

**Performance Plus:  
A Competency-Measured  
Achievement Plan for All Utah  
Students With Progress-Based  
Assessment and Accountability**

*Utah Public Education: The Opportunity of a Lifetime*

**August 6, 2004  
Utah State Board of Education**

## Introduction: Performance Plus

Utah's educational results are outstanding and the envy of many in the United States, especially as compared to the dollar spent per child for public education. Our public, parents, educators, and state leaders can be pleased with the excellence in Utah's classrooms, as our schools are engines of industry and achievement.

However, the desire for all students to be better prepared for higher education or advanced work opportunities following graduation led to the adoption of a November 1, 2002 Board motion on "increasing student competency." This action resonated well with former Governor Michael O. Leavitt and current Governor Olene S. Walker, both of whom advocated for a system of competency-based education.

The thrust toward greater competency was re-emphasized in 2003, when the Utah State Legislature passed, and the Governor signed, Senate Bill 154 directing the Board and the State Superintendent of Public Instruction to:

- Focus on core curriculum
- Increase graduation requirements
- Ensure that high school seniors are progressing in challenging courses
- Implement competency standards for progress and graduation

The present proposal, titled *Performance Plus*, was created after massive public input, five Governor's Summits, and several Board task forces, improving previous drafts with specific details. This research-based plan reflects a confluence of state legislation aimed at improving student achievement, and the Utah Performance Assessment System for Schools (U-PASS), the state's accountability measuring system. It presents a competency-based plan for education that focuses on the progress or growth of each student toward full competency. *Performance Plus* was launched in Utah's schools in fall 2004 with the first phase, Kindergarten-Third Grade Reading Improvement, supported by 2004 legislation, Senate Bill 230.

The following plan:

- "Raises the bar" so that all students will graduate with core curriculum competency
- Focuses on core academics while maintaining a balanced curriculum
- Requires significant additional funding before it can be implemented
- Requires several carefully planned phases until full implementation is reached
- Requires increased parental involvement, increased student commitment, and increased public support to be successful

Competency-based education, where all students succeed – that's *Performance Plus*.

## **Executive Summary**

**Performance Plus is a progress-based plan for education that focuses on the growth of each student toward full competency.**

The Utah State Board of Education, along with state and local leaders in education, have called for increased competency of all high school graduates and a public education accountability plan that measures results. Utah's plan requires:

- Proficiency in reading, writing and math, measured every year at every grade so as to track continual progress and provide early warnings of student failure
- Performance standards in each subject each year
- Instruction in explicit, systematic, and intensive phonics
- Instructional methods and materials that are research-based and have proven track records of increasing student achievement
- Increased graduation competencies for all students
- Advanced coursework and learning experiences beyond basic proficiencies
- Measurable performance goals for students, schools, and districts
- Determination of progress and gain scores in reading, writing, and math for students, classes, grades, schools, districts, and the state of Utah
- Full implementation of Utah's Performance Assessment System for Schools (U-PASS), including annual reports of progress and results on the Consolidated Utah Student Achievement Plan
- K-16 articulation to create a seamless system

In addition, the plan recognizes that education goes well beyond the basics and includes a bevy of elective choices such as fine arts, applied technology, and advanced, applied, or accelerated studies. In addition, leadership, extracurricular, and academic service learning opportunities are acknowledged as essential elements of a good education.

To ensure each child in Utah succeeds, competency-measured classrooms will be characterized by:

1. Clear academic content standards embedded in rigorous instruction
2. Targeted professional development focused on student achievement results
3. High performance standards for all children
4. Differentiated instruction to provide individual growth in learning
5. Ongoing and frequent assessment to measure learning growth
6. Immediate interventions for students who struggle
7. Accountability for results for all stakeholders and for Utah's public education system

This plan requires the involvement and help of parents throughout a child's education. As well, the plan cannot be implemented without adequate, additional funding. If Utah cannot afford to implement the entire plan in one or two years, the plan will be phased in over many years, beginning in fall 2004, when the K-3 Reading plan begins.

