Utah State Board of Education

STRATEGIC PLAN

2020 Implementation Update

Revised 4/8/2021

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MESSAGE FROM
THE BOARD CHAIR
MARK HUNTSMAN

Success in a multi-faceted, interconnected system like education requires alignment of effort, vision, and direction.

The Utah State Board of Education's (USBE) vision is that upon completion, all Utah students are prepared to succeed and lead by having the knowledge and skills to learn, engage civically, and lead meaningful lives. To this end, USBE has adopted goals for our public education system focused on the following four areas: early learning, effective educators and leaders, personalized teaching and learning, and safe and healthy schools. This plan aligns our efforts internally as we focus on our mission of creating the conditions for equitable student success. Through the plan, we also seek to provide strategic vision and direction for the education system, while enabling local flexibility and accountability.

The strategic plan continues to be the guiding light through the uncertainties of the past year. While we learn and adapt in response to the pandemic, we remain laser-focused on advancing the aspirations for our students outlined in our Portrait of a Graduate. We look forward to continuing to work together to promote student success.

MESSAGE FROM
THE SUPERINTENDENT
SYDNEE DICKSON

The Utah State Board of Education's (USBE) Strategic Plan is used to set priorities, focus energy and resources, strengthen operations, ensure all members of the team are working toward common goals, establish agreement around intended outcomes, and adjust agency direction in response to a changing environment.

Due to the pandemic, our education system has experienced conditions of uncertainty over the past ten months. During this time our plan has served as a point of stability; a lighthouse that provides forward momentum during both calm seas and rocky waters. It assists in keeping a steady course, making sure that our resources are focused on the end goal of ensuring each student is prepared to succeed and lead.

By implementing the plan's framework, it coalesces the education community to rally together to meet student's needs and aspirations. The hope is that it is not just USBE's plan; rather, it is a set of priorities for our entire system to move together, steering the ship toward the guiding light, given our varying roles.

As long as we keep our eyes on the horizon of success for every student, our strategic plan will guide us to the destination of education excellence for all.

WHO ARE OUR BOARD MEMBERS

The Utah State Board of Education is a constitutionally established, elected, non-partisan body that exercises "general control and supervision" over the public education system in Utah, including establishing the state educational core standards, state educator licensing policies, and state high school graduation requirements. Its 15 members are elected from geographic areas in Utah to four-year terms. The State Board appoints the State Superintendent who is the executive officer of the Board.

Jennie Earl
District 1

Scott Hansen
District 2

Lorianne Thorpe
District 3

Jennifer Graviet
District 4

Laura Belnap
District 5

Brittney Cummins
District 6

BOARD MEMBERS *CONT.'D*

Carol Lear
District 7

Janet Cannon
District 8

Cindy Davis
District 9

Shawn Newell
District 10

Mike Haynes
District 11

Mark Marsh
District 12

Scott Neilson
District 13

Mark Huntsman
District 14

Michelle Boulter
District 15

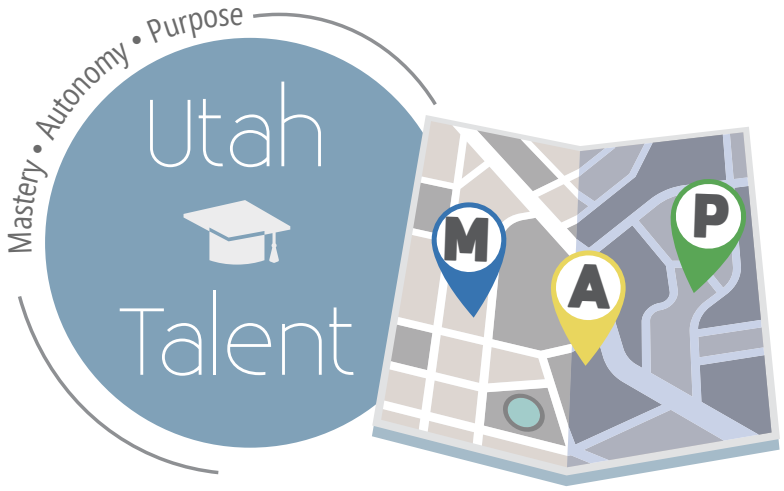
Key Terms

	Definition	Why it Matters
Vision	What we aspire to	Motivate and inspire change from “here” to “there”
Mission	What we do and how we do it	Our reason for being and how we serve
Goals	Results that lead to the fulfill-ment of the vision	Aligns efforts toward an end
Strategies	What we will do to move toward our goals	Provides a plan of action
Metric	Quantifiable representation of and end result or goal	Assess and track progress

OUR VISION

Upon completion, all Utah students are prepared to succeed and lead by having the knowledge and skills to learn, engage civically, and lead meaningful lives.

Direction



PORTRAIT OF A GRADUATE

We began by asking:

"What are the hopes, aspirations, and dreams that our community has for young people?"

"What skills and mindsets do young people need to ensure opportunities for their future?"

What resulted is the Portrait of a Graduate—a frame for student success and school quality that goes beyond academic mastery by also recognizing skills like communication and creativity, dispositions like resilience and respect, and other social and emotional dimensions of learning. The Portrait of a Graduate serves as our north star for system transformation. As school districts and charter schools develop Portraits of a Graduate for their unique communities, we continue working through the implications of this vision for the design of our system at the state level. Our aim is to create the conditions for school systems throughout the state to intentionally deliver on this powerful vision.

PORTRAIT OF A GRADUATE *CONT.'D*

Utah's Portrait of a Graduate identifies the ideal characteristics of a Utah graduate after going through the K-12 system. These are aspirations not necessarily meant to be quantified and measured. These characteristics begin at home and are cultivated in educational settings.

KEY

- **Mastery** is the ability to demonstrate depth of knowledge and skill proficiency.
- **Autonomy** is having the self-confidence and motivation to think and act independently.
- **Purpose** guides life decisions, influences behavior, shapes goals, offers a sense of direction, and creates meaning.

Mastery

Academic Mastery

Demonstrate a depth of knowledge in multiple subject areas to make informed decisions.

Wellness

Develop self-awareness, self-advocacy skills, and the knowledge to maintain healthy lifestyles that provide balance in life and improve physical, mental, social, and emotional well-being.

Civic, Financial & Economic Literacy

Understand various governmental and economic systems, and develop practical financial skills.

Digital Literacy

Adapt, create, consume, and connect in productive, responsible ways to utilize technology in social, academic, and professional settings.

Autonomy

Communication

Communicate effectively through reading, writing, speaking, and listening to understand information in a variety of contexts, media, and languages.

Critical Thinking & Problem Solving

Access, evaluate, and analyze information to make informed decisions, recognize bias, and find solutions.

Creativity & Innovation

Imagine, visualize, and demonstrate creative practices, innovative solutions, and artistic expression.

Collaboration & Teamwork

Contribute ideas, perspectives, and experiences to cultivate a community of shared accountability and leadership.

Purpose

Honesty, Integrity, & Responsibility

Are trustworthy, ethical, reliable, and are accountable for the results they produce.

Hard Work & Resilience

Set personal goals, apply best efforts to achieve them, and persevere when faced with challenges and setbacks.

Life Long Learning & Personal Growth

Continue to seek knowledge and develop skills in all settings.

Service

Seek opportunities to help when assistance is needed and act without expecting compensation or recognition.

Respect

Acknowledge differences by looking for the good in everyone, including oneself, and show due regard for feelings, rights, cultures, and traditions.

MISSION

The Utah State Board of Education leads by creating **equitable** conditions for student success: advocating for necessary resources, developing policy, and providing effective oversight and support.

What does it mean to create equitable conditions?

ACKNOWLEDGING THAT ALL STUDENTS ARE CAPABLE OF LEARNING, EDUCATIONAL EQUITY IS THE DISTRIBUTION OF RESOURCES TO PROVIDE EQUAL OPPORTUNITIES BASED UPON THE NEEDS OF EACH INDIVIDUAL STUDENT. EQUITABLE RESOURCES INCLUDE FUNDING, PROGRAMS, POLICIES, INITIATIVES AND SUPPORTS THAT RECOGNIZE EACH STUDENT'S UNIQUE BACKGROUND AND SCHOOL CONTEXT TO GUARANTEE THAT ALL STUDENTS HAVE ACCESS TO HIGH-QUALITY EDUCATION.

Board adopted definition of equity

Revised following original publication to reflect amended definition adopted by the Board on 4/8/2021

BY & BEYOND
THE NUMBERS

To assess progress of the system toward our vision, we track several indicators at the system level. In 2017, the Board established ambitious 5-year targets for each of these indicators. These targets were set by determining the amount of progress necessary to get one-third of the way to 100% by 2022. A summary of progress toward achieving these targets is below. Note that statewide assessments were not administered in the spring of 2020 due to the pandemic. Readiness coursework data will be finalized soon.

EDUCATION ELEVATED SCORECARD

Score Card	3rd Grade Literacy	ELA Proficiency	Math Proficiency	Science Proficiency	High School Graduation	ACT ≥ 18	Readiness Coursework**
2022 Target	65.5%	64.1%	66.5%	67.1%	90.1%	77.2%	86.0%
2019 Rate	47.7%	46.4%	46.4%	51.0%	87.4%	63.4%	84.6%
2020 Rate	N/A	N/A	N/A	N/A	88.2%	63.4%	TBD
Met Interim Target*	✗	✗	✗	✗	✗	✗	✓
Trend*	↓	↓	↓	↑	↑	=	↓

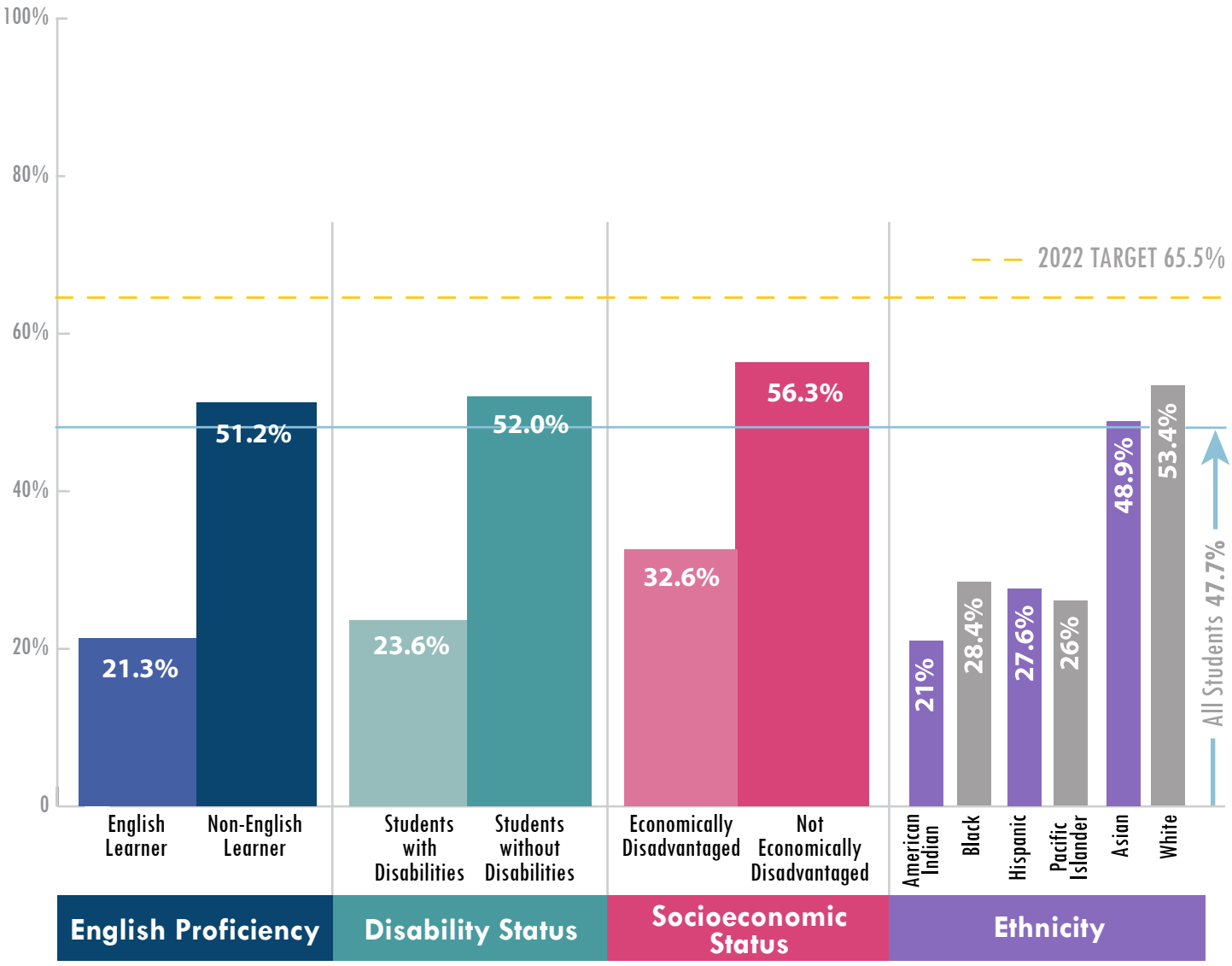
*For most recent year of available data
**Adjusted to reflect change to business rules

