



Make Teacher Evaluations Fair!



NSEA and teachers across the state support teacher evaluations based on instructional practice, leadership, and professional responsibilities. We oppose the use of student learning goals or objectives (SLGs/SLO's) in teacher evaluations

Educators want accountability, but only when it is based upon fair, timely, rigorous, and valid measures. The current evaluation structure, which uses student data from SLO/SLG's as 40% of a teacher's evaluation is neither a fair nor valid measure of the complex demands of the teaching profession. To ensure high-quality teaching, it is necessary to have meaningful and fair evaluations that provide a format for constructive assistance. Teacher evaluations should be based on proven educational practice, including student engagement, lesson planning, classroom management, as well as other professional responsibilities.

There are numerous issues with using SLO/SLGs in teacher evaluations:

- Teachers spend too much time on paperwork and implementing SLO/SLG's taking away from meaningful conversation and work with professional learning communities.

- SLO/SLGs are unable to accurately measure student growth over an entire school year, as evaluation cycles begin late and are complete before the end of the school year.
- Teachers are pushed to focus on technical compliance and default to SLO/SLG's they believe to be more achievable for their students.
- New educators may decide to begin their careers in states where their evaluations do not include such a large percentage of outside variables.
- Implementation of SLO/SLG's is inconsistent between grade levels, from school to school, and district to district.

There is little to no evidence that the use of SLO/SLGs in teacher evaluations leads to improved instruction or even better overall student outcomes. There is even less evidence to support the use of any specific percentage in teacher evaluations - whether it be 40%, 20% or any other arbitrary percentage. For the reasons stated, NSEA opposes the use of SLO/SLG's in teacher evaluations. Instead, evaluations should be based entirely on what teachers do in their classrooms and at their school site with a focus on instructional practice, leadership, and professional responsibilities.

There are currently two bills pertaining to teacher evaluations at the Legislature. With regard SLO/SLG's included in an evaluation, AB460 calls for a reduction from 40% to 10% and SB475 calls for a reduction from 40% to 20% based on the Teachers and Leaders Council recommendations.

We are asking members to contact the Senate and Assembly Committees on Education and tell them that you oppose the use of SLOs/SLG's in teacher evaluations.

Email the Education Committees [here](#):

ABOLISH THE ACHIEVEMENT SCHOOL DISTRICT!

In early March 2019, NSEA requested to the Senate Committee on Finance that the Achievement School District budget be defunded and further recommended the monies be re-appropriated to programs proven effective at improving public education.

The Achievement School District is a failed experiment and the wrong answer for our state's struggling schools. The concept of converting public schools to achievement charters has been met with fierce community resistance over the last few years. During the selection process of underperforming schools in 2016, we saw unprecedented mobilization of school communities who felt that charters were being forced on them, with little communication or input. This topdown approach was diametrically opposed to programs and supports like Zoom and

Victory schools designed to invest in students and communities.

Since 2015, NSEA has raised broad and detailed concerns about the Achievement School District. The highly partisan ASD has a union-busting component, potentially putting union members in the position of having to choose between their school site or their collective bargaining agreement – if they are even offered the opportunity to stay. NSEA believes that budgeting reflects true priorities of decision-makers.

The hard work and messaging by our members has appeared to pay off in the form of SB321, sponsored by Senator Dondero-Loop, which would abolish the Achievement School District and move existing achievement charter schools under the authority of the State Public Charter School Authority. A hearing was held March 28, 2019, and a work session is expected shortly. You can read our memo [here](#) and watch NSEA's testimony on the bill [here](#).



Meet Jhone Ebert. Nevada's Next Superintendent of Public Instruction.

On March 25, 2019, Governor Sisolak appointed Jhone Ebert as the next Superintendent of Public Instruction. Ms. Ebert was a Nevada Educator for 25 years, teaching math. She then moved into the roles of chief innovation and productivity and chief technology officer. Most recently, Ms. Ebert was the senior deputy commissioner for education policy at the New York State Education Department.

