

Nevada Educator Performance Framework

Student Performance Domain



State Board of Education

Agenda Item #10

NRS 391.460



4. The State Board shall consider the recommendations made by the Council pursuant to this section and shall adopt regulations establishing a statewide performance evaluation system as required by [NRS 391.465](#).

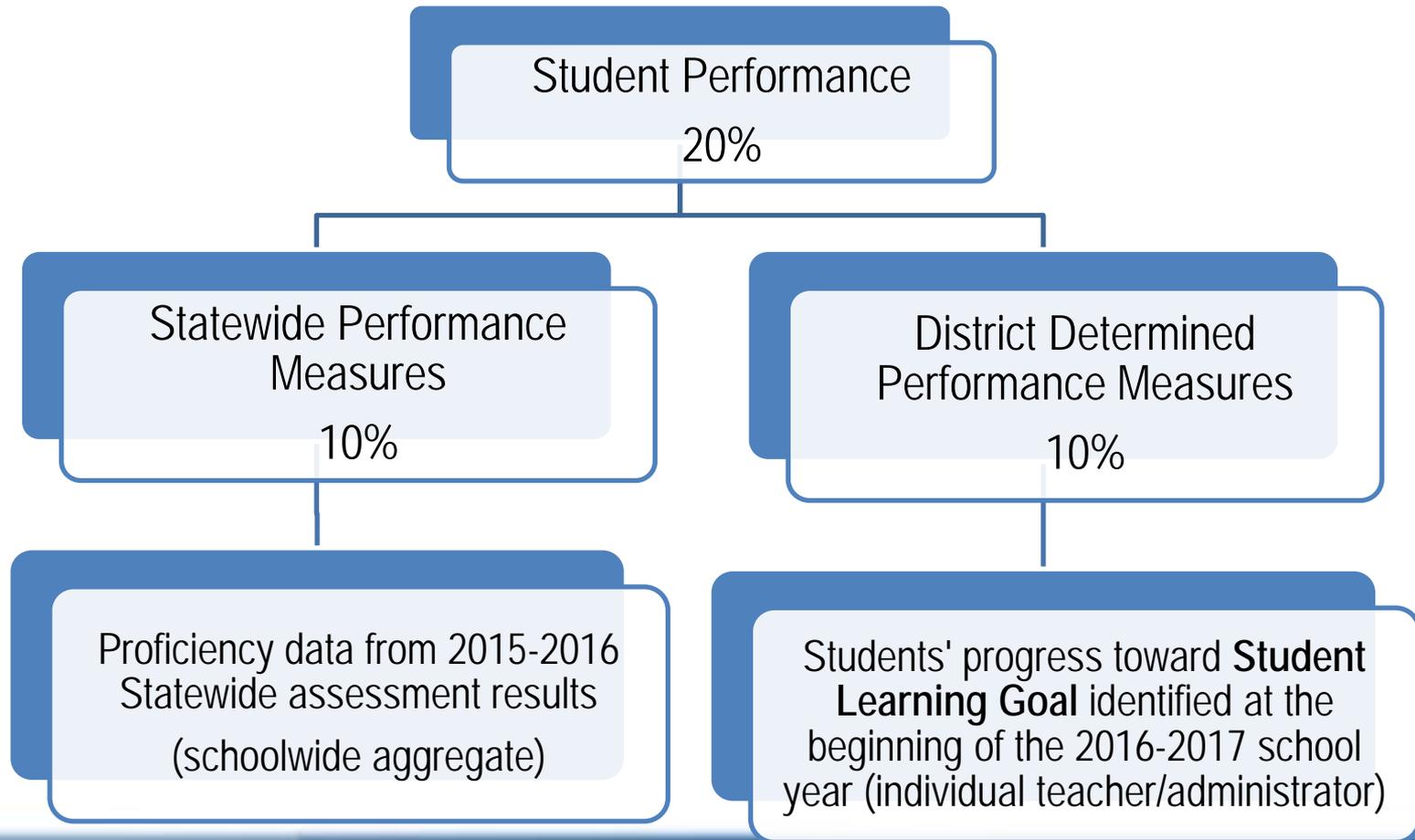


NRS 391.465 (July 1, 2016-June 30, 2017)

