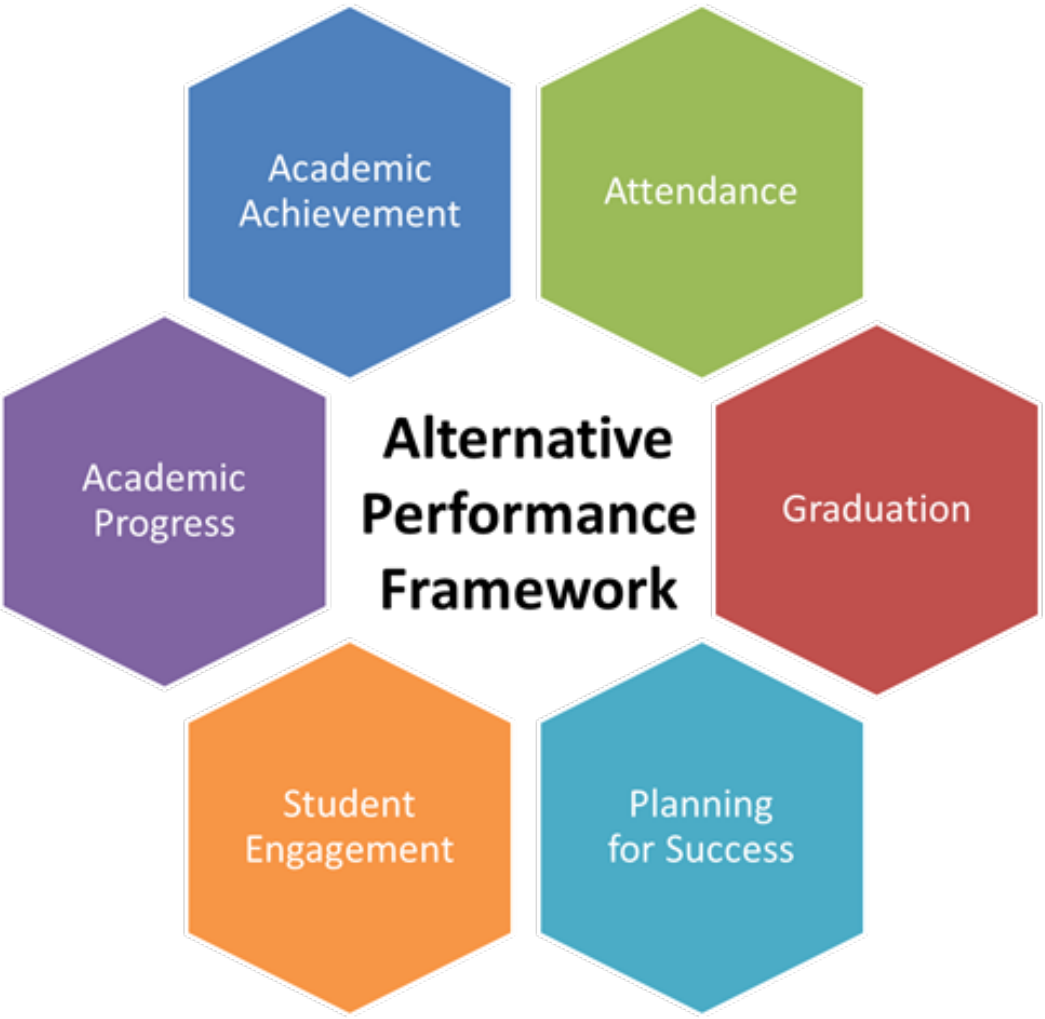
Guide to the Nevada Alternative Performance Framework

School Year 2023-2024



Nevada Department of Education

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Table of Contents

1. Introduction 3
1.1. Background 3
2. Approval to Operate Under the APF 4
2.1. Charter Schools 5
2.2. Verification of Continuing Eligibility to be Rated Under the APF 5
3. District/School Withdrawal From APF 6
4. APF School Ratings 7
4.1. Continuum of Performance (CoP) 7
4.1.1. Continuum of Performance Ratings 8
4.1.2. To Be Determined 8
4.1.3. Calculating School Ratings 8
4.1.4. APF School Rating Reports 9
5. Alternative Performance Framework (APF) Elements 10
5.1. Minimum N-sizes 10
5.2. Opportunity-to-Engage (OTE) 10
5.3. Data File Collection and Submission 10
5.4. APF System Indicators and Measures 11
5.4.1. Academic Achievement Indicator 11
5.4.2. Attendance Indicator 16
5.4.3. Academic Progress Indicator 18
5.4.4. Graduation Indicator 21
5.4.5. Student Engagement Indicator 23
5.4.6. Planning for Success Indicator 28
6. Appendix A: Fall Data Collection 31
7. Appendix B: Spring Data Collection 32
7.1. Student Level Collection 32
7.2. Student Level Data Collection Elements 32
7.3. Codes for the Graduation Attainment Indicator 36
7.4. Persistence Codes 38
7.5. School Level Data Collection 41
8. Appendix C: Student Eligibility Business Rules 43

8.1. SY22-23 APF Student Level Eligibility Business Rules 43
9. Appendix D: Continuum of Performance Rating Calculations 46
10. Appendix E: Annual Performance Report 48
10.1 The APF Rating Report 48
11. Appendix F: Reference List 50

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Nevada Department of Education's

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1. **Introduction**

The Alternative Performance Framework (APF) is an accountability system established by the state that is designed to highlight qualifying schools who serve high-needs populations. Due to their unique student populations, these schools may have insufficient data for an annual rating under the Nevada School Performance Framework (NSPF) or the rating received under the NSPF is an insufficient reflection of the school's performance in addressing the unique needs of the students served. The intent of the APF is to highlight additional performance data not found in the NSPF. Based on the uniqueness and transiency of these student populations, the APF is designed to be flexible since most schools will be unable to provide data for all measures contained within the framework. The APF is designed to:

- Highlight qualifying schools who serve high-needs populations;
- Collect and report additional performance data for schools to provide a more complete performance story than is provided under the NSPF; and
- Provide actionable information about the progress of qualifying schools in driving improvement in student achievement.

Nevada developed the APF to specifically address accountability for the following types of schools:

1) Schools offering credit recovery programs;
2) Schools offering behavioral/continuation programs;
3) Juvenile Detention Facilities serving adjudicated youth; and
4) Special Education schools serving students with identified disabilities.

The Every Student Succeeds Act (ESSA) requires states to meaningfully differentiating, on an annual basis, all public schools. Nevada utilizes the Nevada School Performance Framework (NSPF) as our framework to rate all public schools. Although APF schools serve a unique population, schools in Nevada operating under the APF will continue to be rated under the NSPF to satisfy the federal requirements. However, if there is insufficient data for an APF school under any required NSPF Indicators/Measures those will not show data on the NSPF report. Additionally, if there is insufficient data under any required NSPF Indicators/Measures that APF school will not receive a star rating.

1.1 Background

Development of the Nevada Alternative Performance Framework began in May of 2013 with the creation of a workgroup consisting of various Local and State Education Agency Stakeholders. The meetings culminated in October 2014 resulting in a written recommendation presented to the Nevada State Superintendent of Public Instruction.

During the 78th Nevada Legislative Session in 2015, Senate Bill 460 was passed which mandated the State Board of Education to adopt regulations that prescribe an APF to evaluate public schools with missions designed to serve certain student populations. With this end in mind, the Nevada APF was created with multiple stakeholders contributing to the design and evaluation of the system.

The APF is guided by:

- NRS 385A.730 and NRS 385A.740
    - Enacted by Senate Bill 460 (2015)
- NAC 385A.110, NAC 385A.120, and NAC 385A.130
- NRS 388A.274
- Stakeholder engagement
- APF Manual

2. Approval to Operate Under the APF

The Board of Trustees of the school district or the charter school sponsor, as applicable, must submit an application to NDE during the application window in early spring for a school seeking to be rated under the APF. The application process is opened annually for any new schools wishing to be rated under the APF in the following school year. For a school to be determined eligible to be included in the APF, the school must have a mission statement identifying that it serves a student population specified under the APF and that at least 75% of the student population meets one or more of the following criteria:

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

A student can only be counted once for purposes of determining whether 75% of the pupils enrolled at the school satisfy one or more of the categories listed above. The student data file for the school will be processed for the 75% threshold eligibility and recommendations are forwarded to the State Board of Education for consideration.

2.1 Charter Schools

In addition to the provisions above, a charter school is eligible to be rated using the APF if it has specified in its written charter or charter contract that its mission is to primarily serve the pupils described above. The admissions policy must only allow the pupils identified in the mission statement to newly enroll in the school. At the time of application to be rated using the APF, the school must have an enrollment of at least 75% of these specified pupils. Additionally, the school must complete any requirements for transitioning to the APF as outlined by the proposed sponsor of the charter school, pursuant to NRS 388A.274.

2.2 Verification of Continuing Eligibility to be Rated Under the APF

After an APF-approved school has been rated using the alternative performance framework for four years, the board of trustees of the school district or the sponsor of the charter school must update the information included in the original application for APF rating. The updated information must be submitted in the form and within the timeline prescribed by the Department, in accordance with NAC 385A.120. The Department will verify the continuation of eligibility and present the findings to the State Board of Education (SBE) for consideration. Verification procedures will include a review of updated information submitted by the board of trustees of the school district or the sponsor of the charter school, as applicable, to determine whether the school still meets the criteria for rating under the APF in the following areas:

a. The stated mission of the school is designed to serve a relevant category of students (Behavioral, Credit Recovery, Juvenile Detention, or Special Education)
b. Support programs provided by the school are consistent with the stated mission and the needs of the students served by the school
c. At least 75% of the student population continues to meet one or more of the following criteria:
    - Have been expelled or suspended from a public school, including, without limitation, a charter school;
    - Have been deemed to be a habitual disciplinary problem pursuant to NRS 392.4655;
    - Are academically disadvantaged (defined in NAC as a student who has repeated two or more grades from kindergarten through grade 8 pursuant to NRS 392.033 or 392.125 or a student who is one or more years behind on the needed credits as defined in NAC 389.659 to promote to the next grade level or graduate from high school on time);
    - Have been adjudicated delinquent;
    - Have been adjudicated to be in need of supervision for a reason set forth in NRS 62B.320; or
    - Have an individualized education program (IEP).

d. For schools operating under the State Public Charter School Authority (SPCSA), all new students enrolled following the approval to operate under the APF meet at least one of the criteria indicated in item c.
e. Consideration of the school's longitudinal performance in relevant APF measures and indicators and Continuum of Performance (CoP) ratings for the past three years.

