

Public Comment on R277-707

Updated June 6, 2019

-----Original Message-----

From: Rasmussen, Benjamin <Ben.Rasmussen@schools.utah.gov>
Sent: Wednesday, May 1, 2019 12:46 PM
To: Amanda HUNT_lphs <ahunt@alpinedistrict.org>
Cc: Stallings, Angie <Angie.Stallings@schools.utah.gov>; Throndsen, Jennifer <Jennifer.Throndsen@schools.utah.gov>; Auck, Nathan <Nathan.Auck@schools.utah.gov>
Subject: RE: AP Fund Allocation

Ms. Hunt:

Thank you for your feedback on Rule R277-707, which includes the funding allocation for the Enhancement for Accelerated Students Program, "EASP," including Advanced Placement funds. The criteria used for the funding was the subject of extensive debate. The rule ultimately represents a hybrid approach, which awards schools for recruiting students into AP classes, as well as for preparing students to achieve a test score reflecting college readiness. Rule R277-707 is now open for public comment. Your concerns will be forwarded to the members of the Board. It is anticipated that unless there is a request for a public hearing in accordance with the Administrative Rulemaking Act, the current draft of the rule will be made effective on June 7, 2019. If you have any questions about this process, please feel free to let me know.

Ben Rasmussen
Director of Law and Professional Practices Utah State Board of Education
250 E. 500 So.
P.O. Box 144200
Salt Lake City, UT 84114-4200
Tel.: (801) 538-7835
Fax: (801) 538-7927
ben.rasmussen@schools.utah.gov

From: Bagley, Julie J <jjbagley@graniteschools.org>
Sent: Thursday, May 23, 2019 12:35 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Early Colllege

My hope is that as we pass these rules we make sure that parents understand that a concurrent class is creating a transcripts.

So many students who plan to go on to graduate school, are very sad that their C grade in their concurrent class still haunts them as they apply to graduate programs because their Concurrent grade from high school is still a part of their undergraduate GPA.

The college Pre Professional advising groups who come to speak to high school students often comment on this as one of their big concerns. Especially for having very young students take Concurrent Enrollment.

IB and AP testing has no affect on a college transcript if they don't do well. Concurrent Enrollment does. Parents and students need to understand this.

They need to understand that there is no magic wand to erase a low CE grade. Even if they retake the class, the grade earned is still a part of their GPA.

This is a VERY HARD concept for parents and students to understand the ramifications for the future GPA if they do not do well.

-----Original Message-----

From: Amanda HUNT_lphs <ahunt@alpinedistrict.org>

Sent: Wednesday, May 1, 2019 8:44 AM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: AP Fund Allocation

To Whom it May Concern:

I am concerned about the recent decision made by the Utah State Education Board regarding the distribution Advanced Placement funds. Currently each individual school receives the funds according to how many students pass the AP Exams. This provides incentives for teachers and schools to improve and grow their programs. Lone Peak High School, is known for their Advance Placement programs, many of which teachers have worked for years to develop and improve. I teach AP Psychology at Lone Peak High School and I, as many of my colleagues, spend many hours outside of my contract time to help my students pass the exams. We do not get extra pay for teaching AP classes, but in the past we have been given funds to provide additional resources which go directly to our students. The funds come from students who work to pass the test and so should be used for these students. Many of our students take multiple AP Exams and as a result, our school and programs would be losing money under the new guidelines.

I find it interesting that our current school board is so interested in "school choice" and seems to favor charter schools but is so willing to take funds from one public school and distribute its hard earned funds to others. This is what I tell my students communism is like. If the funds are taken away, our teachers will have little incentive to work as hard in their programs. Families move to our area because of our school, and in many cases because of the success of our AP programs. I feel that making this kind of decision, without the knowledge of district school boards and without the input of teachers involved in the AP programs as teachers was wrong.

I hope you will consider the implications of this decision and what it will do to the motivation of current AP teachers. It is unfair to take from those who work hard to succeed, in order to motivate others. It has taken years to build our AP programs, at Lone Peak. For a program to truly take off it takes more than funds, it takes teachers, administrators, and parents who are trying to change a culture. In order for it to last, they need to work for it.

Thank you for your time and consideration.

