

Utah Accountability Redesign Initiative Stakeholder Engagement Report

Table of Contents

Survey Results

- [Demographics](#)
- [Accountability Data Use](#)
- [Importance of Academic Information](#)
- [Indicators of School Quality](#)
- [Public Presentation of Accountability Information](#)

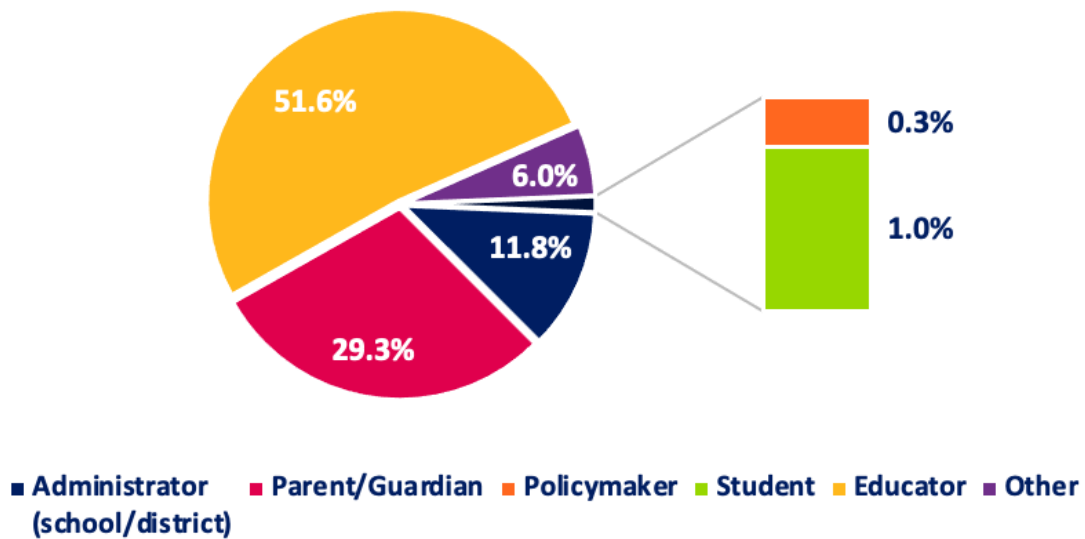
Virtual Session Summary

- [Observations of Survey Results](#)
- [School Quality Deep Dive Summary](#)

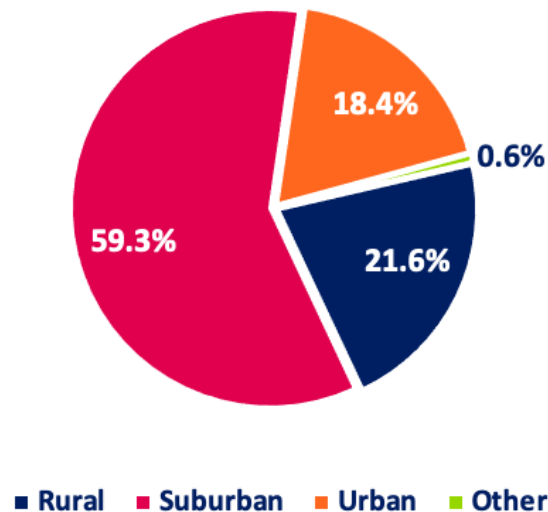
In-Person Session Summary

Survey Demographics

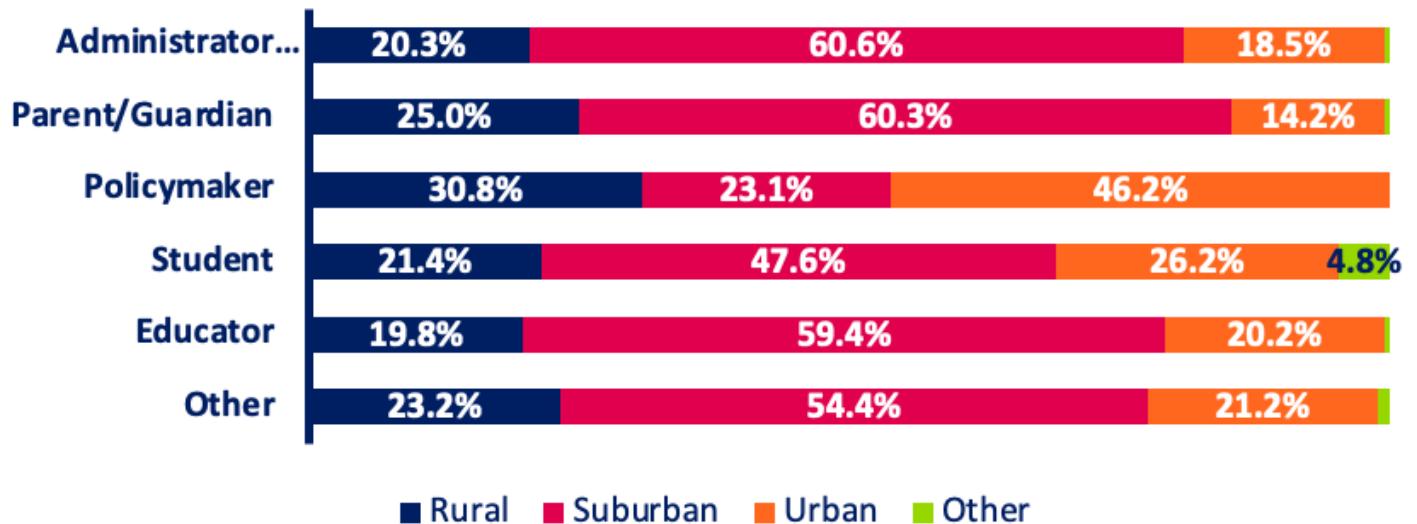
Breakdown of Total Survey Respondents, by Primary Role/Affiliation ($n=4,218$)



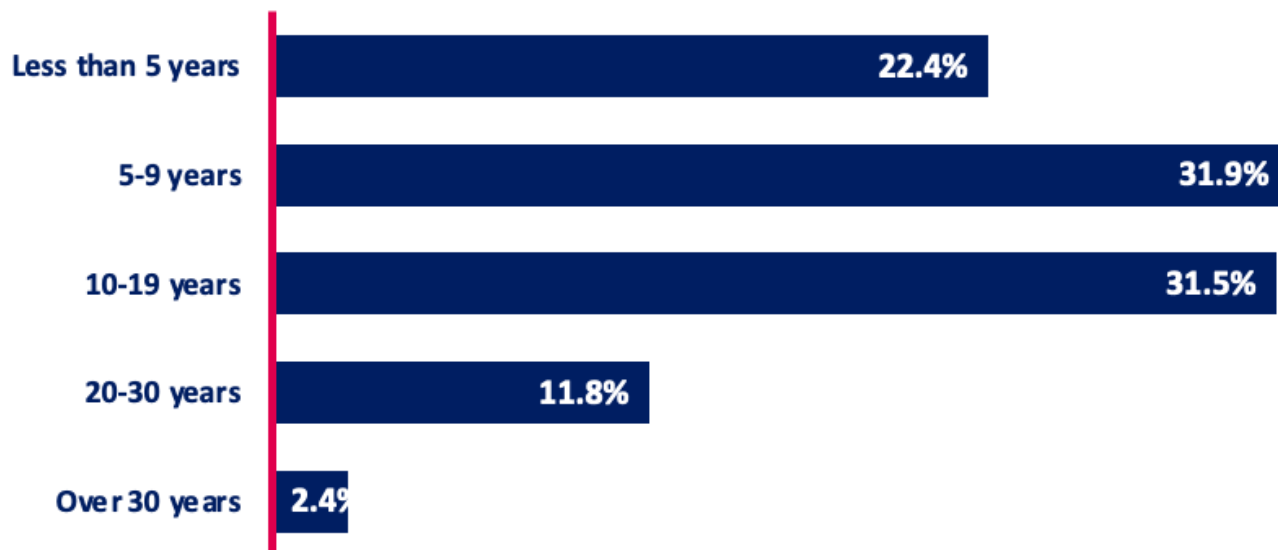
Breakdown of Total Survey Respondents, by Locale ($n=4,204$)



