

School Turnaround Cohort 3 Presentations for Exit Status - 2022

The Utah State Board of Education approved amendments to Rule 277-920 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 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. 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
- Amy Boettger – Principal, Diamond Ridge High School, Canyons School District
- Jodi Rees – Principal, Sunset Elementary, Davis School District

Panel Review Requirements

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

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

Background

- Schools presented data requesting to exit the School Turnaround program.
- Each school had regular visits from USBE staff, conducted a root cause analysis and comprehensive needs assessment and worked with a continuous improvement expert.
- Each school presented for one-hour in a virtual meeting to discuss their progress with the exit review panel.
- School leaders were given the [Exit Guidance document](#) (see attachment) that detailed the process, clarified the two guiding questions, and examples of possible data sources.

Timeline of Actions:

June 6, 2022 – School leaders received the Exit Guidance document for schools to use to respond to the State School Boards questions.

June 21, 2022 – School turnaround representatives submitted presentations to the state exit review panel responding to the Board’s guiding questions.

June 27-28, 2022 – School turnaround representative(s) presented to the state exit review panel.

August 22, 2022 - State exit review panel provided recommendations for exit status to the Board.

September 8, 2022 - The Board votes on the state exit review panel’s recommendations at the Board Meeting.

Cohort 3 Exit Review Panel Notes Guide – June 27-28, 2022			
The following schools presented data requesting to exit the turnaround program (link: School Presentations):			
School	Guiding Question 1 Can the school provide evidence of substantial progress and growth in addition to the data in the accountability system?	Guiding Question 2 Does the school have qualitative and/or quantitative data from the implementation of its school turnaround plan that also demonstrates substantial improvement?	Recommended Next Steps
Navajo Mountain High Summer 2022 Recommendation: EXIT	<ul style="list-style-type: none"> Data over the past five years showed improvements for the average composite score on WIDA testing Graduation rates jumped from 80% to 100% since 2017-18 Attendance rates showed 41% improvement despite a COVID outbreak in the second semester 	<ul style="list-style-type: none"> Academic growth and improvement in ELA and Math resulted from implementation of the school improvement plan Increased observation and feedback of instruction A shift in focus during PLCs to plan specifically for meeting student needs Implementation of formative assessments 	<ul style="list-style-type: none"> Continue implementing the School Improvement Plan with on-going support from district administration Continue efforts to engage community and stakeholders with community nights using a tool such as Remind app

	<ul style="list-style-type: none"> • Readiness coursework also had vast improvements, from 67% to 100% for two consecutive years 	<ul style="list-style-type: none"> • Benchmark and essential standard alignment • Targeted professional learning for educators 	
<p>Tse’bii’nidzisgai Elem Summer 2022</p> <p>Recommendation: EXIT</p>	<ul style="list-style-type: none"> • School-wide proficiency grew 5% in Acadience reading • Acadience Growth of 40% in 1st grade • Increased attention to data, and the depth of data supported progress and growth • Attendance rate was approximately 80% and it was noted families appeared concerned about face-to-face learning 	<ul style="list-style-type: none"> • A total of 28 days of in-person coaching for teachers and 5 days of professional learning with their Continuous Improvement Expert • Weekly leadership meetings • Principal observation and feedback calendar supported the observation/feedback cycle • PLC teams implemented protocol and action step monitoring • Teachers planned using a lesson plan rubric to improve the quality of lessons • Quality Teacher Improvement Program – QTIP to reduce teacher turnover and improve coaching 	<ul style="list-style-type: none"> • Continue implementing the School Improvement Plan with on-going support from district administration • Continue focus on Next Steps paraprofessional learning and para to teaching pipeline • Encourage the LEA to continue providing direct support to the principal and school • Provide access to CCSI staff, as requested, to support continuous improvement
<p>Ibapah Elementary Summer 2022</p> <p>Recommendation: EXIT</p>	<ul style="list-style-type: none"> • Ibapah has a small n-size for 2021-22 school year and has experienced a decrease in enrollment as a result of the pandemic • Attendance increased from 69% to 90% in 5 years • Data show growth on Rise Benchmarks in literacy and math 	<ul style="list-style-type: none"> • Bi-monthly data meetings focused on student data • Developed a multigrade Tier 1 instructional framework based on Tooele County Instructional Framework which informed professional learning and coaching 	<ul style="list-style-type: none"> • Continue implementing the School Improvement Plan with on-going support from district administration, including the next steps as articulated in the presentation • With the opening of the new school, it is requested the LEA maintain support to the

	<p>from beginning of year to end of year assessments over the past two years</p>	<ul style="list-style-type: none"> • Focus on teacher clarity resulted in greater active student engagement • Positive data indicated progress toward building relationships with the school community • Creating a Goshute Language Class with partnership of tribal council and Dr. Foster 	<p>principal and school</p> <ul style="list-style-type: none"> • Continue working toward an increase in consistent communication processes to families and community partners
<p>Roots Charter HS Summer 2022</p> <p>Recommendation: Receive additional technical assistance</p>	<ul style="list-style-type: none"> • School tracked and measured attendance through an engagement matrix for the 21-22 school year • Attendance increased to 50% • Progress on proficiency made for one grade on the yearly Utah Aspire+ in English Language Arts • Inconsistent growth of students scoring 18+ on the ACT • Strong math growth with one year of pre- and post-quarterly data • Graduation rates have increased from 67% in 2017-18 to 89% in 2020-21 • A system for frequently reviewing student progress and providing students feedback was not fully established as outlined in goal 3A1 	<ul style="list-style-type: none"> • Minimal evidence of data from frequent formative assessments used to plan for continuous improvement • Evidence of a sharp focus on social skills, behavior and attendance connected to the 243 We Love You initiatives • Reference to differentiated professional learning was shared, and every department is asked to have a “why” to drive their work 	<ul style="list-style-type: none"> • Work with school improvement educational specialists at USBE on goal 3A1 as identified in the School Improvement Plan • To address the goal 3A1 in the SIP, create a school-wide accountability system using frequent assessments to measure proficiency and growth of student learning connected to Utah Core • Work with USBE and SCSB to adjust the charter to more accurately reflect the mission and work of the school, focusing on support for students at risk of dropping out

<p>Utah International Summer 2022</p> <p>Recommendation: EXIT</p>	<ul style="list-style-type: none"> • Multilingual Learner growth exceeds state and national averages • Graduation rate has improved from 37.6% to 76.9% • In 2021, 97% of students completed at least one college application, and 94% completed a financial aid application • 59% of graduates went on to higher ed 	<ul style="list-style-type: none"> • The school has increased use of formative and benchmark assessments to help students develop comfort and confidence when taking assessments, allowing educators to focus on the standards and increase rigor • Teacher clarity improved with the posting of learning and language objectives • Actively engaged in meaningful Peer Coaching Rounds • High Staff retention averaging 90% of teachers remaining at Utah International • Increased assessment stamina from 30 minutes to 55 minutes on average 	<ul style="list-style-type: none"> • Continue to participate in Assessment to Achievement Plus (Ed Direction) • Continue building educator assessment literacy and proficiency with quantitative data • Continue working on teacher clarity and common assessments with a focus on success criteria
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