# **Performance Plus**

## **PERFORMANCE PLUS IS AN ACCOUNTABILITY PLAN BUILT AROUND INDIVIDUAL STUDENT GROWTH**

Performance Plus is a progress-based plan for education that focuses on the growth of each student toward full competency. It is a plan for instructional excellence built around heightened standards of student achievement, with accompanying assessments and interventions to ensure success for all children. The plan also meets the accountability provisions of Utah's Performance Assessment System for Schools (U-PASS) and will provide individual learning targets for students using progress-based assessments and accountability for students, teachers, schools, and districts.

## **IMPLEMENTATION OF THIS PLAN DEPENDS UPON SIGNIFICANT ADDITIONAL FUNDING**

Interventions for students are essential. When standards of performance are increased and are consistent for all students, additional funds must be available to address the learning needs of individual students. Resources must be increased to provide for diagnostic assessment of student learning, and for counseling and critical interventions (e.g. tutoring, after-school programs, summer studies, or other supplemental services), without which some students will not be able to achieve essential levels of proficiency. Funds are also needed to enable the training of educators to deal with the divergent needs of students as identified through the regular examination of data and for electronic tracking and posting of grades, test scores and competencies as well as projections of individual learning targets.

The Utah School Board of Education and the Utah State Office of Education will continue to identify low and no-cost educational improvements, share best practices and models of success, and implement economical research-based innovations at all levels of education.

### ***ELEMENTARY SCHOOL***

#### **PROFICIENCY IN KEY CONTENT STANDARDS OF READING, WRITING AND MATH WILL BE THE FOCUS IN ELEMENTARY SCHOOLS**

By the end of elementary school, students must be proficient in reading, writing, and math in order to be prepared for more advanced work in secondary school. With reasonable allowances for English Language Learners (ELL) and students with disabilities, all students will be expected to be proficient (at or near grade level) in reading, writing and math by the time they leave elementary school. All elementary schools will have a laser like focus on these three key content standards.

Therefore, beginning in kindergarten and in all elementary grades, students will demonstrate their literacy and math competencies through regular, ongoing, formative, in-class assessments, including screening assessments each year as they enter school

(pretest) and summary assessments at the close of each school year (posttest). Teachers will use these assessments to guide instruction and to make determinations of individual student progress as students work to achieve their individual learning targets. Ongoing assessment will provide an early warning of student failure. Assessments will also provide a longitudinal view of student performance, grade to grade. Together with Criterion-Referenced Tests (CRT) scores, these assessments will give evidence of progress and will be used to figure annual gain scores. Gain scores will be aggregated to determine sufficient progress made by the student, by the teacher, by the grade or course, and by the school and district.

Using assessment data, including CRT scores, and referencing the state core academic content standards in reading, writing, and math as key standards for instruction, local districts and schools are responsible for focusing on specific curriculum, for implementing professional development, and for allocating resources to adjust instruction and implement instructional interventions in elementary schools. Intervention plans may include before and after-school tutoring, during the day tutoring or groupings, and summer studies. To be fully effective, interventions require active and meaningful parent involvement.

Materials, programs, and instructional practices will be research-based and will not be recommended from the Utah State Office of Education (USOE) until such time as a proven track record of increasing student achievement is cited and verified. All elementary schools shall incorporate reading strategies that emphasize instruction in explicit, systematic, and intensive phonics. The USOE will actively seek information regarding quality primary teaching strategies and materials and targeted interventions that work with students to boost reading, writing, and math abilities. This process will hold true for elementary, middle, and high school applications.

### ***MIDDLE SCHOOL***

#### **PROFICIENCY IN READING, WRITING AND MATH WILL ALSO BE EMPHASIZED IN MIDDLE SCHOOLS AS STUDENTS EARN UNITS OF CREDIT**

Competency in reading, writing, and math will be regularly emphasized and reinforced in all middle school core subjects. Reading, writing, and math screening assessments at the beginning of the school year (pretest) and at the end of the year (posttest) will be administered so that gain scores are computed and aggregated to determine progress, just as in elementary school. This will provide longitudinal views of progress and achievement on individual learning targets. Regular and ongoing assessments during the year will help to inform and adjust instruction and help teachers focus on individual learning needs. Together with Criterion-Referenced Tests (CRT) scores, these assessments will give evidence of progress and will be used to figure annual gain scores. Gain scores will be aggregated to determine sufficient progress made by the student, by the teacher, by the grade or course, and by the school and district.

