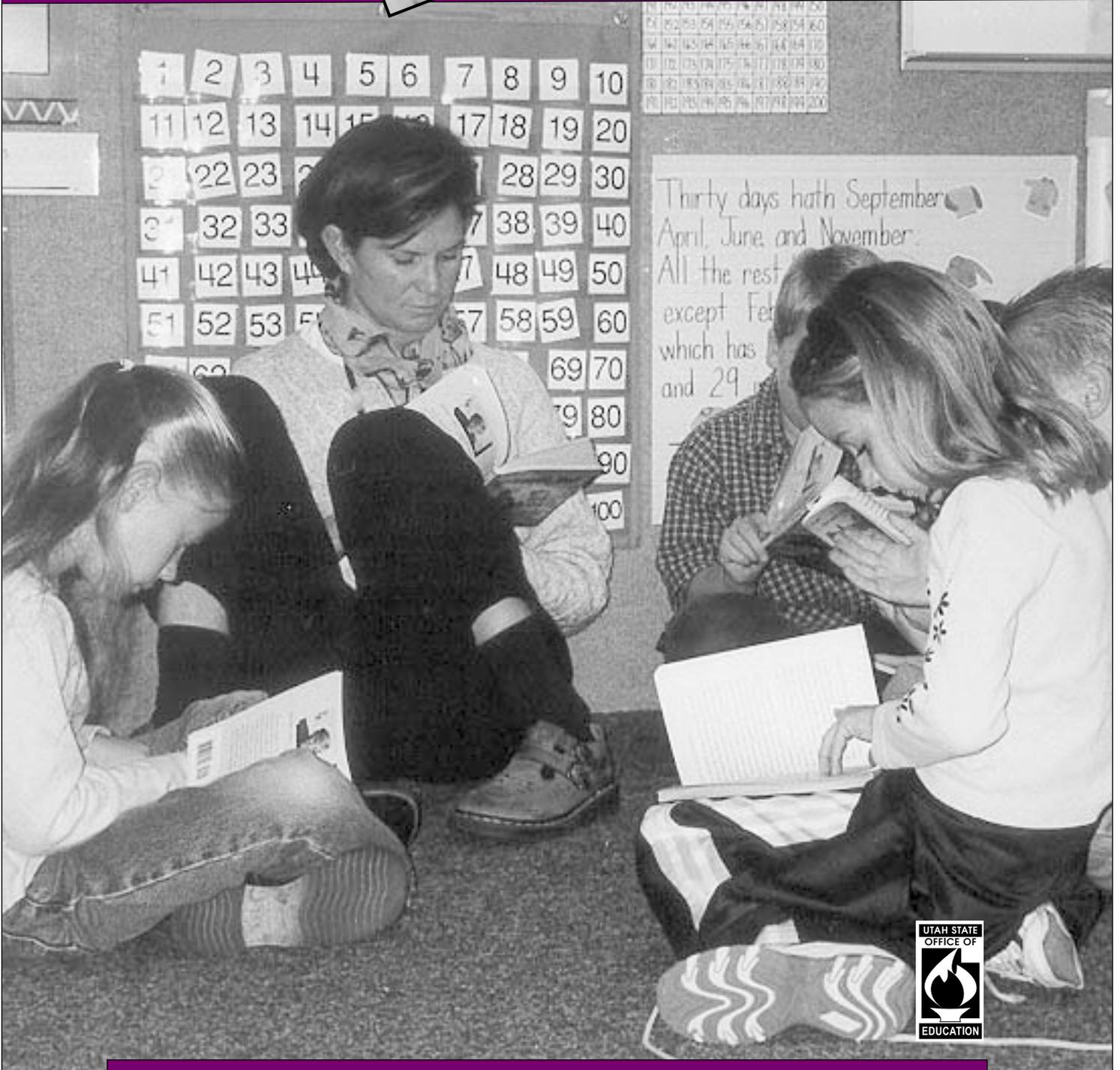


**ANNUAL REPORT**  
2001-02



**OF THE STATE  
SUPERINTENDENT  
OF PUBLIC INSTRUCTION**



Photos: Jeffery Oldroyd



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**Annual Report of the  
State Superintendent of Public Instruction  
FY 2001–02**

250 East 500 South  
P.O. Box 144200  
Salt Lake City, UT  
84114–4200

Steven O. Laing, Ed.D.  
State Superintendent  
of Public Instruction



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# Utah State Board of Education

