Utah State Board
of Education

Annual Report

2020

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Sydnee Dickson,
State Superintendent of Public Instruction

www.schools.utah.gov

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Letter from State Superintendent Sydnee Dickson

Utah students are prepared to succeed and lead by having the knowledge and skills to learn, engage civically, and lead meaningful lives. This is our vision for each student in K-12 public education and we believe we are on this path. The Utah State Board of Education strives to create equitable conditions for student success: advocating for necessary resources, developing policy, and providing effective oversight and support. The Superintendent's Annual Report is a comprehensive year-long look at the efforts and results of our vision for Utah students.

2019 was another great year for Utah's public schools. We saw improvements in graduation rates, approaching 90 percent; higher rankings on the ACT college entrance exam among the 17 states that offer the test to all high school juniors; participation and diversity is increasing in Advanced Placement exams while passing rates continue to be well above the national average; top ten rankings for fourth and eighth grade students' reading levels on the National Assessment of Education Progress (NAEP); top ten ranking for fourth graders on NAEP mathematics and eighth graders in the top twenty for mathematics. Utah eighth grade students continue to outpace the nation in NAEP science scores.

Utahns can be proud of what is happening in their public schools and can be doubly proud of the efficiency in which these achievements are accomplished.

This compendium of demographic, performance, and financial data offers readers and researchers a trove of statistical treasures that will tell them much about our public schools. While the Utah State Board of Education does provide these numbers, we also recognize that numbers do not tell the whole story.

" Utahns can be proud of what is happening in their public schools...

Letter from State Superintendent Sydnee Dickson *cont.'d*

That is why the Board has been building on its **strategic plan**. The plan focuses on four goals:

- Safe and healthy schools
- Early learning
- Personalized teaching and learning
- Effective educators and teachers

This year the Board took a significant step forward with the publication of Portrait of a Graduate. Board Members wanted to describe what a student who has completed 12 years of education in Utah public schools looks like, even if that portrait isn't something that can be easily described in a statistical volume. This aspirational document is intended to start the conversations in our local schools and communities; creating new school models that help students build mastery, autonomy, and purpose as they prepare for their future.

While I encourage you to look at this statistical compendium, I also encourage you to look at our Strategic Plan and our Portrait of a Graduate:
 https://schools.utah.gov/board/utah/strategicplan.

I also encourage you to visit our public schools and see for yourself the promising practices and changes occurring. I make a point of visiting schools every year to see the data in action and witness how adults are working to improve the lives of our youth. I think you will be as impressed as I have been.

USBE's Strategic Plan

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.

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.

Mastery • Autonomy • Purpose

Utah Talent

GOALS
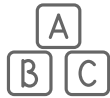
Early Learning

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

Strategies
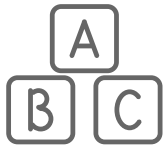
Early Learning

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 experience

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

Strategies

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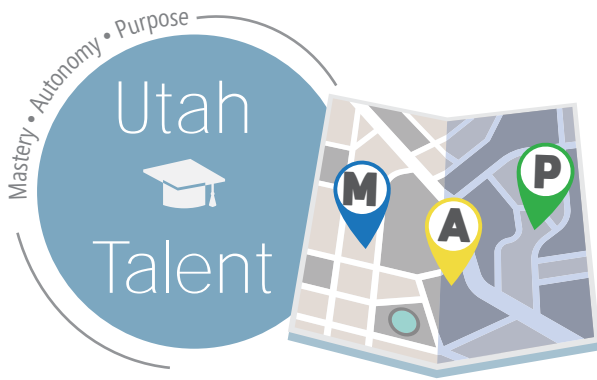
Utah's Portrait of a Graduate identifies the ideal characteristics of a Utah graduate after going through the K-12 system. These are aspirations not necessarily meant to be quantified and measured. These characteristics begin at home and are cultivated in educational settings.

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.

Utah State 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 to administer all programs assigned to USBE. Both the State Board and State Superintendent are responsible for compliance with state and federal laws and administrative rules affecting education and for the distribution of funds to charter and district schools.

Jennie Earl District 1	**Scott Hansen** District 2	**VACANT** District 3
Jennifer Graviet District 4	**Laura Belnap** District 5	**Brittney Cummins** District 6
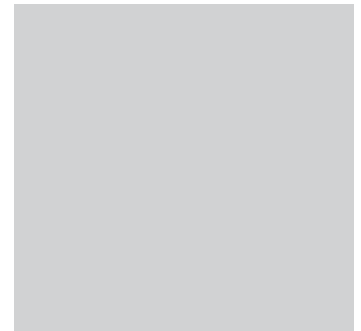
Utah State Board Members cont.'d

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

USBE Superintendency

The Utah State Constitution gives the State Board of Education general control and supervision of the public education system. The State Superintendent is appointed by the Board as its executive officer. With the Board, the Superintendency develops a statewide education strategy and administers all programs in accordance with the policies and the standards established by the Board.

Angie Stallings

Deputy Superintendent
of Policy

Sydnee Dickson

State Superintendent of
Public Instruction

Patty Norman

Deputy Superintendent
of Student Achievement

Tiffany Stanley

Chief of Staff

Scott Jones

Deputy Superintendent
of Operations

UTAH STATE BOARD OF EDUCATION

ASSISTANT AGs

INTERNAL AUDIT
DEBBIE DAVIS
Director*

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION*
SYDNEE DICKSON

USDB
JOEL COLEMAN
Superintendent*

CHIEF OF STAFF
TIFFANY STANLEY

PUBLIC RELATIONS
MARK PETERSON
Director

STUDENT ACHIEVEMENT
PATTY NORMAN
Deputy Superintendent

POLICY
ANGIE STALLINGS
Deputy Superintendent

OPERATIONS
SCOTT JONES
Deputy Superintendent*

STUDENT LEARNING
DARIN NIELSEN
Assistant Superintendent

STUDENT SUPPORT
LEAH VOORHIES
Assistant Superintendent

LAW AND PROFESSIONAL PRACTICES
BENJAMIN RASMUSSEN
Educational Director

FINANCIAL OPERATIONS
DEBORAH JACOBSON
Finance Director

ASSESSMENT AND ACCOUNTABILITY

SPECIAL EDUCATION SERVICES*

POLICY ADVISOR
JEFFREY VAN HULTEN

FINANCIAL OPERATIONS
Patrick Lee
School Finance Director

CAREER AND TECHNICAL EDUCATION
THALEA LONGHURST
Educational Director

CHILD NUTRITION PROGRAMS
KATHLEEN BRITTON
Educational Director

STUDENT DATA PRIVACY
WHITNEY PHILLIPS
Chief Privacy Officer

FINANCIAL OPERATIONS
ZAC CHRISTENSEN
Purchasing Director

TEACHING AND LEARNING
JENNIFER THRONDSEN
Educational Director

ADULT RISK AND CUSTODY PROGRAMS

DATA AND STATISTICS
AARON BROUGH
Coordinator

COUNSELING, EQUITY, AND PREVENTION

HUMAN RESOURCE MANAGEMENT
MICHELLE WATTS
Director★

ESSA PROGRAMS AND RELATED STATE INITIATIVES

INFORMATION TECHNOLOGY
JARED FELT
IT Deputy Director

SCHOOL CHILDREN'S TRUST
PAULA PLANT

SCSB STAFF
JENNIFER LAMBERT
Executive Director**

Indirect Reports

* *Reports directly to the State Board of Education*

** *Reports directly to the State Charter School Board*

★ *Reports directly to the Department of Human Resource Management*

Public Education Budget

The following information details Utah's appropriated public education budget for FY 2020. The funding is broken down by funding source and by major area, and most of the expenditures are passed through to local education agencies.

Public Education Budget

Fiscal Year 2020
$5.6 Billion by Funding Source
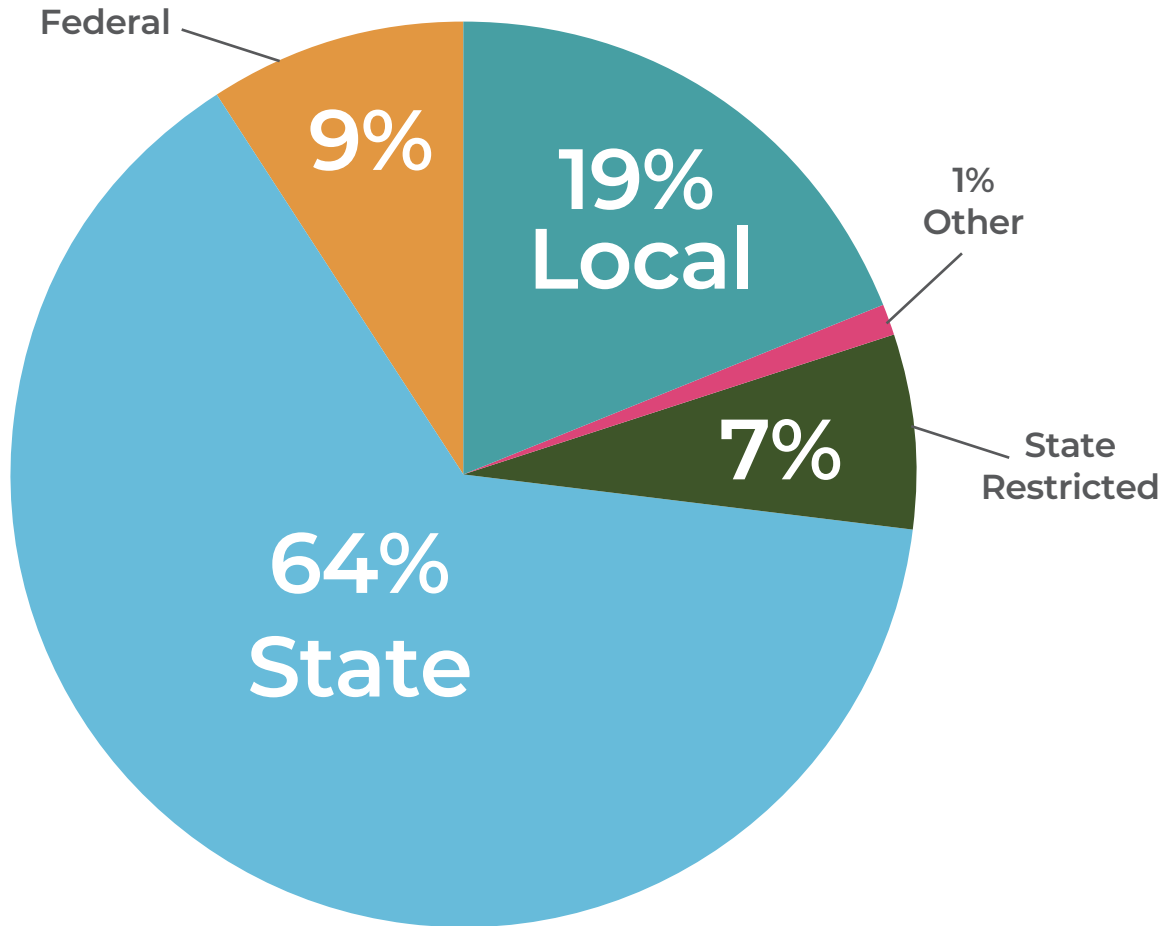
State: $3,591,167,900 (64%)
• General, Education, and Uniform School Funds

State Restricted: $359,846,600 (7%)
• Minimum Basic Growth Account, Liquor Tax, Trust Distribution Account, etc.

Local: $1,083,600,700 (19%)
• Property Tax Revenue
  • Factored into state formulas, but collected locally not by the state

Other $29,403,900 (1%)
• Dedicated Credits Revenue, Federal Mineral Lease, Transfers, and Balances

Public Education Budget

Fiscal Year 2020
By Major Area

State Board of Education

14%

1%
School Building Programs

85%
Minimum School Program
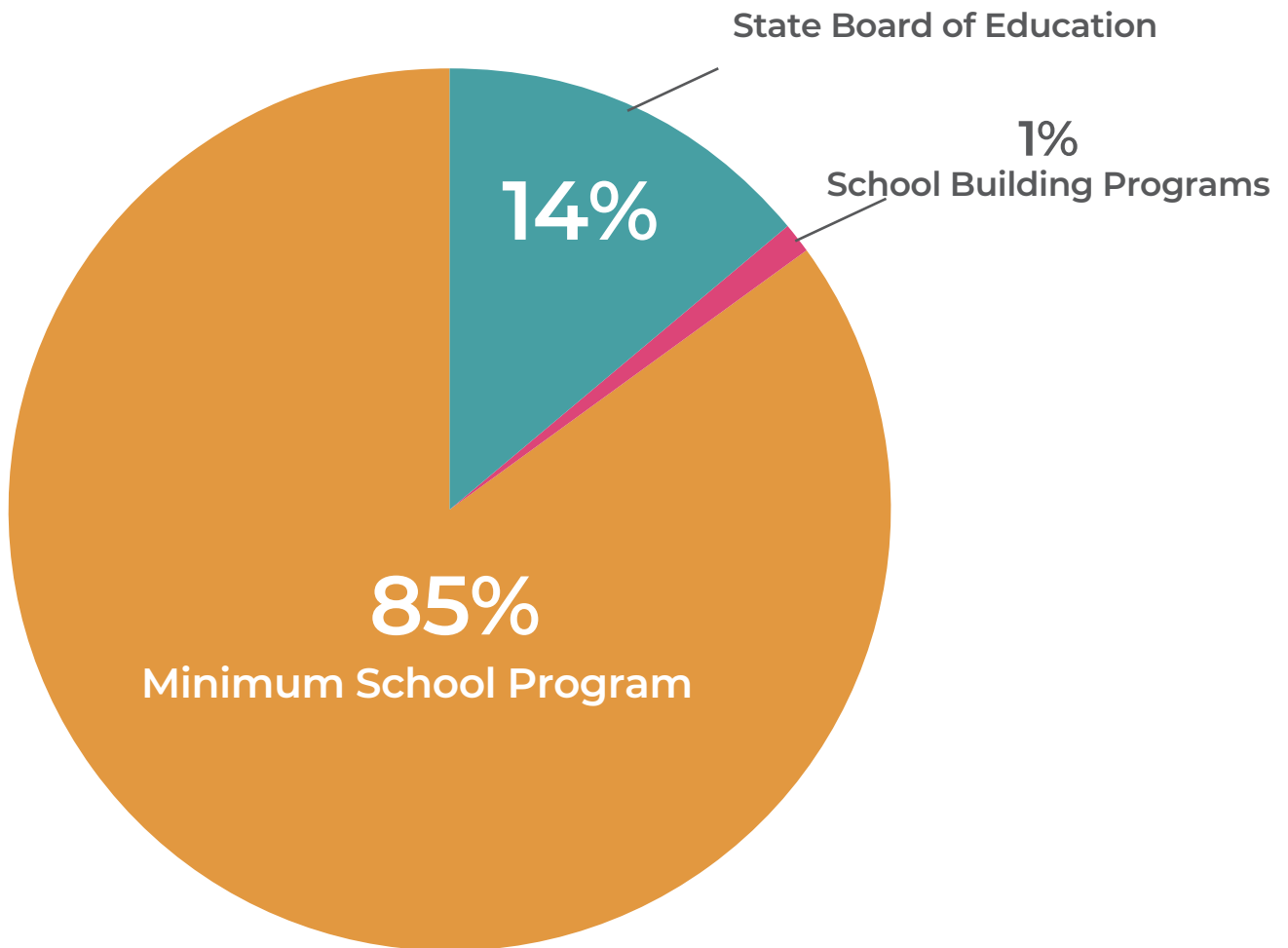
Public Education Budget

Fiscal Year 2020
By Major Area

Minimum School Program by Line Item

Line Item	Total Appropriation
Basic School Program	$3,103,563,000
Related to Basic School Programs	$882,889,700
Voted and Board Local Levy Programs	$787,204,500

School Building Programs by Line Item

Line Item	Total Appropriation
Capital Outlay Programs	$33,249,700

State Board of Education by Line Item

Line Item	Total Appropriation
Child Nutrition	$198,877,500
Child Nutrition – Federal Commodities	$19,159,300
Educator Licensing	$7,379,800
Fine Arts Outreach	$5,160,000
Initiative Programs	$64,468,900
MSP Categorical Program Administration	$5,920,000
Regional Service Centers	$2,000,000
Science Outreach	$5,490,000
State Administrative Office	$342,145,800
General System Support	$71,335,400
State Charter School Board	$3,953,800
Teaching and Learning	$9,105,500
Utah Charter School Finance Authority	$50,000
Utah Schools for the Deaf and the Blind	$42,702,000

By Expenditures

• 97% Pass Through: Funding Sent to School Districts and Charter Schools

• 3% Other: Personnel Services, Current Expense, Capital and Data Processing, and Travel

More detailed information on the public education budget and also public education data and statistics e.g. graduation rates, fall enrollment, and student-teacher ratios is available at https://www.schools.utah.gov/superintendentannualreport.

CORE FUNCTION

A core function is defined as a group of services, products and/or activities designed to achieve a common result necessary to achieve the mission.

WHAT ARE THE CORE FUNCTIONS?

USBE's Core Functions consist of:

Academic Standards & Assessment

Finance

Educator Effectiveness

Compliance & Monitoring

Policy

Reporting, Data, & Statistics

Academic Standards & Assessment

Academic Areas

Data and Metrics

The data and metrics below measure progress, performance, effectiveness, or scope of the academic standards and assessment core function.

98%
2017-2018 SY

Local Education Agencies served by Teaching and Learning
Goal is to reach 100%
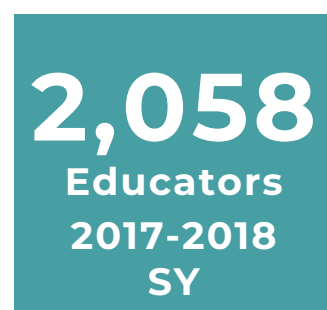
96%
2018-2019 SY

1,880
Educators
2017-2018 SY

Professional Learning

Dual Immersion Educators

2,058
Educators
2017-2018 SY

5,940
Educators
2017-2018 SY

Career and Technical Education Professional Learning

5,446
Educators
2018-2019 SY

Scheduled 11/1/2018

Mid-Year

Delivered 11/19/2018

RISE Assesments

Delivered on Schedule

Scheduled 3/19/2019

Spring

Delivered 3/28/2019

Challenges

• Statute tasks the USBE with establishing core standards for Utah public schools. This past year one challenge has been refining the standards revision process, which went through several iterations before the current *twelve step process* was adopted.

• In spring 2019, some Utah schools experienced interruptions of service while administering the RISE assessments; affecting up to **18,429** third through eighth grade students. The technical issues not only meant that the testing window was extended, but multiple analyses were conducted to determine if the RISE data could be used to calculate student proficiency scores, student growth, and calculations for state accountability including the school report card and state turnaround. Subsequently, the State Board ended up terminating the test vendor's contract and procuring a new vendor for the 2019-2020 school year.

• Despite the emergency procurement of a new vendor for the Utah standards assessments, the Utah State Board of Education has successfully implemented a new delivery system for administration of the RISE assessments. All delivery dates have been met and successful administration of benchmarks, interims, and summative assessments is occurring. In addition, delivery of the Utah Aspire Plus formative assessments was delivered on October 1, 2019 as scheduled.

• In 2019, the Utah State Board of Education updated the state's health education core standards. This update marks the first update since 2009. The new standards are now available to use for the pilot year 2019-2020 and will be fully implemented in 2020-2021.

• In 2019, the Utah State Board of Education updated the state's grades K-5 and 9-12 science standards. This update marks the first update in K-2 science standards since 2010; in grades 3-5, biology, chemistry, and physics since 2002; and in Earth science since 2012. The new standards will provide coherence and progress throughout a student's elementary and secondary school years and will blend with the grades 6-8 SEEd standards approved in 2015. Utah teachers will be offered training on the new standards during the 2019-20 school year. The standards will be implemented during the 2020-21 school year.

Achievements

Academic Areas

Driver Education

The growth and expansion of driver education, the emergence of innovative programs, new legislation, and the passing of the Graduated Driver Licensing (GDL) laws have brought a need to update the standards for Utah's driver education program.

The Five Driver Education Strands

PARENT OR GUARDIAN INVOLVMENT IN MODELING GOOD DRIVING HABITS

Studies show that children who have higher parent or guardian involvement tend to be safer drivers and have fewer crashes over their lifetimes. Passed in 1999, the GDL laws require the parent or guardian to become more involved in their teen driver's learning period.

RULES OF THE ROAD

Understanding rules of the road include signs, signals, pavement markings, and traffic controls that students must act on while behind the wheel.

RISK MANAGEMENT IN ALL DRIVING SITUATIONS

Risk management includes understanding the concepts of proper vision, space cushion, appropriate decision-making, and defensive driving skills.

MOTOR VEHICLE MANEUVERS AND OPERATIONS

Maneuvers and operation include the physics of driving: stopping, starting, turning, and all other driving actions. As driver-assistance technology continues to advance, understanding these systems is critical.

THE DRIVING ENVIRONMENT

Driving environment includes: weather and lighting conditions, rural and urban roadways, emergency situations, sharing the road with pedestrians, trains, tractor-trailers, and other non-typical vehicles.

What is included in Instruction:

- 30-Hours of Classroom Instruction
- 6-Hours Behind the Wheel
- 6-Hours of Observation
- Written Test
- Road Test

62% decreased fatalities of Utah teens aged 15-17 since the GDL laws passed

Academic Areas

English Language Arts

What is Literacy

Literacy is the ability to read, write, speak and listen, and use numeracy and technology, at a level that enables people to express and understand ideas and opinions, to make decisions and solve problems, to achieve their goals and to participate fully in their community and in wider society. Achieving literacy is a lifelong learning process (Literacy Advance, 2018).

Essential Components of Literacy

Research has supported the use of evidence-based literacy practices using systematic, explicit, cumulative instruction when teaching.

The seven essential components of literacy:

Writing	**Comprehension**
Vocabulary	**Fluency**
Phonics	**Phonological Awareness**
Oral Language	

How to Accomplish

The **five** key elements of a strong literacy system include: Instructional Leadership, Instruction and Intervention, Assessment and Feedback, Professional Learning, and Supportive Culture

Shifts in Standards

The components of literacy are taught through the Utah English Language Arts (ELA) Core Standards. The main shifts include the following: evidence-based materials and strategies, informational text, literature, challenging text, and disciplinary literacy.

Academic Areas

Fine Arts

A well-rounded education includes the arts. The fine arts provide a place for students to explore new ideas, for appropriate risk-taking, for creative problem solving, for working together with others, for developing aesthetic awareness, for exploring the world and other cultures and expressing oneself.

| Dance | Media Arts | Music | Theatre | Visual Arts |

Create

Conceptualize, generate, develop and organize artistic ideas. Refine ideas through persistence, reflection, and evaluation.

Perform/Present/Produce

Analyze, interpret, and select artistic work. Develop techniques and concepts to refine work and express meaning through presentation.

Respond

Perceive, analyze, interpret, articulate, and evaluate work and process.

Connect

Synthesize and relate knowledge with personal meaning relating to societal, cultural, and historical context to deepen understanding.

Creative Practices:

• Evoke deep, meaningful engagement in the arts.

• Vary from person to person, project to project.

• Require intense cognition that can be development through arts.

Academic Areas

Health

Health Education supports parents and families in developing healthy, responsible students who have the knowledge, skills, and dispositions to work together in an inclusive manner, to think critically and participate in a variety of activities that lead to lifelong healthy behaviors. The Health Standards focus on overall health which includes physical, mental, emotional, and social health in each of the six strands.

Mental
Positive self concept
Stress Management
Decision Making
Understanding Emotions

Health & Wellness

Social
Relationships
Skills of Refusal
Communication
Proper use of Media

Physical
Exercise
Nutrition
Hygiene
Disease Prevention

The inclusion of health in a student's education positively contributes to their ability to learn, focus, and achieve health and wellness throughout their lives.

Health Foundations & Protective Factors of Healthy Self (HF)

Protective factors are attributes such as skills, strengths, or coping strategies which increase the health and well-being of students.

Substance Abuse Prevention (SAP)

Promotes overall health by teaching students the knowledge and skills to make choices to avoid substance abuse.

Safety and Disease Prevention (SDP)

Helps students understand their role in protecting themselves and others from unintentional danger, risk, injury, or disease.

Nutrition (N)

Helps students understand the vital role proper nutrition will have on health throughout their life.

Human Development (HD)

Teaches students how their body changes throughout their lifespan, how to care for and protect their bodies in a way that is developmentally and age appropriate, and characteristics of a healthy relationship.

Mental and Emotional Health (MEH)

Teaches students how to advocate for the mental and emotional health of self/others.

Academic Areas

Library Media

The skills of the 21st century include being literate in a variety of digital, visual, textual, and technological tools, and individuals must have the thinking skills that will enable them to learn continually. Becoming an educated user of information in this culture of information is a critical part of students' education.

The Library Media Standards are achieved through the collaborative efforts of the school library media teacher staff, classroom teacher, student, support staff, administrators, board of education, and communities.

Reading Engagement

Foundational skill for learning, personal growth, and enjoyment. The goal is to actively promote reading and provide equitable access to literary and informational texts in a variety of subjects, genres, and formats. The standards facilitate the acquisition of tools, knowledge and skills to allow every student to read for interpretation and the development of new understandings.

Information and Research

Through engagement in the research process, students will apply critical thinking skills (e.g., analysis, evaluation, organization, synthesis) to draw conclusions and construct new understandings. Additionally, students will engage in research processes (e.g., inquiry-based, information problem solving).

Media Literacy

Media literacy is the competent application of literacy skills to media and technology messages. Its goal is to help students develop the habits of inquiry and skills of expression that they need to be critical thinkers, effective communicators, and active, digital citizens in today's world. By learning the standards and objectives, students will acquire an understanding of the elements, construction, and potential impact of media messages while learning to make informed choices in the use of media.

Academic Areas

Mathematics

Mathematical understanding and procedural skill are equally important. Both are assessable using mathematical tasks of sufficient richness. The standards provide clear signposts along the way to the goal of college and career readiness for all students.

RIGOR

Mathematics is a balanced combination of conceptual understanding, procedural fluency, and application.

FOCUS

The majority of time should be spent in the major work of the grade or course.

COHERENCE

Connections exist across strands and grade levels in the standards.

Standards Progression

Grades: Kindergarten, 1, 2, 3, 4, 5	Grades: 6, 7, 8	Secondary I, II, III
Number and Operations in Base Ten	Ratios & Proportional Relationships	Numbers & Quantity
Counting & Cardinality / Number and Operations in Fractions	The Number System	
Operations and Algebraic Thinking	Expressions & Equations / Functions	Algebra / Functions
Geometry	Geometry	Geometry
Measurement & Data	Statistics & Probability	Statistics & Probability

Academic Areas

Physical Education

The goal of Physical Education is to develop healthy, responsible students who have the knowledge, skills, and dispositions to work together in groups, think critically, and participate in a variety of activities that lead to a lifelong healthy lifestyle.

Which grades are taught:
- Elementary: Kindergarten-6
- Middle school: Beginning and intermediate team sports
- High school: Participation skills and techniques, fitness for life, and activities

Strand 1

Students will achieve a level of competency in motor skills and movement patterns.

Strand 2

Students will apply knowledge to attain efficient movement and performance.

Strand 3

Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.

Strand 4

Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.

Strand 5

Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.

Academic Areas

Preschool

Through play, exploration, and instruction, preschool education provides children with an opportunity to develop skills and knowledge across all content areas. Through positive preschool experiences, children learn responsibility, persistence, citizenship, communication skills, reasoning, effective questioning, and more.

Play and Effective Instruction

Effective teachers design play activities with specific learning goals in mind. They provide individualized intentional and differentiated instruction to facilitate student success.

Whole Child

Each child is complex and has various needs. It is critical that teachers remember the whole child and foster their social, intellectual, emotional, physical, & language development.

Interactions

Guiding children's behavior is done by modeling kindness and respect. Learning opportunities can occur during play and through developmentally appropriate practices.

Curriculum

By implementing an evidence-based curriculum with fidelity, programs are able to provide effective education that will result in positive student outcomes.

Program Development

Effective educators continually expand their knowledge and skills to implement best practices. Programs engage in frequent evaluations to identify student and educator needs.

Family Engagement

Strong partnerships between schools and families, positive relationships, and learning at home. Frequent and consistent interactions should occur in a variety of ways.

Academic Areas

Science

Science Engineering Education (SEEd) Standards

The SEEd Standards help students investigate phenomena and identify & solve real-world problems. To support students' meaningful learning in science and engineering, all three dimensions must be integrated into curriculum, instruction, and assessment.

Science and Engineering Practices (SEP)

Practices refer to the things that students do to actively engage in investigations and solve problems like scientists and engineers do.

• Asking questions or defining problems

• Developing and using models

• Planning and carrying out investigations

• Analyzing and interpreting data

Crosscutting Concepts (CCC)

Crosscutting concepts are the tools that students use to provide a framework for thinking about and reasoning scientific knowledge

• Patterns

• Cause and effect

• Scale, proportion, and quantity

• Systems and system models

Disciplinary Core Ideas (DCI)

Disciplinary core ideas are the pieces of science content knowledge that students use to explain phenomena and solve problems.

• Physical Science

• Life Sciences:

• Earth and Space Sciences

• Engineering Design

Academic Areas

Social Studies

The civic mission of schools and the central purpose of social studies education are one and the same. Both aim to provide the foundation for a rich, meaningful life full of civic engagement and life-long learning.

Content

Students must understand how the world works. Content knowledge makes weak readers better readers.

Context

Rich social studies instruction helps students contextualize information using multiple sources.

Community

Social studies is essential practice for community building. The word origins comes from the Latin 'Socialus' meaning ally, companion, and friend.

Complexity

Challenges students with complex questions and encourages a depth of rigorous thinking far beyond basic "recall" of information.

Civic engagement

Classrooms should teach about the rights and responsibilities of being an active, civically-engaged member of the community, and provide opportunities for authentic practice.

Corroboration

Examine/verify evidence, an essential skill in the age of viral content.

Creativity

Inspire creativity as students engage in historical, geographic, and economic analyses, pose solutions to challenging problems, and produce authentic products.

Civility

Students need opportunities to engage in dialogue with one another, practicing skills of civic and respectful discourse.

Academic Areas

World Languages

The Utah State Board of Education provides high-quality World Language programs in 12 different languages that implement the Utah Core Standards in World Languages and serve the needs of Utah students

Provide a Language-Rich Enviornment

Don't Use English as the Default for Checking on Meaning or Understanding

Support Comprehension and Production

Negotiate Meaning with Students and Encourage Negotiation Among Students

Focus on Meaning Before Details

Elicit Talk to Increase Fluency, Accuracy, and Complexity Over Time

Conduct Comprehension Checks

Encourage Self-Expression and Spontaneous Use of Language

Teach Students Strategies for Requesting Clarification and Assistance

Career and Technical Education

Career and technical education (CTE) provides all students access to high-quality, rigorous career-focused programs that result in attainment of credentials with labor market value.

More information on CTE can be found in the CTE Annual Report toward the end of this report

CTE Certifications & Credentials

CTE Skill Certificates

Competency-based student assessments, measured by core standards and competencies needed to be successful in the workforce. Students earning certificates have mastered the content and skills at 80% proficiency.

Industry Certifications

Credentials of value to employers in Utah. Some are also "right-to-work" credentials and/or state licenses required to gain employment in certain fields. These certifications validate that the student has demonstrated mastery of the most up-to-date skills in a career field. As a subset of industry certifications, Utah continues to implement the Microsoft Imagine Academy with program support from Microsoft and Certiport.

Learning that works for Utah
CTE®

Career Pathways

Coordinated, non-duplicative sequence of secondary and postsecondary courses that incorporate challenging, state-identified academic standards and address academic and technical knowledge, including employability skills, which are aligned to the needs of industries in the state, region, or local area.

