

# ***GPS INDICATORS***

ACHIEVING GREAT PUBLIC SCHOOLS

# ***FRAMEWORK***



***UTAH***

A STATE REVIEW AND POLICY GUIDE

# What Does It Take to Make Our Schools Great?

The National Education Association (NEA) believes that all students have a basic right to a great public school. But what makes a great public school? After asking the nation's top education experts and consulting the best research, NEA developed the Great Public Schools (GPS) Indicators Framework—a set of criteria articulating our vision for great public schools. The Framework includes seven criteria, 31 subcriteria, and over 200 research- and evidence-based qualitative and quantitative indicators. The indicators are designed to help policymakers, educators, and advocates discover which policies and practices are helping their schools improve and evaluate how well states and districts are addressing issues critical to the success of public schools. The seven criteria required for a public school to be great include:

- Quality programs and services that meet the full range of all students' needs so students come to school every day ready and able to learn
- High standards and a rigorous curriculum
- Teaching and learning conditions conducive to engagement and enrichment
- Educators of the highest quality
- Shared responsibility for appropriate school accountability
- Family and community engagement
- Sufficient, equitable, and sustainable funding

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## What Does It Take to Make Our Schools Great? *(continued)*

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We believe these criteria will:

- Prepare all students for the future with 21st century skills
- Create enthusiasm for learning and engage all students in the classroom
- Close achievement gaps and raise achievement for all students
- Ensure that all educators have the resources and tools they need to get the job done

# How We Achieve Great Public Schools

The State Review and Policy Guide was created to accompany the GPS Indicators Framework to facilitate legislative and practice change at the state, district, and school levels.

Great public schools are comprised of a number of inputs (e.g. resources, policies, and practices) that produce specific outputs such as the graduation rate, the number of students enrolled in advanced courses, and the percentage of students participating in the SAT and ACT. Such outputs, however, are impossible to achieve without the appropriate inputs. This Guide draws attention to the inputs required to build a great public school. Additionally, stakeholders will be able to analyze whether inputs have the intended effect; this is where output data is crucial. Outputs measure proximity to the goal and the effectiveness of inputs. Both input and output data are key to a successful school transformation. The absence of any input or output data compromises the credibility of a thorough school assessment and delays change.

Achieving great public schools requires that we take an in-depth look at our current schools' inputs, compare them to those listed in the GPS Framework, advocate for the missing resources, policies, and practices, and analyze outputs. Armed with information, stakeholders can advocate and work toward specific change.

For more information, please refer to: [www.nea.org/gpsindicators](http://www.nea.org/gpsindicators).

# Updates to the Guide

NEA updated the State Review and Policy Guide to reflect current thinking around school transformation: successful schools produce particular outcomes; such outcomes cannot be achieved unless a school produces certain outputs, and outputs cannot be obtained unless the necessary inputs are in place. Take a look at the following example:

- Primary Outcome: College-ready students
- Secondary Outcome: Shared responsibility for appropriate school accountability (Criterion)
- Tertiary Outcome: Positive student achievement outcomes (Subcriterion)
- Output: Percentage of students entering a two- or four-year college who do not require remediation or learning support courses.
- Input (Policies and Practices): The state has policies and programs to increase the number of students who graduate and are college and career ready.
- Input (Resources): The state allocates funding to programs to ensure positive achievement outcomes for all students, including strategies to reduce learning gaps.

This Guide separates inputs by resources and policies and practices. The separation of inputs will better enable stakeholders to pinpoint strengths and weaknesses within a state, district, and/or school, and advocate for the pieces needed to create transformation. Output indicators function as a barometer: outputs measure proximity to the outcome (i.e. overarching goal) and let stakeholders know whether inputs are having the intended effect.

These changes will make it easier for stakeholders to conduct needs assessments and begin school change.

# Great Public Schools in Utah

Achieving great public schools cannot occur without taking stock of existing resources, policies, and practices and comparing what exists to what is needed. This needs assessment is difficult when there is a dearth of information and data. Utah is no exception. A review of Utah's state education Web site and state laws and regulations reveals strengths as well as areas in need of improvement. Utah has begun the journey toward achieving a statewide system of great public schools and can accelerate its progress by focusing efforts on data collection and the criteria most in need of support.

Utah shows promise in School Funding and Accountability and Assessments, specifically Equity in Funding and Positive Achievement Outcomes. Utah allocates greater funds to schools demonstrating the greatest need through the application of pupil weights and invests in programs geared toward reducing dropouts and increasing the number of students who graduate.

System-wide transformation, however, cannot continue without focusing on weaknesses. Utah data reveal the need for additional resources, stronger policies and practices, and greater transparency. Utah must do more to provide data for output indicators; the majority of the output indicators were left blank due to a lack of data. Without data, accurate assessments are difficult to conduct and action impossible to take. As for the criteria most in need of support, Utah would benefit from focusing its efforts on Workforce Quality, Conditions of Teaching and Learning, and Standards and Curriculum.

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# Great Public Schools in Utah *(continued)*

## Workforce Quality

The GPS Indicators Framework presents High-Quality Educator Preparation and Licensure, Leadership Training and Stability, Educator Quality and Effectiveness, Teacher Recruitment and Retention, and Incentives and Supports as indicators of a high-quality workforce and integral to a great public school. Utah will need to increase resources and strengthen policies and practices under all five subcriteria. More specifically, stakeholders can significantly improve High-Quality Educator Preparation and Licensure and Leadership Training and Stability with research-proven practices that include:

- Providing funding for preparation programs to establish residency programs with local school districts
- Providing funding for induction programs
- Encouraging preparation programs to use preservice performance assessments to determine candidate preparedness prior to program completion and/or initial licensure
- Providing funding for teacher and school leadership programs
- Developing a state-level endorsement/certificate for teacher leaders
- Codifying Teacher Leader Model Standards and/or other standards for teacher leadership
- Creating differentiated pay structures for clearly defined roles and responsibilities that account for hybrid/varied educator roles within a school

# Great Public Schools in Utah *(continued)*

## Conditions of Teaching and Learning

The Conditions of Teaching and Learning criterion is composed of five subcriteria: Guidance and Supports for Instruction, Guidance and Supports for Learning, Educator Voice in Accountability, a Positive Classroom Ecology, and a Positive School Ecology. Utah will need to increase resources and strengthen policies and practices under all five. School systems and policy makers can significantly improve these subcriteria, especially Guidance and Supports for Instruction and Educator Voice in Accountability, with research-proven practices that include:

- Providing resources for job-embedded planning, instructional support, and collaboration
- Providing funding for educators to access professional learning that addresses new education research and technology that will help improve instruction or support students
- Mandating districts obtain educator input on instructional minutes
- Encouraging districts to survey educators on teaching and learning conditions
- Dedicating resources toward lifting the educator voice
- Creating an autonomous standards board, the majority of whom are active preK-12 educators
- Requiring that all planning and decision-making bodies related to the educator profession include active preK-12 educators
- Encouraging districts to offer formal opportunities for educators to participate in district policy setting

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# Great Public Schools in Utah *(continued)*

## Standards and Curriculum

Achieving high standards and a rigorous curriculum requires that all schools address the inputs and outputs listed under the following four subcriteria: Integrated and Continuous Curriculum Development, Comprehensive Curriculum Content, Appropriate Instructional Services, and Accommodation and Differentiation. Utah will especially need to focus on Accommodation and Differentiation and Integrated and Continuous Curriculum Development. Utah can improve these subcriteria with research-proven practices that include:

- Providing funding for accommodations and differentiations in curriculum, instruction, and assessment
- Developing a policy that requires accommodations and differentiations in curriculum, instruction, and assessments
- Providing job-embedded professional learning to help educators provide accommodations
- Encouraging districts to implement Response to Intervention (RTI)
- Encouraging districts to implement Universal Design for Learning (UDL)
- Encouraging districts to implement Positive Behavior Intervention and Supports/Positive Behavior Supports (PBIS/PBS)
- Providing high-quality resources that are aligned with standards and curriculum

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## Great Public Schools in Utah *(continued)*

- Encouraging districts to provide resources to help educators understand and apply content standards
- Requiring educator involvement in developing content standards and curriculum guidelines
- Creating an autonomous curriculum review board with a majority of active preK-12 educators
- Requiring educator involvement in developing implementation plans for standards and curriculum
- Soliciting feedback from classroom teachers and adjusting curriculum guidelines and resources accordingly
- Mandating alignment among content standards, curriculum, resources, and assessments.




Meeting these GPS criteria requires not only the continued commitment of all educators, families, and community stakeholders but also the concerted efforts of policy makers at all levels of government. All stakeholders have a responsibility to advocate for change around the indicators that are directly within their power to alter. The 3 million members of NEA call on policy makers to join the effort to ensure that every student has access to a great public school. Only with all stakeholders working together can we eliminate inequities, close the achievement gap, and elevate achievement for all students.

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# Example

## Key

Sub-Criterion		
Indicators	Status	Recommendation
State, district, or school resource, policy, practice, or output.	 Meets standard	Recommended resources, policies, and/or practices.
	 Partially meets standard	
	 Does not meet standard	

# School Readiness


## Access to High-Quality Early Childhood

Indicators	Status	Notes	Recommendation
<b>Resources</b>			
State subsidizes Early Head Start, Head Start, and Preschool.		Utah provides a state funded at-home pre-K program with a computer-delivered curriculum.	Subsidize Early Head Start, Head Start, and Preschool.
<b>Policies and Practices</b>			
State defines early-learning standards for child development and state-funded preK.		The state developed the Early Childhood Core Standards.	None
State uses a Quality Rating and Improvement System (QRIS).		Utah uses a QRIS called Care About Children.	None
Districts offer early education services for the home (e.g. home visitation, early literacy, prenatal, social services).	No data	The districts do not report this data and the state does not collect this data.	Encourage districts to offer early education resources for the home. Encourage districts to inform families of additional resources. The state and districts must begin to collect and publicly report these data.
<b>Outputs</b>			
Percentage of eligible students enrolled in state-funded Early Head Start.	No data		The state and districts must begin to collect and publicly report these data.
Percentage of eligible students enrolled in state-funded Head Start.		The state Web site did not report this information. The National Institute for Early Education Research reports that 11 percent of Utah's three- and four-year-olds are enrolled in Head Start. Education Week Research Center shows 36 percent of three- and four-year-olds are enrolled in Head Start (2013).	Subsidize Early Head Start, Head Start, and preschool. The state and districts must begin to collect and publicly report these data.
Percentage of eligible children under age six receiving child care that is fully or partially paid for with a child care subsidy.	No data		The state and districts must begin to collect and publicly report these data.
Percentage of families that spend no more than 10 percent of the regional median family income on quality care (3–5 stars).	No data		The state and districts must begin to collect and publicly report these data.