<b>District 1</b>	Max L. Torres	1414 East 1800 South	St. George, UT 84790	(435) 628-5031
<b>District 2</b>	A. Earl McCain	5762 West Wasatch	Morgan, UT 84050	(801) 876-3282
<b>District 3</b>	Marilyn Shields	458 Country Club	Stansbury Park, UT 84074	(435) 882-7137
<b>District 4</b>	Teresa L. Theurer	66 Canterbury Circle	Logan, UT 84321	(435) 753-0740
<b>District 5</b>	Greg W. Haws	5841 West 4600 South	Hooper, UT 84315	(801) 985-7980
<b>District 6</b>	Joyce W. Richards	930 East 5000 South	Ogden, UT 84403	(801) 479-5370
<b>District 7</b>	Kim R. Burningham	932 Canyon Crest Drive	Bountiful, UT 84010	(801) 292-9261
<b>District 8</b>	John C. Pingree	1389 Harvard Avenue	Salt Lake City, UT 84105	(801) 582-5635
<b>District 9</b>	Judy Larson	5058 West Corilyn Circle	West Valley City, UT 84120	(801) 969-2382
<b>District 10</b>	Denis R. Morrill	6024 South 2200 West	Salt Lake City, UT 84118	(801) 969-2334
<b>District 11</b>	David L. Moss	1964 Hawk Circle	Sandy, UT 84092	(801) 572-6144
<b>District 12</b>	Laurel Brown	5311 So. Lucky Clover Ln.	Murray, UT 84123	(801) 261-4221
<b>District 13</b>	Janet A. Cannon	5256 Holladay Blvd.	Salt Lake City, UT 84117	(801) 272-3516
<b>District 14</b>	Mike Anderson	455 East 200 North	Lindon, UT 84042	(801) 785-1212
<b>District 15</b>	Linnea S. Barney	1965 South Main Street	Orem, UT 84058	(801) 225-6919
	Pamela J. Atkinson*	1123 South 20th East	Salt Lake City, UT 84108	(801) 583-2375
	David J. Jordan*	201 South Main, #1100	Salt Lake City, UT 84111	(801) 578-6919
	Steven O. Laing	Executive Officer		
	Twila B. Affleck	Secretary		

\*Board of Regents Appointments

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# Superintendent's Message

**Public education is one of society's most important efforts**, and, I believe, one of the best bargains for each public dollar expended. Our founding fathers recognized the importance of an educated populace in maintaining a free society. That very concept of freedom remains a fundamental tenet within public education. Consequently, students and parents can, by choice, obtain an incomparable education that is envied the world over. However, if that freedom to choose is squandered on classes and activities that barely meet minimum requirements, the education received can be disappointingly insufficient. Much of the criticism leveled at public education presumes that all participants in the free exercise of choice while in public schools will choose the best and most appropriate. Unfortunately, that is often not the case. Readers of this Annual Report are encouraged to consider the influence free choice exerts in the outcomes of public education.

**The Annual Report of the State Superintendent of Public Instruction is taking on a new look this year.** The information contained within the report has been reduced to what is most frequently requested. The three volumes that made up previous years' annual reports—Annual Report of the State Superintendent of Public Instruction, Utah Statewide Stanford Achievement Test Results, and the Summary of Statistical and Financial Data—have been combined into one volume with two sections. The availability of information in greater detail has been enhanced through use of the storage and retrieval capabilities of technology and the Internet. Readers of this document are encouraged to access the indicated Internet addresses for additional information. I am confident that interested parties will find a wealth of valuable data concerning the condition of Utah's public schools.

**For those whom this printed report serves as a primary reference**, I recommend review of both sections for a comprehensive view of Utah's public education system. The first part is intended to give you a brief narrative account of issues, programs, or activities that required particular attention during the past year. While some issues are ongoing and will regularly appear in the narrative section of the annual report, others are included to provide readers with information relevant to current issues or activities involving the public schools. The second part of this annual report contains financial and statistical data required by statute that quantifies the status of Utah's public schools.

**Another noticeable difference this year** is that the large volume of test scores for schools and districts is not included in the printed report, and will not be so produced in the future. The volume of student performance data generated and required by the Utah Performance Assessment System for Students (U-PASS) and the new federal accountability legislation, the No Child Left Behind Act (NCLBA), is of such magnitude that paper reproduction at a state level is not practical and would be quite wasteful. Readers desiring information on student assessment are encouraged to access that information at the designated Internet site(s) and review reports sent by local schools in compliance with U-PASS.

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# Providing Quality Teachers

## **Educator Licensing**

The licensing of Utah educators provides the community with assurance that professional educators meet established competencies and moral character standards of teaching in Utah.

This past year, the Utah State Office of Education (USOE) has been actively engaged in “Teacher Quality” initiatives. The professional educator learning continuum must entail high quality pre-service, induction and support, and continuing professional development experiences to effectively influence teaching techniques in the classroom.

