UTAH

ESEA Flexibility Request

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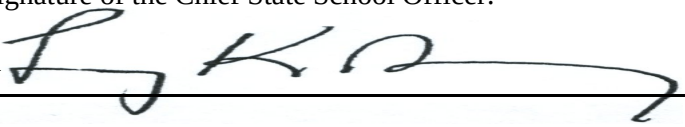
COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: Utah State Board of Education	Requester's Mailing Address: 250 East 500 South PO Box 144200 Salt Lake City, UT 84114-4200
State Contact for the ESEA Flexibility Request Name: Judy Park Position and Office: Associate Superintendent, Student Services and Federal Programs Contact's Mailing Address: 250 East 500 South PO Box 14420 Salt Lake City, UT 84114-4200 Telephone: 801-538-7550 Fax: 801-538-7768 Email address: judy.park@schools.utah.gov	
Chief State School Officer (Printed Name): Larry K. Shumway	Telephone: 801-538-7510
Signature of the Chief State School Officer: X 	Date: 5/29/12
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

[X] 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.

[X] 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.

[X] 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.

[X] 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.

[X] 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a school-wide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.

[X] 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's priority and focus schools.

[X] 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this

waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools.

X 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

X 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

X 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools.

Optional Flexibility:

An SEA should check the box below only if it chooses to request a waiver of the following requirements:

X The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

X 12. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA's State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools that are not reward schools, priority schools, or focus schools.

X 13. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not rank sufficiently high to be served.

ASSURANCES

By submitting this application, the SEA assures that:

[X] 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.

[X] 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)

[X] 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)

[X] 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)

[X] 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)

[X] 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)

[X] 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools. (Principle 2)

[X] 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

[X] 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)

[X] 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.

[X] 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).

[X] 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).

[X] 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.

[X] 14. It will report annually on its State report card, and will ensure that its LEAs annually report on their local report cards, for the "all students" group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the State's annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. It will also annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively.

If the SEA selects Option A in section 3.A of its request, indicating that it has not yet developed and adopted all guidelines for teacher and principal evaluation and support systems, it must also assure that:

[X] 15. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2011–2012 school year. (Principle 3)

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State's Committee of Practitioners regarding the information set forth in the request and provide the following:

1. *A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.*

Teachers are well represented in all of the Utah Stakeholder groups as described throughout the proposal by the participation of the Utah Education Association (UEA). Utah prefers to use the UEA to represent teachers and provide teacher perspectives to reduce removing teachers from their classrooms to participate on state committees. The UEA well represents teachers and teacher perspectives. Their participation will continue to play an important role as Utah continues to refine, implement and evaluate their systems. As the waiver process moves forward, Utah will present training and seek feedback in locations across the state. Teachers will be invited to these meetings.

2. *A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights*

organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

The Utah State Board of Education (USBE) has sought input into the development of the ESEA Flexibility Waiver request from Utah's stakeholders. The proposal incorporates key goals and priorities from *Promises to Keep*; the vision for the future of education in Utah. In order to ensure high quality instruction and rigorous standards that lead to college and career readiness for all students, the state of Utah is determined to have one accountability system that includes performance and growth that focuses valuable resources on student success.

The elements found in the Utah waiver application associated with Principles 1, 2 and 3 were in place before the application for waiver process began. The following details the variety of ways that diverse stakeholders, including teachers and communities, were informed and encouraged to provide input. The involvement of the various stakeholder groups at the beginning of the planning process, as well as throughout the process, ensure that those stakeholders had meaningful input in shaping the Utah State Office of Education's (USOE's) waiver request, thereby helping to ensure success during implementation.

Committee of Practitioners

The USOE presented to the Utah Title I Committee of Practitioners on November 16, 2011, information related to the ESEA Flexibility Waiver Request process that was announced by the U.S. Department of Education in October 2011. The information provided and the discussion centered on the flexibilities available to states and the requirements that states must meet to apply for the ESEA Flexibility Waiver. The Title I Committee of Practitioners expressed support for the USOE to meet with stakeholder groups to gather input in the development of the waiver request. One of the key concerns expressed by the Committee of Practitioners was that future education accountability and reporting needs continue to report school and student achievement by disaggregated groups to ensure emphasis on high quality instruction and achievement of historically underperforming student populations. The USOE agreed to reconvene the Committee of Practitioners in January 2012 to share key principles of Utah's ESEA Flexibility Waiver request based on stakeholder input.

The Utah Title I Committee of Practitioners convened on January 25, 2012, to consider Utah's ESEA Flexibility Waiver request, seek clarifications, and provide input. Based on the information provided by the USOE, the Committee of Practitioners discussed the potential consequences of those parts of Utah's proposal that was of greatest concern to them. The new Utah Comprehensive Accountability System was introduced and discussed. In understanding how the system includes both academic achievement and growth, the Committee of Practitioners expressed support of the new accountability system. The Utah Title I Committee of Practitioners provided the following specific comments:

- "Having two accountability systems has been confusing to parents."
- In reference to the need to continue to report disaggregated student achievement results, one member of the committee said, "Must do to assure equitable education for all students."
- School district and community representatives declared, "Disaggregated group reporting allows LEAs to prioritize funds and resources where needed."

The new accountability system provides achievement scores of disaggregated groups as part of the new report card system. This understanding removed the primary concerns regarding a new education accountability system. The Committee of Practitioners was encouraged to complete a survey regarding the ESEA Flexibility Waiver request.

Stakeholder Survey
The superintendency of the USOE sent formal notification of intent to apply for the ESEA Flexibility Waiver to local education agencies and community groups representing Utah students. The notification included an executive summary of Utah's proposal and invitation to provide input through a comprehensive survey. The survey was designed to allow stakeholders to respond to key principles in the ESEA Flexibility Waiver request and to provide comments and/or recommendations. This information was sent to superintendents, charter leaders, local boards of education, principals, curriculum directors, Title I directors, special education directors, Title III directors, Title VII coordinators, teachers, parents, community advocates, higher education, and the public in general through a link on the USOE website.

The public input survey was available for fourteen days and there were 446 respondents to the ESEA Flexibility Waiver request survey (71% of respondents were teachers). A chart that summarizes input from Utah's stakeholders and the complete summary of the survey and responses is available in Attachment 2.

Summary of Frequent Public Input Comments/Recommendations
In reviewing the comments /recommendations from the ESEA Flexibility Waiver Survey, the USOE provides the following table that summarizes some of the most frequent comments. See Attachment 2.

Utah Groups Representing Students with Disabilities
The USOE Director of Special Education met with groups (e.g., Protection and Advocacy, Utah Parent Center, and the Utah Coordinating Council for Persons with Disabilities) representing students with disabilities to provide information regarding Utah's proposed ESEA Flexibility Waiver and gather input. Particular emphasis and discussion was directed to the concept of the non-proficient subgroup of students with disabilities. Additionally, the Utah ESEA Flexibility Survey described above, was emailed to a variety of Utah organizations, including those listed above representing students with disabilities for dissemination to their listservs to gather additional input from parents, advocates, students with disabilities, special educators, and related service providers (e.g., Vocational Rehabilitation, Work Ability, Division of Substance Abuse and Mental Health, the University of Utah Center for Public Policy and Administration, Easter Seals of Utah, Utah Council for Exceptional Children, Utah Personnel Development Center, Utah Association of School Psychologists, etc.). Input received from these groups was considered in the development and revision of this application.

The information and opportunity for stakeholders representing students with disabilities has been presented in multiple venues by the USOE Special Education staff including; interagency councils (i.e. Coordinating Council for People with Disabilities (CCPD) and the Initiative on Utah Children in Foster Care (IOU)); ongoing state special education meetings; meetings with Protection and Advocacy (P & A); and groups representing parents of children with disabilities.

These discussions started prior to Utah's development and submission of the ESEA Flexibility Request and continue to provide current status and information and continue to solicit input and concerns both in person and in writing regarding the accountability process used for all students in Utah, including those with disabilities. In addition, during Utah's regular IDEA monitoring process, individual discussions were held with special education teachers and related service providers regarding the CCSS and how to develop IEP goals that provide the student with meaningful access and involvement in that core curriculum, while addressing their individual learning needs.

Utah Groups Representing English Language Learners
May 7, 2012 – a joint meeting with Title I and Title III Alternative Language Services (ALS) Directors will be held specifically dealing with the ESEA Flexibility Request, specifically how the Request will affect College and Career Readiness/Utah Core Standards and Assessment and Accountability plans.

June 15, 2012 – a summer conference with Catherine Colliers, an expert in the field of bilingual/cross cultural special education. This conference is the initial launch of an ongoing focus on professional development and implementation of evidence-based instruction in relationship to achievement and growth of English Language Learners (ELLs) and Special Education students. School based teams will represent Utah schools that have high enrollment of ELLs, ELLs with disabilities and low CRT results in language arts and math. The teams will consist of the school principal, one special education teachers, one ELL teacher, and two other staff members which may include a counselor and/or instructional coach. The goal of this project is to create a catalyst in each school to build understanding of issues around achievement of ELLs and Special Education students.

Multicultural Commission
Brenda Hales, Associate Superintendent, has been appointed to the Utah Multicultural Commission. The Utah Multicultural Commission goals are to accomplish the following:

- Partner with State agencies to assure equity and access to culturally competent programs and services; to discuss policies, practices and procedures; and to make recommendations to ensure proper delivery of state services and resources to the ethnic community.
- Partner with State agencies to ensure proper outreach and response to the ethnic community about State government's programs and resources.
- Develop a strategic plan to identify needs, goals, and deliverables that will directly impact the most significant needs of the ethnic community.
- Report to the Governor's Office as needed about State government's responsiveness to the ethnic community of Utah and other issues impacting these constituents.

Principle 1 College and Career-Ready Expectations for All Students Stakeholder Consultation
The Utah State Board of Education (USBE) adopted the College and Career Readiness Student Standards (CCSS) in June 2010. The USBE and Superintendent Larry K. Shumway began a system wide education reform process in 2009, looking for ways to improve student learning in the face of many challenges including: burgeoning class sizes, rapidly changing demographics, increasing rates of poverty, drastic cuts to education budgets, and rapid rates of growth in various student populations including increasing numbers of English language learners and minority populations. For example, 38 percent of Utah students in public education are considered economically disadvantaged and at least 20 percent of all students have limited English proficiency.

Students with disabilities have increased in numbers as well, particularly students labeled as having various forms of autism. In the last six years, the number of students with disabilities who receive the majority of their special education services in the general education classroom has increased from 42.10% to 54.98%, posing additional challenges for classroom teachers and education systems of support for all students.

Therefore, the USBE has been engaged in trying to determine policy and programs that will meet the needs of all students and the educators who serve them. They know from examining the research and from stories of success in the field that the quality of instruction is the driving factor in reform. They also agree that student performance standards need to be more clearly defined.

Utah has been fortunate to have statewide content standards for decades but student performance standards have not been clearly defined or aligned with college readiness standards for all students. As the college and career readiness standards developed by Council of Chief State School Officers (CCSSO) and National Governors Association (NGA) began to emerge, Utah not only showed interest, but also gave vital input to their creation. Highly effective classroom teachers were asked to give input to the

creation of the standards as well as to provide feedback during the development process. Teacher specialists at the USOE were instrumental in coalescing teams of teachers to provide input and give feedback to early drafts. The Utah Education Association (UEA) was consulted early in the process to ensure broad-based support for adoption and ongoing professional learning. Special Education teachers and leaders and leaders of Title III funded programs were consulted as well to determine if the standards would provide all students with higher expectations and opportunities for success. Based on input from these various stakeholders, a detailed timeline for the adoption of the Utah College and Career Readiness Student Standards (CCSS) and accompanying professional development was established. The events during the first year of implementation can be found in Attachment 12.

Principle 2: State-Developed Differentiated Recognition, Accountability, and Support Stakeholder Consultation

November 2010, a stakeholder committee was formed to begin discussing the possibility of developing a new state accountability system to replace the current system, Utah Performance Assessment System for Students (U-PASS) Accountability System. The meetings focused on the possibility of a new state law that would require grading schools. The committee began the process of developing a new system by reviewing some of the literature on accountability systems, such as "Key Elements for Educational Accountability Models" (Perie, Park & Klau, 2007). This committee met monthly. When state statute 53A-1-1101-1113 was passed in March 2011, the committee adjusted its focus to incorporate the new requirements in the law. In addition to this advisory committee, the process of developing an accountability system was discussed with multiple groups representing Utah public education, parents, and students, with each group's input informing the work and final product. Below is a list of the many different committees and stakeholders that were an essential part of the process to develop a new accountability system. The process included input sessions with all stakeholder groups as is detailed below.

We would call specific attention to our work with the Coalition of Minorities Advisory Committee (CMAC). The USOE staff spent a half day reviewing federal requirements and potential Utah responses with CMAC. The exchange was lively, productive and significantly helped to shape the final application. The final draft was then presented and approved by CMAC. As the process moves forward, the USOE staff have committed to attend each CMAC meeting to provide continued updates and seek input on the waiver process. The USOE staff will continue to meet with the Utah Policy Advisory (PAC) Committee which has representatives from all stakeholder groups and meet with the individual groups represented on the PAC (PTA, Superintendents, CMAC, UEA, Special Education Teachers, Assessment Directors, Curriculum Directors, English Language Learners, and Charter Schools).

Coalition of Minorities Advisory Committee (CMAC)

The USOE presented an overview of both the state accountability proposal and ESEA waiver application to the Utah Coalition of Minorities Advisory Committee (CMAC) at their January 2012 meeting. CMAC provided feedback on the proposal.
See Attachment 18 for a list of the individuals that served on the committee.

Comprehensive Accountability System Advisory Committee

In 2011, state statute 53A-1-1101-1113 was passed in the Utah legislature which required the USOE to design a new state accountability system. In March 2011, the USOE assembled a committee of policy makers, education leaders, and stakeholders from across the state to begin the work. The committee, with technical assistance provided by the National Center for the Improvement of Educational Assessment, was charged to develop a new assessment system for Utah schools. The committee met monthly (April – November to design the accountability system. The committee met in February 2012 to review the final draft proposal and provide feedback.
See Attachment 18 for a list of the individuals that served on the committee.

Utah Association of Elementary School Principals
A presentation and discussion on the new accountability system occurred in February 2012. This group of 200 elementary principals reviewed the final accountability system and provided feedback for ongoing improvements and evaluations

Utah Association of Elementary School Principals Board
A presentation and discussion on the development of the new accountability system occurred in December 2012. This group of 30 elementary principals provided valuable feedback that was incorporated into the design of the accountability system.

Utah Association of Secondary School Principals
A presentation and discussion on the development of the new accountability system occurred in January 2012. This group of 200 secondary administrators provided valuable feedback that was incorporated into the design of the accountability system.

Utah Education Association Board
A representative from each local education association regularly attends meetings on issues that are important to teachers. A presentation and discussion on the development of the new accountability system was received by this board in November 2011 and again in January 2012. Their feedback was incorporated in the development of the accountability system.

Utah LEA Assessment Directors
A summary of both the state accountability proposal and ESEA waiver applications was presented to the Utah LEA Assessment Directors at their January 2012 meeting. The Assessment Director for each LEA in the state was invited to participate in the meeting. The Assessment Directors provided feedback on the proposal.

Utah LEA Indian Education Coordinators and Tribal Leaders
The USOE presented an overview of both the state accountability proposal and ESEA waiver application to the Utah LEA Indian Education Coordinators and Tribal Leaders at their January 2012 meeting. Particular emphasis and discussion was directed to rigorous standards for all students, assessments and accountability that would allow schools to incorporate heritage language and culture, teacher and administrator evaluations and the need for quality counseling and support for students. Feedback from the participants was received on the accountability system and ESEA waiver application.
See Attachment 18 for a list of the individuals that attended the meeting.

Utah LEA Special Education Directors
A summary of both the state accountability proposal and the ESEA waiver applications was presented to the Utah LEA Special Education Directors at their January 2012 meeting. Particular emphasis and discussion was directed to the concept of the non-proficient subgroup of students with disabilities. Input received from this group was considered in the development and revision of this application; the majority of the discussion focused on the commitment of SEA and LEA staff to include students with disabilities in the implementation of the CCSS using the same timelines and criteria used for all students.

Utah Policy Advisory Committee
The Utah Policy Advisory Committee reviewed both the state accountability proposal and the ESEA waiver application in their January 2012 meeting. They provided thoughtful feedback for both.
See Attachment 18 for a list of the individuals that served on the committee.

Utah State Board of Education
The USBE reviewed and approved Utah's ESEA flexibility request February 3, 2012. See Attachment 4 for the minutes of the Board meeting.

Utah Schools Superintendents Association
A presentation and discussion on the development of the new accountability system occurred several times in the monthly meetings of this important group. All of the district superintendents attend this meeting. The Superintendents provided valuable feedback that was incorporated into the design of the accountability system.

Utah Technical Advisory Committee
The Utah Technical Advisory Committee reviewed both the state accountability proposal and the ESEA waiver application in their January 2012 meeting and provided significant feedback.
See Attachment 18 for a list of the individuals that served on the committee.

Principle 3 Supporting Effective Instruction and Leadership Stakeholder Consultation
The elements found in the Utah waiver application associated with educator evaluation regulations were in place before the application for waiver process began. The USBE placed new Effective Teaching Standards and Education Leadership Standards in Board rule R277-530 during the August 2011 Board meeting. The Utah Educator Evaluation Framework for statewide educator evaluation was placed in Board rule R277-531 September 2011. All of this work was done in a robust manner with strategies for broad-based stakeholder input. Stakeholder groups involved in the development of these policies included teachers, parents, administrators, teacher associations, representatives from educators of students with disabilities and English language learner, district leaders, USOE staff, assessment directors, human resource directors, teacher preparation faculty from higher education, deans of education and board members.

The Utah Education Association (UEA) has been an integral partner in all of our reform efforts. Leadership from the state UEA association was involved in the initial design and continues to be involved in implementation strategies. They serve on our steering and workgroup committees and appear at every USBE meeting and legislative session in support of our presentations and proposals regarding educator effectiveness. The work of the USBE in these areas relies heavily on the input from teachers and school leaders. The USBE and staff are also reliant on input from parents, principals, central office staff, charter school leaders and staff, advocacy groups for early childhood, special education, English language learners, minority coalition leaders, and teacher preparation institutions (IHEs). Membership of all workgroups can be found at http://www.schools.utah.gov/cert/Educator-Effectiveness-Project/Committees.aspx . Another critical component is the voice of students. Protocols to get student input on teacher effectiveness are currently under development and will serve as one of the three components in our overall educator evaluation system. Social media is also being used to provide information and get input on design of these tools.

As a result of the waiver application, the USOE has been able to gather additional information to inform development and implementation efforts. For example, a survey for public input on the waiver uncovered perceptions about educator evaluation that will need to be addressed in professional development and provided us with specific concerns regarding student growth measures in educator evaluation. The survey results (Attachment 2) indicate that 96% of respondents believe that instructional effectiveness is important to extremely important in the overall effectiveness rating of an educator, with 31% responding that it is extremely important. A question about the measure of student growth in determining overall effectiveness of an educator had less favorable ratings with 72%, overall indicating it would be effective to extremely effective; and only 13% indicating this would be extremely useful. This feedback will

influence how we weight the measures of student growth and instructional effectiveness in our overall evaluation system.
A timeline outlining formal actions taken to involve stakeholder groups in development and implementation efforts for statewide educator evaluation can be found in Attachment 13.

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

[X] Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.
Utah is interested in collaborating with the U.S. Department of Education to evaluate the effectiveness of our efforts under Principle 2: State-developed differentiated recognition, accountability, and support. Utah stakeholders have invested considerable time and expertise in the articulation of a comprehensive system for school accountability. The proposed Utah Comprehensive Accountability System (UCAS) includes three components: achievement, growth, and readiness. This system will result in a performance/growth target assigned to each Utah school, and is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for all students.

This accountability approach is significantly different from Utah's current accountability system. As Utah implements the UCAS, an evaluation of the impact of the system on Utah schools and communities is critical for the process of continual improvement and refinement of the system. There are several key questions that Utah proposes to collaborate with the Department to address:

- What impact does the UCAS have on the perception of community stakeholders regarding the effectiveness of the school?
- What impact does the UCAS have on the perception of community stakeholders regarding the quality of Utah schools overall?
- What impact does the UCAS have on student performance for all students? Is the intended outcome (improved student performance) being achieved?
- What impact does the designation of a school as a Reward School, Priority School, or Focus School have on student achievement at those schools? Does student achievement improve as a result of these designations?
- Does the designation of a school as a Priority School or a Focus School have a differentiated impact on the achievement of students in various subgroups?
- What are the unforeseen or unintended consequences of the UCAS in the areas of student achievement, school achievement, closing the achievement gap, quality of instruction, quality of school personnel, and community perception?

Upon receipt of approval for ESEA flexibility, Utah will collaborate with the Department in the development of an evaluation program to address these key questions. In partnership with the Department, Utah will identify the specific tools and measurement strategies to use as part of this evaluation. With financial and technical support from the Department, the approved evaluation plan will

be implemented to measure the effectiveness of Utah's approach to Principle 2, specifically the practices associated with the UCAS performance and accountability system.

Overview

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. *explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and*

2. *describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.*

The ESEA Flexibility Waiver Application has given Utah the opportunity to clearly articulate how the vision, goals and programs of the USBE come together in a coherent process that is aligned with the requirements of the application. The USBE is committed to providing leadership and support to local education agencies and schools to achieve high levels of student success and to ensure that all students are college and career ready. The four principles in the application reflect the focus and ongoing work of the state of Utah in preparing all students to be college and career-ready through increased quality of instruction and improved student achievement. Utah's students with disabilities and English language learners have been planned for and included throughout this application whenever the phrase "all students" is used.

Utah's Flexibility Waiver Request application aligns all of the principles outlined by the Department into Utah's comprehensive plan for student achievement and school success.

In order to fulfill the constitutional responsibilities of public education in Utah and to achieve the high expectations of Utah's citizens, the USBE on August 7, 2009, adopted *Promises to Keep* (see attachment 20) as its vision for the future of education in Utah. These promises are Utah's comprehensive plan for increased quality of instruction and improved student achievement. These promises clearly define the priorities of public education in Utah as:

- **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

Each of these promises are now well entrenched into state goals, policies and practices. They not only align with the principles of this application, but have served as the catalyst for preparing the state to be ready to replace current NCLB requirements with a more rigorous focus and requirement for students and educators.

Ensuring literacy and numeracy for all Utah children (Principle 1, 2 and 3)
In order to ensure that Utah's students are prepared for the future, the USBE adopted the English language arts and mathematics college and career-ready student standards.

Utah's new standards are more focused and are more rigorous than Utah's previous core curriculum standards. The benefit to Utah students is a set of focused student performance outcomes targeted at ensuring all students are college, career, and citizenship ready. To assist LEAs in building the instructional capacity of teachers including general educators, special educators (and related service providers), and English Language Acquisition educators to build literacy and numeracy skills for all

children, the USOE provides quality professional development. Priority attention has been given to and targeted at schools serving high needs populations. Reading specialists have also been highly trained to work with at-risk readers while reading coaches have been providing classroom teachers with additional tools to differentiate instruction and ensure all students are reading at a minimum, on grade-level. In addition, the Utah State Board of Education (USBE) also adopted the World Class Instructional Design and Assessment (WIDA) English language proficiency standards (May 7, 2010) to assist educators in differentiating instruction to ensure that English language learners develop English proficiency. In developing Utah's ESEA Flexibility Waiver proposal, the USOE staffs have collaborated with the Office of English Language Acquisition (OELA) and the National Clearinghouse for English Language Acquisition (NCELA). By targeting classroom instruction in literacy and providing administrators with the tools needed to promote and monitor best practices, all Utah students will be better prepared with literacy skills needed to be successful in college and careers.

Providing high quality instruction for all Utah children (Principle 1 & 3)
A focus on improving the quality of instruction for all Utah children has included support for the Utah Educator Effectiveness Project. High quality instruction in all public schools in Utah requires:

- Measuring teaching and leadership with research-based performance standards.
- Aligning preparation programs to Utah Effective Teaching Standards and Utah Educational Leadership Standards.
- Evaluating the effectiveness of educators yearly using multiple measures.
- Recruiting, retaining, promoting, and rewarding the most effective educators.
- Providing appropriate professional development at all stages of the professional career continuum.

The five major components of the Educator Effectiveness Project are directly targeted at improving instruction and are all essential for improving educational outcomes for all students. The Utah State Board of Education (USBE) adopted the Utah Effective Teaching Standards and Utah Educational Leadership Standards, in Board rule R277-530 in August 2011 as the first and most crucial step of the overall project. See Attachment 10 and Attachment 11.

These standards will serve as the basis for LEA educator evaluation systems as well as the model system being developed by the Utah Educator Evaluation Advisory Committee and subsequent workgroups. The USBE then adopted Board rule R277-531 (Attachment 10 and Attachment 11) September 2011, outlining the educator evaluation components and processes required of all LEAs in Utah. The standards include indicators focused on differentiating instruction and understanding needs of English language learners and students with disabilities. The sole purpose of this project is to ensure teachers and leaders engage in instructional practices that will enable all students in Utah public schools to be successful. The details of this project are outlined in Principle 3.

Establishing curriculum with high standards and relevance for all Utah children (Principle 1)
In January 1984, The USBE established policy requiring the identification of specific core curriculum standards to be completed by all K-12 students as requisite for graduation from Utah's secondary schools. The Elementary and Secondary School Core Curriculum is defined in Board rule R277-700.

The new Utah college- and career-ready student standards for English language arts and mathematics provide a performance-based pathway to ensure all students in Utah public schools are prepared with knowledge and skills to succeed in college and careers for today's economy. The Utah Core Curricula, which now incorporates these standards, is taught with respect to difference in student learning styles, rates, and individual capabilities without losing sight of established standards. Professional development has been provided to LEA staff regarding the use of standards-based (CCSS)

individualized educational programs (IEPs) and alternative language interventions to address the instructional needs of students with disabilities and English language learners transitioning to the CCSS.

Ongoing professional development also focuses on the need for implementation of research-based instructional methodology and accessibility strategies, including the use of tiered instruction and Universal Design for Learning (UDL) to allow access to grade level content for all students, regardless of whether it is provided by the USOE Teaching and Learning or USOE Special Education section. Cross-training with general education staff, special education staff, and school and district administration occurs regularly, to ensure that all students in Utah receive high quality instruction from qualified and effective personnel.

Locally-selected textbooks and digital resources are used as tools in implementing the core curricula. Teachers and administrators utilize the core curricula to provide direction in determining professional development needs. The Utah Core Curricula process has been a part of Utah public education since the early 1980's and provides guidance in organizing the Utah system for assessing students' learning and instructional effectiveness and serves as a vehicle by which students, teachers, administrators, community leaders, and parents join as partners to build high quality instruction for all students.

The comprehensive system of counseling and guidance helps to ensure that counselors help students take courses that will assist in college and career readiness and graduation, scholarships, and opportunities for mentoring. Counselors help students more effectively transition from junior/middle schools to high schools and from high school to college and careers opportunities. Collaboration has occurred at the state and local level among special education staff and school counselors, as well as with the Utah Vocational Rehabilitation agency. Professional development has been provided to LEA special educators and school counselors, targeting the school to post school transition plan that is part of the IEP process for students of transition age. This professional development has been used to strengthen transition planning for students with disabilities and ensure that IEP teams consider the necessary specialized instruction needed to ensure these students leave school prepared for college and career.

Requiring effective assessment to inform high quality instruction and accountability (Principles 1 & 2)

In order to effectively assess student performance to inform instruction and ensure school accountability, the USBE has supported two important initiatives: 1) the focus on implementing high-quality assessments to measure student proficiency with the new standards and (2) a new Utah Comprehensive Assessment System (UCAS) that will evaluate school effectiveness based on achievement and growth.

With Utah's commitment to a comprehensive adaptive testing system as evidenced by the pilot programs described in Principle 2, Utah is well prepared for transitioning to a more effective assessment process.

In addition, the focus of the USBE has been to prepare and plan for a transition to measuring student growth towards a goal of career and college readiness for all Utah children. This includes a goal to provide clear feedback to students, parents, teachers, principals and policy makers about individual student and group progress. The plan calls for eliminating the existing dual accountability systems and providing a single comprehensive accountability system which meets both state and federal needs. This vision has led to the implementation of two pilot assessment programs which are currently paving the way for the transition to the new assessment and accountability system.

Utah educational leaders recognize the need for schools to consistently use quality progress monitoring tools to assess student learning and inform instruction. If teachers collaborate in meaningful Professional Learning Communities at the school level, they will regularly review student performance data to design instructional activities to meet the individual needs of students and improve student learning.

Professional development on progress monitoring and the use of student data to guide instruction has been provided to LEA staff.

School Improvement Plans

Utah State Code 53A-1a-108.5 requires all Utah schools to complete a school improvement plan. The school improvement plan is to address the specific learning needs of the students. In developing this plan, schools are to review achievement data and elicit input from parents and teachers. The school improvement plan is to be reviewed annually and shared with the local school board and the school community. Specific school improvement plan requirements are outlined in 53A-1a-108.5.

Utah Strategic Planning Act for Educational Excellence

53A-1a-108.5 School improvement plan.

(1)(a) Each school community council shall annually evaluate the school's U-PASS test results and use the evaluations in developing a school improvement plan.

(b) In evaluating U-PASS test results and developing a school improvement plan, a school community council may not have access to data that reveal the identity of students.

(2) Each school improvement plan shall:

(a) identify the school's most critical academic needs;

(b) recommend a course of action to meet the identified needs;

(c) list any programs, practices, materials, or equipment that he school will need to implement its action plan to have a direct impact on the instruction of students and result in measurable increased student performance; and

(d) describe how the school intends to enhance or improve academic achievement, including how financial resources available to the school, such as School LAND Trust Program money received under Section 53A-16-101.5 and state federal grants, will be used to enhance or improve academic achievement.

(3) The school improvement plan shall focus on the school's most critical academic needs but may include other actions to enhance or improve academic achievement and community environment for students.

(4) The school principal shall make available to the school community council the school budget and other data needed to develop the school improvement plan.

(5) The school improvement plan shall be subject to the approval of the local school board of the school district in which the school is located.

(6) A school community council may develop a multiyear school improvement plan, but the plan must be presented to and approved annually by the local school board.

(7) Each school shall:

(a) implement the school improvement plan as developed by the school community council and approved by the local school board;

(b) provide ongoing support for the council's plan; and

(c) meet local school board reporting requirements regarding performance and accountability.

The Title I school improvement process in Utah has demonstrated success in turning around schools identified in need of improvement. Title I schools identified in need of improvement have been required to revise their school improvement plans based on the results of a school appraisal conducted by an approved school support team. The USOE will continue to use this process to build school capacity in the lowest-performing schools to ensure high quality instruction and increased student achievement.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

1.A Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	***Option B***
[X] *The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.* *i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)*	[ ] *The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.* *i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)* *ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)*

In June of 2010, the USBE adopted the English language arts and mathematics CCSS as the Utah Core Curricular Standards.

Adoption of the college and career ready standards included numerous opportunities and strategies for public input before full consideration by the USBE. The process began in 2006 with the implementation of the K-16 Alliance http://science.uvu.edu/k16alliance/. This committee, jointly hosted by the USBE and the Utah Board of Regents, is committed to preparing all students to be college and career ready. The Superintendent of Schools and the Commissioner of Higher Education co-chair this committee. Membership is made up of a variety of education stakeholders and community activists who have a vested interest in ensuring that Utah public schools prepare ALL students for success. This alliance frames the conversation and action around ensuring that all students are prepared and supported in achieving success in post-secondary education.

A primary topic of conversation during the past few years has been the amount of remediation occurring in mathematics and English language arts courses during the freshman year of college. A 2010 study by Utah Valley University indicated that almost half of the entering freshmen needed to enroll in remedial mathematics or English language arts courses. While most of these struggling students profiled in the data did not attend college right out of high school, the percentage of all students needing remediation was worth noting. A major strategy to combat this issue included adopting student performance standards based on 21st century skills and providing all students with high quality instruction every day in every classroom by all educators. The collaborative work of the USBE and the Utah Board of Regents resulted in the documented commitment to encourage all students to prepare for college and careers through a rigorous course of study and through a focus that includes:

(1) Build an Academic Foundation
(2) Develop Intellectual and Career Capacity
(3) Evaluate Progress for College
(4) Explore Postsecondary Options.

Graduation standards and student performance measures have also been a recent target of the USBE reform initiatives. In 2007, the USBE increased graduation requirements from two years of mathematics and science to three, (including Algebra 2), for the graduating class of 2011 while acknowledging that this was merely a starting point for standards reform. Subsequently, states were coming together, under the leadership of the NGA and the CCSSO, to produce standards for student performance that will help all students be better prepared for success in college and careers. Governor Gary Herbert and Superintendent Larry K. Shumway agreed that participation in the development of these standards would serve Utah students well. Staff members of both the Governor's office and the USOE were involved in the development, providing input, direction and feedback. Members of our Institutions of Higher Education (IHE) partners also served on design committees. These standards then informed the work of Utah's development and implementation of the Utah Core Standards for mathematics and English language arts.

In a letter to Secretary Duncan dated March 5, 2012 (Attachment 21), Utah Superintendent Larry Shumway stated, "On behalf of the Board, I assert its right to complete control of Utah's learning standards in all areas of our public education curriculum."

A letter from Secretary Duncan dated March 16, 2012 (Attachment 22), agrees that Utah is in control of Utah's standards.

1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled ESEA Flexibility Review Guidance, or to explain why one or more of those activities is not necessary to its plan.

Implementation Timeline:
The USBE adopted the CCSS in June 2010 along with a statewide implementation timeline. Letters were sent to school district superintendents and charter directors regarding the adoption and timeline; making it clear that all LEAs would be expected to adopt the standards within the given timeline. The timeline represents the USBE's ability to support statewide implementation efforts while being based on a backwards design aligned with the timeline for accompanying assessment development. Full implementation of both English language arts and mathematics standards for all students will occur in the 2013-14 school year with accompanying assessments used for accountability measures in 2014-15. Many LEAs have chosen to implement at a faster rate and several LEAs elected to wait until 2012-13 to begin implementation. However, all LEAs have been involved in early professional development, curriculum alignment, and in the use of CCSS lessons. Non-scored pilot assessment questions will be included in the existing end of level tests and results will be disaggregated for further analysis. The timeline has not been adjusted for various groups of students. Rather, the USBE believes that the standards are for all students including students with disabilities and English language learners and that the quality of instruction

accompanying the standards is key to ensuring all students are prepared for post-secondary education in order to be successful in today's economy.

Readiness Efforts in 2010-2011

Implementation efforts after the USBE adoption in 2010 were focused on communication and gathering stakeholder input. A website (http://www.schools.utah.gov/core/) was assembled providing information for parents and educators to assist in understanding the new CCSS. The following activities were the focus of our first year efforts.

- Communicate reasons for adopting CCSS to stakeholders
- Gather stakeholder input about CCSS adoption and implementation plans
- Provide professional development for Utah Core Academy facilitators, teacher leaders, district leaders
- Distribute resources for parent, educators, and policymakers to aide in understanding of changes
- Align curriculum with standards and crosswalk with current Utah CORE
- Begin course development for new integrated secondary mathematics courses
- Develop performance expectations for students and teachers
- Engage in articulation with IHEs
- Develop interventions and expand opportunities for Students with Disabilities, English language learners, and accelerated learners
- Work with publishers to develop e-books and other integrated resources

The following timelines illustrate the USOE rollout of professional and resource development by grade level. For example, in the summer of 2011, the USOE provided Academies for K-12 English language arts with the exception of 6th grade, which was focused on mathematics. Mathematics sessions were provided for 6th and 9th grade mathematics teachers. The USOE will focus efforts on mathematics K-5, 7th, 8th, and 10th grades during the 2012-2013 year in order to develop resources, provide technical assistance and ongoing professional learning opportunities for successful implementation.

USOE Implementation Timeline for English Language Arts Grades K-12

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2011-2012	Summer Common Core Academy, follow-up PD						6th grade mathematics	Summer Common Core Academy, follow-up PD					
2012-2013	• Statewide implementation K-12 • Ongoing professional learning shifted to LEAs • SEA providing resources, technical assistance, and professional dev. • New aligned test items added to existing assessment system												
2013-2014	• Statewide implementation K-12 • Ongoing professional learning • SEA providing resources, technical assistance, and professional development • Pilot new assessments												
2014-2015	Full implementation of CCSS ELA and new assessments												

USOE Implementation Timeline for Mathematics Grades K-12

School Year	K	1	2	3	4	5	6	7	8	9	10	11
2011-2012	• Summer Core Academy, • Follow-up professional dev. • Resource and course development						6			9		
2012-2013	• Statewide implementation K-5							7	8		10	

	Ongoing professional learning shifted to LEAs • SEA providing resources, technical assistance, and ongoing professional development. • New aligned test items added to existing assessment system					
2013-2014	• Statewide implementation K-11 • Ongoing professional learning SEA providing resources, technical assistance, and professional dev. • Pilot new assessments					11
2014-2015	Full implementation of CCSS mathematics and new aligned assessments					

Alignment with Existing Utah Standards:
One of the challenges educators face with new standards or materials adoption is the ability to integrate with existing practices. The USOE staff has been very clear and strategic in addressing this concern. The CCSS standards were cross-walked with three other key sets of standards; existing Utah Core Curriculum standards in mathematics and English language arts, World Class Instructional Design and Assessment (WIDA) English Language Proficiency (ELP) standards adopted by the USBE on May 7, 2010, and the new Utah Effective Teaching Standards (addressed in Principle 3). These crosswalks and alignment documents can be found at www.schools.utah.gov/core and samples are located in Attachment 14.

Since Utah adopted an integrated model for mathematics, crosswalks for secondary courses were found to be ineffective. The English language arts crosswalks follow the pattern of showing where the new standard is found in the current core and then reverses this process; showing the current standard in the new core. The alignment is rated at four levels: complete match, strong-partial, weak-partial, and no match. The committees engaged in this work included educators serving a variety of populations (i.e., students with disabilities, ELL, gifted) and were deemed to be experts in their grade level band and content area. Independent audits conducted by content experts, university professors, and organizations such as the Fordham Institute found the current Utah mathematics and English language arts standards to be very closely matched to the CCSS. However, it was very clear that Utah English language arts standards needed vast improvement in argumentative and expository writing and the use of informational text. The CCSS will provide our students and teachers with opportunities to improve cognitive, analytical, real-world application, literacy and writing skills necessary to be successful in today's economy.

Inclusion of English Language Learners
To ensure that ELL students have access to the CCSS, the USBE adopted the WIDA English Language Proficiency standards. These standards encompass the vocabulary and academic language of all content areas and clearly delineate language development across all proficiency levels in each academic content area. An alignment of the English language arts linguistic demands and the standards for English language proficiency was conducted early in the adoption of the CCSS. It was clear that there were many similarities as well as concerns expressed by some educators that the CCSS could be too challenging for English language learners. The crosswalk enabled the USOE staff members from Title III and Teaching and Learning to create systemic strategies for improved instruction for all students. It was discovered during the crosswalk that WIDA ELP standards ensured that ELL students would receive Utah Core Curriculum and support in all of their classes. As part of the professional development strategy, staff members co-presented this information to various stakeholders and used sample lessons to show educators how all students can meet the linguistic demands found in the English language arts standards

when appropriate instructional strategies are used, such as Sheltered Instruction Observation Protocol (SIOP) and classroom assessments with appropriate accommodations. By having multiple voices, including the Coalition for Minority Advisory Council (CMAC), advocate for using the CCSS as a vehicle to ensure all students are college and career ready, educators are more likely to understand that the CCSS are really for all students. Utah's ELL students have been planned for and included throughout this application whenever the phrase "all students" is used to promote equity and assist in the effort to reduce the achievement gap.

The Master Plan for English Language Learners (2007) is being updated this year. The Plan included research-based interventions tied to the specific needs of English Learners. The Master Plan for ELL's provided guidance to schools and districts to implement both recommendations and state requirements to improve student academic achievement and school success. The Master Plan addresses the unique needs of ELL families, which include cultural, educational and language barriers. The Plan provided systemic guidance tools for schools to communicate educational requirements (e.g. progress toward college and career readiness).

Inclusion of Students with Disabilities

State leaders, LEA Special Education Directors, and stakeholder groups representing students with disabilities have unanimously voiced support in ensuring that all students with disabilities are provided meaningful access and high quality instruction in the CCSS, which will aid in closing achievement gaps by working towards the same targeted goals (with the same implementation timeline as for all students). Utah's students with disabilities have been planned for and included throughout this application whenever the phrase "all students" is used to promote equity and assist in the effort to reduce the achievement gap.

The USOE Special Education leadership meets regularly with LEA Special Education Directors and IHE representatives from teacher preparation programs to discuss and address concerns about assessments, materials, and teacher support for transitioning educators and students with disabilities to the higher standards. State Special Education Administration meetings have focused on LEA-level planning for the implementation of the CCSS for the last two years, addressing educator professional development needs, service delivery options, and upcoming assessment changes to ensure that students with disabilities are appropriately supported by special education staff in preparation for college and career.
Coordinated efforts between departments at the USOE are resulting in collaborative work between the USOE and LEAs to build capacity in aligning all educator instruction with the CCSS, determining the accommodations and interventions needed for students with disabilities to engage and progress in the CCSS, and providing targeted specialized instruction to reduce achievement gaps and support improved student performance in the CCSS. Professional development has been provided to LEA special education staff, general education staff, and administrators on implementing the CCSS for students with disabilities, planning for the transition to the CCSS (e.g., providing additional, supplemental instruction in missing concepts), and the use of standards-based IEPs to address student specific needs while maintaining a focus on the CCSS. The strength of these ongoing professional development activities is increased by the inclusion of school and teacher teams of both general education and special education teachers, providing them an opportunity to review and evaluate instruction to meet the needs of all students.

Tiered Instruction for all students

Utah's 3-Tier Model of Mathematics Instruction and *Utah's 3-Tier Model of Reading Instruction* provide a framework for K-12 educators to implement tiered instruction for all students, including students with disabilities, ELL students, and high ability students, in the content areas of English language arts and mathematics. These documents support all educators in facilitating success in and ensuring access for all students to the Utah Core Standards. These documents do not describe students, but rather the instruction including differentiated instruction and instructional strategies needed to support and assist all students' to equitably access and understand the core content areas of English language arts and mathematics. All tiers

of instruction are intended to enable all students to meet the rigorous and relevant demands of college and career readiness without changing the performance targets.

Alignment with Textbooks and Materials

Teams of educators with expertise in both content and grade-level curriculum created crosswalks for existing curriculum, using the K-12 English language arts CCSS standards as well as K-5 mathematics standards. These crosswalks can be found at http://www.schools.utah.gov/core . In addition, the USOE has a process for evaluating all textbooks and materials to ensure they are aligned with Utah specifications. This legislated process utilizes a Board-appointed Commission along with committees of content experts to approve aligned materials. It has been common practice this past year for textbook publishers to rearrange current materials and label them "College and Career Ready Materials." It does not take a close reading to determine that these claims are often not the case. Therefore, the USOE has encouraged LEAs to use the same alignment template used by the Commission and content committees to align current texts and materials where possible, including those instructional materials used for students with disabilities.

Utah is a leader in developing and utilizing digital resources. For example, the USOE has entered into a partnership with Dr. David Wiley, an associate professor at Brigham Young University and a Senior Fellow for Open Education with Digital Promise, to research, develop and implement technologies that transform reaching and learning. The USOE staff, LEA and Higher Ed experts, and Dr. Wiley are working to develop online digital e-books that will be based on open-source materials. They will be available in a hybrid format for all Utah students. Teachers can use the digital or inexpensive print format (five dollars per book or less) to deliver instructional material to learners. Dr. Wiley is leading a successful pilot of open-sources science textbooks in Utah classrooms. By next fall, e-books based on Utah Core Standards will be available for secondary language arts and mathematics. The mathematics e-books will facilitate our transition to an integrated high school math model while the language arts e-books will contain heavier emphasis on content literacy and oral argumentative writing. Digital resources are a key to designing and using highly relevant and responsive curriculum to Utah's students. We also have a working relationship with Apple, use ITunes U and work with the Utah Education Network to provide resources aligned with the Standards. All of this can be found on the various content websites and linked to our CCSS website http://www.schools.utah.gov/core/.

Accelerated Opportunities for Students

The standards define what students should know and be able to do at each grade level. They are aligned with college and career expectations and include rigorous content and application of knowledge through high-order skills. The English language arts standards require more rigor in using informational text and argumentative writing. Utah's English language arts standards were previously lacking in these two areas. Since English language arts coursework is required K-12, all students will experience more rigor in the content as well as the application of the English language arts standards to other content areas.

Students will continue to have opportunities for advanced coursework in Honors, Advanced Placement (AP), and Concurrent Enrollment (CE). Utah has a history of high participation and pass rates in AP courses. Students in rural settings have access to these courses delivered digitally and through collaboration with institutions in the Utah System of Higher Education (USHE). CE provides an opportunity for prepared high school students to take selected college courses while still in high school. Students earn both high school credit for graduation and college credit corresponding to the first year at a USHE institution. CE begins a student's college experience: the grades earned create a permanent college transcript.

