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

2024-25 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 and academic 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. In 2024-25, the Nevada MTSS project became fully funded through non-federal grants and now leverages the framework for comprehensive student success across three domains: Behavioral Health, Mental Health, and Academic Achievement.

This report presents a summary of key evaluation findings for the 2024-25 school year, while also providing an overview of the initiative’s progress over the last five years. As described below, the evaluation used a mixed-methods approach, drawing from multiple data sources and respondent groups.



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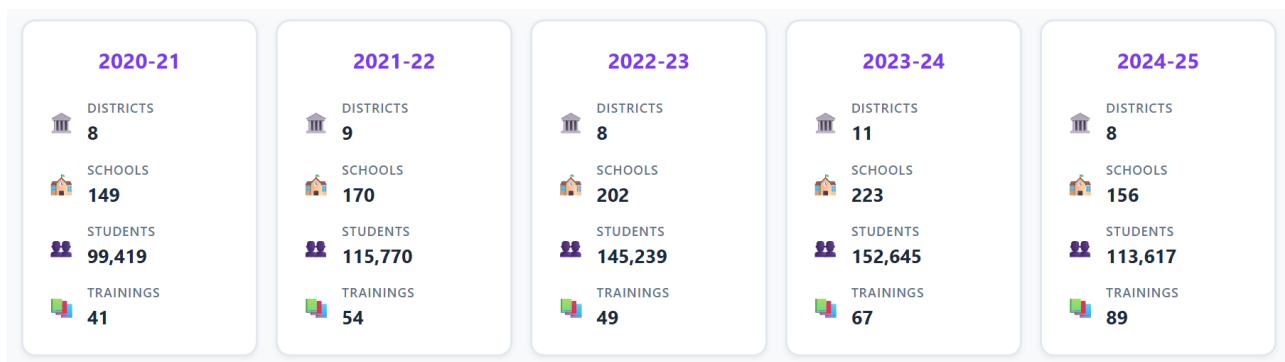
Metis Associates prepared this report on behalf of the Nevada PBIS Technical Assistance Center, which is located in the Nevada Center for Excellence in Disabilities at the College of Education and Human Development (University of Nevada, Reno).

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

Documentation Review	A review of program data and documents, such as professional development (PD) attendance records, training materials, PD scope and sequence, and internal reports
Training Evaluations	Training evaluations completed by state, regional, district, and school staff after each project training in 2024-25 (N=1,907)
Coach Survey	Survey of coaches (N=37)
TFI Data	Tiered Fidelity Inventory (TFI) data measuring fidelity of MTSS-B implementation
SSFI and DSFI Data	State Systems Fidelity Inventory (SSFI) and District Systems Fidelity Inventory (DSFI) data measured the fidelity of MTSS implementation at the state and district levels
State Report Cards	Student academic and behavior outcomes from the Nevada state report card data
DCLT Surveys	2024-25 District Community Leadership Team (DCLT) surveys (N=47)
NV-SCSEL	Nevada School Climate/Social Emotional Learning Surveys
Mental Health Screening	Universal and targeted mental health screening data

Findings at a Glance



STATEWIDE IMPLEMENTATION AND OUTCOMES

Following the conclusion of the School Climate Transformation Grant, **Nevada MTSS secured a \$6 million state award through the Nevada Department of Education in partnership with the Department of Health and Human Services for sustained implementation and scaling of MTSS in 2025-27.** This investment reflects demonstrable MTSS impact on student outcomes. Furthermore, in 2024-25, the Nevada Department of Education established a new MTSS State Leadership Team composed of office directors and executive cabinet members. This team provides guidance and support for statewide implementation and alignment efforts.

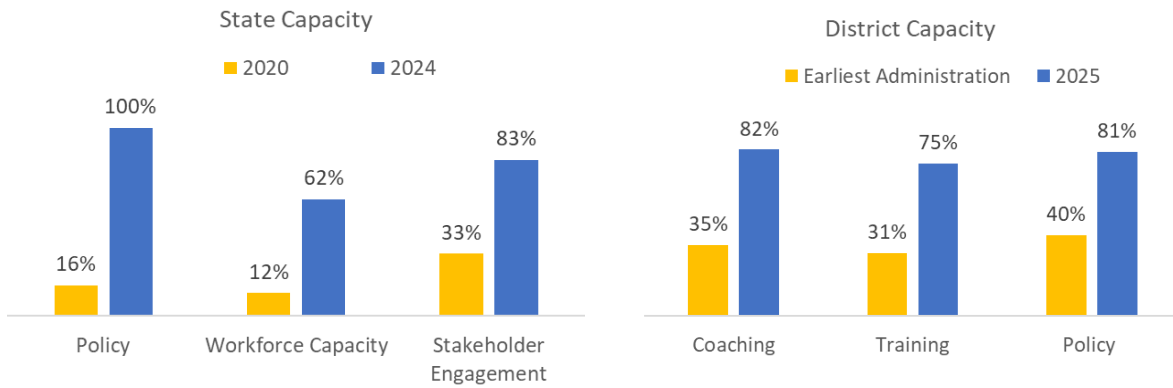
Nevada launched the **School Mental Health ECHO series** as a free six-week professional learning opportunity offered in fall and spring cohorts. The series strengthened provider capacity on practical topics including care delivery models, screening, Medicaid reimbursement, and intervention selection, with weekly sessions offering continuing education credits across multiple disciplines.

In September 2025, **the MTSS District Community Leadership Team Summit** convened at the Governor's Mansion, bringing together district leaders and cross-agency partners. The resulting white paper documented statewide priorities emphasizing MTSS alignment, sustainable Medicaid funding, workforce development, improved screening and data systems, and strengthened cross-agency partnerships.

Results from the SSFI also show that state capacity to support Multi-Tiered System of Supports (MTSS) implementation has increased considerably over the last few years, with the largest gains in Policy, Workforce Capacity, and Stakeholder Engagement (Figure 1). In Fall 2024, Nevada scored the highest in Policy, Local Implementation Demonstrations, and Training, and the lowest in Funding and Alignment, Workforce Capacity, and Evaluation.

Participating districts have also shown important gains in their implementation fidelity, reporting increases in every area assessed through the DSFI. In 2024-25, districts scored highest (and showed the largest gains since joining the initiative) in Coaching, Training, and Policy (Figure 1). Districts scored the lowest in Workforce Capacity, Local Implementation Demonstrations, and Stakeholder Engagement.

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



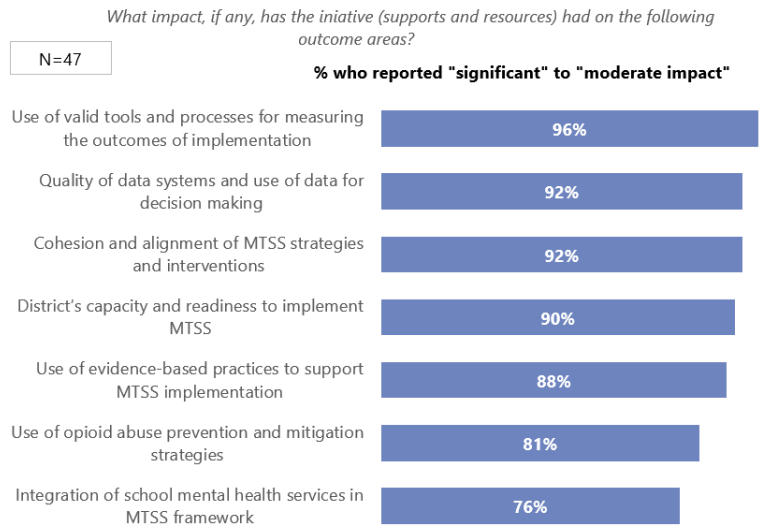
*Earliest administrations of the DSFI spanned from 2019-20 through 2023-24, depending on when the districts joined the initiative.

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 valid tools and processes to support MTSS implementation, the quality of data systems and use of data for decision making, and the cohesion and alignment of MTSS interventions (Figure 2). The initiative’s impact on the use of opioid abuse prevention and mitigation strategies has vastly grown, with 76% of DCLT members indicating moderate to strong impact in 2024-25, compared to 37% in 2023-24.

The MTSS project helped build local and regional capacity for MTSS implementation through coach and school trainings and supports. The large majority (96%) of district and school staff completing feedback forms agreed or strongly agreed that their knowledge and skills have increased as a result of the trainings; and 92% said they will change the way they do their job because of the content and techniques they learned in the trainings. Similarly, 97% of district/school coaches receiving training said their knowledge and skills have improved and they will use the content they learned when supporting their schools’ MTSS implementation.

Figure 2: Impact of MTSS on District Outcomes (2024-25)



This year, we are moving forward with a system to collect data on student participation in the various tiers of support. We are also moving forward with integrating social-emotional-behavioral supports in our current academically focused support system. We would not be on this proactive trajectory without support from the TA Center.

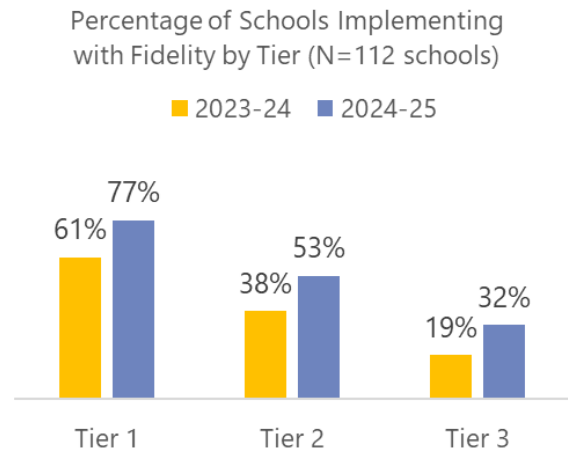
I feel that we are constantly improving in our TFI to become a stronger system. The accountability from the DLT has helped us move forward and continue this growth.

DCLT Members

Participating schools demonstrated gains in implementation fidelity across all tiers from 2023-24 to 2024-25.

Analyses of the Tiered Fidelity Inventory (TFI) data show that the percentage of schools implementing with fidelity increased from 61% to 77% in Tier 1, 38% to 53% in Tier 2, and 19% to 32% in Tier 3 (Figure 3). As one training participant noted, "I think we have made great progress in alignment and in our understanding of advanced tiers. We created district Data Decision Rules for Tier 2 interventions that schools can customize. We also created a site-specific data intervention tracker, and we look at the district data monthly at our advanced tier meetings as well as DCLT."

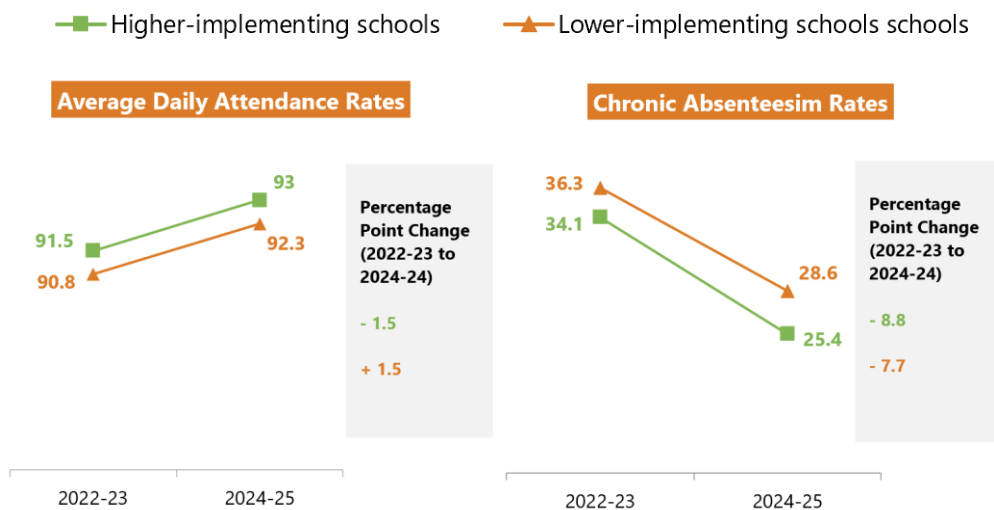
Figure 3: Fidelity of Implementation



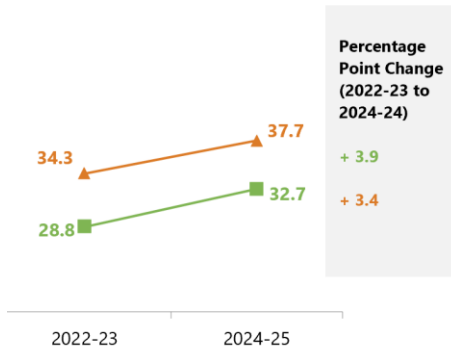
STUDENT OUTCOMES. When looking at student outcomes for 2022-23 through 2024-25, results show that participating schools across the board are demonstrating gains on almost all dimensions of student success. A control group was not used in these analyses given that the sites selected for MTSS implementation in Nevada are often the state’s most at-risk schools; instead, we compared outcomes of higher-implementing schools to those of lower-implementing schools.

Specifically, results show that **higher-implementing schools had better attendance and lower chronic absenteeism rates** than lower-implementing schools, and gains over time were larger for the higher-implementing group. Although lower-implementing schools had higher math and ELA proficiency rates; gains over time were also larger for higher-implementing schools. In 2024-25, higher-implementing schools outperformed lower-implementing schools on five of the six behavioral/discipline measures, experiencing lower incident rates involving Weapons, Violence, Use of Alcoholic Beverages, and Use and Possession of Controlled Substances. Higher-implementing schools also outperformed lower-implementing schools on six of the nine measures related to bullying, cyberbullying, and race discrimination. (Select findings are presented in Figure 4.)