- **Alternative Routes to Licensure** allows candidates to teach under a temporary license while completing requirements for full licensure. To be eligible, a candidate must hold a bachelor’s degree in an area related to the position which he or she seeks and be employed by a Utah school district or an accredited Utah school. There are two routes to licensure: Agreement, in which participants complete requirements through a specific course of study, and Competency, in which requirements are met through Board-approved content and pedagogical tests. Successful completion of the program allows participants to obtain a Level 1 Utah Professional Educator License in early childhood, elementary, or secondary teaching.

Additional alternative programs include Transition to Teaching, a United States Department of Education grant awarded to the Utah State Office of Education; Foreign Credentialed Educators, for professionals who earned their teaching licenses outside of the United States; Troops to Teachers, a U.S. military program which offers financial support to retired military personnel who desire to become licensed teachers; and the Applied Technology Education Alternative Preparation Program, an avenue for individuals with experience in the trades and industry.

- **Utah Entry Years Enhancements**

The Entry Years Enhancements, or EYE, is a set of formal enhancements that provides new teachers with meaningful, long-term support and assistance as they are inducted into the educational profession. The Utah State Board of Education adopted administrative rule R277–522, Entry Years Enhancements, in September 2002. The program becomes effective for educators licensed after January 1, 2003.

New teachers who are currently employed and meet state licensure requirements are issued a Level 1 Utah Professional Educator License, renewable every three years. To obtain a Level 2 license, a teacher must show three years of successful teaching experience and completion of the four required enhancements: (1) work with a trained mentor, (2) achievement of a passing score of 160 on the Praxis II—*Principles of Learning and Teaching*, (3) observation of the teacher’s classroom performance, and (4) evaluation of the teacher’s working portfolio. Once these requirements are met, the employing school district may recommend the teacher for a Level 2 license.

A copy of the rule with a description of the requirements can be found on the Educator Licensing Web site: [www.usoe.k12.ut.us/cert](http://www.usoe.k12.ut.us/cert).

### ■ **Professional Educator License Renewal**

When the 1999 Legislature passed the Educator Licensing and Professional Practices Act, it brought about a major transformation in the accountability and prestige of the education profession in Utah.

Educators must be qualified to deal with the complexity and ever-changing environment of the school and classroom. The license renewal requirement for educators to engage in ongoing professional development reflects the concept of “lifelong learning.” Designed to nurture educators in a learning continuum that sustains them throughout their careers, the license renewal law is founded on the premise that professional development and collaboration are vital and that every player, from educator preparation institutions to the schools themselves, share a stake in educator excellence and successful student learning.

The 2001–02 school year was the second year that the new Professional Educator License renewal has been in effect. Approximately 4,443 licenses were renewed in 2002. All licensed educators, including classroom teachers, principals, specialists, and administrators, may earn points for license renewal by taking college-level courses, attending workshops and conferences, participating in in service training, serving on school improvement councils, and/or training colleagues to use new, research-proven techniques.

### **Special Education Teacher Recruitment**

A five-year federal project, the State Improvement Grant: Networks & Alliances for Learning (SIGNAL) Project, has allowed the Special Education Section of the State Office of Education to implement a number of strategies to reduce the shortage of highly qualified special education teachers. The Utah Education Employment Board, a statewide recruitment Web site, has been established to post job opportunities from all Utah Local Education Agencies (LEAs). An online application is provided to facilitate the process by allowing applicants to apply at one or more LEAs with only one application. A database of over 800 interested applicants receives a weekly e-mail of new postings.

Fifty percent of all new special education teachers leave their jobs in their first five years of teaching. However, new teachers who have participated in high quality induction programs are more likely to continue to teach, compared to new teachers who were not supported by a high quality induction program. The SIGNAL Project has provided training, support, financial resources, and training materials for use by LEAs to implement high quality mentoring and induction programs. Future plans will include sharing promising practices with the USOE Entry Years Experience (EYE) program that structures induction opportunities for inexperienced teachers.

## English Language Learner (ELL) Training Program

Utah has experienced a dramatic increase in the number of students who are English Language Learners (ELLs). Specifically, between 1990 and 2000, Utah experienced a 9.7 percent overall student growth and a 121.6 percent increase in ELLs. To assist districts in building their capacity to appropriately educate these students, special education and regular education collaborated to implement a two-year training program that targeted the following areas: ▼

### YEAR I, 2001–02

- Awareness of ELL assessment and intervention issues
- Effective assessment instruments and tools for ELLs
- Successful assessment and intervention models

### YEAR II, 2002–03

- Second language acquisition
- Informal assessment and intervention
- Special education ELL
- Peer mentoring

The first cohort will begin the second year of training, and the second cohort will begin the two-year training cycle, in November 2002. Future professional development will include interpreter training in July/August 2003 and a Statewide Assistance Team (SWAT) that will provide appropriate evaluation and consultation.

