AUTHORIZING IN UTAH

What Can We Learn from over a Decade of Decisions?

SCOPE

Analyzed

New School and Satellite Applications

- Since 2006
- Compared factors used in authorizing and oversight decisions
- Process

Overall authorizing snapshot

Not Analyzed

Expansions in detail

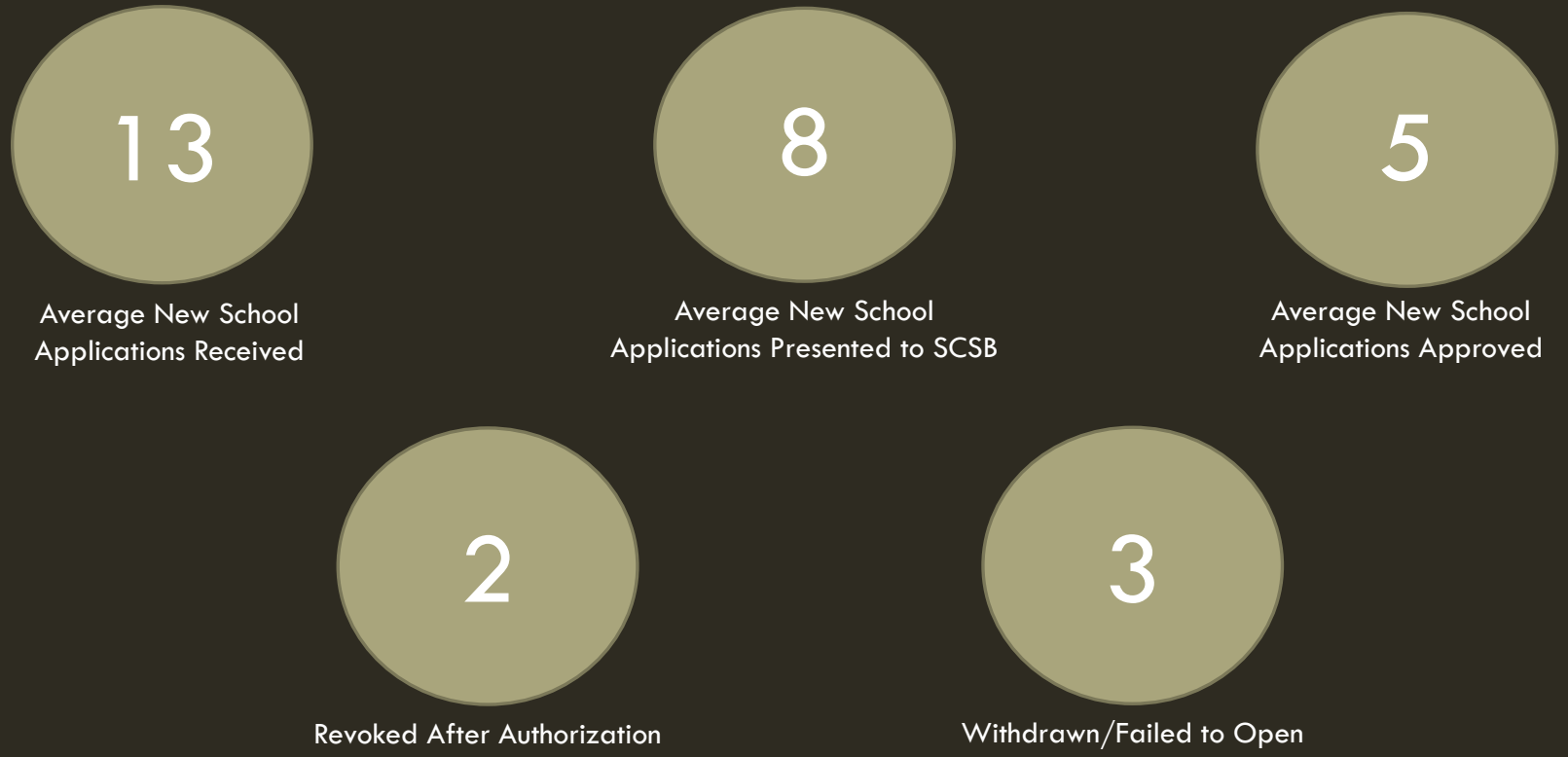
Student Numbers

Political factors

“Closeness” of votes

Types of schools approved

BY THE NUMBERS: NEW SCHOOLS APPLICATIONS



Aug. 2006 – Jan. 2018

59% PRESENT

40% APPROVED

36% OPEN

