

School Improvement

Office of Student and School Supports

November 6, 2024

Purpose:

The purpose of this presentation is to provide the School Board with a comprehensive overview of the federally designated CSI and MRI for the 2024-25 school year and to outline the targeted strategies for school improvement.

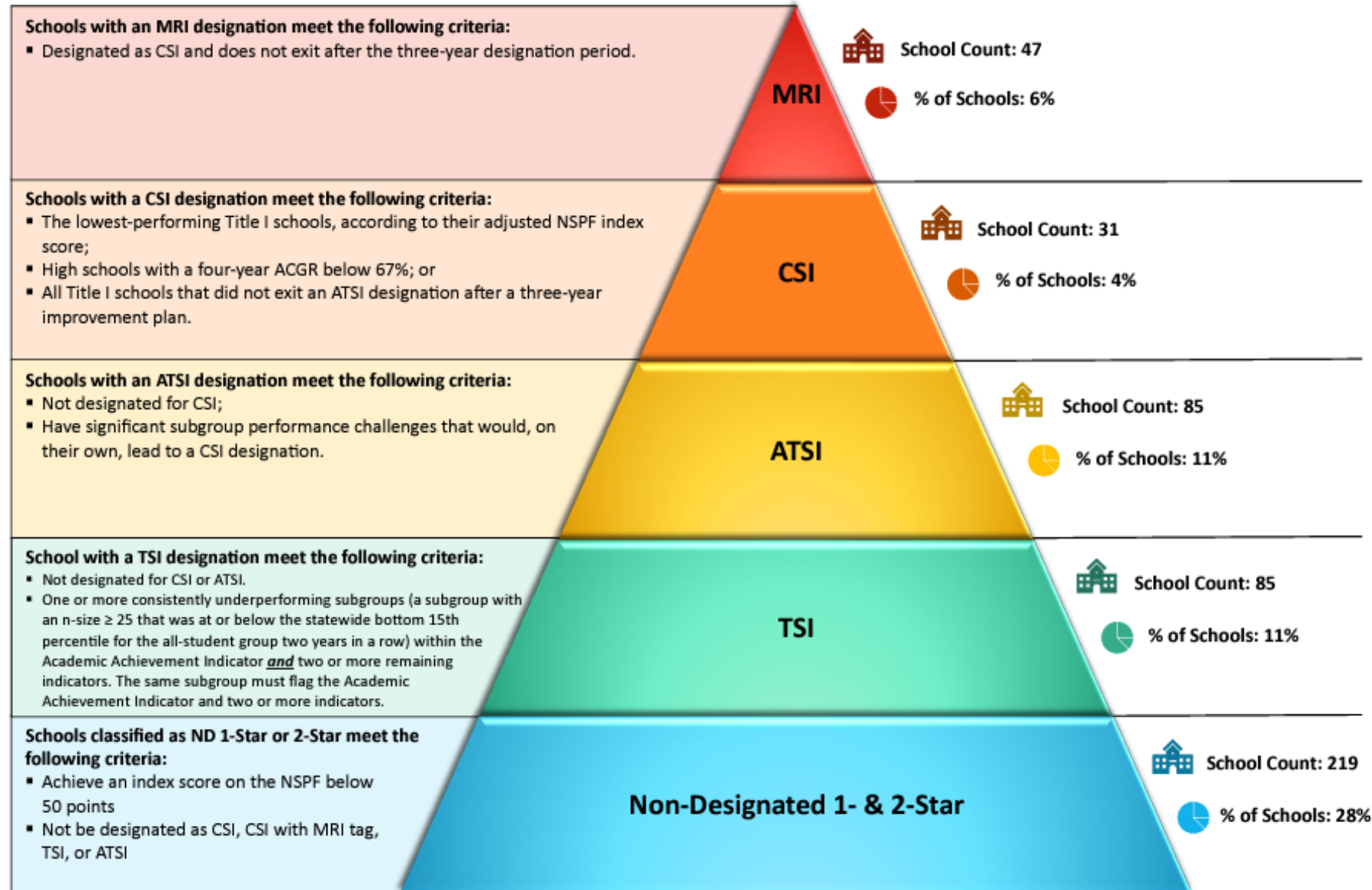
Acronyms:

