

# Alternative Performance Framework

## The Delta Academy J-SHS

School Type: District Charter

Grade Level: 06-12

School Designation: CSI

District: Clark

Website: --

818 West Brooks Avenue --

North Las Vegas, NV 89030

Phone: (702)396-2252

### School Mission

The Delta Academy focuses on strengthening instruction through data analysis. All students are administered the Scholastic Reading and Math Inventories at the beginning of the school year to obtain baseline data. They take those assessments four more times throughout the year for benchmarking their progress. The baseline data is used to determine the level of support needed for each student and individual learning plans are created. The benchmark data is used to inform instructional support throughout the school year.

### Academic Achievement

	2020-2021	2021-2022	Continuum of Performance
Math Pooled Average	11.8	14.4	Maintaining
ELA Pooled Average	31.6	37.8	Improving
Science Pooled Average	20.6	20.6	Maintaining

Delta's academic goals are to increase the percent of all students proficient on the ELA ACT from 18.8% to 29.3% and on the Math ACT from 3.7% to 26.7%. Also, average scores on the Scholastic Reading and Math Inventories will increase 100 points from the September, 2021 administration to the May, 2022 administration.

### Attendance

	2020-2021	2021-2022	Continuum of Performance
Attendance Rate	84.2	78.4	Declining
Chronic Absenteeism	N/A	7.2	To Be Determined

Delta Academy's average daily attendance goal is 98%. In order to achieve this goal, students have been assigned to one of ten houses. Each house, has a teacher assigned to contact every student once per week to review any attendance or social/emotional concerns. During the first semester, Delta's attendance rate was 98.72%.

### Academic Progress

	2020-2021	2021-2022	Continuum of Performance
Credit Earning Rate	71.4	77.9	Improving
Academic IEP Math Goals	N/A	N/A	NA
Academic IEP ELA Goals	N/A	N/A	NA

Delta Academy's course completion goal is 85%. In order to achieve this goal, students have been assigned to one of ten houses. Each house, has a teacher assigned to contact every student once per week to review student progress and grades. At the end of the 1st quarter, Delta's course completion rate was 68.68%.

Clark  
The Delta Academy J-SHS

## Graduation

	2020-2021	2021-2022	Continuum of Performance
4-Year ACGR	74.3	58.7	Declining
5-Year ACGR	75.2	82	Maintaining
Graduation Attainment	5.5	4.8	Maintaining

Delta's graduation rate goal is 67%. To achieve this, we monitor all students' academic progress. If a student starts falling behind, there numerous programs available to assist the student. Credit recovery classes, before and after school tutoring and social/emotional support services are available all year long.

## Student Engagement

	2020-2021	2021-2022	Continuum of Performance
Transferred to Traditional School	98.8	98.3	Maintaining
Persisted at Traditional School	99.2	94.6	Declining
Transferred to or Stayed at Alternative School	1.1	1.6	Maintaining
Persisted at Alternative School	-	80	Declining
Student Participation	N/A	N/A	NA

## Planning for Success

	2020-2021	2021-2022	Continuum of Performance
Data Driven Literacy Instruction	Level 2: Strategic Planning is in Place	Level 3: Beginning Level of Implementation	To Be Determined
Academic Learning Plans	100	100	Maintaining
Life Skills IEP Goals	N/A	N/A	NA

College of Southern Nevada is one Delta's strategic partners. Through this program, Juniors and Seniors enrolled at Delta can take up to 2 dual credit courses at CSN at no cost to the student. Also, Delta has the J4NG program, which removes barriers to success and teaches 87 Competencies necessary for postsecondary and workplace success.

## About the Alternative Performance Framework

The Alternative Performance Framework (APF) is intended to collect and report additional performance data for alternative schools that serve a high-needs population of students. These schools usually fall into one of four categories: schools offering credit recovery programs; schools offering behavioral/continuation programs; Juvenile Detention Facilities serving adjudicated youth; and Special Education schools serving students with identified disabilities.

### Academic Achievement Indicator

Reports student academic proficiency based on the results of state mandated assessments which encompass the administration of criterion-referenced examinations for grades 3-8 in English language arts (ELA) and mathematics; grades 5, 8 and high school science; and a college and career readiness assessment for grade 11. Only students that tested at the qualifying school and who met the 30 day enrollment criteria will be included in the proficiency calculation. Rates will be determined through a pooled average of all students, regardless of grade, who assessed in the content area at this school.

### Attendance Indicator

Reports school-wide attendance and absenteeism rates. An individual student attendance rate is calculated as the number of days attended divided by the number of days enrolled. A school attendance rate is the average of each student's attendance rate. A student is absent if they are not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for at least 50% of the school day. Chronically absent students include students who are absent for any reason (e.g., illness, suspension, the need to care for a family member), regardless of whether absences are excused or unexcused; only students who missed 10% of the school days in which they were enrolled in the school are counted in this rate.

### Academic Progress Indicator

Reports the degree to which students enrolled in the current school year are successfully completing courses in which they are enrolled. Individual credit earning rate is calculated as the number of credits earned divided by the number of credits attempted by each student in grades 9-12. The school's credit earning rate is the average of each student's credit earning rate for all students who meet the 30 day enrollment criteria. An academic Individualized Education Program (IEP) measure is used for math and ELA by special education schools that are non-credit granting institutions. These ELA and math academic goals are based on the progress found on a student's fourth quarter or final progress report from the last annual IEP.

### Graduation Indicator

Reports the extent to which students successfully complete or make substantial progress toward completion of high school. Data for the cohort graduation rates lag by one year due to the cohort collection and validation process. Graduation Attainment Rate is a 10-point measure determined by assigning points to any student identified with an Original Year of Graduation (OYOG) for the current year or earlier and who have a high school completion status or exit code. The reported rate is the average of all points earned for qualifying students.

### Student Engagement Indicator

Reports the extent to which students are engaged in the educational process. Student Persistence data reveals the number of students, at the alternative setting within the accountability school year who, either stayed enrolled in the current alternative setting, transferred out to another alternative setting or another traditional school. A further calculation is done to determine how many of these students ended the current accountability year at that setting. For Special Education schools, student engagement is defined as students participating in a purposeful learning activity. Rates reveal the average number of students observed and the average number of students engaged over the span of the current school year.

