

***NEVADA DEPARTMENT OF EDUCATION***  
***GUIDANCE DOCUMENT FOR***  
***Victory Schools AB 447***



For the 2017-2019 Biennium

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## Overview of Victory Schools Program (AB 447)

Information in this document is designed to provide guidance to school districts and their Victory Schools for the 2017-2019 biennium. Additional technical assistance will be provided during the 2017-2019 biennium. While this document is intended to provide guidance related to the implementation of AB 447, districts are encouraged to review the full text of AB 447.

Nevada's AB 447 continues the Victory Schools initiative set forth in SB 432 implemented during the 2015-2017 biennium. The Victory Schools' initiative supports Nevada's goal to become the fastest improving state in the nation by focusing on increasing student achievement and school performance levels at the lowest performing schools in the state's highest poverty zip codes. Assembly Bill 447 identifies the lowest performing schools as those receiving a one or two star rating. Poverty status is based on the most recent data compiled by the United States Census Bureau.

### Purpose

The purpose of AB 447 is to provide Victory Schools with the funding and strategies to raise student achievement and school performance. Victory Schools can choose from the twelve strategies outlined in the bill in subsections 8(a-h) and 9(a-d). The strategies focus on providing academic and social-emotional services and programs to students living in poverty while attending the lowest performing schools in Nevada. The total grant money awarded to Victory Schools is \$50 million, \$25 million each year of the 2017-2019 biennium. Victory Schools receive monies on a per pupil basis based on the previous year's validation day enrollment.

### Goals

As defined in the federally approved *Nevada's Every Student Succeeds Act (ESSA) State Plan*, the NDE seeks to provide leadership and support to LEAs in becoming the fastest improving state in the nation. To accomplish this goal, NDE focuses on the following priorities:

1. Developing great school leaders
2. Using data to inform decisions impacting our schools
3. Identifying and improving the lowest-performing schools

The Department will support Victory Schools to achieve these priorities through the implementation of ESSA's evidence-based requirements and school performance plan addendum.

Also guiding the department's work are the established goals of the State Improvement Plan (STIP):

- Goal 1: All students are proficient in reading by the end of 3<sup>rd</sup> grade.
- Goal 2: All students enter high school with the skills necessary to succeed.
- Goal 3: All students graduate college, career, and community ready.
- Goal 4: All students served by effective educators.
- Goal 5: Efficient and effective use of public funds in service to students.

Goal 6: All students learn in an environment that is physically, emotionally, and intellectually safe.

There are three primary goals for Victory Schools:

- a. students read at or above the third grade level by the end of third grade,
- b. students are ready for a rigorous high school curriculum, and
- c. students graduate high school with the skills they need to be college and career ready (AB 447, 2017; SB 432, 2015).

Through strategic planning and implementation of the Victory strategies and other programs, services, and funding streams available to the Victory Schools, it is expected that low-performing schools will be able to achieve three-star status within 3-5 years.

### **Eligibility: Districts/Schools/Students**

Victory Schools are designated based on the following criteria, as per AB 447 Section 2:

1. The Department of Education shall, in consultation with the board of trustees of a school district, designate a public school as a Victory school if, relative to other public schools, including charter schools that are located in the school district in which the school is also located:
  - (a) A high percentage of pupils enrolled in the school live in households that have household incomes that are less than the federally designated level signifying poverty, based on the most recent data compiled by the Bureau of the Census of the United States Department of Commerce; and
  - (b) The school received one of the two lowest possible ratings indicating underperformance of a public school, as determined by the Department pursuant to the statewide system of accountability for public schools, for the immediately preceding school year.

### **Program Funding Awarded**

On June 1, 2017, the NDE designated Victory Schools for the 2017-18 and 2018-19 school years. The total grant money awarded for Victory Schools is \$50 million, \$25 million each year of the 2017-2019 biennium. Victory Schools are selected based on AB 447 eligibility criteria and receive funding on a per pupil basis based on the previous year's validation day enrollment.

Although Victory funds are not competitive, eligible districts and schools must submit an NDE-approved School Performance Plan (SPP) and the Victory School SPP Addendum. Upon Department of Education approval of school performance plans, SPP Addenda, and alignment of Victory strategies to the school plans, an allocation of **\$1,123.29 per pupil** will be awarded to the designated Victory Schools for the 2017-18 school year. Allocations for the 2018-19 school year will be released after the validation day enrollment count during the 2017-18 school year and in preparation for the 2018-19 school year. The funding is intended to support the improvement of student achievement and school performance through implementation of identified Victory strategies in AB 447, subsections 8 and 9, and eligible expenditures approved by the Department of Education.

## ESSA's Evidence-based Requirements

A public school that receives money pursuant to AB 447 must use the money only on programs, services, and strategies based upon evidence-based research, as defined in 20 U.S.C. § 7801(21), that will strengthen the core academic subjects, as set forth in NRS 389.018 (AB 7).

For Victory Schools, any curriculum, assessment, or software implemented for Tier I, II, or III instruction, before or after school tutoring, and in the Reading Skills Center, must have an evidence-based intervention level 1 – 3 (strong, moderate, or promising) as indicated in the table below.

Other programs and services aligned with the Victory strategies outlined in subsections 8 (a-h) and 9 (a-d) must meet at least an evidence-based level 4 criteria and be accompanied with a rationale that is based on high-quality research findings or positive evaluation, and includes ongoing efforts to examine the effects of such activity, strategy, or intervention relevant to the students enrolled in the school.