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# School Readiness

## Access to High-Quality Early Childhood *(Continued)*

Indicators	Status	Notes	Recommendation
Percentage of eligible students age zero–three enrolled in an early-intervention program.	No data		The state and districts must begin to collect and publicly report these data.
Percentage of eligible students participating in QRIS-rated programs.		The state uses a QRIS called Care About Children but does not have these data readily available.	The state and districts must begin to collect and publicly report these data.
Percentage of students demonstrating readiness at kindergarten entry.	No data		The state and districts must begin to collect and publicly report these data.

# School Readiness

## Mandatory Full-Day Kindergarten Attendance

Indicators	Status	Notes	Recommendation
<b>Resources</b>			
State funds full-day kindergarten, at minimum, at the same level as grades 1–12.	<input type="radio"/>	The state Web site does not report this information. The state funds kindergarten at a lower level than 1–12. Kindergarten is given a weight of 0.55 in the funding formula.	Fund full-day kindergarten at the same level as grades 1–12 at minimum.
<b>Policies and Practices</b>			
State requires that districts provide full-day, five-day/week kindergarten.	<input type="radio"/>	A definition of the minimum number of hours for full-day kindergarten is not specified in Utah state statutes. Districts are not required to offer full-day kindergarten, and children are not required to attend. Utah provides the same level of funding for both half-day kindergarten and full-day kindergarten.	Require that districts provide full-day, five-day/week kindergarten.
State requires mandatory attendance for all eligible students.	<input type="radio"/>	A definition of the minimum number of hours for full-day kindergarten is not specified in Utah state statutes. Districts are not required to offer full-day kindergarten, and children are not required to attend. Utah provides the same level of funding for both half-day kindergarten and full-day kindergarten.	Require that districts provide full-day, five-day/week kindergarten, and require mandatory attendance for all eligible students.
Districts provide full-day, five-day/week kindergarten.	<input type="radio"/>	Districts are not required to offer full-day kindergarten, and children are not required to attend. Utah provides the same level of funding for both half-day kindergarten and full-day kindergarten.	Require districts to provide full-day, five-day/week kindergarten.
<b>Outputs</b>			
Percentage of eligible students in full-day, five-day/week kindergarten.	<input type="radio"/>	The state does not report this specific information. Education Week Research Center reports 24.6 percent of eligible students attend full-day Kindergarten (2013).	Mandate full-day, five-day/week kindergarten. The state and districts must begin to collect and publicly report these data.

# School Readiness

## Teacher Preparation and Effectiveness

Indicators	Status	Notes	Recommendation
<b>Resources</b>			
State provides funding for professional learning and technical assistance to state-funded preK programs.	◐	State law directs the Child Care Advisory Committee to allocate scholarships and grants for child care providers' professional development.	Provide professional learning and technical assistance to all state-funded preK programs.
State provides financial support for teachers seeking certification in early-childhood education and development.	○	No such policy exists.	Provide financial support for those teachers seeking certification in early childhood education and development.
State compensates teachers certified in early-childhood education and development on the same pay scale as comparably educated K–12 teachers.	○	No such policy exists.	The state must begin to compensate teachers certified in early-childhood education and development on the same pay scale as comparably educated K-12 teachers.
<b>Policies and Practices</b>			
State policy has standards for preparation of early-childhood educators.	●	The School Readiness Initiative, in effect the 2014-2015 school year, addresses educator preparation.	None
State monitors the credentials, licenses, and certification of all early-childhood educators.	○	The Utah Child Care Licensing Act stipulates that the licensing committee and the department shall allow for a broad range of educational training and academic background in certification or qualification of child day care directors. There is no mention of educators.	Monitor the credentials, licenses, and certification of all early childhood educators.
State monitors the credentials, licenses, and certification of all preK–3 educators.	○	The Utah Child Care Licensing Act stipulates that the licensing committee and the department shall allow for a broad range of educational training and academic background in certification or qualification of child day care directors. There is no mention of educators.	Monitor the credentials, licenses, and certification of all early childhood and preK-3 educators.
<b>Outputs</b>			
Percentage of teachers of state-funded preK with a bachelor's degree or higher.	No data		The state and districts must begin to collect and publicly report these data.
Percentage of kindergarten teachers licensed and/or certified in early-childhood education and development.	No data		The state and districts must begin to collect and publicly report these data.



# School Readiness

## Comprehensive Screening and Follow-Up

Indicators	Status	Notes	Recommendation
<b>Resources</b>			
State provides public health insurance— State Children’s Health Insurance Program (SCHIP)—to all children from low-income families.	●	Utah has SCHIP. In 2013, 9 percent of Utah children were not insured (KidsCount).	Ensure all qualified children are enrolled in SCHIP.
<b>Policies and Practices</b>			
State has implemented streamlined procedures to facilitate enrollment in Medicaid and SCHIP.	○	No such policy exists.	Implement streamlined procedures to facilitate enrollment in Medicaid and SCHIP.
State requires that all school-aged children are appropriately immunized before entering school.	●	State law lists the vaccine requirements for each grade level.	None
State requires that all school-aged children undergo developmental and comprehensive child health screenings (e.g. ear, oral, vision).	◐	The state requires that each student under the age of eight present proof of a vision exam. Students entering pre-kindergarten, kindergarten, and any student age eight and under entering school for the first time in Utah may receive free vision screening from their district. State law requires all newborns to undergo hearing tests but does not address school-age children. The state does not require dental exams.	Require that all school-aged children undergo developmental and comprehensive children health screenings (e.g. ear, oral, vision).
<b>Outputs</b>			
Percentage of eligible children enrolled in SCHIP.	◐	The state does not have these data readily available on its state websites. In 2013, 9 percent of Utah children were not insured (KidsCount).	Implement policies proven to increase the rate of insured. The state and districts must begin to collect and publicly report these data.
Percentage of children who have undergone developmental and comprehensive child health screenings.	No data		The state and districts must begin to collect and publicly report these data.
Percentage of children from birth to age eight who have received all required immunizations.	◐	The districts do not report these data and the state does not collect these data. The Henry J Kaiser Family Foundation reports that 71 percent of children ages 19–35 months are immunized (2010).	The state and districts must begin to collect and publicly report these data.

# School Readiness

## Transitional Alignment

Indicators	Status	Notes	Recommendation
<b>Resources</b>			
State provides funding for transition activities.	<input type="radio"/>	No such policy exists.	Provide funding for transition activities.
State-subsidized early-learning programs receive funds for joint professional learning activities for child care providers, preK, and kindergarten teachers.	<input type="radio"/>	No such policy exists.	Require subsidized early-learning program educators to attend joint professional learning activities for childcare providers, preK, and kindergarten teachers.
<b>Policies and Practices</b>			
State-subsidized early-learning programs are required to implement early-childhood curricula that are aligned with state preK–grade 3 early-learning standards.	<input type="radio"/>	No such policy exists.	Require state-subsidized early learning programs to implement early-childhood curricula that is aligned with state preK-3 early-learning standards.
State has a policy outlining transition from early-learning programs to elementary schools.	<input type="radio"/>	No such policy exists.	Outline transition from early-learning programs to elementary schools.
State-funded preK programs implement early-childhood curricula aligned with state preK–grade 3 early-learning standards.	No data		Require state-funded preK programs to implement early-childhood curricula in alignment with state preK–grade 3 early-learning standards. The state and districts must begin to collect and publicly report these data.
Districts conduct transition activities for preK students and their families.	No data		Encourage districts to provide transition activities to preK students and their families. The state and districts must begin to collect and publicly report these data.
Districts provide transition information to preK students and their families.	No data		Encourage districts to provide transition information to preK students and their families. The state and districts must begin to collect and publicly report these data.

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# School Readiness

## Transitional Alignment *(Continued)*

Indicators	Status	Notes	Recommendation
Districts provide joint professional learning activities for child care providers, preK, and kindergarten teachers.	No data		Encourage districts to provide joint professional learning activities for childcare providers, prek, and kindergarten teachers. The state and districts must begin to collect and publicly report these data.
<b>Outputs</b>			
Percentage of kindergarten teachers surveyed indicating alignment between early-learning programs and kindergarten.	No data		The state and districts must begin to collect and publicly report these data.
Percentage of parents surveyed who received transition information from their district.	No data		The state and districts must begin to collect and publicly report these data.

# Standards and Curriculum

## Integrated and Continuous Curriculum

Indicators	Status	Notes	Recommendation
<b>Resources</b>			
State provides high-quality resources that are aligned with standards and curriculum.*	<input type="radio"/>	No such policy exists. State law mentions alignment between materials and curriculum only.	Mandate alignment among content standards, curriculum, resources, and assessments.
Districts provide resources to help educators understand and apply content standards.**	<input type="radio"/>	The state has implemented the Utah Standards Academy but no information exists at the district level. The Utah State Board of Education (USBOE) writes "In fact, funding for professional development, which is used to train Utah's public school educators in new core standards, has decreased significantly."	Encourage districts to provide resources to help educators understand and apply content standards. The state and districts must begin to collect and publicly report these data.
<b>Policies and Practices</b>			
State policy requires educator involvement in developing content standards and curriculum guidelines.	<input type="radio"/>	No such policy exists. The USBOE writes "The State Board of Education has control over the standards for Utah. We can and will change them as needed without anyone else's approval."	Implement a policy requiring educator involvement in the development of content standards and curriculum guidelines.
State has an autonomous curriculum review board with a majority of active preK–12 educators.	<input type="radio"/>	No such policy exists.	Set up an autonomous curriculum review board and require that it be staffed by a majority of active preK-12 educators.
State policy requires educator involvement in developing implementation plans for standards and curriculum.	<input type="radio"/>	No such policy exists.	Require educator involvement in the development of implementation plans for standards and curriculum.
State developed a plan to solicit feedback from classroom teachers and adjust curriculum guidelines and resources accordingly.	<input type="radio"/>	No such policy exists.	Implement a plan to solicit feedback from classroom teachers and adjust curriculum guidelines and resources accordingly.
State policy mandates alignment among content standards, curriculum, resources, and assessments.	<input checked="" type="radio"/>	No such policy exists. State law mentions alignment between materials and curriculum, only. State guidance addresses alignment between standards and assessments.	Mandate alignment among content standards, curriculum, resources, and assessments.

