

# Utah Accountability Technical Manual

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UTAH STATE BOARD OF EDUCATION | 2019



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For any recommended updates to this manual, please contact Ann-Michelle Neal, Accountability Specialist: [Ann-Michelle.Neal@Schools.Utah.Gov](mailto:Ann-Michelle.Neal@Schools.Utah.Gov)

## Introduction

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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, communities, and policy makers,
- Enable the continuous improvement of teaching and learning for schools,
- Meaningfully differentiates the performance of schools, and,
- Make accurate determinations for schools in need of additional support.

[Utah Code 53E-5-2](#) establishes the school accountability system framework. It requires the Utah State Board of Education (USBE) to assign overall ratings based on indicators of school performance. This document, *The Accountability Technical Manual*, lists technical details regarding the indicators of school accountability, methodologies, calculations, business rules used for the calculation of school accountability indicators and assignment of overall ratings, and provides detail for educators, parents, and other stakeholders.

This document is updated regularly to reflect assessment and policy changes in order to remain current.

Utah is committed to a fair and transparent accountability model that meaningfully differentiates the performance of schools. This technical manual will review the following information relevant for 2018-2019:

1. System purpose
2. Utah's school accountability system
3. School accountability reporting: school report cards
4. Meaningful identification of schools in need of support

## Chapter 1: System Purpose

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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 presented with an opportunity to revise and redesign accountability systems that have been part of the Elementary and Secondary Education Act (ESEA) since No Child Left Behind (NCLB). This opportunity gives states the chance to reinforce the connection between accountability systems and school improvement systems, as well as strengthen the coherence of these systems with a state's larger priorities and theories of action, and drive systems for ongoing continuous improvement.

**Theory of Action.** State accountability systems establish a set of principles to drive school and district/LEA improvement. 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, increase focus on college- and career-readiness, distinguish performance to meaningfully target supports to the students most in need, and foster 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 Local Educational Agencies (LEAs) and schools. The information gleaned from the support and monitoring that states deliver through its' accountability system 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 in order to inform school-level decisions, such as program, policy, or instructional decisions, as well as accurately identify those schools in the state that require comprehensive or targeted school improvement under Title I and State Turnaround.

School year 2017-2018 marked a transitional year for school accountability. The reauthorization of the Elementary and Secondary Education Act (ESEA), known as the Every Student Succeeds Act (ESSA, 2015), enacted significant changes to federal school accountability and reporting requirements. The Utah legislature passed significant changes to Utah's school grading system via Senate Bill 220 during the 2016 legislative session ([Utah Code 53E-5-2](#), 2018). These changes went into effect for schools in 2017-2018.

One objective of accountability systems is to support educators as they make critical programmatic and instructional decisions effecting student learning in Utah, leading to student growth and learning outcomes. Both pieces of legislation, State 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 2017-2018. These additional indicators are intended to expand the definition of successful schools and measure a broader spectrum of the work schools do to help 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, concurrent enrollment, international baccalaureate, and CTE pathways, and 4) inclusion of five-year graduation rate. Each indicator is intended to emphasize and incentivize schools to increase high quality, equitable educational opportunities. In addition, there is an increased emphasis on growth and indicators that are not directly tied to state summative assessments. These changes have been made in an effort 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 & Keng, 2018)

## Chapter 2: Utah's School Accountability System

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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 proficiency, academic growth, English learner progress, and growth of the lowest performing 25% of students (see Figure 2, p 16). High school performance is measured by the same set of indicators and, in addition, indicators of postsecondary readiness (see figure 3, p. 15). 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).

**Overall ratings.** [Utah Code 53E-5-204](#) defines school overall ratings based on the indicators included in the Utah accountability system on an A-F letter grade scale<sup>1</sup>.

- An A grade represents an EXEMPLARY school.
- A B grade represents a COMMENDABLE school.
- A C grade represents a TYPICAL school.
- A D grade represents a DEVELOPING school.
- An F grade represents a CRITICAL NEEDS school.

For elementary and middle schools, the total points possible for school accountability is 150 points. For high schools, 225 total points are possible. If a school has fewer than 10 English learners (ELs), points for the English learner progress indicator are removed from the total points possible for the school. The percentage of total points possible earned by a school is used to: 1) determine the school's overall rating, 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. This section of Utah Code states that for any future school year in which there is a transition to a new assessment, and the Utah State School Board determines it is necessary to establish a new baseline for calculating student growth, the Utah State School Board is not required to assign an overall rating to a school to any school to which the new baseline applies.

For the 2018-2019 school year, USBE sought legislative flexibility for the assignment of an overall rating, or school letter grade, due to testing irregularities experienced during the 2019 administration of RISE<sup>2</sup>.

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<sup>1</sup> The Utah legislature suspended the assignment of overall letter grades for SY 2018-2019 and 2019-2020 during the 2020 legislative session ([S.B 119 – School Accountability Amendments](#)).

<sup>2</sup> For more information on RISE and Utah Aspire Plus, please see the Utah State Board of Education Assessment website for a summary of [2019 Utah Assessment Updates](#) and [RISE Testing FAQs](#).

Three independent studies were conducted to confirm the validity of 2019 RISE data for the purpose of publishing school report cards and making school improvement determinations. Each indicator of school accountability was calculated and reported on school report cards for 2018-2019; however, the Utah legislature suspended the assignment of overall letter grades for SY 2018-2019 and 2019-2020 during the 2020 legislative session ([S.B 119 – School Accountability Amendments](#)).

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

Indicator	Points	Percentage of Total	<i>Percentage with &lt;10 ELs</i>
Achievement	56	37%	41%
Growth	56	37%	41%
EL Progress	13	9%	--
Growth of Lowest Performing 25%	25	17%	18%
Total	150	100%	100%

Table 2: Points and weighting of indicators for high schools

Indicator	Points	Percentage of Total	<i>Percentage with &lt;10 ELs</i>
Achievement	56	25%	41%
Growth	56	25%	41%
EL Progress	13	6%	--
Growth of Lowest Performing 25%	25	11%	18%
Postsecondary Readiness	75	33%	35%
Total	225	100%	100%

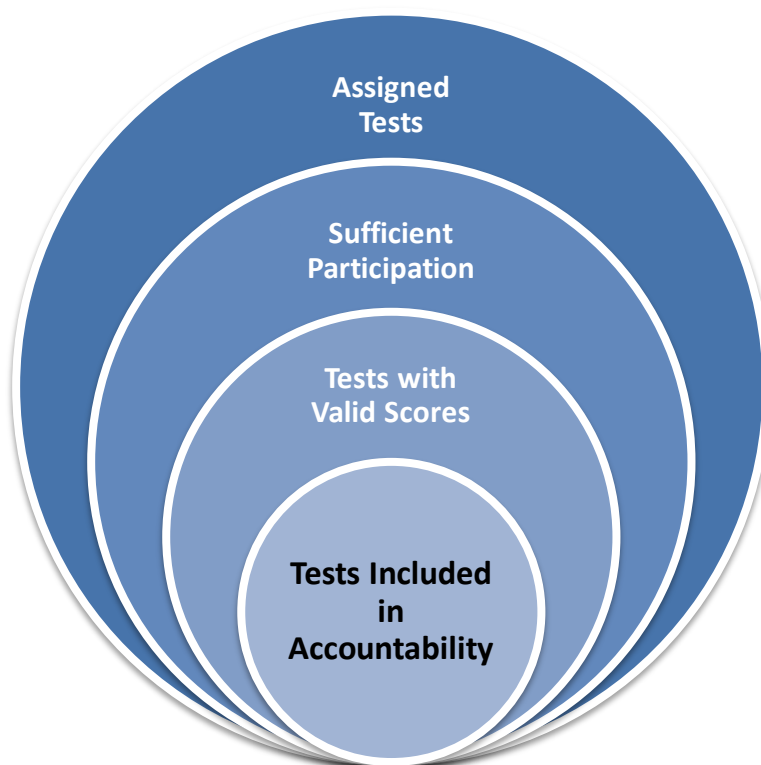
The following sections will discuss: 1) how statewide tests are included in accountability, and 2) each of the indicators used in school accountability calculations and the method for each.



## Part I. Statewide Tests Included in Accountability

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This section describes which statewide tests are included in participation and accountability calculations. Not all tests taken by students are included in accountability calculations. There are four requirements that 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 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 in 2018-2019 were assigned tests based on course enrollment. Students in Grades 9-10 who took Utah Aspire Plus (UA+) in 2018-2019 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  $\geq 160$  days),
- Enrolled in courses which have core codes with associated tests (e.g. ELA, math, or science), as sent by the LEA through UTREx, and,
- Complete the course instruction

## B. Participation.

In order for a student to be considered a participant, the student's test score must meet the minimum requirements for a *sufficient response*. Students must answer six or more items to meet this requirement.

Not all students will complete assigned tests. Participation codes are used to provide an explanation as to 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):

- Student's parent or guardian requested parental opt-out (204),
- Student refused to test (106),
- Student had an unanticipated health emergency (107),
- Student is an English Learner (EL) and enrolled in the school after April 15<sup>th</sup> of the current school year (103),
- Student did not complete course instruction (108),
- Course instruction was not provided (109),
- Student already took the test in a previous year (110),
- The student encountered a test system interruption and was unable to complete the test (208),
- USBE Excused (111; Requires USBE authorization), or,
- 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 recoded as Standard Participation (participation code 200, see Appendix A) and is included in the participation rate for the school. Cases where this practice is not used and exclude students from being counted in participation include:

- The student has a valid test score, but the student's participation code indicates the student's parent or guardian requested parental opt-out,
- 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,
- A student does not meet the requirements for a sufficient response and their participation code indicates standard or accommodated participation, then the student's test is re-coded as 'did not test' (101),
- The student transfers to another school before or during the testing window 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:

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

Beginning with the 2017-18 school year, in accordance with the Utah's ESSA state plan, Utah applied the ESSA requirement for 95 percent student participation in statewide assessments by publishing the school or LEAs participation rate on the school accountability report card. The participation rate calculated for reporting purposes does not include students who do not participate in an assessment due to parent opt-out provisions described in state law or who have another participation code that excludes them from participation.

#### C. Valid Scores.

In order 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. 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 but will not be included in the calculations for accountability indicators. In addition, the test must be also 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. USBE data validation takes into consideration student enrollment, accurate student identification on the test date, student grade level, and subject tested.

#### D. Test Scores Used in Accountability Calculation.

Test scores that are 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, the total points possible for the school, and the assignment of overall school ratings.

