# Duchesne County School District
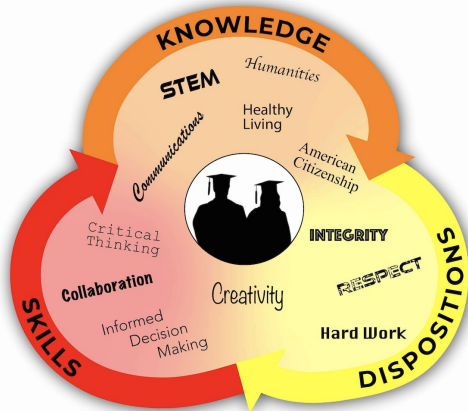# Strategic Plan: The ABCs

## What We Want

Graduates of
Duchesne County School District
have the . . .



**KNOWLEDGE**
STEM
Humanities
Healthy Living
Communications
American Citizenship
Critical Thinking
INTEGRITY
Creativity
RESPECT
Collaboration
Informed Decision Making
Hard Work
**SKILLS**
**DISPOSITIONS**

. . . to lead fulfilling lives.

## What Is Holding Us Back

### We Have 3 Big Problems

**1. GAPS**

We have too many students who "advance" from grade to grade, yet they have huge **gaps** in their learning.

**2. NASA**

We have too many students who could be on track to work for **NASA** or win a Pulitzer Prize, but are not being pushed to the extra level of rigor that would prepare them for these types of achievements.

**3. SETTLERS**

We have too many students who are fully capable of getting A's and B's, but **settle** for D's.

### And 2 More Underlying Issues

**4. ATTENDANCE**

We have too many students who miss too much school with low **attendance**.

**5. ENGAGEMENT**

We have too many students who don't **engage** fully in the learning activities when they are in class.

## What We Are Going To Do About It

**A**ccountability - **B**ased **C**ompetency **S**ystem

# Accountability - Based Competency System

Duchesne County School District is seeking a return to old-school principles using modern-day tools to help students achieve at higher and higher levels. We use the word *accountability* because of our belief that each student will learn best when they take ownership of their learning and when the teachers and family work in harmony to support each child. Success for students will come as we all do our part and are accountable to each other.

After conducting a thorough review of what is holding our kids back, it was determined that there were 5 factors:

**1) GAPS**: Too many students with too many gaps in their learning move from grade to grade.

**2) NASA**: Too many top students who could go directly to work for NASA or win Pulitzer Prizes are not being pushed enough.

**3) SETTLERS**: Too many students who are capable of As and Bs, are settling for Ds.

**4) ATTENDANCE**: Too many students miss too much school.

**5) ENGAGEMENT**: Too many students don't engage enough with the lessons at school.

The ABCs are designed to incrementally address each area over the next several years. For this school year the citizenship portion will be implemented by all schools. The academic portion will be implemented by only the elementary schools.

Students in elementary school are accountable to move from one grade level to the next by attending school, engaging in class, and demonstrating a basic level of understanding on each vital competency.

If a student does not accomplish these requirements, the school will provide ample opportunities to re-learn and re-try.

If a student still does not meet the requirements, they may need to repeat a grade or a course  so they have the extra time they need to demonstrate competency.

What are vital competencies? They are the very most important concepts taught at school. In elementary it is  2-3 concepts in reading, 2-3 in math, 1 science or social studies per grade. (Out of the roughly 100 total state standards per grade level.)

Progress will be reported in two areas: Academic Grades and Citizenship Grades.

# Accountability - Based Competency System

# Accountability Compact

Duchesne County School District
**Accountability Compact**

**Students**: Be where you are supposed to be. Do what you are supposed to do.

When you … <u>Attend</u> classes 95% of the time or more
<u>Engage</u> in class every day
<u>Behave</u> in school so all can learn

And . . .

**Parents:**

When you … Ensure your child <u>attends</u> class 95% of the time or more
Encourage them to <u>engage</u> in class every day
Expect them to <u>behave</u> in school so all can learn

And . . .

**Staff:**

We will … <u>Engage</u> students in meaningful and relevant learning activities every day
<u>Expect</u> and reinforce good behavior
Do all in our power to keep students <u>safe</u>
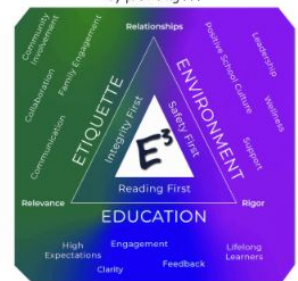Treat each other, each student, and families with <u>dignity and respect</u>

Then . . .

**Each student will acquire the knowledge, skills, and dispositions to lead fulfilling lives.**

# Attendance Contract



**A** ccountability - **B** ased **C** ompetency **S** ystem

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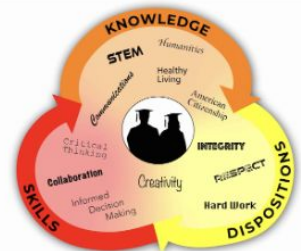
Duchesne County School District    -    Personal Accountability Contract

| **WHY?**   What expectations are <u>not</u> being met right now? |
|---|
| |
| **ACTION PLAN**    What actions will help to meet expectations in the future? |
| |
| Follow-Up Timeline: |

Student: _____    Parent: _____    Staff: _____    Date: _____

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# Implementation Timeline

| ABCs - Long-Term Timeline | Fall '22 | Spr '23 | Fall '23 | Spr '24 | Fall '24 | Spr '25 | Fall '25 | Spr '26 | Fall '26 | Spr '27 | Fall '27 | Spr '28 | Fall '28 | Spr '29 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| District staff listens, observes, listens... | ■ | | | | | | | | | | | | | |
| Teachers & administrators start creating a new system. | | ■ | | | | | | | | | | | | |
| **Accountability Based Competency System (ABCs) created.** | | ■ | ■ | ■ | ■ | | | | | | | | | |
| School Board approves the continued development of ABCs. | | ■ | | | | ■ | | ■ | | ■ | | | | |
| Tabiona Elementary preps for implementing ABCs. | | ■ | | | | | | | | | | | | |
| Teachers & administrators research citizenship aspects of ABCs. | | ■ | ■ | | | | | | | | | | | |
| Elementary Vital Competencies determined. | | ■ | | | | | | | | | | | | |
| District staff prepares A2A strategy of active student engagement. | | ■ | | | | | | | | | | | | |
| **TES pilots ABCs.** | | | ■ | ■ | | | | | | | | | | |
| All of DCSD implements the behavior aspect of ABCs. | | | ■ | | | | | | | | | | | |
| All of DCSD explores the attendance & completed work aspects of ABCs. | | | ■ | | | | | | | | | | | |
| A2A strategy: Active Student Engagement | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| All Elementary schools learn ABCs and prepares interventions to implement. | | | | ■ | | | | | | | | | | |
| TES reflects on implementation. Plans for improvements. | | | | ■ | | | | | | | | | | |
| **All elementary schools fully implement ABCs.** | | | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ---> |
| All of DCSD implements the Citizenship aspects of ABCs. | | | | | ■ | ■ | | | | | | | | |
| Junior High Vital Competencies determined. | | | | | ■ | | | | | | | | | |
| **Tabiona Junior High pilots ABCs.** | | | | | | ■ | ■ | | | | | | | |
| All junior high schools learn ABCs and prepares interventions to implement. | | | | | | | ■ | | | | | | | |
| **All junior high schools fully implement ABCs.** | | | | | | | | ■ | ■ | ■ | ■ | ■ | ■ | ---> |
| High School Vital Competencies are determined. | | | | | | | | ■ | | | | | | |
| **Tabiona High School pilots ABCs.** | | | | | | | | | ■ | ■ | | | | |
| All high schools learn ABCs and prepares interventions to implement. | | | | | | | | | | ■ | | | | |
| **All high schools (& All of DCSD) fully implements ABCs.** | | | | | | | | | | | | | ■ | ---> |

# ABC

# Accountability - Based Competency System

## Citizenship

*(All Schools)*

As we separate the reporting of academics and behaviors, we recognize that we need to make citizenship grading more clear for parents. Therefore, families will be provided with a rubric of how the citizenship grade will be earned. The categories of citizenship will also be recorded on the report card and in powerschool.