\*Resources may include textbooks, workbooks, technology, and supplies.

\*\*Resources may include funding for professional learning.

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# Standards and Curriculum

## Integrated and Continuous Curriculum *(Continued)*

Indicators	Status	Notes	Recommendation
Schools include educators in curriculum design.	No data		Encourage districts to include educators in curriculum design. The state and districts must begin to collect and publicly report these data.
Schools include educators in implementation plan development for standards and curriculum.	No data		Encourage districts to include educators in implementation plan development for standards and curriculum. The state and districts must begin to collect and publicly report these data.
<b>Outputs</b>			
Percentage of educators surveyed indicating alignment among standards, curriculum, resources, and assessments.	No data		The state and districts must begin to collect and publicly report these data.
Percentage of educators surveyed indicating access to sufficient curriculum resources.	No data		The state and districts must begin to collect and publicly report these data.

# Standards and Curriculum

## Comprehensive Curriculum Content

Indicators	Status	Notes	Recommendation
<b>Resources</b>			
State provides funding to implement rigorous courses aligned with college- and career-ready standards for all districts.*	No data		Provide funding for rigorous courses aligned with college- and career-ready standards for all districts. The state must begin to collect and publicly report these data.
State provides funding to all districts for fine arts education.	No data		Provide funding to all districts for fine arts education. The state must begin to collect and publicly report these data.
State provides funding to all districts for physical education.	No data		Provide funding to all districts for physical education. The state must begin to collect and publicly report these data.
<b>Policies and Practices</b>			
State developed a policy that requires alignment between curricular content and rigorous standards that address the needs of students of all abilities, linguistic, and cultural backgrounds in all academic subjects.	<input type="radio"/>	No such policy exists.	Develop a policy that requires alignment between curricular content and rigorous standards that address the needs of students of all abilities, linguistics, and cultural backgrounds in all academic subjects.
State policy recognizes the value of fine arts in curricula.	No data		Notify districts that core subjects include fine arts. The state must begin to collect and publicly report these data.
State policy recognizes physical education as a core subject.	<input checked="" type="radio"/>		None
Schools align curriculum content to rigorous standards that address the needs of students of all abilities, linguistic, and cultural backgrounds in all academic subjects.	No data		Encourage districts to align curriculum content to rigorous standards that address the needs of students of all abilities, linguistic, and cultural backgrounds in all academic subjects. The state and districts must begin to collect and publicly report these data.

\*Rigorous courses could include dual enrollment, Honors, Advanced Placement (AP), International Baccalaureate (IB), and career and technical education (CTE) certification.

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# Standards and Curriculum

## Comprehensive Curriculum Content *(Continued)*

Indicators	Status	Notes	Recommendation
Schools offer fine arts education to their students.	No data		Encourage districts to offer fine arts education to their students. The state and districts must begin to collect and publicly report these data.
Schools implement the National Association of Sport and Physical Education (NASPE) standards for physical education.*		The Utah Core Curriculum recommends that all students receive a minimum of 150 minutes, 30 minutes per day, of structured physical education instruction/activity per week. The recommendation does not meet all of NASPE standards and it is not known if schools are implementing the recommended standards.	Encourage districts to implement the NASPE standards for physical education.* The state and districts must begin to collect and publicly report these data.
Schools use the community as a contextualized learning environment.**	No data		Encourage districts to use the community as a contextualized learning environment. The state and districts must begin to collect and publicly report these data.
Outputs			
Percentage of students enrolled in a Gifted and Talented education (GATE) program.	No data	The 2009 Civil Rights Data Collection document, National and State Estimations, estimates that approximately 22,037 students are enrolled in GATE.	The state and districts must begin to collect and publicly report these data.
Percentage of students enrolled in at least one Advanced Placement (AP) course.	No data	This data is not available on the state Web site. The 2009 Civil Rights Data Collection document, National and State Estimations, estimates that approximately 22,223 students are enrolled in at least one AP course.	The state and districts must begin to collect and publicly report these data.
Percentage of high school seniors who have completed all college preparatory courses in math and science.*	No data		The state and districts must begin to collect and publicly report these data.
Percentage of students enrolled in a fine arts course.	No data		The state and districts must begin to collect and publicly report these data.
Percentage of students enrolled in a physical education course that meets NASPE standards.	No data		The state and districts must begin to collect and publicly report these data.
Percentage of students participating in service learning and/or an afterschool program.	No data		The state and districts must begin to collect and publicly report these data.

\*NASPE recommends 150 minutes of instructional physical education for elementary school students and 225 minutes for middle and high school students per week for the entire school year.

\*\*Connect education to community through public libraries, zoos, parks, work experience opportunities, service learning, the school library, and afterschool programs.

# Standards and Curriculum

## Appropriate Instructional Services

Indicators	Status	Notes	Recommendation
<b>Resources</b>			
State provides funding for job-embedded professional learning opportunities to help educators improve their instructional repertoire.	○	USOE offers professional learning through the Core Academy and developed the OnTrack system, a searchable database and registration system for professional learning opportunities, but the state does not cover the cost of professional learning or mention “job-embedded” professional learning.	Provide funding for job-embedded professional learning opportunities to help educators expand their instructional repertoire.
<b>Policies and Practices</b>			
Districts align professional learning with standards, curriculum, and assessments.	◐	Not all districts publicly post this information and the state does not collect these data. The state requires the local education agency (LEA) to provide professional learning that is aligned to standards and curriculum but does not mention alignment with assessments.	Encourage districts to align professional learning, standards, curriculum, and assessments. The state and districts must begin to collect and publicly report these data.
Districts support regular, job-embedded professional learning opportunities.	No data		Encourage districts to provide resources for job-embedded professional learning opportunities. The state and districts must begin to collect and publicly report these data.
Percentage of educators surveyed indicating alignment among professional learning, standards, curriculum, and assessments.	No data		The state and districts must begin to collect and publicly report these data.
Percentage of educators who participated in job-embedded professional learning opportunities in the previous year.	No data		The state and districts must begin to collect and publicly report these data.



# Standards and Curriculum

## Accommodation and Differentiation

Indicators	Status	Notes	Recommendation
<b>Resources</b>			
State provides funding for accommodations and differentiations in curriculum, instruction, and assessment.	<input type="radio"/>	No such policy exists.	Require state to provide funding for accommodations and differentiations in curriculum, instruction, and assessment.
<b>Policies and Practices</b>			
State developed a policy that requires accommodations and differentiations in curriculum, instruction, and assessment to meet the range of students' needs.	<input type="radio"/>	No such policy exists.	Require accommodations and differentiations in curriculum, instruction, and assessment to meet the range of students' needs.
Districts provide job-embedded professional learning to help educators provide accommodations to meet the range of students' needs.	No data		Encourage districts to provide job-embedded professional learning to help educators provide accommodations to meet the range of students' needs. Encourage districts to keep families informed of educator professional learning. The state and districts must begin to collect and publicly report these data.
Schools implement Response to Intervention (RTI).	No data		Encourage districts to implement RTI and to publicly post information on RTI. The state and districts must begin to collect and publicly report these data.
Schools implement UDL.	No data		Encourage districts to implement UDL and to publicly post information on UDL. The state and districts must begin to collect and publicly report these data.
Schools implement Positive Behavior Intervention and Supports/Positive Behavior Supports (PBIS/PBS).	No data		Encourage districts to implement PBIS/PBS and to publicly post information on PBIS/PBS. The state and districts must begin to collect and publicly report these data.

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# Standards and Curriculum

## Accommodation and Differentiation *(Continued)*

Indicators	Status	Notes	Recommendation
<b>Outputs</b>			
Percentage of teachers with at least eight hours of professional learning on analyzing student data to differentiate instruction for students with disabilities, as needed.	No data	The state urges schools and districts to implement professional learning that uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. Not all districts publicly post this information and the state does not collect these data.	The state and districts must begin to collect and publicly report these data.
Percentage of teachers with at least eight hours of professional learning on analyzing student data to differentiate instruction for students with limited English proficiency.	No data		The state and districts must begin to collect and publicly report these data.
Percentage of teachers with at least eight hours of professional learning on analyzing student data to differentiate instruction for students with gifts and talents.	No data		The state and districts must begin to collect and publicly report these data.
Percentage of teachers trained in PBIS/PBS.	No data		The state and districts must begin to collect and publicly report these data.

# Conditions of Teaching and Learning

## Guidance and Supports for Instruction

Indicators	Status	Notes	Recommendation
<b>Resources</b>			
State provides resources for planning, instructional support, and collaboration.*	No data		Provide resources for planning, instructional support, and collaboration. The state must begin to collect and publicly report these data.
Districts provide funding for educators to access professional learning that addresses new education research and technology that will help improve instruction or support for students.	No data		Encourage districts to provide funding for educators to access professional learning that addresses new education research and technology that will help improve instruction or support for students. The state and districts must begin to collect and publicly report these data.
<b>Policies and Practices</b>			
State policy supports regular, job-embedded planning, instructional support, and collaboration.	<input type="radio"/>	Utah does not finance professional learning in all districts, nor does it require districts to set aside time for it. The state does require that districts align PD with local goals and priorities.	Provide resources and time for job-embedded planning, instructional support like mentoring, and teacher collaboration.
State requires districts to obtain educator input on instructional minutes.	<input type="radio"/>	The state specifies the minimum number of instructional days and hours in a year. Districts can increase that amount, but are not required to obtain educator input.	Require educator input for any changes to the number of instructional minutes at the district level.
Districts implement scheduled, job-embedded planning, instructional support, and collaborative time.	No data		Encourage districts to provide resources for job-embedded planning, instructional support, and collaboration. Encourage districts to inform families of the supports offered to educators. The state and districts must begin to collect and publicly report these data.
Districts maintain and support a professional library of education publications for staff.	No data		Encourage districts to maintain and support a professional library of education publications for staff. The state and districts must begin to collect and publicly report these data.

\*Instructional support and collaboration may include professional learning communities, professional learning teams, lesson study, cohort learning, mentoring, and induction.