#### E. Special Considerations for Tests Included in Accountability.

There are a number of considerations, including number of tests (i.e. N size), test status, invalidated tests, and alternate assessments that determine if 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 to be exempt from school grading in order to establish a baseline for performance. High schools may request an exemption for their first two years of operation. The [School Grading Exemption Request Form](https://schools.utah.gov/file/eb8500ab-7c20-460a-ae44-7cbd2c14f0e9) is available on the Assessment and Accountability web page at: <https://schools.utah.gov/file/eb8500ab-7c20-460a-ae44-7cbd2c14f0e9>

**2. N-Size.** Utah defines a minimum number of students, or n-size, of 10 in accountability calculations to ensure maximum student group visibility 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 the minimum number is sufficient to not reveal any personally identifiable information by using a system of primary and complementary controls to protect the information. A minimum n-size of 10 student tests allows the accountability system to maximize the number of indicators which can be calculated for a school and for the performance of student group while maintaining statistical soundness and protecting student privacy (Utah Consolidated State Plan, 2018).

**3. Test Status.** 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, attempt, or do nothing other than log into the system. These data are important in identifying which tests are viable, especially in cases where the same student has more than one test session on the same test.

Only one score per subject can be included for a student in a single year. In some cases, there are multiple or duplicate test scores for the same student and subject in the same year. When multiple test events are found, USBE treats only one test event as official for reporting and accountability. The tie-breaker rules for which test is included in USBE calculations are as follows:

1. Preference for tests with an overall score,
2. Preference for tests with a higher grade level (e.g. students who take Math 7 and Secondary Math I in the same year, preference will be given to the Secondary Math I score),
3. Preference for tests with a status of complete, then partially complete, then expired, then invalidated,
4. Number of responses.

**4. Invalidated Tests.** When a test is considered *invalid* by the LEA or USBE, the test status is flagged with the appropriate participation code (203 or 303; see Appendix A). Invalid tests are not included in participation, achievement, or 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 administration/ethical violation, or a student is caught cheating. For more information, see the [Standard Test Administration and Testing Ethics Policy](#) (2019) on the USBE Assessment website: <https://schools.utah.gov/assessment?mid=1104&tid=4>

**5. English Learners.** With the approval of [Utah's ESSA Consolidated State Plan](#), (2018) Utah will assess *all* English learners in English Language Arts, mathematics, and science beginning in their first year of enrollment, with the exception of recently arrived students who first enroll in the U.S. on or after April 15<sup>th</sup> of the current school year. These students are given the opportunity 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:

1. In first year of enrollment, test all English learners in all tested subjects, but exempt these students' scores from proficiency and growth calculations in the accountability system (assessment in this year establishes the student's performance baseline and are included in participation only),
2. In second year of enrollment, test all English learners in all subjects and are included in growth and participation calculations, and,
3. In the third year of enrollment and thereafter, test all English learners in all subjects and include in growth and proficiency calculations

**6. Alternate Assessments.** Utah uses two alternate assessments: Dynamic Learning Maps (DLM) for English language arts and mathematics and the Utah Alternate Assessment (UAA) for 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 not able to participate in the RISE or UA+ Summative or other state assessments, even with 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:

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

In order 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 USBE through UTREx, the student is therefore 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 DLM and RISE/UA+, the RISE or UA+ score is used in accountability for 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, USBE applies the participation code 101, did not test, (see Appendix A). The test counts in participation but not in 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 is removed.

## Part II. Accountability Indicators

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

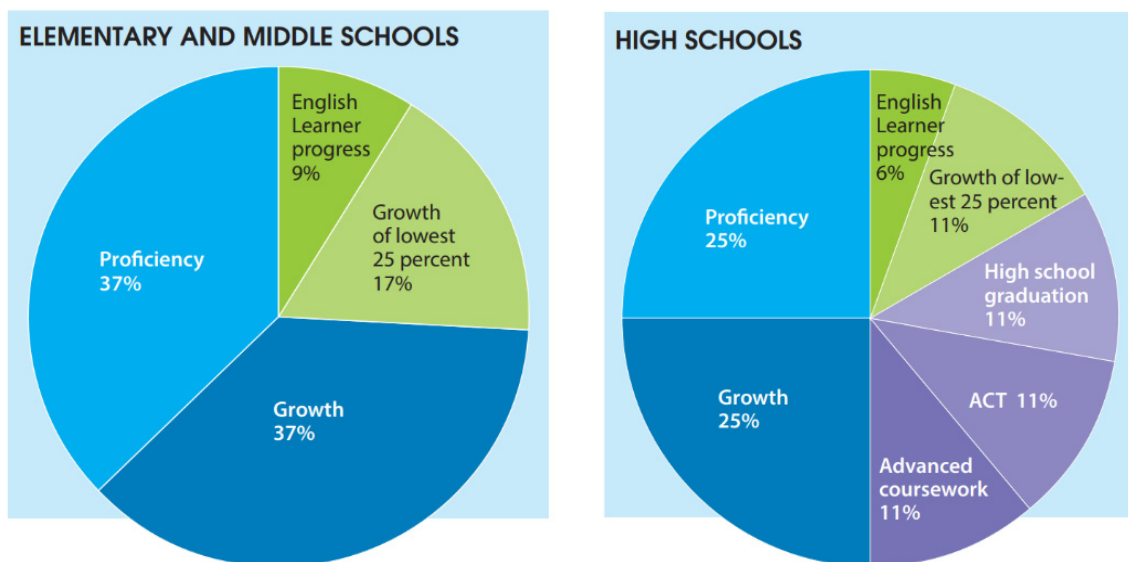


Figure 3: Summary of points and weighting of indicators for elementary, middle, and high schools in Utah

### A. Achievement

The academic achievement indicator for all schools is based on 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. 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 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. 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, and,
- Be enrolled at the school for the full academic year (160 days minimum).

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

One third of the points (18.6667) will be awarded for each subject area: ELA, Math, and Science. These points will then be summed for a total of 56 points possible for achievement<sup>3</sup>. If there are fewer than 10 students tested in any given subject area, all grades combined, that subject will not be included in the calculation. The points for that subject will be equally redistributed to the remaining subject(s) which have 10 or more tests. If there are fewer than 10 tests in all three subject areas, all grades combined, 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 school.

## 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.

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<sup>3</sup> For the purposes of reporting the achievement indicator, beginning with the 2017-18 school year and in accordance with state law, Utah will not include students who do not participate in an assessment due to parental opt-out provided in state law or who have participation codes which exclude them from participation in calculation of the achievement indicator for the state accountability report card. Separately, for federal reporting purposes only, the achievement indicator will be calculated to include students as participants up to 95 percent in statewide assessments. This will be published in a separate, federal report that will be made publicly available on the Utah State Board of Education website.

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 ( $\geq 160$  days) in the current school year.

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

One third of the points (18.6667) will be awarded for each subject area: ELA, Math, and Science. These points are then summed for a total of 56 points possible. If any subject (ELA, math, or science) has fewer than 10 students tested, that subject will not be calculated. 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 2016, S.B. 220 defined student growth in the Utah accountability system. This legislation states:

A student demonstrates sufficient growth if a student's scale score on a statewide assessment is equal to or exceeds the student's growth target. The board shall establish a formula for determining a growth target for each student based on the statewide cohort of students with the same scale score on a particular statewide assessment.

Operationalizing this definition requires calculating two student variables: Student Growth Targets (SGT) and Student Growth Percentiles (SGP). The calculation of the Growth is based on these two student elements.

**Student Growth Percentile (SGP).** SGP is 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 the students' academic peers. This score is reported as a percentile on a scale from 1-99 (see Appendix D-1). USBE has published a [video describing student growth percentiles](https://www.youtube.com/watch?v=ftGV7RMdM8g&feature=youtu.be), which can be viewed here: <https://www.youtube.com/watch?v=ftGV7RMdM8g&feature=youtu.be>

**Student Growth Target (SGT):** The methodology for determining whether a student's performance on a statewide assessment is equal to or exceeds the student's SGT requires setting individual growth targets toward proficiency for each student, based on a three-year trajectory, to either reach academic proficiency or maintain academic proficiency. A student is considered to have met their SGT if they meet or exceed the growth target for the current year based on this three-year trajectory (see Appendix D-2).



USBE has published a [video describing student growth targets](https://www.youtube.com/watch?v=nCb5ZgGaKA4&feature=youtu.be), which can be viewed here:  
<https://www.youtube.com/watch?v=nCb5ZgGaKA4&feature=youtu.be>

Growth is calculated by: a) whether a student did or did not meet their SGT as determined by quartiles, and b) the amount of growth the student made as determined by their SGP. Each student will receive a relative point weight using the following index:

Table 5: Point weight index for Growth based on SGP and SGT

Student SGP	Student Met SGT	Student Did Not Meet SGT
>65	1.00	.75
50-65	.75	.50
40-49	.50	.25
<40	.25	0

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

### C. Growth of the Lowest 25%

Including growth of the lowest performing 25% of students in a school (i.e. lowest quartile group, or LQ) is intended to be an indicator of equitable educational opportunity ([Utah Code 53E-5-2-5\(3\)\(a\)](#)) and to increase focus on students in the lowest quartile with the highest need for support within a school. This group of students is identified annually based on performance on statewide assessments, as defined by scores from the prior year, regardless of where the students were enrolled. A school must have at least ten student tests 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 within current year school based on prior year scores, and,
- Be enrolled in the school for the full academic year ( $\geq 160$  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 in the calculation for this indicator. If there are fewer than ten 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:

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

#### D. English Learner Progress

A key change in the Every Student Succeeds Act (ESSA) is that assessment and accountability for English Learner Progress was moved from Title III to Title I and must be included in the state's overall accountability system (Goldschmidt, 2018). Utah's accountability system includes an indicator of English Learner Progress (ELP). This indicator is a measure of EL students' academic language development and proficiency in English. Utah defines English proficiency as earning a proficiency level score of 5.0 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 in the domains of reading, writing, listening, and speaking, and uses a 1 to 6 scale to indicate academic language ability overall and within each language domain.

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 which impact language acquisition: 1) initial grade level; 2) initial English language proficiency level; and 3) time enrolled in Utah schools. Each of these factors play a role in determining the amount of growth which can be expected each year and the timeline to reaching proficiency.

**1. Initial Grade level.** Academic language becomes more rigorous as students increase in grade level. For example, the academic language demands in 1<sup>st</sup> grade science differ significantly from the academic language demands of 8<sup>th</sup> 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 later face a much greater challenge due to the increased complexity in academic content as well as academic discourse. This observed phenomenon provides the rational 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 have exposure to English before entering school. Students who enter school with greater levels of proficiency in English have a much different timeline for reaching English fluency than those students who enter with very limited English. This variable is accounted for in the progress targets for each grade span in the y-axis (see tables 6, 7, and 8).

**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 amount of growth they should be expected to 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 6, 7, and 8).

