

NEVADA'S VICTORY SCHOOLS



GUIDANCE
JULY 2015

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Information in this document is designed to provide initial guidance to School districts and their Victory Schools for the 2015-16 school year. Additional guidance will be provided as the 2015-16 school year progresses. While this document is intended to provide guidance related to the implementation of SB 432, districts are encouraged to review the full text of SB 432 available at the following link:

<http://www.leg.state.nv.us/Session/78th2015/Reports/history.cfm?ID=949>

A. Senate Bill 432: Victory Schools in Nevada

A.1. Introduction

Governor Sandoval's vision for improving education in Nevada was realized during the 2015 Nevada Legislative Session. This legislation provides an exciting opportunity for districts and schools to fully address the barriers to improved school performance in order to increase student achievement. Because of additional challenges for low-income students, Senate Bill 432, the Victory Schools program, is designed to meet student needs at the lowest performing schools within the highest poverty zip codes throughout Nevada. The goals of the program focus on students reading at grade level, being prepared for rigorous curricula, and graduating from high school with the skills and attributes necessary to immediately succeed in college or a career. School districts are required to provide comprehensive plans that address the specific needs of their students in order to achieve these goals and are accountable for a school's progress against established outcome indicators.

A.2. NDE State Goals and Theory of Action

State law requires the State Board of Education to develop an annual plan to improve the achievement of pupils enrolled in Nevada public schools. This plan, commonly referred to as the "State Improvement Plan," or "STIP," is prepared for Board consideration by the Superintendent of Public Instruction and staff of the NDE, as well as a variety of stakeholders. The focus of the current plan is college and career readiness of all students in the K-12 public education system, as well as the system's own state of readiness for fully realizing the kind of change required by recent reform initiatives, such as Victory Schools, and the current realities of Nevada's student population. Guiding the department's work are the established goals of the 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 and career ready.

Goal 4: Effective educators serving students at all levels.

Goal 5: Ensure efficient and effective use of public funds to achieve the highest return on education investment.

Aligned with the state goals, the NDE's Theory of Action on statewide initiatives describes the department's orientation and focus on the imperative of preparing Nevada's children for future success. It also demonstrates its commitment to the goals of the Victory Schools program by

strategically aligning specific programs to target improved outcomes for students. The current Theory of Action is as follows:

If the Nevada Department of Education (NDE):

- *Provides for differentiated funding based on student need;*
- *Balances local implementation with statewide evaluation for purposes of accountability;*
- *Ensures alignment and effective use of existing and new programs and resources across the State; and*
- *Supports and assists Local Education Agencies (LEAs) to improve outcomes for all students...*

And, if Local Education Agencies (LEAs) or School Districts (SDs):

- *Align and use resources effectively to meet the needs of students;*
- *Improve learning conditions for all students;*
- *Drive innovation and change in low-performing schools; and*
- *Recruit and retain effective educators...*

Then, our State's children will:

- *Be proficient readers upon exit from third grade;*
- *Be adequately prepared in middle school to engage and succeed in rigorous high school curriculum;*
- *Graduate from high school college and career ready; and*
- *Be served by effective educators.*

The statewide Theory of Action is coupled with the Theory of Action for Underperforming Schools. This Theory of Action is specifically focused on moving underperforming schools towards successful outcomes for students. Victory Schools are not only designated due to their poverty status, they are also designated due to their low-performing status. The following Theory of Action guides the NDE's work with Underperforming Schools and, to a certain extent, the department's work with Victory Schools:

If the NDE provides underperforming schools with a structured diagnostic and planning process focused on three priority areas:

- *School leadership,*
- *Tier 1 instruction aligned to standards,*
- *Teacher professional learning communities that analyze and use data to strengthen instruction; and*

Districts provide schools with the conditions required for successful school turnaround, including freedom from certain all district programs and requirements and the freedom and resources to identify and build programs and capacity to address their specific needs; and

The NDE identifies external organizations that can provide schools with support in diagnostic and planning and the three priority areas; and

The NDE establishes a Leadership Network to support school leaders; and

The NDE, school and district leaderships utilize all available resources to provide schools with that support; and

The NDE works with schools, district and support organizations to monitor implementation and identify and solve problems; and

The NDE, Districts, and Schools build shared social trust among parents, students, teachers, administrators and staff;

Then all underperforming schools will exit their low-performing status within three years.

Alignment of the department's work is key towards moving schools to successful outcomes for Nevada's students. NDE Goals and Theory of Action guides and focuses the work necessary for rapid and improved achievement for all of Nevada's students.

