

**MEMORANDUM**

**TO:** Members, Utah State Board of Education

**FROM:** Aaron Brough  
Data and Statistics | Chief Privacy Officer

**DATE:** June 9-10, 2016

**DISCUSSION:** Procedure to Designate an Alternative or Special Needs School

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**Background:**

Board rule R277-497-6 allows for an exemption to School Grades for alternative and special needs schools. The Standards and Assessment Committee requested staff to present the difference between School Grades and Alternative School Accountability calculations to help the consideration of requirements of a school to be designated as an "alternative school."

**Board Strategic Plan:**

This item supports the following imperative(s) and strategies in the Board's Strategic Plan:

Imperatives: I. Educational Equity, II. Quality Learning

Strategies: Accountability and Educational options

**Anticipated Action:**

The Standards and Assessment Committee will review and discuss the information presented.

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# Accountability Comparison

School Grades Versus Alternative Accountability

June, 2016




# Background: School Grades

- Utah's School Grading accountability system was designed to establish a clear and easily understandable evaluation of Utah schools by giving each school a grade of A, B, C, D or F.



# Background: Schools that will Receive a School Grade Report

- Elementary School: Any School without a 12 grade
- High School: Any School with a 12th grade, and a low grade not lower than 7th.
- Combination School: Any School with a 12th grade and a grade lower than grade 7 will be assigned two reports: High School (9th - 12th); Elementary (8th and below)
- Exempt Schools: Alternative and Special Needs schools; Elementary Schools that are in the first year of operation and have requested exemption; and High Schools that are in the first or second year of operation and have requested exemption.



# Background: Alternative Accountability

- Development of Utah's Alternative and Special Needs School Accountability Report began in the spring of 2012 as an outgrowth of work on the Utah State Federal Accountability Report (SFAR; formerly UCAS).
- The project was inspired by recognition that many schools in Utah have a specialized mission and that a uniform approach to accountability for all schools in the state is not sufficient. In order to better gauge the effectiveness of alternative and Special Needs schools, a distinct system comprised of indicators better suited to describe the achievement of these schools was developed.
- The Alternative and Special Needs School Accountability Report was developed by a committee led by the Utah State Office of Education and consultants from the National Center for the Improvement of Educational Assessment. Educators and leaders from many of the state alternative schools served on the committee, which met regularly throughout calendar year 2012. Committee members contributed substantially to the design and evaluation of the system described in this document.



# Background: Schools that will Receive an Alternative Accountability Report

- **Alternative School** – A school established to serve youth who are not succeeding in a traditional school environment; and designated as an alternative school by the State Board of Education.
- **Special Needs School** – a school that only enrolls a student who has at least one of the following disabilities: an intellectual disability; a hearing impairment or deafness; a speech or language impairment; a visual impairment, including blindness; deaf blindness; an emotional disturbance; an orthopedic impairment; autism; developmental delay; traumatic brain injury; other health impairment; multiple disabilities; or specific learning disabilities; and has been determined to need placement in a special school by an IEP team.

# Scoring Elements

Scoring Element	School Grades	Alternative School Accountability
Participation (expected tests)	X	
Proficiency	X	
Growth - all students (AS)	X	X
Growth - below proficient students (BP)	X	X
College & Career Readiness (High School only)	X	
Attendance		X
Credit Earning		X
Attainment		X
School Climate		X
<b>Grade</b>	<b>X</b>	

# Scoring Values

Scoring Element	School Grades	Alternative School Accountability
Participation (expected tests)	One letter grade drop if not met	
Proficiency	300	
Growth (AS and BP combined)	300	300
College & Career Readiness (High School only)	300	
Attendance		375
Credit Earning		375
Attainment		300
School Climate		150
<b>Score Range Possible:</b>	<b>600 (elementary); 900 (high school)</b>	<b>150-1500 (dependent on number of measures included)</b>



# Scoring Requirements

Scoring Requirements	School Grades	Alternative School Accountability
Are minimum 'n-sizes' required?	Yes – There must be at least 10 students included in the calculation for each element and/or content area.	Yes – The minimum n-size required for the Growth, Attendance, Credit Earning, and Attainment scoring elements is ten (10) students. an No – School Climate does not have a minimum n-size.
Are there other calculation requirements?	Yes – The Participation calculation is only done if there are at least 40 students who were expected to test.	An 'inclusion rate' must be met for Growth to be calculated: The n-size of students included in at least one of the content area growth calculations must equal at least 10% of the FAY enrollment of that school.

