

## **Agency:** UTAH STATE BOARD OF EDUCATION

## **Request Title:** RESA Service and Support Enhancements for Rural Education

### **Purpose Statement:**

**Early Learning:** Shifting instructional coaching in RESAs to implement equitable regional support in literacy coaching and professional learning in early literacy as envisioned in SB127 (2022).

**Educator Salary Adjustment for RESAs:** Provide educator salary adjustment (ESA) funding for eligible RESA employees.

**Annual Funding Request Mechanism:** Through one or more mechanisms, create a funding solution for RESAs to continue to provide services for rural schools.

### **What is the nature of your request?**

- ★ **BOTH POLICY and FUNDING** – Proposing a new program or expansion of an existing program that will require new/amended state code and financial resources.

### **POLICY REQUEST**

**Early Learning:** Policy request not needed

#### **Educator Salary Adjustment for RESAs:**

1. **Section(s) of State Code to be addressed (if none, insert “N/A”):**  
[53F-2-405](#). Educator salary adjustments.
2. **Summarize the request, the specific problem it will solve, and how it will solve the problem. (Describe the issues or concerns the legislation will address:)**  
This request is to allow eligible RESA educators to be included in the yearly educator Salary Adjustment increase. This would align with the existing K-12 practices. Currently RESAs are not included as one of the eligible recipients of this increase. By adding RESAs

to the list of eligible recipients those educators teaching in RESAs will also receive the salary increase.

- 3. Describe the history of the issues or concerns including relevant context and timelines:**  
Enactment of H.B. 215 in general session 2023 included ongoing financial support for the Educator Salary Adjustment increase of \$4,200 plus employer-paid benefits to qualifying educators. Current code [53F-2-405](#) does not include RESA educators.

- 4. What are the suggested legislative solutions? Include code references and suggested language where possible:**

The suggested solution is to include RESA as one of the options for the USBE to distribute money appropriated for educator salary adjustments.

Recommended to amend [53F-2-405](#) as follows:

(1) As used in this section, "educator" means a person employed by a school district, charter school, RESA, or the Utah Schools for the Deaf and the Blind who holds:

(3) Money appropriated to the state board for educator salary adjustments shall be distributed to school districts, charter schools, RESA, and the Utah Schools for the Deaf and the Blind

(4) A school district, a charter school, RESA, or the Utah Schools for the Deaf and the Blind shall award bonuses to educators as follows:

(a) the amount of the salary adjustment shall be the same for each full-time-equivalent educator position in the school district, charter school, RESA, or the Utah Schools for the Deaf and the Blind;

(6)(c) In distributing and awarding salary adjustments for school administrators, the state board, a school district, a charter school, RESA, or the Utah Schools for the Deaf and the Blind shall comply with the requirements for the distribution and award of educator salary adjustments as provided in Subsections (3) and (4).

#### **Annual Funding Request Mechanism:**

- 1. Section(s) of State Code to be addressed (if none, insert "N/A"):**  
[53G-4-410](#). Regional education service agencies.
- 2. Summarize the request, the specific problem it will solve, and how it will solve the problem. (Describe the issues or concerns the legislation will address:)**

Through one or more mechanisms, create a funding solution for RESAs to continue to provide services for rural schools. The RESAs do not currently have a mechanism for providing budgetary adjustments in alignment with economic factors including inflation.

The lack of funding solutions does not allow RESAs to be competitive with the changes in the markets to be competitive and may create teacher retention issues. By creating a policy solution for funding in place, it will allow the RESAs to be consistent in services to rural schools.

Potential mechanisms proposed include:

- a) **WPU Increase:** Provide a funding mechanism to increase RESA funding in alignment with the WPU increase appropriated each fiscal year.
- b) **State Labor Market Increase:** Increase the RESA funding by the State Agency annual percentage increase approved by the legislature each fiscal year.
- c) **Inflationary Rate:** Increase the RESA funding by an annual inflationary index

**3. Describe the history of the issues or concerns including relevant context and timelines:**

Originally RESAs were funded above the line with the WPU factor amount in 1969, which provided an annual funding increase. The request is an attempt to restore that funding mechanism that was removed previously or to create a new solution.

**4. What are the suggested legislative solutions? Include code references and suggested language where possible:**

It is recommended to amend 53G-4-410 to strike section (8) to include a new funding mechanism option as outlined below.

Potential funding Mechanisms that would replace section (8):

**WPU Increase:** Provide a funding mechanism to increase RESA funding in alignment with the WPU increase appropriated each fiscal year.

**State Labor Market Increase:** Increase the RESA funding by the State Agency annual percentage increase approved by the legislature each fiscal year.