See appendix for data definitions

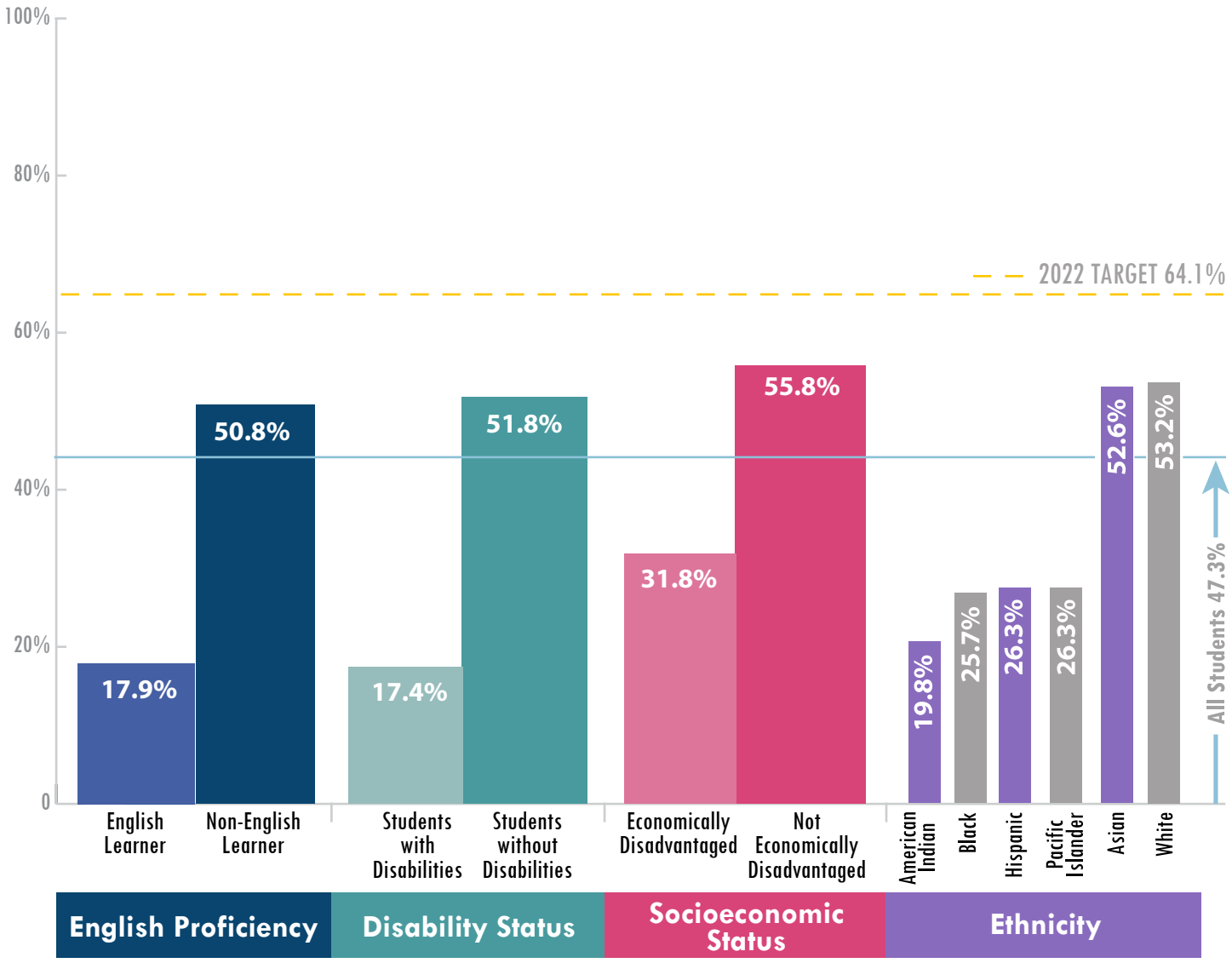
Opportunity Gaps

The Board's vision is for each Utah student to be prepared to succeed and lead. When we examine our statewide metrics for public education, we find significant differences by socioeconomic background, race, disability, and other characteristics. These differences reflect gaps in opportunity to learn both outside and within the school system. The figures below illustrate these opportunity gaps for each of our statewide metrics. We aim to close these opportunity gaps, as reflected in the methodology for setting the 2022 targets, which set more ambitious interim targets for groups with lower baseline rates.

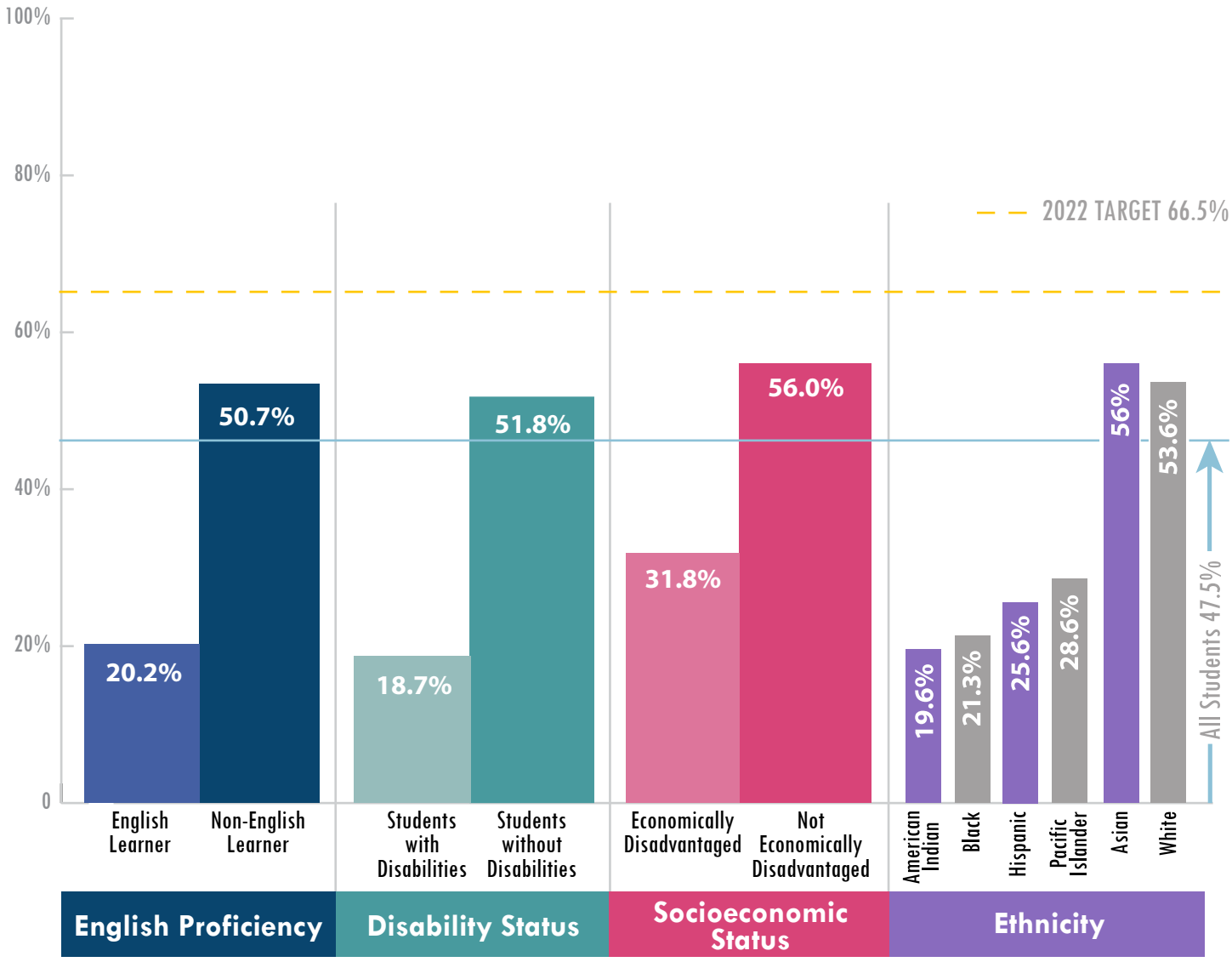
THIRD GRADE LITERACY
BY STUDENT GROUP, 2019