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 (earn an overall proficiency level of 5.0 or greater) 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, initial proficiency level, and number of years enrolled in school. These progress targets are set according to the tables below (see tables 6, 7, and 8). If at any point the student scores as proficient (a 5.0 or greater on the WIDA ACCESS assessment) they are included in the calculation as having made adequate progress. If a student's proficiency level score is equal to or greater than their progress target, they are considered to have 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 (note: EL students in their first year are excluded from the calculation because they do not have a prior year score; their ACCESS score in their first year is needed to establish baseline):

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

**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 can be thought of as year 0. A student's annual progress targets move across the assigned row until the student reaches English proficiency (i.e. earns a 5.0 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 6: Initial Grade 1-3 EL Adequate Progress Targets

Initial ELP Level	Time in EL Program						
		1	2	3	4	5	6
	1.0-1.9	+1.4	+1.0	+0.7	+0.6	+0.3	+0.1
	2.0-2.9	+1.2	+0.7	+0.6	+0.3	+0.2	+0.1
	3.0-3.9	+0.8	+0.6	+0.5	+0.3	+0.1	+0.1
	4.0-4.9	+0.6	+0.5	+0.3	+0.2	+0.1	+0.1

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

Initial ELP Level	Time in EL Program						
		1	2	3	4	5	6
	1.0-1.9	+1.0	+1.2	+0.8	+0.6	+0.4	+0.2
	2.0-2.9	+1.0	+0.8	+0.6	+0.4	+0.3	+0.1
	3.0-3.9	+0.8	+0.6	+0.3	+0.2	+0.1	+0.1
	4.0-4.9	+0.6	+0.3	+0.2	+0.1	+0.1	+0.1

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

Initial ELP Level	Time in EL Program						
		1	2	3	4	5	6
	1.0-1.9	+0.7	+1.0	+0.6	+0.4	+0.3	+0.2
	2.0-2.9	+0.6	+0.8	+0.6	+0.5	+0.3	+0.1
	3.0-3.9	+0.6	+0.7	+0.5	+0.3	+0.1	+0.1
	4.0-4.9	+0.4	+0.5	+0.1	+0.1	+0.1	+0.1

\*Gray cells indicate years after student should have met 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 student to be included in accountability calculations for the EL student group for each indicator with the exception of 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 are successful in attaining 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 performance.

## 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 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).** 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. For example, the cohort that entered 9th grade for the first time in the fall of the 2015-2016 school year is expected to graduate by the end of the summer, 2019. LEAs report final graduation rates for a given year in October of the following year. For this reason, the graduation indicator acts as a delayed indicator, and the graduation rate for any given year is determined by the graduation rate from the year prior in accountability calculations. For school year 2018-19, the graduation rate for 2017-18 is to be applied. 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 years<sup>4</sup> (2.5 out of 25 points) to recognize schools who continue to work with student who do not meet graduation requirements in four years.

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

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<sup>4</sup> State law authorizes 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).

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 that a student enrolls in is considered the school of graduation for accountability.
- If a student attends two schools in their final year, and one school graduates the student while the other does not, then the school the student graduated from is considered the school of graduation for accountability.
  - 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 for the purpose of receiving Special Education services in order to obtain an Alternate Diploma based instruction 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 11<sup>th</sup> 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.

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

There must be at least 10 ACT scores for a school 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:** Readiness coursework is intended to be an indicator of equitable opportunity for students to access advanced-level courses in high school. 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 rigorous coursework.

**Note: this data is submitted to 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, or,
- Concentration or Completion in a Career and Technical Education (CTE) pathway.

Like graduation, the Readiness Coursework indicator acts as a delayed indicator to allow students to complete one or more of the above at any point during high school. Only 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 receives 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 there are fewer than 10 students who meet readiness coursework criteria, points for this indicator will be removed from the total points possible for a school and the school does 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 in the accountability system toward the overall school rating, but rather are an opportunity for schools to self-report their own progress, evaluate their own program

implementation, and highlight process or input measures on their school's public accountability report card.

The USBE approved a list of six domains of implementation. 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
- And equitable educational opportunities

(Hattie, J. Visible Learning, 2009)

Beginning in 2019, schools will be notified of the window to upload their self-reported indicators annually by July 1<sup>st</sup>. More information and examples of self-reported indicators within each of these domains is described in Appendix C.



## Part III: Calculation of Overall Scores and Overall School Ratings

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To determine the overall school rating (or school letter grade), all points for indicators which 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 determine the school's overall school rating.

**Standards for Overall School Ratings:** In the spring of 2017, the Utah State Board of Education (USBE) with support from the Center for Assessment convened a series of meetings to implement a standard setting process for the Utah school accountability system to set performance standards for school accountability (Domaleski, D'Brot, Keng, Keglovits, & Neal, 2018). This process convened a panel of leaders and stakeholders, broadly representative of the state's interests and able to articulate a vision for education in the state, evaluate information and make recommendations regarding performance *criteria* for schools and the assignment of overall ratings (see Appendix H). Cut scores, policy level descriptors, and school performance level descriptors were established to clarify interpretation of school grades. The results of this standard setting established the cut scores for each overall school rating:

For years in which letter grades are assigned<sup>5</sup>, the cut scores, or percentage of total points earned, for each letter grade are as follows:

### Elementary and Middle Schools (150 possible points)

- A – Exemplary School; 63.25% of total points earned
- B – Commendable School; 55% of total points earned
- C – Typical School; 43.5% of total points earned
- D – Developing School; 35.5% of total points earned
- F – Critical Needs School; less than 35.5% of total points earned

### High Schools (225 possible points)

- A – Exemplary School; 64% of total points earned
- B – Commendable School; 57% of total points earned
- C – Typical School; 46% of total points earned
- D – Developing School; 38% of total points earned
- F – Critical Needs School; less than 38% of total points earned

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<sup>5</sup> The Utah legislature suspended the assignment of overall letter grades for SY 2018-2019 and 2019-2020 during the 2020 legislative session ([S.B 119 – School Accountability Amendments](#)).

**Overall Rating Thresholds.** To establish performance thresholds for school letter grades, USBE engaged a variety of stakeholders in a standard-setting process to strengthen the validity of overall ratings in Utah's accountability system and reflect the state's vision and theory of action for accountability. Shifting to a criterion-based approach for overall school ratings set fixed targets for school performance, supporting the theory of action and intended interpretations and uses for school accountability (Domaleski et al, 2018). The Policy Descriptors and School Level Performance Descriptors for each letter grade in Elementary/Middle and High Schools created by the stakeholder group are given in Appendix H, Exhibits H-1 and H-2. In years where school letter grades are assigned, the recommended threshold percentages listed above for overall school ratings will be used to assign letter grades to schools based on the percentage of points earned in Utah's accountability system. A complete memorandum of the standard setting process for setting threshold scores for is included in Appendix H.

## Chapter 3: School Accountability Reporting: School Report Cards

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In accordance with state and federal law, USBE is required to publicly publish accountability reports for state, LEA, and school accountability data in the form of school report cards annually. The accountability reports published each year are reflective of school performance from the previous year. The [Utah School Report Cards](http://www.utahschoolgrades.schools.utah.gov) are found at [www.utahschoolgrades.schools.utah.gov](http://www.utahschoolgrades.schools.utah.gov) and were released to the public on January 3<sup>rd</sup>, 2019. The ESSA-required reporting elements which fall outside the scope of a report card intended for families and parents are available to the public on the USBE's [Assessment and Accountability](https://schools.utah.gov/assessment/resources) website at <https://schools.utah.gov/assessment/resources>.

Utah's accountability system is designed to numerically aggregate the indicators of school accountability into an overall rating<sup>6</sup>, and determine an A-F letter grade in years where school letter grades are assigned. Each of the indicators which can be calculated for a school, described in Chapter 2, is assigned a policy weight and point value (see figure 2), and the points for each indicator are summed to determine the percentage of total points possible and overall rating of a school's performance. Reports are published for each school, LEA, and for the state.

Utah's School Report Card is just one piece of information that communicates how well a school is performing across a range of indicators of student performance, 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 influence school and LEA practices (Reyna, 2016). In order to transparently report how schools are providing students in Utah with a high-quality education, the school accountability report provides a great deal of information for each indicator, including comparisons to LEA and state averages, performance of student groups, and the school self-reported indicators. This is intended to provide high-quality education data and information transparently to the public in an accessible format. Beyond basic 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).

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<sup>6</sup> After reviewing analyses of the 2019 RISE data on October 3, 2019, the State Board supported the use of 2019 RISE data for reporting purposes, including the 2019 school report cards. At that time, the Board also requested legislative flexibility in the assignment of overall school letter grades due to the test system interruptions experienced during the 2018-2019 administration of RISE for grades 3-8. The assignment of overall letter grades for the 2018-2019 and 2019-2020 school years was suspended by the Utah State Legislature during the 2020 Legislative session.

## School Accountability Report Card Elements

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Each of the indicators included in school accountability are 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 LEA, and performance by student group is reported in the 'view details' for each indicator. In addition, school enrollment and demographics are reported for all schools, as well as 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 student proficiency on statewide academic assessments in a single school year. The report card shows the percentages of students who demonstrate proficiency in English language arts, math, and science for this school year. 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 grew academically compared to their academic peers in the state. The Growth Indicator is reported as the average growth index score for each subject. For each subject, the point index (based on meeting or not meeting their student growth target and then awarded based on their SGP; see table 5, p. 19) are summed and then divided by the total number of students, giving you an average growth index score. The low, typical, and high growth ranges are derived from the mean and standard deviation of this growth index for all students in the state. 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% shows growth specifically for 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 and measures 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 progress 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 11<sup>th</sup> 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 school program effectiveness. These self-reported indicators are not awarded points in the overall rating for the school but provide the opportunity for schools to highlight ways the school is supporting students to be successful in addition to the indicators included in school accountability.

**Early Literacy:** These data are reported for elementary schools with grades 1, 2, and/or 3. 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 Lexile cuts for each grade. Making Typical or Better Progress is aligned with the Acadience Reading Pathways of Progress. See Appendix G for more information about the Early Literacy information provided on the school report card.

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

- Consistent attendance is the percentage of students who attend 90% of the days in which 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 the state of Utah after graduation. This data is collected through the Utah System of Higher Education (USHE) and the National Student Clearinghouse.

### Indicator-Level Ratings






Each indicator that can be calculated for a school shows a meter, or rating, to provide additional visual context for comparison and interpretation of indicators. The meters shown in each indicator tile on the school or LEA performance page capture the school's general performance for that indicator on its own. Each indicator-level rating is based on the points earned by the school for that indicator.

