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*Utah State Office  
of Education*

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*250 East 500 South*

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*P.O. Box 144200*

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*Salt Lake City, UT*

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*84114-4200*

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*Patti Harrington, Ed.D.*

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*State Superintendent  
of Public Instruction*

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*State Superintendent of*  
**2008**  
**PUBLIC INSTRUCTION**



# LEADERSHIP SERVICE ACCOUNTABILITY

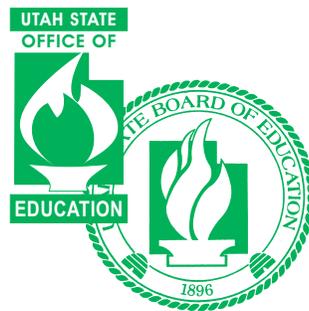
*Annual Report of the State Superintendent of*

# PUBLIC INSTRUCTION

*Utah State Office of Education  
250 East 500 South  
P.O. Box 144200  
Salt Lake City, UT 84114-4200*

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

**FY 2007–08**





# Utah State Board of EDUCATION

<i>District</i>	<i>Name</i>	<i>Address</i>	<i>Address</i>	<i>Phone</i>
District 1	Teresa L. Theurer	33 Canterbury Lane	Logan, UT 84321	(435) 753-0740
District 2	Greg W. Haws	5841 West 4600 South	Hooper, UT 84315	(801) 985-7980
District 3	Richard Moss	3514 East Fairway Circle	Spanish Fork, UT 84660	(801) 787-1676
District 4	Richard Sadler	875 Edgewood Drive	Ogden, UT 84403	(801) 479-7988
District 5	Kim R. Burningham	932 Canyon Crest Drive	Bountiful, UT 84010	(801) 292-9261
District 6	Michael G. Jensen	4139 South Aubrey Lane	West Valley City, UT 84128	(801) 968-5960
District 7	Randall Mackey	1172 East 100 South	Salt Lake City, UT 84102	(801) 575-5000
District 8	Janet A. Cannon	5256 Holladay Blvd.	Salt Lake City, UT 84117	(801) 272-3516
District 9	Denis Morrill	6024 South 2200 West	Taylorsville, UT 84118	(801) 969-2334
District 10	Laurel Brown	5311 S. Lucky Clover Ln	Murray, UT 84123	(801) 261-4221
District 11	Bill Colbert	14866 Village Vista Drive	Draper, UT 84020	(801) 572-1608
District 12	Mark Cluff	645 West Hubbard Circle	Alpine, UT 84004	(801) 756-7623
District 13	Tom Gregory	1056 West 1150 South	Provo, UT 84601	(801) 607-4702
District 14	Dixie Allen	218 West 5250 North	Vernal, UT 84078	(435) 789-0534
District 15	Debra G. Roberts	P.O. Box 1780	Beaver, UT 84713	(435) 438-5843
	Meghan Holbrook*	775 North Hilltop Road	Salt Lake City, UT 84103	(801) 359-0622
	Rosanita Cespedes*	1470 South 400 East	Salt Lake City, UT 84115	(801) 466-7371
	Charlene Lui**	766 North 900 West	Orem, UT 84057	(801) 230-5109
	Patti Harrington	Executive Officer		
	Twila B. Affleck	Secretary		

\*Board of Regents Appointments

\*\* CMAC Representative Appointment

8/11/2008



# 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. Delivered 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. The Utah State Board of Education ensures rigor in our classrooms through focusing on key standards in 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 and classroom-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 Web site, <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.*

*Sincerely,*

*Patti Harrington*

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



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# MISSION *Statement*

**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.**

*A full strategic plan, aligned with Utah State Board of Education priorities, is in place, with many Utah voices included in its composition. Specific goals and funding priorities are determined annually.*

## **THE USOE'S SERVICES SUPPORT LEARNING ACROSS THE STATE OF UTAH.**

*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.*

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.

# EXPANDED STUDENT CHOICE

## *Meets Individual Needs*

For registration and further information, go to  
 ► <http://ehs.uen.org>.

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

### **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.*

*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.*

### **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 choice for students and parents. As a group, Utah charter schools utilize diverse instructional approaches, and each has a unique academic environment.*

*There were 58 charter schools operating in Utah during the 2007-2008 school year; eight more opened in the fall of 2008, for a total of 66. While the 2007-2008 charter enrollment was 22,196, a legislatively mandated growth model will slow charter growth in subsequent years.*

*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.*

# HIGH EXPECTATIONS

## NEW GRADUATION STANDARDS ENSURE GREATER PREPARATION

*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 graduating 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.*

### 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

## SECONDARY LANGUAGE ARTS

*In addition to the promotion and support of the Secondary Language Arts Core, with its unique emphasis on inquiry, Secondary Language Arts has concentrated most of its resources on promoting more practice in writing through the use of online writing tools. Utah has 22 districts participating in an online writing program that provides immediate, computer-delivered feedback to students using a very sophisticated artificial intelligence program. There were 1,991 teachers trained on the My Access system. A total of 119,761 licenses were purchased and 412,550 student papers were submitted.*

*Students from across the state have submitted thousands of essays for scoring. Scores on the ninth grade Direct Writing Assessment are improving, and data are being gathered that will link this improvement to the use of the online writing program. Alpine School District scores provide an example of the power of this writing software.*

