

NEVADA KEEPS PACE WITH OTHER STATES ON TEACHER EFFECTIVENESS POLICY OVERALL; BUT STATE EFFORTS ARE UNEVEN

New Report from NCTQ Finds Nevada Could Do More to Consistently Enact Policies that Support Effective Teaching; State Earns C-

December 8, 2015 (Washington, DC) — The National Council on Teacher Quality today released its ninth annual *State Teacher Policy Yearbook*, which includes a 360-degree analysis of every state law, rule and regulation that shapes the effectiveness of the teaching profession in Nevada.

Nevada received an overall grade of C-, which is the same as the average grade for 2015 across all 50 states and the District of Columbia.

NCTQ Senior Vice President for State and District Policy Sandi Jacobs said, "Nationwide the glass is

really starting to look half full on states' efforts to drive teacher effectiveness through smarter policy. Like most states, however, Nevada has plenty of room for improvement."

Yearbook Goal Areas	Nevada's 2015 Grades
Area 1: Delivering Well-Prepared Teachers	D-
Area 2: Expanding the Teacher Pool	D
Area 3: Identifying Effective Teachers	C-
Area 4: Retaining Effective Teachers	C-
Area 5: Dismissing Ineffective Teachers	B+
Average Overall Grade	C-

On teacher preparation and licensing, Nevada does not ensure teachers are prepared for the demands of college- and career-readiness standards:

- *Admission requirements.* Nevada does not require that teacher preparation programs admit candidates with strong academic records.
- *Elementary teacher preparation.* Nevada's content tests for elementary school licensure do not provide separate passing scores for each subject, making it difficult to ensure teachers know all of the core content they will teach. Nevada does not ensure early childhood and elementary teachers' knowledge of effective reading instruction.
- *Middle school licensing.* Nevada offers a generalist K-8 license and does not require middle school teachers to pass content tests in every subject they are licensed to teach.
- *Secondary teacher preparation.* Nevada has significant loopholes in secondary teacher licensing.
- *Special education.* Nevada offers only a K-12 general license for special education teachers, a license that wrongly presumes special education teachers do not need to master grade and subject specific content knowledge.

Nevada requires evaluations of teacher effectiveness and performance informs some policy and practice:

- *Teacher evaluation.* Nevada requires annual evaluations and is one of 35 states requiring student achievement/growth to be included as an important criterion in teacher evaluations.
- *Tying performance to tenure.* Nevada is one of 23 states that require districts to consider teacher performance in granting tenure.
- *Performance pay.* Nevada is one of only 16 states that require districts to reward teachers for their effectiveness.

- *Prohibiting “last in, first out” policies.* Nevada also requires districts to consider teacher performance (rather than only seniority) in making layoff decisions.
- *Dismissing ineffective teachers.* However, Nevada does not articulate that classroom ineffectiveness is grounds for a teacher’s dismissal.

Nevada has plenty of room to improve on several other critical teacher policy fronts:

- *Professional support.* Nevada does not require that all teachers receive feedback on their evaluations, does not connect evaluation results to professional development for all teachers and does not specify that teachers with poor ratings have improvement plans.
- *Alternate routes.* Nevada’s alternate routes to certification are in need of significant improvement.

The *2015 Nevada State Teacher Policy Yearbook* is immediately available for free download [here](#). The website also provides searchable access to the entire *Yearbook* dataset, including topical pages with up-to-date data on state teacher policy, a [customized search tool](#) and user-friendly options for generating graphic results that can be exported and shared.

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The National Council on Teacher Quality is a nonpartisan research and policy group committed to modernizing the teaching profession based on the belief that all children deserve effective teachers. We recognize that it is not teachers who bear responsibility for their profession's many challenges, but the institutions with the greatest authority and influence over teachers. To that end we work to achieve fundamental changes in the policy and practices of teacher preparation programs, school districts, state governments, and teachers unions. Our Board of Directors and Advisory Board come from a broad range of backgrounds and perspectives, and they all believe that policy changes are overdue in the recruitment and retention of teachers. More information about NCTQ can be found on our website, www.nctq.org.

	Overall State Grade 2015	Overall State Grade 2013	Overall State Grade 2011	Overall State Grade 2009
Florida	B+	B+	B	C
Indiana	B	B-	C+	D
Louisiana	B	B	C-	C-
New York	B	B-	C	D+
Tennessee	B	B	B-	C-
Arkansas	B-	B-	C	C-
Connecticut	B-	B-	C-	D+
Delaware	B-	C+	C	D
Georgia	B-	B-	C	C-
Massachusetts	B-	B-	C	D+
Ohio	B-	B-	C+	D+
Oklahoma	B-	B-	B-	D+
Rhode Island	B-	B	B-	D
Illinois	C+	C+	C	D+
Michigan	C+	B-	C+	D-
New Jersey	C+	B-	D+	D+
Utah	C+	C	C-	D
Virginia	C+	C+	D+	D+
Colorado	C	C+	C	D+
Kentucky	C	C	D+	D+
Mississippi	C	C	D+	D+
New Mexico	C	D+	D+	D+
South Carolina	C	C-	C-	C-
Arizona	C-	C-	D+	D+
Idaho	C-	D+	D+	D-
Maine	C-	C-	D-	F
Minnesota	C-	C-	C-	D-
Missouri	C-	C-	D	D
Nevada	C-	C-	C-	D-
North Carolina	C-	C	D+	D+
Pennsylvania	C-	C-	D+	D
Texas	C-	C-	C-	C-
Washington	C-	C-	C-	D+
West Virginia	C-	C-	D+	D+
Alabama	D+	C-	C-	C-
District of Columbia	D+	D+	D	D-
Hawaii	D+	D+	D-	D-
Kansas	D+	D	D	D-
Maryland	D+	D+	D+	D
California	D	D+	D+	D+
Iowa	D	D	D	D
Nebraska	D	D-	D-	D-
New Hampshire	D	D	D-	D-
North Dakota	D	D	D	D-
Oregon	D	D	D-	D-
Wisconsin	D	D+	D	D
Wyoming	D	D	D	D-
Alaska	D-	D	D	D
South Dakota	D-	D-	D	D
Vermont	D-	D-	D-	F
Montana	F	F	F	F