# Scoring Requirements Cont.

Scoring Requirements	School Grades	Alternative School Accountability
Are schools held accountable for students who did not test, as permitted by Utah Code 53A-15-1403(9))	Parentally excluded students are not expected to test and are excluded from Participation, Proficiency, and Growth calculations	Parentally excluded students are not expected to test and are excluded from Growth calculations.
What happens with the overall score if one or more scoring elements does not have a score (due to not meeting the calculation requirements)?	If school is missing one of the score elements school will not be given a letter grade or overall score but data is still produced.	If one of the scoring elements is missing, it is left out and the total points possible are adjusted to reflect its exclusion.



# Element: Participation

- School Grades: In accordance with the U.S. Department of Education's approval of Utah State Office of Education's request for flexibility from the Elementary and Secondary Education Act (ESEA), a school must meet the 95% participation rate for all students (AS) as well as below proficient (BP) students.
  - Schools not meeting the participation requirement will receive one letter grade deduction. A school's test participation rate is calculated by dividing the total number of countable participants by the total number of countable participants and countable non-participants.

# Calculation: Participation

Participation Calculations	School Grades	Alternative School Accountability
All Students (AS) Participation	Among all students who are expected to test (See the <a href="#">2015 Utah Accountability Technical Manual</a> for an explanation of expected tests for School Grades purposes), if participation is less than 95%, the grade will be lowered by one letter grade.	NA
Below Proficient (BP)* Students Participation	If participation of AS is greater than or equal 95% but BP is less than 95% the grade will be lowered by one letter grade. This is after rounding to the nearest whole percent.	NA
Exceptions	When n-size is less than 40 participation is not calculated.	NA
<b>Total Score</b>	<b>Drop of up to one letter grade</b>	<b>NA</b>

\*Below Proficient (BP) students are defined as all students who achieve a proficiency level 1 or level 2 in the prior year in a given content area.




# Element: Proficiency

- School Grades: The percent of countable students scoring at or above proficient. The number of proficient scores on viable test taken by countable participants are divided by the total number of scores on viable test taken by countable participants.

# Calculation: Proficiency Score

Proficiency Calculations	School Grades	Alternative School Accountability
English Language Arts (ELA)	ELA percent proficient * 100	NA
Math	Math percent proficient * 100	NA
Science	Science percent proficient * 100	NA
Exceptions	When a content area is missing, points are shifted and divided evenly among remaining content areas. If all three content areas have less than 10 students a Proficiency score is not calculated.	NA
<b>Total Score</b>	<b>Sum of content area (Language Arts, Mathematics, and Science) points earned; 0-300 possible</b>	<b>NA</b>



# Element: Growth

- School Grades: For Utah School Grades, a student is considered to have achieved “growth” if they reach an SGP of 40 or higher. This indicates that among academic peer groups, this student grew academically equal to or better than 40 percent of his or her peers.
- Alternative School Accountability: A measure of student academic progress based on a school’s median student growth percentile for all students and for below proficient students.

# Calculation: AS Growth

Growth Calculations	School Grades	Alternative School Accountability
All Students ELA	ELA percent of SGP scores 40 or above * 50	If MGP $\geq 70$ , 200 points; If MGP $\leq 30$ , 50 points; If MGP $>30$ and $< 70$ , calculate points: $(MGP \times 3.75) - 62.50$
All Students Math	Math percent SGP scores 40 or above * 50	Same as AS ELA
All Students Science	Science percent SGP scores 40 or above * 50	Same as AS ELA
Exceptions	If there are not at least ten students in a content area then the points are equally divided among the other AS content areas.	Points are calculated for each content area with at least ten students.



