



Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and TSI/Additional Targeted Support and Improvement (TSI/ATSI) Schools Guidance

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Overview of Improvement Efforts

Introduction

The Every Student Succeeds Act (ESSA) of 2015 allows states the authority and flexibility to set policies, create timelines for progress, and develop school improvement plans that meet the needs of its students. There are three designations of schools identified as in need of school improvement under ESSA. The spirit of ESSA offers a favorable change from the “one size fits all” approach to school improvement by providing more flexibility in designating and reporting school performance.

To better support school improvement efforts, the 2021 statewide roll-out of the redesigned Continuous Improvement Process (CIP) initiative offers an important shift and tremendous growth in Nevada’s approach to continuous improvement for its schools. While the Nevada Department of Education (NDE) took great care to build a research-based continuous improvement process and tools, the Department also believes that “getting better at getting better” requires ongoing partnership with our schools and districts to support their improvement efforts and to learn alongside them. Part of the rationale for this important work includes the understanding that a school improvement plan --or the School Performance Plan Roadmap (SPP Roadmap) in the CIP initiative -- is the cornerstone of improvement efforts, and if schools and districts are provided with the structure and time to identify, build, and implement processes to overcoming the unique barriers toward achieving positive outcomes for students, then together, we can move toward reducing those schools that have been chronically underperforming. Moreover, in supporting the CIP initiative, NDE is committed to assisting district and school leaders in Nevada to capture the incredible number of invisible ways schools (including those underperforming) serve its students’ educational and ever-expanding social, emotional, and well-being needs along with their families’ needs.

NDE is getting better at getting better in its drive for improvement for all students, particularly those in the most challenging schools with the greatest achievement gaps. By taking advantage of the flexibility necessary to work in close partnership with districts, schools, families, students, and community stakeholders, the CIP initiative and SPP Roadmaps carve pathways in its design that, if implemented with fidelity, will effectively improve outcomes for all students.

Special Accountability Note Due to Impact of COVID-19 Pandemic

In accordance with the U.S. Department of Education Elementary and Secondary Education Act (ESEA) waiver to suspend accountability requirements for School Years (SYs) 2019-20 and 2020-21 in response to the COVID-19 pandemic, take note of the following conditions--as shared on the Nevada Accountability Portal:

Nevada State Performance Framework (NSPF) Star Ratings

NSPF school ratings and accountability indicators were updated in the Nevada Accountability Portal on September 15, 2022. This includes information pertinent to state, Local Educational Agency (LEA) and school accountability information for SY 2021-22, (e.g. student enrollment data, graduation rates, etc.)

Assessment Results

All assessments were required for SY 2021-22, and their results were reported. The 95% participation requirement for assessments was waived for SY 2019-20 and SY 2020-21, thus assessment reporting for those years reflects differently than in prior years and SY 2021-22. Additionally, testing timelines were extended for the World-Class Instructional Design and Assessment (WIDA) used to determine English language proficiency. These results are accessible on the Nevada Accountability Portal.

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Chronic Absenteeism Rates

Chronic absenteeism data for SY 2021-22 is reported for EdFacts and the Nevada Report Card.

List of Acronyms

Comprehensive Needs Assessment (CNA)

Comprehensive Support and Improvement (CSI)

Continuous Improvement Process (CIP)

Continuous Improvement Team (CI Team)

English Language Arts (ELA)

Elementary and Secondary Education Act (ESEA)

Every Student Succeeds Act (ESSA)

Evidence-based Interventions (EBIs)

High School (HS)

Local Education Agency (LEA)

Measures of Interim Progress (MIP)

More Rigorous Options (MRO)

Nevada Department of Education (NDE)

Nevada State Performance Framework (NSPF)

Point Attribution Table (PAT)

Regional Professional Development Program (RPDP)

School Performance Plan (SPP)

Targeted Support and Improvement (TSI)

World-Class Instructional Design and Assessment (WIDA)

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Comprehensive Support and Improvement (CSI)¹

ESSA requires states to identify schools that need additional supports through a rating system¹—in Nevada this rating system is the NSPF. Low-performing schools are designated as CSI schools and were first designated in the 2017-18 school year. A designation encompasses the designated year followed by a three-year improvement phase. An exit evaluation occurs at the end of the three-year improvement phase.

