

Utah Professional Learning Standards Report - July 2015

Utah Professional Learning Audit and Data Analysis: Phase 1

Prepared for the Utah State Office of Education

(USOE)

July 2015



learningforward 

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Acknowledgements

The Legislature of the State of Utah is to be commended for its commitment to invest in and ensure that Utah educators engage in the professional learning that has the greatest impact on their practice and their students' success. Likewise, the Utah State Office of Education and the Utah State Board of Education are to be commended for investing in studies that assess the quality and impact of Utah educators' professional learning, and for their determination to use the data to make sustained system improvements. Learning Forward wishes to acknowledge Jeannie Rowland, Educator Effectiveness Specialist in the Utah Office of Education, for the day-to-day management and execution of the five-year study, as well as Director of Teaching and Learning Diana Suddreth and Deputy Superintendent Sydnee Dickson for their leadership. Without the help and guidance of the Utah State Office of Education, this phase of the audit and data analysis would not have been possible.

Thanks and commendation must also go out to the Learning Forward team: Senior Consultants Steve Preston and Carol François for the execution of the qualitative components of the study; Learning Forward Associate Director of Consulting and Networks Tom Manning for the day-to-day oversight of the project, and Resources for Learning's Senior Research Team, led by CEO Linda Wurzbach and Director of Assessment and Evaluation Judy Jennings, for execution of the quantitative components of the study.

Finally, this study is dependent on the Utah school, district and charter school leaders who have given their time and leadership to organizing the administration of the Standards Assessment Inventory, and to the educators who completed the SAI and will participate in future surveys and interviews. Their commitment to high standards for their practice and for all students' success is the driving force behind this work.

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Executive Summary

In 2015, Learning Forward began a five-year study intended to achieve the legislative mandates in Utah Code Section 53A-3-701. By conducting this study, Learning Forward is supporting the Utah State Office of Education (USOE) in its efforts to assess the quality of professional learning and establish a system to measure professional learning's relationship to and impact on educator effectiveness and student achievement in Utah.

The Utah State Office of Education has been directed to conduct a statewide survey of school districts and charter schools to:

- Determine the current state of professional learning for educators as aligned to the Utah Professional Learning Standards;
- Determine the effectiveness of current professional learning practices; and
- Identify resources to implement professional learning as defined in this code section.

The goals of this project are to:

- Establish a statewide system to periodically assess and rate the quality of educator professional learning;
- Identify correlation among professional learning, educator effectiveness, and student achievement; and
- Use qualitative and quantitative data to improve professional learning for Utah educators and thus enhance their effectiveness and student results.

The research questions guiding this work are:

- To what extent do public school educators in Utah engage in professional learning that is aligned to the Utah Standards for Professional Learning?
- What is the effectiveness and impact of current professional learning practices in local educational agencies?

Project objectives are to:

- Conduct a professional learning audit that determines the quality of professional learning and assesses its alignment to the Utah Standards of Professional Learning.
- Establish a data collection system for ongoing measurement of the impact of professional learning.

In May of 2015, Learning Forward administered the Standards Assessment Inventory (SAI) to educators across all school districts and charter schools in Utah. The Standards Assessment Inventory (SAI) SAI is a valid and reliable instrument that measures the alignment of professional learning to the 2011 Standards for Professional Learning, from which Utah's Professional Learning Standards were adapted.

Learning Forward selected the SAI for this research study because it:

- Provides information to systems that need to understand teachers' perceptions of professional learning;
- Reveals the degree of success or challenges systems face with professional learning practices and implementation; and
- Provides decision-makers with data on the quality of professional learning as defined by the Standards for Professional Learning, a system's or school's alignment of professional learning to the standards, and the relationship of the standards to improvements in educator effectiveness and student achievement.

Educators representing 39 districts (95% of districts in the state) and 11 charters (28% of state charters) responded to the SAI. Responses were received from 3,214 teachers representing 179 schools across the state.

Analysis of SAI Results:

Educators who participated in the USOE Professional Learning Study administration of the SAI report scores that are equal to or higher than the scores of a national comparison group on all of the Standards for Professional Learning except Data, and that difference is negligible.

Utah has four standards in the "Skillful" range (Learning Communities, Leadership, Implementation, and Outcomes) and three in the "Progressing" range (Resources, Data, and Learning Designs).

According to the SAI results, professional development in Utah is most aligned to the Leadership standard. Utah is to be congratulated on the strength of the results on the Leadership standard.

SAI results also indicate that professional development in Utah should be considered highly aligned to the Outcomes standard.

According to the SAI results, professional development in Utah is least aligned to the Learning Designs standard. The results also indicate that alignment can be improved in the Resources and Data standards.

Recommendations/Next Steps

While it is premature to draw any final conclusions regarding the quality of professional learning in Utah, the early indicators clearly point to a state that is committed to quality and has evidence that its educators are experiencing it as such. Higher expectations for educator practice and student results places higher expectations on professional learning. As a result it is never too early to take steps to ensure that high quality professional learning is consistently and effectively applied across the state. Therefore, USOE may consider these early actions.

- Communicate the importance, meaning and implications of the Utah Professional Learning Audit and Standards for Professional Learning.

- Examine results deeply and use other available state data to determine if attention to the lowest scoring systems and charters warrants immediate attention or can wait until results from the survey and focus groups have been analyzed.
- Establish or leverage a current statewide committee to study these results and provide ongoing feedback regarding educator professional learning needs and the quality of professional learning providers and experience.
- Examine actions across the USOE to determine alignment with the Utah Standards for Professional Learning.
- Execute strategies for ensuring professional learning leaders across the state have deep understanding and experience with effective professional learning that leads to improved practice and student results.
- Ensure that the districts and charters that participated in the SAI know how to access their data and are aware of Learning Forward resources available to help them use the data in the fall to enhance their district and school improvement plans.

Project Overview

During the 2014 Legislative Session, the Utah State Legislature passed HB 360 (now Utah Code Section 53A-3-701). This legislation defined professional learning as “...a comprehensive, sustained, and evidence-based approach to improving teachers’ and principals’ effectiveness in raising student achievement.” This legislation identifies eight professional learning standards to be implemented by Utah school districts and charter schools.

The Utah State Office of Education is directed to conduct a statewide survey of school districts and charter schools to:

- Determine the current state of professional learning for educators as aligned to the Utah Professional Learning Standards;
- Determine the effectiveness of current professional learning practices; and
- Identify resources to implement professional learning as defined in this code section.

The legislation further directs the state superintendent of public instruction, in conjunction with school districts and charter schools, to gather and use data to determine the impact of professional learning efforts and resources each fall from 2015 through 2020. Data to determine impact and identify resources shall include:

- Student achievement data;
- Educator evaluation data; and
- Survey data.

In 2015, Learning Forward began a five-year study intended to both achieve the legislative mandates in Utah Code Section 53A-3-701 and fulfill the requirements of USOE RFP MP15024-1. Specifically, Learning Forward is supporting the Utah State Office of Education (USOE) to assess the quality of professional learning and establish a system to measure professional learning’s relationship to and impact on educator effectiveness and student achievement in Utah.

The administration of the Standards Assessment Inventory and the submission of this report summarizing its results constitutes completion of the opening phase of Learning Forward’s study. In the summer and fall of 2015, Learning Forward will develop a customized survey to explore Utah educators’ knowledge and application of the Utah Standards for Professional Learning. The survey will be administered electronically to all public school districts and charter schools in the state. Learning Forward will also conduct up to six live focus group interviews representing selected state officials and district administrators in Utah. Findings from the SAI, the statewide survey, and the focus groups will be presented in a report that will include recommendations to make professional learning more effective and of higher quality, and will identify resources to implement effective professional learning in the state of Utah.

Project Goals and Objectives

Project Goals

- Establish a statewide system to periodically assess and rate the quality of educator professional learning (qualitative measures).
- Identify correlation among professional learning, educator effectiveness, and student achievement (quantitative measures).
- Use qualitative and quantitative data to improve professional learning for Utah educators and thus enhance their effectiveness and student results.

Project Research Questions

- To what extent do public school educators in Utah engage in professional learning that is aligned to the Utah Standards for Professional Learning?
- What is the effectiveness and impact of current professional learning practices in local educational agencies?

Project Objectives

- Conduct a professional learning audit that determines the quality of professional learning and assesses its alignment to the Utah Standards of Professional Learning by:
 - Selecting an appropriate sample of Utah schools to administer the Standards Assessment Inventory (SAI), establish initial benchmark data, determine areas for further analysis, and identify preliminary areas for support.
 - Developing and executing a customized survey (Utah Survey of Professional Learning) and a series of virtual focus groups grounded in the results from the SAI.
- Establish a data collection system for ongoing measurement of the impact of professional learning by:
 - Examining the relationship between the quality indicators and measures of educator effectiveness and student results.
 - Clarifying the theory of action connecting professional learning to educator effectiveness and student results.
 - Establishing agreed upon measures for reporting quality of impact of professional learning along the logic chain.
 - Testing usefulness of assumptions and measures with available Utah data.
 - Providing baseline and subsequent data, tools, and resources to assist in correlating and strengthening professional learning quality to educator effectiveness and student results.

Utah Professional Learning Standards

Utah's Professional Learning Standards were adapted from Learning Forward's *Standards for Professional Learning*. Learning Forward is the only association devoted exclusively to those who work in educator professional development. The Standards for Professional Learning outline the characteristics of professional learning that lead to effective teaching practices, supportive leadership, and improved student results. Learning Forward developed the standards with the contribution of 40 professional associations and education organizations. The standards make explicit that the purpose of professional learning is for educators to develop the knowledge, skills, practices, and dispositions they need to help students perform at higher levels. The standards are not a prescription for how education leaders and public officials should address all the challenges related to improving the performance of educators and their students. Instead, the standards focus on one critical issue -- professional learning.

Utah's Professional Learning Standards are:

Learning Communities: Professional learning occurs within leaning communities committed to continuous improvement, individual and collective responsibility, and goal attainment.

