

**Senator Ann Millner** proposes the following substitute bill:

**STUDENT ASSESSMENT AND SCHOOL  
ACCOUNTABILITY AMENDMENTS**

2017 GENERAL SESSION

STATE OF UTAH

**Chief Sponsor: Ann Millner**

House Sponsor: Bradley G. Last

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**LONG TITLE**

**General Description:**

This bill amends and enacts provisions related to assessments and accountability in the public education system.

**Highlighted Provisions:**

This bill:

- ▶ defines terms;
- ▶ repeals outdated references to the Utah Performance Assessment System for Students or "U-PASS";
- ▶ amends provisions related to the administration of statewide assessments;
- ▶ enacts provisions related to a high school assessment;
- ▶ repeals and reenacts provisions related to:
  - State Board of Education duties related to assessments; and
  - standards assessments;
- ▶ amends other provisions related to assessments;
- ▶ establishes a school accountability system;
- ▶ enacts provisions related to the school accountability system, including provisions related to:



- 26 • the indicators and calculation of points used to determine a school's rating under
- 27 the school accountability system;
- 28 • required rulemaking by the board; and
- 29 • required reports;
- 30 ▶ repeals and reenacts, for technical purposes, provisions related to youth suicide
- 31 prevention training; and
- 32 ▶ makes technical and conforming changes.

33 **Money Appropriated in this Bill:**

34 None

35 **Other Special Clauses:**

36 This bill provides a special effective date.

37 This bill provides revisor instructions.

38 **Utah Code Sections Affected:**

39 AMENDS:

- 40 **53A-1-301**, as last amended by Laws of Utah 2016, Chapter 348
- 41 **53A-1-402.6**, as last amended by Laws of Utah 2015, Chapter 415
- 42 **53A-1-413**, as last amended by Laws of Utah 2016, Chapter 144
- 43 **53A-1-601**, as last amended by Laws of Utah 2000, Chapter 219
- 44 **53A-1-602**, as last amended by Laws of Utah 2015, Chapters 222 and 415
- 45 **53A-1-603.5**, as enacted by Laws of Utah 2006, Chapter 147
- 46 **53A-1-605**, as last amended by Laws of Utah 2015, Chapter 222
- 47 **53A-1-607**, as last amended by Laws of Utah 2009, Chapter 299
- 48 **53A-1-608**, as enacted by Laws of Utah 1990, Chapter 267
- 49 **53A-1-610**, as enacted by Laws of Utah 1990, Chapter 267
- 50 **53A-1-611**, as last amended by Laws of Utah 2016, Chapter 203
- 51 **53A-1-613**, as enacted by Laws of Utah 2013, Chapter 161
- 52 **53A-1-708**, as last amended by Laws of Utah 2016, Chapters 144 and 221
- 53 **53A-1-1202**, as last amended by Laws of Utah 2016, Chapter 241
- 54 **53A-1-1203**, as last amended by Laws of Utah 2016, Chapter 241
- 55 **53A-1-1206**, as last amended by Laws of Utah 2016, Chapter 241
- 56 **53A-1-1207**, as last amended by Laws of Utah 2016, Chapter 241

- 57 [53A-1-1209](#), as last amended by Laws of Utah 2016, Chapter 331
- 58 [53A-1a-106](#), as last amended by Laws of Utah 2012, Chapter 315
- 59 [53A-1a-504](#), as last amended by Laws of Utah 2016, Chapter 213
- 60 [53A-1a-510](#), as last amended by Laws of Utah 2015, Chapter 449
- 61 [53A-17a-166](#), as enacted by Laws of Utah 2011, Chapter 359
- 62 [53A-25b-304](#), as last amended by Laws of Utah 2012, Chapter 291

63 ENACTS:

- 64 [53A-1-611.5](#), Utah Code Annotated 1953
- 65 [53A-1-1113.5](#), Utah Code Annotated 1953
- 66 [53A-15-1303](#), Utah Code Annotated 1953

67 REPEALS AND REENACTS:

- 68 [53A-1-603](#), as last amended by Laws of Utah 2016, Chapters 203 and 221
- 69 [53A-1-604](#), as last amended by Laws of Utah 2013, Chapter 161
- 70 [53A-1-1101](#), as enacted by Laws of Utah 2011, Chapter 417
- 71 [53A-1-1102](#), as last amended by Laws of Utah 2015, Chapter 452
- 72 [53A-1-1103](#), as last amended by Laws of Utah 2015, Chapter 415
- 73 [53A-1-1104](#), as last amended by Laws of Utah 2015, Chapters 258 and 452
- 74 [53A-1-1105](#), as last amended by Laws of Utah 2013, Chapter 478 and last amended by
- 75 Coordination Clause, Laws of Utah 2013, Chapter 478
- 76 [53A-1-1106](#), as last amended by Laws of Utah 2013, Chapter 478
- 77 [53A-1-1107](#), as last amended by Laws of Utah 2014, Chapter 403
- 78 [53A-1-1108](#), as last amended by Laws of Utah 2014, Chapter 403
- 79 [53A-1-1109](#), as enacted by Laws of Utah 2011, Chapter 417
- 80 [53A-1-1110](#), as last amended by Laws of Utah 2016, Chapter 349
- 81 [53A-1-1111](#), as enacted by Laws of Utah 2011, Chapter 417
- 82 [53A-1-1112](#), as last amended by Laws of Utah 2013, Chapter 478

83 REPEALS:

- 84 [53A-1-1104.5](#), as enacted by Laws of Utah 2014, Chapter 403
- 85 [53A-1-1107.5](#), as last amended by Laws of Utah 2015, Chapter 452
- 86 [53A-1-1113](#), as enacted by Laws of Utah 2011, Chapter 417
- 87 [53A-3-601](#), as last amended by Laws of Utah 2000, Chapter 219

88 53A-3-602.5, as last amended by Laws of Utah 2015, Chapter 415

89 53A-3-603, as last amended by Laws of Utah 2016, Chapter 144

90 Utah Code Sections Affected by Revisor Instructions:

91 53A-1-413, as last amended by Laws of Utah 2016, Chapter 144



93 *Be it enacted by the Legislature of the state of Utah:*

94 Section 1. Section 53A-1-301 is amended to read:

95 **53A-1-301. Appointment -- Qualifications -- Duties.**

96 (1) (a) The State Board of Education shall appoint a superintendent of public  
97 instruction, hereinafter called the state superintendent, who is the executive officer of the  
98 [~~board~~] State Board of Education and serves at the pleasure of the [~~board~~] State Board of  
99 Education.

100 (b) The [~~board~~] State Board of Education shall appoint the state superintendent on the  
101 basis of outstanding professional qualifications.

102 (c) The state superintendent shall administer all programs assigned to the State Board  
103 of Education in accordance with the policies and the standards established by the [~~board~~] State  
104 Board of Education.

105 (2) The State Board of Education shall, with the [~~appointed~~] state superintendent,  
106 develop a statewide education strategy focusing on core academics, including the development  
107 of:

108 (a) core standards for Utah public schools and graduation requirements;

109 (b) a process to select model instructional materials that best correlate [~~to~~] with the  
110 core standards for Utah public schools and graduation requirements that are supported by  
111 generally accepted scientific standards of evidence;

112 (c) professional development programs for teachers, superintendents, and principals;

113 (d) model remediation programs;

114 (e) a model method for creating individual student learning targets, and a method of  
115 measuring an individual student's performance toward those targets;

116 (f) progress-based assessments for ongoing performance evaluations of school districts  
117 and schools;

118 (g) incentives to achieve the desired outcome of individual student progress in core

119 academics~~[, and which]~~ that do not create disincentives for setting high goals for the students;

120 (h) an annual report card for school and school district performance, measuring

121 learning and reporting progress-based assessments;

122 (i) a systematic method to encourage innovation in schools and school districts as [~~they~~

123 ~~strive~~] each strives to achieve improvement in [~~their~~] performance; and

124 (j) a method for identifying and sharing best demonstrated practices across school

125 districts and schools.

126 (3) The state superintendent shall perform duties assigned by the [~~board~~] State Board

127 of Education, including [~~the following~~]:

128 (a) investigating all matters pertaining to the public schools;

129 (b) adopting and keeping an official seal to authenticate the state superintendent's

130 official acts;

131 (c) holding and conducting meetings, seminars, and conferences on educational topics;

132 (d) presenting to the governor and the Legislature each December a report of the public

133 school system for the preceding year [~~to include~~] that includes:

134 (i) data on the general condition of the schools with recommendations considered

135 desirable for specific programs;

136 (ii) a complete statement of fund balances;

137 (iii) a complete statement of revenues by fund and source;

138 (iv) a complete statement of adjusted expenditures by fund, the status of bonded

139 indebtedness, the cost of new school plants, and school levies;

140 (v) a complete statement of state funds allocated to each school district and charter

141 school by source, including supplemental appropriations, and a complete statement of

142 expenditures by each school district and charter school, including supplemental appropriations,

143 by function and object as outlined in the United States Department of Education publication

144 "Financial Accounting for Local and State School Systems";

145 (vi) a complete statement, by school district and charter school, of the amount of and

146 percentage increase or decrease in expenditures from the previous year attributed to:

147 (A) wage increases, with expenditure data for base salary adjustments identified

148 separately from step and lane expenditures;

149 (B) medical and dental premium cost adjustments; and

- 150 (C) adjustments in the number of teachers and other staff;
- 151 (vii) a statement that includes data on:
- 152 (A) fall enrollments;
- 153 (B) average membership;
- 154 (C) high school graduates;
- 155 (D) licensed and classified employees, including data reported by school districts on
- 156 educator ratings pursuant to Section [53A-8a-410](#);
- 157 (E) pupil-teacher ratios;
- 158 (F) average class sizes [~~calculated in accordance with State Board of Education rules~~
- 159 ~~adopted under Subsection [53A-3-602.5\(4\)](#)];~~
- 160 (G) average salaries;
- 161 (H) applicable private school data; and
- 162 (I) data from [~~standardized norm-referenced tests in grades 5, 8, and 11 on~~] statewide
- 163 assessments described in Section [53A-1-602](#) for each school and school district;
- 164 (viii) statistical information regarding incidents of delinquent activity in the schools or
- 165 at school-related activities with separate categories for:
- 166 (A) alcohol and drug abuse;
- 167 (B) weapon possession;
- 168 (C) assaults; and
- 169 (D) arson;
- 170 (ix) information about:
- 171 (A) the development and implementation of the strategy of focusing on core
- 172 academics;
- 173 (B) the development and implementation of competency-based education and
- 174 progress-based assessments; and
- 175 (C) the results being achieved under Subsections (3)(d)(ix)(A) and (B), as measured by
- 176 individual progress-based assessments and a comparison of Utah students' progress with the
- 177 progress of students in other states using standardized norm-referenced tests as benchmarks;
- 178 and
- 179 (x) other statistical and financial information about the school system [~~which~~] that the
- 180 state superintendent considers pertinent;

181 (e) collecting and organizing education data into an automated decision support system  
182 to facilitate school district and school improvement planning, accountability reporting,  
183 performance recognition, and the evaluation of educational policy and program effectiveness to  
184 include:

185 (i) data that are:

186 (A) comparable across schools and school districts;

187 (B) appropriate for use in longitudinal studies; and

188 (C) comprehensive with regard to the data elements required under applicable state or  
189 federal law or [~~state board~~] State Board of Education rule;

190 (ii) features that enable users, most particularly school administrators, teachers, and  
191 parents, to:

192 (A) retrieve school and school district level data electronically;

193 (B) interpret the data visually; and

194 (C) draw conclusions that are statistically valid; and

195 (iii) procedures for the collection and management of education data that:

196 (A) require the state superintendent [~~of public instruction~~] to:

197 (I) collaborate with school districts in designing and implementing uniform data  
198 standards and definitions;

199 (II) undertake or sponsor research to implement improved methods for analyzing  
200 education data;

201 (III) provide for data security to prevent unauthorized access to or contamination of the  
202 data; and

203 (IV) protect the confidentiality of data under state and federal privacy laws; and

204 (B) require all school districts and schools to comply with the data collection and  
205 management procedures established under Subsection (3)(e);

206 (f) administering and implementing federal educational programs in accordance with  
207 Title 53A, Chapter 1, Part 9, Implementing Federal or National Education Programs Act; and

208 (g) with the approval of the [~~board~~] State Board of Education, preparing and  
209 submitting to the governor a budget for the [~~board~~] State Board of Education to be included in  
210 the budget that the governor submits to the Legislature.

