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.
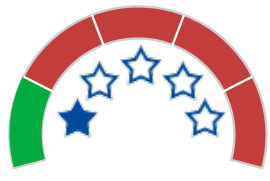
Student Engagement Indicator

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.
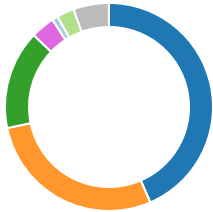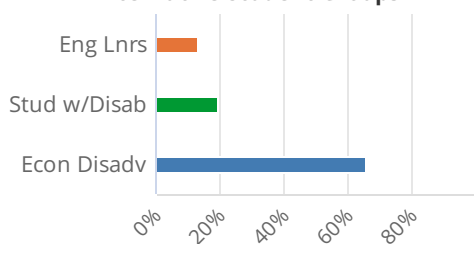
Planning for Success Indicator

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.

'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

Beacon Academy of Nevada

School Level:	High School
Grade Levels:	09-12
District:	State Public Charter School Authority
School Address:	7360 W. Flamingo Rd Las Vegas, NV 89147

10.5
Total Index Score

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

Student Race/Ethnicity

28.1%	White
15.3%	Bl/Afr Am
43.3%	Hisp/Latino
3.7%	Asian
0.9%	Am Ind/AK Nat
2.7%	Pac Isl
5.5%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	15.5 ★
2016-2017	N/A N/A

Alternative Student Groups

Eng Lnrs
Stud w/Disab
Econ Disadv

What does my school rating mean?

One-Star school: Identifies a school that has **not met** the state's standard for performance. Students and subgroups are inconsistent in achieving performance standards. A one-star school has multiple areas that require improvement including an urgent need to address areas that are significantly below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. The school is subject to state inventions.

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	★★★★★

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.

2018-2019 School Performance

Academic Achievement Indicator
1/25

Measure	School Rate	District Rate
Math Proficiency	1.1	25.8
ELA Proficiency	12.9	53.8
Science Proficiency	-	28.8

English Language Proficiency Indicator
6/10

Measure	School Rate	District Rate
Met EL AGP Target	11.6	24.3

Student Engagement Indicator
**0.5/10

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	-	90.7
Chronic Absenteeism	32.2	10.3
Climate Survey Participation	82.2	N/A

Graduation Rates Indicator
0/30

Measure	School Rate	District Rate
4-Year	33.2	70.0
5-Year	62.2	69.0

College and Career Readiness Indicator
2/25

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	1.1	46.2
Post-Secondary Preparation Completion	0.6	32.8
Advanced or CCR Diploma	11.0	29.6

** Reduction in Chronic Absenteeism (CA): Received 0.5 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.

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

Academic Achievement

1/25

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: 0.5/10

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	1.1	25.8	32.83	9.3	23.8	29.29
American Indian/Alaska Native	-	-	23.12	-	16.6	19.07
Asian	-	50	50.27	-	54.7	47.65
Black/African American	0	7.5	18.42	7.1	6.2	14.12
Hispanic/Latino	0	18.5	22.93	3	17.5	18.87
Pacific Islander	-	16	29.26	-	6.2	25.54
Two or More Races	-	26	36.96	-	26.1	33.64
White/Caucasian	3.5	32	44.25	17.6	28.4	41.31
Special Education	0	6	12.38	0	2.2	7.77
English Learners Current + Former	-	5	14.52	-	10.9	10.02
English Learners Current	-	0		-	2.4	6.96
Economically Disadvantaged	1.6	14.5	24	6.8	13.3	20.01

Math Assessments
% Proficient
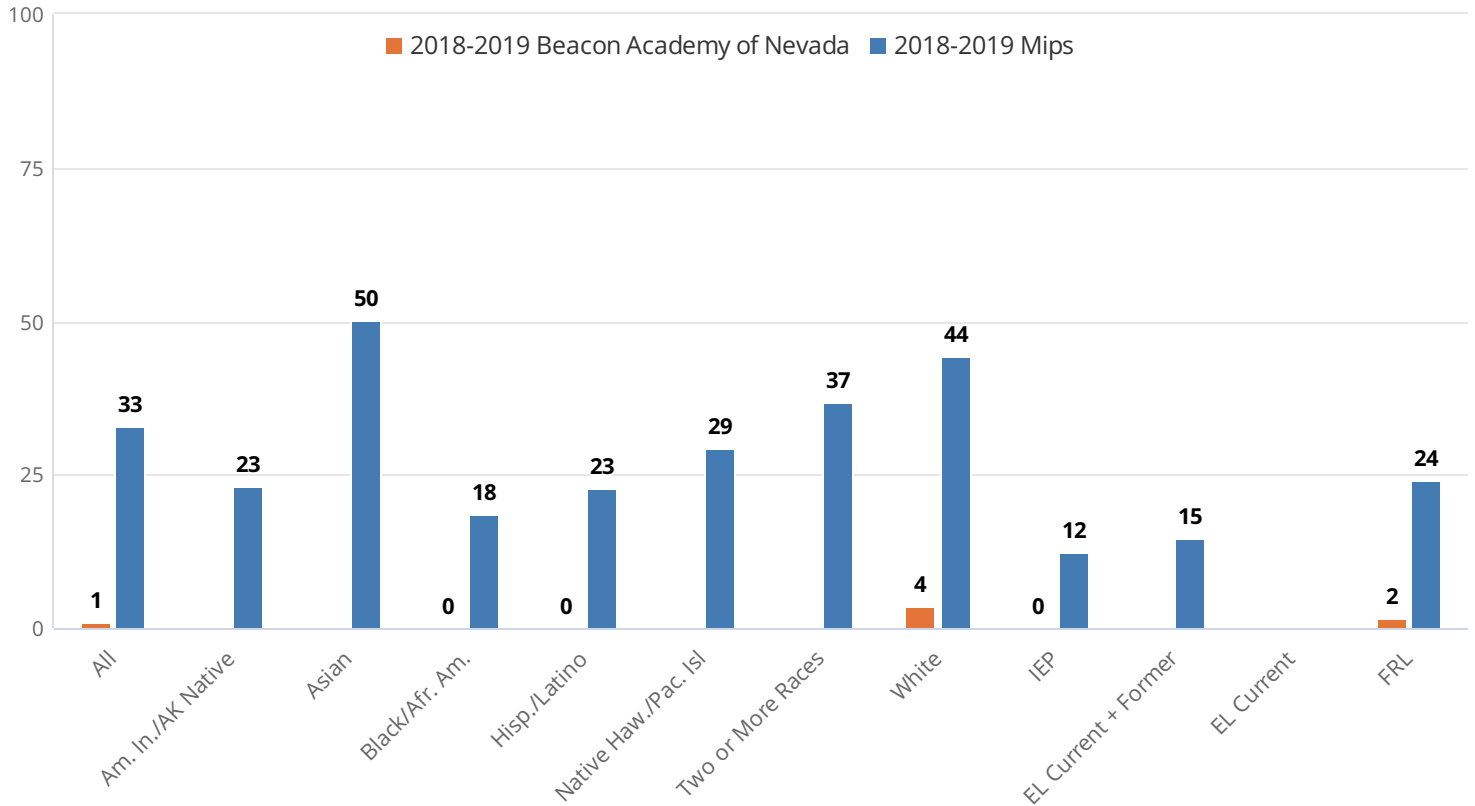
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1/25 **Academic Achievement**

