

School Turnaround Cohort 1 and 3 Presentations for Exit Status

Timeline of Actions:

June 3, 2021 - The Utah State Board of Education approved amendments to Rule 920: School Improvement – Implementation of the School Turnaround and Leadership Development Act to provide exit criteria for schools in years with statewide assessment system irregularities (R277-920-12). The Rule directs for the Superintendent to appoint a state exit review panel to review the data of schools eligible to be considered for exit at the conclusion of the applicable year and make a recommendation to the Board on whether the school demonstrated adequate progress to exit the turnaround program (R277-920-12(1)(b)). State exit review panel members:

- Dr. Bryan Bowles - Vice Chair, Utah State Charter School Board (Dr. Bowles did not serve on the exit review panel for Athenian eAcademy)
- Anthony Sudweeks - Wallace Stegner Academy Co-Executive Director and Director of Academics
- Dr. Analis Carattini-Ruiz - Executive Director of Equity, Inclusion and Student Support, Alpine School District
- Stacey Briggs - Focus Schools Director, Salt Lake City School District
- Amy Mitchell - Executive Director of Elementary Education and Title I Compliance, Washington County School District
- Dr. William Evans - Performance Coordinator, Utah State Charter School Board
- Tracy Vandeventer - Director, USBE Center for Continuous School Improvement
- Leslie Evans - Education Specialist, School Improvement, USBE
- Ann-Michelle Neal - Accountability Specialist / WIDA Assessment, USBE

The Rule requires the panel to review the following guiding questions to inform recommendations for exit status to the Board (R277-920-12(2)):

1. Can the school provide evidence of substantial progress and growth in addition to the data in the accountability system?
2. Does the school have qualitative and/or quantitative data from the implementation of its School Turnaround Plan that also demonstrates substantial improvement?

Schools either presented data requesting to exit the School Turnaround program, or requested to remain an additional year (i.e., 2021/2022) and receive continuing supports and resources.

April 2021 – Each school attended a one-hour virtual meeting to discuss the presentations with USBE School Improvement Specialists. During the meeting, school staff reviewed a [guidance document](#) that detailed the process, clarified the two guiding questions, and were provided examples of possible data sources.

June 11, 2021 – School turnaround committees submitted presentations to the state exit review panel responding to the Board’s guiding questions.

June 15, 2021 – The state exit review panel received links to the school presentations for review.

June 28-29, 2021 – School turnaround committees presented to the state exit review panel.

July 27, 2021 - State exit review panel provided recommendations for exit status to the Board.

August 5, 2021 - The Board votes on the state exit review panel's recommendations at the Board Meeting.

State Review Panel Recommendations (link: [School Presentations](#))

School	Guiding Question 1	Guiding Question 2	Recommended Next Steps
<p>The following schools presented data requesting to remain in the turnaround program for an additional year (link: School Presentations):</p>			
<p>Navajo Mountain High</p> <p>Recommendation: Remain for the 2021/2022 school year</p>	<ul style="list-style-type: none"> In-person attendance was canceled for the 2020/2021 school year making contacting students difficult Data collection was restricted due to the stay-at-home mandate (e.g., low WIDA participation) 	<ul style="list-style-type: none"> School turnaround plan priorities shifted from academics to student care because of the pandemic 	<ul style="list-style-type: none"> Continue to implement trauma-informed practices Continue using formative assessment data for benchmark scores Continue to develop effective PLCs Record and provide feedback for students on completed lessons Work to improve consistent attendance Maintain active LEA support for school leadership
<p>Tse'bii'nidzsigai Elementary</p> <p>Recommendation: Remain for the 2021/2022 school year</p>	<ul style="list-style-type: none"> In-person attendance was canceled for the 2020/2021 school year making contacting students difficult Data collection was restricted due to the stay-at-home mandate (e.g., low WIDA participation) 	<ul style="list-style-type: none"> School turnaround plan priorities shifted from academics to student care because of the pandemic 	<ul style="list-style-type: none"> Continue implementing tracking systems focused on parent and student contact and engagement Maintain active LEA support for school leadership
<p>Ibapah Elementary</p> <p>Recommendation: Remain for the 2021/2022 school year</p>	<ul style="list-style-type: none"> Low baseline data Minimal ELA, math science growth New school administration splitting responsibilities between two schools 	<ul style="list-style-type: none"> Progress towards SIP goals, but would benefit from resources and support for another year to implement school turnaround plan strategies 	<ul style="list-style-type: none"> Continue to implement plan strategies to achieve 4 Domain goals Maintain active LEA support for school leadership
<p>The following schools presented data for exiting the school turnaround program (link: School Presentations):</p>			
<p>Athenian eAcademy</p> <p>Recommendation: Exit</p>	<ul style="list-style-type: none"> Met LEA reading goals for 1st and 2nd grade as measured by Pathways of Progress on the Acadience Reading assessment 	<ul style="list-style-type: none"> Made progress towards school turnaround plan goals 	<ul style="list-style-type: none"> Continue to analyze and use disaggregated data Continued supports focused on sustainability and student outcomes