Using assessment data, including CRT scores, and referencing the state core academic content standards in reading, writing, and math as key standards for instruction, local districts and schools are responsible for focusing on specific curriculum, for implementing professional development, and for allocating resources to adjust instruction and implement instructional interventions in elementary schools. Intervention plans may include before and after-school tutoring, during the day tutoring or groupings, additional courses to enhance literacy or math skills, and summer studies. To be fully effective, interventions require active and meaningful parent involvement.

**IN ADDITION, MIDDLE SCHOOL STUDENTS MUST EARN 12 UNITS OF CREDIT IN STATE-REQUIRED COURSES**

By the completion of the eighth grade, and for full recommendation to begin high school studies, students must earn a minimum of 12 units of general education. Ten and one-half (10.5) credits must be earned in state-required courses:

- Mathematics (Math 7 and Pre-Algebra or higher) (2)
- Language Arts (English 7 and English 8 or higher) (2)
- Science (Integrated Science 7 and Integrated Science 8 or higher) (1.5)
- Technology, Life, and Careers/TLC (1)
- Health (.5)
- Physical Education (1)
- Arts (1)
- Social Studies (1.5)

For these credits, grades and other reports of student progress must match actual competencies performed by students and be reflective of the growth expected for each student. Local districts shall award credit for these courses only when competency is demonstrated through multiple (more than one) lines of evidence as determined by local boards of education. These may include:

- Screening, monitoring, summary, or diagnostic assessments that show “at or near” grade level ability
- A score of three (Sufficient) or four (Substantial) on Criterion-Referenced Testing (CRT)
- A grade of “C” or better in the course, evidencing competency
- A score on the Six Trait Writing rubric that evidences proficiency
- Demonstration of competency in courses not served by a CRT using objective measures set by local boards of education within guidelines established by the Utah State Board of Education

The awarding of credit shall follow student demonstration of competency through multiple lines of evidence as determined by local school boards of education.

Additional core requirements and electives, to total at least 12 units of credit, are prescribed by local boards of education. Local school board of education shall determine

credit awards for these courses. Districts and schools may set additional competency standards and/or units of credit. Credit accrual and related issues may also reflect organizational differences, (i.e., type of schedule) in varying schools.

### ***HIGH SCHOOL***

#### **EMPHASIS ON READING, WRITING AND MATH WILL CONTINUE IN HIGH SCHOOL AS STUDENTS EARN UNITS OF CREDIT**

Competency in reading, writing, and math will be regularly emphasized and reinforced in all high school core subjects. Reading, writing, and math screening assessments at the beginning of the school year and at the end of the year will be administered to inform and adjust instruction and help teachers focus on individual learning needs and targets.

Together with Criterion-Referenced Tests (CRT) scores, these assessments will give evidence of progress and will be used to figure annual gain scores. Gain scores will be aggregated to determine sufficient progress made by the student, by the teacher and by the school and district.

Using assessment data, including CRT scores, and referencing the state core academic content standards in reading, writing, and math as key standards for instruction, local districts and schools are responsible for focusing on specific curriculum, for implementing professional development, and for allocating resources to adjust instruction and implement instructional interventions in elementary schools. Intervention plans may include before and after-school tutoring, during the day tutoring or groupings, additional courses to enhance literacy or math skills, and summer studies. To be fully effective, interventions require active and meaningful parent involvement.

#### **HIGH SCHOOL STUDENTS MUST EARN REQUIRED UNITS OF GENERAL EDUCATION AS ONE MEASURE OF ABILITY**

By the completion of the twelfth grade, and to earn a basic diploma, students must earn a minimum of 24 units of general education. Fifteen (15) units must be earned in state-required courses:

- Language Arts, including English 9, 10 and 11 (3)
- Math, including Geometry or Applied Math II (2)
- Science, chosen from Earth Science, Biology, Chemistry, or Physics (2)
- Social Studies, including Geography for Life, U.S. History, U.S. Government, and World Civilizations (2.5)
- Physical Fitness and Health (2)
- Education Technology (.5)
- Applied Technology Education (1)
- Fine Arts (1.5)
- General Financial Literacy (.5)

