ASSEMBLY BILL NO. 74–COMMITTEE ON EDUCATION

(ON BEHALF OF THE CARSON CITY SCHOOL DISTRICT)

PREFILED NOVEMBER 18, 2026

Referred to Committee on Education

SUMMARY—Revises provisions relating to the evaluation of certain educational personnel. (BDR 34-525)

FISCAL NOTE: Effect on Local Government: May have Fiscal Impact.
Effect on the State: May have Fiscal Impact.
Effect on the State Highway Fund: No.

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EXPLANATION – Matter in ***bolded italics*** is new; matter between brackets **[**~~omitted material~~**]** is material to be omitted.

AN ACT relating to educational personnel; eliminating a requirement for certain administrative personnel to conduct reviews of certain evaluations conducted under the statewide performance evaluation system; exempting certain postprobationary teachers from the requirement to establish goals for educational growth under certain circumstances; revising provisions concerning conferences conducted with certain teachers receiving evaluations; revising the manner in and frequency at which certain postprobationary teachers are required to be evaluated under the statewide performance evaluation system; requiring the State Board of Education to prescribe certain standards concerning evaluations of teachers; and providing other matters properly relating thereto.

Legislative Counsel's Digest:

Existing law requires the State Board of Education to adopt regulations establishing a statewide performance evaluation system for evaluating the performance of teachers and certain other employees employed at a public school in a school district. (NRS 391.465)

Existing law requires, after June 30, 2027, that each school associate superintendent who is designated to oversee the operation of designated local school precincts and each administrator who supervises schools within a school district to conduct, not later than the last day of each school year, a review of at

least 3 percent of all evaluations conducted under the statewide performance evaluation system for the licensed educational personnel of the school precincts or schools overseen by the school associate superintendent or administrator, respectively. If a school associate superintendent or administrator determines that an evaluation reviewed by the school associate superintendent or administrator, as applicable, was not conducted properly, existing law requires the administrator who conducted the evaluation to conduct a review of all evaluations conducted for licensed educational personnel assigned to the school precinct or school, as applicable, during the previous school year. (NRS 391.465) **Section 1** of this bill eliminates these requirements.

Existing law requires an evaluation of a teacher to include, in addition to certain other requirements, an evaluation of the instructional practice of the teacher in the classroom and an evaluation of the professional responsibilities of the teacher to support learning and promote the effectiveness of the school community. (NRS 391.695) Existing regulations adopted by the State Board require: (1) an evaluation of a teacher in the domain of instructional practice and the domain of professional responsibilities to include an evaluation of the teacher in certain standards of performance established for each of those domains; (2) each school district to use a scoring matrix prescribed by the Department of Education to obtain a single score for the purposes of assigning a performance evaluation rating for each teacher; and (3) the scoring matrix prescribed by the Department to include the weights which must be assigned for the standards established by the State Board for each of those domains. (NAC 391.575, 391.576, 391.580) Existing law requires a postprobationary teacher to receive an evaluation conducted in accordance with the regulations adopted by the State Board each year, with certain exceptions. (NRS 391.690)

Section 4 of this bill changes the manner in and frequency at which certain postprobationary teachers are required to be evaluated under the statewide performance evaluation system. Specifically, **section 4** requires that a postprobationary teacher who receives an evaluation designating his or her overall performance as effective or highly effective, without a score of developing or ineffective for any standard in which he or she was evaluated, receive an abbreviated evaluation in the following school year. Under **section 4**, an abbreviated evaluation requires an evaluation of the performance of a postprobationary teacher in a certain number of instructional practice standards and professional responsibilities standards. Accordingly, **section 5** of this bill requires: (1) the State Board to establish such instructional practice standards and professional responsibilities standards; and (2) the performance of a teacher in such standards be scored using a scoring matrix that designates the performance of the teacher in each standard as ineffective, developing, effective, or highly effective. **Section 6** of this bill provides that the existing regulations adopted by the State Board establishing such standards satisfy the requirements of **section 5**.

