

Utah Accountability Technical Manual

Utah State Board of Education

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Introduction to Utah's Accountability Systems

The Utah State Board of Education (USBE) makes annual accountability determinations for schools based on student academic outcomes and growth. This technical manual details Utah's accountability systems for educators, parents, and other stakeholders. The Department of Assessment and Accountability's mission statement is,

to serve the public by providing measurable information about Utah students' core knowledge, skills, and abilities; acquired through high quality viable and reliable assessments. We strive to:

- Positively impact student learning and the public's understanding through quality assessment;
- Provide meaningful assessment that is essential to assess the extent of student progress toward proficiency;
- Provide accurate, understandable reporting that is essential so that all stakeholders in Utah education have the data needed for making effective decisions concerning school policies, programs and curricula;
- Provide knowledge about use of accountability measures, resources/tools to support best practices in the area of assessment and support broad understandings;
- Utilize innovative technologies support viable and cost-effective indicators of student proficiency;
- Accomplish all tasks through positive collaborative partnerships with districts and state agencies.

As a state, we are also committed to using fair accountability models that differentiates the performance of schools. Each accountability system has different criteria of how school quality is measured. While the criteria and procedures are not expected to change significantly, it is possible that some of the procedures described below may have or will be changed. This technical manual will review the following major systems:

- School Grading (State Accountability system)
- School Federal Accountability Reports (SFAR; Federal Accountability system), and
- PACE (former School Report Card; Governor's report).

Countable and Viable Tests

Only *countable* and *viable* tests are included in accountability calculations. For example, a third-grade test taken by a high school student enrolled in a Biology course is not countable because it is considered below grade level. A high school student that completes a Biology course and answers only three questions on the Biology test is not viable because they did not respond sufficiently. SFAR and PACE operationalize the same criteria for defining whether a test is countable and viable. School Grading has similar criteria, however, there are some notable differences that will be described.

Countable Test Criteria

This section will review the processes in which data is processed and how a test is determined to be countable. Information provided by the LEA via UTREx (Utah eTranscript and Record Exchange) and through the Special Codes Tool on the Data Gateway collect data which USBE uses to determine whether a test is countable. This section will include 1) an overview of countable requirements, 2) UTREx, 3) special codes, 4) below proficient students (BPS) countable criteria, 4) English language learners (ELL) countable criteria, and 5) alternative test countable criteria.

Overview of countable requirements. Test scores from students must meet ALL of the following criteria in order to be considered countable:

- Enrolled in a Utah Public school
- Full Academic Year (FAY; Enrolled in the same school for ≥ 160 days)
- Completed course instruction
- Met ELL countable criteria (See Table 1.)

Test scores from students are NOT considered countable if:

- Student's parent or guardian excluded sub-sections of a test or an entire test*
- Student refused to test*
- Student had a medical emergency
- Student doesn't meet ELL countable criteria (See Table 1.)
- Student didn't complete instruction
- Course instruction was not provided
- Student already took the test in a previous year [‡]
- USBE Approved Withdraw (With USBE authorization; this is rare)
- Student is a Foreign Exchange Student

*For School Grading: test does not count against participation; For SFAR/PACE parental exclusion counts against the participation rate.

[‡]If a student takes the same test that they took in a previous year and in a subsequent year they retook the course and the test, they are not required to take the test again, but this test will be included in all accountability systems if it is countable and viable. It will not count against participation if the test does not meet the countable and viable criteria, but will count for participation if it does.

UTREx. LEAs are responsible for gathering, entering, and validating accurate student data into UTREx and for submitting the year-end data to USBE by the deadline of July 7th of each year. UTREx data related to accountability includes information on which school/LEA a student attends, their course enrollment and completion status, length of time enrolled at a particular school/LEA, ELL status, student gender, ethnicity, Special Education status, and other enrollment information.

The LEA and school number is determined from the most recent nightly UTREx file at the time the student first logs into the adaptive portion of the test event (i.e. excludes logging into the writing portion). This is automatically recorded by the testing vendor. The following rules apply in determining school of accountability:

- If the initial test is reset, then the school of accountability will be determined when the student next logs into the test.

- If the testing vendor does not provide a school for the adaptive portion of an ELA test, then the school where the student started the Writing portion will be used instead.
- Legislation has said that Special Ed schools can apply to be excluded from State Accountability; however, USBE's board has yet to make a decision on the application process. The Department of Assessment and Accountability has excluded all Special Education schools from 2015 and 2016 accountability without asking them to apply.
- Alternative schools and charter schools can opt out of accountability for the first year.
- Electronic High School (EHS) is currently excluded from all accountability systems.

Special codes. Special codes are provided by the LEA to USBE and are used to explain why a student did not participate in an expected test, or why a student participated in the test in a non-standard way. For these special instances, special codes control and document how the test record is handled for reporting aggregates and accountability calculations. Special codes are not intended to explain data errors present in UTREx. As per R277-404, LEAs are responsible for updating local student information systems (SISs) so that UTREx data are accurate. A description of special code usage in determining if a student is countable to take an assessment for both Utah School Grade and SFAR/PACE is provided in Appendix A. If a student is deemed countable for a test, and the test is not taken, and a special code is not provided by the LEA, USBE considers the student absent. Special codes are audited by USBE for appropriate use.

When special codes are used, only one code can be selected for each test. However, SAGE ELA has two sections of the test requiring a special code for each section. The two codes are combined together to form a single ELA special code. An explanation of how conflicting special codes from the ELA subsection can be found in Appendix B. The following guidelines are used in case of additional merging considerations:

- To be combined, the special codes must come from the same LEA.
- If an LEA has only submitted a code for only one portion of the test or the same code for both portions, that code is applied to the ELA test as a whole.
- If different codes are submitted by multiple LEAs, the code which matches the LEA on the test will be used.
- If no special code is submitted by the LEA from the test, the LEA validated special code with the highest priority marked by another LEA will be used. (Ties will then be broken by the LEA where the student had the most membership.)

Below proficient student countable criteria. BPS is defined as all countable students who in the prior year were countable participants who scored a viable proficiency of level 1 or level 2 in a given content area. The BPS subgroup is determined independently for each content area (ELA, Math, and Science). For each test, all students who scored below proficiency (level 1 or 2) and also have taken the current test are in the BPS subgroup.

ELL countable criteria. Not all ELL students are test countable. School Grading follows federal NCLB Title III legislation and policy that determine which English Language Learners (ELL) are Countable to take the SAGE Summative tests. This determination is based on the student's number of years in the United States. Table 1 describes these determinations.

Table 1. ELL Test Countable Criteria

Years in U.S.	ELA	Math	Science	Example for 2014-2015 Accountability
Less than 1 full year (Enrolled on or AFTER April 15 of the current school year)	No	No	No	April 15, 2015 until End of school year 2014-2015
Less than 1 full year (Enrolled BEFORE April 15 of the current school year)	No	Yes*	No [‡]	Beginning of school year 2014-2015 until April 14, 2015
1-2 years (Enrolled on or AFTER April 15 of previous year)	No	Yes*	No [‡]	April 15, 2014 until End of school year 2013-2014
1-2 years (Enrolled BEFORE April 15 of previous year)	Yes	Yes	Yes	Before April 15, 2014

*Math tests used in participation only; not proficiency.

[‡]Science tests are not used in participation or proficiency.

Alternative assessment countable criteria. Utah uses two alternative assessments: Dynamic Learning Maps (DLM) for English language arts and mathematics and the Utah Alternative Assessment (UAA) for science. In 2015, all DLM and UAA data were excluded from accountability because of the unavailability of DLM test scores. The UAA and DLM are administered to students with disabilities classified as having a significant cognitive disability on an IEP who are not able to participate in the SAGE Summative or other state assessments, even with test accommodations. The IEP team determines that participation in the UAA is necessary and documents the decision on the IEP. In order for UAA scores to be included in accountability proficiency calculations the student must be countable as previously defined they must also have the *1% Flag*.