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# Conditions of Teaching and Learning

## Guidance and Supports for Instruction *(Continued)*

Indicators	Status	Notes	Recommendation
Districts survey educators on teaching and learning conditions.	No data		Encourage districts to survey educators on teaching and learning conditions. Encourage districts to publicly post survey results. The state and districts must begin to collect and publicly report these data.
Districts obtain educator input on instructional minutes.	No data		Encourage districts to obtain educator input on instructional minutes. The state and districts must begin to collect and publicly report these data.
<b>Outputs</b>			
Percentage of educators surveyed indicating satisfaction with the time dedicated to planning.	No data		The state and districts must begin to collect and publicly report these data.
Percentage of educators surveyed indicating satisfaction with instructional time.	No data		The state and districts must begin to collect and publicly report these data.
Percentage of educators surveyed indicating satisfaction with collaborative time.	No data		The state and districts must begin to collect and publicly report these data.
Percentage of educators surveyed indicating satisfaction with professional learning time and opportunities.	No data		The state and districts must begin to collect and publicly report these data.
Percentage of educators surveyed indicating satisfaction with guidance and supports for instruction.	No data		The state and districts must begin to collect and publicly report these data.

# Conditions of Teaching and Learning

## Guidance and Supports for Learning

Indicators	Status	Notes	Recommendation
<b>Resources</b>			
State allocates funding towards comprehensive school guidance systems with standards and benchmarks that address the academic needs of all students.		Utah has a Comprehensive Counseling and Guidance Program (CCGP) that is aligned and cross-walked with the Utah CCGP Student Outcomes and the local school district's academic goals. The state funded the creation of the school guidance curriculum.	None
Districts provide a favorable student-to-specialized instructional support personnel (SISP) ratio.*	No data		Encourage districts to provide a favorable SISP ratio. Encourage districts to inform families of SISP ratios. The state and districts must begin to collect and publicly report these data.
Districts provide adequate resources for SISP to collaborate with teachers, education support professionals (ESP), parents, and students.	No data		Encourage districts to provide adequate resources for SISP to collaborate with teachers, education support professionals, parents, and students. The state and districts must begin to collect and publicly report these data.
<b>Policies and Practices</b>			
State developed a policy that requires supports for students' social, emotional, and physical well-being.		Utah has a policy that requires schools to provide good nutrition and physical activity for students, health education for students and families, and time to be active during the school day. The Comprehensive Counseling and Guidance Program (CCGP), which is taught as a curriculum, supports students' social and emotional development.	None
Districts implement and track guidance standards and benchmarks for all students.		Not all districts publicly post this information and the state does not collect these data. The state has a CCGP but does not require districts to implement and track standards and benchmarks.	Encourage districts to that implement and track guidance standards and benchmarks for all students. Encourage districts to keep families informed of standards and tracking data. The state and districts must begin to collect and publicly report these data.

\*Optimal ratios include: school counselors—250:1; school nurses—750:1; school psychologists—500–700:1; school social workers—250:1.

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# Conditions of Teaching and Learning

## Guidance and Supports for Learning *(Continued)*

Indicators	Status	Notes	Recommendation
Districts provide adequate professional learning time for SISP.	No data		Encourage districts to provide adequate professional learning time for SISPs. The state and districts must begin to collect and publicly report these data.
Districts have outreach plans for harder-to-access student populations.*	No data		Encourage districts to develop outreach plans for harder-to-access student populations. The state and districts must begin to collect and publicly report these data.
Eligible schools are enrolled in free and reduced-price school breakfast and lunch programs.	○	The state did not have this information readily available. Utah has the lowest ratio of students participating in the School Breakfast program—fewer than 40 out of 100 low income children. No information could be found on the National School Lunch Program.	Encourage participation in the National School Lunch program and School Breakfast program. The state and districts must begin to collect and publicly report these data.
Outputs			
Percentage of students surveyed indicating they feel supported in their school.	No data		The state and districts must begin to collect and publicly report these data.
Percentage of SISP surveyed indicating satisfaction with professional learning time.	No data		The state and districts must begin to collect and publicly report these data.
Percentage of eligible students enrolled in free and reduced price school breakfast and lunch programs.	○	Utah has the lowest ratio of students participating in the School Breakfast program—fewer than 40 out of 100 low income children. Free and Reduced Lunch Participation for 2014 was 37 percent (KidsCount).	Encourage districts and schools to participate in the National School Lunch program and School Breakfast program. The state and districts must begin to collect and publicly report these data.

\*Outreach may include a peer support program, mentors, and full-time SISP.

# Conditions of Teaching and Learning



## Educator Voice in Accountability

Indicators	Status	Notes	Recommendation
<b>Resources</b>			
Districts dedicate resources toward lifting the educator voice.	No data		Encourage districts to dedicate resources toward lifting the educator voice. The state and districts must begin to collect and publicly report these data.
<b>Policies and Practices</b>			
State has an autonomous standards board, the majority of whom are active preK–12 educators.*	<input type="radio"/>	Utah does not have an autonomous Standards Board. The USBOE determines the professional standards for teachers.	Create an autonomous standards board with most members being active preK-12 educators.
State requires that all planning and decision-making bodies related to the educator profession include active preK–12 educators.	<input type="radio"/>	The leadership and collaboration standard from the Utah Effective Teaching Standards describes teachers as participating in decision-making processes that affect the school and the community. However, the state does not require planning and decision-making bodies to include active educators.	Create a policy requiring all state and local decision-making bodies to include active educators.
Districts provide formal opportunities for educators to participate in district policy setting (e.g. accountability systems, hiring and evaluation of administrators).	No data		Encourage districts to provide formal opportunities for educators to participate in district policy-setting (e.g. accountability systems and hiring and evaluation of administrators). The state and districts must begin to collect and publicly report these data.
<b>Outputs</b>			
Percentage of educators surveyed indicating satisfaction with the number of opportunities to participate in school policy setting.	No data		The state and districts must begin to collect and publicly report these data.
Percentage of educators surveyed indicating satisfaction with the number of opportunities to participate in district policy setting.	No data		The state and districts must begin to collect and publicly report these data.

\*Standards board jurisdiction includes teacher licensing, teacher preparation program approval, and professional learning approval.

# Conditions of Teaching and Learning

## Positive Classroom Ecology

Indicators	Status	Notes	Recommendation
<b>Resources</b>			
Districts allocate funds to increase educators' culturally relevant pedagogy.	No data		Encourage districts to allocate funds to increase educators' culturally relevant pedagogy. The state and districts must begin to collect and publicly report these data.
<b>Policies and Practices</b>			
State developed a comprehensive cultural competency policy to increase educators' cultural and linguistic competence through preservice education, licensure, and ongoing professional learning.		Utah's Effective Teaching Standards require that teachers be able to modify instruction to make it relevant and accessible. They should understand that diverse learners bring diverse assets for learning to the classroom. They should also be able to incorporate the values of diverse cultures into instruction.	Ensure that cultural and linguistic competence is addressed in all teacher preparation programs, and professional learning offerings, as well as in licensure requirements.
State policy mandates class size limits based on subject matter and grade level.		Utah does not have class size limits, but does require class sizes to be reported. The state has received a federal grant to reduce class size.	Establish class size limits appropriate to the subject matter and grade level being taught.
Districts have class size limits based on subject matter and grade level.	No data		Encourage districts to have class size limits based on subject matter and grade level. The state and districts must begin to collect and publicly report these data.
Districts track the relationship between student achievement and the amount of teacher training/education in culturally relevant pedagogy.	No data		Encourage districts to track the relationship between student achievement and the amount of staff training/ education in culturally relevant pedagogy. The state and districts must begin to collect and publicly report these data.
<b>Outputs</b>			
Percentage of teachers who have received professional development in culturally relevant pedagogy.	No data		The state and districts must begin to collect and publicly report these data.
Percentage of students surveyed indicating satisfaction with the classroom environment.	No data		The state and districts must begin to collect and publicly report these data.

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# Conditions of Teaching and Learning

## Positive School Ecology

Indicators	Status	Notes	Recommendation
<b>Resources</b>			
Districts allocate resources toward interventions around student safety issues (e.g. LGBT bullying and harassment).	No data		Encourage districts to allocate resources toward interventions around student safety issues (e.g. LGBTQ bullying and harassment). Encourage districts to keep families informed of resources. The state and districts must begin to collect and publicly report these data.
<b>Policies and Practices</b>			
State developed a policy that requires annual reporting by school on school climate and student engagement.	○	Utah does not require reporting on school climate or student engagement.	Require annual district reporting on school climate and student engagement, and include input from students in the reporting.
State policy requires schools to collect and publicly report data recording behavior and behavioral interventions leading to disciplinary exclusion from school.*	◐	LEAs are required to report annually to the USBOE about each serious discipline violation (defined in Utah Title 53A Chapter 11 Section 904), and the action the district took against the student who committed the violation. No disaggregation by subgroup is required.	To avoid disparate discipline, require that all school-level disciplinary office referrals be reported to the district and state, and disaggregated based on these dimensions: <ul style="list-style-type: none"> <li>• Nature of infraction</li> <li>• Sex and race of student</li> <li>• Disciplinary action taken</li> </ul>
Districts educate all school personnel on intervention techniques in incidents of student bullying and harassment.	No data		Encourage districts to educate all school personnel on intervention techniques in incidents of student bullying and harassment. The state and districts must begin to collect and publicly report these data.
Schools annually report on school climate and student engagement.	No data		Encourage districts to report on school climate and student engagement. Encourage districts to publicly post data on school climate and student engagement. The state and districts must begin to collect and publicly report these data.
Schools have data-driven, site-based school climate, and student engagement plans.	No data		Encourage districts to implement data-driven, site-based school climate and student engagement plans. Encourage districts to keep families informed of school climate and student engagement plans. The state and districts must begin to collect and publicly report these data.

\*These disciplinary actions include in-school/out-of-school suspensions, expulsions, arrests, and referrals to law enforcement.

# Conditions of Teaching and Learning

## Positive School Ecology *(Continued)*

Indicators	Status	Notes	Recommendation
Schools collect and publicly report data recording behavior and behavioral interventions leading to disciplinary exclusion from school.	No data		Encourage districts to collect and publicly report disaggregated subgroup data recording behavior and behavioral interventions leading to disciplinary exclusion from school. The state and districts must begin to collect and publicly report these data.
Schools report on incidents of student bullying on a daily or weekly basis.	No data		Encourage districts to track and publicly post data on the number of bullying incidents. The state and districts must begin to collect and publicly report these data.
<b>Outputs</b>			
Percentage of students subjected to disciplinary action in the past year.	No data		The state and districts must begin to collect and publicly report these data.
Percentage of students surveyed indicating they feel safe at their school.	No data		The state and districts must begin to collect and publicly report these data.
Percentage of students surveyed indicating they feel listened to and understood by their educators.	No data		The state and districts must begin to collect and publicly report these data.
Percentage of students with less than 10 absences in a school year (or less than 5 percent of the school year).	No data	Percent absent 10 percent of time enrolled (2014) = 11.8 percent (KidsCount)	The state and districts must begin to collect and publicly report these data.
Percentage of public school employees in each job category who have received in-service training on intervention techniques in incidents of student bullying and harassment.	No data		The state and districts must begin to collect and publicly report these data.

