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University of Nevada, Reno  
**Nevada Center  
for Excellence in Disabilities**



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# Nevada's School Climate Transformation Project: Building Multi-Tiered System of Supports

## 5-Year Evaluation Report

SUBMITTED TO:

Nevada PBIS Technical Assistance Center

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# Introduction

In the fall of 2018, the Nevada Department of Education (NDE), in collaboration with Nevada's Positive Behavior Interventions and Supports (PBIS) Technical Assistance Center, was awarded a second five-year federally funded School Climate Transformation Grant (SCTG). Financed by this grant, the Nevada MTSS project aimed to improve its capacity to establish, scale up, and sustain multi-tiered behavioral frameworks in Nevada's schools. In 2023-24, the initiative was supported by other agencies and funding streams which included Fund for Resilient Nevada, Nevada's Trauma Informed Services in Schools, Nevada's Project AWARE, Children's Mental Health Block Grant, Nevada's Elementary and Secondary School Emergency Relief.

Over the course of this five-year grant, the initiative worked with 12 school districts. This report presents a summary of key program **evaluation findings from SY2019-20 to SY2023-24**. As described below, the evaluation used a mixed-methods approach, drawing from multiple data sources and respondent groups.



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Metis Associates prepared this report on behalf of the Nevada PBIS Technical Assistance Center, which is located in the Nevada Center for Excellence in Disabilities at the College of Education and Human Development (University of Nevada, Reno).

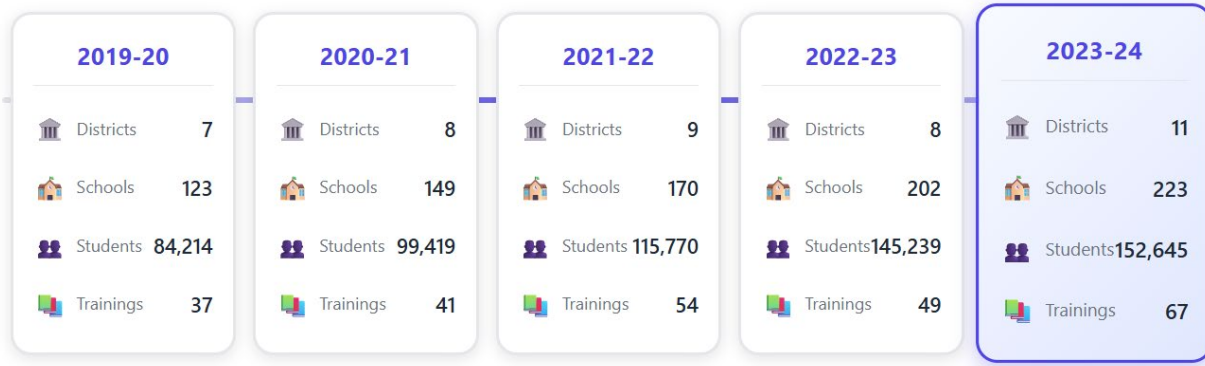
The mission of the **Nevada PBIS Technical Assistance Center** is to provide organizations with the tools, knowledge, and skills to develop and sustain systems that support safety, wellbeing, and achievement.

**Table 1. Evaluation Methods and Data Sources**

<b>Documentation Review</b>	A review of program data and documents, such as professional development (PD) attendance records, training materials, and PD scope and sequence
<b>Training Evaluations</b>	Training evaluations completed by state, regional, district, and school staff after each project training (Y1=529 ; Y2=979 ; Y3=671 ; Y4=645 ; Y5=640)
<b>Coach Survey</b>	End-grant survey of coaches (N=12)
<b>TFI Data</b>	Tiered Fidelity Inventory (TFI) data measuring fidelity of MTSS-B implementation
<b>SSFI and DSFI Data</b>	State Systems Fidelity Inventory (SSFI) and District Systems Fidelity Inventory (DSFI) data measured the fidelity of MTSS implementation at the state and district levels
<b>State Report Cards</b>	Student outcome data from the Nevada state report card data
<b>SLT Surveys</b>	State Leadership Team (SLT) surveys (Y1=0 ; Y2=28 ; Y3=24 ; Y4=27 ; Y5=22)
<b>DCLT Surveys</b>	District Community Leadership Team (DCLT) surveys (Y1=0; Y2=24; Y3=23; Y4=36; Y5=32)
<b>NV-SCSEL</b>	Nevada School Climate/Social Emotional Learning Surveys
<b>Mental Health Screening</b>	Universal and targeted mental health screening data

# Findings at a Glance

## Year-by-Year Progression



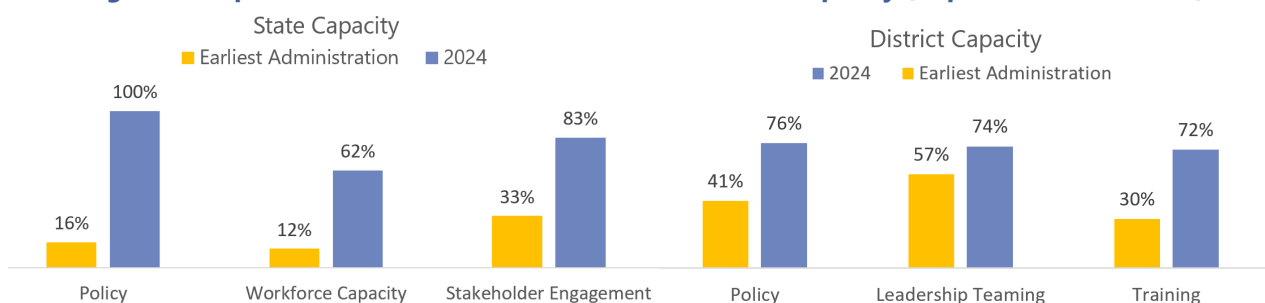
**Peak Year: 2023-24 achieved record highs across all metrics – most districts (11), schools (223), students (152,645), and trainings (67)**

## STATEWIDE IMPLEMENTATION AND OUTCOMES

**State capacity to support Multi-Tiered System of Supports (MTSS) implementation increased considerably over the course of the 5-year longitudinal analysis**, with the largest gains in Policy, Stakeholder Engagement, and Workforce Capacity (Figure 1). By 2024, Nevada scored the highest in Policy, Local Implementation Demonstrations, and Training.

**Participating districts have also shown important gains in their implementation fidelity, reporting increases in every area assessed through the DSFI (Figure 1).** Districts scored highest in Policy, Leadership Teaming, and Training; the lowest-rated areas were Workforce Capacity and Local Implementation Demonstrations. Since the beginning of the grant, districts have experienced the largest gains in Coaching, Training, and Funding & Alignment.

**Figure 1: Impact of MTSS Initiative on State and District Capacity (Top Rated Dimensions)\***



\*Earliest administrations spanned from 2019-20 through 2021-22, depending on when the districts joined the initiative.

Nevada MTSS **successfully led new and ongoing interagency collaboration activities across the state, including** two statewide workgroups facilitated by the Nevada MTSS Director (the Children's Health Interagency Collaborative and the Interconnected Systems Framework (ISF) workgroup).

**A full-time academic coordinator was hired in the 2023-24 school year to enhance systems, practices, and data collection for Response to Intervention (RTI), within the MTSS framework.** Nevada MTSS also provided training and coaching in evidence-based practices (EBPs) in substance abuse and mental health. These supports were funded through the Fund for Resilient Nevada (FRN) and the Substance Abuse Mental Health Services Agency (SAMHSA). Nevada MTSS also created a series of online learning modules for educators, administrators, and school staff.

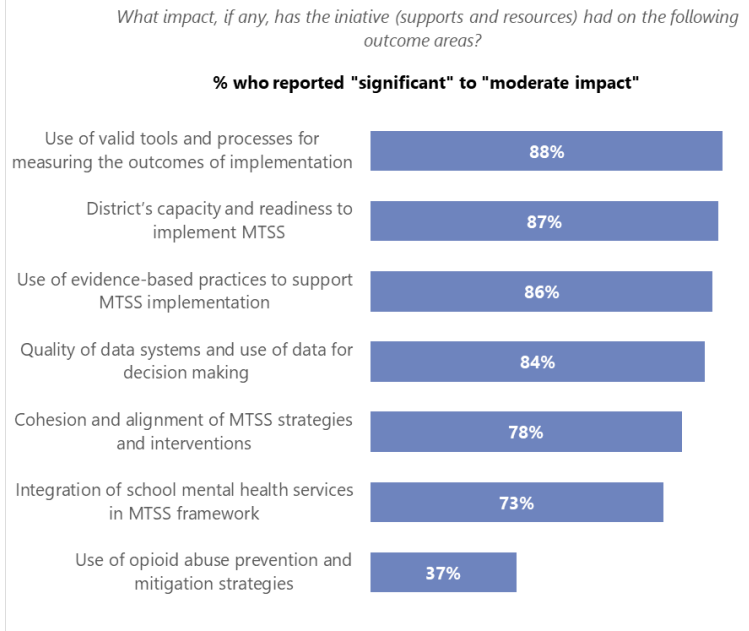
**In September 2023, Nevada MTSS held its first state MTSS Conference, Nevada's Integrated MTSS Summit.** The conference, which was attended by 239 educators and community partners from 11 LEAs in Nevada, focused on enhancing collaboration and systems development.

Following the conclusion of the School Climate Transformation Grant, the Nevada MTSS Project successfully **transitioned the operating budget to state funds** from the Nevada Department of Education and the Nevada Department of Health and Human Services (DHHS).

## DISTRICT/SCHOOL IMPLEMENTATION AND OUTCOMES

**Participating districts and schools have continued to build their capacity to implement PBIS and reported positive changes in their MTSS practices,** particularly around the districts' use of evidence-based practices and valid tools and processes to support MTSS implementation, the district's capacity and readiness for MTSS implementation, and the quality of data systems and use of data for decision making (Figure 2). The impact on the use of opioid abuse prevention and mitigation strategies was rated the lowest. Notably, districts have greatly improved in this area over the last two years. In 2023, 45% of DCLT members reported that the MTSS project had had no impact on this area; in 2024, only 19% reported no impact.

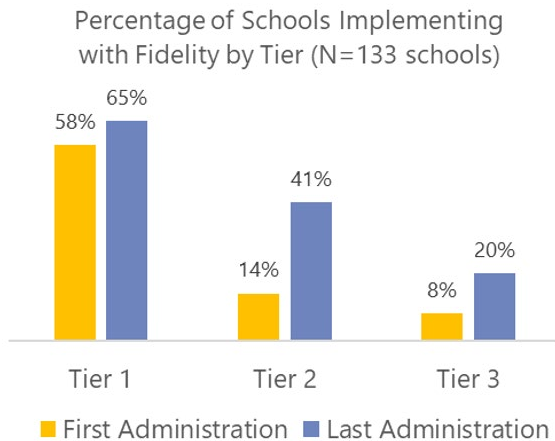
**Figure 2: Impact of MTSS on District Outcomes (2021-24)**



**The MTSS project helped build local and regional capacity for MTSS implementation through coach and school training and support.** Educators and administrators participating in the initiative reported large gains in knowledge and skills due to the support they received, for each year of the grant. From 2019-20 to 2023-24, the percentage of respondents who reported being *very to extremely knowledgeable* about the topics covered in the PDs increased from 35% before the activities to 70% after the trainings.

**Participating schools demonstrated gains in implementation fidelity.** Analyses of the Tiered Fidelity Inventory (TFI) data show that the percentage of schools implementing with fidelity increased from 58% to 65% in Tier 1, 14% to 41% in Tier 2, and 8% to 20% in Tier 3 (Figure 3).

**Figure 3: Fidelity of Implementation**



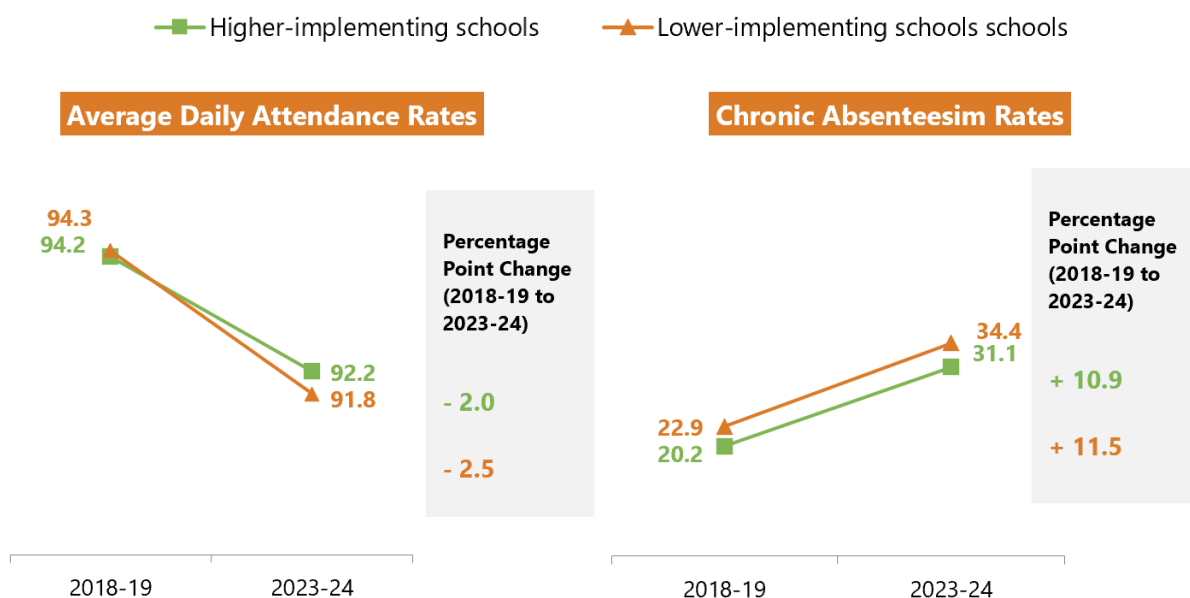
*Our MTSS team is more cohesive and has developed into a community of shared values.*

*As a district we have realigned practices, implemented a vetting process to ensure evidence-based practices are being used, adopted a systematic approach to support high level cases, and regrouped on roles/responsibilities for site level teams.*

- DCLT Members

**STUDENT OUTCOMES.** When looking at student outcomes for 2018-19 (baseline year) through 2023-24, results show that schools across the board are struggling to reach pre-pandemic levels on most dimensions of student success. A control group was not used in these analyses given that the sites selected for MTSS implementation in Nevada are often the state's most at-risk schools; instead, we compared outcomes of higher-implementing sites to those of lower-implementing sites. **Results show that higher-implementing sites outperformed lower-implementing sites in all key measures assessed**, including average daily attendance, chronic absenteeism; Math and ELA performance, and incidents related to weapons, violence, use/possession of controlled substances, bullying, cyberbullying, and race discrimination (select findings presented in Figure 4). **These promising results suggest that the initiative's efforts to assist schools in implementing MTSS with fidelity lead to improved outcomes.**

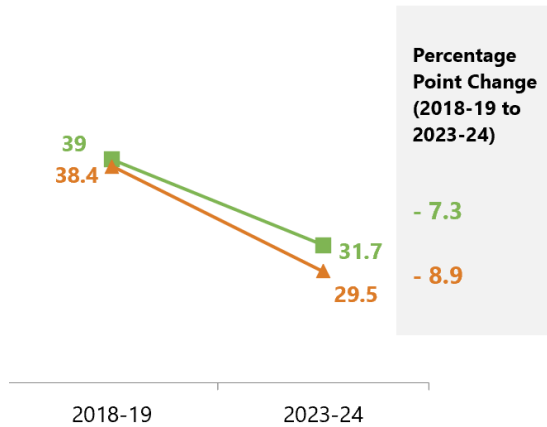
**Figure 4: Summary of Student Outcomes**



