

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

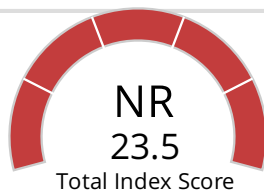
Once baseline data has been established, and benchmarks selected, a Continuum of Performance rating will be applied. Measures will be evaluated and scored individually, comparing school performance from one year to the next.

'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

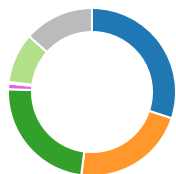
The Delta Academy J-SHS

School Year 2021-2022 Nevada School Rating

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



School Type: *District Charter*
 School Designation: *TSI/ATSI*
 95% Assessment Participation: *Warning*



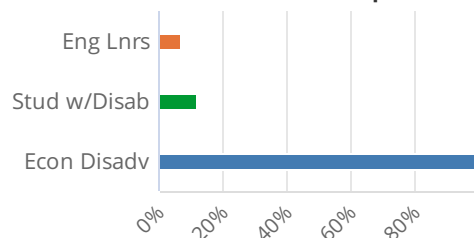
Student Race/Ethnicity

21.9% White
 23.4% BI/Afr Am
 30.0% Hisp/Latino
 1.1% Asian
 0.3% Am Ind/AK Nat
 9.6% Pac Isl
 13.4% Two or More

School Performance History

School Year	Index Score/ Star Rating
2020-2021	36.0 ★★
2019-2020	36.0 ★★

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.

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.

2021-2022 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	21.1	31.8
Math Proficiency	12.3	22.2
ELA Proficiency	27.5	41.9
Science Proficiency	27.0	30.6



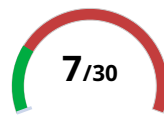
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	10.0	15.6



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	5.0	33.3
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	60.1	73.6
Climate Survey Participation	59.0	N/A



Student Growth Indicator

Measure	School Median	District Median
Math MGP	39.0	51.0
ELA MGP	45.0	51.0
School Rate		District Rate
Met Math AGP Target	12.0	29.2
Met ELA AGP Target	30.5	47.7



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math	5.8	17.5
AGP Target		
Prior Non-Proficient Met ELA	15.2	29.4
AGP Target		

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three 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.

