

Charter School Performance Standards School Achievement

Introduction

The Utah State Charter School Board's (Board) *Charter School Performance Standards (CSPS): School Achievement* is intended as tool for charter school governing boards to evaluate their student academic engagement and performance specific to other academic goals not included in School Grading and PACE report card. In addition, this is a tool for the Board to meet its statutory obligation of ongoing monitoring. Charter schools have the autonomy to manage their school consistent with state and federal law; however, the Board must ensure that the schools they authorize show good academic performance and retain students. The *CSPS School Achievement* provides charter schools and the Board tools to identify low performing schools and to more proactively evaluate or address problems. The *CSPS* was derived through a review of the Core Performance Framework and Guidance document created by the National Association of Charter School Authorizers (NACSA), and discussions with charter school administrators, USOE personnel, and others with expertise in the field.

Performance Measures Structure

The *CSPS School Achievement* establishes a base set of academic and engagement expectations common to all schools. In addition, it requires schools to set six achievement school goals. The *CSPS* includes five main levels of information: Indicators, Measures, Metrics, Targets, and Ratings.

Indicators

The *CSPS School Achievement* includes three indicators, or general categories, used to evaluate charter schools' academic performance and student engagement.

1. State Accountability: State Accountability provides information about Charter schools' overall academic performance. As Utah has two accountability systems, both are used in this indicator.
2. Student Engagement: This indicator measures how well a charter school attracts and retains students. It includes student transfer and retention rates.
3. School Goals: This indicator includes six goals set in the charter agreement that measure the success of the school in achieving its mission and vision.

Measures

Measures are the means to evaluate an aspect of an indicator. Ten measures are used in the standards: school grade; federal accountability score; transfer rate; retention rate, and six school-set goals.

Metrics

Metrics are the methods for quantifying a measure.

Targets

Targets are the thresholds that typically signify success for a specific measure.

Ratings

For each measure a school receives one of four ratings based on evaluation of the established metrics.

Exceeds Standard: The school's performance on this measure exceeds the State Charter School Board's standard. A school that exceeds the standard based on an initial review requires no follow-up action.

Meets Standard: The school's performance on the measure meets the State Charter School Board's standard. A school that meets the standard based on an initial review requires no follow-up action.

Does Not Meet Standard: The school's performance on the measure does not meet the State Charter School Board's expectation. If a school does not meet standards based on an initial review of the school's academic and engagement performance, the State Charter School Board will follow up with the school.

Falls Far Below Standard: The school's performance on this measure signals a significant academic or engagement risk and does not meet the State Charter School Board's expectation. If a school does not meet standards based on an initial review of the school's academic and engagement performance, the State Charter School Board will follow up with the school.

The *CSPS School Achievement* is designed to be a stand-alone document that clearly identifies each school's academic and student engagement standing in the context of academic performance and student engagement. However, if a school receives an initial "Does Not Meet Standard" or "Falls Far Below Standard" rating on any one measure, it may or may not be in distress. The *CSPS School Achievement* is meant to flag potential problem areas for further investigation.

Collecting Evidence

The *CSPS School Achievement* is a monitoring tool that provides the Board with key data to assess the academic health and viability of a charter school and to determine whether deeper analysis or monitoring is required. The *CSPS School Achievement* summarizes a charter school's current performance. The measures are designed to be complementary, as no single measure gives a full picture of the academic performance of a school. Together they provide a comprehensive assessment of the school's academic health.

Data Sources

- School grade report
- School PACE report card
- Student enrollment data reported to UTREx
- School reported data on school goals

Indicator – School Achievement		
Measure	Metric	Meets Standard
School Grade	The letter grade given to a school by the School Grading accountability system	≥C
Federal Accountability	The overall score, used for Federal Accountability and reported on the PACE report card	≥335 for elementary ≥345 for high school
Transfer Rate	Percentage of students who transferred out of the school during the year	≤7%
Retention Rate	Percentage of students enrolled at year-end who returned to a school within the LEA by Oct.1 of the following school year	≥80%
School Goal 1	Set in Charter Agreement	Set in Charter Agreement
School Goal 2	Set in Charter Agreement	Set in Charter Agreement
School Goal 3	Set in Charter Agreement	Set in Charter Agreement
School Goal 4	Set in Charter Agreement	Set in Charter Agreement
School Goal 5	Set in Charter Agreement	Set in Charter Agreement
School Goal 6	Set in Charter Agreement	Set in Charter Agreement

Measures in Detail

Each of the measures included in the *CSPS School Achievement* are described in the following pages.

