



State Charter School Board Expansion Application

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Schools.utah.gov/charterschools

(801) 538-7720

Introduction

The mission of the Utah State Charter School Board (SCSB) is “to provide for positive student outcomes by authorizing, overseeing, and elevating successful public charter schools through a rigorous approval process, effective oversight, and meaningful collaboration.” In the fall of 2016, the SCSB approved this Expansion Application process to streamline the application process for existing charters that have consistently demonstrated quality academic and operational performance and financial viability, as set by performance frameworks and generally accepted standards.

The Expansion Application is based on the premise that the new school will mirror the sponsoring school in educational program, corporate and governance structure, and/or financial and operational processes.

Timeframe

Process Stage	Deadlines
Expansion Application Submission	
Submit the completed Expansion Application package for the next upcoming school year (e.g. July 1, 2016 for the 2017-2018 school year). Expansion requests requiring significant facilities modification and a USBE project number, may be submitted early (November 1) to be heard at the January SCSB meeting.	Must be received no later than July 1. <i>Must be received no later than November 1, if desiring to be heard in January.</i>
Staff Eligibility Review	
After July 1, SCSB staff confirms eligibility, to include academic performance and operational compliance. Staff determines whether the existing school meets the SCSB’s Eligibility Criteria and Financial Performance Expectations. The applicant is notified within the timeframe if eligible to replicate and whether additional information will need to be submitted. Operational compliance will be confirmed throughout the review period.	By the last business day in July (November).
State Charter School Board Consideration	
At the August SCSB meeting, members will consider the Expansion request. Schools will have opportunity to answer questions. SCSB staff will notify the school of the SCSB decision within five business days following the vote.	August meeting (January).
Utah State Board of Education Consideration	
If approved, the application will be forwarded to the USBE for consideration at its next scheduled meeting. USBE staff will notify the school of the USBE decision.	September meeting (February).

Application Instructions

The Expansion Application template is organized to obtain information efficiently and accurately to aid quality review and decision-making by the Board. The template is a Microsoft Word document with checkboxes and text boxes for the applicant to respond to questions.

As you complete this application, please keep in mind the importance of overall consistency of the application package. *All information presented in the application package, if approved, becomes part of the charter contract and will be used for accountability purposes throughout the term of the charter.*

1. Prepare your application package using the Expansion Application template, attachments/forms, and submission process approved by the Board. This template is designed to be filled out and submitted **electronically**.
2. Complete the entire application package. Incomplete applications will be returned to the applicant.
3. Required components of these sections are intended to be brief. Sections requiring narrative responses have identified suggested page lengths.
4. Ensure that every checkbox is checked.
5. For attached documents, follow the **Formatting Requirements** outlined below.
6. Submit the application package electronically to rabecca.cisneros@schools.utah.gov.

Formatting Requirements:

- Only the following file types will be accepted: .pdf, .doc, .docx, .xls, .xlsx.
- Create a three letter abbreviation for your school to use in place of your school's name at the beginning of each filename (e.g. ECS for Excelling Charter School).
- Name files with short, descriptive names.
 - For required exhibits, a brief summary (e.g. for floor plan #2 for Excelling Charter School: ECSfloorplan2.pdf).
 - For files relating to individuals (e.g. affidavit, resume), end each file name with the initials of the individual (e.g. for Jane Doe's resume for the Excelling Charter School application: ECSresumeJD.pdf).
 - For the Expansion Application template, when completed, title it 'application' (e.g. for the Excelling Charter School application: ECSapplication.docx).
- Fonts must be no less than **11 point**.
- The application calls for certain official documents to be scanned. Scanned documents must be no less than 100% of the original size, except for building floor plans or maps.

Applicant Assurances

Print this sheet, complete and sign the spaces at the bottom, scan, and attach to the electronic application.

The Board Chair must sign the following agreement prior to submitting the application package.

Should the agreement be signed by someone other than the current Board Chair, the application package will be deemed Administratively Incomplete.

School Name: Monticello Academy

The Applicant certifies all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the Expansion Application process or revocation after award.

The Applicant understands that applications must be received by SCSB staff no later than 1 July for the next school year and that late/incomplete applications will not be considered. **The Applicant stipulates that an extension was granted due to a variety of issues.**

The Applicant acknowledges that all information presented in the application package, if approved, becomes part of the charter and will be used for accountability purposes throughout the term of the charter.

The Applicant acknowledges that the charter school governing board has read all Utah statutes regarding charter schools and that the Applicant is subject to and in compliance with all relevant federal, state and local laws, and requirements.

The Applicant acknowledges that the most current academic data will be provided to the SCSB for its consideration of the application.

The Applicant acknowledges that prior to inclusion on the agenda, the SCSB recommends charter school governing boards schedule an appointment with SCSB staff to discuss the Expansion Application and provide clarification to any staff questions. Appointments can be scheduled by emailing jo.schmitt@schools.utah.gov.

The applicant certifies that the entire Expansion Application was submitted to

_____ (person) who works at _____

School District on _____ (date).

Martell Winters
 Name of Board Chair (please print) Signature of Board Chair /Date

School Entity Information

Name of School: **Monticello Academy**

Name of School Administrator: **Gregory Cox**

Local School District: **Granite School District**

Provide a statement describing the mission of the new school: **The mission of Monticello Academy is to provide a superior education for K-11 students by: Placing a high priority on academic achievement and college preparation; Fostering traditional American values of hard work and strong moral character; Encouraging parents to resume their rights and responsibilities to influence the education of their children; Restoring strong art, music, and physical education components to the school curriculum; Utilizing state-of-the-art technology to enhance instruction and learning; Assisting students to gain knowledge, motivation, confidence, skills, and a lifelong love of learning.**

Below, list the names and positions of all current Board Members (officers, members, directors, partners), and their positions. Also list any other current charters in which they act as a corporate principal or charter representative. Add rows as necessary.

Name	Position	Current Charter Affiliations
Martell Winters	Board Chairman	Monticello Academy
Joel Coleman	Secretary/Treasurer	Monticello Academy
Jennifer Warnas	Member	Monticello Academy
Gienie Assink	Member	Monticello Academy

Required Exhibits:

- Minutes of the board of the sponsoring school authorizing application for Expansion.

Population and Enrollment

- ☒ By checking this box, I understand and agree that the enrollment policies must be consistent with state law and Board rule, and that increased enrollment of students cannot begin until the Expansion Application is approved.

Grade Levels to be Served: From K-10 to K-11

Expansion Request

Projected Maximum Enrollment: Enrollment numbers and numbers per funding category not to exceed current approval of 775, noting that we were funded originally for 750 and having leeway between 750-760 because of going to ADM funding would be perfectly acceptable.

Note: When completing the table, be sure to indicate the school year in the box labeled SY. Schools are listed as SY with the two-digit year for the end of the year. For example: SY17 is the 2016-2017 school year. Start with the year you wish to begin the expansion. Please do not leave any boxes blank. If you do not plan to include a grade place a 0 in the box.

	Grades and Specific Number of Students Served by Grade													Max Enrollment
	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 2017	80	78	78	78	78	78	78	78	78	40	18	0	0	762
	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 2018	80	75	75	75	75	75	75	75	75	34	26	18	0	758
	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 2019	76	75	75	75	75	75	75	75	75	26	26	26	0	754

Attach a clear, specific and concise response about the proposed target population. The expected page length for all five questions is no more than two pages.

1. Describe the population of the school that includes a demographic profile listing the percentage of minority students, the percentage of students with disabilities qualifying for special education services, the percentage of economically disadvantaged students, the percentage of English Learners, academic performance of students entering the school, and distance travelled by current students.
2. Compare the description in 1 to the local school district of the sponsoring school.
3. Describe the market analysis that supports the successful enrollment of the projected student count from the target population. Include what makes this school unique or needed.
4. Describe the enrollment practices, processes, and policies of the school.
5. Describe the enrollment timeframe that will be implemented and shared with the public.

Facilities

Does this expansion of student enrollment require a new facility or a significant structural change to an existing facility?

- ☐ Yes (Complete Section A)
- ☒ No (Skip Section A)

Section A: Facilities Plan for Expansion

Attach the following information regarding the new facility or structural change.

Expansion Request

- A-1. Attach renderings or describe the facility size and layout suitable for implementing the Educational Plan. If renderings are not available, provide the date when the documents will be submitted to SCSB staff.
- A-2. Describe the timeline for completion of the facility by the start date.
- A-3. Describe the financing requirements needed for this facility project. As required by statute, submit all contracts to SCSB prior to entering into any facility contracts.

Educational Plan

Attach a clear, specific, and concise response regarding the Educational Plan. The expected page length for all questions is approximately two pages.

- ☒ By checking this box, I understand and agree that the Educational Plan must be consistent with and fully aligned to the Utah Core standards. Please describe deviations in the narrative, if applicable.
- 1. Provide a description of philosophical approach to improving pupil achievement used.
- 2. Describe the program of instruction used, including methods of instruction and curriculum for the core academic content areas, which supports the school's philosophy and aligns to Utah Core Standards.
- 3. Describe how the school provides, as required by state and federal law, special education and related services.
- 4. If the school serves or intends to expand to serve a high school population, identify the graduation requirements for the school that will meet State requirements. Describe the process and criteria for awarding course credit.
- 5. List the *Contractual Agreement Goals* of the sponsoring school and describe the school's performance against the goals. Include goals identified in the Charter Fidelity Monitoring Report (if charter agreement signed prior to June 2016) or Exhibit A (if charter agreement was signed in June 2016 or later). If the school is not meeting all of its goals, describe the governing board's corrective action plan.

Required Exhibit:

- Executive summaries from UIPS review for the past three years.

Business Plan

A school that receives one or more "Falls Far Below Standard" and/or two or more "Does Not Meet Standard" on the CSPS Financial Performance measure does not meet the SCSB's expectations and must submit additional information as part of its application.

Does the financial performance of the sponsoring school meet the SCSB's financial performance expectations?

☒ Yes

☐ No:

If no, Required Attachments:

- **Financial Performance Information:** In a detailed, yet concise response, address each Financial Performance metric where the school received a “Falls Far Below Standard” or “Does Not Meet Standard.”

1. **Describe the population of the school that includes a demographic profile listing the percentage of minority students,** Monticello Academy serves a similar population to Granite School District which surrounds it. Granite school lists a minority population of 47.1% and Monticello Academy's minority population is 46.9%. Granite's female population is listed as 48.8% while Monticello Academy's is 47.4%

the percentage of students with disabilities qualifying for special education services, Currently 7% of our students are on an IEP. We work especially hard to assist students during their first four years of school to overcome disabilities and become successful in the classroom without being identified for or qualifying for special education services.

the percentage of economically disadvantaged students, Based on applications for Free and Reduced meal applications we serve a population that is 38.7% economically disadvantaged.

the percentage of English Learners, The percentage of Monticello Academy students who are receiving additional language learning is 13%.

academic performance of students entering the school, The great majority of our students come as Kindergartners having the general characteristics and abilities of any student any place, some well-prepared academically and others not so well prepared. We seem to be seeing more of the later as time progresses. Most students and their families make a full commitment to Monticello Academy and our academic program, thus they only leave when they move. Our turnover is low. However, we do have some that move in and the variety covers the spectrum. We have students who are fresh from Mexico having a fairly poor academic background, students locally whose parents feel the local school has given up on them and they are looking for a fresh start, and the typical mix of people who hear from neighbors about the school and they want to have their children here. We have not noted any student choosing to come here because they are academically successful and are looking to have an even better education (although, we believe it is and they would.)

and distance travelled by current students – Currently our most far flung students come as children of staff members. From the north we have a staff member who drives 32.3 miles; from the south, one who comes 20 miles; from the West and a bit south, 27 miles; and from the East 17 miles. Our most distant students not associated with a parent staff member drive 15-20 miles. While we have students from Murray, Davis, Canyon, Jordan and Salt Lake School Districts, they are only a handful totaling just over 40 students. The vast majority of our students are local coming from Granite School District within 8 miles of the school. (See attached map.)

Compare the description in 1 to the local school district of the sponsoring school.

Qualifying for Special Education Services	MA – 7%	Granite – 8.5%
Economically Disadvantaged students	MA – 38.7%	Granite – 46%
English Learners	MA – 13%	Granite – 11%

3. **Describe the market analysis that supports the successful enrollment of the projected student count from the target population. Include what makes this school unique or needed.**

There isn't a market analysis for this request. What we have are anecdotal comments from parents and students who have regularly returned after moving on to area high schools stating they wish they were still here, that they miss what we offer. Obviously there are many students who are anxiously waiting to attend local high schools for many reasons. We are not proposing a system for the many, but for the few who really want a small school with a dedicated and personalized faculty.

This offering is unique in its small size, essentially a one classroom class, teachers that know the student and his/her abilities in order to stretch and challenge them while also knowing enough to avoid pushing too hard. The school offers the AP curriculum for a number of classes but provides for those students who are not ready for the challenge of an AP course to have all the advanced instruction of an AP course but be signed up for and only have to be accountable for a regular course.

The other unique feature of the proposed 9-11 high school schedule is because the school is based on an 8 period rollover, the students will qualify for graduation after 11th grade. Further, although the curriculum offered is concise and limited, it is such that the students will not only qualify for graduation after 11th grade but they will also qualify for the Regents Scholarship. We understand the legislature is planning on putting forth a bill to provide full funding to schools who graduate students early. Although it would be nice for us to have an additional year's funding for students graduating a year early, it would abrogate our commitment to keep our student size within the 750-760 range. Therefore, it is the state that saves as these students leave early.

As a final note, this proposal does not increase funding to our school. It is not about an increase in enrollment. It is simply an increase in options and opportunity for some high school age students who desire to have a different option than the traditional large indifferent experience option throughout the valley.

4. Describe the enrollment practices, processes, and policies of the school.

Monticello Academy is a hard core, by the book, lottery driven charter school. Students are signed up for the lottery during the typical enrollment period of December to February. We strictly require all students to reapply each year. Our wait list is entirely purged each year. We send several emails to parents and tell all parents that they have to reapply for open slots each year. The lottery is run in the early parts of April and parents are notified when there is an open position at the school to enroll their child. Anyone who applies after the lottery is run is put on the bottom of the list. The lottery is not run again until the following April. We have several students who continued to apply from 1-6 years before finally obtaining an open slot so they could enroll.

5. Describe the enrollment timeframe that will be implemented and shared with the public. In this addition, it is anticipated that as we fill up the 10th and 11th grades we will need to run a lottery for the students applying to be in 9th grade. In other words, a separate lottery will be run for the 75 students in 8th grade to obtain an opportunity to enroll in the 9th grade. This information will be shared with parents via email as soon as we have an opportunity to do so following approval from the state boards. We will have a follow up meeting with parents and students to clarify what is being offered and the program that is approved.

1. Provide a description of philosophical approach to improving pupil achievement used.

We believe that students will rise to clear and reasonable expectations. A learning environment which cultivates the value of learning and the need to pursue knowledge through a rigorous curriculum and proven methodologies is the key to success at Monticello. Monticello uses the Core Knowledge model, an educational reform based on the premise that a grade-by-grade core of common learning is necessary to ensure a sound and fair elementary education. Accordingly, Monticello will meet and exceed state curriculum requirements in a well-defined, measurable and sequential manner. We believe that music, art and physical education not only improve cognition and performance, they are also key elements that help make school enjoyable.

We believe that performance must be measured in a clear and relevant way. In traditional public schools, standardized test scores are often “norm-referenced”, meaning scores are adjusted to produce an expected range as compared to other students of similar income, ethnicity or gender within the district or the state. Since Monticello is an independent school district drawing students from a large geographical area, norm-referencing is eliminated, thus giving a more accurate assessment of the school’s performance. We believe that all students can excel regardless of income, race or gender, and that such factors should not create limitations for the student through lowered expectations or stereotypes.

We believe that the appropriate use of technology can assist in achieving enriched learning, teacher training and support, performance measurement, and school-parent and parent-parent communications. To that end Monticello provides advanced technological applications and equipment.

However the most basic and most profound input in the lives of students are their teachers. We believe great, caring teachers have the most profound impact not only in student learning but also in changing student lives for the better. It is caring teachers that improve student achievement.

2. Describe the program of instruction used, including methods of instruction and curriculum for the core academic content areas, which supports the school’s philosophy and aligns to Utah Core Standards.

The adopted curricula for the high school are honors / AP courses. The coursework offered is based on the required classes to meet Utah Graduation Requirements and qualify for the Regents Scholarship. Honors curriculum + Graduation requirements + Regents Scholarship = Utah Core Standards alignment.

3. Describe how the school provides, as required by state and federal law, special education and related services.

Monticello Academy has an outstanding Special Education department. Services are provided to all students who qualify. Other service requirements are provided by contracted professionals.

4. If the school serves or intends to expand to serve a high school population, identify the graduation requirements for the school that will meet State requirements. Describe the process and criteria for awarding course credit.

This Expansion Application is totally and only about expanding to serve a very small high school population. Much of what the legislature and the current national movement is about providing additional options for students. There does exist a small number of serious students who are not really interested in the glamour, sport and size of the local high schools. This option provides them with an education by a small group of well-prepared teachers who are personally interested in the students and their success. The only classes offered are those required for graduation (see attached plan). However, the offered classes do also meet the requirements for Utah’s Regent Scholarship, the most prestigious scholarship in the state.

The numbers of students served does not increase the funding nor expand the student population. Monticello academy has been formally approved for many years to have 750 students which is 75 students in each grade level K-9. As the surrounding high schools have expanded their population and added an additional grade to their enrollment, we have been affected by students leaving after 8th grade instead of after 9th grade. Yet we have had a number of students insist they miss the close relationship they had with teachers here and miss the more wholesome, educationally charged atmosphere they enjoyed while here. The plan is to accommodate students who desire to leave following 8th grade and ultimately serving 25 students in 9th, 25 students in 10th and 25 students in 11th for the same 75 we had been serving in 9th only. Still high school, still 75 students.

Course credit is awarded as students learn and show mastery of the learning standards and objectives. It is anticipated that most students will take the AP exam offered in a third of the classes taken. However, the AP exam in neither required nor figured into their grade or credit.

Students who do not quite complete the requirements for their classes will have additional opportunities each summer to get caught up. Those who do not accomplish the goal after 11th grade when they should have graduated will also be provided summer opportunities. It is anticipated that all will graduate at that time or choose to attend a local high school to finish their K-12 education. The very few who just need a little more tutoring time to finish will be able to continue their coursework the following year and finish as they fulfill all the requirements.

The summer opportunity is comprised of a three week summer school followed by online assignments and reporting to the teacher of the course they still need to finish.

- List the *Contractual Agreement Goals* of the sponsoring school and describe the school's performance against the goals. Include goals identified in the Charter Fidelity Monitoring Report (if charter agreement signed prior to June 2016) or Exhibit A (if charter agreement was signed in June 2016 or later). If the school is not meeting all of its goals, describe the governing board's corrective action plan.**

Charter Fidelity

Charter School Performance Standards: Charter Fidelity' report

Goals in the Charter

- Goal 1: 1st grade students will perform at or above district average on CRT. (CA, p.13)
- Goal 2: 2nd grade students will perform at or above district average on CRT. (CA, p.13)
- Goal 3: 3rd grade students will perform at or above district average on CRT. (CA, p.13)
- Goal 4: 4th grade students will perform at or above district average on CRT. (CA, p.13)
- Goal 5: 5th grade students will perform at or above district average on CRT. (CA, p.13)
- Goal 6: 6th grade students will perform at or above district average on CRT. (CA, p.13)
- Goal 7: 7th grade students will perform at or above district average on CRT. (CA, p.13)
- Goal 8: 3rd grade students will perform at or above district average on Iowa Test of Basic Skills. (CA, p.13)
- Goal 9: 5th grade students will perform at or above district average on ITBS. (CA, p.13-14)
- Goal 10: 8th grade students will perform at or above district average on ITBS. (CA, p.14)
- Goal 11: 6th grade students will perform at or above district average on Direct Writing Assessment. (CA, p.14)

(See additional data in the added material at the end of this application)

Sage Comparison with Granite District the past three years									
	Language Arts			Math			Science		
	FY2014	FY2015	FY2016	FY2014	FY2015	FY2016	FY2014	FY2015	FY2016
Granite	28%	32%	31%	27%	33%	33%	28%	31%	32%
MA	44%	25%	36%	42%	34%	41%	37%	31%	39%

NOTE: “Goals” 12-28 are not actually identified as goals in the original charter application, nor were they intended to be used as accountability measures or fidelity evaluation items by the original parties to the charter. These items were drafted as anticipated policies or generally envisioned outcomes from the proposed program design.

Each envisioned outcome is being realized in the current day-to-day and month-to-month operation of the school.

