

School Turnaround Exit Criteria Stakeholder Feedback

TITLE I DIRECTORS, MARCH 10, 2020

ANN-MICHELLE NEAL, ED.S

ACCOUNTABILITY SPECIALIST

Theory of Action:
Aligning Systems
of Support to
Maximize Impact



Current Conditions

Cohort 1

Cohort 2

Cohort 3

Cohort 4

What Levers Can We Consider in Turnaround Identification?

Method of Identification

- 3-year average

Frequency of Identification

- Annual vs. once every three years

Length of Time for Implementation

- 3 vs. 4 years

Exit Criteria Alignment

- Criterion vs Normative



H.B. 420 (2020)

H.B. 2020 allows statutory flexibility to define School Turnaround exit Criteria

Passed in the House and Senate

Intended to Specifically Address Exit Criteria for Cohorts 2 and 4

Exit Criteria Considerations

Stakeholder Feedback (Thus Far)



CRITERION-
BASED EXIT
TARGETS



RIGOROUS YET
ACHIEVABLE



ENSURES
SCHOOLS WILL
NOT BE RE-
IDENTIFIED



ENSURES
CONTINUED
GROWTH AND
SUSTAINABILITY



MORE TIME FOR
IMPLEMENTATION
(4 YEARS TO EXIT INSTEAD OF 3)

Exit Criteria



Normative



Criterion

Normative – Comparison to Others & Moving Targets



Criterion –
Comparison to
a Fixed Target



Talk with a Partner

Share/Write

Setting a True Criteria
for Exit is Challenging

May 2016 - Letter Grade Standard Setting

Establishing Performance Standards for School Accountability Systems

Published On:

JULY 01, 2018

[Download Resource](#)

**Establishing
Performance
Standards**
for School Accountability Systems

CCSSO

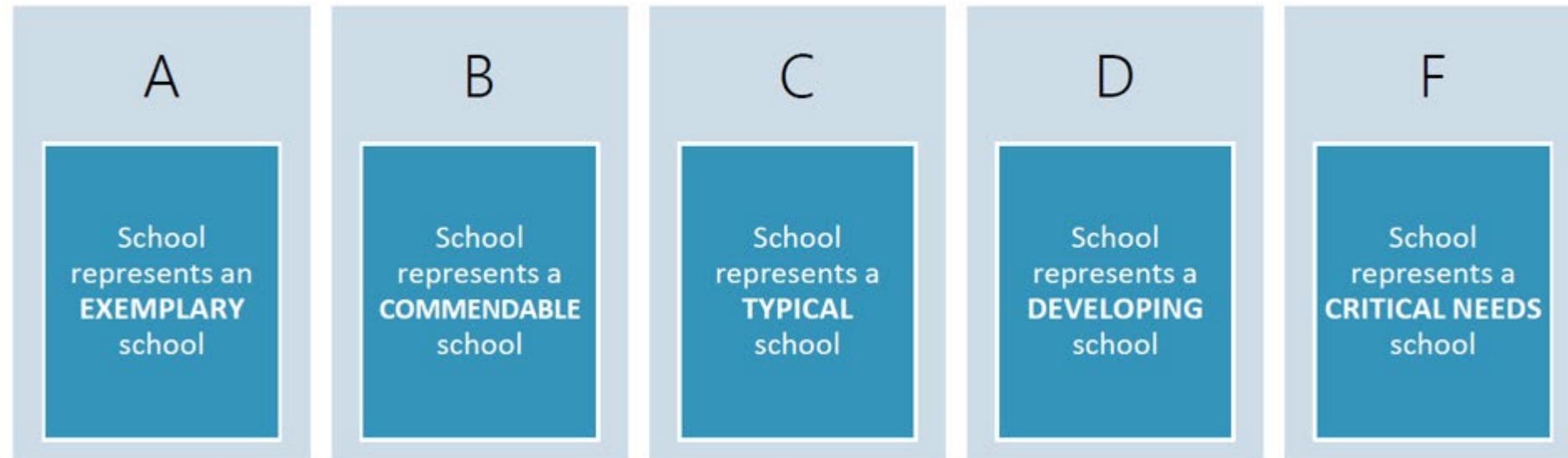
Council of Chief State School Officers



<https://ccsso.org/resource-library/establishing-performance-standards-school-accountability-systems>

2016 - No More Moving Targets

PERFORMANCE THRESHOLDS FOR SCHOOL GRADES



2016 Letter Grade Standard Setting was Directly Used to Inform Indicator-Level Ratings



ACHIEVEMENT

English Language Arts	54.0%
Mathematics	39.2%
Science	42.8%

[View Details](#)



GROWTH

English Language Arts	38.8%	Average
Mathematics	35.1%	Average
Science	42.3%	Average
Growth of Lowest 25%	66.2%	Average

[View Details](#)



ENGLISH LEARNER PROGRESS

English Learners' Adequate Progress	44.1%
English Learners Reaching Proficiency	0.0%

[View Details](#)

