

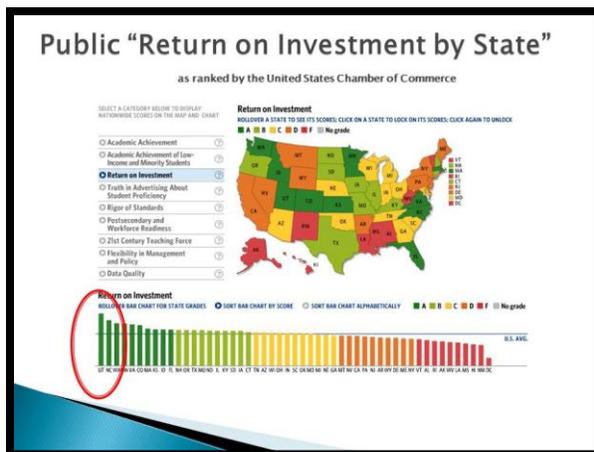
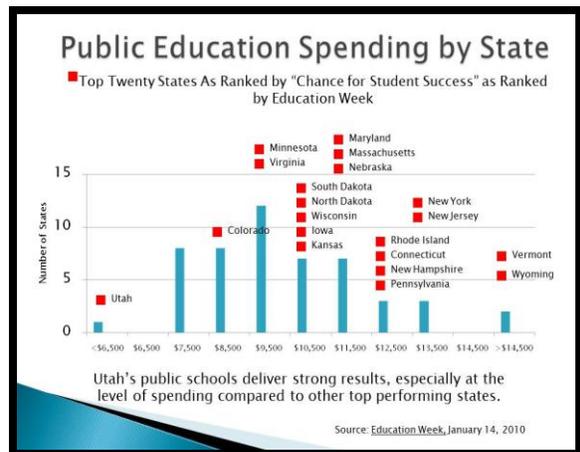
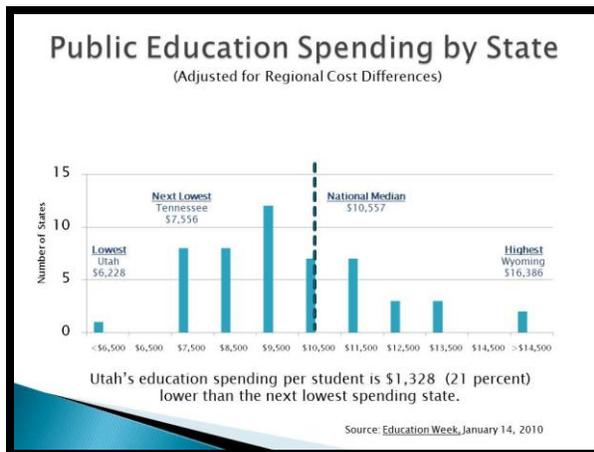
Minutes for Freedom Elementary Community Council meeting November 7, 2013

In attendance:

- Rick Proffer
- Diane Rockwood
- Suzanne Stirland
- Heather Hogge
- Kimberlee Endicott
- Hollie Loveless
- June Thomas
- Pam Arave

Discussion: Spending and Test Scores

❖ Utah education spending.



❖ 2012 Utah State Literacy Improvement Report

Utah has successfully implemented a variety of endeavors to ensure literacy for all students. Proficiency rates in language arts in Utah have improved in all grade levels since 2005. Emphasis has been placed on grades K-3 and early intervention for students at risk. Resources available to these students include optional Extended-Day Kindergarten, K-3 reading program, adoption of standards and assessments for testing multiple times in grades 1-3, ongoing professional development, and use of data to inform instruction. This report documents efforts made by Utah to increase proficiency in these early grades and their long term effects on proficiencies.

