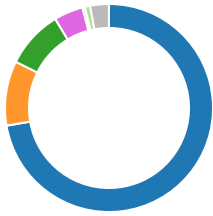


School Level: High School
Grade Levels: 09-12
District: Clark
School Address: 6500 E. Sahara Ave.
 Las Vegas, NV 89142



School Type: *Regular*
 School Designation: *TSI/ATSI*
 95% Assessment Participation: *Met*



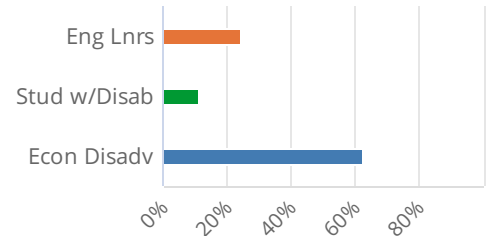
Student Race/Ethnicity

10%	White
9%	Bl/Afr Am
72%	Hisp/Latino
4.5%	Asian
0.4%	Am Ind/AK Nat
0.8%	Pac Isl
2.9%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	62 ★★★★★
2016-2017	42 N/A

Alternative Student Groups



What does my school rating mean?

Three-Star school: Identifies an **adequate** school that has met the state's standard for performance. The all-students group has met expectations for academic achievement. Subgroups meet expectations for academic achievement or show progress with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

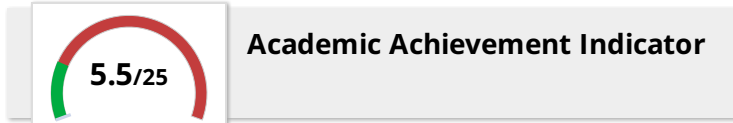
Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

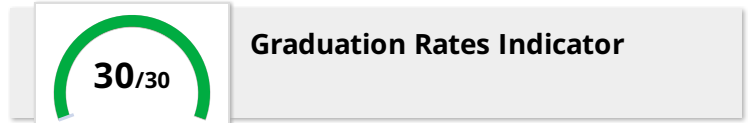
- Below 27 ★
- At or above 27 but less than 50 ★★
- At or above 50 and less than 70 ★★★
- At or above 70 and less than 82 ★★★★
- At or above 82 ★★★★★

TSI/ATSI designation: This school has consistently underperforming subgroups as well as very low performing subgroups. TSI/ATSI schools cannot receive more than a three-star rating in the year they are first designated. See the TSI/ATSI designation report for more information.

2018-2019 School Performance



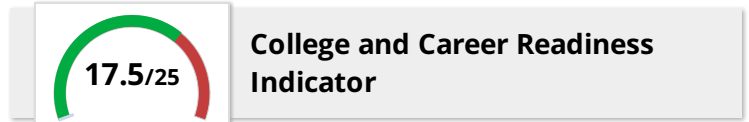
Measure	School Rate	District Rate
Math Proficiency	8.9	24.8
ELA Proficiency	36.7	46.5
Science Proficiency	11.6	21.3



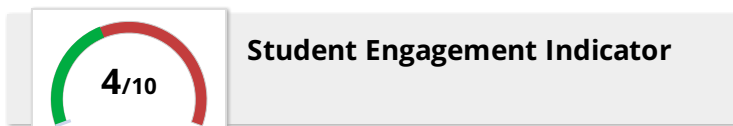
Measure	School Rate	District Rate
4-Year	93.5	85.2
5-Year	91.9	85.0



Measure	School Rate	District Rate
Met EL AGP Target	17.8	14.9



Measure	School Rate	District Rate
Post-Secondary Preparation Participation	69.0	65.0
Post-Secondary Preparation Completion	43.0	39.1
Advanced or CCR Diploma	18.1	27.6



Measure	School Rate	District Rate
9th Grade Credit Sufficiency	93.0	88.5
Chronic Absenteeism	29.5	25.0
Climate Survey Participation	87.5	N/A

Climate Survey Participation is not a point-earning measure.

Graduation and diploma rates are based on the class of 2017-18.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on the ACT, Nevada Science, and Nevada Alternate assessments.

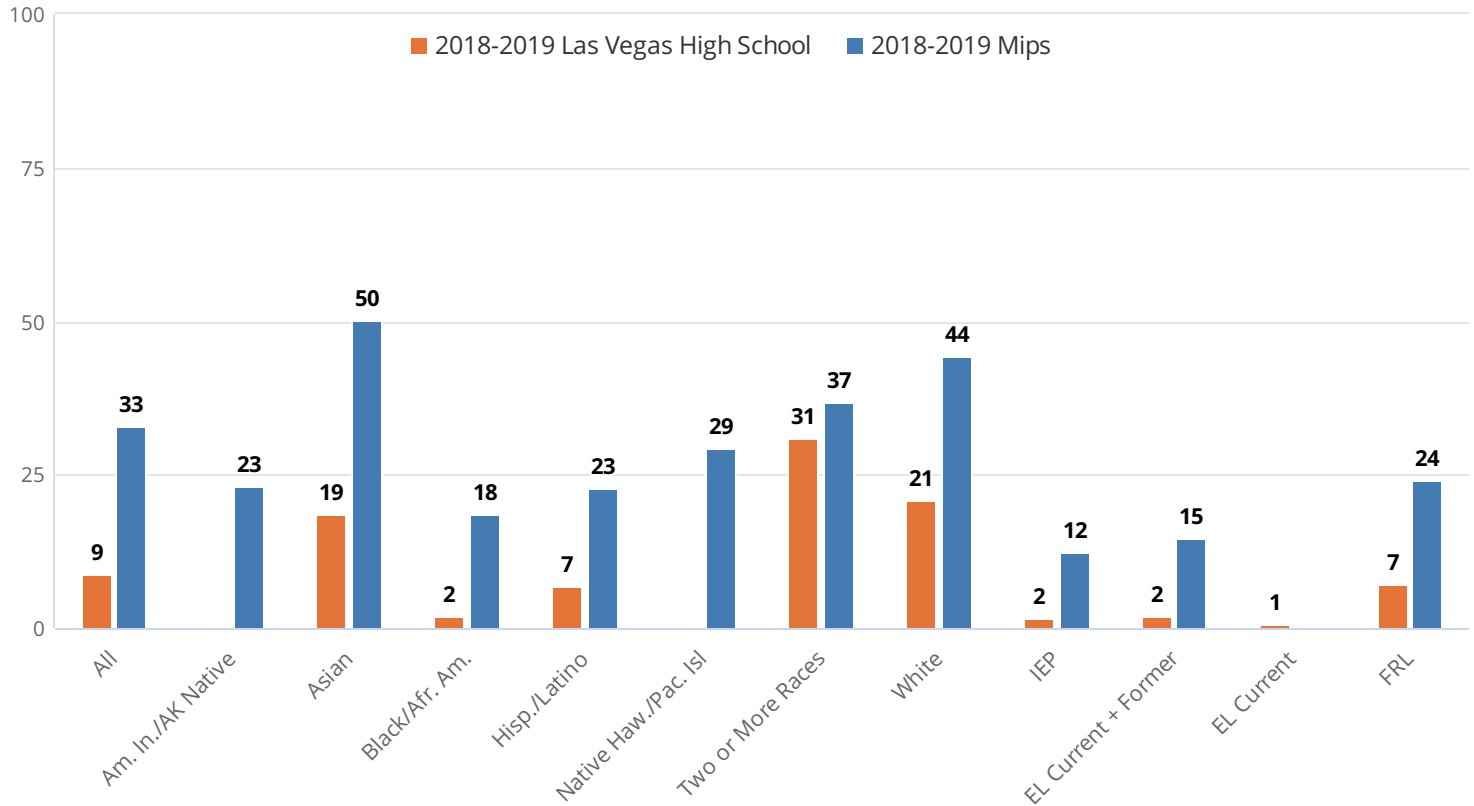
Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math Proficient