211 (4) The state superintendent shall distribute funds deposited in the Autism Awareness

212 Restricted Account created in Section 53A-1-304 in accordance with the requirements of  
213 Section 53A-1-304.

214 (5) Upon leaving office, the state superintendent shall deliver to the state  
215 superintendent's successor all books, records, documents, maps, reports, papers, and other  
216 articles pertaining to the state superintendent's office.

217 (6) (a) For the ~~[purpose]~~ purposes of Subsection (3)(d)(vii):

218 (i) the pupil-teacher ratio for a school shall be calculated by dividing the number of  
219 students enrolled in a school by the number of full-time equivalent teachers assigned to the  
220 school, including regular classroom teachers, school-based specialists, and special education  
221 teachers;

222 (ii) the pupil-teacher ratio for a school district shall be the median pupil-teacher ratio of  
223 the schools within a school district;

224 (iii) the pupil-teacher ratio for charter schools aggregated shall be the median  
225 pupil-teacher ratio of charter schools in the state; and

226 (iv) the pupil-teacher ratio for the state's public schools aggregated shall be the median  
227 pupil-teacher ratio of public schools in the state.

228 (b) The printed copy of the report required by Subsection (3)(d) shall:

229 (i) include the pupil-teacher ratio for:

230 (A) each school district;

231 (B) the charter schools aggregated; and

232 (C) the state's public schools aggregated; and

233 (ii) ~~[indicate the Internet]~~ identify a website where pupil-teacher ratios for each school  
234 in the state may be accessed.

235 Section 2. Section 53A-1-402.6 is amended to read:

236 **53A-1-402.6. Core standards for Utah public schools.**

237 (1) (a) In establishing minimum standards related to curriculum and instruction  
238 requirements under Section 53A-1-402, the State Board of Education shall, in consultation  
239 with local school boards, school superintendents, teachers, employers, and parents implement  
240 core standards for Utah public schools that will enable students to, among other objectives:

241 (i) communicate effectively, both verbally and through written communication;

242 (ii) apply mathematics; and



- 243 (iii) access, analyze, and apply information.
- 244 (b) Except as provided in this title, the State Board of Education may recommend but  
245 may not require a local school board or charter school governing board to use:
- 246 (i) a particular curriculum or instructional material; or  
247 (ii) a model curriculum or instructional material.
- 248 (2) The ~~[board]~~ State Board of Education shall, in establishing the core standards for  
249 Utah public schools:
- 250 (a) identify the basic knowledge, skills, and competencies each student is expected to  
251 acquire or master as the student advances through the public education system; and
- 252 (b) align with each other the core standards for Utah public schools and ~~[tests~~  
253 ~~administered under the Utah Performance Assessment System for Students (U-PASS) with~~  
254 ~~each other.]~~ the assessments described in Section [53A-1-604](#).
- 255 (3) The basic knowledge, skills, and competencies identified pursuant to Subsection  
256 (2)(a) shall increase in depth and complexity from year to year and focus on consistent and  
257 continual progress within and between grade levels and courses in the basic academic areas of:
- 258 (a) English, including explicit phonics, spelling, grammar, reading, writing,  
259 vocabulary, speech, and listening; and
- 260 (b) mathematics, including basic computational skills.
- 261 (4) Before adopting core standards for Utah public schools, the State Board of  
262 Education shall:
- 263 (a) publicize draft core standards for Utah public schools on the State Board of  
264 Education's website and the Utah Public Notice website created under Section [63F-1-701](#);
- 265 (b) invite public comment on the draft core standards for Utah public schools for a  
266 period of not less than 90 days; and
- 267 (c) conduct three public hearings that are held in different regions of the state on the  
268 draft core standards for Utah public schools.
- 269 (5) Local school boards shall design their school programs, that are supported by  
270 generally accepted scientific standards of evidence, to focus on the core standards for Utah  
271 public schools with the expectation that each program will enhance or help achieve mastery of  
272 the core standards for Utah public schools.
- 273 (6) Except as provided in Section [53A-13-101](#), each school may select instructional

274 materials and methods of teaching, that are supported by generally accepted scientific standards  
275 of evidence, that [it] the school considers most appropriate to meet the core standards for Utah  
276 public schools.

277 (7) The state may exit any agreement, contract, memorandum of understanding, or  
278 consortium that cedes control of the core standards for Utah public schools to any other entity,  
279 including a federal agency or consortium, for any reason, including:

280 (a) the cost of developing or implementing the core standards for Utah public schools;

281 (b) the proposed core standards for Utah public schools are inconsistent with

282 community values; or

283 (c) the agreement, contract, memorandum of understanding, or consortium:

284 (i) was entered into in violation of Part 9, Implementing Federal or National Education  
285 Programs Act, or Title 63J, Chapter 5, Federal Funds Procedures Act;

286 (ii) conflicts with Utah law;

287 (iii) requires Utah student data to be included in a national or multi-state database;

288 (iv) requires records of teacher performance to be included in a national or multi-state  
289 database; or

290 (v) imposes curriculum, assessment, or data tracking requirements on home school or  
291 private school students.

292 (8) The State Board of Education shall annually report to the Education Interim  
293 Committee on the development and implementation of the core standards for Utah public  
294 schools, including the time line established for the review of the core standards for Utah public  
295 schools by a standards review committee and the recommendations of a standards review  
296 committee established under Section [53A-1-402.8](#).

297 Section 3. Section **53A-1-413** is amended to read:

298 **53A-1-413. Student Achievement Backpack -- Utah Student Record Store.**

299 (1) As used in this section:

300 (a) "Authorized LEA user" means a teacher or other person who is:

301 (i) employed by an LEA that provides instruction to a student; and

302 (ii) authorized to access data in a Student Achievement Backpack through the Utah  
303 Student Record Store.

304 (b) "LEA" means a school district, charter school, or the Utah Schools for the Deaf and

305 the Blind.

306 (c) "Statewide assessment" means the same as that term is defined in Section  
307 [53A-1-602](#).

308 ~~[(c)]~~ (d) "Student Achievement Backpack" means, for a student from kindergarten  
309 through grade 12, a complete learner profile that:

310 (i) is in electronic format;

311 (ii) follows the student from grade to grade and school to school; and

312 (iii) is accessible by the student's parent or guardian or an authorized LEA user.

313 ~~[(d) "U-PASS" means the Utah Performance Assessment System for Students  
314 established in Part 6, Achievement Tests.]~~

315 (e) "Utah Student Record Store" means a repository of student data collected from  
316 LEAs as part of the state's longitudinal data system that is:

317 (i) managed by the State Board of Education;

318 (ii) cloud-based; and

319 (iii) accessible via a web browser to authorized LEA users.

320 (2) (a) The State Board of Education shall use the State Board of Education's robust,  
321 comprehensive data collection system, which collects longitudinal student transcript data from  
322 LEAs and the unique student identifiers as described in Section [53A-1-603.5](#), to allow the  
323 following to access a student's Student Achievement Backpack:

324 (i) the student's parent or guardian; and

325 (ii) each LEA that provides instruction to the student.

326 (b) The State Board of Education shall ensure that a Student Achievement Backpack:

327 (i) provides a uniform, transparent reporting mechanism for individual student  
328 progress;

329 (ii) provides a complete learner history for postsecondary planning;

330 (iii) provides a teacher with visibility into a student's complete learner profile to better  
331 inform instruction and personalize education;

332 (iv) assists a teacher or administrator in diagnosing a student's learning needs through  
333 the use of data already collected by the State Board of Education;

334 (v) facilitates a student's parent or guardian taking an active role in the student's  
335 education by simplifying access to the student's complete learner profile; and

336 (vi) serves as additional disaster mitigation for LEAs by using a cloud-based data  
337 storage and collection system.

338 (3) Using existing information collected and stored in the State Board of Education's  
339 data warehouse, the State Board of Education shall create the Utah Student Record Store where  
340 an authorized LEA user may:

341 (a) access data in a Student Achievement Backpack relevant to the user's LEA or  
342 school; or

343 (b) request student records to be transferred from one LEA to another.

344 (4) The State Board of Education shall implement security measures to ensure that:

345 (a) student data stored or transmitted to or from the Utah Student Record Store is  
346 secure and confidential pursuant to the requirements of the Family Educational Rights and  
347 Privacy Act, 20 U.S.C. Sec. 1232g; and

348 (b) an authorized LEA user may only access student data that is relevant to the user's  
349 LEA or school.

350 (5) A student's parent or guardian may request the student's Student Achievement  
351 Backpack from the LEA or the school in which the student is enrolled.

352 (6) ~~[No later than June 30, 2014, an]~~ An authorized LEA user ~~[shall be able to]~~ may  
353 access student data in a Student Achievement Backpack, which shall include the following  
354 data, or request that the data be transferred from one LEA to another:

355 (a) student demographics;

356 (b) course grades;

357 (c) course history; and

358 (d) results ~~[for an]~~ of a statewide assessment ~~[administered under U-PASS]~~.

359 (7) ~~[No later than June 30, 2015, an]~~ An authorized LEA user ~~[shall be able to]~~ may  
360 access student data in a Student Achievement Backpack, which shall include the data listed in  
361 Subsections (6)(a) through (d) and the following data, or request that the data be transferred  
362 from one LEA to another:

363 (a) section attendance;

364 (b) the name of a student's teacher for classes or courses the student takes;

365 (c) teacher qualifications for a student's teacher, including years of experience, degree,  
366 license, and endorsement;

367 (d) results of [~~formative, interim, and summative computer adaptive assessments~~  
 368 administered pursuant to Section ~~53A-1-603~~] statewide assessments;

369 [~~(e) detailed data demonstrating a student's mastery of the core standards for Utah~~  
 370 public schools and objectives as measured by computer adaptive assessments administered  
 371 pursuant to Section ~~53A-1-603~~;]

372 [~~(f)~~ (e) a student's writing sample that is written for [~~an online~~] a writing assessment  
 373 administered pursuant to Section [~~53A-1-603~~] 53A-1-604;

374 [~~(g)~~ (f) student growth scores [~~for U-PASS tests~~] on a statewide assessment, as  
 375 applicable;

376 [~~(h)~~ (g) a school's grade assigned pursuant to Part 11, School Grading Act;

377 [~~(i)~~ (h) results of benchmark assessments of reading administered pursuant to Section  
 378 53A-1-606.6; and

379 [~~(j)~~ (i) a student's reading level at the end of grade 3.

380 (8) No later than June 30, 2017, the State Board of Education shall ensure that data  
 381 collected in the Utah Student Record Store for a Student Achievement Backpack [~~shall be~~] is  
 382 integrated into each LEA's student information system and [~~shall be~~] is made available to a  
 383 student's parent or guardian and an authorized LEA user in an easily accessible viewing format.

