

Senator John D. Johnson proposes the following substitute bill:

SCHOOL ASSESSMENT AND ACCOUNTABILITY

AMENDMENTS

2021 GENERAL SESSION

STATE OF UTAH

Chief Sponsor: Kathleen A. Riebe

House Sponsor: _____

LONG TITLE

General Description:

This bill makes amendments to provisions related to public school assessment and accountability.

Highlighted Provisions:

This bill:

► provides that, for the 2020-2021 school year, the State Board of Education (state board) is not required to:

- identify schools not achieving state established acceptable levels of student performance for the 2020-2021 school year;
- assign to each school an overall rating using an A through F letter grading scale;
- publish a report card for each school on the state board's website; or
- determine school performance success and student academic achievement under the Teacher and Student Success Program; and

► removes the exception for assigning an overall rating to a school when the state board establishes a new baseline to determine student growth due to a transition to a new assessment.

Money Appropriated in this Bill:



26 None

27 **Other Special Clauses:**

28 None

29 **Utah Code Sections Affected:**

30 AMENDS:

31 **53E-4-311**, as last amended by Laws of Utah 2019, Chapter 186

32 **53E-5-204**, as last amended by Laws of Utah 2020, Chapter 266

33 **53E-5-211**, as last amended by Laws of Utah 2019, Chapter 186

34 **53G-7-1306**, as last amended by Laws of Utah 2020, Chapter 408



36 *Be it enacted by the Legislature of the state of Utah:*

37 Section 1. Section **53E-4-311** is amended to read:

38 **53E-4-311. Analysis of results -- Staff professional development.**

39 (1) The state board, through the state superintendent, shall develop an online data
40 reporting tool to analyze the results of statewide assessments.

41 (2) The online data reporting tool shall include components designed to:

42 (a) assist school districts and individual schools to use the results of the analysis in
43 planning, evaluating, and enhancing programs;

44 (b) identify schools not achieving state-established acceptable levels of student
45 performance in order to assist those schools in improving student performance levels; and

46 (c) provide:

47 (i) for statistical reporting of statewide assessment results at state, school district,
48 school, and grade or course levels; and

49 (ii) actual levels of performance on statewide assessments.

50 (3) A local school board or charter school governing board shall provide for:

51 (a) evaluation of the statewide assessment results and use of the evaluations in setting
52 goals and establishing programs; and

53 (b) a professional development program that provides teachers, principals, and other
54 professional staff with the training required to successfully establish and maintain statewide
55 assessments.

56 (4) The state board is not required to identify schools not achieving state-established

57 acceptable levels of student performance as described in Subsection (2)(b) for the 2020-2021
58 school year.

59 Section 2. Section **53E-5-204** is amended to read:

60 **53E-5-204. Rating schools.**

61 (1) Except as provided in Subsection (3), and in accordance with this part, the state
62 board shall annually assign to each school an overall rating using an A through F letter grading
63 scale where, based on the school's performance level on the indicators described in Subsection
64 (2):

- 65 (a) an A grade represents an exemplary school;
- 66 (b) a B grade represents a commendable school;
- 67 (c) a C grade represents a typical school;
- 68 (d) a D grade represents a developing school; and
- 69 (e) an F grade represents a critical needs school.

70 (2) A school's overall rating described in Subsection (1) shall be based on the school's
71 performance on the indicators described in:

- 72 (a) Section **53E-5-205**, for an elementary school or a middle school; or
- 73 (b) Section **53E-5-206**, for a high school.

74 ~~[(3)(a) For a school year in which the state board determines it is necessary to~~
75 ~~establish, due to a transition to a new assessment, a new baseline to determine student growth~~
76 ~~described in Section **53E-5-210**, the state board is not required to assign an overall rating~~
77 ~~described in Subsection (1) to a school to which the new baseline applies.]~~

78 ~~[(b)] (3) For the 2017-2018, 2018-2019, [and] 2019-2020, and 2020-2021 school years,~~
79 ~~the state board:~~

- 80 ~~[(i)] (a)~~ shall evaluate a school based on the school's performance level on the
81 indicators described in Subsection (2) and in accordance with this part; and
- 82 ~~[(ii)] (b)~~ is not required to assign a school an overall rating described in Subsection (1).

83 Section 3. Section **53E-5-211** is amended to read:

84 **53E-5-211. Reporting.**

85 (1) ~~[The]~~ Except as provided in Subsection (2), the state board shall annually publish
86 on the state board's website a report card that includes for each school:

- 87 (a) the school's overall rating described in Subsection **53E-5-204(1)**;

- 88 (b) the school's performance on each indicator described in:
- 89 (i) Section 53E-5-205, for an elementary school or a middle school; or
- 90 (ii) Section 53E-5-206, for a high school;
- 91 (c) information comparing the school's performance on each indicator described in
- 92 Subsection (1)(b) with:
- 93 (i) the average school performance; and
- 94 (ii) the school's performance in all previous years for which data is available;
- 95 (d) the percentage of students who participated in statewide assessments;
- 96 (e) for an elementary school, the percentage of students who read on grade level in
- 97 grades 1 through 3; and
- 98 (f) for a high school, performance on Advanced Placement exams.

99 (2) The state board shall collect, but is not required to publish the information
 100 described in Subsection (1) related to the 2020-2021 school year.

101 ~~(2)~~ (3) A school may include in the school's report card described in Subsection (1)
 102 up to two self-reported school quality indicators that:

- 103 (a) are approved by the state board for inclusion; and
- 104 (b) may include process or input indicators.

105 ~~(3)~~ (4) (a) The state board shall develop an individualized student achievement report
 106 that includes:

- 107 (i) information on the student's level of proficiency as measured by a statewide
- 108 assessment; and
- 109 (ii) a comparison of the student's academic growth target and actual academic growth
- 110 as measured by a statewide assessment.

111 (b) The state board shall, subject to the Family Educational Rights and Privacy Act, 20
 112 U.S.C. Sec. 1232g, make the individualized student achievement report described in
 113 Subsection ~~(3)~~ (4)(a) available for a school district or charter school to access electronically.

114 (c) A school district or charter school shall distribute an individualized student
 115 achievement report to the parent of the student to whom the report applies.

116 Section 4. Section 53G-7-1306 is amended to read:

117 **53G-7-1306. School improvement oversight -- Performance standards.**

118 (1) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the

119 state board shall make rules that:

120 (a) using a criteria-setting process, determine a threshold of points under the statewide
121 school accountability system that designates a school as succeeding in school performance and
122 student academic achievement; and

123 (b) determine performance standards for a school described in Section 53E-5-203.

124 (2) (a) [~~For~~] Except as provided in Subsection (3), for each year following the year in
125 which a school received approval for a success plan, an LEA governing board shall determine
126 if the school:

127 (i) meets or exceeds the threshold of points described in Subsection (1);

128 (ii) has demonstrated at least a 1% increase in the school's total points received under
129 the statewide school accountability system compared to the previous school year; or

130 (iii) qualifies for and satisfies the performance standards described in Subsection

131 (1)(b).

132 (b) If the LEA governing board determines that a school does not satisfy Subsection
133 (2)(a)(i), (ii), or (iii), the LEA governing board shall:

134 (i) work with the school's principal to modify the school's success plan to address the
135 school's performance; and

136 (ii) oversee and adjust the school's allocation expenditures until the LEA governing
137 board determines the school satisfies Subsection (2)(a)(i), (ii), or (iii).

138 (3) An LEA is not required to make the determination described in Subsection (2)(a)
139 during the 2021-2022 school year.