The structure of the new math standards are in line with that of countries with high mathematics achievement. Thus, this is a transition to "world-class" mathematics instruction for Utah. The CCSS

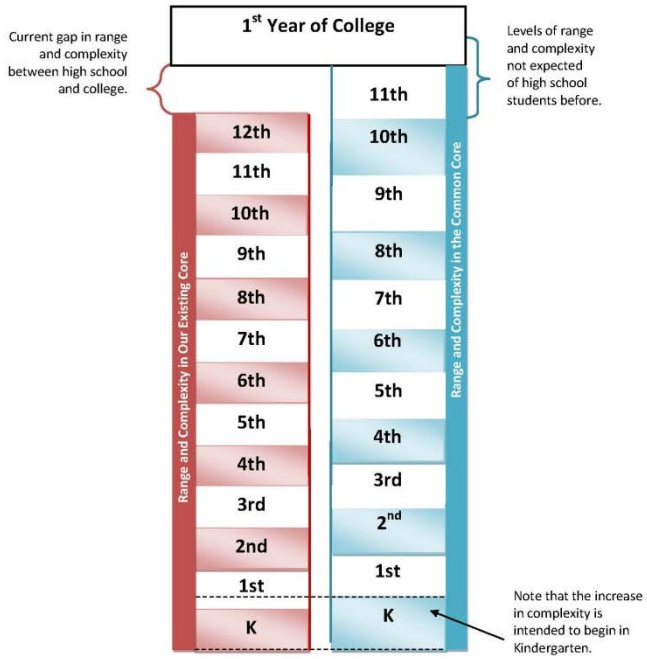
provide both the challenge and the depth necessary for all students to engage meaningfully in mathematics.
The rigor and complexity of the new standards begins in Kindergarten and continues to accelerate through high school using an integrated approach. For example, students in ninth grade will be studying topics formerly common in Algebra, Geometry and Algebra 2. By the end of eleventh grade, students will have the quantitative skills needed for post-secondary work and study. Each grade features the study of topics in depth and examines the interrelationships among mathematics concepts. The new core's structure allows more flexibility to accelerate learning for students as they progress through their secondary education.

Some students will be ready to move through the mathematics core more quickly, and others will require additional scaffolding and instruction to challenge their abilities. "Students who are capable of moving more quickly deserve thoughtful attention, both to ensure that they are challenged and that they are mastering the full range of mathematical content and skills—without omitting critical concepts and topics" (CCSS, Attachment A, 80). The new core includes Honors courses beginning in seventh grade and provides higher level math courses such as Calculus or AP Statistics for students who are ready to accelerate.

In seventh and eighth grade, Honors courses contain extra topics not included in the former core. These topics include elements from discrete mathematics, non-traditional geometries, different counting systems, and other mathematics that would be interesting to advanced middle school students. In addition, students in the Honors courses will have increased opportunities to model contextual situations with the mathematics at their grade level. These courses have increased rigor and advanced content that will challenge the minds of high-ability students.

Courses for all students are much more advanced than in previous class work. Students on the regular pathway will be prepared for Pre-Calculus, AP Statistics, or CE in their senior year. In the accelerated pathway to high school (AP), calculus is a compacted version of Secondary I, II, III and Pre-Calculus and will begin in ninth grade. This pathway allows students successfully completing the three high school Honors courses to be ready for AP Calculus as seniors. The Mathematics Task Force, consisting of mathematics educators from public and higher education, as well as policy makers and other stakeholders, has supported this coursework for high ability students.

A Visual Representation of the Range and Complexity of the Existing Mathematics Core Compared to the Common Core



Additional choices and flexibility have been built into the new secondary mathematics core. If high ability students have difficulty, they may exit the Honors program at any time and take the regular Secondary I, II, or III courses, without being forced to repeat coursework.

In rare circumstances, an LEA may compact mathematics courses to allow an especially advanced student to take Calculus before the senior year. Extreme care must be taken to properly identify and verify that these students are eligible and ready for such acceleration. With thoughtful and informed placement and curricular decisions, students can be guided and placed in appropriate classes.

Compacted courses must not skip any content or reduce rigor. Instead, they should move at a faster pace and include multiple assessments to ensure content has been mastered. The CCSS Attachment A includes guidelines for setting up compacted courses, including delayed selection of students. Since the new Honors core is much more rigorous than previous class-work, districts and charters should proceed with caution in the implementation of compacted courses and collect data to validate the efficacy of such programs.

Outreach to Stakeholders

During the development phases of the CCSS, the USOE began meeting with key stakeholder groups to lay the groundwork for adoption and implementation of the standards. The USBE was committed to strengthening student performance standards to ensure all students are college and career ready. They had been studying the data on college remediation courses, examining course-taking patterns in the senior year, and evaluating dropout data. The USBE is focused on the use of data in decision making and saw the early efforts by CCSSO and NGA as a foundation for their vision of reform efforts for Utah public education.

With the USBE's public support for the new standards, the USOE staff began meeting with key policymakers before the 2010 legislative session. Policymakers, including school board members, engaged the USOE staff in public dialogue to ensure understanding of the need to adopt a new set of student performance standards. Assurances were given that Utah had local control over adoption of college and career ready standards and accompanying resources used to implement the standards. The USOE used social media sites like Facebook, http://www.facebook.com/UtahPublicEducation?v=wall, Twitter http://twitter.com/UTPublicEd, a weekly blog, (http://utahpubliceducation.org/), and employed a former reporter from National Public Radio (NPR) to provide ongoing media support. Social media was also used to give the public opportunity for input into the standards themselves.

Parents and guardians were provided with pamphlets describing the CCSS and the potential impact on Utah schools. The brochure describes the purpose of Utah adopting the standards and what it will mean for their children. The information provided also addressed questions specific to the needs of students with disabilities and ELL with the CCSS. In addition, parents have access to the social media updates and various newspaper articles. The USOE staff appeared at local boards of education, political rallies, and community events to provide information and answer questions. Ongoing information and solicitation of public input continues to occur; the USOE recently conducted a public input opportunity and information session to provide additional forums for input. After two years of engaging the public in the process and providing a year of professional development, there is great buy in and support for the CCSS. Challenges still exist with our integrated approach to mathematics instruction as many parents were not taught using the same methods or student expectations of understanding. Strategies continue to be developed to support parents in their understanding of the mathematical concepts as well.

The Board of Regents, who governs our IHEs, has been supportive at the onset of the USBE's adoption efforts. The K-16 Alliance has been strategic in promoting K-16 collaboration around the standards at each IHE in the state. In addition, deans of education from the ten teacher preparation institutions meet monthly to discuss common issues. This group, known as Utah Council of Education Deans (UCED), includes the USOE as part of the agenda each month. The CCSS has been a monthly topic since January 2010. These ten IHEs have also been provided with on-site professional development regarding their role in preparing teachers (general education and special education) to use the standards. A series of meetings was held to provide an overview of the standards and to facilitate conversation among their preparation personnel to determine how specific preparation programs will need to change to meet the rigor of the new standards. Preparation programs began implementing the use of the standards during the fall semester 2011. Additional meetings have been held with USOE special education staff and IHE

personnel from special education personnel preparation programs to discuss additional needs in the areas of CCSS, subject-matter content knowledge, and possible changes in the provision of special education services and the USOE continues to create opportunities for LEAs and IHEs to dialogue and reconsider the needs of teacher preparation programs for general education and special education teachers.

The Utah Chamber of Commerce has been a strategic partner in engaging the business community in an urgent manner to view education as an economic issue. They developed a plan called *Prosperity 2020* (http://www.prosperity2020.com/), which views rigorous student performance standards and effective instruction as levers to improve educational outcomes for all students. Key business leaders have publicly stood in solidarity to promote increased funding for education and to include professional development for teachers in using CCSS as one of their funding priorities. Their endorsement has provided enormous leverage in receiving policymakers' support for increased rigor and for highly effective instruction and accountability. The business leaders of this movement meet often with State Superintendent Shumway, USBE members, and other USOE leaders to ensure alignment of efforts.

Preparing All Teachers and Leaders to Transition to the CCSS

The purpose of the USBE's adoption of the CCSS is to ensure all students are prepared for college and post-secondary training when they leave Utah's K-12 system. A secondary and ancillary purpose is to propel high quality instruction in order to impact student learning. These new core standards, therefore, demand new expectations and behaviors for students of all abilities and all teachers. Teachers will need to place greater emphasis on and be skilled at embedding analysis, critical thinking, and problem solving in all content areas. All teachers will need to engage students in strategies to use informational text and teach in an interdisciplinary manner. Elementary teachers and secondary mathematics teachers will need to increase their content knowledge of mathematical properties and understanding of mathematical processes. Most importantly, their instructional focus must be laser-like on student performance rather than merely knowing and demonstrating content knowledge. For highly effective teachers, these expectations will mirror their current practice. For all others, however, this entails revised methodologies. High quality professional learning experiences are the key to changing instructional behaviors and skills to meet the needs of today's students.

The professional development plan for CCSS implementation is multi-faceted and ongoing. The plan includes professional learning focused on building capacity in both teachers and leaders in all LEAs in order to shift ownership and implementation to the local level. This entails a layered approach with professional learning efforts: **program implementation, school and team improvement, and individual educator improvement.** This three-pronged approach is crucial to improving classroom instruction utilizing the CCSS in order to improve student achievement. SEA activities are outlined in the following approaches to professional learning:

Program Implementation

The USOE is generally involved in professional learning that is focused on program implementation. The purpose of this approach is to promote the successful implementation of a program typically characterized as a new curriculum or it could be something like integrating new technologies across the school system or across a particular group of teachers. Another example could be implementing a program that improves knowledge and skills of designated groups like coaches or potential administrators. LEAs may or may not choose to use outside expertise to implement and support these programs. The USOE continues to provide leadership to LEAs in modeling best practices, engaging teachers and leaders in authentic learning tasks, providing tools to use at the district or school site and following up with technical assistance. The following professional learning activities are targeted at advancing the Utah College and Career Readiness Student Standards in Utah classrooms.

Conferences
The USOE staff worked strategically with various education organizations, LEAs, and local boards of education to be placed on the agenda of every conference being held June 2010 through June 2011. This strategy was to ensure system-wide awareness and to ensure that all educators and stakeholders had the same information. Conferences included winter and summer conferences for elementary and secondary principals, the Utah School Boards Association, the Utah Special Education Law Conference, School Improvement Network Education Innovation Summit, Utah Association for School Curriculum Development, Northern Utah Curriculum Consortium, Utah School Superintendents Association, and many others. Of note was the awarding of a Gates Foundation grant through the National Association for School Curriculum Development to present a fall conference on CCSS implementation. Keynote speakers from CCSSO and Association for School and Curriculum Development (ASCD) provided great impetus for LEAs to own and make progress with implementation efforts. Breakout facilitators listened to successes and concerns from participants grouped by role. This December 2011 conference helped create a systemic shift to local ownership for instructional improvement in using the CCSS.

Utah Core Academies
In order to provide the LEAs with awareness about the CCSS in both mathematics and ELA, the USOE determined that it would be helpful to put the bulk of our time and resources into summer Core Academies. Fourteen locations around the state were secured and planning began. Governor Gary Herbert heeded the USOE's call for funding and provided $2 million in his budget to help in these efforts. Based on these resources, approximately 5,000 educators (general education, special education and language acquisition educators), including administrators, could be served.

In order to build capacity, a layered approach was used. A committee of professional development and content experts created a design that included investing a six-month period in developing high quality Core Academy Facilitators. These educators would be called upon to begin implementing CCSS in their respective content in their personal classrooms and used adult learning theory in facilitating five-day summer sessions with their peers. A call went out for highly effective general education and special education teachers who had successful experience working with adult learners. While almost 300 applications were received, 120 educators were selected from a K-16 pool. Work began immediately building their capacity in the new standards.

The participants in the Academies came from teachers determined by their LEA to be ready and committed to immediate implementation and willing to share their personal learning with colleagues. This strategy was used to build confidence in the first wave of attendees and generate enthusiasm among peers. Sessions were aligned with the state implementation timeline. This meant that sessions were provided at each site for K-12 teachers teaching English language arts and 6th and 9th grade mathematics. Teacher participants included regular classroom teachers, teachers of students with disabilities, instructional coaches, specialists, teachers of English language learners and LEA administrators. Due to limited space, resources, and facilitators, registration was structured with participant allotments per LEA. Equitable practice was used by providing more slots for rural districts that did not have district capacity.

Throughout the professional development section, we talk about various strategies that all teachers are involved in. By all, we mean general education – multiple content areas, special education, and teachers of ELL students. Our professional development facilitators are classroom teachers; including teachers who teach students with disabilities full time and teachers who specialize in working with students who are learning English. All professional development incorporates, and specifically addresses, strategies that work for various learners. Our new ELA flexbooks, for example, are being created with various level of text complexity to get at the same student outcomes so that teachers can make adjustments depending on the needs of the students they serve. The Special Education staff at the USOE is offering professional development this summer, in addition to the academies, for specialized instruction. The professional

development opportunities offered by both the USOE Teaching and Learning and Special Education provide opportunities for both regular and special education teachers to receive high quality professional learning together, which provides an opportunity for collaboration around an identical goal. Topics include lesson design and delivery to differentiate instruction. We know this is key to special education teachers being prepared to ensure students with disabilities can access the new Utah Core Standards. The technical assistance suggestions by peer reviewers seem to suggest that a mere workshop will ensure that change in the classroom occurs. This would merely be awareness. Our professional development model for college and career ready expectations for all students meets the criteria of high quality professional development found in the Learning Forward professional learning standards. We believe in follow-up and ongoing support, which is found in abundance in our system. We have online journals, Saturday Seminars, online book studies, webinars, coaching, etc. occurring that includes teachers from general and special education. The new WIDA ELL standards are embedded and discussed in many of these settings.

The USOE has partnered with the Personnel Development Center (UPDC) to provide integrated professional development targeted at improving outcomes for students with disabilities to Utah public school staff (special educators, related service providers, and administrators). This professional development is determined based upon a data review of Annual Performance Report (APR) and data submitted by LEAs to determine areas requiring additional training. That training is implemented through the use of several models, and considers the research of systems-change, including the need for fidelity and scaling up.

An important development is the onslaught of requests from various states, including Race to the Top states, to help them craft professional development in their states to better implement the Common Core Standards.

Principals from all schools and district level administrators were invited to the last day of the Academy, where they spent the morning learning about the new standards and hearing from teachers in the afternoon about what they needed for successful implementation. Debriefing at the end with principals and district leaders was strategically designed to help them clarify what this would require of leadership. Feedback from teachers was overwhelmingly positive. Administrators gave mixed reviews, which seemed to be closely aligned with their own prior knowledge about the CCSS. This feedback is being used to redesign the work for administrators' professional development for the 2012 Academy sessions.

Surveys were conducted shortly after the school year began to determine what participants needed as follow-up to the Academy to help them implement the Standards with fidelity. Since the focus was on English language arts for the first year, the respondents wanted additional help with:

- Argumentative Writing
- Assessment as Student Performance
- Lesson Re-design
- Text Complexity

Planning for the second year of Core Academy is also based on participant feedback. Sixty percent of the participants responded to a follow-up survey. Participants were overwhelmingly positive about their experience and indicated a high level of interest and confidence in working with the new standards. Principals did express a desire to have more hands on experience with the type of learning tasks that teachers were involved with so they would be better prepared to recognize appropriate instruction in classrooms.

School and Team Learning

Data from student performance and teacher performance is used to design and adjust professional learning. This type of professional learning promotes shared goals for the entire school, grade level or subject areas and leads to collective responsibility. The role of the SEA includes helping schools and team follow a cycle of continuous improvement (consistent with practices of high performing companies) and may require or not external assistance and expertise. The impact on student achievement is measured at team and school wide levels. The USOE has promoted and led efforts in collaborative team learning, lesson study, online learning communities, examining student work, book studies, and improving instructional leadership. The USOE led activities targeted and school and team learning are described below:

Book Study and Online Collaboration

In August 2011, secondary English language arts teachers began to join an English language arts online forum: sharing lesson ideas, insights, and studying research on argumentative writing and text complexity. Currently, over 200 participants are active in this online community. Participants include teachers of students with disabilities, college professors, ELL instructors and secondary classroom teachers. Two books have been read and discussed thus far. This online forum using the networking system called *Collaborize*, is both synchronous and a-synchronous providing 24 hour access to high quality professional learning; regardless of district capacity or geographic location.

Curriculum Planning and Lesson Design

The USOE is engaging LEAs to work together on developing curriculum for English language arts and mathematics as well as designing model lessons. At the USOE led quarterly statewide curriculum directors meetings and monthly regional meetings, LEAs are sharing this work and posting it on their websites (http://www.jordandistrict.org/schools/commoncore/). Samples of this work are linked to the USOE CCSS website and will eventually be organized into a subsection of the website, making it easier to find specific lessons tied directly to each standard. Evaluating *quality* instructional material is still a challenge as well as helping teachers to see the difference in a lesson based on student outcomes vs. a lesson driven by the learning activity. The USOE special education personnel participate and provide this information to LEA Special Education Directors during State Special Education Administration meetings and a monthly newsletter.

Reading Apprenticeship Improving Secondary Education (RAISE) Initiative

The USOE entered into a partnership with WestEd to provide professional development focused on content literacy strategies aligned to the student performance outcomes in the CCSS. The first cohort involves 66 teachers representing 14 high schools and various content areas. Cohort two will begin this summer engaging an additional 70 teachers in the work of using the literacy standards called for in order to ensure all students are college and career ready. The purpose of the initiative is to ensure all teachers are equipped with the knowledge and skills necessary to utilize content literacy strategies in their content. Therefore, special education and general education teachers are working together to ensure content literacy strategies are embedded in daily instruction in all classrooms.

Professional Learning Communities

Utah teachers are commonly engaged in Professional Learning Communities (PLCs). Local districts have invested a great deal of time and resources setting up structures and engaging in professional development to implement PLCs effectively. The USOE specialists and LEA leaders have been modeling strategies of studying student work, using tuning protocols, and designing lessons as ways to make the work of PLCs more productive in implementing CCSS. District superintendents have charged their schools with using PLC time for this purpose and the USOE specialists are modeling the use of data and discussion protocols to aide in this process. The USOE Special Education section has also participated in PLCs with other State agency staff around the subjects of CCSS, Data, and Instructional Assistive Technology; work from

these PLCs is guiding the USOE and the Utah Personnel Development Center actions for providing technical assistance materials, professional development, and policy development for students with disabilities. Title III (Alternative Language Services) staff have been actively involved in establishing PLC's with regards to WIDA trainer of Trainers training. Twenty –one trainers attended concentrated professional development to assist in training teachers state-wide in WIDA Standards. Further, Title III staff traveled state-wide to train teacher in Sheltered Instruction (SIOP). Trainings for Alternative Language Services (ALS) Directors and school administrators were conducted to better equip them to provide support for Title III PLC's. A survey will be conducted in districts during April 2012 to see how the structure and process of PLCs have aided in educators' CCSS implementation efforts.

Trainer of Trainers for Alternative Language Services

USOE Title III (Alternative Language Services) staff has been actively involved in developing and implementing a trainer of trainers model for WIDA training. Twenty-one trainers attended concentrated professional development to assist in supporting teachers state-wide on the effective use of WIDA standards. Further, Title III staff members traveled statewide to support LEAs in their use of Sheltered Instruction (SIOP) strategies. These SIOP strategies have also been cross-walked with the new Utah Effective Teaching Standards to look for high leverage instructional strategies that can be a focus for all teachers to ensure that English language learners are getting the kind of instruction that leads to higher levels of student achievement.

Instructional Leadership

One of the charges and challenges put forward to local school principals is using their faculty meetings as a time to lead instructional improvement. Too many teachers still report that faculty meetings do not touch on instructional expectations but are focused on business. While improvements are being made, the USOE will continue to work with school leaders to use faculty meetings more effectively. Most schools have early release or late start times to enable teachers to meet together in professional development. Principals have committed that much of this time will be focused on the student performance standards called for in CCSS.

Walk-throughs have been used during the past decade by many principals in Utah to help them gather data on classroom practices. For example, Granite School District has approximately 225 K-12 school administrators involved in cadres where the focus is using walk-throughs as tools for instructional change. The school administrator works with a personal coach to help him or her develop a knowledge base of best instructional practices as well as knowing how to have the critical conversations with teachers when they aren't effective. Most administrators are showing greater instructional leadership by clearly stating instructional expectations, following through with support, and remediating when necessary. Minimally, principals involved in the cadres report having a much greater knowledge base of what to look for in the classroom. Many districts are starting to replicate the work of Granite School District and are using the protocols and digital tools provided by the administrator in charge of this program. The Utah Personnel Development Center has been providing similar ongoing professional development to LEA special education administrators and staff in the areas of administrative support for special educators and students with disabilities.

Individual Educator Improvement

The USOE efforts to work with individual educators to improve their practice are aligned with the Utah Effective Teaching Standards, Utah College and Career Readiness Student Standards and Utah Educational Leadership Standards. The purpose of individually focused professional development is to improve individual performance and effectiveness. Designs are based on data from both student and teacher evaluation systems and the impact is targeted at the individual classroom level. The role of an SEA at the individual level is a bit more challenging but the USOE is leading efforts that individual teachers can engage in as follow-up from participation in Core Academies or self-paced professional

learning. Professional development activities for individual teachers currently being led by the USOE are as follows:

Saturday Studio Seminars
Secondary English language arts, science, and social studies teachers have been coming together with facilitators from the Core Academy on Saturdays to learn more about assessment as student performance. Many of these teachers have also been involved in the online book study. Participants do not receive compensation for coming. Seminars are open to all secondary teachers and generally involve bringing in guest speakers on topics related to the CCSS and focusing on the kind of instruction needed for improved achievement for all learners. Participation ranges from 25 to 100 teachers per seminar.

Literacy in Technical Subjects
The USOE and Stanford University have developed a Partnership to support Career and Technical Education (CTE) Technology Teams (grades 6-9 with English teachers & Administrators) in literacy standards to be used in CTE subjects. Several all day sessions have been or will be held throughout the 2011-2012 school year, continuing through the summer. Approximately 200 teachers are expected to participate in each session.

Teacher and Principal Preparation
Utah is uniquely positioned for high levels of collaboration among preparation programs, K-12 systems, and the USOE. The Deans of Education in all ten preparation IHEs meet together each month as part of an organization called the Utah Council of Education Deans (UCED). The inclusion of the USOE, with designated time on the monthly agenda, provides the USBE with leverage for helping shape preparation practices. Efforts to prepare teachers and leaders to use the CCSS as a lever for improving student learning began in the fall of 2011 with all educator preparation institutions committed to ongoing professional development and support for preparation staff. USOE has been an integral part of the professional learning design and implementation and continues to provide updates at monthly Deans meetings as well as ongoing professional development for their staff.

IHEs came together in August and September 2011 to hear from the USOE leaders about the content and teaching practices needed to ensure teachers and principals are prepared to teach and lead in ways that ensure all students will be college and career ready. These regional institutes included explicit instruction on the new CCSS standards, state expectations and timelines for implementation, and facilitated conversations among licensure program faculty for both general educators and special educators at each IHE to determine gaps between expectations and current practices. All IHEs have begun implementation of the CCSS; particularly in the secondary English language arts and mathematics faculties. Several university ELA and mathematics professors served as facilitators for the Core Academies and continue to serve on state content committees. Elementary education faculty members are working together to design curriculum and lesson plans to model best practices. Special education teacher preparation programs are continuing the discussions with the USOE staff in the areas of content knowledge requirements for special educators to determine if changes are needed to adequately prepare special education teachers for the new CCSS and designing special education services to bridge the achievement gap.

An ongoing challenge is ensuring that all preparation faculty members embed the CCSS in an integrated and explicit fashion so that all teacher candidates have the capacity to enter the classroom prepared to help all students become college and career ready. An additional challenge is helping reshape principal preparation programs into a focus on instructional leadership. This entails letting go of outdated and ineffective courses while adding coursework specifically targeted at using data to make instructional improvements and incorporating strategies for ensuring school systems prepare all students for today's challenges.

Assessment Transition

Promises to Keep includes the 4th Promise: Requiring effective assessment to inform high quality instruction and accountability. With that promise in mind, Utah's current assessment system is being adjusted to support Utah teachers as they begin the instructional transition to the CCSS prior to the administration of a fully aligned assessment system. Pilot items will be included on the summative assessment aligned to the common core and the results made available to schools but not counted in scoring. All current items on the summative mathematics tests have been reviewed for alignment to the common core so that some reporting of common core achievement can be provided to schools using existing items.

In addition, Utah's online formative assessment system's item bank has been aligned to the common core and new common core items are being written. Teachers will have available pre- and post-tests in CCSS language arts and mathematics in the fall 2012. These formative tests will allow teachers to both expose gaps in student knowledge at the beginning of the year and to check for student understanding throughout the year.

1.C. Develop and Administer Annual, Statewide, Aligned, High-Quality Assessments that Measure Student Growth

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	***Option B***	***Option C***
☒ *The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.* *i. Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 6)*	☐ *The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.* *i. Provide the SEA's plan to develop and administer annually, beginning no later than the 2014-2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.*	☐ *The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.* *i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)*

Transition Activities
Utah is currently preparing for the transition to a new comprehensive assessment system which will measure the full breadth and depth of the CCSS using computer based adaptive testing by implementing two pilots.

The first pilot began in 2008 in an effort to move towards an adaptive test system which would enable a more accurate measure of the full achievement spectrum and the calculation of reliable growth scores. The pilot was the recommendation of a blue ribbon committee assembled by the governor to study and make recommendations on how to improve the state's assessment system.

The second began in 2010 and allowed pilot schools to administer the ACT in 11th grade and/or an adaptive test of basic skills in an effort to improve student career and college readiness.

These pilots will allow Utah to continue to work towards a planned implementation of an adaptive assessment system which will meet the following board goals:

- Include a K–12 scaled test based on the college and career-ready student standards. Accurately measure individual student growth through a pre and post-test.
- Identify student capabilities in the first weeks of school to immediately adjust instruction based on skill level in order to provide support services to all students with careful attention to historically underrepresented subgroups.
- Give immediate feedback to students, parents, and teachers.
- Fulfill the requirements for the U-PASS testing system.
- Fulfill state requirements as ESEA is reauthorized through work with the federal government.

Assessment transition plans include students with disabilities. Using a variety of formats, the USOE is providing professional development opportunities and technical assistance to LEA administrators and staff in guiding IEP teams to preplan to address the core instruction needs of the student with disabilities in participation of statewide assessments. These plans include strategies for ensuring students with disabilities access the core curriculum, receive appropriate and high quality content-area and individualized instruction, accommodations, and/or modifications, and are prepared for meaningful participation in statewide assessments.

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A.i *Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA's differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.*

Overview of Utah's Current Accountability Systems
The chart below details the characteristics of Utah's current accountability systems, both federal and state and Utah's proposed UCAS. The UCAS includes key elements from both existing systems and builds on those to create a more fair and accurate measurement of school performance.

Existing Utah Accountability Systems

	Indicators	Subgroup	Measures	Decision Rules
State Accountability System Utah Performance Assessment System for Students (UPASS)	Language Arts, Mathematics, Writing, Science, Attendance	Super subgroup including all students in NCLB subgroups*, students count only once.	Proficiency Growth	Compensatory
Federal Accountability System Adequate Yearly Progress (AYP)	Language Arts, Mathematics, Graduation Rate, Attendance	NCLB* Federally designated subgroups	Proficiency	Conjunctive

Utah's Proposed Comprehensive Assessment System

	Indicators	Subgroup	Measures	Decision Rules
Comprehensive Assessment System	Language Arts, Mathematics, Writing, Science, Graduation Rate	Non-proficient subgroup. Includes all non-proficient students independent of NCLB subgroup classification.	Proficiency Growth (Student Growth Percentile)	Compensatory

* Asian, African American, American Indian, Caucasian, Hispanic, Pacific Islander, Economically Disadvantaged, Limited English Proficient, Students with Disabilities.

The central component of both the current state and federal accountability systems is the state's high quality standards-based Criterion-Referenced assessments (CRTs). Utah has a long history of standards-based assessments aligned to the Utah Core Standards and the Utah Core Curriculum, which is a comprehensive curriculum for each subject at each grade-level/course as mandated by state law. Utah's CRTs were first administered in the 1989-1990 school year. See Attachment 7.

Performance standards have been established for all CRTs. Performance standards are also approved for the Utah Alternate Assessment (UAA) intended for qualifying students with significant cognitive disabilities. Establishing appropriately challenging performance standards for each assessment allows the state to hold all students accountable for academic performance, including students with significant cognitive disabilities that do not take the Core CRTs in standard or accommodated conditions.

Other non-testing indicators (graduation rate and attendance) are uniformly defined and implemented in schools and LEAs across the state. This uniformity of measures assures that the same criteria are applied

in determining LEA and school status. By state statute 53A-1-603, all Utah students participate in the Utah state assessment program.

Current Federal Accountability
Utah's current federal accountability system uses three criteria for AYP determination: participation rate, academic achievement, and graduation rate and attendance as the additional indicators. These three criteria are applied to both mathematics and in English language arts separately.

Utah incorporated the NCLB expectation that by 2013-14 all student subgroups, schools, and LEAs would demonstrate proficiency in the areas of in English language arts and mathematics. Utah's plan includes all public and charter schools. See Attachment 8.

To determine if yearly progress is made, starting points were set for mathematics and in English language arts at each of two levels: elementary/middle school and high school. The starting point was set using 2001-2002 school year data and a uniform trajectory established with the ultimate goal of 100% of students proficient by 2013-2014 school year. Intermediate goals were set based on the statewide annual measurable objectives. Schools must meet the annual measurable objectives or make acceptable improvement (*safe harbor* provision) for academic achievement as part of the requirements for making AYP.

The other two criteria – participation rate and additional indicators are also used to make AYP determinations for student subgroups, schools, and LEAs.

Current State Accountability
The U-PASS, as required by state law 53A-1-603, identifies schools not achieving state established acceptable levels of student performance in order to assist those schools in raising their student performance levels. The U-PASS system has paved the way for the proposed UCAS.

U-PASS also uses a single super sub-group model. The subgroup is defined as each student who qualifies for a subgroup other than white only. Individual student proficiencies and progress are added together and divided by the number of students to determine the subgroup proficiency and progress level.

Unlike Utah's Adequate Yearly Progress (AYP) system, U-PASS includes science and writing scores in addition to language arts and mathematics.

These differences in the two systems results in inconsistent classifications. Schools can pass AYP while not meeting U-PASS standards or the reverse may occur with a school not making AYP but meeting U-PASS standards. This inconsistency between the two systems produces confusion, frustration and prevents the clarity and transparency necessary for a powerful accountability system which unites resources and efforts to drive school improvement. The UCAS meets both federal and state accountability requirements while providing clarity and transparency for Utah stakeholders regarding the performance of all students, including those with disabilities.

Adaptive Pilot
In 2008, Utah began a pilot in an effort to move towards an adaptive test system which would enable a more accurate measure of the full achievement spectrum and the calculation of reliable growth scores. The pilot was the recommendation of a blue ribbon committee assembled by the governor to study and make recommendations on how to improve the state's assessment system. The pilot was then placed in state statute 53A-1-603 and R277-405 and began with two participating districts. By 2012 the pilot has expanded to include 86 schools representing 10 districts and 9 charter schools
The pilot includes the following components:

NWEA adaptive tests in all AYP tested subjects/grades
The purpose of the adaptive tests is to provide both summative information that addresses federal NCLB requirements and instructionally informative results that can be productively used in classrooms. Northwest Evaluation Association (NWEA) has been approved for the 2011/12 school through a federal peer review process and determined to be a valid and reliable local assessment option in lieu of the CRTs.

EPAS (Explore, Plan and ACT) in grades 9,10 and 11
The EPAS tests are designed to provide a longitudinal, systematic approach to educational and career planning, assessment, instructional support, and evaluation. The system focuses on the integrated, higher-order thinking skills students develop in grades K-12 that are important for success both during and after high school:

> **Explore**: The assessment is designed to help 8th or 9th grade students explore a broad range of options for their future academic and career success. EXPLORE prepares students for their high school coursework and post–high school choice.
> **PLAN**: The assessment provides a high school midpoint evaluation of a 10th grade student's college and career readiness. It is a comprehensive guidance resource that helps students measure their current academic development, explore career/training options, and make plans for the remaining years of high school and post-graduation years. PLAN also assists in the identification of academic areas that may require some level of intervention or remediation.
> **ACT**: The test assesses 11th grade high school students' general educational development, their readiness to begin college-level work, and is highly regarded and accepted as an admissions assessment at virtually all universities and colleges in the United States.

Pre and Post online writing test in grades 5 & 8
The writing tests are delivered online and scored using artificial intelligence. They provide an opportunity to monitor student's growth in writing within the school year and across years. The test is scored using the six traits of writing: Ideas and Content, Organization, Voice, Word Choice, Sentence Fluency, and Conventions. In addition to the summative feedback, students and teachers can also use the program as a formative assessment tool to improve writing instruction throughout the school year.

High School Pilot
In 2010-11, through a new state law, 53A-1-603 and R277-405, Utah eliminated its high school competency exam, the Utah Basic Skills Competency Test (UBSCT), and directed the money to a high school pilot program which provided an opportunity for self-selected districts and charter schools to administer alternative assessments. The pilot schools choose to administer the ACT in 11th grade and/or an adaptive test of basic skills in an effort to improve student career and college readiness. Participants include 158 schools representing a diverse range of 22 districts and 10 charter schools. The pilot schools administered 26,000 ACT tests, and 12,000 adaptive tests using 5 different assessments (NWEA, Accuplacer, SRI, ALEKS and NovaNet). In addition, the High School Pilot has funded over 25,000 administrations of the PLAN and EXPLORE in grades 8, 9 and 10 in conjunction with the ACT in 11th grade. This allowed high schools to collaborate with their feeder schools and begin tracking and impacting student career and college readiness earlier. Current legislation is proposed to extend the pilot to all secondary students. This legislation may become effective beginning with the 2012/13 school year.

Overview of Utah's Proposed Comprehensive Accountability System
With the passage of state statute 53A-1-1101-1113 in March 2011, efforts began to develop a new comprehensive system, which built upon the work of the two existing systems and the pilots described above. The USOE assembled a committee of policy makers, education leaders, and stakeholders from across the state. The committee, with technical assistance provided by the National Center for the

Improvement of Educational Assessment, was charged to develop a single comprehensive accountability system for Utah's schools which incorporated the following design principles:

1. Promote progress toward and achievement of college and career readiness
2. Value both meeting standards (proficiency) and improving academic achievement (growth)
3. All schools, including those that serve traditionally low performing students, should have an opportunity to demonstrate success
4. Strong incentives for schools to improve achievement for the lowest performing students
5. Growth expectations for non-proficient students should be linked to attaining proficiency
6. Growth expectations for all students, including students above proficiency, should be appropriately challenging and meaningful
7. Clear and understandable to stakeholders

The resulting accountability system provides a straightforward determination of school performance and supports the design principles by valuing performance on state tests, prioritizing individual student growth toward meaningful achievement targets, promoting equity for low performing students, and incentivizing attainment of graduation and college/career readiness.

Process

Beginning in the fall of 2010, an advisory committee was formed by the USOE to guide the development of a new state accountability system. This committee was comprised of senior policy makers, education leaders from across the state, and key stakeholders. The committee convened monthly through December 2011 to guide design decisions and review impact analyses. When state statute 53A-1-1101-1113 was passed in March 2011, the committee adjusted its focus to incorporate the new requirements in the law. The accountability model was also reviewed on two separate occasions by Utah's National Technical Advisory Committee and the state Policy Advisory Committee, who provided substantial feedback to improve the model. In November 2011, the USBE reviewed and accepted the recommendations of the committee. See Attachment 19.

Components

Utah's proposed UCAS is centered on two components: achievement and growth, with readiness accounting for half of the achievement scores in high schools. The structure of the proposed system and points allocated to each component are depicted in figure 1 for elementary and middle schools and figure 2 for high schools.

Figure 1: Structure of Elementary and Middle School Accountability Model. (See Attachment 2 for calculation rules and specific examples.)

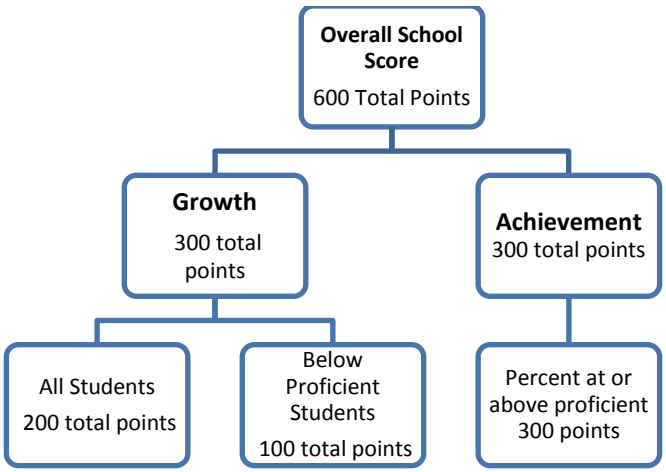
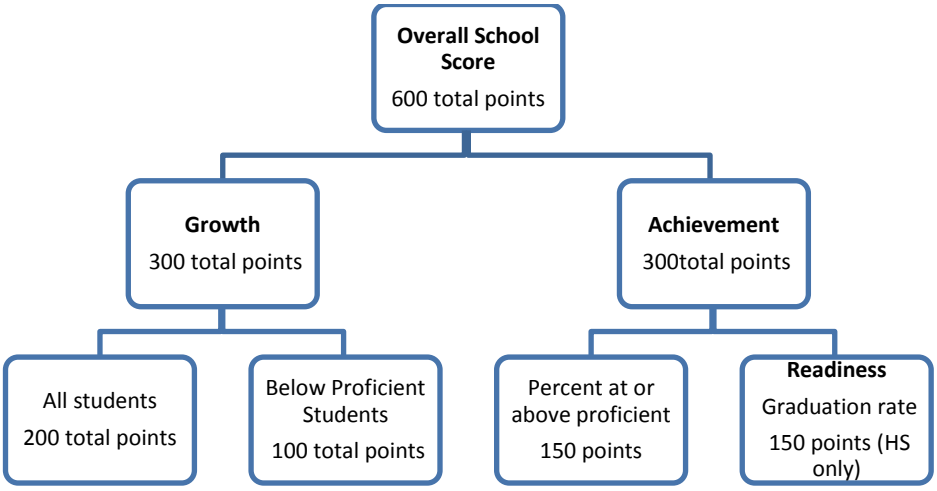


Figure 2: Structure of High School Accountability Model



Participation
A school must meet the 95% participation rate for subgroups of 40 students or more. Schools not meeting the participation requirement will receive a score of 0 (See Attachment 24).

Achievement
Achievement is measured as the percent of students scoring at or above proficient for all English language arts, mathematics, and science Criterion-Referenced Tests (CRTs) and the direct writing assessment (DWA) in applicable grades. 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 such that a maximum of 300 points is attainable.

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 CAS, the graduation rate is calculated by multiplying the graduation rate by 150 (e.g. .70 x 150 = 105).

Growth
The Student Growth Percentile (SGP) method provides the basis for measuring academic growth in the model. Student growth is determined by comparing each student's progress with that of other students in the state with the same prior achievement pattern. SGPs provide a familiar basis to interpret performance, the percentile, which indicates the probability of an outcome given the student's starting point and can be used to gauge whether the student's growth was atypically high or low.

To evaluate growth for a school, the median of all individual SGPs is calculated and evaluated against a rubric. See Attachment 19 for specifics and examples. This rubric provides higher points for a rate of growth that is associated with attaining or maintaining proficiency. This process is completed twice – once for all students at the school and once for only those students who are non-proficient. By so doing, the schools have an extra incentive to promote achievement of the lowest performing students. An SGP is calculated for all students with a minimum of two CRT scores in a given content area and the mean of the content area growth scores is evaluated against the rubric.

The overall outcome for growth is a whole-school score with a maximum value of 200 and a non-proficient student score with a maximum value of 100, for a total of 300 growth points available.

Outcomes

Performance in achievement and growth are summed to produce an overall composite score and a percentile ranking. The target score established for schools will be 480 points for elementary and middle schools and 470 for high schools. Data analyses reveal this is a very ambitious target, yet achievable for the highest performing schools in Utah. Elementary and middle schools achieving the benchmark of 480 are at approximately the 75th percentile statewide. The target is even more rigorous for high schools where a composite score of 470 is at the 85th percentile statewide. Although these targets are clearly ambitious, the fact that 25% of elementary and middle schools and 15% of high schools have achieved this superior level of performance indicates that they are attainable. The advisory committee carefully studied and discussed the impact data generated by the proposed 480 and 470 cuts (see Attachment 19). The committee was guided by the principal that expectations informed by observed performance provide a basis for 'ambitious but achievable' goals (see e.g. Linn, R. L. (2003). "Accountability: Responsibility and Responsible Expectations." *Educational Research.)* The target established by the committee was considered by them to be challenging to schools but reasonable and attainable. The USOE is continuing to review draft impact data as to assure the target is both ambitious and achievable for all schools.

Differentiated Recognition

Reward schools will be identified using the composite score and the target of 480 points for elementary and middle schools and 470 for high schools. This structure incentivizes and rewards both achievement and growth simultaneously as they are both components of the composite score. This also provides an opportunity for all schools, independent of demographics or previous performance, the opportunity to achieve and be recognized. This establishes an achievable goal and standard for all Utah schools. These schools will be recognized annually through a press release, certificate of achievement, letters to the LEA superintendent or charter leader, and to the building principal to be shared with the school community.

Priority Schools will be identified each year using the total composite score. The lowest performing five percent of the schools will be identified. Initially, to ensure continuity and build on existing identification and improvement efforts, those schools that have already been identified as Title I School Improvement Grant (SIG) schools will be identified as Priority Schools.

Focus Schools will be the next lowest-performing ten percent of schools (excluding those Title I schools already identified as Priority Schools) based on the composite score.

AMOs

Annual Measureable Objectives (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. AMO targets are set for each school and subgroup in annual equal increments toward a goal of reducing by half the percentage of students in the all-students group and in each subgroup who are not proficient within six years. The trajectory starts with the proficiency rates for 2010-11 academic year and will be reported in the school report card.

Subgroup Accountability

Subgroup accountability is a challenging task in Utah due to the large number of schools with subgroups of fewer than 30 students. An accountability framework which identifies typical subgroups, such as Utah's current federal system, with a minimum n size of 30 would exclude significant numbers of both students and schools. This typical approach does not work in an atypical state and fails to hold all Utah schools to a sufficiently high standard for students with the highest needs. Utah previously addressed this

challenge with subgroup classifications in the state accountability system. The current state system (U-PASS) determines accountability based on a super subgroup, whose membership includes any student who belongs to one of the NCLB* required subgroups. This aggregation has proven to be an effective method of working with the small subgroup n sizes in Utah to ensure the maximum numbers of students are included in accountability calculations. Importantly, however, the reporting provides achievement data for each individual subgroup. This method of calculation and reporting was approved by Utah policy makers including those representing each of the subgroups.

* Asian, African American, American Indian, Caucasian, Hispanic, Pacific Islander, Economically Disadvantaged, Limited English Proficient, Students with Disabilities.

The framework for the UCAS builds upon the success of the current state system to meet the challenge of Utah's unique demographics. UCAS identifies those students who are not proficient as a single subgroup. This ensures that all students who are below standard, regardless of group membership, are the focus for improvement. In fact, non-proficient students will be counted twice for the growth calculation, once in the total group and once as part of the non-proficient subgroup. This double weighting of non-proficient students will allow maximum accountability for subgroups and increase focus on those most at risk as identified by existing achievement data.

All 'traditional NCLB' subgroup scores will be included and prominently displayed in reporting and are used as the basis of the AMOs. The reports detail subgroup achievement gap information and both groups which are making significant progress in closing the gap and those that are not making appropriate progress are highlighted. All schools are encouraged to address any concerns with subgroup performance or gap achievement in their school improvement plans.

The chart below shows that there is a substantial increase in the number of schools accountable for the most at risk students using this framework. Using NCLB subgroup classifications, with a minimum N count of 10, fewer subgroups across all Utah schools would be included. In contrast, the non-proficient subgroup classification would include 90% of all student subgroups in Utah.

Total percent of subgroups included in Accountability Calculation N>10

	Current NCLB Subgroups	Proposed Non-Proficient Subgroup
Student Subgroups	62%	90%

Establishing a new subgroup comprised of non-proficient students and heavily weighting this in the state accountability model as Utah proposes, will provide an increased focus on serving the high needs students in the state. This approach does not retreat from a commitment to students with disabilities, racial/ethnic groups, English language learners, and students in poverty. In fact, our data analysis shows that these subgroups are overwhelmingly represented in the new proposed subgroup definition and more schools will be accountable for their performance. Even so, Utah is committed to continuing to generate and review additional impact data to monitor and report the progress of these subgroups and refine the model if necessary.

Equity

The UCAS is built upon the premise that only schools that are able to move historically non-proficient groups to proficiency would achieve high grades. Utah has identified this as the critical issue of equity, focusing on non-proficient students independent of AYP subgroup classification. Utah believes the non-proficient subgroup classification is the key to encouraging schools to intensify their focus on

underperforming students and focus resources on reducing the achievement gap and enhance a school's ability to demonstrate success in this critical area.

With Utah's small subgroups, high performance by a few students in a subgroup can mask low performance by others when using the traditional AYP classifications. The non-proficient subgroup will focus attention, and hold schools accountable for all low performing students in subgroups by double weighting. The non-proficient subgroup makeup is revealing as 72% of the students are from the NCLB subgroup classifications. Potentially a large number of these 72% would not be included in Utah accountability using the traditional NCLB classifications. NCLB subgroup performance in both achievement and growth will be calculated and displayed prominently in the public reports highlighting any equity concerns and allowing all constituencies full access to performance data for all subgroups.

