

Revised State Template for the Consolidated State Plan

The Elementary and Secondary Education Act of 1965,
as amended by the Every Student Succeeds Act



U.S. Department of Education
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Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),¹ requires the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

Completing and Submitting a Consolidated State Plan

Each SEA must address all of the requirements identified below for the programs that it chooses to include in its consolidated State plan. An SEA must use this template or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO).

Each SEA must submit to the U.S. Department of Education (Department) its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017;** or
- **September 18, 2017.**

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017. In order to ensure transparency consistent with ESEA section 1111(a)(5), the Department intends to post each State plan on the Department's website.

¹ Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

Alternative Template

If an SEA does not use this template, it must:

- 1) Include the information on the Cover Sheet;
- 2) Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;
- 3) Indicate that the SEA worked through CCSSO in developing its own template; and
- 4) Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix B.

Individual Program State Plan

An SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit the individual program plan by one of the dates above, in concert with its consolidated State plan, if applicable.

Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor, or appropriate officials from the Governor's office, including during the development and prior to submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

Assurances

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.

For Further Information: If you have any questions, please contact your Program Officer at [OSS.\[State\]@ed.gov](mailto:OSS.[State]@ed.gov) (e.g., OSS.Alabama@ed.gov).

Cover Page

Contact Information and Signatures

SEA Contact (Name and Position):	Telephone:
Mailing Address:	Email Address:

By signing this document, I assure that:
To the best of my knowledge and belief, all information and data included in this plan are true and correct.
The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304.
Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.

Authorized SEA Representative (Printed Name)	Telephone:
Signature of Authorized SEA Representative	Date:
Governor (Printed Name)	Date SEA provided plan to the Governor under ESEA section 8540:
Signature of Governor	Date:

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

- Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- Title I, Part C: Education of Migratory Children
- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Student Support and Academic Enrichment Grants
- Title IV, Part B: 21st Century Community Learning Centers
- Title V, Part B, Subpart 2: Rural and Low-Income School Program
- Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.

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Executive Summary

Overview

The State of Utah has long been involved with continually improving its public schools – seeing that each student succeeds. Not only is success vital for each student, it is vital to the future of Utah as a whole. That is the reason so many have been involved with this improvement process: the Governor’s Office, the State Legislature, Utah’s businesses large and small, non-governmental agencies and organizations – including state and local PTAs, and the public education community.

The Utah State Board of Education has been at the forefront of this effort. The Board created its strategic plan, known in Utah as Education Elevated, with the help of its governing partners at the state and federal level as well as higher education, school districts and charter schools. Most importantly, school administrators, classroom teachers, counselors, and paraprofessionals also played a part in the strategic plan.

The Board’s strategic plan focuses on three areas to create the greatest impact on student success. They are:

- Education equity.
- Quality learning.
- System values.

The Utah State Board of Education is pleased that the new Every Student Succeeds Act (ESSA) aligns with the existing tenants of Utah’s strategic plan for public education and that there is sufficient flexibility offered to Utah to use ESSA funding to achieve education equity, improve quality learning, and advance system values. More succinctly, ESSA funding will help Utah improve educational outcomes for its students.

Much of Utah’s proposed uses for ESSA funding will focus on our top goal, education equity. ESSA funding is a vital component of improving equity for low-income students (Title I, Part A), migrant students (Title I, Part C), neglected, delinquent, and at-risk students (Title I, Part D), English language learner students (Title III), rural students (Title V), and homeless students (Title VII).

Students who have come from disadvantaged circumstances did not begin life's race at the same starting line as their more advantaged peers. ESSA funding uses, as outlined in this plan, can help Utah make a difference in serving these students to see that they get equitable resources for better success in life.

Together, Utah’s strategic plan for education and ESSA come together to support better systems to produce better education for Utah’s public school students. Student success is not just vital in the classroom, it is vital for their – and our – future lives.

Highlights

Title I Part A: School Accountability and School Improvement

Purpose: To provide financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

- The ESSA State Plan provides Utah the opportunity to promote our existing strategic planning efforts to set ambitious long-term goals aiming to ensure each student graduates from high school prepared for success.
 - The school accountability system described in Utah's ESSA State Plan is representative of a broad and concerted effort to align Utah's system of accountability for schools into a single, coherent system.
 - During the 2016-2017 school year, approximately \$90 million was provided to 326 Utah public schools to provide needed services to student populations who are at-risk to assist them in meeting state-defined academic standards.
-

Title I Part C: Education of Migratory Children

Purpose: identify the academic needs and barriers to achievement and provide supplemental supports so that highly mobile students whose families work in agriculture can achieve at the same level of proficiency as their fellow students and graduate from high school

- The first charge of the Migrant Education Program is to identify and recruit all eligible migratory students in the state
- During the 2016-17 school year, USBE provided services to 20 districts and over 1000 students
- Utah (lead State) has successfully won a competitive Migrant Education Consortium Incentive Grant since 1995. The current online system (www.migrantliteracynet.com) provides screening assessments, lessons and system guided student tutorials, which allow teachers to archive and track student progress regarding discrete reading skills
- Utah has participated in collaboration with the Interstate Migrant Education Council (IMEC) to provide a national symposium and subsequent white paper to address declining numbers of migratory families in the United States. The national symposium "A National Symposium: "The ABC's of Education: Moving Forward Under ESSA to Engage the Agriculture, Business, and Education Communities" 2017." Multiple education, business, political, and government agencies are involved as collaborative stakeholders. A subsequent white paper will be produced

Title I Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At-Risk

Purpose: prevent youth who are at-risk from dropping out of school, and to provide those who have dropped out, a system of support to continue their education AND to provide services to youth who are transitioning from institutionalization to further schooling or employment

- During the 2016-17 school year 1,379 programs were served and over 421 certificates were earned
- Supported regularly by stakeholder input, inter-agency (Department of Juvenile Justice System/DHS) collaboration, and external consultation, Neglected and Delinquent services complement the state Youth in Custody program and provide innovative leadership in areas such as short-term, certificated, market-sensitive programs for incarcerated youth to increase their employability opportunities
- Neglected and Delinquent heuristic inter-agency collaboration specifics have reduced redundancies, increased productivity, and reduced aligned costs among state agencies and local school districts
- The federal Neglected and Delinquent program, in its design, is not perfectly suited for Utah. Therefore, USBE obtained a federal statutory waiver to some of federal regulations in order to increase the relevancy of the law to meet the needs of Utah students

Title II Part A: Supporting Effective Instruction

Purpose: increase the academic achievement of all students by helping schools and districts improve teacher and principal quality

- Two new features included are support for teacher leaders and principals and revisions to USBE licensure policies and practices
- Additionally, the Title IIA plan supports the Board's imperative of Educational Equity by supporting the existence of an effective teacher in every classroom

Title III Part A Subpart I: English Language Acquisition and Enhancement

Purpose: provide supplemental funding to increase students annual growth towards English Language Proficiency

- During the 2016-2017 school year, 37,010 students were served
- Individually specialized reports will provide an overview of what students CAN DO at all levels of English Language Proficiency with individualized targets for annual growth so teachers can better meet the instructional needs of each student
- A four-year monitoring plan for exited students now includes annual conferences with families and school teams to ensure increased access to challenging academic courses for post-secondary and career success

Title IV Part A: Student Support and Academic Enrichment Grants

Purpose: provide a well-rounded education for all students including all previous “core” areas, and areas such as writing, engineering, music, technology, computer science, career and technical education, health, and physical education

- Improving school conditions for student learning that include student health and safety
 - Improving the use of technology in order to improve academic achievement and digital literacy
-

Title IV Part B: 21st Century Community Learning Centers

Purpose: provide opportunities for academic enrichment, including tutorial services to help students in high-poverty areas and those who attend low-performing schools meet state and local student performance standards in core academic subjects such as reading and mathematics

- Offer students a broad array of additional services, programs, and activities such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs that are designed to reinforce and complement the regular academic program
 - Utah currently has over 100 individual school or community learning centers sites serving over 25,000 participating students statewide
 - Offer families of students served by community learning centers opportunities for literacy and related educational development
-

Title V Part B Subpart 2: Rural and Low-Income School Program

Purpose: help rural districts improve services for students attending rural schools serving high numbers of students living in poverty in order to meet the State’s academic standards

- During the 2016-2017 school year, 753 students received these additional services
 - The flexibility of use of these funds assists rural districts in providing services where they are most needed
 - Three districts were awarded this grant in FY16: South San Pete, Grand and San Juan
-

Title VII Subpart B: Education for Homeless Children and Youth Program, McKinney-Vento Homeless Assistance Act

Purpose: serves to meet student academic needs and helps create educational stability for a student in a homeless situation.

- During the 2016-17 school year, 13,006 students were served in 10 LEAs. The total number of students eligible for funds was 16,563

- This funding source is the only statewide program serving the academic needs of homeless students
- Under ESSA, there is a stronger tie to working with community partners to ensure that we serve all the needs of homeless children and youth in a way that was not previously systemic
- USBE works very closely with Lt Gov. Cox in the Governor's homeless coordinating committee as well as with various other county and city homeless coordinating councils to ensure that homeless students receive the proper supports for their future success

A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

1. Challenging State Academic Standards and Assessments (ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1–200.8.)²

2. Eighth Grade Math Exception (ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)):

- i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?
- Yes
 No
- ii. If a State responds “yes” to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:
- a. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
 - b. The student’s performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;
 - c. In high school:
 1. The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
 2. The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and

² The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). An SEA need not submit any information regarding challenging State academic standards and assessments at this time.

3. The student’s performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.

- Yes
- No

iii. If a State responds “yes” to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.

N/A

3. Native Language Assessments (ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii)) and (f)(4):

i. **Provide its definition for “languages other than English that are present to a significant extent in the participating student population,” and identify the specific languages that meet that definition.**

Utah defines “languages other than English that are present to a significant extent in the participating student population” as any native language other than English spoken by five percent or more of the participating student population statewide (i.e., students enrolled in grades for which a statewide assessment is administered). Spanish is the only native language spoken by more than five percent of the participating student population. See Exhibit 1 for data on the five most common native languages spoken by participating students.

Exhibit 1: Native Languages Spoken by Participating Students

Native Language Spoken by Participating (Tested) Students	
Native Language	Participating Students Grades 3-12 (n=435,713)
English	90.10%
Spanish	8.06%
Navajo	0.25%
Vietnamese	0.13%
Arabic	0.11%

Source: Utrex year-end submissions, Fall 2016 Data.

In addition to examining the native language data statewide, we also examined the data by local education agency (LEA) to determine whether there are a significant number of LEAs with more than five percent of their student population speaking a language other than Spanish. We found that just two LEAs have over five percent of their English learners speaking a language other than Spanish. Specifically, 25 percent (747 of 2968) of San Juan School District’s students

speak Navajo and 19 percent (41 of 215) of Utah International Charter School’s students speak Somali.

Lastly, we examined the native language data by grade level for the grade levels in which a statewide assessment is administered. While Spanish is the only native language that exceeds the five percent threshold at the state level, the percent of students whose native language is Spanish only exceeds the five percent threshold in grades 3-5. See Exhibit 2 for the percent of the participating student population whose native language is Spanish by grade level.

Exhibit 2: Percent of Participating Student Population whose Native Language is Spanish by Grade Level

Grade Level	Spanish
3	9.5%
4	9.2%
5	7.9%
6	4.2%
7	4.5%
8	4.1%
9	3.9%
10	3.4%
11	3.2%
12	2.5%

Source: Utah State Board of Education, Spring 2017

ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

Utah does not currently administer any assessments in languages other than English. However, Utah’s Student Assessment of Growth and Excellence (SAGE) has an on-demand Spanish glossary translation for every subject. SAGE is currently administered to students in grades 3-10. In addition, the SAGE is administered in Braille and American Sign Language to address the needs of students with visual and hearing impairments.

iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.

Spanish is the language for which yearly student academic assessments are not available and may be needed, at least in grades 3-5, because it is a language other than English that is present to a significant extent in the participating student population.

iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing:

- a. The State’s plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);**
- b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and**
- c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.**

Plan and timeline for developing assessments in languages other than English

Grades 3-8. USBE has begun exploring the feasibility and development of assessments in Spanish, especially in grades 3-5, which are grades that meet the five percent threshold for native languages that are present to a significant extent in the student population (see Exhibit 2). The Spanish language versions of the SAGE assessments could involve both the translation and adaptation (i.e., transadaption) of test items originally written in the source language and the replacement of items unfit for translation with items written in the target language (i.e., Spanish).

In developing assessments in other languages, USBE will engage in a thoughtful process to produce valid results that are comparable to results for the English versions. Utah will make every effort to ensure that English learners are assessed in the language and form most likely to yield accurate data on their knowledge and mastery of skills in academic content areas. Given that Utah presents all content in grades K-12 in English, with the exception of a few small programs, the ability of English learners to read and write in the native language, in addition to speaking the native language, must be considered. As with any assessment, USBE will include appropriate accommodations for students with disabilities in accordance with 34 CFR § 200.6(f)(4) for the inclusion of all students with disabilities in all assessments.

ACT is administered to all students in grade 11. According to the ACT website, the company will begin providing supports on the ACT to students who are English learners starting in the fall of 2017. The goal of the supports is to help ensure that the ACT scores earned by English learners accurately reflect what they have learned in school. Qualifying students who receive the supports will earn college reportable ACT scores. According to ACT, the supports for qualified English learners will include the following:

- Additional time on the test (not to exceed time-and-a-half);
- Use of an approved word-to-word bilingual glossary (containing no word definitions);
- Test instructions provided in the student’s native language (including Spanish and a limited number of other languages initially); and
- Testing in a non-distracting environment (i.e., in a separate room).

According to the ACT website, the supports will be limited to students who meet the current definitions of an English learner under the Every Student Succeeds Act (ESSA). Students must apply for the English learner supports through their high school counselors’ office.

Process used to gather meaningful input on the need for assessments in languages other than English.

As described in Section E of this document, the Title III ESSA Workgroup conducted a survey about the key features of ESSA, especially the accountability for English language acquisition. Eighty-five percent (845 of 994) of the respondents agreed that developing assessments in languages other than English is a priority. Respondents to the survey included a wide range of stakeholders from every region of Utah, including both community-based organizations, government and business representation, secondary and elementary teachers, 143 parents, 132 teachers of English learners, and 185 school and LEA administrators.

USBE will continue to gather stakeholder input on the development of assessments in languages other than English from USBE’s Technical Advisory Committee and Assessment and Accountability Policy Advisory Committee.³

Reasons the State has not been able to complete development of assessments in languages other than English.

As a single state provider for the assessment in grades 3-8, Utah is presented with unique financial and technical assistance barriers regarding developing assessments in other languages. The 27 adaptive SAGE assessments have been under a rigorous development schedule since their 2014 inception. Currently, direct translation of these adaptive items into another language only partially captures the cognitive complexity of the item, and further exploration of best practices and forward looking trends in this area will be integral to developing successful transadaptations of assessments that will yield valid and reliable results.

4. Statewide Accountability System and School Support and Improvement Activities (ESEA section 1111(c) and (d)):

i. Subgroups (ESEA section 1111(c)(2)):

a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).

Utah’s accountability system disaggregates performance for the following required groups of students: economically disadvantaged students, students with disabilities, students who are

³ Utah State Board Of Education Resolution No. 2016-2 Resolution Establishing The Assessment And Accountability Policy Advisory Committee. Retrieved from <https://schoolboard.utah.gov/wp-content/uploads/Board-Resolution-2016-2-AAPAC.pdf>.

English Learners, and students by major racial and ethnic groups (i.e., all students, American Indian, African American, White, Pacific Islander, Asian, Hispanic, and Multiracial students).

- b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (i.e., economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.**

Utah includes no additional student groups beyond statutorily required student groups in its statewide accountability system.

- c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.**

Yes

No

- d. If applicable, choose one of the following options for recently arrived English learners in the State:**

Applying the exception under ESEA section 1111(b)(3)(A)(i); or

Applying the exception under ESEA section 1111(b)(3)(A)(ii); or

Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

Utah will assess recently arrived English learners in English language arts and mathematics beginning in their first year of enrollment. The exception Utah has selected under ESEA section 1111(b)(3)(A)(ii) allows a state, for the purposes of accountability, to:

- 1) exclude recently arrived English learners from proficiency and growth calculations in the accountability system in first year of enrollment;
- 2) include recently arrived English learners in growth calculations in second year of enrollment, and
- 3) include recently arrived English learners in growth and proficiency calculations in the third year of enrollment and thereafter.

ii. Minimum N-Size (ESEA section 1111(c)(3)(A)):

- a. Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.**

Utah will continue to implement the practice, described in Utah’s Accountability Technical Manual, of using an n-size of 10 as the minimum number of students necessary to be included in an all students group or student groups for accountability purposes.

b. Describe how the minimum number of students is statistically sound.

Utah plans to use an n-size of 10 for performance to ensure maximum student group visibility without overly compromising data reliability and protecting Student Privacy. The National Center for Educational Statistics indicates that a minimum n-size of 10 is acceptable when applying a population perspective to statistical soundness.⁴ As of 2010, the most common minimum n-size among states is a minimum n-size of 10.⁵

c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

USBE determined the minimum n-size by convening stakeholder groups (including teachers, principals, and parents) to consider the tradeoffs between inclusion, privacy, and statistical soundness. USBE explored minimum n-sizes of 10 to 30. If USBE were to use a minimum n-size of 30, the number of indicators and student groups that could be reported on drops from 33 percent using a minimum n-size of 10 to 25 percent using a minimum n-size of 30. Ultimately, stakeholder groups and USBE selected a minimum n-size of 10 to maximize the number of schools and student groups included in accountability determinations and reporting while maintaining statistical soundness and protecting student privacy.

d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.

Utah recognizes that protecting the privacy of students and their personally identifiable information is of the utmost importance. Utah ensures the minimum number is sufficient to not reveal any personally identifiable information by using a system of primary and complementary controls to protect the information. As defined by the National Center for Education Statistics, primary suppression “refers to the process of withholding data values in public reporting data that do not meet the threshold rule—in other words, removing data to protect the identify of individual students.”⁶ Complementary suppression is used to prevent the reconstruction of the missing count or percentage by, for example, summing the counts in unsuppressed categories and subtracting that amount from the total. The primary and complementary controls that USBE applies to ensure student data privacy are described below.

⁴ National Center for Education Statistics. (2010, December). SLDS Technical Brief. Retrieved from <https://nces.ed.gov/pubs2011/2011603.pdf>.

⁵ Ibid.

⁶ National Center for Education Statistics. (2017). Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information. Retrieved from <https://nces.ed.gov/pubs2017/2017147.pdf>.

Primary controls:

- 1) Underlying counts for group or student group totals are not reported.
- 2) If a reporting group has one or more groups with 10 or fewer students, the results of the group(s) with 10 or fewer students are recoded as “N<10”

Complementary controls:

- 1) For groups with 300 or more students, apply the following suppression rules:
 - a. Values of 99% to 100% are recoded to $\geq 99\%$
 - b. Values of 0% to 1% are recoded to $\leq 1\%$
- 2) For groups with 100 or more than but less than 300 students, apply the following suppression rules:
 - a. Values of 98% to 100% are recoded to $\geq 98\%$
 - b. Values of 0% to 2% are recoded to $\leq 2\%$
- 3) For groups with 41 or more but less than 100 students, apply the following suppression rules:
 - a. Values of 95% to 100% are recoded to $\geq 95\%$
 - b. Values of 0% to 5% are recoded to $\leq 5\%$
- 4) For groups with 21 or more but less than 40 students, apply the following suppression rules:
 - a. Values of 90% to 100% are recoded to $\geq 90\%$
 - b. Values of 0% to 10% are recoded to $\leq 10\%$
- 5) Recode the percentage in all remaining categories in all groups into intervals as follows (11-19,20-29, ... 80-89)
 - a. For groups with 11 or more but less than 20 students, apply the following suppression rules:
 - i. Values of 80% to 100% are recoded to $\geq 80\%$
 - ii. Values of 0% to 20% are recoded to $\leq 20\%$
 - iii. Recode the percentage in all remaining categories in all groups into intervals as follows (21-29,30-39, ... 70-79)

USBE will also ensure that personally identifiable information is protected by conducting a quality control check of the accountability reports, with data and privacy experts, prior to public release.

- e. **If the State’s minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State’s minimum number of students for purposes of reporting.**

Utah’s minimum number of students for reporting is the same as the minimum number of students for accountability.

iii. Establishment of Long-Term Goals (ESEA section 1111(c)(4)(A)):

a. Academic Achievement. (ESEA section 1111(c)(4)(A)(i)(I)(aa))

1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

Utah has engaged with the Governor and the Legislature to set long-term goals for education in Utah. Utah’s long-term goals, described in USBE’s strategic plan and other joint strategic planning efforts, are a reflection of our expectations of excellence for each student and equity in educational outcomes. The goals are ambitious and they will require us to stretch beyond what we would predict based on current trends. We believe we can achieve these ambitious goals if we make changes to current practice and implement a theory of action for improving student outcomes.

Grades 3-8. Utah’s academic achievement goal for grades 3-8 is to cut by one-third the deficit between 100 percent and the state’s proficiency rate for all students and student groups by 2022. Utah’s English language arts proficiency rate in 2016 was 46 percent (rounded), which represents a proficiency deficit of 54 percent. Cutting the proficiency deficit by one-third would mean reaching a proficiency rate of 64 percent by 2022. Utah’s mathematics proficiency rate in 2016 was 49 percent (rounded), which represents a proficiency deficit of 51 percent. Cutting the proficiency deficit by one-third would mean reaching a mathematics proficiency rate of 66 percent by 2022.

Utah’s long-term goals for science are not described in this document because ESSA does not require states to set long-term goals for improved academic achievement in science. Utah is incorporating the long-term goals for science into USBE’s strategic plan.

See Exhibits 3 and 4 for the baseline and long-term English language arts and mathematics goals for grades 3-8 for all student groups (rates are extended to one decimal point for increased accuracy and transparency).

Exhibit 3: English Language Arts Proficiency Goal by Student Group (Grades 3-8)

Student Group	Baseline ^a (2016)	Long-term Goal (2022)
All students	46.1	64.1
Economically disadvantaged students	30.6	53.7
Students with disabilities	13.9	42.6

Student Group	Baseline^a (2016)	Long-term Goal (2022)
English learners	12.5	41.7
African American/Black	24.4	49.6
Asian	53.3	68.9
Hispanic/Latino	25.2	50.1
American Indian/Alaska Native	20.8	47.2
Multi-race, Non-Hispanic	48.9	66.0
Native Haw./Pacific Islander	28.0	52.0
White	51.6	67.7

^a Extended to one decimal point.

Source: Utah State Board of Education, Spring 2017

Exhibit 4: Mathematics Proficiency Goal by Student Group (Grades 3-8)

Student Group	Baseline^a (2016)	Long-term Goal (2022)
All students	49.4	66.2
Economically disadvantaged students	33.8	55.9
Students with disabilities	18.8	45.9
English learners	16.6	44.4
African American/Black	24.5	49.7
Asian	57.4	71.6
Hispanic/Latino	26.3	50.8
American Indian/Alaska Native	21.7	47.8

Student Group	Baseline^a (2016)	Long-term Goal (2022)
Multi-race, Non-Hispanic	49.5	66.3
Native Haw./Pacific Islander	29.9	53.3
White	55.5	70.3

^a Extended to one decimal point.

Source: Utah State Board of Education, Spring 2017

Cutting the proficiency deficit by one-third for all students and student groups by 2022 is ambitious. Based on 2015-16 school year student performance on the English language arts assessment, a school with a 64 percent proficiency rate is in the 92nd percentile of schools. Therefore, to achieve our long-term goal for English language arts of 64 percent proficiency by 2022, we will need to increase our proficiency rate as a state to the level of performance that the school at the 92nd percentile is currently achieving. Or, put another way, 92 percent of schools will need to improve to achieve this goal whereas 8 percent of schools have demonstrated that this level of performance is possible. To achieve our long-term goal for mathematics of 66 percent proficiency by 2022, we will need to increase our proficiency rate as a state to the level of performance that the school at the 89th percentile is currently achieving. Strategic planning efforts in the state, including USBE’s Strategic Plan will provide a theory of action to this end.

High School

Utah’s academic achievement goal for high schools is to cut by one-third the deficit between 100 percent and the percent of students achieving a composite score of at least 18 on the ACT by 2022. A composite score of 18 on the ACT was selected because it is recognized as the minimum score required for entrance by most two-year colleges or four-year universities. The current percent of students taking the ACT who achieve a composite score of at least 18 is 65 percent (rounded), which represents a deficit of 35 percent. Cutting the deficit by one-third would mean reaching a rate of 77 percent (rounded) by 2022.

See Exhibit 5 for the baseline and long-term goals for all student groups (rates are extended to one decimal point for increased accuracy and transparency).

Exhibit 5: ACT Goal by Student Group (Percent Achieving at least an 18 Composite Score)

Student Group	Baseline^a (2016)	Long-term Goal (2022)
All students	65.4	76.8

Student Group	Baseline^a (2016)	Long-term Goal (2022)
Economically disadvantaged students	43.9	62.6
Students with disabilities	14.1	42.7
English learners	7.7	38.5
African American/Black	36.9	57.9
Asian	68.2	78.8
Hispanic/Latino	37.7	58.5
American Indian/Alaska Native	29.2	52.8
Multi-race, Non-Hispanic	37.7	58.5
Native Haw./Pacific Islander	45.3	63.5
White	71.8	81.2

^a Extended to one decimal point.

Source: Utah State Board of Education, Spring 2017

Cutting the deficit between 100 percent and the percent of students achieving a composite score of at least 18 on the ACT by one-third for all students and student groups by 2022 is ambitious. Based on 2015-16 school year student performance on the ACT, a school with 77 percent of the school’s students achieving a composite score of at least 18 was in the 85th percentile of schools. Therefore, to achieve our long-term goal for ACT of 77 percent of students achieving a composite score of at least 18 by 2022, we will need to increase our rate as a state to the level of performance that the school at the 85th percentile is currently achieving. Put another way, 85 percent of schools will need to improve to achieve this goal whereas 15 percent of schools have demonstrated that this level of performance is possible. Strategic planning efforts in the state, including USBE’s Strategic Plan will provide a theory of action to this end.

2. **Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.**
3. **Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.**

Cutting the deficit between 100 percent and the current rate by one-third for all students and student groups sets the same goal for all students but requires greater rates of improvement for student groups that reach proficiency at lower rates. For example, the deficit for English language arts proficiency between the all students group (46 percent proficient) and those students in the economically disadvantaged student group (31 percent proficient) was 14 percentage points in the 2015-16 school year. If each group were to cut their proficiency deficit by one-third in six years, the resulting gap between the all students group (64 percent proficient) and the economically disadvantaged group (54 percent proficient) would then be 10 percentage points (one-third of the current gap).

b. Graduation Rate. (ESEA section 1111(c)(4)(A)(i)(I)(bb))

- 1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.**

Utah’s graduation rate goal is to cut by one-third the graduation deficit between 100 percent and the state’s graduation rate for all students and student groups by 2022. Utah’s graduation rate for the 2016 school year was 85 percent (rounded), which represents a graduation deficit of 15 percent (100 percent minus 85 percent). Cutting the graduation deficit by one-third would mean reaching a graduation rate of 90 percent by 2022. To reach a graduation rate of 90 percent, we will need to increase our graduation rate by approximately .8 percentage points each year. That is an increase of approximately 350 additional graduates each year. When we reach this goal, approximately 2,100 more students will have graduated.