### Planning for Success Indicator

Reports student success towards career, college and life pathways. The Nevada State Literacy Plan has a self-assessment tool that results in a 5 point scale and provides schools with a number of tools to help them engage students in meaningful and effective data-driven standards-based literacy instruction and intervention. Academic Learning Plans are mandated by NRS 388.205 and must set forth the specific education goals that the pupil intends to achieve before graduation from high school. Life Readiness Skills IEP Goals are based on the progress found on a student's fourth quarter or final progress report from the last annual IEP.

### Continuum of Performance

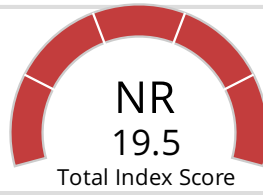
Once baseline data has been established, and benchmarks selected, a Continuum of Performance rating will be applied. Measures will be evaluated and scored individually, comparing school performance from one year to the next.

'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. Some APF schools include grade levels that cross the typical elementary, middle and/or high school configurations. The APF report includes compiled data for all grade levels represented in that school.

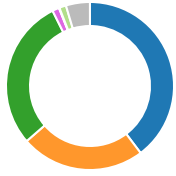
# The Delta Academy J-SHS

## School Year 2021-2022 Nevada School Rating

*School Level:* High School  
*Grade Levels:* 06-12  
*District:* Clark  
*School Address:* 818 West Brooks Avenue  
 North Las Vegas, NV 89030



*School Type:* District Charter  
*School Designation:* **CSI**  
 95% Assessment Participation: *Met*



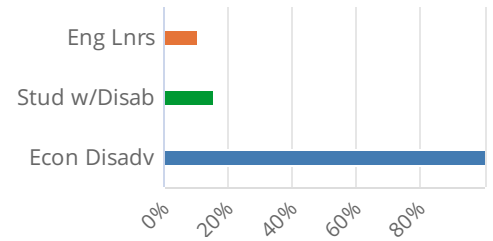
### Student Race/Ethnicity

23.8% White  
 28.9% BI/Afr Am  
 39.5% Hisp/Latino  
 1.3% Asian  
 0.1% Am Ind/AK Nat  
 1.3% Pac Isl  
 4.6% Two or More

### School Performance History

School Year	Index Score/ Star Rating
2020-2021	13.5 ★
2019-2020	13.5 ★

### Additional Student Groups



## What does my school rating mean?

In accordance with the U.S. Department of Education's addendum in response to the COVID-19 pandemic, flexibility was offered with State accountability reporting for the 2021-2022 school year. Star ratings are not calculated for SY21-22, but all schools have been provided with index scores 1-100 in order to meaningfully differentiate schools. Additionally, schools that have the required Indicators and Measures to be evaluated for CSI, TSI, or ATSI supports are evaluated for designated supports.

## How are school star ratings determined?

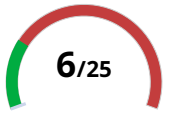
Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100.

## How are star ratings determined based on total index score?

In accordance with the U.S. Department of Education's addendum for accountability, school star ratings are not calculated for the 2021-2022 school year.

**CSI designation:** This school is one of the lowest performing schools in the state. CSI schools cannot receive more than a two-star rating in the year they are first designated. See the CSI designation report for more information.

### 2021-2022 School Performance



### Academic Achievement Indicator

Measure	School Rate	District Rate
Math Proficiency	4.9	19.7
ELA Proficiency	38.3	44.0
Science Proficiency	18.7	21.5



### Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	58.7	80.9
5-Year	82.0	83.9



### English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	<5	7.6



### College and Career Readiness Indicator

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	29.6	70.5
Post-Secondary Preparation Completion	4.6	45.7
Advanced or CCR Diploma	13.5	40.1

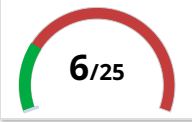
Climate Survey Participation is not a point-earning measure.

Graduation and diploma rates are based on the class of 2020-2021.



### Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	78.7	87.6
Chronic Absenteeism	8.7	39.9
Climate Survey Participation	30.0	N/A



## Academic Achievement

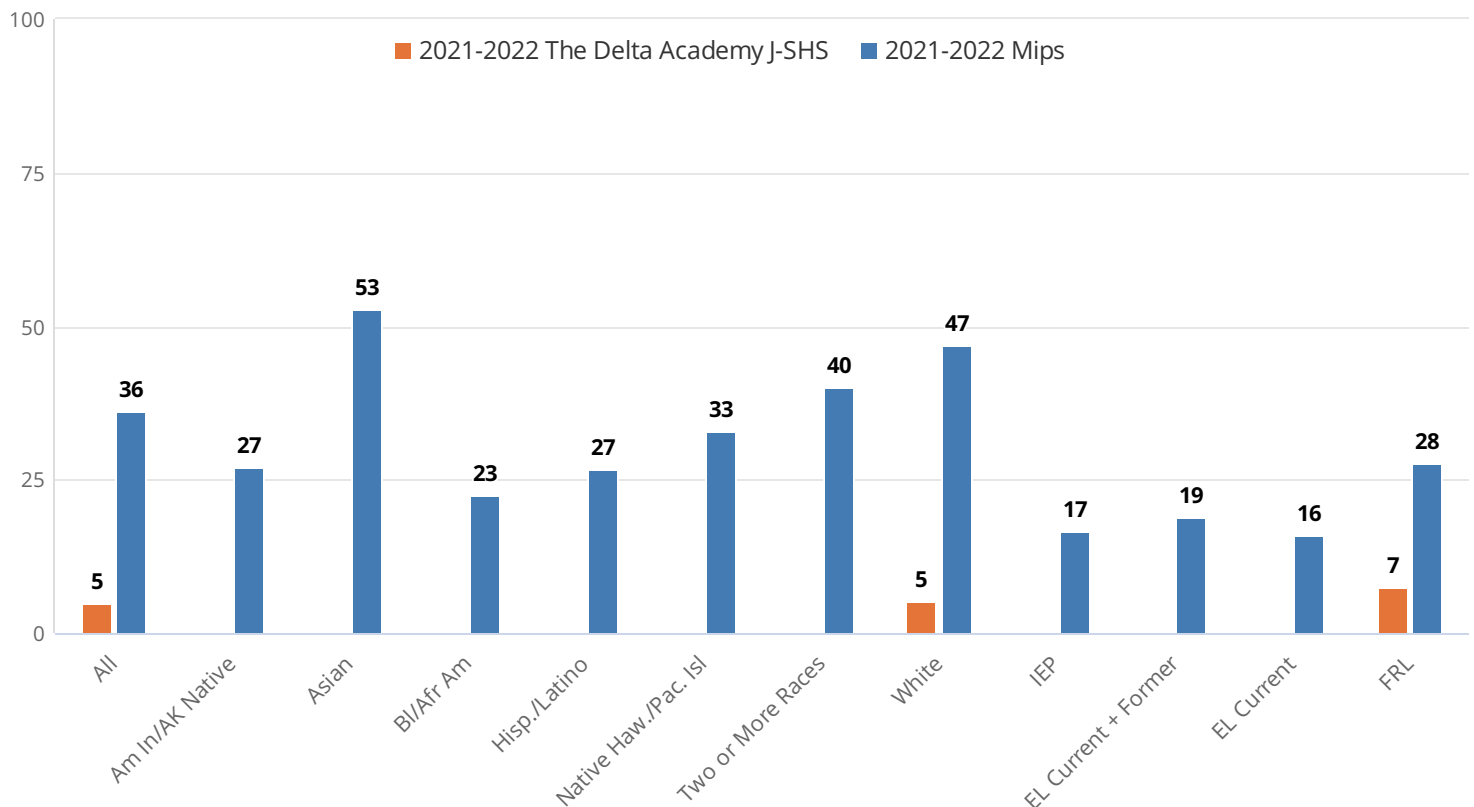
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language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