B. Victory School Identification

B. 1. Victory School Designation Criteria

Victory Schools are designated based on the following criteria, per SB 432 Section 2:1

The Department of Education shall 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.

B. 2. Designated Victory Schools and Funding: revised 8/7/2015

On June 1, 2015, the NDE designated Victory schools for the 2015-16 and 2016-17 School Year. Each school will receive, upon approval of plans by the Department, an allocation of approximately \$1,137.45 per pupil to support student learning through the eligible expenditures provided for within SB 432. The figures below may be used for planning purposes and reflect the count day enrollment from 2014/15 to establish the per-pupil and school allocation.

The following chart lists the designated schools and their funding for the 2015-16 School Year:

District	School	Amount	School	Amount
Clark	Agassi ES	\$538,013.85	McCall ES	\$506,165.25
	Booker ES	\$590,336.55	Monaco MS	\$1,622,003.70
	Desert Rose HS	\$489,103.50	Reid ES	\$17,061.75
	Fitzgerald ES	\$490,240.95	Smith MS	\$1,085,127.30
	Hollingsworth ES	\$742,754.85	Snyder ES	\$1,064,653.20
	Innovations ES	\$617,635.35	Sunrise Acres ES	\$938,396.25
	Jeffers ES	\$1,057,828.50	Valley HS	\$3,214,433.70
	Kelly ES	\$357,159.30	Vegas Verdes ES	\$617,635.35
	Lake ES	\$919,059.60	West Prep Acad	\$526,639.35
	Long ES	\$940,671.15	West Prep Sec	\$1,538,969.85
	Lowman ES	\$914,509.80	Williams Wendell ES	\$389,007.90
	Manch ES	\$917,922.15	Woolley ES	\$849,675.15
	Elko	Owyhee ES	\$192,229.05	West Wendover MS
Owyhee HS		\$72,796.80	West Wendover ES	\$660,858.45
Humboldt	McDermitt ES	\$80,758.95	McDermitt MS	\$17,061.75
Nye	Amargosa Valley ES	\$103,507.95		
Washoe	Bailey Charter ES	\$326,448.15	Hug HS	\$1,586,742.75
	Booth ES	\$486,828.60	Natchez ES	\$201,328.65

B. 3. Restriction on Multiple Designations

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

C. Victory School Program Requirements – LEA Level

C.1. LEA Requirements

The following items outline the key program requirements that all School Districts/Local Education Agencies (LEAs), Charter School governing boards, and schools must address/complete in order to provide the state legislated Victory School programs.

C.2. 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.

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 SB 432 (Section 2.8).

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.

In conducting the comprehensive needs assessment, districts and charter school governing boards may choose the method and instrument(s) that best meet their needs. Options include, but are not limited to:

- The Nevada Comprehensive Curriculum Audit Tool for Schools (NCCAT-S)
http://www.doe.nv.gov/SchoolImprovement/NCCAT-S_Resources/
- External provider(s) to ensure accurate results of the needs assessment.
- District facilitators to assist the school in identifying the critical areas that must be addressed in order to improve student achievement.

C.3. 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 SB 432 (Section 2.5). These requirements will need to be addressed within ePAGE, NDE's electronic application and grants management system.

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;
 - A Pre-screened External Provider list can be found on the NDE website at: http://www.doe.nv.gov/SchoolImprovement/External_Providers_List_Home/
- 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 Section D of this document will be implemented.

C.4. LEA Plan Due Date:

School district/Governing Board plans must be submitted to NDE via ePAGE by August 15, 2015. However, if school districts need additional time to complete their comprehensive plan, they may submit a letter of intent (via ePAGE) by August 15, 2015. 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, 2015.

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, 2015.

D. Victory School Program Requirements – School Level

Senate Bill 432 identifies specific program components that Victory Schools may implement in order to meet the identified student and school needs as indicated by the comprehensive needs assessment. The NDE is developing guidance that will provide more detail regarding these strategies.

D.1. Program Components/Strategies

The comprehensive needs assessment will assist the LEA and school in determining which allowable strategies will address the identified needs of the school. Victory Schools must use the majority of the money (no less than 51%) to provide one or more of the following strategies:

- (a) A prekindergarten program free of charge, if not paid for by another grant or funding source.
- (b) An expansion of full-day kindergarten classes, if not otherwise paid for through legislative appropriation.
- (c) A summer academy or other instruction for pupils free of charge at times during the year when school is not in session.
- (d) Additional instruction or other learning opportunities free of charge at times of day when school is not in session.
- (e) 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.
- (f) 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 will provide a list of what the incentives may include. This process is in development.*
- (g) Employment of paraprofessionals, other educational personnel and other persons who provide any of the programs or services set forth in this subsection.
- (h) Reading skills centers.