Indicator 1: State Accountability

- School grade
- Federal Accountability

School Grade

Definition: Utah Code (U.C.A. 53A-1-1103) specifies that Utah will publish a school grade. The grade for elementary schools is based on student growth and proficiency on statewide assessment tests. High Schools are also evaluated on graduation rate and the ACT. The system was designed to establish a clear and easily understandable evaluation of Utah Schools by giving each school an A, B, C, D or F.

New elementary schools can be exempted for their first year of operation. New high schools can be exempted for their first two years of operation. New K-12 schools can be exempted from an elementary grade their first year of operation and a high school grade their first two years of operation. Further, schools with high percentages of students opting out of SAGE testing and schools designated as alternative may not be given a grade. Schools not assigned a school grade for any reason will be automatically assigned “Needs Further Review”.

Due to their grade configurations, some schools (K-12 schools) receive two grades. (See documentation from the State Office of Education for the exact definition for which schools receive two grades.) Schools receiving two grades must meet the standard for both grades.

Data source

- School Grade Report

Measure 1a School Grade
<i>Exceeds Standard:</i> <input type="checkbox"/> All grades a school earned = A
<i>Meets Standard:</i> <input type="checkbox"/> All grades a school earned \geq C, but does not “Exceed” Standard
<i>Does Not Meet Standard:</i> <input type="checkbox"/> All grades a school earned \geq D, but does not “Meet” or “Exceed” Standard
<i>Falls Far Below Standard:</i> <input type="checkbox"/> The school received an F
<i>Not Applicable:</i> <input type="checkbox"/> A grade is not given due to being a new school, an alternative school, or low participation on SAGE tests

Federal Accountability

Definition: With the passage of state statute U.C.A. 53A-1-1101 through 1113, the USOE assembled a committee of policy makers, education leaders, and stakeholders from across the state and developed a comprehensive accountability system for Utah's schools. The score is based on student growth and proficiency on statewide assessment tests.

Data source

- PACE Report

Due to their grade configurations, some schools (K-12 schools) receive two scores. (See documentation from the State Office of Education for the exact definition for which schools receive two scores.) Schools receiving two scores must meet the standard for both scores, as indicated.

Schools whose score is set to 0 due to low participation rates will not be assessed on this measure.

Basis for target level: Levels are set using 2014 data for all schools (district and charter). Meets standard is set around the 2014 median, exceeds is set around the 2014 80th percentile, far below the standard is set around the 15th percentile.

Measure 1b Federal Accountability
<i>Exceeds Standard:</i> <input type="checkbox"/> Elementary score \geq 395 and high school score \geq 410
<i>Meets Standard:</i> <input type="checkbox"/> Elementary score \geq 335 and high school score \geq 345, but does not "Exceed" Standard
<i>Does Not Meet Standard:</i> <input type="checkbox"/> Elementary score \geq 235 and high school score \geq 255, but does not "Meet" or "Exceed" Standard
<i>Falls Far Below Standard:</i> <input type="checkbox"/> Elementary score $<$ 235 and high school score $<$ 255
<i>Not Applicable:</i> <input type="checkbox"/> A school falls below the 95% participation rate

Indicator 2: Student Engagement

- Transfer Rate
- Retention Rate

Transfer Rate

Definition: How well a charter school attracts and retains students is an indicator of its viability. The transfer rate measures the percentage of students who leave the school during the year (excluding transfers out of state, transfers out of country, students who attended less than 10 days, and students in kindergarten). For a complete list of how exit codes are resolved for this rate, see

<http://schools.utah.gov/charterschools/Training/Data-Training/Data-Reporting/Exit-Code-Cheat-Sheet.aspx>.

Data source

- Enrollment and Exit data reported to UTREx

Basis for target level: As the nature of enrollment differs in charter schools compared to district schools, charter schools see higher transfer rates (on average 2% to 4.5% higher, depending on the year) than district schools. Thus, the charter school distributions were used to set the targets.