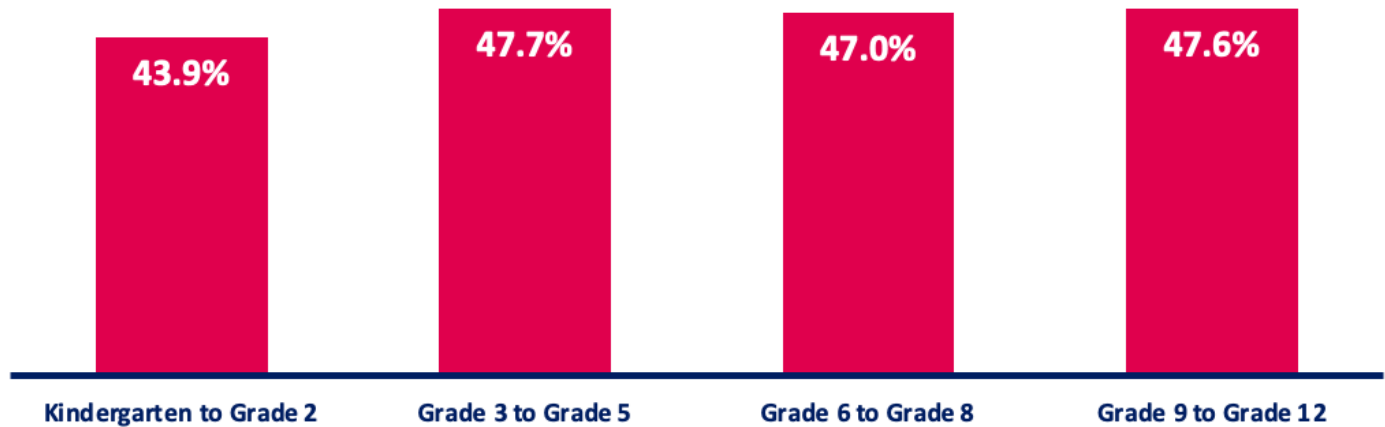
Locale of Respondents, Breakdown by Primary Role/Affiliation (n=4,204)



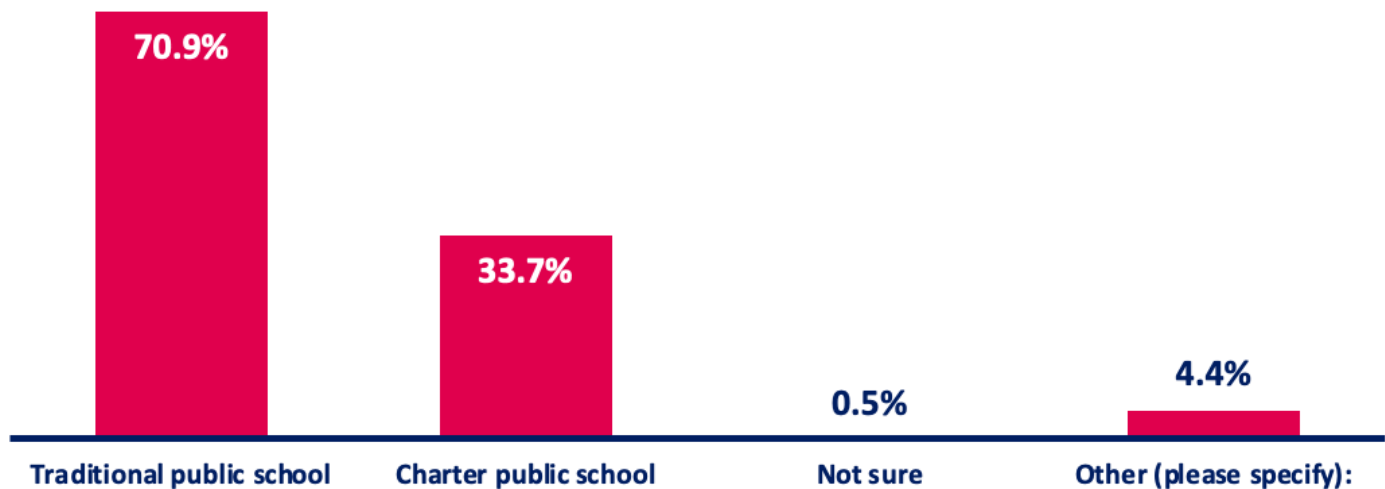
Admin - Number of Years Working as School/District Administrator (n=499)



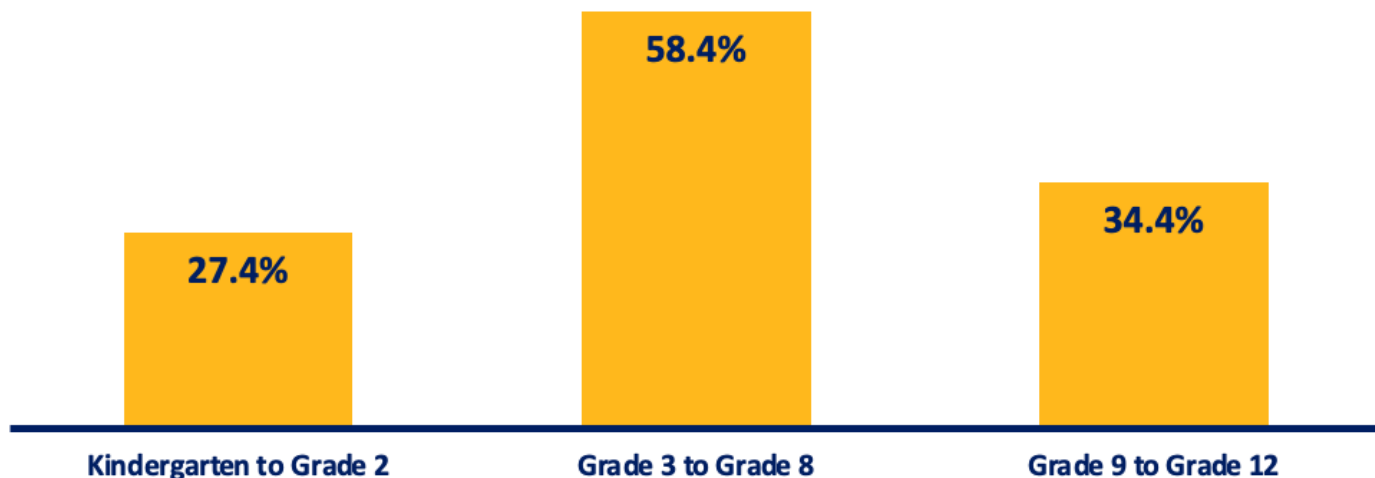
**Parent/Guardian ($n=1,237$):
Grade Levels of Children in School***



