Overview of NEPF Ratings - Carson City vs Statewide

TEACHERS	COUNT	DISTRICT	STATE	COUNT	DISTRICT	STATE	COUNT	DISTRICT	STATE	COUNT	DISTRICT	STATE
INEFFECTIVE	1	0.24%	0.11%	0	0.00%	0.08%	0	0.00%	0.13%	1	0.25%	0.07%
DEVELOPING	23	5.50%	0.85%	1	0.30%	0.78%	6	1.67%	0.75%	6	1.48%	0.63%
EFFECTIVE	208	49.76%	69.10%	178	53.61%	67.91%	226	62.78%	71.12%	256	63.21%	71.91%
HIGHLY	116	27.75%	23.45%	95	28.61%	24.59%	81	22.50%	19.83%	107	26.42%	22.01%
EXEMPT	70	16.75%	6.49%	58	17.47%	6.64%	46	12.78%	8.18%	35	8.64%	5.38%
TOTAL	**418**	**100.00%**	**100.00%**	**332**	**100.00%**	**100.00%**	**360**		**20,438**	**405**		**20,601**
ADMIN	**COUNT**	**DISTRICT**	**STATE**	**COUNT**	**DISTRICT**	**STATE**	**COUNT**	**DISTRICT**	**STATE**	**COUNT**	**DISTRICT**	**STATE**
INEFFECTIVE	0	0.00%	0.15%	0	0.00%	0.00%	0	0.00%	0.08%	0	0.00%	0.14%
DEVELOPING	1	4.76%	1.76%	0	0.00%	0.17%	0	0.00%	0.75%	0	0.00%	0.83%
EFFECTIVE	12	57.14%	70.08%	12	66.67%	74.75%	10	47.62%	77.11%	20	83.33%	75.76%
HIGHLY	6	28.57%	23.26%	5	27.78%	20.63%	10	47.62%	18.05%	2	8.33%	16.87%
EXEMPT	2	9.52%	4.74%	1	5.56%	4.46%	1	4.76%	4.01%	2	8.33%	6.40%
TOTAL	**21**	**100.00%**	**100.00%**	**18**	**100.00%**	**100.00%**	**21**		**1,197**	**24**		**1452**

District Totals vs State Totals

Overview of NEPF Ratings - Carson City: Teachers

	Highest IPS/ILS	Lowest IPS/ILS	Highest PRS/PPS	Lowest PRS/PPS	Average SLG	Average Summative	Change
CCSD	2 (3.44)	4 (3.10)	5 (3.64)	2 (3.21)	3.39	3.34	-.07
Statewide	5 (3.47)	4 (3.14)	5 (3.54)	4 (3.32)	3.47	3.40	+.01

2 - Learning Tasks Have High Cognitive Demand for Diverse Learners

- Chooses tasks that purposefully employ all students' cognitive abilities and skills.
- Chooses tasks that place appropriate demands on each student.
- Chooses tasks that progressively develop all students' cognitive abilities and skills.
- Operates with a deep belief that all children can achieve regardless of race, perceived ability, and socioeconomic status.

5 - Assessment Is Integrated into Instruction

- Plans on-going learning opportunities based on evidence of all students' current learning status.
- Aligns assessment opportunities with learning goals and performance criteria.
- Structures opportunities to generate evidence of learning during the lesson of all students.
- Adapts actions based on evidence generated in the lesson for all students.

4 - Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning

- Ensures all students understand what students are learning, why they are learning it, and how they will know if they have learned it.
- Structures opportunities for self-monitored learning for all students.
- Supports all students to take actions based on the students' own self-monitoring processes.

5 - Student Perception

- Students report that the teacher helps them learn.
- Students report that the teacher creates a safe and supportive learning environment.
- Students report that the teacher cares about them as individuals and their goals or interests.