- **ACGR:** Adjusted Cohort Graduation Rate
- **CIP:** Continuous Improvement Process
- **CSI:** Comprehensive Support and Improvement
- **DPP:** District Performance Plan
- **ESSA:** Every Student Succeeds Act
- **LEAs:** Local Education Agencies
- **MRI:** More Rigorous Interventions
- **MTSS:** Multi-Tiered System of Support
- **NSPF:** Nevada School Performance Framework
- **RAR:** Resource Allocation Review
- **SPP:** School Performance Plans

2024-25 MRI, CSI, ATSI, TSI, ND 1- & 2- STAR DESIGNATION ENTRANCE CRITERIA AND SCHOOL DATA

CURRENT DESIGNATION ENTRANCE CRITERIA

SCHOOL DATA BY TYPE



Note: School percentages were calculated using the total number of schools in the State based on the 2024-25 School Directory.

CSI Entrance Criteria

Schools meeting at least one of these criteria will receive a CSI designation:



CSI Exit Criteria

Schools which entered CSI with an adjusted NSPF index score in the bottom 5th percentile.

Do not meet CSI Entrance Criteria



Has a total adjusted NSPF Index score that is 10 or more points above the year in which the school was identified as CSI.



Exit CSI

High Schools which entered CSI with a graduation rate lower than 67%.

Do not meet CSI Entrance Criteria



Has an adjusted cohort graduation rate at or above 67% in the current year NSPF data.



Exit CSI

CSI schools who do not exit after three years become MRI schools. Schools are immediately eligible for other designations upon exiting CSI status.

MRI Entrance Criteria

Comprehensive Support and Improvement (CSI) schools which did not exit CSI designation after a three-year school improvement cycle.

MRI Exit Criteria

Schools which entered CSI in the lowest performing 5% of schools.

Do not meet CSI Entrance Criteria



Has a total adjusted NSPF Index score that is 10 or more points above the year in which the school was identified as CSI.



Exit CSI/MRI

High Schools which entered CSI with a graduation rate lower than 67%.

Do not meet CSI Entrance Criteria



Has an adjusted cohort graduation rate at or above 67% in the current year NSPF data.



Exit CSI/MRI

****MRI schools are evaluated annually for exit. Schools that do not exit remain MRI until exit criteria are met and are subject to State interventions.**

2024-25 CSI Schools

CSI			
SEPTEMBER 2023 (BASED ON SY2022-23)		SEPTEMBER 2024 (BASED ON SY2023-24)	
Total CSI Schools as of July 2023	71	Total CSI Schools as of September 2023	36
Exited CSI Schools as of July 2023	-12	Exited CSI Schools as of September 2024	-5
Newly Designated CSI School as of September 2023	+15	Newly Designated CSI Schools as of September 2024	+15
Identified as MRI as of September 2023	-38	Identified as MRI as of September 2024	-12
Grand Total	36	Closed CSI Schools	-3
		Grand Total	31

2024-25 MRI Schools

MRI			
SEPTEMBER 2023 (BASED ON SY2022-23)		SEPTEMBER 2024 (BASED ON SY2023-24)	
2022 Projected MRI Schools	31	Total MRI Schools as of September 2023	38
2022 Projected Schools that Exited CSI	-9	Exited MRI Schools as of September 2024	-3
Newly Designated MRI Schools as of September 2023	+16	Newly Designated MRI Schools as of September 2024	+12
Grand Total	38	Grand Total	47

Federal Funding

- **Title I-A:** Schools with 40% or higher of low-income students.
- **Title I, 1003(a):** School improvement grant for evidence-based interventions in CSI and/or MRI schools.
- **Title II-A:** Educator support and professional learning
- **Title III:** English Learners
- **Title IV-A:** Well-rounded education; safe and respectful learning environments; and technology
- **Title IV-B:** 21st Century Community Learning Centers/Afterschool Programs
- **Title V-B:** Rural Education Achievement Programs (REAP)
- **Title VII-B:** McKinney-Vento Homeless Assistance Act Funds

Resource Allocation Review (RAR)

