

# Civic and Character Education Report

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Report of FY 2013



Prepared by the

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## Utah State Board of Education / Utah State Office of Education

### Civic and Character Education Report 2013

Civic and character education is central to the mission of public education in Utah. The Utah State Board of Education has committed, with its guiding mission document “Promises to Keep,” to the perpetuation of freedom:

*Utah’s Public Education System is created in the state Constitution to “secure and perpetuate” freedom. Freedom, as envisioned in the Utah Constitution, is a promise to future generations that requires:*

- *Citizen participation in civic and political affairs.*
- *Economic prosperity for the community.*
- *Strong moral and social values.*
- *Loyalty and commitment to constitutional government.*

This mission is supported in Utah statute 53A-13-109. The USBE agrees wholeheartedly that public schools fulfill a vital purpose in the preparation of succeeding generations of informed and responsible citizens who are deeply attached to essential democratic values and institutions.

As the statute states, the USBE is committed to ensuring that through an integrated curriculum, students shall be taught in connection with regular school work: honesty, integrity, morality, civility, duty, honor, service, and obedience to law; respect for and an understanding of the Declaration of Independence and the constitutions of the United States and of the state of Utah; Utah history, including territorial and pre-territorial development to the present; the essentials and benefits of the free enterprise system; respect for parents, home, and family; the dignity and necessity of honest labor; and other skills, habits, and qualities of character which will promote an upright and desirable citizenry and better prepare students to recognize and accept responsibility for preserving and defending the blessings of liberty inherited from prior generations and secured by the constitution.

Putting that vision into policy and then into practice is the work of both the USBE and the USOE. Civic and character education is implemented in an integrated way throughout the agency and in a variety of its programs.

Clearly, civic and character education has a home in the curricular area of social studies. Civics and civic-mindedness are a central component of the core curriculum standards beginning with a child’s entry into kindergarten and continuing until their senior year. Civics is also supported

with the study of political science topics including the study of foundational documents in American history. e.g. the Constitution and Declaration of Independence. The study of history is also the study of character, and students encounter inspiring examples of outstanding characters whenever the core standards created by the USOE and adopted by the USBE are then implemented in Utah classrooms. Our current social studies core standards, created by Utah teachers and stakeholders, address every component called for in the statute, most often addressed more than once and with increasing complexity as students advance in their coursework.

Social studies outreach efforts either supported or coordinated by the USOE and USBE include supporting the Utah Bar's outreach efforts on and around Constitution Day, when over 193 teaching opportunities, including classrooms, assemblies, and community youth councils had a direct lesson on the United States Constitution. 174 volunteer judges, attorneys and law school students visited 15 counties statewide. The USBE also participated in the annual Civics Symposium coordinated by the Utah Commission on Civic and Character Education, and is coordinating this year's Civics Symposium. In addition, the USOE supported and participated in teacher professional development including Creating Extraordinary Citizens, a three-day intensive course with practical strategies for encouraging civic and character education. Currently the USBE and USOE are supporting outreach efforts for both Constitution Day and the Gettysburg Address commemoration known as GettyReady.

Civic and character education is not the sole province of social studies, and it may be instructive to see how some other content areas in both the core course areas as well as in supporting areas help perpetuate freedom and promote character.

### **Elementary Mathematics:**

Students in elementary mathematics classrooms are expected and encouraged to work together to solve problems. They become proficient at sticking with a task until they find an acceptable solution. They do so both in groups and individually. They learn the value of cooperation, of expressing their opinions freely, and of backing up those opinions with evidence. These are all desirable character traits.

The goal in elementary mathematics is threefold – students need to understand the concepts of mathematics, to be able to use those concepts in procedures and algorithms fluently, and to apply mathematics to real world problems. Doing so leads to students who are better able to be civically involved in their communities by thinking logically, analytically, and quantitatively, by understanding the parameters of problems, and by being able to contribute to the solution of those problems. Students who enter into STEM fields have rich opportunities to contribute to society, and those thinking patterns are set in elementary school mathematics classes.

**Secondary Mathematics:**

The Standards of Mathematical Practice contain components that are also relevant in civic and character education. These standards are explicit in describing practices that are developed in the mathematics classroom, but extend elsewhere, such as perseverance and precise communication. USOE professional learning has been focused on developing classrooms where respectful and meaningful conversations about mathematics take place and where students learn to work independently and with others. Mathematics classrooms require responsibility for individual work, respectfulness in collaboration, and integrity.

**English Language Arts:**

In our ELA classes, we make sure students understand that plagiarism is not allowed, and that honest work is valued and vital. We also promote teamwork and collaboration through our continuing focus on small-group work and shared writing projects. The narratives and informational texts students use are filled with stories and examples of exemplary qualities of character.

**Instructional materials:**

Materials are reviewed by specialists and highly qualified teachers to make certain that classroom content aligns with core standards, and promotes achievement by Utah's students. Specifically related to Character and Civic Education are efforts to see that materials support the mission of the USBE and strong moral and social values.

**Youth in care:**

Students supported by the Youth in Custody line item receive life skills instruction, and character & civic education from all four collaborative partners: the Department of Human Services, the Department of Juvenile Justice Services, the Division of Child and Family Services and the Local Educational Agencies (LEAs). Collaboration with community partners help in the development of student competencies necessary to participate fully in a democratic life.

**Adult Education**

Adult students are provided character and civic education through individualized and group literacy instruction whether they are enrolled in a school district or community-based non-profit organization funded with state line item or federal WIA II funds.

**Prevention Dimensions**

This curriculum supports teaching and modeling character education traits that are an important component of an effective comprehensive prevention system. Prevention

Dimensions (PD) is a set of resource lessons which support the Utah State Office of Education pre-kindergarten through twelfth grade health core and Utah's Safe and Drug-Free Schools and Communities.

### **Youth Court**

The Youth Court program is a community-based intervention/prevention designed to provide an alternative response for the juvenile justice system for the first-time, nonviolent, misdemeanor juvenile offenders, in which community youth determine the appropriate sanctions for the offender. The program holds youth offenders accountable and provides educational services to offenders and youth volunteers in an effort to promote long-term behavioral change that leads to enhanced public safety.

### **Suicide and Bullying Prevention**

These prevention efforts support civic and character education in our schools. Civic and character education helps a student develop resiliency. Resiliency helps a student *to navigate their way to the psychological, social, cultural, and physical situations while they sustain their well-being, and give them the ability individually and collectively to contribute to society.* *Suicide and bullying prevention* promotes well-being, serves as a resource to educators, and supports districts by sponsoring professional development.

Research has proven when students feel connected to people in their schools; they are less likely to attempt or complete suicide, and creating a community where all students can learn is a clear goal for anyone committed to civic and character education.

### **Conclusion**

The USBE has a commitment to secure and perpetuate freedom by providing the strongest public education system possible for the students of Utah. Establishing high standards, providing the supports to provide high-quality instruction, and continuing to focus on civic and character education as fundamental elements of the constitutional responsibility of public education shall be a continuing emphasis and focus in public schools.

**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

<b>Performance Criteria</b>	<b>District</b>	<b>Charter</b>
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
<b>Demographics</b>		
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
<b>Seniors &amp; Graduation</b>		
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
<b>Advanced Placement</b>		
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
<b>International Baccalaureate</b>		
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
<b>Concurrent Enrollment</b>		
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
<b>ACT</b>		
Math (22)	11,958	905
English (18)	17,359	1,075
Reading (21)	15,297	955
<b>K-12 Program</b>		
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

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