- *Students have gone on to “District” schools where they have typically been placed in honors classes because of their preparation.*
- *Parents have access to all information about their students and information about teacher’s courses.*
- *All parents are a part of the Parent Council and the majority of board members are parents.*
- *A Character and behavior program based on Positive Behavior Intervention and Support and Jeffersonian principles has been developed and governs school culture.*
- *Technology is infused through the school including by way of an after-school robotics club which is one of many after school activities that include sports, drama, music, service and academic clubs.*

Goal 12: Students will demonstrate mastery of curricular content. (CA, p.14)

Goal 13: Students will advance when curricular content is mastered (no social promotion). (CA, p.14)

Goal 14: Parents will influence school policies and programs through school governance structure. (CA, p.14)

Goal 15: Parents will influence school policies and programs through participation with the Parent Organization. (CA, p.14)

Goal 16: Parents will offer volunteer service for school and in classrooms, 40 hours per family per year requested but not required. (CA, p.14)

Goal 17: Parents will have adequate access to information via weekly class syllabus. (CA, p.14)

Goal 18: Parents will have adequate access to information via secure, web-based student accounts. (CA, p.14)

Goal 19: Teachers will establish email, communication and conference protocol. (CA, p.14-15)

Goal 20: The small school size will increase responsiveness by creating a “government closer to the people.” (CA, p.15)

Goal 21: School will report academic and fiscal standings to parents. (CA, p.15)

Goal 22: School will implement new character model. (CA, p.15)

Goal 23: Students will demonstrate behavior based on character model. (CA, p.15)

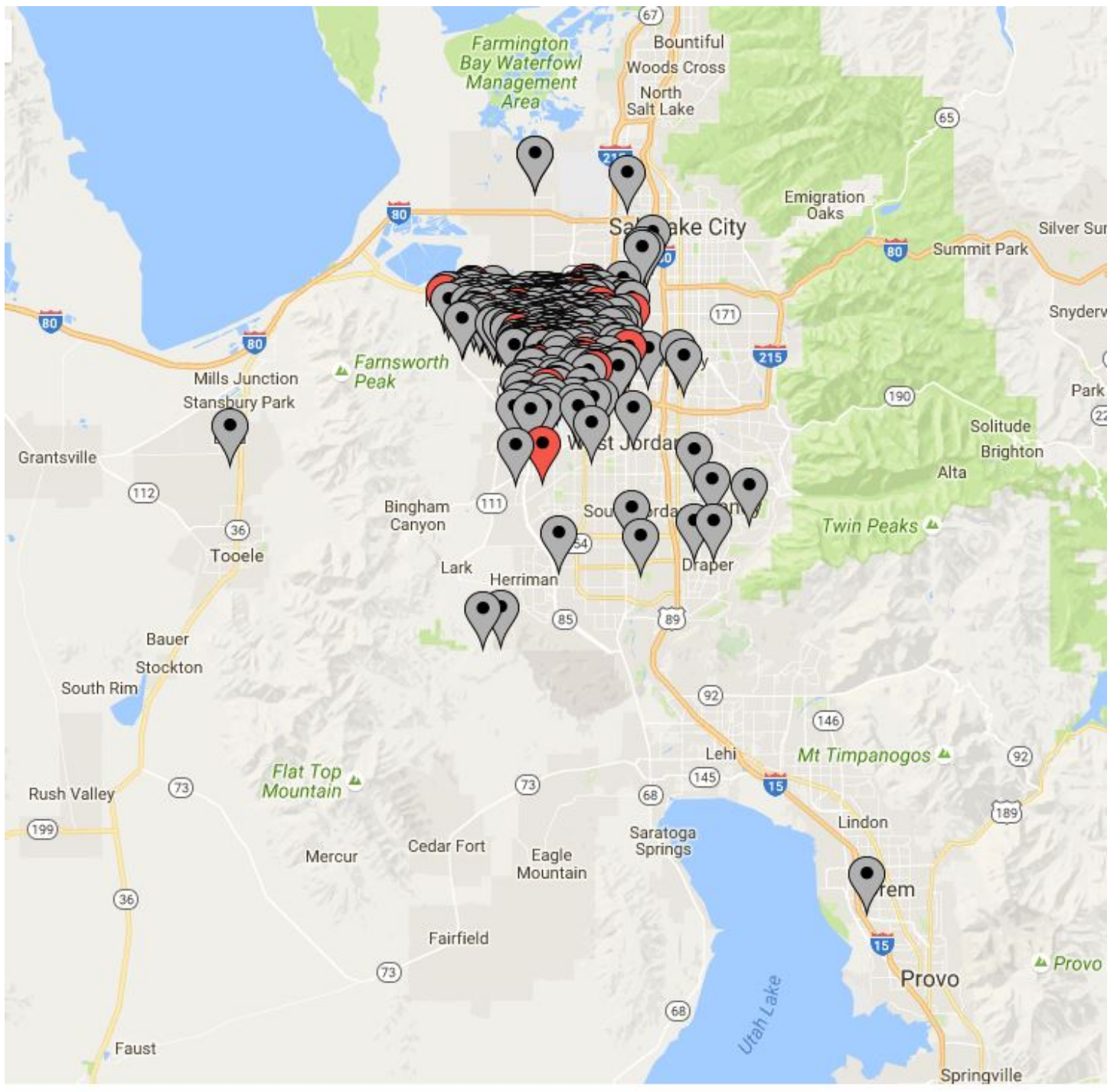
Goal 24: Students will model character traits through leadership and “community” service opportunities. (CA, p.15)

Goal 25: Students will receive a traditional liberal arts education. (CA, p.15)

Goal 26: Students will use technology applications. (CA, p.15)

Goal 27: Students will have options for extra-curricular activities. (CA, p.15)

Goal 28: Students will discover learning/academics can be fun and rewarding. (CA, p.15)



Map showing residence of students attending Monticello Academy.

Granite School District
High Schools

			Proficiency			Demographics				
Name	School Grade	Points/900	Math	ELA	Sci	%Minority	%ELL	%Econ Disadv	% SWD	Graduation %
Granite SD			31	33	32					
Cottonwood HS	F	354	29	23	23	47	17	51	11	73
Cyprus HS	C	434	31	27	34	41	10	53	13	76
Granger HS	F	343	21	16	20	73	20	73	12	73
Hunter HS	D	424	24	25	31	54	12	56	9	85
Kearns HS	F	361	26	17	20	51	12	61	13	79
Olympus HS	C	449	38	48	37	17	4	22	7	90
Skyline HS	B	541	63	42	46	17	1	11	3	95
Taylorsville HS	D	427	35	30	34	43	10	48	11	95
Average	D	422	33	29	31	43	11	47	10	83
Monticello Academy 9			23	43	32	55	10	39	<10%	
Monticello Academy-school	C	294/600	38	32	40	46.9	13	40	7	

February 11, 2014

Ms. Laura Sage
Special Education Director
Monticello Academy
2782 S Corporate Park Dr
West Valley, UT 84120

Dear Ms. Sage,

The Utah State Office of Education, Special Education Services (USOE-SES) has the authority and responsibility of monitoring compliance with federal and state requirements under the Individuals with Disabilities Education Act of 2004 (IDEA) and the Utah State Office of Education Special Education Rules (USOE SER). This responsibility is administered within the framework of supporting positive results for students with disabilities. The USOE-SES has re-conceptualized its accountability system to more effectively support LEAs in delivering compliant special education programs which lead to positive outcomes for students with disabilities. Several stakeholders were involved in the revision process and provided input and feedback regarding this process. The USOE-SES will provide differentiated levels of monitoring and support to LEAs based on the LEA's level of need. Levels of need will be determined by an annual data review conducted by the USOE-SES. While the USOE-SES monitoring and technical assistance efforts will continue to address compliance issues, most of our efforts will focus on working collaboratively with LEAs to develop and strengthen their capacity to implement, scale-up, and sustain LEA-level systems change.

The USOE-SES has completed the annual data review for the 2013–2014 school year. As a result of the data review Monticello Academy has been preliminarily placed in the **Universal Monitoring Tier**. The data used in making this determination are included in the table below.

Data	2013 Risk Score	Data Source	Description	Comments
SEA Concerns	2		The LEA has one or more areas of concern. Follow-up is required.	
Current APR	1	FFY 2011 APR Determination	The LEA meets requirements. The LEA is at or near the target for every indicator.	
Determination History	1	FFY 2009–2011 Determination History	The LEA is in “meets requirements” for at least 4 of the 5 prior years.	

Data	2013 Risk Score	Data Source	Description	Comments
Targeted Indicators	1	FFY 2011 APR Indicators 1, 2, 3 (math), 6, 7, 12, 13, 14	The LEA meets the target for all indicators within priority areas.	
Monitoring Results	2	Most recent LEA self-assessment or USOE on-site visit	The LEA had some findings of noncompliance or areas of concern in the most recent monitoring visit.	
LEA Internal Monitoring	1	UPIPS website or data provided by LEA	The LEA is using the UPIPS self-monitoring system (or other USOE-approved LEA system) to review a representative sample of IEP files annually.	
PIP & Progress on PIP	2	LEA submitted PIP and/or PIP Progress Report	The LEA has submitted a Program Improvement Plan (PIP). The plan is late, does not address all areas of identified need, or does not include verifiable progress toward achievement of goals identified in the PIP.	
Dispute Resolution	1	2012–2013 Dispute Resolution Data	The LEA has no complaints or due process proceedings with findings.	
Data Timeliness, Quality, and Trends	1	2012–2013 Data submissions	Data was accurate and submitted in a timely manner.	
Fiscal	3	2012–20123 Fiscal data	The LEA has audit findings or areas of concern related to the use of IDEA funds, as identified in the FiCAM Risk Rubric.	Findings on the LEA annual audit, timely submission of the application for funds (UCA), use of funds for voluntary CEIS, timely liquidation of funds.

Data	2013 Risk Score	Data Source	Description	Comments
Administration	3	2012–2013 Special education director and LEA leadership	The LEA leadership, including the special education director, do not demonstrate an understanding of IDEA requirements and evidence-based practices for serving students with disabilities.	

If you disagree with the data or monitoring tier you have been placed in, please contact Tiffanie Owens within 30 days of this letter. If you have any additional questions, please call Tiffanie Owens at (801) 538-7806.

Sincerely,



Tiffanie Owens
Monitoring Specialist

April 16, 2015

Dr. Gregory Cox, Director
Monticello Academy
2782 S Corporate Park Dr
West Valley, UT 84120

Dear Dr. Cox,

The Utah State Office of Education, Special Education Services (USOE-SES) has the authority and responsibility of monitoring compliance with federal and state requirements under the Individuals with Disabilities Education Act of 2004 (IDEA) and the Utah State Office of Education Special Education Rules (USOE SER). This responsibility is administered within the framework of supporting positive results for students with disabilities. The USOE-SES must provide an Annual Performance Report (APR) to describe the progress of each Local Education Agency (LEA) and the State toward meeting targets on performance indicators established by the Office of Special Education Programs (OSEP). The USOE-SES considers multiple sources of data including student enrollment, monitoring activities, professional development, stakeholder input, personnel qualifications, use of funding, and any other public information, to identify an APR determination score and the level of monitoring and support required for each LEA.

LEA determinations are made annually; therefore the determination about the status of each LEA and the criteria used will be reviewed and possibly modified each year by the USOE-SES. While each LEA is notified of their determination level, the USOE-SES is not required to inform the public, although public information requests must be honored. In making these determinations and in deciding on appropriate enforcement actions for the federal fiscal year (FFY) 2013 APR, the USOE-SES has considered all information available at the time of the determination, including the history, nature, and length of time of any reported noncompliance, and any evidence of correction. If the LEA provided data demonstrating correction of noncompliance in a timely manner within one year, the USOE-SES will consider the LEA to be in substantial compliance regarding that indicator. The SPP compliance indicators used in making the determinations based upon FFY 2013 APR (2013–2014) data were:

-Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma.

-Indicator 2: Percent of youth with IEPs dropping out of high school.

-Indicator 4B: Percent of LEAs that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

- Indicator 9:** Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
- Indicator 10:** Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
- Indicator 11:** Percent of children with parental consent to evaluate, who were evaluated and the evaluation completed within 45 school days.
- Indicator 12:** Percent of children referred by Part C prior to age 3 who were found eligible for Part B and who have an IEP developed and implemented by their third birthdays.
- Indicator 13:** Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those post-secondary goals, and annual IEP goals related to the student's transition service needs.

Determinations for FFY 2014 (2014–2015) will also include results from Indicator 3: Statewide Assessments. Determinations for FFY 2015 (2015–2016) will also include results from Indicator 6: Preschool Environments.

The USOE-SES has re-conceptualized its accountability system to more effectively support LEAs in delivering compliant special education programs which lead to positive outcomes for students with disabilities. Several stakeholders were involved in the revision process and provided input and feedback regarding this process. As a result, the USOE-SES provides differentiated levels of monitoring and support to LEAs based on need. While the USOE-SES monitoring and technical assistance efforts will continue to address compliance issues, efforts will focus on working collaboratively with LEAs to develop and strengthen their capacity to implement and scale-up effective instructional practices resulting in readiness for career, college, and independent living.

The USOE-SES has completed the annual data review for the 2013–2014 school year. As a result of the data review, Monticello Academy has been placed in the USOE **Supporting Tier**, with an APR Determination of **Meets Requirements**. The data used in making this determination are enclosed. For more information on the USOE tiers, supports and activities, please visit <http://schools.utah.gov/sars/Laws,-State-Rules-and-Policies/Compliance.aspx>.

Monticello Academy must complete a Program Improvement Plan to address the areas of need and activities identified in the enclosed table, and any areas of need identified by Monticello Academy. The Program Improvement Plan must be submitted for review by May 30, 2015.

If you have any additional questions, please call Tiffanie Owens at (801) 538-7806.

cc: Ms. Laura Sage, Special Education Director

Priority Area I: Effective Instruction in Literacy and Numeracy

Data	2014 Risk Score	LEA Data	Meets Target?	Percentage Below Target	Comments	Activities
Indicator 3: Numeracy Grades 3-8 State Target: $\geq 19.52\%$	1	22.22%	Yes	NA	The LEA meets or exceeds the state target of 19.52%.	NA
Indicator 3: Numeracy Grade 10 State Target: $\geq 22.10\%$	NA	NA	NA	NA	LEA did not enroll grade 10 in 2013-2014.	NA
Indicator 3: Literacy Grades 3-8 State Target: $\geq 16.70\%$	1	18.92%	Yes	NA	The LEA meets or exceeds the state target of 16.70%.	NA
Indicator 3: Literacy Grade 10 State Target: $\geq 12.82\%$	NA	NA	NA	NA	LEA did not enroll grade 10 in 2013-2014.	NA

Priority Area II: Preschool						
Data	2014 Risk Score	LEA Data	Meets Target?	Percentage Below Target	Comments	Activities
Indicator 12: C to B Transition State Target: 100.00%	NA	NA	NA	NA	NA	NA
Data	2014 Risk Score	LEA Data	Meets Target?	Percentage <i>Below</i> Target A <i>Above</i> Target B	Comments	Activities
Indicator 6: Preschool Settings						
Percent of Students Receiving Special Education in Regular Program State Target A: $\geq 33.02\%$	1	100.00%	Yes	NA	The LEA meets or exceeds the state target of 33.02%.	NA
Percentage of Students Receiving Special Education in Special Class or School State Target B: $\leq 43.76\%$	1	0.00%	Yes	NA	The LEA meets or exceeds the State target of 43.76%.	NA

Priority Area II: Preschool cont'd						
Data	2014 Risk Score	LEA Data	Meets Target?	Percentage Below Target	Comments	Activities
Indicator 7: Preschool Outcomes						
Positive Social Relationships Summary Statement 1: State Target: $\geq 90.52\%$	NA	NA	NA	NA	The LEA does not provide a preschool program and therefore is not required to report Utah Preschool Outcomes Data.	NA
Positive Social Relationships Summary Statement 2: State Target: $\geq 51.20\%$	NA	NA	NA	NA	The LEA does not provide a preschool program and therefore is not required to report Utah Preschool Outcomes Data.	NA
Knowledge and Skills Summary Statement 1: State Target: $\geq 89.96\%$	NA	NA	NA	NA	The LEA does not provide a preschool program and therefore is not required to report Utah Preschool Outcomes Data.	NA

Priority Area II: Preschool cont'd						
Data	2014 Risk Score	LEA Data	Meets Target?	Percentage Below Target	Comments	Activities
Indicator 7: Preschool Outcomes						
Knowledge and Skills Summary Statement 2: State Target: $\geq 44.79\%$	NA	NA	NA	NA	The LEA does not provide a preschool program and therefore is not required to report Utah Preschool Outcomes Data.	NA
Ability to Meet Needs Summary Statement 1: State Target: $\geq 90.70\%$	NA	NA	NA	NA	The LEA does not provide a preschool program and therefore is not required to report Utah Preschool Outcomes Data.	NA
Ability to Meet Needs Summary Statement 2: State Target: $\geq 62.97\%$	NA	NA	NA	NA	The LEA does not provide a preschool program and therefore is not required to report Utah Preschool Outcomes Data.	NA

Priority Area III: School to Post School						
Data	2014 Risk Score	LEA Data	Meets Target?	Percentage Below Target	Comments	Activities
Indicator 1: Graduation State Target: $\geq 62.13\%$	NA	NA	NA	NA	LEA did not enroll 12th grade students with disabilities in 2013-2014.	NA
Data	2014 Risk Score	LEA Data	Meets Target?	Percentage <u>Above</u> Target	Comments	Activities
Indicator 2: Dropout State Target: $\leq 6.89\%$	4	25.00%	No	18.11%	The LEA is 16% to 25% above the State target of 6.89%.	Conduct a review of LEA policies, procedures, and practices related to data collection and reporting in the area of drop out. As a part of this review, the LEA must consider attendance, behavior/discipline, and course data. Include strategies to decrease the LEA dropout rate as part of the improvement plan.
Data	2014 Risk Score	LEA Data	Meets Target?	Percentage Below Target	Comments	Activities
Indicator 13: Secondary Transition Plans State Target: 100%	NA	NA	NA	NA	NA	NA

Priority Area III: School to Post School cont'd

Data	2014 Risk Score	LEA Data	Meets Target?	Percentage Below Target	Comments	Activities
Indicator 14: Post Secondary Outcomes						
Enrolled in Higher Education State Target 14A: $\geq 24.50\%$	NA	NA	NA	NA	LEA did not enroll secondary students with disabilities in 2012-2013.	NA
Enrolled in Higher Education or Competitively Employed State Target 14B: $\geq 67.67\%$	NA	NA	NA	NA	LEA did not enroll secondary students with disabilities in 2012-2013.	NA

Priority Area III: School to Post School cont'd						
Data	2014 Risk Score	LEA Data	Meets Target?	Percentage Below Target	Comments	Activities
Indicator 14: Post Secondary Outcomes						
Enrolled in Higher Education, or in Some Other Postsecondary Education or Training Program, or Competitively Employed State Target 14C: $\geq 81.83\%$	NA	NA	NA	NA	LEA did not enroll secondary students with disabilities in 2012-2013.	NA

Priority Area IV: General Supervision						
Data	2014 Risk Score	LEA Data	Meets Target?	Percentage Below Target A <u>Above</u> Target B	Comments	Activities
Indicator 5: Access to General Curriculum						
Inside the Regular Class 80% or More of the Day State Target 5A: $\geq 56.81\%$	1	88.89%	Yes	NA	The LEA provides a continuum of placement options to support student access to age appropriate peers and the Utah Core Standards and Essential Elements. Indicator 5A results are at or above the State target of 56.81%.	NA
Inside the Regular Class Less Than 40% of the Day State Target 5B: $\leq 13.57\%$	1	0.00%	Yes	NA	The LEA provides a continuum of placement options to support student access to age appropriate peers and the Utah Core Standards and Essential Elements. Indicator 5B results are at or below the State target of 13.57%.	Review Policies, procedures, and practices to ensure all students with disabilities have access to the services outlined in the IEP based on student need and not based on scheduling or LEA philosophy.

Priority Area IV: General Supervision						
Data	2014 Risk Score	LEA Data	Meets Target?	Percentage <u>Above</u> Target C	Comments	Activities
Indicator 5: Access to General Curriculum						
In Separate Schools, Residential Facilities, or Homebound/Hospital Placements State Target 5C: $\leq 3.00\%$	1	0.00%	Yes	NA	The LEA provides a continuum of placement options to support student access to age appropriate peers and the Utah Core Standards and Essential Elements. Indicator 5C results are at or below the State target of 3%.	NA

Priority Area IV: General Supervision cont'd

Data	2014 Risk Score	LEA Data	Meets Target?	Percentage <u>Above</u> Target	Comments	Activities
Indicator 4B: Suspension and Expulsion State Target: 0.00%	1	0.00%	Yes	NA	The LEA does not have a significant discrepancy in the rate of suspension or expulsion of students with disabilities.	NA
Data	2014 Risk Score	LEA Data	Meets Target?	Percentage Below Target	Comments	Activities
Indicator 8: Parent Involvement State Target: \geq 86.04%	2	85.71%	No	0.33%	The LEA is 1% to 5% below the State target of 86.04%.	NA

Priority Area IV: General Supervision cont'd						
Data	2014 Risk Score	LEA Data	Meets Target?	Percentage <u>Above</u> Target	Comments	Activities
Indicator 9: Disproportionality State Target: 0.00%	1	0.00%	Yes	NA	NA	NA
Indicator 10: Disproportionality State Target: 0.00%	1	0.00%	Yes	NA	The LEA meets or exceeds the State target of 0%.	NA
Data	2014 Risk Score	LEA Data	Meets Target?	Percentage <u>Below</u> Target	Comments	Activities
Indicator 11: Child Find/Initial Evaluation State Target: 100%	1	100.00%	Yes	NA	NA	NA

Priority Area IV: General Supervision cont'd			
Data	2014 Risk Score	Comments	Activities
Determination History	2	1 of 5 years in Meets Requirements.	NA
Improvement Plan Focus on Student Outcomes	4	PIP only addresses IDEA compliance.	Revise PIP to include an action step/goal that addresses improving outcomes for students with disabilities.
Quality of PIP	This area was not used in making tiered monitoring assignments for the 2014-2015 school year. It will be included in assignments for the 2015-2016 school year.		
Progress on PIP	This area was not used in making tiered monitoring assignments for the 2014-2015 school year. It will be included in assignments for the 2016-2017 school year.		
Findings of Noncompliance	1	NA	NA
Internal Monitoring	2	An LEA internal monitoring procedure is in place, but a representative sample was not reviewed annually.	Create a procedure to ensure a representative sample of files are reviewed annually and submit the procedure to the USOE.
Dispute Resolution	1	NA	NA
Fiscal	2	Expenditures exceed budget.	NA
Data Timeliness	2	NA	NA
SEA Concerns	1	NA	NA

MONTICELLO ACADEMY General Supervision Program Improvement Plan (2015-2016)

General Supervision Data Sources

- ☒ APR Indicators, 3, 11
- ☒ Stakeholder input
- ☒ Previous UPIPS Results
- ☒ Interview Responses
- ☒ Off-site data
- ☒ Teacher licenses, endorsements and highly qualified status for current assignments
- ☒ Caseloads of special education case managers
- ☒ Policies and procedures in place and followed LEA-wide
- ☒ Student progress data
- ☒ Other (Please Describe Below)

(Hover Titles for Info)

	Strength	Need	Priority Area	PD Area
Priority Area 1: High Expectations & Beliefs				
• Leadership/Administration				
• Improvement Plan Focus on Student Outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Quality of Program Improvement Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Progress on Program Improvement Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Qualified Staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Professional Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Policies & Procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Priority Area 2: Content Knowledge & Effective Instruction				
• Accessible Instructional Technology and Materials				
• NIMAC/NIMAS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Priority Area 3: Multi-Tiered Systems of Supports in Secondary Settings				
• Suspension and Expulsion - Indicator 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General Supervision				
• Finance				
• Fiscal Audit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• FiCAM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Data				
• State and Federal Reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Data Timeliness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Compliance and Legal Issues				
• Child Find	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Initial Evaluation Timelines - Indicator 11	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Reevaluation Timelines	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Part C to Part B Transition Timelines - Indicator 12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Referral Process	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• LEA Internal Monitoring Procedure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Evaluation Materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Dispute Resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Evaluation/Eligibility Procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• English Proficiency Assessments	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• IEE Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Findings of Noncompliance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Annual Performance Reports				
• Determination Level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Determination History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Data Analysis: General Supervision Strengths

Monticello Academy's steering committee met on 3/15/2016 to review and analyze data in order to develop a program improvement plan for the Special Education department. The steering committee consisted of two administrators, two Special Education teachers, one General Education teacher, one parent and one behavior specialist. The data analyzed included APR Indicators 3 and 11, previous UPIPS results, interview responses, teacher licenses, teacher qualifications, off-site data, stake holder input, caseloads of case managers, parent feedback, policies, procedures and practices, student progress data, staff meeting agendas, records of professional development, and classroom observation reported in the aggregate. Careful analysis of the data yielded the following strengths for Monticello Academy:

The steering committee feels that the program improvement plan for Special Education, as well as other educational plans in the school, do a good job of focusing on student outcomes. This can be observed in meeting agendas, professional development notes, teacher feedback and in the rate of student progress for students at Monticello Academy.

