



Utah Accountability System Under the Every Student Succeeds Act

American Institutes for Research (AIR) has compiled profiles of each state educational agency's proposed accountability system under the Elementary and Secondary Education Act of 1965 as reauthorized by the Every Student Succeeds Act (ESSA) of 2015. The profile is based on initial plans submitted to the U.S. Department of Education. Upon final approval, profiles will be updated. For an overview and full set of profiles, visit www.air.org/ESSAAccountability.

- Utah uses a composite index to calculate annual summative rating of A, B, C, D or F for all public schools and to identify schools for comprehensive and targeted support and improvement (CSI/TSI).
- Utah uses the combined subgroup of the lowest 25% of performers to calculate the student growth measure, "Equitable Educational Opportunity."
- Utah aligns its summative ratings and federal improvement categories by identifying all schools receiving an "F" summative rating for CSI.

Accountability Snapshot

Snapshot data here capture accountability highlights across states. Accountability measures are grouped by readiness to learn, persistence, and college and career readiness to highlight states' data-based leverage points across the educational trajectory.

Annual Meaningful Differentiation		
<input checked="" type="checkbox"/> Annual summative rating (Annually calculates overall performance rating for all schools and "all students" using all indicators, beyond CSI/TSI schools)		
<input type="checkbox"/> Data dashboard only (CSI/TSI schools identification only)		
Summative Ratings		
A, B, C, D, F		
Accountability Measures	Included in Accountability	
Academic		
Achievement status	✓	
Achievement growth	✓	
GAP Achievement gap		
ELP English language proficiency/progress	✓	
4-year graduation rate	✓	
EAR Early learning		
WRE Well-rounded education		
Persistence		
EXT Extended-year graduation rate(s)	✓	
OTG On-track to graduation		
Dropout rate		
College and career readiness		
COL College enrollment		
ADV Advanced coursework or sequence	✓	
CPT College placement test(s)	✓	
CTE Career and technical education or work-based learning	✓	
Readiness to learn		
CFL Conditions for learning/school climate		
SEL Social-emotional learning		
CHR Chronic absenteeism		

Note: CSI=comprehensive support and improvement; TSI=targeted support and improvement

Student Groups for Accountability Determinations (N = 10 for accountability, N = 10 for reporting)	
Major racial/ethnic subgroups	
American Indian	
African American	
Asian	
Hispanic	
Multiracial students	
Pacific Islander	
White	
Other required subgroups	
Economically disadvantaged	
Students with disabilities	
English learners	
Nonrequired subgroups	
Lowest performing 25% (for "Equitable Educational Opportunity" calculations)	






Subjects Used for Accountability			
Subject	Status	Growth	
Math	✓	✓	
Reading/English language arts (ELA)	✓	✓	
Writing			
Science	✓	✓	
Social studies			
Other			



Annual Differentiation System

Utah uses the following composite index to calculate a summative rating of A, B, C, D, or F for all public schools and to identify schools for CSI and TSI (see also “School Improvement Categories”).

Utah Composite Index for Determination of Summative Ratings and CSI/TSI Schools, 2017–18 Proposed State Plan




ESSA Indicator	State Measure	Measure Weighting			
		Elementary/Middle Schools		High Schools	
		EL ≥ N	EL < N	EL ≥ N	EL < N
 Academic achievement	Proficiency (ELA, math)	25% (37.34)	27% (37.34)	33% (74.68)	35% (74.68)
 Other academic	Student growth (SGP and on-track to proficiency for ELA, math) <i>All students</i>	25% (37.34)	27% (37.34)	--	--
 Graduation rate	4- and 5-year graduation rates	--	--	11% (24.67)	12% (24.67)
 English language proficiency progress	ELP growth	9% (13)	--	6% (13)	--
Academic indicators subtotal		59% (87.68)	54% (74.68)	50% (112.35)	47% (99.35)
 School quality or student success	Proficiency and on-track to proficiency (science)	17% (25.98)	19% (25.98)	12% (25.98)	12% (25.98)
	Equitable Educational Opportunity (SGP for ELA, math) <i>Lowest 25% performers</i>	25% (37.34)	27% (37.34)	17% (37.34)	18% (37.34)
	Readiness coursework and ACT performance	--	--	22% (49.33)	23% (49.33)
SQSS indicator subtotal		42% (63.32)	46% (63.32)	51% (112.65)	53% (112.65)
Total		101% (151)	100% (138)	101% (225)	100% (212)

Note 1: ELA=English language arts; SGP=student growth percentile

Note 2: Utah weights its state measures using the point values indicated in parentheses; point values are fractional here because measures have been regrouped to demonstrate alignment with federal indicators; points are converted to percentage weightings to support cross-state comparison; some percentage weightings do not total to 100% due to rounding errors.

