Utah State Board of Education

STRATEGIC PLAN

2022 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.

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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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.

Finding Our 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

2022 Updates

Hosted workshops across the state to support school districts and charter schools, along with their local Board members, to begin the process to adapt, adopt, or develop a Portrait of a Graduate for their community.

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

Began a community conversation about meaningful requirements to set the stage for revising graduation requirements in alignment with the Portrait of a Graduate.

Worked in partnership with legislators, education leaders, and Board members to create recommendations for the redesign of Utah's School Accountability System to capture student achievement of the knowledge, skills, and dispositions represented by Utah's Portrait of a Graduate.

Mission

The Utah State Board of Education leads by creating equitable conditions for student success: advocating for necessary recourses, 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

"

2022 Updates

Board approved a revision to Utah's federal Elementary and Secondary Education Act (ESSA) plan.

Board approved a training resource on rule R277-328, which provides guidance on educational equity in schools.

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 2022	Change Since Baseline	2022 Target
3RD GRADE LITERACY				
All Students	48.3%	**46.8%**	-1.5%	65.5%
Economically Disadvantaged	33.0%	**30.7%**	-2.3%	55.1%
Students Learning English	21.0%	**19.0%**	-2.0%	47.1%
Students with Disabilities	22.3%	**23.8%**	**+1.5%**	47.9%
ENGLISH LANGUAGE ARTS PROFICIENCY				
All Students	46.1%	**45.1%**	-1.0%	64.1%
Economically Disadvantaged	30.6%	**28.6%**	-2.0%	53.5%
Students Learning English	12.5%	**16.9%**	**+4.4%**	41.4%
Students with Disabilities	13.9%	**16.5%**	**+2.6%**	42.3%
MATH PROFICIENCY				
All Students	49.7%	**44.5%**	-5.2%	66.5%
Economically Disadvantaged	34.0%	**27.2%**	-6.8%	55.8%
Students Learning English	16.6%	**16.6%**	0%	44.1%
Students with Disabilities	18.9%	**18.1%**	-0.8%	45.7%
SCIENCE PROFICIENCY				
All Students	50.7%	**49.3%**	-1.4%	67.1%
Economically Disadvantaged	34.3%	**32.1%**	-2.2%	56.0%
Students Learning English	10.2%	**19.9%**	**+9.7%**	39.8%
Students with Disabilities	19.1%	**19.9%**	**+0.8%**	45.8%

EDUCATION ELEVATED
2022 TARGETS

	Baseline 2016	Current 2022	Change Since Baseline	2022 Target
GRADUATION				
All Students	84.6%	**88.2%**	**+3.6%**	90.1%
Economically Disadvantaged	74.8%	**77.5%**	**+2.7%**	83.1%
Students Learning English	64.8%	**76.3%**	**+11.5%**	76.4%
Students with Disabilities	68.9%	**73.5%**	**+4.6%**	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%	**60.4%**	-4.6%	77.2%
Economically Disadvantaged	44.4%	**39.7%**	-4.7%	62.7%
Students Learning English	6.6%	**10.2%**	**+3.6%**	37.4%
Students with Disabilities	12.7%	**14.2%**	**+1.5%**	41.5%

2022 Data not available for Readiness Coursework at the time of publication

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.

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)

Progress to Date

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

▶ The team has accomplished 33 of the 37 milestones that have been outlined as the key actions for the achievement of the strategy.

▶ USBE strategy leaders are working to promote high quality instruction through LETRS with K-3 teachers, coaches, administrators, and school psychologists to be able to support improved instruction of early literacy. We currently have over 8,000 individuals involved in LETRS training, with 3,000 more who are just getting started.

▶ The professional learning educator response has been positive with 94% of respondents feeling that the LETRS professional learning they received deepened their understanding of early literacy and built their capacity to use the skills and strategies they learned about in their classroom. Ninety-five percent said that the LETRS professional learning content helped them grow as a professional.

▶ In mathematics, approximately 150 coaches and leaders engaged in the Early Mathematics Coaching Institute. This is a two year professional learning opportunity that will be ongoing in the 22-23 school year, however at the end of 21-22, a
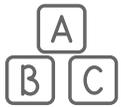
Goal 1: Early Learning

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

mid-point survey was conducted. Of those who responded to the survey, 74% said that their capacity to support teachers in providing effective mathematics instruction had significantly increased and 26% said their capacity had increased.