A pathway progresses in content specificity, has multiple entry and exit points that allow for stackable credentialing, and ultimately culminates in the attainment of a recognized postsecondary credential.

CTE Certifications & Credentials

Career Pathways - cont.'d

CTE **concentrators** earn 1.5 credits and CTE **completers** earn 3.0 credits in a single CTE program of study.

52%
2018-2019 SY

Of Secondary students are CTE concentrators

21%
2018-2019 SY

Of Secondary students are CTE completers

Highest completer rates in the 18-19 SY were in:

- **Pre-K: Early Childhood Education**
- **Food Science, Dietetics, and Nutrition**
- **Office/Admin. Support and Technical Support**
- **Agricultural Production Systems**
- **CAD Architectural Design**
- **Protective Services**
- **Robotics and Electronics**

For the 2019-2020 school year, there are **58** CTE career pathways aligned and categorized by national career clusters.

Career Clusters

Agriculture, Food & Natural Resources · Architecture & Construction · Arts, Audio/Visual Technology & Communications · Business, Finance & Marketing · Computer Science & Information Technology · Education & Training · Engineering & Technology · Health Science · Hospitality & Tourism · Human Services · Information Technology · Law, Public Safety, Corrections, & Security · Manufacturing · Transportation, Distribution, & Logistics

Assessment

Serves the public by providing measurable information about Utah students' core knowledge, skills, and abilities; acquired through high-quality, valid, and reliable assessments. It directly supports instruction by generating information at multiple points about how students are learning and about what misunderstandings or misconceptions might be getting in their way. Assessments are an essential part of the instructional process in addition to providing stakeholders access to data necessary for making effective decisions concerning school policies, programs and curricula.

Assessments

ACTFL/APPL (53F-2-502)

The ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) assessment is administered to students participating in the Dual Immersion program. It is administered in Grades 3 through 9 and provides target language proficiency data in speaking, listening, and writing.

Acadience Reading *formerly DIBELS* (53E-4-307)

A universal screening and progress monitoring assessment used to measure the acquisition of early literacy skills in grades 1 through 3. Designed to regularly monitor the development of early literacy skills and support timely instructional support.

American College Test (ACT) (53E-4-305)

The ACT is administered to all juniors in Utah public schools. The Spring 2020 ACT is comprised of reading, English (grammar and usage), math, and science subtests. These tests provide scores that predict the likelihood that students will attain a grade of "C" or better in a college entry-level course and the composite score is used in the accountability system as an indicator of post-secondary readiness.

Civics (53E-4-205)

In order to graduate, students must pass a basic civics test which is created using 50 questions from the United States Citizenship and Immigration Services (USCIS) test. This assessment can be taken in any grade level and as many times as necessary.

Kindergarten (53F-4-205)

Utah's Kindergarten Entry and Exit Profile (KEEP) was created to measure the effectiveness of the Kindergarten Supplemental Enrichment Program but is also widely used by LEA's to inform various stakeholders, such as parents, teachers, and leadership, on the academic performance, including literacy and numeracy, and social-emotional development of entering and exiting kindergarten students.

Assessments cont.'t

NAEP (53E-4-302)

The National Assessment of Educational Progress (NAEP), has provided important information about how students are performing academically since 1969. The Nation's Report Card, NAEP, is a congressionally mandated project. NAEP is given to a representative sample of students across the country. Results are reported for groups of students with similar characteristics not individual students. National results are available for all subjects (Reading, Mathematics, Science, Writing, U.S. History, Civics, and Technology and Engineering Literacy (TEL)) assessed by NAEP. State results are available for mathematics, reading, and (in some assessment years) science, civics, TEL, and writing.

Pre-Kindergarten (53E-4-314)

Utah's Pre-Kindergarten Entry and Exit Profile (PEEP) is the school readiness assessment administered to students who participate in a High-Quality School Readiness program. The results are used to measure the effectiveness of the Pre-Kindergarten programs.

RISE (53E-4-303)

The Readiness Improvement Success Empowerment (RISE) assessment is a computer adaptive criterion referenced system that includes summative tests for English Language Arts (ELA), Mathematics, Science, and Writing. The summative tests are administered to students in the following grades: ELA and Mathematics Grades 3-8; Science Grades 4-8; Writing Grades 5 and 8.

RISE | READINESS IMPROVEMENT SUCCESS EMPOWERMENT

Assessments cont.'t

Utah Aspire Plus (53E-4-304)

The Utah Aspire Plus assessment is a hybrid of ACT Aspire and Utah Core test items. It is a computer delivered, fixed form end-of-grade-level high school assessment for students in grades 9 and 10. Utah Aspire Plus includes four subtests: reading, English, mathematics, and science. Students receive predicted ACT score ranges for each subtest, as well as an overall predicted composite ACT score range. The assessment also provides proficiency scores for end-of-grade-level expectations for 9th and 10th grade students in English language arts, mathematics, and science.

WIDA (ESSA Title III)

The Assessing Comprehension and Communication in English State-to-State (AC-CESS) for English learners is the collective name for the World-Class Instructional Design and Assessment's (WIDA) suite of summative English language proficiency assessments. ACCESS is taken annually by English learners in Kindergarten through Grade 12 and used to measure acquisition of proficiency in listening, speaking, reading, and writing of the English language.

Compliance & Monitoring

Compliance & Monitoring

Utah Constitution Article X, Section 3, gives general control and supervision over public education to USBE. The Board's mission includes "providing effective oversight and support."

Subsection 53E-3-401(4) allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law.

USBE ensures compliance with federal and state laws primarily through program and financial monitoring. In addition, Internal Audit reports directly to the Board and provides assurance services independent from daily operations.

State Program Monitoring

Utah Administrative Code (i.e., Board Rule) R277-114 provides guidelines for public education program monitoring and corrective action for noncompliance with identified: program requirements, program accountability standards, and financial propriety. The Minimum School Program alone has almost 50 categorical sub-programs that were appropriated over $4.7 billion for fiscal year (FY) 2020.

Federal Program Monitoring

2 CFR 200 Uniform Guidance provides guidelines for program, fiscal, and performance monitoring of federal grants, as well as corrective action. The table below outlines federal grant information; the percentage of funds passed through to subrecipients (e.g., LEAs) highlights the significant responsibility the USBE has for monitoring program accountability.

SFY	# of Grant Programs	Federal Awards Expenditures	Pass-Through Expenditures*	% Pass-Through
2019	36	$361,781,433	$340,272,363	94.05%
2018	33	$492,959,252	$479,841,970	97.34%
2017	33	$434,959,943	$403,263,412	92.71%

Source: Federal Single Audit, Schedule of Expenditures of Federal Awards by State Agency

* Funds passed through to subrecipients (LEAs, Community-Based Organizations

Compliance & Monitoring

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Data and Metrics

100%
2016-2017 SY

Local Education Agency IDEA Non-Compliance Correction

100%
2017-2018 SY

33%
educators
2017-2018 SY

Child Nutrition Programs

Admin. Reviews Completed

33%
educators
2017-2018 SY
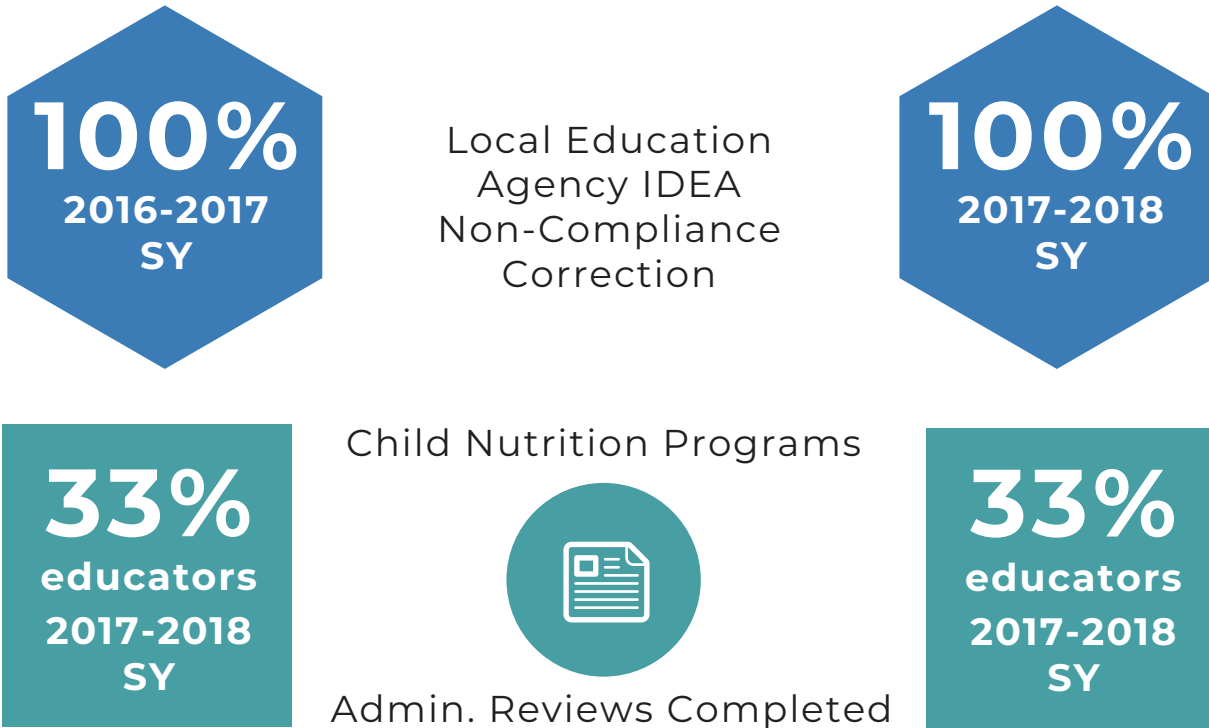
USBE Internal Audit, Concerns Received via the Public Education Hotline by Year

2016: 58
2017: 118
2018: 156
2019: 227

0   50   100   150   200   250
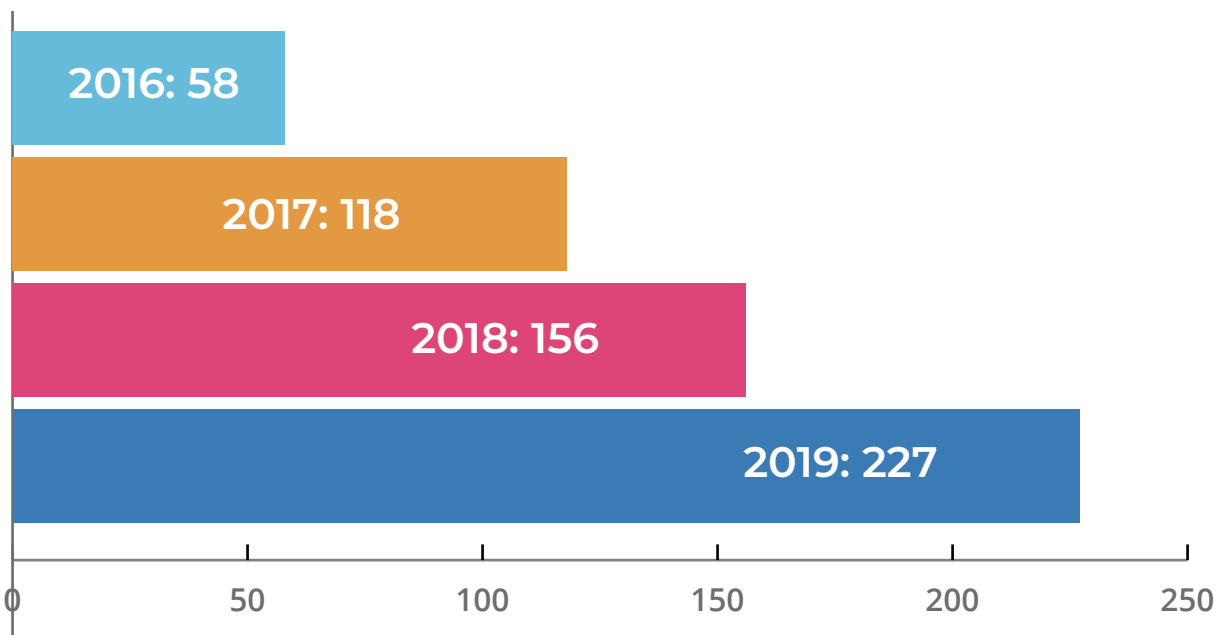
Public education is a complex, diverse system that has many traditions, while also leading out in innovative ways. Given the inherent nature of the system, there are many challenges related to accountability. Challenges are addressed by considering risk (i.e., events that may impact the achievement of strategic objectives).

Over recent years, monitoring has shifted to a risk-based initiative. Risks related to accountability include the following:

• The increasing number and diversity of local education agencies

• LEA employee recruitment and retention

• Changes to federal, state, and local regulations and programs

• Changes to education models *(non-traditional, blended, online, competency-based)*

• Changes to the supply chain *(technology , use of educational service providers)*

• Development/implementation of policies, procedures, and internal controls

• Heightened scrutiny of the public education system

Heightened scrutiny of the public education system is evident from the trends and patterns from the Public Education Hotline maintained by the USBE Internal Audit Department. The figure on the previous page shows an increase in the number of concerns received via the hotline from 2016 to 2019.

Challenges

The School Fees Project Team, which is part of the USBE Internal Audit Department and has leadership from the USBE Deputy Superintendent of Policy.

608 — **Fielded 608 technical assistance calls between Jan 2019 - Dec 2019**

400 — **400 calls were received in Sept - Oct**

87% — **87% of the calls were from LEA or school administrators**

96% — **96% of Certificates of Compliance received by the October 31 deadline**

Internal Audit developed a **Where Should I Start** for stakeholders to ask questions and resolve concerns effectively (tinyurl.com/wwlryys).

Achievements

Elementary & Secondary Education Act

Compliance & Monitoring

ESEA

The **Elementary and Secondary Education Act** (ESEA) was originally signed into law by President Lyndon B. Johnson in 1965 to provide Federal funding to assist schools that serve high numbers or high percentages of students from low-income families. Since then, ESEA has been reauthorized by Congress several times. In 2001, ESEA was reauthorized as the No Child Left Behind Act (NCLB). In December 2015, ESEA was reauthorized and signed into law as the Every Student Succeeds Act (ESSA). ESEA as amended by ESSA went into effect beginning with the 2017-2018 school year.

The responsibility for monitoring ESEA programs for Utah resides with the Utah State Board of Education. Both programmatic and fiscal monitoring of ESEA programs is conducted through onsite visits to local education agencies and online processes to ensure all children have a fair, equal, and significant opportunity to obtain a high-quality education. Monitoring protocols check for compliance with ESEA program requirements and ensure taxpayer dollars are administered and used as intended. Program monitoring not only provides accountability, it also enables the USBE to provide technical assistance and other support toward desired program outcomes for LEAs.

Federal Programs Funded by ESEA

Title I, Part A

Improving Basic Programs Operated by Local Educational Agencies: Title I, Part A provides financial assistance each year to LEAs and schools with high numbers or high percentages of children from low-income families to help ensure that all students have equitable opportunities to meet challenging state academic standards. Funds are used to provide supplemental educational services and resources to meet the needs of economically and educationally disadvantaged students.

Compliance & Monitoring

ESEA

Federal Programs Funded by ESEA

Title I, Part C

Migrant Education: The term "migratory child" means a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or migratory fisher, and who, in the preceding 36 months has migrated, in order to obtain, or accompany such parent or spouse, to obtain, temporary or seasonal employment in agricultural or fishing work. Migrant Education Program (MEP) funds support high quality education programs for migratory children and help ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards. MEP funds also ensure that migratory children not only are provided with appropriate education services (including supportive services) that address their special needs but also that such children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet.

Title I, Part D

Neglected and Delinquent: Title I, Part D provides allocations for State Agency programs designed to serve the needs of students residing in state-funded facilities for neglected or delinquent children and youth where average length of stay exceeds 30 days annually.

Title II, Part A

Improving Teacher Quality State Grants: Funding to increase academic achievement by improving teacher and principal quality by increasing: the number of highly qualified teachers in classrooms, the number of highly qualified principals and assistant principals in schools; and the effectiveness of teachers and principals by holding LEAs and schools accountable for improvements in student academic achievement. More detail on this grant is provided in the Educator Supports section of this report.

Compliance & Monitoring

ESEA

Federal Programs Funded by ESEA

Title III

Services for English Learners: Supplemental funding to support students who are English learners, immigrant students, and refugee students in acquiring the academic English language skills necessary to meet challenging state academic standards.

Title IV, Part A

Student Support and Academic Enrichment Grant (SSAE): The SSAE program is intended to improve students' academic achievement by increasing the capacity of State education agencies, LEAs, and local communities to provide all students with access to a well-rounded education; support student health and safety; and support the effective use of technology to improve the academic achievement and digital literacy of all students.

Title IV, Part B

21st Century Community Learning Centers (CCLC): The 21st CCLC Program is a competitive federal grant for LEAs and Community or Faith-Based Organizations (CFBOs) to serve students and their families attending schools with poverty levels of 40 percent or higher outside of regular school hours.

Title VI

American Indian Education: Formula grant for school districts who have a high concentration of American Indian/Alaska Native students.

Title VII, Part B

McKinney-Vento Homeless Education: Funding designated to address the challenges that children and youth who are experiencing homelessness face in enrolling, attending, and succeeding in school.

Special Education

Special Education

The Utah State Board of Education Special Education Services section provides leadership and support for educators, parents, and students with disabilities receiving special education and related services throughout Utah public schools and communities, in an effort to improve educational outcomes. Part of its duties involve Part B of the Individuals with Disabilities Act (IDEA) which is assistance for education of all children with disabilities. To be eligible to receive funding under IDEA, states must assure a wide range of procedures and processes are in place including that the state monitors and enforces the requirements of IDEA.

USBE Staff is Required to

• Monitor the implementation of the IDEA and these Rules

• Evaluate the standards and guidelines that establish the identifying criteria for disability classifications to assure strict compliance with those standards by LEAs

• Make determinations annually about the performance of each LEA using the categories in §300.603(b)(1)

• Enforce implementation of the IDEA and these Rules using appropriate enforcement mechanisms as identified in federal law

• Report annually on the performance of the State and of each LEA and USDB under the IDEA.

- USBE will report annually to the public on the performance of each LEA and USDB located in the State on the targets in the State's performance plan.

- USBE will make each of the following items available through public means including the State's performance plan, annual performance reports, and the State's annual reports on the performance of each LEA located in the State. In doing so, the State must, at a minimum, post the plan and reports on the SEA's website, and distribute them to the media and through public agencies.

The State must ensure that when it identifies noncompliance with the requirements of this part by LEAs, the noncompliance is corrected as soon as possible, and no later than one year after the State's identification of the noncompliance.

The primary focus of the State's monitoring:

1. Improve educational results and outcomes for students with disabilities.

2. Ensure public agencies meet program requirements under IDEA, with emphasis on requirements that relate to educational results for students with disabilities.

Career & Technical Education

Career & Technical Education

The Carl D. Perkins Career and Technical Education Federal Education Act is dedicated to increasing learner access to high-quality Career and Technical Education (CTE) programs of study. With a focus on systems alignment and program improvement, Perkins is critical to ensuring that programs are prepared to meet the ever-changing needs of learners and employers. While career and technical education in Utah is detailed above, the Utah Perkins grant is managed by the Utah State Board of Education. Perkins funds support subawards to LEAs, institutions of higher education, and technical colleges, statewide professional development, and administrative and monitoring costs at the State Board.

Utah Perkins Grant Award
FY 2020

$15 Million Award Amount	**$2.2 Million** Supports staff and program functions at the USBE, institutions of higher education, and technical colleges

Only approved CTE programs can receive state or federal CTE funding. State Board rules, along with federal Perkins and Every Student Succeeds Act regulations, require a high level of accountability for CTE programs. Required reporting includes:

Annual Membership Reporting

- Teacher qualifications
- Teacher/course/membership reporting
- State review and approval
- Onsite membership monitoring

Annual Self Evaluation

- Entered by teacher online
- Summary report to USBE /CTE directors
- Used to develop inservice, technical assistance, goal setting, and program improvement

Career & Technical Education

Onsite Evaluation

- Four-year cycle
- CTE Director evaluation
- State specialist onsite evaluation
- Feedback/improvement: Summary report; Improvement plan to address needs; Continuous improvement and follow-up

Student Performance on Four Core Indicators
(CTE Concentrators)

- Academic and skill achievement
- Completion
- Placement in postsecondary education or advanced service, military service, a service program, the Peace Corps or employment
- Training for nontraditional careers
- Evaluation and performance improvements that are data-driven, using targets, performance results, performance gaps, and continuous improvement plans

Child Nutrition Programs

Child Nutrition Programs

Child Nutrition Programs (CNP) at USBE help to ensure the children of Utah have adequate access to safe and nutritious foods. Meeting this basic need is essential to their establishment of a healthy eating pattern and development of a strong foundation for academic achievement.

Child Nutrition Programs administers **14** federal food programs and sub programs, which are appropriated under United States Department of Agriculture (USDA) and administered by Food and Nutrition Service (FNS). The federal food programs are primarily designed to ensure sponsors have the necessary knowledge and resources to enable them to provide children and chronically disabled adults access to safe and healthy foods.

School Nutrition Programs

- Afterschool Snack Program
- Farm to Fork
- Food Distribution Programs
- Fresh Fruit and Vegetable Program
- National School Breakfast Program

- National School Lunch Program
- Seamless Summer Option
- Special Milk Program
- The Emergency Food Assistance Program

Community Programs

- Adult Day Care Centers
- At-risk Afterschool Meal Programs
- Child and Adult Care Food Program

- Child Care Centers, Head Starts, and Emergency Shelters
- Family Day Care Homes Program
- Summer Food Service Program

As the administering agency the USBE is charged with the proper oversight and stewardship of these programs.

CNP section core objectives are:

1. Increase access to nutritious meals for Utah children through program expansion, with an emphasis to create healthy and safe environments.

2. Foster a workplace of transparent leadership that will recruit quality individuals, recognize and reward exceptional performance, provide ongoing opportunities for professional development and advancement, with the end goal of high employee morale, job satisfaction, and worker retention.

Child Nutrition Programs

Community Programs

3. Protect the integrity of the programs we offer through effective and efficient monitoring.

4. Support the mission of our program sponsors by providing excellent customer service, useful resources, and quality professional development and training opportunities.

5. Make the most of our resources through responsible fiscal management, stream-lining administrative processes, creating efficient workflows, and ensuring time and resources spent advance agency and program objectives.

6. Share timely and accurate information about program operation to our governing bodies, stakeholders, and partners.

The staff administering the program consist of a director, three coordinators, finan-cial analyst, two senior specialists, **15** specialists, business analyst, contract/grant analyst, administrative secretary and an office specialist.

Grants Compliance

Grants Compliance

The State Board is responsible for ensuring that staff administer grants in a controlled, compliant, and effective manner. Additionally, USBE is responsible for ensuring that LEAs receiving grant funds through the State Board are compliant with all necessary statutes, regulations, and rules. Achieving compliance in grants administration requires a systematic, coordinated, risk-based monitoring approach. The State Board Grants Compliance Officer along with grants management staff work with all sections at the Board to create a more comprehensive and consistent grants compliance function.

Grant Management System Development

2CFR 200.331(b) states that a pass-through entity must: Evaluate each subrecipient's risk of noncompliance with Federal statutes, regulations, and the terms and conditions of the subaward for purposes of determining the appropriate subrecipient monitoring. A more standardized and transparent risk assessment process is being incorporated into Utah Grants, the State Board's grant management system which is discussed in the Finance section of this report. This process will allow USBE to identify whether subrecipients are high, medium, or low risk. Risk will be assessed on each federal program and will also incorporate LEA (enterprise wide) risk factors in the overall determination of risk. Once risk levels have been determined, USBE grant managers will create a monitoring plan that prioritizes high risk subrecipients. The risk level will determine both the level subrecipients are monitored (onsite visit, desk review, reimbursement request review, etc.) and the frequency of the monitoring activities (quarterly, annually, etc.).

In accordance with 2 CFR 200.521 the State Board reviews all LEA Single Audits and tracks corrective action taken to address any findings. Additionally, the State Board reviews non-LEA Single Audits, financial audits, agreed upon procedures, etc., on a sample basis. Audit related findings will impact a subrecipients overall level of risk and will be incorporated into the risk assessment process.

Once development is complete, Utah Grants will allow grant program managers to set up monitoring engagements, enter findings, and track corrective actions as well as see what findings have been reported by other program managers.

Grants Compliance

Utah State Board of Education Staff Training

The Utah State Board of Education serves as a pass-through entity for many federally funded education grant programs. Federal programs are governed by Federal programmatic and administrative statutes, as well as by Federal regulations. In terms of Federal program monitoring, 2 CFR 200 Uniform Guidance provides guidelines for program, fiscal, and performance monitoring of federal grants, as well as corrective action. In order for the State Board to comply with these requirements, staff must have a sound understanding of federal regulations, especially those included in the Education Department General Administrative Regulations (EDGAR), and applicable state statutes, regulations, and rules. To this end the State Board's Grants Compliance Officer created a monthly EDGAR Book Club open to all State Board staff covering EDGAR, relevant sections of state statute, and Board rules.

Technical Assistance

The Grants Compliance Officer provides technical assistance to USBE staff. Technical assistance includes, but is not limited to:

- Review of formula driven federal grant allocations to LEAs
- Providing staff with guidance based on appropriate rules and regulations when questions arise
- Attendance at onsite LEA monitoring exit meetings as requested
- Assisting USBE staff that are being monitored by federal, or other state agency monitors as requested
- Attending section staff meetings to help with drafting program monitoring plans, risk assessments, etc.
- Identifying/developing necessary and appropriate controls within the Utah Grants Management System
- Helping to develop strong internal policies and procedures related to the grants management life-cycle
- Working with Financial Operations staff to review website content to ensure guiance provided is current and consistent.
- Participating in the review of Board rules pertaining to grants management, monitoring, and corrective action as requested
- Ensuring federal grants are reported appropriately to the Governor's Office of Management and Budget.

Internal Audit

Internal Audit

Utah Code 63I-5-201(4), Internal Auditing Programs, directs the Utah State Board of Education to establish an internal audit program. The Chief Audit Executive (CAE) is hired by the Board and the Internal Audit Department is independent from daily operations of the USBE. Internal Audit reports directly to the Board via the Audit Committee and consists of the CAE, two audit managers, four auditors, an administrative secretary, and one part-time auditor. Currently, one audit manager and two auditors are assigned full-time to the School Fees Consultation Project.

Auditing Standards

The Internal Audit Department follows professional internal auditing standards, as required by Utah Code, and has the authority to complete performance, financial, and compliance audits and consultations of entities governed by or provided resources by the Utah State Board of Education, including:

• Utah State Board of Education

• Utah Schools for the Deaf and the Blind (USDB)

• State Charter School Board (SCSB)

• Sub-recipients (entities sub-awarded funds by the above organizations)

Risk-Based Plan

Internal Audit maintains a risk-based audit plan of projects approved by the Board. The audit plan, with a projected calendar of when audits will take place, is available on the Internal Audit Resource webpage to ensure transparency (see https://schools.utah.gov/internalaudit?mid=892&tid=2).

Each audit is staffed with an Audit Manager and one or two Auditors as needed depending on the complexity of an audit and the staff skillset needed. Each audit is required, based on professional standards, to have a quality assurance process, which includes additional reviews to ensure conclusions are sound. When released by the Board, internal audit reports are published on in Internal Audit Reports webpage (see https://schools.utah.gov/internalaudit?mid=892&tid=1).

Internal Audit

Other critical Internal Audit functions include acting as the external audit liaison, maintaining the Public Education Hotline for stakeholders of public education, and, identifying and assessing risk to the public education system. Internal Audit tracks data related to critical functions in multiple databases and dashboards, which are utilized for performance reporting. Internal Audit has also developed several whitepapers to provide basic information about it's critical functions (see https://schools.utah.gov/internalaudit?mid=892&tid=2).

In support of the USBE strategic plan, Internal Audit is developing a Department strategic plan. The Strategy Map below shows the current plan development, with specific performance measures and targets forthcoming based on information in the databases and dashboards previously mentioned.

Internal Audit Department Strategy Map

Mission - Analyzing education independently and objectively for Utahns

Vision - Why: To ensure achievement of the Board's strategic mission.

GOAL- Operational Excellence

Result: Processes and services are timely, cost-effective, and reliable

GOAL- Cultural Excellence

Result: Best place to work; providing recognition, life-balance, professional development, and competitive compensation

GOAL- Internal Audit Leadership

Result: Utah-wide recognition for thought leadership and internal audit services expertise

Internal Audit

Internal Audit Department Strategy Map

Strategies
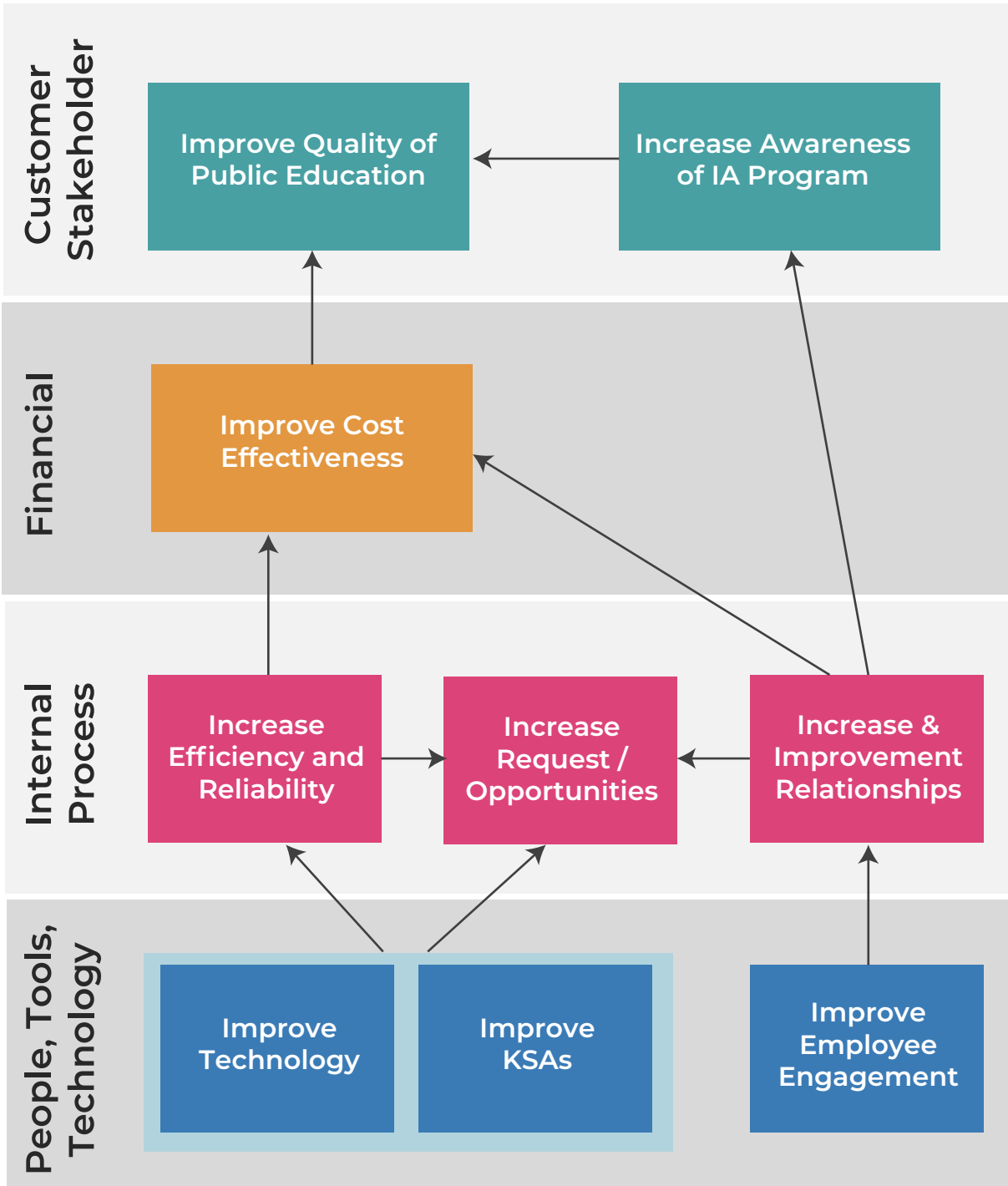
Educator Effectiveness

Educator Effectiveness

Educator effectiveness at the State Board creates a system for continuous growth that aligns to the Board's Strategic Plan. The essential characteristics of this system include accountability, transparency, feedback, and flexibility. We ensure the quality of this system through effective professional learning and personalized support. Educator effectiveness includes educator preparation, educator licensing, effective teaching and leadership standards, professional learning, the Utah Professional Practices Advisory Committee (UPPAC), and the public education exit survey.

