2024

Utah State Board of Education

STRATEGIC PLAN

Implementation Update

Utah State Board of Education

November 2024

Purpose

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

Board Members

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

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Vice Chair

JENNIE EARL
District 1: Morgan

Vice Chair

MOLLY HART
District 7: Sandy

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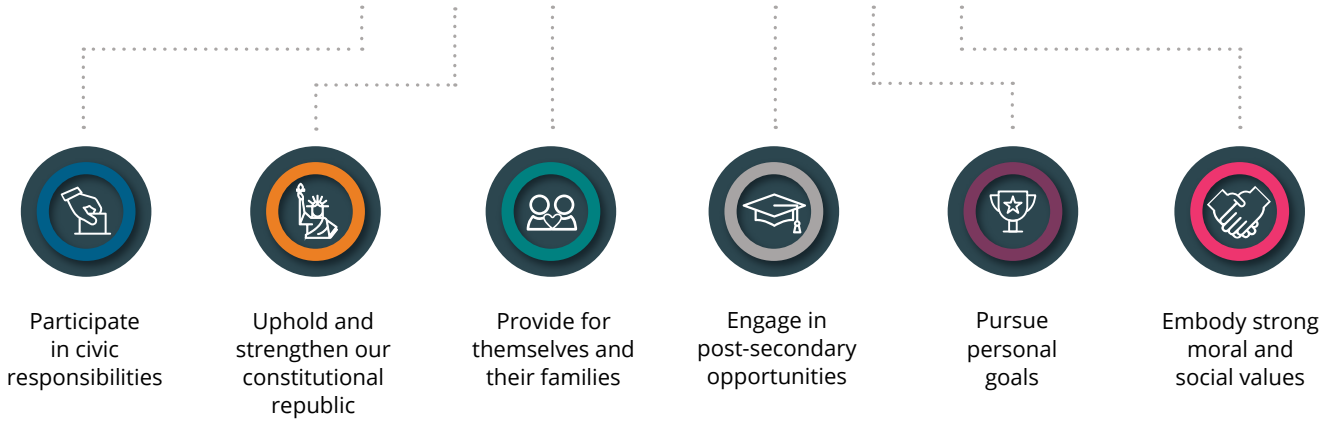
Strategic Plan

Our Strategic Plan provides a shared vision for the future of Utah's education system. It identifies a vision for Utah students upon completion of their K-12 public education through a vision statement, and also orients USBE's efforts internally as we focus on our mission to open doors of opportunity for all Utah children. The Board adopted a new vision and mission statement in December 2023. For additional details regarding the Board's strategic plan, please visit our website.

OUR VISION

Academic and organizational excellence in Utah education.



MISSION

To open doors of opportunity for all Utah children.

- Sets academic standards
- Protects information systems
- Manages public education funds
- Directs transparent operations
- Develops policy for education
- Advocates for Utah students
- Provides support and oversight of schools

Education Elevated
Progress

To assess progress of the system toward our vision, we track several indicators at the system level. In 2017, the Board established ambitious five-year targets for each of these indicators. These targets were set by determining the amount of progress necessary to get one-third of the way to 100% by 2022. A summary of progress toward achieving these targets is below. In 2023-2024, the Utah State Legislature adopted new performance measures for USBE, which will now guide the agency's strategic plan reporting and future goal setting.

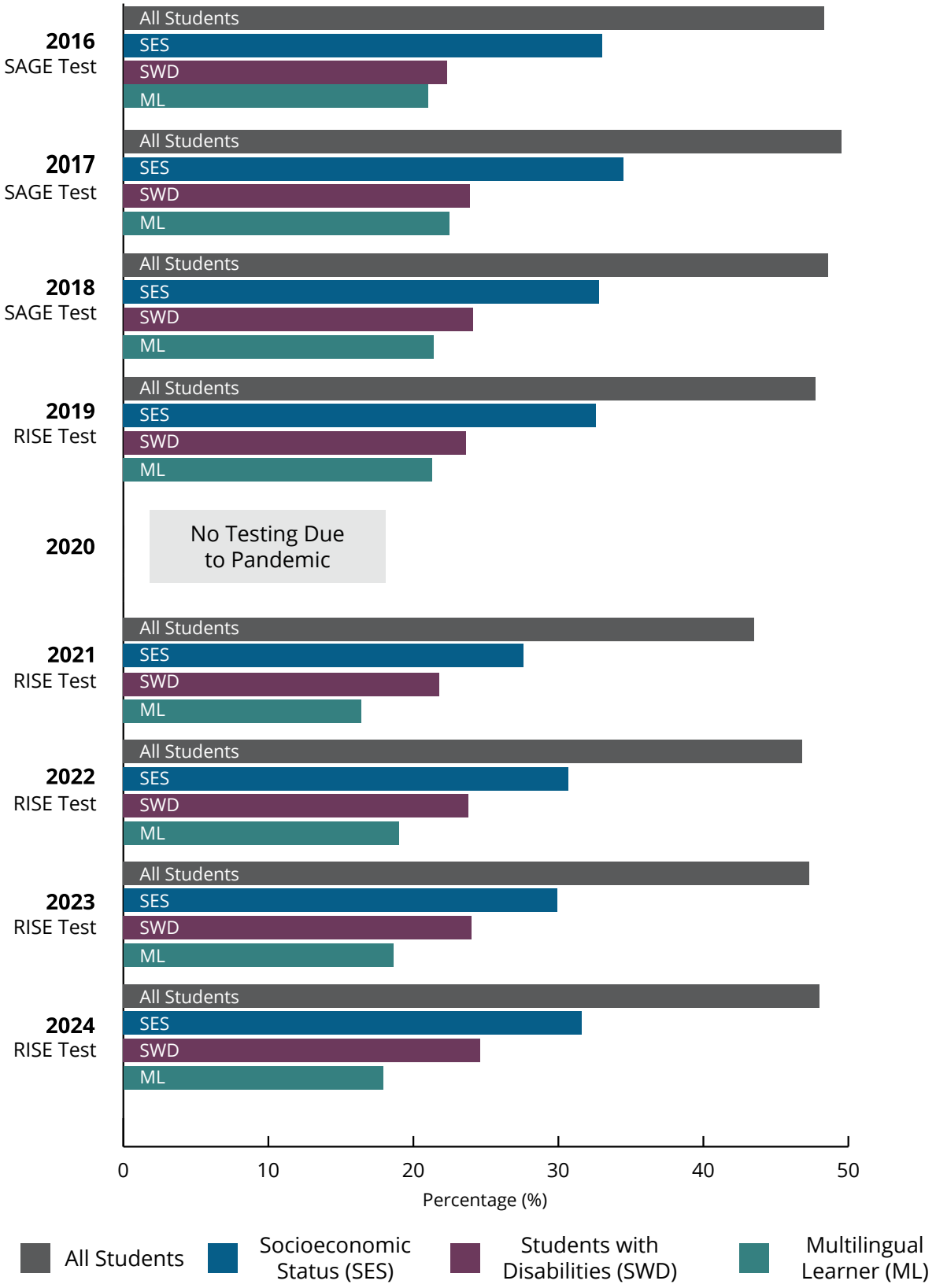
	Baseline 2016	Current 2024	Change Since Baseline	2022 Target
Third-Grade Literacy				
All Students	48.3%	48.0%	-0.3%	65.5%
Economically Disadvantaged	33.0%	31.6%	-1.4%	55.1%
Students Learning English	21.0%	17.9%	-3.1%	47.1%
Students with Disabilities	22.3%	24.6%	**+2.3%**	47.9%
English Language Arts (ELA) Proficiency				
All Students	46.1%	46.4%	**+0.3%**	64.1%
Economically Disadvantaged	30.6%	29.4%	-1.2%	53.5%
Students Learning English	12.5%	17.4%	**+4.9%**	41.4%
Students with Disabilities	13.9%	17.9%	**+4.0%**	42.3%
Math Proficiency				
All Students	49.7%	45.6%	-4.1%	66.5%
Economically Disadvantaged	34.0%	27.8%	-6.2%	55.8%
Students Learning English	16.6%	17.6%	**+1.0%**	44.1%
Students with Disabilities	18.9%	19.6%	**+0.7%**	45.7%
Science Proficiency				
All Students	50.7%	51.8%	**+1.1%**	67.1%
Economically Disadvantaged	34.3%	34.0%	-0.3%	56.0%
Students Learning English	10.2%	22.0%	**+11.8%**	39.8%
Students with Disabilities	19.1%	22.6%	**+3.5%**	45.8%