384 Section 4. Section **53A-1-601** is amended to read:

385 **53A-1-601. Legislative intent.**

386 (1) [~~It is the intent of the Legislature in~~] In enacting this part, the Legislature intends to  
 387 determine the effectiveness of school districts and schools in assisting students to master the  
 388 fundamental educational skills [~~towards~~] toward which instruction is directed.

389 (2) [~~(a) The Utah Performance Assessment System for Students enacted under this part~~  
 390 ~~shall provide~~] The board shall ensure that a statewide assessment provides the public, the  
 391 Legislature, the [~~State Board of Education~~] board, school districts, public schools, and school  
 392 teachers with:

393 (a) evaluative information regarding the various levels of proficiency achieved by  
 394 students, so that they may have an additional tool to plan, measure, and evaluate the  
 395 effectiveness of programs in the public schools[-]; and

396 (b) [~~The~~] information [~~may also be used~~] to recognize excellence and to identify the  
 397 need for additional resources or to reallocate educational resources in a manner to [~~assure~~]

398 ensure educational opportunities for all students and to improve existing programs.

399 Section 5. Section **53A-1-602** is amended to read:

400 **53A-1-602. Definitions.**

401 As used in this part:

402 [~~(1) "Basic academic subject" means a subject that requires mastery of specific~~  
403 ~~functions, as defined under rules made by the State Board of Education, to include reading,~~  
404 ~~language arts, mathematics, science in grades 4 through 12, and effectiveness of written~~  
405 ~~expression.]~~

406 (1) "Board" means the State Board of Education.

407 (2) "Core standards for Utah public schools" means the standards [~~developed and~~  
408 ~~adopted by the State Board of Education that define the knowledge and skills students should~~  
409 ~~have in kindergarten through grade 12 to enable students to be prepared for college or~~  
410 ~~workforce training;]~~ established by the board as described in Section [53A-1-402.6](#).

411 (3) "Individualized education program" or "IEP" means a written statement for a  
412 student with a disability that is developed, reviewed, and revised in accordance with the  
413 Individuals with Disabilities Education Act, 20 U.S.C. Sec. 1400 et seq.

414 [~~(4) "Utah Performance Assessment System for Students" or "U-PASS" means:]~~

415 [~~(a) as determined by the State Board of Education, criterion-referenced achievement~~  
416 ~~testing or online computer adaptive testing of students in grades 3 through 12 in basic academic~~  
417 ~~subjects;]~~

418 [~~(b) an online writing assessment in grades 5 and 8;]~~

419 (4) "Statewide assessment" means one or more of the following, as applicable:

420 (a) a standards assessment described in Section [53A-1-604](#);

421 (b) a high school assessment described in Section [53A-1-611.5](#);

422 (c) a college readiness [assessments as detailed] assessment described in Section  
423 [53A-1-611](#); [and] or

424 (d) [~~testing]~~ an assessment of students in grade 3 to measure reading grade level  
425 described in Section [53A-1-606.6](#).

426 Section 6. Section **53A-1-603** is repealed and reenacted to read:

427 **53A-1-603. Statewide assessments -- Duties of State Board of Education.**

428 (1) The board shall:

429 (a) require the state superintendent of public instruction to:

430 (i) submit and recommend statewide assessments to the board for adoption by the  
431 board; and

432 (ii) distribute the statewide assessments adopted by the board to a school district or  
433 charter school;

434 (b) provide for the state to participate in the National Assessment of Educational  
435 Progress state-by-state comparison testing program; and

436 (c) require a school district or charter school to administer statewide assessments.

437 (2) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the  
438 board shall make rules for the administration of statewide assessments.

439 (3) The board shall ensure that statewide assessments are administered in compliance  
440 with the requirements of Part 14, Student Data Protection Act, and Chapter 13, Part 3, Utah  
441 Family Educational Rights and Privacy Act.

442 Section 7. Section **53A-1-603.5** is amended to read:

443 **53A-1-603.5. Unique student identifier -- Coordination of higher education and**  
444 **public education information technology systems.**

445 (1) As used in this section, "unique student identifier" means an alphanumeric code  
446 assigned to each public education student for identification purposes, which:

447 (a) is not assigned to any former or current student; and

448 (b) does not incorporate personal information, including a birth date or Social Security  
449 number.

450 (2) The [~~State Board of Education~~] board, through the superintendent of public  
451 instruction, shall assign each public education student a unique student identifier, which shall  
452 be used to track individual student performance on achievement tests administered under this  
453 part.

454 (3) The [~~State Board of Education~~] board and the State Board of Regents shall  
455 coordinate public education and higher education information technology systems to allow  
456 individual student academic achievement to be tracked through both education systems in  
457 accordance with this section and Section **53B-1-109**.

458 (4) The [~~State Board of Education~~] board and the State Board of Regents shall  
459 coordinate access to the unique student identifier of a public education student who later

460 attends an institution within the state system of higher education.

461 Section 8. Section [53A-1-604](#) is repealed and reenacted to read:

462 **53A-1-604. Utah standards assessments -- Administration -- Review committee.**

463 (1) As used in this section, "computer adaptive assessment" means an assessment that  
464 measures the range of a student's ability by adapting to the student's responses, selecting more  
465 difficult or less difficult questions based on the student's responses.

466 (2) The board shall:

467 (a) adopt a standards assessment that:

468 (i) measures a student's proficiency in:

469 (A) mathematics for students in each of grades 3 through 8;

470 (B) English language arts for students in each of grades 3 through 8;

471 (C) science for students in each of grades 4 through 8; and

472 (D) writing for students in at least grades 5 and 8; and

473 (ii) except for the writing measurement described in Subsection (2)(a)(i)(D), is a  
474 computer adaptive assessment; and

475 (b) ensure that an assessment described in Subsection (2)(a) is:

476 (i) a criterion referenced assessment;

477 (ii) administered online;

478 (iii) aligned with the core standards for Utah public schools; and

479 (iv) adaptable to competency-based education as defined in Section [53A-15-1802](#).

480 (3) A school district or charter school shall annually administer the standards  
481 assessment adopted by the board under Subsection (2) to all students in the subjects and grade  
482 levels described in Subsection (2).

483 (4) A student's score on the standards assessment adopted under Subsection (2) may  
484 not be considered in determining:

485 (a) the student's academic grade for a course; or

486 (b) whether the student may advance to the next grade level.

487 (5) (a) The board shall establish a committee consisting of 15 parents of Utah public  
488 education students to review all standards assessment questions.

489 (b) The committee established in Subsection (5)(a) shall include the following parent  
490 members:



- 491 (i) five members appointed by the chair of the board;  
 492 (ii) five members appointed by the speaker of the House of Representatives or the  
 493 speaker's designee; and  
 494 (iii) five members appointed by the president of the Senate or the president's designee.  
 495 (c) The board shall provide staff support to the parent committee.  
 496 (d) The term of office of each member appointed in Subsection (5)(b) is four years.  
 497 (e) The chair of the board, the speaker of the House of Representatives, and the  
 498 president of the Senate shall adjust the length of terms to stagger the terms of committee  
 499 members so that approximately half of the committee members are appointed every two years.  
 500 (f) No member may receive compensation or benefits for the member's service on the  
 501 committee.

502 Section 9. Section **53A-1-605** is amended to read:

503 **53A-1-605. Analysis of results -- Staff professional development.**

- 504 (1) The [~~State Board of Education~~] board, through the state superintendent of public  
 505 instruction, shall develop [~~a plan~~] an online data reporting tool to analyze the results of [~~the~~  
 506 ~~U-PASS scores for all grade levels and courses required under Section 53A-1-603.~~] statewide  
 507 assessments.
- 508 (2) The [~~plan~~] online data reporting tool shall include components designed to:  
 509 (a) assist school districts and individual schools to use the results of the analysis in  
 510 planning, evaluating, and enhancing programs; [~~and~~]  
 511 (b) identify schools not achieving state-established acceptable levels of student  
 512 performance in order to assist those schools in [~~raising their~~] improving student performance  
 513 levels[~~;~~ (3) ~~The plan shall include provisions~~]; and  
 514 (c) provide:  
 515 (i) for statistical reporting of [~~criterion-referenced or online computer adaptive test~~]  
 516 statewide assessment results at state, school district, school, and grade or course levels[~~;~~]; and  
 517 [~~shall include~~]  
 518 (ii) actual levels of performance on [~~tests~~] statewide assessments.
- 519 [~~(4) Each~~] (3) A local school board [~~and~~] or charter school governing board shall  
 520 provide for:  
 521 (a) evaluation of the [~~U-PASS test~~] statewide assessment results and use of the

522 evaluations in setting goals and establishing programs; and

523 (b) a professional development program that provides teachers, principals, and other  
524 professional staff with the training required to successfully establish and maintain [~~U-PASS~~]  
525 statewide assessments.

526 Section 10. Section **53A-1-607** is amended to read:

527 **53A-1-607. Scoring -- Reports of results.**

528 (1) [~~Each~~] For a statewide assessment that requires the use of a student answer sheet, a  
529 local school board [~~and~~] or charter school governing board shall submit all answer sheets [~~for~~  
530 ~~the achievement tests administered under U-PASS~~] on a per-school and per-class basis to the  
531 state superintendent of public instruction for scoring unless the [~~test~~] assessment requires  
532 scoring by a national testing service.

533 (2) The district, school, and class results of the [~~U-PASS testing program~~] statewide  
534 assessments, but not the score or relative position of individual students, shall be reported to  
535 each local school board or charter school governing board annually at a regularly scheduled  
536 meeting.

537 (3) [~~Each local board and~~] A local school board or charter school governing board;

538 (a) shall make copies of the report available to the general public upon request[~~-(4)~~  
539 ~~The board~~]; and

540 (b) may charge a fee for [~~the copying costs~~] the cost of copying the report.

541 [~~(5) The State Board of Education~~]

542 (4) (a) The board shall annually provide to school districts and charter schools a  
543 comprehensive report for each of [~~their~~] the school district's and charter school's students  
544 showing the student's [~~U-PASS test~~] statewide assessment results for each year that the student  
545 took a [~~U-PASS test. School districts and charter schools~~] statewide assessment.

546 (b) A school district or charter school shall give a copy of the comprehensive report to  
547 the student's parents and make the report available to school staff, as appropriate.

548 Section 11. Section **53A-1-608** is amended to read:

549 **53A-1-608. Preparation for tests.**

550 (1) School district employees may not [~~carry on~~] conduct any specific instruction or  
551 preparation of students [~~which~~] that would be a breach of testing ethics, such as the teaching of  
552 specific test questions.

553 (2) School district employees who administer the test shall follow the standardization  
 554 procedures in the [~~publisher's~~] test administration manual for an assessment and any additional  
 555 specific instructions developed by the [~~State Board of Education~~] board.

556 (3) The [~~State Board of Education~~] board may revoke the certification of an individual  
 557 who violates this section.

558 Section 12. Section **53A-1-610** is amended to read:

559 **53A-1-610. Grade level specification change.**

560 (1) [~~The State Board of Education may replace the grade~~] The board may change a  
 561 grade level specification for the administration of specific [~~tests~~] assessments under this part  
 562 [~~with a specification of age or time elapsed since the student entered school if the replacement~~]  
 563 to a different grade level specification or a competency-based specification if the specification  
 564 is more consistent with patterns of school organization.

565 (2) [~~The~~] (a) If the board changes a grade level specification described in Subsection  
 566 (1), the board shall submit a report to the Legislature explaining the reasons for [replacing]  
 567 changing the grade level specification.

568 (b) The board shall submit the report at least six months [~~prior to~~] before the  
 569 anticipated change.

