Utah State Board of Education

Annual Report
2025

Utah State Board of Education

250 East 500 South
P.O. Box 144200
Salt Lake City, UT 84114-4200

Sydnee Dickson,
State Superintendent of Public Instruction

www.schools.utah.gov

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Letter from State Superintendent Sydnee Dickson

As 2024 draws to a close, I have been reflecting on the progress and challenges that have defined another year and another chapter in our educational journey. Reflection is not just about looking back on what has been achieved; it is also about envisioning what is possible in years to come. In that spirit, I find it meaningful to share a few of my reflections from this past year—moments that remind us of our shared commitment to Utah's children and educators and that serve as a foundation for the work ahead of us.

My first reflection is on students modeling good will towards their peers. In April, I had the privilege of visiting a leadership class at Clearfield High School, where I met with a group of students who left a lasting impression on me. Dressed in their school's bold green colors, they radiated positivity and enthusiasm as they shared ideas about fostering strong, inclusive communities within their school. Their vision centered on bridging gaps between students, making everyone feel welcome, and ensuring that no one is left out. Their service to the community and each other was more than impressive and something they take pride in as an essential life skill.

During the visit, one student said: "One thing I've noticed when I visit other schools and hang out with my friends from other schools is that they always seem to be competing against each other to see who can be the best, but at Clearfield it's different; here, we compete for each other. We don't want to be better than everyone else – we want to succeed together." That mindset—competing for each other rather than against each other—is a testament to the values of humility, kindness, and empathy that define Clearfield High. As I reflected on my time with them, I couldn't help but think of them as exemplars of good sportsmanship, setting a powerful example not just for their peers, but for schools and communities across Utah. They reminded me that the heart of education isn't just academic achievement—it's fostering a spirit of connection and shared success. I see this spirit of connection play out often through service projects and daily acts of kindness in schools across our state.

My next reflection is on a significant milestone achieved in early education. During the 2023-2024 school year, an additional 707 kindergarten classrooms were established statewide, thanks to the passage of H.B. 477 during the 2023 legislative session. This groundbreaking legislation provided funding for optional full-day kindergarten, while preserving the choice for half-day programs. As of July 2024, 27 of Utah's 41 school districts reported that 95-100% of kindergartners attended full-day kindergarten, with similar success in 40 of the state's 96 charter schools. This represents a remarkable leap from prior years, when only about 30% of Utah's kindergartners had access to full-day programs. This expansion underscores Utah's commitment to giving every child a strong start on their educational journey.

Our current literacy rates are showing slight improvement while the long term results of updated statewide literacy efforts are just beginning to play out. The majority of our teachers now have the knowledge of the science of reading and are working hard to ensure their skills result in our goal of ensuring 70% of our third graders are reading with proficiency. With persistent attention to implementation and support, we will reach this goal soon.

Reflecting on some of children preparing for graduation, Utah students achieved remarkable success in both Advanced Placement (AP) and ACT performance, highlighting a strong commitment to academic excellence. AP participation has grown by 19% since 2021, with a 5% increase this year alone, as more students embraced advanced learning opportunities. This year saw the highest percentage of AP exams earning passing scores (72.5%), exceeding the national average of 68%, with 34,908 of the 48,182 exams taken achieving scores of 3 or higher—a 13.3% increase in passing rates from last year. Gains were seen across most demographics, highlighting the exceptional work of AP educators, over 40 of whom were honored in July through a partnership between USBE and the College Board. Additionally, Utah's 2024 graduates ranked first nationally among states testing 75% or more of their students in ACT composite scores and college readiness benchmarks across all subjects, further showcasing the dedication of students and educators alike.

One area that many people have been reflecting on lately is artificial intelligence (AI). In an era of continual innovation and adaptation, AI stands out as a significant development that has started to play a role in how schools approach education. Last spring, USBE brought on a full-time AI specialist and published its AI Framework for PK-12 Education, a first-of-its-kind guide that outlines some of the laws related to AI in education, addresses potential misuses of AI for educators and learners, and explores how to use AI safely in school settings.
USBE has been working closely with Utah's school leaders, hosting multiple AI seminars throughout the state, and providing guidance at a time when districts and charter schools are working to develop AI policies for their own school

communities. Currently, 11 of 41 districts have AI policies in place, and more than a dozen others are working to implement their AI policies by the end of the academic year. Over 700 educators and education employees attended USBE's AI seminars to explore and discuss AI's impact on education.

With support from the Utah Education and Telehealth Network, Utah is leading the way in integrating AI into education. This fall, schools have been able to purchase groundbreaking AI tools like Magic School AI, School AI, and Skillstruck's Chat on a per-pupil basis, enabling LEAs to provide vetted resources for teachers and students statewide. Building on this momentum, USBE, with support from the STEM Action Center, will host three educator cohorts in early 2025 to explore AI in education, develop and implement lesson plans, and share these pioneering resources through repositories from the STEM Action Center and UETN's eMedia.

Utah is not only leading in technological innovation but also fostering a culture of excellence and compassion among its students. The incredible strides our schools have made in adopting advanced tools like AI are matched by the inspiring achievements of our children, who continue to amaze us with their creativity, resilience, and dedication. Visiting schools like Clearfield High shows me firsthand the passion and potential of our educators and children, reaffirming my confidence that Utah's future is in capable and caring hands.

In Utah, public education is a community endeavor. It is shaped by the dedication and service of teachers, the curiosity of children, the commitment of families, and the support of policymakers and partners. This annual report reflects the collective effort that makes Utah's education system unique. As you explore the data and stories within, you will see the challenges we've faced and the milestones we've reached, all united by a shared belief in the boundless potential of each child in our state.

USBE Strategic Plan

In accordance with the direction outlined in the Utah Code (U.C.A. Section 53E-2-202), which stipulates that "The Board shall create, maintain, and review on a regular basis a statewide, comprehensive multi-year strategic plan for improved student outcomes," the Utah State Board of Education initiated the review and revision process of its strategic plan in March 2023. The Board is actively engaged in refining the strategic plan to establish a forward-looking vision for K-12 education in Utah. Additionally, the Superintendent's Annual Report serves as an informative update on the developments and progress made on the existing Board strategic plan in 2024.

OUR VISION

Academic and organizational excellence in Utah education.

Participate in civic responsibilities	Uphold and strengthen our constitutional republic	Provide for themselves and their families	Engage in post-secondary opportunities	Pursue personal goals	Embody strong moral and social values
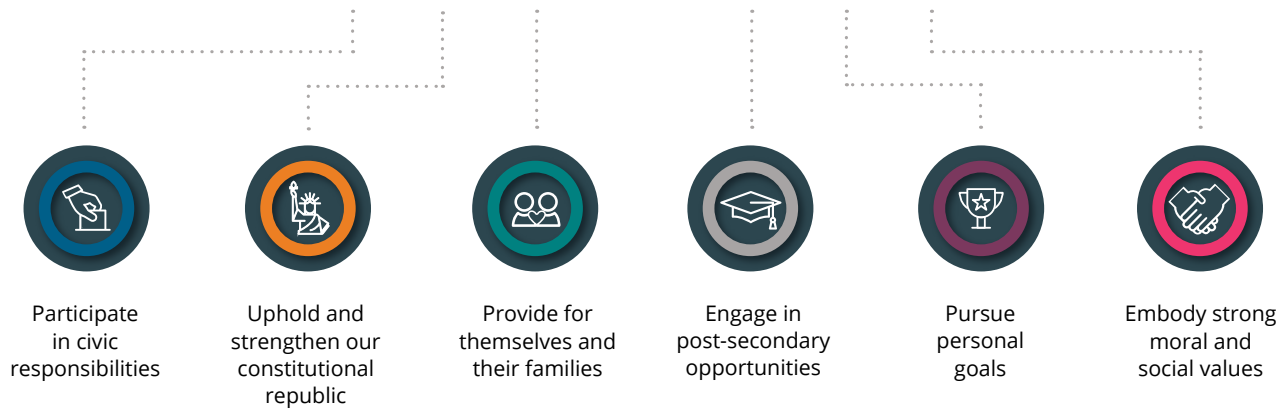
MISSION

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

Goals

In Fall 2024, the Board established several goals for the education system. The goals are written as results statements reflecting an ambitious outcome we aim for the system to deliver for each student. USBE's role in achieving these goals is to create the conditions at the state level to enable local education agencies and leaders to achieve them in schools and classrooms across the state.

Standards & Assessment

The Board supports the design of academic standards and measurement tools to elevate educational excellence resulting in mastery of foundational knowledge, application of logical reasoning, and achievement of personal goals.

Finance

The Board supports transparent, efficient, and educationally effective use of funds.

Law & Licensing

The Board supports improving educational excellence by: providing high quality licensing, educator and school leadership to increase the presence of highly qualified educators for every student in Utah; enhancing system effectiveness to minimize educational barriers and provide appropriate flexibility and monitoring; and maintaining robust data governance; and protection to support decisions.

Portrait of a Graduate

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.
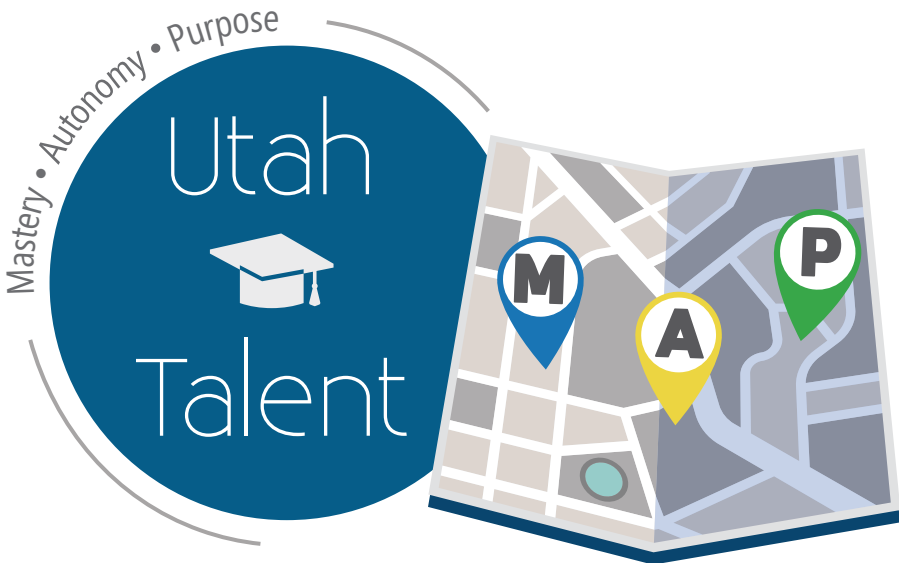
We began by asking questions

"What are the hopes, aspirations, and dreams that our community has for young people? What skills and mindsets do young people need to ensure opportunities for their future?"

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

Mastery: is the ability to demonstrate depth of knowledge and skill proficiency.

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: is having the self-confidence and motivation to think and act independently.

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: guides life decisions, influences behavior, shapes goals, offers a sense of direction, and creates meaning

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.

Lifelong 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.

Board Members

The Utah State Board of Education is a constitutionally established, elected 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 Board appoints the State Superintendent who is the executive officer of the Board.

Board Leadership

Chair

JAMES MOSS, Jr.

District 12: Midway

Vice Chair

JENNIE EARL

District 1: Morgan

Vice Chair

MOLLY HART

District 7: Sandy

Board Members

JOSEPH KERRY

District 2: Ogden

BRENT STRATE

District 3: South Ogden

LEANN WOOD

District 4: Kaysville

SARAH REALE

District 5: Salt Lake City

CAROL BARLOW LEAR

District 6: Salt Lake City

CHRISTINA BOGGESS

District 8: Taylorsville

NATALIE CLINE

District 9: Bluffdale

MATT HYMAS

District 10: Stansbury Park

CINDY DAVIS

District 11: Cedar Hills

RANDY BOOTHE

District 13: Spanish Fork
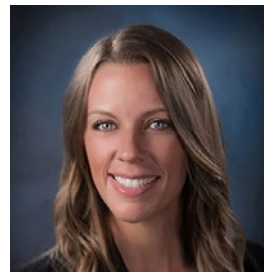
EMILY GREEN

District 14: Cedar City

KRISTAN NORTON

District 15: St. George

USBE Superintendency

The Utah State Constitution gives the State Board of Education general control and supervision over the public education system. The State Superintendent is appointed by the Board as its executive officer. The superintendency uses the Board's strategic plan as the framework to improve outcomes for students. The members of the superintendency also administer all programs in accordance with the policies and the standards established by the Board.

Elise Newey
Deputy Superintendent of Policy

Scott Jones
Deputy Superintendent of Operations
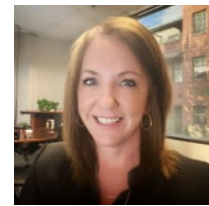
Patty Norman
Deputy Superintendent of Student Achievement

Leah Voorhies
Assistant Superintendent of Student Support

Darin Nielsen
Assistant Superintendent of Student Learning

Deborah Jacobson
Assistant Superintendent of Operations

Sarah Young
Chief of Staff

Organizational Chart

The Utah State Board of Education provides a dynamic digital organization chart that is accessible to the public at: https://schools.utah.gov/orgchart.

