School Improvement Annual Review

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NEVADA Department of Education

Why School Improvement Matters?

ESSA

Identifies schools requiring comprehensive, targeted, and additional targeted support; expects meaningful improvement planning and action.

Nevada policy

SB 460 strengthens Nevada's accountability and improvement framework and creates an opportunity to align expectations and support.

STIP alignment

School improvement should translate statewide priorities into focused action in the districts and schools with the greatest needs.

Our commitment: maintain clear school improvement expectations while making the path to meeting them more practical and better supported.

Designation	Identification Criteria	Frequency	Intervention & Planning Level
Comprehensive Support and Improvement (CSI) **MRI** is not a separate federal designation. It is a more intensive intervention status for a school that has remained in CSI. MRI schools are evaluated annually for exit.	• Lowest-performing 5% of all Title I schools statewide • High schools with a 4-year graduation rate at or below 67% • ATSI schools that fail to meet state exit criteria after a state-determined period (typically 3–4 years)	At least once every 3 years MRI (annually)	District- & State-led: Requires an LEA-developed, state-approved evidence-based improvement plan, resource review, and periodic state monitoring.
Targeted Support and Improvement (TSI)	• Any public school with one or more consistently underperforming student subgroups across accountability indicators, as defined by the state	Annually	School-led: The school develops and implements its own targeted improvement plan, which is approved and monitored by the local school district.
Additional Targeted Support and Improvement (ATSI)	• Any school with one or more student subgroups performing at or below the performance level of the "all students" group in the bottom 5% of Title I schools (a CSI-equivalent threshold for a subgroup)	State-determined (typically annually or every 3 years)	School- & District-led: The school creates an improvement plan approved by the district, which must also identify resource inequities. Failure to exit triggers escalation to CSI.

Scale & Persistence of School Underperformance

Key Designation Trends & Takeaways

- **Multi-Year Persistence:** A significant number of schools remain designated for multiple consecutive years, indicating system-level barriers to exit.
- **ATSI Cohort Scale:** ATSI (148 schools, 17.2%) represents the largest designated group, requiring immediate targeted multi-tiered support.
- **CSI-MRI Escalation:** 33 schools (3.8%) failed to exit CSI after 3 years, progressing to mandatory More Rigorous Intervention (CSI-MRI).
- **Student Outcome Impact:** Persistent underperformance disproportionately impacts vulnerable student groups, illustrating severe equity consequences.
- **Complete Data Appendix:** Full disaggregated lists of all designated schools are provided in an appendix / separate resource.

CSI-MRI: 33 Schools (3.8%)

Failed to exit CSI after 3 years; mandatory intensive state intervention.

CSI: 52 Schools (6.0%)

Bottom 5th percentile, grad rate <67%, or persistent ATSI failure.

ATSI: 148 Schools (17.2%)

Significant student subgroup underperformance over multiple years.

TSI: 35 Schools (4.0%)

Specific underperforming student groups requiring targeted support.

CSI-MRI Elementary School

CORE SCHOOL & STAFFING INFORMATION

District: Elko
School Code: 4206.1
School Type: Regular

Index Score: 12.2

Star Rating:

CSI-MRI Bottom 5th Percentile
Years in Designation: 1

Title I School: Yes
≥ 10% EL Population: No

5 Teacher Vacancies
0 Teachers Out of Field

PERFORMANCE MEASURES

ELA Proficiency	Math Proficiency	Science Proficiency	WIDA Proficiency	RBG3 Proficiency	Chronic Absenteeism	Graduation Rate
11.3%	9%	<5%	-	46.2%	31.9%	N/A
					Federal: 44.8%	

PBIS, DISCIPLINE, & SAFETY

PBIS		SAFTEY	
Tiered Fidelity Inventory (TFI) 3.0:	No	Incidents Involving Weapons:	0
TFI for Academics:	N/A	Incidents Involving Drugs:	0
TFI for Literacy:	N/A	Incidents Involving Battery to Staff:	0

