

# Charter School Performance Standards

## School Achievement

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### 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>		
<b>Measure</b>	<b>Metric</b>	<b>Meets Standard</b>
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

##### *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” or “Exceed” Standard

##### *Falls Far Below Standard:*

- ☐ The school received an F

##### *Not Applicable:*

- ☐ 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 80<sup>th</sup> percentile, far below the standard is set around the 15<sup>th</sup> percentile.

### Measure 1b Federal Accountability

#### *Exceeds Standard:*

- ☐ Elementary score  $\geq 395$  and high school score  $\geq 410$

#### *Meets Standard:*

- ☐ Elementary score  $\geq 335$  and high school score  $\geq 345$ , but does not "Exceed" Standard

#### *Does Not Meet Standard:*

- ☐ Elementary score  $\geq 235$  and high school score  $\geq 255$ , but does not "Meet" or "Exceed" Standard

#### *Falls Far Below Standard:*

- ☐ Elementary score  $< 235$  and high school score  $< 255$

#### *Not Applicable:*

- ☐ 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: 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 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.

### 2015 Charter School Performance Standards: School Achievement

School	SY Open	4 Standard Metrics						Fidelity Survey	
		% Met	# Far Below	School Grade	Federal Accountability	Transfer Rate	Retention Rate	Key Elements	School Goals
ACADEMY FOR MATH ENGINEERING & SCIENCE (AMES)	2003	100%	0	Exceeds	Exceeds	Met	Exceeds	Met	No Goals
AMERICAN INTERNATIONAL SCHOOL OF UTAH	2015	50%	1	n/a	n/a	Far Below	Met	Not Met	Far Below
AMERICAN LEADERSHIP ACADEMY	2006	100%	0	Met	n/a	Met	Met	Exceeds	Far Below
AMERICAN PREPARATORY ACADEMY - ACCELERATED SCHOOL	2012	50%	0	Not Met	Not Met	Met	Met	Met	Not Met
AMERICAN PREPARATORY ACADEMY - DRAPER #1	2004	100%	0	Met	n/a	Met	Met	Met	Met
AMERICAN PREPARATORY ACADEMY - DRAPER #2	2014	100%	0	Met	n/a	Exceeds	Exceeds	Met	Met
AMERICAN PREPARATORY ACADEMY - DRAPER #3	2015	0%	1	n/a	n/a	Not Met	Far Below	n/a	n/a
AMERICAN PREPARATORY ACADEMY -- SALEM	2007	33%	0	Met	n/a	Not Met	Not Met	Far Below	Far Below
AMERICAN PREPARATORY ACADEMY -THE SCHOOL FOR NEW AMERICANS	2010	75%	0	Met	Not Met	Exceeds	Exceeds	Met	Not Met
ARISTOTLE ACADEMY	2013	0%	1	Not Met	n/a	Not Met	Far Below	Exceeds	Far Below
ASCENT ACADEMIES OF UTAH FARMINGTON	2015	67%	0	n/a	Exceeds	Not Met	Exceeds	Met	Met
ASCENT ACADEMIES OF UTAH WEST JORDAN	2015	67%	0	n/a	Not Met	Met	Met	Met	Met
BEAR RIVER CHARTER SCHOOL	2011	33%	0	Not Met	n/a	Exceeds	Not Met	Not Met	Far Below
BEEHIVE SCIENCE & TECHNOLOGY ACADEMY (BSTA)	2006	50%	0	Met	Met	Not Met	Not Met	Exceeds	Met
CANYON GROVE ACADEMY	2011	33%	2	Met	n/a	Far Below	Far Below	Far Below	Far Below
CANYON RIM ACADEMY	2008	100%	0	Exceeds	Exceeds	Exceeds	Exceeds	Not Met	Met