See Exhibit 6 for the baseline and long-term goals for graduation all student groups (rates are extended to one decimal point for increased accuracy and transparency).

Exhibit 6: Utah’s Graduation Rate Goal by Student Group

Student Group	Baseline^a (2016)	Long-term Goal (2022)
All students	85.2	90.1
Economically disadvantaged students	75.6	83.7
Students with disabilities	70.2	80.1
English learners	65.7	77.1
African American/Black	74.1	82.7
Asian	89.7	93.1

Student Group	Baseline ^a (2016)	Long-term Goal (2022)
Hispanic/Latino	75.1	83.4
American Indian/Alaska Native	71.4	80.9
Multi-race, Non-Hispanic	81.5	87.7
Native Haw./Pacific Islander	84.6	89.7
White	87.9	91.9

^a Extended to one decimal point.

Source: Utah State Board of Education, Spring 2017

This goal is ambitious. If Utah were to achieve a state graduation rate of 90 percent, it would place Utah's graduation rate in the top 5th percentile of states compared with 2015 nationwide state graduation rates. Moreover, current nationwide graduation trends show a slowing in the increase of graduation rates.⁷ If Utah were to follow this national trend, the 2022 graduation rate would be predicted to be in the range of 85.5 to 88.5 percent. Achieving a graduation rate of 90 percent will require USBE and local education agencies to implement changes and initiatives that would increase the percentage of graduates above the current trajectory. Strategic planning efforts in the state, including USBE's Strategic Plan will provide a theory of action to this end.

2. **If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (iii) how the long-term goals are ambitious; and (iv) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.**

Several stakeholder groups, including the Students with Disabilities Working Group, Accountability Working Group, and English Learner Working Group, recommended setting long-term goals for extended-year adjusted cohort graduation rates. Those goals are not described here as ESSA does not require states to set long-term goals for extended-year cohort graduation rates. Extended-year graduation rate goals will be incorporated into USBE's strategic plan if the Board chooses to establish them.

⁷ U.S. Department of Education. (2016, September). Public high school 4-year adjusted cohort graduation rate, by race/ethnicity and selected demographics for the United States, the 50 states, and the District of Columbia. Retrieved from https://nces.ed.gov/ccd/tables/ACGR_RE_and_characteristics_2014-15.asp.

3. **Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A.**
4. **Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.**

Cutting the graduation deficit by one-third for all students and student groups sets the same goal for all students but requires greater rates of improvement for student groups that graduate from high school at lower rates. For example, the gap between the all students group (approximately 85 percent graduation rate) and those students in the economically disadvantaged student group (approximately 76 percent graduation rate) was 9 percentage points in the 2015-16 school year. If each group were to cut their graduation deficit by one-third in six years, the resulting gap between the all students group (90 percent graduation rate) and the economically disadvantaged group (84 percent graduation rate) would then be 6 percentage points (one-third of the current gap).

c. English Language Proficiency. (ESEA section 1111(c)(4)(A)(ii))

1. **Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment including: (i) baseline data; (ii) the State-determined timeline for such students to achieve English language proficiency; and (iii) how the long-term goals are ambitious.**

Utah's long-term English language proficiency goal is to increase the percentage of students who are making adequate progress toward English language proficiency to the level of performance of a school who is currently performing at the 75th percentile by 2022. Adequate progress toward English language proficiency is measured according to performance on the state's WIDA assessment and is defined as either achieving a score that is .4 proficiency levels higher than the previous year's score or achieving a proficiency level of 5 or greater. Currently, 57 percent of elementary/middle school students (grades 3-8) are making adequate progress toward English language proficiency. In contrast, the current percentage of high school students (grades 9-12) making adequate progress toward English language proficiency is 31 percent. The long-term goal for elementary/middle schools is 73 percent. The long-term goal for high schools is 40 percent.

Utah has set separate long-term goals for elementary/middle schools and high schools for two main reasons. First, the baseline for high schools is much lower than the baseline for elementary/middle schools and we are striving to set ambitious yet reasonable goals. Additionally, the state's accountability system distinguishes these two types of schools.

2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.

iv. Indicators (ESEA section 1111(c)(4)(B))

- a. **Academic Achievement Indicator.** Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

Consistent with Utah's long-term goals, Utah measures academic achievement according to proficiency on the state's annual English language arts and mathematics assessments. Utah's Student Assessment of Growth and Excellence (SAGE) is currently administered to students in grades 3 through 10 to measure academic achievement in the areas of English language arts and mathematics. Beginning in 2017-2018, in accordance with State law, the State will:

- continue to administer SAGE to students grades 3 through 8 (U.C.A Sections 53A-1-604);
- administer an assessment that is predictive of a student's success on the ACT to students in grades 9 and 10 (U.C.A. 53A010611.5); and
- administer the ACT to students in grade 11 (U.C.A. Sections 53A-1-611).

The achievement indicator will measure proficiency on the statewide assessments in English Language Arts and mathematics for students in grades 3-10 and will include all students and student groups who take the assessment.

The achievement indicator measures a school's performance against a certain standard of performance at one point in time. The inclusion of this indicator promotes excellence by evaluating the performance of a school's students relative to a certain standard of proficiency. In accordance with state law, points are allocated for this indicator in proportion to the percentage of students who score proficient or above on a statewide assessment (U.C.A. Section 53A-1-1108, as in effect November 1, 2017). Proficiency levels for the SAGE assessment were established through a rigorous standard setting process involving educators and stakeholders that represent the diversity of the state.

For each public high school in the State, Utah includes a measure of student growth, as measured by annual statewide assessments using the same method as the Other Academic Indicator for non-high schools, described in Section A.4.iv.b of this document.

- b. **Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator).** Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must

include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

As the other academic indicator, for elementary schools and secondary schools that are not high schools, Utah will continue the practice of including student growth in the state accountability system for all schools. As opposed to the proficiency measure described above, the student growth indicator measures a school's performance against the amount of students' academic progress between two points in time. This promotes equity by recognizing a school's success in producing sizable performance gains with their students and encouraging schools to distribute their effort more broadly across the entire student body.

To balance transparency and validity/reliability, and in accordance with state law, points will be indexed for this indicator based on:

- whether a student's performance on statewide assessment is equal to or exceeds the student's growth target; and
- the amount of growth students make on a statewide assessment compared to their academic peers (U.C.A. Section 53A-1-1108, as in effect November 1, 2017).

The methodology for determining whether a student's performance on a statewide assessment is equal to or exceeds the student's growth target is the Adequate Growth Percentile (AGP) methodology. The AGP methodology involves setting targets toward proficiency for each student and a timeframe to reach those targets. Utah will calculate an AGP for each student based on a three-year timeline for students to catch-up (i.e., reach academic proficiency) or keep up (i.e., maintain academic proficiency). AGP is converted to a student growth target (SGT), equivalent to a scale score on a statewide assessment, for reporting and to improve the ease of interpretation by educators, parents, and students.

The methodology for determining the amount of growth students make on a statewide assessment compared to their academic peers is the Student Growth Percentile (SGP) methodology. The SGP describes how typical or atypical a student's growth is by examining the students' current achievement relative to the students' academic peers – those students who had similar performance on statewide assessments in the previous year.⁸ This score is reported as a percentile on a scale from 1-99.

As is current practice, Utah's Student Assessment of Growth and Excellence (SAGE) will be used to calculate growth for grades 4 through 8. Student performance on the growth indicator can be disaggregated and reported for each student group to the extent that 10 or more students in each student group participate in the assessment.

c. Graduation Rate. Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures

⁸ Betebenner, D.W. (2011). A technical overview of the student growth percentile methodology: student growth percentiles and percentile growth projections/trajectories. Retrieved from http://www.nj.gov/education/njsmart/performance/SGP_Technical_Overview.pdf.

graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

Consistent with Utah's long-term goals, Utah includes the four-year cohort graduation rate in the state's accountability system. Our long-term graduation goal is to increase our graduation rate from 85 percent to 90 percent by 2022. By including graduation rates as an indicator in the accountability system, schools will be encouraged to increase their graduation rates. This in turn will help to increase Utah's overall graduation rate and thus to reach its long-term graduation goal, which is based on the same calculation method.

Utah's accountability system incorporates graduation rate for high schools as an indicator of student postsecondary readiness. Points are awarded in proportion to the percentage of students who graduate within four years. To recognize school's success in graduating students in five years, in accordance with state law, up to 10 percent of the points allocated for high school graduation will be awarded to a school for the school's five-year cohort graduation rate.⁹

Graduation rates for each public high school in the state are calculated annually using the standard federal 4-year adjusted cohort guidelines. Using the federal four-year adjusted rate keeps the graduation rates consistent from year to year as well as from school to school. This ensures the reliability of the graduation rate. Validity is achieved through Board rules that outline the minimum standards for a student to be considered a graduate (Section R277-700). Consistent with federal four-year graduation rate guidelines, Utah allows for an alternate diploma for students with the most significant cognitive disabilities who take alternative assessments. Graduation rates can be disaggregated for each student group to the extent that 10 or more students in each student group participate in the assessment. Calculations are consistent for all high schools throughout the state.

Schools report final graduation rates for a given cohort in October of the following school year. For this reason, this indicator acts as a delayed or lagged indicator, and the graduation rate assigned for any given year is determined by the graduation rate from the prior year. For example, the accountability report for the 2017-18 school year will reflect the graduation rate from the 2016-17 school year.

⁹ State law authorizes USBE to award up to 10 percent of the points allocated for high school graduation to a school for the five-year cohort graduation rate (U.C.A. Section 53A-1-1108, as in effect November 1, 2017).

d. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State’s definition of ELP, as measured by the State ELP assessment.

Utah's accountability system includes progress in achieving English language proficiency (ELP) as an indicator across all schools in the state with at least 10 English learners consistent with the State-determined minimum n-size. Utah defines ELP as earning a proficiency level of five as measured by the WIDA ACCESS assessment, which is administered annually to all English learners in the state. This assessment measures academic language development in the domains of reading, writing, listening, and speaking.

In accordance with state law, points within the State accountability system for this indicator will be awarded to schools proportional to the percentage of students who make adequate progress toward ELP as measured by the WIDA ACCESS assessment (U.C.A. Section 53A-1-1108 as in effect November 1, 2017). Consistent with Utah’s long-term goals for ELP described in Section 4.iii.c., adequate progress toward ELP is defined as either achieving a score that is .4 proficiency levels higher than the previous year’s score or achieving a proficiency level of 5 or greater. The methodology for determining the percentage of students who make adequate progress toward ELP is to:

- Step 1—Determine the denominator by identifying for each school the number of English learners: with a prior year and current year academic English assessment scores in the form of WIDA proficiency levels; and whose prior year score was below 5.0 (and were therefore not already considered fluent); and
- Step 2—Determine the numerator by identifying for each school the number of students identified under Step 1 who attained: a current year score that is at least 0.4 proficiency levels higher than their prior year score; or at least a 5.0 proficiency level.

e. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

In addition to the school quality indicators described here, state law also provides schools the opportunity to select other indicators local communities value to highlight on the school’s report card (U.C.A. Section 53A-1-1112, as in effect November 1, 2017).

School Quality and Student Success

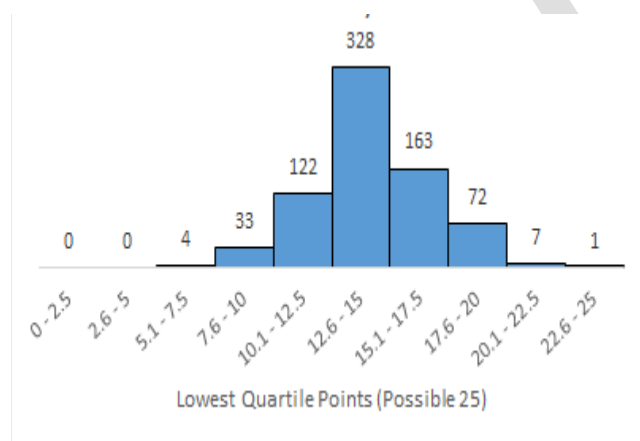
Equitable Educational Opportunity: Utah’s accountability system includes an equitable educational opportunity indicator as measured by growth of the lowest performing 25 percent of students in a school, according to scores on statewide assessments from the previous school year. Growth is calculated using the same methodology described in Section A.4.iv.b of this

document. In accordance with state law, points will be allocated to a school based on how much student achievement increased as compared to other students with similar, prior assessment scores (U.C.A. Section 53A-1-1108 as in effect November 1, 2017).

Although the lowest performing 25 percent of students are included in the growth indicator described in Section A.4.iv.b of this document, growth among the lowest performing students is included as a separate indicator to emphasize the importance of improving the performance of the school’s lowest performing students. This indicator recognizes that even if a school is doing fairly well overall, there are likely students who would benefit from additional attention/interventions to perform comparably to their peers. Conversely, it allows poorer performing schools to focus first (not exclusively) on those students most at risk for school failure and not diluting their efforts by trying to focus everywhere at once.

Indicator allows for meaningful differentiation in school performance. The equitable educational opportunity indicator meaningfully differentiates schools by demonstrating varied results across schools in the system. Modeling the distribution of points earned for this indicator among elementary and middle schools indicates that school performance on this indicator ranges from 5 out of 25 points to 25 out of 25 points and does not simply represent a constant within the system (see Exhibit 7).

Exhibit 7: Estimation of Point Distribution for Lowest Quartile Growth for Elementary and Middle Schools (2015-16)



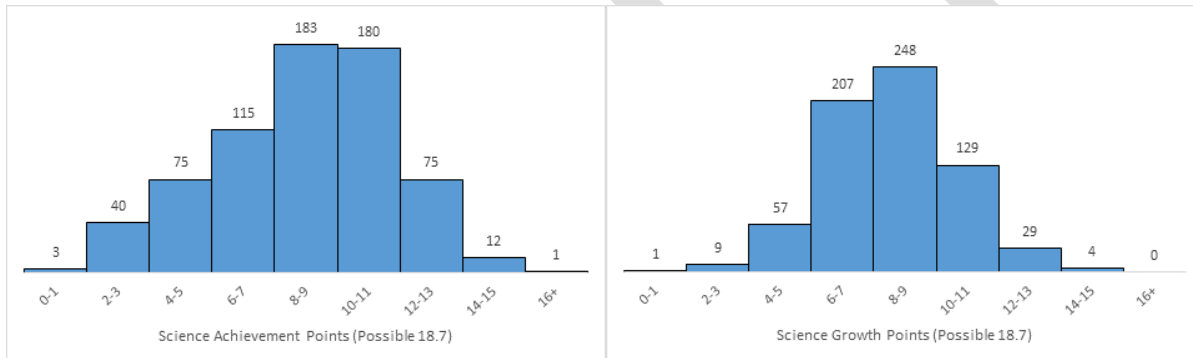
Source: Utah State Board of Education, Spring 2017

Indicator is valid, reliable, comparable, and statewide. The equitable educational opportunity indicator is a valid and reliable measure of the learning gains of a student who is low performing compared to other students in a school. The equity indicator is comparable and statewide because all schools that enroll students in any of grades 4 through 11 have a student population who scored in the bottom 25 percent the previous school year. Other methods for defining low performing, such as defining the group based on below proficient performance, do not apply to all schools in a uniform way because the percentage of students scoring below proficient varies widely among schools.

Indicator annually measures performance for all students and separately for each student group. The equitable educational opportunity indicator measures performance for all students to which the indicator applies and can be measured separately for each student group.

Science Achievement and Growth: Utah’s accountability system includes science achievement and growth as an indicator of student success for all schools. For this indicator, points are awarded for science achievement proportional to the percentage of student who score proficient or above on annual state administered science assessments. Points are awarded for growth in science assessments using the same method described in Section A.4.iv.b Other Academic Indicator for Non-High Schools.

Indicator allows for meaningful differentiation in school performance: The Science Achievement and Growth indicator is applied to all schools in the state and is weighted equally to Academic Achievement and Growth indicators for English language arts and mathematics. The science achievement and growth indicator meaningfully differentiates schools by demonstrating varied results across schools in the system.



Indicator is valid, reliable, comparable, and statewide: This indicator is applicable to all schools with students in any of grades 4 through 10 in the state. The same method for calculating achievement and growth in English language arts and mathematics is applied to the science achievement and growth indicator, ensuring the indicator is valid and reliable.

Indicator annually measures performance for all students and separately for each student group: The science achievement and growth indicator measures performance for all students to which the indicator applies and can be measured separately for each student group.

Postsecondary Readiness: Utah’s accountability system includes a postsecondary readiness indicator as measured by readiness coursework completion, ACT performance, and graduation rates, which is described in Section A.4.iv.c. The postsecondary readiness indicator is included to promote preparation for the transition from high school to the multiple pathways after graduation. Points are allocated for the readiness coursework metric in proportion to the percentage of students who complete at least one of the following:

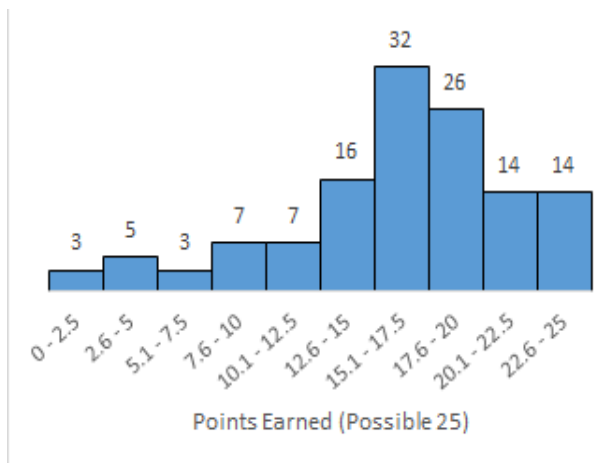
- a C grade or better in an Advanced Placement course;
- a C grade or better in an International Baccalaureate course;
- a C grade or better in a concurrent enrollment course; or

- a career and technical education pathway.

Points are allocated for the ACT metric in proportion to the percentage of students who achieve a composite score of 18 or higher.

Indicator allows for meaningful differentiation in school performance. The postsecondary readiness indicator meaningfully differentiates schools by demonstrating varied results across schools in the system. Modeling the distribution of points earned for the readiness coursework metric show that schools' performance on the readiness coursework metric ranges from 1.3 out of 25 to 25 out of 25 and does not simply represent a constant within the system (see Exhibit 8).

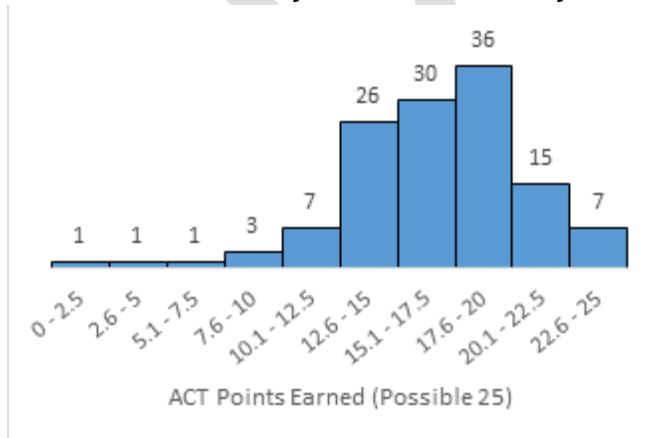
Exhibit 8: Estimation of Points Distribution for Readiness Coursework Metric for Utah High Schools (2015-16)



Source: Utah State Board of Education, Spring 2017

Similarly, modeling the distribution of points earned for the ACT metric show that schools' performance on the ACT metric ranges from 2.5 out of 25 to 25 out of 25 and does not simply represent a constant within the system (see Exhibit 9).

Exhibit 9: Estimation of Points Distribution for ACT metric (2015-16)



Source: Utah State Board of Education, Spring 2017

Indicator is valid, reliable, comparable, and statewide. The postsecondary readiness indicator, including the ACT and readiness coursework metrics, are a valid measure of postsecondary readiness. A composite score of 18 on the ACT is a valid measure of college readiness because a composite score of 18 is recognized as the minimum score required for entrance by most two-year colleges or four-year universities. Also, research indicates that students who took AP courses performed better academically in their first year in college and had higher probabilities of graduating college within 5 years when compared with students who did not take AP courses.¹⁰ Research also indicates that students who take occupation-specific vocational courses for at least one-sixth of their courses in high school earned about 12 percent more one year after graduating from high school compared to those students who took less or no occupation-specific courses. This was found true for both students who did and did not pursue post-secondary education.¹¹

This indicator is reliable as coursework data and ACT performance is reported for each student to the state. This allows the state to validate and audit the data for consistency. Moreover, the state calculates the indicator the same for each school allowing for uniformity from school to school. The ACT is administered statewide, so the indicator is applicable for each high school with at least the minimum n-size of students.

Indicator annually measures performance for all students and separately for each student group. The postsecondary readiness indicator measures performance for all students and can be measured separately for each student group. The readiness coursework metric is calculated using a cohort that has graduated to ensure that students included in the calculation have had four years of high school to complete the readiness coursework. As a result, the readiness coursework metric is lagged one year, similar to the graduation indicator. The ACT metric is also lagged to align with the readiness coursework metric and graduation metric.

v. Annual Meaningful Differentiation (ESEA section 1111(c)(4)(C))

- a. **Describe the State’s system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State’s accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.**

USBE will meaningfully differentiate all schools, including charter schools, using all the indicators in the State’s accountability system. Student performance on each of the indicators is

¹⁰ Dougherty, C., Mellor, L., & Jian, S. (2006, February). The Relationship Between Advanced Placement and College Graduation. National Center for Educational Accountability. Retrieved from MSPnet.

Ewing, M., & Howell, J. (2015). Is the Relationship Between AP Participation and Academic Performance Really Meaningful? Retrieved from research.collegeboard.org.

Morgan, R., & Ramist, L. (1998). *Advanced Placement Students in College: An investigation of Course Grades at 21 Colleges*. Princeton: Educational Testing Service.

¹¹ Bishop, J. H., & Mane, F. (2004). The impacts of career-technical education on high school labor market success. *Economics of Education Review*, 23, 381-402.

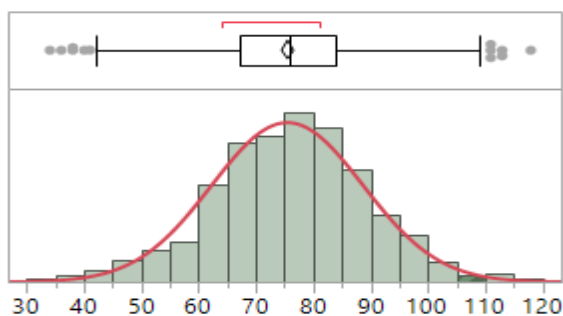
aggregated at the school and district levels to determine school performance on each indicator. Each indicator is then multiplied by its appropriate weighting and then all indicators are added to determine a total.

As part of the statewide school accountability system, in accordance with state law, the state assigns grades to schools (on an A to F scale) at both the elementary and secondary levels (U.C.A. Section 53A-1-1105, as in effect November 1, 2017). The grade is based on the school's total score across the indicators described in state law and Section A.4.iv of this document. The system was revised during the 2017 general legislative session (2017 General Session S.B. 220) and will go into effect for the 2017-18 school year, although USBE is not required to assign letter grades until the 2018-19 school year.

In accordance with state law, USBE engaged in a criteria/standard setting process to establish the performance thresholds or cut scores for assigning letter grades (U.C.A. 53A-1-1113.5). Over 50 stakeholders were involved in the process to establish a system for assigning a school a letter grade based on evaluating the school's performance against specific criteria as opposed to how many schools policymakers believe there should be in each letter grade category. The Board approved the recommendations resulting from the standard setting process at its August 2017 Board meeting. The criterion-based approach to establishing cut scores will enable the state to avoid changing the cut scores on a regular basis as school performance improves, which is critical to our stakeholders.

We illustrate the revised system for elementary and middle schools in Exhibit 10 using 2016 performance data. The results demonstrate that schools are normally distributed (skewness = -.09; kurtosis = .25) with respect to their total scores. This suggests that the state's accountability system produces not only meaningful but readily interpretable differentiation among schools.

Exhibit 10: Evidence of meaningfully differentiating schools performance through state's accountability system (estimation using 2016 performance data)



Source: Utah State Board of Education, Spring 2017

- b. Describe the weighting of each indicator in the State's system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

Utah assigns substantial weight to each indicator in its statewide school accountability system. For purposes of this document, performance on science assessments has been described under the school quality and student success indicator section, per the U.S. Department of Education's interpretation of ESSA provisions that describe the academic achievement indicator as a measure of proficiency on English language arts and mathematics. However, when performance on science assessments is included in the academic achievement and other academic (growth) indicators, the Academic Achievement, Other Academic, Graduation Rate, and Progress in English Language Proficiency indicators each receive substantial weight individually and much greater weight than the School Quality or Student Success indicators in the aggregate. The weightings described here are consistent with state law (U.C.A. Title 53A, Chapter 1, Part 11, School Accountability System, as in effect November 1, 2017).

Academic Achievement. As described in Section A.4.iv.a of this document, points are allocated to schools for academic achievement in proportion to the percentage of the school's students who score at or above the proficient level on a statewide assessment of English language arts and mathematics. This percent is calculated out of all the school's students participating in the assessment. The maximum number of total points possible for academic achievement is 37 points, which is 25 percent of the total points awarded for elementary and middle schools (grades 3-8).

For high schools, the academic achievement indicator includes both academic achievement and growth. Points are allocated to schools for achievement proportionate to the percentage of the school's students who score at or above the proficient level on statewide English language arts and mathematics assessments. Points are allocated for growth based on whether a student's performance on statewide assessments is equal to or exceeds the student's academic growth target and how much a student's achievement increased over the course of the year as compared to other students within the state with similar, prior assessment scores. The maximum number of total points possible for academic achievement and growth in English language arts and mathematics for high schools is 75 points, which is 33 percent of the total points awarded for high schools (grades 9-12).

Other Academic Indicator for Non-High Schools: Growth. As described in Section A.4.iv.b of this document, points are allocated to elementary and middle schools for growth based on whether a student's performance on a statewide assessment of English language arts or mathematics is equal to or exceeds the student's academic growth target and how much the student's achievement increased in comparison to other students with similar, prior assessment scores. The maximum number of total points possible for academic growth in English language arts and mathematics is 38 points, which is 25 percent of the total points awarded for elementary and middle schools (grades 3-8).

