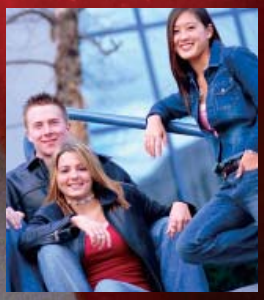
2007 ANNUAL REPORT

of the State Superintendent of

PUBLIC INSTRUCTION



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UTAH STATE OFFICE OF EDUCATION

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Leadership, Service, Accountability

Annual Report of the State Superintendent of

PUBLIC INSTRUCTION

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FY 2006–07

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* Board of Regents Appointments
** CMAC Representative Appointment

12/06/2006

GREETINGS From the Superintendent

Dear Parents, Students, Educators, and Taxpayers of Utah:

Utah has the most efficient and one of the most effective public education systems in the United States. Housed in traditional, online, and charter schools, the state has an unrelenting focus on student achievement and learning excellence, while at the same time ensuring that character, civics, and experiences to prize and develop the whole child are part of each student's life at school.

Utah's public schools help our children to learn and thrive, and are comprehensive in services and activities. Recent state legislation and actions of the Utah State Board of Education have ensured greater rigor in our classrooms and a focus on the key standards of reading, writing, math, and science. The State Board continues to emphasize the value of fine arts, world languages, physical activities and education, social studies, and career and technical education.

This report provides vital information about the success of Utah's students and the state's focus on core academics, competency-based education, and progress-based assessments. It also contains statistical data necessary to meet the statutory directive in the Utah Code (53A–1–301). These data provide a rich source of information about the condition of Utah's public schools.

The report provides evidence of outstanding work by students, parents, teachers, principals, and district and state leaders. While the progress is upward, there is still much to be done as we work toward success for every child, provide equitable learning opportunities to all, build an active and informed citizenry for our future, and ensure a rigorous and seamless system of learning from preschool through university studies. If you wish to understand in greater detail any of the items in this report, I encourage you to visit the USOE website, **http://www.schools.utah.gov,** or call the office at (801) 538-7500.

It is my great pleasure to serve the students of Utah and to stimulate the work of education in our state. Nothing is more vital to our well-being, democracy, and economy than wonderfully educated youth. We anxiously reach out to parents to assist in that endeavor

Patti Harrington

Patti Harrington, Ed.D.
State Superintendent of Public Instruction

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MISSION statement and key PRINCIPLES

In September 2004, the Utah State Office of Education (USOE) adopted a mission statement that brings student achievement into focus:

The mission of the Utah State Office of Education is to facilitate high levels of student achievement and educator quality in service to the Utah State Board of Education, by assisting districts and schools in their drive toward excellence through statewide leadership, service, and accountability.

In addition, a full strategic plan, aligned to Utah State Board of Education priorities, is in place with many Utah voices included in its composition.

LEADERSHIP

In 2006 the Utah State Board of Education (USBE) increased graduation requirements to ensure greater rigor in schools and ability in their graduates, beginning with the class of 2011. A variety of rigorous classes (including many career and technology courses) that are aligned to language arts, math, and science core curricula can be applied to these new expectations. Likewise, individual student variation is provided for in the new requirements.

"It is very important to grasp that . . . leadership is not just about humility and modesty. It is equally about ferocious resolve, an almost stoic determination to do whatever needs to be done to make the company [organization or school] great."

Jim Collins, *Good to Great,* Harper Collins, New York, 2001.

GRADUATION REQUIREMENTS FOR THE CLASS OF 2011

- 4 credits Language Arts
- 3 credits Mathematics; minimally, Elementary Algebra and Geometry
- 3 credits Science; minimally, two credits from Biology, Chemistry, Physics, and Earth Systems Science
- 2.5 credits Social Studies: World Civilizations, Geography, U.S. History, and U.S. Government and Citizenship
- 1.5 credits Fine Arts
- 1.5 credits PE and .5 credit Health
- 1 credit Career and Technology Education
- .5 credit Computer Technology
- .5 credit General Financial Literacy
- Successful participation in the Utah Basic Skills Competency Test (UBSCT)
- District-specific required courses and elective credits to meet local school board graduation requirements

A list of applied and advanced courses may be found at **http://www.schools.utah.gov/curr/list.htm.**

Along with the Governor's office, Utah State Legislature, and the Utah System of Higher Education, the USBE has worked on several initiatives to increase student achievement and provide excellent opportunities for Utah's children and adults. Vision and legislation have shaped standards-based education (also called competency-based instruction)—a plan that focuses on core academics and measures students' abilities through progress-based assessments.

STANDARDS-BASED EDUCATION HAS CREATED A LASER-LIKE FOCUS ON STUDENT ACHIEVEMENT

Utah's educational results are outstanding and the envy of many in the United States, especially as compared to the dollars spent per child for public education. Our public, parents, educators, and state leaders can be pleased with the excellence of Utah's classrooms, as our schools are engines of industry and achievement. Utah's comprehensive high schools rival any in the nation, as the Utah diploma is universally accepted at U.S. colleges and universities.

The desire for all students to be better prepared for higher education and work opportunities resulted in the adoption of competency- or standards-based education in 2003. Utah launched the first phase, the Kindergarten Through Third Grade Reading Achievement Program supported by Senate Bill 230, in 2004. The K–3 Reading Program requires districts to submit a plan to reach the state's goal of having third graders reading at or above grade level. The district reading proficiency plans incorporate the following components:

1. Reading performance standards
2. Best "first strike" teaching strategies
3. Assessment (ongoing and deliberate fall and spring assessments)
4. Tutoring and summer studies
5. Specific, measurable goals that are based upon gain scores

DISTRICT PLANS ESTABLISH THE USE OF ONGOING ASSESSMENTS TO SCREEN, DIAGNOSE, AND MONITOR PROGRESS LEADING TO PROFICIENCY

These plans demonstrate thoughtful integration of comprehensive reading reform. District literacy coaches, ongoing assessments, full-day kindergarten, extended literacy time, interventions, and professional development are examples of the numerous outstanding plans integrated in grades K–3 in every school. Early results are encouraging.

It is the intention of the Utah State Board of Education to expand standards-based instruction as legislative funding is allocated for specific interventions. Each phase will include:

1. Clear communication of standards to parents and students.
2. Use of ongoing assessments and data to target instruction.
3. Remediation and intervention strategies that have a proven track record and that emphasize specific, personalized solutions to learning problems.
4. Monitoring and reporting the progress of individual students.

EXPANDED STUDENT CHOICE MEETS INDIVIDUAL NEEDS

THE ELECTRONIC HIGH SCHOOL (EHS) serves thousands of Utah's students. It has been in operation since 1994 and provides a wide variety of courses for students in Utah and throughout the world. It is fully accredited by the Northwest Association of Accredited Schools. Electronic High School courses have been developed by master teachers and are correlated to the Utah State Core Curriculum with a flexible, open-entry/open-exit competency-based curriculum.

For registration and further information, go to **http://ehs.uen.org.**

EHS is one of the largest online high schools in the United States. It serves five major groups of students:

1. Students needing to make up credit
2. Students who wish to take a class not available at their local school
3. Students who wish to earn additional credits to accelerate graduation
4. Students who have dropped out of school and whose class has already graduated
5. Home-schooled students

EHS courses are free to Utah students. A few of the courses require a textbook or other course materials, which the student must acquire.

EHS is expanding in two directions. First, additional Advanced Placement classes are being added to the courses offered, and second, EHS is beginning to develop courses for the junior high/middle school population. EHS diplomas are now commonly issued to dozens of students each year.

CHARTER SCHOOLS give parents a unique public school choice. Charter schools are public schools open to all students. They operate on public funds, without tuition. The goal of charter schools is to provide options for students and parents. As a group, Utah charter schools utilize diverse instructional approaches, and each has a unique academic environment.

There were 51 charter schools operating in Utah during the 2006–07 school year; eight more opened in the fall of 2007, for a total of 59. While the 2006–07 charter enrollment was 19,211, a legislatively mandated growth restriction of 5,000 students for 2007–08 will slow charter growth.

Additional information concerning Utah's charter schools can be found at **http://www.schools.utah.gov/charterschools**.

