

Utah's Accountability Technical Manual

Ensuring Compliance with Utah's Every Student Succeeds Act State Plan

UTAH STATE BOARD OF EDUCATION | 2026-2027

Important Note

This Accountability Technical Manual and the resources referenced throughout the document are intended as reference tools to support implementation and understanding of Utah's school accountability system. The manual summarizes applicable state and federal accountability requirements and describes the methodologies, business rules, calculations, and reporting practices used by the Utah State Board of Education (USBE). While this manual is intended to promote consistent interpretation and implementation of accountability requirements, it does not establish policy and should not be interpreted as replacing state or federal law, administrative rule, or USBE-approved guidance.

Although every effort has been made to ensure the information contained in this manual is accurate and complete, it may not address every unique circumstance or scenario. In the event of any conflict between this manual and applicable federal law, state law, administrative rule, or approved accountability plans, the governing authority shall prevail.

This manual is written primarily for educators, school leaders, LEA staff, and other individuals responsible for implementing, reporting, and interpreting accountability data. Additional information regarding school performance, accountability results, and School Report Cards is available through the [USBE Assessment and Accountability website](#) and the [Utah School Report Card website](#). Questions regarding accountability calculations, business rules, reporting methodologies, or interpretation of accountability results should be directed to the USBE Assessment and Accountability section specialists.

This manual is not intended to serve as a comprehensive guide for the collection, coding, submission, correction, maintenance, or management of data within UTREx, Data Gateway, or other USBE data systems. Users are encouraged to consult the appropriate system documentation, reporting guides, and technical resources for detailed information regarding data reporting and submission requirements. Where applicable, links to supporting resources are provided throughout this manual.

The USBE reserves the right to amend, revise, or remove content from this manual as necessary to reflect changes in state or federal requirements, approved accountability plans, administrative rule, or reporting processes. Users should verify they are referencing the most current version of the manual by comparing the publication date in the footer with the version available on the [USBE Accountability webpage](#).

For questions regarding accountability calculations, business rules, reporting methodologies, or the contents of this manual, please contact Brittney Broadhead at Brittney.Broadhead@schools.utah.gov.

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Introduction

The Utah State Board of Education (USBE) makes annual accountability determinations for schools based on measures of student academic achievement, student growth, and equitable educational opportunity. While accountability systems are intended to measure the impact of schools on student learning reliably, they must also:

- Establish transparency in school performance for parents, communities, and policymakers
- Enable the continuous improvement of teaching and learning for schools
- Meaningfully differentiate the performance of schools
- Make accurate determinations for schools in need of additional support

[Utah Code 53E-5-2](#) establishes the framework for the school accountability system. It requires the USBE to publish school performance indicators. This document, the *Utah Accountability Technical Manual*, provides technical details regarding the indicators of school accountability, methodologies, calculations, and business rules used to calculate school accountability indicators, and is intended for educators, parents, and other stakeholders. The Utah Accountability Technical Manual is intended to be used in conjunction with Utah's Consolidated Every Student Succeeds Act (ESSA) State Plan.

Key Updates for 2026-2027

- An [Important Note](#) has been added describing the purpose, authority, and use of this manual.
- Citations and references to Utah's Revised ESSA State Plan, ESEA, Utah Code, Administrative Rule, and supporting technical resources have been added and linked throughout the manual.
- Approved General [English Learner](#) growth tables and methodology have been added, along with Alternate English Learner Exit Criteria and Alternate ACCESS growth methodology.
- [School Report Card guidance](#) has been expanded to include information regarding data sources, attendance, English Learner Progress, Postsecondary Readiness, and business rules that may affect reported results.
- Additional guidance has been added to explain why data reported on the [School Report Card may differ from local reports and data systems](#).
- [School improvement sections](#) have been updated to align with Utah's Revised ESSA State Plan and current identification, entry, and exit requirements.
- Appendix organization has been revised to improve navigation and usability, and supplemental accountability resources have been linked.
- [Participation Codes and tables](#) were added or updated to provide greater specificity regarding accountability and reporting.
- [Student Growth Percentile \(SGP\)](#) resources have been updated to include additional information regarding median growth percentiles and interpretation of growth results.
- Early Literacy reporting guidance has been updated to reflect [Senate Bill 241](#).
- Additional explanations, examples, and citations have been included throughout the manual to support interpretation of accountability calculations, business rules, and reported results.

Chapter 1: Accountability System Purpose

The passage of the [Every Student Succeeds Act](#) in 2015 marked the beginning of a new development cycle for accountability systems. States have been given the opportunity to revise and redesign accountability systems that have been part of the [Elementary and Secondary Education Act](#) since the passage of the [No Child Left Behind](#) (NCLB) Act. This opportunity enables states to reinforce the connection between accountability systems and school improvement systems, while strengthening the coherence of these systems with a state's broader priorities and theories of action, and driving systems for ongoing continuous improvement.

Theory of Action

State accountability systems establish a set of principles to drive improvement in schools and districts/Local Educational Agencies (LEA). A well-established theory of action for accountability systems can leverage and incentivize behaviors that improve outcomes for students and facilitate equitable access to high-quality educational opportunities. Theories of action can emphasize and prioritize the underlying principles for decision-making, such as providing timely, transparent data to spur action, increasing focus on college-and-career-readiness, distinguishing performance to target supports to the students most in need, and fostering innovation and continuous improvement ([D'Brot, Keng, & Landl, 2018](#)). These principles focus on the entire cycle of the system, including accountability as a driver for school improvement and ongoing continuous improvement.

It is critical to understand the complementary roles that accountability and school improvement play. The support and progress monitoring associated with a state's support system should be used to understand whether the identification system is sending the right signals, prompting effective questioning, and eliciting the intended behaviors among Local Educational Agencies (LEAs) and schools. The information gleaned from the support and monitoring states delivered through their accountability systems can then be used to confirm identification decisions for school improvement or refine school practices ([D'Brot & Keng, 2018](#)).

Utah's Accountability System

Utah's Accountability system is designed to encourage schools to engage in processes that support student performance, emphasize student growth, and improve opportunities for students to access instruction through supportive learning environments. The intended outcomes are to simultaneously communicate performance to schools, inform school-level decisions such as program, policy, or instructional decisions, and accurately identify those schools in the state that require targeted or comprehensive school improvement under Title I and State School Improvement.

One objective of accountability systems is to support educators in making critical programmatic and instructional decisions that improve student growth and learning outcomes. The implementation of [S.B. 220](#) and ESSA provided Utah with an opportunity to redesign its accountability system to better support these objectives. By aligning state and federal accountability requirements, Utah established a

unified accountability system that has been used to meet both state and federal requirements since the 2017–18 school year (SY).

Utah's accountability system includes multiple indicators of school performance designed to expand the definition of successful schools and measure a broader range of ways schools support students. These indicators include: (1) English Learner Progress (ELP); (2) growth of the lowest-performing 25 percent of students; (3) postsecondary readiness through successful participation in Advanced Placement (AP), Concurrent Enrollment, International Baccalaureate (IB), and Career and Technical Education (CTE) pathways; and (4) the five-year graduation rate. Together, these indicators emphasize and incentivize schools to provide high-quality, equitable educational opportunities for all students.

In addition to achievement, Utah's accountability system places a strong emphasis on student growth and other indicators that are not directly tied to state summative assessment results. The system continues to reflect Utah's theory of action that: (1) accountability indicators provide fair and accurate information for parents; (2) the accountability system accurately measures school performance to inform instructional decision-making; and (3) the accountability system meaningfully differentiates among schools to identify those most in need of additional support ([D'Brot & Keng, 2018](#)).

Utah continually evaluates and refines these indicators to ensure the accountability system remains aligned with state priorities, supports educational equity, and provides meaningful information to educators, families, and policymakers.

Chapter 2: Utah’s School Accountability System

Utah has defined indicators of school accountability that support student learning and school improvement to align with Utah’s Theory of Action. Elementary and middle school performance is measured by indicators of academic achievement, academic growth, English Learner Progress, and growth of the lowest performing 25% of students. High school performance is measured by the same set of indicators and, in addition, indicators of postsecondary readiness (Figure 3, p. 14). Each of these indicators has an assigned number of points possible, a policy weight reflective of system values, and meaningfully differentiates levels of school performance ([Reyna, 2016](#); [ESSA: Utah’s State Plan, 2025](#))

Elementary and middle schools can earn up to 150 points for school accountability, while high schools can earn up to 225 points. If a school has fewer than 10 students in any indicator, the points for that indicator are removed from the school's total possible points. The percentage of total points earned is used to: (1) reflect overall school performance; (2) designate the lowest-performing Title I schools for support and improvement; and (3) target school improvement based on consistently underperforming student groups within a school. Although the Utah Legislature suspended the assignment of overall letter grades for SY 2018–19 and SY 2019–20 during the 2020 legislative session ([H.B. 308, School Grading Modifications](#)), the underlying accountability system and indicators continued to be used to evaluate school performance and identify schools for support and improvement. The following sections describe: (1) how statewide assessments are incorporated into accountability determinations and (2) each indicator used in accountability calculations and the methodology for calculating each measure.

Table 1: Points and weighting of indicators for elementary/middle schools

Indicator	Points	Percentage of Total
Achievement	56	37%
Growth	56	37%
EL Progress	13	9%
Growth of Lowest Performing 25%	25	17%
Total	150	100%

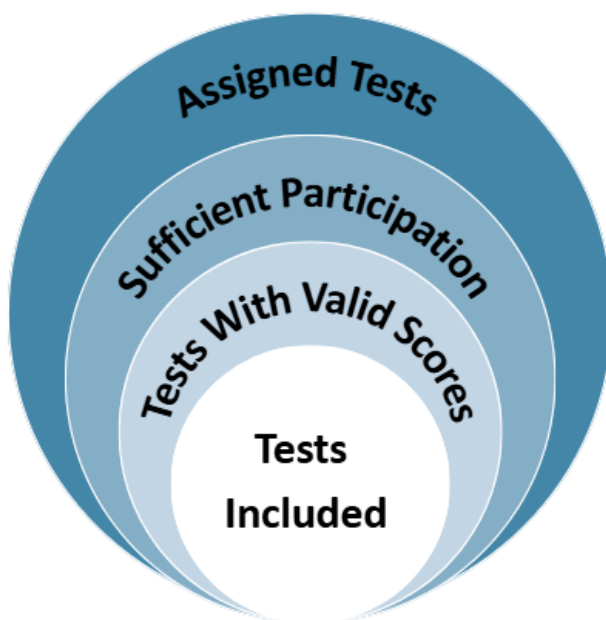
Table 2: Points and weighting of indicators for high schools

Indicator	Points	Percentage of Total
Achievement	56	25%
Growth	56	25%
EL Progress	13	6%
Growth of Lowest Performing 25%	25	11%
Postsecondary Readiness	75	33%
Total	225	100%

Part I. Statewide Tests Included in Accountability

This section describes which statewide assessments are used in participation and accountability determinations. Not all assessments administered to students are included. For an assessment to be considered in accountability calculations, four criteria must be met: (a) the student was assigned the summative assessment, (b) participation requirements were met, (c) a valid score was obtained, and (d) the score qualifies for use in accountability calculations (see Figure 2). Data collected by the USBE from LEAs through the [Utah eTranscript and Record Exchange](#) (UTREx; see [Appendix A](#)) and Participation Codes (see [Appendix B](#)) are used to determine whether these criteria have been met.

Figure 1: Test Inclusion in Accountability



A. Assigned Tests

Students in grades 3–10 participate in the RISE assessment system. Because RISE assessments are course-based, students are assigned assessments according to their enrolled course rather than their grade level. To be assigned the appropriate assessment, students must:

- Be enrolled in a Utah public school
- Be enrolled for a Full Academic Year (FAY; enrollment in the same school for at least 160 days)
- Be enrolled in a course with a [core code](#) that is associated with a statewide assessment (e.g., ELA, math, or science), as reported by the LEA through UTREx
- Complete the course instruction before testing

***Note:** Courses that conclude prior to the statewide testing window, including courses completed through accelerated instruction, remain subject to statewide assessment requirements. Students enrolled in these courses are expected to participate in at least one assessment associated with the subject area in a single year (see Test Status section p. 14).*

B. Participation

For a student to be considered a participant, the student's test score must meet the minimum requirements for a *sufficient response*. Students must attempt six or more items to meet the minimum participation requirement.

Not all students will begin or complete assigned tests. Participation codes are used to document why a student did not participate in an assigned assessment or participated in a non-standard way. Examples include parental exclusion, student refusal, health emergencies, English learner exemptions, test interruptions, and other approved circumstances. See [Appendix B](#) for complete participation code definitions, reporting rules, and usage requirements.

In most cases, if a student's test meets the criteria for a sufficient response, but a participation code indicates that the student did not participate, the student's test is re-coded as "Standard Participation" (participation code 200) and is included in the participation rate and accountability calculations for the school. Cases where this practice is not used and excludes students from being counted in participation include:

- The student has a valid test score, but the student's participation code indicates that the student's parent or guardian requested parental exclusion
- A student's participation code indicates the student did not test, AND the student's test does not meet the criteria for a sufficient response
- The student transferred to another school during the testing window, or before the school had a reasonable opportunity to administer the assessment (112), but has a sufficient response

The following formula is used to calculate the participation rate for schools and LEAs:

$$\text{Participation Rate} = \frac{\text{Number of test participants}}{\text{Participants} + \text{required nonparticipants}}$$

In accordance with [Utah's ESSA Plan](#), each school's and LEA's participation rate is published on the

Utah School Report Card. Reported participation rates exclude students covered by parental exclusion provisions ([R277-404](#)) and other participation codes that remove students from participation calculations. For accountability purposes, the achievement indicator applies the ESSA 95 percent participation requirement by including non-participating students in the denominator until the 95 percent threshold is met ([ESEA section 1111\(c\)\(4\)\(E\)\(ii\)](#)). These students are assigned a score of zero, which may adversely affect the LEA's overall accountability rating.

C. Valid Scores

A student may be counted as a participant without having a valid score for accountability purposes. For an assessment result to be included in accountability calculations, the student must: (1) meet participation requirements, (2) respond to at least 85 percent of the assessment items, (3) have a test record that has not been invalidated through the testing platform or a participation code, and (4) take an assessment that is considered on- or above-grade level for the student.

Students who meet the minimum criteria for participation but respond to fewer than 85 percent of assessment items are included in participation rate calculations; however, their scores are excluded from accountability indicator calculations.

To ensure the integrity of assessment data, USBE matches student assessment records to schools using State Student Identification Numbers (SSIDs) and enrollment information reported through UTREx. Data validation procedures consider student enrollment, student identification on the test date, grade level, and the subject assessed.

D. Test Scores Used in Accountability Calculation

Test scores included in school accountability calculations must meet the assigned tests, participation, and valid score requirements described above. These test scores are used to calculate each applicable indicator and the total points possible for the school.

E. Special Considerations for Tests Included in Accountability

Several factors, including the number of tests (i.e., n size), test status, invalidated tests, and alternate assessments, determine whether and how a score is included in accountability calculations.

1. **Year of Operation.** Elementary and Middle schools in their first year of operation may request an exemption from accountability to establish a performance baseline. High schools may request an exemption for their first two years of operation ([ESSA: Utah's State Plan, 2025, p. 39](#)). To request this exemption, please complete the [School Accountability Exemption Request](#) form and send it to Aaron Brough, Director of Data and Statistics (Aaron.Brough@schools.utah.gov), by August 1st annually.
2. **N-Size.** Utah defines a minimum number of students, or n-size, of 10 in accountability calculations to ensure maximum visibility of student groups while protecting student privacy and maintaining reliability ([ESSA: Utah's State Plan, 2025, p. 21](#)). The National Center for Educational Statistics indicates that a minimum n-size of 10 is acceptable when applying a

population perspective to statistical soundness ([NCES, 2010](#)). Utah recognizes that protecting the privacy of students and personally identifiable information is of the utmost importance. Utah ensures that the minimum n-size sufficiently protects personally identifiable information by utilizing a system of primary and complementary controls to safeguard the information. A minimum n-size of 10 student tests allows the accountability system to maximize the number of indicators that can be calculated for a school and for the performance of a student group while maintaining statistical soundness and protecting student privacy ([ESSA: Utah's State Plan, 2025, p. 22](#)).