Pooled Proficiency

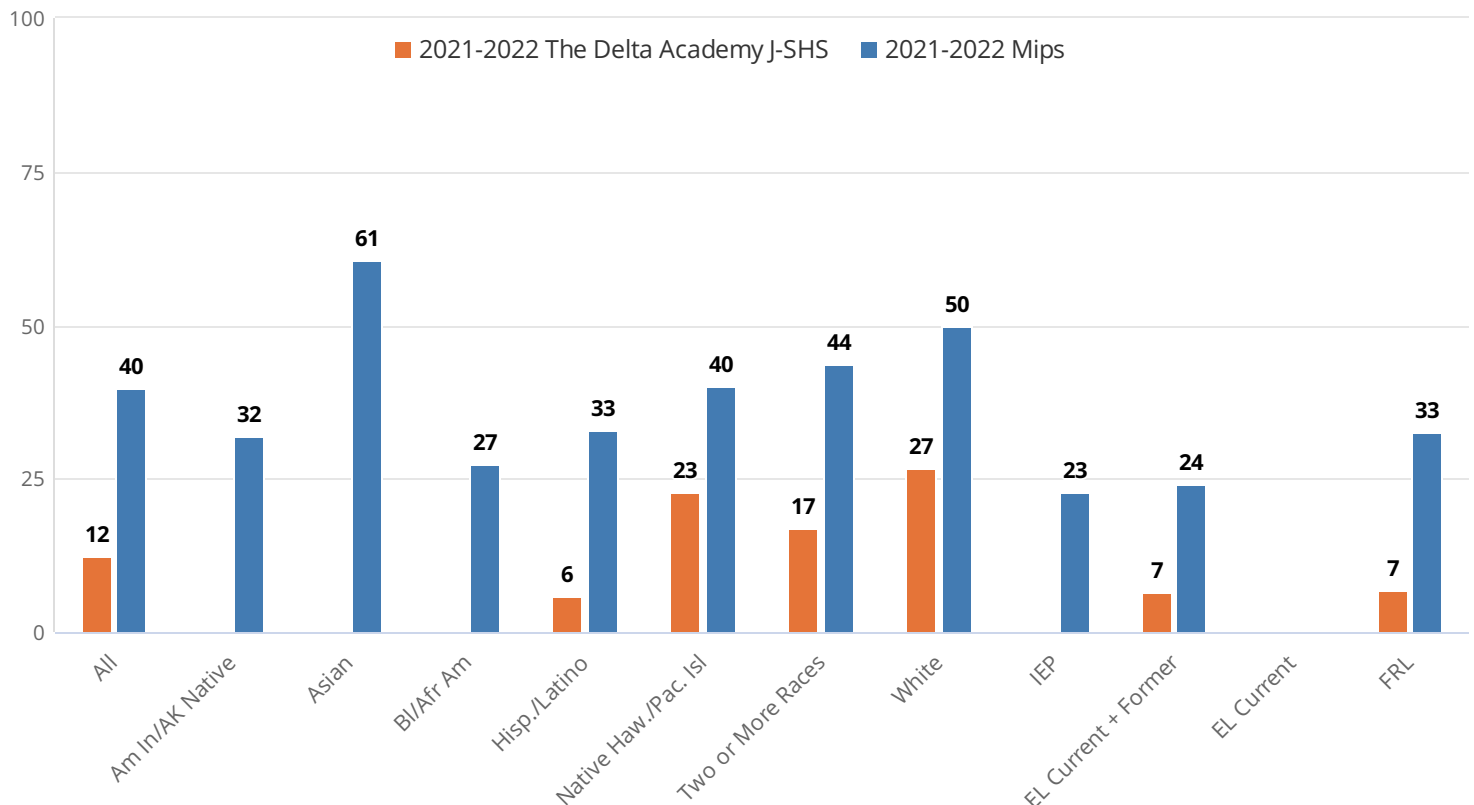
Pooled Proficiency Points Earned: 1/25

	2022 %	2022 % District	2021 %	2021 % District
Pooled Proficiency	21.1	31.8		

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	12.3	22.2	39.7			
American Indian/Alaska Native	-	15.1	31.9			
Asian	-	49.5	60.6			
Black/African American	<5	8.4	27.3			
Hispanic/Latino	6.0	15.5	32.8			
Pacific Islander	22.8	19.3	40.1			
Two or More Races	16.9	28.0	43.6			
White/Caucasian	26.8	37.4	49.8			
Special Education	<5	<5	22.7			
English Learners Current + Former	6.5	10.3	24.2			
English Learners Current	<5	<5				
Economically Disadvantaged	7.0	12.7	32.7			