For 2016, accountability all UAA/DLM students were excluded because of the inability to receive assessment scores from DLM. USBE anticipates that in 2017 scores will be available from DLM in time to include the test scores in accountability. However, in subsequent years USBE anticipates including this data by using the following processes and guideline

1. LEA marks UAA for the student within UTREX
2. LEA administers the UAA and DLM
3. LEA scores the UAA
4. USBE asks LEAs to submit the UAA/DLM scores by the end of the school year
5. USBE merges UAA scores with student enrollment information from UTREx

In order for a UAA/DLM test to be considered countable, the following apply:

1. Students must be FAY
2. If both UAA and SAGE are taken, the test that matches the 1% Flag is included in calculations, the other test is removed.
3. If the UAA is taken and there is no 1% Flag the test is removed.
4. If there is neither a SAGE nor UAA test record nor a special code, USBE applies the absent code (301) and the test counts against participation, but not proficiency or growth.

5. If a student takes the UAA, but they are not identified as the 1% countable to take the test, they are countable for SAGE if they meet other conditions.

Viable Test Criteria

A viable test suggest that the score from the test is an accurate estimation of ability. For School Grading accountability system, a viable test is:

1. 85% or more test completed
2. On grade-level
3. Not identified as invalid or modified on the special code

Test completion criteria. The Utah’s Technical Advisory Council (TAC) determined that the completion of at least 85% of a test is considered to be viable. If the test does not meet this criteria, the test is considered invalid. Invalid tests are unviable and are not included in either the academic proficiency or growth calculations. However, in calculating participation, if the student was countable to take the test and answered more than 6 questions, they are considered participants.

Grade-level test criteria. Students must take assessments for their enrolled grade. Assessment data are validated against UTREx. Using a student’s SSID as the unique identifier, integrity checks consider viable student enrollment and accurate student identification on test date relevant to the grade level and subject tested. For accountability calculations if a lower grade assessment was administered, a proficiency of 1 was assigned for accountability.

Test submission criteria. USBE receives test scores from the test vendor which describe what occurred during each testing occasion. A testing occasion occurs each time a student logs on to take the test regardless of whether they complete, answer, or do nothing other than log into the system. Table 2 outlines the options that are automatically determined because of AIR test system navigation by the student, teacher, school, or LEA. This data is important in identifying which tests are viable, especially when there are more than one test occasion for the same student with the same test. When the test Occasion Status is *Invalidated* or USBE flags the test occasion with the special code 203 indicating that it is an invalidated test that will not be used for accountability calculations, but will be counted as non-participation and will count against the participation rate if it was taken by a countable test. If the test status is *Pending* or *Expired* AND the there is no scale score (indicating that it is at least 85% complete) then the test occasion is flagged with the special code 303, indicating that USBE determined that the test was *Invalid*. These tests are not included in accountability calculations, but are counted against test participation.

Table 2. Test Occasion Status

Test Occasion Status	Example
<p>Reset: Resetting a student’s test removes that test from the system and enables the student to start a new test. Questions seen in the new test will be different than questions the student saw previously. It can be submitted by State, LEA, and School Administrators.</p>	<p>Student had the incorrect braille setting and had answered some questions, or student logged in to another student’s test and answered questions.</p> <p>Student started a SAGE assessment and answered questions but needs to take the UAA test.</p>
<p>Expired: Submit button is not pressed after the test occasion. After the testing window, AIR submits the test regardless of the level of test completion.</p>	<p>Student logs on to take the test, but fails to push the submit button after the testing occasion.</p>
<p>Invalidated: LEA determines that the score would not be viable.</p>	<p>Student was caught cheating.</p> <p>Note: this should be an extremely rare occurrence.</p>
<p>Pending if not reset or expired or invalidated and one or more of the following is true:</p> <p>a) there are 1 or more component tests that have not been received yet</p> <p>b) there are 1 or more component tests that are in appeal or handscoring status (i.e. internal status).</p> <p>c) 1 or more, but not all, component tests are reset</p>	<p>a) Student took the ELA and Math sections, but was absent for the Science section.</p> <p>b) Student has completed all s, but the writing portion of the ELA subsection will be handscored.</p> <p>c) LEA has reset a Math, but not the others.</p>
<p>Completed if all component tests have been received and all are either completed, submitted, reported, scored, or invalidated and not all are invalidated.</p>	<p>Student presses the Submit button at the end of all subsections, regardless of whether they answered the questions or took the appropriate test.</p>

Only one score is included for each student for each test. In some cases there are duplicate test scores for the same student. For example, this can occur when a) student takes the same test twice, b) student takes the test under multiple SSIDs, or c) student’s test was reset, then they take the test again. When multiple test events are found, USBE keeps only one test event. The tie-breakers are as follows

1. Preference for tests with an overall score
2. Preference for Test Occasion Status C, then P, then E, then I

3. Number of responses (writing essays are weighted as 25 adaptive items)
4. Preference for tests where the adaptive portion is started earlier, then the writing portion

Redundant test participation. In some rare cases, a student takes the same test twice in two different years. This may be because a student retook a course. LEAs provide codes to explain this occurrence, but in some instances the LEA is unaware of a previous test occurrence. Therefore, redundant tests are analyzed by USBE. In this case, USBE defines a *previous test* as one that has a valid scale score from the previous year. *Participation* means having at least a sufficient response.

If a student has a previous test the following rules are applied in this order:

1. If LEA provides no special code
 - a. If the current test was participated in Recode to 300
 - b. If the current test was not participated in Recode to 301
2. If the LEA provides a special code of 101, 105, 106, 107, 108, 109, or 111
 - a. If the current test was participated in Recode to 300
 - b. If the current test was not participated keep the same
3. If the LEA provides a special code of 200, 201, or 202
 - a. If the current test was participated in keep the same
 - b. If the current test was not participated in Recode to 301
4. If the LEA provides a special code of 105
 - a. If the current test has a 1% Flag keep the same
 - b. If the current test was not participated in Recode to 301
5. If the LEA provides a special code of 100, 101, 102, 105, 106, 107, 108, or 110
 - a. Has a previous test and participated in current test Recode to 305
 - b. Has a previous test and didn't participate Recode to 110
 - c. No Previous test and participated in current year and code 110, Recode to 300
 - d. No Previous test and didn't participate in current year and code 110, Recode to 301

School Grading

Overview of School Grading

Utah's School Grading accountability system was designed to establish a clear and easily understandable evaluation of Utah schools by giving each school a grade of A, B, C, D or F. The Utah State Office of Education's State Board adopted policies in *Promises to Keep*, which includes the 4th Promise: Requiring effective assessment to inform high quality instruction and accountability. With that promise in mind, Utah's current assessment system has been adjusted to support Utah teachers as they begin the instructional transition to Utah's college and career ready standards. School grades are determined by how many points a school obtains from indicators on *countable test participants* who took *viable tests*. A total of 600 points are possible for elementary, middle, and junior high schools (schools that do not have a 12th grade; See Table 3) and 900 points for high schools (See Table 4). High Schools have more points possible because they have the additional College and Career Readiness (CCR) points. Points are computed for each indicator and these points are used to determine a final score for each school. The points are calculated with the following metrics (See Figure 1 and 2, respectively).