## Professional Development Activities

This year, professional development activities, supported with state staff development funds, were provided to over 20,000 educators.

State staff development funds provided Utah teachers with professional development aligned to the State Core Curriculum. Reports indicate that 23,461 teachers participated in one or more separate professional development opportunities, ranging in length from one to 15 days.

### Duration of Professional Development Activities and Number of Teachers

<i>Duration</i>	<i>Number of Teachers</i>
Less Than 1 Day	8,506
1 Day	4,782
2 Days	5,433
3 Days	1,172
4 Days	2,160
5 Days	1,050
6–15 Days	883
<b>Total</b>	<b>23,461</b>

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# Ensuring Quality Instruction

## **New Secondary Math Core**

A new Secondary Mathematics Core Curriculum was approved by the Utah State Board of Education in June 2002 for implementation during the 2002–03 school year.

The approval culminated a two-year development process that involved teachers, administrators, and the public. The new Core has five standards: number and operation, algebra, geometry, measurement, and data analysis/probability. The Core is based upon research found in the National Council of Teachers of Mathematics' *Principles and Standards for School Mathematics*, as well as best practices as determined by Utah teachers and educators. The final draft was reviewed in public hearings in May prior to Board approval. New instructional resources, lesson plans, and professional development activities have been aligned to this curriculum.

## **New Elementary Science Core**

A new Elementary Science Core for grades three through six was approved by the State Board of Education in April 2002 for implementation during the 2002–03 school year.

The State School Board approved a new Elementary Science Core for grades three through six in April. The approval came at the end of a two-year development process that involved teachers, administrators, and the public. The Core is based upon research found in the American Association for the Advancement of Science's *Benchmarks for Science Literacy*, as well as best practices as determined by Utah teachers and educators. The final draft was reviewed in public hearings in May prior to Board approval. New instructional resources, lesson plans, and professional development activities have been aligned to this Core Curriculum.

## **Reading Excellence**

Utah has completed the second year of implementation of the \$7 million Reading Excellence Act. Ten schools in three districts are continuing to participate in extensive professional development and coaching in an effort to fully implement research-based reading instruction in kindergarten through third grade classrooms. Districts and schools are supported in these efforts by a sizeable federal grant, expert technical assistance, and ongoing facilitation by USOE staff. The Institute for Behavioral Research in Creativity (IBRIC) is evaluating the implementation and outcomes of the project throughout the three-year implementation period. Teachers' instructional behaviors are observed and professional development events are structured to meet the needs of the teachers. The first two years of the program have resulted in significant changes in instructional behavior for most participating teachers. While the ultimate goal of the effort is to improve student performance in reading, initial results are promising for both the CRTs and the SAT test administered in grades three and five. All participating schools and most classes have reduced the percentage of students scoring at the partial or minimal mastery levels.

The USOE was successful in securing new funding as part of the U.S. Department of Education's Reading First initiative due to lessons learned from the REA implementation. Utah was among the first states to receive funding and was rated as exemplary in almost every area of the application. Reading First will provide approximately \$4.5 million per year for the next six years to continue the implementation of research-based reading instruction in many of Utah's lowest performing elementary schools.

## **ATE Program Approval**

Applied Technology Education (ATE) programs offered in Utah's public education system must meet state program standards and be approved by the Utah State Board of Education. State ATE program funds may be used only for approved ATE programs. This year, standards for ATE program areas and processes for regular program evaluation, including annual online self-evaluations, were developed. These standards are available for (1) self-evaluation, goal setting, continuous improvement, and long-range planning; and (2) state monitoring, evaluation, and technical assistance.

### ■ **Annual Report Procedures**

ATE program supervisors and instructors at each school complete the Annual ATE Program Evaluation Report by department, indicating whether the general ATE standards are met for an ATE program. This is accomplished through the online checklist, using as a basis the established program standards and evaluation criteria. This information entered into the report is compiled electronically at the Utah State Office of Education. Summary results are made available to state program specialists and district ATE directors to focus future technical assistance and training.

### ■ **On-Site Review Procedures**

On-site program evaluations are conducted on a six-year rotation schedule. Evaluation teams coordinated by a state ATE program specialist use the Utah Applied Technology Education Program Approval Standards to assess the quality of ATE programs. Program supervisors and instructors at the school complete a self-study of the programs and then meet with evaluation team members to discuss the strengths and weaknesses of the programs. Based on this review, evaluation team members document recommendations and areas needing improvement. State ATE program specialists follow up with district and school staff regarding such areas.