A seven-member, Governor-appointed Charter School Board oversees charter school quality. The State Charter School Board has the power to:

1. Authorize and promote the establishment of charter schools.
2. Annually review and evaluate the performance of charter schools authorized by the State Charter School Board and hold the schools accountable for their performance.
3. Monitor charter schools authorized by the State Charter School Board for compliance with federal and state laws, rules, and regulations.
4. Provide technical support to charter schools and persons seeking to establish charter schools.

THE K–16 ALLIANCE expands learning options. The transition from high school to college can be confusing and intimidating for some students. Furthermore, both the K–12 and higher education systems benefit when they share data, assessment, rigorous goals, and proven practices. Helping students make the transition from high school to college is the purpose of the Alliance, which was formed in fall 2005 to ensure assistance for students going into college or other post-high school studies.

To date, the Alliance has aligned pre-K–16 instructional standards and is in the process of aligning assessment to signal K–12 accomplishment and college readiness. A half-dozen early college high schools, supported by the Gates Foundation, mix highly rigorous secondary coursework with two years of college, producing able graduates of advanced standing in science, math, and technology.

UTAH AND NATIONAL ADVANCED PLACEMENT PERFORMANCE FOR 2005–07

	Number of Exams Taken			Number of Exams Passed			Percentage of Exams Passed			Number of Exam Takers		
YEAR	**2005**	**2006**	**2007**	**2005**	**2006**	**2007**	**2005**	**2006**	**2007**	**2005**	**2006**	**2007**
UTAH	**23,133**	**23,592**	**22,609**	**15,145**	**15,463**	**14,891**	**65.46%**	**65.50%**	**65.86%**	**14,105**	**14,582**	**14,096**
NATION	1,747,852	1,943,565	2,133,594	2,133,594	1,006,128	1,118,164	57.56%	57.53%	57.24%	1,017,06	1,131,835	1,239,336

ADVANCED PLACEMENT participation and success in Utah exceeds that of most states in the nation. Utah is ranked third in the nation for the percentage of students taking an AP Exam and scoring a three or higher (20.8 percent). Accelerated, in-depth curricula and increased rigor typify Advanced Placement (AP) classes. AP classes are offered in most high schools throughout the state and can generate college credit. This past year there was a decrease in the total number of exams taken by Utah high school students, from 23,592 in 2006 to 22,609 in 2007. Most likely, this is attributable to the growing opportunities concurrent enrollment offers students. Utah students pass their AP exams at a rate of 65.86 percent, compared to the national passing rate of 57.24 percent.

CONCURRENT ENROLLMENT allows high school students to move more rapidly through school by enrolling in college courses prior to high school graduation. Credit for both high school and college is generated in concurrent enrollment classes. Student participation has grown from 11,725 students in 1996 to 27,745 in 2007. Students earned 190,284 higher education semester hours during the 2006–07 school year. Over 900 concurrent enrollment courses in ten content areas are offered to students.

Concurrent Enrollment Credit History	
Year	*Credit Hours**
1995–96	117,438 quarter hours
1996–97	157,928 quarter hours
1997–98	167,170 quarter hours
1998–99	127,693.5 semester hours**
1999–00	126,986.0 semester hours
2000–01	125,746.5 semester hours
2001–02	133,746.5 semester hours
2002–03	146,916.5 semester hours
2003–04	153,727.5 semester hours***
2004–05	177,658.5 semester hours***
2005–06	189,838.0 semester hours***
2006–07	190,284.0 semester hours

* *Hours earned generate funds in the following year.*
** *Cache District adjustment*
*** *Total reflects number of semester hours funded (credits over 30 hours taken out).*

CONCURRENT ENROLLMENT

Student Participation History	
Year	*Number of Students*
1995–96	11,725
1996–97	13,691
1997–98	18,033
1998–99	19,744
1999–00	20,506
2000–01	19,822
2001–02	20,663
2002–03	21,875
2003–04	23,384
2004–05	26,680
2005–06	27,396
2006–07	27,745

In addition, the concurrent enrollment program allows accelerated students the opportunity to earn an associate's degree while attending high school. Students are awarded their high school diploma as well as qualifying for the 21st Century Scholarship, which pays 75 percent of their remaining college tuition. This is a great opportunity for students who are academically and emotionally prepared to excel and take advantage of their high school experience to advance post-secondary pursuits.

CIVICS, CHARACTER EDUCATION, AND ACADEMIC SERVICE LEARNING BRING WISDOM TO LEARNING

Character development and civic engagement are fundamental goals of our system of education. All efforts to teach critical thinking, analysis, computation, literacy, reasoning, creativity, and artistic expression focus on producing an enlightened and involved citizenry. Academic service learning, which links mastery of Core Curriculum objectives to community service, is a vehicle for students to gain practical experience in meaningful civic participation and the pursuit of the democratic ideal of the common good. Education exists to promote an informed citizenry armed with knowledge, skills, and dispositions that foster strong character and involvement in democratic processes.

SERVICE

PROVEN STRATEGIES UTILIZE TAXPAYER DOLLARS WISELY

The largest share of the public education dollar supports general instruction in traditional classrooms. It is vital that schools provide outstanding primary instruction in those classrooms where we have our "best first strike" efforts at work. With that in mind, the Utah State Office of Education regularly screens programs, practices, and textbooks to ensure that they closely match Utah's Core Curriculum and that they have a proven track record of increasing student achievement.

With forty school districts and dozens of charter schools, learning from one another is vital. In district leadership team meetings, educators are regularly convened over matters of accountability, standards-based instruction, and progress-based assessment. In such meetings, best practices are highlighted and results shared. Many educators are provided with help from the USOE; most critical of all is the attention given to teachers and principals. National research indicates that of all the factors "controlled" by public education that positively influence student achievement, teacher quality is number one and principal quality is number two. This research is riveting the attention of educational leaders throughout the state.

"There is a higher standard of leadership, in which integrity based on a single standard of conduct is central, a spirit of service is imperative, and decisions and actions are bound by moral principles."

Keshavan Nair, ***A Higher Standard of Leadership: Lessons from the Life of Gandhi,*** Berrett-Koehler, San Francisco, 1994.

CURRICULUM AND INSTRUCTION PROFESSIONAL DEVELOPMENT

The Utah State Office of Education provides Core Curriculum-based professional development to teachers in every grade, subject, and district in Utah. This professional development meets the criteria established by the U.S. Department of Education to define high quality. Below are only a few examples of the many ongoing professional development activities that occur annually.

ELEMENTARY CORE ACADEMY. The Elementary Core Academy provides kindergarten through sixth grade teachers with professional development to improve instruction, achievement, and learning for Utah students. This professional development program focuses on the Utah Core Curriculum and emphasizes meaningful classroom practices for quality instruction and assessment.

Over 4,000 elementary teachers participated in the Academy during both the summers of 2006 and 2007. The Academy was held in seventeen locations throughout the state. The Utah State Office of Education, in partnership with every school district and Utah State University, sponsors the Elementary Core Academy.

PRINCIPALS' LITERACY INSTITUTE. The Principals' Literacy Institute provides elementary principals throughout Utah with research-based practices and instructional leadership skills to improve literacy in their school. This year, 41 principals completed this year-long professional development opportunity, which included site visits to exemplary literacy programs across the state.

SECONDARY SUBJECT-SPECIFIC ENDORSEMENT COURSES. The Utah Office of Education, in partnership with each of the universities in Utah and all districts, provides secondary teachers with professional development classes that meet the requirement for university credit for subject-specific

endorsement courses. The courses generally occur during the summer, with each course offered on a three-year cycle.

MATHEMATICS IMPROVEMENT PROGRAM. House Bill 181 (2006), Education Reform, created a state-funded program to enhance the performance of Utah students in mathematics in grades four through six. H.B.181 called for efforts to enhance math performance through teacher incentives and/or staff development. There are thirteen programs funded under this program (twelve projects in individual districts and one for a multi-district consortium).

Various professional development models are being implemented among the programs (e.g., elementary math endorsements, professional learning communities, math coaches). All the proposals include ways to deepen teachers' mathematical content knowledge as a vehicle to improve students' mathematical achievement. Various incentive programs were developed (e.g., point systems, tiered systems, individual teachers, teams of teachers, school-wide). All of the incentive programs have a component addressing bonuses for teachers based upon students' mathematical proficiency on the CRTs.

