



# Educator Equity in Nevada's ESSA State Plan<sup>1</sup>

## Strengths

### Ineffective Teacher Definition

Nevada's strong definition of an ineffective teacher is based on its teacher evaluation system<sup>2</sup>, which includes, among multiple measures, objective measures of student learning and growth that research demonstrates are critically important to measuring teacher quality.<sup>3</sup>

### Promising Strategies

Nevada intends to implement promising, potentially high-impact strategies designed to eliminate its existing educator equity gaps, including: 1) awarding competitive grant funds to entities that demonstrate successful evidence-based practices for providing programs of educator preparation, peer assistance and review, leadership training and development, and recruitment, selection and retention of effective teachers and school leaders and 2) implementing its Victory and Zoom school incentives to recruit and retain teachers in schools that are high-poverty and have a high proportion of English learners, respectively.

## Opportunities

### Inexperienced Teacher Definition

Nevada defines an inexperienced teacher as a teacher with fewer than three full years of contract experience.<sup>4</sup> Nevada should amend this definition to limit it to a teacher with two or fewer years of experience, as research demonstrates that teachers experience the greatest increase in effectiveness in the first two years of teaching.<sup>5</sup>

### Timelines and Interim Targets

Nevada does not include timelines and interim targets for eliminating its identified educator equity gaps in its ESSA state plan; however, Nevada's state plan includes its intent to update its timelines and interim targets using 2017 data as soon as those data are available. Nevada also indicated to NCTQ that until its 2017 data is available, the timelines and interim targets for eliminating identified educator equity gaps in its 2015 State Plan to Ensure Equitable Access to Excellent Educators (Educator Equity Plan) remain relevant. To increase transparency and ensure that key stakeholders that are part of the ESSA state plan process have an opportunity to engage with these timelines and interim targets, Nevada should amend its state plan to fully incorporate this updated information as soon as it is available.

## State Response

Nevada was helpful in providing NCTQ with facts that enhanced this analysis.

- 1 <https://www2.ed.gov/admins/lead/account/stateplan17/map/nv.html>
- 2 For NCTQ's analysis of the role of student growth in Nevada's teacher evaluation system, see <http://www.nctq.org/dmsView/Nevada-snapshot>.
- 3 See, e.g., Kane, T. J., & Cantrell, S. (2013). Ensuring fair and reliable measures of effective teaching: Culminating findings from the MET Project's three-year study. Seattle, WA: Bill & Melinda Gates Foundation; Chetty, R., Friedman, J. N., & Rockoff, J. E. (2014). Measuring the impacts of Teachers II: Teacher value-added and student outcomes in adulthood. *American Economic Review*, 104(9), 2633-2679; and Adnot, M., Dee, T., Katz, V., & Wyckoff, J. (2017). Teacher turnover, teacher quality, and student achievement in DCPS. *Educational Evaluation and Policy Analysis*, 39(1), 54-76.
- 4 Although Nevada defines an inexperienced teacher as described above, it calculates and reports gaps in Appendix C of its plan under a definition of inexperienced teacher as a teacher in the first year of experience. However, because Nevada does not intend to maintain this definition, the opportunity provided above remains applicable.
- 5 See, e.g., Boyd, D., Lankford, H., Loeb, S., Rockoff, J., & Wyckoff, J. (2008). The narrowing gap in New York City teacher qualifications and its implications for student achievement in high-poverty schools. *Journal of Policy Analysis and Management*, 27(4), 793-818; Henry, G. T., Bastian, K. C., and Fortner, C. K. (2011). Stayers and leavers: Early-career teacher effectiveness and attrition. *Educational Researcher*, 40(6), 271-280; and Papay, J. P., & Kraft, M. A. (2015). Productivity returns to experience in the teacher labor market: Methodological challenges and new evidence on long-term career improvement. *Journal of Public Economics*, 130, 105-119.

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