



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

April 28, 2022

The Honorable Sydnee Dickson
Superintendent of Public Instruction
Utah State Board of Education
P.O. Box 144200
Salt Lake City, UT 84114

Dear Superintendent Dickson:

I am writing in response to Utah's request on March 3, 2022, to the U.S. Department of Education (Department) to amend its approved consolidated State plan under the Elementary and Secondary Education Act of 1965 (ESEA), using the COVID-19 State Plan Addendum (Addendum). Utah requests these amendments to account for short-term changes in school year 2021-2022 due to extraordinary circumstances related to the COVID-19 pandemic and in response to the waivers the Department granted Utah from the accountability requirements of the ESEA for the 2019-2020 and 2020-2021 school years and the assessment requirements for the 2019-2020 school year.

Specifically, Utah requested amendments to:

- Shift forward long-term goals for academic achievement, graduation rate, and progress in achieving English language proficiency by two years.
- Modify the calculation of growth in the academic achievement indicator for high schools and the Other Academic indicator for public elementary schools and secondary schools that are not high schools.
- Modify the school quality or student success (SQSS) indicator by modifying the calculation of science growth.
- Average data from the 2020-2021 and 2021-2022 school years to identify schools for comprehensive support and improvement (CSI) based on low performance, targeted support and improvement due to consistently underperforming subgroups (TSI), and additional targeted support and improvement (ATSI).
- Exclude school years 2019-2020 and 2020-2021 from the number of years in which a school must meet the exit criteria in order to exit CSI and ATSI status.
- Modify the exit criteria for schools identified for CSI based on low performance in fall 2022 such that the CSI school must meet or exceed the performance of the lowest 15 percent of Title I schools from the year in which it was identified (i.e., school year 2021-2022). Schools identified for CSI in fall 2022 will be eligible to exit CSI status beginning in school year 2023-2024 based on data from the 2022-2023 school year.
- Modify exit criteria for schools that are eligible to exit ATSI status in fall 2022 such that a school may exit if it is not identified for CSI and the student group(s) meet or exceed the performance of the lowest five percent of all schools based on accountability data from the 2018-2019 and 2021-2022 school years.

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<http://www.ed.gov/>

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

I am approving Utah's changes to its ESEA consolidated State plan. This letter and Utah's approved Addendum for school year 2021-2022 will be posted on the Department's website along with the currently approved version of Utah's ESEA consolidated State plan (available at: <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/>). Because I am approving changes through the Addendum that are not limited to the 2021-2022 school year (e.g., shifted long-term goal timelines and modified exit criteria), the State must submit an updated ESEA consolidated State plan that incorporates those approved changes at a later date.

Please be aware that approval of this amendment to Utah's consolidated State plan is not a determination that all the information and data included in the amended State plan comply with Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act. It is Utah's responsibility to comply with these civil rights requirements.

I know that you are doing all in your power to support your districts and schools to ensure the health and well-being of students and educators. Thank you for your dedication to this effort. If you have any questions, please contact my staff at OESE.TitleI-a@ed.gov.

Sincerely,

/s/

James F. Lane, Ed. D.
Senior Advisor, Office of the Secretary
Delegated the Authority to Perform the
Functions and Duties of the Assistant Secretary
Office of Elementary and Secondary Education

cc: Max Lang, Student Support Division, ESEA Programs and Related State Initiatives, Utah State Board of Education
Ann-Michelle Neal, Accountability Specialist, Utah State Board of Education