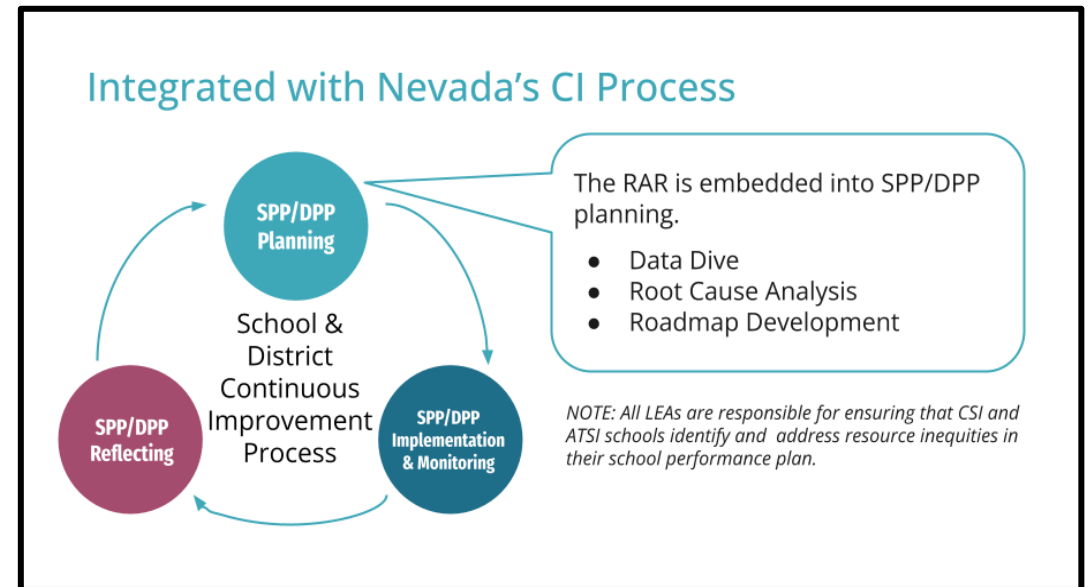
- A Resource Allocation Review (RAR) is a team-based and collaborative process for examining how a school or district distributes funding and other educational resources to meet the needs of students, especially its most underserved students.
- The purpose is to identify resource inequities that may be contributing to gaps in student outcomes.
- The foundational question to the RAR is: “Are our most vulnerable students and schools getting more or less of the educational resources they need to succeed than their peers?”
 - The RAR is not only asking “how much?” but also “how well” are we doing with our resources?

Resource Allocation Review (Continued)

- Resource Allocation Review is aligned with Federal and State educational goals, such as [Nevada's ESSA State Plan](#) and in Governor Lombardo's [Acing Accountability](#) initiative. This includes ensuring that students have equitable access to resources such as:
 - Evidence-based instructional materials
 - Rigorous coursework
 - Strong teachers and administrators
- These resources ultimately should result in goals outlined in both Acing Accountability and Nevada's ESSA State Plan:
 - The growth and proficiency of pupils in literacy and math.
 - The engagement and proficiency of pupils in courses for college and career readiness.
 - The retention and recruitment of teachers and educational support professionals.