Reporting

Utah's current dynamic public data system, the Utah Public School Data Gateway, (Attachment 15) and Utah's educator data site, the USOE Data Display (Attachment 15), will be used to display the Comprehensive Accountability System school report card. This electronic report card allows for dynamic reporting that includes pop up definitions and drill down disaggregation. The drillable reports will include the composite score, achievement score, progress score, percentile ranking, AMO classification and target trajectory, Reward, Priority, and Focus school identifications, and complete detailed achievement data and all required Title 1 reporting elements. Additional data not used in the classification calculation will also be displayed. Detailed subgroup data will be prominently displayed. A sample report card is provided in Attachment 16 which displays the front page of the report and three additional drillable pages. Many features of the dynamic report cannot be captured in a static PDF including but not limited to:

- Hoover activated explanation bubbles provided for all assessment and accountability terms
- Dynamic Google Mapping
- Comparison charts

The USOE Data Display is password protected to allow educators to appropriately use student level data. The Utah Public School Data Gateway provides a live example of the strategic approach which will be used (http://www.schools.utah.gov/main/).

PSD Gateway

Purpose

1. Purpose is to identify and compare school performance
2. Audience is intended for parents and media
3. Compares school to school
4. Data are blended into whole picture perspectives
5. Data is at school aggregation

Accountability Data

1. Designed for inclusion for student report card
2. Drill down to teacher level, possibly show student growth percentile (SGP)
3. Compare report cards of like schools
4. Easy navigation between reports
5. Historical data
6. Compare against state average

USOE Data Display

Purpose

1. Purpose is to facilitate instructional improvement
2. Audience is intended for educators and administrators
3. Comparison to State, District, School, Subject, Classroom and teacher
4. Data are categorized for focused analysis
5. Drills allow aggregation at teacher and student levels

Accountability Data

1. Detailed disaggregation of report values
2. Longitudinal comparisons
3. Teacher aggregation of student growth percentile (SGP) by subject and class/section
4. Comparison against District and State performance
5. Drill down to student level

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

Option A	***Option B***
☐ *The SEA only includes student achievement on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.*	☒ *If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools, it must:* *a. provide the percentage of students in the "all students" group that performed at the proficient level on the State's most recent administration of each assessment for all grades assessed; and* *b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.*

In addition to reading/language arts and mathematics Utah will be including the following: science, the Direct Writing Assessment (DWA,) and graduation rate. See Attachment 8 for performance data.

Science will be used in both the growth and achievement calculations. The DWA will be used in the achievement calculation. Science is weighted equally with reading/language arts and math; when the DWA is included, it counts for one-half of the weight of one CRT content area. Graduation rate is the sole determinate of readiness and accounts for half the achievement score in high schools.

Participation

A school must meet the 95% participation rate for subgroups of 40 students or more. Schools not meeting the participation requirement will receive a score of 0 (see Attachment 24).

Achievement
Achievement is measured as the percent of students scoring at or above proficient for all English language arts, mathematics,science and CRTs and the DWA in applicable grades. 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 such that a maximum of 300 points is attainable.

Growth
The SGP method provides the basis for measuring academic growth in the model. Student growth is determined by comparing each student's progress with that of other students in the state with the same prior achievement pattern. SGPs provide a familiar basis to interpret performance, the percentile, which indicates the probability of an outcome given the student's starting point and can be used to gauge whether the student's growth was atypically high or low.

To evaluate growth for a school, the median of all individual SGPs is calculated and evaluated against a rubric. This rubric provides higher points for a rate of growth that is associated with attaining or maintaining proficiency. This process is completed twice – once for all students at the school and once for only those students who are non-proficient. By so doing, the schools have an extra incentive to promote achievement of the lowest performing students. An SGP is calculated for all students with a minimum of two CRT scores in a given content area and the mean of the content area growth scores is evaluated against the rubric.

The overall outcome for growth is a whole-school score with a maximum value of 200 and a non-proficient student score with a maximum value of 100, for a total of 300 growth points available.

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 CAS, the graduation rate is calculated by multiplying the graduation rate by 150 (e.g. .70 x 150 = 105).

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

Option A	***Option B***	***Option C***
☒ *Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the "all students" group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in*	☐ *Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the*	☐ *Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.* *i. Provide the new AMOs and an explanation of the method used to set these AMOs.*

the 2010–2011 school year as the starting point for setting its AMOs. *i. Provide the new AMOs and an explanation of the method used to set these AMOs.*	*starting point for setting its AMOs.* *i. Provide the new AMOs and an explanation of the method used to set these AMOs.*	*ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.* *iii. Provide a link to the State's report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010-2011 school year in reading/language arts and mathematics for the "all students" group and all subgroups. (Attachment 8)*

Procedures for Establishing AMOs
Annual Measureable Objectives (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.

Proficient is defined as scores in Level 3 or Level 4. The CRTs have been peer reviewed and fully approved for use in Utah's ESEA accountability system.

AMO targets are set based on percent proficient in each of language arts and mathematics for each school and subgroup in annual equal increments toward a goal of reducing by half the percentage of students in the all-students group and in each subgroup who are not proficient within six years. The trajectory starts with the proficiency rates for 2010-11 academic year.

This is shown for language arts and mathematics using the state proficiency rates in 2011. The process described will be implemented for each school and subgroup using their 2011 proficiency rate as a starting point. By doing so, greater rates of progress will be required for schools that start further behind.

Table 1: Language Arts Grades 3-8: State Goal and Annual Targets

	All Students	Asian	African American	American Indian	Caucasian	Hispanic	Pacific Islander	ED	LEP	SWD
2011	81	82	64	60	85	63	73	70	51	54
2012	83	84	67	63	86	66	75	73	55	58
2013	84	85	70	67	88	69	78	75	59	62

2014	86	87	73	70	89	72	80	78	63	66
2015	87	88	76	73	90	75	82	80	67	69
2016	89	90	79	77	91	78	84	83	71	73
2016	89	90	79	77	91	78	84	83	71	73
2017	91	91	82	80	93	82	87	85	76	77
Goal:	91	91	82	80	93	82	87	85	76	77

Table 2: Mathemtics Grades 3-8 State Goal and Annual Targets

	All Students	Asian	African American	American Indian	Caucasian	Hispanic	Pacific Islander	ED	LEP	SWD
2011	76	79	52	52	81	55	66	65	45	49
2012	78	81	56	56	83	59	69	68	50	53
2013	80	83	60	60	84	63	72	71	54	58
2014	82	84	64	64	86	66	75	74	59	62
2015	84	86	68	68	87	70	77	77	63	66
2016	86	88	72	72	89	74	80	80	68	70
2016	86	88	72	72	89	74	80	80	68	70
2017	88	90	76	76	91	78	83	83	73	75
2017	88	90	76	76	91	78	83	83	73	75
Goal:	88	90	76	76	91	78	83	83	73	75

Table 3: Language Arts High School: State Goal and Annual Targets

	All Students	Asian	African American	American Indian	Caucasian	Hispanic	Pacific Islander	ED	LEP	SWD
2011	87	83	67	71	91	71	75	78	44	55
2012	88	84	70	73	92	73	77	80	49	59
2013	89	86	73	76	93	76	79	82	53	63
2014	90	87	75	78	93	78	81	84	58	66
2015	91	89	78	81	94	81	83	85	63	70
2016	92	90	81	83	95	83	85	87	67	74
2017	94	92	84	86	96	86	88	89	72	78
Goal:	94	92	84	86	96	86	88	89	72	78

Table 4: Mathematics High School: State Goal and Annual Targets

	All Students	Asian	African American	American Indian	Caucasian	Hispanic	Pacific Islander	ED	LEP	SWD
2011	63	65	42	40	68	37	48	48	21	30
2012	66	68	47	45	71	42	52	52	28	36
2013	69	71	52	50	73	48	57	57	34	42
2014	72	7	457	55	76	53	61	61	41	48
2015	75	77	61	60	79	58	65	65	47	53
2016	78	80	66	65	81	63	70	70	54	59
2017	82	83	71	70	84	69	74	74	61	65
Goal:	82	83	71	70	84	69	74	74	61	65

2.C REWARD SCHOOLS

2.C.i Describe the SEA's methodology for identifying highest-performing and high-progress schools as reward schools. If the SEA's methodology is not based on the definition of reward schools in ESEA Flexibility (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

In order to reinforce schools that are achieving success in implementing *Promises to Keep* by providing high quality instruction that leads to literacy and numeracy for all students**,** the USOE will annually review the Utah Comprehensive Accountability System (UCAS) results to identify Reward Schools. The USOE has revised the list and verified that all proposed Title I High Performing schools met AYP for all students and sub-groups on the 2011 state assessment.

A maximum of 15% of Title I schools be identified as High Performing Reward Schools (40 schools) and 5% of Title I schools be identified as High Progress Reward Schools (14 schools). The USOE has verified that all Title I High Progress schools (14 schools) have succeeded in reducing achievement gaps when compared with the all students group over a number of years.

Highest-performing Schools: Schools will be identified based on highest levels of achievement (a minimum score of 255) and above average performance on growth (a minimum growth score of 150).

High-progress Schools: Schools will be identified based on highest levels of growth (a minimum score of 225) and above average performance on achievement (a minimum achievement score of 230).

The USOE in evaluating the numeric scores within the new UCAS determined that an achievement score of 255 establishes a rigorous standard that reflects the highest levels of performance. The growth score of 225 establishes a rigorous standard that reflects the highest levels of growth.

This structure incentivizes and rewards both achievement and growth simultaneously and provides an opportunity for all schools, independent of demographics or previous performance, the opportunity to achieve and be recognized. This establishes an achievable goal and standard for all Utah schools.

2.C.ii Provide the SEA's list of reward schools in Attachment 9.
The demonstration data for Reward Schools is in Attachment 25.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

The USOE will annually recognize Reward Schools through the following strategies:

1. Disseminate a press release of the Reward Schools, including a description of the eligibility criteria along with the list of Utah's high-performing schools and high-progress schools;
2. Send a letter of congratulations to the local superintendent and school board recognizing each high-performing and high-progress school;
3. Send a certificate of achievement signed by the Superintendent of Public Instruction for the state of Utah for each high-performing and high-progress school; and
4. Send a letter of congratulations to the building principal of each high-performing and high-progress school with encouragement to make copies of the letter available to patrons of the school.

Additionally, the USOE will continue to identify the state's highest-performing Title I school and the highest-progress Title I school for recognition at the annual National Title I Conference. As part of the national recognition, the USOE will provide a Title I grant award to the two national recognition schools to support a team from each school to attend the National Title I Conference to receive the recognition in person. These two schools will be recognized by the USBE in one of its monthly board meetings.

ESEA Section 1117(c)(2)(A) which authorizes SEAs to reserve funds to provide rewards to high-achieving Title I schools, limits the SEA to reserving up to 5% of the increase in Title I funds when comparing new Title I funds with those received from the previous fiscal year. Because of the uncertainty of annual increases to Title I funds, Utah has chosen to not set a precedent of implementing a system that provides financial incentives to high-performing Title I schools that may not have meaningful resources available from year to year. LEA representatives agreed that public recognition of high Title I school performance was an appropriate way for Utah to address this requirement.

The following additional tangible reward for Utah's Title I Reward Schools: Reward Schools, based on proven academic success for all students and subgroups, will have a different requirement in terms of annual school improvement planning. Although Utah state statute requires all schools to annually update their school improvement plans, once a Title I school achieves Reward School status, based on proven academic success for all students and subgroups, the school will have the option to revise only the budget section of its school improvement plan as long as it maintains Reward School status.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA's methodology for identifying a number of lowest-performing schools equal to at least five percent of the State's Title I schools as priority schools. If the SEA's methodology is not based on the definition of priority schools in ESEA Flexibility (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

In accordance with ESEA Flexibility Waiver requirements, the USOE will identify a minimum of 14 Priority Schools. The USOE will annually review the UCAS results to identify Priority Schools. The state of Utah has 276 Title I schools for the 2011-2012 school year. Five percent equates to 14 (13.85) Title I schools.

In accordance with guidance from the Department, the USOE will implement the following criteria in identifying its lowest-performing Title I schools as Priority Schools.

Priority Schools Identification: In order to maintain the focus and continuity to the LEAs and schools already participating in the Title I SIG process, the USOE will select as the state's lowest-performing schools those schools that have already been identified as Title I School Improvement Grant (SIG) schools. The USOE developed the procedure to identify Utah's lowest-performing Title I and Title I eligible schools through the Title I School Improvement Grant application that was approved by the Department. That process included reviewing four years of achievement data in reading/language arts and mathematics to determine the state's lowest-performing schools. The formulas also considered graduation rate and progress. Currently, the USOE has approved seven schools in Cohort 1 and eight schools in Cohort 2 of the Title I SIG process. All fifteen schools will be identified as Priority Schools for Utah.

2.D.ii Provide the SEA's list of priority schools in Attachment 9.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

The state of Utah will implement the same requirements and supports for Priority Schools as have already been developed and approved by the Department for Title I SIG schools. Among the interventions are the following:

- Implementation of one of the four federally-defined school intervention models, including replacement of the building principal (in accordance with SIG requirements)
- The LEA contract with an approved third-party School Support Team (SST) to assist in improvement efforts. An SST is made up of at least three distinguished educators external to the school (one of whom must be a representative of the LEA). The LEA and school select SST members based on needs of the school and expertise available. The SST must have the proven success, knowledge and skills, and the ability to facilitate quality improvement that will lead to student achievement. The composition of the SST may change based on the strengths and challenges of the school as determined through the school appraisal process.
- Priority Schools work with the SST to conduct a school appraisal using Utah Title I School Improvement tools
- Develop a comprehensive plan for school improvement that includes improvement goals, strategies, resources, evaluations, professional development, and timelines
- Utilize the web-based Utah Title I Plan Tracker System to submit school improvement plans and progress reports on a regular basis
- As defined in the school improvement plan, the local education agency (LEA) provides needed technical assistance to the school(s)
- The LEA regularly monitors and reports to the USOE implementation of the comprehensive school improvement plan
- The USOE provides a significant 3-year grant (grants range from $750,000 to $2,000,000 based on school size and needs) to participating LEAs to support the SIG schools in implementation of meaningful school improvement efforts
- The USOE provides technical assistance to participating LEAs and Priority Schools
- The USOE provides intensive professional development to administrators and coaches of Priority Schools
- The USOE regularly monitors participating LEAs and Priority Schools
- The USOE determines whether the LEAs and Priority Schools are meeting improvement targets to determine continuation of funding

The USOE will require the following actions for those Priority schools that do not make progress after full implementation of interventions:

- Provide parent notification that the school is continuing as a lowest-performing school in Utah
- LEA contracts with a third party provider to analyze school data, School Improvement Plan implementation data, and complete an Instructional Audit to determine reasons for lack of significant progress
- School revises the School Improvement Plan with third party input as needed
- Local School Board presents revised School Improvement Plan to the USOE
- School implements the revised School Improvement Plan

- LEA will evaluate the principal for leadership effectiveness and determine whether a replacement of the building principal is needed (for schools that have implemented the Turnaround or Transformation Model)
- School will continue to provide supports for teachers, reward teachers who demonstrate student success, and take steps to replace teaching staff, as appropriate (for schools implementing the Turnaround or Transformation Model)
- School provides quarterly reports of implementation progress to district leadership and the USOE
- LEA meets with SEA representatives to evaluate end-of-year achievement data to determine if the school has made significant progress
- State Superintendent of Public Instruction imposes appropriate sanctions and determine whether further state control of the low-performing school is warranted if significant progress is not achieved

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA's choice of timeline.

Utah's Priority Schools are the fifteen Title I SIG schools already identified and being served. Every one of Utah's Title I SIG schools in both Cohort 1 and Cohort 2 has begun implementation of its approved Title I SIG plan. The LEAs for all fifteen of Utah's Priority Schools selected the Transformational Model as defined by Title I SIG.

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

Exiting Priority Status

To exit priority status, schools must earn a two year composite CAS score of at least 320 or a two year composite CAS score that is at the 15th percentile or higher, <u>whichever is greater</u>. The score of 320 is selected because it represents the 15th percentile threshold based on 2010-11 data. However, if the distribution of scores should shift in future years such that a lower value represents the 15th percentile, Utah will maintain the original and more rigorous exit standard of 320. Conversely, if the distribution of scores shifts such that higher CAS composite represents the 15th percentile, Utah will adopt this new and higher exit standard. To be clear, the exit standard will never be lower than the original 15th percentile and will increase if schools improve over time as expected. This prevents any school from exiting priority status because the performance of other schools decreased. Utah's rigorous exit criterion ensures that only those schools demonstrating real improvement over time can exit priority status. Attachment 27 demonstrates the positive correlation between the CAS and Proficiency. No school shall exit Priority Status if they do not make their AMO for the whole school for the year in which they exit Priority Status or have at least 50% of the students proficient for the combined language arts and math averaged score. This demonstrates the exit criterion for Priority Schools is rigorous.

Justification

Utah believes when a Title I school previously identified as a Priority School no longer is among the state's lowest-performing 15% of Title I schools, it has demonstrated that it is no longer among the state's five percent lowest-performing Title I schools. The two-year achievement requirement encourages both the state and local education agency to support sustainable improvement results and to not overemphasize short-term achievement gains.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA's methodology for identifying a number of low-performing schools equal to at least 10 percent of the State's Title I schools as "focus schools." If the SEA's methodology is not based on the definition of priority schools in ESEA Flexibility (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

In accordance with ESEA Flexibility Waiver requirements, the USOE will identify a minimum of 28 Focus Schools. The USOE will annually review the UCAS results to identify Focus Schools. For the school year 2011-12, Utah has 276 Title I schools. Ten percent of that number is 28 schools to be identified as Focus Schools.

In order to ensure that the state of Utah identifies and supports the Title I schools most in need of improvement, the SEA will identify those schools with lowest achievement, do not meet AMOs for two consecutive years and have the largest achievement gaps, and Title I high schools with graduation rates less than 60% as Focus Schools and require them to implement all Focus School procedures. The SEA will rank order Title I schools every two years to determine the Title I schools with the lowest performance, the largest achievement gaps based on two years data for reading/language arts and mathematics, and graduation rates under 60%. The process for measuring achievement gap will compare subgroup achievement with all student performance. The resulting list will be used to identify the 10% of Utah's Title I schools designated as Focus Schools for the next two-year period. For those Title I schools identified as Focus Schools for the previous two-year period that have not achieved the exit criteria, the LEA will be required to set aside sufficient Title I funding to continue implementation of the Title I Systems of Support until the school achieves the Focus School exit criteria**.**

2.E.ii Provide the SEA's list of focus schools in Table 2.
The list of Title I Focus Schools is found in Table 2 in Attachment 9.
The demonstration data for Focus Schools is found in Attachment 26.

The following chart reflects the number of schools identified under each category.

Category of Focus Schools	Number of Schools
Total number of Title I schools	275
Total number of schools required to be identified as focus schools	28
Total number of schools on list generated based on overall rating that are Title I-participating high schools that have a graduation rate less than 60% over a number of years	0
Total number of additional Title I-participating high schools that have a graduation rate less than 60% over a number of years and are not identified as priority schools	6
Total number of schools on the list generated on overall rating that have the greatest within school gaps	9
Total number of schools on the list generated on overall rating that have a subgroup or subgroups with low achievement or, at the high school level, low graduation rates	4
Total number of schools on the list generated on overall rating that have a subgroup or subgroups with low achievement and greatest within school gaps	9

2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA's focus schools and their students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

Process

Utah will implement the same Title I school improvement process that is currently in place. This process has been successful in turning around every Title I school identified in need of improvement within four years as demonstrated by participating schools achieving adequate yearly progress for at least two consecutive years and exiting Title I school improvement status. One evidence of the successful nature of Utah's Title I school improvement process is that no school in improvement have moved to Corrective Action in the last three years.

The Utah Title I Systems of Support are more intense and focused on the lowest-performing schools. At the heart of the Utah Title I school improvement process is the research-based school appraisal process conducted by a trained School Support Team (SST), the improvement process is truly unique to each school based on the strengths and challenges of the school. The SST is made up of external providers and at least one LEA representative. The school and LEA determine if the SST needs to be reconstituted to include additional experts in the fields shown by the appraisal to be of greatest need (with particular emphasis on underperforming subgroups, including English language learners and students with disabilities, and lower graduation rates). The SST works with the school leadership team to revise the school improvement plan to address specific needs. The USOE describes the Title I Systems of Support that are differentiated based on school performance in Attachment 29.

The following chart reflects the status and number of Title I schools in improvement.

History of Title I School Improvement in Utah

School year	Number of Title I schools in School Improvement	Number of Title I Schools in Corrective Action	Number of Title I schools successfully exited School Improvement
2007-08	13	3	6
2008-09	15	2	5
2009-10	12	0	8
2010-11	8	0	1
2011-12	17	0	Data not yet available

Key Components of Utah's Title I School Improvement process include:

- Schools are required to form a school leadership team
- Schools provide parent notification that the school has been identified as a Title I Focus School with information on how parents can support their student's achievement and how to provide input into the school improvement process
- Schools/LEAs are required to contract with an external school support team (SST) made up of distinguished educators that include current and former superintendents, principals, teachers, specialists in curriculum and instruction, ELL, and SWD, community representatives, and representatives from higher education; each SST is to include at least one LEA member
- Schools are required to participate in a comprehensive school appraisal conducted by the SST; this appraisal tool is research-based to focus on those components that have the greatest potential impact on student achievement

- The SST works with the school leadership team to develop/revise the school improvement plan
- The LEA peer review team will examine for content and approve or request revisions of the school improvement plan before submitting to the USOE
- The LEA will present to the local school board the approved school improvement plan
- Focus Schools will be required to utilize Utah's web-based Tracker system that facilitates quality planning and progress monitoring of the school improvement plan implementation
- The LEA and the SST team leader work with the school to implement the school improvement plan and provide Quarterly Progress Reports to the SEA
- The USOE will provide a two year Title I school improvement grant of $100,000 to support school improvement efforts
- The USOE provides a follow-up review of all school improvement plans to ensure compliance and potential for success
- The USOE provides intensive professional development to school teams that include LEA staff, principals, coaches, and teachers
- The USOE provides ongoing technical assistance to LEAs and Focus Schools
- The USOE monitors implementation of school improvement plans and annual achievement results of each Title I Focus School

Timeline

Identification of Focus Schools

Based on end of year test results for 2011-12, the USOE will identify the Focus Schools for the 2012-13 school year by August 8, 2012.

Notification to Parents of Focus Schools

Fourteen days prior to the first day of school the school will notify parents that the school has been identified as a Title I Focus School.

Improvement Plan Development

Within the first 90 days of the school year, the school will establish its school leadership team, contract with the SST, conduct the appraisal, revise the school improvement plan, present the school improvement plan to the school board, and submit its LEA approved school improvement plan to the USOE.

Implementation of Focus School Improvement Plans

Focus schools will be required to begin implementation of the Focus School Improvement Plan no later than the start of the second term of the 2012-2013 school year (90 days).

Quarterly Progress Reports

Utilizing the Utah web-based Tracker system, schools work with the SST team leader and LEA to complete Quarterly Progress Reports on the implementation of the school improvement plan.

SEA Monitoring of Focus Schools

At least annually the USOE Title I team will conduct an on-site monitoring and technical assistance visit to each Focus School. Each visit will include an in-depth interview of the principal, focus group interviews of teachers, parents, and students (at the high school level), and classroom observations tied to the appraisal rubrics and best practices of instructional delivery.

Annual Review of School Progress

The USOE will annually review the achievement and growth of each Focus School as measured by the UCAS to determine the school's progress toward exiting Focus School status.

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected

Exiting Focus Status

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 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)

The SEA will rank order Title I schools every two years to determine the Title I schools with the lowest performance, the largest achievement gaps based on two years data for reading/language arts and mathematics, and graduation rates under 60%. The process for measuring achievement gap will compare subgroup achievement with all student performance. The resulting list will be used to identify the 10% of Utah's Title I schools designated as Focus Schools for the next two year period. For those Title I schools identified as Focus Schools for the previous two-year period that have not achieved the exit criteria, the LEA will be required to set aside sufficient Title I funding to continue implementation of the Title I Systems of Support until the school achieves the Focus School exit criteria.

Justification
Utah believes that a Focus School that has successfully exited Focus School status, has demonstrated that it is no longer among the state's 25% lowest-performing Title I schools. The two-year achievement requirement encourages both the state and local education agency to support sustainable improvement results and to not overemphasize short-term achievement gains.

The lowest-performing Focus Schools that do not make progress after full implementation of interventions will be required collaborate with the SEA in selecting a new school support team, complete an instructional audit of the school, revise the school improvement plan, and present it to the local school board for approval prior to submission to the SEA.

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE 1 SCHOOLS

2.F Describe how the SEA's differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Utah State Code 53A-1a-108.5 requires all Utah schools to complete a school improvement plan. The USOE will require Title I schools that have not achieved AMOs two consecutive years to revise and present to their local school board their school improvement plan to specifically address the reason(s) for which the school did not achieve AMOs.

As Utah moves to the new UCAS of education accountability, the USOE will ensure that individual school performance will be made public. The public posting of this information will not only reflect overall student achievement and growth, but will also provide clear data on the school's effectiveness in subgroup achievement and growth.

The development of the UCAS was built upon the premise that only schools that are able to move historically non-proficient groups to proficiency would achieve high grades. In order to achieve this priority, the UCAS places a double value on the scores of non-proficient students. This ensures that schools intensify their focus on underperforming students. The growth component of the UCAS enhances a school's ability to demonstrate significant student achievement improvement when students enter the school's system below their age-level peers.

Any Title I school that does not achieve its AMOs for two consecutive years will be required to revise its school improvement plan to address the reason(s) the school did not achieve its AMOs. The LEA for each of the Title I schools required to revise its school improvement plan will conduct a peer review of the proposed plan revisions and will present the revised school improvement plan to the local board of education.

Additionally, LEAs with schools that have not achieved AMOs for two consecutive years that have the largest in-school achievement gaps, as identified by the state, will be required to set aside sufficient Title I funds to work with those schools to implement the Title I School System of Support.

Key Components of Utah's Title I School Improvement process that other Title I schools not meeting AMOs but not identified as Focus or Priority schools will be required to implement:

- Schools are required to form a school leadership team
- Schools/LEAs are required to establish a school support team (SST) made up of distinguished educators that include current and former superintendents, principals, teachers, specialists in curriculum and instruction, ELL, and SWD, community representatives, and representatives from higher education; each SST is to include at least one LEA member
- Schools are required to participate in a comprehensive school appraisal conducted by the SST; this appraisal tool is research-based to focus on those components that have the greatest potential impact on student achievement
- The SST works with the school leadership team to develop/revise the school improvement plan
- The LEA peer review team will examine for content and approve or request revisions of the school improvement plan before submitting to the local school board the approved school improvement plan
- The LEA and the SST team leader work with the school to implement the school improvement plan
- The USOE invites participation in professional development to school teams that include LEA staff, principals, coaches, and teachers

In order to ensure that the state of Utah identifies and supports the Title I schools most in need of improvement, the SEA will rank order Title I schools every two years and identify as Focus Schools (based on the two most recent years of data for reading/language arts and mathematics):

- Title I schools with the lowest achievement;
- Title I schools that do not meet AMOs for two consecutive years that have the largest achievement gaps (achievement gap will be measured by comparing subgroup achievement with all student performance); and
- Title I high schools with graduation rates less than 60%

The resulting list will be used to identify the 10% of Utah's Title I schools designated as Focus Schools for the next two-year period. All Focus Schools will be required to implement all Focus School procedures.

2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

2.G Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:

i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;

ii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources).

iii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

The following information comes from the overview of the Utah 3 Tier Model of Title I Systems of Support found in Attachment 29.

Tier 1 – General Support to All Title I Schools

The USOE provides on-going training and support to LEAs in research-based instructional strategies that lead to improved student achievement. The general support to all Title I schools includes collaborative professional development opportunities. The list below outlines some of those training opportunities.

- Utah Core Academies
- Principals' Literacy Institute
- STAR training (literacy volunteer training)
- Positive Behavior Intervention Supports (PBIS)
- Utah Futures (individualized student planning)
- Sheltered Instruction Observation Protocol (SIOP)
- World-class Instructional Design Assessment (WIDA)
- Best Practices
- Differentiated Instruction
- 3 Tier Models of Instruction
- Title I Principals' Leadership Institute
- Title I Coaching Institute

Public Reporting of School Achievement
Utah, in an effort to ensure meaningful accountability and public access to information, will annually publish school report cards based on the new UCAS. These reports will reflect overall school achievement and growth and provide specific information related to achievement and growth of disaggregated groups for all schools.

Support to all Utah Schools
The USOE will provide leadership, professional development, technical assistance, and monitoring in order to ensure successful implementation of the new, rigorous CCSS for all Utah students. Much of the detail is provided under Principle 1 of this proposal.

The following descriptions focus primarily on Utah's LEAs that have Title I schools.

Comprehensive monitoring and technical assistance
The USOE provides the following annual activities to ensure comprehensive monitoring of and technical assistance for LEA implementation of interventions in priority and focus schools:

- September: mandatory training to LEAs and school teams regarding the requirements and timeline related to the school improvement process and implementation of interventions
- Late fall: the USOE reviews the LEA approved school improvement plans following the presentation to the local school board to ensure compliance and potential for success
- Priority Schools: the USOE conducts at least two on-site monitoring and technical assistance visits to each Priority School. These visits include: a comprehensive interview with the principal; focus groups with teachers, parents, and students; and classroom observations
- Focus Schools: the USOE conducts at least one on-site monitoring and technical assistance visits to each Focus School. These visits include: an interview with the principal; focus groups with teachers and parents; and classroom observations
- Review the electronic school improvement plans and progress reports that are part of the web-based Utah Tracker System

Holding LEAs Accountable
The USOE will take the following steps to ensure that LEAs are accountable for improving school and student performance, particularly for turning around Priority and Focus Schools:

- The USOE requires LEA participation in the school improvement appraisal and planning process
- The USOE requires LEA participation in the mandatory training meetings for all Priority and Focus Schools
- The USOE requires the LEA to present the revised school improvement plan to the local board of education; LEAs provide evidence to the USOE indicating that this step has been completed
- The USOE will monitor, at least once annually, each LEA that has Priority or Focus Schools to ensure implementation of required interventions and LEA technical assistance to the schools
- The USOE will review the Quarterly Progress Reports submitted for each Priority and Focus School to ensure that the school improvement activities outlined in each school improvement plan is being implemented

Ensuring Sufficient Support
The USOE, for a number of years, has implemented a rigorous process for recruiting, approving, and training School Support Team (SST) and District Support Team (DST) providers to assist Title I schools and LEAs in the improvement process. The USOE utilizes a web-based tool which assists LEAs and schools to select SST/DST providers who have the expertise needed to address the specific concerns, including the unique instructional challenges of subgroups such as English learners and students with

disabilities. The Utah web-based SST Application is available to review at: https://usoe.edgateway.net/sst/.

Currently, the state of Utah has a bank of more than 200 distinguished educators that have been approved as SST providers. When an LEA creates an SST, that LEA is responsible to establish contractual arrangements and make payments to SST providers. The LEA may use Title I school improvement or LEA Title I funds to fully implement the Title I Systems of Support. The USOE has worked closely with LEAs to build the capacity of LEA leaders in the school improvement process. Many of these leaders now work to support underperforming schools in the improvement process. To qualify as state of Utah approved School Support Team (SST) members, individuals must demonstrate knowledge/expertise in the following:

- Classroom experience
- Knowledge of Utah State Core Curriculum content and research-based pedagogy (Section 1117(a)(5)(A) of the ESEA)
- Knowledge of and experience in research-based school reform
- Knowledge of implementation of successful school-side projects, school reform, and improving educational opportunities for low-achieving students
- Master's degree or specialized endorsement from an accredited institution
- Knowledge of continuous quality improvement
- Knowledge of and experience in research-based school reform
- Leadership experience
- Demonstration of successfully improving academic achievement
- Experience as a community liaison or community representative of special populations
- Special skills such as instruction for English Learners and/or Students with Disabilities, budgeting, continuous quality improvement, conflict resolution skills
- Human relations skills, including team building and problem solving

The Title I section at the USOE utilizes funds from the state set aside for school improvement (1003(a) and 1003(g) to support cross-agency targeted, collaborative professional development efforts that ensure that LEAs and schools have sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system.

- **School Support Team Training**: The USOE provides annual training in the school support team (SST) process. Applicants, including distinguished educators, participate in this training in order to receive state approval to serve as an SST member or team leader. Because LEAs have recognized the quality and value of this training, approximately one-third of Utah's school districts have sent LEA leaders to participate in the training in order to better support struggling Title I schools.

- **Title I Leadership Institute**: The USOE provides a Title I Leadership Institute for Title I principals that addresses key leadership skills. This Institute strengthens the principals' abilities and skills to lead school improvement and to ensure strong instructional delivery. The first priority for participation in the Title I Leadership Institutes is principals of Priority and Focus Schools. If there is space available, the next priority is to involve principals from Title I schools that are not identified as Priority or Focus, have not achieved AMOs or have significant achievement gaps.

- **Title I Coaching Institute**: The USOE provides a Title I Coaching Institute for instructional coaches in Title I schools that strengthen the coaches' abilities and skills to enhance the quality of instructional delivery in the school. The first priority for participation in the Title I Coaching Institute is instructional coaches from Priority and Focus Schools. If there is space available, the next priority is to involve instructional coaches from Title I schools that are not identified as Priority or Focus, but have not achieved AMOs or have significant achievement gaps.

- **USOE Collaboration in Quality Professional Development**: The Title I section of the USOE has historically partnered with colleagues in Special Education and Title III to ensure that quality professional development opportunities are available that address the instructional needs of teachers who serve students with disabilities, English language learners, and economically disadvantaged students. Participating schools are required to send a school team with representation from administration, special education, English language learners, and general education teachers.

The state of Utah is not including the ESEA Flexibility Waiver request specific requirements of LEAs to set-aside funding for transportation associated with Public School Choice or Supplemental Educational Services previously required. Those LEAs with Priority, Focus Schools, and/or Title I schools not achieving AMOs for two consecutive years will be required to set aside sufficient Title I funding to implement the Utah Title I Systems of Support for those schools until the school achieves the defined exit criteria.

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

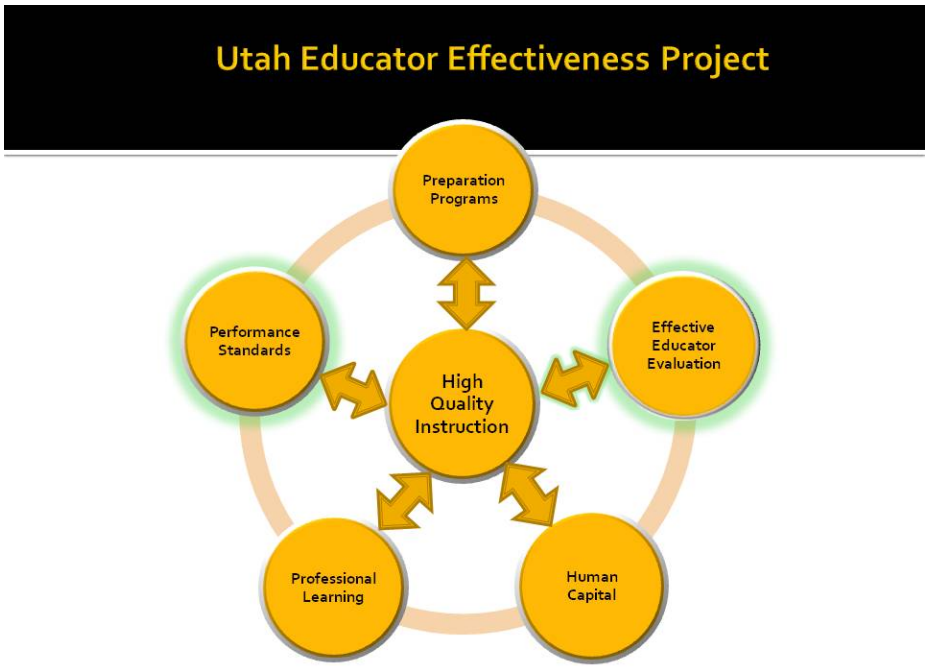
Option A	Option B
☒ If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide: i. The SEA's plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011-2012 school year; ii. A description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. An assurance that they SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011-2012 school year (see Assurance 14).	☐ If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: i. A copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve students achievement and the quality of instruction for students; ii. Evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

3.A.i Student growth measures are still under development. However, we have made progress since our initial waiver request. We are continuing to work with The Center for Assessment and the Utah Education Policy Center to ensure that our student growth measures can adequately describe appropriate teacher and leader attributions that contribute to growth. For tested subjects we will be using end of level tests that are under development to align with the Utah Core Standards. The test will look at each student and the point between beginning and end of year to measure progress. We have chosen the value-added model of student growth percentiles (SGPs).

We have been working with Colorado to learn from their implementation and will phase in growth starting in 2013-14. For non-tested subjects, teacher attribution will come from student learning objectives (SLOs). Parameters for developing the SLOs will come from the USOE. Exemplars will be established and samples will be submitted from districts to a committee for vetting and placed in a bank of exemplars for LEAs to use as they see fit. However, early work around the country on SLOs indicates that teacher involvement in writing the SLOs is critical. If a teacher teaches both tested and non-tested subjects, they will be required to write SLOs and be linked to growth in both areas. Administrator evaluation will include student growth measures in aggregate form for tested subjects and additional data from non-tested subjects.

The student growth workshop will be working with national consultants and early SGP implementing states during the 2012-13 year to ensure a valid and reliable measure of student growth can be attributed to teachers and administrators. The weighting of this measure will be a significant factor in the overall performance rating and will be established in 2013-14 as piloting occurs.

Overview of the Utah Educator Effectiveness Project



Improving instruction is a key pillar of reform found in *Promises to Keep*. In order to impact instruction, USOE is taking a comprehensive approach to improving educator effectiveness. The foundational assumptions of the Utah Educator Effectiveness Project, illustrated in the diagram above, recognize that high quality instruction in all public schools in Utah requires:

- Measuring teaching and leadership with research-based performance standards.
- Aligning preparation programs to Utah Effective Teaching Standards and Utah Educational Leadership Standards.
- Evaluating the effectiveness of educators yearly using multiple measures.
- Recruiting, retaining, promoting, and rewarding the most effective educators.
- Providing appropriate professional development at all stages of the professional career continuum.

The five major components of the Educator Effectiveness Project are directly targeted at improving instruction and are all essential for improving educational outcomes for all students. While all five components are critical to the overall mission of ensuring all students are college and career ready; the USOE has chosen to first work on establishing effective teaching and leadership standards and then subsequently, developing and implementing a statewide educator evaluation system to measure effectiveness in accordance with these standards.

Performance Standards for Instructional Improvement

The USBE adopted the Utah Effective Teaching Standards and Utah Educational Leadership Standards (R277-530), in August 2011 as the first and most crucial step of the overall project. The Utah Effective Teaching Standards are aligned with the new CCSSO Interstate Teacher Assessment and Support Consortium (InTASC*) Model Core Teaching Standards*. The USOE Director of Teaching and Learning was a member of the CCSSO InTASC revision team and provided staff with a preview of the new standards. Therefore, Utah was able to lead out in this work and develop Utah standards, with accompanying tools and professional development. The Effective Teaching Standards Workgroup made up of teachers, association leaders, school and district administrators, parents, university professors, board members, technology partners, and state leaders came together to develop standards, indicators, and a continuum of practice; outlining expectations for educator practices in Utah classrooms.

The Utah Effective Teaching Standards articulate what effective instruction and learning must look like in the Utah public education system in order to ensure that all students are college and career ready with careful attention to historically underrepresented subgroups. These standards take into account the needs of teachers, administrators and, most importantly, students. The standards focus on the knowledge, skills, and attitudes necessary to successfully implement the Utah Core State Standards. The standards will also serve as the basis for district educator evaluation systems as well as the model system being developed by the Utah Educator Evaluation Advisory Committee and subsequent workgroups discussed later in the narrative.

Utah Educational Leadership Standards, like the Effective Teaching Standards, specifically detail the knowledge, skills, and attitudes leaders must develop and display in order to ensure all students are prepared for today's economy. While Utah university educational leadership preparation programs have been using the ISSLC standards to prepare school leaders, the USOE had not subscribed to a set of standards statewide prior to 2011 for evaluation of leadership practice. The Utah Education Leadership Standards will now serve as the basis for preparation, evaluation, professional development and ongoing professional practice in order to ensure all students are college and career ready.

Effective Educator Evaluation

The purpose of the Educator Evaluation Project is threefold: systematically provide data and feedback to improve instructional practice, identify highly effective educators, and assist less effective educators (including removing ineffective educators). In addition, the USOE must respond to federal reports, legislative requests and state Board initiatives with accurate and comprehensive data on teacher effectiveness. The work behind the project actually began in 2008 when the USOE convened a group of

education stakeholders, including parents and association leaders, to analyze the effectiveness of educator evaluation practices in Utah schools and study what current research tells us about effective evaluation practices. In order to determine the state of current practices, the committee gathered available district evaluation policies and checked district websites to see if evaluation policy and practices are transparent to teachers, students, and parents. This committee, known as the Educator Evaluation Committee (EEC) determined that very few districts had comprehensive, valid teacher evaluation programs and those that did were very hard to find. This was particularly true in the small and rural districts. At issue was also an absence of consistency in evaluating principals. Many were only evaluated when complaints were made. Most districts also had not updated their evaluation practices in many years and were not conducting annual evaluations for veteran teachers. These discoveries led the committee to discuss policy that could promote a more systemic approach to educator evaluation.

The EEC worked with several key state legislators in 2009 to update 53A-10-106 in Utah code to include updated language, require multiple measures including student achievement, and bring attention to the need for districts to update evaluation policy and practices. In order to remedy the inconsistent practices in districts, however, it was determined that the State Board of Education must develop and implement educator evaluation policy, creating a statewide educator evaluation system focused on improving instruction.

Statewide Educator Evaluation Model

Evaluation Model Development

In order to develop a comprehensive statewide model, it was necessary to reconvene a broad-based group of education stakeholders. The Educator Evaluation Advisory Committee (EEAC) was developed to study the research and best models around the country, develop a framework for implementation and advise the Board on policy. The first step was to determine the level of the USOE involvement in providing leadership for educator evaluation. In studying national models, the committee found three trends: one state-wide model for all districts; district systems with state required parameters; or an elective state-level system that districts could choose to follow. The USBE chose to create and implement a model based on a combination of required parameters and an elective model system. (State statute releases charter schools from complying with evaluation requirements as charter employees are all at will. However, most charters schools include requirements for teacher evaluation as part of their charter).

Public Educator Evaluation Requirements (PEER)- State Board Rule R277-531

Board rule R277-531 was adopted September 2011**,** outlining the parameters that every district must incorporate into new or existing evaluation systems in order to be in compliance. The purpose of placing PEER in Board rule is **"to provide a statewide educator evaluation system framework that includes required Board directed expectations and components and additional district determined components and procedures to ensure the availability of data about educator effectiveness" (**R277-531-2.B**)**. The rule describes the evaluation components and elements as recommended by the Educator Effectiveness Workgroup necessary for quality educator evaluation systems statewide. The rule describes the parameters for the district evaluation system, leaving some flexibility for local autonomy. It also describes what the state will do to assist and support districts. A chart depicting the roles and responsibilities of the USOE and the LEAs can be found in Attachment 17.

Multiple Valid Performance Measures

Board rule R277-531-3 calls for every LEA evaluation system to "include valid and reliable measurement tools including, at a minimum:

(a) observations of instructional quality;

(b) evidence of student growth;

(c) parent and student input; and
(d) other indicators as determined by the LEA.

These performance measures are being developed in collaboration with national and local experts in the field of educator evaluation. The weighting of these elements is likewise under development and will be determined by the USBE at the May 2012 Board meeting. This timeframe allows the various workgroups to receive adequate input and feedback before making recommendations. Utah has had the privilege of working closely with WestEd and the Southwest Comprehensive Center who have brought together state leaders from Colorado, Arizona, and Nevada to inform USOE's work. Laura Goe and Stanley Rabinowitz have served as consultants for WestEd's coalition of western states and have been particularly influential on the development of Utah measurement tools. In addition, the USOE leadership has consulted with the Utah Policy Center, Forlini, Brinkman, and Williams, the Center for Assessment, CCSSO, and Regional Education Lab (REL), to ensure development of performance measures will result in valid and reliable tools and implementation efforts. Psychometricians from several of these organizations will continue to work with USOE through 2015 to ensure the measurements and weights of those measurements are valid and reliable.

Workgroups comprised of members of the Educator Evaluation Advisory Committee and various stakeholder groups (including parents, association members, principals, district leaders, teachers and USOE staff) are working through 2011-2012 to develop tools aligned with the intended outcomes of the Framework. Of particular importance is the inclusion of the Utah Education Association, the predominant teacher association in Utah schools. Utah is a right to work state and not bound by collective bargaining but UEA is instrumental in coalescing educators around programs and policies. Committees and Workgroups are currently comprised as follows:

- Educator Effectiveness Advisory Committee
- Educational Leadership Standards Workgroup
- Effective Teaching Standards Workgroup
- Educator Effectiveness Evaluation Workgroup
- Student Growth Workgroup
- Higher Education Workgroup
- Educational Leadership Measurement Tools Workgroup
- Teacher Measurement Tools Workgroup

Membership of the workgroups, meeting minutes, progress, and resources, can be found at http://www.schools.utah.gov/cert/Educator-Effectiveness-Project/Committees.aspx . The performance measures are the focal points of the model system and are the most complex to develop. An important factor is that the work of developing these measures is ahead of the research. Recent research like the *Measures of Effective Teaching Project (MET, 2011)* and the *Tripod Project, 2011* is informing the work, but most states are all in early stages of adoption, and longitudinal data is still in process of being collected and analyzed.