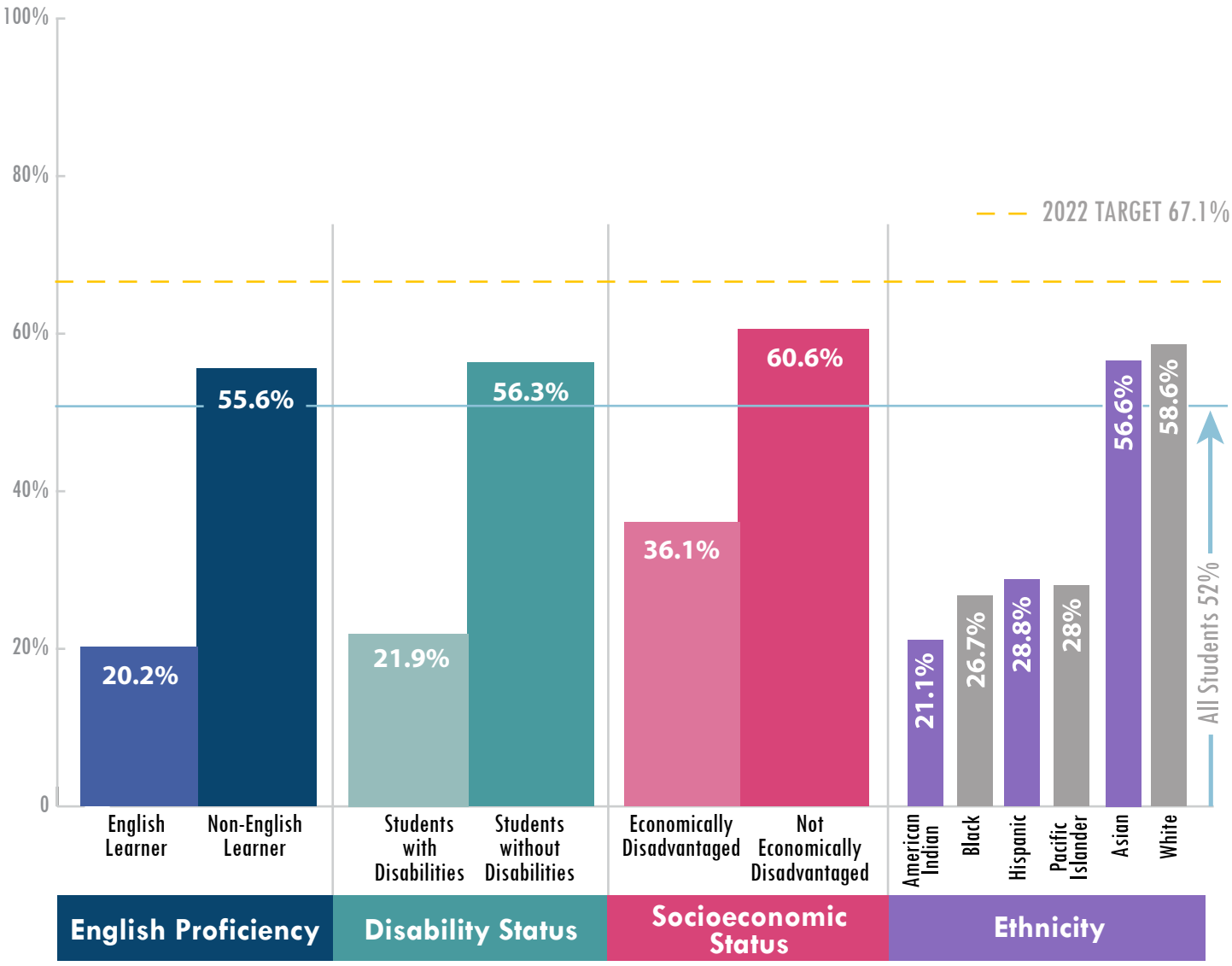
ENGLISH LANGUAGE ARTS PROFICIENCY
BY STUDENT GROUP, 2019



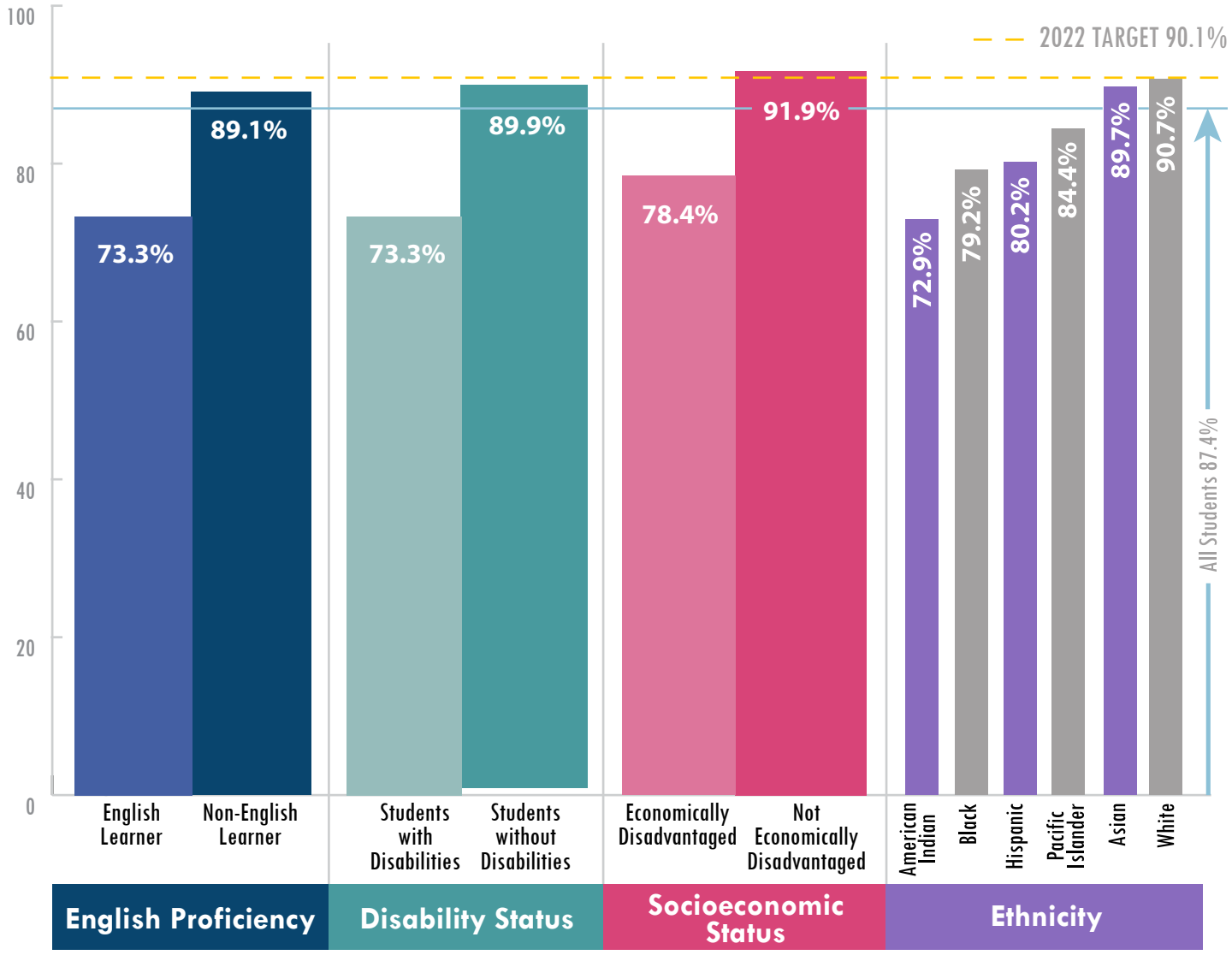
MATH PROFICIENCY
BY STUDENT GROUP, 2019



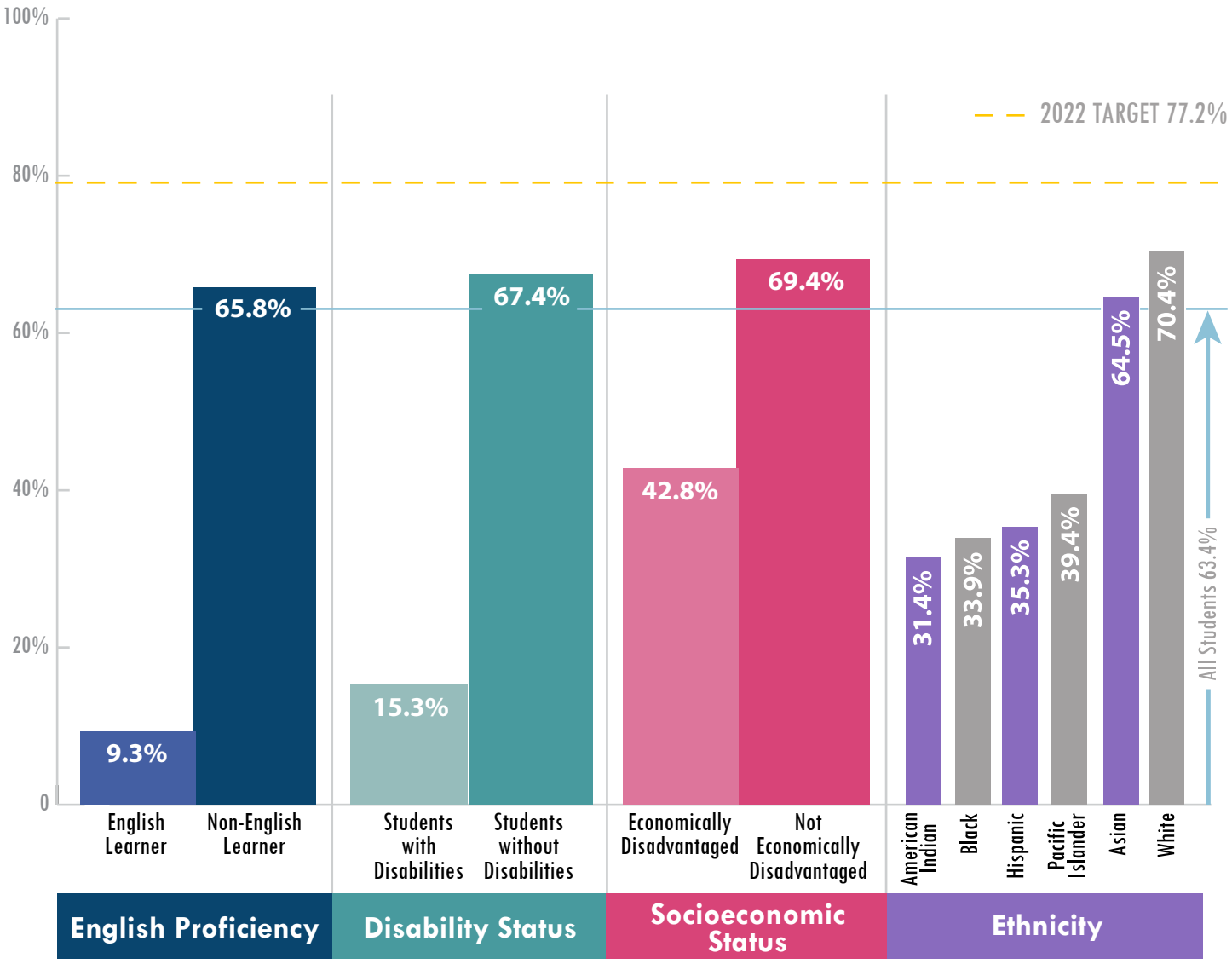
SCIENCE PROFICIENCY
BY STUDENT GROUP, 2019



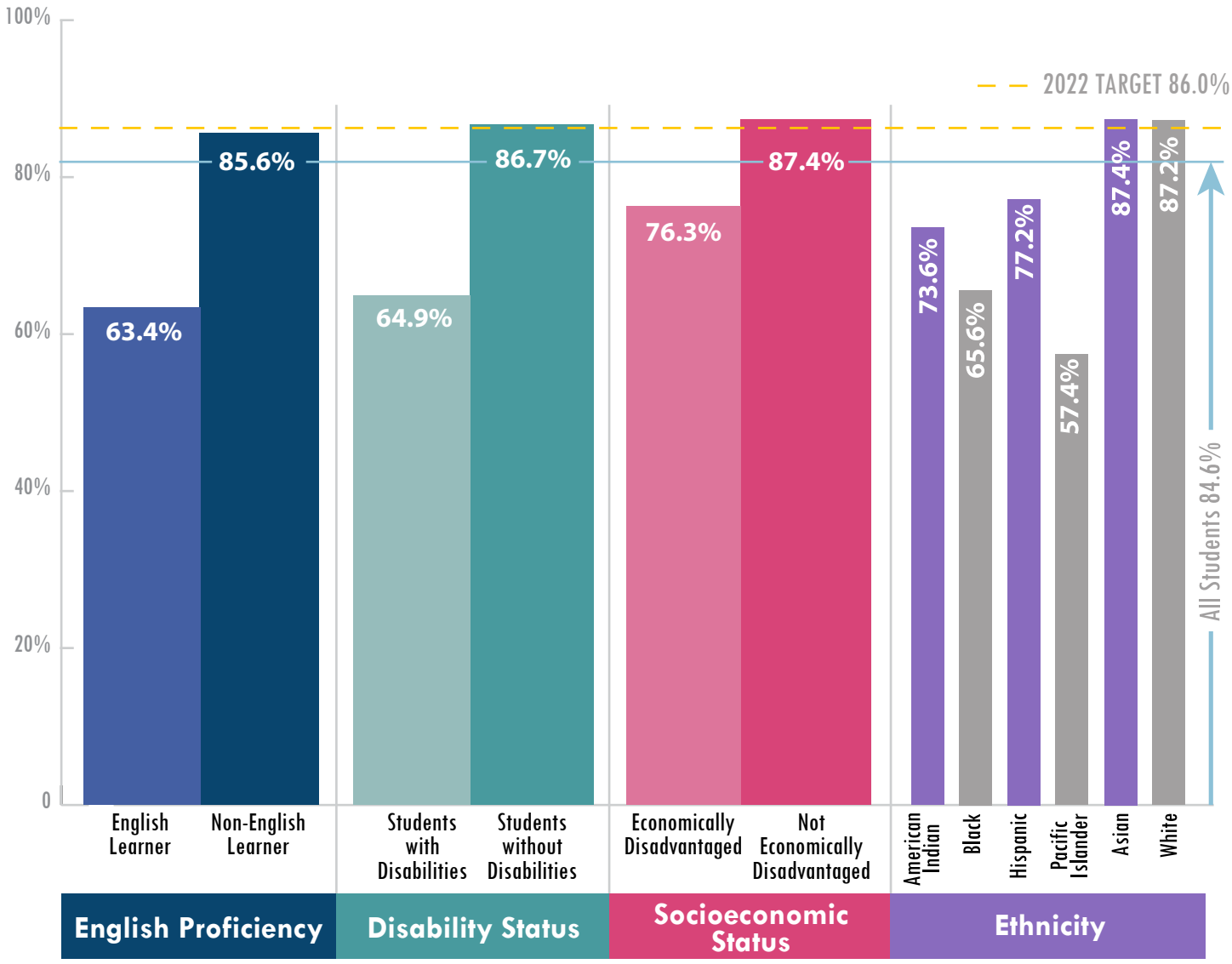
GRADUATION RATE
BY STUDENT GROUP, 2020



SCORING ≥ 18 ON THE ACT
BY STUDENT GROUP, 2020

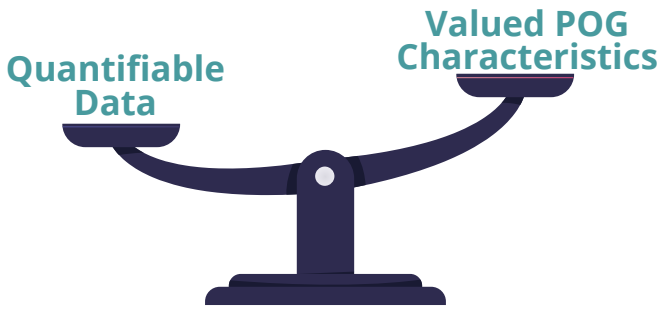


COLLEGE READINESS COURSEWORK
BY STUDENT GROUP, 2019



ARE WE MEASURING WHAT MATTERS?
DETERMINING STUDENT SUCCESS

The Portrait of a Graduate (POG) articulates a broader vision of student success than what we capture through the **Education Elevated** metrics and what we hold the system and individual schools accountable for. A key challenge facing our system today is to balance the desire to use quantifiable data to help inform what works for students with the reality that we value much more than we measure in a quantifiable, standardized, comparable way.