ELA Proficient

ELA Proficient Points Earned: 0.5/10

| Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	12.9	53.8	48.54	28.5	44.5	45.83
American Indian/Alaska Native	-	-	36.76	-	36.3	33.43
Asian	-	71	65.11	-	68.4	63.27
Black/African American	0	32.7	31.39	14.2	21.6	27.78
Hispanic/Latino	8	47.2	36.5	19.3	39.5	33.15
Pacific Islander	-	52	48.75	-	37.5	46.05
Two or More Races	-	62.5	58.07	-	46.9	55.86
White/Caucasian	22.5	59.7	62.25	41.1	50	60.26
Special Education	9.5	18.8	15.71	0	9	11.27
English Learners Current + Former	-	18.1	17.52	-	21.8	13.18
English Learners Current	-	10.5		-	9.7	6.9
Economically Disadvantaged	11.4	41.8	37.66	18.1	31.2	34.37

ELA Assessments
% Proficient
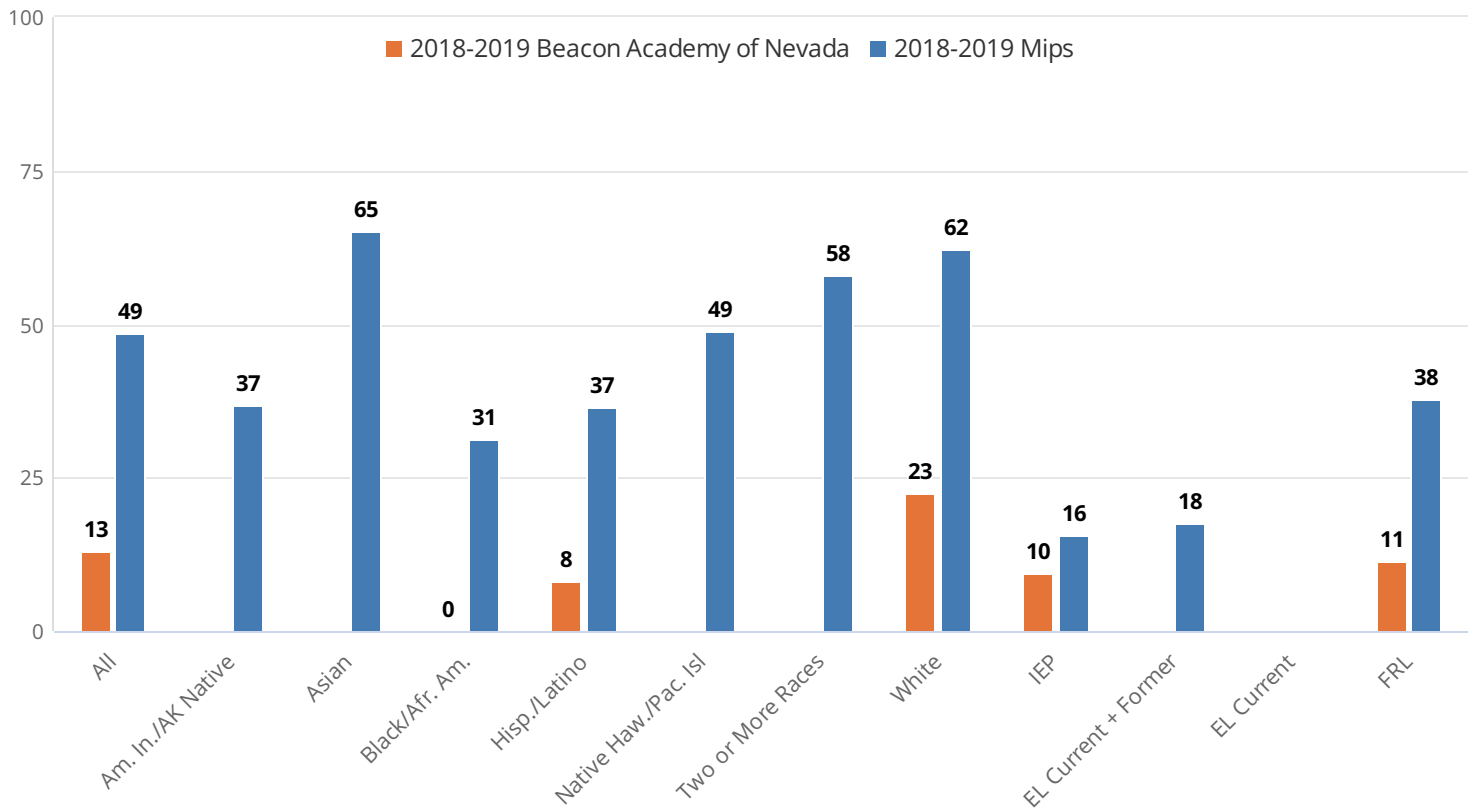
1/25 **Academic Achievement**