Student growth measures are aligned with the UCAS project. Both achievement and growth will be considered for both tested and non-tested subjects. Student growth for tested subjects will be measured using the Student Growth Percentile (SGP). The SGP quantifies the academic progress of individual students or groups of students (median SGP). More formally, it is a regression-based measure of growth that works by conditioning current achievement on prior achievement and describing performance relative to other students with identical prior achievement histories. Utah currently has assessments for 3rd through 11th grade in English language arts, mathematics and science. Our current CRTs will be used until 2014-15 when the new assessments are fully implemented, with a pilot in 2013-14. In addition,

formative, interim and summative assessments are being developed and all can provide valuable data regarding student achievement. Until new assessments are developed, we will be using comparative data from year to year aligned with peer groups. So the Spring CRT scores will be compared for a year's growth against the prior spring score. For students who do not have a prior year's score, we would still be able to compare against peer groups for the current year.

Non-tested subjects will be aligned with Student Learning Objectives (SLOs) under development. Our current CRTs will be used until 2014-15 when the new assessments are fully implemented, with a pilot in 2013-14. In addition, formative, interim and summative assessments are being developed and all can provide valuable data regarding student achievement. Due to this transition, advisors to the Student Growth Workgroup are suggesting that this performance measurement be used as a graduated measure. The workgroup has been discussing and making recommendations about:

- Which indicators (data) are collected;
- How they are weighted and combined (if they are combined);
- What counts as "good enough" on each indicator (perhaps) and/or on some overall composite;
- How the results are used and reported; and
- If there are any consequences and/rewards and how they are applied.

Student growth measures are still under development as there is currently no substantive research to support the correct weighting for this measure to impact teacher and student performance. However, we have made progress since our initial waiver request. We are continuing to work with the Center for Assessment, Regional Education Laboratory, and the Utah Education Policy Center to ensure that our student growth measures can adequately describe appropriate teacher and leader attributions that contribute to growth. Starting in 2014-2015, for tested subjects, we will be using end of level tests that are under development to align with the Utah Core Standards. The test will look at each student and the point between beginning and end of year to measure progress.

We have been working with Colorado and learning from the early adopters (Delaware, Georgia, Rhode Island) to learn from their implementation and will phase in growth starting in 2013-14. For non-tested subjects, teacher attribution will come from student learning objectives (SLOs). Parameters for developing the SLOs will come from the USOE. Exemplars will be established and samples will be submitted from districts to a committee for vetting and placed in a bank of exemplars for LEAs to use as they see fit. However, early work around the country on SLOs indicates that teacher involvement in writing the SLOs is critical. If a teacher teaches both tested and non-tested subjects, they will be required to write SLOs and be linked to growth in both areas. Administrator evaluations will include student growth measures in aggregate form for tested subjects and additional data from non-tested subjects.

Incorporating student growth into an overall educator evaluation system takes the right analytic approach. Importantly, identifying an analytic approach to growth is a small part of a much larger initiative. As we continue to follow the research from early adopters as well as learning from our pilots, we must consider the following items:

- Addressing attribution
- Linking outcomes to classes
- Determining data system requirements
- Defining 'teacher of record' (e.g. multiple educators contributing to instruction)
- Dealing with student mobility
- Limited grades/ subject areas covered by state tests
- Setting performance expectations

    - How will growth be used to inform decisions about educators?
    - What is ‘good enough’ growth?
    - What level of precision/ consistency will be required to support decisions?
    - What additional evidence will be necessary to support/ confirm outcomes?
- Incorporating student growth in the full system; a comprehensive and defensible system incorporates multiple measures that go beyond student performance on state tests:
- Determining what evidence will be used?
    - Observations
    - Stakeholder input
    - Student Learning Objectives (SLO)
    - How will each component be valued (e.g. weighted)?
    - How will multiple (sometimes different) sources of evidence be combined to support an overall summative rating?
- Evaluating outcomes
- Establishing criteria to determine if results are reasonable
- Safeguarding against unintended consequences
- Developing methods and standards to assess the precision and stability of results
- Collecting data frequently and systematically and reviewing it for continuous improvement

The student growth workgroup will be consulting with national consultants and early SGP implementing states during the 2012-13 year to ensure a valid and reliable measure of student growth can be attributed to teachers and administrators. During the 2012-13 school years, we will also look at historical data going back five years to see if we can correlate existing attributions between teacher and student data. We have a Student Information System (SIS) that houses student/teacher assignments as well as our end of level assessment data. This will enable us to be better prepared to engage in the work of determining attributions in SGPs with new assessments as they are implemented in 2014-15. The weighting of this measure will be a signification factor in the overall performance rating and will be established in 2013-14 as piloting occurs. However, we will utilize the floor of 40% of our overall weighting for student growth as our target while we work to validate this measure. Data obtained through historical correlation and SGP/SLO pilots with the new system will create fluctuation until we find the appropriate, research-based weights for all three of our components (student growth, instructional/leadership effectiveness, stakeholder input). Since student growth is the most complex of our three effectiveness measures and doesn’t yet have a strong research base, we will phase this in through 2014-15.

Instructional Effectiveness is the performance measure our USBE and State Superintendent view as the key to impacting student growth and achievement. Both formative and summative data regarding instruction will be collected using observational tools. A summative tool, focused on particular instructional standards, will be used statewide to enable the Board to gather and analyze data on instructional effectiveness. The measure of instructional effectiveness will account for at least 40 percent of the overall score at minimum. However, the USBE will determine the percentage of the overall score of this measure June 2012 when the model is developed and ready for pilot.

It has been critical to first clarify the type of instruction necessary to ensure all students are college and career ready, and then determine how to measure instruction through observation of classroom practice. Reliability will come from ensuring that evaluators are trained to use the tools and can calibrate their responses with consistency. Validity will come from the piloting phase to ensure that what is purported to be measured can actually be measured via the observational tools.

Observational tools are being constructed in consultation with national and state experts. The tools will focus on standards that can be observed and will be accompanied by electronic formats to be used with handheld devices. One comprehensive tool that can be used as a summative observation tool, along with

observation tools targeted at high leverage instructional strategies, are anticipated to be completed in June 2012 for piloting in the 2012-2013 school year. The Educator Effectiveness Committee will make a recommendation to the Board about the indicators (attached to standards) that must be observed and reported. This will enable the USOE to gather statewide data on the improvement of instructional practices as related to student achievement goals. LEAs may want to gather data on additional elements as well. These tools will be made available on the USOE website to aide in transparency for students, educators, and parents.

The Utah Effective Teaching Standards are the basis for observations, conversations, and professional development. **The Utah Education Leadership Standards** are equally important and are the basis for measuring the effectiveness of instructional leadership in Utah schools. Rubrics have been developed for both sets of standards to be used in a formative manner. The rubric helps educators self-assess to set professional goals, identify areas of needed support through professional development, and aides in making summative judges about overall performance. A comprehensive document that includes the standards, rubric, glossary of terms, research base, and overview can be found for both the teacher and leader standards at http://www.schools.utah.gov/cert/Educator-Effectiveness-Project/Teaching-and-Leadership-Standards.aspx .

Stakeholder Input

Utah will also include stakeholder input as part of the overall effectiveness score. Research seems to indicate that parent input cannot provide actual data about instructional effectiveness or student growth (Rorrer, 2011, Utah Policy Center), but can speak to important elements like effective communication, support of students, clarity of expectations, etc. Student input, according to recent research from the Tripod Project (2011), can provide insight on elements more closely aligned to the Utah Effective Teaching Standards. The USBE feels it is critical to improvement to gather both parent and student input. However, this measure will not carry the weight of the other indicators. It will likely account for no more than 20 percent of the overall score but will be determined through pilot. Tools for stakeholder input will be provided on the Educator Effectiveness website for use by districts. This will be an area with local flexibility to focus on school improvement goals and other elements that may be contextually unique.

Differentiated Levels of Performance

Board rule R277-531 calls for at least three levels of differentiated performance. The formative rubric accompanying the standards outlines four levels of performance: practicing, effective, highly effective, and distinguished. However, these levels are not intended to be summative in nature and were strategically determined to ensure that all educators had improvement targets as well as an approach to improvement that could follow the continuum of an educator's career.

Summative judgments will be based on a combination of the three elements described above; student growth, instructional effectiveness, and stakeholder input. Labels of performance will include ineffective, effective and highly effective. However, the input from the field indicates there may be another level between ineffective and effective yet to be determined. These decisions will be made in the April 2012 USBE meeting, ready to roll out to LEAs at the April 2012, Educator Evaluation Summit. The Summit is the second in a series of meetings that brings educator evaluation teams (including the district superintendent, teacher's union representative, and human resource director), together to study research, learn from evaluation experts, and explore ideas and concerns about the components of the statewide educator evaluation components. LEA levels of effectiveness are currently reported in the aggregate in the Utah Consolidated Application, and subsequently become part of the of the Title IIA report. However, individual data is also necessary to analyze effectiveness by grade level, subject, school and district. Utah has a robust educator credential system called CACTUS that can house the effectiveness data and generate disaggregated and aggregated reports. At issue is the ability to ensure privacy and protection of individual educator data from public access. Aggregate data will be used in public

reporting.

Evaluation Outcomes
The purpose of Utah's Educator Effectiveness Project, including Educator Evaluation, is to ensure all students are college and career ready by impacting the effectiveness of the educators who serve them. With a clearly defined set of instructional and leadership standards, educators are better equipped to engage in practices aligned with intended outcomes. Professional learning opportunities will be developed and implemented based on data obtained from evaluation tools. A focus of the USOE is to determine how instruction in Utah classrooms is changing as a result of more clearly defined instructional standards and ensuing professional learning for educators. The implementation of a yearly professional growth plan for every licensed educator will include evidence of improvement efforts based on student growth, observations, professional learning implementation and stakeholder input. This process is based on the continuous improvement cycle common to school improvement efforts; using data to determine goals, providing professional learning to improve practices, implementing new learning, measuring results, analyzing data and back to goal setting.

All certified school personnel will be evaluated yearly, with provisional educators being evaluated twice yearly. Feedback from both the formative process of creating yearly professional growth plans and summative performance level based on student growth, instructional observation, (instructional leadership for administrators), and stakeholder input will be used to provide timely feedback, professional learning opportunities, and impact personnel decisions. These provisions are detailed in Board rule and will be spelled out specifically in the model system developed by April 2012.

3.B ENSURE LEAS IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

3.B *Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.*

Accountability Measures
Described below are both the responsibilities of the Utah State Board of Education and the Educator Effectiveness Advisory Committee (EEAC) that will serve under the direction of the Board. The EEAC Committee will monitor LEA implementation and alignment with Board rule. Reporting of LEA alignment and implementation efforts will be reported to the Board on a yearly basis. Board rule R277-114 also allows the Board to withhold funds and resources from LEAs who are not in compliance.

Utah State Board of Education Responsibilities as Described in R277-531 (PEER) and SB 64 (2012 Legislative Session):
Board Rule R277-531 clearly defines the role of the Board of Education in assuring stakeholders that district evaluation systems are aligned with state requirements and will result in improving instruction in Utah public school classrooms. The following **responsibilities of the Board and staff** are outlined in R277-531:

- Establish a state evaluation advisory committee to support and review LEA evaluation systems
- Review evaluation components and elements in order to evaluate their usefulness in providing a consistent statewide framework for evaluation
- Review LEA evaluation systems for alignment with PEER ; including recommending Board approval or needed changes for alignment

- Create model evaluation systems for both teaching and leadership with performance expectations consistent with Utah Effective Teaching Standards and Utah Educational Leadership Standards R277-530
- Develop and provide statewide model for measuring student growth as indicated by individual teacher and leader performance.
- Develop and provide sample instructional observation tools for use by LEAs
- Develop and provide sample parent and student satisfaction surveys
- Provide professional development and technical support to LEAs as they make valid and reliable evaluation decisions
- Develop and support cadre of district facilitators to provide expertise to LEAs on state evaluation model
- Yearly evaluation of all educators
- Yearly performance ratings
    - Student growth
    - Observations of instruction/leadership
    - Stakeholder input
- Contain both formative and summative components
- Use data to inform employment, professional learning and compensation decisions
- Evaluation tools must be valid and reliable

The State Evaluation Advisory Committee serves at the request of the USBE, is made up of a variety of stakeholders, and will perform the following functions:

- Oversee and monitor the development and implementation of the model system via specified workgroups
- Review district plans for alignment with framework: Each LEA will be required to submit a complete overview of their evaluation system spring of 2013; outlining the required elements in rule as well as additional requirements, implementation timeline, and support system for educators. The Educator Evaluation Advisory Committee will review each plan and make recommendations for Board approval or identify needed changes.
- Monitor pilot of measurement tools and make recommendations for adjustments
- Analyze common data from measurement tools
- Contribute to required reporting for the USOE, legislative, and federal reporting
- Evaluate effectiveness of framework elements and model system
- Gather and house yearly effectiveness data
- Provide technical assistance and professional development

Timeline for Development and Implementation Strategies are listed below by quarter and include activities for both USOE and the LEAs. LEA implementation does not include charters as they are exempt from educator evaluation code. However, as part of the charter, each school has to outline a plan for including educator evaluation. All employees in public charter schools are currently at will. The Utah State Board of Education will continue to work with the Charter board to mitigate this inequity in statute.

All systems include teachers of students with disabilities and students learning English as a second language. Factors of student growth, instructional effectiveness and stakeholder input apply to all teachers. Representatives from these populations of teachers serve on workgroups, steering committees, tool development, etc. Our value-added model of SGP will utilize data from IEPs and other sources to ensure that adequate measure of growth are accounted for.

Validity and reliability are technical terms that can seem daunting and yet in simple terms they mean

"does the tool or system measure what it purports to measure – validity, and can it be used to measure the same thing consistently over time – reliability". This process occurs through piloting of observation tools, professional development that focuses on calibration of raters, accurate data collection and monitoring from the outside for calibration.

The PEER Educator Evaluation Advisory committee will be receiving all district plans in Spring of 2013 to assess that the three components of student growth, instructional (and leadership) effectiveness, and stakeholder input are in compliance with Board rule. The committee is made up of K-16 educators who have developed expertise in educator evaluation and will be able to determine whether each district has a valid and reliable system in place. The committee will ensure that the performance ratings of highly effective, effective, minimally/emerging, and non-effective are consistent across the state. Each district will designate a liaison to this committee to serve as a cadre of evaluation experts (based on ongoing professional learning) and internal auditors of evaluation system effectiveness.

Dates	**Educator Evaluation Development and Implementation Strategies**	
	USOE	**LEAs**
Nov. 2011 through Feb. 2012	• Engage stakeholder groups (parents, teachers, principals, associations, superintendents, higher education, business community, students, ethnic minority community, advocates for students with disabilities, the USOE staff) • Begin on-going Communication Plan with stakeholders • Determine guiding factors for selecting observation instruments • Refine work of targeted measurement tools • Determine high leverage instructional strategies for summative tool • Determine processes for teaching and leadership evaluations • Determine levels of performance that match Board requirements • Determine weights for the measures • Ensure validity and usefulness of the measures and determine how reliability will be determined through pilots • Establish data infrastructure • Establish data validation process • Determine criteria for confidentiality • Develop online resources for self-assessment, professional growth plans, and PD360 resources aligned with standards	• LEAs select representation for LEA Joint Educator Evaluation Committee • LEAs send JEEC members' names to the USOE • Convene LEA JEEC committee to analyze current LEA practices • Determine roles and responsibilities of stakeholders on LEA JEEC

Mar., 2012 Through June, 2012	• Decide where and when to pilot the system • Hold 2nd USOE Educator Evaluation Summit • Roll out measurement elements to system for feedback • Determine factors to consider when evaluating the system • Determine what resources are available to evaluate the system • Report to stakeholders • Prepare districts for 2012-13 pilot • Develop and provide professional development for model tools and resources • Train stakeholders on data base for inputting performance levels for educators	• Give input to the USOE model • Determine to adopt the USOE model or develop LEA model • Discuss policy that will list consequences for failure to meet performance levels • Determine training needs and criteria for selecting evaluators • Plan how evaluation results will be used • Establish a plan for assessing the LEA selected evaluation system
2012-2013	• Support pilots with technical assistance • Monitor evaluators reliability • Gather and analyze data from pilot districts • Expand development of SLOs for non-tested subjects	
2013-2014	• Statewide implementation of model system or LEA developed systems • Gather data from all LEA evaluation systems • Analyze data and make adjustments to the USOE and LEA systems where needed	
2014-2015	• Full implementation of statewide educator evaluation using student growth measures from new assessment system aligned to CCSS	

Support for LEA Implementation Efforts
Technical Assistance Team
The USOE staff leading the Educator Effectiveness Project, bring years of experience in developing and supporting effective instruction and educator evaluation. In addition, the lead staff and stakeholders leading workgroups have been privileged to build their own capacity by working with organizations such as CCSSO, SCEE, InTASC, West Ed, the Southwest Comprehensive Center, the TQ Center, the Center for Assessment, the Utah Policy Center, Stanford University, and state education leaders from neighboring states. The USOE lead team, along with workgroup leaders, will provide technical assistance to LEAs and work to build capacity in key LEA leaders (i.e., HR Directors, superintendents, mentor leaders). By shifting responsibility and expertise to LEAs, the USOE can focus on product and process development.

Technical assistance will be present in multiple forms. On April 25, 2012, the USOE sponsored the second Educator Evaluation Summit where teams came from each district to hear updates about the updated process, new code from Senate Bill 64 *Public Education Employment Reform*, and see samples of pilot observation tools. The USOE officials received overwhelmingly positive feedback about their experience and understanding. District teams were made up of superintendents or their designee, personnel directors, curriculum directors, local and state teacher association leaders, principal association leaders, state and local board members and key legislators. Participants indicated that they feel better equipped to analyze, adjust, adapt, or adopt a new system.

Professional development on model tools will begin this fall with pilot districts. Pilots will include approximately ten districts for instructional observation tools and up to ten districts for leadership effectiveness tools. Student growth pilots will begin in the fall of 2013. Digital platforms will be used for observation tools and our education partners – True North Logic and School Improvement Network – have co-created an electronic system that will house our professional growth plan that includes the following:

- Utah Effective Teaching and Educational Leadership Standards with accompanying video of the new standard in practice
- A self-assessment based on the standards that links to the video examples
- A professional growth plan based on the standards and self-assessment – this includes goals setting, evidence of goal attainment, professional learning to support goals, and other support needed
- Digital system for classroom and leadership observation tools with ability to record and view data for multiple observations
- Yearly performance rating
- Sign off system for accountability

The yearly performance ratings will be protected for individuals but reported in aggregate form for Title IIA purposes, as well as allowing the USOE to disaggregate data by school and district to look for patterns in evaluation practices.

Additional support will include a bank of parent, student, and teacher surveys that LEAs can use to gather stakeholder input. The Utah Education Policy Center is developing a set of questions that can be triangulated among all surveys to provide stateside data on perceptions and satisfaction.

LEA Facilitators
Facilitators will be chosen from each LEA to serve as liaisons between the USOE and the LEA. Facilitators will have access to expertise, resources, training, and ongoing support to ensure fidelity in implementation of evaluation tools and processes. Charter schools may participate in this facilitator cadre as they conform to the tenets of the state framework. The USOE will facilitate bringing facilitators together both face-to-face and through a digital platform in order to provide a space for sharing successes and challenges. The mantra, "no one is as smart as all of us" applies to the work of the LEAs.

Local Joint Educator Evaluation Committee
The Joint Educator Evaluation Committee in each district must be comprised of teachers, parents, association members, and district personnel responsible for educator evaluation. This is required both in State statute 53A-10 and Board rule R277-531. The committees will receive technical support from the USOE to ensure they are equipped to implement and monitor the required elements of the Educator Evaluation Framework. An Educator Evaluation Summit was held fall 2012 involving all LEA superintendents and members of their JEEC. The Summit provided an overview of current research and trends as well as more information about the elements of the framework.

Exemplars of Effective Practice
Utah is working with two longtime educational partners; School Improvement Network (SINET) and True North Logic (TNL) to implement an updated system that does the following:

- Take a self-assessment based on the rubric to identify areas of growth
- View digital exemplars of the teaching standards in practice

- Create a professional growth plan with lines of evidence and ability to send it to supervisor and/or mentor
- Register for formal and informal professional learning opportunities
- Join online professional learning communities that can be established at school, LEA, state or national level
- Access one portal that houses information about professional learning activities completed, licensure renewal data, effectiveness data and progress on professional growth plan

This digital resource, called *OnTrack*, is already in place but not up to date with new Effective Teaching Standards or updated Learning Forward professional learning standards. Completion date is slated for April 2012. This system will provide a resource of comprehensive support to improve on those areas determined through observation tools to be deficient or areas of potential growth.

Educator Effectiveness Project Website
http://www.schools.utah.gov/cert/Educator-Effectiveness-Project.aspx will continue to house resources, research, and tools to support LEA and USOE educator evaluation efforts. A link will remain on the home page of the USOE website in order to provide greater transparency to stakeholders and ease of access to tools, resources and research. While aggregate data may be published, individual educator data will be kept private and protected by both LEA and SEA.

Expert Assistance from Partnerships
The USOE will continue to partner with West Ed, SWCC, CCSSO, Learning Forward, ASCD, Utah Policy Center and other education partners to gain expertise, develop resources and tools, and guide efforts in ensuring high quality instruction and effective leadership in all Utah public schools. The Center for Assessment and the Utah Policy Center will conduct evaluations on pilots and ongoing process to ensure validity and reliability of tools and evaluation process.

Pilots

Pilot Site Selection
Pilots will include approximately ten districts for instructional observation tools and up to ten districts for the leadership effectiveness tool. Student growth pilots will begin in the fall of 2013. Districts will be chosen by application (due to USOE June 15, 2012) and be selected by members of PEER Educator Evaluation Advisory Committee by July 1, 2012. They will be selected based on criteria that include their ability to demonstrate teacher and administrator buy-in, as well as the commitment of the local school board, district leadership, and teacher association. They will also need to assist in the collection and analysis of data from the USOE developed tools.

Pilot Outcomes
The components for the pilot will be the observation tools for teachers and leaders to ensure validity and reliability. After the pilot process and subsequent adjustments to tools, LEAs will be able to adopt, adapt, or add to the tools to meet their local needs (as long as they can validate the adjustments). The ability to determine appropriate weighting in the overall system for instructional/leadership effectiveness will be based on data from the pilot and will occur when there is more information. A floor of 40% will be set for both student growth and instructional/leadership effectiveness as we pilot and work towards our weighted targets according to the timeline. Data will inform the necessary adjustments to these weightings to ensure that we have a research base behind our weighting decisions.

Technical Assistance
Technical assistance will be heavily concentrated on pilots during the 2012-13 school year while providing assistance to all LEAs in the form of exemplars and ideas as they determine the direction of their local evaluation committee. It will be expected that they continue to make employment and recruitment decisions based on current systems if they are a non-pilot district. A website will be maintained on the Educator Effectiveness Project http://www.schools.utah.gov/cert/Educator-Effectiveness-Project.aspx to keep the process transparent and the public informed about our progress with pilots and tools.

Educator Evaluation Pilot Timeline	
Project Element	School Year
District committee meet to review current evaluation system and compare with rule	September 2011
Pilot for observation/interview tools	2012-2013
Parent/Student/Teacher surveys (piloted 2012-13)	2013-14
Pilot for student growth model	2013-14
All districts implement updated/aligned evaluation system including student growth	2014-15

PRINCIPLE 3 OVERALL REVIEW

Summary
The foundation of education excellence and equity is based on educator effectiveness. For too many years Utah educator evaluation systems have focused on inputs (e.g., degrees, coursework); have not adequately addressed outputs (e.g., instructional performance, effectiveness); and have not taken place in a consistent manner statewide. Utah, like other states, supports the current state and federal policy of ensuring all educators are qualified to teach the subjects they are assigned; but more importantly are effective in doing so. Our Board mission, *Promises to Keep*, is very focused on the improvement of instruction and effective educator evaluation is viewed as a key lever to improving instruction for all students.

Highly effective educators in Utah classrooms understand and use high leverage instructional practices in order to ensure all students are experiencing success. They are crystal clear about their role in impacting student learning; particularly for students who do not speak English proficiently or have a disability. In addition, they are not fearful of the evaluation process. They welcome professional feedback and use it to become better educators. They understand that being an educator is a rewarding career; that there are advantages to progressing along a career continuum and growing professionally in both practice and skills to become more effective. The goal of the Board is to enact evaluation policy that will lead more teachers to become highly effective while remediating or removing ineffective educators.

A new expectation for Utah's educators is that determining yearly performance ratings of educator effectiveness will incorporate measures of student achievement. Including student achievement and growth as indicators of educator effectiveness requires a better understanding of how to assess student learning and measure student growth accurately and consistently. With this understanding, the stage is set for the argument supporting a robust educator evaluation system that incorporates multiple measures, including observation tools, student learning data, and stakeholder input. Utah's new educator evaluation

system will be performance-based and growth centered, provide immediate and timely feedback, and be based on standards of high quality instructional practices. Utah educators and students will benefit from an educator evaluation system that incorporates these elements in order to ensure all students are college and career ready for today's economy. We have *Promises to Keep* to all students in Utah public schools.

PRINCIPLE 4: REDUCING DUPLICATION AND UNNECESSARY BURDEN

1. *In order to provide an environment in which schools and LEAs have the flexibility to focus on what's best for students, an SEA should remove duplicative and burdensome reporting requirements that have little or no impact on student outcomes. To receive the flexibility, an SEA must assure that it will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools.*

In the 2010 legislative general session, the Utah legislature passed HB 166 which stipulates the following:

> "On or before December 31, 2010, the State Board of Education shall review mandates or requirements provided for in board rule to determine whether certain mandates or requirements could be waived to remove funding pressures on public schools on a temporary basis."

In the 2011 legislative session, the Utah legislature passed HB02 with the following requirements:

> "The Legislature intends that the State Board of Education review reports required of local education agencies in statute or board rule, and that the State Board of Education submit any recommended report eliminations to the education Interim Committee by the October meeting of the Education Interim Committee in 2011."

The USOE has complied with the intent of the legislation through a continuous review of the requirements it makes of local school agencies. This has been a sincere effort to reduce the USOE imposed burdens wherever possible and practical. The following is a list of specific examples of program or procedures which have been impacted by this on-going process.

- Single comprehensive accountability system
- Web-based grant management tool
- Statewide unique student identifier
- Online summative assessment
- Computer based writing assessment
- Utah Transcript Record Exchange (UTREX)
- Electronic upload and editing procedure for student test data

ATTACHMENT 1

Utah STATE OFFICE of Education

Leadership...Service...Accountability

MEMORANDUM

TO: LEA Superintendents and Charter Leaders
FROM: Larry Shumway, Superintendent of Public Instruction
DATE: January 26, 2012
RE: ESEA Flexibility Waiver Request

Background

The U.S. Department of Education (ED) announced in October the opportunity for states to request specific flexibility waivers of certain federal education requirements under the Elementary and Secondary Education Act of 1965 (ESEA) as currently authorized under the No Child Left Behind Act of 2001 (NCLB). The flexibility offered to states would remove many of the Title I school and district improvement requirements as measured by the current adequate yearly progress (AYP) system. In exchange for this flexibility, states must commit to:

- new rigorous curriculum standards that prepare all students for college and career readiness
- new assessment systems that align with the new college and career ready standards
- new rigorous student accountability standards that identify priority, focus, and reward schools
- interventions and supports to lowest-performing schools
- new teacher and administrator evaluation systems that ensure instructional effectiveness

Why Consider the Flexibility Waiver?

Without a change to the current requirements under NCLB, all Utah schools and districts will have to achieve a level of 100% student proficiency in order to achieve AYP in 2014 or be identified in need of improvement under Title I. Many people equate not achieving AYP as a "failing school," Because the criteria for achieving AYP under the current system will increase annually until 2014, achieving AYP over the next few years becomes very difficult (if not impossible), even for the most successful schools in Utah. It is estimated that the number of schools and districts identified in need of improvement would increase dramatically. Under improvement, LEAs are required to set aside funds and provide services that would reduce the number of schools and students served by Title I.

Additionally, the limited funds currently available to provide grants to schools and districts participating in the Title I improvement process would have to be reduced drastically if larger numbers of schools are identified in need of improvement with the higher standards. Grants currently funded at $200,000 per school may have to be reduced to $50,000 per school.

Experience has already shown that the Title I schools that don't achieve AYP for two consecutive years (and identified for Title I improvement) are not always the lowest performing Title I schools. The Title I section believes that the process of identifying the lowest-performing Title I schools that is currently

part of the Title I SIG process (and aligned with the flexibility requirements) more accurately identifies the schools in greatest need of targeted interventions.

Where is Utah in terms of eligibility for the ESEA Flexibility Waiver?

Many of the steps that the Utah State Board of Education has taken over the last couple of years place Utah in position to qualify for the ESEA Flexibility Waiver. Some of the critical steps already taken in Utah include:

- adoption of the Common Core Standards
- participation in the Smarter Balance Assessment Consortium to develop high-quality assessments aligned to the new Common Core Standards
- adoption of new State Board Rule that outlines teacher and administrator evaluation requirements
- adoption of the World-class Instructional Design and Assessment (WIDA) standards to support schools in meeting the language acquisition needs of English language learners (ELL)
- participation in the WIDA assessment development consortium to develop high-quality assessments for ELL students aligned to the new Common Core Standards
- in accordance with Utah State Code, the USOE has worked collaboratively with key stakeholders in developing the new Utah Grading Schools accountability system that includes both achievement and growth factors in determining school success
- The Title I section of the USOE has developed and implemented a research-based system of support that has helped schools improve student achievement. This system is now assisting Utah's lowest-performing Title I schools as part of the Title I School Improvement Grant (SIG) process.

Next Steps for Utah

After considerable input and in an effort to move the state of Utah toward one meaningful education accountability system that Utah has designed, the Utah State Office of Education is preparing to submit a formal ESEA Flexibility Waiver Request to ED in February 2012.

As the details of the Utah ESEA Flexibility Waiver Request are formalized during the month of January, Districts and charter schools will be encouraged to review the Utah proposal and provide input by completing an online survey available at https://www.surveymonkey.com/s/ESEAFlexibilityPublicInput.

Please respond to the electronic survey by Sunday, February 5, 2012. Additional comments may be submitted to Judy Park via email at judy.park@schools.utah.gov .

ATTACHMENT 2

ESEA Flexibility Public Input Survey Results

Summary of Input

Survey Question	Percent Perceived as Important	Percent Perceived as Not Important
Utah should have one education accountability system.	87.5%	12.5%
Utah should include a growth factor in education accountability.	94.6%	5.4%
The new Utah Comprehensive Accountability System should be proposed in the ESEA Flexibility Waiver request.	79.2%	20.8%
The USOE should identify Utah's current Title I SIG schools as Priority Schools (Utah's lowest-performing 5% of Title I schools).	87.9%	12.1%
The USOE should use the composite score from the Utah Comprehensive Accountability System to identify Focus Schools (Utah's next lowest-performing 10% of Title I schools).	86.3%	13.7%
The Utah Educator Evaluation System will lead to improved instruction in Utah K-12 classrooms.	65%	35.0%

Summary of Responses

Most frequent comments/recommendations	How addressed by the USOE
1. The education accountability system for Utah should reflect both achievement and growth	The new Utah Comprehensive Accountability System is designed to include both achievement and growth.
2. Student achievement needs include multiple measures	The calculations for school accountability will include CRT results in reading/language arts, mathematics, and science; graduation rate; and Direct Writing Assessment.
3. Utah should have one accountability system	The Utah ESEA Flexibility Waiver proposal includes one education accountability system for Utah. Based on stakeholder input and priorities of the Utah State Board of Education, Utah proposes eliminating dual education accountability systems (federal AYP and state UPASS) and replacing them with the new Utah Comprehensive Accountability System to meet both federal and state requirements.
4. There is too much testing	The Utah ESEA Flexibility Waiver proposal does not add to or diminish current testing requirements. Many of the testing concerns listed in the public input survey identified assessment procedures that have been established by the LEA or school.
5. Schools need to focus on all students; low achieving, average, and high performing students	Unlike the old AYP accountability system that simply identified the number of students achieving proficiency, the new Utah Comprehensive Accountability System looks at student growth for all students regardless of current performance level. Although not part of the ESEA Flexibility Waiver

	proposal, parents will continue to receive individual student performance reports.
6. Parents need to be held accountable	Although research shows that parental involvement is important in student achievement, the Utah ESEA Flexibility Waiver proposal does not specifically address this concern.
7. The state needs to continue to report student achievement by disaggregated groups	The new Utah Comprehensive Accountability System will continue to report student achievement and growth by disaggregated student groups to the public.
8. In order for the Data Gateway System to be effective, parents need training and access	The USOE is in the process of developing assistance to more effectively communicate with and train parents on the use and value of the Utah Data Gateway System.
9. Low-performing schools need support, not just negative press	Under Utah's ESEA Flexibility Waiver proposal, the USOE will provide support including grants to Utah's lowest-performing Title I schools to assist in quality school improvement efforts.
10. The state needs to commit more financial resources to all schools	Although the Utah State Board of Education continually advocates for adequate funding for all Utah schools, the Utah ESEA Flexibility Waiver proposal does not specifically address this concern.
11. Any new teacher evaluation system must recognize the challenges of teachers working with historically underperforming students	A key component of the new Utah Educator Evaluation System as described by Board rule R277-531 is that student growth is to be considered in teacher evaluations. The growth component of Utah's Comprehensive Accountability System gives credit to teachers and schools for helping all students make progress.
12. Administrators need to be trained in order to fairly implement new teacher evaluations	In the implementation of new educator evaluation systems, training and support to teachers and administrators is addressed.
13. The USOE needs to communicate internally to eliminate unnecessary, burdensome reporting requirements	Under the leadership of the USOE superintendency, staff at the USOE will continue to assess which reporting requirements may be revised or eliminated to minimize redundancy and burden.

Complete Survey Responses

Respondents' Role in Education	**Percent**	**Count**
LEA Superintendent	1.3	6
LEA Charter Leader	4.7	21
School Board Member	1.3	6
District/Charter School Program Director or Coordinator	11	49
School Principal	2.5	11
Teacher	71.1	317
Parent/Guardian	4.5	20
Student	.9	4
Community Leader/Advocate	2	9
Representative form Higher Education	.7	3

Total Respondents	**100**	**446**

How important is it to have one education accountability system versus multiple distinct education accountability systems?		
Responses	**Percent**	**Count**
Extremely Important	40.3	143
Very Important	25.4	90
Important	22.5	80
Not Important	11.8	42
Total Respondents	**100**	**355**

How effective do you think the Utah Grading Schools System will be in ensuring that schools focus instructional efforts on all non-proficient students?		
Responses	Percent	Count
Extremely Effective	11.5	41
Very Effective	33.2	118
Effective	34.4	122
Not Effective	20.8	74
Total Responses	**100**	**355**

How important is it to the state of Utah to include a "growth" factor in its education accountability system?		
Responses	**Percent**	**Count**
Extremely Important	58	206
Very Important	21.1	75
Important	15.5	55
Not Important	5.4	19
Total Respondents	**100**	**355**

Are you familiar with and/or have you used the Public School Data Gateway system located on the USOE homepage at www.schools.utah.gov?		
Responses	**Percent**	**Count**
Yes	43.1	153
No	56.9	202

Helpful will the Utah Public School Data Gateway tool be in providing timely information to the public regarding the Utah Grading Schools System results?		
Responses	**Percent**	**Count**
Extremely Helpful	10.4	37
Very Helpful	30.1	107
Helpful	45.9	163
Not Helpful	13.5	48
Total Respondents	**100**	**355**

How effective do you think Utah's identification of the Title I SIG schools as Priority Schools will be in focusing the needed resources around Utah's lowest-performing Title I schools?		
Responses	Percent	Count
Extremely Effective	13.7	44
Very Effective	34.5	111

Effective	39.8	128
Not Effective	12.1	39
Total Responses	**100**	**322**

How effective do you think Utah's identification of the Focus Schools will be in focusing the needed resources to turn around Utah's next lowest-performing Title I schools?		
Responses	Percent	Count
Extremely Effective	9.3	30
Very Effective	31.7	102
Effective	45.6	146
Not Effective	13.7	44
Total Responses	**100**	**322**

How effective do you think Utah's identification of the Reward Schools will be in recognizing the achievements of Utah's high-performing and high-progress Title I schools?		
Responses	Percent	Count
Extremely Effective	8.7	28
Very Effective	21.7	70
Effective	42.9	138
Not Effective	26.7	86
Total Responses	**100**	**322**

How effective will a statewide educator evaluation system be in improving instruction in Utah K-12 classrooms?		
Responses	Percent	Count
Extremely Effective	10.1	32
Very Effective	17.4	55
Effective	37.5	119
Not Effective	35	112
Total Responses	**100**	**317**

How effective is the measure of student growth in determining overall effectiveness of an educator?		
Responses	Percent	Count
Extremely Effective	12.9	41
Very Effective	23	73
Effective	36.3	115
Not Effective	27.8	88
Total Responses	**100**	**317**

How important is instructional effectiveness in the overall rating of an educator?		
Responses	Percent	Count
Extremely Important	30.6	97
Very Important	39.4	125
Important	25.9	82
Not Important	4.1	13
Total Responses	**100**	**317**

ATTACHMENT 3

Public Notice of Utah Proposal to Apply for the ESEA Flexibility Waiver

The Utah State Office of Education invited the public to learn about the ESEA Waiver Request and share their comments in a survey. A link was placed under "Popular Links" on the home page of the USOE Web site, http://schools.utah.gov. This forwarded the public to a web page that included links for ESEA Flexibility Waiver – Intent to Apply Overview Letter; ESEA Flexibility Waiver – Executive Summary; and an online survey conducted via SurveyMonkey.

The USOE Public Relations Director also sent a news release to stakeholders and the media for distribution by individuals and via mass media channels (http://www.schools.utah.gov/main/INFORMATION/Online-Newsroom/DOCS/ESEAWaiver.aspx). In total, this email reached 69 individuals. Specifically, it was sent to the voting and non-voting members of the Utah State Board of Education, the Utah State Office of Education leadership and their assistants, the Governor's Office, the Office of the Commissioner of Higher Education, the Utah Education Association and the American Federation of Teachers, CCSSO and our contacts at Utah media outlets. These media outlets included: Provo Daily Herald, Associated Press, KTVX, KUER, Ogden Standard-Examiner, KNRS, St. George Spectrum, Valley Journals, KCSG, KSL TV, KURV, Salt Lake Tribune, KSL Radio, Deseret News, Logan Herald Journal, Telemundo and KSTU.

This news release and the above-mentioned links were also posted on http://UtahPublicEducation.org, the official blog from the Utah State Board of Education and Office of Education (http://utahpubliceducation.org/2012/01/26/utah-seeks-comments-on-federal-education-law-waiver-request/).

Posts on Facebook and Twitter were also employed. In total, 202 people were reached via the http://www.facebook.com/UtahPublicEducation Facebook Page, from two updates posted on January 26, 2012, and February 2, 2012. These Facebook posts were followed by Twitter posts on Jan. 26 and Feb. 2. We had approximately 1,350 Twitter followers at the time these messages were posted. Images of the Facebook and Twitter posts are below.
Links to tweets:
Jan. 26:

- https://twitter.com/#!/UTPublicEd/status/162709276144582657

Feb. 2:

- https://twitter.com/#!/UTPublicEd/status/165188176451870720
- https://twitter.com/#!/UTPublicEd/status/165186539830259712
- https://twitter.com/#!/UTPublicEd/status/165185294948241408
- https://twitter.com/#!/UTPublicEd/status/165184476538863617

Images of Facebook and Twitter Posts:

UT Public Education
@UTPublicEd

New blog post: #uted Utah Seeks Comments on Federal Education Law Waiver Request ow.ly/1gX2Ph

6:31 PM - 26 Jan 12 via HootSuite · Embed this Tweet

Reply Delete Favorite

twitter © 2012 Twitter About Help

UT Public Education
@UTPublicEd

As State Ed Board discusses ESEA waiver, good time to remind you of ESEA public input survey: ht.ly/8QdVg Please RT! #uted

2:27 PM - 2 Feb 12 via HootSuite · Embed this Tweet

Reply Delete Favorite

twitter © 2012 Twitter About Help

UT Public Education
@UTPublicEd

Opp to provide your input on ESEA Waiver to loosen fed ed regulation closes Feb. 5. ht.ly/8QeiV #uted #esea #nclb

2:30 PM - 2 Feb 12 via HootSuite · Embed this Tweet

Reply Delete Favorite

twitter © 2012 Twitter About Help

UT Public Education
@UTPublicEd

More info on ESEA Waiver Request is on the Utah State Office of Education website: ht.ly/8QeTI #uted #esea #nclb

2:35 PM - 2 Feb 12 via HootSuite · Embed this Tweet

Reply Delete Favorite

twitter © 2012 Twitter About Help

UT Public Education
@UTPublicEd
As the Utah State Board of Education is discussing an ESEA Waiver to loosen some of the federal education... fb.me/1Cwj8leeK
2:41 PM - 2 Feb 12 via Facebook · Embed this Tweet
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ATTACHMENT 4

MINUTES

August 6, 2010

Minutes of the meeting of the State Board of Education held August 6, 2010, at the Utah State Office of Education, Salt Lake City, Utah. Meeting commenced at 8:05 a.m. At the request of Chair Debra G. Roberts Vice Chair Dixie L. Allen presided.

Members present were:

Chairman Debra G. Roberts
Vice Chairman Dixie L. Allen
Member Laurel O. Brown
Member Kim R. Burningham
Member Janet A. Cannon
Member Leslie B. Castle
Member Craig E. Coleman
Member David Crandall
Member Rosanita Cespedes
Member Robert R. DePoe
Member Greg W. Haws
Member Meghan Holbrook
Member Douglas J. Holmes
Member Michael Jensen
Member Tamara Lowe
Member Denis R. Morrill
Member Carol A. Murphy
Member C. Mark Openshaw
Member Tami Pyfer
Member David L. Thomas

Also present were:

Superintendent Larry K. Shumway
Deputy Superintendent Martell Menlove
Associate Superintendent Brenda Hales
Associate Superintendent Todd Hauber
Associate Superintendent Judy Park
Public Affairs Director, Mark Peterson
Don Uchida, Executive Director, USOR
Board Secretary Twila B. Affleck

Members of the Press:

Eric Peterson, Daily Herald
Lisa Schencker, Salt Lake Tribune
Elizabeth Stuart, Deseret Morning News
Nadine Wimmer, KSL Television
Elizabeth Ziegler, KCPW

Holly Langton, Utahns for Public Schools
Sue Carey, Utah PTA
Steve Noyce, Superintendent, Utah Schools for the Deaf and the Blind

August 6, 2010

Vice Chair Dixie L. Allen called the meeting to order.

Welcome

Board Chair Debra G. Roberts led the Board in the Pledge of Allegiance.

Board Member Craig E. Coleman welcomed everyone to the meeting and commented that as he has contemplated his first eight months on the Board and thought about what motivates him and interests him and excites him about education, so much that he is a teacher himself, and finds great joy in being able to interact with young people and help them learn and grow and find their way through life. He though of his own life, family and faith which drives a lot of what he does and keeps his interest alive in education. When he was asked by several people to apply to be on the State Board of Education he often wondered why he said yes, but has no regrets because it has been an extremely enjoyable experience. What drives his interest and excitement in education is his faith in God and his belief that there is a responsibility that we have as individuals to pass knowledge on to our children. The Bible is rich in its instruction from God to his prophets to educate future generations. One of his favorite scriptures is in Deuteronomy, Moses' final instructions to the Children of Israel. He has given them the law, the promised land and one of the things he tells them at the beginning is to never forget the things that have happened to them in their escape from Egypt and their journeys into the wilderness. In Deuteronomy Chapter 4:9 he says: "Only take heed to thy self and keep they soul diligently, lest thou forget the things which thine eyes have seen, lest they depart from thy heart all the days of thy life: but teach them thy sons and thy sons' sons;" Moses uses the word "heart" instead of mind. His own philosophy of teaching is not necessarily feeding information to people but rather helping them to change their lives. It changes lives because it affects people's hearts as much as it affects their minds. He then offered a prayer.

Swearing in of Tim Beagley

Chair Debra Roberts issued the Oath of Office to Tim Beagley, new Board Member representing the State Charter School Board.

Public Participation/Comment

The Board received comments from John Kesler encouraging the Board to support a state wide initiative to designate 2011 as the year of civility and community in Utah. (For complete details, see General Exhibit No. 11249.)

Member Janet Cannon requested that leadership review the request and place in on a future agenda for Board discussion and possible action.

The Board recessed into Committee Meetings.

The Board reconvened at 10:50 a.m.

Achievement Spotlight

The Board recognized Nadine Wimmer in her role as the Chairperson and champion for the Read Today literacy program. In April of this year, KSL and the Deseret Media Companies announced their plan to help the children of Utah improve their reading skills. The program encourages families to read together at least 20 minutes per day. Families have the ability to track their progress through a dynamic and interactive website that links the students with their schools, and provides a running total of how many summer reading minutes students are achieving.

The Read Today literacy program was initially started to help students keep their reading skills sharp over the school break, but is has been such a success that the program is going to expand beyond the summer months into a year-round program.

Ms. Wimmer, is a co-anchor on KSL's new programs. But, she also has a deep interest in education, and has chosen to use her public position within the community as a tool to influence lasting positive change in the reading abilities of Utah's students. Ms. Wimmer wanted to let everyone know that the success of Read Today is the result of a group effort. So we also commend all the hard work done by so many people.