Leadership: Professional learning requires skillful leaders who develop capacity, advocate, and create support systems, for professional learning.

Resources: Professional learning requires prioritizing, monitoring, and coordinating resources for educator learning.

Data: Professional learning uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Learning Designs: Professional learning integrates theories, research, and models of human learning to achieve its intended outcomes.

Implementation: Professional learning applies research on change and sustains support for implementation of professional learning for long-term change.

Outcomes: Professional learning aligns its outcomes with:

- Performance standards for teachers and school administrators as described in rules of the State Board of Education; and
- Performance standards for students as described in the core curriculum standards adopted by the State Board of Education pursuant to Section 53A-1-402.6.

Technology: Professional learning incorporates the use of technology in the design, implementation, and evaluation of high quality professional learning practices and includes targeted professional learning on the use of technology devices to enhance the teaching and learning environment and the integration of technology in content delivery.

Phase 1: Standards Assessment Inventory

Overview

The Standards Assessment Inventory (SAI) is a valid and reliable instrument that measures the alignment of professional learning to the 2011 Standards for Professional Learning. The scale of responses on the 50-indicator SAI ranges from 1 (lowest - *Never*) to 5 (highest - *Always*). A high rating indicates that respondents perceive a high alignment to the practices and behaviors that correspond to a particular Standard of Professional Learning. Learning Forward selected the SAI for this research study because it:

- Provides information to systems that need to understand teachers' perceptions of professional learning;
- Reveals the degree of success or challenges systems face with professional learning practices and implementation; and
- Provides decision-makers with data on the quality of professional learning as defined by the Standards for Professional Learning, a system's or school's alignment of professional learning to the standards, and the relationship of the standards to improvements in educator effectiveness and student achievement.

Selecting Participants

Learning Forward's partner, Resources for Learning (RFL), used the following method to conduct the sampling process:

A complete list of elementary, middle, high, and charter schools in the state was sorted by district. For this process, all charter schools were considered one district.¹ The number of schools to be selected overall was roughly one-third, or 0.35. This percentage was determined based on the total number of schools desired in the final sample (321) and the total number of schools in the population (909). The number of schools to be selected per district was calculated by multiplying the number of schools in each district by 0.35. The appropriate number of schools from each district was selected using a random number generator. In cases where the number of schools to be selected was not a whole number, fractions of .5 or higher were rounded up, fractions less than .5 were rounded down. This process resulted in a list of 314 schools. A random number generator was then used on the remaining sample to select seven additional schools for a final sample of 321.

¹ There are 107 charter schools and $0.35 * 107 = 37.45$. Thirty-seven charters were selected initially. Due to rounding, seven additional schools were chosen randomly from the remaining list to bring the total sample to 321, and two of these were charters, resulting in a total of 39 charters included in the sample. Eight charter schools responded to the inventory out of 39 invited to participate (21% response rate). While this data can be instructive, it is likely not generalizable to all charter schools in the state.

Survey Administration

Learning Forward and USOE collaborated on all communications to districts and charters, with USOE exercising final approval. USOE sent the initial announcement about the audit and data analysis via email from Dr. Sydnee Dickson, Deputy Superintendent, on May 7, 2015. Learning Forward Senior Consultant Carol Francois sent instructions to districts and charters from the study sample for administering the SAI inventory on May 12, 2015. USOE sent districts and charters access to the SAI reports in order to monitor participation rates in their schools and to access final data on May 20, 2015. The SAI was administered between May 11-May 27, 2015. (*See appendices*)

Participation

All school districts were invited to administer the inventory to 35% of their schools (41 districts and 282 traditional schools) and 35% of all charters were invited to participate (39 charters of 107). Responses were received from 39 districts, for a 95% rate of district participation. Eleven charters responded, for a 28% participation rate. In these districts and charters, 321 schools were included. Responses were received from 179 schools, for a rate of 56%. These schools have 11,545 teachers, of whom 3,214 participated, for a rate of 21%. These rates are not maximal due mostly to the time of year teachers were asked to participate and the short time districts had to prepare the schools. This will be a major area for USOE and Learning Forward attention for the fall administration when all schools will be invited to participate.

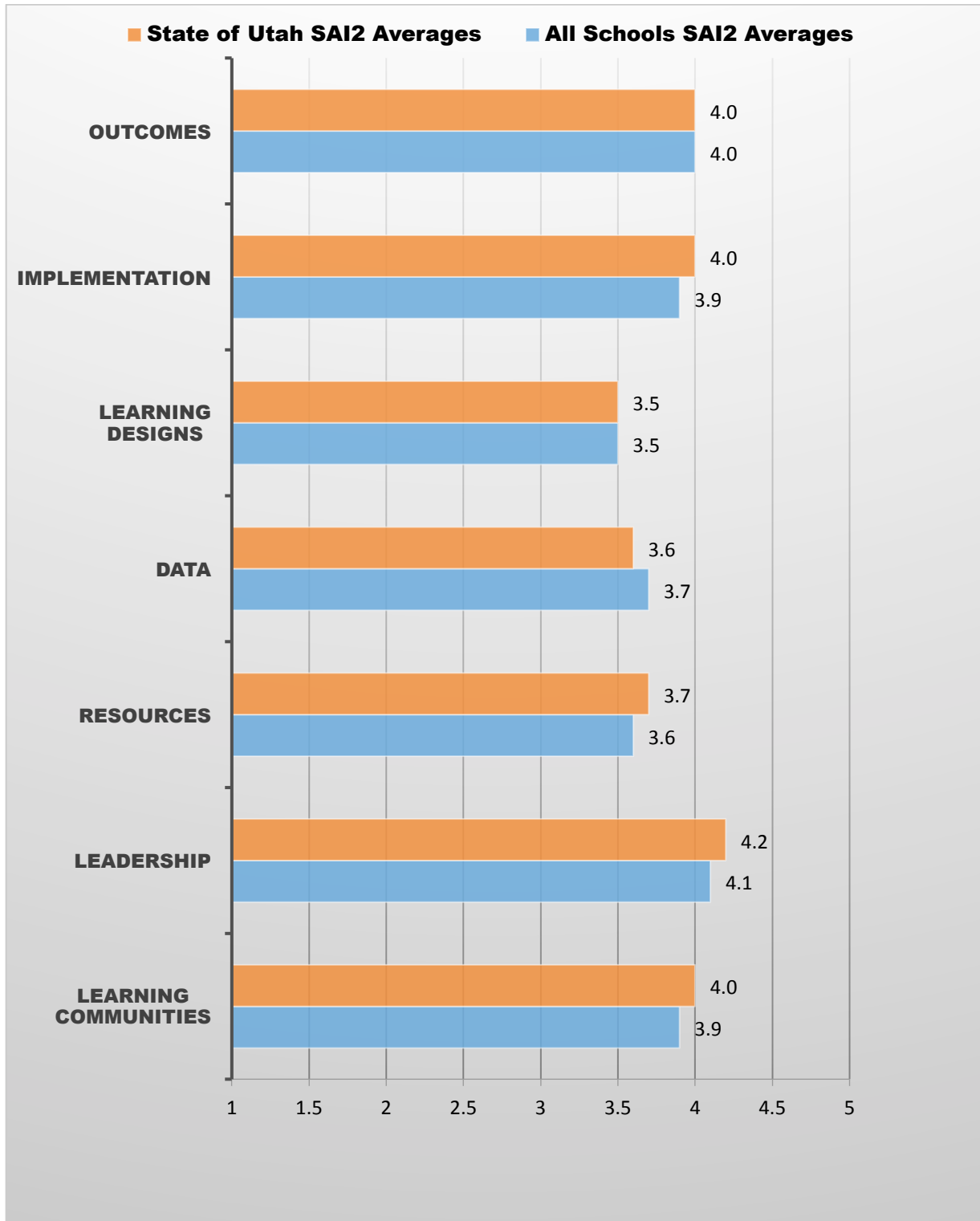
Statewide Findings

In the aggregate, educators that participated in the USOE Professional Learning Study administration of the SAI report scores that are equal to or higher than the scores of a national comparison group on all of the Standards for Professional Learning except Data, and that difference is negligible.

Overall Standards Averages are presented in Figure 1.

Figure 1: Utah Overall Standard Averages, Spring 2015

The following chart shows the average standard values calculated from the indicator responses.



Definition of Scores

For purposes of comparison, aggregated standards are often divided into the following categories:

A. 4.0 and above (Skillful). These averages indicate a habitual and consistent use of the inventory behavior by a majority of the teaching staff. This kind of implementation is necessary to ensure that professional learning results in improved student learning.

B. 3.0 – 3.9 (Progressing). These averages indicate an inconsistent pattern of use of the inventory behaviors. This kind of average might illustrate that while some learning teams are working effectively together to learn new strategies and skills; other learning teams are not. It might also mean that some behaviors/practices are being implemented fairly well by most teachers while other behaviors/practices have not yet begun to be implemented widely.

C. 2.9 and below (Needs Attention). Any standard average at or below 2.9 would indicate a need for attention to allow professional learning to have an impact on student learning. The behaviors are either used infrequently by most staff or used only by a small number of faculty members.

Analysis of Scores

- Utah has four standards in the “Skillful” range (Learning Communities, Leadership, Implementation, and Outcomes) and three in the “Progressing” range (Resources, Data, and Learning Designs). Note: These findings correspond to aggregate data, meaning that individual schools, districts, and charters may vary in areas of strengths and weakness.
- According to the SAI results, professional development in Utah is most aligned to the Leadership standard. Utah is to be congratulated on the strength of the results on the Leadership standard. In the state’s Standard and Question Averages report, the Leadership standard was the only standard with all of its indicators above 4.0 (“Frequently”)
- SAI results also indicate that professional development in Utah should be considered highly aligned to the Outcomes standard. While Outcomes shares its scale score of 4.0 with Learning Communities and Implementation, indicator analysis and consideration of these two standards’ range of average scores places them more properly in the moderately high alignment category.
- According to the SAI results, professional development in Utah is least aligned to the Learning Designs standard. The results also indicate that alignment can be improved in the Resources and Data standards.