Of all 174 new school applications submitted to the SCSB | Since 2006

BY THE NUMBERS: SATELLITE APPLICATIONS

2007 – Approved in rule

2008 – First Application

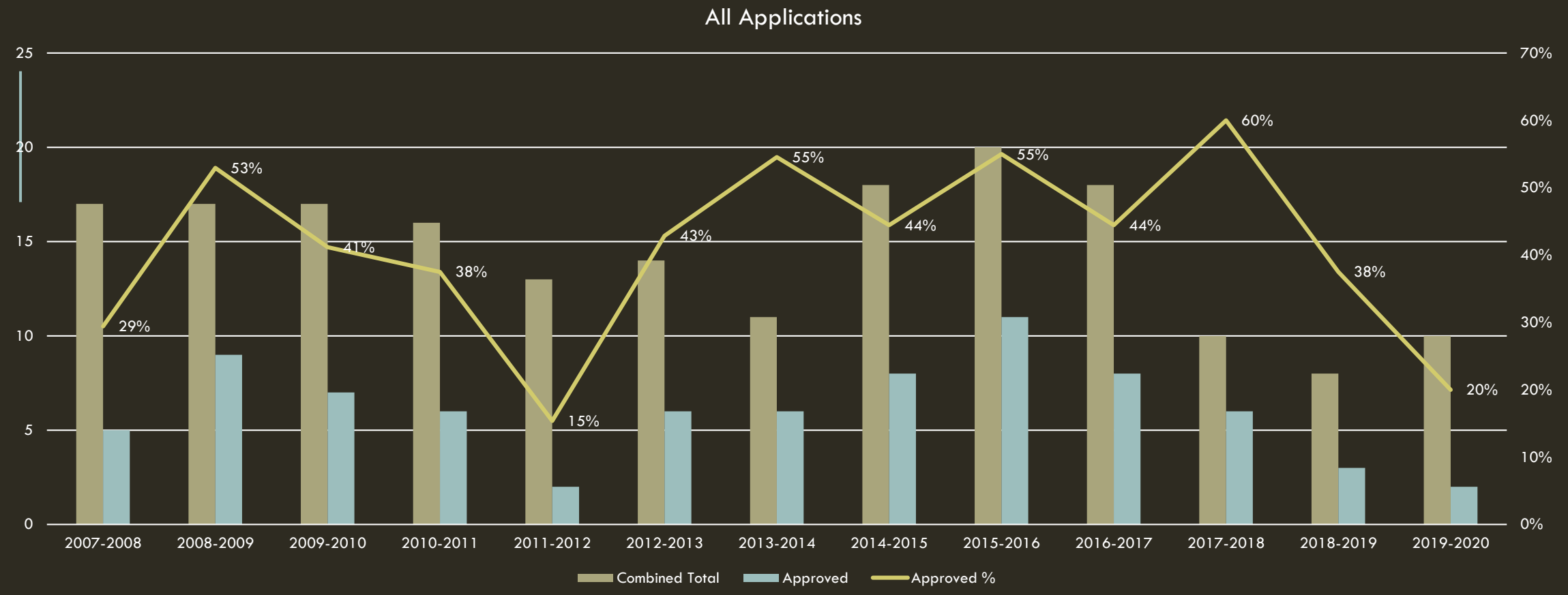
25 – Total Satellite Applications

19 – Approved Satellites

76% - Approval Rate

95% - Approved Schools in Operation

6 – Schools in the largest network (American Preparatory Academy)



AUTHORIZING TREND

UNIQUE TO UTAH?

7 average applications received nationwide

- 2016
- About a 50% decrease
- 2010-2015 Average = 13.7
- 2015-2016 Average = 7.2