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Data and Metrics

861
2017-2018 SY

Enrollment for alternative educator prep programs

1,029
2018-2019 SY

Utah Educators Holding a Full Board-approved License

89.3%
2017-2018 SY

89.6%
2018-2019 SY

95%
Target 2019-2020 SY

100%
2017-2018 SY

Background check response and notification of local education agency within 72 hours

100%
2018-2019 SY
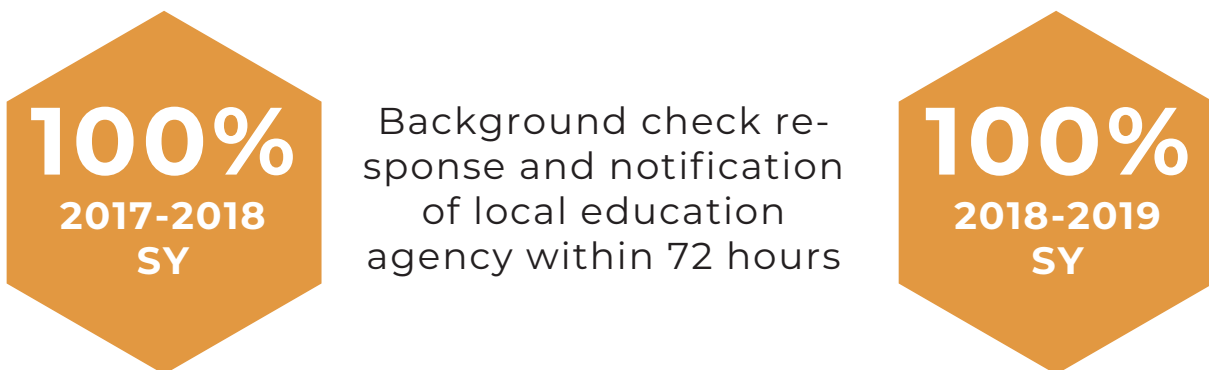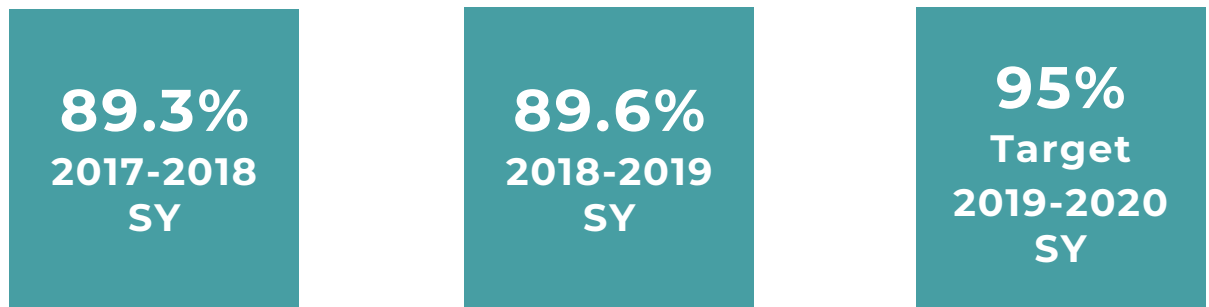
Challenges

More than half of Utah's teachers quit within seven years. Factors such as working conditions and school culture have a substantial impact on teacher retention. Research has shown that new teacher support including induction and mentoring programs can reduce teacher attrition. Thus, the State Board is working on developing a model induction program for LEAs to support first-year teachers. The State Board is also creating training modules for mentors based on USBE-developed model competencies for mentors which will further support mentoring within the LEA.

Spurred by legislation in the 2019 General Session, the State Board developed a model educator engagement and exit survey which will provide statewide data on the reasons why educators leave their job along with the level of employee engagement experienced by educators.

Achievements

Educator Preparation

Educator Effectiveness

Educator Preparation

The State Board is responsible for establishing standards for the approval of educator preparation programs (53E-6-302). These standards are contained in Utah Administrative Rules R277-504, R277-505, and R277-506. They are designed to ensure that individuals successfully completing approved programs have gained and demonstrated the skills and knowledge necessary to be effective educators in Utah schools (see section on Effective Teaching and Leadership Standards).

University-based educator preparation programs are periodically reviewed by State Board staff to ensure they meet or exceed the established standards. Utah currently has nine approved university-based programs. The most recent teacher preparation completion counts by program are:

University Program	2016-17	2017-18	2018-19
Brigham Young University	426	462	467
Dixie State University	51	47	73
Southern Utah University	106	101	191
University of Utah	138	109	199
Utah State University	346	351	470
Utah Valley University	227	260	237
Weber State University	172	225	158
Western Governors University	464	754	1003
Westminster College	47	47	39

Professional Pathways

The rules established by the State Board also provide for alternative educator preparation programs. These programs provide experienced professionals a pathway to gain and demonstrate the skills and knowledge necessary to be effective educators without being required to complete a second bachelor's degree. Because university-based programs do not currently supply sufficient graduates to meet the demand for teachers, these programs are essential in supplementing the supply of teachers. The current Board rules provide for a state-based alternative program (R277-503), and LEA-based alternative program (R277-511). Individuals must be employed in a Utah school to be considered enrolled in the program.

Educator Licensing

Educator Effectiveness

Educator Licensing

The State Board is responsible for enforcing and determining the proper qualifications and licensing of teachers and education personnel. The state board shall establish rules and minimum standards governing the qualification and certification of educators and ancillary personnel who provide direct student services; required school administrative and supervisory services; and the evaluation of instructional personnel (53E-3-501). As identified in statute the Board may, by rule, rank, endorse, or otherwise classify licenses and establish the criteria for obtaining, retaining, and reinstating licenses. Educator licensing handles all procedures and mechanisms utilized in the issuance of new Utah educator licenses, adding new credentials to existing licenses, and the renewal of Utah educator licenses. Additionally, the section implements background checks as required by Utah law. Educator licensing monitors local education agency compliance with licensing rules and provides data to the School Finance section of the Utah State Board of Education for the appropriate distribution of various legislative funding sources (Professional Staff Costs, Legislative Salary Adjustment, Supplies and Materials Funding).

License Areas of Concentration
Designate what grade level(s) you are qualified to teach in Utah.

Endorsement

Endorsement means a designation on a license area of concentration earned through demonstrating required competencies established and maintained by the Superintendent that qualifies the individual to provide instruction in a specific content area; or apply a specific set of skills in an education setting.

General Categories of Endorsements

- Adult education
- American sign language (ASL)
- CTE
- Driver education
- Dual language immersion
- Educational technology
- English second language (ESL)
- English/language arts
- Fine arts
- Gifted and talented
- Health education
- Library media
- Mathematics
- Physical education
- Reading
- Science
- STEM
- Social Studies
- Special education
- Speech Pathology
- World languages

Effective Teaching & Leadership Standards

Effective Teaching & Leadership Standards

Effective Teaching Standards

The Effective Teaching Standards articulate what effective teaching and learning look like in the Utah public education system. The standards align with the teaching skills needed to successfully teach the Utah Core Standards. The standards provide a resource for educators throughout the state of Utah to analyze and prioritize expectations for high quality instruction. Teacher preparation programs, licensure, teacher induction and evaluation, and professional learning are required to align with these standards.

Strand 1: The Learner and Learning

Effective teachers understand that learning and developmental patterns vary among individuals, and that learners need supportive and safe learning environments to thrive.

Strand 2: Instructional Practice

Effective teachers have a deep and flexible understanding of their content areas and, in their instructional practice, understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways to assure learner mastery of the content.

Strand 3: Professional Responsibility

Effective teachers create and support safe, productive learning environments that result in learners achieving at the highest levels by engaging in meaningful intensive professional learning and adhering to the highest levels of professional and ethical conduct.

Standards for Educational Leadership

The Standards for Educational Leadership are student-centric, outlining foundational principles of leadership to guide the practice of educational leaders so they can move the needle on student learning and achieve more equitable outcomes for all students. The standards are designed to ensure that educational leaders are ready to effectively meet the challenges and opportunities of their positions as educational leaders.

Effective Teaching & Leadership Standards

Strand 1: Visionary Leadership

Effective educational leaders facilitate the development, articulation, implementation, and stewardship of a shared vision that promotes each student's academic success and well-being.

Strand 2: Teaching and Learning

Effective educational leaders support teaching and learning by facilitating coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Strand 3: Management for Learning

Effective educational leaders manage school operations and resources to promote the success and well-being of faculty, staff, and students.

Strand 4: Community Engagement

Effective educational leaders engage families and the community in order to create an inclusive, caring, safe, and supportive school environment to promote each student's academic success and well-being.

Strand 5: Ethical Leadership

Effective educational leaders act ethically and professionally to promote each student's academic success and well-being.

Strand 6: School Improvement

Effective educational leaders act as agents of continuous improvement and foster a professional community of teachers and staff to promote each student's academic success and well-being.

Strand 7: Equity and Cultural Responsiveness

Effective educational leaders honor the heritage and background of each student, use culturally responsive practices, and strive for cultural competency and equity of educational opportunity to promote each student's academic success and well-being.

Professional Learning

Professional Learning

Professional learning is crucial to supporting educators and is interwoven throughout the work being done at the Utah State Board of Education. U.C.A. 53G-11-303 defines high quality professional learning as meeting the following standards:

Learning Communities

Professional learning occurs within learning communities committed to continuous improvement, individual and collective responsibility, and goal attainment.

Leadership

Professional learning requires skillful leaders who develop capacity, advocate, and create support systems, for professional learning.

Resources

Professional learning requires prioritizing, monitoring, and coordinating resources for educator learning.

Data

Professional learning uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Learning Designs

Professional learning integrates theories, research, and models of human learning to achieve its intended outcomes.

Implementation

Professional learning applies research on change and sustains support for implementation of professional learning for long-term change.

Outcomes

Professional learning aligns its outcomes with:

- Performance standards for teachers and school administrators as described in rules of the State Board of Education.
- Performance standards for students as described in the core curriculum standards adopted by the State Board .

Technology

Professional learning incorporates the use of technology in the design, implementation, and evaluation of high-quality professional learning practices and includes targeted professional learning on the use of technology devices to enhance the teaching and learning environment and the integration of technology in content delivery

Professional Learning

Massively Integrated Data Analytics System
MIDAS

MIDAS was built by the Utah State Board of Education with the single goal in mind of helping local education agencies provide a simpler, more cost effective way to collect and track professional learning activities for educators.

Performance Measures on Professional Learning

These include professional learning as part of career and technical education, professional learning for dual immersion educators, educators participating in trauma-informed practices training. These measures are detailed in other sections of the report.

Additional Professional Learning Activities

• Child Nutrition Programs

• Informal Science Education Enhancement

• Professional Outreach Programs in the Schools

• Title V, Part B, Subpart 2: Rural and Low-Income School Program

• American Indian and Alaska Native state programs

• Special Education and Student Support

• Early Literacy Program

Utah Professional Practices Advisory Commission

UPPAC

The Utah Professional Practices Advisory Commission (UPPAC) is a committee of nine educators and two community members charged with maintaining and promoting a high standard of professional conduct and ethics among Utah teachers. It is advisory to the Utah State Board of Education in making recommendations regarding educator licensing and disciplinary action for educator misconduct. The Commission meets at least quarterly and at the call of the chair or of a majority of the members. The Board is authorized to make rules establishing UPPAC duties and procedures (53E-6-506).

Administrative Rules

R277-210:
Utah Professional Practices Advisory Commission (UPPAC), Definitions

R277-211:
UPPAC, Rules of Procedure: Notification to Educators, Complaints, and Final Disciplinary Actions

R277-212:
UPPAC Hearing Procedures and Reports

R277-213:
Request for Licensure Reinstatement and Reinstatement Procedures

R277-214:
UPPAC Criminal Background Review

R277-215:
UPPAC, Disciplinary Rebuttable Presumptions

R277-216:
Surrender of License with UPPAC Investigation Pending

R277-515:
Utah Educator Professional Standards

R277-516:
Professional Standards and Training for Non-licensed Employees and Volunteers

Educator Exit Survey

Educator Exit Survey

In the 2019 General Session, the Legislature passed House Bill 130, Public Education Exit Survey, which enacted provisions related to exit surveys for licensed public education employees to help the state gather data on why teachers quit. Consequently, the Board adopted R277-325, Public Education Exit and Engagement Survey along with developing a model survey.

Survey Model

	Measure of Employee Engagement	• Organizational commitment • Job Involvement • Overall Satisfaction
	Utah Exit Survey Alignment	• Reasons for leaving profession • Reasons for changing schools
	Measure of Universal Drivers of Engagement	• Autonomy • Collaboration • Communication • Leadership • Recognition • Resources • Supports • Training & Development
	Optional Measure of Additional Drivers of Engagement	• Pay & Benefits • Quality Student Support & Learning
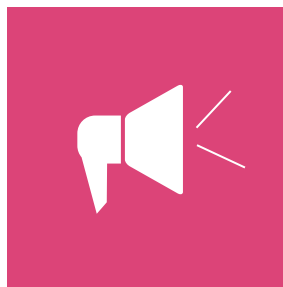
Educator Exit Survey

Potential Statewide Survey Solution

- Creates cost efficiencies through shared licensing, coordinated training, and reduced transitional costs among public education entities
- Provides a robust and secure tool for survey and data collection for the agency
- Reduces redundancy among agency surveys for LEAs by collecting data in a shared platform
- Reduces survey fatigue by leveraging a statewide tool to reduce requests to LEA points of contact
- Creates an ecosystem by which the LEAs have access to their data directly to inform outcomes and increase survey participation, while still sharing relevant data with USBE through a single survey system

The survey was piloted with LEAs in 2019. Statewide implementation is planned for spring 2020.

Finance

Finance

The state board establishes rules and minimum standards for public schools including rules and minimum standards governing:

· School productivity and cost effectiveness measures

· Federal programs

· School budget formats

· Financial, statistical, and student accounting requirements;

· State reimbursed bus routes

· Bus safety and operational requirements

· Other transportation needs

State Board Determination

1. If the minimum standards have been met

2. If required reports are properly submitted (53E-3-501)

State Board Responsibilities

Verifying audits of financial and student accounting records of school districts for purposes of determining the allocation of Uniform School Fund money (53E-3-603).

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Data and Metrics

Number of Federal Grant Programs

33
2017
SFY

33
2018
SFY

36
2019
SFY

Percentage of funds passed to subrecipients

92.71%
2017
SFY

97.34%
2018
SFY

94.05%
2018
SFY

Grants processed in Utah Grants in FY 2019

6,291
Total grants Processed

3,610
MSP Grants

2,681
State and Federal Grants

Challenges

The Utah State Board of Education embarked on implementation of a grants management system in 2017. We are nearing full implementation status and are looking at ongoing costs for maintenance of the system with State Finance. This is a state-wide contract, but additional state agencies have yet to transition to the system, which is resulting in unanticipated costs. The budget still remains intact, however, decisions need to be made on covering increased costs related to licensing and/or tier I support.

• Received recognition from the federal government for control and monitoring of federal funds across a variety of programs

• Recognized as an agency for lower risk by the Office of the State Auditor (Single Audit programs)

• Full Operational Capability of the FINET system resulting in significant decreases in findings by State Finance auditors on quarterly transactions

• Corrective action implementation of subrecipient monitoring and compliance resulting from audits by the federal government and the Office of the State Auditor

Achievements

Finance

Finance

Finance at the Utah State Board of Education establishes processes and systems which support Utah public school children and our stakeholders by applying best practices with constant attention to timeliness, completeness and accuracy. We provide support, direction, distribution and accountability of financial, construction, and pupil transportation resources. The Board administers, implements, and oversees state and federal funding and other programs; ascertaining that public school funds are employed properly.

Finances play an integral role in support of public education in Utah. Each school district and charter school accounting must comply with **Generally Accepted Accounting Principles (GAAP)**, established by the Governmental Accounting Standards Board (GASB). The accounting methods must be capable of producing financial reports that conform with GAAP and the legal requirements of Utah.

MSP

The Minimum School Program (MSP) is the primary funding source for school districts and charter schools in Utah. The FY 2020 total appropriated budget is $4,773,657,200 including state and local dollars. The state MSP funds represent approximately 77% of total MSP revenues and include 23% of local revenue. The funds are used to support 1,121 traditional, alternative, special education and charter schools for approximately 667,400 Utah students. The State Board distributes MSP funds in the monthly allotment memo and according to formulas provided by state law and State Board rules.

Finance

Grants Management

> The Board manages grants using an electronic grants management system called Utah Grants that manages the entire grant life cycle including grant applications, budgeting, awards, revisions, reimbursement requests, progress reports and monitoring. All USBE grants (MSP, formula, and competitive) are processed through Utah Grants.

General Program Life Cycle

USBE Setup Programs & Announcements	**LEA** Apply for Funding	**USBE** Review Applications & Issue Awards	**LEA** Post-Award Management & Reimburstments	**USBE** Post-Award Management & Payments

Key Differences Among Grant Pathways

Minimum School Program

- Do not require the LEA to complete an application
- Allocation amounts are uploaded by USBE's Financial Operations
- No action required on the part of the LEA

Formula

- Requires LEAs to complete an application with detailed budget or waive funding
- Allocation amounts are uploaded by USBE's Financial Operations
- Applications are generated based on eligibility and allocation methodology

Competitive

- Announcements are published for competitive grants in Utah Grants
- The LEA has the option to apply if interested

Finance

Pupil Transportation

> The state's fleet of **2,987** Yellow School Buses provides safe and environmentally friendly transportation to **195,000** children every day.
>
> At the State Board, pupil transportation is partly under the authority of Title 41 of the Utah Code (Department of Transportation). This statute, 41-6-115, states "the Department of Transportation by and with the advice of the State Board of Education and the Department of Public Safety shall adopt and enforce regulations not inconsistent with this chapter to govern the design and operation of all school buses when owned and operated by any school district or privately owned and operated under contract with any school district, or privately owned for use by a private school in this state, and such regulations shall by reference be made a part of any such contract with a school district or private school. Every school district, or private school, its officers and employees, and every person employed under contract by a school district shall be subject to said regulations." Regulations contained herein are applicable to public schools and all operations under the jurisdiction of the State Board of Education. In addition, 53E-3-501 tasks the Board with establishing rules and minimum standards governing state reimbursed bus routes; bus safety and operational requirements; and other transportation needs.
>
> USBE provides LEAs with best practices, trainings, requirements, and resources relevant to pupil transportation. The Utah Pupil Transportation Advisory Committee comprised of LEA superintendents, business administrators, and transportation directors provides council on and discusses transportation issues faced by Utah students.

Pupil Transportation Reports from LEAs

Schedule A1: *Identifies school bus routes that qualify for state supported transportation.*

- Submitted by school districts and recipients of the rural transportation reimbursement grant annually November 1.

- Projects annual miles and minutes associated with to/from school transportation routes.

- Used in preparing legislative funding estimates for state supported pupil transportation.

Finance

Pupil Transportation

Pupil Transportation Reports cont.'d

Form C: End of fiscal year report. Records total transportation miles separate from to/from school transportation reported on the A1 report.

• Submitted by school districts and recipients of the rural transportation reimbursement grant annually on July 15.

• Includes miles from: activity, field trip, repair, training, summer program and other programs.

• Provides calculations to verify accuracy of A1 report.

Form D: End of fiscal year report. Records total transportation minutes separate from to/from school transportation reported on the A1 report.

• Submitted by school districts and recipients of the rural transportation reimbursement grant annually on July 15.

• Includes minutes from: activity, field trip, miscellaneous, other program, driver instruction, supervision, administrative, bus shop staff and other support staff.

Fleet Statistics Form F: End of fiscal year report. Records school bus total miles traveled, inventory and bus statistics.

• Submitted by LEAs providing transportation annually on July 15.

Driver Credentials Report Form E: Reports school bus driver information.

• Submitted by LEAs providing transportation annually on December 15.

• Provides verification of required instruction and certifications.

Finance

Pupil Transportation

Pupil Transportation Funded by the Legislature

To and From School – Pupil Transportation

FY 2020 $98,461,900 appropriated

Funding Eligibility (53F-2-403). :

For Students:

• A student enrolled in grades K-6 and lives at least 1 1/2 miles from school;

• A student enrolled in grades 7-12 and lives at least 2 miles from school; and

• A student enrolled in a special program for trainable, motor, multiple-disability, severe disabilities, etc. without reference to distance from school.

Additional Eligibility:

• Funding is distributed based on bus routes approved by USBE.

• Charter schools are not eligible to receive this transportation funding. (53F-2-702(5))

Rural School Reimbursement

FY 2020 $500,000 Ongoing

• Provides funding to a school district or charter school located in a county of the fourth, fifth, or sixth class. An LEA in qualifying counties must also have at least **65%** of students qualify for free or reduced price lunch and have a history of providing pupil transportation services for at least 5 years.

• Funding is restricted to transporting a student to or from an eligible school for the regular school day.

• LEAs may submit for the reimbursement annually.

• This is the first program approved by the Legislature where a charter school may receive funding for pupil transportation.

Finance

Pupil Transportation

Pupil Transportation Funded by the Legislature

Rural Transportation Grants

FY 2020 $1,000,000 Ongoing

- Grant program that provides funding to a school district or charter school located in a county of the fourth, fifth, or sixth class and provides matching funds in an amount equal to the grant.

- Funding is to help fund student transportation to and from school for those students who are not eligible for funding under the To and From School Transportation program; transportation for students to and from student activities and field trips; or replacement of school buses

Policy

Policy

Policy at the State Board includes writing Utah State Board of Education policy and administrative rules; legislative relations; responding to public records requests under Government Records Access and Management Act (GRAMA); providing assistance to the office and local education agencies on legal issues, including fee waivers, training and guidance; and assisting the public with questions about education law and grievances with the state's public education system.

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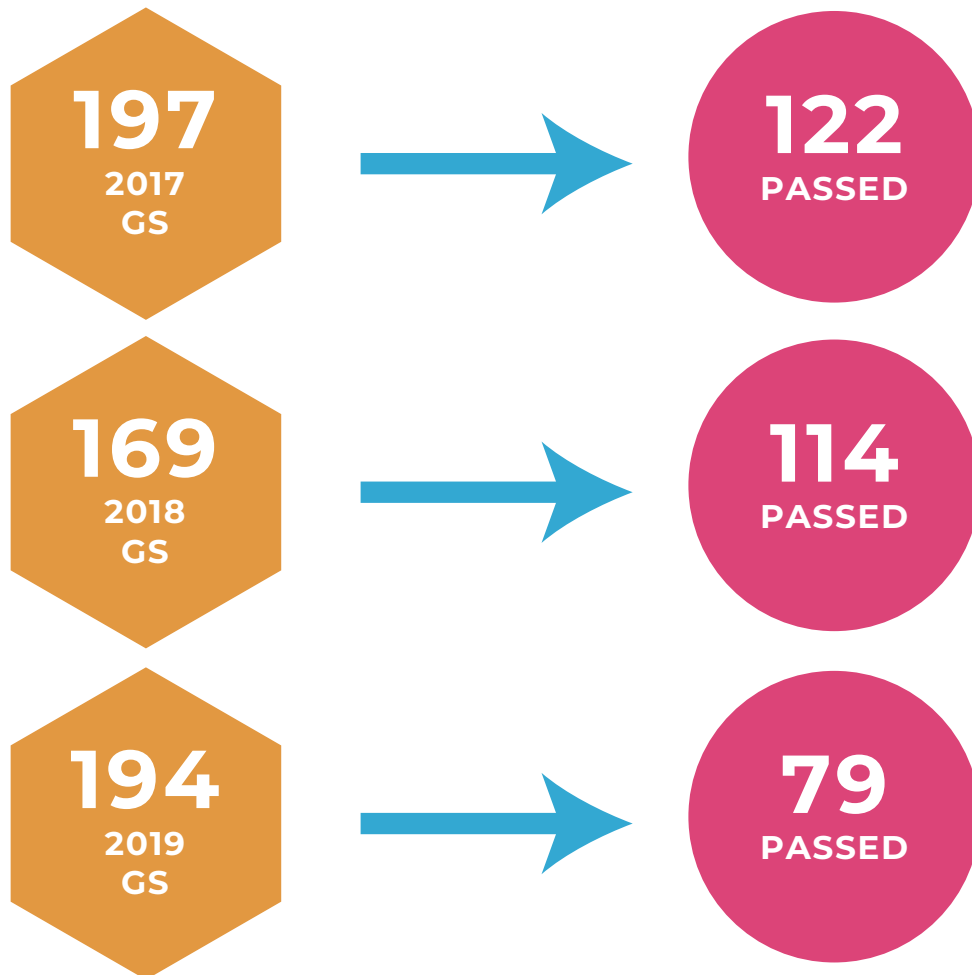
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Data and Metrics

Education Administrative Rules:
New, Amended, & Continued Rules

51 2017 SFY

48 2018 SFY

72 2019 SFY

Education Bills Introduced and Passed
By Legislative Session

197 2017 GS → **122** PASSED

169 2018 GS → **114** PASSED

194 2019 GS → **79** PASSED

Challenges

The number of education bills introduced each legislative session has grown in recent years. In the 2016 General Session, 126 education bills were introduced compared to 194 education bills in the 2019 General Session which is a 54 percent increase. Thus, the workload managing and responding to relevant legislation has increased.

Launched a redesigned USBE webpage for administrative rules in September 2019. This website further increases transparency regarding the Board's administrative rules. It includes an overview of the rulemaking process, education rules in effect, the status of Board rules in progress for new, amended, or repealed rules, links to the Office of Administrative Rule's Utah State Bulletins, and information regarding public hearings on rules.

Achievements

Administrative Rules

Policy

Administrative Rules

> The Utah State Board of Education is tasked by the legislature to make administrative rules regarding various topics within education. These rules have the effect of law and govern many areas that impact all levels of the education community. On the Board's Administrative Rules webpage (https://schools.utah.gov/administrativerules) you can find all current rules in effect, rules that are currently being considered (see Board Rule Status), rules that have been created or amended in the past, rules that incorporate other documents as part of the rule, and other resources.
>
> A figure with an outline of the rulemaking process is available on the USBE website here:
> https://schools.utah.gov/file/d4a02a63-3d56-4120-9a2b-480b1019f863

Rulewriting Manual

Beginning in July 2015, USBE staff began the process of reformatting all of the Board's administrative rules to make technical and conforming changes in accordance with the Rulewriting Manual for Utah. In the next few months, 100% of the Board's administrative rules will have been reformatted accordingly.

Legislative Relations

Policy

Legislative Relations

Legislative relations include a broad range of activities at the State Board.

Legislation

Engage with legislators on bill language, promote the Board's legislative priorities, and track bills through the legislative process.

Fiscal Notes

Respond in a timely manner to bills received from the legislature for a fiscal note response from the State Board. This response includes direct and measurable costs, savings, and revenue impacts a bill may have on state government, local government, and Utah residents and businesses. They also include whether each bill will impact the regulatory burden for Utah residents or businesses.

Public Education Summary Book

Produce a public education summary book which is meant to be a single-source review of education-related legislation from the legislative session

Budget Summary

Compile a summary of budget recommendations from the State Board, the Governor, the Public Education Appropriations Subcommittee chairs, and Requests for Appropriation/the Office of the Legislative Fiscal Analyst/Other along with the items that received funding from session

Policy

Legislative Relations

Post Session Presentation to Stakeholders

Present legislative summary to stakeholders following session including budget information and discussing notable education bills.

Legislative reports

Provide reports to the legislature as statutorily required. Legislative reports are available at: https://schools.utah.gov/policy/legislativereports?mid=3337&tid=0

Fiscal Note and Budget Item Follow Up

Provide budgetary and implementation information to legislative staff on requested funding items. Annually the Office of the Legislative Fiscal Analyst follows up on items funded in prior general sessions and compiles the information for the Executive Appropriations Committee.

Reporting, Data & Statistics

Reporting, Data, & Statistics

The Utah State Board of Education collects, evaluates, and reports education data. This work includes reviewing and auditing the state's data collection; compiling and analyzing a wide variety of information about schools, student progress, graduation rates, school districts, and other useful statistics and reports on the condition of Utah's education; and reporting information as required to federal and state government as well as providing information to the public and other stakeholders for evaluating public education in the state. USBE is responsible for collecting, processing, providing oversight of, and reporting on education data for 652,500 students and 36,600 educators. Tied closely with data collection, analysis, and reporting are the systems through which data are collected and stored and data privacy.

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Data and Metrics

USBE Information Technology Security:
Reduction in Vulnerability

360
Critical Vulnerabilities
August 1, 2019

27
Critical Vulnerabilities
October 15, 2019

92%
Reduction

Vulnerabilities

This is a **92%** Reduction from August to October

8,202
2018-2019 SY
Educators completed the Student Data Privacy re-licensure course

339
2018-2019 SY
USBE employees trained by the Student Data Privacy Team

28
2018-2019 SY
Student Data privacy training videos had 112,621 views

Challenges

The State Board manages data for students, teachers, and LEA funding reconciliation and disbursement through approximately 30 different systems. The State Board is in the process of developing the Utah Schools Information Management System (USIMS) which is designed to consolidate the majority of reporting systems and data collections in use at the agency.

USBE created an IT governance council in FY 2019. The council reviews all requests from USBE departments for technology-related improvements that significantly affect USBE from policy, services, systems, security, financial process, and operational or strategic perspectives. The council reviews requests for new systems, existing system modifications, and new technology infrastructure. One objective of the council is to ensure that applications are not duplicative.

In January 2019, USBE released redesigned accountability report cards that are interactive and include ratings for each indicator used to assess school performance. This redesign comes after 18 months of development that included extensive feedback from educators, parents, and community members. The changes make the tool more user-friendly and provide more detailed information on school performance.

Achievements

School Performance

School Performance

Data Gateway and School Report Cards provide important information regarding school performance and can serve as tools for accountability. At the same time, the performance data and personally identifiable student information data needs to be kept safe, private, and follow federal and state standards and laws to maintain student data security and privacy. While the data used by the State Board and LEAs is comprehensive, the data made available to the public e.g. in Data Gateway and the School Report Cards is masked to avoid unintended disclosure of personally identifiable information.

Data Gateway

Utah's Educational Data Gateway, datagateway.schools.utah.gov, is a resource provided by USBE that allows the public and school personnel to access education-related data. The State Board uses data to analyze student performance and inform educational improvements at the policy, State Board, and classroom level. Accountability and transparency in education data is important for parents and the community as a tool to help inform decisions about their student's educational choices. The reports found in the Data Gateway are designed as a tool to provide that information to help concerned individuals see the results of the measurements of student learning outcomes.

