

SCHOOL PERFORMANCE REPORTING

2011 GENERAL SESSION

STATE OF UTAH

Chief Sponsor: Howard A. Stephenson

House Sponsor: Gregory H. Hughes

LONG TITLE

General Description:

This bill modifies requirements for the collection and reporting of data indicating the performance of school districts and schools.

Highlighted Provisions:

This bill:

- ▶ beginning with the 2010-11 school year, requires the State Board of Education to:
 - develop school performance reports in collaboration with school districts and charter schools;
 - collect and electronically report certain data in collaboration with school districts and charter schools; and
 - issue a report to include certain data on the performance of school districts and schools **§→ [-] ; and**

▶ requires the State Board of Education to publish on the State Board of Education's website U-PASS school reports for the 2009-10 school year. ←§

Money Appropriated in this Bill:

None

Other Special Clauses:

None

Utah Code Sections Affected:

AMENDS:

53A-3-602.5, as last amended by Laws of Utah 2010, Chapters 11, 206, and 305



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

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

30 **53A-3-602.5. School performance report -- Components -- Annual filing.**

31 (1) For a school year beginning with or after the [~~2012-13~~] 2010-11 school year, the
32 State Board of Education in collaboration with the state's school districts and charter schools
33 shall develop a school performance report to inform the state's residents of the quality of
34 schools and the educational achievement of students in the state's public education system.

35 (2) The report described in Subsection (1) shall be written and include the following
36 statistical data for each school in a school district and each charter school, as applicable, except
37 as provided by Subsection (2)(g), and shall also aggregate the data at the school district and
38 state level:

39 (a) test scores over the previous year on:

40 (i) criterion-referenced or online computer adaptive tests to include the scores
41 aggregated for all students:

42 (A) by grade level or course for the previous two years and an indication of whether
43 there was a sufficient magnitude of gain in the scores between the two years; and

44 (B) by class;

45 (ii) online writing assessments required under Section 53A-1-603; and

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

47 (b) college entrance examinations data, including the number and percentage of each
48 graduating class taking the examinations for the previous four years;

49 (c) advanced placement and concurrent enrollment data, including:

50 (i) the number of students taking advanced placement and concurrent enrollment
51 courses;

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

54 (iii) of those students taking the test referred to in Subsection (2)(c)(ii), the number and
55 percent who pass the test; and

56 (iv) of those students taking a concurrent enrollment course, the number and percent of
57 those who receive college credit for the course;

58 (d) the number and percent of students in grade 3 reading at or above grade level;

59 (e) the number and percent of students who were absent from school 10 days or more
60 during the school year;

61 (f) achievement gaps that reflect the differences in achievement of various student
62 groups as defined by State Board of Education rule;

63 (g) the number and percent of "student dropouts" within the school district as defined
64 by State Board of Education rule;

65 (h) course-taking patterns and trends in secondary schools;

66 (i) student mobility;

67 (j) staff qualifications, to include years of professional service and the number and
68 percent of staff who have a degree or endorsement in their assigned teaching area and the
69 number and percent of staff who have a graduate degree;

70 (k) the number and percent of parents who participate in SEP, SEOP, and
71 parent-teacher conferences;

72 (l) average class size calculated in accordance with State Board of Education rule
73 adopted under Subsection (4);

74 (m) average daily attendance as defined by State Board of Education rule, including
75 every period in secondary schools; and

76 (n) enrollment totals disaggregated with respect to race, ethnicity, gender, limited
77 English proficiency, and those students who qualify for free or reduced price school lunch.

78 (3) For a school year beginning with or after the [~~2012-13~~] 2010-11 school year, the
79 State Board of Education, in collaboration with the state's school districts and charter schools,
80 shall provide for the collection and electronic reporting of the following data for a school in
81 each school district and each charter school:

82 (a) test scores and trends over the previous four years on the tests referred to in
83 Subsection (2)(a);

84 (b) the average grade given in each math, science, and English course in grades 9
85 through 12 for which criterion-referenced or online computer adaptive tests are required under
86 Section 53A-1-603;

87 (c) incidents of student discipline as defined by State Board of Education rule,
88 including suspensions, expulsions, and court referrals; and

89 (d) the number and percent of students receiving fee waivers and the total dollar

90 amount of fees waived.