It is strongly recommended that professional development be aligned with interventions that include instructional and socio-emotional strategies proven effective with children living in poverty and attending low-performing schools.

### ESSA Evidence-based Interventions Criteria Nevada Department of Education

#### ESSA Levels of Evidence - 20 U.S.C. § 7801(21)

Demonstrate a statistically significant effect on improving student outcomes	<b>1 STRONG EVIDENCE</b>	Based on at least 1 well-designed and well-implemented experimental study
	<b>2 MODERATE EVIDENCE</b>	Based on at least 1 well-designed and well-implemented quasi-experimental study
	<b>3 PROMISING EVIDENCE</b>	Based on at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias
Demonstrates a rationale that such activity, strategy, or intervention is likely to improve student outcomes	<b>4 DEMONSTRATES A RATIONALE</b>	Based on high-quality research findings or positive evaluation, and includes ongoing efforts to examine the effects of such activity, strategy, or intervention

Schools and districts using Victory funds must adhere to ESSA evidence-based intervention tiers 1-4, as stipulated in Assembly Bill 7. Failure to demonstrate that funds are used for interventions meeting these evidence requirements may result in the corrective action process.

## Organization

The Victory Schools grant program operates in the Office of Student and School Supports in the Student Achievement Division. The Nevada Department of Education (NDE) assigns Education Program Professionals (EPP) to support districts and schools in the implementation of state and federal grants. Primary contacts for technical assistance and support for Victory Schools and districts are listed below. Additional contacts are listed at the end of this guidance document.

Name	Title	Email	Phone number
Dr. Susan Ulrey	Lead EPP for Victory	sulrey@doe.nv.gov	702-668-4349
Blakely Hume	EPP to support Victory	bhume@doe.nv.gov	775-687-9212

## Program Requirements

### Needs Assessment.

The board of trustees of each school district and the governing body of each charter school that have Victory Schools (Local Education Agency or LEA) are required to conduct an assessment of the needs of students who attend the school (Section 2.4, AB 447). The needs assessment must be completed as soon as practicable after the school is designated as a Victory School.

The needs assessment is a critical step towards identifying the specific needs at each school and will play an important role in selecting Victory School program components in AB 447 (Section 2.8 and 9). The assessment must include soliciting input from the community served by the Victory school in order to:

- Identify any barriers to improving student achievement and school performance; and
- Include strategies to meet the needs of students at the school.

Examples of meaningful community engagement include, but are not limited to, collaboration with stakeholders on the needs of the school and students, and future implementation of programs and services through meetings, focus group interviews, and surveys. Stakeholders may consist of, but are not limited to, the following: students, parents, school and district staff, civil rights organizations, American Indian Tribes, organizations representing students with disabilities, organizations representing English learners, institutions of higher education, and other relevant community members, etc.

**Program Plan.** There are two program plan requirements for AB 447: the local education agency (LEA) comprehensive plan, and the school performance plan (SPP) with the Victory School SPP Addendum for each Victory School.

**LEA Comprehensive Plans.** The board of trustees of each school district and the governing board of charter schools with identified Victory Schools must submit a comprehensive plan to

the Nevada Department of Education (NDE). The list below identifies the Local Education Agency (LEA) Plan requirements per AB 447 (Section 2.5). These requirements will need to be addressed within the ePAGE grants management tool.

The LEA plan must:

- Identify the selected person or persons who assisted with the development of the plan
- Include appropriate means to determine the effectiveness of the plan;
- Be based on the assessment of the needs of the pupils who attend the school, including soliciting input from the community served by the Victory school and identify any barriers to improving achievement and school performance and strategies to meet the needs of the students;
- Analyze available data concerning pupil achievement and school performance, including, without limitation, data collected and maintained in the statewide system of accountability for public schools and other pupil achievement data collected and maintained by the school district or charter school;
- Include a description of the criteria used to select entities to provide programs and services to pupils enrolled in the Victory school;
- Include a description of the manner in which the school district or governing body will collaborate with selected entities so that academic programs and services and nonacademic programs and services, including, without limitation, transportation services, may be offered without charge to support pupils and their families within the region in which the school is located;
- Take into account the number and types of pupils who attend the school and the locations where such pupils reside;
- Provide for the coordination of the existing or planned engagement of other persons who provide services in the region in which the school is located;
- Coordinate all funding available to each school that is subject to the plan;
- Provide for the coordination of all available resources to each school that is subject to the plan, including, without limitation, instructional materials and textbooks; and
- Identify, for each school or group of schools subject to the plan, which of the measures described in subsections 8 and 9 of AB 447 will be implemented.

**LEA Plan Due Date.** School district/Governing Board plans must be submitted to NDE through the ePAGE system by August 15, 2017 and 2018. However, if school districts need additional time to complete their comprehensive plan, they may submit a letter of intent through the ePAGE system by August 15, 2017 and 2018. At a minimum, the letter of intent must include the following:

- (a) An initial assessment of the needs of the pupils who attend the school
- (b) An analysis of available data concerning pupil achievement and school performance, including, without limitation, data collected and maintained by the school district or charter school; and
- (c) A summary of activities that the board of trustees or governing body, as applicable, will take to ensure completion of the comprehensive plan required by not later than September 15, 2017 and 2018.