- Academic Proficiency (300 points)
- Academic Growth (300 points)
 - Growth of All Students (AS; 150 points)
 - Growth of Below Proficient Students (BPS; 150 points)
- College and Career Readiness (CCR; 300points)
 - Graduation Rate (150 points)
 - ACT Achievement (150 points)
- Participation Rate (Required 95%)

2016 School Grades were assigned using new letter grade percentage ranges in accordance with UTAH CODE 53A-1-1110.

(2) Notwithstanding Subsection (1), and subject to Subsection (3), for a school year in which at least 65% of schools described in Subsection (1)(a) or (b) receive an A or a B, the board shall increase an endpoint of a range described in Subsection (1)(a) or (b) by five percentage points over the previous school year.

For the school year 2015-2016, more than 65% of Utah's schools were assigned a letter grade of an A or B. Therefore, the following adjustments were made to the grade point ranges.

Table 3. Elementary, Middle/Junior High School Grading Scale

Grade	2015 Percent of Points	2015 Points	2016 Percent of Points	2016 Points
A	64%-100%	381-600	69%-100%	414-600
B	51%-68%	303-380	56%-68%	336-413
C	39%-55%	231-302	44%-55%	264-335
D	30%-43%	180-230	35%-43%	201-263
F	<30%	≤179	<35%	≤209

Table 4. High Schools Grading Scale

Grade	Percent of Points	Points	Percent of Points	Points
A	64%-100%	572-900	69%-100%	621-900
B	51%-63%	455-571	56%-68%	504-620
C	43%-50%	383-454	48%-55%	432-495
D	40%-42%	356-382	45%-47%	405-431
F	<40%	≤355	<45%	≤404

Figure 1. School Grading Points for Elementary or Middle/Junior High School

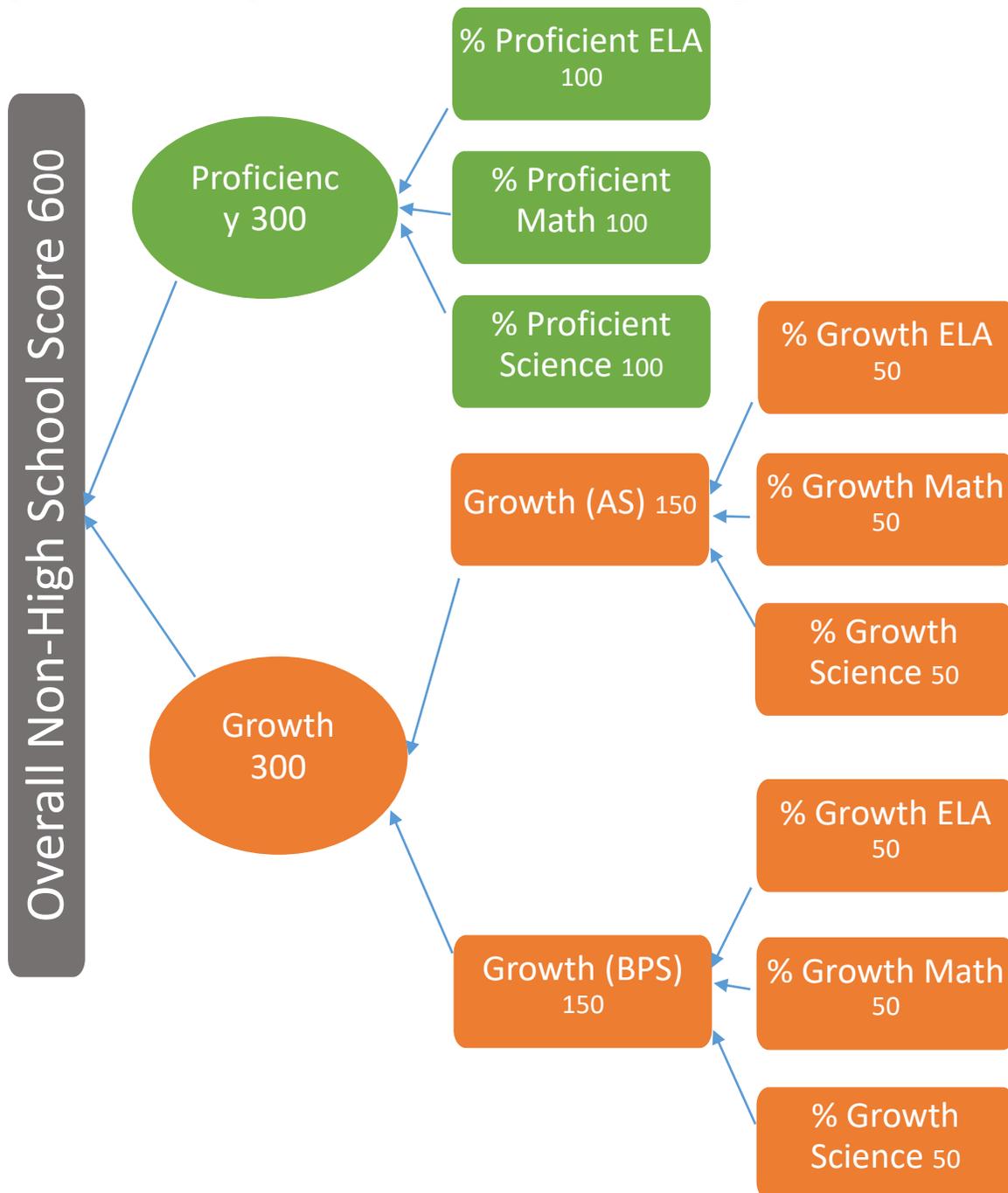
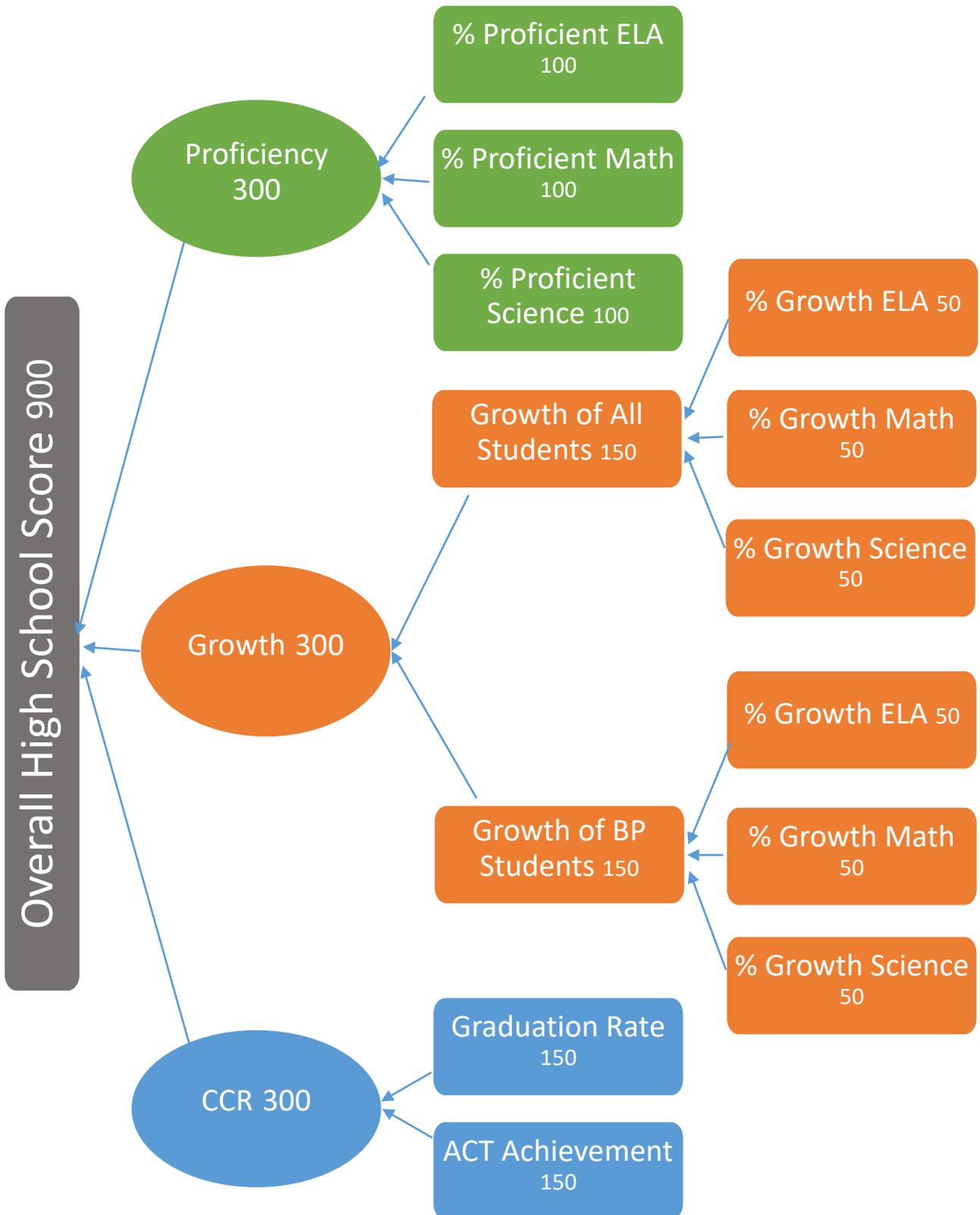