The performance of approved schools was initially assessed using the Continuum of Performance (CoP) Rating in September 2019, based on data from the 2018-2019 school year. This rating indicated how the school's current year performance compared to that of the immediately preceding school year for each measure. The 2018-2019 ratings served as the baseline for establishing the four-year timeline for reevaluation of existing APF schools for eligibility for rating under the APF. In subsequent years, the four-year timeline is calculated based on the first year a school is rated under the APF.

Continuum of Performance will span from 2018-2019 to 2022-23. Waived years (due to COVID -19 Pandemic) will not count toward Continuum of Performance. SY2023-24 marks the fourth year of performance rating for most schools.

Table 1: Sample Timeline for Evaluation for Continuation Under APF

Year of APF	Years Under APF and Possible Re-evaluation
Year 1	First year reporting, CoP TBD
Year 2	Second year reporting, 1st CoP rating
Year 3	Third year reporting, 2nd CoP rating
Year 4	4th year reporting, 3rd year CoP rating
Year 5	5th year reporting, 4th year CoP, and possible reevaluation

3. District/School Withdrawal From APF

The board of trustees of a school district with a public school approved by the State Board of Education (SBE) to be rated using an APF, or the sponsor of a charter school approved to be rated under the APF, must notify the SBE using the APF Notice of Withdrawal form prescribed by the Department if:

- The school no longer meets the eligibility requirements to be rated under the APF; or
- The school no longer wishes to be rated under the APF.

The school will continue to be rated under the APF until the next school year after the notice has been submitted to the SBE. Subsequently, the school will be rated under the Nevada School Performance Framework (NSPF) only, in accordance with federal law and NRS 385A.600. The APF Notice of Withdrawal form must be completed and submitted to the APF subject matter expert within ADAM Accountability.

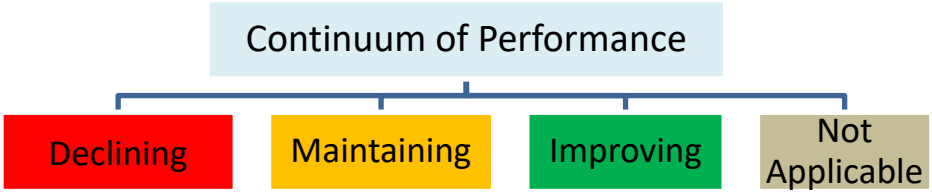
4. APF School Ratings

The NDE is required by ESSA to rate all public schools under the statewide school performance framework (NSPF). In addition, NAC 385A.130 requires the NDE to "Determine whether the [APF] school is making reasonable improvement toward meeting performance targets established pursuant to the statewide system of accountability for public schools." Therefore, schools rated under the APF are also rated under the Nevada School Performance Framework (NSPF) if data is available for all required measures.

APF schools operate under a unique mission and serve a unique population of students. Therefore, schools operating under the APF are rated annually utilizing a categorical rating system. This system does not result in a summative, or overall, rating for the school. Rather, the school receives a rating on each individual Measure that indicates how the school's current year's performance compares to that of the immediately preceding school year's performance. This comparison is applied to each measure based on established criteria for the categories outlined in the Continuum of Performance (CoP) – Improving, Maintaining, or Declining. Rating each measure separately helps to highlight critical areas of performance relative to the school's mission and the unique student population served. It also provides schools with the opportunity to identify areas of strengths and challenges to support program improvement.

4.1 Continuum of Performance (CoP)

In keeping with the goal for flexibility in the APF rating system, rather than assigning specific point values to APF Measures, categorical ratings of performance are utilized. As reflected in the figure below, the school's performance status for each Measure is identified within the CoP as Improving, Maintaining, or Declining in comparison to that of the prior APF accountability year, or notes that a particular Measure was Not Applicable for that school. Not all Measures included in the APF are relevant to all categories of schools. For example, a school whose mission is to support students with significant disabilities in need of Special Education will be evaluated in the Academic Progress Indicator based on IEP goals. The Credit Earning Rate Measure would likely be indicated as "Not Applicable" for schools with this mission. Since the rating process requires comparing the school's performance in the current year to that of the prior year, schools with only one year of data for a Measure that is relevant to the school type will be indicated as "To Be Determined".



4.1.1 Continuum of Performance Ratings

Declining

A school will receive a rating of "Declining" in a Measure if the school's current year performance in that Measure falls below the lower bound of the 90% confidence interval.

Maintaining

A school will receive a rating of "Maintaining" in a Measure if the school's current year performance in that Measure falls between the lower and upper bounds of the 90% confidence interval, including the lower and upper bounds.

Improving

A school will receive a rating of "Improving" in a Measure if the school's current year performance in that Measure is above the upper bound of the 90% confidence interval.

Not Applicable

A Measure will be rated as Not Applicable (N/A) if it does not apply to the unique mission and student population of that school. For example, a school whose mission is to serve students with severe disabilities will receive a rating of "N/A" on the Credit Earning Rate Measure.

4.1.2 To Be Determined

Identifying a Measure as "To Be Determined" is not a rating of performance but an indication that data is not available for that Measure for either the current year or the prior year. The rating process requires comparison of two consecutive years of data. In this instance, the Measure would still be applicable to the school but there is insufficient data to assign a rating during the current accountability year. An example of this situation would be a school that has completed its first year of operation as an APF school. Since there is no data for the prior year, the current year's data is the school's baseline and rating of the Measure is not possible.

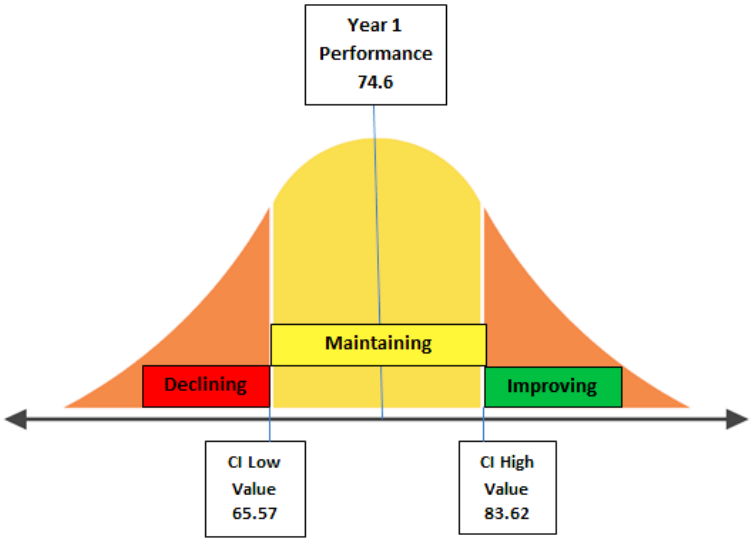
4.1.3 Calculating School Ratings

The CoP rating for each Measure (Improving, Maintaining, or Declining) is identified using a confidence interval methodology. A confidence interval provides a range of performance values (rather than a single value or point) against which a school's performance may be compared. Common choices for confidence intervals that are considered statistically sound include 90, 95, or 98%. Higher confidence levels are associated with wider

confidence intervals, and intervals are narrower for lower confidence levels. CoP ratings for APF measures are based on a 90% confidence interval.

For the CoP, a confidence interval is calculated using a school's prior year performance in each Measure. The school's current year performance in that Measure is then compared to the confidence interval range. If a school's current year performance in that Measure falls within the boundaries of the confidence interval, the school is considered Maintaining in that Measure. If a school's current year performance in that Measure moves above the upper bound of the confidence interval, the school is considered Improving in that Measure. In contrast, if a school's current year performance in each Measure falls below the lower bound of the confidence interval, the school is considered Declining in that Measure.

The 90% confidence interval is established based on the school's performance in year one of the two years being compared. The confidence interval establishes a range of performance values that will determine the school's rating in year two. As indicated in example below, the figure shows a school whose performance on a measure is 74.6 in year one will need to have performance somewhere between 65.57 and 83.62 to be rated as Maintaining. If the school's performance is below 65.57, the school will be rated as Declining. If the school's performance is greater than 83.62, the school will be rated as Improving. Additional information on the process for calculating confidence interval is included in Appendix D.



4.1.4 APF School Rating Reports

Each school operating under the APF has one comprehensive annual performance report that reflects the school's performance status on each relevant Measure included in the APF. The APF report is the first component of an overall report that also includes the school's rating under the NSPF. In addition to reflecting the schools performance under the APF, the school's performance on all relevant NSPF Indicators/Measures will be indicated. If there is sufficient data in required Indicators, the school will also receive a NSPF star rating.

The report will also have a third component if the school has been designated for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) under the NSPF. This component of the report will indicate the reason for the school's designation and progress toward exiting the designation. Further information regarding these designation categories is available in the NSPF Procedures Manual at NSPF Guidance Manual.

5. Alternative Performance Framework (APF) Elements

5.1 Minimum N-sizes

The minimum number of student records required for calculation (n-size) in each measure is ten (10). This number was agreed upon during the development of Nevada's ESEA waiver. The decision for this n-size was made because it enabled the state to include more schools in the accountability analysis, provided sufficient protection from identifying individual students, and could be used to determine statistically reliable measures in the accountability model.