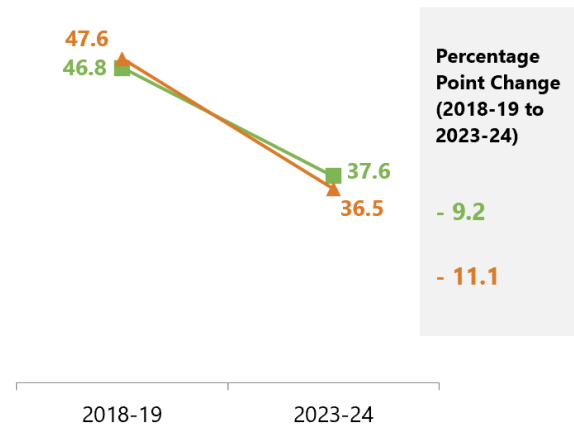
■ Higher-implementing schools

▲ Lower-implementing schools

### Math Performance

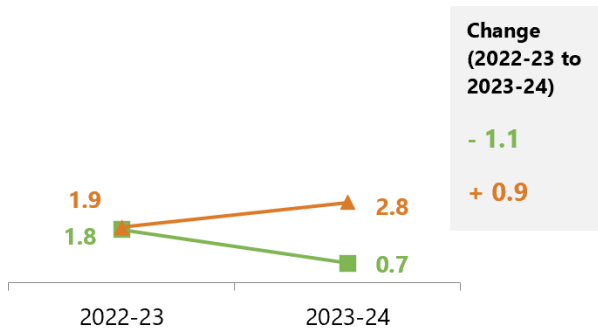


### ELA Performance

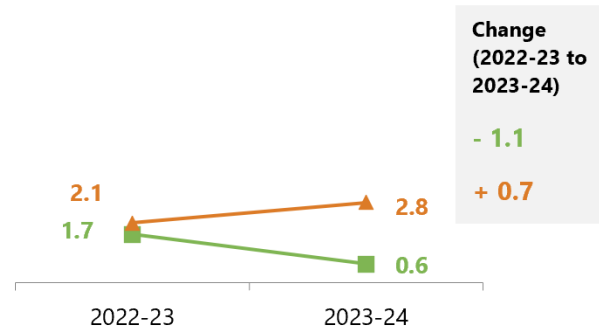


### Average Number of Incidents Per 1,000 Students

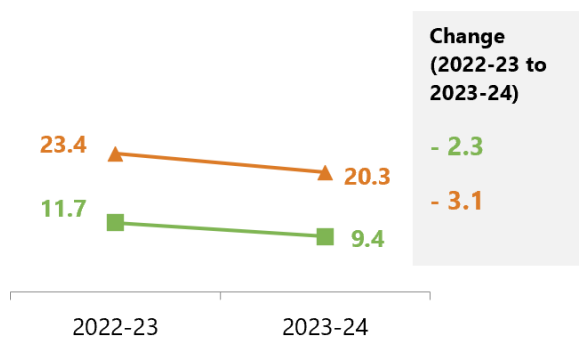
#### Use of Alcoholic Beverages



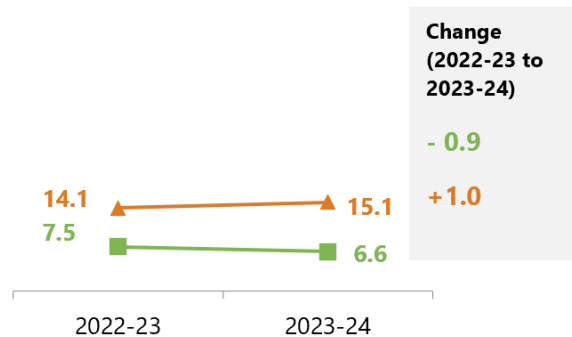
#### Possession of Aloholic Beverages



#### Bullying Incidents Confirmed



#### Bullying Suspensions








\*In 2022, the Nevada Report Card revamped its discipline reporting by introducing a more structured format and different categories; therefore, comparisons cannot be made to earlier data.



## RECOGNITION OF EXCELLENCE

Since 2021, schools in Nevada have been recognized based on how thoroughly they have put MTSS into practice. Schools that meet the established standards are highlighted as examples for others aiming to strengthen their student support systems. **The number of schools receiving recognition has more than doubled from 20 schools in 2021 to 50 schools in 2024, thus highlighting Nevada schools' increased commitment, effort, and success in creating a positive and supportive school environment.**

Awards	2021	2022	2023	2024	Total Awards
 Bronze	5 schools	7 schools	2 schools	12 schools	26
 Silver	0 schools	1 school	2 schools	4 schools	7
 Gold	6 schools	8 schools	10 schools	8 schools	32
 Platinum	5 schools	8 schools	13 schools	9 schools	35
 Diamond	4 schools	9 schools	8 schools	17 schools	38
Any Award	20 schools	33 schools	35 schools	50 schools	138

## MOVING FORWARD

Over the past five years, the Nevada MTSS initiative has consistently improved the state's and districts' capacity to implement MTSS efforts across Nevada schools, serving 223 schools in eleven districts and over 152,000 students in 2023-24. As the initial statewide funding drew to a close, the initiative secured funding from other sources, including the Nevada Department of Education and the Nevada Department of Health and Human Services, to continue the work.

At the state level, the initiative should continue to develop and implement an action plan to enhance state capacity, particularly in areas rated the lowest in the State Systems Fidelity Inventory, which included Workforce Capacity as well as Funding and Alignment.

Regarding district implementation, the initiative should continue to provide coaching, training and other supports to districts, particularly in areas that appeared to be more challenging or were rated lowest in various assessment tools used to track districts' progress in MTSS implementation. These areas included: Workforce Capacity and Local Implementation Demonstrations, opioid abuse prevention and mitigation strategies, promoting district and school buy-in, and implementation at the secondary level.

# What is MTSS?

**Multi-Tiered System of Supports (MTSS)** comes from two well-researched approaches: academic Response to Intervention (RTI) and School-wide Positive Behavioral Interventions and Supports (PBIS) (McIntosh & Goodman, 2016).

Both academic and behavioral initiatives have certain fundamental principles that underlie the successful implementation of practices within the system. Typically, these principles are almost identical when discussed from optimized learning and prevention perspectives. Traditional academic initiatives and frameworks such as RTI take the preventative approach of delivering high-quality academic instruction for all students, differentiated instruction as needed, and a general teaming process for progress monitoring and decision-making. The same can and should be true for behavioral initiatives such as the PBIS framework, which focuses on preventing challenging behaviors. There is a social and emotional instruction system for all students, differentiated behavioral supports as needed, and a team process for progress monitoring and decision-making.

As a result of the partnership with the Nevada Department of Education's Office for a Safe and Respectful Learning Environment, Nevada's MTSS Project has strong foundations in PBIS and other social-emotional and mental health initiatives. However, many LEAs elect to integrate their academic support systems within their frameworks to create a more comprehensive MTSS.

- **Tier 1 - Universal Supports for All Students.**

Tier 1 includes instructional practices to support school-wide outcomes. It is stewarded by a "school MTSS team" that attends training events and professional learning activities throughout the year to enhance their knowledge and deepen their implementation practice. The team is responsible for MTSS leadership, regular data review, and oversight of the school MTSS action plan. Features of Tier 1 include delivery of a high-quality core curriculum, universal prevention programming, universal screening, data-based decision-making, teaming, and progress monitoring.

- **Tier 2 – Targeted Interventions for Students at Risk.**

Tier 2 involves specialized group interventions to supplement the Tier 1 supports these students already receive. Tier 2 interventions include targeted and explicit skill instruction, opportunities to practice new skills, and frequent feedback to the student. The role of the team's advanced tiers includes matching student needs to interventions, monitoring progress, and evaluating the efficacy of targeted interventions.

- **Tier 3 - Individualized Supports for Few Students.**

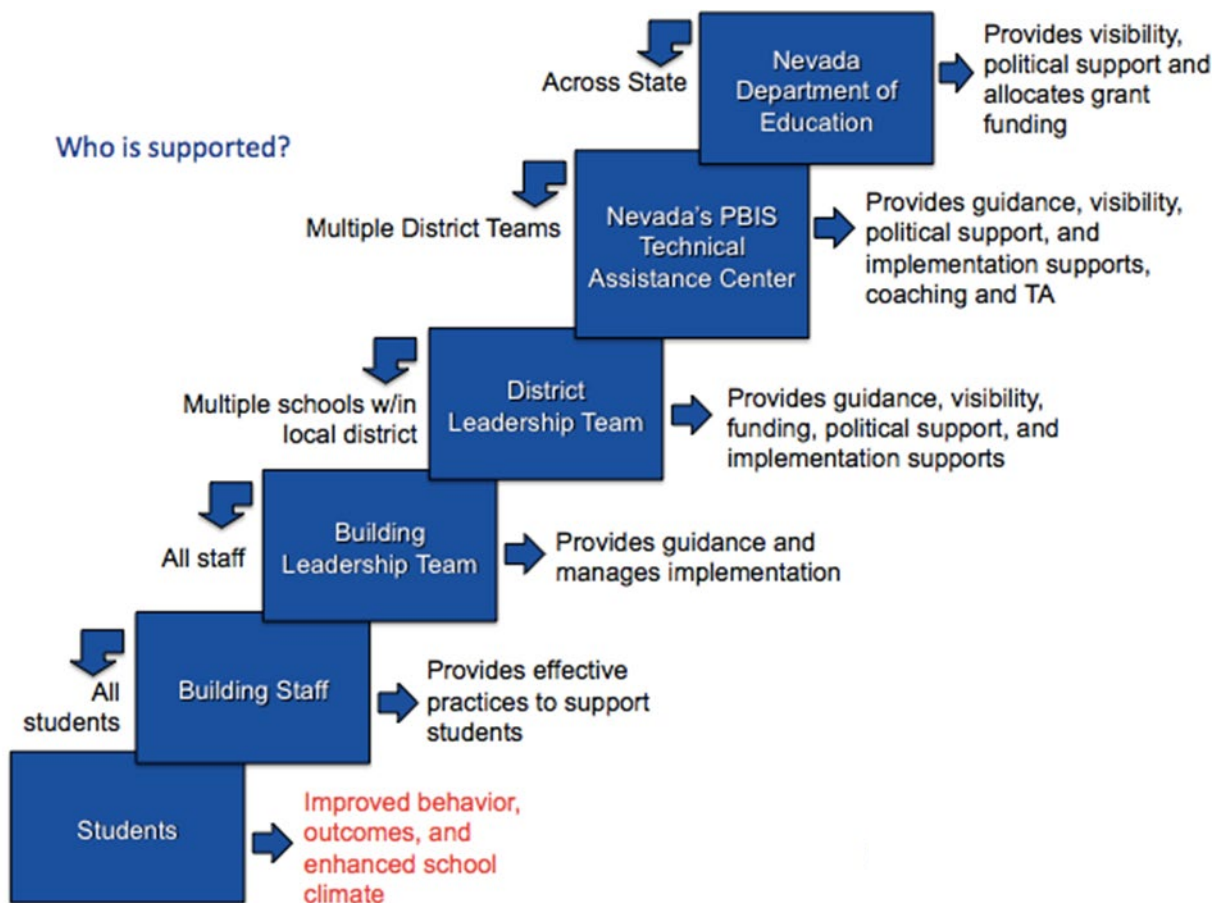
Tier 3 interventions are utilized for students with the highest need, based on a lack of responsiveness to Tier 1 and 2 supports. These interventions are evidence-based, informed by individualized assessment, and person-centered. Interventions are tailored to address the specific skill deficits as indicated within the individualized assessments. The role of the team at Tier 3 is like that of Tier 2; however, the team may collaborate with external and/or community-based providers to support the student.

# What is the Nevada MTSS Project?

The mission of the Nevada MTSS project is to build state and district capacity for supporting the sustained and broad-scale implementation of School-wide Positive Behavioral Interventions and Supports (SWPBIS) in Nevada schools. It builds upon the successes of the first SCT grant implemented from 2015 to 2019.

Supported by these grants, the Nevada MTSS initiative has provided the necessary resources for ongoing on-site training and technical assistance through a behavior and data systems coaching hierarchy. Each district's capacity is being built during a multi-year, sustaining partnership in which State Coordinators from the Nevada PBIS Technical Assistance Center work closely with External Coaches within each district, who, in turn, work directly with Internal Coaches at each school.

**Figure 5: Nevada School Climate Transformation Project's Hierarchy of Supports**



The logic model describing the goals, inputs, activities, outputs, and outcomes of the Nevada PBIS efforts is on the following page.

**Figure 6: Logic Model for the Nevada MTSS Project**

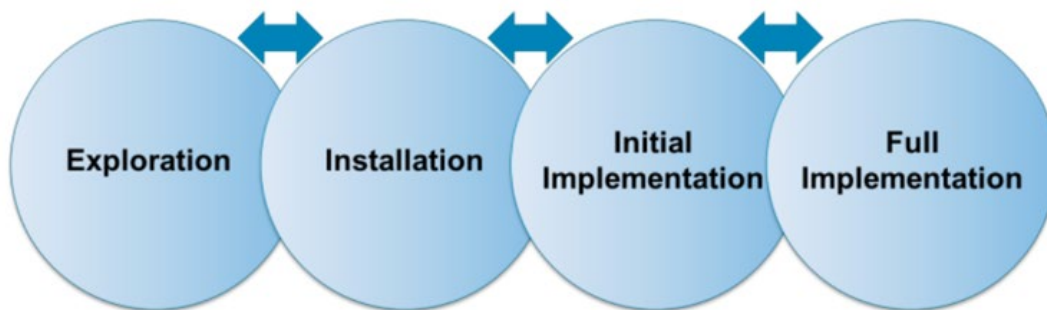
<b>GOAL</b> <i>What is the program trying to accomplish?</i>	<b>ACTIVITIES</b> <i>What are key components?</i>	<b>OUTPUTS</b> <i>What are the tangible products?</i>	<b>SHORT-TERM OUTCOMES</b> <i>What changes do we expect in 1-2 years?</i>	<b>LONG-TERM OUTCOMES</b> <i>What changes do we expect in 3-5 years?</i>
<p>Improve state, district, and school capacity to implement MTSS through a multi-tiered integrated behavior framework</p>	<p>Develop a hierarchy of training support, beginning with State Coordinators, at least one External Coach at each district and at least one Internal Coach at each of the individual schools</p> <p>Provide training opportunities for project staff (e.g., APBS and PBIS Leadership conferences, national PBIS technical assistance center support)</p>	<p>Sequence and scope of trainings and supports</p> <p>Number of trainings offered</p> <p>Number of project staff and state coordinators trained</p>	<p><b>FOR THE STATE</b></p> <p>Increased knowledge and skills of project staff and state-level coordinators</p> <p>Increased support at the state for MTSS implementation</p> <p>Improved data collection tools, methods, and practices</p>	<p><b>FOR THE STATE</b></p> <p>Increased capacity to provide supports to schools/ districts</p> <p>Increased alignment and coordination of federal, state, and local resources</p>
<b>INPUTS</b> <i>What resources are needed?</i>	<p>Create, train, and support District-Community Leadership Teams (DCLTs) and facilitate administration of DSFI to inform district action plans</p> <p>Provide MTSS training and coaching for school teams</p> <p>Conduct monthly meetings of state coordinators, external coaches, and internal coaches</p> <p>Provide access to School-Wide Information System (SWIS) and train state and district staff in the use of SWIS data</p> <p>Collect and review implementation and outcome data to inform project activities</p> <p>Create a State Leadership Team (SLT), hold quarterly meetings, and administer SSFI to inform state's action plan</p>	<p>Number and % of district staff trained; district action plans</p> <p>Number and % of schools and school staff trained</p> <p>Training materials, videos, and podcasts</p> <p>SWIS data, data reports, and action plans based on data</p> <p>Number of SLT meetings, agendas, meeting minutes, and state action plan</p>	<p><b>FOR DISTRICTS/ SCHOOLS</b></p> <p>Increased district capacity to train, monitor, improve, and evaluate MTSS implementation</p> <p>Increased school capacity, resources, and protocols to implement MTSS</p> <p>Increased fidelity of implementation of Tier 1 (universal) practices</p> <p>Improved data collection practices and data-informed decision-making</p> <p><b>FOR YOUTH</b></p> <p>Decrease in reported student behavior (ODRs, suspensions, referrals)</p> <p>Decreased use of restraints and seclusions</p> <p>Improved student and staff attendance</p>	<p><b>FOR SCHOOLS/ DISTRICTS</b></p> <p>Increased fidelity of implementation of Tier 2 (targeted) and Tier 3 (individual) practices</p> <p>Improved data systems</p> <p>Improved school climate</p> <p><b>FOR YOUTH</b></p> <p>Improved growth rate of academic performance (CRT, MAPS)</p> <p>Increased high school graduation rates</p>
<p>5-year USDOE School Climate Transformation grant</p> <p>NDE staffing and resources</p> <p>Nevada PBIS Technical Assistance Center staffing and resources</p> <p>State Coordinators</p> <p>Nevada PBIS network of partners</p> <p>State Leadership Team</p> <p>Participating school districts</p>				

Following the guidelines of implementation science, the Nevada MTSS Project supports LEAs in implementing MTSS in four stages: exploration, installation, initial implementation, and full implementation. The exploration stage focuses on assessing the organization's needs, how well the proposed evidence-based practice (EBP) is considered “fits” the organization, and how practical it is to implement the EBP. When exploration results in the decision to move forward, installation begins. The installation stage focuses on building organizational and practitioner capacity to implement the EBP. After capacity is built, initial implementation begins. At this stage, staff begin to use the EBP with important attention given to collecting and using data to monitor implementation fidelity and outcomes. When the EBP is being used by staff with fidelity and with the organization’s valued results being achieved, the organization has moved into the stage of full implementation (National Implementation Research Network, 2020).

