

Regulation Topic/Title **R042-26 – Educational Growth Goals (NEPF)**

<i>Summary</i>	Responsive to changes in SB460 regarding the Nevada Educator Performance Framework, this regulation updates language from “Student Learning Goals” to “Educational Growth Goals” and provides clarifications regarding the use of criterion-referenced exams per SB460.
<i>Background</i>	- SB460 made two substantive changes to the NEPF: the language shift from student learning goals to education growth goals, and the requirement that for those grades and subjects that have state-required criterion-referenced exams (i.e., SBAC, ACT, etc.), the results of those criterion-referenced exams be used in developing the educational growth goals. - To overcome the implementation issues regarding the timing of criterion-referenced exam results, this regulation states that results from criterion-referenced exams may be used as a baseline for setting the educational growth goal at the beginning of the year, based on the prior year data; and, if no exam results are available at the time of NEPF evaluation, that course-embedded or district-adopted assessments may be used to measure the growth of the student from that baseline. This process mirrors the requirements for educators teaching in grades or courses that do not have a criterion-referenced exam to use, instead utilizing course-embedded or district-adopted exams. The process of using course-embedded or district-adopted exams for establishing and measuring growth for an Educational Growth Goal is the same as previously used for the Student Learning Goals.
<i>Problem of Practice</i>	- The requirement to use criterion-referenced exam results when available is difficult to implement because: - The results from such exams come in the late summer, while NEPF evaluations are completed in spring; and - Not all grades and courses have criterion referenced exams available, resulting in teachers in some grades and courses being evaluated based on different information than other teachers in the same grades or courses (i.e., ELA instructors in 9th grade versus 11th, or 4th grade teachers in social science versus 4th grade ELA)
<i>Development</i>	The regulation was developed through the Teachers and Leaders Council, engagement with districts, and extensive collaboration with the Legislative Counsel Bureau.
<i>Supportive Engagement</i>	---
<i>Oppositional Engagement</i>	---
<i>Inflection Points</i>	---
<i>History</i>	---
<i>Questions and Notes</i>	---