5.2 Opportunity-to-Engage (OTE)

The Opportunity-to-Engage (OTE) flag is specific to the APF and only applies to the Academic Achievement Indicator (ELA, Math, and Science assessment results) and Credit Earning Rate Measures. The minimum number of days that a student must be enrolled at the qualifying school in order to meet OTE and be counted in these APF Measures is thirty (30) consecutive school days in session. School day in session is defined by NAC 387.085 as any day in which pupils enrolled in a school are scheduled to be engaged in registration, classes, other instructional activities or testing during the required minimum daily period for each grade or department. Enrollment history may vary widely depending on the school mission. It is important to find a compromise that gives schools enough time to engage students and yet, not automatically rule out a whole category of schools.

5.3 Data File Collection and Submission

APF schools and districts are required to submit data files in the form and format specified by the NDE. Required data submissions include

- School Narratives for each Indicator
- The Nevada State Literacy Plan Essential #2 self-assessment
- Student level data file
- School level data file (special education schools only)

The student and school level data files are uploaded using the secure file transfer application (Bighorn) to ensure data privacy. The remaining files are collected using Smartsheet. Deadlines for collections are critical. Schools that

miss deadlines will be excluded from the APF rating system and rated solely under the NSPF Accountability system.

The data collection process for the APF has traditionally entailed two distinct phases, conducted in the fall and spring, respectively. This stemmed from the necessity of gathering certain data early in the academic year, with the remaining data requiring completion at year-end. Stakeholders advocated for streamlining this process into a singular year-end collection, positing that such consolidation would enhance comprehensiveness and mitigate the frequency of accountability-related data collection activities throughout the academic year.

In response to stakeholder input, it was determined that schools would have the flexibility to elect between continuing the existing two-phase collection approach or opting for a unified submission at the culmination of the prior utilized Spring Data collection timeline. While the terminology "Fall" and "Spring" will persist to delineate the respective data collection periods, APF-affiliated schools now possess the discretion to consolidate all data submissions at the completion of the Spring data collection timeline.

Appendices A and B of this document provide the collection dates and data elements, including narratives, that must be collected and submitted.

5.4 APF System Indicators and Measures

The APF is comprised of six Indicators including Academic Achievement, Attendance, Academic Progress, Graduation, Student Engagement, and Planning for Success. Each Indicator includes a set of core Measures including a narrative demonstrating how the school's mission correlates with the indicator. Some Measures are specific to the APF school type. These are identified under each Indicator description in this document.

School narratives are a way for the school to enhance the understanding of the mission of the school and how that mission correlates with the various Indicators of the APF. The narrative reflecting the school's status relative to each Indicator is submitted by the school at the beginning of the school year as part of the Fall Data Collection.

5.4.1 Academic Achievement Indicator

The Academic Achievement Indicator measures student academic proficiency based on the results of state mandated assessments. Per NRS 385A.730 and NRS 385A.740, the APF must report the results of the criterion-referenced examinations for grades 3-8 in English and Mathematics and grades 5, 8, and HS Science, and a college and career readiness assessment for grade 11.

Academic Achievement Measures

- ELA Pooled Proficiency (All Schools)
- Math Pooled Proficiency (All Schools)
- Science Pooled Proficiency (All Schools)

- School Narrative (All Schools)

ELA, Math and Science Pooled Proficiency

The state assessment results used to determine status for this Indicator are the criterion-referenced tests (CRT) or Smarter Balanced assessments, the college and career readiness assessment (CCR) or the ACT, the Nevada Alternate Assessments (NAA), and NV Science assessments. Students who met the 30-day enrollment (OTE) criteria and have valid assessment results are included in the APF proficiency calculations, regardless of where the test was administered.

School proficiency rates are determined through a pooled average of the results for all the students who assessed in the content area, regardless of grade or assessment type (CRT, CCR, NAA). Rates are determined by dividing the number of students at or above the passing score cut on the CRT, NAA, or CCR content area by the total number of students with valid test scores in the CRT, NAA, or CCR content area.

Sample Pooled Proficiency Calculation

	Mathematics	**ELA**	**Science**
Number of students at or above the passing score on CRT, CCR, or NAA who met OTE	168	201	98
Number of students with valid test scores who met OTE	267	268	134
Percent proficient	62.9%	75.0%	73.1%

School Narrative: Academic Achievement

The school narrative for the Academic Achievement Indicator should include information about the school's academic achievement goals, processes for improving student's academic achievement, and information about localized assessments.

Academic Achievement Business Rules

Data source: CRT: Summative (2024), NAA (2024), ACT (2024) and Science (2024)

Measure 1(a): Math and ELA Pooled Average:

Summative

Filter on School year e.g. School_Year = 23-24 when generating APF reports for 23-24

- Inactive_Flag = 0
- NV_NIC = 0
- NIC_Y2=0
- [math/ela] did_not_participate_CAT=blank
- [math/ela] did_not_participate _PT=blank
- Homeschool = 0

- [math/ela]_tc_invalidation_CAT=blank
- [math/ela]_tc_invalidation_PT=blank
- [math/ela]_tc_modification_CAT=blank
- [math/ela]_tc_modification_PT =blank
- [math/ela] achievement_level=1,2,3,4
- OTE =1
    - This data will come from the APF Student level Collection, join with assessment file using SUID
        - If 1_Total_Days_Enrolled >=30 <u>or</u> 2_total_days_enrolled >=30

JOIN this with Student Level Collection for APF with filter on OTE = 1 (If 1_Total_Days_Enrolled >=30 <u>or</u> 2_total_days_enrolled >=30) ON State Unique ID

- Student Prof: [math/ela] achievement_level=3,4
- % Above Cut = Student Prof / Total Students

OTE will be computed from student file received from Districts, when comparing data to Assessment data files (match on State ID), records will be dropped. APF: OTE = 1

ACT

- Filter on School year e.g. School_Year = 23-24 when generating APF reports for 23-24
- IsActive = 1
- Homeschool = 0
- NV_GradeLevel=11
- NV_NIC = 0
- NV_NIC Y2=0
- mc_scoreind <> 'N'
- DidNotParticipate=blank
- [math/ela] _level=1,2,3,4
- OTE =1
    - This data will come from the APF Student level Collection, join with assessment file using SUID
        - If 1_Total_Days_Enrolled >=30 <u>or</u> 2_total_days_enrolled >=30
- Student Prof: [math/ela] _level= 3,4

NAA

Filter on School year e.g. School_Year = 23-24 when generating APF reports for 23-24

- Inactive_Flag = 0
- NV_NIC = 0
- NIC_Y2=0

- [math/ela/sci]_did_not_participate=blank
- Homeschool = 0
- [math/ela/sci]_tc_invalidation=blank
- [math/ela/sci]_tc_modification =blank
- [math/ela/sci]_achievement_level=1,2,3,4
- OTE =1
    - This data will come from the APF Student level Collection, join with assessment file using SUID
        - If 1_Total_Days_Enrolled >=30 <u>or</u> 2_total_days_enrolled >=30
- Student Prof: [math/ela/sci]_achievement_level=3,4
- % Above Cut = Student Prof / Total Students

% Above Cut = Student Prof / Total Students

<u>Science 5 and 8</u>

- Filter on School year e.g. School_Year = 23-24 when generating APF reports for 23-24
- Inactive Flag = 0
- NIC = 0
- NIC Y2=0
- did_not_participate=blank
- Homeschool = 0
- tc_invalidation=blank
- tc_modification=blank
- achievement_level=1,2,3,4
- OTE =1
    - This data will come from the APF Student level Collection, join with assessment file using SUID
        - If 1_Total_Days_Enrolled >=30 <u>or</u> 2_total_days_enrolled >=30
- Student Prof: achievement_level=3,4

<u>Science NV HS Current Year</u>

*Filter on School year e.g. School Year = 23-24 (**Current Year**) when generating APF reports for 23-24*

- Inactive Flag = 0
- NIC = 0
- NIC Y2=0
- NV_GradeLevel = '10'
- did_not_participate=blank

- Homeschool = 0
- tc_invalidation = blank
- tc_modification =blank
- achievement_level=1,2,3,4
- OTE =1
    - This data will come from the APF Student level Collection, join with assessment file using SUID
        - If 1_Total_Days_Enrolled >=30 <u>or</u> 2_total_days_enrolled >=30
- Student Prof: achievement_level=3,4

<u>Science NV HS Previous Year</u>

Filter on School year e.g. School Year =22-23 (**Previous year**) when generating APF reports for 23-24

- Inactive Flag = 0
- NIC = 0
- NIC Y2=0
- NV_GradeLevel = '09'
- did_not_participate=blank
- Homeschool = 0
- tc_invalidation = blank
- tc_modification = blank
- achievement_level=1,2,3,4
- OTE =1
    - This data will come from the APF Student level Collection, join with assessment file using SUID
        - If 1_Total_Days_Enrolled >=30 <u>or</u> 2_total_days_enrolled >=30
- Student Prof: achievement_level=3,4

<u>HS Science – NAA</u>

Filter on School year e.g. School Year = 23-24 (Grade 11) when generating APF reports for 23-24

- Filter on GradeLevel = 11 (SY 2023-24)
- Inactive Flag = 0
- NIC = 0
- NV_NIC Y2=0
- SCIE DNP = blank
- Homeschool = 0
- SCIE tc_invalidation = blank

- SCIE tc_modification = blank
- SCIE AL in (1,2,3,4)
- OTE =1
    - This data will come from the APF Student level Collection, join with assessment file using SUID
        - If 1_Total_Days_Enrolled >=30 or 2_total_days_enrolled >=30
- Student Prof: AL in (3,4)

% Above Cut = Student Prof / Total Students

5.4.2 Attendance Indicator

The Attendance Indicator measures student attendance and absenteeism within a given school year. Research shows that attendance matters and that chronic absenteeism places students at risk of negative academic consequences (Chang & Romero, 2008; Monnie, Sterling, Figgs, & Castro, 2008). According to the Attendance Institute at the University of Chicago (2015), "From preschool through high school, absenteeism has serious implications for students' academic outcomes. Students who are absent have lower test scores, lower likelihood of being on-track in high school, lower likelihood of graduating, and lower course grades-taking them out of the running for college completion."