For these credits, grades and other reports of progress must match actual competencies performed by students and be reflective of the growth expected for each student. Local districts shall award credit only when competency is demonstrated through multiple

(more than one) lines of evidence as determined by local boards of education. These may include:

- Screening, monitoring, summary, or diagnostic assessments that show “at or near” grade level ability
- A score of three (Sufficient) or four (Substantial) on Criterion-Referenced Testing (CRT)
- A grade of “C” or better in the course, evidencing competency
- A score on the Six Trait Writing rubric that evidences proficiency
- Demonstration of competency in courses not served by a CRT using objective measures set by local boards of education within guidelines established by the Utah State Board of Education

The awarding of credit shall follow student demonstration of competency through multiple lines of evidence as determined by local school boards of education.

Additional core requirements and electives, to total at least 24 units of credit, are prescribed by local boards of education (See R277-700-6, *High School Requirements*). Therefore, districts and charter schools will offer at least nine additional course opportunities above the 15 graduation units specified. However, if districts ask students to register for more than 24 units, then one-third of the additional units over 24 must be taken from one or more of the following subjects: Language Arts (including Foreign Language), Math, Science, and Social Studies, as determined and defined by the local school district or charter school.

(Note: Institutions of higher education, including those with NCAA affiliation, may have additional entrance and high school course requirements. Students and their parents or guardians are responsible for becoming aware of, and meeting, those requirements.)

Each student should begin with the end in mind and choose a plan carefully, with direction from educators and parents, according to the aims and goals of that student, recognizing differences in aptitudes and interests. Through the Student Education and Occupation Planning (SEOP) process a student will establish a rigorous course schedule that meets his/her educational and occupational goals and leads to a well-rounded educational experience. Availability of educators, counselors, and parents is essential to this process.

### **IN ADDITION TO EARNED CREDIT, STUDENTS MUST PASS THE UTAH BASIC SKILLS COMPETENCY TEST AND EXIT COMPETENCIES**

Graduation with a basic diploma will require three components: (1) successful completion of required credits in diverse content areas; (2) demonstration of basic skills in reading, writing, and mathematics by passing each section of the Utah Basic Skills Competency Test (UBSCT); and (3) acceptable performance of exit competencies. Students will want to understand details regarding these three components.

#### **1. Successful completion of required credits in diverse content areas.**



Required credits provide students with diverse opportunities to develop knowledge and skills in core courses, arts, applied technology, and physical education/health. Credit for state-required high school courses is earned by demonstrating competency through multiple lines of evidence as earlier described in this document.

For a student wishing to demonstrate that he/she already possesses skills and content in required courses, local boards should follow existing state board rule (see R277-705-3, *Units of Credit [rule specifies how districts may determine competency without the student actually enrolling in a course]*).

**2. Demonstration of basic skills in reading, writing, and mathematics.**

Demonstration of basic skills in reading, writing, and mathematics will be measured using a standardized testing measure – the Utah Basic Skills Competency Test (UBSCT). In order to demonstrate competency, students must pass each subtest: reading, writing, and math. Students shall have five opportunities for demonstration of competency on the UBSCT, beginning in the sophomore year.

**3. Acceptable performance of five exit competencies.**

Exit competencies are complex, integrated skills, performed in context (within a variety of classes/subjects) and measured using state-developed, locally administered and scored rubrics. The skills shall include (a) effective oral communication; (b) problem solving using reasoning; (c) accessing, analyzing, and applying information; (d) using evidence to formulate and support conclusions; and, (e) demonstrating evidence of character, leadership, citizenship, and academic service learning.

Each of the exit competencies requires the Utah State Office of Education to develop scoring criteria and guides (rubrics) to be administered and scored by classroom teachers. This system requires significant funding for teacher professional development in appropriately and reliably applying the scoring rubrics. Training will include exemplars to accompany the rubrics for use by the teachers. As well, research-based practices should be employed to help all students, including special populations, succeed in becoming proficient in each exit competency.