In Nevada, CSI schools are:

- Category 1: The lowest performing Title I schools according to their NSPF index score,
- Category 2: High schools with a four-year adjusted cohort graduation rate below 67%, or
- Title I schools that did not exit Targeted Support and Improvement (TSI) or TSI/Additional Targeted Support and Improvement (TSI/ATSI) designation after a three-year improvement phase.

Based on the years CSI schools were first identified in Nevada, the first cohort of schools with a CSI designation are eligible for exit evaluations in the summer of 2023. These exit evaluations were delayed due to COVID-19 waivers for SY2019-20 and SY2020-21. The recent *Documents List*, found on the [Nevada Accountability Portal](#), displays the current CSI-designated schools. As described in subparagraph Section 1111(d)(1)(B) of ESSA, for each school identified as CSI, the Local Education Agency (LEA) shall assist to develop and implement a plan to improve student outcomes that – (i) include student performance against State-determined long-term goals; (ii) includes evidence-based interventions (EBIs); (iii) is based on school level needs; and (iv) identifies and addresses resource inequities, which may include a review of LEA and school level budgeting.

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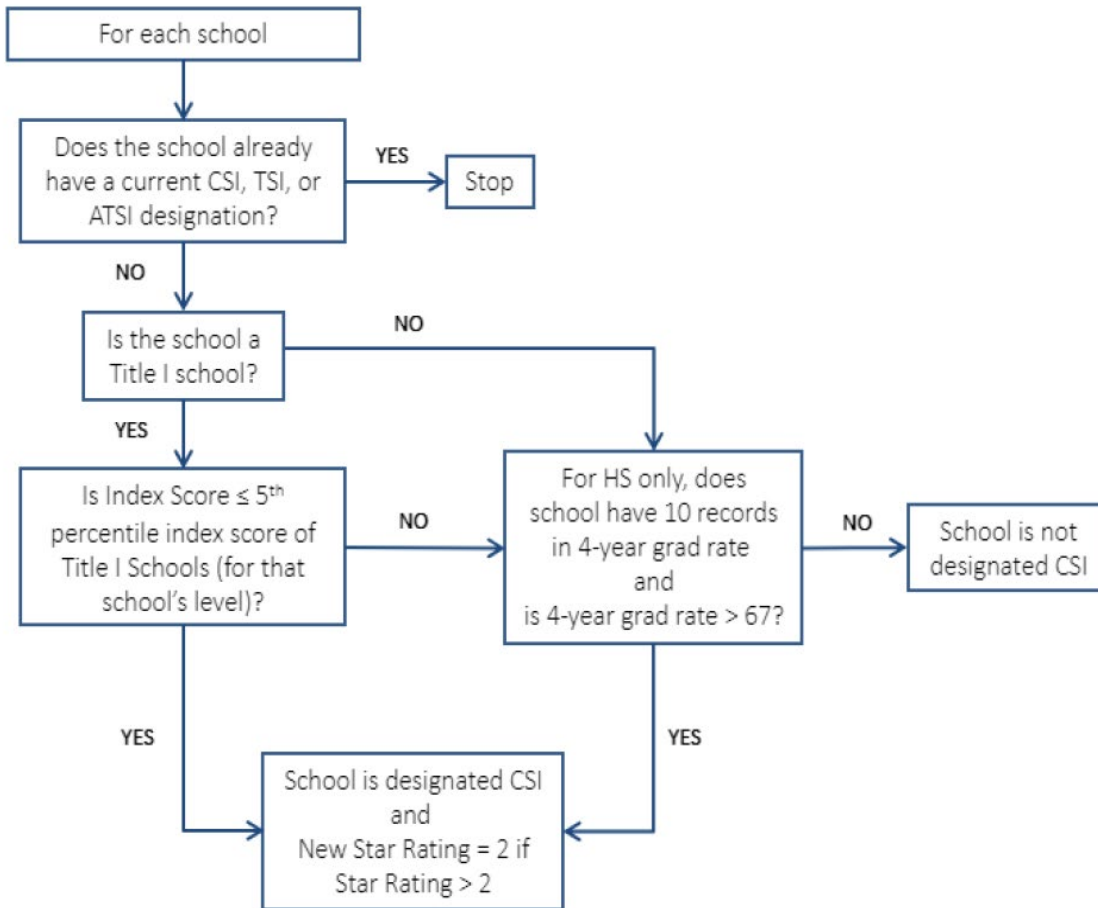
¹ Elementary and Secondary Education Act (ESEA), As Amended Through P.L. 114-95, Every Student Succeeds Act (ESSA), Enacted December 10, 2015