The three areas of citizenship are:

**ATTENDANCE**: This grade will be based on a matrix which combines the number of classes missed and the academic grade. The better the grade, the more slack a student gets on attendance.

**BEHAVIOR**: Each student will be on a specific behavior level in each class. Students can work to improve their level at any time.

**CLASSWORK**: Assignments must be completed at competent levels to receive a good citizenship grade. Each teacher will decide whether to use this aspect of citizenship. If they choose to grade classwork, they will record this in the "Assignments" section of powerschool. Each assignment will simply be marked "completed" at competent levels or it will not.

## Academics

*(Elementary Schools)*

Students will still be given a regular grade on all 25-40 priority standards just like we have been doing for the past several years.

However, we will now also add the requirement that 5-7 of the most vital competencies per grade must be passed to move on. Each student will be provided with the time and resources they need in order to learn.

If an elementary student is struggling with a particular vital competency, teachers will partner with parents to develop a plan going forward to help the student gain the necessary skills.

We are intentionally separating academics from behaviors so that parents will get a true indication of how their child is attaining the learning standards.

*(Secondary Schools)*

Students in junior high will participate in the academic portion of the ABCs beginning with the 2026-27 school year.

Students in high school will participate in the academic portion of the ABCs beginning with the 2028-29 school year.

# Accountability - Based Competency System

## Citizenship

2.0

**Duchesne County School District**

**Citizenship Proficiency Scale**

- Attending class and engaging in class are fundamental to learning and being a responsible citizen.
- Expectation for students: Be where you are supposed to be and do what you are supposed to do.
- Beginning with the 2024-25 School Year:
  - Citizenship grades will be recorded on the report card.
  - Programs, rewards, and/or extracurricular eligibility are impacted.
  - Study Hall and/or other interventions will be required for those in yellow/red for attendance.
- Beginning with the 2026-27 School Year:
  - No academic credit toward graduation is awarded if any of the citizenship grades are a U.
  - The U can be made up, and academic credit awarded, if the required conditions are met. School administrators will determine the conditions/contract based on severity.

| Citizenship Grade | Attendance | Behavior | Classwork * |
|---|---|---|---|
| **H** (Honors) | ☐ H (Blue) matrix | ☐ On Level 0 | ☐ All work is competently completed (100%) |
| **S** (Satisfactory) | ☐ S (Green) matrix | ☐ On Level 1 | ☐ Large majority of work is competently completed (70-99.9%) |
| **N** (Needs Improvement) | ☐ N (Yellow) matrix | ☐ On Level 2 or 3 *(at 3, teachers create an intervention plan)* | ☐ Most work is competently completed (50-69.9%) |
| **U** (Unsatisfactory) | ☐ U (Red) matrix | ☐ On Level 4 or Worse *(must include admin and a contract)* | ☐ Most work is NOT competently completed (0-49.9%) |
| ***Make Ups?*** | *Yes. Get the Grade Up* | *Yes. Improve the Level* | *Yes, within teacher established deadlines.* |

\* *Classwork Citizenship is only for those teachers who use "collected" for the "assignments" in Powerschool. Teachers establish the cut score for each assignment at a "competent" level with modifications for those with an IEP.  There must be a minimum of 6 "assignments" in Powerschool for this grade to be given.*

# Accountability - Based Competency System

## Citizenship

### Secondary

**ATTENDANCE**
*(# of Days Absent per quarter per class. All absences count, except hospitalization.)*

| GRADE | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17+ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| As | blue | blue | blue | blue | blue | blue | blue | blue | blue | blue | blue | blue | blue | blue | green | green | green | green |
| Bs | blue | blue | blue | blue | blue | blue | blue | green | green | green | green | green | green | green | yellow | yellow | yellow | yellow |
| Cs | blue | blue | blue | blue | green | green | green | green | green | yellow | yellow | yellow | yellow | yellow | yellow | yellow | yellow | yellow |
| Ds | green | green | green | green | green | yellow | yellow | yellow | yellow | yellow | yellow | red | red | red | red | red | red | red |
| F/M | green | green | green | green | yellow | yellow | yellow | yellow | red | red | red | red | red | red | red | red | red | red |

**Citizenship Grades**

| | |
|---|---|
| **H** | Honors level of attendance. Keep up the good work! |
| **S** | Warning: on watch. Keep your grades up and attend class to avoid dropping any further. |
| **N** | You are in study hall sessions until you get back into the green or blue. Coordination with parents will take place. |
| **U** | An Attendance Contract is created in coordination with parents. You are in study hall until the conditions of the contract are met. Possible service opportunities, etc. |

### Elementary

**ATTENDANCE**
*(# of Days Absent per quarter. All absences count, except hospitalization.)*

| GRADE | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17+ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| HP | blue | blue | blue | blue | blue | blue | blue | blue | blue | blue | blue | blue | blue | blue | green | green | green | green |
| P | blue | blue | blue | blue | blue | blue | blue | green | green | green | green | green | green | green | yellow | yellow | yellow | yellow |
| AP | blue | blue | blue | blue | green | green | green | green | green | yellow | yellow | yellow | yellow | yellow | yellow | red | red | red |
| NP | green | green | green | green | yellow | yellow | yellow | yellow | yellow | yellow | red | red | red | red | red | red | red | red |

| | |
|---|---|
| **H** | Honors level of attendance. Keep up the good work! |
| **S** | Warning: on watch. Keep your grades up and attend class to avoid dropping any further. |
| **N** | You are in study hall sessions until you get back into the green or blue. Coordination with parents will take place. |
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# Accountability - Based Competency System