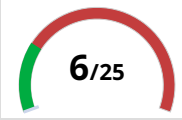
Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

## Math Proficient

Math Proficient Points Earned: 1/10

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	4.9	19.7	36.19			
American Indian/Alaska Native	-	17.5	26.96			
Asian	-	42.5	52.76			
Black/African American	<5	6.8	22.5			
Hispanic/Latino	<5	11.5	26.78			
Pacific Islander	-	16.1	32.8			
Two or More Races	-	26.7	40.11			
White/Caucasian	5.2	33.5	47.04			
Special Education	<5	<5	16.76			
English Learners Current + Former	-	<5	18.8			
English Learners Current	-	<5	16.04			
Economically Disadvantaged	7.4	10.1	27.8			

Math Assessments  
% Proficient

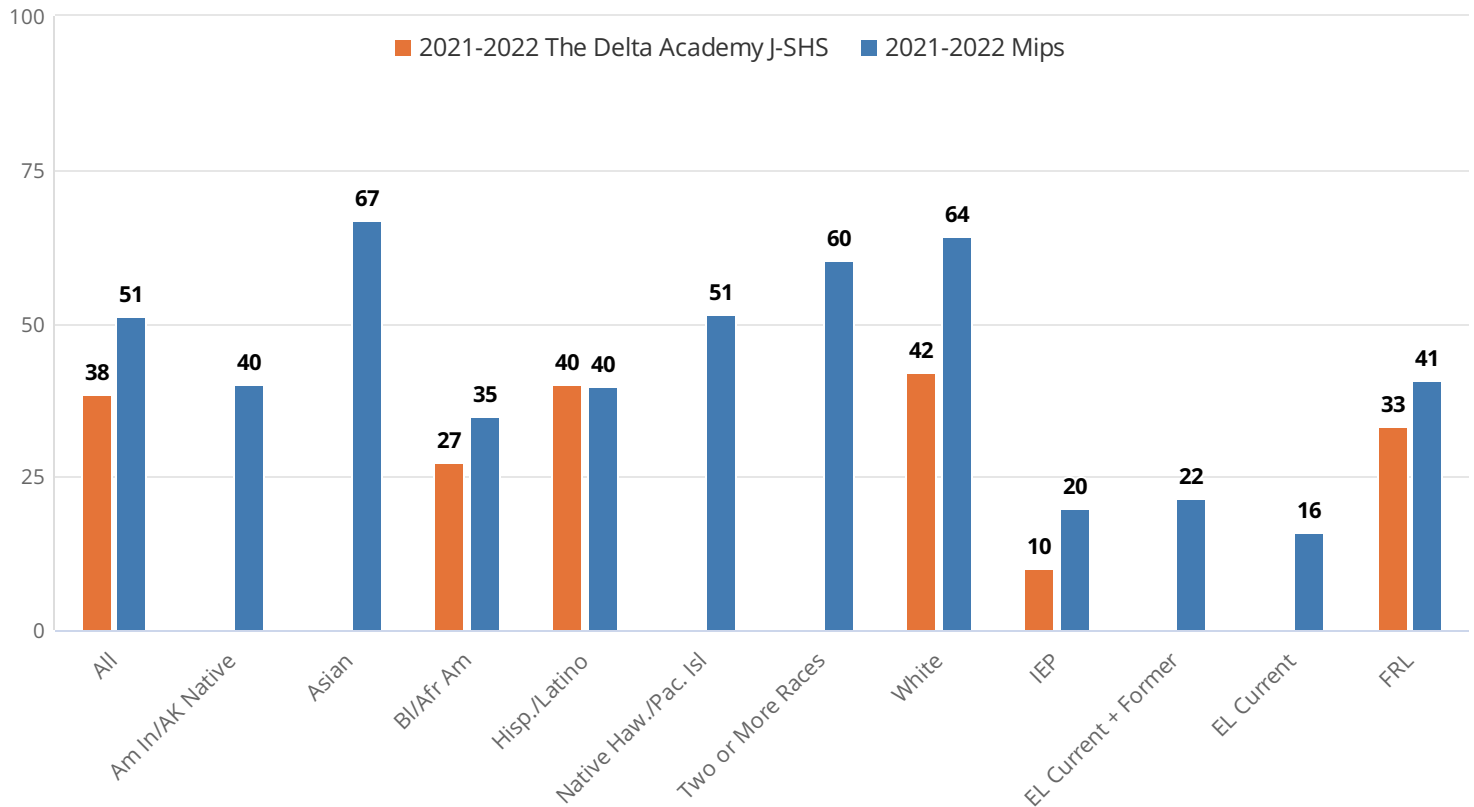


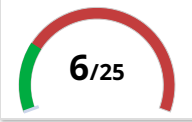
## Academic Achievement

## ELA Proficient

ELA Proficient Points Earned: 4/10

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	38.3	44.0	51.11			
American Indian/Alaska Native	-	45.0	39.92			
Asian	-	68.6	66.85			
Black/African American	27.2	24.5	34.82			
Hispanic/Latino	40.0	33.3	39.67			
Pacific Islander	-	41.2	51.31			
Two or More Races	-	55.5	60.16			
White/Caucasian	42.1	64.0	64.14			
Special Education	10.0	6.5	19.92			
English Learners Current + Former	-	6.6	21.64			
English Learners Current	-	<5	15.98			
Economically Disadvantaged	33.3	29.3	40.77			