A cautionary caveat: If a school has not had the opportunity to study the standards over a period of time and practice their ideas, the first administration of the SAI in a school, district or state often produce results that are somewhat higher than are likely to exist in practice. This is usually due to the fact that many teachers may not be as familiar with the professional learning standards and the ideas and language in which they are grounded as reflected in the fifty indicators. Typically, when schools in a district or charter study the standards and practice their ideas in day to day operations for a period of time, the standard averages on the SAI will drop noticeably the second year due to what teachers have learned since the first time they responded to the indicators of practice. This is to be expected.

State Standard and Indicator Averages

The following tables show the average response value for each of the 50 indicators, grouped by standard. Also found in the table is the “Range of Average Scores.” Following each standard, the indicator(s) that are most aligned with the standard and the indicator(s) that are least aligned with the standard are identified.

Range of Average Scores: This “range” is useful in two ways. First, this range is a representation of how closely the averages of each of the indicators in that standard are clustered. Closely clustered averages, whether high or low, indicate a more reliable standard average. Secondly, when two or more standards have the same average, or nearly the same average, it does not always mean that they are equal in their level of implementation. For example, if two standards have the same average and one were to have a range of .2 and the other .9, it is likely that the standard with the wider range is not being implemented at the same level as the standard with the narrower range, thus suggesting a closer examination of the standard with the wider range for clues as to why that range exists. This number is derived by subtracting the lowest indicator score from the highest indicator score.

Finally, there is a note on the indicator categories for that standard. Like the standards themselves, indicators can be categorized as *Skillful*, *Progressing* or *Need Attention*. When this is combined with the Range of Average Scores an initial determination of the level to which that standard, as aggregated at the state level, aligns with the Utah Professional Learning Standards can be made.

	Learning Communities	Average
1	My school system has policies and procedures that support the vision for learning communities in schools.	4.4
2	Learning communities in my school meet several times per week to collaborate on how to improve student learning.	3.6
3	Learning community members in my school believe the responsibility to improve student learning is shared by all stakeholders, such as all staff members, district personnel, families, and community members.	4.3
4	In my school, some of the learning community members include non-staff members, such as students, parents, community members.	3.5
5	My school's learning communities are structured for teachers to engage in the continuous improvement cycle (i.e., data analysis, planning, implementation, reflection, and evaluation).	4.2
6	In my school, learning community members demonstrate effective communication and relationship skills so that a high level of trust exists among the group.	4.0
7	All members of the learning communities in my school hold each other accountable to achieve the school's goals.	3.9
	Average of the indicators above.	4.0
	Range of Average Scores	0.9

Highest Indicator Average:

- 1. My school system has policies and procedures that support the vision for learning communities in schools. **(4.4)**

Lowest Indicator Average:

- 4. In my school, some of the learning community members include non-staff members, such as students, parents, community members. **(3.5)**

Analysis Category: Note that indicators **1, 3, 5** and **6** can generally be categorized as *Skillful*; while indicators **2, 4,** and **7** can generally be categorized as *Progressing*. Since the lowest indicator from this standard is **3.5**² these results, as aggregated at the state level, can be considered to be **aligned moderately high** to the Learning Community Standard. However, since the range in this standard is **0.9** the data from the *Progressing* indicators **4** and perhaps **2** provide data to explore further in the statewide survey and follow up focus groups in the fall.

² For the sake of comparison in this analysis, on any standard or standard indicator average the midpoint of any range, for example 3.0 – 4.0 (in this case 3.5) can generally be considered to have a distribution among all respondents of as many (or nearly as many) responses from the lower range (here “Sometimes”) as the upper range (here “Frequently”). Above that point the indicator can be thought of as being implemented to a higher degree and vice versa.

	Leadership	Average
8	My school's leaders provide teachers with equitable resources to support our individual and collaborative goals for professional learning.	4.1
9	My school's leaders are active participants with other staff members in the school's professional learning.	4.2
10	My school's leaders advocate for resources to fully support professional learning.	4.3
11	My school's leaders regard professional learning as a top priority for all staff.	4.3
12	My school's leaders cultivate a positive culture that embraces characteristics such as, collaboration, high expectations, respect, trust, and constructive feedback.	4.2
13	My school's leaders speak about the important relationship between improved student achievement and professional learning.	4.1
14	My school's leaders consider all staff members capable of being professional learning leaders.	4.3
	Average of the indicators above.	4.2
	Range of Average Scores	0.2

Highest Indicator Averages:

- 10. My school's leaders advocate for resources to fully support professional learning. **(4.3)**
- 11. My school's leaders regard professional learning as a top priority for all staff. **(4.3)**
- 14. My school's leaders consider all staff members capable of being professional learning leaders. **(4.3)**

Lowest Indicator Averages:

- 8. My school's leaders provide teachers with equitable resources to support our individual and collaborative goals for professional learning. **(4.1)**
- 13. My school's leaders speak about the important relationship between improved student achievement and professional learning. **(4.1)**

Analysis Category: Every indicator in this standard can be categorized as *Skillful* and with a range of average scores at only **0.2**, this data, as aggregated at the state level, is **highly aligned** with the Leadership Standard. This is graphically illustrated in Table 1 (see p. 22) where every district and charter except one ranked Leadership as their most highly aligned standard with all indicators above the 4.0 (*Frequently*) level.

	Resources	Average
15	Practicing and applying new skills with students in my classroom are regarded as important learning experiences in my school.	4.4
16	Teachers in my school are involved with monitoring the effectiveness of the professional learning resources.	3.9
17	Professional learning expenses, such as registration and consultant fees, staff, and materials, are openly discussed in my school.	3.2
18	In my school, time is available for teachers during the school day for professional learning.	3.2
19	Teachers in my school are involved with the decision-making about how professional learning resources are allocated.	3.3
20	Professional learning is available to me at various times, such as job embedded experiences, before or after-school hours, and summer experiences.	3.9
21	Teachers in my school have access to various technology resources for professional learning.	4.0
	Average of the indicators above.	3.7
	Range of Average Scores	1.2

Highest Indicator Average:

- 15. Practicing and applying new skills with students in my classroom are regarded as important learning experiences in my school. **(4.4)**

Lowest Indicator Averages:

- 17. Professional learning expenses, such as registration and consultant fees, staff, and materials, are openly discussed in my school. **(3.2)**
- 18. In my school, time is available for teachers during the school day for professional learning. **(3.2)**

Analysis Category: Note that indicators **15** and **21** can generally be categorized as *Skillful*, while indicators **16**, **17**, **18**, **19**, and **20** can generally be categorized as *Progressing*. Even though indicators **16** and **20** are very near the *Skillful* level, indicators **17**, **18** and **19** are relatively low. When combined with the **1.2** range, this data, as aggregated at the state level, is aligned at a **moderately low** level with the Resource Standard. Indicators **17**, **18**, and **19** provide data to explore further in the statewide survey and follow up focus groups in the fall.

	Data	Average
22	Some professional learning programs in my school, such as mentoring or coaching, are continuously evaluated to ensure quality results.	3.5
23	In my school, teachers have an opportunity to evaluate each professional learning experience to determine its value and impact on student learning.	3.3
24	In my school, various data such as teacher performance data, individual professional learning goals, and teacher perception data, are used to plan professional learning.	3.7
25	My school uses a variety of student achievement data to plan professional learning that focuses on school improvement.	3.9
26	In my school, teachers use what is learned from professional learning to adjust and inform teaching practices.	3.9
27	My school uses a variety of data to monitor the effectiveness of professional learning.	3.7
28	A variety of data are used to assess the effectiveness of my school's professional learning.	3.6
29	In my school, how to assess the effectiveness of the professional learning experience is determined before the professional learning plan is implemented.	3.4
	Average of the indicators above.	3.6
	Range of Average Scores	0.6

Highest Indicator Averages:

- 25. My school uses a variety of student achievement data to plan professional learning that focuses on school improvement. **(3.9)**
- 26. In my school, teachers use what is learned from professional learning to adjust and inform teaching practices. **(3.9)**

Lowest Indicator Average:

- 23. In my school, teachers have an opportunity to evaluate each professional learning experience to determine its value and impact on student learning. **(3.3)**

Analysis Category: Note that all indicators in this standard can generally be categorized as *Progressing*. While indicators **25** and **26** fall very near the *Skillful* category, the rest are in the lower range. While the range of **.6** is relatively low, the total standard average of **3.6** places it only **0.1** above the Learning Designs Standard, which is Utah's lowest ranking standard. All of this suggests that this data is aligned to the Data Standard at a **moderately low** level. Indicators **23** and **29**, and perhaps **22**, provide data to explore further in the statewide survey and follow up focus groups in the fall.

	Learning Designs	Average
30	In my school, teachers' backgrounds, experience levels, and learning needs are considered when professional learning is planned and designed.	3.5
31	The use of technology is evident in my school's professional learning.	3.9
32	Teachers in my school are responsible for selecting professional learning to enhance skills that improve student learning.	3.7
33	Professional learning in my school includes various forms of support to apply new practices.	3.6
34	In my school, participation in online professional learning opportunities is considered as a way to connect with colleagues, and to learn from experts in education.	3.2
35	In my school, teachers have opportunities to observe each other as one type of job-embedded professional learning.	3.0
36	Teachers' input is taken into consideration when planning school-wide professional learning.	3.5
	Average of the indicators above.	3.5
	Range of Average Scores	0.9

Highest Indicator Average:

- 31. The use of technology is evident in my school's professional learning. **(3.9)**

Lowest Indicator Average:

- 35. In my school, teachers have opportunities to observe each other as one type of job-embedded professional learning. **(3.0)**

Analysis Category: Note that all of the indicators in this standard can be generally categorized as *Progressing*. While indicator **31** is very near the *Skillful* category, the remaining six indicators are lower. In fact, indicator **35** “*In my school, teachers have opportunities to observe each other as one type of job-embedded professional learning.*” is the lowest ranked single indicator among all 50 inventory statements at **3.0**. When these scores are combined with the relatively high range of **0.9**, the Learning Designs Standard, as aggregated at the state level, is the **least aligned** standard for the state. Indicators **34** and **35**, and perhaps **30** and **36** provide data to explore further in the statewide survey and follow up focus groups in the fall.

