# Utah ESEA Flexibility

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

Utah State Office of Education

Revised 8/27/2012

# Flexibility: Immediate Impact

| School Year | 2011-12 | 2012-13 |
|---|---|---|
| AYP Reports | No | No |
| UPASS Reports | No | No |
| UCAS Reports | Yes (CRT) | Yes (CRT) |

- UPASS Report data elements will be included in the Utah Comprehensive Accountability System (UCAS) Report
- UPASS Progress scores will be included in the 2011-12 SERF

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# Promises to Keep

The Utah State Board of Education has defined its vision for the future of education in Utah. The document ***Promises to Keep*** clearly defines the priorities of Public Education in Utah and Utah's ESEA Flexibility Waiver is aligned with these principles:

- Ensuring literacy and numeracy for all Utah children.
- Providing high quality instruction for all Utah children.
- Establishing curriculum with high standards and relevance for all Utah children.
- Requiring effective assessment to inform high quality instruction and accountability.

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# Utah's ESEA Flexibility Proposal

- Based on Utah Core Standards, Utah assessment philosophy, 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 assessment, accountability and educator evaluation policy
- Allows Utah to move forward with Utah priorities and lessen federal constraints

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# Utah ESEA Flexibility Highlights

- One accountability system – new Utah Comprehensive Accountability System (UCAS)
- No AYP (No requirement for 100% proficiency by 2014)
- No Schools/Districts in program improvement based on AYP (refer to new Title I accountability)
- All NCLB requirements not addressed in the waiver are still in place
- Title I School Improvement funds to support new Title I accountability
- No UPASS reports
- Utah Comprehensive Accountability System meets federal and state requirements:
  - Growth and proficiency
  - Focus on below proficient students

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# Reform Principles

1. College- and Career-Ready Expectations for All Students
2. State-Developed Differentiated Recognition, Accountability, and Support
3. Supporting Effective Instruction and Leadership
4. Reducing Duplication and Unnecessary Burden

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# Principle1

## College- and Career-Ready Expectations for All Students

- Adoption of the new Utah Core Standards for English language arts and mathematics
- Adoption of a new comprehensive assessment system which will measure the full breadth and depth of the Utah Core Standards using computer based adaptive testing
- Focused student performance outcomes targeted at ensuring all students are college, career, and citizenship ready

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# Principle1 (cont.)

## College- and Career-Ready Expectations for All Students

- Different way of delivering instruction by the teachers and leaders who serve Utah's students
- Adoption of the WIDA English language proficiency standards to assist educators to ensure that instruction supports English language learners in the acquisition of English

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# Principle 2

## State-Developed Differentiated Recognition, Accountability, and Support

**Utah Comprehensive Accountability System** (UCAS)

- Incorporates both student achievement and growth toward improvement in a composite score for each school
- Annual public reports will provide summary data for the entire school, as well as disaggregated results by ethnicity, and for economically disadvantaged, English language learners, and students with disabilities

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# Guiding Principles for UCAS

- Meeting standards (proficiency) and improving academic achievement (growth) are BOTH valued
- All schools, including those that serve traditionally low performing students, should have an opportunity to demonstrate success
- The system should include strong incentives for schools to improve achievement for the lowest performing students

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# Guiding Principles for UCAS (cont.)

- Growth expectations for below proficient students should be linked to attaining proficiency
- Growth expectations for all students, including students above proficiency, should be appropriately challenging and meaningful
- Clear and understandable to stakeholders