Measure 2a
Transfer Rate: Number of students who exited the school during the year ÷ Number of students enrolled
<i>Exceeds Standard:</i> <input type="checkbox"/> ≤ 3%
<i>Meets Standard:</i> <input type="checkbox"/> ≤ 7% and > 3%
<i>Does Not Meet Standard:</i> <input type="checkbox"/> ≤ 15% and > 7%
<i>Falls Far Below Standard:</i> <input type="checkbox"/> > 15%

Retention Rate

Definition: How well a charter school attracts and retains students is an indicator of its viability. The retention rate measures the percentage of students enrolled from one year to the next. It does this by looking at the total number of students present in fall enrollment in year one (October 1) and the total number of students present in fall enrollment in year two. Excluded from this are students at the maximum grade the school serves in year one. For example, since 12th graders at a high school would not typically be returning to a high school, these students would not be included in the percentage calculation. Further, students who returned to a satellite school within the charter LEA would be counted as retained.

Data source

- Enrollment and Exit data reported to UTREx

Basis for target level: As the nature of enrollment differs in charter schools compared to district schools, charter schools see lower retention rates (on average 4% to 10% lower, depending on the year) than district schools. Thus, the charter school distributions were used to set the targets.

Measure 5b

Retention Rate: The number of students enrolled in the school at the end of the prior school year and who continued to be enrolled in the charter LEA on Oct. 1 of the reported school year ÷ The number of students enrolled in the school at the end of the prior school year

Exceeds Standard:

- ≥ 90%

Meets Standard:

- ≥ 80% and < 90%

Does Not Meet Standard:

- ≥ 65% and < 80%

Falls Far Below Standard:

- < 65%

Indicator 3: School Achievement

- 6 School goals

School Goals (6)

Definition: In their charter agreement, schools set goals specific to the school's mission and purpose. These goals reflect what the school expects to achieve, particularly in student outcomes. The goals do not duplicate the metrics used to create the School Grade or the Federal Accountability Score used in the PACE report card. For example, graduation rate is already used in the School Grade and the Federal Accountability Score, so a school would not set a separate whole school graduation rate goal. However, a school may set a goal that looks at graduation in a different way, such as the graduation rate for subgroups or using a five-year cohort graduation rate.

If the school does not have goals in their charter agreement that could be used in the CSPS, the school will be evaluated only on the other measures identified in this document.

Data source

- Data collected and housed by the USOE
- Data not collected and housed by the USOE that is reported to the SCSB by the charter school

Measures 3a-3f Set in the charter agreement
<i>Exceeds Standard:</i> <input type="checkbox"/> Set in the charter agreement
<i>Meets Standard:</i> <input type="checkbox"/> Set in the charter agreement
<i>Does Not Meet Standard:</i> <input type="checkbox"/> Set in the charter agreement
<i>Falls Far Below Standard:</i> <input type="checkbox"/> Set in the charter agreement
<i>Not Applicable:</i> <input type="checkbox"/> No goal set in the charter agreement or goal is based on data that is no longer available, (i.e. CRT data)

Glossary

Federal Accountability: Formerly known as the Utah Comprehensive Accountability System (UCAS), which replaced AYP and U-PASS. Has been approved to be used in Utah's ESEA Flexibility waiver. It includes student achievement, growth, and graduation rates. Scores range from 0 to 600.

PACE Report: The school report card developed by the Governor's Office and USOE to report on school's progress in meeting the PACE initiatives. PACE stands for: Prepare young learners; Access for all students; Complete certificates and degrees; and Economic alignment. The end result of the PACE initiatives is that at least 66% of Utahns ages 20 to 64 have a postsecondary degree or certificate by the year 2020.

Retention Rate: Students enrolled at the end of the identified school year and who continued to be enrolled on Oct 1 of the next year. A student is considered as being enrolled at the end of the year if the student was enrolled in the school at any time during the year and did not exit the school during the school year. Students who would be entering a grade not served by the school the next year are excluded. If a charter LEA has multiple schools, a student returning to any school within that charter LEA is counted as a returning student.

School Grade: The School Grade is the result of legislation that created an accountability system designed to establish a clear and easily understandable evaluation of Utah schools by giving each school an A, B, C, D or F. It is based on two main components, student growth and student performance, on statewide assessment tests. (High schools are also evaluated on graduation rate.) 2013 was the first year a school grade was reported.

School Year: The school year spans from July 1 to June 30. The calendar year where the school year ends is used. For example, school year 2013 began July 1, 2012 and ended June 30, 2013. Enrollment counts for 2013 would be based on enrollment on October 1, 2012.

Transfer Rate: Students who leave the school during the school year. It is calculated using enrollment and exit code data. Unlike in the cohort graduation rate, exit codes are not verified. The rate excludes students that left the state, left the country, were in attendance less than 10 days, or were in kindergarten.