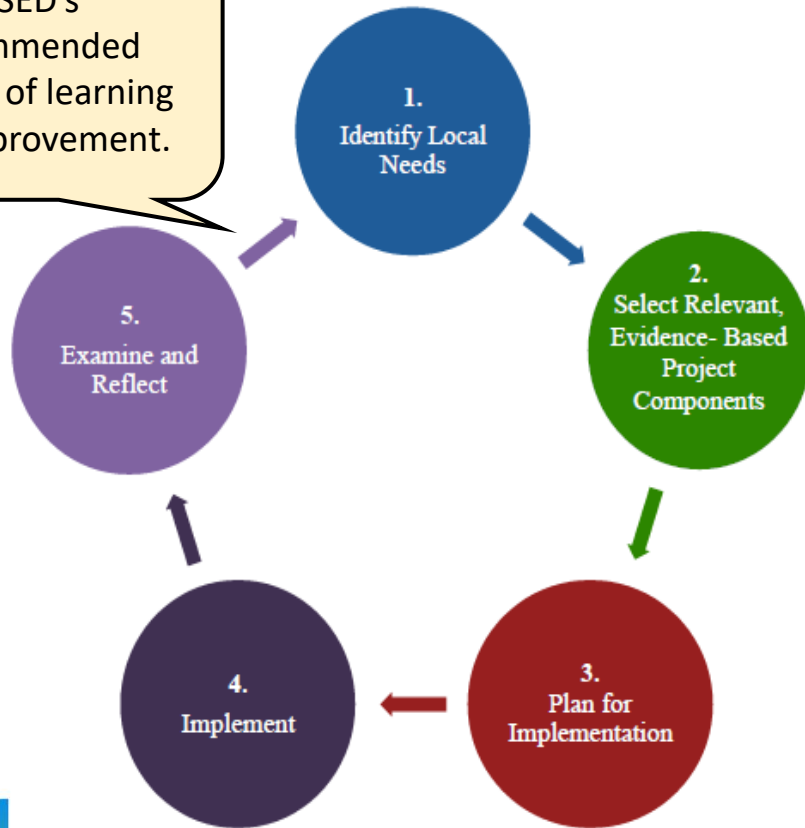
Resource Allocation Review Implications

- While the RAR is a compliance requirement of the ESSA, it is centered on offering LEAs support in identifying and addressing resource inequities in a collaborative process with LEAs, which pushes beyond compliance—this process has the potential to pull schools out of Federal Designation Status, and to increase student proficiency.
 - While RARs are required for some, they are best practice for all. Nevada’s RAR process is built into the State’s district performance plan (DPP) and School Performance Plans (SPP) planning processes to support LEAs and schools to consider the ways resource inequities impact students’ experiences and learning outcomes. As noted in the next section, schools and districts complete the RAR as part of their data dive, root cause analysis, and roadmap.

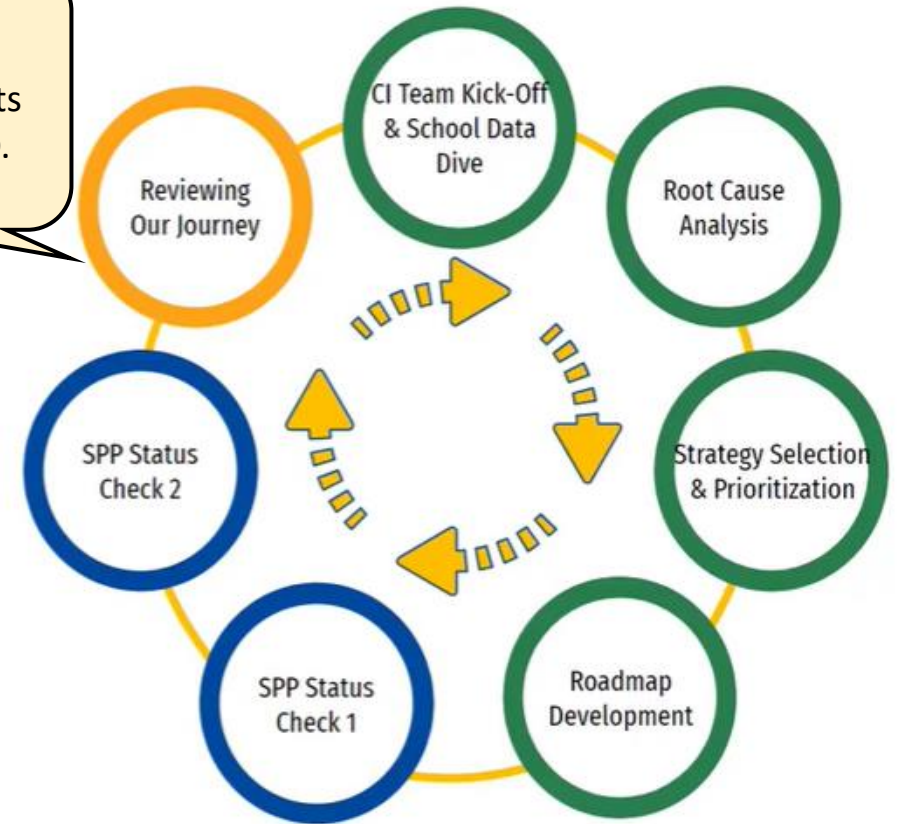


Continuous Improvement Process through the School Performance Plans

USED's
recommended
process of learning
and improvement.