Science Proficient

Science Proficient Points Earned: NA/5

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	-	28.8	10	33.1
American Indian/Alaska Native	-	5.7	-	30.7
Asian	-	53.7	-	48.2
Black/African American	-	14	-	18.7
Hispanic/Latino	-	18.5	9	23.5
Pacific Islander	-	14.1	-	22.7
Two or More Races	-	31.5	-	36.9
White/Caucasian	-	37.2	4.1	39.7
Special Education	-	9	7.1	12.9
English Learners Current + Former	-	9.9	-	8.5
English Learners Current	-	1.1	-	4.1
Economically Disadvantaged	-	21.8	15.1	26.4

Science Assessments % Proficient
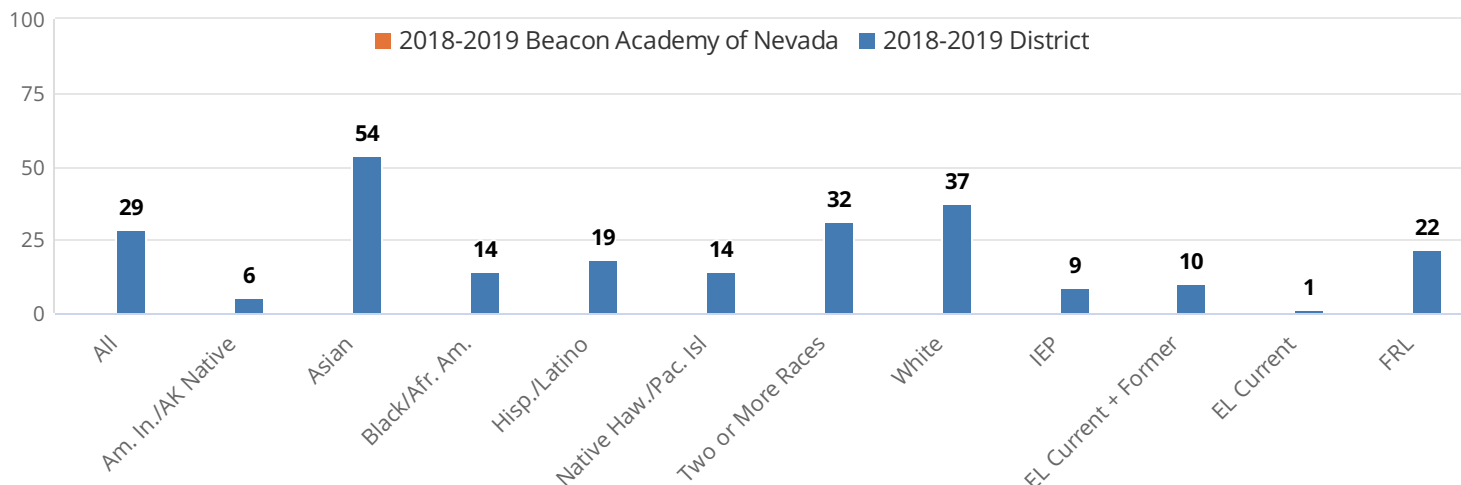
Participation on State Assessments

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	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	N/A	N/A	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

Yellow indicates 95% participation requirement not met.

0/30

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 whoever 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	2018 % 4-Year ACGR	2018 % District	2018 % 4-Year ACGR MIP	2017 % 4-Year ACGR	2017 % District	2017 % 4-Year ACGR MIP
All Students	33.2	70	82.6	59.5	65.2	80.9
American Indian/Alaska Native	-	63.6	75.9	-	35.2	73.9
Asian	35.7	82.7	93.3	83.3	84.1	93.1
Black/African American	21.8	59.6	69.8	61.1	58.5	67.7
Hispanic/Latino	27	68.9	81.5	51.7	59.5	79.7
Pacific Islander	40	63.2	83.9	-	46.6	82.3
Two or More Races	28.5	68.9	83	44.4	66.3	81.3
White/Caucasian	45.5	71.9	85.5	69.8	68.6	84.2
Special Education	32	61.7	66.9	41.2	50.7	64.7
English Learners Current + Former	N/A	N/A	83.4	N/A	N/A	81.7
English Learners Current	22.1	68.4		56.6	62.2	
Economically Disadvantaged	34.2	65	78.7	58.1	56.5	76.8

