

Reidy Interactive Lecture Series

Accountability Redesign

Utah

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Context

The Utah State Legislature has established and maintains authority for Utah's School Accountability System and has directed the Utah State School Board to “adopt rules to implement a statewide accountability system.” The redesign of Utah's School Accountability System will be accomplished through a **partnership and shared leadership**.

Portrait of a Graduate, Our North Star



13 Characteristics



Academic Mastery

Demonstrate a depth of knowledge in multiple subject areas to make informed decisions.



Wellness

Develop self-awareness, self-advocacy skills, and the knowledge to maintain healthy lifestyles that provide balance in life and improve physical, mental, social, and emotional well-being.



Civic, Financial & Economic Literacy

Understand various governmental and economic systems, and develop practical financial skills.



Digital Literacy

Adapt, create, consume, and connect in productive, responsible ways to utilize technology in social, academic, and professional settings.



Honesty, Integrity, & Responsibility

Are trustworthy, ethical, reliable, and are accountable for the results they produce.



Hard Work & Resilience

Set personal goals, apply best efforts to achieve them, and persevere when faced with challenges and setbacks.



Lifelong Learning & Personal Growth

Continue to seek knowledge and develop skills in all settings.



Communication

Communicate effectively through reading, writing, speaking, and listening to understand information in a variety of contexts, media, and languages.



Critical Thinking & Problem Solving

Access, evaluate, and analyze information to make informed decisions, recognize bias, and find solutions.



Creativity & Innovation

Imagine, visualize, and demonstrate creative practices, innovative solutions, and artistic expression.



Collaboration & Teamwork

Contribute ideas, perspectives, and experiences to cultivate a community of shared accountability and leadership.



Service

Seek opportunities to help when assistance is needed and act without expecting compensation or recognition.



Respect

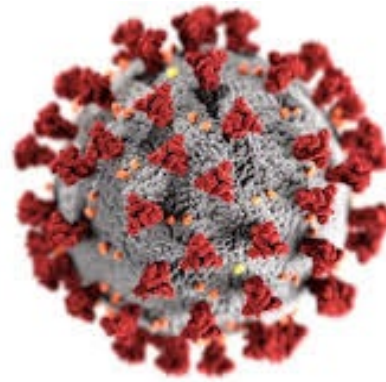
Acknowledge differences by looking for the good in everyone, including oneself, and show due regard for feelings, rights, cultures, and traditions.



Personalized, Competency Based Learning



Spring 2020



Educators Concerns – School Accountability System

- ❑ Educators get frustrated because they see school accountability as a hinderance to the work they are trying to accomplish.
- ❑ Even when local improvement plans demonstrate promise, educators feel pressure to change them when the results don't immediately affect the school accountability system.
- ❑ Educators are driven to disregard important process or input data.
- ❑ State school accountability is often disconnected from local school improvement plans.
- ❑ Assessment and accountability have become synonymous to the detriment of effective assessment practices.



Next Generation School Accountability in Utah

*A Report of the Utah Accountability Redesign Advisory
Committee to the Utah State Board of Education*



Purpose

The state is seeking to build a new accountability system to be:

- Inclusive of the additional education initiatives
- More comprehensive in evaluation criteria
- Aligned with and supportive of continuous school improvement efforts for all schools

Structure of the Project

Executive Committee (17 Members)

- Utah House
- Utah Senate
- Utah State Board
- Governor's Office
- USSA/USBA/SCSB

Advisory Committee (29 Members)

- LEA Leadership
- Assessment directors
- School leadership
- Teachers
- Parents



Informed by Community Interests

Indicators of School Quality (in descending order, by avg. score)

(n=3220)



Key Recommendations

The committees put forth several important recommendations, but the two most important ones are:

- **Inclusion of local indicators that “count,”**
Statewide indicators would count as well.
- Use of a **“profile approach”** for reporting accountability results.

Local Indicators

- Advisory Committee recommended including three classes of local indicators.
 - **School Climate**
 - **Supporting Learner Agency**
 - **Portrait of a Graduate**

Local Indicators: Striving for Efficiency

- The committee was also striving for efficiency where possible by capitalizing on existing structures:
 - **School Accreditation System**
 - **School Lands Trust Program**



Potential High School Indicators

POTENTIAL State Indicators

1. Academic mastery
 - a. Academic achievement
 - b. Academic growth
2. Postsecondary readiness
 - a. College, career, and civic readiness
 - b. Graduation rate,
3. English language proficiency and progress,
4. **Leadership for Learning**

Based on Accreditation

- a. Culture of Learning
- b. Leadership for Learning
- c. Engagement of Learning
- d. Growth in Learning:

POTENTIAL Local Indicators

- School Climate
- Learner Agency & Mastery
- Up to three additional Portrait of a Graduate competencies

Potential alignment with the School Land Trust infrastructure.



Potential K-8 Indicators

POTENTIAL State Indicators

1. Academic mastery
 - a. Academic achievement
 - b. Academic growth
2. English language proficiency and progress
3. Growth of the lowest performing students

POTENTIAL Local Indicators

- School Climate
- Learner Agency & Mastery
- Up to three additional Portrait of a Graduate competencies

Potential alignment with the School Land Trust infrastructure.



Local Indicators

2023 Distribution = \$101,000,000

Community Council

- Elected by parents and teachers
- Majority parents
- Chaired by parent



Annual Success Plan

- Schools identified most critical academic need
- Recommend a course of action to meet the identified need
- How the school intends to spend the school's allocation to enhance or improve academic excellence
- Be approved by the local board in a public meeting
- Share an annual report of the outcomes of the plan

Next Steps

Continue to work with policy makers to enact the recommendations of the report and support more flexibility.