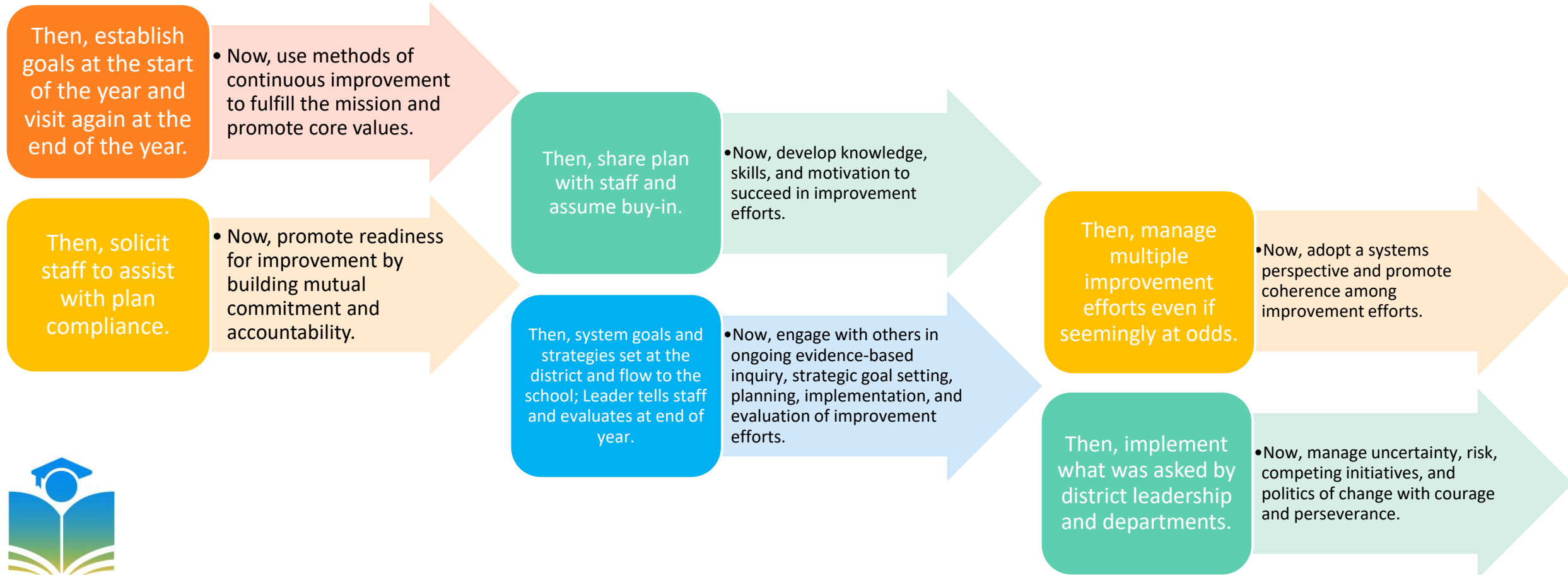
Nevada's CIP
through three Acts
aligns with USED.



Strategies for Improvement

- **Focus on Capacity Building:** A key aspect of our approach is empowering school leadership and educators through coaching and professional development, providing them with the tools to create lasting changes. We believe that building internal capacity within districts and schools will lead to sustainable improvement efforts, ensuring continued progress beyond our direct involvement.
- **Data-Driven Decision Making:** We are using detailed performance and growth data to identify specific areas where students and educators need support.
- **Technical Assistance and Support:** This includes on-site visits, virtual support, and capacity-building for school leadership teams to ensure the implementation of evidence-based practices.