School districts that submitted the letter of intent must submit their completed comprehensive plan, including both the updated SPP and Victory School requirements to NDE by September 15, 2017 and 2018.

**School Performance Plan - Meeting Victory Requirements.** Victory Schools are expected to incorporate their Victory School strategies within their School Performance Plan (SPP). The following key items need to be reflected within the school's plan:

- Inclusion of the Victory School comprehensive needs assessment findings;
- Victory strategies aligned with goals and action steps; and
- Clear identification of budget expenditures aligned with Victory Strategies.

Victory Schools must submit a school performance plan (SPP) as directed by the Nevada Department of Education for the 2017-18 school year. **Victory School SPPs will be submitted into the ePAGE system in the "Related Documents" section.**

**School Performance Plan Addendum.** Victory Schools should incorporate Victory strategies from subsections 8 and 9 of AB 447 within their School Performance Plans (SPP) *and* complete the Victory Schools SPP Addendum (Appendix B) indicating the programs and services to be implemented that aligns with the needs assessment and meets the needs of the pupils. Victory budgets continue to be recorded in the School Performance Plan, Component III: Budget Plan Section.

The State Board, which is responsible for establishing statewide performance levels and outcome indicators for Victory programs, chose to implement the Long-term Goals and Measures of Interim Progress in the federally approved *Nevada's Every Student Succeeds Act (ESSA) State Plan* (Nevada State Board of Education Meeting, September 12, 2017). The Nevada Long-term Goals and Measures of Interim Progress for economically disadvantaged students are provided in Appendix A. Victory Schools will create SMART goals to align with the long-term goals and measures of interim progress. Guidance for writing these goals can be found on pages 9 -12 of this guidance document.

When choosing programs and services outlined in Victory subsections 8 and 9, schools must follow the ESSA evidence-based intervention (EBI) levels as indicated in the ESSA Evidence-based Requirements pages 2 - 3 of this guidance document.

**Guidance to complete the Victory School SPP Addendum.** Please follow the guidance below to complete the SB 178 SPP Addendum (located in Appendix B). Please reach out to any of the NDE contacts for additional assistance.

**Part I. School Information Identification:** Complete the sections for name of district, school, and principal

- **School Staffing Information:** Complete this information based on the previous school year’s staffing information. This information serves for reporting purposes and as a reflection process.
- **Needs Assessment (must be a current needs assessment, within 1 year):**
  1. Record date of meeting
  2. Identify the audience of the needs assessment
  3. List, using numbers or bullets, the specific results of the needs assessment
  4. Record the date of the community input meeting
  5. List, using numbers or bullets, the specific results of the community input meeting.
    - Record the percentage of parents who attended the community input meeting.
  6. List, using numbers or bullets, the school response to the needs assessment and community input meetings.

**For example, a school could write:**

    - Need to implement an evidence-based RTI (Tier 2) system to help struggling readers.

**Part II. School Data and 2-year Long-term Measurable Goals and Interim Measurable Objectives**

- A. Please record school performance data from the SBAC ELA and Math assessments from the previous two years; for high schools, please also complete the EOC, ACT, and graduation data from the previous two years. Option: Please indicate data outcomes from the previous two years for one other source that may be used at your school to track student achievement.
- B. Using the tables in Appendix A of the Victory Schools Guidance Document for “Economically Disadvantaged” students, please align and create a long-term SMART goal for ELA and Math.
  - ELA Example (Elementary): Increase the overall percentage of ELA proficient FRL students at (**insert school name**) from X% \_\_\_\_\_ (**school’s baseline data**) to Y% \_\_\_\_\_ (**54.5%: State’s Long-term Goal**), as measured by the state assessment by the end of the school year, June 2022.
  - Math Example (Elementary): Increase the overall percentage of Math proficient FRL students at (**insert school name**) from X% \_\_\_\_\_ (**school’s baseline data**) to Y% \_\_\_\_\_ (**47.7%: State’s Long-term Goal**), as measured by the state assessment by the end of the school year, June 2022.

**\*Baseline data is identified as the school proficiency performance scores from the 2016 ELA and Math state assessment.**

**\*The measurable goal will depend on your current assessment scores; goals can be higher than the percentages indicated in the tables.**

- C. Create interim SMART goals aligned with the state’s interim measurable goals. Interim goals break the long-term goal into smaller achievable goals as a means to measure the progress towards the long-term goals. Please refer to Appendix A. Statewide Performance Levels and Outcome Indicators for the interim goals. Example:
- Increase the overall percentage of ELA proficient FRL students at **(insert school name)** from X% **(school baseline date)** to Y% by the end of 2018 and X% to Y% by the end of the school year, June 2019.
  - Increase the overall percentage of Math proficient FRL students at **(insert school name)** from X% **(school baseline date)** to Y% by the end of 2018 and X% to Y% by the end of the school year, June 2019.
- D. Create Adequate Growth Percentile SMART goals for FRL students. Example:
- Increase the overall percentage of ELA Adequate Growth Percentile of FRL students at **(insert school name)** from X% to Y% **(must be at least 50% of students or greater)**, as measured by the state assessment by the end of the school year, June 2019.
  - Increase the overall percentage of ELA Adequate Growth Percentile of FRL students at **(insert school name)** from X% to Y% **(must be at least 50% of students or greater)**, as measured by the state assessment by the end of the school year, June 2019.

