

## ESEA FLEXIBILITY PART B MONITORING REPORT

DESK MONITORING INFORMATION	
<b>State Educational Agency (SEA)</b>	Utah State Office of Education (USOE)
<b>Request Approved</b>	June 29, 2012
<b>Request Amended</b>	July 17, 2013
<b>ESEA Flex Monitoring Activity</b>	Part B Desk Monitoring
<b>Monitoring Review Date(s)</b>	December 10 and December 17, 2013
<b>Exit Conference</b>	February 13, 2014
<b>Interviews Conducted</b>	Judy Park, Karl Wilson, Syd Dickson, John Jesse, Ann White, Glenna Gallo, Jose Enriquez
<b>U.S. Department of Education (ED) Monitors</b>	Rubén J. Vázquez, Shevine Holeman

### OVERVIEW OF ESEA FLEXIBILITY MONITORING

The U.S. Department of Education (ED) is committed to supporting State educational agencies (SEAs) as they implement ambitious reform agendas through their approved ESEA flexibility requests. Consistent with this commitment, ED has designed a monitoring process to assess an SEA's implementation of the principles of ESEA flexibility and the State-level systems and processes needed to support that implementation.

#### *Part B Monitoring*

In Part B monitoring, SEA implementation of ESEA flexibility was reviewed across several key areas: State-level Systems and Processes, Principle 1, Principle 2, and Principle 3, as outlined in the *ESEA Flexibility Part B Monitoring Protocol*. In each broad area, ED identified key elements that are required under ESEA flexibility and are likely to lead to increased achievement for students. Through examination of documentation submitted by the SEA and interviews with SEA staff, ED assessed the effectiveness of implementation of ESEA flexibility by identifying the extent to which an SEA:

1. Is ensuring that implementation is occurring consistent with the SEA's approved request and the principles and timelines of ESEA flexibility
2. Is continuing to review and make adjustments to support implementation
3. Is establishing systems and processes to sustain implementation and improvements

The report contains the following sections:

- *Highlights of the SEA's Implementation*. This section identifies key accomplishments in the SEA's implementation of ESEA flexibility
- *Status of Implementation of ESEA Flexibility*. This section indicates whether or not the SEA has met expectations for each element of ESEA flexibility
- *Elements Requiring Next Steps*. When appropriate, this section identifies any elements where the SEA is not meeting expectations and includes Next Steps that the SEA must take to meet expectations

- *Recommendations to Strengthen Implementation.* This section provides recommendations to support the SEA in continuing to meet the principles and timelines of ESEA flexibility and strengthening implementation
- *Additional Comments.* When appropriate, this section includes any additional information related to the SEA’s implementation of ESEA flexibility not included elsewhere

**HIGHLIGHTS OF IMPLEMENTATION OF ESEA FLEXIBILITY**

The SEA’s work includes the following key accomplishments relating to the implementation of ESEA flexibility and/or efforts to engage in a process of continuous review and analysis, particularly for those elements receiving a comprehensive review:

- USOE is moving towards the design of technical assistance that is tailored to fit differentiated needs at the classroom teacher level to improve student achievement
- USOE conducts onsite monitoring of priority schools at least twice a year, which is more than its regular Title I monitoring cycle
- USOE coordinates with the State higher education system and other institutions to link student performance data across the K-16 continuum for research purposes

**STATUS OF IMPLEMENTATION OF ESEA FLEXIBILITY**

**SEA Systems & Processes**

<b>Element</b>	<b>Status</b>
<b>Monitoring</b> (EDGAR 80.40 and 2.G)	Meeting Expectations
<b>Technical Assistance</b> (2.G)	Meeting Expectations
<b>Data Collection &amp; Use</b> (§9304(a)(6))	Meeting Expectations
<b>Family &amp; Community Engagement and Outreach</b> (Implementation Letter)	Meeting Expectations

**Principle 1**

<b>Element</b>	<b>Status</b>
<b>Transition to and Implement College- and Career-ready Standards</b> (1.B)	Meeting Expectations
<b>Adopt English Language Proficiency Standards</b> (Assurance 2)	Meeting Expectations
<b>Develop and Administer High-Quality Assessments</b> (Assurance 3)	Under Review USOE initially participated in the Smarter Balanced Assessment Consortium (SBAC), but the State announced its withdrawal from this consortium in a letter to ED on August 3, 2013. The State’s high-quality plan to develop and administer aligned assessments was subsequently reviewed by ED.  <i>*Subsequent to the release of this report, Utah completed its high-quality plan. No further action is needed at this time.</i>

<b>Develop and Administer Alternate Assessments</b> (Assurance 3)	Meeting Expectations
<b>Develop and Administer English Language Proficiency Assessments</b> (Assurance 4)	Meeting Expectations
<b>Annually Reports College-going and College-credit Accumulation Rates</b> (Assurance 5)	Meeting Expectations

### Principle 2

Element	Status
<b>Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support</b> (2.A)	Meeting Expectations
<b>Reward Schools</b> (2.C)	Meeting Expectations
<b>Priority Schools</b> (2.D)	Meeting Expectations
<b>Focus Schools</b> (2.E)	Meeting Expectations
<b>Other Title I Schools</b> (2.F)	Meeting Expectations
<b>State and Local Report Cards</b> (§1111 of the ESEA; 2.B and Assurance 14)	Meeting Expectations

### Principle 3

Element	Status
<b>Teacher Evaluation and Support Systems</b> (3.B)	Meeting Expectations
<b>Principal Evaluation and Support Systems</b> (3.B)	Meeting Expectations

## ELEMENTS REQUIRING NEXT STEPS

### Principal 1

Element	Develop and Administer High-Quality Assessments
<b>Summary and Status of Implementation</b>	USOE has demonstrated that this element is carried out consistent with its approved ESEA flexibility request and the principles and timelines outlined in the document titled <i>ESEA Flexibility</i> . In accordance with the requirements of ESEA flexibility, States are required to develop and administer annual, statewide, aligned high-quality assessments no later than 2014-2015. USOE initially fulfilled this requirement by participating in the Smarter Balanced Assessment Consortium (SBAC), but the State announced its withdrawal from this consortium in August 3, 2013.
<b>Next Steps</b>	On September 25, 2013, USOE submitted the SEA's plan for meeting the requirements for developing and administering annual, statewide, aligned high-quality assessments, as well as an amendment to the SEA's approved ESEA flexibility request.  <i>*Subsequent to the release of this report, Utah completed its high-quality plan. No further action is needed at this time.</i>

## **RECOMMENDATIONS TO STRENGTHEN IMPLEMENTATION**

The following recommendations are provided to support the SEA in continuing to meet the principles and timelines of ESEA flexibility and strengthening implementation through continuous improvement and the establishment of systems and processes to sustain implementation and improvement.

- USOE should continue to improve its involvement in various programs having a streamlined, reasonable, and consistent approach to flexibility monitoring
- USOE is empowering its Native American parents to become leaders in the area of family engagement, and ED encourages USOE to use this strategy with all of its parent populations