



**Nevada State Board of Education**  
**Alternative Performance Framework (APF)**  
**July 23,2020**

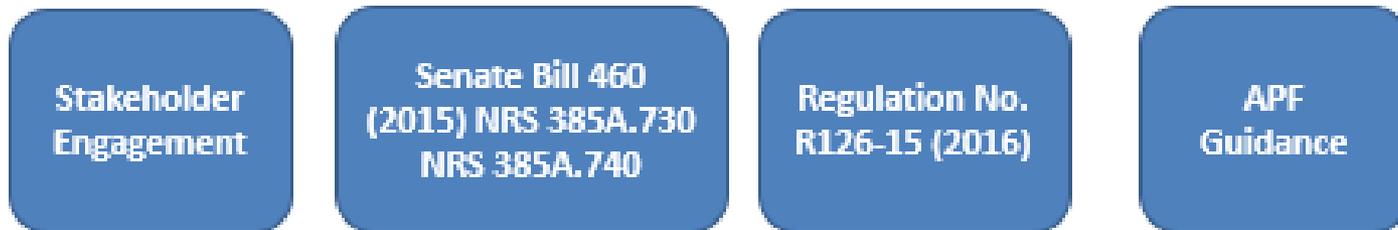
**APF Presentation and NDE Recommendation for  
State Board Approval for Additional School  
SY2020-2021**

# What is the APF?

The Nevada Alternative Performance Framework (APF) represents a State accountability system designed:

- To highlight qualifying mission-specific schools;