CHANNING HALL	2007	100%	0	Met	Exceeds	Exceeds	Met	Exceeds	Met
CITY ACADEMY	2001	25%	1	Met	Not Met	Far Below	Not Met	Exceeds	No Goals
CS LEWIS ACADEMY	2008	0%	1	Not Met	n/a	Not Met	Far Below	Far Below	Far Below
DAVINCI ACADEMY	2005	50%	0	Met	Met	Not Met	Not Met	Met	Far Below
DIXIE MONTESSORI ACADEMY	2015	33%	1	Far Below	n/a	Not Met	Met	Exceeds	Far Below
DUAL IMMERSION ACADEMY	2008	0%	2	Far Below	Far Below	Not Met	Not Met	Not Met	Exceeds
EARLY LIGHT ACADEMY AT DAYBREAK	2010	100%	0	Met	n/a	Exceeds	Exceeds	Exceeds	Not Met
EAST HOLLYWOOD HIGH	2005	50%	1	n/a	n/a	Far Below	Met	Not Met	Far Below
ENDEAVOR HALL	2012	25%	0	Met	Not Met	Not Met	Not Met	Not Met	No Goals
ENTHEOS ACADEMY KEARNS	2007	67%	0	Met	n/a	Exceeds	Not Met	Not Met	Far Below
ENTHEOS ACADEMY MAGNA	2013	0%	1	Not Met	Far Below	Not Met	Not Met	Not Met	Far Below
ESPERANZA SCHOOL	2015	25%	3	Far Below	Far Below	Far Below	Met	n/a	n/a
EXCELSIOR ACADEMY	2010	100%	0	Met	Met	Met	Met	Not Met	Met
FREEDOM ACADEMY	2004	100%	0	Met	n/a	Met	Met	Exceeds	Far Below
GATEWAY PREPARATORY ACADEMY	2009	33%	0	Met	n/a	Not Met	Not Met	Exceeds	Far Below
GEORGE WASHINGTON ACADEMY	2007	100%	0	Exceeds	n/a	Met	Met	Exceeds	Not Met
GOOD FOUNDATIONS ACADEMY	2011	25%	1	Met	Far Below	Not Met	Not Met	Exceeds	Far Below
GUADALUPE SCHOOL	2008	50%	1	Not Met	Far Below	Met	Met	Met	Not Met
HAWTHORN ACADEMY	2010	100%	0	Met	Met	Met	Met	Not Met	Exceeds
HIGHMARK CHARTER SCHOOL	2013	100%	0	Met	Met	Met	Met	Met	Exceeds
ITINERIS EARLY COLLEGE HIGH	2005	100%	0	Exceeds	n/a	Met	Exceeds	Met	Exceeds
JEFFERSON ACADEMY	2010	75%	0	Met	Not Met	Met	Met	Met	Not Met
JOHN HANCOCK CHARTER SCHOOL	2003	100%	0	Met	n/a	Exceeds	Met	Not Met	No Goals
KAIROS ACADEMY	2015	0%	2	n/a	n/a	Far Below	Far Below	Met	Far Below
KARL G MAESER PREPARATORY ACADEMY	2008	100%	0	Exceeds	n/a	Met	Met	Not Met	Met
LAKEVIEW ACADEMY	2007	100%	0	Met	n/a	Met	Met	Exceeds	Not Met
LEADERSHIP LEARNING ACADEMY	2014	25%	0	Met	Not Met	Not Met	Not Met	Exceeds	Not Met
LEGACY PREPARATORY ACADEMY	2007	100%	0	Met	n/a	Met	Met	Exceeds	Met
LINCOLN ACADEMY	2006	100%	0	Met	n/a	Met	Met	Met	Not Met
MANA ACADEMY CHARTER SCHOOL	2014	0%	3	Far Below	Far Below	Far Below	Not Met	Not Met	Far Below
MARIA MONTESSORI ACADEMY	2011	75%	0	Met	Not Met	Met	Met	Not Met	Met
MERIT COLLEGE PREPARATORY ACADEMY	2009	100%	0	Met	n/a	Exceeds	Met	Far Below	Far Below
MOAB CHARTER SCHOOL	2005	50%	1	Met	Far Below	Not Met	Met	Far Below	Not Met
MONTICELLO ACADEMY	2007	75%	0	Met	Not Met	Exceeds	Met	Not Met	Far Below
MOUNTAIN HEIGHTS ACADEMY	2010	33%	2	Met	n/a	Far Below	Far Below	Far Below	Not Met
MOUNTAIN WEST MONTESSORI ACADEMY	2015	50%	0	n/a	n/a	Not Met	Met	Exceeds	Met
MOUNTAINVILLE ACADEMY	2007	67%	0	Met	n/a	Met	Not Met	Not Met	Met
NAVIGATOR POINTE ACADEMY	2006	100%	0	Met	Met	Exceeds	Exceeds	Met	Far Below
NO UT ACAD FOR MATH ENGINEERING & SCIENCE (NUAMES)	2005	100%	0	Exceeds	Exceeds	Met	Met	Far Below	Exceeds
NOAH WEBSTER ACADEMY	2007	75%	0	Met	Not Met	Met	Exceeds	Exceeds	Far Below