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

- (a) Provide evidence-based social, psychological or health care services to pupils and their families, including, without limitation, wrap-around services.
 - *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 432 § 2.20(d))*
- (b) Provide programs and services designed to engage parents and families.
- (c) Provide programs to improve school climate and culture.
- (d) Provide evidence-based programs and services specifically designed to meet the needs of pupils who attend the school, as determined using the needs assessment or;

- *SB 432 defines “Evidence-based programs and services” as practices, interventions and services that have been proven, through scientifically based research, as defined in 20 U.S.C. § 7801(37), to be effective in improving outcomes for pupils when implemented with fidelity.*

(e) Any combination thereof.

D.2. Victory School Performance Plan

Victory Schools will be expected to incorporate their Victory School strategies within their School Performance Plan (SPP). Key items will need to be reflected within the school’s plan. Those items are:

- Inclusion of the Victory School comprehensive needs assessment findings within the SPPs comprehensive needs assessment section;
- Addition of relevant action steps for plan implementation; and
- Inclusion of Victory School budget and a description of the associated activities on the Budget page of the SPP.

Victory Schools must submit a school performance plan (SPP) via its online monitoring system eNOTE. The NDE is developing additional guidance to assist districts and schools in this process. The SPP template and rubric can be found on the NDE website at the following link:

http://www.doe.nv.gov/SchoolImprovement/District_and_School_Performance_Planning_Resources/

E. 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 call and webinars.

F. Reports and Program Evaluation

F.1. LEA Report Requirements

On or before **November 30, 2016**, and **November 30, 2017** 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:

- Identification of the Victory Schools in the district
- The amount of money received by the school
- Description of the programs and services of how the money was used
- The number of students who participated in Victory-funded programs or received Victory-funded services

- The average expenditure per pupil for each program or service that was funded
- Recommendations regarding average per pupil spending formulas for allocating funds

F.2. 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.

F.3. Corrective Action

The State Board of Education (SBE) shall require a Victory school to take corrective action if the Board determines that student achievement and school performance are unsatisfactory. The SBE will consider the independent evaluator(s) reports in determining corrective action, which may include withholding or terminating Victory funding.

G. Timeline: Victory School dates for the 2015-2016 School Year

The following timeline outlines the estimated/proposed dates for Victory School activities:

PROPOSED TIMELINE for Victory Schools	
DATE	ACTIVITY
July 1, 2015	Initial Guidance for Victory Schools released
August 15, 2015	LEA Application Due: LEAs submit comprehensive plans for Victory Schools in ePAGE and Victory Schools will turn in SPPs or updated SPPs in eNOTE due to NDE for approval OR A letter of intent to meet the needs of the Victory school students
September 15, 2015	LEA Application Due: LEAs that completed a letter of intent turn in comprehensive district plans for Victory Schools and Victory SPPs to NDE for approval
December 2015 – February 2016	Engage in monitoring activities through on-line monitoring, on-site monitoring, phone conference and/or video conferencing
June 30, 2016	End of Fiscal Year (FY) 16
August 15, 2016	FY16 Final Financial Report (FFR) due to NDE
November 30, 2016	Victory School reports from LEAs due to NDE and LCE

H. Nevada Department of Education Contacts

NEVADA DEPARTMENT OF EDUCATION VICTORY SCHOOL CONTACTS		
Name	Title	Contact Information
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VICTORY SCHOOL GUIDANCE

Appendix A

August 7, 2015

LEA Plan Requirements: Explanations/Examples

The following chart provides explanations and/or examples that may be useful for districts to consider when completing the LEA plan/application within ePAGE. It also indicates where the LEA plan requirements align with the ePAGE application. These are intended to assist school districts in planning for their Victory School programs.

