

Key Factors Contributing to High Student Achievement – Internal to the School

1. Strong School Leadership:

- Accomplished/In Process
 - Framework for statewide teacher evaluation (2012)
 - School Improvement plans – School LAND Trust (2011, 2012, 2013)
 - Data available to drive instruction – Utah Longitudinal Data System – Data Alliance (2009)
 - Strong parental involvement – School Community Councils (2011)
 - State Board Internal Auditors ensure cost efficiencies throughout system (2009)
 - Education Budget - partnership with Legislature (2009)
 - “Promises to Keep” Strategic Plan adopted (2010)
- Needed
 - Funding to support state-wide, including USOE, leadership and accountability
 - Implementation of School LAND Trust Investment Task Force recommendations
 - Funding to assist school leaders to effectively implement teacher evaluations

2. High Quality Instruction for All Students

- Accomplished/In Process
 - Rigorous and relevant Utah Core Standards adopted and constantly improved (2010)
 - Computer adaptive testing to provide ongoing data to guide instruction (2010 - 2014)
- Needed
 - Additional professional learning for middle level math teachers
 - Targeted professional learning opportunities, determined at district/school level
 - Additional support for high-cost special education students
 - Support for arts education

3. Appropriate Assessments Inform Data-driven Decision Making

- Accomplished/In Process
 - Computer adaptive testing to provide ongoing data to drive instruction (2010 – 2014)
 - EPAS (ACT) testing informs college and career readiness (2013)
 - UCAS (2012)
- Needed
 - Collaboration time for teachers to effectively use data (Professional Learning Communities)
 1. early grades
 2. low performing schools

4. Targeted Interventions Meet Individual Student Needs

- Accomplished/In Process
 - Implemented multi-tiered systems of support (2009-2013)
 - State-wide Technology Standards adopted (2012)
 - K-3 Reading Initiative (2008-2013)
- Needed
 - Additional school-based early intervention programs (preschool, additional OEK, extended opportunities, reduction in class size, etc.)
 - Funding to address social and emotional student needs
 - Effective implementation of digital and electronic learning supports
 - Interventions to address dropout issues
 - Statewide opportunities for concurrent enrollment
 - Targeted interventions for lowest performing students

5. High Quality Professional Development

- Accomplished
 - Utah Core Academy (2010-2013)
- Needed
 - Middle level math professional learning
 - Targeted school-level professional development