Amanda Hunt
Lone Peak High School
AP Psychology

From: Brian Jones <brianjonesphd@gmail.com>
Sent: Wednesday, May 1, 2019 1:53 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Distribution of AP funds

Dear Madam/Sir,

I recently learned of plans to change how funds for AP classes are distributed at schools. I understand the Utah State Board of Education's desire to improve AP enrollment throughout the State, but I am concerned that a plan to award funds to schools based only on the number of students taking their *first* AP class would dramatically reduce the funds received at my children's school. My oldest daughter, a senior, took 16 AP classes; your plan would credit her school for only one (which she actually took in middle school). My second daughter, a sophomore, is signed up for three AP classes her junior year. Again, your plan would not credit the high school for the "additional" AP classes and the added expenses.

Thus, while awarding funds for first-time students is a good way to encourage introduction to the AP system, you must not take counterproductive steps that reduce enrollment in multiple AP classes.

Thank you,

Brian Jones

Cedar Hills, UT

From: Kaden Moss <kadenpmoss@outlook.com>

Sent: Thursday, May 2, 2019 11:03 AM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: AP money

Dear government,

I am a concerned student that has recently been informed on the plan to pull the money that our school gets for successful AP tests and give it to other schools. I do not think that this is a good idea because our school uses the money to build up our AP program. Our school has an exceptional AP program and we use that money to help build our program and to help us improve the quality of our classes. If you take the funding away from our school, we will have nothing to build up our program. I also think that if you give our money to other schools, it could just create resentment and dislike between the teachers that regularly collaborate with teachers from other schools. You are trying to make everybody equal, and I do respect that, but in our system capitalism you are rewarded for working hard and being successful. In a way, your new program would reward others for our work, which could be compared to communism which we have worked so hard in the past to prevent. Overall I do not believe that implementing this new system would be extremely successful.

Thank you for your time,

Kaden Moss

From: Chloe Hilton <hiltochl000@alpinesd.org>
Sent: Friday, May 3, 2019 11:39 AM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Concerns

To whom it may concern,

I feel that the new policy regarding money distribution from AP scores is unfair to schools that produce high scores as well as the students that score them. I believe that schools producing good scores should receive the money they have earned. If they lose this money, their programs may wither. Though it is important for all schools to receive funding to further their programs, giving the money other schools have earned to improve the programs of others seems socialistic.

Sincerely,

Chloe Hilton

Sophomore at Lone Peak High School

From: Jacob Rees <jrees@alpinedistrict.org>
Sent: Friday, May 3, 2019 7:06 PM
To: Rasmussen, Benjamin <Ben.Rasmussen@schools.utah.gov>
Subject: Concerns about Funding for AP classes

Members of the State Board of Education:

The following are my concerns regarding the proposal to fund AP classes based on growth rather than pass rate:

1. Established Programs

There are large AP programs at my school (Calculus, Language and Composition, for example) that are already at capacity. Our school has 9 sections (40 students per section) of AP Calculus, and 5 sections (40 students per section) of AP Language. Both programs are already at capacity. We don't have the classroom space or the teachers to expand those programs. Those teachers and their hundreds of students shouldn't lose money simply because they've already actively recruited as many students as possible and proven to be successful. Even for programs that are just starting out, assuming they are successful in growing, won't they also lose funding the larger they become? Forgive me if this is something that has already been discussed (if so, it wasn't communicated to me). Isn't there some percentage, some number, some equation, we can use to determine the logical capacity of a given program and shift funding to pass rate once capacity is reached?

2. Administrators Access to Funds

Currently, every administrator in our district uses a portion (if not all) of the AP money as they see fit. The amount is determined by the administrators. Some teachers receive \$25 per student passed (my school), some teachers receive \$35 (Timpanogos) per student passed. (When I first started teaching 12 years ago I received \$60 per student passed and it has gone down almost every year). Some of my administrators (two that told me directly) have used the AP money to pay for buying a teacher's prep period, and that teacher may be in a completely different department. For example, I was told directly by one of my administrators that of the AP money allocated based on the number of students who passed the exam that I teach, half of it would go to funding another teacher's salary in a different department. What protections are you putting in place to make sure that the money--whether allocated by pass rate or by growth or by a combination--is actually going to the classroom and not the principal?