Alpine School District 9th Grade  
**DIRECT WRITING ASSESSMENT PERCENT PASSING**

	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
American Fork Jr.	87%	90%	89%	89%	88%	94%
Canyon View	80%	94%	88%	93%	98%	97%
Lakeridge	74%	86%	88%	96%	94%	97%
Lehi Jr.	81%	94%	87%	95%	91%	96%
Mountain Ridge	87%	96%	87%	96%	96%	95%
Oak Canyon	87%	94%	86%	95%	95%	98%
Orem Jr.	70%	88%	75%	92%	84%	90%
Pleasant Grove Jr.	82%	89%	87%	93%	91%	95%
Timberline		99%	93%	95%	99%	99%
Willowcreek			88%	90%	90%	94%

**ADVANCED PLACEMENT**

*Thirty-two school districts and ten charter schools participated in the Advanced Placement program during the 2007–08 school year. There were 37 different AP subject areas offered throughout the state. There were 15,036 exams passed with a score of three or above. Strategic interventions resulted in an increase in the number of ethnic minority students who participated in the AP program. There was also an increase over the previous year in the number of ethnic minority students who passed the AP exams with a score of three or higher.*

**UTAH AND NATIONAL ADVANCED PLACEMENT PERFORMANCE FOR 2005–08**

<b>YEAR</b>	NUMBER OF EXAMS TAKEN				NUMBER OF EXAMS PASSED			
	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
UTAH	23,133	23,592	22,609	23,252	15,145	15,463	14,891	15,036
NATION	1,747,852	1,943,565	2,133,594	2,321,311	2,133,594	1,006,128	1,118,164	1,292,436

<b>YEAR</b>	NUMBER OF STUDENTS TAKING EXAMS				PERCENTAGE OF EXAMS PASSED			
	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
UTAH	14,105	14,582	14,096	14,531	64.46%	65.50%	65.86%	64.66%
NATION	1,017,060	1,131,835	1,239,336	1,346,925	57.56%	57.53%	57.24%	55.67%

**CONCURRENT ENROLLMENT**

*This past year, 28,277 students participated in concurrent enrollment programs across the state. There were 191,564 credits earned during the 2007–08 school year. (This is only preliminary data and must be verified through a joint higher education-USOE process.)*

<b>Concurrent Enrollment Credit History</b>	
<i>Year</i>	<i>Credit Hours*</i>
1995–96	117,438.0 quarter hours
1996–97	157,928.0 quarter hours
1997–98	167,170.0 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***
2007–08	191,564.0 semester hours*

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

<b>Concurrent Enrollment Student Participation History</b>	
<i>Year</i>	<i>No. of Students</i>
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
2007–08	28,277

**INTERNATIONAL BACCALAUREATE**

*Six public school districts participate in the International Baccalaureate (IB) program. Seven high schools offer the diploma program, and three junior/middle schools offer the Middle Years Program. There were 3,639 IB semester hours earned on a high school level and 720 IB exams passed with a score of four or above.*

## **GIFTED AND TALENTED**

*Last year the Gifted and Talented Handbook was updated and available online. There has been a very positive response from districts and parents to the handbook. Each year, the handbook will be updated with the most current research ([http://www.schools.utah.gov/curr/gift\\_talent/default.htm](http://www.schools.utah.gov/curr/gift_talent/default.htm)).*

*Every district submitted a gifted and talented plan for the 2007–08 school year. Each plan must include a gifted and talented philosophy statement, goals and objectives, curriculum mapping K–12, a description of the program, student identification procedures, and evaluation of the program. A wide spectrum of services are offered throughout Utah’s public schools. Many districts have set a goal to have teachers receive their gifted and talented endorsement.*

## **CRITICAL LANGUAGE PROGRAM**

*The Utah State Office of Education recognizes the importance of students acquiring skill in world languages to successfully compete in a global society, as well as the academic, societal, and economic development benefits of the acquisition of a second or third language.*

*The overall goal of the Critical Language Program is to increase the number of students who reach proficiency in a critical-need language (e.g., Chinese, Arabic) as well as build overall world language capacity in the State of Utah. During the 2007–08 school year, the stage was set to provide the following within 15 districts and 10 charter schools for the 2008–09 school year:*

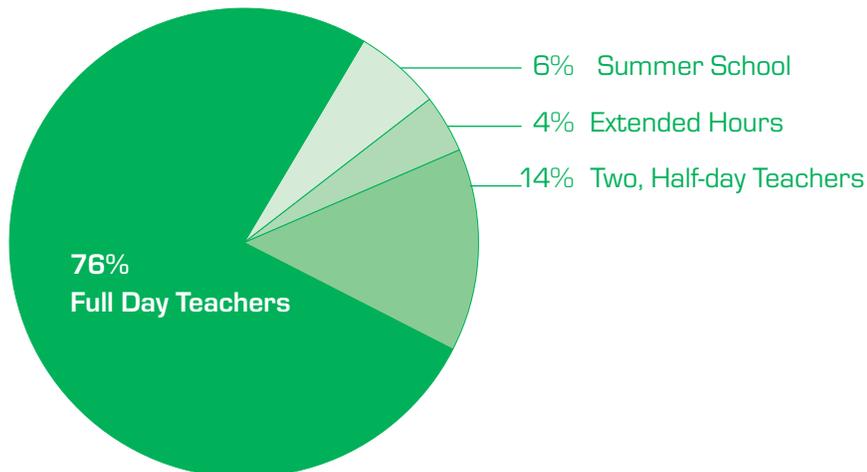
- ▶ *84 secondary schools in the program*
  - *74 Chinese*
  - *10 Arabic*
- ▶ *3,488 students in the Critical Language Program*
  - *3,289 Chinese*
  - *199 Arabic*