Attendance Measures

- School-wide Attendance Rate (All Schools)
- Percentage of Students Chronically Absent (All Schools)
- School Narrative (All Schools)

School-wide Attendance Rate

An individual student attendance rate is calculated as the number of days attended divided by the number of days enrolled at the qualifying school. A school attendance rate is the average of each student's attendance rate for all students who are enrolled. 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.

Percentage of Students Chronically Absent

Students who missed at least 10% of the school days in which they were enrolled in the school are considered chronically absent. For example, students who are enrolled for the full school year (e.g., 180 days) become chronically absent if they miss at least 18 days of school for any reason. 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. Additional guidance related to chronic absenteeism can be found in the Guidance Memo issued by NDE in January 2019. The document is available on the NDE website at Nevada Department of Education Guidance Memos.

The School Chronic Absenteeism (CA) Rate is based on the CA data collection methodology used by ADAM for all schools. Performance reflected in the APF report is consistent with data reported in Nevada Report Card and EdFacts federal reporting. In accordance with SB249 and the Partial Attendance provision in ESSA, a different rate may be reported in the NSPF section of the school's report as the Year-in-School (YIS) criteria is applied to the NSPF CA Measure that requires the student be enrolled in a given school for at least half of the school year. A CA rate will be calculated for all students in kindergarten through grade 12 using the following business rules:

a) A 10% CA threshold will be calculated for each student with an enrollment of 10 days or more at the school. This equals the number of days enrolled multiplied by 10%. If the number of days the student is absent is greater than or equal to the threshold, the student is flagged as CA.

b) The CA Rate for the school equals the number of students flagged as chronically absent divided by the total number of students enrolled for 10 days or more at the school.

Attendance Indicator Calculation Example

	Total Days Enrolled	# Days for 10% Threshold	# Days Attended	# of Days Absent	Student Attendance Rate	Chronically Absent Flag
Student 1	40	4	35	5	87.5%	1
Student 2	45	4.5	29	16	64.4%	1
Student 3	49	4.9	35	14	71.4%	1
Student 4	36	3.6	35	1	97.2%	0
Student 5	40	4	28	12	70.0%	1
Student 6	55	5.5	45	10	81.8%	1
Student 7	113	11.3	103	10	91.2%	0
Student 8	9	0.9	6	3	NA	NA
Student 9	180	18	180	0	100.0%	0
Student 10	28	2.8	19	9	67.9%	1
Student 11	67	6.7	57	10	85.1%	1
Student 12	36	3.6	34	2	94.4%	0

Based on the student data in the table above:

- Twelve students were enrolled but only eleven were included in the calculation as the total number of days enrolled for Student 8 was less than ten days.
- Of the eleven students included in the calculation, seven exceeded the 10% threshold and were flagged chronically absent.

- The school CA rate is 63.6 percent based on the number of students flagged as chronically absent (seven) divided by the total number of students included in the calculation (eleven).

School-Wide Attendance Rate

- The school attendance rate is 82.8 percent: this is the average attendance rate for all students (based on the attendance rate for each individual student)

School Narrative: Attendance

School narratives are a way for the school to enhance the understanding of the mission of the school and how that mission correlates with the various indicators of the APF. The Attendance Indicator Narrative may include information about the school's attendance goals, procedures and processes for improving student's attendance, and information about typical attendance rates for the student population being served.

Attendance Business Rules

Data source: From Student collection data file

Measure 2(A): Attendance rate

- School Type = all
- Total_Days Enrolled=1_Total_Days_Enrolled **+** 2_Total_Days_Enrolled
- Total_Days_Attended = 1_Total_Days_Attended **+** 2_Total_Days_Attended
- Student Attendance rate= Total_Days_Attended /Total_Days Enrolled
- School Attendance rate = (AVG (Student Attendance rate)) * 100

Measure 2(B): Chronically Absent Rate

- School Type = all
- State_Grade_Level <> 'AD','PK','UG'
- Total_Days_Enrolled >= 10
- Numerator: If Total_Days_Absent >= 10 % of Total_Days_Enrolled
- Chronically Absent Rate = (Numerator/Denomintor) * 100

5.4.3 Academic Progress Indicator

The Academic Progress Indicator measures the degree to which students enrolled in the current school year are successfully completing courses in which they are enrolled.

Research shows that using student data sources such as attendance, behavioral records, and course failures can be used to identify students who are at academic risk. Research has found that the most powerful predictors of whether a student will complete high school include course performance and attendance during the first year of high school (Allensworth & Easton, 2005; 2007). Credit recovery is usually a foundational strand embedded in the mission of most schools that serve "at-risk" student populations.

Academic Progress Measures

- Credit Earning Rate (Non-Special Education Schools)
- Academic IEP Math and ELA Goals (Special Education Schools)
- School Narrative (All schools)

Credit Earning Rate

A student's individual credit earning rate is calculated as the number of credits earned divided by the number of credits attempted and is only applicable for students 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 OTE criteria.

Credit Earning Rate Calculation Example

The table below reflects the credit earning rate for 21 individual students enrolled in a given school. Students 5 and 11 did not meet the Opportunity to Engage (OTE) threshold of greater than or equal to 30 consecutive days of enrollment. These students are not included in the school's credit earning rate.

	# Days Enrolled	**OTE Threshold Met *(yes=1; no = 0)***	**# Credits Attempted**	**# Credits Earned**	**Credit Earning Rate**
Student 1	180	1	6	4	66.7%
Student 2	180	1	6	5	83.3%
Student 3	45	1	3	1	33.3%
Student 4	30	1	3	0	0.0%
Student 5	23	0	3	0	0.0%
Student 6	56	1	3	1	33.3%
Student 7	90	1	3	3	100.0%
Student 8	180	1	6	6	100.0%
Student 9	180	1	6	6	100.0%
Student 10	45	1	3	1	33.3%
Student 11	17	0	3	0	0.0%
Student 12	90	1	3	3	100.0%
Student 13	95	1	3	3	100.0%
Student 14	113	1	6	3	50.0%
Student 15	180	1	6	5	83.3%
Student 16	180	1	6	5	83.3%
Student 17	180	1	3	3	100.0%

Student 18	50	1	3	1	33.3%
Student 19	90	1	3	3	100.0%
Student 20	95	1	4	4	100.0%
Student 21	180	1	6	6	100.0%

Example School Credit Earning Rate

The school credit earning rate is 73.7 percent: this is the average of each student's credit earning rate for all students who meet the OTE criteria.

Academic IEP Math and ELA Goals (Special Education Schools)

For special education schools that are non-credit granting institutions, an IEP academic Measure has been added to the framework. This Measure is calculated for academic goals based on progress indicted in each student's fourth quarter or final progress report from the last annual IEP. Each academic goal must clearly state what is expected and how it will be measured. Academic goals include those for ELA, handwriting, concepts of print, communication, and Math.

Values are manually generated by special education school staff, using the student's IEP progress reports as IEP goal progress reporting is an IEP team decision. The following rating categories will be used:

1. Satisfactory Progress Being Made (continue);
2. Unsatisfactory Progress Being Made (need to review/revise); and
3. Goal Met.

If a student has an out-of-date IEP, an out-of-state IEP, and/or a temporary placement, those scores will not be included in the calculation.

A school must report, in the Spring Data Collection, by content area (Math and ELA separately), a school-wide total of the number IEP goals and the school-wide total of the number of goals receiving a Satisfactory Progress or Goal Met rating. A school performance rate will be calculated as the percentage of goals identified as having Satisfactory Progress or Goal Met.

The following provides an example of the measurement calculation for Academic IEP Math goals:

School percentage rate of IEP Mathematics goals receiving a Satisfactory Progress or Goal Met score:

- 398 - The number of IEP Mathematics goals with Satisfactory Progress or Goal Met
- 425 - The total number of IEP Mathematics goals
- 93.64 - School Mathematics Goal Percentage Rate (398/425 = 0.9364*100 = 93.64)

School Narrative: Academic Progress

School narratives are a way for the school to enhance the understanding of the mission of the school and how that mission correlates with the various indicators of the APF. The Academic Progress Narrative may include information about the school's goals and procedures and processes for improving student's academic progress.

Academic Progress Business Rules

Data source: From Student collection data file

Measure 3(A): Credit Earning Rate

- School Type = all
- Filter on OTE = 1
- Filter on Grade (9,10,11,12)
- Denominator: Total Credits Attempted
- Numerator: Total_Credits_Earned
- Student Credit Earning rate: Total_Credits_Earned / Total Credits Attempted
- School Credit Earning Rate: (AVG(Student Credit Earning rate)) * 100

Measure 3(B): Academic IEP Goals

Data Source: School Level Collection

Math IEP Goals:

- School Type = Special Education
- Numerator: # Academic_IEP Math Goals with a Satisfactory or Goal Met score
- Denominator: # Academic_IEP_Math Goals
- Academic IEP Math Score= (Numerator/ Denominator) *100

ELA IEP Goals:

- School Type = Special Education
- Numerator: # Academic_IEP ELA Goals with a Satisfactory or Goal Met score
- Denominator: # Academic_IEP_ELA Goals

Academic IEP ELA Score= (Numerator/ Denominator) *100

5.4.4 Graduation Indicator

The Graduation Indicator measures the extent to which students successfully complete or make substantial progress toward completion of high school. Federal law mandates that all schools report a four-year cohort graduation rate. This Indicator takes the federal accountability requirement into account but adds a second measure that allows for each school to capture the success rate of students who graduate beyond the prescribed four-years in the cohort measurement. Students in alternative settings are historically less likely to graduate in four years due to mobility, transfer, and other external factors. Additionally, alternative settings intended to be short-term placements (for example, Juvenile Detention facilities) may not be established to graduate students (DePaoli, 2017). Including extended-year cohort graduation rates and a Graduation Attainment Rate highlight the work alternative settings do to re-engage students and get them back on track towards graduation.