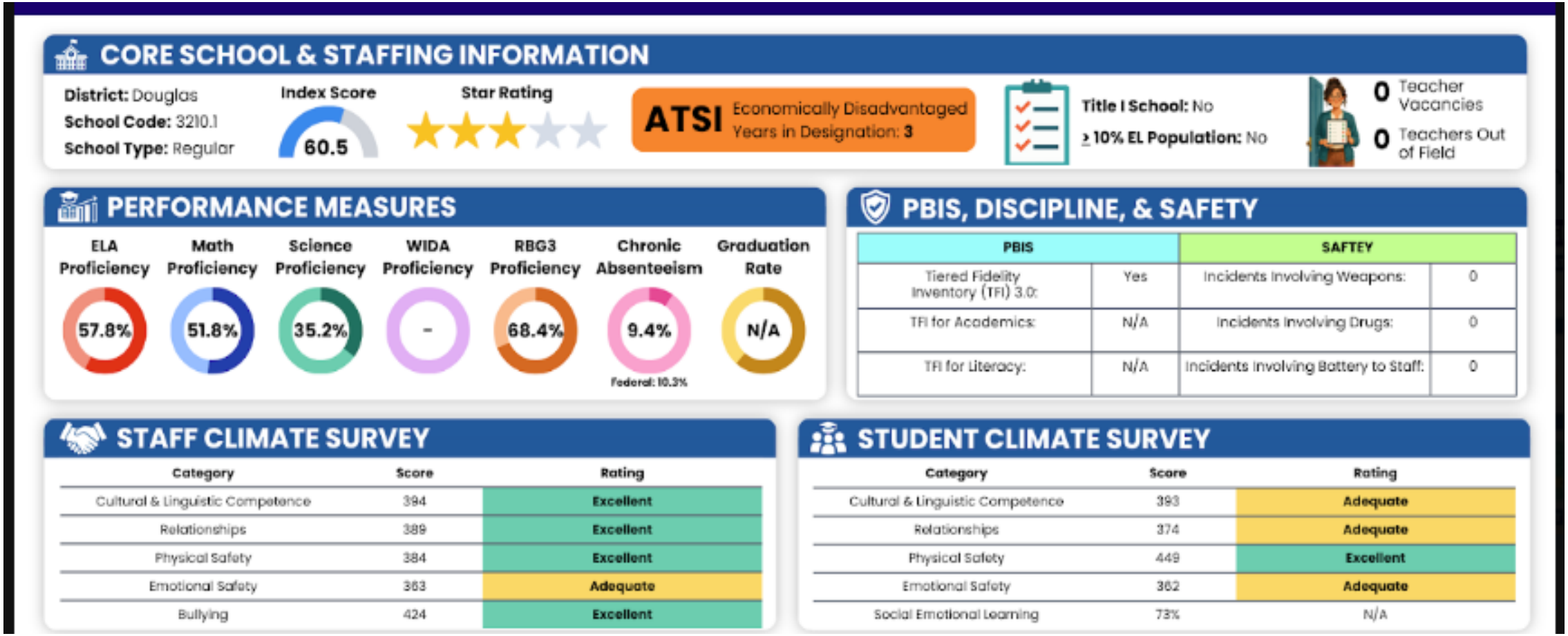
STAFF CLIMATE SURVEY

Category	Score	Rating
Cultural & Linguistic Competence	-	NR
Relationships	-	NR
Physical Safety	-	NR
Emotional Safety	-	NR
Bullying	-	NR

STUDENT CLIMATE SURVEY

Category	Score	Rating
Cultural & Linguistic Competence	376	Adequate
Relationships	354	Adequate
Physical Safety	385	Needs Improvement
Emotional Safety	352	Adequate
Social Emotional Learning	60%	N/A

ATSI Elementary School



CORE SCHOOL & STAFFING INFORMATION

District: Douglas
School Code: 3210.1
School Type: Regular

Index Score: 60.5

Star Rating: ★★★☆☆

ATSI Economically Disadvantaged
Years in Designation: **3**

Title I School: No
≥ 10% EL Population: No

0 Teacher Vacancies
0 Teachers Out of Field

PERFORMANCE MEASURES

ELA Proficiency	Math Proficiency	Science Proficiency	WIDA Proficiency	RBG3 Proficiency	Chronic Absenteeism	Graduation Rate
57.8%	51.8%	35.2%	-	68.4%	9.4%	N/A
					Federal: 10.3%	

PBIS, DISCIPLINE, & SAFETY

PBIS		SAFTEY	
Tiered Fidelity Inventory (TFI) 3.0:	Yes	Incidents Involving Weapons:	0
TFI for Academics:	N/A	Incidents Involving Drugs:	0
TFI for Literacy:	N/A	Incidents Involving Battery to Staff:	0

STAFF CLIMATE SURVEY

Category	Score	Rating
Cultural & Linguistic Competence	394	Excellent
Relationships	389	Excellent
Physical Safety	384	Excellent
Emotional Safety	363	Adequate
Bullying	424	Excellent

STUDENT CLIMATE SURVEY

Category	Score	Rating
Cultural & Linguistic Competence	393	Adequate
Relationships	374	Adequate
Physical Safety	449	Excellent
Emotional Safety	362	Adequate
Social Emotional Learning	73%	N/A

What we are learning: the system needs more coherence.

Too much compliance

Planning, reporting, and monitoring can become separate exercises instead of one connected improvement process.

Not enough instructional focus

Plans must more directly address the quality of core instruction, HQIM, aligned professional learning, and the needs of student groups.

Uneven implementation support

Districts need practical help to diagnose root causes, implement evidence-based strategies, and monitor whether practices are taking hold.

The response is not less accountability. It is a clearer plan, aligned resources, and coordinated implementation support.

LEA and Student Perspectives

Brettani Weinhold

Education Programs Specialist

State Public Charter School Authority

Karen Thomasson

Director of School Improvement

Clark County School District

Student Voices

Superintendent's Student Advisory Group for Education (SAGE)

Nick Kuster and **Ron Coombs**

School Improvement Coordinator II

Washoe County School District

*Written Statement

Where We're Headed: Five Bridge-Year Priorities

1. Strengthen Designations & Oversight

Partner with SAR to refine school identification criteria and monitoring processes under new SB 460 state requirements.

2. Improve Diagnostics

Develop stronger district- and school-level diagnostic tools with a sharp focus on evaluating and improving daily instructional quality.

3. Streamline Improvement Planning

Consolidate overlapping planning requirements to reduce administrative burden and center focus on measurable student results.

4. Strengthen Evidence-Based Investments

Align Title I 1003(a) funding categories directly with STIP priorities and identify vetted, high-quality partner organizations.

5. Strengthen Partner Ecosystem

Assess and coordinate external technical assistance providers to ensure high-impact support tailored to school needs.

Questions or Comments?

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NEVADA Department of Education