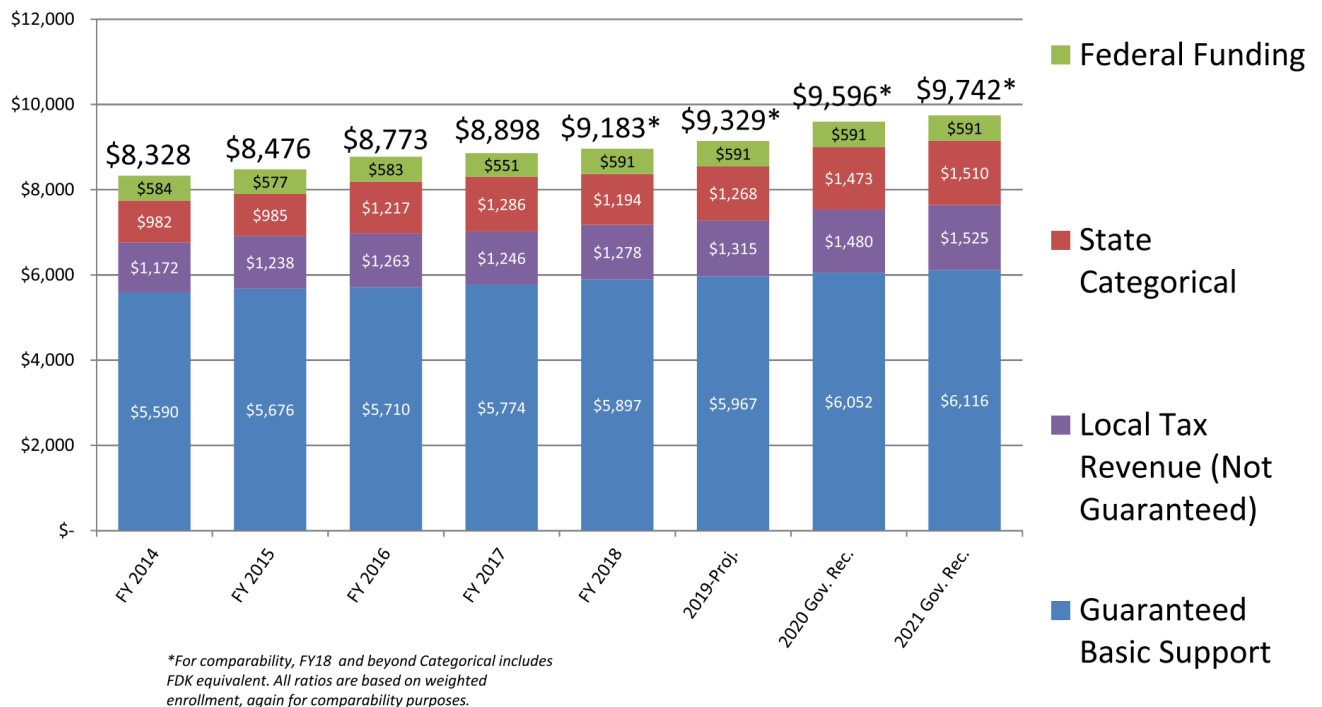
NSEA President, Ruben Murillo, stated, "With extensive experience, including in the classroom as a math teacher, Jhone truly understands the challenges educators face every day. Growing up, Jhone had to access many school-based services. Her background and experience make her passionate about equity and closing the opportunity gap. NSEA looks forward to working with Superintendent Ebert to strengthen the Department of Education to make sure every Nevada student has access to a quality public education."

NSEA applauds Governor Sisolak's decision to appoint Ms. Ebert, and we are all excited to work together to move public education forward.

SCHOOL FUNDING: A STATEWIDE CRISIS

As the 80th Session continues, education funding remains one of the important topics being discussed. NSEA appreciates Governor Sisolak's budget proposal to increase education funding and include 3% raises for all educators. At the same time, the proposed base funding of \$6,052 (a 1.42% increase in FY 2020) and \$6,116 (a 1.06% increase in FY 2021) will **not** keep up with inflation nor will it begin to address the recommended increases recommended by the Augenblick study. This could lead to larger class sizes or even layoffs. The chart below was produced by the Department of Education regarding Per Pupil Funding:

Per Pupil Funding: Actual Statewide Average



The proposed budget is a positive beginning, but we *must* increase the education base while funding weights to address inequities in our funding formula. As stated in the iNVEST plan: "Over the last three fiscal years, the State has used growth in local revenues like sales and property taxes and other sources to lower its general fund commitment to K-12 funding, rather than keeping the share of the General Fund budget allocated to K-12 constant and letting sales taxes and other revenues collected for schools at the local level to continue to fund schools.

Based on the State's own reports, the share of the State's General Fund that goes towards K-12 funding has declined significantly since FY16. In FY16, K-12 funding represented 39% of the State's General Fund. Since then, the portion of the State's General Fund has declined to less than 36%. In other words, the additional sales tax revenues for schools that were collected at the local level as well as other revenues have been used to reduce the State's General Fund commitment to K-12 education."

We are asking members to reach out to their elected officials and ask them to support increasing the school base funding for FY 2020 and FY 2021. They need to hear from you!

THAT'S WHAT WE'RE TALKING ABOUT!

Here are the Top Bills that NSEA has been testifying on at the Nevada Legislature!
(the bills are hyperlinked, so click the bill number to read more)

SUPPORT

SB41: Revises provisions regarding the licensure of teachers & educational personnel.

SB123: Expands early voting; same day voter registration.

SB191: Requires each public school in Nevada to establish and maintain a library.

SB203: Revises programs for children who are blind/visually impaired/deaf/hard of hearing.

SB267: Revisions concerning the effect of social/environmental factors on education.

SB319: Defines school counselor/school psychologist/school social worker and requires certain school counselors, psychologists and social workers to receive an additional 5% of the base salary each year.

SB350: Revises provisions relating to Nevada Promise Scholarships.

AB64: Revises provisions governing the funding provided to school districts for pupils enrolled in full-time programs of distance education

AB205: Makes various changes concerning pest management in public schools.

AB244: Allows the imposition of certain taxes in a county to fund capital projects of the school district based on the recommendations of a Public Schools

AB258: Changes relating to the provision of special education in public schools.

AJR 2 (79th Session): Proposes to amend the Nevada Constitution to require the recognition of all marriages regardless of gender.

OPPOSE

SB372: Revises provisions relating to school counselors, school psychologists & school social workers.

AB213: Revises provisions governing the issuance of restricted drivers' licenses to certain pupils

NEUTRAL/WATCH

AB168: Requiring a school to provide a plan of action based on restorative justice before suspending or expelling a pupil.

Follow NSEA on Social Media!



APRIL 2019