

Utah Accountability Technical Manual

UTAH STATE BOARD OF EDUCATION | 2025-2026

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Introduction

The Utah State Board of Education (USBE) makes annual accountability determinations for schools based on measures of student academic achievement, student growth, and equitable educational opportunity. While accountability systems are intended to measure the impact of schools on student learning reliably, they must also:

- Establish transparency in school performance for parents, communities, and policymakers
- Enable the continuous improvement of teaching and learning for schools
- Meaningfully differentiates the performance of schools
- Make accurate determinations for schools in need of additional support

[Utah Code 53E-5-2](#) establishes the framework for the school accountability system. It requires the USBE to publish school performance indicators. This document, the *Utah Accountability Technical Manual*, provides technical details regarding the indicators of school accountability, methodologies, calculations, and business rules used to calculate school accountability indicators, and is intended for educators, parents, and other stakeholders.

Accountability Changes for 2025-2026

- The manual has undergone general formatting updates, including revisions to images, graphics, and tables to improve ADA compliance.
- A new business rule clarifies that students completing two courses in the same subject within a single year will only take the assessment associated with the more advanced course (page 13).
- The English Language Arts (ELA) calculation for the Achievement indicator will utilize the reading test score from the Utah Aspire+ assessment (page 15).
- Clarifying language has been added to the English Language Progress calculation (page 19).
- The manual now specifies that student growth is not calculated for the Dynamic Learning Maps (DLM) alternate assessment (page 16).
- A new requirement has been established for Elevate schools (page 46)
- The Elevate redesignation policy has been clarified (page 46).
- Several participation codes were added or modified to provide greater specificity (pages 53-56)
- The process for validating repeated tests has been updated (pages 56-57).
- The English Learner Progress (ELP) case examples, which provide scenarios to help illustrate the ELP calculation, have been revised to enhance clarity, and the corresponding data tables have been updated (page 65).

Chapter 1: System Purpose

The passage of the Every Student Succeeds Act (ESSA) in 2015 marked the beginning of a new development cycle for accountability systems. States have been given the opportunity to revise and redesign accountability systems that have been part of the Elementary and Secondary Education Act (ESEA) since the passage of the No Child Left Behind (NCLB) Act. This opportunity enables states to reinforce the connection between accountability systems and school improvement systems, while strengthening the coherence of these systems with a state's broader priorities and theories of action, and driving systems for ongoing continuous improvement.

Theory of Action

State accountability systems establish a set of principles to drive improvement in schools and districts/Local Educational Agencies (LEA). A well-established theory of action for accountability systems can leverage and incentivize behaviors that improve outcomes for students and facilitate equitable access to high-quality educational opportunities. Theories of action can emphasize and prioritize the underlying principles for decision-making, such as providing timely, transparent data to spur action, increasing focus on college-and-career-readiness, distinguishing performance to meaningfully target supports to the students most in need, and fostering innovation and continuous improvement (D'Brot, Keng, & Landl, 2018). These principles focus on the entire cycle of the system, including accountability as a driver for school improvement and ongoing continuous improvement.

It is critical to understand the complementary roles that accountability and school improvement play. The supports and progress monitoring associated with a state's support system should be used to understand whether the identification system is sending the right signals, prompting effective questioning, and eliciting the intended behaviors among LEAs and schools. The information gleaned from the support and monitoring states delivered through their accountability systems can then be used to confirm identification decisions for school improvement or refine school practices (D'Brot & Keng, 2018).

Utah's Accountability System

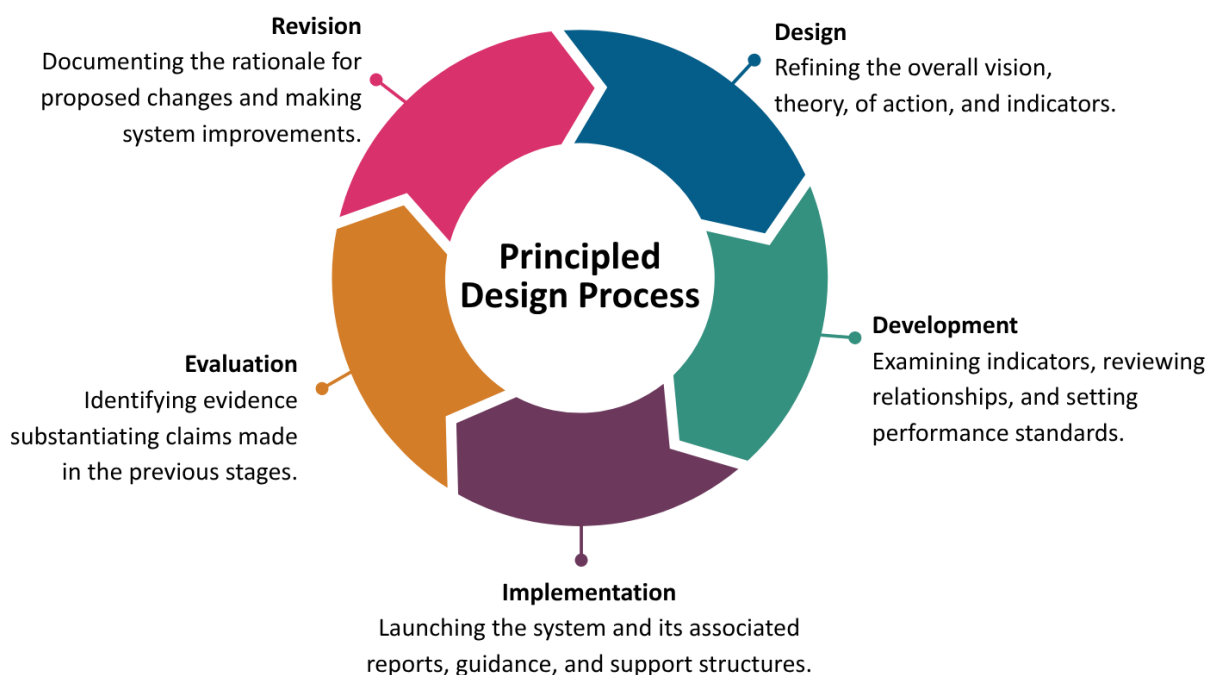
Utah's Accountability system is designed to incentivize schools to engage in processes that support student performance, emphasize student growth, and improve opportunities for students to access instruction through supportive learning environments. The intended outcomes are to simultaneously communicate performance to schools, informing school-level decisions such as program, policy, or instructional decisions, and accurately identify those schools in the state that require comprehensive or targeted school improvement under Title I and State Turnaround.

One objective of accountability systems is to support educators as they make critical programmatic and instructional decisions that affect student learning in Utah, leading to improved student growth and learning outcomes. Both pieces of legislation, S.B. 220 and ESSA, went into effect for the 2017-2018 school year. With these changes in statute, Utah leveraged a valuable opportunity to redefine the system for school accountability and align state accountability with federal accountability requirements

to establish a single accountability system that meets both state and federal requirements.

Among these changes, Utah added additional indicators for school performance in the 2017-2018 school year. These additional indicators are designed to expand the definition of successful schools and measure a broader range of ways schools support students. They include 1) English learner progress, 2) growth of the lowest performing 25% of students, 3) indicators of postsecondary readiness through successful participation in Advanced Placement (AP), Concurrent Enrollment, International Baccalaureate (IB), and Career and Technical Education (CTE) pathways, and 4) inclusion of the five-year graduation rate. Each indicator is intended to emphasize and incentivize schools to increase high-quality, equitable educational opportunities. Additionally, there is an increased emphasis on growth and indicators that are not directly tied to state summative assessment results. These changes have been made to align with Utah's theory of action that: 1) the indicators of school accountability provide fair and accurate information for parents; 2) the accountability system accurately measures school performance to drive instructional decision-making; and 3) the accountability system meaningfully differentiates among schools in order to identify the schools in the state who are in most need of additional support (D'Brot & Keng, 2018).

Figure 1: Accountability Improvement Cycle (D'Brot, Dolmaleski, Pinsonneault, & Wong, 2023)



Chapter 2: Utah’s School Accountability System

Aligned with Utah’s theory of action, Utah has defined indicators of school accountability that support student learning and school improvement. Elementary and middle school performance is measured by indicators of academic achievement, academic growth, English learner progress, and growth of the lowest-performing 25% of students. High school performance is measured by the same set of indicators and, in addition, indicators of postsecondary readiness (Figure 3, p. 14). Each of these indicators has an assigned number of points possible, a policy weight reflective of system values, and meaningfully differentiates levels of school performance (Reyna, 2016; Utah’s ESSA Consolidated State Plan, 2018).

For elementary and middle schools, the total points possible for school accountability are 150. For high schools, 225 total points are possible¹. If a school has fewer than 10 students in any indicator, points for that indicator are removed from the total possible points for the school. The percentage of total points possible earned by a school is used to 1) reflect overall school performance, 2) designate the lowest performing Title I schools for support and improvement, and 3) target school improvement based on the consistently underperforming student groups within a school. The following sections will discuss: 1) how statewide tests are included in accountability, and 2) each of the indicators used in school accountability calculations and the method for each.

Table 1: Points and weighting of indicators for elementary/middle schools

Indicator	Points	Percentage of Total
Achievement	56	37%
Growth	56	37%
EL Progress	13	9%
Growth of Lowest Performing 25%	25	17%
Total	150	100%

¹ The Utah legislature suspended the assignment of overall letter grades for SY 2018-2019 and 2019-2020 during the 2020 legislative session ([H.B. 308 – School Grading Modifications](#)).

Table 2: Points and weighting of indicators for high schools

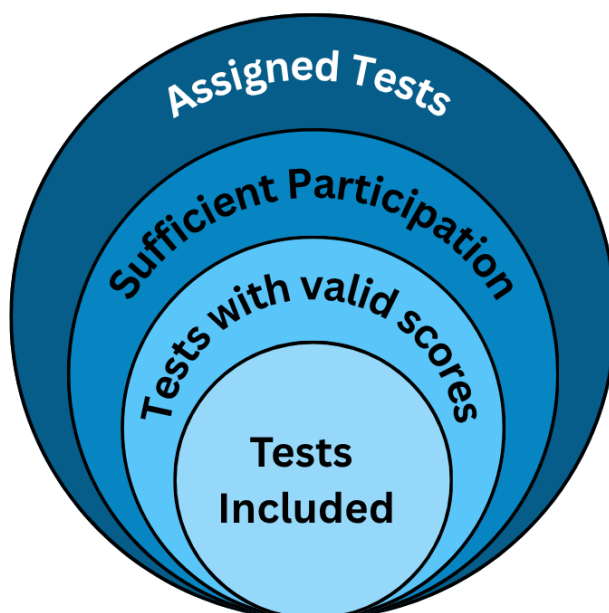
Indicator	Points	Percentage of Total
Achievement	56	25%
Growth	56	25%
EL Progress	13	6%
Growth of Lowest Performing 25%	25	11%
Postsecondary Readiness	75	33%
Total	225	100%

Part I. Statewide Tests Included in Accountability

This section describes which statewide tests are included in participation and accountability calculations. Not all tests taken by students are included in accountability calculations. Four requirements must be met for a test to be included in accountability calculations: a) assigned summative tests, b) sufficient participation, c) valid scores, and d) scores used in accountability calculations (see Figure 2).

Information collected by the USBE from Local Educational Agencies (LEAs) via Utah eTranscript and Record Exchange (UTREx; see Appendix B) and through Participation Codes is used to determine whether a test is included in accountability calculations.

Figure 2: Test Inclusion in Accountability



A. Assigned Tests

Students in grades 3-8 who took RISE were assigned tests based on course enrollment. Students in Grades 9-10 who took Utah Aspire Plus (UA+) were assigned tests based on grade level. For students to be assigned the appropriate test, they must be:

- Enrolled in a Utah public school
- Enrolled for a Full Academic Year (FAY; Enrolled in the same school for ≥ 160 days)
- Enrolled in courses that have core codes with associated tests (e.g., ELA, math, or science), as sent by the LEA through UTREx
- Complete the course instruction (applicable to grades 3-8)

B. Participation

For a student to be considered a participant, the student's test score must meet the minimum requirements for a *sufficient response*. Students must attempt six or more items to meet the minimum participation requirement.

Not all students will begin or complete assigned tests. Participation codes are used to explain why a student did not participate in an assigned test or why a student participated in a test in a non-standard way. Situations where students may not have taken assigned tests include the following, and should be indicated by the appropriate participation code (see Appendix A):

- The student's parent or guardian requested parental exclusion (204)
- The student refused to test (106)
- The student had an unanticipated health emergency (107)
- Student is an English Learner (EL) and enrolled in the school after April 15th of the current school year (103)
- The student encountered a test system interruption and was unable to complete the test (208) – **Requires USBE authorization**
- USBE Excused (111) – **Requires USBE authorization**
- Student is a Foreign Exchange Student – no participation code required

In most cases, if a student's test meets the criteria for a sufficient response, but a participation code indicates that the student did not participate, the student's test is re-coded as Standard Participation (participation code 200; see Appendix A) and is included in the participation rate and accountability calculations for the school. Cases where this practice is not used and excludes students from being counted in participation include:

- The student has a valid test score, but the student's participation code indicates that the student's parent or guardian requested parental exclusion
- A student's participation code indicates the student did not test, AND the student's test does

not meet the criteria for a sufficient response

- The student transferred to another school before or during the testing window, or before the school had a reasonable opportunity to administer the assessment (112), but has a sufficient response

The following formula is used to calculate the participation rate for schools and LEAs:

$$\text{Participation Rate} = \frac{\text{Number of test participants}}{\text{Participants} + \text{required nonparticipants}}$$

In accordance with Utah's ESSA plan, Utah applies the ESSA requirement for 95 percent student participation in statewide assessments by publishing the school or LEA's participation rate on the Utah School Report Card. The participation rate calculated for reporting purposes does not include students who are excluded from participation due to parental exclusion provisions described in state law ([R277-404](#)) or who have another participation code that excludes them from participation (see footnote 3, p. 16). However, failure to achieve the 95% participation rate will result in non-participating students receiving a zero score, which may adversely affect the LEA's overall accountability rating.

C. Valid Scores

For a test to have a valid score, the student must: 1) meet participation criteria, 2) have answered at least 85% of the items on the assessment, and 3) the test must not be invalidated through the testing platform or through a participation code (see Appendix A). If students do not answer at least 85% of the items but meet the minimum criteria for participation, they are still included in participation rate calculations as described above; however, they will not be included in the calculations for accountability indicators. Additionally, the test must be considered on- or above-grade level for the student.

Integrity of assessment data is verified by matching student tests to schools using state student identification numbers (SSID) and school enrollment information obtained from UTREx. The USBE's data validation takes into consideration student enrollment, accurate student identification on the test date, student grade level, and the subject tested.

D. Test Scores Used in Accountability Calculation

Test scores included in school accountability calculations must meet the assigned tests, participation, and valid score requirements described above. These test scores are used to calculate each applicable indicator and the total points possible for the school.

E. Special Considerations for Tests Included in Accountability

Several factors, including the number of tests (i.e., n size), test status, invalidated tests, and alternate assessments, determine whether and how a score is included in accountability calculations.