ASSISTANT AG
Ashley Biehl

ASSISTANT AG
Michelle Beus

INTERNAL AUDIT
Debbie Davis
Director*

UTAH STATE BOARD OF EDUCATION

BOARD SECRETARY*
Cybil Prideaux

BOARD COMMUNICATIONS*
Kelsey James

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION*
Sydnee Dickson

USDB
Joel Coleman
Superintendent*

CHIEF OF STAFF
Sarah Young

STRATEGIC COMMUNICATIONS
Ryan Bartlett
Director

STRATEGIC INITIATIVES
VACANT
Director

PUBLIC AFFAIRS
Sharon Turner

STUDENT ACHIEVEMENT
Patty Norman
Deputy Superintendent

POLICY
Elise Newey
Deputy Superintendent

OPERATIONS
Scott Jones
Deputy Superintendent*

STUDENT LEARNING
Darin Nielsen
Assistant Superintendent

STUDENT SUPPORT
Leah Voorhies
Assistant Superintendent

LAW AND PROFESSIONAL PRACTICES
Ben Rasmussen
Educational Director

FINANCIAL OPERATIONS
Deborah Jacobson
Assistant Superintendent

ASSESSMENT AND ACCOUNTABILITY
Cydnee McCarty
Educational Director

SPECIAL EDUCATION SERVICES
Kim Fratto
Educational Director

POLICY ADVISOR
VACANT

FINANCIAL OPERATIONS
Sam Urie
School Finance Director

CAREER AND TECHNICAL EDUCATION
Thalea Longhurst
Educational Director

CHILD NUTRITION PROGRAMS
Kim Loveland
Educational Director

STUDENT DATA PRIVACY
Katy Challis
Chief Privacy Officer

FINANCIAL OPERATIONS
Michael Iwasaki
Purchasing Director

TEACHING AND LEARNING
Todd Call
Interim Educational Director

SCHOOL IMPROVEMENT
Sara Wiebke
Educational Director

DATA AND STATISTICS
Aaron Brough
Coordinator

EDUCATOR LICENSING
Malia Hite
Executive Coordinator

SCHOOL SAFETY AND STUDENT SERVICES
Shauntelle Cota
Educational Director

HUMAN RESOURCE MANAGEMENT
Nicholas Renzo
Director

INFORMATION TECHNOLOGY
Jared Felt
IT Deputy Director

SCHOOL CHILDREN'S TRUST*
Paula Plant

SCSB STAFF
Paul Kremer
Executive Director**

Indirect Reports

  **Reports directly to the State Board of Education*

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

Public Education Budget

The following information details Utah's appropriated public education budget for FY 2024. 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

$7.7 Billion by Funding Source | Fiscal Year 2024

Local — 22%

Federal — 8%

Other — 11%

59% State
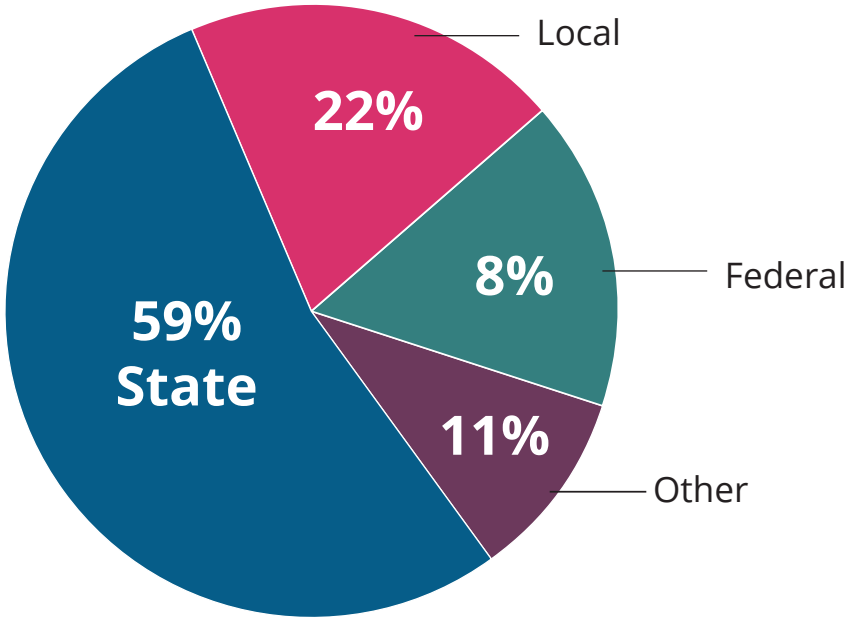
State: $4,545,795,900 (59%)

General, Education, and Uniform School Funds

Local: $1,660,646,600 (22%)

Property Tax Revenue
Factored into state formulas, but collected locally not by the state

Federal: $597,313,800 (8%)

Other: $897,189,200 (11%)

Dedicated Credits Revenue, Expendable Receipts, Federal Mineral Lease,
Transfers, and Balance

Public Education Budget

By Major Area | Fiscal Year 2024

- 85.8% Minimum School Program
- 13.7% State Board of Education
- 0.5% Other
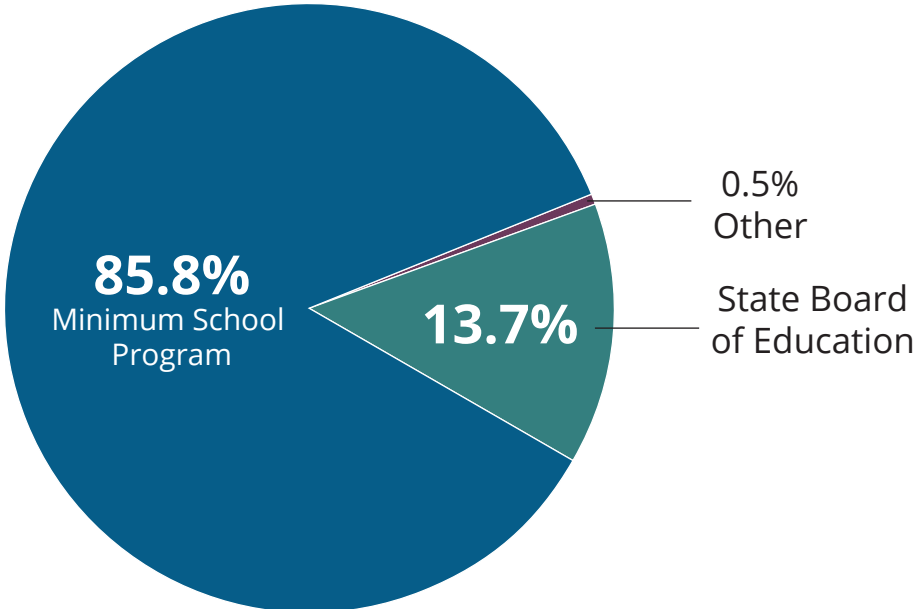
Minimum School Program by Line Item

$4,022,585,800
Basic School Program

$1,373,474,300
Related to Basic School Programs

$1,211,102,800
Voted and Board Local Levy Programs

Public Education Budget

School Building Program 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	$405,450,000
Contracted Initiatives and Grants	$146,330,000
Educator Licensing	$5,250,000
Fine Arts Outreach	$6,180,000
MSP Categorical Program Admin.	$8,230,000
Policy, Communication and Oversight	$85,530,000
Regional Education Service Agencies	$2,115,000
Science Outreach	$6,308,100
Small School District Capital Projects	$50,000,000
Statewide Online Education Program Coordination	$13,643,900
State Charter School Board	$4,134,200
State Board and Administrative Operations	$38,929,200
System Standards and Accountability	$230,573,200
Utah Charter School Finance Authority	$50,000
Utah Schools for the Deaf and the Blind	$50,625,600

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

97% Pass Through Funding	**3%** Other
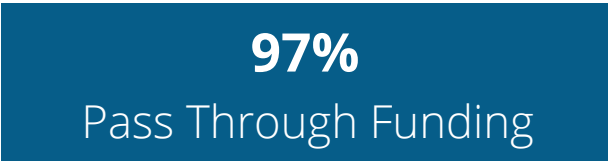
CORE Functions

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.

Core Functions

USBE is dedicated to fostering a high-quality educational environment through a comprehensive and structured approach. Our work spans multiple core areas that ensure excellence and accountability in education.

Educator Effectiveness

Compliance, Monitoring, & Auditing

Academic Standards & Assessment

Policy

Reporting, Data, & Statistics

Finance

Academic Standards & Assessment

Academic Standards

In establishing minimum standards related to curriculum and instruction requirements, the USBE works with local school boards, school superintendents, teachers, employers, and parents to implement core standards for Utah public schools that enable students to: communicate effectively, both verbally and through written communication; apply mathematics; and access, analyze, and apply information.

In establishing the core standards for Utah public schools, USBE shall: identify the basic knowledge, skills, and competencies each student is expected to acquire or master as the student advances through the public education system; and align with each other the core standards for Utah public schools and the assessments identified in statute (53E-4-202).

The State Board shall establish minimum standards for career and technical education programs in the public education system (53E-3-507).

Assessments

Statute requires the State Superintendent to:

- Submit and recommend statewide assessments to the State Board for adoption by the State Board.
- Distribute the statewide assessments adopted by the State Board to a school district or charter school.

Requires the Board to participate in the National Assessment of Educational Progress program; and requires local education agencies (LEAs) to administer statewide assessments.

The Board shall make rules for the administration of statewide assessments and ensure they are in compliance with student data privacy requirements (53E-4-302).

Contacts:

Todd Call
Interim Director of Teaching and Learning
801-538-7715 | todd.call@schools.utah.gov

Thalea Longhurst
Director of Career and Technical Education
801-538-7889 | thalea.longhurst@schools.utah.gov

Cydnee McCarty
Director of Assessment and Accountability
801-538-7654 | cydnee.mccarty@schools.utah.gov

Data and Metrics

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

| **100%** 2022-2023 SY | **Local Education Agency served by Teaching and Learning** | **100%** 2023-2024 SY |

| **1,384** 2022-2023 SY | **Professional Learning: Dual Immersion Educators** | **1,362** 2023-2024 SY |

| **1,438** 2022-2023 SY | **Career and Technical Education Professional Training** | **1,424** 2023-2024 SY |

Achievements

➤ The recent shift of funding for kindergarten into the weighted pupil unit has provided local education agencies with a stable and reliable funding source to expand full-day kindergarten opportunities to all students. This significant change has resulted in a remarkable impact, with 77% of kindergartners accessing full-day kindergarten during the 2023-2024 school year. The integration of this funding model demonstrates a strong commitment to early childhood education and ensures that more children can benefit from comprehensive learning experiences, setting a solid foundation for their future academic success.

➤ In response to growing interest from Utah stakeholders, the Utah State Board updated the English language arts and mathematics frameworks, while creating a new science framework that are all organized according to the same framework. These frameworks provide LEA educators and leaders a self-assessment tool for each of these content areas, while also serving as a collaborative vehicle from cross-content collaboration.

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 INVOLVEMENT 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 includes being aware of 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
- Six Hours Behind the Wheel
- Six Hours of Observation
- Written Test
- Road Test

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. 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:

Oral Language	Vocabulary
Phonological Awareness	Comprehension
Phonics	Writing
Fluency	
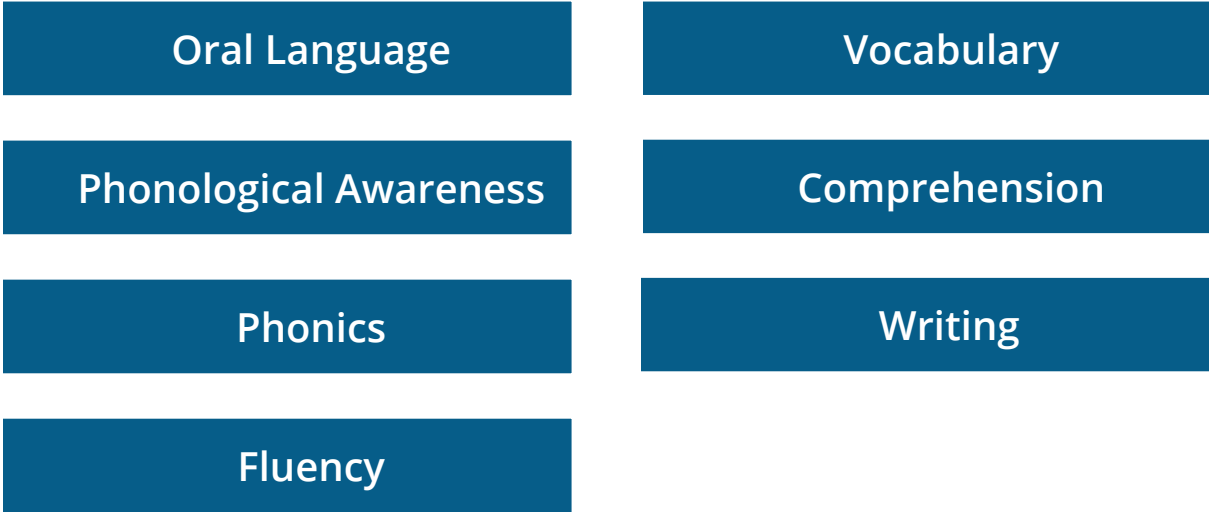
How to Accomplish

The **five** key elements of a strong literacy system include:

- Instructional Leadership
- Assessment and Feedback
- Supportive Culture
- Instruction and Intervention
- Professional Learning

Fine Arts

The Utah State Board of Education recognizes fine arts as a core subject essential to a well-rounded education. Through dance, drama/theater, media arts, music, and visual arts, students engage in creative processes that foster self-expression, collaboration, and learner agency.

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.

Learning in and through the Arts

Fine arts education in Utah provides opportunities for students to:

- Develop essential skills, including critical thinking, problem-solving, and thoughtful communication, aligning with the goals of the Portrait of a Graduate.

- Explore diverse cultures and perspectives to foster empathy and understanding.

- Experience rich creative processes that help develop a lifelong joy participating in and enjoying the arts.

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. Health is taught in kindergarten through grade six, once in middle school (Health I), and once in high school, (Health II).

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

Health education contributes to a student's 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 and others.

Library Media

The school library program is critical to the learning process and student academic and personal growth. The necessary skills for college and career-ready students include being literate in a wide range of digital, visual, textual, and technological formats. Students need to be able to access, evaluate, and process information strategically and methodically in order to make informed decisions and create products involving critical thinking skills.

> Highly qualified school librarians, working in collaboration with content area teachers, families, and school communities, provide research- and inquiry-based instruction to develop students' ability to find and use information to support their academic learning and personal development.

Reading Engagement

School libraries support independent readers and broaden their global perspectives by providing access to diverse literary and informational texts in a variety of formats, genres, and languages.