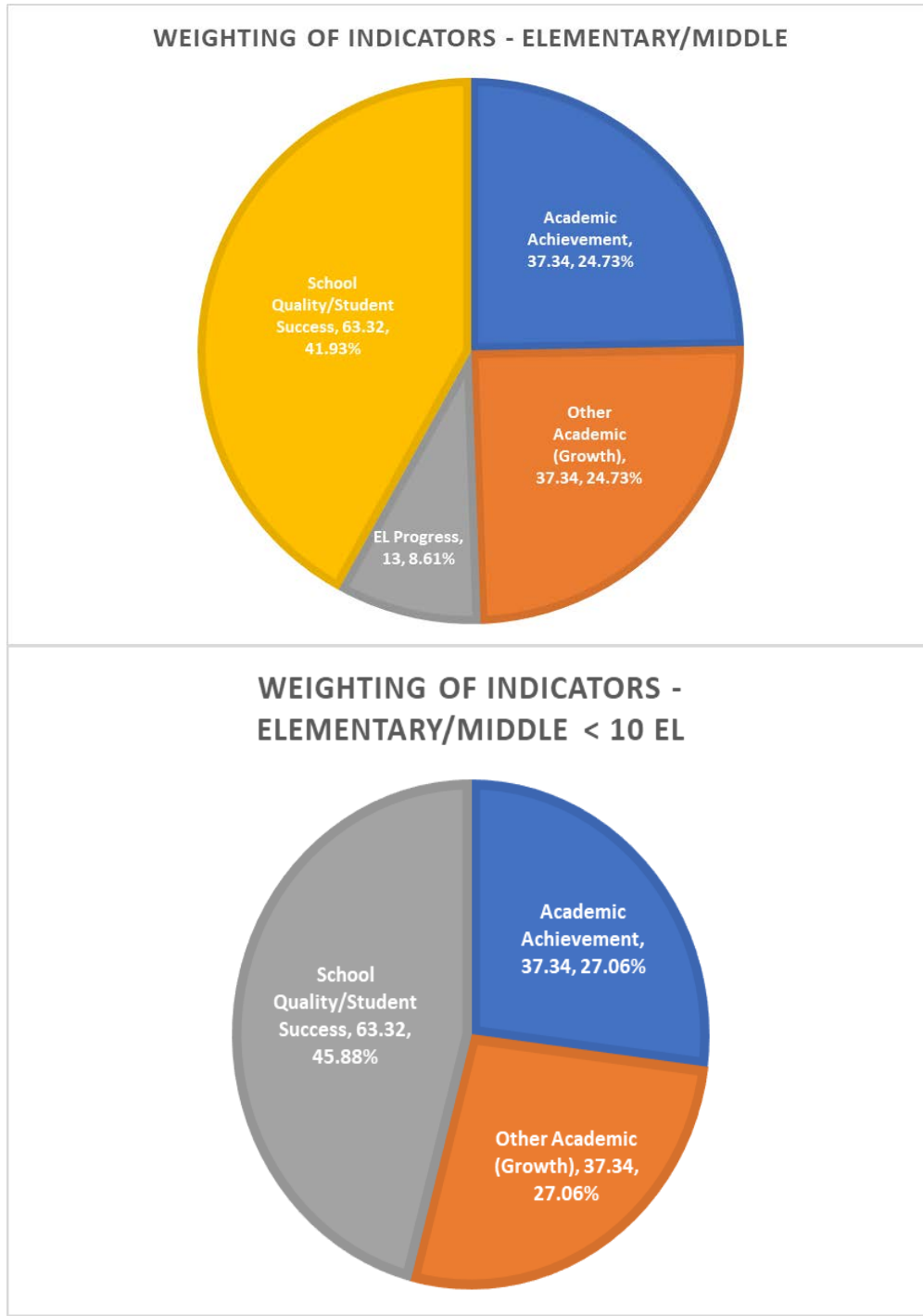
School Quality / Student Success Indicators. The School Quality and/or Student Success indicator is defined by the state as 1) Equitable Educational Opportunity as defined by growth of the lowest performing 25% of students within a school and, 2) Science Achievement and Growth. Weighting of each of these indicators is described below.

Equitable Educational Opportunity. As described in Section A.4.iv.e of this document, points for this indicator are allocated to a school based on how much a student in the lowest performing 25 percent grew compared to other students with similar, prior assessment scores. The maximum number of total points possible is 25 points, or 17 percent of the total points awarded for elementary and middle schools (grades 3-8) and 6 percent of the total points awarded for high schools (grades 9-10).

Science Achievement and Growth. As described in section A.4.iv.e, points for this indicator are allocated to a school proportionate to the percent of students who score proficient on a science assessment. Also, points for this indicator are allocated to a school proportionate to the percent of students who demonstrate growth on statewide science assessments. The maximum number of total points possible for science achievement is 19, or 13 percent of the total points possible awarded for elementary and middle schools (grades 3-8) and 11 percent of the total points possible for high schools. The maximum number of total points possible for science growth is 19, or 12 percent of the total points possible awarded for elementary and middle schools (grades 3-8) and 11 percent of the total points possible for high schools. Science achievement and growth combined account for 24 percent of the total points possible for elementary and middle schools and 22 percent of the total points possible for high schools.

Progress toward English Language Proficiency. As described in Section A.4.iv.d of this document, points for this indicator are allocated proportional to the percentage of English learners making adequate progress toward fluency in English as measured by the annual assessment given to all English learners. The maximum number of points possible for this indicator is 13 points, or 9 percent of the total points awarded for elementary and middle schools (grades 3-8) and 6 percent of the total points possible for high schools (grades 9-12). This indicator applies to all schools with 10 or more English learners. For schools with less than 10 English learners, these points are removed from the total number of points possible (denominator) resulting in the other indicators accounting for greater weight in the overall determination (see Exhibits 11 and 12).

Exhibit 11: Weighting of Indicators—Elementary and Middle Schools

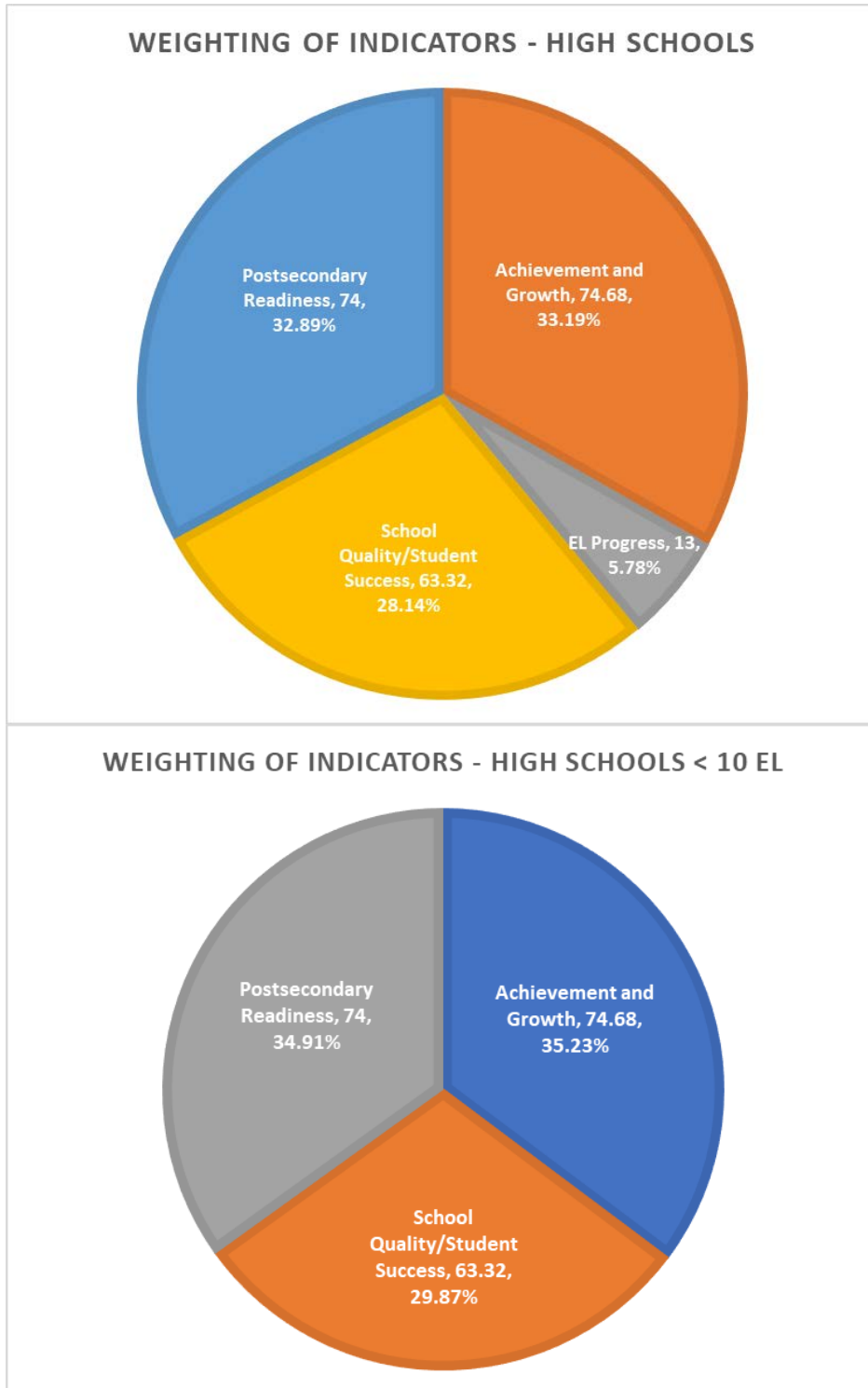


Source: Utah State Board of Education, Spring 2017

Postsecondary Readiness. High schools may earn additional points in the State accountability system for postsecondary readiness based on three metrics: 1) performance on a college readiness assessment (as described in Section A.4.iv.e of this document), 2) graduation rate (as described in Section A.4.iv.e of this document), and 3) performance in readiness coursework (as

described in Section A.4.iv.e of this document). Each of the postsecondary readiness indicators are equally weighted, having 25 total points possible and accounting for 11 percent of the total points possible awarded for high schools. The combined maximum number of total points possible for postsecondary readiness is 75 points, or 33 percent of the total points awarded.

Exhibit 12: Weighting of Indicators—High Schools



Source: Utah State Board of Education, Spring 2017

- c. **If the State uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (e.g., P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.**

State law requires USBE to include all public schools in the state in the accountability system. To appropriately assess the educational impact of a school that serves a special student population state law authorizes the Board to use other indicators or different weightings than the weightings described in Section A.4.v.b. (U.C.A. Section 53A-1-1104, as in effect November 1, 2017). Currently, USBE uses different indicators and weightings for schools that are classified as alternative schools or schools who primarily serve students with disabilities. USBE will determine whether to continue the current alternative system or modify it in light of recent accountability system changes.

vi. **Identification of Schools (ESEA section 1111(c)(4)(D))**

- a. **Comprehensive Support and Improvement Schools. Describe the State’s methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement, including the year in which the State will first identify such schools.**

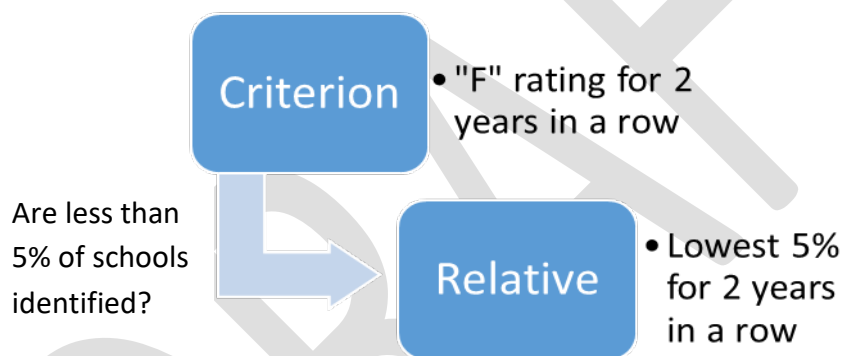
The following principles, developed based on stakeholder input, guided Utah’s decisions regarding identification and exit criteria for low performing schools:

1. There should be one accountability and school improvement system for the state
2. Identification for improvement status should align with the ratings in the state’s accountability system
3. Expectations for identification and exiting improvement status should be clear, easy for schools to understand, and transparent
4. Exit criteria should be based on the reason for which a school was identified
5. To the extent possible, exit criteria should reflect actual, sustained improvement, not normative criteria comparing a school with other schools’ performance

State law requires USBE to annually identify a school for improvement if the school falls into the lowest-performing 3 percent for two consecutive school years, regardless of whether the school is a Title I school (U.C.A. Title 53A, Chapter 1, Part 12, School Turnaround and Leadership Development Act). State law also requires USBE to assign schools a letter grade of, A, B, C, D, or F based on the school’s performance on the indicators in the state’s accountability system (U.C.A. Section 53A-1-1105). Utah’s proposal for identification of schools for improvement status attempts to align with current efforts within the state, namely State Turnaround.

In accordance with state law, USBE engaged in a criteria/standard setting process to establish the performance thresholds or cut scores for assigning letter grades. Over 50 stakeholders were involved in the process to establish a system for assigning a school a letter grade based on evaluating the school's performance against specific criteria as opposed to normative approaches to how many schools policymakers believe should be eligible for each letter grade category. The results of the standard setting process are described in Section A.4.v. The criterion-based approach to establishing cut scores for school grades creates stability the State's school rating system thereby avoiding frequent fluctuation in cut scores as school performance improves across the state. This criterion-based approach achieves the priority of clear and transparent expectations for identification and exiting improvement status, which is critical to stakeholders.

To promote alignment with the state's accountability system, any school that is assigned the lowest rating in the state's accountability system (an "F" letter grade, defined as "critical needs"



schools) for two consecutive years will be identified for comprehensive support and improvement.¹² This method provides a criterion-based measure, as opposed to a relative measure for identifying schools for comprehensive support and improvement. If less than 5 percent of schools are identified using the criterion-based measure in any given year, Utah will move to a relative measure to identify schools for improvement, identifying schools that are in the lowest performing 5 percent of schools for two consecutive years. This definition includes but is not limited to Title I schools. Utah will identify schools according to this methodology on an annual basis beginning with the 2018-19 school year.

Utah identifies a school for comprehensive support and improvement if the school consistently meets the identification criteria for two consecutive years. This enables the state to target critical resources for schools that consistently demonstrate the need for comprehensive

¹² If letter grades are not assigned in a given year, Utah will default to the relative measure (i.e., schools that are in the lowest performing 5 percent of schools for two consecutive years).

intervention (i.e., schools that are assigned an “F” rating and are therefore schools with critical needs). This methodology also allows the state alert schools in the first year of meeting this criteria so that they may initiate school improvement efforts on their own. Using this methodology does not ensure that identification of the lowest 5 percent in any given year. However, modeling using past performance data indicates that cumulatively over the course of three years this method will reliably identify approximately 6 percent of schools.

- b. Comprehensive Support and Improvement Schools. Describe the State’s methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement, including the year in which the State will first identify such schools.**

Utah will identify all public high schools for comprehensive support and improvement by identifying schools with a four-year adjusted cohort graduation rate of less than or equal to 67 percent for two consecutive school years. Utah will identify schools with graduation rates at or below 67 percent for comprehensive support and improvement every two years beginning in school year 2018-19.

- c. Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years, including the year in which the State will first identify such schools.**

Title I schools that have received additional targeted support under ESEA Section 1111(d)(2)(C) (i.e., schools that are identified as having consistently underperforming subgroups) that have not satisfied the statewide exit criteria within four years will be identified for comprehensive support and improvement. USBE will identify Title I schools that have been in targeted support and improvement that have not improved within the allowed four years once every three years beginning in school year 2021-2022.

- d. Frequency of Identification. Provide, for each type of school identified for comprehensive support and improvement, the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.**

Utah will identify the lowest performing schools in the state using the methodology described in Section A.4.vi.a beginning in school year 2018-19 and on an annual basis thereafter. USBE will identify all public high schools with a four-year adjusted cohort graduation rate at or below 67 percent every two years beginning with school year 2018-2019. Identification of Title I schools with consistently underperforming student groups will begin in 2021-2022 and every three years thereafter.

Exhibit 13: Timeline for Identifying Comprehensive Support and Improvement Schools

Types of Schools	Description	Timeline for Identification	Initial year of identification
Lowest- Performing	All schools assigned an “F” rating or lowest-performing 5 percent of schools in the State.	Annually	2018-2019
Low High School Graduation Rate	Any public high school in the State with a 4-year adjusted cohort graduation rate at or below 67 percent, or below a higher percentage selected by the State, over no more than three years.	Once every two years	2018-2019
Chronically Low-Performing Student Group	Any school participating in Title I that was identified for targeted support and improvement and did not meet exit criteria after four years.	Once every three years	2022-2023

Source: Utah State Board of Education, Spring 2017

Timeline for Identification and Implementation of CSI Schools

September-October 2018

- Lowest performing schools will be identified
- Notification to local education agencies (LEA)
- USBE holds meeting with LEAs and schools to discuss school improvement process and requirements
- LEAs and schools notify parents regarding the school’s improvement status

November 2018-March 2019

- Comprehensive needs assessment and root cause analysis completed for each school
- Needs assessment and root cause analysis are used to develop a school improvement plan with input from all stakeholder groups that includes evidence-based interventions

April-May 2019

- LEAs submit school improvement plans to USBE
- USBE convenes a cross-department team to review and approve plans and provide specific feedback to LEAs

May-August 2019

- LEAs and schools plan and prepare for implementation

August 2019-June 2021

- Schools implement improvement plans
- USBE and external consultants engage schools in quarterly progress checks and provide technical assistance
- School performance is reviewed by USBE annually toward progress in meeting exit criteria

e. Targeted Support and Improvement. Describe the State’s methodology for annually identifying any school with one or more “consistently underperforming” subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. (ESEA section 1111(c)(4)(C)(iii))

The state will annually identify the year’s cut point(s) at the bottom performing fifth percentile of all schools of the overall or cumulative school performance score. Each of the schools’ student groups with 40 or more individuals will likewise be calculated to produce a disaggregated overall performance score. These student groups score will be compared to the given years overall identified cut point(s) for the bottom performing fifth percentile. Each student group with a performance score that fall below this cut point will be reported on the school’s accountability report as an “underperforming student group”.

Any underperforming student group that falls below the annual year’s cut point for two consecutive years will be identified and notified as having as a “consistently underperforming student group”.

Any underperforming student group that falls below the annual year’s cut point for three consecutive years will be identified as a “Low-performing student group”.

Exhibit 14: Timeline for Identifying Targeted Support and Improvement Schools

Types of Schools	Description	Timeline for Identification	Initial year of identification
Underperforming Student Group	Any school with one or more underperforming student groups.	Annually	2018-2019
Consistently Underperforming Student Group	Any school with one or more underperforming student groups for two consecutive years.	Begins after two years and then annually based on past 2 consecutive years	2019-2020

Types of Schools	Description	Timeline for Identification	Initial year of identification
<p>Low-Performing Student Group</p>	<p>Any school in which one or more student groups performing at or below the performance of all students in the lowest-performing schools for three consecutive years.</p> <p>These schools must receive additional targeted support under the law.</p>	<p>Begins after three years and then annually based on past 3 consecutive years</p>	<p>2020-2021</p>
<p>Chronically low-performing student group</p>	<p>Any school in which one or more student group(s) performing at or below the performance of all students in the lowest-performing schools for four consecutive years.</p> <p>School is identified for comprehensive support and improvement.</p>	<p>Once after four years and then annually based on past 4 consecutive years</p>	<p>2021-2022</p>

Source: Utah State Board of Education, Spring 2017

- f. **Additional Targeted Support.** Describe the State’s methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. (ESEA section 1111(d)(2)(C)-(D))

The state will identify and notify annually all schools that have one or more consistently underperforming student groups. The school and LEA will be responsible to develop and address plans to help all underperforming student groups and consistently underperforming student groups. Starting three years after the beginning the new accountability reporting, the state will identify and notify each school with “Low-performing student group(s)”. This notification will be calculated and given annually after the first three years of implementation are completed and thereafter will be annually calculated on a rolling three-year consecutive identification. These schools will receive targeted support and improvement resources.

If a school has been identified as having “Low-performing student group” for four or more years, then the school will be identified as a “chronically low-performing student group” school and is identified for comprehensive support and improvement.

- g. Additional Statewide Categories of Schools. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.**

Utah is not choosing to include additional statewide categories of schools.

vii. Annual Measurement of Achievement (ESEA section 1111(c)(4)(E)(iii))

Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

In accordance with state law, beginning in the 2017-18 school year, Utah will factor the requirement for 95 percent student participation in statewide assessments into the accountability system by publishing on a school’s report card the school’s participation rate, disaggregated by student group (U.C.A. Section 53A-1-1112 as in effect November 1, 2017). The participation rate calculated for reporting purposes will include students who do not participate in an assessment due to parent opt-out provisions prescribed in state law (U.C.A. Section 53A-15-1403).

Please see the USBE Accountability Technical Manual for a description of Utah’s methodology for calculating participation rates.¹³

viii. Continued Support for School and LEA Improvement (ESEA section 1111(d)(3)(A))

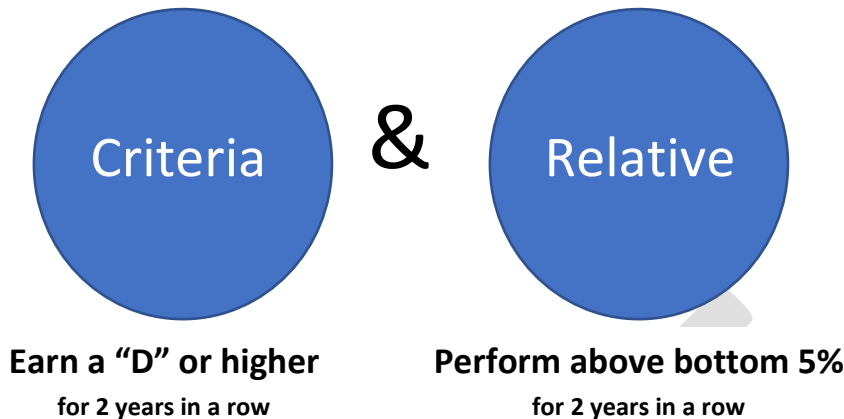
- a. Exit Criteria for Comprehensive Support and Improvement Schools. Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.**

To exit improvement status, schools identified for comprehensive support and improvement will be required to meet the following conditions within four years to exit improvement status:

- Earn a school rating of “D” or higher in the state’s accountability system for two consecutive years; and

¹³ USBE. (2016). Accountability Technical Manual. Retrieved from <http://www.schools.utah.gov/assessment/Accountability/TechnicalManual.aspx>.

- Perform above the lowest performing 5 percent of schools for two consecutive years.



This two-part methodology provides clear targets for schools to set goals for improvement and aligns exit criteria with how schools are identified. Stakeholders emphasized the importance of clear, achievable expectations as a key to building trust, which is a necessary condition for successful school improvement. The first criterion-based measure (earn a letter grade of D or higher) provides a clear target for schools to reach that is based on the school’s performance in the state’s accountability system and the clearly defined cut scores for letter grades, and not based solely on the school’s performance relative to other schools. The secondary criteria, requiring the school to also meet a relative measure for exit (not in the bottom 5 percent), ensures that a school is not re-identified the following year.

- b. Exit Criteria for Schools Receiving Additional Targeted Support. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.**

Schools identified for targeted support and improvement will exit when, for two consecutive years, the school no longer has student groups performing in the lowest performing 10 percent of schools for the student group(s) and indicator(s) for which the school was identified. Schools are expected to make the necessary improvements to exit within four years. This timeline for exiting targeted support and improvement status is intended to allow schools at least two years to implement changes in practice and two years to demonstrate two consecutive years of improvement.

- c. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State’s exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.**

Utah will employ a diverse set of school improvement strategies in schools that do not meet exit criteria within four years. State law requires the USBE to establish implications for State Turnaround Schools that do not meet exit criteria (U.C.A. Section 53A-1-1207). As described in Section 4.vi.g, moving

forward, the state will have one accountability and school improvement system to avoid confusion in overlapping, often conflicting requirements and initiatives. Therefore, USBE will align exit criteria and implications for not meeting exit criteria for both programs. If a State Turnaround School does not meet exit criteria, state law authorizes USBE to intervene by:

- restructuring a district school, which may include contract management, conversion to a charter school, or state takeover;
- restructuring a charter school by terminating a school's charter, closing the school, or transferring operation and control of the charter school; or
- other appropriate action as determined by USBE (U.C.A. Section 53A-1-1207).

USBE is in the process of making rules to establish implications and more rigorous interventions for schools that do not meet the State's exit criteria. USBE expects to complete this process by December 2017. USBE will prescribe more rigorous interventions for such schools based on a root cause analysis of the school's persistent underperformance to determine the strongest path to successful intervention in each context. USBE is developing a systematic approach to identifying the most effective and evidence-based strategies for each school based on the specific needs of each school.

d. Resource Allocation Review. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

To support local education agencies (LEAs) and schools in achieving excellence for each student, USBE staff will conduct a systematic and collaborative resource allocation review for any LEA that serves significant numbers or percentages of schools that are identified for improvement. Because LEA size varies considerably across the state, the definition of "significant numbers or percentages of schools" will be based on the percentage or the total number of all schools in the specific LEA. For example, in a small rural LEA with four schools, a significant number may be one school, whereas in a larger district with 30 or more schools, a significant number may be 10 percent (or 3 schools).

State law requires USBE to study the feasibility of reporting school level expenditures on the USBE website (U.C.A. Section 53A-1-414). Accordingly, the USBE is developing a school level expenditures report that will be used to review resource allocation in support of school improvement. The school level expenditures report will include school-level information on per-pupil expenditures, a breakdown of expenditures by category (e.g. instruction, administration, transportation) and average staff salaries. Additionally, USBE, in collaboration with stakeholders, will explore the feasibility of assigning centralized and support service costs such as transportation, food services, and other district level supports that cannot be practically or directly assigned to an individual school. This report will be available annually for use in the adopted resource allocation review to support school improvement in each LEA that has a significant number of identified schools. The USBE is developing a procedure to evaluate and address potential inequities identified through these reviews.

Resource allocation reviews will not be limited to only the amount of financial support the LEA provides to schools in improvement status. As described in the following Section A.4.viii.e. of this document, USBE will also conduct an LEA-level comprehensive needs assessment for LEAs serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

e. Technical Assistance. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

USBE will conduct a comprehensive needs assessment at the local education agency (LEA) level for LEAs serving a significant number or percentage of schools identified for comprehensive support and improvement. Needs assessments will include feedback from a wide range of stakeholders including parents, community partners, teachers, school and district administrators, and students. USBE will differentiate support and technical assistance provided to LEAs based on the results of the comprehensive needs assessment, which will include an LEA's capacity to implement and sustain change, commitment to improvement efforts, and whether the LEA has a clear and compelling vision and strategy for prioritizing the levels of local support for schools in improvement status. USBE will determine how and by whom (i.e., internal staff or approved consultants) the LEA-level comprehensive needs assessments will be conducted. In the past, external organizations conducted LEA-level comprehensive needs assessments on behalf of the state for a cost of approximately \$17,000 per LEA.

The LEA-level comprehensive needs assessment will include:

- a review of the distribution of effective teachers and leaders;
- identification and removal of potential LEA-level policies or procedures that create barriers to school improvement in identified schools, including:
 - priority for teacher recruitment and retention, hiring, and staffing;
 - flexibility in determining school schedules, including the provision of extended school days and/or school year;
 - flexibility to determine professional learning opportunities for teachers and staff that are directly related to identified school-specific needs;
 - access to technology and adequate infrastructure to support it;
 - flexibility in budgeting at the school level to meet students' needs as identified by a school-level comprehensive needs assessment and root cause analyses;
 - lack of coaching for teachers and leaders; and
 - lack of consistent and frequent onsite support from LEA-level content specialists and administrators; and
- how the LEA is leveraging and braiding all available funding streams to support school improvement goals.

