

Utah State Board of Education

STRATEGIC PLAN

2021 Implementation Update





Purpose

This report is being submitted to the Legislature in accordance with U.C.A. Section 53E-2-202. It is a companion update to the Utah State Board of Education Strategic Plan 2020 Implementation Update. For background on the goals and the strategies, including “The Why” behind each goal and a theory of change for each strategy please refer to the 2020 Implementation Update.

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.



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District 2: Liberty



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District 15: St. George

Chair



MARK HUNTSMAN
District 14: Fillmore

Vice Chair



LAURA BELNAP
District 5: Bountiful

Vice Chair

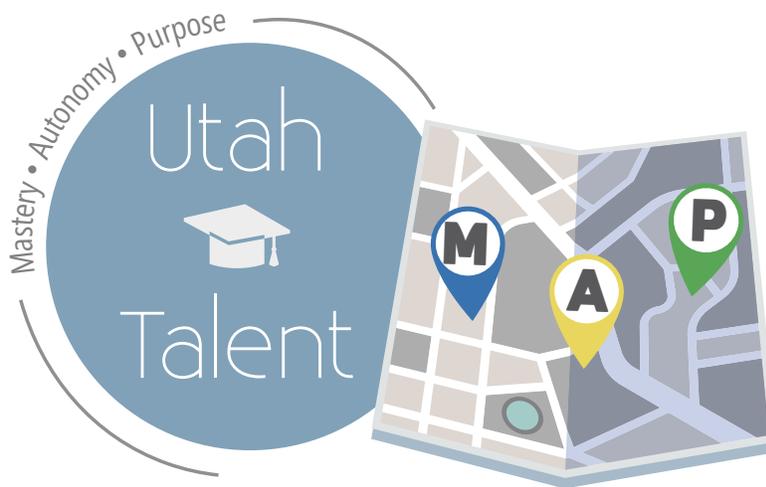


CINDY DAVIS
District 9: Cedar Hills

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?”

The result was 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.

For more about the Portrait of a Graduate see: <https://schools.utah.gov/portraitgraduate>

PORTRAIT OF A GRADUATE

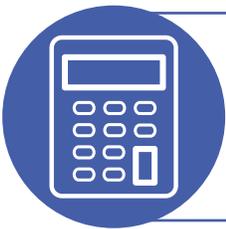
2021 Updates



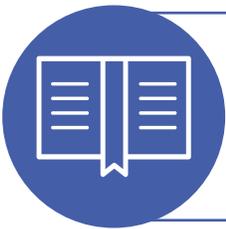
School districts and charter schools choosing to adapt or adopt a Portrait of a Graduate



Sharing the vision through regular presentations to various audiences, from the Parent Teacher Association to the Utah School Superintendents Association and school counselors



Joint Legislative Committee (local education leaders) aligning budget requests with the Portrait of a Graduate vision



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

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



2021 Updates

- Board adopted a revised definition of educational equity
- Board adopted administrative rule R277-328, which provides guidelines on educational equity professional learning



EDUCATION ELEVATED

2022 TARGETS

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. Pandemic related disruptions have influenced student achievement in Utah. Disruptions include impacting the number and background of students participating in assessments, which can impact rates.

	Baseline 2016	Current 2021	Change Since Baseline	Pre-Pandemic Trend*	2022 Target
3RD GRADE LITERACY					
All Students	48.3%	43.5%	-5.1%	▲	65.5%
Economically Disadvantaged	33.0%	27.6%	-5.4%	▲	55.1%
Students Learning English	21.0%	16.4%	-4.6%	▲	47.1%
Students with Disabilities	22.3%	21.8%	-0.5%	▼	47.9%
ENGLISH LANGUAGE ARTS PROFICIENCY					
All Students	46.1%	43.0%	-3.1%	▲	64.1%
Economically Disadvantaged	30.6%	27.2%	-3.4%	▲	53.5%
Students Learning English	12.5%	14.3%	+1.8%	▲	41.4%
Students with Disabilities	13.9%	15.2%	+1.3%	▲	42.3%
MATH PROFICIENCY					
All Students	49.7%	41.9%	-7.8%	▼	66.5%
Economically Disadvantaged	34.0%	25.5%	-8.5%	▼	55.8%
Students Learning English	16.6%	13.5%	-3.1%	▲	44.1%
Students with Disabilities	18.9%	16.7%	-2.2%	▼	45.7%
SCIENCE PROFICIENCY					
All Students	50.7%	47.7%	-3.0%	▲	67.1%
Economically Disadvantaged	34.3%	31.4%	-2.9%	▲	56.0%
Students Learning English	10.2%	17.3%	+7.1%	▲	39.8%
Students with Disabilities	19.1%	19.0%	-0.1%	▲	45.8%