School districts participating in the MTSS Project have access to the following opportunities:

- 1) **Technical Assistance and Coaching for Participating Districts.** The Nevada PBIS Technical Assistance State Coaches work with each District-Community Leadership Team (DCLT) to build their capacity to develop, implement, assess, and refine their MTSS frameworks.

**Figure 7. Implementation Stages**



One role of the DCLT is to engage in the thoughtful and ongoing alignment of budgets, personnel, and initiatives to reduce potential “siloification” and disproportionate access to opportunities and programming within the district. Fiscally, this includes developing a budget plan that prioritizes funding to support operating structures and capacity-building activities to implement MTSS. Financing and organizational resources across related initiatives must continually be examined to facilitate alignment and sustained implementation.

As districts advance and enhance their implementation at advanced tiers of MTSS, the DCLT should formally identify, document, and endorse Tier 2 and Tier 3 evidence-based interventions that are contextually appropriate and adequately supported. At least annually, the DCLT conducts a formal review (audit, resource mapping, initiative inventory) supported by the State MTSS Coordinator to document and refine the initiatives included within the district’s MTSS framework and examine the effectiveness, relevance, and fidelity of implementation. When it is determined that innovation is needed, the DCLT utilizes initiative adoption procedures before adopting new programming, practices, or initiatives.

Lastly, the DCLT is charged with MTSS alignment to district outcomes. As district-level strategic plans evolve, soft funding sources come and go, and leadership changes, MTSS can risk having a short-term “shelf life” if not aligned with publicly identified district outcomes and goals. Therefore, ensuring that the components of an LEA’s MTSS are directly aligned with key district performance goals in each LEA’s strategic plan rendition is imperative for durable and sustainable implementation.

In Nevada, the SEA provides coaching to the LEA, and the LEA provides coaching to the school building. Nevada's SEA MTSS Team has 1 MTSS State Coordinator, 1 Coaching Coordinator, 1 Training Coordinator, 3 full-time professional learning specialists, and 5 part-time trainers/coaches. The State Coordinator facilitates or co-facilitates the DCLT in each participating LEA. The Regional Coordinators are responsible for building the capacity of the LEA coaches.

- 2) **Nevada's LEA Coaches formally implementing MTSS participate in a feedback program called Nevada's Total Performance System (TPS) for Coaching, facilitated by the SEA coaching staff.** The TPS outlines coaching competencies, training responsibilities, and the expected coaching activities performed with the district and the school teams. MTSS coaching staff also provide weekly coaching calls to build a community of practice, monthly meetings to provide feedback on the TPS coaching objectives for each LEA coach, and quarterly coaching professional development series to develop and enhance capacity. The MTSS coaching staff also provide ongoing technical assistance through direct email, phone, and video conference communication to the LEA coaches.
- 3) **MTSS Training Series for School Teams.** Participating school teams are invited to join a training series focusing on Tier 1, Tier 2, or Tier 3 strategies. School and district coaches can also participate in a coach training series. Each training series (Tier 1, Tier 2, Tier 3, and Coaches Professional Development Series) consists of an introductory workshop (one or two days) and four Professional Development sessions (half or full days) throughout the year. The scope and sequence of professional development are described in the graphic below.

**Figure 8. Nevada MTSS Training Series**

TIER 1 TRAINING SERIES	TIER 2 TRAINING SERIES	TIER 3 TRAINING SERIES	COACHING SERIES
<ul style="list-style-type: none"> <li>Initial Workshop: Tier 1 Universal Strategies (2 days)</li> <li>PD #1: School-Wide Data-Based Decision-Making (full day)</li> <li>PD #2: Classroom Systems &amp; Supports (full day)</li> <li>PD #3: Data-Based Tier 1 Enhancement in MTSS (full day)</li> <li>PD #4: Disproportionality &amp; Sustainability (full day)</li> </ul>	<ul style="list-style-type: none"> <li>Initial Workshop: Tier 2 Targeted Interventions (2 days)</li> <li>PD #1: Universal Screening and Tier 2 Intervention Selection (half day)</li> <li>PD #2: Progress Monitoring (half day)</li> <li>PD #3: Communication to Staff, Parents, and Community (half day)</li> <li>PD #4: Evaluating Efficacy &amp; Outcomes of Tier 2 Systems &amp; Social Validity (half day)</li> </ul>	<ul style="list-style-type: none"> <li>Initial Workshop: Tier 3 Intensive Supports (2 days)</li> <li>PD #1: Data-Driven Intervention Selection (half day)</li> <li>PD #2: Progress Monitoring Individual Support Plan Goals (half day)</li> <li>PD #3: Developing Effective Support Plans (half day)</li> <li>PD #4: Evaluating Efficacy &amp; Outcomes of Tier 3 (half day)</li> </ul>	<ul style="list-style-type: none"> <li>Initial Workshop: Coach Kick-Off (full day)</li> <li>PD #1: Ethics &amp; Effective Spokesperson (full day)</li> <li>PD #2: Pre-Requisite Knowledge &amp; Experience (full day)</li> <li>PD #3: Systems Coaching (full day)</li> <li>PD #4: Implementation Science (half day)</li> </ul>

- 4) **Supplemental Districtwide Awareness Trainings (by Request).** These sessions are typically half-day or one-day and provide trainings on evidence-based practices in a variety of universal prevention programs, targeted interventions, and intensive interventions. The State Training Coordinator worked with each district to create differentiated professional learning plans for each LEA.

# Implementation Findings

Over the course of the grant, the Nevada MTSS project worked with 12 districts across the state.

**Participation has increased considerably over time.** In 2018-19, Nevada MTSS provided 37 trainings to 123 schools in 7 districts, serving 84,214 students. By 2023-24, the initiative offered 67 trainings to 223 schools in 11 districts, serving 152,645 students. Figure 9 shows participation by district and year.

Figure 9. District Implementation by Year

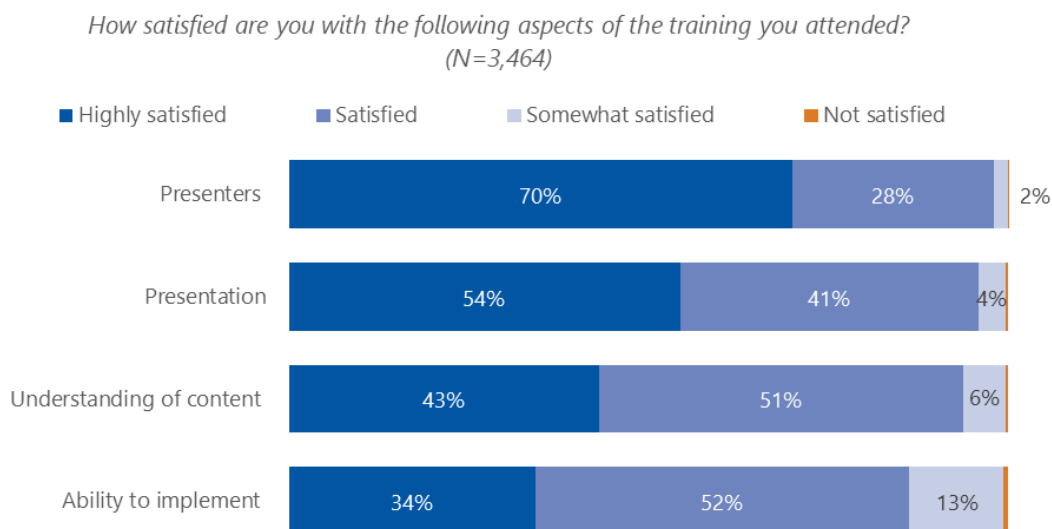
<b>Carson</b>					<i>Growing</i>	<b>Lyon</b>					<i>Stable</i>
2019-20	2020-21	2021-22	2022-23	2023-24		2019-20	2020-21	2021-22	2022-23	2023-24	
N/A	N/A	4	7	10		18	18	18	17	18	
N/A	N/A	3,895	6,141	6,650		9,025	8,791	8,912	8,616	9,047	
<b>Charter</b>					<i>Stable</i>	<b>Mineral</b>					<i>New</i>
2019-20	2020-21	2021-22	2022-23	2023-24		2019-20	2020-21	2021-22	2022-23	2023-24	
N/A	6	24	22	21		N/A	N/A	N/A	N/A	2	
N/A	3,612	15,788	17,328	15,020		N/A	N/A	N/A	N/A	440	
<b>Churchill</b>					<i>Stable</i>	<b>Nye</b>					<i>New</i>
2019-20	2020-21	2021-22	2022-23	2023-24		2019-20	2020-21	2021-22	2022-23	2023-24	
5	5	5	5	6		N/A	N/A	N/A	N/A	2	
3,225	3,086	3,240	3,138	3,283		N/A	N/A	N/A	N/A	1,153	
<b>Clark</b>					<i>Leader</i>	<b>Pershing</b>					<i>Stable</i>
2019-20	2020-21	2021-22	2022-23	2023-24		2019-20	2020-21	2021-22	2022-23	2023-24	
78	92	99	135	148		4	4	4	4	4	
64,745	73,024	78,226	106,876	112,106		674	636	669	663	637	
<b>Humboldt</b>					<i>Declining</i>	<b>Pyramid</b>					<i>Discontinued</i>
2019-20	2020-21	2021-22	2022-23	2023-24		2019-20	2020-21	2021-22	2022-23	2023-24	
10	9	10	11	6		N/A	N/A	1	1	N/A	
2,543	2,321	2,388	2,350	2,281		N/A	N/A	105	126	N/A	
<b>Lander</b>					<i>Discontinued</i>	<b>Washoe</b>					<i>Declining</i>
2019-20	2020-21	2021-22	2022-23	2023-24		2019-20	2020-21	2021-22	2022-23	2023-24	
3	3	N/A	N/A	N/A		5	12	5	N/A	3	
1,028	1,018	N/A	N/A	N/A		2,974	6,931	2,547	N/A	1,116	



Across all five years, almost all participants were satisfied with all aspects of the PD they participated in, and they reported that these PD offerings positively impacted their knowledge, skills, and future practices.

From 2019-20 to 2023-24, the MTSS initiative delivered 248 trainings; a total of 3,464 feedback forms were collected at the end of these sessions. As shown below, almost all participants were *satisfied to highly satisfied* with the trainings they attended, including the presenters (98%), the presentations (95%), content understanding (94%), and their ability to implement strategies/content learned (86%) (Figure 10). According to participants, the best training features were new ideas, strategies, and resources to bring back to their schools, time to plan and collaborate with their teams, and the presenters’ knowledge and engagement of participants.

**Figure 10. Participant Satisfaction with Aspects of PD (2019-20 to 2023-24)**



**Best features of the sessions [sample of representative comments]:**

*Awesome, engaging, and informative!*

*Loved the enthusiasm with the presentation it made learning about MTSS more engaging!*

*The best feature of the presentation is how real and relatable it was. I also like that there was time to work with your team; it was very well planned.*

*The entire presentation was great, lots of valuable information. I really appreciated the amount of work time to get our MTSS plan started.*

– PD Participants

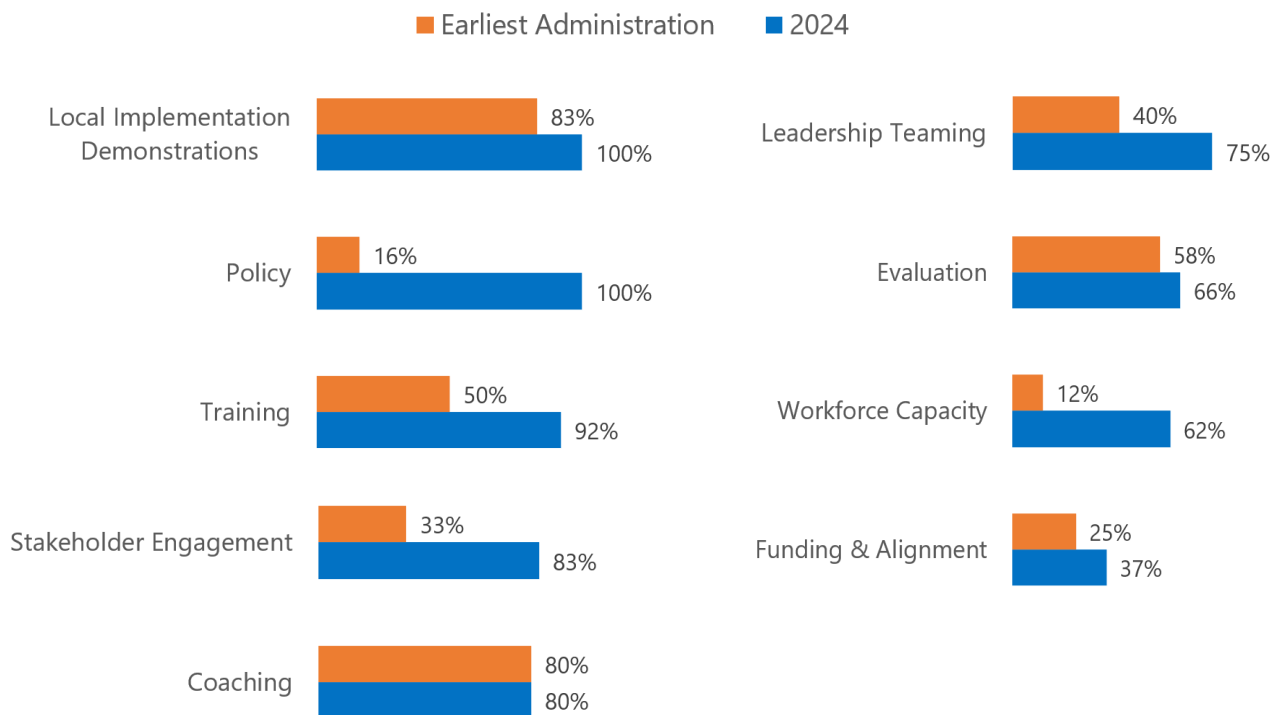


# Statewide Outcomes

The Nevada PBIS Technical Assistance Center has collaborated with the NDE, specifically the Office of Safe and Respectful Learning Environments, on the SCT Grant over the past several years. One key goal of the grant is to build state capacity for supporting the implementation of MTSS and fostering greater alignment, coordination, and integration of other key initiatives and supports. The 2023-24 evaluation results indicate that Nevada has continued to make great strides in these critical areas.

**State capacity to support MTSS implementation has increased, with considerable gains in Policy, Stakeholder Engagement, and Workforce Capacity.** During the 2023-24 school year, the NDE completed its fifth State Systems Fidelity Inventory (SSFI) assessment to determine the state's current capacity for MTSS and areas needed to focus on for improvement. An annual action plan was created from the areas targeted for growth. As shown in Figure 11, in 2024, Nevada scored the highest in Local Implementation Demonstrations (100%), Policy (100%), and Training (92%). Workforce Capacity (62%) and Funding & Alignment (37%) were the lowest-rated areas. And, over the last five years, the state has experienced the largest gains in Policy (84 percentage points), Stakeholder Engagement (50 percentage points), and Workforce Capacity (50 percentage points).