**Inflationary Rate:** Increase the RESA funding by an annual inflationary index

**Current Funding for FY 2024:** *(Provide current year funding differentiating one-time and ongoing funding for the program.)*

**Early Learning:**

FY 2024 Ongoing Funding = \$300,000

FY 2024 One-Time Funding = \$250,000

**Educator Salary Adjustment for RESAs:**

FY 2024 Ongoing Funding = \$0

FY 2024 One-Time Funding = \$0

**Annual Funding Request Mechanism:**

FY 2024 Ongoing Funding = \$2,115,000

FY 2024 One-Time Funding = \$0

**Projected Results:** *(Provide 1-2 bullets on how the policy/funding request would lead to a measurable outcome in the K-12 education system (ex. performance measure).)*

**Early Learning:**

- Increased percentage of students making progress or obtaining benchmark in literacy

**Educator Salary Adjustment for RESAs:**

- % of uptake for # of eligible educator receiving the Educator Salary Adjustment (ESA) supplement

**Annual Funding Request Mechanism:**

- A 10% increase in RESA retention of employees in positions as measured by FY 21 retention baselines

**Rationale:** *(Describe in 1-2 bullet points the “why” behind your request. Why is this action necessary for K-12 education?)*

**Early Learning:** To extend essential services for PK-3 rural educators in advancing student learning in literacy to establish a solid early learning foundation.

**Educator Salary Adjustment for RESAs:** To provide educator stipend funding for eligible RESA employees to align with existing market pressures to retain employees.

**Annual Funding Request Mechanism:** Through one or more mechanisms, create a funding solution for RESAs to continue to provide services for rural schools.

**If not funded/approved:** *(Describe in 1 sentence the impact of not funding/approving this request.)*

**Early Learning:** Inequitable access to essential services for PK-3 rural educators in advancing student learning in literacy will continue. Instructional coach positions (4.5 FTE) will be discontinued.

**Educator Salary Adjustment for RESAs:** RESA employees may choose to leave the regional service centers for stipend eligible positions which would be detrimental to rural schools, impacting consistency of RESA services and valuable resources.

**Annual Funding Request Mechanism:** The RESAs do not currently have a mechanism for providing budgetary adjustments in alignment with economic factors including inflation. This may cause a risk in continuity of services through lack of RESA employee retention, which would impact services to Utah's rural schools.

## **USB E Lead Point of Contact:**

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**USB E Section:** Administration

DRAFT

# FUNDING REQUEST

## Board Action for Request:

June 1, 2023 full Board meeting

MOTION: That the Board directs staff to develop one comprehensive legislative request for the 2024 legislative session that includes all potential Regional Educational Service Agencies (RESA) funding and policy requests together.

1. **Summarize the request, the specific problem it will solve, and how it will solve the problem.**

**Early Learning:** In our rural schools, regional support in literacy coaching and professional learning in early literacy is limited due to lean district office specialists and limitations of staffing to provide more personalized, professional learning support. To provide support that most teachers receive in our suburban and urban districts and charter schools, this funding would be used to shift instructional coaches in rural schools to serve PK-3 educators in schools that demonstrate the highest need based on student learning outcomes. The early learning coaches provide targeted, grade level specific coaching and professional learning support to teachers to address the learning needs of their preschool through grade three students. These coaches have deep knowledge in the science of early learning, both the knowledge and pedagogy, and can support educators in establishing a strong start for future success of our early learners.

**Educator Salary Adjustment for RESAs:** Enactment of H.B. 215 in general session 2023 included ongoing financial support for the Educator Salary Adjustment increase of \$4,200 plus employer-paid benefits to qualifying educators. This request is to allow eligible RESA educators to be included in that benefit in alignment with the existing K-12 practices.

**Annual Funding Request Mechanism:** Through one or more mechanisms, create a funding solution for RESAs to continue to provide services for rural schools. The RESAs do not currently have a mechanism for providing budgetary adjustments in alignment with economic factors including inflation. The lack of funding solutions does not allow RESAs to be competitive with the changes in the markets to be competitive and may create teacher retention issues. By creating a policy solution for funding in place, it will allow the RESAs to be consistent in services to rural schools.

Potential mechanisms proposed include:

- d) **WPU Increase:** Provide a funding mechanism to increase RESA funding in alignment with the WPU increase appropriated each fiscal year.
- e) **State Labor Market Increase:** Increase the RESA funding by the State Agency annual percentage increase approved by the legislature each fiscal year.
- f) **Inflationary Rate:** Increase the RESA funding by an annual inflationary index

**2. Amount Requested:**

**Early Learning:**

Funding Source	Amount (\$)
FY 2025 one-time funding	
FY 2025 ongoing funding	<b>\$750,000</b>
<b>Funding requested</b>	<b>\$750,000</b>

**Educator Salary Adjustment for RESAs:**

Funding Source	Amount (\$)
FY 2025 one-time funding	\$
FY 2025 ongoing funding	<b>\$215,517</b> <ul style="list-style-type: none"> <li>• \$11,343 per FTE (19 FTEs)</li> </ul>
<b>Funding requested</b>	<b>\$215,517</b>