Existing law provides that a postprobationary teacher who receives an evaluation designating his or her overall performance as highly effective for 2 consecutive school years must participate in an observation cycle in the immediately succeeding school year, rather than receive an evaluation for that school year. (NRS 391.690) **Section 4** revises this exception to the evaluation requirement to instead provide that a postprobationary teacher who receives three consecutive evaluations designating his or her overall performance as highly effective, without a score of developing or ineffective for any standard in which he or she was evaluated: (1) is not required to receive an evaluation for the following 2 school years; and (2) must participate in an observation cycle during each of the 2 school years during which he or she is not required to receive an evaluation. **Section 4** requires that the postprobationary teacher receive an abbreviated evaluation during the school year immediately following the second school year in

which he or she participated in the observation cycle. If the overall performance of the postprobationary teacher on that evaluation is again designated as highly effective, without a score of developing or ineffective for any standard, **section 4** deems that postprobationary teacher to have received three such consecutive evaluations, such that he or she would again not be required to receive an evaluation for the following 2 school years. **Section 4** additionally establishes a similar exception to the evaluation requirement for a postprobationary teacher who receives three consecutive evaluations designating his or her performance as effective, without a score of developing or ineffective for any standard, except that the postprobationary teacher would be required to participate in the observation cycle in the school year immediately following the school year in which he or she receives a third such consecutive evaluation, or is deemed to have received a third such consecutive evaluation.

Existing law requires each teacher at a school district to develop goals for educational growth for the pupils of the teacher to measure pupil growth for purposes relating to the evaluation of the teacher. (NRS 391.465, 391.480) **Section 2** of this bill exempts certain postprobationary teachers from the requirement to develop goals for educational growth during a school year in which the postprobationary teacher is not required to receive an evaluation under **section 4**.

Existing law requires the person charged with the evaluation of a teacher to hold a conference with the teacher both before and after each scheduled observation of the teacher during the school year in which the teacher is being evaluated. (NRS 391.680) **Section 3** of this bill: (1) requires such a person charged with conducting a scheduled observation of certain postprobationary teachers to hold a conference with the postprobationary teachers after each such scheduled observation of the teachers; and (2) prohibits such a person charged with conducting a scheduled observation of certain postprobationary teachers from holding a conference with the postprobationary teachers before each such scheduled observation.

THE PEOPLE OF THE STATE OF NEVADA, REPRESENTED IN SENATE AND ASSEMBLY, DO ENACT AS FOLLOWS:

Section 1. NRS 391.465 is hereby amended to read as follows:

391.465 1. The State Board shall, based upon the recommendations of the Teachers and Leaders Council of Nevada submitted pursuant to NRS 391.460, adopt regulations establishing a statewide performance evaluation system which incorporates multiple measures of an employee's performance. Except as otherwise provided in subsection 3, the State Board shall prescribe the tools to be used by a school district for obtaining such measures.

2. The statewide performance evaluation system must:

(a) Require that an employee's overall performance is determined to be:

(1) Highly effective;

(2) Effective;

(3) Developing; or

(4) Ineffective.

(b) Include the criteria for making each designation identified in paragraph (a), which must include, without limitation, consideration

of whether the classes for which the employee is responsible exceed the applicable recommended ratios of pupils per licensed teacher prescribed by the State Board pursuant to NRS 388.890 and, if so, the degree to which the ratios affect:

(1) The ability of the employee to carry out his or her professional responsibilities; and

(2) The instructional practices of the employee.

(c) Except as otherwise provided in subsections ~~[2 and]~~ 3 ***and 4*** of NRS 391.695 and subsections 2 and 3 of NRS 391.715, require that pupil growth, as determined pursuant to NRS 391.480:

(1) Account for 15 percent of the evaluation of a teacher or administrator who provides direct instructional services to pupils at a school in a school district; and

(2) For the purposes of calculating the rating used to evaluate a teacher or administrator pursuant to subparagraph (1), be used to evaluate a teacher or administrator using a points system in which the teacher or administrator who provides direct instructional services to pupils at a school in a school district:

(I) Receives one point if not more than 20 percent of pupils to which he or she provides direct instructional services achieve satisfactory goals for educational growth established pursuant to NRS 391.480.