Education Elevated
Progress

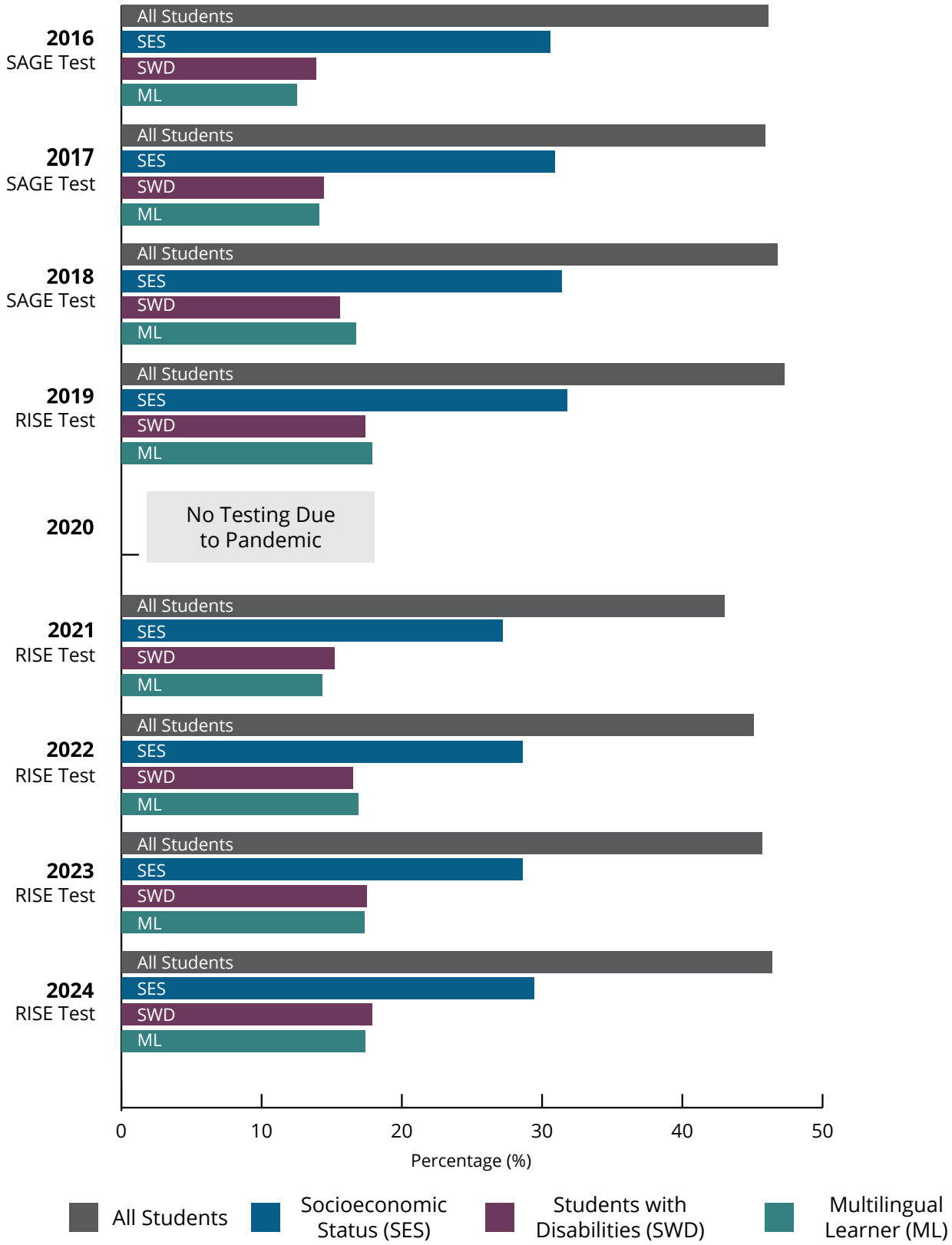
	Baseline 2016	Current 2024	Change Since Baseline	2022 Target
Graduation				
All Students	84.6%	88.6%	**+4.0%**	90.1%
Economically Disadvantaged	74.8%	78.9%	**+4.1%**	83.1%
Students Learning English	64.8%	77.8%	**+13.0%**	76.4%
Students with Disabilities	68.9%	75.7%	**+6.8%**	79.2%
Readiness Coursework*				
All Students	79.0%	79.2%	**+0.2%**	86.0%
Economically Disadvantaged	71.9%	66.3%	-5.6%	81.2%
Students Learning English	58.3%	53.9%	-4.4%	72.1%
Students with Disabilities	63.2%	49.0%	-14.2%	75.3%
ACT Score of 18 or Higher				
All Students	65.0%	62.5%	-2.5%	77.2%
Economically Disadvantaged	44.4%	40.1%	-4.3%	62.7%
Students Learning English	6.6%	13.2%	**+6.6%**	37.4%
Students with Disabilities	12.7%	14.3%	**+1.6%**	41.5%