▶ The impact of the COVID-19 pandemic is reflected in the data sets for early learning outcomes.

Upcoming Milestones

▷ The Early Learning Digital Reporting Platform is under development with IT.

▷ The team will be using the upcoming performance data with Acadience Reading and Acadience Math to help inform the progress toward achieving this goal.

▷ Videos will be developed in the future to be able to highlight best practices in early learning instruction.

Resources Created to Advance Strategies

- Early Learning High Quality Instructional Cycle Resources
- Early Mathematics Resources
- LETRS
- LETRS 3rd Edition Fact Sheet
- LETRS for Admin Fact Sheet
- LETRS FAQs
- LETRS Implementation Guide
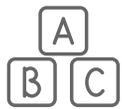
Goal 1: Early Learning

Progress to Date

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

▶ USBE staff have created a video collection that highlights high leverage practices in kindergarten classes as well as reflection questionnaires for each video. Currently, the agency has two videos completed and uploaded on the YouTube channel playlist.

▶ The agency currently has $36.7 million allocated to kindergarten between Optional Enhanced Kindergarten (OEK) and Full-Day Kindergarten (FDK). With the additional $12.2 million allocated for FDK during the 2022 legislative session, the USBE anticipates adding 290 FDK classes in school year 22-23. Considering an average class size is 22, the agency expects that about 6,380 more kids will have access to FDK.

▶ In partnership with WestEd and the USBE Communications team, the agency developed a communications plan to support the community with understanding the opportunity that full-day kindergarten presents for their students/children.

Upcoming Milestones

▷ The USBE is continuing to develop additional video resources as well as reflection questionnaires, with four additional videos under development to support high leverage practices in kindergarten classrooms.

▷ USBE staff will continue working on the business case/bill for the next request for support from the legislature to expand FDK offerings to Utah families. This includes building partnerships with community organizations and stakeholders to create a coalition of support.

Resources Created to Advance Strategies

- Kindergarten Exemplar Video collection
- Utah Full Day Kindergarten Now
- Kindergarten Best Practice Guide
- Ready! Set! Go!
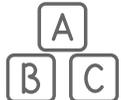
Goal 1: Early Learning

Progress to Date

1C: Increase optional access to high-quality preschool

▶ The USBE team has worked to develop a coherent plan that prioritizes key actions and initiatives to advance access to high-quality preschool.

▶ The PEEP data will continue to be an important tool in this work, and we are closer to working through some of its limitations. The agency is currently waiting on the report from the Center for Assessment from the PEEP level setting event to be approved by the School Readiness Board.

▶ The agency has provided Child Development Associate (CDA) courses to teachers in LEAs. Two cohorts have reached completion and a new cohort began in June 2022 with 25 participants.

▶ The agency completed our first cohorts of LETRS EC. We had six LEAs complete cohorts. The USBE is beginning our 2022-2023 cohorts in August. Utah has 8 LEAs providing cohorts, along with a few individuals from smaller districts or private providers attending.

Upcoming Milestones

▷ Utah has distributed the preschool survey three years in a row. The 2019-2020 survey report is published on our website. The agency is waiting for the other two survey reports to become ADA/508 compliant. Once they are compliant, USBE will publish the reports on the USBE website.

Resources Created to Advance Strategies

- Facebook Group
- twitter page
- CANVAS Bite-sized course
- Standards CANVAS course
- Strategies and Activities documents for standards
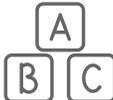
Goal 1: Early Learning

Progress to Date

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

▶ The team has developed five short videos about encouraging families to support learning to be shared on social media.

▶ The goal is to continue to work with partner organizations including United Way, KSL, Envision, Help Me Grow and Department of Workforce Services (DWS), OCC to be able to increase traffic to media campaigns to support family engagement.

» The group has been using data to help inform the development of the communication plan and strategy using social media metrics and data on KSL story views.

» The data shows trends toward older age groups, so the team is considering how to use other media platforms like TikTok to be able to reach additional audiences and families.

Upcoming Milestones

▷ The Five Before Five (5B45) will be developing additional 30-second videos to be able to increase the communication network, as well as connecting to other community organizations like the PTA, library system, and reaching out to pediatricians.