School Report Card

Just as students' report cards provide a snapshot of their school performance, the Utah School Report Cards show how public schools across Utah are serving students in a variety of areas. The dashboard available at utahschoolgrades.-schools.utah.gov displays key information about schools. Users can find information by local education agency or drill down for information at the school level including school demographics as well as school performance including rates of proficiency, growth, the progress of English learners, and an overall score. Similar to Data Gateway, school report cards can serve as a tool for parents and the community for how a school is performing in multiple areas.

ED*Facts* Initiative

ED*Facts* Initiative

EDFacts is a U.S. Department of Education initiative to collect, analyze, and promote the use of high-quality, pre-kindergarten through grade 12 data. As required, the State Board through our agency's EDFacts coordinator annually reports data to EDFacts. The information reported for EDFacts is not individual student or staff-level information. It is aggregated at the school, district, or state level. Some of the data elements collected through EDFacts include assessment data, graduation and dropout rates, participation in career and technical education, and data on students with disabilities.

Purpose of ED*Facts*

• Place the use of robust, timely performance data at the core of decision and policymaking in education.

• Reduce state and district data burden and streamline data practices.

• Improve state data capabilities by providing resources and technical assistance.

• Provide data for planning, policy, and management at the federal, state, and local levels.

Special Education Annual Performance Report

Special Education Annual Performance Report

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA.

The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency on applicable indicators, as part of the Annual Performance Report (APR).

These indicators include graduation rates for students with Individualized Education Programs (IEPs) and subject matter proficiency for students with IEPs. These reports provide important educational data and can also be used by LEAs to examine their programs and focus their efforts in areas most in need of improvement.
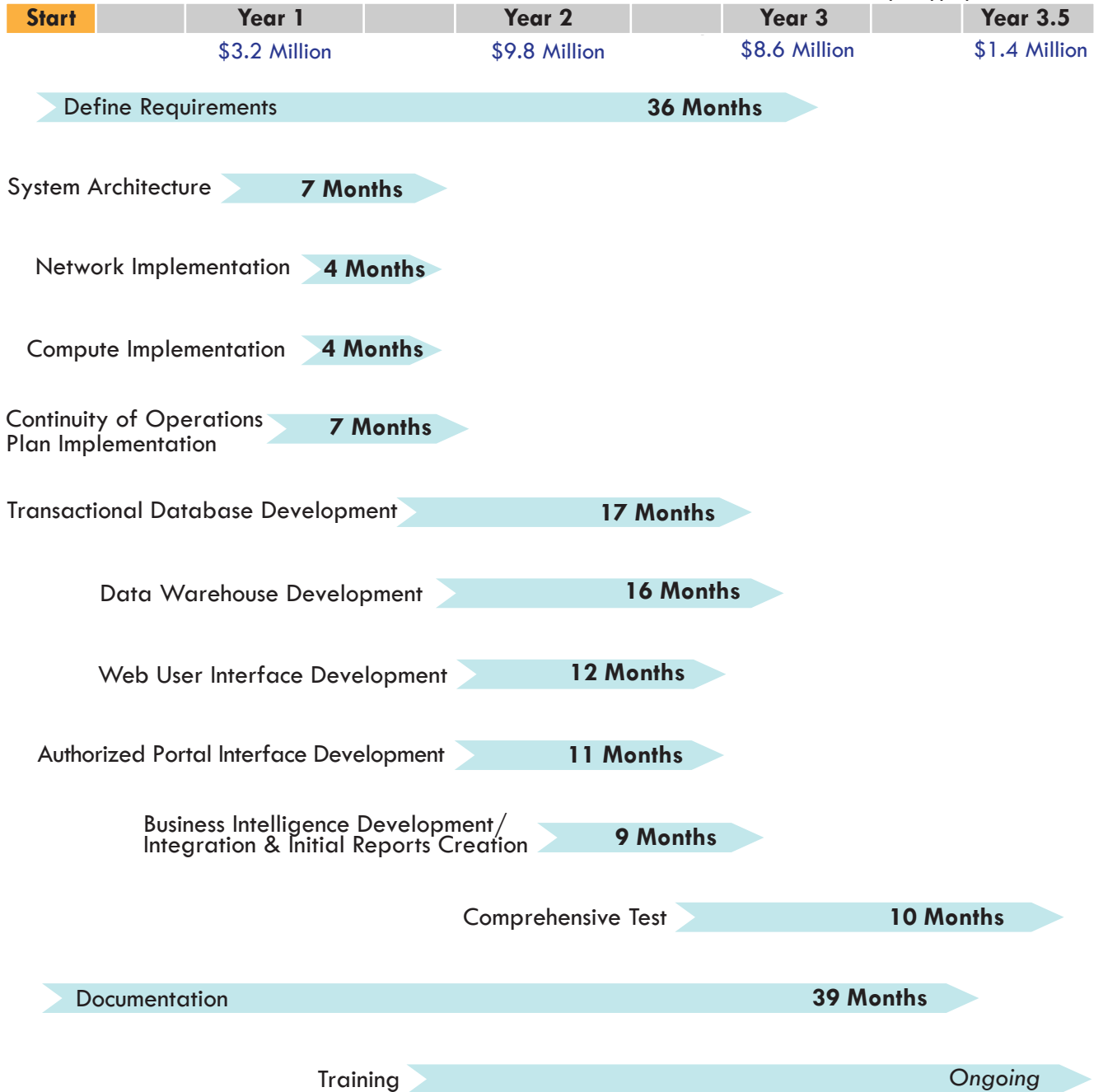
School Information Management

School Information Management

USBE's Information Technology (IT) develops, implements, and sustains innovative, lean, agile, and secure IT solutions and infrastructure to meet USBE goals and objectives. IT plays a key role in reporting, data, and statistics by providing the necessary solutions and infrastructure for data collection, processing, and reporting.

The State Board has started development of the Utah School Information Management System (USIMS) to modernize USBE's legacy data systems and enable real-time access to data to inform decision making at all levels of the education system, while also safeguarding against data breaches. USIMS is planned to consolidate 16 current systems that collect student, teacher, and financial data which should help alleviate some of the reporting burden on LEAs by consolidating our core data collection. The Legislature appropriated $17.2 million one-time in the 2019 General Session for USIMS. This funding (along with previously appropriated funding) is to be disbursed over the next 3.5 years for the project.

USIMS Funding Plan

*Amounts in timeline include pre-appropriated funds

Start	Year 1	Year 2	Year 3	Year 3.5
	$3.2 Million	$9.8 Million	$8.6 Million	$1.4 Million

Define Requirements — 36 Months

System Architecture — 7 Months

Network Implementation — 4 Months

Compute Implementation — 4 Months

Continuity of Operations Plan Implementation — 7 Months

Transactional Database Development — 17 Months

Data Warehouse Development — 16 Months

Web User Interface Development — 12 Months

Authorized Portal Interface Development — 11 Months

Business Intelligence Development/ Integration & Initial Reports Creation — 9 Months

Comprehensive Test — 10 Months

Documentation — 39 Months

Training — Ongoing

Student Data Privacy

Student Data Privacy

Whether discussing student-achievement, program monitoring, education funding, accountability or any other education-related conversation, data is at the center of the discussion. The Utah State Board of Education is required by state and federal law to collect and store student and educator records. The State Board takes its obligation to protect the privacy of data collected, used, shared and stored seriously. Our Student Data Privacy team ensures the State Board is complying with state and federal policies for data privacy and security procedures, as well as providing guidance and resources for various stakeholders.

Guidance and Resources

• Hold the Student Data Privacy Conference every fall

• Monitors annual reporting of LEA compliance from LEA data managers

• Post resources for educators related to student data privacy

• Serve as a repository for student data privacy law and policy

• Provide training including in-person, online training videos, and a monthly newsletter

• Trains on using the Student Data Privacy Consortium to improve LEA compliance of data sharing agreement contract requirements

Student Data Privacy Strategic Plan

COMMUNICATION

Provide clear and consistent communication both internally and externally

TRAINING AND AWARENESS

Provide accurate and timely guidance, training resources, technical assistance, and practical solutions

STAKEHOLDER INPUT

Gather input that is more representative of all LEAs and community members

LAW, RULE, AND POLICY

Review legislation, Board rule, and other policies to provide helpful recommendations and support

OVERSIGHT

Assess risk, monitor compliance, and respond to privacy incidents

INTERNAL HEALTH AND WELLNESS

Promote a positive and supportive environment through mental and physical health and professional development

Initiatives

Initiatives are defined as support functions often designed to meet the needs of certain student populations, educators, and schools.

Arts Instruction

Arts Instruction

BTSALP

The Beverley Taylor Sorenson Arts Learning Program (BTSALP) is a teaching partnership between arts specialists who are qualified experts in one of four art disciplines: visual art, dance, music, and theater, and elementary classroom teachers. The arts specialist works collaboratively with the regular classroom teacher to deliver quality, sequential, and developmental arts instruction by developing lesson plans that integrate art with language arts, math, social studies, and science.

Funding from the Utah Legislature and Beverley Taylor Sorenson's legacy nonprofit, Art Works for Kids, is granted to LEAs that apply for the program each year. LEA grantees demonstrate commitment to BTSALP by agreeing to a 20% funding match. LEAs determine which schools receive BTSALP.

Program Summary

Districts	**34** 2016-2017 SY	**35** 2017-2018 SY	**35** 2018-2019 SY
Charters	**30** 2016-2017 SY	**30** 2017-2018 SY	**30** 2018-2019 SY
Schools	**327** 2016-2017 SY	**383** 2017-2018 SY	**383** 2018-2019 SY
Total Students	**176,096**	**211,869**	**213,324**

Arts Instruction

BTSALP

School Visits: Fidelity of Implementation

67	**53**	TARGET **50**
2017-2018 SY	2018-2019 SY	2019-2020 SY

211,869
Students Served

213,324
Students Served

213,324
Students Served

$11,005,247
Total Cost

$11,866,144
Total Cost

$12,383,937
Total Cost

$1,125,247 $655,000

$9,880,000 $10,350,247

$986,144 $618,500

$10,880,000 $11,247,644

$503,937 $618,500

$11,880,000 $11,765,437

2017-2018   2018-2019   2019-2020

Legislative Allocation   Supplementary Funding   Salary Expenditures   Professional Learning

Arts Instruction

POPS

> The Professional Outreach Program in the Schools (POPS), is managed by USBE and funded by the Utah State Legislature it supports arts education in Utah's public schools by bringing professional arts organizations' educational programs to schools for free or subsidized costs. The goal is to connect schools, teachers, administrators and students with high quality arts learning experiences with professional artists. POPS supports the state's core arts standards by providing arts education opportunities to all Utah schools.

In 2019-2020, POPS organizations include:

- Ballet West
- Repertory Dance Theatre
- Ririe-Woodbury Dance Company
- Springville Museum of Art
- Spy Hop Productions
- Tanner Dance
- Timpanogos Storytelling Festival
- Utah Festival Opera and Musical Theater
- Utah Film Center
- Utah Museum of Fine Arts
- Utah Shakespeare Festival
- Utah Opera
- Utah Symphony
- Nora Eccles Harrison Museum of Arts *(Provisional)*
- Plan-B Theatre *(Provisional)*
- Utah Museum of Contemporary Art *(Provisional)*

The Provisional Program enables smaller, more regional, professional organizations to participate in art education delivery.

Number of Students Receiving Services	**543,743** 2017-2018	**544,236** 2018-2019
Number of Educators Receiving Services	**27,782** 2017-2018	**28,692** 2018-2019

Arts Instruction

POPS

POPS Legislative Appropriations

2020

| **$4,960,000** Ongoing Appropriation | **$200,000** One-Time Appropriation | **$5,160,000** Total |

2019

| **$4,760,000** Ongoing Appropriation | **-** One-Time Appropriation | **$4,760,000** Total |

2019

| **$4,625,000** Ongoing Appropriation | **-** One-Time Appropriation | **$4,625,000** Total |

Each participating organization is required to provide private matching funds to support their education outreach program. These matching funds are in addition to the state funds received through the program. Most recently, participating organizations have collectively provided $1.70 to the program for each dollar provided by the Legislature.

Science, Technology, Engineering, & Mathematics (STEM)

STEM

STEM education is supported by a number of individuals and departments at the Utah State Board of Education especially Mathematics, Science, and Career and Technical Education. Along with the programs identified below, the State Board administers the STEM Endorsement Incentive Program (53E-6-903) which provides reimbursement for tuition and materials to teachers after they complete course-work to become qualified in high need areas of Science, Technology, Engineering and Mathematics.

iSEE

The Informal Science Education Enhancement (iSEE), managed by the Utah State Board of Education and funded by the Utah State Legislature, is a collaboration among non-profit informal science education organizations that supports science education. Participating organizations provide educational services such as demonstrations, presentations, teacher professional development, and activities in the public schools.

iSEE Organizations

- Clark Planetarium
- Discovery Gateway
- HawkWatch International
- The Leonardo
- Loveland Living Planet Aquarium
- Natural History Museum of Utah
- Ogden Nature Center
- Red Butte Garden and Arboretum
- Thanksgiving Point
- Utah's Hogle Zoo

STEM

iSee

Student Science Experiences

346,289 2016-2017 SY	**369,159** 2017-2018 SY	**390,871** 2018-2019 SY

Student Field Trips

370,342 2016-2017 SY	**365,010** 2017-2018 SY	**387,759** 2018-2019 SY

Educator Professional Development

1,986 2016-2017 SY	**2,194** 2017-2018 SY	**1,608** 2018-2019 SY

STEM

iSee

iSee Legislative Appropriations

2020

$5,290,000 Ongoing Appropriation	**$200,000** One-Time Appropriation	**$5,490,000** Total

2019

$5,290,000 Ongoing Appropriation	**-** One-Time Appropriation	**$5,290,000** Total

2018

$4,750,000 Ongoing Appropriation	**-** One-Time Appropriation	**$4,750,000** Total

Each organization is required to provide private matching funds to support their education outreach program. These matching funds are in addition to the state-funds received through the program. Most recently, participating organizations have collectively provided $1.80 to the program for each dollar provided by the Legislature.

STEM

USTAR

Utah Science Technology and Research Initiative's (USTAR) goal is to create USTAR Centers that will enhance the ability of district and charter schools to attract and retain mathematics and science teachers while simultaneously offering more opportunities for students and effectively using human resources and the capacity of capital facilities. This program is a competitive grant program. Statute outlines several potential benefits to the program. These benefits include: increased compensation for math and science teachers by providing opportunities for an expanded contract year which will enhance LEAs' ability to recruit and retain highly qualified math and science educators; increased capacity of school buildings by using buildings more hours of the day or for more days in a year; decrease class sizes in math and science by expanding the number of instructional opportunities in a year; provide opportunities for earlier high school graduation and college preparation; and additional opportunities for remedial or advanced courses. Most LEAs utilize this funding for remedial classwork, summer coursework, and extended class availability.

$6.2 Million
Ongoing funding provided annually for the USTAR Centers Program

STEM

STEM Institute

The STEM Institute assists principals, directors, assistant principals, STEM Leaders, and curriculum leaders in leading STEM efforts in their schools. The purpose for this institute is to increase capacity, identify instructional "look fors" for both formal and informal observations in STEM courses, network with other administrators, increase awareness of available resources, and more. Institute participants commit to five all-day sessions spread throughout the school year held at various locations throughout the state. Sessions include classroom observations and visits to schools and other STEM sites. Participation between each session keeps the cohort connected throughout the year. Intersession participation includes conducting informal classroom observations, visits from Utah State Board of Education staff, and other STEM-related options.

School Improvement

School Improvement

State law and the federal Every Student Succeeds Act (ESSA) require the USBE to identify schools for improvement based on overall performance. Utah schools receive performance ratings each year, to let them and their communities know how well they are doing. These ratings are based on five categories of performance: achievement and growth on state assessments, English learner progress, and postsecondary measures such as graduation rates, ACT scores, and success in readiness coursework. These ratings help USBE make decisions about how to help struggling schools.

School performance ratings are based on five Categories of Performance:

ACADEMIC ACHIEVEMENT

Average scores on state English language arts, math and science assessments

ACADEMIC GROWTH

The progress students make in their achievement year-to-year in language arts, math, and English language proficiency

ENGLISH LEARNER PROGRESS

Progress toward language fluency

GROWTH OF THE LOWEST 25%

Academic growth of a school's lowest performing students

POSTSECONDARY READINESS

Includes four-year graduation rates, ACT scores, and success in readiness coursework.

Three programs for Utah school improvement

• School Turnaround

• Comprehensive Support and Improvement (CSI)

• Targeted Support and Improvement (TSI).

School Improvement

School Turnaround (53E-5-3)

In the 2015 General Session, Senate Bill 235, Education Modifications, established the School Turnaround program. The Legislature appropriated **$7.0 million** ongoing for the program. In the program, the Utah State Board of Education annually identifies low-performing district and charter schools. To be designated as a turnaround school, the school needs to be in the bottom three percent of schools for two consecutive years. Program funding includes engaging with an approved expert agency to conduct a school needs assessment and root cause analysis for the identified schools. The Board selects turnaround providers through a request for proposal process. The school board or charter school authorizer of the low-performing school establishes a school turnaround committee which, in partnership with the school, selects one of the contracted independent school turnaround providers. Contracts with providers are for three years and the provider works with the committee to develop and implement a school turnaround plan. Further detail on the school turnaround program is available in the School Turnaround Report toward the end of this report.

LIFT

The Leadership and Inquiry for Turnaround (LIFT) is part of the school turnaround program. This component is professional learning for school leaders including principals, assistant principals, instructional coaches, and teacher leaders. The goal of LIFT is to increase the number of highly effective school leaders capable of initiating, achieving, and sustaining school improvement efforts and forming and sustaining community partnerships (53E-5-309). As part of this program, participants meet quarterly in-person forming a research-based professional learning network.

School Improvement

Comprehensive Support and Improvement

> Schools are identified for Comprehensive Support and Improvement (CSI) if they are in the lowest performing five percent of Title I schools averaged OR if the graduation rate is under 67 percent over three years. CSI schools are identified every three years.

How are the schools identified:

Once every three years, states must identify schools for CSI. Our system is based on the averaged ratings of the Categories of Performance. If a school is part of the lowest 5% of Title I schools, they are assigned a CSI designation.

What happens when a school is assigned 'CSI Status':

Schools must work with the school and its stakeholders to develop and implement a state-approved comprehensive support and improvement plan that is based on student performance on all of the accountability indicators and state-determined long-term goals along with the results of a school-level needs assessment, includes evidence-based interventions, and identifies and addresses resource inequities. The implementation of this plan is to be monitored and periodically reviewed by the state.

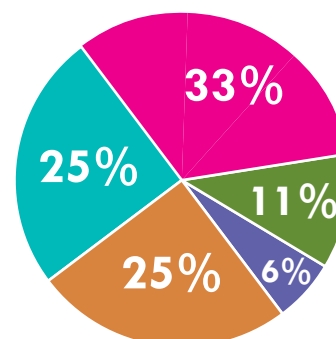**How Scores are Weighted for Elementary and Middle School**
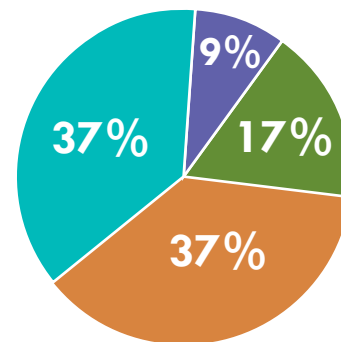
Criteria reviewed every 3 Years

Categories of Performance
- Academic Achievement
- Academic Growth
- English Learner Progress
- Growth of lowest 25%
- Postsecondary Readiness

How Scores are Weighted for High Schools

School Improvement

Targeted Support and Improvement

> Schools are identified for Targeted Support and Improvement (TSI/ATSI) if at least one student group is consistently underperforming for two consecutive years. A student group is a group of students who is historically underserved including students who are English learners, students who are economically disadvantaged, students with disabilities, and students who identify as a racial or ethnic minority. TSI schools are identified annually.

A Helpful way to Think about TSI

Student Group Type

English Learners

Economically Disadvantaged

Students with Disabilities

Individual Race & Ethnicity categories

Calender Years

2016

2017

• Student Groups are reviewed annually.

• Are 10 or more students per student group consistently underperforming in the lower 5%?

The School

School is identified as TSI if at least 1 of the student groups meets the criteria for underperformance.

Supporting Transitions

Supporting Transitions

> While in the K-12 public education system, the Utah State Board of Education works to provide programming and support so that every Utah student, through individual student planning, career pathways, and career literacy, is better prepared for the world of work or post-secondary educational opportunities. These programs and support include Concurrent Enrollment, the Enhancement for Accelerated Students Program, College and Career Readiness School Counseling, and the Career Development Credential.

Concurrent Enrollment

> The Concurrent Enrollment (CE) program enables high school students to complete graduation requirements and earn college credit at the same time. The purpose of CE is to provide a challenging college-level experience for high school students. The program allows students to become better prepared for the world of work or to complete selected college courses corresponding to the first year of coursework at a Utah public college or university. Course offerings in Mathematics, Science, Social Studies, Language Arts, Fine Arts, Humanities, World Languages, Career and Technical programs, and Education have been implemented in high schools throughout the state.
>
> Concurrent Enrollment courses are taught either at the high school or at a college site. Teachers may be regular college faculty members or high school teachers who have been approved for adjunct faculty status at the college. In rural areas, concurrent enrollment courses are frequently technologically delivered on systems like EDNET and the Internet. Annually, over **35,000** students earn over **250,000** credit hours by participating in the concurrent enrollment program.

Legislative Appropriations

$10,784,300	$11,184,400	$11,750,900
2018	2019	2020

Appropriated revenue is shared between the public and higher education systems. Funding is distributed in proportion to the number of credit hours earned and where the course was taken. Statute, 53F-2-409, requires that 60 percent of appropriated revenues be allocated to LEAs and 40 percent be allocated to the State Board of Regents if the LEA bears the cost of instruction. The percentages are flipped if the higher education institution primarily bears the cost of instruction.

Supporting Transitions

Enhancement for Accelerated Students

The Enhancement for Accelerated Students program is meant to enhance the academic growth of students whose academic achievement is accelerated. These programs support students who demonstrate the need for instructional opportunities with increased depth, complexity, and/or rigor. Program funding supports gifted and talented programs, Advanced Placement (AP), and the International Baccalaureate (IB) program.

Gifted and Talented Programs

Gifted and talented programs are programs to identify, through multiple assessment instruments, and serve students with outstanding abilities in general intellectual ability, specific academic aptitude, and creative or productive thinking.

Advanced Placement

The Advanced Placement program offers high school students the opportunity to take college-level courses while attending secondary school. AP courses are more rigorous than other high school offerings.

International Baccalaureate

The International Baccalaureate consists of three programs:

• Primary Years Program (Ages 3-12)

• Middle Years Program (Ages 12-16)

• Diploma Program (Ages 16-19)

All three programs require study in a broad range of subjects including content in cultural education. Special emphasis in language acquisition and language development, the development in the skills of learning, opportunities for individual and collaborative planning as well as a community service component requiring action and reflection, complement the course of study in the IB programs.

Supporting Transitions

Enhancement for Accelerated Students

Legislative Appropriations

$5,032,400	$5,219,100	$5,483,300
2018	2019	2020

Enhancement for Accelerated Students program funding is allocated as follows: IB programs receive the greater of 1.5 percent or $100,000; LEAs receive 60 percent of program funding to support Gifted and Talented programs; and the remaining funds support AP programs

Supporting Transitions

College and Career Readiness School Counseling (53F-5-204)

School counselors also serve to support transitions. School counselors help students make successful transitions from grade level to grade level, set future goals which include selecting college and career pathways, and establish career literacy. Career literacy is the basic knowledge and skills that students need to navigate the future work environment.

Beginning with school counseling programs in the 1980s, Utah school counselors have strived to develop and continuously improve a school counseling model that understands and meets students' needs. Vast changes in technology, college expectations, school accountability, the needs of the employers, essential work-force skills, personal challenges for students, and expectations of parents, have impacted the services provided to students through Utah College and Career Readiness School Counseling Programs.

In 2016, the revised edition of the Utah College and Career Readiness School Counseling Program Model was implemented. This edition, which was updated in 2018, strongly emphasizes college and career readiness for each student and the counselor's role in helping students realize positive postsecondary outcomes. The framework is student-centered, data-driven, counselor-implemented, and system-ic in nature so that students complete high school with the social capital neces-sary to participate fully in a global society. Furthermore, the redefined approach moves the school counseling profession beyond traditional, process-oriented practices frequently detached from the curriculum to transformational, out-come-oriented practices characterized by embedded student activities and evidence-based accountability.

The Plan for College and Career Readiness is Utah's statewide approach for helping students develop individual learning plans that include personal academic and career goals, associated coursework and pathways, and evidence of progress and achievement. A plan for college and career readiness is a plan developed by a student and the student's parent, in consultation with the school counselor that:

• Is initiated at the beginning of grade 7

• Identifies a student's skills and objectives

• Maps out a strategy to guide a student's course selection

• Links a student to post-secondary options, including higher education and careers.

Supporting Transitions

College and Career Readiness School Counseling (53F-5-204)

Through the Plan for College and Career Readiness process, school counselors help students explore educational, career and social/emotional opportunities, expectations or requirements. This includes support and recommendations for exploring services and opportunities available at the school and community, making appropriate course selection and changes to course schedule, determining meaningful educational goals and selecting programs of study that support the student's 4-year and next-step plans.

Career Development Credential

In 2018 the State Board gave final approval for R277-705 Secondary School Completion Diploma which provides a standard for awarding a career development credential. The intent of the change is to increase opportunities for students with disabilities to meaningfully participate in their educational programs, while acquiring the necessary skills to gain employment post high school. The credential is intended to be earned in conjunction with a regular high school diploma or alternate diploma and does not replace either. Students with an IEP or Section 504 plan may be awarded a career development credential if they meet requirements of a "career focused work experience" prior to leaving school. The career experience must be consistent with state and federal law, the student's IEP or Section 504 plan, and prior to receiving the credential, the student must earn credit in core academic content areas. Additionally, the credential requires **120 hours** of community-based work experience, completion of a transition curriculum class or coursework, and 0.5 credits in an internship. Students who may struggle to find employment, including those in rural areas, have the option of working through a vocational rehabilitation counselor.

Dual Language Immersion

Dual Language Immersion

Utah's Dual Language Immersion (DLI) program offers a rich bilingual experience for young learners when their minds are developmentally best able to acquire a second language. The DLI Program supports six languages: Chinese, French, German, Portuguese, Russian, and Spanish; spread over eleven grade levels (K-10). The program provides an instructional model where 50 percent of instruction is in English and the other 50 percent is in the target language. This model uses two teachers, one who instructs exclusively in the target language and a second who teaches in English. Most of the state's DLI programs begin in first grade, with a few starting in kindergarten. Additional grades are added each year as students progress through the school. For the 2019-2020 school year, there are 246 DLI programs statewide.

Legislative Appropriations

$3,556,000	**$4,256,000**	**$5,030,000**
2018	2019	2020

International Guest Teachers

Utah DLI teachers who teach in the target language are often international guest teachers who come to Utah on a J-1 visa for three years, with a possible extension of two years, as a result of Memorandums of Understanding (MOUs) the Utah State Board of Education has with agencies in several countries. International guest teachers receive a one-year contract which is renewable each year according to their performance as a teacher. Bringing teachers from many countries to Utah to teach in the program has provided access to cultural and linguistic expertise that otherwise would not have been available.

Dual Language Immersion

AAPPL

The American Council on the Teaching of Foreign Languages (ACTFL), offers the AAPPL, which is an assessment based on the National World-Readiness Standards for Learning Languages. This assessment is for schools participating in Utah's Dual Language Immersion program. It is administered to students in Grades 3-9.
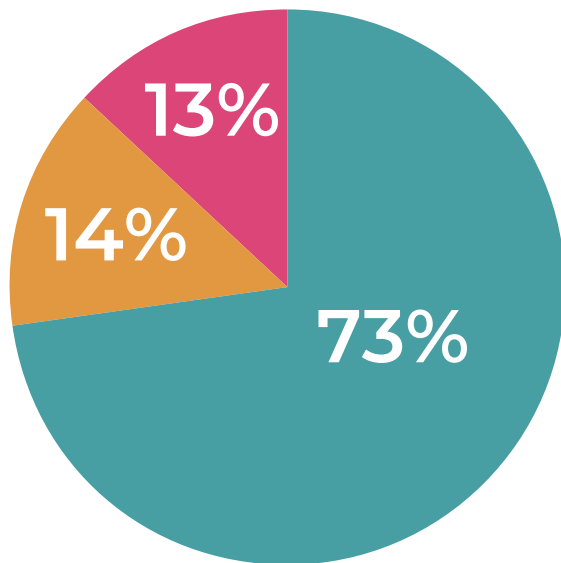
Sample AAPPL Results 3rd grade Fall 2017
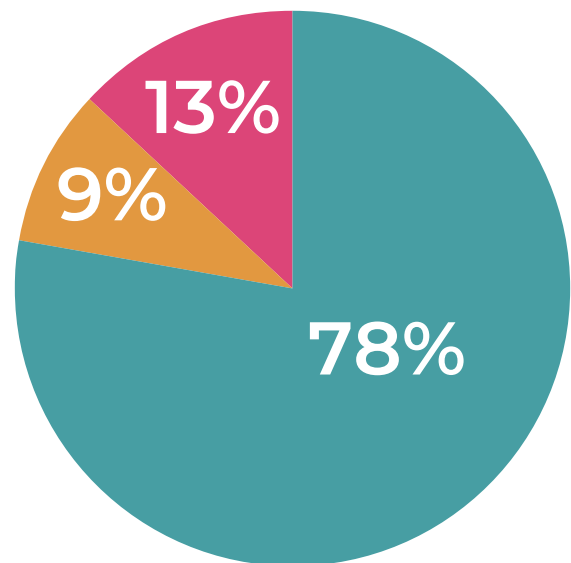
Alphabetic languages include:

- French
- German
- Portuguese
- Russian
- Spanish

Chinese is an ideographic language in which the written characters generally convey meaning rather than sounds so the results are separated into alphabetic and Chinese

3rd Grade Alphabetic

13%
14%
73%

3rd Grade Chinese

13%
9%
78%

■ Exceeds Proficienct   ■ Proficient   ■ Below Proficient

Students at the Proficient level are able to name and identify everyday things with words and phrases and an occasional simple sentence. They can ask and answer some very common and familiar questions.
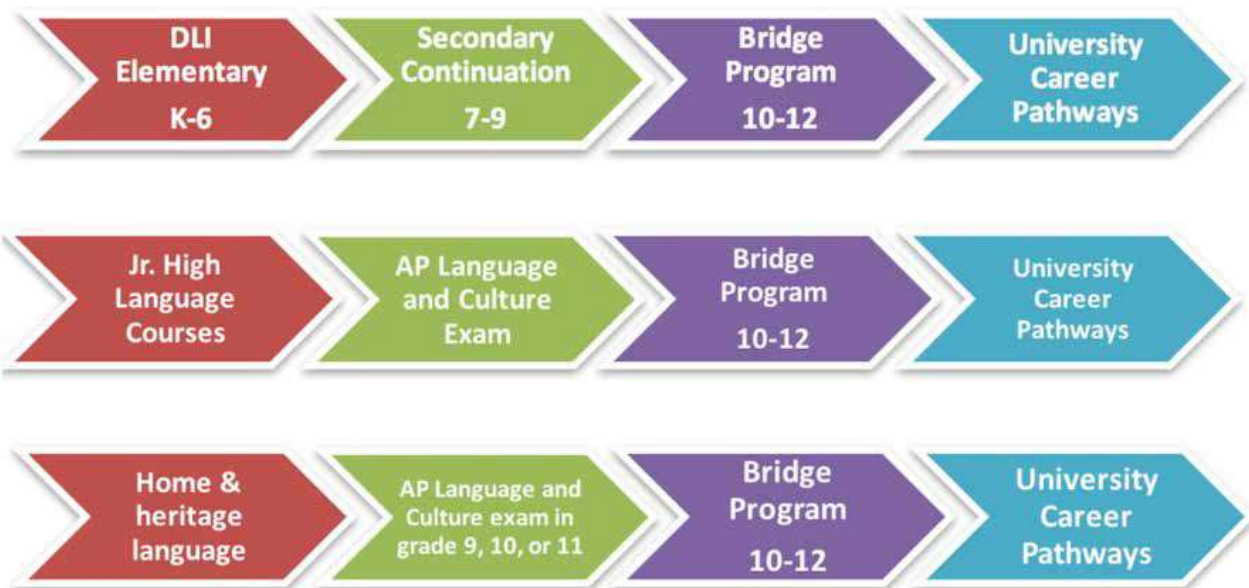
Dual Language Immersion

Bridge Program

Utah's Bridge Program is administered by the University of Utah's Second Language Teaching and Research Center (L2TReC): l2trec.utah.edu/bridge-program/.

