



Utah Comprehensive Accountability System (UCAS) Framework for Alternative Schools

School: **Horizonte Instructional C, Salt Lake District**

THE UCAS ALTERNATIVE SCHOOLS FRAMEWORK

The UCAS framework for alternative schools draws on key components selected to monitor the academic performance and well-being of students served. These components are: Academic Growth, Attendance, Credit Earning, a Graduation Index and School Climate. An alternative school can earn a total of 1500 points. The maximum points designated to each component are noted below and were allocated based on state-wide input collected from educators, leaders, and stakeholders. Information about how each component is calculated can be found in the accompanying page to this report.

Overall Performance

| | |
|------------------------------|-------------|
| COMPOSITE SCORE | 1116 |
| TOTAL POINTS POSSIBLE | 1500 |

SCHOOL MISSION

Horizonte Instruction and Training Center is a multicultural, ambitiously innovative and comprehensive, multi-campus school serving youth and adults in Salt Lake City. Horizonte operates several different programs under the motto "As Far as the Eye can See, as Far as the Mind can Reach." During a typical school year Horizonte serves about 1100 high school students, 70 intermediate students and more than 2,200 adults of all ages who are pursuing basic literacy, high school diplomas and GED diplomas. In addition, approximately 2,000 persons study English language acquisition in programs offered both day and evening. Horizonte has a strong college and career readiness program implemented through an advisory teacher model in both the youth and adult programs.

| Academic Growth | | | | | | | | | | | |
|---|-------|------------------------------------|----|------------------------------------|-------|-----------------------|-----|----------------|------|--------------|-----|
| | | MGP for AS by Subject | | | | MGP for BP by Subject | | | | | |
| Total Growth Score | 114 | All students (AS) growth score | 74 | AS MGP ELA | 49 | AS ELA N | 154 | BP MGP ELA | 51.5 | BP ELA N | 62 |
| Total Growth Score Possible (300) | 300 | Below proficient (BP) growth score | 40 | AS MGP Math | 30 | AS Math N | 123 | BP MGP Math | 32 | BP Math N | 109 |
| | | | | AS MGP Science | 17 | AS Science N | 34 | BP MGP Science | 17 | BP Science N | 24 |
| Attendance | | | | | | | | | | | |
| Total Attendance Score | 300 | | | Attendance rate | 89.0% | | | | | | |
| Total Attendance Score Possible (375) | 375 | | | N-size for attendance rate | 577 | | | | | | |
| | | | | Attendance improvement | 0.0% | | | | | | |
| | | | | N-size for attendance improvement | 507 | | | | | | |
| Credit Earning | | | | | | | | | | | |
| Total Credit Earning Score | 375 | | | Credit earning rate | 68.0% | | | | | | |
| Total Credit Earning Score Possible (375) | 375 | | | N-size for credit earning rate | 577 | | | | | | |
| | | | | Credit rate improvement | 14.0% | | | | | | |
| | | | | N-size for credit rate improvement | 507 | | | | | | |
| Graduation | | | | | | | | | | | |
| Total Graduation Index Score | 176.8 | | | N-size for graduation index | 436 | | | | | | |
| Total Graduation Index Score Possible (300) | 300 | | | | | | | | | | |
| School Climate | | | | | | | | | | | |
| Total Climate Score | 150 | | | | | | | | | | |
| Total Climate Score Points Possible (150) | 150 | | | | | | | | | | |



Utah Comprehensive Accountability System (UCAS) Framework for Alternative Schools

Explanation of Framework Components

The UCAS framework consists of an overall score and five components: academic growth, attendance, credit earning, a graduation index, and school climate. This page provides an explanation of how each component was constructed and calculated.

Academic Growth (maximum points = 300)

Growth points used in the regular UCAS framework are incorporated into the framework for alternative schools. Up to 100 points are available for below proficient student growth. Up to 200 points are available for the growth achieved by all students. A maximum of 300 points can be earned for this indicator. See the UCAS Framework Guide to review how growth points are calculated for each school with below proficient students, all students, and for schools where a below proficient group is missing. If fewer than 10% of full academic year students at the school have a growth score, the growth score is not reported.

Attendance (maximum points = 375)

- 1) The attendance rate is calculated for students who are enrolled a minimum of 90 days at the school in each year.
- 2) The attendance improvement rate reflects the school level difference between attendance rates for matched students between the current and prior year. Matched students are selected based on whether they were enrolled for a minimum of 90 days in the current year and a minimum of 45 days in the prior year.
- 3) Each school is evaluated on the attendance rate and the attendance improvement rate. A level is determined for each school by the greater value found in either rate (first column in the rubric) or improvement (second column in the rubric). For example, if a school has an attendance rate of 97% and declines by 2%, the school would earn a Level 4. Finally, the UCAS points are assigned to each level in the rubric as follows: Level 1 = 150 points; Level 2 = 225 points; Level 3 = 300 points and Level 4 = 375 points.

| Attendance Rate | Improvement | Level (Points) |
|-----------------|---------------------------|----------------|
| Less than 82% | Decline of 3% or more | 1 (150) |
| 82% to 86% | Decline less than 3% | 2 (225) |
| 87% to 89% | Improvement less than 3% | 3 (300) |
| 90% and above | Improvement of 3% or more | 4 (375) |

Credit Earning (maximum points = 375)

- 1) The credit earning rate is calculated for students who are enrolled a minimum of 90 days at the school in each year. This indicator quantifies the extent to which students successfully complete the courses in which they are enrolled. Credits are computed as credits earned divided by credits attempted.
- 2) The credit earning improvement rate reflects the school level difference between the credit rates earned for matched students between the current and prior year. Matched students are selected based on whether they were enrolled for a minimum of 90 days in the current year and a minimum of 45 days in the prior year.
- 3) Each school is evaluated on the credit earning rate and the credit earning improvement rate. A level is determined for each school by the greater value found in either rate (first column in the rubric) or improvement (second column in the rubric). For example, if a school has a credit earning rate of 85% and improves by 7%, the school would earn a Level 3. Finally, the UCAS points are assigned to each level in the rubric as follows: Level 1 = 150 points; Level 2 = 225 points; Level 3 = 300 points and Level 4 = 375 points.

| Credit Earning Rate | Improvement | Level (Points) |
|---------------------|----------------------------|----------------|
| Less than 70% | Decline of 10% or more | 1 (150) |
| 70% to 79% | Decline less than 10% | 2 (225) |
| 80% to 89% | Improvement less than 10% | 3 (300) |
| 90% and above | Improvement of 10% or more | 4 (375) |

Graduation (maximum points = 300)

For graduation, UCAS points are awarded in proportion to the value of outcomes related to a student exiting from the school. The point values are determined based on policy priorities and on exit codes assigned to students. The table to the right shows the UCAS points associated with each exit code and shows that a maximum of 300 points can be earned by a school.

| Outcome | Points |
|--------------------------|--------|
| Graduate | 300 |
| GED | 250 |
| UCAT | 250 |
| Transfer to Higher Ed | 250 |
| Transfer to Adult Ed | 150 |
| Transfer Within District | 150 |
| Dropout | 0 |

School Climate (maximum points = 150)

Points are assigned to schools based on whether the school has undertaken steps to: 1) evaluate the climate at the school (Y/N); and 2) make adjustments based on the information received.