# Calculation: BP Students Growth

Growth Calculations	School Grades	Alternative School Accountability
BP Students ELA	ELA percent SGP scores 40 or above * 50	If MGP $\geq 70$ , 100 points; If MGP $\leq 30$ , 25 points; If MGP $>30$ and $< 70$ , calculate points: $(MGP \times 1.875) - 31.25$
BP Students Math	Math percent SGP scores 40 or above * 50	Same as BP ELA
BP Students Science	Science percent SGP scores 40 or above * 50	Same as BP ELA
Exceptions	If there are not at least ten students in a content area then the points are equally divided among the other BP content areas.	Points are calculated for each content area with at least ten students.

# Calculation: Growth Score

Growth Calculations	School Grades	Alternative School Accountability
Exceptions: Inclusion Rate	NA	A school must meet the inclusion rate criterion of 10%.
Exceptions: n-sizes	If all three BP growth content areas have less than ten students each, then the points shift to AS growth (divided equally among AS content areas).	If all three BP growth content areas have less than ten students each, then multiply the AS total points by 1.5.
Exceptions: Sub-scores	If AS and BP Growth scores are both missing, total score is not calculated.	If AS and BP Growth scores are both missing, total score is not calculated.
<b>Total Score</b>	<b>Sum of all growth points earned; 0-300 possible</b>	<b>Average of AS growth points + Average of BP growth points; 0-300 possible</b>



# Element: College & Career Readiness


- School Grades: School Grading Accountability systems measures CCRs for high schools (schools having a 12th grade). CCR is divided into two equal parts: graduation rate (150 points) and meeting subject benchmarks on the ACT (150 points).
  - School Grading system uses the federal graduation rate, with the exception of excluding retained seniors.
  - Only federal 4 year graduates are included in the ACT calculation. A student is considered to have “passed” the ACT by scoring at or above benchmark in all four ACT subject areas. They must pass all four benchmarks, but this does not have to be in the same test occasion.

# Calculation: College & Career Readiness

CCR Calculations	School Grades (High Schools Only)	Alternative School Accountability
Graduation	Among the prior year Federal 4-year Cohort; Percent graduated (Excluding Retained Seniors with an IEP); Multiplied by 150.	NA
ACT	Among prior year Federal 4-year Cohort Graduates; Percent of students scoring at or above college ready benchmarks (as set by College Board) on the ACT; Multiplied by 150.	NA
Exceptions	Points are calculated for each CCR area with at least ten students.	NA
<b>Total Score</b>	<b>Sum of graduation score and ACT score; 0-300 possible</b>	<b>NA</b>



# Calculation: Attendance

- Alternative School Accountability: A measure which incorporates the school's attendance rate in the current year or improvement in cohort attendance rate from the previous year.
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# Calculation: Attendance Rate

Attendance Calculations	School Grades	Alternative School Accountability
Inclusion Criterion	NA	Include students enrolled for a minimum of 90 days in the school for the accountability school year.
Student Attendance Rate	NA	The sum of the number of days attended divided by the sum of the number of days enrolled at the school for the accountability school year.
School Attendance Rate	NA	The average of all individual student attendance rates (for all students meeting the inclusion criterion) at the reported school.
Points	NA	If the rate is: less than 82% = 150 points; greater than or equal to 82% and less than 87% = 225 points; greater than or equal to 87% and less than 90% = 300 points; and greater than or equal to 90% = 375 points

# Calculation: Attendance Improvement

Attendance Improvement Calculations	School Grades	Alternative School Accountability
Inclusion Criterion	NA	Students in attendance rate, who were enrolled in a single Utah school for at least 45 days in the prior year.
Student Attendance Improvement Rate	NA	Calculate attendance rates for the accountability year and the prior year, then subtract the prior year rate from the accountability year rate; the difference is the attendance improvement rate.
School Attendance Improvement Rate	NA	The average of all individual student attendance improvement rates (for all students meeting the inclusion criterion) at the reported school.
Points	NA	If the rate is: decline of more than 3% = 150 points; decline between 0% and 3% = 225 points; improvement between 0% and 3% = 300 points; and improvement of 3% or more = 375 points