# EARLY LEARNING

## *Is Key to Lifetime Achievement*

### **OPTIONAL EXTENDED DAY KINDERGARTEN (OEK) PROGRAM**

*OEK-funded programs were provided to approximately 7,000 students in 38 districts and seven charter schools. Of these programs, 76 percent offered a full day of kindergarten with the same teacher, 14 percent provided two half-days of kindergarten with different teachers, four percent provided extended time during the school day (short of a full day), and six percent provided extra time during the summer. Every program assessed incoming students to identify and serve those most in need. Students who participated in OEK opportunities consistently demonstrated significantly more growth during the year, as measured by district and national assessments, than those who did not. Often this difference was dramatic, such as OEK students moving into “benchmark” by the end of the year at six times the rate of non-OEK students.*



### **UTAH'S 3-TIER MODEL FOR READING INSTRUCTION**

*Utah provides a K–12, 3-Tier Model for Reading Instruction as a framework to support the ongoing reading development of basic, content, and technical reading skills required by each student to be a successful reader. The model also supports intervention strategies to ensure that all students receive support at the point of need to achieve reading success. The model further provides support not only for teachers, but for administrators in maintaining quality reading and application skills for all students. This document may be accessed at the following web site:*

► [http://www.schools.utah.gov/curr/lang\\_art/elem/Documents/TADocrevised5-23-07\\_000.pdf](http://www.schools.utah.gov/curr/lang_art/elem/Documents/TADocrevised5-23-07_000.pdf).

### **K–3 READING INITIATIVE**

*K–3 Reading Initiative funding from the legislature is a critical component of the effort to meet the state goal of having all children reading at grade level by the end of third grade. All districts and 32 of the 38 charter schools offering kindergarten received and used K–3 Reading Initiative funds. Districts and charter schools submit individual plans, including a budget, based on the specific needs of the district or charter school. These plans are reviewed for alignment to the Utah State Core Curriculum, use of best practices, and focus on specific student learning needs as measured by U-PASS assessments.*

### **READING FIRST**

*The Reading First Initiative is a federally funded program (Title 1 Part B) designed to increase the reading scores of our most at-risk students in grades one through three. The 2007–08 school year was the fifth year of the program funding. A comparison of student scores from the first full year of implementation (May 2004) to year four (May 2007) shows that the complete population and all subpopulations (six ethnicities, economically disadvantaged, English language learners, and students with disabilities) have a higher percentage of students at proficiency in 2007 than they did in 2004. The USOE is working to sustain that growth in the state’s at-risk populations and spread best practices to every student and every teacher in the state.*

### **EARLY CHILDHOOD**

*Early Childhood continues to network with the Utah Division of Workforce services in the development of child care and statewide preschool providers. Utah Pre-Kindergarten Guidelines have been written. Ongoing kindergarten professional development, with an emphasis on OEK programs, is offered. A project is underway to gather, examine, and share the best of the various kindergarten assessment instruments being used throughout the state.*

### **STUDENT TUTORING ACHIEVEMENT FOR READING (STAR)**

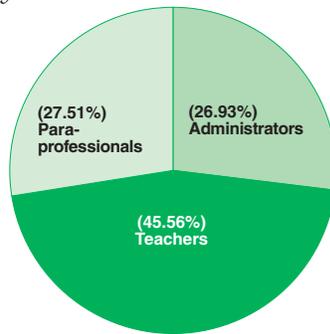
*Produced by the Utah State Office of Education, STAR provides guidance and support for tutoring thousands of primary grade students in grades one through three in over 300 schools. STAR staff members train professional staff and volunteers, who work with individual students for 30 minutes, two to three times per week. In addition to STAR, tutoring support is provided by the following programs:*

- STAR Advanced tutoring program, designed for intermediate grade students (grades four through six) who are reading below grade level;*
- STAR Parent tutoring program to provide structure and guidance for parents to support struggling readers at home (available in English and Spanish); and*
- STAR Cross-Age tutoring program, in which older students serve as tutors for younger students.*

*Research conducted regarding the effectiveness of STAR shows significant gains among those using STAR compared to those who do not. As measured by the Dynamic Indicators of Early Literacy Skills (DIBELS) Oral Reading Fluency test, STAR students outperformed students within other schools who were not utilizing the STAR program.*

**STAR, STAR Advanced, STAR Parent, and Cross-Age Tutoring Programs  
July 1, 2007 – June 30, 2008**

- | 6,000 statewide students tutored based on district literacy coaches' responses.
- | 69 elementary schools received the STAR/Cross-Age materials reimbursement.
- | 2,085 students tutored in schools receiving the STAR/Cross-Age materials reimbursement.
- | 5,616 manuals provided to elementary schools.
- | Professional development:
  - | 159 teachers trained
  - | 94 administrators trained
  - | 96 paraprofessionals trained



**EVEN START FAMILY LITERACY PROGRAM**

*The National Even Start Family Literacy Program funds two programs here in Utah, in Granite and Iron Counties. Even Start is designed for young parents who have not graduated from high school and are no longer high-school-age. These young parents are taught and helped to earn their GED, and to learn English if necessary. At the same time, the preschool-age children of these young parents participate in a preschool experience to prepare them to be successful in school. In addition to earning their GED, the parents learn how to promote and encourage literacy in their own homes with their own children.*

# STRENGTH IN MATH AND SCIENCE

## *Is Vital for All Students*

### **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. Thirteen programs have been 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, 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.*

### **MATH SCIENCE PARTNERSHIP**

*The program is designed to improve the content knowledge of teachers and the performance of students in the areas of mathematics and science by encouraging states, institutions of higher education (IHE), local education agencies (LEA), and elementary and secondary schools to participate in programs that improve and upgrade the status and stature of mathematics and science teaching by encouraging IHEs to improve mathematics and science for teacher education; focus on the education of mathematics and science teachers as a career-long process; bring mathematics and science teachers together with scientists, mathematicians,*

