

Charter School Performance Standards

Academic Performance & Student Engagement

Introduction

The Utah State Charter School Board's (Board) *Charter School Performance Standards (CSPS): Academic Performance & Student Engagement* is intended as tool for charter school governing boards to evaluate their Academic and Engagement performance, as well as 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 Academic Performance & Student Engagement* provides charter schools and the Board tools to identify low performing schools and to more proactively evaluate or address the problem. 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. While the *CSPS* does not specifically mirror any single other accountability system used in Utah, it uses much of the same academic data, but also includes engagement metrics and presents the data in such a way to best meet the purposes of the *CSPS*.

Performance Measures Structure

The *CSPS Academic Performance & Engagement* establishes a base set of academic and engagement expectations common to all schools. The *CSPS* includes five main levels of information: Indicators, Measures, Metrics, Targets, and Ratings.

Indicators

The *CSPS Academic Performance & Student Engagement* includes five indicators, or general categories, used to evaluate charter schools' academic performance and student engagement. One of the indicators, College and Career Readiness, only applies to high schools.

1. **State Accountability:** While the following indicators include much of the same data used in Utah's accountability systems, State Accountability provides information about Charter schools' overall academic performance. As Utah has two accountability systems, both are used in this indicator.
2. **Student Achievement:** This indicator focuses on the percentage of students meeting standards for proficiency on the SAGE assessments. Charter schools should ultimately be accountable for how well children are mastering fundamental skills and content. The framework includes an analysis of overall proficiency rates and subgroup proficiency rates compared to the overall state rates.

3. **Student Growth:** This indicator measures how much students learn and improve over the course of a school year, compared to other students who have performed similarly on past end-of-year state assessments. The inclusion of growth measures in the framework acknowledges that relying solely on a snapshot of student proficiency misses progress that schools may be making over time in bringing students up to proficiency. Equally important, students who are proficient should continue to make sufficient growth to meet and exceed proficiency standards. The framework considers aggregate growth for each charter school as well as the progress of below proficient students.
4. **College and Career Readiness (CCR) (for High Schools):** This indicator examines how well a Charter school's students are prepared for college or employment after graduation.
5. **Student Engagement:** This indicator measures how well a charter school attracts and retains students. It includes student transfer and retention rates.

Measures

Measures are the means to evaluate an aspect of an indicator. Sixteen to nineteen measures are used in the standards: school grade; UCAS overall score; proficiency in English Language Arts (ELA), mathematics, science; subgroup proficiency in ELA, mathematics, science; growth in ELA, mathematics, science; growth to proficiency ELA, mathematics, science; ACT (High Schools only); ASFAB (High Schools only); cohort dropout rate (High Schools only); transfer rate; and retention rate.

Some measures may be more relevant than others for certain schools, based on schools' mission and target population. For example, for an early college high school the ACT may be more relevant than the ASFAB. For a school serving a large proportion of educationally disadvantaged students, growth measures or subgroup proficiency may be more relevant than proficiency. Currently the measures are left separate and are not combined into a single Academic and Engagement overall score. This allows the State Charter School Board flexibility to consider the relevance of measures to a school's mission and target population. Further, the measures are designed to be considered as a whole and with other factors. Not meeting a standard on one metric by itself will not place a school in warning, probation, and non-compliance.

Metrics

Metrics are the methods for quantifying a measure.

Targets

Targets are the thresholds that typically signify success for a specific measure. With the change from CRT to SAGE, exact targets cannot be set for many of the measures. For now, a percentile is listed that will guide setting the target based on 2014 statewide SAGE data. Schools will be compared against those set targets, not each other, such as in quartiles.

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 to determine if the school is truly at risk. Schools that are at risk based on a continual or underlying structural problem with the school's academic performance, as compared to a one-time event, will be placed on Warning Status receive a notice of non-compliance consistent with R277-481.

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 falls far below standards based on an initial review of the school's academic and engagement performance, the State Charter School Board will follow up to determine the severity of the risk. Schools that are continually at a significant risk, as compared to a one-time event, will be placed on Probation Status consistent with R277-481.

The *CSPS Academic Performance & Engagement* is designed to be a stand-alone document that clearly identifies each school's academic and student engagement standing in the context of the sixteen to eighteen measures. 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 Academic Performance & Engagement* is meant to flag potential problem areas for further investigation.

