CITES
January, 2010

Judy W. Park, Ed.D.
Associate Superintendent
Data, Assessment & Accountability
Utah State Office of Education
Data Drama
Information Insights
Federal Fantasy
Data Culture
Data Processes

- Collect
- Store
- Retrieve
- Report
- Analyze
- Interpret
- Act
2009 Class Size Average and Pupil Ratios Report
Graduation Rates

Drop Out Rates

Interventions for Improved Student Success
U-PASS
Achievement Gaps
3rd grade Language Arts CRT
3rd grade Math CRT

The graph shows the trend in 3rd grade Math CRT scores from 2004 to 2008. The scores are categorized by different ethnic and socioeconomic groups:

- **Asian**
- **African American**
- **Caucasian**
- **Hispanic**
- **Native American**
- **Pacific Islander**
- **SES**
- **Non-SES**

The data indicates a generally stable trend across all groups, with slight variations from year to year.
4th grade Language Arts CRT

- Asian
- African American
- Caucasian
- Hispanic
- Native American
- Pacific Islander

- SES
- Non-SES
5th grade Language Arts CRT

- Asian
- African American
- Caucasian
- Hispanic
- Native American
- Pacific Islander

- SES
- Non-SES
6th grade Language Arts CRT

- Asian
- African American
- Caucasian
- Hispanic
- Native American
- Pacific Islander

- SES
- Non-SES
10th grade Language Arts CRT

- Asian
- African American
- Caucasian
- Hispanic
- Native American
- Pacific Islander

- SES
- Non-SES
State Language Arts CRT results

- Asian
- African American
- Caucasian
- Hispanic
- Native American
- Pacific Islander

- SES
- Non-SES
State Math CRT results

- Asian
- African American
- Caucasian
- Hispanic
- Native American
- Pacific Islander

- SES
- Non-SES
IOWA Test of Basic Skills

Grade 3
Grade 5
Grade 8

Amer. Ind.  Asian  African Amer.  Pacific Is.  Hispanic  Caucasian  SES
UBSCT Math Subtest
Graduating Class 2008

- Asian: 89%
- African American: 57%
- American Indian: 65%
- Caucasian: 87%
- Hispanic: 64%
- Pacific Islander: 75%
- SES: 74%

The chart above illustrates the percentage of graduates from the UBSCT Math Subtest for the Graduating Class of 2008, categorized by ethnicity and SES.
UBSCT Reading Subtest
Graduating Class 2008

Asian: 92%
African American: 76%
American Indian: 84%
Caucasian: 94%
Hispanic: 82%
Pacific Islander: 86%
SES: 86%
The Law of Averages

- Hides the highs and lows
- Can be difficult to see subtle changes
- Large numbers – State data
  - is most difficult to show progress or declines
Utah Performance Assessment System for Students (U-PASS)

U-PASS is the state accountability system for schools. U-PASS determines the proficiency and progress for each school using multiple assessments and indicators. An annual school report card is released each year that indicates if the school achieved the state standard as defined by the U-PASS criteria. For detailed information about U-PASS see:

[link to guide]

[link to guide 2009 adjustments]

U-PASS decision tree

No Child Left Behind (NCLB)

NCLB is the federal accountability system for schools and LEAs (Legal Education Authority). NCLB includes accountability for multiple titles within the NCLB law. Adequate Yearly Progress (AYP) is used to determine school and LEA accountability for Title I. Annual Measurable Achievement Objectives (AMAOS) is used to determine LEA accountability for Title III. For detailed information about NCLB see:

[link to AMAO determinations]

[link to AYP determinations]

[link to AYP determinations 2009 adjustments]

AYP decision tree
### Accountability Reports

**For Statewide AYP, UPASS, AMAO and HQ Teacher reports**

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<thead>
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<td><strong>Select District or School:</strong></td>
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<td><strong>BACKMAN SCHOOL</strong></td>
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[Generate Reports] [Reset]
# Accountability Reports

## School Reports

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<thead>
<tr>
<th>School</th>
<th>AYP Report</th>
<th>UPASS Report</th>
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<tbody>
<tr>
<td>BACKMAN SCHOOL (grades PK - 6)</td>
<td>2008-09</td>
<td>2008-09</td>
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</table>

[Back To Search Page]
U-PASS Accountability System
2009 School Report
Backman School
Salt Lake District

Participation

YES
and

Whole School Proficiency

55%

or

Whole School Progress

197

and

YES

Subgroup Proficiency

54%

or

Subgroup Progress

198

and

YES

State Level of Performance

Proiciency

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<th>Subject</th>
<th>Percent Proficient</th>
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<td>ATTENDANCE</td>
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Progress

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Principal Data Institute
Principal Data Institute

2008/09  18 High School Teams

2009/10  18 Elementary School Teams
          16 Secondary School Teams
Data Wise
- A “Model”
- 2005 book (right)
- 2007 book of case studies
- Harvard course
- Summer Institute
Steps to use Data to Improve Student Achievement

1. Ask the Right Questions
2. Collect Data with a Purpose
3. Analyzing Your Strengths and Obstacles
4. Establish Goals
5. Select Instructional Strategies
6. Determine Results
7. Based on the Results, Ask the Right Questions
2008 3rd Grade Language Arts CRT Percent Proficient, Percent Disadvantaged by Class (Teacher, course, section)
2008 5th Grade Mathematics CRT
Percent Proficient, Percent Disadvantaged by Class (Teacher, course, section)

% of Class Proficient

% of Class Disadvantaged (ELL or Ethnic Minority and Economically Disadvantaged)
Data Mentors
Ensuring literacy and numeracy for all Utah children;
Providing high quality instruction for all Utah children;
Establishing curriculum with high standards and relevance for all Utah children; and
Requiring effective assessment to inform high quality instruction and accountability.
The DAA (Data, Assessment and Accountability) Division will develop and provide quality assessments, accountability systems and timely data and information that can:

- Inform instruction and learning that will result in improved student achievement.
- Inform public perception and decision making.
- Assist all stakeholders in collecting, maintaining, accessing, and analyzing data for effective decision making.
Utah Competes for Race to the Top
RTTT – Longitudinal Data Systems

- Non-cognitive data
- Pre-kindergarten data
- Disciplinary data
- New instructional data
- Teacher evaluation data
- UTIPS data
RTTT – Effective Data Access

- Data management system
  - Multiple data sources
  - Local data
- Partnerships with local Universities
  - Data analysis
RTTT – Effective Use

- Principal Data Institute
- Data Mentors
Longitudinal Data Systems Grant
Common Assessment Consortiums
Next Steps
UTIPS
COGNOS
Data Management Tool
Professional Learning Community
Professional Learning Community – Data
Data Processes

- Collect
- Store
- Retrieve
- Report
- Analyze
- Interpret
- Act
UTREx Goals

Transform student data exchanges into efficient, electronic and standardized processes.

Improve data quality including accuracy, timeliness, accessibility and integrity.

- Improve data submissions from Local Education Agencies (LEAs) to the Utah State Office of Education (USOE).
- Exchange student records electronically between LEAs in a timely and efficient manner.
- Transfer transcripts electronically from secondary to post-secondary institutions.
Data Culture