Additionally, USBE provides various supports to all LEAs with any number of schools identified for comprehensive or targeted support and improvement. USBE provides professional learning opportunities for LEA leaders on data-driven instruction, leadership, instructional coaching, co-

teaching, content-area specific professional learning, and evidence-based parent engagement strategies. Also, LEAs and schools will be provided technical assistance in the selection of evidence-based practices that meet specific needs identified through the comprehensive needs assessment and root cause analysis during the development of required school improvement plans. Based on stakeholder feedback, a cross-department collaborative team has been created within USBE to align state school improvement efforts and one of their tasks is to gather information and vet resources on evidence-based practices for inclusion in an online repository that all LEAs and schools can readily access during the school improvement planning and implementation process.

- f. **Additional Optional Action.** If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.

5. **Disproportionate Rates of Access to Educators (ESEA section 1111(g)(1)(B)):**

Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA will use to evaluate and publicly report the progress of the SEA with respect to such description.¹⁴

As shown in Exhibit 15, statewide there are differences in the proportion of early career teachers (i.e., first year teachers and teachers with less than three years of teaching experience) teaching in Title I schools as compared to non-Title I schools. However, there is not an observable difference in the proportion of teachers who are qualified in field between Title I schools and non-Title I schools.

Exhibit 15: Rates of Access to Educators (2015)

	Number of Schools	First Year Teaching	Less Than 3 Years Teaching	First Year at the School	Less than 3 Years at the School	Qualified in Field ^a
State	938	8.2%	21.3%	19%	40%	93.7%
Non-Title I School	629	7.1%	18.8%	17%	37%	93.7%
Title I School	305	10.5%	26.7%	22%	47%	93.8%

¹⁴ Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.

	Number of Schools	First Year Teaching	Less Than 3 Years Teaching	First Year at the School	Less than 3 Years at the School	Qualified in Field ^a
District Title I School	230	8.1%	21.2%	18%	39%	96.3%
Charter Title I School	75	17.6%	43.3%	32%	69%	86.2%
Non-Rural ^b	848	8.5%	22.1%	19%	40%	94.4%
Rural ^b	90	5.7%	15.2%	14%	34%	87.6%
District School	843	7.2%	19.1%	17%	37%	94.7%
Charter School	95	16.6%	41.5%	32%	67%	85.2%

Source: Utah State Board of Education (2015). *Utah’s Plan to Ensure Equitable Access to Excellent Educators*. Retrieved from: <http://schools.utah.gov/CURR/main/Excellence-Plan/EquitableAccess.aspx>.

^a Qualified in field is defined as an educator who is fully licensed and endorsed to teach.

^b The Necessarily Existent Small Schools program, a program that assists school districts in operating schools in remote areas of the State with low student populations, was used as a proxy for rural.

USBE will support local education agencies (LEA) in disaggregating their unique data to examine the distribution of their teachers. The USBE will gather LEAs with demographically similar student populations to facilitate discussions to study the information, analyze findings, and implement plans to ensure that low-income and minority students are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. USBE will make data on educator distribution and equity available to LEAs within their annual stakeholder reports.

Other State-Funded Initiatives. The State Legislature has recently passed legislation addressing teacher recruitment and retention in high poverty schools.

During the 2016 General Session, the Utah State Legislature passed S.B. 14 *American Indian and Alaskan Native Amendments*, which created a five-year pilot program to provide funding for teacher recruitment, retention, and professional development in high-poverty schools that serve high percentages of American Indian and/or Alaskan Native students. The first round of funding is serving a rural K-8 school in the eastern part of the state that serves American Indian students from the Ute-Ouray Reservation. Funding provided through the initiative allowed the district to recruit teachers from other areas of the district and from outside the district. Part of the funding has enabled the district to provide transportation for teachers to and from the

school. Initial feedback from the teachers, principal, and district administrators indicates that teacher retention for the 2017-2018 school year has increased substantially, with 100 percent of teachers planning to return in 2017-2018. This had never occurred previously. Additional funding was provided during the 2017 General Session through H.B. 43 to initiate a similar pilot program in other remote, very high poverty rural schools located on the Navajo Reservation in the southeastern region of the state.

Also, H.B. 212 from the 2017 General Session will provide teachers who are deemed highly effective as demonstrated by student growth on the State's assessments with bonuses if they currently teach or move to teach in one of the State's highest-poverty schools.

6. School Conditions (ESEA section 1111(g)(1)(C)):

Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

State law, board rules, and USBE policies reflect Utah's belief that every student in public schools should have the opportunity to learn in an environment that is safe, conducive to the learning process, and free from unnecessary disruption. USBE will support local education agencies (LEA) in improving school conditions for student learning by providing technical assistance and implementing and monitoring Board rule, state laws and legislative initiatives.

Utah's Least Restrictive Behavioral Interventions (LRBI) policy states that efforts to improve school climate, safety, and learning are integrated endeavors. These efforts must be designed, funded, and implemented as a comprehensive school-wide approach that facilitates interdisciplinary collaboration and builds on a multi-tiered system of supports. The LRBI summarizes the state and federal laws and USBE rules and policies for discipline- and behavior-related issues that apply to all students in public schools in Utah. It also provides a comprehensive set of best practices and provides information on several comprehensive approaches to achieving safe and successful schools for Utah students.

Reducing incidences of bullying, hazing and harassment. State law and Board rule require LEA policies to address bullying conduct, including cyber-bullying, harassment, hazing, and retaliation (U.C.A. Title 53A, Chapter 11a and R277-613). The policies must include strong responsive action against retaliation and describe the imposition of disciplinary sanctions and ongoing staff training. State law requires parental notification of incidences of bullying (U.C.A. Section 53A-11-903). State law also requires LEAs to conduct a yearly parent seminar regarding bullying, mental health, depression, suicide awareness, and suicide prevention, and substance abuse (U.C.A. Section 53A-15-1302). Also, state law requires licensed educators to receive a two hour suicide prevention training at re-licensure (U.C.A. Section 53A-15-1304).

USBE currently provides training and model policies to LEAs on reducing incidences of bullying, hazing and harassment, and supports LEAs to provide annual parent seminars and required

trainings. USBE is working to improve the fidelity of statewide data collection on bullying incidences. Also, USBE is collaborating with community partnerships to implement the SafeUT app, a statewide service that provide real-time crisis intervention to youth through text or phone call and a confidential tip program.

Reducing overuse of discipline practices that remove students from the classroom. State law and Board rule require each LEA to establish conduct and discipline policies (U.C.A. Section 53A-11-901 and Section R277-609), and policies and alternatives to suspension or expulsion (U.C.A. Section 53A-11-906).

USBE currently provides training in least restrictive behavioral interventions (LRBI) to create successful behavioral systems and supports within Utah's public schools. Utah's LRBI policy outlines the purpose and appropriate uses of suspension from school, which are to protect other students and school staff and to impose an individual disciplinary consequence on a student in an attempt to reduce problem behaviors in the future. The LRBI policy provides recommended practices and technical assistance to LEAs related to state and federal requirements with the specific purpose of emphasizing prevention of behavior and conduct problems and provides a continuum of least-restrictive behavior interventions. Evidence-based practices for establishing safe and successful schools, implementation of multi-tiered systems of support, positive behavior support and interventions, effective classroom management, and functional behavior assessment are all included in the LRBI as effective practices that prevent the overuse of discipline procedures that remove students from the classroom.

USBE is also working to align Utah Transcript and Record Exchange (UTREx) discipline data from LEAs to USBE. USBE also intends to update rules and model policies in the areas of discipline with the Board addressing grievance procedure for students, parents/guardians.

Reducing the use of aversive behavioral interventions that compromise student health and safety. State law limits the use of physical restraint to only when reasonable and necessary in intervening with students posing a danger to themselves or others, and prohibits the use of physical restraint when a student willfully defaces or otherwise damages property without posing risk to physical safety (U.C.A. Section 53A-11-902). To protect the safety of students and staff, Board rule limits the use of physical restraint and seclusionary time out to those situations in which a student's behavior poses an imminent danger to the student or others (Section R277-609).

USBE currently provides training on USBE's least restrictive behavioral interventions (LRBI) policy. The LRBI policy specifies that seclusionary time out and physical restraint are not teaching procedures, nor are they behavioral interventions; thus, they are outside of the scope of a tiered intervention system. These types of interventions are considered highly intrusive, and may only be used in emergency situations; they should not be used as a punishment or for any non-dangerous or non-emergency reasons, such as noncompliance, disrespect, disobedience, misuse or destruction of property, or disruption. USBE is also partnering with Refugee Community Advocates to deliver student supports and increase awareness of civil rights within the school setting regarding discrimination based on disability (including PTSD), race/ethnicity, country of origin, and sex.

7. School Transitions (ESEA section 1111(g)(1)(D)):

Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

USBE recognizes the importance of effective transitions at all levels of schooling. To meet the needs of Utah's students and families, USBE will support local education agencies (LEAs) in providing effective transitions by implementing and monitoring Board rule, state laws and legislative initiatives and providing technical assistance.

Board rule requires LEAs to conduct individualized education and career planning meetings with students and parents at least once in grade 7 or grade 8, once in grade 9 or 10 and once in grade 11 or 12 (Section R277-462-4). These meetings facilitate transitions and reduce the risk of students dropping out.

USBE will assist LEAs in implementing the state's Partnerships for Student Success Act (U.C.A. Title 53A, Chapter 4, Part 3). Four grants were awarded to eligible partnerships in 2016-2017 aimed at improving educational outcomes for low-income students through the formation of cross-sector partnerships that use data to align and improve efforts focused on student success. The partnerships must include a school feeder pattern. School feeder patterns designate the schools that students follow as they graduate from one level to the next. One of the goals of organizing schools into school feeder patterns and partnering with community partners is to assist in transitions between elementary to middle school and middle school to high school. Partners are required to establish shared goals, outcomes, and measurement practices across several domains, including grade 3 reading, grade 8 mathematics, high school graduation, and postsecondary education attainment.

State law requires LEAs to provide dropout prevention and recovery services to students who have dropped out or are at risk of dropping out (U.C.A. Section 53A-15-1903). If an LEA does not meet key improvement metrics each year, the LEA is required to contract with a third party provider to provide dropout prevention and recovery services. USBE will monitor and assist LEAs in implementing these requirements.

Recent legislation requires USBE to enhance Utah's online data reporting tool, the Data Warehouse, to provide functionality as an early warning system. Early warning systems enable states, LEAs, and schools to identify students at-risk of failing to meet key educational milestones such as reading at grade level, on-time graduation, or college readiness and college persistence. By identifying students early, educators can target interventions and supports to help students to achieve readiness and success. The legislation also requires USBE to contract with a provider for a two-year pilot program for an LEA to pilot a provider's early warning system.

USBE will continue to train McKinney-Vento LEA liaisons to ensure homeless students in transition are supported. This will include transitions that occur from school to school,

elementary to secondary, and junior high to high school. USBE will continue to work with the Utah Higher Education Authority to expand that support into post-secondary education and career paths for homeless students.

USBE also makes use of Check & Connect, an evidenced-based comprehensive intervention designed to enhance student engagement at school and with learning for marginalized, disengaged students in K-12, through relationship building and persistence. Check & Connect mentors work one-on-one with students and families, checking school data, implementing timely interventions, and engaging with families. In Utah, Check & Connect has been implemented for all students who are in foster care and those who are involved in the juvenile justice system if the students are in a mainstream school environment. Utah will be expanding Check & Connect for students with disabilities who are at risk for dropping out of school as determined through transition planning. A goal of Check & Connect is to foster school completion with academic and social competence.

Finally, transition support is a critical and integral part of the services offered to K-12 students who are in the care of Juvenile Justice Services and Division of Human Services. In addition to supporting the services provided through Title ID, USBE has undertaken the following efforts to facilitate transitions for students in the care of Juvenile Justice Services and the Division of Human Services:

Led by USBE staff and supported by Juvenile Justice Services (JJS) staff, short-term, market-sensitive, easily-acquired, credential-creating classes are offered to students who are in the care of Juvenile Justice Services longer-term with the goal of having each exiting student acquire positive skill sets that will aid the student in acquiring employment and money-earning capacities beyond custody.

To decrease the risk of students dropping out, the USBE is developing, using mostly Title 1-D funds, an on-line course consisting of 12 modules that result in three credit hours from Southern Utah University. This course, designed for school administrators and teaching staff, addresses the characteristics and needs of nontraditional students, including students who are in foster care, students who are refugees, adult students, or students with other risk factors. This course will provide professional development credits for licensed educators.

B. Title I, Part C: Education of Migratory Children

1. Supporting Needs of Migratory Children (ESEA section 1304(b)(1)):

Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:

- i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;**

The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs use data to determine specific areas of academic low performance to determine barriers to students' achievement in the identified areas of academic low performance. The data includes Utah's Student Assessment of Growth and Excellence (SAGE) test scores, teacher-rating cut scores based on standards taught, surveys (parent, teacher, and student), focus groups, and interviews. Entities consider what programs currently exist to support the Migrant Education Program and match those programs up with the needs of the students to ensure that eligible migrant students have access. [The Comprehensive Needs Assessment](#) is inclusive of preschool migratory students and migratory students who have dropped out of school. Each Local Education Agency / Migrant Education Program conducts its own Comprehensive Needs Assessment to determine the specific unique educational needs of the migratory students in its program.

Subsequent to the completion of the State Comprehensive Needs Assessment, and under the guidance of Utah Migrant Education Program Stakeholder Committee and Utah Migrant Education Program Parent Advisory Council, the State completes a comprehensive [Service Delivery Plan](#) for all eligible migratory students residing in the State. The Service Delivery Plan includes the following components: performance targets, needs assessment, measurable program outcomes, service delivery strategies, and an evaluation plan that describes Migrant Education Program effectiveness in relation to the performance targets and measurable outcomes. The unique needs of preschool migratory children and migratory children who have dropped out of school are included in the Comprehensive Needs Assessment, Service Delivery Plan and Evaluation. The Utah Migrant Education Program Parent Advisory Council and a committee of stakeholders, including relevant local, State, Federal educational programs serving migratory children, and language instruction educational programs under Title III, Part A., review the Service Delivery Plan annually.

The Service Delivery Plan process purpose is to ensure that migratory students have access to existing programs and services to eliminate barriers to academic achievement. In the event that programs and services do not exist, the Migrant Education Program may design and implement a program or service to address that identified need. Again, the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs are dependent upon the results of the Comprehensive Needs Assessment and the implementation of the Service Delivery Plan to access existing programs and services or to design programs and services.

The process is specific to addressing an identified barrier to an identified academic need at the local level. For example, a needs assessment that identifies language acquisition as a barrier to migrant students, is then provided funding to enhance access for migrant students to the existing LEA language acquisition services. Another example would be utilizing the needs assessment to identify health services such as supporting a student who needs eyeglasses to access the classroom content. These examples represent the range of supported services.

ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;

The Utah Migrant Education Program conducts a Comprehensive Needs Assessment every three years. This is completed with direction from the U. S. Department of Education's Office of Migrant Education, the Migrant Education Parent Advisory Council, and in joint planning with a Utah Migrant Education Program committee of appropriate stakeholders (i.e., local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A). In addition, a Utah Migrant Education Program committee of appropriate stakeholders and Migrant Education Parent Advisory Council reviews the Comprehensive Needs Assessment every program year. The Comprehensive Needs Assessment determines areas of concern from state assessment results, teacher ratings of student performance on state standards, and survey responses from students, parents, teachers, administrators, and community stakeholders. Additionally collected are responses for determining concern statements from focus group interviews with students, parents, teachers, administrators and community stakeholders (i.e., local, State, and Federal education program representatives serving migratory children, including language instruction educational programs under Title III, Part A). Under the current Comprehensive Needs Assessment, the concern statements are the following:

1) Currently, the identified highest needs in language arts for migrant students were Standard 8: Evaluate the argument and claims in text; Standard 7: Integrate and evaluate content in text; Standard 6: Assess point of view and purpose in text; and Standard 9: Analyze two or more texts and compare. USBE is concerned that instruction for migrant students in language arts may not be effectively targeting the foundational skills necessary to facilitate success at the appropriate grade levels to ensure that students are acquiring the basic building blocks necessary to master reading and writing.

2) Currently, the identified highest needs in mathematics for migrant students were Standard 3: Construct viable math arguments; Standard 2: Reason abstractly and quantitatively; Standard 6: Calculate accurately and efficiently; and Standard 4: Model math in everyday life. USBE is concerned that instruction for migrant students in mathematics may not be effectively targeting the foundational skills necessary to facilitate success at the appropriate grade levels to ensure that students are acquiring the basic building blocks necessary to master mathematics.

3) Under the current Comprehensive Needs Assessment, for English Learner migrant students the identified highest areas of need in language arts and math are similar to the skill areas for students at-risk academically. USBE is concerned that English instruction for migrant students may not link students' native language in a way that supports English language acquisition or considers students' skill levels in reading, writing, and mathematics in their native language. In planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the USBE will address the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school. The Utah Migrant Education Program will implement a [Comprehensive Needs Assessment](#), a [Service Delivery Plan](#)

and a [Program Evaluation](#). The full range of services that are available to Utah migrant students is dependent upon the Comprehensive Needs Assessment, Service Delivery Plan and Utah Migrant Education Program Evaluation process (ESSA Title I, Part C, Sections 1304(b) and 1306(a), 34 CFR 200.83).

iii. The integration of services available under Title I, Part C with services provided by those other programs;

The services available under Title I, Part C, including the integration of services provided by other programs (i.e., language instruction educational programs under Title III, Part A) are determined under the guidance of a committee of appropriate Utah Migrant Education Program stakeholders and the Utah Migrant Education Program Parent Advisory Council. The current Utah Migrant Education Program performance targets are the following:

- Performance Target #1 Language Arts Achievement: By the 2019-2020 academic year 76 percent of all migrant students enrolled in Utah migrant programs for at least 3 years will score at the proficient level (rubric score of 3 or higher) in language arts based on teacher ratings or state assessment scores.
- Performance Target #2 Math Achievement: By the 2019-2020 academic year 73 percent of all migrant students enrolled in Utah migrant programs for at least 3 years will score at the proficient level (rubric score 3 or higher) in math based on teacher ratings or available state assessment scores.
- Performance Target #3 English Language Acquisition: By the 2019-2020 academic year, 80 percent of all migrant students enrolled in Utah migrant programs for at least 1 year will increase from an initial baseline on the WIDA by at least .5 toward English language fluency.

iv. Measurable program objectives and outcomes.

The current measurable program objectives and outcomes for the Utah Migrant Education Program as identified in the current Service Delivery Plan are the following:

- Measurable Outcome #1 Evaluate Claims in Text: Sixty-seven percent of all students targeted for reading instruction will demonstrate proficiency in this Utah State Content Standard based on assessment scores and/or teacher ratings of student performance.
- Measurable Outcome #2 Integrate and Evaluate Content in Text: Sixty-seven percent of all students targeted for reading instruction will demonstrate proficiency in this Utah State Content Standard based on assessment scores and/or teacher ratings of student performance.
- Measurable Outcome #3 Assess Point of View in Text: Sixty-seven percent of all students targeted for reading instruction will demonstrate proficiency in this Utah State Content Standard based on assessment scores and/or teacher ratings of student performance.
- Measurable Outcome #4 Construct Viable Math Arguments: Sixty-three percent of all students targeted for math instruction in Utah migrant programs will demonstrate proficiency in this Utah content standard based on assessment scores and/or teacher ratings.

- Measurable Outcome #5 Reason Abstractly and Quantifiably: Sixty-three percent of all students targeted for math instruction in Utah migrant programs will demonstrate proficiency in this Utah content standard based on assessment scores and/or teacher ratings.
- Measurable Outcome #6 Calculate Accurately and Efficiently: Sixty-three percent of all students targeted for math instruction in Utah migrant programs will demonstrate proficiency in this Utah content standard based on assessment scores and/or teacher ratings.
- Measurable Outcome #7 English Language Acquisition Staff Development: Based on a staff development survey, at least 80 percent of Migrant Education Program staff will report that staff development has helped them to more effectively meet the needs of limited English proficient students using research-based English Learner strategies to facilitate reading and math achievement and progress toward high school graduation.
- Measurable Outcome #8 English Language Acquisition: Eighty percent of all migrant students enrolled in Utah migrant programs for at least 1 year will increase from an initial baseline on the WIDA toward English language fluency by at least .50

2. Promote Coordination of Services (ESEA section 1304(b)(3)):

Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

Section 1304(b)(3) of the Every Student Succeeds Act (ESSA) requires State Education Agencies (SEAs) to promote interstate and intrastate coordination of Migrant Education Program services by providing for educational continuity through the timely transfer of pertinent school records (including health information) when children move from one school to another. In addition, Section 1308(b)(1) requires that States provide for the electronic transfer of those migrant student records.

The Utah Migrant Education Program utilizes Utah's unique Migrant Education Program database, Migrant Assessment Performance System (MAPS), for the timely transfer of pertinent migrant student records for intrastate moves. For interstate moves, the Utah Migrant Education Program facilitates the transfer of pertinent migrant student records through the national Migrant Education Program data system, or the Migrant Student Information Exchange (MSIX). Concerning both the Utah Migrant Education Program data system (MAPS) and the national Migrant Education Program data system (MSIX), student data disclosure is only to authorize representatives of State and local educational agencies for purposes of the enforcement of or compliance with Federal legal requirements, which relate to the Migrant Education Program (See 34 CFR 99.35). Additionally, eligibility for the Migrant Education Program is documented on the National Certificate of Eligibility (COE). The Certificate of Eligibility is signed by the migrant students' parents/guardians agreeing to the following statement: "I understand that my student's information may be shared with other Migrant Education Programs."

3. Use of Funds (ESEA section 1304(b)(4))

Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.

At least every three years, a committee is coordinated of appropriate Utah Migrant Education Program stakeholders (i.e., local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A) and a Utah Migrant Education Program Parent Advisory Council. The committee's purpose is to review data from the Comprehensive Needs Assessment and provide recommendations to be considered as priorities for the use of Title I, Part C funds and to serve as the basis of Migrant Education Program service delivery. The goal is to produce the corresponding Measurable Program Outcomes and the assessment of needs as delineated above in Question #1. The following are the committee's most current Migrant Education Program recommendations for priority for use of funds:

- Priority 1: Incorporate tutoring and small group instruction in reading and math for migrant students into regular academic year classrooms, summer programs, after-school or before-school programs, or in services provided to Out of School Youth.
- Priority 2: Utilize instructional materials and online tutorials specifically designed for migrant students (e.g. materials from the Migrant Education Program Consortium Incentive Grant website resource www.migrantliteracynet.com).
- Priority 3: Develop individual learning plans for all priority for service migrant students (e.g. materials from the Migrant Education Program Consortium Incentive Grant website resource www.migrantliteracynet.com).
- Priority 4: Utilize bilingual and bicultural staff whenever possible for instruction.
- Priority 5: Target reading instruction in Standard 8: Evaluate the argument and claims in text; Standard 7: Integrate and evaluate content in text; and Standard 6: Assess point of view and purpose in text for priority for service migrant students
- Priority 6: Target math instruction in Standard 3: Construct viable math arguments; Standard 2: Reason abstractly and quantitatively; and Standard 6: Calculate accurately and efficiently for priority for service migrant students.
- Priority 7: Create programs and ensure opportunities for parents to become engaged in the academic achievement of their children (e.g. Academic Parent Teacher Teams, Parent Literacy Nights, and Take Home Book Bags, utilizing the parent resources in English & Spanish form the www.migrantliteracynet.com).
- Priority 8: Implement ESL and cultural awareness training for all teachers and staff working with migrant students.

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

Definitions

- AIR American Institutes for Research
- CTE Career and Technical Education
- DHS Department of Human Services (DJJS is a sub unit thereof)
- DJJS Division of Juvenile Justice Services
- ETCA Education Transition and Career Advocates (LEA transition specialists)
- ED United States (federal) Department of Education
- LEAs Local Education Agency/Agencies
- ND Neglected and Delinquent (used interchangeably herein as “T1PD”)
- T1PD Title 1, Part D (federal funding, used interchangeably herein as “ND”)
- TSS (DJJS) Transition Services Specialists
- UCJC Utah Criminal Justice Center (a collaborative partnership between the University of Utah and the Utah Commission on Criminal and Juvenile Justice)
- USBE Utah State Board of Education
- UTREx Utah (student) Record Exchange (system)
- YIC Youth In Custody (state funds providing 9 months of schooling for ND students)

I. Transitions Between Correctional Facilities and Local Programs (ESEA section 1414(a)(1)(B)):

Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

Background

Utah has a vastly different approach (compared to other states) for using Title 1, Part D (“T1PD”) funds due to the state’s significant usage of state Youth In Custody (YIC) funds that, for about 30 years, annually provide nine (9) months of regular public education to youth who are in state custody and in state care. YIC-supported schools, all independently accredited by AdvancED, offer most of “regular,” rigorous school academic and some career and technical education (CTE) credit-bearing programs that students would expect to find in any high quality “regular” schools. The opportunities include a complement of music and art as well as inter-YIC-schools’ competitive sporting and academic/knowledge “bowls.”

State YIC funding, supported by ND funding during Summer School, provides students access to concurrent enrollment to students who are advanced enough to pursue academic rigor at that level. Additionally, state YIC funds provide for additional post high school classes for those who have graduated from high school and/or received high equivalency credentials.

State YIC funds provide NO transition services. That is the sole domain of T1PD funding.

See <https://rules.utah.gov/publicat/code/r277/r277-709.htm> for more YIC information.

To this large, main YIC funding and to its robust, well-rounded, academic and CTE programming, T1PD funds provide supplementary supports at selected, eligible sites with the Division of Juvenile Justice Services (DJJS) and the Department of Human Services (DHS) in the following three main ways:

- (a) annually, a 25-to-35-day extended, academic school year (called "Summer School") that is a continuation of the services offered by state YIC funds during the regular 9-month school year;
- (b) a 12-month, rich mix of short-term, market-sensitive, employment-connected, certificated CTE classes that are not offered by YIC funding; and
- (c) ongoing leadership, support, and advocacy for education transition and career advocacy services that are not offered by YIC funding.

Utah Transition Services

"Between," in the revised regulations, implies and requires reporting on bi-directional transition services. This was confirmed by ED at the national T1PD conference in June 2017.

From Custody/Care to Non-custodial care

Education transition services to eligible Utah youth in care/custody are primarily provided through federal Title 1, Part D (T1PD) funds. To achieve this service, the Utah State Board of Education (USBE) contracts with districts (LEAs) to hire staff who provide education transition and career advocacy services to eligible students found in LEAs. The staff positions are called "Education Transition and Career Advocates" (ETCAs).