OUTSTANDING LEADERSHIP MUST CREATE VISION IN ALL SCHOOLS

"If we don't step up to the challenge of finding and supporting the best teachers, we'll undermine everything else we are trying to do to improve our schools. That's a conscious decision that would threaten our economic strength, political fabric, and stability as a nation. It's exactly that clear-cut."

Louis V. Gerstner, Jr. Chairman,
The Teaching Commission;
Former Chairman, IBM

Providing a quality education for all students is a shared responsibility that links students, parents, teachers, administrators, and policymakers. Everyone who has a stake in education needs to be actively involved in ensuring accountability for educational excellence.

All good schools have one thing in common: great teachers. Top-quality teaching fosters high student achievement, and high achievers can harness their talents and energies to become successful, contributing citizens. With student enrollments reaching approximately 140,000 new students through 2015 and a statewide teacher shortage already being experienced in math, science and special education, as well as early childhood education, there is a need for active involvement in recruiting, supporting, and retaining quality educators for Utah's students.

PROFESSIONAL EXCELLENCE (PROEXCEL), a model proposed by the USBE with support from Utah's colleges and universities, addresses that need and calls for comprehensive reform in:

(1) Administrative training.

(2) Professional development.

(3) Compensation, including differential pay for performance and for hard-to-staff schools and subjects.

Additionally, the State Board is calling for experimental models of school schedules that provide year-round teacher contracts and student learning options.

A variety of factors are creating an increasing demand for and a decreasing supply of educators. The aging of Utah's teacher force will result in retirement for nearly forty percent of active teachers within

the next ten years. Further, nearly one-third of new educators leave the profession after the first three years. The Utah State Office of Education is leading the state in assuring that there is a full understanding of the factors affecting both supply and demand. The USOE has acted as a key facilitator in data collection, efforts to increase the supply of teachers, and plans to assist districts to improve retention. The ProExcel plan is a crucial part of these efforts.

INNOVATIVE USE OF TECHNOLOGY EXPANDS THE TEACHER'S REACH EXPONENTIALLY

Online writing tutoring enables Utah teachers to more frequently assign student writing, knowing that a capable and patient editor is provided in the form of writing software at every Utah high school. Schools that received the software agreed to:

1. Increase writing frequency, following research claims that the more students write, the better they write.
2. Require frequent writing assignments in all subjects and from all teachers, with emphasis on improving nonfiction writing.
3. Use the same scoring guide for writing in all classes.

Though still in pilot status in the state, the online writing tutor holds promise to dramatically increase the writing skills of high school students without a dramatic increase in after-hours commitment from teachers to correcting volumes of papers.

2005 TECHNOLOGY AUDIT

A 2005 technology audit requested by the Utah Legislature has given increased focus to the needs of infrastructure and computer access in Utah's schools. The audit found that technology success depends on interrelated components. For teachers and students to utilize technology to improve the education of students, three components must be present:

- Access to technology (i.e., hardware, software, and infrastructure)
- Professional development opportunities for teachers in the use of technology
- Ongoing technical support to maintain the systems

The Legislature has built its delivery infrastructure around the Utah Education Network (UEN), a centralized service for all K–16 state schools and universities. It is networked with the future in mind. However, student access to computers has sharply diminished over the past few years.

Since 2002, the gap between the number of Utah students with access to computers and the national average has widened. The Utah Legislature took action in 2007 and provided $50 million in one-time funds to acquire hardware, infrastructure, equipment, and software to enhance student achievement. Additional ongoing funds are needed to ensure full access to online learning, practice and assessment.

THE USOE'S MYRIAD SERVICES SUPPORT LEARNING ACROSS THE STATE OF UTAH

In addition to helping maintain the urgent, laser-like focus on key standards of learning, the USOE provides myriad services to school districts and to local and state policymakers.

As a state agency, the USOE is directed by the Utah State Board of Education and stands at the service of the Governor of Utah and the Utah State Legislature.

These services include:

1. Implementation of educational legislation enacted by the Utah State Legislature.
2. Implementation of educational legislation enacted by the U.S. Congress.
3. Leadership for a seamless pre-K-16 state education system through the K-16 Alliance.
4. Specific support for and communication with the Utah Legislature and executive branch on public education issues.
5. Linkages with multiple and various agencies that serve the interests of children and their families (e.g., the Division of Workforce Services, Utah Schools for the Deaf and the Blind, the Division of Child and Family Services, the court system, etc.).
6. Leadership in implementing and disseminating innovative best practices and programs.
7. Technical assistance to districts and schools.
8. Research and data analysis to inform instruction and measure performance.
9. Management and coordination of statewide data collection, storage, and access.
10. Continually updated academic content standards (Core standards).
11. Timely assessment tied to the Core, elements of U-PASS, and standards-based programs and practices.
12. Professional development toward increasing student achievement.
13. Licensure and relicensure services.
14. Program and instructional leadership, implementation, dissemination, and innovation.
15. Communication and collaboration at all levels of education and with all areas of the state.
16. Fiscal allocation and accountability for state and federal programs.
17. Legal information and assistance.
18. Grant acquisition and allocation.
19. Specific services for small districts and schools.
20. Procedures to ensure that districts are accountable for the implementation of state and federal legislation, State Board policies, and fiscal requirements.
21. Accountability for the accurate reporting of student outcomes in districts, schools, and education service programs.

ACCOUNTABILITY

TEACHER AND PARENT ACCESS TO STUDENT ACHIEVEMENT DATA IS VITAL

The most important purpose of any accountability system is to provide accurate data to teachers and parents about the performance of their students. Regular classroom assessment, conducted by the teacher in the classroom, provides the most helpful information. Great teachers use assessment to adjust their instruction and provide the individualized help or direction children may need to advance or remediate their learning. Vigilant parents utilize this information to assist in learning at home and to gauge the success and happiness of children at school.

Parents and educators are able to find detailed, disaggregated data for each state-generated assessment on the USOE website: http://www.schools.utah.gov/eval/. The new U-PASS report card will allow the site's visitors to view data for their school and district down to each grade level.

http://www.schools.utah.gov/eval/

Technology advancements continue to accelerate the distribution of information to teachers and parents. The USOE provides districts with the opportunity to implement its Student Information System (SIS). The SIS program provides immediate information to parents. Parents may sign on with a protected password and view their child's schedule, attendance, and classroom performance data.

SIS also allows parents and teachers to communicate concerns about student achievement.

http://www.schools.utah.gov/computerservices/SIS2000+/SIS2000+.htm

COGNOS is another technology tool providing districts, schools, classrooms, and teachers with information on student testing and trends. Districts are using COGNOS for state and local assessments, as well as a variety of other demographic and program data. COGNOS allows teachers and administrators to monitor student-level data for a variety of purposes.

THE UTAH PERFORMANCE ASSESSMENT SYSTEM FOR STUDENTS (U-PASS) HOLDS THE SYSTEM ACCOUNTABLE

In 2000, the Utah State Legislature enacted the Utah Performance Assessment System for Students (U-PASS) as Utah's accountability plan. U-PASS calls for multiple lines of evidence in assessing and evaluating the effectiveness of programs in public and charter schools, and is stimulating student achievement across the state. U-PASS information may be used to recognize excellence and to identify the need for additional resources to assure educational opportunities for all students.

Beginning with results for the 2003-2004 school year, Criterion-Referenced Test (CRT) results for English/language arts, mathematics, science, and the Direct Writing Assessment (DWA) are being used to identify subject areas, populations, and schools that need additional help. The results of the Utah Basic Skills Competency Test (UBSCT) were added in 2006. This identification report shows the current status of proficiency and growth/improvement over the previous year. U-PASS reports student performance based on information that is disaggregated with respect to race, ethnicity, gender, limited English proficiency, mobility, and students who qualify for free or reduced-price school lunch. Disaggregated reports provide good information to help ensure that every child succeeds.

The U-PASS Accountability Plan is a growth plan that identifies every student in the state as either "Achieved the State Level of Performance" or "Needs Assistance." This accountability plan uses multiple assessments and indicators with the expectation of individual progress for each student. Each U-PASS school report will show the status and progress for the total school and the subgroup.

The first report using data from the 2004-2005 school year was available to the public in 2006. For following years, the U-PASS report will be available to each district for a 30-day review no later than September. The report will then be available to the public. The U-PASS report is a web-based report that provides detailed, disaggregated information.

