

Alternative Performance Framework

Beacon Academy of Nevada

School Type: Charter SPCSA Virtual
Grade Level: 09-12
School Designation: CSI

District: State Public Charter School Authority
Website: www.banv.org
7360 W. Flamingo Rd
Las Vegas, NV 89147
Phone: 702-726-8600

School Mission

The mission of Beacon Academy is to offer at-risk high school students the choice of an innovative and relevant education, which provides the flexibility and support to graduate from high school with concrete plans for their future.

Academic Achievement

	2017-2018	2018-2019	Continuum of Performance
Math Pooled Average	N/A	0.8	To Be Determined
ELA Pooled Average	N/A	9.5	To Be Determined
Science Pooled Average	N/A	0	To Be Determined

Academic progress towards graduation and growth in core areas is measured quarterly through core credit attainment and MAP testing. Skill based classes and small group instruction focus on areas of remediation. EL's are provided with additional classes for literacy interventions and WIDA test preparation. ACT results with indicators are analyzed.

Attendance

	2017-2018	2018-2019	Continuum of Performance
Attendance Rate	N/A	88	To Be Determined
Chronic Absenteeism	N/A	40.5	To Be Determined

BANV students are at risk for dropping out of school. Attendance, transience, credit deficiency, poverty, discipline, limited English proficiency are challenges our students must overcome. BANV implemented a Dropout Prevention Program using evidenced based strategies and continues its' work in supporting students by removing barriers impeding their path towards graduation.

Academic Progress

	2017-2018	2018-2019	Continuum of Performance
Credit Earning Rate	N/A	79	To Be Determined
Academic IEP Math Goals	N/A	N/A	NA
Academic IEP ELA Goals	N/A	N/A	NA

Students complete 3 or more classes every 9 weeks. Scheduling focuses on students core credit deficiency and MAP results. Elective courses provide remedial skills to supplement core subject areas. Campus schedules are developed based upon the students academic deficiencies and in classrooms with a 15:1 student to teacher ratio.

Graduation

	2017-2018	2018-2019	Continuum of Performance
4-Year ACGR	N/A	33.2	To Be Determined
5-Year ACGR	N/A	62.3	To Be Determined
Graduation Attainment	N/A	2.5	To Be Determined

Many students enrolled perform below grade level with core credit deficiencies. They require extensive academic interventions and social, and emotional support to attain a diploma. The unique scheduling format, wrap-around support services, and student centered courses, combine to provide a high quality program specifically designed to achieve their academic goals.

Student Engagement

	2017-2018	2018-2019	Continuum of Performance
Transferred to Traditional School	N/A	0.5	To Be Determined
Persisted at Traditional School	N/A	-	To Be Determined
Transferred to or Stayed at Alternative School	N/A	99.4	To Be Determined
Persisted at Alternative School	N/A	90.1	To Be Determined
Student Participation	N/A	N/A	NA

Planning for Success

	2017-2018	2018-2019	Continuum of Performance
Data Driven Literacy Instruction	N/A	Level 4: Expanded Level of Implementation	To Be Determined
Academic Learning Plans	N/A	100	To Be Determined
Life Skills IEP Goals	N/A	N/A	NA

The College and Career Advisor motivates students to graduate by hosting college and career events/workshops, and coordinating a work-based learning program for students and families. Demonstrating the importance and relevance of a diploma will increase student engagement by setting realistic and attainable career/college goals.

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.