3. **Test Status.** The USBE receives test status information from the test vendor, which describes what occurred during each testing session. A testing session occurs each time a student logs in to take the test, regardless of whether they complete it, attempt it, or do nothing other than log in to the system. These data are crucial in determining which tests are viable, especially in cases where the same student has multiple test sessions on the same test.

Only one score per subject can be included for a student in a single year. Students who complete two courses in the same subject in a single year are required to complete only one subject area test in that single year. Students will take the test associated with the more advanced course.

4. **Invalidated Tests.** When a test is deemed *invalid* by the LEA or the USBE, the test status is flagged with the corresponding participation code (213, 214, 216, or 303; see [Appendix B](#)). Invalid tests are excluded from participation, achievement, and growth calculations.

Tests should be considered invalid under very rare circumstances, such as when an incorrect test is given, a test is determined invalid due to an inappropriate or unstandardized administration/ethical violation, or a student is caught cheating. For more information on standardized testing procedures and invalidation, please reference the test administration manual for each specific assessment.

5. **English Learners.** With the approval of [Utah's 2023 ESSA Consolidated State Plan](#), Utah began assessing *all* English learners (ELs) in English Language Arts, mathematics, and science, beginning in their first year of enrollment, except for recently arrived students who first enroll in the U.S. on or after April 15th of the current school year. EL students who enroll after April 15th may participate in statewide assessments but are not required to do so.

Since the 2023-2024 school year, Utah has implemented the exception available under [ESEA section 1111\(b\)\(3\)\(A\)\(ii\)](#) for accountability purposes as follows:

- a. **First year of enrollment:** ELs are assessed in all required subjects; however, their scores are excluded from achievement and growth calculations. Assessment results are used to establish a performance baseline and are included in participation calculations only.
- b. **Second year of enrollment:** ELs are assessed in all required subjects, and their scores are included in growth and participation calculations.

- c. **Third year of enrollment and beyond:** ELs are assessed in all required subjects, and their scores are included in achievement, growth, and participation calculations ([ESSA: Utah's State Plan, 2025, p. 21](#)).

6. **Alternate Assessments.** Utah uses the Dynamic Learning Maps (DLM) alternate assessment for English language arts, mathematics, and science. The DLM is administered to students with the most significant cognitive disabilities, whose individualized education program (IEP) team has determined that participation in a general statewide summative assessment, even with allowed accommodations, is not appropriate. If the IEP team determines that participation in DLM is necessary, the decision must be documented in the student's IEP (See [Utah Alternate Assessment Participation Guidelines; R277-705-2\(15\)](#).)

The following process is used to incorporate DLM assessment results into accountability calculations:

- The LEA marks students with the most significant cognitive disabilities using the 1% flag within UTREx; these students will be rostered to take DLM.
- The LEA administers the DLM.
- DLM scores are delivered directly to the USBE.
- The USBE merges DLM scores with student enrollment information from UTREx.

For a DLM test to be included in participation, the following business rules apply:

- Students must have been enrolled for the full academic year (FAY).
- If a student was not flagged as 1% at any point during the school year, as indicated by data submitted to the USBE through UTREx, the student is not eligible to take the DLM (see [Utah Alternate Assessment Participation Guidelines](#)).
 - In these cases, they are considered eligible for RISE and count in participation rates and accountability calculations.
- If a student took both the DLM and RISE, the RISE score is used for accountability purposes in participation and achievement.
- If a student was expected to test but does not have a RISE, or DLM test record and no participation code, the USBE applies the participation code 101, "did not test" (see [Appendix B](#)). The test counts in participation and accountability calculations.
- In very few cases, if a student has a DLM test record and the 1% flag cannot be verified through a SCRAM record or UTREx submission, the test score is removed.

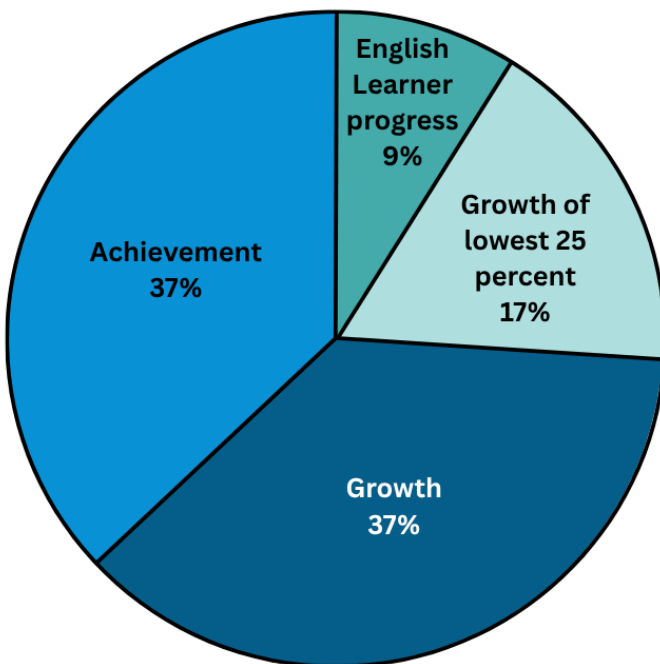
For additional information regarding DLM participation requirements, assessment administration, accessibility supports, and aligned alternate assessments, see [Utah's Alternate Assessments Chart](#), the [Utah Alternate Assessment Participation Guidelines](#), and the [Utah Accessibility, Accommodations, and Participation Policy 2025-2026](#).

Part II. Accountability Indicators

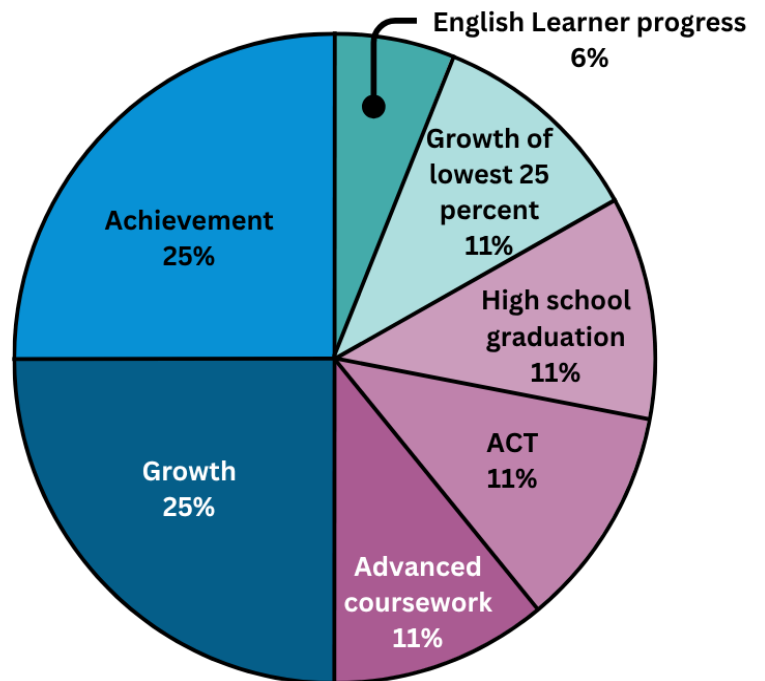
Each indicator of school performance is assigned points and a weight according to state policy ([Utah Code 53E-5-2](#)). These points are summed up to determine an overall score. This total score is intended to represent a school's performance across the spectrum of accountability measures, summarizing its overall performance. This section describes each indicator used in Utah's accountability system, along with the method for calculating each indicator.

Figures 2 and 3: Summary of points and weighting of indicators for elementary, middle, and high schools in Utah

ELEMENTARY AND MIDDLE SCHOOLS



HIGH SCHOOLS



A. Achievement

The academic achievement indicator for all schools is based on the annual statewide administration of a standards-based assessment for each respective grade span. Utah administers standards-based assessments to all students statewide in grades 3 through 10 to measure academic achievement in the areas of English language arts (ELA), mathematics, and science. For students with the most significant cognitive disabilities, DLM is used as the annual assessment for reading/language arts, mathematics, and science.

Academic achievement accounts for a total of 56 points in school accountability, representing 37% of the possible points for elementary and middle schools and 25% of the possible points for high schools. Points are allocated to schools for achievement in proportion to the percentage of the school's students who score proficient or above (i.e., RISE proficiency level of 3 or 4) on the regular or alternate statewide assessment in each subject.

To be included in the Achievement indicator, students must:

- Have taken the test in the current school year
- Have a proficiency level score
- Be enrolled at the school for the full academic year (160 days minimum)

The following formula is used to calculate the achievement points for schools and LEAs:

$$\text{Achievement Points} = \left(\frac{\text{Number of proficient scores}}{\text{Total number of scores}} \right) \times 56$$

One-third of the points (18.6667) will be awarded for each of the three subject areas: ELA, math, and science. These points will then be summed to yield a total of 56 points possible for achievement. If there are fewer than 10 students tested in any given subject area, across all grades, that subject will not be included in the calculation. The points for that subject will be equally redistributed to the remaining subject(s) that have 10 or more tests. If there are fewer than 10 tests in all three subject areas, across all grades, the school will not receive points for Achievement. In these cases, the points for Achievement will be removed from the total points possible for the school.

B. Growth

Independent from student achievement, which captures student performance in a single year, the student growth indicator measures a school's performance as the rate of increase in students' academic progress, regardless of their present level of proficiency, over time. Recognizing a school's success in producing sizable student performance gains encourages schools to focus their efforts on making academic progress and to distribute their effort broadly across the entire student body, or to focus on consistently underperforming student groups. Academic Growth has a total of 56 points possible in school accountability, accounting for 37% of the total points possible for elementary and middle schools, and 25% of the total points possible for high schools.

To be included in the Growth indicator, students must:

- Have a valid statewide assessment score and Student Growth Percentile (SGP; see [Appendix C](#)) from the current school year,
- Have an SGP from the prior year, regardless of where they were enrolled, and,
- Be enrolled in the school for the full academic year (≥ 160 days) in the current school year.

It's important to note that student growth is not calculated for the Dynamic Learning Maps (DLM) alternate assessment.

$$\text{Growth Points} = \left(\frac{\text{Summed weights for all students and subjects}}{\text{Total number of scores}} \right) \times 56$$

One third of the points (18.6667) will be awarded for each subject area: ELA, math, and science. These points are then summed to yield a total of 56 possible points. If any subject (ELA, math, or science) has

fewer than 10 students tested, that subject will be excluded from the calculation. In these cases, points will be redistributed equally to the subject(s) with a sufficient number of tests. If all three subject areas have fewer than 10 tests, then the school will not receive points for Growth. In these cases, the points for Growth will be removed from the total points possible for the school.

Indexing of Points for Growth. In 2019, [S.B. 220](#) defined student growth in the Utah accountability system. This legislation states:

For the purpose of determining the amount of a student's growth on a statewide assessment compared to other students with similar prior assessment scores, the state board shall calculate growth as a percentile for a student using appropriate statistical methods.

Operationalizing this definition requires the use of Student Growth Percentiles.

SGPs are used to determine the *amount* of growth students make on a statewide assessment compared to their academic peers – those students who had similar performance on statewide assessments in previous years ([Betebenner, 2011](#)). The SGP describes how typical or atypical a student's growth is by examining the student's current achievement relative to that of their academic peers. This score is reported as a percentile on a scale from 1-99 (see [Appendix C](#)).

Growth is calculated by assigning a point weight between 0 and 1 based on the student's growth, as indicated by their Student Growth Percentile. Each student will receive a relative point weight using the following index:

Table 3: Point weight index for Growth based on SGP

Student Growth Percentile	Point Weight
≥80	1.0
60-79	0.75
40-59	0.5
20-39	0.25
0-19	0.0

The summed point weights for all students are divided by the total number of tests to calculate a weighted performance percentage. This percentage is then multiplied by the maximum points available for the subject area to determine the number of accountability points awarded to the school.

C. Growth of the Lowest Quartile

The Growth of the Lowest Quartile (GLQ) Indicator measures the academic growth of students in the lowest performing 25% of school's student population. Students are identified annually using statewide assessment results from the previous school year. This indicator is intended to promote equitable educational opportunity, as required by [Utah Code 53E-5-205\(3\)\(a\)](#) ([ESSA: Utah's State Plan](#),

[2025, pp. 28-29, 37-38](#)), by focusing attention on students with the greatest academic support needs. A school must have at least 10 students in the lowest quartile group with valid test results for the indicator to be calculated.

To be included in the GLQ group, a student must:

- Have a valid statewide assessment score and an SGP for the current school year
- Have a prior year score that can be used to calculate an SGP, regardless of where the student was enrolled
- Fall within the lowest performing 25% of students in the school based on prior year scores
- Be enrolled in the school for the full academic year (≥ 160 days) in the current school year

There are 25 possible points for the Growth of the Lowest 25% indicator. All tests in all subject areas (ELA, math, and science) are combined to calculate this indicator. If there are fewer than 10 student tests in the lowest quartile group, the school will not receive points for this indicator, and the 25 points possible for Growth of the Lowest Quartile will be removed from the total points possible for a school.

The GLQ indicator is based solely on SGPs ([ESSA: Utah's State Plan, 2025, pp 28-29](#)). Students in the GLQ group with an SGP of 40 or higher are considered to have demonstrated sufficient growth. The percentage of students meeting this threshold is calculated by dividing the number of students with an SGP of 40 or higher by the total number of students in the GLQ group. This percentage is then multiplied by 25, the maximum points available for the indicator, to determine the points awarded to the school.

$$\text{Growth of the Lowest Quartile Points} = \left(\frac{\text{LQ students with SGP of } \geq 40}{\text{All students in the LQ group}} \right) \times 25$$

D. English Learner Progress

Utah's accountability system includes an indicator of English Learner Progress (ELP). This indicator measures EL students' academic language development and proficiency in English. Utah uses the WIDA ACCESS suite of assessments to measure the ELP indicator. This assessment measures academic language development across the domains of reading, writing, listening, and speaking, and uses a 1-6 scale to indicate overall academic language ability, as well as within each of these language domains ([ESSA: Utah's State Plan, 2025, pp. 30-31](#)). The EL Progress indicator is calculated based on both student progress toward English language proficiency and the students who have reached English language proficiency.

The ELP indicator is included in a school's accountability calculation when at least 10 English Learners have WIDA ACCESS assessment results in both the current and prior year ([ESSA: Utah's State Plan, 2025, pp. 21-22, 37](#)). If a school has fewer than 10 EL students with scores in both years, the school does not receive points for the ELP indicator, and the 13 points possible for the indicator are removed from the overall points possible for the school.