Graduation Measures

- Four-Year Cohort Graduation Rate (All schools)
- Five-Year Cohort Graduation Rate (All schools)
- Graduation Attainment (All schools)
- School Narrative (All schools)

Four-Year and Five-Year Cohort Graduation Rates

Data for the cohort graduation rates are collected through the cohort validation process. The cohort graduation rates reported in the framework lag by one year due to the cohort collection and validation process.

Graduation Attainment Rate

For the Graduation Attainment Rate Measure, points are awarded to students with an Original Year of Graduation (OYOG) of the current year or earlier, who have a high school completion status or exit code. Point values are assigned based on completion status. If a student has neither a high school completion status nor an exit code, the student is excluded from the calculation. A school's final attainment rate is the average of all points for OYOG qualifying students. The completion status and exit code categories and associated points are summarized in Appendix B.

Example of Graduation Attainment Measure Calculation:

The following table reflects the completion or exit status for thirteen students and the points associated with their completion or exit status. In this example, Student 4 exited the system to Home School and was thus removed from the calculation. The total score for the remaining 12 students is 72 and the average score for all students is 6 (72/12 = 6). Therefore, the graduation attainment rate for this school is 6.

Student	Completion or Exit Status	APF Points
Student 1	Graduate	10
Student 2	Drop out	0
Student 3	Comprehensive School Transfer	5
Student 4	Home School	NA
Student 5	Graduate	10
Student 6	Retained Senior	5
Student 7	Completer	8
Student 8	Graduate	10
Student 9	Completer	8
Student 10	Drop out	0
Student 11	Graduate	10

Student 12	Adult Diploma Transfer	5
Student 13	GED Transfer	1

School Narrative: Graduation

School narratives are a way for the school to enhance the understanding of the mission of the school and how that mission correlates with the various Indicators of the APF. The Graduation Indicator Narrative may include information about the school's graduation growth success, current graduation rate goals, and procedures and processes for improving students' graduation attainment.

Graduation Business Rules

Measure 4 (a): 4Yr Cohort Rate (Same as NSPF)

Data source: Cohort

- School Type = all
- Filter on School Year, for e.g when reporting APF 23-24 reports, use 23-24
- Use School rates as computed for Cohort.

5Yr Cohort Rate Business Rules

Data source: Cohort

- School Type = all
- Filter on School Year, for e.g when reporting APF 23-24 reports, use 23-24
- Use School rates as computed for Cohort.

Measure 4 (b): Graduation Attainment Rate

Data source: From Student collection data file and Ending Status file provided by NDE (pulled from IC)

- School Type = all
- Filter: OYOG of current year or prior
- Filter: Has a high school completion status (Completion_Code) or exit code (Ending_Status)
- Use Ending Status file provided by NDE to students ending status table to compute Score
    - If ending status code = W3F, then use for completion code, else use for ending status
        - do not drop records if cannot find in the mapping table.

If Score is missing = 0

Score of NA = Exclude from Calculation

- Graduation Attainment: AVG(Scores)
    - If student has OYOG of current or prior but no ending status code, No code =0 points

5.4.5 Student Engagement Indicator

The Student Engagement Indicator measures the extent to which students are engaged in the educational process.

Student Engagement Measures

- Student Persistence at a Traditional School
- Student Persistence at an Alternative School
- Student Engagement (Special Education Schools)

Student Persistence (Non-Special Education Schools)

The goal of most alternative programs in Nevada is to support at-risk students in getting back on track to graduation. Helping students to re-engage meaningfully with the education process can be measured through persistence. These data reveal how many of the students enrolled in the school within the accountability year either stayed enrolled in the current alternative setting or transferred out to another alternative setting or a traditional school. A further calculation is done to determine how many of these students ended the current accountability year at that setting. Persistence measures four outcomes for students without an OYOG for the current year or earlier, and only includes students in 9th-11th grades:

- The percentage of students with an ending status in a traditional or comprehensive school;
- The percentage of students in a traditional school with a "still in school" ending status.
- The percentage of students with an ending status in an alternative school;
- The percentage of students in an alternative school with a "still in school" ending status.

The persistence measure requires an additional state file to affirm ending status and ending school enrollment for students without an OYOG for the current year or earlier in the school spring collection student level data file. The calculation for the Persistence Measure is based on the final year-end status code for that student. This code is identified by the ADAM IT office by comparing the state unique ID of students reflected in the spring student level data file to the student information system (Infinite Campus) to determine where the student actually "ended" the school year. In some cases, this information is not available to the school submitting the roster if that student has transferred to another school.

Once the final year-end status code is confirmed for all students, the determination is made as to which students are to be removed from the calculation. For the students that remain in the calculation, the determination of "school type" where the student ended the year is made. A list of the codes for school type, School Type Description, and Ending Status Codes used to identify persistence is included in Appendix B.

Student Engagement (Special Education Schools)

For Special Education schools, student engagement is defined as students participating in a purposeful learning activity. Business rules for collecting these data and ensuring interrater reliability are left to the district's/school's discretion. However, data should be collected through a uniform procedure two times per academic quarter. Districts/Schools report the average number of students observed and the average number of students engaged

over the span of four quarters during the current school year. A school rate is calculated by dividing the average number of students engaged by the average number of students observed over the span of four quarters during the current school year.

Data are collected using the Engagement spreadsheet collection tool, through a uniform procedure, two times per academic quarter. Raters will count the number of students present and the number of students engaged. Two (2) people (from school staff and administration) will together conduct a classroom walkthrough for interrater reliability. At least one Engagement Walk-through will include personnel not based at the school site. Raters will visit all available classrooms during each walk-through. Students and/or staff may be asked to explain the purpose of an activity. Walkthroughs will be conducted at random times during the school day. The data will be compiled using the Special Schools Data Collection spreadsheet, resulting in an overall percentage of students engaged. A copy of the data collection tool may be obtained from your District Accountability Team.

Example of Student Engagement Data Collection Template and Summary

Observation #1:

Room Number	Date	Observed by:	Time	Notes	Number of Students	Number Engaged	Room % Engaged
1	10/15/2023	ADAM	9:00 AM		10	8	80.00%
2	10/15/2023	ADAM	12:00 PM		10	10	100.00%
3	10/15/2023	ADAM	1:00 PM		10	6	60.00%

Observation #1 Engagement Totals:

- Total Students Observed: 30
- Total Students Engaged: 24
- Percent of Students Engaged: 80%

Observation #2:

Room Number	Date	Observed by:	Time	Notes	Number of Students	Number Engaged	Room % Engaged
1	12/10/2023	ADAM	9:00 AM		10	6	60.00%
2	12/10/2023	ADAM	12:00 PM		10	6	60.00%
3	12/10/2023	ADAM	1:00 PM		10	6	60.00%

Observation #2 Engagement Totals:

- Total Students Observed: 30
- Total Students Engaged: 18
- Percent of Students Engaged: 60%

Observation #3:

Room Number	Date	Observed by:	Time	Notes	Number of Students	Number Engaged	Room % Engaged
1	2/10/2024	ADAM	9:00 AM		10	10	100.00%
2	2/10/2024	ADAM	12:00 PM		10	10	100.00%
3	2/10/2024	ADAM	1:00 PM		10	10	100.00%

Observation #3 Engagement Totals:

- Total Students Observed: 30
- Total Students Engaged: 30
- Percent of Students Engaged: 100%

Engagement Summary:

Student Engagement Observations	Date(s)	Total Students Observed	Total Students Engaged	Total Student Engagement Percent
Observation #1	10/15/2023	30	24	80.00%
Observation #2	12/10/2023	30	18	60.00%
Observation #3	2/10/2024	30	30	100.00%

Engagement Summary Totals:

- Total Students Observed: 90
- Total Students Engaged: 72
- Percent of Students Engaged: 80%

Student Engagement Business Rules

Measure 5(a): Transferred to a Traditional School

School Type = all

- Filter: OYOG of greater than current year
- Filter on Grade (9,10,11)
- Use only Traditional School

JOIN on SchoolType_Code

- Filter: Traditional school
- Numerator: Number of students in Traditional School
- Denominator: Total number of students with OYOG later than current year
- Traditional: (Numerator/ Denominator) *100

Measure 5(b): Persisted at Traditional School

School Type = all

- Filter: OYOG of later than current year
- Filter on Grade (9,10,11)
- Filter: Traditional school

Check ending status codes to compute Engaged

- Filter: Engaged(numerator)
- Numerator: Number of students Engaged in Traditional School
- Denominator: Total number of students with Engaged and not Engaged
- Traditional: (Numerator/ Denominator) *100

Measure 5(C): Transferred to an Alternative School

School Type = all

- Filter: OYOG of later than current year
- Filter on Grade (9,10,11)

Use only Alternative School

- Filter: Alternative school
- Numerator: Number of students in Alternative School
- Denominator: Total number of students with OYOG later than current year
- Traditional: (Numerator/ Denominator) *100

Measure 5(D): Persisted at Alternative School

School Type = all

- Filter: OYOG of later than current year
- Filter on Grade (9,10,11)
- Filter: Alternative school

Check ending status codes to compute Engaged

- Filter: Engaged(numerator)
- Numerator: Number of students Engaged in Alternative School
- Denominator: Total number of students with Engaged and not Engaged
- Traditional: (Numerator/ Denominator) *100

Student Participation

School Type = Special Education

- Numerator: # of students engaged
- Denominator: # of students observed
- Student Participation Rate= (Numerator/ Denominator) *100

5.4.6 Planning for Success Indicator

Planning for Success measures student success toward a career, college and life pathway. The fifth goal in the NDE's Vision, Mission, and Goals is "all students graduate college and career ready." This Indicator also honors the intent of the APF work group: "The mission of these schools is consistent with national priorities to improve high school graduation rates, and better prepare youth for college and careers" (Recommendations: Alternative Performance Framework, 2014).

Planning for Success Measures

- Nevada State Literacy Plan Essential #2 (All Schools)
- Academic Learning Plans (Non-Special Education Schools)
- Life Readiness Skills IEP Goals (Special Education Schools)
- School Narrative (All schools)

Appendices A and B of this document provide details regarding the data elements surrounding these Measures.

