

***NEVADA DEPARTMENT OF EDUCATION
GUIDANCE DOCUMENT FOR
Victory Schools SB467***



For the 2019-2021 Biennium

July 2019

Table of Contents

Overview of Victory Schools Program	4
Purpose.....	4
Goals	4
Eligibility: Districts/Schools/Students	5
Program Funding Awarded.....	5
ESSA’s Evidence-based Requirements	6
ESSA Evidence-based Interventions Criteria	6
Organization.....	7
Program Requirements	7
Program Plan	7
LEA Comprehensive Plans.....	7
LEA Plan Due Date.....	8
School Performance Plan - Victory Requirements.	8
A. Victory School Needs Assessments. SB467 subsection 2.12 (2019).....	8
C. Victory Strategies.....	10
D. SPP Action Steps.....	10
E. Evidence-based interventions: SB467 (2019) subsection 2.11(b).....	11
F. Victory Budget:.....	11
Mandated Activities and/or Services	11
Other Activities and/or Services.....	11
Independent Evaluation	11
Corrective Action	11
Reporting Requirement	12
Fiscal Allocations.....	12
Use of Funds.....	12
Application Process	12
Unique Fiscal Requirements	12
Budget Revisions.	13
Request for Reimbursement.	13
Carryover Funds.....	13

Funding availability 13

Assessment, Data Collection, and Reporting13

 Assessment.....13

 Data Collection13

Monitoring.....13

Timeline14

Contacts.....14

Appendix A. Long-term Goals and Measures of Interim Progress:15

Appendix B. Victory School Performance Plan (SPP) Example.....16

 COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 116

 COMPONENT III: Budget Plan17

Appendix C. Recruitment & Retention Incentives.....18

Introduction:.....18

Financial Incentives18

Opportunities for Professional Growth.....18

Administrative Support and Leadership.....19

School Culture and Working Conditions.....19

Overview of Victory Schools Program

Information in this document is designed to provide guidance to school districts and their Victory Schools for the 2019-2021 biennium. Additional technical assistance will be provided during the 2019-2021 biennium. While this document is intended to provide guidance related to the implementation of SB467 (2019), districts are encouraged to review the full text of SB467 Section 2 (2019).

Nevada's SB467 (2019) continues the Victory Schools' initiative set forth in SB432 (2015) and AB447 (2017) implemented during the 2015-2017 and 2017-2019 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. Senate Bill 467 Section 2 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.

Senate Bill 555 subsection 28.5 provides for successful three-star Victory Schools:

A Victory School that attains a performance rating of three-stars or higher, and that would otherwise not be eligible to receive a Victory School grant pursuant to the current program requirements, may retain 50 percent of the Victory School grant funding received in the preceding year to sustain successful programs for each year of the 2019-2021 biennium.

Purpose

The purpose of SB467 Section 2 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 2.8(a-h) and 2.9(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 2019-2021 biennium. Victory Schools receive monies on a per pupil basis based on the previous year's October 1 validation day enrollment count.

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; and
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.

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 3rd 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 (SB 432, 2015).

Through strategic planning and implementation of the Victory strategies and alignment with other programs, services and funding streams available to the Victory Schools, it is expected that Victory schools will be able to achieve a three-star status.

Eligibility: Districts/Schools/Students

Victory Schools are designated based on the following criteria, as per SB467 subsection 2.1 (2019):

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

The NDE designates Victory Schools before June 1 of each school year. The total grant money awarded for Victory Schools is \$50 million, \$25 million each year of the 2019-2021 biennium. Victory Schools are selected based on SB467 eligibility criteria and receive funding on a per pupil basis based on the previous year's October 1 validation day enrollment count.

Although Victory funds are not competitive, eligible districts and schools must submit an NDE-approved School Performance Plan (SPP) into the ePAGE grants system. Upon Department of Education approval of school performance plans, an allocation of **\$1235.83** will be awarded to the designated one and two-star Victory Schools for the 2019-2020 school year. Three-star Victory Schools will receive 50% of their preceding year's allocations as indicated in SB555 subsection 28.5 (2019). Allocations will be released by July 1 of each fiscal year. Please refer to the guidance memo released through the State Superintendent's office each year for a list of schools and allocations. The funding is intended to support the improvement of student achievement and school performance through implementation of identified Victory strategies in SB467 subsections 2.8 and 2.9 (2019) and eligible expenditures approved by the Department of Education.

ESSA’s Evidence-based Requirements

A public school that receives money pursuant to SB467 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, 2017).

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 ESSA Levels of Evidence table on the next page. Failure to demonstrate that funds are used for interventions meeting these evidence requirements may result in the corrective action process.

Other programs and services aligned with the Victory strategies outlined in subsections 2.8 (a-h) and 2.9 (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. **The citations and/or rationale can be placed in the SPP’s action step 1.4 “other.”**

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

ESSA Evidence-based Interventions Criteria

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

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	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

Program Plan. There are two program plan requirements for SB467 (2019): the local education agency (LEA) comprehensive plan and the school performance plan (SPP).