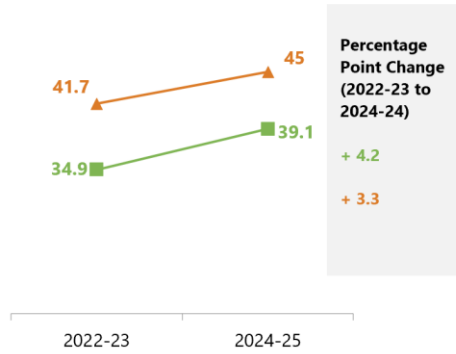
Figure 4: Summary of Student Outcomes



Math Proficiency Rate

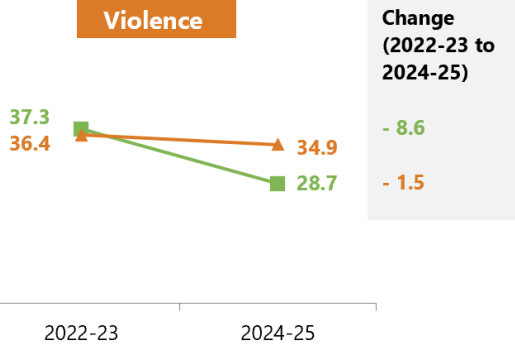


ELA Proficiency Rate

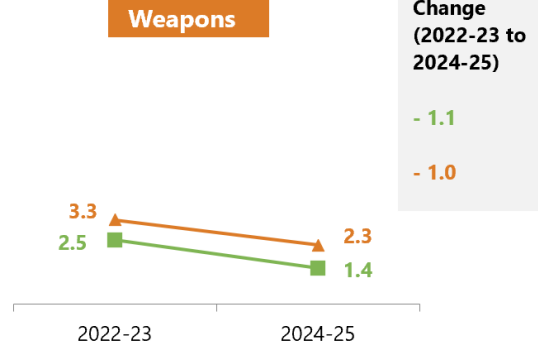


Average Number of Incidents Per 1,000 Students

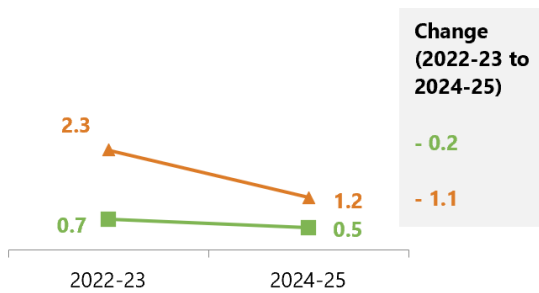
Violence



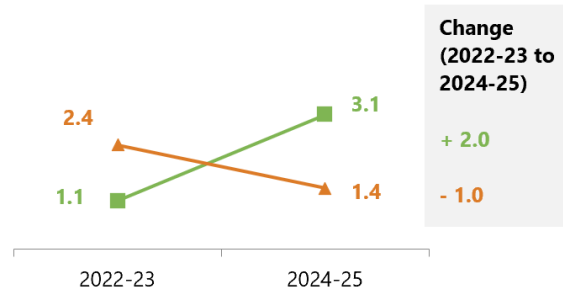
Weapons



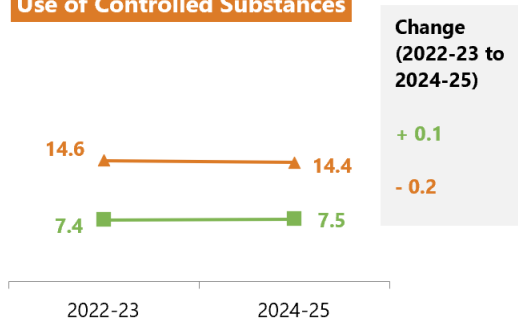
Use of Alcoholic Beverages



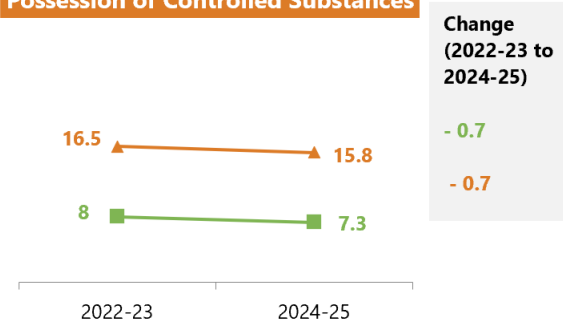
Possession of Alcoholic Beverages



Use of Controlled Substances








Possession of Controlled Substances



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 tripled from 20 schools in 2021 to 73 schools in 2025, thus highlighting Nevada schools' increased commitment, effort, and success in creating a positive and supportive school environment.**

Table 2: Recognitions and Awards

Awards	2021	2022	2023	2024	2025	Total Awards
 Bronze	5 schools	7 schools	2 schools	12 schools	14 schools	40
 Silver	0 schools	1 school	2 schools	4 schools	13 schools	20
 Gold	6 schools	8 schools	10 schools	8 schools	12 schools	44
 Platinum	5 schools	8 schools	13 schools	9 schools	9 schools	44
 Diamond	4 schools	9 schools	8 schools	17 schools	25 schools	63
Any Award	20 schools	33 schools	35 schools	50 schools	73 schools	211

MOVING FORWARD

While Nevada's MTSS initiative has demonstrated substantial progress, sustaining this momentum requires strategic focus on several key capacity areas. Evaluation data highlight areas for growth around Workforce Capacity (62% on SSFI, 50% on DSFI), Stakeholder Engagement (62% on DSFI), and Local Implementation Demonstrations (52% on DSFI). Despite the significant \$6 million state investment, which will support the outcomes of the next two school years' reporting periods, districts face ongoing challenges with competing initiatives, resource constraints, and incomplete systems integration.

Priority recommendations include establishing sustainable financial mechanisms such as Medicaid billing infrastructure and dedicated budget allocations; strengthening workforce pipelines through university partnerships and enhanced compensation to address rural recruitment challenges for clinicians and school psychologists; and deepening leadership engagement through differentiated support strategies, especially at the secondary level where implementation barriers remain most pronounced.

Nevada's combination of improving fidelity scores, positive student outcomes, and substantial state funding positions the initiative as a national exemplar for scaling an evidence-based framework for student supports. Success in the coming years depends on addressing these capacity gaps while preserving program quality, funding, and the collaborative relationships that have driven progress to date. Ongoing strategic investments in financial sustainability, human capital development, and cross-level stakeholder engagement will be essential to building on the solid foundation established over the past five years.

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 in systems and deepen their implementation of practices. 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 that 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.**

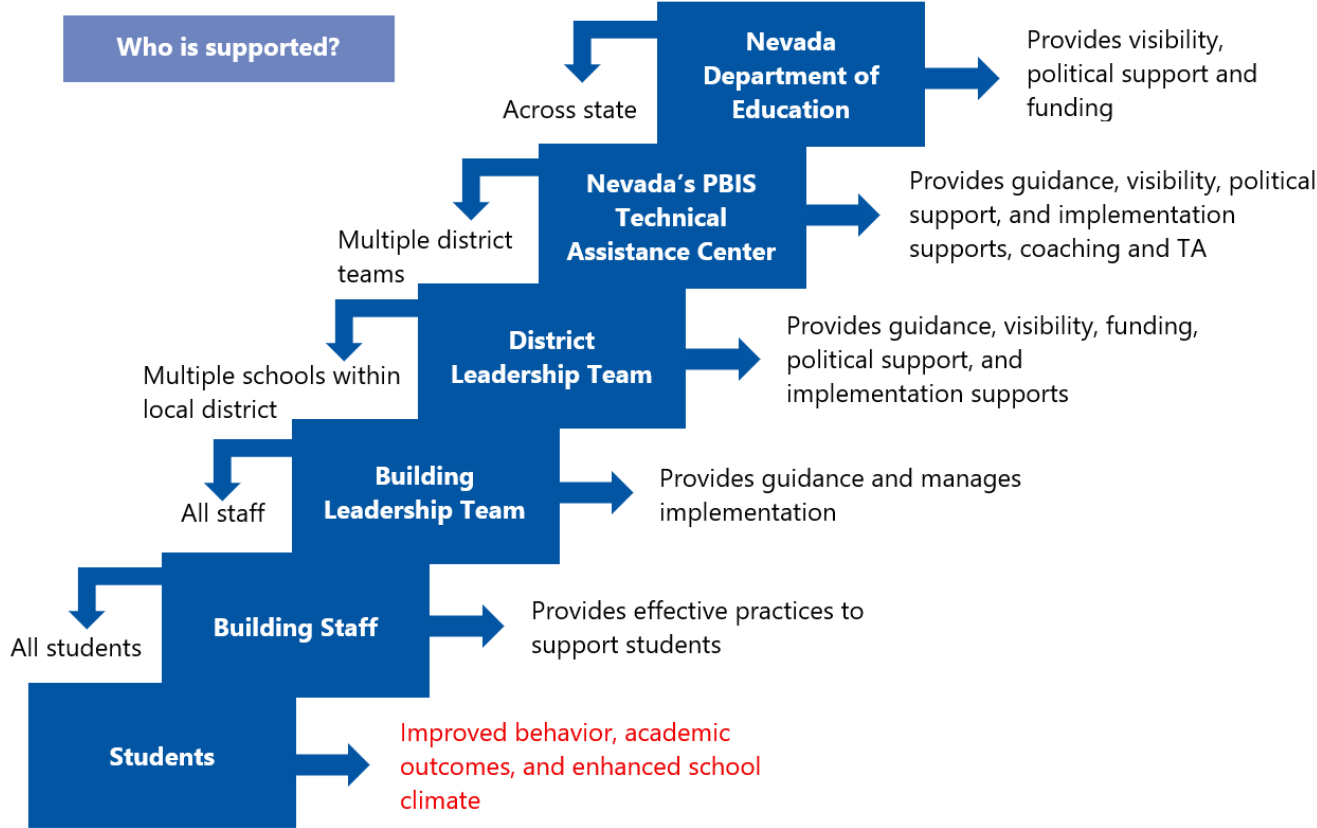
Tier 3 interventions are utilized for students with the highest needs, based on a lack of responsiveness at Tier 1 and 2. These interventions are evidence-based, informed by individualized assessment, and person-centered. Interventions are tailored to address the specific skill deficits as indicated 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 integrating and evaluating systems that support evidence-based practices in academics, behavior, and mental health to improve school climate and achieve maximum student success 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 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

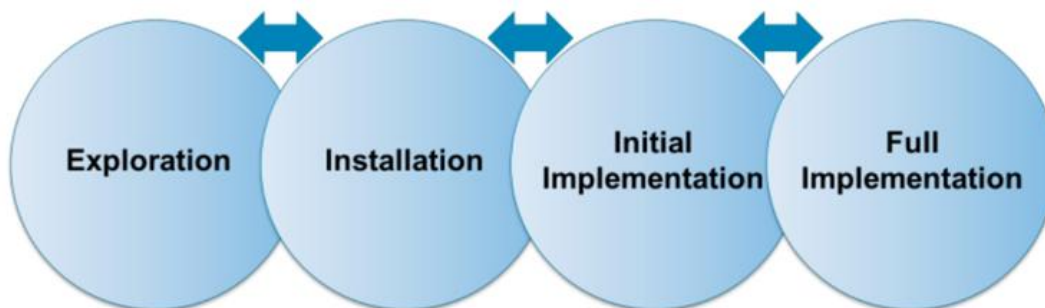
GOAL <i>What is the program trying to accomplish?</i>	ACTIVITIES <i>What are key components?</i>	OUTPUTS <i>What are the tangible products?</i>	SHORT-TERM OUTCOMES <i>What changes do we expect in 1-2 years?</i>	LONG-TERM OUTCOMES <i>What changes do we expect in 3-5 years?</i>
<p>Improve state, district, and school capacity to implement MTSS through a multi-tiered integrated behavior and academic 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>FOR THE STATE</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>FOR THE STATE</p> <p>Increased capacity to provide supports to schools/districts</p> <p>Increased alignment and coordination of federal, state, and local resources</p>
INPUTS <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>FOR DISTRICTS/ SCHOOLS</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>FOR YOUTH</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>Increased instructional time scores</p>	<p>FOR SCHOOLS/ DISTRICTS</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>FOR YOUTH</p> <p>Improved academic outcomes (e.g., credits earned, performance on standardized tests)</p> <p>Increased high school graduation rates</p> <p>Increased college enrollment and persistence rates</p>
<p>Two 5-year USDOE School Climate Transformation grants</p> <p>NDE staffing, resources, and funding</p> <p>Nevada PBIS Technical Assistance Center staffing and resources</p> <p>State Coordinators</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"> • Initial Workshop: Tier 1 Universal Strategies (2 days) • PD #1: School-Wide Data-Based Decision-Making (full day) • PD #2: Classroom Systems & Supports (full day) • PD #3: Data-Based Tier 1 Enhancement in MTSS (full day) • PD #4: Disproportionality & Sustainability (full day) 	<ul style="list-style-type: none"> • Initial Workshop: Tier 2 Targeted Interventions (2 days) • PD #1: Universal Screening and Tier 2 Intervention Selection (half day) • PD #2: Progress Monitoring (half day) • PD #3: Communication with Staff, Parents, and Community (half day) • PD #4: Evaluating Efficacy & Outcomes of Tier 2 Systems & Social Validity (half day) 	<ul style="list-style-type: none"> • Initial Workshop: Tier 3 Intensive Supports (2 days) • PD #1: Data-Driven Intervention Selection (half day) • PD #2: Progress Monitoring Individual Support Plan Goals (half day) • PD #3: Developing Effective Support Plans (half day) • PD #4: Evaluating Efficacy & Outcomes of Tier 3 (half day) 	<ul style="list-style-type: none"> • Initial Workshop: Coach Kick-Off (full day) • PD #1: Ethics & Effective Spokesperson (full day) • PD #2: Pre-Requisite Knowledge & Experience (full day) • PD #3: Systems Coaching (full day) • PD #4: Implementation Science (half day)