Another area of strength is professional development. Monticello Academy contracts with various experts in their field to provide professional development to faculty and staff on a regular basis. Additionally, when a need for professional development is recognized, Monticello is usually able to respond in just a few weeks if it's for the whole staff, or within the week if it's one on one or small group development that's needed. This quick response has allowed educators to rapidly improve their practices when needed. Monticello Academy is dedicated to ensuring that our faculty and staff are more than competent in providing an education for our students and will work with teachers until this level of excellence is achieved.

Monticello Academy has also reviewed and revised its policy and procedure manual, and will do so again this August when the USOE updates the Special Education directors across the state with new revisions that are needed. Additionally, Special Education staff review the policy and procedure manual at the beginning of the school year, and have been observed to frequently refer to it throughout the year, in an effort to ensure that practices align with policies and procedures. A special emphasis was placed on this during last year's PIP and throughout the year we were able to verify that alignment such that it can now be considered a strength. It is important to note that implementation of these practices varied in fidelity from teacher to teacher this past year. Due to unforeseen circumstances, Monticello Academy did need to hire an additional teacher at a late date in the school year, and we didn't have any qualified applicants. For this reason, a teacher was hired who needed extensive support and training. While that training was provided, it would be unfair to evaluate the whole department by this one teacher's lack of knowledge. The department did pull together, however, to ensure that all practices aligned with policy and procedure, even when it meant that other members of the Special Education team had to carry significantly more of the workload than they otherwise would have. This willingness to share the workload, for the good of the students, is another area of strength at Monticello Academy. Student needs come first.

Other areas of strength include Initial evaluation timelines and reevaluation timelines. This was verified through review of compliance checklists and internal monitoring (although internal monitoring did not occur until after the state completed its data gathering efforts for the RDA letters). All Initial evaluations and reevaluations were held within the appropriate time frames except for those wherein the student was not available for evaluation.

Monticello Academy has also worked extensively this past year to refine its referral process, and the steering committee feels that this has been successfully completed such that it is now an area of strength. Teachers were able to demonstrate knowledge of the referral process through their interview responses, and actual referrals were reviewed to verify that the process was working adequate to the needs of the students. Student support teams were developed to review student progress (in PLCs and in RTI committee meetings) and shared communication occurred between different educational stakeholders.

Monticello Academy also contracts with educational psychologists in order to complete comprehensive educational evaluations. This has allowed us to greater access to different evaluation materials, so that we are able to select the evaluation tools that are appropriate for each student.

Monticello Academy has also strictly adhered to evaluation and eligibility procedures, according to the policy and procedure manual. This was verified through observation and participation in IEP meetings by the Special Education director and administrative representatives. During times when there was some confusion as to how to proceed, the Special Education director attended the IEP meetings to ensure that correct procedures were followed.

Data Analysis: General Supervision Needs

The steering committee analyzed the above mentioned data and determined the following areas of need:

As was mentioned above, due to unforeseen circumstances Monticello Academy was placed in a position of having to hire an unqualified teacher. Although this teacher participated in the ARL program, he was new to the program and did not have any previous experience. This resulted in significant need for the Special Education department. It is commendable that the teacher has been willing to attend whatever professional development has been provided and has actively sought out opportunities to learn more about the requirements of the job of Special Education teacher. The steering committee feels that this coming year we need to focus our efforts on hiring teachers who are qualified and when that option is not available, focus on building teacher capacity so that they become qualified. For this reason, we will continue to focus on professional development opportunities, and one on one coaching when needed. When in a position of needing to hire additional staff, every effort will be made to hire qualified staff. Please see SMART-C goal below.

Another area of need is child find. Although we have improved our referral process, additional outreach needs to be made with parents and teachers in regards to the obligation of child find. General Education teachers report that they feel the referral process sometimes moves too slowly, as data is gathered to make the referral. In response to this, Monticello Academy will provide professional development to all staff regarding the obligation of child find, and specifically the signs that indicate a student might have disability. Additionally, professional development will emphasize that appropriately referred evaluations for Special Education services can not be delayed for the purpose of RTI. Monticello Academy will also dedicate additional time in kindergarten and first grade for the purpose of remediation for struggling students. It is anticipated that this remediation will enable stakeholders to more quickly identify those students who may have disabilities.

As was mentioned above, the Special Education teachers at Monticello did participate in internal monitoring, but files were not inputted until after the USOE had finished gathering data for RDA letters. This was an important step for us in refining our program improvement plan because we realized that we need to re-write the goal for internal monitoring to include specific time frames for file reviews. It is anticipated that this will allow us to make compliance corrections on an ongoing basis, and be more responsive to compliance mistakes. Please see the SMART-C goal below. The Special

Education department at Monticello Academy is aware of the valuable tool that internal monitoring can be, when used correctly.

Program Improvement Plan SMART-C Goals

Goal 5

Qualified Staff

Resource Category: General Supervision, Priority Area 1: High Expectations & Beliefs, Leadership/Administration, Qualified Staff,

SMART-C Goal: By the end of the 2016-17 school year, Special Education staff at Monticello Academy will be qualified to serve in their respective areas of instruction, as determined by CACTUS, ARL records if applicable and professional development certificates.

Progress Monitoring Plan: At least twice during the 2016-17 school year, the Special Education director will meet with Special Education staff to review qualification and progress toward becoming qualified. The results of this review will be shared with the School Director and administrative team.

Action Steps: Monticello Academy will conduct a self assessment to determine what professional development and courses are needed in order for Special Education staff to become qualified. We will then arrange for that professional development and/or encourage course work. Special Education staff, in collaboration with the educational leadership team, will develop a plan for all Special Education staff to become qualified. If any new positions for which Monticello needs to hire become available, qualified applicants will be given top priority.

Goal 6

Child Find

Resource Category: General Supervision, Compliance and Legal Issues, Child Find,

SMART-C Goal: By the end of the 2016-17 school year, Monticello will be able to demonstrate that students with disabilities were found and provided with services in an appropriate amount of time as determined through file review and according to USOE guidelines.

Progress Monitoring Plan: The Special Education director and other members of the educational leadership team will review files of all new students to the Special Education program, on a quarterly basis. These file reviews will indicate the time frame in which evaluations were conducted, beginning with the first referral for targeted interventions. Results of these file reviews will be shared with the administrative team and discussed with the intent of determining if the time frame is appropriate. Additionally, teachers will be surveyed semi-annually to determine their level of understanding of the child find obligation, and their satisfaction with the process. Depending on the results of these progress monitoring checks, strategies for this goal may be adjusted.

Action Steps: Monticello Academy will provide professional development to all staff members regarding the obligation of child find, including an emphasis that appropriate Special Education evaluations can not be delayed for the purpose of RTI. Additionally, Monticello will conduct outreach activities for parents on the potential signs of a disability, so that parents can be empowered to be more meaningful partners in the child find process. And finally, additional time will be dedicated in kindergarten and first grade for remediation, for those students who struggle academically. The results of this remediation will be discussed in student intervention team meetings, and appropriate next steps will be decided.

Goal 7

Internal Monitoring

Resource Category: General Supervision, Compliance and Legal Issues, LEA Internal Monitoring Procedure,

SMART-C Goal: Prior to the end of the 2016-17 school year, Monticello Academy will ensure that all students receiving special education services receive those services appropriately, through the use of internal monitoring to identify areas of non-compliance that could negatively impact student outcomes. Those areas found to be non-compliant will be subsequently addressed so that students receive appropriate services and are better able to reach their individual goals. Internal monitoring will be verified by the special education director on an ongoing basis.

Progress Monitoring Plan: The Special Education Director will log into the UPIPS system at least quarterly to verify that Special Education teachers are completing full file reviews. The Special Education Director will then review the results of the file review with the teacher to address areas of non-compliance and to provide professional development on how to correct areas of non-compliance and how to prevent future findings of non-compliance.

Action Steps: At the beginning of the school year, the Special Education Director will meet with the Special Education teachers to instruct on how to use the UPIPS system. The Special Education teachers will be expected to do a complete review of at least one file each month. The results of each file review will be discussed and any areas of non-compliance will be addressed. This ongoing self review should result in improved practices, and the assurance that students who have IEPs receive their appropriate services in order to meet their needs and improve their outcomes.

General Supervision LEA Person Responsible

Name	Phone	Email	Responsibility
Laura Sage	801-872-3571	sagespedconsulting@gmail.com	Goal 5

General Supervision Dates for Review

10/28/2016
02/10/2017
05/26/2017

General Supervision Communication Log

From Wade Glathar on 7/21/2016 7:13:45 PM

Thank you for submitting your PIP. Your efforts are much appreciated! We have reviewed your PIP and approved it. Your overall PIP score is: 1. Please ensure progress narratives match previous year's goals. We do not recommend any changes at this time.

General Supervision Evidence Upload

Date File Name

MONTICELLO ACADEMY FAPE in the LRE Program Improvement Plan (2015-2016)

FAPE in the LRE Data Sources

- ☒ APR Indicators 1, 2, 4, 5, 6
- ☒ Previous UPIPS Results
- ☒ Interview Responses
- ☒ Other (Please Describe Below)

(Hover Titles for Info)

Strength Need Priority Area PD Area

Priority Area 1: High Expectations & Beliefs

• Individualized Education Program

• Accommodations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• IEP and Placement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• PLAAFP & Goals	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Service Delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Extended School Year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Health Care Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Related Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• IEP Team Membership	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• EL Evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Priority Area 2: Content Knowledge & Effective Instruction

• Numeracy - Indicator 3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Literacy - Indicator 3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Preschool Outcomes - Indicator 7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Accessible Instructional Technology & Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Access to the General Curriculum - Indicator 5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Preschool Settings - Indicator 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• LRE and Placement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Paraprofessionals				
• Training and Supervision	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Priority Area 3: Multi-Tiered Systems of Supports in Secondary Settings

• Multi-Tiered Systems of Supports Available in All Settings	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Behavior/Discipline Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• EL Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General Supervision				
• IEP Timelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Data Analysis: FAPE in the LRE Strengths

The steering committee at Monticello Academy met to review and analyze data in order to develop a program improvement plan for Special Education. The data reviewed for the section of Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) included Indicators 1,2,4, 5 and 6, previous UPIPS results, interview responses, stakeholder input, parent responses, classroom observation and a review of Special Education records. The analysis of this data allowed the steering committee to determine that the following are areas of strength at Monticello Academy:

General Education teachers were observed to provide accommodations appropriately and as needed. The Special Education staff at Monticello developed a confidential online system for informing General Education teachers of the individual accommodations needed by each student. Teachers report that this system has had significant impact on their ability to appropriately provide accommodations for students with disabilities by serving as a reminder and tracking system for those accommodations.

In 2014, 93.88% of Monticello Academy's students with disabilities participated in the General Education classroom at least 80% of their school day. The state target for inclusion is 57.23% of students with disabilities participating in the General Ed classroom at least 80% of the school day. Monticello Academy is including students in the General Education classroom at a significantly higher rate than the state target, therefore the steering committee feels that this is an area of strength. IEP and placement decisions are developed with an emphasis on the Least Restrictive Environment and inclusion. Monticello has also focused on empowering General Education teachers to be able to provide accommodations and meet the needs of their students in the General Education classroom.

Another area of strength for Monticello Academy is our related service providers. Monticello contracts with various experts in their field in order to

provide related services. This has been verified through a review of resumes and qualification of each service provider. Monticello is confident in the abilities of our related service providers and is grateful to have found such highly qualified contractors.

Monticello is especially proud of its IEP team membership records. Each IEP meeting is attended by all of the required participants, and also by any other persons who are directly involved in implementing the IEP or working with the student. This means that paraprofessionals often attend IEP meetings, as well as multiple General Education teachers, sometimes multiple administrators and any related service providers. It is not uncommon to have difficulty finding a chair at an IEP meeting. This exemplary IEP team membership has enabled the IEP team to make more informed decisions regarding the student's IEP and Special Education services.

According to 2015 SAGE data, 37.93% of Monticello's students with disabilities in grades 3-8 were proficient in Numeracy. The state target is a 28.10% proficiency rate. Therefore, Monticello Academy is achieving above the state target in the area of Numeracy. This is especially exciting because Numeracy remains a priority area for improvement in student outcomes in the state of Utah. Although Monticello has already exceeded the state target, we continue to strive for gains in student outcomes in this area.

As was mentioned previously, 93.88% of students with disabilities participate with their non-disabled peers at least 80% of the school day. This demonstrates strength in the area of Access to the General Education curriculum, Indicator 5. Additionally, General Education staff are empowered to provide access to the General Education curriculum through the accommodations provided for students with disabilities. Classroom observations indicate that this continues to be an area of strength for Monticello Academy.

Monticello is also especially proud of its multi-tiered system of support. This system has been developed over the past few years and continues to be refined as the opportunity arises. Monticello has been focusing on differentiated instruction for multiple years as well as a highly developed system for identifying and providing appropriate interventions. Monticello Academy will always strive for continuous improvement, however the steering committee feels that this is currently an area of strength for Monticello.

Data Analysis: FAPE in the LRE Needs

The analysis of data mentioned above also indicated the following needs at Monticello Academy:

Some IEP case managers report and are observed to need further professional development in the process for developing an IEP, specifically as relates to alignment between PLAAFP, goals and services. This professional development will be provided on a one on one basis until internal file reviews indicate that it is no longer needed.

23.33% of students with disabilities were proficient in the area of Literacy, according to 2015 SAGE testing. The state target for Literacy proficiency is 25.64% of students with disabilities. Monticello Academy 2.31% below the state target. Although there are no required activities, Monticello would like to address this need anyway, because academic achievement is a continuous goal at Monticello Academy and the steering committee would like to have our students achieve at a level at least on par with the state target. Please see the SMART-C goal below for information on how we intend to improve that proficiency rate.

The last area of need on which Monticello Academy would like to focus is that of paraprofessional training and supervision. Paraprofessionals report that they would like to receive additional training in effective instructional practices, in order to further improve student outcomes of the students they work with. Monticello has a team of very dedicated paraprofessionals who strive to do their best in serving our students. Supervision of paraprofessionals is ongoing and effective and is not an area of concern. However the steering committee agrees that additional training for our paraprofessionals would improve student outcomes in Special Education at Monticello Academy. Please see the SMART-C goal below.

Program Improvement Plan SMART-C Goals

Goal 3

Literacy

Resource Category: FAPE in the LRE, Priority Area 2: Content Knowledge & Effective Instruction, Literacy - Indicator 3,

SMART-C Goal: Monticello Academy will improve outcomes for students with disabilities in grades 3-8 on SAGE testing in the area of literacy, from 23.33% proficiency to at least 25.64% proficiency by spring 2017.

Progress Monitoring Plan: Monticello will participate in beginning of year testing and mid-year testing using the SAGE interim test in order to monitor progress toward this goal. Additionally, teachers will implement progress monitoring as part of their regular monthly PLC meetings to ensure that students are mastering concepts that are aligned to state standards. Formative tests will be conducted for each learning unit and results will be used to guide instruction.

Action Steps: Monticello Academy will provide professional development to teachers on the efficient use of data to guide instruction, strategies of effective literacy instruction, and how to effectively use professional learning communities to improve student outcomes. The ambition of this action step is to build teacher capacity, so that students receive ongoing effective instruction. Monticello will also provide professional development on specific strategies and accommodations that may help students with disabilities to achieve more while in the General Education classroom. Monticello will also use supplemental programs during designated time for interventions through our multi-tiered systems of support, to assist those students who continue to struggle.

Goal 4

Paraprofessional Training

Resource Category: FAPE in the LRE, Priority Area 2: Content Knowledge & Effective Instruction, Paraprofessionals, Training and Supervision,

SMART-C Goal: By Spring 2017, paraprofessionals that work with students with disabilities at Monticello Academy will report that they feel more empowered to effectively work with students as measured through self report surveys. Additionally, students who receive assistance from paraprofessionals will demonstrate at least the same rate of progress as their peers who work directly with the Special Education teachers, as measured through progress monitoring.

Progress Monitoring Plan: Paraprofessionals will complete a self report survey relating to their feeling of competence and empowerment, on a quarterly basis, the results of which will be shared with the educational leadership team. Any areas of needed improvement will be identified and addressed accordingly. Additionally, all students with disabilities will participate in progress monitoring at least monthly. Those students who work directly with paraprofessionals will have their progress rates compared to those who work directly with Special Education teachers, in order to verify equivalent rates of progress. (It is important to note that while rates of progress will be compared, actual instruction will still be developed and determined by the Special Education teacher. We are only attempting to improve the strategies used in the delivery of the instruction.)

Action Steps: Monticello Academy will conduct an assessment of paraprofessionals strengths and needs and then provide professional development according to that assessment. Paraprofessionals will be given opportunities to observe and model effective instructional strategies, overseen by the Special Education teachers and Special Education director.

FAPE in the LRE LEA Person Responsible

Name	Phone	Email	Responsibility
Laura Sage	801-872-3571	sagespedconsulting@gmail.com	Goal 3

FAPE in the LRE Dates for Review

10/28/2016
02/10/2017
05/26/2017

FAPE in the LRE Communication Log

FAPE in the LRE Evidence Upload

Date File Name

MONTICELLO ACADEMY Parent Involvement Program Improvement Plan (2015-2016)

Parent Involvement Data Sources

- ☒ APR Indicator 8
☒ Previous UPIPS Results
☒ Interview Responses
☐ Other (Please Describe Below)

(Hover Titles for Info)

Strength Need Priority Area PD Area

Priority Area 1: High Expectations & Beliefs

• Communication

• Parent Survey - Indicator 8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Communication in a Variety of Languages	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Emergency Contact Procedures (LRBI)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

General Supervision

• Procedural Safeguards

• Copies to Parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Written Prior Notice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Notice of Meeting	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Parental Consent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Surrogate Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Data Analysis: Parent Involvement Strengths

The steering committee at Monticello Academy reviewed and analyzed data relating to Parent Involvement. The data analyzed included Indicator 8 - parent survey data, previous UPIPS results, parent responses to LEA designed surveys and questionnaires, parent response to current outreach efforts, parent emails and stakeholder input.

The steering committee determined that Monticello Academy displays strength in providing communication in a variety of languages. IEP forms are maintained in the Special Education office in multiple languages in case the need should arise. Additionally, Monticello Academy has numerous available translators on staff, should the need arise. And finally, if a translator is needed for a language for which we don't already have a translator, we have access to resources to procure that translator prior to any meetings with parents.

Another area of strength determined by the steering committee was that of providing copies all all IEP paperwork and evaluation results to parents. Monticello ensures that parents leave each IEP meeting with copies of all relevant paperwork, so that parents can maintain their own records and be empowered to be meaningful participants in the IEP process.

Monticello Academy also ensures that parents are always given an actual notice of meeting at least ten days prior to the scheduled meeting, except in cases where the parent requests that the meeting be held sooner. This enables parents to be prepared for the IEP meeting and to have time to arrange schedules and gather any needed information prior to the meeting.

Data Analysis: Parent Involvement Needs

The steering committee did not feel that any of the check boxes above reflected the needs of our Special Education department in regards to parent involvement. The parent member of our steering committee specifically requested a designated parent representative with whom parents could share concerns confidentially. This representative would then take these concerns to the appropriate individuals and/or teams to be discussed and addressed. The parent member of the steering committee reported that some parents might be hesitant to share concerns with official staff, and this would be a way of addressing that need for communication.

Another recommended area of improvement is in parent outreach efforts. The steering committee would like the Special Education department to develop a pamphlet for parents that includes resources for parents of students with disabilities along with explanations of common acronyms and Special Education practices. This action step was determined based on stakeholder input and parent feedback.

Program Improvement Plan SMART-C Goals

Goal 2

Parent Communication

Resource Category: Parent Involvement, Communication,

SMART-C Goal: By Spring of 2017, Monticello Academy will be able to demonstrate improved communication with parents to the degree that at least 90% of respondents report feeling that their concerns are heard and addressed, as measured through parent surveys.

Progress Monitoring Plan: At least semi-annually, Monticello Academy will distribute parent surveys through email and physical letters home, to parents of students with disabilities. These surveys will focus on parental involvement and the degree to which parents feel that their concerns are heard and addressed. The results of these surveys will be shared with the administrative team and any adjustments needed to practices will be made.