1. **Year of Operation.** Elementary and Middle schools in their first year of operation may request an exemption from accountability to establish a performance baseline. High schools may

request an exemption for their first two years of operation. To request this exemption, please complete the [School Accountability Exemption Request](#) form and send it to Aaron Brough, Director of Data and Statistics: Aaron.Brough@schools.utah.gov

2. **N-Size.** Utah defines a minimum number of students, or n-size, of 10 in accountability calculations to ensure maximum visibility of student groups while protecting student privacy and maintaining reliability. The National Center for Educational Statistics indicates that a minimum n-size of 10 is acceptable when applying a population perspective to statistical soundness ([NCES, 2010](#)). Utah recognizes that protecting the privacy of students and personally identifiable information is of the utmost importance. Utah ensures that the minimum n-size sufficiently protects personally identifiable information by utilizing a system of primary and complementary controls to safeguard the information. A minimum n-size of 10 student tests allows the accountability system to maximize the number of indicators that can be calculated for a school and for the performance of a student group while maintaining statistical soundness and protecting student privacy (Utah Consolidated State Plan, 2018).
3. **Test Status.** The USBE receives test status information from the test vendor, which describes what occurred during each testing session. A testing session occurs each time a student logs in to take the test, regardless of whether they complete it, attempt it, or do nothing other than log in to the system. These data are crucial in determining which tests are viable, especially in cases where the same student has multiple test sessions on the same test.

Only one score per subject can be included for a student in a single year. Students who complete two courses in the same subject in a single year are required to complete only one subject area test in that single year. Students will take the test associated with the more advanced course.

4. **Invalidated Tests.** When a test is deemed *invalid* by the LEA or the USBE, the test status is flagged with the corresponding participation code (213, 216, or 303; see Appendix A). Invalid tests are excluded from participation, achievement, and growth calculations.

Tests should be considered invalid under very rare circumstances, such as when an incorrect test is given, a test is determined invalid due to an inappropriate or unstandardized administration/ethical violation, or a student is caught cheating. For more information on standardized testing procedures and invalidation, please reference the test administration manual for each specific assessment.

5. **English Learners.** With the approval of [Utah's ESSA Consolidated State Plan](#) (2023), Utah will assess *all* English learners in English Language Arts, mathematics, and science, beginning in their first year of enrollment, except for recently arrived students who first enroll in the U.S. on or after April 15th of the current school year. EL students who enroll after April 15th are allowed to take the assessment, but are not required to do so. The exception Utah has selected under ESEA section 1111(b)(3)(A)(ii) allows a state, for the purposes of accountability, to:

- a. In the first year of enrollment, all English learners are tested in all tested subjects, but their scores are exempt from achievement and growth calculations in the accountability system. Assessment in this year establishes the student's performance baseline and is included in participation only.
 - b. In the second year of enrollment, test all English learners in all subjects and include scores in growth and participation calculations.
 - c. In the third year of enrollment and thereafter, test all English learners in all subjects and include them in calculations of growth and achievement.
6. **Alternate Assessments.** Utah uses Dynamic Learning Maps (DLM) for English language arts, mathematics, and science. The DLM is administered to students with the most significant cognitive disabilities, who have an IEP, and whose IEP team has determined that the student is unable to participate in the RISE or UA+ Summative or other state assessments, even with allowed test accommodations. If the IEP team determines that participation in DLM is necessary, the decision must be documented in the student's IEP.

Including alternate assessment data follows the following process and business rules:

- The LEA marks students with the most significant cognitive disabilities using the 1% flag within UTREx; these students will be rostered to take DLM.
- The LEA administers the DLM.
- DLM scores are delivered directly to the USBE.
- The USBE merges DLM scores with student enrollment information from UTREx.

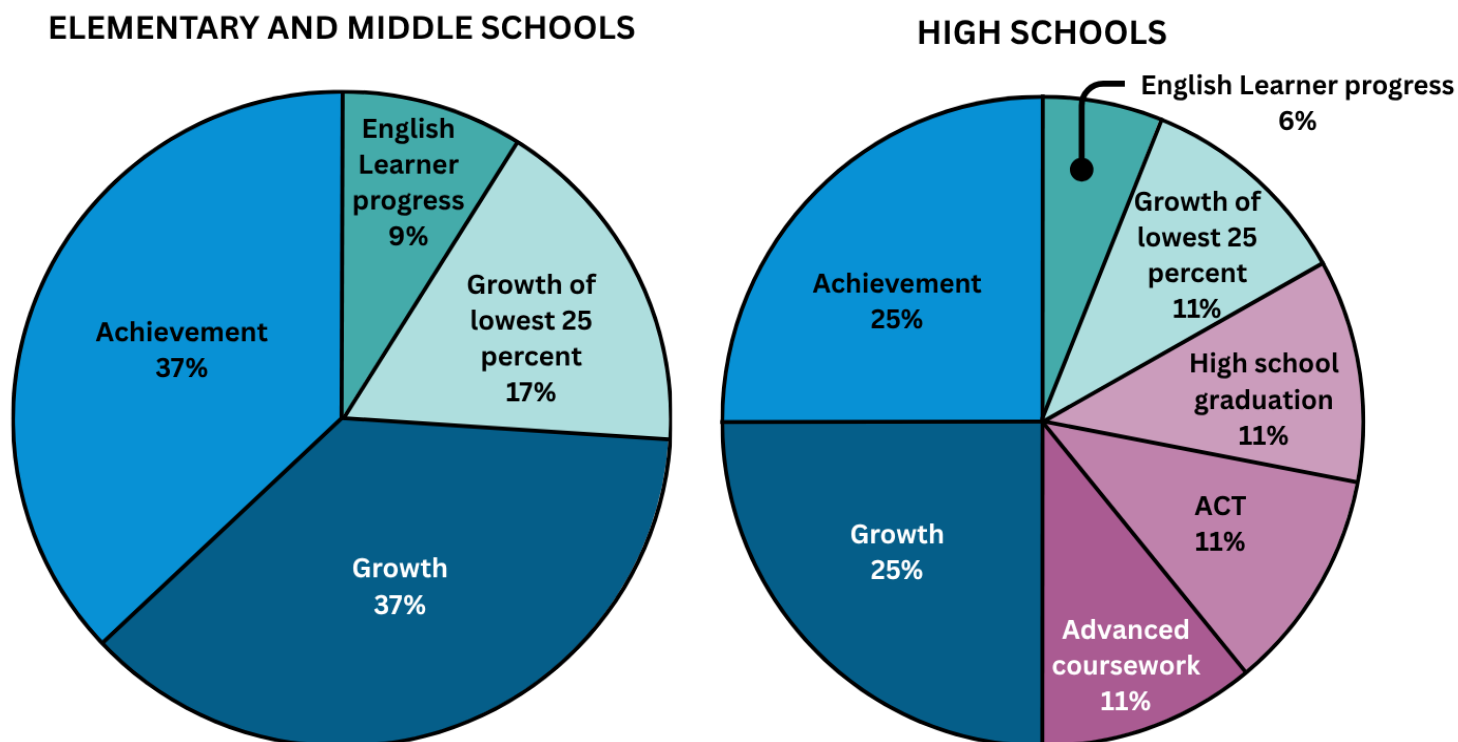
For a DLM test to be included in participation, the following business rules apply:

- Students must have been enrolled for the full academic year (FAY).
- If a student was not flagged as 1% at any point during the school year, as indicated by data submitted to the USBE through UTREx, the student is not eligible to take the DLM.
 - In these cases, they are considered eligible for RISE or UA+ and count in participation rates and accountability calculations.
- If a student took both the DLM and RISE or UA+, the RISE or UA+ score is used for accountability purposes in participation and achievement.
- If a student was expected to test but does not have a RISE, UA+, or DLM test record and no participation code, the USBE applies the participation code 101, "did not test" (see Appendix A). The test counts in participation and accountability calculations.
- In very few cases, if a student has a DLM test record and the 1% flag cannot be verified through a SCRAM record or UTREx submission, the test score is removed.

Part II. Accountability Indicators

Each indicator of school performance is assigned points and a weight according to state policy ([Utah Code 53E-5-2](#)). These points are summed to determine an overall score. This total score is intended to represent a school's performance across the spectrum of accountability measures, summarizing its overall performance. This section describes each indicator used in Utah's accountability system, along with the method for calculating each indicator.

Figures 3 and 4: Summary of points and weighting of indicators for elementary, middle, and high schools in Utah



A. Achievement

The academic achievement indicator for all schools is based on the annual statewide administration of a standards-based assessment for each respective grade span. Utah administers standards-based assessments to all students statewide in grades 3 through 10 to measure academic achievement in the areas of English language arts (ELA), mathematics, and science. The 2025-2026 administration of Utah Aspire+ will use the reading test score for the ELA calculation. For students with the most significant cognitive disabilities, Dynamic Learning Maps (DLM) is used as the annual assessment for reading/language arts, mathematics, and science.

Academic achievement accounts for a total of 56 points in school accountability, representing 37% of the possible points for elementary and middle schools and 25% of the possible points for high schools. Points are allocated to schools for achievement in proportion to the percentage of the school's students who score proficient or above (i.e., RISE or UA+ proficiency level of 3 or 4) on the regular or alternate

statewide assessment in each subject.

To be included in the Achievement indicator, students must:

- Have taken the test in the current school year
- Have a proficiency level score
- Be enrolled at the school for the full academic year (160 days minimum)

The following formula is used to calculate the achievement points for schools and LEAs:

$$\text{Achievement Points} = \left(\frac{\text{Number of proficient scores}}{\text{Total number of scores}} \right) \times 56$$

One-third of the points (18.6667) will be awarded for each of the three subject areas: ELA, math, and science. These points will then be summed to yield a total of 56 points possible for achievement³. If there are fewer than 10 students tested in any given subject area, across all grades, that subject will not be included in the calculation. The points for that subject will be equally redistributed to the remaining subject(s) that have 10 or more tests. If there are fewer than 10 tests in all three subject areas, across all grades, the school will not receive points for Achievement. In these cases, the points for Achievement will be removed from the total points possible for the school².

B. Growth

Independent from student achievement, which captures student performance in a single year, the student growth indicator measures a school's performance as the rate of increase in students' academic progress, regardless of their present level of proficiency, over time. Recognizing a school's success in producing sizable student performance gains encourages schools to focus their efforts on making academic progress and to distribute their effort broadly across the entire student body, or to focus on consistently underperforming student groups. Academic Growth has a total of 56 points possible in school accountability, accounting for 37% of the total points possible for elementary and middle schools, and 25% of the total points possible for high schools.

To be included in the Growth indicator, students must:

- Have a valid statewide assessment score and Student Growth Percentile (SGP) from the current school year,
- Have an SGP from the prior year, regardless of where they were enrolled, and,
- Be enrolled in the school for the full academic year (≥ 160 days) in the current school year.

It's important to note that student growth is not calculated for the Dynamic Learning Maps (DLM) alternate assessment.

² For the purposes of reporting the achievement indicator, beginning with the 2017-18 school year and in accordance with ESSA, the achievement indicator will be calculated to include students as participants in the denominator up to 95 percent for each subject in statewide assessments.

$$\text{Growth Points} = \left(\frac{\text{Summed weights for all students and subjects}}{\text{Total number of scores}} \right) \times 56$$

One third of the points (18.6667) will be awarded for each subject area: ELA, math, and science. These points are then summed to yield a total of 56 possible points. If any subject (ELA, math, or science) has fewer than 10 students tested, that subject will be excluded from the calculation. In these cases, points will be redistributed equally to the subject(s) with a sufficient number of tests. If all three subject areas have fewer than 10 tests, then the school will not receive points for Growth. In these cases, the points for Growth will be removed from the total points possible for the school.

Indexing of Points for Growth. In 2019, S.B. 220 defined student growth in the Utah accountability system. This legislation states:

For the purpose of determining the amount of a student's growth on a statewide assessment compared to other students with similar prior assessment scores, the state board shall calculate growth as a percentile for a student using appropriate statistical methods.

Operationalizing this definition requires the use of Student Growth Percentiles (SGPs).

SGPs are used to determine the *amount* of growth students make on a statewide assessment compared to their academic peers – those students who had similar performance on statewide assessments in previous years (Betebenner, 2011). The SGP describes how typical or atypical a student's growth is by examining the student's current achievement relative to that of their academic peers. This score is reported as a percentile on a scale from 1-99 (see Appendix D).

Growth is calculated by assigning a point weight between 0 and 1 based on the student's growth, as indicated by their Student Growth Percentile. Each student will receive a relative point weight using the following index:

Table 3: Point weight index for Growth based on SGP

Student Growth Percentile	Point Weight
≥80	1
60-79	.75
40-59	.5
20-39	.25
0-19	0

The summed point weights for all students will then be divided by the total number of tests to establish a percentage. This percentage will be multiplied by the total possible points for each subject area to determine the number of points awarded to a school³.

C. Growth of the Lowest 25%

Including the growth of the lowest performing 25% of students in a school (lowest quartile group, or LQ) is intended to be an indicator of equitable educational opportunity ([Utah Code 53E-5-205\(3\)\(a\)](#)) and increase focus on the lowest performing students with the highest need for support within a school. This group of students is identified annually based on performance on statewide assessments from the prior year. A school must have at least ten students test in the lowest quartile group to calculate this indicator. Students included in this group must:

- Have a valid statewide assessment score and an SGP for the current school year
- Have an SGP from the prior year, regardless of where they were enrolled
- Fall in the lowest performing 25%, or lowest quartile (LQ), of students in the current year school, based on prior year scores
- Be enrolled in the school for the full academic year (≥ 160 days) in the current school year

There are 25 points possible for the Growth of the Lowest 25% indicator. All tests in all subject areas (ELA, math, and science) are combined to calculate this indicator. If there are fewer than 10 student tests in the lowest quartile group, the school will not receive points for this indicator, and the 25 points possible for Growth of the Lowest 25% will be removed from the total points possible for a school.

The method for calculating points for Growth of the Lowest 25% uses SGP only. The percentage of students who achieve an SGP of 40 or greater, the threshold considered to have made sufficient growth, is divided by the total number of students in the LQ group. This percentage is multiplied by 25 to determine the points awarded for this indicator:

$$\text{Growth of the Lowest Quartile Points} = \left(\frac{\text{LQ students with SGP of } \geq 40}{\text{All students in the LQ group}} \right) \times 25$$

D. English Learner Progress

Utah's accountability system includes an indicator of English Learner Progress (ELP). This indicator measures EL students' academic language development and proficiency in English. Utah defines English proficiency as earning an Overall Composite proficiency level score of 4.2 or greater and a Speaking domain score of 3.5 or greater, as measured by the WIDA ACCESS assessment, which is administered annually to all English learners in the state. This assessment measures academic language development

³ 2021-2022 Growth Calculations: In April 2022, the U.S. Department of Education approved Utah's [2022 addendum](#), which proposed indexing points for growth based on SGP only. For 2021-2022 Accountability, index points will be assigned as follows: SGP <40 = .25; SGP 40-49 = .5, SGP 50-65 = .75, SGP >65 = 1.

across the domains of reading, writing, listening, and speaking, and uses a 1-6 scale to indicate overall academic language ability, as well as within each of these language domains. The EL Progress indicator is calculated based on both student progress toward English language proficiency and the students who have reached English language proficiency.