*and engineers to improve their teaching skills; and provide summer institutes and ongoing professional development for teachers to improve their knowledge and teaching skills.*

*There are nine current Minimum School Program grants that have been awarded in the state of Utah. They are 21st Century Biology, BYU/SU Grand Staircase Partnership (UBEST), Improving Elementary Math Instruction for All, Science Plus, Embedded Alliance for Science Teaching, CORE Academy, Utah Mathematics Endorsement Project (UMEP), Physical Science Inquiry Academies for Elementary Teachers, and Partnership for Effective Science Teaching and Learning (PESTL).*

### **MESA (MATHEMATICS ENGINEERING SCIENCE ACHIEVEMENT)**

*MESA's main objective is to increase the number of underserved ethnic minority and all female students who pursue advanced studies, enroll in math, science, and engineering studies, and desire to enter careers in mathematics, science, and engineering. MESA is a national organization dedicated to supporting the national science and mathematics educational agenda by ensuring that MESA students develop a high level of literacy in mathematics and science so they can play a leading role within our technological world. Utah's school year began with over 5,000 students participating in the MESA program within 13 school districts and two charter schools. Numerous professional organizations and institutions of higher education are involved. The program reaches students directly through counselors and advisors, supported through training and professional development, to increase student achievement throughout the state. The program also helps educators build a strong professional science community and create bridges for students to cross the chasm from secondary education to a professional career.*



# TRUE EDUCATION CONSIDERS THE WHOLE CHILD

## CORE CURRICULUM AND CONTENT GUIDELINES

Utah provides an excellent core curriculum and content guidelines to ensure that children have rich and full learning opportunities. These direct teacher instruction and set standards for student performance. Upon high school graduation, students can then ably pursue employment, advanced technology training, or higher education opportunities. The following documents are in PDF format and may be accessed at <http://www.schools.utah.gov/curr/core/page2.htm>.

Fine Arts 3–6

Fine Arts 7–12

Foreign Language

K–2 Integrated

Language Arts K–6

Language Arts 7–12

Library Media 3–6

Library Media 7–12

Math K–6

Math 7–12

Responsible Healthy Lifestyles 3–6

P.E. 7–12

Health 7–12

Science 3–6

Science 7–8

Science 9–12

Social Studies 3–6

Social Studies 7–12

Educational Technology

Pre-Kindergarten Guidelines

## CS, CHARACTER EDUCATION, AND ACADEMIC SERVICE LEARNING

Character and Social and Civic Responsibility are two of the seven domains in the state's Life Skills document. Utah educators are active in the teaching of honesty, integrity, morality, civility, duty, honor, service, and obedience to law as specified by Utah Code 53A–13–109. They focus on student knowledge, skills, and dispositions for civic engagement that are molded and developed in all areas of the school. All Utah secondary schools must provide evidence of Life Skills integration as they meet requirements for state accreditation. Students acquire and practice character traits through Academic Service Learning, passed by board resolution in 2004, which advocates involvement of all students in curriculum-connected service to the community. The State Office of Education affects thousands of Utah students through federal service learning grants from Learn and Serve America.

In addition to focused civic education topics offered through social studies courses, many districts and schools throughout the state have adopted particular civic and character education programs that complement the school's mission. Among these is the We the

*People project that emphasizes student knowledge of the Constitution. Utah’s Mock Trial competition gives students hands-on experience with the judicial system. Mock Election and Project Citizen give practical civic experience in voting procedures and community problem solving. Hundreds of Utah teachers have been trained in the essentials of the First Amendment through the 3Rs program. As a result, Utah has four First Amendment Schools. Many schools have also initiated whole-school character education programs.*

**UTAH LEARN AND SERVE AMERICA  
GRANTEE STATISTICS, 2007–08**

Sub-grantees (6 Districts, 23 Schools)	29
Total Number of Participants	31,226
Total Number of Teachers, Faculty, Staff	1,106
Total Number of Service Hours	167,005
Total Youth Volunteers	2,403
Total Adult Volunteers	618
Total Partners	250

**FINE ARTS**

*Service, leadership, and accountability through fine arts for every child was seen this past year in the following things: new state and school-specific projects dedicated to using the arts to strengthen underserved students’ willingness and ability to learn; the completion of new teaching and learning tools for elementary art, music, dance, and drama teachers and students; the continued development of secondary fine arts students’ assessment tools and pre-K fine arts kits for teachers; the completion of new fine arts endorsement portfolios with built-in evaluation rubrics; the implementation of a new district arts coordinators leadership training support system; and the completion of the second annual Utah Principals Arts Education Survey.*

**HEALTH AND PHYSICAL EDUCATION**

- *The USOE mission for health and physical education is to provide leadership in advancing healthy behaviors and attitudes necessary for lifelong healthy lifestyles for all students. Some 2007–08 activities included: Implementing the revised Secondary Physical Education Core Curriculum.*
- *Revising the Secondary Health Education Core Curriculum.*
- *Evaluating district and school wellness policies and expecting greater nutrition in food services.*
- *Implementing a three-day physical education summer camp for 130 elementary classroom teachers.*
- *Developing partnerships with community agencies such as the Utah Regional Service Centers, Utah Department of Health, Action for Healthy Kids, American Red Cross, American Heart Association, and the Utah Attorney General’s Office.*

**SOCIAL STUDIES**

*A new Social Studies Core Curriculum for grades three through six has been completed and successfully implemented through the medium of various statewide professional development opportunities. Many additional professional opportunities have been provided for Utah teachers and administrators to help them better understand the diverse nature of the population of the state and the contributions that many cultural groups have made to society. Over 620 teachers have participated in these various seminars.*