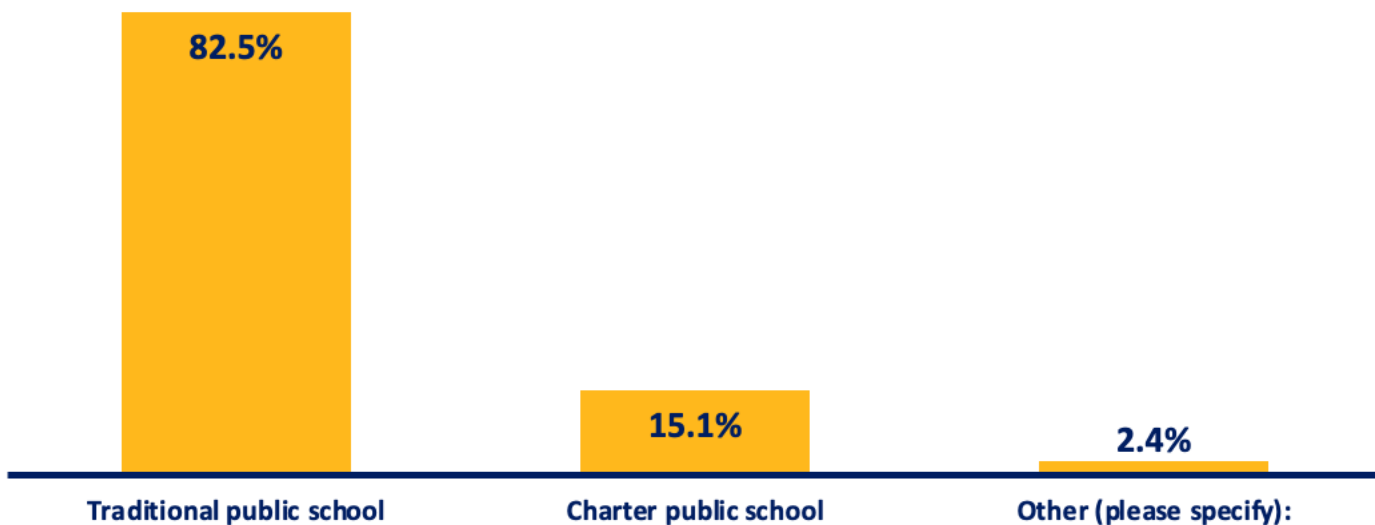
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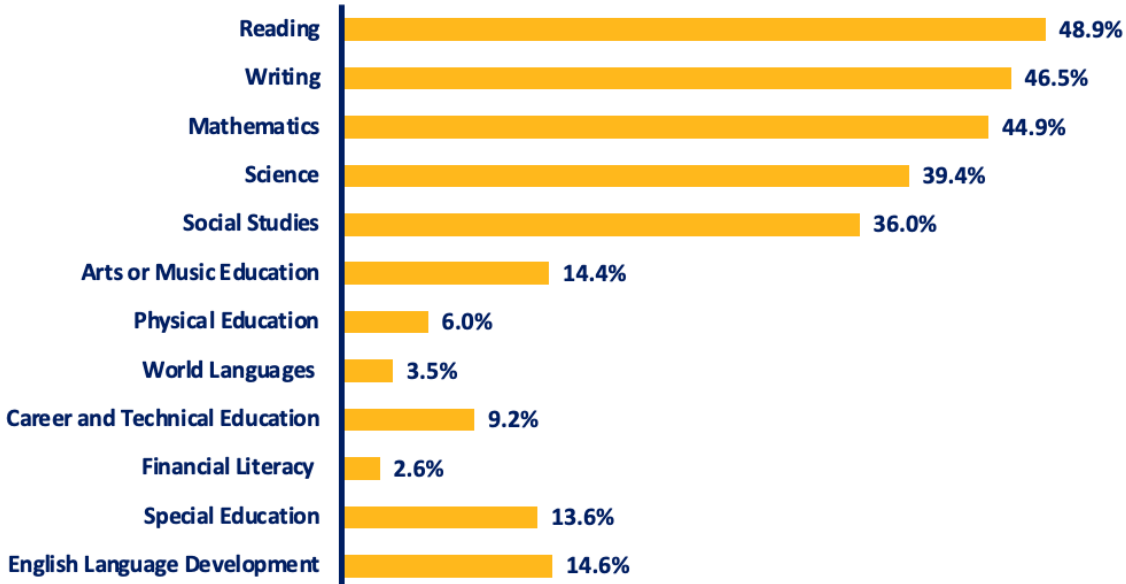
Educators (n=2,175): Grade Levels Being Taught*



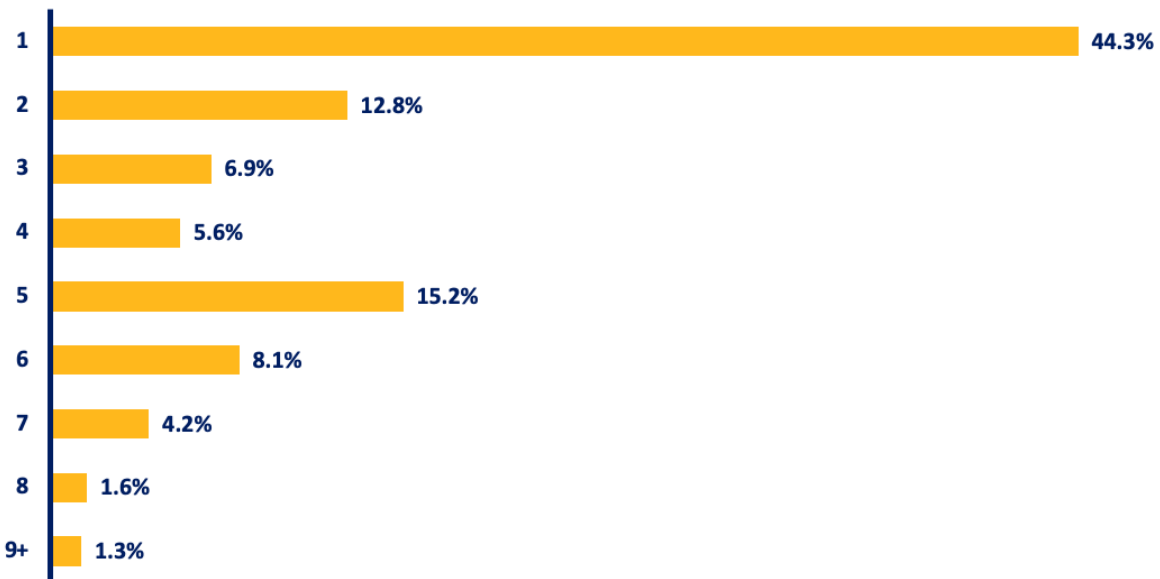
Educators (n=2,175): Schools Where Educators Teach