Strategies for Improvement: Yesterday and Today, Where We've Been and Where We're Going



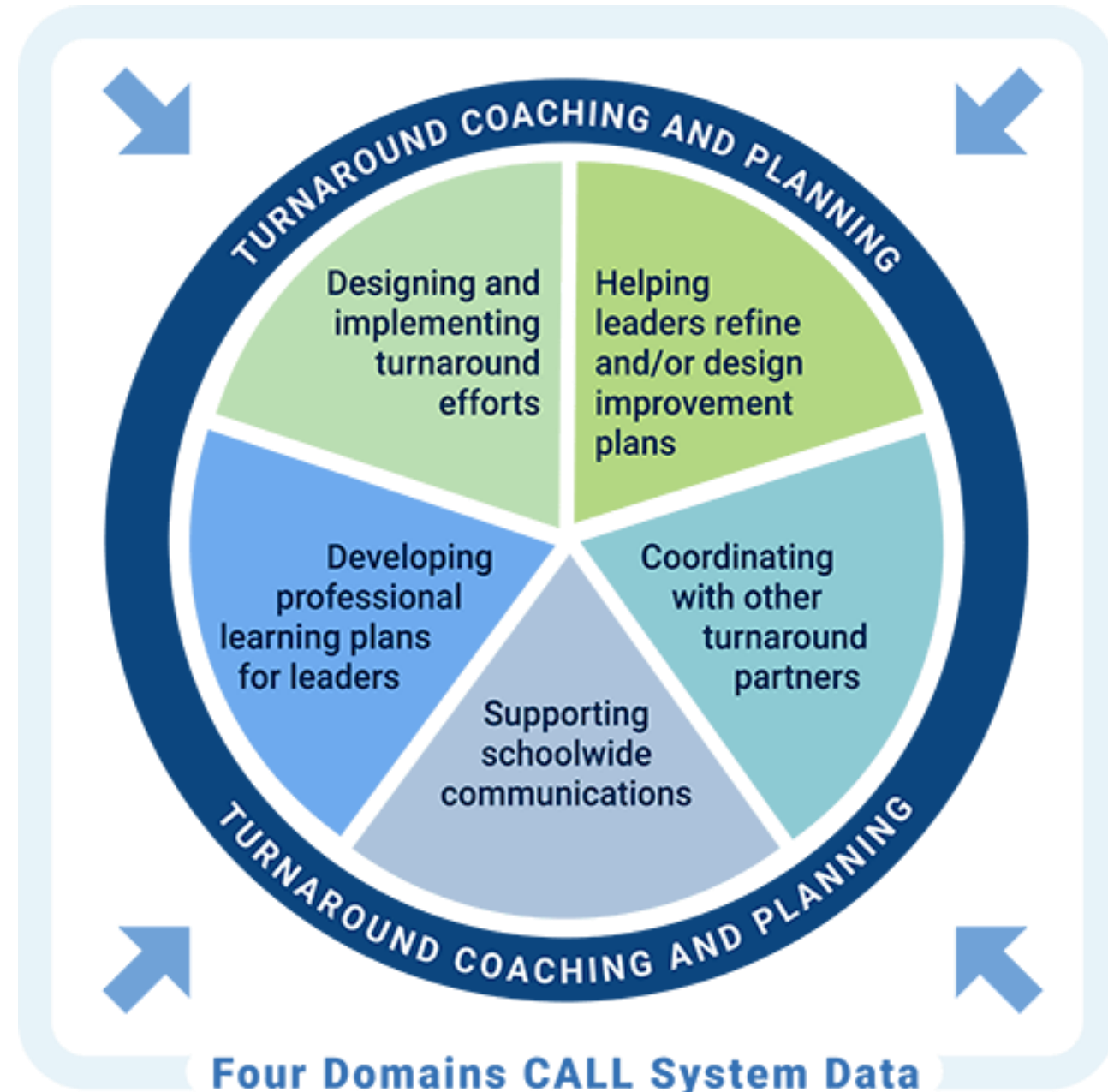
Four Domains for Rapid School Improvement

A SYSTEMS FRAMEWORK



Four Domains for School Improvement

- The Four Domains for School Improvement is a framework for rapid school growth and improvement that was developed by the Center for School Turnaround and Improvement, and is currently being used by SEAs such as Maryland, Massachusetts, Utah, Mississippi, Bureau of Indian Education (BIE), etc.
- The Four Domains helps to focus educators' attempts on identifying needs, targeting opportunities, and maximizing efforts at making rapid school improvement by homing in on four key areas:
 - Turnaround Leadership
 - Talent Development
 - Instructional Transformation
 - Culture Shift