## Citizenship

2.0

## DCSD Behavior Intervention Levels

| Description | Possible Intervention(s) | |
|---|---|---|
| **Level 0** - **Classroom**<br>● Exemplary behavior in every school setting. | ● Positive relationships<br>● Fulfilling life | ● Behavior Grade: H |
| **Level 1** - **Classroom**<br>● Not following class or school rules. | ● Behavior is corrected in class<br>● Informal Documentation | ● Parents Notified By Teacher<br>● Behavior Grade: S |
| **Level 2** - **Classroom / School**<br>● Repeated level 1 behaviors<br>● Distracting, Disrupting, Disrespecting<br>● *Examples: pushing, talking out, inappropriate language, etc.* | ● Verbal warning<br>● Teaching of replacement behaviors<br>● Behavior Tracker | ● Parents Notified By Teacher/Admin<br>● Informal Documentation<br>● Behavior Grade: N |
| **Level 3** - **School**<br>● Repeated level 1-2 behaviors<br>● Disrespecting, Defying, Destroying, Degrading<br>● *Examples: insults, obstinance, bullying, damaging, etc.* | ● Lunch DT or In-School Suspension<br>● Refocus Lesson<br>● Academic Probation<br>● Behavior Tracker | ● Parents Notified<br>● Formal Documentation<br>● Intervention Plan Created<br>● Behavior Grade: N |
| **Level 4** - **School**<br>● Repeated level 1-3 behaviors<br>● Destroying, Degrading, Dangerous<br>● *Examples: vaping, drugs, harassing, fighting, threats, etc.* | ● In-School Suspension<br>● Out-of-School Suspension<br>● Refocus Lesson<br>● Academic Probation | ● Parents Notified<br>● Formal Documentation<br>● Contract Created<br>● Behavior Grade: U |
| **Level 5** - **School / District**<br>● Repeated level 1-4 behaviors<br>● Distributing Illegal Substances, Dangerous, Weapon | ● Out-of-School Suspension<br>● Home Placement for Instruction<br>● Individualized Plan | ● Parents Notified<br>● Formal Documentation<br>● New Contract Created |
| **Level 6** - **District**<br>● Repeated level 1-5 behaviors, Weapon<br>● Failed School Contract | ● Expulsion / Home Placement<br>● Alternate Location of Instruction<br>● Individualized Plan | ● Parents Notified<br>● Formal Documentation<br>● New Contract Created |
| **Level 7** - **District / Juvenile System**<br>● Failed District Contract | ● Full Expulsion | ● Entry into Juvenile System |

**\*** Based on situational severity, school administrators may determine that specific behaviors warrant skipping levels.  *(2.0 Updated: June 5, 2025)*

# ABC

## Accountability - Based Competency System

## Citizenship

| Behavior Contract | Level # ____ | School: | | Date: | | Student: | |
|---|---|---|---|---|---|---|---|

*Your own resolution to succeed is more important than any other. - Abraham Lincoln*

**WHY?** What behaviors have caused you to be at this level?

**ACTION PLAN** What actions will improve behavior in the future?

Follow-Up Timeline: _____

**CONSEQUENCES** Natural and/or Imposed. Personal and/or Relationships.

**NEEDS** What do you need in order to succeed in the action plan?

*The most important single ingredient in the formula of success is knowing how to get along with people. - Theodore Roosevelt*

Student: _____ Parent: _____ School: _____ Date: _____

# Accountability - Based Competency System

**Citizenship**

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**Classwork**: Sample of Entering Collected for Practice Work in Powerschool

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| | Practice Work | Practice Work | Learning Intention | Practice Work | Practice Work | Learning Intention |
|---|---|---|---|---|---|---|
| | 6.1 LINEAR IN... (1/16/2024) | 6.1 LINEAR IN... (1/18/2024) | 6.1 LINEAR IN... (1/18/2024) | 6.2 SYSTEMS ... (1/22/2024) | 6.2 SYSTEMS ... (1/25/2024) | 6.2 SYSTEMS ... (1/25/2024) |
| Student | ✓ | ✓ | A | ✓ | ✓ | A |
| Student | ✓ | ✓ | A | ✓ | ✓ | A |
| Student | ✓ | ✓ | A | ✓ | ✓ | A |
| Student | ✓ | ✓ | B | 🟧 | 🟧 | D |
| Student | ✓ | ✓ | A | ✓ | ✓ | A |
| Student | ✓ | ✓ | A | ✓ | ✓ | A |
| Student | ✓ | ✓ | B | ✓ | ✓ | A |
| Student | ✓ | ✓ | B | ✓ | ✓ | C |
| Student | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Student | 🟧 | ✓ | A | ✓ | ✓ | A |
| Student | ✓ | ✓ | C | ✓ | ✓ | B |
| Student | ✓ | ✓ | A | ✓ | ✓ | A |
| Student | ✓ | ✓ | A | ✓ | ✓ | A |
| Student | ✓ | ✓ | C | ✓ | 🟧 | D |
| Student | | | | | | |
| Student | ✓ | ✓ | A | ✓ | 🟧 | C |

# Accountability - Based Competency System

## Elementary

| DCSD Vital Competencies | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Kindergarten | 1st Grade | 2nd Grade | 3rd Grade | 4th Grade | 5th Grade | 6th Grade |
| English Language Arts | A. Phonological Awareness (K.R.2) | D. Phonological Awareness (1.R.2) | G. Phonological Awareness (2.R.2) | K. Phonics Skills (3.R.3) | N. Informative Writing (4.W.2) | R. Informative Writing (5.W.2) | V. Argumentative Writing (6.W.1) |
| | B. Phonics Skills (K.R.3) | E. Phonics Skills (1.R.3) | H. Phonics Skills (2.R.3) | L. Main Idea with Details (3.R.6) | O. Phonics Skills, Accuracy, Fluency (4.R.3,4) | S. Read with Accuracy & Fluency (5.R.4) | W. Main Idea, Text Evidence, Summarizing (6.R.1&2) |
| | | | | | P. Main Idea, Details (4.R.6) | T. Main Idea, Text Evidence, Summarizing (5.R.5&6) | |
| Math | 1. Numbers and Quantities (K.CC.4) | 11. Count to 120 (1.NBT.1) | 21. Hundreds, Tens, Ones (2.NBT.1) | 31. Interpret Products of Whole Numbers (3.OA.1) | 41. Comparing & Rounding Numbers (4.NBT.2&3) | 51. Multi-Digit Multiplication (5.NBT.5) | 61. Ratios: Reasoning (6.RP.3a) |
| | 2. Represent Addition/Subtraction (K.OA.1) | 12. Tens & Ones (1.NBT.2) | 22. Fluently Add & Subtract Within 20 (2.OA.2) | | 42. Multiplying (4X1) (4.NBT.5) | 52. Multi-Digit Division (5.NBT.6) | 62. Divide Fractions (6.NS.1) |
| | 3. Write Numbers 0-20 (K.CC.3) | 13. Strategies To Add & Subtract Within 20 (1.OA.6) | 23. Add/Subtract Within 100 (2.NBT.5) | 32. Multiply/Divide Within 100 (3.OA.7) | 43. Manipulating Fractions (4.NF.1&2) | 53. Add & Subtract Fractions (5.NF.1b) | 63. Positive & Negative Numbers (6.NS.5) |
| | | | | | | | 64. Equations (6.EE.7) |
| Science & Social Studies | | | | SS3.First Ammendment of the Bill of Rights (3.1.4) | SC4. Structures & Functions of Living Things (4.1.1) | SS5. The U.S. Constitution (5.3.1) | SC6. Atoms & Molecules (6.2.1) |

# Accountability - Based Competency System



## Academics

### DCSD Vital Competency Intervention Protocol Steps

**Whole Class Instruction Cycle**

- ☐ 1. Send out the letter informing all stakeholders of how the vitals system works.
- ☐ 2. Do a great job of Tier 1 & 2 instruction. (reference Vital Competency List and Effective Teaching Strategies)
- ☐ 3. Use proficiency scales to give the end-of-quarter grade in PowerSchool <u>AND</u> give the DCSD Benchmark (if applicable).
- ☐ 4. Make the initial determination if each student passed the vital or not. (Use DCSD Determination Rules)
  - ☐ Record it in the tracking system.