Math Proficient Points Earned: 1.5/10

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	8.9	24.8	32.83	11.2	24.4	29.29
American Indian/Alaska Native	-	19.3	23.12	-	20.1	19.07
Asian	18.6	51.1	50.27	25	46.9	47.65
Black/African American	1.8	8.1	18.42	3.8	9.5	14.12
Hispanic/Latino	6.7	15.5	22.93	9.1	14.5	18.87
Pacific Islander	-	20.6	29.26	-	23.4	25.54
Two or More Races	31.1	29.6	36.96	15.7	31	33.64
White/Caucasian	21	40.2	44.25	23.5	38.6	41.31
Special Education	1.6	3.7	12.38	0	2.1	7.77
English Learners Current + Former	1.8	3.7	14.52	1.6	4.2	10.02
English Learners Current	0.6	1.3		0.7	1.4	6.96
Economically Disadvantaged	7.2	15.9	24	10.8	15.7	20.01

**Math Assessments
% Proficient**



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



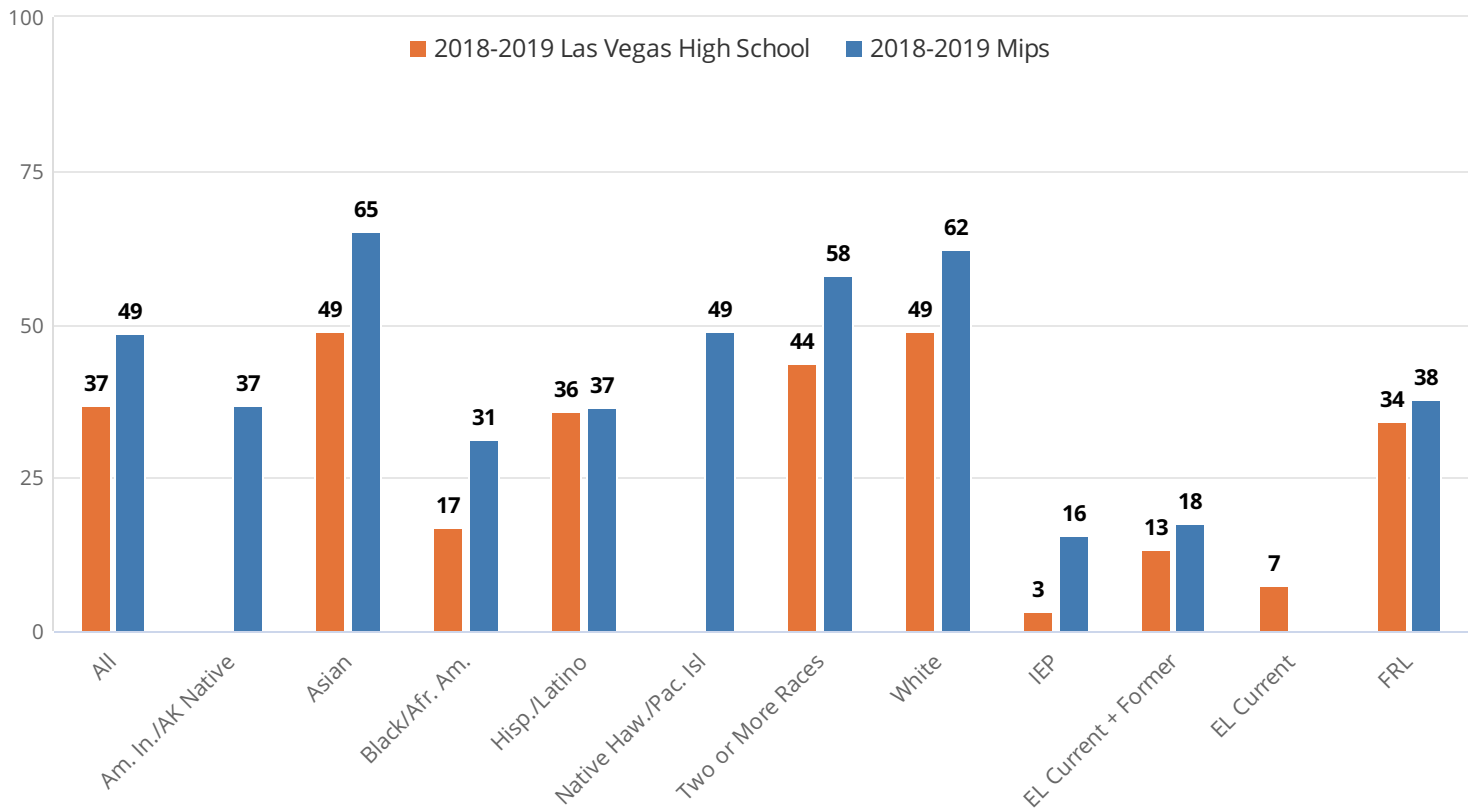
Academic Achievement

ELA Proficient

ELA Proficient Points Earned: 3.5/10

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	36.7	46.5	48.54	33.2	44.5	45.83
American Indian/Alaska Native	-	40.8	36.76	-	40.7	33.43
Asian	48.7	70	65.11	61.1	67.2	63.27
Black/African American	16.8	25.8	31.39	22.4	26.8	27.78
Hispanic/Latino	35.8	35.6	36.5	28.3	33	33.15
Pacific Islander	-	46.2	48.75	-	44.2	46.05
Two or More Races	43.7	57.6	58.07	57.8	53.8	55.86
White/Caucasian	49	65.5	62.25	55.8	62	60.26
Special Education	3.2	7.7	15.71	2.5	6.6	11.27
English Learners Current + Former	13.3	9.4	17.52	7.8	9.5	13.18
English Learners Current	7.4	4.4		4.2	3	6.9
Economically Disadvantaged	34.2	35.2	37.66	32.9	33.2	34.37