The Bridge Program offers an advanced language pathway for high school students who have passed the Advanced Placement (AP) Language and Culture Exam, bridging the gap between the exam and higher education. Through this program, students can complete one to three Bridge courses earning both high school and college credit while in high school thereby becoming college ready in two languages.

Bridge courses fall under the state Concurrent Enrollment program. The Bridge program not only provides a secondary pathway for DLI students, but because Bridge courses are open to any student who passes the requisite AP examination, it can also serve heritage speakers and other students who pass the examination.

Multiple Points of Entry into the Bridge Program

DLI Elementary K-6	Secondary Continuation 7-9	Bridge Program 10-12	University Career Pathways
Jr. High Language Courses	AP Language and Culture Exam	Bridge Program 10-12	University Career Pathways
Home & heritage language	AP Language and Culture exam in grade 9, 10, or 11	Bridge Program 10-12	University Career Pathways

University of Utah's Second Language Teaching and Research Center

Supporting Student Groups

Supporting Student Groups

The programs below serve student groups identified for distinct supports so that each individual student has the opportunity to reach his or her fullest potential.

At-Risk Students

Enhancement for At-Risk Students Program (53F-2-410) is a program which serves students at-risk of academic failure.

What does at-risk of academic failure mean?

Defined by R277-708 as a K-12 public school student who:

• Scores below proficient on a Board or LEA approved assessment *or*

• Meets an LEA governing board's approved definition of at-risk of academic failure.

Statute requires a distribution formula for the EARS funding using the following criteria:

• Low performance on statewide assessment

• Poverty

• Mobility

• Limited English proficiency

• Chronic absenteeism

• Homelessness

When counting the number of students who meet the criteria:

• For a student who meets one criterion, count the student once.

• For a student who meets more than one criterion, count the student for each criterion the student meets, up to three criteria.

Four percent of the program appropriation is allocated for gang prevention and intervention. Gang prevention and intervention program means specifically designed projects and activities to help at-risk students stay in school and enhance their cultural and social competence, self-management skills, citizenship, preparation for life skills, academic achievement, literacy, and interpersonal relationship skills required for school completion and full participation in society.

Supporting Student Groups

At-Risk Students

At-Risk Students Legislative Appropriations

2020

$44,836,000	-	$44,836,000
Ongoing Appropriation	One-Time Appropriation	Total

2019

$38,074,500	$300,000	$38,374,500
Ongoing Appropriation	One-Time Appropriation	Total

2018

$28,034,600	-	$28,034,600
Ongoing Appropriation	One-Time Appropriation	Total

Supporting Student Groups

Youth-in-Custody

Youth-In-Custody (YIC) at the Utah State Board of Education provides education services and interventions for individuals under the age of 21 who are in custody of or receiving services from the Utah Department of Human Services or an equivalent agency of a Native American tribe, or who are being held in a juvenile detention facility.

Through contracts with LEAs, USBE provides educational administrative and support services for eligible students. The State Board is committed to providing equitable educational experiences and quality learning opportunities for students in a variety of custody situations and placement settings.

Three Grant Options

YIC Residential   YIC School-Based   YIC Supplemental

YIC Residential Grant

This grant is only available to LEAs who serve state run or contracted human services programs, including Day Treatment, Detention, Long-term Secure Care, Residential Treatment, Shelter facilities or the Utah State Hospital. Grant amounts are determined based on human services program capacity, rather than on specific student counts.

Supporting Student Groups

Youth-in-Custody

Three Grant Options

YIC School-Based Grant

This grant is available to all LEAs who serve YIC students in any capacity, including students in foster care and other students receiving services from the Department of Human Services. Grant amounts are proportionally determined based on the percent of overall statewide YIC students whom an LEA serves.

YIC Supplemental Grant

The YIC supplemental grant is comprised of one percent of the total YIC budget allocation plus any rescinded funds from the previous year's allocation. It provides necessary flexibility for mid-year changes in human services programs.

Supporting Student Groups

Youth-In-Custody

Youth-In-Custody Legislative Appropriations

2020

$25,222,500	-	$25,222,500
Ongoing Appropriation	One-Time Appropriation	Total

2019

$24,712,100	($741,400)	$23,970,700
Ongoing Appropriation	One-Time Appropriation	Total

2018

$22,716,200	-	$22,716,200
Ongoing Appropriation	One-Time Appropriation	Total

Supporting Student Groups

At-Risk Afterschool Meal Programs

The At-Risk Afterschool Meal Program (ASMP) is a component of the Child and Adult Care Food Program. It provides free, nutritious meals to kids and teens 18 and under during after school hours. Over 120 supervised locations in Utah offer a snack or meals that also provide regularly scheduled educational or enrichment activities. Locations typically open as school lets out for the day, but may also operate during weekends, holidays, and school vacations, excluding summer vacation. During the summer, the Summer Food Service Program is in operation.

ASMP sponsors handle administrative and financial oversight of the program. Public and private nonprofit organizations that can manage a food service program, such as schools, faith-based organizations, municipal parks, food banks, Boys and Girls Clubs, and local government agencies, are eligible to become sponsors. There are many different community locations that can serve as an ASMP site such as schools, community centers, and libraries. In general, each site must show that the site is located in an area of economic need.

ASMP Sites

- Distribute meals to children
- Provide a sheltered supervised area for eating
- Provide organized, supervised regularly scheduled education or enrichment activities
- Attend their sponsor's training
- Keep daily records of meals served
- Supervise meal service at their location

Supporting Student Groups

Title VII, Part B: McKinney-Vento Homeless Education

> As mentioned in the Compliance and Monitoring section of the report, this funding is designated to address the challenges that children and youth who are experiencing homelessness face in enrolling, attending, and succeeding in school

Rural Students

Necessarily Existent Small Schools (53F-2-304)

The Necessarily Existent Small Schools (NESS) program assists school districts in operating schools in remote areas of the state and with small student populations. NESS schools typically do not generate sufficient revenues based on their Average Daily Membership (ADM) to cover the costs associated with running the school.

Schools meet necessarily existent standards if one-way bus travel from the school to the nearest school within the district of the same type requires: students in kindergarten through grade six to travel more than 45 minutes; students in grades seven through twelve to travel more than one hour and 15 minutes. In addition to the distance requirement, schools must not exceed a maximum enrollment threshold established in statute based on the ADM of the school.

NESS maximum ADM thresholds:

- 160 ADM for elementary schools, (including kindergarten)
- 300 ADM for one or two-year secondary schools,
- 450 ADM for three-year secondary schools,
- 500 ADM for four-year secondary schools, and
- 600 ADM for six-year secondary schools.

Legislative Appropriations

$31,501,000	$32,551,300	$34,366,300
2018	2019	2020

Supporting Student Groups

Title V, Part B, Subpart 2: Rural and Low-Income School Program

This program is part of the Elementary and Secondary Education Act. The funding is to help rural districts improve services for students attending rural schools serving high numbers of students living in poverty, in order to meet the state's academic standards.

The U. S. Department of Education identifies LEAs in the state that are eligible to receive Rural and Low-Income School Program (RLISP) funds. The U. S. Department of Education awards funds to Utah each year, which are sub-granted to LEAs identified by the Department of Education on a formula basis. Utah has a limited number of rural districts that qualify in this category. The federal eligibility criteria are (1) 20 percent or more of children ages 5–17 served by the LEA are from families with incomes below the poverty line, and (2) all schools served by the LEA are designated by U. S. Department of Education rural designation codes.

Funds awarded to LEAs for RLISP must carry out initiatives designed to improve student achievement on the State's rigorous grade-level academic standards. Activities may include but are not limited to: teacher recruitment and retention through the use of signing bonuses or incentives for teaching in schools in remote areas or in very high-poverty schools; teacher professional development and mentoring; instructional coaching; afterschool enrichment programs; additional support for students who are English learners, immigrants, refugees, or other students in need of English language acquisition; bullying prevention; and parent and family engagement.

Supporting Student Groups

American Indian/Alaska Native Students

American Indian/Alaska Native Education (53F-5-6)

In 2016, the Utah State Legislature passed Senate Bill 14, American Indian and Alaskan Native Amendments, which received an appropriation of $250,000 ongoing for the next five years to create a pilot program to fund stipends for, and recruitment, retention, and professional development of, teachers who teach in schools where at least 29 percent of students are American Indian or Alaskan Native. Under this program, the State Board of Education distributes money to school districts or charter schools through a competitive grant process with Uintah School District receiving the grant. The overarching purpose of the program is to address the achievement gap of American Indian and Alaska Native students.

In 2017, the Utah State Legislature passed House Bill 43, American Indian and Alaskan Native Education Amendments, which received an appropriation of $250,000 ongoing for the next four years to create a similar pilot program except adding the criteria that priority is given to schools located in a county of the fourth, fifth, or sixth class with significant populations of American Indians and Alaska Natives. San Juan School District receives these funds. Both school districts report annually to the Native American Legislative Liaison Committee.

Title VI, American Indian Education

As mentioned in the Compliance and Monitoring section of the report, this funding is a formula grant for school districts who have a high concentration of American Indian/Alaskan Native students.

Supporting Student Groups

Students with Disabilities

Carson Smith Scholarships Program

The Carson Smith Scholarships Program was created to award scholarships to students with disabilities to attend an eligible private school. The scholarship is designed for students in preschool through twelfth grades who would qualify for special education and related services in public schools whose parents choose an eligible private school. The process to determine special education eligibility is guided by the Individuals with Disabilities Education Act; the same requirements in place for special education services in public schools.

The amount of scholarship an individual receives is based on whether the student is enrolled in part day preschool or kindergarten or full day K-12 and the amount of special needs services a child is to receive each day. Scholarship amounts are based on the amount of the current year's weighted pupil unit (WPU). For students who receive an average of 180 minutes per day or more of special education services a full year scholarship is awarded which is not to exceed the lesser of: the value of the WPU multiplied by 2.5 or the private school tuition and fees. For a student who receives an average of less than 180 minutes per day of special education services the scholarship is not to exceed the lesser of: the value of the WPU multiplied by 1.5 or the private school tuition and fees. Thus, scholarships may not exceed the private school tuition and fees.

Funding for the Carson Smith Scholarships Program increases annually, based on growth, as required by statute.

Full-Day K-12 Scholarship

Qualifying Minutes	Quarterly Scholarship	Annual Scholarship
1-179 minutes/day service level	$1,324.50	$5,298.00
180+ minutes/day service level	$2,207.50	$8,830.00

Supporting Student Groups

Students with Disabilities

Carson Smith Scholarships Program

Preschool or 1/2 Day Kindergarten Scholarship

Qualifying Minutes	Quarterly Scholarship	Annual Scholarship
1-89 minutes/day service level	$728.48	$2,913.90
90+ minutes/day service level	$1,214.13	$4,856.50

Carson Smith Legislative Appropriations

2020

$6,654,100	$200	$6,654,300
Ongoing Appropriation	One-Time Appropriation	Total

2019

$6,288,500	-	$6,288,500
Ongoing Appropriation	One-Time Appropriation	Total

2018

$5,735,400	200,400	$5,935,800
Ongoing Appropriation	One-Time Appropriation	Total

Supporting Student Groups

Accelerated Students

Enhancement for Accelerated Students

As detailed in the Supporting Transitions section of the report, the Enhancement for Accelerated Students program is for the academic growth of students whose achievement is accelerated. These programs support students who demonstrate the need for opportunities with increased depth, complexity, and rigor. Program supports gifted/talented programs, AP, and the IB program.

Early College High School

Early College High Schools (ECHS) provide rigorous, supportive learning environments that blend high school and the first two years of college. They incorporate effective instruction and structural practices common to many small schools. The unique mission of the ECHS is to raise the high school graduation and postsecondary success rates of underserved youth.

Utah has six ECHS operating in partnership with seven of the state's higher education colleges and universities. These public charter high schools combine traditional high school classes, Concurrent Enrollment classes, and Early College on-campus classes to accelerate their student's progress. A large percentage of ECHS students graduate from high school with an associates degree. The high school pays the participating student's college tuition as part of their public education.

Students are selected by a lottery system. Students enter the schools in the 9th, 10th, or 11th grade, depending on the school. Students must meet requirements for Concurrent Enrollment and Early College classes. The program allows students to move into the college experience gradually over two or three years.

Utah's Early College High Schools:

• Academy for Math, Engineering, and Science (AMES)

• InTech Collegiate High School

• Itineris Early College High School

• Northern Utah Academy for Math, Engineering, and Science (NUAMES)

• Success Academy

• Utah County Academy of Sciences (UCAS)

Supporting School Conditions for Student Learning

Supporting School Conditions

The Utah State Board of Education supports districts and schools in creating and maintaining conditions for safe and healthy learning environments.

School Construction and Facility Safety

The Utah State Board of Education website provides resources to LEAs, school district and charter school administrators and facilities personnel, along with those involved with school facilities, to better design, plan, build, and maintain efficient and effective school facilities, while maintaining the appropriate level of safety and security. Included within the website are the electronic version of the School Construction Resource Manual; related law and administrative rules; construction forms; construction and inspection-related references; lists of school construction projects; and the electronic version of Emergency Preparedness Planning Guide for Schools.

School construction, maintenance and operation must comply with all applicable building codes. The purpose of building codes is to establish the minimum requirements to provide a reasonable level of safety, public health and general welfare through structural strength, means of egress facilities, stability, sanitation, adequate light and ventilation, energy conservation, and safety to life and property from fire and other hazards attributed to the built environment and to provide a reasonable level of safety to fire fighters and emergency responders during emergency operations.

As statutorily required by U.C.A. 53E-3-7, School Construction, the Utah State Board of Education adopts construction guidelines to maximize funds used for public school construction and reflect efficient and economic use of those funds. Board rule R277-471, School Construction Oversight, Inspections, Training and Reporting, provides minimum requirements to safeguard the public health, safety and general welfare of occupants while using the most comprehensive, cost effective and efficient design means and methods.

Along with the Emergency Preparedness Planning Guide for Utah Schools being mandated in R277-400, School Facility Emergency and Safety, it is considered a guideline for best practice relative to Utah K-12 public school safety and security.

Supporting School Conditions

Title IV, Part A, Student Support and Academic Enrichment

As mentioned in the Compliance and Monitoring section of the report, the Student Support and Academic Enrichment program is intended to improve students' academic achievement by increasing the capacity of state educational agencies, local educational agencies, and local communities to provide all students with access to a well-rounded education; improve school conditions for student learning, including student health and safety; and improve the use of technology in order to improve academic achievement and digital literacy.

Adult Education

Adult Education

Adult education empowers individuals to become self-sufficient, with skills necessary for future employment and personal successes. The State Board's Adult Education program assist adults and students who are 16 or older to gain a secondary school diploma, basic life skills, GED, or English language skills. Utah Adult Education is comprised of Adult Basic Education (ABE), Adult Secondary Education (ASE), and English Language Acquisition (ELA). Beginning in FY 2019, following a transfer of funding from the Education Contracts line item, a portion of the funding, 15 percent, is specifically identified for educational programs in corrections facilities.

Legislative Appropriations

$11,159,000	**$13,492,100**	**$14,175,400**
2018	2019	2020

Adult Education

Adult Basic Education

ABE services are for adults who lack high school level skills and need to improve basic reading, writing, and mathematics skills. ABE services include classroom instruction, one-to-one tutoring, computer-assisted instruction and distance learning delivered by a diverse provider network including community-based organizations, LEAs, community colleges, workplaces, labor unions, and correctional education.

Adult Secondary Education

ASE is instruction in academic credit classes that meet Utah high school core requirements and allow adult students to earn a Utah Adult Secondary Diploma. Students must meet state and local requirements to earn a diploma. Any credits earned in high school or at other adult education programs may be applied towards earning high school diploma credit.

English Language Acquisition

English language acquisition programs are designed to help English language learners achieve competence in reading, writing, speaking, and comprehension of the English language. In addition to language instruction, ELA programs are designed to assist learners in transitioning to programs that lead to the attainment of a secondary school diploma or its recognized equivalent, post-secondary education and training, or employment.

Adult Education

By the Numbers

Students with Adult Education Contact

Basic Education / Secondary Education

14,571	15,070	14,664
2016	2017	2018

English Language Acquisition

6,822	6,095	5,732
2016	2017	2018

Number of Students Who Earned Credentials

Level Gains

6,909	6,410	4,930
2016	2017	2018

Graduated with GED/HS Diploma

2,967	2,759	2,624
2016	2017	2018

DWS Match for Employment

9,715	8,439	7,917
2016	2017	2018

Adult Education

By the Numbers

Percentage of Students Who Earned Credentials

Level Gains

32%	30%	24%
2016	2017	2018

Graduated with GED/HS Diploma

14%	13%	13%
2016	2017	2018

DWS Match for Employment

45%	40%	39%
2016	2017	2018

Early Learning

Early Learning

School Readiness

Becoming High Quality School Readiness Grant Program (35A-15-301)

Who can apply:

LEAs, private providers, home-based technology programs

Provides support and resources including:

• Coaching

• Funding for curriculum and classroom materials

• Family engagement, etc.

Expanded Student Access to High Quality School Readiness Programs Grant Program (35A-15-302)

Who can apply:

LEAs, private providers, home-based technology programs

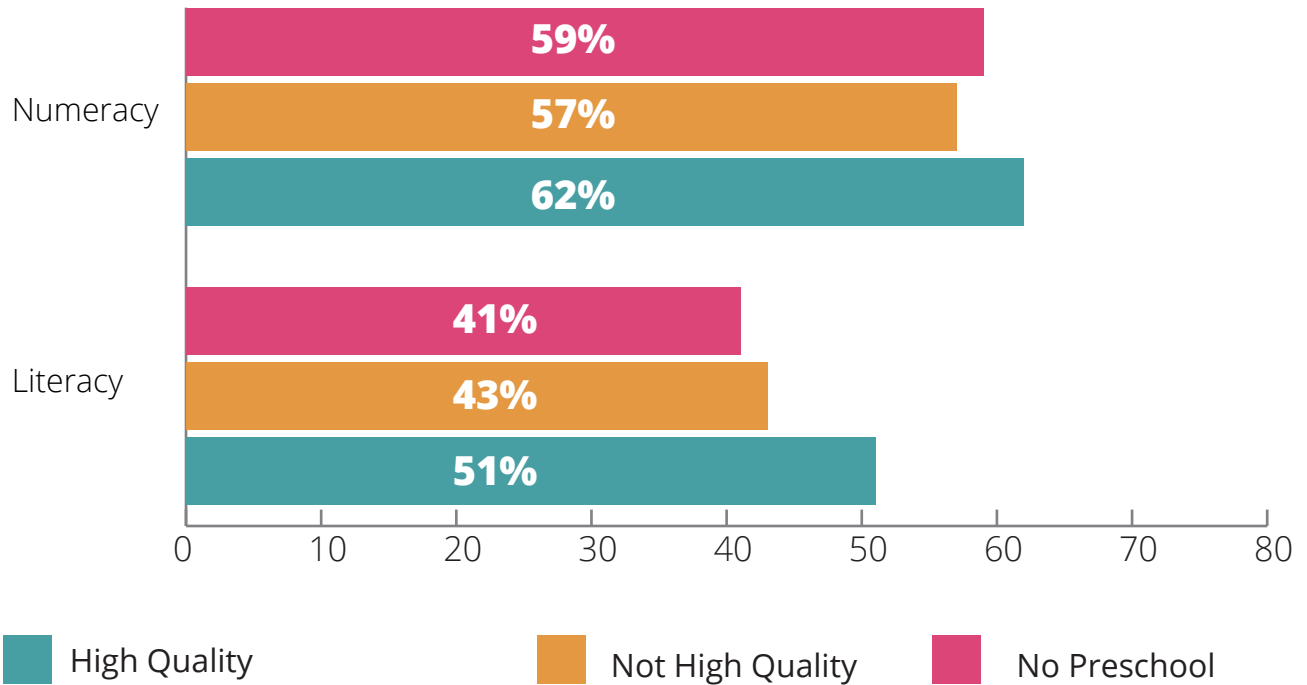Provides seat funding for eligible students including:

• Economically disadvantaged with at least one risk factor
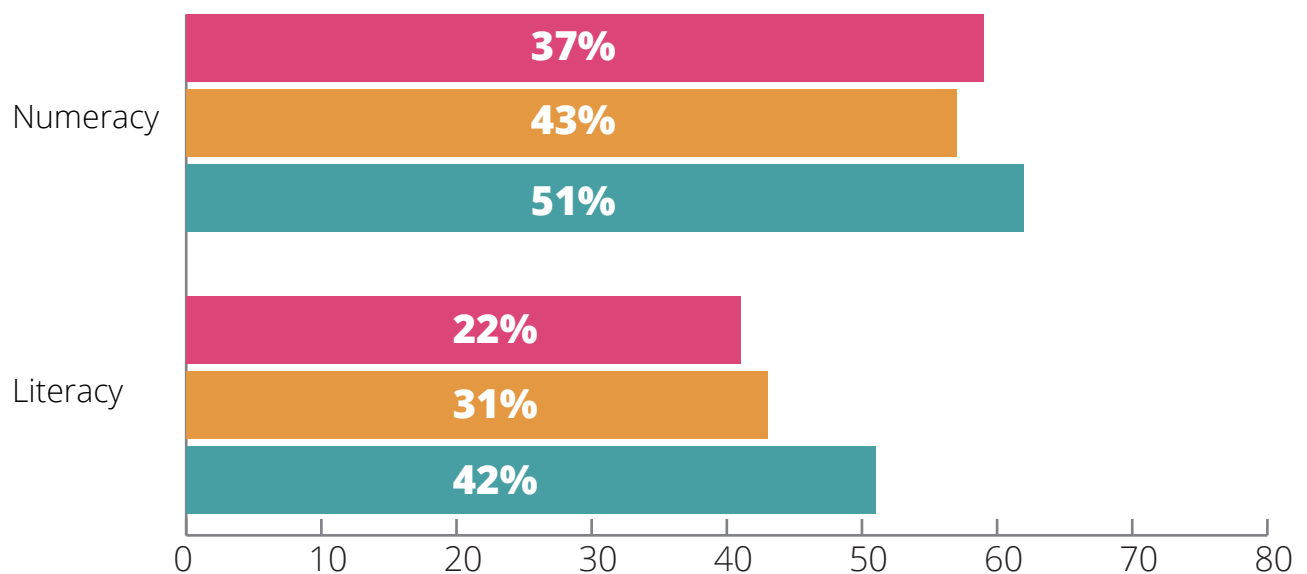
• English learners

Early Learning

School Readiness

Preschool Experience & Quality Matters

Economically Disadvantaged Students

Numeracy
- No Preschool: 59%
- Not High Quality: 57%
- High Quality: 62%

Literacy
- No Preschool: 41%
- Not High Quality: 43%
- High Quality: 51%

(x-axis: 0 10 20 30 40 50 60 70 80)

Legend: High Quality · Not High Quality · No Preschool

English Language Learners

Numeracy
- No Preschool: 37%
- Not High Quality: 43%
- High Quality: 51%

Literacy
- No Preschool: 22%
- Not High Quality: 31%
- High Quality: 42%

(x-axis: 0 10 20 30 40 50 60 70 80)

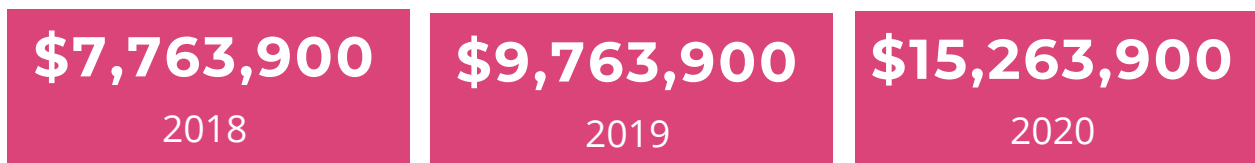# Early Learning

UPSTART (53F-4-4)

UPSTART (Utah Preparing Students Today for a Rewarding Tomorrow) is a program that uses a home-based educational technology approach to develop the school readiness of preschool children. The program is designed to give Utah four-year-olds an individualized reading, mathematics, and science curriculum with a focus on reading. Children participate in the program the year before they attend kindergarten. The Waterford Institute is the current educational technology provider for UPSTART. To meet fidelity requirements, children must use the program for 15 minutes a day, 5 days per week which totals 75 minutes per week.

All Utah children are eligible to participate in the program. However, participation priority is given to a qualifying participant defined in statute as a preschool child who resides within the boundaries of a qualifying school as identified in statute or enrolled in a qualifying preschool. A qualifying preschool is a preschool that serves preschool children covered by child care subsidies funded by the Child Care and Development Block Grant Program, participates in a federally assisted meal program, or is located within the boundaries of a qualifying school. Qualifying participants may obtain a computer and receive free Internet service for the duration of participation in UPSTART if the qualifying participant is eligible to receive free or reduced lunch and participates in the program at home rather than through a school district or private preschool.

Number of Children Served by UPSTART

8,389	11,922	11,707
2016-2017	2017-2018	2018-2019

UPSTART Legislative Appropriations

$7,763,900	$9,763,900	$15,263,900
2018	2019	2020

Early Learning

State Kindergarten Programs

> Supports districts and charters in delivering an academic program that focuses on literacy and numeracy skills through extended or full-day kindergarten options.

Early Intervention and the Kindergarten Supplemental Enrichment Program

• **11,765** (24%) of students currently being served

• **54** districts and charters receiving funding

• Total funds **$10.38** million

Early Intervention (53F-2-507)

The Early Intervention program (started as a four-year pilot program called Optional Enhanced Kindergarten) provides funding to LEAs to provide an extended kindergarten program. It is funded at **$7.5 million** ongoing. Program funding is targeted to provide additional hours of instruction or other methods to students in kindergarten. The academic program designed by the LEA is focused on building age-appropriate literacy and numeracy skills, uses an evidence-based early instruction model, and is targeted to at-risk students.

Kindergarten Supplemental Enrichment Program (53F-4-205)

The Kindergarten Supplemental Enrichment Program (KSEP) is a grant program administered by USBE. First priority is given to an eligible school with at least 10% of the students experiencing intergenerational poverty and second priority to an eligible school in which 50% of students were eligible to receive free or reduced lunch in the previous school year.

Eligible schools that receives a grant use it to offer a kindergarten supplemental enrichment program that targets students at risk for not meeting grade three core standards, uses an evidence-based early intervention model, focuses on improving literacy and numeracy skills, emphasizes live instruction, administers a kindergarten entry and exit assessment, and delivers the program through additional hours or other means.

Early Learning

State Kindergarten Programs

Kindergarten Supplemental Enrichment Program (53F-4-205)

KSEP is funded with $2.88 million from TANF which expires at end of 2019-2020 school year. This will affect programs in 46 schools in 17 LEAs.

About 40 percent of Utah students are coming to kindergarten at risk for academic failure, only half are being served through extended learning experiences.

Early Literacy Program (53F-2-503)

The Early Literacy Program (formerly the K-3 Reading Improvement Program) focuses on literacy proficiency improvement for students in kindergarten through grade 3. Local education boards must submit a plan to the State Board of Education that incorporates multiple components outlined in statute. These requirements include core instruction, intervention strategies that are aligned to student needs, professional development of teachers and other staff, assessments, a target of at least 60 percent of all students in grades 1 through 3 meeting the growth goal, and at least two local goals. More information about this program is included in the Early Literacy Report toward the end of this report

Partners in Dyad Reading

One of the most pressing challenges schools face is that of ensuring that all children become competent readers. Young children who experience problems in reading quickly fall behind their more skilled classmates. This gap in reading skills can emerge as early as first grade and proves to be pervasive over time. The long-term negative impact of poor reading skills can be enormous.

Early Learning

Partners in Dyad Reading

Partners in Dyad Reading is designed to be used in one-on-one tutoring with adult volunteers or paraprofessionals as reading practice, not intervention. Lessons enhance classroom instruction in phonemic awareness, phonics, fluency, comprehension, and vocabulary. Students benefit from increased reading time, targeted practice, and a rewarding reading experience.

Current research indicates that a structured reading tutorial program provides achievement gains for students needing extra reading practice and instruction beyond what they receive in their regular classroom. With this understanding, the USBE has produced a reading tutorial program called Partners in Dyad Reading. This program supports the Utah Elementary Language Arts Core Standards. The purpose of Partners in Dyad Reading is to provide primary grade students reading below grade level with additional reading practice.

Responsibilities of USBE

• Provide professional development, including materials

• Technical assistance for Partners in DYAD Reading implementation as requested by participating sites

Educator Supports

Educator Supports

Aligned with the Board's goal of effective educators and leaders, providing support to educators promotes the objective that each student is taught by effective educators. This support comes in a variety of forms including financial, recognition, and professional learning.

Educator Awards and Incentives

Teacher Salary Supplement Program (53F-2-504)

The Teacher Salary Supplement Program (TSSP) was created to draw qualified individuals into education for specific subject areas that have been identified with staffing shortages. The program provides qualifying math, science, computer science, and special education teachers with a salary supplement of $4,100. An eligible teacher who is assigned part-time to a supplement-approved assignment may receive a partial salary supplement based on the number of hours worked in the supplement-approved assignment. Teachers may qualify by degree or by a qualifying teaching background employed in the same supplement-approved assignment in Utah public schools for at least 10 years. In addition to the $4,100 salary adjustment, the Legislature appropriates funding to cover the employer-paid benefit costs associated with retirement, worker's compensation, Social Security, and Medicare.

In order to be considered for the salary supplement, teachers apply to the State Board of Education. Teachers may apply after each semester/trimester or at the end of the school year. The Board determines if a teacher is eligible by verifying degree and course assignments, and transfers funding to each school district and charter school to pay the supplement for each qualifying teacher.

Legislative Appropriations

$6,799,900	$14,274,900	$18,928,600
2018	2019	2020

Educator Supports

Terrell H. Bell Education Scholarship Program

The T.H. Bell Scholarship Program was previously the T.H. Bell Teaching Incentive Loan Program. As the incentive loan program, the State Board of Education was responsible for receiving and assessing applications. In accordance with House Bill 188, T.H. Bell Program Amendments, passed in the 2019 legislative session, the program is now a scholarship and administered solely by the Utah System of Higher Education. Eligible institutions in Utah are Brigham Young University, Dixie State University, Salt Lake Community College, Snow College, Southern Utah University, University of Utah, Utah State University, Utah Valley University, Weber State University, Western Governors University, and Westminster College. A scholarship may be awarded to a student enrolled in at least six credit hours at an eligible institution and declares intent to complete an approved program and work in a Utah public school. Priority is given to first-generation students, then to non-first-generation students who intend to work in a high needs area in a Utah public school, and last to any other student.