- 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

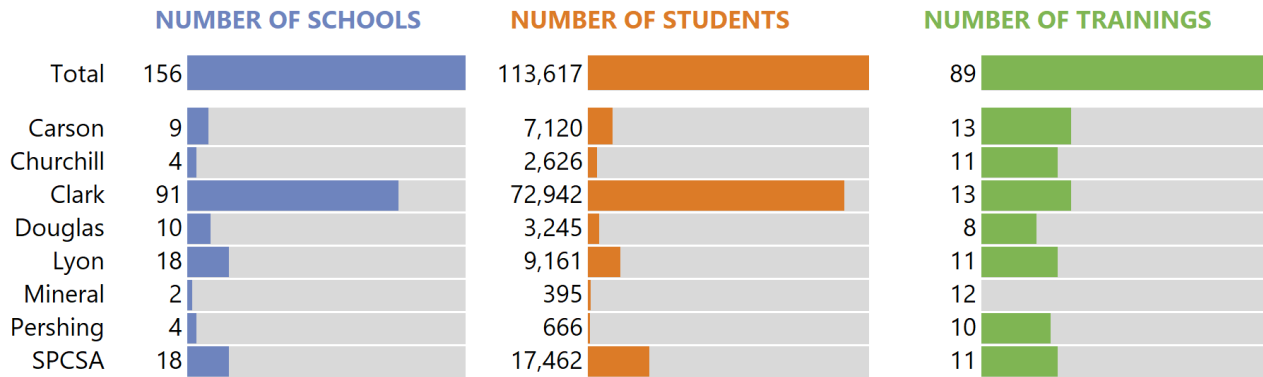
In 2024-25, the Nevada MTSS project worked with eight districts across the state. Participation has increased considerably over the last five years but declined in the last year. The decline in participation over the last year is largely in response to changes in federal grant funding and lack of coaching capacity at the local level. In 2020-21, Nevada MTSS provided 37 trainings to 123 schools in 7 districts, serving 84,214 students. In 2024-25, the initiative offered 89 trainings to 156 schools in eight districts, serving 113,617 students. Figure 9 shows participation by district and year.

Figure 9. District Implementation by Year

Carson					Stable	Lyon					Stable			
2020-21	2021-22	2022-23	2023-24	2024-25	2020-21	2021-22	2022-23	2023-24	2024-25	2020-21	2021-22	2022-23	2023-24	2024-25
N/A	4	7	10	9	18	18	17	18	18	N/A	N/A	N/A	N/A	N/A
N/A	3,895	6,141	6,650	7,120	8,791	8,912	8,616	9,047	9,161					
Charter					Stable	Mineral					Stable			
2020-21	2021-22	2022-23	2023-24	2024-25	2020-21	2021-22	2022-23	2023-24	2024-25	2020-21	2021-22	2022-23	2023-24	2024-25
6	24	22	21	18	N/A	N/A	N/A	2	2	N/A	N/A	N/A	440	395
3,612	15,788	17,328	15,020	17,462	N/A	N/A	N/A	440	395					
Churchill					Stable	Nye					Discontinued			
2020-21	2021-22	2022-23	2023-24	2024-25	2020-21	2021-22	2022-23	2023-24	2024-25	2020-21	2021-22	2022-23	2023-24	2024-25
5	5	5	6	4	N/A	N/A	N/A	2	N/A	N/A	N/A	N/A	1,153	N/A
3,086	3,240	3,138	3,283	2,626	N/A	N/A	N/A	1,153	N/A					
Clark					Leader	Pershing					Stable			
2020-21	2021-22	2022-23	2023-24	2024-25	2020-21	2021-22	2022-23	2023-24	2024-25	2020-21	2021-22	2022-23	2023-24	2024-25
92	99	135	148	91	4	4	4	4	4	4	4	4	4	4
73,024	78,226	106,876	112,106	72,942	636	669	663	637	666					
Douglas					New	Pyramid					Discontinued			
2020-21	2021-22	2022-23	2023-24	2024-25	2020-21	2021-22	2022-23	2023-24	2024-25	2020-21	2021-22	2022-23	2023-24	2024-25
N/A	N/A	N/A	N/A	10	N/A	1	1	N/A	N/A	N/A	1	1	N/A	N/A
N/A	N/A	N/A	N/A	3,245	N/A	105	126	N/A	N/A					
Humboldt					Discontinued	Washoe					Paused			
2020-21	2021-22	2022-23	2023-24	2024-25	2020-21	2021-22	2022-23	2023-24	2024-25	2020-21	2021-22	2022-23	2023-24	2024-25
9	10	11	6	N/A	12	5	N/A	3	N/A	12	5	N/A	3	N/A
2,321	2,388	2,350	2,281	N/A	6,931	2,547	N/A	1,116	N/A					

As noted above, in 2024-25, the Nevada MTSS project worked with 156 schools from eight districts across the state, serving over 113,000 students and delivering 89 trainings. Figure 10 below shows these data by participating district.

Figure 10. 2024-25 School Implementation at a Glance

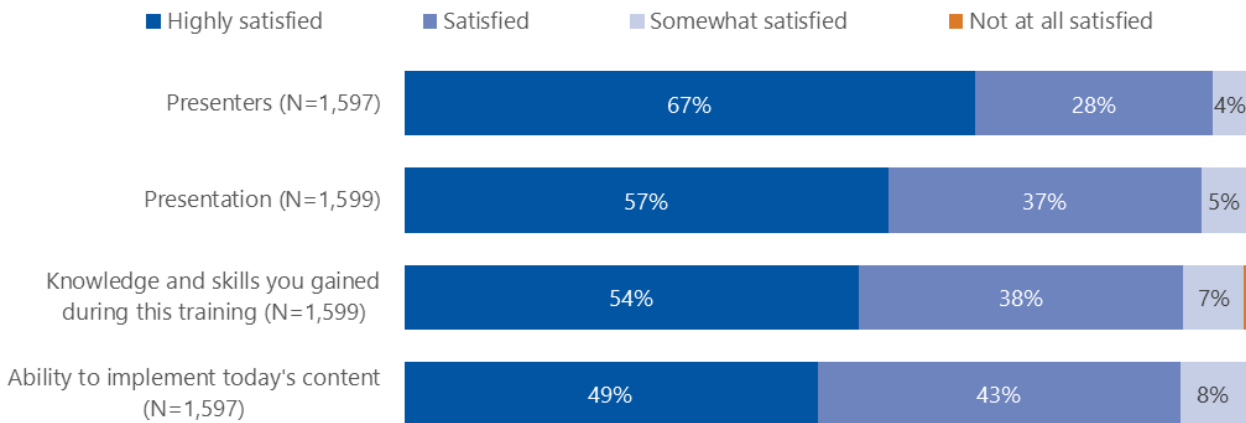


Almost all participants were satisfied with all aspects of the PD they participated in, and they reported that these PD offerings positively impacted their knowledge, skills, and future practices.

In 2024-25, the MTSS initiative delivered a robust menu of in-person and webinar trainings; a total of 1,907 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 (95%), the presentations (94%), the knowledge and skills they learned during the training (92%), and their ability to implement strategies/content learned (92%) (Figure 11).

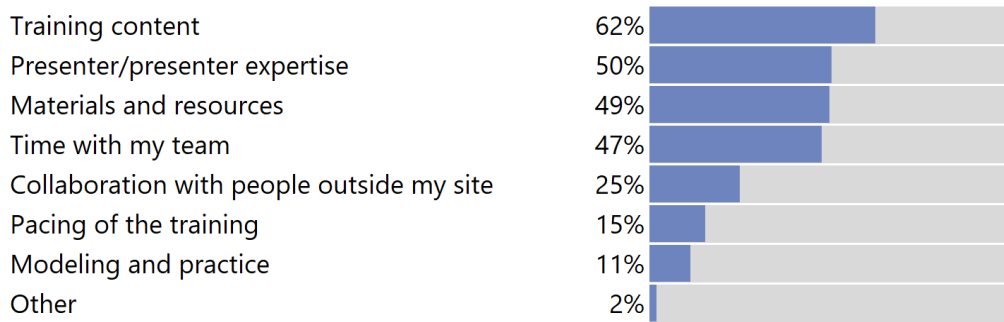
Figure 11. Participant Satisfaction with Aspects of PD (2024-25)

How satisfied are you with the following aspects of the training you attended?



Participants were asked to report what the most beneficial aspects of the training were. As shown in Figure 12 below, the most beneficial aspects were: the training content, including information, video, infographics, and examples (62%), the presenter/presenter expertise (50%), the materials and resources provided, including templates, graphing tools, and supplemental materials (49%), and the time they were given to collaborate with their school team (47%).

Figure 12. Most Beneficial Aspects of PD (2024-25)



Representative Comments Regarding Satisfaction with PD:

This was one of the best trainings I have attended in a long time. I'm ready to get started right away.

Having my team present and getting the same information as me was super helpful because it ensures continuity.

Excellent training — engaging, informative, and highly relevant to our work.

Great reminders, great resources, and great strategies that we can use immediately.

[NAME] is an amazing presenter! She is interesting, keeps everyone on topic and keeps a good pace for learning. Everything she said or did was amazing! Thank you!

Your presentation is very effective and given time to implement the different aspects will be beneficial to all students. Great work you are all doing!

– PD Participants

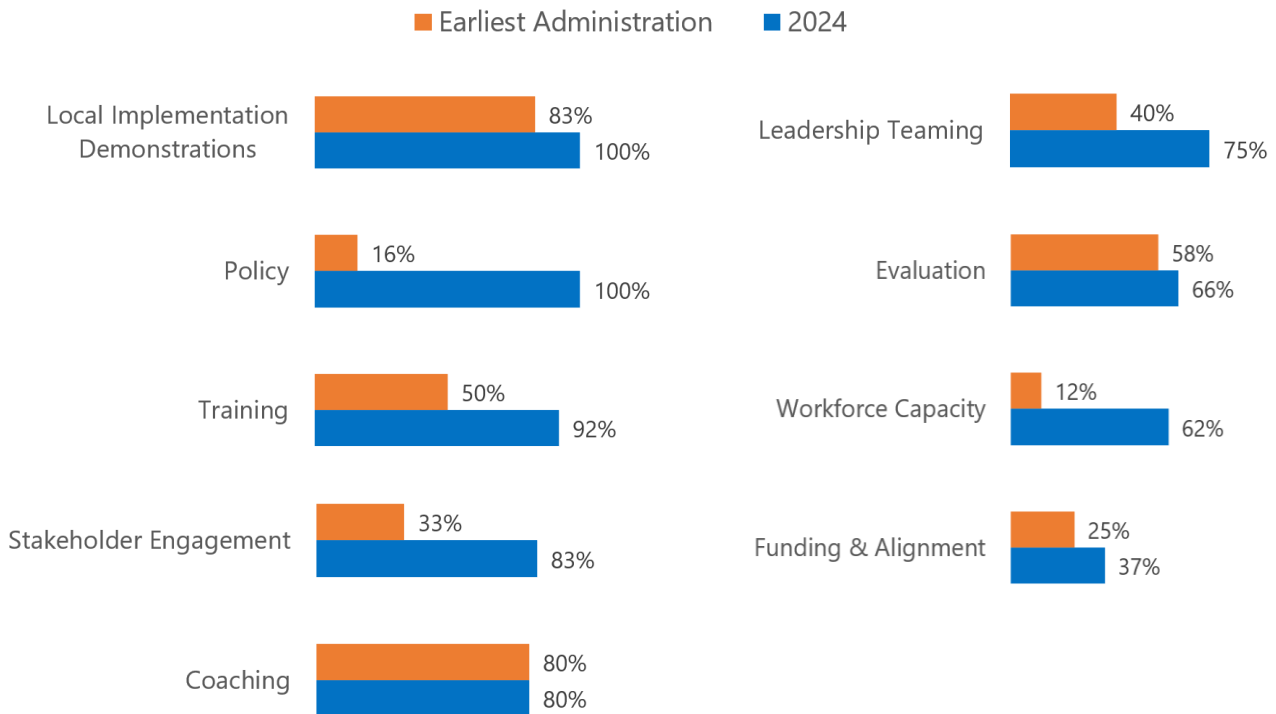
Statewide Outcomes

One key goal of the initiative 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 2024-25 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 2024-25 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 13, 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 13. Results from the State Systems Fidelity Inventory (SSFI)



The following were key statewide accomplishments that took place in 2024-25:

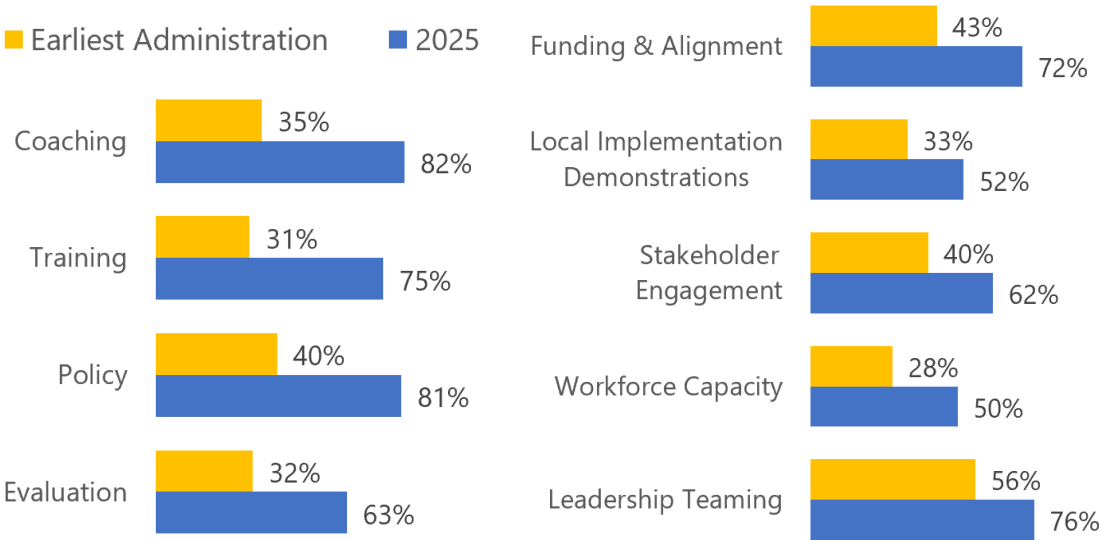
- **Following the conclusion of the School Climate Transformation Grant, the Nevada MTSS Project successfully transitioned to state support, securing a \$6 million award through the Nevada Department of Education to strengthen and sustain the state’s Multi-Tiered System of Supports.** This state investment — supported in partnership with the Nevada Department of Health and Human Services — reflects the demonstrable impact of MTSS on student outcomes statewide, including improved attendance, higher academic proficiency, and reductions in behavioral incidents across the 12 districts implementing the framework with fidelity. As noted by the director of the Nevada PBIS Technical Assistance Center, “The state’s investment in MTSS reflects both a growing commitment to sustaining evidence-based practices and recognition of the quality and impact of our team’s work in partnership with districts. This allocation serves as a testament to the effectiveness of our collective implementation efforts and will enable the continuation of ongoing initiatives while also supporting the expansion of MTSS into additional schools and districts.”
- **In 2024–25, the Nevada Department of Education (NDE) established a new MTSS State Leadership Team.** Composed of office directors and executive cabinet members, this Team to guide and support statewide implementation and alignment efforts.
- **Nevada also launched the School Mental Health ECHO series as a key statewide professional learning opportunity, with cohorts offered in both the fall and spring and plans to continue the series moving forward.** Delivered through Project ECHO Nevada, this free six-week educational series strengthened the capacity of school-based health and mental health providers by focusing on practical, systems-level topics such as the status of school-based health in Nevada, mental health care delivery models, screening procedures, referral pathways and reimbursement, teaming and data sharing with community providers, and intervention selection and progress monitoring. Sessions were held weekly and offered continuing education credits across multiple disciplines, supporting cross-sector engagement and sustained participation. The successful launch and continuation of the ECHO series reflect Nevada’s commitment to building shared understanding, improving coordination, and advancing high-quality school-based mental health services statewide.
- **In September 2025, the MTSS District Community Leadership Team (DCLT) Summit was convened at the Governor’s Mansion in Carson City, bringing together district executive leaders and cross-agency partners to advance a shared vision for comprehensive school-based behavioral health in Nevada.** A resulting white paper documented statewide priorities, district accomplishments, and actionable recommendations to strengthen school mental health systems through an MTSS framework. Key themes included anchoring behavioral health within MTSS to align data, systems, practices, and outcomes; expanding sustainable funding through Medicaid reimbursement and state investment; addressing critical workforce shortages through higher education and career pipeline development; improving universal screening and data-driven decision-making; and strengthening cross-agency and community partnerships to ensure coordinated, equitable supports for students. Collectively, the white paper underscores the importance of prevention, early intervention, and system alignment as essential strategies for improving student well-being and long-term educational outcomes across Nevada.
- **After an initial exploration phase, Nevada MTSS formally welcomed two District partners, Storey County and Humboldt County School Districts.** Participating LEAs from these districts will receive full training and coaching in standard MTSS core features beginning in the 2025-26 school year.

District and School Outcomes

- **Districts participating in the MTSS initiative have shown important gains in implementation fidelity in multiple areas.**

In 2024-25, seven of the eight participating districts had completed at least two administrations of the District Systems Fidelity Inventory (DSFI), which assesses district capacity to implement MTSS and areas of improvement. With support from Nevada MTSS coaches, districts created action plans for the areas targeted for growth. Data for 2025 were compared to the districts' first administration of the DSFI (which was 2020 for all districts except Carson City, which joined in 2021-22, and Douglas County, which joined at the end of 2023-24). As shown in the figure below, districts completing at least two administrations of the DSFI experienced the largest gains in Coaching (from 35% to 82%), Training (from 31% to 75%), and Policy (from 40% to 81%) (Figure 13). In 2025, these districts scored the highest in Coaching (82%), Policy (81%), Leadership Teaming (76%). Districts rated the following areas lowest: Workforce Capacity (50%), Local Implementation Demonstrations (52%), and Stakeholder engagement (62%).

Figure 14. 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.**

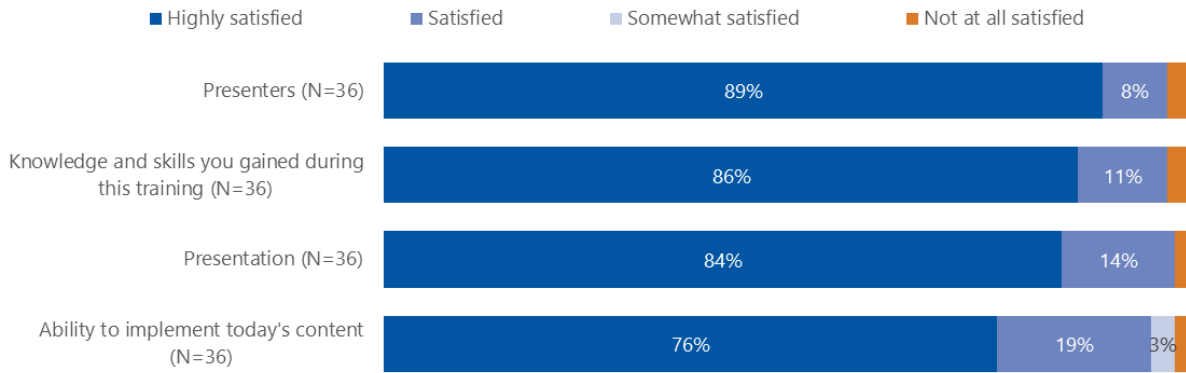
As shown in Figure 5 earlier in this report, the Nevada MTSS project has built a statewide coaching hierarchy that builds local MTSS implementation capacity with district, community, and state support. This included state-level coordinators, external coaches at the district level, and internal coaches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

As of the 2024-25 school year, districts supported 10 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 surveys at the end of every training they attended; 36 forms were completed that year.

Evaluation results show that coaches were *satisfied* or *highly satisfied* with the trainings they participated in, including the presenters (97%), the knowledge and skills they gained (97%), the content of the presentation (93%), and their ability to implement the content after the training (94%).

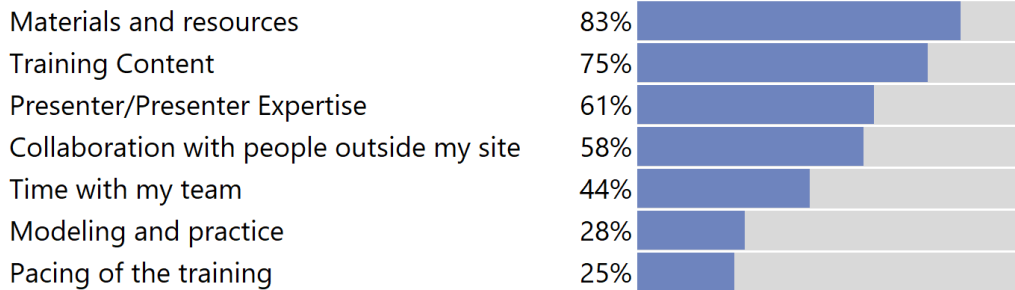
Figure 15. Coach Satisfaction with Trainings (2024-25 Coaching Clinic Survey)

How satisfied are you with the following aspects of the training you attended?



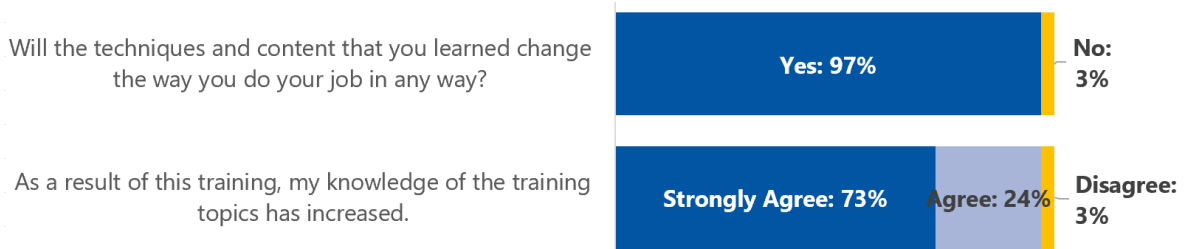
Coaches were asked to report what the most beneficial aspects of the training were. As shown in the figure below, the most beneficial aspects were: the materials and resources provided (83%), the training content (75%), the presenter/presenter expertise (61%), and the time they were given to collaborate with people outside their site (58%).

Figure 16. Most Beneficial Aspects of Coaching Clinic PD (2024-25)



Furthermore, the large majority of coaches (97%) *agreed* or *strongly agreed* that their knowledge and skills have increased as a result of the training; and 97% said they will change the way they do their job because of the content and techniques they learned in the trainings.

Figure 17. Impact of MTSS Trainings on Coaches Knowledge, Skills, and Practices (2024-25)



How, if at all, will the techniques and content that you learned change the way you do your job in any way? [Representative comments]

I loved today and will use it to help facilitate relationships across my work and personal life and all levels of coaching.

I got some excellent tools & the motivation to implement their use.

Love the premade cases...the resources help a lot and I love that you allowed us to chat so openly.

I now feel confident in putting together an attendance review team and making a dent in our chronic absenteeism.

District Coaches



MTSS Coaching Kickoff, September 4, 2024

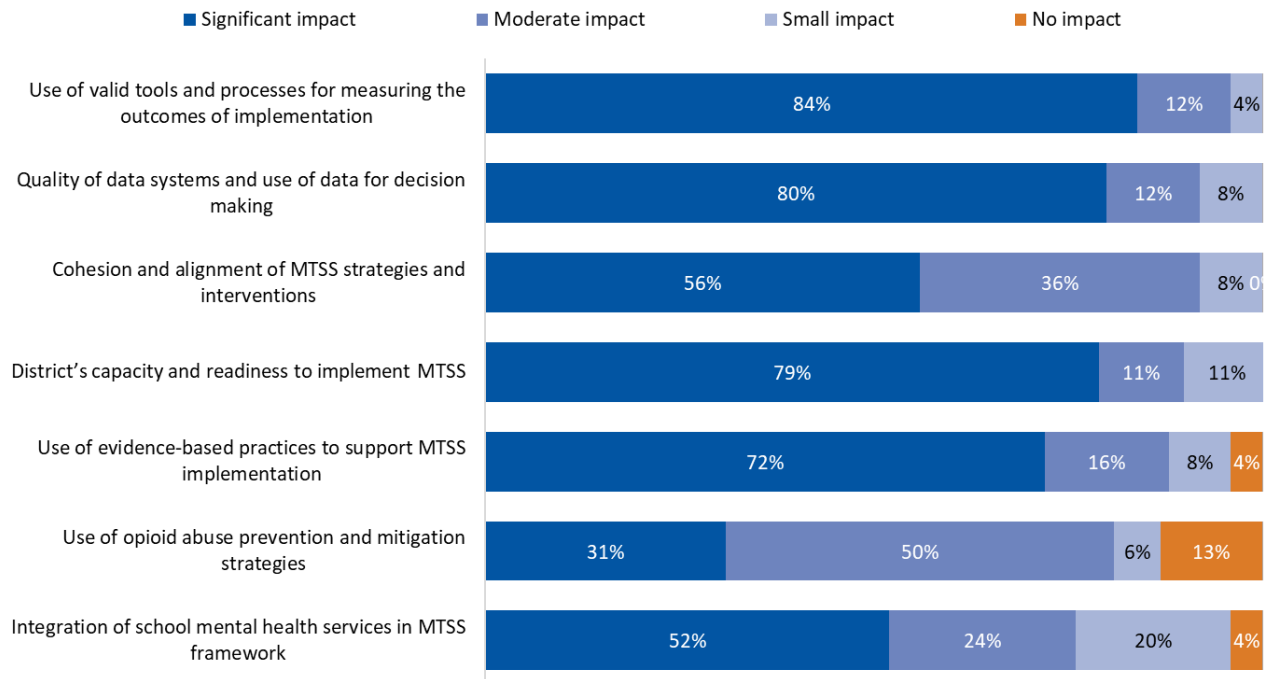
- **Participating districts and schools have continued to build their capacity to implement MTSS and reported positive changes in their MTSS practices.**

Most respondents completing the District Community Leadership Team (DCLT) surveys in 2024-25 reported that the MTSS project positively impacted key outcomes in each area assessed (Figure 18). Most respondents reported a *moderate to significant* impact on the districts' use of valid tools and processes to measure implementation outcomes (96%), the quality of data systems and use of data for decision making (92%), the cohesion and alignment of MTSS strategies and interventions (92%), and the district's capacity and readiness to implement MTSS (90%).