**2024 Data not available for Readiness Coursework at the time of publication.*

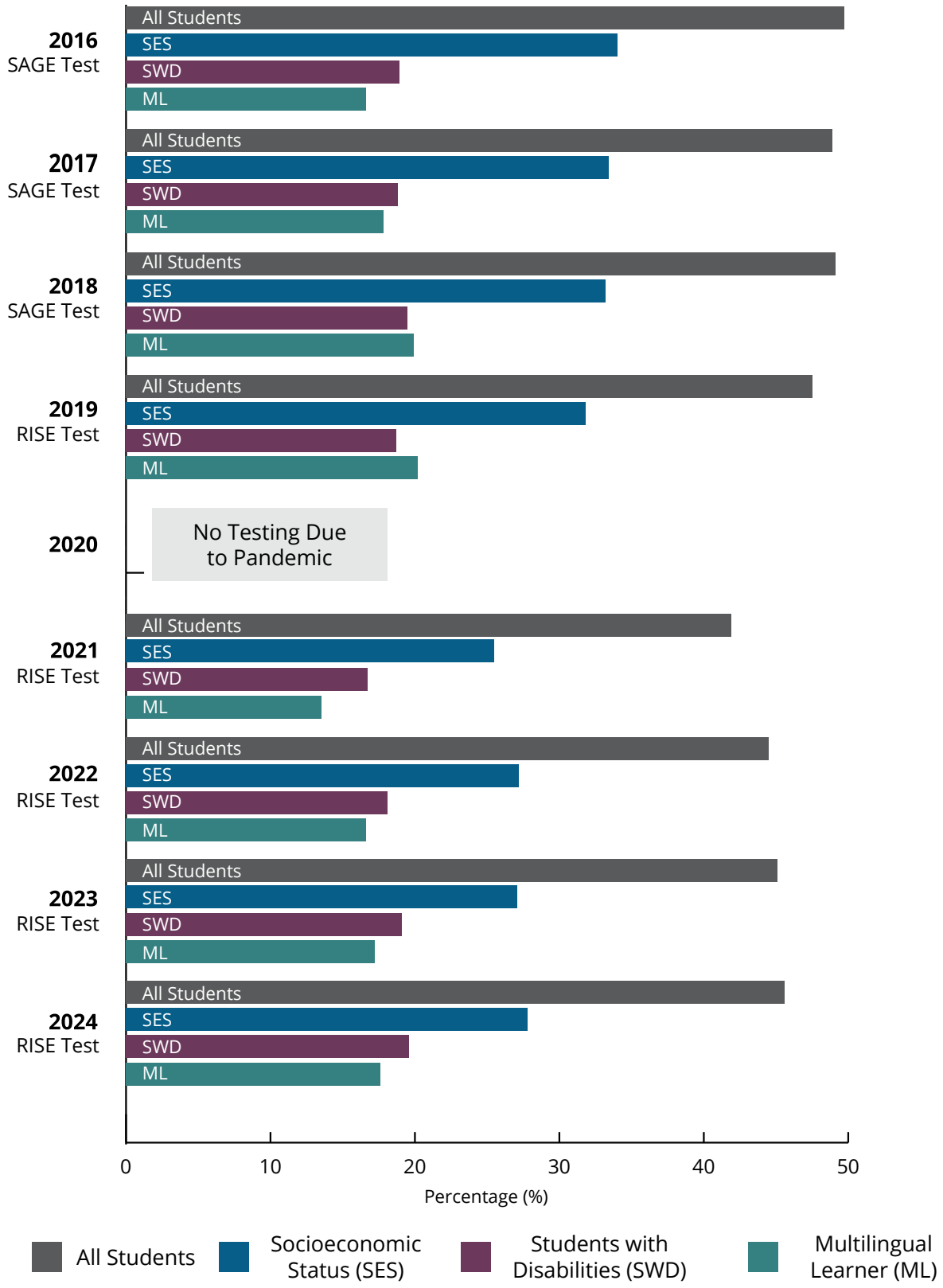
Percentage of Students in Utah Proficient on ELA in 3rd Grade



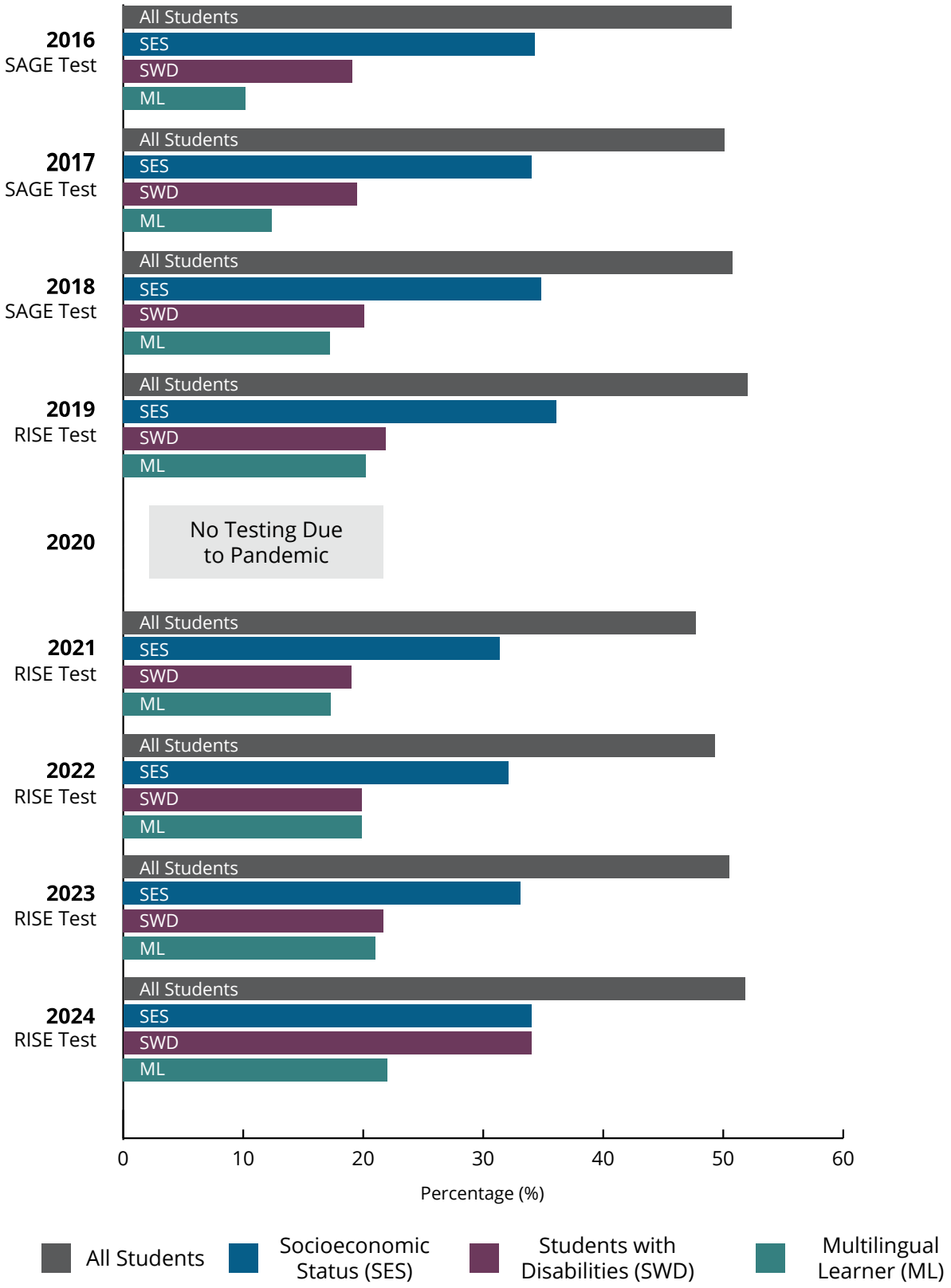
Percentage of Students Proficient on ELA in Grades 3-8 on RISE or DLM Assessment