Paraeducator to Teacher Scholarships (53F-5-205)

The Paraeducator to Teacher Scholarship Program (PETTS) provides resources for qualified paraeducators to become licensed educators. Scholarships are for up to $5,000 per year for tuition costs toward an associate's or bachelor's degree program to become a licensed teacher. To be eligible, paraeducators must be employed for a minimum of 10 hours per week by a public school LEA at the time of application for the PETTS program. This program is funded at $24,500 ongoing. Priority is given to individuals seeking a special education teaching license.

There is a PETTS scholarship committee consisting of one member or designee from the Utah State Board of Education, one representative from the Board of Regents, one representative from the Utah Education Association, and two additional representatives designated by the State Board of Education. This committee reviews the applications received from LEAs and determines scholarship recipients. From 2009 through 2014, 45 paraeducators worked toward educator licensure under this program.

Educator Supports

Utah Teacher of the Year

Every year, across the state of Utah, local education districts celebrate public education and the vital role of excellent teachers by selecting and honoring their district teacher of the year. Each of these district teachers of the year are then considered for selection as a finalist for the Utah Teacher of the Year (UTOY) program. Five finalists are selected and interviewed in the summer by a volunteer selection committee.

In the fall, a gala banquet is held to celebrate all nominees, and to announce the second runner-up, the first runner-up, and the UTOY. The second and first runners-up receive $3,000 and $5,000 respectively, and the UTOY receives $10,000 and a variety of opportunities as the UTOY, including the right to represent Utah in vying for the national title, conferred in Washington, D.C. during a week of meetings and celebrations. While the UTOY program does select one winner each year, the vision of the program extends beyond the annual award. The UTOY program works to expand and promote the role of teacher leaders in Utah, supporting retention efforts at the Utah State Board of Education.

Educator Supports

Supporting Educators

Title IIA, Improving Teacher Quality State Grants

As mentioned in the Compliance and Monitoring section of this report, the purpose of the program is to increase academic achievement by improving teacher and principal quality.

Program is carried out by:

• Increasing the number of highly qualified teachers in classrooms

• Increasing the number of highly qualified principals/assistant principals in schools

• Increasing the effectiveness of teachers and principals by holding LEAs and schools accountable for improvements in student academic achievement

State-level activities include but are not limited to:

• Reforming teacher and principal certification programs

• Providing support for new teachers

• Providing professional development for teachers and principals

Local-level activities include but are not limited to:

• Recruiting and retaining highly qualified teachers and principals

• Increasing the number of highly qualified teachers in classrooms

• Providing professional development for teachers and principals. These activities must be based on a local needs assessment and, among other things, be aligned with state academic content standards, student academic achievement standards and state assessments (for formula grants)

Educator Supports

Supporting Educators

Entry Years Enhancements (E.Y.E.)/Mentoring

Entry Years Enhancement is a structured support program for Level 1 educators as they fulfill the requirements for a Level 2 professional license. It provides Level 1 educators with school, district, and state support for a three-year period. All Level 1 educators are required to participate, and all requirements must be completed within the first three years of service.

The goal of the E.Y.E. program is to encourage Level 1 educators to develop successful teaching skills and strategies as described in the Utah Effective Teaching Standards with mentorship from experienced colleagues. Upon successful completion of three years of service and all E.Y.E. requirements, the employing LEA may approve the educator for a Level 2 Utah Professional Educator License. If all E.Y.E. requirements have not been met, the LEA may request a one-time, one-year extension at their discretion.

Suggested Schedule for Completion of E.Y.E Requirements

Year 1	Year 2	Year 3
Mentor	Mentor	Mentor
2 Evaluations	2 Evaluations	2 Evaluations
Work on Portfolio	Work on Portfolio	Complete Portfolio

Pass Praxis II Principles of Learning and Teaching (PLT) Test

Achieve State Qualified status by passing a content knowledge praxis test

Complete CTE additional coursework, if applicable

Complete a 2-hour, LEA-sponsored Youth Suicide Prevention training

	Complete any additional LEA Requirements	• Ethics Review • Student Data Privacy Course • Cleared Background check • LEA approval for upgrade

Next Generation Learning
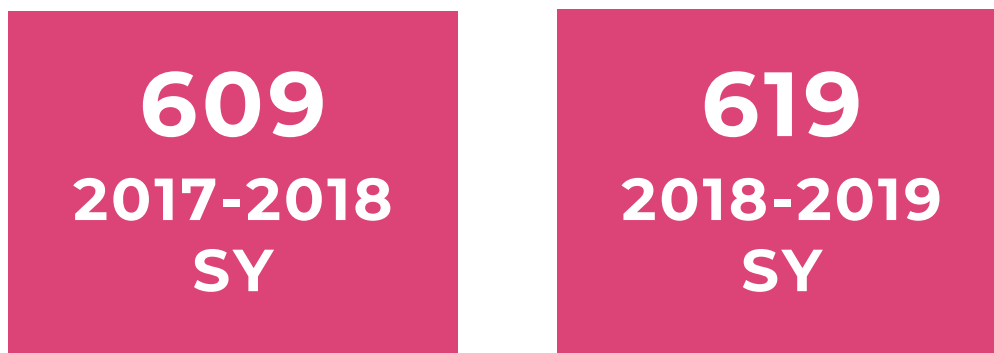
Next Generation Learning

Next generation learning is a student-centered approach with innovative learning models and pathways for personalized education. It is education that is adaptive to meet the needs of students. Next generation learning in Utah includes Digital Teaching and Learning, Competency-Based Education, and the Statewide Online Education Program.

Digital Teaching and Learning (53F-2-510)

The Digital Teaching and Learning (DTL) Program provides grants to local education agencies to improve student outcomes and provide high quality professional earning for educators through the use of digital teaching and learning technology. Components of a digital teaching and learning program may include student and teacher devices, Wi-Fi and wireless compatible technology, curriculum software, assessment solutions, technical support, change management of LEAs, high quality professional learning, internet delivery and capacity, and security and privacy of users.

LEAs submit proposals to the Board for approval and funding. Some elements required in LEA plans are measures to ensure that the LEA monitors and implements technology with best practices and robust goals for learning outcomes and appropriate measurement of goal achievement.

Number of Schools Engaged in Teaching and Learning

609	619
2017-2018 SY	2018-2019 SY

Next Generation Learning

DTL Legislative Appropriations

2020

$19,852,400	-	$19,852,400
Ongoing Appropriation	One-Time Appropriation	Total

2019

$19,852,400	$187,600	$20,040,000
Ongoing Appropriation	One-Time Appropriation	Total

2018

$9,852,400	($187,600)	$9,664,800
Ongoing Appropriation	One-Time Appropriation	Total

Next Generation Learning

Competency-Based Education Grants

> Competency-Based Education (CBE) means a system where a student advances to higher levels of learning upon demonstrating competency of concepts and skills regardless of time, place, or pace.

The Competency-Based Education Grants Program provides grants for LEAs to move toward competency-based education.

Core Principles

- Student advancement upon mastery of a concept or skill;

- Competencies that include explicit, measurable, and transferable learning objectives that empower a student

- Assessment that is meaningful and provides a positive learning experience for a student

- Timely, differentiated support based on a student's individual learning needs

- Learning outcomes that emphasize competencies that include application and creation of knowledge along with the development of important skills and dispositions

The program includes planning and implementation grants. Planning grants support LEAs in their planning for competency-based education. The State Board awarded planning grants to Cohort A, for FY 2020, which included: American Academy of Innovation, Davis School District, Duchesne School District, Iron County School District, Juab School District, Logan City School District, and Murray School District. The State Board is currently receiving planning grant applications for Cohort B for FY 2021. Implementation grants are for LEAs in their implementation of competency-based education. The State Board is currently receiving implementation grant applications for the first cohort for these grants.

Next Generation Learning

Competency-Based Education Grants

2020

$2,300,000 Ongoing Appropriation	**($55,700)** One-Time Appropriation	**$2,244,300** Total

2019

$369,000 Ongoing Appropriation	**($55,700)** One-Time Appropriation	**$313,300** Total

2018

$369,000 Ongoing Appropriation	**-** One-Time Appropriation	**$369,000** Total

Next Generation Learning

Statewide Online Education Program (53F-4-5)

The Statewide Online Education Program (SOEP) enables eligible students to earn high school graduation credit through the completion of publicly funded online courses. The program is available to 6th-12th grade students enrolled in a district or charter school and, beginning in FY 2014, it was made available to students who attend a private or a home school. District and charter school students are funded through the Minimum School Program. Home and private school students who participate in the Statewide Online Education Program are funded through state appropriations made to the program. The purpose of the SOEP is to provide high quality, online, and individualized learning opportunities to students regardless of where they attend school. Students may enroll in up to 6.0 credits of online courses.

SOEP Online Course Providers

• Arizona State University (ASU) Prep Digital Powered by Juab School District

• Canyons Virtual High School

• Leadership Academy of Utah

• Mountain Heights Academy

• Utah Online School

• Utah Virtual Academy

Next Generation Learning

Statewide Online Education Program (53F-4-5)

SOEP Legislative Appropriations

2020

$831,500 Ongoing Appropriation	**$900**[*] One-Time Appropriation	**$783,400** Total

2019

$787,200 Ongoing Appropriation	**$1,300** One-Time Appropriation	**$739,500** Total

2018

$755,600 Ongoing Appropriation	**$1,400** One-Time Appropriation	**$708,000** Total

This number may increase by $2,000,000 (one-time in FY 2020) due to an allocation adjustment voted for by the Executive Appropriations Committee in its December 13, 2019 meeting.
Note: Above items include (49,000) Transfers

Prevention

Prevention

Effective prevention seeks to decrease risk factors and increase protective factors. Early prevention is critical, and schools can play a crucial role by focusing on helping individuals develop the knowledge, attitudes, and skills they need to make good choices or change harmful behaviors.

School Counseling Program

School counselors support prevention work in schools through the implementation of a comprehensive school counseling program. As discussed in the Supporting Transitions section of this report, school counselors serve an important role in supporting college and career readiness. Along with college and career readiness support, school counselors also provide school-based mental health, social-emotional support, suicide prevention, and trauma-informed care.

According to the Trauma Informed Care Project:

"Trauma-informed care is an organizational structure and treatment framework that involves understanding, recognizing, and responding to the effects of all types of trauma. Trauma-informed care also emphasizes physical, psychological and emotional safety for both consumers and providers, and helps survivors rebuild a sense of control and empowerment."

The American School Counselor Association recognizes the important role school counselors can play in providing trauma-informed care and promoting trauma-informed schools. In Utah's College and Career Readiness School Counseling Program Model, "trauma-informed practices promote resiliency, which school counselors assist students in developing through the school counseling program."

Prevention

School Counseling Program

Elementary School Counselor Program (53F-5-209)

This funding supports grants awarded by the State Board of Education to school districts and charter schools to provide targeted school-based mental health support in elementary schools. The State Board awards grants based on certain statutory criteria. The first priority for grants goes to LEAs that propose to target funds to one or more elementary schools with a high percentage of students exhibiting risk factors for childhood trauma. Second priority is given to LEAs that propose to target funds to elementary schools with a high percentage of students experiencing intergenerational poverty. The program receives an appropriation of $2.1 million ongoing. LEAs that participate in the grant program must provide local funds to match grant funds, equal to one half of the grant funds.

Prevention

School-based Mental Health Qualified Grant Program (53F-2-415)

The School-based Mental Health Grant Program was created by House Bill 373 (2019) sponsored by Representative Steve Eliason and Senator Ann Millner. The bill charged the Utah State Board of Eduation (USBE) to distribute money appropriated under Utah Code Section 53F-2-415 to Local Education Agencies to provide, in a school, targeted school-based mental health support, including clinical services and trauma-informed care. This can be accomplished by employing or entering into contracts for services provided by qualifying personnel.

USBE has approved plans for 39 school districts. In addition, USBE has approved plans for three Regional Service Centers and 38 charter schools.

39/41
School Districts
submitted plans

3
Regional Service
Centers

38
Charter Schools
submitted plans

Prevention

School-based Mental Health Qualified Grant Program (53F-2-415)

90.06%
UT Students will receive additional supports

The current submitted School-based Mental Health Grant plans will allow for 90.06% of Utah's K-12 students to receive additional School-based mental health supports for the 2019-2020 school year.

Almost 600,000 students in Utah will have additional School-based mental health personnel and services.

For FY 2020, this program received an appropriation of $16.0 million. In FY 2021, barring any legislative changes, the Legislature will appropriate $26.0 million ongoing for this program.

	Additional FTE	Percent Increase
LEA-Employed FTE	159.39	16.4%
Contracted FTE	28.93	36.9%
Total	188.32	17.9%

Prevention

Project AWARE

Utah's Project Advancing Wellness and Resilience in Education (AWARE) aims to build a comprehensive approach model to school-based mental health to increase mental health literacy and support services to schools and communities. The Utah State Board of Education collaborates with behavioral health stakeholders across the state to improve mental health awareness and response.

Four Major Goals

• Increase student education on mental wellness

• Increase mental health screening for early identification

• Increase access to mental health care

• Increase educator training in mental health wellness, intervention, and crisis response

Interventions and services aligning to these goals are to implement evidence-based programs to improve school climate, link existing resources based on a Multi-Tiered System of Supports (MTSS) behavioral health framework to support all students, and targeted services and support for American Indian/Alaska Native students. This program is funded with a grant of $8.4 million from the Substance Abuse and Mental Health Administration.

Prevention

Antibullying

Bullying is commonly understood as aggressive behavior that:

• Is intended to cause distress and harm

• Exists in a relationship in which there is an imbalance of power and strength

• Is repeated over time

Bullying may involve physical actions, words, gestures and social isolation. Although bullying may involve direct, relatively open attacks against a victim, bullying is frequently indirect, or subtle in nature (spreading rumors, enlisting a friend to assault a child). The overall goal of bullying prevention and intervention is to provide every student with a safe and supportive school and social environment.

During the 2016 Utah State Legislative session, $50,000 was appropriated to be distributed on a request for proposal basis for anti-bullying and suicide prevention programs. Applicants may apply for up to $500 per school not to exceed $10,000 per school district. The money is awarded to a qualified school, school district, or charter school to strengthen or enhance current anti-bullying and suicide prevention efforts which are components of the local education agencies' comprehensive prevention program.

With the limited funding, the funds are to be used specifically to:

• Promote the SafeUT crisis support and tip line through the purchase of cards, posters and other marketing materials

• Purchase materials to enhance existing anti-bullying and suicide prevention programs

• Train school personnel on existing anti-bullying and suicide prevention programs

• Utilize funds to engage parents in anti-bullying and suicide prevention efforts

• Promote trauma-informed awareness and practices

More generally, anti-bullying is part of the State Safety and Support Program which was codified by House Bill 120, Student and School Safety Assessment, in the 2019 General Session. This program includes the State Board providing training in evidence-based approaches to improve school climate and address and correct bullying behavior (53G-8-802).

Prevention

Substance Abuse Prevention

The overall goal of substance abuse prevention and intervention is to promote healthy brain, body and social development by preventing the onset of illegal substance use and limiting the problematic behaviors associated with substance abuse.

Utah Substance Abuse Prevention Guiding Principles are criteria established by the Utah Division of Substance Abuse and Mental Health Services Administration to be used in selecting or developing substance abuse prevention programming. Utah promotes proactive, evidence-based prevention education which is designed to eliminate any illegal use of controlled substances.

There is a multitude of effective substance abuse prevention interventions that may have different areas of focus and can be implemented in a variety of settings. Interventions can involve the family, school, and community and may provide substance abuse prevention for an individual or a population of youth by focusing on environmental and community factors and policies, developmental factors, or skill development. Intervening early, before high school, is critical. The data suggest that patterns of substance abuse become worse in the high school years. Individuals who begin using alcohol or tobacco when they are very young are more likely to abuse them later in life, when it becomes much more difficult to quit.

Administered by the State Board, the Fee on Fines Grant provides financial support for substance abuse prevention efforts in schools. The money for this grant come from surcharges assessed in accordance with Section 51-9-401. The funding is specifically to be used for substance abuse prevention and education, substance abuse prevention training for teachers and administrators, and local education agency programs to supplement existing local prevention efforts in cooperation with local substance abuse authorities.

Prevention

Substance Abuse Prevention

Underage Drinking Prevention Program (53G-10-406)

This program is a school-based prevention program for students in grade 7 or 8 and 9 or 10.

Intended for students aged 13 and older that:

• Is aimed at preventing underage consumption of alcohol

• Is delivered by methods that engage students in storytelling and visualization

• Addresses the behavioral risk factors associated with underage drinking

• Provides practical tools to address the dangers of underage drinking

Prevention

Suicide Prevention

Youth suicide is a serious public health issue in Utah, with the state consistently ranking in the top five of the nation with the most significant mental health concerns. From 2011 to 2015, Utah saw a 141% increase in suicides among youth ages 10-17, compared to an increase of 23.5% nationally. Suicidal ideation and suicide attempts among Utah youth have also increased.

A community and state-wide emphasis on prevention is needed. Schools play a critical role in suicide prevention for current and future students and need more knowledge about the warning signs of suicide and how to facilitate opportunities to strengthen mental well-being.

As discussed under anti-bullying above, there is a grant program for elementary suicide prevention programs that includes anti-bullying and suicide prevention where a school may receive a grant up to $500 per school year (53F-5-206). The State Board also administers a secondary suicide prevention program for LEAs to implement evidence-based practices and programs, or emerging best practices and programs, for preventing suicide. Each school receiving a grant receives an allocation of at least $1,000, subject to legislative appropriation (53G-9-702).

Prevention

Child Abuse Prevention (53G-9-207)

Utah State Legislature's House Bill 286, Child Sexual Abuse Prevention was implemented in schools in 2016.

Requirements:

• Requires that the State Board, in partnership with the Department of Human Services, approve instructional materials for child sexual abuse prevention

• Requires local education agencies to use the instructional materials approved by the State Board to provide child sexual abuse prevention and awareness training and instruction of school personnel and the parents/guardians of elementary school students every other year

• Provides that a school district or charter school may provide child sexual abuse prevention and awareness instruction to elementary school students, subject to certain requirements

The Utah State Board of Education approved the guidelines for instructional materials for child sexual abuse prevention. Those minimum guidelines were developed with help from multiple state agencies, prevention advocates, and other experts in the field.

Prevention

Absenteeism and Dropout Prevention

> Ensuring success in school is helping students get into the habit of attending school every day. Improving school attendance improves success in school. If schools are to improve educational achievement, they will need to address chronic absenteeism.
>
> Dropout prevention is a collective effort of the Utah State Board of Education and LEAs to implement strategies and practices with key components of interventions to reduce dropout rates. The guide provides support to improve access to educational opportunities for dropout prevention for each student and offer a wide range of resources to increase graduation rates. More information about this program is included in the Dropout Prevention and Recovery report toward the end of this report.

Intergenerational Poverty Interventions (53F-5-207)

> The Intergenerational Poverty Interventions program provides out-of-school education services that assist students affected by intergenerational poverty in achieving academic success. Funds are distributed by the Utah State Board of Education to local education agencies through a competitive application process for a three-year grant period. In awarding a grant, the State Board considers the percentage of an LEA's students that are classified as children affected by intergenerational poverty; the level of administrative support and leadership at an eligible LEA to effectively implement, monitor, and evaluate the program; and an LEA's commitment and ability to work with the Department of Workforce Services, the Department of Health, the Department of Human Services, and the juvenile courts to provide services to the LEA's eligible students.
>
> USBE partners closely with the Department of Workforce Services Office of Child Care to align the program to support statewide intergenerational poverty initiative efforts. The Department of Workforce Services provides supplemental federal funding to LEAs receiving the grant to add enrichment and prevention programming.

Prevention

Intergenerational Poverty Interventions (53F-5-207)

$1,001,100
Legislature appropriated for the program in FY 2020

Funding can be used for new or existing afterschool programs

First cohort (2014-2015 SY)
6 LEAs were awarded grants ranging from $34,000 to $303,000

In the second cohort (2017-2018 SY)
8 LEAs were awarded grants ranging from $40,000 to $250,000

Prevention

Intergenerational Poverty Interventions (53F-5-207)

Grant Recipients, 2014-2020

LEA	Grant Amount	Number of School Sites
American Prepatory Academy	$70,000	2
Gateway Prepatory Academy	$100,000	1
Grand School District	$34,900	1
Granite School District	$300,000	6
Ogden School District	$303,300	6
Provo School District	$141,800	4
Subtotal:	**$950,000**	**20**

Cohort 2: 2017-2020

LEA	Grant Amount	Number of School Sites
American Prepatory Academy	$100,000	2
Canyons School District	$200,000	4
Entheos Academy	$50,000	1
Grand School District	$50,000	1
Guadalupe School	$40,000	1
Logan School District	$100,000	1
Ogden School District	$250,000	6
Provo School District	$160,000	3
Subtotal:	**$950,000**	**20**

Prevention

Partnerships for Student Success (53F-5-401)

The Partnerships for Student Success grant program is administered by the State Board of Education. The purpose of the program is to improve educational outcomes for low-income students through cross-sector (public-private) partnerships. The grant program is built around eligible school feeder patterns which are the succession of schools that a student enrolls in as the student progresses from kindergarten through grade 12.

The plan for the partnership must be aligned with the recommendations of the five- and ten-year plan to address intergenerational poverty. It must address kindergarten readiness, grade 3 and grade 8 mathematics and reading proficiency, high school graduation, postsecondary educational attainment, physical and mental health, and development of career skills and readiness. Partnerships shall share data to monitor and evaluate shared goals and outcomes. Third party evaluation is required to ensure desired outcomes are being achieved. For FY 2020, the Legislature appropriated **$3,006,400** for the program. Eligible partnerships must provide matching funds equal to two times the amount of the grant. At least half of the matching funds must be provided by a local education agency. The Board may not award more than **$500,000** per fiscal year to an eligible partnership. Funding is prioritized for partnerships that include a low-performing school or addresses parent and community engagement.

Title IV, Part B: 21st Century Community Learning Centers (CCLC)

As mentioned in the Compliance and Monitoring section of the report, this funding is a competitive federal grant for LEAs and Community or Faith-Based Organizations to serve students and their families attending schools with poverty levels of 40 percent or higher outside of regular school hours.

Legislative Reports

Civic and Character Education Report

U.C.A. Section 53G-10-204 requires the Utah State Board of Education to report annually on civic and character education in schools. This report has been submitted annually since 2005.

Background

Civic and character education are both essential pillars that support the mission of public schools. As defined in statute, civic education means the cultivation of informed, responsible participation in political life by competent citizens committed to the fundamental values and principles of representative democracy. Character education means reaffirming values and qualities of character which promote an upright and desirable citizenry.

In the 2004 General Session, in House Bill 22, Civic and Character Education in Schools, the Legislature established requirements for civic and character education. Statue requires that, through an integrated curriculum, students are taught civic and character education in connection with regular school work. Specifically, students are taught:

• Honesty, integrity, morality, civility, duty, honor, service, and obedience to law;

• Respect for and an understanding of the Declaration of Independence and the constitutions of the United States and of the state of Utah;

• Utah history, including territorial and pre-territorial development to the present;

• The essentials and benefits of the free enterprise system;

• Respect for parents, home, and family;

• The dignity and necessity of honest labor; and

• Other skills, habits, and qualities of character which will promote an upright and desirable citizenry and better prepare students to recognize and accept resposibility for preserving and defending the blessings of liberty inherited from prior generations and secured by the Constitution.

Effective Civic and Character Education

There are a number of proven practices that can result in effective civic and character education in public schools. In particular, leading research in civic education from organizations such as the Education Commission of the States focuses on six areas[1] which are depicted in the figure and described below.

1 Guilfoile, Lisa and Brady Delander. (2014). Guidebook: Six Proven Practices for Effective Civic Learning. Education Commission of the States and the National Center for Learning and Civic Engagement. Retrieved from http://www.ecs.org/clearinghouse/01/10/48/11048.pdf

Civic and Character Education Report

Practices for Effective Civic Learning
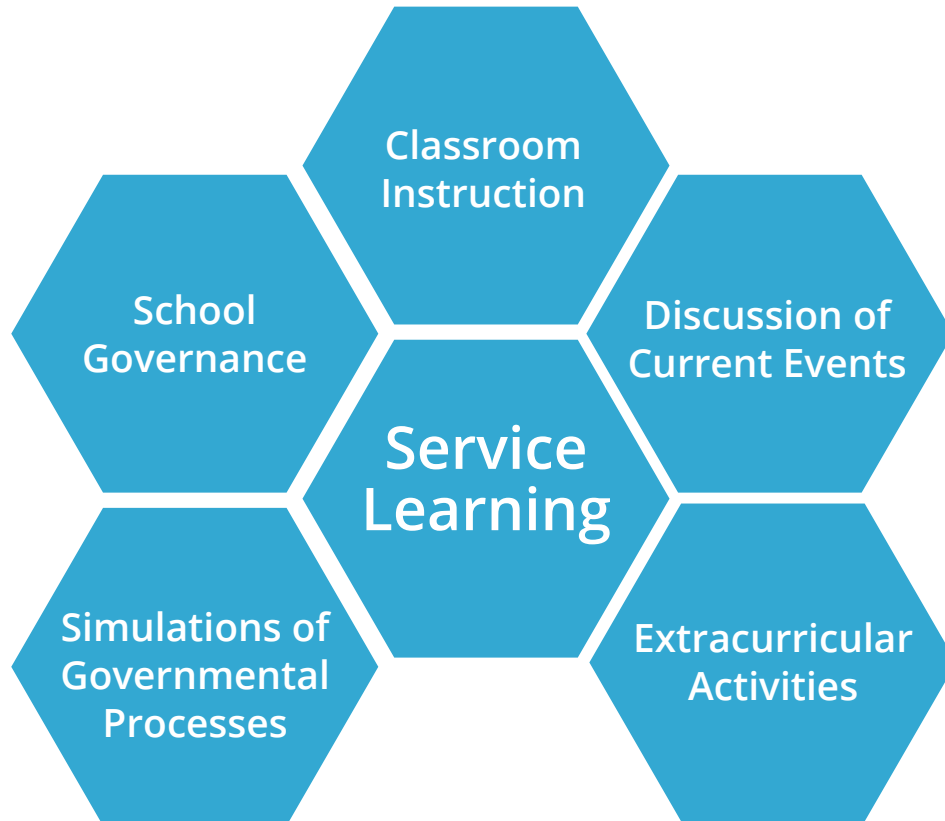
1. Classroom Instruction: Schools should provide instruction in government, history, economics, law, and democracy.

2. Discussion of Current Events: Schools should incorporate discussion of current local, national, and international issues and events into the classroom, particularly those that young people view as important to their lives.

3. Service-Learning: Schools should design and implement programs that provide students with the opportunity to apply what they learn through performing co munity service that is linked to the formal curriculum and classroom instruction.

4. Extracurricular Activities: Schools should offer opportunities for young people to get involved in their schools or communities outside of the classroom.

5. School Governance: Schools should encourage student participation in school governance.

6. Simulations of Governmental Processes: Schools should encourage students to participate in simulations of democratic processes and procedures.

Civic and Character Education Report

Supporting Civic and Character Education

Local education agencies provide professional learning, direction, and encouragement for and the delivery of civic and character education (see figure below). The Utah State Board of Education (USBE) provides support and guidance to LEAs. In particular, in regard to the practices for effective civic learning, the USBE has the most direct impact on classroom instruction, discussion of current events, school governance, and simulations of governmental processes.

LEA Supports for Civic and Character Education

Professional Learning

Direction

Encouragement
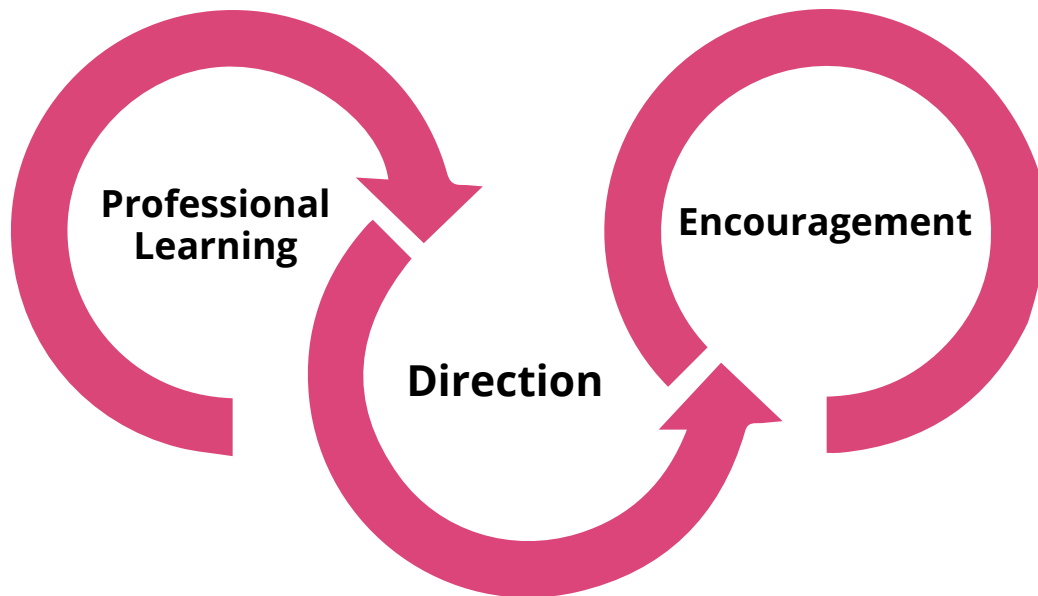
The USBE affects classroom instruction and discussion of current events through the core standards. The Utah State Board of Education, in consultation with local school boards, school superintendents, teachers, employers, and parents, is responsible for establishing the core standards for Utah public schools. The social studies core standards, which includes history, address every civic and character education component called for in statute.

Civic and Character Education Report

LEA Supports for Civic and Character Education

Civics and civic-mindedness are a central component of the core curriculum standards from kindergarten to 12th grade. Civics education is also supported with the examination of political science topics including the study of foundational documents in American history such as the United States Constitution and the Declaration of Independence. Approved in 2016, the newly revised secondary standards include specific references to civic preparation in every course description.

In June 2019, the USBE coordinated a civics and character education conference to provide further support to LEAs on civic and character education. The conference had 320 participants. Educators from across the state heard from 35 speakers, state and national leaders in civic and character education. The conference covered 15 topics and highlighted three promising practices including: support from community partners for action-oriented civic teaching and learning, tools to strengthen civic teaching and meet state social studies standards, and how to compete for the 1st annual Centers of Excellence awards program. Key takeaways from the conference were a continuing need and desire for educators to learn more about news media literacy and the strategies necessary for skillful navigation of the always-changing media landscape. In addition, another important point from the conference was the strong desire to develop project-based civics programs in schools so students can apply civic goals and service ideals.

Civic and Character Education Report

Utah teachers and schools take civic and character education seriously and work diligently and creatively to provide content and pedagogy that supports effective civic and character education. One of the most instructive ways to learn about the range of approaches being used to provide civic and character education is to read comments from educators themselves. In their own words, here are some of the ways that educators are making a difference regarding civic and character education.

Jordan School District:

In Jordan School District, simulations of democratic processes are key. Students participate in the "We the People" school and state competitions and student government, as well as serving in Peer Leadership Teams (including Latinos in Action and Peoples of the Pacific service clubs), Senate Youth, students as members of city youth councils, debate programs (a number of topics focus on current events and issues), Model UN, service learning in the classroom, and participating in leadership programs like "The Leader in Me."

Jordan educators are noticing that students who participate in service or educational programs related to civic participation have a deeper understanding of the importance of being involved, have a greater desire to become involved, and see the results from their activity.