Math Assessments % Proficient

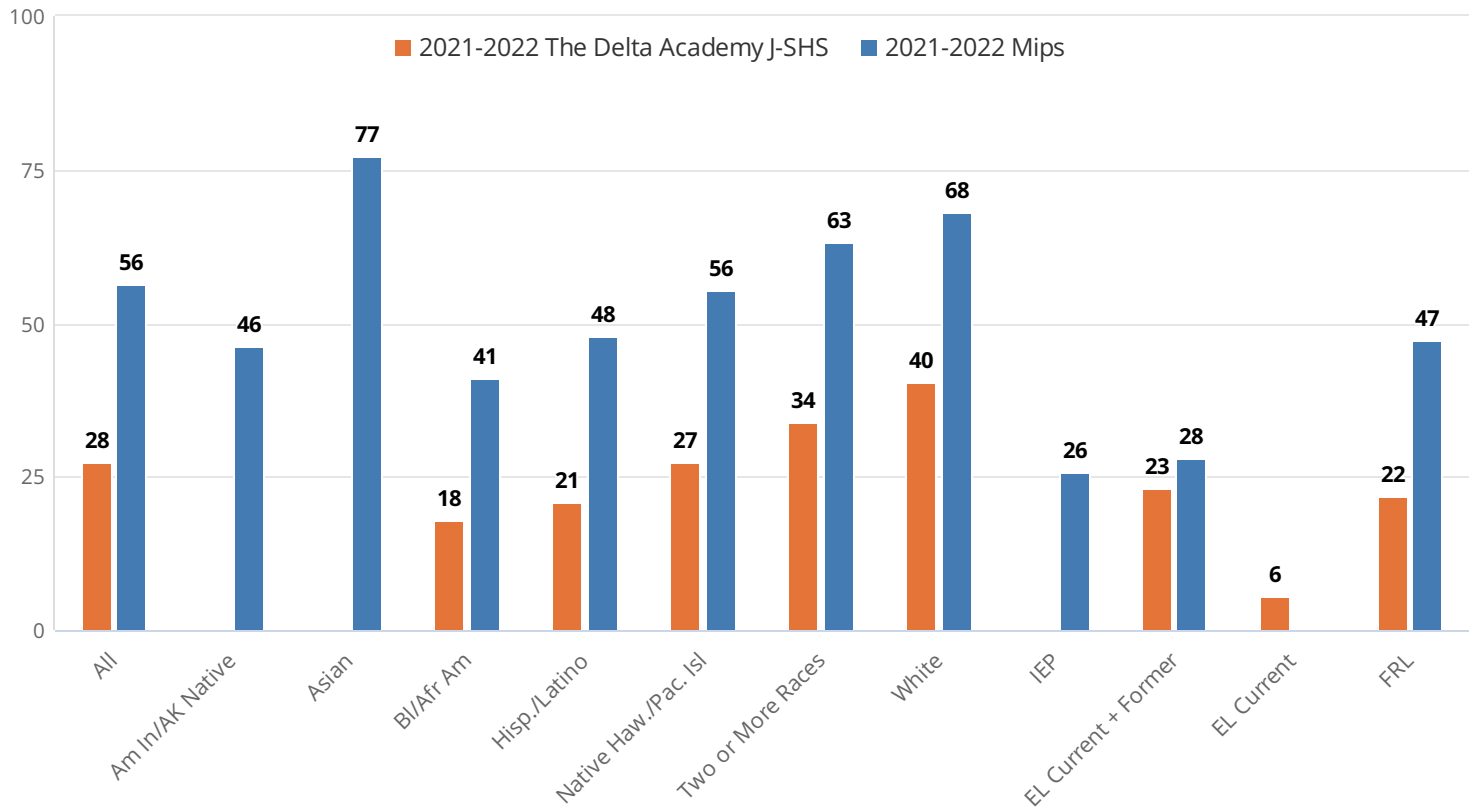




Academic Achievement

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	27.5	41.9	56.4			
American Indian/Alaska Native	-	35.3	46.3			
Asian	-	69.8	77.1			
Black/African American	17.9	25.4	40.9			
Hispanic/Latino	21.0	34.8	47.9			
Pacific Islander	27.4	39.7	55.5			
Two or More Races	33.9	50.0	63.2			
White/Caucasian	40.3	58.9	68			
Special Education	<5	9.3	25.8			
English Learners Current + Former	23.0	24.6	28.1			
English Learners Current	5.5	5.4				
Economically Disadvantaged	21.9	30.4	47.1			