Please see at the end of this T1PD subsection, the "***Multiagency Statewide Transition Alignment***" document. In this document, education-related transition roles and services align with Division of Juvenile Justice Services (DJJS) staff roles and services who include, but are not limited to, DJJS Transition Services Specialists (TSS), DJJS Case Managers, Clinicians, etc. Usage of this document, jointly created and "owned" by all levels of DJJS and Education staff, predictably stabilizes the quality and impact of services regardless of who is serving in the various levels of staff positions.

Starting in November 2015, through state-level and grass-roots staff input in face-to-face, statewide, strategic planning meetings, the main goals and roles associated with successful transitioning of students into and out of state care are clearly outlined, collaboratively implemented, systematically reported, and regularly evaluated by DJJS and Education senior-to-local level staff in meetings that are held semi-annually.

The matrix distributes all of the key transition services among relevant Utah agencies, thereby eliminating redundancies and service gaps while creating ***self-regulating, cross-agencies' accountability processes, and systematized transition services*** to eligible students.

In the matrix, a number "1" symbolizes which position and agency has PRIMARY responsibility for a particular transition function for students and a "2" symbolizes who has secondary responsibility while "X" symbolizes a persons' supportive roles.

The Utah model is similar in intent, content, and context as the model presented at the June 2017 ND Coordinators conference held at the American Institutes of Research (AIR).

Additionally, the Utah State Board of Education requires LEAs to support students and to report on individual transition outcomes that include all variables of the CSPR as well as the following:

- (a) enrollment in public school two weeks after release from state custody/care – since, by our observations, the first two weeks to a month of students' post release choices determine the students' life trajectories more than any other time period;
- (b) follow-up on each student 90 days and 180 days post release (where permitted) that report the CSPR data and the following data:
 - (1) academic credit earned – split out from CTE credits earned,
 - (2) number of earned skill/employability certificates earned, and
 - (3) if current released student employment is related to a skill certificate(s) a student gained while in state care/custody.

Between "Non-Custodial Care and State Custody/Care"

The Utah State Board of Education is the sole provider of public education in this state -- through School Districts (LEAs). Inside UTREX -- UTah's (student information and) Record Exchange systems, student transcripts are updated by, available to, and exchanged among all LEAs – daily. Schools, including all YIC and ND-funded schools, update daily and have full access to these transcripts and other relevant student information pieces. In short, records seamlessly move between/among/to/from YIC/ND accredited schools and other public accredited schools.

The benefits of UTREx include, among others, relevant records of what each student is currently studying, what each student has for accumulative subject-by-subject credits -- regardless of which school (including YIC/ND schools in LEAs) helped students to gain credits. Between public non-custodial and custodial care schools, records are constantly updated, accurate and shared.

Statutory Waiver

On June 22, 2017, the USBE received a statutory waiver to exempt the state from the ratio for spending academic and transition funds -- 70% to 30% respectively -- to be at yearly levels that meet the state's strategic goals. This favorable federal waiver enables the state to create plans for additional outreach to eligible youth who are currently NOT receiving transition services. At the time of writing this state plan, the specificity of plans related to the waiver are not available, but should be between September and October 2017 once USBE has finished

conducting strategic planning with its internal, educational and external, governmental partners.

The Ounce of Prevention

Finally, In March 2017, the State Legislature past an unfunded, but forward-thinking House Bill, [HB 239 \(https://le.utah.gov/~2017/bills/static/HB0239.html\)](https://le.utah.gov/~2017/bills/static/HB0239.html) to reduce the number of youth who might enter state custody by requiring LEAs to service challenging youth in ways other than referring them to state custody. Preventing students from entering state custody and solving behavioral and other matters in non-custodial settings should create other resolution options.

1. Program Objectives and Outcomes (ESEA section 1414(a)(2)(A)):

Describe the program objectives and outcomes established by the state that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

Overview

To understand the delivery of Title 1, Part D (T1PD) services in Utah, one must understand that T1PD funds are a small piece of and supplement the significant, 9-month, state-funded "Youth In Custody" (YIC) program. Please see in this report the section, "Transitions Between Correctional Facilities and Local Programs," for further explanation.

Program Objectives

To meet the listed program objectives and outcomes, USBE is using and will continue to use the following:

- dual agency, state-level strategic planning and guidance,
- student outcomes data collection,
- external analysis and consultation, and
- onsite monitoring.

1. Dual-Agency, State-Level Strategic Planning and Guidance

The state has the good fortune of agencies being willing to work in collaborative relationships. Along with designated local-level educators and DJJS staff, the state's senior staff from YIC, federal T1PD and DJJS Director, Deputy Director and senior staff meet in person annually for strategic planning (August 8, 2017) and then, in person, monthly to address progress, alignment, training, outcomes, etc. Since YIC and T1PD staff (hired by LEAs) must work well together in JJS sites, the two agencies have and continue to work hard to assure that educators and DJJS local-level staff know each other's vocabulary, key goals, aspirations, weak spots, strengths, challenges, measurables, etc., and work collaboratively to assure the success of achieving each other's desired outcomes. With this dualistic approach of unified vision, the following are in motion:

- a single mission statement for all entities has been developed and guides them,
- combined oversight and regular review of goals' measurable progress lead the way,
- ongoing sharing of goals, roles, procedures, struggles and successes occurs, and
- monitored alignments and adjustments are regularly employed,
- with the combined efforts improving all outcomes, including academic, career and technical measureables.

2. **Student Outcomes Data Collection**

First, individual student-level, education data are collected via UTREx -- mentioned earlier in this ND document.

Second, though other states that use ND funds can measure gains since most of their funds are used in regular, 9-month education programs, in Utah due to how ND funds may be legally permitted to be used, it is difficult to attribute and/or measure cause-and-effect usage of T1PD funds in the academic areas. T1PD academic funds primarily support 25-to-35-day Summer School district (LEA) programs – a time in which pre/post testing does not make a lot of sense and is marginally valid. Other than to set goals that each student will earn at least some credit during Summer Schools towards high school graduation, very few other logical, measurable, academic goals can be set or Summer School is:

- (a) a "finishing" school in which students have been given the gift of extended days to complete subjects that they did not complete during the 9 months of YIC-supported classes;
- (b) an "early start" school to give students an early start on some subjects that interest them;
- (c) a "tutoring" school to "beef up" skills that have challenged them;
- (d) a "credit recovery" school, in some circumstances, to aid students to catch up on classes and credits that have alluded them.

Third, as part of the dual agency efforts to achieve academic, career and technical goals, Utah seeks to have every student leave custody with "positive marketable skills" in area(s) that may interest each student and is feasible to be pragmatically offered to each student. Therefore, the two agencies measure -- by using a two-agency, online, student-by-student, LEA-by-LEA, live document -- the number of short-term, market-sensitive, skill certificates that each student earns, among other variables. Please see the report below and attached, "**Secure Care Programming, School and Transition Outcomes.**"

For the report, Columns A, B, and C are completed by the Division of Juvenile Justice Services (DJJS), columns 1 – 13 are completed by LEAs (Education Transition and Career Advocates – ETCAs) and the balance are completed mostly by DJJS with some ETCA support.

Fourth, annually, as one method to assess program effectiveness, the state requires LEAs to report all and more variables required by the federal Department of Education in the annual consolidated report (CSPR). Please see below a page from the **“Accountability Report – Program Activity and Outcomes.”**

	A	B	C	D	E	F	G	H	I	J	K
66	STUDENT OUTCOMES (2.4.1.3.2)										
67	Students' Outcomes While in the State Agency Program/Facility/Site <u>AND</u> Within 180 Calendar Days After Each Student's Exit										
68	In the table below, for ND programs offered from the <u>beginning of your normal school year of August XX, 2016 to the end of your school year in August XX(-1), 2017</u> , provide the unduplicated number of students who attained outcomes while in (a) specific program/facility and (b) 180 days after exiting the program . Please follow the guidance on each row.										
69	Section 8: NUMBER OF STUDENTS Please enter the <u>UNDUPLICATED count</u> of students.		Oak Springs School		Observation and Assessment		Juvenile Corrections		Adult Corrections /At Risk		
70			While in site	180 days after exit	While in site	180 days after exit	While in site	180 days after exit	While in site	180 days after exit	
71	1a	Number of students who <u>enrolled</u> in <u>any</u> district school <u>AFTER EXIT</u> . (Do NOT count students in "1b" if counted here.)									
72	1b	Number of students who <u>planned to enroll</u> in <u>any</u> school <u>AFTER EXIT</u> . (Do NOT count students in "1a" if counted here.)									
73	2	Number of students who earned CTE credits									
74	3	Number of students who earned high school NON-CTE course credits									
75	4	Total # of Students who earned any credits (CTE or non CTE) (This is NOT the sum of above lines 2 and 3.)									
76	5	Number of students who earned employability credential/certificate like "Food Handlers Permit, Flagging, OSHA, etc."									
77	6	Number of students who enrolled in a GED ^R preparation program									
78	7	Number of students who earned GED ^R (earned while in a facility <u>OR</u> by 90 days after exit)									
79	8	Number of students who obtained a high school diploma (earned while in a facility <u>OR</u> by 90 days after exit)									
80	9	Number of students who accepted and/or enrolled in post-secondary education									
81	10	Number of students who enrolled in job training course(s)/program(s)									
82	11	Number of students who obtained employment									
83	12	Number of students who earned postsecondary credits									
84	13	Number of students who obtained employment related to skill certificates earned									
85	14	Number of students who attended school consecutively for 2 weeks after release.									
86	<i>Two Weeks after release</i>										
87	STUDENT ACADEMIC PERFORMANCE										

Fifth, student portfolios and transcripts are given to each student in hard copy and electronic copy. Additionally, the LEAs keep a “back up” copy for each student for the times when former custodial students require replacement copies.

3. **External Analysis and Consultation**

The Utah State Board of Education (USBE) formerly retained the services of the University of Utah Criminal Justice Center (UCJC) and then the American Institutes for Research (AIR) to aid the Educators and DJJS staff to maximize their collaborative student services in all areas – academic instruction and support, full scope of transition services, and CTE and career development matters. Continued consultation has resulted in, is resulting in, and will continue to result in measurable outcomes. Additionally, USBE YIC/ND staff, DJJS state leadership, and local leadership are building internal staff and systemic capacities (including but not limited to local-level “trained staff training staff”) to support and build upon what has been learned so far and to implement future strategic goals.

4. **Onsite Monitoring**

Onsite at Division of Juvenile Justice (DJJS) facilities that house YIC/ND schools, USBE YIC and T1PD staff conduct thorough reviews of selected programs annually. These reviews examine pedagogy, all aspects of finance, collaboration with other agencies, program implementation, teacher qualifications/licensures, cross agency supports, quality of instruction, transition services, etc. In addition, special education service delivery and results are monitored by USBE staff, and reported to each facility/school district providing the services. Please see the details of the monitoring by referring to the attachment, ***“Program Review Form 9-18-16 (edition).”***

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	1=Most Resp. 2=2nd Resp. X=Particip	Multi-Agency Statewide Transition Alignment											
2		STUDENT NEEDS (* = future considerations)	TS S	ETC A	SC STA FF	CM /C W	Adv oca te	C&C Meato r*	Educ ation	Clin icia n	Voc Reh ab	W I O A	POs
3	TRANSITION PLANNING	Interagency Collaboration/Team	1	X			1	x		x	x		
4		Transition Plan/Exit Plan/CCR	X	x			1						
5		TSS Weekly Group Class	1										
6	ASSESSMENTS	TABE Scores		1									
7		Career Assessments/Utah Futures		1									
8		Identify Stability	2				1			X			
9		Mental Health Assessment									1		
10		Youth has taken College Entrance Exam (ACT)/SAT/ACCUPLACER		2						1			
11		Special Education Child Find		1						1			
12		Work Keys*	X	x	1	X							
13	SKILL TRAINING	Interviewing/Role Playing	2	1	3						x	x	
14		Resume Writing/building	2	1	3						x	x	
15		Criminogenic Needs	X		1								
16		Job Certifications			1						x	x	
17		Job placement and preparation (job fair, work-based learning, business partnership)*	2	1			2				x	x	
18		Social skills & Independent Living	X		1				2		x	x	
19		Financial Planning/Literacy		1					1		x	x	
20		Job Experience*		2	1						x	x	
21		Reading/Writing/Communication		2	X				1		x	x	
22	SCHOOL	High School Diploma / GED*		2				3	1				
23		SPED Referral	X	X	X	X	X	X	1	X			
24		Transfer of school records to Public ed./Education plan	2	1			2						
25		Public Ed. Enrollment/ YIC Intake (Sending & Receiving)	X	X			1						
26		Monitor Grades	X	1	X	X	2	1	2				
27		Monitor Attendance	X	1			X	2	1	2			
28		Monitor Behavior		1				2	1	2			
29		Monitor Credits toward	X	1			X	2	1				
30		Enroll in Applied Tech Program	X	1									
31		Enroll in Job Corp	X	1									
32		Apply for Financial Aids Scholarships FAFSA	X	1	X								
33		Apply for Pell Grant		1									
34		Apply for College/Post-Secondary		1									
35	Connect with Pub. Ed. Check & Connect Mentor		1					X					
36	EMPLOYMENT	Apply for on-the-job Training /	1	2			1				X	X	
37		Apply for Voc Rehab	1	2			1				X	X	
38		Apply for LYFE Program/ WIOA	1	2			1				X	X	
39		Register for Selective Service	1	2			1				X	X	
40		Apply for jobs	1	2			1				X	X	X
41	Employment monitoring	1	2			1				X	X		
42	COMMUNITY & FAMILY RESOURCES	Housing	2			1							
43		Connect with Community Resources (Health department, LDS, TAL)	1				1						
44		Citizenship Status	1				1						
45		Transportation	2				1						
46		ID/License	1				1						
47		Family Support/Guardian (CFTM)	X	X	X	X	1	X		X			
48		Medical/Mental Health Treatment	X	X	1	1	1				1		
49	Connect with JJS Mentoring		1										
50	Transition Monitoring	School Monitoring/Scheduling	1	2			1		1				
51		Employment monitoring	1				1						
52		Placement Progress/Obstacles	1				1						
53		Relapse	X		X	1	X				X		

D. Title II, Part A: Supporting Effective Instruction

Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

In alignment with the Utah State Board of Education's (USBE) strategic plan, [Excellence for Each Student](#) (Appendix B), the SEA currently provides state-level activities for LEA and school administrators and educators as opportunities to improve student achievement. We will use Title II, Part A funds to compliment current initiatives and provide system-wide opportunities for administrators and teacher leaders to achieve educational excellence as evidenced by increases in student performance. In the following sections, an outline of current state-supported opportunities is provided, followed by the proposed activities to augment and leverage the current supports available.

Administrators

Current Offerings

Over the course of the past few years, several opportunities have been provided to central office leaders and school-level administrators to support professional learning. These opportunities have been designed to improve student outcomes through evidence-based practices, strategies, and organizational systems. These opportunities have offered administrators content specific instructional practices to support educators in providing effective instruction. Some notable options include:

- *Principals Literacy Institute*: extend administrator knowledge and skills with respect to K-8 literacy instructional practices and strategies for core instruction, as well as intervention.
- *STEM Academy*: engage K-8 administrators in understanding best instructional practices associated with mathematics, science, engineering, and technology.
- *Leadership in Blended and Digital Learning Program*: build experience and expertise in digital and personalized learning, including evaluation and instructional best practices related to 21st century classrooms.
- *LEA-Level Administrator Collaboration Meetings*: LEA administrators join their colleagues and USBE staff in professional learning opportunities three to four times a year to share successes and challenges, to keep current with shifts in policy, and to address student achievement concerns.

Expected Student Achievement Outcomes

Effective leadership is critical in the teaching and learning process. A meta-analysis of 35 years of research indicates that school leadership has a significant effect on student achievement¹⁵. The cycle of continuous improvement benefits seasoned and newly appointed administrators.

The average correlation between principal leadership (independent variable) and student achievement (dependent variable) is .025. In other words, increasing leadership effectiveness one standard deviation is associated with a 10 percentile gain in student achievement. Therefore, providing meaningful professional learning for school leaders will increase student achievement.

Data Driven Professional Learning Opportunities

To understand the perceived needs of Utah's administrators, a needs analysis was conducted in March of 2017. The analysis consisted of an online survey sent to all building-level administrators. The survey provided some possible areas of need along with an open-ended space to permit principals to self-identify additional needs. The results of the survey indicated several areas of concentration:

- Recruiting and Retaining Teachers
- Formative Teacher Observations for Continuous Growth
- Distributive Leadership
- Using Data to Determine and Select Professional Learning
- Balancing Workload and Life
- Communicating in Difficult Circumstances
- Implementing and Maintaining PLCs
- Engaging Families and Community

State-Level Activities to Address Identified Needs

Utah intends to use the three percent set aside to offer a multi-year program for school-level administrators to address the needs identified in the section above. This program will offer statewide, regional principals' summits, developing a cohort of principals in each region, followed by implementation supports in the form of professional learning, setting goals, cohort visits to schools and classrooms. Principals will gather data and other evidence through a school year to analyze, interpret, and implement changes necessary to increase student achievement. The final step is to have these cohorts of leaders present their experience and learning at the next annual state-wide regional principals' summits, while positioning them to be peer mentors for subsequent school year cohorts.

¹⁵ *Learning From Leadership: Investigating the Links to Improved Student Learning*. Publication. St. Paul: Center for Applied Research and Educational Improvement/University of Minnesota, 2010.

Teacher Leaders

Current Offerings

The Utah State Board of Education provides learning opportunities for teacher leaders to grow in their professional capacity to increase student achievement. Sample professional learning opportunities include measuring student achievement in terms of formative assessment, classroom management, technology integration, core content, training for mentors, among others.

State-Level Activities to Address Identified Needs

Utah has recognized the importance of teacher leaders and has started the process of identifying the resources necessary for statewide integration. Utah will use Title II, Part A funds to create a pilot grant opportunity for LEAs to develop a teacher leader program. Grant projects will be required to include a description of strategic plans to:

- demonstrate commitment of the LEA to build leadership capacity of teachers;
- Provide professional learning for principals for ways to identify, work with, and provide transparency with school staff to understand teacher leader roles;
- design job-embedded professional learning;
- craft inventive opportunities for teacher leaders to make contributions for the professional that do not require leaving the classroom full time;
- create opportunities for collaboration among teacher leaders;
- propose innovative funding strategies for sustainability beyond the grant;
- establish a program evaluation process that includes impact on school culture, teachers' continuous growth, and student learning; and
- develop a communication plan to publicize the LEA's teacher leader program, process, and outcomes.

USBE will bring together a study group to become familiar with the latest research; discuss the constructive influences a teacher leader can have on both peers and students; and begin to develop, in part, the pilot guidelines, format, application, communication plan, determine expected outcomes, monitoring, etc.

2. Use of Funds to Improve Equitable Access to Teachers in Title II, Part A Schools (ESEA section 2101(d)(2)(E))

If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.

The USBE will use Title II, Part A funds to improve equitable access to effective teachers. The USBE is very concerned that each student has access to high quality instruction from an excellent teacher.

In 2015, Utah engaged in an analysis of equity gaps in access to effective teachers ([Utah's Plan to Ensure Equitable Access to Excellent Educators](#)). Utah's analysis of equity gaps for poverty, minority, and students with disabilities did not reveal any gaps for students with disabilities or students in poverty at a statistically significant level when viewed from a statewide perspective. In fact, the analysis shows that students from low-income households are taught by qualified teachers at a higher rate than their peers, and that students with disabilities are taught by more experienced teachers overall than other groups. There is a small gap (4%) for minority students, who have higher levels of inexperienced teachers than their peers, but as there is no corresponding gap in qualified teachers, it does not appear that minority students have less access to excellent educators.

Utah will use a portion of Title II, Part A funds for additional data analyses of equitable access of English Learners and other students who are traditionally tracked using data that was not available in 2015 when the analysis was completed.

State-Level Activities to Address Identified Needs

The information, data, action plan and root-cause analysis used to develop Utah's Equity Plan will guide the USBE's work to support equitable access to effective teachers. A timeline created in response to the report's findings indicate the following efforts will receive funding and resources:

- Teacher preparation improvements
- Statewide professional learning improvements
- State systemic improvement plan to increase student achievement in middle school mathematics
- Effective use of evaluation systems
- Administrative licensure improvements
- Principals' academies
- Professional learning for talent management
- Teacher recruitment and retention
- Enhancing cultural competence, awareness, and perception
- Targeted assistance for LEAs to reduce inequities in their system
- Perceptions campaign to highlight outperforming highly impacted schools

Another strategy is to increase equitable distribution of excellent teachers by supporting struggling teachers. This will be achieved through specifically designed professional learning to build knowledge and skills to better support students with diverse needs.

3. System of Certification and Licensing (ESEA section 2101(d)(2)(B))

Describe the State's system of certification and licensing of teachers, principals, or other school leaders.

The Utah State Board of Education is responsible for setting the qualifications for educator licenses. A Utah educator's license may be obtained through traditional university preparation programs, alternative routes to licensure (ARL) and Academic Pathways to Teaching (APT). A simplified synopsis of licensure levels may be found on the USBE's Teaching and Learning Licensing, webpage under [Licensing Requirements](#).

Licensure levels include the following:

Level 1 License

A Level 1 license is a Utah professional educator license issued upon completion of an approved preparation program, an alternative preparation program, or pursuant to an agreement under the NASDTEC Interstate Contract, to candidates who have also met all ancillary requirements established by law or rule.

Level 2 License

A Level 2 license is a Utah professional educator license issued after satisfaction of all requirements for a Level 1 license as well as any additional requirements established by law or rule relating to professional preparation or experience.

Level 3 License

A Level 3 license is a Utah professional educator license issued to an educator who holds a current Utah Level 2 license and has received, in the educator's field of practice, National Board Certification, a doctorate from an accredited institution or a Certificate of Clinical Competence from ASHA.

The following areas of concentration may be added to a license:

- [Administrative/Supervisor](#)
- [Career and Technical Education](#)
- [Communication Disorders \(Audiology\)](#)
- [Early Childhood](#)
- [Elementary Education](#)
- [School Counselor](#)
- [School Psychologist](#)
- [School Social Worker](#)
- [Secondary Education](#)
- [Special Education](#)
- [Special Education \(Birth-Age 5\)](#)
- [Speech Language Pathologist](#)
- [Speech Language Technician](#)

The USBE Licensing Task Force is currently looking at the state's licensing framework, processes, and expectations with the goal of reviewing and revising educator licensure. Goals include

helping educators meet state requirements by demonstrating competency. The Licensing Task Force expects to turn recommendations into rule for implementation by July 2018.

4. Improving Skills of Educators (ESEA section 2101(d)(2)(J))

Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

Current Status

- I. Utah has identified [Effective Teaching](#) and [Educational Leadership](#) Standards. Both of these documents specifically address the expectations associated with teaching diverse student populations. These professional standards form the basis of the Utah Educator Evaluation System. Therefore, all teachers and leaders follow these requirements and are rated according to their performance of these standards. USBE offers continuous professional learning opportunities for teachers, principals, and other local education leaders regarding the standards.

For example:

- a. Three of the ten Utah Effective Teaching Standards focus on "The Learner and Learning".

"Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive."

- b. Standard 1 of the Utah Educational Leadership Standards addresses Visionary Leadership".

"An educational leader 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. The leader incorporates diverse perspectives and builds consensus to provide equitable, appropriate, and effective learning opportunities for every student to achieve."

- II. The Principal's Literacy Institute is an intensive, six-day professional learning opportunity designed for elementary principals. It focuses on literacy assessment and instruction, including screening and diagnostic assessments to gather students' literacy levels and guiding classroom instruction accordingly. Sessions center on effective Tier 1 and Tier 2 instructional strategies and including Tier 3 interventions and supports. Each session includes a school visit, expert lecture, and discussion.

III. Twice each year, the Teaching & Learning section of the USBE publishes a Professional Learning Catalog offering professional learning in multiple subjects for any educator that wishes to participate. This publication is accessible to all educators. An example of such professional learning follows:

a. Skill-Based Small Group Instruction (Grades K-1) (also session for Grades 2-5)

“This professional learning course will focus on providing research-based strategies and routines for the **needs of diverse students**. Resources for diagnosing student deficits based on universal screeners and ideas for designing scaffolded, **small group instruction for a range of learners**. Supports for planning and managing independent practice time to allow for small group instruction will also be included. ***Participants must have access to a classroom of students in grades K-1 and 2-5 to complete the assignments***”

State-Level Activities to Address Identified Needs

In order to improve the skills of teachers, principals, or other school leaders enabling them to identify and meet the needs of students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, additional improved professional learning is offered. Below are a few examples:

State Systemic Math Improvement Plan for Students with Disabilities

- I. Utah’s 2013–2014 statewide proficiency assessments show 42.2% of students without disabilities in grades three through eight and ten were proficient in mathematics, but just 12.9% of students with disabilities were proficient: a 29.3% achievement gap.
- II. To address this achievement gap, the USBE brought together a variety of education and community stakeholders to create the State Systemic Improvement Plan (SSIP). The following are a few of the identified next steps for professional learning:
 - The importance of a rigorous curriculum and high expectations for students with disabilities with alignment to Utah Core Standards and Utah Alternate Standards;
 - The need for tracking of student progress and growth through both formative and summative assessments;
 - The need to collect and report accurate student data for accountability purposes;
 - The components of research-based effective instruction (including responding to a lack of student progress); and
 - The purpose of IDEA and specialized instruction, including the utilization of Standards Based (SB) IEP components

English Learner Master Plan

- I. Utah’s Master Plan for ELs provides guidance to Utah LEAs in their continuing efforts to address the linguistic and educational needs of ELs by sharing information on legislated and judicially mandated policies, best practices, and program procedures.

II. Professional learning should be based on assessed needs at the district/charter and school levels and be consistent with state and federal rules and regulations. The USBE will provide instructional support by:

- Provide guidance to LEAs for identifying EL students in a timely manner
- Provide guidance to LEAs to avoid over- or under-identification of students
- Standardizing training requirements for ESL endorsement
- Maintaining database of ESL endorsed educators
- Providing training on WIDA™ Standards
- Providing training in sheltered instruction (e.g., SIOP®).
- Providing training to districts and charter school on administration of state language proficiency assessment
- Providing training regarding revisions to federal and state rules and regulations

K-3 Reading Improvement Program

I. The K-3 Reading Improvement Program ([53A-17a-150](#)) was created to supplement other school resources to achieve the state's goal of having all third graders reading at or above grade level. The funds are used to support assessment, intervention strategies, professional development for classroom teachers in kindergarten through grade three, reading performance standards, and specific measurable goals for student achievement.

- The funds allocated for this program may be used for reading proficiency improvement interventions in grades kindergarten through grade 3 that have proven to significantly increase the percentage of students reading at grade level, including: reading assessments; and
- Focused reading remediation that may include: the use of reading specialists, tutoring, before or after school programs, summer school programs, or the use of reading software or interactive computer software programs for literacy instruction and assessment for students.

USBE's Gifted and Talented Handbook

I. This [guidance handbook](#) provides procedures for identifying and instructing gifted and talented (G/T) students. Significant procedures and options for identification is followed by characteristics of G/T students from culturally diverse backgrounds, recommended accommodations, involving parents or caregivers of diverse students, and other supports for teachers of G/T students from *underrepresented* student populations.