The indicator-level ratings for each indicator and range from exemplary, commendable, typical, developing, to critical needs. USBE worked with the Center for Assessment to empirically derive indicator-level ratings based on the contrasting groups standard setting method for determining performance level cut scores (Livingstone & Zeiky, 1989). This method leveraged the expert judgements that were provided by the accountability standard setting committee in May, 2017, during which a bookmark-like approach (Lewis, Mitzel, Green & Patz, 1999) was used by committee members to provided cut score ranges for overall ratings. . By applying the contrasting groups method to the context of the Utah accountability system, USBE leveraged the recommendations made in May 2017 by the performance level setting committee for the summative ratings to help determine the indicator-level cut

scores. In other words, this approach helps facilitate coherence between the summative and indicator-level cut scores.

For each indicator, four cut scores were empirically derived; for elementary schools: 1) Achievement, 2) Growth, and 3) English Learner Progress; for high schools: 1) Achievement, 2) Growth, 3) English Learner Progress, and 4) 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:

Indicator-Level Ratings					
Display Graphic					
Display Label	Exemplary	Commendable	Typical	Developing	Critical Needs
	5	4	3	2	1
<b>Range of points Earned - Elementary and Middle</b>					
Indicator - 3-8	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
<b>Range of points earned - High Schools</b>					
Indicator - High School	Exemplary	Commendable	Typical	Developing	Critical Needs
Achievement	1.0-.57	.569-.45	.449-.29	.289-.18	.18-.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 transition to new assessments.*

## Chapter 4. Meaningful Identification of Schools in Need of Support

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This section is intended to be a brief overview of how accountability and improvement systems are intended to work together, and the types of school support and improvement systems required under ESSA. In school accountability, schools' overall performance and performance within each indicator meaningfully differentiates performance among schools. The overall percentage of points earned for a school is tied directly to identification of schools in need of support and improvement. Comprehensive information on the identification and requirements for schools in school improvement can be obtained from USBE Title I staff and in the [Utah System of Support for School Improvement handbook](https://schools.utah.gov/file/0661922d-d4dc-419f-b462-01acae3b070b), which can be found here: <https://schools.utah.gov/file/0661922d-d4dc-419f-b462-01acae3b070b>.

### Comprehensive and Targeted School Improvement

The lowest performing 5% of schools are identified annually based on the percentage of points possible each school earns. There are three categories of support under ESSA:

- Comprehensive support and improvement,
- Targeted Support and Improvement, and
- Additional Targeted Support and Improvement.

**Comprehensive Support and Improvement.** Comprehensive Support and Improvement (CSI) schools are identified on the overall performance of students within a school. Schools may be identified for CSI if: 1) based on a three-year average, they are in the lowest performing 5% of Title I schools, or 2) any high school with a graduation rate of 67% or lower. These determinations are made once every three years, beginning in 2018-2019. Any Title I TSI school that does not improve within four years automatically elevates to CSI status.

**Targeted Support and Improvement.** Targeted Support and Improvement (TSI) Schools are identified annually based on consistently low-performing student groups within a school. Each student group within a school is compared to the performance of the lowest performing 5% of schools in the state. If any student group is consistently performing at or below the lowest performing 5% of schools in the state for two consecutive years, they are eligible for TSI identification. High schools who have a student group with less than a 67% graduation rate for two consecutive years are also eligible for TSI identification. These determinations are made annually. Any Title I TSI school that does not improve within four years automatically elevates to CSI status.

**Additional Targeted Support and Improvement Schools.** Additional Targeted Support and Improvement (ATSI) schools are those schools who are identified as TSI (having consistently underperforming student groups) who are not Title I and do not make substantial improvement within four years, including the year they were identified. These schools are subject to increased intervention and consequences.

Each type of support and improvement has defined identification and exit criteria. After 2018-2019, schools will receive an alert prior to a year they might be identified to allow them one year to course-correct or improve student outcomes.

One distinct difference between CSI and TSI schools is that TSI schools are accountable to the LEA, and CSI are accountable to the State under Title I. CSI schools are eligible for additional funding from the state. TSI schools are intended to alert LEAs of disproportionate rates of performance of student groups. LEAs are responsible for supporting, monitoring the school improvement plans, and increasing 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.

## Special Cases in Accountability Determinations

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All schools will be included in the 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 n-size for the indicator. For an overall score to be calculated for the purpose of making accountability determinations, 1) the school must earn points in either the achievement or growth indicators, 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. For these schools, the process below is followed.

**Schools for which an overall accountability determination cannot be made.** Schools for which an overall accountability determination cannot be made (i.e. are missing multiple indicators due to n-size) are often necessarily small schools, alternative schools, or schools who exclusively serve special populations (see p. 33). 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 which can be calculated, the school may be asked to provide additional data or a root-cause analysis to the state 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 or TSI is appropriate. The second-tier review is intended to look at the unique circumstances for each school 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.

**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 schools and second year of operation for high schools. Basing accountability determinations on two years of data for all schools will ensure each school is appropriately designated. In addition, including high schools after their second year of operation ensures that all available data on college readiness assessments and graduation outcomes can be included in accountability determinations. [The School Grading Exemption Request Form](https://schools.utah.gov/assessment?mid=1104&tid=4) is available on the Assessment and Accountability website at: <https://schools.utah.gov/assessment?mid=1104&tid=4>.



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

**Schools serving special populations.** Utah Legislation allows for alternative schools that exclusively serve a special population of students to be included in the State's alternative school accountability system. The USBE definitions and process for alternative schools and schools that serve special populations can be found in Appendix E.

Schools with an alternate flag who exclusively serve special populations may be reviewed on an individual basis according to alternative indicators (Utah ESSA consolidated State Plan, 2018). Decision rules will be used to determine if an alternative school meets criteria for additional support and improvement. In these cases, 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.

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 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) receives an accountability rating that places the school in the bottom 3-5% of schools, and 3) an individualized accountability review that takes that special purpose into account is warranted; then,,
3. USBE may perform an individualized review of the school to determine if the USBE is confident that the school is low-performing and should receive School Improvement supports through comparing school performance to an alternative set of indicators or request that the school provide additional data (e.g. root-cause analysis, local assessment data, or other qualitative and quantitative data).

## Conclusion

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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 and policy makers,
- Make determinations for additional reward, support or consequence, 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 Board to assign overall ratings based on school performance in several indicators. Changes to this code made in 2018 add additional indicators to the accountability system. This manual presents the indicators, methodology, calculations, and reporting elements included in Utah's accountability system and business rules used for the calculation of school accountability indicators and assignment of overall ratings, detailing 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

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January, 2018	Manual updated to reflect ESSA indicators and accountability calculations
April, 2019	Manual updated to reflect: 1) 2019 RISE interruptions, 2) 2020 Legislative and Board decisions, 3) updated hyperlinks, 4) clarified Early Literacy, Postsecondary Enrollment, and Consistent Attendance, 5) removed CSI and TSI calculation business rules (TBA), 6) updated participation codes table, 6) added EL student case examples.

## Appendix A. Assessment Participation Codes

Participation codes are provided by the LEA to USBE and are used to provide 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	State	Federal Report	Description
101	Did Not Test	Countable for Participation only	Countable for Participation only	Student was enrolled at the school and eligible to test (with or without reasonable accommodations) but did not test.
103*	EL First Year in U.S. April 15 or Later	Not Countable	Not Countable	The student is an English learner (EL) and first enrolled in the U.S. on or after April 15 of current school year. Student is not required to test, but testing is made available.
104*	EL First Year in U.S. Before April 15	Counted for Participation only	Counted for Participation only	The student is EL and first enrolled in the U.S. before April 15 of current school year. Student must take ELA, Math, and Science.
106	Student Refused to Test	Countable	Countable	Student refuses to start the assessment or refuses to complete at least six items of the assessment.
107	Excused for Health Emergency	Not Countable	Not Countable	Student is unable to test during the testing window due to an unanticipated health circumstance.
108	Course Instruction Not Complete	Not Countable	Not Countable	Student will not complete the relevant course instruction during the current academic year. Not available for Utah Aspire Plus.
109	Course Not Provided	Not Countable	Not Countable	Student did not take a course associated with the assessment (E.g. Student is assigned a test for a course they did not take at any time during the current school year).

<b>110</b>	<b>Test Has Already Been Taken</b>	Not Countable	Not Countable	Student has already taken the same assessment during a previous administration year.
<b>111</b>	<b>USBE Excused – Approval Needed</b>	Not Countable	Not Countable	Requires USBE authorization. Used in rare circumstances to capture irregular test circumstances.
<b>112</b>	<b>Student Transferred Before Testing</b>	Not Countable	Not Countable	Student transferred out of school before the LEA had a reasonable opportunity to administer the
<b>200</b>	<b>Standard Participation</b>	Countable	Countable	Student took the assessment under normal circumstances.
<b>201</b>	<b>Accommodated</b>	Countable	Countable	Student took the assessment with allowed accommodation(s).
<b>202</b>	<b>Modified</b>	Counted for Participation only	Counted for Participation only	Student took the assessment with non-allowed modifications which interfere with the validity/reliability of the test.
<b>203</b>	<b>Invalidated</b>	Not Countable	Not Countable	LEA determines that the test was spoiled or invalid (E.g. Student cheated; test administrator broke protocol).
<b>204</b>	<b>Parental Exclusion</b>	Not Countable	Countable	A parent or guardian has requested in writing that the student be exempt from the assessment.
<b>205*</b>	<b>EL in Second Year of Enrollment</b>	Counted in Participation and Growth	Counted in Participation and Growth	Student is EL and first enrolled in the U.S. during the 2017-2018 school year. Student must take ELA, Math, and Science.
<b>208</b>	<b>Test System Irregularity</b>	Not Countable	Not Countable	The test event was interrupted by a system error without reasonable opportunity to reset or re-open the test. USBE Approval required.
<b>209</b>	<b>Incorrect Course Code Assigned</b>	Countable	Countable	An incorrect course code or grade was assigned, triggering an incorrect test. LEA correction of the course code is required.

\*103, 104, 205 - This exclusion is only generated by 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

300 codes are set only by 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	School Grades	Federal Reporting	Description
300	Standard Participation	Countable	Countable	The test has a sufficient response but was assigned one of the following codes: 101, 105 – 111.
301	USBE Assigned Did Not Test	Countable	Countable	A special code is set that indicates participation but there is not a sufficient response, or the LEA: <ul style="list-style-type: none"> <li>• Did not use special code,</li> <li>• Used a participation code,</li> <li>• Used 110 and there is no previous test</li> </ul>
303	USBE Assigned Invalidated	Countable	Countable	USBE determined that the test was invalidated.
305	USBE Confirmed Additional Test Participation	Countable	Countable	The student has 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.

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

***Check non-participation codes for participation.*** In cases where the LEA submits a code that indicates non-participation (e.g., 101 – Absent), if the student actually met the sufficient response criteria, 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 calculation.

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

***Check for repeated tests.*** 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 110 – Student Previously Tested. In this case, a student cannot be counted as a parental exclusion for the second administration. The parents can still request that their child not test, but it is not counted as a parental exclusion for accountability purposes.