Results also show that the greatest gains in impact in the last two years have been in the areas of using opioid abuse prevention and mitigation strategies and integration of mental health services into the MTSS framework. The percentage of DCLT members reporting a *moderate to large impact* increased from 37% in 2023-24 to 81% in 2024-25 for use of opioid abuse prevention and mitigation strategies; and from 68% in 2023-24 to 76% in 2024-25 for integration of mental health services into the MTSS framework.

Figure 18. Impact of the MTSS Project on District Capacity and Practices (2024-25 DCLT Surveys)

What impact, if any, has the initiative (supports and resources) had on the following outcome areas?
(N=30)



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

Table 3. District/School Successes and Accomplishments (2024-25 DCLT Survey)

Successes
<ul style="list-style-type: none"> ✓ Strengthened MTSS leadership structures, including district and advanced tier teams, dedicated MTSS staffing, and formal inclusion of MTSS in district improvement plan. ✓ Development of a common language that allows the district to collaborate and support MTSS implementation. ✓ More consistent across schools through shared frameworks, guidance documents, and common language that aligned expectations and practices districtwide. ✓ Enhanced data-driven accountability by implementing data decision rules, intervention tracking systems, regular data reviews, and fidelity monitoring, resulting in measurable improvements in implementation quality. ✓ Integration of academic, behavioral, and social-emotional/mental health supports, creating a more comprehensive and proactive system for identifying and supporting student needs. ✓ Increased engagement across schools and departments, with broader participation, cross-department collaboration, family trust, and state recognition reinforcing a districtwide culture of support.

Successes of DCLT initiatives as a result of the MTSS project:

With the work done by the DLT, MTSS implementation is more widespread. For example, everyone is speaking the same language when it comes to expectations for plan implementation.

I feel that we are constantly improving in our TFI to become a stronger system. The accountability from the DLT has helped us move forward and continue this growth.

Consistent framework across the district. Guidance documents. Collaborative processes. MTSS is actually happening.

This year, we are moving forward with a system to collect data on student participation in the various tiers of support (levels of use). We are also moving forward with integrating social-emotional-behavioral supports in our current academically-focused support system. We would not be on this proactive trajectory without support from the TA Center.

I think we have made great progress in alignment and in our understanding of advanced tiers. We created district Data Decision Rules for Tier 2 interventions that schools can customize. We also created a site-specific data intervention tracker, and we look at the district data monthly at our advanced tier meetings as well as DCLT.

At the district level, this year they hired a 1/2-time admin to support MTSS integration along with myself as the district coach and MTSS will be part of the district improvement plan--that is huge.

– DCLT Members

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

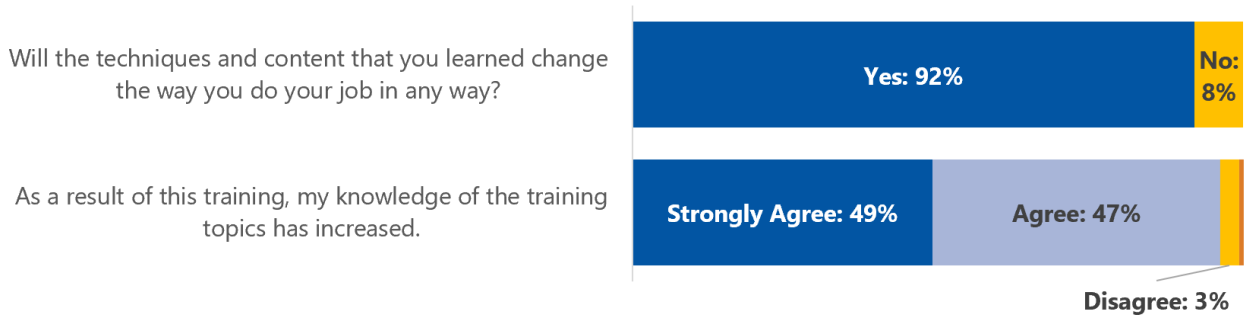
Table 4. District/School Challenges (2024-25 DCLT Survey)

Challenges
✓ Inconsistent participation and buy-in from executive and site-level leadership continues to limit MTSS coherence, accountability, and strategic alignment across the district.
✓ Secondary schools face ongoing challenges with scheduling, Tier 2 intervention delivery, and consistent implementation, slowing overall MTSS progress at the middle and high school levels.
✓ Limited coaching capacity, staffing constraints, and uneven follow-through have resulted in varying levels of implementation fidelity across schools.
✓ Persistent resistance rooted in fear, old-school thinking, or lack of understanding continues to hinder adoption of MTSS, PBIS, and mental health integration in some schools.
✓ Competing initiatives, limited time and funding, staff turnover, and incomplete integration of systems (e.g., EHRs, meetings, training participation) create ongoing barriers to continuity and sustainability.

- **District and school staff participating in the trainings overwhelmingly indicated that the training will significantly transform their professional practice, improving their ability to implement more systematic, data-driven, collaborative, and evidence-based approaches to supporting student behavioral and academic needs.**

In 2024-25, district and school staff attending MTSS trainings completed 1,907 training evaluations. The large majority of respondents (96%) *agreed or strongly agreed* that their knowledge and skills have increased as a result of the training; and 92% said they will change the way they do their job because of the content and techniques they learned in the trainings.

Figure 17. Impact of MTSS Trainings on District/School Staff Knowledge (2024-25)



Participants overwhelmingly reported that the trainings will meaningfully change their day-to-day practice, particularly by increasing intentionality, consistency, and confidence in implementing MTSS and Tier 2 and 3 supports. Many described a shift toward more data-driven decision-making, clearer use of fidelity tools, and a stronger focus on proactive, positive, and instructional approaches to behavior rather than reactive or punitive responses.

Participants also emphasized improved clarity around roles, processes, and systems, enabling them to better support students, coach colleagues, collaborate in teams, and align practices across classrooms and schoolwide settings. Overall, the trainings strengthened participants' ability to implement evidence-based strategies with purpose, use data to guide interventions, and translate systems-level frameworks into concrete classroom and school actions.

Below is a list of the top 10 themes that emerged (with frequency estimates). It should be noted that the counts reflect recurring mentions across responses; themes often co-occurred within individual comments.

1. Increased use of data to guide decisions ~45%

(Data tracking, progress monitoring, screeners, triangulation, DDRs)

I will be a lot more data-driven and conscious of why I am doing certain things.

I can now look at different data points in deciding what intervention is best for a student.

2. Improved PBIS implementation and positive behavior strategies ~42%

(5:1 ratio, behavior-specific praise, matrices, expectations, reinforcement)

I will increase my positive reinforcement and be more intentional with specific praise.

Seeing the way PBIS is implemented will change the way I view students and work more toward reteaching and reshaping behavior.

- 3. Clearer understanding and implementation of Tier 2 and/or 3 supports** ~38%
(Intervention matching, entry/exit criteria, fidelity, team processes)

I have a better understanding of how to implement Tier 2 interventions.

We are building our Tier II process based on the training today.

- 4. Greater focus on fidelity and consistency** ~34%
(Checklists, TFI, implementation protocols, system alignment)

I feel more confident using the fidelity forms to make sure we are doing what we intend to do.

The fidelity part—making sure we are following through—was extremely helpful.

- 5. Enhanced collaboration and team functioning** ~32%
(MTSS teams, PLCs, shared language, staff alignment)

Having my team present and getting the same information was super helpful because it ensures continuity.

This training helped facilitate important conversations among staff.

- 6. Stronger instructional practices (literacy & behavior)** ~29%
(Phonics, fluency, explicit instruction, scaffolding)

I learned several strategies I can implement right away to support reading.

This training helped me understand how explicit instruction should look across content areas.

- 7. Increased confidence in coaching and supporting staff** ~27%
(Leading PD, modeling strategies, mentoring teachers)

I feel more confident explaining these systems to teachers and supporting their implementation.

The techniques will allow me to present this information to my staff in a much clearer way.

- 8. Shift toward proactive, trauma-informed, and student-centered approaches** ~26%
(Understanding function of behavior, compassion, prevention)

Knowing that when a student is acting out, it's not always about you.

This reminded me to be more mindful and supportive of students experiencing trauma.

- 9. Immediate application of tools, templates, and resources** ~25%
(Forms, trackers, matrices, planning documents)

The templates and trackers provided were extremely helpful.

I now have tools I didn't have before and can use immediately.

- 10. Improved clarity of systems, roles, and expectations** ~23%
(Who does what, when, and why within MTSS)

I now have a clearer picture of my role on the PBIS and MTSS team.

It helped clarify expectations, roles, and next steps for our team.

- **In 2024-25, 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.

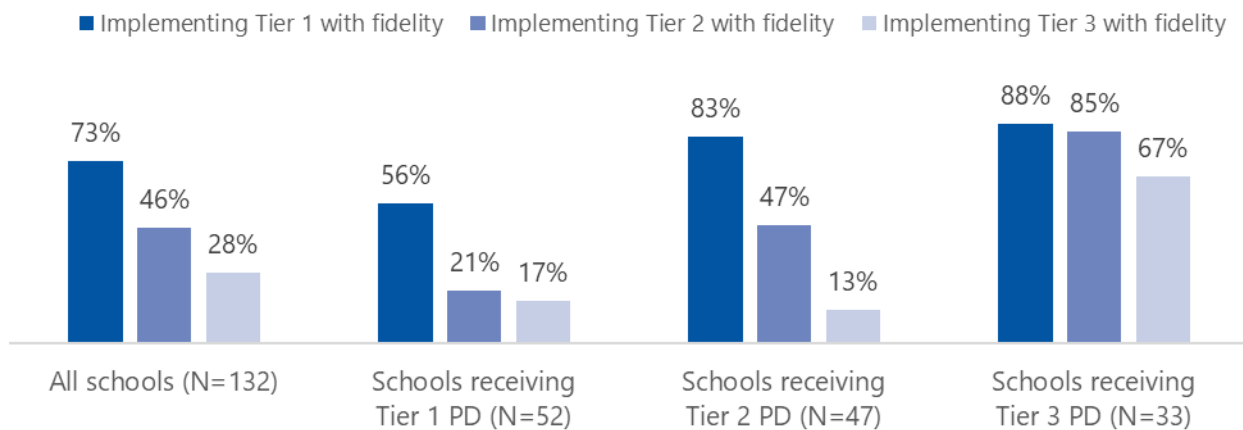
- ✓ At Tier 1, the TFI assesses team composition and meeting effectiveness, consistent universal practices, including teaching school-wide expectations, acknowledgment systems for recognizing good behavior, structured discipline systems that emphasize proactive and instructional consequences, staff and 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 2024-25 implemented Tier 1 with fidelity.**

In 2024-25, 132 participating schools completed one or more administrations of the TFI. Results in Figure 18 show that 73% of schools were implementing Tier 1 with fidelity (up from 61% the prior year); smaller percentages were implementing Tier 2 and Tier 3 with fidelity (46% and 28%, 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, 88% reached fidelity at Tier 1, 85% reached fidelity at Tier 2 and 67% reached fidelity at Tier 3.

Figure 18. Fidelity of Implementation (TFI Results)

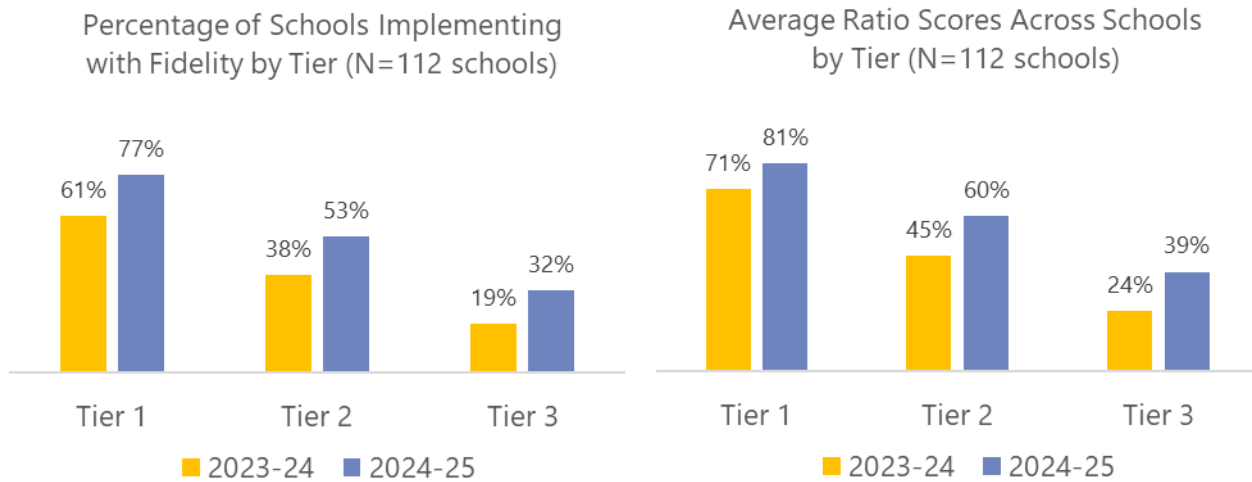
Percentage of Schools Implementing with Fidelity in 2024-25 (N=132 schools)



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

Of the 132 schools completing one or more TFIs in 2024-25, 112 had completed earlier administrations of the TFI. In 2023-24. As shown in Figure 19, schools have demonstrated significant gains in MTSS implementation over the last two years. Specifically, the percentage of schools implementing with fidelity increased from 61% to 77% for Tier 1, 38% to 53% for Tier 2, and 19% to 32% for Tier 3. Similarly, average ratio scores (percent of total points scored) increased across all dimensions over the same period (Figure 19).