Action Steps: Monticello Academy will increase parent outreach efforts by providing parent information nights, resource materials distributed to parents, and regular communication with parents by the Special Education department with a focus on building relationships. Monticello Academy will also designate a parent representative whom parents can contact in order to register concerns anonymously. This parent representative will share concerns with the appropriate personnel as well as the School Director, on an as needed basis.

Goal 3

Parent Outreach

Resource Category: Parent Involvement, Priority Area 1: High Expectations & Beliefs, Communication,

SMART-C Goal: By Spring 2017, Monticello Academy will improve its parent response to outreach efforts by increasing visibility of those outreach efforts and providing information to parents through multiple methods of contact, such that parents will respond to surveys in the affirmative that they have had adequate opportunities to participate as meaningful partners in their child's educational experience.

Progress Monitoring Plan: Twice per year, Monticello Academy will distribute surveys to parents focusing on parent involvement and specifically whether or not parents feel they have had adequate information provided and opportunities to participate as meaningful partners in their child's educational experience. The results of these surveys will be shared with the administrative team and any needed changes in practice will be addressed.

Action Steps: Monticello Academy will continue to hold parent information nights twice per school year, focusing on specific information that parents report would be beneficial for them to have. These parent information nights will be advertised through the school email, on the school website and through physical flyers sent home with students. Additionally, the Special Education department will develop an informative pamphlet for parents that includes information on available resources, explanations of common acronyms and Special Education practices. Monticello will also solicit parent feedback through email at least twice yearly.

Parent Involvement LEA Person Responsible

Name	Phone	Email	Responsibility
Laura Sage	801-872-3571	sagespedconsulting@gmail.com	Goal 2

Parent Involvement Dates for Review

10/28/2016
02/10/2017
05/26/2017

Parent Involvement Communication Log

Parent Involvement Evidence Upload

Date File Name

MONTICELLO ACADEMY Transition Program Improvement Plan (2015-2016)

Transition Data Sources

- ☒ APR Indicators 7, 12, 13, 14
- ☒ Previous UIPS Results
- ☒ Interview Responses
- ☐ TEDI data
- ☒ Other (Please Describe Below)

(Hover Titles for Info)

	Strength	Need	Priority Area	PD Area
Priority Area 1: High Expectations & Beliefs				
• Graduation - Indicator 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Dropout - Indicator 2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Post Secondary Outcomes - Indicator 14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Priority Area 2: Content Knowledge & Effective Instruction				
• Secondary Transition Evidence-based Practices & Predictors of Post-school Success	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Priority Area 3: Multi-Tiered Systems of Supports in Secondary Settings				
• Interagency Involvement and Collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• School Programs to Encourage Parent Involvement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Academic Rigor for All Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• A Network of Timely Supports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• A Culture of College Access	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Effective Use of Data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General Supervision				
• School to Post School Transition				
• Complete Secondary Transition Plans - Indicator 13				
• Transition Plans by 16th Birthday	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Post Secondary Goals	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Age Appropriate Transition Assessments	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Transition Services	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Courses of Study	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Age of Majority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Summary of Performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Notice to Adult Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Data Analysis: Transition Strengths

Monticello Academy's steering committee met on 3/15/2016 to analyze data related to transition and develop goals for the program improvement plan for Special Education. The data analyzed includes APR indicators 7,12,13 and 14, previous UIPS results, interview responses, file review results (specifically a review of transition plans), child count information, and the Results Driven Accountability letter provided by the USOE. TEDI results were not reviewed because Monticello Academy does not have any students transitioning from preschool services.

Careful analysis of this data led the steering committee to determine that areas of strength include programs at the school to encourage parent involvement, academic rigor for all students and culture of college access. Monticello holds a specific parent information night for parents of transition age students, to introduce them to transition plans, available resources and to give them an idea of what the next several years will look like, including high school and post secondary resources. In addition to that, Monticello has many other programs that encourage parent involvement at all levels of education, to help parents be partners in their child's educational success. This includes mandatory volunteer hours, multiple activities designed for parents and students to attend together, and a strong emphasis on communication between staff and parents.

Monticello's charter was specifically written for students who are college bound. This means that there is a greater emphasis on academic rigor than there is at many other schools. Monticello holds students to high standards of achievement, and students are not allowed to progress to their next grade level unless they have demonstrated mastery of the required skills for their current grade. Monticello encourages its educators to stretch student's understanding and learning processes, sometimes beyond what the student thinks they are able to accomplish. With assistance, students have been able to experience great success in this way. Monticello also has numerous educational enrichment activities to extend learning beyond the minimum state requirements. We have a firm belief in the power of academic rigor, and all students are expected to make significant progress in

their learning. Monticello uses multiple assessments through out the year to ensure that students are not maintaining their level of achievement, but instead are always progressing.

Because Monticello is specifically designed as a college preparatory school, there is a strong culture of college access. College is talked about from the early grades, with students being encouraged to explore various campuses and fields that interest them. Educators are asked to frequently reference their own college experiences, and take every opportunity available to encourage students to attend college. Monticello is currently working on a means of allowing students to take advanced classes to further prepare them for college, while in the 9th grade. College attendance is an expectation for graduates of Monticello Academy and this is visible to any outside observer just by walking down the halls where various college posters are hung. There is also a large map in the front area of the school where teachers have indicated where they attended college, so that students can see that there are many options available to them.

Data Analysis: Transition Needs

After reviewing the above stated data, the steering committee determined that transition is our greatest area of need. Specifically, we need additional professional development on transition plans (what they are, how to write them and how to provide appropriate services that will improve student outcomes). Because this covers such a broad range, we grouped these related items together under one goal, Compliant Transition Plans. See SMART-C goal below. This need was discovered after a file review of existing transition plans where it became apparent that additional professional development was needed. Monticello recognizes that in order to achieve positive student outcomes, we need to have organized, compliant plans in place for achieving those outcomes. We also recognize that transition plans are the plan most directly related to the ultimate student outcomes that we're seeking, that students will be able to be productive members of society living as independently as possible. Another area of identified need was professional development on Secondary Transition Evidence-based Practices and Predictors of Post-school Success. However, the steering committee feels that while this is a significant area of need, we need to have appropriate plans in place before we can delve into evidence-based practices. Therefore we will address the area of evidence-based practices and predictors of post-school success in the following year.

Another strong area of need, as recorded in our Results Driven Accountability letter, is the percentage of drop outs. Our risk score for this was 5 (the highest risk score) and our dropout rate was 100%. After thorough investigation and self assessment, we discovered that this was because in that year (2013-2014) there was only one transition age student receiving Special Education services, and she dropped out. We investigated and discovered that when she withdrew her enrollment, she did not re-enroll in another school, as we had anticipated she would. A drop out rate of 100% sounds extremely serious, and even unlikely in a larger school. However when we discovered that the reason it was 100% was because we only had one student to begin with, it seems like more of an anomaly. As part of our research for this area of need, we followed up on all students receiving transition services since that time, and all are currently enrolled in school. Monticello's steering committee feels that this one incident is an anomaly and not representative of a prevalent pattern at the school. However, we also recognize that every student matters and that we need to improve whatever efforts we can to ensure that students with disabilities do not drop out of school. With that in mind, we have written a goal to help us identify at risk students and provide extra support. In this one case, the root cause of the student that did drop out was because of family concerns. Once Monticello identifies these students who are at-risk, we can design interventions and supports to specifically target the student's strongest risk factor. In the case of the student who dropped out, we could have introduced her to resources that would enable her to continue in school while still addressing the needs of her family. We also could have given emotional support to encourage her forward through a difficult situation. Other students may face a greater risk of dropping out for different reasons, so the steering committee feels that a goal designed to help us identify at risk students and put in place supports for that student, would be more beneficial than a goal targeted specifically for students who have extensive family concerns. Please see SMART-C goal below.

Program Improvement Plan SMART-C Goals

Goal 1

Compliant Transition Plans

Resource Category: Transition, General Supervision, School to Post School Transition, Complete Secondary Transition Plans - Indicator 13, Transition Plans by 16th Birthday, Post Secondary Goals, Age Appropriate Transition Assessments, Transition Services, Courses of Study,

SMART-C Goal: By the spring of 2017, a file review of all transition plans will demonstrate 100% compliance in accordance with USOE and USBE-SER regulations.

Progress Monitoring Plan: On a quarterly basis the Special Education director will review the results of monthly file reviews to determine needed areas of professional development and whether or not we are making adequate progress on this goal. Results of file reviews will be shared with the administrative team.

Action Steps: Monticello Academy will in-depth provide professional development, including one on one coaching, on how to write a compliant transition plan, from beginning to end including transition plans completed by the student's 16th birthday, post secondary goals, age appropriate assessments, transition services and courses of study. This professional development will also include giving the bigger context of transition plans, so that educators can see how these plans directly relate to the positive student outcomes we're seeking. Appropriate staff in the Special Education department will also attend the Transition Institute hosted by the Utah Professional Development Network.

Goal 2

Drop Out - Indicator 2

Resource Category: Transition, Priority Area 1: High Expectations & Beliefs, Dropout - Indicator 2,

SMART-C Goal: By Spring 2017, Monticello will have a 0% drop out rate as the result of having developed a system to identify those student at greatest risk for dropping out, and providing targeted interventions that address those risk factors.

Progress Monitoring Plan: The administrative team will meet on a quarterly basis to discuss progress on the development of the system for identifying risk factors of students who are at risk for dropping out. Additionally, student progress of students who are transition age and receiving Special Education services will be shared and discussed, including anecdotal information on conversations with students regarding continuing in school. At the end of the year, Monticello will verify that transition age students with disabilities who have withdrawn from the school are re-enrolled at another school.

Action Steps: The Special Education department will research various risk factors for students at risk of dropping out. We will also research methods of identifying those students who are at risk, and will determine which method we should use in assessing our students. The Special Education leadership team will then meet with the administrative team to determine assessment procedures. Once students with disabilities at risk for dropping out are identified, the Special Education team will hold student intervention meetings to determine which targeted interventions to use for which at risk students. Progress monitoring notes will be kept as part of the intervention, and reviewed quarterly with the administration team. In cases where the risk factors include family concerns, Monticello will provide free access to a counselor who can provide support and connect students with available resources, in addition to the intervention supports provide by the Special Education team. It is anticipated that much of these interventions will focus on building supportive relationships with students who are at risk.

Transition LEA Person Responsible

Name	Phone	Email	Responsibility
Laura Sage	801-872-3571	sagespedconsulting@gmail.com	Goal 1

Transition Dates for Review

10/28/2016
02/10/2017
05/26/2017

Transition Communication Log

Transition Evidence Upload

Date File Name

MONTICELLO ACADEMY Disproportionality Program Improvement Plan (2015-2016)

Disproportionality Data Sources

- ☒ APR Indicators 9, 10
- ☒ Child count data to review prevalence and categories of disabilities by race/ethnicity

(Hover Titles for Info)

- Disproportionate Representation - Indicator 9
- Disproportionate Representation by Disability Category - Indicator 10

Strength	Need	Priority Area	PD Area
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Data Analysis: Disproportionality Strengths

The steering committee reviewed data on APR indicators 9 and 10, along with child count data and determined that Monticello Academy does not have any disproportionality and therefore this section does not apply. 26.5 % of our students receiving Special Education services are Hispanic (the only notable statistic in our data), however school wide the Hispanic population is approximately 30%.

Data Analysis: Disproportionality Needs

The steering committee reviewed data on APR indicators 9 and 10, along with child count data and determined that Monticello Academy does not have any disproportionality and therefore this section does not apply.

Program Improvement Plan SMART-C Goals

Disproportionality LEA Person Responsible

Name	Phone	Email	Responsibility
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Disproportionality Dates for Review

Disproportionality Communication Log

Disproportionality Evidence Upload

Date	File Name
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April 26, 2015

Dr. Gregory Cox, Director
Monticello Academy
2782 S Corporate Park Dr
West Valley, UT 84120

Dear Dr. Cox,

The Utah State Office of Education, Special Education Services (USOE-SES) has the authority and responsibility of monitoring compliance with federal and state requirements under the Individuals with Disabilities Education Act of 2004 (IDEA) and the Utah State Office of Education Special Education Rules (USOE SER). This responsibility is administered within the framework of supporting positive results for students with disabilities. The USOE-SES must provide an Annual Performance Report (APR) to describe the progress of each Local Education Agency (LEA) and the State toward meeting targets on performance indicators established by the Office of Special Education Programs (OSEP). The USOE-SES considers multiple sources of data including student enrollment, monitoring activities, professional development, stakeholder input, personnel qualifications, use of funding, and any other public information, to identify an APR determination score and the level of monitoring and support required for each LEA. LEA determinations are made annually; therefore the determination about the status of each LEA and the criteria used will be reviewed and possibly modified each year by the USOE-SES. While each LEA is notified of their determination level, the USOE-SES is not required to inform the public, although public information requests must be honored. In making these determinations and in deciding on appropriate enforcement actions for the federal fiscal year (FFY) 2014 APR, the USOE-SES has considered all information available at the time of the determination, including the history, nature, and length of time of any reported noncompliance, and any evidence of correction. If the LEA provided data demonstrating correction of noncompliance in a timely manner within one year, the USOE-SES will consider the LEA to be in substantial compliance regarding that indicator. The SPP compliance indicators used in making the determinations based upon FFY 2014 APR (2014–2015) data were:

- Indicator 1:** Percent of youth with IEPs graduating from high school with a regular diploma.
- Indicator 2:** Percent of youth with IEPs dropping out of high school.
- Indicator 4B:** Percent of LEAs that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.
- Indicator 9:** Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Leadership...Service...Accountability

- Indicator 10:** Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
- Indicator 11:** Percent of children with parental consent to evaluate, who were evaluated and the evaluation completed within 45 school days.
- Indicator 12:** Percent of children referred by Part C prior to age 3 who were found eligible for Part B and who have an IEP developed and implemented by their third birthdays.
- Indicator 13:** Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those post-secondary goals, and annual IEP goals related to the student's transition service needs.

Determinations for FFY 2014 (2014–2015) will also include results from Indicator 3: Statewide Assessments. Determinations for FFY 2015 (2015–2016) will also include results from Indicator 6: Preschool Environments. The USOE-SES has re-conceptualized its accountability system to more effectively support LEAs in delivering compliant special education programs which lead to positive outcomes for students with disabilities. Several stakeholders were involved in the revision process and provided input and feedback regarding this process. As a result, the USOE-SES provides differentiated levels of monitoring and support to LEAs based on need. While the USOE-SES monitoring and technical assistance efforts will continue to address compliance issues, efforts will focus on working collaboratively with LEAs to develop and strengthen their capacity to implement and scale-up effective instructional practices resulting in readiness for career, college, and independent living.

The USOE-SES has completed the annual data review for the 2014–2015 school year. As a result of the data review, Monticello Academy has been placed in the USOE **Supporting Tier**, with an APR Determination of **Meets Requirements**. The data used in making this determination are enclosed. For more information on the USOE tiers, supports and activities, please visit <http://schools.utah.gov/sars/Laws,-State-Rules-and-Policies/Compliance.aspx>.

Monticello Academy must complete a Program Improvement Plan to address the areas of need and activities identified in the enclosed table, and any areas of need identified by Monticello Academy. The Program Improvement Plan must be submitted for review by June 30, 2016.

If you have any additional questions, please call [Lindsey Adams](#) at (801) 538-7806.

cc: Ms. Laura Sage Special Education Director

Priority Area I: High Expectations and Beliefs						
Data	2015 Risk Score	LEA Data	Meets Target?	Percentage Below Target	Comments	Activities
Indicator 1: Graduation State Target: $\geq 66.32\%$ Data Year: 2013-2014 Data Source: UTREx Year End	NA	NA	NA	NA	The LEA reported no graduates with disabilities in 2013-2014.	No required activities.
Data	2015 Risk Score	LEA Data	Meets Target?	Percentage <u>Above</u> Target	Comments	Activities
Indicator 2: Dropout State Target: $\leq 39.90\%$ Data Year: 2013-2014 Data Source: UTREx Year End	5	100.00%	NO	60.10%	The LEA is more than 25% above the State target.	1. LEA must conduct a self-assessment to identify root causes of dropout for students with disabilities. 2. LEA must apply the results of the self-assessment to the development of at least one action step within the Program Improvement Plan. 3. LEA Action Steps must include activities to retain students with disabilities who are at risk of dropping out.
Data	2015 Risk Score	LEA Data	Meets Target?	Percentage Below Target	Comments	Activities
Indicator 8: Parent Involvement State Target: $\geq 86.14\%$ Data Year: 2014-2015 Data Source: Parent Survey	NA	NA	NA	NA	The LEA did not participate in the Parent Survey during the 2014-2015 school year.	No required activities.

Priority Area I: High Expectations and Beliefs cont'd						
Data	2015 Risk Score	LEA Data	Meets Target?	Percentage Below Target	Comments	Activities
Indicator 14: Post Secondary Outcomes						
State Target: 14A \geq 25.25% Data Year: 2013-2014 Data Source: Indicator 14 Survey	NA	NA	NA	NA	The LEA did not have any students eligible to participate in the Post High School Outcomes survey in 2014-2015.	No required activities.
State Target: 14B \geq 70.67% Data Year: 2013-2014 Data Source: Indicator 14 Survey	NA	NA	NA	NA	The LEA did not have any students eligible to participate in the Post High School Outcomes survey in 2014-2015.	No required activities.
State Target: 14C \geq 84.83% Data Year: 2013-2014 Data Source: Indicator 14 Survey	NA	NA	NA	NA	The LEA did not have any students eligible to participate in the Post High School Outcomes survey in 2014-2015.	No required activities.
Data	2015 Risk Score	Comments				Activities
Improvement Plan Focus on Student Outcomes	1	The LEA Improvement Plan includes a focus on student results based on desired outcomes identified in the LEA data analysis.				No required activities.

Priority Area II: Content Knowledge and Effective Instruction

Data	2015 Risk Score	LEA Data	Meets Target?	Percentage Below Target	Comments	Activities
Indicator 3: Numeracy Grades 3-8 State Target: $\geq 28.10\%$ Data Year: 2014-2015 Data Source: SAGE, DLM, and UAA results	1	37.93%	YES	0.00%	The LEA meets or exceeds the State target.	No required activities.
Indicator 3: Numeracy Grade 10 State Target: $\geq 17.07\%$ Data Year: 2014-2015 Data Source: SAGE, DLM, and UAA results	NA	0.00%	NA	NA	The LEA did not enroll Grade 10 in 2014-2015.	No required activities.

Priority Area II: Content Knowledge and Effective Instruction cont'd

Data	2015 Risk Score	LEA Data	Meets Target?	Percentage Below Target	Comments	Activities
Indicator 3: Literacy Grades 3-8 State Target: $\geq 25.64\%$ Data Year: 2014-2015 Data Source: SAGE, DLM, and UAA results	2	23.33%	NO	2.31%	The LEA is 1% to 5% below the State target.	No required activities.
Indicator 3: Literacy Grade 10 State Target: $\geq 21.75\%$ Data Year: 2014-2015 Data Source: SAGE, DLM, and UAA results	NA	NA	NA	NA	The LEA did not enroll Grade 10 in 2014-2015.	No required activities.

Priority Area II: Content Knowledge and Effective Instruction cont'd						
Data	2015 Risk Score	LEA Data	Meets Target?	Percentage Below Target	Comments	Activities
Indicator 7: Preschool Outcomes						
Positive Social Relationships Summary Statement 1: State Target: $\geq 90.72\%$ Data Year: 2014-2015 Data Source: UPOD	NA	NA	NA	NA	The LEA did not enroll Preschool students in 2014-2015.	No required activities.
Positive Social Relationships Summary Statement 2: State Target: $\geq 51.40\%$ Data Year: 2014-2015 Data Source: UPOD	NA	NA	NA	NA	The LEA did not enroll Preschool students in 2014-2015.	No required activities.

Priority Area II: Content Knowledge and Effective Instruction cont'd						
Data	2015 Risk Score	LEA Data	Meets Target?	Percentage Below Target	Comments	Activities
Indicator 7: Preschool Outcomes						
Knowledge and Skills Summary Statement 1: State Target: $\geq 90.16\%$ Data Year: 2014-2015 Data Source: UPOD	NA	NA	NA	NA	The LEA did not enroll Preschool students in 2014-2015.	No required activities.
Knowledge and Skills Summary Statement 2: State Target: $\geq 44.99\%$ Data Year: 2014-2015 Data Source: UPOD	NA	NA	NA	NA	The LEA did not enroll Preschool students in 2014-2015.	No required activities.

Priority Area II: Content Knowledge and Effective Instruction cont'd

Data	2015 Risk Score	LEA Data	Meets Target?	Percentage Below Target	Comments	Activities
Indicator 7: Preschool Outcomes						
Ability to Meet Needs Summary Statement 1: State Target: $\geq 90.90\%$ Data Year: 2014-2015 Data Source: UPOD	NA	NA	NA	NA	The LEA did not enroll Preschool students in 2014- 2015.	No required activities.
Ability to Meet Needs Summary Statement 2: State Target: $\geq 63.17\%$ Data Year: 2014-2015 Data Source: UPOD	NA	NA	NA	NA	The LEA did not enroll Preschool students in 2014- 2015.	No required activities.

Priority Area III: Multi-Tiered System of Supports						
Data	2015 Risk Score	LEA Data	Meets Target?	Percentage <u>Above</u> Target	Comments	Activities
Indicator 4: Suspension and Expulsion						
Suspension and Expulsion of Student with IEPs State Target 4A: 0.00% Data Year: 2013-2014 Data Source: UTREx Year End	1	0.00%	YES	0.00%	The LEA is at or below the State target.	No required activities.
Suspension and Expulsion of Students with IEPs Based on Race/Ethnicity State Target 4B: 0.00% Data Year: 2013-2014 Data Source: UTREx Year End	1	0.00%	YES	NA	The LEA has no suspensions of students with disabilities for 10 days or more.	No required activities.