Graduation Rates
4-year ACGR

0/30
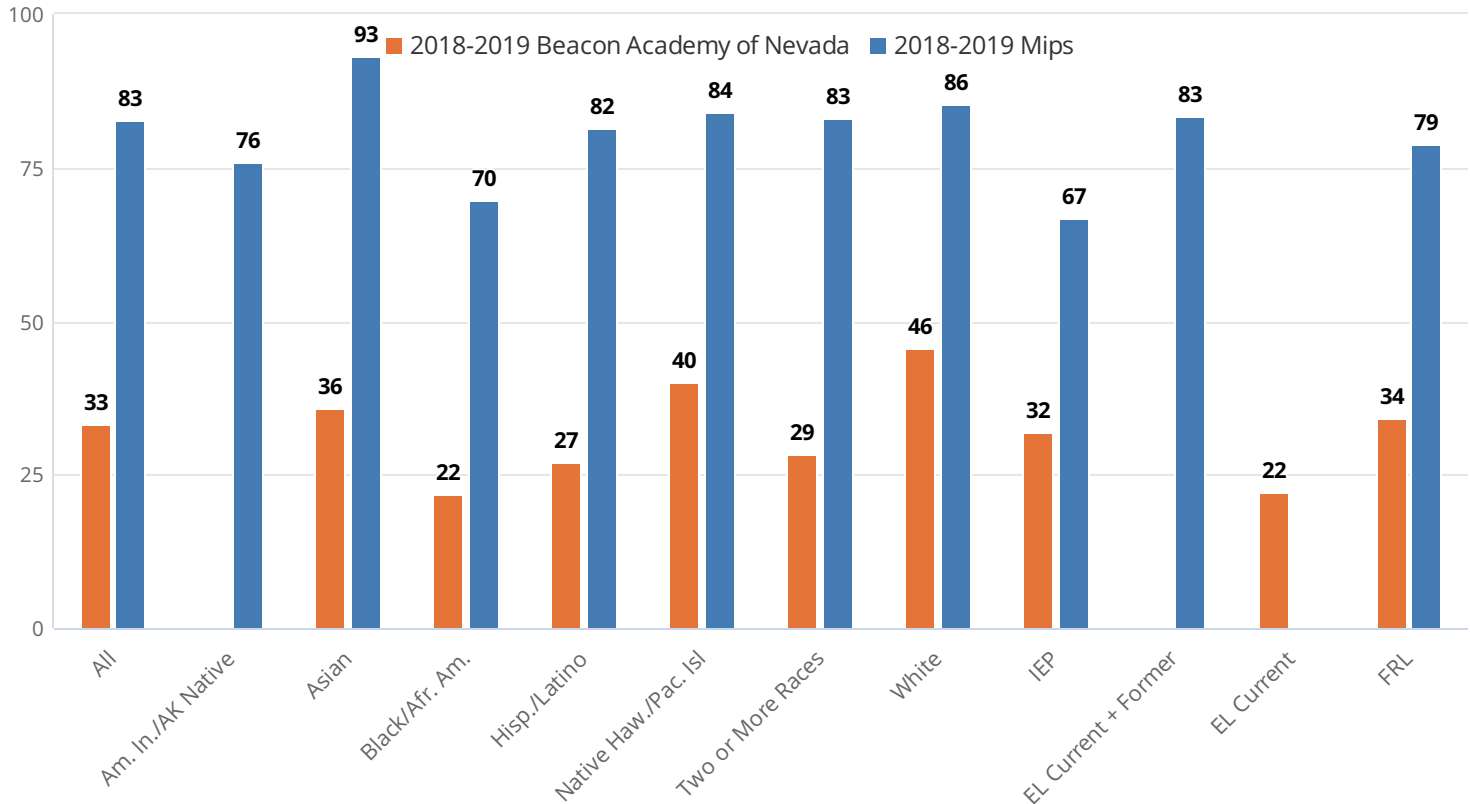
Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: 0/5

Groups	2018 % 5-Year ACGR	2018 % District	2018 % 5-Year ACGR MIP	2017 % 5-Year ACGR	2017 % District	2017 % 5-Year ACGR MIP
All Students	62.2	69	84.6	58.4	66.9	82.9
American Indian/Alaska Native	-	58.7	77.9	-	-	75.9
Asian	69.2	80.9	95.3	-	84.6	95.1
Black/African American	71.4	67.4	71.8	40	54	69.7
Hispanic/Latino	53.2	64.4	83.5	68.1	70.1	81.7
Pacific Islander	-	52	85.9	-	69.2	84.3
Two or More Races	57.1	72	85	72.7	54.2	83.3
White/Caucasian	70.4	71	87.5	54.7	68.1	86.2
Special Education	44	56.2	68.9	32.2	46.6	66.7
English Learners Current + Former	N/A	N/A	85.4	N/A	N/A	83.7
English Learners Current	58.1	64		60	52	
Economically Disadvantaged	60.5	61.3	80.7	57.4	58.5	78.8