General ELP Exit Criteria

WIDA ACCESS assessments that can be used to determine the General EL Exit Criteria are:

- ACCESS Online (grades 1-12)
- Kindergarten ACCESS
- Large Print or Braille ACCESS (grades 1-12)
- Paper ACCESS (grades 1-12)

Utah defines General English proficiency, or exit criteria, as earning an Overall Composite score of 4.2 or greater and a Speaking domain score of 3.5 or greater, as measured by the WIDA ACCESS assessment, which is administered annually to all English learners in the state ([ESSA: Utah's State Plan, 2025, p. 30](#)). *

**Note: These exit criteria were established in 2022-2023. Prior to 2022-2023, the exit criteria was an Overall Composite score of 5.0. Students who exited EL status under the previous criterion remain exited and should continue to be monitored accordingly. Beginning August 2023, only the revised exit criteria may be applied; the previous and current criteria may not be combined when determining English Learner status.*

Determining Adequate Progress toward General English Language Proficiency

Utah establishes annual growth targets for each EL student to determine whether the student is making adequate progress toward academic English language proficiency. Consistent with the approved ESSA State Plan, the growth targets are based on:

- The student's initial ELP level in the year of identification; and
- The amount of time the student has been enrolled in Utah schools while receiving supportive instruction in English Language Development and grade-level content ([ESSA: Utah's State Plan, 2025, p. 30](#)).

Annual growth targets are designed to determine the expected change in a student's composite proficiency level as measured by the WIDA ACCESS assessment. All EL students are initially placed on the K-12 Overall Adequate Growth Table (Table 4). If a student reaches an Overall Composite score of 4.2 or higher but has not yet reached the required Speaking score of 3.5, the student's progress will be measured using the K-12 Speaking Adequate Growth Table (Table 5) until they reach both criteria to be considered proficient and exit EL status.

A student's initial WIDA ACCESS proficiency level establishes the baseline score. The baseline score determines the student's progress targets for subsequent years. Students remain within the same target pathway established by their baseline proficiency level until they attain English language proficiency. See [Appendix D](#) for examples of how ELP growth targets are determined as well as unique EL student situations.

Table 4: Grades K-12 EL Overall Adequate Progress Targets

Baseline ELP Level	1 year in program	2 years in program	3 years in program	4 years in program	5 years in program	6 years in program
1.0 - 1.9	+ 1.0	+ 0.6	+ 0.7	+ 0.5	+ 0.3	+ 0.1
2.0 - 2.9	+ 0.7	+ 0.4	+ 0.5	+ 0.3	+ 0.2	+ 0.1
3.0 – 4.1	+ 0.4	+ 0.1	+ 0.3	+ 0.2	+ 0.1	+ 0.1

Table 5: Grades K-12 EL Speaking Adequate Progress Targets (Speaking Target 3.5)

Baseline ELP Level	1 year since overall composite target met or exceeded	2 years since overall composite target met or exceeded	3 years since overall composite target met or exceeded
Current Speaking score, once 4.2 Overall Proficiency attained	+ 0.3	+ 0.2	+ 0.1

Alternate ELP Exit Criteria

The only WIDA ACCESS assessment that can be used to determine the Alternate ELP Exit Criteria is Alternate ACCESS.

For EL students with the most significant cognitive disabilities annually taking WIDA Alternate ACCESS, Utah defines ELP through one of two pathways:

1. Overall Composite Score of 5 (Automatic Exit);
OR
2. At the discretion of the LEA, May exit, at the discretion of the LEA, in consultation with the IEP team (which must include the LEA or School EL specialist), a student may exit by earning:
 - a. an Alternate ACCESS Overall Composite score overall proficiency of 4; and
 - b. an overall proficiency score of a 4 on the DLM English Language Arts alternate state content summative assessment ([ESSA: Utah's State Plan, 2025, p. 32](#)).

Note: These alternate exit criteria were established in 2025-2026. Prior to 2025-2026, Utah did not have an approved alternate English learner exit criteria. Students in grades K-3 may only exit EL status by earning an Alternate ACCESS Overall Composite Score of 5, as those grades do not participate in the DLM assessment. Students that took the Alternate ACCESS during the 2025-2026 school year may be considered for exit. Alternate ACCESS scores from 2024-2025 cannot be used when considering exit, but those scores will be used to calculate growth as a baseline.

Determining Adequate Progress toward Alternate English Language Proficiency

Individual annual growth targets for determining alternate adequate progress toward ELP are set to determine the change expected annually in each EL's composite scale score level (comprised of speaking, listening, reading, and writing) on the annual state-approved alternate ELP assessment (Table 6).

Students taking the state-approved alternate annual ELP assessment, Alternate ACCESS, will be considered to be making adequate progress if they meet the uniform growth target of 3 scale score

points each year ([ESSA: Utah's State Plan, 2025, p. 32](#)).

Table 6: Grade K-12 Alternate ELP Uniform Growth Progress Target

Growth Target for Alternative ELP Assessment
+ 3 scale score points per year

Calculating the ELP Indicator

The percentage of points for a school is determined by the number of current EL students who meet or exceed their adequate progress target (APT) OR reach proficiency (on any general or alternate ACCESS test) divided by the total number of EL students in the school. This percentage is multiplied by the 13 points possible for this indicator to determine the number of points allocated to a school:

$$\text{Points} = \left(\frac{\text{Number of ELs making adequate progress} + \text{ELs reaching proficiency}^*}{\text{Total number of current EL students} - \text{first-year ELs}^{**}} \right) \times 13$$

****Note:** ELs reaching proficiency are defined as students who reach proficiency but are not in their baseline (first) year.*

*****Note:** First Year ELs are defined as students who have taken WIDA ACCESS once in their current EL identification. The initial WIDA ACCESS score is used to establish a baseline. EL students in their first year of identification are excluded from this calculation as they lack a prior-year score.*

Additional Note on EL students in Accountability

Utah’s ESSA plan requires exited EL students to be monitored for four years after reaching proficiency. It also allows for these former EL students to be included in accountability calculations for the EL student group for each indicator, except for English Learner Progress, which only includes current EL students. Historically, EL students have been removed from the EL student group as they reach proficiency, effectively removing those students who successfully attain English from any student group analysis. This practice disproportionately skews the performance of the EL student group. By including both EL students and former EL students (up to four years after they reach English fluency) in the EL student group for accountability calculations and reporting of performance, the EL group is more fairly represented, providing more stable and equitable calculations of the English learner performance¹.

E. Postsecondary Readiness

Postsecondary readiness accounts for 75 points, or 33%, of the total points possible for high schools. Postsecondary readiness is comprised of three sub-indicators: graduation rate, ACT performance, and successful participation in advanced or college and career coursework. Each sub-indicator is worth 25 points, or 11%, of the total points for high schools ([ESSA: Utah's State Plan, 2025, pp. 34-35, 37-38](#)).

¹ Inclusion of English learners in monitoring status in disaggregated data began in 2018, with the approval of [Utah’s ESSA Consolidated State Plan](#).

1. Graduation rate (25 points). Graduation Rate is an indicator of postsecondary readiness and is calculated using the federal four- and five-year adjusted cohort graduation rates ([ESSA: Utah's State Plan, 2025, pp. 29-30](#)). If there are fewer than 10 graduates in a cohort, graduation points are removed from the school's total possible points, which adjusts the total points available for Postsecondary Readiness.

Students are assigned to a graduation cohort when they first enroll in ninth grade and are expected to graduate within four years. For example, students who first enter ninth grade during the 2024-2025 school year are assigned to the cohort expected to graduate by the end of the summer of 2028.

LEAs report final graduation rates each October following the close of the graduation cohort year. Because final graduation rates are not available when accountability calculations are performed, the graduation indicator uses rates from the previous school year ([ESSA: Utah's State Plan, 2025, p. 30](#)). For example, accountability calculations for the 2022-2023 school year used graduation rates from the 2021-2022 school year. Because five-year graduation rates require an additional year of data collection, they are incorporated with a two-year delay.

Points for graduation are awarded in proportion to the percentage of students who graduate within four years. Up to 10 percent of the points possible for graduation may be awarded for students who graduate in five years² (2.5 out of 25 points) to recognize schools that continue to work with students who do not meet graduation requirements in four years ([ESSA: Utah's State Plan, 2025, pp. 29-30](#)).

$$\text{Points} = ((4 \text{ year graduation rate } \% \times 22.5) + (5 \text{ year graduation rate } \% \times 2.5)) \times 25$$

Some schools may not have a valid five-year graduation rate due to n-size requirements. In these cases, all graduation points are allocated to the four-year graduation rate. The method for allocating points between the four- and five-year graduation rates ensures that schools receive appropriate credit for both indicators and cannot earn more than the 25 total points available for the Graduation Rate indicator.

Students are included in graduation rate calculations according to the following business rules:

- If a student graduates earlier than their cohort, they are considered a graduate.
- If a student never graduates, graduates after the fifth year, or is considered an “other completer,” they are counted as a non-graduate.
- Unless otherwise specified below, the last school in which a student is enrolled is considered the school of graduation for accountability purposes.
- If a student attends two schools in their final year and one school graduates the student while the other does not, then the school from which the student graduated is considered the school of graduation for accountability purposes.
- If neither school graduates the student, then the school with the latest exit date is accountable for the student’s graduation.
- Students who continue receiving special education services beyond their four-year cohort and

² State law authorizes the USBE to award up to 10 percent of the points allocated for high school graduation to a school for the five-year cohort graduation rate ([UCA Section 53A-1-1108](#), as in effect November 1, 2017).

pursue an Alternate Diploma based on alternate academic achievement standards will have their graduation cohort adjusted.

- If a student graduates with an Alternate Diploma, they are counted in the 4-year graduation rate in the year they receive the Alternate Diploma.
- If a student does not return to school to complete the Alternate Diploma, they are counted as a non-graduate in the year they do not re-enroll ([ESSA: Utah's State Plan, 2025, p. 30](#)).

2. ACT (25 points). Points are awarded in proportion to the percentage of students who earn a composite ACT score of 18 or higher on the grade 11 administration of the ACT ([ESSA: Utah's State Plan, 2025, pp. 34-35](#)). The ACT indicator is worth 25 points and is calculated using results from the year in which the assessment was administered ([ESSA: Utah's State Plan, 2025, pp. 37-38](#)).

$$\text{ACT Points} = \frac{\text{Number of students with a composite score} \geq 18}{\text{Total number of ACT scores}} \times 25$$

A school must have at least 10 ACT scores to calculate the ACT indicator. If there are not at least 10 ACT scores for a given year, the 25 points possible for ACT will be removed from the total points possible for a school.

***Note:** Beginning with spring 2026 testing, ACT changed the calculation of the ACT Composite score reported to students. The new ACT Composite score is calculated using English, Mathematics, and Reading (EMR), whereas the historical ACT Composite score included English, Mathematics, Reading, and Science (EMRS). For accountability purposes, Utah will continue to use an EMRS composite score to maintain consistency with prior years and ensure continuity in accountability reporting.*

3. Readiness Coursework (25 points). Readiness Coursework is an indicator of equitable access to advanced coursework and college- and career-readiness opportunities for high school students ([ESSA: Utah's State Plan, 2025, pp. 34-35](#)). Schools can make a significant impact in this area by analyzing student course-taking patterns and working with students to encourage them to enroll in Advanced Placement (AP), concurrent enrollment (CE), or Career and Technical Education (CTE) courses.

***Note:** This data is submitted to the USBE through UTREx, and it is the responsibility of LEAs to accurately report student course enrollment and grade information. Accurate course codes are required for students to be included in the Readiness Coursework indicator.*

Points for this indicator are allocated in proportion to the percentage of students who earn a “C” grade or better and at least .5 credit in at least one of the following:

- An Advanced Placement (AP) course
- An International Baccalaureate (IB) course
- A Concurrent Enrollment (CE) course
- A [Career and Technical Education](#) (CTE) pathway ([ESSA: Utah's State Plan, 2025, p. 34](#))

Like graduation, the Readiness Coursework indicator serves as a delayed indicator, allowing students to complete one or more of the above requirements at any point during their high school career ([ESSA: Utah's State Plan, 2025, p. 35](#)). Students are included in the Readiness Coursework indicator based on

their graduation cohort and are counted if they meet at least one of the above criteria, regardless of whether they graduate. Students are counted only once for this indicator, even if they satisfy multiple criteria, and qualifying coursework may be completed at more than one school. The school from which the student graduates will receive the points for this indicator.

Points for the Readiness Coursework indicator are calculated by dividing the number of students in the graduation cohort who met at least one of the four readiness criteria by the total number of students in the cohort. The resulting percentage is multiplied by the 25 points available for the indicator.

$$\text{Coursework Points} = \left(\frac{\text{Number of students who met coursework criteria}}{\text{Total number of students in graduation cohort}} \right) \times 25$$

If fewer than 10 students meet the readiness coursework criteria, points for this indicator will be deducted from the total possible points for the school, and the school will not receive points for the Readiness Coursework portion of Postsecondary Readiness.

F. Self-Reported Indicators

[Utah Code 53E-5-211\(2\)](#) allows schools to include up to two self-reported school quality indicators on their school report card:

A school may include in the school's report card described in Subsection (1) up to two self-reported school quality indicators that: (a) are approved by the Board for inclusion; and (b) may include process or input indicators.

These self-reported indicators, selected from the Board-approved list below, provide an opportunity for schools to highlight efforts that support students' success. Self-reported indicators are not scored and do not contribute points toward school's accountability score. Instead, they allow schools to report progress, evaluate program implementation, and highlight process or input measures on their public accountability report card.

The USBE has approved six implementation domains, from which schools may select up to two self-reported indicators:

- School-level factors
- Student factors
- Teacher factors
- Instructional factors
- Parent and family engagement
- Equitable educational opportunities (Hattie, J. *Visible Learning*, 2009)

LEAs will be notified annually of the submission window for self-reported indicators no later than July 1. More information and examples of self-reported indicators are provided in [Appendix E](#).

Chapter 3: School Accountability Reporting: School Report Cards

The [Utah School Report Cards](#) are intended for parents, families, and communities and are released to the public annually. In accordance with state and federal law, the USBE publishes accountability reports for state, LEAs, and schools in the form of School Report Cards (SRC). The report cards published each year reflect the accountability results from the previous school year. Some ESSA-required reporting elements, including school rankings and school improvement designations, are not included on the School Report Card because they fall outside the intended purpose of a family-facing report. These data are publicly available on the USBE [Accountability webpage](#).

Utah's accountability system is designed to aggregate the indicators of school performance into an overall accountability score³. To determine a school's overall accountability score, points earned across all applicable indicators are summed and divided by the total points possible, resulting in an overall accountability percentage ([ESSA: Utah's State Plan, 2025, pp. 36-38](#)). The overall score and percentage of points earned are used to rank all schools and determine school improvement designations. Overall ratings, or school letter grades, were removed from State Statute during the 2023 legislative session ([H.B. 308, R277-497](#)). Each of the indicators, described in [Chapter 2](#), is assigned a policy weight and point value. Reports are published for individual schools, LEAs, and the state.

[Utah's School Report Card](#) is just one piece of information that communicates how a school is performing across a range of indicators of student achievement, growth, and postsecondary readiness for college and career. It is designed to be an interactive tool for families, communities, educators, and policymakers to explore the performance data for schools, LEAs, and the state. Accountability data are used to identify schools in need of support and improvement and can influence school and LEA practices ([Reyna, 2016](#)).

The School Report Card includes indicator results, comparisons to LEA and state averages, student group performance, and school self-reported indicators. By presenting these data in a clear and accessible format, the School Report Card promotes public understanding of school performance and supports informed decision-making. These reports are intended to help stakeholders, especially families, understand what the data mean and why they matter ([Peltzman & Curl, 2017](#)).

School Accountability Report Card Elements

Each indicator included in the accountability system is reported on the School Report Card for each school, LEA, and the state. Data are not displayed for any indicator or student group with fewer than 10 students to protect student privacy ([ESSA: Utah's State Plan, 2025, pp. 21-22](#)).