We know what we want; we just need new ways of thinking about how to evaluate and validate it.

The Portrait of a Graduate describes competencies such as respect, honesty, service, collaboration, resilience, and responsibility. Such social and emotional competencies are highly valued by students, families, teachers, and employers.[1] Many recent studies find that social and emotional skills are highly predictive of long-term student success (even more so than test scores).[2] While many Utah schools are exploring ways to measure such social and emotional competencies at the local level, stakeholders have indicated a need for a very limited state role in the assessment of competencies (see, for example, 2020 Assessment Work Group recommendations). Additionally, multiple organizations caution against high-stakes use of such measures.[3]

> **In a culture that prioritizes data and measurement, how can we avoid the trap of only valuing what we can systematically measure to the detriment of what we actually value as articulated in the Portrait of a Graduate?**

[1] More than nine in 10 teachers and parents believe that social and emotional learning is important to education. At least two-thirds of current and recent high school students think similarly. Eight in 10 employers say social and emotional skills are the most important to success and yet are also the hardest skills to find. The National Commission on Social, Emotional, and Academic Development, "A Nation at Hope." Available at: www.nationathope.org/wp-content/uploads/2018_aspen_final-report_full_webversion.pdf.

[2] C. Jackson, "What Do Test Scores Miss? The Importance of Teacher Effects on Non-Test Score Outcomes," Journal of Political Economy 126, no. 5 (2018).

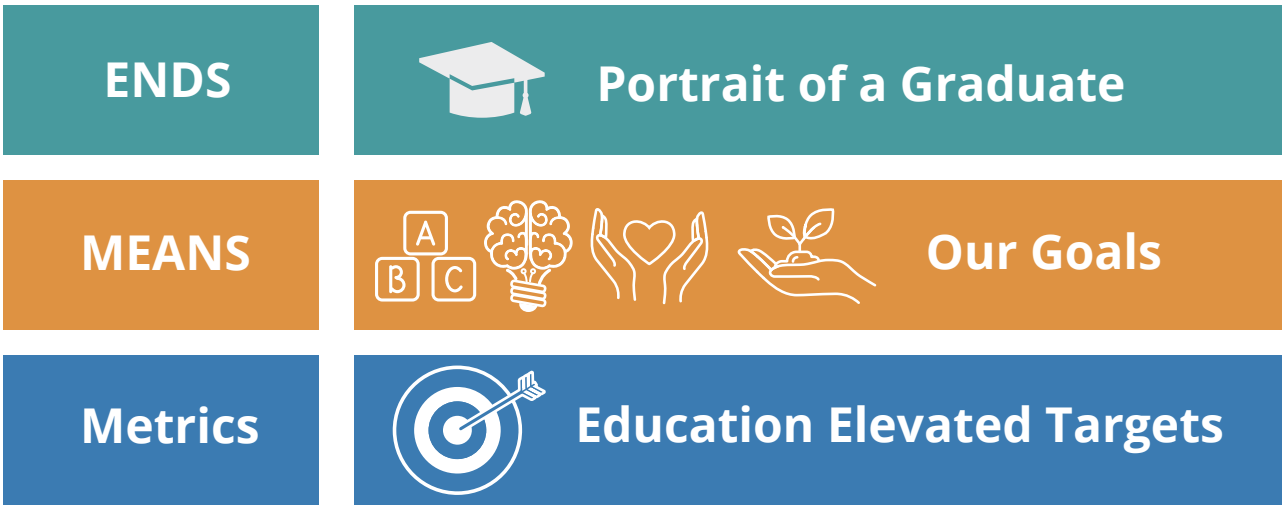
[3] "Individual student data that directly measure social, emotional, and cognitive skills and competencies should not be used as a metric in accountability systems. Until we have tools that we are confident adequately capture these skills and attributes in ways that are sensitive to age, developmental stage, and context, and commit to using the measures appropriately for improvement, we risk putting more weight on these measures than is useful." The National Commission on Social, Emotional, and Academic Development, "A Nation at Hope." Available at: www.nationathope.org/wp-content/uploads/2018_aspen_final-report_full_webversion.pdf.
The Collaborative for Academic, Social, and Emotional Learning, "Assessment Guide—Considerations for SEL Competency Assessment." Available at: www.measuringsel.casel.org/assessment-guide/considerations-for-sel-competency-assessment/.

ARE WE MEASURING WHAT MATTERS?
DETERMINING STUDENT SUCCESS

Framing this challenge includes differentiating between:

- **Ends** (the results we want to achieve)
- **Means** (strategies to get there)
- **Metrics** (to represent the ends or results we want to achieve)

USBE's vision and the Portrait of a Graduate represents the **ends**—the ideal characteristics of a student upon exiting the K12 system. USBE's four goals and the associated strategies represent the **means**. The Education Elevated targets are the **metrics**.



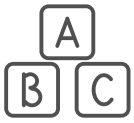
Metrics are valuable for tracking progress and making adjustments. However, given that our current metrics are an incomplete representation of the ends we want to achieve, it is critical to avoid confusing the metrics and the data with the purpose of the work. Substituting metrics for means or strategy—called *subjugation*—can create systems of perverse incentives that end up undermining the very phenomenon we're purporting to improve, particularly when the metric and the strategy are not well aligned. Distinguishing metrics from ends and means is not just important in education or government. A Harvard Business Review article recently warned, "Every day, across almost every organization, strategy is being hijacked by numbers—and it can destroy company value."[4]

The Portrait of a Graduate is a powerful vision of student success. Determining how to know whether the system is successfully delivering on that vision is critical. Getting that right will involve examining assumptions underlying our quality frameworks and accountability systems.

[4] *Harvard Business Review, "Don't let Metrics Undermine your Business." Available at: www.hbr.org/2019/09/dont-let-metrics-undermine-your-business.*

GOALS & STRATEGIES

We have established four goals for the education system. The goals are written as results statements reflecting an ambitious outcome we aim for the system to deliver for each student. USBE's role in achieving these goals is to create the conditions at the state level to enable local education agencies and leaders to achieve them in schools and classrooms across the state.



Early Learning

Each student starts strong through early grades with a foundation in literacy and numeracy

Personalized Teaching & Learning

Each student and educator has access to personalized teaching and learning experiences

Safe & Healthy Schools

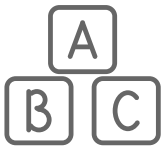
Each student learns in a safe and healthy school environment

Effective Educators & Leaders

Each student is taught by effective educators who are supported by effective school leaders

GOALS & STRATEGIES *CONT.'D*

We have established high-leverage strategies to align agency efforts toward impacting each goal.



Early Learning

Each student starts strong through early grades with a foundation in literacy and numeracy

1A: Promote high-quality instruction in every early grade classroom
1B: Increase optional access to high-quality extended day kindergarten programs
1C: Increase optional access to high-quality preschool
1D: Increase engagement of families with young children in early learning experiences

Effective Educators & Leaders

Each student is taught by effective educators who are supported by effective school leaders

2A: Support districts and schools in providing effective mentoring for beginning educators and leaders
2B: Assist districts and schools in providing continuous personalized professional learning for each educator and leader
2C: Evaluate and support educator preparation programs in meeting requirements established by the Board while providing room to innovate
2E: Promote equitable access to highly effective teachers
2D: Lead in changing the perception of teaching as a profession
2F: Increase the supply of transformational school leaders across the state

GOALS & STRATEGIES *CONT.'D*

Safe & Healthy Schools

Each student learns in a safe and healthy school environment

3A: Support districts and schools in creating and maintaining conditions for safe and healthy learning enviornments
3B: Increase adoption of evidence-based student health and wellness practices
3C: Build capacity of educators and other stakeholders to meet students' mental, emotional, and social needs

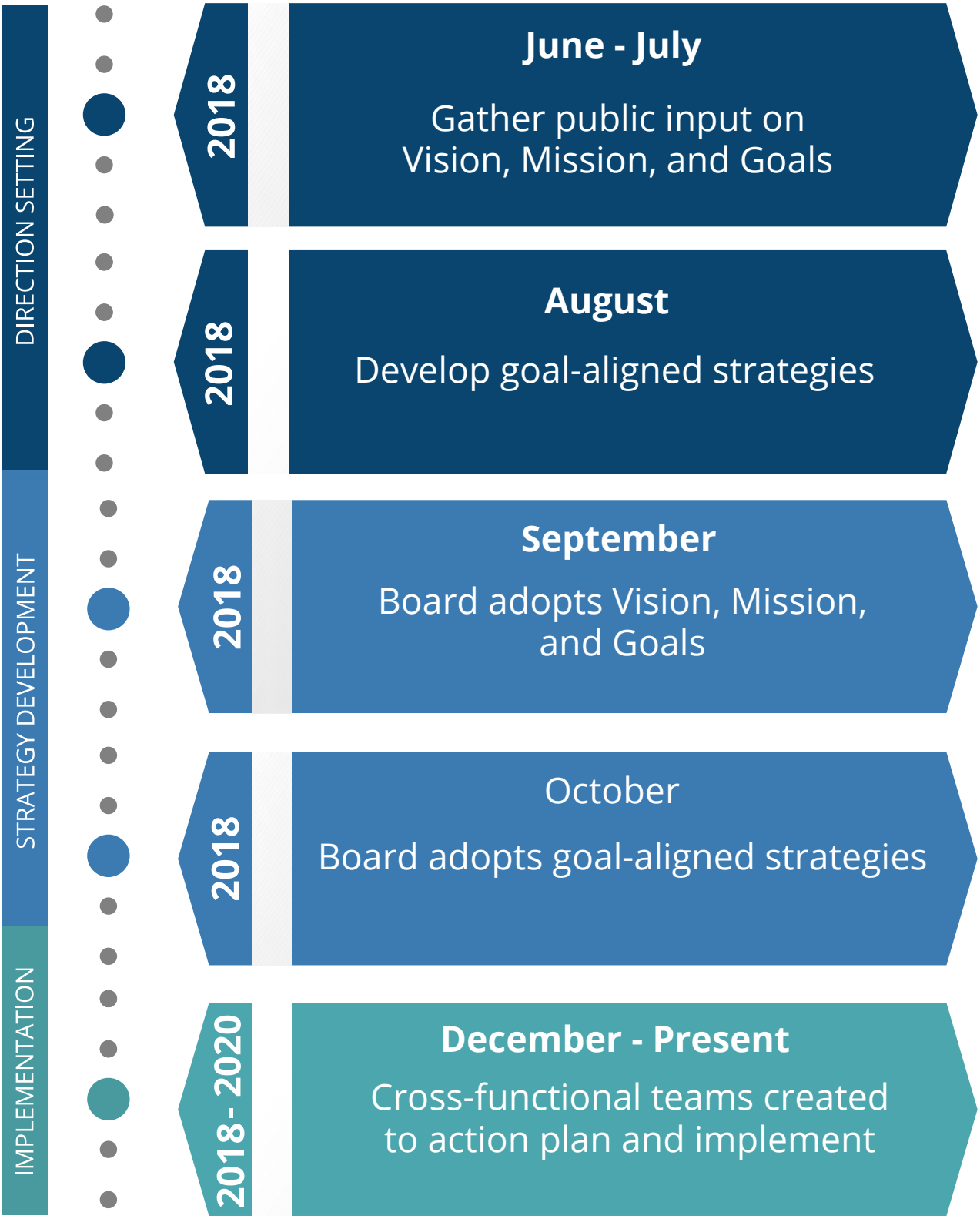
Personalized Teaching & Learning

Each student and educator has access to personalized teaching and learning experiences

4A: Empower USBE, educators, parents, and students with access to timely, useful, safeguarded data
4B: Support LEAs in providing a personalized learning plan for each student
4C: Increase access to qualified school personnel to design personalized learning plans in partnership with teachers, students and families
4D: Promote new school system models for personalized learning implementation

DEVELOPMENT AND
IMPLEMENTATION PROCESS

USBE's strategic plan was developed through a process that involved extensive input and deliberation.