### **Part III. Select Victory Strategies to help your school meet your goals and objectives.**

The strategies selected should align with the outcomes of the consultation meetings and SMART goals, and reflect the needs of the students.

- Select the strategies from AB 447 subsections 8 and 9 the school will be implementing during the school year. For each selected Victory Strategy, place an X or a checkmark in the box.
- Identify the estimated funds allocated for the strategy, and the estimated number of students or teachers participating in the strategy.

### **Revisions to Subsections 8 and 9: Victory Strategies**

Changes have been made to the Victory Strategies in subsection 8 (a-h) and subsection 9 (a-e). In SB 432, strategy 8b read: *An expansion of full-day kindergarten classes, if such classes have not otherwise been paid for through legislative appropriation.* This strategy has been removed, resulting in the re-lettering of the strategies. Please be aware of the changes when choosing the strategies to implement at your school site.

Strategy 8h is a new strategy: *Integrated student supports, wrap-around services and evidence-based programs designed to meet the needs of pupils who attend the school, as determined using the needs assessment.*”

- *AB 447 defines integrated student supports as “supports developed, secured or coordinated by a school to promote the academic success of pupils enrolled in the school by targeting academic and nonacademic barriers to pupil achievement.”*
- *AB 447 defines wrap-around services as “supplemental services provided to a pupil with special needs or the family of such a pupil that are not otherwise covered by any federal or state program of assistance” (AB 447 § 2.20(b)).*

**Part IV. Action Steps:** List the action step and associated costs and strategies needed that will help meet the goals identified in the plan. For interventions that meet EBI levels 1-3, provide the citation of the research supporting the program or service. NDE recommends the school and/or district retains the research studies. If the EBI is level 4, the school must include a rationale for implementing a level 4 EBI (three to four sentences) and the citation of the high-quality research findings or positive evaluation that examined the ongoing efforts of the intervention.

**Action Step 1:** Implement a Reading Skills Center (strategy 8g)

Associated Costs and Strategies:

- Purchase Reading Horizons curriculum (EBI level 2), including workbooks and manipulatives, for tier 2 intervention (8h)
- Employment of 2 paraprofessionals housed in the Reading Skills Center and using the Reading Horizons program(8f)
- Based on the design of the Reading Skills Center, purchase additional leveled books (8h)
- Professional Development (8d) will be provided by the vendor to ensure fidelity of instruction and program implementation
- Purchasing iPads to incorporate the program (8g)
- Purchasing printers for the reading skills center (8g)
- Purchasing aimsweb (EBI level 2) to support quality assessment of reading proficiency and to help evaluate if we are staying on track to meet ELA goals (8h)

Citation:

<https://www.readinghorizons.com/results/research-based-reading-program>

Shapiro, E. S., & Gibbs, D. P. (2014). *Comparison of progress monitoring with computer adaptive tests and curriculum based measures*. Bethlehem, PA: Center for Promoting Research to Practice, Lehigh University. Available online from <http://coe.lehigh.edu/cprp/research/current>

**Rationale:** A rationale only needs to be provided for programs and services aligned with evidence-based level 4.

**For Victory Schools,** any curriculum, assessment, or software implemented for Tier I, II, or III, before or after school tutoring, and in the Reading Skills Center, must have an evidence-based intervention level 1 – 3 (strong, moderate, or promising) as indicated in the table on page 6.

**Part V. Coordinated Funding:** Schools are encouraged to list funding streams to maximize strategic leveraging of all funding to meet the needs of the students and improve student outcomes at a faster and sustainable rate. Create a bulleted list of funding streams and how they are applied to support students at Victory Schools.

**Mandated Activities and/or Services**

Victory Schools must use the majority of the money (at least 51%) to provide one or more of the strategies listed below (AB 447 § 2.8 a-h). Victory schools are to use the results of the comprehensive needs assessment to determine which allowable strategies address the identified needs of the school to the increase student achievement and improve overall school performance.

**Subsection 8 (a-h).**

- (a) A prekindergarten program free of charge, if not paid for by another grant or funding source.
- (b) A summer academy or other instruction for pupils free of charge at times during the year when school is not in session.
- (c) Additional instruction or other learning opportunities free of charge at times of day when school is not in session.
- (d) Professional development for teachers and other educational personnel concerning instructional practices and strategies that have proven to be an effective means to increase pupil achievement in populations of pupils similar to those served by the school.
- (e) Incentives for hiring and retaining teachers and other licensed educational personnel who provide any of the programs or services set forth in this section.
  - *The State Board of Education approved an incentives list in July, 2015. This list can be found in Appendix C.*
- (f) Employment of paraprofessionals, other educational personnel and other persons who provide any of the programs or services set forth in this subsection.
- (g) Reading skills centers.
- (h) Integrated student supports, wrap-around services and evidence-based programs designed to meet the needs of pupils who attend the school, as determined using the needs assessment.
  - *AB 447 defines integrated student supports as “supports developed, secured or coordinated by a school to promote the academic success of pupils enrolled in the school by targeting academic and nonacademic barriers to pupil achievement.”*
  - *AB 447 defines wrap-around services as “supplemental services provided to a pupil with special needs or the family of such a pupil that are not otherwise covered by any federal or state program of assistance” (AB 447 § 2.20(b)).*

A Victory school may use any remaining funds (up to 49%) to:

**Subsection 9 (a-e).**

- (a) Provide evidence-based social, psychological or health care services to pupils and their families.
- (b) Provide programs and services designed to engage parents and families.
- (c) Provide programs to improve school climate and culture.
- (d) If the Victory School is a high school, provide additional instruction or other learning opportunities for pupils and professional development for teachers at an elementary

school, middle school, or junior high school that is located within the zone of attendance of the high school, but is not designated as a Victory School.