3. Including Scores of 2 on the AP Exam in the Funding

As I'm sure you've discussed, this won't encourage the program to be successful, merely larger. If the standard isn't held at a 3, if the rigor of the coursework isn't held at a legitimate passing score, then we

won't be accomplishing anything more than changing the name of the course. If the students in a normal English 11 course, who normally wouldn't take AP English move to the AP English class, but the standard is lowered to fund scores of a two, the rigor expected of them is the same as taking the normal English 11 class. If we want them to succeed at collegiate course work, then the standard needs to be maintained.

Additionally, lowering the amount funded to include scores of 2 won't compensate successful programs for the amount lost due having a lack of growth in the program. As programs become more successful they will lose funding. It will be possible for teachers to receive more funding by having a failing program than by having a successful one.

I look forward to your response.

Sincerely,

Jake Rees

Lone Peak High School

Alpine School District

From: Brian Jones <brianjonesphd@gmail.com>
Sent: Wednesday, May 1, 2019 1:53 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
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Course at a Glance

Plan

The Course at a Glance provides a useful visual organization of the AP English Literature and Composition curricular components, including:

- Sequence of units, along with suggested pacing. Please note that pacing is based on 45-minute class periods, meeting five days each week, for a full academic year.
- Progression of skills within each unit.
- Spiraling of the big ideas and skills across units.

Teach

SKILL CATEGORIES

Skill categories spiral across units.

- | | |
|---|--|
| 1 Explain the function of character. | 5 Explain the function of word choice, imagery, and symbols. |
| 2 Explain the function of setting. | 6 Explain the function of comparison. |
| 3 Explain the function of plot and structure. | 7 Develop textually substantiated arguments about interpretations of part or all of a text. |
| 4 Explain the function of the narrator or speaker. | |

BIG IDEAS

Big ideas spiral across units.

- | | |
|----------------------|-----------------------------------|
| CHR Character | FIG Figurative Language |
| SET Setting | LAN Literary Argumentation |
| STR Structure | |
| NAR Narration | |

Assess

Assign the Personal Progress Checks—either as homework or in class—for each unit. Each Personal Progress Check contains formative multiple-choice and free-response questions. The feedback from the Personal Progress Checks shows students the areas where they need to focus.

NOTE: Partial versions of the free-response questions are provided to prepare students for more complex, full questions that they will encounter on the AP Exam.

UNIT 1

Short Fiction I

~10 Class Periods

CHR 1	1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.
SET 2	2.A Identify and describe specific textual details that convey or reveal a setting.
STR 3	3.A Identify and describe how plot orders events in a narrative.
STR 3	3.B Explain the function of a particular sequence of events in a plot.
NAR 4	4.A Identify and describe the narrator or speaker of a text.
NAR 4	4.B Identify and explain the function of point of view in a narrative.
LAN 7	7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.

UNIT 2

Poetry I

~10 Class Periods

CHR 1	1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.
STR 3	3.C Explain the function of structure in a text.
STR 3	3.D Explain the function of contrasts within a text.
FIG 5	5.B Explain the function of specific words and phrases in a text.
FIG 6	6.A Identify and explain the function of a simile.
FIG 6	6.B Identify and explain the function of a metaphor.
LAN 7	7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.

Personal Progress Check 1

ONLINE ONLY

Multiple-choice: ~20 questions

ONLINE OR PAPER

Free-response: 2 passages with shorter task

- Contemporary Prose: short story excerpt or microfiction (partial)

Personal Progress Check 2

ONLINE ONLY

Multiple-choice: ~20 questions

ONLINE OR PAPER

Free-response: 2 passages with shorter task

- 20th-Century/Contemporary Poetry (partial)

**UNIT
3**

**Longer Fiction
or Drama I**

~17 Class Periods

CHR 1	1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.
CHR 1	1.B Explain the function of a character changing or remaining unchanged.
SET 2	2.A Identify and describe specific textual details that convey or reveal a setting.
STR 3	3.E Explain the function of a significant event or related set of significant events in a plot.
STR 3	3.F Explain the function of conflict in a text.
LAN 7	7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.
LAN 7	7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
LAN 7	7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
LAN 7	7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
LAN 7	7.E Demonstrate control over the elements of composition to communicate clearly.