NO CHILD LEFT BEHIND'S PREMISE DIFFERS FROM A FOCUS ON INDIVIDUAL CHILDREN

No Child Left Behind (NCLB) is the federal plan for school accountability and is built to compare groups of students against arbitrary but fixed annual goals. It expects all students to move at the same pace toward 100 percent proficiency, without regard for the starting points of individual students or schools.

Due to the U.S. Department of Education's refusal to recognize Utah's U-PASS system as its only system for accountability, Utah now maintains a dual accountability system, using both the state accountability system of U-PASS and the federal accountability system of NCLB. The Utah Legislature has directed Utah schools to use U-PASS as their primary accountability system and NCLB as their secondary accountability system.

NCLB continues to identify schools that the federal government claims are in need of improvement in its expectation of 100 percent proficiency for all children by 2013-2014. Flexibility in NCLB has yet to be specifically approved in Utah, despite repeated requests.

Utah is currently in full compliance with NCLB, yet feels that its resources are stretched to meet the detailed requirements of the law.

CRITERION-REFERENCED TESTS (CRTS) GAUGE END-OF-YEAR PERFORMANCE

The Utah State Office of Education has developed a strong K–12 Core Curriculum across all content areas with standards for students to master, including a new, more rigorous math core developed in 2007. Annually districts review student proficiencies and establish goals. Criterion-Referenced Tests (CRTs) are the basis for most annual goal setting and staff development, and are administered during a six-week window each spring. Students are tested in grades 2–11 in English/language arts, grades 2–12 in mathematics, and grades 4–12 in science. The CRT results play a central role in measuring progress in the Utah Performance Assessment System for Students (U-PASS), and are also used in association with the federal No Child Left Behind Act.

The 2007 CRT results document 77 percent of Utah students as proficient in English/language arts, 69.98 percent of Utah students as proficient in mathematics, and 64 percent of Utah students as proficient in science.

Utah Criterion-Referenced Test (CRT) State Student Proficiency:

http://www.schools.utah.gov/assessment/documents/Results_CRT_State_Perc_Prof_04-07.pdf

2004–07 USOE Criterion-Referenced Test (CRT) Student Proficiency Percentages

	LANGUAGE ARTS				MATHEMATICS				SCIENCE			
	2004	*2005*	*2006*	*2007*	*2004*	*2005*	*2006*	*2007*	*2004*	*2005*	*2006*	*2007*
ALL STUDENTS	75.78%	76.30%	77.32%	77.09%	69.90%	71.48%	72.62%	69.98%	60.62%	62.50%	64.23%	63.60%
ETHNICITY												
African American	57.73%	57.43%	58.34%	58.74%	47.98%	50.22%	50.37%	46.99%	35.10%	38.04%	38.90%	38.89%
Native American	49.88%	51.16%	53.77%	52.94%	44.52%	48.36%	49.75%	45.49%	28.57%	31.37%	34.17%	34.13%
Asian	77.84%	78.65%	80.82%	79.78%	75.32%	77.40%	77.89%	76.31%	61.09%	63.69%	66.06%	64.88%
Caucasian	80.38%	80.96%	81.97%	81.92%	74.31%	75.76%	77.30%	74.98%	66.22%	68.20%	70.19%	69.83%
Hispanic	49.27%	50.64%	53.25%	53.65%	47.08%	49.90%	50.13%	47.51%	28.96%	31.54%	33.67%	33.58%
Pacific Islander	60.50%	62.73%	65.99%	66.05%	55.46%	59.50%	61.14%	58.12%	32.58%	35.92%	41.30%	40.32%
Ethnicity Not Declared	71.72%	73.06%	73.71%	74.82%	66.41%	64.29%	68.54%	66.03%	55.34%	56.67%	59.19%	60.54%
GENDER												
Female	79.38%	80.00%	80.83%	80.76%	69.91%	71.78%	72.77%	70.25%	58.66%	60.64%	62.61%	62.00%
Male	72.38%	72.78%	73.99%	73.60%	69.90%	71.19%	72.48%	69.73%	62.47%	64.25%	65.74%	65.11%
ELL*												
ELL	47.75%	49.62%	51.92%	51.74%	47.00%	50.14%	50.42%	47.51%	27.45%	30.89%	33.34%	32.58%
Non-ELL	79.15%	79.63%	80.47%	80.22%	72.91%	74.35%	75.57%	72.93%	64.48%	66.31%	67.96%	67.28%
SWD*												
SWD	33.14%	34.01%	36.28%	35.58%	34.50%	36.09%	38.57%	34.96%	23.63%	26.31%	28.27%	26.63%
Non-SWD	81.72%	82.18%	82.99%	82.71%	75.04%	76.68%	77.54%	75.11%	65.04%	66.85%	68.67%	68.38%
MOBILE												
Mobile	52.73%	52.70%	56.88%	47.66%	49.45%	49.80%	52.95%	42.88%	35.81%	36.00%	40.44%	33.70%
Non-Mobile	78.56%	79.08%	79.86%	81.79%	72.39%	74.10%	75.09%	74.50%	63.34%	65.47%	66.92%	68.23%
Undefined	n<10	n<10	38.82%	45.74%	n<10	n<10	32.10%	33.68%	n<10	n<10	28.57%	7.32%
MIGRANT												
Migrant	39.76%	41.53%	44.00%	45.23%	41.81%	44.23%	46.09%	41.47%	18.55%	21.14%	24.10%	23.11%
Non-Migrant	76.05%	76.54%	77.51%	77.25%	70.13%	71.68%	72.78%	70.13%	60.92%	62.78%	64.45%	63.81%
ECO. DISADV*												
Eco. Disadv	61.64%	62.84%	64.35%	63.99%	57.97%	60.13%	61.31%	58.32%	43.82%	46.49%	48.34%	48.04%
Non-Eco. Disadv	83.33%	83.86%	83.98%	82.76%	76.86%	78.40%	78.86%	75.39%	68.92%	70.85%	71.77%	69.95%

* ELL = English Language Learners SWD = Students with Disabilities Eco.Disadv = Economically Disadvantaged
% Prof = Percentage of students proficient on the CRTs Number = Number of students taking the CRTs

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THE UTAH BASIC SKILLS COMPETENCY TEST (UBSCT) PREPARES STUDENTS FOR GRADUATION

The 1998 Utah State Legislature mandated that all students receiving a basic Utah high school diploma must pass the Utah Basic Skills Competency Test (UBSCT), beginning with the graduating class of 2006. Students are given five opportunities to pass the test between the spring of their sophomore year and the spring of their senior year.

The first administration of the UBSCT was given in February 2005, to the graduating class of 2007 as sophomores. After all five opportunities to take the UBSCT, the graduating class of 2007 had passing percentages of 94.72 percent in reading, 85.51 percent in math, and 88.49 percent in writing.

The graduating class of 2008, after three opportunities to take the UBSCT, has passing percentages of 92.37 percent in reading, 80.92 percent in math, and 82.90 percent in writing.

UTAH BASIC SKILLS COMPETENCY TEST RESULTS

Displayed according to graduating class and test administration

http://www.schools.utah.gov/assessment/documents/UBSCT_Results_State_Report_Class.pdf.

Utah Basic Skills Competency Test (UBSCT)