7 average applications received in Utah

- 2017
- A 50% decrease
- 2007-2017 Average = 14
- 2017-2019 Average = 7

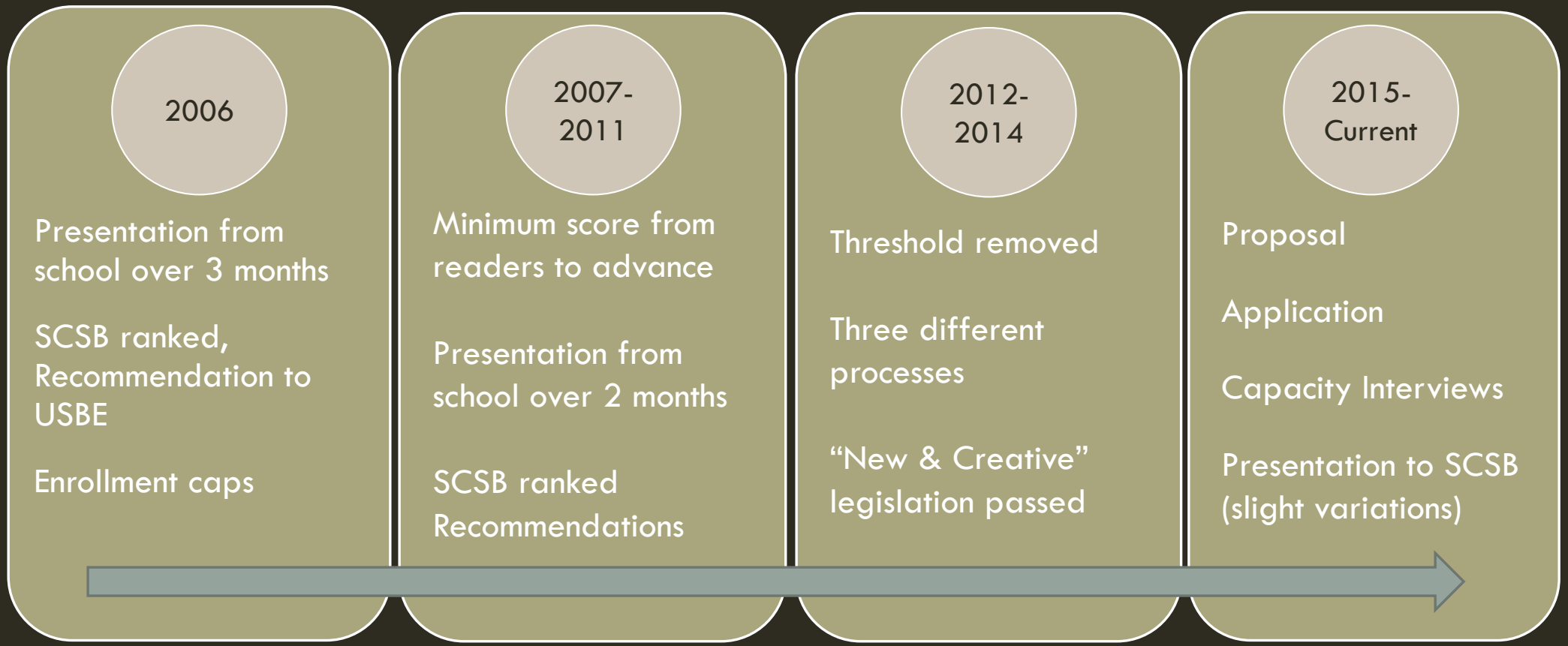
35%

nationwide approval rate

60%

Utah's approval rate

PROCESS THROUGH THE YEARS



GROWTH vs. CLOSURE

Growth Decisions

84%

LEAs max authorized enrollment post year 1

51%
via expansion

33%
built growth in

Closure Decisions

5

LEAs “closed” after operating

2

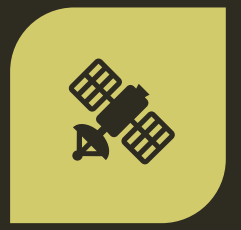
LEAs authorization rescinded

3

LEAs failed to open

WHAT THE DATA TELLS US

YEAR 1 TRENDS ARE HIGHLY PREDICTIVE OF FUTURE RESULTS



SATELLITES PERFORM BETTER THAN SINGLE SITE SCHOOLS

SIZE OF COHORT DOES NOT YIELD A CLEAR TREND

THE NEWER PROCESS APPEARS TO PRODUCE HIGHER STUDENT OUTCOMES

SCHOOLS OPENING OUTSIDE THE NORMAL COHORT TIMELINE TEND TO DO WORSE

LONGEVITY MATTERS

YEAR 1 TRENDS ARE HIGHLY PREDICTIVE

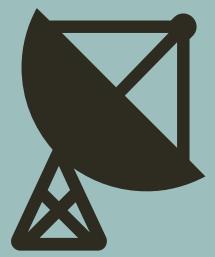
Trends seen in a school's first year of operation can be expected to continue.

In general, though performance may improve after the first year, the trend rarely does.

Those that are relatively high the first year tend to stay relatively high the following years, and vice versa.

The correlations between first year achievement and second through fifth year achievement are above 0.9 (1 is perfectly correlated).

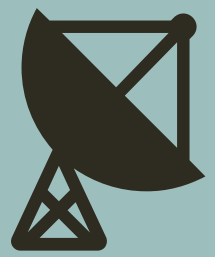
SATELLITES PERFORM BETTER



Schools who have opened a satellite (sponsor schools) tend to have slightly higher performance than standalone schools.