Collecting Evidence

The *CSPS Academic Performance & Engagement* 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 Academic Performance & Engagement* 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
- UCAS report
- SAGE data
- Student Growth Percentile (SGP) data calculated by USOE
- ACT data
- 4-year graduation cohort data calculated by USOE
- Student enrollment data reported to UTREx

Note: For better comparability, schools are grouped as follows. Targets will be set within each grouping.

- Elementary (Elem.): all schools whose top grade level is 9 or lower
- High school (HS): all schools whose bottom grade level is 6 or higher and top grade is 10 or higher
- K-12: all schools whose bottom grade level is below 6 and top grade level is 10 or higher

<i>Indicator – Academic performance and sustainability</i>		
Measure	Metric	Meets Standard
School Grade	The letter grade given to a school by the School Grading accountability system	≥C
UCAS Overall Score	The overall score given to a school by the UCAS accountability system	[~45 th percentile]
Proficiency, ELA	Number of full academic year students proficient on the ELA SAGE assessment ÷ number of full academic year students assessed	[~45 th percentile]
Proficiency, Mathematics	Number of full academic year students proficient on the Mathematics SAGE assessment ÷ number of full academic year students assessed	[~45 th percentile]
Proficiency, Science	Number of full academic year students proficient on the Science SAGE assessment ÷ number of full academic year students assessed	[~45 th percentile]
Subgroup Proficiency, ELA	<p>The percentage of low income, minority, SWD or EL students at the <u>school</u> who are proficient on the English Language Arts SAGE assessment</p> <p>–</p> <p>The percentage of low income, minority, SWD or EL students in the <u>state</u> who are proficient on the English Language Arts SAGE assessment</p>	> -1
Subgroup Proficiency, Mathematics	<p>The percentage of low income, minority, SWD or EL students at the <u>school</u> who are proficient on the Mathematics SAGE assessment</p> <p>–</p> <p>The percentage of low income, minority, SWD or EL students in the <u>state</u> who are proficient on the Mathematics SAGE assessment</p>	> -1
Subgroup Proficiency, Science	<p>The percentage of low income, minority, SWD or EL students at the <u>school</u> who are proficient on the Science SAGE assessment</p> <p>–</p> <p>The percentage of low income, minority, SWD or EL students in the <u>state</u> who are proficient on the Science SAGE assessment</p>	> -1
MGP, ELA	The Median Growth Percentile on the English Language Arts SAGE assessment	>45
MGP, Mathematics	The Median Growth Percentile on the Mathematics SAGE assessment	>45
MGP, Science	The Median Growth Percentile on the Science SAGE assessment	>45
Growth to Proficiency, ELA	The percentage of below proficient students meeting their growth target on the English Language Arts SAGE assessment	[~45 th percentile]

<i>Indicator – Academic performance and sustainability</i>		
Measure	Metric	Meets Standard
Growth to Proficiency, Mathematics	The percentage of below proficient students meeting their growth target on the Mathematics SAGE assessment	[~45 th percentile]
Growth to Proficiency, Science	The percentage of below proficient students meeting their growth target on the Science SAGE assessment	[~45 th percentile]
ACT	The Average composite ACT score for graduates and other completers	≥20
ASFAB	TBD	TBD
Cohort Dropout Rate	The four-year adjusted cohort rate as calculated and reported by USOE	<14%
Transfer Rate	Percentage of students who transferred out of the school during the year	≤9%
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	≥82%

Measures in Detail

Each of the measures included in the *CSPS Academic Performance & Engagement* are described in the following pages.

Indicator 1: State Accountability

- School grade
- UCAS overall score

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.

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

Exceeds Standard:

- ☐ All grades a school earned = A

Meets Standard:

- ☐ All grades a school earned \geq C, but does not "Exceed Standard"

Does Not Meet Standard:

- ☐ All grades a school earned \geq D, but does not "Meet Standard"

Falls Far Below Standard:

- ☐ The school received an F

UCAS

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 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.

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

Data source

- UCAS Accountability Report

Basis for target level: Levels are set using 2014 data for all schools (district and charter). Meets standard is set around the 2014 45th percentile, exceeds is set around the 2014 80th percentile, far below the standard is set around the 15th percentile.