UBSCT - CLASS OF 2007

		February, 2007			October, 2006			February, 2006			October, 2005			February, 2005		
		2006-2007 Enrollment: 35,316			2006-2007 Enrollment: 35,316			2005-2006 Enrollment: 36,999			2005-2006 Enrollment: 36,999			2004-2005 Enrollment: 37,489		
		Number Tested	# of Enroll	% Prof	Number Tested	# of Enroll	% Prof	Number Tested	# of Enroll	% Prof	Number Tested	# of Enroll	% Prof	Number Tested	# of Enroll	% Prof
Mathematics	All Students	2,556	35,316	23.32 %	4,427	35,316	25.98 %	6,450	36,999	19.46 %	10,112	36,999	31.80 %	34,222	37,489	70.49 %
	Female	1,365	17,282	24.54 %	2,254	17,282	24.27 %	3,190	18,052	19.56 %	4,914	18,052	31.40 %	16,607	18,196	70.87 %
	Male	1,191	18,034	21.91 %	2,173	18,034	27.75 %	3,260	18,947	19.36 %	5,198	18,947	32.19 %	17,615	19,293	70.14 %
	Asian	37	616	37.84 %	81	616	34.57 %	88	657	17.05 %	162	657	33.95 %	593	640	77.40 %
	African American	74	368	20.27 %	117	368	16.24 %	135	406	11.85 %	198	406	24.24 %	301	402	43.19 %
	American Indian	111	560	19.82 %	185	560	18.38 %	217	656	15.21 %	281	656	21.71 %	582	699	37.29 %
	Caucasian	1,657	29,924	25.11 %	2,954	29,924	28.40 %	4,481	30,995	22.09 %	7,447	30,995	34.93 %	29,127	31,385	74.56 %
	Hispanic	606	3,299	18.48 %	955	3,299	20.31 %	1,373	3,712	12.67 %	1,797	3,712	21.70 %	3,131	3,800	41.81 %
	Pacific Islander	66	456	21.21 %	122	456	24.59 %	138	482	17.39 %	194	482	26.29 %	416	481	56.49 %
	Unknown or Unspecified Ethnicity	5	93	60.00 %	13	93	46.15 %	18	91	16.67 %	33	91	30.30 %	72	82	77.78 %
	Limited English Proficient	524	2,725	16.98 %	824	2,725	16.87 %	1,122	3,079	13.55 %	1,477	3,079	21.06 %	2,759	3,315	42.95 %
	Non-Limited English Proficient	2,032	32,591	24.95 %	3,603	32,591	28.06 %	5,328	33,920	20.70 %	8,635	33,920	33.64 %	31,463	34,174	72.91 %
	Students with Disabilities	698	3,534	18.05 %	1,119	3,534	16.00 %	1,681	3,608	14.40 %	2,155	3,608	17.73 %	2,954	3,847	19.23 %
	Students without Disabilities	1,858	31,782	25.30 %	3,308	31,782	29.35 %	4,769	33,391	21.24 %	7,957	33,391	35.62 %	31,268	33,642	75.34 %
	Economically Disadvantaged	935	7,360	19.57 %	1,516	7,360	19.53 %	2,599	8,974	15.24 %	3,606	8,974	24.40 %	9,470	10,971	53.28 %
	Not Economically Disadvantaged	1,621	27,956	25.48 %	2,911	27,956	29.34 %	3,851	28,025	22.31 %	6,506	28,025	35.91 %	24,752	26,518	77.08 %
	Mobility	500	4,431	20.40 %	991	4,431	27.35 %	2,146	6,933	7.78 %	3,187	6,933	20.87 %	3,069	5,049	27.73 %
	Non-Mobile	2,056	30,885	24.03 %	3,436	30,885	25.58 %	4,304	30,066	25.28 %	6,925	30,066	36.84 %	31,153	32,440	74.71 %
	Migrant	28	126	10.71 %	53	126	16.98 %	62	142	9.68 %	79	142	20.25 %	151	191	36.42 %
	Non-Migrant	2,528	35,190	23.46 %	4,374	35,190	26.09 %	6,388	36,857	19.55 %	10,033	36,857	31.89 %	34,071	37,298	70.64 %

* Enrollment is calculated using October 1 enrollment numbers for the given school year. * Results are reported according to graduating classes. * For the current school year, Limited English Proficient, Economically Disadvantaged, Students with Disabilities, Migrant, and Mobile status are drawn from the previous year's data. # of Enroll = Number of Enrolled Students, % Prof = Percentage of Students Proficient.

Utah Basic Skills Competency Test (UBSCT)

UBSCT - CLASS OF 2007

		February, 2007			October, 2006			February, 2006			October, 2005			February, 2005		
		2006-2007 Enrollment: 35,316			2006-2007 Enrollment: 35,316			2005-2006 Enrollment: 36,999			2005-2006 Enrollment: 36,999			2004-2005 Enrollment: 37,489		
		Number Tested	# of Enroll	% Prof	Number Tested	# of Enroll	% Prof	Number Tested	# of Enroll	% Prof	Number Tested	# of Enroll	% Prof	Number Tested	# of Enroll	% Prof
Reading	All Students	721	35,316	28.29 %	2,268	35,316	38.62 %	3,495	36,999	20.49 %	6,101	36,999	34.76 %	35,495	37,489	84.20 %
	Female	305	17,282	33.77 %	1,006	17,282	39.76 %	1,500	18,052	22.07 %	2,749	18,052	36.96 %	17,297	18,196	85.98 %
	Male	416	18,034	24.28 %	1,262	18,034	37.72 %	1,995	18,947	19.30 %	3,352	18,947	32.97 %	18,198	19,293	82.51 %
	Asian	12	616	25.00 %	50	616	48.00 %	71	657	28.17 %	124	657	43.55 %	605	640	83.97 %
	African American	24	368	16.67 %	70	368	27.14 %	95	406	14.74 %	149	406	30.20 %	344	402	65.99 %
	American Indian	39	560	30.77 %	106	560	45.28 %	141	656	15.60 %	219	656	30.59 %	626	699	60.22 %
	Caucasian	369	29,924	30.89 %	1,331	29,924	41.62 %	2,100	30,995	22.19 %	4,022	30,995	37.59 %	29,983	31,385	87.80 %
	Hispanic	249	3,299	26.10 %	623	3,299	31.30 %	988	3,712	16.80 %	1,409	3,712	26.83 %	3,424	3,800	60.60 %
	Pacific Islander	27	456	22.22 %	78	456	39.74 %	90	482	30.00 %	151	482	35.76 %	436	481	71.33 %
	Unknown or Unspecified Ethnicity	1	93	0.00 %	10	93	50.00 %	10	91	10.00 %	27	91	40.74 %	77	82	85.71 %
	Limited English Proficient	254	2,725	23.23 %	573	2,725	26.18 %	912	3,079	16.56 %	1,254	3,079	26.24 %	3,027	3,315	57.95 %
	Non-Limited English Proficient	467	32,591	31.05 %	1,695	32,591	42.83 %	2,583	33,920	21.87 %	4,847	33,920	36.97 %	32,468	34,174	86.65 %
	Students with Disabilities	292	3,534	19.52 %	772	3,534	21.11 %	1,267	3,608	14.68 %	1,735	3,608	19.60 %	3,452	3,847	43.89 %
	Students without Disabilities	429	31,782	34.27 %	1,496	31,782	47.66 %	2,228	33,391	23.79 %	4,366	33,391	40.79 %	32,043	33,642	88.55 %
	Economically Disadvantaged	324	7,360	21.91 %	866	7,360	26.44 %	1,689	8,974	18.59 %	2,565	8,974	29.04 %	10,131	10,971	70.81 %
	Not Economically Disadvantaged	397	27,956	33.50 %	1,402	27,956	46.15 %	1,806	28,025	22.26 %	3,536	28,025	38.91 %	25,364	26,518	89.55 %
	Mobility	164	4,431	32.32 %	613	4,431	40.13 %	1,435	6,933	12.75 %	2,404	6,933	27.87 %	3,253	5,049	43.93 %
	Non-Mobile	557	30,885	27.11 %	1,655	30,885	38.07 %	2,060	30,066	25.87 %	3,697	30,066	39.25 %	32,242	32,440	88.27 %
	Migrant	16	126	18.75 %	31	126	9.68 %	50	142	12.00 %	58	142	20.69 %	179	191	49.16 %
	Non-Migrant	705	35,190	28.51 %	2,237	35,190	39.03 %	3,445	36,857	20.61 %	6,043	36,857	34.90 %	35,316	37,298	84.38 %

* Enrollment is calculated using October 1 enrollment numbers for the given school year. * Results are reported according to graduating classes. * For the current school year, Limited English Proficient, Economically Disadvantaged, Students with Disabilities, Migrant, and Mobile status are drawn from the previous year's data. # of Enroll = Number of Enrolled Students, % Prof = Percentage of Students Proficient.