Figure 2. School Grade Points for High Schools



Academic Proficiency

Academic proficiency accounts for 300 points. Achievement proficiency is calculated from scores from SAGE tests. The number of points for are divided equally between three tests: English language arts, mathematics, and science tests. The percent of countable students scoring at or above proficient. The number of proficient scores on viable test taken by countable participants are divided by the total number of scores on viable test taken by countable participants. See Table 5 for an example of this calculation.

Table 5. Example of Utah School Grade Proficiency Calculation

SAGE Test	Number of Proficient Scores from Countable Participants	Total Number of Scores from Countable Participants	Percent Proficient	Points possible	Test Earned Points
ELA	25	100	25.00%	100	25.00
Math	63	77	81.82%	100	81.82
Science	20	32	62.50%	100	62.50
Total Proficiency Points					169.32

In addition to SAGE scores, each LEA can assess up to 1% of their school enrollment using Utah's alternative assessments for students with significant cognitive disabilities. These assessments are the Dynamic Learning Maps (DLM) for English language arts and mathematics and the Utah Alternative Assessment (UAA) for science. In 2015, all DLM and UAA data were excluded from accountability because of the unavailability of DLM test scores.

At least 10 viable assessments taken from countable participants are required for each content area test (ELA, Math, and Science) for each school in order to be included in the proficiency and growth calculations for accountability. Most schools meet this requirement for all three sections of the SAGE; however, not all do, therefore,

- If a school meets this requirement for only 2 sections, then the total number of possible points is divided in half, which each worth 50% (2 tests x 150 pts = 300 pts)
- If there is only one test that meets this requirement, 100% of the 300 points is based on the percent proficient for the single.
- If there are no subsections that meet this requirement, the school does not receive a letter grade.
- If a school does not have at least 40 Below Performing, the total number of possible points a school can gain decreases by 100 for proficiency and/or 100 for growth.

Academic Growth

Academic growth makes of 300 points (150 for AS; and 150 for BPS students). In S.B. 245 the legislature included a measure of student academic growth in the Utah School Grade accountability system (See Appendix C). Academic growth is calculated using the *Student*

Growth Percentile (SGP). A more detailed description of how SGPs can be found in Appendix D. Some benefits of using SGP are:

- Growth percentiles are calculated at a student-level, but can be aggregated to the classroom, subgroup, school, district, and state
- Determines growth based on multiple years of data for each student
- Honors variable amounts of growth (including small changes)
- Does not replicate proficiency
- Recognizes growth for students who are achieving at low and high rates
- Can easily transition as the assessment system transitions
- Helpful in setting Realistic goal setting for future growth

In 2015, for only the Utah Grading School system, a student is considered to have achieved “growth” if they reach an SGP of 40. This indicates that among academic peer groups, this student grew academically equal to or better than 40 percent of his or her peers. Only students who are countable participants with at least one prior year test score and current year test score can have their SGP calculated. The number of countable students who had a viable scale score that received a SGP of 40 or higher are considered to have made growth. This number is divided by the total number of countable students who had an SGP. The same number of tests are required to calculate growth as in proficiency. At least ten tests are required for each test (ELA, Math, and Science). However, for growth there must be at least ten tests for AS as well as BPS.

In 2016, SB 245 was passed which states, “A student demonstrates sufficient growth if a student’s scale score on a statewide assessment is equal to or exceeds the **student’s growth target**.....the board shall establish a formula for a growth target for each student based on the statewide cohort of students with the **same scale score** on a particular statewide assessment.” Therefore, in addition to the above definition of growth, a student who meets a scale score growth target is also considered to have made sufficient growth. The growth target is calculated using only one prior year scale score. The target is based on the previous year’s scale score needed to reach an SGP of 40.

College and Career Readiness

School Grading Accountability systems measures CCRs for high schools (schools having a 12th grade). CCR’s 300 points is divided into two equal parts: graduation rate (150 points) and proficiency on the ACT (150 points).

Graduation Rate. The graduation rate for School Grades accounts for 150 of the 300 points for College and Career Readiness points. When students enter ninth grade they placed in a cohort. A *cohort* is a group of students that are expected to graduate in the same school year. The current graduation rate rules come from No Child Left Behind (NCLB) guidance. Utah started using current calculation rules with the graduating class of 2011. The Board of Education has also given guidance as to how to calculate graduation rates. Some common issues, potential causes, and solutions can be found in Appendix E. School Grading system uses the federal graduation rate, with the exception of excluding retained seniors. Other guidelines of

calculating a graduating rate are:

- If a student graduates prior to or when their cohort graduates they are considered a graduate.
- If a student graduates after their cohort or never graduates they are counted as a non-graduate.
- The last school that a student enrolls in is accountable for the student's graduation status. However, if a student attends two schools in their final year, and one school graduates the student while the other does not, then the school graduating the student is held accountable. If neither school graduates the student, then the school with the latest exit date is accountable.
- Does not include retained for students identified as receiving Special Education services.
- The graduation rate is derived from the previous year's federal 4 year cohort. For example, for accountability for years 2014-2015, the graduation rates for 2013-2014 are applied.
- High Schools must have at least 10 graduates in a cohort to calculate a graduation rate. If there are not 10 graduate for that year, the school does not receive a score.
- The graduation rate portion of the CCR calculation is removed for high schools with 10 or fewer graduates. This means that a high school with fewer than 10 graduates will only have 150 points possible for the CCR section. Their total overall points possible decreases by 150 to 750.

ACT Proficiency. ACT proficiency accounts for 150 of the 300 College and Career Readiness points for Utah School Grades.

- The Act proficiency percentage is derived from the previous year. For example, for accountability for years 2014-2015, the Act proficiency percentage for 2013-2014 is applied.
- A student is considered to have "passed" the ACT by score at or above an 18 on ALL 4 college ready benchmarks. They must pass all four sections, but this does not have to in the same test occasion.
- There must be at last 10 ACT scores for each school to calculate ACT Proficiency. If there are not at least 10 for that year, the total number of College and Career Readiness points is determined by the Graduation Rate.
- If there are neither a) at least 10 graduates nor b) at least 10 ACT tests, the high school will not receive a letter grade, and their total possible points will be out of 600 (eliminating the CCR points).
- ACT scores are counted only if the student graduated.
- The ACT score will be counted towards the high school's accountability of which the student that took the ACT graduates from.