Priority Area III: Multi-Tiered System of Supports cont'd						
Data	2015 Risk Score	LEA Data	Meets Target?	Percentage Below Target	Comments	Activities
Indicator 5: Access to the General Curriculum						
Inside the Regular Class 80% or More of the Day State Target A: $\geq 57.23\%$ Data Year: 2014-2015 Data Source: UTREx December Child Count	1	93.88%	YES	0.00%	The LEA meets or exceeds the State target.	No required activities.
Data	2015 Risk Score	LEA Data	Meets Target?	Percentage <u>Above</u> Target	Comments	Activities
Inside the Regular Class Less Than 40% of the Day State Target B: $\leq 13.50\%$ Data Year: 2014-2015 Data Source: UTREx December Child Count	1	0.00%	YES	0.00%	The LEA is at or below the State target.	No required activities.
In Separate Schools, Residential Facilities, or Homebound/Hospital Placements State Target C: $\leq 3.00\%$ Data Year: 2014-2015 Data Source: UTREx December Child Count	1	0.00%	YES	0.00%	The LEA is at or below the State target.	No required activities.

Priority Area III: Multi-Tiered System of Supports cont'd						
Data	2015 Risk Score	LEA Data	Meets Target?	Percentage Below Target	Comments	Activities
Indicator 6: Preschool Settings						
Students Receiving Special Education in Regular Program State Target: $\geq 33.22\%$ Data Year: 2014-2015 Data Source: UTREx December Child Count	1	100.00%	YES	0.00%	The LEA meets or exceeds the State target.	No required activities.
Data	2015 Risk Score	LEA Data	Meets Target?	Percentage <u>Above</u> Target	Comments	Activities
Students Receiving Special Education in Special Class or School State Target: $\leq 43.56\%$ Data Year: 2014-2015 Data Source: UTREx December Child Count	1	0.00%	YES	0.00%	The LEA meets or exceeds the State target.	No required activities.

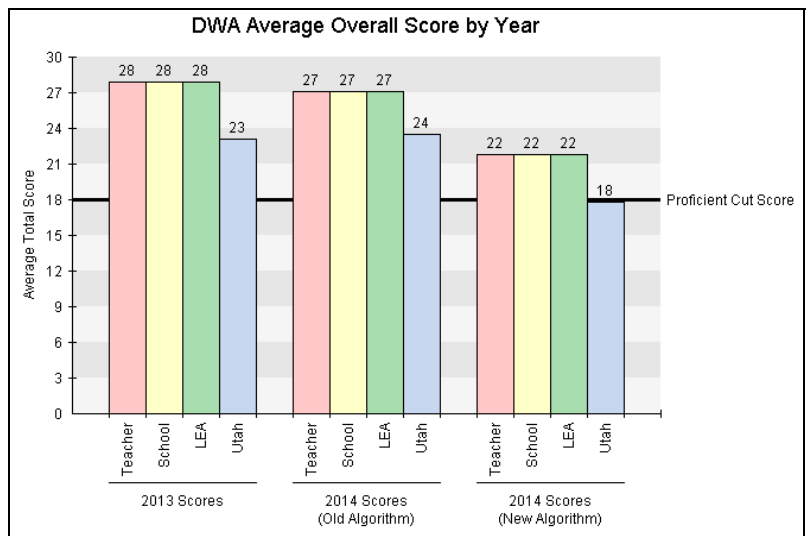
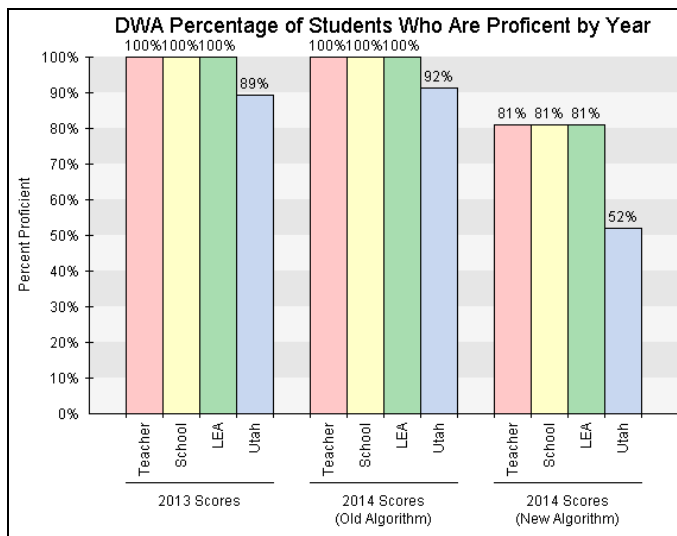
General Supervision						
Data	2015 Risk Score	LEA Data	Meets Target?	Percentage <u>Above</u> Target	Comments	Activities
Indicator 9: Disproportionality State Target: 0.00% Data Year: 2014-2015 Data Source: UTREx Year End	1	0.00%	YES	0.00%	There is no disproportionality suspected within the LEA.	No required activities.
Indicator 10: Disproportionality State Target: 0.00% Data Year: 2014-2015 Data Source: UTREx Year End	1	0.00%	YES	0.00%	There is no disproportionality suspected within the LEA.	No required activities.

General Supervision cont'd						
Data	2015 Risk Score	LEA Data	Meets Target?	Percentage Below Target	Comments	Activities
Indicator 11: Child Find/Initial Evaluation State Target: 100% Data Year: 2014-2015 Data Source: UPIPS	1	100.00%	YES	0.00%	The LEA meets or exceeds the State target.	No required activities.
Indicator 12: C to B Transition State Target: 100% Data Year: 2014-2015 Data Source: TEDI	NA	NA	NA	NA	The LEA did not have any students who transitioned from Part C to Part B in 2014-2015.	No required activities.
Indicator 13: Secondary Transition Plans State Target: 100% Data Year: 2014-2015 Data Source: UPIPS	NA	NA	NA	NA	The LEA was not selected for data collection on this Indicator during 2014-2015.	No required activities. The LEA can expect data collection for this Indicator on an ongoing basis. Professional development on the design of effective and compliant transition plans is recommended.

General Supervision cont'd			
Data	2015 Risk Score	Comments	Activities
Determination History	2	The LEA is in Meets Requirements for 4 of the prior 5 years.	No required activities.
Quality of PIP	NA	This data point will be scored for Program Improvement Plans submitted in 2016.	No required activities.
Progress on PIP	This area was not used in making tiered monitoring assignments for the 2014-2015 school year. It will be included in assignments for the 2015-2016 school year.		
Findings of Noncompliance	1	The LEA had no findings of noncompliance in 2014-2015.	No required activities.
Internal Monitoring	5	The LEA is not using the UPIPS self-monitoring system (or other USOE-approved LEA system).	Submit information about the LEA-s internal compliance monitoring process. If no process exists, create a procedure to ensure a representative sample of files is reviewed annually and submit the procedure to the USOE.
Dispute Resolution	1	The LEA has no complaints or due process proceedings with findings.	No required activities.
Fiscal	1	The LEA has low fiscal risk, as identified by the 2013-2014 single audit or financial statement audit.	No required activities.
Data Timeliness	1	All USOE required reports were submitted on or before the deadline.	No required activities.
Prevalence of Students with Disabilities within the LEA	No Risk Score assigned for FFY 2014	5.83	NA

Direct Writing Assessment (DWA) Score Comparison Report for 2013 and 2014

LEA: 7C – MONTICELLO ACADEMY
 School: 100 – MONTICELLO ACADEMY
 Teacher: Krein, Katherine
 Test: DWA Grade 8

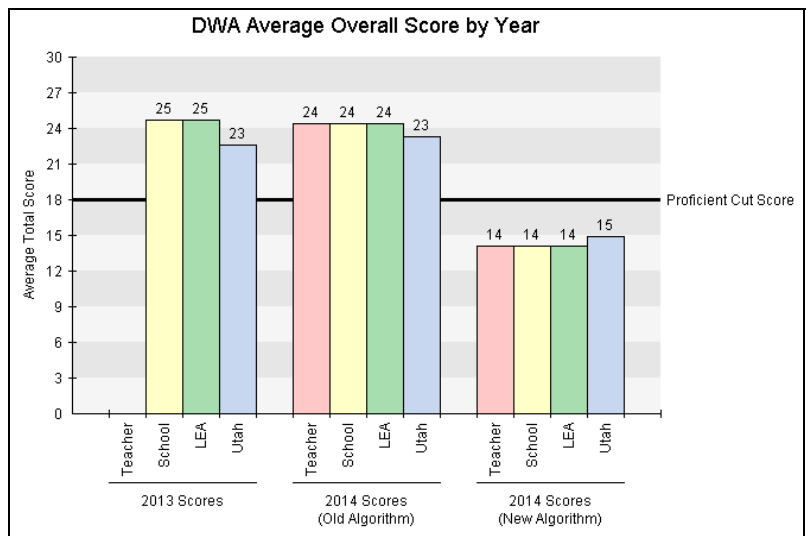
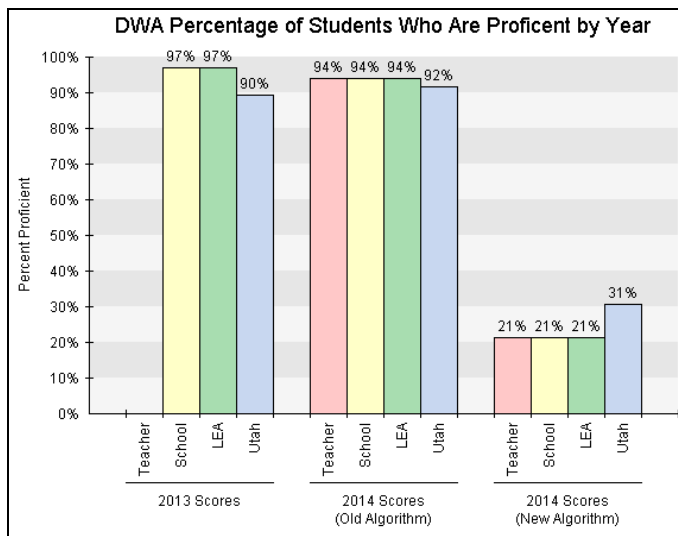


Average Scores by Trait and Year				
	Max Score	2013 Scores	2014 Scores (Old Algorithm)	2014 Scores (New Algorithm)
Development of Ideas	5			3.61
Style	5			3.53
Sentence Structure	5			3.47
Organization	5	4.79	4.73	3.73
Word Choice	5	4.56	4.53	3.77
Conventions	5	4.48	4.23	3.75
Ideas and Content	5	4.73	4.64	
Voice	5	4.73	4.64	
Sentence Fluency	5	4.7	4.41	
Overall Score	30	27.99	27.19	21.86

Due to changes in the Utah Core Standards, the DWA prompts and grading rubric were modified for the 2014 test administration. Student responses were graded with both the old scoring algorithm as well as a new algorithm intended to measure the more rigorous standards for college and career readiness. The scores produced by the new algorithm are provided to compare student performance against both sets of standards and will not be used for state accountability purposes.

Direct Writing Assessment (DWA) Score Comparison Report for 2013 and 2014

LEA: 7C – MONTICELLO ACADEMY
 School: 100 – MONTICELLO ACADEMY
 Teacher: Sanchez, Christina
 Test: DWA Grade 5



Average Scores by Trait and Year				
	Max Score	2013 Scores	2014 Scores (Old Algorithm)	2014 Scores (New Algorithm)
Development of Ideas	5			2.37
Style	5			2.29
Sentence Structure	5			2.13
Organization	5		4.41	2.39
Word Choice	5		4.03	2.44
Conventions	5		3.91	2.5
Ideas and Content	5		4.04	
Voice	5		4.1	
Sentence Fluency	5		3.93	
Overall Score	30		24.43	14.11

Due to changes in the Utah Core Standards, the DWA prompts and grading rubric were modified for the 2014 test administration. Student responses were graded with both the old scoring algorithm as well as a new algorithm intended to measure the more rigorous standards for college and career readiness. The scores produced by the new algorithm are provided to compare student performance against both sets of standards and will not be used for state accountability purposes.

2014 GRANITE DISTRICT	3rd Grade Language Arts	29.6%	MONTICELLO ACADEMY	3rd Grade Language Arts	44.7%
2014 GRANITE DISTRICT	4th Grade Language Arts	27.3%	MONTICELLO ACADEMY	4th Grade Language Arts	31.5%
2014 GRANITE DISTRICT	5th Grade Language Arts	27.7%	MONTICELLO ACADEMY	5th Grade Language Arts	38.6%
2014 GRANITE DISTRICT	6th Grade Language Arts	30.8%	MONTICELLO ACADEMY	6th Grade Language Arts	33.8%
2014 GRANITE DISTRICT	7th Grade Language Arts	26.4%	MONTICELLO ACADEMY	7th Grade Language Arts	42.9%
2014 GRANITE DISTRICT	8th Grade Language Arts	25.7%	MONTICELLO ACADEMY	8th Grade Language Arts	57.1%
2014 GRANITE DISTRICT	9th Grade Language Arts	29.0%	MONTICELLO ACADEMY	9th Grade Language Arts	62.7%
2014 GRANITE DISTRICT	3rd Grade Math	33.4%	MONTICELLO ACADEMY	3rd Grade Math	35.5%
2014 GRANITE DISTRICT	4th Grade Math	36.7%	MONTICELLO ACADEMY	4th Grade Math	30.6%
2014 GRANITE DISTRICT	5th Grade Math	31.8%	MONTICELLO ACADEMY	5th Grade Math	18.6%
2014 GRANITE DISTRICT	6th Grade Math	28.8%	MONTICELLO ACADEMY	6th Grade Math	N<10
2014 GRANITE DISTRICT	7th Grade Math	29.2%	MONTICELLO ACADEMY	7th Grade Math	33.8%
2014 GRANITE DISTRICT	8th Grade Math	24.3%	MONTICELLO ACADEMY	8th Grade Math	26.7%
2014 GRANITE DISTRICT	Secondary Math I	20.1%	MONTICELLO ACADEMY	Secondary Math I	19.7%
2014 GRANITE DISTRICT	4th Grade Science	26.8%	MONTICELLO ACADEMY	4th Grade Science	46.6%
2014 GRANITE DISTRICT	5th Grade Science	30.6%	MONTICELLO ACADEMY	5th Grade Science	41.4%
2014 GRANITE DISTRICT	6th Grade Science	31.6%	MONTICELLO ACADEMY	6th Grade Science	16.2%
2014 GRANITE DISTRICT	7th Grade Science	23.8%	MONTICELLO ACADEMY	7th Grade Science	29.9%
2014 GRANITE DISTRICT	8th Grade Science	30.3%	MONTICELLO ACADEMY	8th Grade Science	50.8%
2014 GRANITE DISTRICT	Biology	27.6%	MONTICELLO ACADEMY	Biology	32.8%

Monticello Academy

2014-2015 Student Performance Review

ASSESSMENT DIRECTOR

2014-2015

Authored by: Alan Shino

Monticello Academy

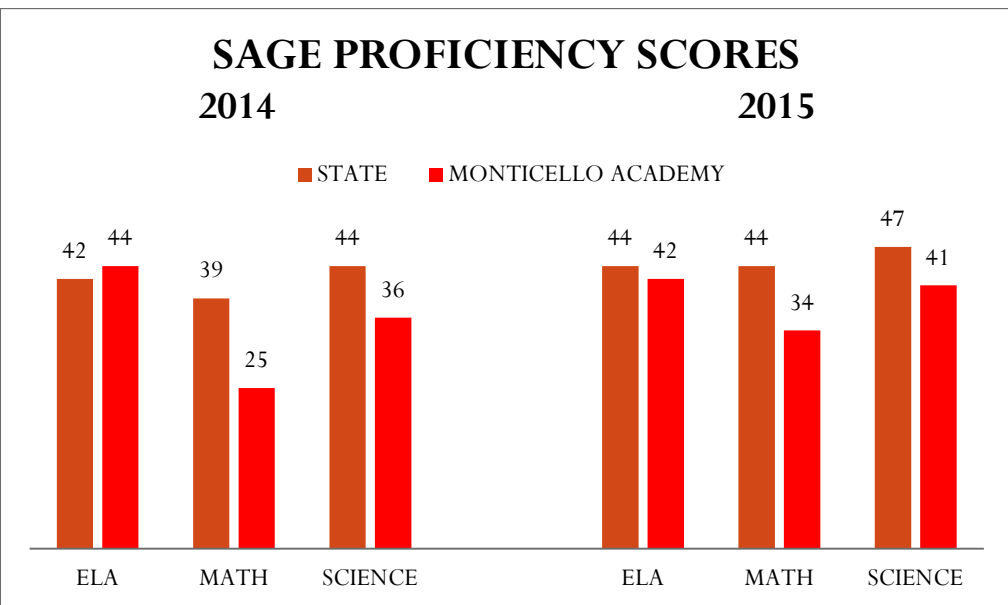
2014-2015 Student Performance Review

Dear Director Cox, Board of Directors for Monticello Academy, and Stakeholders

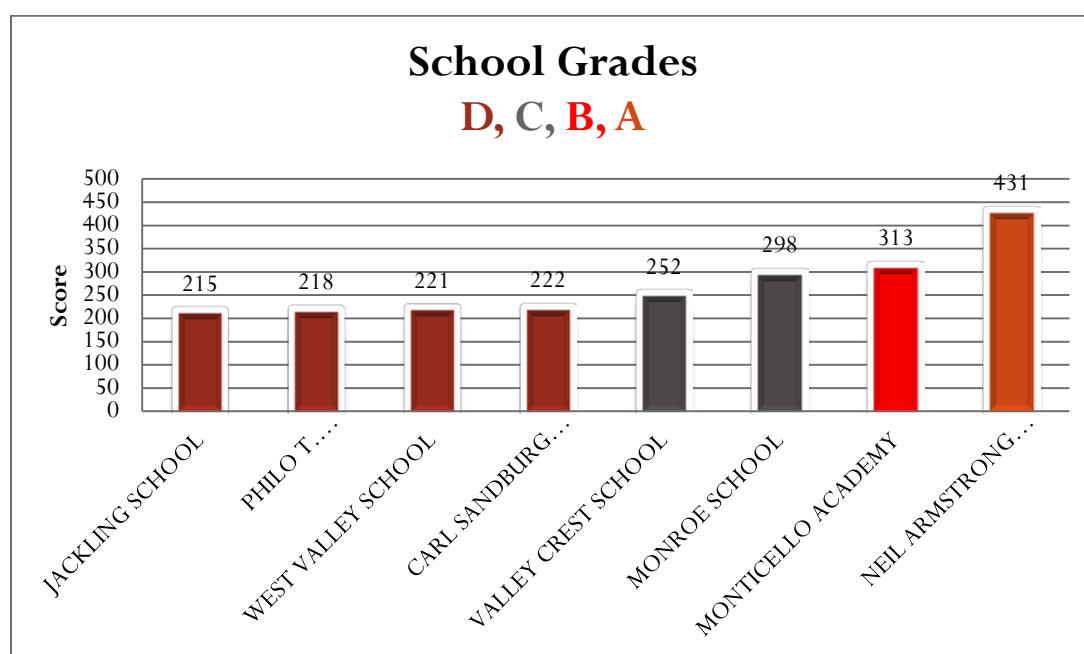
This report will outline Monticello Academy’s performance in comparison to K-9 charter schools, local Granite School District schools, and the Utah State Office of Education (USOE) average proficiency scores. Data was provided using the USOE’s DATA GATEWAY web resources.

In the years since Monticello Academy was chartered by the Utah State Charter School Board; Monticello Academy had achieved all of the effectiveness goals outlined in the charter except for lagging three percent below state average Criterion-Referenced Test (CRT) scores in math during the 2013 school. With the implementation of the Student Assessment of Growth And Excellence; SAGE tests; current test results are not comparable to the previous CRT scores. The following chart illustrates school wide SAGE scores from grades 3-9 in comparison to the state averages.

Monticello Academy's proficiency scores have improved in both math and science and are narrowing the gaps between the school and state averages. Now that teachers and students have become more familiar with the format and content of the SAGE tests content instruction is becoming better aligned to the new assessments. Teachers continue to review core standards and update unit/lesson plans in order to cover all Utah Core as well as Core Knowledge standards. In seeking to build 21st century competencies, students are being instructed to develop skills in problem solving, collaboration, and establish a greater depth of content knowledge.

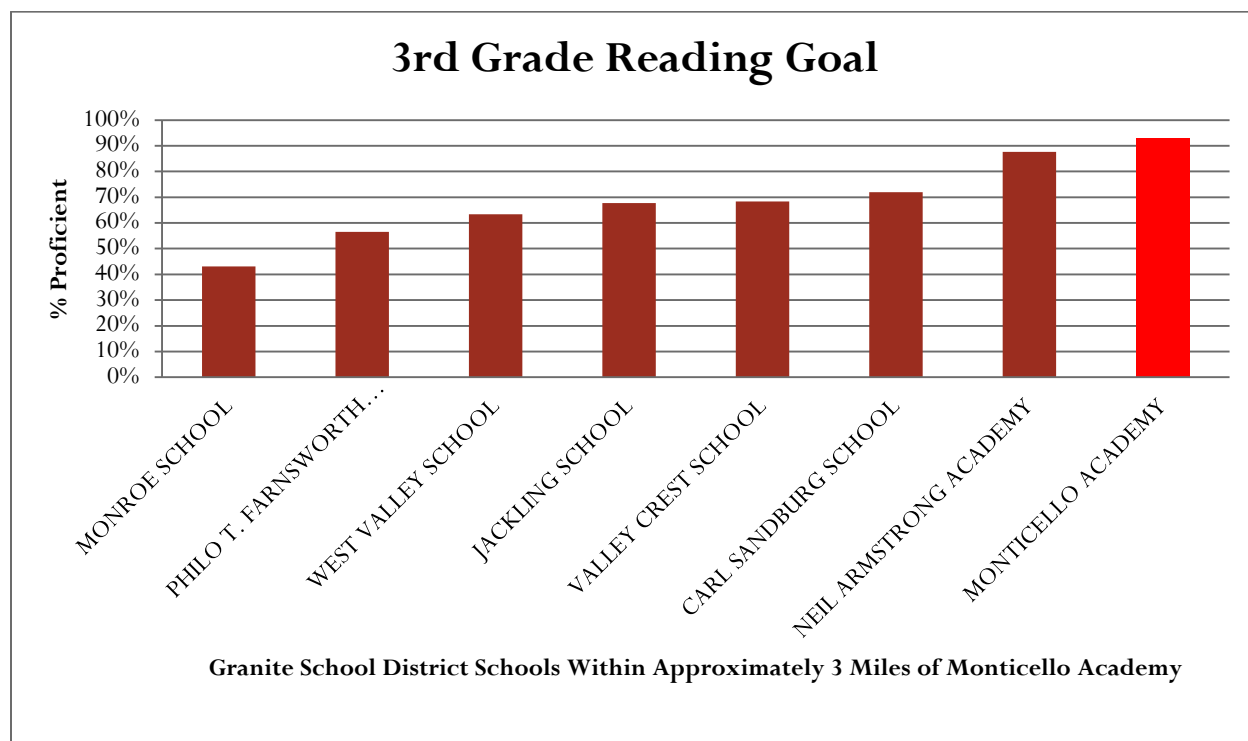


To gain a better picture of Monticello Academy's overall performance the following graph shows how Monticello Academy compares to the local Granite School District schools using Utah State of Education School Grades. The only local school to outperform Monticello Academy is Neil Armstrong Academy a Granite School District Magnet School. Within Granite School District, Monticello Academy would be one of 23 schools to earn a grade of B or better out of 69 Granite School District elementary schools. Looking at surrounding schools, the schools with a D grade are among the 21 lowest performing schools in Granite School District.