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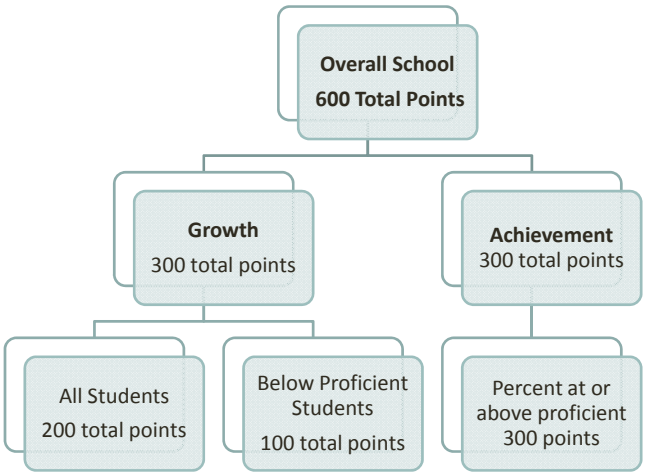
# Point Structure for Elementary and Middle Schools




Schools without a 12th

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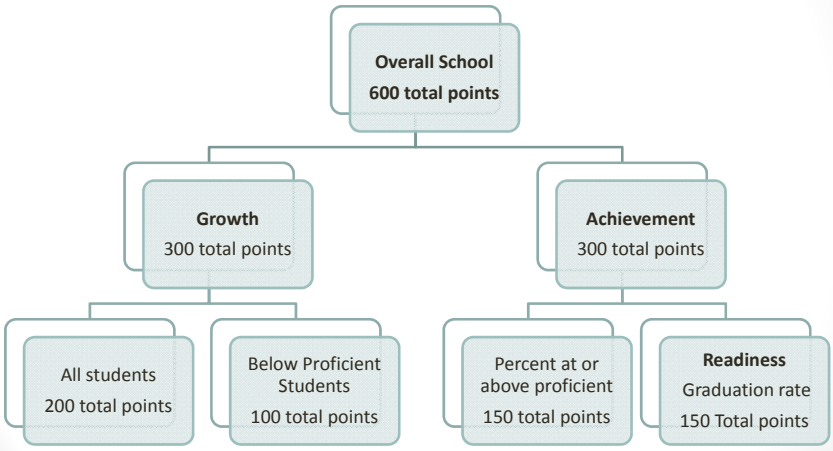
# Point Structure for High Schools




Schools with a 12th grade

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# Subgroups

- Identifies below proficient students as a single subgroup
  - Below Proficient Subgroup = All students who scored below proficiency (level 1 or 2) on the previous year's CRT
  - Below Proficient Subgroup is determined independently for each content area (ELA, Math, Science)
- Ensures all students who are below standard, regardless of group, are the focus for improvement
- Below proficient subgroup is double weighted in the growth calculation to increase focus on those most at risk
- Complete disaggregated data for all 10 subgroups will be included in UCAS report including gap analysis

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# Participation Requirement

- A school must meet the 95% participation rate for the whole school and non-proficient subgroups of 40 students or more in each content area
- Participation is calculated for the whole school and the non-proficient subgroup
- Schools not meeting the participation requirement will receive a UCAS total score of 0

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# Achievement

- Proficiency based on:
  - CRTs/ NWEA tests
  - DWA
- CRTs/NWEA tests weighted equally
- In grades with no DWA, each content area is weighted equally (one third)
- When the DWA is included, it counts for one-half of the weight of one CRT content area
- The weighted percent proficient is scaled to 300 possible points
- UAA tests will be included

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# Sample Elementary Achievement Calculation

| Subject | Percent Proficient | | Points Possible (Weighted) | | Achievement Points |
|---|---|---|---|---|---|
| ELA | 80% | x | 86<br>28.57% of 300 | = | 69 |
| Math | 70% | x | 86<br>28.57% of 300 | = | 60 |
| Science | 60% | x | 86<br>28.57% of 300 | = | 51 |
| DWA | 80% | x | 43<br>14.29% of 300 | = | 34 |
| Total | | | 300 | = | 214 |

Schools without DWA , content areas are weighted equally (1/3 each)

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# College & Career Readiness

- Readiness accounts for 150 of the 300 points for high schools in the achievement component.
- The readiness component is the federal graduation rate* calculation as approved by USED. All graduation reporting includes this rate.
- For purposes of calculating UCAS, the graduation rate is calculated by multiplying the graduation rate by 150 (e.g. .70 x 150 = 105).