(e) Any combination thereof.

### **Other Activities and/or Services**

The programs and services in 8.a-h and 9.a-e are the only allowable uses of Victory funds.

### **Independent Evaluation**

As required by the legislation, the NDE will hire an independent evaluator through a Request for Proposals (RFP) process to evaluate the effectiveness that Victory school programs and services has on student achievement. The evaluator will submit a report to both the NDE and the Legislative Committee of Education (AB 447 subsection 2.13).

### **Corrective Action**

#### **Criteria and Procedures for Notifying School Districts and Charter Schools – Corrective Action:**

Subsection 15. *The State Board shall require a Victory school to take corrective action if pupil achievement and school performance at the school are unsatisfactory, as determined by the State Board. If unsatisfactory pupil achievement and school performance continue, the State Board may direct the Department to withhold any additional money that would otherwise be distributed pursuant to this section.*

To fulfill its responsibility to prescribe criteria and procedures for identifying and notifying districts and charter schools that are not implementing programs and services as required or not meeting the established performance levels, the State Board of Education has directed the Nevada Department of Education to implement the following procedure:

1. Identify Victory Schools that have not produced an increase in student performance, have not met state long-term goals and measures of interim progress, and are not making progress toward state goals.
2. Provide formal notification to the school and district.
3. Require a revision of the school plan to implement a partnership with an evidence-based support provider, and other evidence-based strategies, programs, and services.
4. NDE is to review/approve revised school plans.
5. Monitor implementation of school plan. If implementation of the school plan is unsatisfactory, the state may impose corrective action, including the possibility of withholding future Victory funds.

### **Reporting Requirement**

According to AB 447 §2.16, on or before **November 30, 2018**, and **November 30, 2019**, the board of trustees of the school district shall submit a report to NDE and the Legislative Committee on Education. This report must include the following:

- (a) Identification of the Victory Schools in the district
- (b) The amount of money received by the school
- (c) Description of the programs and services of how the money was used

- (d) The number of students who **participated** in Victory-funded programs or received Victory-funded services
- (e) The average expenditure per pupil for each program or service that was funded
- (f) Recommendations regarding average per pupil spending formulas for allocating funds

Victory Schools need to provide data demonstrating the Victory programs and services are effective in improving student achievement and overall school performance. The Department of Education will facilitate and support Victory school districts as they compile the report for

District	School	Amount	School	Amount
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submission to NDE and the Legislative Committee on Education.

**Fiscal Allocations.** The following chart indicates Victory funds for the 2017-18 school year.

<b>Clark</b>	Booker ES	\$561,645.00	Monaco MS	\$1,511,948.34
	Desert Rose HS	\$636,905.43	Reid ES	\$25,835.67
	Fitzgerald ES	\$463,918.77	Smith MS	\$1,154,742.12
	Hollingsworth ES	\$681,837.03	Snyder ES	\$1,050,276.15
	Innovations ES	\$712,165.86	Sunrise Acres ES	\$955,919.79
	Jeffers ES	\$953,673.21	Valley HS	\$3,269,897.19
	Kelly ES	\$352,713.06	Vegas Verdes ES	\$631,288.98
	Lake ES	\$921,097.80	West Prep Acad	\$448,192.71
	Long ES	\$914,358.06	West Prep Sec	\$1,591,701.93
	Lowman ES	\$1,025,563.77	Williams Wendell ES	\$368,439.12
	Manch ES	\$1,043,536.41	Woolley ES	\$806,522.22
	McCall ES	\$454,932.45		
<b>Democracy Prep</b>	Agassi ES	\$523,453.14		
<b>Elko</b>	Owyhee ES	\$188,712.72	West Wendover MS	\$180,849.69
	Owyhee HS	\$75,260.43	West Wendover ES	\$650,384.91
<b>Humboldt</b>	McDermitt ES	\$89,863.20	McDermitt MS	\$21,342.51
<b>Nye</b>	Amargosa Valley ES	\$108,959.13		
<b>Washoe</b>	Bailey Charter ES	\$311,151.33	Hug HS	\$1,641,126.69
	Booth ES	\$490,877.73	Natchez ES	\$180,849.69



\*No school may be eligible to receive funding from more than one of the following state grants: Zoom, Victory, SB 178 weighted formula, and Read by Grade Three. It may be possible in a rural or small school context where a Victory school may apply for a Read by Grade Three grant.

### **Use of Funds**

Victory funds must be accounted for separately from other money received by Victory Schools. Funds must be used only to carry out the provisions of Assembly Bill No. 447 for Fiscal Year 2017-2018 and Fiscal Year 2018-2019 (AB 447 §2.18).

### **Application Process**

Funding is awarded based on the criteria outlined in AB 447. Although Victory funds are not competitive, eligible districts and schools must submit an NDE-approved funding application and plan for services through the ePAGE grants management system.

### **Unique Fiscal Requirements**

**Budget Revisions.** If an LEA needs to amend an approved Victory budget, the LEA may complete a revision of the approved Victory application within the ePAGE system.