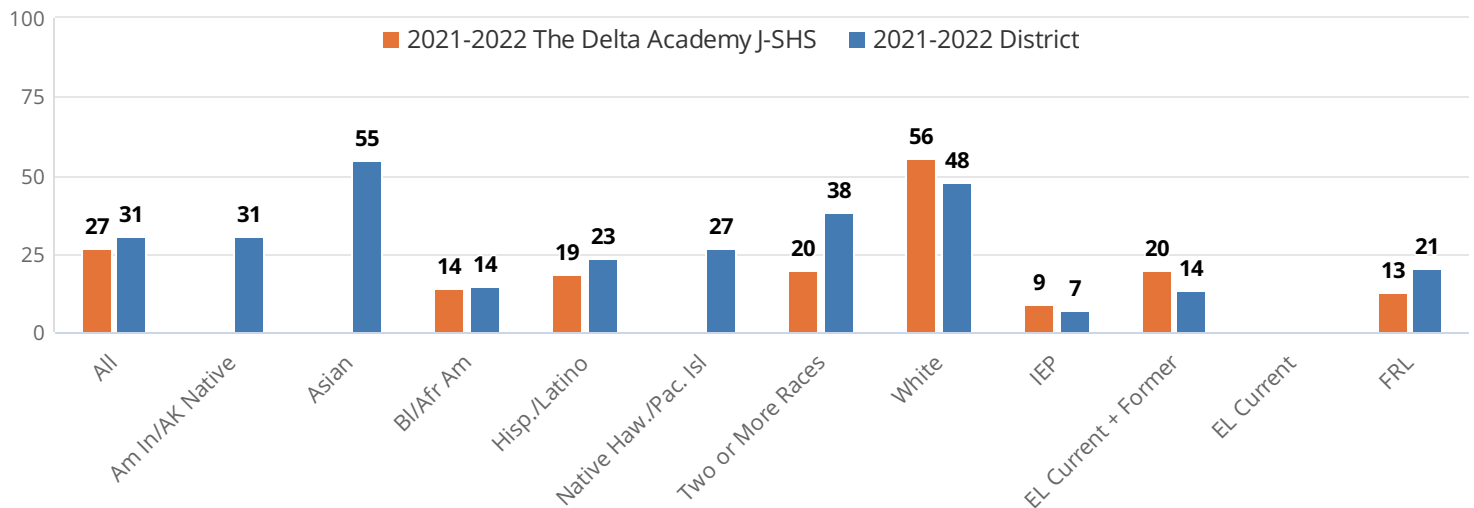
ELA Assessments
% Proficient



Academic Achievement

Science Proficient

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	27.0	30.6		
American Indian/Alaska Native	-	30.8		
Asian	-	54.6		
Black/African American	14.2	14.4		
Hispanic/Latino	18.5	23.4		
Pacific Islander	-	26.7		
Two or More Races	20.0	38.3		
White/Caucasian	55.5	47.8		
Special Education	9.0	6.9		
English Learners Current + Former	20.0	13.6		
English Learners Current	-	<5		
Economically Disadvantaged	12.7	20.7		

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:

Yellow indicates 95% participation requirement not met.

Groups	2022 % Math	2022 % ELA	2021 % Math	2021 % ELA
All Students	88.5%	88.0%		
American Indian/Alaska Native	-	-		
Asian	-	-		
Black/African American	90.7%	90.7%		
Hispanic/Latino	93.4%	93.4%		
Pacific Islander	82.7%	79.3%		
Two or More Races	86.2%	86.2%		
White/Caucasian	82.9%	81.8%		
Special Education	89.5%	87.5%		
English Learners Current + Former	N/A	N/A		
English Learners Current	>=95%	>=95%		
Economically Disadvantaged	89.1%	89.5%		



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

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.

