Background Information for Enhancement for Accelerated Students: R277-707

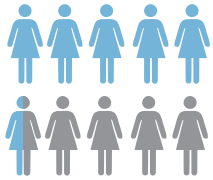
In an effort to address the concerns regarding inequitable access of underrepresented groups and eliminate barriers to enrollment in early college coursework, the Board's Law and Licensing Committee requested Board staff provide recommendations for increasing the number and percentage of students from diverse and/or disadvantaged backgrounds enrolling in applicable courses and earning credit.

What is Rule 277-707?

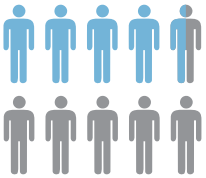
The rule governs accelerated programs established to support students who demonstrate the need for instructional opportunities with increased depth, complexity, and/or rigor. It outlines LEA eligibility for funds along with procedures for application, distribution, and allowable uses of funds.

Current Statewide Population Compared to Advanced Placement Enrollment

Student Gender



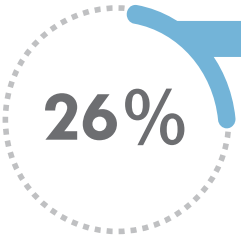
Population:
49% Female • **51%** Male
Enrolled:
55% Female • **45%** Male



What programs are governed by R277-707?

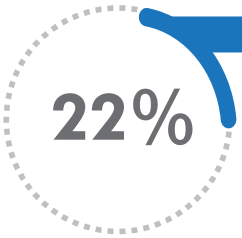
- Gifted and Talented
- Advanced Placement
- International Baccalaureate

Students who Identify as a Racial or Ethnic Minority



Population:

26% ethnic/racial minority



Enrolled:

22% ethnic/racial minority

Students who are Economically Disadvantaged

Population:

33% Of students are economically disadvantaged

Enrolled:

18% Of students are economically disadvantaged

Rule 277-707: Comparing District Samples

To illustrate the gaps present in equitable access for disaggregated groups, a sample of three Utah school districts data are included below. The data displays represent the difference between the total population and the AP enrollment population. It is desired that in a school system with equitable access that there would be little to no difference between the two populations.

Student Gender

District A	District B	District C
Statewide Population: • 49% Female • 51% Male	Statewide Population: • 49% Female • 51% Male	Statewide Population: • 48% Female • 52% Male
Enrolled in AP: • 53% Female • 47% Male	Enrolled in AP: • 52% Female • 48% Male	Enrolled in AP: • 59% Female • 41% Male

Racial or Ethnic Minority

District A	District B	District C
Statewide Population: • 19% Minority	Statewide Population: • 57% Minority	Statewide Population: • 20% Minority
Enrolled in AP: • 17% Minority	Enrolled in AP: • 35% Minority	Enrolled in AP: • 17% Minority

Economically Disadvantaged

District A	District B	District C
Statewide Population: • 18% Disadvantaged	Statewide Population: • 59% Disadvg.	Statewide Population: • 37% Disadvg.
Enrolled in AP: • 13% Disadvantaged	Enrolled in AP: • 27% Disadvg.	Enrolled in AP: • 18% Disadvg.

Comparison of Current Distribution for Advanced Placement and Distribution Under Draft 4 of the Rule

The current distribution formula is based on the percentage of Advanced Placement (AP) exams passed with a score of *3 or higher*.

Draft 4 of the rule distributes AP funding with **50%** based on enrollment in the LEA's AP courses and **50%** based on the percentage of AP exams passed with a score of *2 or higher*.

Under Draft 4 Updates

38 School Districts Participating

12
Estimated to receive less funding
- On average $17,100 less
- Median $1,200 less

26
Estimated to receive more funding
- On average $6,900 more
- Median $2,000 more

45 Charter Schools Participating

11
Estimated to receive less funding
- On average $360 less
- Median $70 less

34
Estimated to receive more funding
- On average $850 more
- Median $650 more

Rule 277-707: The Breakdown

Who is an accelerated student as defined in R277-707?

An accelerated student is a student participating in accelerated programs (e.g., gifted/talented, International Baccalaureate (IB), or Advanced Placement (AP)) who demonstrates the need for instructional opportunities with increased depth, complexity, or rigor.

Change of Allocation Score

- AP courses are meant to enable willing and academically prepared students to pursue rigorous college-level studies while in high school.
- Encouraging students to engage in AP coursework allows them the experience of participating in college-level studies, but also helps develop college skills such as time-management and advanced problem-solving.
- Participation in AP programs has been linked to additional benefits including favorable impact on college admission decisions, greater academic success in college, higher graduation rates, and time/money saved in attending college.
- As detailed by the College Board during the AP Colloquium in 2017, a score of a 1.8 or higher on the AP course exam indicates college readiness. Therefore, the rule seeks to amend the funding distribution score from a **'3'** to a **'2'** to reward LEAs for envisioning an AP ecosystem that values its courses beyond the potential for earning college credit.

Including Enrollment in the Funding Formula

- Prior to the current draft of R277-707, LEA allocations for AP funding were only reliant on AP student test scores. An LEA's state funding was based on the number of '3's earned by their students.
- To address the inequitable access of underrepresented groups and eliminate barriers of enrollment in AP courses, the current draft amends the funding formula to include a 50/50 allocation based on two factors: enrollment and test scores.
- Enrollment accounts for **50%** of the allocation formula to encourage LEAs to reflect on current enrollment practices and identify students from underrepresented groups who could be successful in rigorous, college-level coursework, given appropriate supports. LEA allocations related to enrollment will be based on students enrolled in at least one AP course.
- The remaining **50%** of the funding will be distributed based on the total number of AP test scores of '2' or greater the students achieve.

Q: How is an underrepresented group defined?

A: It is defined as a subset of students that hold a smaller percentage in a program as compared to the overall LEA population. Examples include: gender, ethnicity (e.g., hispanic), english learner, student with a disability, or economically disadvantaged.

Q: What can LEAs spend money from the EASP program on?

A: An LEA may use Enhancement for Accelerated Students Program funds for:

- Gifted/talented programs, including professional learning for teachers
- Identification of underrepresented students
- AP courses and test fees of eligible low-income students
- IB programs and test fees of eligible low-income students

Q: How will LEAs be supported by USBE in addressing inequity in access to college-level courses, such as AP?

A: Coordination with LEAs to provide multiple strategies for support:

- Guided data analysis, root cause, and theory of action support to identify and address current inequities for an LEAs underrepresented groups population(s)
- Written program guidance to support implementation
- Quarterly meetings for the statewide early college specialists to network and collaboratively problem solve current problems of practice
- Creation of a best practices resource highlighting the ways that LEAs have been successful in closing gaps related to access for early college coursework for underrepresented group