Figure 19. Changes in Fidelity of Implementation (TFI Results)



Trauma Informed Services in Schools (TISS) Project Highlights

The Trauma Informed Services in Schools (TISS) Project is a collaborative initiative designed to improve school-based mental health services across three rural Nevada school districts: Churchill County, Lyon County, and Pershing County. The project represents a partnership between local educational agencies (LEAs), the Nevada Department of Education, and the Nevada Positive Behavior Interventions and Supports Technical Assistance Center (Nevada PBIS) at the University of Nevada, Reno.

The TISS project integrates trauma-informed mental health services into schools using a Multi-Tiered System of Supports (MTSS) framework, creating what is known as an Interconnected Systems Framework (ISF). This approach provides evidence-based services within schools while strengthening collaborative relationships with community mental health providers, thereby reducing barriers to access for students and families. 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.

In 2024-25, Nevada's TISS project served three Local Educational Agencies (LEAs): Churchill County, Lyon County, and Pershing County School Districts. The initiative supported 12,944 racially diverse students across 29 schools. All three counties are rural, with unique challenges including geographic isolation, limited community mental health resources, and significant transportation barriers for families seeking services outside school settings.

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, and
- Expand the depth and breadth of available school-based trauma intervention.

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

- ❖ **Training and Professional Development:** In 2024-25, the initiative provided 12 trainings delivered to 214 participants across all three districts. Training topics spanned the full continuum of MTSS implementation, from systems-level features to specific evidence-based trauma practices across all three tiers. Participants included building administrators, educators, and both school and community mental health practitioners. Almost all (95%) of participants were satisfied with the trainings.
- ❖ **Universal Screening Implementation:** All three districts now engage in universal mental health screening, a significant accomplishment from baseline. Lyon County screened the greatest percentage of students across all three quarters. Both Lyon and Churchill Counties screened at least 25% of students in all three identified quarters (Q1, Q2, Q3)

- ❖ **Targeted Screening (Tiers 2 and 3) Implementation:** All three counties increased targeted mental health screening in FY25 compared to FY24. Pershing County screened the greatest percentage of students for advanced tier supports. It should be noted that Pershing County School District participated in Project AWARE (2014-2019), a prior federally funded school mental health initiative, which provided them with foundational infrastructure before TISS implementation.
- ❖ **Mental Health Referrals:** In 2024-25, 998 total referrals were made (up from 837 total referrals the prior year). These included 720 referrals to school-based providers and 278 to community-based providers. Pershing County achieved the highest referral rate per student (0.25 for school services and 0.07 for community-based services).
- ❖ **Mental Health Services:** Furthermore, that year, 3,660 total mental health services were provided (up from 1,670 the prior year). These included 3,322 school-based services and 338 community-based services, including 1,465 in schools and 205 in community settings. Peak service delivery occurred during quarters 2 and 3. Churchill County provided services to the greatest percentage of students in their district during FY25, and both Churchill and Lyon Counties substantially increased mental health services in FY25 compared to FY24. The predominance of school-based services underscores the critical role schools play as mental health access points in rural communities where transportation, insurance, and distance create substantial barriers to community-based care.
- ❖ **System Implementation and Fidelity:** In 2024-25, both Pershing and Lyon County School Districts maintained or exceeded fidelity of implementation on the District Systems Fidelity Inventory (DSFI), with Lyon County demonstrating exceptional progress at 89% implementation (up from 78% in FY24 and 70% in FY23) and Pershing County maintaining strong fidelity at 80% implementation. Churchill County School District continued making steady progress, maintaining consistent implementation at 60%.
- ❖ **School Implementation and Fidelity:** On the school-level Tiered Fidelity Inventory, implementation varied across districts and tiers. Lyon County (9 of 15 schools reporting) maintained fidelity in Tier 1 (65%), continued approaching fidelity in Tier 2 (48%), and achieved a notable milestone by crossing the fidelity threshold in Tier 3 (64%, up from 44% in FY24). Pershing County (3 schools reporting) achieved strong fidelity at Tier 1 (90%), though Tier 2 and Tier 3 data were not available for FY25. Churchill County did not complete TFI responses in time for inclusion in the TISS annual report.
- ❖ **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.
- ❖ **Cultural Transformation:** Perhaps the most significant accomplishment documented through focus groups is the fundamental cultural shift regarding mental health in all three districts. Mental health services have moved from being "taboo" to "commonplace." Students have developed stronger emotional vocabulary and openly discuss depression and anxiety. Parental buy-in has "noticeably increased" with families expressing trust in school-based supports. Staff now view mental health as "integral to student success" rather than separate from academics. This cultural transformation was consistently noted across all focus groups and represents a sustainable foundation for continued mental health integration beyond grant funding.

Testimonials from Focus Groups

The very first year of this implementation, to where our community has gone from that first time till now has been, I mean, it's not even the same community. Back then, when [a student] had suicidal thoughts and a plan, we were protecting him. We kept him home. We didn't tell anybody. You know what I mean? Because that was the beginning signs, and nobody really knew anything about it. And now that's not the case anymore. Now we bring in a team, and we have people, and we know that if we send somebody over to the hospital, they're not going to send him home like they sent [the previous student] home, right? They know the plan now. They know that everybody knows what is going on. And so, I think that from 10 or 11 years ago till now, we're not even the same community. And I think communities around us have dealt with some terrible tragedies with suicide and other things that they've been dealing with, and we have those same kids here. But I think because of the systems that we have in place now, it doesn't mean that we can stop them necessarily, but we give kids tools now that they have never had before, and we have been able to stop some things. You know, and I hope that continues for us, right? But looking around at the same demographics of communities around us, it hasn't touched here yet. And I think it's because of the systems we have in place.

I think [having mental health services in schools] has been very positive in helping us build relationships. With more opportunities to reach out to more kids, I think it's helped to build a sense of community. A little more safety. So, I think it's been a positive thing. Definitely positive. I feel like we're catching more students and serving more students at different tiered levels, so that's always helpful. And then also, we've been able to identify students who are suicidal, who we can assess and provide services for that we might not have otherwise either caught or had services to provide to them. So, I think the overall impact has been really phenomenal.

The coaching, the coaching questions, the trainings, are all phenomenal...You definitely see a difference between the people who have had the training and the people who haven't. Training and working with students, working with situations, and the staff's interactions with students. I see only major positives of what [MTSS] has done for us.

I think [having MTSS in schools has] had a positive impact on the school district. When we first started, it was a heavy lift. When we start talking mental health, there was a lot of "what we teach is academics", and "this is extraneous to what we teach, so we don't need... this in the school." "This is the parents' responsibility." "This is something that parents should be handling." I think that focus has changed, and we're recognizing that school is the best place for students to access some of these services. And that is important for students. They're not going to be able to access the curriculum content if they don't have mental health supports. So, with that knowledge, now we're making it easier for students to access during the school day. We have some growing pains, but I mean, we had maybe one community provider that would come in every once in a while, and help meet with students at schools. But now we have 10 different community providers that we have memorandums of agreement with.

We had a young gentleman at the middle school who had been hospitalized at the beginning of the year. There were probably about four hospitalizations for suicide ideation and attempts. [The mental health team at school] worked with him and talked to him. He went from saying, you know, like, "I don't care about anything. I'm not going to be around," or staff would be like, "I'll see you tomorrow!" And he'd be like, "Well, maybe." Fast forward to the end of the school year, and he was saying things like "I'll see you around!" [Staff] were trying to [say things] like "I'm going to come to your graduation from high school." And he was like, "I'm never going to graduate." Now he's like, "Yes! I'm going to look for you when I walk." [His] mom came in the other day, and she wanted me to know that he's doing well in school, that he's happy, and I just think that's a success story.

Challenges and Areas for Continued Focus

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

- ✓ **Financial Sustainability Crisis:** All three districts face acute anxiety about maintaining mental health services once TISS grant funding ends. While Medicaid billing offers potential sustainability, implementation has proven difficult with ongoing state-level uncertainty and technical barriers.
- ✓ **Administrative Burden of Data Collection:** The electronic health record system creates significant friction across all districts, with staff reporting that excessive data entry requirements detract from direct student services. What began as concerns about "double entry" has evolved into general frustration with the "sheer number of things that have to be entered," creating resistance among providers who feel documentation interferes with relationship-building and clinical work.
- ✓ **Staffing and Resource Constraints:** Districts struggle to compete with private practice salaries to attract and retain licensed clinicians and school psychologists in rural areas. Staff members report feeling stretched thin between instruction, intervention, and administrative duties, with "time as the primary adversary." Physical space limitations compound these challenges.
- ✓ **Family and Cultural Barriers to Access:** Despite overall cultural shifts toward accepting mental health services, significant barriers remain including residual stigma, extensive paperwork requirements, transportation challenges in rural areas, and language barriers. Native American communities face unique obstacles including historical distrust of institutions, privacy concerns, and the need for culturally grounded (not just clinical) interventions delivered through trusted intermediaries.
- ✓ **Implementation Inconsistencies Across and Within Districts:** While Lyon and Pershing Counties have achieved high district-level fidelity (89% and 80% respectively), Churchill County has just recently reached 60% implementation. Within districts, inconsistencies exist across grade levels too.

Looking Forward

The TISS project has achieved remarkable success in its third year, demonstrating that rural school districts can implement comprehensive, trauma-informed mental health systems despite significant resource constraints. The cultural transformation across all three districts, from viewing mental health as taboo to recognizing it as integral to student success, represents a sustainable foundation that will outlast grant funding. However, the financial sustainability crisis is acute and requires immediate attention. The convergence of TISS funding ending and additional district budget cuts threatens to dismantle hard-won progress. The final year of the grant (FY26) must prioritize creating permanent infrastructure through Medicaid billing, community partnerships, and state-level funding advocacy.

Focus groups powerfully articulated that schools have become the primary mental health access point for rural youth. This is not by choice but by necessity in communities where transportation, distance, and resource scarcity make community-based care inaccessible for most families. The loss of school-based mental health services would create a critical gap with no viable alternative, potentially leaving the most vulnerable students (i.e. those experiencing trauma, poverty, and geographic isolation) without any support.

The path forward requires maintaining current service levels while building sustainable financial models, continuing to strengthen data systems despite administrative burden concerns, and protecting the trusted relationships that make this work possible. The success stories emerging from these three rural Nevada districts provide a roadmap for sustainable school-based mental health implementation that could serve as a model for rural communities nationwide.

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 the last three years (2022-23 through 2024-25).

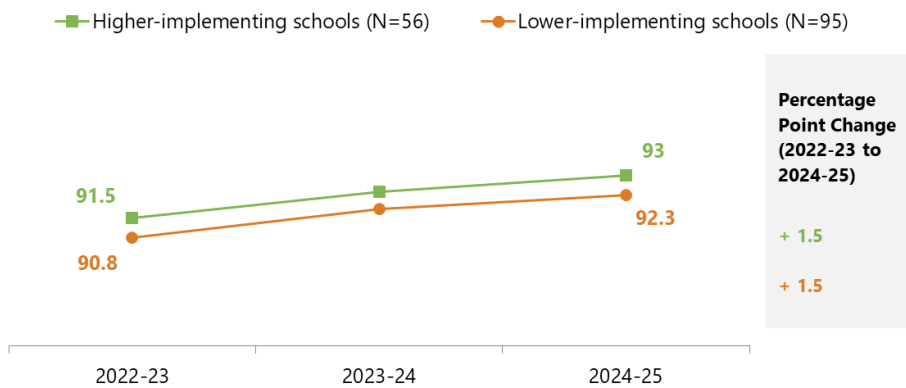
Methodological Note:

- 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 at specific fidelity thresholds in 2024-25), and lower-implementing schools (i.e., participating schools that implemented below those thresholds).
- Fidelity of implementation was assessed using the Tiered Fidelity Inventory (TFI). The thresholds used for the groupings were: 83.3 for Tier 1, 84.6 for Tier 2, and 82.4 for Tier 3. These thresholds have been identified in the literature as the levels of fidelity that are associated with positive academic outcomes (Kim & McIntosh, 2025). It should be noted that in spring 2025, a subset of schools used the TFI 3.0 instead of the TFI 2.0. Their scores were converted to TFI 2.0-equivalent scores; however, given the differences in the tool, results from this year’s outcome analysis should be interpreted with caution.
- 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 participating schools have experienced gains in school attendance rates over the past three years, with similar trends for higher- and lower-implementing schools; yet higher-implementing schools slightly outperformed lower-implementing schools in 2024-25.