IMPLEMENTATION UPDATE

CROSS-FUNCTIONAL
GROUPS

To implement the strategic plan, staff have been organized into cross-functional groups with clear assignment of roles and responsibilities.

GOAL LEADERS

- Accountable for progress on goal
- Coordinate and align efforts across strategies within goal

STRATEGY LEADERS

- Responsible for progress on strategy
- Project management of strategy
- Coordinate day-to-day work of strategy team

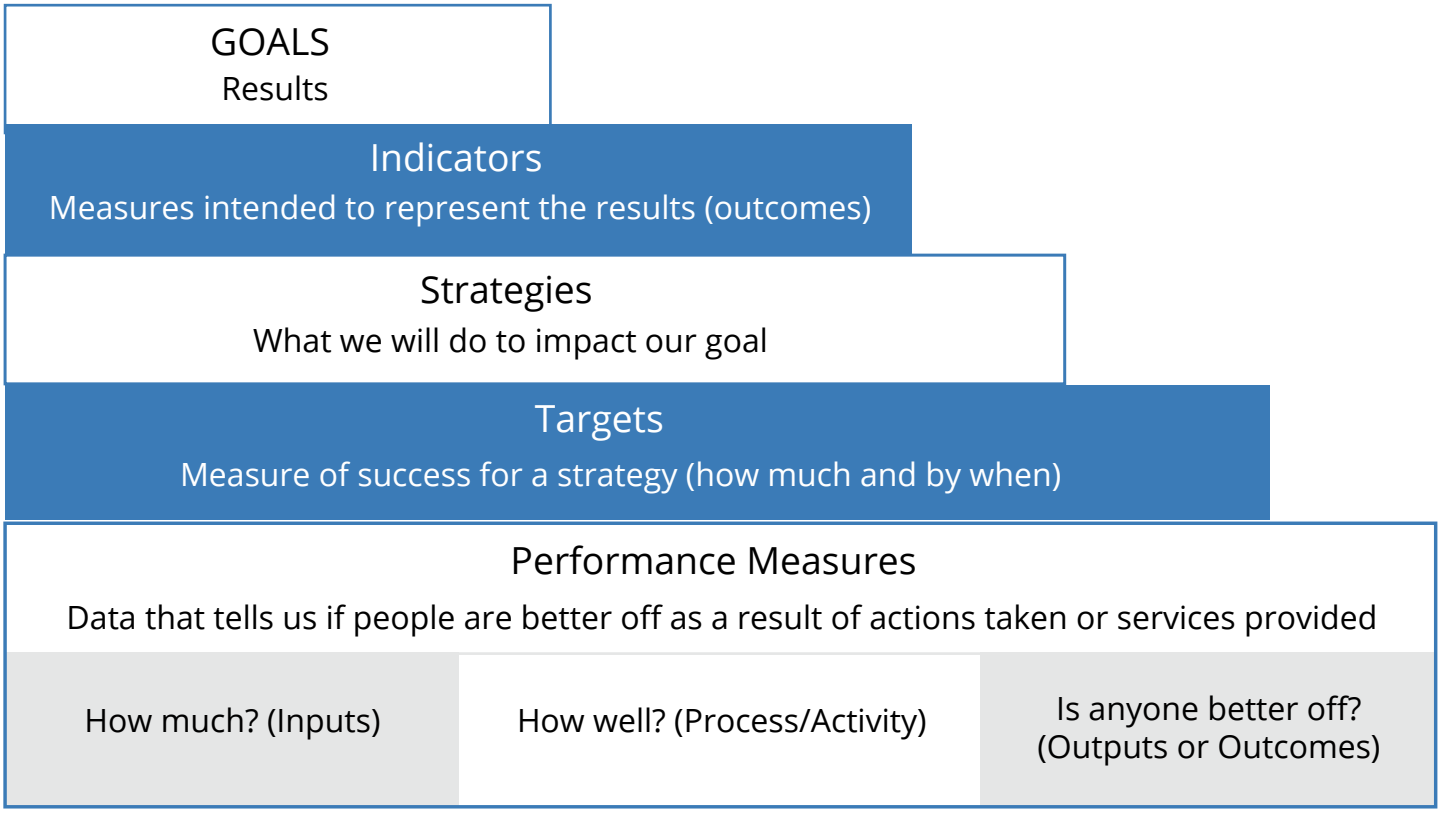
STRATEGY TEAM MEMBER

- Responsible to execute certain actions under a strategy
- Provide input on completion of performance plans and action plans

PERFORMANCE MANAGEMENT
AND CONTINUOUS IMPROVEMENT

This framework guides our efforts to apply performance management and continuous improvement principles to strategic plan implementation. Aligning strategic planning with performance management provides direction for the work while allowing for innovation and course adjustment to produce better results more efficiently.

Performance Management Framework



The entire system shares accountability for progress on the goals and indicators. USBE has more direct control and program-level accountability for the performance measures. We will be seeking to align these targets and performance measures with the performance measures we are required to report to the Public Education Appropriations Subcommittee as part of the annual budgeting process.

GOAL 1:
EARLY LEARNING

Each student starts strong through early grades with a foundation in literacy and numeracy

THE WHY

A foundation in literacy and numeracy is a strong predictor of later school success. Considering that there is an ever-increasing demand for literacy in the highly technological society we live in, students who do not learn to read can be economically and socially disadvantaged. Early numeracy is also critical with some studies finding that math achievement at school entry is an even stronger predictor of later school success and educational attainment than reading.[1] Currently, proficiency in early literacy and numeracy skills is associated with student characteristics, including socioeconomic status, race, students with disabilities, and students learning English. This association reflects gaps in opportunity to learn both outside and within the system

Indicators We are Tracking

The following measures are monitored to track progress toward the results we are seeking, with a specific emphasis on closing gaps in achievement among student groups:

- 3rd grade math and ELA proficiency (RISE)
- Kindergarten numeracy and literacy (KEEP)
- Kindergarten through 3rd grade literacy (Acadience) and numeracy (TBD)

Goal Leader:
Jennifer Throndsen, Director of Teaching and Learning

Strategy 1A:
Promote high-quality instruction in every early grade classroom

The Need

Early educational experiences are critical to establishing a solid foundation for success in later academic years. Consequently, early grade teachers need to be well-equipped to help children develop the skills necessary for success. Increasing access to early learning opportunities will be for naught if those opportunities are not high-quality.

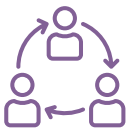
[1] *Duncan, et al. "School Readiness and Later Achievement." Developmental Psychology, 2007, Vol. 43, No. 6. Accessed at: www.apa.org/pubs/journals/releases/dev-4361428.pdf.*

GOAL 1:
EARLY LEARNING

Strategy 1A

The Need

State leadership and support in this area matters. The state recently instituted new planning requirements and implementation supports associated with the Early Literacy Program (53F-2-503). Following the first year of implementation, our state data is showing 3-4 times the amount of literacy growth scores than we have seen in previous years among kindergarten and first grade students. The same support and intentionality around numeracy is likely to yield similar improvements.



Theory of Change

Inputs

A: USBE adjusts licensing requirements (microcredentials, teacher preparation assessment, relicensing modules) and other optional resources to address high-leverage instructional practices

B: USBE creates digital platform for educators and parents to track early literacy and numeracy data

C: USBE requires grant applications to address numeracy and provides training

Activities

A: Changes in educator knowledge, skills, dispositions

B: Administrators' and teachers' access to data spurs improvement efforts

C: Changes in local education agency (LEA) administration, including focus on improvement in early literacy and numeracy

Output

Literacy and numeracy instruction in early grade classrooms improves

Outcome

More students demonstrate proficiency in early literacy and numeracy skills; gaps in opportunity and achievement among students are reduced

Impact

More students are prepared to succeed and lead with the knowledge and skills articulated in the Portrait of a Graduate

GOAL 1:
EARLY LEARNING

Strategy 1A

Our Response

Progress to Date

- Adapting high-leverage practices modules and microcredentials for PreK-3
- Updated curricular and instructional resources for English Language Arts and mathematics to include intervention and high-leverage practices
- Adjusted literacy training and plans required under the Early Learning Program to address numeracy
- Created sample letters for local education agencies to send data home to parents

Upcoming Milestones

- Adopt early numeracy assessment (subject to legislative appropriations)
- Launch digital platform for local education agencies to track progress toward improving early literacy and numeracy student outcomes
- Adopt teacher preparation assessment
- Adopt a state growth goal for early numeracy

Team members

Leads

Sara Wiebke, Literacy Coordinator, Teaching & Learning

Shannon Olson, Elementary Mathematics Specialist, Teaching & Learning

Members

Malia McIlvenna, Educator Licensing Coordinator, Teaching & Learning

Whitney Grant, Mathematics Specialist, Assessment

Ellen Bailey, Elementary English Language Arts Specialist, Special Education

Christine Elegante, K-3 Literacy Specialist, Teaching & Learning

Krista Hotelling, K-3 Literacy Specialist, Teaching & Learning

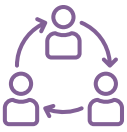
Becky Unker, Elementary Mathematics Specialist, Special Education

GOAL 1:
EARLY LEARNING

Strategy 1B:
Increase optional access to high-quality extended day kindergarten programs

The Need

For many Utah students, the kindergarten year is their first experience in a formal school setting. Results from the Kindergarten Entry and Exit Profile show that approximately 40 percent of students entering kindergarten lack prerequisite skills in literacy and numeracy. Optional enhanced kindergarten increases the availability of extended day options so that students who lack prerequisite skills in literacy and numeracy are able to receive additional instruction and support. Currently, only 31 percent of students lacking prerequisite skills in literacy and numeracy are enrolled in full day kindergarten.



Theory of Change

Inputs

A: Increase amount of dedicated funding for extended day kindergarten

B: Educate the community on the impact of extended day kindergarten

C: Provide resources to promote quality

Activities

A: LEAs increase access for students who lack prerequisite skills

B: More students who lack prerequisite skills enroll in extended day kindergarten

C: LEAs apply resources to promote quality of kindergarten instruction

Output

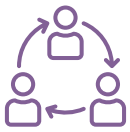
More students who lack prerequisite skills participate in extended day kindergarten that is high-quality

Outcome

More students exit kindergarten with prerequisite skills; gaps in opportunity and achievement among students are reduced

GOAL 1:
EARLY LEARNING

Strategy 1B



Theory of Change

Impact

More students are prepared to succeed and lead with the knowledge and skills articulated in the Portrait of a Graduate

Our Response

Progress to Date

- Advocated for additional legislative funding for Optional Enhanced Kindergarten; additional $10 million appropriated in 2020
- Published Utah's Kindergarten Best Practices Guide

Upcoming Milestones

- Develop and provide technical assistance on strategies for local education agencies to expand full-day kindergarten using local funds
- Launch a campaign to educate the community on the impact of full-day kindergarten, in collaboration with community partners

Team members

Leads

Liz Williams, Elementary English Language Arts Specialist, Assessment

Christine Elegante, K-3 Literacy Specialist, Teaching & Learning

Members

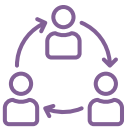
Jonathan Collins, Early Learning Research Consultant, Teaching & Learning

GOAL 1:
EARLY LEARNING

Strategy 1C:
Increase optional access to high-quality preschool

The Need

Eighty-five percent of brain growth occurs before kindergarten and early brain development has a lasting impact on a child's ability to learn. Yet 40 percent of students in Utah are entering kindergarten lacking prerequisite skills (as measured by the Kindergarten Entry and Exit Profile). Meanwhile, applications for preschool program grants exceed available funding levels and parents of children who do not meet eligibility criteria of the High Quality School Readiness program (U.C.A. Section 35A-15-202) are unable to enroll their children due to limited seats and funding. High-quality early childhood programs for children who are at-risk can deliver a 13% per child, per year return on investment through better outcomes in education, health, and employment.[2]



Theory of Change

Inputs

USBE creates opportunities for public preschool teachers to acquire a credential

Activities

Changes in teachers' knowledge, skills, dispositions

Output

More high-quality preschool teachers

Outcome

More students enter kindergarten with prerequisite skills; gaps in opportunity and achievement among students are reduced

Impact

More students are prepared to succeed and lead with the knowledge and skills articulated in the Portrait of a Graduate

[2]*Garcia, Jorge Luis, et al. "Quantifying the Life-Cycle Benefits of a Prototypical Early Childhood Program." National Bureau of Economic Research, Working Paper 23479, 2017. Accessed at: https://heckmanequation.org/www/assets/2017/01/w23479.pdf.*

GOAL 1:
EARLY LEARNING

Strategy 1C

Note: The actions under this strategy are mainly focused on gathering Utah-specific data assessing access and skills gaps to inform efforts to increase optional access to high quality preschool. The theory of change for this strategy is specific to the credential action.