2018 Data	Standalone	Sponsor
Retention Rate	81%	84%
Language Arts Proficiency	42%	42%
Math Proficiency	40%	42%
Science Proficiency	44%	47%
Language Arts Growth	53	51
Math Growth	50	52
Science Growth	49	51
Graduation Rate	77%	71%
Transfer Rate	8%	5%
Percent Enrolled of Max	86%	95%

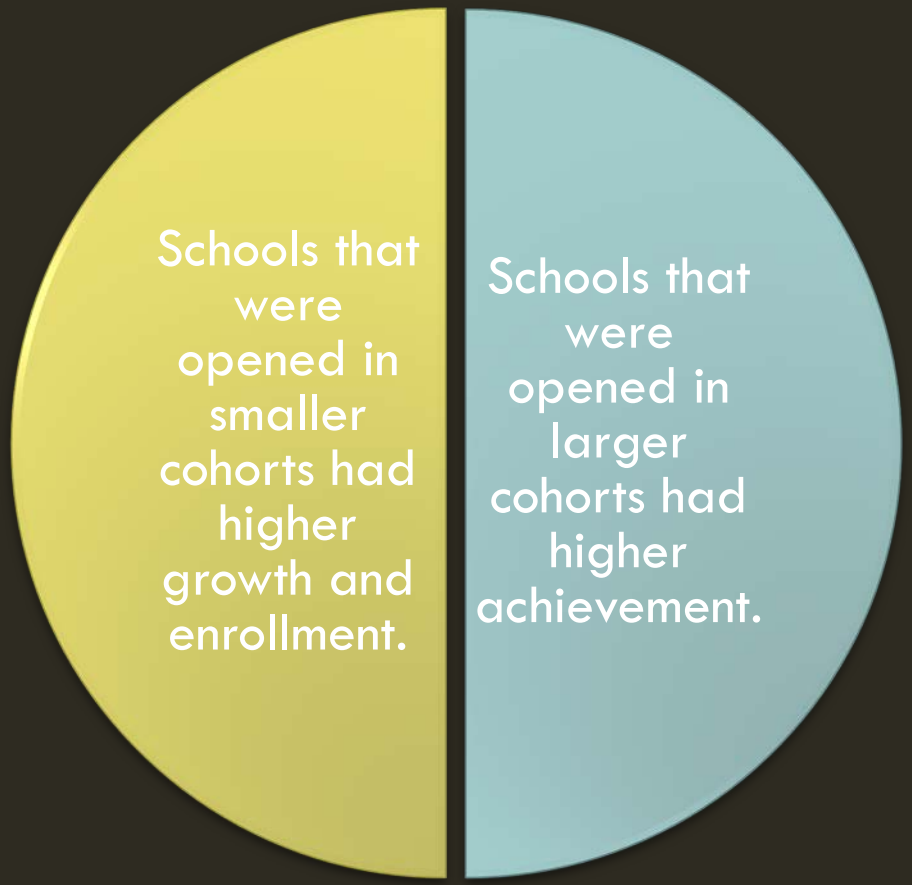
SATELLITES PERFORM BETTER



Satellites also tend to have better outcomes than new schools, but initially have lower outcomes than what their sponsor school had.

- First year enrollment at satellite schools tends to be lower than new schools, but this improves over time.
- While satellite schools overall tend have higher performance than new schools, this is not true for all satellite schools. Sponsor schools that have average to below average performance tend to have satellite schools with below average performance.
- In looking at 2018 performance, satellite schools had lower performance than their sponsoring school. They also had lower performance than standalone schools. However, this could be due to number of years opened.

SIZE OF COHORT DOES NOT YIELD A CLEAR TREND



NEW PROCESS PRODUCES HIGHER STUDENT OUTCOMES

Assess the impact of changes to our authorizing process is difficult due to availability of data.

However, it appears the changes may yield better outcomes.

- The biggest improvement in growth data was between when there was a threshold score prior to SY14 openings and after SY14 openings.
- There is improved achievement in more recent cohorts, with better outcomes for those opening SY15 or later.
- Enrollment measures have decreased over time. This, however, may not be a result of our process.