Utah Basic Skills Competency Test (UBSCT)

UBSCT - CLASS OF 2007

		February, 2007			October, 2006			February, 2006			October, 2005			February, 2005		
		2006-2007 Enrollment: 35,316			2006-2007 Enrollment: 35,316			2005-2006 Enrollment: 36,999			2005-2006 Enrollment: 36,999			2004-2005 Enrollment: 37,489		
		Number Tested	# of Enroll	% Prof	Number Tested	# of Enroll	% Prof	Number Tested	# of Enroll	% Prof	Number Tested	# of Enroll	% Prof	Number Tested	# of Enroll	% Prof
Writing	All Students	1,830	35,316	20.05 %	4,117	35,316	25.33 %	5,631	36,999	12.86 %	9,731	36,999	36.40 %	35,460	37,489	73.29 %
	Female	682	17,282	19.35 %	1,609	17,282	27.22 %	2,146	18,052	13.98 %	4,006	18,052	39.29 %	17,281	18,196	78.18 %
	Male	1,148	18,034	20.47 %	2,508	18,034	24.12 %	3,485	18,947	12.17 %	5,725	18,947	34.38 %	18,179	19,293	68.64 %
	Asian	36	616	27.78 %	85	616	31.76 %	102	657	14.71 %	174	657	40.23 %	605	640	75.87 %
	African American	47	368	10.64 %	118	368	22.88 %	140	406	8.57 %	197	406	25.89 %	342	402	48.83 %
	American Indian	86	560	8.14 %	170	560	18.82 %	214	656	5.14 %	293	656	25.94 %	631	699	44.06 %
	Caucasian	1,104	29,924	25.36 %	2,626	29,924	27.84 %	3,663	30,995	14.85 %	6,937	30,995	40.55 %	29,954	31,385	77.38 %
	Hispanic	509	3,299	11.59 %	998	3,299	18.34 %	1,383	3,712	8.97 %	1,915	3,712	23.92 %	3,412	3,800	45.78 %
	Pacific Islander	43	456	11.63 %	107	456	35.51 %	117	482	15.38 %	186	482	33.33 %	439	481	64.24 %
	Unknown or Unspecified Ethnicity	5	93	20.00 %	13	93	38.46 %	12	91	0.00 %	29	91	41.38 %	77	82	81.82 %
	Limited English Proficient	479	2,725	10.02 %	890	2,725	16.97 %	1,227	3,079	7.58 %	1,630	3,079	22.70 %	3,029	3,315	44.70 %
	Non-Limited English Proficient	1,351	32,591	23.61 %	3,227	32,591	27.64 %	4,404	33,920	14.33 %	8,101	33,920	39.16 %	32,431	34,174	75.96 %
	Students with Disabilities	671	3,534	14.31 %	1,350	3,534	12.67 %	1,886	3,608	7.48 %	2,497	3,608	17.70 %	3,448	3,847	20.82 %
	Students without Disabilities	1,159	31,782	23.38 %	2,767	31,782	31.51 %	3,745	33,391	15.57 %	7,234	33,391	42.85 %	32,012	33,642	78.94 %
	Economically Disadvantaged	739	7,360	13.53 %	1,559	7,360	18.86 %	2,561	8,974	9.64 %	3,793	8,974	27.76 %	10,114	10,971	55.54 %
	Not Economically Disadvantaged	1,091	27,956	24.47 %	2,558	27,956	29.28 %	3,070	28,025	15.54 %	5,938	28,025	41.92 %	25,346	26,518	80.37 %
	Mobility	356	4,431	21.07 %	999	4,431	26.63 %	2,034	6,933	7.18 %	3,282	6,933	24.44 %	3,215	5,049	31.98 %
	Non-Mobile	1,474	30,885	19.81 %	3,118	30,885	24.92 %	3,597	30,066	16.07 %	6,449	30,066	42.49 %	32,245	32,440	77.41 %
	Migrant	29	126	10.34 %	54	126	9.26 %	70	142	4.29 %	90	142	14.44 %	177	191	32.77 %
	Non-Migrant	1,801	35,190	20.21 %	4,063	35,190	25.55 %	5,561	36,857	12.97 %	9,641	36,857	36.60 %	35,283	37,298	73.49 %

* Enrollment is calculated using October 1 enrollment numbers for the given school year. * Results are reported according to graduating classes. * For the current school year, Limited English Proficient, Economically Disadvantaged, Students with Disabilities, Migrant, and Mobile status are drawn from the previous year's data. # of Enroll = Number of Enrolled Students, % Prof = Percentage of Students Proficient.

Utah Basic Skills Competency Test (UBSCT)

UBSCT - CLASS OF 2008

		February, 2007			October, 2006			February, 2006		
		2006-2007 Enrollment: 36,315			2006-2007 Enrollment: 36,315			2005-2006 Enrollment: 38,411		
		Number Tested	# of Enroll	% Prof	Number Tested	# of Enroll	% Prof	Number Tested	# of Enroll	% Prof
Mathematics	All Students	5,459	36,315	26.93 %	8,610	36,315	27.21 %	34,155	38,411	73.37 %
	Female	2,785	17,625	28.08 %	4,369	17,625	26.71 %	16,414	18,524	72.76 %
	Male	2,674	18,690	25.73 %	4,241	18,690	27.73 %	17,741	19,887	73.93 %
	Asian	63	616	31.75 %	133	616	38.35 %	602	663	79.07 %
	African American	143	423	18.88 %	201	423	16.92 %	350	450	47.43 %
	American Indian	194	602	22.16 %	296	602	22.30 %	502	670	41.83 %
	Caucasian	3,799	30,257	29.43 %	6,004	30,257	30.26 %	28,807	31,764	77.44 %
	Hispanic	1,133	3,831	20.48 %	1,757	3,831	17.81 %	3,346	4,225	46.23 %
	Pacific Islander	114	504	23.68 %	197	504	26.90 %	462	549	62.99 %
	Unknown or Unspecified Ethnicity	13	82	23.08 %	22	82	40.91 %	86	90	72.09 %
	Limited English Proficient	968	3,280	19.21 %	1,453	3,280	16.52 %	2,858	3,581	48.32 %
	Non-Limited English Proficient	4,491	33,035	28.59 %	7,157	33,035	29.38 %	31,297	34,830	75.66 %
	Students with Disabilities	1,364	3,055	16.20 %	1,758	3,055	13.99 %	2,853	3,881	24.29 %
	Students without Disabilities	4,095	33,260	30.50 %	6,852	33,260	30.60 %	31,302	34,530	77.84 %
	Economically Disadvantaged	1,956	8,726	22.80 %	2,938	8,726	20.12 %	8,899	10,742	57.23 %
	Not Economically Disadvantaged	3,503	27,589	29.23 %	5,672	27,589	30.89 %	25,256	27,669	79.05 %
	Mobility	739	3,815	23.14 %	1,390	3,815	27.41 %	3,834	5,653	34.06 %
	Non-Mobile	4,720	32,500	27.52 %	7,220	32,500	27.17 %	30,321	32,758	78.34 %
	Migrant	68	164	11.76 %	99	164	10.10 %	161	204	32.92 %
	Non-Migrant	5,391	36,151	27.12 %	8,511	36,151	27.41 %	33,994	38,207	73.56 %

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Utah Basic Skills Competency Test (UBSCT)

UBSCT - CLASS OF 2008

		February, 2007			October, 2006			February, 2006		
		2006-2007 Enrollment: 36,315			2006-2007 Enrollment: 36,315			2005-2006 Enrollment: 38,411		
		Number Tested	# of Enroll	% Prof	Number Tested	# of Enroll	% Prof	Number Tested	# of Enroll	% Prof
Reading	All Students	1,926	36,315	35.15 %	5,330	36,315	43.38 %	36,383	38,411	82.66 %
	Female	809	17,625	38.44 %	2,272	17,625	47.18 %	17,585	18,524	84.54 %
	Male	1,117	18,690	32.77 %	3,058	18,690	40.55 %	18,798	19,887	80.90 %
	Asian	34	616	29.41 %	98	616	42.86 %	633	663	82.94 %
	African American	70	423	28.57 %	143	423	31.47 %	415	450	62.17 %
	American Indian	75	602	26.67 %	211	602	38.86 %	580	670	60.86 %
	Caucasian	1,147	30,257	37.66 %	3,377	30,257	48.39 %	30,289	31,764	86.48 %
	Hispanic	537	3,831	32.59 %	1,334	3,831	33.58 %	3,866	4,225	59.70 %
	Pacific Islander	56	504	30.36 %	149	504	35.57 %	510	549	71.76 %
	Unknown or Unspecified Ethnicity	7	82	42.86 %	18	82	44.44 %	90	90	77.78 %
	Limited English Proficient	491	3,280	30.96 %	1,110	3,280	30.00 %	3,341	3,581	58.90 %
	Non-Limited English Proficient	1,435	33,035	36.59 %	4,220	33,035	46.90 %	33,042	34,830	85.06 %
	Students with Disabilities	750	3,055	20.67 %	1,588	3,055	25.31 %	3,454	3,881	39.29 %
	Students without Disabilities	1,176	33,260	44.39 %	3,742	33,260	51.04 %	32,929	34,530	87.21 %
	Economically Disadvantaged	789	8,726	30.54 %	1,992	8,726	30.87 %	9,942	10,742	69.45 %
	Not Economically Disadvantaged	1,137	27,589	38.35 %	3,338	27,589	50.84 %	26,441	27,669	87.63 %
	Mobility	331	3,815	36.56 %	1,184	3,815	40.88 %	4,205	5,653	43.83 %
	Non-Mobile	1,595	32,500	34.86 %	4,146	32,500	44.09 %	32,178	32,758	87.74 %
	Migrant	38	164	28.95 %	83	164	20.48 %	190	204	44.74 %
	Non-Migrant	1,888	36,151	35.28 %	5,247	36,151	43.74 %	36,193	38,207	82.86 %