For most indicators, the SRC provides trend data, comparisons to state and LEA performance, and performance by student group through the **View Details** feature. In addition to accountability indicators, the report card includes school enrollment, demographic information, attendance, Early

³ The Utah legislature removed the requirement for the assignment of overall letter grades during the 2023 legislative session ([H.B. 208](#))

Literacy measures, and statewide assessment participation rates. These data are derived from multiple data systems. Enrollment, demographic, attendance, and Early Literacy (Acadience Reading) data are reported to the USBE through UTREx submissions. For LEA and state-level reports, student groups are recalculated to include all students within the LEA or the state, respectively. The following sections describe each accountability indicator and how it is displayed on the School Report Card.

In some cases, data displayed on the School Report Card may differ from local records or reports maintained by schools and LEAs. Accountability and reporting calculations apply a variety of business rules that affect which students are included in a metric. Examples include Full Academic Year (FAY) requirements, minimum enrollment requirements based on membership days, and the 95 percent assessment participation rule, as required by federal law ([ESEA Section 1111\(c\)\(4\)\(E\)\(iii\)](#)). These business rules are applied consistently across all schools and LEAs to ensure accountability measures are calculated uniformly statewide. Additional information regarding indicator-specific business rules and reporting requirements is provided throughout this manual.

Achievement: Achievement is an indicator of a student's proficiency on statewide academic assessments within a single school year. The School Report Card displays the percentage of students who demonstrate proficiency in English language arts, math, and science. These percentages are disaggregated by subject and for each student group, which meets the required minimum n-size of 10.

Growth: Growth is an indicator of how students have academically progressed compared to their peers in the state. The Growth Indicator is reported as the average growth index score for each subject. For each subject, the growth index points earned by students, based on their SGPs (see Table 3: Point weight index for Growth based on SGP), are summed and divided by the total number of tested students to determine an average growth index score. Low, typical, and high growth ranges are derived from the mean and standard deviation of this growth index for all students in the state and reported on the School Report Card. These data are disaggregated by subject and for each student group, which meets the required minimum n-size of 10.

Growth of the Lowest 25%: Growth of the Lowest 25% reflects the academic growth of students identified as the lowest-performing 25% of students within a school based on prior-year assessment results. The School Report Card displays the percentage of students in this group who achieved an SGP of 40 or higher.

English Learner Progress: The ELP indicator is reported as the percentage of students who either met their Adequate Progress Target (APT) or attained English language proficiency as measured by the WIDA ACCESS assessment. Because the ELP indicator is based on accountability calculations rather than raw WIDA results, School Report Card data may differ from local WIDA reports. Accountability calculations use APTs and include additional business rules. For example, first-year English Learners are excluded from the calculation, schools must meet the minimum n-size requirement, and students who attain English language proficiency are treated differently than students making progress toward proficiency. Additionally, accountability credit may be assigned to a different school than the one in

which a student is currently enrolled based on which school has the longest membership record.

Postsecondary Readiness is an indicator that communicates how prepared students are for college and career. This indicator includes information regarding students' ACT performance, graduation rate, and the percentage of students successfully participating in advanced courses that prepare students for college and career. Qualifying readiness coursework includes AP, CE, or IB courses in which a student earns a grade of C or better and at least 0.5 credit at any point during high school. Students may also qualify as CTE Concentrators or Completers. The Postsecondary Readiness indicator is reported as the percentage of students who: 1) earned an ACT score of 18 or higher on the grade 11 administration of ACT; 2) earned a C or better in qualifying courses; and 3) graduated with a regular diploma.

Graduation rates displayed on the School Report Card are based on finalized cohort graduation rates and are reported with a one-year delay. Because graduation rates are finalized after accountability calculations are completed each year, the most recent finalized graduation rate is used in accountability reporting. Five-year graduation rates are reported with a two-year delay. As a result, graduation rates displayed on the School Report Card will not reflect the current school year.

Postsecondary Readiness data may differ from local calculations because statewide accountability reporting applies additional business rules. These include Full Academic Year (FAY) requirements, graduation cohort attribution rules, minimum n-size requirements, and the use of delayed indicators. Consequently, School Report Card results may not match locally calculated reports that use different inclusion criteria or reporting timelines.

School Self-Reported Indicators: Schools may choose to describe up to two additional measures of school quality to evaluate implementation, practices, and/or the effectiveness of their school programs. These self-reported indicators do not contribute to the school's overall rating. They provide an opportunity to highlight the ways each school supports students in achieving success, in addition to the indicators included in the accountability system.

Early Literacy: These data are reported for elementary schools with 1st, 2nd, and/or 3rd grades. Early Literacy does not receive points in the accountability system but is provided as a measure of student performance in early grades. The two reported measures are based on the Acadience Reading end-of-year benchmark assessment: Reading on Grade Level and Making Typical or better progress. Reading on Grade Level is based on the Acadience Reading benchmarks. Making Typical or better progress is aligned with the Acadience Reading Pathways of Progress. Additional information about Early Literacy measures, reporting, and interpretation is provided in [Appendix F](#).

Consistent Attendance and Chronic Absenteeism: Attendance data displayed on the School Report Card are reported to the USBE through UTREx and are based on finalized year-end submissions. Consistent Attendance is reported for informational purposes only and does not contribute points toward a school's accountability score.

Attendance measures include students in pre-K through grade 12. Consistent Attendance is reported as the percentage of students who attend at least 90 percent of their enrolled school days. Conversely, a student is considered chronically absent if they miss 10 percent or more of their enrolled school days; therefore, Consistent Attendance represents the inverse of chronic absenteeism. Students must be enrolled for at least 60 calendar days and have at least one day of reported attendance to be included in the calculation. The 60 days do not need to be consecutive to be included in attendance calculations. Attendance rates are based on membership days and days attended reported through UTREx. Excused and unexcused absences are treated the same for this measure. As a result, attendance data reported on the School Report Card may differ from local Student Information System (SIS) reports that use different attendance definitions or business rules.

Other Measures: These other measures of school performance are not awarded points in the overall total for a school but serve as predictors of academic outcomes and student success.

- For high schools, Postsecondary Enrollment is the percentage of students who enroll in a college or university in Utah after graduation. This data is collected through the Utah System of Higher Education (USHE) and the National Student Clearinghouse.
- The participation rate is the percentage of students who meet the minimum criteria for participation in a statewide summative assessment. Participation rates are disaggregated by subject and by student group.

Indicator-Level Ratings

Each indicator that can be calculated for a school displays a meter and indicator-level rating to provide additional context and support interpretation of school performance. The meter displayed within each indicator tile on the School Report Card reflects the school's performance level for that indicator independently of other indicators. Each indicator-level rating is based on the points earned by the school for that indicator.

The indicator-level ratings for each indicator include Exemplary, Commendable, Typical, Developing, and Critical Needs. The USBE collaborated with the Center for Assessment to develop indicator-level cut scores using the contrasting groups standard-setting methodology (Livingston & Zieky, 1989, pp. 121-141). The resulting cut scores were used to establish the indicator-level rating categories. This methodology incorporated expert judgments from the accountability standard-setting committee which convened in May 2017.

For elementary schools, indicator-level ratings include Achievement, Growth, and English Learner Progress. For high schools, indicator-level ratings include Achievement, Growth, English Learner Progress, and Postsecondary Readiness. The cut scores are based on the percentage of points possible for each indicator. The resulting analysis produced cut scores for each indicator shown below.



Table 7: Elementary and Middle Schools Indicator-Level Cut Scores (Grades 3-8)

Indicator	Exemplary	Commendable	Typical	Developing	Critical Needs
Achievement	1.0 - 0.68	0.679 - 0.57	0.569 - 0.36	0.359 - 0.20	0.199 - 0
Growth	1.0 - 0.6	0.59 - 0.48	0.479 - 0.36	0.359 - 0.3	0.299 - 0
English Learner Progress	1.0 - 0.69	0.689 - 0.54	0.539 - 0.38	0.379 - 0.31	0.309 - 0

Table 8: High School Indicator-Level Cut Scores

Indicator	Exemplary	Commendable	Typical	Developing	Critical Needs
Achievement	1.0 - 0.57	0.569 - 0.45	0.449 - 0.29	0.289 - 0.18	0.179 - 0
Growth	1.0 - 0.54	0.539 - 0.41	0.409 - 0.29	0.289 - 0.23	0.229 - 0
English Learner Progress	1.0 - 0.85	0.849 - 0.75	0.749 - 0.64	0.639 - 0.33	0.329 - 0
Postsecondary Readiness	1.0 - 0.85	0.849 - 0.79	0.789 - 0.64	0.639 - 0.33	0.329 - 0

The ranges for each indicator, displayed as decimals, represent the percentage of points earned for each rating category.

***Note:** Cut scores for growth for elementary and middle schools were slightly adjusted in 2019 to account for the impact of the transition to new assessments.*

Chapter 4. Federal and State School Improvement Designation, Entry, and Exit Criteria

School Improvement programs are required by the Every Student Succeeds Act ([ESEA Section 1111\(c\)\(4\)\(D\), p. 39](#)) and Utah law ([Utah State Code 53E-5-3; R277-920](#)). This chapter provides information on the intersection of accountability and continuous school improvement. It may be beneficial to review Chapter Two before reading this chapter to gain an understanding of Utah's accountability system. Below is a very brief description of school improvement accountability.

Accountability

In accountability, a school's overall performance within each indicator (Achievement, Growth, English Learner Progress, Growth of the Lowest 25%, high school graduation, ACT, and Advanced Coursework) meaningfully differentiates achievement among schools. The overall percentage of points earned by a school is directly tied to the identification of schools in need of support and improvement. The two tables below provide information on each indicator along with the percentage of points and total points possible for each. The first table includes indicators for elementary, middle, and junior high schools. The second table includes indicators for high schools.

Table 9: Elementary, Middle, and Junior High School Accountability Indicators

Indicator	Percentage of Total Points	Total Points Possible
Achievement	37%	56
Growth	37%	56
English Learner Progress	9%	13
Growth of Lowest 25%	17%	25
Total	100%	150

Table 10: High School Accountability Indicators

Indicator	Percentage of Total Points	Total Points Possible
Achievement	25%	56
Growth	25%	56
English Learner Progress	6%	13
Growth of the Lowest 25%	11%	25
High School Graduation	11%	25
ACT	11%	25
Advanced Coursework	11%	25
Total	100%	225

The following assessments or data are used to calculate the various indicators:

- **Achievement:**
 - Readiness Improvement Success Empowerment (RISE) – grades 3-10
 - Dynamic Learning Maps (DLM) – grades 3-11
- **Growth:**
 - RISE (grades 4-10)
- **English Learner Progress:**
 - WIDA (grades K-12)
- **Growth of the lowest 25%:**
 - RISE (grades 4-10)
- **High school graduation:**
 - Four-year Federal adjusted cohort graduation rate
- **ACT:**
 - ACT (grade 11)
- **Advanced Coursework:**
 - Advanced Placement (AP)
 - International Baccalaureate (IB)
 - Concurrent Enrollment (CE)
 - Career and Technical Education (CTE) Pathways.

The equations below are used to calculate accountability scores and include examples from each school type (elementary, middle, junior high, and high school). The examples also include a three-year average calculation used to identify the cut score and single-year accountability scores. Please note that accountability scores are calculated the same way for Title I and non-Title I schools.

Elementary, Middle, and Junior High Schools

$$\frac{\text{Achievement} + \text{Growth} + \text{Performance of the lowest 25\%} + \text{English Language Learner Progress}}{\text{Accountability Points Possible (150 per year)}} = \text{Overall Percentage}$$

The following examples are hypothetical schools intended to illustrate how the calculation above is used to determine accountability scores.

School A (elementary, middle, and junior high) *whole school:

Three-year Average Score:

$$\frac{60.2 + 63.4 + 46.1}{150 + 150 + 150} = \frac{169.7}{450} = 0.3771 \text{ or } 37.71\%$$

Single-year Score:

$$\frac{9.2 + 31.5 + 14.7 + 4.8 = 60.2}{150} = 0.4013 \text{ or } 40.13\%$$

**Accountability scores are calculated the same regardless of Title I status.*

High Schools

$$\frac{\text{Achievement} + \text{Growth} + \text{Performance of the lowest 25\%} + \text{EL Progress} + \text{Grad. Rate} + \text{ACT} + \text{Advanced Coursework}}{\text{Accountability Points Possible (225 per year)}} = \text{Overall Percentage}$$

The following examples are hypothetical schools intended to illustrate how the calculation above is used to determine student group accountability scores.

School B (high school) **whole school:

Three-year Average Score:

$$\frac{97.5 + 103.2 + 98.7 = 299.4}{225 + 200 + 225 = 650^{**}} = 0.4606 \text{ or } 46.06\%$$

Single-year Score:

$$\frac{3.9 + 31 + 14.8 + 5.9 + 22.6 + \text{No ACT Points} + 25 = 103.2}{200^{**}} = 0.5160 \text{ or } 51.60\%$$

***Total points possible were reduced from 675 to 650 for the three-year average score and from 225 to 200 for the single-year score because School B did not have ACT points for one year in the previous three years.*

The following examples are hypothetical schools intended to illustrate how the calculation above is used to determine student group accountability scores.

School A (elementary, middle, and junior high) student group:

Single-year Score:

$$\frac{7.53 + 28 + 9.5 + 0 = 45.03}{150} = 0.3002 \text{ or } 30.02\%$$

School B (high school) student group:

Single-year Score:

$$\frac{4.17 + 25.9 + \text{No Lowest 25\% Points} + 0 + 22.32 + 4.2 + 1 = 57.59}{200^{***}} = 0.2879 \text{ or } 28.79\%$$

****Total points possible were reduced from 225 to 200 because School B did not have GLQ points.*

Title I Cut Score

ESSA requires that any Title I school, or student group in a Title I or non-Title I school, that performs in the bottom 5% of Title I schools be identified for school improvement. To determine the cut score of the bottom 5% of Title I schools, a variety of factors are considered.

- For **Targeted Support and Improvement (TSI)**, the Title I cut score for the bottom 5% of schools is determined by ranking a **single year** of whole-school accountability scores for Title I schools only. If a Title I or non-Title I school's **student group's single-year** accountability score falls at or below the highest performing school in the bottom 5% of Title I schools **for two consecutive years**, then those **student groups** will be identified as TSI.

Note: The Title I single-year cut scores for 2024 and 2025 were 32.73% and 33.87%, respectively.

- For **Additional Targeted Support and Improvement (ATSI)**, the Title I cut score for the bottom 5% of schools is determined by ranking the **three-year average** of whole-school accountability scores for Title I schools only. If a Title I or non-Title I school's **student group's three-year average*** accountability score falls at or below the highest performing school in the bottom 5% of Title I schools, then those **student groups** will be identified as ATSI.

**The student group three-year average accountability score is calculated using the same method as whole school averages.*

- For **Comprehensive Support and Improvement–Low Performance (CSI-LP)**, the Title I cut score for the bottom 5% of schools is determined by ranking the **three-year average** of whole-school accountability scores for Title I schools only. If a Title I **school's three-year average** accountability score falls in the bottom 5% of Title I schools, then those schools will be identified as CSI-LP.

○ Steps for determining the cut score:

- The three-year accountability score is calculated by adding a school's accountability points earned over three consecutive years and dividing by the total points possible over those years. This allows for the calculation to account for the number of eligible indicators in each school's year-to-year accountability score. For detailed information, equations, and exclusions for each indicator, please refer to [Chapter Two](#) of this manual.

$$\frac{\begin{array}{c} \text{Year 1} \\ \text{points earned} \end{array} + \begin{array}{c} \text{Year 2} \\ \text{points earned} \end{array} + \begin{array}{c} \text{Year 3} \\ \text{points earned} \end{array}}{\begin{array}{c} \text{Year 1 total} \\ \text{points possible} \end{array} + \begin{array}{c} \text{Year 2 total} \\ \text{points possible} \end{array} + \begin{array}{c} \text{Year 3 total} \\ \text{points possible} \end{array}} = \text{three-year average score}$$

- Schools are ranked from lowest average score to highest average score.
- A percentile rank is applied to each score.
- Schools falling in the bottom 5% of schools when ranked are designated CSI – Low Performance.