*For training on how to correct school grad rate data go to http://www.schools.utah.gov/data/Data-Training.aspx

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# Sample High School Achievement Calculation

| Subject | Percent Proficient | | Points Possible | | Achievement Points |
|---|---|---|---|---|---|
| ELA | 80% | x | 50<br>33% of 150 | = | 40 |
| Math | 70% | x | 50<br>33% of 150 | = | 35 |
| Science | 60% | x | 50<br>33% of 150 | = | 30 |
| Readiness/<br>Grad Rate<br>(3/4 year federal) | 80% | x | 150<br>100% of 150 | = | 120 |
| Total | | | 300 | = | 225 |

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# Student Growth Percentile

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# Student Growth Percentile (SGP)

- Developed by Damien Betebenner,
- The Center for Assessment
- "Colorado Growth Model"
- Utah, Colorado, Nevada, Indiana, Massachusetts, New Hampshire, Maine, Arkansas, Rhode Island, Virginia, West Virginia, New York, Hawaii, Idaho, Georgia, Wyoming

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# Growth compared to peers

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# Student Growth Percentile

- Student growth is determined by comparing the performance of a student with all other students in the state with the same past performance (1-3 years of CRT scores)
- This results in fair and appropriate growth determinations for students who are achieving at low, medium and high achieving students

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# Student Growth Percentile

- Compute an SGP for each year a student has an assessment scale score:
  - Identify a student scale score for all past years where a score exists for that student
  - Determine the academic peer group (all students in the state with the "same" scale scores for all of the same years) for each student
- Determine how performance in the current year compares with that of the student's peer group to produce a growth percentile

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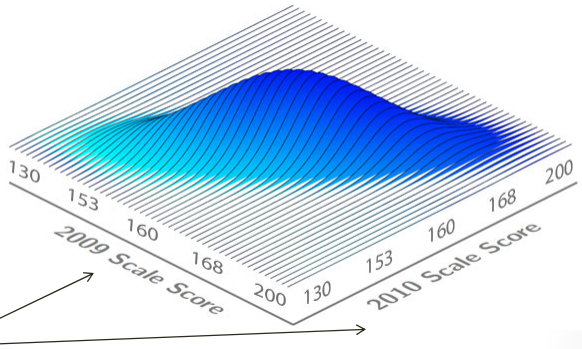
# Normative

***How does it work?***

Think of a group of students, where each student has two test scores – one for 2009 and one for 2010.

We could show the distribution of these scores at the same time as pictured.

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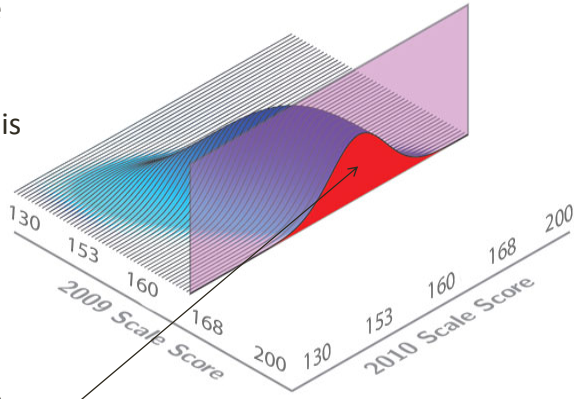
# Normative

We could 'slice' through the picture to show the 2010 distribution for just one 2009 score. This is called a conditional distribution.

The red shaded curve shows the conditional distribution in 2010 for all students who scored 166 in 2009.

