

Nevada Educator Performance Framework (NEPF)

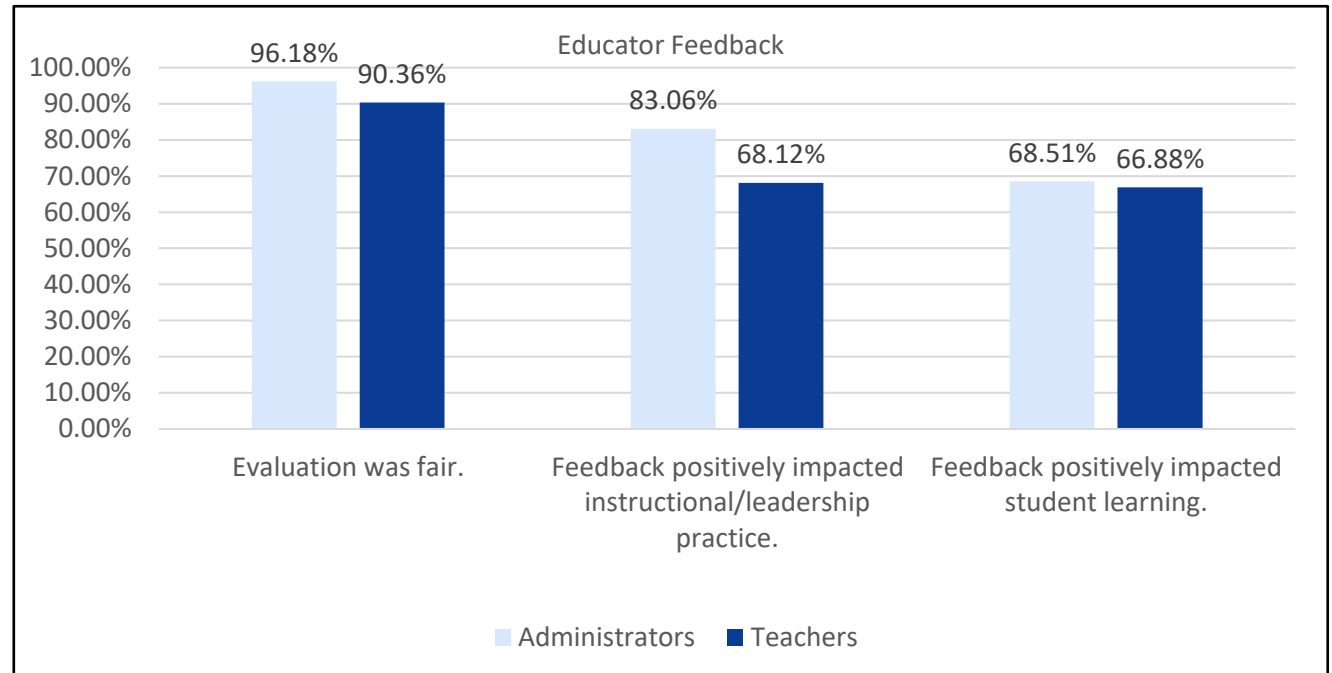
Overview of the NEPF (Statewide Educator Performance Evaluation System – per NRS 391.465)

| Goals | Structure | Protocols |
|--|---|---|
| <ul style="list-style-type: none"> ● Foster student learning and growth ● Improve educators' effective instructional practices ● Inform human capital decisions based on a professional growth system ● Engage stakeholders in the continuous improvement and monitoring of a professional growth system | <ul style="list-style-type: none"> ● Includes 10 role-specific evaluation frameworks ● Administrator, teacher, librarian, and principal supervisor frameworks consist of two categories: <ul style="list-style-type: none"> ○ Educational practice ○ Student performance ● Educational Practice category contains two domains with individual weights: <ul style="list-style-type: none"> ○ Instructional and/or instructional leadership practice ○ Professional responsibilities | Required evaluation cycle components include: <ul style="list-style-type: none"> ● Educator self-assessment ● Pre-evaluation conference ● Goal setting ● Pre and post observation conferences ● Observations and evidence review ● Mid-cycle goals review ● Post evaluation conference with summative evaluation |