**Annual Funding Request Mechanism:**

Funding Source	Amount (\$)
FY 2025 one-time funding	<b>\$0</b>
FY 2025 ongoing funding	<b>\$2,115,000 (existing) + approved option(s)</b>  <b>Range: \$71,190 - \$185,062</b>  Estimated Calculations based on prior year data:  <b>Option 1 - WPU Increase - 6%:</b> <b>increase of \$126,900</b> total of \$2,241,900

	<p><b>Option 2</b> - State Labor Market Increase - 8.75%:  <b>increase of \$185,062</b>  total of \$2,300,062</p> <p><b>Option 3</b> - Inflationary rate - 3.4%:  <b>increase of \$71,910</b>  total of \$2,186,910</p>
<b>Funding requested</b>	<p><b>Low: \$71,190</b>  <b>High: \$185,062</b></p> <p>(\$2,115,000 (existing) + approved option(s))</p>

### Total Funding Requested for Entire Legislative Funding Request

Funding Source	Amount (\$)
FY 2025 one-time funding	\$0
FY 2025 ongoing funding	<p><b>High: \$1,150,579</b>  <b>Low: \$1,037,427</b></p>
<b>Funding requested</b>	<p><b>High: \$1,150,579</b>  <b>Low: \$1,037,427</b></p>

3. Provide an itemized budget, including revenue and expenditure sources, for how the funding will be utilized.

Early Learning Coaches	
<b>New Ongoing Funding Needed</b>	\$750,000
Current Ongoing Funding Already in Place	\$300,000 (Funding source: PLM)
Total Funding in FY25	<p>\$1,050,000 to support 6 coaches in RESA locations (includes salaries, benefits, travel, etc.)</p> <p>CUES - 1 Coach</p>

	NUES - 2 Coaches SEDC - 1 Coach SESC - 2 Coaches
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Educator Salary Adjustment for RESAs	
New Ongoing Funding Needed	\$215,517
Current Ongoing Funding Already in Place	\$0
Total Funding in FY25	<b>\$215,517</b> • \$11,343 per FTE (19 FTEs)

Annual Funding Request Mechanism	
New Ongoing Funding Needed	range: \$71,190 - \$185,062
Current Ongoing Funding Already in Place	\$2,115,000
Total Funding in FY25	\$2,115,000 + approved option(s)

**Funding Source(s):**

**Early Learning:**

Early Learning		
Cost Category	FY 2024 <i>(Current fiscal year)</i>	FY 2025
Personnel Services (Avg FTE Costs <a href="#">HERE</a> )	\$	\$
Travel/In State	\$	\$
Travel/Out State	\$	\$
Current Expenses	\$	\$

<b>Early Learning</b>		
<b>Cost Category</b>	<b>FY 2024</b> <i>(Current fiscal year)</i>	<b>FY 2025</b>
Personnel Services (Avg FTE Costs <a href="#">HERE</a> )	\$	\$
Data Processing Current Expenses	\$	\$
Data Processing Capital Outlay	\$	\$
Capital Outlay	\$	\$
Other Charges/Pass Through	\$550,000 <ul style="list-style-type: none"> <li>• \$300k ongoing</li> <li>• \$250k one-time</li> </ul>	<b>\$750,000 NEW Funding</b> \$300k PLM existing ongoing
Transfers	\$	\$
Other	\$	\$
<b>Total</b>	\$550,000	\$1,050,000 total <ul style="list-style-type: none"> <li>• \$750k NEW</li> <li>• \$300k Existing</li> </ul>

<b>USBE FTEs</b>	<b>FY 2024</b> <i>(Current fiscal year)</i>	<b>FY 2025</b>
		NEW USBE FTEs being requested as part of the funding request
# of USBE FTEs (Avg FTE Costs <a href="#">HERE</a> )	N/A	N/A

**Educator Salary Adjustment for RESAs:**

<b>Educator Stipend</b>		
<b>Cost Category</b>	<b>FY 2024</b> <i>(Current fiscal year)</i>	<b>FY 2025</b>
Personnel Services (Avg FTE Costs <a href="#">HERE</a> )	\$	\$
Travel/In State	\$	\$
Travel/Out State	\$	\$
Current Expenses	\$	\$
Data Processing Current Expenses	\$	\$
Data Processing Capital Outlay	\$	\$
Capital Outlay	\$	\$
Other Charges/Pass Through	\$0	<b>\$215,517</b> <ul style="list-style-type: none"> <li>• \$11,343 per FTE (19 FTEs)</li> </ul>
Transfers	\$	\$
Other	\$	\$
<b>Total</b>	\$	<b>\$215,517</b>