For the ELP indicator to be included in a school's calculation, the school must have at least 10 English Learners who took the WIDA ACCESS assessment in the current and prior year. If a school has fewer than 10 EL students with scores in both years, the school does not receive points for the ELP indicator, and the 13 points possible for the indicator are removed from the overall total points possible for the school.

The method for determining the percentage of students who make adequate progress toward ELP takes into consideration three student variables that impact language acquisition: 1) initial grade level, 2) initial English language proficiency level, and 3) the time enrolled in Utah schools. Each of these factors plays a role in determining the amount of growth that can be expected each year and the timeline to reaching proficiency.

1. **Initial Grade level.** Academic language becomes more rigorous as students progress through grade levels. For example, the academic language demands in 1st-grade science differ significantly from those of 8th-grade science. EL students who enter school in kindergarten or early grades tend to progress toward becoming English fluent quickly, due to the language-rich nature of early grades and less complex use of English for academic topics. Students with limited English who enter school in later grade levels face increased complexity in academic content and academic discourse. This observed phenomenon provides the rationale for dividing progress targets for ELP into three grade spans: K-3, 4-7, and 8-12.
2. **Initial English language proficiency level.** EL students enter school with varying levels of English proficiency depending on their exposure to English prior to attending school. For example, approximately 75% of EL students in Utah were born in the United States and had exposure to English before entering school. Students who enter school with greater levels of proficiency in English have a significantly different timeline for achieving English fluency than those who enter with very limited English skills. This variable is accounted for in the progress targets for each grade span in the y-axis (see Tables 4, 5, and 6).
3. **Time enrolled in school.** A student's ability to acquire language should increase with each year an EL student receives supportive instruction in English. The amount of time an EL student has been in school is an important variable in determining the expected growth they should make each year, as well as their timeline to reach proficiency. This variable is also accounted for in the progress targets for each grade span in the x-axis (see Tables 4, 5, and 6).

Points are awarded to schools for this indicator in proportion to the percentage of students who make adequate progress toward English language proficiency or who reach English proficiency as measured by the WIDA ACCESS assessment. Adequate progress targets are set for each student annually, dependent on the three variables described above: grade level, baseline proficiency level, and number of years

enrolled in school. These progress targets are set according to the tables below (see Tables 4, 5, and 6). If a student’s proficiency level score is equal to or greater than their progress target, they are considered to have made adequate progress.

After the baseline year, if the student reaches English language proficiency – an Overall Composite score of 4.2 or higher **and** a Speaking domain score of 3.5 or higher on the WIDA ACCESS assessment– they are included in the calculation as having made adequate progress.

The percentage of points for a school is determined by the number of current EL students who meet or exceed their adequate progress target, OR reach proficiency, divided by the total number of EL students in the school. This percentage is multiplied by the 13 points possible for this indicator to determine the number of points allocated to a school:

$$\text{Points} = \left(\frac{\text{Number of ELs making adequate progress} + \text{ELs reaching proficiency}^*}{\text{Total number of current EL students} - \text{first-year ELs}^{**}} \right) \times 13$$

**Note: ELs reaching proficiency are defined as students who reach proficiency but are not in their baseline (first) year.*

***Note: First Year ELs are defined as students who have taken WIDA ACCESS once in their current EL identification. The initial WIDA ACCESS score is used to establish a baseline. EL students in their first year of identification are excluded from the adequate progress calculation as they lack a prior-year score.*

Determining EL Student Progress Targets. A student’s grade level in their initial year of identification assigns each student the correct table (see p. 20). Their initial proficiency level, as determined by the WIDA ACCESS, assigns them to the correct row within the corresponding table. This initial score acts as a baseline and is considered year 0. A student’s annual progress targets move across the assigned row until the student reaches English proficiency (i.e., earns an Overall Composite score of 4.2 or greater and a Speaking domain score of 3.5 or greater on WIDA ACCESS). **A student never changes rows or tables after they are initially identified.** See Appendix F for case examples of how EL Progress targets are determined.

Table 4: Initial Grade K-3 EL Adequate Progress Targets

Baseline Score	1 year in program	2 years in program	3 years in program	4 years in program	5 years in program	6 years in program
1.0 - 1.7	+ 1.0	+ 1.0	+ 0.9	+ 0.8	+ 0.7	+ 0.6
1.8 - 2.5	+ 0.8	+ 0.7	+ 0.7	+ 0.6	+ 0.5	+ 0.4
2.6 - 3.3	+ 0.7	+ 0.5	+ 0.5	+ 0.4	+ 0.4	+ 0.3
3.4 - 4.1	+ 0.5	+ 0.3	+ 0.3	+ 0.2	+ 0.2	+ 0.1

Table 5: Initial Grade 4-7 EL Adequate Progress Targets

Baseline Score	1 year in program	2 years in program	3 years in program	4 years in program	5 years in program	6 years in program
1.0 - 1.7	+ 1.0	+ 1.0	+ 0.9	+ 0.8	+ 0.7	+ 0.6
1.8 - 2.5	+ 0.8	+ 0.7	+ 0.7	+ 0.6	+ 0.6	+ 0.5
2.6 - 3.3	+ 0.6	+ 0.5	+ 0.5	+ 0.4	+ 0.3	+ 0.3
3.4 - 4.1	+ 0.4	+ 0.3	+ 0.3	+ 0.2	+ 0.2	+ 0.1

Table 6: Initial Grade 8-12 EL Adequate Progress Targets

Baseline Score	1 year in program	2 years in program	3 years in program	4 years in program	5 years in program	6 years in program
1.0 - 1.7	+ 1.0	+ 0.9	+ 0.8	+ 0.7	—	—
1.8 - 2.5	+ 0.8	+ 0.6	+ 0.5	+ 0.4	—	—
2.6 - 3.3	+ 0.6	+ 0.4	+ 0.3	+ 0.3	—	—
3.4 - 4.1	+ 0.3	+ 0.2	+ 0.1	+ 0.1	—	—

"—" indicate years after the student should have met the exit criteria.

Additional Note on EL students in Accountability. ESSA allows for students to be monitored for up to four years after reaching proficiency, and also allows for these former EL students to be included in accountability calculations for the EL student group for each indicator, except for English Learner Progress, which only includes current EL students. Historically, EL students have been removed from the EL student group as they reach proficiency, effectively removing those students who successfully attain

English from any student group analysis. This practice disproportionately skews the performance of the EL student group. By including both EL students and former EL students (up to four years after they reach English fluency) in the EL student group for accountability calculations and reporting of performance, the EL group is more fairly represented, providing more stable and equitable calculations of the English learner performance⁴.

E. Postsecondary Readiness

Postsecondary readiness accounts for 75 points, or 33%, of the total points possible for high schools. Postsecondary readiness is comprised of three sub-indicators: graduation rate, ACT performance, and successful participation in advanced or college and career coursework. Each sub-indicator is worth 25 points, or 11%, of the total points possible for high schools.

1. Graduation rate (25 points). The Graduation Rate for all high schools in the state is an indicator of student post-secondary readiness. The Graduation Rate for each school is calculated using the standard federal four- and five-year adjusted cohort guidelines. High school graduation accounts for 25 points, or 11%, of the overall accountability calculations for high schools. If there are fewer than 10 graduates in any given cohort, points for graduation will be removed from the total points possible for a school, adjusting the total points possible for Postsecondary Readiness.

The graduation rate for any given year is determined by the graduation rate from the year prior in accountability calculations. Students are placed in a graduation cohort when they enter ninth grade and are expected to graduate within four years of their initial enrollment. For example, the cohort that entered 9th grade for the first time in the fall of the 2024-2025 school year is expected to graduate by the end of the summer of 2022.

LEAs report final graduation rates for a given year in October of the following year. For this reason, the graduation indicator is delayed, and the graduation rate for any given year is determined by the graduation rate from the year prior in accountability calculations. For example, in the 2022-2023 school year, the graduation rate from the 2021-2022 school year was applied. That being said, five-year graduation rates are delayed by two years.

Points for graduation are awarded in proportion to the percentage of students who graduate within four years. Up to 10 percent of the points possible for graduation may be awarded for students who graduate in five years⁵ (2.5 out of 25 points) to recognize schools that continue to work with students who do not meet graduation requirements in four years.

⁴ Inclusion of English learners in monitoring status in disaggregated data began in 2018, with the approval of Utah's ESSA Consolidated State Plan.

⁵ State law authorizes the 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 (UCA Section 53A-1-1108, as in effect November 1, 2017).

$$\text{Points} = ((4 \text{ year graduation rate } \% \times 22.5) + (5 \text{ year graduation rate } \% \times 2.5)) \times 25$$

Many schools will not have a 5-year graduation rate; in such cases, all points for graduation are allocated to the 4-year graduation rate. The method for calculating 4- and 5-year graduation rates ensures that points are allocated accurately for four- and five-year graduation, and a school will not earn more than the 25 total points possible for the graduation rate indicator.

Students are included in graduation rate calculations according to the following business rules:

- If a student graduates earlier than their cohort, they are considered a graduate.
 - If a student never graduates, graduates after the fifth year, or is considered an 'other completer,' they are counted as a non-graduate.
 - The last school a student enrolls in is considered the school of graduation for accountability purposes.
- If a student attends two schools in their final year and one school graduates the student while the other does not, then the school from which the student graduated is considered the school of graduation for accountability purposes.
 - If neither school graduates the student, then the school with the latest exit date is accountable for the student's graduation.
- Students who continue in high school to receive Special Education services and obtain an Alternate Diploma based on instruction received in the alternate academic achievement standards, and who take alternate assessments, will have their cohort adjusted.
 - If a student graduates with an Alternate Diploma, they are counted in the 4-year graduation rate in the year they receive the Alternate Diploma.
 - If a student does not return to school to complete the Alternate Diploma, they are counted as a non-graduate in the year they do not re-enroll.

2. ACT (25 points). Points are awarded proportionally to the percent of students earning a composite score of 18 or higher on the 11th-grade administration of the ACT. There are 25 points possible for the ACT indicator, and points will be awarded in the year the test was administered.

$$\text{ACT Points} = \frac{\text{Number of students with a composite score} \geq 18}{\text{Total number of ACT scores}} \times 25$$

A school must have at least 10 ACT scores to calculate the ACT indicator. If there are not at least 10 ACT scores for a given year, the 25 points possible for ACT will be removed from the total points possible for a school.

3. Readiness Coursework (25 points). Readiness coursework is designed to serve as an indicator of

equitable access to advanced-level or career readiness courses for high school students. Schools can make a significant impact in this area by analyzing student course-taking patterns and working with students to encourage them to enroll in Advanced Placement (AP), concurrent enrollment (CE), or Career and Technical Education (CTE) courses.

Note: This data is submitted to the USBE through UTREx, and it is the responsibility of LEAs to accurately report student course enrollment and grade information. Correct Course Codes are required for students to be included in the Readiness Coursework indicator.

Points for this indicator are allocated in proportion to the percentage of students who earn a “C” grade or better and at least .5 credit in at least one of the following course types:

- Advanced Placement
- International Baccalaureate
- Concurrent Enrollment
- Complete all courses required in a [CTE pathway](#)

Like graduation, the Readiness Coursework indicator serves as a delayed indicator, allowing students to complete one or more of the above requirements at any point during their high school career. Students in the applicable graduation cohort are included if they met any one of the above criteria, whether they graduate or not. Students are only counted once, and the credit can be earned at any school. The school from which the student graduates will receive the points for this indicator.

To calculate points for the readiness indicator, the percentage of students who met at least one of the four criteria during high school out of all students in the graduation cohort is multiplied by the 25 points possible for readiness coursework.

$$\text{Coursework Points} = \left(\frac{\text{Number of students who met coursework criteria}}{\text{Total number of students in graduation cohort}} \right) \times 25$$

If fewer than 10 students meet the readiness coursework criteria, points for this indicator will be deducted from the total possible points for the school, and the school will not receive points for the Readiness Coursework portion of Postsecondary Readiness.

F. Self-Reported Indicators

[Utah Code 53E-5-211\(2\)](#), which describes reporting requirements for the state accountability system, allows schools to include up to two self-reported indicators on their school report card:

A school may include in the school's report card described in Subsection (1) up to two self-reported school quality indicators that: (a) are approved by the Board for inclusion; and (b) may include process or input indicators.

These self-reported indicators, chosen from the Board-approved list below, provide an opportunity for

schools to share the work they are doing to support students in their school. Self-reported indicators are not scored and do not receive points toward the overall school total in the accountability system. They provide an opportunity for schools to self-report their progress, evaluate their program implementation, and highlight process or input measures on their school's public accountability report card.

The USBE approved a list of six implementation domains. Schools can report up to two indicators of their choice. Schools may include implementation efforts in the areas of:

- School-level factors
- Student factors
- Teacher factors
- Instructional factors
- Parent and family engagement
- Equitable educational opportunities (Hattie, J. *Visible Learning*, 2009)

Schools will be notified of the window to upload their self-reported indicators annually by July 1st. More information and examples of self-reported indicators are described in Appendix C.

Chapter 3: School Accountability Reporting: School Report Cards

The [Utah School Report Cards](#) are intended for parents, families, and communities and are released to the public annually. In accordance with state and federal law, the USBE is required to publicly publish accountability reports for state, LEA, and school accountability data in the form of school report cards. The report cards published each year reflect the school's performance from the previous year. The ESSA-required reporting elements, which fall outside the scope of a report card intended for families and parents, including school rankings and school improvement designations, are available to the public on the USBE's [Assessment and Accountability](#) website.

Utah's accountability system is designed to numerically aggregate the indicators of school accountability into an overall score⁶. To determine the overall school accountability score, all points for indicators that can be calculated for each school are summed to calculate an overall total and percentage. The overall score and percentage of points earned are used to rank all schools and determine school improvement designations. Overall ratings, or school letter grades, were removed from State Statute in the 2023 legislative session ([H.B. 308](#), [R277-497](#)). Each of the indicators, described in Chapter 2, is assigned a policy weight and point value (see Figure 2). The points for each indicator are then summed to determine the percentage of total points possible and the overall rating of a school's performance. Reports are published for individual schools, LEAs, and the state.

Utah's School Report Card is just one piece of information that communicates how a school is performing across a range of indicators of student achievement, growth, and postsecondary readiness for college and career. It is designed to be an interactive tool for families, communities, educators, and policymakers to see the performance of schools, LEAs, and the state. This information is used to accurately identify schools in need of support and improvement, and ultimately influences school and LEA practices (Reyna, 2016). To transparently report how schools in Utah are providing students with a high-quality education, the school accountability report provides a wealth of information for each indicator, including comparisons to LEA and state averages, performance of student groups, and school self-reported indicators. This is intended to provide high-quality education data and information transparently to the public in a clear and accessible format. Beyond providing transparency, the aim of the school accountability report is to deepen understanding about student performance and inform actions that serve to improve the education of each student. These reports are intended to help all stakeholders, especially families, understand what the data mean and why these data are valuable (Peltzman & Curl, 2017).