Participation Rate

In accordance with the U.S. Department of Education's approval of Utah State Office of Education's request for flexibility from the Elementary and Secondary Education Act (ESEA), a

school must meet the 95% participation rate for AS as well as BSP. Schools not meeting the participation requirement will receive one letter grade deduction. A school's test participation rate is calculated by dividing the total number of countable participants by the total number of countable participants and countable non-participants. FAY is not taken into consideration in calculating participation rate. If the student is enrolled in a school during the testing window, the student will be included in the participation calculation.

$$\text{Participation rate} = \frac{\text{Number of Countable Tests Participants}}{\text{Number of Countable Participants} + \text{Number of Countable Non-participants}}$$

A test is considered a *participant* if it has met the requirements for a *sufficient response*.

- A sufficient response for Math, Science, and Non-writing portions of the ELA is six or more items answered in the adaptive portion of the test.
- A sufficient response to the Writing portion of the ELA is a non-blank character in an essay.
- A sufficient response for the ELA test is determined if they have met the requirements of a sufficient response to EITHER the writing OR the non-writing adaptive portion.
- If there is a sufficient response, but their special code indicates that they were absent they are recoded as 300 and count towards participation, but because there is not a sufficient response, they are not included in other accountability calculations.
- If there is an insufficient response and their code is standard or accommodated participated they'll be coded as did not test.
- In addition to the 95% tested rule, federal mandates require that no more than 1% of students are assessed using DLM/UAA.

School Federal Accountability Reporting (SFAR)

Overview of SFAR

With the passage of state statute [53A-1-1101-1113](#) in March 2011, a committee of policy makers, education leaders, and stakeholders from across the state, along with technical assistance provided by the National Center for the Improvement of Educational Assessment developed Student Federal Accountability Reporting (SFAR) which incorporated the following design principles:

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

SFAR includes a variety of academic achievement and growth measurements. Some of these measurements are included in the accountability calculations, some are only reported, thereby satisfying federal requirements. Accountability calculations will first be described, then the remaining items that are only reported will be appraised. In accordance with ESEA Flexibility Waiver requirements, the USBE will identify schools as Reward, Focus, and Priority. This determination is made by ranking and all Title I schools by the number of points they earn through calculating items on the SFAR. Utah's three school identification labels are Reward, Focus, and Priority:

1. Reward: Highest 15% Title I schools. For the 2014-2015 school year, Utah had 316 Title I schools; therefore there was approximately 48 Reward Schools
2. Focus: Lowest-performing 5%-15% (excluding those Title I schools already identified as Priority Schools). Any Title I school that has a two-year average graduation rate lower than 60% will automatically be designated a Focus School regardless of the level of student achievement.
3. Priority: Lowest 5% performing Title I schools.

The following indicators are included in SFAR calculations (See Figures 3 and 4)

- Academic Achievement (300 points)
 - For Elementary, Middle/Junior High Schools percent proficiency on SAGE (300 points)
 - For High Schools proficiency in SAGE (150 points) and Graduation Rate (150 points)
- Academic Growth (300 points)
 - Growth of All Students (AS; 200 points)

- Growth of Below Proficient Students (BPS; 100 points)
- Participation Rate (95% required)

Figure 3. SFAR Points for Elementary or Middle/Junior High School

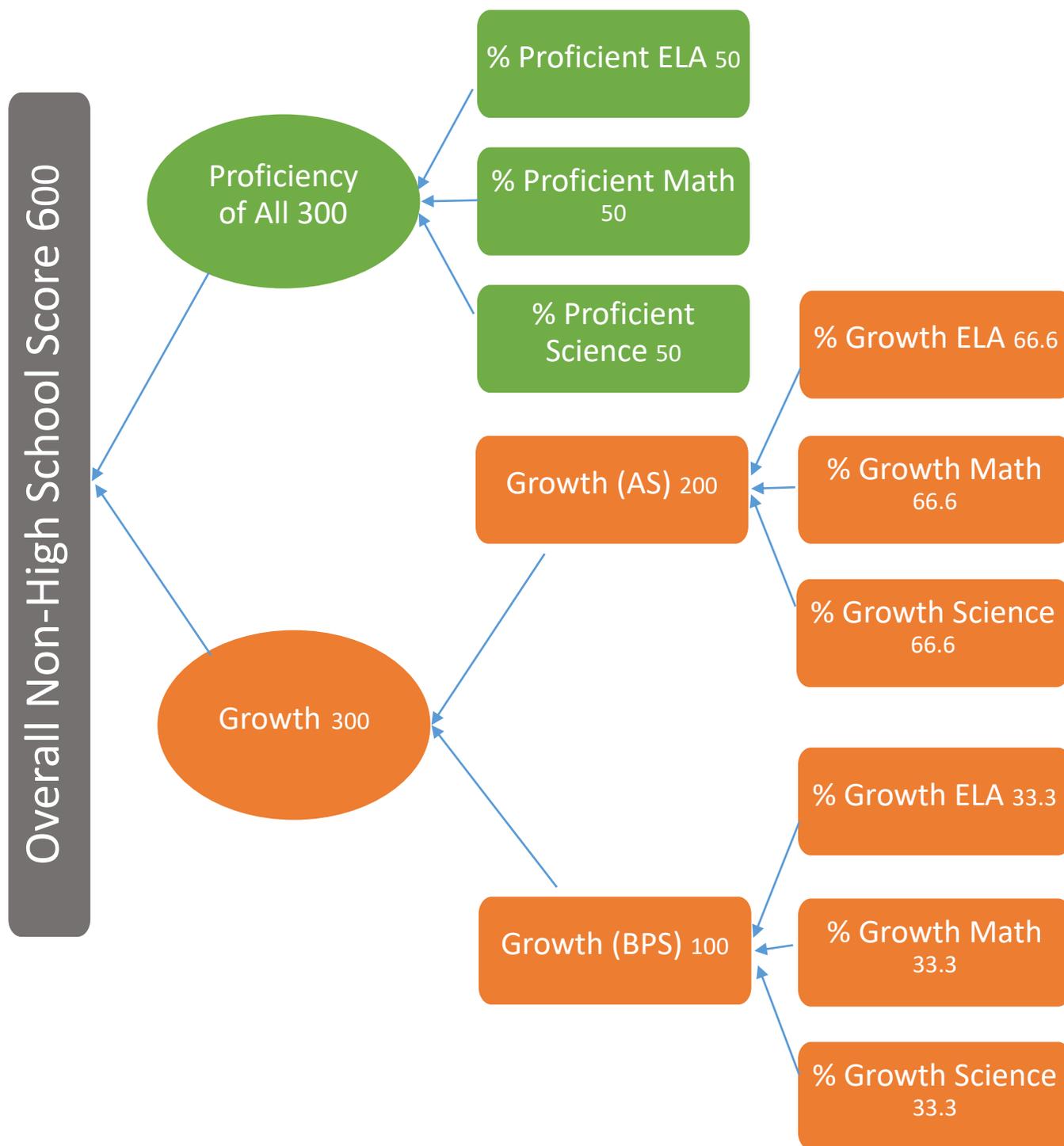
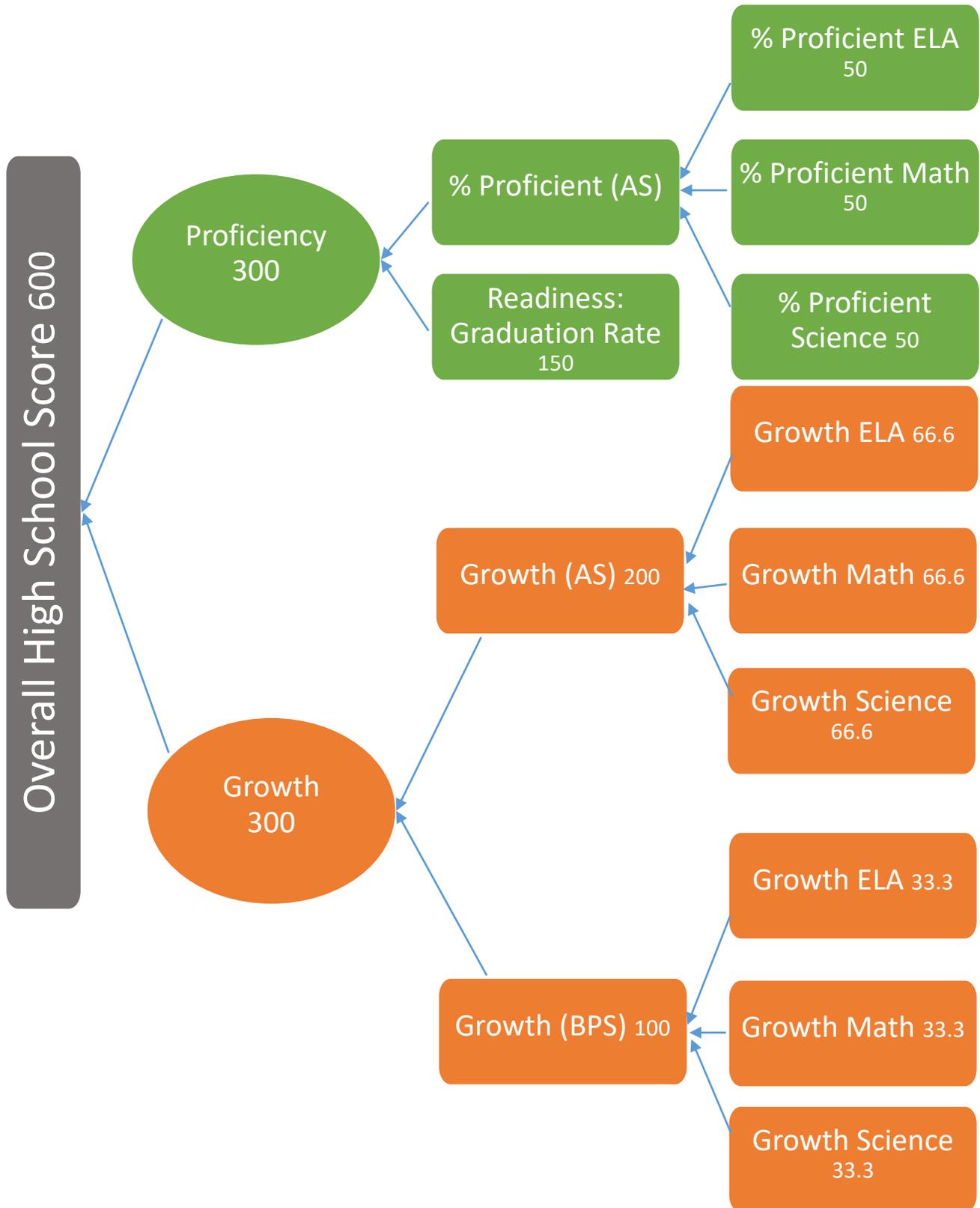


