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GUIDANCE MEMORANDUM

TO: School District Superintendents, Charter School Sponsors, AB 447 – Victory Schools Program Administrators, Business Administrators, and Victory School Principals

FROM: Steve Canavero, Ph.D.
Superintendent of Public Instruction

DATE: August 8, 2017

SUBJECT: Implementation of AB 447 – Victory Grant – for the 2017-2018 School Year for K-12 Public Education

Nevada’s AB 447 continues the Victory Schools initiative set forth in SB 432 implemented during the 2015-2017 biennium. This memo is intended to provide information on the start-up implementation of AB 447, the Victory Schools Grant Program for the 2017-2018 school year to which \$25 million is appropriated.

During the next biennium, as Nevada seeks to become the fastest improving state in the nation, and in compliance with Federal ESSA requirements and Nevada’s AB7, the Nevada Department of Education will continue to redesign tools to help Victory Schools coordinate goals, objectives, funds, evidence-based interventions and strategies to support greater student achievement and outcomes.

In addition to AB 447 requirements outlined in this memo, Victory schools will also need to follow ESSA evidence-based interventions (EBI) Tiers 1-4 to implement programs and services aligned to school goals, objectives, and Victory strategies [AB 447 Sec 8 & 9]. Curriculum and instructional programs need to meet EBI Tiers 1-3. The criteria for the evidence tiers will be determined by the Department, which will provide guidance and support to districts and schools on these evidence requirements. (See Appendix A for ESSA evidence-based intervention Tiers 1-4). Victory schools are now required to complete an addendum to the School Performance Plan (SPP). (See Appendix B for the Victory School Performance Plan Addendum. This Addendum will be posted on the NDE website in a Word document.)

School Performance Plan and Addendum Details

For the 2017-2018 school year Victory Schools may continue to incorporate their strategies within their School Performance Plans (SPP) and complete the addendum that focuses on the following key items:

- a. Victory School needs assessments: Inclusion of the Victory School comprehensive needs assessment findings to include information regarding community input meetings, their results, and how the school will respond to the needs assessment results.
- b. Victory School growth targets: An analysis of the needs assessment and the previous years' assessment data that leads to the development of rigorous growth targets written as measurable goals, measurable objectives, and aligned with action steps that include the selection of Victory strategies;
- c. Evidence-based interventions: Evidence-based programs and services aligned with the measurable objectives, Victory strategies, and action steps;[(evidence-based, as defined in 20 U.S.C. §7801(21)*]
- d. *This refers to ESSA evidence levels 1-4: Strong, Moderate, Promising, or Demonstrates a Rationale
- e. Coordinated funding: braided funding, coordinated from multiple revenue streams; Clearly identified budget expenditures coordinated and aligned with evidence-based programs and services, goals and action steps, and Victory strategies outline in §2.8 and 2.9.

The School Performance Plan (SPP) and addendum is due to NDE by **September 15, 2017**, for NDE to approve or request revisions to the plan.

Victory grant funding must be aligned to the following permissible strategies outlined in AB 447 §2.8 (a-h) and §2.9 (a-e):

Victory Schools must **use the majority of the money (at least 51%)** to provide one or more of the strategies listed below. The programs and services to implement the Victory strategies must fall within ESSA's EBI tiers 1-4. Curriculum must meet EBI tiers 1-3.

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.
 - *This document can be found in Appendix C of this memo.*
- (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.

- *The law 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.”*
- *The law 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” (SB 447 § 2.20(d))*

A Victory school may use any remaining funds (up to 49%) for the strategies listed below. The programs and services to implement the Victory strategies must fall within ESSA’s EBI tiers 1-4.

Subsection 9 (a-d).

- Provide evidence-based social, psychological or health care services to pupils and their families.
- Provide programs and services designed to engage parents and families.
- Provide programs to improve school climate and culture.
- 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.
- Any combination thereof.

Victory Schools are able to apply their allocations to **fully fund** evidence-based programs and services that align with the needs assessment, goals, action steps, and strategies indicated in the SPP.

Pursuant to Section 2(11)(b) any programs offered at a Victory school pursuant to subsection 8 or 9 “must be based on scientific research concerning effective practices to increase the achievement of pupils who live in poverty.”

Victory Schools and Allocations. Senate Bill 544, Section 24 outlines the state appropriation for AB 447 (Victory) funding. Based on the number of students enrolled at a Victory School on the validation count day during school year 2016-2017, the Nevada Department of Education (NDE) has calculated the preliminary AB 447 - Victory allocations to be distributed to each designated Victory School by local education agencies (LEAs) and each sponsor of a charter school in Nevada for the 2017-2018 school year. The per-pupil allocation is \$1123.29 for the 2017-2018 school year.