	Implementation	Average
37	A primary goal for professional learning in my school is to enhance teaching practices to improve student performance.	4.4
38	Teachers in my school receive on-going support in various ways to improve teaching.	3.9
39	My school has a consistent professional learning plan in place for three to five years.	3.8
40	My school's professional learning plan is aligned to school goals.	4.2
41	In my school, teachers individually reflect about teaching practices and strategies.	4.1
42	Professional learning experiences planned at my school are based on research about effective school change.	3.9
43	In my school, teachers give frequent feedback to colleagues to refine the implementation of instructional strategies.	3.5
	Average of the indicators above.	4.0
	Range of Average Scores	0.9

Highest Indicator Average:

- 37. A primary goal for professional learning in my school is to enhance teaching practices to improve student performance. (4.4)

Lowest Indicator Average:

- 43. In my school, teachers give frequent feedback to colleagues to refine the implementation of instructional strategies. (3.5)

Indicator Category: Note that this standard has three indicators that can generally be ranked as *Skillful*, indicators 37, 40 and 42. Indicators 38, 39, 42 and 43 can generally be categorized as *Progressing*. However, indicators 38 and 42, and to some degree indicator 39 can be considered very near to the *Skillful* category. That leaves the single indicator 43 (at 3.5) for further examination within this standard. Given these considerations and the total standard average of 4.0, this data, as aggregated at the state level, is aligned to a **moderately high** degree with the Implementation Standard. However, since the range in this standard is 0.9 the data from the *Progressing* indicator 43 may provide data to explore further in the statewide survey and follow up focus groups in the fall.

	Outcomes	Average
44	Professional learning at my school focuses on the curriculum and how students learn.	4.1
45	Professional learning in my school contributes to increased student achievement.	4.0
46	Professional learning experiences in my school connect with teacher performance standards (e.g., teacher preparation standards, licensing standards, etc.).	3.9
47	All professional staff members in my school are held to high standards to increase student learning.	4.3
48	In my school, professional learning supports teachers to develop new learning and then to expand and deepen that learning over time.	3.9
49	Student learning outcomes are used to determine my school's professional learning plan.	4.0
50	My professional learning this school year is connected to previous professional learning.	3.9
	Average of the indicators above.	4.0
	Range of Average Scores	0.4

Highest Indicator Average:

- 47. All professional staff members in my school are held to high standards to increase student learning. **(4.3)**

Lowest Indicator Averages:

- 46. Professional learning experiences in my school connect with teacher performance standards (e.g., teacher preparation standards, licensing standards, etc.). **(3.9)**
- 48. In my school, professional learning supports teachers to develop new learning and then to expand and deepen that learning over time. **(3.9)**
- 50. My professional learning this school year is connected to previous professional learning. **(3.9)**

Indicator Category: Note that indicators **44**, **45**, **47**, and **49** can all generally be ranked as *Skillful*. Indicators **46**, **48** and **50** are technically categorized as *Progressing*, however all three have scores of **3.9** and are therefore very near the *Skillful* category. When this is combined with the very low range of **0.4** this data, as aggregated at the state level, is **highly aligned** to the Outcomes Standard, second only to the Utah’s Leadership Standard.

Analysis By District and Charter School

In order to maintain the anonymity of respondents, the SAI requires that at least 10 teachers in a school take the inventory before a report is generated. For a district report to be generated, at least one school must qualify for a school report. In this study, 28 districts and 8 charter schools met this criteria.

The following table assigns each district or charter a unique code made up of letters and numbers. This is to maintain the anonymity of the districts and charters, while allowing the USOE to use the data to target resources and support. The chart graphically displays the highest standards (in yellow) and the lowest standards (in green) for each district/charter. In addition to the high and low scores, all scores between 3.0 and 3.9 (“Sometimes” to “Frequently”) are in blue and all scores with no color range at or above 4.0 (“Frequently”). The right hand column indicates the range of standard averages for that district or charter. Scanning the ranges column is one quick way it identify districts or charters that may warrant attention. Usually the wider the range the more likely is the district or charter to warrant a closer look. The bottom row indicates the total number of highest and lowest rankings for that standard.

District/Charter Data Summary

Table 1: District/Charter Averages by Standard

DISTRICT/ CHARTER	LEARN. COMM.	LEAD.	RESO.	DATA	LEARN. DESIGN	IMPL.	OUT.	RANGE
D1	4.2	4.4	3.8	3.6	3.5	4.0	4.1	0.9
CA	4.6	4.6	3.8	4.3	3.5	4.5	4.5	1.1
D2	4.4	4.5	3.8	4.2	3.7	4.3	4.4	0.8
CB	4.0	4.6	4.1	4.1	4.3	4.2	4.2	0.6
D3	4.1	4.4	4.0	4.0	4.0	4.2	4.3	0.4
D4	4.0	4.2	3.7	3.7	3.6	4.1	4.2	0.6
D5	4.1	4.4	4.1	4.1	3.8	4.2	4.2	0.6
D6	3.9	4.1	3.7	3.5	3.4	3.9	3.9	0.7
D7	3.6	4.3	3.0	3.4	3.0	3.7	4.0	1.3
D8	3.8	4.0	3.5	3.5	3.2	3.8	3.8	0.8
D9	3.9	4.3	3.7	3.5	3.7	4.0	4.0	0.8
D10	4.0	4.2	3.7	3.6	3.5	4.0	4.0	0.7
D11	3.9	4.4	3.7	3.9	3.7	4.1	4.1	0.7
CC	4.1	4.5	4.0	3.9	3.9	4.3	4.3	0.6
D12	4.1	4.4	3.8	3.8	3.6	4.1	4.2	0.8
D13	4.0	4.2	3.9	3.6	3.7	4.2	4.1	0.6
CD	4.4	4.8	4.4	4.6	4.6	4.8	4.7	0.4
CE	4.2	4.4	4.1	4.0	3.9	4.2	4.3	0.5
D14	3.8	4.0	3.2	3.4	3.0	3.8	4.1	1.1
D15	4.1	4.6	3.9	3.7	3.7	4.1	4.1	0.9
D16	4.3	4.3	3.9	3.6	3.7	4.1	4.0	0.7
D17	4.1	4.3	3.8	3.7	3.5	4.1	4.1	0.8
CF	4.3	4.5	3.5	3.8	3.7	4.1	4.1	1.0
D18	4.0	4.1	3.7	3.8	3.7	4.1	4.1	0.4

D19	4.2	4.3	3.7	3.7	3.4	4.2	4.1	0.9
D20	3.6	3.7	3.4	3.3	3.2	3.6	3.7	0.5
CG	4.1	4.4	3.8	3.7	3.8	3.9	3.8	0.7
D21	4.3	4.7	4.0	3.8	3.7	4.2	4.1	1.0
D22	4.0	4.3	3.5	3.6	3.3	3.9	3.9	1.0
D23	4.0	4.4	3.9	3.7	3.7	4.2	4.2	0.7
CH	3.9	4.1	3.6	3.4	3.6	3.7	3.8	0.7
High/low	1/2	30/0	0/6	0/7	0/23	3/0	3/0	

- There are no district or charter averages that scored any standard below 3.0 (“Sometimes”). This indicates that, at least at the standard level, Utah districts and charters can be considered to be “progressing” toward alignment with the Utah Professional Learning Standards.
- This table graphically reinforces the standard averages illustrated in Figure 1. The magnitude of the strength of the Leadership Standard in Utah is evident. Only one district out of 31 districts and charters scored Leadership below 4.0 (“Frequently”). The reason that Learning Designs is the lowest scoring standard in this sample is equally evident, though not quite as powerfully as Leadership. Twenty-three districts and charters scored Learning Designs as their lowest standard. This is an obvious target for statewide attention in almost every district by USOE. Examining the school reports in each selected district or charter will help to further pinpoint issues.
- There are five districts and charters (**CB, D3, D5, CD, CE**) with similar highly aligned response profiles that either scored all of their standards above 4.0 (“Frequently”) or all but one at that level. These are very high scores that warrant closer scrutiny. Observation can reveal if these scores approximate actual implementation, and if the scores reflect practice, the state may have several models that are highly aligned with the Utah Professional Learning Standards to study and to share their practices with other districts and charters.
- There are seven districts and charters (**D6, D7, D8, D14, D20, CG, CH**) with similar response patterns that either scored all of their standards 3.0 - 3.9, or at least five of their standards at that level. USOE might consider looking more deeply into why these districts and charters have these response patterns and if they prove to have similar needs might be clustered together for targeted attention.

District/Charter Indicator Analysis

Analyzing the individual indicators on the SAI allows users to concentrate on specific behaviors or groups of behaviors within each standard where resources might be targeted for improvement. For the state, districts/charters might be clustered according to their averages on an individual indicator or on clusters of indicators that show similarities in the data. Clustering points of 3.0-3.5 and below 3.0 have proven to be helpful in clustering districts for further support. As mentioned above, the score of 3.5 is half way between “Sometimes” and “Frequently” which, theoretically, means that there could be an equal distribution of teacher responses of “Sometimes” and “Frequently” on each side of that point. Therefore looking at averages between 3.1 and 3.5 can be helpful in finding clusters of districts/charters that are aligned to a standard or a cluster of indicators in a standard to a moderate degree and may be ready to move more rapidly toward a moderately high level of 3.6-3.9 alignment with the standards. The other useful cut off point is 3.0, the beginning point for “Sometimes.” Below this point the district/charter might be thought of as aligning to the standards at a low level. These districts/charters likely require support of a more fundamental nature.