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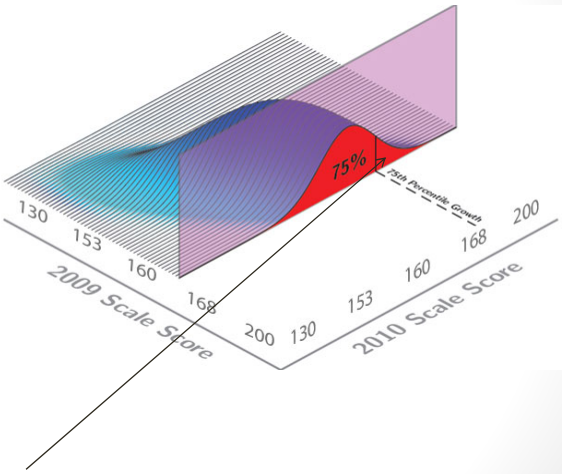
# Normative

Assume we are interested in just one score, 170, in 2010.

We could ask, what percentage of students who scored 166 in 2009 scored at or below a 170 in 2010?

In this case, that turns out to be 75%. In other words, a score of 170 is at the 75th percentile.

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# Why use SGP?

- 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
- Growth percentiles are calculated for every student, but can be aggregated to the classroom, subgroup, school, district, and state
- Can easily transition as the assessment system transitions

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## How can the SGP be used?

- Student SGP:
  - Student, Parent, Teachers
  - Review student history of achievement and growth
  - Realistic goal setting for future growth
- Class MGP:
  - Median SGP for every student in the class
  - Teachers, School Administrators
  - Review class history of achievement and growth
  - Realistic goal setting for future growth

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## How can the SGP be used?

- School MGP
  - Median SGP for every student in the school
  - Teachers, School and District administrators
  - Review school history of achievement and growth
  - Realistic goal setting for future growth
- District MGP
  - Median SGP for every student in the district
  - School and District administrators
  - Review district history of achievement and growth
  - Realistic goal setting for future growth

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# Growth Calculation

Growth Points Rubric

| Median SGP Achieved | All Students (Maximum 200 points) | Below Proficient Students (Maximum 100 points) |
|---|---|---|
| 0-34 | 50 | 25 |
| 35-49 | 100 | 50 |
| 50-59 | 150 | 75 |
| 60 and above | 200 | 100 |

Example calculation

| | | MGP | Points |
|---|---|---|---|
| ELA | All students | 56 | 150 |
| | Non-Proficient | 35 | 50 |
| Math | All students | 45 | 100 |
| | Non-Proficient | 55 | 75 |
| Science | All students | 50 | 150 |
| | Non-Proficient | 40 | 50 |

# Growth Calculation

Example calculation

| | | MGP | Points |
|---|---|---|---|
| ELA | All students | 56 | 150 |
| | Non-Proficient | 35 | 50 |
| Math | All students | 45 | 100 |
| | Non-Proficient | 55 | 75 |
| Science | All students | 50 | 150 |
| | Non-Proficient | 40 | 50 |

Total Growth Points

| Group | ELA Points | Math Points | Science Points | Point Total (mean) |
|---|---|---|---|---|
| All Students | 150 | 100 | 150 | 133 |
| Below Proficient Students | 50 | 75 | 50 | 58 |

School Total Growth Points = 191

# Annual Measureable Objectives

Federal Requirement to establish and report AMOs

Utah's Minimum Compliance Plan

- AMOs are 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
- AMOs will be used in identifying and exiting Focus schools

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# Establishing AMOs

- AMOs will be based on the percent of students achieving proficiency on the states Criterion-Referenced Tests (CRTs) separately in English language arts and mathematics
- ELA: CRT results in grades 3-8 and 10 are used to determine the percent of students proficient
- Mathematics: results are based on CRTs in grades 3-6 and in the course appropriate CRT thereafter which includes math 7, algebra, or geometry for grades 7 and 8. High schools will be determined by calculating the percent of 10$^{th}$ grade students who scored proficient on the Algebra I CRT in 10$^{th}$ grade year or a prior year
- Results from the Utah Alternative Assessment (UAA) are included for students with significant cognitive disabilities approved to participate in this assessment

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# AMO Sample Report

| Subgroup | ELA Proficiency | ELA AMO | Math Proficiency | Math AMO |
|---|---|---|---|---|
| SWD | 68 | 65 | 72 | 70 |

