

## Education Interim Committee meeting jointly with the Utah State Board of Education

Tuesday, September 20, 2016

*The State Board of Education’s Accountability Task Force met over the past several months and voted to bring recommended changes to the state’s assessment and accountability systems to the State Board of Education for discussion. In the board’s September 9, 2016, meeting, the board voted to adopt the task force’s recommendations. The recommendations are the first step in a collaborative process between the Legislature and other stakeholders to consider changes to the state’s assessment and accountability system.*

The State Board of Education’s recommendations are grounded in the understanding that:

- 1) The **purpose of assessment** is to provide data:
  - a. for accountability; and
  - b. to plan, evaluate, and enhance school programs and instruction; and
- 2) The **purpose of accountability** is to:
  - a. celebrate excellence and growth by identifying schools that are meeting or achieving established levels of student performance;
  - b. provide appropriate supports to schools that are not meeting established levels of student performance to ensure that all schools are effective and improving student performance; and
  - c. encourage continuous improvement focused on student-level outcomes.

### Assessment Recommendations

Status Quo	Recommendation	Statutory change required	Rationale
Grades 9-10: SAGE <ul style="list-style-type: none"> <li>• Computer-adaptive</li> <li>• Criterion referenced</li> <li>• Aligned to standards</li> </ul>	Grades 9-10: ACT Aspire <ul style="list-style-type: none"> <li>• Fixed form</li> <li>• Criterion referenced</li> <li>• Independent evaluation of standards alignment has not yet been conducted</li> </ul>	Eliminate provisions that require assessments in grades 9-11 to be computer adaptive	ACT is a meaningful assessment for students
Grade 11: LEA may choose to administer SAGE	Grade 11: ACT + writing		
SAGE writing assessment in grades 3-11; no time limit	SAGE writing assessment in grades 5 and 8; 50 minute time limit	Remove written expression from the definition of “Basic Academic Subject”	Limit state-required testing

# Accountability System Recommendations

*Focus: A broader set of outcomes than in the past with multiple measures that reflect more clearly what students need to be prepared*

## High School (Grades 9-12)

Components	Indicator		Metric		Weighting		Rationale	
	Status Quo	Recommendation	Status Quo	Recommendation	Status Quo	Recommendation	Status Quo	Recommendation
<b>Outcome-driven</b> <i>Define the ultimate outcome that should be privileged in the accountability system</i>  <b>School Quality/ Student Success</b> <i>Include a measure that goes beyond test scores and graduation rates</i>	College & Career Ready	---	ACT: Meet all 4 subject benchmarks	ACT: Score at least an 18	150/900 = 17%	50/1000 = 5%	Represents, according to ACT, the minimum score required for students to have a high probability of success in credit-bearing college courses	Represents the minimum threshold required for admission into the majority of Utah universities
			High School Graduation	---	150/900 = 17%	50/1000 = 5%	Measure the success of a key college and career readiness metric	
			---	Success Metrics: Points awarded if a student meets at least <b>ONE</b> of the following: <ul style="list-style-type: none"> <li>• A score of “3” or more on an AP test;</li> <li>• A “C” or higher on a concurrent enrollment course;</li> <li>• A __ on an IB course;</li> <li>• A CTE certificate;</li> <li>• Passing grade in an honors course; <b>OR</b></li> <li>• Receives at least a 2.5 GPA on ELA 11, Secondary Math II and last science course taken.</li> </ul>	N/A	50/1000 = 5%	---	Student performance on these metrics indicates a higher degree of college and career readiness
<b>Academic Performance:</b> Provide information on the extent to which students meet expectations defined in the state academic content standards.	Performance on SAGE	Performance on ACT Aspire	Scoring at or above the proficient level on SAGE	TBD	300/900 = 33%	300/1000 = 30%	Demonstrates mastery of Utah core standards intended to prepare students for college and career	Demonstrates “on-track” toward ACT’s measure of college and career readiness

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	Status Quo	Recommendation	Status Quo	Recommendation	Status Quo	Recommendation	Status Quo	Recommendation
<b>Academic Growth:</b> Measure progress on academic performance measures to indicate the rate at which students are developing knowledge and skills toward the accomplishment of a desired outcome.	Growth on SAGE, including a focus on students who are below proficient	Growth on ACT Aspire and ACT	Calculated using Student Growth Percentiles (year-to-year normative growth by a cohort of students expressed as a percentile)	---	300/900 = 33%	300/1000 = 30%	Demonstrates year-to-year growth toward mastering Utah core standards intended to prepare students for college and career	Demonstrates year-to-year growth toward ACT's measure of college and career readiness
<b>Equity:</b> Support the success of potentially underserved or students at-risk of academic failure.	No separate equity indicator, although growth of students who are below proficient on SAGE is weighted more heavily	Off-track performance improvements, including: <ul style="list-style-type: none"> <li>• Dropout recovery;</li> <li>• Core course performance improvements;</li> <li>• Credit recovery;</li> <li>• Lowering absenteeism; and</li> <li>• Reduced suspensions</li> </ul>	N/A	TBD	N/A	150/1000 = 15%	---	Research indicates that grade 9 students who are on-track at the end grade 9 are 3.5 times more likely to graduate on time than grade 9 students who are off-track.
		English Learner Progress		Growth on the WIDA assessment	N/A	100/1000 = 10%	---	To separately account for English learner progress

## Elementary/Middle<sup>1</sup> (Grades 3-8)

Components	Indicator		Metric		Weighting		Rationale	
	Status Quo	Recommendation	Status Quo	Recommendation	Status Quo	Recommendation	Status Quo	Recommendation
<b>Academic Performance:</b> <i>Provide information on the extent to which students meet expectations defined in the state academic content standards.</i>	Performance on SAGE	---	Scoring at or above the proficient level on SAGE	---	300/600 = 50%	300/1000 = 30%	Demonstrates mastery of Utah core standards intended to prepare students for college and career	Demonstrates “on-track” toward ACT’s measure of college and career readiness
<b>Academic Growth:</b> <i>Measure progress on academic performance measures to indicate the rate at which students are developing knowledge and skills toward the accomplishment of a desired outcome.</i>	Growth on SAGE, including a focus on students who are below proficient	---	Calculated using Student Growth Percentiles (year-to-year normative growth by a cohort of students expressed as a percentile)	---	300/600 = 50%	300/1000 = 30%	Demonstrates year-to-year growth toward mastering Utah core standards intended to prepare students for college and career	Demonstrates year-to-year growth toward ACT’s measure of college and career readiness
	---	Grades 1-3 reading progress	N/A	Pathways to progress (growth) on the DIBELS assessment	N/A	200/1000 = 20%	---	Grade 3 reading proficiency is a powerful predictor of student success in later years
<b>Equity:</b> <i>Support the success of potentially underserved or students at-risk of academic failure.</i>	No separate equity indicator, although growth of students who are below proficient on SAGE is weighted more heavily.	English Learner Progress	N/A	Growth on the WIDA assessment	N/A	100/1000 = 10%	---	To separately account for English learner progress
<b>School Quality/ Student Success:</b> <i>Include a measure that goes beyond test scores and graduation rates.</i>	---	Access to quality education	N/A	Metrics discussed include teacher attendance and student suspensions	N/A	100/1000 = 10%	---	Include indicators that go beyond test scores and are strongly correlated with student success

<sup>1</sup> Currently missing 200 points for middle schools (could lower number of points possible for middle schools or add another indicator).