The description and recommendations from this indicator analysis concentrate on Utah’s three lowest-ranked standards (Resources, Data and Learning Designs). Within each standard those indicators that were scored at the 3.0-3.5 range are singled out for closer inspection because these indicators are most in need of attention. Sometimes these indicators in a standard can be combined for action at the state level. Sometimes they are different enough that they might require individual attention. Keep in mind, however, that they all contribute to the efficacy of the standard. Each of these indicators that scored 3.0-3.5 will be explored further in the Utah Professional Learning Survey and the statewide focus groups in the fall of 2015.

This area of concentration does not mean that the other standards whose averages are between 3.6 and 3.9 or above the goal of 4.0+ “Skillful” do not need attention, especially where they have indicators that score below 3.9. This is the case with the Learning Communities and Implementation standards, which will also be explored further in the Utah Professional Learning Survey and the focus groups in the fall.

Presented here are some of the more obvious clusters that can be seen in the Utah district indicator analysis. (For complete data see **Utah District and Charter Indicator Analysis** in the appendix.)

Resources

Within the Resources Standard, judged to be a “moderately low” standard at the state level, there are three indicators whose averages are at or below 3.5. These are:

- 17. “Professional learning expenses, such as registration and consultant fees, staff, and materials, are openly discussed in my school.” (3.2)
- 18. “In my school, time is available for teachers during the school day for professional learning.” (3)
- 19. “Teachers in my school are involved with the decision-making about how professional learning resources are allocated.” (3.3)

**Table 2: District/Charter Resource Standard Averages
(equal to or less than 3.5 – Indicators 17-19)**

D/C	Q17	Q18	Q19
D1	3.4	3.3	3.4
CA	3.2	3.3	3.3
D2	3.5	3.3	3.1
CB		3.4	(3.6)
D3	3.2		
D4	3.2	3.2	3.2
D5	3.4		
D6	3.2	3.3	3.4
D7	2.9	1.7	2.7
D8	2.9	2.9	3.0
D9	2.9	3.5	3.2
D10	3.2	3.5	3.2
D11	(3.6)	2.7	3.2
CC			3.3

D/C	Q17	Q18	Q19
D12	(3.6)	3.1	(3.6)
D14	2.5	2.5	2.8
D15	3.5	3.5	3.5
D16	3.3	3.3	3.5
D17	3.1	3.4	3.2
CF	2.7	(3.6)	2.8
D18	3.2	3.2	3.3
D19	2.9		3.2
D20	2.6	2.8	3.0
CG	3.5	3.3	3.3
D21		3.2	
D22	2.8	3.3	3.1
D23	2.9		3.3
CH	3.2	3.1	3.1

Of these 28 districts and charters that meet this criteria, 19 can be considered to be “Progressing” on these three indicators (3.1-3.5 on two or three indicators). These are **D1, CA, D2, CB, D4, D6, D9, D10, D11, D12, D15, D16, D17, D18, D19, CG, D22, D23, CH**. This large number at this range is to be expected because the standard average for Resources is 3.7. Five fall into the “Needs Attention” range (at or below 3.0 on two or three indicators). They are **D7, D8, D14, CF, D20**.³

³ To increase participation, districts/charters with one or two indicators in range and the other[s] at 3.6 are included. Districts/charters with only one indicator in range are not included.

Data

Within the Data Standard, judged to be a “moderately low” standard at the state level, there are three indicators whose averages are at or below 3.5. These are:

- 22. “Some professional learning programs in my school, such as mentoring or coaching, are continuously evaluated to ensure quality results.” (3.5)
- 23. “In my school, teachers have an opportunity to evaluate each professional learning experience to determine its value and impact on student learning.” (3.3)
- 29. “In my school, how to assess the effectiveness of the professional learning experience is determined before the professional learning plan is implemented.” (3.4)

**Table 3: District/Charter Data Standard Averages
(equal to or less than 3.5 – Indicators 22, 23, and 29)**

D/C	Q22	Q23	Q29
D1	3.3	3.4	3.3
CB	3.5		(3.6)
D4	3.4	3.4	3.4
D6	3.3	3.1	3.3
D7	3.1	3.0	3.3
D8	3.4	3.1	3.2
D9	3.4		3.1
D10	3.5	3.3	3.3
D11		3.4	
CC		3.4	
D12			3.5
D13	3.5	3.5	3.5
CE	3.5		

D/C	Q22	Q23	Q29
D14	3.4	3.0	3.1
D15		3.5	3.4
D16	3.3	3.4	3.4
D17		3.4	3.4
CF		3.3	
D18		3.5	3.5
D19	3.5	3.4	(3.6)
D20	2.8	3.0	3.1
D21	3.5	(3.6)	3.5
CG		3.1	3.2
D22	3.3	3.3	(3.6)
D23	(3.6)	3.3	
CH	3.2	3.3	3.2

Of these 26 districts and charters that meet the criteria, 21 can be considered to be solidly “Progressing” on these three indicators (3.1-3.5 on two or three indicators). These are **D1, CB, D4, D6, D7, D8, D9, D10, D13, D14, D15, D16, D17, D18, D19, D20, D21, CG, D22, D23, CH**. This large number of districts and charter schools at this range is to be expected because the standard average for Data is 3.6.⁴

⁴ To increase participation, districts/charters with one or two indicators in range and the other[s] at 3.6 are included. Districts/charters with only one indicator in range are not included.

Learning Designs

Within the Learning Designs Standard, the “least aligned” standard at the state level, there are four indicators whose averages are at or below 3.5. These are:

- 30. “In my school, teachers’ backgrounds, experience levels, and learning needs are considered when professional learning is planned and designed.” (3.5)
- 34. “In my school, participation in online professional learning opportunities is considered as a way to connect with colleagues, and to learn from experts in education.” (3.2)
- 35. “In my school, teachers have opportunities to observe each other as one type of job-embedded professional learning.” (3.0)
- 36. “Teachers’ input is taken into consideration when planning school-wide professional learning.” (3.5)

**Table 4: District/Charter Learning Designs Standard Averages
(equal to or less than 3.5 – Indicators 30, 34-36)**

D/C	Q30	Q34	Q35	Q36
D1		3.1	2.6	
CA		2.9	2.8	3.5
D2		3.3	(3.6)	(3.6)
D4	3.5	3.4		(3.6)
D5		3.4	3.2	
D6	3.3	3.1	2.7	3.3
D7	3.2	3.0	2.0	3.2
D8	3.2	2.8	2.5	3.1
D9	3.4			
D10	3.5	3.2	3.0	3.5
D11		3.4	3.5	(3.6)
D12		3.2	2.9	
D13		3.5		
CE			3.1	

D/C	Q30	Q34	Q35	Q36
D14	3.1	3.0	2.3	3.0
D15		3.5	3.1	
D16		3.4	2.6	
D17	3.5	3.1	3.1	3.5
CF	(3.6)			3.4
D18	(3.6)	3.4	(3.6)	
D19	3.4	3.1	3.1	3.4
D20	2.9	2.7	2.9	3.5
D21			2.8	(3.6)
CG			3.5	
D22	3.3	2.8	3.1	3.4
D23	(3.6)	3.5	3.1	(3.6)
CH	3.4	(3.6)		3.4

Of these 27 districts and charters that meet the criteria, 20 can be considered to be “Progressing” on these four indicators.⁵ These are **D1, CA, D4, D6, D7, D8, D10, D11, D12, D14, D15, D16, D17, D18, D19, D20, D21, D22, D23, CH**. This large number at this range is to be expected because the standard average for Data is 3.5.

⁵ While there are districts and charters with one or more indicator scores at or below 3.0 there are not enough (with the exception of D20, which might be considered for individual attention) with a preponderance of these scores to warrant a separate cluster for support purposes. Districts and charters with only one indicator in range are not included.

Observations and Recommendations

- Planning Professional Learning: While Utah can begin working with these clusters in the fall, there is another observation that can be made by analyzing individual indicators. The *Frequency Count by Standard Question* can be viewed in two ways, either as school averages or as averages of total teacher respondents. An analysis of the report using averages of the total respondents reveals a possible trend among the participating schools and charters taken as a whole. There are five indicators that all have to do with planning professional learning with an unusually high percentage of teachers choosing the “Don’t Know” response. While these percentages are not particularly high in themselves, except perhaps for Q.39, given that this is data aggregated up to the state level, a percentage on any indicator in a school above 10% is usually a red flag calling for action.
 - 24. “In my school, various data such as teacher performance data, individual professional learning goals, and teacher perception data, are used to plan professional learning.” **11%** “Don’t Know”
 - 39. “My school has a consistent professional learning plan in place for three to five years.” **39%** “Don’t Know”
 - 40. “My school’s professional learning plan is aligned to school goals. **16%** “Don’t Know”
 - 42. “Professional learning experiences planned at my school are based on research about effective school change.” **13%** “Don’t Know”
 - 49. “Student learning outcomes are used to determine my school’s professional learning plan.” **12%** “Don’t Know”

A closer manual examination of the district/charter level data in six districts with fairly high participation rates and in four charters revealed the following:

Table 5: District and Charter “Don’t Know” Response to Selected Indicators

QUES.	Q24	Q39	Q40	Q42	Q49
ST/D/C					
UTAH	11%	29%	16%	13%	12%
D1	13%	29%	15%	13%	9%
D2	14%	29%	7%	9%	17%
D4	13%	39%	26%	13%	18%
D6	7%	26%	12%	15%	13%
D8	12%	31%	18%	15%	15%
D10	11%	39%	22%	15%	13%
CA	6%	28%	17%	12%	6%
CB	6%	25%	19%	19%	0%
CC	8%	29%	14%	11%	21%
CD	4%	11%	4%	7%	4%

While some of the charters score some indicators below 10%, most districts and charter scores confirm a pattern among too many teacher in the participating sample of a lack of understanding of how professional learning is planned in their schools. Indicator 39 is most pronounced. USOE should investigate this pattern in the context of the state education practices and develop a plan to address the outcome of their investigation.