- To collect and report data for schools that have an incomplete reflection of performance under the Nevada State Accountability System; and
- To provide actionable information about the progress of qualifying schools in improving student achievement.

The APF is Guided by:



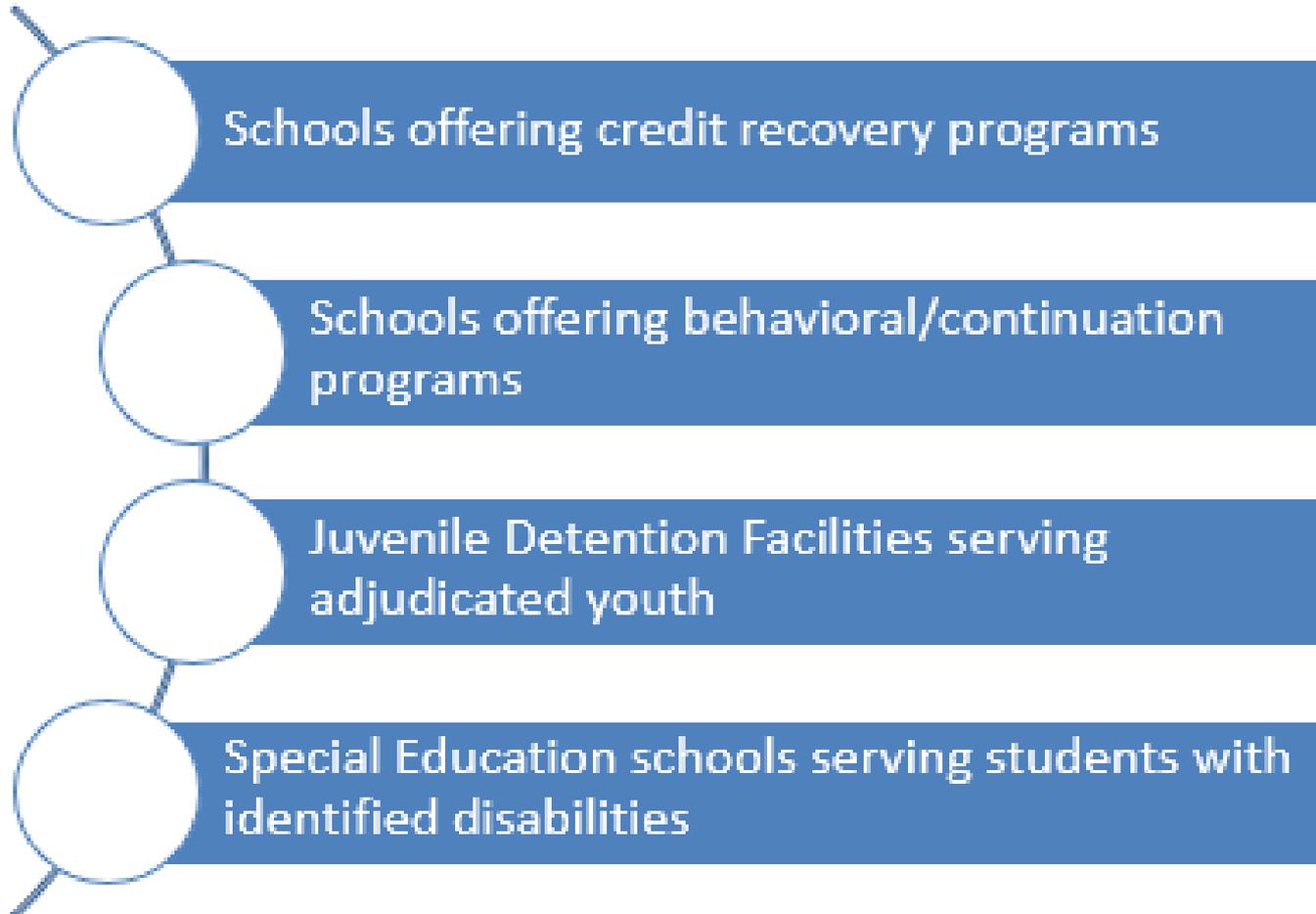
Schools apply to be rated under the APF and must be approved by the State Board of Education.

