

## Key Factors Contributing to High Student Achievement – Internal to the School

### 1. Strong School Leadership:

- Accomplished/In Process
  - Framework for statewide teacher evaluation (2012)
  - School Improvement plans – School LAND Trust (2011, 2012, 2013)
  - Data available to drive instruction – Utah Longitudinal Data System – Data Alliance (2009)
  - Strong parental involvement – School Community Councils (2011)
  - State Board Internal Auditors ensure cost efficiencies throughout system (2009)
  - Education Budget - partnership with Legislature (2009)
  - “Promises to Keep” Strategic Plan adopted (2010)
- Needed
  - Funding to support state-wide, including USOE, leadership and accountability – **ongoing priority #3**
  - Implementation of School LAND Trust Investment Task Force recommendations
  - Funding to assist school leaders to effectively implement teacher evaluations – **one-time priority #3**

### 2. High Quality Instruction for All Students

- Accomplished/In Process
  - Rigorous and relevant Utah Core Standards adopted and constantly improved (2010)
  - Computer adaptive testing to provide ongoing data to guide instruction (2010 - 2014)
- Needed
  - Additional professional learning for middle level math teachers – **ongoing priority #1**
  - Targeted professional learning opportunities, determined at district/school level – **ongoing priority #6**
  - Additional support for high-cost special education students – **ongoing priority #8**
  - Support for arts education – **one-time priority #5**

### 3. Appropriate Assessments Inform Data-driven Decision Making

- Accomplished/In Process
  - Computer adaptive testing to provide ongoing data to drive instruction (2010 – 2014)
  - EPAS (ACT) testing informs college and career readiness (2013)
  - UCAS (2012)
- Needed
  - Collaboration time for teachers to effectively use data (Professional Learning Communities)
    1. early grades – **ongoing priority #2**
    2. low performing schools – **one-time priority #1**

### 4. Targeted Interventions Meet Individual Student Needs

- Accomplished/In Process
  - Implemented multi-tiered systems of support (2009-2013)
  - State-wide Technology Standards adopted (2012)
  - K-3 Reading Initiative (2008-2013)
- Needed
  - Additional school-based early intervention programs (preschool, additional OEK, extended opportunities, reduction in class size, etc.) – **ongoing priority #2**
  - Funding to address social and emotional student needs – **ongoing priority #5**
  - Effective implementation of digital and electronic learning supports – **one-time priority #2**
  - Interventions to address dropout issues – **ongoing priority #4**
  - Statewide opportunities for concurrent enrollment – **ongoing priority #7**
  - Targeted interventions for lowest performing students – **one-time priority #1**

### 5. High Quality Professional Development

- Accomplished
  - Utah Core Academy (2010-2013)
- Needed
  - Middle level math professional learning – **ongoing priority #1**
  - Targeted school-level professional development – **ongoing priority #6**