- For this check, USBE looks at all parental exclusions to see if the students previously tested. If they did, USBE will change the code to 110 – Student Previously Tested. **This is the only time that USBE will modify the parental exclusion participation code.**
- If the student tested previously and also tested in the current year, USBE changes the code to 305 – USBE verified previously tested. These tests are counted in participation.
- If the student tested previously but did *not* test this year, USBE keeps the code 110 – Student Previously Tested.
- If the student did not actually test previously, 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)

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

The LEA and school 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, then the school of accountability will be determined when the student next logs into 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>

Additional Resources:

- [UTREx Quick Guide](https://schools.utah.gov/file/354fd0e4-3faf-4b28-8e83-8699d9c5e4c9): <https://schools.utah.gov/file/354fd0e4-3faf-4b28-8e83-8699d9c5e4c9>
- [UTREx Data Submission: Year End Guidelines](https://schools.utah.gov/file/cc977e3d-0e73-4654-b4c2-7298ae97e2e0)  
<https://schools.utah.gov/file/cc977e3d-0e73-4654-b4c2-7298ae97e2e0>

## Appendix C-1. 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 display on your school's report card. You may include measures of effectiveness, program evaluation, and hyperlinks (1500 character limit):

## Appendix C-2. 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 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 school falls within one of the six approved domains.

### Example Self-Reported Indicators

Domain	Example Implementation Activities	Example Outcome Measures
School-Level Factors	School administers school climate survey	School climate survey results
	School offers arts, sports, or other special programs	Number of and participation in specialized programs
	School implements positive behavior interventions and supports	Office discipline referrals over time
	After school programs	Participation in after school programs
	School prioritizes STEM or 21 <sup>st</sup> century skills	Technology to student ration; participation in STEM programs
	School has received recognition from an outside source	School recognition or award
	School implemented an anti-bullying program	Incidences of bullying over time
Student Factors	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 and industry-recognized license or certificate; CTE pathways programs; concurrent enrollment data

Domain	Example Implementation Activities	Example Outcome Measures
Teacher Factors	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	% of teachers with ESL endorsements; WIDA ACCESS for ELLs growth analysis
	Teachers and staff are highly qualified	% of National Board certified teachers; teachers with Masters-level degrees or above
	Teachers implement tiered intervention strategies	Tier 2 & 3 Intervention outcomes
Instructional Factors	School implements social-emotional skills curriculum	School climate survey results; intervention fidelity measures; office discipline referral data
	Increased instruction targeting specific content areas	Student performance outcomes
	Teachers implement focused instructional strategies	Student performance outcomes
Parent & Family Engagement	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 school day
Equitable Educational Opportunity	School increases efforts to help EL students become fluent in English	Number of students reaching English language fluency; WIDA ACCESS for ELLs growth analysis
	School supports students to learn multiple languages	Number of students earning the seal of bi-literacy; impact of second language programs
	School provides Dual-Language Immersion (DLI)	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;

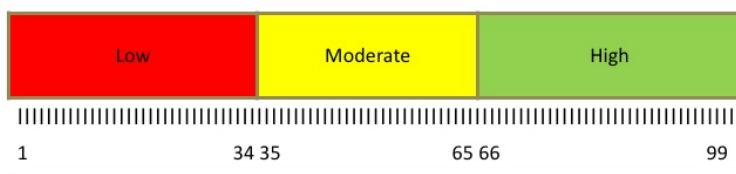
## Appendix D-1. Student Growth Percentiles

**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 a student's growth and academic progress, even if he/she is not yet meeting proficient.

A student growth percentile is a number between 1 and 99. If a student has an SGP of 85, we can say that she showed more growth than 85 percent of her 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.

### Student Growth Percentile Categories



**Low Growth:** Represents students with SGPs of 1-34

**Moderate Growth:** Represents students with SGPs of 35-65

**High Growth:** Represents students with SGPs of 66-99

**How are student growth percentiles calculated?** Student growth percentiles are measured by using a statistical method called quantile regression that 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 that had statistically similar scores in previous years. In other words, they are students that have followed a similar assessment score path. 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 grew in comparison to these academic peers.

**What is a median growth percentile?** The median growth percentile summarizes student growth percentiles by district, school, grade level, or other group of interest. 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 to use than averages when summarizing a collection of percentile scores.)

**Can high scoring students still demonstrate growth?** Yes. Students that typically have high scores on state assessments will be compared to all other students in the state that also have high scores. The data show that even students that score at the top of the scale will have varied performance the next year, so the model allows us 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 that 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 that 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, she 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 that have valid and consecutive test scores in the same subject and grade form the norming population for the calculation of the SGPs.

**What can student growth percentiles tell us?** Student growth percentiles are primarily a descriptive model, telling us what amount of growth a student has made over the last year. This growth model is not a value-added model; it does not attempt to separate a teacher or school effect 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 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 students in other schools?
- Are students in different grade levels within my school growing similarly?

See also: USBE Data Gateway – [Student Growth Percentiles Video](#):

<https://www.youtube.com/watch?v=ftGV7RMdM8g&feature=youtu.be>

## Appendix D-2. Student Growth Targets

**What are Student Growth Targets (SGT)?** SGTs, sometimes referred to as Adequate Growth Percentiles, or AGPs, are the percentiles at which students must grow in order to achieve or maintain proficiency (or some other target such as college readiness). Policy makers generally define the weight and the allowable amount of time for the SGT. For example, many states have defined SGTs as the percentiles at which students must progress in order to reach (or maintain) proficiency in three years.

**What are the advantages of SGTs?** SGTs are tailored to each student, based on all of the test data available, and are therefore valid and fair for presenting criterion-related growth (how much a student grows relative to a known standard, e.g., proficiency) in addition to normative growth (how much a student grew compared to her academic peers). In this case, each student would have a target designed to close the achievement gap rather than exacerbate it.

**Do SGTs yield a percentile or a scale score?** Both! SGTs can be converted to a scale score, so that the required growth can be expressed in terms either a scale score or a percentile. The advantage of having both is that the percentile informs stakeholders and other users the likelihood of achieving the scale score. For example, if a student had a growth target of 10 points, but we noted that this target would require 90<sup>th</sup> percentile growth, that tells us that there is only a 10% likelihood of this result occurring. It does not mean the target should be changed, but it is important for leaders to understand the challenge of students meeting certain goals.

**How are SGT's used in school Accountability?** In previous years, growth was calculated as the percentage of student earning a student growth percentile (SGP) of 40 or greater. The calculation for growth in the new accountability system is an index score derived from a combination of student SGPs and SGTs.

SGP Range	Met Target	NOT Met Target
>65	1.0	.75
50-65	.75	.50
40-49	.50	.25
<40	.25	0

See also: USBE's [Student Growth Targets \(SGT\) Explainer Video](https://www.youtube.com/watch?v=nCb5ZgGaKA4&feature=youtu.be):  
<https://www.youtube.com/watch?v=nCb5ZgGaKA4&feature=youtu.be>

## Appendix E. Alternative Schools Definition for Accountability

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In order for schools to be considered alternative they must meet the definition for Alternative Schools or the definition for 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 the students enrolled are eligible for special education and receiving special education services and supports.
2. “Special School for Youth in Custody”:
  - A youth in custody 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 who 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-teacher ratios, college/career-oriented themes, adult advocates, trauma sensitivity and academic enrichment. Students who may benefit from Alternative Education include, (a) teen pregnant/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 who exclusively serve special populations may be reviewed on an individual basis according to local data and alternative indicators (see p. 33). Decision rules may be used to determine if an alternative school meets identification criteria for additional support and improvement.



## Appendix F: English Learner Progress Case Examples

1. **Student first enrolls in kindergarten.** Fatima enrolled in Kindergarten at the beginning of the year and was identified as EL by the WIDA Kindergarten Screener in August. She took WIDA Kindergarten ACCESS that school year and earned an overall proficiency score of 3.6.
  - For the calculation of EL Progress, Fatima's time in program starts in kindergarten.
  - Fatima's first year ACCESS score (in this case kindergarten) is considered the baseline year and assigns her to the appropriate row in the grades K-3 table (see Table 6, p. 20), which will determine her progress targets moving forward.
    - *Note: Students are not counted in the EL progress calculation in their baseline year.*
    - *Fatima's EL progress will not be calculated until the following year, when she has had a full year of instruction and support in English and two WIDA ACCESS scores.*
  - Fatima's progress targets move across the row to which she was initially assigned each year. In this example, she would be assigned to the 3.0-3.9 row in the K-3 progress targets table. She will never change rows or tables over time.
  - Fatima will be considered as having been in an EL program for 1 year when she takes WIDA ACCESS in 1st grade. To determine if Fatima made adequate progress toward becoming fluent in English, the increase from her kindergarten baseline ACCESS score and 1<sup>st</sup> grade ACCESS score are compared to column 1 in the table to see if she met her proficiency level growth target.
    - In this example, Fatima earned a 3.6 in Kindergarten. She would need to gain at least .8 in her overall WIDA ACCESS proficiency, or a score of 4.4, to be considered to have made adequate progress in 1st grade.

Table 6: Initial Grade 1-3 EL Adequate Growth Targets

		Time in EL Program					
Initial ELP Level	Baseline	1	2	3	4	5	6
	1.0-1.9	+1.4	+1.0	+0.7	+0.6	+0.3	+0.1
	2.0-2.9	+1.2	+0.7	+0.6	+0.3	+0.2	+0.1
	3.0-3.9	+0.8	+0.6	+0.5	+0.3	+0.1	+0.1
	4.0-4.9	+0.6	+0.5	+0.3	+0.2	+0.1	+0.1

2. **New student to the U.S.** Juan enrolled for the first time in the U.S. in 7<sup>th</sup> grade in December and was identified as EL by the WIDA Screener. He took WIDA ACCESS that school year and earned an overall WIDA ACCESS proficiency level of 1.8.
  - For the calculation of EL Progress, Juan's time in program starts in 7<sup>th</sup> grade.

- Juan's first year ACCESS score (in this case 7<sup>th</sup> grade) is considered the baseline year and assigns him to the appropriate row in the grades 4-7 table (see Table 7, p. 20), which will determine his progress targets moving forward.
  - *Note: Students are not counted in the EL progress calculation in their baseline year.*
  - *Juan's EL progress will not be calculated until the following year, when he has had a full year of instruction and support in English and two WIDA ACCESS scores.*
- Juan's progress targets move across the row to which he was initially assigned. In this example, he would be assigned to the 1.0-1.9 row in the grades 4-7 progress targets table. He will never change rows or tables over time.
- Juan will be considered as having been in an EL program for 1 year when he takes WIDA ACCESS in 8<sup>th</sup> grade. To determine if Juan made adequate progress toward becoming fluent in English, the increase from his 7<sup>th</sup> grade baseline ACCESS score and 8<sup>th</sup> grade ACCESS score are compared to column 1 in the table to see if he met his proficiency level growth target.
  - In this example, Juan earned a 1.8 baseline score. He would need to gain at least 1.0 in his overall WIDA ACCESS proficiency, or a score of 2.8, to be considered to have made adequate progress in 8<sup>th</sup> grade.