Graduation Rates
5-year ACGR
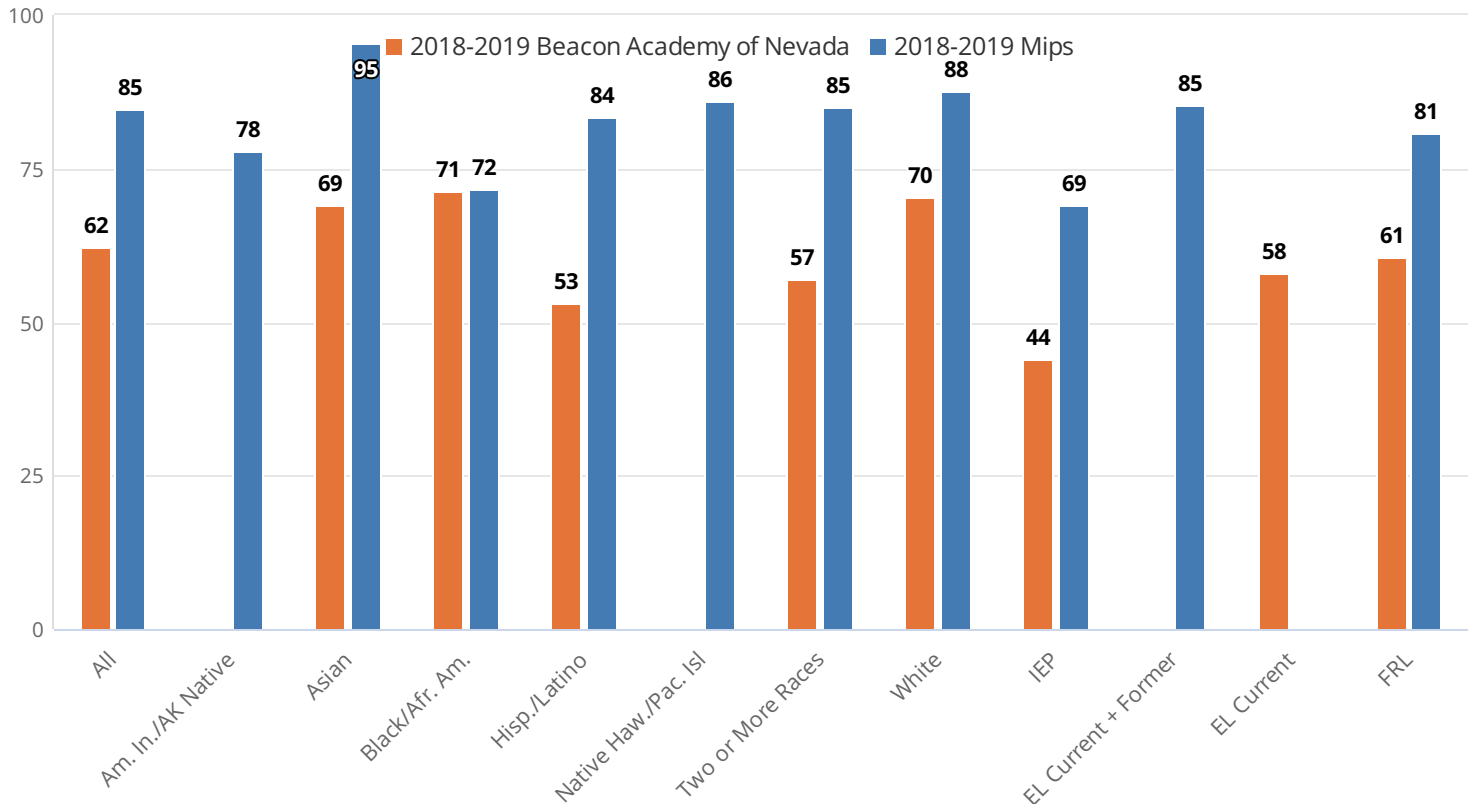
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Beacon Academy of Nevada
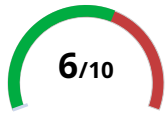
6/10   **English Language**