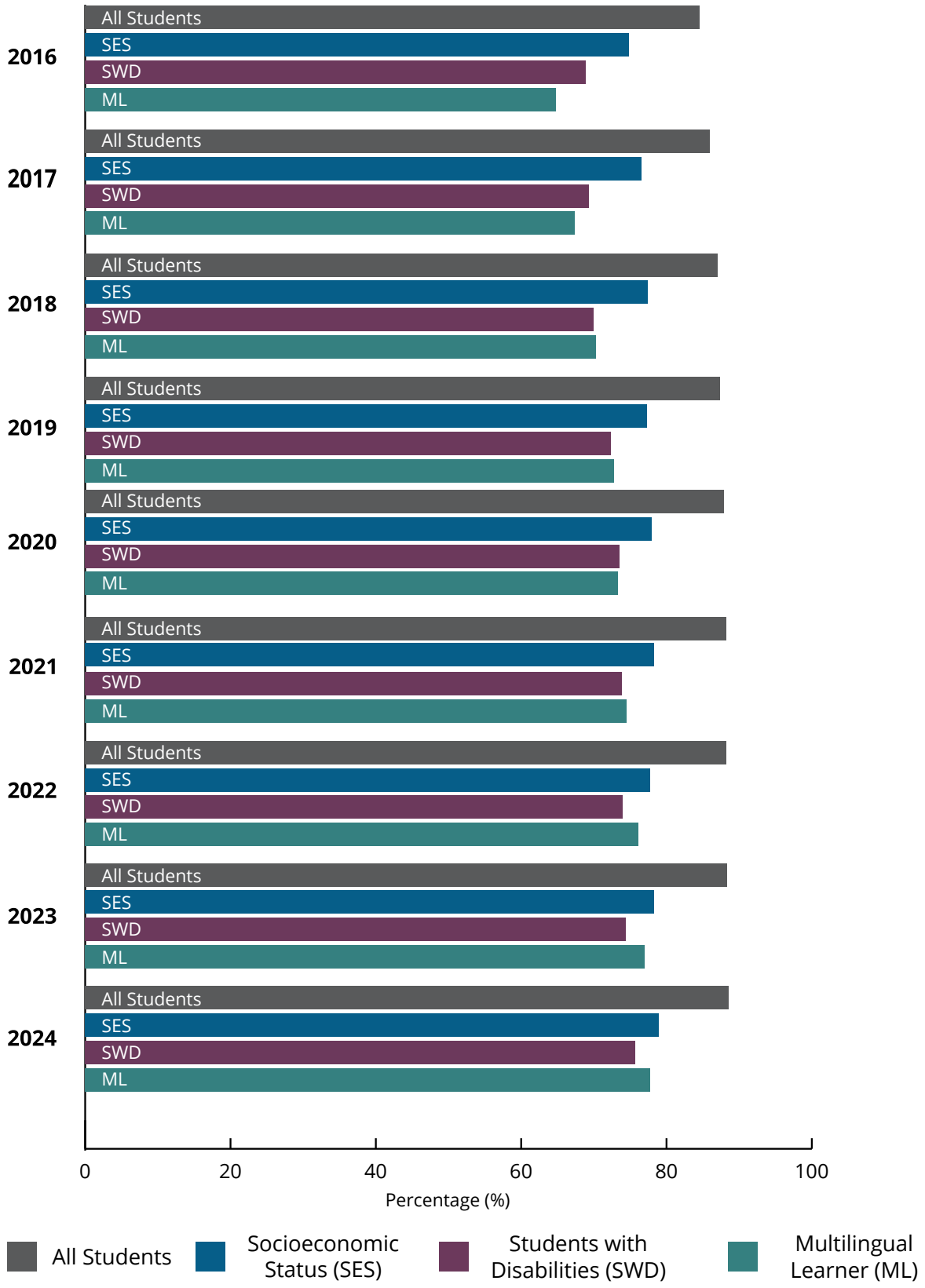
Percentage of Students Proficient on Mathematics in grades 3-8 on RISE or DLM Assessment



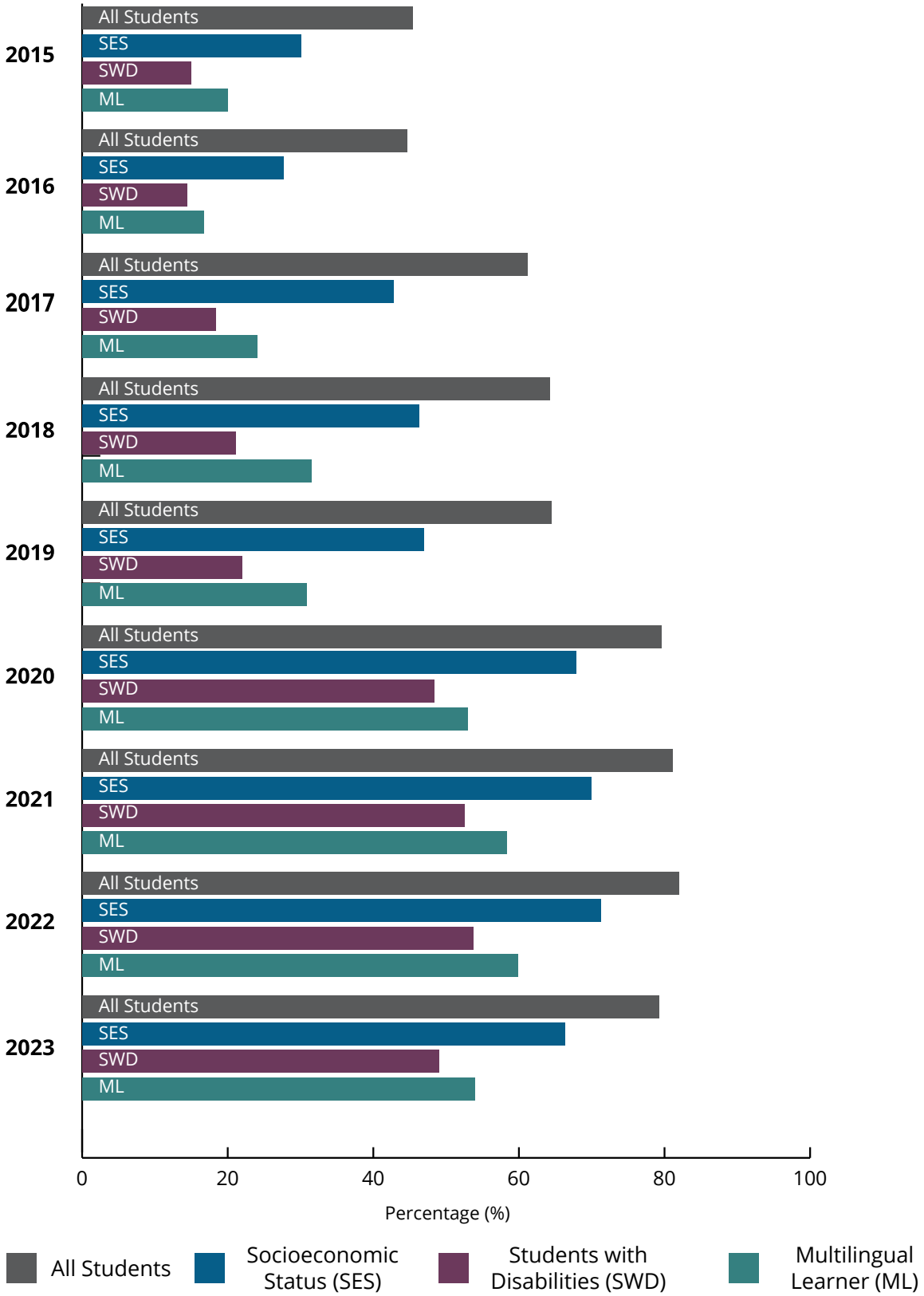
Percentage of students proficient on Science in grades 3-8 on RISE or DLM Assessment



