

1                                   **SCHOOL DISTRICT ENROLLMENT**

2   **DIVERSITY**

3   2006 GENERAL SESSION

4   STATE OF UTAH

5   **Chief Sponsor: Duane E. Bourdeaux**

6   Senate Sponsor: Karen Hale

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8   **LONG TITLE**

9   **General Description:**

10           This bill requires the school performance report to contain disaggregated totals for  
11 advanced placement and concurrent enrollment data and requires the State Board of  
12 Education and school districts to promote accelerated learning programs.

13   **Highlighted Provisions:**

14           This bill:

- 15           ▶ modifies the school performance report;
- 16           ▶ requires advanced placement and concurrent enrollment data to be disaggregated  
17 with respect to race, ethnicity, gender, limited English proficiency, and those  
18 students who qualify for free or reduced price school lunch;
- 19           ▶ requires the State Board of Education and school districts to promote accelerated  
20 learning programs; and
- 21           ▶ makes technical corrections.

22   **Monies Appropriated in this Bill:**

23           None

24   **Other Special Clauses:**

25           None

26   **Utah Code Sections Affected:**

27   AMENDS:



28           **53A-3-602.5**, as last amended by Chapters 210 and 244, Laws of Utah 2002

29 ENACTS:

30           **53A-15-104**, Utah Code Annotated 1953



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

33           Section 1. Section **53A-3-602.5** is amended to read:

34           **53A-3-602.5. School performance report -- Components -- Annual filing.**

35           (1) The State Board of Education in collaboration with the state's 40 school districts  
36 shall develop a school performance report to inform the state's residents of the quality of  
37 schools and the educational achievement of students in the state's public education system.

38           (2) The report shall be written and include the following statistical data for each school  
39 in each school district, as applicable, and shall also aggregate the data at the district and state  
40 level:

41           (a) except as provided in Subsection (2)(a)(ii), test scores over the previous year on:

42           (i) norm-referenced achievement tests;

43           (ii) criterion-referenced tests beginning with the 2001-02 school year, to include the  
44 scores aggregated for all students by grade level or course for the previous two years and an  
45 indication of whether there was a sufficient magnitude of gain in the scores between the two  
46 years;

47           (iii) writing assessments required under Section 53A-1-603; and

48           (iv) tenth grade basic skills competency tests required under Section 53A-1-603;

49           (b) college entrance examinations test scores, including the number and percentage of  
50 each graduating class taking the examinations for the previous four years;

51           (c) advanced placement and concurrent enrollment data disaggregated at the school  
52 level with respect to race, ethnicity, gender, limited English proficiency, and those students  
53 who qualify for free or reduced price school lunch, including:

54           (i) the number of students taking advanced placement and concurrent enrollment  
55 courses;

56           (ii) the number and percent of students taking a specific advanced placement course  
57 who take advanced placement tests to receive college credit for the course;

58           (iii) of those students taking the test referred to in Subsection (2)(c)(ii), the number and

- 59 percent who pass the test; and
- 60 (iv) of those students taking a concurrent enrollment course, the number and percent of
- 61 those who receive college credit for the course;
- 62 (d) the number and percent of students through grade ten reading at or above grade
- 63 level;
- 64 (e) the number and percent of students who were absent from school ten days or more
- 65 during the school year;
- 66 (f) achievement gaps that reflect the differences in achievement of various student
- 67 groups as defined by State Board of Education rule;
- 68 (g) the number and percent of "student dropouts" within the district as defined by State
- 69 Board of Education rule;
- 70 (h) course-taking patterns and trends in secondary schools;
- 71 (i) student mobility;
- 72 (j) staff qualifications, to include years of professional service and the number and
- 73 percent of staff who have a degree or endorsement in their assigned teaching area and the
- 74 number and percent of staff who have a graduate degree;
- 75 (k) the number and percent of parents who participate in SEP, SEOP, and
- 76 parent-teacher conferences;
- 77 (l) average class size by grade level and subject;
- 78 (m) average daily attendance as defined by State Board of Education rule, including
- 79 every period in secondary schools; and
- 80 (n) enrollment totals disaggregated with respect to race, ethnicity, gender, limited
- 81 English proficiency, and those students who qualify for free or reduced price school lunch.
- 82 (3) The State Board of Education, in collaboration with the state's school districts, shall
- 83 provide for the collection and electronic reporting of the following data for each school in each
- 84 school district:
- 85 (a) test scores and trends over the previous four years on the tests referred to in
- 86 Subsection (2)(a);
- 87 (b) the average grade given in each math, science, and English course in grades 9
- 88 through 12 for which criteria-referenced tests are required under Section 53A-1-603;
- 89 (c) incidents of student discipline as defined by State Board of Education rule,

90 including suspensions, expulsions, and court referrals; and

91 (d) the number and percent of students receiving fee waivers and the total dollar  
92 amount of fees waived.

93 (4) (a) The State Board of Education shall adopt common definitions and data  
94 collection procedures for local school boards to use in collecting and forwarding the data  
95 required under Subsections (2) and (3) to the state superintendent of public instruction.

96 (b) The state board, through the state superintendent of public instruction, shall adopt  
97 standard reporting forms and provide a common template for collecting and reporting the data,  
98 which shall be used by all school districts.

99 (c) The state superintendent shall use the automated decision support system referred to  
100 in Section 53A-1-301 to collect and report the data required under Subsections (2) and (3).

101 (5) (a) For the school year ending June 30, 2003, and for each year thereafter, the state  
102 board, through the state superintendent of public instruction, shall issue its report annually by  
103 October 1 to include the required data from the previous school year or years as indicated in  
104 Subsections (2) and (3).

105 (b) The state board shall determine the nature and extent of longitudinal data to be  
106 reported under Subsections (2)(b), (c), and (d) and (3)(a) during the first three years of the  
107 reporting program, with the baseline reporting year beginning July 1, 2002 and ending June 30,  
108 2003.

109 (6) (a) Each local school board shall receive a written or an electronic copy of the  
110 report from the state superintendent of public instruction containing the data for that school  
111 district in a clear summary format and have it distributed, on a one per household basis, to the  
112 residence of students enrolled in the school district before November 30th of each year.

113 (b) Each local school board and the state board shall have a complete report of the  
114 statewide data available for copying or in an electronic format at their respective offices.

115 Section 2. Section **53A-15-104** is enacted to read:

116 **53A-15-104. Promotion of accelerated learning programs.**

117 (1) As used in this section, "accelerated learning programs" includes:

118 (a) programs for the gifted and talented;

119 (b) concurrent enrollment; and

120 (c) advanced placement.

- 121           (2) The State Board of Education and school districts shall:  
122           (a) generally promote accelerated learning programs to students, parents, and  
123 guardians;  
124           (b) provide information showing the benefits of accelerated learning programs,  
125 including cost comparisons with comparable higher education courses;  
126           (c) provide specific notice of accelerated learning program requirements, including  
127 registration deadlines and program prerequisites to students, parents, and guardians; and  
128           (d) encourage participation in accelerated learning programs by at-risk and other  
129 classes of students who have shown low participation in the programs.

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**Legislative Review Note**  
**as of 1-23-06 3:24 PM**

Based on a limited legal review, this legislation has not been determined to have a high probability of being held unconstitutional.

**Office of Legislative Research and General Counsel**

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**Fiscal Note**  
**Bill Number HB0176**

**School District Enrollment Diversity**

*06-Feb-06*

*10:47 AM*

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**State Impact**

No fiscal impact.

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**Individual and Business Impact**

No fiscal impact.

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**Office of the Legislative Fiscal Analyst**