<b>USBE FTEs</b>	<b>FY 2024</b> <i>(Current fiscal year)</i>	<b>FY 2025</b>
		NEW USBE FTEs being requested as part of the funding request
# of USBE FTEs (Avg FTE Costs <a href="#">HERE</a> )	0	0

**Annual Funding Request Mechanism:**

<b>Annual Funding Request Mechanism:</b>		
<b>Cost Category</b>	<b>FY 2024</b> <i>(Current fiscal year)</i>	<b>FY 2025</b>
Personnel Services (Avg FTE Costs <a href="#">HERE</a> )	\$	\$
Travel/In State	\$	\$
Travel/Out State	\$	\$
Current Expenses	\$	\$
Data Processing Current Expenses	\$	\$
Data Processing Capital Outlay	\$	\$
Capital Outlay	\$	\$
Other Charges/Pass Through	\$2,115,000	\$2,115,000 + approved option(s)
Transfers	\$	\$
Other	\$	\$
<b>Total</b>	\$	\$2,115,000 + approved option(s)

<b>USBE FTEs</b>	<b>FY 2024</b> <i>(Current fiscal year)</i>	<b>FY 2025</b>
		NEW USBE FTEs being requested as part of the funding request
# of USBE FTEs (Avg FTE Costs <a href="#">HERE</a> )	0	0

**4. To what extent is this request scalable? Articulate the impacts if lower funding amounts were provided for this request.**

**Early Learning:** If lower amounts of funding were provided, rural students would be adversely affected.

**Educator Salary Adjustment for RESAs:** If lower levels of funding were provided, RESA employees may choose to leave the regional service centers for stipend eligible positions which would be detrimental to rural schools, impacting consistency of RESA services and valuable resources.

**Annual Funding Request Mechanism:** If lower levels of funding were provided, RESA employees may choose to leave the regional service centers for other education positions that qualify for inflationary increases and/or market rate increases which would be detrimental to rural schools, impacting consistency of RESA services and valuable resources.

**5. What has been done or considered to address this problem with existing resources, instead of requesting additional state funding?**

**Early Learning:** RESAs have attempted to provide equitable access in their regions, but have exhausted all resources within current budgets. Given the small amount of K-3 reading improvement funds the rural districts receive it is difficult for them to hire both instructional coaches and paraprofessionals or other specialists to support early learning efforts.

**Educator Salary Adjustment for RESAs:** The existing RESA budgets are limited, and do not allow for providing the Educator Salary Adjustment (ESA) stipend without funding in alignment with the current funding for LEAs.

**Annual Funding Request Mechanism:** The RESA Directors have worked with their communities each year to increase the amount of funding from local LEAs and decrease specific program services (including Early Literacy coaching matching funds) noting the lack of budget increases in light of inflationary pressures. Additionally, the RESA Directors have made requests for legislative funding.

**6. Summarize the current budget for the project or program that is being funded. If this is a new project or program, summarize resources that are available for like-objectives within USBE.**

**Early Learning:** Currently, the program is receiving \$550K in a combination of one-time funds from the Board and ongoing funds from the legislature. The available funds through other similar initiatives is already being expended in this effort.

**Educator Salary Adjustment for RESAs:** The ESA stipend is not currently being funded for RESA eligible educators. This request for a policy change and associated budget would allow RESA's to provide the same Educator Salary Adjustment stipend to their educators as is currently being provided in LEAs.

**Annual Funding Request Mechanism:** The creation of a funding mechanism to support RESA budget adjustments would support the existing ongoing funding for RESAs to support rural schools. There is currently no budget adjustment in existing code.

**7. Does this request create any future funding obligations (operations and maintenance, multi-year scale up, etc)?**

**Early Learning:** The goal of this request is an ongoing allocation each year in perpetuity. Therefore, if funded this would not be a 1-2 year project, which would be difficult to find people to assume a new position when their role may be unstable.

**Educator Salary Adjustment for RESAs:** The goal of this policy change and request is an ongoing allocation each year in perpetuity in alignment with the existing legislation for LEAs.

**Annual Funding Request Mechanism:** The goal of this policy change and request is an ongoing policy change and allocation each year in perpetuity in alignment with the existing mechanisms for LEAs with funding such as the WPU.

**8. Describe how the funding case supports the goals and metrics of the [USBE Strategic Plan](#).**

**Early Learning:** *This business case supports Goal 1 Early Learning, Goal 2 Effective Educators and Leaders, and 3rd grade RISE outcomes through providing instructional coaches to support PK-3 teachers in rural schools in their instructional efforts associated with literacy.*

**Educator Salary Adjustment for RESAs:** This request supports Goal 2 Effective Educators and Leaders to support each student is taught by effective educators who are supported by effective school leaders. This request aligns with strategy 2D, lead in changing the perception of teaching as a profession, and strategy 2E, Promote equitable access to highly effective teachers.