EDUCATION ELEVATED

2022 TARGETS

	Baseline 2016	Current 2021	Change Since Baseline	Pre-Pandemic Trend*	2022 Target
GRADUATION					
All Students	84.6%	88.1%	+3.5%	▲	90.1%
Economically Disadvantaged	74.8%	77.8%	+3.0%	▲	83.1%
Students Learning English	64.8%	75.3%	+10.5%	▲	76.4%
Students with Disabilities	68.9%	73.1%	+4.2%	▲	79.2%
READINESS COURSEWORK					
All Students	79.0%	80.5%	+1.5%	▼	86.0%
Economically Disadvantaged	71.9%	69.1%	-2.8%	▼	81.2%
Students Learning English	58.3%	57.1%	-1.2%	▬	72.1%
Students with Disabilities	63.2%	51.9%	-11.3%	▼	75.3%
ACT > OR = 18					
All Students	65.0%	65.7%	+0.7%	▼	77.2%
Economically Disadvantaged	44.4%	45.6%	+1.2%	▼	62.7%
Students Learning English	6.6%	13.4%	+6.8%	▲	37.4%
Students with Disabilities	12.7%	14.5%	+1.8%	▲	41.5%

*Trend noted as steady (=) if change is less than +/- 0.2

For data definitions, see schools.utah.gov/board/utah/strategicplan under the Education Elevated 2022 Targets tab.

Further disaggregation by student group, including historically underserved student groups, will be made available at schools.utah.gov/board/utah/strategicplan.

IMPACT OF THE PANDEMIC ON STUDENT PERFORMANCE

USBE initiated a comprehensive set of studies to help understand the extent of pandemic-related disruptions on students' academic performance. The purposes of these studies are to:

- Document overall trends in participation and achievement.
- Identify districts, schools, and student groups most affected by the disruptions.
- Document the influence of the pandemic on already-existing opportunity gaps.
- Explore how opportunity-to-learn and other related information interact with the academic outcomes indicated above.

Key Takeaways

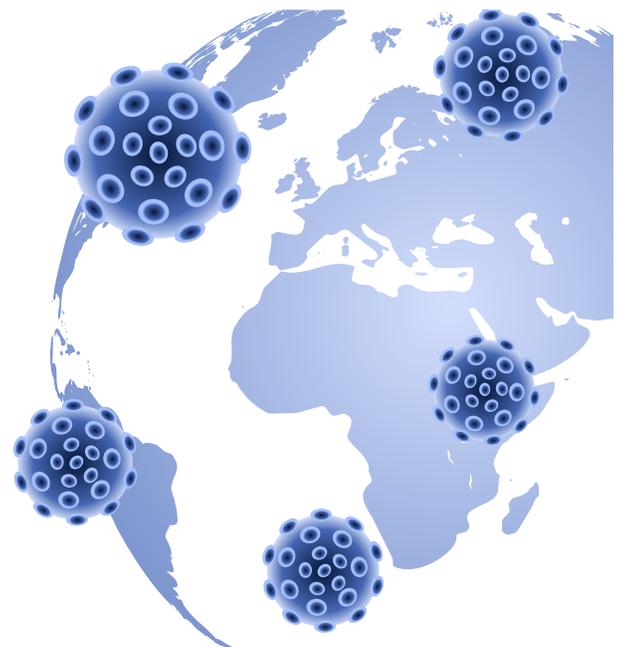
- » Fewer students participated in the 2021 compared to the 2019 assessments and this drop was substantial for historically underperforming groups of students.
- » Student performance was notably lower in 2021 compared to 2019. This was true across all grades, subject areas, and student groups, with the declines slightly larger in mathematics compared to ELA.
- » The reported pandemic effects are likely an underestimate of the true pandemic effects because they are based only on students who participated in 2020-2021. This speaks to the necessity of helping all students in Utah with learning recovery going forward. It also highlights the urgency of identifying the missing students and providing targeted support to these and other traditionally lower-performing student groups to prevent them from falling into an academic spiral.

For more details, please review the report at: <https://schools.utah.gov/coronavirus> (Effects on Learning tab).

Opportunity to Learn Survey

USBE administered a survey at the conclusion of the 2020-2021 school year to learn about student's learning experiences during a year of unsettled school schedules and global health crises.