Information and Research

Students need the essential skills of critically evaluating information from diverse sources, to determine their reliability, credibility and verifiability and applying new-found knowledge to solve real-world problems. Our goal is to equip students with critical research skills that build their confidence and empower them to navigate the complexities of today's information landscape.

Media Literacy

Students need the essential skills of understanding the elements, construction and impact of media messages to become critical thinkers, effective communicators, and responsible digital citizens. Our goal is to empower students to develop the habits of inquiry and skills of expression that they need to be to be capable of discerning and interpreting media messages in order to make informed decisions.

Mathematics

Conceptual understanding and procedural fluency play a vital role in mathematics education. Both are assessable using mathematical tasks of sufficient richness along with student-centered representations and modeling. The standards provide clear signposts along the way to the goal of college and career readiness for all students.

Mathematical Standards

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct arguments and critique reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning
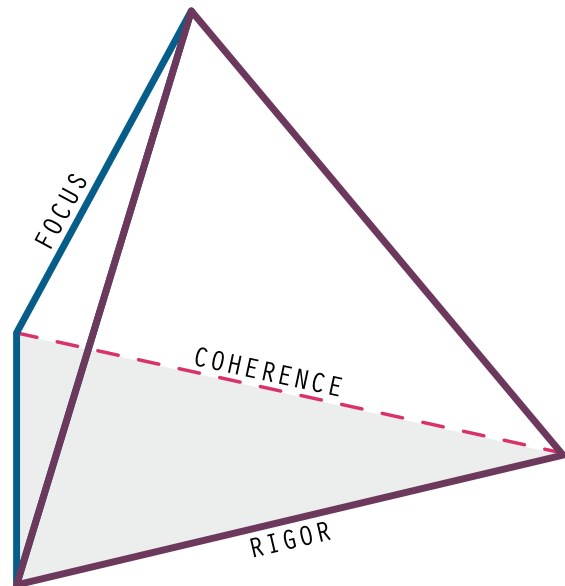
Vertical Alignment of Standards Progression

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

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-sixth grade
- Middle school: Beginning and intermediate team sports
- High school: Participation skills and techniques, fitness for life, and activities

Elementary Requirement - Each Year
Utah State Core Standards-Elementary

Middle School Requirements - One course
Utah State Core Standards for Middle School
1. Beginning Fitness Team Sports and Dance
2. Intermediate Team Sports Fitness and Dance

High School Requirements - Three courses
Utah State Core Standards for High School
1. Fitness for Life
2. Participation Skills and Techniques
3. Individual Lifetime Activities

Adapted Physical Education

Physical education services, specially designed, if necessary, must be made available to every student with a disability receiving a free appropriate public education (FAPE), unless the LEA enrolls students without disabilities and does not provide physical education to students without disabilities in the same grades. 34 CFR§ 300.108

Preschool

Through play, relationships, 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. The learning experiences provided in early childhood help children grow into well-rounded learners.

Play and Effective Instruction

Effective educators use play activities with clear learning goals to keep children engaged. They provide personalized instruction to help all students learn successfully.

Whole Child

Quality preschool programs support children's development in many areas, including literacy, problem-solving, emotional, physical/movement, and social skills. They recognize that children learn best when growth areas are connected and work together.

Interactions

Children learn through exploring during play on their own and when interacting with adults and other children. Frequent, respectful conversations with adults and other children make learning enjoyable and encourage children to be curious and engaged.

Curriculum

High quality preschool programs use a curriculum supported by research and data to show its effectiveness in supporting learning and development. The teaching methods and materials are age-appropriate and engaging, promoting healthy growth for young children.

Professional Learning

Effective early learning programs provide educators with regular participation in ongoing professional learning, including coaching, to enhance their skills. Lead teachers typically have a credential or degree in early childhood education or a related field. Administrators set and review program goals to continue improvement.

Family Engagement

Successful preschool programs understand that parents and guardians are children's first and most important teachers. These programs support and encourage family members to actively engage in their child's education through open communication and information sharing to be partners in the learning process.

The High Quality School Readiness Grant Program was created to expand access to high quality school readiness programs for eligible students through grants administered by the department for eligible LEAs and private providers.

Utah Code (Effective 7/1/2024)

- 35A-15-202: Elements of a high-quality school readiness program.
- 35A-15-301: Becoming Quality School Readiness Grant Program.
- 35A-15-302: High-quality School Readiness Grant Program.

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, the science and engineering practices, crosscutting concepts, and disciplinary core ideas are integrated into curriculum, instruction, and assessment.

Science and Engineering Practices (SEPs)

Practices are what students do to actively investigate the natural universe and solve problems in ways similar to scientists and engineers in the field.

- Asking questions and defining problems
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations and designing solutions
- Engaging in an argument from evidence
- Obtaining, evaluating, and communicating information

Crosscutting Concepts (CCCs)

Crosscutting concepts are the tools that students use to focus and organize their thinking and reasoning in order to make sense of scientific knowledge.

- Patterns
- Cause and effect
- Scale, proportion, and quantity
- Systems and system models
- Energy and matter
- Structure and function along with stability and change

Disciplinary Core Ideas (DCIs)

Disciplinary core ideas are the pieces of science content knowledge that students use to explain phenomena and solve problems. The many different core ideas found in the SEEd Standards fit into the following four content areas:

- Physical Sciences
- Life Sciences
- Earth and Space Sciences
- Engineering Design

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 know about the world and how it works. Content knowledge makes weak readers better thinkers, and better problem solvers.

Context

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

Community

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

Creativity

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

Civility

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

Complexity

Effective social studies instruction 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 ample opportunities for authentic practice.

Corroboration

Social Studies encourages students to examine and verify evidence, an essential skill in the age of viral content. Teaching students about confirmation bias is an essential element in the classroom.

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.

These World Language Programs:

- Provide a language rich environment
- 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 (CTE)

Career and Technical Education 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.

CTE Competency Certificates

CTE Competency Certificates are credentials of value earned by students 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. Some examples of certifications include competencies in Drones, Aeronautics, Pharmacy Technician, Certified Nurse Assistant, Microsoft certifications, Cisco, CAD certifications, ASE Auto certifications, Welding, etc.

CTE Competency Certificates Earned 2023-2024

110,482

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 concentrators earn credit in at least two concentrator level courses (may include one explorer level course) and CTE completers earn 3.0 credits in a single CTE program of study.

48.7% 2023-2024 SY	**Of Secondary Students are CTE Concentrators**	**31.2%** 2023-2024 SY	**Of Secondary Students are CTE Completers**
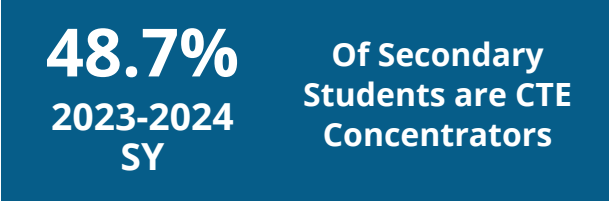
Career Pathways

Highest completer rates in the 2023-2024 SY were in:

Health Science	**Programming & Software Development**
Broadcasting & Digital Media	**Engineering**
Animal & Veterinary Science	**Automotive**
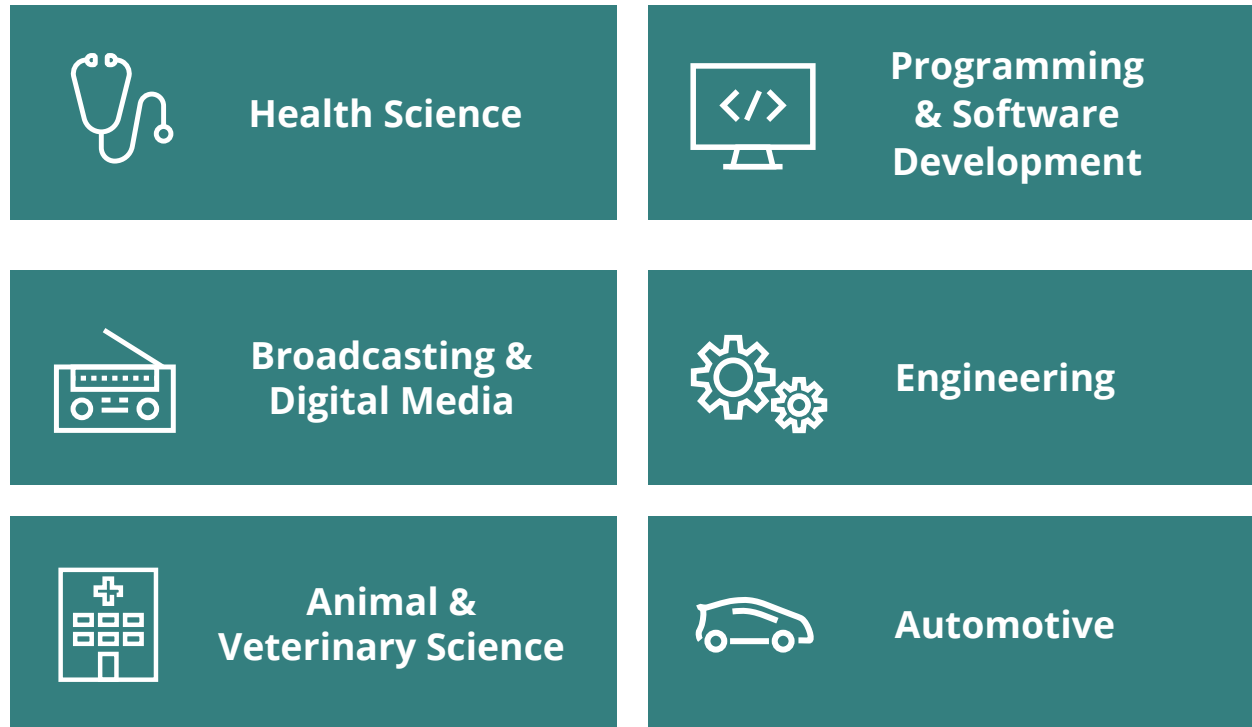
For the 2023-2024 school year, there were **32** CTE career pathways aligned and categorized by national career clusters.

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 • 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. In addition to providing stakeholders access to data necessary for making effective decisions concerning school policies, programs, and curricula, assessments are an essential part of the instructional process.

ACTFL/ AAPPL (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 three through nine and provides target language proficiency data in speaking, listening, reading, and writing.

Acadience Reading (53E-4-307)

A universal screening and progress monitoring assessment used to measure the acquisition of early literacy skills starting in kindergarten through grade three. Designed to regularly monitor the development of early literacy skills and support timely instructional support.

Acadience Mathematics (53E-4-307.5)

A universal screening tool used to measure and monitor the development of mathematics skills for students starting in kindergarten through grade three. The assessments are comprised of measures of early numeracy, computation, and problem-solving skills.

ACT (53E-4-305)

The ACT is administered to all juniors in Utah public schools. The ACT is comprised of reading, English (grammar and usage), mathematics, 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.

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, for 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 three-eight; science grades four-eight; writing grades five and eight.

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 nine and 10. Beginning in Spring 2025 Utah Aspire Plus includes three subtests: reading, 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 ninth 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 (ACCESS) 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.

State Program Monitoring

Utah Administrative Code (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 $5.2 billion for FY 2021.

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
2024	43	$810,040,626	$752,855,605	92.9%
2023	40	$838,341,436	$792,784,849	94.57%
2022	41	$589,426,061	$566,123,814	96.05%

Source: Federal Single Audit, Schedule of Expenditures of Federal Awards by State Agency
* Funds passed through to subrecipients (LEAs, Community-Based Organizations)
Due to CARES, the SFY 2020 Single Audit was not available at the time of publication

Contacts:

Leah Voorhies
Assistant Superintendent of Student Support
Special Education
801-538-7898 | leah.voorhies@schools.utah.gov

Thalea Longhurst
Director of Career and Technical Education
Career and Technical Education
801-538-7889 | thalea.longhurst@schools.utah.gov

Kimberly Loveland
Director of Child Nutrition Programs
Child Nutrition Programs
801-538-7513 | kimberly.loveland@schools.utah.gov

Data and Metrics

The data and metrics below measure some of the compliance and monitoring functions of USBE.

100%
2022-2023 SY

Local Education Agency IDEA Non-Compliance Correction

100%
2023-2024 SY

32
Administrative Reviews
2023-2024 SY

Child Nutrition Programs Reviews Completed

12
Seamless Summer Operations
2023-2024 SY
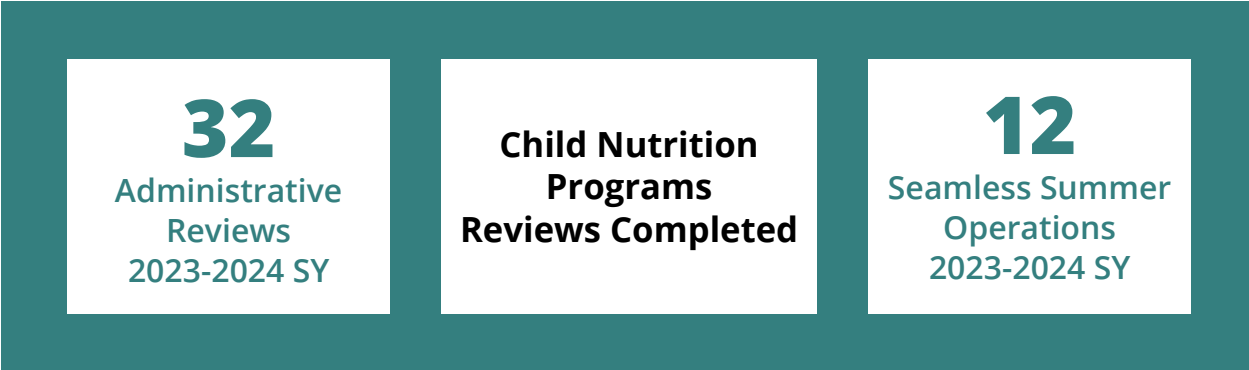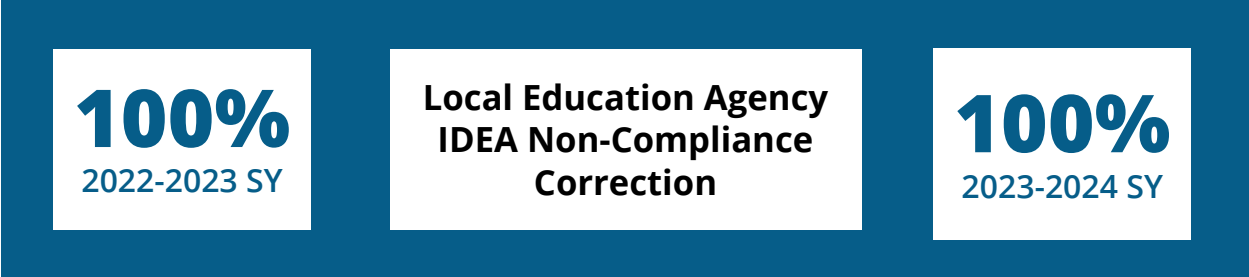
Achievements

In summer 2024, Child Nutrition Programs (CNP) worked with 10 rural school districts to operate the non-congregate summer meal option. This option allowed a total of 54 summer sites in rural communities to provide nutritious grab-and-go meals to children during the summer months when school was not in session, increasing healthy meal access.