(II) Receives two points if more than 20 percent but not more than 40 percent of pupils to which he or she provides direct instructional services achieve satisfactory goals for educational growth pursuant to NRS 391.480.

(III) Receives three points if more than 40 percent but not more than 60 percent of pupils to which he or she provides direct instructional services achieve satisfactory goals for educational growth pursuant to NRS 391.480.

(IV) Receives four points if more than 60 percent but not more than 80 percent of pupils to which he or she provides direct instructional services achieve satisfactory goals for educational growth pursuant to NRS 391.480.

(V) Receives five points if more than 80 percent of pupils to which he or she provides direct instructional services achieve satisfactory goals for educational growth pursuant to NRS 391.480.

(d) Include an evaluation of whether the teacher, or administrator who provides primarily administrative services at the school level or administrator at the district level who provides direct supervision of the principal of a school, and who does not provide primarily direct instructional services to pupils, regardless of whether the probationary administrator is licensed as a teacher or administrator, including, without limitation, a principal and vice principal or licensed educational employee, other than a teacher or

administrator, employs practices and strategies to involve and engage the parents and families of pupils.

(e) Include a process for peer observations of teachers by qualified educational personnel which is designed to provide assistance to teachers in meeting the standards of effective teaching, and includes, without limitation, conducting observations, participating in conferences before and after observations of the teacher and providing information and resources to the teacher about strategies for effective teaching. The regulations must include the criteria for school districts to determine which educational personnel are qualified to conduct peer observations pursuant to the process.

(f) Require a person who evaluates a teacher who is responsible for a number of pupils that exceeds the applicable recommended ratio of pupils per licensed teacher prescribed by the State Board pursuant to NRS 388.890, who is a postprobationary employee as defined in NRS 391.650 and whose performance on that evaluation is designated as effective or highly effective to, under the statewide performance evaluation system, award the teacher an additional weight for criteria relating to:

(1) The manner in which the teacher structures a classroom environment;

(2) The manner in which the teacher provides an opportunity for extended discourse;

(3) The manner in which the teacher employs the cognitive abilities and skills of all pupils;

(4) The manner in which the teacher engages with the families of pupils; and

(5) The perception of pupils of the performance of the teacher,

➥ that is equivalent to the percentage by which the ratio of pupils for which the teacher is responsible exceeds the recommended ratio of pupils per licensed teacher. Any additional weight awarded to a teacher pursuant to this paragraph must not cause the score on a criterion to exceed the maximum score that would otherwise be possible on the criterion for a teacher rated as highly effective.

(g) If an employee knowingly and willfully failed to comply with the provisions of NRS 388.1351, indicate any disciplinary actions taken against the employee pursuant to NRS 388.1354.

3. A school district may apply to the State Board to use a performance evaluation system and tools that are different than the evaluation system and tools prescribed pursuant to subsection 1. The application must be in the form prescribed by the State Board and must include, without limitation, a description of the evaluation system and tools proposed to be used by the school district. The State Board may approve the use of the proposed evaluation system

and tools if it determines that the proposed evaluation system and tools apply standards and indicators that are equivalent to those prescribed by the State Board.

4. An administrator at the district level who provides direct supervision of the principal of a school and who also serves as the superintendent of schools of a school district must not be evaluated using the statewide performance evaluation system.