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# AMO Sample Calculation

**AMO Sample Calculation for a School Subgroup with ELA Proficient = 82%**

- 100% – 82% = 18%
- ½ of 18 is 9
- 9 / 6 years = 1.5 per year
- Year one 82.0 + 1.5 = 83.5
- Year two 83.5 + 1.5 = 85.0
- Year three 85.0 + 1.5 = 86.5
- Year four 86.5 + 1.5 = 88.0
- Year five 88.0 + 1.5 = 89.5
- Year six 89.5 + 1.5 = 91.0 (half way to 100 percent)

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# Sample AMO Trajectories for a School

| | All | Asian | African Am | Am Indian | Hispanic | Pacific Islander | ED | LEP | SWD |
|---|---|---|---|---|---|---|---|---|---|
| 2011 | 81 | 82 | 64 | 60 | 63 | 73 | 70 | 51 | 54 |
| 2012 | 83 | 84 | 67 | 63 | 66 | 75 | 73 | 55 | 58 |
| 2013 | 84 | 85 | 70 | 67 | 69 | 78 | 75 | 59 | 62 |
| 2014 | 86 | 87 | 73 | 70 | 72 | 80 | 78 | 63 | 66 |
| 2015 | 87 | 88 | 76 | 73 | 75 | 82 | 80 | 67 | 69 |
| 2016 | 89 | 90 | 79 | 77 | 78 | 84 | 83 | 71 | 73 |
| 2017 | 91 | 91 | 82 | 80 | 82 | 87 | 85 | 76 | 77 |
| Goal: | 91 | 91 | 82 | 80 | 82 | 87 | 85 | 76 | 77 |

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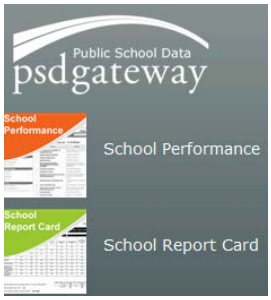
# UCAS Reporting

- UCAS reporting will be done in PSD Gateway




- Drillable school reports
- Individual Student Growth Reports with trajectory to proficiency
- Subgroup disaggregated data

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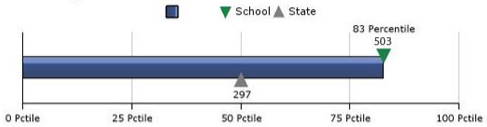
UTAH SCHOOL REPORT CARD

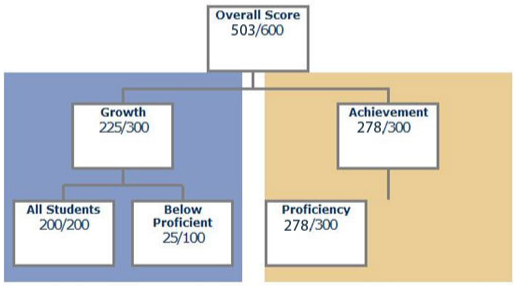
# HILLCREST SCHOOL 2011-12

ALPINE DISTRICT

- Address: 651 E 1400 S OREM, UT 84097
- Phone: 8012278717
- Principal:
- **Number of Teachers:** 25
- **Enrollment:** 440
- **Minority:** 24%
- **ELL:** 15%
- **Low Income:** 51%
- **SWD:** 23%

## Ranking within Utah Schools*




*Includes schools that do not have a 12th grade as well as the 1st-8th grade population of K-12 schools.
**Student Growth Percentile (SGP):** A measure of student progress that compares changes in a student's test scores to changes in scores of other students within a similar achievement group