MGP Growth Data

Math MGP Points Earned: 2/10

ELA MGP Points Earned: 4/10

Groups	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP	2021 Math MGP	2021 District Math MGP	2021 ELA MGP	2021 District ELA MGP
All Students	39.0	51.0	45.0	51.0				
American Indian/Alaska Native	-	58.0	-	52.0				
Asian	-	62.0	-	63.0				
Black/African American	38.0	43.0	55.0	44.0				
Hispanic/Latino	43.0	48.0	36.0	48.0				
Pacific Islander	-	48.0	-	50.0				
Two or More Races	-	53.0	41.0	52.0				
White/Caucasian	41.5	57.0	50.5	55.0				
Special Education	-	36.0	-	36.0				
English Learners Current + Former	45.5	46.0	35.5	47.0				
English Learners Current	44.5	40.0	-	41.5				
Economically Disadvantaged	43.0	46.0	53.5	46.0				

AGP Growth Data

Math AGP Points Earned: 0.5/5

ELA AGP Points Earned: 0.5/5

Groups	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP	2021 Math AGP	2021 District Math AGP	2021 ELA AGP	2021 District ELA AGP
All Students	12.0	29.2	30.5	47.7				
American Indian/Alaska Native	-	29.8	-	42.6				
Asian	-	53.5	-	72.5				
Black/African American	<5	14.1	35.2	33.4				
Hispanic/Latino	<5	21.8	24.1	40.7				
Pacific Islander	-	28.3	-	47.5				
Two or More Races	-	36.3	20.0	55.3				
White/Caucasian	27.2	44.2	40.9	61.2				
Special Education	-	8.9	-	16.5				
English Learners Current + Former	<5	16.2	25.0	32.4				
English Learners Current	<5	6.1	-	15.0				
Economically Disadvantaged	7.6	19.1	33.3	37.2				