# Closing the Achievement Gap Will Ensure **SUCCESS FOR EVERY CHILD**

## **MINORITY ACHIEVEMENT**

*The development of the Framework for Improving Minority Student Achievement was a concentrated effort this past year to address the academic achievement of ethnic minority students. This framework is a comprehensive approach, with a compilation of proven practices and strategies that have been successful in narrowing the achievement gap between student groups. While targeted interventions are necessary, the goal of this framework is to create schools in which virtually all students are maximizing their potential and are learning at high achievement levels, as defined by national and state standards. This framework has become the central document in helping improve minority achievement throughout the state, and is being distributed by the State Office of Education to districts, charter schools, and stakeholders engaged in the work of raising student achievement. Based on this document, various professional development opportunities for teachers, counselors, and administrators have been held and are being planned. These PD opportunities include such topics as courageous conversation about race, multiculturalism, cultural competencies, and classroom strategies for engaging all students.*

## **ENGLISH LANGUAGE LEARNERS (ELLS)**

*The master plan document developed in 2007 provides guidance to LEAs to improve ELL academic achievement and school success. Furthermore, the plan provides guidance and direction for policymakers' efforts to enact programs supporting ELL academic achievement and parental involvement. The Master Plan for English Language Learners recognizes family literacy and parental involvement in the school as successful strategies to increase literacy and language skills for ELL students. The plan addresses the unique challenges of ELL families, including cultural, educational, and language barriers. The ELL community of professional educators is engaged in a year-long series of professional development opportunities focused on teaching English language learners, as well as standards and procedures, language acquisition, English language development, and building an inclusive environment of academic excellence. National presenters have worked with Utah teachers, principals, and district leaders to advance Utah's efforts with English language learners.*

## **AMERICAN INDIAN EDUCATION**

*The American Indian Education Specialist serves, guides, and collaborates with the Title VII programs in most Utah schools. This position serves and partners with school districts, American Indian communities, government agencies, tribal education programs, colleges, universities, and other state American Indian Education programs. A comprehensive strategic plan has been created to be used as a catalyst to address the educational needs of the American Indian students. This strategic plan entails research-based information and the use of best practice approaches. The information gathered within the plan has been aligned with the State Core Curriculum and is American Indian-focused. Efforts to increase indigenous*

*language revitalization programs are underway. The San Juan School District and Uintah School District are successfully implementing indigenous language programs. In addition, a Goshute indigenous language program in the Tooele School District is currently being initiated.*

### **DUAL IMMERSION PROGRAMS**

*Dual immersion is an instructional model that provides 50 percent of instruction in English and 50 percent of instruction in another language. The program begins in kindergarten or first grade and continues through elementary school. Dual immersion programs will help prepare Utah students academically, linguistically, and socially for the challenges and needs of our global community. Students will attain academic achievement that is at or above their grade level, and all students will improve in cross-cultural understanding.*

- ▶ *Dual immersion elementary schools for the 2008–09 school year*
  - ┆ *15 Spanish/English*
- ▶ *Dual immersion elementary schools for the 2009–10 school year*
  - ┆ *23 Spanish/English*
  - ┆ *9 Chinese/English*
  - ┆ *4 French/English*

# TEACHER QUALITY

## *Is the Most Critical School Variable in Student Performance*

### **CURRICULUM AND INSTRUCTION PROFESSIONAL DEVELOPMENT**

*The Utah State Office of Education funds, coordinates, and conducts Core Curriculum-based professional development for teachers in every grade, subject, and district in Utah. This professional development provides teachers with critical research-based content and pedagogical skills to teach students the skills and knowledge required by the State Core Curriculum. During the 2007–08 school year, educators participated in approximately 1,400 hours of professional development sponsored by the Utah State Office of Education.*

### **SUBJECT-SPECIFIC ENDORSEMENT COURSES**

*The Utah Office of Education, in partnership with each of the universities in Utah and all local school districts, provides both elementary and secondary teachers with professional development classes that meet the requirement for university credit for subject-specific endorsement courses. These courses result in Utah's teaching staff being highly qualified within their various teaching assignments.*

### **PRINCIPALS' LITERACY INSTITUTE**

*The 2007–08 school year was the sixth year of the Principals' Literacy Institute, a program designed to help principals learn and lead in the area of literacy. Six two-day sessions of training were provided to 42 elementary school principals this past year. Principals listened to experts, visited schools and classrooms where exemplary instruction was provided, received a small library of outstanding professional books, and engaged in planning to increase the effectiveness of the literacy program in their own school.*

### **CORE ACADEMY**

*The 2008 Core Academy provided 17 three-day professional development sessions for every grade level K–6. The Core Academy provided instruction to 4,068 teachers throughout the state, focusing on the Core Curricula for mathematics, science, and the K–2 Content Core, with emphasis on differentiated instructional practices, methods of incorporating journaling, and Core Curriculum implementation. In addition to the 4,068 teachers attending, the Core Academy had 84 instructors. Presenters provided exemplary models of the good teaching that is essential in providing sound, research-based activities delivered in a classroom application approach.*

### **INSTRUCTIONAL MATERIALS**

*The Utah State Office of Education oversees the Instructional Materials Center through maintaining, reviewing, and recommending materials to the Instructional Materials Commission for placement on the Recommended Instructional Material (RIMs) searchable education database. The Commission meets semiannually and recommends numerous titles to the State Board of Education for placement on the USOE's RIMs. The purpose of RIMs*

*is to guide local educational agencies in the selection of materials. Currently, there are four designated categories:*

- *Recommended Primary*
- *Recommended Limited*
- *Recommended Student Resource*
- *Recommended Teacher Resource*

*In the spring 2008 bid cycle, the Instructional Materials Commission recommended nearly 500 titles to the State Board of Education for placement on the RIMs site.*