In addition to the continuing improvement in SAGE scores, Monticello Academy can be proud of the fact that we would rank 1st within Granite School District Elementary Schools in meeting the Grade 3 Reading Improvement Goals as set forth by the State of Utah Legislature. Monticello Academy's Third Grade scored 93% proficient as assessed by DIBELS tests. Monticello Academy's Third Grade proficiency score ranks 37th out of the 586 elementary schools reporting scores statewide. In relation to charter schools, Monticello's third Grade Reading proficiency score would rank 10th out of the 78 charter elementary schools. The following graph shows Monticello Academy in relationship to Granite School District Schools within an approximately three mile radius. The success that Monticello Academy achieved is due in large part to the implementation of the Core Knowledge Language Arts

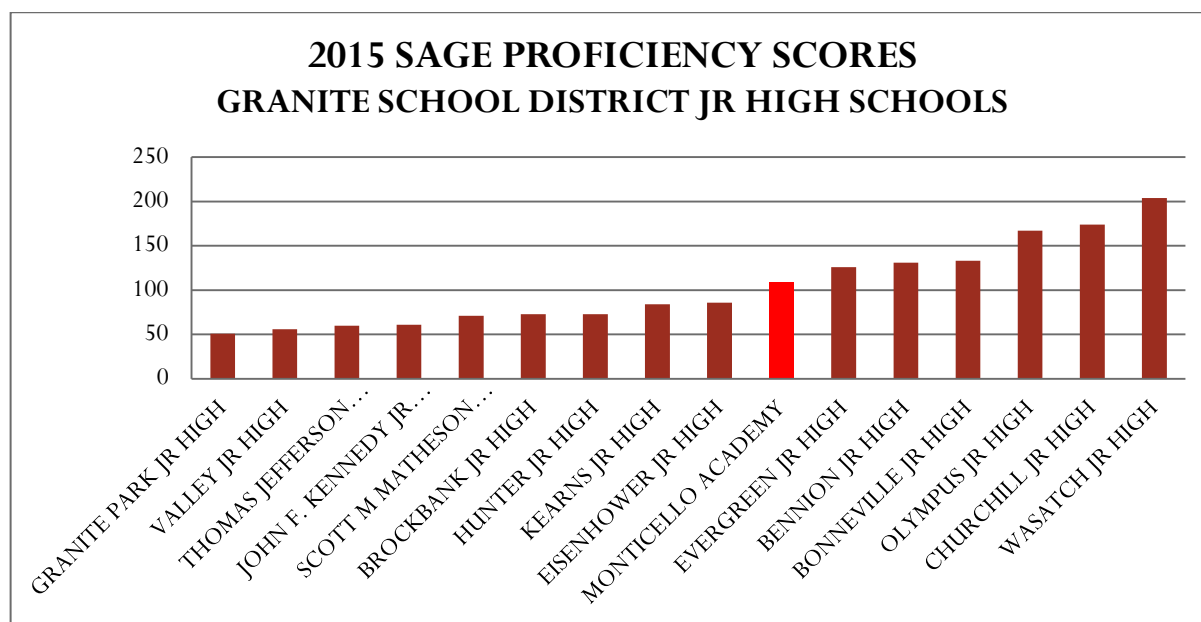
program, teachers dedicated to teaching the program with fidelity, and intervention supports provided by the Response to Intervention staff.



Monticello Academy continues to compete favorably against all of the Granite School District middle schools. Monticello Academy has a student minority percentage three to five times greater than the three highest performing Granite School District Middle Schools. As an example, the top three middle schools have an aggregated total of 110 Hispanic students which is approximately half of Monticello Academy's 208 Hispanic student population. To make Monticello Academy's performance even more noteworthy is a comparison in English Language Learner (ELL) populations. The top four middle schools in Granite School District have a combined total of 107 ELL students which is still less than Monticello Academy's 112 ELL student populations. Having a large population of minority and ELL students creates challenges in terms of building basic core subject skills as well as building a strong foundation of cultural knowledge. In general, even though minority students; Hispanics in particular may have a strong desire for academic achievement they tend to have a higher percentage of drop outs, and a low percentage of students who attend and graduate from a university or college.

The rewards that Monticello Academy minority students receive throughout the day are enhanced by the school's mission to teach the Core Knowledge Curriculum as well as being immersed in the fine arts, music, physical education, and world language programs. With many of the same challenges faced in local schools, Monticello Academy is continuing to climb up the ladder to assume our position at the top of the local schools and charter schools. This will happen through strong instructional practices, as well as teaching grit and determination to all students.

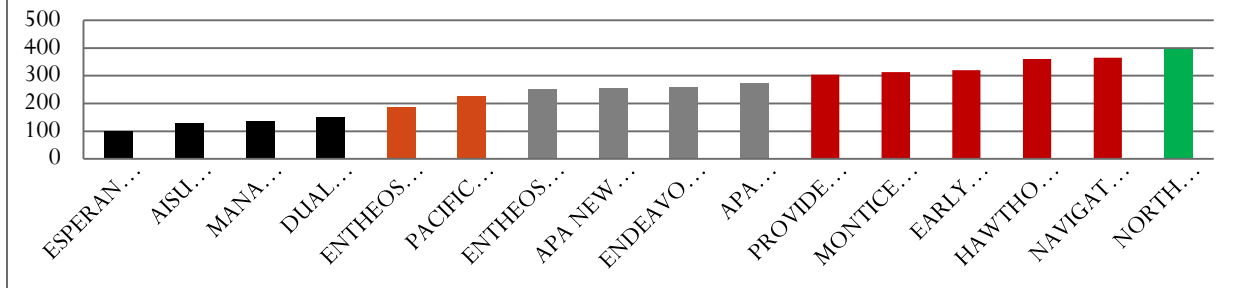
The next graph shows how Monticello Academy ranks among the Granite District Jr. High Schools in terms of SAGE proficiency scores. The data used was based upon adding the average proficiency scores for math, language arts, and science in grades 7-9. Due to the current dissemination of testing information, the results for Monticello Academy will not be identical to the information provided in the DATA GATEWAY. In order to have a common set of data for all of the schools, only the proficiency scores are used in this analysis. The calculation for growth scores were not factored into the resulting graph. As illustrated below, Bennion Jr High School is the only Granite School District middle school west of I-15 to outperform Monticello Academy. In order to move ahead of the closest three schools, Monticello's middle school students will need to average an 8% gain in proficiency scores in each of the SAGE tested subjects.



The following graph shows Monticello Academy's academic overall performance in relation to local charter schools. Monticello Academy continues to rank well among our local peers when comparing North Star Academy's 7.0%, Navigator Pointe's 22%, Hawthorn Academy's 19% and Early Light Academy's 13% minority populations. If all of those schools were to aggregate their minority students, it would only exceed Monticello's minority population by approximately 50 students. To further highlight Monticello Academy's success, Hawthorn Academy only reports an ELL population of 3.5%. None of the other top four charter schools has an ELL population above 1%. The discrepancy can be illustrated by observing that Monticello Academy has approximately 80 more ELL students than the combined total of the four top performing local charter schools in the Salt Lake Valley. Having a high number of ELL students places additional burdens upon Monticello Academy due to the tendency for ELL students to be Hispanic, have much lower levels of academic performance and higher numbers of students living in a low Socio Economic Status (SES). That could place the student into multiple reporting categories for school grading and exacerbate lower overall school scores.

2015 SCHOOL GRADES SALT LAKE VALLEY CHARTER SCHOOLS

F, D, C, B, A



The challenges which Monticello Academy faces when encountering high minority, high ELL populations is not insignificant. The focal point of staff efforts revolves around living the Monticello Academy Mission Statement as well as modeling and instructing students to live a life based on the tenets of VALOR. The school climate and culture have set a solid foundation for students to follow in order to set high academic goals and create model citizens.

Monticello Academy though scoring below our former CRT levels has maintained its former rankings in terms of both Granite District and local Charter Schools. In order to improve on future SAGE tests, Monticello Academy will continue to address a variety of complex issues. Now that teachers and students are familiar with the test, staff has begun evaluating curriculum and instructional practices to better align with the SAGE assessments.

Teachers continue meeting in grade level and department team meetings to address the strengths and deficiencies that became evident from last year's assessment. Teachers have been provided with student evaluation reports to assist in identifying students at risk of failing as well as to identify the strengths and weakness in the areas that are being taught. One strategy being implemented is to target short term interventions with students who were within a few points of being proficient on the previous year's test. There has been an ongoing effort to enable Monticello Academy students to live the Monticello Academy motto of VALOR in regards to taking Ownership of his/her learning.

Student data has also been disaggregated to target specific minority groups in terms of addressing strengths and weakness among student groups. Charts like the sample below for sixth grade ELA have been useful in guiding instructional practices, curriculum pacing and remediation. Using the information gleaned from the 2015 SAGE, weaknesses and strengths within core curricular areas of math, language arts and science are continuing to be addressed.

Utah	41815	ELA	419	
		Reading Literature	416	■
		Reading Informational Text	423	■
		Key Ideas and Details	425	■
		Craft and Structure	413	■
		Integration of Knowledge and Ideas	411	■
		Listening Comprehension	439	■
		Writing	412	■
		Language	426	■
MONTICELLO ACADEMY (7C)	70	ELA	436	
		Reading Literature	432	■
		Reading Informational Text	429	■
		Key Ideas and Details	439	■
		Craft and Structure	421	■
		Integration of Knowledge and Ideas	421	■
		Listening Comprehension	463	■
		Writing	430	■
		Language	461	■

Monticello Academy teachers continue to analyze and adapt curriculum that is based upon more instructional time than we are able to provide given our present course scheduling. Realizing that a concerted effort in building a strong math foundation is essential, professional development will continue to be at the forefront of our efforts towards future SAGE growth. Likewise, the science curriculum has improved classroom instruction as well as practice on taking adaptive tests.

Professional development has focused upon creating lessons which are student centered, content rich and provides opportunities for creating and developing critical thinking skills. In addition, students are encouraged to explore and develop their own understanding of subject content. There are multiple ways to achieve this desired outcome through the use of computer technology in the classroom and high quality teacher instruction.

Board input to help guide the administration's decision making in terms of scheduling and fulfilling Monticello Academy's Mission and Vision is welcomed. The current SAGE environment in addition to balancing and staying true to Monticello Academy's Mission and Vision will require guidance to identify the highest priorities to uphold.

Thank you,

Alan Shino

Assessment Director

Monticello Academy

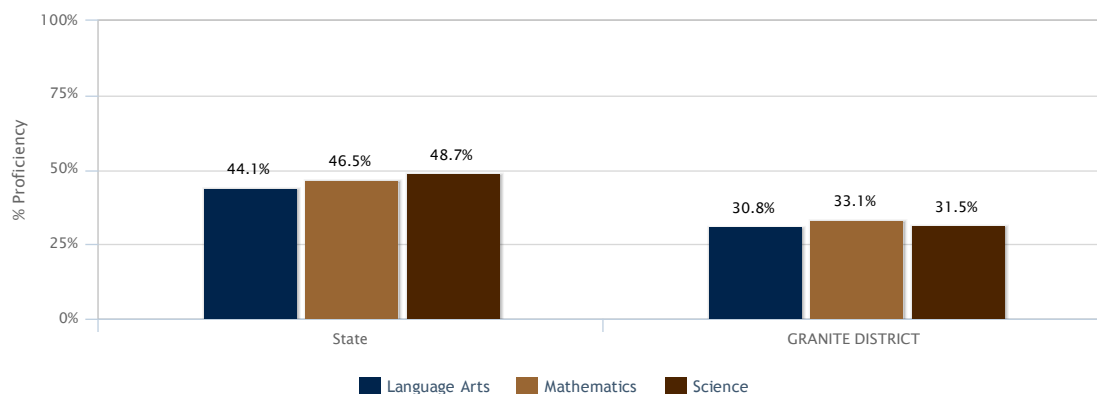


School Year: 2015/2016 GRANITE DISTRICT School: « All » Grades: All

SAGE Results for GRANITE DISTRICT

Language Arts	Mathematics	Science
31%	33%	32%

2016 SAGE % Proficient



SAGE Results for GRANITE DISTRICT by Demographic Group

Demographic Categories	Language Arts % Prof	Mathematics % Prof	Science % Prof
All Students	30.8%	33.1%	31.5%
African American	16.2%	16.2%	14.5%
American Indian	17.1%	20.2%	19.9%
Asian	40.2%	45.8%	38.8%
Caucasian	41.1%	44.8%	43.7%
Hispanic	16.9%	17.1%	15.7%
Multiple Races	35.3%	36.1%	34.0%
Pacific Islander	18.7%	20.7%	14.7%
Female	35.0%	32.3%	29.5%
Male	26.8%	33.9%	33.3%
Economically Disadvantaged	19.7%	21.6%	20.0%
Limited English Proficiency	7.3%	11.2%	5.4%
Students with Disabilities	6.6%	10.1%	9.1%
Mobile	15.1%	17.8%	16.7%

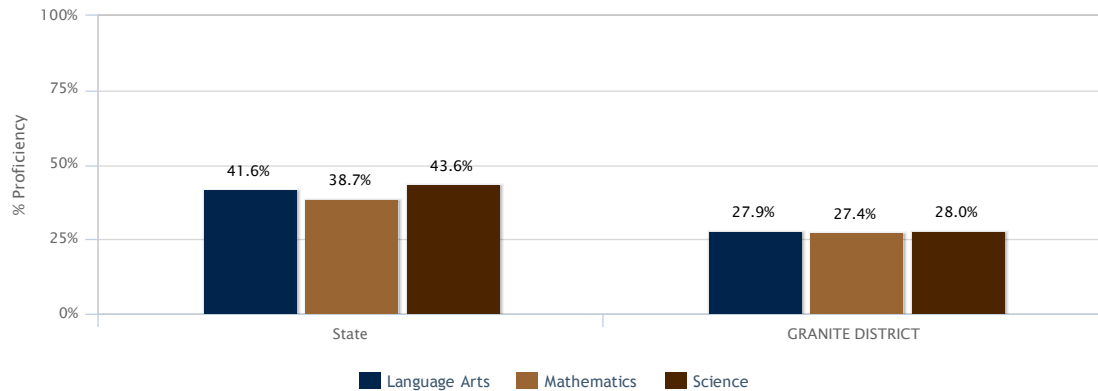


School Year: 2013/2014 GRANITE DISTRICT School: « All » Grades: All

SAGE Results for GRANITE DISTRICT

Language Arts	Mathematics	Science
28%	27%	28%

2014 SAGE % Proficient



SAGE Results for GRANITE DISTRICT by Demographic Group

Demographic Categories	Language Arts % Prof	Mathematics % Prof	Science % Prof
All Students	27.9%	27.4%	28.0%
African American	13.2%	12.4%	11.0%
American Indian	14.6%	16.3%	14.9%
Asian	35.0%	37.1%	32.9%
Caucasian	38.0%	37.0%	39.0%
Hispanic	13.3%	13.5%	12.9%
Multiple Races	32.5%	26.3%	30.0%
Pacific Islander	14.9%	15.2%	10.5%
Female	32.1%	27.0%	25.7%
Male	23.8%	27.8%	30.2%
Economically Disadvantaged	16.0%	17.0%	16.5%
Limited English Proficiency	4.8%	7.8%	4.2%
Students with Disabilities	5.0%	7.9%	7.7%
Mobile	11.8%	10.7%	11.0%

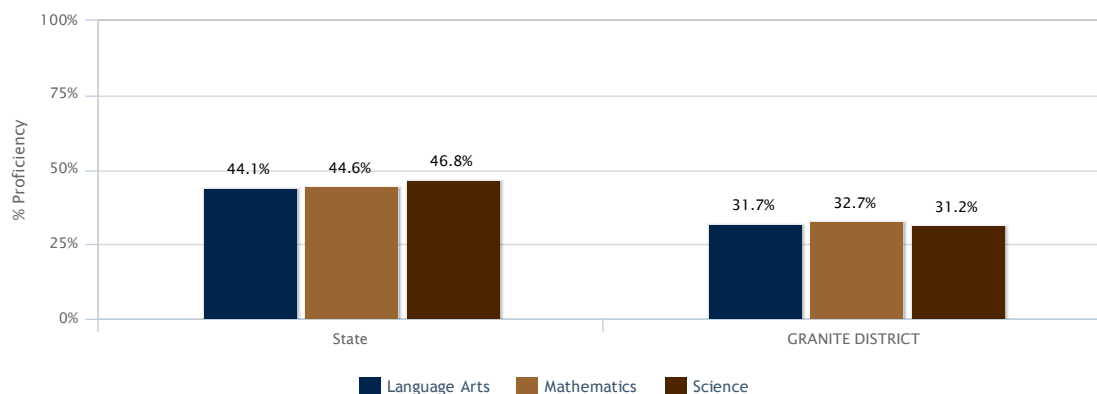


School Year: 2014/2015 GRANITE DISTRICT School: « All » Grades: All

SAGE Results for GRANITE DISTRICT

Language Arts	Mathematics	Science
32%	33%	31%

2015 SAGE % Proficient



SAGE Results for GRANITE DISTRICT by Demographic Group

Demographic Categories	Language Arts % Prof	Mathematics % Prof	Science % Prof
All Students	31.7%	32.7%	31.2%
African American	16.4%	15.4%	13.4%
American Indian	16.2%	17.3%	17.6%
Asian	40.2%	43.2%	35.6%
Caucasian	42.3%	44.0%	43.4%
Hispanic	16.5%	16.7%	15.0%
Multiple Races	38.0%	37.4%	32.6%
Pacific Islander	19.6%	20.6%	13.7%
Female	36.0%	32.1%	29.1%
Male	27.6%	33.3%	33.1%
Economically Disadvantaged	19.4%	21.0%	19.1%
Limited English Proficiency	7.0%	10.7%	5.2%
Students with Disabilities	6.0%	9.4%	9.1%
Mobile	14.5%	14.8%	14.9%

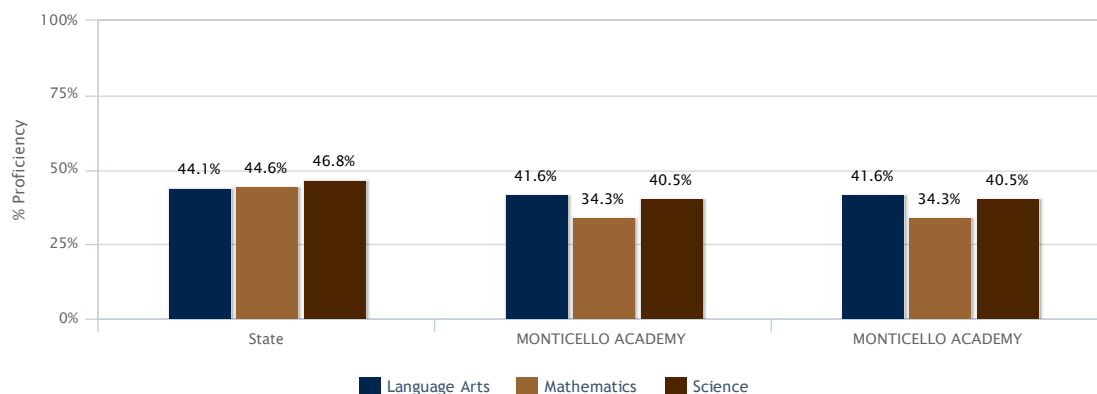


School Year: 2014/2015 MONTICELLO ACADEMY Grades: All

SAGE Results for MONTICELLO ACADEMY

Language Arts	Mathematics	Science
42%	34%	41%

2015 SAGE % Proficient



SAGE Results for MONTICELLO ACADEMY by Demographic Group

Demographic Categories	Language Arts % Prof	Mathematics % Prof	Science % Prof
All Students	41.6%	34.3%	40.5%
African American	N<10	N<10	N<10
American Indian	N<10	N<10	N<10
Asian	40%-49%	40%-49%	30%-39%
Caucasian	50.0%	41.5%	51.6%
Hispanic	36.0%	27.5%	30.8%
Multiple Races	30%-39%	30%-39%	50%-59%
Pacific Islander	19.1%	19.1%	11.9%
Female	44.4%	30.8%	35.1%
Male	38.7%	38.0%	45.9%
Economically Disadvantaged	35.9%	22.4%	27.2%
Limited English Proficiency	27.9%	25.0%	18.2%
Students with Disabilities	20%-29%	20%-29%	11%-19%
Mobile	N<10	N<10	N<10