# Calculation: Attendance Score

Attendance Improvement Calculations	School Grades	Alternative School Accountability
Exception	NA	Points are calculated for each attendance sub-score with at least ten students.
<b>Total Score</b>	<b>NA</b>	<b>The attendance score reported is the higher of the attendance rate score or the attendance improvement rate score; 150-375 possible</b>





# Element: Credit Earning

- Alternative School Accountability: A measure of the degree to which students enrolled in the current year are successfully completing courses in which they are enrolled or are making improvement in cohort credit earning rate from the previous year.
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# Calculation: Credit Earning Rate

Credit Earning Calculations	School Grades	Alternative School Accountability
Inclusion Criterion	NA	Include students enrolled in grades 9-12 for a minimum of 90 days in the school for the accountability school year, who have greater than 0 credits attempted.
Student Credit Earning Rate	NA	The sum of the number of credits earned divided by the sum of the number of credits attempted at the school for the accountability school year.
School Credit Earning Rate	NA	The average of all individual student credit earning rates (for all students meeting the inclusion criterion) at the reported school.
Points	NA	If the rate is: less than 70% = 150 points; greater than or equal to 70% and less than 80% = 225 points; greater than or equal to 80% and less than 90% = 300 points; and greater than or equal to 90% = 375 points

# Calculation: Credit Earning Improvement

Credit Earning Improvement Calculations	School Grades	Alternative School Accountability
Inclusion Criterion	NA	Students in credit earning rate, who were enrolled in grades 9-12 in a single Utah school for at least 45 days in the prior year, with greater than 0 credits attempted.
Student Credit Earning Improvement Rate	NA	Calculate credit earning rates for the accountability year and the prior year, then subtract the prior year rate from the accountability year rate; the difference is the credit earning improvement rate.
School Credit Earning Improvement Rate	NA	The average of all individual student credit earning improvement rates (for all students meeting the inclusion criterion) at the reported school.
Points	NA	If the rate is: decline of more than 10% = 150 points; decline between 0% and 10% = 225 points; improvement between 0% and 10% = 300 points; and improvement of 10% or more = 375 points

# Calculation: Credit Earning Score

Credit Earning Improvement Calculations	School Grades	Alternative School Accountability
Exception	NA	Points are calculated for each credit earning sub-score with at least ten students.
Total Score	NA	The credit earning score reported is the higher of the credit earning rate score or the credit earning improvement rate score; 150-375 possible

# Element: Attainment

- Alternative School Accountability: A measure of the extent to which students successfully complete or make substantial progress toward completion of meaningful educational goals.
- The attainment index specifies certain exit outcomes for every student each of which is associated with a point value as shown in the table below:

Included codes	Points
Graduate (Early, Carnegie, Military, and Other)	300
GED and Other Completers (Aged out, certificate of completion, UAA graduate)	250
Transferred to Higher Ed or UCAT	250
Transferred (tracks, School, District, to Charter, and under NCLB)	150
Transferred to Adult Ed	150
Retained Senior	150
Dropout (dropped out, expelled, exited to take the GED, graduation pending, unknown, unable to determine status, and withdrew)	0

Excluded codes	Points
Died, transferred to homeschool or private school, transferred out of state or country, foreign exchange student, withdrew for medical reasons	NA

# Calculation: Attainment Score

Credit Earning Improvement Calculations	School Grades	Alternative School Accountability
Inclusion Criterion		Student was enrolled for any period of time in at an alternative school in the accountability year, and has a high school completion status or exit code that corresponds to any of the included categories
Exception	NA	Points are calculated if at least ten students have an exit outcome with associated points.
<b>Total Score</b>	<b>NA</b>	<b>The attainment score reported is average of the included students' attainment points; 0-300 possible</b>



# Calculation: School Climate

- Alternative School Accountability: An indicator that signals if a school is collecting data to evaluate school climate and using results to inform efforts to improve climate.
  - The purpose of this category is to signal the importance of measuring school climate, evaluating the outcomes of that measure, and taking action based on those outcomes.

