

Utah ESEA Flexibility

Approved Plan:

<http://www.schools.utah.gov/data/Educational-Data/Accountability-School-Performance/Utah-ESEA-Flexibility-Request.aspx>



Revised 9/6/2012

Flexibility: Immediate Impact

School Year	2011-12	2012-13
AYP Reports	No	No
UPASS Reports	No	No
UCAS Reports	Yes (CRT)	Yes (CRT)

- UPASS Report data elements will be included in the Utah Comprehensive Accountability System (UCAS) Report
- UPASS Progress scores will be included in the 2011-12 SERF

Promises to Keep

The Utah State Board of Education has defined its vision for the future of education in Utah. The document **Promises to Keep** clearly defines the priorities of Public Education in Utah and Utah's ESEA Flexibility Waiver is aligned with these principles:

- Ensuring literacy and numeracy for all Utah children.
- Providing high quality instruction for all Utah children.
- Establishing curriculum with high standards and relevance for all Utah children.
- Requiring effective assessment to inform high quality instruction and accountability.

Utah's ESEA Flexibility Proposal

- Based on Utah Core Standards, Utah assessment philosophy, and Utah educator evaluation plan
- Utah did not give up anything in the negotiation process with the US Department of Education
- Utah retains complete control of its assessment, accountability and educator evaluation policy
- Allows Utah to move forward with Utah priorities and lessen federal constraints

Utah ESEA Flexibility Highlights

- One accountability system – new Utah Comprehensive Accountability System (UCAS)
- No AYP (No requirement for 100% proficiency by 2014)
- No Schools/Districts in program improvement based on AYP (refer to new Title I accountability)
- All NCLB requirements not addressed in the waiver are still in place
- Title I School Improvement funds to support new Title I accountability
- No UPASS reports
- Utah Comprehensive Accountability System meets federal and state requirements:
 - Growth and proficiency
 - Focus on below proficient students

Reform Principles

1. College- and Career-Ready Expectations for All Students
2. State-Developed Differentiated Recognition, Accountability, and Support
3. Supporting Effective Instruction and Leadership
4. Reducing Duplication and Unnecessary Burden

Principle 1

College- and Career-Ready Expectations for All Students

- Adoption of the new Utah Core Standards for English language arts and mathematics
- Adoption of a new comprehensive assessment system which will measure the full breadth and depth of the Utah Core Standards using computer based adaptive testing
- Focused student performance outcomes targeted at ensuring all students are college, career, and citizenship ready

Principle 1 (cont.)

College- and Career-Ready Expectations for All Students

- Different way of delivering instruction by the teachers and leaders who serve Utah's students
- Adoption of the WIDA English language proficiency standards to assist educators to ensure that instruction supports English language learners in the acquisition of English

Principle 2

State-Developed Differentiated Recognition, Accountability, and Support

Utah Comprehensive Accountability System (UCAS)

- Incorporates both student achievement and growth toward improvement in a composite score for each school
- Annual public reports will provide summary data for the entire school, as well as disaggregated results by ethnicity, and for economically disadvantaged, English language learners, and students with disabilities

