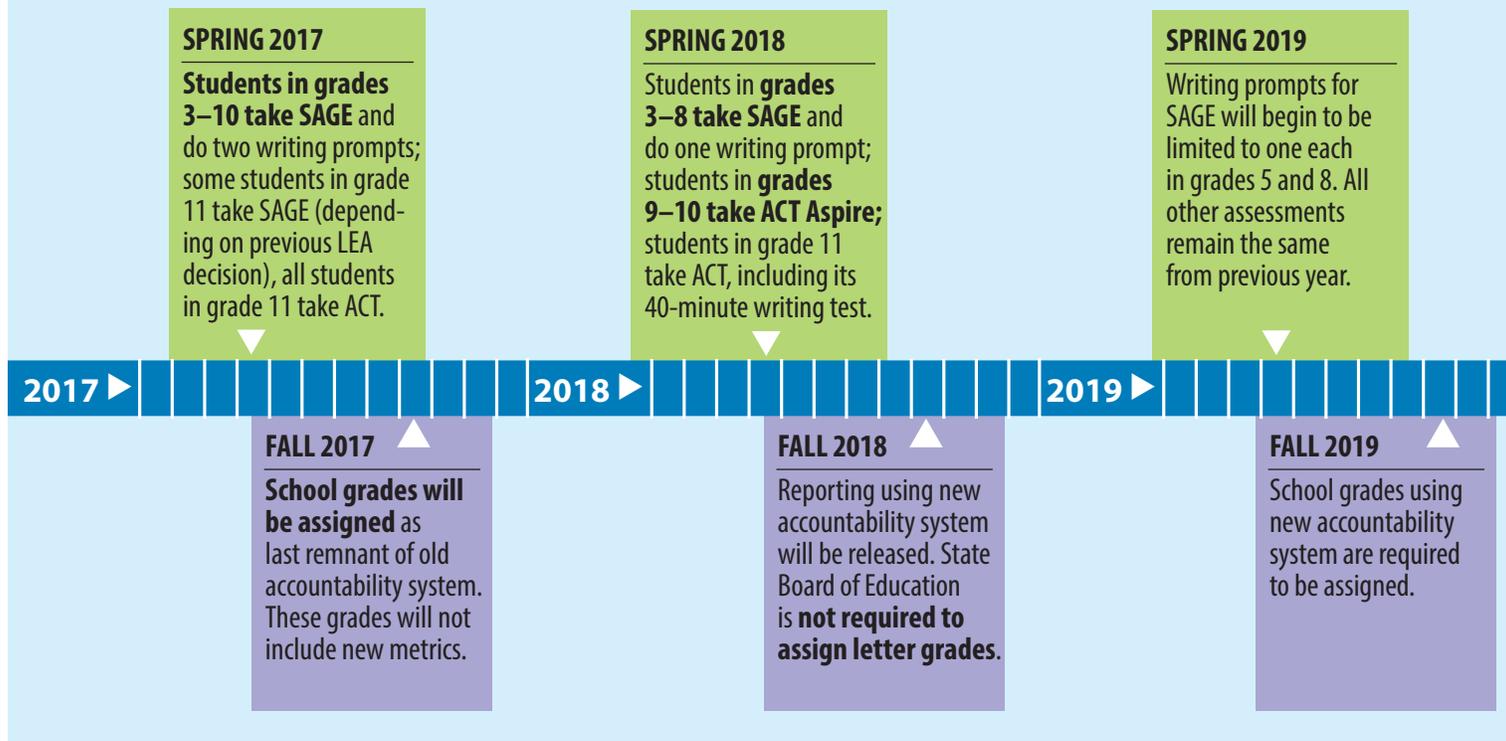


WHAT TO EXPECT

TIMELINE



WHAT WILL BE BETTER IN 2018?

■ Additional metrics

The new system adds metrics for growth among a school’s lowest performing students and those learning English. It will also award high schools for students who successfully complete advanced coursework such as Advanced Placement, concurrent enrollment, International Baccalaureate, or Career and Technical Education pathways.

■ Changing to an absolute grading system

Under the new system, schools will be assigned a letter grade based on individual merit, not how they compare to other schools in the state. The State Board of Education will convene a stakeholder group to set criteria for letter grades.

■ No more moving targets

The old system required letter grade targets to move up if a certain percentage of schools earn As

or Bs. The new system sets “performance thresholds” for each letter grade, giving clarity on how to achieve that grade. There will be no limit on how many schools can achieve an A or B.

■ New system increases neutrality

The system is more equitable with respect to schools with large low-income student populations. Analyses of the new system indicate there will be a reduction in the effect of a school’s socio-economic demographics on the school’s grade.

■ New and improved reporting dashboard

A new online dashboard, to be designed with professional and public input, will provide better context for grades and allow schools to handpick unique strengths to highlight.

■ One accountability system

Finally, Utah will move toward one accountability system to measure school performance.

(Continued)

HOW WILL SCHOOL PERFORMANCE BE MEASURED?