# Calculation: School Climate

School Climate Calculations	School Grades	Alternative School Accountability
Question 1	NA	Did the school administer a survey to measure school climate in the current academic year?
Question 2	NA	If yes, did the school review data and take action to improve school climate?
<b>Total Score</b>	<b>NA</b>	<b>Schools receive the full 150 points if they accurately report an affirmative response to both questions; 0-150 possible</b>



# Calculation: Overall Score

Overall Score Calculations	School Grades	Alternative School Accountability
Exceptions:	If school is missing one of the element scores, school will not be given a letter grade or overall score but data is still produced.	If one of the scoring elements is missing, it is left out and the total points possible are adjusted to reflect its exclusion.
<b>Total Score</b>	<b>Sum of all score elements</b>	<b>Sum of all score elements</b>
<b>Total Possible</b>	<b>Elementary: 0-600 possible; High School: 0-900 possible</b>	<b>0-1500 possible</b>

# Calculation: School Grade

School Grade cut scores	School Grades	Alternative School Accountability
Exceptions	If school is missing one of the element scores, school will not be given a letter grade or overall score but data is still produced.	NA
Elementary Schools	A) 900 - 572 points (100%-64%) B) 571 - 455 points (63%-51%) C) 454 - 383 points (50%-43%) D) 382 - 356 points (42%-40%) F) 355 points or less (<40%)	NA
High Schools	A) 600 - 381 points (100%-64%) B) 380 - 303 points (63%-51%) C) 302 - 231 points (50%-39%) D) 230 - 180 points (38%-30%) F) 179 points or less (<30%)	NA



# Accountability Systems

- Note that this presentation contrasts two of Utah's accountability systems: School Grades, and Utah's Alternative and Special Needs School Accountability. Not included in this presentation are: PACE and SFAR.

## List of Schools currently designated as exempt from School Grades Accountability System

### Alternative Schools

	District	School	School Type
1	ALPINE DISTRICT	POLARIS HIGH SCHOOL	Alternative School
2	ALPINE DISTRICT	SUMMIT HIGH	Alternative School
3	BOX ELDER DISTRICT	DALE YOUNG COMMUNITY HIGH	Alternative School
4	CACHE DISTRICT	CACHE HIGH	Alternative School
5	CANYONS DISTRICT	DIAMOND RIDGE HIGH SCHOOL	Alternative School
6	CARBON DISTRICT	LIGHTHOUSE HIGH	Alternative School
7	DAVIS DISTRICT	MOUNTAIN HIGH	Alternative School
8	DAVIS DISTRICT	RENAISSANCE ACADEMY	Alternative School
9	DORIUS ACADEMY	DORIUS ACADEMY	Alternative School
10	FAST FORWARD HIGH	FAST FORWARD HIGH	Alternative School
11	GRANITE DISTRICT	GRANITE CONNECTION HIGH	Alternative School
12	GRANITE DISTRICT	YOUTH EDUCATIONAL SUPPORT SCHOOL	Alternative School
13	IRON DISTRICT	SOUTHWEST EDUCATIONAL ACADEMY	Alternative School
14	JORDAN DISTRICT	VALLEY HIGH SCHOOL	Alternative School
15	NEBO DISTRICT	LANDMARK HIGH	Alternative School
16	NORTH SANPETE DISTRICT	NORTH SANPETE SPECIAL PURPOSE SCHOOL	Alternative School
17	OAKGROVE SCHOOL	OAKGROVE SCHOOL	Alternative School
18	OGDEN CITY DISTRICT	GEORGE WASHINGTON HIGH	Alternative School
19	PROVO DISTRICT	INDEPENDENCE HIGH	Alternative School
20	SALT LAKE DISTRICT	HORIZONTE INSTR & TRN CTR	Alternative School
21	SEVIER DISTRICT	CEDAR RIDGE HIGH	Alternative School
22	TOOELE DISTRICT	BLUE PEAK HIGH	Alternative School
23	UINTAH DISTRICT	ASHLEY VALLEY EDUC CTR	Alternative School
24	UINTAH RIVER HIGH	UINTAH RIVER HIGH	Alternative School
25	WASHINGTON DISTRICT	MILLCREEK HIGH	Alternative School
26	WEBER DISTRICT	SUMMIT VIEW	Alternative School
27	WEBER DISTRICT	TWO RIVERS HIGH	Alternative School
28	YOUTH VILLAGE ACADEMY	YOUTH VILLAGE ACADEMY	Alternative School