## 2015 Charter School Performance Standards: School Achievement

		4 Standard Metrics						Fidelity Survey	
School	SY Open	% Met	# Far Below	School Grade	Federal Accountability	Transfer Rate	Retention Rate	Key Elements	School Goals
NORTH DAVIS PREPARATORY ACADEMY	2005	100%	0	Met	Met	Met	Met	Exceeds	Exceeds
NORTH STAR ACADEMY	2006	100%	0	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds
ODYSSEY CHARTER SCHOOL	2006	100%	0	Met	n/a	Met	Met	Not Met	Not Met
OGDEN PREPARATORY ACADEMY	2004	75%	0	Met	Not Met	Met	Met	Met	Not Met
PACIFIC HERITAGE ACADEMY	2013	0%	2	Not Met	Far Below	Far Below	Not Met	Exceeds	Far Below
PARADIGM HIGH SCHOOL	2007	0%	0	Not Met	n/a	Not Met	Not Met	Not Met	Far Below
PINNACLE CANYON ACADEMY	2000	25%	0	Not Met	Not Met	Not Met	Met	Far Below	No Goals
PIONEER HIGH SCHOOL FOR THE PERFORMING ARTS	2013	0%	3	Far Below	n/a	Far Below	Far Below	Not Met	Far Below
PROMONTORY SCHOOL OF EXPEDITIONARY LEARNING	2013	100%	0	Met	n/a	Exceeds	Exceeds	Exceeds	Not Met
PROVIDENCE HALL	2009	75%	0	Met	Not Met	Met	Met	Not Met	Met
QUEST ACADEMY	2009	50%	0	Met	Not Met	Met	Not Met	Met	Exceeds
RANCHES ACADEMY	2005	100%	0	Met	Met	Met	Met	Met	Exceeds
REAGAN ACADEMY	2006	75%	0	Met	Not Met	Exceeds	Met	Exceeds	Met
RENAISSANCE ACADEMY	2007	100%	0	Met	n/a	Met	Met	Met	Not Met
ROCKWELL CHARTER HIGH SCHOOL	2009	67%	0	Met	n/a	Not Met	Met	Far Below	Far Below
SALT LAKE ARTS ACADEMY	2004	100%	0	Met	Met	Exceeds	Exceeds	Far Below	No Goals
SCHOLAR ACADEMY	2015	33%	0	n/a	Not Met	Not Met	Exceeds	Exceeds	Not Met
SOLDIER HOLLOW CHARTER SCHOOL	2000	50%	0	Met	Not Met	Not Met	Met	Exceeds	Met
SPECTRUM ACADEMY - NSL	2007	67%	1	Far Below	n/a	Met	Met	Far Below	Far Below
SPECTRUM ACADEMY - PLEASANT GROVE	2015	50%	1	n/a	n/a	Far Below	Met	Far Below	Far Below
SUMMIT ACADEMY - BLUFFDALE CAMPUS	2015	50%	0	n/a	n/a	Not Met	Met	Not Met	No Goals
SUMMIT ACADEMY - DRAPER CAMPUS	2005	75%	0	Met	Not Met	Exceeds	Exceeds	Not Met	No Goals
SUMMIT ACADEMY HIGH SCHOOL	2011	67%	0	Met	n/a	Not Met	Met	Not Met	No Goals
SYRACUSE ARTS ACADEMY	2007	100%	0	Met	Met	Exceeds	Met	Exceeds	Exceeds
THOMAS EDISON - NORTH	2003	100%	0	Met	Met	Met	Met	Exceeds	Exceeds
THOMAS EDISON - SOUTH	2009	100%	0	Met	n/a	Met	Met	Exceeds	Exceeds
TIMPANOGOS ACADEMY	2003	100%	0	Met	n/a	Met	Met	Exceeds	Exceeds
TUACAHN HIGH SCHOOL FOR THE PERFORMING ARTS	2000	75%	0	Met	Met	Not Met	Met	Met	No Goals
UINTAH RIVER HIGH	2000	0%	1	n/a	n/a	Far Below	Not Met	Far Below	No Goals
UTAH CONNECTIONS ACADEMY	2012	0%	3	Far Below	n/a	Far Below	Far Below	Met	Far Below
UTAH COUNTY ACADEMY OF SCIENCE (UCAS)	2006	100%	0	Exceeds	Exceeds	Met	Exceeds	Not Met	Far Below
UTAH MILITARY ACADEMY	2015	0%	1	n/a	n/a	Far Below	Not Met	Far Below	Far Below
UTAH VIRTUAL ACADEMY	2009	0%	3	Far Below	n/a	Far Below	Far Below	Exceeds	Far Below
VALLEY ACADEMY	2013	25%	1	Met	Not Met	Not Met	Far Below	Not Met	Far Below
VENTURE ACADEMY	2009	75%	0	Met	Not Met	Met	Met	Exceeds	Not Met
VISTA AT ENTRADA SCHOOL OF PERFORMING ARTS AND TECHNOLOGY	2010	100%	0	Met	n/a	Met	Met	Not Met	Not Met
VOYAGE ACADEMY	2014	75%	0	Met	Not Met	Met	Met	Exceeds	Not Met
WALDEN SCHOOL OF LIBERAL ARTS	2005	100%	0	Met	n/a	Met	Met	Far Below	No Goals
WASATCH PEAK ACADEMY	2006	100%	0	Met	Met	Exceeds	Exceeds	Not Met	Met
WEILENMANN SCHOOL OF DISCOVERY	2011	75%	0	Met	Met	Met	Not Met	Not Met	Met
WINTER SPORTS SCHOOL	2015	100%	0	n/a	n/a	Met	n/a	Met	Met
		% Met or Exceeds		80%	42%	59%	69%	55%	39%
		% Not Met		11%	42%	26%	21%	30%	23%
		% Far Below		10%	16%	15%	10%	16%	39%