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CSI Designation Decision Tree²

The following diagram depicts the determination points for CSI designation:



School Responsibilities

CSI schools will successfully:

1. [Develop a plan \(or SPP Roadmap\)](#) that includes a cross-section of stakeholders, *evidence-based interventions and identification of resource inequities*.³
2. Complete their CIP Activities:
 - i. Act 1 - School Data Dive, Root Cause Analysis (RCA), and Strategy Selection SPP Roadmap Development or Update and Submission
 - ii. Act 2 - Status Checks: Implement and monitor the SPP Roadmap

² As shown in NDE Nevada Performance Framework Manual, pg. 53

³ Response to Nevada Consolidated Performance Review Report FY21, pg. 21

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- iii. Act 3 - Reviewing Our Journey: Evaluate implementation and progress, reflect upon lessons learned
3. Provide ongoing opportunities to engage families and stakeholders in the CIP initiatives.

Local Educational (LEA) Responsibilities

LEAs with CSI schools will successfully:

1. Support their CSI schools' Continuous Improvement (CI) Team by providing technical assistance for the CIP Initiative and SPP Roadmap aligned to their district's initiatives.
2. Assist schools by notifying families and their communities at large regarding school designations and opportunities for them to engage in the CIP at their schools.
3. Foster a system for data-driven decision-making for CSI schools on a district-wide basis.
4. Review and approve (through a transparent approval process) SPP Roadmaps prior to having CSI schools post them to their websites.
5. Prioritize its support to CSI schools with the most significant needs relative to the lowest achieving students from families experiencing poverty.
6. Monitor progress of CSI schools' SPP Roadmaps to ensure implementation is focused and directs all work and resources toward meeting identified goals.
7. Conduct an end-of-the-school year summative review of CSI schools' progress based on successful completion in meeting identified CIP targets that led to substantive changes in student performance and adult practices because of implementing, monitoring, and evaluating the SPP Roadmap.
8. Participate in fall and spring (at minimum) check-ins with NDE as to the progress of their CSI schools.
9. Adhere to all agreed-upon CSI assurances.
10. Participate in CSI technical assistance opportunities offered by NDE.

Nevada Department of Education (NDE) Responsibilities

NDE has the responsibility to:

1. Identify and report on the [Nevada Accountability Portal](#), CSI school designations by September 15th of each year.
2. Provide funding to support EBIs for improving student achievement.
3. Collect end-of-the school year district summative review of CSI schools' progress on achieving identified CIP targets.
4. Provide technical assistance as requested, needed, or assigned for schools in Year 2 or Year 3 of their CSI designation status.
5. Approve, monitor, and review implementation of CSI school's SPP Roadmap plans.

CSI Resources⁴

LEAs can apply for Title I, 1003(a) School Improvement competitive grant funds to support their CSI schools. In addition, LEAs of CSI schools may request technical assistance for any of the following:

- Virtual support team visits for CSI schools
- Evidence-Based Decision-Making

⁴ If further opportunities for CSI schools to access additional resources and funding supports arise, NDE will communicate these opportunities to LEAs as they become available.

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- School Leadership Development
- Capacity Building
- Support with implementation of required CIP initiatives (School Data Dives, RCAs, Monitoring, Addressing Resource Inequities, etc.)

LEAs also have the option to reserve a portion of their Title I, A funds to support their underperforming schools, including CSI schools. In addition, there are a plethora of other funding sources that LEAs can utilize to support CSI schools and LEA leaders should reach out to their appropriate NDE programs contact for additional information.