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 SB467 subsection 2.5. These requirements are to be addressed within the Victory 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 2.8 and 2.9 of SB467 (2019) will be implemented.

LEA Plan Due Date. School district/Governing Board plans must be submitted to NDE through the ePAGE system by August 15, 2019 and 2020. 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, 2019 and 2020. 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, 2019 and 2020 (SB467 subsection 2.7, 2019).

School districts that submitted the letter of intent must submit their completed comprehensive plan, including Victory Schools' SPP to the ePAGE grants system, Victory related documents section by September 15, 2019 and 2020.

School Performance Plan - Victory Requirements.

For the 2019-2021 biennium, Victory Schools will incorporate their needs assessment results, SMART goals, Victory strategies, actions steps, evidence-based intervention levels with citations, and budgets within their School Performance Plans (SPP). The SPP is due to NDE by September 15, 2019. NDE will either approve or request revisions to the plan. Please upload Victory School performance plans into the ePAGE grants management tool in the "Related Documents" section for Victory Schools. The SPP is a working document and schools will be able to revise, when necessary. Please see Appendix B for a Victory School SPP EXAMPLE.

The School Performance Plan (SPP) should include the following key items for Victory Schools:

A. Victory School Needs Assessments. SB467 subsection 2.12 (2019)

Each plan to improve the achievement of pupils enrolled in a Victory school that is prepared by the principal of the school pursuant to NRS 385A.650 must describe how the school will use the money distributed pursuant to subsection 3 to meet the needs of pupils who attend the school, as determined using the assessment described in subsection 4 and the requirements of this section.

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 (SB467 subsection 2.4, 2019). The needs assessment must be completed as soon as practicable after the school is designated as a Victory School. The needs assessment results can be added or revised to the SPP during the first quarter of the academic school year in order to have adequate time to conduct and review results of the needs assessment.

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 SB467 subsections 2.8 and 2.9 (2019). 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.

B. Victory School Long-term Goals and Measures of Interim Progress. SB467 subsection 2.11(a) (2019).

Programs offered at a Victory school pursuant to subsection 8 or 9 must...be designed to meet the needs of pupils at the school, as determined [by the needs assessment]...to improve pupil achievement and school performance, as determined using the measures prescribed by the State Board of Education....

Once state data is released in September, the expectation is for all Victory Schools to review their SMART goals from the previous year and set new rigorous yet attainable goals for the academic school year. Victory Schools do not have to write separate SPP goals, but should revise and align their school goals to meet the expectations of the state ESSA plan and the results of the needs assessment.

The Nevada State Board of Education, 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 below.

SMART Goal Example:

- ELA Example (Elementary): Increase the overall percentage of ELA proficient FRL students at **(insert school name)** from X% _____ (**school's baseline data from state assessment results, 2016***) to Y% _____ (**51.9%: State's Long-term Goal, 2021****), as measured by the state assessment by the end of the school year, June 2021.
- Math Example (Elementary): Increase the overall percentage of Math proficient FRL students at **(insert school name)** from X% _____ (**school's baseline data from state assessment results, 2016***) to Y% _____ (**44.9%: State's Long-term Goal, 2021****), as measured by the state assessment by the end of the school year, June 2021.

*Baseline data is identified as the school proficiency performance scores from the 2016 ELA and Math state assessment results (school year 2015-2016).

**The State's long-term goal will depend on your current assessment scores; goals can be higher than the percentages indicated in the tables.

- **Create Adequate Growth Percentile SMART goals for Economically Disadvantaged 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 2020.
 - Increase the overall percentage of Math 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 2020.

C. Victory Strategies

Victory Schools must use the majority of the money (**at least 51%**) to provide one or more of the strategies listed below (SB467 subsection 2.8 a-h).

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.
 - *SB467(2019) 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.”*
 - *SB467(2019) 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” (SB467 § 2.20(b)(d)).*

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.

D. SPP Action Steps:

In Component II of the SPP, list the action step(s) and Victory strategies that will help meet the goals identified in the plan.

1. The school must identify the strategy next to the action step: 8f.
2. In the SPP action step, indicate the evidence-based intervention level next to the interventions, programs, and services implemented using Victory funds.
3. **The citations and/or rationale can be placed in the SPP’s action step 1.4 “other.”** If the evidence-based intervention level is level 4, the school must include in its citations a

rationale for implementing a level 4 evidence-based intervention (three to four sentences) and the high-quality research findings or positive evaluation that examined the ongoing efforts of the intervention. NDE recommends the school and/or district retains the research studies. Please see Appendix B for a Victory School SPP EXAMPLE.

E. Evidence-based interventions: SB467 (2019) subsection 2.11(b)

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.

Evidence-based programs and services aligned with the goals, measurable objectives, Victory strategies, and action steps must follow the ESSA evidence-based definitions, as defined in 20 U.S.C. §7801(21)*.

*Refers to ESSA evidence levels 1-4: Strong, Moderate, Promising, or Demonstrates a Rationale.

F. Victory Budget:

Clearly identify budget expenditures in the SPP Component III: Budget Plan page. Victory strategies from SB467 (2019) subsection 2.8 & 2.9 and evidence-based levels must be identified in this section. Please see Appendix B for a Victory School SPP EXAMPLE.