## Special Needs Schools

	District	School	School Type
1	ALPINE DISTRICT	DAN W. PETERSON	Special Needs
2	ALPINE DISTRICT	HORIZON SCHOOL	Special Needs
3	AMERICAN HERITAGE AT SOUTH JORDAN	AMERICAN HERITAGE AT SOUTH JORDAN	Special Needs
4	AMERICAN LEGACY ACADEMY	AMERICAN LEGACY ACADEMY	Special Needs
5	AUTISM BEHAVIOR TREATMENT CENTER	AUTISM BEHAVIOR TREATMENT CENTER	Special Needs
6	CACHE DISTRICT	SPECIAL SERVICES	Special Needs
7	CACHE VALLEY LEARNING CENTER	CACHE VALLEY LEARNING CENTER	Special Needs
8	CANYON SCHOOL FOR THE ARTS	CANYON SCHOOL FOR THE ARTS	Special Needs
9	CANYONS DISTRICT	CANYONS TRANSITION ACADEMY	Special Needs
10	CANYONS DISTRICT	JORDAN VALLEY SCHOOL	Special Needs
11	CANYONS DISTRICT	SOUTH PARK ACADEMY	Special Needs
12	CARBON DISTRICT	CASTLE VALLEY CENTER	Special Needs
13	CARITAS ACADEMY OF CLASSICAL CHRISTIA	CARITAS ACADEMY OF CLASSICAL CHRISTIAN EDUC	Special Needs
14	CARMEN PINGREE SCHOOL	CARMEN PINGREE SCHOOL	Special Needs
15	CHILDREN'S CHRISTIAN SCHOOL	CHILDREN'S CHRISTIAN SCHOOL	Special Needs
16	CLEAR HORIZONS	CLEAR HORIZONS	Special Needs
17	DANCING MOOSE MONTESSORI	DANCING MOOSE MONTESSORI RIVER PARK	Special Needs
18	DAVIS DISTRICT	STAR TRANSITION	Special Needs
19	DUCHESNE DISTRICT	CON AMORE SCHOOL	Special Needs
20	EVERGREEN MONTESSORI ACADEMY	EVERGREEN MONTESSORI ACADEMY	Special Needs
21	GRANITE DISTRICT	HARTVIGSEN SCHOOL	Special Needs
22	JEWISH COMMUNITY CENTER	JEWISH COMMUNITY CENTER	Special Needs
23	JORDAN DISTRICT	KAURI SUE HAMILTON	Special Needs
24	JORDAN DISTRICT	RIVERS EDGE SCHOOL	Special Needs
25	JORDAN DISTRICT	SOUTH VALLEY SCHOOL	Special Needs
26	KIDS WORLD	KIDS WORLD	Special Needs
27	MONTESSORI AT RIVERTON	MONTESSORI AT RIVERTON	Special Needs
28	MONTESSORI LEARNING CENTER	MONTESSORI LEARNING CENTER	Special Needs
29	MURRAY DISTRICT	MURRAY ADULT TRANSITION	Special Needs
30	NEBO DISTRICT	BRIDGES NEBO TRANSITION CENTER	Special Needs
31	NEBO DISTRICT	OAKRIDGE SCHOOL	Special Needs
32	NEW HORIZONS ACADEMY	NEW HORIZONS ACADEMY	Special Needs
33	OGDEN CITY DISTRICT	CONTRACTED SPECIAL EDUCATION	Special Needs
34	OGDEN CITY DISTRICT	SPEC EDUC ATC	Special Needs
35	OGDEN VALLEY MONTESSORI SCHOOL	OGDEN VALLEY MONTESSORI SCHOOL	Special Needs
36	PROVO DISTRICT	EARLY CHILDHOOD ED CNTR	Special Needs
37	PROVO DISTRICT	EAST BAY POST HIGH	Special Needs
38	PROVO DISTRICT	OAK SPRINGS SCHOOL	Special Needs
39	SALT LAKE DISTRICT	CHILDREN BEHAVIOR THERAPY UNIT (CBTU)	Special Needs
40	SALT LAKE DISTRICT	COLUMBUS COMMUNITY CENTER	Special Needs
41	SALT LAKE DISTRICT	PRIVATE SCHOOL	Special Needs
42	SEPS LEARNING CENTER	SEPS LEARNING CENTER	Special Needs
43	UTAH AUTISM ACADEMY	UTAH AUTISM ACADEMY	Special Needs
44	UTAH AUTISM ACADEMY	UTAH AUTISM ACADEMY AT CLEAR HORIZONS	Special Needs
45	UTAH CATHOLIC SCHOOLS	UTAH CATHOLIC SCHOOLS	Special Needs
46	UTAH SCHOOLS FOR DEAF & BLIND	BLIND REGION 2	Special Needs
47	UTAH SCHOOLS FOR DEAF & BLIND	CENTRAL REGION DEAF	Special Needs
48	UTAH SCHOOLS FOR DEAF & BLIND	JEAN MASSIEU SCHOOL FOR THE DEAF	Special Needs
49	UTAH SCHOOLS FOR DEAF & BLIND	NORTH REGION BLIND	Special Needs
50	UTAH SCHOOLS FOR DEAF & BLIND	NORTH REGION DEAF	Special Needs
51	UTAH SCHOOLS FOR DEAF & BLIND	SOUTH REGION DEAF	Special Needs
52	WASATCH CHRISTIAN SCHOOL	WASATCH CHRISTIAN SCHOOL	Special Needs
53	WASHINGTON DISTRICT	POST HS SELF-CONT	Special Needs
54	WEBER DISTRICT	CANYON VIEW SCHOOL	Special Needs