Resources Created to Advance Strategies

- [5b45](#)

Goal 2: Effective Educators and 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

Progress to Date

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

▶ Having evaluated the data from the 2022 Engagement Survey, the agency has baseline data to inform the work to advance effective mentoring for beginning educators and leaders. (Report available: https://www.schools.utah.gov/curr/reports).

▶ The Mentoring Advancement Pilot Project (MAPP) has entered Phase 3 and the agency was able to release 9 professional learning modules for mentors in May 2022 as well as a teacher mentor licensing endorsement that are being well received in the field.

▶ An uofficial "audit" is underway in response to the data from the 2022 Engagement Survey and the data obtained from this work will inform the team's future work during 2022-23.

Goal 2: Effective Educators and Leaders

Upcoming Milestones

▷ The USBE strategy team will be focusing on mentoring needs, naming convention, and compliance support with USBE rule for mentoring for all new teachers within their first three years.

▷ The new work of the strategy team will be to make sure that these resources are pushed out and filter to mentors so that word of mouth perpetuates increased viability of the work and increased success with this strategy.

▷ Preliminarily, the recent Performance Audit of Curriculum and Teacher Training in Public Education suggests that the agency may need to provide further clarity for LEAs related to mentoring best practices and clarifying the work of mentors as compared to additional support roles in schools (e.g., instructional coaches, literacy coaches, math coaches, technology coaches).

Resources Created to Advance Strategies

- Educator Induction Framework
- Mentor Roles and Competencies
- Teacher Professional Learning Modules
- Teacher Mentor Endorsement
- Teacher Mentoring eHub (with UEN) and statewide professional learning communities
- Development and distribution of monthly newsletter to spotlight mentors

Goal 2: Effective Educators and Leaders

Progress to Date

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

▶ The USBE strategy team has resources available now including Adult Learning principles, the Personalized Competency Based Learning (PCBL) framework, and the current Professional Learning (PL) Standards toolkit. For this reason, USBE can take this work and use the structure to build out an updated toolkit for our own specialists and the field to support personalized professional learning opportunities for educators and leaders.

Upcoming Milestones

▷ USBE strategy leads have identified that the current Professional Learning Standards Toolkit needs to be updated. Currently, the plan for the 2B team is to update the examples to align with the PCBL work and High Quality Instruction (HQI) work done across the agency and with the field. USBE strategy leads will be meeting in the next few months to talk through a skeleton outline of each of the 8 standards and create more targeted examples of these professional learning standards being applied while weaving in and connecting the components of the PCBL framework. The strategy team has committed to this revision.

Resources Created to Advance Strategies

- Professional Learning Standards Toolkit
- Professional Learning Standards Planning Template

Goal 2: Effective Educators and Leaders

Progress to Date

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

▶ USBE strategy leaders are working with the field to share outcomes of the Alternate Pathway to Professional Educator License (APPEL) program to review the process and support available to promote innovation within the greater state agency educator preparation landscape.

▶ Last year, USBE staff experts reviewed 11 APPEL programs. With new staff, the agency is aiming to review 23 programs (4 repeat) this year to provide feedback and monitoring specific to the program requirements. The monitoring is essential to be able to support the launch of these programs with feedback to support continuous improvement.

▶ USBE has started hosting a New APPEL Director meeting with the intention to help onboard new directors and provide a professional network for collaboration and communication across programs to build capacity.

▶ USBE has hired a new preparation competency specialist to help define and clarify what evidence/artifacts are sufficient to demonstrate competency.

▶ The APPEL-SPED program led by USBE is growing, and USBE is having regular meetings with the SPED licensing team and APPEL program experts to support teacher pathways for building capacity.

▶ Additionally, the USBE staff are sharing outcomes of university program reviews and support available to promote innovation within the educator preparation university programs as well.

Upcoming Milestones

▷ Once the new program review standards have been developed and approved, USBE will finalize an implementation timeline with an intent to conduct a state review one year before the university accreditation review.

Goal 2: Effective Educators and Leaders

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

Upcoming Milestones, *continued*

▷ The new USBE Early Literacy Licensing Specialist who met with the Utah Higher Education Deans & Teacher Counsels last week and will be working with programs to strengthen literacy instruction and support including the Foundations of Reading test.