**First Intervention Cycle**

- ☐ 5. If a student did not pass, send a form letter home stating they did not pass a vital and are not on track. Use the letter to communicate the plan at school and the plan at home and provide a timeline.
  - ☐ Insert a copy of the parent letter in the student's cumulative file.
- ☐ 6. Provide interventions over the next several weeks. (Counsel with PLC and school leadership.)
- ☐ 7. Print and administer the first DCSD Vital Assessment. Place the student's test, and results, in the student's cumulative file.   ☐ Record it in the tracking system.
- ☐ 8. If the student passes the first DCSD Vital Assessment, contact parents. Celebrate!

**Second Intervention Cycle**

- ☐ 9. If the student did not pass the first DCSD Vital Assessment, the teacher and administrator meet with parents to determine the next steps (complete the Intervention Contract and Documentation ).
  - ☐ Date of meeting: _____
- ☐ 10. Follow the plan. Provide interventions over the next several weeks. (Counsel with PLC/school leadership).
- ☐ 11. Print and administer the second DCSD Vital Assessment. Place the student's test, and results, in the student's cumulative file.   ☐ Record it in the tracking system.
- ☐ 12. If the student passes the second DCSD Vital Assessment, contact parents. Celebrate!

**Third Intervention Cycle**

- ☐ 13. If the student did not pass the second DCSD Vital Assessment, meet with parents again to determine next steps (discuss the why, what, where, and how).   ☐ Date of meeting: _____
- ☐ 14. Follow the plan. Provide intense interventions over the next several weeks. (Counsel with PLC/leaders.)
- ☐ 15. Print and administer the third DCSD Vital Assessment. Place the student's test, and results, in the student's cumulative file.   ☐ Record it in the tracking system.
- ☐ 16. If the student passes the third DCSD Vital Assessment, contact parents. Celebrate!

**Fourth Intervention Cycle**

- ☐ 17. If the student did not pass the third DCSD Vital Assessment, meet with the parents to determine next steps. At this point, SpEd Child Find, Counseling referrals, and other more intense interventions can be discussed. Implement the agreed upon interventions.
- ☐ 18. End of the School Year. If the student still has not passed all the vital competencies for their grade level, they will be able to go on to the next grade but will need to continue to receive intense interventions.

**Ongoing Intervention**

- ☐ 19. If, after the following school year (15-22 months of intervention), the student still has not passed all the vital competencies from the previous years' grade level, their individual plan must be followed, which may include retention.
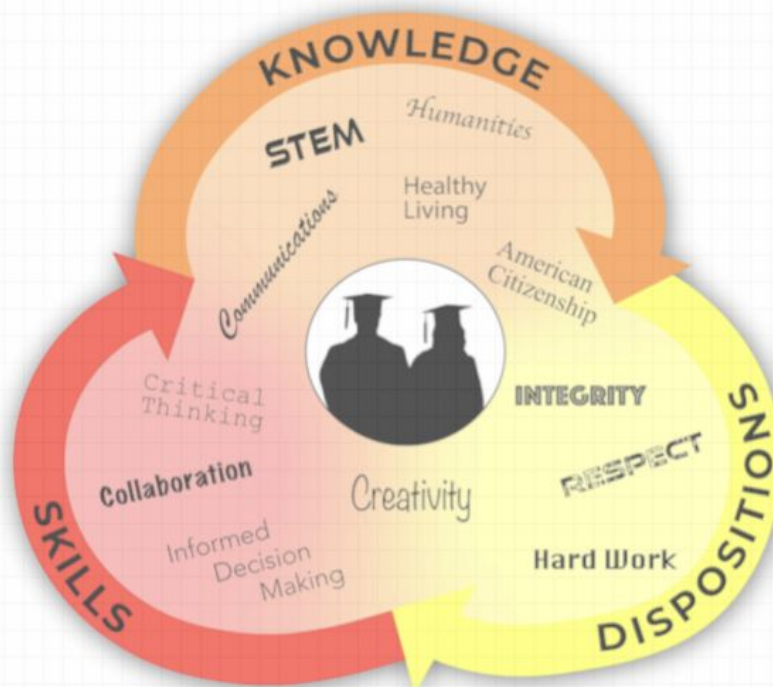
# ABC

## Accountability - Based Competency System

## DCSD VITAL COMPETENCIES
## are rooted in our Portrait Of A Graduate

Graduates of
Duchesne County School District
have the . . .



KNOWLEDGE

STEM
Humanities
Healthy Living
American Citizenship

Communications

Critical Thinking

INTEGRITY

Collaboration

Creativity

RESPECT

SKILLS

Informed Decision Making

Hard Work

DISPOSITIONS

. . . to lead fulfilling lives.

# DCSD Secondary Schools Vital Competencies

## Purpose

The purpose of the vital competencies is to help students accomplish the mission of the school district, which is, "Graduates of Duchesne County School District have the knowledge, skills, and dispositions to lead fulfilling lives." Within the Accountability-Based Competency System, these vital competencies allow for the continuation of traditional school with traditional instruction of the core standards, but it also includes the skills and dispositions our young people need so very much. By skills we are talking about critical thinking, collaboration, informed decision making and creativity. By dispositions we mean creativity, hard work, respect, and integrity.

## Tasks

Within each competency area (knowledge, skills, dispositions) there will be 4 required tasks and 5-8 optional tasks. Obviously, each student will need to complete/pass all of the required tasks. Then, to achieve the distinguished (blue ribbon) status, students will need to complete at least 4 of the optional tasks as well.

## Advocates

Each student will have an adult in the school who is their advocate to help them along their competency process. This advocate adult will help them understand the requirements, encourage them to do their best, provide guidance and feedback, and can pass off any of the items on the list. Subject area teachers can also pass off items on the list that are within their area.

Students are expected to work on all the competencies (required and optional) throughout the school year. Many of the competencies will be worked on naturally through the regular schedule of school. Students may also work on them when there is extension time in class and at home. Students are accountable to track their progress with the support of the school advocate and the family.

## Traits

We are excited to roll out a school system that honors such time-tested traits as integrity, respect, hard work, creativity, informed decision making, and collaboration. Thank you for partnering with us as we strive to help our students live fulfilling lives!