Measure 1b UCAS overall score
<i>Exceeds Standard:</i> <input type="checkbox"/> > 80 th percentile
<i>Meets Standard:</i> <input type="checkbox"/> > 45 th percentile and ≤ 80 th percentile
<i>Does Not Meet Standard:</i> <input type="checkbox"/> > 15 th percentile and ≤ 45 th percentile
<i>Falls Far Below Standard:</i> <input type="checkbox"/> ≤ 15 th percentile

Indicator 2: Student Achievement

- Proficiency, ELA
- Proficiency, Mathematics
- Proficiency, Science
- Subgroup Proficiency, ELA
- Subgroup Proficiency, Mathematics
- Subgroup Proficiency, Science

Proficiency, ELA Proficiency, Math Proficiency, Science

Definition: The percentage of students who are proficient on the English Language Arts SAGE assessment, Math SAGE assessment, or Science SAGE assessment, respectively.

Data source

- SAGE Assessment Data

Basis for target level: Levels are set using 2014 data for all schools (district and charter). Meets standard is set around the 2014 45th percentile, exceeds is set around the 2014 80th percentile, far below the standard is set around the 15th percentile.

Measure 2a

Proficiency Rate, ELA = # of FAY students proficient on the ELA SAGE assessment ÷ # of FAY students assessed

Exceeds Standard:

☐ > 80th percentile

Meets Standard:

☐ > 45th percentile and ≤ 80th percentile

Does Not Meet Standard:

☐ > 15th percentile and ≤ 45th percentile

Falls Far Below Standard:

☐ ≤ 15th percentile

Measure 2b

Proficiency Rate, Mathematics = # of FAY students proficient on the Math SAGE assessment ÷ # of FAY students assessed

Exceeds Standard:

☐ > 80th percentile

Meets Standard:

☐ > 45th percentile and ≤ 80th percentile

Does Not Meet Standard:

☐ > 15th percentile and ≤ 45th percentile

Falls Far Below Standard:

☐ ≤ 15th percentile

Measure 2c

Proficiency Rate, Science = # of FAY students proficient on the Science SAGE assessment ÷ # of FAY students assessed

Exceeds Standard:

☐ > 80th percentile

Meets Standard:

☐ > 45th percentile and ≤ 80th percentile

Does Not Meet Standard:

☐ > 15th percentile and ≤ 45th percentile

Falls Far Below Standard:

☐ ≤ 15th percentile

Subgroup Proficiency, ELA

Subgroup Proficiency, Mathematics

Subgroup Proficiency, Science

Definition: This includes four demographic subgroups (Students designated as low income, an ethnic or racial minority, a student with disability (SWD), or an English Learner (EL)), and one super subgroup that includes students who are in any one of the four subgroups. This measure compares the school's proficiency rates for each subgroup and the super subgroup to the statewide subgroup or super subgroup proficiency rates. A subgroup proficiency rate is not used if the school had fewer than 30 tests for that subgroup. A school must meet (or exceed) a standard category for a majority of the subgroups and super subgroup calculation.

For example:

The school has 45 students who are designated as low income and who took the test. The school low income proficiency rate is 64%, and the state low income proficiency is 60%. Thus, for the low income subgroup, the school **Exceeds Standard**: $65\% - 60\% = 5\%$.

The school has 40 students who are designated as an ethnic or racial minority and who took the test. The school minority proficiency rate is 59%, and the state minority proficiency is 60%. Thus, for the minority subgroup, the school **Does Not Meet Standard**: $59\% - 60\% = -1\%$.

The school has 30 students who are designated as SWD and who took the test. The school SWD proficiency rate is 55%, and the state low income proficiency is 60%. Thus, for the SWD subgroup, the school **Falls Far Below Standard**: $55\% - 60\% = -5\%$.

The school has 20 students who are designated as EL and who took the test. The proficiency rate is not used because there were fewer than 30 tests.

The school has 50 students who are designated as being low income, an ethnic or racial minority, SWD, or EL. This super subgroup proficiency rate for the school is 60%, and the state low income proficiency is 60%. Thus, for this subgroup, the school **Meets Standard**: $60\% - 60\% = 0\%$.

Thus, the overall designation would be Does Not Meet Standard:

Only one of the four included subgroups was categorized as "Exceeds Standard".

Two or the four included subgroups were categorized as "Meets Standard" or higher. This is only half, which is not a majority.