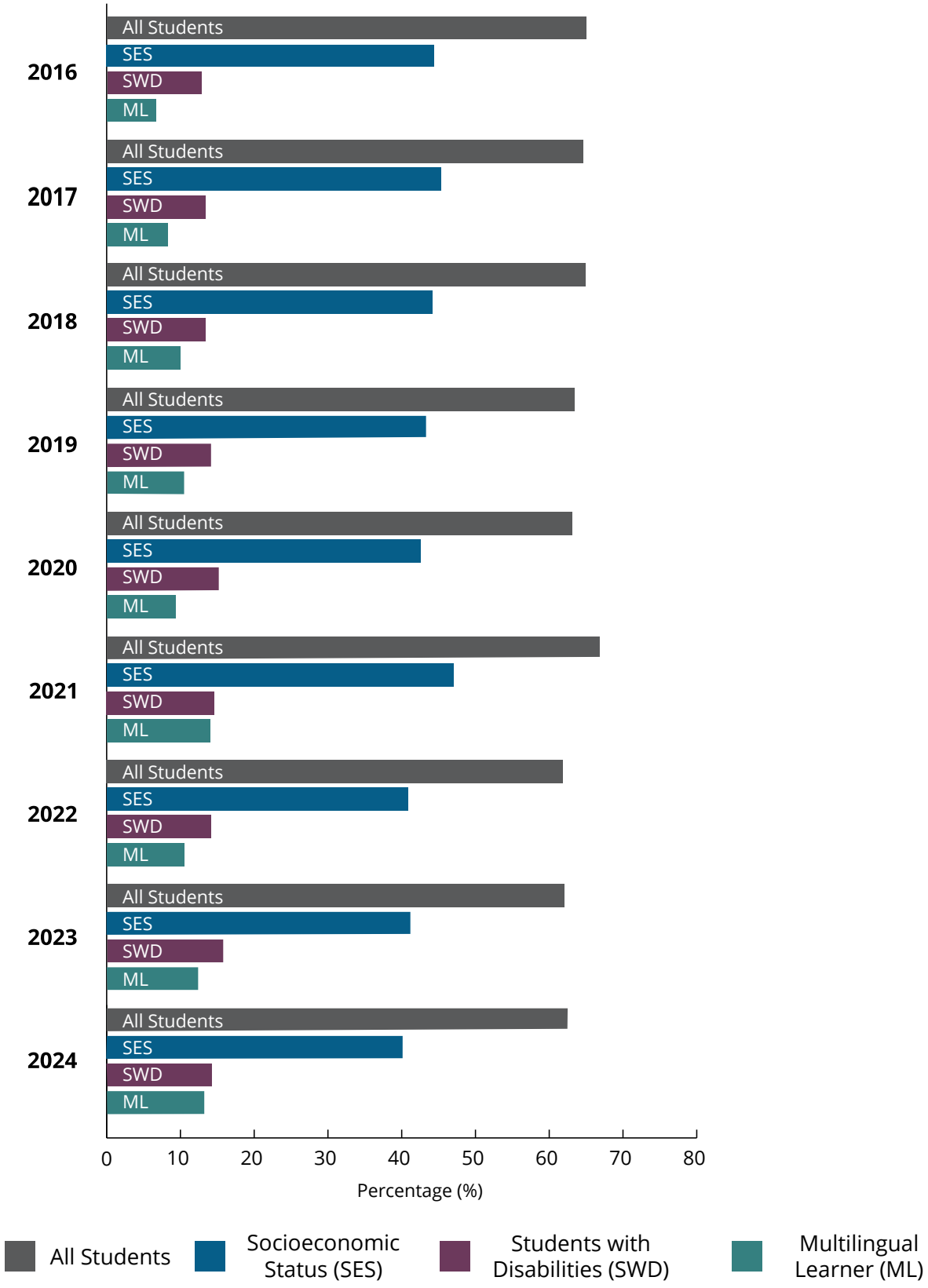
Four-Year Cohort Graduation Rate Percentage for State of Utah



Percentage of Student Cohorts that Completed Readiness Coursework by Year for Utah K-12

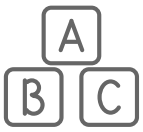


Percentage of students scoring 18 or above on ACT



GOALS & Strategy Updates

In alignment with the Board's established process, USBE is developing new goals based on the recently adopted Board mission and vision statement. For the 2024 report, the agency will report on the previous strategic plan's four goals for the education system. These goals are articulated as outcome-focused statements, reflecting the ambitious achievements we aim to deliver for each student. USBE's role is to establish state-level conditions that empower local education agencies (LEAs) and leaders to realize these goals within schools and classrooms across Utah.



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.

Goal 1: Early Learning

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

Indicators We Are Tracking

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

- Third-grade math and ELA proficiency (RISE)
- Preschool numeracy and literacy (PEEP)
- Kindergarten through third-grade literacy and numeracy (Acadience)

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

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

Progress to Date

- The Science of Reading Resource Repository was completed and shared with the field.
- USBE provided statewide training for the new Early Learning Assessment platform in both literacy and math.
- A "Train the Trainer" professional learning event for school leaders and coaches was hosted, led by Anita Archer.
- Board rule R277-730, which establishes minimum standards for kindergarten, was created through the combined efforts of the 1A and 1B teams.
- Continuous training and professional learning opportunities were provided to enhance educator capacity.
- Kindergarten performance measures were updated to align with grades 1-3, demonstrating that 60% of students made typical or better progress on Acadience Reading and Math.
- Legislative changes were incorporated into the Learning Innovation Team (LIT) training to support LEAs in submitting Early Learning Plans, with 122 plans submitted, and support provided to the remaining four LEAs to complete theirs.
- The second two-year cohort, consisting of approximately 200 LEA coaches and leaders, engaged in ongoing professional learning focused on effective coaching in early mathematics through the Early Mathematics Coaching Institute.

- Geographical cohorts met in person every other month at locations in Farmington, Lindon, and St. George/Cedar City.
- Virtual follow-up sessions were held in alternate months to facilitate reflection, collaboration, and extended learning across all three groups.
- Collaboration between Information Technology (IT) and Data and Statistics ensured that both teams ran end-of-year Acadience data accurately and delivered the data in a timely manner.

Milestone Moments

- The IT team is developing the Early Learning Digital Reporting Platform.
- The Early Learning System of Support is being re-envisioned to focus on mathematics instruction, following the removal of the literacy system of support from the code.
- Schools and classrooms will continue to be visited and vetted for future Science of Reading award recipients.

Resources Created to Advance Strategies

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

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

Progress to Date

- The fifth cohort for the Child Development Associate (CDA) credential was completed as an accelerated six-week course that began in May 2024. Sixteen participants are on track to earn their credential by October 30, 2024. The next cohort is scheduled to begin in September and will span nine months to align with the traditional school year.

- The preschool team hosted a series of successful professional development workshops focused on building developmentally informed teaching practices for early numeracy. Almost 300 educators participated before the school year began. Feedback has been overwhelmingly positive, with many participants requesting additional workshops to foster learning and collaboration across mixed delivery systems.

- A LETRS (Language Essentials for Teachers of Reading and Spelling) Early Childhood cohort was completed, with 75 of 80 participants finishing all required training components. Participants included 12 preschool administrators, 55 preschool teachers, seven kindergarten teachers, two literacy coaches, and four K-12 special education teachers. Granite and Weber school districts are planning additional cohorts for the upcoming year.

- The team presented at various conferences and professional learning events, including local and national forums. On June 12, 2024, a collaboration with GatherRound, LLC, supported an in-person professional learning event at the Utah State Capitol, where educators engaged in activities designed to deepen their understanding of best practices in early childhood education and leadership development.

Milestone Moments

- A two-day hybrid preschool conference is being organized for October 25-26, 2024.
- Legislative changes to the School Readiness (SR) Initiative have revised eligibility requirements, potentially increasing the number of children who qualify for grant funding.