# APF Eligibility Requirements

For a school to be eligible to be included in the Alternative Performance Framework, the school must have a mission statement specifying that it serves a certain student population and that 75% of that student population meets one or more of the following criteria (NRS 385A.740):

- Have been expelled or suspended from a public school, including, without limitation, a charter school;
- Have been deemed to be a habitual disciplinary problem pursuant to NRS 392.4655;
- Are academically disadvantaged (Defined in NAC language as a student who has repeated two or more grades from kindergarten through Grade 8 pursuant to NRS 392.033 or 392.125 or a student who is one or more years behind on the needed credits as defined in NAC 389.659 to promote to the next grade level or graduate from high school on time.);
- Have been adjudicated delinquent;
- Have been adjudicated to be in need of supervision for a reason set forth in NRS 62B.320; or
- Have an Individualized Education Program (IEP).

# APF School Categories

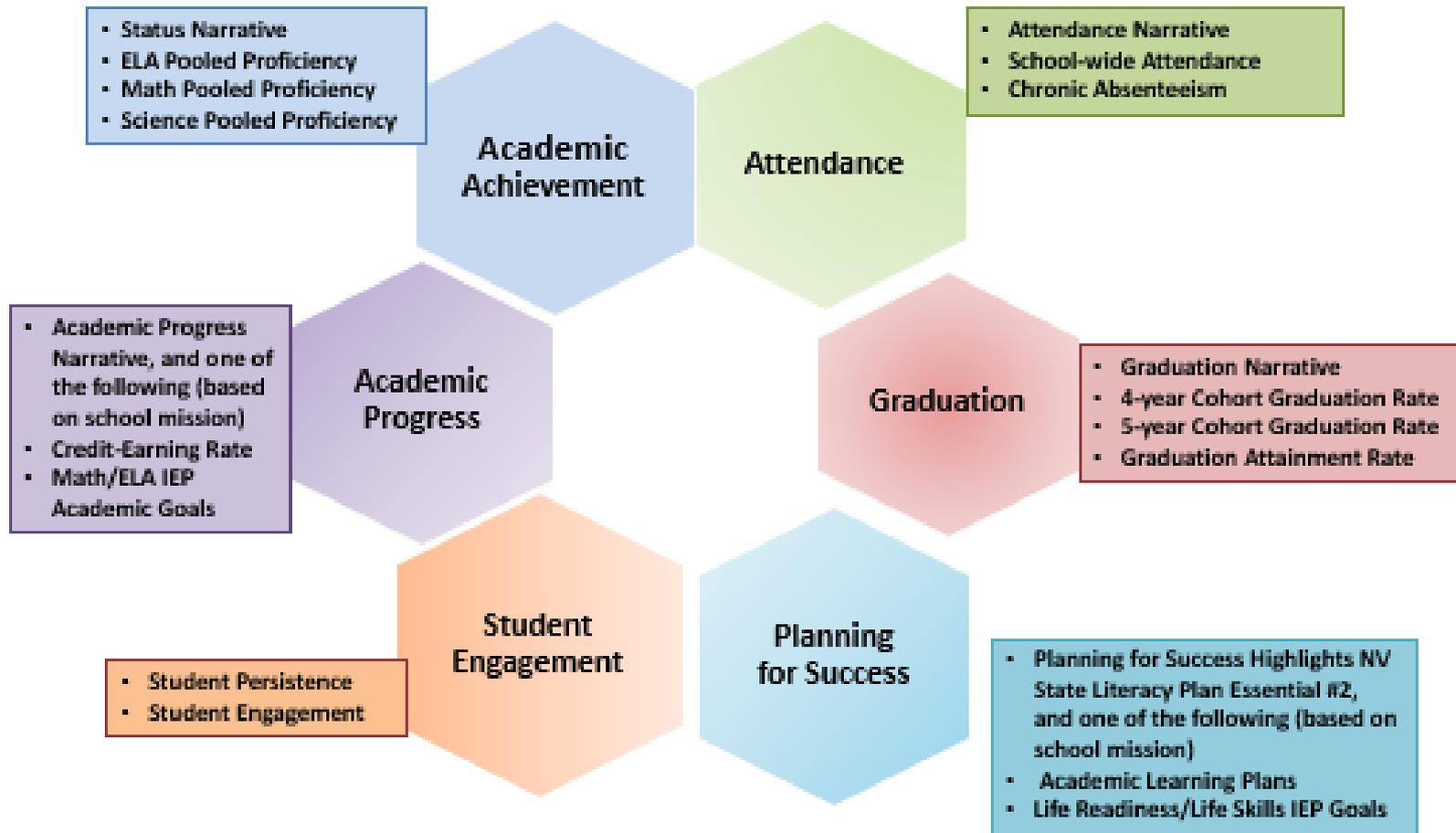


# NSPF Ratings for Qualifying APF Schools



- ESSA requires states to rate all public schools under the state's accountability system
- Nevada's ESSA State Plan states all public schools will receive a star rating under the Nevada School Performance Framework (NSPF)
- Challenges in rating qualifying APF schools:
  - Schools often cannot be rated due to insufficient data in required indicators
  - Data for NSPF ratings only include students who are in attendance for at least half of the school year; the length of student enrollment for APF schools is often unpredictable depending on the mission of the school
  - Some schools continue to have insufficient n-size for reporting under the NSPF even though data is pooled over multiple years