Nevada State Literacy Plan Essential #2

Nevada State Literacy Plan Essential #2 Data-Driven and Standards-Based Instruction and Intervention remains the sole foundation for all learning and the 2015 Nevada State Literacy Plan provides schools with a number of tools to help them engage students in meaningful and effective literacy instruction. Number two of the five Nevada Literacy Essentials states that all planning for literacy and instruction occurs with a systematic analysis of student data. The Nevada State Literacy Plan Essential #2 Measure asks qualifying schools to take the Essential #2 self-assessment tool in August or September of the current school year and create a plan of action that targets areas of need based on the self-assessment tool results. Distribution of points on the Nevada State Literacy Plan Essential #2 will be based on the reporting of the results from the self-assessment tool and a narrative summarizing the targeted action plan attached to those results.

Academic Learning Plans (Non-Special Education Schools)

Academic Learning Plans are mandated by NRS 388.205. "The board of trustees of each school district shall adopt a policy for each public school in the school district in which ninth grade pupils are enrolled to develop a 4-year academic plan for each of those pupils. The academic plan must set forth the specific education goals that the pupil intends to achieve before graduation from high school. The plan may include, without limitation the designation of a career pathway and enrollment in dual credit courses, career and technical education courses, advanced placement courses and honors courses" (NRS 388.205(1)). The distribution of points for Academic Learning Plans will be based on the percentage of students enrolled in the school with Academic Learning Plans.

Life Readiness/Life Skills IEP Goals (Special Education Schools)

Including Life Readiness/Life Skills IEP Goals into the APF honors the wish of the special education specialists in the work group by answering the question, "Are students obtaining the necessary tools needed to transition from

high school to community life?" This measure is calculated using non-academic IEP goals such as behavior, daily living skills, therapeutic, vocational, and counseling-based instruction. Progress is indicated in each student's fourth quarter or final progress report from the last annual IEP.

Values will be manually generated by special education school staff, using the student's IEP progress reports as IEP goal progress reporting is an IEP team decision. The following designations of progress will be used: Satisfactory Progress Being Made (continue), Unsatisfactory Progress being Made (need to review/revise), and Goal Met. If a student has an out-of-date IEP, an out-of-state IEP, and/or a temporary placement, those scores will not be counted.

A school will report a school-wide total of the number Life Readiness/Life Skills IEP Goals and the school-wide combined total of the number of Life Readiness/Life Skills IEP Goals receiving a Satisfactory Progress or Goal Met as part of the APF Spring data submission. A school rate will be calculated as the percentage of all Life Readiness/Life Skills IEP goals receiving a Satisfactory Progress or Goal Met rating.

Measurement calculation for Life Readiness/Life Skills IEP Goals

School percentage rate of goals receiving a Satisfactory Progress or Goal Met score:

- 398 - The total number of Life Readiness/Life Skills IEP Goals with Satisfactory Progress or Goal Met rating
- 425 - The total number of Life Readiness/Life Skills IEP Goals
- 93.64 - School Percentage Rate for Life Readiness/Life Skills IEP Goals Indicated as Met or with Satisfactory Progress (398/425 = 0.9364*100 = 93.64)

Narrative: Planning for Success Highlights

Planning for Success Highlights is an opportunity for qualifying schools to show how the school is helping students plan for success. This Measure is a narrative provided by the school during the Fall data file collection. The narrative must include information about a program or assessment used by the school that shows that their students are being prepared for success toward a college, career, or life pathway.

Planning For Success Business Rules:

Data Source: NDE will provide data for literacy plan for Schools and Signed academic and life skills goals from student level collection file.

Measure 6 (a): Nevada State Literacy Plan Essential #2

- School Type = all
- Data will be provided as part of the narrative file

Measure 6 (b): Academic Learning Plans

- School Type = NOT Special Education
- Filter: AcademicPlan in (1,0)
- Numerator: Students with AcademicPlan in (1=Student has academic plan)

- Denominator: All Students with the above Filter (Exclude X))
- Academic Learning Plans= (Numerator/ Denominator) *100

Measure 6 (c): Life Skills IEP Goals Business Rules

Data Source: School Level Collection

- School Type = Special Education
    - This filter is informational purposes not to be added to the code
- Numerator: #_Life Skills IEP Goals with a Satisfactory or Goal Met score
- Denominator: #_Life Skills IEP Goals (Exclude X)
- Life Skill IEP Goals= (Numerator/ Denominator) *100

Measure 6(d): Planning for Success Highlights Business Rules

- School Type = all
- It is part of narrative.

6. Appendix A: Fall Data Collection

APF Indicator narratives are a way for the school to enhance the understanding of both the NDE and the public of the mission of the school and demonstrate how that mission correlates with the various indicators of the APF. Narratives are published in the school's annual APF report on the Nevada Report Card website. They should be concise and respond to the purpose of the indicator not the possible school outcomes related to the Measures for the Indicator. Narratives may not be submitted as a PDF.

School Narratives

APF Indicator narratives provide a valuable opportunity to tell the school's unique story in relation to each APF Indicator thus enhancing the data point. Narratives are to be submitted in the form and format provided by the ADAM office.

All narratives have a limit of 50 words.

- Academic Achievement Indicator
- Attendance Indicator
- Academic Progress Indicator
- Graduation Indicator
- Planning for Success Indicator

Nevada State Literacy Plan Essential #2 Self-Assessment

In responding to the items under the Nevada State Literacy Plan Essential #2, qualifying schools are asked to complete the Essential #2 self-assessment tool in August/September of the current school year and create a plan of action that targets areas of need based on the self-assessment tool results. The results from this assessment tool and the summarized plan of action must be submitted in the form and format specified not later than December 30th of the current school year.

7. Appendix B: Spring Data Collection

The Spring Data Collection is due on or before **June 30th** of the current school year through two separate data collections—A student level collection and a school level collection.

7.1 Student Level Collection

The Student Level Data Collection Excel Templates are provided in the "District" APF folder in Bighorn. Once data collection is complete, the data file must be reloaded into the APF "District" folder (Bighorn> Files> "District" Documents> APF. The data files should be labeled as **SY2324 APF Student Level Spring_SCHOOL NAME**. **Do not send Personally Identifiable information in an e-mail. This file must be loaded through Bighorn which is a secure portal.**

The Student Level file should include every student enrolled during the current school year whether the student finished the school year out or not. If a student has more than two enrollments to the same school in the current school year, choose the two enrollments with the greatest number of days enrolled. If a student has only one enrollment to the same school in the current school year, leave the element fields beginning with the number "2" blank.

7.2 Student Level Data Collection Elements

Field	Description	Elements	Length
District_Code	Enter two-digit District ID	01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	2
School_Code	Enter five-digit School Code-Example: 01301		5
Legal_Last_Name	Enter Student's Legal Last Name		65
Legal_First Name _	Enter Student's Legal First Name		65
State_Unique_ID	Enter the student's State Unique ID		10
Local_Student_ID	Enter the student's assigned Local Student ID		15

State_Grade_Level	Enter the student's assigned state grade level	K, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, AD	2
IEP_Status	Enter the student's IEP status for the current school year	1=Yes 0=No	1
LEP_Status	Enter the student's LEP status for the current school year	1=Yes 0=No	1
FRL_Status	Enter the student's FRL status for the current school year	1=Yes 0=No	1
Gender	Enter the student's gender for the current school year	M=Male F=Female	1
Ethnicity_Race	Enter the student's ethnicity/race for the current school year	A=Asian B=Black C=Caucasian H=Hispanic I=American Indian or Alaskan Native P=Pacific Islander M=Two or more Races	1
1_Enrollment_Date	Enter the student's first enrollment date at the school for the current school year—Example: 08122016		8
1_Exit_Date	Enter the student's first exit date from the school for the current school year—Example: 02152016		8
1_Total_Days_Enrolled	Enter the total days for the student's first enrollment for the current school year		3
1_Total_Days_Absent	Enter the total days absent for the student's first enrollment for the current school year		3

1_Total_Days_Attended	Enter the total days attended for the student's first enrollment for the current school year		3
2_Enrollment_Date	Enter the student's second enrollment date at the school for the current school year—Example: 08122016		8
2_Exit_Date	Enter the student's second exit date from the school for the current school year—Example: 02152016		8
2_Total_Days_Enrolled	Enter the total days for the student's second enrollment for the current school year		3
2_Total_Days_Absent	Enter the total days absent for the student's second enrollment for the current school year		3
2_Total_Days_Attended	Enter the total days attended for the student's second enrollment for the current school year		3
Total_Credits_Attempted	Enter the total number of credits attempted for the student for all enrollments during the school year (round to the nearest hundredth).	X if school is non-credit granting	2
Total_Credits_Earned	Enter the total number of credits earned for the student for all enrollments during the school year.	X if school is non-credit granting	2
Ending_Status_code	Enter the student's ending status for the current school year		4
Ending_Status_Description	Enter the Ending status description for the current school year.		25
Completion_Code	Enter the student's completion code if applicable	B18 (standard diploma) B19 (advanced diploma)	3

		B21 (Adjusted Diploma) B24 (Adult Diploma) B25 (GED) B30 (Non-Graduate)	
Completion_Code_Description	Enter the student's completion code description if applicable	Standard Diploma Advanced Diploma Adult Diploma Adjusted Diploma GED Non-Graduate	
OYOG	Enter the student's assigned OYOG year when first entering the ninth grade—Example: OYOG year assigned is "2015" enter "1415"		4
AcademicPlan	Enter the student's status based on an Academic Learning Plan mandated by NRS 388.205	1=Yes the student has a signed Academic Learning Plan 2=No the student does not have a signed Academic Learning Plan X=Not applicable if the school is a Special Education School	1

7.3 Codes for the Graduation Attainment Indicator

High School Completion Status or Exit Code Point Values for Calculating Graduation Attainment