# Accountability - Based Competency System

**Whole Person**

## DCSD VITAL COMPETENCIES – 7th Grade

➡ *Orange = Required.*    ⊛ *Brown = Optional. At least 4 brown items in each category are needed to achieve the level of Distinguished.*

### KNOWLEDGE

- ❑ ➡ Demonstrate a competent understanding of one aspect of Utah history _____
- ❑ ➡ Competently write an informational essay _____
- ❑ ➡ Competently solve one-step and two-step equations _____
- ❑ ➡ Create a model or engineer a device based on a scientific concept _____
- ❑ ⊛ Complete and present a knowledge extension project _____
- ❑ ⊛ Read a book (minimum of 120 pages or multiple books adding up to 120 pages) _____
- ❑ ⊛ Present at least one piece of art you have created yourself _____
- ❑ ⊛ Tell the story of an influential event in U.S. History _____
- ❑ ⊛ Write an informational essay on how to stay safe online _____
- ❑ ⊛ Set your own physical workout program and follow it for at least one month _____
- ❑ ⊛ Compare and contrast positive and negative body image _____

*Science*
*Technology*
*Engineering*
*Math*
*Humanities*
*American Cit.*
*Healthy Living*
*Communications*

### SKILLS

- ❑ ➡ Communicate your interpretation of the main idea from a written passage _____
- ❑ ➡ Describe something you see as a problem in the world and provide a solution _____
- ❑ ➡ Give evidence of collaborating with another person to achieve a goal _____
- ❑ ➡ Complete and present a skills extension project _____
- ❑ ⊛ Create something new (or create plans for something new) _____
- ❑ ⊛ List a possible future career and describe the factors that informed your decision _____
- ❑ ⊛ Document participation in at least one extracurricular activity _____
- ❑ ⊛ Write about a time when you had to seek information to make a good decision _____
- ❑ ⊛ Invent or engineer something useful for your family _____
- ❑ ⊛ Describe 5 ways to save money _____
- ❑ ⊛ Research an ancestor and present their life history to your family _____

*Communications*
*Critical Thinking*
*Collaboration*
*Informed Decision*
*Making*
*Creativity*

### DISPOSITIONS

- ❑ ➡ Describe a time when you demonstrated integrity _____
- ❑ ➡ Collect a statement from a person describing how you have shown them respect _____
- ❑ ➡ Describe a situation in which you worked hard to reach success _____
- ❑ ➡ Within this school year, provide evidence of creativity _____
- ❑ ⊛ Achieve your yearly individual reading goal _____
- ❑ ⊛ Complete and present a dispositions extension project _____
- ❑ ⊛ Write the story of a time when you could have cheated, but you stayed honest _____
- ❑ ⊛ Present something you created that brought you joy _____
- ❑ ⊛ Describe a personal hero and explain the admirable dispositions they have lived by _____
- ❑ ⊛ Provide at least 2 hours of service to help our community in a beneficial way _____
- ❑ ⊛ Attain the blue level on the attendance matrix for at least 3 terms _____

*Creativity*
*Hard Work*
*Respect*
*Integrity*

# Accountability - Based Competency System

**Whole Person**

## DCSD VITAL COMPETENCIES  -  8th Grade

➡ *Orange = Required.*    ⊛ *Brown = Optional. At least 4 brown items in each category are needed to achieve the level of Distinguished.*

### KNOWLEDGE

- ❑ ➡ Demonstrate a competent understanding of the U.S. Constitution _____
- ❑ ➡ Competently write a persuasive essay _____
- ❑ ➡ Competently graph linear equations _____
- ❑ ➡ Create a model or engineer a device to demonstrate the structure of a molecule _____
- ❑ ⊛ Complete and present a knowledge extension project _____
- ❑ ⊛ Produce at least one original work of art you have created _____
- ❑ ⊛ Read a book (minimum of 140 pages or multiple books adding up to 140 pages) _____
- ❑ ⊛ Write an original poem with at least 16 lines _____
- ❑ ⊛ Describe one influential event in U.S. history _____
- ❑ ⊛ Write a short story with at least 1,500 words _____
- ❑ ⊛ Compare and contrast good eating habits vs. addictions _____

*Science*
*Technology*
*Engineering*
*Math*
*Humanities*
*American Cit.*
*Healthy Living*
*Communications*

### SKILLS

- ❑ ➡ Communicate your interpretation of the main idea from a written passage _____
- ❑ ➡ Describe something you see as a problem in the world and provide a solution _____
- ❑ ➡ Give evidence of collaborating with another person to achieve a goal _____
- ❑ ➡ Complete and present a skills extension project _____
- ❑ ⊛ Describe a time when you worked as a mediator to help two people resolve a conflict _____
- ❑ ⊛ Write about a time when you had to seek information to make a good decision _____
- ❑ ⊛ Critique a news piece, pointing out the bias or persuasive nature of the piece _____
- ❑ ⊛ Take a position on the role of the U.S. in world affairs and defend your position _____
- ❑ ⊛ List a possible career option and the steps to take in achieving it _____
- ❑ ⊛ Create a plan for a possible new business you could start _____
- ❑ ⊛ Produce a video demonstrating how to perform 3 routine vehicle checks/repairs _____

*Communications*
*Critical Thinking*
*Collaboration*
*Informed Decision Making*
*Creativity*

### DISPOSITIONS

- ❑ ➡ Describe a time when you demonstrated integrity _____
- ❑ ➡ Collect a statement from a person describing how you have shown them respect _____
- ❑ ➡ Describe a situation in which you worked hard to reach success _____
- ❑ ➡ Within this school year, provide evidence of creativity _____
- ❑ ⊛ Achieve your yearly individual reading goal _____
- ❑ ⊛ Complete and present a dispositions extension project _____
- ❑ ⊛ Produce a video that demonstrates the value of integrity _____
- ❑ ⊛ Respond to the quote "Hard work beats talent when talent doesn't work hard" _____
- ❑ ⊛ Provide 2 hours of service to help our community in a beneficial way _____
- ❑ ⊛ Write the story of a time when you were able to help or comfort someone in need _____
- ❑ ⊛ Attain the blue level on the attendance matrix for at least 3 terms _____

*Creativity*
*Hard Work*
*Respect*
*Integrity*

## Defense of Learning

The purpose of having students present a Defense of Learning is to strengthen ownership and deepen understanding and articulation of what they've learned. In our district, we believe learning is more than just finishing assignments - it's about growing, thinking, and understanding yourself as a learner. For this reason, students will be asked to defend their learning.

This means students will reflect on what they have learned, how they have grown, and why their work matters. They will share their progress with others and explain the choices they made along the way. It's a chance to show what they know, practice their communication skills, and take pride in their hard work.
Here are the key reasons why this practice is valuable:

**1. Promotes Metacognition and Reflection**:  Students must think critically about what they learned, how they learned it, and why it matters. This helps them develop self-awareness and take responsibility for their own growth.

**2. Strengthens Communication Skills**:  Defending their learning in front of an audience (peers, teachers, or community members) builds confidence, clarity, and articulation, which are essential life and career skills.

**3. Validates Effort and Achievement**:  The defense serves as a culminating moment where students showcase their progress, celebrate success, and demonstrate competency — not just of content, but of process and perseverance.

**4. Encourages Depth Over Compliance**:  Instead of just completing tasks for a grade, students must justify their learning choices, explain challenges, and provide evidence—shifting the focus from compliance to authentic understanding.

**5. Builds a Culture of Accountability and Pride**:  When students know they'll present and defend their work, they're more likely to take it seriously. It creates a real-world audience and purpose, making learning more relevant and meaningful.

# Accountability - Based Competency System

## Defense of Learning (cont.)

When students are in their last year at a particular school, they will have the opportunity to present a Defense of Learning. In the Roosevelt area this means at the end of 5th, 8th, and 12th grades. In the Altamont, Duchesne, and Tabiona areas this means at the end of 6th, 8th, and 12th grades.

In April or May each year, the district will select one day where regular school will not be held. In its place will be scheduled appointments for the families of individual students to come to the school and listen to their student present their Defense of Learning. It is like a super-charged parent/teacher conference.

Students will take time throughout the year preparing their slides for their Defense of Learning. Then, on the designated day in April or May, they will present to a panel of educators and any family and friends that would like to come and support them on this important day.

