



Clark County Education Association



February 18, 2021

Nevada Assembly Committee on Education
C/O Chair Assemblywoman Shannon Bilbray-Axelrod
401 S Carson Street
Carson City, NV 89701

**Re: Public Comment for February 18, 2021, Assembly Education Hearing AB57:
Temporarily suspends certain requirements relating to certain teacher and administrator
evaluations. (BDR 34-434)**

Hello and thank you, Committee Chairwoman Bilbray-Axelrod, and committee members. My name is Marie Neisess, and I am the president of the Clark County Education Association.

The Clark County Education Association (CCEA) represents more than 18,000 licensed professionals in the Clark County School District. We are the largest independent teachers union in the country and in the State of Nevada. We engage in bipartisan advocacy for advancing public education in Nevada.

We would like to thank the Washoe County School District for bringing this forth and ask this committee to consider the following: The Nevada Department of Education commissioned a report by UNLV's Center for Research, Evaluation, and Assessment (CREA) on the impact and validity of the Nevada Educator Performance Framework. The report was presented to the Teachers and Leaders Council in May of 2020, and we would like to highlight two glaring conclusions:

1. Growth on the teacher NEPF has no impact on school achievement growth.

In other words, when teachers improve on their evaluations, students do not improve academically.

2. Approximately 99% of all educators are found to be effective or highly effective on their NEPF evaluation.

From this study, we know that the lowest performing schools in Nevada have an equivalent number of effective teachers as the highest performing

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schools in Nevada. We can also assume that a third year teacher is rated effective as often as a veteran teacher.

These two conclusions are incredibly concerning, and they need to be explored by this committee. Improvements in a teacher's instructional practice should lead to growth in student achievement. Educators across Nevada need an objective evaluation that aligns with student outcomes. We ask this committee to question the current teacher evaluation process and look to other states who have implemented successful evaluation systems directly correlated to student growth and achievement and take action to better understand why feedback on a teacher's instructional practice does not currently lead to improved student achievement.

In the meantime, CCEA supports Assembly Bill 57, including the CCSD/CCEA friendly amendment, which enables educators and their bargaining agents who have entered into an agreement before the effective date of this act that provides incentives to teachers based on learning goals for pupils established pursuant to NRS 391.480, to continue to develop learning goals for pupils to satisfy the requirements of the agreement for the duration of the agreement. Every educator deserves to work with their students to define learning goals to ensure students walk away from K-12 public education with the tools necessary to succeed.

Respectfully,



Marie Neisess, President
Clark County Education Association