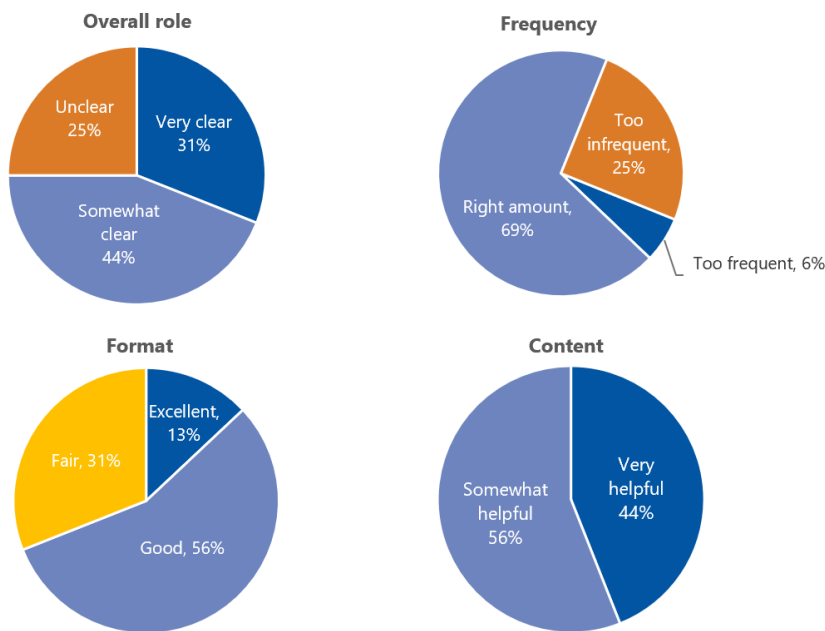
**Figure 11. Results from the State Systems Fidelity Inventory (SSFI)**



Over the five-year period, the Nevada State Leadership Team (SLT) guided and supported statewide implementation and alignment efforts. The SLT typically met quarterly to foster collaboration and coordination among diverse stakeholders, including several behavioral health grants and initiatives awarded to the Department of Education, school districts, the Nevada Association of School Psychologists, the Nevada School Counselor Association, and State Departments.

In 2023-24, members of the SLT provided very positive feedback about the structure and helpfulness of the SLT meetings. Most SLT members responding to the survey indicated that the role of the SLT was *somewhat clear* (44%) or *very clear* (31%), that the frequency of the meetings was the right amount (69%), that the format was *good* (56%) or *excellent* (13%), and that the content of the meetings was *somewhat helpful* (56%) or *very helpful* (44%) (Figure 12).

**Figure 12. Feedback on SLT Meetings (2024 SLT Survey)**



#### Biggest successes:

*The collaboration and integration of school-based mental and behavioral health practices implemented through an MTSS delivery model.*

*State-led initiative with State support makes a difference in getting Districts on board.*

– SLT Members

When asked if they had any suggestions on how to improve the effectiveness of the SLT meetings, respondents provided a few recommendations, including:

- *Provide the meeting dates far in advance enough to plan for attendance.*
- *Clearer mission.*

Results also show that the Nevada MTSS initiative, particularly the SLT, has resulted in better coordination and alignment at the state level. In 2023-24, 100% of SLT members reported that the initiative positively impacted increasing coordination and collaboration at the state level, including those who said it had a *moderate* (67%) to *significant impact* (8%). SLT members also highlighted several other successes and challenges at the state level, summarized below.

**Table 2. State Successes and Challenges**

Successes	Challenges
<ul style="list-style-type: none"> <li>✓ Collaboration and integration of school-based mental and behavioral health practices implemented through an MTSS delivery model</li> <li>✓ An increase in state-level meetings, attention, and collaboration</li> <li>✓ Facilitating one district's acquisition of a new student data tracking system to enable Medicaid reimbursement claims</li> <li>✓ Securing financial resources to run site-level MTSS teams</li> </ul>	<ul style="list-style-type: none"> <li>✓ Limited resources, including time, human capital, and fiscal resources</li> <li>✓ Tying Medicaid into practice</li> <li>✓ Vacancies in licensed district/school staff positions</li> <li>✓ Difficulty understanding the role and differences across multiple state-level teams</li> </ul>

The following were key statewide accomplishments that took place in 2023-24:

- **Nevada MTSS formally welcomed two new District partners, Mineral County School District and Douglas County School District.** All participating LEAs from these districts received training and coaching in standard MTSS core features, yet they were encouraged to focus on specific practices within MTSS based on their school district priorities, strategic plan, and valued outcomes. Mineral chose to focus on positive behavior support, bully prevention, and substance abuse prevention, and Douglas chose to emphasize integrated MTSS with a focus on enhancing academic RTI.
- **Nevada MTSS successfully led new and ongoing interagency collaboration activities across the state, including** two statewide workgroups facilitated by the Nevada MTSS Director. One workgroup, the Children's Health Interagency Collaborative (CHIC), brought together the Directors of each state agency and focused specifically on alignment of policy and funding. The CHIC comprises administrators from the Department of Education, the Division of Public and Behavioral Health, the Aging and Disability Services Division, the Division of Child and Family Services, and the Department of Health Care Finance and Policy. A second workgroup, the Interconnected Systems Framework (ISF) workgroup, continued to meet for a third year and made significant progress in areas of integrated practices to support students with behavioral health needs in schools. Participants of the ISF workgroup include members from the Nevada Department of Education, Nevada Youth Parole, Division of Public and Behavioral Health, Aging and Disability Services Division, and the Division of Child and Family Services.
- **Leveraging funds from the Trauma-Informed Services in Schools (TISS) Grant, three model demonstration districts implemented the Interconnected Systems Framework (ISF).** The three model demonstration LEAs are Pershing, Lyon, and Churchill. The ISF has the same core features as MTSS but focuses on a changed structure. Instead of the varying supports working independently, ISF prioritizes communication and connection across the school and community. For example, instead of a teacher requesting support from the mental health provider, they might request general Tier 2 support where a team of people will decide which specific providers and interventions could best support that student. Components of the ISF include a shift from an MTSS District Leadership Team (DLT) to an MTSS District Community Leadership Team (DCLT). Community partners engaged in all phases of planning for student supports, including creating memorandums of understanding and data-sharing agreements with community mental health providers; training community and school mental health providers in the latest evidence-based practices in mental health; determining how to progress monitor mental health interventions; selecting criteria for entering and exiting mental health interventions, and engaging in universal and gated mental health screeners.

- **Nevada MTSS also provided training and coaching in evidence-based practices (EBPs) in substance abuse and mental health.** These supports were funded through the Fund for Resilient Nevada (FRN) and the Substance Abuse Mental Health Services Agency (SAMHSA). Training and coaching efforts for the EBPs are layered into the existing frameworks created at each district and school and matched to and contextualized for student needs. Funding from FRN has resulted in a series of supports on integrating substance prevention and intervention and specific trainings on two EBPs for opioid abuse prevention. Federal SAMHSA grants were also leveraged to provide training on mental health EBPs and integration. **Nevada MTSS also participated in a state-wide listening tour with respect to Medicaid billing in schools.** Ongoing thought partnership has been provided with partnering school districts seeking to expand the services they are leveraging Nevada Medicaid to bill for.
- **Nevada MTSS hired a full-time academic coordinator in the 2023-24 school year to enhance systems, practices, and data collection for Response to Intervention (RTI), an academic tiered framework.** This new capacity for academic integration allows the LEA partners to receive specific training and coaching in academic systems and tiered interventions.
- **Using the Elementary and Secondary School Emergency Relief (ESSER) funds, Nevada MTSS created a series of online learning modules for educators, administrators, and school staff.** These modules were created as school staff shortages made in-person trainings more challenging to attend. Modules are high-quality and brief, explicitly designed for school personnel with busy schedules. Each course has many self-paced modules that can be accessed asynchronously. Online courses include Overview of MTSS, Tier 1 Practices, Tier 2 Practices, Tier 3 Practices, MTSS Data Systems, Classroom Management, and a course on Substitute Teacher Resources. Courses are free and can be accessed by anyone.
- **In September of 2023, Nevada MTSS held its first state MTSS Conference, titled Nevada's Integrated MTSS Summit.** The conference at the Grand Sierra Resort in Reno, NV, focused on district and community leaders learning together to enhance collaboration and systems development. Three national keynote speakers presented on equity, mental health, and student and educator well-being. Breakout sessions included presentations from state agencies, school leaders, and community partners. They emphasized legislation, policy, MTSS, community collaboration, youth voice, substance prevention, juvenile justice, disproportionality, crisis response, Medicaid billing, trauma, school safety, suicide, and restorative practices. Districts and community partners also had multiple networking and collaboration opportunities. The conference had 239 attendees from 11 LEAs in Nevada.
- **The Nevada MTSS State Coordinator launched district implementation dashboards for each partnering school district.** The dashboards contain information on each District-Community Leadership Team (DCLT) Meeting, their individual district MTSS action plan, and their complete MTSS implementation plan. The dashboards also house all the data the DCLT needs for decision-making, including initiative audit data, implementation cohort lists, training attendance, district fidelity, and individual school fidelity. These dashboards have been useful in allowing districts to access their MTSS information in one place and are updated regularly for ongoing data review and decision-making.
- Finally, following the conclusion of the School Climate Transformation Grant, **the Nevada MTSS Project successfully transitioned a portion of the operating budget to state funds from the Nevada Department of Education and the Nevada Department of Health and Human Services (DHHS).** The investment by both agencies signifies the impactful work that has been done in this state thus far, and it is especially noteworthy that multiple divisions within DHHS see the value of engaging in preventative behavioral health activities within schools.

# District and School Outcomes

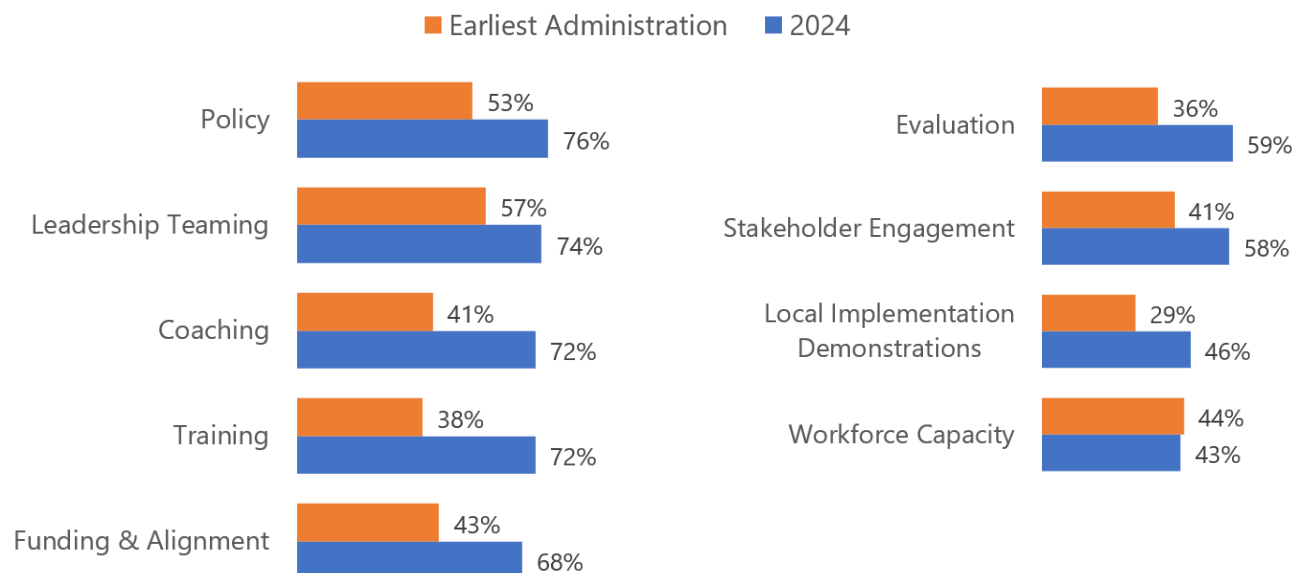
- Over the course of the grant, participating districts have shown important gains in implementing fidelity in multiple areas.

In 2024, eight of the 11 participating districts completed the District Systems Fidelity Inventory (DSFI) assessment to determine their capacity for MTSS and areas of improvement (data were not available for Mineral, Nye and Washoe). With support from Nevada MTSS coaches, districts created action plans for the areas targeted for growth. Data for 2024 were compared to the districts' first administration of the DSFI (which was 2020 for all districts except Carson City, which joined in 2021-22). As shown in the figure below, districts completing at least two administrations of the DSFI experienced the largest gains in Coaching (from 41% to 72%), Training (from 38% to 72%), and Funding and Alignment (from 43% to 68%) (Figure 13). In 2024, these districts scored the highest in Policy (76%), Leadership Teaming (74%), Coaching (72%), and Training (72%). Districts rated Workforce Capacity and Local Implementation Demonstrations the lowest in 2024.



*Integrated MTSS Summit (September 2023).*

**Figure 13. Results from the District Systems Fidelity Inventory (DSFI)**



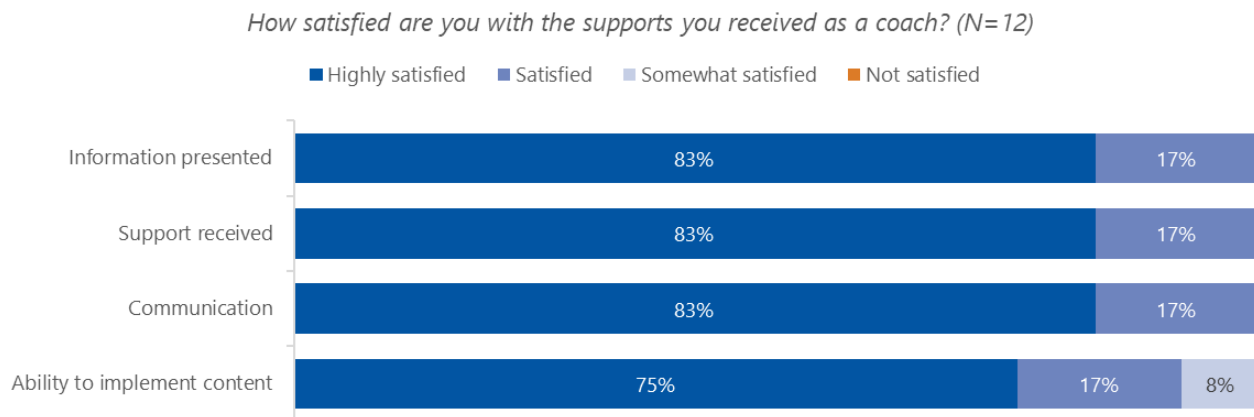
- **Since its inception, the MTSS project has built local and regional capacity for MTSS implementation through coach training and support. Coaches were very satisfied with the trainings, highlighting the numerous benefits of attending.**

As shown in Figure 5 earlier in this report, the Nevada MTSS project has built a statewide coaching hierarchy that builds local MTSS implementation capacity with district, community, and state support. This included state-level coordinators, external coaches at the district level, and internal coaches at the school level.

As of the 2023-24 school year, districts supported 12 external coaches. These coaches were integral to the implementation of MTSS statewide. External coaches received training from the Nevada PBIS TA Center State Coordinators throughout the year and turnkeyed that training to their districts. Coaches were asked to complete a survey about their perceptions of the supports they received.

Evaluation results show that coaches were satisfied with the supports they received from the State Coaching Coordinator. Specifically, all coaches surveyed reported being highly *satisfied* with the information presented, the support they received, and their communications. All but one were also satisfied or highly satisfied with their ability to implement the content they learned (92%).