The alternative completion diploma (R277-705-4 *Diplomas and Completion Certificates*) will require the completion of the first requirement (Successful completion of required credits in diverse content areas) and successful completion of EITHER the second or third requirement (Demonstration of basic skills in reading, writing, and mathematics) OR (Acceptable performance of five exit competencies).

If local boards of education choose, additional competencies and measuring tools may be developed to assess other important skills. These may then add value to a locally awarded diploma.

## **STUDENT PERFORMANCE WILL BE REPRESENTED ON HIGH SCHOOL TRANSCRIPTS**

The performance of students throughout their high school experience must be fully represented on the student transcript, to include:

- Courses taken with grades and credit earned
- Performance on tests including Criterion-Referenced Tests (CRT), Advanced Placement Tests (AP), Utah Basic Skills Competency Test (UBSCT), and college admissions tests, where taken.
- Attendance
- Exit competency completion

Other information might be included, as local districts prefer, such as:

- Participation in extra curricular activities
- Leadership experiences

## **ACCOMMODATIONS AND/OR MODIFICATIONS MAY BE MADE FOR SOME STUDENTS**

### **English Language Learners (ELL)**

English Language Learning students who have been in the Utah public education system for four or less school years shall earn a basic high school diploma or an alternative completion diploma by meeting their respective requirements.

- A *basic* high school diploma may be earned by meeting course requirements through instruction based on the English Language Proficiency Standards (standards that guide and define adequacy of English acquisition), with appropriate interventions and demonstration of competencies, and *by passing* all subtests of the Utah Basic Skills Competency Test (UBSCT).
- An *alternative* completion diploma may be earned by meeting course requirements through instruction based on the English Language Proficiency Standards, with appropriate interventions and demonstration of competencies, and *by attempting to pass* the Utah Basic Skills Competency Test (UBSCT) a minimum of times required as outlined in *Figures 1 and 2*.

### **Students With Disabilities**

Details related to students with disabilities are found in *Appendix 1*.

### **Section 504 of the Rehabilitation Act of 1973**

Details related to students who qualify for services under Section 504 of the Rehabilitation Act of 1973 are found in *Appendix 2*.

## **CULTURAL, ARTISTIC, AESTHETIC AND CHARACTER EDUCATION EXPERIENCES ARE VITAL**

Daily lessons and student schedules in Utah should incorporate cultural, artistic, and aesthetic experiences and be embedded in the simultaneous teaching of sound decision-making, honesty, self-responsibility, teamwork, service, civics, community engagement, and citizenship. All school coursework will increase the emphasis on key standards of reading, writing, math and science and will encourage student engagement, attendance, creativity, and active participation.

## **ACADEMIC SERVICE LEARNING HELPS STUDENTS TO ACTUALIZE THEIR STUDIES**

Academic service learning is a potent teaching tool that gives students experience at applying content knowledge to benefit individuals, communities, schools, groups, or institutions. It reinforces concepts learned in class and thereby enhances academic growth. Ideas for types of academic service learning, tied to various subjects and curricula, will be included in future versions of the core curricula.

## **HIGH ACHIEVEMENT LEVELS REQUIRE PARENT SUPPORT**

Educators are committed to helping children succeed. However, children will attain the highest level of achievement possible if parents assure that their children:

1. Live in a healthy, safe, and nurturing home
2. Are monitored for school success
3. Attend school regularly and on time
4. Read every day

Parents are always welcome to visit Utah schools and are encouraged to participate in schools. Parents should regularly talk with and listen to their students about their learning excitement and challenges.

Parents of students from special populations (e.g. English Language Learners, Special Education) must receive information in their native language or in a language well understood by the parent. They must also receive sufficient assistance from the schools so as to navigate the system and understand its processes and procedures as well as understand their parental rights and responsibilities.

## **PARENT-STUDENT-TEACHER MEETINGS ARE FUNDAMENTAL**

Parent-student-teacher meetings are the key vehicles for planning a rigorous schedule and monitoring student achievement. In these meetings, students and their parents can customize schedules and experiences. In high school, electives can be focused on academic preparation for college, applied technology programs and preparation for employment, or emphasis in music, art, or other areas of personal student interest.