570 Section 13. Section **53A-1-611** is amended to read:

571 **53A-1-611. College readiness assessments.**

572 (1) The Legislature recognizes the need for the [~~State Board of Education~~] board to  
 573 develop and implement standards and assessment processes to ensure that student progress is  
 574 measured and that school boards and school personnel are accountable.

575 [~~(2) In addition to its responsibilities under Sections 53A-1-603 through 53A-1-605,~~  
 576 ~~the State Board of Education shall:]~~

577 [~~(a) adopt college readiness assessments for secondary students; and]~~

578 [~~(b) require a school district or charter school to administer the college readiness~~  
 579 ~~assessments adopted by the State Board of Education.]~~

580 [~~(3) A college readiness assessment adopted by the State Board of Education:]~~

581 [~~(a) shall include the college admissions test that includes an assessment of language~~  
 582 ~~arts, mathematics, and science that is]~~

583 (2) The board shall adopt a college readiness assessment for secondary students that:

584 (a) is the college readiness assessment most commonly submitted to local universities;  
585 and

586 (b) may include:

587 (i) the Armed Services Vocational Aptitude Battery; ~~and~~ or

588 (ii) a battery of assessments that are predictive of success in higher education.

589 ~~[(4)] (3) (a) Except as provided in Subsection [(4)(b), the State Board of Education~~  
590 ~~shall require] (3)(b), a school district or charter school [to] shall annually administer [a test] the~~  
591 college readiness assessment adopted under Subsection ~~[(3)(a)] (2)~~ to all students in grade 11.

592 (b) A student with an IEP may take an appropriate college readiness assessment other  
593 than ~~[a test] the assessment~~ adopted by the ~~[State Board of Education]~~ board under Subsection  
594 ~~[(3)(a)] (2)~~, as determined by the student's IEP.

595 Section 14. Section **53A-1-611.5** is enacted to read:

596 **53A-1-611.5. High school assessments.**

597 (1) The board shall adopt a high school assessment that:

598 (a) is predictive of a student's college readiness as measured by the college readiness  
599 assessment described in Section [53A-1-611](#); and

600 (b) provides a growth score for a student from grade 9 to 10.

601 (2) A school district or charter school shall annually administer the high school  
602 assessment adopted by the board under Subsection (1) to all students in grades 9 and 10.

603 Section 15. Section **53A-1-613** is amended to read:

604 **53A-1-613. Online test preparation program.**

605 (1) The ~~[State Board of Education]~~ board shall contract with a provider, selected  
606 through a request for proposals process, to provide an online ~~[program to prepare students to~~  
607 ~~take the college admissions test that includes an assessment of language arts, mathematics, and~~  
608 ~~science]~~ college readiness diagnostic tool that is aligned with the college readiness assessment  
609 that is most commonly submitted to local universities.

610 (2) An online test preparation program described in Subsection (1):

611 (a) (i) shall allow a student to independently access online materials and learn at the  
612 student's own pace; and

613 (ii) may be used to provide classroom and teacher-assisted instruction;

614 (b) shall provide online study materials, diagnostic exams, drills, and practice tests in

615 an approach that is engaging to high school students;

616 (c) shall enable electronic reporting of student progress to administrators, teachers,  
617 parents, and other facilitators;

618 (d) shall record a student's progress in an online dashboard that provides diagnostic  
619 assessment of the content areas tested and identifies mastery of corresponding skill sets; and

620 (e) shall provide training and professional development to personnel in school districts  
621 and charter schools on how to utilize the online test preparation program and provide  
622 teacher-assisted instruction to students.

623 ~~[(3) To be eligible to administer a college admissions test provided by the State Board  
624 of Education from funds appropriated for college readiness assessments, a school district or  
625 charter school shall:]~~

626 ~~[(a) promote the use of the online test preparation program; and]~~

627 ~~[(b) inform parents and students of the availability of, and how to access and use, the  
628 online test preparation program. (4) The State Board of Education,]~~

629 (3) The board, school districts, and charter schools shall make the online test  
630 preparation program available to a student:

631 (a) beginning in the 2013-14 school year; and

632 (b) for at least one full year~~[, except a student in grade 11 in the 2013-14 school year  
633 shall have access to the online test preparation program as soon as the program can be made  
634 operational].~~

635 Section 16. Section **53A-1-708** is amended to read:

636 **53A-1-708. Grants for online delivery of statewide assessments.**

637 (1) As used in this section:

638 (a) "Adaptive tests" means tests administered during the school year using an online  
639 adaptive test system.

640 (b) "Core standards for Utah public schools" means the standards ~~[developed and  
641 adopted by the State Board of Education that define the knowledge and skills students should  
642 have in kindergarten through grade 12 to enable students to be prepared for college or  
643 workforce training.]~~ established by the State Board of Education as described in Section  
644 [53A-1-402.6](#).

645 (c) "Statewide assessment" means the same as that term is defined in Section

646 [53A-1-602.](#)

647 ~~[(e)]~~ (d) "Summative tests" means tests administered near the end of a course to assess  
648 overall achievement of course goals.

649 ~~[(d)]~~ (e) "Uniform online summative test system" means a single system for the online  
650 delivery of summative tests required ~~[under U-PASS]~~ as statewide assessments that:

651 (i) is coordinated by the State Board of Education;

652 (ii) ensures the reliability and security of ~~[U-PASS tests]~~ statewide assessments; and

653 (iii) is selected through collaboration between the State Board of Education and school  
654 district representatives with expertise in technology, assessment, and administration.

655 ~~[(e) "U-PASS" means the Utah Performance Assessment System for Students.]~~

656 (2) The State Board of Education may award grants to school districts and charter  
657 schools to implement ~~[one or both of the following]~~:

658 (a) a uniform online summative test system to enable ~~[parents of students and]~~ school  
659 staff and parents of students to review ~~[U-PASS test]~~ statewide assessment scores by the end of  
660 the school year; or

661 (b) an online adaptive test system to enable parents of students and school staff to  
662 measure and monitor a student's academic progress during a school year.

663 (3) (a) Grant money may be used to pay for any of the following, provided it is directly  
664 related to implementing a uniform online summative test system, an online adaptive test  
665 system, or both:

666 (i) computer equipment and peripherals, including electronic data capture devices  
667 designed for electronic test administration and scoring;

668 (ii) software;

669 (iii) networking equipment;

670 (iv) upgrades of existing equipment or software;

671 (v) upgrades of existing physical plant facilities;

672 (vi) personnel to provide technical support or coordination and management; and

673 (vii) teacher professional development.

674 (b) Equipment purchased in compliance with Subsection (3)(a), when not in use for the  
675 online delivery of summative tests or adaptive tests required ~~[under U-PASS]~~ as statewide  
676 assessments, may be used for other purposes.

677 (4) ~~[The]~~ In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking  
678 Act, the State Board of Education shall make rules:

679 (a) establishing procedures for applying for and awarding grants;

680 (b) specifying how grant money ~~[shall be]~~ is allocated among school districts and  
681 charter schools;

682 (c) requiring reporting of grant money expenditures and evidence showing that the  
683 grant money has been used to implement a uniform online summative test system, an online  
684 adaptive test system, or both;

685 (d) establishing technology standards for an online adaptive testing system;

686 (e) requiring a school district or charter school that receives a grant under this section  
687 to implement, in compliance with ~~[Chapter 1,]~~ Part 14, Student Data Protection Act, and  
688 Chapter 13, Part 3, Utah Family Educational Rights and Privacy Act, an online adaptive test  
689 system by the 2014-15 school year that:

690 (i) meets the technology standards established under Subsection (4)(d); and

691 (ii) is aligned with the core standards for Utah public schools;

692 (f) requiring a school district or charter school to provide matching funds to implement  
693 a uniform online summative test system, an online adaptive test system, or both in an amount  
694 that is greater than or equal to the amount of a grant received under this section; and

695 (g) ensuring that student identifiable data is not released to any person, except as  
696 provided by ~~[Chapter 1,]~~ Part 14, Student Data Protection Act, Section [53A-13-301](#), and rules  
697 of the State Board of Education adopted under that section.

698 (5) If a school district or charter school uses grant money for purposes other than those  
699 stated in Subsection (3), the school district or charter school is liable for reimbursing the State  
700 Board of Education in the amount of the grant money improperly used.

701 (6) A school district or charter school may not use federal funds to provide the  
702 matching funds required to receive a grant under this section.

703 (7) A school district may not impose a tax rate above the certified tax rate for the  
704 purpose of generating revenue to provide matching funds for a grant under this section.

705 Section 17. Section [53A-1-1101](#) is repealed and reenacted to read:

706 **Part 11. School Accountability System**

707 **53A-1-1101. Title.**

708 This part is known as "School Accountability System."

709 Section 18. Section **53A-1-1102** is repealed and reenacted to read:

710 **53A-1-1102. Definitions.**

711 As used in this part:

712 (1) "Board" means the State Board of Education.

713 (2) "Individualized education program" means a written statement for a student with a  
714 disability that is developed, reviewed, and revised in accordance with the Individuals with  
715 Disabilities Education Act, 20 U.S.C. Sec. 1400 et seq.

716 (3) "Lowest performing 25% of students" means the proportion of a school's students  
717 who scored in the lowest 25% of students in the school on a statewide assessment based on the  
718 prior school year's scores.

719 (4) "Statewide assessment" means one or more of the following, as applicable:

720 (a) a standards assessment described in Section **53A-1-604**;

721 (b) a high school assessment described in Section **53A-1-611.5**;

722 (c) a college readiness assessment described in Section **53A-1-611**; or

723 (d) an alternate assessment administered to a student with a disability.

724 Section 19. Section **53A-1-1103** is repealed and reenacted to read:

725 **53A-1-1103. Statewide school accountability system -- State Board of Education**  
726 **rulemaking.**

727 (1) There is established a statewide school accountability system.

728 (2) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the  
729 board shall make rules to implement the school accountability system in accordance with this  
730 part.

731 Section 20. Section **53A-1-1104** is repealed and reenacted to read:

732 **53A-1-1104. Schools included in school accountability system -- Other indicators**  
733 **and point distribution for a school that serves a special student population.**

734 (1) Except as provided in Subsection (2), the board shall include all public schools in  
735 the state in the school accountability system established under this part.

736 (2) The board shall exempt from the school accountability system:

737 (a) a school in which the number of students tested on a statewide assessment is lower  
738 than the minimum sample size necessary, based on acceptable professional practice for



739 statistical reliability, or when release of the information would violate 20 U.S.C. Sec. 1232h,  
740 the prevention of the unlawful release of personally identifiable student data;

741 (b) a school in the school's first year of operations if the school's local school board or  
742 charter school governing board requests the exemption; or

743 (c) a high school in the school's second year of operations if the school's local school  
744 board or charter school governing board requests the exemption.

745 (3) Notwithstanding the provisions of this part, the board may use, to appropriately  
746 assess the educational impact of a school that serves a special student population:

747 (a) other indicators in addition to the indicators described in Section [53A-1-1106](#) or  
748 [53A-1-1107](#); or

749 (b) different point distribution than the point distribution described in Section  
750 [53A-1-1108](#).

751 Section 21. Section [53A-1-1105](#) is repealed and reenacted to read:

752 **[53A-1-1105](#). Rating schools.**

753 (1) Except as provided in Subsection (3), and in accordance with this part, the board  
754 shall annually assign to each school an overall rating using an A through F letter grading scale  
755 where, based on the school's performance level on the indicators described in Subsection (2):

756 (a) an A grade represents an exemplary school;

757 (b) a B grade represents a commendable school;

758 (c) a C grade represents a typical school;

759 (d) a D grade represents a developing school; and

760 (e) an F grade represents a critical needs school.