~~[5. A school associate superintendent or administrator who supervises schools within a school district shall, not later than the last day of each school year, conduct a review of at least 3 percent of all evaluations of licensed educational personnel conducted pursuant to this chapter for the local school precincts overseen by the school associate superintendent or the schools within a school district overseen by the administrator who supervises such schools. The review must be conducted using procedures and guidance developed by the Department, in consultation the Teachers and Leaders Council of Nevada created by NRS 391.455 and include, without limitation, for each evaluation selected:~~

~~(a) A review of documents for the development of plans, observations, conferences, evidence and a summary of the evaluation; and~~

~~(b) An interview with the administrator and person who was evaluated.~~

~~6. If the school associate superintendent or administrator who supervises schools determines that an evaluation that was reviewed pursuant to subsection 5 was not conducted properly, the administrator who conducted the evaluation must conduct a review of all evaluations conducted for licensed educational personnel assigned to the relevant local school precinct or school during the previous school year.~~

~~7. A school associate superintendent or administrator who supervises schools who conducts a review pursuant to subsection 5 shall, on or before May 15 of each year, submit to the Superintendent of Public Instruction a report that:~~

~~(a) Verifies that a review was conducted pursuant to subsection 5;~~

~~(b) Describes the local school precincts or schools in which:~~

~~(1) Evaluations were properly conducted; and~~

~~(2) Evaluations were not properly conducted; and~~

~~(c) A plan of action for each administrator who did not properly conduct an evaluation.~~

~~8. As used in this section, "school associate superintendent" has the meaning ascribed to it in NRS 388G.550.]~~

Sec. 2. NRS 391.480 is hereby amended to read as follows:

391.480 1. ~~[Each]~~ ***Except as otherwise provided in this subsection, each*** teacher at a school in a school district shall, in consultation with the principal of the school at which the teacher is employed or other administrator who is assigned by the principal, develop goals for educational growth for the pupils of the teacher for a specified period. ***A postprobationary teacher described in subsection 3 of NRS 391.690 is not required to develop goals for educational growth pursuant to this section for a school year in which the postprobationary teacher is not required to receive an evaluation pursuant to paragraph (a) of subsection 3 of NRS 391.690.***

2. Each principal, vice principal and other administrator who provides direct instructional services to pupils at a school in a school district shall, in consultation with his or her direct supervisor, develop goals for educational growth for the pupils at the school where the principal, vice principal or other administrator, as applicable, is employed for a specified period.

3. The examinations administered pursuant to NRS 390.105 must be used by a school or school district to measure the achievement of goals for educational growth established pursuant to this section for each teacher who provides instruction in English language arts, science or mathematics. If a teacher does not provide instruction in such subjects, a school or school district may use, without limitation, assessments that:

(a) Are course-embedded;

(b) Are teacher-developed; or

(c) Align with the standards identified as the area of highest pupil need within an individual classroom.

4. The board of trustees of each school district shall ensure that the goals for educational growth for pupils established pursuant to this section measure pupil growth in accordance with the criteria established by regulation of the State Board.

5. Each teacher and administrator who establishes goals for educational growth for pupils pursuant to this section must be evaluated at the end of the specified period to determine the extent to which the goals for educational growth of the pupils were achieved. Such an evaluation must be conducted in accordance with the criteria established by regulation of the State Board for determining the level of pupil growth for the purposes of the statewide performance evaluation system. The State Board may establish by regulation the manner in which to include certain categories of pupils in the evaluation conducted pursuant to this subsection.

Sec. 3. NRS 391.680 is hereby amended to read as follows:

391.680 1. It is the intent of the Legislature that a uniform system be developed for objective evaluation of teachers in each school district.

2. Each board, following consultation with and involvement of elected representatives of the teachers or their designees, shall develop a policy for objective evaluations of teachers in narrative form. The policy must comply with the statewide performance evaluation system established by the State Board pursuant to NRS 391.465. The policy may include an evaluation by the teacher, pupils, administrators or other teachers or any combination thereof. A copy of the policy adopted by the board must be filed with the Department. The primary purpose of an evaluation is to provide a format for constructive assistance. Evaluations, while not the sole criterion, must be used in the dismissal process.