2 - Reflection on Professional Growth and Practice

- Seeks out feedback from instructional leaders and colleagues and uses a variety of data to self-reflect on his or her practice.
- Pursues aligned professional learning opportunities to support improved instructional practice across the school community.
- Takes an active role in mentoring colleagues and pursues teacher leadership opportunities.

4 - Family Engagement

- Regularly facilitates two-way communication with parents and guardians, using available tools that are responsive to their language needs, and includes parent/guardian requests and insights about the goals of instruction and student progress.
- Values, respects, welcomes, and encourages students and families, of all diverse cultural backgrounds, to become active members of the school and views them as valuable assets to student learning.
- Informs and connects families and students to opportunities and services according to student needs.

Hi/Low Standards: CCSD vs State

Overview of NEPF Ratings - Carson City: Administrators

	Highest IPS/ILS	Lowest IPS/ILS	Highest PRS/PPS	Lowest PRS/PPS	Average SLG	Average Summative	Change
CCSD	2 (3.46)	4 (3.11)	3 (3.53)	4 (3.12)	3.14	3.29	-.05
Statewide	3 (3.41)	4 (3.16)	3 (3.52)	1 (3.22)	3.12	3.33	-.08

2 - Creating and Sustaining a Culture of Continuous Improvement

- Sets clear expectations for teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.
- Supports teacher development through quality observation, feedback, coaching, and professional learning structures.
- Gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuou improvement.
- Operates with a deep belief that all children can achieve regardless of race, perceived ability, and socioeconomic status.

3 - Creating and Sustaining Productive Relationships

- Demonstrates a welcoming, respectful, and caring environment and an interest in adults' and students' well-being to create a positive affective experience for all members of the school community.
- Provides opportunities for extended, productive discourse between the administrator and teachers and among teachers to support decision-making processes.
- Structures the school environment to enable collaboration between administrators and teachers and among teachers to further school goals.
- Has structures and processes in place to communicate and partner with teachers and parents in support of the school's learning goals.

4 - Creating and Sustaining Structures

- Implements systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.
- Develops systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate.
- Allocates resources effectively, including organizing time, to support learning goals.

3 - Professional Obligations

- Models and advocates for fair, equitable, and appropriate treatment of all personnel, students, and families.
- Models integrity in all interactions with colleagues, staff, students, families, and the community.
- Respects the rights of others with regard to confidentiality and dignity and engages in honest interactions.
- Follows policies, regulations, and procedures specific to role and responsibilities.

4 - Family and Community Engagement

- Involves families and the community in appropriate policy implementation, program planning, and assessment.
- Involves families and community members in the realization of vision and in related school improvement efforts.
- Connects students and families to community health, human, and social services as appropriate.

1 - Manages Human Capital

- Collects high quality observation data and evidence of teacher practice in a fair and equitable manner and utilizes t results of evaluations to provide support to improve performance.
- Uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers.
- Supports the development of teacher leaders and provides leadership opportunities.
- Complies with the requirements and expectations of the Nevada Teacher Evaluation Framework.

Hi/Low Standards: CCSD vs State

Overview of NEPF Ratings - Carson City

Educator Group	Highest IPS/ILS	Lowest IPS/ILS	Highest PRS/PPS	Lowest PRS/PPS	Average SLG	Average Summative	Change
Audiologists	N/A	N/A	-	-	N/A	-	-
School Administrators	2 (3.46)	4 (3.11)	3 (3.53)	4 (3.12)	3.14	3.29	-.05
School Counselors	N/A	N/A	3 (3.69)	(3.33)	N/A	3.5	+.04
School Nurse	N/A	N/A	2,5 (3.52)	3 (3.35)	N/A	3.43	-.05
School Psychologists	N/A	N/A	2 (3.67)	1,3,4 (3.6)	N/A	3.62	-.19
School Social Workers	N/A	N/A	1,2 (3.51)	3 (3.19)	N/A	3.42	-.12
Speech-Language Pathologists	N/A	N/A	2 (3.57)	3 (3.39)	N/A	3.47	-.29
Teacher-Librarians	1 (4.0)	3,4 (3.50)	1-3,5 (4.0)	4 (3.83)	-	3.85	+.47
Teachers	2 (3.44)	4 (3.10)	5 (3.64)	2 (3.21)	3.39	3.34	-.07