- Evaluating Professional Learning: There is similar data for evaluating professional development among the participating sample found in the following four indicators:
 - 22. “Some professional programs in my school, such as mentoring or coaching, are continuously evaluated to ensure quality results.” **16%** “Don’t Know”
 - 27. “My school uses a variety of data to monitor the effectiveness of professional learning.” **9%** “Don’t Know”
 - 28. “A variety of data are used to assess the effectiveness of my school’s professional learning.” **12%** “Don’t Know”
 - 29. “In my school, how to assess the effectiveness of the professional learning experience is determined before the professional learning plan is implemented.” **19%** “Don’t Know”

The same six districts and four charters revealed the following pattern:

**Table 6: District and Charter “Don’t Know”
Response to Selected Indicators**

QUES.	Q22	Q27	Q28	Q29
ST/D/C				
UTAH	16%	9%	12%	19%
D1	20%	11%	16%	22%
D2	7%	9%	10%	26%
D4	17%	10%	10%	18%
D6	13%	13%	15%	24%
D8	20%	9%	13%	19%
D10	16%	10%	14%	19%
CA	11%	6%	11%	17%
CB	6%	6%	6%	13%
CC	6%	8%	12%	14%
CD	0%	8%	7%	7%

As with planning professional learning there is a pattern here indicating that a possibly problematic proportion of teachers in our sample of Utah schools have no knowledge of how some aspects of professional learning are evaluated in their schools. Again, the charters score somewhat lower but this does not deny the pattern. USOE should follow the same recommendation made for planning professional learning. This pattern will also be explored further in the Utah Survey of Professional Learning and the statewide focus groups in the fall.

Recommendations and Next Steps

Informing the Survey of Utah Professional Learning and Utah Professional Learning Focus Groups

The next phase of the project is the development of the Utah Survey of Professional Learning and the Utah Professional Learning Focus Groups. In addition the issues outlined in the RFP, the following issues and questions may be probed⁶ as a result of the SAI findings.

- Develop questions around all indicators on the state's Standard and Question Averages Report that were rated 3.5 or below in order to further pinpoint the reasons for the lower ratings.
- Explore indicators from the state's Standard and Question Averages Report that ranked very high in the SAI to try and ascertain why those practices are so well aligned to the standards in Utah schools.
- Learning Communities
 - Examine the nature of learning communities in Utah schools and the resources made available to them, particularly time to collaborate.
 - Examine the extent to which learning communities include stakeholders outside of the school.
- Leadership
 - Confirm the high scores earned by this standard from the sample districts and charter schools.
 - If the standard continues to score high, ascertain the source of that high achievement and how that can be shared and enhanced in the state.
- Resources
 - Probe the extent to which resources for professional learning in Utah schools:
 - Are aligned for job-embedded professional learning with prioritized school improvement goals
 - Are tracked and monitored
 - At the local, state and federal levels are synchronized and in line with prioritized goals.
 - Explore the extent to which educators are involved in determining priorities for professional learning and involved in decisions around resource allocation for professional learning.
 - Concentrate on the extent to which state and local policies protect time for educators to engage in collaborative professional learning during the regular contract day.
- Data
 - Probe the use of data in Utah to evaluate the quality and impact of professional

⁶ The extent to which all of these issues and questions can be included in the first statewide survey and the initial focus groups will, of course, be limited by the consideration of a reasonable length for the survey and the limitation of only six focus groups.

- learning at the school, charter, district and state levels.
 - Examine the extent to which an evaluation plan accompanies all professional learning plans and particularly the extent to which teachers have the opportunity to evaluate all professional learning experiences for impact on student success.
- Learning Designs
 - Probe the extent to which districts and charters select learning designs based on the theories, research, and models of adult learning that have proven to support high fidelity implementation and that promote active engagement and peer collaboration.
 - Explore the extent to which districts and charters consider the desired outcomes and participants' needs when selecting the appropriate learning designs.
 - Concentrate on the opportunities teachers have to learn from each other.
- Implementation
 - Explore the extent to which teachers in Utah schools have the opportunity to provide feedback to colleagues in order to refine the implementation of instructional strategies.
 - Try to ascertain what might be behind an inordinate number of teachers indicating that they don't know how the professional learning plans in their schools are developed and evaluated.
- Outcomes
 - Like Leadership, the data from the Outcomes standards suggests a high degree of alignment. Therefore the survey and focus group questions will probe why this standard is apparently being implemented to such a high degree.
- Technology
 - Since this is a Utah standard not explored in depth by the SAI, this will need to be a particular emphasis for examination in the state survey and focus groups.

Next Actions

While it is premature to draw any final conclusions regarding the quality of professional learning in Utah, the early indicators clearly point to a state that is committed to quality and has evidence that its educators are experiencing it as such. Higher expectations for educator practice and student results places higher expectations on professional learning. As a result it is never too early to take steps to ensure that high quality professional learning is consistently and effectively applied across the state. Therefore, USOE may consider these early actions.

- Communicate the importance, meaning and implications of the Utah Professional Learning Audit and Standards for Professional Learning.
- Examine results deeply and use other available state data to determine if attention to the lowest scoring systems and charters warrants immediate attention or can wait until results from the survey and focus groups have been analyzed.

- Establish or leverage a current statewide committee to study these results and provide ongoing feedback regarding educator professional learning needs and the quality of professional learning providers and experience.
- Examine actions across the USOE to determine alignment with the Utah Standards for Professional Learning.
- Execute strategies for ensuring professional learning leaders across the state have deep understanding and experience with effective professional learning that leads to improved practice and student results.
- Ensure that the districts and charters that participated in the SAI know how to access their data and are aware of Learning Forward resources available to help them use the data in the fall to enhance their district and school improvement plans.

Appendices

Appendix 1: USOA Announcement

Appendix 2: SAI2 Administration Instructions

Appendix 3: SAI2 Reports Access

Appendix 4: Utah Professional Learning Standards

Appendix 5: Utah District and Charter Indicator Analysis Data

Appendix 1: USOA Announcement

(The following email was sent to Utah Superintendents and Charter Directors on May 7, 2015.)

Dear Superintendent _____: Dear Director: _____:

The Utah State Office of Education is in the process of conducting a review of the quality of professional development in the state as outlined in Utah Code 53A-3-701. We recognize the time is short and at the end of a very busy year. Please accept our apologies but know that this information from educators is critical to obtaining legislative funding for professional development in order to support your improvement efforts.

This information will help the Utah State Office of Education:

1. Improve the quality and impact of educator professional development
2. Reduce the number of overlapping, duplicative, and conflicting professional development requirements for educators, and
3. Establish a statewide system to periodically measure the quality and effectiveness of educator professional learning.

USOE has contracted with Learning Forward to provide support for this important work. The Utah Professional Learning Standards make explicit that professional learning is a comprehensive, sustained, and evidence-based approach to improving teachers' and principals' effectiveness in raising student achievement. Learning Forward's Standards Assessment Inventory-2 (SAI-2) will capture teacher perceptions about their experiences with professional learning in relationship to these standards. This will take place via a 20-minute, online survey.

As a benefit to participating districts and charters, you will receive a set of private reports at the school and district aggregate levels. In summarizing the survey results, Learning Forward will only include data from the survey at the district/charter level and at the statewide level. No individual survey respondent will be identified. Your district or charter will also receive a set of "Resource Briefs" designed to help you utilize the data from the SAI2 survey and to engage in activities to improve the quality of professional learning in your setting. Learning Forward will provide this resource free of charge to participating districts and charters.

USOE and the Learning Forward research team acknowledge that coordinating the SAI2 implementation will require district or charter leadership to work with Learning Forward to administer the survey. You are designated as the point person for your district. If you wish to designate someone else, please let us know ASAP. The survey window will be open from **May 11 through May 27**. We realize this is a short window and end of school.

The participation of your teachers is critical to obtaining this information a required in statute. The Utah State Office of Education and the Learning Forward team appreciate your support. Please contact Jeannie Rowland at Jeannie.rowland@schools.utah.gov or call her personal cell, 801-792-8308, if you have questions or concerns.

Sincerely,

Sydnee Dickson, Ed.D.
Deputy Superintendent
Utah State Office of Education
250 East 500 South
PO Box 144200
SLC, UT 84114-4200
801-538-7515

Appendix 2: SAI2 Administration Instructions

(The following email was sent to SAI district and charter contacts on May 12, 2015.)

Dear SAI2 District Contact:

Thank you for serving as your school district's contact for the administration of the Standards Assessment Inventory 2 (SAI2), May 11 - 27. Your district and some of its campuses were selected through a stratified random sampling process to participate in this survey.

The SAI2 is a valid and reliable instrument that measures the alignment of professional learning to the [2011 Standards for Professional Learning](#). The standards make explicit that the purpose of professional learning is for educators to develop the knowledge, skills, practices, and dispositions they need to help students perform at higher levels. The SAI2 will capture teacher perceptions of the alignment of professional learning in their school to the Standards for Professional Learning via a 20-minute, online survey.

Please plan to administer SAI2 to certificated/licensed instructional staff for which you are receiving customized instructions anytime before May 27. The validity of a school's results depends on the number of staff completing the survey; consequently, we strongly encourage all certificated/licensed instructional staff to complete the online survey.

Follow these steps for a smooth SAI2 administration.

Refer to the attached *SAI Survey User's Guide* for background and administration tips on the SAI2.

Review the attached customized Directions for Taking the Online SAI2 files to become familiar with what you will be sending the schools. **NOTE: each school has unique identifiers known as "tokens," so it is important to give the form with the school's name on it only to that schools' staff.**

Contact campus-level administrators to help them choose a date and time to administer the assessment. Once a date is chosen, deliver the Directions for Taking the Online SAI2 to the campus-level administrators via email or hard copy, and review SAI2 administration instructions with him/her.