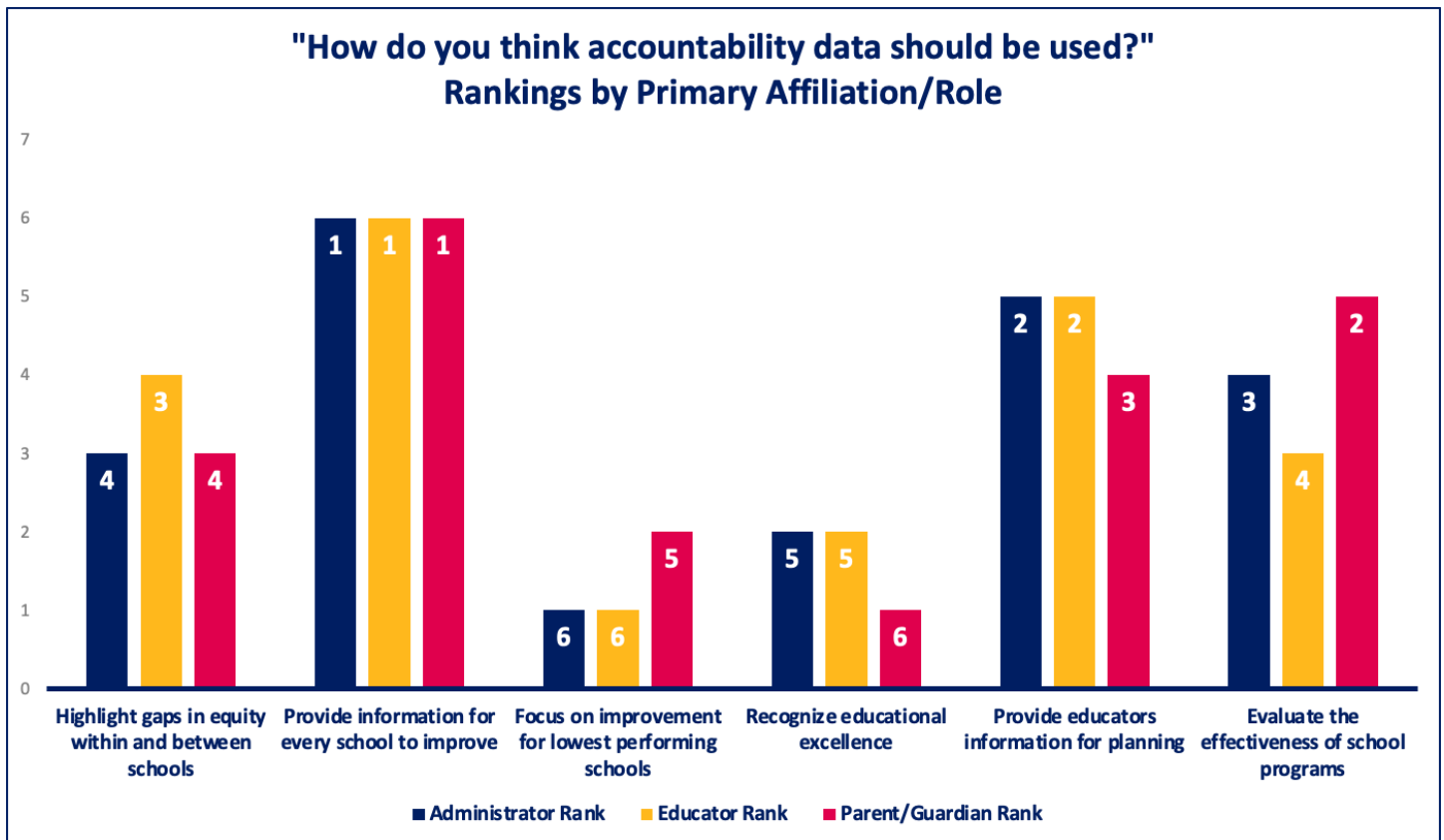
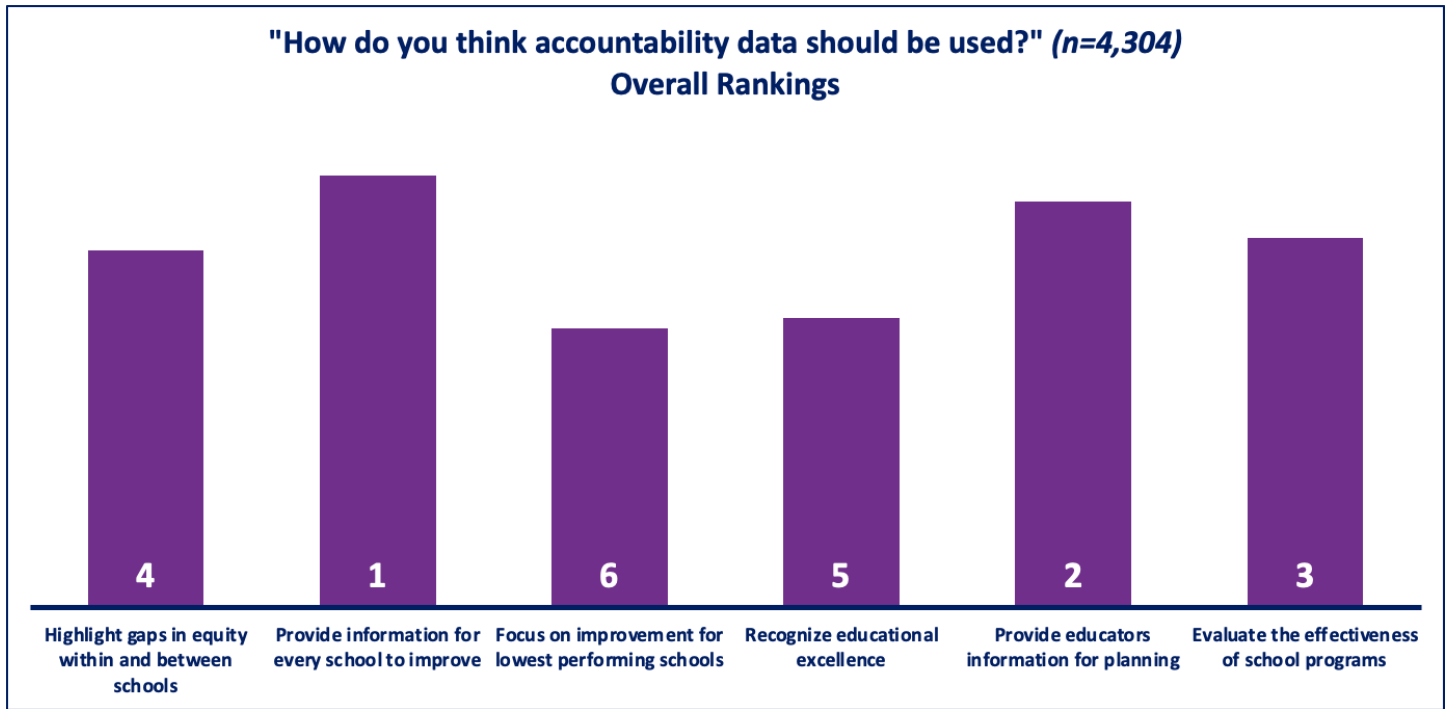
Educators (n=2,175): Subjects Being Taught*