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

95 (b) (i) In accordance with Subsections (4)(b)(ii) through (4)(b)(iv), the State Board of
96 Education shall adopt rules specifying how average class size shall be calculated.

97 (ii) (A) Except as provided by Subsections (4)(b)(ii)(B) through (4)(b)(ii)(D) or for
98 nontraditional classes identified by rule, average class size at the elementary school level shall:

99 (I) be calculated by grade level; and

100 (II) indicate the average number of students who are assigned to a teacher for
101 instruction together during a designated time period.

102 (B) If students at the elementary school level receive instruction in core classes from
103 different teachers, average class size may be calculated as provided by Subsection (4)(b)(iii) for
104 secondary school students.

105 (C) An elementary school class that includes students from multiple grade levels shall
106 be counted as a single class.

107 (D) An extended day class in which a portion of the class arrives early and the other
108 portion stays late shall be counted as a single class.

109 (iii) (A) Except as provided by Subsection (4)(b)(iii)(B) or for nontraditional classes
110 identified by rule, average class size at the secondary school level shall:

111 (I) be calculated for core language arts, mathematics, and science courses; and

112 (II) indicate the average number of students who are assigned to a teacher for
113 instruction together during a designated time period.

114 (B) A secondary school class in which a teacher provides instruction in multiple
115 courses shall be counted as a single class.

116 (iv) Special education classes and online classes shall be excluded when determining
117 average class size by grade at the elementary school level or the average class size of core
118 language arts, mathematics, and science courses at the secondary level.

119 (c) The State Board of Education, through the state superintendent of public
120 instruction, shall adopt standard reporting forms and provide a common template for collecting

121 and reporting the data, which shall be used by all school districts and charter schools.

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

124 (5) ~~§~~→ (a) ←~~§~~ For a school year beginning with or after the [~~2012-13~~] 2010-11 school year, the
125 State Board of Education, through the state superintendent of public instruction, shall issue its
126 report annually by October 1 to include the required data from the previous school year or years
127 as indicated in Subsections (2) and (3).

127a ~~§~~→ (b) The State Board of Education shall publish on the State Board of Education's
127b website U-PASS school reports for the 2009-10 school year that indicate the academic
127c proficiency and progress of a school's students and whether the school meets state standards of
127d performance. ←~~§~~

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

133 (b) Each local school board, each charter school, and the State Board of Education
134 shall have a complete report of the statewide data available for copying or in an electronic
135 format at their respective offices.

Legislative Review Note
as of 1-17-11 7:00 AM

Office of Legislative Research and General Counsel

FISCAL NOTE

S.B. 115

SHORT TITLE: School Performance Reporting

SPONSOR: Stephenson, H.

2011 GENERAL SESSION, STATE OF UTAH

STATE GOVERNMENT (UCA 36-12-13(2)(b))

Enactment of this bill will cost the Utah State Office of Education (USOE) approximately \$7,700 from the Education Fund in FY 2011 to complete programming and auditing work for the school performance reports. The USOE indicates that this additional cost can be absorbed within their normal programming and auditing functions.

STATE BUDGET DETAIL TABLE

	FY 2011	FY 2012	FY 2013
Revenue	\$0	\$0	\$0
Expenditure:			
Education Fund, One-Time	\$7,700	\$0	\$0
Total Expenditure	\$7,700	\$0	\$0
Net Impact, All Funds (Rev.-Exp.)	(\$7,700)	\$0	\$0
Net Impact, General/Education Funds	(\$7,700)	\$0	\$0

LOCAL GOVERNMENTS (UCA 36-12-13(2)(c))

Enactment of this bill likely will not result in direct, measurable costs and/or benefits for local governments.

DIRECT EXPENDITURES BY UTAH RESIDENTS AND BUSINESSES (UCA 36-12-13(2)(d))

Enactment of this bill likely will not result in direct, measurable expenditures by Utah residents or businesses.