Mandated Activities and/or Services

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 increase student achievement and improve overall school performance.

Other Activities and/or Services

The programs and services in SB467 (2019) subsections 2.8.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 (SB467 subsection 2.13, 2019).

Corrective Action

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

Subsection 2.15. 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 (SB467, 2019).

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

SB467 subsection 2.16 states on or before **November 30, 2020**, and **November 30, 2021**, 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 submission to NDE and the Legislative Committee on Education.

Fiscal Allocations. Fiscal allocations will be released each year in a guidance memo through the Superintendent's office.

Senate Bill 555 subsection 28.5

To support the progress Victory Schools have achieved, *a Victory School that attains a performance rating of three-stars or higher, and that would otherwise not be eligible to receive a Victory School grant pursuant to the current program requirements, may retain 50 percent of the Victory School grant funding received in the preceding year to sustain successful programs for each year of the 2019-2021 biennium.*

The following Victory Schools will receive 50% of the Victory grant per pupil allocation for the 2019-2020 school year:

- Clark County School District
 - Lake Elementary School
 - Snyder Elementary School
 - Sunrise Acres Elementary School
 - West Prep Academy Elementary School

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 SB467 section 2 for Fiscal Year 2019-2020 and Fiscal Year 2020-2021 (SB467 2.18, 2019).

Application Process

Funding is awarded based on the criteria outlined in SB467 (2019). 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. A 15% carryover is allowed for the first year of the biennium. Any remaining balance of the transfers made to carry out the provisions of SB467 (2019) for fiscal years 2019-2020 and 2020-2021, including any carryover money, must not be committed for expenditure after June 30, 2021, and must be reverted to the State General Fund on or before September 20, 2021 (SB555 Section 28, 2019)).

Funding availability. Victory funds will be available after July 1, of each academic school year, with no expenditures after June 30, 2021.

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:

1. Schools are not using funds in accordance with the allowable strategies as outlined in SB467 subsections 2.8 and 2.9 (2019);
2. Schools are not using evidence-based programs and services as indicated under the federally approved *Nevada's Every Student Succeeds Act (ESSA) State Plan*; and
3. 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	Victory funds available.
Approx. August 10	Final Financials from previous fiscal year are due to NDE.
August 15	LEA Comprehensive Plans for Victory Schools are due in ePAGE (or the letter of intent).
September 15	1. LEA Comprehensive Plan due (if the LEA submitted a letter of intent). 2. Victory Schools' SPPs are due into the NDE ePAGE system.
Dates to TBD	Consolidated on-site monitoring visits.
May 1	1. LEAs submit new SPPs for the next academic school year into ePAGE. 2. NDE will review, approve, or ask for revisions.
June 30	End of fiscal year; a 15% carryover is allowed for the first year of the biennium.

Contacts

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
Karl Wilson	Education Programs Supervisor	karlwilson@doe.nv.gov	702-668-4311
Dr. Seng-Dao Keo	Director, Office of Student and School Supports	skeo@doe.nv.gov	775-687-9145

Appendix A. 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 Performance Plan (SPP) Example

Summary: Victory items to include that might already be in the school’s SPP summary:

1. Date of needs assessment
2. Results of needs assessment
3. Participants of the needs assessment (please break down participants into percentages)
4. State assessment results for school performance from the 2015-2016 SY to current assessment results.
5. List significant improvements related to Victory strategies/funds or the school as a whole.

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

Write SMART goal aligned with the state approved ESSA long-term goals for ELA/MATH

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or	List Timeline, Benchmarks & Position Responsible	Monitoring Status
1.1 Professional Development (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators:	NCCAT-S Indicators:
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. (Victory 8d).	Identify external partnership or other resource.			
1.2 Curriculum/Instruction/Assessment (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators:	NCCAT-S Indicators:
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. (Victory 8h).	1a. ELA ABC Core Curriculum (8h) (EBI 3) 1b. 123 Math (8h) (EBI 2) 1c. Intervention Math Program (8h) (EBI 3) 1d. 1 licensed teacher (8f)			
1.4 Other				
List evidence-based citations here. You can merge boxes.				

COMPONENT III: Budget Plan

Directions from SPP: COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I, Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds Applicable to Priority Need/Goal	Total Amount Received for this School	Purposes for which funds are used (Include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Victory	\$	ABC ELA Core Curriculum (8h) \$ 1 licensed teacher (8f) \$	Indicate where these expenditures align with the SPP goals.

➤ **Please add this table to your budget component.**

Subsection 2.8 (51 – 100%)	a	b	c	d	e	f	g	h
Subsection 2.8 (select strategy)								
Estimated Funds Allocated								
Estimated Students or Teachers participating								

Subsection 2.9 (0 – 49%)	a	b	c	d
Subsection 2.9 (select strategy)				
Estimated Funds Allocated				
Estimated Students or Teachers participating				

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

- e. 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

- f. 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

- g. 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
- h. 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
- i. 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

- j. 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
- k. 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
- l. 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
- m. 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