Educators (n=2,175): Number of Subjects Being Taught by Educators

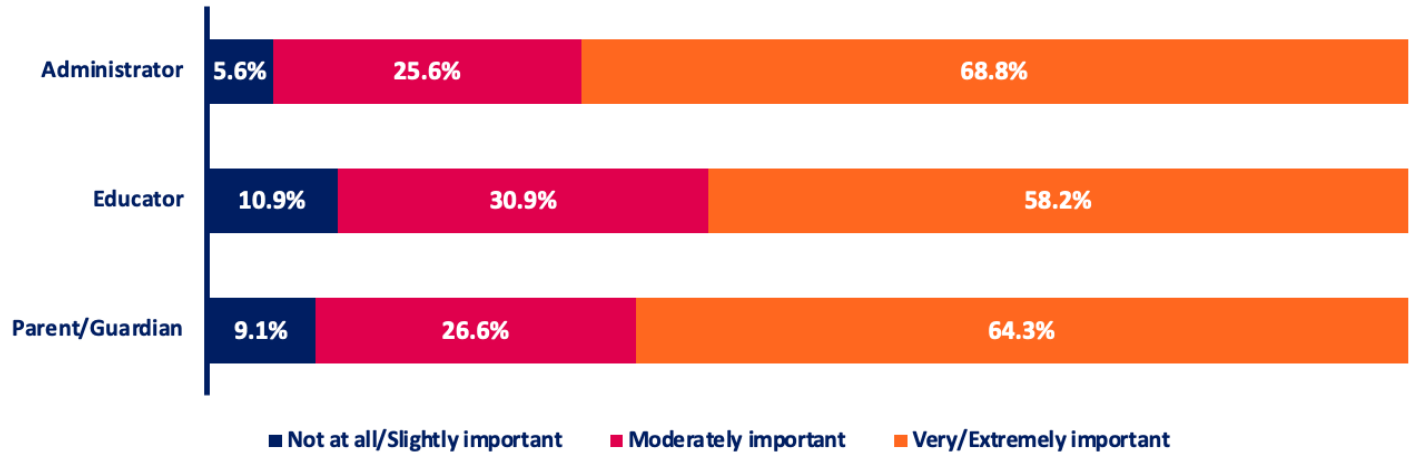


Accountability Data Use

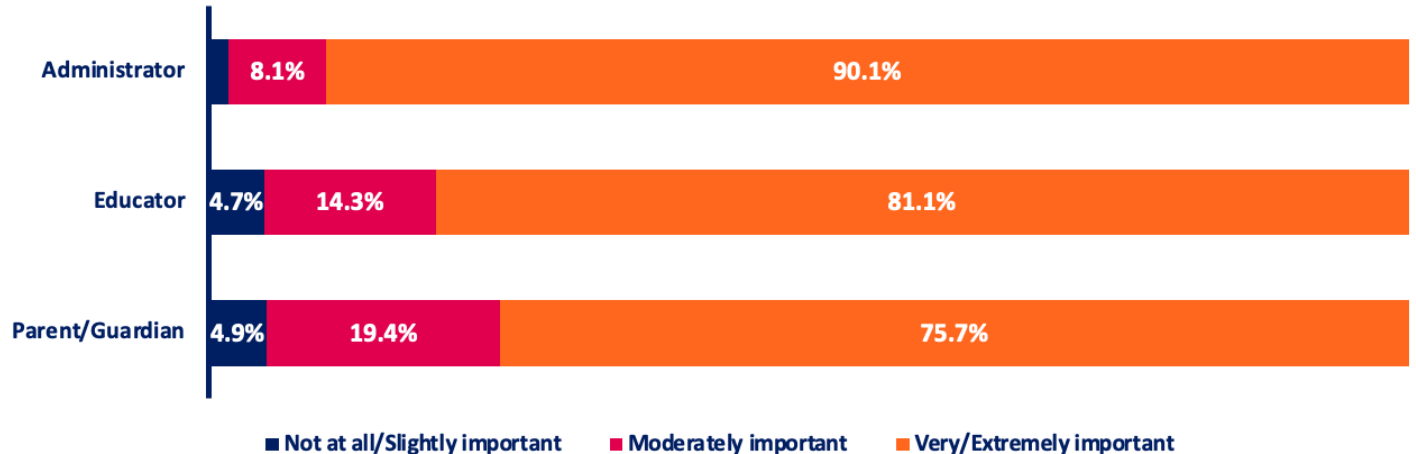


Importance of Academic Information

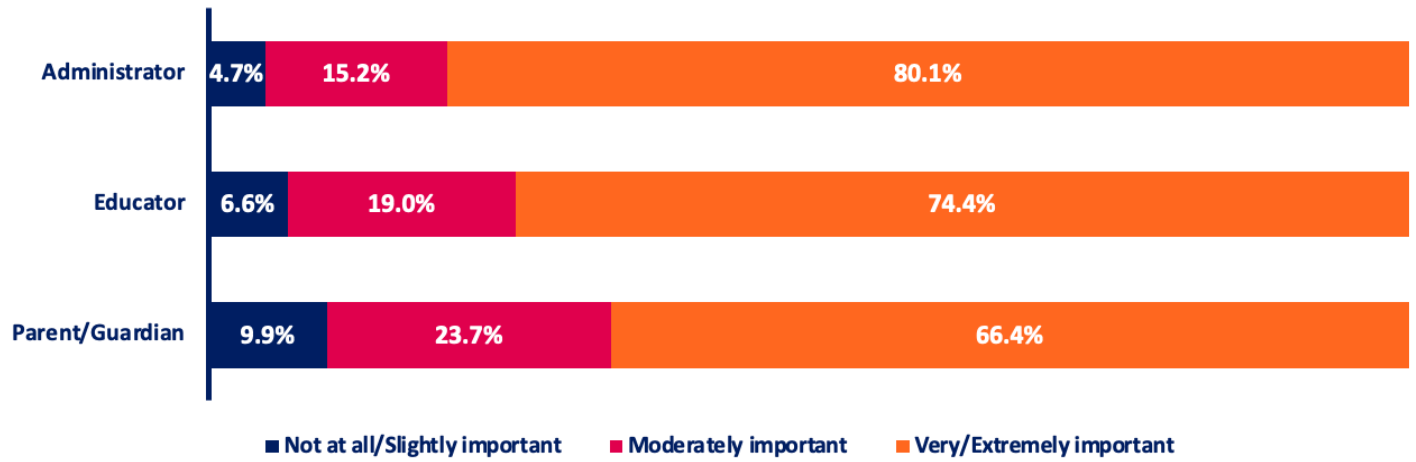
Importance of Specific Types of Academic Information that Characterize School Quality (from Utah's Current Accountability System): Current Academic Achievement