2. *Identification:*

“[Rule R277-707-3\(2\)\(b\)](#), Enhancement for Accelerated Students.

LEAs shall have a process for identifying students whose academic achievement is accelerated based upon multiple assessment instruments. These instruments ***shall not be solely dependent upon***

English vocabulary or comprehension skills and shall take into consideration abilities of ***culturally diverse students and students with disabilities.***"

Utah Professional Learning Standards

Utah's Professional Learning Standards outline the characteristics of evidence-based professional learning that lead to effective teaching practices, supportive leadership, and improved student results. These standards are the framework of ensuring and implementing evidence-based professional learning that supports teachers and leaders in identifying and meeting the needs of each student.

- Learning Communities ...commit to continuous improvement, individual and collective responsibility, and goal alignment.
- Skillful Leaders ...develop capacity, create support systems, and advocate for professional learning.
- Resources ...support educator learning through prioritization, monitoring, and coordination.
- Outcomes ...align board-required performance standards for teachers and leaders with the Utah Core Standards for student performance.
- Learning Designs ...integrate theories, research, and models of human learning to achieve its intended outcomes.
- Implementation ...applies research about change and sustains support for implementation of professional learning for long-term change.
- Data ...provides a variety of sources and types of student, educator, and system information to plan, assess, and evaluate professional learning.
- Technology ...includes targeted professional learning for the use of technology to enhance the learning environment and to integrate technology into content delivery.

5. Data and Consultation (*ESEA section 2101(d)(2)(K)*)

Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.

Current Status

The USBE tracks the trend data of percentages of state-qualified teachers and student achievement. If an LEA's percentages are decreasing in either area or both, the USBE consults with the LEA and encourages the LEA to use funds to increase the number of state-qualified teachers and improve student achievement.

State-Level Activities to Address Identified Needs

Consultation is a critical part of ensuring that Title II, Part A funds are used effectively and decisions about resource allocation are fully informed. Below are intended strategies to be used by the SEA to update and improve Title II, Part A activities.

- Conduct outreach to, and solicit input from relevant stakeholders during the design and development of plans for Title II, Part A funds ensuring that there is a diverse representation of educators from across the State or LEA, especially those who work in high-need schools and in early education.
- Be flexible when consulting with stakeholders, especially educators, by holding meetings or conferences outside the hours of the school day or by using a variety of communications tools, such as electronic surveys.
- Seek out diverse perspectives within stakeholder groups, when possible, and ensure that consultation is representative of the State or LEA as much as possible.
- Make stakeholders aware of past and current uses of Title II, Part A funds, and research or analysis of the effectiveness of those uses, if available, as well as research or analysis of proposed new uses of funds, in order to consider the best uses for schools and districts to support teacher and school leader development.
- Consider the concerns identified during consultation, and revise uses of Title II, Part A funds when appropriate.

6. Teacher Preparation (*ESEA section 2101(d)(2)(M)*)

Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.

Current Status

Utah NTEP team

In 2015 the State Board of Education, in collaboration with the Utah System of Higher Education, joined in partnership with the Network for Transforming Educator Preparation (NTEP) sponsored by the Council of Chief State School Officers. The Utah NTEP team set six goals to ensure a learner-ready teacher in every classroom and a school-ready leader in every school.

1. Require multiple performance-based measures of knowledge and demonstrated skill for initial licensure, generating data that can be used by the candidates for improvement.
2. Improve the tiered licensure system by designing multiple licensure pathways with various levels of responsibility, that continue throughout an educator's career in PK-12 schools.
3. Require preparation programs and LEAs to collaborate in order to engage teaching

candidates in continuous, contextualized, and carefully structured school-based clinical experiences.

4. Require preparation programs to provide evidence (including performance-based evidence) that programs are designed to prepare initial certification candidates to effectively teach all students, with particular attention to special needs and English language learners (where there is evidence there are difficulties).
5. Improve the coordination and utilization of data systems to inform policy and strengthen teacher preparation, recruitment, retention, and effectiveness.
6. Gather stakeholder input and communicate changes in licensure in clear and consistent ways so that changes in teacher licensure can be manifest in systemic change.

In August 2016, the USBE adopted an Academic Pathway to Teaching (APT) in response to teacher recruitment and licensing issues expressed by constituents. The APT license requires only a background check, a degree, and the passage of a Praxis test for Level 1 licensure. The USBE then established the Board Licensing Task Force in September 2016 to examine licensing structures and pathways and make recommendations for change. NTEP and the USBE Licensing Task Force are collaborating to revise and reform teacher licensing in Utah and have recently completed a series of statewide focus groups providing input on licensing changes that are being considered. The Licensing Task Force will complete their work and provide recommendations to the full Board in September 2017 at which point staff will begin to seek legislative support for providing flexibility to the Board in statute.

E. Title III, Part A, Subpart I: English Language Acquisition and Enhancement

1. Entrance and Exit Procedures (ESEA section 3113(b)(2)):

Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.

Consultation for Utah's Title III state plan and input into its development was elicited from every Local Education Agency (LEA) during the following meetings for Alternative Language Services (ALS) Directors: September 1, 2016; October 12, 2016; November 9, 2016; February 17, 2017. An ESSA Workgroup for Title III convened in September 2016 with representation from rural, urban and suburban regions along with teachers, university professors, and resettlement agencies (Catholic Community Services, International Rescue Committee, and Asian Association of Utah). Bi-weekly webinars began in August 2016 to update all stakeholders on ESSA and the best practices implemented in LEAs that would affect the development of the state plan. All meetings and webinars were live-streamed and recorded with support materials on the media channel designated for Student Advocacy Services and Title III communications across the state.

The Title III ESSA Workgroup developed a survey about the key features of ESSA, especially the accountability for Title III as included in Title I. There were 994 responses to the survey, which included a wide range of stakeholders from every region of Utah, including both community-based organizations, government and business representation, secondary and elementary

teachers, 143 parents, 132 teachers of English learners (ELs), and 185 school and LEA administrators. Over 72%-80% of survey respondents agreed to the following:

- Statewide standardized entrance and exit procedures for English Learners;
- Assessments in non-English languages that will most likely yield accurate information of what students already know and can do;
- Development of long-term goals and interim performance measures for all student groups, including ELs and ELs with Special Needs to track increases in the percentage of ELs making annual progress in achieving English Language Proficiency (ELP) as measured by the state ELP assessment, academic achievement as measured by proficiency on state academic assessments, and high school graduation;
- A statewide procedure for attainment of English Language Proficiency within a period of time that takes into consideration (at time of the student's identification): 1) student's ELP level; 2) student's grade level; 3) amount of time in language education programs; 4) primary language literacy; and 4) background of ELs: whether refugee, immigrant, unaccompanied minor, students whose parents have been deported, or students with limited or interrupted formal education (SIFE).

Based on the survey data described above and regular consultation with LEAs, both of which represent the geographic diversity of Utah, the following procedures are applied statewide and aligned to the strategic priorities of the Utah State Board of Education: 1) Educational Equity; 2) Quality Learning; and, 3) Systems Values as well as supports by the Board's commitment to advocacy for educational excellence for each student in the core document: Education Elevated which includes goals to be achieved by 2022.

The educational rights and equitable educational opportunities of "national origin-minority children" are established in Title VI of the Civil Rights Act of 1964 (Public Law 88-352), Section 601 and by the Equal Educational Opportunities Act of 1974 (Public Law 93-380) which requires states to ensure that an education agency "take(s) appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs" (Sec. 1703(f)). ESSA defines an "English learner" as an individual whose native language is not English and has difficulties in speaking, reading, writing, or understanding the English language that may be sufficient to deny him or her the ability to meet challenging state academic standards.

Entrance Procedures

At registration, Utah uses a standard form of the Home Language Survey (HLS) that identifies a student with a native language other than English, or who come from an environment where a non-English language either is dominant or may have affected a student's English-language proficiency. Key questions to target the most relevant information include the following:

- Which language does your child most frequently speak at home?
- Which language do adults in your home most frequently use when speaking with your child?
- Which language(s) does your child currently understand or speak?

- Does your family come from a refugee background?

The standardized Utah Home Language Survey will be translated into the top five languages for the 2017-2018 enrollment process.

Technical assistance to Local Education Agencies (LEAs) is provided by the State Education Agency (SEA) through an annual August webinar to ensure the purpose of the Home Language Survey is clearly understood by those who will administer it and those who will complete it. This survey cannot be used to confirm citizenship status or predetermine educational services. Consequently, to obtain accurate information LEAs shall inform parents and families that the information provided by them will not be used to determine legal status or for any immigration purpose.

Classify (confirm/disconfirm) a Student as an English Learner

Utah is a member of the World-Class Instructional Design and Assessment consortium (WIDA) and as a member uses the initial ELP screener/assessment (WIDA Screener) to confirm EL Status: students who score a composite of ELP level 1-4. Those who do not qualify for language services receive a composite score of 5 on the WIDA Screener.

Individuals who administer the WIDA Screener receive training on administering and scoring the screener/assessment. The composite score of level 5 is used for 1st through 12 grade to determine fluency. The beginning Kindergarten assessment is based on a 1-30 point range and students who score 29 or 30 points are considered fluent at the Kindergarten level. Assessment results are accessible to the ALS Directors and Special Education Directors as well as school administrators through a secure system and monitored by each LEA's Assessment Director.

Parents are notified by LEAs of a student's ELP status within 30 days of enrollment in school through a standard statewide letter provided in multiple languages by the SEA on the Utah Title III website. Parents are informed, by a standardized letter in multiple languages, that even if their child qualifies for EL services, they have the right to decline such services. However, the school is still responsible to ensure that students learn English in every educational setting, which includes after school and summer school or other opportunities for evidence-based interventions which are discussed with ALS Directors at quarterly meetings and in monthly webinars.

Reclassify: Exit Procedures

In Utah the reclassification or exit criteria is based on the following two elements: 1) English Learners receive a composite score of 5 on the annual WIDA assessment based on the increased rigor of the revised WIDA ACCESS for ELs 2.0; and, 2) a teacher-student-parent conference is initiated to discuss the necessary support for the student's ability to make continuous progress within 30 days of receiving the WIDA scores. An Exit Rubric is being developed with stakeholder input and will be used by the team to develop written recommendations for continued support on the following four indicators:

The student:

1. Maintains progress as related to the increasing challenges of academic language in the content;
2. Accomplish learning tasks appropriate to grade level content standards, through both productive and receptive language functions that is speaking, writing and listening, reading);
3. Develops persistence as well as intra and intrapersonal skills to support self-regulation and prosocial behaviors; and
4. Perform well in a range of educational opportunities, and courses such as Advanced Placement (AP), International Baccalaureate (IB), designated honor courses, and/or programs designated as Gifted and Talented.

Source: Joint guidance from Division of Civil Rights, Department of Justice; and Office of Civil Rights, Department of Education – September 3, 2016: Lau Requirements

The ALS Directors at the May 2017 meeting, in consultation with the SEA, developed a Conversation Guide for the parent meeting when students exit from EL services. The expectation is that the team, on the behalf of and with the student, will ensure that these guide questions are directly answered and included in the written recommendations:

1. For the parents/guardian/family:
 - What supports will be available to my student to maintain progress?
 - What supports will be available to my student to accomplish learning tasks appropriate to grade level content standards?
2. For the teacher/school team/parent and student:
 - Goal setting together to ensure continued progress toward grade level content standards.
 - What follow-up is necessary to support the student in meeting these goals?
3. For teacher/school team/parent and student;
 - Explaining the range of educational opportunities available at the school/district.
 - In what opportunities has your student already participated?
 - How can we ensure that your student can access these opportunities?

Monitoring of Exited English Learners

The Exit Rubric with the Conversation Guide's notations and recommendations will be kept in the English Learner Documentation Folder and reviewed at the annual teacher-student-parent conference in the beginning of each year for the following four years of monitoring. A critical component of the annual team meeting will focus on the student's increased abilities to do challenging academic work as aligned with the Utah State Board's strategic imperative of Educational Equity and access to early college coursework.

After the annual WIDA assessment, the four-year monitoring process for exited English Learners begins when the ALS Director sends the standard parent notification letter verifying that an individual student has been exited from the language instruction educational program (LIEP). Reclassification as English proficient, based on WIDA, is not based on reaching proficiency on the academic end-of-level state assessment.

School-based monitoring is documented for each English Learner through the EL Documentation Folder that includes:

1. Copy of the Parent Notification Letter with initial WIDA Screener Data for entrance into services;
2. All assessment data which includes the Individual Student Report for longitudinal data and yearly goals for growth in English Language Proficiency as well as end of level academic reports in English Language Arts, Mathematics and Science;
3. Copy of standard written parent refusal of services (if applicable);
4. Individualized Language Development and Instructional Plan;
5. Copy of parent notification of exit from services with an amended Individualized Instructional Plan;
6. Monitoring data that includes both grade reports and annual proficiency scores on academic content assessments as well as any interim progress reports or parent notifications that are updated annually for four years; and,
7. The Exit Rubric with written recommendations for continuous support for English Learners who have exited the language instruction educational program (LIEP).
When feasible a counselor will be a member of the school team to ensure that English learners are provided access to educational opportunities offered to peers and have access to grade level content.

Language Assistance Services Programs

Language assistance services and programs must be provided to qualifying students unless parents opt out of such identified programs. Special education services must also be provided to English Learners with identified and qualifying disabilities through the school's Individualized Education Program (IEP) team and as articulated by the Special Education Department of the SEA. Appropriate EL services allow students to access curriculum in English within a reasonable period, generally from 5 to 7 years based on multiple variables such as: initial ELP level at entrance, grade level, age, literacy in the native language, and interrupted formal education. Programs are chosen based on educational theory recognized by experts in the field, and are administered by individuals who are trained to use the program(s) effectively. Evidence is reviewed to determine the program(s) results in students overcoming language barriers within a reasonable amount of time, and allows the student to participate equally in the schools' curricular and extracurricular programs as outlined in the joint guidance from the Office of Civil Rights in the U.S. Department of Education and the Civil Rights Division of the U. S. Department of Justice.

The 2016 Fact Sheet reaffirms the Title VI of the Civil Rights Act of 1964 which states: “Public schools must ensure that EL students can participate meaningfully and equally in educational programs.”

2. SEA Support for English Learner Progress (ESEA section 3113(b)(6)):

Describe how the SEA will assist eligible entities in meeting:

i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State’s English language proficiency assessments under ESEA section 1111(b)(2)(G);

Utah annually assesses English Learners through the WIDA ACCESS 2.0 in the following four domains: listening, speaking, reading and writing to identify each student’s English proficiency level as defined by the WIDA performance definitions: Entering (Level 1); Beginning (Level 2); Developing (Level 3); Expanding (Level 4); Bridging (Level 5); Reaching (Level 6).

The state’s long-term goals for growth in English language proficiency are aligned to the goals set in the State Board’s Education Elevated plan, which supports the state’s accountability system. Time frames to reach English proficiency are based on several factors including: initial English proficiency as assessed by the WIDA Screener; age and grade upon entry, primary language literacy level, background of English learner students whether refugee or immigrant and/or students with interrupted formal education (SIFE). Based on these variables, an ambitious goal would be the attainment of English language proficiency in three years.

However, given the variety of factors that influence time to attain English proficiency, the Data and Statistics department at USBE has set annual growth targets developed with the guidance from WIDA and agreed upon by Assessment and Accountability, Data and Statistics, and Federal Programs.

The annual series of targets for:

- (a) calculating and rank ordering the unweighted percentages of students who met the criterion for the eligible LEAs, using 2015-2016 data;
 - (b) setting the 2017 and 2024 targets equal to the values at the 20th and 75th percentiles of the ordered set of percentages; and
 - (c) interpolating the targets for 2016 through 2026:
1. EL students with both prior year and current year academic English assessment scores in the form of WIDA proficiency levels are considered eligible and counted in the denominator.
 2. The subset of students whose current year score is at least 0.4 scale points greater than their prior year score are considered to have made (adequate) progress toward proficiency and counted in the numerator.

The goals for percentage of EL students who make a gain of at least 0.4 WIDA proficiency levels from one year to the next, are based on 2015 and 2016 data and schools at the 20th and 75th percentiles — the baseline and long term goal, respectively. Thus, the dataset of necessity includes only students with scores in both 2015 and 2016, but excludes students whose 2015 score was equal to or greater than 5.0. Schools that were split for the school grading

accountability system in 2016 or had insufficient data (EL student N < 10) and their associated students are also excluded.

The two charts below show the Percentage of Students Meeting Gain Criterion by school and then by state as differentiated by Elementary and High School.

Exhibit 15: Percentage of Students Meeting Gain Criterion

		Percentage of Students Meeting Gain Criterion										
		In School at 20th Ptile in 2016										In School at 75th Ptile in 2016
Level of Analysis	Accountability School Type	Baseline 2017	< Interim >								Long Term 2027	
		2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
School	Elem	40.0%	43.3%	46.5%	49.8%	53.1%	56.4%	59.6%	62.9%	66.2%	69.5%	72.7%
	High	16.9%	19.2%	21.5%	23.8%	26.1%	28.4%	30.7%	33.0%	35.2%	37.5%	39.8%
		Percentage of Students Meeting Gain Criterion										
		In State as Whole in 2016										In State as Whole in 2016
		Baseline 2017	< Interim >								Long Term 2027	
		2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
State	Elem	57.4%	58.9%	60.5%	62.0%	63.5%	65.1%	66.6%	68.1%	69.7%	71.2%	72.7%
	High	29.0%	30.1%	31.2%	32.2%	33.3%	34.4%	35.5%	36.6%	37.7%	38.7%	39.8%

Source: Utah State Board of Education, Spring 2017

Exhibit 16 provides descriptors of the respective populations, justifying differential treatment of elementary and high schools. Correlation refers to the relationship between the school’s WIDA gain score sample size and percentage meeting the progress criterion. It is arguably negligible for high schools (-0.13) and practically nonexistent for elementary schools (-.02), which is great.

Exhibit 16: Student Populations and Differential Treatment

	Elementary	High
N (Schools)	420	54
Min	0.0%	0.0%
Mean	57.6%	30.7%
Max	94.7%	80.0%
St Dev	19.6%	16.3%

	Elementary	High
Coeff of Var	0.34	0.53
Skewness	-0.52	0.80
Kurtosis	-0.28	0.91
Correlation	-0.02	-0.13

Source: Utah State Board of Education, Spring 2017

Measurements of Interim Progress (Section 1111(b)(2)(G).

Utah’s Title III and Data and Statistics departments, in consultation with and feedback from all LEAs, have developed annual progress reports which are provided to each LEA by school, grade, and teacher through the USBE Data Gateway. Exhibit 17 is a sample progress report. Currently these individual student reports show:

1. Overall Composite Scaled Scores for Expected Annual Growth at each English Proficiency Level;
2. WIDA Performance Definitions for what each student is in the process of developing (Example: Expanded sentences in oral interactions or written paragraphs);
3. A graph for yearly progress based on the scale score with a target score projected for the next year;
4. Proficiency levels for each of the four language domains (Listening, Reading, Speaking, and Writing);
5. The Can Do Descriptors under each domain to be used by teachers for planning instruction; and,
6. A longitudinal chart showing the following data:

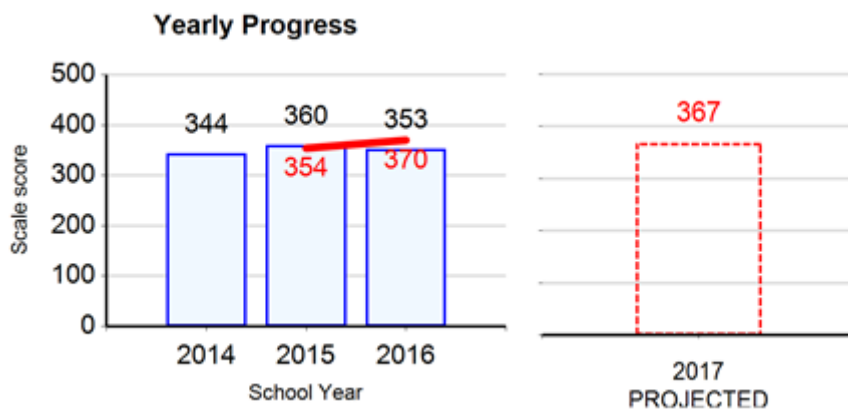
Exhibit 17: Sample of Utah’s Progress Report

Year	Composite		Listening		Reading		Speaking		Writing		Literacy		Oral		Comprehension	
	Scale Score	Prof Level	Scaled Score	Prof Level	Scaled Score	Prof Level	Scaled Score	Prof Level	Scaled Score	Prof Level	Scaled Score	Prof Level	Scaled Score	Prof Level	Scaled Score	Prof Level
2014	344	4.2	367	5.4	351	5.5	307	2.3	344	4.1	348	4.6	337	3.8	356	5.5
2015	360	4.6	358	4.5	341	3.6	403	6.0	360	4.3	351	4.1	381	5.4	346	3.9
2016	353	3.8	356	3.9	357	3.9	319	2.3	363	4.1	360	3.9	338	3.2	357	3.9

Source: Utah State Board of Education, Spring 2017

Exhibit 18 shows a sample of the progress chart that teachers can use with students and families to graph yearly progress in setting goals based on the next year's WIDA Performance Definitions.

Exhibit 18: Goals Based on WIDA Performance Definitions



Source: Utah State Board of Education, Spring 2017

The recently developed LEA reports show whether each student, by school and grade, has met the annual growth goal by ELP level. Consequently, each LEA can identify schools and/or grades that have been successful with students at each ELP level. The rationale is to provide LEAs with the kind of information that can support both recognition and dissemination of effective instructional practices across schools.

Reports were developed with input from ALS Directors to support LEAs in their Annual Improvement planning process to:

1. Meet the needs of individual schools,
2. Allocate resources more effectively to those schools showing the greatest need; and,
3. Recognize effective practices in schools that show growth with students at different ELP levels.

ii. The challenging State academic standards.

Growth targets toward increased academic proficiency on Utah's standards-based content assessments are calculated by each school's Median Growth Percentile (MGP) by student groups for Language Arts, Mathematics, and Science in Utah's Data Gateway. These data are requested in each LEA's application for Title III funding. Utah's academic content standards as assessed by Utah's assessment system (Student Assessment of Growth and Excellence (SAGE) in English Language Arts, Mathematics and Science) are aligned to Utah's English language proficiency standards (WIDA) and the requirements set by the ESEA in Section 1111(b)(1)(F). The SEA has provided technical assistance to all LEAs through live streamed, recorded and archived meetings for Title III coordinators and Alternative Language Services Directors as well

as district-wide and school side professional development to support educators, teachers and principals, to:

1. Align the individual student WIDA reports with the Key Uses in the WIDA standards;
2. Align Key Uses to the content literacy standards (spiraled from the College and Career Readiness Anchor Standards) and the assessment blueprints (Depth of Knowledge (DOK) levels) to support instructional decisions in each grade level, prekindergarten to grade twelve.

Exception for Recently Arrived English Learners

Exhibit 19 provides example scenarios of exception for recently arrived English Learners in accountability determinations in Title I on annual standards-based content assessments (Exception for Recently Arrived English Learners Section 1111 (L)(3)(A)(II)(aa-cc)):

Exhibit 19: Examples of Exceptions for Recently Arrived English Learners

Year of Enrollment	Statewide Academic Assessment Required	Consideration in Accountability
Recently arrived: Enroll during current school year, On or after April 15th	None	N/A
Recently Arrived: Enroll during current school year, Before April 15th	ELA, Math, Science	Excluded from accountability determination
Year 1-2: Enrolled in the previous school year, On or after April 15th	ELA, Math, Science	Excluded from accountability determination; counted in participation
Year 1-2: Enrolled in previous school year, before April 15th	ELA, Math, Science	Included in growth calculations only; counted in participation
Year 2: Student enrolled in school anytime during the school year two years ago	ELA, Math, Science	Included in growth and proficiency accountability calculations; counted in participation

Source: Utah State Board of Education, Spring 2017

Examples in Exhibit 19 are interpreted to mean:

- Row 1 – Student has recently arrived in the U.S.; Enrolled in school April 28th of the current school year
- Row 2 – Student has recently arrived in the U.S.; Enrolled in school November 17th of the current school year
- Row 3 – Student enrolled in school May 7th in the previous school year
- Row 4 – Student enrolled in school December 9th in the previous school year
- Row 5 – Student enrolled in school April 26th two years ago

3. Monitoring and Technical Assistance (ESEA section 3113(b)(8)):

i. Describe: How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and

The SEA will monitor the progress of each eligible entity receiving a Title III, Part A Subgrant in helping English learners achieve English proficiency with all LEAs at the September ALS Directors meeting. This annual meeting begins the cycle of continuous improvement with scheduled onsite visits by both the fiscal compliance officer and the Title III Specialist.

During this meeting, each eligible entity, in teams and across LEAs, will review relevant data provided by the Data and Statistics department from the SEA. The data review will include the following:

1. The number and percentage of English learners who have not attained English Language proficiency within 5 years of initial classification as an English learner and first enrollment in the local educational agency;
2. The number and percentage of English learners in the programs and activities who are making progress toward achieving English language proficiency as described in section 1111(c)(4)(9)(A)(ii), in the aggregate and disaggregated, at a minimum, by English learners with a disability;
3. The number and percentage of English learners in the programs and activities attaining English language proficiency based on the English Language proficiency standards as described in section 1111(b)(1)(G) by the end of each school year, as determined by the State's English language proficiency assessment under section 1111(b)(2)(G);
4. The number and percentage of English learners exit the language instruction educational programs based on their attainment of English Language proficiency;
5. The number and percentage of English learners meeting challenging State academic standards each of the 4 years after such children are no longer receiving the services under this part, in the aggregate and disaggregated, at a minimum, by English with a disability; and,
6. The number and percentage of exited or re-designated English learners, based on course taking patterns, who have successfully taken college preparatory courses like AP, Concurrent courses, and IB.

ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

The purpose of the SEAs process is twofold:

1. Ensuring educational equity by providing access and participation in educational opportunities through quality instruction by qualified teachers for success in college and career, including; and,
2. Supporting LEAs in evaluating the effectiveness of their language instruction educational program (LIEP) and adjusting the use of supplemental funds in the Annual Improvement Plan (AIP) to better meet the goals of the Title III Subgrant.

LEAs at a meeting on February 17, 2017 agreed that the Title III LEA Self-Assessment Tool will be revised to align with ESSA and used in all future SEA program reviews which will be conducted on site as well as documented in each LEA's electronic portfolio, evaluated by December 15 each year (ESEA section 3113(b)(8)). The SEA through monthly interactive webinars, which are then recorded and archived, provides ongoing Technical Assistance. These webinars focus on both policy and processes for LEAs to monitor the effectiveness of their LIEP, outlined in the Non-regulatory Guidance of September 16, 2016, as well as ensuring the Title III funds are used effectively to supplement state and local funds (SEC. 3115(g)) Supplement, Not Supplant.