### **DISTRICTS SHALL CONDUCT CURRICULUM AUDITS TO SUPPORT THE STATE CORE AND CHIEF LEARNING GOALS**

Resources are valuable and should be spent wisely in every district. Resources include time, money, schedule and calendar, space, materials, and people. Local boards should regularly review the allocation of various resources to make certain that there is alignment between chief learning goals and resource supply. Further, each local board shall conduct a curriculum audit to make certain that courses offered are ones that tie to the state core and chief learning goals. The state core includes language arts, math, fine arts, science, social studies, foreign language, physical education, health, applied technology courses, educational technology, and General Financial Literacy.

### **AN ANNUALLY SUBMITTED REPORT FROM EACH SCHOOL AND DISTRICT WILL ENSURE ACCOUNTABILITY**

The Utah State Office of Education shall require, annually, the submission of the Consolidated Utah Student Achievement Plan from each district and charter school. Similar plans must be required of every school by each district. The plans shall include updated student achievement data, including trend data, updated budget plans, measurable goals and other information to support excellence in Utah's classrooms. Plans shall be submitted annually to the Associate Superintendent at the USOE who leads the Student Achievement and School Success division.

### **PROPOSALS FOR FUNDING PILOT PROGRAMS MAY BE SUBMITTED**

A Request for Proposal (RFP) will be issued from the USOE in July 2004 for use during the 2005-06 school year, for a pilot of the elements of Performance Plus, including methods of funding that are competency, not seat time, based. The pilot will be for at least one year and must include at least one K-12 feeder program with a full third-party evaluation. Preliminary findings and a final report will be publicly reported to state legislative and educational leaders.

### **ARTICULATION WITH HIGHER EDUCATION WILL INCREASE THE VALUE OF A COMPETENCY-BASED EDUCATION**

The productivity of the state's investment in public education will be increased as curriculum standards, objectives, and exit competencies are articulated with the state's institutions of higher education. Such articulation will provide incentive to students to continue rigorous study while in high school, and simultaneously develop a meaningful transcript of higher education credits. This will enable students to matriculate into the higher education system with substantial numbers of prerequisite or general education courses already completed. Articulation reflecting movement from high school into higher education (K-16) and further dialog regarding the potential of descriptive diplomas will begin in spring 2004, as per HCR 11, *Resolution on Higher Education Remedial Classes* (2004).

## **THE UTAH STATE OFFICE OF EDUCATION PLAYS A CENTRAL ROLE IN INCREASING STUDENT ACHIEVEMENT**

In early support of Performance Plus, the Utah State Office of Education has:

1. Refined core curriculum standards following systematic review
2. Created the General Financial Literacy core curricula
3. Created a research-based Literacy Framework to provide excellence and consistency in teaching reading and writing throughout Utah
4. Developed an approved list of screening, diagnostic, monitoring and summative assessments for reading
5. Investigated research based methods of intervention for reading difficulties
6. Provided professional development to teachers regarding elements of this plan
7. Provided literacy training with emphasis on phonics to elementary administrators
8. Provided intensive in-service on No Child Left Behind, U-PASS and Performance Plus to district leadership teams
9. Created a Consolidated Utah Student Achievement Plan that is the accountability instrument for reporting student achievement results
10. Implemented the K-3 Performance Plus Reading program

As Performance Plus develops and is implemented, the role of the Utah State Office of Education (USOE) will be active in many other ways, to include these essentials:

1. Monitor the K-3 Reading program, disseminating effective practice and holding districts accountable for results.
2. Publicize outstanding results in student achievement so as to disseminate effective instructional and assessment tools and practices
3. Evaluate costs and benefits of programs and practices, including those with online application
4. Continue to increase the number of items in the Utah Test Item Pool Service (UTIPS) so that teachers can utilize testing items to prepare students for high stake, criterion-referenced testing each year
5. Investigate and acquire electronic tracking and posting systems for schools so that students, parents, teachers, administrators, and policy makers can (with appropriate password protection) readily access student achievement information online and on transcripts and diplomas, by student, teacher, grade, course, school, and district
6. Monitor a pilot program of Performance Plus with competency-based funding
7. Influence the elements and construct of No Child Left Behind
8. Fully implement the U-PASS school identification plan
9. Create a comprehensive and affordable method of assisting schools and districts that struggle to meet student achievement goals
10. Help to create the K-16 articulation plan with higher education
11. Enable parents to serve as full partners to schools by:
  - Providing informational booklets and workshops on Performance Plus
  - Conducting focus groups to hear parent concerns, and,
  - Providing regular information on the processes and procedures in Utah's schools and the rights and responsibilities of parents in schools.