## **ACCREDITATION**

*Board Rule R277–410 requires that Utah public secondary schools be accredited. In the 2007–08 school year, 281 schools were accredited by the Northwest Association of Accredited Schools (NAAS), and 86 middle and junior high schools were accredited by the USOE using NAAS standards, for a total of 368 schools. Twenty-four NAAS-accredited schools are non-public schools, including 63 special purpose/residential schools. The largest category of accredited schools is high schools, with 99 schools. During the 2007–08 academic year, 57 schools received on-site visits for accreditation purposes. Twenty-four trained educators chaired school visits, while 154 educators participated as team members. New NAAS Standards for Accreditation were implemented for the 2007 NAAS annual report, as well as new visiting team report templates for school on-site visits that reflect and align with the NAAS standards.*

# OUTSTANDING LEADERSHIP

## *Must Create Vision in All Schools*

*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 teaching.** *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.*

*With the support of the legislature and Utah's colleges and universities, we continue to move forward with improvements in (1) administrative training, (2) professional development, and (3) compensation, including differential pay for performance and for hard-to-staff schools and subjects.*

*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.*

*To make it easier for our current teacher workforce to meet licensure requirements, and to streamline the initial licensure process, the USOE has developed and implemented online licensure. Last year, more than 11,000 transactions—from license renewal to initial licensure—were conducted online. The result is far greater convenience for teachers and great savings in time and expense.*

**The State Board is providing leadership in rethinking educator compensation.** *Great strides have been made to increase teacher pay so that the base salary structure is competitive. The challenge before us is to find valid, reliable, and fair ways to ensure that the teachers who provide the most effective instruction are rewarded for their work.*



*“We propose an audacious goal . . . that America will provide every student with what should be his or her educational birthright: access to competent, caring, and qualified teaching.”*

*National Commission  
on Teaching and  
America's Future*

*During the 2008–09 school year, most districts and many charter schools developed performance-based compensation plans funded with a one-time state appropriation of \$20 million. The early lessons learned from these plans are as follows:*

- (1) There is a willingness to explore the possibilities of performance-based compensation.*
- (2) Substantial creativity exists in districts and charter schools as manifest by the prolific variety on plans.*
- (3) Significant time and resources are required to develop a comprehensive plan.*
- (4) There is a need for a statewide framework that provides guidance to schools and districts while ensuring appropriate local control.*

#### **DATA, ASSESSMENT AND ACCOUNTABILITY PROFESSIONAL DEVELOPMENT**

*The Utah State Office of Education provides Utah educators with professional development on assessment, accountability, and data-based decision making. This professional development provides hands-on experiences to help educators understand assessment and accountability systems and to more effectively access and use their data. Below are two major examples.*

**High School Principals Data Institute**—*During the 2008–09 school year, high schools have participated in a seven-day Data Institute. A three-person school data team, including the school principal, participated in gaining and improving data skills. The focus of the Institute is on assisting school teams to develop a school culture focused on improving student achievement through effectively accessing and analyzing student and school-level data.*

**Preservice Administrators**—*During the 2007–08 school year, the USOE Assessment Section worked collaboratively with Southern Utah University and Utah State University to provide professional development for preservice administrators on the use of assessments, formative assessment tools, and data reporting tools. Presentations have been provided to preservice administrators in administrative endorsement and master’s programs. In addition, presentations have been made to several districts across the state. Instruction was designed to meet individual district needs using data specific to the schools and districts.*

# ACCOUNTABILITY AND RESULTS

Parents and educators are able to find detailed, disaggregated data for each state-generated assessment on the USOE Web site at <http://www.schools.utah.gov/eval/>

## **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, 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.*

**Technology advancements continue to accelerate the distribution of information to teachers and parents.** *Utah public education is embarking on an ambitious and far-reaching education information initiative. The initiative has two project components—one is optional and the other is mandatory. First, each LEA may choose to implement DigitalSAMS—a state-, LEA- and school-level student achievement management system. Second, each LEA will participate in the Utah eTranscript and Records Exchange system, UTREx, which will allow individual, detailed student records to be exchanged electronically between any two Utah public schools as well as between LEAs and the USOE, and allow electronic transcripts to be sent to any participating post-secondary institution. This initiative, paid for by a combination of state and federal funds, will greatly enhance access to and analysis of student-level data. Many districts have already implemented or are in the process of implementing DigitalSAMS. Full implementation of UTREx will be completed by 2010.*

## **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 2003–04 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 2004–05 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 August. The report will then be made 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 2013–14. Flexibility in NCLB has yet to be specifically approved in Utah, despite repeated requests.

**Utah is currently in full compliance with NCLB.**

### **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 two through 11 in English/language arts, grades two through 12 in mathematics, and grades four through 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 2008 CRT results document 78.22 percent of Utah students as proficient in English/language arts, 71.42 percent of Utah students as proficient in mathematics, and 64.83 percent of Utah students as proficient in science. The 2008 CRT results document a slight increase in the percentage of students proficient in all content areas.