Personal Progress Check 3

ONLINE ONLY

Multiple-choice: ~20 questions

ONLINE OR PAPER

Free-response: 2 questions

- 20th-Century/Contemporary Prose (partial)
- Literary Argument

**UNIT
4**

Short Fiction II

~17 Class Periods

CHR 1	1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.
CHR 1	1.C Explain the function of contrasting characters.
CHR 1	1.D Describe how textual details reveal nuances and complexities in characters' relationships with one another.
SET 2	2.B Explain the function of setting in a narrative.
SET 2	2.C Describe the relationship between a character and a setting.
STR 3	3.A Identify and describe how plot orders events in a narrative.
STR 3	3.D Explain the function of contrasts within a text.
NAR 4	4.A Identify and describe the narrator or speaker of a text.
NAR 4	4.B Identify and explain the function of point of view in a narrative.
NAR 4	4.C Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.
LAN 7	7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
LAN 7	7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
LAN 7	7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
LAN 7	7.E Demonstrate control over the elements of composition to communicate clearly.

Personal Progress Check 4

ONLINE ONLY

Multiple-choice: ~30 questions

ONLINE OR PAPER

Free-response: 1 question

- 20th-Century/Contemporary Prose (partial)

**UNIT
5**

Poetry II

~17 Class Periods

STR 3	3.C Explain the function of structure in a text.
FIG 5	5.A Distinguish between the literal and figurative meanings of words and phrases.
FIG 5	5.B Explain the function of specific words and phrases in a text.
FIG 5	5.D Identify and explain the function of an image or imagery.
FIG 6	6.B Identify and explain the function of a metaphor.
FIG 6	6.C Identify and explain the function of personification.
FIG 6	6.D Identify and explain the function of an allusion.
LAN 7	7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
LAN 7	7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
LAN 7	7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
LAN 7	7.E Demonstrate control over the elements of composition to communicate clearly.

Personal Progress Check 5

ONLINE ONLY

Multiple-choice: ~25 questions

ONLINE OR PAPER

Free-response: 1 question

- Pre-20th-Century Poetry

UNIT 6

Longer Fiction or Drama II

~17 Class Periods

CHR 1	1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.
CHR 1	1.C Explain the function of contrasting characters.
CHR 1	1.E Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.
STR 3	3.A Identify and describe how plot orders events in a narrative.
STR 3	3.B Explain the function of a particular sequence of events in a plot.
STR 3	3.D Explain the function of contrasts within a text.
NAR 4	4.C Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.
NAR 4	4.D Explain how a narrator's reliability affects a narrative.
FIG 5	5.C Identify and explain the function of a symbol.
LAN 7	7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
LAN 7	7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
LAN 7	7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
LAN 7	7.E Demonstrate control over the elements of composition to communicate clearly.

Personal Progress Check 6

ONLINE ONLY

Multiple-choice: ~25 questions

ONLINE OR PAPER

Free-response: 2 questions

- Pre-20th-Century Prose
- Literary Argument

UNIT 7

Short Fiction III

~17 Class Periods

CHR 1	1.B Explain the function of a character changing or remaining unchanged.
CHR 1	1.D Describe how textual details reveal nuances and complexities in characters' relationships with one another.
SET 2	2.B Explain the function of setting in a narrative.
SET 2	2.C Describe the relationship between a character and a setting.
STR 3	3.A Identify and describe how plot orders events in a narrative.
STR 3	3.B Explain the function of a particular sequence of events in a plot.
NAR 4	4.D Explain how a narrator's reliability affects a narrative.
FIG 5	5.C Identify and explain the function of a symbol.
FIG 5	5.D Identify and explain the function of an image or imagery.
FIG 6	6.A Identify and explain the function of a simile.
FIG 6	6.C Identify and explain the function of personification.
LAN 7	7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
LAN 7	7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
LAN 7	7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.