Table 11: Cut Score Determination Example:

School Name	Average Three-Year Accountability Score
School N	39.20%
School G	39.20%
School L	39.20%
School F	39.20%
School X	39.17%
School Y	39.00%
School Q	38.77%
School O	38.67%
School M	38.63%
School C	38.43%
School V	38.33%
School B	38.00%
School W	37.87%
School S	37.56%
School A	37.50%
School E	37.13%
School R	37.03%
School Z	37.00%
School H	36.73%
Bottom 5 %	
School D	36.17% (This is the cut score) *

**These data are based on the actual data and the cut score from 2022. The highest-performing school in the bottom 5% determines the cut score as shown in the table above. The three-year average cut score for 2025 was 36.30%. The next three-year average cut score will be determined in 2028.*

School Improvement Designations

The chart below provides information on school improvement designations. Column one refers to the five designation types: TSI, ATSI, CSI, which includes three entry and exit pathways (CSI-Low Performance, CSI-Low Graduation Rate, and CSI-Low Performing Student Groups), Elevate, and Springboard. Column two indicates whether the designation is required by the Federal School Improvement Code or the State School Improvement Code. Column three indicates whether the designation applies to Title I schools, non-Title I schools, or both Title I and non-Title I schools. Column four indicates whether the designation is a whole-school designation or a student group designation (e.g., economically disadvantaged, students with disabilities, English Learners, African American/Black, Asian, Hispanic/Latino, American Indian/Alaska Native, Multi-race, Native Hawaiian/Pacific Islander, and White). Columns five through seven refer to how often these designations are made, the most recent year of each designation, and when the first possible exit from each designation may occur. The final column refers to who is providing support, LEAs or USBE.

Table 12: School Improvement Designations

Designation	Federal or State	Title I, non-Title I, or both	Whole School Designation or Student Group Designation	Frequency of Designation	Most Recent Year of Designation	First Year of Possible Exit	LEA-Level Support or State-Level Support
TSI	Federal	Both	Student groups	Annually	2025	2026	LEA-Level Support
ATSI	Federal	Both	Student groups	Once every three years	2025	2028	LEA-Level Support
CSI-Low Performance	Federal	Title I	Whole school	Once every three years	2025	2028	State-Level Support
CSI-Low Graduation Rate	Federal	Both	Whole school	Once every three years	2025	2028	State-Level Support
CSI-Low Performing Student Groups	Federal	Title I	Whole school (Entry) Student groups (Exit)	Annually (frequency is aligned to ATSI exit)	2025	2028	State-Level Support
Elevate	State	Non-Title I	Whole school	Annually, except for years when Springboard schools are designated	2024	2028	Opt-in, State-Level Support
Springboard	State	Non-Title I	Whole school	Once every four years	2025	2028	State-Level Support

Federal School Improvement Programs

Targeted Support and Improvement (TSI).

The USBE will identify TSI schools annually. A student group that performs at or below the 5% Title I cut score for two consecutive years is identified as consistently low performing.

Table 13: Federal School Improvement Designations – TSI

Designation	Federal or State	Title I, non-Title I, or both	Whole School Designation or Student Group Designation	Frequency of Designation	Most Recent Year of Designation	First Year of Possible Exit	LEA-Level Support or State-Level Support
TSI	Federal	Both	Student groups	Annually	2025	2026	LEA-Level Support

TSI Entry Criteria:

The USBE uses the following process to identify TSI student groups:

1. All Title I schools in the state are ranked based on the percentage of accountability points earned (see [Chapter Two](#) for additional details).
2. The 5% cut score is determined annually based on this ranking.
3. Each student group's percentage of points earned (total points earned divided by total points possible) is compared to the 5% cut score.
4. Each student group that falls at or below the 5% cut score for two consecutive years is eligible for TSI.

***Note:** The TSI designation is intended to alert LEAs to consistently low performance of student groups. LEAs are responsible for supporting, monitoring, and increasing the student group performance of TSI schools. This includes approving the school-level TSI support and improvement plan. This may also include conducting a needs assessment, root cause analysis, reviewing resource inequities, or changes to school policy, funding, and instructional decisions with ongoing support.*

TSI Exit Criteria:

The USBE uses the following process to exit TSI student groups:

1. TSI student group performance must be above the cut score from the year of identification.
2. TSI student groups are eligible for exit after the first year of identification and each subsequent year.
3. If a TSI student group is not eligible for exit:
 - a. They are designated Additional Targeted Support and Improvement (ATSI) if they meet the ATSI entry criteria during an ATSI designation year (see the [ATSI section](#) below for further details).
 - b. They remain in TSI until the exit criteria are met.

TSI Exit Equation:

Single-year accountability score > Title I cut score from the year identified

Additional Targeted Support and Improvement (ATSI).

The USBE will identify ATSI schools every three years. A student group that is identified as ATSI:

- Must currently be identified as TSI (see TSI identification above); and
- Have a three-year averaged accountability score, showing performance at or below the lowest 5% of Title I schools' three-year average cut score, as described in the [CSI – Low Performance](#) section.

- When a school has a TSI student group that is now designated as ATSI, their baseline, timeline, and exit target are reset to the year of ATSI identification.

Table 14: Federal School Improvement Designations – ATSI

Designation	Federal or State	Title I, non-Title I, or both	Whole School Designation or Student Group Designation	Frequency of Designation	Most Recent Year of Designation	First Year of Possible Exit	LEA-Level Support or State-Level Support
ATSI	Federal	Both	Student groups	Once every three years	2025	2028	LEA-Level Support

ATSI Entry Criteria:

The USBE uses the following process to identify ATSI schools:

1. All Title I schools in the state are rank-ordered based on the percentage of accountability points earned (total points earned divided by total points possible), averaged over three years (see [Chapter Two](#) for additional details). This step is to determine the lowest 5% of Title I school cut scores for ATSI identification.
2. Once that cut score has been calculated, the USBE determines if the student group has been identified as TSI at least once in the previous three years.
3. Each student group's percentage of points earned (total points earned divided by total points possible) is averaged over three years and compared to the 5% cut score.
4. Each student group that falls at or below the 5% cut score is identified as ATSI.

Notes: *Student groups identified in 2018, 2019, and 2022 are ATSI, not TSI, despite the change in the identification process.*

The ATSI designation notifies the LEAs of actions required related to student groups. LEAs are responsible for supporting, monitoring, and increasing the student group performance of ATSI schools. This includes approving the school-level ATSI support and improvement plan and reviewing resource inequities. This may also include conducting a needs assessment, root cause analysis, or changes to school policy, funding, and instructional decisions with ongoing support.

ATSI Exit Criteria:

The USBE uses the following process to exit ATSI student groups:

1. ATSI student groups may exit when they meet the following two exit criteria:
 - a. Reduce the gap in performance by one-third between the student group's baseline performance from the year they were identified, and
 - i. 55% of all points possible if a school is an elementary, middle, or junior high school; or

- ii. 57% of all points possible if the school is a high school; and
 - b. The student group performance must exceed the cut score for the lowest performing 5% of Title I schools from the year the student group was identified.
2. ATSI student groups may exit in the third or fourth year of identification.
 3. If an ATSI student group is not eligible for exit by year four:
 - a. They are designated CSI if they are a Title I School (see the [Comprehensive Support and Improvement](#) section below for further details).
 - b. They remain in ATSI until exit criteria are met if they are a non-Title I School.

ATSI Exit Equations:

Elementary, middle, and junior high schools:

$$\left(\left(0.55 - \frac{\text{Year Identified}}{\text{Overall Percent}} \right) \times 0.33333 \right) + \frac{\text{Year Identified}}{\text{Overall Percent}} = \text{Exit Target}$$

High schools:

$$\left(\left(0.57 - \frac{\text{Year Identified}}{\text{Overall Percent}} \right) \times 0.33333 \right) + \frac{\text{Year Identified}}{\text{Overall Percent}} = \text{Exit Target}$$

Examples:

School A (elementary, middle, and junior high schools):

$$((0.55 - 0.3002) \times 0.33333) + 0.3002 = 0.3834 \text{ or } 38.34\%$$

School B (high school):

$$((0.57 - 0.2879) \times 0.33333) + 0.2879 = 0.3819 \text{ or } 38.19\%$$

Comprehensive Support and Improvement (CSI)

The USBE will identify CSI schools every three years. CSI schools in regular, predetermined cycles, in alignment with the ESSA plan as outlined in table 15. CSI schools are categorized into three types: Low Performance, Low Graduation Rate, and Low-Performing Student Groups.

Table 15: Federal School Improvement Designations – CSI–Low Performance, Low Graduation Rate, and Low-Performing Student Groups

Designation	Federal or State	Title I, non-Title I, or both	Whole School Designation or Student Group Designation	Frequency of Designation	Most Recent Year of Designation	First Year of Possible Exit	LEA-Level Support or State-Level Support
CSI – Low Performance	Federal	Title I	Whole school	Once every three years	2025	2028	State-Level Support
CSI – Low Graduation Rate	Federal	Both	Whole school	Once every three years	2025	2028	State-Level Support
CSI-Low Performing Student Groups	Federal	Title I	Whole school (for Entry) and Student groups (for Exit)	Annually (frequency aligned to ATSI exit timeline)	2025	2028	State-Level Support

CSI Entry Criteria for CSI–Low Performance

The USBE uses the following process to identify CSI–Low Performance (CSI–LP) Schools:

Title I schools that perform in the lowest 5% of all Title I schools for three consecutive years, on average, based on all indicators in the accountability system.

1. All Title I schools in the state are rank-ordered based on the percentage of accountability points earned (total points earned divided by total points possible), averaged over three years (see [Chapter Two](#) for additional details).
2. Title I schools are identified as CSI schools if they fall within the lowest 5% of Title I schools over a three-year period.

CSI Exit Criteria for CSI–Low Performance:

The USBE uses the following process to exit CSI–LP:

1. CSI–Low Performance schools may exit when they meet the following two exit criteria:
 - a. Reduce the gap in performance by one-third between the school’s baseline performance from the year they were identified, and
 - i. 55% of all points possible if a school is an elementary, middle, or junior high school; or

- ii. 57% of all points possible if the school is a high school; and
 - b. The school's performance must exceed the cut score for the lowest performing 5% of Title I schools from the year the school was identified (to provide a consistent target).
2. CSI-LP schools are eligible for exit after year three or four following identification.
 3. If a CSI-LP school is not eligible for exit, they move into More Rigorous Intervention (MRI) status.

CSI-Low Performance Exit Equations:

Elementary, middle, and junior high schools:

$$\left(\left(0.55 - \frac{\text{Year Identified}}{\text{Overall Percent}} \right) \times 0.33333 \right) + \frac{\text{Year Identified}}{\text{Overall Percent}} = \text{Exit Target}$$

High schools:

$$\left(\left(0.57 - \frac{\text{Year Identified}}{\text{Overall Percent}} \right) \times 0.33333 \right) + \frac{\text{Year Identified}}{\text{Overall Percent}} = \text{Exit Target}$$

CSI-Low Performance Exit Equations Examples:

School A (elementary, middle, and junior high schools):

$$((0.55 - 0.4013) \times 0.33333) + 0.4013 = 0.4509 \text{ or } 45.09\%$$

School B (high school):

$$((0.57 - 0.5160) \times 0.33333) + 0.5160 = 0.5340 \text{ or } 53.40\%$$

CSI Entry Criteria for CSI-Low Graduation Rate:

The USBE uses the following process to identify CSI-Low Graduation Rate (CSI-LGR) Schools:

Any high school with a three-year average graduation rate of 67% or lower will be identified for CSI.

1. High school graduation rates are calculated using the federally defined four-year adjusted cohort rate (final graduation rate), which is the percentage of first-time ninth graders in Utah high schools who graduate with a regular diploma within four years.
2. This calculation is based on the three school years preceding the identification of schools.
 - For example, in the fall of 2025, USBE will identify CSI-LGR schools by using graduation data from the 2021-2022, 2022-2023, and 2023-2024 school years.
3. High schools with a three-year average adjusted graduation rate of 67% or lower are identified as CSI-LGR.

- A high school identified as CSI–Low Graduation Rate, with an average total enrollment of less than 100 students, over three years, may choose to opt out of funding and support but will remain designated per federal code and must meet the exit target in year three or four to exit the designation.
4. All schools that issue a regular high school diploma and receive a graduation rate are included in the CSI–Low Graduation Rate calculation ([ESEA Section 1111\(c\)\(4\)\(D\)\(i\)\(II\); p. 39](#)).

CSI Exit Criteria for CSI–Low Graduation Rate:

The USBE uses the following process to exit CSI–LGR schools:

1. CSI–LGR schools are eligible for exit after year three or four following identification.
2. CSI–LGR schools may exit if they have a graduation rate greater than 66.67% in year three or four.
3. If a CSI–LGR school is not eligible for exit, the school moves to MRI status.

CSI – Low Graduation Rate Exit Equation:

Graduation rate > 67%

CSI Entry Criteria for CSI – Low-Performing Student Groups:

The USBE uses the following process to identify CSI–Low-Performing Student Groups (CSI–LPSG):

1. Any Title I school with a consistently low-performing student group(s) that does not exit ATSI within the four years.
2. When a Title I school has student groups that have been designated for ATSI and the school does not meet the exit criteria after four years, the baseline, timeline, and exit criteria are reset based on the new CSI designation.

Note: *When a school is identified for CSI-LPSG for any ATSI student group, any other student group for which the school has previously been designated as ATSI and not met the ATSI exit criteria will be included in the school's CSI-LPSG designation, regardless of the initial years of identification for ATSI for the different student groups. Baseline, timeline, and exit criteria will be reset for each student group. Any TSI student group will be removed from the TSI designation at the time of CSI-LPSG designation.*

CSI Exit Criteria for CSI–Low-Performing Student Groups:

The USBE uses the following process to exit CSI–Low-Performing Student Groups:

1. CSI–LPSG may exit when they meet the following two exit criteria:
 - a. Reduce the gap in performance for all designated ATSI student groups by one-third between the student group's baseline performance from the year they were identified as CSI, and
 - i. 55% of all points possible if a school is an elementary, middle, or junior high

school, or

- ii. 57% of all points possible if the school is a high school, and
 - b. The school's performance must exceed the cut score for the lowest performing 5% of Title I schools from the year the school was identified as CSI.
- 2. CSI-LPSG are eligible for exit after year three or four following identification.
 - 3. Designated low-performing student groups that meet the exit criteria are exited from identification. For any designated low-performing student groups that do not meet the exit criteria, the school is moved into MRI status.

CSI Low-Performing Student Group Exit Equations:

Elementary, middle, and junior high schools:

$$\left(\left(0.55 - \frac{\text{Year Identified}}{\text{Overall Percent}} \right) \times 0.33333 \right) + \frac{\text{Year Identified}}{\text{Overall Percent}} = \text{Exit Target}$$

High schools:

$$\left(\left(0.57 - \frac{\text{Year Identified}}{\text{Overall Percent}} \right) \times 0.33333 \right) + \frac{\text{Year Identified}}{\text{Overall Percent}} = \text{Exit Target}$$

CSI Low-Performing Student Group Exit Examples:

School A (elementary, middle, and junior high schools):

$$((0.55 - 0.3002) \times 0.33333) + 0.3002 = 0.3834 \text{ or } 38.34\%$$

School B (high school):

$$((0.57 - 0.2879) \times 0.33333) + 0.2879 = 0.3819 \text{ or } 38.19\%$$

Multiple designations

If a school is identified for more than one CSI designation, the USBE provides support and funding for all CSI designations, and the school will need to meet all exit criteria for each designation. Schools already identified for CSI will not be double identified for Targeted Support and Improvement (TSI), Additional Targeted Support and Improvement (ATSI), Elevate, or Springboard.