CSI Exit Criteria⁵

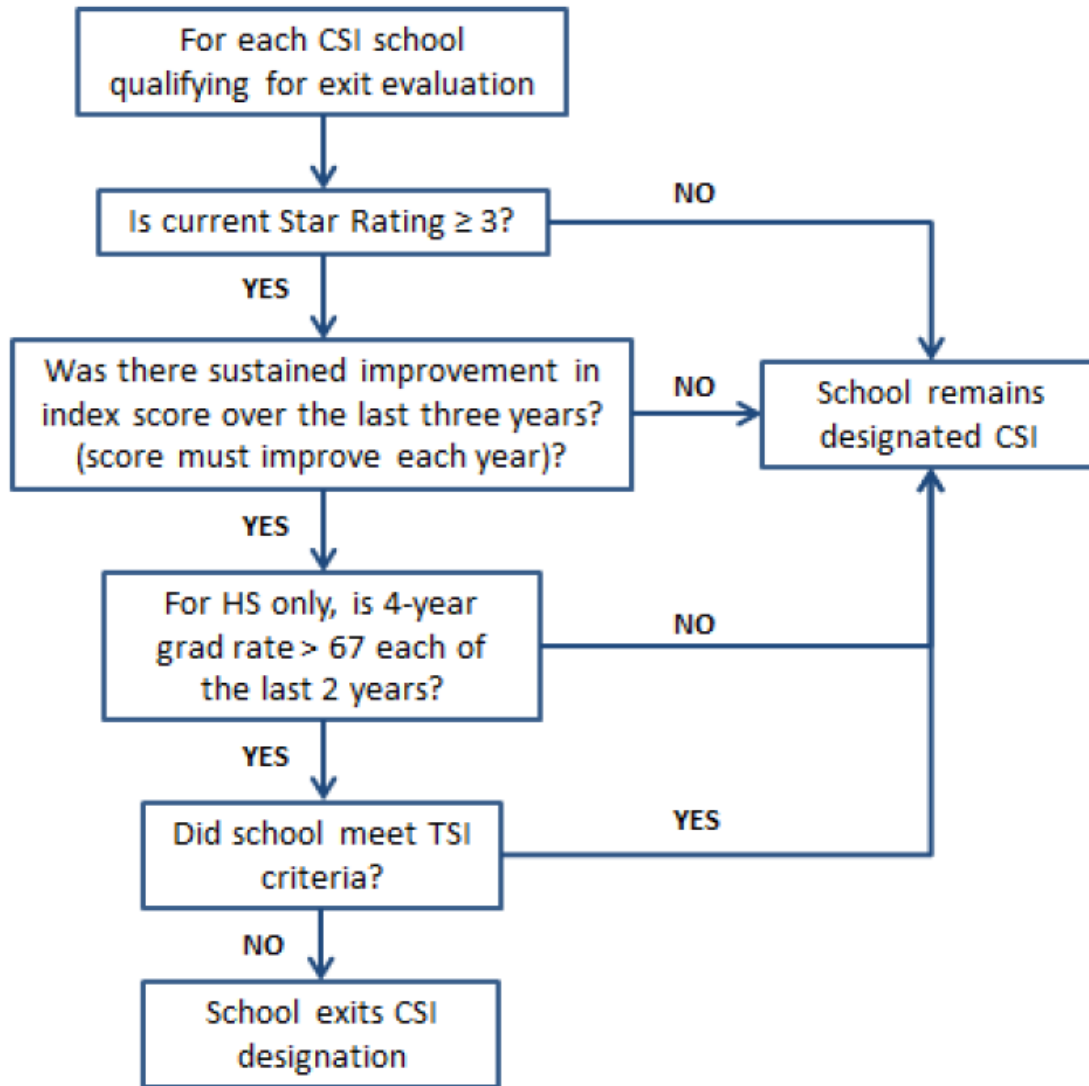
As a follow-up to a three-year improvement plan, CSI-designated schools will be evaluated to see if they meet exit criteria. To exit a CSI designation, a school must achieve a three-star rating and have sustained improvement in index scores over the most recent three years of their identification (i.e. score must improve **each** year). The score must also meet TSI exit criteria to exit from their CSI designation. Additionally, to exit from a CSI designation; high schools must have a 4-year Adjusted Cohort Graduation Rate (ACGR) of at least 67% over the most recent two years.

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⁵ Exit criteria for CSI schools as reported in NDE Nevada Performance Framework Manual, pg. 53.

CSI Exit Decision Tree

The following diagram depicts CSI exit decision points:



More Rigorous Options (MROs)⁶

Schools failing to meet exit criteria after their four years as a CSI-designated school will be evaluated annually for exit. Schools with a CSI designation that do not meet exit criteria after their year of designation and three additional years of implementing their improvement plans shall receive additional support through MROs. These options consist of supports provided through a collaborative process between NDE, applicable LEAs and MRO-

⁶ ESSA Section 1111(d)(3)(A)(i)(I) requires more rigorous interventions for CSI schools that do not meet the state determined exit criteria within a state determined number of years, not to exceed four years.