**UTAH CRITERION-REFERENCED TEST (CRT) STATE STUDENT PROFICIENCY**  
 at [http://www.schools.utah.gov/assessment/documents/Results\\_CRT\\_Report\\_2008.pdf](http://www.schools.utah.gov/assessment/documents/Results_CRT_Report_2008.pdf)

**USOE Criterion-Referenced Test (CRT) Student Proficiency Results, 2004-08 Percentages**

	LANGUAGE ARTS				MATHEMATICS				SCIENCE						
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
<b>ALL STUDENTS</b>	76.37 %	77.05 %	78.10 %	77.99 %	78.22 %	70.11 %	71.84 %	73.02 %	70.56 %	71.42 %	60.39 %	62.20 %	64.50 %	64.57 %	64.83 %
<b>ETHNICITY</b>															
Asian	78.35 %	79.15 %	81.38 %	80.67 %	80.20 %	75.64 %	77.80 %	78.23 %	76.97 %	77.31 %	61.07 %	63.39 %	66.02 %	65.54 %	65.50 %
African American	58.81 %	58.80 %	59.82 %	60.50 %	58.95 %	48.80 %	50.79 %	51.60 %	48.46 %	48.94 %	35.01 %	37.92 %	39.68 %	41.01 %	40.01 %
Caucasian	80.97 %	81.70 %	82.73 %	82.81 %	83.30 %	74.53 %	76.13 %	77.70 %	75.54 %	76.71 %	65.99 %	67.89 %	70.45 %	70.77 %	71.58 %
Hispanic	49.87 %	51.46 %	54.07 %	54.60 %	55.14 %	47.16 %	50.20 %	50.51 %	48.06 %	48.90 %	28.78 %	31.33 %	33.98 %	34.68 %	34.70 %
American Indian	50.62 %	52.05 %	54.73 %	54.10 %	53.79 %	44.40 %	48.67 %	49.95 %	46.26 %	47.31 %	28.04 %	30.63 %	34.41 %	35.44 %	33.92 %
Pacific Islander	60.72 %	63.21 %	66.59 %	66.68 %	67.03 %	55.42 %	59.68 %	61.24 %	58.41 %	59.48 %	32.47 %	35.69 %	41.50 %	40.93 %	41.06 %
<b>GENDER</b>															
Female	79.88 %	80.60 %	81.45 %	81.49 %	81.71 %	70.08 %	72.05 %	73.06 %	70.67 %	71.25 %	58.47 %	60.38 %	62.80 %	62.79 %	63.03 %
Male	73.06 %	73.68 %	74.92 %	74.68 %	74.90 %	70.14 %	71.63 %	72.98 %	70.45 %	71.59 %	62.21 %	63.91 %	66.09 %	66.24 %	66.51 %
<b>ELL*</b>															
ELL	48.20 %	50.13 %	52.50 %	52.30 %	41.99 %	46.96 %	50.27 %	50.61 %	47.82 %	41.41 %	27.29 %	30.69 %	33.46 %	33.18 %	22.61 %
Non-ELL	79.76 %	80.41 %	81.27 %	81.21 %	81.37 %	73.15 %	74.74 %	76.00 %	73.58 %	74.26 %	64.25 %	66.00 %	68.25 %	68.33 %	68.16 %
<b>SWD*</b>															
SWD	38.01 %	40.07 %	42.30 %	42.76 %	44.16 %	38.72 %	41.16 %	43.87 %	41.61 %	43.81 %	23.38 %	26.06 %	32.56 %	35.35 %	36.84 %
Non-SWD	81.69 %	82.19 %	83.03 %	82.77 %	82.92 %	74.66 %	76.35 %	77.24 %	74.80 %	75.50 %	64.81 %	66.55 %	68.43 %	68.34 %	68.39 %
<b>MOBILE</b>															
Mobile	53.31 %	53.48 %	57.77 %	55.49 %	53.78 %	49.54 %	49.94 %	53.09 %	49.43 %	47.56 %	35.25 %	35.44 %	40.29 %	39.98 %	38.15 %
Non-Mobile	79.15 %	79.82 %	80.61 %	80.96 %	81.16 %	72.61 %	74.49 %	75.51 %	73.45 %	74.43 %	63.14 %	65.20 %	67.24 %	67.63 %	67.97 %
<b>MIGRANT</b>															
Migrant	40.32 %	42.57 %	44.85 %	45.83 %	43.63 %	41.99 %	44.56 %	46.60 %	41.52 %	42.94 %	18.45 %	20.99 %	24.48 %	23.85 %	25.00 %
Non-Migrant	76.64 %	77.29 %	78.29 %	78.16 %	78.34 %	70.34 %	72.04 %	73.18 %	70.71 %	71.53 %	60.69 %	62.49 %	64.72 %	64.78 %	64.96 %
<b>EEO.DISADV*</b>															
Eco.Disadv	62.51 %	63.90 %	65.45 %	65.34 %	64.14 %	58.30 %	60.67 %	61.92 %	59.30 %	58.81 %	43.60 %	46.19 %	48.84 %	49.62 %	47.98 %
Non-Eco.Disadv	83.77 %	84.43 %	84.58 %	83.48 %	85.16 %	77.00 %	78.65 %	79.14 %	75.78 %	78.17 %	68.69 %	70.55 %	71.93 %	70.66 %	72.68 %