Hi/Low Standards: CCSD vs State

Survey Responses: CCSD vs State

	2025-26		2024-25		2023-24	
	District	State	District	State	District	State
Total Number	175	4816	248	7376	300	6688
Elementary	49.71%	46.14%	47.18%	48.18%	45.82%	48.29%
Middle	27.43%	21.32%	23.79%	20.67%	23.41%	18.98%
High	22.86%	26.62%	27.42%	25.05%	27.09%	25.82%
Teacher	81.71%	80.67%	89.92%	83.14%	85.67%	81.72%
Administrator	5.71%	6.67%	4.84%	8.00%	5.12%	7.44%
Counselor	1.14%	2.26%	1.21%	3.34%	3.07%	3.75%

Q8: My evaluation was fair.

2025-26

ANSWER CHOICES	RESPONSES	
Strongly agree	38.03%	54
Agree	56.34%	81
Disagree	4.23%	6
Strongly disagree	1.41%	2
TOTAL		143

2024-25

ANSWER CHOICES	RESPONSES	
Strongly agree	48.39%	105
Agree	41.01%	89
Disagree	5.53%	12
Strongly disagree	1.84%	4
I did not receive an NEPF Evaluation	3.23%	7
TOTAL		217

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Q9: My evaluation was focused more on my professional growth rather than on awarding a score or rating.

2025-26		
ANSWER CHOICES	RESPONSES	
Strongly agree	25.35%	36
Agree	56.34%	81
Disagree	17.61%	25
Strongly disagree	0.70%	1
TOTAL		143

2024-25		
ANSWER CHOICES	RESPONSES	
Strongly agree	30.41%	66
Agree	47.93%	104
Disagree	12.90%	28
Strongly disagree	5.53%	12
I did not receive an NEPF evaluation	3.23%	7
TOTAL		217

Q11: My NEPF evaluation cycle experience took a reasonable amount of my time.

2025-26

ANSWER CHOICES	RESPONSES	
Strongly agree	17.02%	24
Agree	52.48%	75
Disagree	17.02%	24
Strongly disagree	13.48%	19
TOTAL		143

2024-25

ANSWER CHOICES	RESPONSES	
Strongly agree	18.43%	40
Agree	47.93%	104
Disagree	17.51%	38
Strongly disagree	13.36%	29
I did not participate in the NEPF Evaluation Cycle	2.76%	6
TOTAL		217

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Q16: I had access to the professional development (formal or informal) that was necessary to implement the feedback and/or directives provided during my NEPF evaluation cycle.

2025-26

ANSWER CHOICES	RESPONSES	
Strongly agree	19.15%	27
Agree	51.77%	74
Disagree	25.53%	37
Strongly disagree	3.55%	5
TOTAL		143

2024-25

ANSWER CHOICES	RESPONSES	
Strongly agree	19.35%	42
Agree	48.85%	106
Disagree	19.82%	43
Strongly disagree	8.76%	19
I did not participate in the NEPF evaluation cycle	3.23%	7
TOTAL		217

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SURVEY vs COMMENTS TAKEAWAYS:

- 34 Total Comments (Approximately 20% of Respondents):
  - 29 Completely Critical
  - 5 Mixed Positive and Critical
  - 0 Completely Positive
- Quantitative vs Qualitative:
  - Survey metrics show a baseline agreement while narrative comments expose many frustrations
  - Comments showed a frustration on time demands for the process (slide 19)
  - Comments showed a desire for changing the system (slide 14 – Fair Evaluation)
  - Workload vs student learning: perception is a low return
  - State has made some changes (focus on time savings for teacher and admin)