Figure 4. SFAR Points High Schools



Academic Achievement

Proficiency. Achievement accounts for 300 of the 600 points. The number of points for are divided equally between three tests. The number of proficient scores on viable test taken by countable participants are divided by the total number of scores on viable test taken by countable participants. Points are rounded to the nearest whole number. See Table 6 for an example of this calculation.

Table 6. Example of SFAR/PACE Proficiency Calculation for Elementary and Middle/Junior High Schools.

SAGE Test	Number of Proficient Scores from Countable Participants	Total Number of Scores from Countable Participants	Percent Proficient	Points possible	Test Earned Points
ELA	25	100	25.00%	100	25
Math	63	77	81.82%	100	82
Science	20	32	62.50%	100	63
Total Proficiency Points					169

For high schools Achievement's 300 points are divided in half with 150 from the percent reaching proficiency and half based on graduation rate. Therefore, for high schools, the above example is recalculated as if it were a high school (See Table 7).

Table 7. Example of SFAR/PACE Proficiency Calculation for High Schools.

SAGE Test	Number of Proficient Scores from Countable Participants	Total Number of Scores from Countable Participants	Percent Proficient	Points possible	Test Earned Points
ELA	25	100	25.00%	50	13
Math	63	77	81.82%	50	41
Science	20	32	62.50%	50	31
Total Proficiency Points					85

Graduation Rate. The graduation rate for SFAR/PACE accounts for 150 of the 300 points towards Achievement. The current graduation rate rules come from No Child Left Behind (NCLB) guidance. The following formula provides an example of the four-year graduation rate for the cohort entering 9th grade for the first time in the fall of the 2011-2012 school year and graduating by the end the summer 2015. This calculation will be used for the graduation rate for the 2015-2016 school year for accountability purposes, because LEAs do not report these final numbers until October 15th following the summer after the expected graduation date.

Number of cohort members who earned a regular high school diploma
by the end of summer 2015

Number of first-time 9th graders in fall 2011 (starting cohort) plus students who transfer in,
minus students who transfer out, emigrate, or die during school years 2011-2012, 2012-2013,
2013-2014, 2014-2015

Other guidelines for graduation rate are:

1. If a student graduates prior to or when their cohort graduates they are considered a graduate.
2. If a student graduates after the summer of their 12th grade year, or never graduates, they are counted as a non-graduate.
3. The last school that a student enrolls in is accountable for the student's graduation status. However, if a student attends two schools in their final year, and one school graduates the student while the other does not, then the school graduating the student is held accountable. If neither school graduates the student, then the school with the latest exit date is accountable.
4. The graduation rate portion of the Achievement calculation is removed for high schools with 10 or fewer graduates. This means that a high school with fewer than 10 graduates will only have 150 points possible Achievement.
5. In the rare case where a high school has viable SAGE scores but no graduation rate, then the graduation rate is removed from the calculation and the 300 total possible points for Academic Achievement is only based solely on academic proficiency based on the SAGE proficiency percentages.
6. In the other rare case where a high school has a graduation rate, but no viable SAGE scores Academic Proficiency is solely based on the graduation rate.

Growth

A total of 300 points is possible for Growth (200 points for AS; 100 points for BPS). The Student Growth Percentile (SGP) method provides the basis for measuring academic growth in the model. Student growth is determined by comparing each student's progress with that of other students in the state with the same prior achievement pattern. SGPs provide a familiar basis to interpret performance, the percentile, which indicates the probability of an outcome given the student's starting point and can be used to gauge whether the student's growth was atypically high or low.

Like Utah School Grades, student growth percentiles (SGPs) are calculated for all countable students with a minimum of two viable SAGE scores in a given content area. Growth is evaluated in the same way for all schools (elementary, middle and high schools). For SFAR/PACE there are three levels of growth based on median growth percentile (MGP; See Table 8.)

Table 8: Rubric for Evaluating Median Growth Percentiles by Group

MGP Ranges	All Students	Below Proficient Students
≥ 70	200	100
30-69	(MGP x 3.75) - 62.50	(MGP x 1.875) - 31.25
< 30	35	50

This rubric is used for each of the three SAGE content areas (ELA, Math, and Science) evaluated. The average of all of the test MGPs are used to calculate a composite growth measure for both AS and BPS. Each test is weighted equally. Other guidelines for SFAR growth calculations include:

1. If there are fewer than 10 students in a subject area do not calculate a score for that subject area.
2. If there are fewer than 10 students in each of the three subject areas then do not calculate for that group.
3. If there are fewer than 10 students in each of the three subject areas of the BPS then multiply each of the AS subject's points by 1.5.
4. If there are fewer than 10 students in each of the three subject areas then do not calculate BPS Growth. Possible points will transfer to AS Growth.