■ **PROFICIENCY**—How a student scores relative to an established standard on a statewide assessment. Points are awarded in proportion to the percentage of students who score proficient or above on a statewide assessment.

■ **EQUITY**—Promote equitable educational opportunity for each student.

English learner progress: Points are awarded in proportion to the percentage of students making adequate progress on an annual English learner assessment.

Growth of the lowest performing 25 percent: Points are awarded based on how much the student grew compared to other students with similar, prior assessment scores.

■ **GROWTH**—How much a student’s scores improve over the course of the school year. Points awarded based on:

- Whether a student’s performance on a statewide assessment is equal to or exceeds the student’s academic growth target; and
- How much the student grew compared to other students with similar, prior assessment scores.

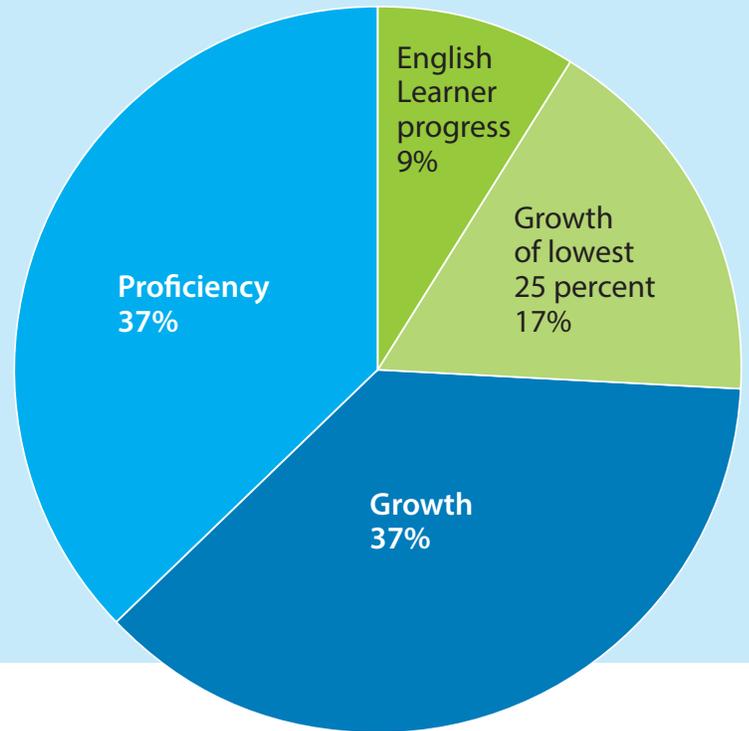
■ **POSTSECONDARY READINESS**—Promote preparation for the transition from high school to the multiple pathways after graduation.

High school graduation: Points are awarded in proportion to the percentage of students who graduate in four years.

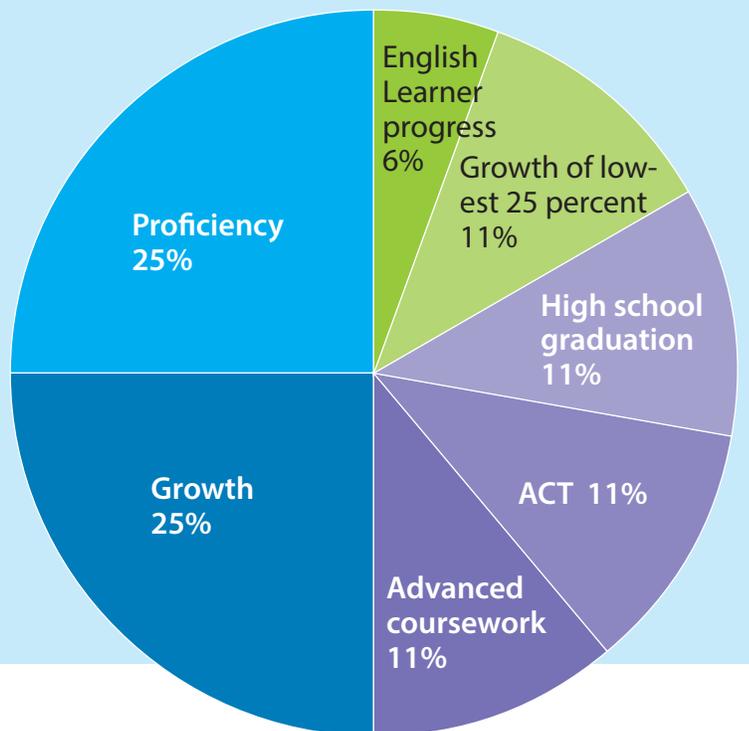
ACT: Points are awarded in proportion to the percentage of students who earn a composite score of 18.

Advanced coursework: Points are awarded in proportion to the percentage of students who accomplish at least one of the following: A “C” or higher in an Advanced Placement, Concurrent Enrollment, or International Baccalaureate course; or a career and technical education pathway.

ELEMENTARY AND MIDDLE SCHOOLS



HIGH SCHOOLS



*Note that the English Learner indicator is not included for schools with fewer than 10 English learners.