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UTAH SCHOOL REPORT CARD

2011-12

Subject Area: * Language Arts

| | | Proficiency (% Proficient) | | | Growth (Median SGP) | | | Attendance | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Group | School | Gap | Group | School | Gap | Group | School | Gap |
| AfAm/Black | 12 | 42% | 86% | -44% | 58 | 67 | -9 | 95% | 95% | 0% |
| White | 376 | 87% | 86% | 1% | 67 | 67 | 0 | 95% | 95% | 0% |
| Economically Disadvantaged | 70 | 76% | 86% | -10% | 66 | 67 | -1 | 95% | 95% | 0% |
| Students with Disabilities | 61 | 57% | 86% | -28% | 61 | 67 | -6 | 95% | 95% | 0% |

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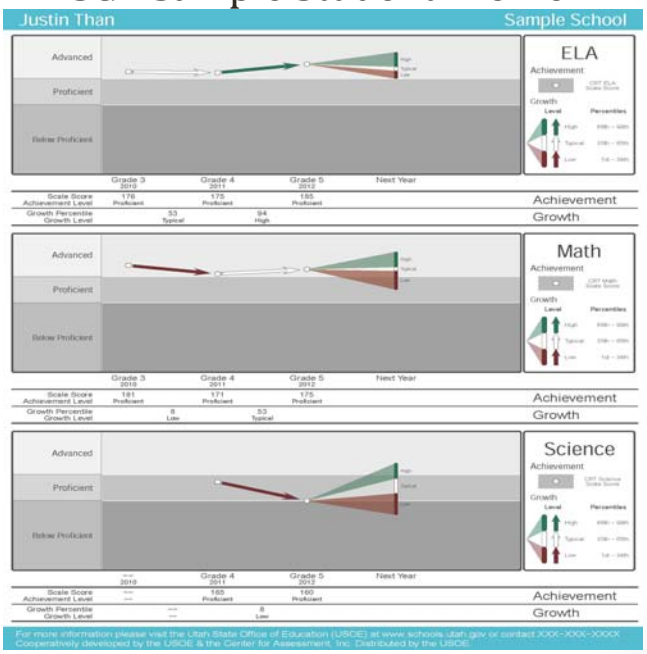
# SGP Sample Student Profile




# Implications for Title I Schools

**Old Title I Accountability System**

- Utah will no longer use AYP determinations for Title I accountability
- Current Title I school and district improvement requirements have been eliminated through the approved ESEA Flexibility Waiver
- Title I schools identified in need of improvement for 2011-2012 will:
  - Retain current Title I school improvement grants through 2012-13
  - Be evaluated for Focus School eligibility

**New Title I Accountability System**

- Utah will use the new UCAS accountability system to identify:
  - Priority Schools
  - Focus Schools
  - Reward Schools
- The Title I requirements of setting aside Title I funds for school improvement sanctions are removed:
  - Transportation associated with public school choice
  - Supplemental Educational Services (SES)

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# Priority Schools

Utah will identify as 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

NOTE: This is allowed under the ESEA Flexibility Waiver Request Guidance and will allow Utah to maintain continuity in funding and service to those schools. All of these schools have already initiated one of the federally-mandated, rigorous, turnaround strategies that are required of Priority Schools.

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# Priority Schools – Exit Criteria

To exit Priority School status, the school must achieve whichever is greater:

- a two year composite UCAS score of at least 320

or

- a two year composite UCAS score that is at least the 15th percentile of Title I schools

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# Focus Schools

Utah will identify as 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:
  1. lowest-performing Title I schools using a two-year average of the composite score from the new UCAS; or
  2. Title I served high school with graduation rate below 60%; or
  3. Title I school not achieving AMOs with the largest achievement gaps
- These schools will be required to participate in the Utah Title I school improvement process and will receive a supplemental Title I grant of at least $100,000 to assist them in fulfilling the related requirements.

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# Focus Schools – Exit Criteria

The rigorous exit criteria for Focus Schools are tied to the reason the school was originally identified as a Focus school. The Title I Focus school exit criteria require significant progress in student achievement.