Personal Progress Check 7

ONLINE ONLY

Multiple-choice: ~35 questions

ONLINE OR PAPER

Free-response: 1 question

- Contemporary Prose

UNIT 8

Poetry III

~17 Class Periods

STR 3	3.C Explain the function of structure in a text.
STR 3	3.D Explain the function of contrasts within a text.
FIG 5	5.B Explain the function of specific words and phrases in a text.
FIG 5	5.C Identify and explain the function of a symbol.
FIG 6	6.B Identify and explain the function of a metaphor.
FIG 6	6.D Identify and explain the function of an allusion.
LAN 7	7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
LAN 7	7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
LAN 7	7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
LAN 7	7.E Demonstrate control over the elements of composition to communicate clearly.

Personal Progress Check 8

ONLINE ONLY

Multiple-choice: ~20 questions

ONLINE OR PAPER

Free-response: 1 question

- Metaphysical Poem

**UNIT
9****Longer Fiction
or Drama III****~17** Class Periods

CHR 1	1.B Explain the function of a character changing or remaining unchanged.
CHR 1	1.E Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.
STR 3	3.E Explain the function of a significant event or related set of significant events in a plot.
STR 3	3.F Explain the function of conflict in a text.
NAR 4	4.C Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.
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LAN 7	7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
LAN 7	7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.

Personal Progress Check 9**ONLINE ONLY****Multiple-choice: ~15 questions****ONLINE OR PAPER****Free-response: 2 questions**

- Pre-20th-Century Prose
- Literary Argument

research on Excellence Gaps identifies as important steps for State Boards to take:

1. Attend to both overall academic excellence and excellence gaps to ensure students of all backgrounds have access to rigorous courses;
2. Maximize identification of students to receive advanced learning opportunities;
3. Hold ELAs accountable for the performance of high-ability students from all backgrounds
4. Remove barriers that prevent high ability students from moving through coursework at a pace that matches their achievement level

UAGC supports the proposed rule changes and applauds the research-based recommendations that have been made. We hope to give a voice to students throughout Utah whose potential can best be realized by participation in accelerated and rigorous courses and programs.

Thank you for your time and consideration of our thoughts. I would be happy to provide any additional information you might request.

Sincerely,

A handwritten signature in cursive script that reads "Teri Mattson".

Teri Mattson
UAGC Executive Consultant
teri.mattson@gmail.com
801-232-3044



Utah State Board of Education
250 East 500 South
Salt Lake City, Utah

May 30, 2019

Dear Utah State School Board Members,

The Utah Association for Gifted Children (UAGC) is a non-profit organization that advocates for the diverse population of gifted children in the State of Utah. We are writing to express support of the proposed revision to Administrative Rule R277-707, Enhancement for Accelerated Students Program.

UAGC hopes to see all students in Utah have the opportunity to participate in appropriate accelerated programs and coursework regardless of their disabilities or socio-economic, language, or cultural backgrounds. Research offers evidence that high ability students from underrepresented subgroups are far less likely to participate in advanced coursework and achieve at high levels, despite their aptitude to do so. Barriers currently exist for many Utah students that prevent them from being prepared to succeed in challenging coursework, therefore limiting the likelihood they enroll in universities and career-preparation programs.

The proposed changes to the Administrative Rule take important steps toward removing some of these barriers. For example, LEAs would identify plans for “engaging all parents so they understand the opportunities available for their children” and would create a plan for “removing barriers and increasing enrollment of underrepresented students.” These changes to the rule would increase future opportunity for many students and increase equal access for all students of potential.

An “Excellence Gap” refers to the disparity in the percent of lower-income versus higher-income students who reach advanced levels of academic performance. The “gap” appears in elementary school and continues as students move through middle school, high school, college and beyond. The proposed Administrative Rule incorporates many of the recommendations that

research on Excellence Gaps identifies as important steps for State Boards to take:

1. Attend to both overall academic excellence and excellence gaps to ensure students of all backgrounds have access to rigorous courses;
2. Maximize identification of students to receive advanced learning opportunities;
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4. Remove barriers that prevent high ability students from moving through coursework at a pace that matches their achievement level

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Sincerely,



Teri Mattson
UAGC Executive Consultant
teri.mattson@gmail.com
801-232-3044

From: Amanda HUNT_lphs <ahunt@alpinedistrict.org>
Sent: Tuesday, June 4, 2019 12:31 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: R277-707

To Whom It May Concern:

As part of the Utah State Board of Education's vision, one of the strategies listed is to, "Lead in changing the perception of teaching as a profession." As R227-707 is currently written, teachers who have worked for years to develop inclusive, successful, advanced placement programs will lose funds. The message this sends to educators is that when they are successful in their efforts, they are not recognized but are penalized. This seems to be opposite of what should be happening in education. It is demoralizing for educators to lose benefits or funding when they have proven to be successful. The AP programs at my school do not have prerequisites, fees, GPA, or test score requirements; which is one of the reasons for their success. As written, R277-707 is contrary to the vision to "change the perception of teaching as a profession", in that it belittles the work and success of educators. In any other profession, individuals are recognized and rewarded for success. Please consider amending R227-707, as currently written.