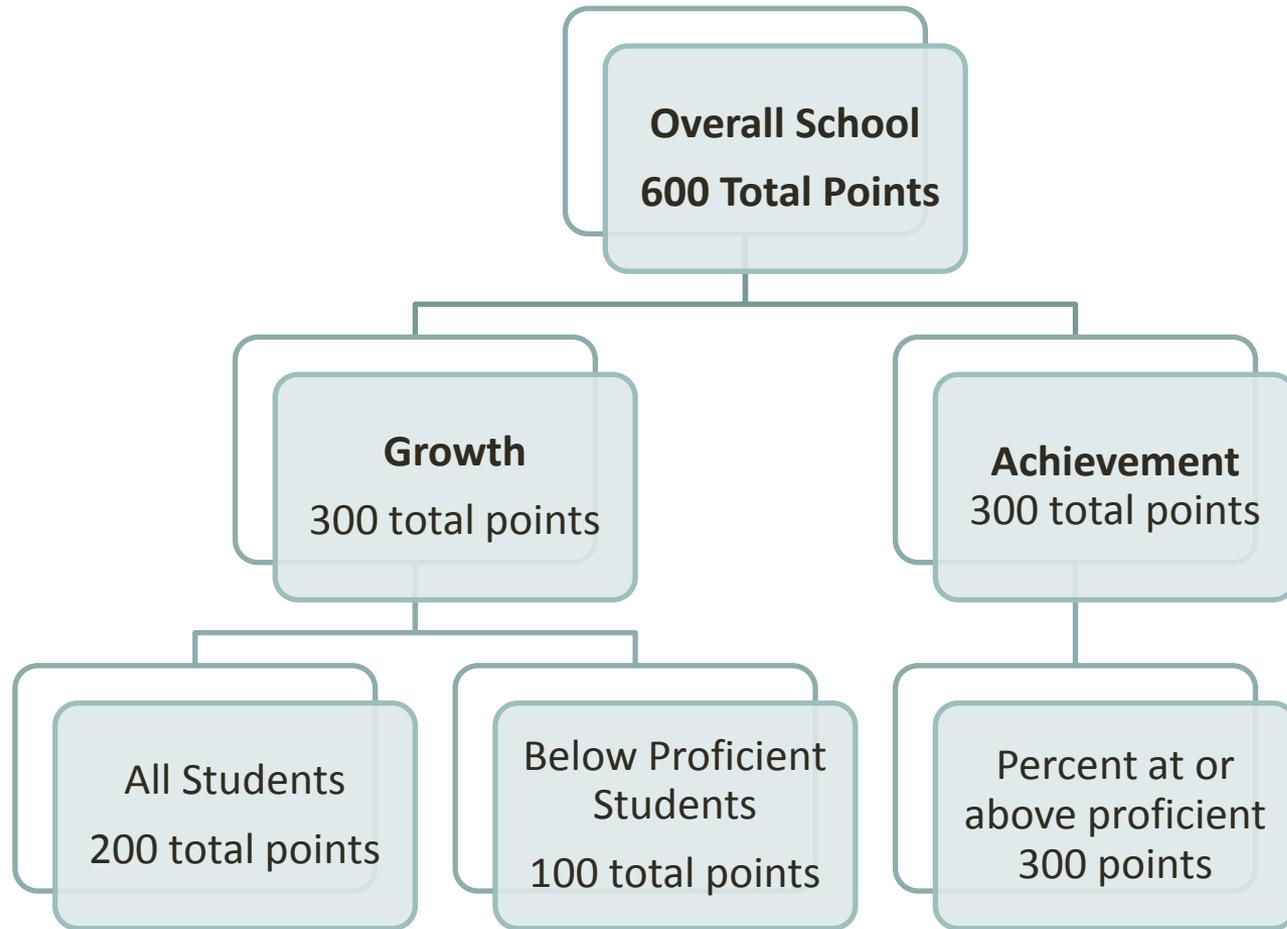
Guiding Principles for UCAS

- Meeting standards (proficiency) and improving academic achievement (growth) are BOTH valued
- All schools, including those that serve traditionally low performing students, should have an opportunity to demonstrate success
- The system should include strong incentives for schools to improve achievement for the lowest performing students

Guiding Principles for UCAS (cont.)

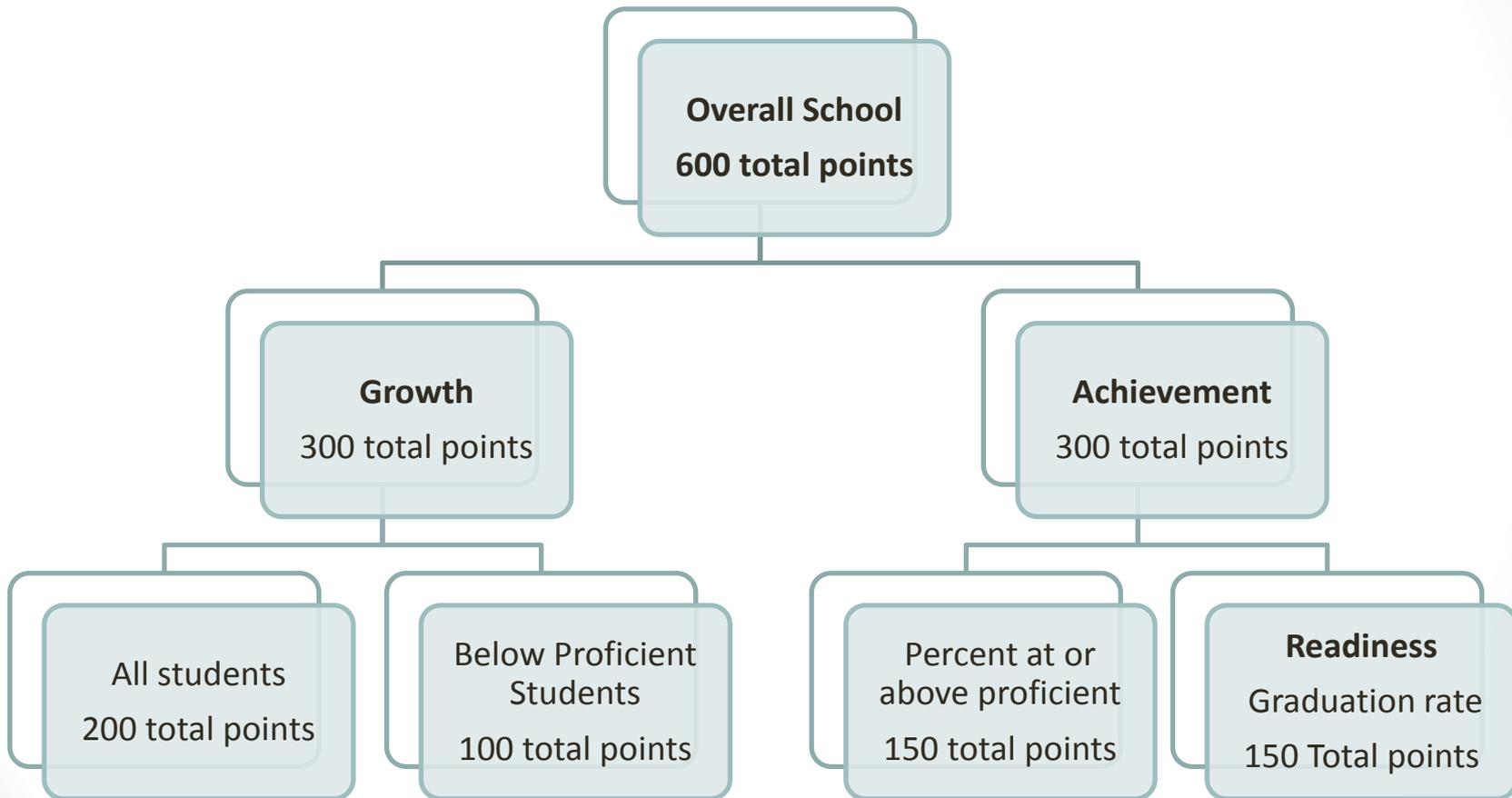
- Growth expectations for below proficient students should be linked to attaining proficiency
- Growth expectations for all students, including students above proficiency, should be appropriately challenging and meaningful
- Clear and understandable to stakeholders