**ELA Assessments
% Proficient**





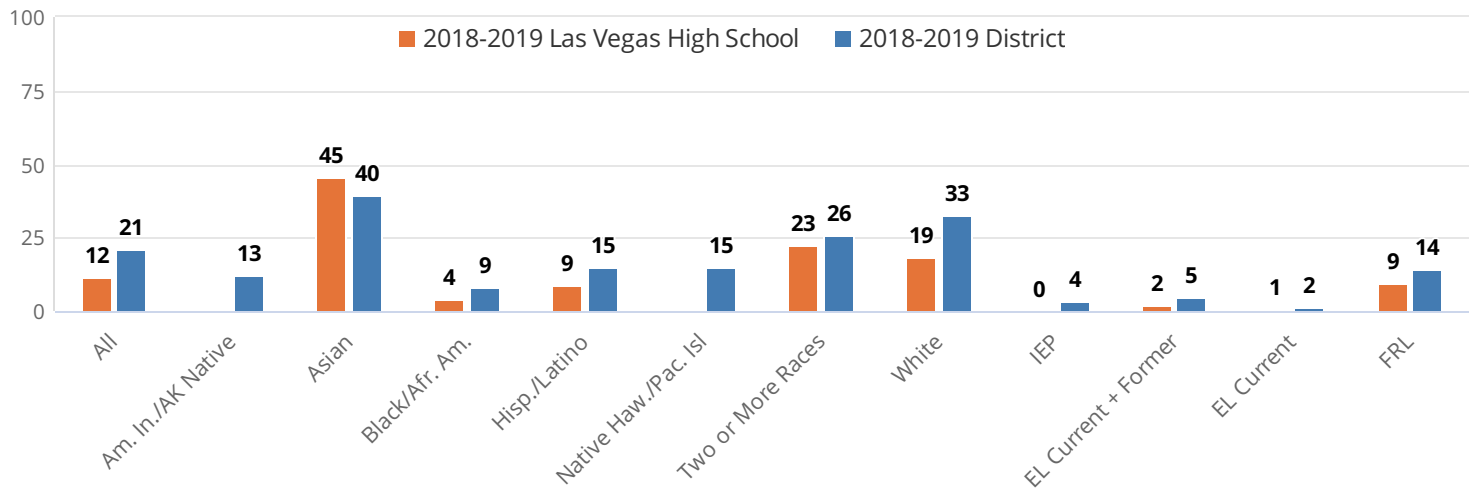
Academic Achievement

Science Proficient

Science Proficient Points Earned: 0.5/5

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	11.6	21.3	21	34.3
American Indian/Alaska Native	-	12.5	-	32.3
Asian	45.3	39.7	30	56.3
Black/African American	4.2	8.5	11.8	15
Hispanic/Latino	9	14.9	19.2	25.6
Pacific Islander	-	15.1	-	32
Two or More Races	22.6	26	35.7	40.4
White/Caucasian	18.6	32.7	32.8	50.9
Special Education	0	3.7	2.8	7.3
English Learners Current + Former	2.2	4.7	6.9	11.4
English Learners Current	0.6	1.6	4.8	6.4
Economically Disadvantaged	9.3	14.4	17.8	25

**Science Assessments
% Proficient**



Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	>=95%	>=95%	>=95%	>=95%
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	85%	85%
English Learners Current + Former	N/A	N/A	>=95%	>=95%
English Learners Current	>=95%	>=95%	90.9%	90.9%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

Yellow indicates 95% participation requirement not met.



Graduation Rates

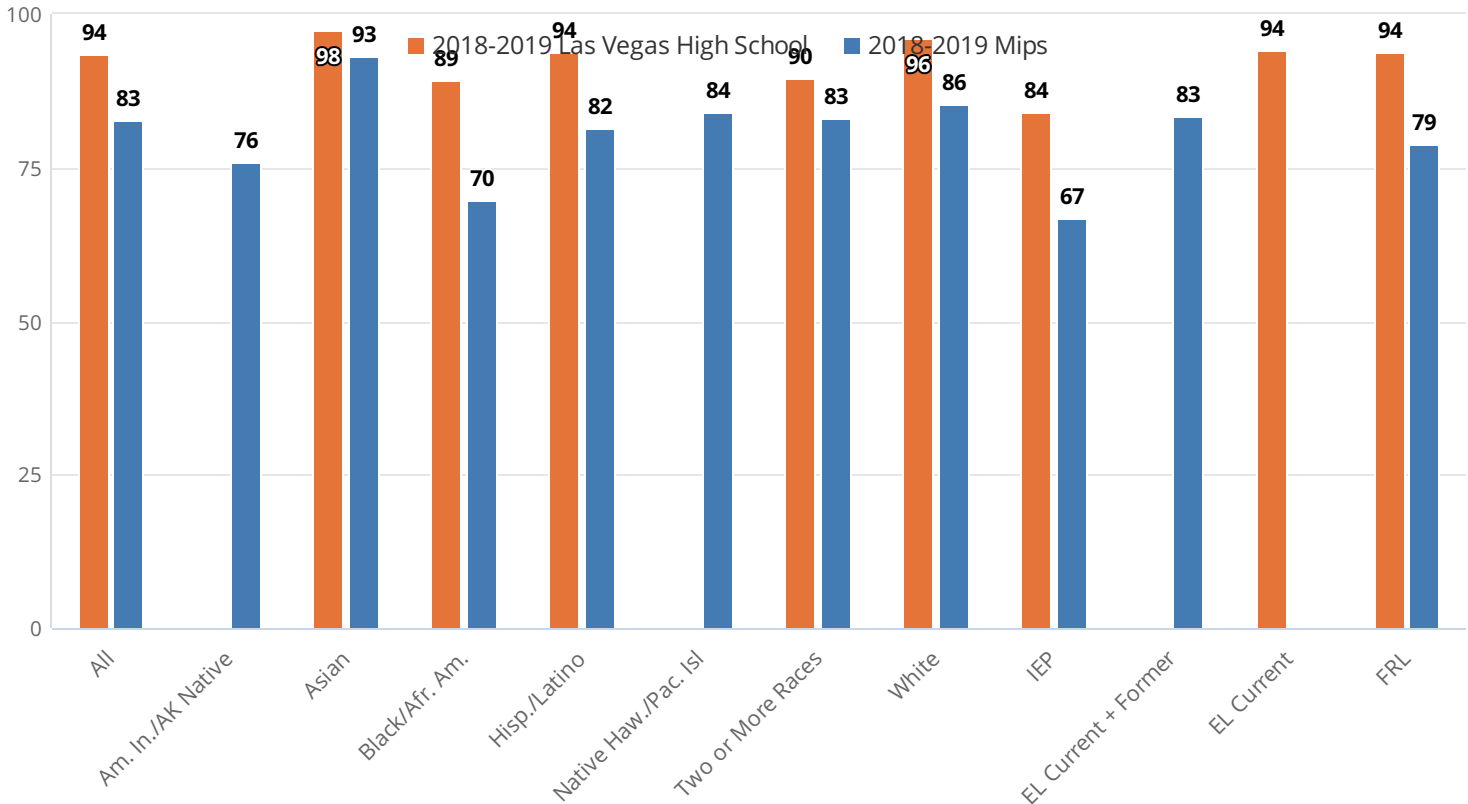
The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given measures. Any student who ever belonged to any special population subgroup (IEP, EL, or FRL) during their high school career are included in the subgroup rates.

