Utah STATE OFFICE OF Education

STUDENT SERVICES AND FEDERAL PROGRAMS

Utah ESEA Flexibility

Approved Plan:
http://www.schools.utah.gov/data/Educational-Data/Accountability-School-Performance/Utah-ESEA-Flexibility-Request.aspx

Flexibility Overview

- Based on Utah Core Standards, Utah assessment philosophy, Utah accountability system and Utah educator evaluation plan.
- Utah did not give up anything in the negotiation process with the US Department of Education.
- Utah retains complete control of its standards, assessment, accountability and educator evaluation policies and plans.
- Allows Utah to move forward with Utah priorities and lessen federal constraints**.**

Principle 1: College and Career-Ready Expectations for All Students

- Continued adoption of Utah Core Standards
- Implementation of Adaptive Assessment System
- Continued adoption/implementation of WIDA ELP Standards

Principle 2: State-Developed differentiated Recognition, Accountability, and Support

- Utah Comprehensive Accountability System (UCAS)
    - Replaces both AYP and UPASS and removes all Yes or No school designations
    - Developed by a stakeholder group in response to SB 59 in the 2011legislative session
    - Includes both student achievement and growth in a composite score for each school
    - Based on two groups: all students and below proficient students
    - Incorporates Student Growth Percentile (SGP) a growth metric based on individual student growth, comparing each student's growth to their academic peers

- "Priority Schools"
    - The lowest-performing 5% of Title I schools; for Utah a minimum of 14 schools.
    - The fifteen schools that are currently identified and being served under the Title I School Improvement Grant (SIG) process will be identified as Priority Schools.

- "Focus Schools"
    - The next lowest-performing 10% of Title I schools; for Utah a minimum of 28 schools.
    - Focus schools will be identified based on one of three criteria:
        - lowest-performing Title I schools using a two-year average of the composite score from the new UCAS; or

        - Title I served high school with graduation rate below 60%; or
        - Title I school not achieving AMOs with the largest achievement gaps

- "Reward Schools"
    - The USOE will annually recognize two categories of Title I Reward Schools, High-performing and High-progress.
        - High-performing Title I Schools**:** Schools will be identified based on highest levels of achievement and above average performance on growth
        - High-progress Title I Schools: Schools will be identified based on highest levels of growth and above average performance on achievement
    - Schools will be recognized through a press release, certificate of achievement, letters to the LEA superintendent or charter leader, and to the building principal to be shared with the school community.

- AMOs
    - Federal Requirement
    - Utah's Minimum Compliance Plan
        - AMOs not used in any UCAS calculation.
        - AMO trajectory will reduce in half the percent of non-proficient over six years
        - AMOs will be established separately for each subgroup at each school
        - UCAS reporting will list the AMO and performance of each school subgroup.
        - AMO reporting page will be a drill down page in the UCAS report.

Principle 3: Supporting Effective Instruction and Leadership

- The Board has adopted Board Rule R277-531, a framework for educator evaluation that outlines the following provisions for all educators:
- Yearly evaluations for all educators based on:
    - Student growth
    - Instructional effectiveness based on classroom observations
    - Parent/student input from stakeholder surveys
- Evaluation results to be used in decision making for professional development, compensation, and employment
- Results reported to the Board on a yearly basis
- Each LEA must adopt model system being developed by the State Board or implement a district system that is based on the adopted board framework

Principle 4: Reducing Duplication and Unnecessary Burden

- An SEA should remove duplicative and burdensome reporting requirement that have little or no impact on student outcomes
- Addressed in Utah legislation in 2011 and 2012