Completion Status or Exit Codes	Ending Status Code	Point Values
Graduate (B18-standard diploma, B19-Advanced Diploma, B26- Alternative Diploma, B27- College and Career Ready Diploma)	W3F	10
Completer: (B21 adjusted diploma, B25 GED)	W3F	8
Successful District/School Transfer out	W2A W1B W1C W2F	5
Successful Transfer out to Adult Education for Adult Diploma	W1B W1E W2A W2G W2H	5
Transfer out to Adult Non-Diploma Program	W3D2 W3D1	1
Retained Senior	W1A1 W1A	5
Successful Transfer out to Adult Education for GED	W3D1	1
Drop out; whereabouts unknown; runaway; incarceration; juvenile detention-no educational services; permanent expulsion; disciplinary withdrawn; B30-non graduate; withdrawal per subsection 2 of NAC 387.220; non-graduate max age; withdrawal for employment, marriage, pregnancy; no code for record.	W3E1 W3E4 W3C3 W3C2 W3F W3C1 W3E2 W3E3 NULL W3E5	0

Excluded from calculation: Deceased, transferred to homeschool or private school, transferred out of state or country, foreign exchange students, withdrew for medical reasons	W4A W2D W2C W2E W2B W3A W3B W3H W4D W4B	NA

7.4 Persistence Codes

The following tables identify the School Type and Ending Status Codes used to identify school persistence rates:

School Type Code	School Type Description	APF persistence school type Map
AD	Adult	Alternative
AL	Alternative	Alternative
CO	Correctional	Alternative
DCH	District Charter	Traditional
EL	Early Learning	Traditional
JVC	Juvenile Correctional	Alternative
RG	Regular	Traditional
SE	Special Education	Alternative
SSC	Charter SPCSA	Traditional
UN	University	Traditional

The following table identifies the Ending Status Codes and how they are applied within the persistence calculation.

Code	Definition	APF Persistence Map
W1A	To enroll in the same school or a program within the same school, incl. another grade level/track	Engaged
W1A1	Completed school year (end of school year rollover, except for graduates)	Engaged
W1B	To enroll in another school in the same district or under the same charter	Remove from Calculation
W1C	To enroll in a district-sponsored charter school within the same district	Remove from Calculation
W1E	To enroll in an ed. program for adults or other diploma program within the same school district	Engaged
W2A	To enroll in a different Nevada district (includes university school)	Remove from Calculation
W2B	To enroll in a Nevada private school	Remove from Calculation
W2C	To receive instruction as a homeschooled student (not part of public education)	Remove from Calculation
W2D	To enroll in a school in another state	Remove from Calculation
W2E	To enroll in a school in another country	Remove from Calculation
W2F	To enroll in a State Public Charter School Authority school	Remove from Calculation
W2G	To enroll in an ed. program for adults or other diploma program not within the same school district	Engaged
W2H	To enroll in a district-sponsored charter school in a different Nevada district	Engaged
W3A	Not known to be receiving K-12 educational services: withdrawn by the pupil, parent, or guardian	Remove from Calculation

W3B	Not known to be receiving K-12 educational services: student exceeds max age for public education	Remove from Calculation
W3C1	Not known to be receiving K-12 educational services: permanent expulsion	Not Engaged
W3C2	Not known to be receiving K-12 educational services: disciplinary or other eligibility reasons	Not Engaged
W3C3	Not known to be receiving K-12 educational services: incarceration	Not Engaged
W3D1	To enroll in an ed. program for adults or other non-diploma program: HSE exam	Engaged
W3D2	To enroll in an ed. program for adults or other non-diploma program: vocational or technical	Engaged
W3E1	As a result of absence: 10 consecutive school days if whereabouts are unknown	Not Engaged
W3E2	As a result of absence: 20 consecutive school days (no matter the reason)	Not Engaged
W3E3	Unexplained absence: did not return on expected date (not out of the country)	Not Engaged
W3E4	Runaway: 10 days whereabouts unknown	Not Engaged
W3E5	Did not return next school year: reason unknown	Not Engaged
W3F	Student completed 12 grades (grad, early grad, or non-grad)	Engaged
W3H	Not known to be receiving K-12 educational services: physical or mental long-term condition	Remove from Calculation
W4A	As a result of death	Remove from Calculation
W4B	As a result of student being under the compulsory age of 7 years	Remove from Calculation
W4D	Upon completion of a course/program/activity	Remove from Calculation
NULL	No code for record	Remove from Calculation

7.5 School Level Data Collection

This collection is for Special Education Schools only. Please use the School Level Collection Excel Template provided in your "District" APF folder in Bighorn. Upload the completed excel worksheet to your APF 2324 "District" folder (Bighorn> Files> "District" Documents> APF>2324 APF. Please label the file SY2324 APF School Level Spring.

Field	Description	Elements	Length
District_Code	Enter two-digit District ID	01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	2
School_Code	Enter five-digit School Code-Example: 01301		5
Average_#_Observed	Enter the average number of students observed during student engagement collections for the current school year		3
Average_#_Engaged	Enter the average number of students engaged during student engagement collections for the current school year		3
# Academic_IEP_ELA Goals	Based off the student's fourth quarter or final IEP Progress Report for Academic IEP ELA Goals, enter the total number ELA Academic Goals for the school.		4
# Academic_IEP ELA_ Goals with a Satisfactory or Goal Met score	Based off the student's fourth quarter or final IEP Progress Report for Academic IEP ELA Goals, enter the total number ELA Academic Goals that received a score of Satisfactory or Goal Met.		4
# Academic_IEP_Math Goals	Based off the student's fourth quarter or final IEP Progress Report for Academic IEP Math Goals, enter the total number Math Academic Goals for the school.		4
# Academic_IEP Math Goals with a	Based off the student's fourth quarter or final IEP Progress Report for Academic IEP Math Goals, enter the total number Math		4

Satisfactory or Goal Met score	Academic Goals that received a score of Satisfactory or Goal Met.		
#_Life Skills IEP Goals	Based off the student's fourth quarter or final IEP Progress Report for non-academic IEP Goals, enter the total number of Life Readiness/Life Skills IEP Goals for the school.		4
#_Life Skills IEP Goals with a Satisfactory or Goal Met score	Based off the student's fourth quarter or final IEP Progress Report for non-academic IEP Goals, enter the total number of Life Readiness/Life Skills IEP Goals that received a score of Satisfactory or Goal Met.		4

8. Appendix C: Student Eligibility Business Rules

8.1 SY23-24 APF Student Level Eligibility Business Rules

The purpose of this document is to serve as a reference and historical record for the Nevada Department of Education (NDE) Alternative Performance Framework (APF) application. This document provides the business rules used by the NDE to make the essential 75% APF student level eligibility calculations. Necessary updates to this document will be made as needed.

NRS 385A.740 Section 3 (b) At least 75% of the pupils enrolled at the school fall within one or more of the categories listed in paragraph (a).

#3(a)(1)—Have been expelled or suspended from a public school, including, without limitation, a charter school.

- Expelled or suspended from a public school
  - 1= Yes if the student is attending current school because he/she has been expelled or suspended from a previous school for an extended period of time or permanently (NRS 392.4637, NRS 392.466, and NRS 392.4675)
  - 0 = No if the student does not meet the above requirements

#3(a)(2)—Have been deemed to be a habitual disciplinary problem pursuant to NRS 392.4655

- Habitual Disciplinary problem as defined by NRS 392.4655—
  - 1 = Yes if the student meets the NRS 392.4655 definition
    - Threatened or Extorted or attempted to threaten or extort another pupil or teacher or other personnel employed by the school; or
    - Has a record of five suspensions from the school for any reason
  - 0 = No if the student does not meet the NRS 392.4655 definition

#3(a)(3)—Are academically disadvantaged (Section 4 includes being retained in the same grade level two or more times or having a deficiency in the credits required to graduate on time)

For reference NRS 388.080 defines the beginning of a school year as commencing on July 1 and ending on June 30, so students will be considered to be in grade 9 from the time of initial enrollment until June 30 following their first academic year, and grade 10 until the following June 30.

- Grade Retention: Student repeated two or more grades from kindergarten through Grade 8 (NRS 392.125)
    - 1 = Yes
    - 0 = No

Deficient in credit: A student who is one or more years behind on the needed credits as defined in NAC 389.659 to promote to the next grade level or graduate from high school in four years

Grade Level	OYOG	Credits held by student on first day of enrollment to school
Grade 9	2028	Zero
Grade 10	2027	Has 5 or fewer
Grade 11	2026	Has 11 or fewer
Grade 12	2025	Has 17 or fewer
5th year Senior	2024	Has 23 or fewer
6th year and beyond	2023 or earlier	Qualifies by Default

- Based on Original Year of Graduation and the # of total credits held by the student on the **first day of enrollment** of the school, the student is deficient in credit by 1 or more years
    - 1 = Yes
    - 0 = No

#3(a)(4)—Have been adjudicated delinquent (NRS 62B.330)

- Adjudicated Status: The student is currently adjudicated to school facility
    - 1 = Yes
    - 0 = No

#3(a)(5)—Have been adjudicated to be in need of supervision for reason set forth in NRS 62B.320

- Adjudicated to be in need of supervision as defined by NRS 62B.320
    - 1 = Yes if the student meets the NRS 62B.320 definition
        - Habitual truant;
        - Habitually disobeys the reasonable and lawful demands of the parent or guardian of the child and is unmanageable;
        - Deserts, abandons or runs away—in need of care or rehabilitation;
        - Uses an electronic device to transmit or distribute a sexual image of him/herself to another person or to possess a sexual image in violation of NRS 200.737;

        - Transmits or distributes an image of bullying committed against a minor in violation of NRS 200.900;
        - Violates a county or municipal ordinance imposing a curfew on a child;
        - Violates a county or municipal ordinance restricting loitering by a child;
        - Commits an offense related to tobacco.
    - 0 = No if the student does not meet the NRS 62B.320 definition

#3(a)6—Have an individualized education program

- IEP status: The student is currently under an individualized education program pursuant to 20 U.S.C §1414(d)(1)(B)
    - 1 = Yes
    - 0 = No

75% Eligibility Benchmark Calculation

- Non-duplicated Count
- Count of "1"/Total number of students in school
    - If count is >=75% the school population meets the requirement in SB460 Section 3 (b) and is eligible for consideration to be rated under the Alternative Performance Framework
    - If count is <75% the school population does not meet the requirement in SB460 Section 3 (b) and is not eligible for consideration to be rated under the Alternative Performance Framework.