761 (2) A school's overall rating described in Subsection (1) shall be based on the school's  
762 performance on the indicators described in:

763 (a) Section [53A-1-1106](#), for an elementary school or a middle school; or

764 (b) Section [53A-1-1107](#), for a high school.

765 (3) For a school year in which the board determines it is necessary to establish, due to a  
766 transition to a new assessment, a new baseline to determine student growth described in  
767 Section [53A-1-1111](#), the board is not required to assign an overall rating described in  
768 Subsection (1) to a school to which the new baseline applies.

769 Section 22. Section [53A-1-1106](#) is repealed and reenacted to read:

770 **53A-1-1106. Indicators for elementary and middle schools.**

771 For an elementary school or a middle school, the board shall assign the school's overall  
772 rating, in accordance with Section 53A-1-1108, based on the school's performance on the  
773 following indicators:

774 (1) academic achievement as measured by performance on a statewide assessment of  
775 English language arts, mathematics, and science;

776 (2) academic growth as measured by progress from year to year on a statewide  
777 assessment of English language arts, mathematics, and science; and

778 (3) equitable educational opportunity as measured by:

779 (a) academic growth of the lowest performing 25% of students as measured by  
780 progress of the lowest performing 25% of students on a statewide assessment of English  
781 language arts, mathematics, and science; and

782 (b) except as provided in Section 53A-1-1110, English learner progress as measured by  
783 performance on an English learner assessment established by the board.

784 Section 23. Section 53A-1-1107 is repealed and reenacted to read:

785 **53A-1-1107. Indicators for high schools.**

786 For a high school, in accordance with Section 53A-1-1108, the board shall assign the  
787 school's overall rating based on the school's performance on the following indicators:

788 (1) academic achievement as measured by performance on a statewide assessment of  
789 English language arts, mathematics, and science;

790 (2) academic growth as measured by progress from year to year on a statewide  
791 assessment of English language arts, mathematics, and science;

792 (3) equitable educational opportunity as measured by:

793 (a) academic growth of the lowest performing 25% of students as measured by  
794 progress of the lowest performing 25% of students on a statewide assessment of English  
795 language arts, mathematics, and science; and

796 (b) except as provided in Section 53A-1-1110, English learner progress as measured by  
797 performance on an English learner assessment established by the board; and

798 (4) postsecondary readiness as measured by:

799 (a) the school's graduation rate, as described in Section 53A-1-1108;

800 (b) student performance, as described in Section 53A-1-1108, on a college readiness

801 assessment described in Section 53A-1-611; and

802 (c) student achievement in advanced course work, as described in Section 53A-1-1108.

803 Section 24. Section 53A-1-1108 is repealed and reenacted to read:

804 **53A-1-1108. Calculation of points.**

805 (1) (a) The board shall award to a school points for academic achievement described in  
806 Subsection 53A-1-1106(1) or 53A-1-1107(1) as follows:

807 (i) the board shall award a school points proportional to the percentage of the school's  
808 students who, out of all the school's students who take a statewide assessment of English  
809 language arts, score at or above the proficient level on the assessment;

810 (ii) the board shall award a school points proportional to the percentage of the school's  
811 students who, out of all the school's students who take a statewide assessment of mathematics,  
812 score at or above the proficient level on the assessment; and

813 (iii) the board shall award a school points proportional to the percentage of the school's  
814 students who, out of all the school's students who take a statewide assessment of science, score  
815 at or above the proficient level on the assessment.

816 (b) (i) The maximum number of total points possible for academic achievement  
817 described in Subsection (1)(a) is 56 points.

818 (ii) The maximum number of points possible for a component listed in Subsection  
819 (1)(a)(i), (ii), or (iii) is one-third of the number of points described in Subsection (1)(b)(i).

820 (2) (a) Subject to Subsection (2)(b), the board shall award to a school points for  
821 academic growth described in Subsection 53A-1-1106(2) or 53A-1-1107(2) as follows:

822 (i) the board shall award a school points for growth of the school's students on a  
823 statewide assessment of English language arts;

824 (ii) the board shall award a school points for growth of the school's students on a  
825 statewide assessment of mathematics; and

826 (iii) the board shall award a school points for growth of the school's students on a  
827 statewide assessment of science.

828 (b) The board shall determine points for growth awarded under Subsection (2)(a) by  
829 indexing the points based on:

830 (i) whether a student's performance on a statewide assessment is equal to or exceeds  
831 the student's academic growth target; and

832 (ii) the amount of a student's growth on a statewide assessment compared to other  
833 students with similar prior assessment scores.

834 (c) (i) The maximum number of total points possible for academic growth described in  
835 Subsection (2)(a) is 56 points.

836 (ii) The maximum number of points possible for a component listed in Subsection  
837 (2)(a)(i), (ii), or (iii) is one-third of the number of points described in Subsection (2)(c)(i).

838 (3) (a) Subject to Subsection (3)(b), the board shall award to a school points for  
839 equitable educational opportunity described in Subsection [53A-1-1106\(3\)](#) or [53A-1-1107\(3\)](#) as  
840 follows:

841 (i) the board shall award a school points for growth of the school's lowest performing  
842 25% of students on a statewide assessment of English language arts;

843 (ii) the board shall award a school points for growth of the school's lowest performing  
844 25% of students on a statewide assessment of mathematics;

845 (iii) the board shall award a school points for growth of the school's lowest performing  
846 25% of students on a statewide assessment of science; and

847 (iv) except as provided in Section [53A-1-1110](#), the board shall award to a school points  
848 proportional to the percentage of English learners who achieve adequate progress as  
849 determined by the board on an English learner assessment established by the board.

850 (b) The board shall determine points for academic growth awarded under Subsection  
851 (3)(a)(i), (ii), or (iii) by indexing the points based on the amount of a student's growth on a  
852 statewide assessment compared to other students with similar prior assessment scores.

853 (c) (i) The maximum number of total points possible for equitable educational  
854 opportunity described in Subsection (3)(a) is 38 points.

855 (ii) The maximum number of points possible for the components listed in Subsection  
856 (3)(a)(i), (ii), and (iii), combined, is 25 points.

857 (iii) The maximum number of points possible for a component listed in Subsection  
858 (3)(a)(i), (ii), or (iii) is one-third of the number of the combined points described in Subsection  
859 (3)(c)(ii).

860 (iv) The maximum number of points possible for the component listed in Subsection  
861 (3)(a)(iv) is 13 points.

862 (4) (a) The board shall award to a high school points for postsecondary readiness

863 described in Subsection 53A-1-1107(4) as follows:

864 (i) the board shall award to a high school points proportional to the percentage of the  
865 school's students who, out of all the school's students who take a college readiness assessment  
866 described in Section 53A-1-611, receive a composite score of at least 18 on the assessment;

867 (ii) the board shall award to a high school points proportional to the percentage of the  
868 school's students who achieve at least one of the following:

869 (A) a C grade or better in an Advanced Placement course;

870 (B) a C grade or better in a concurrent enrollment course;

871 (C) a C grade or better in an International Baccalaureate course; or

872 (D) completion of a career and technical education pathway, as defined by the board;

873 and

874 (iii) in accordance with Subsection (4)(c), the board shall award to a high school points  
875 proportional to the percentage of the school's students who graduate from the school.

876 (b) (i) The maximum number of total points possible for postsecondary readiness  
877 described in Subsection (4)(a) is 75 points.

878 (ii) The maximum number of points possible for a component listed in Subsection  
879 (4)(a)(i), (ii), or (iii) is one-third of the number of points described in Subsection (4)(b)(i).

880 (c) (i) In calculating the percentage of students who graduate described in Subsection  
881 (4)(a)(iii), except as provided in Subsection (4)(c)(ii), the board shall award to a high school  
882 points proportional to the percentage of the school's students who graduate from the school  
883 within four years.

884 (ii) The board may award up to 10% of the points allocated for high school graduation  
885 described in Subsection (4)(b)(ii) to a school for students who graduate from the school within  
886 five years.

887 Section 25. Section 53A-1-1109 is repealed and reenacted to read:

888 **53A-1-1109. Calculation of total points awarded -- Maximum number of total**  
889 **points possible.**

890 (1) Except as provided in Section 53A-1-1110, the board shall calculate the number of  
891 total points awarded to a school by totaling the number of points the board awards to the school  
892 in accordance with Section 53A-1-1108.

893 (2) The maximum number of total points possible under Subsection (1) is:

894 (a) for an elementary school or a middle school, 150 points; or

895 (b) for a high school, 225 points.

896 Section 26. Section **53A-1-1110** is repealed and reenacted to read:

897 **53A-1-1110. Exclusion of English learner progress -- Calculation of total points**

898 **awarded for a school with fewer than 10 English learners.**

899 (1) For a school that has fewer than 10 English learners, the board shall:

900 (a) exclude the use of English learner progress in determining the school's overall  
901 rating by:

902 (i) awarding no points to the school for English learner progress described in  
903 Subsection **53A-1-1108**(3)(a)(iv); and

904 (ii) excluding the points described in Subsection **53A-1-1108**(3)(c)(iv) from the  
905 school's maximum points possible; and

906 (b) calculate the number of total points awarded to the school by totaling the number of  
907 points the board awards to the school in accordance with Section **53A-1-1108** subject to the  
908 exclusion described in Subsection (1)(a).

909 (2) The maximum number of total points possible under Subsection (1) is:

910 (a) for an elementary school or a middle school, 137 points; or

911 (b) for a high school, 212 points.

912 Section 27. Section **53A-1-1111** is repealed and reenacted to read:

913 **53A-1-1111. State Board of Education duties -- Proficient level -- Student growth**

914 **-- English learner adequate progress.**

915 (1) (a) For the purpose of determining whether a student scores at or above the  
916 proficient level on a statewide assessment, the board shall determine, through a process that  
917 evaluates student performance based on specific criteria, the minimum level that demonstrates  
918 proficiency for each statewide assessment.

919 (b) If the board adjusts the minimum level that demonstrates proficiency described in  
920 Subsection (1)(a), the board shall report the adjustment and the reason for the adjustment to the  
921 Education Interim Committee no later than 30 days after the day on which the board makes the  
922 adjustment.

923 (2) (a) For the purpose of determining whether a student's performance on a statewide  
924 assessment is equal to or exceeds the student's academic growth target, the board shall

925 calculate, for each individual student, the amount of growth necessary to achieve or maintain  
926 proficiency by a future school year determined by the board.

927 (b) For the purpose of determining the amount of a student's growth on a statewide  
928 assessment compared to other students with similar prior assessment scores, the board shall  
929 calculate growth as a percentile for a student using appropriate statistical methods.

930 (3) For the purpose of determining whether an English learner achieves adequate  
931 progress on an English learner assessment established by the board, the board shall determine  
932 the minimum progress that demonstrates adequate progress.

933 Section 28. Section **53A-1-1112** is repealed and reenacted to read:

934 **53A-1-1112. Reporting.**

935 (1) The board shall annually publish on the board's website a report card that includes  
936 for each school:

937 (a) the school's overall rating described in Subsection **53A-1-1105**(1);

938 (b) the school's performance on each indicator described in:

939 (i) Section **53A-1-1106**, for an elementary school or a middle school; or

940 (ii) Section **53A-1-1107**, for a high school;

941 (c) information comparing the school's performance on each indicator described in  
942 Subsection (1)(b) with:

943 (i) the average school performance; and

944 (ii) the school's performance in all previous years for which data is available;

945 (d) the percentage of students who participated in statewide assessments, disaggregated  
946 according to student proficiency;

947 (e) for an elementary school, the percentage of students who read on grade level in  
948 grades 1 through 3; and

949 (f) for a high school, performance on Advanced Placement exams.