# Alternative Performance Framework Indicators and Measures



# APF Approved Schools 2019-2020



District	Year Approved For Rating	School Name	APF Category
Clark	SY2015-16	John F. Miller	Special Education
Clark	SY2015-16	Morris Sunset East HS	Credit Recovery
Clark	SY2015-16	Helen J. Stewart	Special Education
Clark	SY2015-16	Variety School	Special Education
Clark	SY2015-16	Variety School ES	Special Education
Clark	SY2015-16	Spring Mountain Jr./Sr. HS	Juvenile Detention
Clark	SY2015-16	Miley Achievement Center Sec.	Special Education
Clark	SY2015-16	Miley Achievement Center ES	Special Education
Clark	SY2015-16	Summit View Youth Academy	Juvenile Detention
Clark	SY2015-16	Burk Horizon/Sunset HS	Credit Recovery
Clark	SY2015-16	Cowan Sunset HS	Credit Recovery
Clark	SY2015-16	South Academic Center	Behavioral
Clark	SY2015-16	Cowan Academic Center	Behavioral
Clark	SY2015-16	Petersen Academic Center	Behavioral
Clark	SY2015-16	Juvenile Detention ES	Juvenile Detention
Clark	SY2015-16	Juvenile Detention	Juvenile Detention
Douglas	SY2015-16	Jacobsen HS	Juvenile Detention
Washoe	SY2015-16	Inspire Academy	Behavioral/Credit Recovery/Juvenile Detention
Washoe	SY2015-16	Marvin Picollo School	Special Education
Washoe	SY2015-16	Turning Point	Behavioral/Special Education
Clark	SY2017-18	Desert Rose	Credit Recovery
DCFS	SY2017-18	NYTC Independence	Juvenile Detention
Lincoln	SY2017-18	C.O. Bastian	Juvenile Detention
Lyon	SY2017-18	Eagle Ridge	Juvenile Detention
Nye	SY2017-18	Pathways HS	Behavioral
Nye	SY2017-18	Pathways MS	Behavioral
Nye	SY2017-18	Pathways ES	Behavioral
SPCSA	SY2018-19	Beacon Academy	Credit Recovery
Clark	SY2019-20	Mission High School	Behavioral



# State Board of Education (SBE) Approval Required

NRS 385A.740 requires a school district or a sponsor of a charter school to apply to the State Board on behalf of a school seeking approval to be rated using the alternative performance framework.

# Approval for School to be Rated Under the APF - SY2020-2021



	SD	School Code	School Name	N Count	Category checked	75% Qualify	Mission Specific
1	Clark County	2621	Delta Academy	620	Credit Recovery	Y	Y

Number of Unique Students = 620

Number/Percent of Students Who Meet One or More Criteria = 471 (76%)

Mission and school structure specific to student population:

- The Delta Academy provides a safe and nurturing instructional environment in which students from various backgrounds expand their knowledge base to fulfill academic and personal goals through differentiated instruction and reinforcement of positive character traits. The school is designed to educate the most underserved student populations in Southern Nevada. The CCSD-Sponsored academy seeks students who have failed in traditional settings and have found themselves significantly credit deficient.

# SBE Motion



NDE recommends that the State Board approve the following school to be rated using the Alternative Performance Framework for the 2020-2021 School Year on the basis that the school mission and student population meets the requirements set forth in NRS 385A.730 and NRS 385A.740:

- **Delta Academy, Clark County School District**

# Thank You!

For additional information regarding the Alternative Performance Framework (APF), please contact:

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# Reference



The following slides are attached to provide additional information regarding specific business rules used in rating schools under the APF.

## Business Rules Unique to APF

Unique business rules for the APF help to provide a more complete picture of the school's performance.

- School Narratives - are submitted in the Fall and provide a way for the school to enhance understanding of the mission of the school and how that mission correlates with the various indicators of the APF
- Opportunity to Engage (OTE) requires a student be enrolled at the qualifying school for a minimum of thirty (30) consecutive school to be counted in the APF calculations Note: this only applies only to the Academic Achievement (ELA, Math, and Science assessment results) and Credit Earning Rate Measure
- Performance in the Chronic Absenteeism is based on students who are enrolled in the school for at least 10 school days rather than at least half the school year.