Our Response

Progress to Date

- Adopted the Pre-kindergarten Entry and Exit Profile (PEEP), which provides insights into students' performance upon entry and exit of preschool
- Created an opportunity for public preschool teachers to acquire a Child Development Associate credential through collaboration with the Department of Workforce Services; secured funding for a pilot cohort of 30 participants
- Conducted a statewide survey to assess gaps in access to preschool across the state

Upcoming Milestones

- Analyze survey to determine access gaps and collaborate with government and community partners to determine how to address those needs

Team members

Leads

Jessica Smith, Preschool Specialist, Teaching & Learning

Teresa Judd, Preschool/Sensory Disability Specialist, Special Education

Members

Jimmy Hernandez, UPSTART Research Consultant, Teaching & Learning

Jamie Robinson, Preschool-Grade 2 Specialist, Teaching & Learning

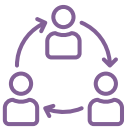
Jared Lisonbee, Preschool Educational Specialist

GOAL 1:
EARLY LEARNING

Strategy 1D:
Increase engagement of families with young children in early learning experiences

The Need

Eighty-five percent of brain growth occurs before kindergarten. It is critical to engage interactively with young children while their brains are developing.



Theory of Change

Inputs

USBE provides resources for families describing strategies to support early childhood development

Activities

Families access the resources

Output

Changes in families' interactions with young children

Outcome

More students enter preschool and kindergarten with prerequisite skills; gaps in opportunity and achievement among students are reduced

Impact

More students are prepared to succeed and lead with the knowledge and skills articulated in the Portrait of a Graduate

Our Response

Progress to Date

• Creating a resource hub for families that builds on KSL's 5 before 5 campaign to share how families can learn how to Love, Talk, Read, Count, and Play more with their young kids. The resource hub will also include the importance of nutrition in early childhood development.

GOAL 1:
EARLY LEARNING

Strategy 1D

Team members

Leads

Kamille Sheikh, Intergenerational Poverty Interventions Specialist, Student Support
Sheryl Ellsworth, Parent Engagement Specialist, Special Education

Members

Robert Palmer, Partnerships for Student Success Specialist, Student Support
Jessica Smith, Preschool Specialist, Teaching & Learning
Jodi McGill, Community Programs Coordinator, Child Nutrition Programs
Teresa Judd, Preschool/Sensory Disability Specialist, Special Education
Michelle Millar, Technical Support Specialist, Information Technology

GOAL 2:
EFFECTIVE EDUCATORS & LEADERS

Each student is taught by effective educators who are supported by effective school leaders

THE WHY

Highly effective teachers change the life trajectory of their students.[3] Teachers play a critical role in facilitating each student's mastery of the academic, social and emotional skills and competencies outlined in our Portrait of a Graduate. School leadership is second to teaching in school-related factors that positively impact student learning. Principals are the prime factor in determining if teachers stay in high-needs schools and the success of all school reform approaches depends on motivations and capacities of local leadership.

Indicators We are Tracking

The following measures are monitored to track progress toward the results we are seeking:

- Retention rate of new educators
- Educator exit and engagement survey (53G-11-304; R277-325)
  - Educator reasons for leaving their present assignment
  - General job satisfaction among Utah educators
  - Where educators go after leaving employment in Utah
- Disparities in access to effective teachers
- Proportion of educators with higher than average student growth scores (RISE)
- Proportion of educators with an LEA-specific license
- Education degrees awarded by Utah teacher preparation programs

Goal Leader:
Darin Nielsen, Assistant Superintendent of Student Learning

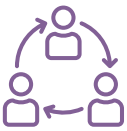
[3]*Chetty, Raj., John N. Friedman, Jonah E. Rockoff (2011). "The Long-Term Impacts of Teachers: Teacher Value-Added and Student Outcomes in Adulthood". National Bureau of Economic Research.*

GOAL 2:
EFFECTIVE EDUCATORS & LEADERS

Strategy 2A:
Support districts and schools in providing effective mentoring for beginning educators and leaders

The Need

More than one-half of new Utah teachers leave the profession within the first seven years of teaching.[4] Well-designed mentoring programs can lower the attrition rates of new teachers and increase teacher effectiveness. Yet, many local education agencies lack capacity to provide effective mentoring for beginning educators and leaders.



Theory of Change

Inputs

USBE produces mentoring guidelines as part of a complete induction guidebook, develops mentoring competencies, articulates roles and tasks of mentoring work, and develops a series of mentor training modules

Activities

Changes in mentoring practices

Output

Changes in educator knowledge, skills, dispositions and job satisfaction (skills that promote resilience and ability to implement viable curriculum)

Outcome

Attrition rate of new teachers decreases and measures of job satisfaction increase

Impact

Each student is taught by effective educators who support student preparation to succeed and lead with the knowledge and skills articulated in the Portrait of a Graduate

[4]Utah State Board of Education. "Study: More than Half of New Utah Teachers Quit Within Seven Years." Press release, February 2017. Accessed at: https://schools.utah.gov/file/03a66f1d-207a-453d-9b7a-cb335ace71cc

GOAL 2:
EFFECTIVE EDUCATORS & LEADERS

Strategy 2A

Our Response

Progress to Date

- Published classroom teacher mentor competencies and mentoring modules (with over 430 individuals accessing the optional course)
- Developed mentoring competencies
- Conducted new teacher focus groups to provide insight into new teacher perceptions of, and needs associated with, mentoring
- See Strategy 2F for progress in supporting districts and schools in providing effective mentoring for school leaders

Upcoming Milestones

- Refine mentor competencies and break into roles and tasks of mentoring work; use the mentor roles and tasks to develop a more robust series of mentor modules that will be sequenced to allow teachers to receive certification as a qualified mentor
- Release Utah's Beginning Teacher Induction Guidebook early in 2021 with a chapter devoted to mentoring
- Rewrite and expand the existing exit and engagement surveys to provide more meaningful data regarding teacher job satisfaction and reasons teachers are leaving
- Develop school leader mentoring modules in alignment with Strategy 2F

Team members

Leads

Kami Dupree, MOST Grant Specialist, Teaching & Learning
Thalea Longhurst, Director of Career & Technical Education

Members

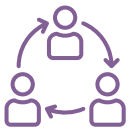
Shannon Olsen, Elementary Mathematics Specialist, Teaching & Learning
Karl Bowman, Dual Language Immersion Specialist, Teaching & Learning
Melanie Durfee, Digital Teaching and Learning Specialist, Teaching & Learning
Jeri Sagers, School Counseling Specialist, Student Support
LauraLee Gillespie, UPIPS Coordinator, Special Education

GOAL 2:
EFFECTIVE EDUCATORS & LEADERS

Strategy 2B:
Assist districts and schools in providing continuous personalized professional learning for each educator and leader

The Need

As professionals, educators need continuous, personalized professional learning to keep up-to-date on new research on how children learn, emerging tools, and new resources. Additionally, effective professional learning is key to teachers learning and refining the pedagogies necessary to integrate academic, social, and emotional dimensions of learning. While USBE has established professional learning standards, education research as well as input from educators, demonstrate a need to reinforce the standards by providing resources to support effective implementation. The main intent of the Professional Learning Standards is to improve the quality of teachers' practice and therefore improve the learning outcomes of all Utah students.



Theory of Change

Inputs

USBE publishes Professional Learning Standards and resources to support effective implementation

Activities

USBE staff and LEAs implement the Professional Learning Standards with fidelity

Output

Improved design of professional learning that engages educators

Outcome

Improved teacher classroom practice and quality of instruction

Impact

Each student is taught by effective educators who support student preparation to succeed and lead with the knowledge and skills articulated in the Portrait of a Graduate

GOAL 2:
EFFECTIVE EDUCATORS & LEADERS

Strategy 2B

Our Response

Progress to Date

- Published the Utah Professional Learning Standards Toolkit to support implementation of the professional learning standards
- Completed a "Meet the Standards" series of modules for each standard

Upcoming Milestones

- Develop process to streamline relicensure credit and course approval
    - Rubric is currently being developed for reviewers of Midas submissions across the agency (ETA Spring 2021)
- Support implementation of the toolkit through training to USBE staff
- Develop a course using existing resources to certify that professional learning providers have the knowledge base to implement all the standards (ETA Summer 2021)

Team members

Leads

Katie Dewey-Hill, Educator Effectiveness Specialist, Teaching & Learning

Ricky Scott, Secondary Science Specialist, Teaching & Learning

Members

Kim Rathke, Formative Assessment Specialist, Assessment

Wendi Morton, Federal/State Programs & Funding, Career & Technical Education

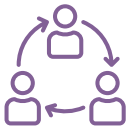
Jennie DeFriez, Effective Instruction Coordinator, Special Education

GOAL 2:
EFFECTIVE EDUCATORS & LEADERS

Strategy 2C:
Evaluate and support educator preparation programs in meeting requirements established by the Board while providing room to innovate

The Need

Decades of research conducted by the National Council on Teacher Quality demonstrate pre-service teacher preparation matters. The latest Board Rules for educator licensing embeds the research in defining requirements for teacher preparation. While USBE has established standards for educator preparation program approval through Board Rules, a need for monitoring and implementation support continues to ensure fidelity to those standards.



Theory of Change

Inputs

USBE develops standard processes for educator preparation program evaluations, approvals, monitoring, and support

Activities

USBE strengthens support structures for new and existing educator preparation programs as they seek program approval from USBE

Output

Educator preparation programs are better supported in becoming a Board approved educator preparation program and complying with Board Rules on an ongoing basis

Outcome

Educator Preparation Programs will produce candidates specific to Utah teaching needs as articulated in Board Rules

Impact

Each student is taught by effective educators who support student preparation to succeed and lead with the knowledge and skills articulated in the Portrait of a Graduate

GOAL 2:
EFFECTIVE EDUCATORS & LEADERS

Strategy 2C

Our Response

Progress to Date

- Continual Monitoring and Review (R277-303-3)
  - Collaborated with university programs and accreditation organizations to develop best practices for USBE program approval
  - Reviewed the Institutions of Higher Education Annual Reports used for monitoring preparation programs, enrollment counts, and federal reporting requirements
    - Developing new questions for the next year's report aligned with new Board Rules for educator preparation programs
- Innovative Preparation Pathways (R277-301-3)
  - Developed model program approval framework for the Alternate Pathway to Professional Educator Licensing (APPEL) through stakeholder input and piloting the application process
    - From April 2020 to mid November 2020, 748 Associate licenses have been awarded through the new Associate license approval process. The licensed individuals are then qualified to be hired by LEAs and Charters with approved APPEL programs
- Revised Licensing Structures (R277-301-4)
  - Created and deployed modules to meet the Board Rule requirements for APPEL program participants to complete professional learning modules in educator ethics, classroom management and instruction, basic special education law and instruction, and the Utah Effective Teaching Standards

Upcoming Milestones

Further support implementation of Board Rule licensing changes including:

- Refining the processes to evaluate, approve, and monitor educator preparation programs
- Using annual educator preparation program reports to determine program efficiencies and help USBE make decisions to improve educator and student outcomes
- Developing an alternate pathway (APPEL-S) for educators on LEA-Specific Special Education license areas of concentration serving students with mild/moderate disabilities (R277-304-7)
- Commencing a pilot process with three educator preparation programs and LEAs to deploy and refine the Placement Guidance Form and supports for cooperating teachers

GOAL 2:
EFFECTIVE EDUCATORS & LEADERS

Strategy 2C

Team members

Leads

Kathleen Webb, Personnel Preparation/Licensing Specialist, Special Education
Greg Cox, Educator Licensing Specialist, Teaching & Learning

Members

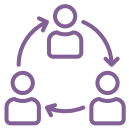
Malia Hite, Educator Licensing Coordinator, Teaching & Learning
Lisa McLachlan, APPEL Specialist, Teaching & Learning
Kami Dupree, MOST Specialist, Teaching & Learning

GOAL 2:
EFFECTIVE EDUCATORS & LEADERS

Strategy 2D:
Lead in Changing the Perception of Teaching as a Profession

The Need

A declining proportion of Utah students are choosing to become teachers. In 2017, only 34 percent of our new teachers came from Utah's academic teacher preparation programs, compared to 58 percent in 2007.[5]



Theory of Change

Inputs

USBE promotes the teaching profession among high school students through the Educators Rising Career and Technical Student Organization

Activities

More young people are provided with authentic opportunities to experience teaching as a profession

Output

More students enroll in the CTE teacher pathway and teacher preparation programs

Outcome

Teacher recruitment and retention improves

Impact

Each student is taught by effective educators who support student preparation to succeed and lead with the knowledge and skills articulated in the Portrait of a Graduate

[5]*Envision Utah, "The Utah Teacher Initiative." Available at: https://envisionutah.org/utah-teacher-initiative*

GOAL 2:
EFFECTIVE EDUCATORS & LEADERS

Strategy 2D

Our Response

Progress to Date

- Analyzed data on the perception of teaching as a profession in Utah.
- Decided to impact this strategy through reinforcing and promoting the Educators Rising Career and Technical Student Organization (CTSO)

Upcoming Milestones

- Create communication materials for students in grades 7-12 to promote Educators Rising
- Gather data to determine the impact of courses associated with the Educators Rising CTSO on the perception of teaching

Team members

Leads

Ashley Higgs, CTE K-8 Education Specialist, Career & Technical Education

Jill Curry, Program Analyst, Policy, Law, and Professional Practices

Members

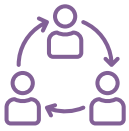
Barbara Fuentes, Interactive Media Designer, USBE Communications

GOAL 2:
EFFECTIVE EDUCATORS & LEADERS

Strategy 2E:
Promote Equitable Access to Highly Effective Educators

The Need

Although teachers are the single greatest school-based factor affecting student achievement, high-need students often have less access to the most effective teachers. For example, a higher proportion of inexperienced teachers in Utah are placed in schools with higher than average proportions of students from economically disadvantaged backgrounds. Equitable access to highly effective teachers is key to providing equal educational opportunities for each student. There is also a need to increase understanding of the skills and competencies necessary to be a highly effective teacher in a highly impacted school community.



Theory of Change

Inputs

A: USBE provides data on disparities in access to effective educators to LEAs and encourages LEAs to develop action plans to address

B: USBE produces modules and microcredentials on equity literacy and cultural responsiveness

Activities

A: Changes in LEA practice to address root causes of disparities

B: Educators access the modules and earn microcredentials

Output

A: Disparities in access to highly effective teachers are reduced

B: Changes in educator knowledge, skills, dispositions

Outcome/Impact

Each student is taught by effective educators who are prepared to support student preparation to succeed and lead with the knowledge and skills articulated in the Portrait of a Graduate

GOAL 2:
EFFECTIVE EDUCATORS & LEADERS

Strategy 2E

Our Response

Progress to Date

Hosted "Equity Labs" for local education leaders to analyze data on the distribution of:

1) educators by experience and measures of effectiveness; and
2) access for underrepresented students to college and career coursework; supported local education leaders in developing action plans to address disproportionate rates of access

Upcoming Milestones

- Publish an annual report on school-level classroom teacher retention (December 2020)
- Host another "Equity Lab" emphasizing disparities of access for underrepresented students to college and career coursework (February 2021)
- Develop equity literacy and cultural responsiveness modules associated with relicensure credit (1.0 credit)
- Develop equity literacy and cultural responsiveness microcredentials (.5 credit)
- Pilot and evaluate the equity literacy and cultural responsiveness modules
- Make all modules available to local education agencies
- Analyze the equitable distribution of educators in highly impacted schools, including schools in improvement (i.e., School Turnaround, Targeted Support and Improvement, Comprehensive Support and Improvement)
- Work with Director of the Center for Continuous School Improvement and Director of Equity, Diversity and Inclusion on developing best practices in LEAs regarding the equitable access to effective teachers and provide a forum (websites, equity labs, TSI) for the practices to be shared between LEAs

Team members

Leads

Holly Bell, Equity Specialist, Student Support

Kristin Campbell, Technical Specialist, Teaching & Learning

Members

Val Murdock, Equitable Services Specialist, Student Support

Leslie Evans, School Improvement Specialist, Student Support

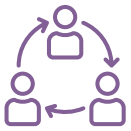
Christy Schreck, Early College/AP Specialist, Teaching & Learning

GOAL 2:
EFFECTIVE EDUCATORS & LEADERS

Strategy 2F:
Increase the supply of transformational school leaders across the state

The Need

School leaders have a significant impact on student learning. Research across the decades has confirmed that effective school leadership is associated with better outcomes for students and schools. A high-quality school leader affects dozens of teachers and hundreds or thousands of students. We also know that school leadership can be developed. Recent research suggests that implementation of leadership standards, principal pre-service preparation, and principal on-the-job induction, mentoring, coaching, evaluation, and supports increases effectiveness of school leaders and improves student outcomes.



Theory of Change

Inputs

Provide resources (funding, standards, frameworks, training, competencies) to LEAs to support mentoring, induction, coaching

Activities

LEAs apply resources in providing mentoring, induction, coaching to school leaders

Output

Changes in school leader knowledge, skills, dispositions

Outcome

Each school is led by a highly effective school leader; school culture and instructional practices improve

Impact

Each student is taught by effective educators who support student preparation to succeed and lead with the knowledge and skills articulated in the Portrait of a Graduate

GOAL 2:
EFFECTIVE EDUCATORS & LEADERS

Strategy 2F

Our Response

Progress to Date

- Board convened statewide working group to develop recommendations resulting in legislation proposing to create school leadership development grants to enable local education agencies to provide induction, mentoring, and coaching for new and aspiring school leaders; secured funding in the 2020 General Session prior to reductions resulting from the pandemic
- Created a principal mentoring and induction framework
- Created a School Leadership Webpage to improve communication and streamline information relevant to school leadership

Upcoming Milestones

- Refine leadership standards and competencies
- Develop integrated school leadership development rubric based on the refined standards and competencies (pre-service preparation through in-service)
- Refined the Model Principal Evaluation System based on the refined standards and competencies
- Define selection process for the school leadership performance assessment and create an implementation plan
- Finalize the New Principal Induction Framework and professional learning to support implementation (ongoing professional learning for LEAs, professional learning modules for mentors and mentees, New Principal Partnership Network and Principal Mentor Partnership Network
- Develop a Principal Leadership Development Framework that is aligned to the New Principal Induction Framework
- Facilitate professional learning engagements for LEAs, principal supervisors, and principals to support the Principal Leadership Development Framework (a focus on the role of principal supervisor and how districts can effectively define, develop, and support the role)
- Support state-wide Principal Partnership Networks (Year 2)

**Note: All of the above actions are aligned with the Board-adopted recommendations from the School Leadership Working Group and are foundational to the school leadership development grant if funding is restored.*

GOAL 2:
EFFECTIVE EDUCATORS & LEADERS

Strategy 2F

Team members

Leads

Max Lang, School Improvement Specialist, Student Support
Lisa Young, Educational Leadership Specialist, Teaching & Learning

Members

Becky Donaldson, Federal Programs Coordinator, Student Support
Cathy Jensen, Fine Arts Specialist, Teaching & Learning
Karl Bowman, Dual Language Immersion Specialist, Teaching & Learning
Marie Steffenson, Authorization & School Support Specialist, State Charter School Board

GOAL 3:
SAFE & HEALTHY SCHOOLS

Each student learns in a safe and healthy school environment

THE WHY

Learning does not happen in a vacuum. For students to master the academic, social and emotional skills and competencies outlined in the Portrait of a Graduate, they must be engaged in their learning and the school environment can have a significant impact on engagement.[6] New knowledge about human learning and development demonstrates that a positive school environment is not a "frill" to be attended to after academics and discipline are taken care of. Instead, it is a primary pathway to effective learning.[7] This goal focuses on addressing contextual factors that impact student engagement and learning, including the physical environment and a student's physical and mental health.

Indicators We are Tracking

The following measures are monitored to track progress toward the results we are seeking:

- School discipline data
- Student engagement
    - Link between exclusionary discipline policies and dropout rates
    - Attendance and chronic absenteeism
- School Climate Survey (53G-8-802; R277-623)
- SHARP Survey
- School Safety Survey

Goal Leader:
Leah Voorhies, Assistant Superintendent of Student Support

[6]*Shernoff et al. "Student Engagement as a Function of Environmental Complexity in High School Classrooms." Learning and Instruction, Volume 43, June 2016, pages 52-60. Accessed at: https://www.sciencedirect.com/science/article/pii/S0959475215300451#bib7*

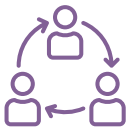
[7]*The Learning Policy Institute. 2018. "Educating the Whole Child: Improving School Climate to Support Student Success." Available at: https://learningpolicyinstitute.org/product/educating-whole-child-brief.*

GOAL 3:
SAFE & HEALTHY SCHOOLS

Strategy 3A:
Support districts and schools in creating and maintaining conditions for safe and healthy learning environments

The Need

Safe facilities are a necessary (though not sufficient) condition for safe and healthy learning environments. Physical and operational safety of school facilities has become a priority due to recent tragedies around the country.



Theory of Change

Inputs

USBE publishes resources to support physical and operational safety of school facilities

Activities

LEAs use resources to mitigate risk, plan, and prepare

Output

LEAs have emergency preparedness and risk mitigation plans

Outcome

LEAs are prepared in case of an emergency and maintain conditions for safe environments

Impact

Students and families feel school facilities are physically safe

Our Response

Progress to Date

- Comprehensive Student Threat Assessment Guidelines (C-STAG) approved by the Board; Threat assessment continues as a training offered through the School Safety Center

GOAL 3:
SAFE & HEALTHY SCHOOLS

Strategy 3A

Our Response

Upcoming Milestones

- Publish an Emergency Preparedness Planning Guide to provide LEAs resources to create their emergency plan, prepare for an emergency situation and maintain conditions for a safe environment
- Provide technical assistance for critical incident standard response and management (lock down, lock out, shelter in place, and evacuate)
- Establish guidelines for safe facilities, grounds, and transportation
- Collaborate with stakeholders to review Utah data, prioritize activities to address gaps, and identify and disseminate best practices

Team members

Leads

David Christensen, School Safety Data Analyst, Student Support

Matthew Barrett, Construction and Facility Specialist, Financial Operations

Members

Sue Mak, Financial Manager, Financial Operations

Jeremy Barnes (DPS), School Safety Liaison, Student Support

Ron Litchfield, State Pupil Transportation Specialist, Financial Operations

Rhett Larsen, School and Student Safety Specialist, Student Support

Wynn Shooter, Research Consultant, Data & Statistics

Lindsay Jaynes, Research Consultant, Data & Statistics

Audra Urie, Driver Education Specialist, Teaching & Learning

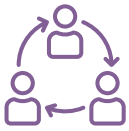
GOAL 3:
SAFE & HEALTHY SCHOOLS

Strategy 3B:
Increase adoption of evidence-based student health and wellness practices

The Need

Healthy children learn better. Physical activity and nutrition affect cognitive functioning in children and adults alike.[8] Yet survey data from the Utah Youth Risk Behavior Survey (2017) indicates that few Utah youth (19.1%) met physical activity recommendations of getting at least 60 minutes of physical activity seven days a week, lower than the U.S. percentage (26%). Additionally, in Utah, one in 8 children struggles with hunger.[9]

Wellness is not just a factor contributing to student engagement and learning. Wellness is one of the ideal characteristics of a graduate as outlined in our Portrait of a Graduate. As a competency this includes developing self-awareness, self-advocacy skills and the knowledge to maintain healthy lifestyles that provide balance in life and improve physical, mental and social-emotional well-being



Theory of Change

Inputs

USBE publishes evidence-based student health and wellness resources

Activities

LEAs use these resources in developing evidence-based student health and wellness practices

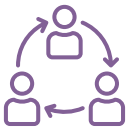
Output

LEAs create supportive school nutrition and physical activity environments

[8]National Center for Biotechnology Information. 2013. "Educating the Student Body: Taking Physical Activity and Physical Education to School." Accessed at: https://www.ncbi.nlm.nih.gov/books/NBK201501/.
[9]Food Research and Action Center. "How Hungry Is America? FRAC's National, State, and Local Index of Food Hardship — August 2018." Accessed at: https://frac.org/research/resource-library/hungry-america-fracs-national-state-local-index-food-hardship-july-2018.