Utah schools and childcare centers made great progress with farm-to-school in school year 2024. USBE and Utah Department of Agriculture and food staff collaborated with multiple partners on initiatives such as Raising the Steaks, Squash Summer Hunger, Bison Cooking Workshops, Harvest Gratitude Day, Apple Crunch Day, and more. Schools have continued purchasing and serving local grass-fed beef from Utah ranchers using Local Food for Schools Cooperative Agreement funds. Grant funding has enabled Utah agencies and partners to increase outreach, build capacity, support Utah businesses and support local food in schools with farm-to-fork initiatives.

Elementary & Secondary Education Act

ESEA

Utah receives over $100 million on an annual basis to provide supplemental services and resources for eligible schools and students. 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 on-site visits to LEAs to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational gaps. 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. Providing opportunities for meaningful parent and family engagement is a key component of Title I and all ESEA programs.
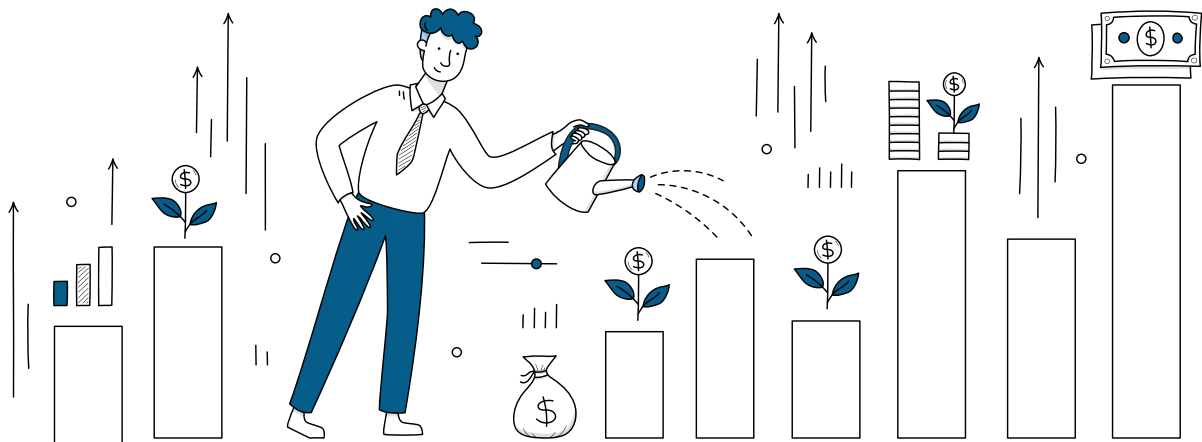
Federal Programs Funded by ESEA

Title I, Part A

Improving Basic Programs Operated by LEAs: 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. Currently, 41 district LEAs and 86 charter LEAs are the recipients of Title I, Part A funds. Utah received $80.5 million to support those LEAs and schools in FY 25.

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 I Part D funds are used in conjunction with Youth in Care state funds to provide services for students.

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.

Title III

Services for English Learners: Supplemental funding to support students who are multilingual 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. The program's specific purposes are to provide opportunities for academic enrichment, youth development and prevention services to reinforce and complement the regular academic program. The funding also supports the implementation of family engagement programming around literacy and related educational development.

Title V, Part B

Rural Low-Income Schools: Provides supplemental funding to eligible rural LEAs to support services for students from low-income families.

Title VI

American Indian Education: Formula grant for school districts who have a high concentration of American Indian/Alaska Native students. Title VI formula grants are awarded from the U. S. Department of Education directly to eligible LEAs.

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 students 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 R277-750, Education Programs for Students with Disabilities.

➤ 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 34 CFR §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 Utah Schools for the Deaf and the Blind (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. In addition to correcting noncompliance, LEAs must show they understand requirements and correctly implement requirements moving forward.

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.

November 29, 2024 marked the 49th anniversary of the Individuals With Disabilities Education Act, or IDEA, which was signed into law, Nov. 29, 1975.

The signing of IDEA into law guaranteed access to a free appropriate public education in the least restrictive environment to every child with a disability.

Valerie C. Williams, director of the Office of Special Education Programs, shared her perspective of the IDEA in a blog post, 47 Years Later, Are we Delivering on the Promise of IDEA?

Williams writes about the commitment of the Department of Education and the Biden-Harris administration to "champion equity for children with disabilities."

She also highlights both positive and troubling trends related to the IDEA, while citing the need for all involved in the education of children with disabilities to commit to designing high-quality instruction, supporting behavior, education of the whole child, and setting high expectations.

Statement from the Department of Education

Career & Technical Education (CTE)

Career & Technical Education

Strengthening Career & Technical Education for the 21st Century Act - Perkins V

The federal Perkins V law is dedicated to increasing learner access to high-quality 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. Perkins affords states and local communities the opportunity to implement a vision for CTE that uniquely supports the range of educational needs of students and balances those needs with the current and emerging needs of the economy. 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 learning, and administrative and monitoring costs at the State Board.

UTAH PERKINS GRANT AWARD | FY 2025

$17.3 Million **Award Amount**	**$2.6 Million** **Supports Staff and Program Functions at USBE and Higher Education**

Only approved CTE programs can receive state or federal CTE funding. State Board rules, along with federal Perkins regulations, require a high level of accountability for CTE programs.

Annual Membership Reporting

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

Annual Self-Evaluation

- Entered by CTE Director online.
- The results inform LEA risk assessment.
- Used to develop in-service, technical assistance, goal setting, and program improvement.

On-site Program Quality Review

- Technical assistance provided to local CTE Directors and Educators.
- State specialist on-site evaluation.
- Feedback/improvement: summary report; improvement plan to address needs.
- Continuous improvement and follow-up.

Student Performance on Nine Core Indicators

- Academic performance aligned with ESEA. (graduation rate, language arts, mathematics, science proficiency, and career readiness).
- Placement in postsecondary education, military service, or employment.
- Training for nontraditional programs.
- Participation in CTE internships and apprenticeships.
- Secondary pathway completion.

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.

CNP administers 14 federal food programs and sub programs, which are appropriated under United States Department of Agriculture (USDA) and administered by the 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, chronically disabled adults, and eligible households access to safe and healthy foods. CNP also oversees two initiatives: Farm to Fork and Healthier Child and Adult Care Food Program (CACFP).

School Nutrition Programs

- After-school Snack Program
- 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 After-School 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

CNP section core objectives are:

1. Protect the integrity of Child Nutrition Programs with effective and efficient monitoring.

2. Support sponsors in their implementation of USDA Child Nutrition Programs.

3. Coordinate and manage program data and information for USDA, USBE/Utah, and other stakeholders.

4. Foster a workplace culture that supports/encourages employee satisfaction, wellbeing, and productivity.

The staff administering the program consist of:

- Director
- Three Coordinators
- Two Financial Analysts
- Three Senior Specialists
- 18 Specialists

- Senior Business Analyst
- Contract/Grant Analyst
- Administrative Secretary
- Office Specialist
- Senior Research Analyst

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.

Grants Management System

2CFR 200.331(b) states that a pass-through entity must: evaluate each sub-recipient's risk of noncompliance with federal statutes, regulations, and the terms and conditions of the sub-award for purposes of determining the appropriate sub-recipient monitoring. A more standardized and transparent risk assessment process has been incorporated into Utah Grants, the State Board's grant management system which is discussed in the Finance section of this report. This process allows USBE to identify whether sub-recipients are high, medium, or low risk. Risk is assessed on each federal program and also incorporates LEA (enterprise wide) risk factors in the overall determination of risk. Once risk levels have been determined, USBE grant managers create a monitoring plan that prioritizes high risk sub-recipients. The risk level will determine both the level sub-recipients are monitored (on-site 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 sub-recipient's overall level of risk and will be incorporated into the risk assessment process.

Utah Grants allows grant program managers to set up monitoring engagements, enter findings, and track corrective actions, as well as view what findings have been reported by other program managers.

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 conducts a monthly EDGAR Book Club training series open to all State Board staff covering federal uniform guidance and relevant sections of state statute and Board rules. Grants compliance training is also made available to departments and programs as requested.

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 on-site 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 guidance 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.

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.

Contacts:

Malia Hite
Executive Coordinator or Educator Licensing
801-538-7740 | malia.hite@schools.utah.gov

Ben Rasmussen
Director of Law and Professional Practices (UPPAC)
801-538-7835 | ben.rasmussen@schools.utah.gov

Todd Call
Interim Director of Teaching and Learning
801-538-7715 | todd.call@schools.utah.gov

Data and Metrics

The data and metrics below measure some of the compliance and monitoring functions of USBE.

Educator Licenses SY 2023-2024

4,604
Professional

1,665
Associate

675
LEA-Specific

90.8%
2022-2023 SY

Utah Educators Holding a Professional Educator License

91.3%
2023-2024 SY

100%
2022-2023 SY

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

100%
2023-2024 SY
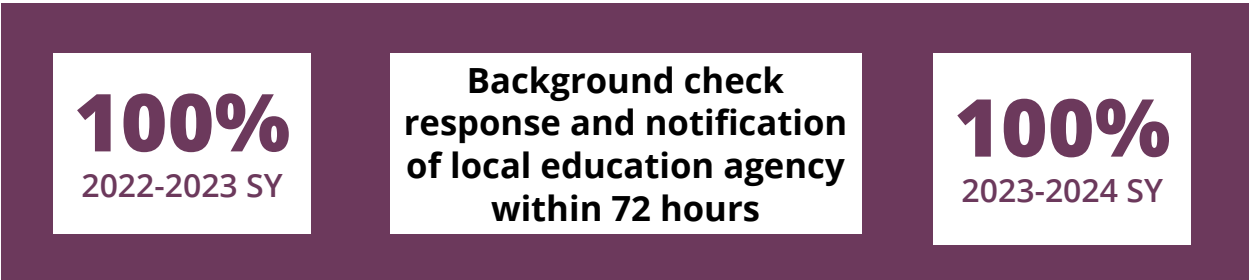
2023-24 Utah Educators License Breakdown

91.3%
Professional License

4.9%
Associate License

3.6%
LEA-Specific License

Educator Licenses

The following designations or levels apply to educator licenses:

Professional: The educator has completed an educator preparation program that includes content and pedagogical knowledge. This program may have been completed at a university or in an alternate pathway that was supported by school districts/charters and the Utah State Board of Education.

Associate: The educator is currently completing an educator preparation program, but has not yet completed all requirements for a Professional Educator License, license area, or endorsement. The educator is enrolled in a university-based or LEA-based program.

LEA-Specific: The educator has not completed an educator preparation and is not currently enrolled in one.

Achievements

➤ The alternative licensure program, Alternate Pathway to Professional Educator License (APPEL) program, is now the largest teacher preparation program in the state with more than 2,000 teachers enrolled. There are 51 approved APPEL programs that support 171 Utah LEAs or private schools. During the 2023-2024 school year, 655 educators were recommended for a professional educator license or professional license area by an APPEL program.

➤ In the 2024 General Legislative Session, HB 221 Stipends for Future Educators was passed and awards a $6000 stipend for teacher candidates. This state funding pays a stipend to Utah university/college students who are completing their student teaching in a Utah public school. This program has been enormously popular and made positive impacts for individual teacher candidates. In the first semester of implementation, 463 approved applications will distribute $2,778,000.

Challenges

The field is continuing to refine practices and programs to align with the new General Teacher Preparation competencies. While, there is significant innovation in LEAs, universities, and APPEL programs related to preparing and licensing educators, the field is still spending extensive energies in program development. Particular efforts have been extended to prepare teachers in the science of reading.

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 R277-303, R277-304, R277-305, and R277-306. 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).

All educator preparation programs are periodically reviewed by State Board staff to ensure they meet or exceed the established standards. Utah currently has 10 approved university-based programs and 51 Alternative Pathway to Professional Educator License (APPEL) programs.

Registered Apprenticeship for Teachers

Utah has registered an apprenticeship program for teachers with the U.S. Department of Labor as a unique addition to workforce development. The Utah Registered Apprenticeship for Teachers (U-RAPT) is a competency-based model allows individuals to gain paid, hands-on experience in a classroom setting under the guidance of a qualified mentor while simultaneously earning a bachelor's degree through a partnered university. The program is designed to equip future teachers with the necessary skills and knowledge to effectively educate and support students, culminating in a bachelor's degree and a professional educator license. Throughout the apprenticeship, apprentices receive ongoing support and monitoring to ensure their success, including regular progress checks and individualized learning plans. By combining on-the-job learning with related instruction, U-RAPT provides a comprehensive and accessible route to becoming a licensed teacher in Utah.

Educator Licensing

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).

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
- CTE
- Driver education
- Dual language immersion
- Educational technology
- English second language
- 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

Educator Licenses, 2023-2024

Below are the total number of educator licenses and license areas processed between 2023-2024.