**Figure 14. Coach Satisfaction with Support from State Coordinator (2024 Coaching Survey)**



*The State MTSS Coaching Coordinator has a wealth of experience and information. As a beginner, there were times when it was out of our scope of knowledge and somewhat overwhelming, but she was always willing to pause and answer questions to clarify.*

*The State MTSS Coaching Coordinator has always gone above and beyond to support me in my current role. I continue to learn and develop my skills in large part because of her support.*

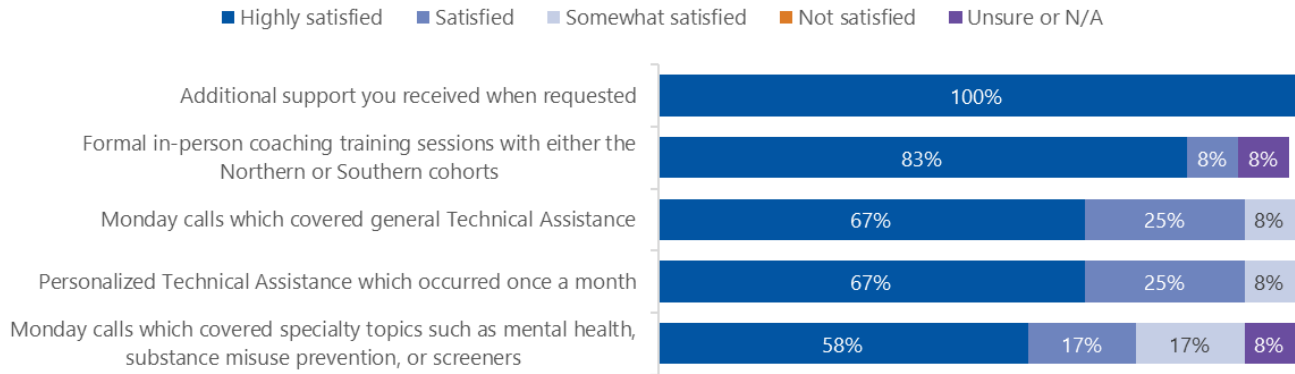
*The State MTSS Coaching Coordinator is wonderfully communicative and has such a positive approach that it is infectious. She has been supportive and understanding throughout this year, even when things get crazy busy! She can differentiate to meet our needs. I cannot say enough good things about her support this year—what a ROCK STAR!*

- Coaches

Coaches also reported being *satisfied* or *very satisfied* with the other supports they received during the year, including ad-hoc support requests (100%), formal in-person coaching training sessions (92%), Monday calls covering general TA topics (92%), personalized TA (92%), and Monday calls covering specialty topics (75%).

**Figure 15. Coach Satisfaction with Other MTSS Supports (2024 Coaching Survey)**

*How satisfied are you with the other supports you received from the MTSS TA Center? (N= 12)*



- **Participating districts and schools have continued to build their capacity to implement MTSS and reported positive changes in their MTSS practices.**

Most respondents completing the DCLT surveys in 2021, 2022, 2023, and 2024 reported that the MTSS project positively impacted key outcomes in each area assessed (Figure 16). Most respondents reported a *moderate* to *significant* impact on the districts' use of valid tools and processes to measure implementation outcomes (88%), the district's capacity and readiness to implement MTSS (87%), use of evidence-based practices to support MTSS implementation (86%), and quality of data systems and use of data for decision making (84%). Using opioid abuse prevention and mitigation strategies was rated the lowest (37%) and remains a priority area moving forward. However, districts have greatly improved in this area over the last two years. In 2023, 45% of DCLT members reported that the MTSS project had had no impact on this area; in 2024, only 19% reported no impact.

#### **Successes of DLT initiatives as a result of the MTSS project:**

*As a district, we have realigned practices, implemented a vetting process to ensure evidence-based practices are being used, adopted a systematic approach to support high-level cases, and regrouped on roles/responsibilities for site-level teams.*

*Our MTSS team is more cohesive and has developed into a community of shared values.*

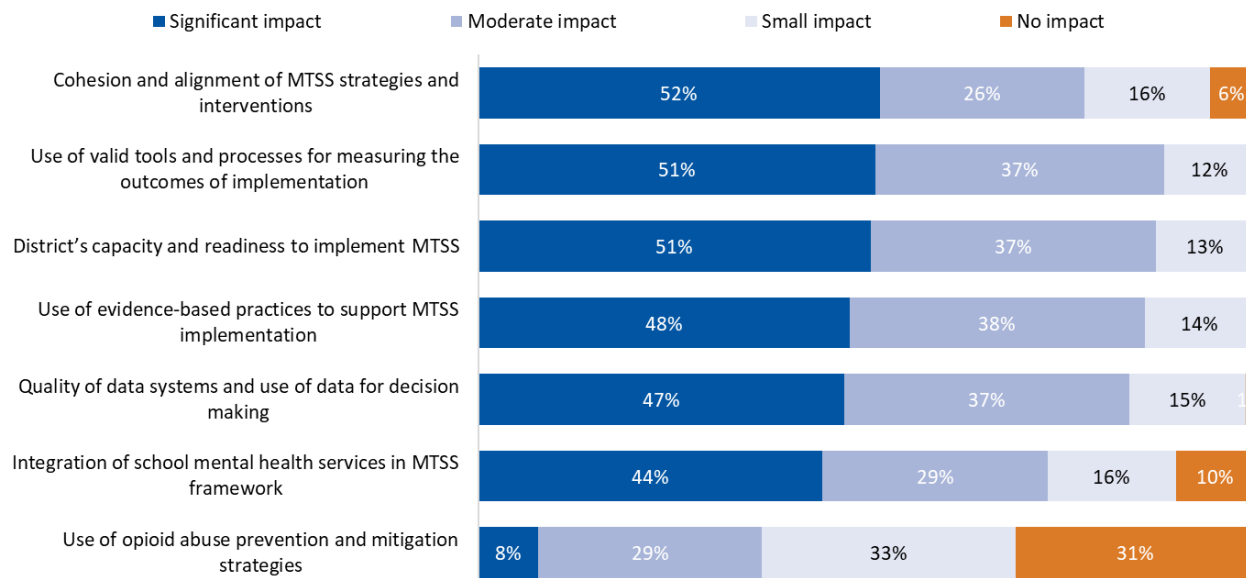
*We are developing a common language to allow us all to collaborate and support MTSS implementation. For example, we have developed a framework that helps us reflect on our current practice and where we need to take the next steps.*

– DLT Members



**Figure 16. Impact of the MTSS Project on District Capacity and Practices (2021-24 DCLT Surveys)**

*What impact, if any, has the initiative (supports and resources) had on the following outcome areas?*  
(N=117)



DCLT respondents were also asked to reflect on their most significant accomplishments and challenges in the past year. The results are summarized in the table below.

**Table 3. District/School Successes and Challenges**

Successes	Challenges
<ul style="list-style-type: none"> <li>✓ MTSS implementation manual and resources</li> <li>✓ Increased awareness and understanding of school needs and challenges</li> <li>✓ District efforts to realign the mission and practices to MTSS goals</li> <li>✓ More cohesive teams and consistent meetings</li> <li>✓ Implementing a vetting process to ensure evidence-based practices are being used and a systematic approach to support high-level cases</li> <li>✓ Collaboration with schools and training provided for staff</li> <li>✓ Consistent and efficient data collection and ability to evaluate data</li> <li>✓ Development of a common language that allows the district to collaborate and support MTSS implementation</li> </ul>	<ul style="list-style-type: none"> <li>✓ Lack of time for professional development for district/school teams</li> <li>✓ Difficulties including finding coaches to support the work in schools, particularly in large districts</li> <li>✓ Changes in leadership, administrators' buy-in</li> <li>✓ Difficulty getting everyone involved on board with realignment efforts</li> <li>✓ Initiative overload</li> <li>✓ Difficulty receiving financial support</li> </ul>



- **From 2019-20 to 2023-24, administrators and educators participating in the trainings reported considerable gains in content knowledge.**

Over the course of the five years, educators and administrators attending MTSS trainings completed 3,464 training evaluations and reported gains in content knowledge (Figure 17).

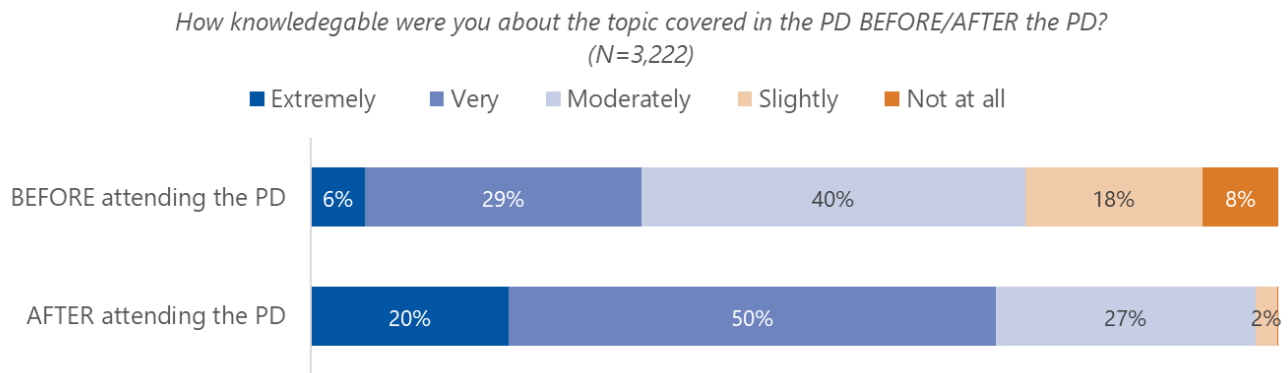
Specifically, the percentage of administrators and educators who were *very* to *extremely knowledgeable* increased from 35% before the training to 70% after the training.

*We received usable info we can go back and use right away.*

*Thank you so much for your time and insight! I always look forward to these PBIS Boosters – it gets me hyped for the year!*

– School staff

**Figure 17. Impact of MTSS Trainings on District/School Staff Knowledge (2019-20 to 2023-24)**



- **In 2023-24, participating schools achieved important gains in their Tiered Fidelity Inventory (TFI) scores, thus reflecting systemic improvements to provide better student support.**

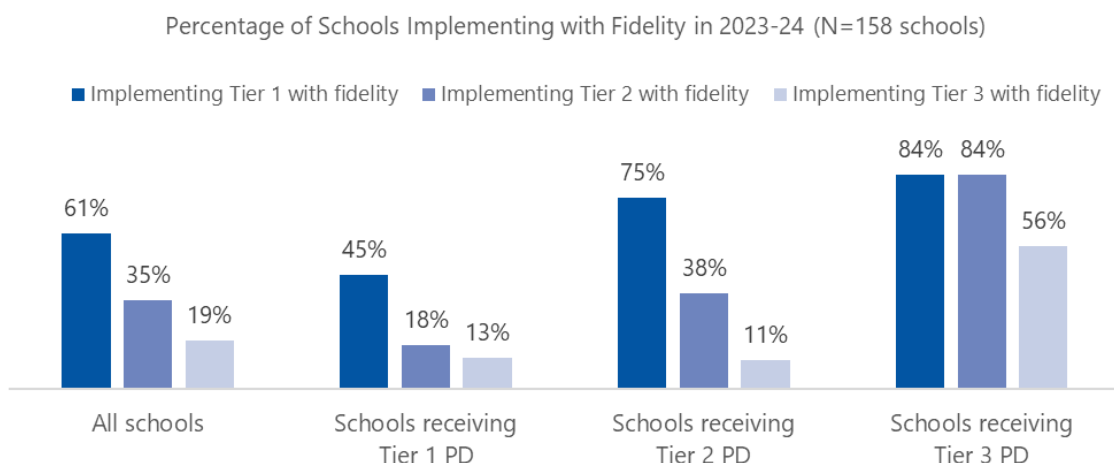
As part of the MTSS initiative, participating schools must complete the TFI to assess implementation fidelity. The TFI measures the extent to which the critical MTSS components are in place in a school.

- ✓ At Tier 1, the TFI assesses team composition and meeting effectiveness, consistent universal practices, including teaching school-wide expectations, acknowledgment systems for recognizing good behavior, structured discipline systems that emphasize proactive and instructional consequences, staff and community involvement in the Tier 1 systems, the use of data to evaluate Tier 1 practices, and more.
- ✓ At Tier 2, the TFI assesses team composition and meeting effectiveness, systems to identify students who may benefit from Tier 2 services, the availability and usage of Tier 2 services, the use of data to evaluate Tier 2 practices, and more.
- ✓ At Tier 3, the TFI assesses team composition and meeting effectiveness, systems to identify students who may benefit from Tier 3 services, the adequacy of Tier 3 behavior plans, using data to evaluate Tier 3 practices, and more.

- **TFI results show that most schools participating in the MTSS program in 2023-24 implemented Tier 1 with fidelity.**

In 2023-24, 158 participating schools completed one or more administrations of the TFI. Results in Figure 18 show that 61% of schools were implementing Tier 1 with fidelity; smaller percentages were implementing Tier 2 and Tier 3 with fidelity (35% and 19%, respectively). As one would expect, schools that have been participating longer (and therefore are receiving PD at higher levels of Tiers) were more likely to implement each Tier with fidelity. Of the schools receiving Tier 3 PD, most were reaching fidelity across the Tiers. Within this group, 84% reached fidelity at Tier 1 and Tier 2 and 56% reached fidelity at Tier 3.

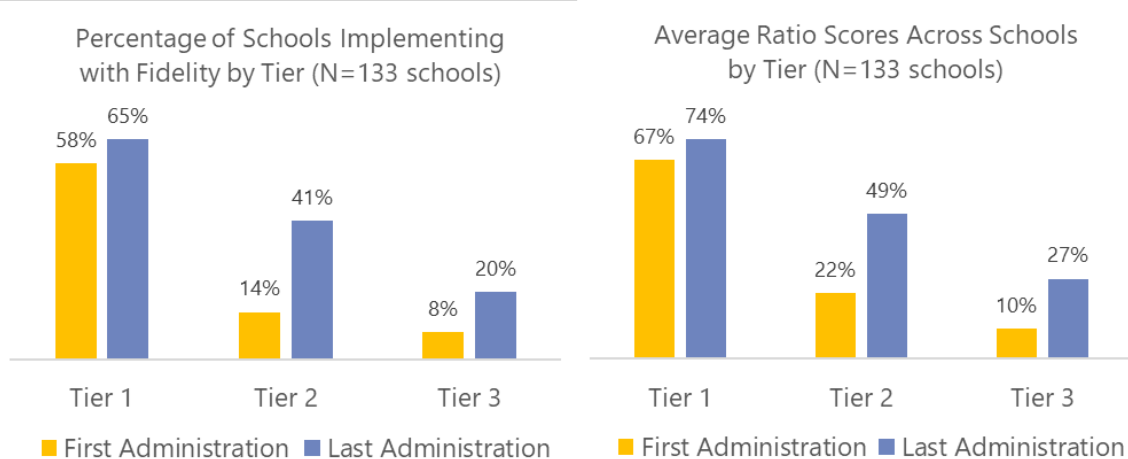
**Figure 18. Fidelity of Implementation (TFI Results)**



- **Results across years also show that participating schools have achieved important gains in implementation fidelity across tiers.**

Of the 158 schools completing one or more TFIs in 2023-24, 133 had completed earlier administrations of the TFI. As shown in Figure 19, participating schools have demonstrated significant gains in MTSS/PBIS implementation throughout the grant. Specifically, the percentage of schools implementing with fidelity increased from 58% to 65% for Tier 1, 14% to 41% for Tier 2, and 8% to 20% for Tier 3. Similarly, average ratio scores (percent of total points scored) increased across all dimensions over the same period (Figure 19).

**Figure 19. Fidelity of Implementation Across Years (TFI Results)**



# Trauma Informed Services in Schools (TISS) Project Highlights

The Trauma Informed Services in Schools (TISS) Project is a federal grant initiative designed to improve school-based mental health services using a Multi-tiered System of Supports (MTSS) framework.

In 2023-24, Nevada's TISS project served three Local Educational Agencies (LEAs): Churchill County, Lyon County, and Pershing County School Districts. The initiative supported 13,155 racially diverse students across 29 schools.

The Nevada TISS project focuses on four primary objectives:

- Increase training for staff in trauma-specific systems, supports, and interventions
- Increase trauma screening across students
- Increase referrals for school-based mental health services
- Increase available school-based mental health interventions

Leveraging the MTSS framework and integrating mental health is often referred to as creating an Interconnected Systems Framework (ISF) which provides evidenced-based services inside the school and increases collaborative relationships between schools and community providers. The goals of creating these partnerships between schools and community providers is to build local capacity to identify school-aged youth in need of services within schools, strengthen the continuity of care between and across environments, and expand the depth and breadth of trauma treatment options available to students.

A final feature of the TISS project is to improve data collection and performance measurement using an electronic health record (Nevada has selected bhworks) that will allow districts, local, and state agencies to collaborate, plan, develop, and evaluate evidence-based mental health interventions for students.