The Board presented Nadine Wimmer an acrylic flame plaque recognizing her outstanding contributions to public education.

Ms. Wimmer expressed appreciation to the Board and to her company for their support of this important endeavor.

Adoption of Common Core of State
Standards, Final Version

Member, Laurel O. Brown, Chairman of the Student Achievement and School Success Committee reported on the recommendation from the Committee relative to the Adoption of Common Core State Standards.

Governors and state commissioners of education from 48 states, two territories and the District of Columbia committed to developing a common core of state standards in English-language arts and Mathematics for grades K-12. An advisory group including experts from

Achieve, Inc., ACT, the College Board, the National Association of State Boards of Education and the State Higher Education Executive Officers oversaw the production of the standards. The Utah State Office of Education provided input during the production phase. At the June 4, 2010 State Board Meeting, the State Board voted to adopt the standards on first reading. The State Board also reviewed the standards at its June 24, 2010 Board study session. To adopt the Common Core Standards, a state agrees to accept all of the standards as they are written. Each participating state is to use the Common Core Standards as a framework for their own Reading/Language Arts and Mathematics core curriculum. A state may add up to 15% more standards.

The Student Achievement and School Success Committee, following review and consideration, adopted the common core of state standards on second reading.

Motion from the Committee that the State Board of Education adopt the common core of state standards on third and final reading.

Member Dave Thomas commented that a number of Board Members have received e-mails concerning the adoption of the Core Standards, in particular the math core standards. It is important that people know that the Common Core Standards were developed by state entities, not by the federal government, we were a part of that, and we have looked at the core standards along with many experts and compared them to our current Utah standards and determined: these standards are much more rigorous with regard to English-Language Arts than we have had and they are fundamentally equivalent to what we have now in Mathematics. We are not taking a step back, but taking a step forward. Following on to this, during the next year we need to come up with curriculum to implement those standards and then a testing structure. We are already moving toward computer adaptive testing with a goal to have a complete change over by 2014-15 and hopefully the ACT will be a part of that testing structure. We are positioned in the ideal spot to be able to lead the way nationally on these assessments and computer adaptive testing. The Common Core Standards are only a part of the overall reform effort.

Chair Debra Roberts commented that in the almost eight years she has served on the Board there are a few votes she has felt extremely important to have an impact directly on the education of our youth and she believed this is one of them. This is the first step, the second step being the assessment system. Both will combine to improve the quality of instruction which is taking place in our schools. She encouraged support from the Board.

Member Janet Cannon noted that states can add up to 15% more standards and she felt this would allow us to increase our rigor and would not conflict with us adopting the core standards for mathematics.

Superintendent Shumway noted that one of the concerns that has been expressed widely in the public is the degree to which adoption of these standards would be some loss of control over our state curriculum. It is important to understand that these are voluntary standards, the Board's vote to adopt the Standards will not ever result in the State Board losing control of our curriculum. These are not standards that were developed by the U.S. Department of Education; they are standards that were developed by coalitions of states and other entities that work together independent of the federal Department of Education. A vote to adopt these standards is not somehow irrevocable. The Board's position continues to be a state decision that can always be changed or revised. There will be additional kinds of consequences as we get involved in the consortium of assessments, but we think there are tremendous advantages to this move that will continue to allow us to retain the states freedom of action we have had. He assured the Board, from his personal perspective, that if this did lead into some federalization of curriculum, he would be at the front resisting such a move. He emphasized that this is not a federalization of state rights regarding curriculum.

Member Craig Coleman commented that he is one that is concerned about the issue of governance, control and supervision of education in the State of Utah which belongs with the State Board of Education. It makes him nervous whenever the federal government gets involved in educational issues. He felt they did this when they tied Race to the Top funding to adoption of these standards. The irony becomes, for him personally, that the failure of the State of Utah to not end up on the list of finalists for Race to the Top funding makes it easier to vote for the standards than it would have otherwise. He hoped we could keep it this way and keep control of the curriculum which is important to the people of Utah in keeping our control of public education.

Member Mark Openshaw called for a question on the motion. Motion carried unanimously.

Motion to approve the Common Core State Standards carried unanimously.

The Board took a small break for a press conference relative to the adoption of the Common Core Standards.

UTAH STATE BOARD OF EDUCATION
MEETING MINUTES
November 4, 2011

Grading Schools Recommendations
Utah Code 53A-1-111 through 1113 (S.B. 59 *School Grading System*, 2011 Legislative Session), requires the State Board of Education to develop a system to grade schools. A committee of stakeholders has met monthly to develop this system. Associate Superintendent Judy Park reviewed the committee's final recommendations for implementing a grading schools system. Members Allen and Brown have been on the committee.
Motion was made by Member Laurel Brown and seconded by Member Carol Murphy that the Board, recognizing this is the best model that can be created under the present assessment system, accept the Grading School Committee's recommendations, with an admonition that the grading schools system should be used to recognize those schools that need further help, not for punishment. The recommendations will be forwarded to the legislative Interim Education Committee for further input. Senator Niederhauser will then consider the input and may draft new language for legislation.
Member Joel Coleman spoke against including the admonition in the motion, as he felt it is an opinion and doesn't show good faith in carrying out the law. Member Castle expressed that the admonition is giving further direction on the use of the tool. Vice Chair Allen also mentioned that the Grading Schools Committee always worked on the premise of wanting this model to help struggling schools. To state it in the motion defines the model.
Member Murphy called the question. Motion carried with Members Cannon and Thomas opposed.
Motion to accept the recommendations carried with Members Allen, Brown, Buswell, opposed.
Motion to accept the recommendations carried with Members Allen, Brown, Buswell, Burningham, Cannon, Castle, Jensen, Murphy, Pyfer, Thomas and Roberts in favor, and Members C. Coleman, J. Coleman, Crandall, and Openshaw opposed. [For complete details, see General Exhibit No. 11700.]

ATTACHMENT 5

Letter of Intent for Institutes of Higher Education

SMARTER Balanced Assessment Consortium

Race to the Top Fund Assessment Program: Comprehensive Assessment Systems Grant Application

CFDA Number: 84.395B

The purpose of this Letter of Intent is to

(a) Detail the responsibilities of the IHE or IHE system,
(b) Identify the total number of direct matriculation students in the partner IHE or IHE system in the 2008–2009 school year, and
(c) Commit the State's higher education executive officer (if the State has one) and the president or head of each participating IHE or IHE system through signature blocks.

(a) Detail the responsibilities of the IHE or IHE system

Each IHE or IHE system commits to the following agreements:

1. Participation with the Consortium in the design and development of the Consortium's final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness; and

2. Implementation of policies, once the final high school summative assessments are implemented that exempt from remedial courses and place into credit-bearing college courses any student who meets the Consortium-adopted achievement standard (as defined in the NIA) for each assessment and any other placement requirement established by the IHE or IHE system.

(b) Total Number of Direct Matriculation Students (as defined in the NIA) in the Partner IHE or IHE system in the 2008–2009 School Year

Note: NIA defines direct matriculation student as a student who entered college as a freshman within two years of graduating from high school

State	Name of Participating IHEs	Number of Direct Matriculation Students in IHE in 2008-2009	Total Direct Matriculation Students in State in 2008-2009
UTAH	All institutions in the Utah System of Higher Education: University of Utah, Utah State University, Weber State University, Southern Utah University, Snow College Dixie State College, College of Eastern Utah, Utah Valley University, Salt Lake Community College	19,252	19,953
	Utah College of Applied Technology (UCAT): Bridgerland Applied Technology College, Davis Applied Technology College, Dixie Applied Technology College, Mountainland Applied Technology College, Southwest Applied Technology College, and Uintah Basin Applied Technology College		4,278
Total	100% reporting		**24,231**

(c) Partner IHE or IHE System Signature Blocks

IHE or IHE system SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application. Each IHE or IHE system commits to the following agreements: (a) Participation with the Consortium in the design and development of the Consortium's final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness; and (b) Implementation of policies, once the final high school summative assessments are implemented, that exempt from remedial courses and place into credit-bearing college courses any student who meets the Consortium-adopted achievement standard (as defined in the NIA) for each assessment and any other placement requirement established by the IHE or IHE system.	
State Name: Utah - William A. Sederburg	
State's higher education executive officer, if State has one (Printed Name): Utah System of Higher Education	Telephone: 801-321-7102
Signature State's higher education executive officer, if State has one:	Date: June 2ND, 2010
President or head of each participating IHE or IHE system, (Printed Name): N/A	Telephone:
Signature of president or head of each participating IHE or IHE system:	Date:

(c) Partner IHE or IHE System Signature Blocks

IHE or IHE system SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application.

Each IHE or IHE system commits to the following agreements:

(a) Participation with the Consortium in the design and development of the Consortium's final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness; and

(b) Implementation of policies, once the final high school summative assessments are implemented, that exempt from remedial courses and place into credit-bearing college courses any student who meets the Consortium-adopted achievement standard (as defined in the NIA) for each assessment and any other placement requirement established by the IHE or IHE system.

State Name: Utah

President or head of each participating IHE or IHE system, (Printed Name): Robert O. Brems, President
Utah College of Applied Technology

Telephone: (801) 955-2170

Signature of president or head of each participating IHE or IHE system:

Date: June 3, 2010

UT-4

ATTACHMENT 6

SMARTER Balanced Assessment Consortium MOU

Memorandum of Understanding

SMARTER Balanced Assessment Consortium

Race to the Top Fund Assessment Program: Comprehensive Assessment Systems Grant Application

CFDA Number: 84.395B

This Memorandum of Understanding ("MOU") is entered as of **May 26, 2010**, by and between the **SMARTER Balanced Assessment Consortium** (the "Consortium") and the **State of Utah**, which has elected to participate in the Consortium as (check one)

_____ An **Advisory** State (description in section e),

OR

__X__ A **Governing** State (description in section e),

pursuant to the Notice Inviting Applications for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems Grant Application (Category A), henceforth referred to as the "Program," as published in the Federal Register on April 9, 2010 (75 FR 18171-18185.

The purpose of this MOU is to

(a) Describe the Consortium vision and principles,
(b) Detail the responsibilities of States in the Consortium,
(c) Detail the responsibilities of the Consortium,
(d) Describe the management of Consortium funds,
(e) Describe the governance structure and activities of States in the Consortium,
(f) Describe State entrance, exit, and status change,
(g) Describe a plan for identifying existing State barriers, and
(h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks:
    (i)(A) Advisory State Assurance
    OR
    (i)(B) Governing State Assurance
    AND
    (ii) State Procurement Officer

(a) Consortium Vision and Principles

The Consortium's priorities for a new generation assessment system are rooted in a concern for the valid, reliable, and fair assessment of the deep disciplinary understanding and higher-order thinking skills that are increasingly demanded by a knowledge-based economy. These priorities are also rooted in a belief that assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, parents, teachers, school administrators, members of the public, and policymakers.

The Consortium intends to build a flexible system of assessment based upon the Common Core Standards in English language arts and mathematics with the intent that all students across this Consortium of States will know their progress toward college and career readiness.

The Consortium recognizes the need for a system of formative, interim, and summative assessments—organized around the Common Core Standards—that support high-quality learning, the demands of accountability, and that balance concerns for innovative assessment with the need for a fiscally sustainable system that is feasible to implement. The efforts of the Consortium will be organized to accomplish these goals.

The comprehensive assessment system developed by the Consortium will include the following key elements and principles:

1. A Comprehensive Assessment System that will be grounded in a thoughtfully integrated learning system of standards, curriculum, assessment, instruction and teacher development that will inform decision-making by including formative strategies, interim assessments, and summative assessments.

2. The assessment system will measure the full range of the Common Core Standards including those that measure higher-order skills and will inform progress toward and acquisition of readiness for higher education and multiple work domains. The system will emphasize deep knowledge of core concepts within and across the disciplines, problem solving, analysis, synthesis, and critical thinking.

3. Teachers will be involved in the design, development, and scoring of assessment items and tasks. Teachers will participate in the alignment of the Common Core Standards and the identification of the standards in the local curriculum.

4. Technology will be used to enable adaptive technologies to better measure student abilities across the full spectrum of student performance and evaluate growth in learning; to support online simulation tasks that test higher-order abilities; to score the results; and to deliver the responses to trained scorers/teachers to access from an

electronic platform. Technology applications will be designed to maximize interoperability across user platforms, and will utilize open-source development to the greatest extent possible.

5. A sophisticated design will yield scores to support evaluations of student growth, as well as school, teacher, and principal effectiveness in an efficient manner.

6. On-demand and curriculum-embedded assessments will be incorporated over time to allow teachers to see where students are on multiple dimensions of learning and to strategically support their progress.

7. All components of the system will incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for non-native English speakers and students with other specific learning needs.

8. Optional components will allow States flexibility to meet their individual needs.

(b) Responsibilities of States in the Consortium

Each State agrees to the following element of the Consortium's Assessment System:

- Adopt the Common Core Standards, which are college- and career-ready standards, and to which the Consortium's assessment system will be aligned, no later than December 31, 2011.

Each State that is a member of the Consortium in 2014–2015 also agrees to the following:

- Adopt common achievement standards no later than the 2014–2015 school year,
- Fully implement statewide the Consortium summative assessment in grades 3-8 and high school for both mathematics and English language arts no later than the 2014–2015 school year,
- Adhere to the governance as outlined in this document,
- Agree to support the decisions of the Consortium,
- Agree to follow agreed-upon timelines,
- Be willing to participate in the decision-making process and, if a Governing State, final decision, and
- Identify and implement a plan to address barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system.

(c) Responsibilities of the Consortium

The Consortium will provide the following by the 2014-15 school year:

1. A comprehensively designed assessment system that includes a strategic use of a variety of item types and performance assessments of modest scope to assess the full range of the Common Core Standards with an emphasis on problem solving, analysis, synthesis, and critical thinking.

2. An assessment system that incorporates a required summative assessment with optional formative/benchmark components which provides accurate assessment of all students (as defined in the Federal notice) including students with disabilities, English learners, and low- and high-performing students.

3. Except as described above, a summative assessment that will be administered as a computer adaptive assessment and include a minimum of 1–2 performance assessments of modest scope.

4. Psychometrically sound scaling and equating procedures based on a combination of objectively scored items, constructed-response items, and a modest number of performance tasks of limited scope (e.g., no more than a few days to complete).

5. Reliable, valid, and fair scores for students and groups that can be used to evaluate student achievement and year-to-year growth; determine school/district/state effectiveness for Title I ESEA; and better understand the effectiveness and professional development needs of teachers and principals.

6. Achievement standards and achievement level descriptors that are internationally benchmarked.

7. Access for the State or its authorized delegate to a secure item and task bank that includes psychometric attributes required to score the assessment in a comparable manner with other State members, and access to other applications determined to be essential to the implementation of the system.

8. Online administration with limited support for paper-and-pencil administration through the end of the 2016–17 school year. States using the paper-and-pencil option will be responsible for any unique costs associated with the development and administration of the paper-and-pencil assessments.

9. Formative assessment tools and supports that are developed to support curricular goals, which include learning progressions, and that link evidence of student competencies to the summative system.

10. Professional development focused on curriculum and lesson development as well as scoring and examination of student work.

11. A representative governance structure that ensures a strong voice for State administrators, policymakers, school practitioners, and technical advisors to ensure an optimum balance of assessment quality, efficiency, costs, and time. The governance body will be responsible for implementing plans that are consistent with this MOU, but may make changes as necessary through a formal adoption process.

12. Through at least the 2013–14 school year, a Project Management Partner (PMP) that will manage the logistics and planning on behalf of the Consortium and that will monitor for the U.S. Department of Education the progress of deliverables of the proposal. The proposed PMP will be identified no later than August 4, 2010.

13. By September 1, 2014, a financial plan will be approved by the Governing States that will ensure the Consortium is efficient, effective, and sustainable. The plan will include as revenue at a minimum, State contributions, federal grants, and private donations and fees to non-State members as allowable by the U.S. Department of Education.

14. A consolidated data reporting system that enhances parent, student, teacher, principal, district, and State understanding of student progress toward college- and career-readiness.

15. Throughout the 2013–14 school year, access to an online test administration application, student constructed-response scoring application and secure test administration browsers that can be used by the Total State Membership to administer the assessment. The Consortium will procure resources necessary to develop and field test the system. However, States will be responsible for any hardware and vendor services necessary to implement the operational assessment. Based on a review of options and the finance plan, the Consortium may elect to jointly procure these services on behalf of the Total State Membership.

(d) Management of Consortium Funds

All financial activities will be governed by the laws and rules of the State of Washington, acting in the role of Lead Procurement State/Lead State, and in accordance with 34 CFR 80.36. Additionally, Washington is prepared to follow the guidelines for grant management associated with the American Recovery and Reinvestment Act (ARRA), and will be legally responsible for the use of grant funds and for ensuring that the project is carried out by the Consortium in accordance with Federal requirements. Washington has already established an ARRA Quarterly reporting system (also referred to as *1512 Reporting*).

Per Washington statute, the basis of how funding management actually transpires is dictated by the method of grant dollar allocation, whether upfront distribution or pay-out linked to actual reimbursables. Washington functions under the latter format, generating claims against grant funds based on qualifying reimbursables submitted on behalf of staff or clients, physical purchases, or contracted services. Washington's role as Lead Procurement State/Lead State for the Consortium is not viewed any differently, as monetary exchanges will be executed against appropriate and qualifying reimbursables aligned to expenditure arrangements (i.e., contracts) made with vendors or contractors operating under "personal service contracts," whether individuals, private companies, government agencies, or educational institutions.

Washington, like most States, is audited regularly by the federal government for the accountability of federal grant funds, and has for the past five years been without an audit finding. Even with the additional potential for review and scrutiny associated with ARRA funding, Washington has its fiscal monitoring and control systems in place to manage the Consortium needs.

- As part of a comprehensive system of fiscal management, Washington's accounting practices are stipulated in the State Administrative and Accounting Manual (SAAM) managed by the State's Office of Financial Management. The SAAM provides details and administrative procedures required of all Washington State agencies for the procurement of goods and services. As such, the State's educational agency is required to follow the SAAM; actions taken to manage the fiscal activities of the Consortium will, likewise, adhere to policies and procedures outlined in the SAAM.
- For information on the associated contracting rules that Washington will adhere to while serving as fiscal agent on behalf of the Consortium, refer to the Revised Code of Washington (RCW) 39.29 "Personal Service Contracts." Regulations and policies authorized by this RCW are established by the State's Office of Financial Management, and can be found in the SAAM.

(e) Governance Structure and Activities of States in the Consortium

As shown in the SMARTER Balanced Assessment Consortium governance structure, the Total State Membership of the Consortium includes Governing and Advisory States, with Washington serving in the role of Lead Procurement State/Lead State on behalf of the Consortium.

A **Governing** State is a State that:

- Has fully committed to this Consortium only and met the qualifications specified in this document,
- Is a member of only one Consortium applying for a grant in the Program,
- Has an active role in policy decision-making for the Consortium,
- Provides a representative to serve on the Steering Committee,
- Provides a representative(s) to serve on one or more Work Groups,
- Approves the Steering Committee Members and the Executive Committee Members,
- Participates in the final decision-making of the following:
    - Changes in Governance and other official documents,
    - Specific Design elements, and
    - Other issues that may arise.

An **Advisory** State is a State that:

- Has not fully committed to any Consortium but supports the work of this Consortium,
- Participates in all Consortium activities but does not have a vote unless the Steering Committee deems it beneficial to gather input on decisions or chooses to have the Total Membership vote on an issue,
- May contribute to policy, logistical, and implementation discussions that are necessary to fully operationalize the SMARTER Balanced Assessment System, and
- Is encouraged to participate in the Work Groups.

Organizational Structure

Steering Committee

The Steering Committee is comprised of one representative from each Governing State in the Consortium. Committee members may be a chief or his/her designee. Steering Committee Members must meet the following criteria:

- Be from a Governing State,
- Have prior experience in either the design or implementation of curriculum and/or assessment systems at the policy or implementation level, and
- Must have willingness to serve as the liaison between the Total State Membership and Working Groups.

Steering Committee Responsibilities

- Determine the broad picture of what the assessment system will look like,

- Receive regular reports from the Project Management Partner, the Policy Coordinator, and the Content Advisor,
- Determine the issues to be presented to the Governing and/or Advisory States,
- Oversee the expenditure of funds in collaboration with the Lead Procurement State/Lead State,
- Operationalize the plan to transition from the proposal governance to implementation governance, and
- Evaluate and recommend successful contract proposals for approval by the Lead Procurement State/Lead State.

Executive Committee

- The Executive Committee is made up of the Co-Chairs of the Executive Committee, a representative from the Lead Procurement State/Lead State, a representative from higher education and one representative each from four Governing States. The four Governing State representatives will be selected by the Steering Committee. The Higher Education representative will be selected by the Higher Education Advisory Group, as defined in the Consortium Governance document.
- For the first year, the Steering Committee will vote on four representatives, one each from four Governing States. The two representatives with the most votes will serve for three years and the two representatives with the second highest votes will serve for two years. This process will allow for the rotation of two new representatives each year. If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Responsibilities

- Oversee development of SMARTER Balanced Comprehensive Assessment System,
- Provide oversight of the Project Management Partner,
- Provide oversight of the Policy Coordinator,
- Provide oversight of the Lead Procurement State/Lead State,
- Work with project staff to develop agendas,
- Resolve issues,
- Determine what issues/decisions are presented to the Steering Committee, Advisory and/or Governing States for decisions/votes,
- Oversee the expenditure of funds, in collaboration with the Lead Procurement State/Lead State, and
- Receive and act on special and regular reports from the Project Management Partner, the Policy Coordinator, the Content Advisor, and the Lead Procurement State/Lead State.

Executive Committee Co-Chairs

- Two Co-chairs will be selected from the Steering Committee States. The two Co-chairs must be from two different states. Co-chairs will work closely with the Project Management Partner. Steering Committee members wishing to serve as Executive Committee Co-chairs will submit in writing to the Project Management Partner their willingness to serve. They will need to provide a document signed by their State Chief indicating State support for this role. The Project Management Partner will then prepare a ballot of interested individuals. Each Steering Committee member will vote on the two individuals they wish to serve as Co-chair. The individual with the most votes will serve as the new Co-chair.
- Each Co-chair will serve for two years on a rotating basis. For the first year, the Steering committee will vote on two individuals and the one individual with the most votes will serve a three-year term and the individual with the second highest number of votes will serve a two-year term.
- If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Co-Chair Responsibilities

- Set the Steering Committee agendas,
- Set the Executive Committee agenda,
- Lead the Executive Committee meetings,
- Lead the Steering Committee meetings,
- Oversee the work of the Executive Committee,
- Oversee the work of the Steering Committee,
- Coordinate with the Project Management Partner,
- Coordinate with Content Advisor,
- Coordinate with Policy coordinator,
- Coordinate with the Technical Advisory Committee (TAC), and
- Coordinate with Executive Committee to provide oversight to the Consortium.

Decision-making

Consensus will be the goal of all decisions. Major decisions that do not reach consensus will go to a simple majority vote. The Steering Committee will determine what issues will be referred to the Total State Membership. Each member of each group (Advisory/Governing States, Steering Committee, Executive Committee) will have one vote when votes are conducted within each group. If there is only a one to three vote difference, the issue will be re-examined to seek greater consensus. The Steering Committee will be responsible for preparing additional information as to the pros and cons of the issue to assist voting States in developing consensus and reaching a final decision. The Steering Committee may delegate this responsibility to the Executive Committee. The Executive Committee will decide which decisions or issues are votes to

be taken to the Steering Committee. The Steering Committee makes the decision to take issues to the full Membership for a vote.

The Steering Committee and the Governance/Finance work group will collaborate with each Work Group to determine the hierarchy of the decision-making by each group in the organizational structure.

Work Groups

The Work Groups are comprised of chiefs, assessment directors, assessment staff, curriculum specialists, professional development specialists, technical advisors and other specialists as needed from States. Participation on a workgroup will require varying amounts of time depending on the task. Individuals interested in participating on a Work Group should submit their request in writing to the Project Management Partner indicating their preferred subgroup. All Governing States are asked to commit to one or more Work Groups based on skills, expertise, and interest within the State to maximize contributions and distribute expertise and responsibilities efficiently and effectively. The Consortium has established the following Work Groups:

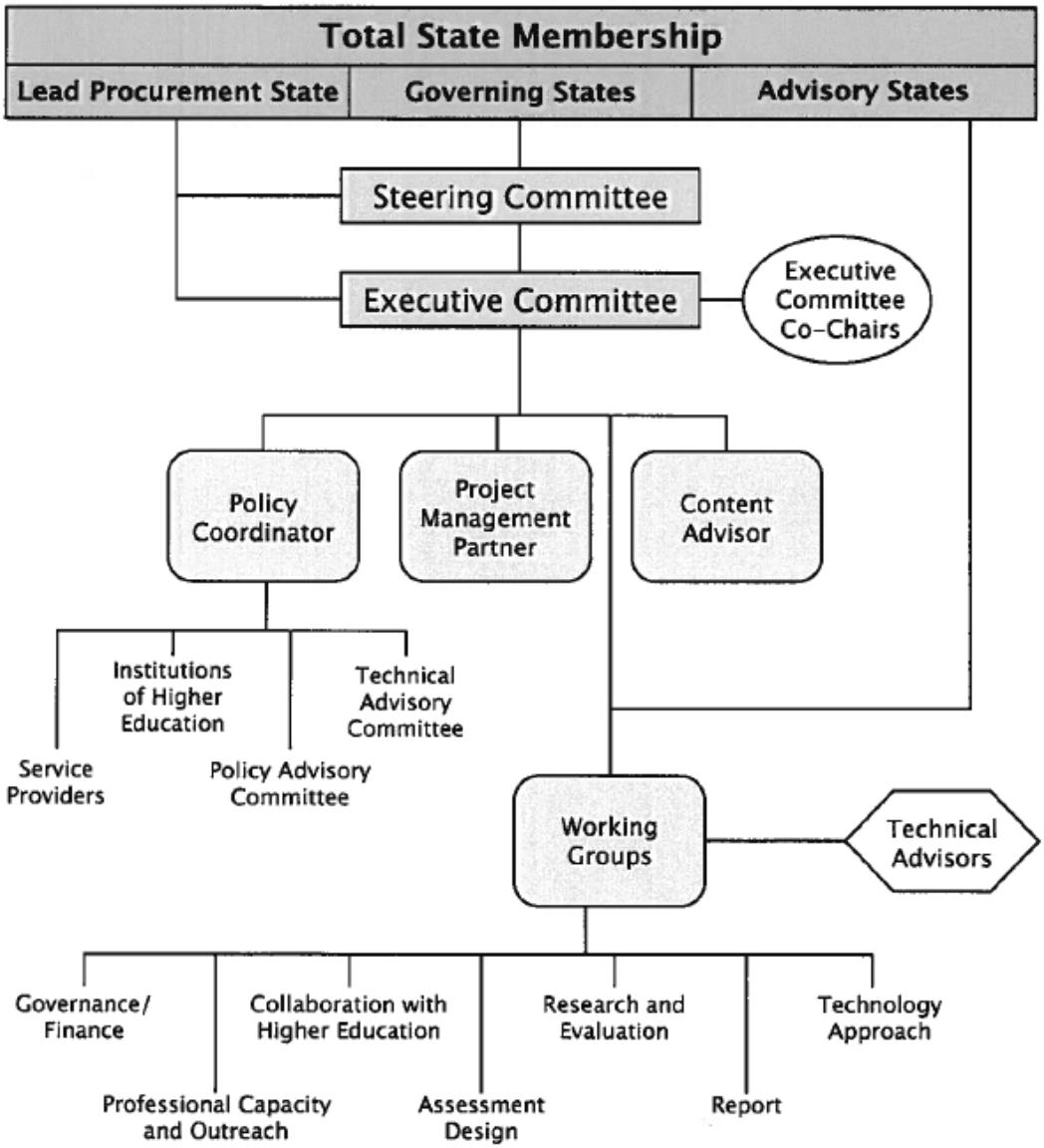
- Governance/Finance,
- Assessment Design,
- Research and Evaluation,
- Report,
- Technology Approach,
- Professional Capacity and Outreach, and
- Collaboration with Higher Education.

The Consortium will also support the work of the Work Groups through a Technical Advisory Committee (TAC). The Policy Coordinator in collaboration with the Steering Committee will create various groups as needed to advise the Steering Committee and the Total State Membership. Initial groups will include

- Institutions of Higher Education,
- Technical Advisory Committee,
- Policy Advisory Committee, and
- Service Providers.

An organizational chart showing the groups described above is provided on the next page.

SMARTER Balanced Assessment Consortium Organizational Structure



(f) State Entrance, Exit, and Status Change

This MOU shall become effective as of the date first written above upon signature by both the Consortium and the Lead Procurement State/Lead State (Washington) and remain in force until the conclusion of the Program, unless terminated earlier in writing by the Consortium as set forth below.

Entrance into Consortium

Entrance into the Smarter Balanced Assessment Consortium is assured when:

- The level of membership is declared and signatures are secured on the MOU from the State's Commissioner, State Superintendent, or Chief; Governor; and President/Chair of the State Board of Education (if the State has one);
- The signed MOU is submitted to the Consortium Grant Project Manager (until June 23) and then the Project Management Partner after August 4, 2010;
- The Advisory and Governing States agree to and adhere to the requirements of the governance;
- The State's Chief Procurement Officer has reviewed its applicable procurement rules and provided assurance that it may participate in and make procurements through the Consortium;
- The State is committed to implement a plan to identify any existing barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system; and
- The State agrees to support all decisions made prior to the State joining the Consortium.

After receipt of the grant award, any request for entrance into the Consortium must be approved by the Executive Committee. Upon approval, the Project Management Partner will then submit a change of membership to the USED for approval. A State may begin participating in the decision-making process after receipt of the MOU.

Exit from Consortium

Any State may leave the Consortium without cause, but must comply with the following exit process:

- A State requesting an exit from the Consortium must submit in writing their request and reasons for the exit request,
- The written explanation must include the statutory or policy reasons for the exit,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU,
- The Executive Committee will act upon the request within a week of the request, and
- Upon approval of the request, the Project Management Partner will then submit a change of membership to the USED for approval.

Changing Roles in the Consortium
A State desiring to change from an Advisory State to a Governing State or from a Governing State to an Advisory State may do so under the following conditions:

- A State requesting a role change in the Consortium must submit in writing their request and reasons for the request,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU, and
- The Executive Committee will act upon the request within a week of the request and submit to the USED for approval.

(g) Plan for Identifying Existing State Barriers

Each State agrees to identify existing barriers in State laws, statutes, regulations, or policies by noting the barrier and the plan to remove the barrier. Each State agrees to use the table below as a planning tool for identifying existing barriers. States may choose to include any known barriers in the table below at the time of signing this MOU.

Barrier	Issue/Risk of Issue (if known)	Statute, Regulation, or Policy	Governing Body with Authority to Remove Barrier	Approximate Date to Initiate Action	Target Date for Removal of Barrier	Comments
§ (b) State legislature must appropriate sufficient funds to implement common core standards.	Risk	Policy	Legislature	Next legislative session, January, 2011	End of legislative session, March, 2011	
§ (c)(13) State contributions--what are these expected to be? Certain costs may need prior legislative approval.	Risk	Policy	Legislature	Next legislative session, January, 2011	End of legislative session, March, 2011	

§ (d) According to Utah Code § 63G-6-104(2) "Except as provided in Section 63G-6-105, this chapter shall apply to every expenditure of public funds irrespective of their source, including federal assistance, by any state agency under any contract."					
§ (d) Only the legislature may authorize the state to make procurements outside the current statute (Utah Code Title 63G Chapter 6). The Chief Procurement Officer does not have that authority.					

[remainder of page intentionally left blank]

(h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks

(h)(i)(A) ADVISORY STATE SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances. *(Required from all "Advisory States" in the Consortium.)* As an Advisory State in the SMARTER Balanced Assessment Consortium, I have read and understand the roles and responsibilities of Advisory States, and agree to be bound by the statements and assurances made in the application.	
State Name:	
Governor or Authorized Representative of the Governor (Printed Name):	Telephone:
Signature of Governor or Authorized Representative of the Governor:	Date:
Chief State School Officer (Printed Name):	Telephone:
Signature of the Chief State School Officer:	Date:
President of the State Board of Education, if applicable (Printed Name):	Telephone:
Signature of the President of the State Board of Education, if applicable:	Date:

(h)(i)(B) GOVERNING STATE SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances

(Required from all "Governing States" in the Consortium.)

As a Governing State in the SMARTER Balanced Assessment Consortium, I have read and understand the roles and responsibilities of Governing States, and agree to be bound by the statements and assurances made in the application.

I further certify that as a Governing State I am fully committed to the application and will support its implementation.

State Name: Utah	
Governor or Authorized Representative of the Governor (Printed Name): Governor Gary R. Herbert	Telephone: (801) 538-1000
Signature of Governor or Authorized Representative of the Governor:	Date: 5/24/10
Chief State School Officer (Printed Name): Superintendent Larry K. Shumway	Telephone: (801) 538-7517
Signature of the Chief State School Officer:	Date: 5/20/10
President of the State Board of Education, if applicable (Printed Name): Debra G. Roberts	Telephone: (435) 438-5843
Signature of the President of the State Board of Education, if applicable:	Date: 5/20/10

(h)(ii) STATE PROCUREMENT OFFICER SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances. *(Required from <u>all States</u> in the Consortium.)* I certify that I have reviewed the applicable procurement rules for my State and have determined that it may participate in and make procurements through the SMARTER Balanced Assessment Consortium with the exceptions noted in Section (g) ("Barriers" section) of the MOU.	
State Name: Utah	
State's chief procurement official (or designee), (Printed Name): Kent Beers	Telephone: (801) 538-3026
Signature of State's chief procurement official (or designee),: Kent D Beers	Date: 5/25/10

ATTACHMENT 7

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

THE ASSISTANT SECRETARY

DEC 19 2011

The Honorable Larry Shumway
Superintendent of Public Instruction
Utah State Office of Education
PO Box 144200
250 East 500 South
Salt Lake City, Utah 84114-4200

Dear Superintendent Shumway:

Thank you for submitting additional assessment materials for peer review under the standards and assessment requirements of the *Elementary and Secondary Education Act of 1965* (ESEA), as amended. We appreciate the efforts that were required to prepare for the latest peer review regarding the Utah Local Adaptive Assessments (ULAAs) and Utah's new Mathematics Core Criterion-Referenced Tests (CRTs) that occurred in August-September 2011.

In a letter to former State Superintendent Patti Harrington dated May 8, 2006, we approved your standards and assessment system, including reading, mathematics, and science assessments. However, since that time, you implemented Utah's new Mathematics Core CRTs, evidence of which you were obligated to submit for peer review. Additionally, you have implemented the ULAAs, a local option test, which is subject to peer review because Utah intends to permit local educational agencies (LEAs) to administer the assessment in lieu of Utah's general assessments, the CRTs, and use the results for adequate yearly progress (AYP) determinations.

With respect to the ULAAs, in recent years Utah has administered the assessments in select LEAs as part of a pilot program implemented in the 2008–2009 school year. Although the U.S. Department of Education (Department) had not previously permitted Utah to use the results of the ULAAs for accountability purposes, by letter dated February 11, 2011, you requested permission for 12 LEAs that were currently participating in the ULAA pilot to administer the assessments in spring 2011 to meet the ESEA assessment requirements and to use the results of those assessments in AYP determinations, thereby avoiding the necessity of administering both the ULAAs and CRTs (*i.e.* double-testing). As reflected in a March 7, 2011, letter to you from former assistant secretary Thelma Melendez, because Utah provided adequate evidence of comparability between the ULAAs and CRTs, the Department approved Utah's request for the 2010–2011 school year only. Based on the most recent evidence submitted for peer review, the ULAA meets most, but not all of those requirements.

Although the Department previously indicated that future use of the ULAAs would be contingent upon the ULAAs meeting all ESEA assessment requirements, in light of the current peer review evidence, I am approving Utah's request to again administer the ULAA as a local option in lieu of the CRTs in the spring 2012 and use the results of the ULAA in AYP determinations. Utah has met the most significant requirements, including providing additional comparability evidence and it will require additional time beyond the 2012 administration to provide the remaining evidence. Please note that this approval is for the 2011–2012 school year only. Approval for LEAs to continue to use the ULAAs to meet ESEA assessment and accountability requirements beyond the 2011–2012 school year is contingent upon Utah meeting all ESEA requirements with respect to the ULAAs. The enclosed document includes a detailed list of additional evidence Utah must provide to establish that the ULAAs meet all ESEA assessment

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

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DEC 19 2011

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Superintendent of Public Instruction
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ATTACHMENT 8

CRT

Utah Statewide Scores on the Criterion-Referenced Tests (CRT) 2010-2011

Larry Shumway, Ed.D.
State Superintendent of Public Instruction

Judy W. Park, Ed.D.
Associate Superintendent
Student Services and Federal Programs

John Jesse
Director of Assessment

Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah
84114-4200

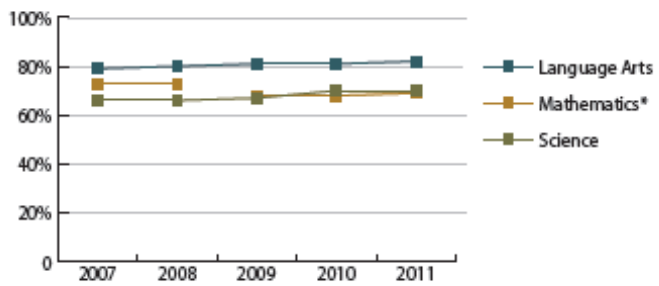
CRT

Utah Criterion-Referenced Tests, 2010-2011

The purpose of Utah's Criterion-Referenced Tests (CRT) is to measure and assess the knowledge, skills, and abilities of students in the areas of English Language Arts, Mathematics, and Science, as outlined in the Utah Core Curriculum. These scores are reported first as proficient/not proficient, and then by four proficiency levels to further differentiate students' degree of mastery of the specified concepts.

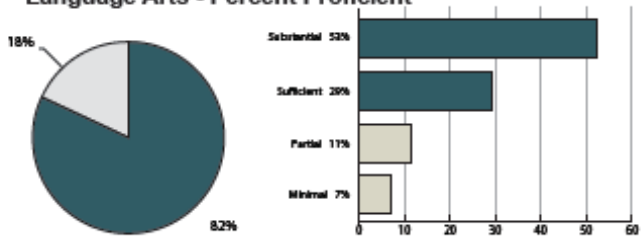
- English Language Arts CRTs are grade-specific tests. Students take the test that corresponds to the grade in which they are enrolled.
- Math CRTs for elementary students are also grade specific. Students take the test that corresponds to the grade in which they are enrolled. For secondary students, the CRTs are course specific.
- Science CRTs for fourth to eighth grade students are grade specific. Students take the test that corresponds to the grade in which they are enrolled. For secondary students, the CRTs are course specific.

Five-Year Historical Result Trend Lines

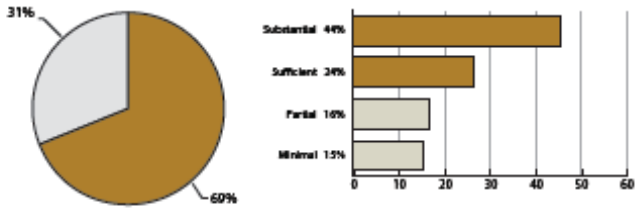


* Mathematics scores from 2009 received a new cut score that changed the scaling and equating. Data from 2009 on are not comparable to prior years.

