



Background Information: In 2018, Utah identified the first cohort of Comprehensive Support and Improvement (CSI) schools for Low Performance in accordance with [Every Student Succeeds Act \(ESSA\) State Plan](#). CSI schools were designated because they performed in the lowest 5% of all Title 1 schools, averaged over a three-year period. Under the original rule, the Utah ESSA Plan exit criteria was that the school must score above the lowest 15% of all Title I schools in the third year after identification, which was 2021/2022.

Hillsdale did not exit at that time. However, Hillsdale was also not reidentified for CSI in the 2022 cohort.

With [R277-920-12](#) the USBE established a procedure for determining More Rigorous Interventions (MRI) for schools that did not meet the exit criteria. As outlined in R277-920-12, the Superintendent appoints members of a state review panel composed of experts in various fields and the local school board with input from the community to make a recommendation to the Board on what action the Board should take.

On December 9th, 2022, Hillsdale presented their stakeholder feedback and recommended [More Rigorous Intervention Plan](#) which was reviewed and approved by the Board on January 12, 2023, USBE State Board Meeting.

In reviewing 2022/2023 summative data, Hillsdale's score was not high enough to exit CSI status. To exit according to the [updated ESSA plan](#), they needed an accountability score of 0.4162; they scored 0.3993.

Because Hillsdale did not exit in 2022/2023, under R277-920-12, Hillsdale was asked to gather stakeholder feedback and review their More Rigorous Intervention plan from 2022 in order to present a new plan for 2023/2024.

Date: 12/18/2023

Contact Person and Email: Margarita Borelli Cummings, maggie.cummings@schools.utah.gov, 801-538-7567

This draft is for consideration during January 11, 2024, Board Meeting



The review took place on December 13, 2023.

State Review Panel Members:

- Tracy Vandeventer, Director of the Center for Continuous Improvement, USBE
- Maggie Cummings, CSI Specialist, School Improvement, USBE
- Stacey Briggs, Chief Teaching and Learning Officer, Park City School District
- Eulogio Alejandre, Principal Esperanza Elementary
- Christine Christensen, Principal Woodrow Wilson Elementary

Timeline of Actions:

Oct. 23, 2023: The school was officially informed they did not exit CSI for Low Performance and administrators were notified they would be presenting recommendations before the State review panel.

Dec. 14, 2023: The school submitted recommendations which included stakeholder feedback.

Jan. 11, 2024: Recommendations reviewed in the Board meeting and action taken by the Board.

Hillsdale Elementary School Granite School District Principal: Monica Thayer	<ol style="list-style-type: none">1. Continue reporting progress on school improvement to your school community and the USBE.2. Complete the Four Domains CALL with USBE support and discuss findings with your school improvement team and school community to use the data to inform improvement planning.
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<p>Did not Exit 2023</p> <p>Hillsdale Elementary recommendation presentation for the State review panel on December 13, 2023</p>	<ol style="list-style-type: none">3. Continue to connect and collaborate with the school community to further inform them of current data and school improvement efforts. Provide information to families, including in the school compact, about rigorous expectations for all students and your efforts to improve attendance. Additionally, prioritize celebration of successes with the school community.4. Target evidence-based support for multilingual learners (ML) and students with disabilities (SWD) and utilize specific supports for these student groups from the district level (model lessons, support lesson planning, teaching for MLs and SWDs).5. Ensure that the master schedule provides adequate Tier 1 instructional time and that expectations are rigorous grade level core aligned.6. Continue to work to reach out to parents to encourage student participation in improvement opportunities offered by the school such as the afterschool program. Work to identify students who would most benefit by participating.7. Explore new and innovative ways to improve teacher retention with faculty, district administration (Resource Allocation Review (RAR) discussion), and community members. Utilize sound observation and feedback cycles and build the capacity of teacher leaders to support new and/or struggling teachers. Focus on retaining highly effective teachers and work with district administration to address concerns with teachers who may not be a good fit for your school.8. District and school: Prioritize resources to continue capacity building through consultant partnership, funding a full-time assistant principal, and essential coaching staff.9. With USBE support, conduct a Resource Allocation Review (RAR) with a small group of school and district leaders to examine student outcomes and allocation of resources. In particular, address issues such as the unique staffing issues of the school resulting from DLI, its status as a highly impacted school, and the needs of its diverse population. The focus of the discussion should be on how to best meet the needs of Hillsdale both in the short and long term. <p>To exit CSI, Hillsdale will need an accountability score of 0.4162.</p>
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Utah State Board of Education

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