4-Year ACGR Data

4-Year ACGR Points Earned: 25/25

Groups	2018	2018	2018	2017	2017	2017
	% 4-Year ACGR	% District	% 4-Year ACGR MIP	% 4-Year ACGR	% District	% 4-Year ACGR MIP
All Students	93.5	85.2	82.6	90.8	83.2	80.9
American Indian/Alaska Native	-	76.9	75.9	-	83.7	73.9
Asian	97.5	94.9	93.3	93.6	93.2	93.1
Black/African American	89.2	75.7	69.8	89	72.8	67.7
Hispanic/Latino	93.9	84	81.5	90.5	81.7	79.7
Pacific Islander	-	87.5	83.9	-	85.1	82.3
Two or More Races	89.5	85.5	83	96.2	84	81.3
White/Caucasian	96.2	89	85.5	91.2	87.5	84.2
Special Education	84	68	66.9	84.8	69	64.7
English Learners Current + Former	N/A	N/A	83.4	N/A	N/A	81.7
English Learners Current	94	76.7		89.4	83.4	
Economically Disadvantaged	93.7	82.7	78.7	89.8	80.2	76.8

Graduation Rates
4-year ACGR





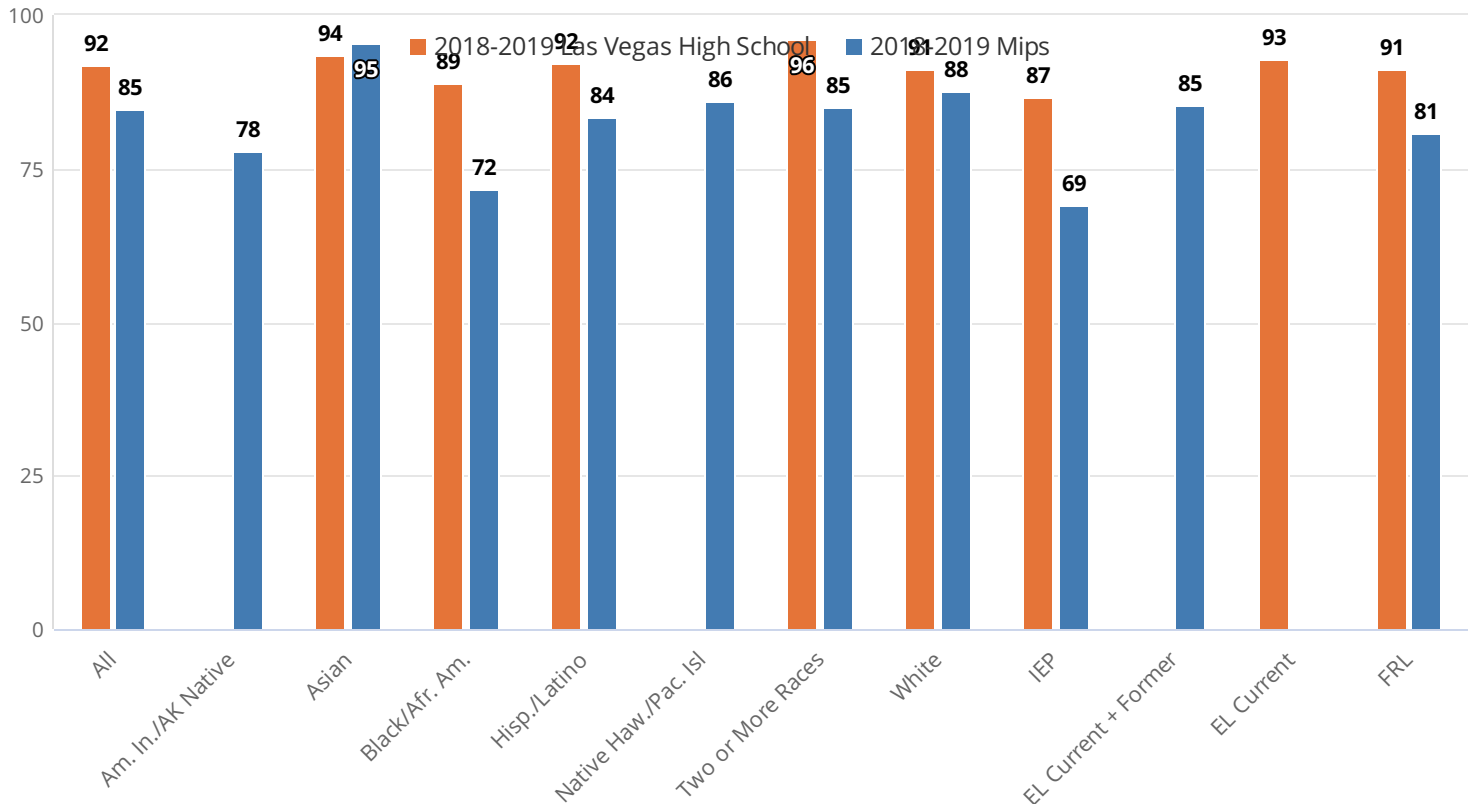
Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: 5/5