The following have been major district-level accomplishments of the initiative to date.

## ❖ **Training and Professional Development.**

All three LEAs actively participated in professional development opportunities; in 2023-24, 331 participants across all three districts participated in 17 training sessions. Training topics included Tier 1, 2, and 3 MTSS interventions. Specialized trauma interventions included Bounce Back, SSET, and Trauma Focused Outdoor Programming.

#### ❖ **Universal Screening Implementation.**

Churchill County launched universal screening for the first time in FY24 and met the 80% screening benchmark by quarter 3. Pershing County consistently maintained the highest screening rates across all quarters and also achieved the 80% benchmark by end of quarter 3. Lyon County achieved 73.3% screening coverage of their student population. Universal screening rates increased considerably from the prior year for both Pershing and Lyon County.

#### ❖ **Mental Health Referrals and Services.**

In 2023-24, 837 total referrals were made, including 681 to school-based providers and 156 to community-based providers. Pershing County achieved the highest referral rate per student (0.24 referrals per student). Furthermore, that year, 1,670 total mental health services were provided, including 1,465 in schools and 205 in community settings. Peak service delivery occurred during quarters 2 and 3.

#### ❖ **System Implementation and Fidelity.**

In 2023-24, Pershing and Lyon County School Districts reached fidelity of implementation on the District Systems Fidelity Inventory (DSFI), and Churchill County School District is making slow and steady progress. Furthermore, Pershing County achieved fidelity at all three tiers on the school-level Tiered Fidelity Inventory (TFI), and Churchill and Lyon achieved fidelity in Tier 1. Churchill and Pershing County showed gains in many of the areas assessed on the Trauma Responsiveness Implementation Assessment (TRS-IA). Churchill and Lyon showed their greatest strength in the domain of Whole School Prevention Planning (and Whole School Safety Planning for Lyon). Pershing County School District exhibited its greatest strength in the domain of Prevention/Early Intervention Trauma Programming. All three districts showed great improvement in Prevention/Early Intervention Trauma Programming.

#### ❖ **Community Partnerships and Collaboration.**

All three participating districts demonstrated enhanced collaboration between schools, families, and community organizations. Multiple MOUs were established with community mental health providers, juvenile services, and tribal organizations and strong partnerships developed with organizations like Care Solace, Pacific Behavioral Health, and Healthy Communities Coalition.

#### ❖ **Program Impact and Quality Improvements.**

- 1) **Enhanced Service Capacity.** The most significant achievement in Year 2 was the substantial increase in school-based service capacity. The 4:1 ratio of school-based to community-based referrals demonstrates that schools are successfully building internal capacity to serve students' mental health needs, reducing dependence on external providers and improving accessibility.
- 2) **Data-Driven Decision Making.** Implementation of the bhworks electronic health record system enabled improved data collection and performance measurement. Focus group interviews revealed growing appreciation for data-driven decision-making, representing a cultural shift toward evidence-based practice.

- 3) **Cultural Responsiveness.** Special attention was given to addressing disparities, particularly for Native American and Hispanic/Latino students. Tribal representatives noted increased trust and acceptance of school-based mental health services, with parents now actively seeking services for their children.

### Challenges and Areas for Continued Focus

The following were identified as challenges and areas for continued focus:

- ❖ Staffing shortages and time constraints remain significant barriers across all districts.
- ❖ Stakeholders also identified long-term sustainability of funding for mental health programs as another concern.
- ❖ Teacher buy-in for mental health programs was also mentioned as a challenge, thus highlighting the need for the initiative to provide ongoing professional development to equip teachers with the knowledge and skills to integrate trauma-informed approaches into their classrooms.
- ❖ Although stakeholders are beginning to recognize the long-term value of Electronic Health Records (EHRs), EHR implementation and data sharing will require ongoing attention and refinement.

### Looking Forward

The TISS project has successfully established trauma-informed mental health systems across the three participating districts. Year 2 achievements demonstrate significant progress in training, screening, referrals, and service delivery. The focus for Year 3 should include expanding universal screening coverage, strengthening EHR utilization, continuing community collaboration, and developing advanced tier services while addressing sustainability planning. The project's success in building school-based mental health capacity represents a model for rural educational agencies seeking to implement comprehensive trauma-informed care systems within their communities.

# Student Outcomes

The evaluation team obtained discipline, school attendance, academic performance, and dropout data from Nevada Report Card, a state and federally-mandated reporting platform for 2018-19 (baseline year) through 2023-24. Given the COVID-19 pandemic and resulting school closures, state requirements, such as state assessments and chronic absenteeism rates, were waived and not reported for the 2019-20 school year.

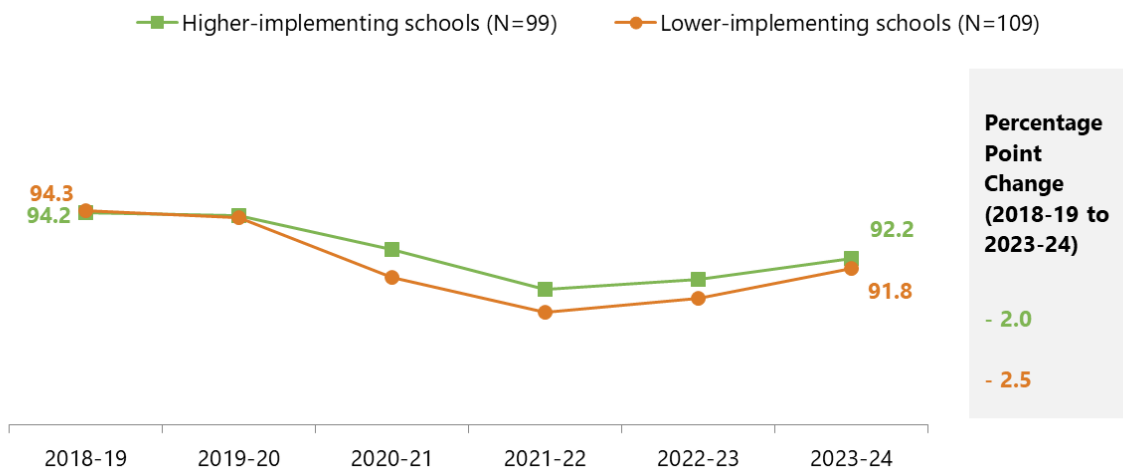
## Methodological Note:

- A control group was not used in the analysis given that the sites selected for MTSS implementation in Nevada are typically the state's most at-risk schools; therefore, a comparison to non-implementing sites would not be beneficial to the understanding of MTSS outcomes. Instead, we compared outcomes for two groups of schools: higher-implementing schools (i.e., a subset of participating schools that were implementing Tiers 1, 2, and/or 3 with fidelity in 2023-24), and lower-implementing schools (i.e., participating schools that were not implementing any tier with fidelity). Fidelity of implementation was assessed using the Tiered Fidelity Inventory (TFI); high fidelity is defined as reaching 70% or above.
- The number of schools included in each set of outcome analyses is different because 1) some outcomes are only relevant to some (not all) grade levels (for example, academic performance only includes grades 3-8 in elementary/middle schools); 2) the state has suppressed data for specific schools where the Ns were too small or their data was above or below a certain threshold; and 3) some schools did not report data for specific outcomes.

## SCHOOL ATTENDANCE

Results presented in Figure 20 show that higher-implementing schools had smaller declines in average daily attendance than lower-implementing schools, both during the COVID pandemic (from 2019-20 to 2021-22) and overall (from 2018-19 to 2023-24). Results also show an upward trend over the last two years among both higher and lower-implementing schools, yet attendance is still lower than pre-COVID.

**Figure 20. Trends in Average Daily Attendance (Nevada State Report Card Data)\***

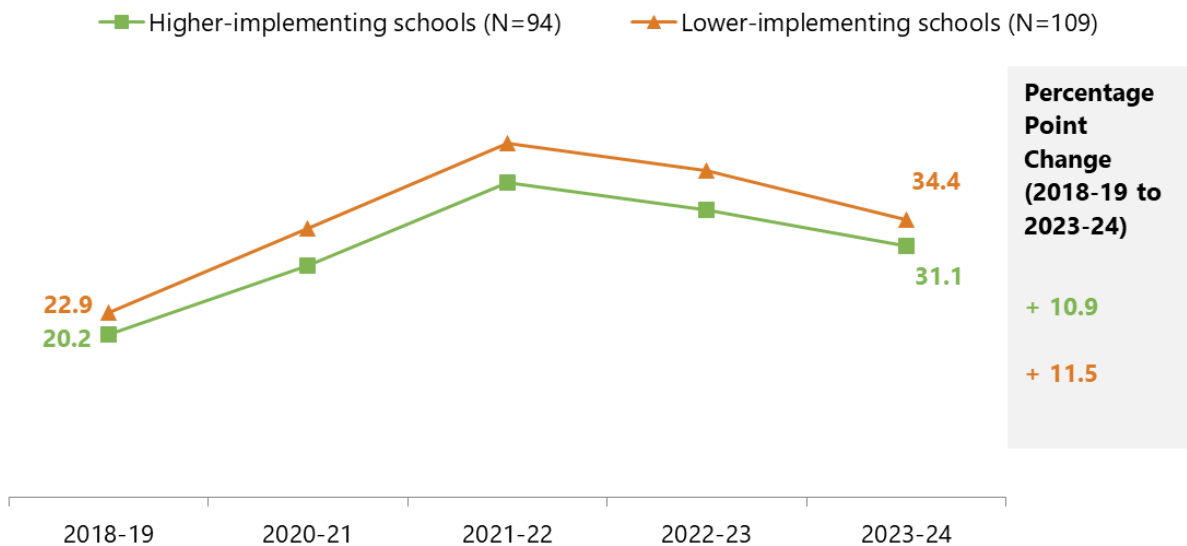


*\*Note: the state reported an ADA of ">95" in one or more years for 492 of the 750 schools with matched ADA across years. Rather than treating them as missing, these schools were included in the analyses with an ADA of 96.0465 (95 plus a quarter standard deviation of ADA across schools).*

## CHRONIC ABSENTEEISM

Nevada Report Card data on chronic absenteeism rates were available for 2018-19, 2020-21, 2021-22, 2022-23, and 2023-24. As shown in Figure 21, during the COVID pandemic, Nevada schools experienced considerable increases in chronic absenteeism rates across the board; rates have declined over the last two years but have not reached pre-pandemic levels. Results also show that higher-implementing schools had smaller increases in chronic absenteeism rates from 2018-19 to 2023-24 than lower-implementing schools.

**Figure 21. Trends in Chronic Absenteeism Rates (Nevada State Report Card Data)\***



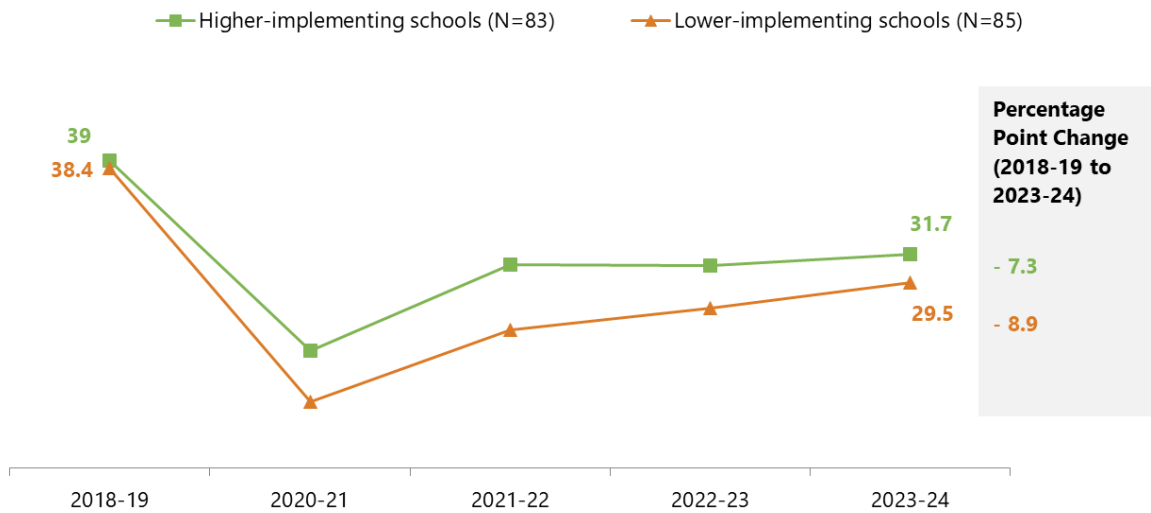
*\*Note: the state reported a "<5" rate in one or more years for 105 of the 650 schools with matched chronic absenteeism data across years. Rather than treating them as missing, these schools were included in the analyses with a rate of 1.079 (5 minus a quarter standard deviation of the rate across schools).*

## MATHEMATICS AND ELA PERFORMANCE

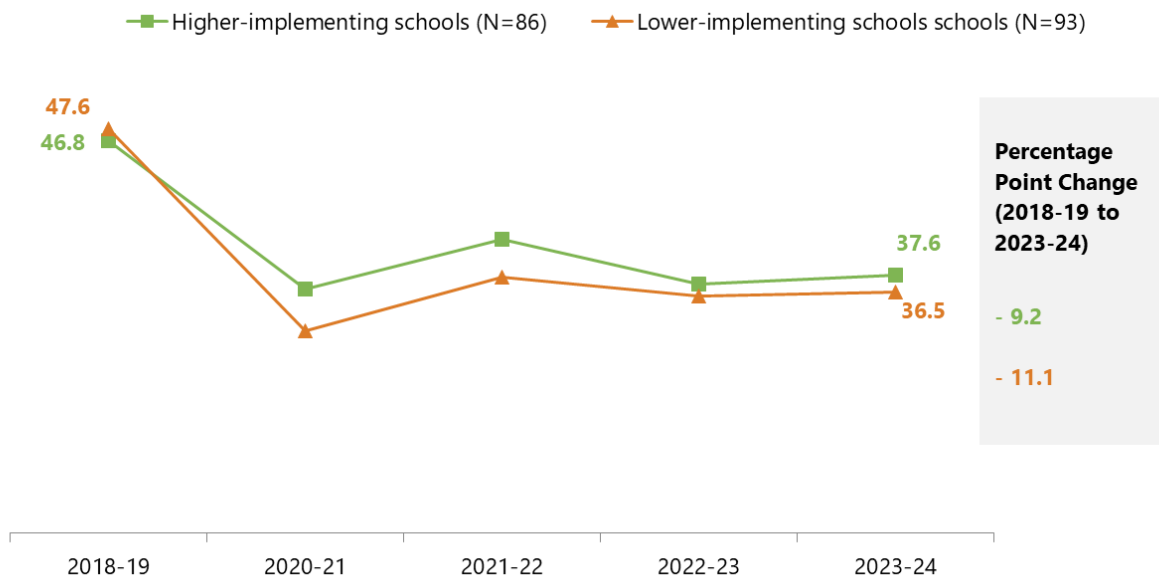
Data on students' performance in the grades 3-8 mathematics and ELA state tests were collected and analyzed. Test requirements were waived in 2019-20, so data are not presented for that year. These analyses included a smaller set of schools that served grades 3-8.

- Figures 22 and 23 show sharp declines in proficiency rates from 2018-19 to 2020-21 across the board; proficiency rates have slightly increased but have not reached pre-pandemic levels.
- Results also show that higher-implementing schools had lower declines during COVID (from 2018-19 to 2021-22) and overall (from 2018-19 to 2023-24) than lower-implementing schools.

**Figure 22. Math Proficiency Rates (Nevada State Report Card Data)**



**Figure 23. ELA Proficiency Rates (Nevada State Report Card Data)**



## SCHOOL DISCIPLINE

Nevada state recently changed how discipline data are collected and reported; therefore, only 2022-23 and 2023-24 results are presented in this section.