GOAL 3:
SAFE & HEALTHY SCHOOLS

Strategy 3B



Theory of Change

Outcome

Student engagement increases; gaps in opportunity and achievement are reduced; students develop knowledge and skills to maintain a healthy lifestyle

Impact

More students are prepared to succeed and lead with the knowledge and skills articulated in the Portrait of a Graduate

Our Response

Progress to Date

- Created, received stakeholder feedback, and published draft model wellness policy to guide LEA efforts to create supportive school nutrition, physical activity, health promotion, mental health, and safe environments
- Published best practices for recess guidance
- Promoted the importance of breakfast and impact of nutrition on student's ability to learn; advocacy contributed to the Legislature enacting the Start Smart Utah Breakfast Program (53G-9-205.1) and School Meal Program amendments to Sections 32B-2-304, 53E-5-10, and 53G-9-205 (HB 16 in 2020)

Upcoming Milestones

- Gather data to prioritize next steps, including exploring the relationship between nutrition and mental and emotional well being
- Create tool for LEAs to evaluate wellness policy and practices

GOAL 3:
SAFE & HEALTHY SCHOOLS

Strategy 3B

Team members

Leads

Kelsey Eller, School Program Development Trainer/Mentor, Child Nutrition Programs
Jodi Parker, Health and PE Specialist, Teaching & Learning

Members

Madeline El Halta, Schools Program Support Specialist, Child Nutrition Programs
Betty Sue Hinkson (UDOH), School Nurse Consultant, Student Support
Sarah Roundy (UDOH)
Clarissa Stebbing, Substance Abuse Prevention Specialist, Student Support

GOAL 3:
SAFE & HEALTHY SCHOOLS

Strategy 3C:
Build capacity of educators and other stakeholders to meet students' mental, emotional, and social needs

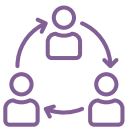
The Need

In a Pew Research Center survey of U.S. teens ages 13 to 17, 96% named depression and anxiety as a problem among their peers, 70% of them naming it as a major problem. According to the National Research Council, the incident rate of mental health concerns in American youth within a given year is estimated to be between 13-20 % of children living in the United States. For a typical classroom, this would equate to roughly five children having a diagnosable mental health disorder. Such disorders significantly impact a student's ability to engage and learn.[10]

Meeting students' mental, emotional, and social needs includes schools, families, and communities working collaboratively to:

1) promote healthy development, including through social-emotional learning, which recognizes that relationships and emotional processes affect how and what we learn; and

2) intervene when necessary through a multi-tiered system of supports.



Theory of Change

Inputs

- USBE provides training and resources on social-emotional learning and trauma-informed care (promoting healthy development)
- USBE develops crisis response protocols and resources to support implementation of multi-tiered systems of supports (intervention)

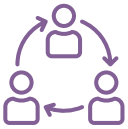
Activities

LEAs use these resources to develop partnerships, practices, policies, etc.

[10]Agnaors, Sara et al. Mental health and academic performance: a study on selection and causation effects from childhood to early adulthood. Social Psychiatry and Psychiatric Epidemiology, 2020. Accessed at: https://link.springer.com/article/10.1007/s00127-020-01934-5.

GOAL 3:
SAFE & HEALTHY SCHOOLS

Strategy 3C



Theory of Change

Output

Educators and other stakeholders have enhanced capacity to meet students' mental, emotional, and social needs

Outcome

Student engagement increases; gaps in opportunity and achievement are reduced; students develop social-emotional competencies

Impact

More students are prepared to succeed and lead with the knowledge and skills articulated in the Portrait of a Graduate

Our Response

Progress to Date

- Developed the social and emotional learning framework and crosswalk with the P-20 Competencies to highlight the integration and application of social and emotional learning objectives in desired learning outcomes
- Created crisis response protocols, including a training on postvention (an organized response in the aftermath of a suicide)
- Created a USBE Crisis Team to formalize a USBE response to crisis events in LEAs (as requested by LEAs); the team can provide support for a postvention response to a suicide, death, or enviornmental crisis
- Published modules for educators on trauma-informed care (close to 2,000 participated this year)
- Partnered with the University of Utah to promote SafeUT Super Users (local education agencies) throughout the state of Utah. (These Super Users receive grants to build mental health awareness, increase collaboration with community agencies, and educate and promote Safe UT)
- Support threat assessment and multidisciplinary teaming as a prevention and intervention measure in alignment with R277-400

GOAL 3:
SAFE & HEALTHY SCHOOLS

Strategy 3C

Our Response

Upcoming Milestones

- Create a comprehensive vetting process for social and emotional learning resources
- Develop a model policy for crisis response in alignment with R277-400-2, which defines "crisis" as an event that leads to physical or emotional distress and "crisis response" as a protocol for the actions to take and individuals to involve following a crisis event
- Provide professional learning to educators on a multi-tiered system of supports (MTSS) model to address prevention, intervention, and postvention (including trauma-informed practices, cultural considerations and accommodations)

Team members

Leads

Christy Walker, Safe and Healthy Schools Coordinator, Student Support
Brian Olmstead, Adult Education Coordinator, Student Support

Members

Casey Dupart, Behavioral Supports Specialist, Special Education
Corby Eason, Prevention Specialist, Student Support
Cathy Davis, Suicide Prevention Specialist, Student Support
Aaron Brough, Director of Data & Statistics
Cuong Nguyen, Restorative Practices Specialist, Student Support
Scott Eyre (DSAMH), School Mental Health Specialist, Student Support
Michelle Khodorkovsky, AWARE Grant Manager, Student Support
Syndee Seager, MTSS Project Manager, Special Education
Nic Shellabarger, Youth In Custody Specialist, Student Support
Calista Glenn, Research Consultant, Data & Statistics

GOAL 4:
PERSONALIZED TEACHING & LEARNING

Each student and educator has access to personalized teaching and learning experiences

THE WHY

Personalizing the educational setting so that children can be well-known and supported is a powerful lever to change the trajectories for children's lives.[11] Personalized learning is oriented toward the individual aspects of student engagement as linked to motivation and agency. Research demonstrates that the more students have a say within their learning environment, the more engagement and achievement are likely to increase. Student engagement reinforces the notion that effective instruction explicitly considers and programs for the role of student motivation on learning outcomes. Teacher-student relationships are a key catalyst to personalized learning.

Personalized learning means: "Educators engaging all students with high expectations for shared learning goals and empowering each learner to take ownership of their strengths, needs, and interests while tailoring flexible supports to maximize student growth and competence."

Indicators We are Tracking

The following measures are monitored to track progress toward the results we are seeking (see Utah's Competency Based Education Framework):

- Student Engagement
  - Absenteeism rates
  - Student surveys
- Instructional Practices
  - Teacher survey of instructional practices
  - Administrative observations
  - Teacher turnover by teacher effectiveness
  - External observation for fidelity of implementation
  - Trend in students needing added instructional support/interventions

Note that these measures are only collected for LEAs participating in the Competency Based Education Grant program (U.C.A. Section 53E-5-502).

[11]*The Learning Policy Institute. 2018. "Educating the Whole Child: Improving School Climate to Support Student Success." Available at: https://learningpolicyinstitute.org/product/educating-whole-child-brief.*

GOAL 4:
PERSONALIZED TEACHING & LEARNING

Goal Leader:
Sarah Young, Director of Strategic Initiatives

Given the innovative nature of this goal and its associated strategies, these teams are working together as one group to lay the foundation and build common understanding.

Strategy 4A: Empower USBE, educators, parents, and students with access to timely, useful, safeguarded data

Strategy 4B: Support LEAs in providing a personalized learning plan for each student

Strategy 4C: Increase access to qualified school personnel to design personalized learning plans in partnership with teachers, students and families

Strategy 4D: Promote new school system models for personalized learning implementation

Our Response

Progress to Date

- Developed a definition of personalized learning
- Convened a group of stakeholders and policymakers to discuss vision, purpose, barriers, and opportunities (December 2019)
- Board approved the Utah Portrait of a Graduate P-20 Competencies, which describe competencies by grade band for each of the 13 elements in Utah's Portrait of a Graduate
- Published a Personalized, Competency-Based Learning Framework to create a bridge from USBE's Strategic Plan and the Portrait of a Graduate to the work of educators and students in Utah's classrooms

Upcoming Milestones

- Develop rubrics associated with the Utah Portrait of a Graduate P-20 Competencies to support local assessment and implementation of the competencies

GOAL 4:
PERSONALIZED TEACHING & LEARNING

Team members

Members

Emily Berry, Student Support Program Evaluator, Student Support
Todd Call, Digital Teaching and Learning, Teaching & Learning
Jill Curry, Program Analyst, Policy, Law, & Professional Practices
Kim Fratto, Assistant Director of Special Education
Jonathan Frey, Concurrent Enrollment Coordinator, Career &Technical Education
Rick Gaisford, Education Technology Specialist, Teaching & Learning
Tracy Gooley, Assessment Specialist, Special Education
Kim Herrera, School Counseling Specialist, Student Support
Thalea Longhurst, Director of Career and Technical Education
Tyler Mills, IT Analyst, Information Technology
Val Murdock, Equitable Services Specialist, Student Support
Ann-Michelle Neal, Accountability Specialist, Assessment
Rebecca Peterson, College and Career Readiness Specialist, Assessment
David Sallay, Student Data Privacy Auditor, Student Data Privacy
Tanya Semerad, Autism & Significant Cognitive Disabilities Specialist, Special Education
Jennifer Throndsen, Director of Teaching & Learning
Chuma Uzoh, Assistant Director of Information Technology
Sydney Young, Digital Teaching and Learning Implementation Specialist, Teaching & Learning
Ashley Lower, Behavior Specialist, Student Support
Christy Schrek, Early College/AP Specialist, Teaching & Learning

APPENDIX

DATA
DEFINITIONS

Progress toward achieving our vision for public education in Utah is measured using population-level indicators (e.g. mathematics proficiency and high school graduation rates). The Education Elevated metrics provide statewide measures of different aspects of public education in the state. The definitions for each measure are below along with information on the baseline rate.

Third Grade Literacy

The percent of students proficient in English Language Arts by the end of grade 3. It is measured by the statewide RISE assessment. Baseline reflects the 2016 rate.

Mathematics Proficiency

The percent of students proficient in mathematics in grades 3 through 8. It is measured by the statewide RISE assessment. Baseline reflects the 2016 rate.

High School Graduation

The percent of high school students graduating in four years. It is measured using the four-year cohort graduation rates. Baseline reflects the 2016 rate.

Readiness Coursework

The percent of students who have earned at least .5 credit in Advanced Placement, Concurrent Enrollment, or International Baccalaureate, or Career and Technical Education Concentrators. Baseline reflects the 2016 rate.

English Language Arts Proficiency

The percent of students proficient in English Language Arts in grades 3 through 8. It is measured by the statewide RISEassessment. Baseline reflects the 2016 rate.

Science Proficiency

The percent of students proficient in science in grades 4 through 8. It is measured by the statewide RISE assessment. Baseline reflects the 2016 rate.

ACT Scores ≥ 18

The percent of graduating seniors with a composite ACT score of 18 or higher. It is measured using the ACT Composite Score. The ACT was made mandatory for all high school juniors in 2014-2015. Baseline reflects the 2016 rate.