Three or the four included subgroups were categorized as "Does Not Meet Standard" or higher. This is a majority, thus the resultant designation.

Data source

- SAGE Assessment Data
- UTREx Demographic Data

Basis for target level: This measures how well a school is closing the achievement gap. While proficiency rates for students in the subgroup tend to be lower than the rates for students not in the subgroup, it is expected that schools should be able to match the statewide proficiency rate for students in the subgroup.

Measure 2d

Subgroup Proficiency, ELA = The percentage of students at the school in the subgroup who are proficient on the ELA SAGE assessment –The percentage of students in the state in the subgroup who are proficient on the ELA SAGE assessment

Exceeds Standard:

☐ > 4 percentage points

Meets Standard:

☐ > -1 and \leq 4 percentage points

Does Not Meet Standard:

☐ > -5 and \leq -1 percentage points

Falls Far Below Standard:

☐ \leq -5

Measure 2e

Subgroup Proficiency, Mathematics = The percentage of students at the school in the subgroup who are proficient on the Math SAGE assessment –The percentage of students in the state in the subgroup who are proficient on the Math SAGE assessment

Exceeds Standard:

☐ > 4 percentage points

Meets Standard:

☐ > -1 and \leq 4 percentage points

Does Not Meet Standard:

☐ > -5 and \leq -1 percentage points

Falls Far Below Standard:

☐ \leq -5

Measure 2f

Subgroup Proficiency, Science = The percentage of students at the school in the subgroup who are proficient on the Science SAGE assessment –The percentage of students in the state in the subgroup who are proficient on the Science SAGE assessment

Exceeds Standard:

☐ > 4 percentage points

Meets Standard:

☐ > -1 and \leq 4 percentage points

Does Not Meet Standard:

☐ > -5 and \leq -1 percentage points

Falls Far Below Standard:

☐ \leq -5

Indicator 3: Student Growth

- MGP, ELA
- MGP, Math
- MGP, Science
- Growth to Proficiency, ELA
- Growth to Proficiency, Math
- Growth to Proficiency, Science

MGP, ELA MGP, Mathematics MGP, Science

Definition: Utah's growth model measures student growth by taking account of students' past test scores and uses their current test scores to quantify each student's annual progress. The resulting measure is called a student growth percentile (SGP). Similar to height and weight percentiles used to describe the relative height and weight of an infant compared to other infants of the same gender and age, a SGP describes the relative growth a student made compared to other students with the same achievement history (their academic peers). SGP is an individual student's growth score on a test. The Median Growth Percentile (MGP) applies to groups of students, such as a school. It is the median of all included individual SGPs.

Data source

- SAGE Assessment Data
- Past Assessment Data (may include SAGE or CRT)

Basis for target level: An MGP around 50 would mean that the typical student at the school performed on par with his/her academic peers. It is rare to see MGPs below 30 or above 70. Since SGPs (and MGPs) are calculated based on relative performance for each test, there does not need to be different targets for different grade levels.

Measure 3a

MGP, ELA: The median SGP on ELA assessments

Exceeds Standard:

☐ > 60

Meets Standard:

☐ > 45 and ≤ 60

Does Not Meet Standard:

☐ > 35 and ≤ 45

Falls Far Below Standard:

☐ ≤ 35

Measure 3b

MGP, Mathematics: The median SGP on Math assessments

Exceeds Standard:

☐ > 60

Meets Standard:

☐ > 45 and ≤ 60

Does Not Meet Standard:

☐ > 35 and ≤ 45

Falls Far Below Standard:

☐ ≤ 35

Measure 3c

MGP, Science: The median SGP on Science assessments

Exceeds Standard:

☐ > 60

Meets Standard:

☐ > 45 and ≤ 60

Does Not Meet Standard:

☐ > 35 and ≤ 45

Falls Far Below Standard:

☐ ≤ 35

Growth to Proficiency, ELA
Growth to Proficiency, Math
Growth to Proficiency, Science

Definition: Using the SGP model, USOE calculates students' growth targets. While an SGP provides information on how much students grew over the last year compared to their academic peers, growth targets provide information on how much students need to grow in order to become proficient within three years. Students earning an SGP that is equal to or greater than their growth target, show growth to reaching proficiency. Students whose SGP is below their growth target, do not show growth to reaching proficiency within three years. Since the target is to reach proficiency, only students who were not proficient the previous year are included in this metric.