Groups	2018	2018	2018	2017	2017	2017
	% 5-Year ACGR	% District	% 5-Year ACGR MIP	% 5-Year ACGR	% District	% 5-Year ACGR MIP
All Students	91.9	85	84.6	89.8	78.3	82.9
American Indian/Alaska Native	-	84.5	77.9	80	76.5	75.9
Asian	93.5	94	95.3	93.4	90.4	95.1
Black/African American	89	75.5	71.8	83.3	65.1	69.7
Hispanic/Latino	92.2	84	83.5	90.2	75.7	81.7
Pacific Islander	-	87	85.9	-	81	84.3
Two or More Races	96.2	85.5	85	92.5	81.5	83.3
White/Caucasian	91.2	88.5	87.5	89.6	84.4	86.2
Special Education	86.7	65.5	68.9	40.5	33.7	66.7
English Learners Current + Former	N/A	N/A	85.4	N/A	N/A	83.7
English Learners Current	92.7	85.9		88.7	74.6	
Economically Disadvantaged	91.2	81.7	80.7	88.6	73.4	78.8

Graduation Rates
5-year ACGR



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



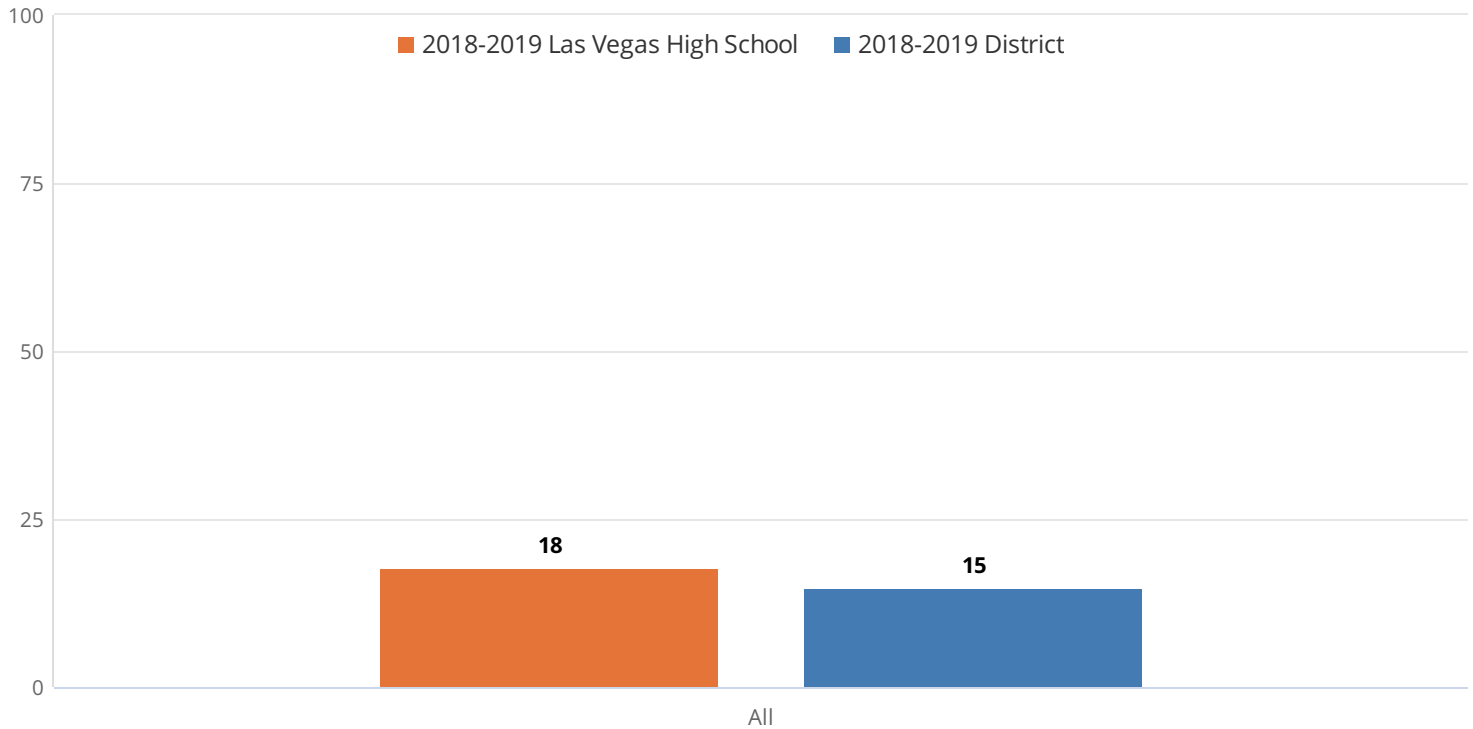
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

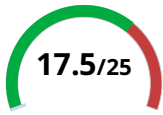
English Language Points Earned: 8/10

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	545	17.8	14.9	490	13	20.4

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



College and Career Readiness

The College and Career Readiness Indicator is made up of three measures. These include the percent of students:

- Participating in post-secondary preparation programs including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE) and Career and Technical Education (CTE).
- Completing post-secondary preparation programs including AP, IB, DC/DE, and CTE.
- Earning an Advanced or College and Career Ready (CCR) Diploma.

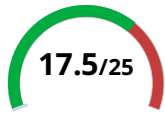
Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given measures.