School Accountability Report Card Elements

Each of the indicators included in school accountability is reported on the report card for each school, LEA, and the state. For any indicator or student group with an n-size less than 10, data will not be displayed to protect student privacy. For most indicators, trends over time, comparisons to state and

⁶ The Utah legislature removed the requirement for the assignment of overall letter grades during the 2023 legislative session (H.B. 208 – School Grading Modifications)

LEA, and performance by student group are reported in the 'view details' for each indicator. Additionally, school enrollment and demographics are reported for all schools, along with the percentage of participation in statewide assessments. For the LEA and the state reports, each student group is recalculated to include all students within the LEA or all students within the state.

Achievement: Achievement is an indicator of a student's proficiency on statewide academic assessments within a single school year. The report card shows the percentages of students who demonstrate proficiency in English language arts, math, and science. These percentages are disaggregated by subject and for each student group, which meets the required minimum n-size of 10.

Growth: Growth is an indicator of how students have academically progressed compared to their peers in the state. The Growth Indicator is reported as the average growth index score for each subject. For each subject, the point index, awarded based on SGP (see table 3, page 16), is summed and then divided by the total number of students, giving an average growth index score. Low, typical, and high growth ranges are derived from the mean and standard deviation of this growth index for all students in the state and reported on the School Report Card. These percentages are disaggregated by subject and for each student group, which meets the required minimum n-size of 10.

Growth of the Lowest 25%: Growth of the Lowest 25% refers specifically to the lowest performing 25% of students. The growth of the lowest-performing 25% of students within a school is reported as the percentage of students with an SGP of 40 or greater for students included in this group.

English Learner Progress: English learner (EL) progress is an indicator of EL students' progress toward becoming fluent in English. This indicator is measured by the WIDA ACCESS assessment of English proficiency, which evaluates the language domains of listening, reading, speaking, and writing. The English Learner Progress Indicator is reported as the percentage of students who met their ELP target OR who reached English proficiency as measured by the WIDA ACCESS assessment.

Postsecondary Readiness: Postsecondary Readiness is an indicator that communicates how prepared students are for college and career. This indicator includes information regarding students' ACT performance, graduation rate, and the percentage of students successfully participating in advanced courses that prepare students for college and career. Qualifying courses for readiness coursework include passing with a C or better in an Advanced Placement (AP), concurrent enrollment (CE), or International Baccalaureate (IB) course, earning at least .5 credit in the course, at any time during their high school enrollment, or Career and Technical Education (CTE) Concentrators or Completers. The Postsecondary readiness indicator is reported as the percentage of students who: 1) earned an ACT score of 18 or higher in the 11th grade administration of ACT; 2) earned a C or better in qualifying courses; and 3) graduated with a regular diploma.

School Self-Reported Indicators: Schools may choose to describe up to two additional measures of school quality to evaluate implementation, practices, and/or the effectiveness of their school programs. These self-reported indicators do not contribute to the school's overall rating. They provide an opportunity to highlight the ways each school supports students in achieving success, in addition to the

indicators included in school accountability.

Early Literacy: These data are reported for elementary schools with 1st, 2nd, and/or 3rd grades. Early Literacy does not receive points in the accountability system, but is provided as a measure of student performance in early grades. The two reported measures are based on the Acadience Reading end-of-year benchmark assessment: Reading on Grade Level and Making Typical or Better Progress. Reading on Grade Level is based on the Acadience reading benchmarks. Making Typical or Better Progress is aligned with the Acadience Reading Pathways of Progress.

Other Measures: These other measures of school performance are not awarded points in the overall total for a school but serve as predictors of academic outcomes and student success.

- Consistent attendance is the percentage of students who attend at least 90% of the days they are enrolled.
- Students must be enrolled for a total of 60 calendar days. The 60 days do not need to be consecutive to be included in attendance calculations.
- For high schools, Postsecondary Enrollment is the percentage of students who enroll in a college or university in Utah after graduation. This data is collected through the Utah System of Higher Education (USHE) and the National Student Clearinghouse.
- The participation rate is the percentage of students who meet the minimum criteria for participation in a statewide summative assessment. Participation rates are disaggregated by subject and by student group.

Indicator-Level Ratings

Each indicator that can be calculated for a school displays a meter or rating to provide additional visual context for comparison and facilitate interpretation. The meters displayed in each indicator tile on the school or LEA performance page measure the school's overall performance level for that indicator independently. Each indicator-level rating is based on the points earned by the school for that indicator.

The indicator-level ratings for each indicator range from Exemplary, Commendable, Typical, Developing, and Critical Needs. The USBE collaborated with the Center for Assessment to empirically derive indicator-level ratings using the contrasting groups standard setting method for determining performance level cut scores (Livingstone & Zeiky, 1989). This method leveraged the expert judgments provided by the accountability standard-setting committee in May 2017.

For elementary schools, indicator-level ratings include Achievement, Growth, and English Learner Progress. For high schools, indicator level ratings include Achievement, Growth, English Learner Progress, and Postsecondary Readiness. The cut scores are based on the percentage of total points possible for each indicator. The analysis yielded the following set of cut scores for each indicator.



Table 7: Elementary and Middle Schools Indicator-Level Cut Scores (Grades 3-8)

Indicator	Exemplary	Commendable	Typical	Developing	Critical Needs
Achievement	1.0 - .68	.679 - .57	.569 - .36	.359 - .20	.199 - 0
Growth	1.0 - .6	.59 - .48	.479 - .36	.359 - .3	.299 - 0
English Learner Progress	1.0 - .69	.689 - .54	.539 - .38	.379 - .31	.309 - 0

Table 8: High School Indicator-Level Cut Scores

Indicator	Exemplary	Commendable	Typical	Developing	Critical Needs
Achievement	1.0 - .57	.569 - .45	.449 - .29	.289 - .18	.179 - 0
Growth	1.0 - .54	.539 - .41	.409 - .29	.289 - .23	.229 - 0
English Learner Progress	1.0 - .85	.849 - .75	.749 - .64	.639 - .33	.329 - 0
Postsecondary Readiness	1.0 - .85	.849 - .79	.789 - .64	.639 - .33	.329 - 0

The ranges for each indicator, displayed as decimals, represent the percentage of points earned for each rating category.

Note: Cut scores for growth for elementary and middle schools were slightly adjusted in 2019 to account for the impact of the transition to new assessments.

Chapter 4. Federal and State School Improvement Designation, Entry, and Exit Criteria

School Improvement programs are required by Federal⁷ and State⁸ code. This chapter provides information on the intersection of accountability and continuous school improvement. It may be beneficial to review Chapter Two before reading this chapter to gain an understanding of Utah’s accountability system. Below is a very brief description of school improvement accountability.

Accountability

In accountability, a school’s overall performance within each indicator (achievement, growth, English learner progress, growth of the lowest 25%, high school graduation, American College Testing (ACT), and Advanced Coursework) meaningfully differentiates achievement among schools. The overall percentage of points earned by a school is directly tied to the identification of schools in need of support and improvement. The two tables below provide information on each indicator, along with the percentage of points and total points possible for each. The first table includes indicators for elementary, middle, and junior high schools. The second table includes indicators for high schools.

Table 9: Elementary, Middle, and Junior High School Accountability Indicators

Indicator	Percentage of Total Points	Total Points Possible
Achievement	37%	56
Growth	37%	56
English Learner Progress	9%	13
Growth of Lowest 25%	17%	25
Total	100%	150

⁷ Every Student Succeeds Act (ESSA, 2015).

⁸ Utah State Code 53E-5-301 through 53E-5-306 and 53E-5-309 through 53E-5-311 and Board Rule R277-920.

Table 10: High School Accountability Indicators

Indicator	Percentage of Total Points	Total Points Possible
Achievement	25%	56
Growth	25%	56
English Learner Progress	6%	13
Growth of the Lowest 25%	11%	25
High School Graduation	11%	25
ACT	11%	25
Advances Coursework	11%	25
Total	100%	225

The following assessments or data are used to calculate the various indicators:

- **Achievement:**
 - Readiness Improvement Success Empowerment (RISE) – grades 3-8
 - Dynamic Learning Maps (DLM) – grades 3-11
 - Utah Aspire Plus – grades 9-10
- **Growth:**
 - RISE (grades 4-8)
 - Utah Aspire Plus (grades 9-10)
- **English Learner Progress:**
 - WIDA (grades K-12)
- **Growth of the lowest 25%:**
 - RISE (grades 4-8)
 - Utah Aspire Plus (grades 9-10)
- **High school graduation:**
 - Four-year Federal adjusted cohort graduation rate
- **ACT:**
 - ACT (grade 11)

- **Advanced Coursework:**

- Advanced Placement (AP)
- International Baccalaureate (IB)
- Concurrent Enrollment (CE)
- Career and Technical Education (CTE) Pathways.

The equations below are used to calculate accountability scores and include examples from each school type (elementary, middle, junior high, and high school). The examples also include a three-year average calculation used to identify the cut score and single-year accountability scores. Please note that accountability scores are calculated the same way for Title I and non-Title I schools.

Elementary, Middle, and Junior High Schools

$$\frac{\text{Achievement} + \text{Growth} + \text{Performance of the lowest 25\%} + \text{English Language Learner Progress}}{\text{Accountability Points Possible (150 per year)}} = \text{Overall Percentage}$$

The following examples are hypothetical schools intended to illustrate how the calculation above is used to determine accountability scores.

School A (elementary, middle, and junior high) *whole school:

Three-year Average Score:

$$\frac{60.2 + 63.4 + 46.1 = 169.7}{150 + 150 + 150 = 450} = 0.3771 \text{ or } 37.71\%$$

Single-year Score:

$$\frac{9.2 + 31.5 + 14.7 + 4.8 = 60.2}{150} = 0.4013 \text{ or } 40.13\%$$

**Accountability scores are calculated the same regardless of Title I status.*

High Schools

$$\frac{\text{Achievement} + \text{Growth} + \text{Performance of the lowest 25\%} + \text{EL Progress} + \text{Grad. Rate} + \text{ACT} + \text{Advanced Coursework}}{\text{Accountability Points Possible (225 per year)}} = \text{Overall Percentage}$$

The following examples are hypothetical schools intended to illustrate how the calculation above is used to determine student group accountability scores.

School B (high school) **whole school:

Three-year Average Score:

$$\frac{97.5 + 103.2 + 98.7 = 299.4}{225 + 200 + 225 = 650^{**}} = 0.4606 \text{ or } 46.06\%$$

Single-year Score:

$$\frac{3.9 + 31 + 14.8 + 5.9 + 22.6 + \text{No ACT Points} + 25 = 103.2}{200^{**}} = 0.5160 \text{ or } 51.60\%$$

***Total points possible were reduced from 675 to 650 for the three-year average score and from 225 to 200 for the single-year score because School B did not have ACT points for one year in the previous three years.*

The following examples are hypothetical schools intended to illustrate how the calculation above is used to determine student group accountability scores.

School A (elementary, middle, and junior high) student group:

Single-year Score:

$$\frac{7.53 + 28 + 9.5 + 0 = 45.03}{150} = 0.3002 \text{ or } 30.02\%$$

School B (high school) student group:

Single-year Score:

$$\frac{4.17 + 25.9 + \text{No Lowest 25\% Points} + 0 + 22.32 + 4.2 + 1 = 57.59}{200^{***}} = 0.2879 \text{ or } 28.79\%$$

****Total points possible were reduced from 225 to 200 because School B did not have Growth of the Lowest 25% points.*

Title I Cut Score

ESSA requires that any Title I school or student group in a non-Title I or Title I school that performs in the bottom 5% of Title I schools shall be identified for school improvement. To determine the cut score of the bottom 5% of Title I schools, a variety of factors are taken into account.

- For **Comprehensive Support and Improvement (CSI)-- Low Performance**, the Title I cut score for the bottom 5% of schools is determined by ranking the **three-year average** of whole-school accountability scores for Title I schools only. If a Title I **school's three-year average** accountability

score falls in the bottom 5% of Title I schools, then those **schools** will be identified as CSI-Low Performance.

- **Steps for determining the cut score:**

- The three-year accountability score is calculated by adding a school’s accountability points earned over three consecutive years and dividing by the total points possible over those years. This allows for the calculation to account for the number of eligible indicators in each school’s year-to-year accountability score. For detailed information, equations, and exclusions for each indicator, please refer to Chapter Two of this manual.

$$\frac{\begin{array}{c} \text{Year 1} \\ \text{points earned} \end{array} + \begin{array}{c} \text{Year 2} \\ \text{points earned} \end{array} + \begin{array}{c} \text{Year 3} \\ \text{points earned} \end{array}}{\begin{array}{c} \text{Year 1 total} \\ \text{points possible} \end{array} + \begin{array}{c} \text{Year 2 total} \\ \text{points possible} \end{array} + \begin{array}{c} \text{Year 3 total} \\ \text{points possible} \end{array}} = \text{three-year average score}$$

- Schools are ranked from lowest average score to highest average score.
- A percentile rank is applied to each score.
- Schools falling in the 5th percentile or the lowest 5% of schools when ranked are designated CSI – Low Performance.
- For Additional Targeted Support and Improvement (**ATSI**), the Title I cut score for the bottom 5% of schools is determined by ranking the **three-year average** of whole-school accountability scores for Title I schools only. If a Title I or non-Title I school’s **student group’s three-year average*** accountability score falls at or below the highest performing school in the fifth percentile or the bottom 5% of Title I schools, then those **student groups** will be identified as ATSI.

**The student group three-year average accountability score is calculated using the same method as whole school averages.*

Table 11: Cut Score Determination Example:

School Name	Average Three-Year Accountability Score
School N	39.20%
School G	39.20%
School L	39.20%
School F	39.20%
School X	39.17%
School Y	39.00%
School Q	38.77%
School O	38.67%
School M	38.63%
School C	38.43%
School V	38.33%
School B	38.00%
School W	37.87%
School S	37.56%
School A	37.50%
School E	37.13%
School R	37.03%
School Z	37.00%
School H	36.73%
Bottom 5 %	
School D	36.17% (This is the cut score) *

**These data are based on the actual data and the cut score from 2022. The highest-performing school in the bottom 5% determines the cut score, as shown in the table above. The three-year average cut score for 2018 was 34.90%. The next three-year average cut score will be determined in 2025.*

- For **Targeted Support and Improvement (TSI)**, the Title I cut score for the bottom 5% of schools is determined by ranking a **single year** of whole-school accountability scores for Title I schools only. If a Title I or non-Title I school's **student group's single-year** accountability score falls at or below the highest performing school in the bottom 5% of Title I schools, then those **student groups** will be identified as TSI.

Note: The Title I single-year cut scores for 2022 and 2023 were 35.80% and 36.80%, respectively.