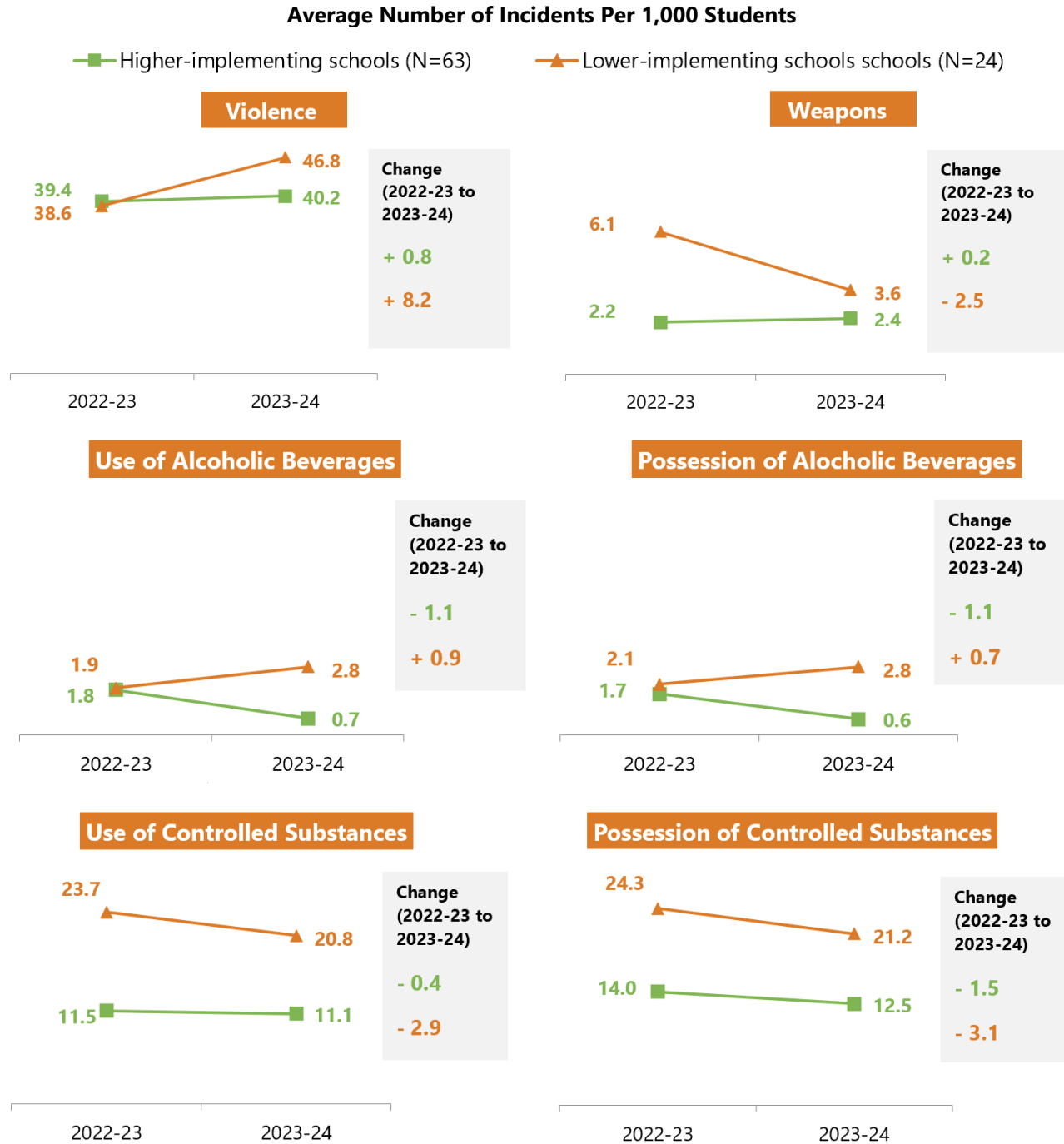
Results presented in Figure 24 show that:

- In 2023-24, higher-implementing schools outperformed lower-implementing schools on all measures, including the average number of incidents including Weapons, Violence, Use/Possession of Alcoholic Beverages, and Use/Possession of Controlled Substances.



- Furthermore, higher-implementing schools experienced declines in the average number of incidents related to violence and the use and possession of alcoholic beverages, while lower-implementing schools experienced increases.

**Figure 24. Trends in Disciplinary Incidents Related to Weapons, Violence, and Use/Possession of Alcoholic Beverages and Controlled Substances (State Report Card Data)**



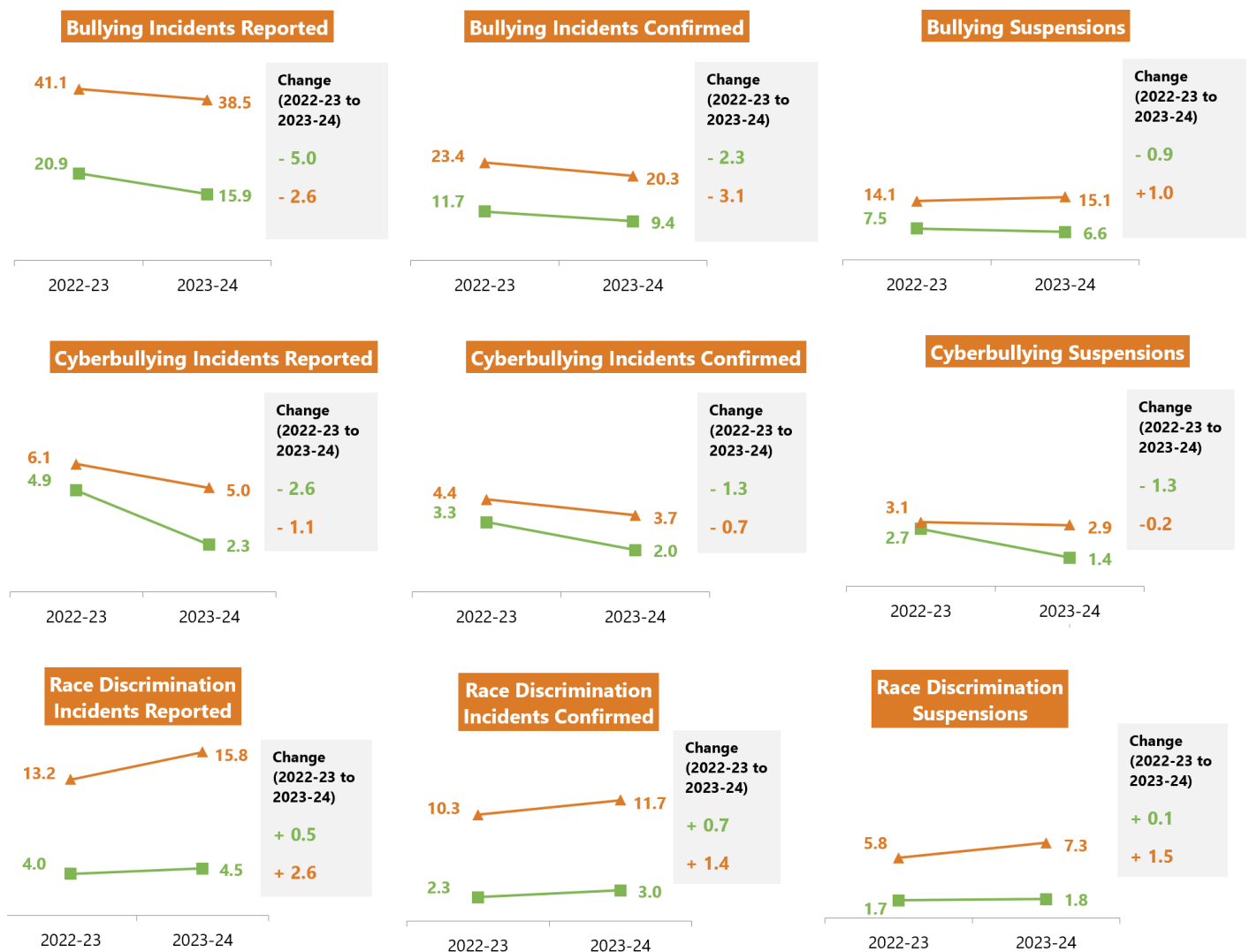
Results presented in Figure 25 also show that:

- In 2023-24, higher-implementing schools outperformed lower-implementing schools on all bullying, cyberbullying, and race discrimination measures.
- From 2022-23 to 2023-24, higher-implementing schools experienced declines in the number of bullying and cyberbullying incidents reported and confirmed and incidents resulting in suspensions; furthermore, their declines were often larger than those of lower-implementing schools.

**Figure 25. Trends in Incidents Related to Bullying, Cyberbullying, and Race Discrimination (State Report Card Data)**

**Average Number of Incidents Per 1,000 Students**

■ Higher-implementing schools (N=64)    ▲ Lower-implementing schools (N=32)



## SUMMARY OF STUDENT OUTCOMES

This section provides a summary of student outcomes, including:

- Whether higher-implementing schools outperformed lower-implementing schools in 2023-24 and by how much (percentage point difference or difference in rate per 1,000 students)
- Whether higher-implementing schools had better trends over time than lower-implementing schools

**Table 4. Summary of Student Outcomes**

Student Outcome	Did higher-implementing schools outperform lower-implementing schools in 2023-24?	Percentage point difference between higher-implementing and lower-implementing schools in 2023-24 (*) (†)	Did higher-implementing schools have better trends than lower-implementing schools? (**) (††)
Average Daily Attendance	Yes	+ 0.4	Yes (††)
Chronic Absenteeism Rate	Yes	- 3.3 (*)	Yes
Math Proficiency Rate	Yes	+ 2.2	Yes
ELA Proficiency Rate	Yes	+ 1.1	Yes (††)
<i>Discipline/Behaviors</i> <i>Average Number of Incidents Per 1,000 Students</i>	Did higher-implementing schools outperform lower-implementing schools in 2023-24?	Difference in Rate per 1,000 Students between higher-implementing and lower-implementing schools in 2023-24 (*) (†)	Did higher-implementing schools have better trends than lower-implementing schools? (**) (††)
Violence	Yes	- 6.6	Yes
Weapons	Yes	- 1.2	No
Use of Alcoholic Beverages	Yes	- 2.1 (*)	Yes
Possession of Alcoholic Beverages	Yes	- 2.1 (*)	Yes
Use of Controlled Substances	Yes	- 9.6 (*)	No
Possession of Controlled Substances	Yes	- 8.7 (*)	No
Bullying Incidents Reported	Yes	- 22.7 (*)	Yes
Bullying Incidents Confirmed	Yes	- 10.9 (*)	No
Bullying Suspensions	Yes	- 8.4 (*)	Yes
Cyberbullying Incidents Reported	Yes	- 2.7 (*)	Yes
Cyberbullying Incidents Confirmed	Yes	- 1.7 (*)	Yes
Cyberbullying Suspensions	Yes	- 1.6 (*)	Yes (††)
Race Discrimination Incidents Reported	Yes	- 11.3 (*)	Yes
Race Discrimination Incidents Confirmed	Yes	- 8.7 (*)	Yes
Race Discrimination Suspensions	Yes	- 5.4 (*)	Yes

\*An asterisk in this column denotes a statistically significant difference in 2023-24 outcomes between higher and lower-implementing at the .05 level based on an independent samples t-test. A dagger (†) symbol in this column denotes a difference that approaches statistical significance (between .05 and .1).

\*\*Two asterisks in this column denotes a statistically significant difference in change over time between higher and lower-implementing at the .05 level based on an independent samples t-test. Two dagger symbols (††) denote a difference that approaches statistical significance (between .05 and .1).

## SCHOOL CLIMATE SURVEYS

Results from the Nevada School Climate/Social Emotional Learning (NV-SCSEL) staff and student surveys are presented in this section. As shown in Figure 26, in 2023-24, higher-implementing schools outperformed lower-implementing schools on all dimensions of the staff survey. Furthermore, higher-implementing schools experienced larger increases or lower declines from 2021-22 to 2023-24 than lower-implementing schools. (Note: Due to lower response counts in the earlier years, the number of schools with three years of matched data is limited.)

**Figure 26. NV-SCSEL Staff Survey Results**

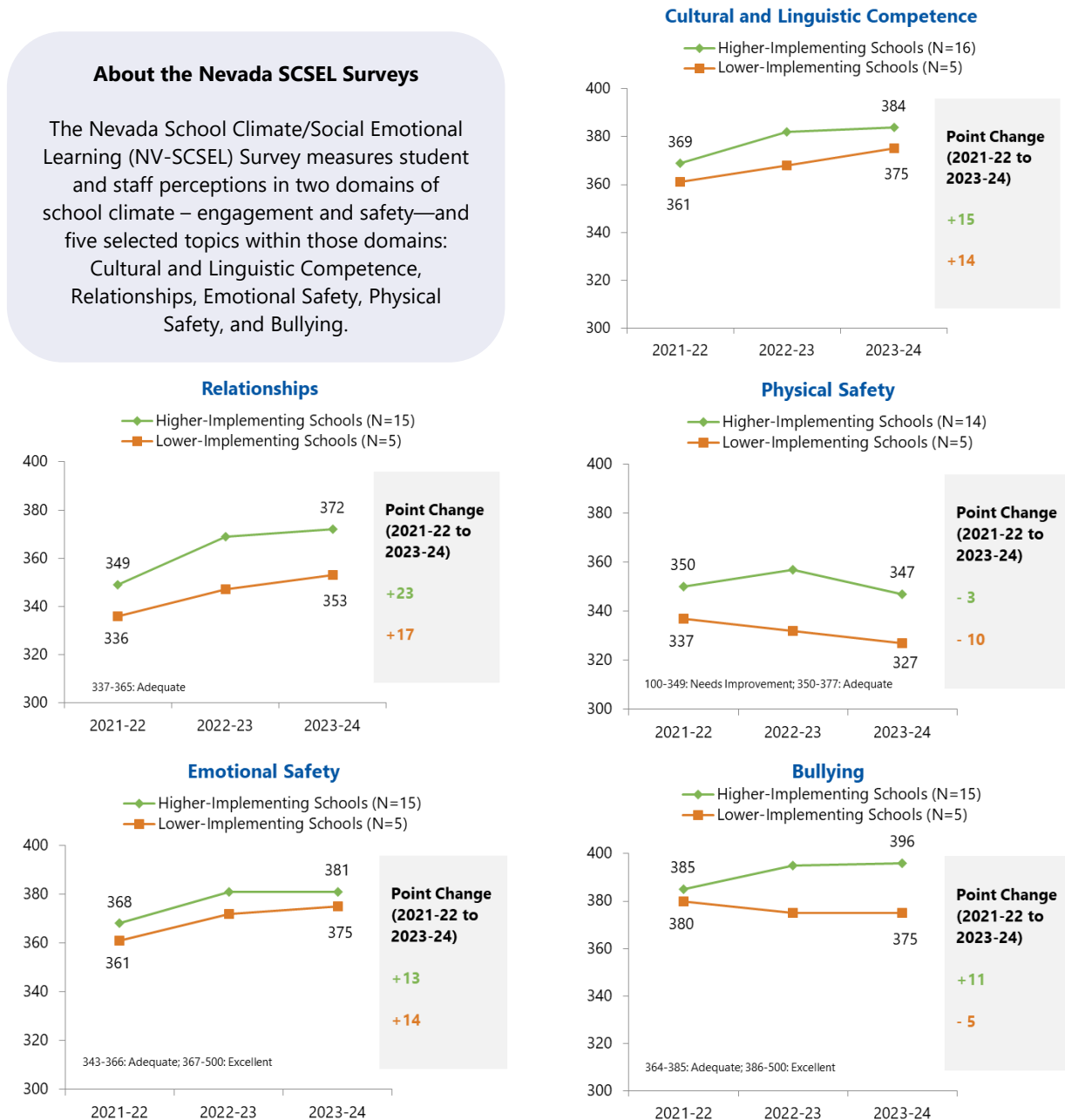


Figure 27 shows the student survey results. In 2023-24, higher-implementing schools slightly outperformed lower-implementing schools in the Cultural and Linguistic and Physical Safety dimensions. Higher-implementing schools experienced lower declines from 2021-22 to 2023-24 than lower-implementing schools in both the Cultural and Linguistic and the Emotional Safety dimensions, but experienced larger declines in the Relationships and Physical Safety dimensions. However, the differences in the student data presented below are too small to support meaningful conclusions at this time.