Post-Secondary Preparation Participation **Post-Secondary Preparation Participation Points Earned: 8/10**

Groups	2019	2019	2018	2018
	% Participation	% Participation District	% Participation	% Participation District
All Students	69	65	68.5	63.2
American Indian/Alaska Native	-	58.5	-	59.2
Asian	81.5	78.7	71.7	75.7
Black/African American	74.5	50.6	59.6	49.1
Hispanic/Latino	66	63.1	67.2	60.8
Pacific Islander	-	63.7	-	56.7
Two or More Races	76	66.2	85.1	65.2
White/Caucasian	77.9	70	77.7	69.2
Special Education	49.1	33.2	-	16.5
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	51.2	38.8	46.2	35.3
Economically Disadvantaged	68.7	60.7	66.4	58.5

Post-Secondary Preparation Completion **Post-Secondary Preparation Completion Points Earned: 7.5/10**

Groups	2019	2019	2018	2018
	% Completion	% Completion District	% Completion	% Completion District
All Students	43	39.1	21.9	32.8
American Indian/Alaska Native	-	32.8	-	26.3
Asian	57.7	57.6	25.6	48.6
Black/African American	37.2	22.6	16.1	16.8
Hispanic/Latino	42.2	37	22.6	30.8
Pacific Islander	-	32.7	-	23.3
Two or More Races	42.7	39.6	22.2	33.3
White/Caucasian	48	44.5	19.7	39
Special Education	32.7	17.1	-	3.6
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	34.8	18.8	17.4	12.3
Economically Disadvantaged	44.6	33.5	21.6	27.6



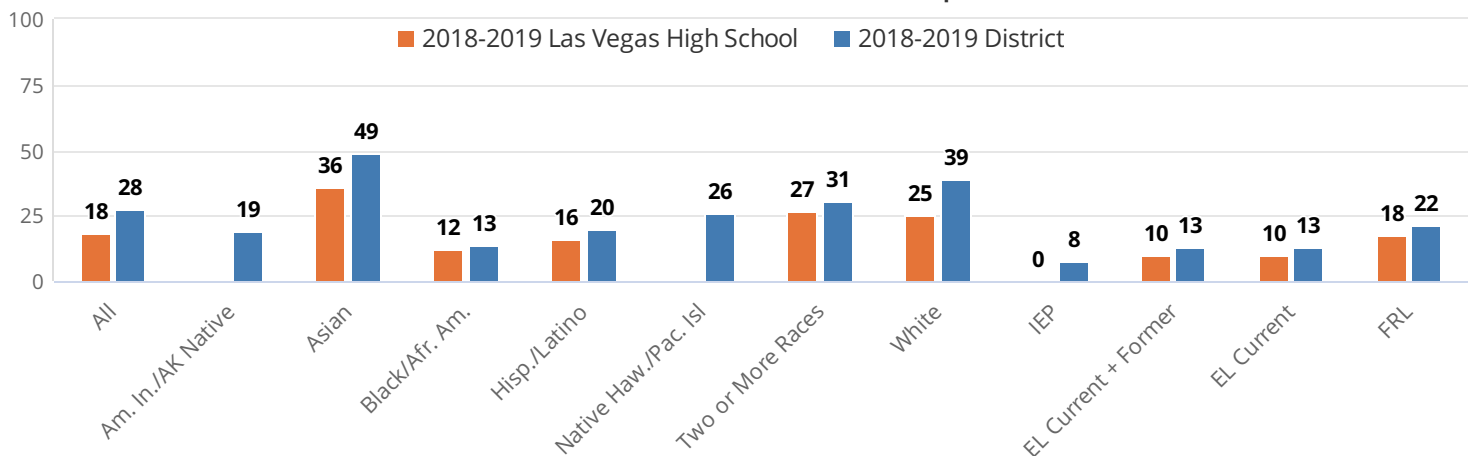
College and Career Readiness

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: 2/5

Groups	2019 % Advanced or CCR Diploma	2019 % Advanced or CCR Diploma District	2018 % Advanced or CCR Diploma	2018 % Advanced or CCR Diploma District
All Students	18.1	27.6	16.2	26.1
American Indian/Alaska Native	-	19.1	-	21.4
Asian	35.7	48.7	25	50.8
Black/African American	12	13.4	7.6	11.2
Hispanic/Latino	15.8	20	14.4	18.2
Pacific Islander	-	25.8	-	20.8
Two or More Races	26.8	30.6	19.2	28
White/Caucasian	25	39	25.5	36.3
Special Education	0	7.9	7.1	10.9
English Learners Current + Former	10	13.1	14.8	19.2
English Learners Current	10	13.1	14.8	19.2
Economically Disadvantaged	17.8	21.6	14.7	20.2

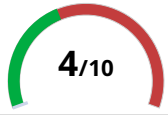
% Students Who Received Advanced or CCR Diploma



Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	38.2	13.3	7	13.3	0.1	0	43	31.8
American Indian/Alaska Native	-	-	-	-	-	-	-	-
Asian	65.7	31.5	21	13	2.6	0	44.7	31.5
Black/African American	35.5	5	6.7	3.2	0	0	57.6	33.7
Hispanic/Latino	34.1	12.3	5.7	1.7	0	0	42.2	32.1
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	38	0	4.7	0	0	0	47.6	42.7
White/Caucasian	57.1	23.3	9	6.4	0	0	33.7	27.1
Special Education	4.9	0	0	0	0	0	47.5	32.7
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	10.1	2	1.3	0	0	0	45.2	32.7
Economically Disadvantaged	36.8	12.9	7.2	3	0.2	0	44.2	33.6

This table shows the breakdown of the percentage of students, by subgroup, who participated and completed college and career readiness program coursework. The four programs that are used in Nevada are Advanced Placement (AP), International Baccalaureate (IB), DualCredit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). The AP is a program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. The IB Diploma Program is a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma. The IB Program was designed through an international cooperative effort and is based in Geneva, Switzerland. Both the Advanced Placement and International Baccalaureate Programs give high school students an opportunity to pursue college-level studies while still in high school. DC/DE allows students to take college courses while still in high school. Students can earn college credits upon successful completion of the coursework. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Note that not all schools in Nevada have all these programs available. For example, only a few schools in the state offer an IB program..