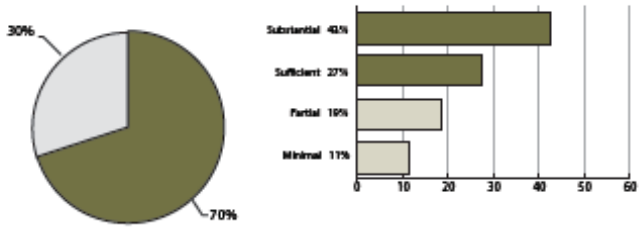
Language Arts - Percent Proficient



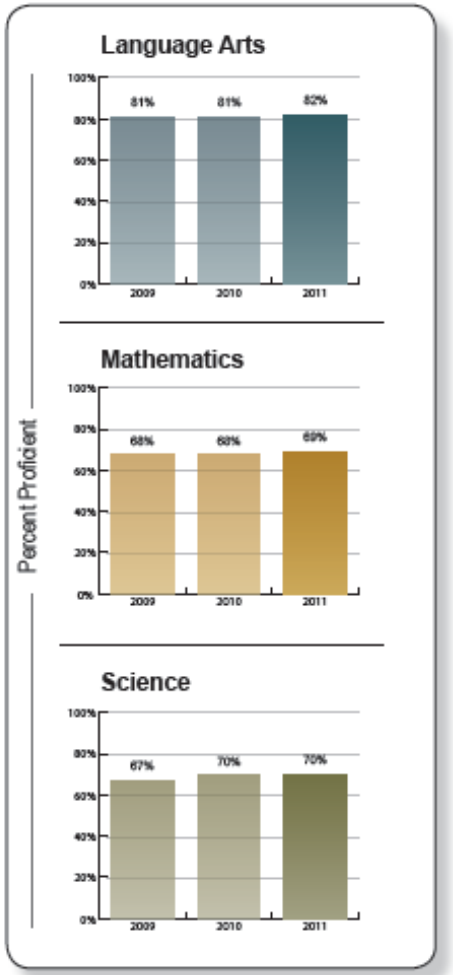
Mathematics - Percent Proficient

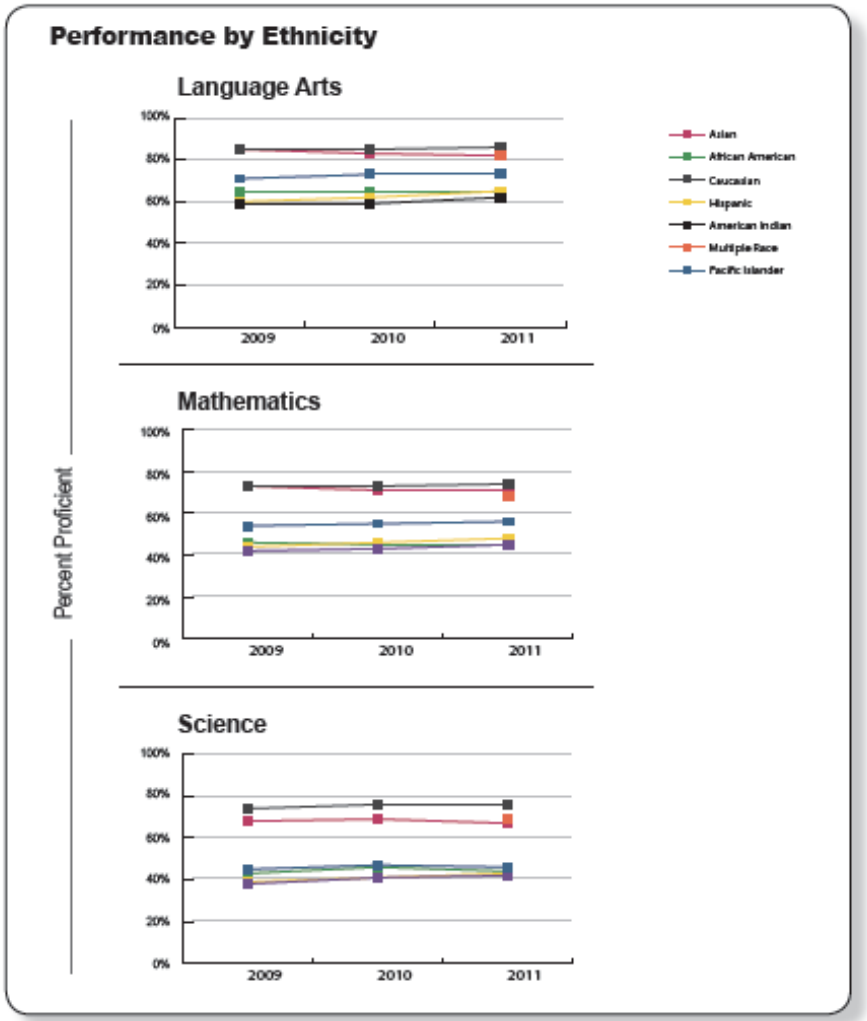


Science - Percent Proficient

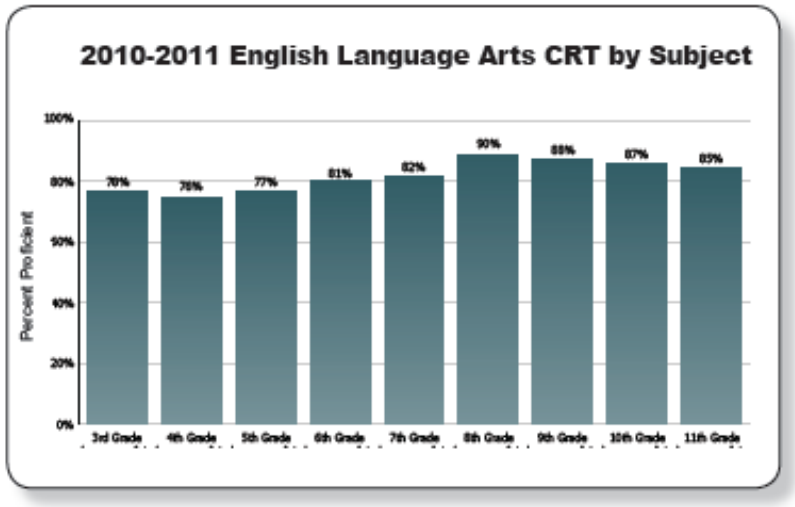


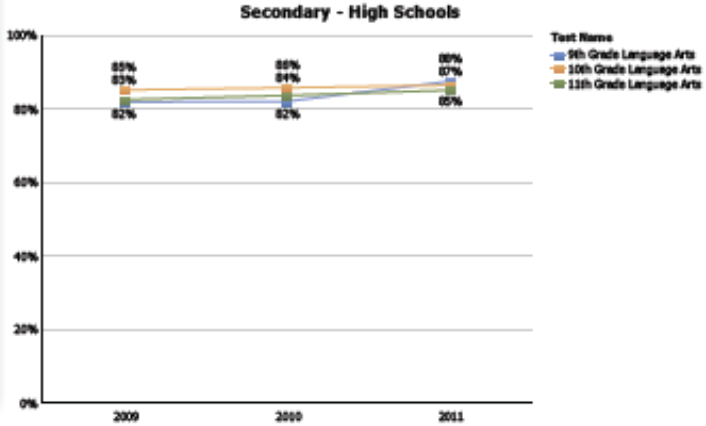
CRT

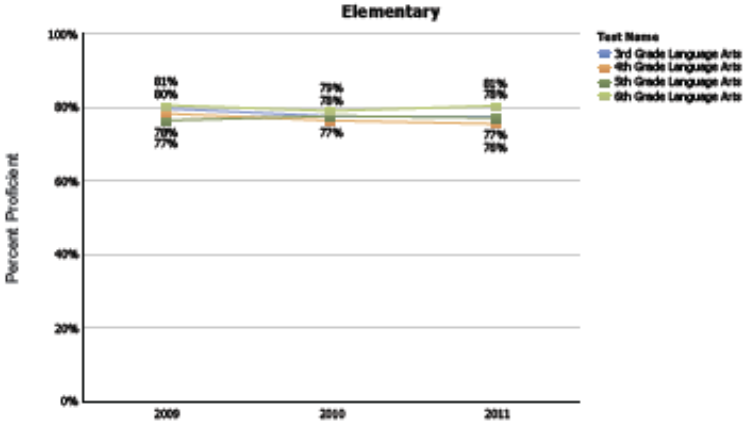

Language Arts
81%
81%
82%
Mathematics
68%
68%
69%
Science
67%
70%
70%
2009
2010
2011
Percent Proficient

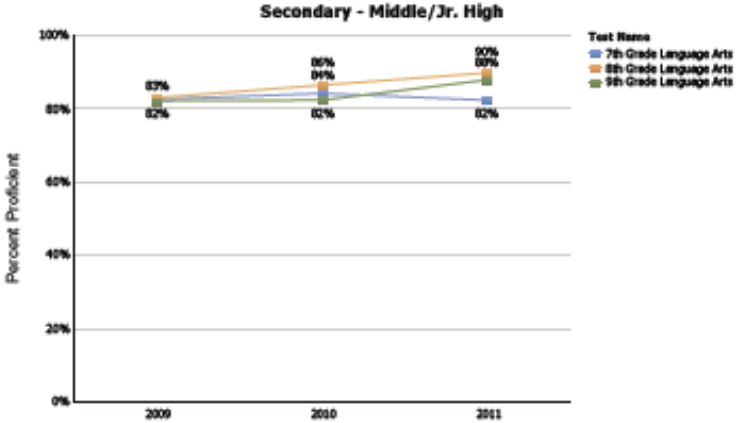

Performance by Ethnicity
Language Arts
Mathematics
Science
Percent Proficient
2009
2010
2011
Asian
African American
Caucasian
Hispanic
American Indian
Multiple Race
Pacific Islander

CRT

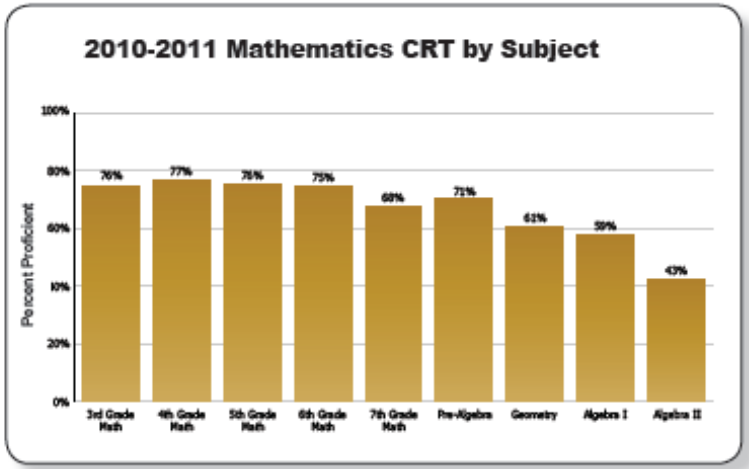

2010-2011 English Language Arts CRT by Subject
Percent Proficient
100%
80%
60%
40%
20%
0%
78%
76%
77%
81%
82%
90%
88%
87%
85%
3rd Grade
4th Grade
5th Grade
6th Grade
7th Grade
8th Grade
9th Grade
10th Grade
11th Grade

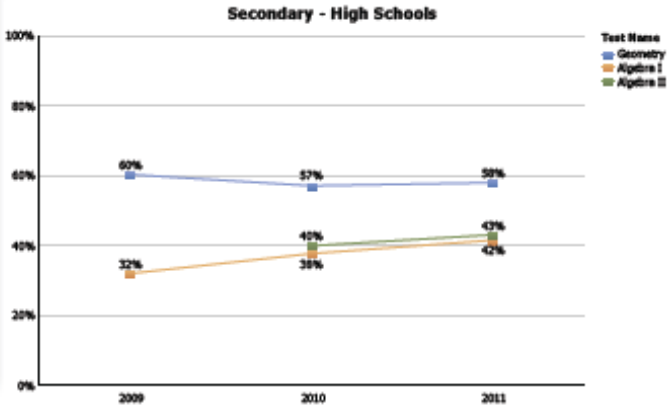

Secondary - High Schools
Test Name
9th Grade Language Arts
10th Grade Language Arts
11th Grade Language Arts
100%
80%
60%
40%
20%
0%
2009
2010
2011

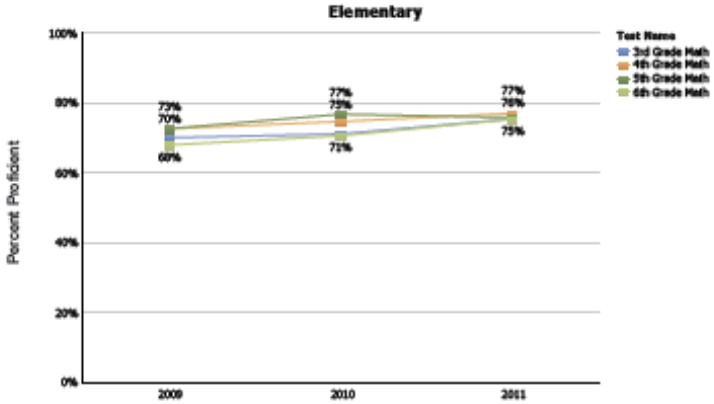

Elementary
Test Name
3rd Grade Language Arts
4th Grade Language Arts
5th Grade Language Arts
6th Grade Language Arts
Percent Proficient
100%
80%
60%
40%
20%
0%
2009
2010
2011

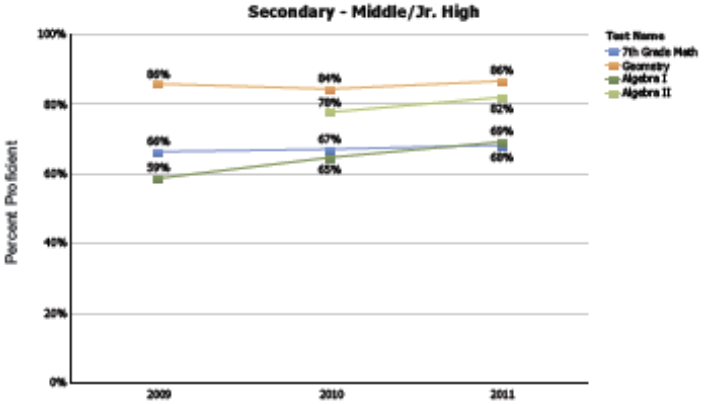

Secondary - Middle/Jr. High
Test Name
7th Grade Language Arts
8th Grade Language Arts
9th Grade Language Arts
Percent Proficient
100%
80%
60%
40%
20%
0%
2009
2010
2011

CRT

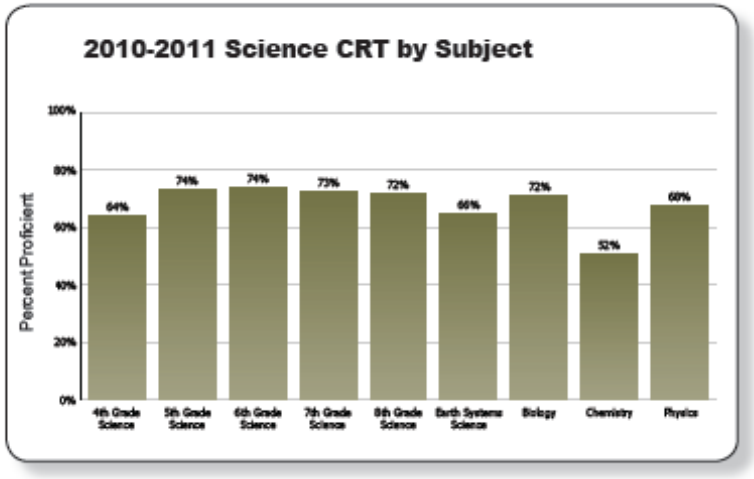

2010-2011 Mathematics CRT by Subject
Percent Proficient
100%
80%
60%
40%
20%
0%
76%
77%
76%
75%
68%
71%
61%
59%
43%
3rd Grade Math
4th Grade Math
5th Grade Math
6th Grade Math
7th Grade Math
Pre-Algebra
Geometry
Algebra I
Algebra II

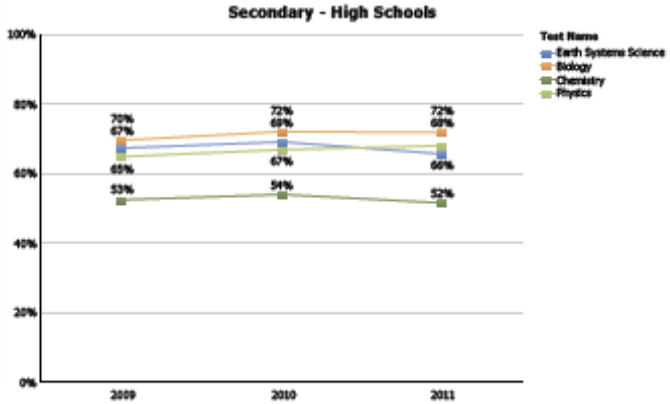

Secondary - High Schools
Test Name
Geometry
Algebra I
Algebra II
100%
80%
60%
40%
20%
0%
60%
57%
58%
32%
38%
42%
40%
43%
2009
2010
2011

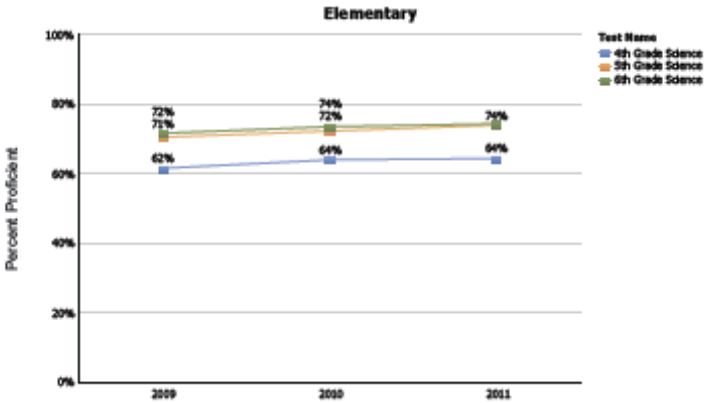

Elementary
Test Name
3rd Grade Math
4th Grade Math
5th Grade Math
6th Grade Math
Percent Proficient
100%
80%
60%
40%
20%
0%
73%
70%
68%
77%
75%
71%
77%
76%
75%
2009
2010
2011

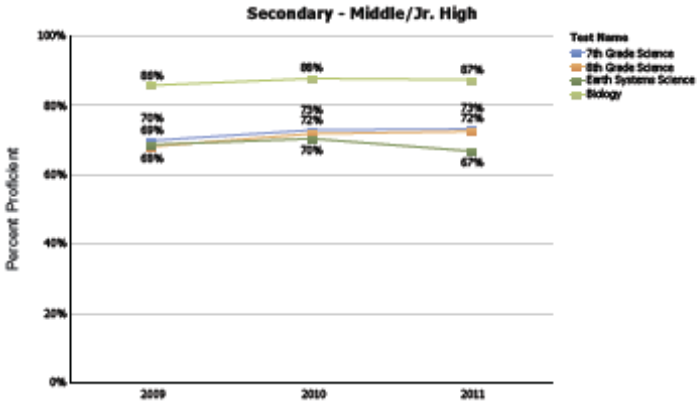

Secondary - Middle/Jr. High
Test Name
7th Grade Math
Geometry
Algebra I
Algebra II
Percent Proficient
100%
80%
60%
40%
20%
0%
86%
84%
86%
66%
67%
69%
59%
65%
68%
79%
82%
2009
2010
2011

CRT


2010-2011 Science CRT by Subject
Percent Proficient
100%
80%
60%
40%
20%
0%
64%
74%
74%
73%
72%
66%
72%
52%
68%
4th Grade Science
5th Grade Science
6th Grade Science
7th Grade Science
8th Grade Science
Earth Systems Science
Biology
Chemistry
Physics


Secondary - High Schools
Test Name
Earth Systems Science
Biology
Chemistry
Physics
100%
80%
60%
40%
20%
0%
2009
2010
2011


Elementary
Test Name
4th Grade Science
5th Grade Science
6th Grade Science
Percent Proficient
100%
80%
60%
40%
20%
0%
2009
2010
2011


Secondary - Middle/Jr. High
Test Name
7th Grade Science
8th Grade Science
Earth Systems Science
Biology
Percent Proficient
100%
80%
60%
40%
20%
0%
2009
2010
2011

2011 CRT by Percentage and Number Proficient — All Grades

Results by Percentage Proficient

Demographic Categories	Language Arts	Mathematics	Science
	% Prof	% Prof	% Prof
All Students	82.2%	68.5%	69.8%
African American	64.6%	45.1%	44.0%
American Indian	62.2%	44.7%	41.6%
Asian	81.8%	71.4%	67.0%
Caucasian	86.4%	73.6%	76.3%
Hispanic	64.6%	47.7%	43.0%
Multiple Races	82.4%	67.7%	69.5%
Pacific Islander	73.0%	56.1%	46.4%
Female	85.3%	68.5%	68.0%
Male	79.2%	68.6%	71.5%
Econ Disadv	71.6%	57.9%	55.7%
Not Econ Dis	88.7%	75.3%	78.2%
SWD	50.5%	42.6%	40.7%
Not SWD	86.7%	72.2%	73.8%
Mobile	67.0%	50.5%	48.9%
Not Mobile	83.1%	69.7%	71.1%
ELL	35.4%	29.7%	18.2%
Not ELL	85.0%	71.0%	72.8%

Results by Number Proficient and Total

Language Arts		Mathematics		Science	
# Prof	Total	# Prof	Total	# Prof	Total
311,777	379,435	244,071	356,184	226,606	324,737
3,430	5,309	2,309	5,125	2,001	4,550
3,070	4,934	2,101	4,697	1,722	4,141
5,723	6,998	4,715	6,602	4,245	6,334
255,597	295,984	203,525	276,376	193,429	253,493
36,526	56,525	25,771	54,073	20,634	47,979
3,176	3,856	2,483	3,669	2,257	3,248
4,255	5,829	3,167	5,642	2,318	4,992
158,087	185,263	119,242	174,203	107,275	157,733
153,690	194,172	124,829	181,981	119,331	167,004
103,252	144,237	79,928	138,130	67,993	121,977
208,525	235,198	164,143	218,054	158,613	202,760
24,246	47,972	18,830	44,233	15,931	39,161
287,531	331,463	225,241	311,951	210,675	285,576
15,376	22,954	10,940	21,680	9,332	19,072
296,401	356,481	233,131	334,504	217,274	305,665
7,631	21,578	6,293	21,188	3,254	17,871
304,146	357,857	237,778	334,996	223,352	306,866

ATTACHMENT 9

Table 2: Reward, Priority, and Focus Schools

Provide the SEA's list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
Cache District	Park School	490012000080	A		
Salt Lake Arts Academy	Salt Lake Arts Academy	490001800905	A		
Nebo District	Goshen School	490063000383	A		
Cache District	Lincoln School	490012000077	A		
Soldier Hollow Charter	Soldier Hollow Charter School	490001100587	A		
Logan City District	Bridger School	490051001063	A and B		
Iron District	Three Peaks School	490039001121	A		
Cache District	Nibley School	490012000598	A		
Iron District	Enoch School	490039000682	A		
Cache District	Summit School	490012000085	A		
Garfield District	Escalante School	490030000187	A		
Provo District	Provost School	490081000461	A		
Beaver District	Milford School	490006000039	A		
Providence Hall	Providence Hall	490012401202	A		
Iron District	Cedar East School	490039000279	A		
Alpine District	Central School	490003000008	A		
Beaver District	Belknap School	490006000037	A		
Wasatch District	J.R. Smith School	490111000788	A		
San Juan District	Monticello High	490090000535	A		
Emery District	Ferron School	490027000181	A		
Beaver District	Minersville School	490006000040	A		
Logan City District	Ellis School	490051000348	A		
Morgan District	Morgan School	490057000365	A		
San Juan District	Monticello School	490090000536	A		

Cache District	Lewiston School	490012000076	A		
Box Elder District	Garland School	490009000053	A and B		
Cache District	Canyon School	490012001064	A		
Garfield District	Panguitch School	490030000189	A		
Channing Hall	Channing Hall	490004001130	A		
Iron District	Escalante Valley School	490039000283	A		
Piute District	Circleville School	490078000448	A		
Carbon District	Bruin Point School	490015001209	A		
Freedom Academy	Freedom Academy	490006200992	A		
Carbon District	Sally Mauro School	490015000097	A		
Iron District	Cedar North School	490039000281	A		
Kane District	Kanab School	490048000340	A		
Murray District	Liberty School	490060000370	B		
Rich District	South Rich School	490084000472	B		
South Summit District	South Summit School	490099000558	A and B		
Washington District	Heritage School	490114000606	B		
Davis District	Fremont School	490021000121		E	
Granite District	Granger High School	490036000218		E	
Ogden District	Dee School	490072001283		E	
Ogden District	George Washington High	490004601147		E	
Ogden District	James Madison School	490072001287		E	
Ogden District	Odyssey School	490072001273		E	
Ogden District	Ogden High School	490072001271		E	
Salt Lake District	Edison School	490087000487		E	
Salt Lake District	Glendale Middle	490072001273		E	
Salt Lake District	Horizonte Learning Center	490087000732		E	
Salt Lake District	Northwest Middle	490087000512		E	
San Juan District	Bluff School	490090000528		E	
San Juan District	Tse’bii’nidzisgai Elementary	490090000533		E	
Tooele District	Wendover High School	490105000577		E	
Uintah District	Eagle View Elementary	490108001270		E	
Uintah River High School	Uintah River High School	490001300671			G-Grad

Utah Virtual Academy	Utah Virtual Academy	490013001196			G-Grad
Merit College Preparatory Academy	Merit College Preparatory Academy	490013101220			G-Grad
Rockwell Charter High School	Rockwell Charter High School	490012501199			G-Grad
City Academy	City Academy	490000900742			G-Grad
DaVinci Academy	DaVinci Academy	490006500995			G-Grad
Davis District	Vae View School	490021000149			G
Dual Immersion Academy	Dual Immersion Academy	490007301187			G
Gateway Preparatory Academy	Gateway Preparatory Academy	490012201214			G
Granite District	Granite Park Jr High	490036000223			G
Granite District	Lincoln School	490036000238			G
Granite District	Redwood School	490036000255			G
Granite District	Roosevelt School	490036000259			G
Granite District	Western Hills School	490036000273			G
Ogden City District	Gramercy School	490072001286			G
Ogden City District	Lincoln School	490072001297			G
Ogden City District	Mound Fort Jr High	490072001297			G
Ogden City District	Thomas O Smith School	490072001274			G
Ogden City District	Bonneville School	490072001266			G
Salt Lake District	Backman School	490087000474			G
Salt Lake District	Franklin School	490087000490			G
Salt Lake District	Lincoln School	490087000666			G
Salt Lake District	Meadowlark School	490087000509			G
Salt Lake District	Parkview School	490087000514			G
Salt Lake District	Rose Park School	490087000516			G
San Juan District	Montezuma Creek School	490090000534			G
San Juan District	Monument Valley High	490090000802			G
San Juan District	Whitehorse High	490090000667			G
Spectrum Academy	Spectrum Academy	490004201137			G

Total # of Reward Schools: 40

High Performing (only): 34 (12.4% of Title I schools)
High Progress (only): 3 (1.1% of Title I schools)
High Performing & High Progress: 3 (1.1% of Title I schools)

Total # of Priority Schools: 15 (5.5% of Title I schools)

Total # of Focus Schools: 28 (10.2% of Title I schools)

- Grad Rate=6
- Low Achievement=4
- Gap=9
- Low Achievement & Gap=9

Total # of Title I schools in the State: 275

Total # of Title I-participating high schools in the State with graduation rates less than 60%: 7

High School	Graduation Rate (2-yr Ave.)	Proposed Status
George Washington Alternative HS	**27.5%**	**Priority**
Uintah River HS - Charter	**31.0%**	**Focus**
Utah Virtual Academy - Charter	**32.0%**	**Focus**
Merit College Preparatory Academy - Charter	**40.0%**	**Focus**
Rockwell Charter HS - Charter	**49.0%**	**Focus**
City Academy - Charter	**46.5%**	**Focus**
DaVinci Academy - Charter	**59.0%**	**Focus**

ATTACHMENT 10 & 11

R277. Education, Administration.
R277-530. Utah Effective Teaching and Educational Leadership Standards.
R277-530-1. Definitions.

A. "Board" means the Utah State Board of Education.

B. "Local education agency (LEA)" means a Utah school district or charter school.

C. "*Promises to Keep*" is the Board's statement of vision and mission for Utah's system of public education. Utah's public education system keeps its constitutional promise by 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, and requiring effective assessment to inform high quality instruction and accountability.

D. "School administrator" means an educator serving in a position that requires a Utah Educator License with an Administrative area of concentration and who supervises Level 2 educators.

E. "Teacher" for purposes of this rule means an individual licensed under Section 53A-6-104 and who meets the requirements of R277-501.

F. "USOE" means the Utah State Office of Education.

R277-530-2. Authority and Purpose.

A. This rule is authorized under Utah Constitution Article X, Section 3 which vests general control and supervision over public education in the Board, by Sections 53A-1-402(1)(a)(i) and (ii) which require the Board to establish rules and minimum standards for the qualification and certification of educators and for required school administrative and supervisory services, and Section 53A-1-401(3) which allows the Board to make rules in accordance with its responsibilities.

B. The purpose of this rule is to establish statewide effective teaching standards for Utah public education teachers and to establish statewide educational leadership standards for Utah public education administrators consistent with the Board's supervision of the public education system under Utah Constitution Article X, Section 3 and supports one pillar of the Board's *Promises to Keep* - high quality instruction for all Utah children.

R277-530-3. USOE Responsibilities for Effective Teaching and Educational Leadership Standards.

A. The Board shall use the Effective Teaching Standards and Educational Leadership Standards as the foundation of educator development that includes alignment of teacher and school administrator preparation programs, expectations for licensure, and the screening, hiring, induction, and mentoring of beginning teachers and school administrators.

B. The Board shall use the Effective Teaching Standards and Educational Leadership Standards to direct and ensure the implementation of the Utah Common Core Standards.

C. The Board shall rely on the Effective Teaching Standards and Educational Leadership Standards as the basis for an evaluation system and tiered-licensing system.

D. The Board shall develop a model educator assessment system for use by LEAs based on the Effective Teaching Standards and Educational Leadership Standards.

E. The Board shall provide resources, including professional development, that assist LEAs in integrating the Effective Teaching Standards and Educational Leadership Standards into educator practices.

R277-530-4. LEA Responsibilities for Effective Teaching Standards and Educational Leadership Standards.

A. LEAs shall develop policies to support teachers and school administrators in implementation of the Effective Teaching and Educational Leadership Standards.

B. LEAs shall develop professional learning experiences and professional learning plans for relicensure using the Effective Teaching and Educational Leadership Standards to assess educator progress toward implementation of the standards.

C. LEAs shall adopt formative and summative educator assessment systems based on the Effective Teaching and Educational Leadership Standards to facilitate educator growth toward expert practice.

D. LEAs shall use the Effective Teaching and Educational Leadership Standards as a basis for the development of a collaborative professional culture to facilitate student learning.

E. LEAs shall implement induction and mentoring activities for beginning teachers and school administrators that support implementation of the Effective Teaching Standards and Educational Leadership Standards.

R277-530-5. Effective Teaching Standards.

A. The Board document, *Promises to Keep*, identifies the development and retention of teachers who have the skills and knowledge to provide effective, high quality instruction to all of Utah's students as one of four essential promises between the Board and the public education community. The Utah Effective Teaching Standards describe what effective teachers must know and be able to do to fulfill the Board's constitutional promise. The Effective Teaching Standards focus on the high-leverage concepts of personalized learning for diverse learners, a stronger focus on application of knowledge and skills, improved assessment literacy, a collaborative professional culture, and new leadership roles for teachers.

B. Effective Teaching Standards - Utah teachers shall demonstrate the following skills and work functions designated in the following ten standards:

(1) Learner Development - A teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.

(2) Learning Differences - A teacher understands individual learner differences and cultural and linguistic diversity.

(3) Learning Environments - A teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation.

(4) Content Knowledge - A teacher understands the central concepts, tools of inquiry, and structures of the discipline.

(5) Assessment - A teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

(6) Instructional Planning - A teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, core curriculum standards, instructional best practices, and the community context.

(7) Instructional Strategies - A teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.

(8) Reflection and Continuous Growth - A teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

(9) Leadership and Collaboration - A teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

(10) Professional and Ethical Behavior - A teacher demonstrates the highest standards of legal, moral, and ethical conduct as specified in R277-515.

R277-530-6. Educational Leadership Standards.

A. The Board document, *Promises to Keep*, expects that school administrators shall meet the standards of effective teaching and have the knowledge and skills to guide and supervise the work of teachers, lead the school learning community, and manage the school's learning environment in order to provide effective, high quality instruction to all of Utah's students. The Educational Leadership Standards focus on visionary leadership, advocacy for high levels of student learning, leading professional learning communities, and the facilitation of school and community collaboration.

B. In addition to meeting the standards of an effective teacher, school administrators shall demonstrate the following traits, skills, and work functions designated in the following six standards:

(1) Visionary Leadership - A school administrator promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

(2) Teaching and Learning - A school administrator promotes the success of every student by advocating, nurturing and sustaining a school focused on teaching and learning conducive to student, faculty, and staff growth.

(3) Management for Learning - A school administrator promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

(4) Community Collaboration - A school administrator promotes the success of every student by collaborating with faculty, staff, parents, and community members, responding to diverse community interests and needs and mobilizing community resources.

(5) Ethical Leadership - A school administrator promotes the success of every student by acting with, and ensuring a system of, integrity, fairness, equity, and ethical behavior.

(6) Systems Leadership - A school administrator promotes the success of every student by understanding, responding to, and influencing the interrelated systems of political, social, economic, legal, policy, and cultural contexts affecting education.

KEY: educators, effectiveness, leadership, standards
Date of Enactment or Last Substantive Amendment: October 11, 2011
Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-1-402(1)(a)(i); 53A-1-401(3)

R277. Education, Administration.
R277-531. Public Educator Evaluation Requirements (PEER).
R277-531-1. Definitions.

A. "Board" means the Utah State Board of Education.

B. "Educator" means an individual licensed under Section 53A-6-104 and who meets the requirements of R277-501.

C. "Formative evaluation" means evaluations that provide educators with feedback on how to improve their performance.

D. "Instructional quality data" means data acquired through observation of educator's instructional practices.

E. "Joint educator evaluation committee" means the local committee described under Section 53A-10-103 that develops and assesses an LEA evaluation program.

F. "LEA" means a local education agency directly responsible for the public education of Utah students, including traditional local school boards and school districts.

G. "LEA Educator Evaluation Program" means an LEA's process, policies and procedures for evaluating educators' performance according to their various assignments; those policies and procedures shall align with R277-531.

H. "School administrator" means an educator serving in a position that requires a Utah Educator License with an Administrative area of concentration and who supervises Level 2 educators.

I. "Student growth score" means a measurement of a student's achievement towards educational goals in the course of a school year.

J. "Summative evaluation" means evaluations that are used to make annual decisions or ratings of educator performance and may inform decisions on salary, confirmed employment, personnel assignments, transfers, or dismissals.

K. "USOE" means the Utah State Office of Education.

L. "Utah Consolidated Application (UCA)" means the web-based grants management tool employed by the Utah State Office of Education by which local education agencies submit plans and budgets for approval of the Utah State Office of Education.

M. "Utah Effective Teaching Standards" means the teaching standards identified and adopted in R277-530.

N. "Utah Educational Leadership Standards" means the standards for educational leadership identified and adopted in R277-530.

O. "Valid and reliable measurement tool(s)" means an instrument that has proved consistent over time and uses non-subjective criteria that require minimal interpretation.

R277-531-2. Authority and Purpose.

A. This rule is authorized under Utah Constitution Article X, Section 3 which vests general control and supervision over public education in the Board, by Sections 53A-1-402(1)(a)(i) and (ii) which require the Board to establish rules and minimum standards for the qualification and certification of educators and for required school administrative and supervisory services, and Section 53A-1-401(3) which allows the Board to make rules in accordance with its responsibilities.

B. The purpose of this rule is to provide a statewide educator evaluation system framework that includes required Board directed expectations and components and additional LEA determined components and procedures to ensure the availability of data about educator effectiveness are available. The process shall focus on the improvement of high quality instruction and improved student achievement. Additionally, the process shall include common data that can be aggregated and disaggregated to inform Board and LEA decisions about retention, preparation, recruitment, improved professional development practices and ensure LEAs engage in a consistent process statewide of educator evaluation.

R277-531-3. Public Educator Evaluation Framework.

A. The Board shall provide a framework that includes five general evaluation system areas and additional discretionary components of an LEA's educator evaluation system.

B. Alignment with Board expectations and standards and required consistency of LEA policies with evaluation process:

(1) An LEA educator evaluation system shall be based on rigorous performance expectations aligned with R277-530.

(2) An LEA evaluation system shall establish and articulate performance expectations individually for all licensed LEA educators.

(3) An LEA evaluation system shall include valid and reliable measurement tools including, at a minimum:

(a) observations of instructional quality;

(b) evidence of student growth;

(c) parent and student input; and

(d) other indicators as determined by the LEA.

(4) An LEA evaluation system shall provide a summative yearly rating of educator performance using uniform statewide terminology and definitions. An LEA evaluation system shall include summative and formative components.

(5) An LEA evaluation system shall direct the revision or alignment of all related LEA policies, as necessary, to be consistent with the LEA Educator Evaluation System.

C. Valid and reliable tools:

(1) An LEA evaluation system shall use valid, reliable and research-based measurement tool(s) for all educator evaluations. Such measurements:

(a) employ a variety of measurement tools;

(b) adopt differentiated methodologies for measuring student growth for educators in subject areas for which standardized tests are available and in subject areas for which standardized tests are not available;

(c) provide evaluation for non-instructional licensed educators and administrators;

(2) shall provide for both formative and summative evaluation data;

(3) data gathered from tools may be considered by an LEA to inform decisions about employment and professional development.

D. Discussion, collaboration and protection of confidentiality with educators regarding evaluation process:

(1) An LEA evaluation system shall provide for clear and timely notice to educators of the components, timelines and consequences of the evaluation process.

(2) An LEA evaluation system shall provide for timely discussion with evaluated educators to include professional growth plans as required in R277-501 and evaluation conferences.

(3) An LEA evaluation system shall protect personal data gathered in the evaluation process.

E. Support for instructional improvement:

(1) An LEA evaluation system shall assess professional development needs of educators.

(2) An LEA evaluation system shall identify educators who do not meet expectations for instructional quality and provide support as appropriate at the LEA level which may include providing educators with mentors, coaches, specialists in effective instruction and setting timelines and benchmarks to assist educators toward greater improved instructional effectiveness and student achievement.

F. Records and documentation of required educator evaluation information:

(1) An LEA evaluation system shall include the evaluation of all licensed educators at least once a year.

(2) An LEA evaluation system shall provide at least an annual rating for each licensed educator, including teachers, school administrators and other non-teaching licensed positions, using Board-directed statewide evaluation terminology and definitions.

(3) An LEA evaluation system shall provide for the evaluation of all provisional educators, as defined by the LEA under Section 53A-6-106, at least twice yearly.

(4) An LEA evaluation system shall include the following specific educator performance criteria:

(a) instructional quality measures to be determined by the LEA;

(b) student growth score to be completely phased in by July 1, 2015; and

(c) other measures as determined by the LEA including data gathered from student/parent input.

(5) the Board shall determine weightings for specific educator performance criteria to be used in the LEA's evaluation system.

(6) An LEA evaluation system shall include a plan for recognizing educators who demonstrate exemplary professional effectiveness, at least in part, by student achievement.

(7) An LEA evaluation system shall identify potential employment consequences, including discipline and termination, if an educator fails to meet performance expectations.

(8) An LEA evaluation system shall include a review or appeals process for an educator to challenge the conclusions of a summative evaluation that provides for adequate and timely due process for the educator consistent with Section 53A-10-106.5.

G. An LEA may include additional components in an evaluation system.

H. A local board of education shall review and approve an LEA's proposed evaluation system in an open meeting prior to the local board's submission to the Board for review and approval.

R277-531-4. Board Support and Monitoring of LEA Evaluation Systems.

A. The Board shall establish a state evaluation advisory committee to provide ongoing review and support for LEAs as they develop and implement evaluation systems consistent with the law and this Rule. The Committee shall:

(1) analyze LEA evaluation data for purposes of:

(a) reporting;

(b) assessing instructional improvement; and

(c) assessing student achievement.

(2) review required Board evaluation components regularly and evaluate their usefulness in providing a consistent statewide framework for educator evaluation, instructional improvement and commensurate student achievement;

(3) review LEA educator evaluation plans for alignment with Board requirements.

B. The USOE, under supervision of the Board, shall develop a model educator evaluation system that includes performance expectations consistent with this rule.

C. The USOE shall evaluate and recommend tools and measures for use by LEAs as they develop and initiate their local educator evaluation systems.

D. The USOE shall provide professional development and technical support to LEAs to assist in evaluation procedures and to improve educators' ability to make valid and reliable evaluation judgments.

R277-531-5. Implementation.

A. Each LEA shall have an educator evaluation committee in place by October 2011.

B. Each LEA shall design the required evaluation program, including pilot programs as desired.

C. Each LEA shall continue to report educator effectiveness data to the USOE in the UCA.

D. Implementation shall be in place for the 2013-2014 school year.

E. Board directed student growth measures shall be implemented as part of the LEA evaluation system by the 2014-2015 school year.

KEY: educator, evaluation, requirements
Date of Enactment or Last Substantive Amendment: November 8, 2011
Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-1-402(1)(a)(i); 53A-1-401(3)

ATTACHMENT 12

Development and Implementation Timeline for Utah College and Career Readiness Student Standards

- June 2009 – The Utah Board of Education adopted the mission and vision statement of *Promises to Keep* as a driving document for education reform. Included in this document are the four pillars of success which include a laser focus on literacy, mathematics, high quality instruction, curriculum and accompanying assessments based on rigor and relevance.
- June 2009 – State Board committees engaged staff to look at the CCSS as a driver for the pillars found in *Promises to Keep*.
- June 2009 - Race to the Top application process included examining the CCSS as a lever for change. Utah State Office of Education employees provided awareness training and held focus groups throughout the state to discuss the Board's intent to adopt the standards. Parents, business leaders, local boards of education, Utah Education Association leadership, teachers, administrators, district and charter leadership, legislative leaders, civic groups, and community members at large were engaged in the discussion. Feedback was supportive and positive about the standards with the only angst coming from political factions who were concerned about the national perspective. This political rhetoric died down over time as the business community stood behind the standards as a matter of economic improvement.
- June 2010 – Joint document developed by Utah State Board of Education and Utah Board of Regents supporting college and career readiness standards. The document outlines high school coursework critical for college readiness as well as the types of skills needed to be successful in college and careers. The following principles of college and career readiness are addressed in detail: *build an academic foundation, develop intellectual and career capacity, evaluate progress for college, and explore postsecondary options*.
- January 2011 – Professional development for implementation of CCSS began. Over 120 highly effective mathematics and English language arts educators were identified by LEA school leaders. These educators began the process of learning about the CCSS in their respective areas in depth and engaged in adult learning theory. This approach was used to develop a core of CCSS facilitators in preparation for summer Utah Core Academy.
- Summer 2011 – Round one of Utah Core Academy was implemented, serving over 5,000 educators, (including administrators) in fourteen locations around the state. The weeklong academies provided participants with hands on experience in using the college and career student performance standards. Participants received information and sample lessons illustrating how students can meet the linguistic demands found in the English language Acquisition Standards (WIDA). Attendees included both general and special education teachers. They were identified by their school system leaders as teachers who would go back in implement the CCSS with fidelity in their classrooms. LEA Special Education Directors were involved in the educator selection process to ensure that key special education personnel received the same professional development as general education teachers, which allows for ongoing collaboration and dialogue between school personnel to address the individual needs of students, while still maintaining the expectation that all students receive CCSS instruction.
- Fall 2011 to Present – Professional learning support continued to be provided for Utah Core Facilitators and Academy participants to deepen their learning together in online- and face-to-face formats.
- October 2011 – Utah was chosen as one of five *Learning Forward* Critical Friends to support Kentucky in their implementation efforts of the CCSS. Utah's role is to provide input and insight into implementation efforts.
- Membership in ICCSS – Utah elected to participate in a consortium of states implementing new college and career ready standards. Our six member team includes representation from Title I,

Special Education, Educator Quality, Teaching and Learning and Assessment. Team attends summits, online forums, and has access to research and state implementation ideas.

- December 2011 – Utah partnered with ASCD to provide a CCSS Implementation Summit to ensure school systems are prepared to support and guide implementation efforts. The intended outcome was to create gradual release from state ownership of implementation to successful LEA implementation.

ATTACHMENT 13

Timeline for Stakeholder Input on Educator Evaluation Development and Implementation Efforts

The following timeline outlines formal actions involving teacher associations and various educator stakeholders to develop and implement teacher and leader improvement efforts:

- March 2009 – revision to Utah state statute [53A-10-106] on teacher evaluation included working with UEA to update language and add student achievement as one of the multiple measures required in teacher evaluation.
- July 2010 – Utah joined with Arkansas, Kansas, Missouri, South Dakota, and West Virginia to develop strategies to recruit, prepare and support educators throughout the continuum of their careers. Representatives from all state teacher associations and teacher preparation programs attended meetings to provide input and give feedback on products and projects. Educational Testing Services (ETS) and Learning Forward served as education partners in the process.
- September 2010 (ongoing) – The Education Excellence Committee sponsored by UEA (representatives from United Way, PTA, Children First, USOE, IHEs) included the USOE to provide a united front at the legislature regarding educator quality issues. The Committee was able to combat ineffective policy proposals that would have been barriers to improving educator effectiveness. The Committee supported legislation on performance pay pilots and adoption of the CCSS in Board rule as well as presentations to Education Interim Committee on 2011 Educator Effectiveness Project.
- 2010 Preparation efforts for the Race to the Top Competition included teacher association representatives on development committees. The targets focused on educator effectiveness described in the R2T application included projects targeted at instructional improvement, performance pay, effective teacher evaluation, and improving working conditions for teachers.
- Spring 2011 – Educator Effectiveness Advisory Committee was established in response to the Board initiative of improving instruction in Utah public schools. The committee developed the framework for the Educator Effectiveness Project that includes revamping educator evaluation, teacher and leader preparation, teacher and leader standards, recruitment and retention policies, and professional development standards. Committee members also gave input to policy development and are currently serving on various educator effectiveness work groups. These workgroups are Utah Effective Teaching Standards, Utah Leadership Standards, Measuring Student Growth, Instructional Observation Tools, High Quality Professional Learning, and Stakeholder Input.
- January 2011 to Present – Formal presentation and conversations with focus groups around the state (school boards, teacher associations, superintendents, parents, business community stakeholders, legislative committees, special education directors, principal associations, Utah Legislative Education Interim Committee, Utah Chamber of Commerce, and Board of Regents) continue to be held to refine the processes of educator evaluation and contextualize the needs and concerns of educators.
- June 2011 – Membership in the State Coalition for Educator Effectiveness (SCEE) includes representation from various departments at USOE. UEA leadership is often invited to participate in SCEE conferences, webinars and meetings involving educator evaluation.
- August 2011 – New Teacher and Leader standards adopted in Board rule R277-530. These standards are focused on meeting needs of diverse learners and ensuring ALL students are college and career ready. These standards will be used as the basis for all educator evaluation systems as outlined in the Framework. Utah's ten teacher preparation institutions are using these new standards to prepare and support teacher candidates. LEAs are using the standards to support new teachers and develop professional growth plans for all educators in their systems.
- September 2011 – Adoption of Educator Evaluation Framework by the Utah State Board of Education (R277-531), with opportunities for public comment and input. The UEA made public comment in support of the Framework and expressed appreciation to the Board for their inclusion in

the development and policy adoption process. Based on an earlier request from the UEA, the Board changed wording in Board rule R277-531 mandating how records will be kept by the USOE due to concerns about potential posting of individual teacher rankings in media

- September 2011 – Partnered with West Ed/Southwest Comprehensive Center to hold Educator Effectiveness Summit providing information and direction for district teams to align local educator evaluation programs with Board required framework components. Teams from all 41 districts and several charters attended. Each team consisted of a local teacher association leader, superintendent (or designee) and educator evaluation chair. Participants learned about latest educator evaluation research and trends related to Utah's framework requirement from Laura Goe (ETS), Andrea Rorrer (Utah Policy Center), and other local experts. Feedback from the event was extremely positive. A follow-up summit is planned for April.
- October 2011 – Deadline for ensuring all districts have Educator Evaluation Committee in place to review current LEA practices and begin the process of aligning their practices with requirements in R277-531.