3rd Grade ELA CRT Increases in Percent Proficient 2005-2012

2012 Third Grade Language Arts Overall Percent Proficient:

79%

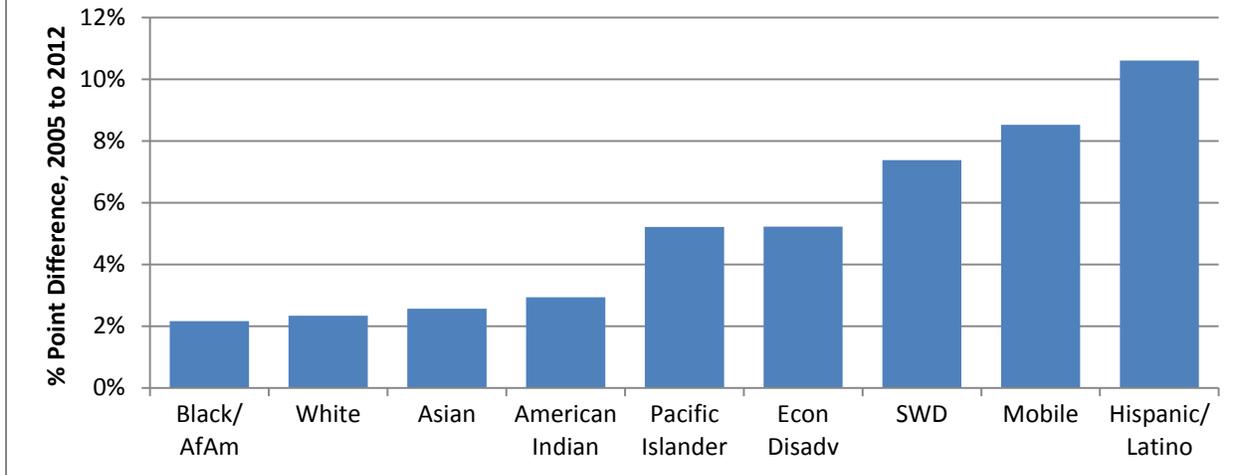
There has been a slight increase in the 3rd grade proficiency rate on the English Language Arts (ELA) Criterion-Referenced Tests (CRT). The difference from 2005 to 2012 is statistically significant.

Percent Proficient on ELA 3 rd Grade CRT							
SY 2005	SY 2006	SY 2007	SY 2008	SY 2009	SY 2010	SY 2011	SY 2012
76%	78%	78%	77%	80%	78%	78%	79%

INCREASES IN LOW INCOME and DIVERISTY

Utah is becoming more diverse with increased percentages of students in minority, low income, and other subgroups. Thirty-nine percent of students in Utah were approved for free or reduced school lunch in 2012, a 13.5% increase since 2005. If Utah's 3rd grade students in 2012 performed at the same level as 3rd grade students in 2005, this shift in demographics would have caused a greater than one percentage point decrease in the percentage of 3rd grade students' proficient on the English Language Arts CRTs. However, proficiency rates have actually increased. The increase in overall CRT scores is partly due to large gains made by particular subgroups. The largest gain is seen in Hispanic/Latino students which increased ELA proficiency by eleven percentage points from 2005 to 2012.

