

UTAH STATE BOARD OF EDUCATION

EXCELLENCE FOR EACH STUDENT

PURPOSE: EDUCATIONAL EXCELLENCE

The foundation of the Utah public education system is to provide an opportunity for educational excellence for each Utah student. This requires advocacy, focus, and prioritization of effort.

IMPERATIVES

I. Educational Equity

The Utah State Board of Education will set the general statewide conditions in which each student can excel, including equity of educational opportunities and culturally responsive practices to promote each student's academic success and well-being. Resources and Board policies and practices will be aligned to high expectations and successful outcomes for each student.

II. Quality Learning

The Utah State Board of Education will place focus on intended learning outcomes as a key to high student achievement with the understanding that high quality instruction is central to that ideal.

III. System Values

The Utah State Board of Education will set the conditions and systems for student success by working with, understanding, and listening to stakeholders on every level on practices, strategies, resources, and policies that will lead to continued and even greater efficiencies and improvements in student outcomes.

Intended Outcome: Increase number of students who are prepared for success after high school by 2022						
Goal 1: Increase high school graduation rate to 90% (current status – 85%)						
Strategies	Performance Indicators	Data Sources	Estimated Cost	Responsible Party		
				LEA	USBE	Legis.
<p><u>Educator Retention and Recruitment</u> - Address the educator shortage in Utah to support recruitment and retention of effective teachers and school leaders:</p> <p>1. Align state budget recommendations to maximize flexibility for local education agencies to negotiate competitive educator salaries</p> <p>2. Examine future board actions to determine the impact on classroom climate</p> <p>3. Promote state policy and resource allocation that facilitate teacher retention in areas where students are most at risk</p> <p>4. Review and revise educator licensure, including looking for ways to add efficiency to an educator’s ability to show competency of state requirements</p> <p>5. Improve professional learning through evidence-based practices</p>	<p>1.1 Increase in statewide average teacher salaries</p> <p>1.2 Alternative compensation apparent in LEA policies</p> <p>2.1 Increase in positive responses to statewide surveys</p> <p>3.1 Higher rates of retention in schools serving high numbers of students at risk for academic failure</p> <p>4.1 Board rule and state statute reflect necessary changes</p> <p>4.2 Competency built in to licensure policies</p> <p>5.1 Goals in Education Elevated achieved in part, due to professional learning activities for educators</p>	<p>1.1 LEA reporting</p> <p>1.2 LEA policy manuals</p> <p>2.1 Board Policies</p> <p>2.2. Statewide Learning Centered Schools Survey/LEA reporting</p> <p>3.1 Admin/Board rules</p> <p>3.2 CACTUS data</p> <p>3.3 UEPC expanded report</p> <p>4.1 Board rules on licensure</p> <p>4.2 Business rules for CACTUS</p> <p>5.1 UT Professional Learning Standards Survey</p> <p>5.2 Student outcome data</p>		X	X	X
				X	X	
				X	X	X
				X	X	X
				X	X	

<p>6. Support the retention of beginning educators by collaborating with stakeholders to develop standards for education preparation program/local education agency partnerships and educator induction</p> <p>7. Set conditions in the statewide education system that will foster student interest in education as a profession</p> <p>8. Through collaboration with legislators, set parameters for workforce data use and collection</p>	<p>6.1 Diminished attrition rates of teacher workforce</p>	<p>6.1 Evaluation from CCSSO NTEP project.</p> <p>6.2 Retention data linked to preparation programs</p> <p>6.3 Satisfaction surveys from hiring LEAs</p> <p>6.4 Updated rules reflecting changes to licensure policies</p> <p>6.5 Teacher effectiveness data</p>		<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>	
<p><u>Leadership Development - Encourage all educators to engage in leadership opportunities:</u></p> <p>1. Improve existing teacher and administrator preparation, licensure, and training programs</p> <p>2. Encourage school leaders to engage in learning communities to improve collaboration and practice</p> <p>3. Promote career pathways that incentivize effective</p>				<p>X</p> <p>X</p> <p>X</p>	<p>X</p> <p>X</p> <p>X</p>	