Point Structure for Elementary and Middle Schools



Schools without a 12th

Point Structure for High Schools



Schools with a 12th grade

Subgroups

- Identifies below proficient students as a single subgroup
 - Below Proficient Subgroup = All students who scored below proficiency (level 1 or 2) on the previous year's CRT
 - Below Proficient Subgroup is determined independently for each content area (ELA, Math, Science)
- Ensures all students who are below standard, regardless of group, are the focus for improvement
- Below proficient subgroup is double weighted in the growth calculation to increase focus on those most at risk
- Complete disaggregated data for all 10 subgroups will be included in UCAS report including gap analysis

Participation Requirement

- A school must meet the 95% participation rate for the whole school and non-proficient subgroups of 40 students or more in each content area
- Participation is calculated for the whole school and the non-proficient subgroup
- Schools not meeting the participation requirement will receive a UCAS total score of 0

Achievement

- Proficiency based on:
 - CRTs/ NWEA tests
 - DWA
- CRTs/NWEA tests weighted equally
- In grades with no DWA, each content area is weighted equally (one third)
- When the DWA is included, it counts for one-half of the weight of one CRT content area
- The weighted percent proficient is scaled to 300 possible points
- UAA tests will be included

Sample Elementary Achievement Calculation

Subject	Percent Proficient		Points Possible (Weighted)		Achievement Points
ELA	80%	x	86 28.57% of 300	=	69
Math	70%	x	86 28.57% of 300	=	60
Science	60%	x	86 28.57% of 300	=	51
DWA	80%	x	43 14.29% of 300	=	34
Total			300	=	214

Schools without DWA , content areas are weighted equally (1/3 each)

College & Career Readiness

- Readiness accounts for 150 of the 300 points for high schools in the achievement component.
- The readiness component is the federal graduation rate* calculation as approved by USED. All graduation reporting includes this rate.
- For purposes of calculating UCAS, the graduation rate is calculated by multiplying the graduation rate by 150 (e.g. $.70 \times 150 = 105$).

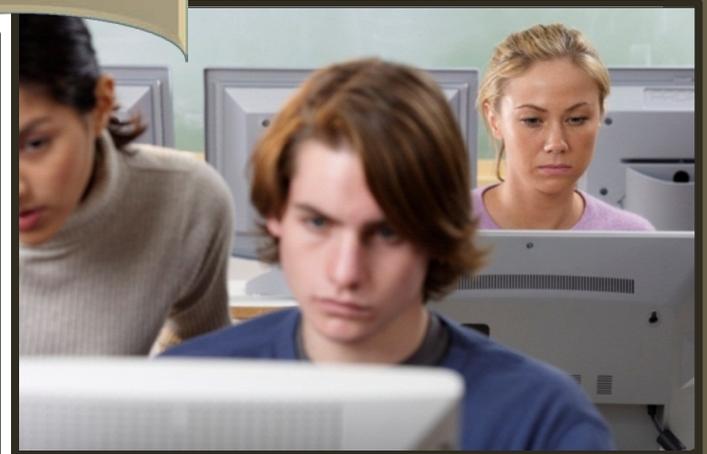
*For training on how to correct school grad rate data go to <http://www.schools.utah.gov/data/Data-Training.aspx>

Sample High School Achievement Calculation

Subject	Percent Proficient		Points Possible		Achievement Points
ELA	80%	x	50 33% of 150	=	40
Math	70%	x	50 33% of 150	=	35
Science	60%	x	50 33% of 150	=	30
Readiness/ Grad Rate (3/4 year federal)	80%	x	150 100% of 150	=	120
Total			300	=	225

Student Growth Percentile

SGP



Student Growth Percentile (SGP)

- Developed by Damien Betebenner,
- The Center for Assessment
- “Colorado Growth Model”
- Utah, Colorado, Nevada, Indiana, Massachusetts, New Hampshire, Maine, Arkansas, Rhode Island, Virginia, West Virginia, New York, Hawaii, Idaho, Georgia, Wyoming

Growth compared to peers



Student Growth Percentile

- Student growth is determined by comparing the performance of a student with all other students in the state with the same past performance (1-3 years of CRT scores)
- This results in fair and appropriate growth determinations for students who are achieving at low, medium and high achieving students