Growth on ELA 3rd Grade CRT, 2005 to 2012

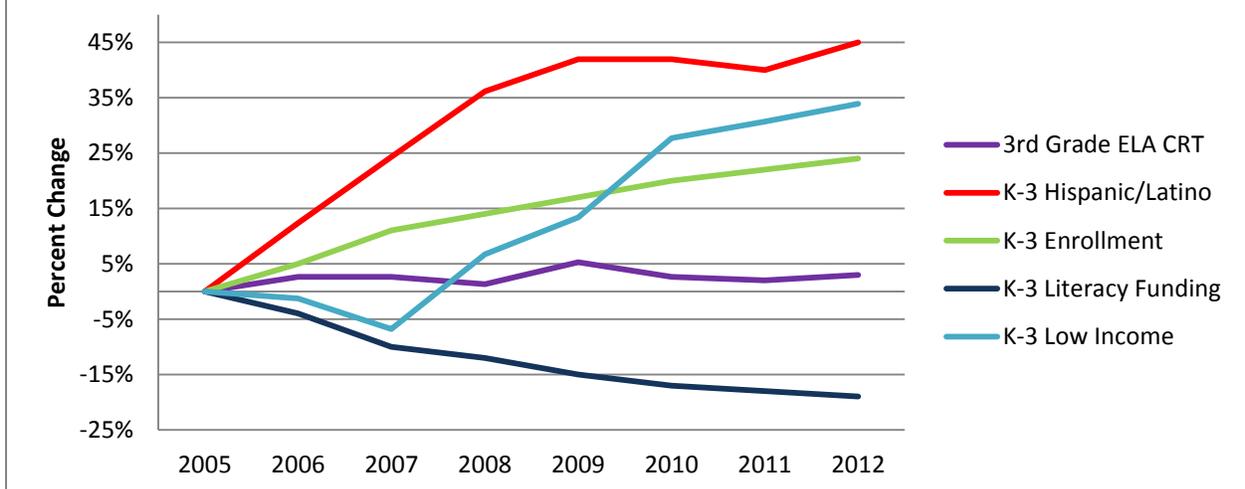


FUNDING

Funding for K-3 Literacy has stayed around 15 million since 2005. However, taking into account inflation and the increase in enrollment counts, the amount of Literacy dollars per student has decreased by over fifty real dollars per student.

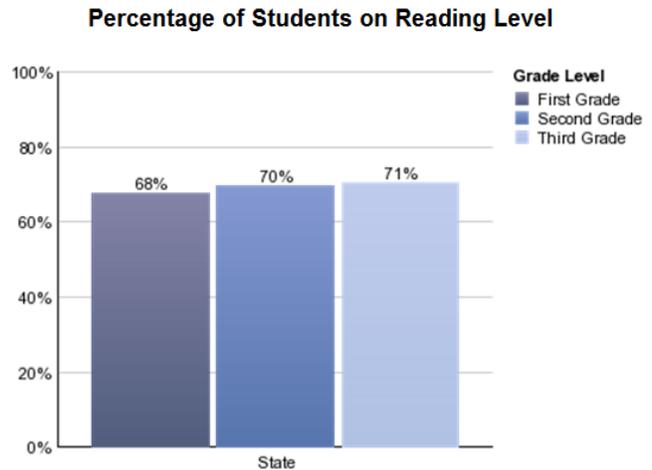
Overall, from 2005 to 2012 Utah has experienced factors that could have negatively impacted 3rd grade ELA CRT proficiency rates yet proficiency rates are still slowly trending upward. The graph below shows the percent change in K-3 Literacy funding, K-3rd grade student enrollment, K-3rd grade Hispanic/Latino enrollment, K-3rd grade Low Income, and 3rd grade CRT ELA percent proficient.

Percentage Change Since 2005



Reading On Grade Level (Mid-Year 2012)

In 2011, Utah’s State Office of Education (USOE) introduced mandatory mid- year testing and reporting of students in grades 1-3. Districts administered a reading test and report: 1) whether students were reading on grade level and 2) whether the students received reading interventions. The percentage of first grade students reading on grade level was 68%, second grade was 70%, and third grade was 71%. Beginning in the school year 2012-2013, LEAs will be required to administer three tests (fall, mid-year and spring) and report the results to USOE.



Of all the students tested 38% received reading interventions. Of the students who were not reading on grade level, 90% received interventions. In addition, of the students who were reading on grade level, 15% received interventions.

Interventions

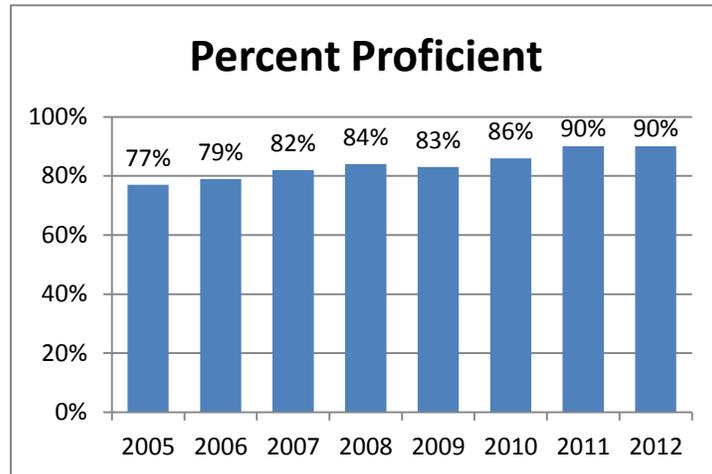
	Number	Percent
Percent of All Students Receiving Intervention	56,432	38%
Percent of Students Not on Level Receiving Intervention	40,635	90%
Percent of Students Not on Level and Receiving No Intervention	4,760	10%
Percent of Student On Level and Receiving Intervention	15,797	15%