LEA Plan Requirements:	ePAGE Alignment:	Explanations/Examples:
(a) Include appropriate means to determine the effectiveness of the plan	Spending Plan Details page; Section 6	Measurable objectives within each SPP that will demonstrate student progress relative to the Victory strategies the school is implementing. Use of interim assessments (state provided, aligned to SBAC) will be required.
(b) Be based on the assessment of the needs of the pupils who attend the school	Spending Plan Details page; Section 1	Comprehensive needs assessment requires demonstration of strong partnership with community stakeholders and parents.
(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	Spending Plan Details page; Section 1	As part of the comprehensive needs assessment appropriate data points include, but are not limited to NSPF, MAP, SBAC, EOC, interim assessments, common assessments developed internally, etc.
(d) Include a description of the criteria used to select entities to provide programs and services to pupils enrolled in the Victory school	Spending Plan Details page; Section 2	Vendor/external provider/entity criteria developed by NDE may be used for the RFP process, if appropriate. Statute does not require that an external provider be utilized. There is a list of pre-screened external providers on the NDE website offering services aligned to NDE's Theory of Action. (See link below)*.
(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	Spending Plan Details page; Section 2	If an external partner/vendor is selected, describe the service agreement, timeline(s). Include how selected entities/external providers and the LEA will interact and collaborate. Identify accountability measures and specific expectations of the entities/external providers.
f) Take into account the number and types of pupils who attend the school	Spending Plan Details page -	Consider all locations where Victory School strategies will be

and the locations where such pupils reside	Section 1; additional detail may be included in school plans	implemented. Plans for transportation, room size (facilities), access to technology, student/family accessibility, etc.
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	Spending Plan Details page - Sections 1 and/or 2; additional detail may be included in school plans	Plan will need to address coordination of existing and new services. Identify alignment with other programs in the community or region as appropriate.
(h) Coordinate all funding available to each school that is subject to the plan	Spending Plan Details page - Section 5; Detail to be included in school plans	A summary of funding coordination will be demonstrated within each school's SPP; more detailed funding documentation will be required in ePAGE.
(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	ePAGE Supplemental Schedule Summary and Spending Plan	Ensure both the SPP and ePAGE narratives demonstrate coordination of all resources and are implemented with high fidelity.
(j) Identify, for each school or group of schools subject to the plan, which of the measures described in SB 432 §2.8 & 2.9 will be implemented	Spending Plan Details page - Section 5; Detail to be included in school plans	Selected programs and services (strategies) to be implemented must align with needs assessment.

* http://www.doe.nv.gov/SchoolImprovement/External_Providers_List_Home/

Guidelines: Victory Strategies

The following provides guidelines that further describe the allowable Victory Strategies for schools. These guidelines are intended to identify key elements of strategy implementation while allowing schools to individualize their selected strategy in order to meet their targeted students needs. Please consider the following when developing and establishing a strategy:

Victory School Strategies	Guidelines/Elements to Consider:
(a) A prekindergarten program free of charge, if not paid for by another grant or funding source.	<ul style="list-style-type: none"> • 5 day/week program (or 4 day/week program for applicable schools/districts) • May be ½ day or full-day • Licensed Pre-K teacher • 1 to 10 Adult/Child ratio • Preschool aged children, not age eligible for Kindergarten • Must utilize NV Pre-K Standards
(b) An expansion of full-day kindergarten classes, if not otherwise paid for through legislative appropriation.	<ul style="list-style-type: none"> • Per NDE Guidance Memo #15-11 issued July 2, 2015, it is the understanding of the department that all Victory Schools already offer full day Kindergarten paid for with state funds.
(c) A summer academy or other instruction for pupils free of charge at times during the year when	<ul style="list-style-type: none"> • Offered during summer (e.g., in June after the SY ends or in August prior to the SY beginning or intersessions)