*Figure 1*  
**UTAH BASIC SKILLS COMPETENCY TEST (UBSCT) SCHEDULE**

**(When UBSCT is administered, English Language Learners and all other students will have the following opportunities to attempt to pass the test.)**

<b>GRADE</b>	<b>FALL</b>	<b>SPRING</b>
9 <sup>TH</sup>	NO	NO
10 <sup>TH</sup>	NO	YES
11 <sup>TH</sup>	YES	YES
12 <sup>TH</sup>	YES	YES

*Figure 2*  
**ALTERNATIVE COMPLETION DIPLOMA SCHEDULE**

<b>ARRIVAL IN UTAH PUBLIC SCHOOL SYSTEM</b>	<b>LANGUAGE ACQUISITION WITH APPROPRIATE INTERVENTIONS</b>	<b>EARNING OF COURSE UNITS (State Plus District Requirements)*</b>	<b>UBSCT With Appropriate Testing Accommodations</b>
8 <sup>th</sup>	YES	Demonstration of Competencies	NA
9 <sup>th</sup>	YES	Demonstration of Competencies	NA
10 <sup>th</sup>	YES	Demonstration of Competencies	Attempt 3 Times
11 <sup>th</sup>	YES	Demonstration of Competencies	Attempt 2 Times
12 <sup>th</sup>	YES	Demonstration of Competencies	Attempt 1 Time

**\*List of acceptable means to demonstrate competency will be provided upon completion of State Plus District Requirements Task Force’s Recommendations.**

# **Appendix 1**

## **Students With Disabilities**

Students with disabilities who are eligible for services under the Individuals With Disabilities Education Act (IDEA) shall receive accommodations and/or modifications related to requirements associated with this proposal. Such adaptations shall be designated on an Individualized Education Plan (IEP) and made according to federal regulations and state special education rules.

Students with disabilities who are eligible for services under IDEA shall earn a basic high school diploma or alternative completion diploma by earning course units and demonstrating competency according to requirements for either diploma, using appropriate accommodations and/or modifications as determined by the IEP team.

If graduation requirements as amended on the IEP have not been completed before the student exits the system, the student may be issued a Certificate of Completion.

## **Appendix 2**

### **Students Served under Section 504**

Students with disabilities who are eligible for services under Section 504 shall receive accommodations and/or modifications related to requirements associated with Performance Plus. Such adaptations shall be designated on a Section 504 Plan and be made according to federal regulations in Section 504 of the Rehabilitation Act of 1973. A student is eligible for accommodations under Section 504 if the student has a mental or physical impairment that substantially limits one or more of a student's major life activities that impacts education. For specific information see booklet "Equal Rights for Section 504 Students" at [www.usoe.k12.ut.us](http://www.usoe.k12.ut.us), or call 538-7640.

Section 504 eligible students shall earn a basic high school diploma or alternative completion diploma by earning course units and demonstrating competency according to requirements for either diploma, using appropriate accommodations and/or modifications as determined by the school Section 504 team.



## Glossary

Academic content standards	Statements about what students should know and be able to do at each grade and in every subject.
Accommodations	Methods of individualizing instruction and/or treatment that do not alter the expected final outcome.
Alternative completion diploma	A full diploma that is gained through specialized and individualized pathways for students who have documented concerns that allow them to opt for a specialized pathway to graduation.
Articulation	Creating a joint between two parts, in this case, between public education and higher education.
Assessment	Measuring student ability in courses or subjects using informal and valid tools, usually performance in nature.
Certificate of completion	A certificate that gives evidence of a student having attended school. This certificate is less than a diploma and does not signify proficiency or competency.
Competency	The knowledge, skills, character, and citizenship required for success in postsecondary studies or employment following high school.
Competency-based education	Education that ensures students demonstrate what they know and are able to do, as required in each grade or course.
Core curriculum	Courses for which there is a set of academic content standards that serve as the content goals for those courses.
Criterion-referenced test (CRT)	End of course or end of grade test that measures the ability of students and determines their proficiency in language arts, math and science.
Diagnostic assessment	Measuring student ability in such a way as to be able to specifically identify the concepts and objectives that students have or have not mastered.