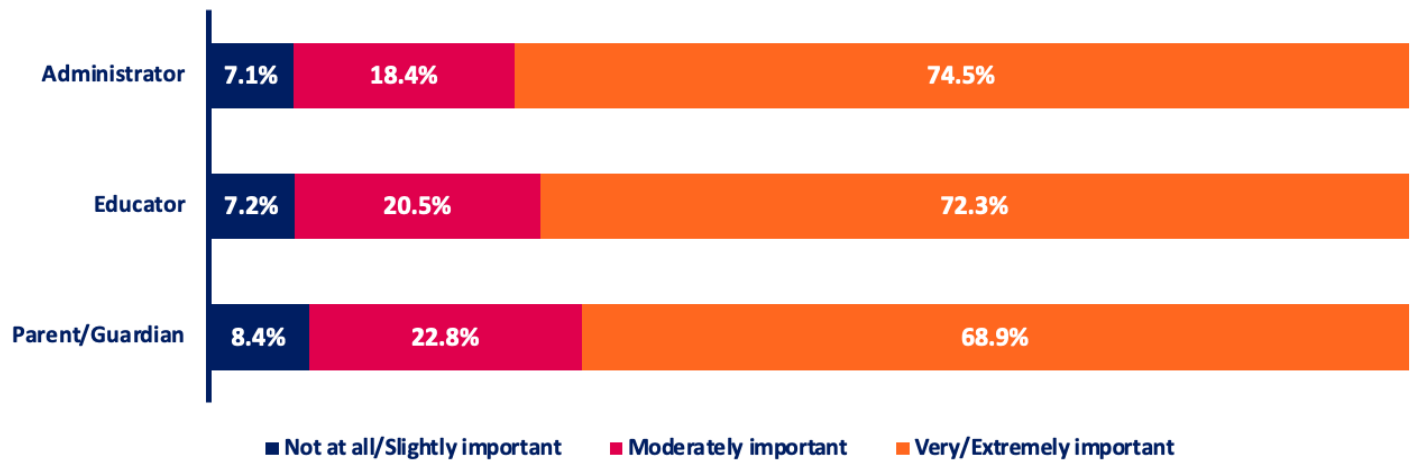
Importance of Specific Types of Academic Information that Characterize School Quality (from Utah's Current Accountability System): Academic growth over time



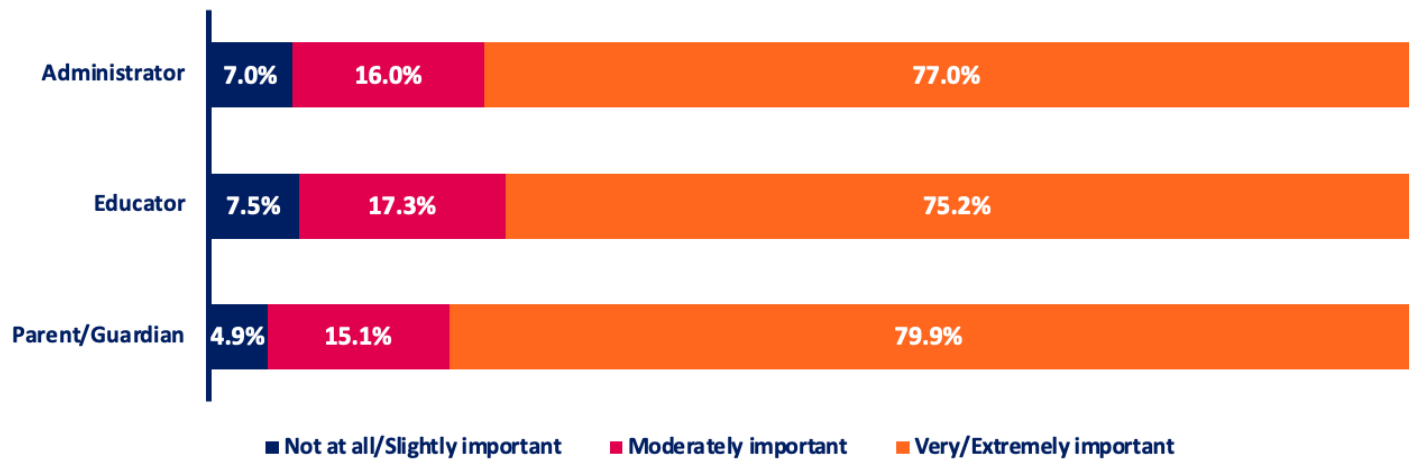
**Importance of Specific Types of Academic Information that Characterize School Quality
(from Utah's Current Accountability System):
Reducing academic achievement gaps**



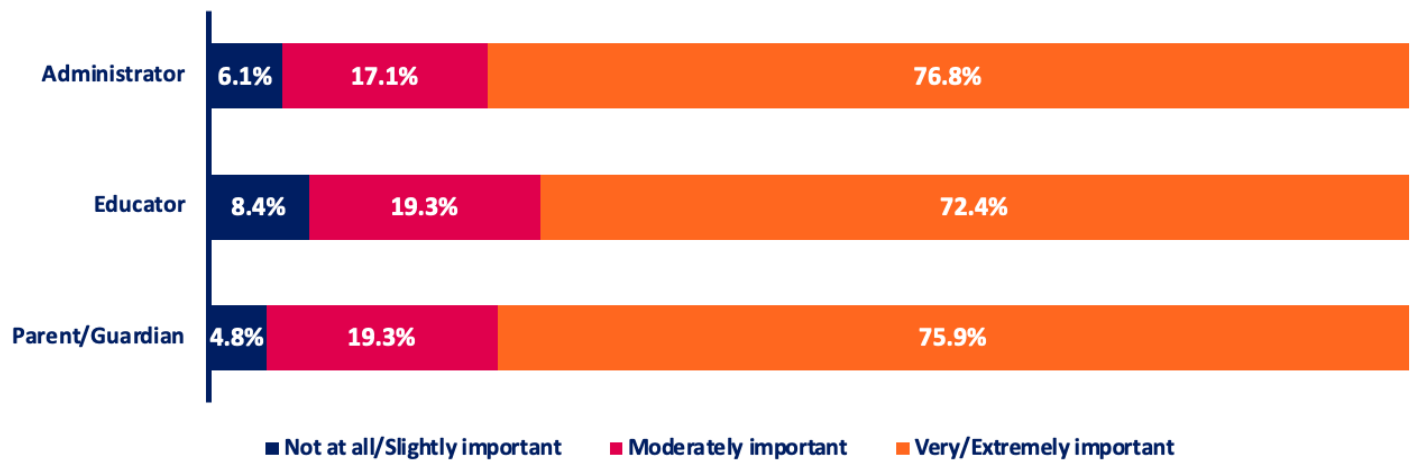
**Importance of Specific Types of Academic Information that Characterize School Quality
(from Utah's Current Accountability System):
Improving English language proficiency**



**Importance of Specific Types of Academic Information that Characterize School Quality
(from Utah's Current Accountability System):
Improving graduation rates**