ELA Assessments  
% Proficient

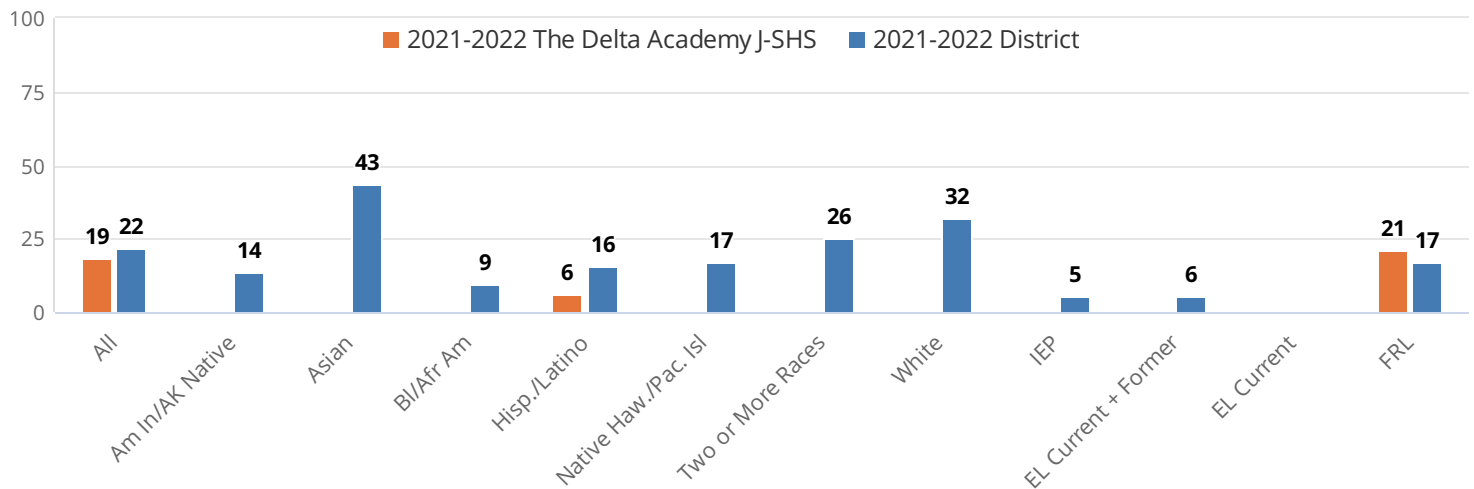


## Academic Achievement

## Science Proficient

Science Proficient Points Earned: 1/5

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	18.7	21.5		
American Indian/Alaska Native	-	13.5		
Asian	-	43.2		
Black/African American	-	9.2		
Hispanic/Latino	6.2	15.6		
Pacific Islander	-	17.1		
Two or More Races	-	25.5		
White/Caucasian	-	31.9		
Special Education	-	5.2		
English Learners Current + Former	-	5.6		
English Learners Current	-	<5		
Economically Disadvantaged	21.0	17.1		

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:

Groups	2022 % Math	2022 % ELA	2021 % Math	2021 % ELA
All Students	>=95%	>=95%		
American Indian/Alaska Native	-	-		
Asian	-	-		
Black/African American	-	-		
Hispanic/Latino	>=95%	>=95%		
Pacific Islander	-	-		
Two or More Races	-	-		
White/Caucasian	>=95%	>=95%		
Special Education	-	-		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	-		
Economically Disadvantaged	>=95%	>=95%		

Yellow indicates 95% participation requirement not met.



## Graduation Rates

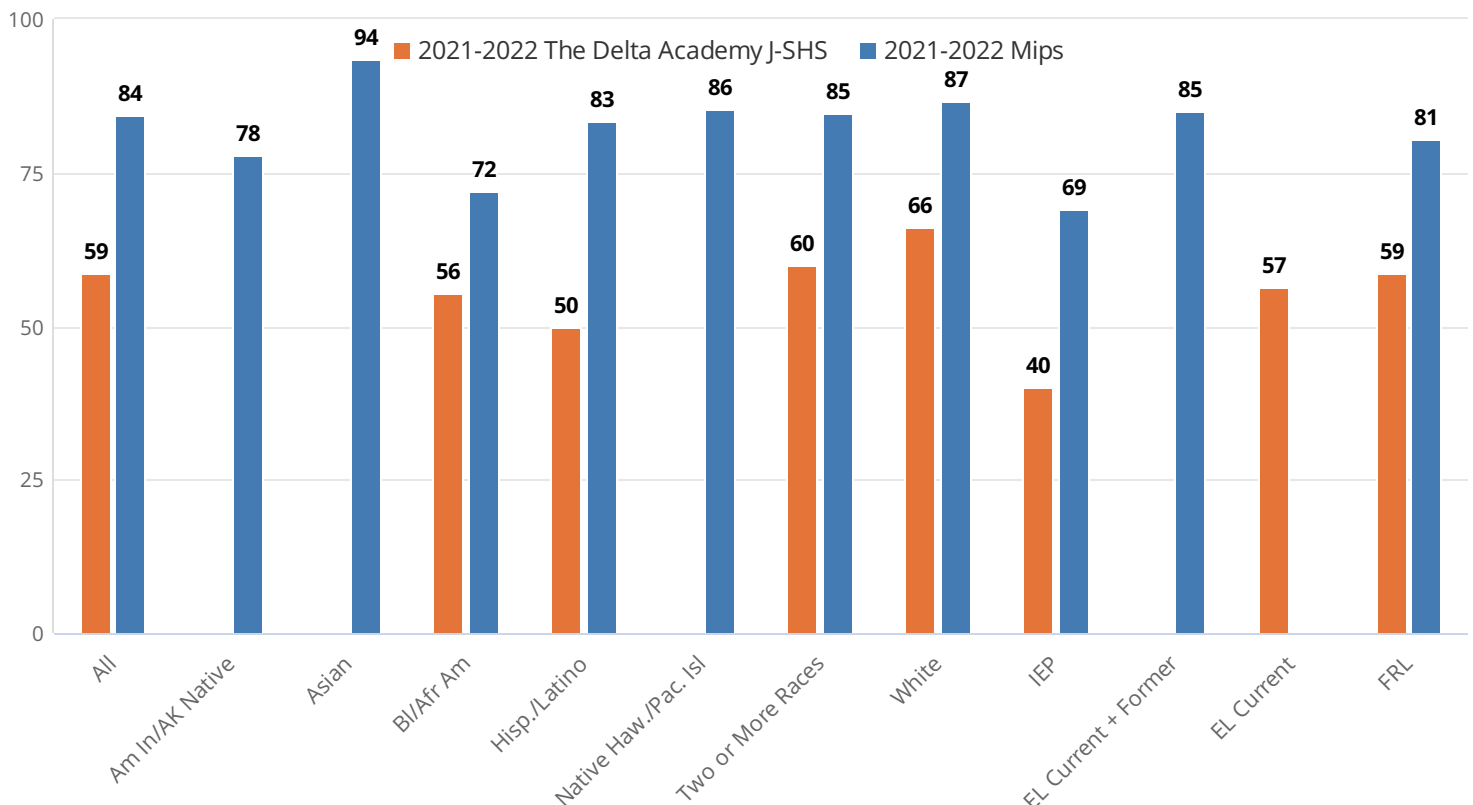
The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are 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: 0/25

