

# Nevada








<b>Law Analyzed</b>	AB 229, AB 225, AB 222, SB 2
<b>Date Passed</b>	2010, 2011
<b>Overall Rating</b>	7.25

In February 2010 Nevada passed SB 2, ending a previous prohibition on using student achievement and learning data in teacher evaluations, and making the state eligible to compete for a Race to the Top grant. The following year, the state passed two laws related to teacher evaluation. AB 229 is a comprehensive teacher effectiveness bill that expands teacher evaluations from two tiers of effectiveness to four, requires districts to adopt evaluation systems that meet certain criteria (including use of student growth for at least 50 percent of evaluation), and reforms teacher tenure. AB 225 allows for the revocation of tenure for teachers who receive multiple unsatisfactory ratings.




Collectively, these three laws, passed under Democrat-controlled legislatures and signed by Republican Governors Jim Gibbons and Brian Sandoval, take important steps to reform teacher effectiveness policies in Nevada. Nevada also goes farther than many states in requiring districts to establish performance-based compensation policies that focus on student achievement and at-risk students.

However, there is still plenty of room for improvement. Nevada's laws do not require transparent reporting to parents and the public on teacher effectiveness, hold teacher preparation programs accountable for their graduates' effectiveness, ensure mutual consent hiring, or prevent students from being taught by an ineffective teacher for consecutive years. Rather than allow districts to dismiss tenured teachers, Nevada law returns tenured teachers who are rated unsatisfactory for two years to "probationary" (non-tenured) status, at which point these teachers can either re-earn their tenure by demonstrating effectiveness in their evaluations, or can be dismissed on the same terms as other probationary teachers. This multi-step process means that tenured teachers rated unsatisfactory or ineffective remain in the classroom for at least two years following the first year in which they are rated unsatisfactory, which may be longer than desirable in some cases.

# Nevada

Criteria	Explanation	Score
Are teachers evaluated at least annually?	Yes. Post-probationary teachers must be evaluated at least once a year. Probationary teachers and post-probationary teachers who received an unsatisfactory rating in the prior year must be evaluated three times a year.	
Are principals, as well as teachers, evaluated?	Yes. The legislation covers both teacher and administrator evaluations.	
Is evidence of student learning a factor in teacher evaluations?	Yes. Longitudinal analyses of student achievement data of a teacher's pupils must count for at least 50 percent of evaluation.	
Do evaluations differentiate between multiple levels of educator performance?	The law defines four levels of teacher performance: highly-effective, effective, minimally-effective, and ineffective.	
Are parents and the public provided clear information about teacher effectiveness?	The law neither requires nor precludes districts from informing parents and the public of teachers' effectiveness.	
Are educator preparation programs accountable for graduates' effectiveness?	The law does not address.	
Is tenure linked to effectiveness?	Yes. To become a post- probationary teacher, a probationary teacher must complete three years of teaching with at least two consecutive years rated "effective" or "highly-effective." A post-probationary teacher who receives an unsatisfactory or below average rating for two consecutive years is deemed a probationary employee and must serve an additional three-year probationary period.	

# Nevada

Criteria	Explanation	Score
<p>Does state provide clear authority to dismiss ineffective teachers and a reasonable process for doing so?</p>	<p>The law allows for dismissal of ineffective teachers through revocation of tenure. A probationary teacher rated ineffective or minimally-effective is dismissed at the end of the year. A post-probationary (tenured) teacher who is rated unsatisfactory or below average in a given year will receive three ratings the following year. If the post-probationary teacher continues to be rated unsatisfactory or below average for a second year, s/he is deemed a probationary employee, and must either re-earn post-probationary status over three years or may be dismissed on the same terms as any other probationary teacher. Teachers who receive three evaluations a year and receive unsatisfactory evaluations in the first or second evaluation may request help and a different evaluator for the 3<sup>rd</sup> evaluation. The law creates an expedited hearing process for probationary teachers notified that they will be dismissed.</p>	
<p>Is effectiveness, rather than seniority, the primary consideration in reductions in force?</p>	<p>The law prohibits layoff decisions based solely on seniority, and allows the following considerations to be taken into account in layoff decisions: hard-to-fill positions, National Board Certification, performance evaluations, teacher disciplinary and/or criminal record, teacher's type of licensure and degree.</p>	
<p>In cases of teacher excessing, is there a process for teachers to secure new positions through mutual consent, and for those who cannot do so to eventually be discharged from employment?</p>	<p>The law does not address excessing or provide for discharge from employment of excessed teachers who fail to gain new positions through mutual consent.</p>	

# Nevada

Criteria	Explanation	Score
Do principals have authority to decide who teaches in their schools?	The law does not require mutual consent hiring.	<input type="radio"/>
Does the law protect students from being consecutively assigned to ineffective teachers?	No.	<input type="radio"/>
Are effective teachers rewarded with increased compensation?	Yes. The law requires school districts to establish a program of performance-based compensation that is primarily focused on improving academic achievement, considers implementation in at-risk schools, and may include career ladder advancement, professional development, group incentives, and multiple assessments.	<input checked="" type="radio"/>