Equivalent License Type	Professional		Associate		LEA-Specific	Total
License Area	**University Prep.**	**Other Prep.***	**University Prep.**	**Other**	**LEA - Specific**	**FY 2023-2024**
Audiologist K-12	2	1				**3**
CTE	1	7		13	19	**40**
Deaf Education	8	3		4		**15**
DOPL Social Work			50			**50**
Early Childhood Education	114	34	11	45	22	**226**
Elementary Education	1,803	339	210	470	487	**3,309**
Preschool Education	39	16	4	38	1	**98**
School Counselor K-12	130	7	34	165		**336**
School Leadership	384	23	3	6	22	**438**
School Psychologist	39	4	5	48		**96**
School Social Worker	37	7	2	30		**76**
Secondary Education	1,282	519	105	736	704	**3,346**
Special Education K-12	593	80	18	287		**978**
Speech-Language Pathologist	106	10	9	18	1	**144**
Speech-Language Technician		30		84		**114**
Total	**4,538**	**1,080**	**451**	**1,944**	**1,256**	**9,269**

**Other preparation includes, APPEL Demonstrated Competency, Foreign Credentials, International Guest Teacher, Compact State, Out of State Equivalency and Military/Out of State License*

Effective Teaching & Leadership Standards

Effective Teaching & Leadership 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.

Standard 1: Learners and Learning

Effective teachers demonstrate attention to the impact of unique learner characteristics on development and growth.

Standard 2: Instructional Design Clarity

Effective teachers preview classroom content, demonstrate clarity in how they organize and sequence instruction and effectively plan for learning and student engagement.

Standard 3: Instructional Practice

Effective teachers engage in high quality instructional practices that are data-informed, exhibit a collaborative approach to teaching and learning and meet the learning needs of each student.

Standard 4: Classroom Climate

Effective teachers create academic, physical, social and emotional conditions to support student-centered environments.

Standard 5: Professional Responsibility

Effective teachers demonstrate an awareness of and adherence to professional and ethical standards within their school and with families and communities.

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.

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 a 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:

Skillful Leaders

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.

Increased Supports for Instructional Coaching

The endorsement has been rolled out in many LEAs and has included coursework that helps LEAs to solidify expectations and efficacy of instructional coaching to support job-embedded professional learning. Through LEA programs, more than 900 educators will have completed the USBE Instructional Coaching Competency-Aligned coursework to become endorsed for instructional coaching. Some districts have indicated this endorsement will be a requirement for hiring future coaches moving forward.

Massively Integrated Data Analytics System (MIDAS)

MIDAS was selected 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.

The Professional Learning Standards Alignment Planning Template has been included to support designers/facilitators with the work of planning their professional learning with these standards in mind and ensuring that educators are supported beyond professional learning sessions with coaching, resources, and other implementation supports to ensure these practices reach students.

Performance Measures on Professional Learning

These include professional learning as part of career and technical education, professional learning for dual immersion educators, and 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 monthly to review educator misconduct. 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

R277-217: Educator Standards and LEA Reporting

For the 2023-2024 school year, UPPAC opened **118 cases** to investigate alleged educator misconduct. UPPAC conducted **76** expedited hearings. UPPAC investigations and expedited hearings resulted in the following:

> 7 permanent revocations

> 17 suspensions

> 23 reprimands

> 3 license flags

> 11 license surrenders

> 28 dismissals

> 86 disciplinary letters

Educator Engagement & Exit Survey

Educator Engagement & Exit Survey

In accordance with Utah State Code 53G-11-304 and Board Rule R277-325, the Utah State Board of Education distributes an educator engagement survey to all active educators in the spring of even number years. Further, an educator exit survey is distributed to all educators who leave their current employment in a charter school or school district. The key takeaways from each survey are provided below. The Engagement and Exit Survey Summaries represent data collected during the 2023-2024 school year. A complete analysis of these data are provided online under the Quality Instruction heading.

Engagement Survey Summary

The Utah State Board of Education received engagement survey responses from more than 13,000 educators, representing approximately 31% of the state's active teachers.

Job Preparation and Expectations

- Among multiple job responsibilities, educators feel least prepared to manage student behavior and to manage interactions with parents.

- Half of Utah educators that replied to the survey expressed that the difficulty of their work during 2023-2024 exceeded their expectations.

School Leadership

- More than half of responding educators expressed that they could easily communicate with, and felt cared for by their school leaders.

- Educators view school leaders' ability to communicate and convey genuine care for them as essential leadership characteristics.

Collaboration

- Around 40% of educators feel that they have enough time to collaborate.

- Roughly half of educators feel like their collaboration time is well spent.

Resources and Professional Learning

- While more than 65% of educators claim to almost always have access to needed technologies, 49% say they never receive adequate training on how to use those technologies.

- While over half of educators say they have access to professional learning opportunities, only one third of educators feel they have adequate time to participate in professional learning.

Career Growth

- While 88% of educators have goals for their professional growth, only 63% see a clear pathway to reach those goals.
- Only 66% of educators felt they had opportunities to serve in leadership positions in their schools and almost 10% of educators felt that there were no clear teacher leaders at their school.

Job Satisfaction

- Only 27% of educators feel adequately recognized by the community for the work they do.
- Only 38% of educators feel they are paid fairly for the work they do.

Mentoring

- Educators who have mentors express satisfaction in helping them acclimate to the profession and improve instructional practice.
- Over half of educators meet with their mentors at least once a month with a third of educators meeting with their mentors weekly.

Exit Survey Summary

- The Utah State Board of Education received exit survey responses from 967 departing educators, representing approximately 20% of the teachers who left their positions in 2023-2024. Employment data from CACTUS indicates the attrition rate of educators varies depending on their role. Librarians and media specialists had the lowest rate of attrition (6%), and school psychologists had the highest rate of attrition (16%).
- Late career educators are more likely to be leaving the profession, but retirement is a major influence for these educators.
- Almost half of early and mid-career educators leaving their positions are leaving the profession or are uncertain about their career plans.
- Charter school educators are more likely to accept another PreK-12 position elsewhere in Utah.
- Emotional exhaustion, burnout, and job-specific stressors are the most influential factors in educators' decisions to leave their positions at all stages of their careers.
- Increased pay, less stressful job responsibilities and more effective leadership are factors with the greatest potential influence in encouraging educators to remain in their positions.

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).

Contacts:

Scott Jones
Deputy Superintendent of Operations
801-538-7615 | scott.jones@schools.utah.gov

Deborah Jacobson
Assistant Superintendent of Operations
801-538-7627 | deborah.jacobson@schools.utah.gov

Sam Urie
School Finance Director
801-538-7545| sam.urie@schools.utah.gov

Michael Iwasaki
Director of Purchasing and Contracts
801-538-7621| michael.iwasaki@schools.utah.gov

Data and Metrics

Percentage of Funds Passed to Sub-recipients

96.2% 2022 SY	**95.6%** 2023 SY	**97.2%** 2024 SY

Grants Processed in Utah Grants

8,487 2024 FY	**5,049** State and Federal Grants	**3,438** MSP Grants
8,045 2023 FY	**4,377** State and Federal Grants	**3,668** MSP Grants
7,875 2022 FY	**4,259** State and Federal Grants	**3,616** MSP Grants

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.

Minimum School Program

The Minimum School Program (MSP) is the primary funding source for school districts and charter schools in Utah. The FY 2024 total appropriated budget is $6,607,162,900, including state and local dollars. State MSP funds represent approximately 76% of total MSP revenues, with the remaining 24% coming from local property taxes. The funds are used to support 1,068 traditional, alternative, special education, and charter schools serving 674,351 Utah students. The State Board distributes MSP funds in the monthly allotment memo in accordance with formulas provided by state law and State Board rules.

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.
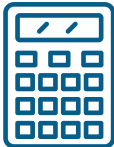
General Program Life Cycle

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

Key Differences Among Grant Pathways

Minimum School Program (MSP)

- 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.

Pupil Transportation

In FY24, the state's 3,151 school buses transported 190,945 students more than 25 million miles to and from school. 28 percent of students travel on school buses to and from school.

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.

Several districts have removed ineligible students from their routes in order to consolidate routes in an attempt to combat the driver shortage. Districts are having to do double, and some triple runs, where the driver is picking up students early in order to deliver another route(s) to school prior to the start of school. Some parents are driving their students rather than having their students dropped off an hour early to school, or dropped off an hour late.

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 on 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.

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.
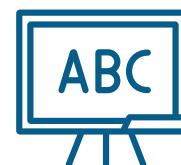
Pupil Transportation Funded by the Legislature

To and From School - Pupil Transportation

FY 2024 $130,493,700 Appropriated

Funding Eligibility (53F-2-403):

- A student enrolled in grades K-6 and lives at least one and a half miles from school;
- A student enrolled in grades 7-12 and lives at least two 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.

Rural School Reimbursement

FY 2024 $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 five 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 State Legislature where a charter school may receive funding for pupil transportation.

Purchasing and Contracts

USBE Purchasing and Contracts (USBEPC) became an educational procurement unit in 2017. USBEPC has created policies and procedures, forms and support systems to ensure compliance with the Utah Procurement Code (Utah Code §63G-6a) and associated Administrative Rules (Administrative Code R33 and R277-122).

In addition, USBEPC implemented the procurement module in FINET, the State's financial system. USBE was the first State entity to do so. This module provides additional transparency and support for the internal stakeholders. USBEPC continues to train USBE staff and other stakeholders on the FINET procurement module.

Most recently, USBEPC worked to update internal policies and procedures to align with the FINET procurement module and other Code and Rule changes. USBEPC will continue to update internal policies and procedures, as needed.

USBE Purchasing and Contracts manages the procurement function for the Utah State Board of Education, including solicitations and contracts that benefit LEAs, such as the statewide assessments, firearm detection software, the Local Food for Schools Cooperative Agreement Program, etc.

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 LEAs 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.

Contacts:

Elisse Newey
Deputy Superintendent of Policy
801-538-7521 | elisse.newey@schools.utah.gov

Greg Connell
Policy Analyst
801-538-7957 | greg.connell@schools.utah.gov

Data and Metrics

110	Education Administrative	271
2023 SY	Rules New, Amended, & Continued Rules	2024 SY

Education Bills Introduced and Passed By Legislative Session

128
2022 GS Bills Introduced → **83** Passed

170
2023 GS Bills Introduced → **109** Passed

271
2024 GS Bills Introduced → **167** Passed
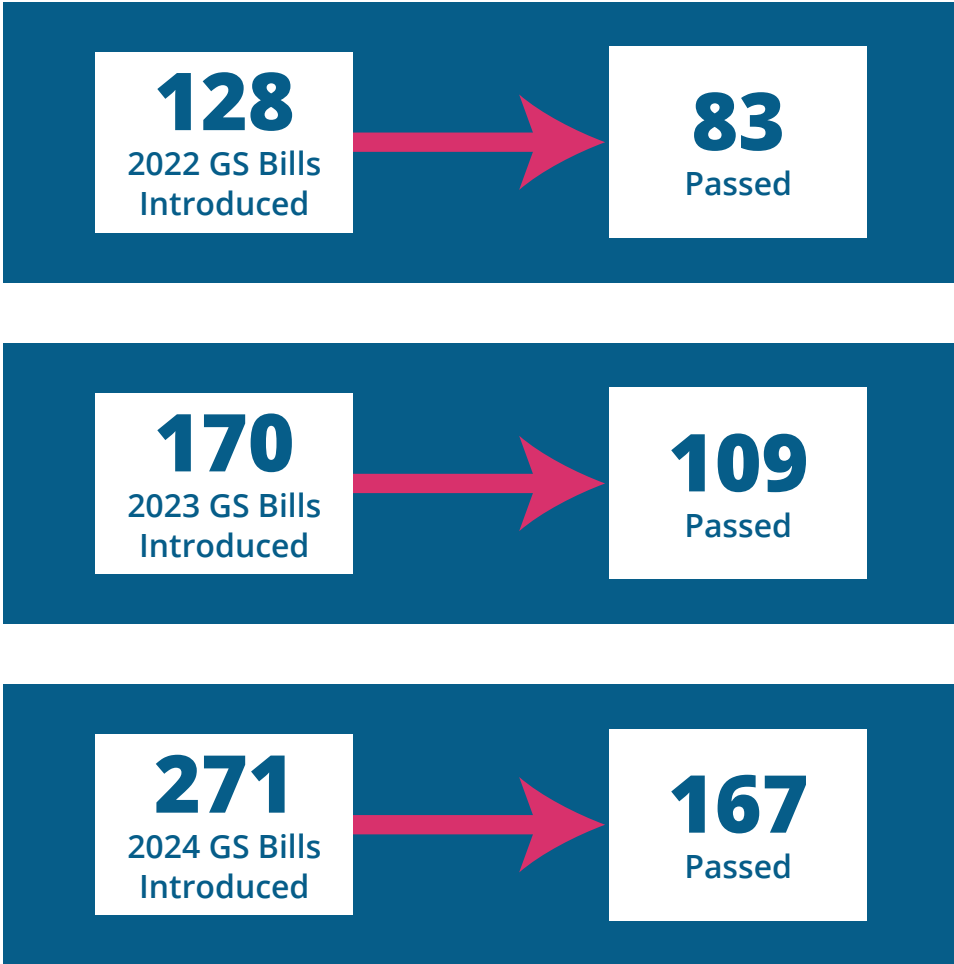
Administrative Rules

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, 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.

RULEMAKING PROCESS: OVERVIEW

AUTHORIZATION	PREPROPOSAL	PROPOSAL	COMMENT PERIOD	CONSIDERATION	ADOPTION	ENFORCEMENT

The need to make a new rule or amend an existing rule arises via:
- Legislation
- Board Request
- Staff Request
- Public Request

Committee — Draft of new rule sent for review and initial approval.

Board — Adopts draft rule described in Board Policy 1002.

Board — Draft of new rule sent for review and final approval. Additional amendments can be made.

(Begin again)

Staff — File a proposed rule (text and financial impact) with OAR.