Groups	2021 % 4-Year ACGR	2021 % District	2021 % 4-Year ACGR MIP	2020 % 4-Year ACGR	2020 % District	2020 % 4-Year ACGR MIP
All Students	58.7	80.9	84.3			
American Indian/Alaska Native	-	77.0	77.9			
Asian	-	92.5	93.5			
Black/African American	55.5	71.7	71.9			
Hispanic/Latino	50.0	79.1	83.3			
Pacific Islander	-	84.1	85.5			
Two or More Races	60.0	83.4	84.7			
White/Caucasian	66.1	85.2	86.8			
Special Education	40.0	65.4	69.1			
English Learners Current + Former	N/A	N/A	85.1			
English Learners Current	56.5	70.5				
Economically Disadvantaged	58.7	78.9	80.6			

### Graduation Rates 4-Year ACGR







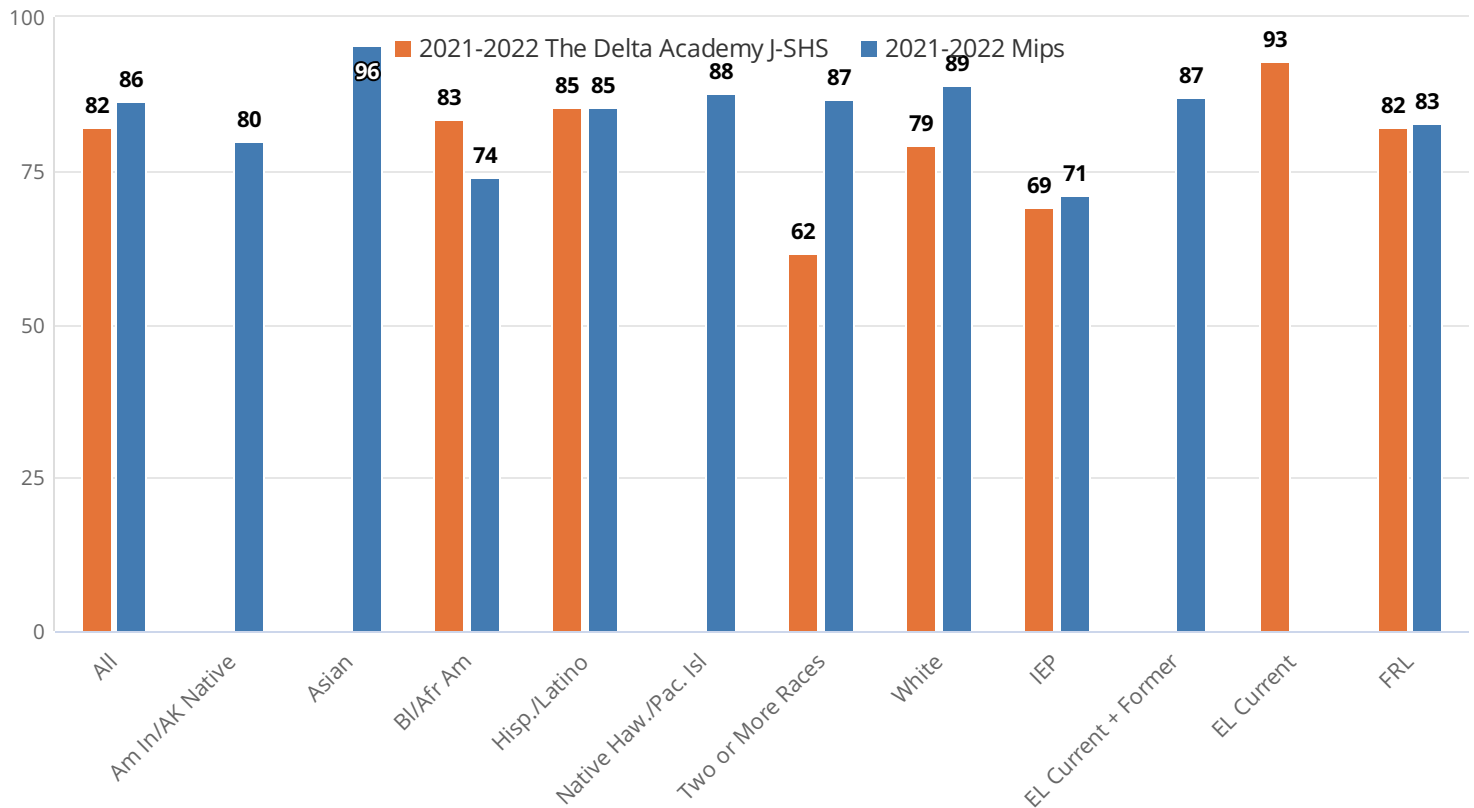
## Graduation Rates

### 5-Year ACGR Data

### 5-Year Cohort Graduation Points Earned: 3/5

Groups	2021 % 5-Year ACGR	2021 % District	2021 % 5-Year ACGR MIP	2020 % 5-Year ACGR	2020 % District	2020 % 5-Year ACGR MIP
All Students	82.0	83.9	86.3			
American Indian/Alaska Native	-	74.0	79.9			
Asian	-	94.3	95.5			
Black/African American	83.3	73.5	73.9			
Hispanic/Latino	85.4	82.3	85.3			
Pacific Islander	-	86.4	87.5			
Two or More Races	61.5	87.1	86.7			
White/Caucasian	79.3	88.8	88.8			
Special Education	69.2	70.9	71.1			
English Learners Current + Former	N/A	N/A	87.1			
English Learners Current	92.8	76.1				
Economically Disadvantaged	82.0	82.1	82.6			