Uintah School District:

In Uintah district, a full Congress Simulation is held every trimester in US Government and Citizenship Class, again underscoring the important role that simulations of democratic processes plays in student learning. In addition, students interact with the local police departments and police academy to understand what the law looks like from the application side. Students who take Criminal Law are treated to a range of speakers and interactions with all Law enforcement agencies, including the FBI.   Many students learn about professional opportunities in law enforcement and law in general, and several students in Vernal City, Uintah County, and Uintah County jail officer positions, as well as attorneys in private practice, can trace their careers to these classroom experiences where they got "bitten" by the law bug. Uintah teachers see that these experiences help students get really interested in politics. They want to get involved in politics and they want to get registered to vote and cast their vote.

Civic and Character Education Report

Uintah School District: cont.'d

In one particular case, a group of students from Uintah High School worked with Representative Chew and got a bill passed by the legislature.   Students rushed down to the capitol from Vernal and testified in the Senate and the House committees. The governor came to Roosevelt and signed the bill with the students standing around him.   It was an incredibly positive experience for their young lives and many of these students are now majoring in law and political science.

Box Elder School District:

In Box Elder, a close reading of the Constitution, with an analysis of each part, and the implications of the document, is an essential part of U.S. Government classes.

Each student is given a personal mini-Constitution to mark and use during discussions, and these dog-eared Constitutions are used as current events assignments are assigned so they can see that the ideas central to the Constitution play a part in daily life. Targeted current events assignments -- students are assigned a general category for which to find a current event (Congress, Federal Courts, Presidency, Federal Bureaucracy, State Government, Local Government, Federalism, etc.).

Students are encouraged to see how civics is practiced locally, with students attending a range of local government meetings, such as school boards, city councils, court sessions, and even party caucuses. Box Elder teachers also take full advantage of field trips to the state capitol, and Field trips to the State Capitol, and guest speakers who are government officeholders or representatives of the military are invited to help students see options for public service. Box Elder students are making better connections to current issues and seeing how these issues apply to their lives. Students are connecting current issues to the Constitution and asking how events connect to constitutional issues. Students are gaining a clearer view of American values and asking questions about those values, evaluating American values and making their own judgments about them.

Civic and Character Education Report

Salt Lake City School District:

In Salt Lake City School District, teachers are increasingly interested in engaging students with authentic project-based civics experiences. We have several teachers engaging students in the Generation Citizen program and the National Geographic Geo-Inquiry Process. In addition to participating in action civics experiences through Generation Citizen and the National Geographic Geo-Inquiry Process, many students engage in service-learning projects, mock trials, debate, and research and study of civic issues on a variety of scales and topics.

Educators report that students are engaged in learning at a much higher level. They employ higher level thinking skills as they research and investigate community issues important to them. In the process, students not only further develop disciplinary literacy skills in reading, writing, listening, and speaking, they also gain a sense of empowerment in finding their voice as members of our community. For teachers, the shift to teaching civics by having student do civics can be challenging, every teacher involved so far has high praises for it and have committed to continue to make action civics part of their curriculum. We have also seen the impact of student voices to affect positive changes in their schools and among their peers. Students level of engagement is heightened when they have opportunities for authentic civics learning experiences. They feel connected to the learning and they see relevancy in what they are learning and why it is important.

Emery County School District:

In Emery County School District, there is an emphasis on formal citizenship instruction and forging strong Community and School partnerships. Educators report that they are seeing more participation in student government, more participation in civic volunteerism, and a more patriotic attitude by many students.

Ogden City School District:

In Ogden City Schools, the importance of simulated experiences has led to the creation of a Mock Congress (held in 12th grade Government). Students are placed in teams based on political parties and have to draft a bill, on a topic of their own choosing, with guidance from the teacher. They then present their bill to the Class Congress. Throughout the process there are lessons and research completed to help students understand how each political party views the topic of their bill. Educators report that students are grasping the heart of the Congressional system and that students are engaging with issues and becoming civic-minded.

Civic and Character Education Report

Ogden City School District: cont.'d

Robust classroom discussions are essential, and Socratic Seminars in a Current Events Elective Course have proven to be particularly engaging. The class had been researching air quality in Utah versus the U.S. and then globally. They are finding the research themselves and bringing in to their classmates to share. They have been supported with lessons on research and the reliability of sources. They then conducted a class-wide Socratic seminar using several specific articles that they had narrowed down. Students are taking ownership and critically thinking about the factors that go into dealing with community issues.

Tooele County School District:

In Tooele County School District, the intentional use of historic artifacts, in this case the use of primary source documents, with an attention to connections and comparisons of accounts, helps students learn the importance of historical thinking skills such as sourcing and corroboration of accounts, This study is directly tied to the concept of media literacy, an essential civic skill in these days of social media. Students examine how their own accounts of current history, shared and journaled through the use of social media, impact the decisions of others, and study how these social media feeds impact their thinking as well.   Students are encouraged to compare and contrast events throughout history, using vertical history lines as opposed to flat timelines of events to see the causal relationships that can lead to monumental events. This richer use of historical thinking skills help them address current events with more open dialogue and deeper contextual understandings, and educators report resultant increases in civic interest and a sense of civic responsibility.

Promoting Partnerships

Beyond establishing core standards, the Utah State Board of Education provides support for civic and character education through relevant partnerships and the promotion of programs and opportunities that promote civic processes. Key partnerships include working with the Utah Education Network (UEN), the United States Senate Youth competition, and Utah Law Related Education, and supporting and promoting state capitol and state court field trips and Utah History Day competitions.

Civic and Character Education Report

Promoting Partnerships cont.'d

With financial support from the Utah Commission on Civic and Character Education, the USBE partnered with UEN in the creation and delivery of an online civics resource page and course designed specifically for teachers who want to incorporate more civics education in their classrooms. The course was well received and is a recurring offering from UEN's slate of courses.

The Utah State Board of Education coordinates the United States Senate Youth competition, an annual event where student leaders compete for the opportunity to spend a week in Washington, D.C. as the guests of the United States Senate and for unrestricted college scholarship funds. The competition allows students to share a portfolio of their leadership and community service experiences, and they simulate a mock congressional hearing as part of the day.

Mock trials and other simulations also have a strong presence in Utah schools. The USBE supports the work of Utah Law Related Education in their promotion of the Mock Trial and "We the People" programs. These programs simulate deliberative processes and encourage the active civic engagement of participants. More than 1,000 junior and senior high school students on 70 mock trial teams typically participate in the Mock Trial Program. Over 300 students typically participate in the "We the People" competitions.

The USBE promotes Utah History Day which is operated by the Utah Division of State History in the Department of Heritage and Arts. Over 4,000 students from across the state participate in Utah History Day competitions. Students showcase projects of historical research and many students advance in contests from the district level to the state competition. The top state entries advance to compete in the National History Day competition in Washington, DC.

The USBE promotes and, up until fiscal year 2019, coordinated school field trips to the Utah State Capitol distributing funds earmarked for field trip reimbursement. These funds have been coupled with an initiative to provide the best pre-field-trip and post-field-trip materials so that the capitol experience can have the most academic impact. The Utah State Board of Education staff serve on the Utah State Court's Judicial Outreach Committee. In cooperation with the state courts, over 900 students from Utah K-12 schools visited the Matheson Courthouse, learning in-depth lessons about the importance of an independent judiciary.

Core Standards Report

U.C.A. Section 53E-4-202 requires the Utah State Board of Education to report annually on the development and implementation of the core standards for Utah public schools, including the timeline established for the review of the core standards for Utah public schools by a standards review committee and the recommendations of a standards review committee established under Section 53E-4-203.

Background

When core standards are up for review or revision, the Board has designated a twelve-step process for standards revision. The process is informed by both Utah Administrative Code and the Utah State Board of Education Board Policy. The twelve-step process is depicted in the figure below. More details regarding this process are available on USBE's website under Teaching and Learning.

Revised Standards Adopted in FY 2019

During fiscal year 2018-2019, the Utah State Board of Education continued its work on Health, Science with Engineering Education (SEEd), Early Childhood, and Social Studies core standards. The Board approved new Health Education Core Standards on April 4, 2019. The new standards are now available to use for the pilot year 2019-2020 and will be fully implemented in 2020-2021. In June 2019, the Board approved new K-12 Science with Engineering Education Standards. The SEEd Standards will be fully implemented for the 2020-2021 school year.

Early Childhood

The Utah Early Childhood Core Standards are out for 90 days of public review. In 2017, with Board approval, the revisions committee began making recommendations to update and align the Standards, as well as convert them to the new Board format, while complying with the Board's established process for standards revision. The Standards were written for three- and four-year old children back-mapped from the kindergarten core standards. The purpose of the Utah Early Childhood Core Standards is to help public preschools make informed decisions regarding curriculum in order to prepare children for kindergarten. The Utah State Board of Education now has several subject areas with updated kindergarten core standards including the recently adopted Health and SEEd Standards. The revisions for Early Childhood better align these core standards to current K-12 core standards across all content areas.

Core Standards Report

Social Studies

On August 1, 2019, the Board approved staff beginning the standards revision process for the Elementary Social Studies Standards, using the USBE-approved procedure. The standards review committee met November 25, 2019.

Utah State Board of Education Standards Revision Process

Review Triggered	90-Day Public Review	Revised Draft/Committee Review
Board Approval for Standards Review	Draft Standards Released	Full Board Review
Standards Review Membership ID	Writing Committee Organized	Final Draft Review
Standards Review Committee	Report Committee Recommendations	Report Implementation Plan

CTE Annual Report

U.C.A. Section 53E-3-507 provides that the Utah State Board of Education shall, after consulting with school districts, charter schools, the Utah System of Technical Colleges Board of Trustees, Salt Lake Community College's School of Applied Technology, Snow College, Utah State University Eastern, and Utah State University Blanding, prepare and submit an annual report detailing how career and technical education needs of secondary students are being met, and what access secondary students have to programs offered at the Technical Colleges and within the regions served by the Utah System of Higher Education (USHE).

The Utah State Board of Education provides leadership for career and technical education in the state's public secondary schools, with LEAs providing 92 percent of the instruction. Additionally, through coordinated, collaborative, and creative partnerships with post-secondary education including the Utah System of Technical Colleges (UTech) and the Utah System of Higher Education, LEAs assure efficient and effective career and technical education delivery.

Data for the 2018-2019 School Year

• Enrollment in LEA Career and Technical Education courses increased by 1.30 percent (2,094 students) in 2018-2019 to 163,690 – up from 161,596 students in 2017-2018.

• LEA Career and Technical Education average daily membership (ADM) increased 9.99 percent (2,468 ADM) in 2018-2019 to 27,177 – up from 24,709 in 2017-2018.

• The total membership hours for LEA CTE courses increased 11.14 percent (3,500,286 hours) in 2018-2019 to 34,913,066 – up from 31,412,780 in 2017-2018

• LEAs delivered 92 percent of all career and technical education membership hours in grades 9-12.

• 90 secondary students received CTE scholarships and tuition awards

Work-Based Learning

Work-based learning means a continuum of awareness, exploration, preparation, and training activities that combine structured learning and authentic work experiences implemented through industry and education partnerships. Through work-based learning students have the opportunity to see how classroom instruction connects to the world of work and future career opportunities. During the 2018-2019 school year, 6,182 students participated in work-based learning activities including internships, apprenticeships, and workplace readiness training.

CTE Annual Report

College and Technical Student Organizations (CTSOs)

CTSOs prepare students for individual and group leadership responsibilities and enhance career and technical education in Utah through the co-curricular network of programs, business and community partnerships, and leadership experiences at the school, state, and national level. During the 2018-2019 school year, 23,187 students are members of CSTOs including DECA, FBLA, FCCLA, FFA, HOSA, SkillsUSA, and TSA.

College and Career Awareness

College and Career Awareness is a year-long middle school course designed to increase awareness of college and career pathways. Students explore high school, college, and career options based on individual interests, abilities, and skills. Students investigate high-skill and /or in-demand jobs in the Utah labor market while developing workplace skills. In the 2018-2019 school year, 47,551 middle school students participated in the program.

Partnering with Industry

Each of Utah's eight regional CTE planning councils meet regularly to identify high demand occupations that are important to the region as well as the availability of coordinated CTE offerings in the regions. Additionally, CTE works closely with GOED and DWS to partner with various industry groups to develop industry-led programs, giving students the opportunity to develop skills necessary to enter high demand, high skill, high wage careers upon graduation.

The Return on Investment for Secondary CTE

Career and technical education is an integral component of secondary education in Utah. Not only does CTE play an important economic role in Utah, it provides educational and occupational pathways for all secondary students.

CTE Annual Report

The Return on Investment for Secondary CTE
cont.'d

CTE Cost of Services

• The FY 2019 Secondary CTE Add-on Allocation was $97,847,300.

• LEAs are required to expend an amount equivalent to the regular WPU for students in approved CTE programs. For FY 2019, the budgeted minimum qualif ing expenditure for this maintenance of effort is calculated to be $81,425,929. The actual audited MOE expenditures will not be available until spring 2020.

• The total cost of service for FY 2019 was $5.13 per membership hour. In FY 2018 the cost of service was $5.68 per membership hour.

CTE Works for High School Students

• In Utah, 95 percent of secondary students who are CTE concentrators graduate ompared to Utah's graduation rate of 87 percent statewide.

Utah System of Technical Colleges Secondary Programs

UTech is delivering value-added services to secondary students in many areas of the state.

• UTech secondary student headcount increased by 5.4 percent (507 students) in 2018-2019 to 9,892 students – up from 9,385 students in 2017-2018.

• Membership hours for secondary students at UTech increased by 2.4 percent (50,871 hours) in 2018-2019 to 2,171,715 hours – up from 2,120,844 in 2017-2018.

• In 2018-2019, UTech and USHE provided 8% of the total high school CTE program opportunities statewide (as measured in membership) in grades 9-12.

CTE Annual Report

Utah System of Higher Education Secondary Programs

Utah's colleges and universities are important partners in providing a full range of career and technical education offerings to secondary students through concurrent enrollment and other articulation agreements that result in credit.

Utah State University Eastern

In the 2007 General Session, the Southeast Applied Technology College was merged with the College of Eastern Utah. In 2011, the College of Eastern Utah became Utah State University (USU) Eastern. The 2007 legislation required USU Eastern to continue to serve secondary students at no charge, and to work to provide services to the outlying school districts in the region. USU Eastern can provide credit or non-credit to high school students.

Snow College

In the 2003 General Session, House Bill 161 merged the Central Applied technology College with Snow College. The bill required Snow College to continue serving secondary students at no charge, and to work to provide services to the outlying school districts in the region. Snow College can provide credit or non-credit to high school students. Snow College Richfield continues to provide programs to secondary students in the Central region.

Salt Lake Community College

Through its School of applied Technology, Salt Lake Community College is to serve the needs of secondary students in the Wasatch South region with the exception of Tooele County.

Concurrent Enrollment

Concurrent enrollment in career and technical education coursework is provided to high school students with credit granted by high schools as well as cooperating credit-granting colleges or university. In the 2018-2019 school year, secondary students earned 85,380 concurrent enrollment credits in CTE. Concurrent enrollment opportunities are a critical component in high school to college and career pathways. Pathways are developed to open more career and technical education opportunities for secondary students in higher education.

CTE Annual Report

Hospitality and Tourism Management Career and Technical Education Pilot Program

U.C.A. Section 53E-3-515 requires the Utah State Board of Education to report annually on this program describing how many local education agencies and how many students are participating in the pilot program. This program is funded through a tax established in Senate Bill 264, Outdoor Recreation Grant Program (2017 General Session). The bill took effect on January 1, 2018. The total number of LEAs participating in Hospitality and Tourism Pathways is 23 (18 districts and 5 charters). For the 2018-2019 school year, the total number of students enrolled in Hospitality and Tourism Pathway courses was 1,840 students. For the 2018-2019 school year, a total of 46 teachers were teaching Hospitality and Tourism Pathway courses.

Dropout Prevention and Recovery Report

U.C.A. Section 53G-9-802 requires the Utah State Board of Education to submit an annual report on dropout prevention and recovery including a summary of dropout prevention and recovery services provided by local education agencies. This report has been submitted annually since 2017.

Background

In the 2016 General Session, House Bill 443, School Dropout Prevention and Recovery, enacted provisions regarding a school's responsibility to provide dropout prevention and recovery services. This bill established reporting requirements for local education agencies (LEAs) to annually submit a report to the Utah State Board of Education (USBE) on dropout prevention and recovery services including:

• The methods the LEA or third party uses to engage with or attempt to recover designated students;

• The number of designated students who enroll in a program;

• The number of designated students who reach the designated students' attai ment goals; and funding allocated to provide dropout prevention and recovery services.

Methodology

The USBE surveys LEAs to gather the information required in 53G-9-802. Local education agencies are authorized to count a student who graduates on or before September 30 of the following school year for purposes of determining the graduation rate from the previous year. As a result, for this report, 2018-2019 school year data were used. The limitations of the data used include the potential for misreported data since the data are self-reported.

Dropout Prevention and Recovery Report

Delivery Systems for Designated Students

All local education agencies provide support and programs for designated students for dropout prevention and recovery. As defined in Board Rule R277-606 (and in statute 53G-9-801), a designated student means a student

• Who has withdrawn from a secondary school prior to earning a diploma;

• Who was dropped from average daily membership; and

• Whose cohort has not yet graduated; or

• Who is at risk of meeting the above criteria, as determined by the student's LEA, using specified risk factors.

Board Rule R277-606 defines risk factors as:

• Low academic performance, as measured by grades, test scores, or course failure;

• Poor behavior, as measured by office disciplinary referrals, suspensions, or expu sions; and

• Absenteeism, whether excused or unexcused absences, and including days tardy and truant.

Local education agencies and third-party providers use a variety of methods to engage with or attempt to recover designated students, as depicted in the figure below. In many LEAs, multiple delivery systems are utilized concurrently.

Delivery Systems for Designated Students

Blended Traditional Online

Competency Distance
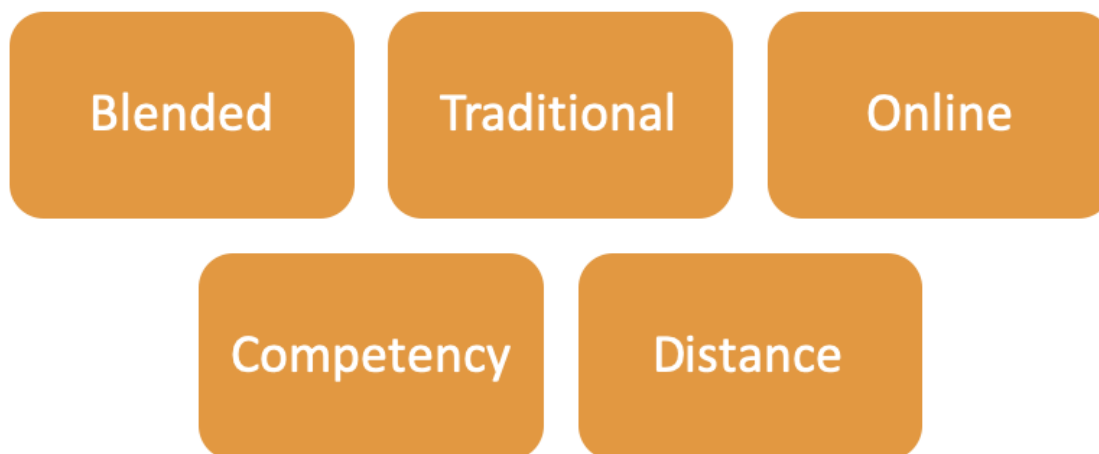
Dropout Prevention and Recovery Report

Delivery Systems for Designated Students cont.'d

Of the local education agencies surveyed that report having designated students, 44 percent work with a third-party provider (from the private sector or another LEA) to support students who have dropped out or are at risk of dropping out.

Designated Students Enrolled

For the 2018-2019 school year, of the surveyed LEAs reporting designated students, 93.2 percent of students who have dropped out or at risk of dropping out entered into a recovery program (15,345 students enrolled out of 16,470 designated students). This percentage is higher than the prior two years.

78% **77%** **93%**

2016-2017 SY 2017-2018 SY 2018-2019 SY
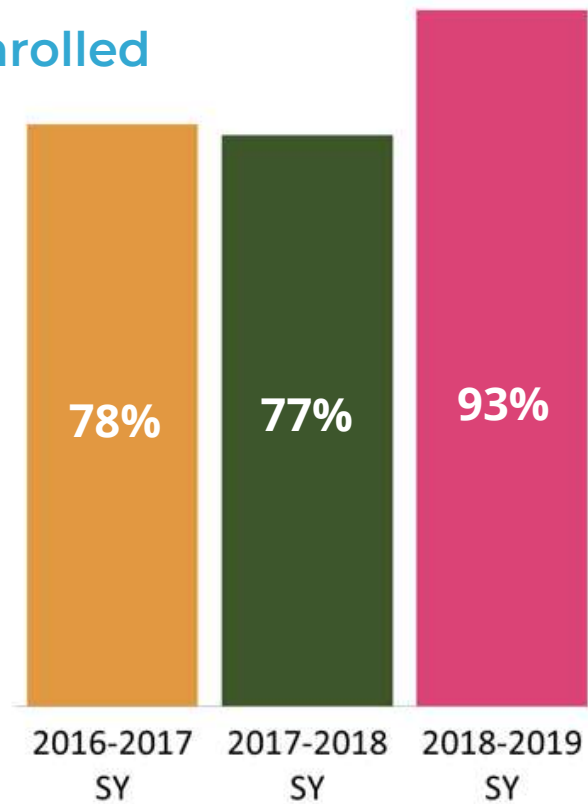
Attainment Goals

The purpose of dropout prevention and recovery is for designated students to reach their attainment goals. As defined in statute, 53G-9-801.
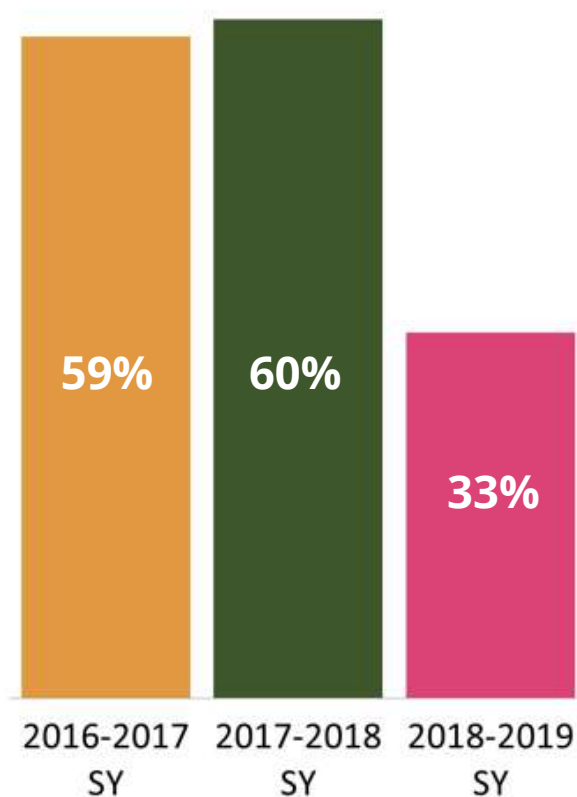
Dropout Prevention and Recovery Report

Attainment Goals

An attainment goal means earning:

• A high school diploma;

• A Utah High School Completion Diploma, as defined in State Board of Education rule;

• An Adult Education Secondary Diploma, as defined in State Board of Education rule; or

• An employer-recognized, industry-based certificate that is: (i) likely to result in job placement; and (ii) included in the State Board of Education's approved career and technical education industry certification list.

For the 2018-2019 school year, LEAs reported that 32.5 percent of enrolled students achieved their attainment goals (4,984 students out of 15,345 enrolled). This percent is a decrease compared to last year's report where 60.3 percent of enrolled students achieved their attainment goals and the prior year's 59 percent.

Dropout Prevention and Recovery Report

Funding for Dropout Prevention and Recovery

In fiscal year 2019, LEAs collectively allocated about $32,056,800 to deliver support to students who have dropped out or are at risk of dropping out. The maximum reported allocation was about $10,534,800 by a single school district to support 2,766 designated students with 89.4 percent of those students (2,474) reaching goal attainment. Excluding LEAs reporting zero dollars allocated in funding, the lowest funding amount was about $900 reported from a charter school with 10 designated students enrolled and two students achieving their attainment goal. The average reported funding from surveyed LEAs was about $654,200 and the median funding amount was about $42,300 (both excluding any LEAs reporting zero dollars).

In terms of expenditures, dropout prevention and recovery funding was spent on credit recovery, character development, mental health services, hiring additional personnel to offer support, tutorial services, or other services. Examples of other services include, but are not limited to, mentoring, at-risk programs, credit recovery curriculum development, translation services for parent meetings.

Dropout Prevention and Recovery Report

Funding for Dropout Prevention and Recovery
cont.'d

No funding is allocated directly to LEAs for the sole purpose of dropout prevention and recovery services. However, in the 2017 General Session, the Legislature appropriated $150,000 one-time in fiscal year 2018 for a dropout prevention program based on a character development curriculum. The request for proposals for this funding was awarded to Studentnest which piloted a program in one LEA during the 2017-2018 school year.

Early Literacy Report

U.C.A. Section 53F-2-503 requires the State Board of Education to submit an annual report on the Early Literacy Program. The report shall include (i) student learning gains in reading for the past school year and the five-year trend; (ii) the percentage of third grade students reading on grade level in the past school year and the five-year trend; (iii) the progress of charter schools and school districts in meeting goals stated in their plans for student reading proficiency; (iv) the specific strategies or interventions used by school districts or charter schools that have significantly improved early grade literacy proficiency. This report has been submitted annually since 2013.

Background

Beginning in school year (SY) 2013, local education agencies were required to assess and report to the state, students' reading competency three times a year (beginning, middle, and end) using the Acadience Reading assessment (formerly DIBELS). LEAs administered the Acadience Reading assessment and reported whether each student met reading benchmarks at the time of the testing period and whether the student had received reading interventions at any time during the school year. Beginning in SY 2016, LEAs were additionally required to report composite scores for each testing period. The results of that assessment are reported here for K-3 students who were enrolled in school for the full academic year (FAY), the equivalent of 160 days or more.

The Early Literacy Program focuses on the development of early literacy skills in all students, with additional emphasis on the prevention of reading difficulties and early intervention for students who are at risk of not meeting grade-level based reading benchmarks. Resources available to aid students include:

• Early intervention;

• Standards and assessments for testing and monitoring reading competency;

• Optional progress monitoring assessment;

• Ongoing professional development;

• Coaching; and

• The use of data to inform instruction.

Early Literacy Report

Findings

Student Reading Benchmarks, 2018-2019 School Year
The Utah State Board of Education uses the Acadience Reading assessment to determine whether students met reading benchmarks over the course of the school year.

Kindergarten Reading Benchmarks

Figure 1 shows the percent of kindergarten students who met reading benchmarks on the Acadience Reading assessment at the beginning, middle, and end-of-year assessment during the 2018-2019 school year. Sixty-one percent of kindergarten students met reading benchmarks at the beginning of the year and, by the end of the year, 74 percent of students met reading benchmarks.

First through Third Grade Reading Benchmarks

In the 2018-2019 school year, the percent of students who met reading benchmarks at the beginning-of-year assessment was 60 percent of first graders, 72 percent of second graders, and 71 percent of third graders. For first and third grade students, the percent of students who met reading benchmarks increased throughout the year with the largest gains for first grade students. Among first graders, the percent of students who met reading benchmarks on the end-of-year assessment increased by seven percentage points to 67 percent. Similarly, third grade students saw gains of three percentage points by the end-of-year assessment to 74 percent. The percent of second grade students who met reading benchmarks declined across the school year by one percentage point to 71 percent (see Figure 2).

Figure 1. Percentage of Kindergarten Students Who Met Reading Benchmarks During Each Testing Session, SY 2019

Beginning-of-year	Mid-year	End-of-year
61%	69%	74%
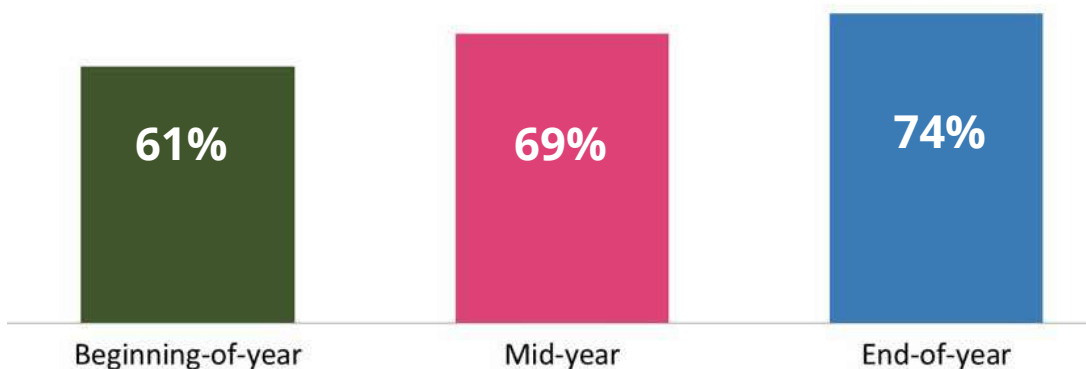
The 2019 percentages of students who met reading competency standards are out of all the students who attended a school for a full academic year (FAY; a 160-day equivalency or more), and have an Acadience vendor test record with a state-approved vendor (81% to 91% of kindergarteners)

Early Literacy Report

Figure 2. Percentage of Students by Grade Who Met Reading Benchmarks During Each Testing Session. SY 2019
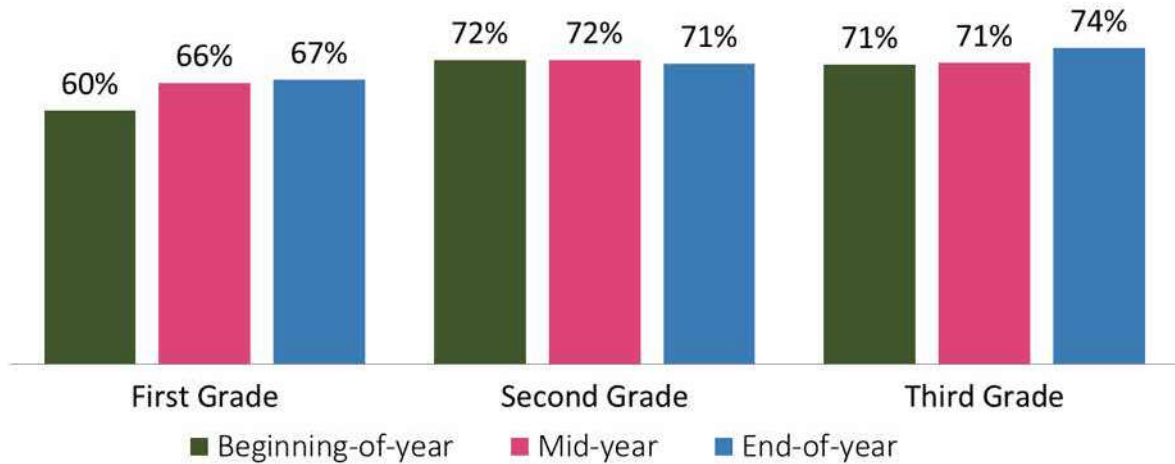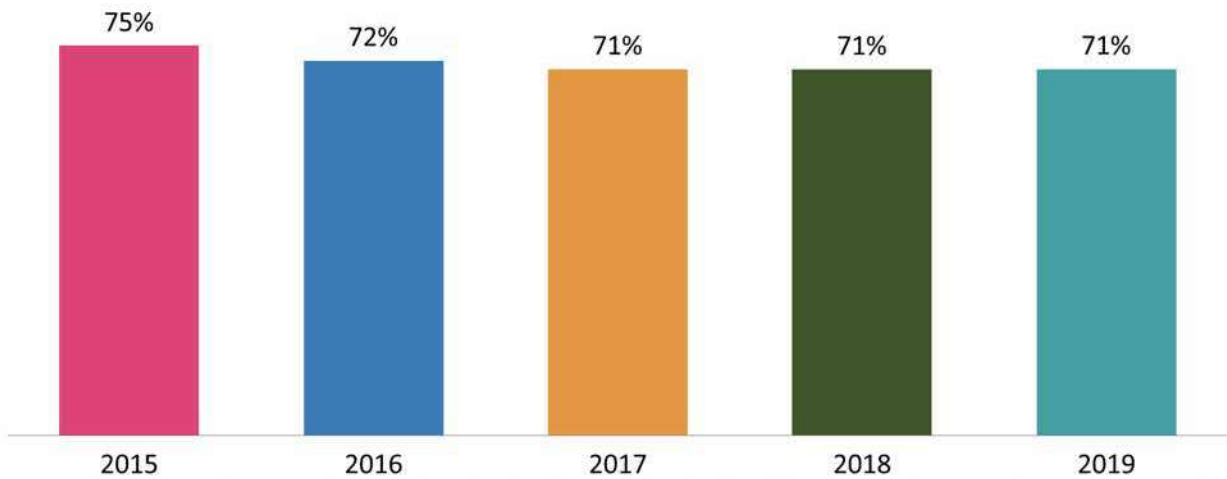

The 2019 percentages of students who met reading competency standards are out of all students who attended a school for a full academic year (FAY; a 160-day equivalency or more), and were tested (about 0.02% to 0.07% of students who were expected to test were untested without a valid reason and 1.6% to 1.8% took an alternate assessment or were excused).