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

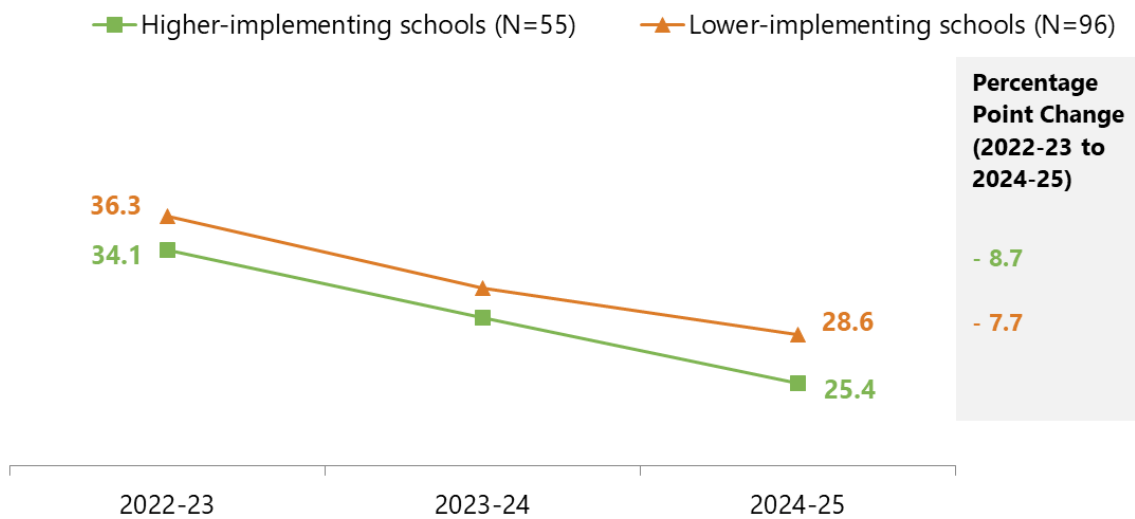


**Note: the state reported an ADA of ">95" in one or more years for many schools with matched ADA across years. Rather than treating them as missing, these schools were included in the analyses with an ADA of 95 plus a quarter standard deviation of ADA across schools for each particular year.*

CHRONIC ABSENTEEISM

Nevada Report Card data on chronic absenteeism rates were analyzed for 2022-23 through 2024-25. As shown in Figure 21, results show considerable declines in chronic absenteeism for participating schools. Results also show that higher-implementing schools outperformed lower-implementing schools in the past three years, with lower chronic absenteeism rates (25.4% compared to 28.6%, respectively, for 2024-25). Results also show that higher-implementing schools had larger declines than lower-implementing schools (8.7-percentage points compared to 8-percentage points, respectively).

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 many 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 2.5.*

MATHEMATICS AND ELA PERFORMANCE

Data on students' performance in the grades 3-8 mathematics and ELA state tests were collected and analyzed. These analyses included a smaller set of schools that served grades 3-8.

- Figures 22 and 23 show significant increases in proficiency rates from 2022-23 to 2024-25 in both math and ELA proficiency rates for all participating schools.
- In 2024-25, lower-implementing schools were slightly outperforming higher-implementing schools in both math and ELA proficiency rates. However, higher-implementing schools experienced larger gains than lower-implementing schools.
- For math, higher-implementing schools experienced larger increases than lower-implementing schools (3.9 and 3.4 percentage point increase, respectively) (Figure 22).
- For ELA, higher-implementing schools experienced slightly higher increases in proficiency rates from 2020-21 to 2024-25 than lower-implementing schools (5.2 compared to 4.5 respectively) (Figure 23).

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

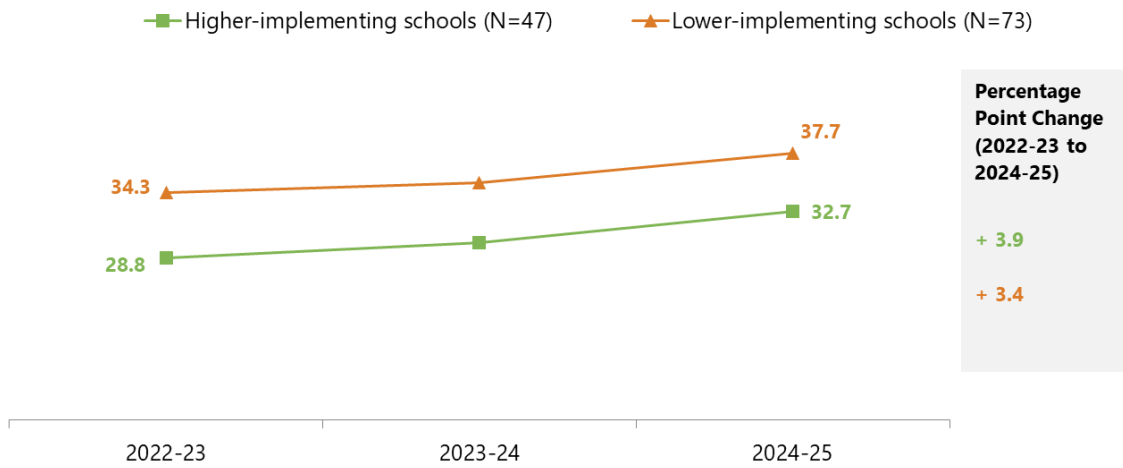
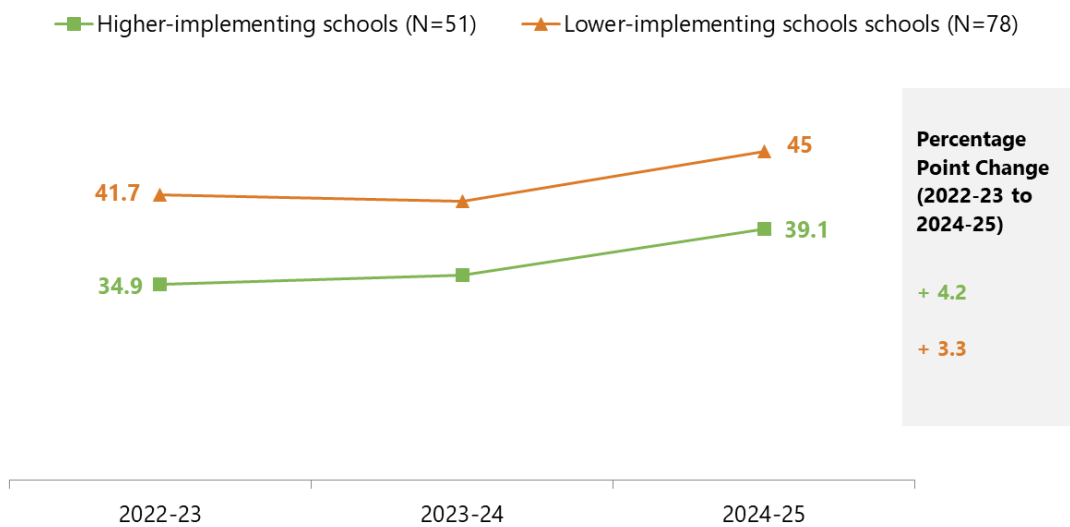


Figure 23. ELA Proficiency Rates (Nevada State Report Card Data)



SCHOOL DISCIPLINE

School discipline data were collected and analyzed for 2022-23 through 2024-25.

Results presented in Figure 24 show that:

- In 2024-25, higher-implementing schools outperformed lower-implementing schools on five of the six behavioral measures, showing lower incident rates involving Weapons, Violence, Use of Alcoholic Beverages, and Use and Possession of Controlled Substances.
- Furthermore, higher-implementing schools experienced larger decreases in the average number of incidents related to weapons and violence than lower-implementing schools.

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

Average Number of Incidents Per 1,000 Students

■ Higher-implementing schools (HIS) ▲ Lower-implementing schools (LIS)



Results presented in Figure 25 also show that:

- In 2024-25, higher-implementing schools outperformed lower-implementing schools on six of the nine bullying, cyberbullying, and race discrimination measures.
- However, from 2022-23 to 2024-25, lower-implementing schools demonstrated slightly better trends than higher-implementing schools in seven of the nine measures.

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 (HIS) ● Lower-implementing schools (LIS)



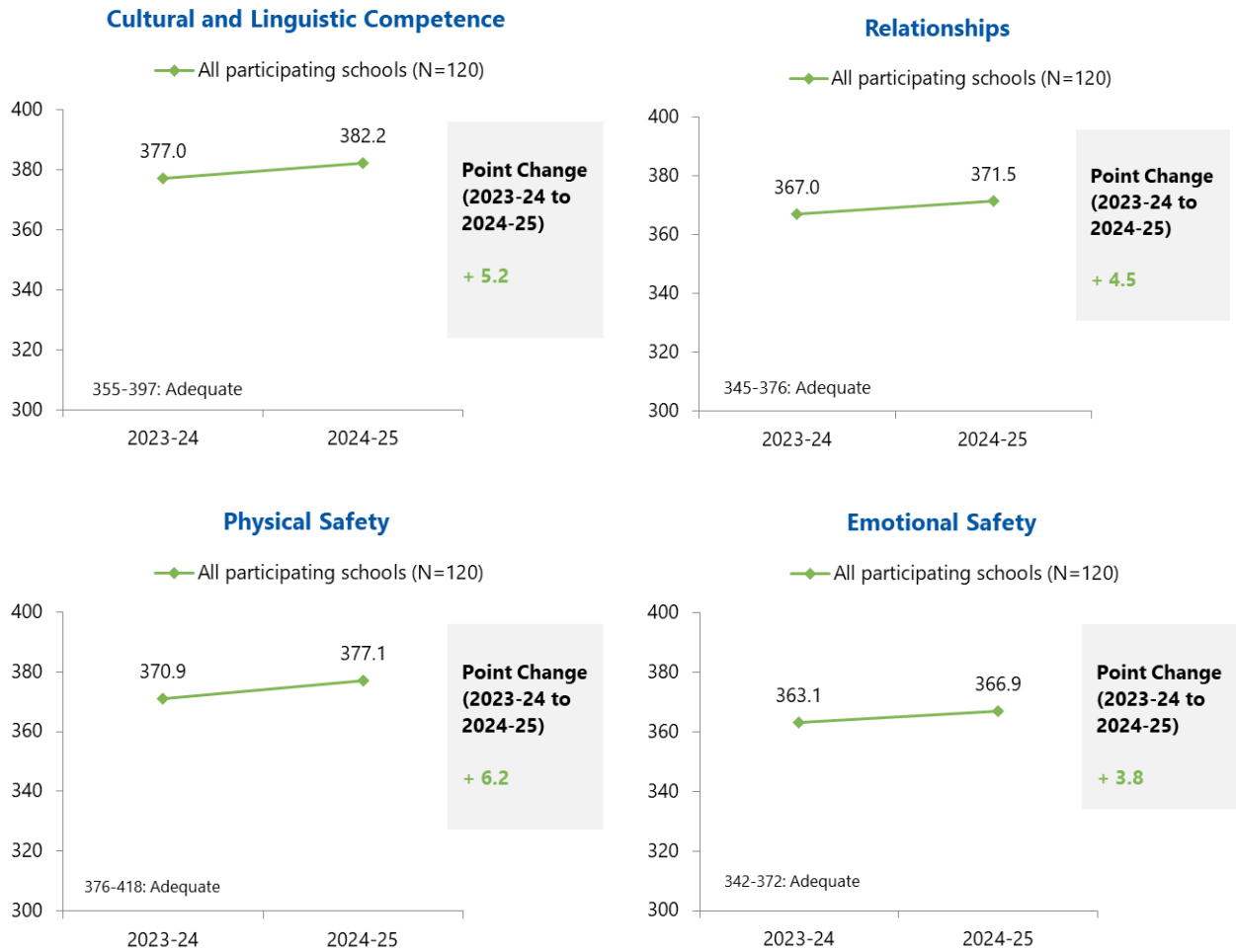
SCHOOL CLIMATE SURVEYS

Results from the Nevada School Climate/Social Emotional Learning (NV-SCSEL) student surveys are presented in this section. Note: 2024-25 staff survey data were not available at the time this report was written. As shown in Figure 26, schools participating in the MTSS initiative experienced large gains on all dimensions of the NV-SCSEL surveys from 2023-24 to 2024-25..

About the Nevada SCSEL Surveys

The Nevada School Climate/Social Emotional Learning (NV-SCSEL) Survey measures student and staff perceptions in two domains of school climate – engagement and safety—and five selected topics within those domains: Cultural and Linguistic Competence, Relationships, Emotional Safety, and Physical Safety.

Figure 26. NV-SCSEL Student Survey Results



Nevada School District Awards: Recognition of Excellence



[CCSD Earns Statewide Recognition for MTSS Excellence; photo courtesy of University of Nevada, Reno]

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, 211 awards have been given. **The number of schools receiving awards has more than tripled from 20 schools in 2021 to 73 schools in 2025, 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 27: Number of Schools by Year and Award Type
























Awards	2021	2022	2023	2024	2025	Total Awards
 Bronze	5 schools	7 schools	2 schools	12 schools	14 schools	40
 Silver	0 schools	1 school	2 schools	4 schools	13 schools	20
 Gold	6 schools	8 schools	10 schools	8 schools	12 schools	44
 Platinum	5 schools	8 schools	13 schools	9 schools	9 schools	44
 Diamond	4 schools	9 schools	8 schools	17 schools	25 schools	63

Awards	2021	2022	2023	2024	2025	Total Awards
Any Award	20 schools	33 schools	35 schools	50 schools	73 schools	211