# Workforce Quality

## High-Quality Educator Preparation and Licensure

Indicators	Status	Notes	Recommendation
<b>Resources</b>			
State provides funding for preparation programs to establish residency programs with local school districts.	No data		Provide funding for preparation programs to establish residency programs with local school districts. The state must begin to collect and publicly report these data.
State provides funding for induction programs.	No data		Provide funding for induction programs. The state must begin to collect and publicly report these data.
<b>Policies and Practices</b>			
State developed a policy to use Council for the Accreditation of Educator Preparation (CAEP) and Interstate Teacher Assessment and Support Consortium (InTASC) standards to accredit/approve educator preparation programs and license educators.	●	Teachers can be recommended for a license by an educator preparation program that has been accredited by NCATE, TEAC, or CAEP.	None
Districts mandate successful completion of a residency program prior to obtaining initial licensure.	◐	Utah requires that districts provide induction and mentoring activities for new teachers but most district do not report on this information, and the state does not collect these data.	Encourage districts to mandate successful completion of an induction program to move from initial to full licensure status. Encourage districts to share this information with families. The state and districts must begin to collect and publicly report these data.
Districts developed selection criteria to identify cooperating teachers.	No data		Encourage districts to develop selection criteria to identify cooperating teachers. The state and districts must begin to collect and publicly report these data.
Districts provide training for cooperating teachers.	No data		Encourage districts to provide training for cooperating teachers. The state and districts must begin to collect and publicly report these data.
Districts partner with teacher preparation programs on teacher residencies and induction.	No data		Encourage districts to partner with teacher preparation programs on teacher residencies and induction. The state and districts must begin to collect and publicly report these data.

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# Workforce Quality

## High-Quality Educator Preparation and Licensure *(Continued)*

Indicators	Status	Notes	Recommendation
Preparation programs require school-based experiences beyond a semester of student teaching.	No data		Encourage teacher preparation programs to require school-based experiences beyond a semester of student teaching. The state must begin to collect and publicly report these data.
Preparation programs use preservice performance assessments to determine candidate preparedness prior to program completion and/or initial licensure.	No data		Encourage teacher preparation programs to use classroom-based performance assessments to determine candidate preparedness prior to program completion. The state must begin to collect and publicly report these data.
Preparation programs survey graduates about their preparedness to serve as the teacher-of-record and report their response rates.	No data		Encourage teacher preparation programs to survey graduates about their preparedness to serve as the teacher-of-record. The state must begin to collect and publicly report these data.
Preparation programs work with local school districts to recruit high-achieving high school graduates to pursue careers in education.	No data		Encourage districts to partner with local teacher preparation programs to recruit high-achieving high school graduates to pursue careers in education. The state must begin to collect and publicly report these data.
Outputs			
Percentage of teachers that have passed a preservice performance assessment prior to obtaining their initial license.	No data		The state and districts must begin to collect and publicly report these data.
Percentage of preparation program graduates surveyed indicating satisfaction with their preparedness to serve as the teacher-of-record.	No data		The state must begin to collect and publicly report these data.
Percentage of licensed teachers that have successfully completed both a teacher residency program before becoming the teacher-of-record and induction program within the first three years of teaching.	No data		The state and districts must begin to collect and publicly report these data.

# Workforce Quality

## Leadership Training and Stability

Indicators	Status	Notes	Recommendation
<b>Resources</b>			
State provides funding for teacher and school leadership programs.	<input type="radio"/>	No such policy exists.	Provide funding for teacher and school leadership programs.
State policy provides resources to complete voluntary national certification and endorsements that promote teacher leadership opportunities.	<input checked="" type="radio"/>	Utah uses National Board certification as one method to certify Level 3 distinguished teachers and emphasize teacher leadership.	None
<b>Policies and Practices</b>			
State policy includes a state-level endorsement/certificate for teacher leaders.	<input type="radio"/>	Although Utah has Effective Teaching Standards that include a standard on teacher leadership, there is no state endorsement or certificate for teacher leaders.	Create an endorsement for teacher leaders.
Districts mandate successful completion of a residency program prior to obtaining initial licensure.	<input type="radio"/>	Although Utah has Effective Teaching Standards that include a standard on teacher leadership, there is no set of Model Teacher Leader Standards.	Involve active preK-12 educators in the process of creating Model Teacher Leader Standards.
State policy promotes ongoing professional learning and support for principals.	<input type="radio"/>	No such policy exists.	Provide ongoing training and support for principals.
Districts partner with teacher preparation programs on teacher residencies and induction.	<input type="radio"/>	No such policy exists.	Develop a principal retention policy.
Districts provide teacher leadership development.	No data		Encourage districts to provide teacher leadership development. The state and districts must begin to collect and publicly report these data.

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# Workforce Quality

## Leadership Training and Stability *(Continued)*

Indicators	Status	Notes	Recommendation
Districts have differentiated pay structures for clearly defined roles and responsibilities that account for hybrid/varied educator roles within a school.	No data		Encourage districts to implement differentiated pay structures for clearly defined roles and responsibilities that account for hybrid/varied educator roles within a school. The state and districts must begin to collect and publicly report these data.
Districts use multiple measures to evaluate administrators and school leaders.	No data		Encourage districts to use multiple measures (e.g. classroom observations, teacher artifacts, student surveys, and student growth data) to evaluate administrators and school leaders. The state and districts must begin to collect and publicly report these data.
Districts provide ongoing professional learning and support for principals.	No data		Encourage districts to provide ongoing training and support for principals. The state and districts must begin to collect and publicly report these data.
Outputs			
Percentage of teacher leaders with a leadership endorsement/certificate.	No data		The state and districts must begin to collect and publicly report these data.
Principal retention.	No data		The state and districts must begin to collect and publicly report these data.
Percentage of teacher leaders rated effective based on multiple measures of performance.*	No data		The state and districts must begin to collect and publicly report these data.
Percentage of administrators rated effective based on multiple measures of performance.	No data		The state and districts must begin to collect and publicly report these data.

\*Measures may include classroom observations, portfolios, leadership roles, and professional learning.

# Workforce Quality

## Educator Quality and Effectiveness

Indicators	Status	Notes	Recommendation
<b>Resources</b>			
State provides funding for “peer assistance” and “peer assistance and review” (PAR) teams.	<input type="radio"/>	No such policy exists.	Provide funding for “peer assistance” and “peer assistance and review” teams.
<b>Policies and Practices</b>			
State policy mandates multi-professional collaboration on educator support and evaluation systems staffed by active preK–12 educators.	<input type="radio"/>	No active preK-12 educators were part of the Utah Educator Effectiveness Advisory Committee that convened to design the teacher evaluation system.	Invite active preK-12 educators to review the teacher evaluation system, and act on their recommendations.
State policy requires that evaluations be based on multiple measures of performance to determine effectiveness.*	<input checked="" type="radio"/>	The evaluation system includes measures such as a principal evaluation, student growth scores, professional performance, and stakeholder input.	None
State policy requires school districts to track the equitable distribution of effective teachers and leaders.**	<input type="radio"/>	No such policy exists. The state accountability reports track the distribution of “highly qualified” and not “highly qualified” teachers but do not require the districts to post this information on their websites.	Require districts to post distribution data and demonstrate that they are addressing any inequities in the distribution of effective teachers and leaders.
Districts design, monitor, and implement evaluation systems based on state framework in partnership with educators and their associations.	No data		Encourage districts to design, monitor, and implement evaluation systems based on state framework in partnership with educators and their associations. The state and districts must begin to collect and publicly report these data.
Districts employ multiple measures to evaluate performance.	No data		Encourage districts to employ multiple measures to evaluate performance. The state must begin to collect and report these data.
Districts use evaluations aligned with induction.	No data		Encourage districts to align evaluations with induction. The state and districts must begin to collect and publicly report these data.

\*Measures may include classroom observations, portfolios, leadership roles, and professional learning.

\*\*Teachers with full licensure and rated effective in their positions according to multiple measures of performance.

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# Workforce Quality

## Educator Quality and Effectiveness *(Continued)*

Indicators	Status	Notes	Recommendation
Districts provide educators with targeted support based on formative and summative evaluation results.	No data		Encourage districts to provide educators support based on formative and summative evaluation results. The state and districts must begin to collect and publicly report these data.
Districts provide "peer assistance" or "peer assistance and review" (PAR) teams.	○	No such policy exists.	Encourage districts to implement "peer assistance" and "peer assistance and review" teams.
Districts track the distribution of effective teachers and leaders.	No data		Encourage districts to track and publicly post data on the distribution of effective teachers and leaders. The state and districts must begin to collect and publicly report these data.
Outputs			
Percentage of teachers rated effective based on multiple measures of performance.	No data		The state and districts must begin to collect and publicly report these data.



# Workforce Quality

## Educator Recruitment and Retention

Indicators	Status	Notes	Recommendation
<b>Resources</b>			
State provides funding and technical assistance to strengthen professional learning in high-poverty, high-minority areas with emphasis on mentoring and cultural competency.	●	Professional learning that emphasizes cultural competency is offered to all teachers online through state-sponsored programs like Making Diversity Count, Multiculturalism and Storytelling, and the Utah MESA Program.	None
Districts provide extra resources and assistance for those in harder-to-staff schools.	◐	The state provides incentives to teachers working in hard-to-staff teaching-assignment areas. Not all districts publicly post this information and the state does not collect these data.	Encourage districts to provide extra resources and assistance for those in harder-to-staff areas.
<b>Policies and Practices</b>			
State policy supports recruitment of promising future educators, including underrepresented populations.	○	No such policy exists.	Establish a program to cultivate and recruit promising future educators, including underrepresented populations.
State tracks educator shortages.	◐	The Utah Web site lists areas of current educator shortages, but is limited to subject areas.	Track educator shortages and disaggregate data by district and grade level.
Districts have plans to recruit educators from underrepresented populations.	No data		Encourage districts to develop plans to recruit educators from underrepresented populations. The state and districts must begin to collect and publicly report these data.
Districts have plans to recruit educators for shortage areas, such as special education and second language acquisition.	No data		Encourage districts to create plans to recruit educators for shortage areas, such as special education and second language acquisition. The state and districts must begin to collect and publicly report these data.
Districts have plans to recruit and retain accomplished educators.	No data		Encourage districts to develop plans to recruit and retain accomplished educators. The state and districts must begin to collect and publicly report these data.