Student Engagement

9th Grade Credit Sufficiency and Chronic Absenteeism are Measures of Student Engagement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

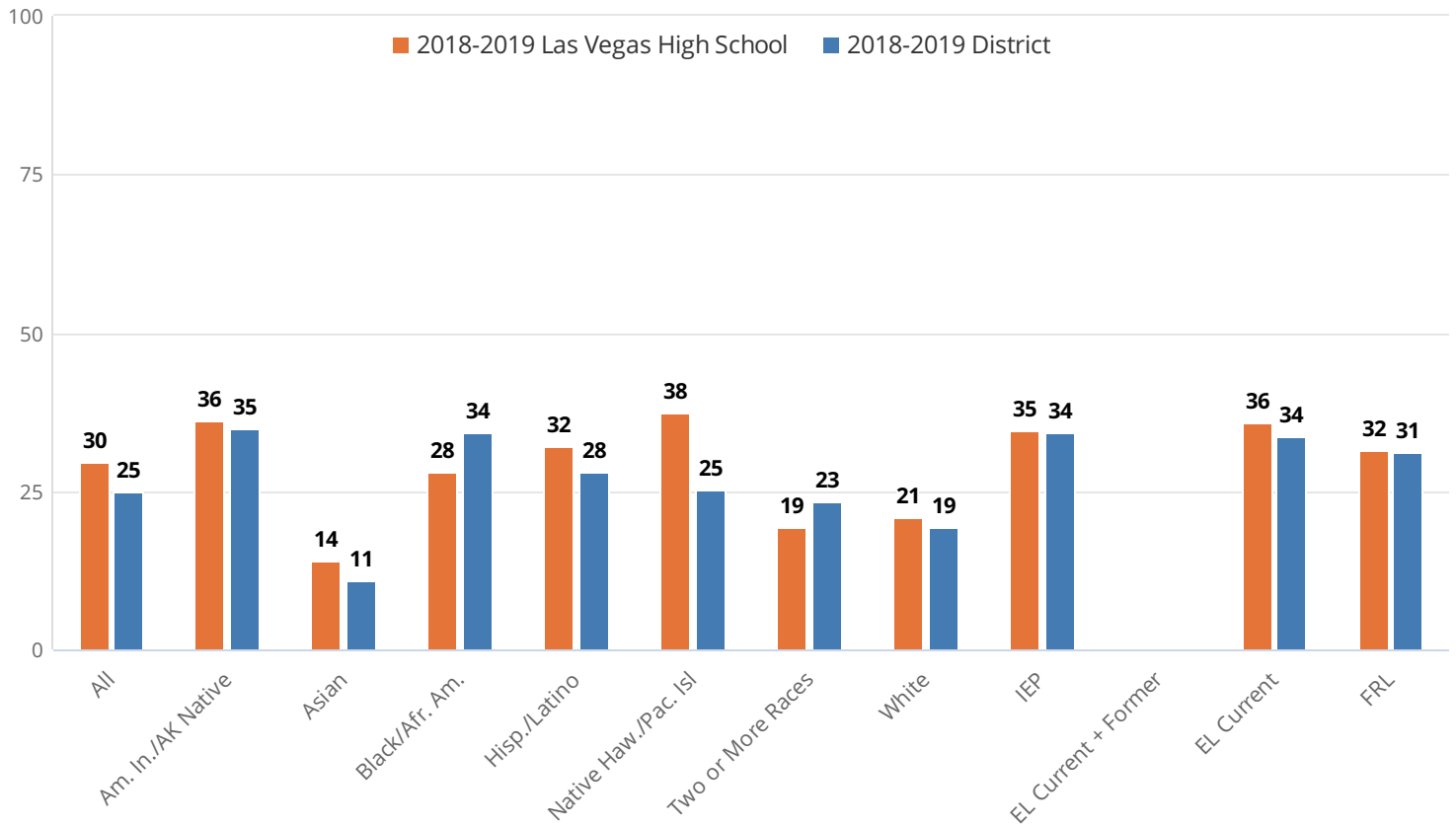
Chronic Absenteeism

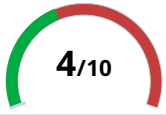
Chronic Absenteeism Points Earned: 0/5

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	29.5	25	29.8	28
American Indian/Alaska Native	36.2	35	41.6	41.7
Asian	13.9	11	17.1	10.6
Black/African American	28.1	34.3	34.8	39.5
Hispanic/Latino	32.1	28.1	31.2	30.8
Pacific Islander	37.5	25.3	36.3	29
Two or More Races	19.3	23.3	19.3	27.3
White/Caucasian	21	19.3	24.7	22
Special Education	34.5	34.2	35	39.1
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	35.7	33.7	32.4	35.7
Economically Disadvantaged	31.6	31.1	31	34.3

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)