OAR — Verifies that information required by statute has been provided.

Board — Accepts public comment for no fewer than 30 days and no more than 113 days.

Public — Submit comments to Board on proposed rules; and may request public hearing.

OAR — Publishes proposed rules in the Utah State Bulletin.

Board — Considers comments.

Board — May prepare amendments to the proposed rule based on public comments.

Yes

Board — May prepare a change in the proposed rule.

No

Board — Files notice of effective date with the OAR designating the rule's effective date.

OAR — Codifies the effective rule into the Utah Administrative Code.

Board & LEAs
- Rule is effective.
- Board and LEAs enforce the rule.

Public — May petition an agency to make a rule.

OAR - The Office of Administrative Rules within the Department of Administrative Services.
Board: The 15 member elected board of the Utah State Board of Education.
Staff - The Staff at the Utah State Board of Education.
Committee - One of the three standing committees comprised of 5 board members that meets monthly.

Rulewriting Manual

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. To date, all of the Board's administrative rules have been reformatted accordingly.

Legislative Relations

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 Entities along with the items that received funding from session.

Post-Session Presentation to Stakeholders

Present legislative summary to stakeholders, district superintendents, charter school directors, human resources directors, education attorneys, curriculum directors, LEA financial managers, and LEA program implementers, following session, including budget information and discussing notable education bills.

Legislative Reports

Provide reports to the legislature as statutorily required.

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 system; 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 667,789 students and 39,876 educators. Tied closely with data collection, analysis, and reporting are data privacy and the systems through which data are collected and stored.

Contacts:

Aaron Brough
Data and Statistics Director
801-538-7922 | aaron.brough@schools.utah.gov

Darin Nielsen
Assistant Superintendent of Student Learning
801-538-7811 | darin.nielsen@schools.utah.gov

Jared Felt
Director of Information Technology
801-538-7759 | jared.felt@schools.utah.gov

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 need 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 are comprehensive, the data made available to the public, e.g. in Data Gateway and the School Report Cards, are masked to avoid unintended disclosure of personally identifiable information.

Data Gateway

Utah's Educational Data Gateway 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 are 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 report card dashboard displays key information about schools. Users can find information by local education agency or drill down for information at the school level. This information includes school demographics as well as school performance including rates of proficiency, growth, the progress of English learners, and an overall score. In addition, education stakeholders can review teacher experience, course offerings, and per pupil expenditures for their neighborhood school. 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.

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%

	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

2016
SAGE Test

All Students
SES
SWD
ML

2017
SAGE Test

All Students
SES
SWD
ML

2018
SAGE Test

All Students
SES
SWD
ML

2019
RISE Test

All Students
SES
SWD
ML

2020

No Testing Due
to Pandemic

2021
RISE Test

All Students
SES
SWD
ML

2022
RISE Test

All Students
SES
SWD
ML

2023
RISE Test

All Students
SES
SWD
ML

2024
RISE Test

All Students
SES
SWD
ML

0   10   20   30   40   50

Percentage (%)

All Students | Socioeconomic Status (SES) | Students with Disabilities (SWD) | Multilingual Learner (ML)

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

2016
SAGE Test
- All Students
- SES
- SWD
- ML

2017
SAGE Test
- All Students
- SES
- SWD
- ML

2018
SAGE Test
- All Students
- SES
- SWD
- ML

2019
RISE Test
- All Students
- SES
- SWD
- ML

2020
No Testing Due to Pandemic

2021
RISE Test
- All Students
- SES
- SWD
- ML

2022
RISE Test
- All Students
- SES
- SWD
- ML

2023
RISE Test
- All Students
- SES
- SWD
- ML

2024
RISE Test
- All Students
- SES
- SWD
- ML

Percentage (%)

Legend:
- All Students
- Socioeconomic Status (SES)
- Students with Disabilities (SWD)
- Multilingual Learner (ML)

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

Legend: All Students · Socioeconomic Status (SES) · Students with Disabilities (SWD) · Multilingual Learner (ML)

X-axis: Percentage (%)

2016 SAGE Test — All Students, SES, SWD, ML
2017 SAGE Test — All Students, SES, SWD, ML
2018 SAGE Test — All Students, SES, SWD, ML
2019 RISE Test — All Students, SES, SWD, ML
2020 — No Testing Due to Pandemic
2021 RISE Test — All Students, SES, SWD, ML
2022 RISE Test — All Students, SES, SWD, ML
2023 RISE Test — All Students, SES, SWD, ML
2024 RISE Test — All Students, SES, SWD, ML

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

2016 SAGE Test
- All Students
- SES
- SWD
- ML

2017 SAGE Test
- All Students
- SES
- SWD
- ML

2018 SAGE Test
- All Students
- SES
- SWD
- ML

2019 RISE Test
- All Students
- SES
- SWD
- ML

2020 — No Testing Due to Pandemic

2021 RISE Test
- All Students
- SES
- SWD
- ML

2022 RISE Test
- All Students
- SES
- SWD
- ML

2023 RISE Test
- All Students
- SES
- SWD
- ML

2024 RISE Test
- All Students
- SES
- SWD
- ML

Percentage (%)

Legend: All Students | Socioeconomic Status (SES) | Students with Disabilities (SWD) | Multilingual Learner (ML)

Four-Year Cohort Graduation Rate Percentage for State of Utah

Legend: All Students | Socioeconomic Status (SES) | Students with Disabilities (SWD) | Multilingual Learner (ML)

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

Legend: All Students · Socioeconomic Status (SES) · Students with Disabilities (SWD) · Multilingual Learner (ML)

X-axis: Percentage (%)

Percentage of students scoring 18 or above on ACT

2016
- All Students
- SES
- SWD
- ML

2017
- All Students
- SES
- SWD
- ML

2018
- All Students
- SES
- SWD
- ML

2019
- All Students
- SES
- SWD
- ML

2020
- All Students
- SES
- SWD
- ML

2021
- All Students
- SES
- SWD
- ML

2022
- All Students
- SES
- SWD
- ML

2023
- All Students
- SES
- SWD
- ML

2024
- All Students
- SES
- SWD
- ML

Percentage (%)

Legend:
- All Students
- Socioeconomic Status (SES)
- Students with Disabilities (SWD)
- Multilingual Learner (ML)

EdFacts 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 EdFacts

- 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

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.

Utah Schools Information Management System (USIMS)

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 Educator Domain focuses on functionality such as licensing, staff assignments, funding, reporting, and other areas that impact educators, administrators, LEAs, schools, and state staff.

In the last year, the educator domain automated background check and fingerprint data from BCI to USIMS, migrated the Educator Preparation Program from CACTUS to USIMS, migrated UPPAC case management from excel to USIMS, and implemented of a new USIMS home page where users with different permissions are allowed to see different features.

The student data domain encompasses all requirements for the student backpack, as well as other student data needs within USBE. In the last year, the student data domain added the capability to capture and share select student data including enrollment history, assessment, growth scores, attendance, demographic data, course grades, and history as part of the Student Backpack.

The Student Backpack serves as a complete learner profile for tracking K-12 progress toward graduation and follows the student. This helps LEAs improve student instruction, help new students transition to a new school, and better diagnose student's specific needs and measure academic improvement over time. The student data domain also established a SIS agnostic API standard for sharing data across LEAs, enhanced security by enabling LEA access based on where the student is enrolled, and developed a new way to associate the correct students records to the right student to reduce the number of duplicate student records created each year.

The finance domain modernizes and improves the process used by LEAs to submit their annual budget and actual submissions to USBE.

In the last year, the finance domain created an external API (application programming interface) to communicate with LEA vendors, which allows vendors to share complete budget and actual accounts and amounts, an accounts management page, which allows USBE to more easily manage and expand on the categories LEAs report to USBE, and searchable screens to allow any USIMS Finance user to search for individual accounts or account combinations.

Roadmap

	Educator Team Skywalkers	Student Team Maverick	Student Team Sirius	Finance Team Illusionists
Current Work	CBR/BCI Assignments	Backpack: Real Student Enrollment and Identity Data Backpack:Real Student RISE Scores	Backpack: Real Student Enrollment and Identity Data Backpack: Real Student Attendance Data	Finance API Indirect Cost- Base Calculations
Future Work	Consume Utah Education Network features in USIMS UPPAC Provide Educator Licensing USIMS Data Reporting Professional License Renewal from removal requirement Provide the Ability to do LEA Management in USIMS Resolve USIMS tech Debt Ed Prep Program	Backpack: Real Student UT Aspire Plus Scores Backpack: Real Student ACT Scores Backpack: Select SCRAM Data Backpack: Eligibility & Determination Report Backpack: Individual ED Plan Beckpack: WIDA Screen Results Backpack: 504 Plans Backpack: Accommodations	Backpack: Real Student and School Growth Scores Backpack: Real Student Demographics Data Backpack: Real Course Grades and History Data Backpack: Teacher Data for Student Courses Backpack: Select Birth and Health Data Backpack: eTranscripts	Indirect Cost - Adjustments Indirect Cost - Carry Forward Calculations Manage Accounts Manage Accounts Combinations

Student Data Privacy

Whether discussing student-achievement, program monitoring, education funding, accountability, emerging educational technologies, 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.

Services

- Holds the Student Data Privacy Conference every fall and spring.
- Posts resources for educators related to student data privacy.
- Serves as a repository for student data privacy law and policy.
- Provides training including in-person, online training videos, and a monthly newsletter.
- Collaborates with privacy stakeholders across the nation.
- Trains on using the Student Data Privacy Consortium to improve LEA compliance of data privacy agreement contract requirements.
- Offers Records Officer Annual Certification to train LEA record handlers in educational record management and best practices, and to nurture the relationship between LEAs and the Utah Division of Archives and Records Services.

Privacy Compliance Review

In accordance with R277-487, the Student Data Privacy team conducts a privacy compliance review each fall, allowing us to better understand where LEAs are in the process of reaching compliance. One of the most important parts of this is helping LEAs develop and maintain a comprehensive metadata dictionary, this is a public facing listing shows third parties with whom the LEA has shared student data along with what data elements have been disclosed and for what purpose.

The table below compares compliance statistics:

School Year	Notice and Policy	Metadata Dictionary Compliance
2021-2022	80.13%	5.13%
2022-2023	84.62%	58.33%
2023-2024	97%	87%

Data Governance

USBE continually improves how it collects, stores, and reports the large amount of data it receives. The key components of USBE's data governance framework and an overview of the work in progress to support this effort are displayed below.

What is Data Governance?

Data Quality
What checks are in place for data quality?

Data Standardization
Are data organized according to an agreed upon standard?

Data Integration
Will these data be able to integrate with existing systems?

Data Security and Privacy
What has been done to ensure these data are not misused?

Data Accessibility
What roles need these data and can they access it?

Data Transparency
Do stakeholders know how data was collected and used?

Data Stewardship
Who is knowledgeable and keeps documentation on these data?

Data Governance and Privacy at USBE

Current Work	Future Work
• Cataloging and documenting data collections and storage • Developing data governance training and support for USBE staff • Redesigning privacy training for Utah educators • Providing scalable, measurable privacy training for USBE staff • Updating privacy policies and privacy program • Maintaining a public-facing repository of data sharing documentation	• Developing training and support for staff • Additional cybersecurity support for LEAs • Role-based privacy training • Continued support and development of national data privacy agreement • Focused records management support

Initiatives

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

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 assists 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.

Adult Basic Education (ABE)

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)

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. ASE may also include instruction to prepare students to pass the GED test. Passing the GED earns the Utah High School Completion diploma.

English Language Acquisition (ELA)

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.

$17,678,900	Adult Education: Legislative Appropriations	$18,570,900
2023 SY		2024 SY

7,910	Students with Adult Education Contact Basic Education and Secondary Education	8,420
2023 SY		2024 SY

5,592	English Language Acquisition	5,980
2023 SY		2024 SY

4,706	Number of Students who Earned Credentials Level Gains	4,517
2023 SY		2024 SY

2,335	Graduated with	2,521
2023	GED/HS Diploma	2024

17.3%	Graduated with	17.5%
2023	GED/HS Diploma	2024

34.9%	Percentage of Students Who Earned Credentials	32.7%
2023		2024

8,563	DWS Match for Employment	8,097
2023		2024

47.5%	DWS Match for Employment	40.6%
2023		2024
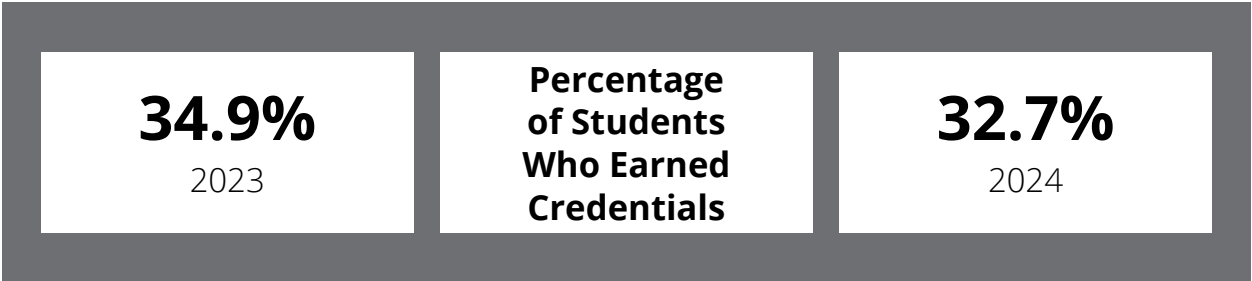
Arts Instruction

Beverley Taylor Sorenson Arts Learning Program

The Beverley Taylor Sorenson Arts Learning Program (BTS Arts) provides arts-integrated instruction to public elementary schools students, grades K-6. The arts educator works collaboratively with the regular classroom teacher to deliver quality, sequential, and developmental arts instruction in alignment with the state fine arts core curriculum, as well as language arts, math, social studies, and science.

Funding from the Utah State Legislature is granted to LEAs that apply for the program to help pay for arts educators' salaries and benefits. LEAs determine which schools receive BTS Arts.