**Figure 27. NV-SCSEL Student Survey Results**



# Nevada School District Awards: Recognition of Excellence



[Photo courtesy of Nevada Today News]

Since 2021, schools in Nevada report their progress on MTSS implementation to the state's PBIS Technical Assistance Center. A group of local experts then evaluates these reports and grants recognition to schools based on how thoroughly they have put MTSS into practice. Schools that meet the established standards are highlighted as examples for others aiming to strengthen their student support systems. Since 2021, 138 awards have been given. **The number of schools receiving awards has more than doubled from 20 schools in 2021 to 50 schools in 2024, thus highlighting Nevada schools' increased commitment, effort, and success in creating a positive and supportive school environment.**

*These schools not only meet best practice standards but also serve as inspiration for others.*






**Ashley Greenwald**  
MTSS Project Director

*This work is truly championed by some amazing individuals at each school, who are working to make school environments safe, predictable and consistent for ALL students; directly impacting the school culture and climate.*

**Brooke Wagner**  
MTSS Coaching Coordinator

[Source: Nevada Today News article]

**Figure 28: Number of Schools by Year and Award Type**


Awards	2021	2022	2023	2024	Total Awards
 Bronze	5 schools	7 schools	2 schools	12 schools	26
 Silver	0 schools	1 school	2 schools	4 schools	7
 Gold	6 schools	8 schools	10 schools	8 schools	32
 Platinum	5 schools	8 schools	13 schools	9 schools	35
 Diamond	4 schools	9 schools	8 schools	17 schools	38
Any Award	20 schools	33 schools	35 schools	50 schools	138

## 2024: Recognized Schools by District and Award Type

### Carson City

 Gold

Al Seeliger Elementary School

 Diamond

Edith Fritsch Elementary School

Mark Twain Elementary School

### Churchill County

 Diamond

Churchill County Middle School

### Humboldt County

 Diamond

Sonoma Heights Elementary School

Winnemucca Grammar School

Grass Valley Elementary School

### Lyon County

 Bronze

Dayton High School

 Platinum

Riverview Elementary School

 Diamond

Silver Stage Elementary School

Silver Stage Middle School

### Pershing County

 Bronze

Pershing County High School

 Diamond

Pershing County Middle School

Lovelock Elementary School

### Clark County

 Bronze

Addeliar D. Guy III Elementary School

Richard C. Priest Elementary School

Herbert A Derfelt Elementary School


Anthony Saville Middle School

Richard H. Bryan Elementary School

Becker Middle School

Grant Sawyer Middle School

Ernest J May Elementary School

 Silver

Sister Robert Joseph Bailey Elementary School

Cowan Academic Center

D'Vorre and Hal Ober Elementary School

 Gold

Sandra B. Abston Elementary School


Liliam Lujan Hickey Elementary School

 Platinum

Robert Taylor Elementary School

Kenny C. Guinn STEM Academy


Duane D. Keller MS

 Diamond

Summit View High School

Aggie Roberts Elementary School

### Residential County

 Gold

PRTF-North


### Washoe County

 Bronze

Lincoln Park Elementary School

 Gold

Desert Heights Elementary School


 Diamond

Kate Smith Elementary School

### State Public Charter School Authority

 Bronze

Cactus Park Elementary

 Silver

Doral Academy of Nevada Pebble Campus

 Gold

Coral Academy of Science Eastgate

Mater Academy East

Coral Academy of Science- Sandy Ridge

 Platinum


Mater Academy Bonanza Campus

Mater Academy Mountain Vista

Mater Academy of Northern Nevada

Doral Academy

Doral Academy Saddle Campus

 Diamond

Beacon Academy of Nevada

Coral Academy of Science Las Vegas Windmill Campus

Coral Academy of Science Centennial Hills

Coral Academy of Las Vegas Tamarus

## 2023: Recognized Schools by District and Award Type

### Lyon County

#### Gold

Dayton High School  
Cottonwood Elementary School

#### Diamond

Silver Stage Elementary School  
Silver Stage Middle School  
Yerington Elementary School

#### Platinum

Riverview Elementary School  
East Valley Elementary School

### Clark County

#### Bronze

Marvin Sedway Middle School  
Cowan Academic Center

#### Gold

Ober Elementary School

#### Platinum

Summit View Youth Center

#### Diamond

Aggie Roberts Elementary School

### State Public Charter School Authority

#### Silver

Cactus Park Elementary  
pilotED Schools of Nevada  
Mater Academy East

#### Gold

Doral Academy, Saddle Campus  
Mater Academy of Northern Nevada  
Coral Academy of Science Sandy Ridge  
Beacon Academy of Nevada  
Mater Academy Mountain Vista  
Coral Academy of Science Eastgate

#### Platinum

CASLV Tamarus  
Coral Academy of Science Las Vegas  
Windmill Campus  
Pinecrest Academy of Northern Nevada  
Coral Academy of Science Centennial Hills  
Mater Academy Bonanza

### Humboldt County

#### Platinum

Winnemucca Grammar School  
Grass Valley Elementary School

#### Diamond

Sonoma Heights Elementary

### Churchill County

#### Gold

Lahontan Elementary School

#### Platinum

Churchill County Middle School

### Carson City

#### Platinum

Edith Fritsch Elementary School

### Washoe County

#### Diamond

Kate Smith Elementary School

### Pershing County

#### Diamond

Lovelock Elementary School  
Pershing County Middle School

### Residential

#### Platinum

Summit View Youth Center



## 2022: Recognized Schools by District and Award Type

### State Public Charter School Authority

#### Bronze

Coral Academy Windmill  
Pinecrest Academy  
Mater Academy East Campus  
Discovery Charter Sandhill  
Discovery Charter Hillpoint  
Alpine Academy

#### Gold

Nevada Rise  
Mater Academy Bonanza  
Mater Academy Northern Nevada  
Coral Academy Centennial hills

#### Platinum

Beacon Academy

### DCFS Residential

#### Platinum

Summit View

### Pershing County

#### Diamond

Lovelock ES  
Pershing County MS

### Washoe County

#### Gold

Desert Heights ES

#### Diamond

Kate Smith ES

### Lyon County

#### Gold

Dayton HS  
East Valley ES

#### Platinum

Riverview Elementary School  
Silver Stage Middle School

#### Diamond

Silver Stage ES  
Yerington ES

### Humboldt County

#### Diamond

Winnemucca Grammar School  
Sonoma Heights ES

### Churchill County

#### Gold

EC Best

#### Platinum

Churchill County Middle School

### Clark County

#### Bronze

D'Vorre and Hal Ober ES

#### Silver

Cowan Academic Center













#### Platinum

Dr. Claude G. Perkins ES  
Kenny C. Guinn Stem Academy  
Griffith ES

#### Diamond

Thurman White MS  
Aggie Roberts ES

## 2021: Recognized Schools by District and Award Type

<p><b>State Public Charter School Authority</b></p> <p> <b>Gold</b></p> <p>Beacon Gold Academy of Nevada</p> <p> <b>Bronze</b></p> <p>Founders Classical Academy of Nevada</p> <p>Somerset NLV Academy of Nevada</p> <p><b>Humboldt County</b></p> <p> <b>Platinum</b></p> <p>Grass Valley Elementary School</p> <p> <b>Diamond</b></p> <p>Sonoma Heights Elementary School</p> <p>McDermitt Combined School</p>	<p><b>Lyon County</b></p> <p> <b>Platinum</b></p> <p>Yerington Elementary School</p> <p>Silver Stage Elementary School</p> <p>Silver Stage Middle School</p> <p> <b>Gold</b></p> <p>Riverview Elementary School</p> <p>Fernley Elementary School</p> <p>Dayton High School</p> <p> <b>Bronze</b></p> <p>Yerington High School</p> <p>Silverland Middle School</p>	<p><b>Churchill County</b></p> <p> <b>Gold</b></p> <p>Churchill County Middle School</p> <p><b>Clark County</b></p> <p> <b>Platinum</b></p> <p>Kenny C. Guinn Middle School</p> <p> <b>Diamond</b></p> <p>Aggie Roberts Elementary School</p> <p>Thurman White Academy of the Performing Arts</p> <p> <b>Gold</b></p> <p>Dr. Claude G. Perkins Elementary School</p> <p> <b>Bronze</b></p> <p>Cowan Academic Center</p>
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# District Spotlights

## State Public Charter School Authority (SPCSA)

**Over the past five years, the SPCSA has undertaken a transformative effort to embed Multi-Tiered Systems of Support (MTSS) across its growing network of charter schools.** As a statewide authorizer, the SPCSA developed a unique MTSS framework that integrates academic (RTI), behavioral (PBIS), social-emotional learning (SEL), and school-based mental and behavioral health into one cohesive, trauma-informed system.

**At its core is the BASED approach, (Behavior, Academic, and Social-Emotional Development), which ensures all students receive layered supports that reflect their diverse needs and lived experiences.** MTSS implementation has been grounded in family and youth voice, culturally and linguistically responsive practices, data-based decision making, and alignment with Maslow's Hierarchy of Needs, Bloom's Taxonomy, mental health competencies, and the CASEL 5. MTSS Cohort Schools deliver consistent Tier I practices, such as SEL instruction and community building circles, while using universal screeners and progress monitoring to provide individualized Tier II and Tier III services when needed. Educators whose schools participate in the MTSS initiatives at the SPCSA were trained to use approaches that promote both academic growth and emotional well-being.



The State Public Charter School Authority (SPCSA) authorizes public charter schools across Nevada and is responsible for the oversight and monitoring of those schools to ensure positive academic outcomes for students and strong stewardship of public dollars. The SPCSA currently oversees 80 charter school campuses and approximately 60,000 students statewide. Our work is centered on a vision of equitable access to diverse, innovative, and high-quality public schools for every Nevada student.

Source:  
<https://charterschools.nv.gov/>

Project AWARE accelerated MTSS implementation by providing critical infrastructure and funding to support delivering MTSS as the framework of school-based mental and behavioral health supports. **Through this combined effort, more than 1,000 educators were trained, over 1,300 students received Tier II and III interventions, and MTSS was scaled across 23 schools.** The MTSS Cohort schools have excelled at their MTSS implementation efforts. Currently, 99% of the schools are implementing Tier One with fidelity and demonstrating the highest level of classroom fidelity in Nevada. As the SPCSA has grown to become the second-largest Local Education Agency (LEA) in the state, MTSS has become a foundation of how our schools choose to build safe, supportive, fair, and high-achieving charter schools.

## Douglas County School District (DCSD)

**Douglas County School District (DCSD) has been on an MTSS journey for quite some time, although not without some bumps in the road.** In 2015, DCSD began their journey with 5 schools beginning Tier I work. The work continued for the next 4 years, adding additional school sites to Tier I and moving other sites into Tier II and 5 elementary schools entering Tier III work during the 2017-18 and 2018-19 school years. During this time, DCSD employed a full-time MTSS coach who worked with individual sites and across the district to ensure effective implementation and support of PBIS. For the next 4 school years, 2019-20 through 2022-23, due to grant funding cuts, DCSD no longer had the full-time MTSS coach and the state partnership ended.

**As the district entered into the 2023-24 school year, there was a renewed focus on MTSS across the district and, with creative scheduling, was able to find a halftime MTSS coach.** This allowed the district to begin work with the UNR Technical Assistance Center once again and the district had an elementary, middle and high school join the Tier I work again. These 3 school sites were trained each month around PBIS implementation and data-based decision making. During the second semester the sites began discussing MTSS with a literacy focus. The training was invaluable and the sites all saw gains in their fidelity of implementation.

As DCSD prepares to move into the 2025-26 school year, all sites will be directly involved through training and coaching support based on their phase of readiness and the effective implementation of MTSS across all district sites has exciting possibilities



Located in the heart of Northern Nevada and the majestic Sierra Nevada mountain range, Douglas County is nestled among 751 square miles of the Carson Valley & 10 miles of world-famous Lake Tahoe Shoreline.

Douglas County School District (DCSD) oversees 13 schools serving the communities of Gardnerville, Minden, Genoa and parts of Lake Tahoe (from Glenbrook to Stateline.)

Our mission is to ensure that all students achieve excellence in education, character and citizenship, in partnership with parents and community.

Source: <https://www.dcsd.net/>

# Lyon County School District (LCSD)



Lyon County School District  
Portrait of a Learner

- Learning for Life
- Connected Learners
- Student Ownership
- Discovery Learning

**Lyon County School District (LCSD) completed its sixth year of Multi-Tiered System of Supports (MTSS) implementation in 2024-2025, demonstrating significant successes across all 18 schools with strong outcomes in student support, academic achievement, and behavioral interventions.**

The following were the main achievements reported in their annual MTSS report:

- LCSD achieved 78.4% intervention response rate, surpassing the 70% goal.
- Students receiving Tier 2 reading interventions showed 10.98 MAP growth points (Fall to Spring), exceeding typical growth of 8-10 points.
- LCSD successfully implemented Language Essentials for Teachers of Reading and Spelling (LETRS) professional development, leading to more diverse instructional focus and stronger growth rates in Reading Acceleration Plans.
- 13 Safe School Professionals provided services to 729 students with 918 referrals, demonstrating robust mental health support infrastructure.
- LCSD continued partnership with Trauma Informed Services in Schools (TISS) grant and implementation of evidence-based interventions including Bounceback, SSET, ACT, and AIM.
- LCSD successfully maintained bhWorks EHR system for comprehensive data tracking and future Medicaid billing capabilities.
- 94% of schools implemented universal Social Emotional Learning behavior screener (SRSS-IE).
- Elementary schools consistently maintained above 70% implementation in Tier 1 and Tier 2, with increasing Tier 3 implementation.
- LCSD received exceptional recognition at the Nevada Positive Behavior Supports Conference.
- LCSD Enhanced data analysis capabilities through Infinite Campus Insights tool and comprehensive tracking systems.
- LCSD focused training on Science of Reading, Scarborough's Reading Rope, and trauma-informed practices.
- LCSD strengthened collaboration with Healthy Communities Coalition and Technical Assistance Center at University of Nevada, Reno.

## Looking Forward

The district's 2025-2026 action plan builds on these successes with continued emphasis on trauma-informed practices, enhanced data integration, professional development alignment, and expanded community partnerships. The strong foundation established over six years of implementation positions LCSD for continued growth in supporting all students' academic, behavioral, and social-emotional needs.

# Conclusion

The School Climate Transformation (SCT) grant was instrumental in launching the MTSS initiative in Nevada, which, due to positive outcomes, is now sustained by other sources of state funding. From 2019-20 to 2023-24, the MTSS project served 12 school districts across the state. Participation steadily increased over time, with 2023-24 being the peak year. By year 5, the initiative was offering 67 trainings and other coaching supports to 223 schools in 11 participating districts across the state, reaching over 152,000 students.

Throughout the grant, state capacity for MTSS implementation has increased remarkably. Nevada state scored the highest on Local Implementation Demonstrations (100%), Policy (100%), and Training (92%). And, over the last five years, the state has experienced the largest gains in Policy (84 percentage points), Stakeholder Engagement (50 percentage points), and Workforce Capacity (50 percentage points). As the grant ends, the project and the SLT should continue to provide leadership and devise more opportunities to increase state capacity, particularly in the lowest-rated areas in the SSFI, including Funding & Alignment, Workforce Capacity, and Evaluation.

Participating districts have also shown considerable gains in their capacity to implement MTSS in their schools, as indicated by increases in the Tiered Fidelity Inventory scores for Tier 1, Tier 2, and Tier 3 implementation. In 2024, the District Leadership Teams suggested that the initiative had the greatest impact on districts' and schools' capacity and readiness to implement MTSS, using evidence-based practices and valid tools and processes to support MTSS implementation and using data for decision-making. Furthermore, district and school personnel participating in MTSS trainings were very satisfied with all aspects of the PD. They reported considerable gains in their content knowledge around MTSS and PBIS systems and practices. Results also show great improvements in the district's efforts to integrate mental health services into the MTSS framework and the use of opioid abuse prevention and mitigation strategies; yet, these were the lowest-rated areas on DCLT surveys and should remain a priority for the MTSS initiative in future years.

Evaluation results show that schools still struggle to reach pre-pandemic levels concerning school attendance, academic performance, and discipline incidents. As noted earlier, a control group was not used in the analysis given that the sites selected for MTSS implementation in Nevada are typically the state's most at-risk schools. Instead, outcomes for higher-implementing schools and lower-implementing schools were compared. Results showed that higher-implementing schools outperformed lower-implementing schools in all key areas assessed. These promising results confirm the importance of MTSS funding and implementing efforts that support students' academic, social-emotional, and behavioral skills.