Local education agencies are encouraged to use the preliminary allocations for planning purposes.

Preliminary AB 447 – Victory Allocations for School Year 2017-2018

**AB 447 - Victory Allocations
SY 2017-2018**

District	School	Amount	School	Amount
Clark	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		
Democracy Prep	Agassi ES	\$523,453.14		
Elko	Owyhee ES	\$188,712.72	West Wendover MS	\$180,849.69
	Owyhee HS	\$75,260.43	West Wendover ES	\$650,384.91
Humboldt	McDermitt ES	\$89,863.20	McDermitt MS	\$21,342.51
Nye	Amargosa Valley ES	\$108,959.13		
Washoe	Bailey Charter ES	\$311,151.33	Hug HS	\$1,641,126.69
	Booth ES	\$490,877.73	Natchez ES	\$180,849.69

Please upload Victory School performance plans and addendums into the **ePAGE** grants management tool in the “Related Documents” section for Victory Schools **by September 15, 2017**.

Per Assembly Bill 447 (Victory Schools Program), 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 (AB 447 Section 2.4). The needs assessment must be completed as soon as practicable after the school is designated as a Victory School.

*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;*
- *Include strategies to meet the needs of students at the school. (AB 447 §2.4)*

Pursuant to Section 2(5) local education agencies (LEAs) must submit a comprehensive plan to the Nevada Department of Education (NDE) via the ePAGE grants management tool. LEAs shall select one person to assist in the development of the plan. The LEA Plan must include:

- a) *Include appropriate means to determine the effectiveness of the plan;*
- b) *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;*
- c) *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;*
- d) *Include a description of the criteria used to select entities to provide programs and services to pupils enrolled in the Victory school;*
- e) *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;*
- f) *Take into account the number and types of pupils who attend the school and the locations where such pupils reside;*
- g) *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;*
- h) *Coordinate all funding available to each school that is subject to the plan;*
- i) *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*
- j) *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.*

Pursuant to Section 2(6) “The Department shall review each plan submitted pursuant to subsection 5 to determine whether, or the extent to which, the plan complies with the requirements of this section and either approve or request revisions to the plan.”

The initial due date for LEA plans is **August 15, 2017**. However, LEAs may instead submit a **Letter of Intent** describing, at a minimum, the following:

- (a) *An initial assessment of the needs of the pupils who attend the school*
When was the needs assessment conducted? Who was involved with the needs assessment? Did parents and the community have an opportunity to participate in the needs assessment? What were the results of the needs assessment?
- (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*
Data: Please provide data showing growth in student achievement areas, overall school performance, attendance, teacher retention, high school graduation rates, and other growth areas.
- (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. (AB 447 §2.7)*

What are the target goals for the LEA to support Victory Schools? What specific action steps will the LEA provide to support the needs of the Victory Schools? What is the student achievement growth target for the Victory Schools?

School districts that submit the letter of intent must submit their completed LEA comprehensive plan, including both the School Performance Plan (SPP) and addendum, to NDE by **September 15, 2017**.

Assembly Bill 7

Passed in the 2017 Legislative Session, Assembly Bill 7 was the Department’s Every Student Succeeds Act (ESSA) implementation bill. State funded initiatives must now demonstrate evidence-based interventions. Evidence-based interventions have a greater certainty for improving school and student outcomes. The Department will release guidance on ESSA evidence requirements shortly to help districts and schools ensure Victory interventions and strategies meet these evidence requirements. If a school fails to demonstrate that Victory funding has been utilized in alignment with evidence requirements, as determined by the Department, the Department may withhold future Victory funding until the school makes appropriate changes to ensure compliance with the evidence requirements in AB 7. The information below provides a preview of AB 7. Please refer to the bill for more detailed information.

Section 2. NRS 385.112 is hereby amended to read as follows: A plan to improve the achievement of pupils enrolled in public schools in this State prepared pursuant to NRS 385.111 must include:

- 3. 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.
- 4. Strategies to improve the academic achievement of pupils enrolled in public schools in this State, including, without limitation, strategies to:
 - a. Instruct pupils who are not achieving to their fullest potential, including without limitation:
 - i. The curriculum appropriate to improve achievement;
 - ii. The manner by which the instruction will improve the achievement and proficiency of pupils on the examinations administered pursuant to NRS 390.105 and the college and career readiness assessment administered pursuant to NRS 390.610, including, without limitation, the manner in which remediation will be provided to pupils who require remediation based on the results of an examination administered pursuant to NRS 390.610, and
 - iii. An identification of the instruction and curriculum that is specifically designed to improve the achievement and proficiency of pupils in each group identified in the statewide system of accountability for public schools.