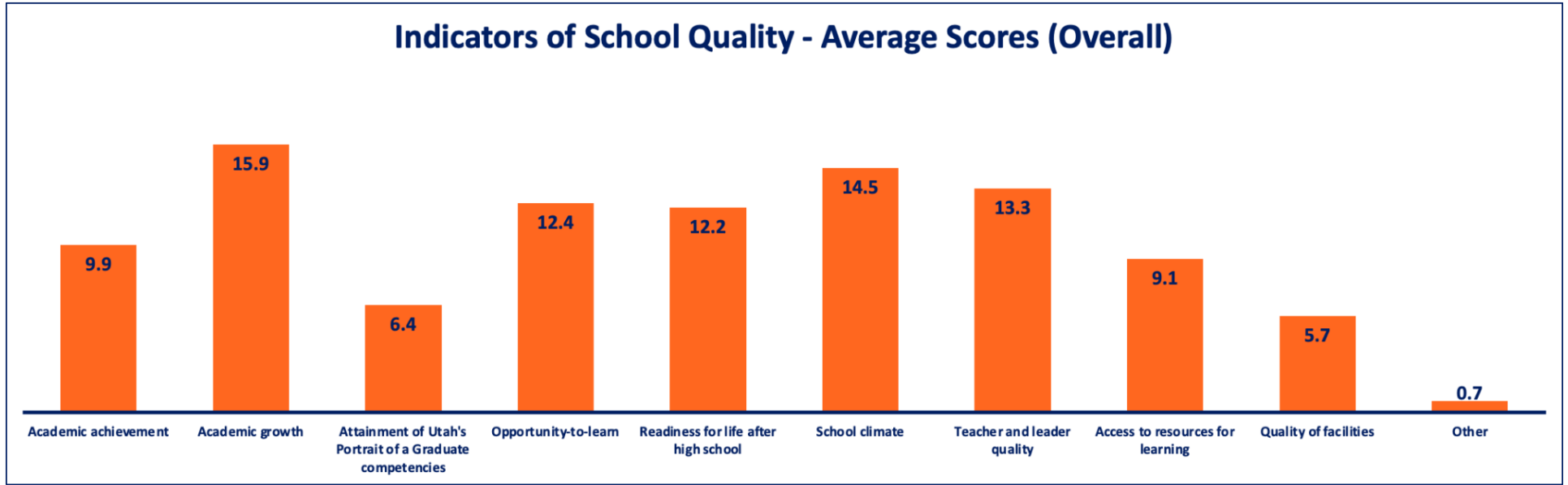


**Importance of Specific Types of Academic Information that Characterize School Quality
(from Utah's Current Accountability System):
Improving postsecondary readiness**