Data source

- SAGE Assessment Data
- Past Assessment Data (may include SAGE or CRT)

Basis for target level: Levels are set using 2014 data for all schools (district and charter). Meets standard is set around the 2014 45th percentile, exceeds is set around the 2014 80th percentile, far below the standard is set around the 15th percentile.

Measure 3d

Growth to Proficiency, ELA = # of FAY students who were not proficient the previous year and who show growth to proficiency within three years on the ELA SAGE assessment ÷ # of assessed FAY students who were not proficient on the ELA SAGE assessment the previous year

Exceeds Standard:

☐ > 80th percentile

Meets Standard:

☐ > 45th percentile and ≤ 80th percentile

Does Not Meet Standard:

☐ > 15th percentile and ≤ 45th percentile

Falls Far Below Standard:

☐ ≤ 15th percentile

Measure 3e

Growth to Proficiency, Mathematics = # of FAY students who were not proficient the previous year and who show growth to proficiency reaching within three years on the Math SAGE assessment ÷ # of assessed FAY students who were not proficient on the Math SAGE assessment the previous year

Exceeds Standard:

☐ > 80th percentile

Meets Standard:

☐ > 45th percentile and ≤ 80th percentile

Does Not Meet Standard:

☐ > 15th percentile and ≤ 45th percentile

Falls Far Below Standard:

☐ ≤ 15th percentile

Measure 3f

Growth to Proficiency, Science = # of FAY students who were not proficient the previous year and who show growth to proficiency three years on the Science SAGE assessment ÷ # of assessed FAY students who were not proficient on the Science SAGE assessment the previous year

Exceeds Standard:

☐ > 80th percentile

Meets Standard:

☐ > 45th percentile and ≤ 80th percentile

Does Not Meet Standard:

☐ > 15th percentile and ≤ 45th percentile

Falls Far Below Standard:

☐ ≤ 15th percentile

Indicator 4: College and Career Readiness (for High Schools)

- ACT
- ASFAB
- Graduation Rate

ACT

Definition: The ACT assesses students' academic readiness for college. There is increased attention both on encouraging and increasing college attendance and on the need to ensure that students are better prepared for college. As many charter high schools exist with the clearly stated goal of preparing students for college, this measures their success in doing that.

Like UCAS and the School Grade, this metric provides information about the performance of students who were a graduate or an other completer who took the ACT as 10th, 11th, or 12th grader. Dropouts and continuing students are excluded from this calculation (see <http://schools.utah.gov/data/Educational-Data/Graduation-Dropout-Rates.aspx> for information on those categories). While the ACT is administered to all 11th graders in Utah, students may choose to take the ACT additional times in their 10th or 12th grade years. When a student takes the ACT multiple times, the highest score is used. The score used for this metric is the average composite score.

Data source

- ACT

Basis for target level: The national average ACT score has been around 21. However, median average composite score for states that tested 100% of their students was 19.8 for the class of 2013. Utah, who was one of the states who tested 100% of students, had an average score of 20.7.

Measure 4a

ACT: Average composite ACT score

Exceeds Standard:

☐ > 22

Meets Standard:

☐ > 20 and ≤ 22

Does Not Meet Standard:

☐ > 18 and ≤ 20

Falls Far Below Standard:

☐ ≤ 18

ASVAB (Future Metric)

Definition: The Armed Services Vocational Aptitude Battery (ASVAB) is a multiple-aptitude test designed to measure potential for future success in college, vocational school, military, or career. Schools may choose to administer this test.

Data source

- TBD

Basis for target level: TBD

Measure 4a TBD
<i>Exceeds Standard:</i> <input type="checkbox"/> TBD
<i>Meets Standard:</i> <input type="checkbox"/> TBD
<i>Does Not Meet Standard:</i> <input type="checkbox"/> TBD
<i>Falls Far Below Standard:</i> <input type="checkbox"/> TBD

Cohort Dropout Rate

Definition: An important measure of high school success is high school completion. Utah has adopted the National Governors' Association (NGA) method of calculating graduation rate, also known as the Federal 4-Year Cohort Rate. This rate can be restrictive and does not always reflect the work schools do with students who may not graduate within a typical timeframe, such as retained seniors or students who earn a GED. Thus, this metric uses the 4-Year Cohort Dropout Rate. This measures the percentage of entering ninth graders who do not earn a high school diploma or complete high school another way within four years, who are not a retained senior, or who continue on to higher education without receiving a diploma. The More information about this rate may be found at <http://www.schools.utah.gov/data/Educational-Data/Graduation-Dropout-Rates.aspx>.