950 (2) A school may include in the school's report card described in Subsection (1) up to  
951 two self-reported school quality indicators that:

952 (a) are approved by the board for inclusion; and

953 (b) may include process or input indicators.

954 (3) (a) The board shall develop an individualized student achievement report that  
955 includes:

956 (i) information on the student's level of proficiency as measured by a statewide  
957 assessment; and

958 (ii) a comparison of the student's academic growth target and actual academic growth  
959 as measured by a statewide assessment.

960 (b) The board shall, subject to the Family Educational Rights and Privacy Act, 20  
961 U.S.C. Sec. 1232g, make the individualized student achievement report described in  
962 Subsection (3)(a) available for a school district or charter school to access electronically.

963 (c) A school district or charter school shall distribute an individualized student  
964 achievement report to the parent or guardian of the student to whom the report applies.

965 Section 29. Section **53A-1-1113.5** is enacted to read:

966 **53A-1-1113.5. Overall rating based on student performance -- Establishment of**  
967 **performance thresholds and criteria -- Report during interim.**

968 (1) As used in this section, "statewide assessment" means one or more of the following,  
969 as applicable:

970 (a) a standards assessment described in Section [53A-1-604](#);

971 (b) a high school assessment described in Section [53A-1-611.5](#);

972 (c) a college readiness assessment described in Section [53A-1-611](#); or

973 (d) an alternate assessment administered to a student with a disability.

974 (2) (a) The board shall calculate a school's grade for the 2016-2017 school year in  
975 accordance with Part 11, School Grading Act.

976 (b) The board shall assign a school an overall rating for the 2017-2018 school year or a  
977 school year thereafter in accordance with Subsection (3).

978 (3) The board shall assign a school an overall rating using an A through F letter  
979 grading scale where, based on the school's performance level on the indicators described in  
980 Subsection (7):

981 (a) an A grade represents an exemplary school;

982 (b) a B grade represents a commendable school;

983 (c) a C grade represents a typical school;

984 (d) a D grade represents a developing school; and

985 (e) an F grade represents a critical needs school.

986 (4) (a) The board shall engage in a criteria setting process to establish:



987 (i) performance thresholds for the overall ratings described in Subsection (3); and  
988 (ii) a system for assigning a school an overall rating based on evaluating the school's  
989 performance against specific criteria.

990 (b) In establishing the performance thresholds described in Subsection (4)(a), the board  
991 shall solicit and consider input from:

992 (i) legislators;

993 (ii) the governor;

994 (iii) representatives from local school boards;

995 (iv) other representatives from school districts, including superintendents;

996 (v) representatives from charter school governing boards;

997 (vi) other representatives from charter schools;

998 (vii) teachers; and

999 (viii) parents.

1000 (5) On or before the Education Interim Committee's September 2017 interim meeting,  
1001 the board shall report to the Education Interim Committee:

1002 (a) the performance thresholds and criteria described in Subsection (4), including  
1003 rationale and documentation of the procedures used to develop the performance thresholds and  
1004 criteria; and

1005 (b) a sample report card for a school, including a sample display of:

1006 (i) the school's overall rating described in Subsection (3);

1007 (ii) the school's performance on each indicator described in Subsection (7);

1008 (iii) information comparing the school's performance on each indicator described in  
1009 Subsection (7) with:

1010 (A) the average school performance; and

1011 (B) the school's performance in all previous years for which data is available;

1012 (iv) the percentage of students who participated in statewide assessments,  
1013 disaggregated according to student proficiency;

1014 (v) for an elementary school, the percentage of students who read on grade level in  
1015 grades 1 through 3;

1016 (vi) for a high school, performance on Advanced Placement exams; and

1017 (vii) up to two school-reported school quality indicators that may include process or

1018 input indicators.

1019 (6) On or before October 31, 2017, the Education Interim Committee shall make  
1020 recommendations related to the board's report described in Subsection (5) to the Legislative  
1021 Management Committee.

1022 (7) A school's overall rating described in Subsection (3) shall be based on the school's  
1023 performance on the following indicators:

1024 (a) for a school:

1025 (i) academic achievement as measured by performance on a statewide assessment of  
1026 English language arts, mathematics, and science;

1027 (ii) academic growth as measured by progress from year to year on a statewide  
1028 assessment of English language arts, mathematics, and science; and

1029 (iii) equitable educational opportunity as measured by:

1030 (A) academic growth of the lowest performing 25% of students as measured by  
1031 progress of the lowest performing 25% of students on a statewide assessment of English  
1032 language arts, mathematics, and science; and

1033 (B) English learner progress as measured by performance on an English learner  
1034 assessment established by the board; and

1035 (b) for a high school, in addition to the indicators described in Subsection (7)(a),  
1036 postsecondary readiness as measured by:

1037 (i) the school's graduation rate;

1038 (ii) student performance on a college readiness assessment described in Section  
1039 [53A-1-611](#); and

1040 (iii) student achievement in advanced course work.

1041 Section 30. Section **53A-1-1202** is amended to read:

1042 **53A-1-1202. Definitions.**

1043 As used in this part:

1044 (1) "Board" means the State Board of Education.

1045 (2) "Charter school authorizer" means the same as that term is defined in Section  
1046 [53A-1a-501.3](#).

1047 (3) "District school" means a public school under the control of a local school board  
1048 elected under Title 20A, Chapter 14, Nomination and Election of State and Local School

1049 Boards.

1050 (4) "Educator" means the same as that term is defined in Section [53A-6-103](#).

1051 (5) "Final remedial year" means the second school year following the initial remedial  
1052 year.

1053 (6) "Initial remedial year" means the school year a district school or charter school is  
1054 designated as a low performing school under Section [53A-1-1203](#).

1055 (7) "Low performing school" means a district school or charter school that has been  
1056 designated as a low performing school by the board [~~because the school is: (a) in the lowest~~  
1057 ~~performing 3% of schools statewide according to the percentage of possible points earned~~  
1058 ~~under the school grading system; and (b) a low performing school according to other~~  
1059 ~~outcome-based measures as may be defined in rules made by the board in accordance with Title~~  
1060 ~~63G, Chapter 3, Utah Administrative Rulemaking Act.] in accordance with Section  
1061 [53A-1-1203](#).~~

1062 (8) "School accountability system" means the school accountability system established  
1063 in Part 11, School Accountability System.

1064 [~~(8)~~] (9) "School grade" or "grade" means the letter grade assigned to a school as the  
1065 school's overall rating under the school [~~grading~~] accountability system.

1066 [~~(9)~~] "~~School grading system~~" means the system established under Part 11, School  
1067 Grading Act, of assigning letter grades to schools.]

1068 [~~(10)~~] "~~Statewide assessment~~" means a test of student achievement in basic academic  
1069 subjects, including a test administered in a computer adaptive format that is administered  
1070 statewide under Part 6, Achievement Tests.]

1071 Section 31. Section [53A-1-1203](#) is amended to read:

1072 **53A-1-1203. State Board of Education to designate low performing schools.**

1073 [~~On~~] (1) Except as provided in Subsection (2), on or before September 1, the board  
1074 shall annually designate a school as a low performing school if the school is:

1075 [~~(1)~~] (a) in the lowest performing 3% of schools statewide according to the percentage  
1076 of possible points earned under the school [~~grading~~] accountability system; and

1077 [~~(2)~~] (b) a low performing school according to other outcome-based measures as may  
1078 be defined in rules made by the board in accordance with Title 63G, Chapter 3, Utah  
1079 Administrative Rulemaking Act.

1080           (2) The board is not required to designate as a low performing school a school for  
1081 which the board is not required to assign an overall rating in accordance with Section  
1082 53A-1-1105.

1083           Section 32. Section **53A-1-1206** is amended to read:

1084           **53A-1-1206. State Board of Education to identify independent school turnaround**  
1085 **experts -- Review and approval of school turnaround plans -- Appeals process.**

1086           (1) On or before August 30 each year, the board shall identify at least two [~~or more~~]  
1087 approved independent school turnaround experts, through a request for proposals process, that  
1088 a low performing school may select from to partner with to:

1089           (a) collect and analyze data on the low performing school's student achievement,  
1090 personnel, culture, curriculum, assessments, instructional practices, governance, leadership,  
1091 finances, and policies;

1092           (b) recommend changes [~~to the low performing school's culture, curriculum,~~  
1093 ~~assessments, instructional practices, governance, finances, policies, or other areas~~] based on  
1094 data collected under Subsection (1)(a);

1095           (c) develop and implement, in partnership with the school turnaround committee, a  
1096 school turnaround plan that meets the criteria described in Subsection **53A-1-1204(3)**;

1097           (d) monitor the effectiveness of a school turnaround plan through reliable means of  
1098 evaluation, including on-site visits, observations, surveys, analysis of student achievement data,  
1099 and interviews;

1100           (e) provide ongoing implementation support and project management for a school  
1101 turnaround plan;

1102           (f) provide high-quality professional development personalized for school staff that is  
1103 designed to build the:

1104           (i) leadership capacity of the school principal; and

1105           (ii) instructional capacity of school staff; and

1106           (g) leverage support from community partners to coordinate an efficient delivery of  
1107 supports to students both inside and outside the classroom.

1108           (2) In identifying independent school turnaround experts under Subsection (1), the  
1109 board shall identify experts that:

1110           (a) have a credible track record of improving student academic achievement in public

1111 schools with various demographic characteristics, as measured by statewide assessments  
1112 described in Section 53A-1-602;

1113 (b) have experience designing, implementing, and evaluating data-driven instructional  
1114 systems in public schools;

1115 (c) have experience coaching public school administrators and teachers on designing  
1116 data-driven school improvement plans;

1117 (d) have experience working with the various education entities that govern public  
1118 schools;

1119 (e) have experience delivering high-quality professional development in instructional  
1120 effectiveness to public school administrators and teachers;

1121 (f) are willing to be compensated for professional services based on performance as  
1122 described in Subsection (3); and

1123 (g) are willing to partner with any low performing school in the state, regardless of  
1124 location.

1125 (3) (a) When awarding a contract to an independent school turnaround expert selected  
1126 by a local school board under Subsection 53A-1-1204(2) or by a charter school governing  
1127 board under Subsection 53A-1-1205(4)(b), the board shall ensure that a contract between the  
1128 board and the independent school turnaround expert specifies that the board will:

1129 (i) pay an independent school turnaround expert no more than 50% of the expert's  
1130 professional fees at the beginning of the independent school turnaround expert's work for the  
1131 low performing school; and

1132 (ii) pay the remainder of the independent school turnaround expert's professional fees  
1133 upon completion of the independent school turnaround expert's work for the low performing  
1134 school if:

1135 (A) the independent school turnaround expert fulfills the terms of the contract; and

1136 (B) the low performing school's grade improves by at least one letter grade, as  
1137 determined by the board under Subsection (3)(b).