### ■ **Educator Licensing**

ATE instructors must hold approved educator licenses and endorsements for courses they are teaching. These credentials, along with the current teaching assignments, must be entered into the State's CACTUS system prior to November 15 each year, or, if the instructor was hired after November 15, the credentials must be entered into the system as soon as possible. District ATE directors can use various CACTUS reports to monitor teacher qualifications in the ATE areas.

### ■ **Membership Reporting and Auditing**

At the end of each school year (June 30), districts report ATE teachers, courses, and membership to the state through the Program Approval for Technology Instruction (PATI) reporting system. This system verifies teacher credentials and assignments with CACTUS. PATI data is reviewed and signed off by a state specialist prior to the generation of audit samples for each district. ATE directors have an opportunity to discuss teacher, course, and membership approval issues with state specialists during this phase of the review.

District membership audits are conducted to determine the accuracy of reported data. These audits are conducted between September and March each year. Final audited results are used to determine ATE add-on funding and ATE maintenance-of-effort requirements for districts.

## Information Technology Industry Partnerships

IT is an applied technology education program that consists of four program areas, including information support and services, interactive media, network systems and programming, and software development.

The Information Technology (IT) education program at the Utah State Office of Education has developed and participates in multiple industry partnerships for Utah students and schools.

**The Novell/USOE Young Network Professional Recognition Program** is a one-of-a kind partnership that is unique to Utah. In 1996 a \$550,000 fund was created by Novell and the USOE to support the Certified Novell Administrator (CNA) program. Annual interest generated from the fund is used to provide student scholarships, student test vouchers, and instructor stipends. Last year \$11,000 was awarded to ten students as scholarships, \$3,000 was used to provide discounted testing vouchers to 106 students, \$9,000 was distributed in stipends to 17 instructors, and \$4,000 was reinvested back into the fund. Scholarship winners are selected from across the state by a joint Novell-USOE selection committee. Student scholarships are awarded at Novell's annual BrainShare conference in Salt Lake City in front of thousands of people. Teachers are awarded stipends based on the number of students they help to certify as CNAs, as a way of saying "thanks" for the many hours they spend keeping up to date with Novell's constantly changing technology.

Other notable industry partners include **TestOut Corporation** (American Fork) and **Advanced Technical Center** (Salt Lake City) for their sponsorship of the TestOut Challenge IT student competition. The **Internal Revenue Service** (Ogden) donated over \$400,000 worth of equipment for use in IT programs statewide, and the Utah Information Technology Association (UITA) co-sponsored the IT Symposium for counselors. There were also many other partners who donated generously.

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# Supporting Student Success

## Charter Schools

Utah charter schools serve students with a wide range of abilities and a variety of cultural and ethnic backgrounds. As a group, Utah charter schools utilize diverse educational approaches, and each has a unique teaching and learning environment.

There are currently twelve charter schools operating in Utah. A thirteenth school, Salt Lake Arts Academy, has been approved to open in the fall of 2003. Charter school enrollments have more than doubled since the program began three years ago, bringing the current total of enrolled students to over 1,400. The establishment of up to six "high tech" high schools has been approved by Governor Leavitt, but these have yet to be chartered.

An independent evaluation of the eight original charter schools was recently conducted by the Center for the School of the Future through Utah State University. The study concluded that "Utah charter schools are successful in many areas, but not all are equally successful." Among their recommendations for improvement is that Utah charter schools publish measurable goals. In addition, the report suggested that the state should adopt a method of tracking the progress of individual students using a longitudinal or a value-added approach because of

the diverse populations of the schools. The assessment also noted challenges faced by charter schools including attaining adequate funding for facilities, developing a resource handbook, and ensuring that all appropriate teaching authorizations are met.

The evaluation suggested that the best evidence for school progress comes through feedback provided by parents and students. Survey data from the charter schools indicates a large degree of satisfaction recorded when parents rate their own charter school. They cite smaller class sizes as having a positive impact on student-teacher relationships. They also indicate a lower absenteeism record compared to traditional facilities. Students who had formerly been skipping school have now, in a charter school setting, been attending and demonstrating their academic abilities on a regular basis.

The report indicated that basing an evaluation of schools' performance solely on test scores does not give a true indication of the success of the schools. The assessment data does not show significantly differentiated results between charter schools and their local district counterparts. The data does, however, demonstrate some secondary student test score variance. It should be noted that three of the four charter high schools served at-risk populations.

### The State Board of Education approved the following charter schools during 2002:

#### ■ JOHN HANCOCK

Mission: To provide a continuously challenging curriculum in a safe and nurturing learning environment, helping students learn how to learn, to love learning, and to become responsible citizens and productive members of society.