Overall Reading Benchmarks over Time, Grades 1-3

Figure 3 shows the percent of all students in grades one through three who met reading benchmarks at year end for SY 2015 through SY 2019. Figure 4 illustrates year-end reading benchmark results with students by student group for the same time period. Compared with the overall percentages of students meeting reading benchmarks, lower percentages of students with risk factors (students who are economically-disadvantaged, students who identify as a racial or ethnic minority, students with a disability, and students who are English learners) met reading benchmarks in grades one through three. In SY 2019, the largest gap was with students with a disability where only 40 percent of students with a disability met reading benchmarks compared to 71 percent of students overall. For students who are economically disadvantaged and students with a disability, the percent who met reading benchmarks in SY 2019 is the same as the percent who met reading benchmarks in SY 2018. For students who are English learners and for students who are chronically absent, the percent who met reading benchmarks on the end-of-year assessment for SY 2019 increased by one percentage point from SY 2018. From SY 2018 to SY 2019, the percent of students who identify as a racial or ethnic minority who met reading benchmarks at year end decreased by one percentage point.

Early Literacy Report

Figure 3. Percent of Students in Grades 1 through 3 Who Met Reading Benchmarks at Year End, SY 2015 to 2019

The 2019 percentage in this table is out of 136,171 students in grades 1 through 3 who attended a school for a full academic year (FAY; a 160-day equivalency or more) and had an end of year assessment.

Figure 4. Percent of Students Who Met Reading Benchmarks on the End-of-Year Test by Student Group, SY 2016 to 2019
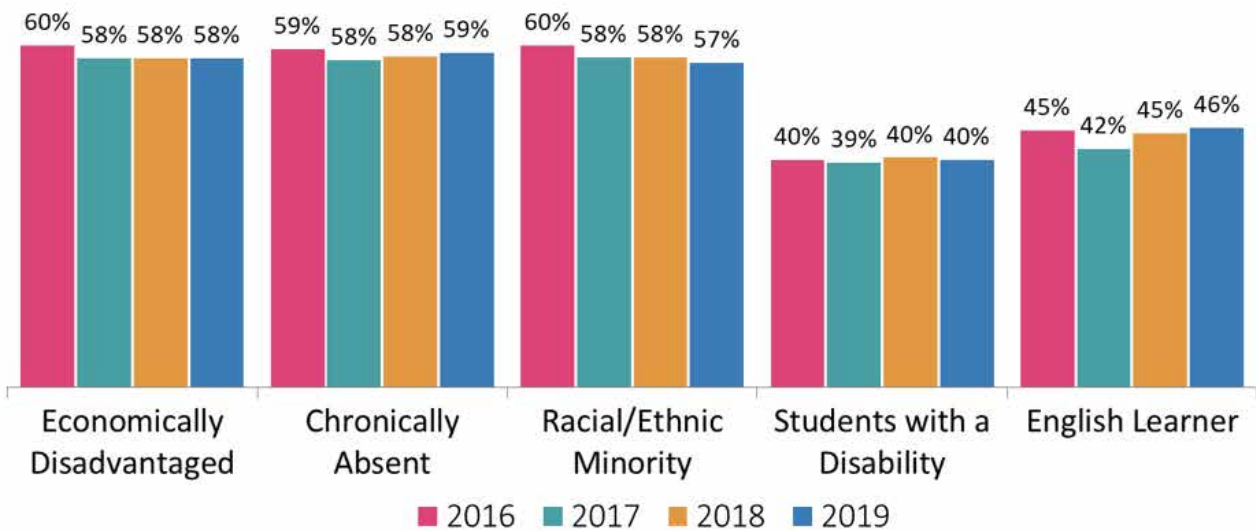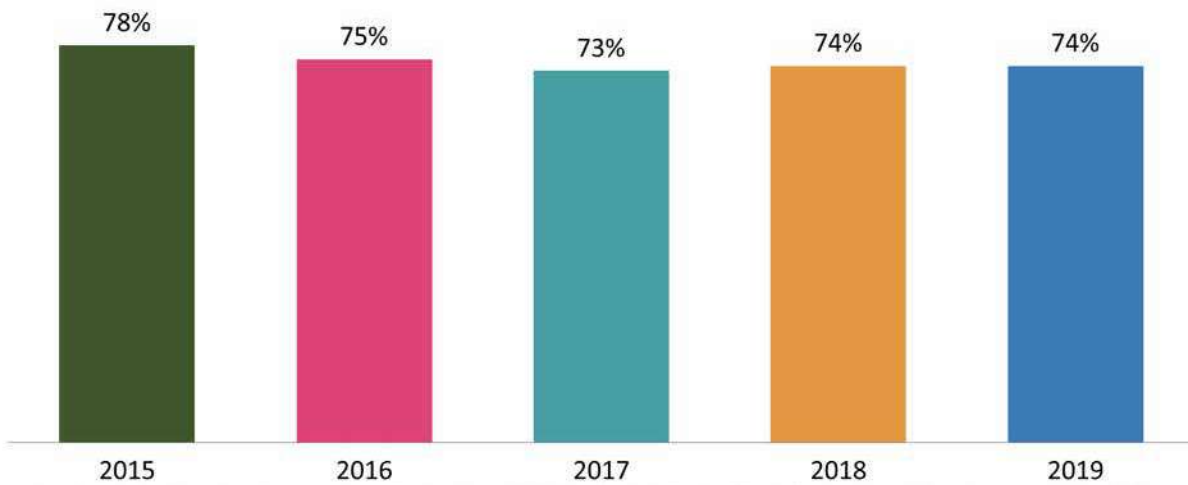

The 2019 percentages in this table are out of all grades 1 through 3 students who attended a school for a full academic year (FAY; a 160-day equivalency or more), were tested in reading at the end-of-year test in 2019, and who fall into the characteristic group in question. Some students may be in multiple groups (Economically Disadvantaged = 49,186; Chronically Absent = 17,909; Racial/Ethnic Minority = 32,135; Students with a Disability = 19,675; English Learner = 14,441).

Early Literacy Report

Focus on Third Grade Reading Benchmarks

For students in third grade, the percent of students meeting reading benchmarks was 74 percent in SY 2019 which is the same as in SY 2018, and up from 73 percent in SY 2017 (see Figure 5 below). Figure 6 shows the percent of third grade students who met proficiency on the English Language Arts RISE (or SAGE) assessment for the previous five years. From SY 2015 to SY 2019, there was a 2.4 percentage-point gain in English Language Arts (ELA) proficiency in third grade as measured by this assessment.

Figure 5. Percent of Third Graders Who Met Reading Benchmarks on the End-of-Year Test, SY 2015 to 2019

2015	2016	2017	2018	2019
78%	75%	73%	74%	74%

The 2019 percentage of students who met reading competency standards is out of third grade students who attended a school for a full academic year (FAY; a 160-day equivalency or more), and were tested at year-end.

Figure 6. Percent of Third Graders Proficient on SAGE/RISE English Language Arts, SY 2015 to 2019

| 2015	2016	2017	2018	2019
45.5%	46.7%	48.3%	49.5%	47.9%
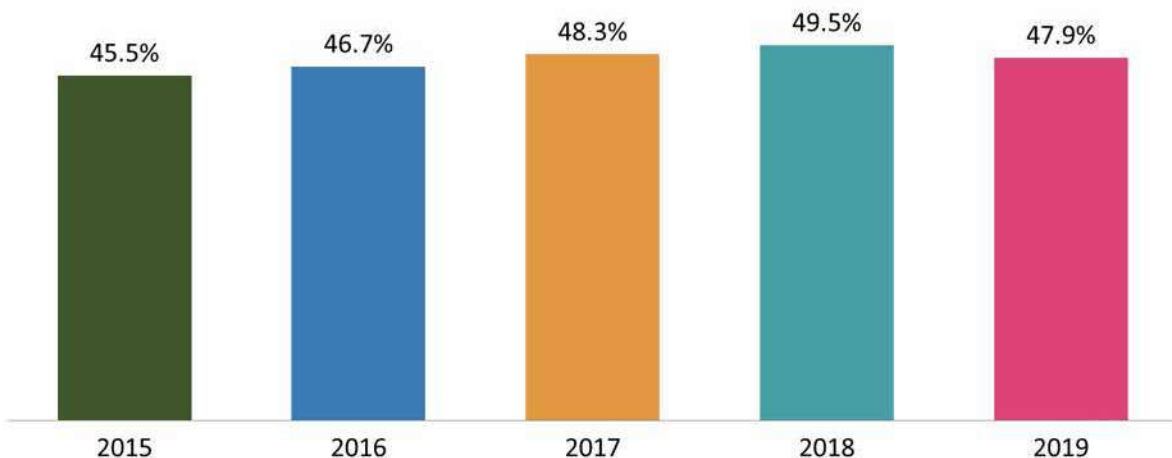
The percentages in this table are out of all third grade full academic year students who were tested in SAGE (SY 2015 to 2018) or RISE (SY2019) third grade English Language Arts (2019: 45,687)

Early Literacy Report

Change in Benchmark Status and Reading Interventions

Figure 7 shows the change in reading benchmark status among all first through third grade students from the beginning of the year to the end for SY 2019. Most students, 61 percent, maintained a status at or above benchmark. About 23 percent of students were below or well below benchmark at the beginning and end of the year. Six percent of students fell below benchmark at the end of the year and nine percent attained benchmark after starting the year below benchmark.

Figure 7. Change in Benchmark Status from Beginning to End of Year, SY 2019
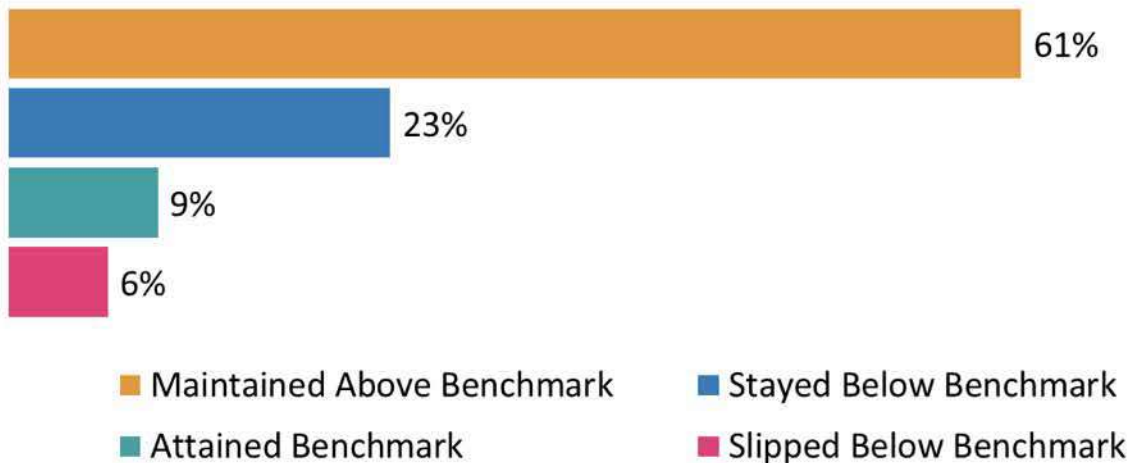
The percentages in this table are out of all FAY students who were tested at the beginning of the year and end of the year (135,500 students).

Early Literacy Report

Figure 8 takes into account whether the student received a reading intervention. It illustrates the percent of students who met reading benchmarks at the beginning of the year and end of the year during SY 2019 among first through third grade students who received a reading intervention. For students receiving a reading intervention, there was a seven percentage point increase overall (from 31% to 38%), in the percent of students who met reading benchmarks from the beginning-of-year to the end-of-year test.

Figure 8. Percent of Students Who Received Reading Intervention Who Met Reading Benchmarks at Beginning and End of Year, SY 2015 to SY 2019
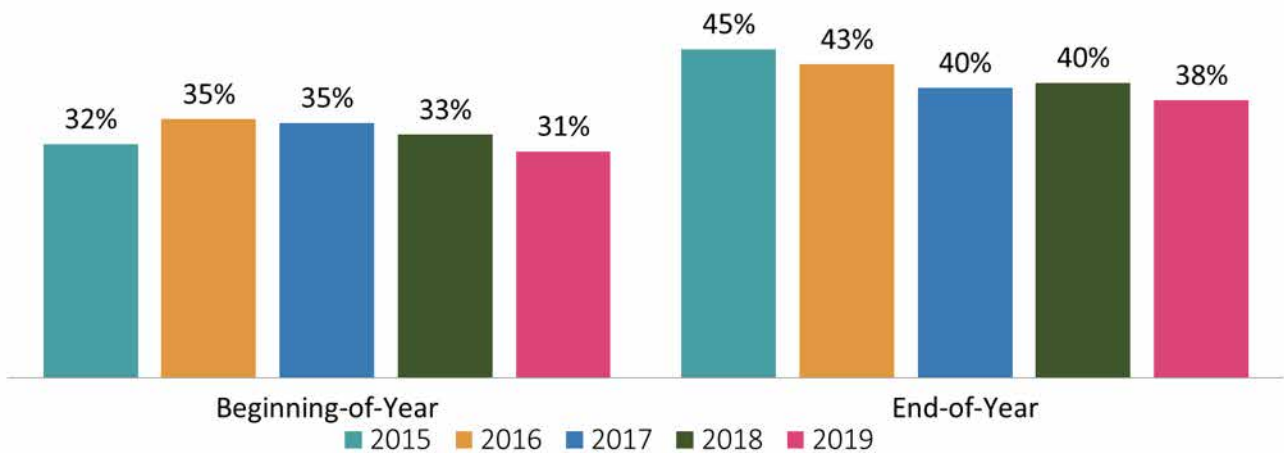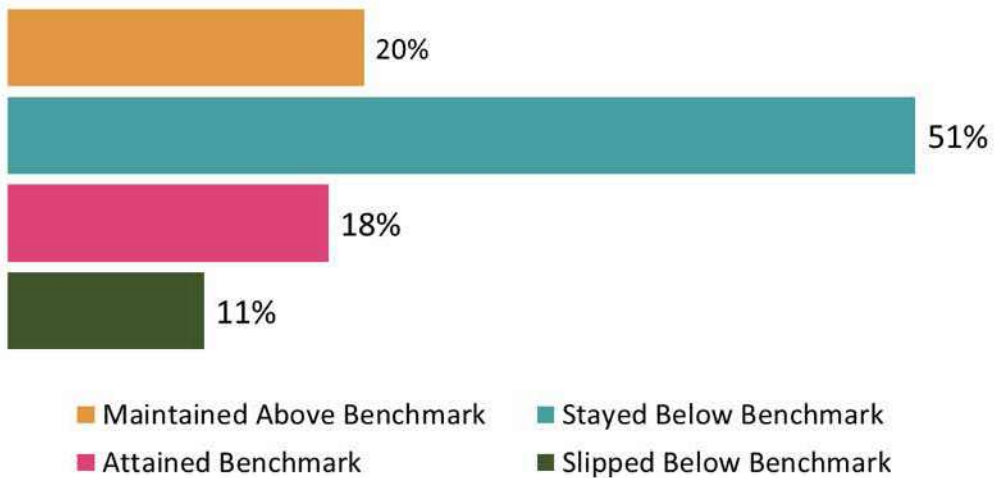
The 2019 percentages are out of all grade 1 through 3 students who attended a school for a full academic year (FAY; a 160-day equivalency or more), who were tested in reading at least twice, and received an intervention (2018: 52,709 students).

Early Literacy Report

Figure 9 shows the change in reading benchmark status among all first through third grade students who received a reading intervention and were tested in reading at the beginning and end of year. A majority of the students who received a reading intervention stayed below benchmark throughout the school year (51 percent). However, 18 percent of the students who were provided with a reading intervention showed gains in reading benchmark status from the beginning to the end-of-year assessment which is a much larger percentage than the nine percent of students achieving benchmark status among all first through third grade students who were tested at the beginning of the year and at year end (Figure 7).

Figure 9. Change in Benchmark Status from Beginning to End of Year Among Students who Received a Reading Intervention, SY 2019

20%

51%

18%

11%

■ Maintained Above Benchmark ■ Stayed Below Benchmark
■ Attained Benchmark ■ Slipped Below Benchmark

The percentages in this table are out of all FAY students who were tested at the beginning of the year and end of the year and received a reading intervention (52,709 students).

Early Literacy Report

Pathways of Progress

Pathways of Progress is a tool for setting goals, evaluating student progress, and reflecting on the effectiveness of a program from Acadience Reading. Pathways of Progress uses growth from beginning of the year to the end of the year to identify progress based on students with similar initial skills, and classifies their progress as well below typical (below 20th percentile), below typical (20th to 39th percentile), typical (40th to 59th percentile), above typical (60th to 79th percentile), or well above typical (80th percentile and above). In SY 2019, 66 percent of first graders, 68 percent of second graders, and 72 percent of third graders made typical or better progress (Figure 10). Overall, 69 percent of first through third graders made typical or better progress in SY 2019.

69% Typical or Better Progress among Grade 1 through 3 Students

Figure 10. Percent of Students by Grade Who Made Typical or Better Progress, SY 2019
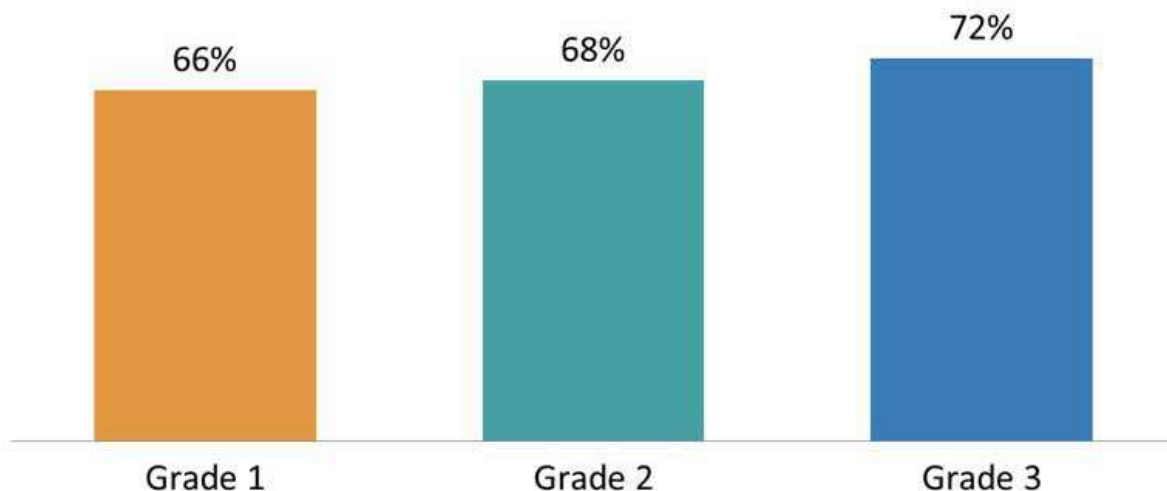
The 2019 percentages of students in this table are out of all students who attended a school for a full academic year (FAY; a 160-day equivalency or more), and were tested at the beginning and end of year (Grade 1: 44,215; Grade 2: 45,555; Grade 3: 46,017).

Early Literacy Report

Reading Benchmarks and Pathway Percentages by Local Education Agency

Tables 1 and 2 show the percentages of first through third grade students in each LEA who met reading benchmarks during the SY 2019 end-of-year test administration and the percent of students who made typical or better progress. In terms of percent tested, about 97% tested in districts and 92% tested in charter schools. A slightly higher percentage of first through third grade students in district schools (70.8%) were at or above benchmark at year end than students in charter schools (69.0%) in SY 2019. About the same percentage of first through third grade students in district schools (68.8%) made typical or better progress compared with students in charter schools (69.1%) in SY 2019.

School Districts	Percent Tested	Percent At/Above Benchmark	Typical or Better Progress
Alpine District	97.5%	76.1%	67.9%
Beaver District	≥99%	76.3%	78.8%
Box Elder District	97.7	72.5%	68.4%
Cache District	≥99%	82.7%	75.3%
Canyons District	97.9%	75.4%	73.7%
Carbon District	96.6%	60.3%	65.1%
Daggett District	≥90%	60-69%	70-79%
Davis District	97.9%	73.5%	70.9%
Duchesne District	97.2%	71.6%	68.5%
Emery District	98.4%	63.6%	75.3%
Garfield District	≥98%	69.2%	79.1%
Grand District	96.8%	72.3%	75.3%
Granite District	95.7%	59.5%	66.6%
Iron District	97.3%	72.9%	73.4%
Jordan District	98.4%	71.4%	65.4%
Juab District	≥99%	60.1%	65.3%
Kane District	≥98%	68.7%	70.7%
Logan City District	≥99%	73.1%	75.9%
Millard District	≥99%	69.4%	72.6%
Morgan District	≥99%	78.6%	78.6%
Murray District	98.4%	73.9%	71.5%
Nebo District	97.8%	68.8%	70.2%
North Sanpete District	≥99%	74.1%	76.3%
North Summit District	≥98%	78.1%	86.5%
Ogden City District	94.8%	50.2%	47.4%
Park City District	97.9%	74.5%	73.2%
Piute District	≥95%	63.6%	75.0%
Provo District	97.9%	75.3%	75.1%
Rich District	≥98%	76.1%	76.1%
Salt Lake District	97.1%	65.2%	59.3%
San Juan District	98.2%	65.0%	73.9%
Sevier District	≥99%	77.4%	82.1%
South Sanpete District	98.4%	75.2%	77.6%
South Summit District	≥99%	71.9%	70.8%
Tintic District	≥90%	70-79%	60-69%
Tooele District	97.5%	66.5%	71.7%
Uintah District	97.1%	61.6%	68.8%
Wasatch District	97.9%	64.9%	72.5%
Washington District	95.2%	73.2%	68.4%
Wayne District	≥95%	67.7%	64.6%
Weber District	97.9%	72.0%	66.1%
Districts Total	97.4%	70.8%	68.8%

Table 2. Year End Reading Benchmark and Pathways of Progress Results by Charter Agency, Grades 1-3 Overall, SY 2019			
Charter Schools	**Percent Tested**	**Percent At/ Above Benchmark**	**Typical or Better Progress**
American International School of Utah	≥98%	54.0%	56.8%
American Leadership Academy	≥99%	68.4%	65.1%
Ascent Academies of Utah	≥99%	66.2%	65.9%
Athenian eAcademy	≥95%	60.2%	54.9%
Athlos Academy of Utah	≥99%	68.1%	69.3%
Bear River Charter School	≥95%	76.0%	80.0%
Bonneville Academy	≥98%	53.4%	67.3%
C.S. Lewis Academy	≥98%	42.9%	53.2%
Canyon Grove Academy	≥98%	63.7%	63.2%
Canyon Rim Academy	≥98%	92.6%	88.2%
Channing Hall	≥98%	82.5%	74.1%
DaVinci Academy	≥98%	61.5%	64.5%
Dixie Montessori Academy	≥98%	50.9%	50.9%
Dual Immersion Academy	≥98%	58.9%	67.9%
Early Light Academy at Daybreak	≥99%	78.3%	78.0%
Edith Bowen Laboratory School	≥98%	77.9%	77.9%
Endeavor Hall	≥98%	51.8%	65.2%
Entheos Academy	≥99%	57.7%	66.6%
Esperanza School	≥98%	57.8%	69.1%
Excelsior Academy	≥99%	67.1%	70.1%
Franklin Discovery Academy	≥98%	61.3%	60.5%
Freedom Preparatory Academy	≥99%	73.7%	73.9%
Gateway Preparatory Academy	≥98%	48.0%	66.9%
George Washington Academy	≥99%	85.8%	79.7%
Good Foundations Academy	≥98%	59.1%	56.0%
Greenwood Charter School	≥98%	63.1%	83.6%
Guadalupe School	≥98%	56.0%	45.5%
Hawthorn Academy	≥99%	71.2%	71.2%
Highmark Charter School	≥98%	83.3%	65.9%
Ignite Entrepreneurship Academy	97.1%	68.7%	62.1%
Jefferson Academy	≥98%	87.6%	89.8%
John Hancock Charter School	≥95%	82.8%	68.8%
Lakeview Academy	≥98%	69.7%	73.8%
Leadership Learning Academy	≥99%	47.2%	39.5%
Legacy Preparatory Academy	≥99%	85.7%	81.3%
Lincoln Academy	≥98%	84.7%	81.6%
Lumen Scholar Institute	≥90%	30-39%	50-59%
Mana Academy Charter School	≥95%	70.4%	66.7%
Maria Montessori Academy	≥98%	54.0%	53.5%
Moab Charter School	≥90%	50-59%	50-59%
Monticello Academy	≥98%	74.1%	79.9%
Mountain West Montessori Academy	≥98%	73.1%	74.5%

Table 2. Year End Reading Benchmark and Pathways of Progress Results by Charter Agency, Grades 1-3 Overall, SY 2019, *continued*			
Charter Schools	**Percent Tested**	**Percent At/Above Benchmark**	**Typical or Better Progress**
Mountainville Academy	≥98%	88.0%	82.5%
Navigator Pointe Academy	≥98%	84.0%	75.4%
Noah Webster Academy	≥98%	64.1%	70.8%
North Davis Preparatory Academy	≥99%	68.2%	71.8%
North Star Academy	≥98%	97.3%	83.7%
Odyssey Charter School	≥98%	73.7%	60.8%
Ogden Preparatory Academy	≥99%	71.6%	75.8%
Open Classroom	≥98%	62.7%	63.8%
Pacific Heritage Academy	97.3%	43.9%	56.6%
Pinnacle Canyon Academy	≥95%	40.9%	59.1%
Promontory School of Expeditionary Learning	≥98%	69.9%	70.6%
Providence Hall	≥99%	66.3%	66.3%
Quest Academy	≥99%	77.5%	82.2%
Ranches Academy	≥98%	75.2%	64.7%
Reagan Academy	≥98%	84.9%	85.8%
Renaissance Academy	≥98%	76.1%	68.2%
Scholar Academy	≥98%	65.1%	64.2%
Soldier Hollow Charter School	≥98%	90.3%	78.2%
Spectrum Academy	93.3%	59.2%	80.9%
Summit Academy	≥99%	74.6%	68.3%
Syracuse Arts Academy	≥99%	82.3%	75.8%
Terra Academy	≥98%	56.8%	65.5%
The Center for Creativity, Innovation and Discovery	≥98%	57.5%	51.4%
Thomas Edison	≥99%	71.9%	65.9%
Timpanogos Academy	≥98%	77.3%	74.8%
Treeside Charter School	≥98%	52.5%	65.0%
Utah Connections Academy	≥95%	66.7%	33.3%
Utah Virtual Academy	≥98%	55.8%	60.4%
Valley Academy	≥98%	65.6%	67.2%
Venture Academy	≥98%	53.6%	47.8%
Vista at Entrada School of Performing Arts and Technology	≥98%	63.1%	59.4%
Voyage Academy	≥98%	74.9%	73.3%
Walden School of Liberal Arts	≥95%	57.5%	67.0%
Wallace Stegner Academy	≥98%	67.1%	66.8%
Wasatch Peak Academy	≥98%	77.5%	80.8%
Wasatch Waldorf Charter School	≥98%	39.1%	58.9%
Weilenmann School of Discovery	≥98%	76.2%	84.0%
Charters Total	92.2%	69.0%	69.1%

School Turnaround Report

U.C.A. Section 53E-5-310 requires the State Board of Education to submit an annual report to the on the provisions of School Turnaround and Leadership Development. This report has been submitted annually since 2015. Information on School Turnaround can also be found in the School Improvement section of this report.

Background

In the 2015 General Session, Senate Bill 235, Education Modifications, established the School Turnaround program. The Legislature appropriated $7.0 million ongoing for the program. In the program, the Utah State Board of Education annually identifies low-performing district and charter schools. To be designated as a turnaround school, the school needs to be in the bottom three percent of schools for two consecutive years. Program funding includes engaging with an approved expert agency to conduct a school needs assessment and root cause analysis for the identified schools. The Board selects turnaround providers through a request for proposal process. The school board or charter school authorizer of the low-performing school establishes a school turnaround committee which, in partnership with the school, selects one of the contracted independent school turnaround providers. Contracts with providers are for three years and the provider works with the committee to develop and implement a school turnaround plan.

Cohort 1 Turnaround Schools

In the fall of 2015, 26 schools were identified as turnaround schools and began the three-year turnaround process. Cohort 1 schools that conducted a needs assessment and root cause analysis; developed a school improvement plan based on the root causes of low performance; and implemented that plan with fidelity demonstrated enough progress in the state's accountability system to exit School Turnaround or qualify for an extension for up to two years to continue school improvement efforts.

School Turnaround Report

Cohort 1 Turnaround Schools cont.'d

Using the state accountability system criteria that was in place for the 2014-15 school year, nineteen of the twenty-six schools successfully exited School Turnaround in the fall of 2018. Thirteen Cohort 1 schools improved at least one letter grade from school year 2014-15 to school year 2017-18. Five schools improved two letter grades and one middle school improved three letter grades from 2014-15 to school year 2017-18. Three schools demonstrated enough progress toward the exit criteria to qualify for an extension to continue school improvement efforts for up to two years. Three schools did not meet the exit criteria and have been implementing the recommendations approved by the Board. One charter school closed (Pioneer High School).

Cohort 2 Turnaround Schools

In the fall of 2017, five schools were identified as Cohort 2 school turnaround schools. The Cohort 2 schools are Dixie Montessori Academy (charter), Guadalupe School (charter), JFK Junior High School (Granite), Paradigm High School (charter), and Utah Virtual Academy (charter). Cohort 2 schools are in the second year of implementing their school turnaround plan. Cohort 2 schools are participating in quarterly progress monitoring visits.

Cohort 3 Turnaround Schools

In the fall of 2018, eight schools were identified as Cohort 3 school turnaround schools. The Cohort 3 schools are Athenian eAcademy (charter), Green Wood Charter School, Ibapah School (Tooele), James Madison School (Ogden), Navajo Mountain High (San Juan), Roots Charter High School, Tse'Bii'Nidzisgai School (San Juan), and Utah International Charter School. Cohort 3 schools have completed comprehensive needs assessments and root cause analyses and are working with contracted turnaround expert providers to develop and implement school turnaround plans that address the school's root causes of low performance.

Cohort 1	Cohort 2	Cohort 3
26 schools	5 schools	8 schools

Utah State Board
of Education

2020