▷ Progress continues toward meeting goals for expanding access to high-quality preschool. However, the legislature will determine final funding decisions for the program and associated administrative costs.

Resources Created to Advance Strategies

- Kindergarten Exemplar Video Collection
- Utah Full-Day Kindergarten Now
- Kindergarten Best Practice Guide
- Ready! Set! Go!

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

Progress to Date

- The 1D Strategy Team collaborated with partner organizations, including United Way, KSL, Envision, Help Me Grow, and the Department of Workforce Services (DWS) Office of Child Care (OCC), as part of the Five Before Five (5B45) project. project to enhance connections with families regarding the importance of early learning.

- As part of the 5B45 project, the USBE 1D team provided ideas and connections for four KSL 5B45 stories, including a partnership with the Utah Parent Center to support at-home learning for siblings and the inclusion of students with disabilities.

- The team hosted information tables and presented at community outreach events since the March 2024 agency goal meeting to engage parents of young children:
  - Dia del Niño (April 30)
  - Family Engagement Summit (May 24)
  - Science, Technology, Engineering, Mathematics (STEM) Action Best Practices conference (June 14)
  - Northern Utah Early Childhood Conference (June 8)
  - Utah Parent Center Family Festival (June 28)
  - Meaningful Inclusion of Students with Disabilities Symposium (June 19-20, 24-25)
  - Utah Rural School Association (URSA) Conference (July 15-17)
  - An event calendar and list of partners with underreached areas were compiled to support at-home learning, aligned with USBE's priorities and goals.

- The Utah Kindergarten Transition Toolkit was revised with feedback and input gathered through ongoing engagement with parents.

- The team continued to build family engagement through social media efforts in partnership with USBE Communication Team experts to develop and distribute content.
  - Eleven new short video clips were recorded, featuring parents engaging in math talk with young children, for distribution on social media.
  - Updated headshots were taken to initiate a social media outreach plan, increasing awareness of the Strategy 1D team's services and promoting at-home learning strategies.

Milestone Moments

- Family connection and educator support events will take place:
  - Neighborhood House Outreach Events (September & October 2024).
  - Utah Preschool Conference (October 2024).
- The 1D team will continue collaborating with the USBE Communications Team to distribute parent and family engagement content through USBE's social media platforms.
- In-person community outreach events will remain a key strategy for connecting with families and educators, helping build understanding of the importance of early learning.

Resources Created to Advance Strategies

- Facebook Group
- CANVAS Bite-sized course
- Standards CANVAS course
- Strategies and Activities documents for standards

Goal 2: Effective Educators and Leaders

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

Indicators We Are Tracking

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

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

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

Progress to Date

- ▶ USBE has awarded the Teacher Mentor Endorsement to over 147 applicants since its introduction.

Milestone Moments

- ▷ Monthly Mentoring Monday meetings via Zoom will begin in September to support LEAs and foster a community of practice. The Strategy 2A team will facilitate these meetings, focusing on the mentor roles and competencies document.
- ▷ The Utah Teacher Fellows have consolidated information from the Induction Guidebook into five one-pagers summarizing key concepts in the Induction Framework. These resources will be shared with the field in October 2024.

- ▷ Ten volunteers from five LEAs have joined the Mentoring Advisory Committee, which meets monthly October through February. The committee will collaboratively develop a comprehensive framework to support mentoring programs for struggling LEAs, with the goal of completing and disseminating the framework by fall 2025.
- ▷ Planning has begun for the Mentoring for Effective Classroom Instruction conference, which will provide professional learning for school leaders, district and charter leaders, and current mentors.

Resources Created to Advance Strategies

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

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

Progress to Date

- Instructional coaching improved in both quality and access to professional learning. Across the state, more than 900 educators earned their instructional coaching endorsement, with most completing course pathways offered through their LEAs using resources developed by USBE.
  - Aligning coaching initiatives with professional learning standards supported these efforts.
  - Several districts now require the instructional coaching endorsement for new coaches, creating a talent pipeline where coaches are trained on both district expectations and foundational coaching principles.
  - Over 25 LEAs provided educational coaching support to their educators.

- The Utah Coaching Community of Practice built on the momentum from the previous year, focusing on aligning coaching practices with the Utah Effective Teaching Standards (UETS). This year, the community emphasized "Engaging Leadership in Coaching."
  - Opportunities for in-person gatherings of coaches and coaching leaders were provided in collaboration with Regional Education Service Agencies (RESAs) throughout the state, with additional sessions held at USBE.

- In response to feedback from the field, efforts began to build capacity for content-focused coaching support. Content specialists collaborated with USBE to develop competencies for content coaching, demonstrated through microcredentials.
  - Secondary Mathematics: In partnership with USBE staff, competencies were identified, and microcredentials are being developed for rollout in the coming months.
  - Science: USBE staff supported the development of science coaching competencies, ensuring that knowledge from the Science Coaching Institute will be accessible to all interested educators through scalable microcredentials.
  - Elementary Social Studies: Collaboration with Joanna Sorensen began to develop coaching competencies, with work continuing throughout the 2024-25 school year.

- A scalable learning path for content-based endorsements is under development to support educator qualification in specific content areas. Coordination with specialists

overseeing these areas will enhance the effectiveness of the microcredential process.

Milestone Moments

- The Content Coaching Endorsement will launch with Secondary Mathematics and Science. Asynchronous learning paths will be developed in Canvas, and microcredentials will be created to provide scalable evaluation of competency. These content areas are expected to be fully developed by the end of the 2024-25 school year.

Resources Created to Advance Strategies

- Professional Learning Standards Toolkit
- Professional Learning Standards Planning Template

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

Progress to Date

- The 2025 General Teacher Preparation competencies and Elementary content competencies were approved in June 2024. New Special Education preparation standards were approved in August 2024.
- Data collection for the 2024 annual reports, including the Title II, Superintendent, and Educator Preparation Program (EPP) Annual Report, is underway.
- University secondary program reviews were successfully completed, with alignment achieved to the new content endorsement competencies.
- All Alternate Pathway to Professional Educator License (APPEL) programs were reviewed at least once. Most programs met expectations, while USBE Licensing staff are addressing concerns with a small number of programs that did not meet expectations during their most recent review.
- Several resources were released to support EPPs in implementing the new EPP standards and competencies.

Milestone Moments

- The Special Education preparation competencies in R277-304 will be updated to align with the new Special Education Preparation Standards.
- All teacher preparation programs will be reviewed to align with the 2025 General Teacher Preparation competencies and Elementary content competencies.
- Two university programs and five APPEL programs will be reviewed during this school year using the updated process aligned with the new Utah EPP Standards.
- Ongoing support will be provided to EPPs through workshops, trainings, and additional resources to ensure alignment with the new competencies.

Resources Created to Advance Strategies

- Portrait of a First-Year Teacher
- Teacher Recruitment Website
- Utah Educator Preparation Program (EPP) Standards
- Alternative Pathway to Professional Educator License (APPEL) Website

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

Progress to Date

- A collaborative team was formed by identifying individuals, strategy teams, and specialists across the agency with a shared interest in teacher retention and recruitment. The committee, which now consists of over 15 participants, met multiple times throughout the year to share resources and plan future efforts. Discussions included retention data, teacher recruitment in Utah, and national research on effective retention strategies. The team is committed to advancing collaborative efforts in this area, recognizing that changing the perception of teaching requires high-level cross-agency collaboration for sustained improvement.