<p>school is not in session.</p>	<ul style="list-style-type: none"> • Focused on areas of student needs (e.g., math, reading) • Occurs over a span of time (e.g., 4 days/week for 3 weeks) that provides opportunities for integrated, meaningful learning activities such as project based learning • Clear program goals focused on student achievement • Clear guidelines for student participation
<p>(d) Additional instruction or other learning opportunities free of charge at times of day when school is not in session.</p>	<ul style="list-style-type: none"> • Occurs during the school year (e.g., before or afterschool) • Clear measurable program goals focused on student achievement • Clear guidelines for student participation • Coordination between classroom teacher and before/afterschool program staff • Focus on academic needs of participating students, with alignment to classroom objectives • Further resources for after school programs can be found at the 21st Century Community Learning Center programs NDE link (See link below)
<p>(e) 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.</p>	<ul style="list-style-type: none"> • Design professional development based on current research (e.g., job embedded, learning communities, and data driven instruction) • Design professional development based on school needs assessment, individual educator and leadership needs and diverse learning styles, and cultural needs • Ensure implementation of quality indicators of professional development
<p>(f) Incentives for hiring and retaining teachers and other licensed educational personnel who provide any of the programs or services set forth in this section.</p>	<ul style="list-style-type: none"> • The State Board of Education has approved a list of incentives. It can be found on the NDE website at: http://www.doe.nv.gov/News__Media/Guidance_Memos/Guidance_Memos/
<p>(g) Employment of paraprofessionals, other educational personnel and other persons who provide any of the programs or services set forth in this subsection.</p>	<ul style="list-style-type: none"> • Clearly define role and responsibilities of paraprofessionals • Ensure paraprofessionals meet Title I qualification requirements, if applicable • Establish work performance standards that align to the educational personnel that are linked to student outcomes.
<p>(h) Reading skills centers.</p>	<ul style="list-style-type: none"> • Establish student eligibility: entry, exit, growth targets, etc. • Connect to Tier I instruction/classroom and teacher • Define curriculum/program, using evidence-based materials, curriculum, and programs • Utilize benchmarking assessments • Identify key personnel with clearly defined roles.

	<ul style="list-style-type: none"> Occurs during the school day with an established schedule for participants
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* http://www.doe.nv.gov/21stCentury_Community_Learning_Centers/

School Performance Plans

Schools will be required to include Victory School strategies in their School Performance Plans (SPPs). As with all SPPs, the stated goals, root cause analyses, measurable objectives, and action steps must align to the needs assessment. So, it should be no different for SPPs that are incorporating Victory School strategies. The following outlines the key areas that will need to reflect this inclusion and identifies what is needed for each:

1. **Comprehensive Needs Assessment** – this is a required component of the Victory School program. Districts and their schools must conduct a recent needs assessment (ideally between June 1st and submission of Victory application and plans) with community partners to determine the needs of the students at the school. The following must be included within the SPPs comprehensive needs analysis:
 - a. Identify the areas of need for students and families; and
 - b. Include any student and community data that illustrates the needs identified.
2. **Measurable Objectives** – in order to determine the effectiveness of the Victory School strategies, measurable objectives that have the capability to measure the impact of each Victory School strategy on student achievement will be required.
3. **Action Steps** – action steps that address the selected Victory School strategies must be included in a school’s plan. As part of the action step(s), ensure the entire action and monitoring plan are aligned accordingly.
4. **Budget Plan** – the budget plan in the SPP must include identification of Victory School funds as well as a description of how the funds are used. The description must include the following details: Source of funds applicable to needs and goals, amounts received for the school year, and purpose for which funds are used (include targeted audience, specific activities, and intended outcomes, etc.).

Submission of School Performance Plans

School Performance Plans (SPPs) for Victory Schools must be submitted into the eNOTE Tracker on-line system. These plans are due at same time the LEA application is due in ePAGE. For example, if the LEA submits its application in ePAGE on August 15, 2015, then all of the Victory School SPPs must be submitted in eNOTE Tracker on that same date.

Reporting Requirements and Deadlines

On November 30, 2016 and November 30, 2017 each district or governing body of a charter school is required to submit a report regarding each designated Victory school. The report must be submitted to NDE and the Legislative Committee on Education. This report must include the following:

1. Identification of the schools that received Victory money
2. The amount distributed to each school that is broken down by each program (strategy) implemented (e.g. if the school implements a Pre-K program, identifying the amount of funding spent on that specific program alone is required)
3. The number of pupils who participated in the programs or received services with Victory funds (keeping accurate attendance records for each individual program or service is imperative).
4. The average expenditure per pupil for each service or program (strategy) that was implemented.
5. Recommendations concerning the average expenditure per pupil utilizing Victory funding

It will be important for districts to think of these requirements while setting up systems for managing and supporting its Victory Schools. The NDE will continue to partner with school districts and governing bodies of charter schools to identify effective management tools that will capture the necessary information for the required reporting.

External Evaluation

The Legislation Committee on Education will review the information gathered from the external evaluator regarding the effectiveness of the strategies, services, or programs on improvement of student achievement to determine appropriate actions: to continue funding, to limit funding, or to rescind funding. Continued funding will be based on students' increased achievement; therefore, creating measurable objectives and administering interim assessments is imperative for participating schools and districts.

The NDE is currently in the process of releasing a Request for Proposals (RFP) to identify the external evaluator. Once an external evaluator is selected, it is anticipated that districts and schools will be required to share student and program data with the selected entity as part of the evaluation process.