* Enrollment is calculated using October 1 enrollment numbers for the given school year. * Results are reported according to graduating classes. * For the current school year, Limited English Proficient, Economically Disadvantaged, Students with Disabilities, Migrant, and Mobile status are drawn from the previous year's data. # of Enroll = Number of Enrolled Students, % Prof = Percentage of Students Proficient.

Utah Basic Skills Competency Test (UBSCT)

UBSCT - CLASS OF 2008

		February, 2007			October, 2006			February, 2006		
		2006-2007 Enrollment: 36,315			2006-2007 Enrollment: 36,315			2005-2006 Enrollment: 38,411		
		Number Tested	# of Enroll	% Prof	Number Tested	# of Enroll	% Prof	Number Tested	# of Enroll	% Prof
Writing	All Students	4,378	36,315	24.53 %	10,054	36,315	35.36 %	36,420	38,411	69.65 %
	Female	1,602	17,625	25.47 %	3,989	17,625	41.01 %	17,593	18,524	75.00 %
	Male	2,776	18,690	23.99 %	6,065	18,690	31.64 %	18,827	19,887	64.65 %
	Asian	69	616	15.94 %	163	616	36.20 %	637	663	71.11 %
	African American	111	423	14.41 %	205	423	27.32 %	413	450	45.76 %
	American Indian	177	602	15.25 %	353	602	28.61 %	586	670	35.84 %
	Caucasian	2,936	30,257	28.95 %	7,029	30,257	39.44 %	30,300	31,764	74.40 %
	Hispanic	984	3,831	15.65 %	2,061	3,831	23.68 %	3,884	4,225	41.58 %
	Pacific Islander	89	504	16.85 %	218	504	33.03 %	510	549	57.45 %
	Unknown or Unspecified Ethnicity	12	82	8.33 %	25	82	28.00 %	90	90	71.11 %
	Limited English Proficient	884	3,280	13.91 %	1,752	3,280	23.12 %	3,353	3,581	40.14 %
	Non-Limited English Proficient	3,494	33,035	27.22 %	8,302	33,035	37.94 %	33,067	34,830	72.64 %
	Students with Disabilities	1,358	3,055	12.81 %	2,318	3,055	14.41 %	3,462	3,881	17.36 %
	Students without Disabilities	3,020	33,260	29.80 %	7,736	33,260	41.64 %	32,958	34,530	75.14 %
	Economically Disadvantaged	1,655	8,726	18.79 %	3,594	8,726	25.40 %	9,961	10,742	51.86 %
	Not Economically Disadvantaged	2,723	27,589	28.02 %	6,460	27,589	40.90 %	26,459	27,669	76.34 %
	Mobility	615	3,815	20.98 %	1,729	3,815	28.40 %	4,230	5,653	31.99 %
	Non-Mobile	3,763	32,500	25.11 %	8,325	32,500	36.80 %	32,190	32,758	74.60 %
	Migrant	63	164	4.76 %	124	164	21.77 %	192	204	19.79 %
	Non-Migrant	4,315	36,151	24.82 %	9,930	36,151	35.53 %	36,228	38,207	69.91 %

* Enrollment is calculated using October 1 enrollment numbers for the given school year. * Results are reported according to graduating classes. * For the current school year, Limited English Proficient, Economically Disadvantaged, Students with Disabilities, Migrant, and Mobile status are drawn from the previous year's data. # of Enroll = Number of Enrolled Students, % Prof = Percentage of Students Proficient.

Utah Basic Skills Competency Test (UBSCT)

UBSCT - CLASS OF 2009

		February, 2007		
		2006-2007 Enrollment: 37,170		
		Number Tested	# of Enroll	% Prof
Mathematics	All Students	34,106	37,170	75.86 %
	Female	16,579	18,101	75.29 %
	Male	17,527	19,069	76.40 %
	Asian	609	621	84.89 %
	African American	399	460	48.62 %
	American Indian	499	598	47.70 %
	Caucasian	28,575	30,694	79.94 %
	Hispanic	3,484	4,189	49.66 %
	Pacific Islander	460	519	62.83 %
	Unknown or Unspecified Ethnicity	80	89	77.50 %
	Limited English Proficient	2,976	3,646	49.40 %
	Non-Limited English Proficient	31,130	33,524	78.39 %
	Students with Disabilities	751	1,011	24.90 %
	Students without Disabilities	33,355	36,159	77.01 %
	Economically Disadvantaged	2,958	3,550	57.03 %
	Not Economically Disadvantaged	31,148	33,620	77.65 %
	Mobility	1,235	1,671	59.76 %
	Non-Mobile	32,871	35,499	76.47 %
	Migrant	111	134	31.53 %
	Non-Migrant	33,995	37,036	76.01 %

* Enrollment is calculated using October 1 enrollment numbers for the given school year. * Results are reported according to graduating classes. * For the current school year, Limited English Proficient, Economically Disadvantaged, Students with Disabilities, Migrant, and Mobile status are drawn from the previous year's data. # of Enroll = Number of Enrolled Students, % Prof = Percentage of Students Proficient.

Utah Basic Skills Competency Test (UBSCT)

UBSCT - CLASS OF 2009

		February, 2007		
		2006-2007 Enrollment: 37,170		
		Number Tested	# of Enroll	% Prof
Reading	All Students	33,807	37,170	90.59 %
	Female	16,420	18,101	92.75 %
	Male	17,387	19,069	88.55 %
	Asian	603	621	92.04 %
	African American	398	460	76.38 %
	American Indian	494	598	70.65 %
	Caucasian	28,353	30,694	93.22 %
	Hispanic	3,419	4,189	74.38 %
	Pacific Islander	460	519	81.52 %
	Unknown or Unspecified Ethnicity	80	89	88.75 %
	Limited English Proficient	2,915	3,646	72.56 %
	Non-Limited English Proficient	30,892	33,524	92.30 %
	Students with Disabilities	736	1,011	46.88 %
	Students without Disabilities	33,071	36,159	91.57 %
	Economically Disadvantaged	2,924	3,550	78.18 %
	Not Economically Disadvantaged	30,883	33,620	91.77 %
	Mobility	1,229	1,671	80.72 %
	Non-Mobile	32,578	35,499	90.97 %
	Migrant	104	134	53.85 %
	Non-Migrant	33,703	37,036	90.71 %

* Enrollment is calculated using October 1 enrollment numbers for the given school year. * Results are reported according to graduating classes. * For the current school year, Limited English Proficient, Economically Disadvantaged, Students with Disabilities, Migrant, and Mobile status are drawn from the previous year's data. # of Enroll = Number of Enrolled Students, % Prof = Percentage of Students Proficient.