- Data on teacher retention showed improvements in several key areas, although challenges remain:
  - Fewer teachers are leaving the profession entirely.
  - A 4% decrease was reported in the number of teachers citing emotional exhaustion or burnout as a factor in deciding to leave the profession.
  - The overall attrition rate remains at approximately 10% per year—lower than national averages, but still unsustainable in the long term.
  - While most teaching positions in Utah are filled, critical shortages persist in areas such as special education.

Milestone Moments

- A collaborative goal will be set with the team at the October 2024 meeting, focusing on teacher retention efforts for FY25.
- The “Stay” interview process will be expanded to additional LEAs to collect actionable data on teacher retention.
- The 2024 Exit Survey data and report will be released in November 2024.
- The Teacher Retention report will also be made available in November 2024.

Resources Created to Advance Strategies

- Teach with Joy

2E: Promote equitable access to highly effective teachers

Progress to Date

- An annual report on school-level retention for classroom teachers was published after the 2023-24 school year. Strategy leaders updated the report with information on new licensing levels and will continue updating it annually.
- The USBE Equity Lab was offered in November 2023 to LEAs with Additional Targeted Support and Improvement (ATSI)-designated schools, focusing on resource allocation and promising practices for multilingual learners.
- Ongoing support was provided for the Early College Dashboard.
- Data was collected on the impact of educators earning English as a Second Language (ESL) endorsements endorsements and the effects of full-day kindergarten on multilingual learners to appropriate students.

Milestone Moments

- USBE staff will deliver an Equity Lab focused on multilingual learners to appropriate staff in Spring 2025, with three in-person sessions scheduled.
- Staff will collaborate with the School Improvement team to identify and share best practices across LEAs regarding equitable access to effective teachers.
- The relationship between teacher qualifications and high school graduation rates will be explored.
- Collaboration across teams will incorporate findings from various reports, including Retention, Stay Interview, Exit Survey, and Engagement Survey reports.
- The USBE Teaching and Learning team will partner with WestEd REL and several LEAs to address early-year teacher retention.
- USBE staff will continue to analyze and report on the relationship between teacher qualifications and student growth for multilingual learners.
- Staff will monitor the impact of educators earning the English as a Second Language Competency-based endorsement.

- ▷ Efforts will continue to explore the enrollment trends of underrepresented students in college and career coursework.

Resources Created to Advance Strategies

- Teacher Retention Education Highlight
- Educator Qualifications Report
- The USBE ESSA Resource Allocation Review Framework
- Portrait of a First-Year Teacher
- Utah Effective Teaching Standards August 2023

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

Progress to Date

- Leadership development activities included the continuation of Principal Partnership Networks (PPNs), principal supervisor development, and Continuous Improvement Plan development in collaboration with the School Improvement team.

- The 2F team aligned leadership development initiatives across the agency and made progress on developing a professional learning resource library. Plans were initiated for a statewide school leadership conference for administrators.

- PPNs offered small-group regional gatherings where principals engaged in facilitated monthly meetings to collaborate on shared challenges. In 2023, 98 principals participated.

- In partnership with the Utah Education Policy Center (UEPC), USBE were formed funded facilitator training and compensation. Facilitators were selected, and PPN groups formed across various categories:
  - Cache/Logan County
  - Central Utah Educational Services (CUES)
  - Statewide Elementary
  - Statewide High School
  - New Principals
  - Northern Utah Educational Services (NUES)
  - Personalized Competency-Based-Learning (PCBL)
  - School Improvement - High School/Middle School
  - Southwest Educational Development Center (SEDC)
  - Southeast Educational Service Center (SESC)
  - Wasatch Front North
  - Wasatch Front South
  - Charter Schools
  - Utah County
  - Enrollment for PPNs remained open through the academic year, with monthly facilitator reports used to monitor the program.

- The Leadership Library is under development and will include presentation materials, training resources, and other relevant documents for leadership development.
- The 2F team partnered with the University of Utah to develop a principal supervisor leadership training program.
- A statewide School Leadership Conference is scheduled for late April or early May 2025 to provide leadership development for administrators and access to resources from USBE staff.

Milestone Moments

- PPN groups will continue discussing real-time challenges related to principal leadership. Through UEPC's agreement, facilitators will receive four formal training sessions and mentor support throughout the year. In 2024, all but two facilitators will be returning veterans, with the remaining positions filled by new facilitators.
- The principal supervisor training and the School Leadership Conference will emphasize continuous school improvement practices.

Resources Created to Advance Strategies

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

Goal 3: Safe and Healthy Schools

Each student learns in a safe and healthy school environment.

Indicators We Are Tracking

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

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

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

Progress to Date

- The Discipline Data Infraction Codes workgroup was established with 18 participants from small, large, urban, and rural LEAs. Four working sessions were held to review, discuss, and provide feedback on updated discipline data infraction code definitions and resources. To date, 10 of 23 codes have been reviewed.
- The Gun Free Schools Act was added to the Assurances document for LEAs.
- LEA staff participated in a survey regarding barriers to incident reporting. The results were analyzed to develop an action plan aimed at supporting LEAs in accurate and timely reporting.
- Infraction codes were divided into groups, with each team member compiling information for their assigned codes to be used in future professional learning and training (See 3A Infraction Codes Workbook).

Milestone Moments

- Focus group feedback will be reviewed and shared with USBE specialists.
- Additional feedback will be gathered from USBE specialists and LEA staff on the incident dictionary to ensure it addresses all relevant laws, rules, and needs.
- Resources will be developed to help remove barriers to incident reporting and provide LEA staff with clear expectations for accurate and timely reporting.
- Technical assistance and resources related to the Gun Free Schools Act will be provided to LEAs.

Resources Created to Advance Strategies

- School Safety Center Resources
- Utah School Safety Collaborative Resources

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

Progress to Date

- Health and wellness policy training was designed and facilitated for two LEA cohort groups in 2023.
- The Model Wellness Policy and Evaluation Tool are currently used by LEAs.
- Evidence-based health and wellness training, resources, and support were developed, with ongoing efforts to expand these offerings for educators and LEA leaders.
- The team provided professional learning in evidence-based health and wellness practices across multiple LEAs. Examples include:
  - Skill-based health education
  - Adapted and elementary physical education
  - Behavior support and bullying prevention
  - Protective Factor Framework
  - Utah Farm-to-School outreach, which promotes healthy local meal options through initiatives such as Culinary Workshops and the Squash Summer Hunger annual promotion
  - Return to Learn/Play in School After a Head Injury presentations

Milestone Moments

- Continued development of evidence-based health and wellness training, resources, and support will be provided to educators and LEA leaders.
- Through collaboration with the Utah Department of Health and Human Services (DHHS), professional learning and technical assistance will be offered to LEAs to strengthen their health and wellness policies.
- New webinars will be created to highlight evidence-based practices, including:
  - Nutrition education with meal selection
  - Adapted physical education practices
  - Chronic health condition management

- Air quality and recess management.
- Mental health strategies.

▷ Ongoing support will be provided to LEAs that participated in the Health and Wellness Policy Cohort Groups (1 and 2), including continued use of the evaluation tool.