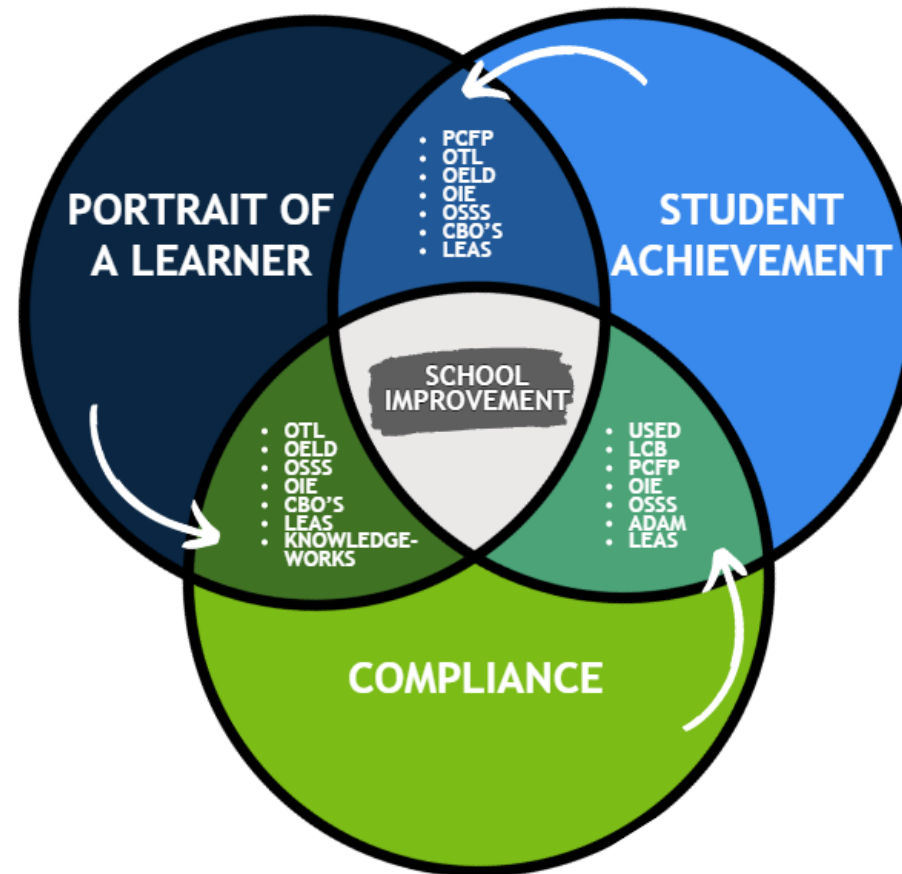
Success Stories and Progress

- **Harry Reid Elementary School (Clark):** Exited CSI status this summer. In 2021-22, the school's index score was 3.3, in 2022-23, it increased to 25, and in 2023-24, the school increased its index score to 43.3. Harry Reid Elementary saw a significant improvement in its index score through targeted reading interventions, reducing chronic absenteeism by 16.7%.
- **Doris Reed Elementary School (Clark):** Exited MRI status this summer. Doris Reed Elementary exited MRI status by engaging parents and involving them in classroom observations, which fostered accountability and ownership at the community level.
- **Parson Elementary School (Clark):** Exited MRI status this summer. Moving from a 1-star school to a 2-star school.
- **Gabbs Elementary School (Nye):** exited CSI status. They moved from a 1-star school to a 3-star school.
- **Goldfield Elementary School (Esmeralda):** exited CSI status. The school increased its index nearly 20 points and continue to move in an upward direction.
- **Manch Elementary (Clark):** is truly a community school. They are working to do more than meet the student's academic need. An in-house grocery store allows families to receive free food. A storage room has been converted to a barber shop where students can receive free haircuts. They have a virtual reality room that allows students to travel to far off places and never leave the school.²²

Federal Title Director's Meeting

Partnering for Positive Impact: Bridging Compliance and School Improvement for Student Success

February
4-6, 2025



Peppermill
Hotel and
Casino

Thank you!



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