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



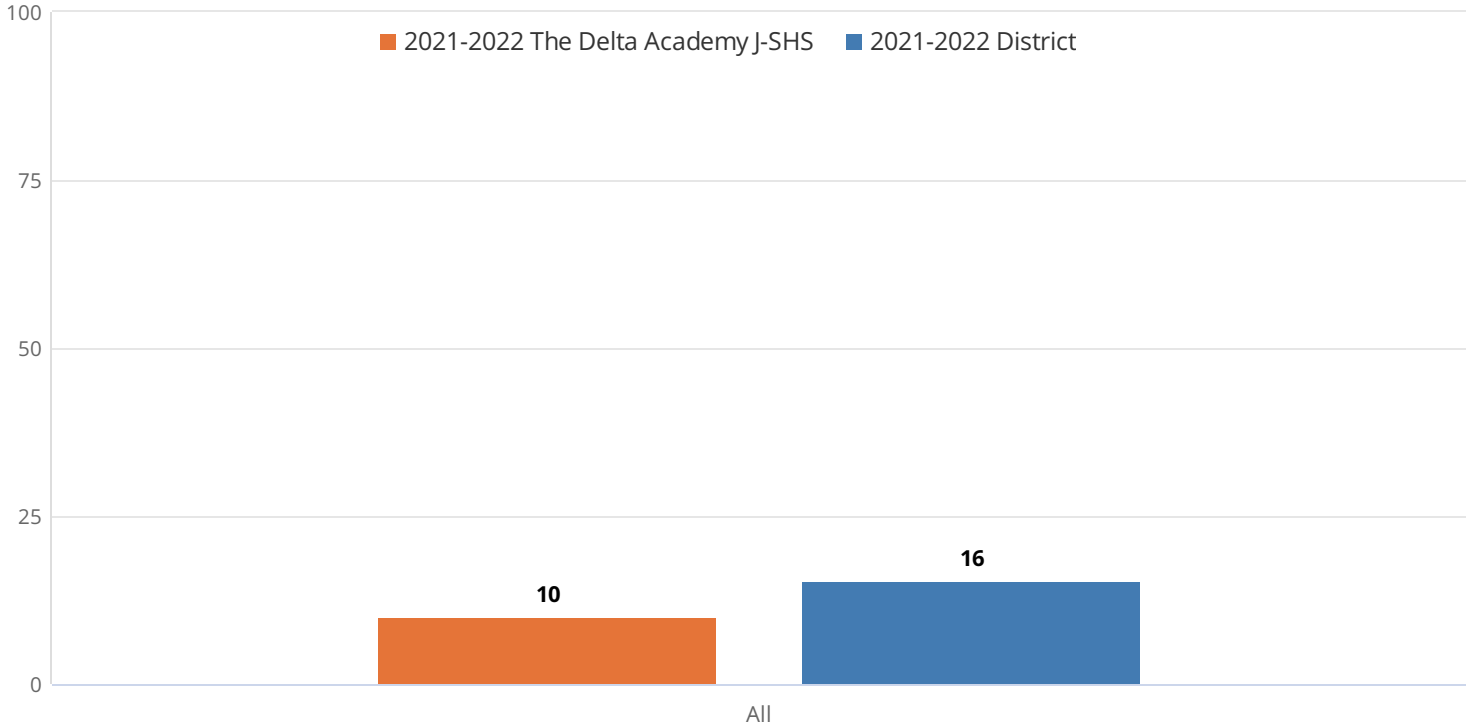
English Language

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 Target	2022 % of EL Meeting AGP	2022 % District	2021 number of ELs With AGP Target	2021 % of EL Meeting AGP	2021 % District
ELPA	10	10.0	15.6			

% English Learners Meeting AGP on WIDA



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



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students 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.

Groups	Math AGP Points Earned: 1/10				ELA AGP Points Earned: 1/10			
	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA	2021 % Meeting AGP Math	2021 % District Math	2021 % Meeting AGP ELA	2021 % District ELA
All Students	5.8	17.5	15.2	29.4				
American Indian/Alaska Native	-	24.6	-	30.7				
Asian	-	30.2	-	46.5				
Black/African American	<5	9.9	16.6	22.4				
Hispanic/Latino	<5	15.0	16.0	27.3				
Pacific Islander	-	18.2	-	30.2				
Two or More Races	-	22.5	-	33.6				
White/Caucasian	20.0	25.6	8.3	37.7				
Special Education	-	5.6	-	11.8				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	<5	5.5	-	14.3				
Economically Disadvantaged	<5	13.3	16.6	25.2				



Student Engagement

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. 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. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. 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, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