**Request for Reimbursement.** All Victory funds are on a reimbursement basis through the ePAGE grants management system. LEAs are required to maintain appropriate documentation that supports expenditures that are requested for reimbursement.

**Carryover Funds.** Any remaining balances from fiscal year 2017-2018 may be carried over and added to the money transferred for fiscal year 2018-2019 and may be expended as that money is expended. Any remaining balance of the transfers made to carry out the provisions of AB 447 for fiscal years 2017-2018 and 2018-2019, including any carryover money, must not be committed for expenditure after June 30, 2019, and must be reverted to the State General Fund on or before September 20, 2019 (SB 544 Section 24).

**Funding availability.** Upon NDE approval of Victory School Performance Plans and SPP Addenda, funding is available after July 1, 2017, with no expenditures after June 30, 2019.

## **Assessment, Data Collection, and Reporting**

### **Assessment**

Victory schools are to participate in all state-mandated assessments.

### **Data Collection**

Victory Schools need to provide data in a timely manner that demonstrates the Victory programs and services are effective in improving student achievement and overall school performance.

### **Monitoring**

Districts, in collaboration with the NDE, are responsible for ensuring that Victory programs and services are implemented with fidelity at each of the Victory schools. Additionally, the NDE

will conduct monitoring to verify that Victory programs and services are being implemented appropriately as defined in the LEA application and school plans. NDE will contact districts to schedule annual monitoring for the Victory Schools and reserves the right to schedule more monitoring if deemed necessary. Monitoring may include, but is not limited to, on-site or desktop monitoring, district meetings, conference calls and webinars.

The NDE may require corrective action of Victory schools if it is determined through the monitoring process that:

- a. Schools are not using funds in accordance with the allowable strategies as outlined in AB 447 subsections 8 and 9.
- b. Schools are not using evidence-based programs and services as indicated under the federally approved *Nevada's Every Student Succeeds Act (ESSA) State Plan*
- c. Schools are not showing increases in student performance.

If implementation of the school corrective action plan does not resolve specific concerns, the NDE may recommend that the State Board of Education consider withholding future Victory funds until concerns are resolved.

## Timeline

DATE	ACTIVITY
July 1, 2017	<ul style="list-style-type: none"> <li>➤ Fiscal Year (FY)18 for Victory Schools begins;</li> <li>➤ LEAs continue working on FY17 annual Victory report</li> </ul>
July 10, 2017	Registration opens for the Victory Schools Symposium (in October)
July 31, 2017	Victory Report Check-in with districts
August 15, 2017	LEA Comprehensive Plans for Victory Schools are due in ePAGE (or the letter of intent)
August 15, 2017	FY 17 Final Financial Report due to NDE
August 30, 2017	<ul style="list-style-type: none"> <li>➤ Victory Report Check-in with districts;</li> <li>➤ Victory Schools Symposium Proposal Forms for breakout sessions are due to Susan Ulrey by 5 p.m.</li> </ul>
September 15, 2017	LEA Comprehensive Plan due (if the LEA submitted a letter of intent)
September 15, 2017	Victory Report: First Draft of SY 2016-2017 report due to Susan Ulrey for edits; Susan Ulrey will notify districts by September 29, 2017, if revisions will need to be made.
September 29, 2017	SY 2016-17 Victory Report due to NDE (Susan Ulrey); This will give NDE time to merge the five districts' documents into one report and then send back out for edits and revisions.
October 9-10, 2017	Victory Schools Symposium at The Orleans, Las Vegas
October 20, 2017	SY 2016-2017 Victory Report: Revisions due back to Susan Ulrey; Susan Ulrey will complete final edits and make ADA compliant.

DATE	ACTIVITY
Dates to TBD	Consolidated on-site monitoring visits.
May 1, 2018	LEAs submit new Victory School budgets and plans for school year 2018-19 in ePAGE for approval
June 30, 2018	End of FY 18
August 15, 2018	This is an approximate date for FY 18 Final Financial Report due to NDE

### Contacts

Name	Title	Email	Phone number
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Karl Wilson	Education Programs Supervisor	karlwilson@doe.nv.gov	702-668-4311
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## Appendix A. Statewide Performance Levels and Outcome Indicators

### Long-term Goals and Measures of Interim Progress:

#### Elementary – SBAC ELA

ELA	2016	2017	2018	2019	2020	2021	2022
All Students	49.9%	52.4%	54.7%	57.0%	59.5%	61.2%	63.1%
Economically Disadvantaged	37.9%	41.0%	44.0%	46.8%	49.4%	51.9%	54.4%

#### Elementary – SBAC Math

Math	2016	2017	2018	2019	2020	2021	2022
All Students	39.9%	42.9%	45.8%	48.5%	51.1%	53.5%	55.8%
Economically Disadvantaged	28.8%	32.4%	35.7%	39.0%	42.0%	44.9%	47.7%

#### Middle School – SBAC ELA

ELA	2016	2017	2018	2019	2020	2021	2022
All Students	46.4%	49.1%	51.7%	54.1%	56.4%	58.6%	60.6%
Economically Disadvantaged	35.1%	38.3%	41.4%	44.4%	47.1%	49.8%	52.3%

#### Middle School – SBAC Math

Math	2016	2017	2018	2019	2020	2021	2022
All Students	26.0%	29.7%	33.2%	36.5%	39.7%	42.7%	45.6%
Economically Disadvantaged	17.4%	21.5%	25.5%	29.2%	32.7%	36.1%	39.3%