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designated schools, Regional Professional Development Programs (RPDPs), as applicable; and additional resources using evidence-based selected strategies and interventions aimed at the school’s needs. NDE is working with the Regional Educational Laboratory at WestEd to facilitate the development of this state-led effort of support with LEAs’ participation in this process geared at full implementation of MROs in the 2023-24 school year.⁷ More information, including guidance, related to MROs will be shared with LEAs soon.

Targeted Support and Improvement (TSI)

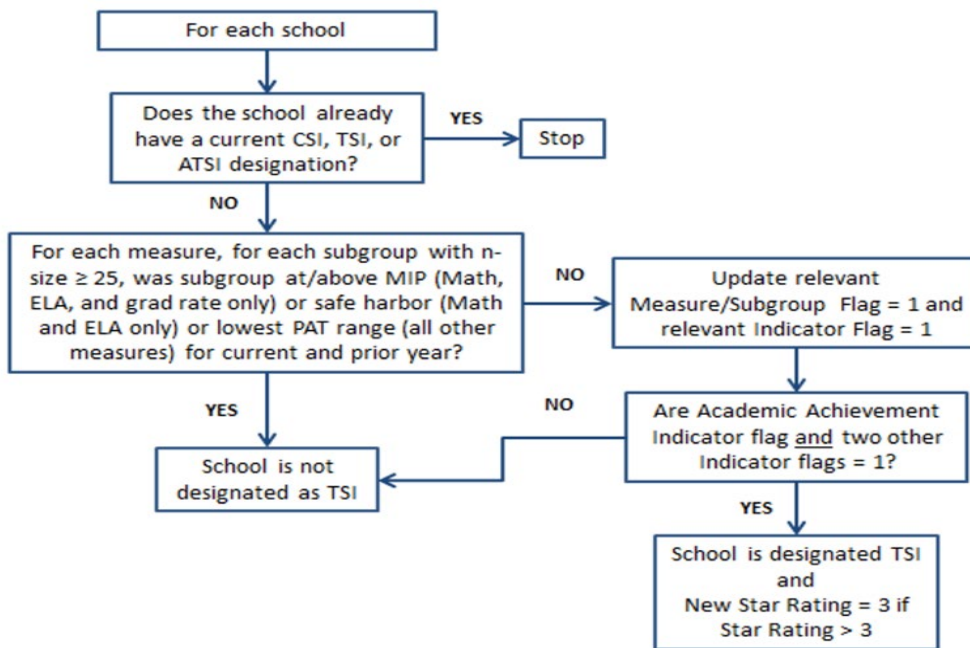
TSI schools were first designated in the 2018-19 school year*. In Nevada, schools with a TSI designation meet the following criteria:

- Not designated for CSI, and
- Consistently underperforming subgroups (subgroup with an n-size of at least 25 that did not meet performance targets two years in a row) within the Academic Achievement Indicator **and** two or more remaining indicators.

*Note: SY18-19 data matched to SY21-22 data will be used for the above calculations due to USED approved COVID-19 waived years of accountability (SY19-20 and SY20-21).

TSI Designation Decision Tree⁸

The following diagram depicts the determination points for TSI designation.



The recent *Documents List*, found on the [Nevada Accountability Portal](#), displays the current TSI designated schools. TSI as described in subparagraph Section 1111(d)(2)(B) of ESSA, affirms that each identified TSI

⁷ MRO implementation year based on COVID-19 accountability waivers granted to NDE by U.S. Department of Education.

⁸ As shown in NDE Nevada Performance Framework Manual, pg. 58

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school, in partnership with its stakeholders (including principals and other school leaders, teachers, and parents), shall develop and implement a school-level targeted support and improvement plan to improve student outcomes for each subgroup of students that was the subject of notification that—

- (i) is informed by indicators including student performance against long-term goals,
- (ii) includes evidence-based interventions,
- (iii) is approved by the local educational agency prior to implementation,
- (iv) is monitored, upon submission and implementation, by the local educational agency; and
- (v) includes a continuous improvement plan for evaluation and changes needed to ensure success of prescribed interventions.

Responsibilities at the local, LEA, and state level to support TSI schools are described below.