School Improvement Designations

The chart below provides information on school improvement designations. Column one refers to the five designation types: Targeted Support and Improvement (TSI), Additional Targeted Support and Improvement (ATSI), Comprehensive Support and Improvement (CSI), which includes three entry and exit pathways (CSI-Low Performance, CSI-Low Graduation Rate, and CSI-Low Performing Student Groups), Springboard, and Elevate. Column two indicates whether the designation is required by the Federal School Improvement Code or the State School Improvement Code. Column three indicates whether the designation applies to Title I schools, non-Title I schools, or both Title I and non-Title I schools. Column four indicates whether the designation is a whole-school designation or a student group designation (e.g., economically disadvantaged, students with disabilities, English learners, African American/Black, Asian, Hispanic/Latino, American Indian/Alaska Native, Multi-race, Native Hawaiian/Pacific Islander, and White). Columns five through seven refer to how often these designations are made, the most recent year of each designation, and when the first possible exit from each designation may occur. The final column refers to who is providing support: LEAs or USBE.

Table 12: School Improvement Designations

Designation	Federal or State	Title I, non-Title I, or both	Whole School Designation or Student Group Designation	Frequency of Designation	Most Recent Year of Designation	First Year of Possible Exit	LEA-Level Support or State-Level Support
TSI	Federal	Both	Student groups	Annually	2023	2024	LEA-Level Support
ATSI	Federal	Both	Student groups	Once every three years	2022	2025	LEA-Level Support
CSI-Low Performance	Federal	Title I	Whole school	Once every three years	2022	2025	State-Level Support
CSI-Low Graduation Rate	Federal	Both	Whole school	Once every three years	2022	2025	State-Level Support
CSI-Low Performing Student Groups	Federal	Title I	Whole school (Entry) Student groups (Exit)	Annually (frequency is aligned to ATSI exit)	2024	2027	State-Level Support
Springboard	State	Non-Title I	Whole school	Once every four years	2025	2028	State-Level Support
Elevate	State	Non-Title I	Whole school	Annually, except for years when Springboard schools are designated	2024	2028	Opt-in, State-Level Support

Each school improvement designation is outlined below, including a summary, entry criteria, and exit criteria. Comprehensive information on the identification and requirements for school improvement are described on the USBE School Improvement [webpage](#).

FEDERAL SCHOOL IMPROVEMENT PROGRAMS

Targeted Support and Improvement (TSI).

The USBE will identify Targeted Support and Improvement (TSI) schools annually. A student group that performs at or below the 5% Title I cut score for two consecutive years is identified as consistently low-performing.

Table 13: Federal School Improvement Designations – TSI

Designation	Federal or State	Title I, non-Title I, or both	Whole School Designation or Student Group Designation	Frequency of Designation	Most Recent Year of Designation	First Year of Possible Exit	LEA-Level Support or State-Level Support
TSI	Federal	Both	Student groups	Annually	2023	2024	LEA-Level Support

TSI Entry Criteria:

The USBE uses the following process to identify TSI student groups:

1. All Title I schools in the state are ranked based on the percentage of accountability points earned (see Chapter Two for additional details).
2. The 5% cut score is determined annually based on this ranking.
3. Each student group's percentage of points earned (total points earned divided by total points possible) is compared to the 5% cut score.
4. Each student group that falls at or below the 5% cut score is eligible for TSI.
5. If the student group falls below the threshold for two consecutive years, the student group and the school are designated as TSI.

Note: *The TSI designation is intended to alert LEAs to consistently low performance of student groups. LEAs are responsible for supporting, monitoring, and increasing the student group performance of TSI schools. This may include root cause analysis, needs assessment, or changes to school policy, funding, and instructional decisions with ongoing support.*

TSI Exit Criteria:

The USBE uses the following process to exit TSI student groups:

1. TSI student group performance must be above the cut score from the year of identification.
2. TSI student groups are eligible for exit after the first year of identification and each subsequent year.
3. If a TSI student group is not eligible for exit, they remain in TSI until the exit criteria are met.

TSI Exit Equation:

Single-year accountability score > Title I cut score from the year identified

Additional Targeted Support and Improvement (ATSI).

The USBE will identify Additional Targeted Support and Improvement schools every three years. A student group that is identified as ATSI:

- Must currently be identified as TSI (see TSI identification above); and
- Have a three-year averaged accountability score, showing performance at or below the lowest 5% of Title I schools' three-year average cut score, as described in the CSI – Low Performance.
- When a school has a TSI student group that is now designated as ATSI, their baseline and timeline are reset to the year of ATSI identification.

Table 14: Federal School Improvement Designations – ATSI

Designation	Federal or State	Title I, non-Title I, or both	Whole School Designation or Student Group Designation	Frequency of Designation	Most Recent Year of Designation	First Year of Possible Exit	LEA-Level Support or State-Level Support
ATSI	Federal	Both	Student groups	Once every three years	2022	2025	LEA-Level Support

ATSI Entry Criteria:

The USBE uses the following process to identify ATSI schools:

1. All Title I schools in the state are rank-ordered based on the percentage of accountability points earned (total points earned divided by total points possible), averaged over three years (see Chapter Two for additional details). This step is to determine the lowest 5% of Title I school cut scores for ATSI identification.
2. Once that cut score has been calculated, the USBE determines if the student group has been identified as TSI at least once in the previous three years.
3. Each student group's percentage of points earned (total points earned divided by total points possible) is averaged over three years and compared to the 5% cut score.
4. Each student group that falls at or below the 5% cut score is identified as ATSI.

Note: Student groups identified in 2018, 2019, and 2022 are ATSI, not TSI, despite the change in the identification process.

ATSI Exit Criteria:

The USBE uses the following process to exit ATSI student groups:

1. ATSI student groups may exit when they meet the following two (a. and b.) exit criteria:
 - a. Reduce the gap in performance by one-third between the student group's baseline performance from the year they were identified, and
 - i. 55% of all points possible if a school is an elementary, middle, or junior high school; or
 - ii. 57% of all points possible if the school is a high school; and
 - b. The student group performance must exceed the cut score for the lowest performing 5% of Title I schools from the year the student group was identified.
2. ATSI student groups may exit in the third or fourth year of identification.
3. If an ATSI student group is not eligible for exit by year four:
 - a. They are designated CSI if they are a Title I School (see the Comprehensive Support and Improvement (CSI) section below for further details).
 - b. They remain in ATSI until exit criteria are met if they are a non-Title I School.

ATSI Exit Equations:

Elementary, middle, and junior high schools:

$$\left(\left(0.55 - \frac{\text{Year Identified}}{\text{Overall Percent}} \right) \times 0.33333 \right) + \frac{\text{Year Identified}}{\text{Overall Percent}} = \text{Exit Target}$$

High schools:

$$\left(\left(0.57 - \frac{\text{Year Identified}}{\text{Overall Percent}} \right) \times 0.33333 \right) + \frac{\text{Year Identified}}{\text{Overall Percent}} = \text{Exit Target}$$

Examples:

School A (elementary, middle, and junior high schools):

$$((0.55 - 0.3002) \times 0.33333) + 0.3002 = 0.3834 \text{ or } 38.34\%$$

School B (high school):

$$((0.57 - 0.2879) \times 0.33333) + 0.2879 = 0.3819 \text{ or } 38.19\%$$

Comprehensive Support and Improvement (CSI)

The USBE will identify Comprehensive Support and Improvement (CSI) schools every three years. CSI schools are categorized into three types: Low Performance, Low Graduation Rate, and Low-Performing Student Groups.

Table 15: Federal School Improvement Designations – CSI – Low Performance, Low Graduation Rate, and Low-Performing Student Groups

Designation	Federal or State	Title I, non-Title I, or both	Whole School Designation or Student Group Designation	Frequency of Designation	Most Recent Year of Designation	First Year of Possible Exit	LEA-Level Support or State-Level Support
CSI – Low Performance	Federal	Title I	Whole school	Once every three years	2022	2025	State-Level Support
CSI – Low Graduation Rate	Federal	Both	Whole school	Once every three years	2022	2025	State-Level Support
CSI-Low Performing Student Groups	Federal	Title I	Whole school (for Entry) and Student groups (for Exit)	Annually (frequency aligned to ATSI exit)	2024	2027	State-Level Support

CSI Entry Criteria for CSI – Low Performance

The USBE uses the following process to identify CSI - Low Performance Schools:

CSI – Low Performance. Title I schools that perform in the lowest 5% of all Title I schools for three consecutive years, on average, based on all indicators in the accountability system.

1. All Title I schools in the state are rank-ordered based on the percentage of accountability points earned (total points earned divided by total points possible), averaged over three years (see Chapter Two for additional details).
2. Title I schools are identified as CSI schools if they fall within the lowest 5% of Title I schools over a three-year period.

CSI Exit Criteria for CSI – Low Performance:

The USBE uses the following process to exit CSI - Low Performance Schools:

1. CSI - Low Performance Schools may exit when they meet the following two (a. and b.) exit criteria:
 - a. Reduce the gap in performance by one-third between the school's baseline performance from the year they were identified, and

- i. 55% of all points possible if a school is an elementary, middle, or junior high school;
Or
- ii. 57% of all points possible if the school is a high school; and
- b. The school's performance must exceed the cut score for the lowest performing 5% of Title I schools from the year the school was identified (in order to provide a consistent target).
2. CSI - Low Performance Schools are eligible for exit after year three or four following identification.
3. If a CSI - Low Performance School is not eligible for exit, they move into More Rigorous Intervention (MRI).

CSI - Low Performance Exit Equations:

Elementary, middle, and junior high schools:

$$\left(\left(0.55 - \frac{\text{Year Identified}}{\text{Overall Percent}} \right) \times 0.33333 \right) + \frac{\text{Year Identified}}{\text{Overall Percent}} = \text{Exit Target}$$

High schools:

$$\left(\left(0.57 - \frac{\text{Year Identified}}{\text{Overall Percent}} \right) \times 0.33333 \right) + \frac{\text{Year Identified}}{\text{Overall Percent}} = \text{Exit Target}$$

CSI - Low Performance Exit Equations Examples:

School A (elementary, middle, and junior high schools):

$$((0.55 - 0.4013) \times 0.33333) + 0.4013 = 0.4509 \text{ or } 45.09\%$$

School B (high school):

$$((0.57 - 0.5160) \times 0.33333) + 0.5160 = 0.5340 \text{ or } 53.40\%$$

CSI Entry Criteria for CSI – Low Graduation Rate:

The USBE uses the following process to identify CSI – Low Graduation Rate Schools:

CSI – Low Graduation Rate. Any high school with a three-year average graduation rate of 67% or lower will be identified for CSI.

1. High school graduation rates are calculated using the federally defined four-year adjusted cohort rate (final graduation rate), which is the percentage of first-time ninth graders in Utah high schools who graduate with a regular diploma within four years.
2. This calculation is based on the three school years preceding the identification of schools.

- a. For example, in the fall of 2025, USBE will identify CSI – Low Graduation Rate schools by using graduation data from the 2021-2022, 2022-2023, and 2023-2024 school years.
3. High schools with a three-year average adjusted graduation rate of 67% or lower are identified as CSI – Low Graduation Rate.
 - a. A high school identified as CSI – Low Graduation Rate, with an average total enrollment of less than 100 students, over three years, may choose to opt out of identification, funding, and support.

CSI Exit Criteria for CSI – Low Graduation Rate:

The USBE uses the following process to exit CSI – Low Graduation Rate Schools:

1. CSI – Low Graduation Rate schools are eligible for exit after year three or four following identification.
2. CSI – Low Graduation Rate schools may exit if they have a graduation rate greater than 67% in year three or four.
3. If a CSI – Low Graduation Rate school is not eligible for exit, the school moves to More Rigorous Interventions (MRI).

CSI – Low Graduation Rate Exit Equation:

Graduation rate > 67%

CSI Entry Criteria for CSI – Low-Performing Student Groups:

The USBE uses the following process to identify CSI – Low-Performing Student Groups:

1. Any Title I school with a consistently low-performing student group(s) that does not exit ATSI within the four years.
2. When a Title I school has student groups that have been designated as ATSI and fails to exit after four years, their baseline and timeline are reset to the year of CSI identification.

CSI Exit Criteria for CSI – Low-Performing Student Groups:

The USBE uses the following process to exit CSI – Low-Performing Student Groups:

1. CSI – Low Performing Student Groups may exit when they meet the following two (a. and b.) exit criteria:
 - a. Reduce the gap in performance for all designated ATSI student groups by one-third between the student group’s baseline performance from the year they were identified as CSI, and
 - i. 55% of all points possible if a school is an elementary, middle, or junior high school

Or

- ii. 57% of all points possible if the school is a high school, and
 - b. The school's performance must exceed the cut score for the lowest performing 5% of Title I schools from the year the school was identified as CSI.
2. CSI – Low-Performing Student Groups are eligible for exit after year three or four following identification.
3. If all designated low-performing student groups are not eligible for exit, they move into More Rigorous Intervention (MRI).

CSI Low-Performing Student Group Exit Equations:

Elementary, middle, and junior high schools:

$$\left(\left(0.55 - \frac{\text{Year Identified}}{\text{Overall Percent}} \right) \times 0.33333 \right) + \frac{\text{Year Identified}}{\text{Overall Percent}} = \text{Exit Target}$$

High schools:

$$\left(\left(0.57 - \frac{\text{Year Identified}}{\text{Overall Percent}} \right) \times 0.33333 \right) + \frac{\text{Year Identified}}{\text{Overall Percent}} = \text{Exit Target}$$

CSI Low-Performing Student Group Exit Examples:

School A (elementary, middle, and junior high schools):

$$((0.55 - 0.3002) \times 0.33333) + 0.3002 = 0.3834 \text{ or } 38.34\%$$

School B (high school):

$$((0.57 - 0.2879) \times 0.33333) + 0.2879 = 0.3819 \text{ or } 38.19\%$$

STATE SCHOOL IMPROVEMENT PROGRAMS

Springboard Schools

The USBE will designate Springboard schools every four years, beginning in the 2025-26 school year.

Springboard schools are identified as:

- The five lowest-performing elementary, middle, or junior high non-Title I schools; and
- The two lowest-performing non-Title I high schools, when ranked in the accountability system, averaged over a three-year period.

Table 16: State School Improvement Programs – Springboard

Designation	Federal or State	Title I, non-Title I, or both	Whole School Designation or Student Group Designation	Frequency of Designation	Most Recent Year of Designation	First Year of Possible Exit	LEA-Level Support or State-Level Support
Springboard	State	Non-Title I	Whole school	Once every four years	2025	2028	State-Level Support

Springboard Entry Criteria:

The USBE uses the following process to identify Springboard schools:

1. All non-Title I schools in the state are rank-ordered based on the percentage of accountability points earned (total points earned divided by total points possible), averaged over three years (see Chapter Two for additional details).
2. After ranking, the five lowest-performing elementary, middle, or junior high non-Title I schools, and the two lowest-performing non-Title I high schools, are designated as Springboard schools.