Resources Created to Advance Strategies

- Portrait of a First Year Teacher
- APPEL
- Teacher Recruitment website

Progress to Date

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

▶ As Teaching As a Profession (TAP) students are preparing to enroll in higher education teacher preparation programs, a study of recruitment, retention, and graduation from this program will give insight into whether the perception of teaching as a profession is changing. Some of the indicators of success include the number of:

  » Students enrolled in TAP courses

  » Students passing skill certifications in TAP courses

  » Students becoming concentrators/completers in TAP courses

  » LEAs offering the Educators Rising Career and Technical Student Organization (CTSO)

▶ The Strategy 2D Team will collect data from key stakeholder groups, analyze the data, inform key players, and then create plans to change the perception of teaching as a

Goal 2: Effective Educators and Leaders

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

profession. Examples of data collection include analysis for the existing Engagement Survey open-ended responses, surveys to students in the TAP program, and conducting focus groups with the Hope Street Group Fellows.

Upcoming Milestones

▷ This team has worked with the data specialists at USBE to craft a Qualtrics survey to collect data from students who took TAP 1, 2, and 3/EDU1010 courses in the Spring 2022. The data collected will help inform what change, if any, the student may have regarding the perception of teaching as a profession after taking the course(s). This instrument will also collect qualitative data that may inform nuances regarding student perception.

▷ After collected data is analyzed, the team will meet with USBE personnel to create plans that use the analyzed data to create a more targeted plan.

▷ The TAP 1, 2, 3 courses were developed in December 2020. As we work with high school, post-secondary, and the Board, we are continuing to update the courses to align to UETS and the Board's vision. TAP 3 will go to the Board for approval October 2022 and TAP 1 and TAP 2 will be updated based on changes that have been made to TAP 3.

▷ The Educators Rising State Advisor created a Canvas course during the pandemic. The course will be updated to be a 1-day Zoom meeting in the summer with presentations being recorded to create an updated Canvas course. Teachers who cannot attend will be able to utilize the Canvas course for content and endorsement purposes starting in August 2023.

Resources Created to Advance Strategies

• [Teach with Joy](#)

Goal 2: Effective Educators and Leaders

Progress to Date

2E: Promote equitable access to highly effective teachers.

▶ Targeted Support and Improvement (TSI), Comprehensive Support and Improvement (CSI), and State Turnaround schools were added into CACTUS by the end of 2020-2021 school year.

▶ USBE published an annual report on retention at a school level for classroom teachers after the end of 2020-2021 school year. USBE strategy leaders will be updating the report yearly with additional information on new licensing levels.

▶ USBE Equity Lab 2.0, which focused on increasing enrollment of underrepresented students in college and career coursework (i.e., AP/IB, Concurrent Enrollment, and CTE pathways) was offered in March 2021. There was a follow-up meeting in June 2021 to assist LEAs in reviewing their progress in their action plans.

▶ Equity Lab 1.0 was reoffered statewide in January 2022 on access to effective teachers. Since the first equity lab (2018-19) the percentage of educators retained in schools where 50% or more of the students qualify for free and reduced lunch increased to 58.5% (2020-21) from 53.8% (2017-18).

Upcoming Milestones

▷ The USBE staff will continue to work with the Center for Continuous School Improvement (CCSI) on identifying best practices for LEAs regarding access to effective teachers. The focus will be finding opportunities to share practices between LEAs at venues like Promising Practices Summit hosted by ULEAD using practices in Domain 2: Talent Development from the Four Domains of Rapid School Improvement.

▷ The USBE will be engaging in Resource Allocation Review phase II in alignment with federal requirements. The data from the USBE Equity Labs will be incorporated.

▷ The USBE staff have been identifying commonalities of students exiting regular education for homeschooling, adult education, and alternative high school. The team will survey adult education students/educators.

Goal 2: Effective Educators and Leaders

2E: Promote equitable access to highly effective teachers.

Upcoming Milestones

▷ The USBE staff will explore the relationship between teacher qualifications and graduation rate by high school.

▷ The USBE staff experts will analyze data of LEAs that attended Equity Labs.

▷ The USBE staff experts are collaborating to explore appropriate placement of students who are multilingual learners.

▷ The agency is seeking to ensure that data are included in the Consolidated Needs Assessment (CNA) to provide LEAs the ability to review the distribution of effective teachers (experience and retention) in Title I and Non-Title I schools.

▷ The strategy team will continue to collaborate with other staff at the agency including:

» Collaborate with USBE Counseling Program Specialists regarding strategies to support school counselors in facilitating access to courses taught by highly effective teachers.