Thank you,
Amanda Hunt
Lone Peak High School
AP Psychology

From: Shauna Kay <skay@alpinedistrict.org>
Sent: Tuesday, June 4, 2019 11:58 AM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: AP Funding

After listening to the Nathan and Jennifer from the Office of Education, it sounds like they don't even understand where the money is actually going to go. If you distribute money to the districts without outlining how the money should be used, it will be wasted. Money should be spent educating the AP teachers. AP classes and success is teacher-driven.

What is this saying to teachers? After building a successful AP program for 27 years, why would funding be taken away from me? I allow anyone in the school to take my class. In fact, I have more students in my AP Psychology classes than anyone in the entire state. What incentive do I have to encourage more students to take my AP classes?

--

Shauna Kay
PLC Coordinator
Apple Teacher
Lone Peak High School
(801) 610-8810

From: Ryan Newman <rnewman@alpinedistrict.org>
Sent: Tuesday, June 4, 2019 12:53 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: R277-707 AP Money

You are not considering the AP teachers and AP Programs as an underserved subgroup. What is my incentive to grow an AP Program at my school? This rule will have a drastic negative impact on my school and more important my students. If this passes the AP money you are reallocating will dry up soon and no one will benefit. This is a terrible socialist policy and I hate it.

From: Amy Smithson <amylistsmithson@gmail.com>
Sent: Tuesday, June 4, 2019 2:12 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: My thoughts on R277-707

Too little too late.

Public comment on Utah bill R277-707 is closing in 1 hour.

The AP College Board sends money back to the state for each student that passes (with a 3 or better) an AP exam. The idea is to encourage those schools and teachers to keep teaching and keep providing opportunities for students to take classes early that will help them be college ready. For years, the majority of that money has gone back to the school/teacher to continue to fund that AP program. AP teachers with high enrollment and high pass rates have been rewarded and encouraged by having additional funding to grow and maintain their programs.

This new bill will reallocate the majority of that money to schools, teachers and classrooms that can show certain kinds of "growth". No prerequisites will be required for students to take an AP course. Course "success" will largely be based on increased enrollment. Teachers will be expected to have a program in place that will ensure the success of each student - regardless of how well prepared they are ahead of time. AP programs that already have high enrollment and high pass rates will have their funding slashed in order to reallocate funding to smaller, less successful programs around the state. Most AP teachers who have high pass rates - who normally would have received additional funding as an incentive for those high pass rates - will now have their extra funding slashed to the bone.

Apparently this has been in the works for two years. I only started hearing rumors about it a couple of weeks ago.

I believe this will destroy the AP programs in places like Alpine School District where we are already at full capacity for many AP programs and can't show appropriate "growth".

Parents of gifted and accelerated kids - or kids who want to push themselves into these programs and need extra time and help - say goodbye to the robust advanced opportunities that were available to your older kids. I don't pretend to understand all of the legalese involved here, but please do understand that your best AP teachers are about to burn out from discouragement and lack of funding.

Socialism in action.

As an AP Calculus teacher for ten years with 35-45 students per class and a 93+% pass rate, I am quite certain this will destroy my program. I already volunteer the majority of my hours outside of class to help my students prepare for the AP exam. Now I will be forced to do all of it without any financial recompense. Your plan to enhance opportunities for gifted and talented kids is yet another blow to the morale of some of your best teachers.

Amy Smithson
Pleasant Grove High School

From: Maddie Giles <maddie.giles.10@gmail.com>
Sent: Tuesday, June 4, 2019 2:57 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: AP funding Utah bill R277-707

To whom it may concern,

My name is Maddie and I was an AP student at Pleasant Grove High School. My favorite class I ever took in my high school experience was AP calculus from Amy Smithson.