Student Growth Percentile

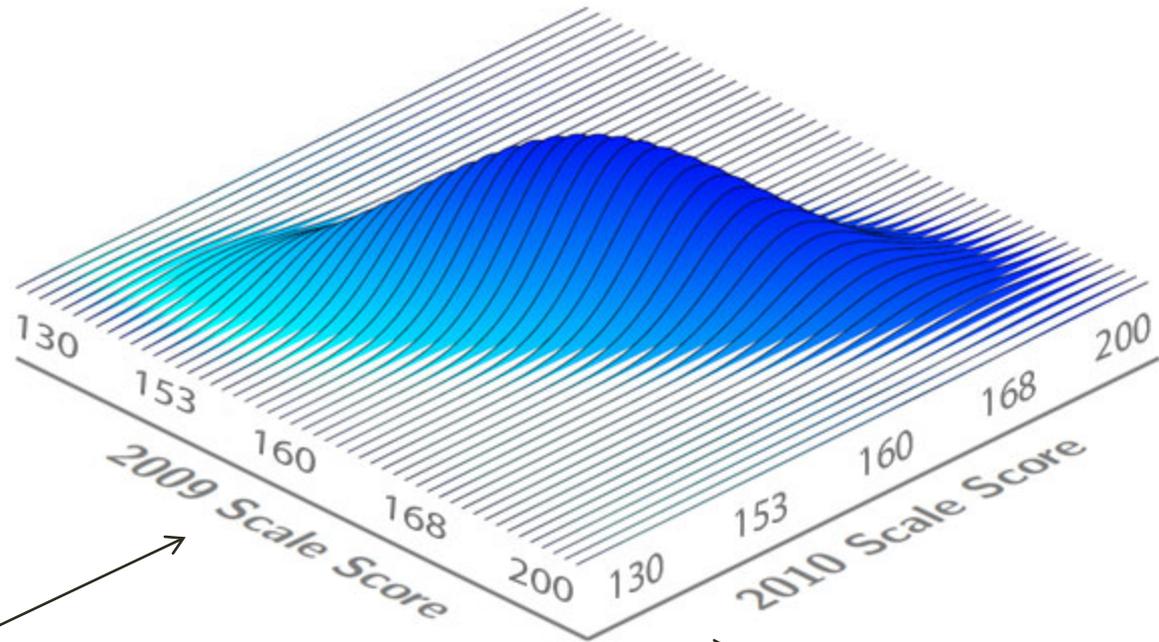
- Compute an SGP for each year a student has an assessment scale score:
 - Identify a student scale score for all past years where a score exists for that student
 - Determine the academic peer group (all students in the state with the “same” scale scores for all of the same years) for each student
- Determine how performance in the current year compares with that of the student’s peer group to produce a growth percentile

Normative

How does it work?

Think of a group of students, where each student has two test scores – one for 2009 and one for 2010.

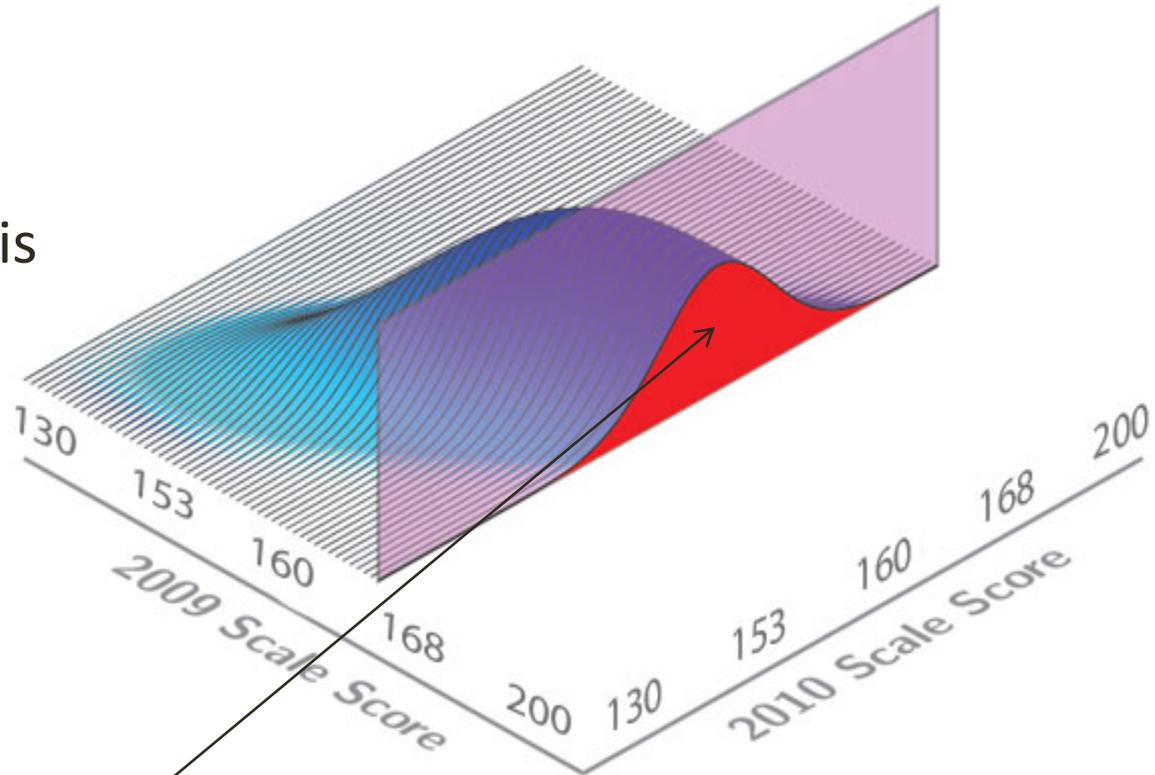
We could show the distribution of these scores at the same time as pictured.



Normative

We could 'slice' through the picture to show the 2010 distribution for just one 2009 score. This is called a conditional distribution.

The red shaded curve shows the conditional distribution in 2010 for all students who scored 166 in 2009.