1138 (b) The board shall determine whether a low performing school's grade has improved  
1139 under Subsection (3)(a)(ii) by comparing the school's letter grade for the school year prior to  
1140 the initial remedial year to the school's letter grade:

1141 (i) for the final remedial year; or

- 1142 (ii) for the last school year of the extension period if, as described in Section  
1143 [53A-1-1207](#):
- 1144 (A) a school is granted an extension; and  
1145 (B) the board extends the contract of the school's independent school turnaround  
1146 expert.
- 1147 (c) In negotiating a contract with an independent school turnaround expert, the board  
1148 shall offer:
- 1149 (i) differentiated amounts of funding based on student enrollment; and  
1150 (ii) a higher amount of funding for schools that are in the lowest performing 1% of  
1151 schools statewide according to the percentage of possible points earned under the school  
1152 [grading] accountability system.
- 1153 (4) The board shall:
- 1154 (a) review a school turnaround plan submitted for approval under Subsection  
1155 [53A-1-1204\(5\)\(b\)](#) or under Subsection [53A-1-1205\(7\)\(b\)](#) within 30 days of submission;  
1156 (b) approve a school turnaround plan that:
- 1157 (i) is timely;  
1158 (ii) is well-developed; and  
1159 (iii) meets the criteria described in Subsection [53A-1-1204\(3\)](#); and
- 1160 (c) subject to legislative appropriations, provide funding to a low performing school for  
1161 interventions identified in an approved school turnaround plan if the local school board or  
1162 charter school governing board provides matching funds or an in-kind contribution of goods or  
1163 services in an amount equal to the funding the low performing school would receive from the  
1164 board.
- 1165 (5) (a) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act,  
1166 the board shall make rules to establish an appeals process for:
- 1167 (i) a low performing district school that is not granted approval from the district  
1168 school's local school board under Subsection [53A-1-1204\(5\)\(b\)](#);  
1169 (ii) a low performing charter school that is not granted approval from the charter  
1170 school's charter school governing board under Subsection [53A-1-1205\(7\)\(b\)](#); and  
1171 (iii) a local school board or charter school governing board that is not granted approval  
1172 from the board under Subsection (4)(b).

1173 (b) The board shall ensure that rules made under Subsection (5)(a) require an appeals  
1174 process described in:

1175 (i) Subsections (5)(a)(i) and (ii) to be resolved on or before April 1 of the initial  
1176 remedial year; and

1177 (ii) Subsection (5)(a)(iii) to be resolved on or before May 15 of the initial remedial  
1178 year.

1179 (6) (a) Subject to Subsection (6)(b), the board shall balance the need to prioritize  
1180 funding appropriated by the Legislature to carry out the provisions of this part to contract with  
1181 highly qualified independent school turnaround experts with the need to fund:

1182 (i) interventions to facilitate the implementation of a school turnaround plan under  
1183 Subsection (4)(c);

1184 (ii) the School Recognition and Reward Program created under Section 53A-1-1208;  
1185 and

1186 (iii) the School Leadership Development Program created under Section 53A-1-1209.

1187 (b) The board may use up to 4% of the funds appropriated by the Legislature to carry  
1188 out the provisions of this part for administration if the amount for administration is approved  
1189 by the board in an open meeting.

1190 Section 33. Section 53A-1-1207 is amended to read:

1191 **53A-1-1207. Consequences for failing to improve the school grade of a low**  
1192 **performing school.**

1193 (1) As used in this section, "high performing charter school" means a charter school  
1194 that:

1195 (a) satisfies all requirements of state law and board rules;

1196 (b) meets or exceeds standards for student achievement established by the charter  
1197 school's charter school authorizer; and

1198 (c) has received at least a ["B"] B grade under the school [grading] accountability  
1199 system in the previous two school years.

1200 (2) (a) A low performing school may petition the board for an extension to continue  
1201 school improvement efforts for up to two years if the low performing school's grade does not  
1202 improve by at least one letter grade, as determined by comparing the school's letter grade for  
1203 the school year prior to the initial remedial year to the school's letter grade for the final

1204 remedial year.

1205 (b) The board may only grant an extension under Subsection (2)(a) if the low  
1206 performing school has increased the number of points awarded under the school [~~grading~~  
1207 accountability] system by at least:

1208 (i) 25% for [~~a school that is not a high school, and~~] an elementary school or a middle  
1209 school; or

1210 (ii) 10% for a high school.

1211 (c) The board shall determine whether a low performing school has increased the  
1212 number of points awarded under the school [~~grading~~] accountability system by the percentages  
1213 described in Subsection (2)(b) by comparing the number of points awarded for the school year  
1214 prior to the initial remedial year to the number of points awarded for the final remedial year.

1215 (d) The board may extend the contract of an independent school turnaround expert of a  
1216 low performing school that is granted an extension under this Subsection (2).

1217 (e) A school that has been granted an extension under this Subsection (2) is eligible  
1218 for:

1219 (i) continued funding under Subsection [53A-1-1206\(4\)\(c\)](#); and

1220 (ii) the School Recognition and Reward Program under Section [53A-1-1208](#).

1221 (3) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the  
1222 board shall make rules establishing consequences for a low performing school that:

1223 (a) (i) does not improve the school's grade by at least one letter grade, as determined by  
1224 comparing the school's letter grade for the school year prior to the initial remedial year to the  
1225 school's letter grade for the final remedial year; and

1226 (ii) is not granted an extension under Subsection (2); or

1227 (b) (i) is granted an extension under Subsection (2); and

1228 (ii) does not improve the school's grade by at least one letter grade, as determined by  
1229 comparing the school's letter grade for the school year prior to the initial remedial year to the  
1230 school's letter grade for the last school year of the extension period.

1231 (4) The board shall ensure that the rules established under Subsection (3) include a  
1232 mechanism for:

1233 (a) restructuring a district school that may include:

1234 (i) contract management;



- 1235 (ii) conversion to a charter school; or  
1236 (iii) state takeover; and  
1237 (b) restructuring a charter school that may include:  
1238 (i) termination of a school's charter;  
1239 (ii) closure of a charter school; or  
1240 (iii) transferring operation and control of the charter school to:  
1241 (A) a high performing charter school; or  
1242 (B) the school district in which the charter school is located.  
1243 Section 34. Section **53A-1-1209** is amended to read:  
1244 **53A-1-1209. School Leadership Development Program.**  
1245 (1) As used in this section, "school leader" means a school principal or assistant  
1246 principal.  
1247 (2) There is created the School Leadership Development Program to increase the  
1248 number of highly effective school leaders capable of:  
1249 (a) initiating, achieving, and sustaining school improvement efforts; and  
1250 (b) forming and sustaining community partnerships as described in Section [53A-4-303](#).  
1251 (3) The board shall identify one or more providers, through a request for proposals  
1252 process, to develop or provide leadership development training for school leaders that:  
1253 (a) may provide in-depth training in proven strategies to turn around low performing  
1254 schools;  
1255 (b) may emphasize hands-on and job-embedded learning;  
1256 (c) aligns with the state's leadership standards established by board rule;  
1257 (d) reflects the needs of a school district or charter school where a school leader serves;  
1258 (e) may include training on using student achievement data to drive decisions;  
1259 (f) may develop skills in implementing and evaluating evidence-based instructional  
1260 practices;  
1261 (g) may develop skills in leading collaborative school improvement structures,  
1262 including professional learning communities; and  
1263 (h) includes instruction on forming and sustaining community partnerships as  
1264 described in Section [53A-4-303](#).  
1265 (4) Subject to legislative appropriations, the State Board of Education shall provide

1266 incentive pay to a school leader who:

1267 (a) completes leadership development training under this section; and

1268 (b) agrees to work, for at least five years, in a school that received an [~~"F"~~] F grade or  
1269 [~~"D"~~] D grade under the school [~~grading~~] accountability system in the school year previous to  
1270 the first year the school leader:

1271 (i) completes leadership development training; and

1272 (ii) begins to work, or continues to work, in a school described in this Subsection

1273 (4)(b).

1274 (5) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the  
1275 board shall make rules specifying:

1276 (a) eligibility criteria for a school leader to participate in the School Leadership  
1277 Development Program;

1278 (b) application procedures for the School Leadership Development Program;

1279 (c) criteria for selecting school leaders from the application pool; and

1280 (d) procedures for awarding incentive pay under Subsection (4).

1281 Section 35. Section **53A-1a-106** is amended to read:

1282 **53A-1a-106. School district and individual school powers -- Student**  
1283 **education/occupation plan (SEOP) definition.**

1284 (1) In order to acquire and develop the characteristics listed in Section **53A-1a-104**,  
1285 each school district and each public school within its respective district shall implement a  
1286 comprehensive system of accountability in which students advance through public schools by  
1287 demonstrating competency in [~~required skills and mastery of required knowledge~~] the core  
1288 standards for Utah public schools through the use of diverse assessment instruments such as  
1289 authentic [~~and criterion-referenced tests~~] assessments, projects, and portfolios.

1290 (2) (a) Each school district and public school shall:

1291 (i) develop and implement programs integrating technology into the curriculum,  
1292 instruction, and student assessment;

1293 (ii) provide for teacher and parent involvement in policymaking at the school site;

1294 (iii) implement a public school choice program to give parents, students, and teachers  
1295 greater flexibility in designing and choosing among programs with different focuses through  
1296 schools within the same district and other districts, subject to space availability, demographics,

1297 and legal and performance criteria;

1298 (iv) establish strategic planning at both the district and school level and site-based  
1299 decision making programs at the school level;

1300 (v) provide opportunities for each student to acquire and develop academic and  
1301 occupational knowledge, skills, and abilities;

1302 (vi) participate in ongoing research and development projects primarily at the school  
1303 level aimed at improving the quality of education within the system; and

1304 (vii) involve business and industry in the education process through the establishment  
1305 of partnerships with the business community at the district and school level.

1306 (b) (i) As used in this title, "student education/occupation plan" or "SEOP" means a  
1307 plan developed by a student and the student's parent or guardian, in consultation with school  
1308 counselors, teachers, and administrators that:

1309 (A) is initiated at the beginning of grade 7;

1310 (B) identifies a student's skills and objectives;

1311 (C) maps out a strategy to guide a student's course selection; and

1312 (D) links a student to post-secondary options, including higher education and careers.

1313 (ii) Each local school board, in consultation with school personnel, parents, and school  
1314 community councils or similar entities shall establish policies to provide for the effective  
1315 implementation of a personalized student education plan (SEP) or student  
1316 education/occupation plan (SEOP) for each student at the school site.

1317 (iii) The policies shall include guidelines and expectations for:

1318 (A) recognizing the student's accomplishments, strengths, and progress [~~towards~~]  
1319 toward meeting student achievement standards as defined in [~~U-PASS~~] the core standards for  
1320 Utah public schools;

1321 (B) planning, monitoring, and managing education and career development; and

1322 (C) involving students, parents, and school personnel in preparing and implementing  
1323 SEPs and SEOPs.

1324 (iv) A parent may request conferences with school personnel in addition to SEP or  
1325 SEOP conferences established by local school board policy.

1326 (v) Time spent during the school day to implement SEPs and SEOPs is considered part  
1327 of the school term referred to in Subsection [53A-17a-103\(4\)](#).

1328 (3) A school district or public school may submit proposals to modify or waive rules or  
1329 policies of a supervisory authority within the public education system in order to acquire or  
1330 develop the characteristics listed in Section 53A-1a-104.

1331 (4) (a) Each school district and public school shall make an annual report to its patrons  
1332 on its activities under this section.

1333 (b) The reporting process shall involve participation from teachers, parents, and the  
1334 community at large in determining how well the district or school is performing.

1335 Section 36. Section 53A-1a-504 is amended to read:

1336 **53A-1a-504. Charter school application -- Applicants -- Contents.**

1337 (1) (a) An application to establish a charter school may be submitted by:

1338 (i) an individual;

1339 (ii) a group of individuals; or

1340 (iii) a nonprofit legal entity organized under Utah law.

1341 (b) An authorized charter school may apply under this chapter for a charter from  
1342 another charter school authorizer.