Table 7: Initial Grade 4-7 EL Adequate Growth Targets

Initial ELP Level	Time in EL Program						
	Baseline	1	2	3	4	5	6
	1.0-1.9	+1.0	+1.2	+0.8	+0.6	+0.4	+0.2
	2.0-2.9	+1.0	+0.8	+0.6	+0.4	+0.3	+0.1
	3.0-3.9	+0.8	+0.6	+0.3	+0.2	+0.1	+0.1
	4.0-4.9	+0.6	+0.3	+0.2	+0.1	+0.1	+0.1

3. **Student who transferred from another Utah LEA.** Levi is a 4<sup>th</sup> grader who moved into a new LEA from elsewhere in the state of Utah. His most recent WIDA ACCESS score from 3<sup>rd</sup> grade shows an oval proficiency level of 4.2. The school is not sure how many years he has been an EL student.
  - USBE uses WIDA score records from WIDA year to year, keeping a consistent record of all WIDA ACCESS scores tied to student SSID, regardless of where they were enrolled.
  - The school used the Data Gateway to look up all of Levi's previous WIDA ACCESS scores. They learn that he first took WIDA ACCESS in 1<sup>st</sup> grade and earned a proficiency level of 2.3, assigning him to the second row in the K-3 progress targets table (see table 6, p. 20), and he is in his 3<sup>rd</sup> year in program.

1. In this example, Levi earned a 4.2 in the previous year. He will need to gain at least .6 in his overall WIDA ACCESS proficiency level, or a score of 4.8, this year to be demonstrate adequate progress.

Table 6: Initial Grade 1-3 EL Adequate Growth Targets

Initial ELP Level	Time in EL Program						
	Baseline	1	2	3	4	5	6
	1.0-1.9	+1.4	+1.0	+0.7	+0.6	+0.3	+0.1
	2.0-2.9	+1.2	+0.7	+0.6	+0.3	+0.2	+0.1
	3.0-3.9	+0.8	+0.6	+0.5	+0.3	+0.1	+0.1
	4.0-4.9	+0.6	+0.5	+0.3	+0.2	+0.1	+0.1

4. **Student who transferred from another state.** Adrianna is in 8<sup>th</sup> grade and moved to Utah from another state. Based on the home language survey, Adrianna speaks a language other than English at home.
  - EL status in another state does not exempt the school from following the appropriate screening procedures, so the school administered WIDA Screener and learned that she qualifies for EL services.
  - USBE does not transfer scores from other states. When a student first enrolls in Utah they begin at baseline.
  - When Adrianna took WIDA ACCESS this year, she earned a proficiency level of 3.9. This will be considered her baseline proficiency level and will determine the row in the grades 8-12 table (see Table 8, p. 20) to which she will be assigned, establishing her progress targets moving forward.
    - Adrianna will need to gain at least .6 in her overall WIDA ACCESS proficiency level, or a score of 4.5, *next year* to demonstrate having made adequate progress.

Table 8: Initial Grade 8-12 EL Adequate Growth Targets

Initial ELP Level	Time in EL Program						
	Baseline	1	2	3	4	5	6
	1.0-1.9	+0.7	+1.0	+0.6	+0.4	+0.3	+0.2
	2.0-2.9	+0.6	+0.8	+0.6	+0.5	+0.3	+0.1
	3.0-3.9	+0.6	+0.7	+0.5	+0.3	+0.1	+0.1
	4.0-4.9	+0.4	+0.5	+0.1	+0.1	+0.1	+0.1

5. **Newly identified student.** Michael is a student who enrolled in kindergarten in a Utah school but, by mistake, he wasn't identified as an English learner until 5<sup>th</sup> grade
  - Michael's first WIDA ACCESS score from the first time he takes WIDA ACCESS (in this example, 5<sup>th</sup> grade) will be considered his baseline year.


- This score will determine which row in the grades 4-7 table to which he will be assigned.
- His progress targets are determined by the 4-7 table because his initial year of identification was in 5th grade.
- He will be included in the EL Progress indicator calculation for the first time in 6<sup>th</sup> grade, when he has had a full year of instruction in English and two WIDA ACCESS scores from which to compare progress toward English proficiency.

Table 7: **Initial Grade 4-7** EL Adequate Growth Targets

Initial ELP Level	Time in EL Program						
	Baseline	1	2	3	4	5	6
	1.0-1.9	+1.0	+1.2	+0.8	+0.6	+0.4	+0.2
	2.0-2.9	+1.0	+0.8	+0.6	+0.4	+0.3	+0.1
	3.0-3.9	+0.8	+0.6	+0.3	+0.2	+0.1	+0.1
	4.0-4.9	+0.6	+0.3	+0.2	+0.1	+0.1	+0.1

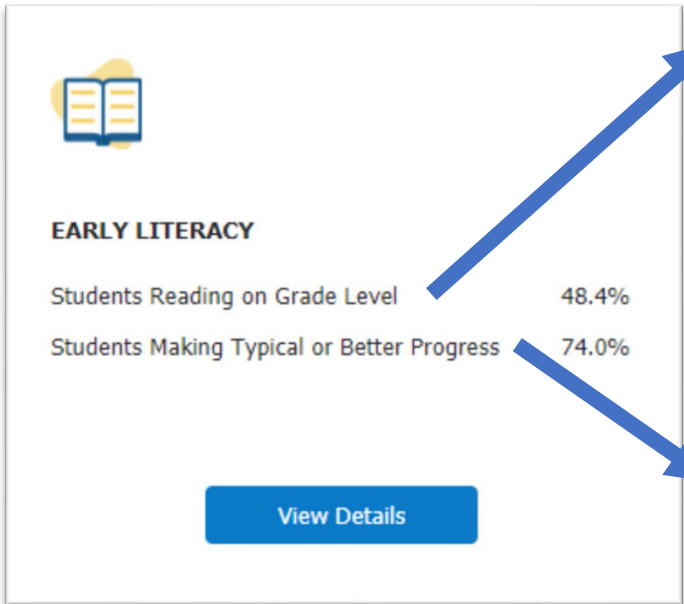
# Appendix G: Utah School Report Card - Early Literacy

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 that is given to Utah students in grades 1-3. 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 IS EARLY LITERACY?**

Early Literacy is a measure of students’ reading in 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 is a benchmark reading assessment given to Utah students in early grades. These data show the percentage of students reading on grade 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 that 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 than the percent of students that are meeting the benchmark goal for that time of year.

### Students Making Typical or Better Progress:

This is the percent of students in grades 1-3 that are making typical, above typical, or well above typical growth on Acadience Reading Pathways of Progress.

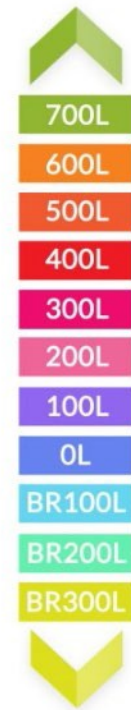
## What are Lexiles?

The Lexile® Framework for Reading is a scientific approach to measuring both reading ability and the text complexity of reading materials on the same developmental scale. Students receive a Lexile reader measure from the Acadience Reading Benchmark Assessment. (Metametrics, 2020)

A Lexile measure is the numeric representation of an individual's reading ability or a text's complexity or difficulty, followed by an "L" for Lexile. The Lexile scale is a developmental scale for reading that ranges from BR400L meaning below zero for early readers and beginning texts to above 700L for advanced readers and texts. The smaller the number following the BR code, the more advanced the reader is. For example, a BR250L reader is more advanced than a BR300L reader. Above 0L, measures indicate increasing reading ability as the numbers increase. For example, a 600L reader is more advanced than a 370L reader. (Metametrics, 2014)

## Why Lexiles?

Lexiles transcend all program leveling and therefore is a universal way to look at a reader's ability. Lexiles equate to reading on grade level, whereas benchmark equates to a level of risk. See the figure below for further information on benchmark status and the likelihood of meeting future early literacy goals.



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

<sup>a</sup> Some students may benefit from instruction on more advanced skills.

<sup>b</sup> Some students may require monitoring and strategic support on component skills.

(Acadience Learning, 2019)

USBE collaborated with Acadience Learning and Amplify to run a correlational study around Lexiles and future RISE scores. As a result, Lexile cut scores were determined to help stakeholders predict future scoring on RISE assessments. This correlation is much stronger than using benchmark status.

Connecting the Lexile Text Measure with a student's Lexile Level helps to forecast a student's comprehension rate. Educators can use Lexiles to personalize learning, differentiate instruction, and communicate with parents. Click [here](#) to find parent resources on Lexiles.

## What information do I get from Lexiles and what information do I get from the Acadience Reading Measures?

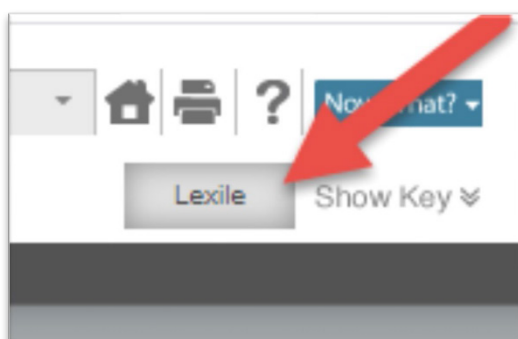
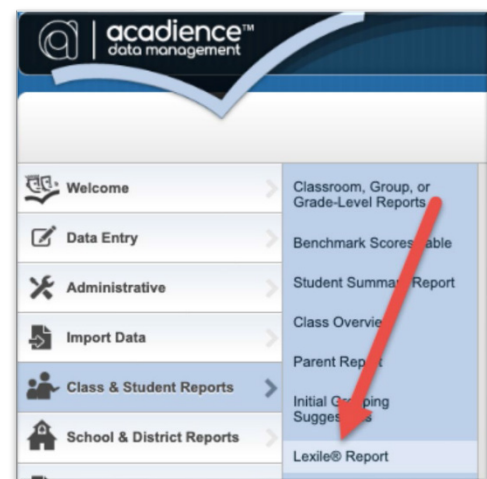
Acadience Reading measures and Lexiles can be used together to support all students to achieve reading outcomes. The Acadience Reading Composite Score is an overall score composed of the individual measures administered at that time of year. As such, it is an indicator of students' ability to read accurately and fluently and to comprehend what they read. A student's Lexile Reader Measure, which is equated to the Acadience Reading Composite Score, also provides information about a student's overall reading level.