Note 3: Utah provides alternate weighting schemes for schools that meet the minimum N size for English learners and schools that do not.

Accountability Measure Descriptions

ESSA Indicator	State Measure	Description
 Academic achievement	Proficiency (weighted equally across ELA, math)	Percentage of students scoring at the performance level indicating grade-level proficiency or higher on annual statewide assessments.
	<i>Participation rate inclusion</i>	Participation rate is not included in the achievement calculation. Participation rate will be included in annual report cards.
 Other academic	Student growth (weighted equally for ELA, math)	Index value that combines separate measures of on-track to proficiency and student growth percentile (SGP): <ul style="list-style-type: none"> • Student growth percentile is based on ranking of year-to-year change in annual statewide ELP assessment results across all students. • On-track to proficiency measure is the percentage of students meeting annual individual targets based on the adequate growth percentile needed to make sufficient progress toward proficiency within a state-determined number of years.
 Graduation rate	4- and 5-year graduation rates	The percentage of students within an adjusted cohort who graduate within 4 years with a regular high school diploma. Additionally, "up to 10%" of the points allocated to the graduation rate indicator may be attributed to the 5-year adjusted cohort graduation rate (calculation pending clarification).
ELP English language proficiency progress	ELP growth	Percentage of students performing 0.4 performance levels higher than the previous school year or achieving proficiency based on state ELP test results.
SQSS School quality or student success	Proficiency/ student growth (science)	Proficiency and student growth calculations as noted above for ELA and math.
	Equitable Educational Opportunity	For the lowest 25% performers, student growth percentile that ranks year-to-year change in annual statewide ELP assessment results for each participating student.
	Readiness coursework and ACT performance	Includes separate measures for readiness coursework and ACT performance that are combined. Readiness coursework is the percentage of students who attain participation and/or performance benchmarks for any of the following activities: <ul style="list-style-type: none"> • Advanced Placement/International Baccalaureate coursework • Concurrent coursework • Career and technical education pathway

Note: ELA=English language arts

School Improvement Categories

	Comprehensive Support and Improvement (CSI) Schools	Targeted Support and Improvement (TSI) Schools	Additional Targeted Support (ATS) Schools
Identification criteria	<ul style="list-style-type: none"> Low-performing school: Any school (Title I and non-Title I) receiving an "F" summative rating for 2 consecutive years (plus business rules to ensure that at least 5% of Title I schools are identified) Low graduation rate school: 4-year graduation rate less than 67% for 2 consecutive years Chronically underperforming subgroup (i.e., 4 years failure to exit Title I TSI status) 	Any school with subgroup composite index score below threshold for the identification of "F" schools based on all students for 2 consecutive years	State does not describe a category of schools for ATS discrete from its criteria for the identification of schools with consistently underperforming subgroups
First year and frequency of identification	<ul style="list-style-type: none"> 2018–19 for low-performing schools (annually) and low graduation rate schools (every 2 years) 2022–23 for chronically underperforming subgroup schools and annually thereafter 	2018–19 and annually thereafter	Not applicable
Years of improvement to exit status	2 consecutive years of improvement required to exit CSI status	2 consecutive years of improvement required to exit TSI status	Not applicable

Inclusion of Recently Arrived English Learners in Accountability

Under Sec. 1111(b)(2)(B)(v)(I) of ESSA, states may exempt English learners (ELs) who have been enrolled in a school in the United States for less than 12 months from taking the reading/ELA statewide assessment in their first year according to the following 3 options.

State Options Under Sec. 1111(b)(2)(B)(v)(I) of ESSA	Year of Student Enrollment		
	Year 1	Year 2	Year 3
1	Exempt all recent ELs from ELA/reading statewide testing	Test new ELs and include proficiency scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
2	✓ Test all recent ELs in ELA/reading but exclude from accountability	Test ELs and include achievement growth scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
3	Uniform procedure for assigning individual ELs to either Option 1 or Option 2		