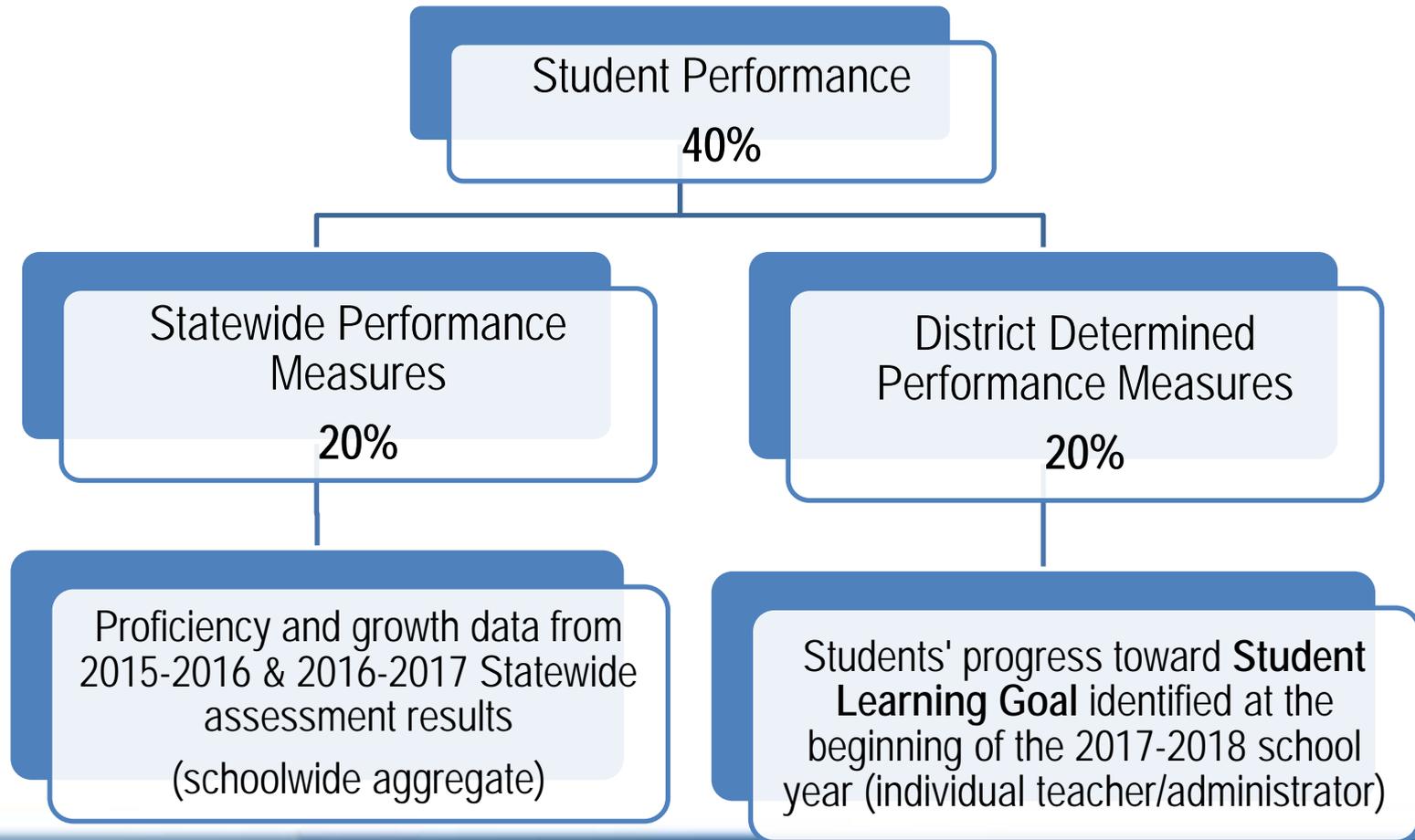
(d)(2) Pupil achievement data derived from assessments approved by the board of trustees of a school district that employs the teacher or administrator, as applicable, must account for at least **10 percent** of the evaluation.



NEPF Student Performance 2016-2017



NEPF Student Performance 2017-2018



District Determined Measures

Student Learning Goals (SLG)

- Embedded in NEPF protocols
- Encourages collaboration among educators
- Reinforces good teaching practices
- Adaptable
- Current year data
- Educator specific and based on student needs
- Specific to standards and essential skills
- Shows student growth over time
- Differentiate targets based on where students start



SLG Process

Step 1:

Develop and approve SLG

(Goal Setting and Planning Tool & SLG Checklist)

Step 2:

Monitor progress toward SLG

(Mid-Cycle Review Conference)

Step 3:

Evaluate attainment of SLG

(SLG Rubric & Final Summative Evaluation Tool)