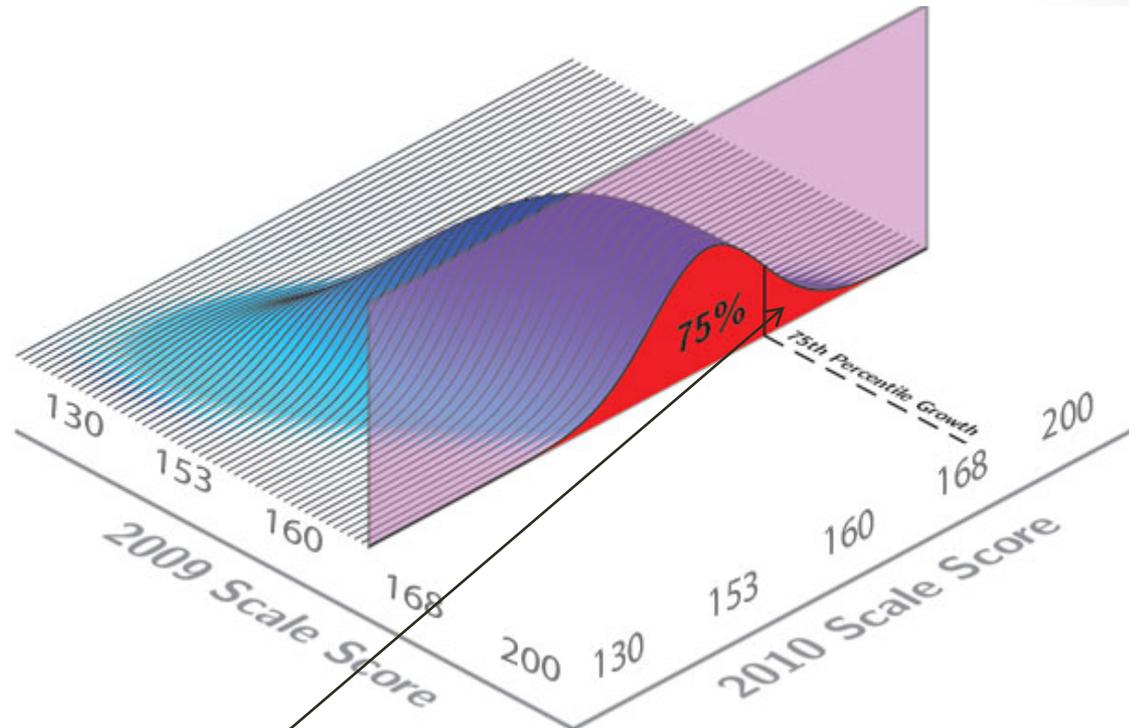


Normative

Assume we are interested in just one score, 170, in 2010.

We could ask, what percentage of students who scored 166 in 2009 scored at or below a 170 in 2010?

In this case, that turns out to be 75%. In other words, a score of 170 is at the 75th percentile.



Why use SGP?

- Determines growth based on multiple years of data for each student
- Honors variable amounts of growth (including small changes)
- Does not replicate proficiency
- Recognizes growth for students who are achieving at low and high rates
- Growth percentiles are calculated for every student, but can be aggregated to the classroom, subgroup, school, district, and state
- Can easily transition as the assessment system transitions

How can the SGP be used?

- Student SGP:
 - Student, Parent, Teachers
 - Review student history of achievement and growth
 - Realistic goal setting for future growth
- Class MGP:
 - Median SGP for every student in the class
 - Teachers, School Administrators
 - Review class history of achievement and growth
 - Realistic goal setting for future growth

How can the SGP be used?

- School MGP
 - Median SGP for every student in the school
 - Teachers, School and District administrators
 - Review school history of achievement and growth
 - Realistic goal setting for future growth
- District MGP
 - Median SGP for every student in the district
 - School and District administrators
 - Review district history of achievement and growth
 - Realistic goal setting for future growth

Growth Calculation

Growth Points Rubric

Median SGP Achieved	All Students (Maximum 200 points)	Below Proficient Students (Maximum 100 points)
0-34	50	25
35-49	100	50
50-59	150	75
60 and above	200	100

Example calculation

		MGP	Points
ELA	All students	56	150
	Non-Proficient	35	50
Math	All students	45	100
	Non-Proficient	55	75
Science	All students	50	150
	Non-Proficient	40	50

Growth Calculation

Example calculation

		MGP	Points
ELA	All students	56	150
	Non-Proficient	35	50
Math	All students	45	100
	Non-Proficient	55	75
Science	All students	50	150
	Non-Proficient	40	50

Total Growth Points

Group	ELA Points	Math Points	Science Points	Point Total (mean)
All Students	150	100	150	133
Below Proficient Students	50	75	50	58

School Total Growth Points = 191

Annual Measureable Objectives

Federal Requirement to establish and report AMOs

Utah's Minimum Compliance Plan

- AMOs are not used in any UCAS calculation
- AMO trajectory will reduce in half the percent of non-proficient over six years
- AMOs will be established separately for each subgroup at each school
- UCAS reporting will list the AMO and performance of each school subgroup
- AMO reporting page will be a drill down page in the UCAS report
- AMOs will be used in identifying and exiting Focus schools

Establishing AMOs

- AMOs will be based on the percent of students achieving proficiency on the states Criterion-Referenced Tests (CRTs) separately in English language arts and mathematics
- ELA: CRT results in grades 3-8 and 10 are used to determine the percent of students proficient
- Mathematics: results are based on CRTs in grades 3-6 and in the course appropriate CRT thereafter which includes math 7, algebra, or geometry for grades 7 and 8. High schools will be determined by calculating the percent of 10th grade students who scored proficient on the Algebra I CRT in 10th grade year or a prior year
- Results from the Utah Alternative Assessment (UAA) are included for students with significant cognitive disabilities approved to participate in this assessment