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: 6/10

	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	17	11.6	24.3	10	10	26.8

% English Learners Meeting AGP on WIDA

Legend: ■ 2018-2019 Beacon Academy of Nevada ■ 2018-2019 District

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

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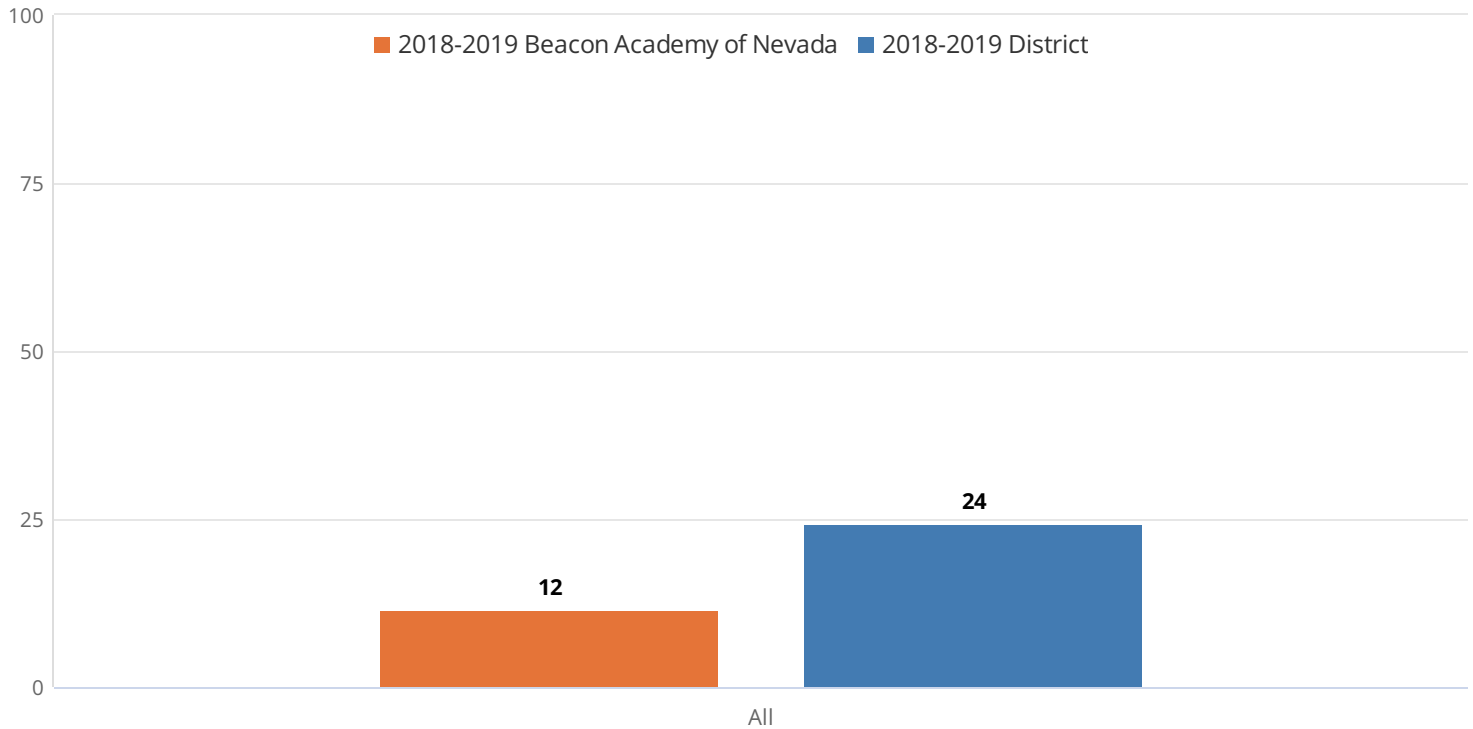
2/25

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	2019 % Participation	2019 % Participation District	2018 % Participation	2018 % Participation District
All Students	1.1	46.2	0.4	38.3
American Indian/Alaska Native	-	50	-	-
Asian	-	67	0	61.1
Black/African American	3.3	27.5	0	25.6
Hispanic/Latino	0	48.6	0	38.6
Pacific Islander	-	25	-	26.8
Two or More Races	-	46.2	0	49.2
White/Caucasian	2.3	46.2	1.3	37.6
Special Education	2.7	25	0	6.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	0	58.8	0	8.5
Economically Disadvantaged	0.8	40	0	28.1

Post-Secondary Preparation Completion — Post-Secondary Preparation Completion Points Earned: 0.5/10

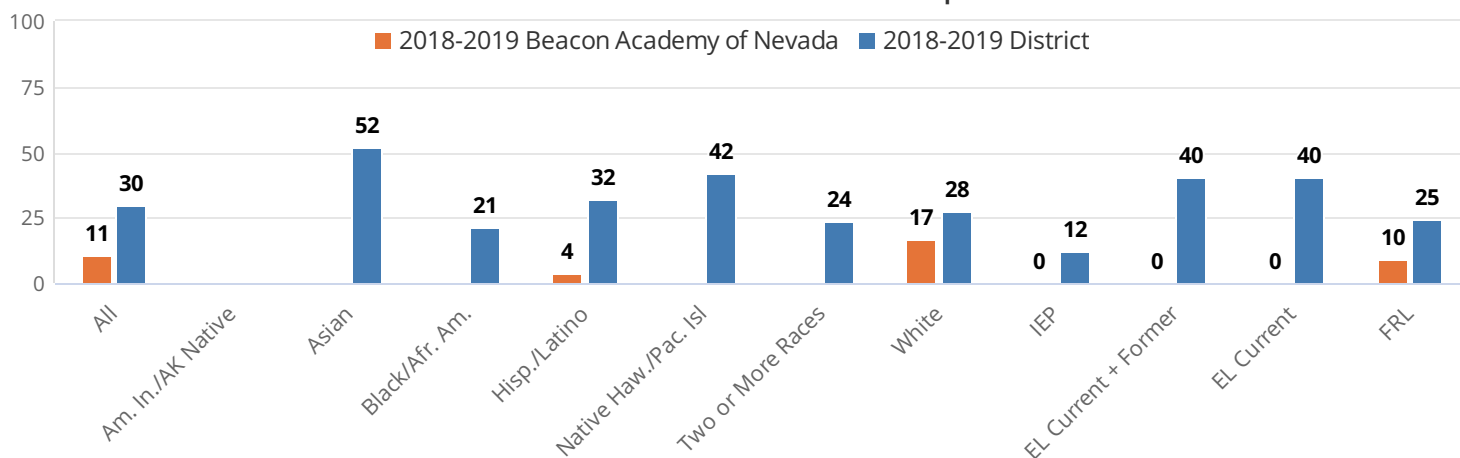| Groups	2019 % Completion	2019 % Completion District	2018 % Completion	2018 % Completion District
All Students	0.6	32.8	0	24.7
American Indian/Alaska Native	-	40	-	-
Asian	-	54.6	0	45.7
Black/African American	0	20.1	0	13.1
Hispanic/Latino	0	30.8	0	23.1
Pacific Islander	-	18.6	-	15.3
Two or More Races	-	39.7	0	27.6
White/Caucasian	2.3	33.2	0	25.6
Special Education	0	21.3	0	2.2
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	0	52	0	0
Economically Disadvantaged	0	28.8	0	18

'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.