# APF Data Collection and Reporting

Data for most of the APF measures are not regularly collected by the SEA but are submitted by the District through the Bighorn Portal at two point during the year

- Fall – School Narratives
- Spring – Student Level Data and School Level Data



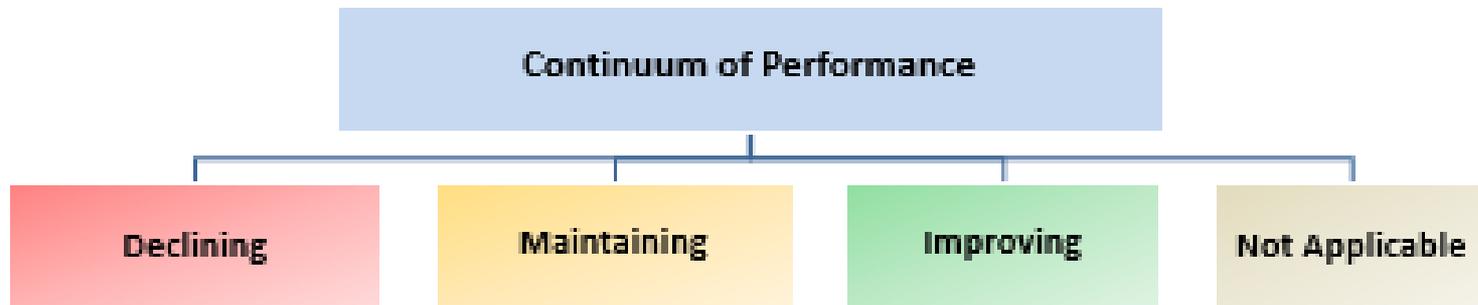
# Comparison of APF and NSPF Indicators



Indicators/Measures	NSPF	APF
<b>Academic Achievement Indicator</b>	<b>Yes</b> <i>Based on where the student tested and requires student be enrolled at least 90-120 days depending on specific test</i>	<b>Yes</b> <i>Requires student to be enrolled for at least 30 consecutive days; assessment results are reflected regardless of where administered</i>
• Narrative	<b>No</b>	<b>Yes</b>
• Math	<b>Yes</b> <i>Reported by School Level</i>	<b>Yes</b> <i>Pooled Proficiency - All Grades</i>
• English Language Arts (ELA)	<b>Yes</b> <i>Reported by School Level</i>	<b>Yes</b> <i>Pooled Proficiency - All Grades</i>
• Nevada Science	<b>Yes</b> <i>Reported by School Level</i>	<b>Yes</b> <i>Pooled Proficiency - All Grades</i>
<b>Academic Progress Indicator</b>	<b>No</b>	<b>Yes</b>
• Narrative	<b>No</b>	<b>Yes</b>
• Credit Earning Rate	<b>No</b>	<b>Yes</b>
• Math Academic Individualized Education Program (IEP) Math Goals • <i>(Special Education Only)</i>	<b>No</b>	<b>Yes</b>
• English Language Arts (ELA) Academic Individualized Education Program (IEP) Goals <i>(Special Education Only)</i>	<b>No</b>	<b>Yes</b>
<b>Graduation Indicator</b>	<b>Yes</b>	<b>Yes</b>
• Narrative	<b>No</b>	<b>Yes</b>
• Four-Year Cohort Graduation Rate	<b>Yes</b>	<b>Yes</b>
• 5-Year Cohort Graduation Rate	<b>Yes</b>	<b>Yes</b>
• Graduation Attainment Rate	<b>No</b>	<b>Yes</b>
<b>Student Engagement Indicator</b>	<b>Yes</b>	<b>Yes</b>
• Chronic Absenteeism	<b>Yes</b>	<i>Under Attendance Indicator</i>
• Student Persistence	<b>No</b>	<b>Yes</b>
• Student Engagement <i>(Special Education Only)</i>	<b>No</b>	<b>Yes</b>
<b>Attendance Indicator</b>	<b>No</b>	<b>Yes</b>
• Narrative	<b>No</b>	<b>Yes</b>
• Chronic Absenteeism	<i>Under Student Engagement Indicator</i>	<b>Yes</b>
• Attendance Rate	<b>No</b>	<b>Yes</b>
<b>Planning for Success Indicator</b>	<b>No</b>	<b>Yes</b>
• Narrative	<b>No</b>	<b>Yes</b>
• Academic Learning Plans	<i>Under Student Engagement Indicator</i>	<b>Yes</b>
• Life Readiness/Life Skills Individualized Education Program (IEP) Goals <i>(Special Education Only)</i>	<b>No</b>	<b>Yes</b>

# Continuum of Performance

Each indicator consists of specific measures which are evaluated and scored individually using a continuum of performance. Scoring each measure separately provides an opportunity to reveal areas of strengths and weaknesses.