State School Improvement Programs

Elevate Schools

Designation for Elevate schools occurs every year that Springboard schools are not designated. The USBE will accept applications for Elevate schools from non-Title I schools that are identified as TSI or ATSI. If accepted into this program, an Elevate school is committed to participating in a four-year program. Elevate schools receive fiscal support, technical assistance, and a dedicated continuous improvement expert.

Table 16: State School Improvement Programs – Elevate

Designation	Federal or State	Title I, non-Title I, or both	Whole School Designation or Student Group Designation	Frequency of Designation	Most Recent Year of Designation	First Year of Possible Exit	LEA-Level Support or State-Level Support
Elevate	State	non-Title I	Whole school	Annually, except for years when Springboard Schools are designated	2024	2028	Opt-in, State-Level Support

Elevate Entry Criteria:

The USBE uses the following process to identify Elevate Schools:

1. Non-Title I schools designated as TSI or ATSI are invited to apply to become an Elevate school.
2. The USBE school improvement team provides a voluntary application packet for all eligible schools.
3. Interested non-Title I schools are required to submit an application.
4. The USBE school improvement team reviews all application submissions.
5. The USBE school improvement team recommends no fewer than six schools to the Utah State Board of Education.
6. The USBE approves the final designation for Elevate schools.

Elevate Exit Criteria:

The USBE uses the following process to exit Elevate schools:

1. An Elevate school may exit after successful completion of:
 - a. Four years participating in the implementation of a continuous improvement cycle, including working with the Elevate school's continuous improvement expert; and

- b. Beginning with the 2026-2027 Elevate cohort, schools must meet the exit criteria in place for TSI or ATSI for student groups as outlined in [R277-920-13](#).

Note: *If an Elevate school meets the designation criteria for a Springboard school, the school shall be redesignated as a Springboard school and begin on the Springboard timeline. These schools must meet all Springboard exit criteria and adhere to the established timelines. The USBE shall consider all the school's requirement accomplishments while in Elevate status when evaluating progress toward Springboard exit criteria ([R277-920-3](#)).*

Springboard Schools

The USBE will designate Springboard schools every four years, beginning in the 2025-26 school year. Springboard schools are identified as:

- The five lowest-performing elementary, middle, or junior high non-Title I schools; or
- The two lowest-performing non-Title I high schools, when ranked in the accountability system, averaged over a three-year period ([UCA 53E-5-301](#); [R277-920](#)).

Table 17: State School Improvement Programs – Springboard

Designation	Federal or State	Title I, non-Title I, or both	Whole School Designation or Student Group Designation	Frequency of Designation	Most Recent Year of Designation	First Year of Possible Exit	LEA-Level Support or State-Level Support
Springboard	State	non-Title I	Whole school	Once every four years	2025	2028	State-Level Support

Springboard Entry Criteria:

The USBE uses the following process to identify Springboard schools:

1. All non-Title I schools in the state are rank-ordered based on the percentage of accountability points earned (total points earned divided by total points possible), averaged over three years (see [Chapter Two](#) for additional details).
2. After ranking, the five lowest-performing elementary, middle, or junior high non-Title I schools, and the two lowest-performing non-Title I high schools are designated as Springboard schools.

Springboard Exit Criteria:

The USBE uses the following process to exit Springboard schools:

1. Springboard schools may exit when they meet the following two exit criteria:
 - a. Reduce the gap in performance by one-third between the school's baseline performance from the year they were identified, and
 - i. 55% of all points possible if a school is an elementary, middle, or junior high school; or
 - ii. 57% of all points possible if the school is a high school; and

- b. The school's performance exceeds the cut score for the lowest performing 5% of Title I schools from the year the school was identified.
2. Springboard schools are eligible to exit in the third or fourth year after which they were identified.
3. If a Springboard school does not exit within four years, the school may request an extension. Refer to the note below the exit equation examples for additional information ([53E-5-306; R277-920-9](#)).

Springboard Exit Equations:

Elementary, middle, and junior high schools:

$$\left(\left(0.55 - \frac{\text{Year Identified}}{\text{Overall Percent}} \right) \times 0.33333 \right) + \frac{\text{Year Identified}}{\text{Overall Percent}} = \text{Exit Target}$$

High schools:

$$\left(\left(0.57 - \frac{\text{Year Identified}}{\text{Overall Percent}} \right) \times 0.33333 \right) + \frac{\text{Year Identified}}{\text{Overall Percent}} = \text{Exit Target}$$

Springboard Exit Examples:

School A (elementary, middle, and junior high schools):

$$((0.55 - 0.4013) \times 0.33333) + .4013 = 0.4509 \text{ or } 45.09\%$$

School B (high schools):

$$((0.57 - 0.5160) \times 0.33333) + 0.5160 = 0.5340 \text{ or } 53.40\%$$

Springboard Extensions:

Springboard schools that fail to exit in the fourth year will qualify for an extension for up to two years. An extension may be granted if the Springboard school:

1. Reduces the gap in performance by one-fourth between the school's baseline performance from the year they were identified, and
 - a. 55% of all points possible if a school is an elementary, middle, or junior high school; or
 - b. 57% of all points possible if the school is a high school; and
2. Exceeds the cut score for the lowest 3% of all schools in the ranking of schools from the year the school was scheduled to exit; or

3. Meets only one of the exit criteria and electronically files an extension request that provides a rationale justifying an extension ([53E-5-306](#); [R277-920-9](#)).

Springboard Extension Equations:

Elementary, middle school, and junior high schools

$$\left(\left(0.55 - \frac{\text{Year Identified}}{\text{Overall Percent}} \right) \times 0.25 \right) + \frac{\text{Year Identified}}{\text{Overall Percent}} = \text{Extension Score}$$

High schools:

$$\left(\left(0.57 - \frac{\text{Year Identified}}{\text{Overall Percent}} \right) \times 0.25 \right) + \frac{\text{Year Identified}}{\text{Overall Percent}} = \text{Extension Score}$$

Springboard Extension Examples:

School A (elementary, middle, and junior high schools):

$$((0.55 - 0.4013) \times 0.25) + 0.4013 = 0.4385 \text{ or } 43.85\%$$

School B (high schools):

$$((0.57 - 0.5160) \times 0.25) + 0.5160 = 0.5295 \text{ or } 52.95\%$$

If a school designated as a Springboard does not meet the exit criteria or qualify for an extension, a recommendation of action will be made to the Board within 90 days of the release of school accountability results. For additional information, please see [R277-920-9](#).

Special Cases in School Improvement Designations

ESSA requires all schools to be included in the state accountability system ([ESEA Section 1111\(c\)\(4\)\(D\)\(i\)\(III\); p. 39](#)). Accountability determinations should ideally be informed by all of the state's ESSA Accountability indicators and the system of annual identification ([Lyons, D'Brot, & Landl, 2017](#)), ensuring that all schools are held accountable to the same high expectations and that no school or student group is invisible. However, not all indicators can be calculated for all schools, typically due to the small sample or n-size for the indicator.

No overall score. For an overall score to be calculated for the purpose of making school improvement designations, 1) the school must earn points in either the Achievement or Growth indicator, and 2) at least two indicators can be calculated for a school. If a school does not meet these conditions, an overall score for the school will not be calculated.

Schools for which an overall accountability determination cannot be made. In [October 2018](#) (pp. 20-21), the Board approved the following criteria and review process for schools that cannot receive a standard accountability determination due to insufficient data or that require additional consideration based on a special purpose designation:

If a school does not meet the minimum “n” size in the proficiency and growth indicators so that an accountability rating cannot be determined, or if a school receives an accountability rating that places the school in the bottom five percent of schools, but the school has a “special purpose” [e.g., special schools specifically for students with disabilities] and needs to have an accountability review that takes that special purpose into account, then the USBE will perform a second-tier review to determine if the USBE is confident that the school is “low performing” and should receive School Improvement or School Turnaround [school improvement: state or federal] services and supports.

Schools in their first year of operation. In accordance with state law, newly opened schools may request exemption from the state’s accountability system until they have completed their first year of operation for elementary/middle schools and second year of operation for high schools. Additionally, including high schools after their second year of operation ensures that all available data on college readiness assessments and graduation outcomes can be incorporated into accountability determinations. To request this exemption, please email your completed [School Accountability Exemption Request](#) form to Aaron Brough, Director of Data and Statistics: Aaron.Brough@schools.utah.gov.

Split schools. Schools serving 12th grade along with grades 7 and lower (e.g., 7-12 or K-12 schools) will receive two accountability ratings: one for high schools, which includes all high school indicators, and one for elementary/middle school indicators. Split School Report Cards are divided by grades K-8 and 9-12. TSI, ATSI, and CSI identification may be made for one or both levels of a split school.

Conclusion

Utah's accountability system is designed to provide transparent, consistent, and meaningful information about school performance. Through measures of achievement, growth, English learner progress, postsecondary readiness, and equitable educational opportunity, the accountability system supports the identification of schools and student groups in need of additional support while highlighting areas of success.

This manual serves as the technical reference for the methodologies, business rules, calculations, and reporting requirements that support accountability determinations in Utah. By documenting these processes, the USBE seeks to promote consistent implementation, improve understanding of accountability results, and ensure that accountability determinations are applied fairly and accurately across schools and LEAs.

Accountability data are intended to inform, rather than replace, professional judgement. When considered alongside local context and additional sources of evidence, accountability results can support continuous improvement efforts that strengthen educational opportunities and improve outcomes for all students.

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Version Changes

August 2026 – Manual updated to reflect:

- Added revised ELP growth methodology, approved growth tables, Alternate English Learner Exit Criteria, and Alternate ACCESS growth methodology.
- Expanded School Report Card reporting and data interpretation guidance.
- Expanded alternate assessment and participation guidance.
- Updated school improvement criteria and procedures to align with Utah's Revised ESSA State Plan 2026.
- Added and revised participation codes and accountability business rules.
- Updated Student Growth Percentile resources and growth interpretation guidance.
- Updated Early Literacy reporting guidance to reflect Senate Bill 241.
- Reorganized appendices and expanded supplemental accountability resources.
- Added citations, examples, and technical references throughout the manual.

September 2025 - Manual updated to reflect:

- Updated images, graphics, and tables to better meet ADA compliance.
- Business rule update regarding students who complete two courses in the same subject in a single year.
- Participation codes added and updated.
- Clarified that the reading test will be used in the calculation for the Achievement indicator on the Utah Aspire+ assessment.
- English Language Progress calculation clarified.
- Student growth is not calculated for the Dynamic Learning Maps (DLM) alternate assessment.
- A new requirement has been established for Elevate schools.
- Clarification of the Elevate redesignation policy.
- The process for validating repeated tests has been updated.
- Updates to the English Learner Progress (ELP) case examples.

July 2024 - Manual updated to reflect:

- Expansion to Chapter 4 – School Improvement Designations
- Removed participation code 201
- Added participation code 210, 211, and 212

March 2024 - Manual updated to reflect:

- Fixed all hyperlinks
- Corrected participation code 112

August 2023 - Manual updated to reflect:

- Discontinuation of overall ratings/school letter grades
- Updated participation codes
- New EL exit criteria

- 2023 ESSA Amendment
- School Improvement identification and exit criteria
- Updated Self-Reported Indicators appendix

April 2022 - Manual updated to reflect:

- 2021 Accountability Addendum changes to Utah's ESSA Consolidated State Plan
- 2021-2022 changes to growth calculations
- Clarified the type and frequency of CSI and TSI identifications
- Addition of overall ratings to the School Report Card
- Added information about Springboard and Elevate Schools
- Updated hyperlinks

April 2019 - Manual updated to reflect:

- 2019 RISE interruptions
- 2020 Legislative Board decisions
- Updated hyperlinks
- Clarified Early Literacy, Postsecondary Enrollment, and Consistent Attendance
- Removed CSI and TSI calculation business rules (TBA)
- Updated participation codes table
- Added EL student case examples

January 2018 - Manual updated to reflect:

- ESSA indicators
- Accountability calculations

Appendix A. Utah eTranscript and Record Exchange (UTREx)

LEAs are responsible for gathering, entering, and validating accurate student data into UTREx, as well as submitting the year-end data to the USBE each summer. UTREx data related to accountability includes information on which school/LEA a student attends, their course enrollment and completion status, length of time enrolled at a particular school/LEA, EL status, student gender, ethnicity, special education status, and other enrollment information.

The LEA and school for a student is determined from the most recent UTREx information available at the time the student first logs into a portion of a test event (e.g., ELA, math, or science). The LEA and school number are automatically recorded by the testing vendor. If the initial test is reset, the school of accountability will be determined when the student next logs in to the test.

More information on UTREx can be found on the [Information Technology UTREx](#) webpage.

Appendix B. Assessment Participation Codes

LEA Assigned Participation Codes

Participation codes are provided by the LEA to the USBE and are used to provide the USBE with information about student test participation and, in non-standard circumstances, what occurred during testing or why a test was not administered. Participation codes are entered in the testing system. The following table provides the definition and appropriate use of participation codes that may be assigned by the LEA.

Code	Title	Accountability Reporting	EdFacts Reporting**	Description
101	Did Not Test	Countable for Participation only	Countable	The student was enrolled at the school and eligible to test (with or without reasonable accommodations) but did not test.
103*	EL First Year in the U.S. April 15 or Later	Not Countable	Not Countable (ELA tests only)	The student is an English Learner and first enrolled in the U.S. on or after April 15th of the current school year. The student is not required to test, but it is made available.
104*	EL first year in U.S. Before April 15	Counted for Participation only	Countable	The student is an EL and first enrolled in the U.S. before April 15th of the current school year. The student must take the ELA, Math, and Science assessments.
106	Student Refused to Test	Countable	Countable	The student refused to start the assessment or refused to complete at least six items of the assessment.
107	Excused for Health Emergency	Not Countable	Not Countable	The student is unable to test during the testing window due to an unanticipated health circumstance.
108	Course will Continue Next School Year – USBE Approval	Not Countable	Countable	The student was not scheduled to finish the course during the current school year. USBE approval required.
110	Test has Already Been Taken	Not Countable	Countable	Student has already taken the same assessment during the previous administration year.
111	USBE Excused – Approval Needed	Not Countable	Countable	Requires USBE authorization. Used in rare circumstances to capture irregular test circumstances. USBE approval required.
112	Student Transferred Before Testing	Not Countable	Countable	The student transferred out of school before the LEA had a reasonable opportunity to administer the assessment.
200	Standard Participation	Countable	Countable	The student took the test under normal circumstances.

Code	Title	Accountability Reporting	EdFacts Reporting**	Description
202	Modified	Not Countable	Countable	The student took the assessment with non-allowed modifications, which interfere with the validity/reliability of the test.
204	Parental Exclusion	Countable	Countable	A parent or guardian has requested, in writing, that their student be exempt from the statewide assessment.
205*	EL in the Second Year of Enrollment	Counted in Participation and Growth	Countable	The student is an EL and first enrolled in the U.S. during the previous school year. Students must take ELA, math, and science.
208	Test System Irregularity	Not Countable	Countable	The test event was interrupted by a system error without a reasonable opportunity to reset or reopen the test. USB E Approval required.
209	Incorrect Course Code Assigned	Countable	Countable	An incorrect course code or grade was assigned, triggering an incorrect test. LEA correction of the course code is required.
210	Accommodated	Countable	Countable	The student took the assessment with allowed accommodation(s) without any language accommodations.
211	Language Accommodated	Countable	Countable	The student received a language accommodation, such as the Spanish language adaptive test or oral translation into any other language and did not receive any other accommodations.
212	Multiple Accommodated	Countable	Countable	The student received both a language accommodation AND any other allowed accommodation.
213	Invalidated Due to Academic Integrity – Student	Not Countable	Countable	LEA determines that the test was spoiled or invalid (E.g., the student cheated; the student took photos of test questions).
214	Invalidated Due to Parental Exclusion	Countable	Countable	A Parent or guardian has requested in writing that the student be exempt from the statewide assessment after a test session has already started.
216	Invalidated Due to Misadministration	Not Countable	Countable	LEA determines that the test was spoiled or invalid (E.g., the test administrator broke protocol, administered the incorrect test, administered a test in the wrong language, compromised academic integrity, etc.).