Improvements in State Literacy with Exposure to K-3 Literacy

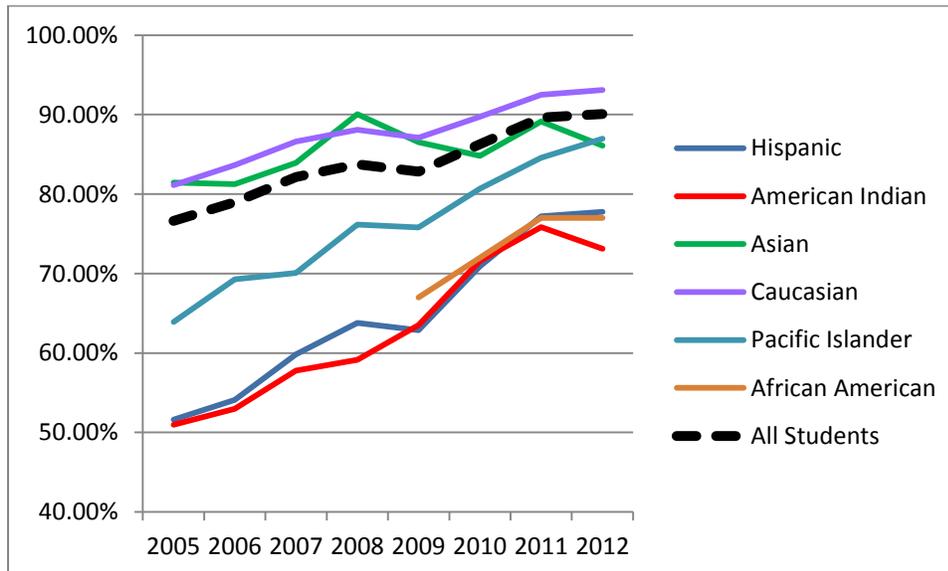
2012 Eighth Grade Language Arts Overall Percent Proficient:

90%

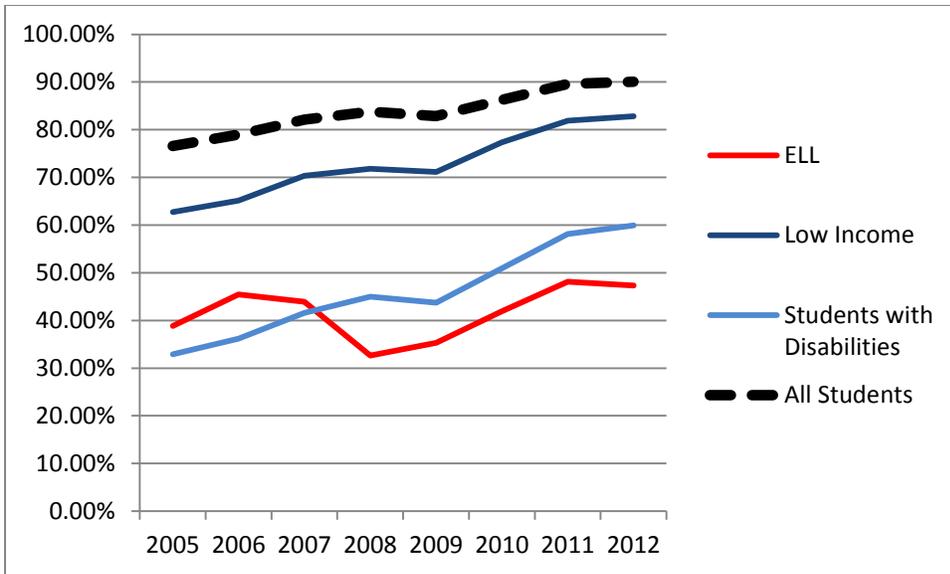
Despite a rapidly growing and increasingly diverse population, the percentage of proficient students has increased. Eighth grade language arts proficiency has increased 13%, from 77% in 2005 to 90% in 2012. Similar growth is seen in the National Assessment of Educational Progress 8th grade Reading Test.



Most subgroups have seen similar increases in 8th grade language art proficiencies. Pacific Islanders, American Indians and Hispanics have increased their percent proficient by more than twenty five percent, decreasing the gap.