Participation

In accordance with the U.S. Department of Education's approval of Utah State Office of Education's request for flexibility from the Elementary and Secondary Education Act (ESEA), a school must meet the 95% participation rate for subgroups of 40 students or more. If participation for AS or BPS is less than 95%, the Total points equals 0. A school's test participation rate is calculated by dividing the total number of countable participants by the total number of countable participants and countable non-participants.

$$\text{Participation rate} = \frac{\text{number of Countable Participants}}{\text{number of Countable Participants} + \text{number of Countable Non-participants}}$$

A student is considered a *participant* if they have met the requirements for a *sufficient response*.

- A sufficient response for Math, Science, and Non-writing portions of the ELA is six or more items answered in the adaptive portion of the test.
- A sufficient response to the Writing portion of the ELA is a non-blank character in each of the two essays.
- A sufficient response for the ELA test is determined if they have met the requirements of a sufficient response to EITHER the writing OR the non-writing adaptive portion.
- If there is a sufficient response, but their special code indicates that they were absent they are included.

- If there is an insufficient response and their code is standard or accommodated participated they'll be coded as did not test.
- Parental exclusions are treated as countable non-participants.

Subgroup participation. Subgroup accountability is a challenging task in Utah due to the large number of schools with subgroups of fewer than 30 students. An accountability framework which identifies typical subgroups, such as Utah's current federal system, with a minimum n size of 30 would exclude significant numbers of both students and schools. This typical approach does not work in an atypical state and fails to hold all Utah schools to a sufficiently high standard for students with the highest needs. The current system SFAR determines accountability based on a super subgroup, whose membership includes any student who belongs to one of the NCLB required subgroups. This aggregation has proven to be an effective method of working with the small subgroup n sizes in Utah to ensure the maximum numbers of students are included in accountability calculations. Importantly, however, the reporting provides achievement data for each individual subgroup. This method of calculation and reporting was approved by Utah policy makers including those representing each of the subgroups.

SFAR Information Not included in Accountability Calculations

SFAR was built upon the premise that only schools that are able to move historically non-proficient groups to proficiency. Utah believes the non-proficient subgroup classification is the key to encouraging schools to intensify their focus on underperforming students and focus resources on reducing the achievement gap and enhance a school's ability to demonstrate success in this critical area. SFAR disaggregates group academic achievement of all tests by including the following subgroup categories:

- Whole school
- Ethnicity: White, Asian/Black, Hispanic/Latino/ American Indian, Pacific Islander, Multiple Races
- Economically Disadvantaged
- Gender: Female, Male
- Disability Status: Students with Disabilities
- Students with Disabilities (Accommodated)
- Other: English language learner, Mobile, Migrant

AMO. It is a federal requirement to establish and report Annual Measureable Objectives (AMOs). AMOs are based on the percent of students achieving proficiency on the states ELA and mathematics of the SAGE. AMO targets are set for each school and subgroup in annual equal increments toward a goal of reducing by half the percentage of students in the all-students group and in each subgroup who are not proficient within six years. AMOs are reported for the following groups:

- All Students
- Economically disadvantaged
- English learner
- Hispanic/Latino

- Students with disabilities
- White

PACE

The Governor's "On PACE 66% by 2020" initiative seeks to increase the state's educational performance to reach the 66 percent benchmark. The vision is that at least two-thirds of Utahns ages 20 to 64 will have earned a postsecondary degree or certificate. PACE uses the same criteria concerning countable and viable tests as SFAR. PACE is a descriptive report that does not produce a letter grade or categorization of school/LEA performance. The following metrics are displayed in the PACE report:

- **Prepare young learners**
Key targets: 90 percent proficiency in 3rd, 6th and 8th grade reading; 90 percent proficiency in 3rd, 6th and 8th grade math; and 100 percent of high school seniors taking the ACT test.
- **Access for all students**
Key targets: a 90 percent high school graduation rate; 80 percent post-secondary enrollment rate; and elimination of waiting lists in required courses.
- **Complete certificates and degrees**
Key targets: 13 percent of the workforce will have board approved certificates; 14 percent of the workforce will have associates degrees; 28 percent of the workforce will have bachelor's degrees; and 11 percent of the workforce will have graduate degrees.
- **Economic alignment**
Key target: 90 percent of graduates will be employed in their fields of study.

Chronic Absenteeism

This metric is based on federal recommendations. In order for a student to be labeled as chronically absent, they must:

1. Be enrolled for at least 60 calendar days
2. Missed 10% or more of instruction (days in membership)

Appendix A. Special Codes

Code	Title	School Grades	SFAR/PACE	Description
101	Did Not Test	Countable for Participation; Not for Proficiency and Growth	Countable for Participation; Not for Proficiency and Growth	No special code and no test record
103	EL First Year in U.S. April 15 or Later	Not Countable	Not Countable	The student is an ELL student and first enrolled in the U.S. on or after April 15 of current school year
104	EL First Year in U.S. Before April 15	Math: Countable for Participation ELA/Science: Not Countable	Math: Countable for Participation ELA/Science: Not Countable	The student is an ELL student and first enrolled in the U.S. before April 15 of current school year, but on or after April 15 of the previous school year
105	Utah Alternate Assessment	Removed from SAGE; Countable in UAA/DLM	Removed from SAGE; Countable in UAA/DLM	Student is included in the 1% to take UAA/DLM. Any SAGE score for a 1% Flag is removed; Countable in UAA/DLM
106	Student refused to test	Not Countable	Not Countable	Student chooses to give up during testing or refuses to start the assessment
107	Excused for medical emergency	Not Countable	Not Countable	Student is unable to test during the testing window due to an unanticipated medical circumstance
108	Course instruction not yet complete	Not Countable	Not Countable	Student will not complete instruction during the current academic year
109	Course instruction not provided	Not Countable	Not Countable	LEA has used a core code for a course that a student did not receive instruction
110	Test has already been taken	Not Countable	Not Countable	Student has already taken the same test during a previous administration year.
111	USB E approved Test Error	Not Countable	Not Countable	Student has mistakenly been assigned an assessment which should not have been generated. Requires USB E Authorization
200	Standard Participation	Countable	Countable	Student took the test under normal circumstances
201	Accommodated	Countable	Countable	Student took the assessment with an allowed accommodation
202	Modified	Countable for Participation; Not	Countable for Participation; Not for	Student took the assessment in a manner which violated the construct of the test

		for Proficiency and Growth	Proficiency and Growth	
203	Invalidated	Not Countable	Not Countable	LEA determined that the test does not accurately reflect the abilities of the student
204	Parental Exclusion	Not Countable	Countable	A parent or guardian has requested that the student not be allowed to take the test
300	Standard Participation	Countable	Countable	The test has a sufficient response with one of these codes: 101, 105 – 111
301	USBE Assigned Did Not Test	Countable	Countable	<p>Either every case, there is not a sufficient response.</p> <ol style="list-style-type: none"> 1. No special code, 2. Used a participation code, 3. Coded as 105 UAA but is not a 1% student; 4. Used 110 and there is no previous test.
303	USBE Assigned Invalidated	Countable	Countable	USBE determined that the test was invalidated.
305	USBE Confirmed Additional Test Participation	Countable	Countable	The test has sufficient response, and the same test can be found in a prior year with a scale scores. Only applies to SAGE; not CRTs

Appendix B. Decision Matrix for Conflicting ELA Participation Codes

		Non-Writing														
		101	103	104	105	106	107	108	109	110*	111	201	202	203	204	
Writing	101	101	103	104	105	106	107	108	109	110	111	201	202	203	204	
	103	103	103	103	103	103	103	103	103	103	103	201	202	203	204	
	104	104	103	104	104	104	104	104	104	104	104	201	202	203	204	
	105	105	103	104	105	105	105	105	105	105	105	201	202	203	204	
	106	106	103	104	105	106	107	108	109	110	106	201	202	203	204	
	107	107	103	104	105	107	107	107	107	107	107	201	202	203	204	
	108	108	103	104	105	108	107	108	109	110	108	201	202	203	204	
	109	109	103	104	105	109	107	109	109	110	109	201	202	203	204	
	110*	110	103	104	105	110	107	110	110	110	110	201	202	203	204	
	111	111	103	104	105	106	107	108	109	110	111	201	202	203	204	
	201	201	201	201	201	201	201	201	201	201	201	201	201	202	203	204
	202	202	202	202	202	202	202	202	202	202	202	202	202	202	203	204
	203	203	203	203	203	203	203	203	203	203	203	203	203	203	203	204
	204	204	204	204	204	204	204	204	204	204	204	204	204	204	204	204

*Note: For Special Code 110 refer to recoding rules in Table X.