#### ■ THOMAS EDISON

Mission: To provide all students the fundamental knowledge, tools, and discipline to become successful, reputable citizens in our country and to become high achievers in our ever-evolving, demanding, and complex society.

#### ■ TIMPANOGOS ACADEMY

Mission: To establish an educational institute with an environment in which each student gains the scholarly knowledge and skills vital to becoming self-motivated, lifelong learners and to succeeding in this rapidly evolving and complex world.

## ■ SALT LAKE ARTS ACADEMY

Mission: For all students to become thoughtful, capable contributors to the world community who will take responsibility for shaping its decisions and design.

Charter schools are often unique in their attempts to meet specific needs of students and families. They will continue to be monitored to meet statutory and Board rule requirements.

## Adult Education

The number of services provided to adults seeking additional education and improvement is noteworthy. In 2001–02 over 31,000 adults participated in learning programs ranging from High School Completion, GED passage, and Adult Basic Skills courses to English for Speakers of Other Languages and English Languages/Civics education. Information collected for the 2001–02 year indicates a two percent increase in the number of students participating in all levels of adult education programs. The results show that over 3,067 high school diplomas, 2,066 GEDs, and 12,887 level gains were completed by adult participants in district adult education programs. A decrease in the number of GEDs awarded is attributed to implementation of a new GED in 2002.

The data clearly indicates significant demographic population changes as well. 2001–02 saw a 45 percent increase in the number of students needing English language support services. Nearly 12 percent of Utahans who qualify for Adult Education services come from minority backgrounds. There are over 48 districts and community-based service areas in Utah.

## Standards-Based IEP Training Materials

Federal legislation, in the form of IDEA 1997 and the No Child Left Behind Act, requires that all students, including students with disabilities, make progress in the general curriculum (the Core Curriculum standards in Utah). To assist teachers in writing standards-based IEPs (individualized education programs) for students who qualify for special education services, the Special Education Services Unit facilitated a task force to develop training materials.

The task force, comprised of special education teachers and directors, classroom teachers, related services personnel, USOE and Utah Personnel Development Center (UPDC) specialists, and university instructors, was formed in November 2001. It met frequently throughout the school year and completed its work in August 2002.

“Tools for Writing Standards-Based IEPs” was the outcome of this endeavor. This manual can be used in sections or in its entirety. Districts can opt to do their own training, or call upon the UPDC for assistance. The manual will be available in CD format as well as on paper. Future plans include offering the standards-based IEP training online.

## Perkins Continuous Improvement Process

The Carl D. Perkins Vocational and Technical Education Act of 1998 established “core indicator” performance criteria for students concentrating in vocational and technical education courses. The State Office of Education, working with ATE directors from school districts and colleges, developed specific performance targets in areas of academic and skill achievement, graduation, placement, and participation in and completion of nontraditional training programs. Targets were projected for five years with continuous improvement in performance.

Now, in the third year, the continuous improvement process is driven by outcome data. Results for academic and skills tests, placement, and completion are reported for each student so that overall performance results can be identified for each measure by district, school, and program and disaggregated by gender, ethnicity, and special population category. This allows district and college officials to analyze performance results, compare them to performance targets, and identify performance gaps. Then, using research on causes and improvements for Perkins III core indicator strategies are selected and implemented to maintain continuous improvement.

## New Federal Grants

During FY 2001–02 the U.S. Department of Education made available to Utah school districts and charter schools \$5,483,750 for School Renovation, Individuals with Disabilities Education Act (IDEA) funding, and Technology Grants. They also allocated \$699,154 in Funds for Improvement of Education (FIE) grants.

### ■ School Renovation, IDEA and Technology Grants

The purpose of the School Renovation, IDEA, and Technology Grants program is to assist school districts and charter schools with:

- (1) school repairs and renovations.
- (2) activities under IDEA Part B.
- (3) renovation-related technology activities.

Federal legislation (P.L. 106–554) required that a majority of the funds be awarded to schools with children in high poverty, and to LEAs in rural areas of the state. Ten high-poverty Utah LEAs received a total of \$2,921,572, while five rural LEAs received \$1,597,085. Seventy-five percent (or \$4,071,683) of the \$5,451,577 total grant funds to school districts and charter schools was designated for school renovation activities, while twenty-five percent (or \$1,379,894) was designated for IDEA Part B and technology activities combined. Grants were awarded up to \$500,00 for school renovation purposes and up to \$50,000 for IDEA Part B and technology purposes. The Utah State Office of Education (USOE) spent \$32,173 (or 0.6 percent of an allowable 5 percent of the total grant to the state) on administrative consultant fees to write and submit the grant to the U.S. Department of Education on behalf of the USOE, as well as pay for related travel/monitoring expenses.