Providing Technical Assistance and Modifying Ineffective Strategies

When LEAs do not meet growth goals as indicated by the data from the LEA's plan, the SEA provides the following support:

1. An official letter communicating the results with the growth targets for the next year;
2. Model practices from other LEAs through quarterly ALS Directors' Meetings with an emphasis on policies, procedures and strategies to more effectively use resources for increasing student growth toward English Language proficiency;
3. Online professional learning modules and/or courses, through Southern Utah University and Title III at the Utah State Board of Education, focusing on evidence-based practices in high need topics. Each topic (example: Language acquisition) will be differentiated according to the data for each ELP level as identified in the annual improvement plans for funding through the Utah Consolidated Plan for Title III and the Desktop Monitoring Instrument (DMI).
4. Dissemination of online resources with the Utah Education Network to showcase exceptional programs, including online ESL Endorsement courses, modules for educators and administrators on models of mentoring refugee students, Middle School Advocacy/Advisory programs that create effective transition to high schools, and diverse partnerships across organizations and stakeholders, including the newly created Center for

Research on Migration and Refugee Integration at the College of Social Work at the University of Utah as well as the arts community and all the re-settlement agencies in Salt Lake City, and;

5. Revision of Annual Improvement Plan, including a needs assessment that is electronically monitored through the Desktop Monitoring Instrument.

Monitoring Fiscal Compliance

An important aspect to this process is monitoring fiscal compliance related to allowable expenditures to ensure the allocation of funds to LEAs is used to support the purposes as delineated (ESSA, Section 3102 (20 U.S.C. 6812):

1. To help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English so that all English learners meet the same challenging academic standards that all children are expected to meet (1)(2);
 2. To assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings (3)(4); and,
 3. To promote parental, family, and community participation in language instruction educational programs for parents, families, and communities of English learners.
- Fiscal compliance to support LEAs in financial decisions for allowable expenditures is the subject for Directors' Meetings and webinars. Random audits of LEAs are initiated by the Federal Programs Fiscal Compliance Analyst, in conjunction with the Title III Program Specialist, when LEA reimbursement requests are submitted. When discrepancies occur, the request for supporting documentation is reviewed by both the Compliance Analyst and the Program Specialist. Ongoing issues with any LEA is referred to the Assistant Superintendent of Finance and, in conjunction with the USBE Leadership Team, recommendations for further action are determined.

F. Title IV, Part A: Student Support and Academic Enrichment Grants

Use of Funds (ESEA section 4103(c)(2)(A))

Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

Utah's Title IV, Part A is aligned with the Utah State Board of Education (USBE) Strategic Plan (Appendix B) that highlights the priorities of educational equity and system values and developed through consultation with multiple stakeholders.

LEA Subgrants

As stated in section 4101, the USBE will award subgrants to LEAs for the purpose of:

1. Providing a well-rounded education for all students;
2. Improving school conditions for student learning; and,
3. Improving the use of technology in order to improve academic achievement and digital literacy.

The term 'well-rounded education' means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.

State Level Activities

The current USBE programs that support well-rounded educational opportunities include the Mathematics Science Partnership (MSP), Dual Language Immersion, Beverly-Taylor Sorenson Arts Learning Program, and the Early College Coursework Program (Advanced Placement, the Concurrent Enrollment, and the International Baccalaureate programs). The current USBE programs that support safe and healthy students include school-based mental health, collaboration with community-based services, elementary and secondary counseling, trauma-informed practices, substance Abuse Intervention, and Suicide Prevention. Additionally, Utah's Digital Teaching and Learning Program is entirely focused on implementing and supporting school-wide and LEA approaches for using technology to inform instruction, support teacher collaboration, and personalized learning.

The USBE sections of Teaching and Learning, Student Advocacy Services, and Special Education in conjunction with the Data and Statistics section will use disaggregated data focusing on underserved populations to reveal course taking patterns that are incongruent to student college and career readiness goals and provide technical assistance to LEAs for ongoing evaluation and improvement.

USBE will leverage current personnel and existing programs to support LEAs in providing programs and activities that offer well-rounded educational experiences to all students as described in section 4107; foster safe, healthy, supportive and drug free environments as described in section 4108; and increase access to personalized, rigorous learning experiences supported by technology.

Feedback from the statewide survey will also be incorporated into the subgrant application. USBE will assemble a team of qualified grant reviewers and provide technical assistance to ensure understanding related to the purposes of the grant and consistency in scoring. After having reviewed the applications, USBE will reconvene this team of grant reviewers to determine final funding recommendations.

Once the grants are awarded, USBE will provide technical assistance based on the specific needs of each LEA. Additionally, USBE will monitor each subgrantee for fiscal compliance.

Awarding Subgrants (ESEA section 4103(c)(2)(B)):

Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

USBE will ensure that awards made to LEAs are consistent with ESEA section 4105(a)(2). In order to receive an award, LEAs will submit proposals through a consolidated grants management system, which will include the following components:

- Comprehensive Needs Assessment as described in section 4106 (d)(1)
- Update the annual Comprehensive Needs Assessment to ensure progress toward meeting the purpose of the grant
- Evidence of consultation with stakeholders as described in section 4106 (c)(1)
- Description of activities and programming that the LEA will carry out as described in section 4106(e)(1)
- Description of how LEAs prioritize the distribution of funds to schools based on most recent update to Comprehensive Needs Assessment
- Assurances as described in 4106(e)(2)
- Budget demonstrating that not less than 20% of funds received will be used to support activities authorized under section 4107; that not less than 20% of funds received will be used to support activities authorized under section 4108; and that a portion of funds will be used in section 4109(b) to meet the goals of this section.

G. Title IV, Part B: 21st Century Community Learning Centers

1. Use of Funds (ESEA section 4203(a)(2)):

Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.

The 21st Century Community Learning Centers (CCLC) Program is a competitive federal grant for Local Education Agencies (LEAs) and Community or Faith-Based Organizations (CFBOs) to serve students and their families attending schools with poverty levels of 40 percent or higher outside of regular school hours.

The use of funds under this program are specifically allocated to:

- Provide opportunities for academic enrichment, including providing tutorial services to help students (particularly students in high-poverty areas and those who attend low-performing schools) meet State and local student performance standards in core academic subjects such as reading and mathematics;
- Offer students a broad array of additional services, programs, and activities such as youth development activities, drug and violence prevention programs, counseling

programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and

- Offer families of students served by community learning centers opportunities for literacy and related educational development.

Currently, Utah has over thirty 21st Century Community Learning Center grants, serving over 100 individual school or community sites and over 25,000 students statewide. The process of awarding subgrants and additional detail on how funds are used to meet the program objectives is provided below.

2. Awarding Subgrants (*ESEA section 4203(a)(4)*):

Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

All 21st CCLC applicants must propose to serve students attending schools with at least 40% or higher free/reduced lunch in order to be eligible for the grant funds. 21st CCLC subgrants are awarded using the competitive priorities listed below:

- Proposed program will serve students attending a Federal Comprehensive, Targeted, and/or State Turnaround school identified by Utah State Board of Education;
- The program serves middle or junior high school students from schools eligible under the absolute priority;
- The program services high school students from schools eligible under the absolute priority;
- The proposed program serves Pre-Kindergarten and/or Kindergarten students from schools eligible under the absolute priority;
- The LEA or organization proposing for 21st CCLC funds has not received 21st CCLC funds in the last five years.

Each of the competitive priorities listed above address programming for students from preschool through grade twelve, as allowable with the 21st CCLC grant. They also support schools implementing comprehensive support and improvement activities as well as schools identified by the state or LEA as being in need of intervention and support. Applicants receive additional point values during the application scoring process based on each of the competitive priorities listed above.

Once the applications are completed and submitted into the online system by the deadline, the SEA arranges for a team of independent peer reviewers to read and score the application and make official funding recommendations. USBE will recruit grant reviewers who are familiar with the 21st CCLC grant and have experience with grant applications. Potential reviewers may include the following:

- a. Grant Directors not applying for a new 21st CCLC grant
- b. Principals from schools serving as existing 21st CCLC sites
- c. LEA Title I Directors
- d. Charter School Leaders
- e. Site Coordinators from existing 21st CCLC sites
- f. Other qualified individuals

All approved reviewers will sign a Conflict of Interest Agreement, indicating that there is no opportunity for personal or financial gain. Technical assistance is provided to all grant reviewers in the form of a workshop during which sample grants are read and scored to ensure calibration to the scoring rubric. Participation in a technical assistance workshop and a post-scoring reviewers' meeting is mandatory for all grant reviewers. The detailed scoring rubric is designed to ensure that applicants that are recommended for funding demonstrate a likelihood that a proposed center will meet challenging state and local academic standards.

In the event of a tie score among 21st CCLC grant applicants, USBE and the peer review team will consider the poverty levels of the program sites proposed in each of the applications. The applicant proposing to serve the sites with the highest poverty levels will be awarded the grant. If the applicants are proposing to serve sites with the same poverty level, the applicants from the state's region with fewer 21st CCLC award will be awarded the grant.

USBE will assemble a peer review team for continuation applications in grant years two through five based on the same guidelines listed above to review continuation applications with regard to the following information:

1. Local program evaluation,
2. Efforts to align program activities based on changing community needs and student achievement; and,
3. History of fiscal compliance.

After reviewing the above information, the peer review team will provide recommendations to USBE to determine the appropriateness of a continuation award. This will be an annual process to ensure that program operations, participant outcomes, and fiscal management are benchmarked and measured for consideration of a continuation award.

During the 21st CCLC grant competition, applicants and peer reviewers are trained on the funding for 21st CCLC. Utah's 21st CCLC program requires applicants to request at least \$100,000 in initial funding. The 21st CCLC is a five year grant and grantees will receive the same amount of funding for the first three years of the grant, with a 75% reduction in funds in year four and a 50% reduction in year five. Grantees are encouraged to begin planning for reductions in funding as soon as the grant is awarded. Applicant and peer reviewer training also includes discussions of essential components of high quality programs designed to help participating students meet state and local academic achievement standards. USBE's measurement of high-quality 21st CCLC programs includes the tools and components of the monitoring process described below.

The USBE utilizes all components of the grant process for monitoring sub grantees. This includes the initial application review, grantee orientation, data collection and review to inform programmatic change, ongoing training and technical assistance, and regular program evaluation. The USBE utilizes the formal compliance monitoring plan to address the following components:

- Proposed program will serve students attending a Federal Comprehensive, Targeted, and/or State Turnaround school identified by Utah State Board of Education.
- 21st CCLC Application (new and continuation applications). The applications include detailed goals and objectives determined by the grant applicants. These applications will be reviewed each year as USBE works with the grantees to determine progress made towards the achievement of the project goals.
- 21APR (21st CCLC federal database) data submitted each year. Data will be reviewed by USBE upon certification for each reporting period. Prior to onsite monitoring visits, the 21APR data will be reviewed in more detail and discussed with program staff during onsite monitoring visits.
- *Utah Afterschool Program Quality Assessment and Improvement Tool* site visits conducted by Utah Afterschool Network specialists.
- Grantee meetings held at USBE. These meetings provide technical assistance on compliance issues, the monitoring process, and other topics that are deemed helpful and/or necessary based on feedback from the grantees and trends observed during onsite monitoring visits including feedback received from stakeholders.
- 21st CCLC grantees receive onsite compliance monitoring visits in years 2 and 4 of the grant. Visits during year 2 will serve as a follow-up visit to the initial UAN mentor visit during the first year of the grant. Visits during year 4 will provide time to verify any corrective action(s) and provide feedback to grantees planning to reapply for another round of funding.
- The 21st CCLC Compliance Monitoring Tool is utilized to ensure the sub grantees are in compliance meeting the statutory requirements.
- USBE convened an advisory committee to establish goals and indicators for the State 21st CCLC evaluation. The committee agreed upon the following goals and performance indicators that are discussed in the Bidders Workshop with the potential applicants as well as reviewed with all subgrantees during monitoring visits.

Goal 1: Participants in Utah 21st CCLC programs will demonstrate educational and social benefits and exhibit positive behavioral change.

1.1: *Academic Achievement Outcomes.* Regular program participants will demonstrate growth towards meeting state and local academic achievement standards in reading and mathematics.

1.2: *Behavior Outcomes.* Regular program participants will demonstrate improvements on measures such as school attendance, classroom performance, and decreased disciplinary actions.

Goal 2: Utah 21st CCLC programs will offer a broad array of additional services designed to complement the regular academic program based on the needs and interests of program participants.

- 2.1 *Core Educational Services.* All centers will offer high quality services in at least one core academic area, e.g., reading and literacy, mathematics, and science.
- 2.2 *Enrichment and Support Activities.* All centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.
- 2.3 *Community Involvement.* All centers will establish and maintain partnerships within the community to enhance program success and provide services based on the input and needs of its stakeholders.
- 2.4 *Implementation of Program Design.* All centers provide educational, enrichment, and support services in accordance with the approved plan.

Goal 3: Utah 21st CCLC programs will offer families of participating students opportunities for educational development in high need communities.

- 3.1 *Services to Families of Participating Students.* All centers will offer educational and related services to families of participating students.
- 3.2 *Services to Families in Need.* All centers service students and families from school attendance areas with at least 40% poverty.

H. Title V, Part B, Subpart 2: Rural and Low-Income School Program

1. Outcomes and Objectives (ESEA section 5223(b)(1))

Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

The U. S. Department of Education (USED) identifies LEAs in the State that are eligible to receive Rural and Low-Income School Program (RLISP) funds. USED awards funds to the State each year, which are sub-granted to LEAs identified by USED on a formula basis. In Utah has a limited number of rural districts that qualify in this category. The federal eligibility criteria: (1) 20% or more of children ages 5-17 served by the LEA are from families with incomes below the poverty line, and (2) all schools served by the LEA are designated by USED rural designation codes.

Funds awarded to LEAs for RLIS must carry out initiatives designed to improve student achievement on the State's rigorous grade-level academic standards. LEAs that receive these funds may use the funds to carry out a variety of allowable activities in Title I-A, Title II-A, Title III-A, or Title IV-A, based on specific local needs. Activities may include but are not limited to: teacher recruitment and retention through the use of signing bonuses or incentives for teaching

in schools in remote areas or in very high-poverty schools; teacher professional development and mentoring; instructional coaching; afterschool enrichment programs; additional support for students who are English learners, immigrants, refugees, or other students in need of English language acquisition; bullying prevention; and parent and family engagement. Monitoring is based on use of the funds to provide additional services to help students improve academic proficiency and growth as measured by the State's accountability system. State assessment data is reviewed to show educational gains made at schools served with RLISP funds. Data from LEAs that receive RLISP funds is reported to USED annually as part of the Consolidated State Performance Report (CSPR).

If a USED-identified LEA (information on eligibility is on the USED Rural Education Achievement Program (REAP)) is eligible for both the Small, Rural, School Achievement (SRSA) funds (LEAs must apply directly to USED for SRSA funds), and the RLIS funds. The LEA can apply for only one of the two grants. If the LEA applies for and receives SRSA funding from USED, the LEA is ineligible to receive RLIS funds from the State's award.

2. Technical Assistance (ESEA section 5223(b)(3)):

Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

LEAs that are eligible to receive RLISP funds will be required to complete a section in their annual consolidated program plans based on current needs. The LEA consolidated plan (contains a needs assessment and goals) identifies which specific goals and other program funds the LEA is supplementing with its RLIS funds. LEA needs assessments, goals, and spending plans are part of the annual grants management system. The USBE program staff review program plans and budgets annually to approve their yearly plan. A LEA will budget the funds in the State's online grant management system.

USBE provides annual technical assistance sessions on the use of the online grants management system. These trainings are provided at multiple sites across the state. In addition, training modules are available online. Program staff are available to LEAs on a continuous basis in person, by phone, and through email. USBE maintains a Help Desk to respond to LEAs questions and concerns.

USBE technical assistance and monitoring of the LEAs that receive RLIS funding has been adjusted in response to stakeholder feedback. Monitoring will more closely look at the academic achievements of the students served with these funds in addition to fiscal compliance. The SEA Title I Fiscal Compliance Specialist regularly monitors and audits RLIS reimbursement requests received from LEAs to ensure expenditures are allowable and supplanting has not occurred. Both desktop and onsite monitoring and technical assistance is provided throughout the year.

A LEA will budget the funds, based on a formula, in the State's online grant management system.

I. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

1. Student Identification (722(g)(1)(B) of the McKinney-Vento Act)

Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.

Utah's Strategic Plan outlines a commitment to educational equity for each student. Essential to this commitment is the ability to identify, conduct a needs assessment and provide supports for Utah's homeless population. The following considerations set the guidelines for the identification of homeless youth under the McKinney-Vento recognizes a student as being homeless if they "lack a fixed, regular, and adequate nighttime residence" (US Legislature, 2017). Utah is committed to providing school entrance and supports for our students who experience homelessness.

Multiple procedures are used to identify students experiencing homelessness, in order to ensure that students are not missed. Homelessness can happen at any time throughout the year, therefore multiple attempts in the identification process need to be conducted. The most common forms of identification are: 1) enrollment forms during the registration process, 2) informal identification such as information from a peer, 3) self-identification, 4) community partner referrals (state housing, social services, faith-based organizations, etc.). LEAs also place information about homeless identification and available services at schools to ensure access to pertinent information.

Once a student has been identified, a needs assessment is conducted. Currently there is not a common needs assessment, but starting with the 2017-2018 school year, Utah will develop a needs assessment form to ensure consistency within LEAs and across the state. USBE will work with multiple entities in creating the assessment (e.g., Runaway and Homeless Youth Act providers, Special Educations services, English learner services, foster care agencies, juvenile justice facilities, parent groups, business, faith-based, community, and civic groups that volunteer money, staff, facilities, and services to serve youth, Indian and Native American programs, Migrant programs, youth shelter directors, Teen parent and child care facilities, workforce development boards, Utah Higher Education Assistance Authority, local public libraries, and College and University registrar staff).

2. Dispute Resolution (722(g)(1)I of the McKinney-Vento Act)

Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

USBE supports the established procedure for the prompt resolution of disputes regarding the educational placement of homeless children and youth. If a dispute arises over school selection or enrollment in a school, the following will apply:

1. The child or youth shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute (SEC 722(g)(3)(i)). The school placement choice is made regardless of whether the child or youth lives with the homeless parents or has been temporarily placed elsewhere;
2. The parent or guardian of the child or youth shall be provided with a written explanation of the school's decision regarding school selection or enrollment, including the rights of the parent, guardian, or youth to appeal the decision (SEC 722(g)(3)(ii));
3. The child, youth, parent, or guardian shall be referred to the local educational agency liaison designated under paragraph (SEC 722(1)(J)(ii)), who shall carry out the dispute resolution process as described in paragraph (1)I as expeditiously as possible after receiving notice of the dispute (SEC 722(g)(3)(iii));
4. In the case of an unaccompanied youth, the homeless liaison shall ensure that the youth is immediately enrolled in school pending resolution of the dispute (SEC 722(g)(3)(iv)); and
5. The determination made by the SEA specialist is the final decision on such matters and documentation regarding all sides of the dispute will be documented in a report (SEC 722(g)(3)(v)).

3. Support for School Personnel (722(g)(1)(D) of the McKinney-Vento Act)

Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.

Professional Development for McKinney-Vento LEA liaisons will happen at an annual USBE in-person meeting held each spring. Materials regarding best practice, practical implementation, services available, identification of best practice and updates on legislation and requirements will be presented to the liaisons. Participants will be instructed on how to disseminate knowledge to Principals, LEA staff (e.g., Special education staff, English learner staff, Title I staff, Head Start), school staff (including school registration staff, attendance officers, teachers and specialized instructional staff, Special Education staff, EL staff). The USBE will provide these materials on the USBE website and will coordinate with other departments to ensure that the presentation of materials is disseminated and training is provided to various stakeholders throughout the state (see I.1 for the list of stakeholders). This communication will be ongoing and allow for better services and consistent identification of homeless students and their needs. This is the model currently being used and it will continue to be improved as needs arise.

4. Access to Services (722(g)(1)(F) of the McKinney-Vento Act):

Describe procedures that ensure that:

i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;

The procedure the SEA will use to ensure access of homeless children to preschool is that the SEA will work with Early Childhood Education partners, both LEA and community-based to ensure that families with Pre-k students are aware of their rights under the McKinney-Vento Act and ESSA requirements for early education to ensure that space is available to children in homeless situations. The McKinney-Vento specialist will also ensure that appropriate collaboration and coordination happens within the USBE and the Department of Workforce Services Office of Child Care and the Utah Department of Health to ensure that Teaching and Learning, Special Education, Title I, Title III, Head Start and all other departments and agencies are not only aware of the requirements under the law, but that they are also training and discussing this with their stakeholders. This will be an on-going collaboration across departments and agencies.

ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and

LEAs liaisons have a vital role in helping students be identified as homeless and ensuring that barriers are removed from their immediate enrollment. There are various forms of this taking place. For students who are starting the year as homeless, registration staff are trained to look for specific signs of homelessness on their enrollment forms. Addresses being left blank as an example serves as a red flag for LEA personnel to dig deeper into the homeless status of a student. Once the student is determined homeless then immediate enrollment without barriers is expected and appropriate follow-up services will be considered to help support the student. These additional services may include, special education services, mental health services, English language development services, academic supports, etc.

iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.

As recipients of Federal financial assistance and as public entities, LEAs must not discriminate against homeless children in their educational programs, extracurricular activities, summer school, career and technical education, advanced placement, online learning, and charter school programs based on race, color, national origin, sex, age, or disability. The U. S. Department of Education's Office for Civil Rights (OCR) enforces Federal laws that prohibit discrimination based on:

- race, color, or national origin, including discrimination based on a person’s limited English proficiency or English learner status or discrimination based on a person’s actual or perceived shared ancestry or ethnic characteristics (Title VI of the Civil Rights Act of 1964);
- sex, including discrimination based on pregnancy or parental status, sex stereotypes (such as treating persons differently because they do not conform to sex-role expectations or because they are attracted to or are in relationships with persons of the same sex), and gender identity or transgender status (Title IX of the Education Amendments of 1972);
- age (Age Discrimination Act of 1975); and
- disability (Section 504 of the Rehabilitation Act of 1973, as applied to recipients of Federal financial assistance, and Title II of the Americans With Disabilities Act of 1990, as applied to public educational entities, regardless of Federal funds).

The USBE will implement procedures that include liaisons advocating for their respective homeless students.

5. Strategies to Address Other Problems (722(g)(1)(H) of the McKinney-Vento Act):

Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—

- (i) requirements of immunization and other required health records;**
- (ii) residency requirements;**
- (iii) lack of birth certificates, school records, or other documentation;**
- (iv) guardianship issues; or**
- (v) uniform or dress code requirements.**

LEA liaisons are provided ongoing professional development to ensure that once a student is identified as homeless, then all barriers regarding (i) requirements of immunization and other required health records; (ii) residency requirements; (iii) lack of birth certificates, school records, or other documentation; (iv) guardianship issues; or (v) uniform or dress code requirements are minimized. The following strategies may be used: identifying and collaborating with the agency that can provide the needed documentation to obtain the necessary documentation; ensuring LEA staff are informed of the rights of homeless students without a guardian (see March 2017 Guidance on Education of Homeless children and Youth), instruct liaisons on appropriate use of McKinney-Vento funds (purchasing uniforms for students). The LEA Liaison is the student advocate within the LEA who will remain with the student during the process of enrollment until all enrollment issues are addressed to ensure a barriers do not exist. McKinney-Vento LEA liaison’s work with trained school staff to participate in the enrollment process for homeless students to resolve issues that may arise during the enrollment process. The USBE will provide annual in-person professional learning, technical assistance as needed, and online support to minimize enrollment questions. Through desktop monitoring (annually), site monitoring (every three years for McKinney-Vento sub-grant recipients) and over the course of regular monitoring of LEAs statewide, the USBE will ensure

proper enrollment procedures are a part of each LEA's McKinney-Vento plan. The USBE will create Board Rule in order to ensure that it is clear that students who lack immunization records, don't meet residency requirements (if applicable), lack birth certificates, have guardianship issues or can't meet uniform or dress code requirements are waived for the initial enrollment of the student with proper follow up to ensure that these things can either be found or created to ensure the student is properly enrolled and continue in their education uninterrupted.

6. Policies to Remove Barriers (722)(g)(1)(I) of the McKinney-Vento Act

Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention due to outstanding fees or fines, or absences.

The USBE will ensure that LEAs in the state have developed, reviewed and revised current policies to remove barriers to the identification of homeless children and youth by conducting a needs-assessment. The results of the needs assessment will be used to prepare proper documentation for a recommendation to the Utah State Board of Education. The Utah State Board of Education will then create board rule/policy. It will include, but will not be limited to, recommendations on the following:

- Proper identification of homeless students
- Ensuring appropriate access to academic and extra-curricular activities for homeless students
- Identify homeless student needs (e.g., English learner needs, Special Education needs, mental health needs, etc.)
- Ensuring homeless students receive appropriate services to their needs
- The proper procedures for an immediate enrollment without barriers to school
- The proper way to refer homeless students to appropriate community services
- Procedures for removing policies and practices that create barriers for homeless students
- Ensuring smooth and efficient transitions for student between schools in the same academic year as well as: from elementary to secondary, junior high to high school and high school to post-secondary studies and career paths.

Once defined by the Board, the USBE staff will provide training and technical support to ensure that LEAs add this to their local plans and procedures as well as including it in their McKinney-Vento LEA plans.

7. Assistance from Counselors (722)(g)(1)(K)

A description of how youths described in section 752(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

USBE works with school counselors to receive ongoing direction from the McKinney-Vento services to support and connect homeless students. They also assist in coordinating services

with WIOA and other community resources in order to access funding and additional developmental supports students will need that are preparatory for college and careers.

The Utah State College and Career Readiness School Counseling Program Model (2017) structures a school counseling program to support the college and career readiness of every student. The school counselor is an essential member of the school leadership team and works with the administration, faculty members, and other stakeholders to establish rigorous, academic standards and develop long- and short-range goals to improve student learning for every student in the school population.

This is not limited to closing achievement gaps, but reveals disparities in outcomes in student groups, and guaranteeing equitable access through the removal of barriers for underserved populations by using data to effect desired changes. School counselors provide the leadership to assess school learning using disaggregated data, identify student needs (Systemic Needs Assessment), and collaborate with others to develop priority interventions (Data Projects) to help achieve desired student outcomes (Mindsets & Competencies). School counselors are taught to use data to identify academic and social deficiencies through examination of *access, attainment and achievement* data, which can hinder student success.

A systemic approach allows schools counselors to examine each level of support in identifying existing barriers impeding student success. Such barriers could exist within school systems and at home. The removal of organizational barriers provides a system wide structure that promotes student engagement, which is vital to dropout prevention. The use of data allows school counselors to create equitable services and provide social justice to every student.

School counselors are advocates for students striving to prepare for the transition to college and career. Through their roles as school leaders and collaborators, school counselors are positioned to provide interventions and promote systemic change. Through systemic school counseling practices, counselors advocate for equitable educational access, achievement for student success, and attainment necessary for college and career readiness for all students.

The Plan for College and Career Readiness process is a systemic approach to individual student planning in which school counselors coordinate ongoing activities to help students establish personal goals and develop future plans including selecting college and career pathways and establishing career literacy. By gathering information on student interests, identifying strengths, and helping students overcome barriers, school counselors help students plan for their future goals. Utah State Board Rule R277-462 outlines school counseling programs. Section 4 gives direction for the Plan for College and Career meetings. During the individual or group planning meetings students, parents and counselors work to create the student's individualized four-year plan, to begin in 8th grade and support their educational experience through college.