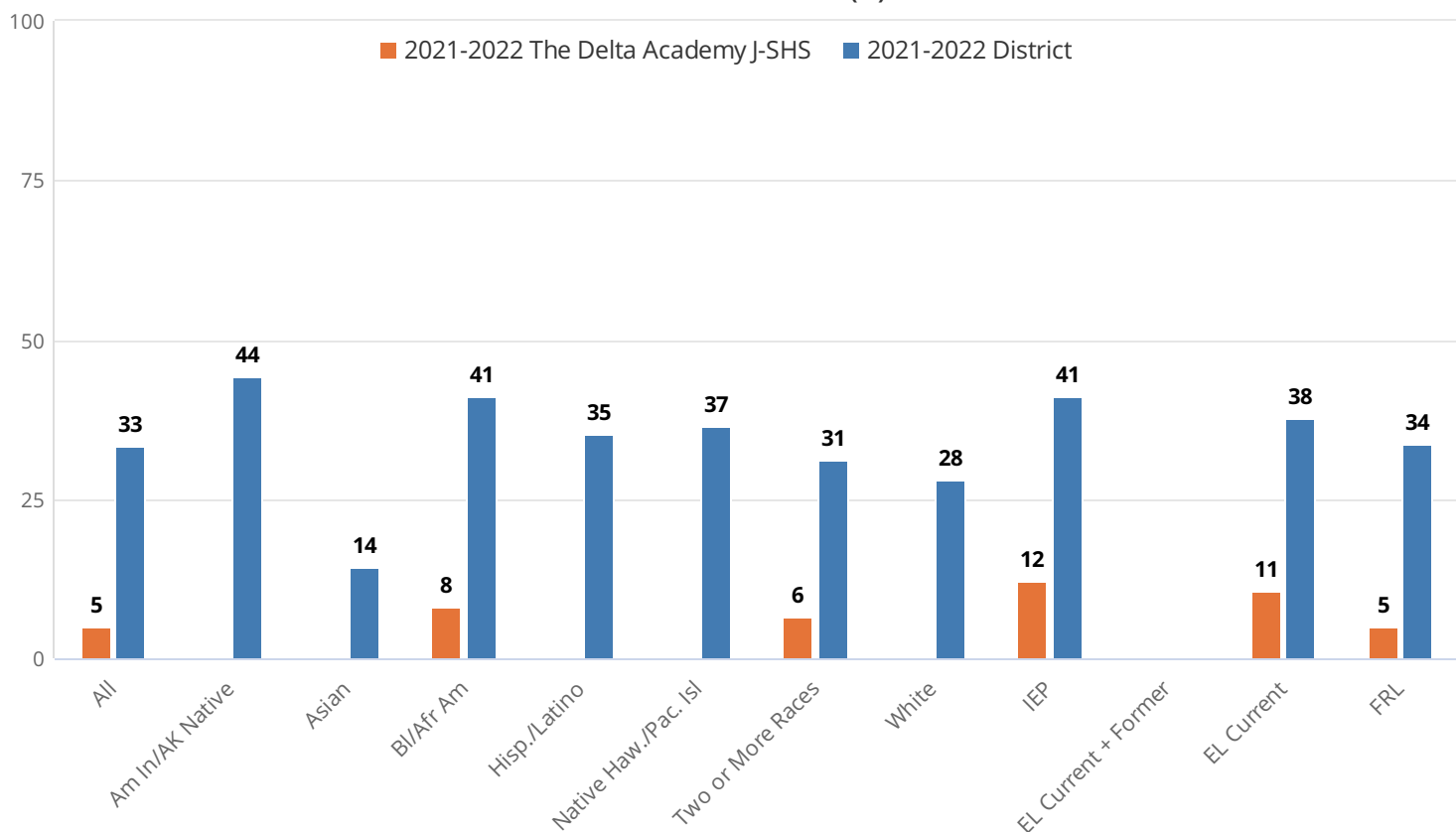
Chronic Absenteeism

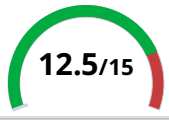
Chronic Absenteeism Points Earned: 9.5/10

Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	5.0	33.3		
American Indian/Alaska Native	-	44.1		
Asian	-	14.2		
Black/African American	8.0	41.2		
Hispanic/Latino	<5	35.3		
Pacific Islander	<5	36.6		
Two or More Races	6.4	31.1		
White/Caucasian	<5	28.1		
Special Education	12.1	41.0		
English Learners Current + Former	N/A	N/A		
English Learners Current	10.5	37.8		
Economically Disadvantaged	5.0	33.7		

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)