For additional information, please contact a member of the NDE Victory Team.

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Appendix A

Nevada Department of Education ESSA Evidence-Based Interventions Criteria

Table 1. ESSA Levels of Evidence - 20 U.S.C. § 7801(21)

Demonstrate a statistically significant effect on improving student outcomes	1 STRONG EVIDENCE	Based on at least 1 well-designed and well-implemented experimental study
	2 MODERATE EVIDENCE	Based on at least 1 well-designed and well-implemented quasi-experimental study
	3 PROMISING EVIDENCE	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	4 DEMONSTRATES A RATIONALE	Based on high-quality research findings or positive evaluation, and includes ongoing efforts to examine the effects of such activity, strategy, or intervention

The Nevada Department of Education (NDE) will provide a separate ESSA Evidence-based Guidance document that will be widely shared and publicly available. The NDE will provide details on how to demonstrate that interventions meet ESSA evidence-based requirements. Schools and districts using these funds must adhere to ESSA Evidence 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 disqualification from the next year's qualifying funds.

Appendix B

Victory SPP – Addendum – 2017-2018 SY
Nevada Department of Education

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:

Needs Assessment:

Question	Answer
Date of needs assessment:	
Date of community input meeting:	
Identify audience of needs assessment and community input meeting:	
Specific results of the needs assessment:	
Specific results of the community input meeting:	
School response to the needs assessment and community input meeting:	

Victory School Growth Targets Data

Grade Level	Growth Targets Data
Elementary	2015-2016 Smarter Balanced Assessment data for ELA and Math: 2016-2017 Smarter Balanced Assessment data for ELA and Math: Please show student growth data from one other source for the past 2 or 3 years:

Grade Level	Growth Targets Data
Middle School	2015-2016 Smarter Balanced Assessment data for ELA and Math: 2016-2017 Smarter Balanced Assessment data for ELA and Math: Please show student growth data from one other source for the past 2 or 3 years:
High School	2016-2017 EOC ELA data: 2016-2017 EOC Math data: 2013-2014 Graduation rate: 2014-2015 Graduation rate: 2015-2016 Graduation rate: 2015-2016 ACT data: 2016-2017 ACT data: Please show student growth data from one other source for the past 2 or 3 years:

2-year Measurable Goals:

School Biennium	School Goals
2017-2019	Example: By the end of the 2018-19 school year, 80% of third grade students will be proficient in reading.

Measurable objectives with rigorous growth targets

Please write measurable objectives for ELA and Math based on the needs assessment and community input meetings; can add additional measurable objectives, if needed.

Measurable Objective School Year and Type	Measurable Objective Description
2017-2018 ELA measurable objective:	[Describe your 2017-2018 ELA measurable objective.] 1. 2. 3. 4.
2018-2019 ELA measurable objective:	[Describe your 2018-2019 ELA measurable objective.] 1. 2. 3. 4.
2017-2018 Math measurable objective:	[Describe your 2017-2018 Math measurable objective.] 1. 2. 3. 4.
2018-2019 Math measurable objective:	[Describe your 2018-2019 Math measurable objective.] 1. 2. 3. 4.

Select Victory strategies that will help your school meet your goals and objectives. (AB 447 sections 8 and 9)

Section	a	b	c	d	e	f	g	h
§ 8								
§ 9					N/A	N/A	N/A	N/A

Action Steps

- Describe the steps you will take to meet each goal and objective that includes programs and services meeting ESSA EBI tiers 1-4, and
- Include the citation of the research for the programs and/or services (in APA or MLA)

Action Step Type	Action Step Description
With EBI programs and/or services to meet goal 1 and objectives:	[Please describe your Action Steps with EBI programs and/or services to meet goal 1 and objectives.]
With EBI programs and/or services to meet goal 2 and objectives:	[Please describe your Action Steps with EBI programs and/or services to meet goal 2 and objectives.]

Coordinated Funding
[Please describe how Victory funds are coordinated and braided with other funding sources to focus on the unique needs of your school to improve student outcomes at a faster and sustainable rate.]

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