**Annual Funding Request Mechanism:** RESAs are committed to providing equitable access to educational opportunities, to ensure that all students, regardless of their background or circumstances, have a fair and inclusive learning environment across rural Utah. This effort is in alignment with the Board's strategic plan, mission, and vision statement.

RESAs collaborate with various stakeholders, including school districts, administrators, educators, and community organizations, to identify and address inequities in education. Through data analysis and ongoing assessments, RESAs strive to identify areas where disparities exist and develop targeted strategies to promote access to high-quality education.

RESAs provide support and resources to schools and districts, focusing on areas such as teacher training, economies of scale and technology support, and instructional practices. By working closely with state agencies, policymakers, and legislators, RESAs aim to influence systemic change that will result in more equitable educational opportunities for all students.

**9. What value will additional resources create for Utah? What performance measures for that value will be reported or [are already reported](#)?**

**Early Learning:** The desired performance measure includes increases in the percentage of students making progress or attaining benchmark in literacy and numeracy.

**Educator Salary Adjustment for RESAs:** With appropriate compensation, RESA employees will choose to stay with RESA employment to serve rural schools with consistency in services and institutional knowledge. The performance measure will be in alignment with the existing performance measure for the Educator Salary Adjustment for the LEAs.

**Annual Funding Request Mechanism:** The additional resources will provide improved education opportunities for K-12 students in rural Utah by continuing to provide services and support despite economic factors such as inflation. The RESAs will measure performance through the existing RESA line item performance measures.

**10. Provide details, sources, research, and analysis to which forms evidence-basis for this request or the associated program (e.g, cost benefit analysis, program evaluation, results from pilot program, etc).**

**Early Learning:** During the 2021–2022 and the 2022-2023 school year, the RESA communities piloted early learning coaches in their areas. From that pilot, numerous data points indicated strong evidence of impact for providing regional coaching support to PreK-3 educators to strengthen their practice and improve student learning. Below is a sampling of these data points. Similar positive results have been seen from the literacy coaches provided through SB127 (2022) in urban areas.

**Educator Salary Adjustment for RESAs:** Compensation is a key aspect to employee retention, and this request allows for compensation to be in alignment with the other K-12 organizations.

**Annual Funding Request Mechanism:** Consistency in budgeting and compensation are key aspects to providing services and supporting employee retention. This request allows for compensation to be in alignment with the other K-12 organizations.

**11. Which populations or geographic areas will benefit most from this request? What safeguards will be implemented to prevent inequities or other unintended distributional consequences as it relates to this request?**

**Early Learning:** This request will potentially support PreK-3 educators in 42 LEAs within the four RESA areas. Coaching placement will be prioritized on greatest need as represented by literacy outcomes for students in PreK-3. Coaches will be available to support any and all schools within the geographic boundaries of the RESA with focused efforts on those with greater need.

**Educator Salary Adjustment for RESAs:** Utah RESA employees in rural areas will specifically benefit most from this request. The request addresses the inequities that currently exist with RESAs not being included in the Educator Salary Adjustment policy and funding.

**Annual Funding Request Mechanism:** Utah's rural K-12 schools will benefit most from this request. The creation of a consistent funding adjustment mechanism will allow RESAs to operate in alignment with other Utah K-12 organizations.

