

Enhancement for Accelerated Students Report

Minimum School Program Performance Measure

S.B. 2 (2011)

Report of FY 2012



Prepared by the

Utah State Office of Education

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Minimum School Program Performance Measurement
In Compliance with Intent Language of SB2 of the 2011 Legislative General Session

Minimum School Program Title: Enhancement for Accelerated Students Program

USOE Section Reporting: Teaching and Learning, Moya Kessig

FY 2013 Allocation: \$3,979,897

Advanced Placement	\$ 1,474,362
Gifted and Talented	\$ 2,405,535
International Baccalaureate	\$ 100,000

Program Description:

The purpose of the Enhancement for Accelerated Students Program is to enhance the academic growth of students whose academic achievement is accelerated.

Advanced Placement (AP) courses are rigorous courses developed by College Board. Each course is developed by a committee composed of college faculty and AP teachers, and covers the breadth of information, skills, and assignments found in the corresponding college course. Students who perform well on the AP exam may be granted credit and/or advanced standing at participating colleges or universities.

The total funds designated for the Advanced Placement Program were divided by the total number of Advanced Placement exams passed with a grade of three or higher by students. The Utah State Office of Education (USOE) receives the test data information from the College Board.

Gifted and Talented programs assist individual students to develop their high potential and enhance their academic growth. Gifted and Talented programs identify students with outstanding abilities who are capable of high performance in the following areas: general intellectual ability, specific academic aptitude, and creative or productive thinking.

Local educational agencies (LEAs) file an annual application reporting to the USOE on the effectiveness of their Gifted and Talented program. The following performance criteria are required of all LEAs receiving gifted and talented funds:

- a) The number of identified students disaggregated by subgroups;
- b) Graduation rates for identified students;
- c) The number of AP classes taken, completed, and exams passed with a score of three or above by identified students;
- d) The number of International Baccalaureate (IB) classes taken, completed, and exams passed with a score of four or above by identified students;
- e) The number of Concurrent Enrollment classes taken and credit earned by identified student; and
- f) ACT data indicating the number of students at or above the college readiness standards, and student gains in proficiency in Language Arts and Mathematics Criterion Referenced Tests (CRT).

The International Baccalaureate program was established by the International Baccalaureate Organization. The Diploma Program is a rigorous pre-university course of study. Students who perform well on the IB exam may be granted credit and/or advanced standing at participating colleges or

universities. The Middle Years Program (MYP) and Primary Years Program (PYP) emphasize an inquiry learning approach to instruction.

LEAs must be authorized IB schools and make an annual application to the USOE. Fifty percent of the allocation is given to all IB schools. The remaining fifty percent of the allocation is distributed to LEAs with Diploma Programs where students scored a grade of four or higher on IB exams, resulting in a fixed amount of dollars per exam passed. LEAs must submit the authorization letter and test data from the International Baccalaureate Organization.

Performance Measures:

Advanced Placement -

Metric 1: Student exams passed with a score of three or higher.

Gifted and Talented -

Metric 2: The following performance indicators for G/T programs:

- a) The number of identified students disaggregated by subgroups;
- b) Graduation rates for identified students;
- c) The number of AP classes taken, completed, and exams passed with a score of three or above by identified students;
- d) The number of IB classes taken, completed, and exams passed with a score of four or above by identified students;
- e) The number of Concurrent Enrollment classes taken and credit earned by identified students;
- f) ACT or SAT data (number of students participating at or above the college readiness standards);
- g) Gains in proficiency in language arts; and
- h) Gains in proficiency in mathematics.

International Baccalaureate -

Metric 3: Student exams passed with a score of four or higher.

Summary of effectiveness and progress for each metric:

(Note: LEA reports on program effectiveness for school year 2012-13 are due to the USOE in October 2013. This report will be updated at that time.)

Metric 1: Advanced Placement

Year	Number of Test Takers	Number of Exams Passed +3
11-12	19,002	20,883
10-11	17,163	18,672
09-10	16,269	17,551

Metric 2: Gifted and Talented

Performance Criteria	District	Charter
Number of identified students K-12 whose academic achievement is accelerated	65,616	9,170
Total Elementary Students (K-6)	16,106	4,575
Total Middle/Junior High Students (7-9)	19,722	2,506
Total High School Students (10-12)	29,788	2,089
Demographics		
Hispanic/Latino	6,336	816
Black/African American	616	133
Asian	2,555	351
Native Hawaiian/Pacific Islander	1,115	226
American Indian/Alaskan Native	581	56
White	54,413	7,588
Total	65,616	9,170
Seniors & Graduation		
Total number of identified students who started the academic year as a senior	12,477	727
Total number of identified students who graduated	12,050	714
Advanced Placement		
Total number of identified students taking AP classes	18,668	803
Total number of identified students completing AP classes	16,280	780
Total number of identified students passing AP exams with a score of 3 or higher	10,577	332
International Baccalaureate		
Total number of identified students taking IB classes	2,053	750
Total number of identified students completing IB classes	2,013	750
Total number of identified students passing IB exams with a score of 4 or higher	1,598	0
Concurrent Enrollment		
Total number of identified students taking Concurrent Enrollment courses	18,336	1,317
Total number of identified students completing Concurrent Enrollment courses	16,575	1,313
Total number of identified students earning credit in Concurrent Enrollment courses	15,993	1,297
ACT		
Math (22)	11,958	905
English (18)	17,359	1,075
Reading (21)	15,297	955
K-12 Program		
Total number of identified students who gained or topped out in proficiency in Mathematics CRT	32,267	5,234
Total number of identified students who gained or topped out in proficiency in Language Arts CRT	44,902	5,827

Metric 3: International Baccalaureate

Year	Number of Students	Number of Exams Passed with +4
11-12	1,124	1,240
10-11	891	944
09-10	417	868