1343 (2) A charter school application shall include:

1344 (a) the purpose and mission of the school;

1345 (b) except for a charter school authorized by a local school board, a statement that,  
1346 after entering into a charter agreement, the charter school will be organized and managed under  
1347 Title 16, Chapter 6a, Utah Revised Nonprofit Corporation Act;

1348 (c) a description of the governance structure of the school, including:

1349 (i) a list of the governing board members that describes the qualifications of each  
1350 member; and

1351 (ii) an assurance that the applicant shall, within 30 days of authorization, provide the  
1352 authorizer with the results of a background check for each member;

1353 (d) a description of the target population of the school that includes:

1354 (i) the projected maximum number of students the school proposes to enroll;

1355 (ii) the projected school enrollment for each of the first three years of school operation;

1356 and

1357 (iii) the ages or grade levels the school proposes to serve;

1358 (e) academic goals;

- 1359 (f) qualifications and policies for school employees, including policies that:
- 1360 (i) comply with the criminal background check requirements described in Section
- 1361 [53A-1a-512.5](#);
- 1362 (ii) require employee evaluations; and
- 1363 (iii) address employment of relatives within the charter school;
- 1364 (g) a description of how the charter school will provide, as required by state and federal
- 1365 law, special education and related services;
- 1366 (h) for a public school converting to charter status, arrangements for:
- 1367 (i) students who choose not to continue attending the charter school; and
- 1368 (ii) teachers who choose not to continue teaching at the charter school;
- 1369 (i) a statement that describes the charter school's plan for establishing the charter
- 1370 school's facilities, including:
- 1371 (i) whether the charter school intends to lease or purchase the charter school's facilities;
- 1372 and
- 1373 (ii) financing arrangements;
- 1374 (j) a market analysis of the community the school plans to serve;
- 1375 (k) a capital facility plan;
- 1376 (l) a business plan;
- 1377 (m) other major issues involving the establishment and operation of the charter school;
- 1378 and
- 1379 (n) the signatures of the governing board members of the charter school.
- 1380 (3) A charter school authorizer may require a charter school application to include:
- 1381 (a) the charter school's proposed:
- 1382 (i) curriculum;
- 1383 (ii) instructional program; or
- 1384 (iii) delivery methods;
- 1385 (b) a method for assessing whether students are reaching academic goals, including, at
- 1386 a minimum, ~~[participation in the Utah Performance Assessment System for Students under~~
- 1387 ~~Chapter 1, Part 6, Achievement Tests]~~ administering the statewide assessments described in
- 1388 Section [53A-1-602](#);
- 1389 (c) a proposed calendar;

- 1390 (d) sample policies;
- 1391 (e) a description of opportunities for parental involvement;
- 1392 (f) a description of the school's administrative, supervisory, or other proposed services
- 1393 that may be obtained through service providers; or
- 1394 (g) other information that demonstrates an applicant's ability to establish and operate a
- 1395 charter school.

1396 Section 37. Section **53A-1a-510** is amended to read:

1397 **53A-1a-510. Termination of a charter.**

1398 (1) Subject to the requirements of Subsection (3), a charter school authorizer may

1399 terminate a school's charter for any of the following reasons:

- 1400 (a) failure of the charter school to meet the requirements stated in the charter;
- 1401 (b) failure to meet generally accepted standards of fiscal management;
- 1402 (c) subject to Subsection (8), failure to make adequate yearly progress under the No
- 1403 Child Left Behind Act of 2001, 20 U.S.C. Sec. 6301 et seq.;

1404 (d) (i) designation as a low performing school under Chapter 1, [~~Part 11, School~~

1405 ~~Grading Act~~] Part 12, School Turnaround and Leadership Development Act; and

1406 (ii) failure to improve the school's grade under the conditions described in Chapter 1,

1407 Part 12, School Turnaround and Leadership Development Act;

- 1408 (e) violation of requirements under this part or another law; or
- 1409 (f) other good cause shown.

1410 (2) (a) The authorizer shall notify the following of the proposed termination in writing,

1411 state the grounds for the termination, and stipulate that the governing board may request an

1412 informal hearing before the authorizer:

- 1413 (i) the governing board of the charter school; and
- 1414 (ii) if the charter school is a qualifying charter school with outstanding bonds issued in
- 1415 accordance with Chapter 20b, Part 2, Charter School Credit Enhancement Program, the Utah
- 1416 Charter School Finance Authority.

1417 (b) Except as provided in Subsection (2)(e), the authorizer shall conduct the hearing in

1418 accordance with Title 63G, Chapter 4, Administrative Procedures Act, within 30 days after

1419 receiving a written request under Subsection (2)(a).

1420 (c) If the authorizer, by majority vote, approves a motion to terminate a charter school,

1421 the governing board of the charter school may appeal the decision to the State Board of  
1422 Education.

1423 (d) (i) The State Board of Education shall hear an appeal of a termination made  
1424 pursuant to Subsection (2)(c).

1425 (ii) The State Board of Education's action is final action subject to judicial review.

1426 (e) (i) If the authorizer proposes to terminate the charter of a qualifying charter school  
1427 with outstanding bonds issued in accordance with Chapter 20b, Part 2, Charter School Credit  
1428 Enhancement Program, the authorizer shall conduct a hearing described in Subsection (2)(b)  
1429 120 days or more after notifying the following of the proposed termination:

1430 (A) the governing board of the qualifying charter school; and

1431 (B) the Utah Charter School Finance Authority.

1432 (ii) Prior to the hearing described in Subsection (2)(e)(i), the Utah Charter School  
1433 Finance Authority shall meet with the authorizer to determine whether the deficiency may be  
1434 remedied in lieu of termination of the qualifying charter school's charter.

1435 (3) An authorizer may not terminate the charter of a qualifying charter school with  
1436 outstanding bonds issued in accordance with Chapter 20b, Part 2, Charter School Credit  
1437 Enhancement Program, without mutual agreement of the Utah Charter School Finance  
1438 Authority and the authorizer.

1439 (4) (a) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act,  
1440 the State Board of Education shall make rules that require a charter school to report any threats  
1441 to the health, safety, or welfare of its students to the State Charter School Board in a timely  
1442 manner.

1443 (b) The rules under Subsection (4)(a) shall also require the charter school report to  
1444 include what steps the charter school has taken to remedy the threat.

1445 (5) Subject to the requirements of Subsection (3), the authorizer may terminate a  
1446 charter immediately if good cause has been shown or if the health, safety, or welfare of the  
1447 students at the school is threatened.

1448 (6) If a charter is terminated during a school year, the following entities may apply to  
1449 the charter school's authorizer to assume operation of the school:

1450 (a) the school district where the charter school is located;

1451 (b) the governing board of another charter school; or

1452 (c) a private management company.

1453 (7) (a) If a charter is terminated, a student who attended the school may apply to and  
1454 shall be enrolled in another public school under the enrollment provisions of Chapter 2, Part 2,  
1455 District of Residency, subject to space availability.

1456 (b) Normal application deadlines shall be disregarded under Subsection (7)(a).

1457 (8) Subject to the requirements of Subsection (3), an authorizer may terminate a charter  
1458 pursuant to Subsection (1)(c) under the same circumstances that local educational agencies are  
1459 required to implement alternative governance arrangements under 20 U.S.C. Sec. 6316.

1460 Section 38. Section **53A-15-1303** is enacted to read:

1461 **53A-15-1303. Youth suicide prevention training for employees.**

1462 (1) A school district or charter school shall require a licensed employee to complete  
1463 two hours of professional development training on youth suicide prevention within the  
1464 employee's license cycle described in Section [53A-6-104](#).

1465 (2) The board shall:

1466 (a) develop or adopt sample materials to be used by a school district or charter school  
1467 for professional development training on youth suicide prevention; and

1468 (b) in rule made in accordance with Title 63G, Chapter 3, Utah Administrative  
1469 Rulemaking Act, incorporate the training described in Subsection (1) into professional  
1470 development training described in Section [53A-6-104](#).

1471 Section 39. Section **53A-17a-166** is amended to read:

1472 **53A-17a-166. Enhancement for At-Risk Students Program.**

1473 (1) (a) Subject to the requirements of Subsection (1)(b), the State Board of Education  
1474 shall distribute money appropriated for the Enhancement for At-Risk Students Program to  
1475 school districts and charter schools according to a formula adopted by the State Board of  
1476 Education, after consultation with school districts and charter schools.

1477 (b) (i) The State Board of Education shall appropriate \$1,200,000 from the  
1478 appropriation for Enhancement for At-Risk Students for a gang prevention and intervention  
1479 program designed to help students at-risk for gang involvement stay in school.

1480 (ii) Money for the gang prevention and intervention program shall be distributed to  
1481 school districts and charter schools through a request for proposals process.

1482 (2) In establishing a distribution formula under Subsection (1)(a), the State Board of



1483 Education shall use the following criteria:

1484 (a) low performance on [~~U-PASS tests~~] statewide assessments described in Section

1485 53A-1-602;

1486 (b) poverty;

1487 (c) mobility; and

1488 (d) limited English proficiency.

1489 (3) A school district or charter school shall use money distributed under this section to  
1490 improve the academic achievement of students who are at risk of academic failure.

1491 (4) The State Board of Education shall develop performance criteria to measure the  
1492 effectiveness of the Enhancement for At-Risk Students Program and make an annual report to  
1493 the Public Education Appropriations Subcommittee on the effectiveness of the program.

1494 Section 40. Section **53A-25b-304** is amended to read:

1495 **53A-25b-304. Administration of statewide assessments.**

1496 The Utah Schools for the Deaf and the Blind shall annually administer, as applicable,  
1497 the [~~U-PASS tests specified~~] statewide assessments described in Section 53A-1-602, except a  
1498 student may take an alternative test in accordance with the student's IEP.

1499 Section 41. **Repealer.**

1500 This bill repeals:

1501 Section **53A-1-1104.5, Two school grades assigned to a combination school.**

1502 Section **53A-1-1107.5, Growth target established to determine whether a student**  
1503 **demonstrates sufficient growth in a subject.**

1504 Section **53A-1-1113, Rules.**

1505 Section **53A-3-601, Legislative findings.**

1506 Section **53A-3-602.5, School performance report -- Components -- Annual filing.**

1507 Section **53A-3-603, State board models, guidelines, and training.**

1508 Section 42. **Effective date.**

1509 (1) Except as provided in Subsections (2) and (3), this bill takes effect on July 1, 2017.

1510 (2) The following sections take effect on November 1, 2017:

1511 (a) Section 53A-1-1101;

1512 (b) Section 53A-1-1102;

1513 (c) Section 53A-1-1103;

- 1514 (d) Section 53A-1-1104;
- 1515 (e) Section 53A-1-1105;
- 1516 (f) Section 53A-1-1106;
- 1517 (g) Section 53A-1-1107;
- 1518 (h) Section 53A-1-1108;
- 1519 (i) Section 53A-1-1109;
- 1520 (j) Section 53A-1-1110;
- 1521 (k) Section 53A-1-1111;
- 1522 (l) Section 53A-1-1112;
- 1523 (m) Section 53A-1-1202;
- 1524 (n) Section 53A-1-1203;
- 1525 (o) Section 53A-1-1206;
- 1526 (p) Section 53A-1-1207;
- 1527 (q) Section 53A-1-1209; and
- 1528 (r) Section 53A-1a-510.

1529 (3) The following sections are repealed on November 1, 2017:

- 1530 (a) Section 53A-1-1104.5;
- 1531 (b) Section 53A-1-1107.5;
- 1532 (c) Section 53A-1-1113;
- 1533 (d) Section 53A-1-1113.5;
- 1534 (e) Section 53A-3-601;
- 1535 (f) Section 53A-3-602.5; and
- 1536 (g) Section 53A-3-603.

1537 **Section 43. Revisor instructions.**

1538 The Legislature intends that, on November 1, 2017, the Office of Legislative Research  
1539 and General Counsel, in preparing the Utah Code database for publication, replace the  
1540 reference in Subsection 53A-1-413(7)(g) to "Part 11, School Grading Act" with "Part 11,  
1541 School Accountability System."