SCHOOLS OPENING EARLY/LATE DO WORSE

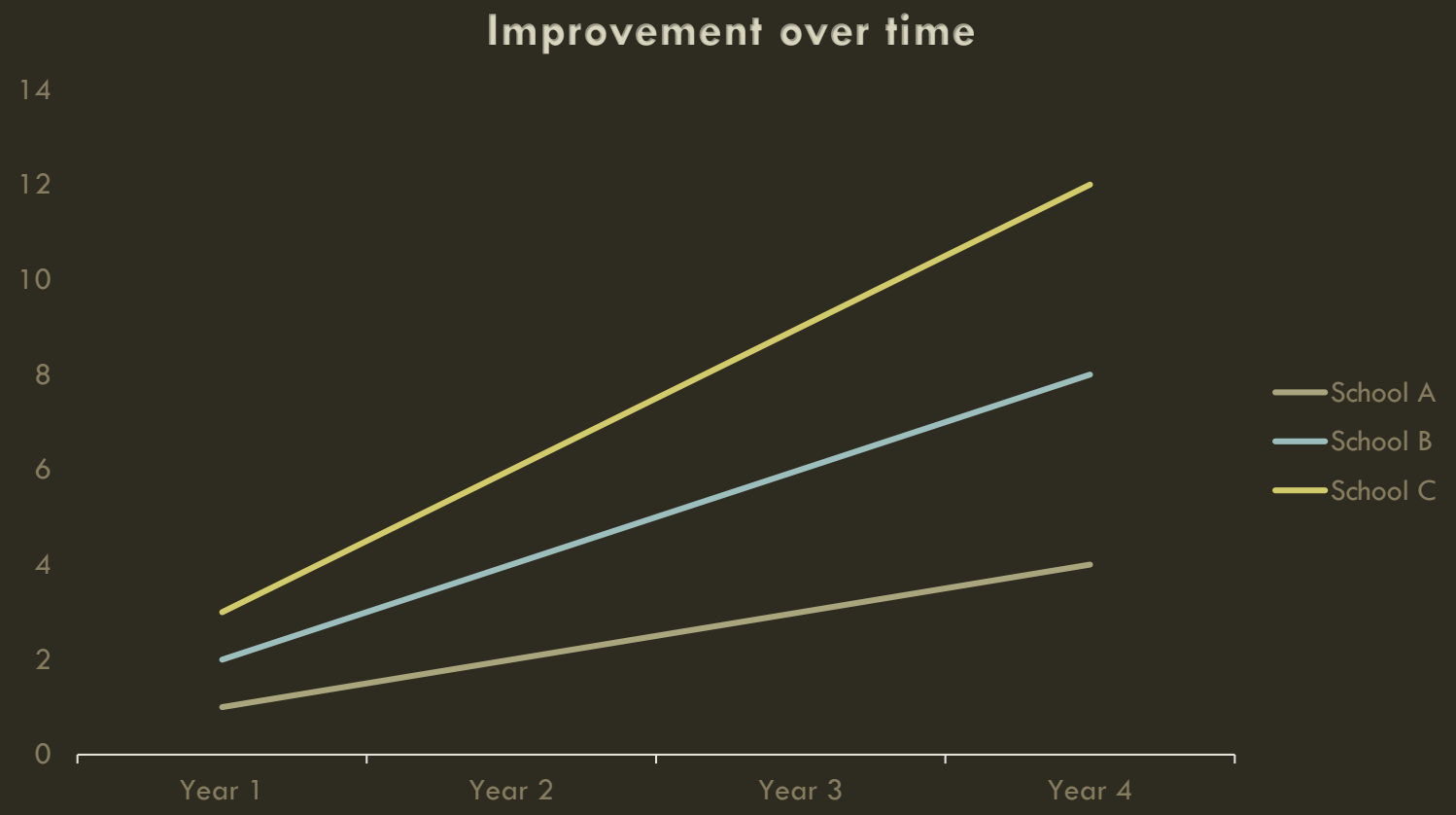
Schools opening outside the normal cohort timelines tend to do worse.

Schools that were approved late in the year, but opened with their cohort, had some of the lowest student outcomes on all comparisons performed.

Schools which opened early had lower growth and enrollment data.

Schools which delayed opening also tended to have lower outcomes. The only clear exception was retention.

LONGEVITY MATTERS



Generally speaking, schools opened the longest have the best outcomes.

What can a school achieve over 15 years?

Often, we are comparing a school with a 5-yr life span to one with 3x the experience.

IMPLICATIONS FOR STUDENTS

In all decisions, we first and foremost assess the impact on students.

IDEAS FOR AUTHORIZING CHANGES

We do not need to wait until the third year of operation to know if a school is good

Do not allow early/expedited opening or late approvals

Analyze delays – time will not fix issues

Only replicate above average sponsoring schools

Open as many high-quality schools as interested

QUESTIONS THE DATA RAISED

Does a satellite school's proximity to its sponsoring school cause the enrollment issues?

Criticality of the school leader?

What are the top and bottom schools doing differently?

Who and Why?

- Is it the Mission? Board? Location? Process of opening?

What are the migration patterns of students?

Does the distance between achievement points increase or decrease over time?

Questions?