School Responsibilities

TSI schools will successfully:

1. [Develop a plan \(or SPP Roadmap\)](#) that includes a cross-section of stakeholders, *evidence-based interventions and identification of resource inequities*.⁹
2. Complete their CIP Activities:
 - i. Act 1 – School Data Dive, RCA, and Strategy Selection
SPP Roadmap Development or Update and Submission
3. Document the monitoring of CIP initiative Act 2 deliverables, along with their SPP Roadmap, and upload them to their school’s website:
 - i. Act 2 – Status Checks - Implement and monitor the SPP Roadmap
 - ii. Act 3 – Reviewing Our Journey - Evaluate the implementation and progress toward goals; reflect on lessons learned
 - iii. Provide ongoing opportunities to engage families and stakeholders in CIP initiatives.

LEA Responsibilities

1. Support their TSI schools’ Continuous Improvement Team (CIT) by providing technical assistance for the CIP and SPP Roadmap that is aligned to their district’s initiatives.
2. Assist schools by notifying families and their communities at large regarding school designations and opportunities for them to engage in the CIP at their school.
3. Foster a system for data-driven decision for TSI schools on a district-wide basis.
4. Review and approve (through a transparent approval process) SPP Roadmaps prior to having TSI schools post them to their websites.
5. Monitor progress of TSI schools’ SPP Roadmaps to ensure implementation is focused and directs all work and resources toward meeting identified goals.
6. Conduct an end-of-the school year summative review of TSI schools’ progress based on successful completion in meeting identified CIP targets that led to substantive changes in student performance and adult practices because of implementing, monitoring, and evaluating the SPP Roadmap.
7. Participate in fall and spring (at minimum) check-ins with NDE as to the progress of their TSI schools.
8. Adhere to all agreed upon TSI assurances.

⁹ Response to Nevada Consolidated Performance Review Report FY21, pg. 21

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9. Participate in TSI technical assistance opportunities offered by NDE.

Nevada Department of Education (NDE) Responsibilities

NDE has the responsibility to:

1. Identify and report on the [Nevada Accountability Portal](#), TSI school designations at the beginning of each school year.
2. Provide funding to support evidence-based interventions for improving student achievement.
3. Collect end-of-the school year district summative review of TSI schools' progress on achieving identified CIP targets.
4. Provide technical assistance as requested, needed, or assigned for schools TSI designation status.

*Please note that, in contrast to CSI school plans, TSI school plans are not approved by NDE, per federal law.

TSI Resources

LEAs can apply for Title I, 1003(a) school improvement competitive grant funds to support their TSI schools. In addition, districts of TSI and their schools can request technical assistance for any of the following:

- Evidence-Based Decision Making,
- School Leadership Development,
- Capacity Building,
- Support with implementation of required CIP initiatives (School Data Dives, Root Cause Analyses, Strategy Selections, Monitoring, Addressing Resource Inequities, etc.),
- Customized district TSI supports training, based on their unique needs of the district and/or their TSI schools.

LEAs also have the option to reserve a portion of their Title I, A funds to support their underperforming schools, including TSI schools. In addition, there are a plethora of other funding sources that LEAs can utilize to support TSI schools and LEA leaders should reach out to their appropriate NDE programs contact for additional information.

TSI Exit Criteria¹⁰

To exit a TSI designation, a school must not meet the TSI designation criteria—subgroups not meeting targets in the Academic Achievement Indicator and two or more remaining Indicators—during each of the two years prior to the exit evaluation. Schools that do not meet TSI exit criteria after three years will continue to be designated as TSI and will be re-evaluated the next school year.

TSI/Additional Targeted Support and Improvement (TSI/ATSI)

TSI/ATSI schools were first designated in the 2018-19 school year. ATSI schools are a **subset of TSI schools** and required additional targeted support because of significant subgroup performance challenges that would, on their own, lead to a CSI designation. In contrast to TSI schools, which are identified because of consistently

¹⁰ Exit criteria for TSI schools as reported in NDE Nevada Performance Framework Procedures Manual, pg. 58.