	<ul style="list-style-type: none"> • Improvement in overall placement from at risk for tier 3 to tier 1 as demonstrated by i-Ready math progress k-8 • 100% of juniors took the ACT during the 2020/2021 school year • Graduation rates show a consistent upward trajectory 	<ul style="list-style-type: none"> ○ Created new leadership structure inclusive of some board members ○ Standardized hiring practices ○ Increased number of licensed teachers and certified paraprofessionals ○ Professional learning opportunities that are consistent to the various school sites ○ Have evaluated and streamlined curriculum 	<ul style="list-style-type: none"> • Continue support for licensure and development of paraprofessionals • Continue to analyze school accountability data and implement specific improvement strategies to avoid being identified in the future for school improvement initiatives
<p>Roots Charter High</p> <p>Recommendation: Remain for the 2021/2022 school year</p>	<ul style="list-style-type: none"> • Low student attendance rate • Lack of identified student data to demonstrate academic progress • Lack of evidence of assessment in math or science data was presented • No identifiable mechanism to collect formative evaluation data for student progress presented 	<ul style="list-style-type: none"> • Roots Charter High has created a system of frequently measuring student progress in ELA, but no evidence of formative data was presented for math or science • Little evidence was presented to demonstrate a consistent use of data to drive instruction 	<ul style="list-style-type: none"> • Continued work to improve student attendance rate • Review priority 3 in the school turnaround plan which emphasizes assessing student progress frequently, using this data to plan for continuous improvement for each student. Consistently use formative data as “checkpoints” or benchmarks of progress • Pursue mechanisms to collect and analyze data at the teacher level aligned with Utah core standards to inform instruction, specifically science and math
<p>Green Wood Charter</p> <p>Recommendation: Exit</p>	<ul style="list-style-type: none"> • Demonstrated increases in achievement data from 17/18 to 20/21 <ul style="list-style-type: none"> ○ Math - 1% ○ ELA – 9% ○ Science – 19% • Acadience 47% growth • i-Ready Math – 17% to 44% • Notable WIDA gains <ul style="list-style-type: none"> ○ 17/18 – 28% 	<ul style="list-style-type: none"> • Demonstrated consistent increase in student attendance • Measurable student engagement monitoring system – 77% to 86% • Assessment Capable Learner rubric • Implement weekly data meetings focused on the disaggregation of assessment data • Each teacher has an individual learning plan (Talent Development) 	<ul style="list-style-type: none"> • Maintain focus on math growth and achievement • Continue to use all available tools with fidelity for i-Ready • Continue to use formative and benchmark assessments to direct instruction • Continue to differentiate professional learning opportunities

	<ul style="list-style-type: none"> ○ 19/20 – 46% 	<ul style="list-style-type: none"> ● Decrease of out-of-school suspensions ● Student behavior data is well documented ● Culture goal – restorative practices and behavior coach led to decrease in behavior issues and positive supports for behavior issues allowing for a focused shift towards academic goals ● Increased expectations schoolwide 	
<p>Utah International</p> <p>Recommendation: Remain for the 2021/2022 school year</p>	<ul style="list-style-type: none"> ● Limited data centered around all school accountability indicators ● School accountability indicator data show decreases, no growth, or no data was presented ● Only slight or no growth in graduation rates ● Decreases in percent of 11th graders earning ACT composite scores of 18 or above 	<ul style="list-style-type: none"> ● School turnaround plan priority focused on student data review: some evidence of data review, especially regarding WIDA, but lack of evidence or data review focused on all content areas ● Need to continue to develop and refine school turnaround plan priority 3 related to student feedback in addition to the behavior feedback that students are currently receiving ● As presented, continued work on formative assessments is already a planned next step ● Based on the impact of COVID, the panel recognizes the efforts UI made towards adapting and increasing video conferencing as a parent engagement option 	<ul style="list-style-type: none"> ● Participate in A2A Plus ● Work with school turnaround expert to adjust course in the school turnaround plan to reflect on growth towards goals and areas that were impacted by COVID disruptions ● Continue the work identified in the School Improvement Plan improving formative assessment practices across all content areas
<p>James Madison Elementary</p> <p>Recommendation: Exit</p>	<ul style="list-style-type: none"> ● Pathways of Progress growth – K = 69% 2nd = 60% (EOY) ● Were recognized for their elementary promising practices for WIDA ● Tracking student data based on exit tickets – where data were flat, they increased the expectations for students 	<ul style="list-style-type: none"> ● Significant support from LEA and local board (staffing changes as resource allocation) ● Course correction – continually looking at data related to the school turnaround plan goals and changed course where necessary to make growth towards plan goals ● Coaching specific to Multilingual instruction 	<ul style="list-style-type: none"> ● Maintain active LEA support for school leadership ● Continue to use Tiered Fidelity Inventory ● Continue to analyze disaggregated data ● Continue to focus on social/emotional learning ● Continue to use progress monitoring to drive the instructional cycle

		<ul style="list-style-type: none"> Expanded school leadership team so that sustainable strategy implementation is achieved Leadership team analyzes disaggregated data 	
<p>Redwood Elementary</p> <p>Recommendation: Exit</p>	<ul style="list-style-type: none"> Pathways of Progress data demonstrated continual progress <ul style="list-style-type: none"> 57% made typical or above typical growth in Acadience reading data School has implemented strategies focused on identifying priority Utah Standards and building lessons around them 	<ul style="list-style-type: none"> Strong teacher retention Weekly PLCs focused on student interventions Literacy coach to target identified student needs School effectively uses data walls and students self-track academic progress Effective parent engagement strategies including home visits Office referrals related to behavior have substantially decreased 	<ul style="list-style-type: none"> Ensure that all K-3 teachers are LETRS certified for the implementation of consistent evidence-based literacy instruction strategies Implement the planned summer school to target unfinished learning continued formative assessment (e.g., Do the Math) with intentional progress systems and a universal screener