Twelve school districts and three charter schools received School Renovation Grants ranging from a low of \$21,484 to a high of \$466,035. Twenty school districts and three charter schools received IDEA Part B grants ranging from a low of \$3,000 to a high of \$50,000. Seventeen school districts and two charter schools received Renovation-Related Technology Grants ranging from a low of \$9,509 to a high of \$50,000. School renovation and repair activities included:

- ▶ Fire alarm and fire sprinkler system repairs (12 schools).
- ▶ Electrical system repairs (9 schools).
- ▶ Heating, ventilation, and air conditioning/boiler repairs (8 schools).
- ▶ Door, wall, and window repairs (7 schools).
- ▶ Plumbing repairs (4 schools).
- ▶ Emergency roof repairs (5 schools).

IDEA Part B activities included:

- ▶ Purchase of a variety of equipment, computer software, and curricular materials for use by students with disabilities; development of augmentative materials and training for special

education teachers and paraprofessionals to assist in quality instruction for students with sensory disabilities.

- ▶ Acquisition of voice recognition/dictation software, audio Web browsers, magnification software, text-to-braille conversion software, and scan/read software for students with disabilities.
- ▶ Conducting of student/parent workshops and provision of digital subscriber line (DSL) services to the homes of homebound students with disabilities.
- ▶ Development of an assistive technology lending lab.

Renovation-related technology activities included:

- ▶ Purchase and installation of local area network (LAN) file servers, wiring, switches, access points, and network interface cards.
- ▶ Facility electrical upgrades—including replacement of entire electrical panels in some cases—to support LAN equipment, wiring, and switching devices.
- ▶ Purchase and installation of fiber-optic cable for LAN, with specialized training for technology supervisor.

#### ■ **Funds for the Improvement of Education**

The purpose of the Funds for the Improvement of Education Grant is to assist small and geographically isolated schools through the Necessarily Existent Small Schools Program. Utah chose to allocate the \$699,154 awarded by the U.S. Department of Education proportionally—using Utah’s current Necessarily Existent Small Schools formula—to school districts to purchase library media materials and provide related staff development. School districts spent between 67 and 75 percent of the funds for media acquisition and between 25 and 33 percent for related staff training. Twenty-six school districts, with 97 necessarily existent small schools, qualified to receive grant funds.

It is unknown whether either the School Renovation, IDEA, and Technology Grants or the Funds for the Improvement of Education Grant will be offered by the U.S. Department of Education in the future.

# Looking to the Future

## Utah State Office of Education Mission Statement

During the past year, the Utah State Office of Education (USOE) has been in the process of implementing appropriate recommendations made by an independent auditor contracted by the Utah State Board of Education (USBE). The auditor was contracted for the purpose of examining the efficiency of the USOE. Many of the auditor's 99 recommendations became impractical, given the simultaneous and unfortunate reduction of funding due to revenue shortfalls that eventually resulted in legislated reductions in budgetary resources. Many of the other recommendations have been implemented. Two recommendations that have been implemented both change the USOE and set its direction for years to come.

The first was a reorganization of the USOE to meet the evolving needs of districts and schools in an era of increasing assessment and accountability. The implementation of the Utah Performance Assessment System for Students (U-PASS) and the federal No Child Left Behind Act (NCLBA) made it imperative that instructional and assessment functions be consolidated within one division of the Utah State Office of Education. Simultaneously, the mandated reductions made to the USOE budget required a consolidation of the four divisions into three and the elimination of one associate superintendent and seventeen staff positions. The Utah State Office of Education now has three major divisions: the Division of Instructional Services; the Division of Law, Legislation, and Educational Services; and the Division of Data and Business Services.

The second recommendation was a natural follow-up to the reorganization of the USOE—the specification of a mission statement. It is important to note that the audit findings highlighted the necessity of clarifying the USOE's role of oversight, monitoring, and regulation. While the advent and implementation of legislation at both the state and federal levels have increased the USOE's responsibilities for monitoring and regulating federal and statewide programs, the USOE's roles of assisting and leading are not to be neglected. Consequently, a mission statement and attendant goals now guide the Utah State Office of Education.

## Mission

The Utah State Office of Education will promote consistency in implementation of education policy and advocacy for students through leadership, service, and accountability.

## Goals

- Leadership by advocating sound educational practice, providing reliable information, and facilitating collaboration.
- Service by providing technical and professional assistance.
- Accountability by implementing law and policy and collecting and reporting information.