2/25 **College and Career Readiness**

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: 1/5

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	11	29.6	8.5	23.4
American Indian/Alaska Native	-	-	-	-
Asian	-	52.2	20	46.2
Black/African American	-	21.3	4.5	20
Hispanic/Latino	3.7	32.2	4.4	14.8
Pacific Islander	-	42.1	-	14.2
Two or More Races	-	23.8	-	27.9
White/Caucasian	17	27.5	9.2	24.5
Special Education	0	12.3	0	9.8
English Learners Current + Former	0	40.3	5.8	27.5
English Learners Current	0	40.3	5.8	27.5
Economically Disadvantaged	9.5	24.6	8.4	18.2

% Students Who Received Advanced or CCR Diploma

Legend: ■ 2018-2019 Beacon Academy of Nevada ■ 2018-2019 District

Data points: All (11, 30); Am. In./AK Native (–); Asian (52); Black/Afr. Am. (21); Hisp./Latino (4, 32); Native Haw./Pac. Isl (42); Two or More Races (24); White (17, 28); IEP (0, 12); EL Current + Former (0, 40); EL Current (0, 40); FRL (10, 25)

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	1.1	0.6	0	0.6	0	0	0	0
American Indian/Alaska Native	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-
Black/African American	3.3	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-
White/Caucasian	2.3	2.3	0	0	0	0	0	0
Special Education	2.7	0	0	0	0	0	0	0
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	0	0	0	0	0	0	0	0
Economically Disadvantaged	0.8	0	0	0	0	0	0	0

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 Adavnced 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..

0.5/10

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	32.2	10.3	63.7	21
American Indian/Alaska Native	-	12.6	-	30
Asian	26.6	2.6	59	11.9
Black/African American	34.3	13.8	71.4	27
Hispanic/Latino	37.3	12.5	68.7	24.2
Pacific Islander	-	10.5	82.3	25
Two or More Races	23.8	11.1	39.1	20.7
White/Caucasian	24.6	8.4	53.2	18.3
Special Education	24.1	15.1	64.4	27.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	42.7	15	74.3	29.3
Economically Disadvantaged	35	14.3	67.2	27.7

