



UTAH STATE BOARD OF EDUCATION  
RESOLUTION NO. 2016-5

**A Resolution Establishing the Official Position of the  
Utah State Board of Education on Principles for a New Accountability System**

**WHEREAS** the purpose of school accountability is to: 1) encourage continuous improvement focused on student-level outcomes; 2) recognize schools of excellence and growth; and 3) identify the lowest performing schools that need additional resources to provide for improved student achievement and growth;

**WHEREAS** accountability systems are tools to incentivize behaviors;

**WHEREAS** measuring a school's performance against a certain standard of performance at one point in time (status measure) promotes excellence by recognizing a school's success in encouraging schools to raise performance to a certain standard;

**WHEREAS** measuring a school's performance against the amount of students' academic progress between two points in time (growth measure) promotes equity by recognizing a school's success in producing sizable performance gains with their students and encouraging schools to distribute their effort more broadly across the entire student body;

**WHEREAS** indicators that predict outcomes, including input indicators such as student or teacher engagement or school climate, can provide a theory of action for school improvement efforts by identifying root causes and drive the interventions necessary to help schools meet outcomes measured in the accountability system;

**WHEREAS** further research is needed to develop and identify predictive indicators that can meaningfully differentiate school performance without incentivizing inappropriate behaviors and corrupting the indicator when included in a high-stakes accountability system;

**WHEREAS** the State Board of Education defines a college and career ready student as a student who: 1) graduates from high school; 2) meets academic requirements for admission to a postsecondary education or training program; and 3) achieves a certain level of performance in an advanced college-ready course, completes certain career and technical education coursework or certifications, or demonstrates skills that meet industry standards for a career of the student's choice;

**WHEREAS** a student's fluency in English is a necessary prerequisite for academic success in other content areas and college and career readiness; and

**WHEREAS** the use of multiple accountability systems and reports within the state and the lack of consistency in accountability measures over time creates confusion among education stakeholders and undermines credibility of the accountability system:

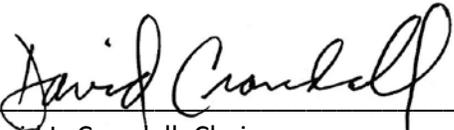
**NOW, THEREFORE, BE IT RESOLVED** that the State Board of Education supports the adoption of a single, coherent accountability system that:

- Defines post-secondary readiness as the privileged outcome;
- Promotes high expectations of K-12 achievement for each and every student;
- Fosters a culture of continuous self-improvement;
- Recognizes performance gains of students all along the growth continuum;
- Is outcome-driven and avoids including or attributing substantial weight to inputs in the determination of a school's rating of effectiveness; and
- Provides an opportunity for schools to voluntarily select indicators, including input indicators, for inclusion on the state's school report card to recognize schools for improvements on locally valued indicators that predict outcomes measured in the accountability system.

**BE IT FURTHER RESOLVED** that the State Board of Education urges the Legislature to amend the current school accountability system to, beginning with the 2017-18 school year:

- Include multiple indicators of postsecondary readiness with the understanding of the variety and differing depths of student needs;
- Change the indicator designed to promote equity from incentivizing schools to focus on growth of below-proficient students to focus on growth of the school's lowest performing 25 percent of students;
- Weight the credit awarded to a school for growth on a statewide assessment by using an index system that assigns points based on students' growth from no credit for a student who shows no growth to bonus credit for a student who demonstrates higher growth; and
- Add an indicator that incentivizes schools to focus on English language fluency of English learners.

PASSED AND APPROVED THIS 9th DAY OF DECEMBER, 2016.

  
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David L. Crandall, Chair

ATTEST:

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Lorraine Austin, Board Secretary