*103, 104, 205 - This exclusion is only generated by the USB E if the student's first date enrolled in US and EL Status fields are correctly marked in UTREx; otherwise, they must be set by the LEA. These codes are appropriate for students with interrupted formal education (SIFE), where the EL student has a gap of two or more years in their enrollment in the U.S.

USBE Assigned Participation Codes

Three hundred codes are set only by the USBE when validating participation codes at the end of the school year to distinguish them from codes set by LEAs. These participation codes may appear in reports and are provided here for information.

Code	Title	Accountability Reporting	EdFacts Reporting**	Description
300	USBE Assigned – Standard Participation	Countable	Countable	The test has a sufficient response but was assigned one of the following codes: 101, 106, or 107.
301	USBE Assigned – Did Not Test	Countable	Countable	A special code is set that indicates participation, but there is not a sufficient response, or the LEA: Did not use a special code or used a participation code
303	USBE Assigned – Invalidated	Not Countable	Countable	USBE determined that the test was invalidated.
305	USBE Confirmed Additional Test Participation	Countable	Countable	The student has a valid reason to take the same test again in another year. The test has sufficient response, and the same test can be found in a prior year with a valid scale score.

**For EdFacts reporting purposes, all participation codes, except code 107, are included in Mathematics and Science participation calculations.

Validating Participation Codes

The USBE accepts the participation code provided by the LEA in most cases. In certain cases, the USBE validates participation codes for accuracy and may modify them when necessary. The following validation checks are common (see the definitions above for the participation code).

Check non-participation codes for participation. In cases where the LEA submits a code that indicates non-participation (e.g., 101 – *Did Not Test*), if the student actually met the sufficient response criteria, the USBE will recode the non-participation code to 300 – *USBE Approved Standard Participation*. Where the test participation code is 200, 201, or 205, proficiency is assigned and counted in accountability calculations.

Check participation codes for non-participation. In cases where the LEA submits a code indicating participation and the student did *not* meet the sufficient response criteria, the USBE will recode the participation code to 301 – *USBE Assigned – Did not test*.

Check for non-participants. Students who were expected to test but did not, and do not have a participation code, will have their participation code recoded to 301 – *USBE Assigned – Did not test*.

Check for repeated tests. The USBE only expects a student to take a specific test once during their school career. In this case, it is the LEA's decision whether the student should retest. If they choose not to retest, they can use code 305 – *USBE Confirmed Additional Test Participation*. In this case, a student cannot be counted as a parental exclusion for the second administration. Parents can still request that their child not participate in testing; however, this request is not considered a parental exclusion for accountability purposes.

- For this check, the USBE reviews all parental exclusions to determine if the students have been previously tested. If they did, the USBE would change the code to 305 – *USBE Confirmed Additional Test Participation*. **This is the only time that the USBE will modify the parental exclusion participation code.**
- If the student has previously tested and also tested in the current year, the USBE changes the code to 305 – *USBE Confirmed Additional Test Participation*. These tests are counted in participation.
- If the student has tested previously but *not* this year, the USBE keeps the code 110 – *Student Previously Tested*.
- If the student had not actually taken the test, the USBE checks to see if the student submitted a sufficient response for the test in the current year. If yes, the test will be recoded to 300 – *USBE Approved Standard Participation*. If no, then the test will be recoded to 301 – *USBE Assigned – Did not test*.

Appendix C. Student Growth Percentiles

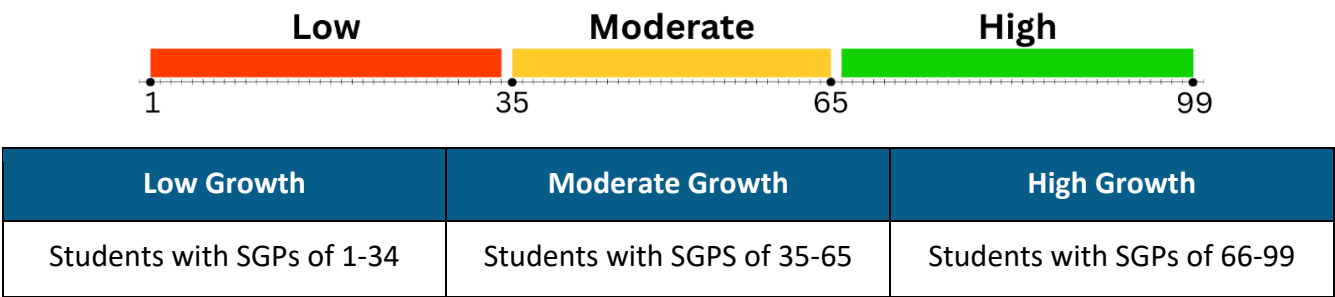
What are student growth percentiles?

A student growth percentile (SGP) describes a student’s growth compared to other students with similar prior test scores (their academic peers). Although the calculations for SGPs are complex, percentiles are a familiar method of measuring students in comparison to their peers.

The student growth percentile allows fair comparison of students who enter school at different levels. It also demonstrates student growth and academic progress, even if they are not yet meeting proficiency.

A student growth percentile is a number between 1 and 99. If a student has an SGP of 85, it indicates that they have achieved more growth than 85 percent of their academic peers. A student with a low score on a state assessment can show high growth, and a student with a high score can demonstrate low growth. Similarly, two students with very different scores can have the same SGP.

Figure 5: Student Growth Percentile Categories



How are student growth percentiles calculated?

Student growth percentiles are measured using a statistical method called quantile regression, which describes the relationship between students’ previous scores and their current year’s scores.

To whom are students being compared? What is an “academic peer”?

For SGPs, a student is compared to his/her academic peers. A student’s “academic peers” are all students in the state in the same grade and assessment subject who had statistically similar scores in previous years. In other words, they are students who have followed a similar path in terms of assessment scores. Students are only compared to others based on their score history, not on any other characteristics, such as demographics or program participation. A student’s growth percentile represents how much a student has grown in comparison to their academic peers.

What is a median growth percentile?

The median growth percentile summarizes student growth percentiles by district, school, grade level, classroom, or other group of students. The median is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Like an average, the median summarizes the performance of a group in a single value; however, the median is more appropriate than an average for summarizing percentile-based measures such as SGPs. MGP is used to estimate the growth of students within a group and may be used to compare growth across schools, districts, and other student groups.

For additional information about Student Growth Percentiles and Median Growth Percentiles, see the following USBE resources:

- [Utah Student Growth Percentiles – Introduction to Student Growth Percentiles \(SGPs\)](#)
- [Utah Median Growth Percentiles – Understanding Median Growth Percentiles \(MGPs\)](#)

Can high-scoring students still demonstrate growth?

Yes. Students who typically have high scores on state assessments will be compared to all other students in the state who also have high scores. The data show that even students who score at the top of the scale will have varied performance the next year, so the model allows the USBE to identify growth for students at the upper end of the scale.

Which students get growth percentiles?

The students included in the student growth percentile calculations are those who attend public school in the state of Utah and took a state assessment during the current school year. Certain test types and categories of students are excluded from this comparison group. Only students who have at least two years of consecutive scores are included. For example, if a student has a score in 5th grade, but not in 6th grade, they would not be included in the analysis.

All available scores are used in the model, as long as they are consecutive. All students in the state who have valid and consecutive test scores in the same subject and grade level form the norming population for calculating the SGPs.

What can student growth percentiles tell us?

Student growth percentiles are primarily a descriptive model that indicates the amount of growth a student has made over the past year. This growth model is not a value-added model; it does not attempt to separate the effects of a teacher or school on student learning. SGPs can, however, help answer the following questions (Yen, 2007, p. 281):

Administrator Questions:

- Are our students growing adequately toward meeting state standards?
- How does the growth of students in my school compare to that of students in other schools?
- Are students in different grade levels within my school growing at a similar rate?

Appendix D: English Learner Progress Case Examples

Student A Case Example: First enrolls in kindergarten

Student A enrolled in kindergarten at the beginning of the year and was identified as EL by the WIDA Kindergarten Screener in August. Student A took the WIDA Kindergarten ACCESS test that school year and earned an overall proficiency score of 3.1.

- For the calculation of EL Progress, Student A’s time in the EL program starts in kindergarten.
- Student A’s first-year ACCESS score (in this case, kindergarten) serves as the baseline year and determines their placement in the appropriate row on Table 4: Grades K-12 EL Overall Adequate Progress Targets, which will subsequently guide their progress targets moving forward.
 - **Note:** *Students are not counted in the EL progress calculation in their baseline year. Student A’s EL progress will not be calculated until the following year, when they have had a full year of instruction and support in English and two WIDA ACCESS scores.*
- Student A’s progress targets move across the row to which they were initially assigned. In this example, the student would be assigned to the third row on Table 4.
- Student A will be considered to have been in an EL program for 1 year when they take the WIDA ACCESS test in 1st grade. To determine if Student A made adequate progress toward becoming fluent in English, the increase from their kindergarten baseline ACCESS score and the 1st grade ACCESS score are compared to column 1 in the table to see if they met their adequate growth target.
 - In this example, Student A earned a 3.1 in kindergarten. The student would need to gain at least 0.4 in their overall WIDA ACCESS proficiency, or a score of 3.5 or higher, to be considered to have made adequate progress in 1st grade.

Table 4: Grades K-12 EL Overall Adequate Progress Targets

Baseline ELP Level	1 year in program	2 years in program	3 years in program	4 years in program	5 years in program	6 years in program
1.0 - 1.9	+ 1.0	+ 0.6	+ 0.7	+ 0.5	+ 0.3	+ 0.1
2.0 - 2.9	+ 0.7	+ 0.4	+ 0.5	+ 0.3	+ 0.2	+ 0.1
3.0 – 4.1	+ 0.4	+ 0.1	+ 0.3	+ 0.2	+ 0.1	+ 0.1

Student B Case Example: New student to the U.S.

Student B enrolled for the first time in the U.S. in 7th grade in December and was identified as EL by the WIDA Screener. They took WIDA ACCESS that school year and earned an overall WIDA ACCESS proficiency level of 1.8.

- For the calculation of EL Progress, Student B's time in program starts in 7th grade.
- Student B's first-year ACCESS score (in this case, 7th grade) is considered the baseline year and assigns them to the appropriate row in Table 4: Grades K-12 EL Overall Adequate Progress Targets, which will determine their progress targets moving forward.
 - **Note:** *Students are not counted in the EL progress calculation in their baseline year. Student B's EL progress will not be calculated until the following year, when they have had a full year of instruction and support in English and two WIDA ACCESS scores.*
- Student B's progress targets move across the row to which they were initially assigned. In this example, they would be assigned to the second row of Table 4.
- Student B will be considered as having been in an EL program for 1 year when they take the WIDA ACCESS in 8th grade. To determine if Student B made adequate progress toward becoming fluent in English, the increase from their 7th-grade baseline ACCESS score and 8th-grade ACCESS score is compared to column 1 in the table to see if they met their adequate growth target.
 - In this example, Student B achieved a baseline score of 1.8. They would need to gain at least 1.0 in their overall WIDA ACCESS proficiency, or a score of 2.8 or higher, to be considered to have made adequate progress in 8th grade.

Table 4: Grades K-12 EL Overall Adequate Progress Targets

Baseline ELP Level	1 year in program	2 years in program	3 years in program	4 years in program	5 years in program	6 years in program
1.0 - 1.9	+ 1.0	+ 0.6	+ 0.7	+ 0.5	+ 0.3	+ 0.1
2.0 - 2.9	+ 0.7	+ 0.4	+ 0.5	+ 0.3	+ 0.2	+ 0.1
3.0 - 4.1	+ 0.4	+ 0.1	+ 0.3	+ 0.2	+ 0.1	+ 0.1

Student C Case Example: Student who transferred from another Utah LEA.

Student C is a 4th grader who moved into a new LEA from elsewhere in the state of Utah. Their most recent WIDA ACCESS score from 3rd grade shows an overall proficiency level of 3.5. The school is not sure how many years this student has been receiving EL services.

- The USBE uses WIDA scores, year after year, maintaining a consistent record of all WIDA ACCESS scores tied to students' SSIDs, regardless of their enrollment location.
- The school used the Data Gateway to look up all of Student C's previous WIDA ACCESS scores and learned that the student first took WIDA ACCESS in 1st-grade and earned a proficiency level of 2.3, which assigned them to the second row on Table 4: Grades K-12 EL Overall Adequate Progress Targets, and they are in their 3rd year in the program.
 - In this example, Student C earned a 3.5 in the previous year. They will need to gain at least 0.5 in their overall WIDA ACCESS proficiency level, or a score of 4.0 or higher, this year, to demonstrate adequate progress toward their target.

Table 4: Grades K-12 EL Overall Adequate Progress Targets

Baseline ELP Level	1 year in program	2 years in program	3 years in program	4 years in program	5 years in program	6 years in program
1.0 - 1.9	+ 1.0	+ 0.6	+ 0.7	+ 0.5	+ 0.3	+ 0.1
2.0 - 2.9	+ 0.7	+ 0.4	+ 0.5	+ 0.3	+ 0.2	+ 0.1
3.0 – 4.1	+ 0.4	+ 0.1	+ 0.3	+ 0.2	+ 0.1	+ 0.1

Student D Case Example: Student who transferred from another state.

Student D is in 8th grade and moved to Utah from another state. Based on the home language survey, Student D speaks a language other than English at home.

- The EL status in another state does not exempt the school from following the appropriate screening procedures as outlined in Utah's ESSA Plan. Therefore, the school administered the WIDA Screener and determined that they qualify for EL services in the state of Utah.
- The USBE does not transfer scores from other states. When a student first enrolls in Utah, they begin at the baseline level.
- When Student D took WIDA ACCESS this first year in Utah, they earned a proficiency level of 3.9. This will be considered as Student D's baseline proficiency level and will assign them to the third row on Table 4: Grades K-12 EL Overall Adequate Progress Targets, establishing their adequate growth targets moving forward.
 - Student D will need to gain at least 0.4 in their overall WIDA ACCESS proficiency level, or a score of 4.2 or higher, in their *next year* to demonstrate having made adequate progress.
 - If student D meets their APT of 0.4, they will have exceeded the 4.2 exit target. If Student D has also met the Speaking criteria for an Overall Proficiency of 3.5, then they will have met the exit criteria and will enter the monitoring stage.

Table 4: Grades K-12 EL Overall Adequate Progress Targets

Baseline ELP Level	1 year in program	2 years in program	3 years in program	4 years in program	5 years in program	6 years in program
1.0 - 1.9	+ 1.0	+ 0.6	+ 0.7	+ 0.5	+ 0.3	+ 0.1
2.0 - 2.9	+ 0.7	+ 0.4	+ 0.5	+ 0.3	+ 0.2	+ 0.1
3.0 – 4.1	+ 0.4	+ 0.1	+ 0.3	+ 0.2	+ 0.1	+ 0.1

- If Student D has not met the 3.5 threshold, they will then be moved to Table 5: Grades K-12 EL Speaking Adequate Progress Targets (Speaking Target 3.5) and their APT will specifically be focused on earning an additional 0.3 to their speaking score in their next year in program.