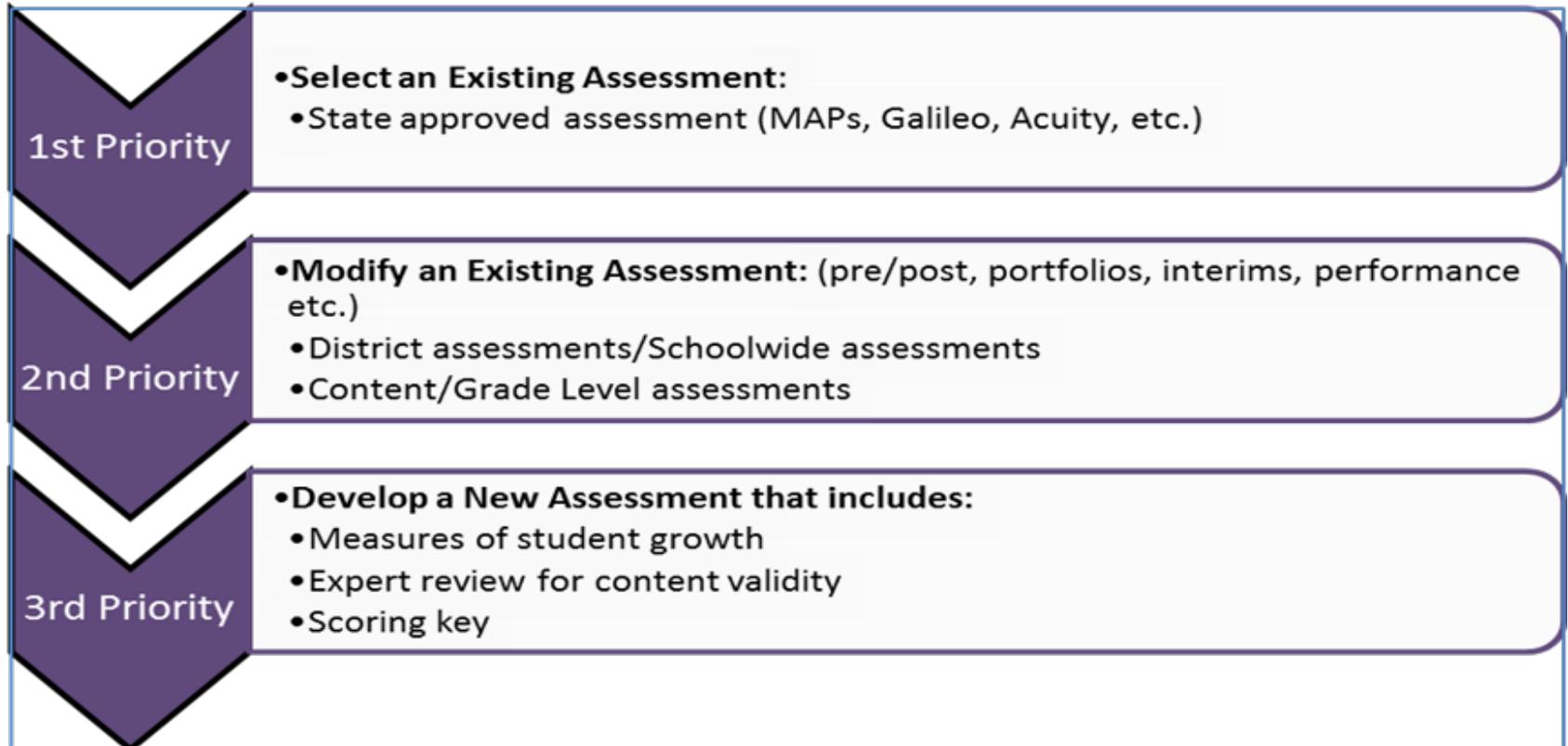
Develop and Approve the SLG

- **Needs Assessment** – Use current and/or previous year data (trends) to answer the question: What is the biggest learning challenge(s)?
- **Rationale** – Why/how is it essential to present and future content learning?
- **Align Standards** – Identify which standards are included under the essential skills described in rationale
- **Baseline Data** – Uses current year pre-assessment data to inform targets
- **Target(s) & Rationale** – Set rigorous yet attainable target(s) based on where students start
- **Evidence** – What assessment(s) will be used to measure student progress?
- **Goal statement**



Monitor Progress Toward the SLG

Criteria and Priority Levels for Assessments used to measure progress toward the SLG



Evaluate Attainment of the SLG As Recommended by TLC

STUDENT LEARNING GOAL SCORING RUBRIC	
High = 4	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth and high impact for all or nearly all students.
Moderate = 3	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth and impact for most students.
Low = 2	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth and impact for some students.
Unsatisfactory = 1	The educator has not met the expectation described in the SLG and has demonstrated an insufficient impact on student learning.



TLC Recommendation

The Board accept TLC's proposed recommendations for the District Determined Measures, including the prioritization of assessments to be used, and the Student Learning Goal Rubric to score each educator's impact on student progress toward the identified Student Learning Goal.