3. ~~[The]~~ ***Except as otherwise provided in subsection 4, the*** person charged with the evaluation of a teacher pursuant to NRS 391.685 or 391.690 shall hold a conference with the teacher before and after each scheduled observation of the teacher during the school year.

4. The person charged with conducting an observation cycle of a postprobationary teacher in accordance with paragraph (a) of subsection 3 or paragraph (a) of subsection 4 of NRS 391.690:

(a) Shall hold a conference with the postprobationary teacher after each scheduled observation of the postprobationary teacher during the observation cycle; and

(b) Shall not hold a conference with the postprobationary teacher before each scheduled observation of the postprobationary teacher during the observation cycle.

Sec. 4. NRS 391.690 is hereby amended to read as follows:

391.690 1. If a postprobationary teacher receives an evaluation designating his or her overall performance as developing or ineffective, the postprobationary teacher must receive one evaluation in the immediately succeeding school year which is based in part upon three observation cycles which must occur in accordance with the observation schedule set forth in subsection 1 of NRS 391.685. If a postprobationary teacher receives evidence from the first two observation cycles during the school year indicating that, unless his or her performance improves, his or her overall performance may be rated as developing or ineffective on the evaluation, the postprobationary teacher may request that the third observation cycle be conducted by another administrator. If a postprobationary teacher requests that his or her third observation cycle be conducted by another administrator, that administrator must be:

(a) Employed by the school district or, if the school district has five or fewer administrators, employed by another school district in this State; and

(b) Selected by the postprobationary teacher from a list of three candidates submitted by the superintendent.

2. If a postprobationary teacher receives an evaluation designating his or her overall performance as effective ~~[.]~~ ***or highly effective,*** the postprobationary teacher must ***, except as otherwise provided in subsection 3 or 4,*** receive one ***abbreviated*** evaluation in the immediately succeeding school year. The ***abbreviated*** evaluation must be based in part upon at least one scheduled observation cycle, which must occur within 120 days after the first day of instruction of the school year ~~[.]~~ ***and, for the purposes of paragraphs (a) and (b) of subsection 1 of NRS 391.695, include an evaluation of the postprobationary teacher in:***

(a) If the postprobationary teacher received an evaluation designating his or her overall performance as highly effective:

(1) One instructional practice standard or one professional responsibilities standard selected by the administrator who will conduct the evaluation, which must, as applicable, be the instructional practice standard or professional responsibilities standard for which the postprobationary teacher received a score of developing or ineffective for purposes of the evaluation described in this paragraph; and

(2) At least one additional instructional practice standard or one additional professional responsibilities standard selected by the postprobationary teacher, which must, if applicable, include any additional instructional practice standard or professional responsibilities standard for which the postprobationary teacher received a score of developing or ineffective for purposes of the evaluation described in this paragraph.

(b) If the postprobationary teacher received an evaluation designating his or her overall performance as effective:

(1) One instructional practice standard and one professional responsibilities standard selected by the administrator who will conduct the evaluation, which must be, as applicable, the instructional practice standard and professional responsibilities standard for which the postprobationary teacher received a score of developing or ineffective for purposes of the evaluation described in this paragraph; and

(2) At least one additional instructional practice standard and one additional professional responsibilities standard selected by the postprobationary teacher, which must, as applicable, include any additional instructional practice standard or professional responsibilities standard for which the

postprobationary teacher received a score of developing or ineffective for purposes of the evaluation described in this paragraph.