I am not studying math. I do not particularly like math. But I LOVED taking calculus from Amy Smithson.

She is a gifted teacher and has a knack for pushing students and therefore has cultivated a culture of success in her program. (Along with Eldon Palmer. They're both great.) If their funding is slashed, and it's pretty easy to believe that it will be because the AP program is already successful and does not have much room for "growth", there are thousands of students who won't have the chance to truly push themselves and gain confidence in an accelerated program for mathematics.

So the question I have is, why are we forwarding a bill that punishes teachers that have already created success? Those teachers should be rewarded, praised even placed on a pedestal.

Please reconsider.

Thank you

Maddie Sosa

From: Megan Calvin Turner <mcalvin@alpinedistrict.org>
Sent: Tuesday, June 4, 2019 4:41 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: I oppose R277-707

To whom it may concern,

I do not agree with the proposed action to re-allocate funds for AP programs. I believe it is undemocratic to take funds away from successful programs and give it to other programs. Throwing money will not automatically create successful programs. I teach 2 AP courses, and one of them existed before I taught it, and I started the other program. Money will not solve this problem.

With the course that existed before I started teaching it, I received money from the state on my first year, and I can tell you that I was VERY INEFFECTIVE in how I used those funds. I did not even know the questions to ask as I began teaching, much less the best use of the money from the state to support my program. I used the money to buy materials, but that did not affect the success of my students. What DID affect the success of my students was my time spent with them, in and out of instructional time during the day, and before and after school, and then many more hours of personal time spent working on my curriculum and learning what I was supposed to teach my students.

In contrast to that experience, when I started another AP program from scratch, there were no funds coming from the state, and I still created a very successful program, with 93% passing the test that first year. How was I able to create a successful program without money from the state? I worked very hard, putting in close to 65 hours each week, making sure that I could support my students and give them the best experience possible. The next year, when I received funds in proportion with my pass rate, I knew exactly what to use those funds for. The funds are helpful in continuing to make sure I have the resources for my students, but throwing money to begin new programs will not be an effective use of the money from the state.

I feel it is very unfair for the state to penalize highly successful teams by reducing their financial support. I work extremely hard to make sure my students pass the test. And my numbers over the past 12 years speak for themselves. I have averaged a 91% pass rate, and as my programs have grown, my need for funds has also increased. There is no possible way that I can complete the work required to support AP curriculum during my contract time. Those funds allow me to pay for a reader to score essays, giving my students more experience with the AP assessment styles. Those funds allow me to ensure that I am using up-to-date textbooks and resources, which I would not be able to afford. They allow me to continue my own professional development, which my school does not have the funds for. And the state of Utah is already making it difficult for my students to be successful, since class sizes are significantly larger than what the AP program recommends. I routinely have 37-40 students in my AP classroom, and the CollegeBoard recommends 20-25. The only way I am able to continue to be successful is to utilize those funds given through the state.

I don't agree that I should be penalized for being successful, and forced to maintain that success with less funds. In reality, you are punishing me for being successful, and giving those funds to unsuccessful programs. That will not solve the problem, but it sends the message that successful programs should not be recognized, or rewarded for their high achievement.

This is especially troubling when you understand how high achievement reflects back on the performance of the teacher. More than regular classes that rely on state testing to demonstrate good teaching, I am given detailed statistics every year that show where my students succeed, and where they struggle. Consistently, my students score in the top 25% of the entire nation in all categories. Without funding from the state, those results will be difficult to maintain, which will, in effect, diminish the effectiveness of my program.

This is especially harmful for schools that have high participation in AP, as most of my students take multiple exams. As I understand it, we will only receive credit for the first exam that students take, which is ludicrous. On average, my students take 3 exams each year, and some take 6 or more. Those funds cannot be shared equally among programs, and it is unfair to punish schools and programs that encourage students to take several AP courses.

I feel like the state is approaching this completely backward, and should not penalize successful schools in order to build new programs. As my own experience shows, throwing money at inexperienced teachers and programs means that the money is wasted because those programs do not know the best way to use those funds.

Thank you for your time.

Megan Calvin Turner