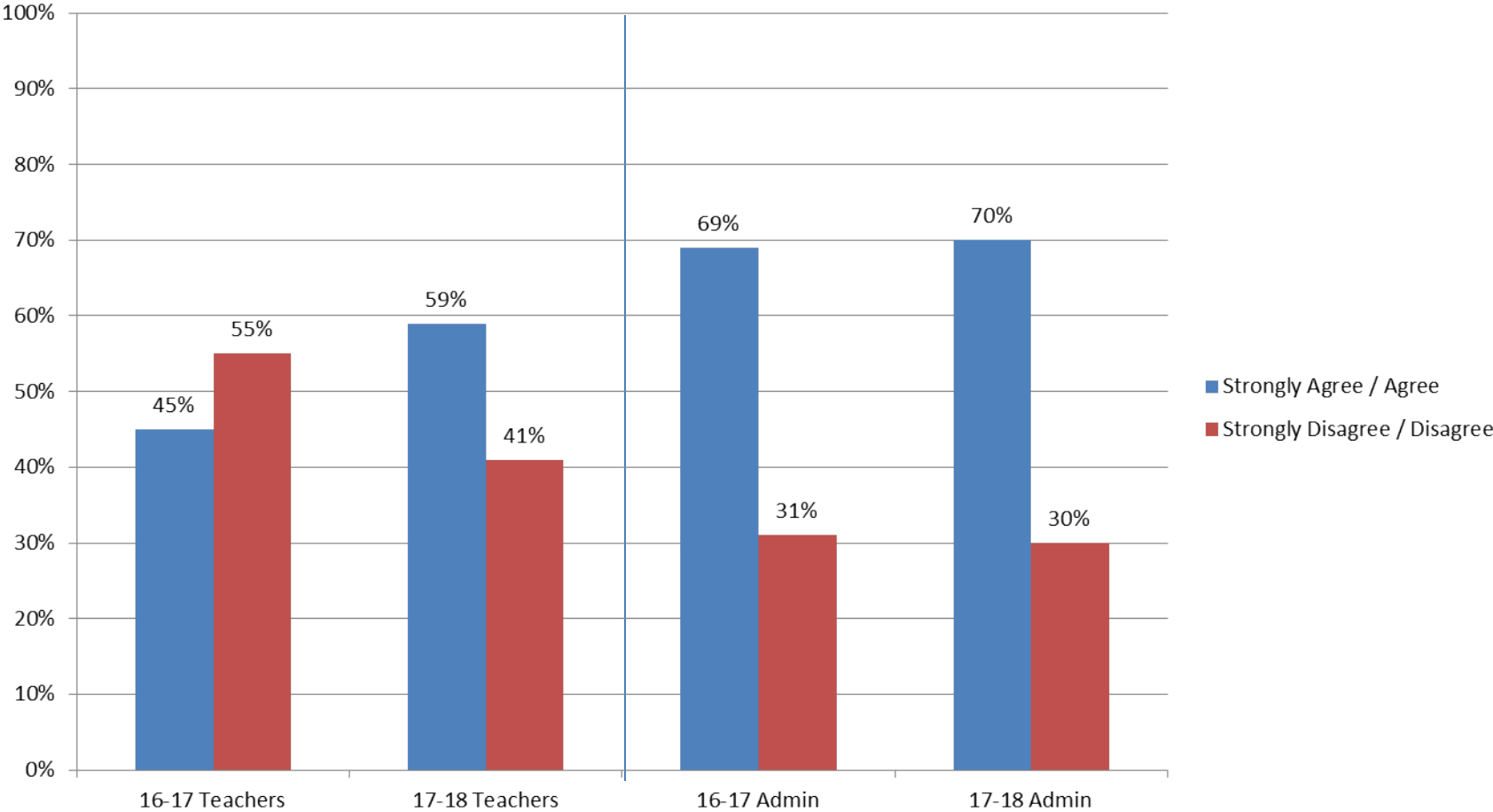
2016-2017 Survey Results

- Administrators: n=372
- Teachers: n=3,574

2017-2018 Survey Results

- Administrators: n=448
- Teachers: n=4,523

At your school, the implementation of NEPF Standards and Protocols is positively impacting student learning



As a result of the observation cycle conferences, to what extent do you agree that the feedback you received positively impacted your instruction/instructional leadership practice?