Appendix C. S.B. 245 Student Growth

53A-1-1107.5. Growth target established to determine whether a student demonstrates sufficient growth in a subject.

- (1) For the purpose of determining whether a student demonstrates sufficient growth in the 2014-15 school year, or a succeeding school year, in language arts, mathematics, or science ..., the *board shall establish a formula for a growth target for a student for each statewide assessment* the student takes.
- (2) A student demonstrates *sufficient growth if the student's scale score on a statewide assessment is equal to or exceeds the student's growth target* established pursuant to Subsections (3) and (4).
- (3) The board shall establish a formula for a *growth target* for each student *based on*:
 - (a) the *statewide cohort of students with the same scale score* on a particular statewide assessment; and
 - (b) actual student growth in the 2014-15 school year as measured by statewide assessments administered at the end of the 2013-14 and 2014-15 school years and for each succeeding school year.
- (4) *On or before November 30, 2015*, the State Board of Education shall make *recommendations to the Legislature's Education Interim Committee on the method* for determining whether a student demonstrates sufficient growth *for the 2015-16 school year and succeeding school years*.

Appendix D. Explanation of Student Growth Percentiles

What is a Student Growth Percentile (SGP) measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model **tells us how a student's progress compares** to other students with a similar test score history. These SGP scores range from 1 (lowest growth) to 99 (highest growth). Percentiles are not percent correct scores, and do not tell us anything about students' "snapshot" achievement levels. Even students with low test scores can get high student growth percentiles, if they made great progress since the previous year's test.

What does Utah's Growth Model tell us?

Utah's Growth Model tells us how individual students (and groups of students) progress from year to year toward state standards. Each student's progress is compared to the progress of other students in the state with a similar score history on state assessments in that subject area. Schools and LEAs that produce the highest rates of growth in academic achievement may not be the ones with the highest test scores every year - growth level is completely independent of previous year's achievement level for individual students.

What is growth?

For an individual student, growth is a measure of progress in academic achievement. For some states, this measure might simply be a change (a gain or a loss) in test scores from one year to the next. For Utah, growth is not expressed in test score point gains or losses, but in *student growth percentiles*. An individual's test scores are used as the basis for a growth calculation, using a statistical model called quantile regression. The calculations use all available test scores to estimate an individual growth score, or student growth percentile. The student growth percentile tells us how a student's current test score compares with that of other students across the state whose previous test scores are similar. This process can be understood as a comparison to members of a student's academic peer group. So, Utah's measure of growth is a normative rather than absolute.

For example: what does it really mean when Susie's Reading score was 379 last year and is now 402? Is 23 points a big or a small increase? How much did she really learn? Obviously, just seeing how much a student's test score went up or down in two consecutive years is not really a meaningful exercise. Test score points are not in units that have a real world meaning, so we are not sure whether students gaining a certain number of points are showing typical or extraordinary academic growth. Now, using the Growth Model, students with the same achievement history are compared to each other, helping us understand whether their growth is larger, typical, or smaller than expected.

What is an academic peer?

Academic peers are defined as students with a similar state assessment score history. The state assessment score history includes all past scores available for a given student. So, for a student

who has had low state assessment scores for the last few years, his or her growth is compared to students who have scored similarly.

What is a student growth percentile?

A student growth percentile defines how much relative growth a student made. Utah's Growth Model serves as a way for educators to understand how much growth a student makes relative to a student's academic peers. More specifically, Utah's Growth Model essentially compares each student's current achievement to students who had similar state assessment scores in past years. The model then produces a student growth percentile. The test score data underlying these student growth percentiles are not perfectly precise, because they contain measurement error, so the growth percentiles themselves are in turn also not perfectly precise. A student with a growth percentile of 63 may not actually be growing significantly faster than another student with a 60. In a similar way, even though you might not be able to reliably discern a 63 decibel sound from a 60 decibel one, you can still easily categorize different sounds as soft, normal, or loud - finer-grained comparisons are hard to make. For this reason, student growth percentiles are categorized by "small," "typical," or "large" growth - we can be pretty sure about these large differences, even if small differences may not be significant or meaningful.

Appendix E. Common Issues, Causes, and Solutions for Graduation Rate

1. Issue: A student is showing as a dropout for your school, but you know they graduated from another school in the state.
Possible Cause: Most likely the student was assigned two different SSIDs.
Solution: Verify from the other LEA that this is the same student and get from them what SSID they used. Submit an SSID merge to ssidhelp@schools.utah.gov.
2. Issue: A student is showing as a dropout for your school, but you know they transferred to another school in the state.
Possible Cause: The student may have decided not to transfer to the other school. They may have transferred to a private school, to homeschool, or dropped out.
Solution: Verify what the student actually ended up doing. Update their record if needed.
3. Issue: A student is showing as a dropout for your school, but you know they transferred to another school in the state.
Possible Cause: The student may have decided not to transfer to the other school. They may have transferred to a private school, to homeschool, or dropped out.
Solution: Verify what the student actually ended up doing. Update their record if needed.
4. Issue: A student is showing in a different cohort than when the student will graduate.
Possible Cause: A student's grade was previously incorrectly submitted.
Solution: Double check that all grades entered in past years were correct. If a grade was incorrectly entered, submit a historical update form.
*NOTE: Sometimes a student will repeat a grade in high school. In this case, the cohort year CANNOT be updated.
5. Issue: An exit code was updated in the school's SIS system but it did not get updated in UTREx.
Possible Cause: If the exit code was updated on a past year's record, it will never get sent in to UTREx.
Solution: Submit the update using an s1-x record.

Appendix F: 2016 Minimum and Maximum Grade Levels by Assessment

Assessment	Minimum Grade	Maximum Grade
3rd Grade ELA and Literacy	0	3
3rd Grade Math	0	3
4th Grade ELA and Literacy	0	4
4th Grade Math	0	4
4th Grade Science	0	6
5th Grade ELA and Literacy	0	5
5th Grade Math	0	5
5th Grade Science	0	6
6th Grade ELA and Literacy	0	6
6th Grade Math	0	6
6th Grade Science	0	8
7th Grade ELA and Literacy	0	7
7th Grade Math	0	7
7th Grade Science	0	8
8th Grade ELA and Literacy	0	8
8th Grade Math	0	8
8th Grade Science	0	8
9th Grade ELA and Literacy	0	9
10th Grade ELA and Literacy	0	10
11th Grade ELA and Literacy	0	11
11th Grade ELA and Literacy	11	11
Biology	0	12
Chemistry	0	12
Earth Science	0	12
Essential Elements English	3	11
Essential Elements Math	3	11
Essential Elements Science	4	11
Physics	0	12
Secondary Math I	0	12
Secondary Math II	0	12
Secondary Math III	0	12