Student Engagement

Academic Learning Plans

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

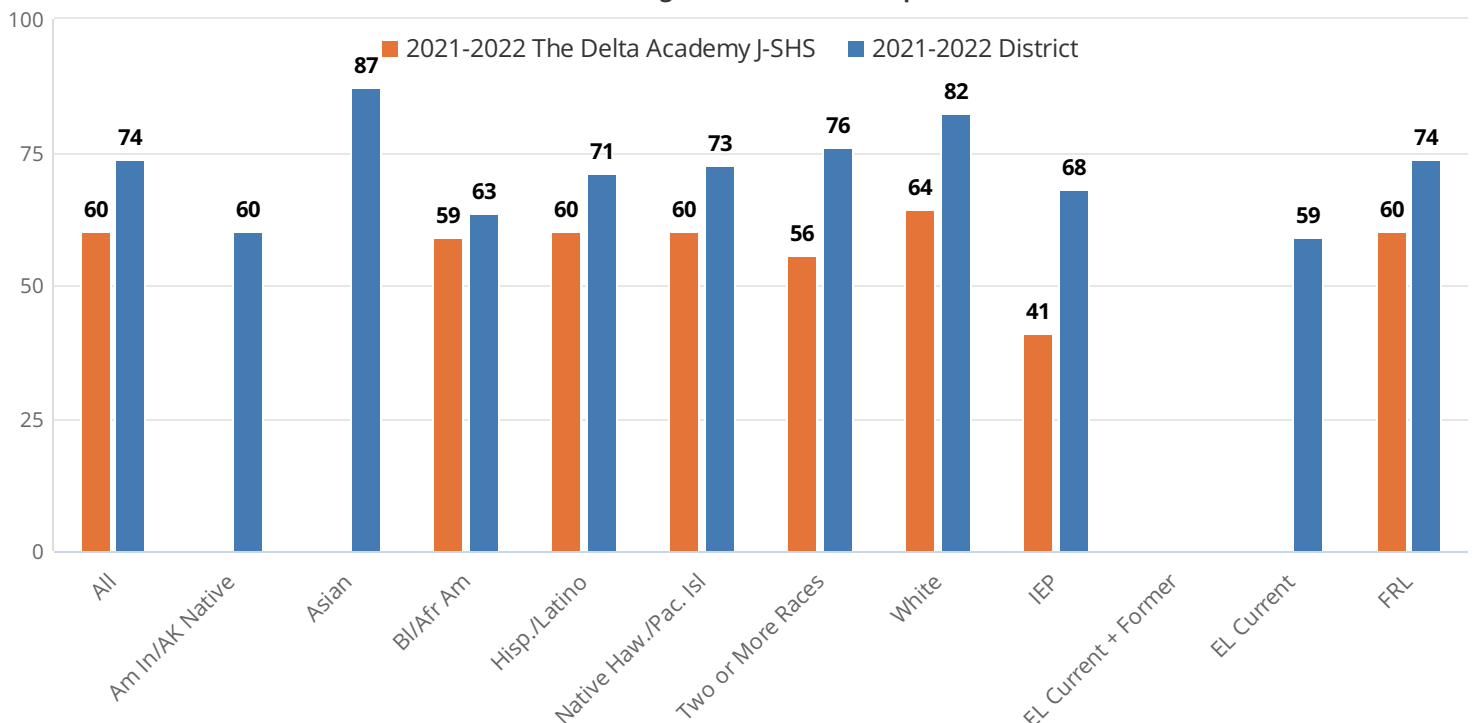
Academic Learning Plans Points Earned 2/2

NAC 389.445 Credit Requirements

Groups	2022 % Credit Requirements Met	2022 % District	2021 % Credit Requirements Met	2021 % District
All Students	60.1	73.6		
American Indian/Alaska Native	-	60.2		
Asian	-	87.2		
Black/African American	59.0	63.4		
Hispanic/Latino	60.0	71.1		
Pacific Islander	60.0	72.7		
Two or More Races	55.5	75.9		
White/Caucasian	64.2	82.2		
Special Education	40.9	68.1		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	58.9		
Economically Disadvantaged	60.1	73.6		

NAC 389.445 Credit Requirements Points Earned 1/3

% of Students Meeting 8th Grade Credit Requirements



[illegible]

2021-2022 School Designation Report

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

[illegible]

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.

[illegible]

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 Lrnr	Econ Disadv
Math Proficiency				X	X				X	X	X
ELA Proficiency				X							
Science Proficiency											
Math MGP											
ELA MGP											
Math AGP											
ELA AGP											
WIDA AGP											
Math Opportunity Gaps											
ELA Opportunity Gaps											
Chronic Absenteeism											
Academic Learning Plans											
8th Grade Credit Suff.				X							

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.