Springboard Exit Criteria:

The USBE uses the following process to exit Springboard schools:

1. Springboard schools may exit when they meet the following two (a. and b.) exit criteria:
 - a. Reduce the gap in performance by one-third between the school's baseline performance from the year they were identified, and
 - i. 55% of all points possible if a school is an elementary, middle, or junior high school; or
 - ii. 57% of all points possible if the school is a high school; and
 - b. The school's performance must exceed the cut score for the lowest performing 5% of Title I schools from the year the school was identified.
2. Springboard schools are eligible to exit in the third or fourth year after which they were identified.
3. If a Springboard school does not exit within four years, the school may request an extension. Refer to the note below the exit equation examples for additional information.

Springboard Exit Equations:

Elementary, middle, and junior high schools:

$$\left(\left(0.55 - \frac{\text{Year Identified}}{\text{Overall Percent}} \right) \times 0.33333 \right) + \frac{\text{Year Identified}}{\text{Overall Percent}} = \text{Exit Target}$$

High schools:

$$\left(\left(0.57 - \frac{\text{Year Identified}}{\text{Overall Percent}} \right) \times 0.33333 \right) + \frac{\text{Year Identified}}{\text{Overall Percent}} = \text{Exit Target}$$

Springboard Exit Examples:

School A (elementary, middle, and junior high schools):

$$((0.55 - 0.4013) \times 0.33333) + .4013 = 0.4509 \text{ or } 45.09\%$$

School B (high schools):

$$((0.57 - 0.5160) \times 0.33333) + 0.5160 = 0.5340 \text{ or } 53.40\%$$

Springboard Extensions: Springboard schools that fail to exit in the fourth year may qualify for an extension for up to two years. An extension may be granted if the Springboard school:

1. Reduces the gap in performance by one-fourth between the school's baseline performance from the year they were identified, and
 - a. 55% of all points possible if a school is an elementary, middle, or junior high school; or
 - b. 57% of all points possible if the school is a high school; and
2. The school's performance must exceed the cut score for the lowest 3% of all schools in the ranking of schools from the year the school was scheduled to exit; or
3. Has met only one of the exit criteria and electronically files an extension request that provides a rationale justifying an extension.

Springboard Extension Equations:

Elementary, middle school, and junior high schools

$$\left(\left(0.55 - \frac{\text{Year Identified}}{\text{Overall Percent}} \right) \times 0.25 \right) + \frac{\text{Year Identified}}{\text{Overall Percent}} = \text{Extension Score}$$

High schools:

$$\left(\left(0.57 - \frac{\text{Year Identified}}{\text{Overall Percent}} \right) \times 0.25 \right) + \frac{\text{Year Identified}}{\text{Overall Percent}} = \text{Extension Score}$$

Springboard Extension Examples:

$$((0.55 - 0.4013) \times 0.25)) + 4013 = 0.4385 \text{ or } 43.85\%$$

School A (elementary, middle, and junior high schools):

School B (high schools):

$$((0.57 - 0.5160) \times 0.25)) + 0.5160 = 0.5295 \text{ or } 52.95\%$$

If a school designated as a Springboard does not meet the exit criteria or qualify for an extension, a recommendation of action will be made to the Board within 90 days of the release of school accountability results. For additional information, please see [R277-920](#).

Elevate Schools

Designation for Elevate schools occurs every year that Springboard schools are not designated. The USBE will accept applications for Elevate schools from non-Title I schools that are identified as TSI or ATSI. If accepted into this program, an Elevate school is committed to participating in a four-year program. Elevate schools receive fiscal support, technical assistance, and a dedicated continuous improvement expert.

Table 17: State School Improvement Programs – Elevate

Designation	Federal or State	Title I, non-Title I, or both	Whole School Designation or Student Group Designation	Frequency of Designation	Most Recent Year of Designation	First Year of Possible Exit	LEA-Level Support or State-Level Support
Elevate	State	Non-Title I	Whole school	Annually, except for years when Springboard Schools are designated	2024	2028	Opt-in, State-Level Support

Elevate Entry Criteria:

The USBE uses the following process to identify Elevate Schools:

1. Non-Title I schools designated as TSI or ATSI are invited to apply to become an Elevate School.
2. The USBE school improvement team provides a voluntary application packet for all eligible schools.
3. Interested non-Title I schools are required to submit an application.

4. The USBE school improvement team reviews all application submissions.
5. The USBE school improvement team recommends no fewer than six schools to the Utah State Board of Education.
6. The Utah State Board of Education approves the final designation for Elevate schools.

Elevate Exit Criteria:

The USBE uses the following process to exit Elevate Schools:

1. An Elevate school may exit after successful completion of:
 - a. Four years participating in the implementation of a continuous improvement cycle, including working with the Elevate school's continuous improvement expert; and
 - b. Beginning with the 2026-2027 Elevate cohort, schools must meet the exit criteria in place for targeted support and improvement or additional targeted support and improvement for student groups as outlined in the state's ESSA plan.

Note: If an Elevate school meets the designation criteria for a Springboard school, the school shall be redesignated as a Springboard school and begin on the Springboard timeline. These schools must meet all Springboard exit criteria and adhere to the established timelines. The USBE shall consider all the school's requirement accomplishments while in Elevate status when evaluating progress toward Springboard exit criteria.

Special Cases in School Improvement Designations

ESSA requires all schools to be included in the State accountability system (ESSA, 2015). Accountability determinations should ideally be informed by all of the State's ESSA Accountability indicators and the system of annual identification (Lyons, D'Brot, & Landl, 2017), ensuring that all schools are held accountable to the same high expectations and that no school or student group is invisible. However, not all indicators can be calculated for all schools, typically due to the small sample or n- size for the indicator.

No overall score. For an overall score to be calculated for the purpose of making school improvement designations, 1) the school must earn points in either Achievement or Growth, and 2) at least two indicators can be calculated for a school. If a school does not meet these conditions, an overall score for the school will not be calculated.

Schools for which an overall accountability determination cannot be made. (i.e., schools missing multiple indicators due to n-size). For schools in the lowest performing 5% of schools in the state who: 1) do not have at least Growth or Achievement, and 2) have at least two indicators that can be calculated, the school may be asked to provide additional data to determine if they are in need of additional support. These schools may be reviewed on an individual basis to determine if identification for CSI, TSI, or ATSI is appropriate.

Schools in their first year of operation. In accordance with state law, newly opened schools may request

exemption from the state's accountability system until they have completed their first year of operation for elementary/middle schools and second year of operation for high schools. Additionally, including high schools after their second year of operation ensures that all available data on college readiness assessments and graduation outcomes can be incorporated into accountability determinations. To request this exemption, please email Aaron Brough, Director of Data and Statistics:

Aaron.Brough@schools.utah.gov.

Split schools. Schools serving 12th grade, along with grades 7 and lower (e.g., 7-12 or K-12 schools), will receive two accountability ratings: one for high school indicators, which includes all high school indicators, and one for elementary/middle school indicators. Split School Report Cards are divided by grades K-8 and 9-12. CSI and TSI identification(s) may be made for one or both portions of a split school.

Schools serving special populations. Utah Legislation allows for alternative schools that exclusively serve a special population of students to be considered for a second-tier, individual review. The USBE definitions for alternative schools and schools that serve special populations can be found in Appendix E.

Decision rules will be used to determine if an alternative school meets the criteria for CSI – Low Performing identification. In these cases, the USBE will use a second review process to look at the unique circumstances for each of these schools and examine additional points of data (e.g., local data, student performance, credit earned, increased attendance, school engagement, and additional types of successful completion such as earning a GED) to make final accountability determinations and recommend supports and interventions. See Appendix E for more information.

Special exceptions for alternate high schools identified for CSI – Low Graduation are not allowable under ESSA.

Summary of Processes for Schools Serving Special Populations:

1. If a school 1) cannot calculate at least the Achievement or Growth indicators, and 2) at least two indicators cannot be calculated in total, an overall accountability rating may not be determined
or
2. If a school 1) meets the definition of an alternative or special purpose school, 2) is in the lowest performing 5% of all Title I schools, and 3) an individualized accountability review that takes that special purpose into account is warranted;
then
3. The USBE may conduct an individualized review of the school to determine if it qualifies for CSI – low-performing status. The USBE may evaluate additional data sources and/or request that the school provide additional data (e.g., root-cause analysis, local assessment data, or other qualitative and quantitative data).

Conclusion

The Utah State Board of Education (USBE) makes annual accountability determinations for schools based on measures of student academic achievement, student growth, and equitable educational opportunity. While accountability systems are intended to reliably measure the impact of schools on student learning, they must also establish transparency in school performance for parents, schools, and policymakers, and enable the continuous improvement of teaching and learning in the school.

[Utah Code 53E-5-2](#) establishes the school accountability system and requires the USBE to assign overall ratings based on school performance in several indicators. Changes made to this code in 2018 added additional indicators to the accountability system. This manual presents the indicators, methodology, calculations, and reporting elements included in Utah's accountability system, as well as the business rules used for calculating school accountability indicators and assigning overall ratings. It details Utah's accountability systems for educators, parents, and other stakeholders. Additionally, school accountability captures key considerations for how schools can leverage accountability data as one source to inform school and LEA policy, funding, and instructional decisions to impact student learning and improve student outcomes.

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Version Changes

September 2025 - Manual updated to reflect:

- Updated images, graphics, and tables to better meet ADA compliance.
- Business rule update regarding students who complete two courses in the same subject in a single year.
- Participation codes added and updated.
- Clarified that the reading test will be used in the calculation for the Achievement indicator on the Utah Aspire+ assessment.
- English Language Progress calculation clarified.
- Student growth is not calculated for the Dynamic Learning Maps (DLM) alternate assessment.
- A new requirement has been established for Elevate schools.
- Clarification of the Elevate redesignation policy.
- The process for validating repeated tests has been updated.
- Updates to the English Learner Progress (ELP) case examples.

July 2024 - Manual updated to reflect:

- Expansion to Chapter 4 – School Improvement Designations
- Removed participation code 201
- Added participation code 210, 211, and 212

March 2024 - Manual updated to reflect:

- Fixed all hyperlinks
- Corrected participation code 112

August 2023 - Manual updated to reflect:

- Discontinuation of overall ratings/school letter grades
- Updated participation codes
- New EL exit criteria
- 2023 ESSA Amendment
- School Improvement identification and exit criteria
- Updated Appendix F

April 2022 - Manual updated to reflect:

- 2021 Accountability Addendum changes to Utah's ESSA Consolidated State Plan
- 2021-2022 changes to growth calculations
- Clarified the type and frequency of CSI and TSI identifications
- Addition of overall ratings to the School Report Card
- Added information about Springboard and Elevate Schools
- Updated hyperlinks

April 2019 - Manual updated to reflect:

- 2019 RISE interruptions
- 2020 Legislative Board decisions
- Updated hyperlinks
- Clarified Early Literacy, Postsecondary Enrollment, and Consistent Attendance
- Removed CSI and TSI calculation business rules (TBA)
- Updated participation codes table
- Added EL student case examples

January 2018 - Manual updated to reflect:

- ESSA indicators
- Accountability calculations

Appendix A. Assessment Participation Codes

Participation codes are provided by the LEA to the USBE and are used to provide the USBE with information about student test participation and, in non-standard circumstances, what occurred during testing or why a test was not administered. Participation codes are entered in the testing system. The following table provides the definition and appropriate use of participation codes that may be assigned by the LEA.

LEA Assigned Participation Codes

Code	Title	Reporting	Description
101	Did Not Test	Countable for Participation only	The student was enrolled at the school and eligible to test (with or without reasonable accommodations), but did not test.
103*	EL First Year in the U.S. April 15 or Later	Not Countable	The student is an English Learner (EL) and first enrolled in the U.S. on or after April 15th of the current school year. The student is not required to test, but it is made available.
104*	EL first year in U.S. Before April 15	Counted for Participation only	The student is an EL and first enrolled in the U.S. before April 15th of the current school year. The student must take the ELA, Math, and Science assessments.
106	Student Refused to Test	Countable	The student refused to start the assessment or refused to complete at least six items of the assessment.
107	Excused for Health Emergency	Not Countable	The student is unable to test during the testing window due to an unanticipated health circumstance.
108	Course will Continue Next School Year – USBE Approval	Not Countable	The student was not scheduled to finish the course during the current school year. USBE approval required.

Code	Title	Reporting	Description
111	USBE Excused – Approval Needed	Not Countable	Requires USBE authorization. Used in rare circumstances to capture irregular test circumstances. USBE approval required.
112	Student Transferred Before Testing	Not Countable	The student transferred out of school before the LEA had a reasonable opportunity to administer the assessment.
200	Standard Participation	Countable	The student took the test under normal circumstances.
202	Modified	Not Countable	The student took the assessment with non-allowed modifications, which interfere with the validity/reliability of the test.
204	Parental Exclusion	Countable	A parent or guardian has requested, in writing, that their student be exempt from the statewide assessment.
205*	EL in the Second Year of Enrollment	Counted in Participation and Growth	The student is an EL and first enrolled in the U.S. during the current school year. Students must take ELA, math, and science.
208	Test System Irregularity	Not Countable	The test event was interrupted by a system error without a reasonable opportunity to reset or reopen the test. USBE Approval required.
209	Incorrect Course Code Assigned	Countable	An incorrect course code or grade was assigned, triggering an incorrect test. LEA correction of the course code is required.

Code	Title	Reporting	Description
210	Accommodated	Countable	The student took the assessment with allowed accommodation(s) without any language accommodations.
211	Language Accommodated	Countable	The student received a language accommodation, such as the Spanish language adaptive test or oral translation into any other language, and did not receive any other accommodations.
212	Multiple Accommodated	Countable	The student received both a language accommodation AND any other allowed accommodation.
213	Invalidated Due to Academic Integrity – Student	Not Countable	LEA determines that the test was spoiled or invalid (E.g., the student cheated; the student took photos of test questions).
214	Invalidated Due to Parental Exclusion	Not Countable	A Parent or guardian has requested in writing that the student be exempt from the statewide assessment after a test session has already started.
216	Invalidated Due to Academic Integrity – Test Administrator	Not Countable	LEA determines that the test was spoiled or invalid (E.g., the test administrator broke protocol).

*103, 104, 205 - This exclusion is only generated by the USBE if the student's first date enrolled in US and EL Status fields are correctly marked in UTREx; otherwise, they must be set by the LEA. These codes are appropriate for students with interrupted formal education (SIFE), where the EL student has a gap of two or more years in their enrollment in the U.S.

USBE Assigned Participation Codes

Three hundred codes are set only by the USBE when validating participation codes at the end of the school year to distinguish them from codes set by LEAs. These participation codes may appear in reports and are provided here for information.

Code	Title	Reporting	Description
300	USBE Assigned – Standard Participation	Countable	The test has a sufficient response, but was assigned one of the following codes: 101, 106, or 107.
301	USBE Assigned – Did Not Test	Countable	A special code is set that indicates participation, but there is not a sufficient response, or the LEA: • Did not use a special code • Used a participation code
303	USBE Assigned – Invalidated	Not Countable	USBE determined that the test was invalidated.
305	USBE Confirmed Additional Test Participation	Countable	The student has a valid reason to take the same test again in another year. The test has sufficient response, and the same test can be found in a prior year with a valid scale score.