AMO Sample Calculation

AMO Sample Calculation for a School Subgroup with ELA Proficient = 82%

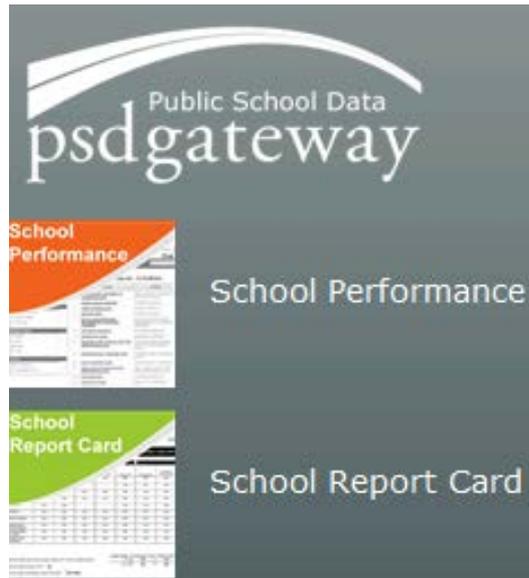
- $100\% - 82\% = 18\%$
- $\frac{1}{2}$ of 18 is 9
- $9 / 6 \text{ years} = 1.5 \text{ per year}$
- Year one $82.0 + 1.5 = 83.5$
- Year two $83.5 + 1.5 = 85.0$
- Year three $85.0 + 1.5 = 86.5$
- Year four $86.5 + 1.5 = 88.0$
- Year five $88.0 + 1.5 = 89.5$
- Year six $89.5 + 1.5 = 91.0$ (half way to 100 percent)

Sample AMO Trajectories for a School

	All	Asian	African Am	Am Indian	Hispanic	Pacific Islander	ED	LEP	SWD
2011	81	82	64	60	63	73	70	51	54
2012	83	84	67	63	66	75	73	55	58
2013	84	85	70	67	69	78	75	59	62
2014	86	87	73	70	72	80	78	63	66
2015	87	88	76	73	75	82	80	67	69
2016	89	90	79	77	78	84	83	71	73
2017	91	91	82	80	82	87	85	76	77
Goal:	91	91	82	80	82	87	85	76	77

UCAS Reporting

- UCAS reporting will be done in PSD Gateway



- Drillable school reports
- Individual Student Growth Reports with trajectory to proficiency
- Subgroup disaggregated data

HILLCREST SCHOOL

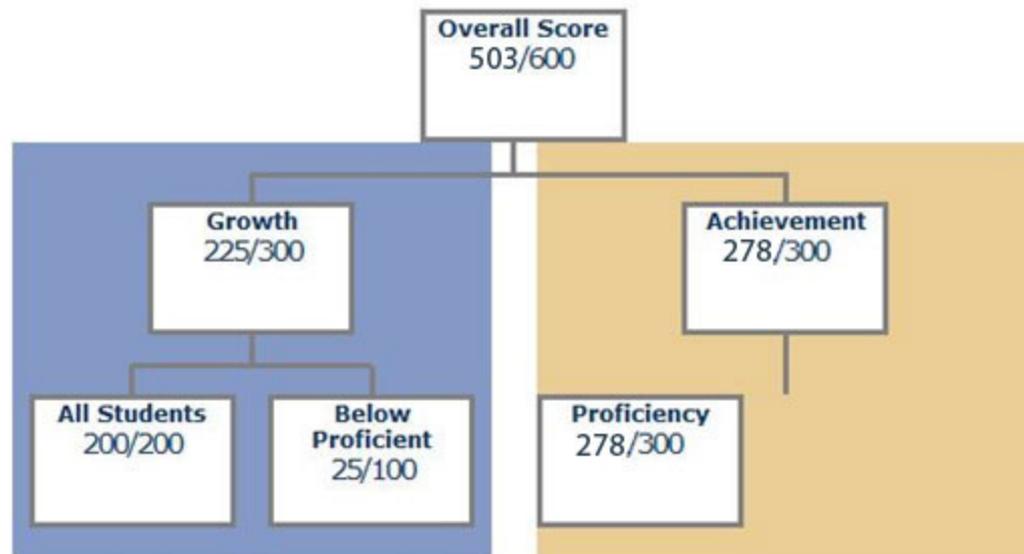
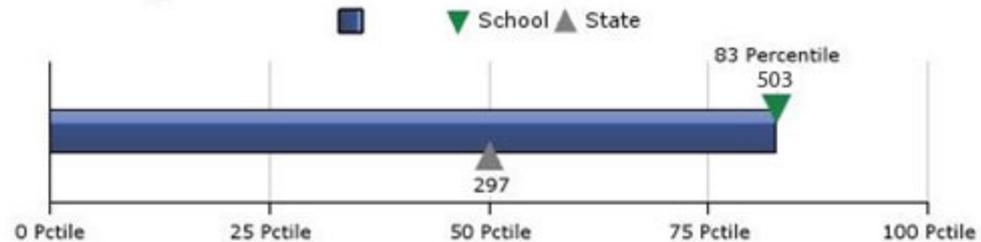
2011-12

ALPINE DISTRICT

- ▶ Address:
651 E 1400 S
OREM, UT 84097
- ▶ Phone: 8012278717
- ▶ Principal:
- ▶ **Number of Teachers:** 25
- ▶ **Enrollment:** 440
- ▶ **Minority:** 24%
- ▶ **ELL:** 15%
- ▶ **Low Income:** 51%
- ▶ **SWD:** 23%



Ranking within Utah Schools*



*Includes schools that do not have a 12th grade as well as the 1st-8th grade population of K-12 schools.