Program Summary

38	Number of	39
2022-2023	Districts	2023-2024

37	Number of	46
2022-2023	Charters	2023-2024

436	Number of	458
2022-2023	Schools	2023-2024

266,200	Number of	228,481*
2022-2023	Students	2023-2024

FSY23-24 decrease is due to enhanced accuracy in student-to-arts educator data. This data does not include arts coaches working across multiple schools where there is no arts educator. We continue to refine data capture methods to articulate the full impact of coaching interventions.

BTS Arts

Fidelity of Implementation

Does not include students served only by coaches

213,105	**245,105**	**228,481***
Students Served	Students Served	Students Served
$17,077,136	$20,601,306	$23,057,847
Total Cost	**Total Cost**	**Total Cost**
2021-2022	*2022-2023*	*2023-2024*
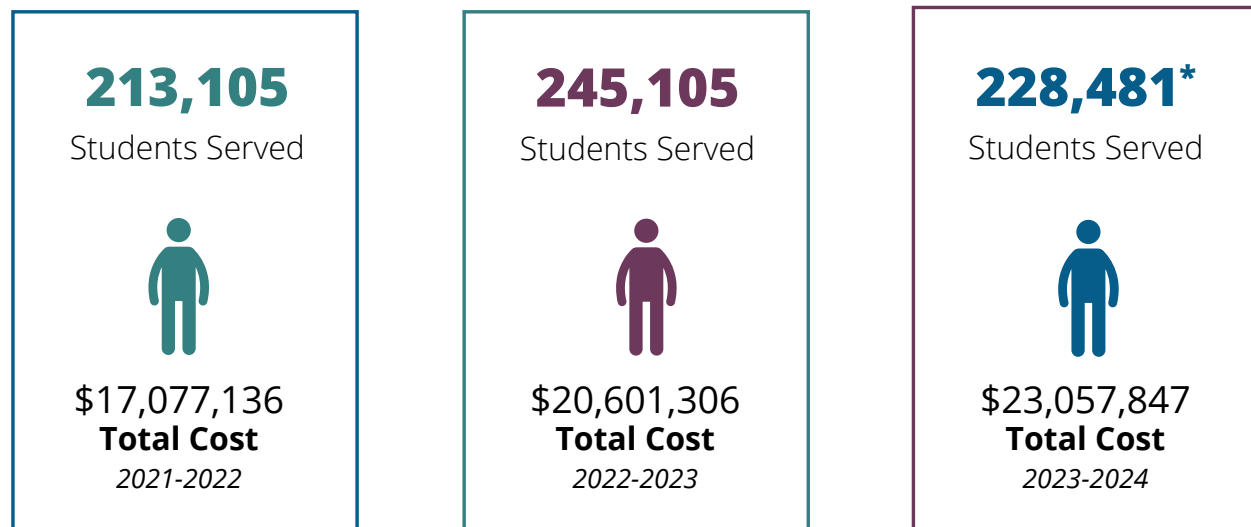
USBE Operations Summary

Area	SY 22 Funding	SY 23 Funding	SY 24 Funding
BTS Arts Arts Grants to LEAs (Salaries)	$16,142,136	$19,670,000	$21,008,178
Professional Development	$935,000	$931,306	$931,306
Research and Strategic Planning			$462,365
Supplies and Materials			$655,998
TOTAL	$17,077,136	$20,601,306	$23,057,847

POPS

The Professional Outreach Program in the Schools (POPS) and Artistic Resource for Teachers and Students (A.R.T.S., Inc.) 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 at 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 public schools.

In 2023-2024, POPS organizations include:

- Ballet West
- Nora Eccles Harrison Museum of Art
- Plan-B Theatre
- Repertory Dance Theatre
- Ririe Woodbury Dance
- Springville Museum of Art
- Spy Hop
- Tanner Dance
- Utah Festival Opera and Musical Theatre
- Utah Film Center
- Utah Museum of Contemporary Art
- Utah Museum of Fine Arts
- Utah Opera
- Utah Shakespeare Festival
- Utah Symphony

473,159 2022-2023	**Number of Students Receiving Services**	**503,847** 2023-2024

28,250 2022-2023	**Number of Educators Receiving Services**	**31,317** 2023-2024

POPS Legislative Appropriations

$6,121,000
Ongoing
Appropriation
SY 2024

$5,264,000
Ongoing
Appropriation
SY 2023

$5,264,000
Ongoing
Appropriation
SY 2022
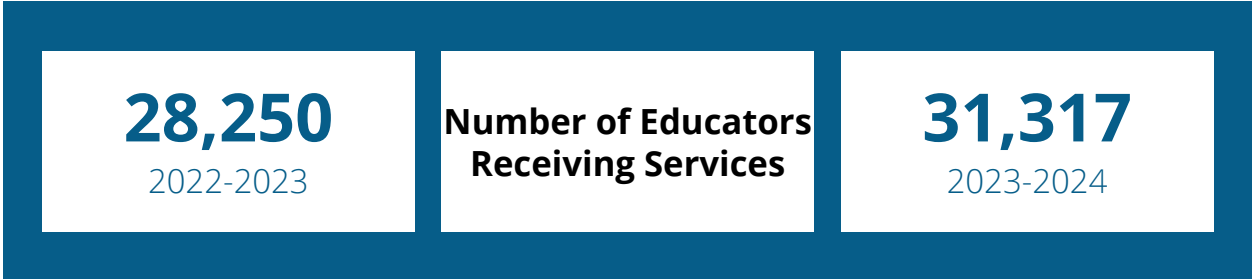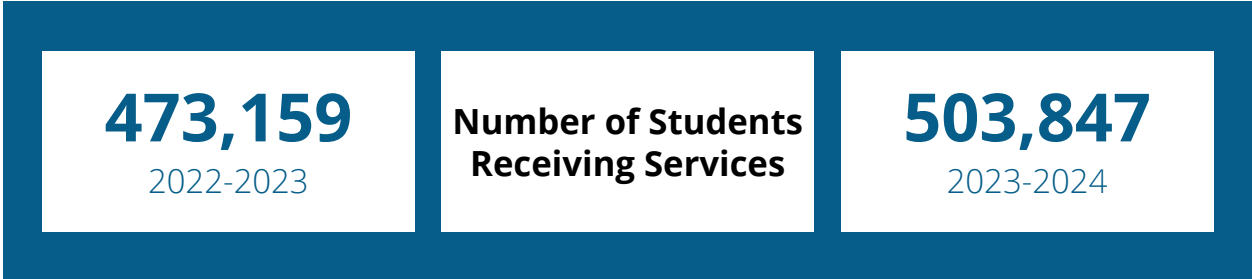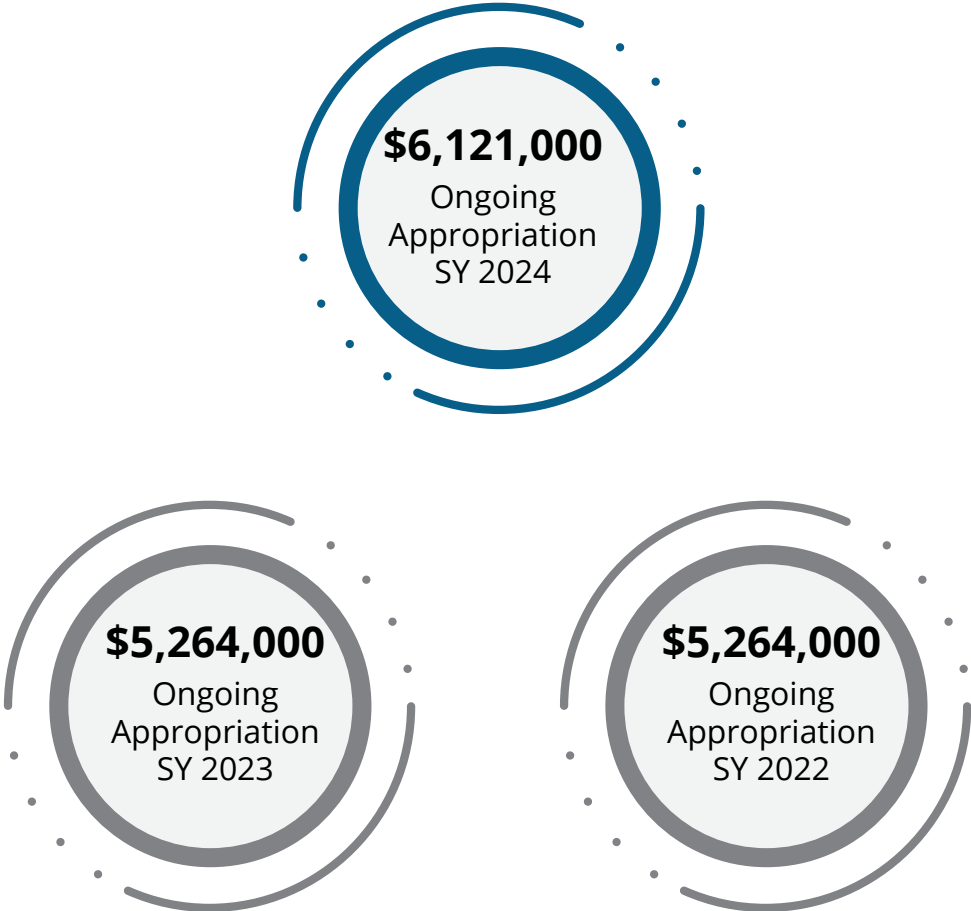
Each participating organization is required to provide private matching funds to support their education outreach program. These matching funds are in addition to the state funds received through the program.

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
- Portuguese
- Russian
- German
- Spanish
- French

These language programs are 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 partner language. This model uses two teachers, one who instructs exclusively in the partner 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 2023-2024 school year, there are 337 DLI programs statewide.

Legislative Appropriations

| $5,030,000	$7,367,000	$7,646,900
2022	2023	2024

International Guest Teachers

Utah DLI teachers who teach in the partner 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.

Assessment of Performance Toward Proficiency in Languages (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 three through nine.

Sample AAPPL Results 9th grade 10/16/2023 - 12/01/2023
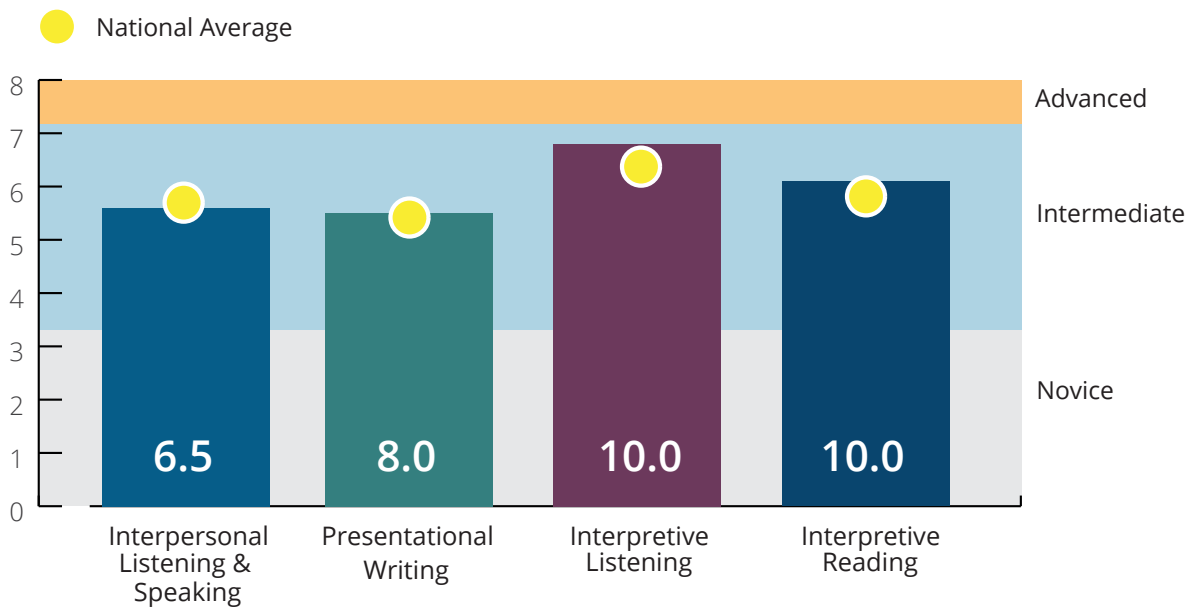
The average score is presented for each mode of communication in relation to the national average for all grade nine students. Utah's Spanish Dual Language Immersion grade nine students outperformed the national average in three of the four categories in 2023 with the scores ranging from intermediate-mid to advanced.