Validating Participation Codes

The USBE accepts the participation code provided by the LEA in most cases. In certain cases, the USBE validates participation codes for accuracy and may modify them when necessary. The following validation checks are common (see the definitions above for the participation code).

Check non-participation codes for participation. In cases where the LEA submits a code that indicates non-participation (e.g., 101 – *Did Not Test*), if the student actually met the sufficient response criteria, the USBE will recode the non-participation code to 300 – *USBE Approved Standard Participation*. Where the test participation code is 200, 201, or 205, proficiency is assigned and counted in accountability calculations.

Check participation codes for non-participation. In cases where the LEA submits a code indicating participation and the student did *not* meet the sufficient response criteria, the USBE will recode the participation code to 301 – *USBE Assigned – Did not test*.

Check for Non-Participants. Students who were expected to test but did not, and do not have a participation code, will have their participation code recoded to 301 – *USBE Assigned – Did not test*.

Check for repeated tests. The USBE only expects a student to take a specific test once during their school career. In this case, it is the LEA's decision whether the student should retest. If they choose not to retest, they can use code 305 – *USBE Confirmed Additional Test Participation*. In this case, a student cannot be counted as a parental exclusion for the second administration. Parents can still request that their child not participate in testing; however, this request is not considered a parental exclusion for accountability purposes.

- For this check, the USBE reviews all parental exclusions to determine if the students have been previously tested. If they did, the USBE would change the code to 305 – *USBE Confirmed Additional Test Participation*. **This is the only time that the USBE will modify the parental exclusion participation code.**
- If the student has previously tested and also tested in the current year, the USBE changes the code to 305 – *USBE Confirmed Additional Test Participation*. These tests are counted in participation.
- If the student has tested previously but *not* this year, the USBE keeps the code 110 – *Student Previously Tested*.
- If the student had not actually previously taken the test, the USBE checks to see if the student submitted a sufficient response for the test in the current year. If yes, the test will be recoded to 300 – *USBE Approved Standard Participation*. If no, then the test will be recoded to 301 – *USBE Assigned – Did not test*.

Appendix B. Utah eTranscript and Record Exchange (UTREx)

LEAs are responsible for gathering, entering, and validating accurate student data into UTREx, as well as submitting the year-end data to the USBE each summer. 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, EL status, student gender, ethnicity, special education status, and other enrollment information.

The LEA and school for a student is determined from the most recent UTREx information available at the time the student first logs into a portion of a test event (e.g., ELA, math, or science). The LEA and school number are automatically recorded by the testing vendor. If the initial test is reset, the school of accountability will be determined when the student next logs in to the test.

More information on UTREx can be found on the [Information Technology UTREx page](https://schools.utah.gov/informationtechnology/utrex) of the USBE website, here: <https://schools.utah.gov/informationtechnology/utrex>.

Appendix C. School Self-Reported Indicators

Schools may report up to two self-reported indicators within any one of the six domains below. **This worksheet is designed to help schools prepare their self-reported indicators for upload to school accountability reports.** Examples of implementation activities and measures of effectiveness that can be reported are listed in the attached Example Self-Reported Indicators Guide. Complete one worksheet for each of the self-reported indicators you wish to upload.

1. SELECT A DOMAIN		
School-Level Factors	Student Factors	Teacher Factors
Instructional Factors	Parent & Family Engagement	Equitable Educational Opportunities
2. SHORT TITLE		
Give your implementation activity a short title (50-character limit)		
3. DESCRIPTION		
Describe your self-reported indicator in detail, as you would like it to be displayed on your school's report card. You may include measures of effectiveness, program evaluation, and hyperlinks (1500 character limit):		

Example Self-Reported Indicators

Self-reported indicators must fall within one of 6 domains approved by the Utah State Board of Education: School-level Factors, Student Factors, Teacher Factors, Instructional Factors, Parent and Family Engagement, and Equitable Educational Opportunities. Schools are allowed flexibility in what they would like to report, but they must select from one of these six domains.

School principals may choose to upload indicators of school quality, such as process, input, or program effectiveness data. The following examples of school implementation activities and example measures of effectiveness are provided as examples; schools are not limited to the activities in this list, as long as the activity reported by the school falls within one of the six approved domains.

School-Level Factors

Example Implementation Activities	Example Outcome Measures
The school administers a school climate survey	School climate survey results
The school offers arts, sports, and/or other special programs	Number of and participation in specialized programs
The school implements positive behavior interventions and supports	Office discipline referrals over time
After-school programs	Participation in after-school programs
The school prioritizes STEM or 21st-century skills	Technology to student ratio; participation in STEM programs
The school has received recognition from an outside source	School recognition or award
The school implemented an anti-bullying program	Incidents of bullying over time

Student Factors

Example Implementation Activities	Example Outcome Measures
School has emphasized and implemented efforts to improve attendance	Rates of improved attendance
Students perform well in AP classes	AP exam performance
Student groups excelling in one area	Performance of student groups
School measures students' experiences of school	School climate or school safety surveys
Students make gains in credit recovery	Average credit accumulation per student
School emphasizes career readiness and preparation	Percentage of students acquiring an industry-recognized license or certificate; CTE pathways programs; concurrent enrollment data
School has emphasized and implemented efforts to improve attendance	Rates of improved attendance

Teacher Factors

Example Implementation Activities	Example Outcome Measures
Teachers work in PLC teams, using data to improve instruction	PLC team fidelity measures
Teachers use evidence-based instructional strategies (EBIS)	EBIS observation data
School leaders increase classroom observations	Aggregate teacher evaluation data
School focuses on instructional strategies for English Learners (ELs)	Percentage of teachers with ESL endorsements; WIDA ACCESS for ELLs growth analysis
Teachers and staff are highly qualified	Percentage of National Board-certified teachers; teachers with Master's-level degrees or above
Teachers implement tiered intervention strategies	Tier 2 & 3 intervention outcomes

Instructional Factors

Example Implementation Activities	Example Outcome Measures
School implements social-emotional skills curriculum	School climate survey results; intervention fidelity measures; discipline referral data
Increased instruction targeting specific content areas	Student performance outcomes
Teachers implement focused instructional strategies	Student performance outcomes

Parent & Family Engagement

Example Implementation Activities	Example Outcome Measures
School surveys parents about their engagement in their child's education	Parent engagement survey results
School provides parent education, preschool, or nutrition programs	Evidence of impact; rates of participation
School implements parent outreach activities or student-led conferences	Increased rates of parent attendance at school events; increased parent volunteer hours during the school day

Equitable Educational Opportunity

Example Implementation Activities	Example Outcome Measures
School increases efforts to help EL students become fluent in English	Number of students reaching English Language fluency; WIDA ACCESS for EL growth analysis
School supports students to learn multiple languages	Number of students earning the seal of bi-literacy; impact of second language programs
The school provides a Dual-Language Immersion (DLI) program	DLI program evaluations; language proficiency assessment results
School increases access to advanced courses for traditionally underserved populations (e.g., students with disabilities, English learners)	Rates of enrollment for student groups; course performance
School increases access to college-level courses	Number of concurrent enrollment credits earned

Appendix D. Student Growth Percentiles

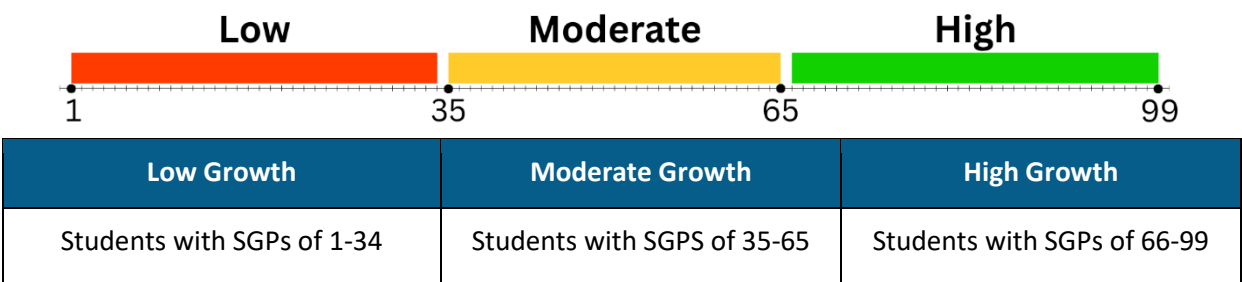
What are student growth percentiles?

A student growth percentile (SGP) describes a student’s growth compared to other students with similar prior test scores (their academic peers). Although the calculations for SGPs are complex, percentiles are a familiar method of measuring students in comparison to their peers.

The student growth percentile allows fair comparison of students who enter school at different levels. It also demonstrates student growth and academic progress, even if they are not yet meeting proficiency.

A student growth percentile is a number between 1 and 99. If a student has an SGP of 85, it indicates that they have achieved more growth than 85 percent of their academic peers. A student with a low score on a state assessment can show high growth, and a student with a high score can demonstrate low growth. Similarly, two students with very different scores can have the same SGP.

Figure 5: Student Growth Percentile Categories



How are student growth percentiles calculated?

Student growth percentiles are measured using a statistical method called quantile regression, which describes the relationship between students’ previous scores and their current year’s scores.

To whom are students being compared? What is an “academic peer”?

For SGPs, a student is compared to his/her academic peers. A student’s “academic peers” are all students in the state in the same grade and assessment subject who had statistically similar scores in previous years. In other words, they are students who have followed a similar path in terms of assessment scores. Students are only compared to others based on their score history, not on any other characteristics, such as demographics or program participation. A student’s growth percentile represents how much a student has grown in comparison to their academic peers.

What is a median growth percentile?

The median growth percentile summarizes student growth percentiles by district, school, grade level, or other relevant group. The median is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score, which is the median. The median may not be as familiar to people as the average, but it is similar in interpretation – it summarizes the group in a single number that is fairly calculated to reflect the group as a whole. Medians are more appropriate than averages for summarizing a collection of percentile scores. See also: USBE Data Gateway – [Student Growth Percentiles Video](#).

Can high-scoring students still demonstrate growth?

Yes. Students who typically have high scores on state assessments will be compared to all other students in the state who also have high scores. The data show that even students who score at the top of the scale will have varied performance the next year, so the model allows the USBE to identify growth for students at the upper end of the scale.

Which students get growth percentiles?

The students included in the student growth percentile calculations are those who attend public school in the state of Utah and took a state assessment during the current school year. Certain test types and categories of students are excluded from this comparison group. Only students who have at least two years of consecutive scores are included. For example, if a student has a score in 5th grade, but not in 6th grade, they would not be included in the analysis.

All available scores are used in the model, as long as they are consecutive. All students in the state who have valid and consecutive test scores in the same subject and grade level form the norming population for calculating the SGPs.

What can student growth percentiles tell us?

Student growth percentiles are primarily a descriptive model that indicates the amount of growth a student has made over the past year. This growth model is not a value-added model; it does not attempt to separate the effects of a teacher or school on student learning. SGPs can, however, help answer the following questions (Yen, 2007):

Parent Questions:

- Is my child growing adequately toward meeting state standards?
- Is my child growing more or less in math, science, or English Language Arts, relative to other students in the state that scored similarly?

Teacher Questions:

- Did my students grow adequately toward meeting state standards?
- How much growth do my students need to become proficient?
- Are there students with unusually low growth who need special attention?

Administrator Questions:

- Are our students growing adequately toward meeting state standards?
- How does the growth of students in my school compare to that of students in other schools?
- Are students in different grade levels within my school growing at a similar rate?

Appendix E. Alternative Schools Definition for Accountability

For schools to be considered alternative, they must meet one of the following definitions: Alternative Schools or Schools Exclusively Serving Special Populations (Special Purpose Schools). There are three definitions of Alternative or Special Purpose Schools, approved by the Board in October 2018, defined below:

1. “Special School for Students with Disabilities” IDEA definition/Board Rule:
 - A building in which all students enrolled are eligible for special education and receiving special education services and supports.
2. “Special School for Youth in Care”:
 - A youth in care school is any individually accredited public school under the control of a local school board elected under Title 20A, Chapter 14, Nomination and Election of State and Local School Boards, which exclusively serves youth in care as defined in 53E-3- 503.
3. “Alternative School”:
 - 1) an LEA (charter school) whose key mission/purpose is to be a Comprehensive Dropout Intervention and Prevention Program, or
 - 2) a school that is a part of an LEA’s Comprehensive Dropout Intervention and Prevention Program:

A Utah Alternative Public School is a school operating as a Comprehensive Dropout Intervention and Prevention Program which 1) addresses needs of students who are not succeeding in a traditional school environment, 2) provides targeted instruction that increases student credit-earning rates toward graduation and 3) partners with community entities to provide a continuum of services with the focus of preparing students for life after high school.

Characteristics of an alternative school learning environment may include flexible scheduling, small student-to-teacher ratios, college- and career-oriented themes, adult advocates, trauma sensitivity, and academic enrichment.

Students who may benefit from Alternative Education include (a) pregnant teen/parenting students, (b) re-engaged learners, (c) students with disciplinary infractions, (d) students needing additional mental health support, and (e) individuals at risk of not successfully transitioning into adulthood.

Schools with an alternate flag that exclusively serve special populations may be reviewed on an individual basis according to local data and alternative indicators (see p.45). Decision rules can be used to determine whether an alternative school meets the identification criteria for additional support and improvement.

Appendix F: English Learner Progress Case Examples

Student A Case Example: First enrolls in kindergarten

Student A enrolled in kindergarten at the beginning of the year and was identified as EL by the WIDA Kindergarten Screener in August. Student A took the WIDA Kindergarten ACCESS test that school year and earned an overall proficiency score of 3.1.

- For the calculation of EL Progress, Student A's time in the EL program starts in kindergarten.
- Student A's first-year ACCESS score (in this case, kindergarten) serves as the baseline year and determines their placement in the appropriate row on Table 4: Initial Grade K-3 EL Adequate Progress Targets, which will subsequently guide their progress targets moving forward.
 - **Note:** *Students are not counted in the EL progress calculation in their baseline year. Student A's EL progress will not be calculated until the following year, when they have had a full year of instruction and support in English and two WIDA ACCESS scores.*
- Student A's progress targets move across the row to which they were initially assigned. In this example, the student would be assigned to the third row on Table 4. **Students will never change rows or tables over time.**
- Student A will be considered to have been in an EL program for 1 year when they take the WIDA ACCESS test in 1st grade. To determine if Student A made adequate progress toward becoming fluent in English, the increase from their kindergarten baseline ACCESS score and the 1st grade ACCESS score are compared to column 1 in the table to see if they met their adequate growth target.
 - In this example, Student A earned a 3.1 in kindergarten. The student would need to gain at least 0.7 in their overall WIDA ACCESS proficiency, or a score of 3.8 or higher, to be considered to have made adequate progress in 1st grade.