Table 5: Grades K-12 EL Speaking Adequate Progress Targets (Speaking Target 3.5)

Baseline ELP Level	1 year since overall composite target met or exceeded	2 years since overall composite target met or exceeded	3 years since overall composite target met or exceeded
Current <i>Speaking</i> score, once 4.2 Overall Proficiency attained	+ 0.3	+ 0.2	+ 0.1

Student E Case Example: A newly identified student who has been in Utah for several years.

Student E is a student who enrolled in kindergarten in a Utah school but was not identified as an English learner until 5th grade, despite being eligible for this designation by mistake.

- Student E's first WIDA ACCESS score (in this example, the score from their 5th-grade administration) will be considered their baseline year.
- This score will determine which row on Table 4: Grades K-12 EL Overall Adequate Progress Targets they will be assigned.
- Student E will be included in the EL Progress indicator calculation for the first time in 6th grade, when they have had a full year of instruction in English and two WIDA ACCESS scores from which to compare progress toward English proficiency.

Table 4: Grades K-12 EL Overall Adequate Progress Targets

Baseline ELP Level	1 year in program	2 years in program	3 years in program	4 years in program	5 years in program	6 years in program
1.0 - 1.9	+ 1.0	+ 0.6	+ 0.7	+ 0.5	+ 0.3	+ 0.1
2.0 - 2.9	+ 0.7	+ 0.4	+ 0.5	+ 0.3	+ 0.2	+ 0.1
3.0 – 4.1	+ 0.4	+ 0.1	+ 0.3	+ 0.2	+ 0.1	+ 0.1

Student F Case Example: Student Reaches English Language Proficiency.

Student F earned an Overall Composite score of 4.2 on their most recent WIDA ACCESS test. The school is unsure whether it meets the EL exit criteria.

- If Student F earned a 3.5 or higher in the Speaking domain, they meet the exit criteria and should enter four years of monitoring.
 - The school must send home the [Exit Letter to Parents](#) (found under the “Forms” tab) and update the student's status to “Fluent” in their SIS system.
 - The school should discontinue direct English Language Development support (i.e., pull-out or special classes) and support Student F in the general education setting.
- If Student F earned a 3.4 or lower in the Speaking domain, they do not meet the exit criteria and should be moved to *Table 5: Grades K-12 EL Speaking Adequate Progress Targets*.
 - Their APT will be focused on earning an additional 0.3 to their speaking score in their next year in program.
 - The school must send home the [Annual Parent Notification Letter](#) (found under the “Forms” tab).
 - The school must continue to provide English Language Development services, and Student F should continue to take the WIDA ACCESS.
 - Student F may exit EL status when they earn an Overall Composite of 4.2 or higher **AND** a 3.5 or higher in the Speaking domain **in the same year**.

Table 5: Grades K-12 EL Speaking Adequate Progress Targets (Speaking Target 3.5)

Baseline ELP Level	1 year since overall composite target met or exceeded	2 years since overall composite target met or exceeded	3 years since overall composite target met or exceeded
Current Speaking score, once 4.2 Overall Proficiency attained	+ 0.3	+ 0.2	+ 0.1

Student G Case Example: Student Taking Alternate ACCESS.

Student G is a 6th-grade English learner with the most significant cognitive disabilities who participates in both Alternate ACCESS and the DLM English Language Arts alternate assessment.

- Student G took Alternate ACCESS for the first time in 5th grade and earned an Overall Composite scale score of 952, which corresponds to a proficiency level of 4.0 for students in grades 3-5.
- Student G's first Alternate ACCESS score serves as the baseline year for determining adequate progress toward English language proficiency.
 - ***Note:** Students are not counted in the EL progress calculation in their baseline year. Student G’s EL progress will not be calculated until the following year, when they have had a full year of instruction and support in English and two WIDA Alternate ACCESS scores.*

When Student G takes Alternate ACCESS in 6th grade:

- The student earns an Overall Composite scale score of 956.
- Utah's annual growth target for students taking Alternate ACCESS is +3 scale score points.
- Student G increased from 952 to 956, a gain of 4 scale score points.

Because the student exceeded the required growth target, Student G is considered to have made adequate progress toward English language proficiency.

Table 6: Grade K-12 Alternate ELP Uniform Growth Progress Target

Growth Target for Alternative ELP Assessment
+ 3 scale score points per year

Two years later, Student G earns:

- An Alternate ACCESS Overall Composite scale score of 960, which corresponds to an Overall Composite proficiency level of 4.0 for students in grades 6-8.
- A proficiency score of 4.0 on the DLM English Language Arts alternate assessment.

Because Student G met both requirements, the student may be exited from EL status at the discretion of the LEA in consultation with the IEP team, which must include the LEA or school EL specialist.

Appendix E. School Self-Reported Indicators

Schools may report up to two self-reported indicators within any one of the six domains below. **This worksheet is designed to help schools prepare their self-reported indicators for uploading to school accountability reports.** Examples of implementation activities and measures of effectiveness that can be reported are listed in the attached Example Self-Reported Indicators Guide. Complete one worksheet for each of the self-reported indicators you wish to upload.

1. SELECT A DOMAIN		
School-Level Factors	Student Factors	Teacher Factors
Instructional Factors	Parent & Family Engagement	Equitable Educational Opportunities
2. SHORT TITLE		
Give your implementation activity a short title (50-character limit)		
3. DESCRIPTION		
Describe your self-reported indicator in detail, as you would like it to be displayed on your school’s report card. You may include measures of effectiveness, program evaluation, and hyperlinks (1500 character limit):		

Example Self-Reported Indicators

Self-reported indicators must fall within one of six domains approved by the Utah State Board of Education: School-level Factors, Student Factors, Teacher Factors, Instructional Factors, Parent and Family Engagement, and Equitable Educational Opportunities. Schools are allowed flexibility in what they would like to report, but they must select from one of these six domains.

School principals may choose to upload indicators of school quality, such as process, input, or program effectiveness data. The following examples of school implementation activities and example measures of effectiveness are provided as examples; schools are not limited to the activities in this list, as long as the activity reported by the school falls within one of the six approved domains.

School-Level Factors

Example Implementation Activities	Example Outcome Measures
The school administers a school climate survey	School climate survey results
The school offers arts, sports, and/or other special programs	Number of and participation in specialized programs
The school implements positive behavior interventions and supports	Office discipline referrals over time
After-school programs	Participation in after-school programs
The school prioritizes STEM or 21st-century skills	Technology to student ratio; participation in STEM programs
The school has received recognition from an outside source	School recognition or award
The school implemented an anti-bullying program	Incidents of bullying over time

Student Factors

Example Implementation Activities	Example Outcome Measures
School has emphasized and implemented efforts to improve attendance	Rates of improved attendance
Students perform well in AP classes	AP exam performance
Student groups excelling in one area	Performance of student groups
School measures students' experiences of school	School climate or school safety surveys
Students make gains in credit recovery	Average credit accumulation per student
School emphasizes career readiness and preparation	Percentage of students acquiring an industry-recognized license or certificate; CTE pathways programs; concurrent enrollment data
School has emphasized and implemented efforts to improve attendance	Rates of improved attendance

Teacher Factors

Example Implementation Activities	Example Outcome Measures
Teachers work in PLC teams, using data to improve instruction	PLC team fidelity measures
Teachers use evidence-based instructional strategies (EBIS)	EBIS observation data
School leaders increase classroom observations	Aggregate teacher evaluation data
School focuses on instructional strategies for English Learners (ELs)	Percentage of teachers with ESL endorsements; WIDA ACCESS for ELLs growth analysis
Teachers and staff are highly qualified	Percentage of National Board-certified teachers; teachers with Master's-level degrees or above
Teachers implement tiered intervention strategies	Tier 2 & 3 intervention outcomes

Instructional Factors

Example Implementation Activities	Example Outcome Measures
School implements social-emotional skills curriculum	School climate survey results; intervention fidelity measures; discipline referral data
Increased instruction targeting specific content areas	Student performance outcomes
Teachers implement focused instructional strategies	Student performance outcomes

Parent & Family Engagement

Example Implementation Activities	Example Outcome Measures
School surveys parents about their engagement in their child's education	Parent engagement survey results
School provides parent education, preschool, or nutrition programs	Evidence of impact; rates of participation
School implements parent outreach activities or student-led conferences	Increased rates of parent attendance at school events; increased parent volunteer hours during the school day

Equitable Educational Opportunity

Example Implementation Activities	Example Outcome Measures
School increases efforts to help EL students become fluent in English	Number of students reaching English Language fluency; WIDA ACCESS for EL growth analysis
School supports students to learn multiple languages	Number of students earning the seal of bi-literacy; impact of second language programs
The school provides a Dual-Language Immersion (DLI) program	DLI program evaluations; language proficiency assessment results
School increases access to advanced courses for traditionally underserved populations (e.g., students with disabilities, English learners)	Rates of enrollment for student groups; course performance
School increases access to college-level courses	Number of concurrent enrollment credits earned

Appendix F: Early Literacy and Utah School Report Card

What is Early Literacy?

Early Literacy is a measure of students’ reading in the early elementary grades. While Early Literacy is *not factored into school accountability calculations* and *does not receive points or a rating*, reading on grade level by the end of third grade is a strong predictor of future academic success. Acadience Reading is a formative reading assessment used for both benchmarking and progress monitoring that is given to Utah students in grades K-3. The benchmark data show the percentage of students scoring at each risk level and making “Typical” or better progress by the end of kindergarten, first, second, and third grade.

What does the Early Literacy Tile on the School Report Card Mean?

Students Reading on Grade Level (ROGL):

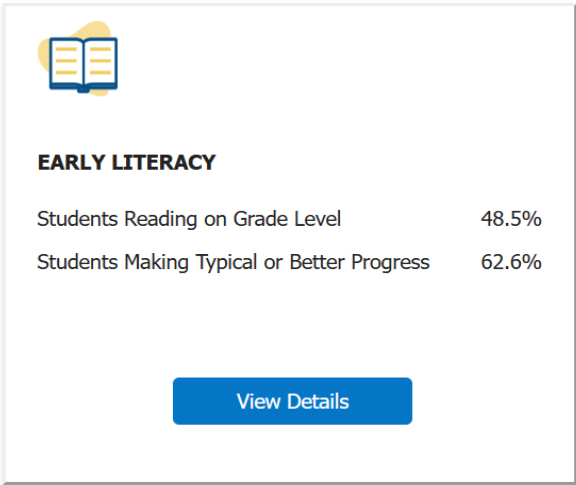
This is the percentage of students in grades 1-3 who are meeting or exceeding the ROGL cut score for their grade level on the end-of-year Acadience Reading benchmark assessment. This correlates to the percent of students meeting the “at benchmark” and “above benchmark” goal.

Kindergarten students are assessed on the statewide benchmark reading assessment, but their results are not included in the School Report Card.

Students Making Typical or Better Progress:

This is the percentage of students in grades 1-3 who are making Typical, Above Typical, or Well Above Typical growth on the Acadience Reading Pathways of Progress.

Figure 6: Early Literacy Data Card



What information do I get from the Acadience Reading Measure scores?

The Acadience Reading Composite Score is an overall score composed of the individual measures administered at that time of year. The individual Acadience Reading measures are reliable, valid, and efficient indicators of whether students are on track in acquiring and growing essential early literacy and reading skills—those skills necessary for reading success. The skills assessed by Acadience are foundational literacy skills that align with students' ability to read text accurately and fluently. Students’ performance on the individual Acadience Reading measures provides information that allows a teacher to pinpoint the specific literacy skills students have mastered or need to work on to become successful readers. The Acadience benchmark goals and composite scores indicate the current level of skill a student is achieving and how that score aligns with the likelihood of achieving future reading goals or needing interventions to reach those goals. The score needed to reach a benchmark level changes based on the grade and time of year. There are four benchmark levels:

Benchmark Status	Overall Likelihood of Achieving Subsequent Early Literacy Goals	Likely Need for Support
Above Benchmark	90-99%	Likely to Need Core Support ^a
At Benchmark	70-85%	Likely to Need Core Support ^b
Below Benchmark	40-60%	Likely to Need Strategic Support
Well Below Benchmark	10-20%	Likely to Need Intensive Support

^a Some students may benefit from instruction on more advanced skills.

^b Some students may require monitoring and strategic support on component skills

[\(Acadience Learning, 2019\)](#)

The Pathways of Progress score indicates the growth a student made for the school year and is based on growth percentiles. Students who are at or above benchmark should make typical or better growth. Students who are below or well below benchmark need to make above or well above typical growth to ensure that the gap in their reading skills is decreasing. There are five levels of progress or growth as shown in the chart below.

Progress (Growth) Descriptor	Progress (Growth) Percentile Range
Well Above Typical	80th percentile and above
Above Typical	60th to 79th percentile
Typical	40th to 59th percentile
Below Typical	20th to 39th percentile
Well Below Typical	Below 20th percentile

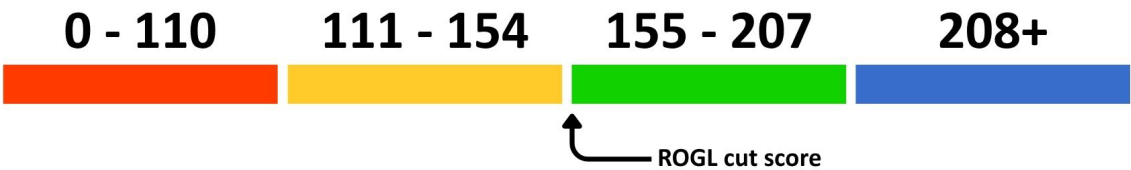
[\(Acadience Learning, 2019\)](#)

What are the USBE cut scores for 'Reading on Grade Level' for End of Year?

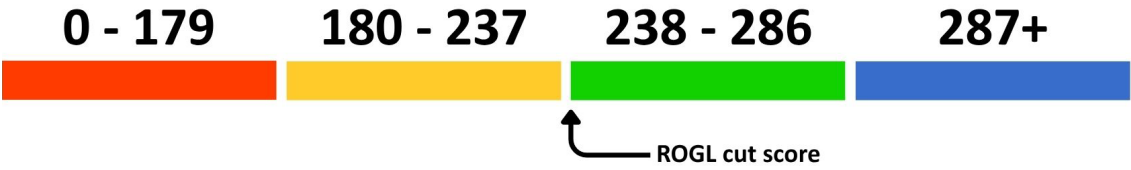
ROGL cut scores were determined by [Utah Senate Bill 241](#) in 2026. According to the bill, ROGL is defined as a student scoring at or above the benchmark for their relevant grade level on the statewide benchmark reading assessment.

Grade Level	Acadience Reading Composite Score
Grade 1	155
Grade 2	238
Grade 3	330

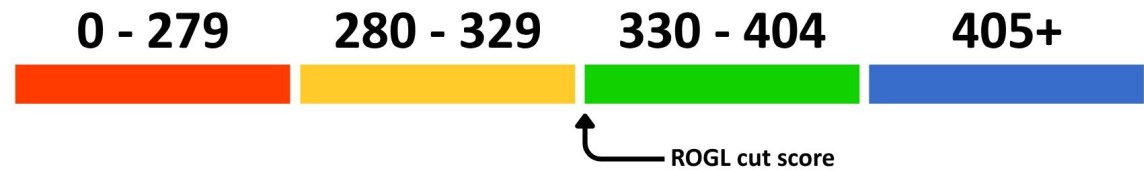
Grade 1: Reading Composite Score of **155**, which is at the **At Benchmark** cut score.



Grade 2: Reading Composite Score of **238**, which is the **At Benchmark** cut score.



Grade 3: Reading Composite Score of **330**, which is the **At Benchmark** cut score.



Additional Resources

[What is Acadience Reading?](#) Informational Video

[Understanding the Acadience Reading and Math Parent Report](#) Informational Video