Homeless youth and youth separated from public schools are identified, and accorded equal access to, appropriate secondary education and support services. This includes identifying and removing barriers that prevent youth from immediate enrollment and appropriate access to academic opportunities and growth.

Appendix A: Measurements of interim progress

Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State’s response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State’s measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.

A. Academic Achievement

English Language Arts

	Baseline 2016	Interim Goals 2017	Interim Goals 2018	Interim Goals 2019	Interim Goals 2020	Interim Goals 2021	Long- Term Goal 2022
All students	46.1	49.1	52.1	55.1	58.1	61.1	64.1
Economically disadvantaged students	30.6	34.4	38.8	42.1	46.0	49.9	53.7
Children with disabilities	13.9	18.7	23.5	28.2	33.0	37.8	42.6
English learners	12.5	17.4	22.2	27.1	32.0	36.8	41.7
African American/Black	24.4	28.6	32.8	37.0	41.2	45.4	49.6
Asian	53.3	55.9	58.5	61.1	63.7	66.3	68.9
Hispanic/Latino	25.2	29.3	33.5	37.7	41.8	46.0	50.1
American Indian/Alaska Native	20.8	25.2	29.6	34.0	38.4	42.8	47.2
Multi-race, Non-Hispanic	48.9	51.8	54.6	57.4	60.3	63.1	66.0
Native Haw./Pacific Islander	28.0	32.0	36.0	40.0	44.0	48.0	52.0
White	51.6	54.3	57.0	59.7	62.3	65.0	67.7

Mathematics

	Baseline 2016	Interim Goals 2017	Interim Goals 2018	Interim Goals 2019	Interim Goals 2020	Interim Goals 2021	Long- Term Goal 2022
All students	49.4	52.2	55.0	57.8	60.6	63.4	66.2
Economically disadvantaged students	33.8	37.5	41.2	44.9	48.5	52.2	55.9
Children with disabilities	18.8	23.3	27.8	32.3	36.9	41.4	45.9
English learners	16.6	21.2	25.9	30.5	35.1	39.8	44.4
African American/Black	24.5	29.7	32.9	37.1	41.3	45.5	49.7
Asian	57.4	59.8	62.2	64.5	66.9	69.3	71.6
Hispanic/Latino	26.3	30.4	34.5	38.5	42.6	46.7	50.8
American Indian/Alaska Native	21.7	26.1	30.4	34.8	39.1	43.5	47.8
Multi-race, Non-Hispanic	49.5	52.3	55.1	57.9	60.7	63.5	66.3
Native Haw./Pacific Islander	29.9	33.8	37.7	41.6	45.5	49.4	53.3
White	55.5	58.0	60.4	62.9	65.4	67.8	70.3

B. Graduation Rates

	Baseline 2016	Interim Goals 2017	Interim Goals 2018	Interim Goals 2019	Interim Goals 2020	Interim Goals 2021	Long Term Goals 2022
All students	85.2	86.0	86.8	87.7	88.5	89.3	90.1
Economically disadvantaged students	75.6	77.0	78.3	79.7	81.0	82.4	83.7

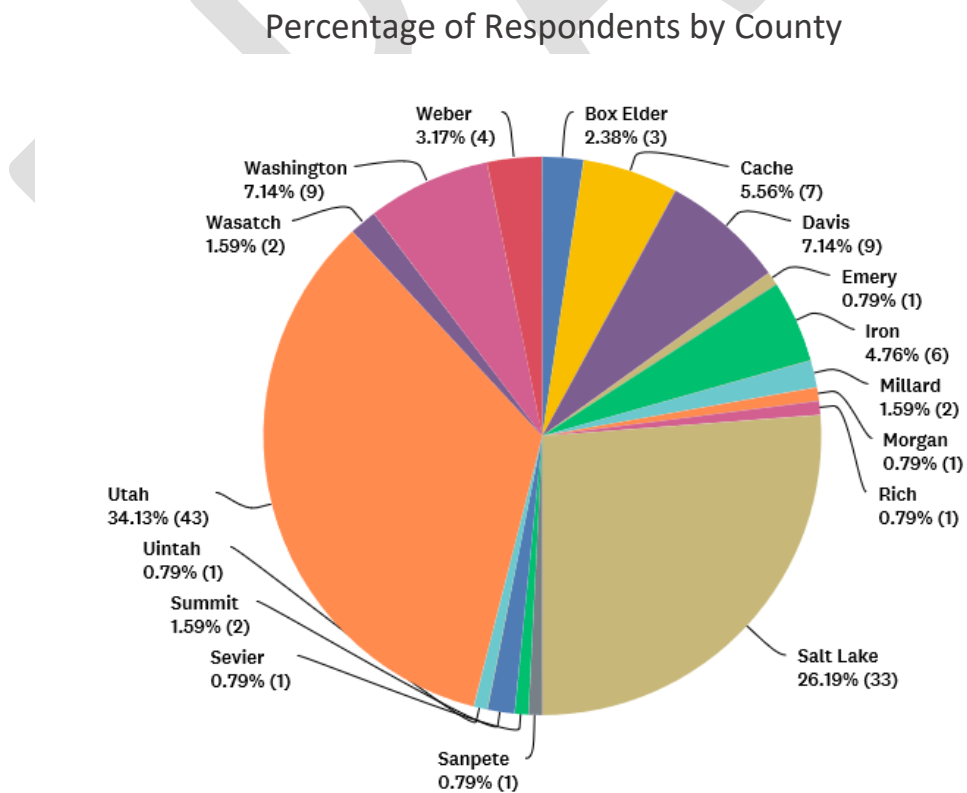
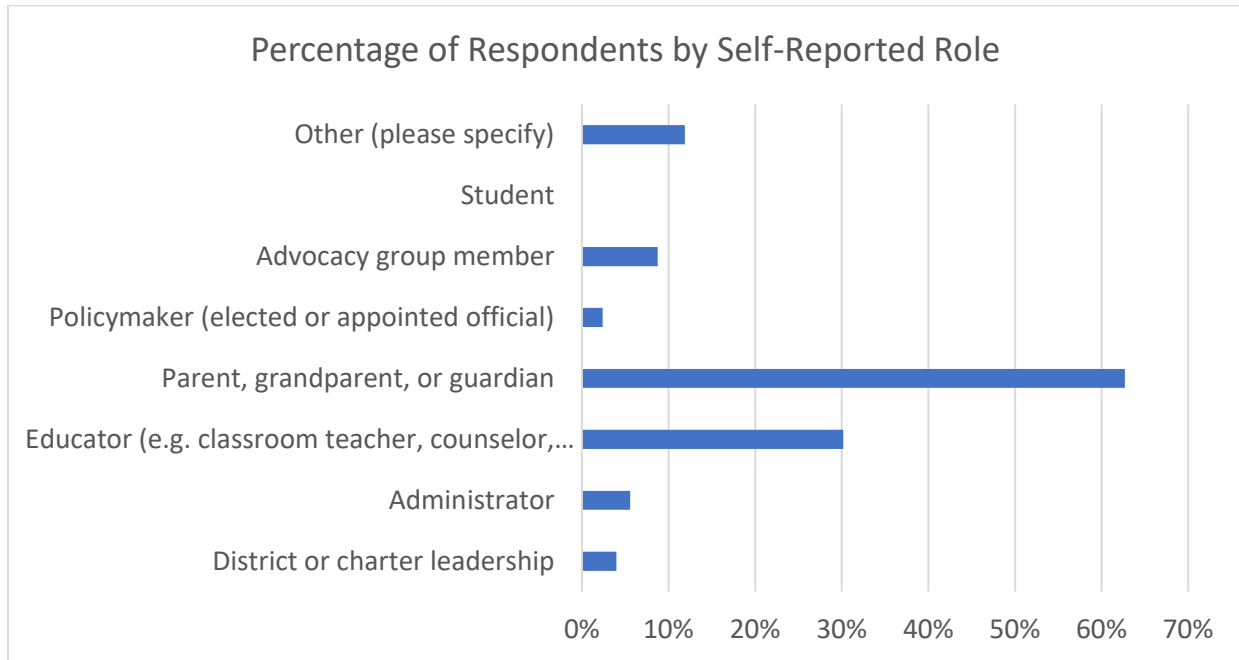
	Baseline 2016	Interim Goals 2017	Interim Goals 2018	Interim Goals 2019	Interim Goals 2020	Interim Goals 2021	Long Term Goals 2022
Children with disabilities	70.2	71.9	73.5	75.2	76.8	78.5	80.1
English learners	65.7	67.6	69.5	71.4	73.3	75.2	77.1
African American/Black	74.1	75.5	77.0	78.4	79.9	81.3	82.7
Asian	89.7	90.3	90.8	91.4	92.0	92.6	93.1
Hispanic/Latino	75.1	76.5	77.9	79.3	80.6	82.0	83.4
American Indian/Alaska Native	71.4	73.0	74.6	76.2	77.8	79.3	80.9
Multi-race, Non-Hispanic	81.5	82.5	83.6	84.6	85.6	86.6	87.7
Native Haw./Pacific Islander	84.6	85.5	86.3	87.2	88.0	88.9	89.7
White	87.9	88.6	89.2	89.9	90.6	91.3	91.9

C. Progress in Achieving English Language Proficiency

	Baseline 2016	Interim Goals 2017	Interim Goals 2018	Interim Goals 2019	Interim Goals 2020	Interim Goals 2021	Long- Term Goal 2022
Elementary/Middle	57.4%	60.0%	62.6%	65.2%	67.7%	70.2%	72.7%
High School	30.7%	32.2%	33.7%	35.3%	36.8%	38.3%	39.8%

Appendix B: Responses to Public

The Utah State Board of Education (USBE) solicited public comment on its draft Every Student Succeeds Act (ESSA) State Plan from June 7, 2017 through July 7, 2017. USBE received 674 comments from 126 respondents. Two organizations submitted formal feedback in a letter as opposed to responding to the survey.



USBE analyzed every comment submitted throughout the public comment period. USBE appreciated the opportunity to consider the thoughtful comments submitted by our stakeholders, including specific recommendations directly related to language contained in the ESSA state plan as well as general comments and concerns regarding where Utah should be investing its efforts and resources and the respective roles of parents, schools, and the state in education. USBE also appreciates the comments of support and appreciation for the process.

The table below includes the comments that were recommendations or questions, an indication of the prevalence of each recommendation or question, and a response. Please contact Patty Norman (patty.norman@schools.utah.gov) or Tiffany Stanley (tiffany.stanley@schools.utah.gov) if you feel a recommendation you provided was not responded to. A table of all comments is available upon request.

Stakeholder Recommendation/Question		Prevalence	USBE Response
General Comments			
1	Do not apply; keep the federal government out of Utah public schools. Concerns with Common Core/state standards.	10+	Feasibility. Local education agencies (LEA) rely on the \$123,000,000 (‘FY 2017) funds received through the Title programs described in this plan to provide services to student populations who are at-risk to assist them in meeting state-defined academic standards.
2	School libraries and/or librarians are a vital part of school success. They should be a larger focus of the plan and/or receive more funding.	10+	Local Education Agency (LEA) discretion. USBE recognizes the importance of school libraries and librarians. ESSA provides that an LEA’s ESSA plan may include how the LEA will “assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.” Also, LEAs may allocate Title IIA funds, if appropriated by U.S. Congress, to “support the instructional services provided by effective school library programs. USBE encourages advocates to reach out to their local

			school boards or charter school governing boards.”
3	Resources and attention should be provided to high-performing students to ensure they have access to challenging coursework.	2 to 5	Feedback incorporated. See Section A.4. of the ESSA State Plan. Specifically, the state’s accountability system and USBE’s strategic goals outlined in Education Elevated address the need to provide all students increased access to readiness coursework, including Advanced Placement courses, concurrent enrollment courses, International Baccalaureate courses, and completing career and technical education pathways.
4	Can we please implement some standard across the board, detailed accounting practices by districts statewide to allow for more transparency and accountability in how our tax dollars are spent and where exactly they are going to for each school and classroom?	1	Feedback incorporated. See Section A.4.viii.d of the ESSA State Plan. Specifically, the USBE is developing a school level expenditures report.
5	Suggestion regarding school choice and vouchers.	1	Scope. The recommendation is unrelated to ESSA implementation.
6	More support is needed for gifted and talented education.	1	Current practice. As described in Section D.4. of the ESSA State Plan, USBE provides guidance to local education agencies in identifying and instructing gifted and talented students. Also, funding is available through the Legislature for accelerated students.
7	Empower lower-income families with healthy self-	1	Current practice/LEA discretion. The goal of the State’s Intergenerational Poverty

	reliance skills to assist in climbing out of the circle of poverty.		Initiative is to reduce the number of Utah families in the cycle of poverty, improving their quality of life and helping them become economically stable. As part of this initiative, USBE administers a grant program to LEAs.
8	The plan should clarify or remove language that is a hindrance to the inclusion of arts and humanities teachings in schools.	1	Further clarification needed. USBE needs assistance identifying language in the ESSA State Plan that would hinder an LEAs ability to offer instruction in the arts and humanities.
9	In the next phase of drafting the state plan, USBE should add requirements to more meaningfully engage parents in the educational processes listed.	1	Current practice/Feedback incorporated. USBE honors the rights of parents as the first and primary teachers of their children. USBE is reviewing the plan to identify areas to reference existing practices to engage parents in the various educational processes outlined in the plan.
10	The USBE should be defunded and control should be relegated to those with adequate representation.	1	Scope/Constitutional issues. Article X, Section 3, of the Utah Constitution places general control and supervision of the public schools under the Board. The Board is directed to make rules regarding competency levels, graduation requirements, curriculum, and instruction requirements.
11	LEAs could use more support with the "dropout prevention and recovery services" requirement. The USBE developed course for administrators and teaching staff should address needs of nontraditional students.	1	Will consider/Scope. This suggestion is outside the scope of ESSA, but USBE will consider nonetheless.

12	Use accurate data.	1	Current practice: As part of the USBE Strategic Plan, USBE strives to "provide a transparent assessment system that includes diagnostic information to help the parent, child, and the teacher understand how to improve performance; utilize a standards-based approach in all measuring systems, and provide a robust data-driven school accountability system."
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School Assessment & Accountability (Title I, Part A)

13	Various suggestions related to standardized testing, including concerns about over-testing, an over-emphasis of standardized tests in Utah’s accountability system, and limitations of using standardized testing to measure school success.	10+	Feedback integrated/Will consider. For high schools, the accountability system includes an indicator to measure access and success in readiness coursework, which is not measured by an assessment. Additionally, state law provides schools the opportunity to select other indicators local communities value to highlight on the school’s report card (U.C.A. Section 53A-1-1112, as in effect November 1, 2017). USBE is continuing to explore methods to reduce existing statutory state testing requirements, including reducing the number of grades and the number of subjects that are assessed.
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14	Suggestions and concerns regarding the 95 percent participation rate requirement and parental opt out law.	2 to 5	Current practice/Feedback incorporated. Parents have the right to opt students out of statewide assessments, as described in state law. The state plan template includes a question describing how the state will factor the 95% participation rate requirement in the state’s accountability system. As described in Section A.4.vii, and in accordance with state law, Utah will publish a school’s assessment
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			participation rate, but will not penalize a school with high opt-out rates.
15	Instead of focusing on providing non-English assessments, focus on getting non-English speaking students to a point where they can pass the assessments in English.	2 to 5	Feedback integrated. See section Title I, Part A: English Language Progress Indicator and Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
16	Academic core standards should be locally determined to prevent alienating parents from their children.	2 to 5	Legal considerations. The Board honors the rights of parents as the first and primary teachers of their children. Article X, Section 3, of the Utah Constitution vests general control and supervision over public education with the Board. State law requires the Board to establish core standards for Utah public schools and graduation requirements (U.C.A. Section 53A-1-301).
17	Why is Utah Core ignored in this plan?	1	Scope. The U.S. Department of Education has no authority to dictate Utah’s core standards.
18	While the plan notes two LEAs have over 5 percent of students speaking a language other than Spanish (Navajo and Somali), there is no discussion of how the state will accommodate the needs of these students and LEAs.	1	Feedback Integrated. USBE’s primary goal of Educational Equity highlights the importance of accomplishing this task. USBE staff are creating and implementing a project for valuing heritage languages to boost bi-literacy seal accomplishment and student achievement using the Utah Education Network (UEN) to teach tribal languages based on the Navajo K-12 model. UEN is currently teaching Cree on its public television channel, and USBE plans to scale up this project. While it may be cost prohibitive to develop an assessment in another language for a small population of students, USBE will

			consider ways to accommodate the needs of students and LEAs related to statewide assessment and accountability.
19	The description of the Incentive for Highly Effective Teachers program should be amended to specify that a teacher may earn “up to” \$5,000.	1	Feedback incorporated. See Section A.5 of the ESSA State Plan.
20	The plan should reference the opportunity that 2017 General Session SB 220 allows for each school to self-report two school quality indicators.	1	Feedback incorporated. See Section A.4 of the ESSA State Plan.
21	Question about whether language on page 43 indicates USBE will exert influence over LEA employment policies as part of the comprehensive needs assessment, which is conducted when a school is identified for school improvement.	1	Feedback will be incorporated prior to final submission. USBE will clarify that the comprehensive needs assessment will identify potential LEA-level barriers, but it is the LEA’s responsibility to address the barriers through the school improvement process.
22	Include the use of restorative practices or alternative discipline practices in response to the school conditions question in Title IA.	1	Feedback will be incorporated prior to final submission.
23	Special needs students should be assessed according to intellectual ability not grade level.	1	Current practice. Students with significant cognitive disabilities are provided instruction in the alternate standards (Essential Elements) and take an alternate assessment (DLM). Utah has

			high expectations for all students with disabilities. Individualized Education Plan teams analyze student performance information and develop plans to ensure each student has the services and supports necessary to access and make progress in grade-appropriate content.
24	Include physical education as part of school accountability.	1	Considered but no plans to incorporate/LEA discretion. While Utah does not plan to factor physical education into the school accountability system, a school will be provided the opportunity to select other indicators local communities value to highlight on the school’s accountability report card.
25	There is no early education plan and no testing for pre-K-2.	1	Scope/Current practice. Title I funds may be used for early childhood programming. LEAs may choose to use Title I funds to improve or expand early childhood programs (Sec 1111(g)(1)(Sec 1007(3)(A) and Sec 1008 (1)(c)). Otherwise, this recommendation is unrelated to ESSA plan implementation.
26	The equity indicator, within the state’s accountability system, should also include things like disciplinary data, race/ethnicity of gifted talented and special education.	1	Considered but no plans to incorporate. Utah does not plan to factor disciplinary data or racial composition indicators into the school accountability system. Stakeholders involved in determining the indicators considered unintended consequences in including such indicators in Utah’s accountability system.
Education of Migratory Children (Title I, Part C)			
27	To help students in foster care, develop voluntary mentor programs with strong, local families who would support	1	Scope. Offering services long-term after students have aged out of the public

	the students long-term, after they have aged out of the system (in response to Title I, Part C Education of Migratory Children).		education system is not an allowable use of Title IC Migrant Education funds.
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)			
28	Expand use of Title 1, Part D funds to include the use of this funding to bring POPS and Beverley Taylor Sorenson Arts Learning Program to youth in custody.	1	LEA discretion. This recommendation is decided by local education agencies, which know best the needs of their students and educators.
29	How does this impact 2017 General Session HB 239, Juvenile Justice Amendments?	1	Feedback integrated. See Section C of the ESSA State Plan. The changes made through 2017 General Session H.B. 239 will likely have an impact on the number of youth who might enter state custody. The recommendation to consider appropriate future adjustments based on the new law is included in the state plan.
Supporting Effective Instruction (Title II, Part A)			
30	How will this all (Title II, Part A) translate into professional development?	2 to 5	LEA discretion. LEAs may use funds available through various Title programs, including Title II, Part A, for professional development.
31	Will there be mentorships for new teachers?	2 to 5	LEA discretion. LEAs may use funds available through various Title programs for mentoring new teachers.
32	How will this all (Title II, Part A) translate into professional development?	2 to 5	LEA discretion. LEAs may use funds available through various Title programs, including Title II, Part A, for professional development.

33	Will there be mentorships for new teachers?	2 to 5	LEA discretion. LEAs may use funds available through various Title programs for mentoring new teachers.
34	The state should support professional development opportunities that facilitate side-by-side mentoring by professional artists.	2 to 5	Scope/LEA discretion. Funding available through Title II, Part A is allocated at the discretion of LEAs, which know best the needs of their students and educators.
35	Several statements within Title IIA should be revised to include or emphasize the role of teachers in developing an LEA teacher leader program.	1	Feedback will be incorporated prior to final submission.
36	The USBE should define and invest in a clear, statewide strategy and system of supports to help the recruitment and retention of effective, bilingual, and bicultural teachers.	1	Scope. USBE’s strategic plan includes a strategy for recruitment and retention of effective teachers, which USBE is continuing to refine and expand upon. LEAs can use various Title funds for teacher recruitment and retention strategies.
37	Allow teachers to learn more content and less pedagogy and best practices. Best practices tend to be fads promoted by those who stand to gain financially from products and services.	1	Will consider. USBE is in the process of revising the state's educator licensing structure and could make changes to teacher preparation and license renewal requirements.
38	Stop trying to make teachers fit into the same liberal mold and make sure conservative teachers are not being bullied into compliance with instruction techniques or	1	Current practice/LEA discretion: While USBE is responsible for setting statewide standards establishing what students should know and be able to do, LEAs are responsible for both employment issues and determining instruction techniques

	curriculum that go against the values of the local community.		and curriculum in accordance with local values.
39	There should be merit pay for teachers.		Scope/LEA discretion. The recommendation is unrelated to ESSA implementation. Local education agencies are currently responsible for setting salary schedules and may implement merit pay systems.
40	It should be easier to get rid of ineffective teachers.	1	Scope/LEA discretion. The recommendation is unrelated to ESSA implementation. LEAs are responsible for negotiating collective bargaining agreements and for determining termination procedures
41	Rural teachers need access to state trainings and resources provided through Title IIA, but it is not always possible or practical to travel to Salt Lake City. Will these resources be made available to rural teachers in rural areas?	1	Current practice. USBE makes every effort to make resources available electronically. We also conduct electronic meetings to accommodate those that would need to travel to the Wasatch Front.
	The state should take a more active role in developing a teacher leader role. Many districts are not seriously interested in developing teacher leaders, therefore some districts will not have the opportunity for willing educators to step up into the role of teacher leader.	1	Will consider. LEAs have discretion to determine whether to allocate Title IIA funding and state funding to develop the teacher leader role. USBE is exploring policy levers available at the state level to encourage teacher leader role development.
42	USBE should include in the plan information on the new Academic Pathway to Teaching	1	Feedback integrated. See Section D.6. Note that USBE does not have longitudinal data measuring the impact of the new APT license, because the

	(APT) license and how this may impact the distribution of effective teachers and teacher recruitment and retention.		Academic Pathway to Teaching License was just recently created. USBE is in the process of revising the state's educator licensing structure and is committed to ensuring that each student has access to an effective educator.
43	Pedagogical coursework is essential to becoming an educator. Content knowledge alone is not enough.	1	Will consider. USBE is in the process of revising the state's educator licensing structure. Demonstration of pedagogical competency is being considered as a necessary condition of receiving a certain level of licensure.
English Language Acquisition, Language Enhancement, and Academic Achievement (Title III, Part A)			
44	Insert language into Title III reflecting how arts education can benefit English learners. Specifically, teaching a student's native country's arts traditions can validate the student in their school community and can help student peers expand their worldview.	1	Will consider. USBE will consider ways it can encourage culturally-responsive educational practices. For example, USBE staff are creating and implementing a project for valuing heritage languages to boost bi-literacy and multi-literacy seal accomplishment.
45	A more comprehensive and challenging curriculum must be offered and implemented to English language learners.	1	Current practice. USBE has developed rigorous long-term goals and interim targets for all student groups, including English Learners and English Learners with special needs. These goals track increases in the percentage of English learners making annual progress in achieving: 1) English Language Proficiency as measured by the state English Language Proficiency assessment; 2) academic achievement as measured by

			proficiency on state academic assessments; and 3) high school graduation.
46	What specific tools are used to assess potential learning disabilities among English learners? How will USBE ensure that English learners are held to equitable academic standards while receiving continued support from the LEA and individual schools?	1	Current practice. Utah’s long-term English language proficiency goal is to increase the percentage of students who are making adequate progress toward English language proficiency to the level of performance of a school who is currently performing at the 75th percentile by 2022. Adequate progress toward English language proficiency is measured according to performance on the state’s WIDA assessment and is defined as either achieving a score that is .4 proficiency levels higher than the previous year’s score or achieving a proficiency level of 5 or greater.
Student Support and Academic Enrichment Grants (Title IV, Part A)			
47	Invest in teaching, not programs. Let the teachers decide what is working best with the students.	1	LEA discretion/Will consider. LEAs utilize local control to identify and address the unique needs of their students.
48	“Well-rounded education” should be defined somewhere in the document.	1	Feedback incorporated. See Section F of the ESSA State Plan.
21st Century Community Learning Centers (Title IV, Part B)			
49	Utah should not accept money for 21st Century Community Learning Centers. The more the state takes over what the family should be doing, the more the family will suffer.	2 to 5	Feasibility. LEAs and community or faith-based organizations rely on the funding available through Title IV, Part A, 21st Century Community Learning Centers to provide services to student populations who are at-risk to assist them in meeting state-defined academic standards.

50	Questions about the WIDA test for English language learners.	2 to 5	Current practice. The WIDA ACCESS assessment is administered annually to all English learners in the state. This assessment measures academic language development in the domains of reading, writing, listening, and speaking.
51	Teacher pay should be higher.	2 to 5	Scope. This recommendation is unrelated to ESSA implementation at the state level and USBE does not have authority over teacher salary. However, LEAs may use funds available through various Title programs for this purpose.
52	Quality arts and humanities programs should be funded with 21st Century grant money at higher levels and with higher standards of artistic and educational excellence.	1	LEA discretion. LEAs have discretion to determine uses of funding available through Title IV, Part A, 21st Century Community Learning Centers.
53	Pursue partnerships with faith-based organizations to provide after-school tutoring and activities.	1	Current practice. Funding available through Title IV, Part A, 21 st Century Community Learning Centers may be distributed to community or faith-based organizations.

Rural and Low-Income School Program (Title V, Part B, Subpart 2)

54	Funds available through the Rural and Low-Income School Program (Title V, Part B, Subpart 2) should be used to provide teacher professional development that is culturally-based.	1	LEA discretion. LEAs may use funds available through the Rural and Low-Income School Program for the suggested purpose.
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Education for Homeless Children and Youth Program (Title VII, Subpart B, McKinney-Vento Homeless Assistance Act)

55	There should be a common procedure for the resolution of a dispute regarding the educational placement of children who are homeless.	1	Will Consider. USBE will consider this recommendation and may provide more guidance as opposed to requiring all LEAs adopt the same uniform procedure.
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Appendix X: Notice to Applicants

OMB Control No. 1894-0005 (Exp. 03/31/2017)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State

for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be

lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary

students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