3. If a postprobationary teacher receives ~~[an evaluation]~~ ***three consecutive evaluations, including, without limitation, an abbreviated evaluation conducted pursuant to subsection 2,*** designating his or her overall performance as highly effective ~~[for 2 consecutive school years,]~~ ***, and did not receive a score of developing or ineffective for any standard in which he or she was evaluated on any of those three evaluations,*** the postprobationary teacher must:

(a) Participate in one observation cycle ***, which must be focused on the performance of the postprobationary teacher in one instructional practice standard or professional responsibility standard selected by the postprobationary teacher,*** in ***each of*** the ***2*** school ~~[year]~~ ***years*** immediately following the school year in which the postprobationary teacher ~~[receives a second]~~ ***:***

(1) Receives a third consecutive evaluation ~~[designating his or her performance as highly effective;]~~ ***described in this subsection; or***

(2) Is deemed to have received three consecutive evaluations described in this subsection pursuant to subparagraph (1) of paragraph (b); and

(b) Receive one ***abbreviated*** evaluation ***in the manner set forth in paragraph (a) of subsection 2*** in the school year immediately following the school year in which the postprobationary teacher participated in the ***second of the two*** observation ~~[cycle]~~ ***cycles required*** pursuant to paragraph (a). ~~[The]~~ ***If that*** evaluation ~~[must be based in part upon at least one scheduled observation cycle, which must occur within 120 days after the first day of instruction of that school year.]~~ ***designates the overall performance of the postprobationary teacher as:***

(1) Highly effective, and the postprobationary teacher does not receive a score of developing or ineffective for any standard in which the postprobationary teacher is evaluated, the postprobationary teacher shall be deemed to have received three consecutive evaluations designating his or her performance as highly effective as described in this subsection and must participate in the observation cycles described in this subsection during the 3 school years immediately succeeding the school year in which the postprobationary teacher received the evaluation described in this subparagraph.

(2) Effective, and the postprobationary teacher does not receive a score of developing or ineffective for any standard in which the postprobationary teacher is evaluated, the

postprobationary teacher shall be deemed to have received three consecutive evaluations described in subsection 4 for the purposes of that subsection and must participate in the observation cycle described in that subsection during the school year immediately succeeding the school year in which the teacher received the evaluation described in this subparagraph.

4. If a postprobationary teacher receives three consecutive evaluations, including, without limitation, an abbreviated evaluation conducted pursuant to subsection 2, designating his or her overall performance as effective, and did not receive a score of developing or ineffective for any standard in which he or she was evaluated on any of those three evaluations, the postprobationary teacher must:

(a) Participate in one observation cycle, which must be focused on the performance of the postprobationary teacher in one instructional practice standard or professional responsibility standard selected by the postprobationary teacher and one instructional practice standard or professional responsibility standard selected by the administrator charged with overseeing the observation cycle, in the school year immediately following the school year in which the postprobationary teacher:

(1) Receives a third consecutive evaluation described in this subsection; or

(2) Is deemed to have received three consecutive evaluations described in this subsection pursuant to paragraph (b) or subparagraph (2) of paragraph (b) of subsection 3; and

(b) Receive one abbreviated evaluation in the manner set forth in paragraph (b) of subsection 2 in the school year immediately following the school year in which the postprobationary teacher participated in the observation cycle required pursuant to paragraph (a). If that evaluation designates the overall performance of the postprobationary teacher as effective or highly effective, and the postprobationary teacher does not receive a score of developing or ineffective for any standard in which the postprobationary teacher is evaluated, the postprobationary teacher shall, except as otherwise provided in subsection 3, be deemed to have received three consecutive evaluations described in this subsection for the purposes of this subsection and must participate in the observation cycle described in this subsection in the school year immediately succeeding the school year in which he or she received such an evaluation.

5. As used in this section:

(a) "Abbreviated evaluation" means an evaluation of a postprobationary teacher that meets the requirements of NRS 391.695 and contains a reduced number of instructional practice

standards and professional responsibilities standards on which a postprobationary teacher is evaluated.

(b) "Instructional practice standard" means a standard prescribed by regulation of the State Board used to evaluate the instructional practice of a teacher in the classroom in accordance with paragraph (a) of subsection 1 of NRS 391.695.

(c) "Professional responsibilities standard" means a standard prescribed by regulation of the State Board used to evaluate the professional responsibilities of the teacher to support learning and promote the effectiveness of the school community in accordance with paragraph (b) of subsection 1 of NRS 391.695.