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# Workforce Quality

## Educator Recruitment and Retention *(Continued)*

Indicators	Status	Notes	Recommendation
Districts have professional learning plans, including induction and mentoring, for teachers, ESPs, and SISP.	No data		Encourage districts to implement professional learning plans, including induction and mentoring, for teachers, ESPs, and SISP. The state and districts must begin to collect and publicly report these data.
Districts begin cultivation and recruitment a year prior to the present school year.	No data		Encourage districts to begin cultivation and recruitment earlier in the year, as opposed to late spring and summer. The state and districts must begin to collect and publicly report these data.
<b>Outputs</b>			
Educator shortage.	No data		The state and districts must begin to collect and publicly report these data.
Percentage of teachers teaching out of field.	No data		The state and districts must begin to collect and publicly report these data.
Percentage of teachers with less than 10 absences in a school year (or less than 5 percent of the school year).	○	The state does not report these data on the state education Web site. The 2009 Civil Rights Data Collection document, National and State Estimations, shows there are approximately 24,465 full-time equivalent teachers in the state and 5,040 were absent more than 10 days (20.6 percent).	The state and districts must begin to collect and publicly report these data.
Percentage of teachers who leave the profession after five years.	No data		The state and districts must begin to collect and publicly report these data.

# Workforce Quality

## Incentives and Supports (All School Personnel)

Indicators	Status	Notes	Recommendation
<b>Resources</b>			
Districts offer financial incentives for teachers to earn National Board certification.	No data		Encourage districts to offer financial incentives for teachers to earn National Board certification. The state and districts must begin to collect and publicly report these data.
Districts offer incentives for teachers to take on differentiated or hybrid roles.	No data		Encourage districts to offer incentives for teachers to take on differentiated or hybrid roles. The state and districts must begin to collect and publicly report these data.
Districts offer starting salaries at or above \$40,000 for teachers and \$28,000 for ESPs.	No data		Encourage districts to offer starting salaries at or above \$40,000 for teachers and \$28,000 for ESPs. The state and districts must begin to collect and publicly report these data.
<b>Policies and Practices</b>			
State law provides bargaining rights for public education employees over terms and conditions of employment.			Enact a law requiring public employers to bargain in good faith with unions on terms and conditions of employment.
State law provides bargaining rights for public education employees over education policy that advances student support and learning.		No policy found.	Enact a law requiring public employers to bargain in good faith with unions on education policy that advances student support and learning.
State law provides bargaining rights for public education employees over dues deduction.		No policy found.	Enact a law providing bargaining rights for public education employees over union dues deduction.
Districts are represented by unions with collective bargaining rights.	No data		Permit unions and collective bargaining rights. The state and districts must begin to collect and publicly report these data.
District contracts include procedures for dispute resolution.	No data		Permit contracts to include procedures for dispute resolution. The state and districts must begin to collect and publicly report these data.

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# Workforce Quality

## Incentives and Supports (All School Personnel) *(Continued)*

Indicators	Status	Notes	Recommendation
Districts have binding arbitration.	No data		Permit binding arbitration. The state and districts must begin to collect and publicly report these data.
District contracts have defined benefit plans that provide replacement of at least 75 percent of final salary, protects against inflation, and is guaranteed by the state.	No data		Proved defined benefit plans. The state and districts must begin to collect and publicly report these data.
Districts permit educators to bargain length of day/year.	No data		Permit educators to bargain length of day/year. The state and districts must begin to collect and publicly report these data.
Districts permit educators to bargain preparation periods.	No data		Permit educators to bargain preparation periods. The state and districts must begin to collect and publicly report these data.
Districts permit educators to bargain class load/size.	No data		Permit educators to bargain class load/size. The state and districts must begin to collect and publicly report these data.
Districts permit educator dues deduction, agency fee, and political action committee (PAC) deduction.	No data		Permit educator dues deduction, agency fee, and PAC deduction. The state and districts must begin to collect and publicly report these data.
Districts use the NEA professional growth salary scale.	No data		Encourage districts to use the NEA professional growth salary scale. The state and districts must begin to collect and publicly report these data.
<b>Outputs</b>			
Percentage of teachers surveyed indicating satisfaction with the terms of employment.	No data		The state and districts must begin to collect and publicly report these data.
Percentage of teachers surveyed indicating satisfaction with the conditions of employment.	No data		The state and districts must begin to collect and publicly report these data.
Percentage of teachers with National Board certification.	No data		The state and districts must begin to collect and publicly report these data.

# Accountability and Assessments

## Appropriate Student Assessments

Indicators	Status	Notes	Recommendation
<b>Resources</b>			
State allocates funding towards the development of a valid student assessment system.	No data		Allocate funding toward developing a valid student assessment system. The state must begin to publicly report these data.
<b>Policies and Practices</b>			
State developed a policy that requires the use of both formative and summative student assessments that adhere to the principles of UDL.		Utah's Student Assessment of Growth and Excellence (SAGE) includes both formative and summative measures. UDL is a focus for the development of accessible special education assessments.	Ensure that all future assessments are developed in compliance with the principle of UDL.
State developed a policy that requires educators to be involved in assessment design and development.		The Request for Proposal for a computer adaptive assessment system specifies that the standards setting phase of test development include teachers, principals, and both state and district content specialists.	None
State policy requires that assessment systems employ multiple measures of student growth.*		The state assessment system (SAGE) has required and optional elements. If a district opts to implement the system at its highest level, students take summative end-of-year tests, but also receive two progress monitoring tests during the year that can inform classroom instruction. A set of subject-specific, criterion-referenced tests are also administered when students have taken classes in those topics. A writing assessment is also administered at the fifth and eighth grades. Most of these assessments are not used at the same time to provide multiple measures of student growth.	When making important decisions about student placement and promotion, consider multiple measures in addition to statewide assessments such as grades, work samples, and classroom assessments.

\*Measures of student growth may include pre and posttests, percent change in GPA, group work or presentations, end-of-course papers or portfolios, and project-based inquiry activities.

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# Accountability and Assessments

## Appropriate Student Assessments *(Continued)*

Indicators	Status	Notes	Recommendation
Districts use both formative and summative student assessments that adhere to the principles of UDL.	No data		Encourage districts to use both formative and summative assessments that adhere to the principles of UDL. The state and districts must begin to collect and publicly report these data.
Districts involve educators in assessment design and development.	No data		Encourage districts to involve educators in assessment design and development. The state and districts must begin to collect and publicly report these data.
Districts assessment systems employ multiple measures of student growth.	No data		Encourage districts to employ multiple measures of student growth. The state and districts must begin to collect and publicly report these data.
<b>Outputs</b>			
Percentage of teachers surveyed indicating assessments adhere to the principles of UDL.	No data		The state and districts must begin to collect and publicly report these data.
Percentage of teachers surveyed indicating satisfaction with the quality of student assessments.	No data		The state and districts must begin to collect and publicly report these data.
Percentage of teachers indicating satisfaction with the sources used to measure student growth.	No data		The state and districts must begin to collect and publicly report these data.

# Accountability and Assessments

## Positive Achievement Outcomes

Indicators	Status	Notes	Recommendation
<b>Resources</b>			
State allocates funding to programs to ensure positive achievement outcomes for all students, including strategies to reduce learning gaps.	D	Programs funded through Title I are one way the state addresses inequities.	Implement and expand programs known to close the achievement gap such as high-quality preschool.
<b>Policies and Practices</b>			
State has policies and programs to prevent dropouts.	●	Utah endorses six dropout prevention recommendations from The Institute of Education Sciences (IES) Practice Guide for Dropout Prevention and partners with The Regional Educational Laboratory West and the National Dropout Prevention Center for Students with Disabilities (NDPC-SD).	None
State has policies and programs to increase the number of students who graduate and are college and career ready.	●	Utah students have a College and Career Path Plan—students take aptitude tests, choose classes related to their goals, and learn about college admission and costs.	None
Districts offer programs with 21st century interdisciplinary themes (e.g. global and financial literacy).	No data		Encourage districts to offer programs with 21st century interdisciplinary themes (e.g. global and financial literacy). The state and districts must begin to collect and publicly report these data.
<b>Outputs</b>			
Percentage of third grade students proficient in literacy.	No data	Percentage of fourth graders at or above proficiency in reading (2013) = 37 percent. Data are not reported for third graders but are reported for fourth graders. (KidsCount)	The state and districts must begin to collect and publicly report these data.

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# Accountability and Assessments

## Positive Achievement Outcomes *(Continued)*

Indicators	Status	Notes	Recommendation
Percentage of students passing algebra 1 in grades 7 and 8.	No data		The state and districts must begin to collect and publicly report these data.
Percentage of students at or above a 3.0 GPA.	No data		The state and districts must begin to collect and publicly report these data.
Percentage of students receiving a score of 3 or above on the AP exam.	No data	<p>This exact data point is not reported. The mean score for all students on all AP exams was a 3.08. The mean scores for all exams broken down by subgroup reveal gaps.</p> <p>White: 3.15            Other: 3.05            Asian: 3.01            American Indian: 2.67            Puerto Rican: 2.67            Other Hispanic: 2.62            Black: 2.50            Mexican American: 2.49</p>	The state and districts must begin to collect and publicly report these data.

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# Accountability and Assessments


## Positive Achievement Outcomes *(Continued)*

Indicators	Status	Notes	Recommendation
<p>Percentage of students who take the SAT or ACT.</p>	<p>No data</p>	<p>The state does not reveal what percentage of eligible students took the SAT or ACT. The state Web site shows there were 1700 SAT test takers in 2014 and 35,074 ACT test takers.</p> <p>The disaggregated breakdown of SAT test-takers is as follows:                      White: 70%                      Asian or Pacific Islander: 13%                      No Response: 5%                      Other Hispanic or Latino: 4%                      Other: 3%                      Mexican American: 2%                      Black or African American: 2%                      American Indian or Alaska Native: 1%</p> <p>The disaggregated breakdown of ACT test-takers is as follows:                      White: 72%                      Hispanic/Latino: 14%                      Prefer not to respond/No response: 6%                      Two or more races: 3%                      Asian: 2%                      Black/African American: 1%                      American Indian/Alaska Native: 1%                      Native Hawaiian/Other Pacific Islander: 1%</p>	<p>The state and districts must begin to collect and publicly report these data.</p>

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# Accountability and Assessments

## Positive Achievement Outcomes *(Continued)*

Indicators	Status	Notes	Recommendation
Percentage of students who graduate.		83 percent is the statewide graduation rate for 2014. The statewide rate broken down by subgroup reveals significant gaps.  White: 86% Asian: 85% Pacific Islander: 82% Economically Disadvantaged: 72% Hispanic/Latino: 72% Students with Disabilities: 67% Black: 66% American Indian: 65% English Learner: 61%	Implement the policies and practices proven to reduce dropouts and increase graduation rates.
Percentage of students who dropout.	No data	Event Dropout Rate (2011-12) = 1.5% (NCES)	The state and districts must begin to collect and publicly report these data.
Percentage of students who go on to a four-year college, vocational program, or public service.	No data		The state and districts must begin to collect and publicly report these data.
Percentage of students entering a two- or four-year college who do not require remediation or learning support courses.	No data		The state and districts must begin to collect and publicly report these data.