ATTACHMENT 14

Utah Core to Common Core English Language Arts Alignment							FIFTH GRADE
Utah Core		Common Core					
		Location(s) in Common Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
Std 1	Oral Language						
Obj 1	Develop Language through listening and speaking.						
	a. Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).					X	
	b. Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions, restate, clarify, question, summarize, elaborate, formulate an opinion with supporting evidence, interpret verbal and nonverbal messages, note purpose and perspective).	5SL3 5SL1c		X X			Utah core is most specific
	c. Speak clearly and audibly with expression in communicating ideas (i.e., effective rate, volume, pitch, tone, phrasing, tempo).	2RF4b 5RF4				X	Only reading not oral
	d. Speak using complex sentences with appropriate subject-verb agreement, correct verb tense, and syntax.	5SL6 5L1a,b,c,d,e		X		X	
Obj 2	Develop language through viewing media and presenting.						
	a. Identify specific purpose(s) for viewing media (i.e., identify main idea and details, gain information, distinguish between fiction/non-fiction, distinguish between fact/opinion, form an opinion, determine presentation's accuracy/bias).	5SL5 5SL2			X X		Utah core focuses on purpose and the Common Core focuses on usage
	b. Use a variety of formats in presenting with various forms of media (e.g., pictures, posters, charts, ads, newspapers, graphs, videos, slide shows).	5SL5	X				Utah Core is more specific with examples.
Std 2	Concepts of Print						
Obj 1	Demonstrate an understanding that print carries "the" message.					X	This is embedded in the common core
Obj 2	Demonstrate knowledge of elements of print within a text.	5RF1				X	Not included in all

Std 3	Standard 3 Phonological and Phonemic Awareness						
Obj 1	Demonstrate phonological awareness.	5RF2				X	Included in the lower grades

ATTACHMENT 15

Public School Data
psdgateway

Compare Schools | My School Profile | School Performance | School Report Card

Find Your School

Search for school, district, city, zip

PANGUITCH HIGH

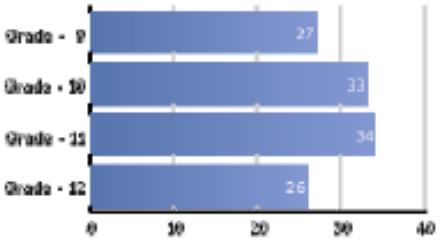
Address:	PO BOX 393
City:	PANGUITCH
Zip:	84759
Web Site:	http://www.phs.garfield.k12.ut.us/

School Information

Student Teacher Ratio:	13.1
Graduation Rate:	96.8

Enrollment	Percent	# of Students
Whole School	100%	120
Minority	6%	n<10
Economic Disadvantage	52%	63
Student with Disabilities	17%	20

Enrollment by Grade



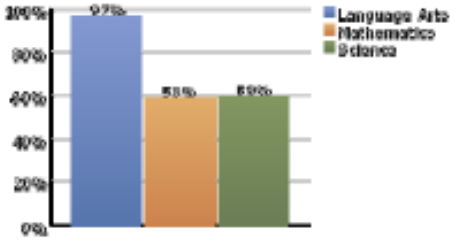
Accountability

Did the school make AYP? **Yes**

Language Arts:	Yes
Mathematics:	Yes

CRT Scores

Percent Proficient



Progress Scores

Subject	Score	Progress Scale
Language Arts	220	
Mathematics	188	
Science	158	

Writing (DWA)

No Test Administered for Grade Range

Utah State Office of Education, PO Box 14420, 250 East 500 South, Salt Lake City, Utah 84114-4200, Phone: (801) 538-7500

Public School Data
psdgateway

Compare Schools | My School Profile | School Performance | School Report Card

Find Your School

Search for school, district, city, zip

School Comparison Results

	AMERICAN FORK HIGH	BOUNTIFUL HIGH
Meet AYP	No	Yes
Language Arts AYP Status	No	Yes
Math AYP Status	Yes	Yes
Student Teacher Ratio	25.75	22.04
Graduation Rate		
Enrollment	1957	1393
% Minority	8.9%	13.0%
% Low Income Minority	3.4%	6.0%
% Proficient - Language Arts	92.0%	93.4%
% Proficient - Mathematics	45.6%	42.3%
% Proficient - Science	74.0%	66.1%
Title I	No	No
Title III	No	No

Add a school

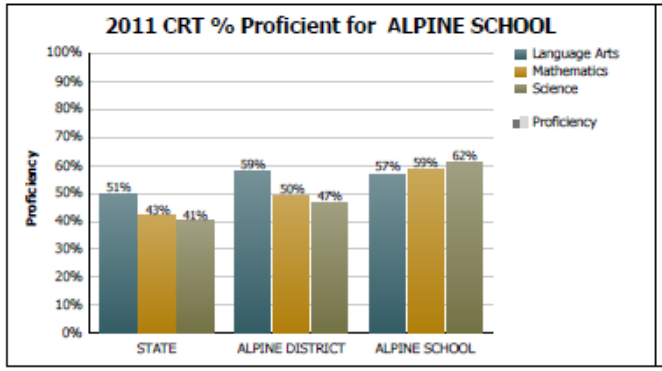
Select a District

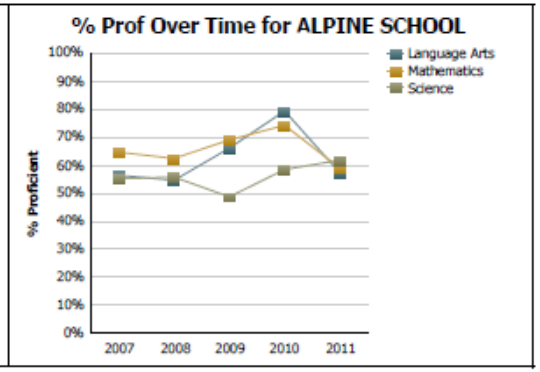
Select a School

Utah State Office of Education, PO Box 14420, 250 East 500 South, Salt Lake City, Utah 84114-4200, Phone: (801) 538-7500

CRT Results for ALPINE SCHOOL

Gender: All	SES: All	ELL: All
Ethnicity: All	SWD: Y	Mobile: All





Progress Scores

	2007	2008	2009	2010	2011
Language Arts	209	220	221	214	152
Mathematics	189	191	221	212	148
Science	190	214	183	213	176

Percent Proficiency

	2007	2008	2009	2010	2011
Language Arts	56%	55%	66%	79%	57%
* Mathematics	65%	62%	69%	74%	59%
Science	55%	56%	49%	59%	62%

* Mathematics scores from 2009 received a new cut score which changed the scaling and equating. Data from 2009 and on are not comparable to prior years.

UPASS Progress for ALPINE SCHOOL

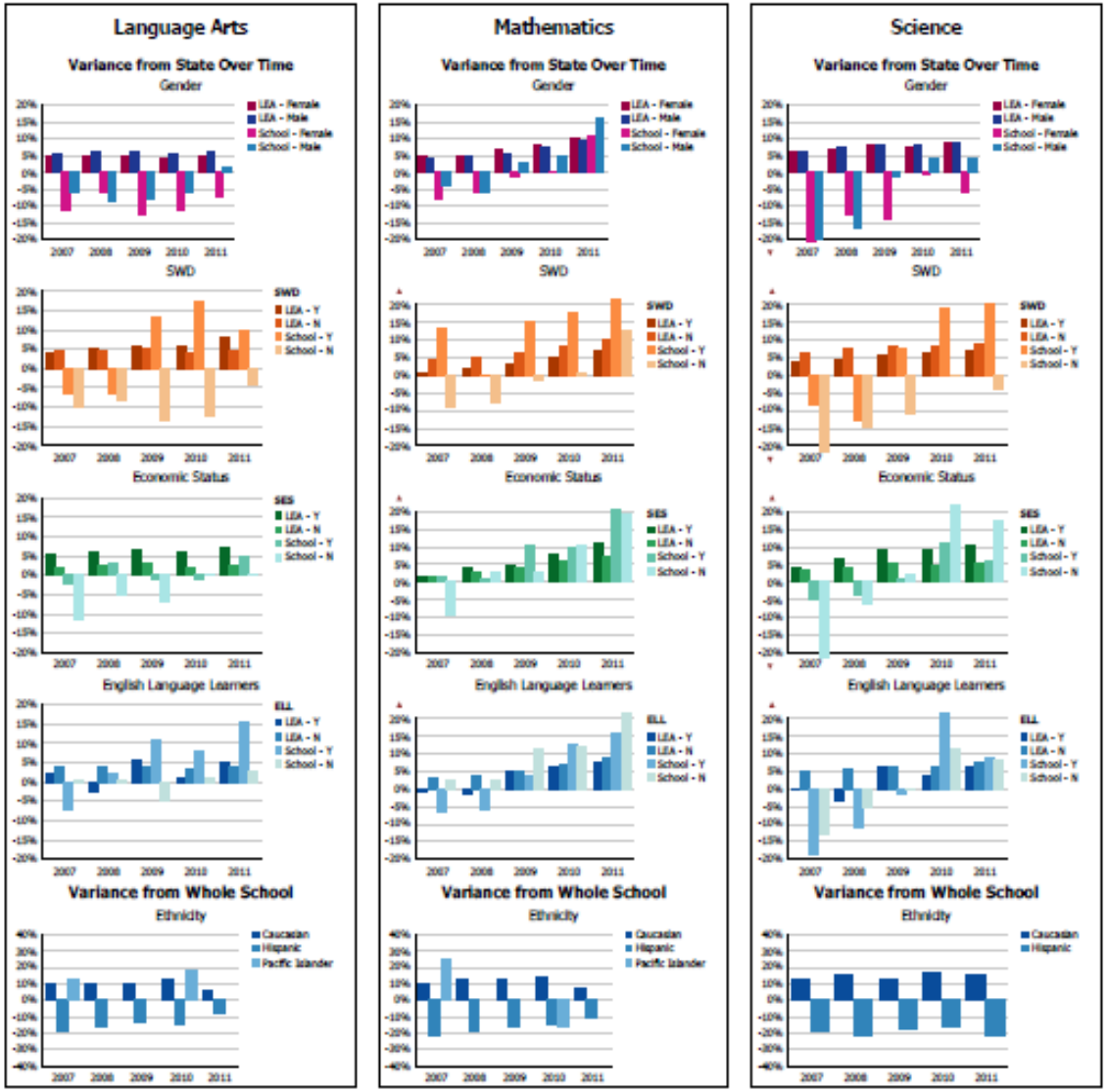
Language Arts Progress Score

Progress Score
193

Language Arts Progress Breakdown

		2011					
		1A	1B	2A	2B	3	4
2010	1A		1	1		1	
	1B	2	1	1			
	2A		1		1	6	
	2B		1	1	4	10	
	3	1	3	2	12	63	19
	4		1	1	4	45	106

CRT Subgroup Gap Analysis for GENEVA SCHOOL



2011 CRT by Percentage and Number Proficient GENEVA SCHOOL - All Grades

School Year:	District:
Grade Level:	School:

Results by Percentage Proficient

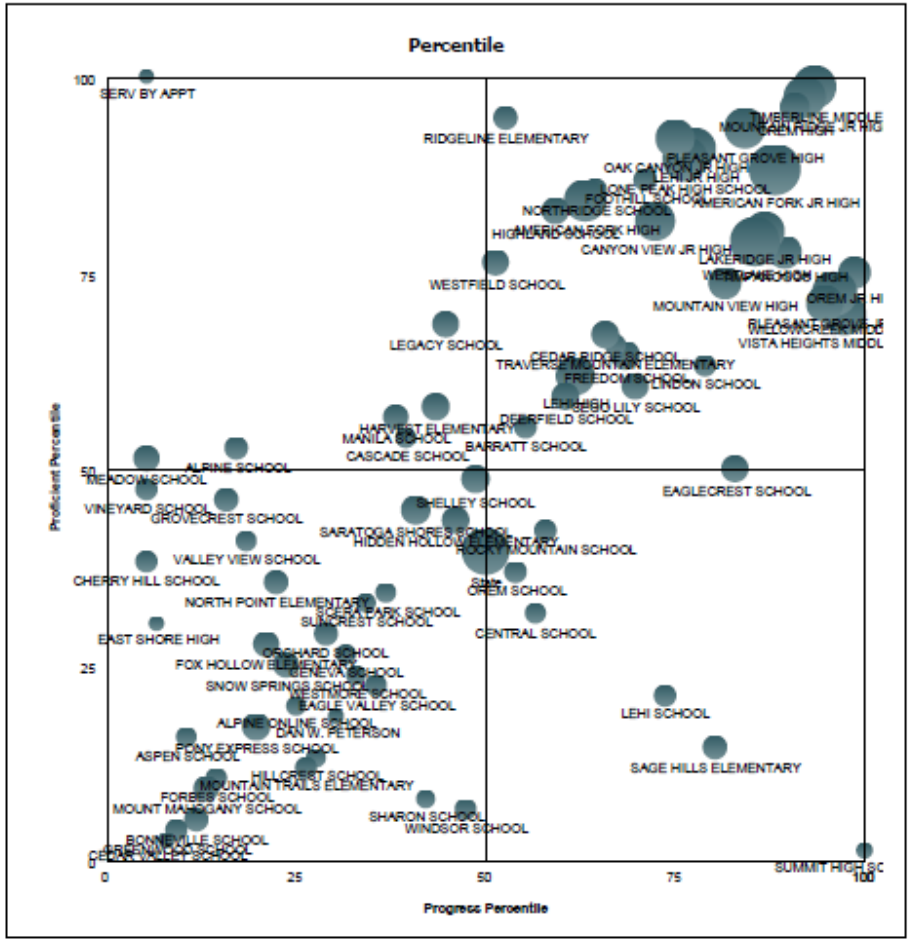
Demographic Categories	Language Arts	Mathematics	Science
	% Prof	% Prof	% Prof
All Students	79.3%	82.0%	68.8%
African American	100.0%	50.0%	
American Indian	66.7%	83.3%	80.0%
Asian	100.0%	100.0%	100.0%
Caucasian	85.3%	89.9%	84.3%
Hispanic	71.6%	71.6%	47.0%
Multiple Races	100.0%	100.0%	100.0%
Pacific Islander	85.7%	100.0%	85.7%
Female	77.8%	79.4%	61.9%
Male	80.8%	84.6%	75.5%
Econ Disadv	76.6%	78.6%	61.5%
Not Econ Dis	89.1%	94.5%	95.3%
SWD	60.0%	67.5%	60.7%
Not SWD	82.9%	84.7%	70.2%
Mobile	83.3%	75.0%	72.2%
Not Mobile	78.9%	82.8%	68.5%
ELL	50.9%	45.6%	26.7%
Not ELL	87.4%	92.5%	81.2%

Results by Number Proficient and Total

Demographic Categories	Language Arts		Mathematics		Science	
	# Prof	Total	# Prof	Total	# Prof	Total
All Students	203	256	210	256	137	199
African American	2	2	1	2		
American Indian	4	6	5	6	4	5
Asian	1	1	1	1	1	1
Caucasian	110	129	116	129	86	102
Hispanic	78	109	78	109	39	83
Multiple Races	2	2	2	2	1	1
Pacific Islander	6	7	7	7	6	7
Female	98	126	100	126	60	97
Male	105	130	110	130	77	102
Econ Disadv	154	201	158	201	96	156
Not Econ Dis	49	55	52	55	41	43
SWD	24	40	27	40	17	28
Not SWD	179	216	183	216	120	171
Mobile	20	24	18	24	13	18
Not Mobile	183	232	192	232	124	181
ELL	29	57	26	57	12	45
Not ELL	174	199	184	199	125	154

Language Arts Percentile Results for ALPINE DISTRICT

Gender: All	**SES:** All	**ELL:** All
Ethnicity: All	**SWD:** All	**Mobile:** All



ATTACHMENT 16

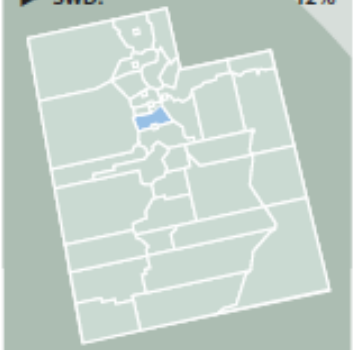
Utah STATE OFFICE of Education

NEBO DISTRICT

Sage Creek Elementary

Overall Score:
425/600

- **Address:** 1050 South 700 East Springville, UT 84663
- **Phone:** 801.489-2860
- **Principal:** Natalie Call
- **Number of Teachers:** 34
- **Enrollment:** 745
- **Minority:** 17%
- **ELL:** 6%
- **Low Income:** 40%
- **SWD:** 12%



	GROWTH				Achievement
	All Students SGP		Students Below Prof SGP		Proficiency
Language Arts	65		51		87%
Mathematics	41		40		69%
Science	53		42		70%
Median	**53**		**45**		**75%**
Total Points	150/200	+	50/100 =	**200/300**	**225/300**

Comparison of Utah Elementary Schools

UTAH SCHOOL REPORT CARD 2011–12

Annual Measurable Objective (AMO): The annual target for the percentage of students whose test scores must be proficient or above in Language Arts and Mathematics
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

Growth and Achievement of all AYP subgroups will be drillable for more information

Utah STATE OFFICE of Education

UTAH SCHOOL REPORT CARD 2011-12

MOUNTAIN DISTRICT

Valley High School

All Subjects

	Academic Achievement % Proficient	Academic Gap %	Student Growth Percentile	Growth Gap %	Attendance Rate %	Attendance Gap %	Graduation Rate %	Graduation Gap %
School	82		69		96		87	
African American	75	7	65	4	89	7	80	7
American Indian	85		78		93	3	75	12
Caucasian	87		65	4	97		89	
Hispanic	68	14	45	24	88	8	79	8
Pacific Islander	63	19	46	19	92	4	86	1
Economically Disadvantaged	66	16	57	12	79	17	75	12
Limited English Proficient	54	28	76		81	15	69	18
Students with Disabilities	57	28	61	8	97		78	19

Increased gap from previous year

Decreased gap from previous

Utah STATE OFFICE of Education

UTAH SCHOOL REPORT CARD 2011-12

MOUNTAIN DISTRICT

Valley High School

Language Arts

	Academic Achievement % Proficient	Academic Gap %	Student Growth Percentile	Growth Gap %
School	82		69	
African American	75	7	65	4
American Indian	85		78	
Caucasian	87		65	4
Hispanic	68	14	45	24
Pacific Islander	63	19	46	19
Economically Disadvantaged	66	16	57	12
Limited English Proficient	54	28	76	
Students with Disabilities	57	28	61	8

Increased gap from previous year

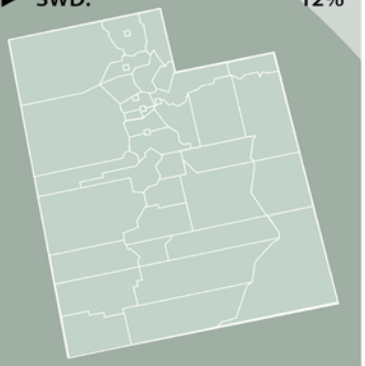
Decreased gap from previous year

Utah STATE OFFICE of Education

NEBO DISTRICT

Sage Creek Elementary

- **Address:** 1050 South 700 East Springville, UT 84663
- **Phone:** 801.489-2860
- **Principal:** Natalie Call
- **Number of Teachers:** 34
- **Enrollment:** 745
- **Minority:** 17%
- **ELL:** 6%
- **Low Income:** 40%
- **SWD:** 12%



	Language Arts	Mathematics	AMO - LA	AMO - MA
All Students	86%	85%	86%	78%
Asian	85%	84%	91%	79%
African American	42%	33%	78%	75%
Caucasian	87%	87%	91%	78%
Hispanic	53%	65%	73%	63%
Pacific Islander	75%	60%	83%	69%
Economically Disadvantaged	76%	78%	73%	74%
Limited English Proficient	62%	52%	54%	70%
Students with Disabilities	65%	66%	53%	53%

UTAH SCHOOL REPORT CARD 2011–12

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

Growth and Achievement of all AYP subgroups will be drillable for more information

Utah STATE OFFICE of Education

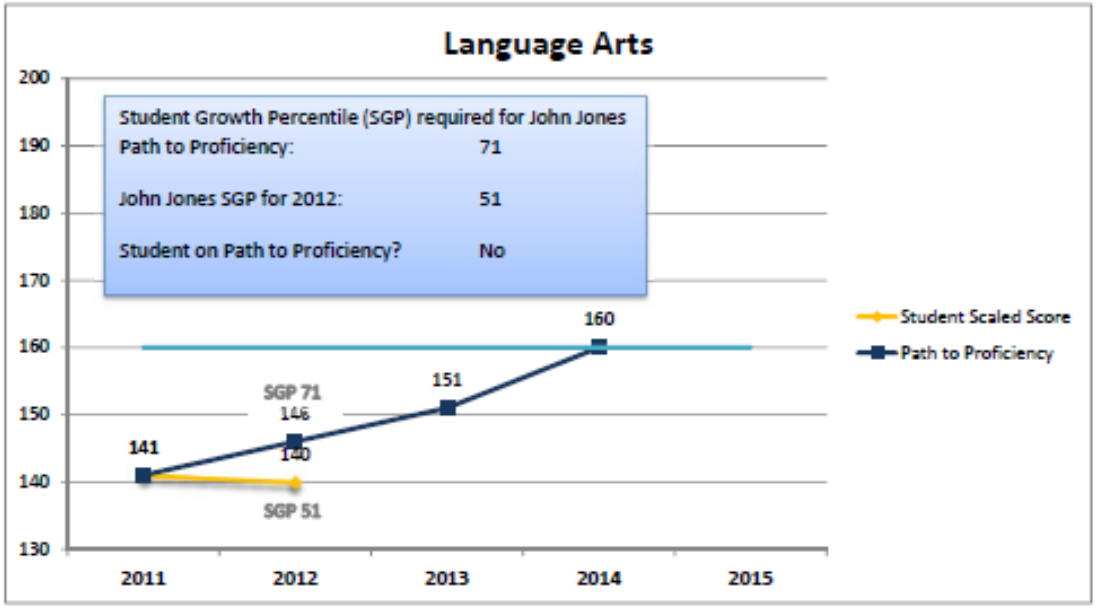
UTAH SCHOOL REPORT CARD 2011-12

MOUNTAIN DISTRICT

Valley High School

John Jones

Student Growth Report (SGP)



ATTACHMENT 17

The following chart is a summary of the major components included in Board Rule R277-531-PEER and corresponding elements required of USOE and LEAs to comply with evaluation components:

Role of USOE	LEA Requirements and Expectations
Standards and Expectations – Apply the Utah Educational Leadership Standards and Utah Effective Teaching Standards to educator evaluations and other Educator Effectiveness policies	• Align local educator evaluation processes with R277-530 Utah Effective Teaching Standards and the Utah Educational Leadership Standards • Develop educator evaluation system aligned with PEER, or adopt USOE developed model, Align all related LEA policies and procedures as necessary to be consistent with LEA evaluation system and R277-531
Quality Assurance – Provide quality assurance to all educators by establishing valid and fair purposes and processes for evaluation systems	• Ensure that evaluation measurement tools are valid and reliable • Ensure that educator evaluation data produced as part of the educator evaluation process are used for both formative and summative purposes • Adopt differentiated methodology for measuring student growth for educators in tested and non-tested subject areas • Evaluate non-instructional licensed educators and administrators • Protect personal data gathered in the educator evaluation process and ensure confidentiality • Identify all educators who do not meet expectations for educator quality and provide them with intensive support designed to improve educator performance When needed, jointly develop an educator improvement plan to clearly define objectives, benchmarks, and timelines to continually improve performance to acceptable levels and to reach professional learning goals • Identify potential employment consequences if an educator fails to meet performance expectations • Provide an appeal process for summative evaluations
Evaluation Process – Establish an evaluation process that assures fair, accurate, and consistent measurement of educator	• Ensure alignment of adopted performance expectations and instruments with R277-530 Utah Effective Teaching Standards and

performance	Utah Educational Leadership Standards • Evaluate career educators at least once per year, and provisional educators twice per year • Initiate an ongoing Joint Educator Evaluation Committee in each LEA to develop and assess the LEA evaluation system • Provide appropriate support, training, and communication in writing about the purpose, criteria, instruments, procedures, and expectations for acceptable levels of performance • Ensure that the evaluation process is transparent to all stakeholders • Ensure the validity of educator evaluation decisions • Adhere to timeframes for reporting educator evaluation data
Professional Growth and Learning - Emphasize the professional growth and continuous improvement of educators' professional practice to enhance student performance	• Use a variety of tools for formative measurements of educators' performance in order to assist with professional growth goals • Ensure that detailed feedback on performance and recommendations for professional growth is both timely and included in evaluation conferences • Provide recognition of educators who demonstrate exemplary professional effectiveness and enhanced student achievement
Multiple Rating Levels and Measures – Establish multiple ratings on a summative evaluation rating instrument, and use multiple measures to formulate an educator's performance level, (i.e. ineffective, effective, highly effective)	• Adopt recommended summative rating terminology to contribute to statewide alignment and equity • Incorporate appropriate evaluation measurement tools, including at a minimum, observations of educator's practice, evidence of student growth measures, parent and student input, and demonstration of professional practices and responsibilities

ATTACHMENT 18

Stakeholder Committee Participants

Coalition of Minorities Advisory Committee

Group Representing:	**Name:**	**Current Position:**
AFRICAN-AMERICAN REPS:	Cooper, Freddie * Chair-Elect *Executive Committee	Retired Educator
	Howell Ross, Sharon Darlene	Office Manager
	Spencer, Isaiah "Ike" * Current Chair *Executive Committee	Principal, West Lake Jr. High School Granite School District
AMERICAN INDIAN REPS:	Groves, Eugenia	Student Support, Alpine School District
	Vacant	
	Windchief, Sweeney	Graduate Student, University of Utah
ASIAN REPS:	Irwin, Jean Tokuda	Arts Education, Utah Division of Arts and Museums (UDAM)
	Misaka, Jeanette *Executive Committee	Retired Educator
	Santos-Mattingley, Aida	Retired Librarian
HISPANIC/LATINO REPS:	Corsino-Moore, Debbie	Director of Multicultural Initiatives, Salt Lake Community College
	Mendiola, Hector	Program Leader for Latino Communities, Utah State University, Logan
	Vacant	
PACIFIC-ISLANDER REPS:	Lui, Charlene *Past CMAC Chair *Executive Committee	Director of Educational Equity, Granite School District
	Palu, 'Afa	PhD Candidate Advanced Research, Scientist/ Molecular Biologist Noni Research Center, Morinda, Inc.
	Stroud, Soulee L.K.O.	Owner of Stroud Jewelry, Salt Lake City, Utah

Committee of Practitioners

Name	Role
Robert Averett	Granite District Title I Schools Director
Brenda Bates	Salt Lake District Secondary Teacher
Rita Brock	Utah State Office of Education Title III
Kim Dohrer	Academica West Charter School Representative
Rebecca Donaldson	Utah State Office of Education Title Improvement Specialist
Janet Gibbs	Utah State Office of Education Special Education
Sandra Grant	Utah State Office of Education Title I Monitoring
Louise Herman	Our Lady of Lourdes Catholic School Private School Representative
John Jesse	Utah State Office of Education Assessment and Accountability Director
Mary Kay Kirkland	Box Elder District Curriculum Director
Max Lang	Utah State Office of Education Migrant Education
Lorna Larsen	Weber District Special Education Director
Charlene Lui	Coalition of Minorities Advisory Committee (CMAC)
Murray Meszaros	Utah State Office of Education Neglected or Delinquent
Aleida Ramirez	Granite District Parent
Barbara Smith	State Parent Information and Resource Centers (PIRC) Parent Representative
Ann White	Utah State Office of Education Title I Improvement Coordinator
Karl Wilson	Utah State Office of Education Title I Director

Comprehensive Accountability System Advisory Committee

Name	**Representing**
Julie Adamic	John Hancock Charter Schools
Rob Averett	Title I Director, Granite District
Marlies Burns	State Charter Schools Director
Dave Crandall	State School Board
Robert Cox	Special Education Director, Carbon District
Dawn Davies	Legislative Vice President, Utah Parent Teacher Association
Anthony Done	Assessment Director, San Juan District
Jeremiah Fierro	Special Education Teacher, South Summit District
Glenna Gallo	State Special Education/IDEA Director
Marshal Garrett	Superintendent, Logan District
Donald Hill	Superintendent, South Sanpete District
John Jesse	State Assessment and Accountability Director
Robert Johnson	Superintendent, Kane District
Sara Jones	Utah Education Association
Chris Kearl	Governor’s Deputy to Education
Mary Kay Kirkland	Curriculum Director, Box Elder District
Randy Merrill	Superintendent, Provo District
Ann Miller	Special Education Director, Weber District
Rick Nielsen	Superintendent, Nebo District
Bruce Northcott	Superintendent, Daggett District
Steve Norton	Superintendent, Cache District
Linda Oda	State Title III Coordinator
Judy Park	State Associate Superintendent
Randy Richardson	Education Equity Coordinator, Washington District
Lisa Robinson	Educational Support Coordinator, Jordan District
Susie Scherer	The Ranches Charter School

David H Smith	Assessment Director, Alpine District
Connie Steffen	Legislative Analyst
Logan Toone	Assessment Director, Davis District
Deon Turley	Education Commissioner, Utah Parent Teacher Association
Karl Wilson	State ESEA Director
Jerry Winkler	State Information Technology Director
McKell Withers	Superintendent, Salt Lake District
Doug Wright	Superintendent, San Juan District

Title VII Coordinators and Tribal Leaders 2011-2012

Name	**Title**
Clayton Long	Title VII Coordinator for San Juan School District
Eugenia Groves	Title VII Coordinator for Alpine School District
Eileen Quintana	Title VII Coordinator for Nebo School District
Jennifer Leo	Title VII Coordinator for Murray School District
Karma Grayman	Title VII Coordinator for Washington School District
Linda Ocana	Title VII Coordinator for Davis School District
Lucille Montano	Title VII Coordinator for Ogden School District
Nizhone Meza	Title VII Coordinator for South Summit School District
Patrick McGee	Title VII Coordinator for Jordan School District
Sophie Adison	Title VII Coordinator for Sevier School District
Rae Garcia	Title VII Coordinator for Tooele School District
Julie Smith	Title VII Coordinator for Iron School District/Director of Piute Education
Kris Hart	Title VII Coordinator for Cache School District
Sheila Lukenbill	Title VII Coordinator for Cache School District
Ed Napia	Indian Walk in Center Administrator
Janet Canyon	Title VII Coordinator for Salt Lake City School District
Analis Ruiz	Title VII Coordinator for Canyons School District
Bernice Tsinnijinnie	Title VII Coordinator for Iron School District
Lorriane Beaumont	Title VII Coordinator for Provo School District
Edie Park	Title VII Coordinator for Canyons School District
Monica Thacker	Title VII Coordinator for Jordan School District
Gwen Cantsee	Ute Mountain Tribe Education Director
Hayne Atcitly	Ute Mountain Tribe Assistant Education Director
Eldon McMurray	Utah Valley University Multicultural Department
Kevin Bell	University of Utah American Indian Programs
Tim Peters	Title VII Coordinator for Ogden School District
Antonio Arce	Ute Education Director
Cathy Bledsoe	Title VII Coordinator Provo School district
Cara Shonie	Title VII Coordinator Grand School district
Curleen Pfeiffer	Title VII Coordinator Granite School District
Gloria Thompson	Title VII Coordinator for Duchesne School District
Joyce Guenon	Title VII Coordinator for Canyons School District
Lori Anne Williams	Indian Walk in Center Administrator
Paula Toledo	Title VII Coordinator for Cache School District
Penelope Pincesoose	Indian Walk in Center Administrator
Robert Stearmer	Title VII Coordinator Uintah School District
Veveca Starks	Title VII Coordinator for Granite School District
Keakaoklani Hanamaikai	Utah Valley University, Multicultural Center

Tony Flores	Utah State University, Diversity Programs
Denise Bochard	Tribal Chair for Piute Indian Tribe
Ed Navarjo	Education Director for Goshute Tribe
Dr. Chuck Foster	USOE American Indian Education Specialist

Utah Policy Advisory Committee

Name	**Title**
Bruce Northcott	Superintendent, Daggett School District
Chris Domaleski	Senior Associate, NCIEA
Connie Steffen	Legislative Analyst, Utah State Government
Dale Lamborn	Superintendent, Rich School District
Deon Turley	Education Commissioner, Utah Parent Teacher Association
Don Hill	Superintendent, South Sanpete School District
Doug Wright	Superintendent, San Juan School District
Duke Mossman	Executive Director, Northeaster UT Educational Services
Gaye Gibbs	Dir. Of Instructional Improvement/Title 1, Provo City School District
Jerry Winkler	State Information Technology Manager
John Brandt	State Information Technology Director
John Jesse	State Assessment & Accountability Director
Judy Park	State Associate Superintendent
Julie Quinn	State Assessment Coordinator
Karl Wilson	State ESEA Director
Kevin King	State Assessment Coordinator
Kodey Hughes	Superintendent, Tintic School District
Logan Toone	Assessment Director, Davis School District
Marshal Garrett	Superintendent, Logan School District
McKell Withers	Superintendent, Salt Lake School District
Myron Mickelsen	Superintendent, Sevier School District
Randy Merrill	Superintendent, Provo City School District
Ray Terry	Superintendent, Beaver County School District
Ray Timothy	Superintendent, Park City School District
Rick Nielsen	Superintendent, Nebo School District
Robert Johnson	Professor, University of Utah Department of Educational Leadership & Policy
Sara Jones	Director of Educational Excellence, Utah Education Association
Scott Marion	Associate Director, NCIEA
Scott Zellmer	Principal, Weber School District
Steve Norton	Superintendent, Cache School District
Terry Shoemaker	Superintendent, Wasatch School District
Wendy Carver	State Special Education Assessment Specialist Office of Education

Utah Technology Advisory Committee

Name	Title
Chris Domaleski	Senior Associate, NCIEA
Derek Briggs	Research & Evaluation Methodology Program, University of Colorado, Boulder
Dona Carling	Director of Client Services, Measured Progress
Jerry Winkler	State Information Technology Manager
Jim Olsen	Psychometric Accreditation Certification, Alpine Testing Solutions
John Brandt	State Information Technology Director
John Jesse	State Director of Assessment & Accountability
Judy Park	State Associate Superintendent
Kevin King	State Assessment Coordinator
Kristin Campbell	State Data & Statistics Analyst
Randy Raphael	Senior Research Associate, Univeristy of Utah Education Policy Center
Richard Hill	Board of Trustees, Chair, NCIEA
Richard Sudweeks	Program Director, BYU, Education Inquiry, Measurement & Evaluation
Scott Marion	Associate Director, NCIEA
Stanley Rabinowitz	Director, Assessment & Standards Development, WestEd
Wendy Carver	State Special Education Assessment Specialist

ATTACHMENT 19

DETAILED EXPLANATION OF UTAH'S COMPREHENSIVE ACCOUNTABILITY SYSTEM

In this section, we present the work done to date to define the specific computational procedures. While the procedures are not expected to change significantly, the state continues to evaluate the model and various business rules to refine the process in preparation for implementation in the spring 2012. It is possible that some of the procedures described below will be changed in that process.

Points are computed for each indicator and these points are used to determine a final score for each school. Points will be rounded to the next whole number. For example, an Achievement score of 124.5 points will be rounded to 125 points.

Achievement/Status

The calculation rules for all metrics under Achievement are presented below.

CRT Status	Inclusion	1. A CRT score for a specific test may ONLY count the first time the student participates in that specific assessment EXCEPT for students participating in UAA. 2. A student participating in more than one CRT in a given content area may have multiple scores counted as long as rule #1 above is not violated.
	Math CRT	The number of students scoring at Level 3 or 4 on any math CRT (and UAA) DIVIDED by the number of validated warehouse students enrolled for a full academic year (160 days) with math CRT scores
	ELA CRT	Number of students in grades scoring at Level 3 & 4 on the ELA CRTs (and UAA) DIVIDED by the number of validated warehouse students enrolled for a full academic year (160 days) with ELA CRT scores.
	Science CRT	Number of students scoring at Level 3 & 4 on any science CRT (and UAA) DIVIDED by the number of validated warehouse students enrolled for a full academic year with science CRT scores.
DWA Status (for elementary and middle schools only)	DWA in grades 5 and 8 only	Number of students scoring at proficient level (no UAA available) DIVIDED by the number of validated warehouse students enrolled for a full academic year with DWA scores.
Graduation Rate (High Schools only)	Graduation Rate	Same cohort based calculation used for AYP

Calculating Achievement Points in Elementary and Middle Schools

For elementary and middle schools, CRT proficiency on ELA, Math, Science, and the DWA are the only sub-indicators evaluated under Achievement. A total of 300 points is attributed to CRT proficiency in elementary and middle schools. All achievement is calculated or aggregated across grades. That is, information is reported at the school level and not disaggregated by grade level for accountability purposes.

Additional Considerations for Calculating Proficiency
For schools administering the DWA in grades 4 and 8, an additional step is taken to calculate the achievement score:

- The DWA is given the weight of half of one CRT.
- Calculating the weight of the DWA relative to the CRT tests entails multiplying the points for each CRT by 28.6% and the points of each DWA by 14.3%.
- This calculation ensures that each of the CRT subjects is weighted equally and the total weight given to the DWA test is the equivalent of half the weight of one CRT test.
- The sum of the weights across all content areas is calculated to establish the lower thresholds for each grade on Achievement

The following outlines the steps for re-distributing the weights for schools with one or more missing sub-indicators.

1. *The school has data available for 1 CRT and the DWA.*
If a school has only 1 CRT available, the points of that CRT is multiplied by the weight of 3 CRTs.

Example 1: A school does not meet the minimum n for reporting math and science scores and only has ELA and DWA available for evaluating achievement.

- The school has a proficiency score of 75% on the ELA test and a proficiency score of 90% on the DWA.
- For this school:
  - ELA = 300 x .75 or 225
  - DWA = 300 x .9 or 270
- The weighted achievement score for ELA = 225 x .857 (.857 reflects the total weight dedicated to all CRTs.)
- The weighted score for the DWA = 270 x .143 (the weight of one half of one CRT.) The achievement score earned by this school is equal to 231.

2. A school has data for 2 CRT content areas and the DWA.
If a school has only 2 CRTs available, the points of each CRT is multiplied by .4286. The same process for calculating the points for schools with only 1 CRT applies, but in this case, the points for each CRT is multiplied by .4286. This value represents half of the entire weight attributed to all 3 CRTs (.8571).

Example 2: A school has ELA, Math, and DWA scores, but does not have science scores.

- The school has proficiency score of 60% on Math, 70% on ELA and 55% on the DWA.
  - Math = 300 x .6 or 180
  - ELA = 300 x .7 or 210
  - DWA = 300 x .55 or 165
- Translating the above points to weighted points is as follows:
  - Math = 180 x .4286 or 77.1 points
  - ELA = 210 x .4286 or 90 points
  - DWA = 165 x .1429 or 23.6 points

In this example, the school would earn a total of 190.7 points.

3. The elementary or middle school does not have any DWA data.

If a school does not have any DWA data, calculate the mean across points earned in each CRT content area. Since all CRT content areas are equally weighted, the mean is simply taken across points earned by content area to determine the achievement score of an elementary and middle school.

Example 3: A school has 80% proficiency on ELA, 90% on Math and 95% on science.

- Points by content areas are computed as follows:
  - ELA = 300 x .8 or 240 points
  - Math = 300 x .9 or 270 points
  - Science = 300 x .95 or 285 points
- The school's achievement score = 265 (mean of all points earned across content areas).

Calculating Achievement Points in High Schools

For high schools, achievement is divided into two parts: CCR and proficiency. The total of 300 points attributed to achievement is equally divided between these two indicators.

Calculations for Proficiency

Since the CRTs are weighted equally, the proficiency points for high schools are calculated by taking the mean across points earned in each content area (same approach used for elementary/middle schools with no DWA scores).

Example 4: A school has 60% proficiency on ELA, and 90% on Math.

- Points by content areas are computed as follows:
  - ELA = 150 x .6 or 90 points
  - Math = 150 x .9 or 135 points
- The school's achievement score = 113 (mean of all points earned across content areas).

Calculations for College and Career Readiness

Graduation rate factored into the rate represents the only CCR sub-indicator under Achievement. The graduation rate represents a lagged indicator since the rate is reflective of achievement in the prior year.

Example 5: A school's graduation rate factored in is equal to 65%.

- Total points awarded for this school for CCR = 150 x .65 or 98 points.

1. Not all high schools have an adequate number of students to report points for graduation.

If a high school does not have a graduation rate reported, then the total points earned for proficiency must be doubled to compensate for the lack of a CCR score. Doubling the proficiency points will ensure that Achievement is always equally weighted with Growth.

Example 6: A high school earns 100 points on proficiency but does not have any points for CCR.

- The school's Achievement = 100 x 2 or 200 points.

2. The school does not have any CRT proficiency data or does not meet the minimum n size required to report proficiency and only has a graduation rate reported.

In the rare case where a high school has a CCR score but no status score, then the high school's Achievement score is only based on points earned on the graduation rate sub-indicator.

Example 7: A high school has a 100% graduation rate and no proficiency score.

- The total points earned for the graduation rate = 150 x 1 = 150 points
- Since there are no other indicators available to evaluate this school's performance.

Growth

Calculating Growth

A student growth percentile (SGP) is calculated for all students with a minimum of two CRT scores in a given content area[1]. Growth is evaluated in the same way for all schools (elementary, middle and high schools). The growth performance for two groups in all schools are first assessed separately and then evaluated together. Group 1 consists of all students in the school and group 2 consists of all below proficient students in the school. A total of 200 points is awarded for whole school performance and an additional 100 points is awarded for below proficient performance. For each group, the median of all growth percentiles are taken and evaluated using the rubric presented in Table 7.

Table 7: Rubric for Evaluating Median Growth Percentiles by Group

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**

As indicated by the rubric:

- Minimum points are awarded to a school if the median SGP achieved by a given group is located below 35.
- Maximum points are awarded if the median SGP is located at 60 or above.

This rubric is used for each of the three CRT content areas (ELA, Math, and Science) evaluated.

Example 8: The median SGP growth performance of an elementary school for all students and below proficient students is as follows:

Group	ELA MGP	Math MGP
All Students	56	45
Below Proficient Students	35	55

Using the rubric in Table 7, the median SGPs would translate into the following points earned by each group:

Group	ELA Points	Math Points	**Mean**
All Students	150	100	**125**
Below Proficient Students	50	75	**62.5**

[1] The specifics of calculating a student growth percentile (SGP) using the SGP Package in R is not discussed in this document but can be provided upon request.

The total growth points earned for this school is computed by summing the points earned by all students and below proficient students:

- Total points = 125 + 62.5 or 187.5.

Evaluating UAA Growth Performance

To evaluate growth for students with significant cognitive disabilities who take the Utah Alternate Assessment (UAA), the scores for these students are evaluated using a value table approach, and then the points earned from the value table are transformed for inclusion to the growth scores:

- Growth for UAA students is first calculated separately from growth for all other students using a value table (see Figure 3).
- A direct transformation can then be made to convert the progress scores into the scale of the SGP rubric.
- The mean is then taken across transformed scores and combined with the SGP generated growth scores at the non-proficient and whole school level.

Figure 3: Value Table from U-PASS

Year 1 Level	Year 2 Level 1a	1b	2a	2b	3	4
1a	0	200	350	350	400	400
1b	0	125	225	350	375	400
2a	0	50	150	225	350	350
2b	0	0	75	175	275	325
3	0	0	0	100	200	275
4	0	0	0	0	125	225

Example 12 specifies the steps for incorporating the UAA progress scores with the growth scores generated from the SGP approach. In Example 12, the first step considers all UAA progress scores with the growth score of all students. The second step entails incorporating the UAA progress scores of below proficient students with the growth score of all below proficient students at the school. The final step entails adding up the growth points earned by both groups of students to compute the final growth points for the school and to assign a grade to growth.

Example 12:

Step 1: Incorporating UAA scores in the whole school growth score

Three students in a school of 100 have UAA scores. One student advances from 1b to 3 (375 pts), the second declines from 3 to 2b (100 pts), and the third stays at 2b between Year 1 and 2 (175 points).

- Take the average points across all UAA scores. The average of the three scores = 216.7
- Transform this average into the SGP rubric scale for all students (200 points) as follows:
  - 216.7 points out of 400 = .542 or 54.2%.
  - 54.2% out of 200 points = 108
- The 108.4 points from the UAA scores can then be combined with the schools growth score by attributing the proper weight to the score relative to the proportion of students taking all tests as follows:
  - Growth score based on 97 students taking CRT = 175 points
  - Growth score for 2 students taking UAA = 108 points
  - Total growth points earned = 175 x (.97) + 108 x (.03) = 173 points

Step 2: Incorporating UAA scores in the below proficient growth score

Continuing with the same example, out of the three students with UAA scores, two of those students would be included with the below proficient group: the student who advanced from 1b to 3 and the student who stayed at 2b in both years. The same process described to incorporate these UAA scores into the whole school growth score apply but the progress scores in this case are rescaled to the 100 point scale attributed to below proficient growth. The following outlines the specific steps taken to incorporate the below proficient UAA scores with the below proficient group score.

- Take the average points across the two UAA scores. The average of the two scores = 237.5.
- Transform this average into the SGP rubric scale for all students (100 points) as follows:
  - 237.5 points out of 400 = .592 or 59.3%.
  - 59.3% out of 100 points = 59.3 points
- The rescaled UAA points of 59.3 points can then be combined with the below proficient growth score by attributing the proper weight to the score relative to the proportion of below proficient students taking the regular CRT tests as follows:
  - Growth score based on 48 students taking CRT = 75 points
  - Growth score for 2 students taking UAA = 59.3 points
  - Total growth points earned = 75 x (.96) + 59.3 x (.04) = 74.4 points

Step 3: Calculating the school's growth score

The final step of calculating the school's growth score requires summing the points computed for the below proficient students and the points computed for all students.

- In this example, the school's overall growth points earned = 74.4 + 173 or 247.4.

Example 13: In the event that there are no below proficient scores available for either UAA or all other students, the UAA scores would be re-scaled to 300 points. The exact same steps described for transforming and incorporating the UAA scores in Example 12 apply. In this example, an elementary school has 30 students with either UAA growth or SGPs.

- Out of the 30 students, 6 have UAA growth scores. Those scores were: 100, 150, 200, 200, 400, and 325.
- The mean across those 6 scores =229.2
- Transform this average into the 300 point rubric scale as follows:
  - 229.2 out of 400 points = .573 or 57.3%
  - 57.3% out of 300 points = 171.9 points
- The rescaled UAA points of 171.9 points can then be combined with the growth score earned by all other students by attributing the proper weight to the UAA score relative to the proportion of all other students taking the regular CRT tests as follows:
  - Growth score based on 24 students taking CRT = 225 points
  - Growth score for 6 students with UAA scores = 171.9 points
  - Total growth score earned = 225 (.8) + 171.9 (.2) = 214.38 points

PILOT ANALYSES TO EVALUATE THE MODEL

Model Outcomes

In this section, we show pilot data based on 2011 performance to evaluate the Utah Comprehensive Accountability System.

Relationship of Proficiency and Growth

A desired featured of the Utah Comprehensive Accountability System is to incorporate a measure of academic growth that is not duplicative of status, or proficiency. This is in keeping with the design principle that higher levels of growth should be attainable by schools of all type, including those that serve traditionally low performing students. The following figures which describe the relationship between growth (x axis: 2011 median SGP) and prior achievement (y axis: 2010 percent proficient) reveal

that there is a moderate to weak relationship between growth and status for each content area across all Utah schools. This is a promising finding in that it shows that favorable growth outcomes are accessible by schools across the full distribution of status and for schools of varying size.