Reducing Chronic Absenteeism by 10% bonus points: 0.5
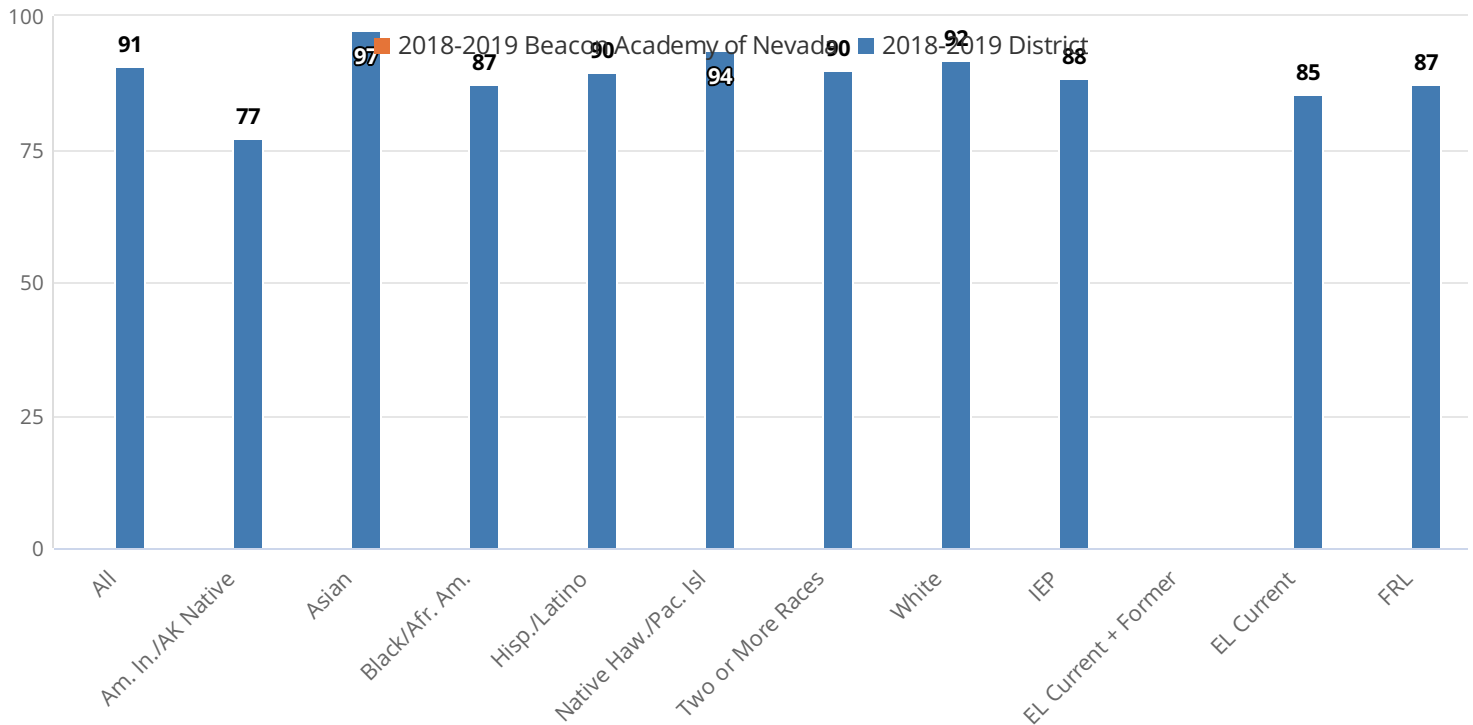
Chronic Absenteeism Rate (%)
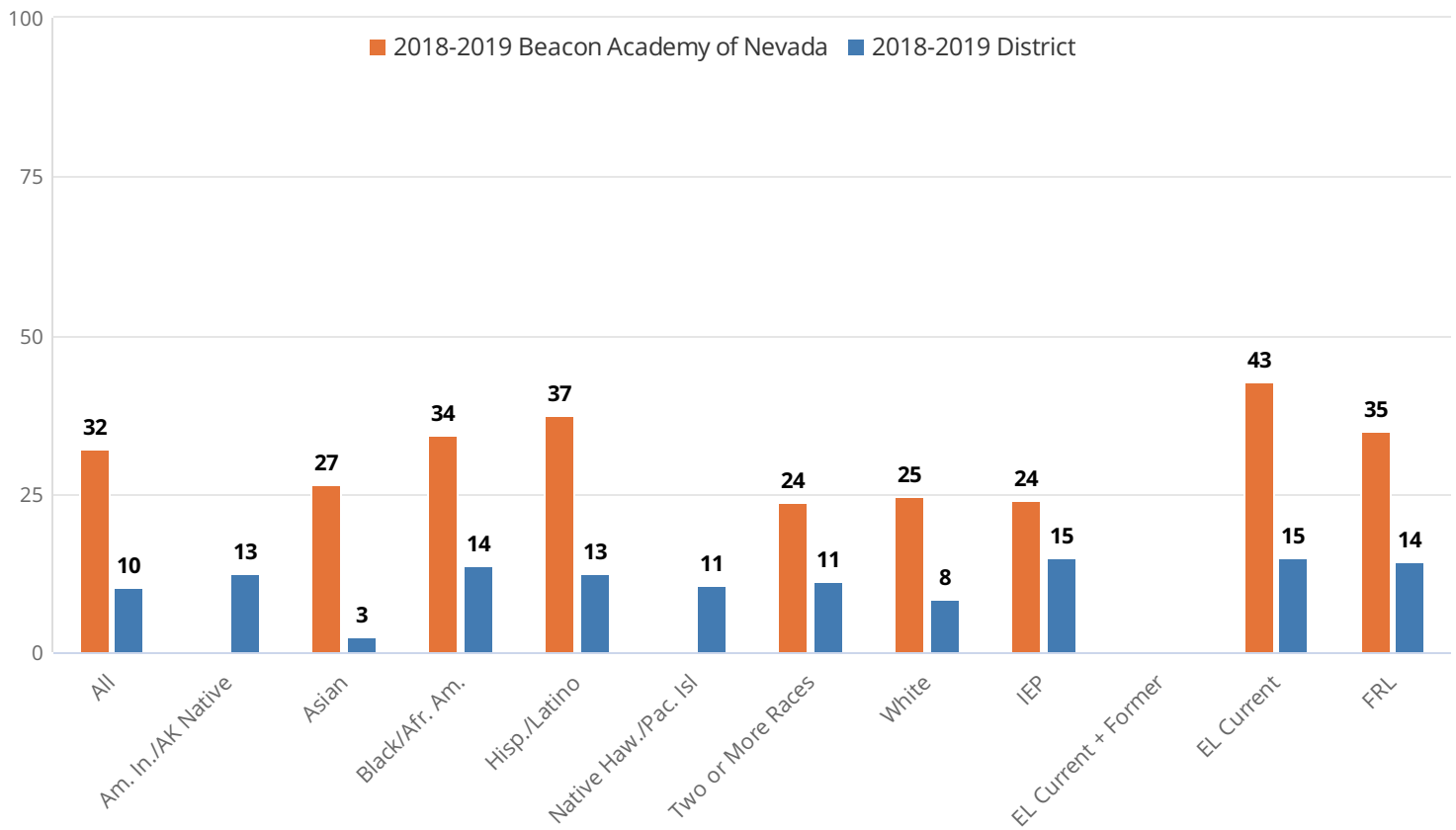
	Student Engagement
0.5/10	

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned NA/5

Groups	2019 % 9th Grade Credit Sufficiency	2019 % 9th Grade Credit Sufficiency District	2018 % 9th Grade Credit Sufficiency	2018 % 9th Grade Credit Sufficiency District
All Students	-	90.7	33.3	87.3
American Indian/Alaska Native	-	76.9	-	87.5
Asian	-	97.2	-	94.7
Black/African American	-	87.2	-	82.6
Hispanic/Latino	-	89.5	-	87
Pacific Islander	-	93.7	-	86.4
Two or More Races	-	89.7	-	88.6
White/Caucasian	-	91.7	-	87.8
Special Education	-	88.2	27.2	79
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	85.4	27.2	82.4
Economically Disadvantaged	-	87.2	27.2	82.4

% of Students Meeting 9th Grade Credit Requirements

Legend: ■ 2018-2019 Beacon Academy of Nevada ■ 2018-2019 District

Chart values: All 91, Am. In./AK Native 77, Asian 97, Black/Afr. Am. 87, Hisp./Latino 90, Native Haw./Pac. Isl 94, Two or More Races 90, White 92, IEP 88, EL Current + Former (none), EL Current 85, FRL 87

'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
CSI		

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	N/A

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	TBD	TBD	TBD
Index Score	N/A	TBD	TBD	TBD
TSI Criteria Met	N/A	N/A	N/A	TBD
Graduation Rate	N/A	TBD	TBD	TBD