» Collaborate with Special Education on inclusion efforts.

» Continue to identify highly effective teacher characteristics.

Resources Created to Advance Strategies

- [Teacher retention education highlight](#)
- [Educator qualifications report](#)
- [The USBE ESSA Resource Allocation Review framework](#)

Goal 2: Effective Educators and Leaders

Progress to Date

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

▶ USBE collective efforts around the School Leadership Development Community of Practice has resulted in responding to feedback from leaders regarding topics of importance and interest, security experts and specialists in these areas, and scheduling and marketing seven sessions between September 2022 and March 2023.

▶ The Utah Principal Supervisor Academy, a partnership with USBE, WestEd and the Utah Education Policy Center will launch September 23, 2022. To date, there are 69 principal supervisors registered to attend from 22 districts and 9 charters. Principal supervisors will enhance their knowledge and skills through two institute sessions, nine cohort sessions, and eight mastermind sessions over the next 9 months. Throughout UPSA principal supervisors will enhance their knowledge and skills to better support the principals with whom they work by engaging with applicable content and useful tools/protocols as well as through meaningful collaboration with colleagues and job-embedded coaching.

Upcoming Milestones

▷ USBE will establish a more formalized partnership with the Utah Education Policy Center to provide professional learning to Principal Partnership Network (PPN) facilitators so as to enhance their skills around leading sessions to address problems of practice as well as weave in administrative themes about which participants will learn. The formalization of this partnership is currently in process.

▷ The strategy leaders will engage in collaboration with USBE marketing to create materials that will be distributed to potential PPN participants. As the partnership with UEPC is finalized and the PPN session themes established, the marketing collateral will be completed for distribution.

▷ USBE leaders will connect and collaborate with USBE specialiststo consider PPN groups to add to the offerings. From these discussions, arts schools and Youth-in-Custody are looking to offer a PPN specific to the principals in their respective schools.

Goal 2: Effective Educators and Leaders

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

Resources Created to Advance Strategies

- Professional Learning and Convenings for School Leaders
- Utah Principal Supervisor Academy Information/Registration
- School Leadership Development Community of Practice Informational Flier 2022-23
- School Leadership Development Community of Practice Canvas
- MIDAS Principal Partnership Networks

Goal 3: Safe and 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

Progress to Date

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

▶ A collaborative effort has been underway with outside partners, such as WestEd, to identify barriers to incident reporting. USBE survey results on barriers to incident reporting will be analyzed and used to create an action plan for supporting LEAs.

▶ An Incident Reporting Webinar was well attended with 120 individuals registering; and 73 individuals attending the live webinar with additional individual LEAs viewing the recording.

▶ The USBE infraction definitions have been identified and are in the process of being reviewed, edited, and aligned to Board rule R277-609.

Upcoming Milestones

▷ The USBE is planning to create resources to remove barriers to incident reporting and provide clarity of expectations for compliance.

Goal 3: Safe and Healthy Schools

Progress to Date

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

Upcoming Milestones

▷ The USBE is conducting focus groups with LEA leaders to learn more about the current landscape and practices around capturing incident data in K-12. The agency will analyze the feedback, as well as the survey data, to create an action plan for implementation in January 2023 to support next steps with improving incident data quality.

Resources Created to Advance Strategies

- School Safety Center Resources
- Utah School Safety Collaborative Resources

Progress to Date

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

▶ USBE leaders conducted a training on the USBE model wellness policy and identified six pilot LEAs for implementation. The model wellness policy is published on the USBE website on nutrition and school nursing pages.

▶ The team has completed the LEA wellness policy evaluation tool and is ready to support LEAs in implementation. The progress of implementation is dependent on LEA capacity and readiness.

▶ At the Society of Health and Physical Educators (SHAPE) Utah conference for K-12 educators and administrators, USBE staff presented conference sessions on nutrition, substance abuse prevention, school nursing practices and supports, as well as multiple health and physical education sessions.

Goal 3: Safe and Healthy Schools

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

Upcoming Milestones

▷ The LEA wellness policy evaluation tool is complete and ready for LEA use. Pilot schools are identified and implementation will begin in the 2022-23 school year.

▷ The team has developed and will continue to develop evidence-based health and wellness training, resources, and supports for educators and LEA leaders.