Figure 7: Growth and Prior Achievement - ELA

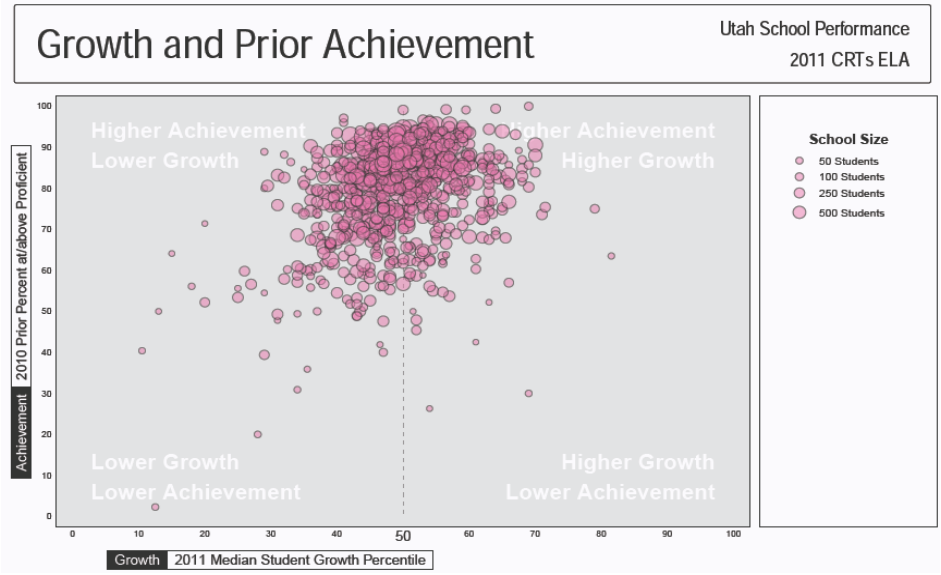


Figure 8: Growth and Prior Achievement- Math

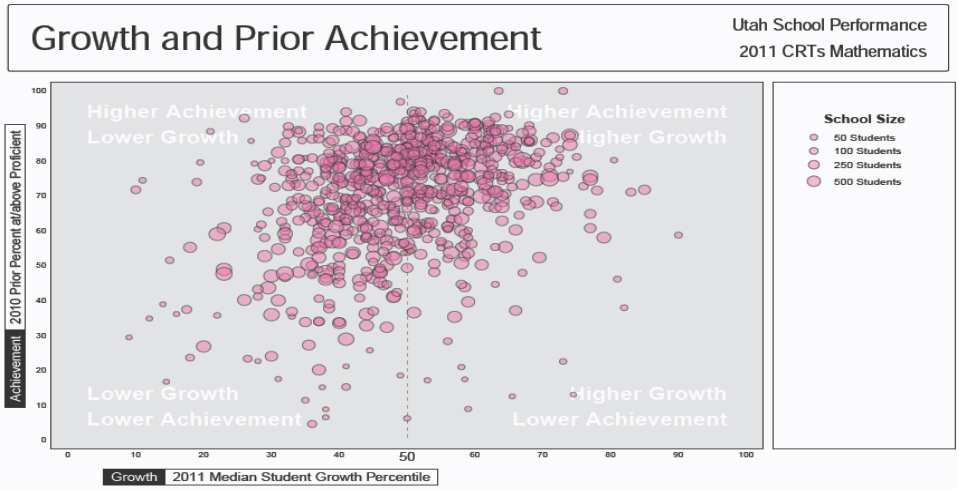
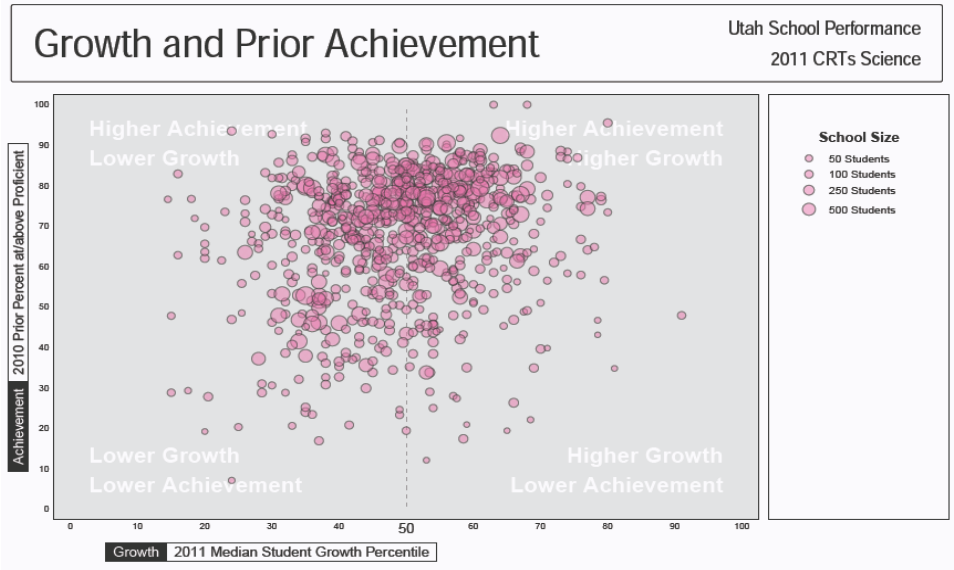


Figure 9: Growth and Prior Achievement – Science



Evaluation of Growth Expectations

Another critical design feature of the model is that growth expectations should be tied to proficiency. That is, students who grow at higher levels must be on track to attain proficiency. To evaluate this claim, the USOE analyzed data for non-proficient students at each level of the 'growth rubric' (see Table 7.) Of particular interest were the outcomes for students growing at the higher levels of the rubric - those attaining an SGP of 50-59 and those attaining an SGP of 60 and above. Because schools receive more favorable overall growth scores at these levels, it is important to demonstrate that these schools are succeeding in moving students who are not proficient to proficiency.

Tables 14-16 below show the proficiency outcomes in 2011 for below-proficient students in 2010. The cells highlighted in yellow show the percent of students in 2011 growing at the two highest rubric levels who attain proficiency in just one year. Naturally, it is expected that students growing at this level over multiple years will have an even greater likelihood of achieving proficiency.

Table 14: Percent of Below Proficient Students in 2010 who Attain Proficiency in 2011 by Growth Level - ELA

		Proficiency Level in 2011			
ELA		Below Proficient	Proficient	Total N	% Moving Up to Proficiency in One Year
SGP of 1-34	Below Proficient in 2010	20403	716	21119	3%
SGP of 35-49	Below Proficient in 2010	7572	1408	8980	16%
SGP of 50 - 59	Below Proficient in 2010	4147	1890	6037	31%
SGP of 60 and Above	Below Proficient in 2010	7897	16430	24327	68%
Total	Below Proficient in 2010	40019	20444	60463	34%

Table 15: Percent of Below Proficient Students in 2010 who Attain Proficiency in 2011 by Growth Level - Math

MATH		Proficiency Level in 2011		Total N	% Moving Up to Proficiency in One Year
		Below Proficient	Proficient		
SGP of 1-34	Below Proficient in 2010	26755	560	27315	2%
SGP of 35-49	Below Proficient in 2010	10275	1572	11847	13%
SGP of 50 - 59	Below Proficient in 2010	5957	1799	7756	23%
SGP of 60 and Above	Below Proficient in 2010	12551	19208	31759	60%
Total	Below Proficient in 2010	55538	23139	78677	29%

Table 16: Percent of Below Proficient Students in 2010 who Attain Proficiency in 2011 by Growth Level – Science

SCIENCE		Proficiency Level in 2011		Total N	% Moving Up to Proficiency in One Year
		Below Proficient	Proficient		
SGP of 1-34	Below Proficient in 2010	22362	379	22741	2%
SGP of 35-49	Below Proficient in 2010	8509	1407	9916	14%
SGP of 50 - 59	Below Proficient in 2010	4901	1461	6362	23%
SGP of 60 and Above	Below Proficient in 2010	10766	15425	26191	59%
Total	Below Proficient in 2010	46538	18672	65210	29%

Model Consistency

Another area the USOE reviewed in preparing and refining model specifications was the consistency of outcomes. A relatively high degree of year to year stability was regarded as desirable to bolster claims of model reliability.

The set of tables (Tables 21 and 22) present the correlations of median SGPs across years by content area and by level. Although these correlations are not as strong as the associations typically found for the status measures, the moderate strength of these correlations are similar to, if not stronger than those that have been found in other studies that have correlated growth measures in school accountability systems by content area (e.g., see Kane & Staiger, 2002.) However again, it is important to note here that these correlations only capture a two-year relationship and may potentially increase when additional years are considered.

Table 21: Correlations by content area for elementary and middle schools

Content Area	r
ELA	0.64
Math	0.47
Science	0.51

Table 22: Correlations by content area for high schools

Content Area	r
ELA	0.64
Math	0.47
Science	0.51

ATTACHMENT 20

Promises to Keep

The Vision and Mission of Utah Public Education

Promises to Keep *is a statement of vision and mission for Utah's system of public education. The statement relies on the language of the Utah Constitution for its central premise. It is intended to provide focus to the work of the State Board of Education, the Utah State Office of Education, and all school districts, local boards of education, and charter schools within the general control and supervision of the Board.*

The Vision of Public Education

Utah's public education system is created in the state Constitution to "secure and perpetuate" freedom.
Freedom, as envisioned in the Utah Constitution, is a promise to future generations that requires:

- *Citizen participation in civic and political affairs.*
- *Economic prosperity for the community.*
- *Strong moral and social values.*
- *Loyalty and commitment to constitutional government.*

The premise of ***Promises to Keep*** *is that there are essential, core "promises" that leaders in the public education system should be clear about with citizens of Utah; that these "promises" are made as part of the civic compact at work as the citizens of Utah give into our hands resources for the public education system; that citizens should have high expectations regarding our success in the essential "promised" work of public education.*

The Mission of Public Education

Utah's public education system keeps its constitutional promise by:

- ***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.*

Adopted by the Utah State Board of Education
August 7, 2009

ATTACHMENT 21

Utah STATE OFFICE of Education

Leadership...Service...Accountability

March 5, 2012

Arne Duncan, Secretary of Education
United States Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202-0100

Dear Secretary Duncan:

In 2008, Utah began exploring the possibility of work with like-minded states to develop standards in English/language arts and mathematics that would ensure students in our state graduate high school ready for college-level work and prepared to succeed in a world of global economic competition. In 2009, Utah joined a consortium led by the Council of Chief State School Officers and National Governors Association to continue the work of developing common core standards. In 2010, the Utah State Board of Education (Board) adopted new curriculum standards in English/language arts and mathematics. The standards adopted by the Board were based on the work of the consortium.

Once new English/Language arts and mathematics standards were adopted by the Board, these became the Utah Core Standards. I believe the standards adopted by the Board ensure that Utah students are prepared for college-level work and competition in the global economy. The Board and the Utah State Office of Education are supporting school districts and charter schools as they develop curriculum and pedagogy to implement the Utah Core Standards.

On behalf of the Board, I state the Board's right to make changes to, and to add or subtract from, the Utah Core Standards at its discretion. On behalf of the Board, I assert its right to complete control of Utah's learning standards in all areas of our public education curriculum.

Utah participates in a consortium of states developing assessments of student success in achieving the standards in English/language arts and mathematics adopted by the Board. On behalf of the Board, I assert the Board's right to withdraw from this consortium at any time (upon providing proper notice to the consortium) and the Board's right to complete control of all assessments of student achievement in the Utah Core Standards.

The Utah State Office of Education has from time to time submitted application to the Department for funding in various programs and for waivers from various Department regulations. I ask that you interpret and evaluate all our current applications in the light of this letter.

250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Voice: (801) 538-7500 Fax: (801) 538-7769 TDD: (801) 538-7876
Larry K. Shumway, Ed.D., State Superintendent of Public Instruction

I believe the claims in this letter are consistent with long-standing principles of American law and constitutional traditions of state sovereignty, particularly in matters of control over public education.

Sincerely,

Larry K. Shumway, Ed.D.
State Superintendent of Public Instruction

cc: Gary Herbert, Governor of Utah
Utah Legislature
Utah State Board of Education
Utah School Districts and Charter Schools
Utah Congressional Delegation

ATTACHMENT 22

THE SECRETARY OF EDUCATION
WASHINGTON, DC 20202

March 16, 2012

Honorable Gary R. Herbert
Governor of Utah
State Capitol
350 North State St., Suite 200
Salt Lake City, Utah 84114

Dear Governor Herbert:

I am sending this letter as a follow-up to our March 6 phone conversation in which we discussed Utah's adoption of the Common Core State Standards. Per your request, I want to affirm clearly that the Common Core State Standards Initiative is not a federal initiative. It originated with a coalition of governors and chief state school officers united by a common goal to raise the bar for basic academic subjects, including reading and math, and ensure our schoolchildren are more competitive in a global economy.

The Common Core is an entirely voluntary effort. States can opt in or opt out at will. Nothing in federal law or in current or proposed policies of the U.S. Department of Education in any way contradicts the fact that states, not the federal government, have the sole right to set learning standards.

Thank you for the opportunity to clarify our mutual understanding.

Sincerely,

Arne Duncan

cc: Honorable Larry K. Shumway

ATTACHMENT 23

May 3, 2012

Dr. Stanley Rabinowitz, Project Management Partner
WestEd
730 Harrison Street
San Francisco, California 94107

Dear Dr. Rabinowitz:

Utah has been a "governing state" member of the Smarter Balanced Assessment Consortium (SBAC) since the consortium's inception. We have valued our work with member states and believe that our participation has contributed to the progress of the consortium.

At this time, it is in our state's best interest to change our state's status within SBAC. This letter serves as our notice of that change. Utah will no longer participate as a "governing state" but intends to remain as an "advisory state." As an "advisory state," our intention is to remain informed as to the work of SBAC. Additionally, it is our intent that Utah State Office of Education staff attend certain SBAC meetings, but not accept work assignments or participate beyond observing and listening at SBAC meetings.

As we make this notification, we are relying on the membership policies established in the Smarter Balanced Assessment Consortium Governance Structure Document. This document provides that "Any state may leave the Consortium without cause . . ." (p. 12). Though we do not believe that we can be required to justify our decision to change status, we inform you that we make this change as we undertake a procurement process as authorized by the Utah Legislature (HB15, 2012 General Session) to select an assessment system to measure Utah students' achievement of the Utah Core Standards.

Sincerely,

Larry K. Shumway, Ed.D.
State Superintendent of Public Instruction

Debra G. Roberts
Chair, State Board of Education

Gary R. Herbert
Governor of Utah

ATTACHMENT 24

Utah STATE OFFICE of Education

Sage Creek Elementary

UTAH SCHOOL REPORT CARD

2011–12

Comparison of Utah Elementary Schools

Sage Creek Elementary 0

State Average 375

- Address: 1050 South 700 East Springville, UT 84663
- Phone: 801.489-2860
- Principal: Natalie Call
- Number of Teachers: 34
- Enrollment: 745
- Minority: 17%
- ELL: 6%
- Low Income: 40%
- SWD: 12%

Overall Score: *0/600

Growth

Growth Score: 200/300

All Students: 150/200

53 SGP Median for All Students

Students Below Proficiency: 50/100

45 SGP Median for Students who were below Proficiency

Median SGP Cut Score

SGP	All Students	Students Below Prof
0-34	50	25
35-49	100	**50**
50-59	**150**	75
60 +	200	100

Achievement

Achievement Score: 254/300

Proficiency: 254/300

Achievement Points

	Mean Points	Weighted Value
CRT	247	212
DWA	291	45
Total Proficiency		**254**

Test Subject SGP Results

	All Students	Students Below Prof
Language Arts	65	51
Mathematics	41	40
Science	53	42

Test Subject Achievement Indicators

	% Proficient	Points
Language Arts	83%	249
Mathematics	88%	264
Science	76%	228
DWA	97%	291

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

*** School did not meet participation requirement of >= 95% students tested**

Growth and Achievement of all AYP subgroups will be drillable for more information

ATTACHMENT 25

Utah Title I ESEA Flexibility Waiver Demonstration Data for Reward Schools
Title I High-performing and High-progress Schools – Comparison of Proficiency with CAS

Process for determining Utah Reward Schools for Demonstration Document

Highest-performing Schools (not exceed 15% of Utah's Title I schools)

1. Utah generated a list that rank-orders Title I schools in Utah based on the average of 3 years of proficiency achievement data for Reading/Language Arts and Mathematics for the all student group.
2. Utah also set a cut point on the new Utah Comprehensive Accountability System (CAS) based on highest levels of achievement (minimum score of 255) and above average performance on growth (a minimum growth score of 150) that separates high-performing schools from other schools. The attached chart shows a comparison between proficiency only and the new Utah CAS. Those schools that would be recognized using both methodologies are highlighted in yellow.
3. Utah reviewed the graduation rate for the one Title I high school on the list (Monticello High School: 2-year average = 91.5%).
4. Utah reviewed the AYP determinations for each school and did not count as eligible for highest-performing schools recognition any school that did not achieve AYP for the all students group and all subgroups in the past two years.
5. Utah identified and eliminated any Title I schools that had a significant achievement gap (greater than 20%) between the all students group achievement and any of its subgroups from the list of Utah's highest-performing schools.

High-progress Schools (not exceed 5% of Utah's Title I schools)

1. Utah generated a list that rank-orders Title I schools that are making the greatest progress in Utah based on the average of 3 years of proficiency achievement data for Reading/Language Arts and Mathematics for the all student group. Those Title I schools that reduced the achievement gap between the all students group and subgroups by at least 50% over the three years were identified as eligible for the Title I high-progress recognition.
2. For purposes of comparison using the CAS system to identify high-progress schools, Utah set a cut point on the (CAS) based on highest levels of growth (minimum score of 225) and above average performance on achievement (a minimum achievement score of 230) to separates high-progress schools from other schools.
3. Utah eliminated any Title I schools that had a significant achievement gap (greater than 20%) between the achievement of the all students group and any of its subgroups from the list of Utah's high-progress schools.

LEA Name	School Name	Proficiency Rank order	Proficiency (Combined ELA & Math)	CAS Ranking (1=highest)	CAS Score (Proficiency & Growth)	Reward School	AYP All Students	AYP Subgroups
Cache District	Summit School	1	93.67%	11	519	A	Yes	Yes
Salt Lake Arts Academy	Salt Lake Arts Academy	2	91.49%	2	555	A	Yes	Yes
Beaver District	Minersville School	3	91.29%	26	491	A	Yes	Yes
Beaver District	Belknap School	4	91.02%	20	500	A	Yes	Yes
Iron District	Enoch School	5	90.27%	10	520	A	Yes	Yes
Cache District	Park School	6	90.00%	1	568	A	Yes	Yes
Emery District	Ferron School	7	89.70%	25	491	A	Yes	Yes
Morgan District	Morgan School	8	89.41%	28	490	A	Yes	Yes
Garfield District	Panguitch School	9	89.22%	38	481	A	Yes	Yes
Cache District	Nibley School	10	88.98%	8	522	A	Yes	Yes
Cache District	Lewiston School	11	88.71%	30	489	A	Yes	Yes
Beaver District	Milford School	12	88.15%	15	511	A	Yes	Yes
Cache District	Lincoln School	13	87.19%	4	532	A	Yes	Yes
Piute District	Circleville School	14	85.89%	44	478	A	Yes	Yes
Garfield District	Escalante School	15	85.77%	13	514	A	Yes	Yes
Kane District	Kanab School	16	85.71%	51	466	A	Yes	Yes
Iron District	Three Peaks School	17	85.54%	9	522	A	Yes	Yes
North Sanpete District	Spring City School	18	85.39%	61	454	No	No	No
Cache District	Canyon School	19	85.01%	37	482	A	Yes	Yes
Provo District	Provost School	20	84.96%	16	511	A	Yes	Yes

LEA Name	School Name	Proficiency Rank order	Proficiency (Combined ELA & Math)	CAS Ranking (1=highest)	CAS Score (Proficiency & Growth)	Reward School	AYP All Students	AYP Subgroups
Tintic District	Eureka School	21	84.78%	63	451	No	Yes	Yes
Cache District	Millville School	22	84.75%	32	487	No	No	No
Freedom Academy	Freedom Academy	23	84.62%	46	475	A	Yes	Yes
Logan City District	Ellis School	24	84.53%	27	491	A	Yes	Yes
Logan City District	Woodruff School	25	84.29%	82	434	No	No	No
Iron District	Parowan	26	83.66%	86	427	No	Yes	Yes
Wasatch District	J.R. Smith School	27	83.53%	22	500	A	Yes	Yes
North Sanpete District	Fountain Green School	28	83.46%	76	439	No	Yes	Yes
Channing Hall	Channing Hall	29	83.28%	39	481	A	Yes	Yes
Canyon Rim Academy	Canyon Rim Academy	30	83.09%	24	492	No	No	No
Park City District	Parley's Park	31	83.06%	14	514	No	No	No
South Sanpete District	Manti School	32	83.02%	36	482	No	No	No
Providence Hall	Providence Hall	33	82.94%	17	508	A	Yes	Yes
Park City District	McPolin School	34	82.19%	47	473	No	No	No
Iron District	Cedar East School	35	82.15%	18	505	A	Yes	Yes
Carbon District	Castle Heights School	36	81.89%	67	449	No	No	No
Iron District	Cedar North School	37	81.61%	49	468	A	Yes	Yes
Soldier Hollow Charter	Soldier Hollow Charter School	38	81.39%	5	530	A	Yes	Yes
North Sanpete	Mt Pleasant School	39	80.90%	33	484	No	No	No
San Juan District	Monticello School	40	80.77%	29	489	A	Yes	Yes
South Sanpete	Gunnison Valley School	41	80.26%	12	517	No	No	No
Iron District	Escalante Valley School	42	79.92%	40	480	A	Yes	Yes

LEA Name	School Name	Proficiency Rank order	Proficiency (Combined ELA & Math)	CAS Ranking (1=highest)	CAS Score (Proficiency & Growth)	Reward School	AYP All Students	AYP Subgroups
San Juan District	Monticello High	43	79.45%	23	494	A	Yes	Yes
Logan City District	Bridger School	44	79.43%	6	525	A and B	Yes	Yes
South Summit District	South Summit School	45	79.41%	43	479	A and B	Yes	Yes
Murray District	Liberty School	46	78.84%	65	451	B	Yes	Yes
Alpine District	Hillcrest School	47	78.04%	21	500	Not Reward	No	No
Alpine District	Central School	48	76.48%	19	501	A	Yes	Yes
Carbon District	Sally Mauro School	49	76.39%	50	468	A	Yes	Yes
Washington District	Heritage School	50	76.19%	56	456	B	Yes	Yes
Carbon District	Bruin Point School	51	75.28%	45	475	A	Yes	Yes
Garfield District	Bryce Valley HS	52	75.25%	48	468	Not Reward	No	No
Nebo District	Goshen School	53	75.18%	3	536	A	Yes	Yes
Rich District	South Rich School	54	74.75%	Below 90	406	B	Yes	Yes
Box Elder District	Garland School	55	74.43%	35	482	A and B	Yes	Yes

Total # of Reward Schools: 40 (14.5% of Title I schools)

High Performing (A) only: 34 (12.4% of Title I schools)

High Progress (B) only: 3 (1.1% of Title I schools)

High Performing (A) and High Progress (B): 3 (1.1% of Title I schools)

ATTACHMENT 26

Utah Title I ESEA Flexibility Waiver Demonstration Data (Priority & Focus Schools)
Title I Schools Subgroup Achievement Gap – Economically Disadvantaged

Process for determining Utah Focus Schools for Demonstration Document

1. Utah determined the number of Utah Title I schools that must be identified as Focus Schools: 10% of 275 = **28 schools**
2. Utah identified the Utah Title I high schools with the lowest ratings on the new Utah Comprehensive Accountability System (CAS) that had graduation rates less than 60% over a 2-year period (and not identified as Priority Schools): **0 schools**
3. Utah identified additional Title I-participating high schools that had graduation rates less than 60% over a 2-year period (and not identified as Priority Schools): **6 schools**
4. Utah determined the remaining number of Title I schools that needed to be identified as Focus Schools(28-6): **22 schools**
5. Utah identified Utah's low-achieving-subgroup schools using the following methodology:
    - Utah compiled a rank-order list of all Title I schools that shows the Title I schools with the largest achievement gap compared to the state using the economically disadvantaged subgroup (state average = 71.3%). For Utah, the economically disadvantaged subgroup provided the most inclusive data among Title I schools (n-size for other subgroups excluded more schools)
    - Utah averaged the Reading/Language Arts and Mathematics proficiency scores using 3 years of achievement data
    - Utah identified the lowest-ranking 22 Title I schools with the largest subgroup achievement gap (excluding Title I schools already identified as Priority Schools)
6. Utah verified that the schools identified through the new Utah Comprehensive Accountability System, through the low-graduation methodology, and largest subgroup achievement gap were identified as Focus Schools as shown on the demonstration list below.

Name of LEA	Name of Title I School	Achievement Proficiency Gap Ranking	Subgroup Achievement Proficiency Percentage	Gap between School and State Average	CAS Ranking (lowest score = 1)	Priority or Focus Designation
Ogden District	Washington High (Alternative High School)	1	8.1%	-63.2%	1	Priority
Uintah River High	Uintah River High* (Charter School)	2	15.3%	-56.0%	Insufficient data	Focus
San Juan District	Monument Valley High	3	31.8%	-39.5%	6	Focus
San Juan District	Whitehorse High	4	35.1%	-36.2%	12	Focus
Tooele District	Wendover High	5	36.6%	-34.7%	Insufficient data	Priority
Ogden District	James Madison Elementary	6	36.8%	-34.5%	4	Priority
Ogden District	Dee School	7	39.8%	-31.5%	3	Priority
San Juan District	Tse' Bii'nidzisgai School	8	42.0%	-29.3%	Insufficient data	Priority
Ogden District	Thomas O Smith School	9	43.2%	-28.1%	18	Focus
Granite District	Granite Park Jr. High	10	43.5%	-27.8%	11	Focus
San Juan District	Bluff School	11	44.2%	-27.1%	37	Priority
Uintah District	Eagle View Elementary	12	44.5%	-26.8%	Insufficient data	Priority
Dual Immersion Academy	Dual Immersion Academy (Charter School)	13	44.5%	-26.8%	16	Focus
Ogden District	Odyssey Elementary	14	45.7%	-25.6%	7	Priority
Granite District	Lincoln School	15	45.7%	-25.6%	13	Focus
Ogden District	Gramercy School	16	45.8%	-25.5%	10	Focus
Spectrum Academy	Spectrum Academy (Charter School)	17	46.6%	-24.7%	15	Focus
Salt Lake District	Glendale Middle	18	47.1%	-24.2%	40	Priority

Name of LEA	Name of Title I School	Achievement Proficiency Gap Ranking	Subgroup Achievement Proficiency Percentage	Gap between School and State Average	CAS Ranking (lowest score = 1)	Priority or Focus Designation
Granite District	Western Hills School	19	48.2%	-23.1%	30	Focus
Salt Lake District	Lincoln School	20	48.4%	-22.9%	8	Focus
Davis District	Vae View School	21	48.6%	-22.7%	14	Focus
Gateway Preparatory Academy	Gateway Preparatory Academy (Charter School)	22	48.9%	-22.4%	23	Focus
Ogden District	Lincoln School	23	49.4%	-21.9%	25	Focus
Salt Lake District	Edison School	24	49.6%	-21.7%	55	Priority
San Juan District	Montezuma Creek School	25	49.8%	-21.5%	2	Focus
Granite District	Redwood School	26	50.5%	-20.8%	21	Focus
Salt Lake District	Parkview School	27	51.0%	-20.3%	17	Focus
Salt Lake District	Rose Park School	28	51.2%	-20.1%	38	Focus
Salt Lake District	Meadowlark School	29	51.2%	-20.1%	5	Focus
Ogden District	Mound Fort Junior High	30	51.7%	-19.6%	31	Focus
Salt Lake District	Backman School	31	51.9%	-19.4%	20	Focus
Ogden District	Bonneville School	32	52.4%	-18.9%	43	Focus
Salt Lake District	Franklin School	33	52.9%	-18.4%	44	Focus
Granite District	West Lake Junior High	34	53.5%	-17.8%		
Granite District	Woodrow Wilson School	35	53.5%	-17.8%		
Canyons District	Copperview School	36	53.8%	-17.5%		
Charter District	Rockwell Charter High School	37	53.8%	-17.5%		
Granite District	Roosevelt School	38	53.9%	-17.4%		

Name of LEA	Name of Title I School	Achievement Proficiency Gap Ranking	Subgroup Achievement Proficiency Percentage	Gap between School and State Average	CAS Ranking (lowest score = 1)	Priority or Focus Designation
Salt Lake District	Mountain View Schools	39	54.0%	-17.3%		
Granite District	Pioneer School	40	54.3%	-17.0%		

Title I Schools with Graduation Rates less than 60% - Identified as Priority or Focus Schools			
Name of LEA	**Name of Title I School**	**Graduation Rate**	**Priority or Focus Designation**
Ogden District	George Washington High School (Alternative HS)	27.5%	Priority
Uintah River High School	Uintah River High School* (Charter)	31.0%	Focus
Utah Virtual Academy	Utah Virtual Academy (Charter)	32.0%	Focus
Merit College Preparatory Academy	Merit College Preparatory Academy (Charter)	40.0%	Focus
City Academy	City Academy (Charter)	46.5%	Focus
Rockwell Charter High School	Rockwell Charter High School (Charter)	49.0%	Focus
DaVinci Academy	DaVinci Academy (Charter)	59.0%	Focus

ATTACHMENT 27

Comprehensive Accountability System (CAS) and Proficiency

The following analyses are presented to help demonstrate that school performance on Utah's proposed CAS is strongly tied to the percent of students scoring proficient on state tests. While schools with relatively similar proficiency rates will appropriately receive different CAS scores due to the influence of growth, it is rare for schools with dramatically lower proficiency rates to receive high CAS scores. By design, proficiency has a substantial influence on CAS scores. First, we show that the 2 year composite CAS score for title I schools, which is the basis for determining focus and priority classification, is strongly related to proficiency rates. The correlation between percent proficient and the CAS composite is above .80 in each content area as shown in table 1. Figures 1-3 also demonstrate that schools with low proficiency rates do not receive high CAS scores.

Table 1. School Level Correlation Between CAS Score and Percent Proficient

Content Area	CAS Score
ELA	.844
Math	.822
Science	.827

Figure 1. Scatter Plot of Percent Proficient in Language Arts (Y) by CAS Score (X) for Title I Schools

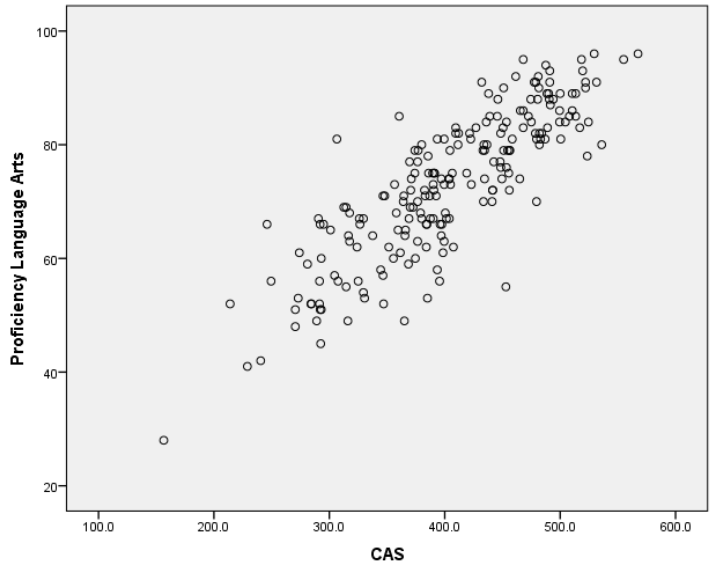


Figure 2. Scatter Plot of Percent Proficient in Mathematics (Y) by CAS Score (X) for Title I Schools

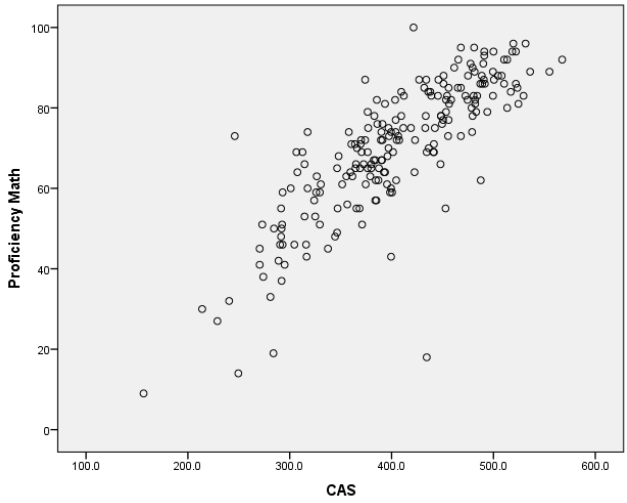
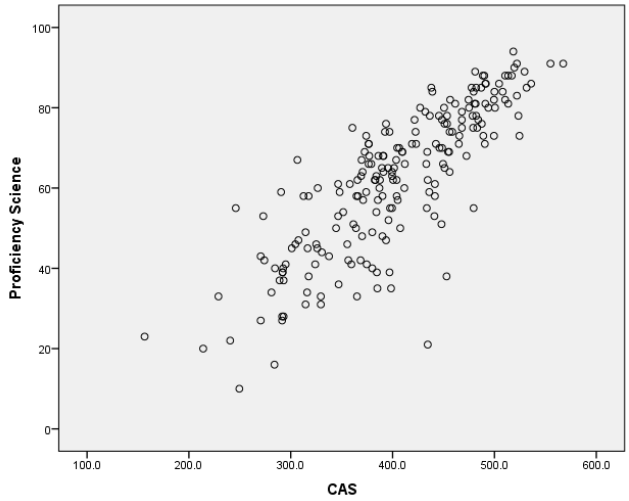


Figure 3. Scatter Plot of Percent Proficient in Science (Y) by CAS Score (X) for Title I Schools



ATTACHMENT 28

Utah Title I ESEA Flexibility Waiver Demonstration Data - Exit Criteria for Priority Schools

Utah Exiting Priority School Status Demonstration Document

To demonstrate that the criteria for exiting Priority School status are rigorous, the state of Utah compiled the following data:

1. Utah identified the 4-year average combined Reading/Language Arts and Mathematics proficiency for the Utah Title I and Title I eligible schools that were identified as eligible for the Title I School Improvement Grant (SIG).
2. Utah identified the percent proficient for the Utah's lowest-performing Title I schools for the period of 2007-2010:
    - Utah compiled a rank-order list of all Title I schools that shows the Title I schools with the lowest 4-year average of proficiency for the combined Reading/Language Arts and Mathematics;
    - Utah identified the 4-year average percent proficiency for the Title I school at the 15th percentile of Title I schools (53%);
3. Utah identified the average percent proficient for the most recent year of achievement data available (2010-2011) for the lowest-performing schools as shown on the demonstration list below.
4. The 15th percentile proficiency score for the combined Reading/Language Arts and Mathematics for Utah Title I schools for 2010-2011 is 55.44%.
5. Utah identified the Title I and Title I eligible-but not served schools that received Title I SIG funding in Cohort 1 and Cohort 2. Under the ESEA Flexibility Waiver Request, Utah has selected the Title I SIG schools as Priority Schools

The average percentile rank for all current SIG schools is the 7.7th percentile rank. Four schools are still scoring below the 5th percentile, six schools are scoring between the 5th and 15th percentile of all Title I schools, and five schools are currently scoring above the 15th percentile. Based on the exit criteria proposed as part of this waiver, these five schools would be eligible to exit Priority status. In terms of a change in the percentage of students scoring proficient or advanced on the State CRTs in ELA and math, schools scoring at the 5th percentile have an average of 43% proficient/advanced, while schools at the 15th percentile have an average of 55% of its students scoring proficient or advanced. This difference represents more than a 25% increase in the percentage of students meeting standards compared to when schools entered the SIG program.

Exiting Priority Status

To exit priority status (page 51) schools must earn a two year composite CAS score of at least 320 or a two year composite CAS score that is at the 15th percentile or higher, whichever is greater.

Utah's Lowest-Performing Title I Served Schools – Eligible for Title I School Improvement Grant (SIG)

Name of LEA	Name of Title I School	Title I SIG Criterion	Achievement Proficiency Ranking (1=lowest)	Combined ELA/Math Achievement Proficiency % (2007-2010)	Combined ELA/Math Achievement Proficiency % (2010-2011)	Title I SIG Designation
Ogden District	Washington High (Alternative High School)	Tier 2 Newly Eligible	1	20%	15%	**SIG Cohort 2**
San Juan District	Navajo Mountain High	Tier 2 Newly Eligible	2	25%		Applied, not awarded
San Juan District	Whitehorse High	Tier 2 Newly Eligible	3	28%		No LEA application
San Juan District	Monument Valley High	Tier 2 Newly Eligible	4	31%		No LEA application
Carbon District	Lighthouse Learning Center (Alternative High School)	Tier 2 Newly Eligible	5	32%		Applied, not awarded
Tooele District	Wendover High	Tier 2 Newly Eligible	6	34%	44%	**SIG Cohort 2**
Uintah District	Eagle View Elementary	Tier 1 Newly Eligible	7	36%	55%	**SIG Cohort 2**
Rockwell	Rockwell High (Charter School)	Tier 2 Newly Eligible	8	36%		No LEA application
Ogden District	James Madison Elementary	Tier 1 Newly Eligible	9	37%	36%	**SIG Cohort 1**
San Juan District	Tse' Bii'nidzisgai Elementary	Tier 1 Newly Eligible	10	38%	46%	**SIG Cohort 2**
Dual Immersion	Dual Immersion (Charter School)	Tier 1 Newly Eligible	11	40%		Applied, not awarded
Fast Forward	Fast Forward High (Charter School)	Tier 2 Newly Eligible	12	40%		No LEA application
Salt Lake District	Edison Elementary	Tier 1 Newly Eligible	13	42%	55%	**SIG Cohort 2**

Name of LEA	Name of Title I School	Title I SIG Criterion	Achievement Proficiency Ranking (1=lowest)	Combined ELA/Math Achievement Proficiency % (2007-2010)	Combined ELA/Math Achievement Proficiency % (2010-2011)	Title I SIG Designation
Salt Lake District	Glendale Middle	Tier 2 Newly Eligible	14	42%	45%	**SIG Cohort 1**
Ogden District	Gramercy Elementary	Tier 1 Newly Eligible	15	43%		No LEA application
Ogden District	Odyssey Elementary	Tier 1 Newly Eligible	16	45%	44%	**SIG Cohort 1**
San Juan District	Bluff Elementary	Tier 1 Newly Eligible	17	45%	59%	**SIG Cohort 1**
Ogden District	Dee Elementary	Tier 1 Newly Eligible	18	46%	34%	**SIG Cohort 1**
Granite District	Granite Park Jr. High	Tier 2 Newly Eligible	19	46%		No LEA application
Ogden District	Thomas O Smith Elementary	Tier 1 Newly Eligible	20	47%		No LEA application
Salt Lake District	Lincoln Elementary	Tier 1 Newly Eligible	21	47%		No LEA application
Canyons District	Midvale Elementary	Tier 1	22	47%		No LEA application
Salt Lake District	Northwest Middle	Tier 1	*	49%	71%	**SIG Cohort 1**
Davis District	Fremont Elementary	Tier 1	*	62%	65%	**SIG Cohort 2**

Utah's Lowest-Performing Title I Eligible, but Not Served Schools - Eligible for Title I School Improvement Grant (SIG)

Name of LEA	Name of Title I School	Title I SIG Criterion	Achievement Proficiency Ranking (1=lowest)	Combined ELA/Math Achievement Proficiency % (2007-2010)	Combined ELA/Math Achievement Proficiency % (2010-2011)	Title I SIG Designation
Logan District	Logan South Campus (Alternative High School)	Tier 2	1	17%		No LEA application
Salt Lake District	Horizonte Instructional Center (Alternative High School)	Tier 2	2	18%	20%	**SIG Cohort 2**
Granite District	Granite Peaks High	Tier 2	5	26%		No LEA application
Granite District	Young Parent Program (Alternative High School)	Tier 2	8	31%		No LEA application
Granite District	Granger High	Tier 2	9	32%	43%	**SIG Cohort 1**
Provo District	Independence High (Alternative High School)	Tier 2	13	36%		No LEA application
Granite District	Kearns High	Tier 2	17	39%		Applied, not awarded
Ogden District	Ogden High	Tier 2	14	41%	45%	**SIG Cohort 2**

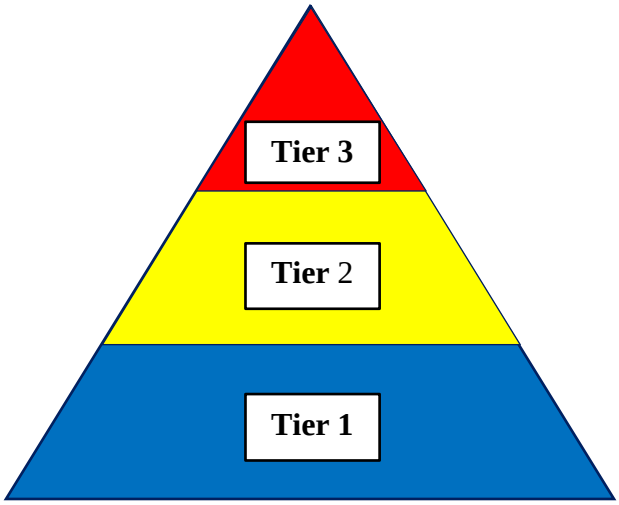
ATTACHMENT 29

Description of 3 Tier Model of Title I Systems of Support

Tier 3 System of Support - Priority Schools

Tier 2 System of Support - Focus Schools

Tier 1 – General Support to All Title I Schools



Tier 1 – General Support to All Title I Schools

The USOE provides on-going training and support to LEAs in research-based instructional strategies that lead to improved student achievement. The general support to all Title I schools includes collaborative professional development opportunities. The list below outlines some of those training opportunities.

- Utah Core Academies
- Principals' Literacy Institute
- STAR training (literacy volunteer training)
- Positive Behavior Intervention Supports (PBIS)
- Utah Futures (individualized student planning)
- Sheltered Instruction Observation Protocol (SIOP)
- World-class Instructional Design Assessment (WIDA)
- Best Practices
- Differentiated Instruction
- 3 Tier Models of Instruction
- Title I Principals' Leadership Institute
- Title I Coaching Institute

Tier 2 Systems of Support – Focus Schools

In addition to the general support to all Title I schools, the USOE requires Focus Schools to participate in the Title I school improvement process. Key components of Utah's Title I School Improvement process include:

- Schools are required to form a school leadership team
- Schools provide parent notification that the school has been identified as a Title I Focus School with information on how parents can support their student's achievement and how to provide input into the school improvement process
- Schools/LEAs are required to contract with an external school support team (SST) made up of distinguished educators that include current and former superintendents; principals; teachers; specialists in curriculum and instruction, ELL, and SWD; community representatives; and representatives from higher education – each SST is to include at least one LEA member.
- Schools are required to participate in a comprehensive school appraisal conducted by the SST; this appraisal tool is research-based to focus on those components that have the greatest potential impact on student achievement
- Following the school appraisal, the SST may reconstitute to ensure that expertise is included to address specific challenges related to instruction and/or subgroup achievement
- The SST works with the school leadership team to develop/revise the school improvement plan
- The LEA peer review team will examine for content and approve or request revisions of the school improvement plan before submitting to the USOE
- The LEA will present to the local school board the approved school improvement plan
- Focus Schools will be required to utilize Utah's web-based Tracker system that facilitates quality planning and progress monitoring of the school improvement plan implementation
- The LEA and the SST team leader work with the school to implement the school improvement plan and provide Quarterly Progress Reports to the SEA
- The USOE will provide a two year Title I school improvement grant of $100,000 to support school improvement efforts
- The USOE provides a follow-up review of all school improvement plans to ensure compliance and potential for success
- The USOE provides intensive professional development to school teams that includes LEA staff, principals, coaches, and teachers
- The USOE provides ongoing technical assistance to LEAs and Focus Schools
- The USOE monitors implementation of school improvement plans and annual achievement results of each Title I Focus School

Tier 3 Systems of Support – Priority Schools

In addition to the general support to all Title I schools and the school improvement process required of Focus Schools, the USOE requires Priority Schools to implement one of the four rigorous reform strategies outlined in the Title I School Improvement Grant (SIG) process. Key Components of Utah's Title I SIG process include:

- Implementation of one of the four federally-defined turnaround principles, including replacement of the building principal (in accordance with SIG requirements)
- The LEA Contract with an approved third party School Support Team (SST) to assist in improvement efforts. An SST is made up of at least three distinguished educators external to the school (one of whom must be a representative of the LEA). The LEA and school select SST members based on needs of the school and expertise available. The SST must have the proven success, knowledge and skills, and the ability to facilitate quality improvement that will lead to student achievement. The composition of the SST may change based on the strengths and challenges of the school as determined through the school appraisal process.
- Priority Schools work with the SST to conduct a school appraisal using Utah Title I School Improvement tools
- Develop a comprehensive plan for school improvement that includes improvement goals, strategies, resources, evaluations, professional development, and timelines
- Utilize the web-based Utah Title I Plan Tracker System to submit school improvement plans and progress reports on a regular basis
- As defined in the school improvement plan, the LEA provides needed technical assistance to the school(s)
- The LEA regularly monitors and reports to the USOE implementation of the comprehensive school improvement plan
- Historically, the USOE has provided a significant 3-year grant (grants range from $750,000 to $2,000,000 based on school size and needs) to participating LEAs to support the SIG schools in implementation of meaningful school improvement efforts
- The USOE provides technical assistance to participating LEAs and Priority Schools
- The USOE provides intensive professional development to administrators and coaches of Priority Schools
- The USOE regularly monitors participating LEAs and Priority Schools
- The USOE determines whether the LEAs and Priority Schools are meeting improvement targets to determine continuation of funding