The slides students use to present will be organized in the areas of Knowledge, Skills, and Dispositions - with flexibility for a little "Getting to Know Me" section and/or "Future Goals" section. Students will compile artifacts created while achieving the the vital competencies throughout their time at their school. Former projects, essays, assignments, and activities will be reflected on, analyzed, and selected to demonstrate their learning and growth as a person.

In Duchesne County School District we believe in helping to develop the whole person when working with our students. The Vital Competencies, coupled with the Defense of Learning, are enhancements we utilize to help students lead fulfilling lives.

# Accountability - Based Competency System

## Whole Person

## 8th Grade – Defense of Learning – Scoring Rubric

|  | Knowledge | Skills | Dispositions |
|---|---|---|---|
| **Distinguished Level**<br><br>**Exceeds Expectations** | ❏ Completed all required and at least 4 optional tasks.<br>❏ Clearly explains what they have learned in multiple subjects and connects learning across subjects.<br>❏ Gives 3 or more strong, specific examples. | ❏ Completed all required and at least 4 optional tasks.<br>❏ Effectively describes academic and life skills developed (e.g., critical thinking, collaboration, creativity) and how they use them in their life.<br>❏ Gives 3 or more strong, specific examples. | ❏ Completed all required and at least 4 optional tasks.<br>❏ Clearly reflects on personal growth of positive dispositions such as hard work, respect, and integrity.<br>❏ Gives 3 or more strong, specific examples. |
| **Passing Level**<br><br>**Meets Expectations** | ❏ Completed all required tasks.<br>❏ Explains key learning in multiple subjects with a general understanding.<br>❏ Gives 2 solid examples. | ❏ Completed all required tasks.<br>❏ Describes some skills they've developed and how they use them.<br>❏ Gives 2 solid examples. | ❏ Completed all required tasks.<br>❏ Reflects on some positive dispositions.<br>❏ Gives 2 solid examples. |
| **Not Passing Level**<br><br>**Does Not Meet Expectations Yet** | ❏ Has not completed all required tasks.<br>❏ Gives vague or incomplete explanations of what they've learned.<br>❏ Provides only one or multiple unclear examples. | ❏ Has not completed all required tasks.<br>❏ Struggles to describe personal skills.<br>❏ Provides only one or multiple unclear examples. | ❏ Has not completed all required tasks.<br>❏ Limited/vague reflection on dispositions.<br>❏ Provides only one or multiple unclear examples. |

**A B C**

# Accountability - Based Competency System

## Whole Person

# Defense of Learning Example Slides

## Getting To Know Me

### Friends

I love to hang out with my friends any time I get the chance. It makes me feel like I belong and we almost always have a lot of fun together.

### Maps

I love to look at maps and to study all the different places in the world. I see the topography and wonder why major cities grew where they have. I think about the places I would like to visit some day.

# KNOWLEDGE

### Healthy Living

I learned a great deal by comparing good eating habits vs. addictions. I see the value in properly fueling my body so I can live a healthy and happy life.

### Science

The scientific method is such a great way to approach learning new things. Hypothesizing, testing, using evidence, etc. help all of us come to deeper levels of knowledge in any area.

### Humanities

My music and art classes have helped me express myself in more complete ways while allowing me to connect with my inner-self in ways that are not possible in other subject areas.

# SKILLS

### Critical Thinking

I recently critiqued a news article and was shocked at the amount of bias and persuasive language in it. I have learned to pay attention to bias, exaggeration, lack of evidence/support when others communicate to me.

### Collaboration

I won't lie, sometimes it just easier to do something yourself than to have to rely on others. However, to go far in life, I will need to work well with others. My classes have stretched me beyond my comfort zone to stretch me as a person.

### Informed Decision Making

As I approach the big decision of a future career, I have learned to check out more information than you easily get on the surface. Receiving multiple sources of information is a great start, but organizing it and analyzing it are also key.

# DISPOSITIONS

### Integrity

I have shown integrity by doing my own work in school this year. There was a few times when I could have easily cheated on a test. I thought about it, but decided that I wanted to be an honest person.

### Respect

You have to show respect to get respect. I can control the showing of respect for others, but I cannot control the respect they show me. I have decided to show respect to all people.

### Hard Work

Some people think that school just comes easy for me. But the truth is that I have to work hard for it in many subjects. I believe hard work beats talent when talent doesn't work hard.

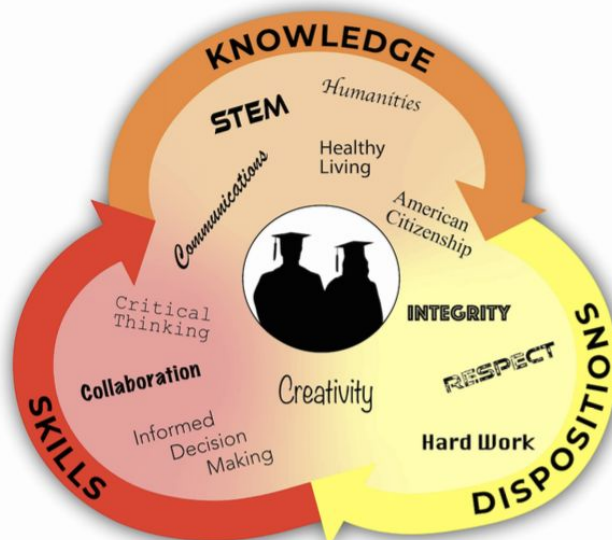# **A**ccountability - **B**ased **C**ompetency **S**ystem
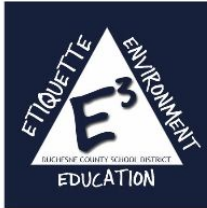
**Duchesne County School District**

2025-26

## <u>Goals</u>

1. Every student achieves their individual reading goal.

2. Every student actively engages in school, from bell to bell, every day.

Graduates of
Duchesne County School District
have the . . .



. . . to lead fulfilling lives.

# Accountability - Based Competency System

## DCSD Supporting Goals and Action Plans (2025-26)

| 1. Every student achieves their individual reading goal. | |
|---|---|
| 1.1 Family and staff support every student to reach their goal. | 1.1.1 By the end of September, each student will set their own personal reading goal. The goal is written and recorded at the school. <br> 1.1.2 A specific staff member is responsible to help guide the student in setting the goal and follow-up with the student throughout the year. <br> 1.1.3 Progress is recorded on the report card each quarter. |

| 2. Every student actively engages in school, from bell to bell, every day. | |
|---|---|
| 2.1 All students in each classroom are provided many opportunities to respond and participate. Goals: <br>     3.5 OTR Rate. <br>     2.0 Student Participation Rate. | 2.1.1 District leaders support teachers in this goal by providing professional development on student engagement strategies. <br> 2.1.2 Teachers receive monthly feedback on engagement from school leaders or other teachers. <br> 2.1.3 PLC teams use their own data to discuss best practices for providing opportunities to respond and increasing student participation rates. |
| 2.2 Increase the number of students attending school each day. | 2.2.1 Implement a citizenship grade for attendance along with rewards and consequences. |
| 2.3 Decrease the number of behavioral interruptions to learning. | 2.3.1 Implement the Behavior Level & Behavior Contracts systems as a citizenship grade. |
| 2.4 Increase the number of students proficient on state end-of-year assessments in grades 3-11 by 2% from the previous year in English Language Arts, Math, and Science. | 2.4.1 District leaders support schools in their goals and action plans. |
| 2.5 90% graduation rate. | 2.5.1 Use the Graduation Improvement Plan in all high schools to sytemically help more students graduate. |