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# Focus Schools – Exit Criteria

| Focus school identification reason | Exit criteria |
|---|---|
| Composite score within the new Utah Comprehensive Accountability System in lowest 10% of Title I schools | Composite score at or above the 25th percentile of performance for all Title I schools |
| Graduation less than 60% | Graduation rate exceeds 60% |
| Greatest within-school achievement gaps | Significant progress in closing within-school achievement gaps (at least 50% decrease in gaps) |
| Sub-group(s) low achievement | Significant progress in achievement for all subgroup(s) for which the school was originally identified as a Focus School for low achievement (exceeding AMOs for two consecutive years) |

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# Reward Schools

The USOE will annually recognize two categories of Title I Reward Schools, High-performing and High-progress. These schools will be recognized through:

- a press release
- certificate of achievement
- letter to the LEA superintendent or charter leader
- letter to the building principal to be shared with the school community

| High-performing Title I Schools | High-progress Title I Schools |
|---|---|
| Schools will be identified based on highest levels of achievement and above average performance on growth | Schools will be identified based on highest levels of growth and above average performance on achievement |

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## Principle 3: Supporting Effective Instruction and Leadership

The Board adopted rule R277-531 that outlines the following required elements for all districts in a framework:

- Yearly evaluations for all educators based on:
  - Student growth
  - Instructional and leadership effectiveness based on observations, discussions, and artifacts/evidence
  - Parent/student input from stakeholder surveys

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## Principle 3: Supporting Effective Instruction and Leadership

- 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 based on Board framework

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# Additional Calculations

- Full academic year (FAY) unchanged
- Minimum N
  - Achievement/Growth =10
  - Participation =40
  - Graduation Rate = 10
- Schools must have both an achievement and growth score in order to to receive a UCAS report
- Graduation Rate is the 3 year (for 10-12 high schools) or 4 year (for 9-12 high schools) federally approved rate and does not include completers

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# FAQs

Current FAQs posted on USOE Website at :

http://www.schools.utah.gov/data/Educational-Data/Accountability-School-Performance/Utah_ESEA_Flexibility_FAQs.aspx

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# Accountability Timeline 2012

**2012 Timetable**

**May 2**

USOE Clearinghouse ready to receive LEA Clearinghouse File Submissions

**May - July**

LEAs review their data and make appropriate changes

USOE provides error reports on assessment data and clearinghouse to assist in this process:

- CRT error reports will be available the week after the LEA closes all school data windows
- UAA draft data must be retrieved from MoveIT folder, confirmed and submitted to MoveIT folder, THEN error reports will be generated

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**June**

LEA notifies USOE Assessment Director of any extreme circumstance that occurred during test administration that may affect data and/or have a significant impact on the school assessment results (e.g., flood, fire, natural disaster)

**June 24, 5:00 pm**

Due date for assessment final data/error corrections for traditional schedule schools

**July 1, 5:00 pm**

Due date for assessment final data/error corrections for year round schedule schools

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**July 7, 5:00 pm**

Due date for final clearinghouse submission

LEA clearinghouse data submission is final and LEAs are not provided any further opportunity for data correction

LEAs should make sure all submitted data is accurate

Final clearinghouse data will be used for accountability reports and be publicly reported and displayed

**September 14 (estimated)**

Accountability Reports (UCAS (Utah Comprehensive Accountability System), UPASS, AMAO) posted in the LEA MoveIT folder on a secure Web server

The State Education Research File (SERF) posted in the LEA MoveIT folder on a secure Web server

**September 14-Oct 12 (estimated)**

LEAs/USOE review UCAS, UPASS and AMAO reports for accuracy

USOE corrects any aggregation, merging or calculation errors

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**September 28 (estimated)**

LEA Superintendents review reports to determine if extreme circumstances previously reported in June had a significant impact on the school accountability reports (e.g., flood, fire, natural disaster)

**October 4**

PAC reviews extreme circumstances, works with LEAs to determine appropriate action

**November 1 (estimated)**

Accountability Information Report posted on USOE webpage

UCAS/UPASS reports posted on USOE Gateway

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