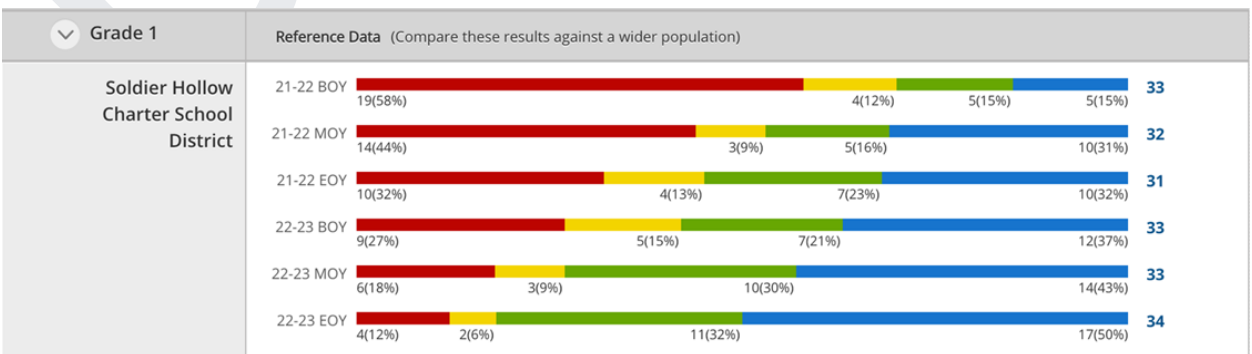
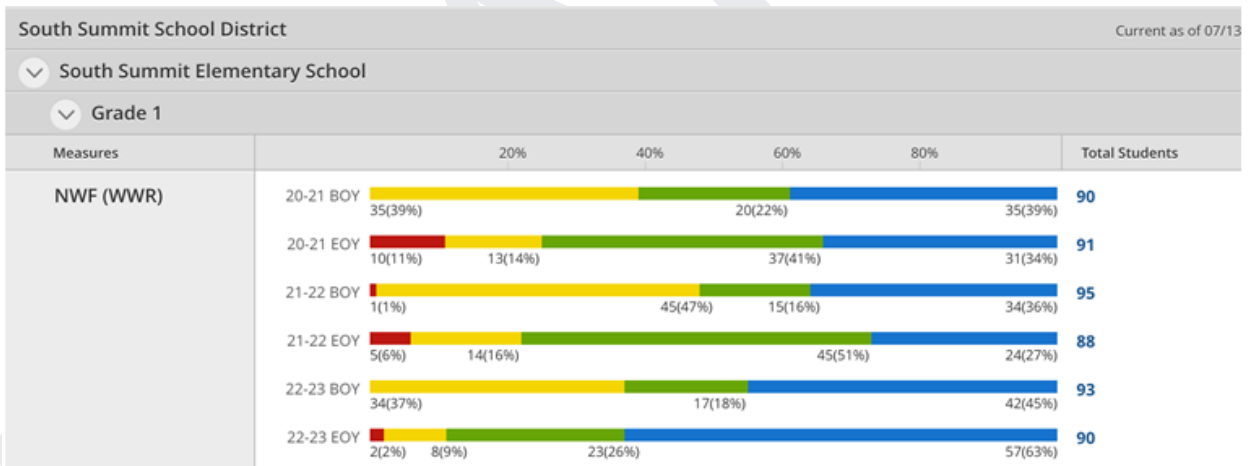
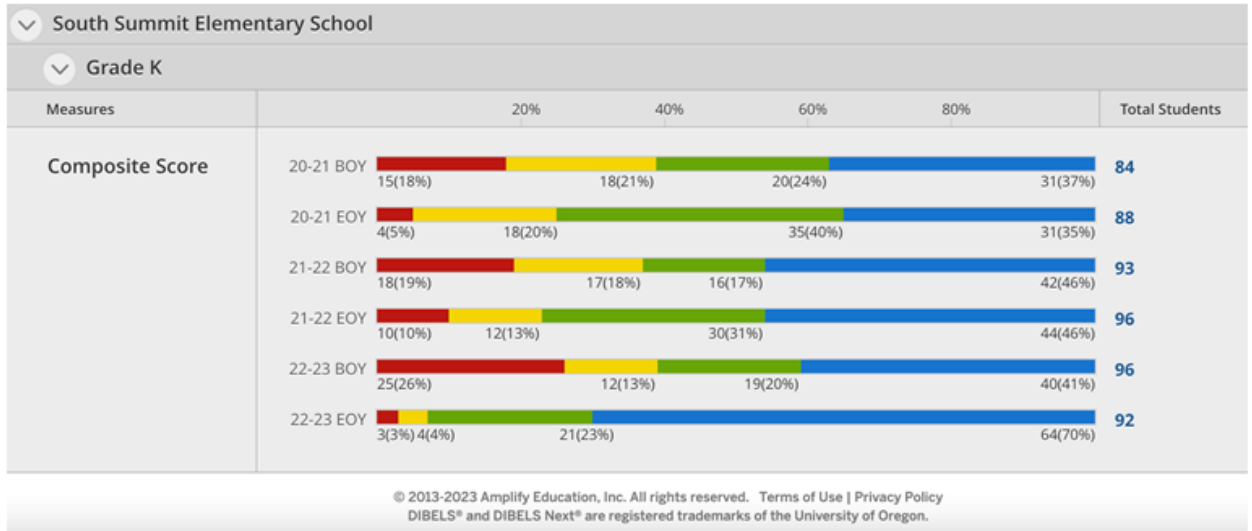
**12. Which stakeholders have you engaged and coordinated with during the development of this request?**

In the process of formulating this legislative policy and funding request, extensive collaboration has taken place between the RESA directors of NUES, CUES, SEDC, and SESC. These directors have actively engaged with local rural school superintendents, charter directors, as well as the coaches, RESA employees, and PreK-3 teachers who benefit from these coaches' services. This collaborative effort has allowed us to gather valuable insights and prioritize the needs for RESA services.

Throughout this endeavor, our team has maintained a close working relationship with experts from USBE, namely Deputy Scott Jones, Deputy Patty Norman, and Board Member Kristan Norton. Their expertise and guidance have been instrumental in informing and shaping this request.