See survey responses here: <https://tinyurl.com/y5ddz4fv>



GOAL & STRATEGY UPDATES

Goal 1: Early Learning

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

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)
- Preschool numeracy and literacy (PEEP)
- Kindergarten numeracy and literacy (KEEP)
- Kindergarten through 3rd grade literacy and numeracy (Acadience)

2021 UPDATES

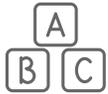
Strategy 1A: Promote high-quality instruction in every early grade classroom

- Implemented Early Learning Plan (outlining local education agency (LEA) goals and strategies for improving early numeracy outcomes; using educators' survey on skills in teaching numeracy that target needed state and LEA technical assistance and resources).
- Adopted and implemented an early mathematics assessment.
- Provided early mathematics content and pedagogy professional learning for up to 150 Kindergarten through Grade 3 instructional coaches to build their capacity in supporting teachers in mathematics.
- Curating resources to represent the elements of high quality instruction in grades PreK-3.

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

- Analyzed the data collected on student performance and enrollment to highlight programs that are having success in expanding full day opportunities and improving student outcomes.
- Collaborated with community partners to collect information on full-day kindergarten implementation status and barriers across LEAs.
- Co-facilitating work groups with community partners to develop a public relations campaign focused on the impact of full day kindergarten, including focus group data. Created a parent/caregiver guide to support learning at home for kindergarten students.

GOAL & STRATEGY UPDATES



Goal 1: Early Learning

2021 UPDATES

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

- Increased access to qualified preschool educators by supporting 40 educators in completing the Child Development Associate (CDA) certificate.
- Administered a preschool survey to public and private providers to obtain accurate information about preschool programs across the state to inform future efforts.
- The Preschool Entry and Exit Profile (PEEP) was fully administered (entry and exit) for the first time in 2020-2021, providing key data to assess and improve quality of preschool programs.

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

- Coordinating with United Way of Salt Lake, Envision Utah, Help Me Grow, and the Office of Childcare (Department of Workforce Services) to enhance the Five Before Five (5b45) resources and awareness campaign.

GOAL & STRATEGY UPDATES



Goal 2: Effective Educators & Leaders

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

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
- Education degrees awarded by Utah teacher preparation programs
- Proportion of educators who are qualified with an appropriate license

2021 UPDATES

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

- Piloting a mentoring advancement project with 13 LEAs. Sixty mentors are receiving professional learning through the pilot with the goal that they will train mentors. Greater than 80% of participants agree or strongly agree that the content is relevant and meaningful.
- Revised Educator Engagement and Exit surveys to enable reporting on perspectives related to teacher mentoring.

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

- Created an instructional coaching endorsement; 535 educators will complete the endorsement in school year 2021-2022.
- Improving the workflow of the system educators use to design and report professional learning in alignment with the professional learning standards.

GOAL & STRATEGY UPDATES



Goal 2: Effective Educators & Leaders

2021 UPDATES

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

- Partnered with a national accreditation agency (AAQEP) to ensure Utah specific requirements are incorporated into their accreditation process.
- Developing a draft process for program monitoring and approval.

Strategy 2D: Lead in changing the perception of teaching as a profession

- Published a series of videos highlighting the joy of the teaching profession.
- Promoting the Educators Rising Career and Technical Student Organization (CTSO); aiming for increased student participation in the CTSO and an increased number of students completing each teaching as a profession course.

Strategy 2E: Promote equitable access to highly effective teachers

- Tracking effectiveness of “Equity Lab” participation; higher retention rates are being observed in schools that participated in an Equity Lab.
 - USBE hosted “Equity Labs” in 2018/19 for local education leaders to analyze data on the distribution of educators by experience and measures of effectiveness.

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

- Developed new and experienced principal and charter director frameworks.
- Hosting a School Leadership Development Community of Practice with principals and charter directors.

GOAL & STRATEGY UPDATES



Goal 3: Safe & Healthy Schools

Each student learns in a safe and healthy school environment

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

2021 UPDATES

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

- Updating student incident data definitions to improve data reliability.
- Published Emergency Preparedness Planning Guide.

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

- Conducting a pilot with six LEAs to implement a model wellness policy and accompanying evaluation tool. One of the objectives of the effort is to increase coordination among administrators who are working on different aspects of wellness to produce a more coherent and comprehensive approach.

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

- Aligning efforts internally, including determining how elements of the Portrait of a Graduate align with social emotional learning frameworks and protective factor frameworks.

GOAL & STRATEGY UPDATES



Goal 4: Personalized Teaching & Learning

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

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).

Breaking Down the Goal

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.

GOAL & STRATEGY UPDATES



Goal 4: Personalized Teaching & Learning

2021 UPDATES

- Developed rubrics associated with Utah Portrait of a Graduate P-20 Competencies to support local assessment and implementation of the competencies.
- USBE staff participating in professional learning on Utah's Personalized, Competency-Based Learning Framework.
- Developing opportunities for LEA leadership to engage in local planning for the Portrait of a Graduate to begin in 2022.

Reports and dashboards on USBE's indicators can be found at schools.utah.gov/board/utah/strategicplan under the "Data on Goal Indicators" tab.