Adopted Regulation R126-15 Sec. 5(1)(b)

*(b) As soon as practicable, measure the pupil achievement and school performance for the school by comparing the results in the categories selected pursuant to subparagraphs (1) to (7), inclusive, of paragraph (a) for the current school year with those of the immediately preceding school year.*



# APF Progress Reporting

## Alternative Performance Framework

### School Name

SCHOOL TYPE  
Grade Level: 05-KR  
SCHOOL DESIGNATION

DISTRICT-NAME  
School website URL  
Address Line 1  
Address Line 2  
SCHOOL PHONE

### School Mission

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### Academic Achievement

	2016-2017	2017-2018	Continuum of Performance
Math Pooled Average	55%	65%	Declining
ELA Pooled Average	55%	65%	Maintaining
Science Pooled Average	55%	65%	Maintaining

The Nevada Alternate Assessment (NAA) and the Smarter Balance Assessment Consortium (SBAC) are the state mandated assessments for students at Sample School. Students at Sample School have eligibilities of autism, multiple, emotional challenges, and/or a combination thereof.

### Attendance

	2016-2017	2017-2018	Continuum of Performance
Attendance Rate	55%	65%	Declining
Chronic Absenteeism	55%	65%	Maintaining

Students at Sample School have severe behaviors that result in frequent absences due to hospitalizations, mental health evaluations, family crisis and juvenile detention holdings. Many of the hospitalizations result in long-term care at out of state facilities from six months to a year. Absenteeism is an expected result of student's fragile medical and/or mental health conditions, detention, and hospitalizations.

### Academic Progress

	2016-2017	2017-2018	Continuum of Performance
Credit Earning Rate	55%	65%	Declining
Academic IEP Math Goals	55%	65%	Declining
Academic IEP ELA Goals	55%	65%	Declining

All students at Sample School have Individual Education Plans (IEPs) which are developed with parents, teachers, and related service providers, at least once annually, are developed based on the present levels of student performance, and, define the instructional program for each student.

## Alternative Performance Framework

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DISTRICTNAME  
SCHOOLNAME

### Graduation

	2016-2017	2017-2018	Continuum of Performance
4-Year ACGR	55%	65%	Declining
5-Year ACGR	55%	65%	Declining
Graduation Attainment	55%	65%	Declining

Students at Sample School are unable to participate in traditional course of study, due to the severity of their handicapping conditions. All Sample students' educational programs are defined by their IEP (what is IEP?). Students at Sample School are eligible to continue in public education until the day before their 22nd birthday.

### Student Engagement

	2016-2017	2017-2018	Continuum of Performance
Transferred to Traditional School	55%	65%	Declining
Persisted at Traditional School	55%	65%	Maintaining
Transferred to or Stayed at Alternative School	55%	65%	Improving
Persisted at Alternative School	55%	65%	Maintaining
Student Participation	55%	65%	Improving

### Planning for Success

	2016-2017	2017-2018	Continuum of Performance
Data Driven Literacy Instruction	55%	65%	Declining
Academic Learning Plans	55%	65%	Maintaining
Life Skills IEP Goals	55%	65%	Maintaining

All Sample School students, beginning at age 14 years, have a transition plan included in their annual IEP. This plan identifies the roles of parents, community agencies, and school personnel to assist the student in making a successful transition to the community after leaving the public school system. Transition goals are included in these students' IEPs. IEP Progress Reports are developed quarterly.

[View full-size report](#)

