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GUIDANCE MEMORANDUM 21-04

TO: School District Superintendents
Charter School Sponsors
District and Charter Human Resources Directors
Nevada Educator Performance Framework Liaisons

FROM: Jhone M. Ebert, Superintendent of Public Instruction

A handwritten signature in black ink, appearing to read "Jhone M. Ebert".

DATE: August 6, 2021

SUBJECT: Legislative Changes to the Nevada Educator Performance Framework (NEPF)

The 2021 Legislative session ended with the passage of two bills that directly impact the NEPF: Assembly Bill (AB) 57 and AB 266. These legislative changes will require modifications to the NEPF tools and protocols for the 2021-22 school year. Updated tools and protocols should be available on the [NEPF](#) webpage in August.

AB 57 temporarily suspends the requirement to establish learning goals for pupils (student performance domain) during the 2021-22 school year for teachers and school administrators (the weight will return to 15% starting with the 2022-23 school year). Furthermore, it stipulates that the inclusion of the learning goal for teachers and school administrators cannot result in the decrease of the overall rating of the teacher or the administrator for the 2020-21 school year. ([NRS 391.465](#))

- For the 2020-21 school year, if the inclusion of the learning goal (student performance domain) resulted in a decrease of the overall rating for a teacher or school administrator, the evaluation should be redone using the Educational Practice Only Summative Evaluation Tool (Administrator or Teacher).
- For the 2021-22 school year, teachers (including teacher-librarians) and school administrators are not required to create a learning goal for the student performance domain on the NEPF. As a result, the Instructional Practice/Instructional Leadership Standards will be weighted at 80%, and the Professional Responsibilities Practice will be weighted at 20% (consistent with those weights set for educators in their initial year of probationary employment. ([NAC 391.571](#)))
- The Department encourages but does not require Districts to continue the practice of developing SLGs for formative purposes, especially for educators serving in their initial year of probationary employment. Doing so helps to ensure they are fully prepared for the 2022-23 school year in which the SLG will become 15% of their summative evaluation.
- The 2021-22 Summative Rating Tool will not allow for the calculation of an SLG score.

Section 4 of AB 266 awards a post-probationary teacher, whose performance on an evaluation is designated as Effective or Highly Effective, an additional weight equivalent to the percentage by which the ratio of pupils for

which the teacher is responsible exceeds the State Board of Education (SBE) recommended ratio of pupils per licensed teacher on certain criteria. ([NRS 391.465](#))

- For the 2021-22 school year and thereafter, post-probationary teachers who are rated Effective or Highly Effective will receive an adjusted score on their final summative evaluation score if their student ratio is over the SBE recommended class size ratio. The SBE recommended ratios of pupils per licensed teacher are 15:1 in grades K-3 and 25:1 in grades 4-12. The SBE did not set recommended ratios for choir, band, or orchestra; therefore, those subject area teachers are not eligible for the class size adjustment ([NRS 388.890](#)).
- The adjusted score is not to exceed the maximum score that would otherwise be possible for a teacher rated as Highly Effective (4).
- The adjusted score will be applied to the following Standards and Indicators:
 - The manner in which the teacher employs the cognitive abilities and skills of all pupils, Instructional Practice Standard 2 Indicator 1 (IPS 2.1),
 - The manner in which the teacher provides an opportunity for extended discourse (IPS 3.1),
 - The manner in which the teacher structures a classroom environment (IPS 3.4),
 - The manner in which the teacher engages with the families of pupils, Professional Responsibilities Standard 4 (PRS 4), and
 - The perception of pupils of the performance of the teacher (PRS 5).
- LEA's will need to set a specific count date, consistent with previous count date practices, to identify the total per pupil count for each individual teacher to determine eligibility and/or calculate the percentage for the adjusted NEPF Indicator scores. The date should be consistent for all schools within the LEA and be no later than November 1st of that school year. LEA's should make accommodations for teachers hired after the initial count date and for any staffing/student enrollment changes that significantly increase/decrease the overall student count for an individual teacher.

The Department will be providing district NEPF Liaisons with additional guidance for implementing the changes required by the passage of AB 57 and AB 266. Furthermore, in addition to updating the NEPF Tools and Protocols to reflect the changes, the Department is working with Nevada Regional Professional Development Programs to develop professional development opportunities to assist district and school personnel in understanding and implementing the revisions to the NEPF for teachers and school administrators. Updated tools, protocols, and training will be available in the fall.

cc: Felicia Gonzales, Deputy Superintendent of Educator Effectiveness and Family Engagement
Jeff Briske, Director, Educator Development, Licensure, and Family Engagement