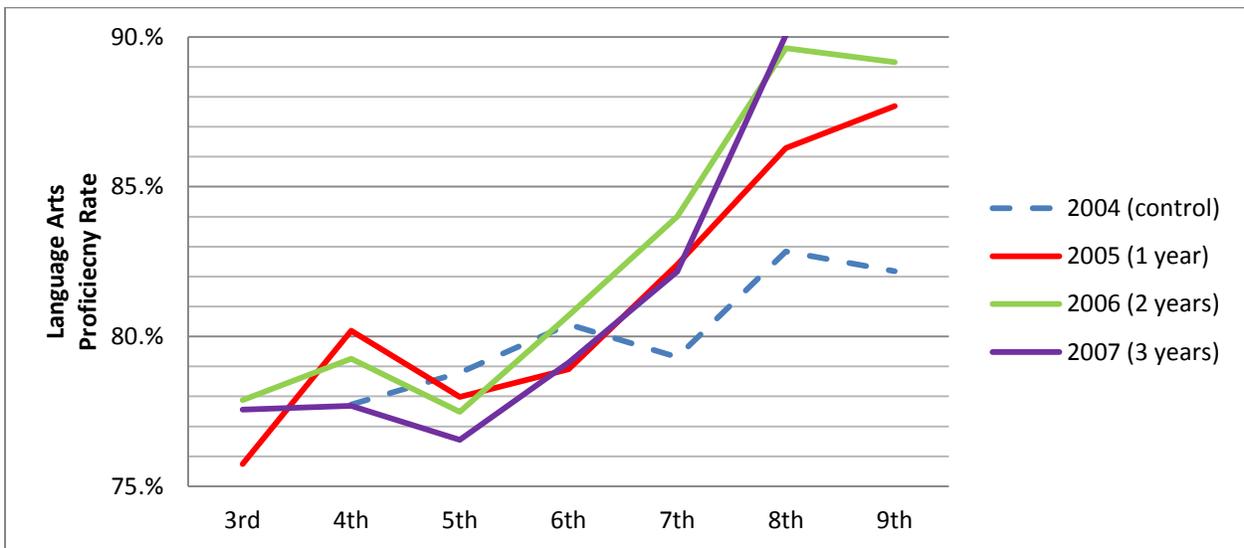


Enormous gains were also seen in low income students, students with disabilities and English language learners.