9. Appendix D: Continuum of Performance Rating Calculations

The 2023-2024 Continuum of Performance (CoP) will be determined using confidence intervals (CIs). The CI establishes a z-score, which is the number of standard deviations a value can be from a calculated mean or average and still be considered maintaining. For the purposes of the CoP, the average is the previous year's rate.

$$CI\ Interval\ Boundaries = R_1 \pm z\sqrt{\frac{R_1(100 - R_1)}{N_1}}$$

In the CoP, four values are determined for each Measure, the previous year's rate (R_1), the previous year's student population size (N_1), the current year's rate (R_2), and the current year's student population size (N_2). The previous year's data (rate and population size) are used to determine the maintaining range, as shown in the equation above. When determining the upper boundary, use the summation of the two terms. When determining the lower boundary, use the difference of the two terms.

The z-score (z) is determined by the CI established for these Measures. For the 2023-2024 school year, all Measures will have a 90% CI. The z-scores for different Cis have been well-established and known. For a 90% CI, z = 1.644854, which is used in the equation above.

Once the upper and lower boundaries are calculated, the current year's rate is compared to those values. If the rate is below the lower boundary, the Measure will receive a rating of "Declining". If the rate is above the upper boundary, the Measure will receive a rating of "Improving". If the rate is between the upper and lower boundaries, the Measure will receive a rating of "Maintaining". This is reversed for the Chronic Absenteeism Measure, as the goal is to *reduce* the rate of chronic absenteeism, not increase it.

Example Calculation:

Using the equation above, the maintaining range will be calculated and the value of R_2 will be compared to the range.

Sample data:

Year 1 Rate (R_1) = 73.29%

Year 1 Population Size (N_1) = 100

Year 2 Rate (R_2) = 66.07%

Year 2 Population Size (N_2) = 330

Confidence Interval (CI) = 90%

Sample Calculations:

For CI of 90%, z = 1.644854

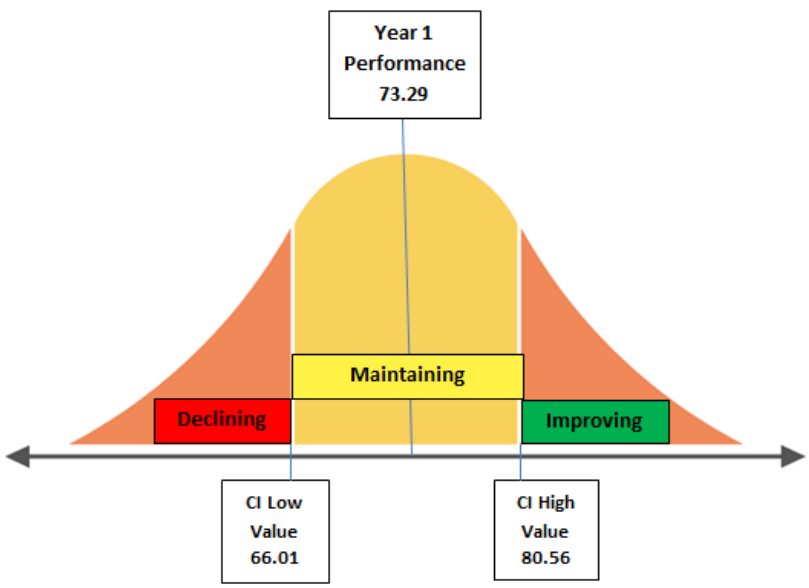
$$CI\ Lower\ Boundary = R_1 - z\sqrt{\frac{R_1(100 - R_1)}{N_1}}$$

$$CI\ Lower\ Boundary = 73.29 - (1.644854)\sqrt{\frac{73.29(100 - 73.29)}{100}} = 66.0124$$

$$CI\ Upper\ Boundary = R_1 + z\sqrt{\frac{R_1(100 - R_1)}{N_1}}$$

$$CI\ Upper\ Boundary = 73.29 + (1.644854)\sqrt{\frac{73.29(100 - 73.29)}{100}} = 80.56757$$

Based on these calculations, the maintaining range is 66.01% – 80.56%. With a current rate R2 = 66.07%, this Measure will receive a rating of "maintaining". Note, these rates will be truncated to the hundredth.



10. Appendix E: Annual Performance Report

The Nevada Department of Education (NDE) is required by ESSA to rate all public schools under the statewide school performance framework (NSPF). In addition, Adopted Regulation R126-15 regarding schools operating under the APF requires the NDE to "Determine whether the school is making reasonable improvement toward meeting performance targets established pursuant to the statewide system of accountability for public schools." Each school operating under the APF has one comprehensive annual performance report that reflects the school's performance status on each relevant Measure included in the APF. The APF report is the first component of an overall report that also includes the school's rating under the NSPF. In addition to reflecting the schools performance under the APF, the school's performance on all relevant NSPF Indicators/Measures will be indicated. If there is insufficient data in required Indicators, the school will also receive a NSPF star rating.

The report will also have a third component if the school has been designated for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) under the NSPF. This component of the report will indicate the reason for the school's designation and progress toward exiting the designation. Further information regarding these designation categories is available in the NSPF Procedures Manual. The Report can be found on the Nevada Report Card website under the School Rating tab of the school profile.

10.1 The APF Rating Report

The APF rating report will be published no later than September 15th and will be the first component in the school's annual rating report. This component will identify the school as an APF school and the performance data reflected in this component will encompass all school levels within the school. The same APF report will be included as the first component for each of the NSPF school rating reports which includes performance data specific to each school level (elementary, middle, and high). The APF component, as reflected in the example below, will specifically identify the school as an approved school under the APF as well as reflecting the stated mission of the school.

Nevada Alternative Performance Framework

WASHOE INSPIRE ACADEMY

School Level: Elementary School
Grade Level: 06-12
District: Washoe

School APF Category: Juvenile/Behavioral/Credit
School Type: Alternative
School NSPF Designation: CSI

About the Alternative Performance Framework

The APF is intended to collect and report additional performance data for alternative schools where at least 75% of the enrollment is comprised of students with unique needs. Schools usually fall into one of four categories: schools offering credit recovery programs; schools offering behavioral/continuation programs; Juvenile Detention Facilities providing services to adjudicated youth; and Special Education schools serving students identified as having significant cognitive disabilities. Some APF schools include grade levels that cross the typical elementary, middle, and/or high school configurations. The APF Report compiles data for all grade levels represented in the school.

School Performance SY2022-2023

School Mission

Washoe Inspire Academy embraces and empowers all students in a culture that is safe, caring, and academically rigorous. Students will experience academic and social success in a small-school setting through blended learning and social/emotional support with the goal of getting back onto the pathway of college and career readiness.

As reflected in the following example of the Academic Achievement Indicator, the APF Report includes narrative statements for each Indicator. The narratives for each Indicator are submitted by the school as part of the Fall data submission to enhance the understanding of the mission of the school and demonstrate how that mission correlates with the specific Indicator. The report also indicates how the school performed against each relevant Measures included in the framework. The rating for each measure is determined by comparing the school's current year (SY22-23) performance to that of the previous year (SY21-22). The school will be rated as "Maintaining", "Declining", or "Improving" for each Measure based on that comparison. The school must have data for both years (current and prior) to receive a rating on a specific Measure. Schools with only one year of data for a measure that is relevant to the school type will be indicated as "To be Determined" for that measure on the report.

Academic Achievement Indicator Narrative

School Narrative: Our academic achievement goals in our School Performance Plan are focused on growth measures for all students. We will be evaluating student growth by administering the AIMSWeb Exam to our students three times during the school year. We are focused on teaching content-area literacy skills to foster student success and self-efficacy.

	2021-2022	2022-2023	Continuum of Performance
Math Pooled Average	4.8	6.6	Maintaining
ELA Pooled Average	9.5	12.1	Maintaining
Science Pooled Average	12.2	11.1	Maintaining

This Indicator reports academic proficiency for students enrolled for at least 30 consecutive days. Results are based on administration of the state mandated assessments including criterion-referenced English Language Arts (ELA) and Math assessments in grades 3-8; Science assessments in grades 5, 8 and high school; the Nevada Alternative Assessment (NAA); and a college and career readiness assessment for grade 11. Rates are determined through a pooled average of all students who assessed in the content area regardless of grade level.

As reflected in the picture below, each Indicator also includes a performance description.

Academic Progress Indicator

School Narrative: We have shifted our in-person classroom model away from an on-line curriculum and back toward one of quality instruction and high student engagement in ELA, Math, and Social Studies. Our students thrive on clear instruction and clear expectations. Our teachers are focused on forging quality tier 1 instruction and on providing scaffolds to ensure student success. This year we have implemented intervention blocks to further target students' academic needs.

	2021-2022	2022-2023	Continuum of Performance
Credit Earning Rate	68.4	64.9	Maintaining
Academic IEP Math Goals	N/A	N/A	NA
Academic IEP ELA Goals	N/A	N/A	NA

Performance on this Indicator reflects student academic progress for students enrolled in the current school year. For the Credit Earning Rate Measure, a credit earning rate is calculated for each student in grades 9-12 based on the total number of credits earned divided by the total number of credits attempted. The school's credit earning rate is the average of the credit earning rate for all students enrolled for at least 30 consecutive school days. The Academic IEP Math and ELA Goal Measures reflect the progress of students with an Individualized Education Program (IEP). A school IEP Goal rate is based on the school-wide percentage of IEP goals (Math and ELA) identified as having Satisfactory Progress or Goal Met on student fourth quarter of final progress reports from the last annual IEPs.

Graduation Indicator Indicator Descriptions

11. Appendix F: Reference List

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