▷ The team is revising the model wellness policy and collaborating with the team 3C for the mental health and protective factors section.

Resources Created to Advance Strategies

- Model Wellness Policy and other Student Health Resources
- Wellness Policy Evaluation Tool
- Best Practices for Recess Guidance
- Start Smart Utah Breakfast Website
- Utah Farm to Fork
- Whole School, Whole Community, Whole Child (WSCC) Model
- Seizure Training
  » Epilepsy Alliance America: On-Demand Seizure First Aid Training for School Personnel
  » Epilepsy Foundation: Seizure Training for School Personnel (On Demand)
- Substance Use Prevention Resources
  » Best Practices and Resources Library Alcohol, Tobacco, and Electronic Cigarette Prevention and Cessation Interventions
- Suicide Prevention Resources

Goal 3: Safe and Healthy Schools

Progress to Date

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

▶ The USBE strategy workgroup has been reviewing different resources that look at improving educators' health and wellbeing. Information regarding different assessments and resources have been recorded and are available.

Upcoming Milestones

▷ The USBE strategy team is considering working with a consultant (In Focus Education) to design an assessment and well-being course that would support educator wellness.

▷ The team is working on creating a model that communicates how USBE initiatives are aligned in the effort to support students' mental, emotional, and social needs. The team plans to survey USBE staff regarding what they are currently working on that meets the purpose of the strategy.

▷ The team is creating a Safe and Healthy Schools implementation science framework to guide USBE initiatives related to this strategy.

Resources Created to Advance Strategies

- Establishing a Positive and Healthy School Culture
- Trauma Sensitive Schools Professional Learning
- Selecting and Implementing Mental Health Curriculum in School
- Employee Suicide Prevention Training
- DBT Skills Training for School-based Mental Health Professionals
- Grief and Loss: Supporting Students Post Pandemic
- Utah's Behavioral Health Toolkit: Collaborating to Address the Mental and Emotional Wellness of School-Aged Children

Goal 3: Safe and Healthy Schools

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

Resources Created to Advance Strategies, *continued*

- [Trauma-Informed Microcredentials](#)
- [Emotion Regulation Strategies](#)

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 Personalized, Competency Based 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 Personalized, Competency Based Learning Grant program (U.C.A. Section 53E-5-502).

Goal 4: Personalized Teaching & Learning

Progress to Date

4A: Build the capacity of school personnel to advance personalized, competency based learning practices through professional learning.

▶ Agency strategy leaders are meeting monthly with the Personalized Competency Based Learning (PCBL) local grant managers in all cohorts to identify needs in the greater community to build capacity.

▶ Agency staff has been coordinating across the goal with strategy team leaders from 4B, 4C, and 4D on process for collecting, curating, and sharing PCBL Professional Learning Resources on the PCBL Hub at UEN's eMedia site.

▶ The strategy leaders are developing PCBL onboarding resources for new team members at USBE to help build capacity at the agency in alignment with the strategic plan.

  » For example, USBE dedicated an October Leadership Council to support agency leaders digitally attending the Aurora Institute Symposium to learn more about personalized competency based learning efforts from across the nation.

Upcoming Milestones

▷ USBE will be hosting the Magellan Summit which will be held January 20, 2023 and is already receiving registrations (197 as of November 9, 2022) from LEA Leaders and educators throughout Utah. This will be an opportunity for the agency to share and promote existing resources to bring increased awareness to our community and collaborate with thought partners from across the country.

▷ The USBE has collaborated on the creation of the PCBL Hub at eMedia, which will be ready to share in December 2023.

Resources Created to Advance Strategies

• [Utah State Board of Education Personalized Competency Based Learning (PCBL) Extended Learning Resources](#)

Goal 4: Personalized Teaching & Learning

Progress to Date

4B: Create structures and supports that empower each student to leverage their unique assets to demonstrate the knowledge, skills, and dispositions defined in Utah's Portrait of a Graduate and Utah's P-20 Competencies.

▶ USBE hosted workshops across the state to support school districts and charter schools, along with their local Board members, to begin the process to adapt, adopt, or develop a Portrait of a Graduate for their community.

▶ The agency is working on creating a survey that will help USBE capture necessary information about local efforts in alignment with the Portrait of a Graduate to inform next steps for the agency.

▶ Strategy team members have created a matrix of all LEAs participating in the Personalized Competency Based Learning (PCBL) by cohort.