Resources Created to Advance Strategies

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

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

Progress to Date

- A course supporting educator wellness, developed in partnership with a vendor, went live on July 1, 2024. As of September 15, 2024, approximately 150 educators were enrolled in the course, which takes 3.5 to 4 hours to complete. Quarterly updates on enrollment and course completion will be provided to the team.
- Staff from several LEAs were invited to join the 3C meetings to discuss their approaches to supporting educator wellness. These discussions have helped the team identify available resources, understand which resources educators find most beneficial, and develop ideas for future initiatives.
- The team continues to collaborate with the First Lady's Show Up team. Members of the 3C team are reviewing presentation submissions for the upcoming Show Up for Teachers conference and are also supporting the planning of the second "Show Up for Administrators" conference, scheduled to be held virtually on April 17, 2025.
- Efforts are underway to address educator wellness at the upcoming state Principals Conference in April 2025.
- A small group from the 3C team met with representatives from the USBE Leadership Council to review the Educator Wellness Data document shared during a spring meeting. This collaboration aimed to enhance the presentation and explanation of the data.

Milestone Moments

- ▷ The next steps for developing resources to support educator wellness (such as technical assistance, a web page, or a framework) will be determined. If necessary, a Request for Proposal (RFP) will be issued to facilitate resource development.
- ▷ The Educator Wellness Data document will be reviewed with the USBE Leadership Council to finalize the plan for displaying, sharing, and distributing the data.

Resources Created to Advance Strategies

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

Goal 4: Personalized Teaching & Learning

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

Indicators We Are Tracking

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

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

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

Milestone Moments

- Ten district superintendents/charter directors and their teams are participating in a Culture of Deep Learning Cohort led by Superintendent Farnsworth, Dr. Joe Jensen, and Dr. David Boren, with support from USBE staff.
- All PCBL Microcredentials (MCs) and the five supporting courses designed to build the skills assessed by the microcredentials have been completed. The courses are available to LEAs on Canvas Commons, and the MCs are currently in the pilot phase.
- Ten LEAs are participating in the Innovative Learning Network (ILN), a networking experience for LEAs that have completed five years in the PCBL Grant program and/or developed a mature PCBL ecosystem. For the 2024-25 school year, the group has established the following priorities:

- Priority 1: Addressing learner variability
- Priority 2: Providing system-level supports by leaders and coaches
- Priority 3: Ensuring interoperability across platforms (e.g., Student Information System (SIS) and grade book systems)
- ILN participants will engage in site visits to innovative PCBL school systems in Kentucky and North Dakota in Spring 2025.

▷ The 3rd Annual PCBL Summit is scheduled for March 27, 2025.

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

Progress to Date

- A PCBL Needs Assessment was developed and made available to LEAs to support resource allocation and track PCBL growth over time. All grant applicants utilized the needs assessment in 2024.
- The 4A team collaborated with the 4B team to ensure consistency in the information and resources shared about the Portrait of a Graduate (POG) within the Onboarding Canvas Course.
- An infographic for current USBE employees was created to enhance understanding of PCBL. Based on feedback, a need for examples was identified, and the 4A team began working on a Canvas course to provide practical examples of utilizing PCBL in their work.
- Onboarding resources for new USBE team members were created to build capacity within the agency, aligning with the Strategic Plan.
- The team identified a range of existing resources, including Utah Education Network's (UEN) eMedia PCBL Hub, and is working to prioritize and streamline these resources to enhance learning for new team members.

Milestone Moments

- The PCBL Observation Tool is in the pilot phase, being tested during site visits across the state. It is scheduled for release to the field in winter/spring 2025.
- A Canvas course is being developed to onboard new USBE staff. The course will include sections on POG, PCBL, and Utah Effective Teaching Standards (UETS), with reflection questions to help new employees understand how their work aligns with the agency's broader efforts.
- A second Canvas course is under development for existing USBE employees. It will include examples based on feedback from the infographic, reflective questions, resource links, detailed descriptions, and video interviews with USBE employees discussing their use of PCBL in their current roles.

Resources Created to Advance Strategies

- Utah State Board of Education Personalized Competency-Based Learning Extended Learning Resources

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

Progress to Date

- The Portrait of a Graduate Implementation Guide was developed and released, informed by survey data.
- The 4B team began updating the Portrait of a Graduate Implementation Guide by requesting LEA Curriculum Directors to provide updates on their current Portrait of a Graduate development and usage status.
- The team is actively collecting links to the Portrait of a Graduate documents from LEAs that have developed one.

Milestone Moments

- ▷ Links to individual LEAs' Portrait of a Graduate documents will be added to the updated Guide.
- ▷ Team members will conduct meetings with LEAs to identify and implement strategies to support the creation and implementation of their Portrait of a Graduate.
- ▷ A link-rich document is under development to help stakeholders visualize the Portrait of a Graduate and its applications effectively.
- ▷ The "Portrait of a Graduate: A Guide for LEAs" one-pager has been sent to USBE leaders for review.

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

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

Progress to Date

- The development of the Formative Assessment Process Toolkit has been the primary focus for the 4C team.
- A short video titled "Why engage in the Formative Assessment Process" was completed. The video serves as a "commercial" to introduce stakeholders to the Formative Assessment Process Toolkit, highlighting its value in supporting PCBL in classrooms.
- Professional learning sessions, led by Dr. Karin Hess, focused on Deep Dive: Formative Assessment and Cognitive Rigor, were hosted for district staff and teachers. These sessions explored how "actionable" assessments and feedback promote deeper learning for students. All resources and recordings from these sessions are available on the Cognitive Rigor through Leaner Agency Master Classes Padlet.

Milestone Moments

- The 4C team will re-group to determine the next steps for this goal, prioritizing meaningful work as more than half of the team is new for the school year.
- The Formative Assessment Process Toolkit will continue to be promoted to agency staff and educators in the field. Efforts will focus on increasing awareness of the toolkit, as staff turnover has resulted in limited knowledge of its existence.

Resources Created to Advance Strategies

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

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

Progress to Date

- The Plan for College and Career Readiness (PCCR) process was updated to include a YouScience diagnostic to support personalized planning for students.
- The Early College Dashboard was utilized by all LEAs offering early college courses to evaluate their progress last year. The dashboard will be used again this year after the data is updated.
- The PRIME Scholarship program, now ongoing, includes youth apprenticeship opportunities. Potential updates, such as incorporating a first credential, may emerge from the 2025 legislative session.
- Concurrent enrollment courses are now accessible to youth in care (YIC), expanding educational opportunities for this population.
- Work began to integrate durable skills into professional learning and technical assistance across the agency. These skills, part of the Career and Technical Education (CTE) Strategic Plan, are being aligned with course strands and standards. Discussions between the Teaching and Learning (T&L) team and CTE team are ongoing and will continue over several years.
- The CTE Strategic Plan was approved and was released to stakeholders during the week of November 11, 2024.

Milestone Moments

- The CTE Enrollment/Concentrator/Completer Dashboard is under development and will be released in Spring 2025. This tool will bring transparency to CTE outcomes and highlight successes across the state.
- The CTE pathway charts are being redesigned to improve readability, incorporate postsecondary program alignments, and align pathways with the new career cluster framework.

- Research on concurrent enrollment in Utah, in collaboration with WestEd, has been approved and is underway.
- Updates to the Utah Career Pathways Planner are being developed in partnership with WestEd to enhance usability and alignment with workforce needs.
- The Law and Licensing Committee approved the General Educational Diploma (GED)/Demonstrated Competency option to a diploma on November 8, 2024. This initiative aims to keep students enrolled by using GED assessments as demonstrated competency toward a diploma.

Resources Created to Advance Strategies

- Early College Dashboard
- College and Career Ready Course Resources
- FAFSA Workgroup Action Items