NEPF Frameworks Implementation

| Year | Educator Group |
|---------------|---|
| 2015 | Building Administrator Teacher |
| 2017 | School Counselor School Nurse School Psychologist School Social Worker Speech Language Pathologist Teacher-Librarian |
| 2018 | Educational Audiologist |
| Field Testing | Principal Supervisor (framework language under revision) |

Monitoring for Continuous Improvement



Administrator and teacher NEPF Monitoring for Continuous Improvement surveys are conducted by districts annually and results are discussed with district NEPF liaisons during annual NEPF LEA interviews to inform professional learning to support educator growth and effectiveness. The table above shows the percentage of teachers and administrators who responded agree/strongly agree.

Historic Overview of NEPF Legislation

| Session | Bill | Impact |
|---------|---------------|--|
| 2011 | AB222 | <ul style="list-style-type: none"> Required State Board of Education (SBE) to establish statewide performance evaluation system for teachers and building-level administrators Mandated four performance levels: Highly Effective, Effective, Minimally Effective, and Ineffective Mandated inclusion of student achievement data (from statewide assessments) at no less than 50% Created Teachers and Leaders council (TLC) to guide development |
| 2013 | SB407 | <ul style="list-style-type: none"> Provided for a validation study of NEPF Required SBE to include process and criteria for peer evaluations Revised probationary employee observation timeline Allowed differentiated observation cycles based on previous year rating Required TLC to make recommendations regarding NEPF for counselors, librarians, and other licensed education personnel (OLEP) |
| 2015 | AB447 | <ul style="list-style-type: none"> Allowed LEAs to apply for use of alternate evaluation systems or tools Removed required use of statewide assessment data for 2015-16 school year due to testing irregularities Revised Student Performance Domain to include 10% statewide assessment data and 10% local assessments to measure Student Learning Goals (SLGs) Reduced weight of Student Performance Domain from 50% to 40% and prescribed gradual increase to 40% over course of biennium Revised number of required evaluations per year from 3 to 1 with differentiated number of observation cycles determined by prior performance |
| 2017 | AB320 | <ul style="list-style-type: none"> Revised Student Performance Domain by removing statewide assessment data and making the local assessment data 40% in the form of SLGs Required SBE, local school boards, and NDE to monitor the implementation of the NEPF for accuracy and reliability |
| 2019 | SB475 | <ul style="list-style-type: none"> Required OLEP and principal supervisors to be evaluated annually in a similar manner to teachers Removed the rating of "developing" from various sections of NRS 391.725 and 391.730 Reduced Student Performance Domain to 15% of the evaluation Provided for an impact and validity study Required NDE to develop an electronic tool for evaluations (unfunded mandate) |
| 2021 | AB57 AB266 | <ul style="list-style-type: none"> Temporarily waived the use of the Student Performance Domain for the 2021-22 school year Required a class-size adjustment for eligible educators based on State Board of Education class size recommendations on specific indicators |

Impact of Legislative Changes to NEPF Domain Weights

| School Year | Instructional Practice | Professional Responsibilities | Student Performance |
|-------------|------------------------|-------------------------------|--|
| 2015-16 | 80% | 20% | 0% |
| 2016-17 | 60% | 20% | 20% (10% school data from statewide assessment/ 10% SLG score) |
| 2017-18 | 60% | 20% | 20% (SLG score) |
| 2018-19 | 45% | 15% | 40% (SLG score) |
| 2019-20 | 65% | 20% | 15% (SLG score) |
| 2020-21 | 65% | 20% | 15% (SLG score) |
| 2021-22 | 80% | 20% | 0% (SLG score) |
| 2022-23 | 65% | 20% | 15% (SLG score) |
| 2023-24 | 65% | 20% | 15% (SLG score) |