Student Engagement

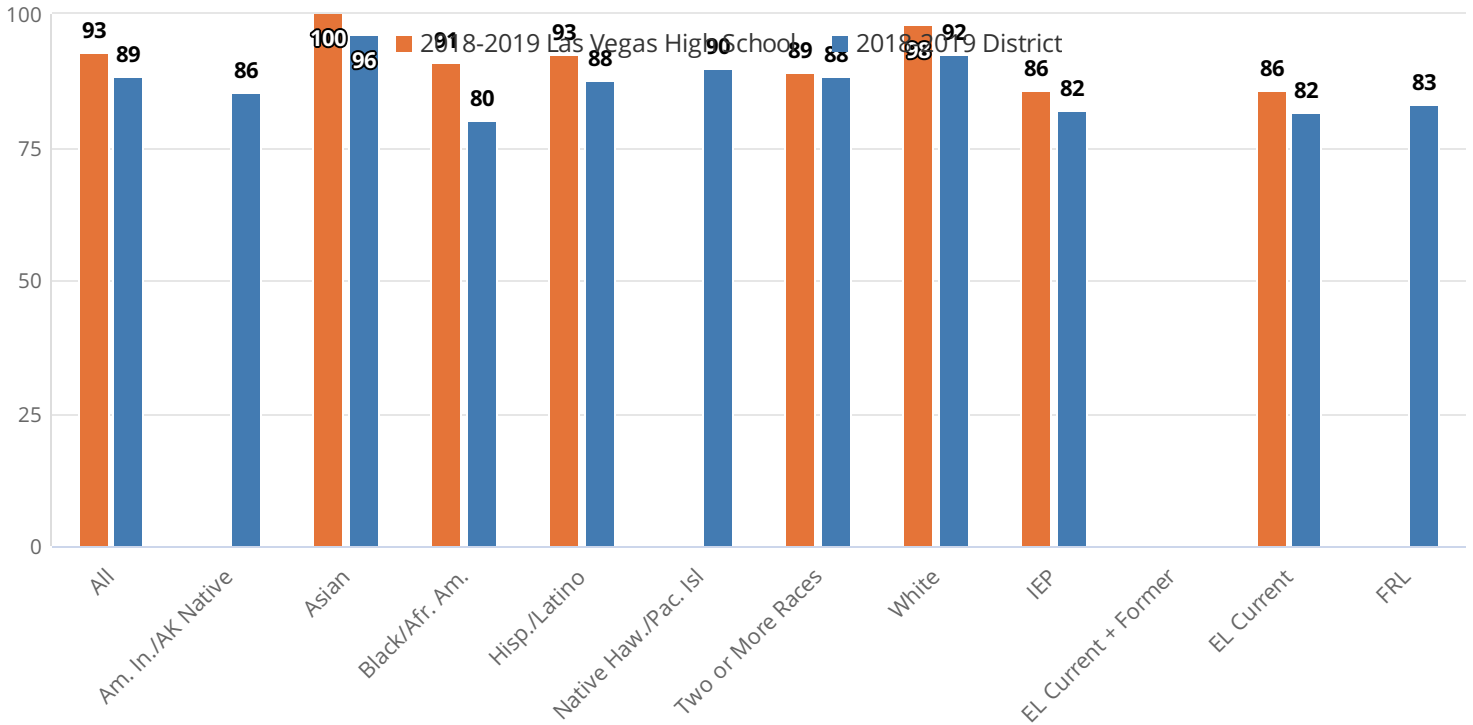
4/10

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned 4/5

Groups	2019 % 9 th Grade Credit Sufficiency	2019 % 9 th Grade Credit Sufficiency District	2018 % 9 th Grade Credit Sufficiency	2018 % 9 th Grade Credit Sufficiency District
All Students	93	88.5	92.9	88.2
American Indian/Alaska Native	-	85.5	-	85.8
Asian	100	96.2	95.2	96.2
Black/African American	91	80.2	89	79
Hispanic/Latino	92.5	87.5	93	87.7
Pacific Islander	-	89.7	-	92.4
Two or More Races	89.2	88.2	100	88.2
White/Caucasian	98.2	92.4	92.4	91.5
Special Education	85.9	81.9	86.2	81.1
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	85.7	81.5	91.2	84.9
Economically Disadvantaged	-	83	91.2	84.9

% of Students Meeting 9th Grade Credit Requirements



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

School Designation	NSPF Designation Year	Exit Evaluation
TSI/ATSI	2018-2019	Summer 2023

What is a Targeted Support and Improvement (TSI) / Additional Targeted Support and Improvement (ATSI) Designation?

Schools with a TSI/ATSI designation meet the following criteria:

- Not designated for Comprehensive Support and Improvement (CSI)
- Designated as TSI, with consistently underperforming subgroups (subgroup with n - size of at least 25 did not meet performance targets two years in a row) within the Academic Achievement Indicator and two or more remaining Indicators, and
- Designated as ATSI, with significant subgroup performance challenges that would, on their own, lead to a CSI designation—where the performance of any one subgroup (n-size of at least 25) on any one Measure is at or below a performance level representative of CSI schools on that measure.

A school designated as TSI/ATSI cannot be classified higher than a three-star school in the designation year— the year the school is first designated. A school designated as TSI/ATSI must work with their LEA to develop a plan to exit the TSI/ATSI designation within three years. The school is evaluated for exit at the end of this three year period

Why did this school receive a TSI/ATSI Designation?

The table below shows the reason(s) the school received a TSI designation. An “X” marks Indicators/Measures in which the subgroup underperformed two years in a row.

Indicator/Measures	All	Am Indian	Asian	Afr Amer	Hisp	Pacf Isl	Multi Race	White	SpEd	Engl Lrnrr	Econ Disadv
Academic Achievement											
Math Proficiency			X	X	X			X	X		X
ELA Proficiency			X	X				X	X		X
Science Proficiency				X					X	X	X
Grad Rate											
4-year ACGR											
5-year ACGR			X								
EL Proficiency											
Student Engagement											
Chronic Absenteeism				X	X				X		X
9th Grade Credit Suff.											
CCR Participation											
CCR Completion											
Adv./CCR Diploma									X		

The table below shows the reason(s) the school received a TSI designation. An "X" marks Indicators/Measures in which the subgroup did not meet performance levels representative of CSI Schools

Measures	All	Am Indian	Asian	Afr Amer	Hisp	Pacf Isl	Multi Race	White	SpEd	Engl Lrn	Econ Disadv
Math Proficiency											
ELA Proficiency									X		
Science Proficiency											
4-year ACGR											
5-year ACGR											
WIDA AGP											
Chronic Absenteeism											
9th Grade Credit Suff.											
CCR Participation											
CCR Completion											
Adv./CCR Diploma											

What is required for exit from a TSI/ATSI designation, and how is the school progressing toward exit?

To exit a TSI designation, a school must not meet the TSI designation criteria—subgroups not meeting targets in the Academic Achievement Indicator and two or more remaining Indicators—during each of the two years prior to the exit evaluation. Schools that do not meet the requirements for exiting the TSI designation after three years will be designated a Comprehensive Support and Improvement (CSI) school.

The table below shows the school's progress toward achieving exit from TSI. The table displays subgroup data for the current year. An "X" marks Indicators/Measures in which the subgroup has underperformed two years in a row. After three years, the school must have met the exit criteria outlined above to exit the TSI Designation.

Indicator/Measures	All	Am Indian	Asian	Afr Amer	Hisp	Pacf Isl	Multi Race	White	SpEd	Engl Lrn	Econ Disadv
Academic Achievement											
Math Proficiency			X	X	X			X	X		X
ELA Proficiency			X	X				X	X		X
Science Proficiency				X					X	X	X
Grad Rate											
4-year ACGR											
5-year ACGR			X								
EL Proficiency											
Student Engagement											
Chronic Absenteeism				X	X				X		X
9th Grade Credit Suff.											
CCR Participation											
CCR Completion											
Adv./CCR Diploma									X		

An additional requirement to exit a TSI/ATSI designation is that the school must not meet the ATSI designation criteria— one or more subgroups not meeting performance levels representative of CSI schools on one or more Measures—during each of the two years prior to the exit evaluation. The table below shows the school's progress toward achieving exit from ATSI. The table displays subgroup data for the current year. An "X" marks Measures in which the subgroup has underperformed two years in a row. After three years, the school must have met the exit criteria outlined above to exit the ATSI Designation.

Measures	All	Am Indian	Asian	Afr Amer	Hisp	Pacf Isl	Multi Race	White	SpEd	Engl Lnr	Econ Disadv
Math Proficiency											
ELA Proficiency									X		
Science Proficiency											
4-year ACGR											
5-year ACGR											
WIDA AGP											
Chronic Absenteeism											
9th Grade Credit Suff.											
CCR Participation											
CCR Completion											
Adv./CCR Diploma											

Schools that do not meet the requirements for exiting the TSI/ATSI designation after implementing the three-year improvement plan will be designated a Comprehensive Support and Improvement (CSI) school.