#### High School – End-of-Course ELA 1

ELA 1	2016	2017	2018	2019	2020	2021	2022
All Students	68.5%	70.1%	71.6%	73.0%	74.3%	75.6%	76.8%
Economically Disadvantaged	60.7%	62.7%	64.5%	66.3%	68.0%	69.6%	71.1%

#### High School – End-of-Course Math 1/Int. 1

Math 1/Int.1	2016	2017	2018	2019	2020	2021	2022
All Students	74.5%	75.8%	77.0%	78.1%	79.2%	80.0%	81.3%
Economically Disadvantaged	67.7%	69.3%	70.8%	72.3%	73.7%	75.0%	76.2%

#### High School – End-of-Course ELA 2

ELA 2	2016	2017	2018	2019	2020	2021	2022
All Students	68.6%	70.2%	71.7%	73.1%	74.4%	75.7%	76.9%
Economically Disadvantaged	58.7%	60.8%	62.7%	64.6%	66.4%	68.0%	69.6%

## High School – End-of-Course Math 2/Int. 2

Math 2/Int.2	2016	2017	2018	2019	2020	2021	2022
All Students	34.0%	37.3%	40.4%	43.4%	46.2%	48.9%	51.5%
Economically Disadvantaged	23.5%	27.3%	31.0%	34.4%	37.7%	40.8%	43.8%

## Appendix B - Victory School SPP Addendum

Nevada Department of Education

### Part I

#### A. School Information

Name of District	Name of School	Name of Principal

#### School Staffing Information:

Vacancies FT Licensed educational personnel	Probationary licensed educational personnel	Substitute teachers for 20 or more consecutive days (long-term substitutes)
# of:	# of:	# of:
% of:	% of:	% of:

#### B. Needs Assessment

1. Date of needs assessment:	.
2. Identify audience of needs assessment	
3. Specific results of the needs assessment:	
4. Date of community input meeting:	
5. Specific results of the community input meeting: a. Percentage of parents at the community input meeting: _____	
6. School response to the needs assessment and community input meeting:	

## Part II. School Data and 2-year Long-term Measurable Goals and Interim Measurable Objectives

A. Please record school performance data from the SBAC ELA and Math assessments from the previous two years; for high schools, please also complete the EOC, ACT, and graduation data from the previous two years. Option: Please indicate data outcomes from the previous two years for one other source that may be used at your school to track student achievement.

B. Using the tables in Appendix A of the Victory Schools Guidance Document for “Economically Disadvantaged” students, please align and create a long-term SMART goal for ELA and Math.

- ELA Example (Elementary): Increase the overall percentage of ELA proficient FRL students at **(insert school name)** from X% \_\_\_\_\_ **(school’s baseline data)** to Y% \_\_\_\_\_ **(54.5%: State’s Long-term Goal)**, as measured by the state assessment by the end of the school year, June 2022.
- Math Example (Elementary): Increase the overall percentage of Math proficient FRL students at **(insert school name)** from X% \_\_\_\_\_ **(school’s baseline data)** to Y% \_\_\_\_\_ **(47.7%: State’s Long-term Goal)**, as measured by the state assessment by the end of the school year, June 2022.

**\*Baseline data is identified as the school proficiency performance scores from the 2016 ELA and Math state assessment.**

**\*The measurable goal will depend on your current assessment scores; goals can be higher than the percentages indicated in the tables.**

C. Create interim SMART goals aligned with the state’s interim measurable goals. Interim goals break the long-term goal into smaller achievable goals as a means to measure the progress towards the long-term goals. Please refer to Appendix A. Statewide Performance Levels and Outcome Indicators for the interim goals. Example:

- Increase the overall percentage of ELA proficient FRL students at **(insert school name)** from X% **(school baseline date)** to Y% by the end of 2018 and X% to Y% by the end of the school year, June 2019.
- Increase the overall percentage of Math proficient FRL students at **(insert school name)** from X% **(school baseline date)** to Y% by the end of 2018 and X% to Y% by the end of the school year, June 2019.

D. Create Adequate Growth Percentile SMART goals for FRL students. Example:

- Increase the overall percentage of ELA Adequate Growth Percentile of FRL students at **(insert school name)** from X% to Y% **(must be at least 50% of students or greater)**, as measured by the state assessment by the end of the school year, June 2019.
- Increase the overall percentage of ELA Adequate Growth Percentile of FRL students at **(insert school name)** from X% to Y% **(must be at least 50% of students or greater)**, as measured by the state assessment by the end of the school year, June 2019.