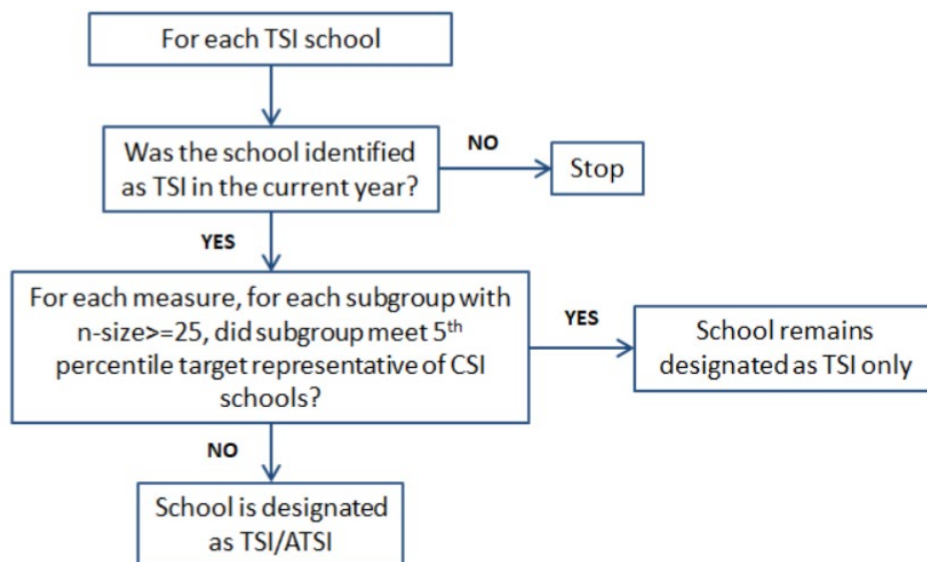
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underperforming subgroups (over a two-year period), TSI/ATSI schools are those with at least one very low-performing subgroup within a single year.

TSI/ATSI Designation Decision Tree¹¹

The following diagram depicts the determination points for TSI/ATSI designation.



School Responsibilities

TSI/ATSI schools will successfully:

1. [Develop a plan \(or SPP Roadmap\)](#) that includes a cross-section of stakeholders, *evidence-based interventions and identification of resource inequities*.¹²
2. Complete their CIP Activities:
 - i. Act 1 – School Data Dive, RCA, & Strategy Selection
Development, implementation, and submission of the SPP Roadmap
3. Document monitoring of CIP’s Act 2 deliverables (Status Checks) along with their SPP Roadmap and upload them to their school’s website:
 - i. Act 2 – Navigating Our Course - Status Checks: Implement and monitor the SPP Roadmap.
 - ii. Act 3 – Reviewing Our Journey: Evaluate implementation and progress toward goals, reflect on lessons learned
4. Provide on-going opportunities to engage families and stakeholders in the CIP initiative.

¹¹ As shown in NDE Nevada Performance Framework Manual, pg. 61

¹² Response to Nevada Consolidated Performance Review Report FY21, pg. 21

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LEA Responsibilities

1. Support their TSI/ATSI schools' CI Team by providing technical assistance for the SPP Roadmap that is aligned to their district's initiatives.
2. Assist schools by notifying families and their communities at large regarding school designations and opportunities for them to engage in the CIP process at their school.
3. Foster a system for data-driven decision for TSI/ATSI schools on a district-wide basis.
4. Review and approve (through a transparent approval process) SPP Roadmaps prior to having TSI/ATSI schools post them to their websites.
5. Monitor progress of TSI/ATSI schools' SPP Roadmaps to ensure implementation is focused and directs all work and resources toward meeting identified goals.
6. Conduct an end-of-the-school year summative review of TSI/ATSI schools' progress based on successful completion in meeting identified CIP targets that led to substantive changes in student performance and adult practices because of implementing, monitoring, and evaluating the SPP Roadmap.
7. Participate in fall and spring (at minimum) check-ins with NDE as to the progress of their TSI/ATSI schools.
8. Adhere to all agreed upon TSI/ATSI assurances.
9. Participate in TSI/ATSI technical assistance opportunities offered by NDE.

Nevada Department of Education (NDE) Responsibilities

NDE has the responsibility to:

1. Identify and report on the [Nevada Accountability Portal](#), TSI/ATSI school designations at the beginning of each school year.
2. Provide funding to support evidence-based interventions for improving student achievement.
3. Collect end-of-the-school year LEA summative reviews of TSI/ATSI schools' progress toward achieving identified CIP targets.
4. Provide technical assistance as requested, needed, or assigned for schools that have TSI/ATSI designation status.

*Please note that, in contrast to CSI school plans, ATSI school plans are not approved by NDE, per federal law.