# Accountability and Assessments

## Adequate School Capacity

Indicators	Status	Notes	Recommendation
<b>Resources</b>			
Districts provide resources and funding for job-embedded professional learning for teachers to become proficient users of formative and summative assessment data.	No data		Encourage districts to provide resources and job-embedded professional learning for teachers to become proficient users of formative and summative assessment data. Encourage districts to keep families informed of educator professional learning. The state and districts must begin to collect and publicly report these data.
<b>Policies and Practices</b>			
State requires that districts provide resources and job-embedded professional learning for teachers to become proficient users of formative and summative assessment data.		The state offers in-person and webinar trainings on its online formative assessment tool and does require the LEA to provide professional learning, but there is no mention of “job-embedded” learning. Further, the USBOE states “For the 2011-12 school year, Utah lawmakers allocated only \$2 million in state funds for professional development, and halved this amount for the following school year.”	Mandate resources and job-embedded professional learning for teachers to become proficient users of formative and summative assessment data.
State has a comprehensive, aligned, and integrated information management system that enables districts and schools to analyze, evaluate, and continuously improve student, educator, and school performance.*		Utah has an information management system that includes preK-12 and adult education data. The data warehouse is available for analysis by districts and schools, and training is available in its use.	None
Districts train school personnel to interpret data system results to inform and improve instruction and identify needed supports.		The state offers in-person and webinar trainings on its online formative assessment tool and requires the LEA to provide professional learning, but the districts do not report on any training beyond state-provided training.	Encourage districts to train school personnel on interpreting data system results. Encourage districts to keep families informed of educator professional learning. The state and districts must begin to collect and publicly report these data.

\*A comprehensive system must include multiple measures of student, educator, and school performance.

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# Accountability and Assessments

## Adequate School Capacity *(Continued)*

Indicators	Status	Notes	Recommendation
Districts routinely produce monthly data reports on multiple measures of student performance by class and subject.	○	The state does not collect these data. The state produces these data annually but it is not known how many districts publicly post these data.	Encourage districts and schools to routinely produce and post monthly data reports on student performance by class and subject. The state and districts must begin to collect and publicly report these data.
Districts release assessment results in time to inform learning.	No data		Encourage districts to release assessment results in time to inform learning. The state and districts must begin to collect and publicly report these data.
<b>Outputs</b>			
Percentage of educators surveyed indicating they feel confident in analyzing and interpreting formative and summative assessment data.	No data		The state and districts must begin to collect and publicly report these data.
Percentage of educators surveyed indicating satisfaction with the time allotted to analyze assessment results and inform instruction.	No data		The state and districts must begin to collect and publicly report these data.

# Accountability and Assessments

## School Effectiveness

Indicators	Status	Notes	Recommendation
<b>Resources</b>			
State offers support to low-performing schools.*	No data		Provide additional supports to low-performing schools. The state and districts must begin to collect and publicly report these data.
<b>Policies and Practices</b>			
State collaborates with educators to develop school performance indicators.	●	Utah's school performance indicators were developed by a committee of policy makers, education leaders, and stakeholders from across the state.	None
State monitors indicator results.	●	Utah monitors school performance indicators to determine which schools are in need of more resources and which deserve special recognition.	None
Districts publish comprehensive school performance data.	No data		Encourage districts to publish comprehensive school performance data. The state and districts must begin to collect and publicly report these data.
<b>Outputs</b>			
Percentage of students in a school categorized as "low-performing" receiving additional supports.	No data		The state and districts must begin to collect and publicly report these data.

\*Support includes needs assessments, on-site evaluations, assistance and training in data analysis, additional funding for the school improvement planning process, professional learning, school support teams, and additional student resources.

# Family and Community Engagement

## Collaboration with Families to Improve Achievement

Indicators	Status	Notes	Recommendation
<b>Resources</b>			
State policy provides employer incentives for parents and/or caregivers to participate in school-related activities.	○	Although employers are expected to recognize the need for employees to participate in public education, no incentive is offered.	Institute incentives for employers who facilitate family participation in school-related activities.
State provides districts with technical assistance and support to address engagement strategies.	●	By law, the state must provide districts with assistance on improving and promoting greater parental involvement in the public schools.	None
<b>Policies and Practices</b>			
State policy supports family engagement as a driver of student academic performance and vital component of meeting school improvement goals.	●	The legislature recognizes the importance of parental participation in the educational process in order for students to achieve and maintain high levels of performance. Schools and districts are responsible for having a parent involvement policy and working with parents to establish and implement educational goals. Employers are expected to recognize the need for employees to participate in public education.	None
State requires annual reporting at the district level on family and community engagement.	○	No policy found.	Institute statewide reporting on family and community engagement activities.
Districts annually report on family and community engagement.	No data		Encourage districts to report annually on family and community engagement. The state and districts must begin to collect and publicly report these data.
Schools developed data-driven, site-based family and community engagement plans.	No data		Encourage schools to develop data-driven, site-based family and community engagement plans. The state and districts must begin to collect and publicly report these data.

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# Family and Community Engagement

## Collaboration with Families to Improve Achievement *(Continued)*

Indicators	Status	Notes	Recommendation
<b>Outputs</b>			
Number of formal school-parent collaborations.*	No data		The state and districts must begin to collect and publicly report these data.
Percentage of parents surveyed indicating school-parent collaboration has contributed to improved student achievement.	No data		The state and districts must begin to collect and publicly report these data.

\*Collaborations could include parent governing councils, parent classroom assistants, parent recess leaders, parent lunch leaders, parent readers, and parent after-school tutors.

# Family and Community Engagement

## Inclusiveness and Outreach to Families

Indicators	Status	Notes	Recommendation
<b>Resources</b>			
State provides resources to school districts to engage families and the community on school district policies, processes, and procedures.	●	The legislature and governor have expressed support through a resolution for the parent/ community outreach policies and activities of the Utah State Office of Education (USOE), its districts, and schools. Resources provided by the state include guidance on parent/ community outreach and grant awards such as Title I.	None
Districts hire school-community liaisons who enhance outreach efforts with knowledge of a community's history, language, and cultural background.	No data		Encourage districts to hire and train school/ community liaisons who enhance outreach efforts with knowledge of a community's history, language, and cultural background. The state and districts must begin to collect and publicly report these data.
<b>Policies and Practices</b>			
State mandates family and community outreach.	●	Each public school must consult with its school board to establish a school community council so that families are involved in school level decision making, including the expenditure of funds from the School LAND Trust Program.	None
State maintains an information sharing system readily available to families and communities in multiple formats and languages.	◐	The state Web site has a parent information page that explains current issues and refers parents to other pages, documents, and organizations that can be of help. The Web page is in English, but it may reference resources in various formats and languages. The range of topics on this page is limited to subjects the Department identifies as being of current interest.	Provide materials for parents/guardians in multiple languages and formats.

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# Family and Community Engagement

## Inclusiveness and Outreach to Families *(Continued)*

Indicators	Status	Notes	Recommendation
Districts share information on academic standards, school procedures, and student progress data in multiple formats and languages.	No data		Encourage districts to share information on academic standards, school procedures, and student progress data in multiple formats and languages. The state and districts must begin to collect and publicly report these data.
Districts collect parent and caregiver feedback.*	No data		Encourage districts to collect parent and caregiver feedback. The state and districts must begin to collect and publicly report these data.
Schools host trainings for families.**	No data		Encourage schools to host meetings and/or trainings for families and the community. The state and districts must begin to collect and publicly report these data.
Outputs			
Percentage of parents surveyed indicating satisfactory access to school materials and information.	No data		The state and districts must begin to collect and publicly report these data.
Percentage of parents surveyed indicating they feel listened to and included.	No data		The state and districts must begin to collect and publicly report these data.
Percentage of parents that attended a school training for families in the previous year.	No data		The state and districts must begin to collect and publicly report these data.

\*Methods of collection include surveys, focus groups, parent governing councils, etc.

\*\*Trainings could include information sessions on school policies, standards, and community services.

# Family and Community Engagement

## Community Partnerships (Wraparound Services)

Indicators	Status	Notes	Recommendation
<b>Resources</b>			
State provides resources for an integrated system of academic enrichment and social services to support children’s intellectual, social, emotional, physical, and linguistic development.	○	Although the state encourages communities to apply for 21st Century Community Learning Centers that provide services to students in poverty and their families, there is little provision for the needs of the whole child.	Provide more state support for wrap-around services that meet children’s social, emotional, physical, and intellectual needs.
<b>Policies and Practices</b>			
Schools provide access to extended onsite services for students and families (e.g. school library, computer facilities, gym, etc.).	No data		Encourage schools to provide access to extended onsite services for students and families (e.g. school library, computer facilities, gym). The state and districts must begin to collect and publicly report these data.
Schools maintain partnerships/ collaborations to provide development activities for caregivers.	No data		Encourage schools to maintain community partnerships/collaborations to provide development activities for caregivers. Encourage districts to inform families of community partnerships and school-community events. The state and districts must begin to collect and publicly report these data.
Schools maintain partnerships/ collaborations with community providers to offer support for at-risk youth.*	No data		Encourage schools to maintain community partnerships/collaborations to offer support for at-risk youth. Encourage districts to inform families of community partnerships and school-community events. The state and districts must begin to collect and publicly report these data.
Schools maintain partnerships/ collaborations with community providers to provide access to family support services/ social services.	No data		Encourage schools to maintain community partnerships/collaborations to provide access to family support services/social services. Encourage districts to inform families of community partnerships and services. The state and districts must begin to collect and publicly report these data.

