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October 09, 2017

GUIDANCE MEMORANDUM #17-26

TO: School District Superintendents

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

SUBJECT: Nevada State Board Decisions Regarding AB 447 Victory Schools' Program Implementation

Based on the responsibilities defined in Assembly Bill 447, the Nevada State Board of Education has adopted specific performance targets and corrective action procedures aimed at improving program outcomes and increasing student achievement. The Nevada Department of Education will work with Victory schools, districts, and charter schools to implement the actions passed at the State Board of Education meeting on Tuesday, September 12, 2017.

Statewide Performance Levels and Outcome Indicators:

Section 11. *Any programs offered at a Victory school pursuant to subsection 8 or 9 must:*

- a. *. . . be designed to meet the needs of pupils at the school, as determined using the assessment conducted pursuant to subsection 4 and to improve pupil achievement and school performance, as determined using the measures prescribed by the State Board of Education.*

For consistency purposes, the State Board, which is responsible for establishing statewide performance levels and outcome indicators for Victory programs, chose to align the Victory school performance levels to the Long-term Goals and Measures of Interim Progress in the Nevada Every Student Succeeds Act (ESSA) State Plan that was approved by the U.S. Department of Education.

The Nevada Department of Education will review Victory schools' overall student achievement compared to the State Goals. A summary of the Nevada Long-term Goals and Measures of Interim Progress is provided (see Attachment A).

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

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

To fulfill its responsibility to prescribe criteria and procedures for identifying and notifying districts and charter schools that are not implementing programs and services as required, or not meeting the established performance levels, the State Board of Education has directed the Nevada Department of Education to implement the following corrective action 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, or 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, interventions, and activities.
4. Review and approve revised school plans.
5. Monitor implementation of school plan. If there is continued unsatisfactory progress on the school plan, the state may impose corrective action, including the possibility of withholding future Victory funds.

For additional information, please contact Susan Ulrey (sulrey@doe.nv.gov or 702-668-4349), Blakely Hume (bhume@doe.nv.gov or 775-687-9212), or Karl Wilson, (karlwilson@doe.nv.gov 702-668-4311).

Attachment A – Statewide Performance Levels and Outcome Indicators

Long-term Goals and Measures of Interim Progress:

Elementary – SBAC ELA

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

Elementary – SBAC Math

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

Middle School – SBAC ELA

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

Middle School – SBAC Math

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

High School – End-of-Course ELA 1

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

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

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

High School – End-of-Course ELA 2

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

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

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