### Graduation Rates 5-Year ACGR





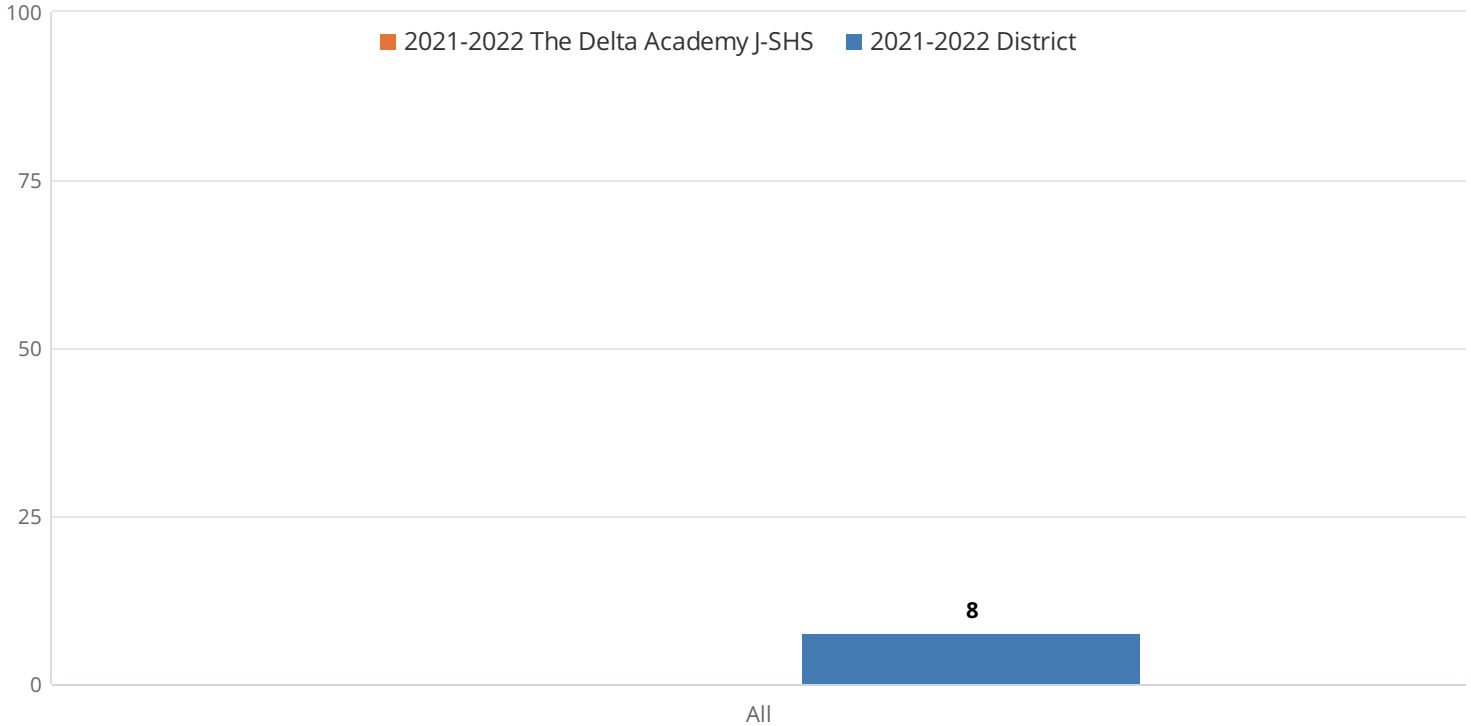
### English Language

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.

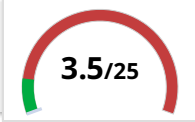
### English Language Points Earned: 1/10

	2022 number of ELs With AGP	2022 % of EL Meeting AGP	2022 % District	2021 number of ELs With AGP	2021 % of EL Meeting AGP	2021 % District
	Target	AGP		Target	AGP	
ELPA	26	<5	7.6			

### % 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

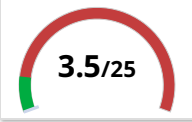
### Post-Secondary Preparation Participation Points Earned: 0.5/10

Groups	2022 % Participation	2022 % Participation District	2021 % Participation	2021 % Participation District
All Students	29.6	70.5		
American Indian/Alaska Native	-	60.4		
Asian	-	85.6		
Black/African American	32.1	57.7		
Hispanic/Latino	32.8	70.0		
Pacific Islander	-	61.9		
Two or More Races	-	67.7		
White/Caucasian	25.9	74.8		
Special Education	10.7	40.5		
English Learners Current + Former	N/A	N/A		
English Learners Current	16.6	52.7		
Economically Disadvantaged	29.6	71.0		

### Post-Secondary Preparation Completion

### Post-Secondary Preparation Completion Points Earned: 1/10

Groups	2022 % Completion	2022 % Completion District	2021 % Completion	2021 % Completion District
All Students	4.6	45.7		
American Indian/Alaska Native	-	32.9		
Asian	-	65.3		
Black/African American	5.3	30.3		
Hispanic/Latino	<5	43.1		
Pacific Islander	-	33.2		
Two or More Races	-	44.4		
White/Caucasian	7.4	53.8		
Special Education	<5	19.5		
English Learners Current + Former	N/A	N/A		
English Learners Current	<5	25.0		
Economically Disadvantaged	<5	45.9		