\*Support includes summer school, after-school programs, mentoring, and tutoring.

# Family and Community Engagement

## Community Partnerships (Wraparound Services) *(Continued)*

Indicators	Status	Notes	Recommendation
Schools have a formal agreement with a community partner to provide student health services.	No data		Encourage schools to establish community partnerships to provide students health services. The state and districts must begin to collect and publicly report these data.
<b>Outputs</b>			
Percentage of parents surveyed indicating satisfaction with student services.	No data		The state and districts must begin to collect and publicly report these data.
Percentage of parents surveyed indicating satisfaction with parent and family services.	No data		The state and districts must begin to collect and publicly report these data.

# Family and Community Engagement

## Staff Professional Learning in Family Engagement

Indicators	Status	Notes	Recommendation
<b>Resources</b>			
State policy provides resources for professional learning in family and community engagement for all school personnel.	●	State law specifies that the USOE will help districts develop and implement professional learning programs for administrators and teachers that focus on improving interaction with parents and promoting greater parental involvement in the schools.	None
<b>Policies and Practices</b>			
Districts collaborate with institutions of higher education (IHEs) to infuse family and community involvement in education into teacher and administrator preparation programs.	No data		Encourage districts to collaborate with IHEs to infuse family and community involvement in education into teacher and administrator preparation programs. The state and districts must begin to collect and publicly report these data.
Districts provide professional learning in family and community engagement for all school personnel.	No data		Encourage districts to provide professional learning in family and community engagement for all school personnel. The state and districts must begin to collect and publicly report these data.
<b>Outputs</b>			
Percentage of educators who have taken coursework on family and community engagement.	No data		The state and districts must begin to collect and publicly report these data.
Percentage of school personnel who have participated in professional learning designed to improve family and community engagement.	No data		The state and districts must begin to collect and publicly report these data.

# School Funding

## Sufficiency of Funding

Indicators	Status	Notes	Recommendation
<b>Resources</b>			
State maintains or increases its fiscal effort (state funding of education relative to state fiscal capacity).	D	The state Web site does not report this information. Although Utah has maintained its fiscal effort since 2007, it remains low in comparison to other states. The report <i>Is School Funding Fair: A National Report Card</i> , lists Utah's effort at .028 for 2012. Vermont is number one on the list with an effort of .051.	The state must increase its fiscal effort. The state must begin to collect and publicly report these data.
State guarantees each school district a sufficient foundation level with appropriate adjustments for school level, school size and location, variation in costs across regions, and student characteristics.*	No data		Guarantee each school district a sufficient foundation level with appropriate adjustments for school level, school size and location, variation in costs across regions, and student characteristics. The state must begin to collect and publicly report these data.
<b>Policies and Practices</b>			
State determines the cost necessary for each student to meet state content and performance standards, updates costs as significant changes are made to its standards, and reports its findings publicly.	No data		Propose a study to determine the costs necessary for each student to meet state content and performance standards and update costs as significant changes are made to standards. The state must begin to report these data.
State solicits educator input for cost studies.	No data		Require educator input on a cost study. The state must begin to collect and publicly report these data.
State incorporates findings of its cost study into its education finance system.	No data		Require that cost study findings are incorporated into the education finance system. The state must begin to collect and publicly report these data.

\*Student characteristics such as special needs, English language learners, and those in poverty and concentrated poverty.

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# School Funding

## Sufficiency of Funding *(Continued)*

Indicators	Status	Notes	Recommendation
State has an independent body of stakeholders that includes active preK–12 educators and administrators who annually assess if state funding is sufficient to provide all students the opportunity to meet rigorous academic standards.	No data		Implement an independent body of stakeholders comprised of active preK-12 educators and administrators that annually assesses, establishes, and provides oversight for school funding. The state must begin to collect and publicly report these data.
Districts adjust funding according to school level, school size and location, variation in costs across regions, and student characteristics.	No data		Mandate districts to adjust funding according to school level, school size and location, variation in costs across regions, and student characteristics. The state and districts must begin to collect and publicly report these data.
<b>Outputs</b>			
Percentage of schools receiving sufficient levels of funding according to an independent body of stakeholders that includes active preK–12 educators and administrators.	No data		The state and districts must begin to collect and publicly report these data.
Percentage of principals surveyed indicating school funding levels are sufficient to meet rigorous academic standards.	No data		The state and districts must begin to collect and publicly report these data.

# School Funding

## Equity in Funding

Indicators	Status	Notes	Recommendation
<b>Resources</b>			
State uses “pupil weights” in its base formula to adjust for diverse student needs.	●	Utah’s foundation program is based on weighted pupil units and a guaranteed yield program.	None
State rewards high fiscal effort, low wealth districts.	●	Utah’s foundation program is based on weighted pupil units and a guaranteed yield program.	None
<b>Policies and Practices</b>			
State policy codifies equity in funding—recognizing explicitly that the amount of funding needed to provide a high-quality education varies from student to student.	●	State policy does not mention “equity in funding” specifically, but state laws ensure equity in funding (e.g. pupil weights and guaranteed yields).	None
State mandates that districts report on the distribution of state-certified teachers, ESPs, and SISP.	No data		Mandate districts report on the distribution of state certified teachers, ESPs, and SISP. The state must begin to collect and publicly report these data.
State mandates that districts report on average per-student expenditures disaggregated by federal, state, and local dollars.	No data		Mandate districts report on average per-student expenditures disaggregated by federal, state, and local dollars. The state and districts must begin to collect and publicly report these data.
Districts use “pupil weights” in its base formula to adjust for diverse student needs.	◐	Utah’s foundation program is based on weighted pupil units and a guaranteed yield program but no information is provided at the district level.	Mandate districts use “pupil weights” in its base formula to ensure equity.
Districts report on personnel full-time equivalents (FTE) and salaries funded with state and/or local funds at the school level.*	No data		Mandate districts to report on personnel FTE and salaries funded with state and/or local funds at the school level. The state and districts must begin to collect and publicly report these data.

\*Personnel reporting categories include teachers, ESP, and SISP.

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# School Funding

## Equity in Funding *(Continued)*

Indicators	Status	Notes	Recommendation
Districts report on nonpersonnel expenditures funded with state and/or local funds and federal, state, and/or local funds at the school level.	No data		Mandate districts report on nonpersonnel expenditures funded with state and/or local funds and federal, state, and/or local funds at the school level. The state and districts must begin to collect and publicly report these data.
<b>Outputs</b>			
Percentage of schools exhibiting a low correlation between property wealth and resources for students.	○	The state Web site does not report this information. Education Week Research Center gave Utah a score of .272 for wealth-neutrality. The national average is .139. Utah Ranks 47 out of 50.	The state must do more to ensure those in poorer districts receive the funding needed to meet standards and close achievement gaps. The state and districts must begin to collect and publicly report these data.



# School Funding

## Productive Use of Funds

Indicators	Status	Notes	Recommendation
<b>Resources</b>			
State offers performance incentives to ensure productive use of funds by school districts.	●	The state encourages districts to form regional service centers. Eligible regional service centers may receive funds from the state legislature.	Guarantee incentives to ensure productive use of funds by school districts.
State invests in capacity building to guide districts in the efficient use of resources.	No data		Fund capacity building to ensure sustainability. The state must begin to collect and publicly report these data.
State maintains or increases its investment in research and development.*	No data		Maintain or increase investment in research and development. The state must begin to collect and publicly report these data.
<b>Policies and Practices</b>			
State requires annual district level compliance audits.	●	School districts are required to submit annual audits to the State Superintendent.	None
Districts are part of a district-level consortium to bring down costs of bulk purchases.	●	Not all districts publicly post this information, and the state does not collect these data. The state encourages districts to form regional service centers to bring down costs and better serve students.	Encourage districts to form a district level consortium to bring down costs of bulk items.
Districts post an up-to-date budget plan online.	●	Not all districts post these data on their Web sites. This information can be found on the USOE site.	Encourage districts to post an up-to-date budget plan online. The state and districts must begin to collect and publicly report these data.
<b>Outputs</b>			
Percentage of schools that use their funds productively according to an independent body of stakeholders that includes active preK–12 educators and administrators.	No data		The state and districts must begin to collect and publicly report these data.

\*Researching and developing improvements in productivity.

# School Funding

## Funding Sustainability

Indicators	Status	Notes	Recommendation
<b>Resources</b>			
State funds local efforts to diversify revenue streams.	No data		Fund local efforts to diversify revenue streams. The state must begin to collect and publicly report these data.
<b>Policies and Practices</b>			
State holds public events to inform government officials and voters of sustainability issues.	No data		Hold public events to inform government officials and voters of sustainability issues. The state must begin to collect and publicly report these data.
State implements measures to broaden its tax base.	No data		Implement measures to broaden the tax base. The state must begin to collect and publicly report these data.
State reports annually on the dollar amount of state tax expenditures.	●	<p>The U.S. average per student expenditure for public elementary and secondary schools in 2012–13 fall enrollment was \$10,938. Utah was among the states with the lowest per student averages, spending \$7,223 per student. For FY 2013, Utah appropriated or estimated the following:</p> <ul style="list-style-type: none"> <li>• Basic program: \$1,910,689,200</li> <li>• Related to Basic Program: \$456,123,100</li> <li>• Voted and Board local levies plus state guarantee: \$94,598,700</li> <li>• Capital local and debt-service levies plus state school building aid: \$14,499,700</li> </ul>	None
Districts hold public events to inform government officials and voters of sustainability issues.	No data		Encourage districts to hold public events to inform government officials and voters of sustainability issues. The state and districts must begin to collect and publicly report these data.

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# School Funding

## Funding Sustainability *(Continued)*

Indicators	Status	Notes	Recommendation
Districts implement measures to broaden their tax base.	No data		Encourage districts to implement measures to broaden their tax base. The state and districts must begin to collect and publicly report these data.
Districts have multi-year school budgets.	No data		Encourage districts to implement multi-year school budgets. The state and districts must begin to collect and publicly report these data.
Outputs			
Percentage of schools with a sustainable multi-year budget according to an independent body of stakeholders that includes active preK–12 educators and administrators.	No data		The state and districts must begin to collect and publicly report these data.

## NEA Education Policy and Practice

*Donna Harris-Aikens, Director*

### **National Education Association**

The National Education Association is the nation's largest professional employee organization, representing 3 million elementary and secondary teachers, higher education faculty, education support professionals, school administrators, retired educators, and students preparing to become teachers.

[nea.org/gpsindicators](http://nea.org/gpsindicators)



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