Student Growth Percentile (SGP): A measure of student progress that compares changes in a student's test scores to changes in scores of other students within a similar achievement group

UTAH SCHOOL REPORT CARD

2011-12

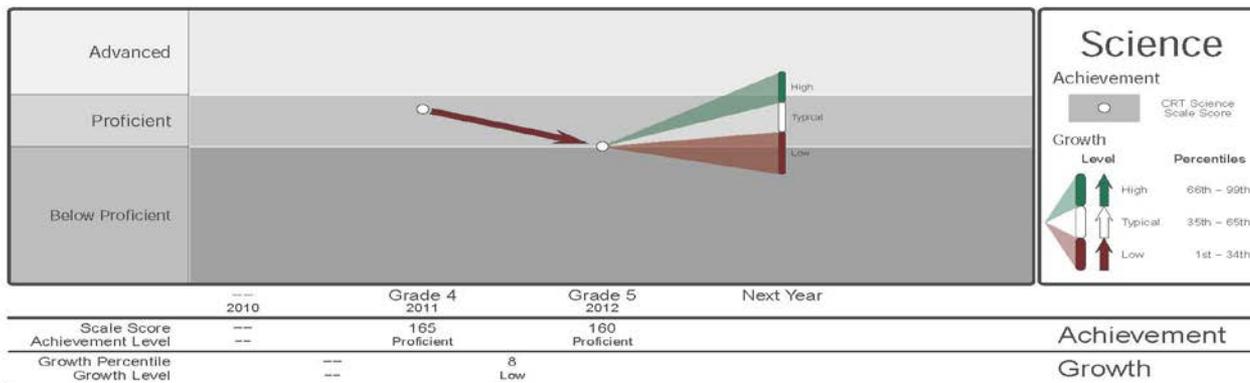
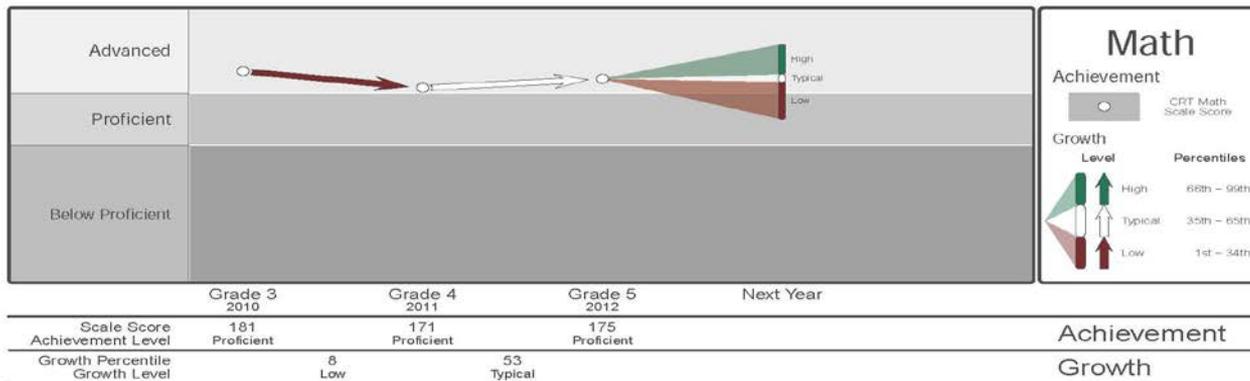
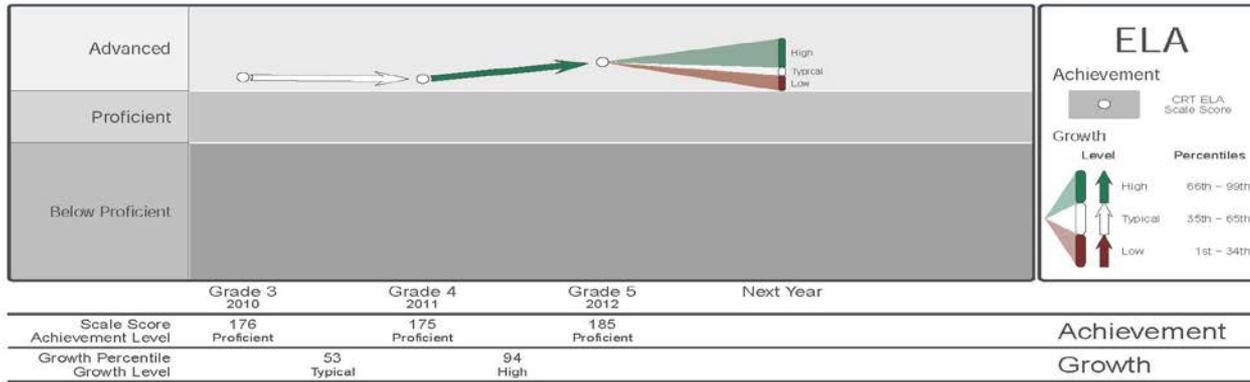
Subject Area: * ▼

		Proficiency (% Proficient)			Growth (Median SGP)			Attendance		
		Group	School	Gap	Group	School	Gap	Group	School	Gap
AfAm/Black	12	42%	86%	-44%	58	67	-9	95%	95%	0%
White	376	87%	86%	1%	67	67	0	95%	95%	0%
Economically Disadvantaged	70	76%	86%	-10%	66	67	-1	95%	95%	0%
Students with Disabilities	61	57%	86%	-28%	61	67	-6	95%	95%	0%

SGP Sample Student Profile

Justin Than

Sample School



Implications for Title I Schools

Old Title I Accountability System

- Utah will no longer use AYP determinations for Title I accountability
- Current Title I school and district improvement requirements have been eliminated through the approved ESEA Flexibility Waiver
- Title I schools identified in need of improvement for 2011-2012 will:
 - Retain current Title I school improvement grants through 2012-13
 - Be evaluated for Focus School eligibility

New Title I Accountability System

- Utah will use the new UCAS accountability system to identify:
 - Priority Schools
 - Focus Schools
 - Reward Schools
- The Title I requirements of setting aside Title I funds for school improvement sanctions are removed:
 - Transportation associated with public school choice
 - Supplemental Educational Services (SES)

Priority Schools

Utah will identify as Priority Schools:

- The lowest-performing 5% of Title I schools; for Utah a minimum of 14 schools.
- The fifteen schools that are currently identified and being served under the Title I School Improvement Grant (SIG) process will be identified as Priority Schools

NOTE: This is allowed under the ESEA Flexibility Waiver Request Guidance and will allow Utah to maintain continuity in funding and service to those schools. All of these schools have already initiated one of the federally-mandated, rigorous, turnaround strategies that are required of Priority Schools.