# Accountability - Based Competency System

## 2025-2026 Local and State Math and Literacy Goals

| Grade | Literacy Goal | | | Math Goal | | |
|---|---|---|---|---|---|---|
| | **Meas.** | **Goal** | **Strategy** | **Meas.** | **Goal** | **Strategy** |
| **Kinder.** | NWF-WWR | 2 WWR by EOY | CFAs, Phonics w/Fidelity | NIF | +7% BOY-EOY | Math Walls, Consistency |
| **1st** | NWF-WWR | +21% BOY-EOY | Phonics w/Fidelity | AQD | +5% BOY-EOY | Math Walls, Consistency |
| **2nd** | ORF Accur. | +1% BOY-EOY | Atten. To detail | Comp. | +20% BOY-EOY | Solid Tier 2 |
| **3rd** | ORF Accur. | +7% BOY-EOY | Atten. To detail | Comp. | +3% BOY-EOY | Solid Tier 2 |
| **K-5/6** | PoP | 60%+ | Solid Tier 2 | PoP | 60%+ | Solid Tier 2 |

- Green are State Reported

Note: Goals were determined at annual LIT Training by analyzing the last three years of data and adding approx. 3% to average growth

# Accountability - Based Competency System

## Duchesne County School District Graduation Improvement Plan

## Purpose

The purpose of this Graduation Improvement Plan is to increase graduation rates, reduce dropout rates, and support students in re-engaging with their education through intentional, supportive, and data-informed strategies. This plan prioritizes early intervention, personalized support, community collaboration, and individualized pathways to graduation.

## 1. Early Identification & Intervention

**Goal:** Identify students at risk of dropping out and provide timely, targeted interventions.

**Strategies:**

- **Early Warning System:** Use real-time data on attendance, behavior, and course performance to flag at-risk students.
- **Regular Risk Reviews:** School teams meet monthly to review Early Warning System data and identify  individual students who may need a support plan.
- **Staff Training:** Equip counselors, teachers, and support staff to recognize warning signs and respond appropriately.

## 2. Strong Relationships and Support Systems

**Goal:** Ensure every student has meaningful connections to school staff and peers.

**Strategies:**

- **Advocate Programs:** Assign every student a trusted adult advocate (teacher, counselor, or staff mentor).
- **Check & Connect:** Implement a mentor model to support students with persistent risk indicators.
- **Family Engagement:** Partner with families through regular communication and student success meetings.

## 3. Academic Support and Individualized Pathways

**Goal:** Provide multiple, accessible pathways to graduation that meet students' diverse needs.

## Strategies:

- **Graduation Check Sheets:** All high school students and their parents are to receive a graduation check sheet to monitor and own their process to graduation.
- **Academic Counseling:** School Counselors work with students to create academic plans, set goals, and monitor progress, ensuring they stay on track for graduation.
- **Credit Recovery Options:** Offer in-person, after-school, summer school, and/or online opportunities for students to recover lost credits.
- **Individualized Learning Plans:** Develop personalized graduation plans for students needing alternative routes.

---

## 4. Mental Health and Wellness Supports

**Goal:** Address non-academic barriers to student engagement and well-being.

## Strategies:

- **Culture:** Establish a culture of dignity and respect between students, families, and staff.
- **Wellness Counseling:** School Counselors help students overcome personal and social challenges that may hinder their academic progress by teaching strategies to aid in emotion management and developing tools to form healthy relationships.

---

## 5. Re-Engagement & Recovery Services

**Goal:** Reconnect with students who have left school without graduating.

## Strategies:

- **Outreach Team:** Designate district staff, Adult Ed, or other partners to track and contact disengaged students.
- **Re-Entry Programs:** Create welcome-back pathways that include academic assessments, mentoring, and personalized re-engagement plans.

---

## 6. Career & Life Readiness

**Goal:** Connect students with real-world learning experiences and post-secondary pathways.

## Strategies:

- **Work-Based Learning:** Explore internships, apprenticeships, and job-shadowing in partnership with local employers.
- **Career Counseling:** Provide career exploration tools, interest inventories, and 1-on-1 planning.
- **Dual Credit/CTE Programs:** Promote access to college credit and career-technical education.

## 7. Continuous Monitoring and Evaluation

**Goal:** Use data to refine strategies and ensure accountability.

## Strategies:

- **Data Dashboards:** Track dropout and graduation trends by school and subgroup.
- **Progress Reviews:** Schools conduct quarterly reviews of program effectiveness and student progress.
- **Annual Report:** Publish a public-facing report summarizing dropout prevention efforts, outcomes, and next steps.

## Conclusion

This Graduation Improvement Plan (Dropout Prevention and Recovery Plan) is built on a foundation of early support, personalized pathways, and strong relationships. By addressing academic, emotional, and social factors, Duchesne County School District will ensure that all students have the opportunity to graduate and lead fulfilling lives.

# ABC

# Accountability - Based Competency System

## Duchesne County School District
## High School Graduation Check Sheet

DCSD requires 36 credits for graduation
Each box equals 0.25 credit / 1.0 credit is equal to 1 year

Student Name: _____
Graduation Year: _____

### English Language Arts (6.0)

| | | | | |
|---|---|---|---|---|
| English 9 | | | | |
| English 9 Lab | | | | |
| English 10 | | | | |
| English 10 Lab | | | | |
| English 11 | | | | |
| 4th Year English | | | | |

### Mathematics (6.0)

| | | | | |
|---|---|---|---|---|
| Secondary Math 1 | | | | |
| Math 1 Lab | | | | |
| Secondary Math 2 | | | | |
| Math 2 Lab | | | | |
| Secondary Math 3 | | | | |
| 4th Year of Math | | | | |

### Science (3.0)

| | | | | |
|---|---|---|---|---|
| Life  (Biology) | | | | |
| Physical (Chem, Physics, Earth) | | | | |
| 3rd Year Science | | | | |

### Social Studies (3.0)

| | | | |
|---|---|---|---|
| World Geography | | | |
| World History | | | |
| U.S. History II | | | |
| U.S. Government | | | |
| Social St. Elective | | | |

### Fine Arts (1.5)

| | |
|---|---|
| | |
| | |
| | |

### CTE (1.0)

| | |
|---|---|
| | |

### Health & PE (2.0)

| | | | |
|---|---|---|---|
| Health II | | | |
| Fit For Life | | | |
| PE Elective | | | |

### Financial Lit. (0.5)

| | |
|---|---|
| | |

### Computer Lit. (0.5)

| | |
|---|---|
| | |

### Electives (12.5)

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Notes:

### Credits Earned

| | Q1 | Q2 | Q3 | Q4 | Total |
|---|---|---|---|---|---|
| 9th Grade | | | | | |
| 10th Grade | | | | | |
| 11th Grade | | | | | |
| 12th Grade | | | | | |
| | | | | Total: | |

Civics Test Passed: ☐

*Transfer students will have their credits prorated into our system by a counselor.
** Special thanks to Amanda Jenks of the Ute Tribe for inspiring this document!