The individual Acadience Reading measures are reliable, valid, and efficient *indicators* of whether students are on track in acquisition and growth of essential early literacy and reading *skills* - those skills that are necessary for reading success. Students' performance on the individual Acadience Reading measures provides information that allows a teacher to pinpoint the specific literacy skills students need to work on to become successful readers.

Used together, Lexiles and Acadience Reading measures provide information that help teachers to identify students who need instructional support, plan and personalize instruction for students, and monitor progress and evaluate the effectiveness of instructional support provided.

### As an educator, where can I find Lexiles?

**1. Acadience Learning** - In the Acadience Data Management platform, Lexile reports can be found under the **Class and Student Reports** tab. The student Lexile measure is also displayed with the Composite Score for each time of year.



**2. Amplify**- On the mCLASS platform, Lexiles can be found in the **Classroom Web Reports**. The students Lexile level displays to the right of the Composite Score for each time of year in the **Class Summary tab**. Click the Lexile button in the upper-right corner while on the Class Summary tab to show or hid the Lexile measures.

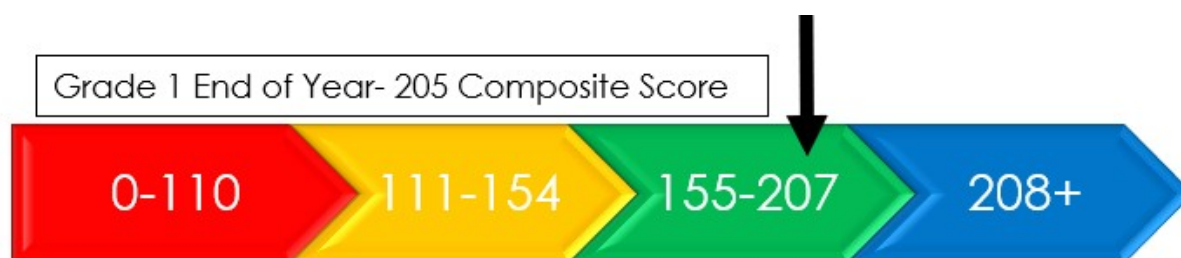


### USBE Lexile level cut scores for 'Reading on Grade Level' for End of Year:

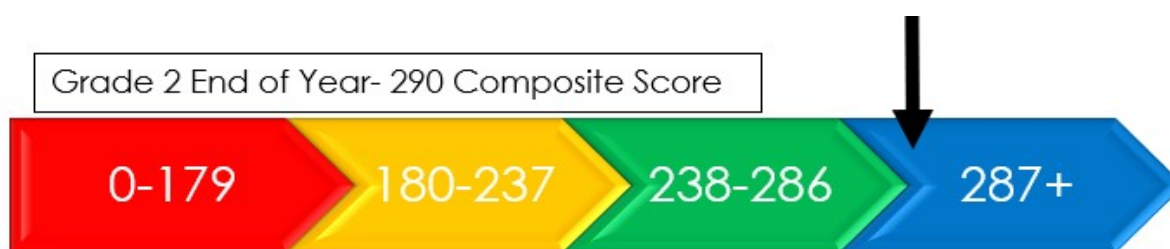
Grade Level	Lexile Cut Score	Acadience Reading Composite Score
Grade 1	195L	205
Grade 2	545L	290
Grade 3	750L	410

### How do these Lexile levels align with the Acadience Reading Composite Score and Benchmark Goals Framework?

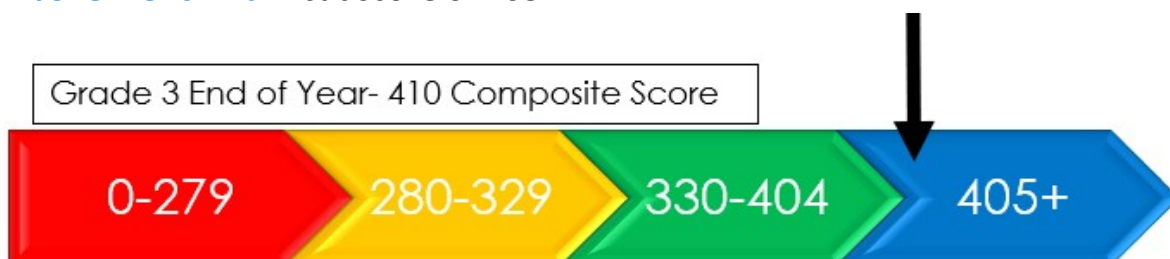
**Grade 1: 195L** equates to a Reading Composite Score of **205**, which is between the **At Benchmark** cut score of 155 and the **Above Benchmark** cut score of 208.



**Grade 2: 545L** equates to a Reading Composite Score of **290**, which is near the **Above Benchmark** cut score of 287.



**Grade 3: 750L** equates to a Reading Composite Score of **410**, which is near the **Above Benchmark** cut score of 405.





## How can educators use Lexiles?

Assigning students books based on Lexiles alone, however is not best practice, especially for students who may need additional instructional support to acquire essential early reading skills. For example, a third-grade student may have a Student Lexile Measure of 185 at the beginning of third grade. This Lexile corresponds to an Acadience Reading Composite score that is at the benchmark level in first grade. A student reading at this level likely needs additional instructional support in basic and advanced phonics in addition to being assigned reading material at that level.

## Appendix H. Accountability Standard Setting Memorandum

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### Memorandum

To: Rich Nye and Jo Ellen Shaeffer (Utah State Board of Education)

CC: Tiffany Stanley, Cydnee Carter, Jared Wright (Utah State Board of Education)

From: Leslie Keng and Scott Marion (Center for Assessment)

Date: 5/30/2017

Re: Utah School Accountability System Standard Setting Process

On May 16-18, 2017, the Utah State Board of Education (USBE) with support from the Center for Assessment convened a series of meetings to implement a standard setting process for the Utah school accountability system. Over the course of three days, committees of school accountability system stakeholders from across the state of Utah reviewed and revised policy descriptors (PDs) and school performance level descriptors (SPLDs). They also recommended threshold scores for overall school ratings that will be used to assign letter grades to schools based on their performance on the indicators in the Utah school accountability system. This memorandum provides a high-level summary of the standard setting process and outcomes.

### Overview

Part 11 of Utah's Senate Bill 220 (SB220) provides detailed specifications of the requirements for Utah's new school accountability system. The statute includes the performance indicators on which a school's overall rating is based for elementary and middle schools (Section 53A-1-1106), and for high schools (Section 53A-1-1107). It specifies how points for the various indicators should be awarded in the calculation of a school's overall rating (Section 53A-1-1108 through 53A-1-1110). It also provides the grade and labels for a school's overall rating (Section 53A-1-1105). The letter grades and associated labels are as follows:

- "A" represents an exemplary school.
- "B" represents a commendable school.
- "C" represents a typical school.
- "D" represents a developing school; and,
- "F" grade represents a critical needs school.

SB220, however, does not specify what the threshold scores are for schools to be assigned each grade or performance label. Instead, it requires USBE to engage in a "criteria setting process" to establish performance level threshold scores. In establishing the threshold scores, USBE should solicit and consider input from stakeholders, including legislators, the governor, representatives from local school boards, other representatives from school districts (including superintendents), other representatives from charter school governing boards, teachers, and parents (Section 53A-1-1113.5).

USBE, with support from the Center for Assessment, designed and implemented an accountability standard setting process to fulfill this statutory requirement. The process involved a well-defined, legally defensible approach to obtain threshold score recommendations from the various stakeholders outlined in the SB220. The process included three main steps:

1. Establishment of Policy Descriptors (PDs)
2. Specification of School Performance Level Descriptors (SPLDs)
3. Recommendation of Performance Level Threshold Scores

The following sections provide descriptions of each of the three main steps. The overarching goal of the standard setting process was to establish performance levels that are meaningful and reflect the state's vision for the accountability system.

### **Policy Descriptor (PD) Meeting**

On the evening of Tuesday, May 16, 2017, a committee of key legislators and state board members convened to review and revise the Policy Descriptors (PDs) for the Utah school accountability system. PDs are high-level statements about each performance level. They should be linked to Utah's goals and policy priorities and identify the most critical outcomes that are valued and considered non-negotiable. PDs should also be succinct and clear, so that anyone can read and understand them without technical jargon. They serve as the basis for the more detailed school performance level descriptors (SPLDs), which would be reviewed and revised on the following day.

Prior to the PD meeting, USBE and the Center for Assessment drafted preliminary PDs as starting points for the committee. During the meeting, committee members reviewed and discussed as a group the PD for each performance level in light of the legislative requirements and the state's goal and vision for its new accountability system. The committee made several important revisions to the draft PDs and approved them for use by the SPLD committee on the following day. The PDs approved by the committee were:

- An exemplary or "A" school exceeds expectations in academic achievement AND growth (AND postsecondary readiness, for high school). Equitable educational opportunities at the school should also be considered outstanding.
- A commendable or "B" school meets expectations on academic achievement AND growth (AND postsecondary readiness, for high school). Equitable educational opportunities at the school should also be satisfactory to strong.
- A typical or "C" school meets expectations on academic achievement OR growth (OR postsecondary readiness, for high school). Equitable educational opportunities at the school are also adequate.
- A developing or "D" school partially meets expectations for academic achievement OR growth (OR postsecondary readiness, for high school). Equitable educational opportunities at the school are not adequate.
- A critical needs or "F" school has not met expectations for academic achievement AND growth (AND postsecondary readiness, for high school). Equitable educational opportunities at the school are not adequate.

These policy descriptors were modified slightly during the school performance level descriptor meeting (described below) and the final policy descriptors are found in Appendix C.

### **School Performance Level Descriptor (SPLD) Meeting**

On the afternoon of Wednesday, May 17, 2017, members of the Utah's Assessment and Accountability Policy Advisory Committee (AAPAC) convened to work on the school performance level descriptors (SPLDs) for Utah's school accountability system. SPLDs are more detailed descriptions of the characteristics of schools in each performance level. There is a range of performance expectations associated with schools in each performance level. The SPLDs are meant to describe a school in the middle of each performance level. The charge for this committee was to review and approve the SPLDs for use in the performance level setting meeting on the following day.

Prior to the SPLD meeting, USBE and the Center for Assessment drafted preliminary SPLDs as starting points for the SPLD committee. Separate SPLDs were written for elementary/middle schools and for high schools. During the meeting, the approved PDs from the previous day were shared with the committee. The committee then examined the SPLDs to ensure that they reflected Utah's vision for the school accountability system in the PDs, described the expectations in the different performance levels, and were clearly articulated for the performance level setting committee. The specific question posed to the committee was:

Are the key distinguishing features in each of the SPLDs clearly articulated? That is, if given information about schools' performances, could you use these SPLDs to identify the differences between:

- A schools vs. B schools,
- B schools vs. C schools,
- C schools vs. D schools, and,
- D schools vs. F schools.