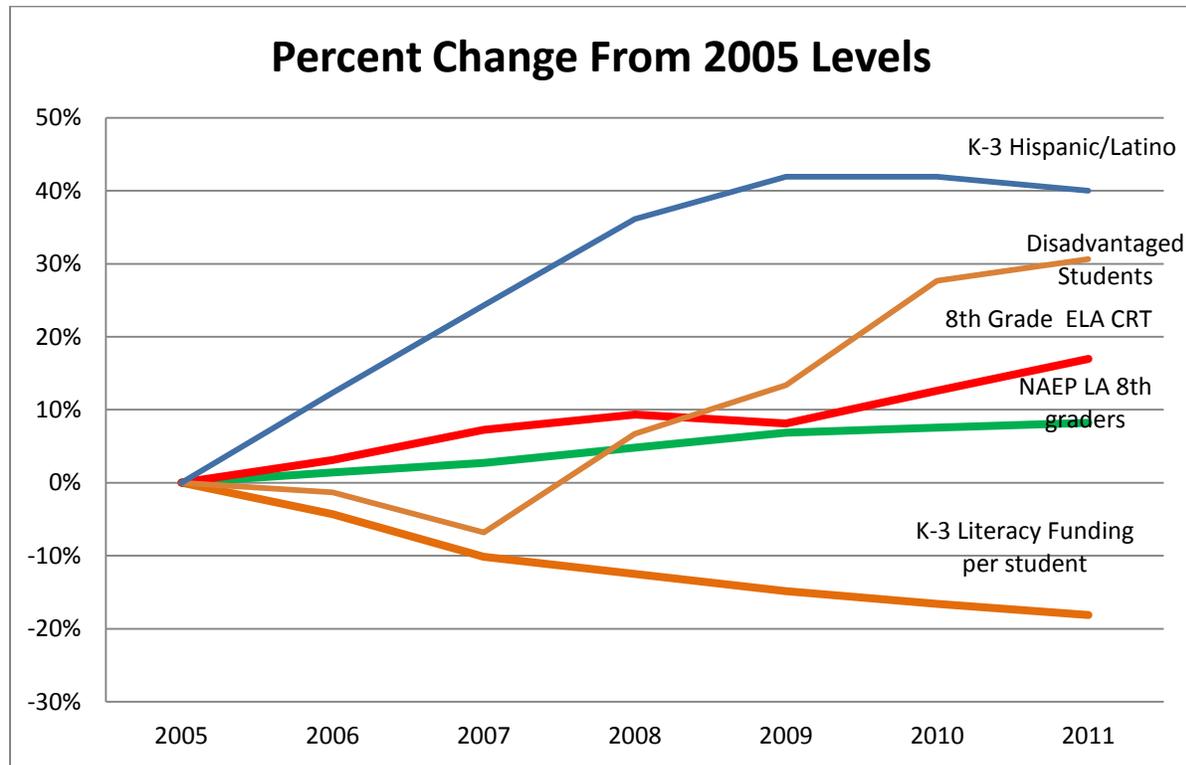


Exposure to K-3 Literacy

In the school year 2005, USOE implemented a statewide K-3 reading program across all schools. Students exposed to the K-3 program from the beginning have noticeably higher CRT proficiency rates than un-exposed similar cohorts especially in grades 7 and higher.



Eighth grade students are also doing better on the National Assessment of Education Progress (NAEP) reading tests. Seventy-nine percent of Utah’s eighth graders were at or above the basic proficiency rate (national rate was 75%). Increases in proficiency have transpired even with large increases in subgroups such as low income and minorities accompanied with decreases in spending.



Students after 2005 that were exposed to the K-3 Literacy program for one year were 30% less likely to dropout in 10th grade than students in 2004 that had no exposure. This equates to 109 students not dropping out.

❖ AP Test Results

SALT LAKE CITY – Utah public students achieved a remarkable trifecta in the 2013 school year by increasing overall participation in Advanced Placement (AP) exams by more than 8 percent, increasing minority participation in those same exams between 11 and 23 percent, and increasing the overall success rate on the exams by more than 7 percent.

A total of 20,638 Utah public school students took 33,217 AP exams during the 2012-13 school year with 22,398 of those exams earning a score of 3, 4 or 5, which can translate into college credit. This represents an increase of 8.4 percent students taking exams, an 8.7 percent

increase in number of exams taken, and a 7.1 percent increase in exams with scores of 3, 4, or 5, the College Board reported today. Utah minority student population also increased its participation rates, the College Board noted. Mexican-American participation increased 10.7 percent, Asian participation increased 19 percent, American Indian 21.1 percent, black 22.5 percent, and Hispanic 23.3 percent. White participation increased 8.5 percent.

Utah public school students earned college credit on AP exams at a rate of 67.4 percent, easily besting the national rate of 56.9 percent.

“It’s very gratifying to see more of our students from a variety of backgrounds opting to voluntarily increase the rigor of their education by participating and succeeding in this program,” said State Superintendent of Public Instruction Martell Menlove. “This is a measurable step forward in meeting the challenges of helping all Utah students become college and career ready.”

The College Board also reported that Utah public schools saw an 8.3 percent drop in SAT college entrance exam participation in 2013, but saw reading scores increase seven points to 594, a one-point decrease in math scores and a 6-point increase in writing scores over 2012 rates. Utah SAT participation is waning as participation in the ACT exam, the other major college entrance exam, approaches 100 percent. Nationally, the average SAT reading score was 491 (even with 2012 rates), math 503 (down two points), and writing 480 (down one point), the College Board noted.

More information: <http://press.collegeboard.org/sat>
www.schools.utah.gov

Discussion: Spanish Immersion

❖ In need for Spanish speaking subs

Discussion: PTA money

- ❖ Marquee
 - PTA is behind purchasing a electronic Marquee.
 - Cost for marquee estimated \$14,000.00.
 - Suzanne Stirland has some concerns with cost, and parents being able to read marquee.
 - Options – save monies over time to pay for new marquee.
- ❖ More money for class parties and field trips.

Closing time: 5:05