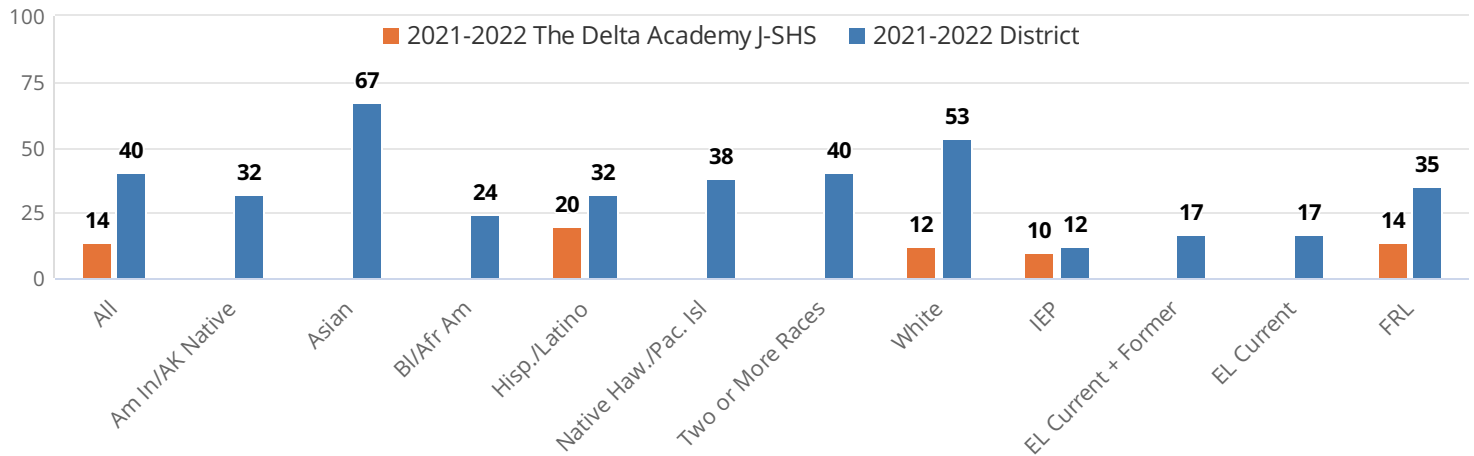
## College and Career Readiness

### Advanced or CCR Diploma

### Advanced or CCR Diploma Points Earned: 2/5

Groups	2022 % Advanced or CCR Diploma	2022 % Advanced or CCR Diploma District	2021 % Advanced or CCR Diploma	2021 % Advanced or CCR Diploma District
All Students	13.5	40.1		
American Indian/Alaska Native	-	32.4		
Asian	-	67.0		
Black/African American	<5	24.2		
Hispanic/Latino	20.0	32.2		
Pacific Islander	-	38.3		
Two or More Races	-	40.4		
White/Caucasian	12.1	53.1		
Special Education	10.0	12.0		
English Learners Current + Former	<5	16.8		
English Learners Current	<5	16.8		
Economically Disadvantaged	13.5	34.9		

% 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	10.9	<5	<5	<5	<5	<5	25.0	<5
American Indian/Alaska Native	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-
Black/African American	8.9	<5	5.3	<5	<5	<5	25.0	<5
Hispanic/Latino	13.4	<5	<5	<5	<5	<5	31.3	<5
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-
White/Caucasian	12.9	<5	<5	<5	<5	<5	18.5	<5
Special Education	<5	<5	<5	<5	<5	<5	7.1	<5
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	5.5	<5	<5	<5	<5	<5	16.6	<5
Economically Disadvantaged	10.9	<5	<5	<5	<5	<5	25.0	<5

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.

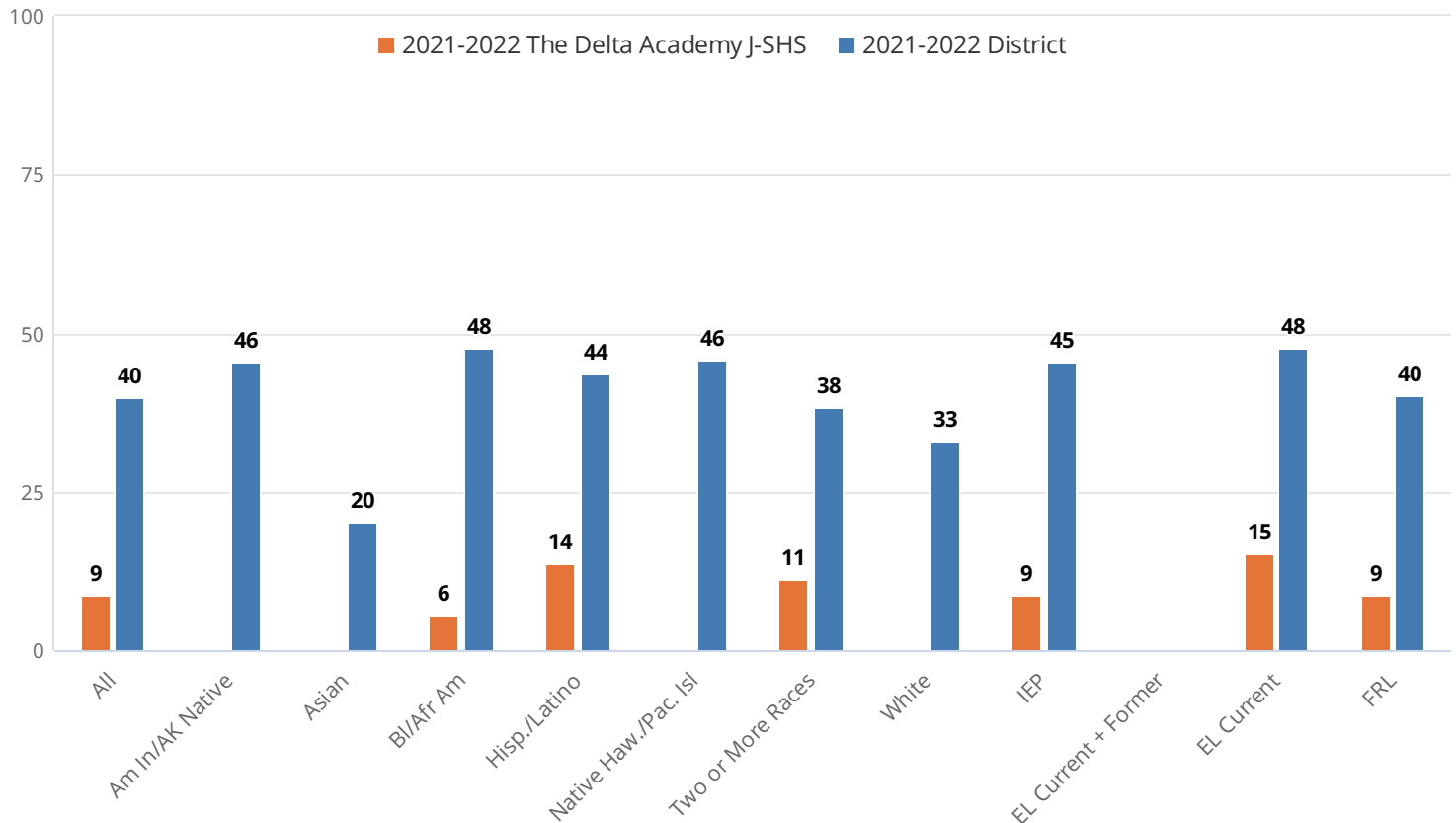
### Chronic Absenteeism

Chronic Absenteeism Points Earned: 4/5

Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	8.7	39.9		
American Indian/Alaska Native	-	45.5		
Asian	-	20.3		
Black/African American	5.5	47.7		
Hispanic/Latino	13.8	43.5		
Pacific Islander	-	45.9		
Two or More Races	11.1	38.2		
White/Caucasian	<5	33.0		
Special Education	8.6	45.4		
English Learners Current + Former	N/A	N/A		
English Learners Current	15.3	47.8		
Economically Disadvantaged	8.7	40.3		