## Defining Alternative Schools

The large and/or traditional school environment are becoming less effective for increasing numbers of students. Research shows this is especially true for at-risk, vulnerable, and disengaged students.

Alternative schools are schools established for the purpose of serving youth who are not succeeding in a traditional school environment. These schools have instructional programs that utilizes successful alternative or adaptive school structures and teaching techniques. Alternative schools are commonly described as having smaller enrollments and are primarily designed for high school age students.

### District School

District have historically developed and designated one or more schools as their alternative school(s) and have put in district wide policies and procedures to refer a student by school administrators, counselors, or another designated school team.

Local district boards designate their alternative schools. District School Board and Superintendent should submitted once every three years to the State Board of Education the list of schools designated as "Alternative School" for the School Grades exception.

### Charter Schools

Charter schools that are seeking "Alternative School" designation need to present to the State Board of Education the reason why the Board should consider accepting the application. The Charter representative should attempt to answer the following:

- How the school is designed to meet a variety of needs including preventing students from dropping out of school, providing another educational option, serving as a disciplinary consequence, or providing academic/behavioral remediation.
- How and if the school is designed to serve students for varying amounts of time (e.g., short-term placement and transition back to traditional school; long-term commitment through graduation).
- If the school has educational programs that typically include one or more of the following;
  - an emphasis on individual instruction,
  - a focus on basic academic skills,
  - Social services (e.g., counseling or social skills instruction),
  - Community or work-based learning.

Once a Charter school is accepted as an "Alternative School", a renewal application will need to be submitted to the State Board of Education every three years with the reason the school should remain being classified as an alternative school.