▶ Staff have been developing Evidence-Based Practice briefs to be able to highlight and support the PCBL framework starting with the culture of learning.

Upcoming Milestones

▷ The agency will be sending out follow up surveys for the LEA participants for the local Portrait of a Graduate workshop leaders from spring 2022 to learn more about next steps happening in the community. The goal is to be able to have responses from the field by spring 2023.

▷ The team plans to publish and share the Evidence-Based Practice briefs to the greater community in spring 2023 starting with Curriculum Directors and the PCBL community.

Goal 4: Personalized Teaching & Learning

4B: Create structures and supports that empower each student to leverage their unique assets to demonstrate the knowledge, skills, and dispositions defined in Utah's Portrait of a Graduate and Utah's P-20 Competencies.

Resources Created to Advance Strategies

- Utah Talent MAP, Portrait of a Graduate
- P-20 Competencies
- P-20 Competency Model Rubrics
- PCBL Framework
- Utah's Flexibility Guide (version 2.0)

Goal 4: Personalized Teaching & Learning

Progress to Date

4C: Utilize multiple points of evidence of learning in actionable ways to foster meaningful, personalized, competency based learning experiences.

▶ The agency will be creating a formative assessment toolkit for the field to be able to support the field with using multiple points of evidence of learning in actionable ways to foster meaningful, personalized, competency based learning.

Upcoming Milestones

▷ The team will continue to work across the agency to develop the formative assessment toolkit with input from agency experts and community leaders with the goal to have it ready for the field to use for the 2023-2024 school year.

Resources Created to Advance Strategies

- [Utah's HQI Cycle](#)
- [Utah's High Leverage Practices](#)
- [Utah Effective Teaching Standards (UETS) Standard 2 Instructional Design Clarity: Element 3 Learning Progression](#)
- [Utah's PCBL Framework](#)
- [Utah's P-20 Competency Model Rubrics](#)

Goal 4: Personalized Teaching & Learning

Progress to Date

4D: Partner with Utah technical colleges, higher education, and workforce services to align personalized, competency based learning and post-secondary success.

▶ The Early College and FAFSA Dashboards 1.0 are created and available to the field, and are being promoted through existing groups such as LEA leaders in AP/IB, and served as a highlight at the USBE Standards and Assessment committee meeting in November 2022.

▶ The Board supported the Post-Secondary Opportunities Business Case. This proposal would establish a pilot program that will reward a select number of LEAs for increases in the following metrics: students participating in targeted transition coursework, the incidence of students who take at least one early college and/or CTE course in their high school career and FAFSA completion numbers overall. These data would also be considered for specific student group increases. The request is for $2.5 million in one-time funding, which would be spent over two years.

▶ The Graduation Credentials focus groups have been convened including over 700 stakeholders from across the state (by November 2022) to be able to start the conversation about what possible next steps the agency may take in policy to integrate the work of PCBL, Portrait of a Graduate and graduation requirements.

▶ The WestEd CTE pathways data project is ongoing and expanding with collaboration with the Governor's office, USHE leadership to look at the pathways in all education pathways. The agency is giving input to the development of the current scope of work, and our partners at USHE will be funding this expanded work for the state.

Upcoming Milestones

▷ The USBE Early College Dashboard 2.0 is slated to be done and released to the greater community by the spring 2023.

▷ The USBE staff will work with the legislature to craft a bill built around transition from high school to college/career fluency during general session 2023.

Goal 4: Personalized Teaching & Learning

4D:Partner with Utah technical colleges, higher education, and workforce services to align personalized, competency based learning and post-secondary success.

Upcoming Milestones, *continued*

▷ The outcomes of the Graduation Credentials focus group data will be curated and a workgroup will be convened in the spring to make recommendations based on this feedback and input fron the greater community.

▷ The USBE will continue to work with WestEd on a data dive with CTE leadership on the existing pathways and alignment to identify gaps in Spring 2023. The work includes our postsecondary partners, and is a great opportunity for alignment.

▷ The USBE is preparing a CTE Enrollment/Concentrator/Completer Dashboard to be released to field in Winter/Spring 2023 to help bring transparency and highlight successful outcomes.

Resources Created to Advance Strategies

- [Early College Dashboard](#)
- [College and Career Ready Course Resources](#)
- [FAFSA Workgroup Action Items](#)