Differentiated instruction	Instruction which is planned to help all students progress in topic, whether gifted, accelerated, average, or slow learner. Assignments and readings are tailored to each child so that all progress.
English Language Learners (ELL)	Students enrolled in Utah's school whose home language is a language other than English and who have not yet the ability to speak English with comprehension and fluency.
English Language Proficiency Standards	Statements about what English Language Learners should know and be able to do as they learn English.
Gain score	The difference between a child's ability in the fall vs. the same child's ability (on the same assessment) in the spring. (The same assessment must be given to that child in the fall and spring.)
Individuals With Disabilities Education Act (IDEA)	An act signed into law in 1992 that offers specialized education to students with handicapping conditions. The act built upon original law dating back to 1978.
Interventions	Methods by which teachers help students who struggle at the first sign of learning difficulty. These may include tutoring, small groupings, after school help, summer studies, etc.
Lines of evidence	Many types of tests, assessments, and validations of work or experience, that offer a vivid and accurate portrayal of student ability.
Measurable goals	Goals describing anticipated performance, generally stated as a percent of students who will score at the proficient range on an assessment.
Modifications	Methods of individualizing instruction and/or treatment that do alter the expected final outcome.
Monitoring assessment	Measuring student ability in a way that gives individual and ongoing progress information to the teacher about a child.

No Child Left Behind	Part of the Elementary and Secondary Education Act, signed into law in 2002. It stipulates how schools, population subgroups, and students must perform and it creates sanctions for nonperformance.
Ongoing Assessment	Measuring student ability frequently so as to gauge learning progress and to inform instruction.
Performance Standards	Goals, or the degree of proficiency expected of students as they learn academic content standards.
Professional Development	In-service for educators that is focused around reaching specific outcomes or results in student achievement.
Proficiency	Able performance, generally established by setting a cut score on a test.
Rubrics	Rankings of possible performance, with descriptions of each possible ranking. Also called scoring criteria. A sample rubric might be: <ul style="list-style-type: none"> <li>4 – Outstanding performance</li> <li>3 – Acceptable performance</li> <li>2 – Improvement required</li> <li>1 – Unacceptable performance</li> </ul>
Scoring criteria	Rankings of possible performance, with descriptions of each possible ranking. Also called rubrics.
Screening assessment	Measuring student ability in a way that clearly distinguishes between students who know and are able to do a subject and those who cannot. Screening is often done at the start of a school year.
Section 504 of the Rehabilitation Act of 1973	A section of federal law that provides for accommodations for students who have a life-altering condition that limits learning.
Senate Bill 154	An omnibus Utah bill, passed in 2003, that calls for the creation of competency-based instruction in Utah.

Senate Bill 185	An omnibus Utah bill, passed in 2004, that reinforces concepts in SB154 (2003) and that adds the requirement of a “gain score” as a line of evidence.
Senate Bill 230	A state bill, passed in 2004, that supports a K-3 Performance Plus Reading Improvement initiative.
Standardized tests	Tests that are normed and can be used to compare one population to another.
Standards-based education	Education that declares what students will be expected to know and be able to do at the end of each grade or course. Standards-based education typically calls for ongoing assessment, interventions, and growth or gain scores.
Student Education Occupation Plan (SEOP)	A formal process of planning for secondary school that includes schedules, class choices, and postsecondary goals. SEOPs generally involve the student, parent and educator, often a counselor.
Students with disabilities	Students who have a handicapping condition that significantly alters their ability to learn.
Testing	Measuring student ability in courses or subjects in formal and valid ways, including both criterion-referenced and standardized forms.
Trajectory	The expected growth of a student or school, per subject, plotted over one year and multiple years to ensure that Utah graduates are well prepared.
U-PASS	The Utah Performance Assessment System for Schools that requires standardized and criterion-referenced testing as well as accountability measures for Utah districts and schools.