\*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

<b>UTAH BASIC SKILLS COMPETENCY TEST (UBSCT)</b>						
<b>GRADUATING CLASS OF 2008</b>						
[12th grade, 5 possible attempts]						
	<b>OVERALL</b>	<b>MATH</b>	<b>READING</b>	<b>WRITING</b>		
<b>PASS</b>	<b>80.37%</b>	<b>84.28%</b>	<b>92.08%</b>	<b>88.17%</b>		
<b>DID NOT PASS</b>	<b>19.63%</b>	<b>15.72%</b>	<b>7.92%</b>	<b>11.83%</b>		
<b>SUBTEST BY SUBGROUP</b>						
	<b>MATH</b>		<b>READING</b>		<b>WRITING</b>	
	<b>PASS</b>	<b>DID NOT PASS</b>	<b>PASS</b>	<b>DID NOT PASS</b>	<b>PASS</b>	<b>DID NOT PASS</b>
<b>AMERICAN INDIAN</b>	<b>65%</b>	<b>35%</b>	<b>84%</b>	<b>16%</b>	<b>75%</b>	<b>25%</b>
<b>ASIAN</b>	<b>89%</b>	<b>11%</b>	<b>92%</b>	<b>8%</b>	<b>88%</b>	<b>12%</b>
<b>AFRICAN AMERICAN</b>	<b>57%</b>	<b>43%</b>	<b>76%</b>	<b>34%</b>	<b>70%</b>	<b>30%</b>
<b>CAUCASIAN</b>	<b>87%</b>	<b>13%</b>	<b>94%</b>	<b>6%</b>	<b>91%</b>	<b>9%</b>
<b>HISPANIC</b>	<b>64%</b>	<b>36%</b>	<b>82%</b>	<b>18%</b>	<b>71%</b>	<b>29%</b>
<b>PACIFIC ISLANDER</b>	<b>75%</b>	<b>25%</b>	<b>86%</b>	<b>14%</b>	<b>83%</b>	<b>17%</b>
<b>ECONOMICALLY DISADVANTAGED</b>	<b>74%</b>	<b>26%</b>	<b>86%</b>	<b>14%</b>	<b>79%</b>	<b>21%</b>
<b>NON ECONOMICALLY DISADVANTAGED</b>	<b>89%</b>	<b>11%</b>	<b>95%</b>	<b>5%</b>	<b>92%</b>	<b>8%</b>
<b>ENGLISH LANGUAGE LEARNERS</b>	<b>68%</b>	<b>32%</b>	<b>83%</b>	<b>17%</b>	<b>73%</b>	<b>27%</b>
<b>NON ENGLISH LANGUAGE LEARNERS</b>	<b>87%</b>	<b>13%</b>	<b>94%</b>	<b>6%</b>	<b>91%</b>	<b>9%</b>
<b>STUDENTS WITH DISABILITIES</b>	<b>45%</b>	<b>55%</b>	<b>62%</b>	<b>38%</b>	<b>51%</b>	<b>49%</b>
<b>NON STUDENTS WITH DISABILITIES</b>	<b>90%</b>	<b>10%</b>	<b>97%</b>	<b>3%</b>	<b>94%</b>	<b>6%</b>

### **THE UTAH BASIC SKILLS COMPETENCY TEST (UBSCT) SIGNALS 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 graduating class of 2009, after three opportunities to take the UBSCT, has passing percentages of 90.86 percent in reading, 81.06 percent in math and 86.50 percent in writing.*

**More information on assessment can be found at <http://www.schools.utah.gov/assessment>.**

### **NORM-REFERENCED TESTS PROVIDE NATIONALLY COMPARATIVE DATA**

*The Utah State Legislature has mandated that all students in grades three, five, and eight annually take a norm-referenced test (NRT). 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 Iowa Test of Basic Skills (ITBS), was in the fall of 2004. A norm-referenced test is usually valid for approximately five years, after which it is renormed and a new version is drafted. In 2006, the ITBS 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. A common statewide stanine score to indicate reading on grade level was utilized by the districts as part of their reading plans.*

### **COLLEGE ADMISSIONS TESTS SIGNAL READINESS FOR ADVANCED STUDIES**

*During the 2007–08 school year, 22,598 Utah students took the American College Test (ACT) and 985 took the Scholastic Achievement Test (SAT). Both the American College Test (ACT) and Scholastic Achievement Test (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 according to the number of students who begin the tenth grade in a state and graduate from a school in the state (called a cohort model). Utah utilizes a cohort model to compute graduation rates. Currently, Utah’s graduation rate is 88 percent.*

**2007 UTAH GRADUATION RATE**

<b>Student Group</b>	<b>Number of Students</b>	<b>Percent Graduated</b>
Whole State	31,268	88%
Asian	571	91%
African American	288	77%
American Indian	502	75%
Caucasian	26,629	90%
Hispanic	2,795	72%
Pacific Islander	398	86%
Limited English Proficient	2,082	75%
Economically Disadvantaged	5,369	77%
Students with Disabilities	2,346	77%

For more information go to  
 ► [http://www.schools.utah.gov/assessment/documents/Acct\\_Grad\\_Rates\\_07.pdf](http://www.schools.utah.gov/assessment/documents/Acct_Grad_Rates_07.pdf)

**GOVERNOR HUNTSMAN’S BLUE RIBBON PANEL ON ASSESSMENT**

*For over a year, a panel of legislators, assessment experts, and K–12 educators has been reviewing the U-PASS testing requirements in order to revise the system to:*

- *Provide more immediate feedback on student performance.*
- *Help teachers adjust and change instruction to meet individual student needs.*
- *Decrease testing time.*
- *Ensure connections with higher education and post-secondary education.*

*The panel’s work has resulted in three pilot projects in Logan, Juab and Sevier School Districts for 2008–09. Those three school districts will incorporate:*

1. *Computer-adaptive testing in grades K–12 in language arts, math, and science.*
2. *Online writing assessment in grades four through 12.*
3. *Universal college preparation/admissions testing in grades eight, 10, and 11.*

*A third-party evaluation will gauge the progress of the pilot programs. The pilot programs were enacted in statute during the 2008 special session of the Utah Legislature in Senate Bill 2002.*

**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.*
- *Advocate for a math initiative for grades four through six.*
- *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.*
- *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 a potential pandemic flu outbreak.*

### **DERIVE MAXIMUM VALUE FROM EDUCATIONAL RESOURCES**

#### **ACTIONS:**

- *Implement the 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 2007 - 08**

**[http://www.schools.utah.gov/finance/other/  
AnnualReport/ar2008.htm](http://www.schools.utah.gov/finance/other/AnnualReport/ar2008.htm)**



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