**A. Data from the previous two years**

Grade Level	Assessment Data (please indicate the year)
Elementary	Smarter Balanced Assessment data for ELA and Math:  Smarter Balanced Assessment data for ELA and Math:
Middle School	Smarter Balanced Assessment data for ELA and Math:  Smarter Balanced Assessment data for ELA and Math:
High School	EOC ELA data: EOC Math data:  Graduation rate: Graduation rate: Graduation rate:  ACT data: ACT data:

**B. Long-term SMART Goals aligned to Nevada State's ESSA Plan**

Core Area	School Long-term SMART Goals
ELA	-
Math	

**C. Interim SMART goals aligned to Nevada State's ESSA Plan**

School Year and Core Area	Interim SMART goal
-	-



School Year and Core Area	Interim SMART goal
-	-
-	-

**D. Create Adequate Growth Percentile SMART goals for FRL students.**

School Year and Core Area	Adequate Growth Percentile SMART goal for FRL students
-	-
-	-

**Part III. Select Victory strategies to help your school meet your goals and objectives.  
(AB 447 sections 8 and 9)**

Section	a	b	c	d	e	f	g	h
<b>Subsection 8 (select strategy)</b>	-	-	-	-	-	-	-	-
<b>Estimated Funds Allocated</b>	-	-	-	-	-	-	-	-
<b>Estimated Students or Teachers participating</b>	-	-	-	-	-	-	-	-
<b>Subsection 9 (select strategy)</b>	-	-	-	-	N/A	N/A	N/A	N/A
<b>Estimated Funds Allocated</b>	-	-	-	-	N/A	N/A	N/A	N/A
<b>Estimated Students or Teachers participating</b>	-	-	-	-	N/A	N/A	N/A	N/A

**Part IV. Action Steps**

Please refer to the instructions and example in the guidance document on pages 9-12.

<b>Action Step Description</b>

**Part IV. Coordinated Funding.**

Schools are encouraged to list funding streams to maximize strategic leveraging of all funding to meet the needs of the students and improve student outcomes at a faster and sustainable rate. Create a bulleted list of funding streams and how they are applied to support students and families.

<b>Coordinated Funding</b>

## **Appendix C. Recruitment & Retention Incentives**

Approved by the Nevada State Board of Education, *July 23, 2015*

### ***Introduction:***

The following incentives are presented for district and school use to meet the requirements of Senate Bill 405, Zoom Schools and Senate Bill 432, Victory Schools. Districts/schools may identify one or a combination of two or more incentives as appropriate to meet identified district/school staffing needs. The incentive(s) chosen must be identified in the respective Zoom and Victory School Plans by the number and letter of the incentive(s) (e.g., 1a) below.

Districts/schools must also establish and include in their plan measures to evaluate the effectiveness of the incentives implemented. These incentives are in effect for one year (i.e., 2015/16 school year) and will be reevaluated and possibly revised by the Nevada State Board of Education prior to the next fiscal/school year.

### ***1. Financial Incentives***

- a. Provide opportunities for additional compensation to teachers and leaders with demonstrated effectiveness through additional work *beyond* contracted hours.  
*Examples:* additional workdays for extended school year; participation in work beyond contracted hours in professional learning communities; work with students before and/or after school or during the summer break.
- b. Provide opportunities for additional compensation to teachers and leaders with demonstrated effectiveness through additional responsibilities *during* contracted hours.  
*Examples:* master teachers; mentoring; coaching
- c. Provide additional compensation to teachers and leaders with demonstrated effectiveness (*NRS 391.168*).  
*Examples:* established program of performance pay based on improvement in student achievement and appropriate measures of teacher and administrator performance; additional compensation for teachers and leaders with demonstrated effectiveness who remain in Zoom/Victory schools for a specified period of time
- d. Provide additional compensation to teachers and leaders who commit to employment in Zoom/Victory schools.  
*Examples:* signing bonuses and/or relocation stipends for initial hires; housing and/or transportation costs; stipends for hard-to-fill positions.

## **2. Opportunities for Professional Growth**

- a. Provide opportunities for professional growth through research-based professional development.

*Examples:* on-site professional development; professional learning communities; pre-approved conference attendance aligned to school/district priorities; opportunities to shadow effective teachers; access to mentoring/coaching

- b. Provide tuition reimbursement for accredited coursework related to professional assignment and/or district approved course of study.

*Examples:* support effective teachers and leaders in completing higher education coursework to enhance knowledge, skills, and/or license endorsement in area of assignment; support effective teachers and leaders in completing an advanced degree program approved by the district

## **3. Administrative Support and Leadership**

- a. Provide opportunities for teachers and leaders to collaborate.

*Examples:* Participate in professional learning communities in which staff review student data; provide structured time for teachers and leaders to enhance skills through collaboration

- b. Provide opportunities for teachers and leaders to receive professional support through coaching/mentoring.

*Examples:* scheduling peer observations; mentor shadowing; virtual cohort collaboration; Peer Assistance and Review

- c. Provide opportunities to leverage the district for securing the placement of highly effective staff in Zoom/Victory schools.

*Examples:* preferential support to Zoom and Victory schools in hiring highly effective staff; outsource candidate recruitment to organizations with a proven record of highly effective staff placement

## **4. School Culture and Working Conditions**

- a. Provide opportunities that allow teachers and leaders to create a successful and engaging school culture.

*Examples:* district ensures effective school leadership; support new teachers; support meaningful interactions between staff, students, families and communities; district prioritization of maintenance and enhancements to Zoom/Victory schools

- b. Provide opportunities for teachers and leaders to become more involved with the student body.

*Examples:* advising or creating clubs; coaching athletics; participating or chaperoning extra curricular activities; mentoring high-needs students

- c. Provide opportunities for teachers and leaders to contribute in decision-making processes.  
*Examples:* teachers as team leaders; department chairs; career lattice opportunities; district committee assignments
- d. Provide opportunities for teachers and leaders to have access to and support from specialized staff.  
*Examples:* district provides adequate staffing for services targeted to high-needs populations; meetings with peer assistance team to discuss individual student needs