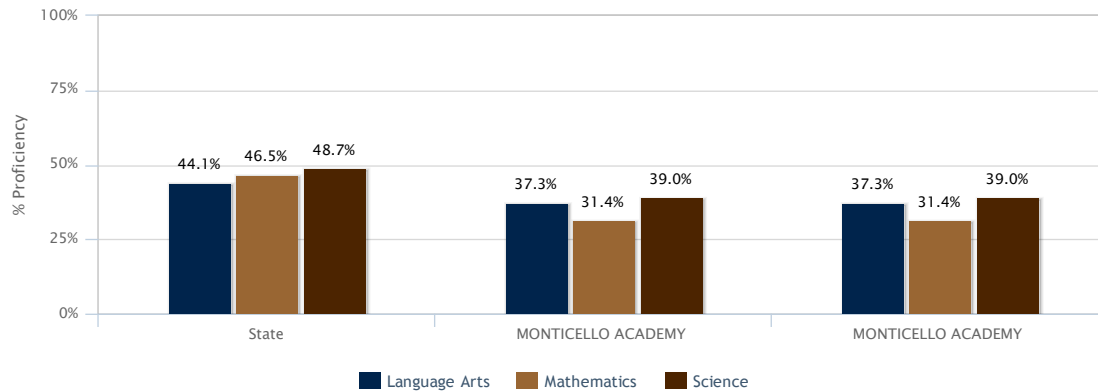


School Year: 2015/2016 MONTICELLO ACADEMY Grades: All

SAGE Results for MONTICELLO ACADEMY

Language Arts	Mathematics	Science
37%	31%	39%

2016 SAGE % Proficient



SAGE Results for MONTICELLO ACADEMY by Demographic Group

Demographic Categories	Language Arts % Prof	Mathematics % Prof	Science % Prof
All Students	37.3%	31.4%	39.0%
African American	N<10	N<10	N<10
American Indian	N<10	N<10	N<10
Asian	60%-69%	40%-49%	30%-39%
Caucasian	44.8%	44.1%	55.9%
Hispanic	29.5%	19.6%	24.0%
Multiple Races	40%-49%	≤20%	30%-39%
Pacific Islander	20.0%	14.5%	15.2%
Female	40.8%	29.8%	31.9%
Male	34.3%	32.8%	45.4%
Economically Disadvantaged	24.6%	15.4%	21.0%
Limited English Proficiency	31.8%	20.5%	20%-29%
Students with Disabilities	20%-29%	20%-29%	20%-29%
Mobile	N<10	N<10	N<10

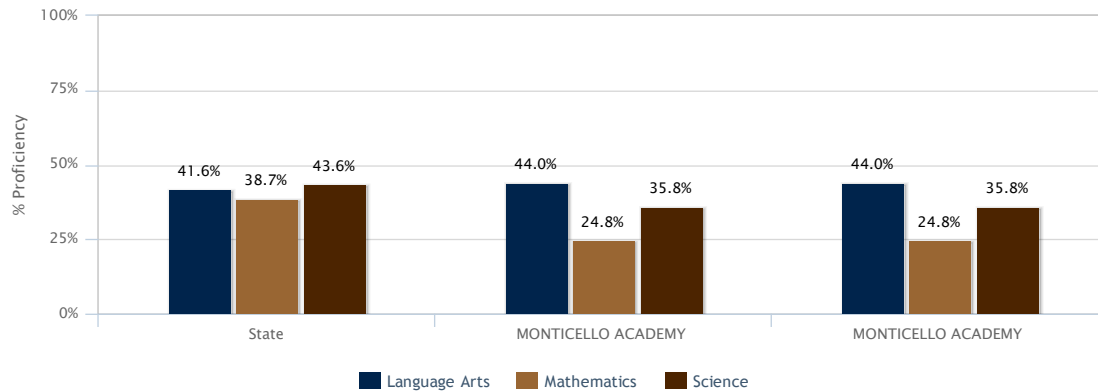


School Year: 2013/2014 MONTICELLO ACADEMY Grades: All

SAGE Results for MONTICELLO ACADEMY

Language Arts	Mathematics	Science
44%	25%	36%

2014 SAGE % Proficient



SAGE Results for MONTICELLO ACADEMY by Demographic Group

Demographic Categories	Language Arts % Prof	Mathematics % Prof	Science % Prof
All Students	44.0%	24.8%	35.8%
African American	N<10	N<10	N<10
American Indian	N<10	N<10	N<10
Asian	50%-59%	40%-49%	30%-39%
Caucasian	49.3%	30.2%	45.4%
Hispanic	38.4%	17.6%	23.1%
Multiple Races	30%-39%	21%-29%	40%-49%
Pacific Islander	20%-29%	≤10%	≤10%
Female	48.3%	21.0%	32.6%
Male	39.2%	29.2%	39.6%
Economically Disadvantaged	35.7%	16.1%	25.9%
Limited English Proficiency	20%-29%	11%-19%	≤10%
Students with Disabilities	11%-19%	11%-19%	11%-19%
Mobile	N<10	N<10	N<10

Ninth Grade Classes

- 1- English 9th
- 2- Secondary Math I - Honors
- 3- AP Biology
- 4- Geography/Civilization
- 5- Fitness for Life/Participation Skills
- 6- Computer Graphics/Photography/Videography/Ceramics (Fine Arts - Semester Options)
- 7- Music
- 8- Foreign Language

Tenth Grade Classes

- 1- 10th grade Language Arts
- 2- Secondary Math II - Honors (2 periods/1st semester)
- 3- Pre-Calculus (2 periods/2nd semester)
- 4- Chemistry of Materials Science
- 5- AP Chemistry
- 6- AP World History
- 7- Foreign Language
- 8- Individualized Lifetime Activities (.5 credits - on own)
- 9- Computer Technology (.5 credits certified by competency exam)

Eleventh Grade Classes

- 1- AP Literature & Composition
- 2- AP Language & Composition
- 3- AP Calculus AB
- 4- AP US History
- 5- AP US Government & Politics
- 6- Health (.5 credits)
- 7- General Financial Literacy (.5 credit - Online with teacher support)
- 8- AP Physics

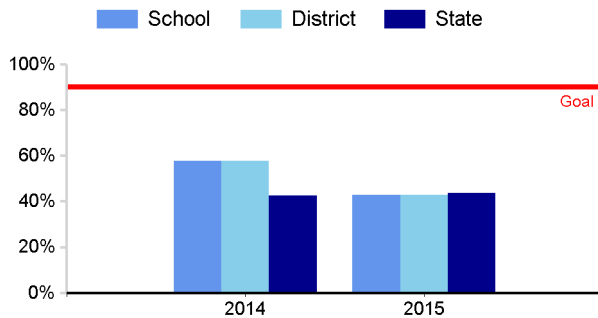
Graduation Requirements: English 4, Math 3 (4 for Regents), Science 3 (Biology, Chemistry, Physics), Social Studies 3/3.5 (Geography for Life .5, AP World History, AP US History, AP Government & Politics), Physical Education/Health 2 (Fitness for Life .5, Participation Skills .5, Individualized Lifetime Activities .5), Career & Technical Ed 1 (Computer Graphics, Photography, Videography, Computer Science Principles), The Arts 1.5 (Computer Graphics, Photography, Videography, Ceramics), Digital Literacy .5 (students will pass a competency exam for this requirement), General Financial Literacy .5 (students will complete an online course), Electives 5.5, [Total = 24 credits.]

Regents: English 4, Math 4 years progressive, Social Science 3.5, Science 3 lab classes (Biology, Chemistry, Physics), Foreign Language 2 years progressive. [Total = 16.5 credits]

MONTICELLO ACADEMY

MONTICELLO ACADEMY
Grades 7-9 School Year 2014-2015

8th Grade ELA Proficiency

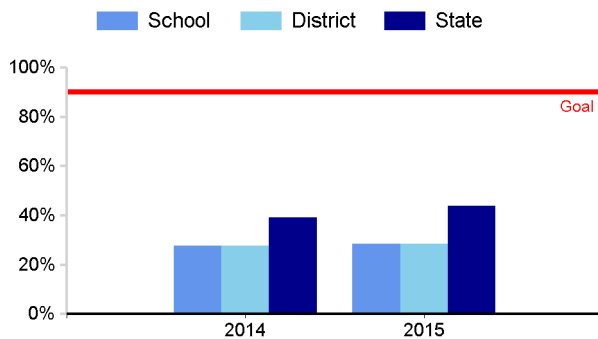


SAGE: 1st administration in 2014

School Demographics

Enrollment	214
Race/Ethnic Minority	47%
English Learners	14%
Low Socio-Economic	39%
Students With Disabilities	10%
Chronic Absenteeism	<10%
Mobility	<10%

8th Grade Math Proficiency



SAGE: 1st administration in 2014

Academic Performance

Grade Span Tested: 7-9

Percent Proficient

SAGE Language Arts (ELA)	43%
SAGE Math	29%
SAGE Science	36%

Student Group Percent Proficient

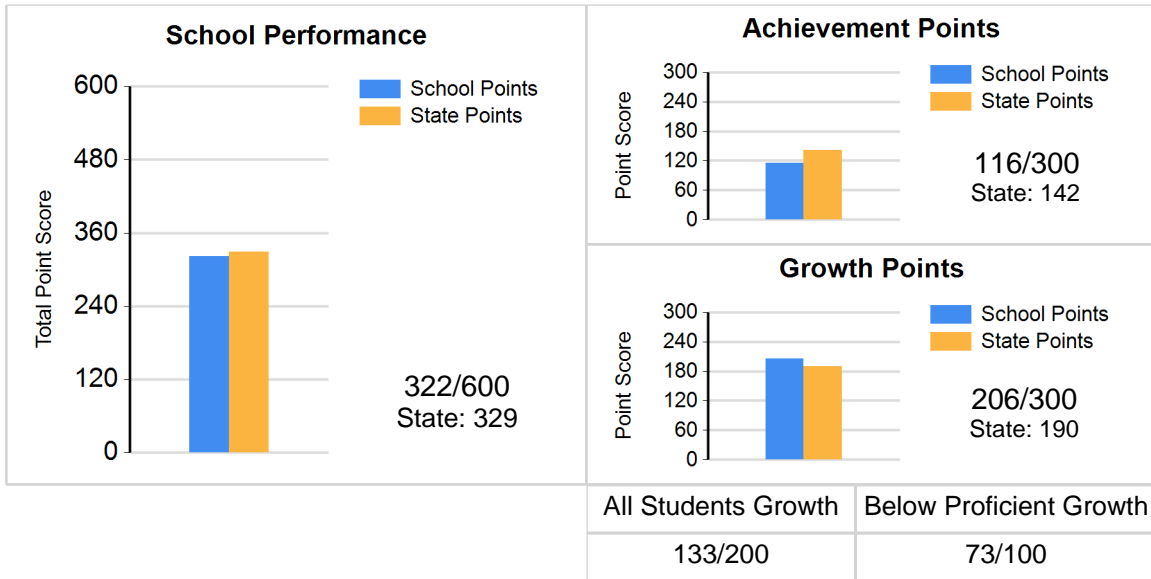
	ELA	Math	Science
Race/Ethnic Minority	33%	22%	25%
English Learners	24%	25%	17%
Low Socio-Economic	42%	20%	25%
Students With Disabilities	11%	16%	10%

School Snapshot

Middle School

Monticello Academy cultivates the value of learning and pursuit of knowledge through rigorous curriculum and proven methodologies. The Core Knowledge model ensures a sound education. Music, art and physical education emphasis improves cognition and performance while making school enjoyable.

MONTICELLO ACADEMY



Participation Rate				College and Career Readiness			
All Students		Below Proficient		Graduation Rate		Graduation Points	
97%		98%		n/a		n/a	

	All Students Growth			Below Proficient Growth			Proficiency			
	MGP	# of Tests	Points	MGP	# of Tests	Points	Prof Rate	# of Tests	Points	Points Possible
English Language Arts	55.00	404	144	58.00	243	78	41.89 %	487	42	100
Math	47.00	399	114	50.00	283	63	34.30 %	484	34	100
Science	54.00	332	140	58.00	209	78	40.48 %	415	40	100
	Average		133	Average		73		Sum		116

* Of the tests that were expected to be taken, 2% were not taken due to parental exclusion. These expected tests were included in participation rates but excluded from proficiency rates.

MONTICELLO ACADEMY

	All Students MGP			Below Proficient MGP			Proficiency		
	School	LEA	State	School	LEA	State	School	LEA	State
3rd Grade Language Arts							45%	45%	46%
4th Grade Language Arts	35.00	35.00	50.00	37.00	37.00	50.00	28%	28%	43%
5th Grade Language Arts	62.00	62.00	50.00	66.50	66.50	50.00	42%	42%	46%
6th Grade Language Arts	57.50	57.50	50.00	56.50	56.50	50.00	49%	49%	46%
7th Grade Language Arts	71.00	71.00	50.00	68.00	68.00	50.00	41%	41%	44%
8th Grade Language Arts	49.00	49.00	50.00	61.50	61.50	50.00	43%	43%	44%
9th Grade Language Arts	54.00	54.00	50.00	60.00	60.00	50.00	48%	48%	46%
3rd Grade Math							47%	47%	51%
4th Grade Math	46.00	46.00	50.00	42.50	42.50	50.00	49%	49%	52%
5th Grade Math	45.50	45.50	50.00	47.00	47.00	50.00	32%	32%	50%
6th Grade Math	45.50	45.50	50.00	49.50	49.50	50.00	22%	22%	39%
7th Grade Math	66.50	66.50	50.00	69.00	69.00	50.00	32%	32%	47%
8th Grade Math	37.50	37.50	50.00	33.00	33.00	50.00	29%	29%	43%
Secondary Math I	42.50	42.50	50.00	39.00	39.00	50.00	25%	25%	42%
4th Grade Science							35%	35%	46%
5th Grade Science	47.50	47.50	50.00	45.50	45.50	50.00	53%	53%	52%
6th Grade Science	47.00	47.00	50.00	49.00	49.00	50.00	46%	46%	48%
7th Grade Science	60.00	60.00	50.00	58.00	58.00	50.00	29%	29%	46%
8th Grade Science	62.50	62.50	50.00	66.00	66.00	50.00	40%	40%	48%
Biology	68.00	68.00	50.00	79.00	79.00	50.00	41%	41%	45%

MONTICELLO ACADEMY

Annual Measurable Objectives(AMO): English Language Arts

	2013-14	2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
Demographic Group	Baseline	Results	Goal	Results	Goal	Results	Goal	Results	Goal	Results	Goal	Results	Goal
All Students	41.94 %	41.19 %	46.78 %		51.62 %		56.45 %		61.29 %		66.13 %		70.97 %
Economically Disadvantaged	34.34 %	34.32 %	39.81 %		45.28 %		50.75 %		56.23 %		61.70 %		67.17 %
English Learner	24.00 %	28.57 %	30.33 %		36.67 %		43.00 %		49.33 %		55.67 %		62.00 %
Hispanic	35.24 %	35.04 %	40.64 %		46.03 %		51.43 %		56.83 %		62.22 %		67.62 %
Students With Disabilities	18.42 %	21.43 %	25.22 %		32.02 %		38.81 %		45.61 %		52.41 %		59.21 %
White	46.48 %	49.57 %	50.94 %		55.40 %		59.86 %		64.32 %		68.78 %		73.24 %

Annual Measurable Objectives(AMO): Mathematics

	2013-14	2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
Demographic Group	Baseline	Results	Goal	Results	Goal	Results	Goal	Results	Goal	Results	Goal	Results	Goal
All Students	26.28 %	35.33 %	32.42 %		38.57 %		44.71 %		50.85 %		57.00 %		63.14 %
Economically Disadvantaged	18.52 %	20.24 %	25.31 %		32.10 %		38.89 %		45.68 %		52.47 %		59.26 %
English Learner	20.00 %	25.45 %	26.67 %		33.33 %		40.00 %		46.67 %		53.33 %		60.00 %
Hispanic	21.90 %	27.59 %	28.41 %		34.92 %		41.42 %		47.93 %		54.44 %		60.95 %
Students With Disabilities	21.62 %	33.33 %	28.15 %		34.68 %		41.21 %		47.75 %		54.28 %		60.81 %
White	30.16 %	43.23 %	35.98 %		41.80 %		47.62 %		53.44 %		59.26 %		65.08 %

MONTICELLO ACADEMY

			Ethnicity								Gender		Disability Status		Other	
		Whole School	Asian	A/Am/Black	White	Hispanic/Latino	American Indian	Pacific Islander	Multiple Races	Economically Disadvantaged	Female	Male	Students With Disabilities	Students With Disabilities (Accommodated)	English Learner	Migrant
English Language Arts	AS Growth MGP	55.00	47.50		55.00	61.00		55.00	28.00	61.00	56.00	55.00	63.00		60.00	
	BP Growth MGP	58.00			55.50	65.00		55.00		64.00	58.00	58.00	64.00		64.00	
	% Proficient	42%	47%		50%	37%		19%	35%	36%	45%	39%	20%		28%	
3rd Grade Language Arts	AS Growth MGP															
	BP Growth MGP															
	% Proficient	45%			61%	35%				36%	47%	42%			35%	
4th Grade Language Arts	AS Growth MGP	35.00			35.50	38.00				41.00	36.00	32.00				
	BP Growth MGP	37.00			36.00	41.50				38.00	36.00	42.50				
	% Proficient	28%			37%	24%				16%	34%	23%				
5th Grade Language Arts	AS Growth MGP	62.00			55.00	72.00				74.00	57.00	70.00				
	BP Growth MGP	66.50			56.00	72.50				76.00	68.00	62.00				
	% Proficient	42%			41%	39%				40%	38%	46%				
6th Grade Language Arts	AS Growth MGP	57.50			59.00	63.50				69.00	62.50	57.00				
	BP Growth MGP	56.50			53.50	72.00				69.00	55.00	57.00				
	% Proficient	49%			56%	56%		10%		41%	47%	51%				
7th Grade Language Arts	AS Growth MGP	71.00			74.00	68.00				68.00	72.50	65.00			65.00	
	BP Growth MGP	68.00			63.00	68.00				63.00	68.00	65.00			62.50	
	% Proficient	41%			54%	26%		20%		43%	50%	32%			25%	
8th Grade Language Arts	AS Growth MGP	49.00			48.00	62.00				50.00	52.00	44.00				
	BP Growth MGP	61.50			36.00	71.00				56.50	62.50	43.00				
	% Proficient	43%			50%	35%				33%	41%	45%				
9th Grade Language Arts	AS Growth MGP	54.00			52.50	59.00				69.00	54.50	54.00				
	BP Growth MGP	60.00			56.50							62.00				
	% Proficient	48%			56%	47%				56%	57%	36%				
Mathematics	AS Growth MGP	47.00	55.50		51.00	40.00		47.00	42.50	37.00	45.00	51.50	58.00		37.00	
	BP Growth MGP	50.00			56.00	42.00		35.50		37.50	45.00	55.00	59.00		35.50	
	% Proficient	34%	42%		42%	27%		19%	35%	22%	31%	38%	26%		25%	
3rd Grade Math	AS Growth MGP															
	BP Growth MGP															
	% Proficient	47%			58%	45%				32%	47%	47%			35%	
4th Grade Math	AS Growth MGP	46.00			62.50	39.00				29.00	46.00	46.00				
	BP Growth MGP	42.50			80.50	35.00				34.50	44.50	42.00				
	% Proficient	49%			63%	33%				26%	49%	49%				
5th Grade Math	AS Growth MGP	45.50			48.50	35.00				51.00	36.00	57.00				
	BP Growth MGP	47.00			57.00	36.00				53.00	36.50	64.50				
	% Proficient	32%			40%	22%				21%	16%	50%				
6th Grade Math	AS Growth MGP	45.50			48.00	40.50				35.00	52.00	39.00				
	BP Growth MGP	49.50			52.00	46.50				36.00	53.00	47.00				
	% Proficient	22%			25%	19%		10%		11%	20%	23%				
7th Grade Math	AS Growth MGP	66.50			70.50	46.50				44.00	55.50	72.50			45.00	
	BP Growth MGP	69.00			73.50	47.00				43.50	57.50	75.00			46.00	
	% Proficient	32%			41%	22%		20%		21%	29%	35%			33%	
8th Grade Math	AS Growth MGP	37.50			35.00	38.00				20.00	35.50	48.50				
	BP Growth MGP	33.00			23.00	39.00				26.50	35.00	27.00				
	% Proficient	29%			33%	22%				10%	23%	35%				
Secondary Math I	AS Growth MGP	42.50			50.00	38.00				45.00	36.50	51.50				
	BP Growth MGP	39.00			45.00	38.00				39.50	32.00	51.50				
	% Proficient	25%			29%	24%				35%	29%	22%				

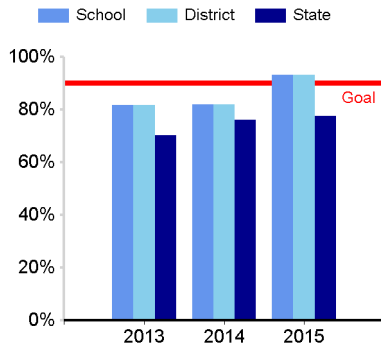
MONTICELLO ACADEMY

Science	AS Growth MGP	54.00	62.00		53.00	58.00		56.50		55.00	55.00	54.00	73.00		59.00	
	BP Growth MGP	58.00			53.00	60.00		61.00		60.00	60.00	54.50	73.00		59.00	
	% Proficient	40%	36%		52%	31%		12%	54%	27%	35%	46%	16%		18%	
4th Grade Science	AS Growth MGP															
	BP Growth MGP															
	% Proficient	35%			47%	24%				16%	31%	38%				
5th Grade Science	AS Growth MGP	47.50			51.00	52.00				41.00	45.00	56.00				
	BP Growth MGP	45.50			45.00	52.00				41.00	42.00	56.00				
	% Proficient	53%			63%	33%				40%	38%	69%				
6th Grade Science	AS Growth MGP	47.00			45.00	51.00				51.00	48.50	47.00				
	BP Growth MGP	49.00			45.50					59.00	53.00	47.00				
	% Proficient	46%			58%	44%		10%		30%	33%	56%				
7th Grade Science	AS Growth MGP	60.00			59.00	58.00				60.00	64.50	51.00			58.00	
	BP Growth MGP	58.00			54.50	58.00				60.00	64.00	53.00			59.00	
	% Proficient	29%			41%	21%		<10%		18%	32%	26%			25%	
8th Grade Science	AS Growth MGP	62.50			54.00	62.00				66.00	61.50	65.50				
	BP Growth MGP	66.00			69.00	61.00				66.50	66.50	66.00				
	% Proficient	40%			50%	30%				23%	33%	48%				
Biology	AS Growth MGP	68.00			68.00	73.50				52.50	69.00	68.00				
	BP Growth MGP	79.00				79.00					79.00	74.00				
	% Proficient	41%			46%	35%				41%	43%	39%				

