

Charter School Performance Standards

School Achievement

Introduction

The Utah State Charter School Board's (Board) *Charter School Performance Standards (CSPS): School Achievement* is found in Charter Agreement Exhibit A and 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.

Performance Measures Structure

The *CSPS School Achievement* establishes a base set of academic and engagement expectations and requires governing boards to set six accountability measures. 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 Accountability:** This indicator includes measures 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. Measures used in the standards include: school grade; federal accountability score (SFAR); transfer rate; retention rate, and school-set goals in the Charter Agreement.

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 clearly identify 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

<i>Indicator – School Achievement</i>		
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%
Set in Charter Agreement	Set in Charter Agreement	Set in Charter Agreement

Measures in Detail

Each of the common 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-CheatSheet.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

Exceeds Standard:

≤ 3%

Meets Standard:

≤ 7% and > 3%

Does Not Meet Standard:

≤ 15% and > 7%

Falls Far Below Standard:

> 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 2b

Retention Rate: $\frac{\text{The number of students enrolled in the school at the end of the prior school year and who continued to be enrolled in the charter LEA on Oct. 1 of the reported school year}}{\text{The number of students enrolled in the school at the end of the prior school year}}$

Exceeds Standard:

$\geq 90\%$

Meets Standard:

$\geq 80\%$ and $< 90\%$

Does Not Meet Standard:

$\geq 65\%$ and $< 80\%$

Falls Far Below Standard:

$< 65\%$

Indicator 3: School Accountability

- School accountability measures

School Accountability Measures

Definition: In their Charter Agreement, governing boards set measures and targets. These targets reflect what the governing board expects to achieve, particularly in outcomes. The measures do not duplicate those 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 governing board would not set a separate whole school graduation rate target. However, if the mission of a school was to serve students identified as low income, a governing board 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.

Governing boards will be evaluated on the measures in Indicators 1 and 2, as well as the goals and key elements in their Charter Agreement.

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
- Charter Fidelity Monitoring Survey

Measure 3a

Key elements: Percentage of key elements set in the charter agreement being met

Exceeds Standard:

100%

Meets Standard:

$\geq 90\%$ and $\leq 99\%$

Does Not Meet Standard:

$\geq 70\%$ and $\leq 89\%$

Falls Far Below Standard:

$\leq 69\%$

Measure 3b

Goals: Percentage of goals set in the charter agreement being met

Exceeds Standard:

100%

Meets Standard:

$\geq 70\%$ and $\leq 99\%$

Does Not Meet Standard:

$\geq 51\%$ and $\leq 69\%$

Falls Far Below Standard:

$\leq 50\%$

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.

Goal: The aim or desired result of a charter school governing board as provided in its Charter Agreement.

Key Element: An identifiable descriptor of a charter school's program centered on its mission, vision, or purpose.

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 2015 began July 1, 2014 and ended June 30, 2015. Enrollment counts for 2015 would be based on enrollment on October 1, 2014.

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.