TSI/ATSI Resources

LEAs can apply for Title I, 1003(a) School Improvement competitive grant funds to support their TSI/ATSI schools. In addition, LEAs of these designated schools can request technical assistance for any of the following:

- Evidence-Based Decision Making,
- School Leadership Development,
- Capacity Building,
- Support with implementation of required CIP initiative (School Data Dives, RCAs, Strategy Selection, Monitoring, Addressing Resource Inequities, etc.),

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- Customized district TSI/ATSI supports training, based on their unique needs of the district and/or their TSI/ATSI schools.

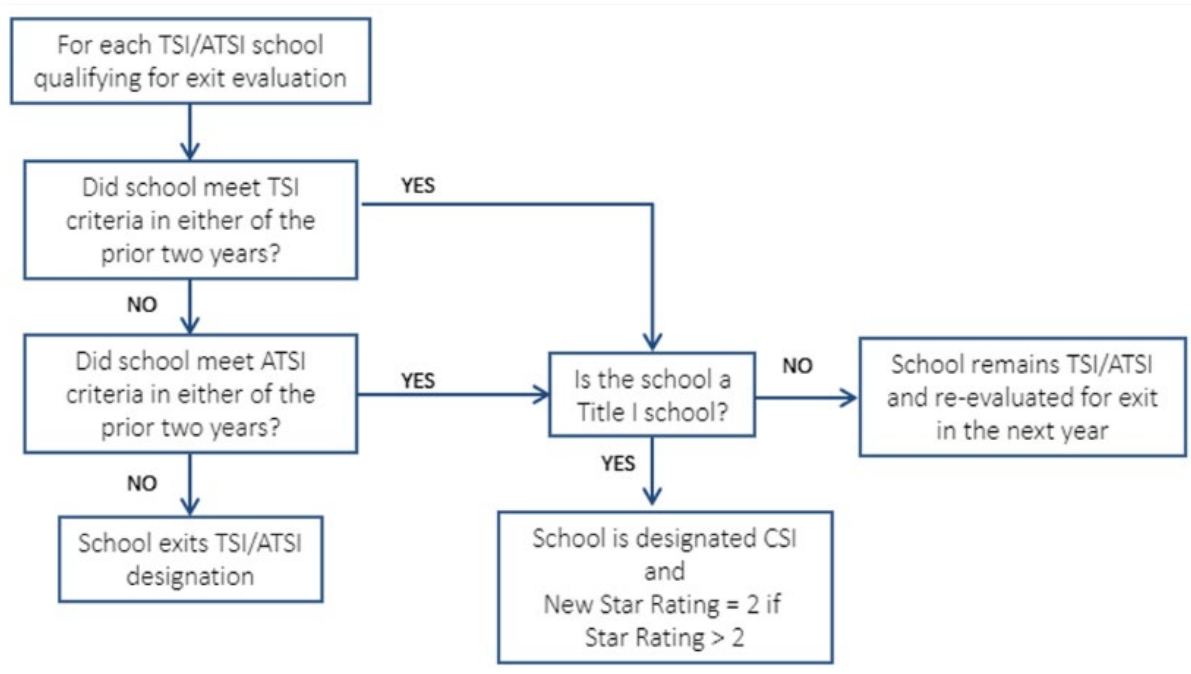
LEAs also have the option to reserve a portion of their Title I, A funds to support their underperforming schools, including CSI schools. In addition, there are a plethora of other funding sources that LEAs can utilize to support ATSI schools and LEA leaders should reach out to their appropriate NDE programs contact for additional information.

TSI/ATSI Exit Criteria¹³

To exit a TSI/ATSI designation, a school must not meet the TSI designation criteria—subgroups not meeting targets in the Academic Achievement Indicator and two or more remaining Indicators—during each of the two years prior to the exit evaluation. An additional requirement is that the school must not meet the TSI/ATSI designation criteria—one or more subgroups not meeting performance levels representative of CSI schools on one or more Measures—during each of the two years prior to the exit evaluation. Title I schools that do not meet TSI/ATSI exit requirements will be designated as CSI schools. Non-Title I schools that do not meet these exit criteria will remain a TSI/ATSI designated school and will be re-evaluated annually.

TSI/ATSI Exit Decision Tree

The following diagram depicts TSI/ATSI exit decision points:



¹³ Exit criteria for TSI/ATSI schools as reported in NDE Nevada Performance Framework Manual, pg. 62