This rate lags a year since to align with the graduation rates used by the School Grade and UCAS.

Data source

- Enrollment and Exit data reported to UTREx

Basis for target level: The median school cohort dropout rate in 2013 was 13.6%. The 25th percentile was 21.2% and the 75th percentile was 6.3%.

Measure 4b

Cohort Dropout Rate: Reported at <http://schools.utah.gov/data/Educational-Data/Graduation-Dropout-Rates.aspx>.

Exceeds Standard:

☐ < 6%

Meets Standard:

☐ < 14% and \geq 6%

Does Not Meet Standard:

☐ < 32% and \geq 14%

Falls Far Below Standard:

☐ \geq 32%

Indicator 5: 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 5a

Transfer Rate: Number of students who exited the school during the year ÷ Number of students enrolled

Exceeds Standard:

☐ ≤ 4%

Meets Standard:

☐ ≤ 9% and > 4%

Does Not Meet Standard:

☐ ≤ 16% and > 9%

Falls Far Below Standard:

☐ > 16%

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:

☐ ≥ 82% and < 90%

Does Not Meet Standard:

☐ ≥ 65% and < 82%

Falls Far Below Standard:

☐ < 65%

Glossary

CRT: Utah's end-of-year assessments used prior to SY 2014. For the purposes of this report, data reported under CRT refers to both the CRT and NWEA tests used as the end-of-year exam.

English Learners (EL): Students identified as speaking a language other than English and who either speak, read, or write little or no English. Included in this group are students in the English Learning Program and students who exited the English Learning Program, but who are in the two-year monitoring period. Note: EL data is likely underreported for SY 2012 and SY 2013, and possibly for SY 2011. A few large districts underreported their ELs in those years.

Ethnic/Racial Minority: Students reported by the school as being Hispanic/Latino or a race other than white/Caucasian.

Full Academic Year (FAY): Students reported as being enrolled in the school for at least 160 school days.

Graduation Rate: The graduation rate uses a four-year cohort that begins tracking individual students starting when a student first enters the ninth grade. This is an on-time completion rate, where students are only counted as graduates if they receive a regular high school diploma within four years. Early graduates are counted as graduates with their cohort. Students receiving a certificate of completion, GED, or who transfer to adult education or higher education without receiving a diploma are not counted as graduates.

Growth: Growth is the MGP, or Median Growth Percentile. For students taking the UAA tests, growth is defined by the progress score using the UPASS value tables and then translated to a scale similar to the MGP. For both UCAS and Grading Schools, two-thirds of the growth points are derived using the growth of all students. The remaining third are derived using the growth of students who were not proficient in the prior year.

Growth Target: Using the SGP model, USOE calculates students' growth targets. While an SGP provides information on how much students grew over the last year compared to their academic peers, growth targets provide information on how much students need to grow in order to become proficient within three years.

Low Income: Students who are reported by the school as qualifying for free or reduced-price lunch.

Median Growth Percentile (MGP): The MGP is the median or middle SGP for a school within a subject area. It informs a school of what is a "typical" student's SGP. The MGP is the metric UCAS uses to measure growth.

Proficiency: The percentage of students earning a score determined as proficient. For SAGE proficiency is set at *** (test scores range from *** to ***).

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.

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 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.

Student Growth Percentile (SGP): The Student Growth Percentile (SGP) is a percentile (1-99) that describes how a student performed on a test compared to his/her academic peers. Academic peers are students who performed similarly on past tests. This is similar to the height and weight percentiles used to describe the relative height and weight of an infant compared to other infants of the same gender and age.

Students with Disabilities (SWD): Students who have an IEP.

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.

Utah Comprehensive Accountability System (UCAS): UCAS is what Utah uses for the federal accountability system. It results in a score out of 600 total points. As with Grading Schools, UCAS is based on two main components: student growth and student performance on statewide assessment tests. (High schools are also evaluated on graduation rate.) 2012 was the first year for UCAS.