# Accountability - Based Competency System

## Credits That Should Be Earned At Each Quarter

|  | Q1 | Q2 | Q3 | Q4 |
|---|---|---|---|---|
| 9th Grade | 2.25 | 4.5 | 6.75 | 9 |
| 10th Grade | 11.25 | 13.5 | 15.75 | 18 |
| 11th Grade | 20.25 | 22.5 | 24.75 | 27 |
| 12th Grade | 29.25 | 31.5 | 33.75 | 36 |

The school's job is not merely to get you to graduate.

Our job is to prepare you for anything you ever choose to do - so you can lead a fulfilling life.

Masters or Doctorate Degree

Bachelor's Degree

Associates / Certificate

H.S. Graduate
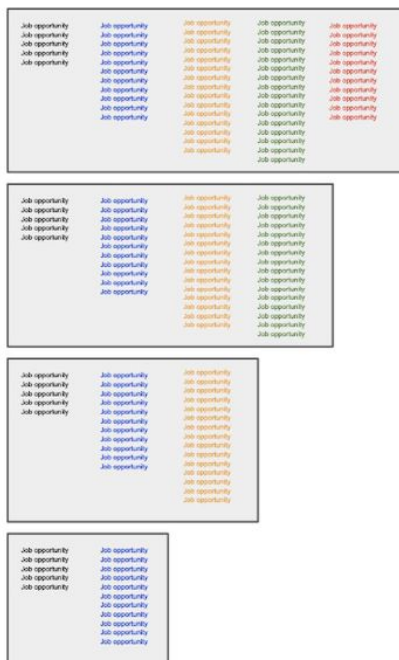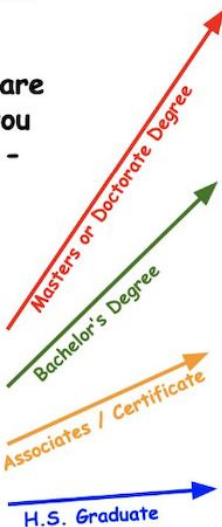
## Career Planning

| | Plan: |
|---|---|
| **Top Career Choice:** _____ <br> **Courses that would help:** | Plan: |
| **2nd Career Choice:** _____ <br> **Courses that would help:** | Plan: |
| **3rd Career Choice:** _____ <br> **Courses that would help:** | Plan: |

**Accountability - Based Competency System**

**Duchesne County School District    Active Student Engagement Feedback Tool**

**Opportunities To Respond**
The University of Washington defines it this way:
"An *opportunity to respond* (OTR) is a teaching strategy that elicits student responses by posing questions or comments that provide students with multiple occasions to answer *(Cuticelli, Collier-Meek, & Coyne, 2016)*. Teachers can provide OTRs to students individually or a group of students. OTRs keep students engaged and on task. They give teachers an opportunity to assess student learning, check students' understanding, and provide immediate feedback to student responses. By providing multiple ways to respond in class, teachers can keep students academically engaged and on-task during instruction times…
Teachers use opportunities to respond in many ways:
- When promoting classroom participation and academic engagement.
- During direct instruction. OTRs provide students with opportunities to engage in classroom instruction.
- When teaching specific behaviors to individual students or groups of students.
- When checking effectiveness of the instruction.
- When checking how well students understand the academic content" (2018, https://www.education .uw.edu/ibestt/wp-content/uploads/2018/02/ Opportunities-to-Respond.pdf).

**Definitions**
Opportunities To Respond (OTR): Whenever the teacher asks or directs a student(s) to physically perform a task.

# of Students Who Actively Participated: Simply count the number of students who physically attempt to perform the task. Examples: write, talk, hand signal, etc, etc.

# of Students On-Task: Observer scans the room and counts the number of students who are behaving as expected/directed by the teacher. (listening, reading, working, talking, etc.)

 OTR RATE
This measures the rate at which the teacher elicits an action from a student(s). It is intended to provide feedback regarding the frequency at which the teacher requests action. The cue comes from the teacher.

STUDENT PARTICIPATION RATE
This measures the rate at which the participations per student occurs. It is intended to generate an index number that provides feedback regarding the interaction of the frequency and the quantity of active student participation. The cue comes from the students.

% of  STUDENTS ON-TASK
This measures the percentage of students who are behaving as expected/directed by the teacher at one minute intervals throughout the observation period.

S  C  A  -  Single or Choral or All Accountable Request
 A  B   -  Academic Request  or  Behavior Request
Positives: Anytime the teacher gives a student (or group of students) positive feedback.
Correctives: Anytime the teacher corrects a student.
P/C Ratio: The ratio in which the teacher employs positive feedback to corrective feedback.

Additional Feedback:

# Accountability - Based Competency System

Teacher: _____ Observer: _____ Date: _____ # of Students: _____ Start: __ : __ End __ : __ Elapsed:_____ min.

| # of OTRs | # of Students Who <u>Actively</u> Participated | S C A | A B | # of OTRs | # of Students Who <u>Actively</u> Participated | S C A | A B | Time | # of Students On-Task |
|---|---|---|---|---|---|---|---|---|---|
| 1 | | S C A | A B | 21 | | S C A | A B | 1:00 | |
| 2 | | S C A | A B | 22 | | S C A | A B | 2:00 | |
| 3 | | S C A | A B | 23 | | S C A | A B | 3:00 | |
| 4 | | S C A | A B | 24 | | S C A | A B | 4:00 | |
| 5 | | S C A | A B | 25 | | S C A | A B | 5:00 | |
| 6 | | S C A | A B | 26 | | S C A | A B | 6:00 | |
| 7 | | S C A | A B | 27 | | S C A | A B | 7:00 | |
| 8 | | S C A | A B | 28 | | S C A | A B | 8:00 | |
| 9 | | S C A | A B | 29 | | S C A | A B | 9:00 | |
| 10 | | S C A | A B | 30 | | S C A | A B | 10:00 | |
| 11 | | S C A | A B | 31 | | S C A | A B | 11:00 | |
| 12 | | S C A | A B | 32 | | S C A | A B | 12:00 | |
| 13 | | S C A | A B | 33 | | S C A | A B | 13:00 | |
| 14 | | S C A | A B | 34 | | S C A | A B | 14:00 | |
| 15 | | S C A | A B | 35 | | S C A | A B | 15:00 | |
| 16 | | S C A | A B | 36 | | S C A | A B | 16:00 | |
| 17 | | S C A | A B | 37 | | S C A | A B | 17:00 | |
| 18 | | S C A | A B | 38 | | S C A | A B | 18:00 | |
| 19 | | S C A | A B | 39 | | S C A | A B | 19:00 | |
| 20 | | S C A | A B | 40 | | S C A | A B | 20:00 | |

## OTR RATE

Total Requests: _____

÷ Elapsed: _____

= [ ]

*(Goal: 3.5)*

## STUDENT PARTICIPATION RATE

Total Participations: _____

÷ # of Students: _____

÷ Elapsed: _____

= [ ]

*(Goal: 2.0)*

## % of STUDENTS ON-TASK

Total On-Task: _____

÷ # of Students: _____

÷ Elapsed: _____

= [ %]

*(Goal 92%)*

| Positives: | Correctives: | P/C Ratio: |
|---|---|---|