<p>teachers to engage in alternative teacher leadership roles while they remain active in the classroom</p> <p>4. Improve professional learning for school leaders through evidence-based practices</p> <p>Educational Options - Empower stakeholders with information to decide how, what, and where students are taught:</p> <p>1. Provide data for informed enrollment options</p> <p>2. Investigate and promote alternative ways to fulfill state graduation requirements and show competency of state core standards</p> <p>3. Support adequate counseling options and information dissemination</p> <p>4. Promote evidence-based and cost-effective practices and interventions to meet individual student needs, with focus on early learners</p> <p>5. Promote innovation and educational options in policy and practice</p>				<p>X</p> <p>X</p>	<p>X</p> <p>X</p>	<p>X</p> <p>X</p>
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Goal 2: Increase number of students earning 18 or better on ACT to 77% (current status 65%)						
Accountability - Provide a transparent assessment system that includes diagnostic information to help the parent, child, and teacher understand how to improve performance 1. Use multiple data points to inform instruction					X	
Goal 3: Increase proficiency rates in English Language Arts to 64% (current status 46%)						
Accountability – Utilize a standards-based approach in all measuring systems						
Goal 4: Increase proficiency rates in Mathematics to 66% (current status 49%)						
Accountability - Use a standards-based approach in all measuring systems						
Goal 5: Increase proficiency rates Science to 67% (current status 51%)						
Accountability - Use a standards-based approach in all measuring systems						
Goal 6: Reduce overall achievement gap by 11%						
Oversight - Monitor, review, and provide general supervision to all public education institutions and other entities for which the State Board has responsibility: 1. Realign state-level resources to support oversight and fiduciary responsibilities	1.1 Visible and accessible data dashboard; including early	1.1 Multiple LEA data sources (financial, student outcomes, programmatic)		X	X	X

2. Provide transparent and decision-ready budgetary data	warning system for academic failure.	feeding in to one data dashboard and posted on LEA websites		X	X	
3. Improve training on federal grant sub-recipient and state accountability responsibilities of LEA governing boards	1.2 Aligned USBE data systems that provide easier and more transparent access to reporting	2.1 LEA websites 3.1 Grants management system		X	X	
4. Provide a robust internal audit function for state public education funds and programs	2.1 LEA budget and expenditures visible to public with easy access 2.1 No findings with federal grant audits. Proper use and tracking of funds	4.1 LEA policies on audit functions 4.2. USBE audit reports		X	X	
5. Create/obtain dashboard to track metrics of multiple external and internal indicators	4.1 LEAs fully trained and compliant with audit function policies and obligations	5.1 ERP/Dashborrd			X	
6. Increase LEA transparency	4.2 USBE internal audit findings diminished from improved performance	6.1 ERP/LEA websites		X	X	
7. Update rules to reflect federal requirements for LEA reporting	5.1 Dashboard in place	7.1 Updated rules			X	
8. Participate in joint discussion with Legislature	6.1 LEAs receive a rating for accounting practices	8.1 Financial system			X	
9. Implement state enterprise resource planning system	7.1 Updated statute reflecting Bd strategic plan goals	9.1 Financial system			X	
10. Implement ratings for LEA financial accountability	8.1 Legislation jointly crafted between legislature and Bd. 8.2 Budgets separated into programs and operations 9.1 ERP in place and operable 10.1 Actual financial accountability ratings in place	10.1 Statewide financial dashboard			X	

<p>Provide a robust data-driven school accountability system:</p> <ol style="list-style-type: none"> 1. Determine what to measure, why to measure it, and how to measure (recommendations from Accountability Task Force) 2. Conduct comprehensive overhaul of Utah Accountability Plan <p>Funding - Preserve existing funding and efficiency levels while advocating for additional and repurposed dollars for strategic programs and improved student outcomes:</p> <ol style="list-style-type: none"> 1. Use and advocate for additional revenue for strategic improvements at all levels of public education 2. Engage in zero-based budgeting processes and encourage similar practices for districts and charters 3. Review the statewide funding model 4. Review current state programs to ensure alignment with strategic priorities and efficacy 						
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Adopted by USBE, February 2016; Amended August 2017