MONTICELLO ACADEMY

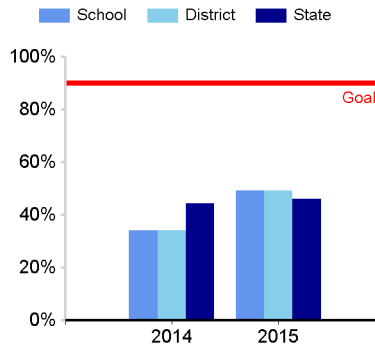
MONTICELLO ACADEMY
Grades K-6 School Year 2014-2015

3rd Grade Reading Proficiency



Approved reading assessment

6th Grade ELA Proficiency

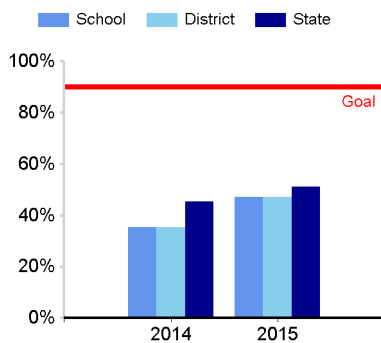


SAGE: 1st administration in 2014

Kindergarten Readiness

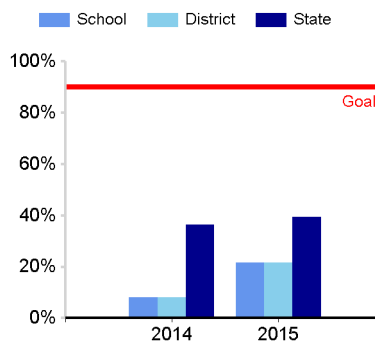
The Kindergarten readiness indicator is currently not available

3rd Grade Math Proficiency



SAGE: 1st administration in 2014

6th Grade Math Proficiency



SAGE: 1st administration in 2014

School Demographics

Enrollment	540
Race/Ethnic Minority	47%
English Learners	16%
Low Socio-Economic	39%
Students With Disabilities	<10%
Chronic Absenteeism	<10%
Mobility	<10%

Academic Performance

Grade Span Tested: 3-6

Percent Proficient

SAGE Language Arts (ELA)	41%
SAGE Math	38%
SAGE Science	44%

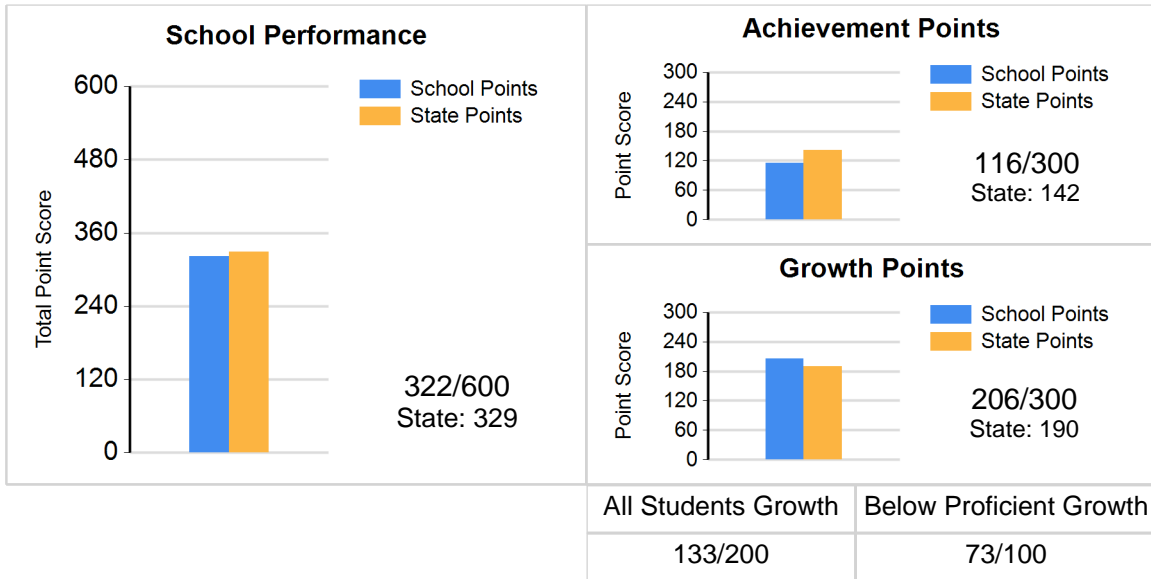
Student Group Percent Proficient

	ELA	Math	Science
Race/Ethnic Minority	32%	29%	30%
English Learners	31%	25%	20%
Low Socio-Economic	32%	23%	28%
Students With Disabilities	31%	38%	27%

School Snapshot Elementary School

Monticello Academy cultivates the value of learning and pursuit of knowledge through rigorous curriculum and proven methodologies. The Core Knowledge model ensures a sound education. Music, art and physical education emphasis improves cognition and performance while making school enjoyable.

MONTICELLO ACADEMY



Participation Rate				College and Career Readiness			
All Students		Below Proficient		Graduation Rate		Graduation Points	
97%		98%		n/a		n/a	

	All Students Growth			Below Proficient Growth			Proficiency			
	MGP	# of Tests	Points	MGP	# of Tests	Points	Prof Rate	# of Tests	Points	Points Possible
English Language Arts	55.00	404	144	58.00	243	78	41.89 %	487	42	100
Math	47.00	399	114	50.00	283	63	34.30 %	484	34	100
Science	54.00	332	140	58.00	209	78	40.48 %	415	40	100
Average			133	Average				Sum	116	

* Of the tests that were expected to be taken, 2% were not taken due to parental exclusion. These expected tests were included in participation rates but excluded from proficiency rates.

MONTICELLO ACADEMY

	All Students MGP			Below Proficient MGP			Proficiency		
	School	LEA	State	School	LEA	State	School	LEA	State
3rd Grade Language Arts							45%	45%	46%
4th Grade Language Arts	35.00	35.00	50.00	37.00	37.00	50.00	28%	28%	43%
5th Grade Language Arts	62.00	62.00	50.00	66.50	66.50	50.00	42%	42%	46%
6th Grade Language Arts	57.50	57.50	50.00	56.50	56.50	50.00	49%	49%	46%
7th Grade Language Arts	71.00	71.00	50.00	68.00	68.00	50.00	41%	41%	44%
8th Grade Language Arts	49.00	49.00	50.00	61.50	61.50	50.00	43%	43%	44%
9th Grade Language Arts	54.00	54.00	50.00	60.00	60.00	50.00	48%	48%	46%
3rd Grade Math							47%	47%	51%
4th Grade Math	46.00	46.00	50.00	42.50	42.50	50.00	49%	49%	52%
5th Grade Math	45.50	45.50	50.00	47.00	47.00	50.00	32%	32%	50%
6th Grade Math	45.50	45.50	50.00	49.50	49.50	50.00	22%	22%	39%
7th Grade Math	66.50	66.50	50.00	69.00	69.00	50.00	32%	32%	47%
8th Grade Math	37.50	37.50	50.00	33.00	33.00	50.00	29%	29%	43%
Secondary Math I	42.50	42.50	50.00	39.00	39.00	50.00	25%	25%	42%
4th Grade Science							35%	35%	46%
5th Grade Science	47.50	47.50	50.00	45.50	45.50	50.00	53%	53%	52%
6th Grade Science	47.00	47.00	50.00	49.00	49.00	50.00	46%	46%	48%
7th Grade Science	60.00	60.00	50.00	58.00	58.00	50.00	29%	29%	46%
8th Grade Science	62.50	62.50	50.00	66.00	66.00	50.00	40%	40%	48%
Biology	68.00	68.00	50.00	79.00	79.00	50.00	41%	41%	45%

MONTICELLO ACADEMY

Annual Measurable Objectives(AMO): English Language Arts

	2013-14	2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
Demographic Group	Baseline	Results	Goal	Results	Goal	Results	Goal	Results	Goal	Results	Goal	Results	Goal
All Students	41.94 %	41.19 %	46.78 %		51.62 %		56.45 %		61.29 %		66.13 %		70.97 %
Economically Disadvantaged	34.34 %	34.32 %	39.81 %		45.28 %		50.75 %		56.23 %		61.70 %		67.17 %
English Learner	24.00 %	28.57 %	30.33 %		36.67 %		43.00 %		49.33 %		55.67 %		62.00 %
Hispanic	35.24 %	35.04 %	40.64 %		46.03 %		51.43 %		56.83 %		62.22 %		67.62 %
Students With Disabilities	18.42 %	21.43 %	25.22 %		32.02 %		38.81 %		45.61 %		52.41 %		59.21 %
White	46.48 %	49.57 %	50.94 %		55.40 %		59.86 %		64.32 %		68.78 %		73.24 %

Annual Measurable Objectives(AMO): Mathematics

	2013-14	2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
Demographic Group	Baseline	Results	Goal	Results	Goal	Results	Goal	Results	Goal	Results	Goal	Results	Goal
All Students	26.28 %	35.33 %	32.42 %		38.57 %		44.71 %		50.85 %		57.00 %		63.14 %
Economically Disadvantaged	18.52 %	20.24 %	25.31 %		32.10 %		38.89 %		45.68 %		52.47 %		59.26 %
English Learner	20.00 %	25.45 %	26.67 %		33.33 %		40.00 %		46.67 %		53.33 %		60.00 %
Hispanic	21.90 %	27.59 %	28.41 %		34.92 %		41.42 %		47.93 %		54.44 %		60.95 %
Students With Disabilities	21.62 %	33.33 %	28.15 %		34.68 %		41.21 %		47.75 %		54.28 %		60.81 %
White	30.16 %	43.23 %	35.98 %		41.80 %		47.62 %		53.44 %		59.26 %		65.08 %

MONTICELLO ACADEMY

			Ethnicity								Gender		Disability Status		Other	
			Whole School	Asian	AfAm/Black	White	Hispanic/Latino	American Indian	Pacific Islander	Multiple Races	Economically Disadvantaged	Female	Male	Students With Disabilities	Students With Disabilities (Accommodated)	English Learner
English Language Arts	AS Growth MGP	55.00	47.50		55.00	61.00		55.00	28.00	61.00	56.00	55.00	63.00		60.00	
	BP Growth MGP	58.00			55.50	65.00		55.00		64.00	58.00	58.00	64.00		64.00	
	% Proficient	42%	47%		50%	37%		19%	35%	36%	45%	39%	20%		28%	
3rd Grade Language Arts	AS Growth MGP															
	BP Growth MGP															
	% Proficient	45%			61%	35%				36%	47%	42%			35%	
4th Grade Language Arts	AS Growth MGP	35.00			35.50	38.00				41.00	36.00	32.00				
	BP Growth MGP	37.00			36.00	41.50				38.00	36.00	42.50				
	% Proficient	28%			37%	24%				16%	34%	23%				
5th Grade Language Arts	AS Growth MGP	62.00			55.00	72.00				74.00	57.00	70.00				
	BP Growth MGP	66.50			56.00	72.50				76.00	68.00	62.00				
	% Proficient	42%			41%	39%				40%	38%	46%				
6th Grade Language Arts	AS Growth MGP	57.50			59.00	63.50				69.00	62.50	57.00				
	BP Growth MGP	56.50			53.50	72.00				69.00	55.00	57.00				
	% Proficient	49%			56%	56%		10%		41%	47%	51%				
7th Grade Language Arts	AS Growth MGP	71.00			74.00	68.00				68.00	72.50	65.00			65.00	
	BP Growth MGP	68.00			63.00	68.00				63.00	68.00	65.00			62.50	
	% Proficient	41%			54%	26%		20%		43%	50%	32%			25%	
8th Grade Language Arts	AS Growth MGP	49.00			48.00	62.00				50.00	52.00	44.00				
	BP Growth MGP	61.50			36.00	71.00				56.50	62.50	43.00				
	% Proficient	43%			50%	35%				33%	41%	45%				
9th Grade Language Arts	AS Growth MGP	54.00			52.50	59.00				69.00	54.50	54.00				
	BP Growth MGP	60.00			56.50							62.00				
	% Proficient	48%			56%	47%				56%	57%	36%				
Mathematics	AS Growth MGP	47.00	55.50		51.00	40.00		47.00	42.50	37.00	45.00	51.50	58.00		37.00	
	BP Growth MGP	50.00			56.00	42.00		35.50		37.50	45.00	55.00	59.00		35.50	
	% Proficient	34%	42%		42%	27%		19%	35%	22%	31%	38%	26%		25%	
3rd Grade Math	AS Growth MGP															
	BP Growth MGP															
	% Proficient	47%			58%	45%				32%	47%	47%			35%	
4th Grade Math	AS Growth MGP	46.00			62.50	39.00				29.00	46.00	46.00				
	BP Growth MGP	42.50			80.50	35.00				34.50	44.50	42.00				
	% Proficient	49%			63%	33%				26%	49%	49%				
5th Grade Math	AS Growth MGP	45.50			48.50	35.00				51.00	36.00	57.00				
	BP Growth MGP	47.00			57.00	36.00				53.00	36.50	64.50				
	% Proficient	32%			40%	22%				21%	16%	50%				
6th Grade Math	AS Growth MGP	45.50			48.00	40.50				35.00	52.00	39.00				
	BP Growth MGP	49.50			52.00	46.50				36.00	53.00	47.00				
	% Proficient	22%			25%	19%		10%		11%	20%	23%				
7th Grade Math	AS Growth MGP	66.50			70.50	46.50				44.00	55.50	72.50			45.00	
	BP Growth MGP	69.00			73.50	47.00				43.50	57.50	75.00			46.00	
	% Proficient	32%			41%	22%		20%		21%	29%	35%			33%	
8th Grade Math	AS Growth MGP	37.50			35.00	38.00				20.00	35.50	48.50				
	BP Growth MGP	33.00			23.00	39.00				26.50	35.00	27.00				
	% Proficient	29%			33%	22%				10%	23%	35%				
Secondary Math I	AS Growth MGP	42.50			50.00	38.00				45.00	36.50	51.50				
	BP Growth MGP	39.00			45.00	38.00				39.50	32.00	51.50				
	% Proficient	25%			29%	24%				35%	29%	22%				

MONTICELLO ACADEMY

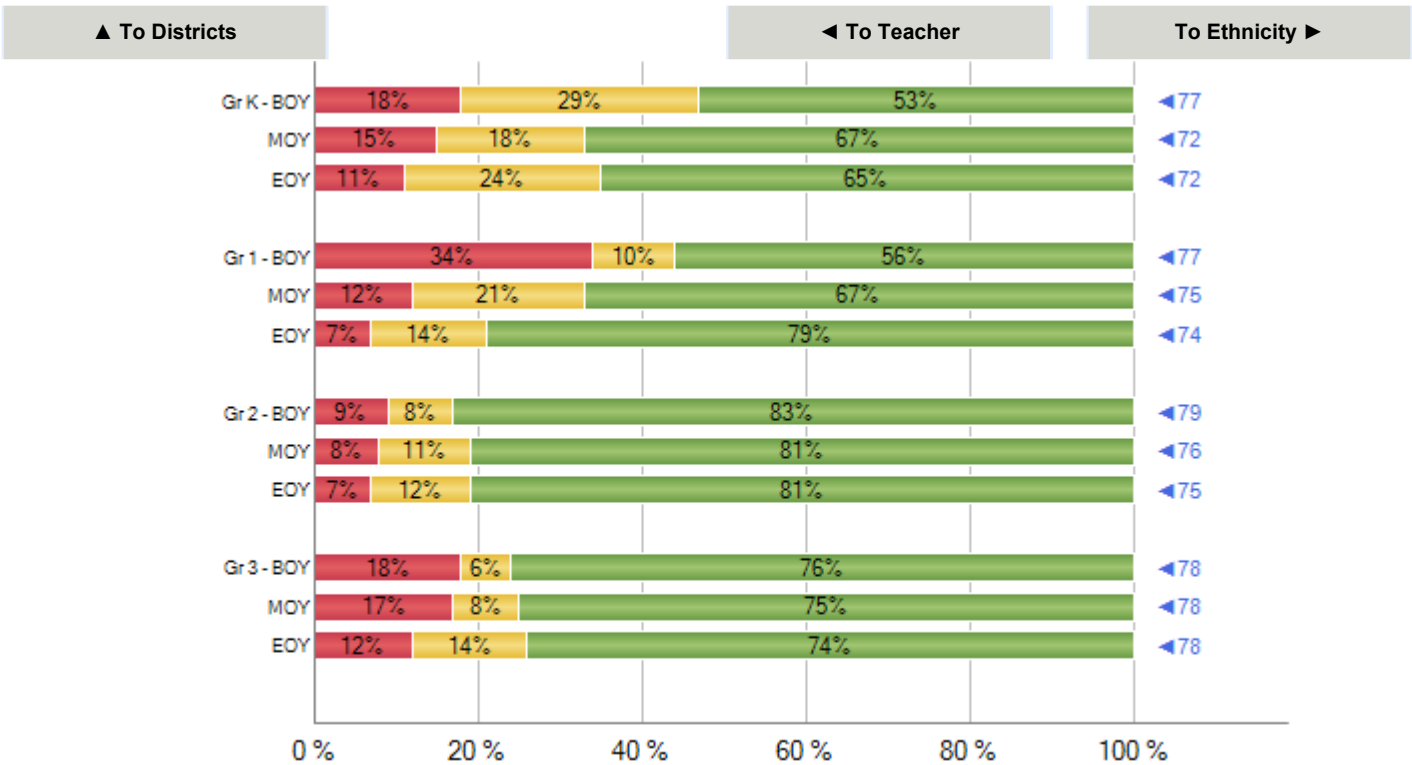
Science	AS Growth MGP	54.00	62.00		53.00	58.00		56.50		55.00	55.00	54.00	73.00		59.00	
	BP Growth MGP	58.00			53.00	60.00		61.00		60.00	60.00	54.50	73.00		59.00	
	% Proficient	40%	36%		52%	31%		12%	54%	27%	35%	46%	16%		18%	
4th Grade Science	AS Growth MGP															
	BP Growth MGP															
	% Proficient	35%			47%	24%				16%	31%	38%				
5th Grade Science	AS Growth MGP	47.50			51.00	52.00				41.00	45.00	56.00				
	BP Growth MGP	45.50			45.00	52.00				41.00	42.00	56.00				
	% Proficient	53%			63%	33%				40%	38%	69%				
6th Grade Science	AS Growth MGP	47.00			45.00	51.00				51.00	48.50	47.00				
	BP Growth MGP	49.00			45.50					59.00	53.00	47.00				
	% Proficient	46%			58%	44%		10%		30%	33%	56%				
7th Grade Science	AS Growth MGP	60.00			59.00	58.00				60.00	64.50	51.00			58.00	
	BP Growth MGP	58.00			54.50	58.00				60.00	64.00	53.00			59.00	
	% Proficient	29%			41%	21%		<10%		18%	32%	26%			25%	
8th Grade Science	AS Growth MGP	62.50			54.00	62.00				66.00	61.50	65.50				
	BP Growth MGP	66.00			69.00	61.00				66.50	66.50	66.00				
	% Proficient	40%			50%	30%				23%	33%	48%				
Biology	AS Growth MGP	68.00			68.00	73.50				52.50	69.00	68.00				
	BP Growth MGP	79.00				79.00					79.00	74.00				
	% Proficient	41%			46%	35%				41%	43%	39%				

Comparing Populations on mCLASS:DIBELS

By Grade For Monticello Academy

Monticello Academy, UT

Student Population	Time	Measure
Districts: Monticello Academy District School: Monticello Academy	Students enrolled on test day 13-14 3 Periods *Refresh date: 05/26/2014	mCLASS:DIBELS Composite Score ◀ Total Students Assessed Well Below Benchmark Below Benchmark Benchmark
Grade: All Grades Subject: Official Class		



Institutions with no data are not included.

Applicant Assurances

Print this sheet, complete and sign the spaces at the bottom, scan, and attach to the electronic application.

The Board Chair must sign the following agreement prior to submitting the application package.

Should the agreement be signed by someone other than the current Board Chair, the application package will be deemed Administratively Incomplete.

School Name: Monticello Academy

The Applicant certifies all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the Expansion Application process or revocation after award.

The Applicant understands that applications must be received by SCSB staff no later than 1 July for the next school year and that late/incomplete applications will not be considered. The Applicant stipulates that an extension was granted due to a variety of issues.

The Applicant acknowledges that all information presented in the application package, if approved, becomes part of the charter and will be used for accountability purposes throughout the term of the charter.

The Applicant acknowledges that the charter school governing board has read all Utah statutes regarding charter schools and that the Applicant is subject to and in compliance with all relevant federal, state and local laws, and requirements.

The Applicant acknowledges that the most current academic data will be provided to the SCSB for its consideration of the application.

The Applicant acknowledges that prior to inclusion on the agenda, the SCSB recommends charter school governing boards schedule an appointment with SCSB staff to discuss the Expansion Application and provide clarification to any staff questions. Appointments can be scheduled by emailing jo.schmitt@schools.utah.gov.

The applicant certifies that the entire Expansion Application was submitted to

Martin Bates & Doug Larson (person) who works at Granite

School District on Nov. 10, 2016 (date).

Martell Winters
Name of Board Chair
(please print)

 04 Nov 2016
Signature of Board Chair /Date