Instruct the campus-level administrator to e-mail or send a hard copy of the attached cover letter and instructions for taking the online survey that includes secure access tokens for each campus to instructional school staff.

Follow up with campus-level administrators to ensure staff members received the cover letter and Directions for Taking the Online SAI2 and that they understand how to access SAI2 online.

Contact me if you have questions about these instructions and/or the enclosed files. Thank you for participating in this important survey.

Carol V. François
Learning Ambassador
214-886-7325

Appendix 3: SAI2 Report Access

Good morning, _____

Attached is the token you will use to access your school district's aggregate results and to view campus-level SAI data to track survey completion rates. Also attached is the *Survey Report Guide* and screen shots illustrating what you will see upon opening the reports that will help you access the survey results. When you open the first report ("Standard and Question Averages") a statement at the top of the report will tell you, in real time, the number of teachers who have responded. Please forward the individual school reporting tokens to the building administrators to remind teachers to complete the survey. The validity of this survey depends on the number of teachers from your school who respond.

Please read the *Report Guide* carefully. It contains step-by-step instructions on how register or how to access existing accounts on the SAI2 <http://www.sai-learningforward.org> website. It also provides instructions on how to locate and review your district and school-level reports.

Below are both your district-wide token (access code), followed by your individual schools:

SAMPLE DISTRICT	DXLNQ
Sample High	BTDDA
Sample School	GLDGW
Sample Intermediate	VHEXR
Sample Elementary School	HDBFD
Sample School (7-10)	FCBYH
Sample School (k- 6)	IWGMZ
Sample Middle School	YUEVF
Sample Intermediate	VEMAD

Please contact me with any questions you may have. Please contact [Carol François](#) if you are having trouble accessing your data. Thank you for your participation in gathering this important data.

Sincerely,

Jeannie Rowland
Utah State Office of Education
Educator Effectiveness Specialist
Jeannie.Rowland@schools.utah.gov
801-538-7501

Appendix 4: Utah Professional Learning Standards

Utah Code 53-A-3-701

(1) As used in this section, “Professional Learning” means a comprehensive, sustained, and evidence-based approach to improving teachers’ and principals’ effectiveness in raising student achievement.

(2) A school district or charter school shall implement high quality professional learning that meets the following standards:

Learning Communities: Professional learning occurs within leaning communities committed to continuous improvement, individual and collective responsibility, and goal attainment.

Leadership: Professional learning requires skillful leaders who develop capacity, advocate, and create support systems, for professional learning.

Resources: Professional learning requires prioritizing, monitoring, and coordinating resources for educator learning.

Data: Professional learning uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Learning Designs: Professional learning integrates theories, research, and models of human learning to achieve its intended outcomes.

Implementation: Professional learning applies research on change and sustains support for implementation of professional learning for long-term change.

Outcomes: Professional learning aligns its outcomes with:

- Performance standards for teachers and school administrators as described in rules of the State Board of Education; and
- Performance standards for students as described in the core curriculum standards adopted by the State Board of Education pursuant to Section 53A-1-402.6.

Technology: Professional learning incorporates the use of technology in the design, implementation, and evaluation of high quality professional learning practices and includes targeted professional learning on the use of technology devices to enhance the teaching and learning environment and the integration of technology in content delivery.

Appendix 5: Utah District and Charter Indicator Analysis Data

D/C	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17
D1	4.5	3.8	4.5	3.8	4.3	4.2	4.1	4.2	4.3	4.4	4.5	4.4	4.3	4.5	4.4	4.0	3.4
CA	4.7	4.6	4.8	4.4	4.7	4.4	4.6	4.6	4.7	4.5	4.7	4.7	4.5	4.8	4.2	4.7	3.2
D2	4.6	4.1	4.7	4.3	4.5	4.3	4.3	4.3	4.5	4.4	4.5	4.6	4.5	4.6	4.3	4.2	3.5
CB	4.3	3.3	4.5	3.5	4.1	4.2	4.1	4.4	4.6	4.6	4.6	4.6	4.4	4.7	4.5	4.2	4.1
D3	4.2	3.8	4.7	3.5	4.1	4.0	4.3	4.3	4.4	4.4	4.1	4.4	4.4	4.5	4.4	4.3	3.2
D4	4.4	3.7	4.2	3.4	4.2	4.1	4.0	4.0	4.1	4.2	4.2	4.2	4.1	4.4	4.3	4.1	3.2
D5	4.5	3.8	4.3	3.9	4.2	4.2	4.1	4.5	4.4	4.5	4.4	4.4	4.4	4.4	4.6	4.3	3.4
D6	4.1	3.5	4.2	3.7	4.0	4.0	3.9	4.0	4.1	4.1	4.4	4.2	3.8	4.1	4.3	3.7	3.2
D7	4.3	2.2	3.9	3.6	3.7	4.1	3.7	3.7	4.5	4.0	4.1	4.6	4.4	4.7	4.3	3.6	2.9
D8	4.2	3.5	4.2	3.4	4.0	3.8	3.7	3.9	4.1	4.0	4.2	3.9	4.0	4.1	4.3	3.8	2.9
D9	4.6	3.1	4.2	3.3	4.1	4.0	4.2	4.3	4.4	4.5	4.3	4.3	4.2	4.4	4.4	3.5	2.9
D10	4.4	3.7	4.2	3.3	4.2	4.0	3.9	4.2	4.2	4.3	4.2	4.3	4.1	4.3	4.3	3.8	3.2
D11	4.5	3.6	4.4	2.6	4.1	4.0	3.9	4.1	4.0	4.4	4.5	4.3	4.5	4.7	4.6	4.2	3.6
CC	4.6	3.8	4.4	3.6	4.2	4.2	4.1	4.1	4.5	4.3	4.7	4.6	4.6	4.6	4.6	4.0	3.7
D12	4.4	3.8	4.5	3.6	4.2	4.3	4.2	4.3	4.4	4.5	4.3	4.4	4.2	4.4	4.4	4.3	3.6
D13	4.3	3.6	4.3	3.4	3.9	4.4	4.1	4.3	4.2	4.5	4.1	4.4	3.9	4.4	4.1	3.6	3.8
CD	4.8	3.7	4.8	3.8	4.7	4.6	4.7	4.8	4.7	4.8	5.0	4.8	4.7	4.8	4.8	4.6	3.7
CE	4.7	3.8	4.6	4.0	4.1	4.1	4.1	4.4	4.2	4.4	4.6	4.6	4.3	4.4	4.6	4.1	3.6
D14	4.4	3.6	4.1	3.1	4.2	3.4	3.5	4.1	4.3	4.2	3.8	3.7	4.0	3.8	4.4	3.7	2.5
D15	4.5	3.5	4.5	3.8	4.3	4.5	4.0	4.4	4.7	4.7	4.6	4.6	4.5	4.5	4.4	3.9	3.5
D16	4.6	4.2	4.5	3.7	4.6	4.4	4.1	4.5	4.2	4.2	4.5	4.4	4.2	4.4	4.1	3.9	3.3
D17	4.4	3.7	4.3	3.6	4.2	4.1	3.9	4.2	4.3	4.3	4.3	4.3	4.2	4.4	4.4	4.0	3.1
CF	4.4	3.6	4.5	4.1	4.6	4.5	4.2	4.6	4.4	4.5	4.5	4.7	4.3	4.7	3.9	3.8	2.7
D18	4.4	3.8	4.3	3.5	4.5	4.0	3.9	4.1	4.2	4.3	4.2	4.0	4.1	4.2	4.3	4.0	3.2
D19	4.5	4.1	4.4	3.4	4.4	4.2	4.1	4.1	4.3	4.3	4.5	4.4	4.3	4.4	4.4	4.0	2.9
D20	4.1	3.5	3.9	3.2	3.9	3.4	3.3	3.5	3.9	3.8	3.9	3.6	3.6	3.9	4.1	3.5	2.6
D21	4.7	3.5	4.6	3.9	4.5	4.5	4.4	4.6	4.7	4.7	4.7	4.6	4.5	4.7	4.6	4.3	3.7
CG	4.4	3.7	4.5	3.9	4.3	4.1	3.7	4.3	4.5	4.6	4.5	4.5	4.2	4.3	4.4	4.2	3.5
D22	4.4	4.0	4.2	3.2	4.2	3.9	3.8	4.1	4.3	4.2	4.3	4.3	4.3	4.2	4.4	3.9	2.8
D23	4.6	3.6	4.2	3.7	4.2	4.0	3.7	4.3	4.4	4.5	4.5	4.4	4.4	4.5	4.5	4.1	2.9