**Data examples from a sample of schools who received training and mentoring from RESA PreK-3 Early Learning Coaches:**

**Reading/ELA Data Samples:**



Grade 1	Reference Data (Compare these results against a wider population)
Morgan County School District	21-22 BOY 28(13%) 47(21%) 36(16%) 109(50%) <b>220</b>
	21-22 MOY 35(16%) 19(9%) 44(20%) 122(55%) <b>220</b>
	21-22 EOY 24(11%) 26(12%) 47(21%) 128(56%) <b>225</b>
	22-23 BOY 31(15%) 23(11%) 30(14%) 125(60%) <b>209</b>
	22-23 MOY 29(14%) 17(8%) 37(18%) 128(60%) <b>211</b>
	22-23 EOY 17(8%) 22(10%) 45(21%) 127(61%) <b>211</b>

<b>View</b>	<b>Population</b>	<b>Time</b>	<b>Measure</b>
Segment Results by: School Report Level: District Grade Divider: On Display Data As: Percentage	Show Students Enrolled: On Test Day Grade: Grade 2 District: Wayne School District School: Loa Elementary	School Year: 2022-2023 Period: All Periods	Measure: Composite Score Performance Measurement: Levels Level Filter: All Levels
↑District	School ↓	Well Below Benchmark ↓	Below Benchmark ↓
		Benchmark ↓	Above Benchmark ↓
			Total Students ↓
Wayne School District			Current as of 07/13/2023
Grade 2	Reference Data (Compare these results against a wider population)		
Loa Elementary	22-23 BOY 12(32%) 7(18%) 9(24%) 10(26%) <b>38</b>		
	22-23 MOY 9(25%) 4(11%) 6(17%) 17(47%) <b>36</b>		
	22-23 EOY 5(14%) 3(8%) 6(17%) 22(61%) <b>36</b>		

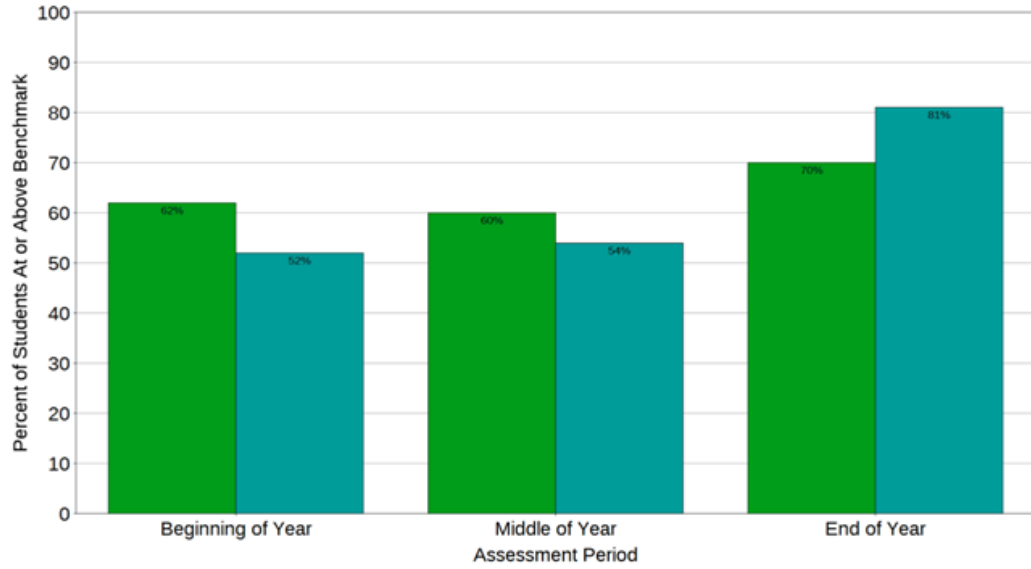
Math Data Samples:



Multi-Year Percent at Benchmark

Acadience Math

**Math Composite Score**



<b>2021-2022</b>	Beginning of Year: 62% (61 of 98)
	Middle of Year: 60% (61 of 102)
	End of Year: 70% (73 of 104)
<b>2022-2023</b>	Beginning of Year: 52% (56 of 108)
	Middle of Year: 54% (59 of 109)
	End of Year: 81% (83 of 103)