## **Changes in Applied Technology Education**

In June 2001 the Utah State Legislature created the Utah College of Applied Technology (UCAT). The legislation shifted the governance from the Utah State Board of Education to the Utah System of Higher Education. The legislation requires that UCAT continue to work closely with public education and serve the needs of secondary students. Collaborative relationships between the district ATE program and UCAT programs are arranged regionally, and secondary students continue to be served through UCAT.

ATE programs offered by the school districts in the junior high and high schools continue to be the foundation for applied technology education in the state. These programs emphasize career exploration and skill building and articulate with UCAT and other colleges. Career paths utilizing the Student Education Occupation Plan (SEOP) have been developed and strengthened this year through concurrent enrollment, technology preparation, skill certification, and work-based learning opportunities.

## **FY 2001–2002 Budget Cuts**

Fiscal Year 2001–02 ended with budget reductions from the original FY 2001-02 authorized budget in most aspects of Public Education funding. The 2002 Legislature required a total reduction of \$4,895,456 in state Uniform School Funds in the revised budget, which is a 0.29 percent reduction from the original budget of \$1,709,837,400. The total revised funding for FY 2001–02 was \$2,348,757,804.

For FY 2001-02, the Legislature reduced Minimum School Program (MSP) funding by \$12,069,700, or 0.7 percent. The Math and Science Teacher Incentive program was reduced 25 percent, or \$600,000. Funding for the Families, Agencies, and Communities Together (FACT) program was eliminated from the Public Education budget. The Legislature targeted Pregnancy Prevention, taking the remaining \$293,500 of funding in FY 2001-02 and eliminating the program for FY 2002–03 by cutting \$880,500. Also targeted was the Concurrent Enrollment program. Citing the existence of superfluous classes, legislators reduced the program by \$300,000. The Capital Outlay Program was also reduced by \$10,000,000.

## **No Child Left Behind Act**

With the signing of the reauthorized Elementary and Secondary Education Act (also called the “No Child Left Behind Act” [NCLBA]) in January of 2002, federal education programs in Utah have increased in significance. These programs are to be implemented in such a way as to allow all schools to realize the federal education goals as outlined in the legislation. The legislation calls for schools to be held accountable to a well-defined set of content and achievement standards, fairly consistent with the requirements of the Utah Performance Assessment System for Students (U-PASS). NCLBA legislation calls for timely, swift implementation, significantly accelerating the execution of many elements of the U-PASS.

The USOE will have until May of 2003 to fully describe and gain approval of plans to comply with the NCLBA requirements.

The USOE has prepared and submitted a consolidated application for federal funds authorized under NCLBA. This is the agency's first effort at a consolidated application, and the result has been generally positive. Staff members from multiple sections have spent considerable time studying the legislation and determining how best to fully implement the requirements of the legislation. The staff has been reorganized around several themes central to the successful implementation of the NCLBA requirements. Key among these themes is the issue of accountability—accountability for student achievement, teacher quality, and the implementation of research-based practice. Expertise from throughout the USOE has been utilized during all aspects of the implementation of NCLBA.

As Utah continues to wrestle with the 1,100-page bill and accompanying guidance and interpretive regulation, USOE staff is working in new ways with districts and schools. Every district has been assigned an NCLBA liaison to act as a primary point of contact for issues related to all aspects of the law. This USOE liaison acts as a support for districts to assist them in navigating the legislation, helps districts secure the accurate answers and assistance necessary to develop and deliver strong programs, and facilitates the effective targeting of available resources. Districts will have a full year to complete the local consolidation process.

## **Utah State Board of Education Goals and Objectives**

In a continual effort to increase efficiency and productivity, the Utah State Board of Education has developed four goals to guide its work over the next two years. The following goals will form the framework around which the Board will focus its work and effort in fulfilling its constitutional stewardship for general control and supervision of public education.

### **GOAL 1**

Actively advocate for increased funding to provide quality education for all children and meet the demands of growing enrollments.

### **GOAL 2**

Promote the achievement of high standards of learning for each child, partnering with family, educators, and community.

### **GOAL 3**

Ensure an adequate supply of quality teachers for all Utah children.

### **GOAL 4**

Improve the English proficiency and academic achievement of Utah's ESL students.

Even a cursory examination of the goals conveys the sense of focus on the instructional process and the resultant learning of students. As the age of accountability and assessment progresses, the focus of the Utah

State Board of Education on these fundamentals of teaching and learning evidences the wisdom of this elected body.

Utah citizens are well served by the tireless efforts of their elected representatives from the fifteen regions of the state. The Board has been further enriched by the membership of two members of the Board of Regents for the Utah System of Higher Education. Focusing on the four goals, the Board of Education is making substantial strides in improving education for all Utah children, and in more clearly articulating the educational experiences of students in public education with those experiences and requirements encountered when entering the various options of post-secondary education, training, or work.