(d) "Standard" means any standard of performance prescribed by the State Board pursuant to subsection 2 of NRS 391.695 and used by a school district to evaluate the performance of a postprobationary teacher in a particular domain.

Sec. 5. NRS 391.695 is hereby amended to read as follows:

391.695 1. The evaluation of a probationary teacher or a postprobationary teacher pursuant to NRS 391.685 or 391.690 must comply with the regulations of the State Board adopted pursuant to NRS 391.465, which must include, without limitation:

(a) An evaluation of the instructional practice of the teacher in the classroom;

(b) An evaluation of the professional responsibilities of the teacher to support learning and promote the effectiveness of the school community;

(c) Except as otherwise provided in subsection ~~[2 or 3,]~~ ***3 or 4,*** an evaluation of the performance of pupils enrolled in the school;

(d) An evaluation of whether the teacher employs practices and strategies to involve and engage the parents and families of pupils in the classroom;

(e) Recommendations for improvements in the performance of the teacher;

(f) A description of the action that will be taken to assist the teacher in the areas of instructional practice, professional responsibilities and the performance of pupils; and

(g) A statement by the administrator who evaluated the teacher indicating the amount of time that the administrator personally observed the performance of the teacher in the classroom.

2. ***The State Board shall prescribe and include in the regulations adopted pursuant to NRS 391.465 not less than five standards of performance that must be used by a school district to evaluate a teacher in each of the domains described in paragraphs (a) and (b) of subsection 1. The State Board may prescribe additional standards of performance that must be used to evaluate a teacher in any other domain in which a teacher is required to be***

evaluated pursuant to this section. The regulations must require that the performance of a teacher on each standard of performance prescribed by the State Board pursuant to this subsection be evaluated using a scoring matrix that designates the performance of the teacher on each such standard as highly effective, effective, developing or ineffective, based on the expectations of a highly effective, effective, developing or ineffective teacher on the standard of performance in which the teacher is being evaluated.

3. The evaluation of a probationary teacher in his or her initial year of employment as a probationary teacher must not include an evaluation of the performance of pupils enrolled in the school. This subsection does not apply to a postprobationary employee who is deemed to be a probationary employee pursuant to NRS 391.730.

~~[3.]~~ ***4.*** The evaluation of a teacher at a school designated as a turnaround school pursuant to NRS 388G.400 must not include an evaluation of the performance of pupils enrolled in the school for the first and second years after the school has been designated as a turnaround school.

~~[4.]~~ ***5.*** The teacher must receive a copy of each evaluation not later than 15 days after the evaluation. A copy of the evaluation and the teacher's response must be permanently attached to the teacher's personnel file. Upon the request of a teacher, a reasonable effort must be made to assist the teacher to improve his or her performance based upon the recommendations reported in the evaluation of the teacher.

Sec. 6. 1. The regulations adopted by the State Board of Education prescribing the standards of performance for which a teacher is required to be evaluated in the domains described in paragraphs (a) and (b) of subsection 1 of NRS 391.695 which are codified as NAC 391.575 and 391.576, respectively, and which were in effect on October 1, 2026, shall be deemed to satisfy the requirements of subsection 2 of NRS 391.695, as amended by section 5 of this act.

2. The scoring matrix prescribed by the Department of Education in accordance with the requirements of the regulations of the State Board of Education, which are codified as NAC 391.580, that school districts are required to use in conducting evaluations of postprobationary teachers in the domains described in paragraphs (a) and (b) of subsection 1 of NRS 391.695 during the 2026-2027 school year shall be deemed to satisfy the requirements of subsection 2 of NRS 391.695, as amended by section 5 of this act.

Sec. 7. 1. This section becomes effective upon passage and approval.

2. Sections 1 to 6, inclusive, of this act become effective:

(a) Upon passage and approval for the purpose of adopting any regulations and performing any other preparatory administrative tasks that are necessary to carry out the provisions of this act; and

(b) On July 1, 2027, for all other purposes.