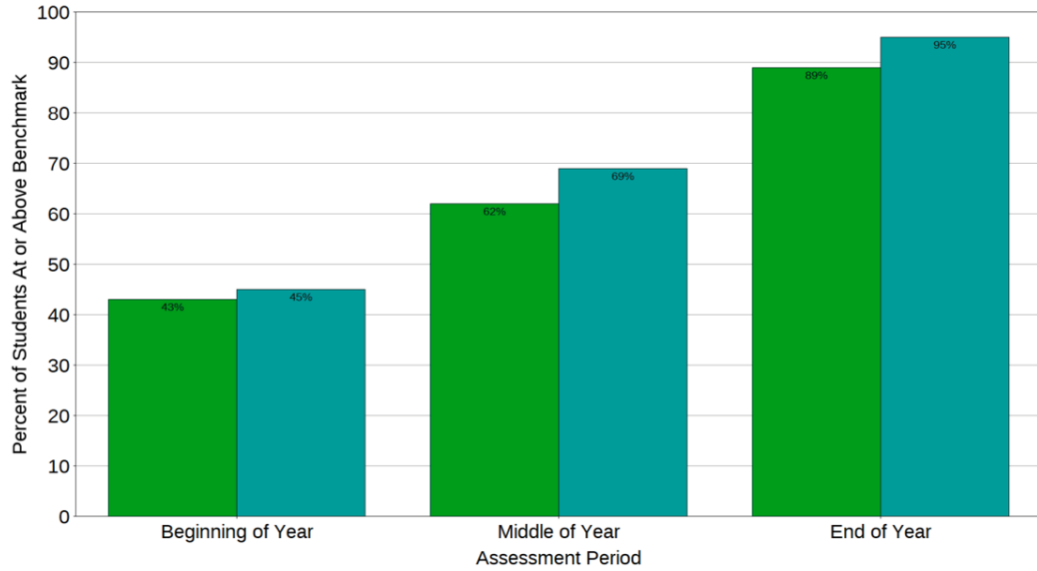
District: South Summit School District  
 Grade: Second Grade



Multi-Year Percent at Benchmark

Acadience Math

**Math Composite Score**



- **2021-2022**  
 Beginning of Year: 43% (42 of 97)  
 Middle of Year: 62% (61 of 98)  
 End of Year: 89% (87 of 98)
- **2022-2023**  
 Beginning of Year: 45% (44 of 97)  
 Middle of Year: 69% (68 of 99)  
 End of Year: 95% (92 of 97)

School: Mountain Green School  
 Grade: First Grade  
 Year: 2022-2023

School Overview



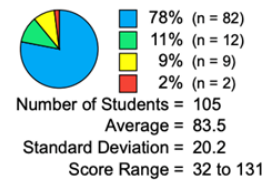
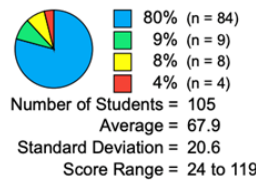
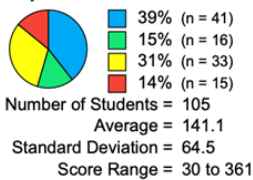
Acadience Math

**Beginning of Year**

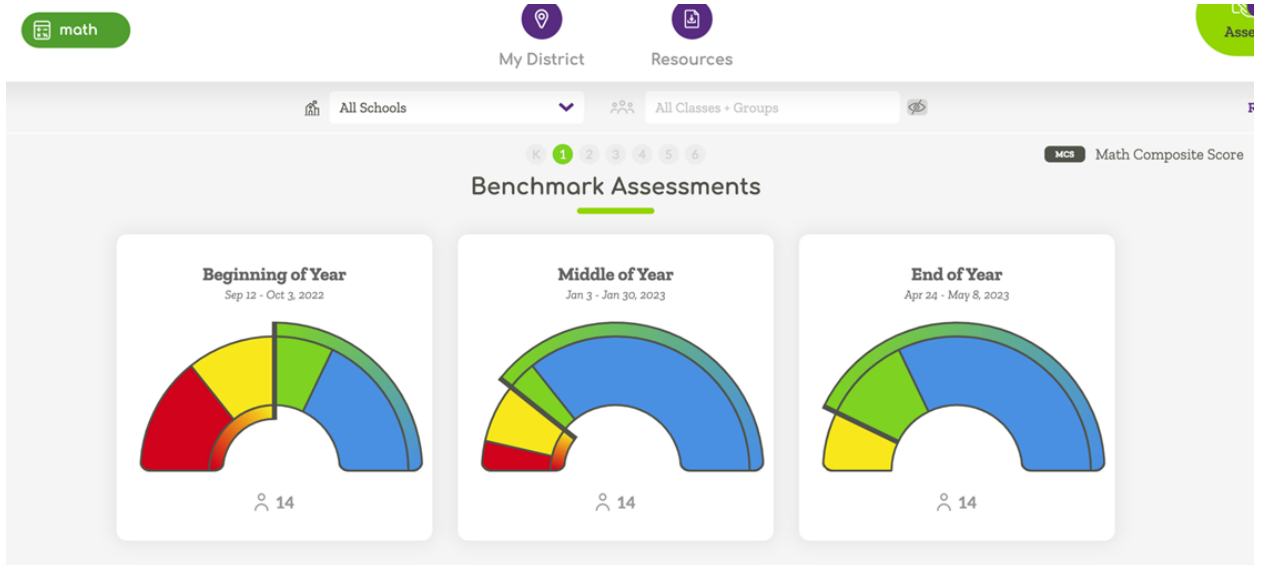
**Middle of Year**

**End of Year**

**Math Composite Score**



# Daggett School District 1st Grade:



DRAFT