Appendix 5: Utah District and Charter Indicator Analysis Data

CH	4.1	3.7	4.3	3.6	3.9	3.8	3.8	4.0	4.1	4.2	4.1	3.9	4.0	4.1	4.4	3.9	3.2
D/C	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32	Q33	Q34
D1	3.3	3.4	4.0	4.1	3.3	3.4	3.7	4.0	4.0	3.7	3.6	3.3	3.7	4.0	3.7	3.7	3.1
CA	3.3	3.3	4.2	3.9	4.5	3.9	4.4	4.3	4.5	4.3	4.5	4.0	4.0	3.8	3.5	3.7	2.9
D2	3.3	3.1	3.9	3.9	4.2	3.8	4.2	4.5	4.5	4.4	4.3	4.1	3.9	3.8	3.7	3.9	3.3
CB	3.4	3.6	4.2	4.6	3.5	3.9	4.2	4.8	4.1	4.3	4.1	3.6	4.5	4.8	4.1	4.1	4.4
D3	3.9	3.9	4.2	4.2	3.7	3.6	4.0	4.1	4.3	4.0	4.0	4.2	3.9	3.9	4.1	4.1	3.8
D4	3.2	3.2	3.9	3.9	3.4	3.4	3.7	4.0	4.1	3.9	3.8	3.4	3.5	3.9	3.8	3.6	3.4
D5	3.9	3.7	4.2	4.4	3.9	3.6	4.2	4.3	4.4	4.3	4.3	4.0	3.7	4.4	3.9	4.0	3.4
D6	3.3	3.4	4.1	4.1	3.3	3.1	3.7	3.8	3.8	3.5	3.5	3.3	3.3	3.9	3.8	3.6	3.1
D7	1.7	2.7	2.6	3.3	3.1	3.0	3.8	3.8	3.4	3.3	3.1	3.3	3.2	3.2	3.1	3.0	3.0
D8	2.9	3.0	3.7	4.0	3.4	3.1	3.4	3.8	3.8	3.5	3.5	3.2	3.2	3.9	3.4	3.4	2.8
D9	3.5	3.2	4.2	4.1	3.4	3.7	3.5	3.8	3.9	3.7	3.2	3.1	3.4	4.1	3.7	3.4	3.7
D10	3.5	3.2	4.0	4.1	3.5	3.3	3.7	3.9	4.0	3.7	3.6	3.3	3.5	4.0	3.7	3.7	3.2
D11	2.7	3.2	4.0	4.0	3.7	3.4	3.8	4.0	4.1	4.1	4.1	3.6	3.7	4.1	4.1	3.7	3.4
CC	3.7	3.3	4.5	4.3	4.0	3.4	4.2	4.1	4.1	4.0	3.9	3.7	3.9	4.2	3.9	4.0	3.6
D12	3.1	3.6	3.9	4.1	3.9	3.7	3.9	4.1	4.0	3.7	3.8	3.5	3.8	3.8	3.8	3.7	3.2
D13	4.0	3.8	4.0	3.8	3.5	3.5	3.5	3.9	4.1	3.5	3.3	3.5	3.9	3.5	3.9	3.4	3.5
CD	4.5	4.1	4.5	4.8	4.4	4.2	4.6	4.7	4.7	4.7	4.7	4.4	4.6	5.0	4.5	4.7	4.8
CE	4.0	3.8	4.2	4.2	3.5	4.0	3.8	4.2	4.0	4.2	4.2	4.1	4.0	4.2	3.8	4.0	4.2
D14	2.5	2.8	3.6	3.1	3.4	3.0	3.4	3.6	3.7	3.5	3.3	3.1	3.1	3.1	3.0	3.4	3.0
D15	3.5	3.5	4.1	4.3	3.7	3.5	3.7	4.0	3.8	3.8	3.7	3.4	3.7	4.1	3.8	3.6	3.5
D16	3.3	3.5	4.1	4.9	3.3	3.4	3.5	3.7	3.9	3.7	3.5	3.4	4.1	4.7	3.9	3.7	3.4
D17	3.4	3.2	4.0	4.2	3.8	3.4	3.7	3.8	3.9	3.7	3.7	3.4	3.5	4.0	3.8	3.7	3.1
CF	3.6	2.8	3.8	4.1	4.1	3.3	3.8	3.6	3.9	3.9	3.9	3.9	3.6	3.8	3.5	3.9	3.7
D18	3.2	3.3	3.9	4.1	3.7	3.5	3.8	4.2	4.2	4.0	3.9	3.5	3.6	4.0	3.7	3.8	3.4
D19	3.7	3.2	4.0	3.9	3.5	3.4	3.6	3.9	4.0	3.8	3.7	3.6	3.4	3.9	3.6	3.6	3.1
D20	2.8	3.0	3.7	3.7	2.8	3.0	3.4	3.6	3.7	3.5	3.3	3.1	2.9	3.5	3.5	3.3	2.7
D21	3.2	3.6	4.3	4.4	3.5	3.6	3.9	4.1	4.3	3.7	3.6	3.5	3.9	4.0	4.0	4.0	3.7
CG	3.3	3.3	4.0	3.7	3.9	3.1	4.0	3.8	3.7	3.8	3.8	3.2	4.1	3.9	3.8	3.7	3.9

Appendix 5: Utah District and Charter Indicator Analysis Data

D22	3.3	3.1	3.6	3.6	3.3	3.3	3.7	4.0	3.8	3.7	3.7	3.6	3.3	3.4	3.5	2.8
D23	3.9	3.3	4.2	4.3	3.6	3.3	3.7	4.1	3.9	3.8	3.7	3.8	3.6	3.7	4.0	3.5
CH	3.1	3.1	3.8	3.7	3.2	3.3	3.3	3.7	3.8	3.4	3.3	3.2	3.4	3.7	3.6	3.6
D/C	Q35	Q36	Q37	Q38	Q39	Q40	Q41	Q42	Q43	Q44	Q45	Q46	Q47	Q48	Q49	Q50
D1	2.6	3.7	4.5	3.9	3.7	4.3	4.1	4.0	3.5	4.2	4.2	3.9	4.4	4.0	4.1	4.0
CA	2.8	3.5	4.8	4.5	4.5	4.9	4.2	4.8	4.0	4.4	4.7	4.4	4.8	4.4	4.6	4.4
D2	3.6	3.6	4.6	4.4	4.3	4.6	4.2	4.4	3.9	4.4	4.4	4.2	4.6	4.3	4.4	4.4
CB	3.8	4.1	4.6	4.4	4.2	4.5	3.9	4.2	3.4	3.9	4.1	4.2	4.5	4.2	4.3	4.3
D3	4.0	3.8	4.7	4.3	3.8	4.2	4.1	4.3	4.3	4.2	4.4	4.3	4.4	4.3	4.1	4.2
D4	3.7	3.6	4.5	4.0	3.8	4.2	4.3	4.0	3.8	4.1	4.1	4.0	4.4	4.1	4.2	4.1
D5	3.2	4.1	4.5	4.3	4.1	4.4	4.3	4.1	3.9	4.2	4.3	4.1	4.5	4.4	4.2	4.0
D6	2.7	3.3	4.3	3.7	4.0	4.2	4.0	3.9	3.1	4.0	4.0	3.9	4.2	3.8	3.8	3.9
D7	2.0	3.2	4.2	3.7	3.5	4.1	3.6	3.8	3.0	3.9	4.6	3.9	4.5	3.6	3.7	3.6
D8	2.5	3.1	4.3	3.7	3.7	4.0	3.9	3.7	3.2	3.8	3.8	3.8	4.1	3.7	3.9	3.6
D9	4.1	3.7	4.3	4.1	3.8	4.1	4.1	3.9	3.6	3.8	3.8	4.0	4.6	3.8	4.0	4.0
D10	3.0	3.5	4.4	4.0	3.8	4.3	4.0	3.9	3.5	4.1	4.1	4.0	4.3	3.8	4.0	3.9
D11	3.5	3.6	4.6	3.9	4.1	4.1	4.6	4.1	3.3	4.3	4.1	3.8	4.5	4.0	4.1	3.9
CC	3.7	3.8	4.5	4.4	4.2	4.5	4.3	4.3	4.0	4.2	4.3	4.2	4.6	4.3	4.3	4.3
D12	2.9	3.9	4.5	4.1	3.9	4.2	4.3	3.8	3.7	4.4	4.1	3.9	4.5	4.1	4.3	4.1
D13	3.7	4.0	4.5	4.1	4.1	4.2	4.4	4.0	4.0	4.1	4.0	4.1	4.2	4.1	3.9	4.0
CD	3.8	4.7	4.9	4.8	4.7	4.8	4.8	4.8	4.5	4.5	4.6	4.7	4.9	4.7	4.8	4.7
CE	3.1	3.9	4.6	4.0	4.1	4.4	4.3	4.2	3.9	4.3	4.2	4.2	4.3	4.3	4.3	4.1
D14	2.3	3.0	4.5	4.0	3.3	4.3	4.0	4.1	2.4	4.3	4.1	4.0	4.3	4.1	4.0	3.6
D15	3.1	3.8	4.3	4.3	4.1	4.3	4.0	4.1	3.6	4.0	4.0	4.1	4.2	4.1	4.2	4.1
D16	2.6	3.8	4.2	4.0	4.4	4.6	4.0	3.8	3.4	3.8	4.1	3.8	4.5	4.0	3.7	4.0
D17	3.1	3.5	4.3	4.0	4.1	4.3	4.2	4.0	3.6	4.2	4.1	4.0	4.3	4.0	4.1	4.1
CF	4.1	3.4	4.3	4.4	4.1	4.3	4.2	4.1	3.5	4.1	4.2	4.2	4.4	4.1	4.0	4.0
D18	3.5	3.7	4.4	4.1	3.9	4.4	4.2	4.1	3.6	4.1	4.1	4.0	4.5	4.0	4.2	4.0
D19	3.1	3.4	4.5	4.0	4.3	4.4	4.2	4.2	3.6	4.1	4.1	4.1	4.3	4.1	4.1	4.1
D20	2.9	3.5	4.2	3.4	3.2	3.9	4.0	3.7	3.2	3.6	3.6	3.6	4.0	3.5	3.8	3.5

Appendix 5: Utah District and Charter Indicator Analysis Data

D21	2.8	3.6	4.7	4.4	3.9	4.6	4.4	4.0	3.5	4.1	4.0	4.1	4.8	4.4	3.9	3.8
CG	3.5	3.8	4.3	4.3	3.0	4.0	4.4	3.9	3.4	3.8	3.7	3.7	4.3	3.9	3.7	3.5
D22	3.1	3.4	4.4	3.9	4.1	4.3	3.8	3.8	3.1	4.0	3.9	3.9	4.1	3.8	4.0	3.8
D23	3.1	3.6	4.4	4.1	4.3	4.5	4.2	4.4	3.6	4.1	4.2	4.0	4.2	4.2	4.2	4.2
CH	3.7	3.4	4.3	3.6	3.5	3.8	3.8	3.7	3.3	3.7	3.5	3.5	4.1	4.0	3.7	3.7