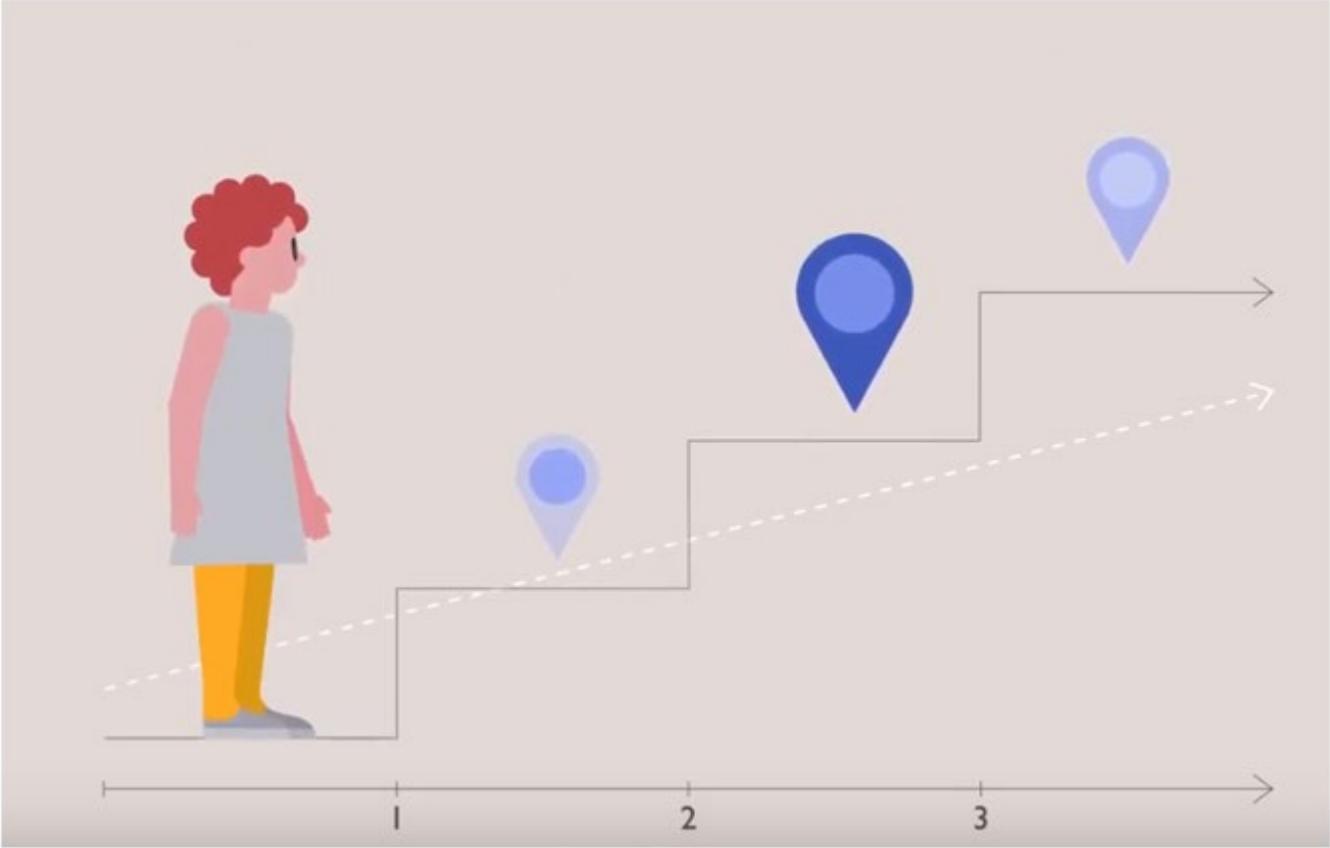


POSTSECONDARY READINESS

ACT 18+	75.9%
4-Year Graduation Rate	91.5%
Readiness Coursework	74.3%

[View Details](#)

Improvement Relative to The School



Examples Being Considered

33% to an A

- With assurance the school is not reidentified

50% to an A

- With assurance the school is not reidentified

33% to a B

- With assurance the school is not reidentified

50% to a B

- With assurance the school is not reidentified

50% to a C

- With assurance the school is not reidentified

Fixed Annual Interim Targets

Interim Targets				
Annual Expected Gain	3.13%	Annual Points	4.69	
Annual Interim % Targets	2019	2020	2021	2022
	33.13%	36.25%	39.38%	42.50%
Annual Interim Point Targets	49.69	54.38	59.06	63.75

Talk with a Partner

WHAT IS AN APPROPRIATE TIMELINE TO EXIT?

WHAT IS RIGOROUS YET ACHIEVABLE?

WHAT IS PREFERABLE - CRITERION VS. NORMATIVE?

Discussion

SHARE/WRITE



Thank You!

ANN-MICHELLE NEAL, ED.S

ACCOUNTABILITY SPECIALIST

ANN-MICHELLE.NEAL@SCHOOLS.UTAH.GOV