Each committee member reviewed the preliminary SPLDs independently. Committee members were then divided into table groups of 3-5 people to share their thoughts on the SPLDs and recommend revisions to each SPLD. Finally, the committee reconvened as a group to revise the SPLDs and approve them for use for the performance level setting meeting.

Exhibits E-1 and E-2 show the final SPLDs for elementary/middle schools and for high schools. Please note that the performance level setting committee made additional revisions to the SPLDs on the following day. The SPLDs shown in Appendix C reflected those revisions.

### **Performance Level Setting Meeting**

On Thursday, May 18, 2017, a committee of AAPAC members, policymakers, parents, educators, association representatives, and technical experts convened to recommend performance level threshold scores for overall school ratings in the Utah school accountability system. The threshold scores will be used to assign letter grades to schools based on their performance on various indicators specified in statute. The committee followed an iterative value-based judgmental process that included multiple

rounds of review, ratings and feedback to arrive at threshold score recommendations. The committee also made additional revisions to the SPLDs so that they reflected the recommended threshold scores. Such slight revisions to the descriptors are common in a standard setting process to ensure coherence between the data and the narrative descriptors.

Prior to the performance level setting meeting, USBE prepared two key sets of documents for the meeting: the ordered school profile lists (OSP) and detailed school profiles. An OSP is list of all schools in Utah, ordered by the percentage of total points earned on the legislatively mandated accountability indicators. This list also included information about the number and percentage of points earned for each indicator by each school. A detailed school profile is a report that includes additional empirical data about a given school, including test participation rates, detailed breakdowns of each accountability indicator by subject area, and historical demographic and performance data, for all students and by subgroups.

During the performance level setting meeting, the committee members first reviewed and discussed the PDs and SPLDs approved by the committees on the previous days. They then participate in two rounds of judgments and discussions to arrive at recommended performance level threshold scores. In Round 1, the goal was to identify probable ranges for each threshold score (i.e., “range-finding”) using the OSP. This step was done independently by each committee member based on his or her interpretation of the SPLDs. In Round 2, the goal was to locate the threshold score for each performance level (i.e., “pinpointing”) within the respective probable ranges identified in Round 1. This step was done in table groups (of 3-5 people) by reviewing the detailed school profiles for every school within the probable ranges. Because of time constraints, each committee member (in Round 1) and table group (in Round 2) was assigned to review and provided recommendations for only one of the school levels: either for elementary/middle schools or for high schools. Appendix B provides the annotated agenda for the performance level setting meeting.

The final committee-recommended threshold scores, expressed as the percentage of total pointed earned on all of the accountability indicators, and associated impact data (i.e., the percentage of Utah schools in each performance level based on 2016 performance) are summarized in Tables 1 and 2.

Table E-1: Recommended Threshold Scores and Impact Data for Elementary/Middle Schools

Performance Level	Recommended Threshold Score <sup>6</sup> (Expressed as % of total points earned)	Impact Data (% of schools in each category based on 2016 performance)
A (Exemplary)	63.25	7%
B (Commendable)	55.0	24%
C (Typical)	43.5	49%
D (Developing)	35.5	15%
F (Critical Needs)	--	5%

Table E-2: Recommended Threshold Scores and Impact Data for High Schools

Performance Level	Recommended Threshold Score <sup>7</sup> (Expressed as % of total points earned)	Impact Data (Based on 2016 performance)
A (Exemplary)	64	13%
B (Commendable)	57	34%
C (Typical)	46	36%
D (Developing)	38	13%
F (Critical Needs)	--	4%

### Next Steps

USBE will forward the recommendations by the committees, including the PDs, SPLDs, and performance level threshold scores, to the Board of Education for approval. The Board will report to the Utah State Legislature in the fall of 2017 on the implementation of the threshold scores.

## Exhibit H-1: Policy Descriptors and SPLDs for Elementary and Middle Schools:

### Exemplary School (“A” School):

Policy Descriptor: An exemplary or “A” school **exceeds expectations** in academic achievement **AND** growth. Equitable educational opportunities at the school should also be considered **outstanding**.

SPLDs: A school that is exemplary (i.e., receives a grade of A) obtains a **high** number of points on **all** of the following three indicators:

- Academic achievement (as measured by performance on the statewide assessment of ELA, math and science)
- Academic growth (as measured by progress from year to year on the statewide assessment of ELA, math and science)
- Equitable educational opportunities (as measured by academic growth for the lowest performing 25% of students and, if applicable, English learner progress)

### Commendable School (“B” School):

Policy Descriptor: A commendable or “B” school **meets expectations** on academic achievement **AND** growth. Equitable educational opportunities at the school should also be **satisfactory to strong**.

SPLDs: A school that is commendable (i.e., receives a grade of B) obtains a **high** number of points on **at least one** of the following two indicators:

- Academic achievement (as measured by performance on the statewide assessment of ELA, math and science), OR
- Academic growth (as measured by progress from year to year on the statewide assessment of ELA, math and science)

**And** obtains an **adequate** number of points on **all** of the following three indicators:

- Academic achievement (as measured by performance on the statewide assessment of ELA, math and science); AND
- Academic growth (as measured by progress from year to year on the statewide assessment of ELA, math and science); AND
- Equitable educational opportunities (as measured by academic growth for the lowest performing 25% of students and, if applicable, English learner progress)

### Typical School (“C” School):

Policy Descriptor: A typical or “C” school **meets expectations** on academic achievement **OR** growth. Equitable educational opportunities at the school are also **adequate**.

SPLDs: A school that is typical (i.e., receives a grade of C) obtains an **adequate** number of points on **two** of the following three indicators:

- Academic achievement (as measured by performance on the statewide assessment of ELA, math and science)

- Academic growth (as measured by progress from year to year on the statewide assessment of ELA, math and science)
- Equitable educational opportunities (as measured by academic growth for the lowest performing 25% of students and, if applicable, English learner progress)

### **Developing School (“D” School)**

Policy Descriptor: A developing, or “D” school **partially meets expectations** for academic achievement **OR** growth. Equitable educational opportunities at the school are **not adequate**.

SPLDs: A school that is developing (i.e., receives a grade of D) obtains an **adequate** number of points on **one** of the following three indicators:

- Academic achievement (as measured by performance on the statewide assessment of ELA, math and science)
- Academic growth (as measured by progress from year to year on the statewide assessment of ELA, math and science)
- Equitable educational opportunities (as measured by academic growth for the lowest performing 25% of students and, if applicable, English learner progress)

### **Critical Needs School (“F” School)**

Policy Descriptor: A critical needs or “F” school **has not met expectations** for academic achievement **AND** growth. Equitable educational opportunities at the school are **not adequate**.

SPLDs: A school that has critical needs (i.e., receives a grade of F) obtains an **adequate** number of points on **none** of the following three indicators:

- Academic achievement (as measured by performance on the statewide assessment of ELA, math and science)
- Academic growth (as measured by progress from year to year on the statewide assessment of ELA, math and science)
- Equitable educational opportunities (as measured by academic growth for the lowest performing 25% of students and, if applicable, English learner progress)



## Exhibit H-2: Policy Descriptors and SPLDS for High Schools

### Exemplary School (“A” School)

Policy Descriptor: An exemplary or “A” school **exceeds expectations** in academic achievement **AND** growth **AND** postsecondary readiness. Equitable educational opportunities at the school should also be considered **outstanding**.

SPLDs: A school that is exemplary (i.e., receives a grade of A) obtains a **high** number of points on **all** of the following four indicators:

- Academic achievement (as measured by performance on the statewide assessment of ELA, math and science)
- Academic growth (as measured by progress from year to year on the statewide assessment of ELA, math and science)
- Postsecondary readiness (as measured by graduation rates, college readiness assessments, and advance course work)
- Equitable educational opportunities (as measured by academic growth for the lowest performing 25% of students and, if applicable, English learner progress)

### Commendable School (“B” School)

Policy Descriptor: A commendable or “B” school **meets expectations** on academic achievement **AND** growth **AND** postsecondary readiness. Equitable educational opportunities at the school should also be **satisfactory to strong**.

SPLDs: A school that is commendable (i.e., receives a grade of B) obtains a **high** number of points/performance on **at least one** of the following three indicators:

- Academic achievement (as measured by performance on the statewide assessment of ELA, math and science)
- Academic growth (as measured by progress from year to year on the statewide assessment of ELA, math and science)
- Postsecondary readiness (as measured by graduation rates, college readiness assessments, and advance course work)

### Typical School (“C” School)

Policy Descriptor: A typical or “C” school **meets expectations** on academic achievement **OR** growth **OR** postsecondary readiness. Equitable educational opportunities at the school are also **adequate**.

SPLDs: A school that is typical (i.e., receives a grade of C) obtains an **adequate** number of points on **three** of the following four indicators:

- Academic achievement (as measured by performance on the statewide assessment of ELA, math and science)
- Academic growth (as measured by progress from year to year on the statewide assessment of ELA, math and science)

- Postsecondary readiness (as measured by graduation rates, college readiness assessments, and advance course work)
- Equitable educational opportunities (as measured by academic growth for the lowest performing 25% of students and, if applicable, English learner progress)

### **Developing School (“D” School)**

Policy Descriptor: A developing, or “D” school, **partially meets expectations** for academic achievement **OR** growth **OR** postsecondary readiness. Equitable educational opportunities at the school are **not adequate**.

SPLDs: A school that is developing (i.e., receives a grade of D) obtains an **adequate** number of points on **one** of the following four indicators:

Academic achievement (as measured by performance on the statewide assessment of ELA, math and science)

- Academic growth (as measured by progress from year to year on the statewide assessment of ELA, math and science)
- Postsecondary readiness (as measured by graduation rates, college readiness assessments, and advance course work)
- Equitable educational opportunities (as measured by academic growth for the lowest performing 25% of students and, if applicable, English learner progress)

### **Critical Needs School (“F” School)**

Policy Descriptor: A critical needs or “F” school **has not met expectations** for academic achievement **AND** growth **AND** postsecondary readiness. Equitable educational opportunities at the school are **not adequate**.

SPLDs: A school that has critical needs (i.e., receives a grade of F) obtains an **adequate** number of points on **none** of the following four indicators:

- Academic achievement (as measured by performance on the statewide assessment of ELA, math and science)
- Academic growth (as measured by progress from year to year on the statewide assessment of ELA, math and science)
- Postsecondary readiness (as measured by graduation rates, college readiness assessments, and advance course work)
- Equitable educational opportunities (as measured by academic growth for the lowest performing 25% of students and, if applicable, English learner progress)