Table 4: Initial Grade K-3 EL Adequate Progress Targets

Baseline Score	1 year in program	2 years in program	3 years in program	4 years in program	5 years in program	6 years in program
1.0 - 1.7	+ 1.0	+ 1.0	+ 0.9	+ 0.8	+ 0.7	+ 0.6
1.8 - 2.5	+ 0.8	+ 0.7	+ 0.7	+ 0.6	+ 0.5	+ 0.4
2.6 - 3.3	+ 0.7	+ 0.5	+ 0.5	+ 0.4	+ 0.4	+ 0.3
3.4 - 4.1	+ 0.5	+ 0.3	+ 0.3	+ 0.2	+ 0.2	+ 0.1

Student B Case Example: New student to the U.S.

Student B enrolled for the first time in the U.S. in 7th grade in December and was identified as EL by the WIDA Screener. They took WIDA ACCESS that school year and earned an overall WIDA ACCESS proficiency level of 1.8.

- For the calculation of EL Progress, Student B's time in program starts in 7th grade.
- Student B's first-year ACCESS score (in this case, 7th grade) is considered the baseline year and assigns them to the appropriate row in Table 5: Initial Grade 4-7 EL Adequate Progress Table, which will determine their progress targets moving forward.
 - **Note:** *Students are not counted in the EL progress calculation in their baseline year. Student B's EL progress will not be calculated until the following year, when they have had a full year of instruction and support in English and two WIDA ACCESS scores.*
- Student B's progress targets move across the row to which they were initially assigned. In this example, they would be assigned to the second row of Table 5. **Students will never change rows or tables over time.**
- Student B will be considered as having been in an EL program for 1 year when they take the WIDA ACCESS in 8th grade. To determine if Student B made adequate progress toward becoming fluent in English, the increase from their 7th-grade baseline ACCESS score and 8th-grade ACCESS score is compared to column 1 in the table to see if they met their adequate growth target.
 - In this example, Student B achieved a baseline score of 1.8. They would need to gain at least 0.8 in their overall WIDA ACCESS proficiency, or a score of 2.6 or higher, to be considered to have made adequate progress in 8th grade.

Table 5: Initial Grade 4-7 EL Adequate Progress Targets

Baseline Score	1 year in program	2 years in program	3 years in program	4 years in program	5 years in program	6 years in program
1.0 - 1.7	+ 1.0	+ 1.0	+ 0.9	+ 0.8	+ 0.7	+ 0.6
1.8 - 2.5	+ 0.8	+ 0.7	+ 0.7	+ 0.6	+ 0.6	+ 0.5
2.6 - 3.3	+ 0.6	+ 0.5	+ 0.5	+ 0.4	+ 0.3	+ 0.3
3.4 - 4.1	+ 0.4	+ 0.3	+ 0.3	+ 0.2	+ 0.2	+ 0.1

Student C Case Example: Student who transferred from another Utah LEA.

Student C is a 4th grader who moved into a new LEA from elsewhere in the state of Utah. Their most recent WIDA ACCESS score from 3rd grade shows an overall proficiency level of 3.5. The school is not sure how many years this student has been receiving EL services.

- The USBE uses WIDA scores, year after year, maintaining a consistent record of all WIDA ACCESS scores tied to students' SSIDs, regardless of their enrollment location.

- The school used the Data Gateway to look up all of Student C’s previous WIDA ACCESS scores and learned that the student first took WIDA ACCESS in 1st-grade and earned a proficiency level of 2.3, which assigned them to the second row on Table 4: Initial Grade K-3 EL Adequate Progress Targets, and they are in their 3rd year in the program.
 - In this example, Student C earned a 3.5 in the previous year. They will need to gain at least 0.7 in their overall WIDA ACCESS proficiency level, or a score of 4.2 or higher, this year, to demonstrate adequate progress toward their target.

Table 4: Initial Grade K-3 EL Adequate Progress Targets

Baseline Score	1 year in program	2 years in program	3 years in program	4 years in program	5 years in program	6 years in program
1.0 - 1.7	+ 1.0	+ 1.0	+ 0.9	+ 0.8	+ 0.7	+ 0.6
1.8 - 2.5	+ 0.8	+ 0.7	+ 0.7	+ 0.6	+ 0.5	+ 0.4
2.6 - 3.3	+ 0.7	+ 0.5	+ 0.5	+ 0.4	+ 0.4	+ 0.3
3.4 - 4.1	+ 0.5	+ 0.3	+ 0.3	+ 0.2	+ 0.2	+ 0.1

Student D Case Example: Student who transferred from another state.

Student D is in 8th grade and moved to Utah from another state. Based on the home language survey, Student D speaks a language other than English at home.

- The EL status in another state does not exempt the school from following the appropriate screening procedures as outlined in Utah’s ESSA Plan. Therefore, the school administered the WIDA Screener and determined that they qualify for EL services in the state of Utah.
- The USBE does not transfer scores from other states. When a student first enrolls in Utah, they begin at the baseline level.
- When Student D took WIDA ACCESS this first year in Utah, they earned a proficiency level of 3.9. This will be considered Student D’s baseline proficiency level and will assign them to the fourth row on Table 6: Initial Grade 8-12 EL Adequate Progress Targets, establishing their adequate growth targets moving forward.
 - Student D will need to gain at least .3 in their overall WIDA ACCESS proficiency level, or a score of 4.2 or higher, in their *next year* to demonstrate having made adequate progress.

Table 6: Initial Grade 8-12 EL Adequate Progress Targets

Baseline Score	1 year in program	2 years in program	3 years in program	4 years in program	5 years in program	6 years in program
1.0 - 1.7	+ 1.0	+ 0.9	+ 0.8	+ 0.7	—	—
1.8 - 2.5	+ 0.8	+ 0.6	+ 0.5	+ 0.4	—	—
2.6 - 3.3	+ 0.6	+ 0.4	+ 0.3	+ 0.3	—	—
3.4 - 4.1	+ 0.3	+ 0.2	+ 0.1	+ 0.1	—	—

"—" indicate years after the student should have met the exit criteria.

Student E Case Example: A newly identified student who has been in Utah for several years.

Student E is a student who enrolled in kindergarten in a Utah school but was not identified as an English learner until 5th grade, despite being eligible for this designation by mistake.

- Student E's first WIDA ACCESS score (in this example, the score from their 5th-grade administration) will be considered their baseline year.
- This score will determine which row on Table 5: Initial Grade 4-7 EL Adequate Progress Targets they will be assigned.
- Their progress targets are determined by Table 5 because their initial year of identification was in the 5th grade.
- Student E will be included in the EL Progress indicator calculation for the first time in 6th grade, when they have had a full year of instruction in English and two WIDA ACCESS scores from which to compare progress toward English proficiency.

Table 5: Initial Grade 4-7 EL Adequate Progress Targets

Baseline Score	1 year in program	2 years in program	3 years in program	4 years in program	5 years in program	6 years in program
1.0 - 1.7	+ 1.0	+ 1.0	+ 0.9	+ 0.8	+ 0.7	+ 0.6
1.8 - 2.5	+ 0.8	+ 0.7	+ 0.7	+ 0.6	+ 0.6	+ 0.5
2.6 - 3.3	+ 0.6	+ 0.5	+ 0.5	+ 0.4	+ 0.3	+ 0.3
3.4 - 4.1	+ 0.4	+ 0.3	+ 0.3	+ 0.2	+ 0.2	+ 0.1

Student F Case Example: Student Reaches English Language Proficiency.

Student F earned an Overall Composite score of 4.2 on their most recent WIDA ACCESS test. The school is unsure whether it meets the EL exit criteria.

- If Student F earned a 3.5 or higher in the Speaking domain, they meet the exit criteria and should enter four years of monitoring.
 - The school must send home the [Exit Letter to Parents](#) (found under the “Forms” tab) and update the student’s status to “Fluent” in their SIS system.
 - The school should discontinue direct English Language Development support (i.e., pull-out or special classes) and support Student F in the general education setting.
- If Student F earned a 3.4 or lower in the Speaking domain, they do **not** meet the exit criteria and should remain in EL status.
 - The school must send home the [Yearly Parent Notification Letter](#).
 - The school must continue to provide English Language Development services, and Student F should continue to take the WIDA ACCESS.
 - Student F may exit EL status when they earn an Overall Composite of 4.2 or higher **AND** a 3.5 or higher in the Speaking domain **in the same year**.

Appendix G: Early Literacy and Utah School Report Card

What is Early Literacy?

Early Literacy is a measure of students’ reading in the early elementary grades. While Early Literacy is *not factored into school accountability calculations and does not receive points or a rating*, reading on grade level by the end of third grade is a strong predictor of future academic success. Acadience Reading, formerly known as DIBELS, is a formative reading assessment used for both benchmarking and progress monitoring, administered to students in grades 1-3 in the state of Utah. The benchmark data show the percentage of students scoring at each risk level and making “Typical” or “Better” progress by the end of first, second, and third grade.

What does the Early Literacy Tile on the School Report Card Mean?

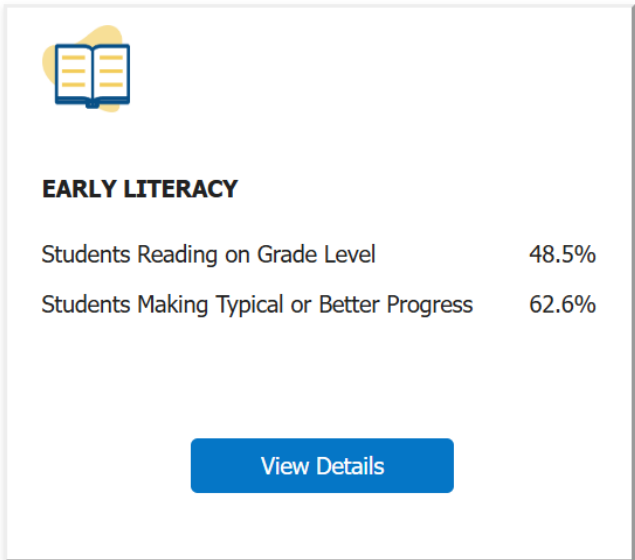
Students Reading on Grade Level:

This is the percent of students in grades 1-3 who are meeting or exceeding the Lexile cut score for their grade level on the end-of-year Acadience Reading benchmark assessment. The Lexile cut scores are determined by equating the Acadience Reading Composite Score to a Lexile level. **This is different from the percentage of students meeting the benchmark goal for that time of year.**

Students Making Typical or Better Progress:

This represents the percentage of students in grades 1-3 who are making Typical, Above Typical, or Well Above Typical growth on the Acadience Reading Pathways of Progress.

Figure 4: Early Literacy Data Card



What information do I get from the Acadience Reading Measure scores?

The Acadience Reading Composite Score is an overall score composed of the individual measures administered at that time of year. The individual Acadience Reading measures are reliable, valid, and efficient indicators of whether students are on track in acquiring and growing essential early literacy and reading skills—those skills necessary for reading success. The skills assessed by Acadience are foundational literacy skills that align with students' ability to read text accurately and fluently. Students’ performance on the individual Acadience Reading measures provides information that allows a teacher to pinpoint the specific literacy skills students have mastered or need to work on to become successful readers. The Acadience benchmark goals and composite scores indicate the current level of skill a student is achieving and how that score aligns with the likelihood of achieving future reading goals or needing interventions to reach those goals. The score needed to reach a benchmark level changes based on the grade and time of year. There are four benchmark levels:

Benchmark Status	Overall Likelihood of Achieving Subsequent Early Literacy Goals	Likely Need for Support
Above Benchmark	90-99%	Likely to Need Core Support ^a
At Benchmark	70-85%	Likely to Need Core Support ^b
Below Benchmark	40-60%	Likely to Need Strategic Support
Well Below Benchmark	10-20%	Likely to Need Intensive Support

^a Some students may benefit from instruction on more advanced skills.

^b Some students may require monitoring and strategic support on component skills

(Acadience Learning, 2019)

The Pathways of Progress score indicates the growth a student made for the school year and is based on growth percentiles. Students who are at or above benchmark should make typical or better growth. Students who are below or well below benchmark need to make above or well above typical growth to ensure that the gap in their reading skills is decreasing. There are five levels of progress or growth as shown in the chart below.

Progress (Growth) Descriptor	Progress (Growth) Percentile Range
Well Above Typical	80th percentile and above
Above Typical	60th to 79th percentile
Typical	40th to 59th percentile
Below Typical	20th to 39th percentile
Well Below Typical	Below 20th percentile

(Acadience Learning, 2019)

What information do I get from the Reading on Grade Level (ROGL) cut score?

Reading on Grade Level (ROGL) cut scores were established by the Utah State Board of Education (R277-406) to help stakeholders predict future scoring on RISE assessments. ROGL means that students will most likely be proficient on the state ELA RISE assessment and are on track to be college and career-ready. The ELA RISE assessment assesses a student's ability to comprehend and apply higher-order thinking skills to grade-level text in relation to the Utah ELA standards. If the student's composite score is at or above the ROGL cut score, then they should be able to apply the English language arts literacy skills from their grade-level standards and successfully engage in higher-order thinking skills. If the student's composite score is below the ROGL cut score, the student may require support in applying grade-level reading skills, particularly higher-order thinking skills, and is less likely to demonstrate

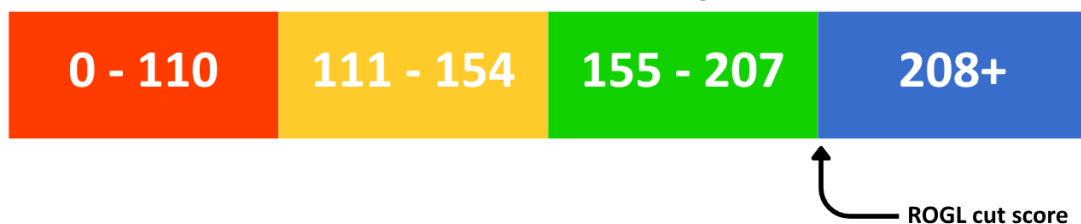
proficiency on the ELA RISE assessment.

USBE cut scores for 'Reading on Grade Level' – End of Year

Grade Level	Acadience Reading Composite Score
Grade 1	208
Grade 2	287
Grade 3	405

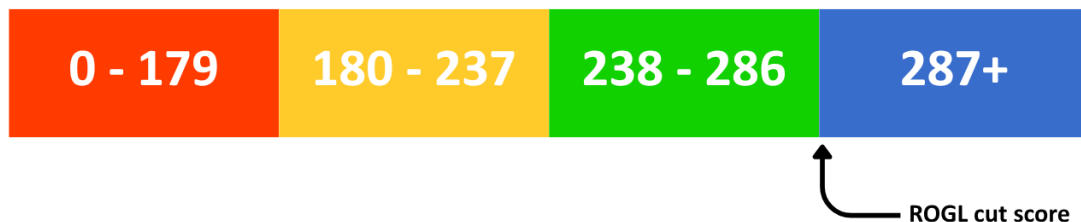
Grade 1: Reading Composite Score of **208**, which is at the **Above Benchmark** cut score.

Grade 1 End of Year – 208 Composite Score



Grade 2: Reading Composite Score of **287**, which is at the **Above Benchmark** cut score.

Grade 2 End of Year – 287 Composite Score



Grade 3: Reading Composite Score of **405**, which is at the **Above Benchmark** cut score.

Grade 3 End of Year – 405 Composite Score