2025: Recognized Schools by District and Award Type

<p>Carson City</p> <p> Diamond</p> <p>Fritsch Elementary School Fremont Elementary School Mark Twain Elementary School Al Seeliger Elementary School Bordewich Bray Elementary School</p> <p>Churchill County</p> <p> Gold</p> <p>Lahontan Elementary School</p> <p>Humboldt County</p> <p> Diamond</p> <p>Grass Valley Elementary School</p> <p>Lyon County</p> <p> Diamond</p> <p>Dayton Elementary School Silver Stage Elementary School Yerington Elementary School</p> <p>Pershing County</p> <p> Platinum</p> <p>Pershing County High School</p> <p> Diamond</p> <p>Pershing County Middle School Lovelock Elementary School</p> <p>Mineral County</p> <p> Bronze</p> <p>Hawthorne Elementary School</p> <p>Washoe County</p> <p> Gold</p> <p>PRTF-North</p> <p> Diamond</p> <p>Kate Smith Elementary School</p>	<p>Clark County</p> <p> Bronze</p> <p>CT Sewell Laughlin Junior Senior High School J.M. Ullom Elementary School Lois Craig; ES Jan Jones Blackhurst Elementary School Tom Williams Elementary School Sandra Lee Thompson ES Jesse D. Scott Elementary School The STEAM Academy @ James Cashman Middle School Addeliar Guy Elementary School J.T. McWilliams Elementary School Garside Junior High School STEAM Academy</p> <p> Silver</p> <p>Roy W. Martin Middle School Sue Morrow Elementary Cynthia Cunningham Steve Schorr Elementary School William G. Bennett Elementary School John Tartan Elementary School J. Harold Brinley Middle School Lucile Bruner Elementary School Kirk L Adams ES Twin Lakes Elementary School K.O. Knudson Academy of the Arts Johnston STEM Academy Middle School</p> <p> Gold</p> <p>Cowan Academic Center C.W. Woodbury Middle School Anthony Saville Middle School Jim Thorpe Elementary School Richard H. Bryan Elementary School Cram Middle School Becker Middle School</p> <p> Platinum</p> <p>Griffith Elementary School Crestwood Elementary School Sister Robert Joseph Bailey Elementary School Duane D. Keller Middle School</p>	<p>Clark County (Cont.)</p> <p> Diamond</p> <p>Aggie Roberts Elementary School Richard C. Priest ES Ollie Detwiler Elementary School Robert L. Taylor Elementary School Eva Wolfe Elementary School Summit View Youth Center</p> <p>State Public Charter School Authority</p> <p> Bronze</p> <p>Doral Academy-Red Rock Elementary School</p> <p> Silver</p> <p>Coral Academy of Science- Cadence</p> <p> Gold</p> <p>Coral Academy of Science Nellis Somerset Academy- Stephanie Campus Doral Academy of Nevada Pebble Campus</p> <p> Platinum</p> <p>Coral Academy of Science Eastgate Mater Academy of Northern Nevada Doral Academy - Saddle Coral Academy of Science- Sandy Ridge</p> <p> Diamond</p> <p>Beacon Academy of Nevada Mater Academy Mountain Vista Coral Academy of Science Centennial Hills Coral Academy of Las Vegas Tamarus Mater Academy Bonanza Mater Academy East Coral Academy of Science LV Windmill Campus</p>
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2024: Recognized Schools by District and Award Type

<p>Carson City</p> <ul style="list-style-type: none">  Gold <ul style="list-style-type: none"> Al Seeliger Elementary School  Diamond <ul style="list-style-type: none"> Edith Fritsch Elementary School Mark Twain Elementary School <p>Churchill County</p> <ul style="list-style-type: none">  Diamond <ul style="list-style-type: none"> Churchill County Middle School <p>Humboldt County</p> <ul style="list-style-type: none">  Diamond <ul style="list-style-type: none"> Sonoma Heights Elementary School Winnemucca Grammar School Grass Valley Elementary School <p>Lyon County</p> <ul style="list-style-type: none">  Bronze <ul style="list-style-type: none"> Dayton High School  Platinum <ul style="list-style-type: none"> Riverview Elementary School  Diamond <ul style="list-style-type: none"> Silver Stage Elementary School Silver Stage Middle School <p>Pershing County</p> <ul style="list-style-type: none">  Bronze <ul style="list-style-type: none"> Pershing County High School  Diamond <ul style="list-style-type: none"> Pershing County Middle School Lovelock Elementary School 	<p>Clark County</p> <ul style="list-style-type: none">  Bronze <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Sister Robert Joseph Bailey Elementary School Cowan Academic Center D'Vorre and Hal Ober Elementary School  Gold <ul style="list-style-type: none"> Sandra B. Abston Elementary School Liliam Lujan Hickey Elementary School  Platinum <ul style="list-style-type: none"> Robert Taylor Elementary School Kenny C. Guinn STEM Academy Duane D. Keller MS  Diamond <ul style="list-style-type: none"> Summit View High School Aggie Roberts Elementary School <p>Residential County</p> <ul style="list-style-type: none">  Gold <ul style="list-style-type: none"> PRTF-North 	<p>Washoe County</p> <ul style="list-style-type: none">  Bronze <ul style="list-style-type: none"> Lincoln Park Elementary School  Gold <ul style="list-style-type: none"> Desert Heights Elementary School  Diamond <ul style="list-style-type: none"> Kate Smith Elementary School <p>State Public Charter School Authority</p> <ul style="list-style-type: none">  Bronze <ul style="list-style-type: none"> Cactus Park Elementary  Silver <ul style="list-style-type: none"> Doral Academy of Nevada Pebble Campus  Gold <ul style="list-style-type: none"> Coral Academy of Science Eastgate Mater Academy East Coral Academy of Science- Sandy Ridge  Platinum <ul style="list-style-type: none"> Mater Academy Bonanza Campus Mater Academy Mountain Vista Mater Academy of Northern Nevada Doral Academy Doral Academy Saddle Campus  Diamond <ul style="list-style-type: none"> Beacon Academy of Nevada Coral Academy of Science Las Vegas Windmill Campus Coral Academy of Science Centennial Hills Coral Academy of Las Vegas Tamarus
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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

<p>State Public Charter School Authority</p> <p> Bronze</p> <p>Coral Academy Windmill Pinecrest Academy Mater Academy East Campus Discovery Charter Sandhill Discovery Charter Hillpoint Alpine Academy</p> <p> Gold</p> <p>Nevada Rise Mater Academy Bonanza Mater Academy Northern Nevada Coral Academy Centennial hills</p> <p> Platinum</p> <p>Beacon Academy</p> <p>DCFS Residential</p> <p> Platinum</p> <p>Summit View</p> <p>Pershing County</p> <p> Diamond</p> <p>Lovelock ES Pershing County MS</p>	<p>Washoe County</p> <p> Gold</p> <p>Desert Heights ES</p> <p> Diamond</p> <p>Kate Smith ES</p> <p>Lyon County</p> <p> Gold</p> <p>Dayton HS East Valley ES</p> <p> Platinum</p> <p>Riverview Elementary School Silver Stage Middle School</p> <p> Diamond</p> <p>Silver Stage ES Yerington ES</p> <p>Humboldt County</p> <p> Diamond</p> <p>Winnemucca Grammar School Sonoma Heights ES</p>	<p>Churchill County</p> <p> Gold</p> <p>EC Best</p> <p> Platinum</p> <p>Churchill County Middle School</p> <p>Clark County</p> <p> Bronze</p> <p>D'Vorre and Hal Ober ES</p> <p> Silver</p> <p>Cowan Academic Center</p> <p> Platinum</p> <p>Dr. Claude G. Perkins ES Kenny C. Guinn Stem Academy Griffith ES</p> <p> Diamond</p> <p>Thurman White MS Aggie Roberts ES</p>
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2021: Recognized Schools by District and Award Type

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

Lyon County School District (LCSD)

Lyon County School District (LCSD) completed its sixth year of Multi-Tiered System of Supports (MTSS) implementation in 2024-25, demonstrating significant successes across all 18 schools with strong outcomes in student support, academic achievement, and behavioral interventions.



Lyon County School District
Portrait of a Learner

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

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 2025-26 action plan builds on these successes with continued emphasis on trauma-informed practices, enhanced data integration, professional development alignment, and expanded community partnerships. The solid foundation established over six years of implementation positions LCSD for continued growth in supporting all students' academic, behavioral, and social-emotional needs.

Clark County School District (CCSD)

Clark County School District (CCSD) completed its third year of formal MTSS implementation in 2024-2025, building on the unanimous approval of Policy 6120 in December 2021 and the establishment of its MTSS department in July 2022. As the largest district in the Nevada MTSS initiative, CCSD continued to scale its systems, tools, and professional learning infrastructure to support all students across academic and social-emotional-behavioral domains.

Key Accomplishments

- **Professional learning reached over 5,000 participants** across seven session types, including Tier I for New Teachers (1,500 participants), Tier II Focused Sessions (892), FastBridge (688), MTSS Champion (685), RethinkEd SEL (651), and PBIS (528).
- **PBIS/MTSS participation grew substantially**, with 131 schools attending at least one PBIS/MTSS training or workshop—a 17% increase from the prior year. The district offered eight distinct PBIS/MTSS trainings across 20 sessions, a 60% increase in session variety and 11% increase in total sessions. Longitudinally, the number of CCSD MTSS schools has grown each year since 2022-23, and average TFI fidelity scores increased across all three tiers.
- **FastBridge utilization surged**, with licenses used increasing 55% year-over-year (from 69,252 in 2023-24 to 107,668 in 2024-25), and number of students screened increasing 62% over the same time period (from 64,956 in 2023-24 to 104,906 in 2024-25). FastBridge sessions reached 687 participants across 232 schools (62% of all district schools).
- **A new Middle School Support Model (MSSM) collaborative launched** with 14 pilot schools, modeled after the successful Elementary School Support Model (ESSM), which is now in its third year with 60 participating schools. Both collaboratives meet every six weeks to build strong Tier I behavior systems.
- **Key guidance documents were published**, including the CCSD MTSS Implementation Manual, Teaching and Learning Expectations: Tier 3 for Elementary Schools, and Student Literacy and Mathematics Performance Plans integrated into Infinite Campus.
- **SEL resources expanded dramatically** through the RethinkEd platform, with students completing SEL activities increasing from 1,513 to 30,597 and total SEL resources used rising from 79,558 to 126,999—a 60% year-over-year increase.
- **The MTSS District Leadership Team (DLT)**, comprising 40 members across 20 departments and all five district divisions, continued to provide strategic guidance, remove implementation barriers, and align resources districtwide.



CCSD MTSS Leadership Team

Conclusion

The 2024-25 school year marked a pivotal milestone for Nevada's Multi-Tiered System of Supports initiative as it successfully transitioned to sustained state support following the conclusion of federal School Climate Transformation Grant funding. **In 2024-25, the Nevada MTSS project worked with 156 schools across eight districts, serving 113,617 students and delivering 89 trainings to build statewide capacity** for evidence-based behavioral and academic supports.

Professional development quality remained exceptionally high, with 95% of participants reporting satisfaction with training presenters and 96% indicating their knowledge and skills increased as a result of the trainings. Critically, 92% of participants said they would change how they do their job because of the content and techniques learned, demonstrating the practical applicability of the professional learning provided.

Statewide outcomes reflect growing infrastructure and political will to sustain MTSS implementation. Nevada secured a \$6 million state award through the Nevada Department of Education in partnership with the Department of Health and Human Services, established a new MTSS State Leadership Team at the cabinet level, and launched the School Mental Health ECHO series as a key professional learning opportunity. State capacity, as measured by the State Systems Fidelity Inventory (SSFI), reached its highest levels in Policy (100%), Local Implementation Demonstrations (100%), and Training (92%), with particularly strong gains over five years in Policy (84 percentage point increase), Stakeholder Engagement (50 percentage point increase), and Workforce Capacity (50 percentage point increase).

District and school outcomes demonstrate considerable progress in implementation fidelity and impact. Districts participating in multiple years showed the largest gains in Coaching (from 35% to 82%), Training (from 31% to 75%), and Policy (from 40% to 81%). School-level implementation fidelity increased substantially across all tiers, with the percentage of schools implementing with fidelity rising from 61% to 77% for Tier 1, 38% to 53% for Tier 2, and 19% to 32% for Tier 3. The initiative's influence on critical district practices expanded notably, with 76% of District Community Leadership Team members reporting moderate to strong impact on opioid abuse prevention and mitigation strategies in 2024-25, compared to just 37% the previous year.

Student outcomes show encouraging trends across multiple indicators. Both higher-implementing and lower-implementing schools decreased chronic absenteeism rates and increased proficiency rates in mathematics and ELA from 2020-21 to 2024-25. Higher-implementing schools outperformed lower-implementing schools on four of six disciplinary measures and seven of nine measures related to bullying, cyberbullying, and race discrimination. The **number of schools receiving recognition awards more than tripled from 20 schools in 2021 to 73 schools in 2025**, highlighting Nevada schools' increased commitment, effort, and success in creating positive and supportive school environments.

Moving Forward: Recommendations for Sustained Growth

While Nevada's MTSS initiative has achieved remarkable success, evaluation findings reveal critical areas requiring focused attention to ensure continued progress and sustainability.

- Although the \$6 million state investment represents a significant commitment, districts consistently identified competing initiatives, limited funding, and incomplete system integration as major barriers to coherent MTSS implementation. Nevada must prioritize the development of sustainable funding models, including expanded Medicaid billing infrastructure, braided funding strategies across related initiatives, and permanent line items in state and district budgets to support MTSS infrastructure, coaching, and training.
- Workforce Capacity represents a persistent challenge at both state (62% on SSFI) and district (50% on DSFI) levels, with districts reporting difficulties competing with private practice salaries to attract and retain licensed clinicians and school psychologists in rural areas. Nevada should invest in workforce development pipelines through partnerships with higher education institutions, create competitive compensation structures for school-based mental health providers, expand coaching capacity through structured training and credentialing programs, and develop sustainable staffing models that protect practitioners from burnout while maintaining implementation quality.
- Stakeholder Engagement (62% on DSFI) and Local Implementation Demonstrations (52% on DSFI) reflect ongoing challenges with leadership buy-in, particularly at the secondary level and among site-level administrators. To address these gaps, Nevada should develop targeted engagement strategies for executive and building-level leadership, create secondary school implementation toolkits that address scheduling and intervention delivery challenges, establish mechanisms for cross-site learning through site visits and virtual communities of practice, and strengthen family and community partnerships through culturally responsive engagement strategies.

The convergence of strong implementation fidelity, positive student outcomes, and sustained state investment positions Nevada as a national model for scaling evidence-based behavioral frameworks. By strategically addressing identified challenges, Nevada can protect and enhance the considerable progress achieved over the last five years. The path forward requires maintaining service levels while building permanent infrastructure, strengthening data systems despite administrative burden concerns, and protecting the trusted relationships that make this work possible.

References

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