Priority Schools – Exit Criteria

To exit Priority School status, the school must achieve whichever is greater:

- a two year composite UCAS score of at least 320
- or
- a two year composite UCAS score that is at least the 15th percentile of Title I schools

Focus Schools

Utah will identify as Focus Schools:

- The next lowest-performing 10% of Title I schools; for Utah a minimum of 28 schools
- Focus schools will be identified based on one of three criteria:
 1. lowest-performing Title I schools using a two-year average of the composite score from the new UCAS; or
 2. Title I served high school with graduation rate below 60%; or
 3. Title I school not achieving AMOs with the largest achievement gaps
- These schools will be required to participate in the Utah Title I school improvement process and will receive a supplemental Title I grant of at least \$100,000 to assist them in fulfilling the related requirements.

Focus Schools – Exit Criteria

The rigorous exit criteria for Focus Schools are tied to the reason the school was originally identified as a Focus school. The Title I Focus school exit criteria require significant progress in student achievement.

Focus Schools – Exit Criteria

Focus school identification reason	Exit criteria
Composite score within the new Utah Comprehensive Accountability System in lowest 10% of Title I schools	Composite score at or above the 25th percentile of performance for all Title I schools
Graduation less than 60%	Graduation rate exceeds 60%
Greatest within-school achievement gaps	Significant progress in closing within-school achievement gaps (at least 50% decrease in gaps)
Sub-group(s) low achievement	Significant progress in achievement for all subgroup(s) for which the school was originally identified as a Focus School for low achievement (exceeding AMOs for two consecutive years)

Reward Schools

The USOE will annually recognize two categories of Title I Reward Schools, High-performing and High-progress. These schools will be recognized through:

- a press release
- certificate of achievement
- letter to the LEA superintendent or charter leader
- letter to the building principal to be shared with the school community

<u>High-performing Title I Schools</u>	<u>High-progress Title I Schools</u>
Schools will be identified based on highest levels of achievement and above average performance on growth	Schools will be identified based on highest levels of growth and above average performance on achievement

Principle 3: Supporting Effective Instruction and Leadership

The Board adopted rule R277-531 that outlines the following required elements for all districts in a framework:

- Yearly evaluations for all educators based on:
 - Student growth
 - Instructional and leadership effectiveness based on observations, discussions, and artifacts/evidence
 - Parent/student input from stakeholder surveys

Principle 3: Supporting Effective Instruction and Leadership

- Evaluation results to be used in decision making for professional development, compensation, and employment
- Results reported to the Board on a yearly basis
- Each LEA must adopt model system being developed by the State Board or implement a district system based on Board framework

Additional Calculations

- Full academic year (FAY) unchanged
- Minimum N
 - Achievement/Growth =10
 - Participation =40
 - Graduation Rate = 10
- Schools must have both an achievement and growth score in order to receive a UCAS report
- Graduation Rate is the 3 year (for 10-12 high schools) or 4 year (for 9-12 high schools) federally approved rate and does not include completers

FAQs

Current FAQs posted on USOE Website at :

[http://www.schools.utah.gov/data/Educational-Data/Accountability-School-Performance/Utah ESEA Flexibility FAQs.aspx](http://www.schools.utah.gov/data/Educational-Data/Accountability-School-Performance/Utah_ESEA_Flexibility_FAQs.aspx)

Accountability Timeline 2012

2012 Timetable

May 2

USOE Clearinghouse ready to receive LEA Clearinghouse File Submissions

May - July

LEAs review their data and make appropriate changes

USOE provides error reports on assessment data and clearinghouse to assist in this process:

CRT error reports will be available the week after the LEA closes all school data windows

UAA draft data must be retrieved from MoveIT folder, confirmed and submitted to MoveIT folder, THEN error reports will be generated

June

LEA notifies USOE Assessment Director of any extreme circumstance that occurred during test administration that may affect data and/or have a significant impact on the school assessment results (e.g., flood, fire, natural disaster)

June 24, 5:00 pm

Due date for assessment final data/error corrections for traditional schedule schools

July 1, 5:00 pm

Due date for assessment final data/error corrections for year round schedule schools

July 7, 5:00 pm

Due date for final clearinghouse submission

LEA clearinghouse data submission is final and LEAs are not provided any further opportunity for data correction

LEAs should make sure all submitted data is accurate

Final clearinghouse data will be used for accountability reports and be publicly reported and displayed

September 14 (estimated)

Accountability Reports (UCAS (Utah Comprehensive Accountability System), UPASS, AMAO) posted in the LEA MoveIT folder on a secure Web server

The State Education Research File (SERF) posted in the LEA MoveIT folder on a secure Web server

September 14-Oct 12 (estimated)

LEAs/USOE review UCAS, UPASS and AMAO reports for accuracy

USOE corrects any aggregation, merging or calculation errors

September 28 (estimated)

LEA Superintendents review reports to determine if extreme circumstances previously reported in June had a significant impact on the school accountability reports (e.g., flood, fire, natural disaster)

October 4

PAC reviews extreme circumstances, works with LEAs to determine appropriate action

November 1 (estimated)

Accountability Information Report posted on USOE webpage

UCAS/UPASS reports posted on USOE Gateway