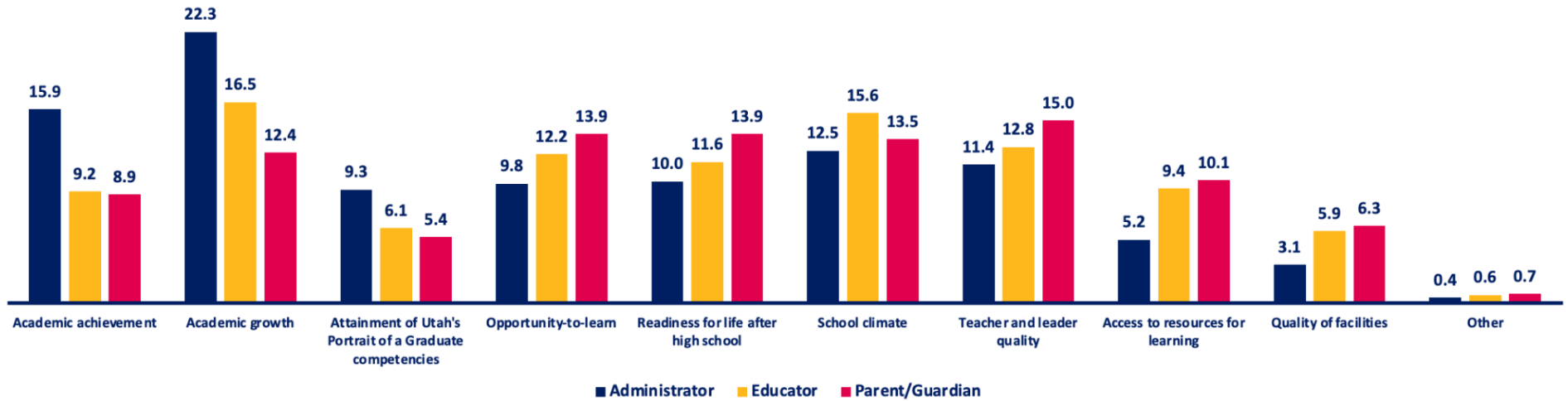


Indicators of School Quality

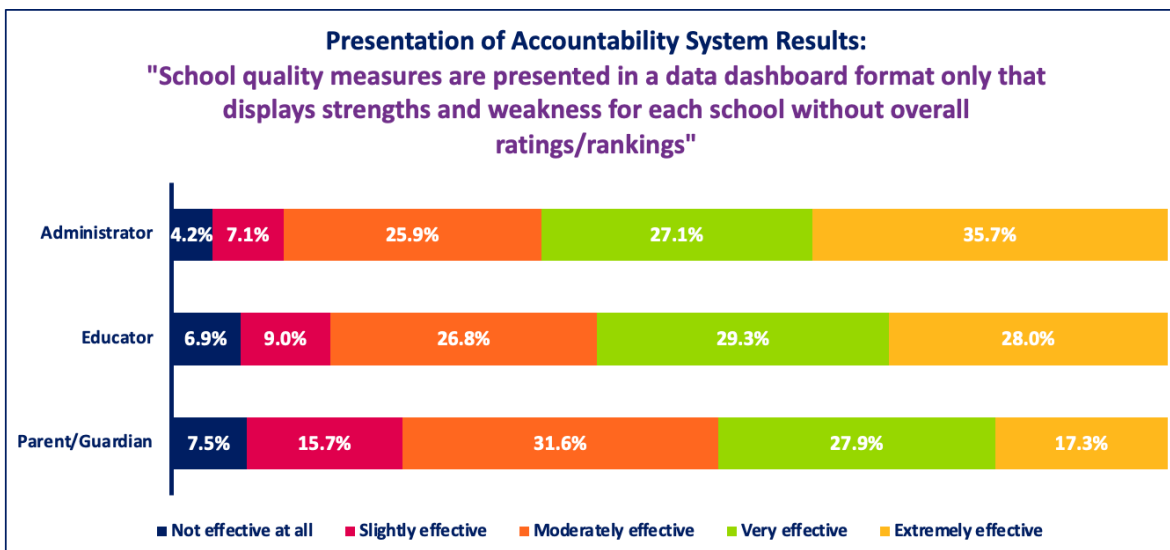
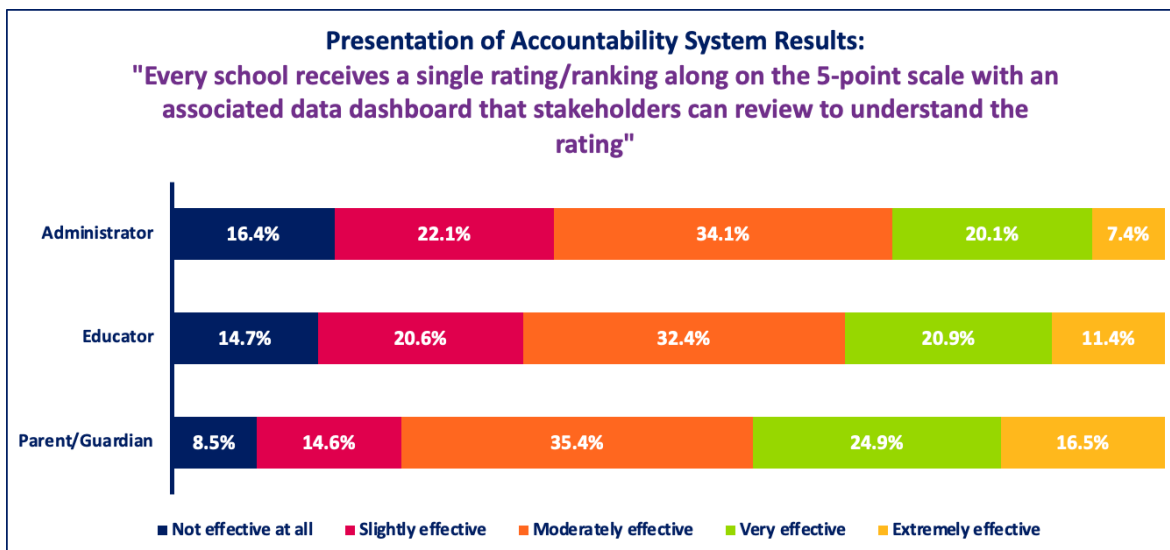
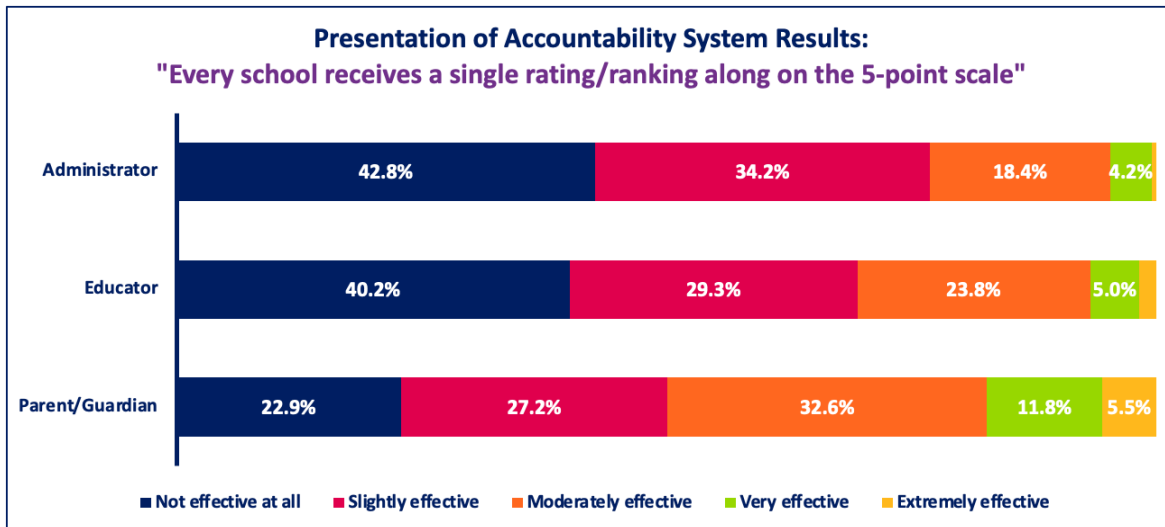
Indicators of School Quality - Average Scores (Overall)



Indicators of School Quality - Average Scores (by Primary Affiliation/Role)



Public Presentation of Accountability Information



Virtual Session Summary

On March 1st and March 3rd of 2022, the Utah State Board of Education (USBE) convened virtual engagement sessions to gather feedback from the public on the redesign of Utah's school accountability system. Participants were presented with preliminary results from the February 2022 public survey and asked to discuss their reactions and implications.

You may review the materials for these meetings at the links below:

- March 1st Session
 - [Meeting Recording](#)
 - [Meeting Jamboard](#)
- March 3rd Session
 - [Meeting Recording](#)
 - [Meeting Jamboard](#)

Participant Observations of Survey Results

Key Themes

- Respondent roles
 - Teachers and suburban communities are highly represented on the survey
 - It will be important for design committee members to review the survey results disaggregated by role
- Value of academic growth
 - Academic growth was valued most highly by survey respondents (over academic achievement)
 - This should factor into the inclusion of testing data in the new system
 - Academic growth is nuanced and may be complex to measure
- Portrait of a Graduate
 - This indicator of quality was scored relatively lower than other areas
 - Participants thought this might be because of low name identification
 - Participants also thought this may be because the Portrait may be captured in other indicators (like readiness for life after graduation)
 - Participants suggested that there would need to be a public engagement process to familiarize the public with the Portrait if it is to ground the new accountability
- Range of indicators
 - Participants noted that a range of indicators were valued by the public and that the top 5 indicators were all valued with similar weight (academic growth, school climate, teacher & leader quality, opportunity-to-learn, readiness for life after high school)
 - This indicates a desire for school quality to be judged across a range of indicators
 - Additional areas surfaced for inclusion in the system:
 - Parent/family engagement
 - Student voice
 - Socio-economic status of students served

School Quality Deep Dive Summary

In the second half of the virtual engagement sessions, participants were asked to dig deeper into some of the most highly-rated key areas. Participants were asked to focus on areas on the survey that were rated just behind academic growth (the most highly rated area) and consider how they might be best included in the new accountability system.

Key Areas of School Quality

- School climate
 - Collaboration is present and valued across all levels of the school
 - All members of the school community feel safe, valued, and included
 - What could be measured:
 - Surveys
 - Walkthrough tools
 - Attendance
 - All data need to be disaggregated to look for disparate impact by subgroups
- Teacher & leader quality
 - The system should incentivize schools with teachers who are highly prepared
 - The system could look at the quality of student:teacher and parent:teacher relationships
 - This area is very complex to measure and what is easy to measure may not be the most important thing
 - What could be measured:
 - Surveys
 - Quality of teacher curriculum and instruction, including how personalized the learning is for students
 - Opportunities for teacher collaboration and professional development
- Opportunity-to-learn
 - Students need to have a range of high quality options/pathways for learning
 - There need to be effective mechanisms for communication of the options to students and families
 - Student and family culture should be respected in the curriculum
 - This data need to be disaggregated by subgroup to ensure equal access
 - What could be measured:
 - Course offerings
 - Student/family engagement
 - CTE certificates/pathway credentials
- Readiness for life after high school
 - Students should be equipped for whatever life they choose
 - Students should be prepared to create and sustain healthy relationships
 - What could be measured:
 - Graduation rates
 - Participants did not feel the ACT was a good measure of college readiness
 - Post-graduation data - current measures are okay, but design committees may consider different weights/distribution
 - Portrait of a Graduate competencies