Reducing Chronic Absenteeism by 10% bonus points: NA

### Chronic Absenteeism Rate (%)





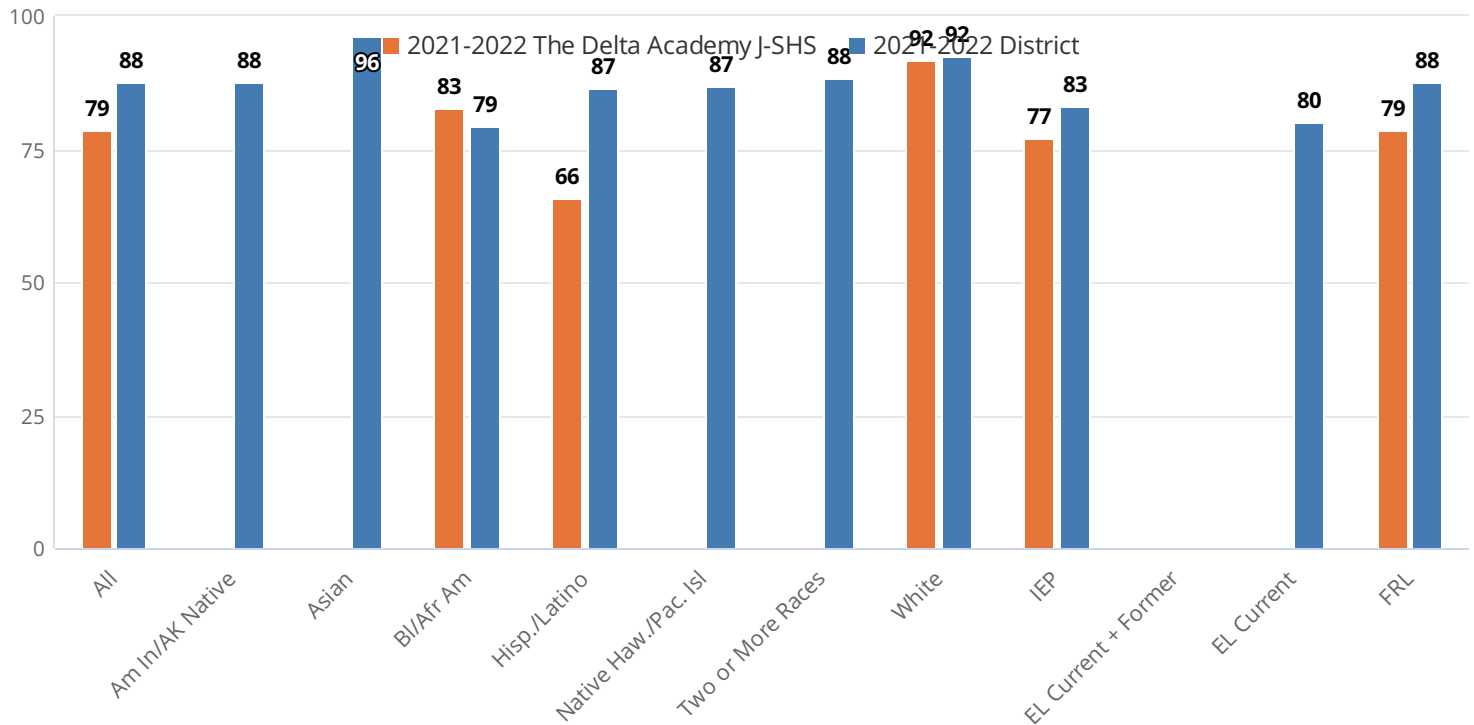
## Student Engagement

### 9th Grade Credit Sufficiency

### 9th Grade Credit Sufficiency Points Earned 2/5

Groups	2022 % 9th Grade Credit Sufficiency	2022 % 9th Grade Credit Sufficiency District	2021 % 9th Grade Credit Sufficiency	2021 % 9th Grade Credit Sufficiency District
All Students	78.7	87.6		
American Indian/Alaska Native	-	87.5		
Asian	-	96.1		
Black/African American	82.6	79.3		
Hispanic/Latino	65.7	86.5		
Pacific Islander	-	86.7		
Two or More Races	-	88.4		
White/Caucasian	91.6	92.3		
Special Education	76.9	83.0		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	80.1		
Economically Disadvantaged	78.7	87.6		

% of Students Meeting 9th Grade Credit Requirements



School Designation	NSPF Designation Year	Exit Evaluation
CSI	2016-2017	Summer 2023

### What is a Comprehensive Support and Improvement (CSI) Designation?

Schools with a CSI designation meet the following criteria:

- Among the lowest-performing rated schools (bottom 5th percentile of adjusted NSPF index scores)
- One-star rated school
- High schools with a four-year adjusted cohort graduation rate below 67% (rating not needed) or
- School that did not exit a Targeted Support and Improvement (TSI) and/or Additional Targeted Support and Improvement (ATSI) Designation after a three-year improvement plan.

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

### Why did this school receive a CSI Designation?

#### CSI Criteria Met in Designation Year

Not Available

### What is required for exit from the CSI Designation and how is the school progressing toward exit?

To exit a CSI designation, a school must achieve a three-star rating and have sustained improvement in index scores over the most recent three years of their identification. CSI schools must also meet both CSI and TSI exit criteria to exit from the CSI designation.

In addition to these criteria, a high school must have a 4-year adjusted cohort graduation rate (ACGR) of at least 67% over the most recent two years.

The table below displays the school's progress toward achieving exit from CSI. In "Improvement Year 3", the school must have met the exit criteria outlined above to exit the CSI Designation.

Criteria	Designation Year	Improvement Year 1	Improvement Year 2	Improvement Year 3
Star Rating	N/A	1	1	NR
Index Score	26.67	13.5	13.5	19.5
TSI Criteria Met	N/A	N/A	N/A	TBD
Graduation Rate	18.7	32.5	65.1	58.7