Utah Basic Skills Competency Test (UBSCT)

UBSCT - CLASS OF 2009

		February, 2007		
		2006-2007 Enrollment: 37,170		
		Number Tested	# of Enroll	% Prof
Writing	All Students	34,147	37,170	76.19 %
	Female	16,600	18,101	81.60 %
	Male	17,547	19,069	71.07 %
	Asian	610	621	78.03 %
	African American	401	460	54.36 %
	American Indian	495	598	44.04 %
	Caucasian	28,594	30,694	80.53 %
	Hispanic	3,503	4,189	49.07 %
	Pacific Islander	466	519	64.81 %
	Unknown or Unspecified Ethnicity	78	89	74.36 %
	Limited English Proficient	2,979	3,646	47.67 %
	Non-Limited English Proficient	31,168	33,524	78.92 %
	Students with Disabilities	754	1,011	17.24 %
	Students without Disabilities	33,393	36,159	77.52 %
	Economically Disadvantaged	2,969	3,550	54.93 %
	Not Economically Disadvantaged	31,178	33,620	78.22 %
	Mobility	1,248	1,671	58.57 %
	Non-Mobile	32,899	35,499	76.86 %
	Migrant	111	134	22.52 %
	Non-Migrant	34,036	37,036	76.37 %

* Enrollment is calculated using October 1 enrollment numbers for the given school year. * Results are reported according to graduating classes. * For the current school year, Limited English Proficient, Economically Disadvantaged, Students with Disabilities, Migrant, and Mobile status are drawn from the previous year's data. # of Enroll = Number of Enrolled Students, % Prof = Percentage of Students Proficient.

NORM-REFERENCED TESTS PROVIDE NATIONALLY COMPARATIVE DATA

The Utah State Legislature has mandated that all students in grades 3, 5, and 8 annually take a norm-referenced test. This allows the legislature, school officials, and parents to compare students in Utah to students across the nation and to ensure rigor in the state CRT tests.

The first administration of the ITBS was in the fall of the 2004. A norm-referenced test (NRT) is usually valid for approximately five years, after which it is renormed and a new version is drafted. In 2006 the ITBS/ITED was renormed. The results for 2006 were reported on both the old and new norms. The results for 2007 were reported on the new norms.

Beginning in the spring of 2008, the reading subtest of the ITBS will be administered to third grade students. Spring third grade Iowa tests will be reported by each district in conjunction with its reading plan.

COLLEGE ADMISSIONS TESTS SIGNAL READINESS FOR ADVANCED STUDIES

During the 2006-07 school year, 22,008 Utah students took the American College Test (ACT) and 1,096 took the Scholastic Achievement Test (SAT). Both the ACT and SAT are qualifying exams for college admissions. From those tests, it is apparent that:

- The more rigorous the high school course schedule, the greater the likelihood of college success. At least 45 percent of Utah students are taking a highly rigorous course schedule. Utah leads the nation in the number of students taking Algebra 1 in the eighth grade.
- The gap between the state average and ethnically diverse and poverty-stricken groups in college admissions test performance is still unacceptably large.

THE STATE'S GRADUATION RATE IS ANOTHER BAROMETER USED TO GAUGE SUCCESS IN UTAH'S SCHOOLS

Federal requirements dictate—and governors across the nation have agreed—that graduation rates should be measured by the numbers of students who begin the tenth grade in a state and graduate from a school in the state (called a cohort model).

http://www.schools.utah.gov/finance/statistics/demographic_reports/files/Cohort_Grad_Rate.xls

GREATER TRANSPARENCY IN DATA AND ACCOUNTABILITY ILLUMINATES UNACCEPTABLE ACHIEVEMENT GAPS

Utah has a large and pernicious achievement gap when the highest-performing groups are compared to the lowest-performing groups. This is true for all of the U-PASS testing elements, and is made particularly evident by the results of the CRTs. It also holds true for graduation rates, performance on college admissions tests, and Advanced Placement participation rates.

And, while a four-year upward trend in CRT results from 2004—2007 shows learning increases (by percentage proficient) in almost all groups of children, a large gap remains. In 2006—07 the results of the CRTs indicated a slight decrease in the percentage of students proficient. While the percentage decrease was within the parameters of tests variability, Utah is addressing this concern.

In 2006 the State Board commissioned a multi-step plan to address the achievement gap, including detailed steps to spur the achievement of English language learners (ELLs). The plan is now in the beginning stages of implementation, and sets forth a common vision of legislative initiatives and school/district actions that, taken together, will meet the learning needs of English language learners and set a course to close this achievement gap.

SPECIAL EDUCATION STATE PERFORMANCE PLAN AND ANNUAL PERFORMANCE REPORT

With the reauthorization of the Individuals with Disabilities Education Act (IDEA) in 2004, states were required to develop a six-year State Performance Plan (SPP) for special education. The SPP is to include rigorous goals for twenty specific indicators that are outlined in the federal statute. Each year the state must report on the performance of the state under the SPP. This report is called the Part B Annual Performance Report (APR). Utah's SPP and APR can be found at **http://www.schools.utah.gov/sars/lawsregs/stateplan.htm.**

THE PROMISE

THE UTAH STATE BOARD OF EDUCATION priorities outline the steps to providing an excellent education for every child. Together with parents who are involved in their children's education and who prize high expectations for learning and behavior, the USBE and educators throughout Utah commit their time, energy, and love to the work of helping all children succeed.

UTAH STATE BOARD OF EDUCATION STRATEGIC DIRECTIONS FOR 2005–09

EXPECT HIGH PERFORMANCE OF ALL STUDENTS

ACTIONS:

- Refine the U-PASS testing and accountability system.
- Review and monitor student achievement results.
- Establish an accurate process for reporting dropout data in disaggregated forms.
- Increase graduation requirements in a way that helps every student.
- Reduce test turnaround time.
- Improve the college-readiness of all students.

INCREASE ACHIEVEMENT OF STUDENTS WITH LEARNING CHALLENGES

ACTIONS:

- Implement a policy that could include using financial leverage to close the achievement gap.
- Identify and promote research-based ELL strategies.
- Identify and promote research-based gifted and talented strategies.
- Improve diagnosis, placement, assessment, training, instruction and testing procedures for students with learning challenges.
- Bring all current ESL training programs up to agency ESL endorsement standards.

FOCUS ON STANDARDS-BASED (COMPETENCY) EDUCATION

ACTIONS:

- Ensure that standards, ongoing assessment including pre- and post-assessment, and competency-based evaluation are implemented in all Utah classrooms.
- Analyze standards, practices, and policies of schools with low performance.
- Implement the 4–6 Math Initiative.
- Continue to advance K–3 reading.
- Advocate for optional full-day kindergarten primarily for at-risk students.
- Increase ties with preschool providers through curriculum, assessment, and standards.
- Promote research-proven character education/school environment programs that ensure results.
- Encourage rigorous electronic choices for high school students.

ENSURE QUALITY TEACHERS, STAFF AND ADMINISTRATORS

ACTIONS:

- Implement the Educator Quality Initiative with emphasis on anticipating teacher shortages and on hiring qualified ethnic minority educators.

THE PROMISE

- Reduce the costs of licensure and highly qualified educator reviews while monitoring high certification standards.
- Institutionalize a clear understanding of ethical behavior for all educators.
- Implement the Life Skills Guide in professional development.
- Develop an administrative recruiting and retention program that promotes quality leadership and supervision.

BUILD PARTNERSHIPS WITH FAMILY, COMMUNITY, INDUSTRY AND HIGHER EDUCATION

ACTIONS:

- Streamline/facilitate access to post-secondary education for Utah graduates.
- Align graduation requirements and assessments with post-secondary education.
- Seek communication with parents, communities, ethnic minorities, educational institutions, and leaders of industry.
- Strengthen the Pre-K–16 Alliance.
- Strengthen concurrent enrollment through joint advocacy that ensures consistency, rigor, and increased resources as enrollments and costs increase.
- Prepare a State Report Card that is easily read, accurate, and helpful to stakeholders.
- Communicate with the public about the value of their public schools, emphasizing the importance of daily, on-time attendance by students.
- Develop quality relationships with legislators and the Governor.

ENSURE SAFE SCHOOLS AND PROMOTE HEALTHY STUDENTS

ACTIONS:

- Strengthen policies related to safe, happy, and drug-free schools, including the prevention of bullying.
- Promote child health and nutrition.
- Prepare schools for potential pandemic flu outbreak.

DERIVE MAXIMUM VALUE FROM EDUCATIONAL RESOURCES

ACTIONS:

- Implement that statewide building resources management system.
- Submit a budget strategy to reduce the turnover in State Office personnel and attract high quality and diverse educators.
- Maximize and align current resources of time, money, personnel, space, and technology to meet the current goals of the Board of Education.
- Secure funding for an additional auditor at the Utah State Office of Education.

SECTION 2

Summary of Statistics and Financial Data

Data files 2006–07
http://www.schools.utah.gov/finance/other/AnnualReport/ar2007.htm