Bridge Program

Utah's Bridge Program is administered by the University of Utah's Second Language Teaching and Research Center (L2TReC). 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
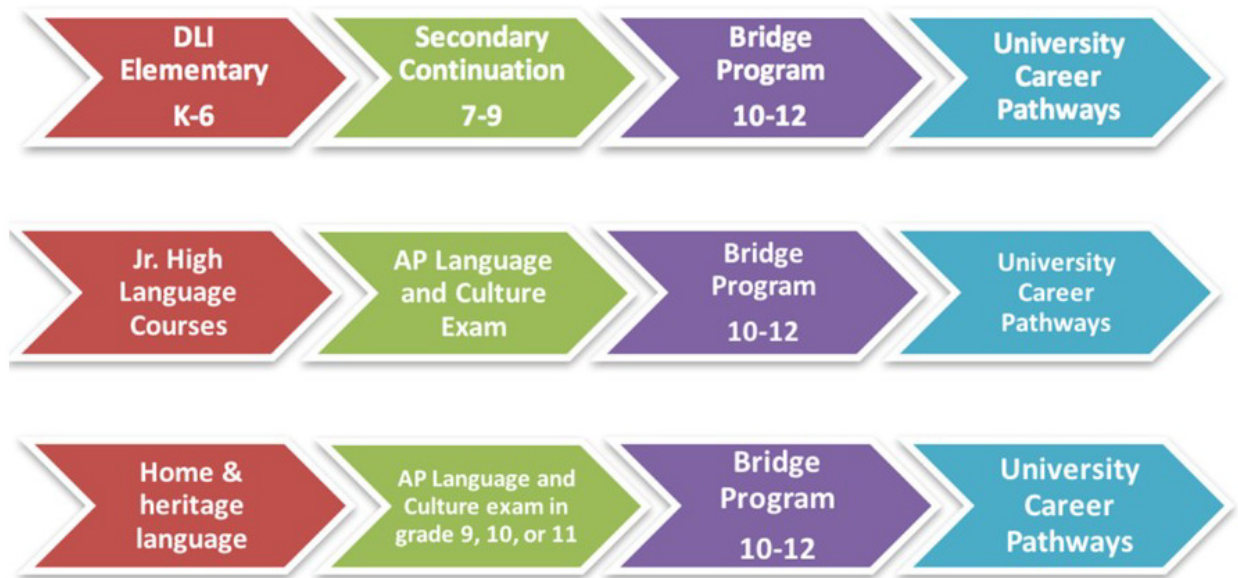
University of Utah's Second Language Teaching and Research Center

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
- Support and training to existing programs as they strive to implement all elements of quality

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

Who can apply: LEAs, private providers, home-based technology programs

Provides seat funding for eligible students including:

- Economically disadvantaged children with at least one risk factor
- English learners

Participation for Both Programs

9,610 Students Served 2023-2024 SY

24% Qualified as an Eligible Student

Preschool Experience & Quality Matters

A higher proportion of students entering kindergarten from high-quality preschool programs were proficient in both literacy and numeracy compared to students entering from non-high-quality programs. These differences are particularly stark for some students. Students who are economically disadvantaged and students who are dual language learners appear to benefit considerably from high-quality preschool programs as illustrated in the figures below.

School Readiness

Fall 2023 KEEP Entry Assessment

Students Who are Economically Disadvantaged
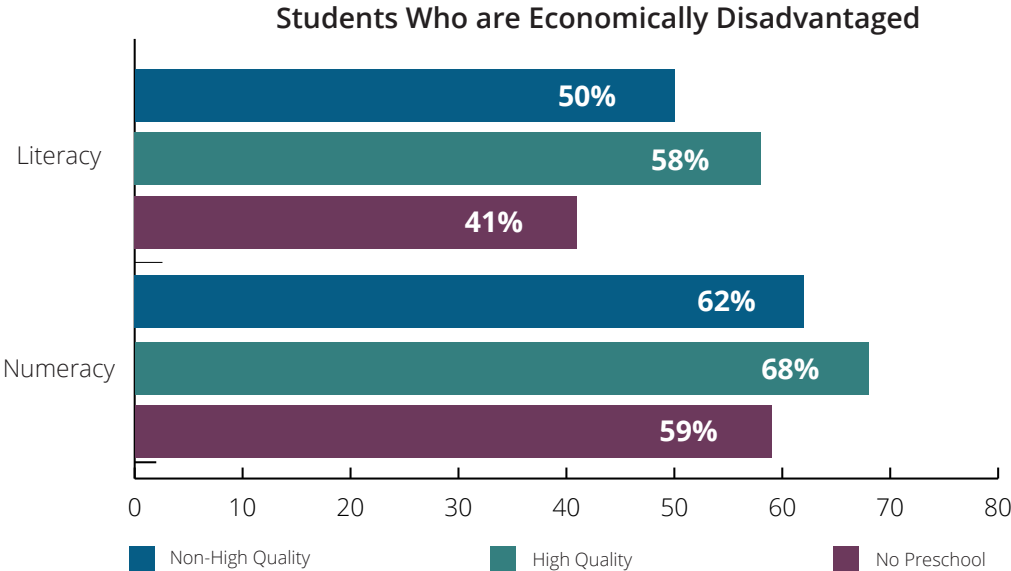
Note: 2,025 students attended high-quality preschool programs, 1,963 students attended non-high-quality preschool programs, and 10,042 students did not attend preschool.

Students Who are Dual Language Learners
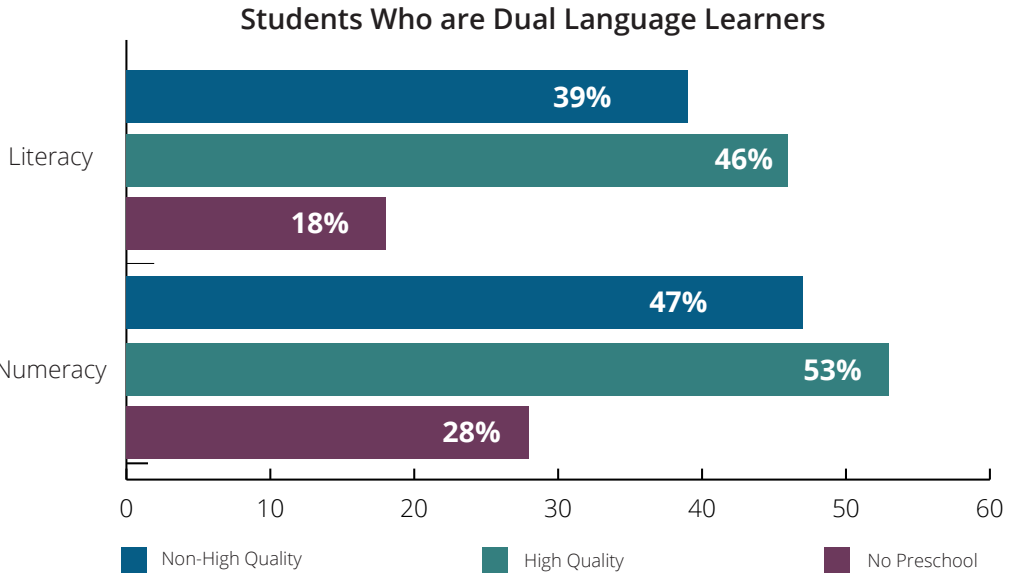
Note: 401 students attended high-quality preschool programs, 547 students attended non-high-quality preschool programs, and 2,913 students did not attend preschool.

UPSTART (53-4-4)

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, five days per week, for a total of 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.

USBE was previously involved in acquiring and examining the enumeration of children derived from documentation supplied by the UPSTART program contractor. However, the oversight and administration of the program underwent a transfer to the Governor's Office of Economic Opportunities (GOEO) in May 2023. Consequently, the program contractor no longer provides this data to USBE. Any inquiries regarding the current program data should be directed to the Utah Governor's Office.

State Kindergarten Program (53G-7-203)

Our state kindergarten program supports districts and charter schools in creating high-quality kindergarten programs that focus on literacy and numeracy, using an evidence-based early instruction model. This shift has occurred since funding for full-day kindergarten (FDK) has moved into the WPU, allowing leaders to expand FDK opportunities and implement high-quality programs across the state.

In the 2022 Legislative Session, additional funding for FDK was appropriated and distributed to LEAs with the greatest need for a FDK program. Funding priority was determined by geography, socioeconomic need, the LEA's receipt of ongoing federal funding, and efforts to expand FDK. It is funded at $12,200,000 ongoing.

707 FDK Classes Added	**2023-2024 School Year**	**77%** Students Attend FDK

314 FDK Classes Added	**2023-2023 School Year**	**46%** Students Attend FDK

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 three. LEAs must submit a local board approved 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 learning of teachers and other staff, assessments, a state growth goal of at least 60 percent of all students in grades one through three making typical or better progress, and at least two local goals. The U.C.A Section 53F-2-503 was repealed on July 1, 2024.

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, deaf education, and special education teachers with a salary supplement of $4,346. 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 $4,346 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 online at tssp.schools.utah.gov between October 1st and April 30th each program 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.

Participation for TSSP

4,042 Participants 2023

4,143 Participants 2023

4,411 Participants 2024

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

Legislative Appropriations

$22,228,600	**$22,266,100**	**$23,092,100**
2022	2023	2024
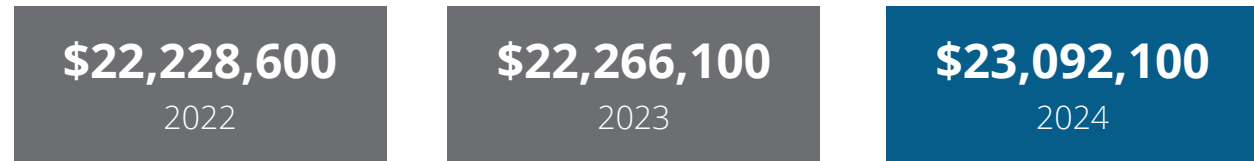
Paraeducator to Teacher Scholarships (53F-5-205)

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 and have fewer than 60 college credits. 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 2022, 269 paraeducators worked toward educator licensure under this program.

Utah Teacher of the Year

Every year, across the state of Utah, LEAs celebrate public education and the vital role of excellent teachers by nominating a teacher for the Utah Teacher of the Year (UTOY). Each of these teachers then participate in the application process for consideration as a finalist for the UTOY program. Five finalists are selected and interviewed in the summer by a volunteer selection committee.

All nominees are recognized and the UTOY is announced at an awards banquet. The UTOY has a variety of opportunities to engage with educators locally and nationally, including the opportunity to apply for the title of National Teacher of the Year, an honor conferred in Washington, D.C. during a week of professional learning and celebrations. While the UTOY program only selects one Teacher of the Year, the program helps recognize educators throughout the state and expand and promote teacher leaders in Utah through an organized cohort of yearly nominees. The UTOY Teacher Leader Cohort meets virtually and in-person for continued connection, support and learning and works collectively to highlight and advance teacher leadership in Utah.

Utah Teacher of the Year: Sayre Posey | Northwest Middle School

Finalists:

- Andru Jones | Viewmont High School
- Seyyed Sharifi | Hartvigsen School
- Andrea Settle | Juab High School
- Shari Payne | Wasatch Elementary School

Supporting Educators

Title IIA, Improving Teacher Quality State Grants

As mentioned in the Compliance, Monitoring, and Auditing 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 including developing resources and training materials for new mentors
- 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).

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, Personalized Competency-Based Learning, 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 learning outcomes and provide high quality professional learning for educators related to the effective use of digital teaching and learning technology. Through the intentional alignment with high-priority learning goals set by each LEA and the integration of the DTL program into existing or planned digital teaching and learning efforts, each LEA leverages DTL to accelerate academic, non-academic, college and career, and next generation learning targets for students. Components of a DTL 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. The legislature's investment in the DTL program greatly contributed to the ability of Utah LEAs to quickly transition to remote learning when the COVID-19 pandemic hit the state in spring 2020.

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.

842 2022-2023 SY	**Number of Schools Engaged in Digital Teaching and Learning**	**849** 2023-2024 SY

DTL: Legislative Appropriations

$19,852,400
Ongoing
Appropriation
SY 2024

$19,852,400
Ongoing
Appropriation
SY 2023

$19,852,400
Ongoing
Appropriation
SY 2022
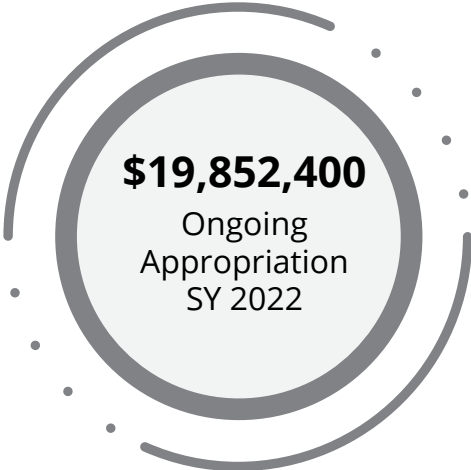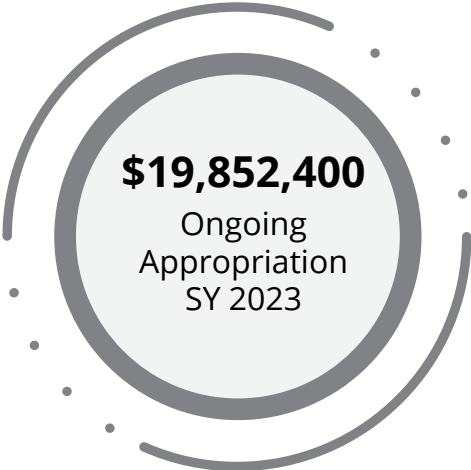
Personalized, Competency-Based Learning Grants

The Personalized, Competency-Based Learning (PCBL) Grants Program provides grants for LEAs as they plan for, implement, scale, and expand personalized, competency-based learning. PCBL means a system of learning in which the following principles influence the daily actions of the educational community.

Core Principles

- Students are empowered daily to make important decisions about the student's learning experiences, how the students will create and apply knowledge, and how students will demonstrate the student's learning;

- Assessment is a meaningful, positive, and empowering learning experience for students that yields timely, relevant, and actionable evidence;

- Students receive timely, differentiated support based on the student's individual learning needs;

- Student progress is based on evidence of mastery rather than by hours of attendance;

- Students learn actively using different pathways and varied pacing;

- Strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of schools and education systems; and

- Rigorous, common expectations for learning, including knowledge, skills, and dispositions, are explicit, transparent, measurable, and transferable.

Planning Grants

Planning grants support LEAs in their planning for personalized, competency-based learning.

Grants Awarded (Cohort F)

- Early Light Academy
- Career Path High School
- Salt Lake City School District
- Jefferson Academy
- Lincoln Academy

Implementation Grants

Grants are for LEAs in their implementation of personalized, competency-based learning.

Year 1 of 2 (Cohort E)

- Bridge Charter Elementary
- Box Elder School District
- Park City School District
- Provo School District
- South Sanpete School District

Year 2 of 2 (Cohort D)

- Odyssey Charter School
- Promontory School of Expeditionary Learning
- Quest Academy
- Summit Academy
- Wayne County School District

Expansion Grants

LEAs who have successfully participated in the first two phases (planning and implementation) of the grants program will be eligible to apply for the final phase, expansion. This phase of the grants programs has not yet been funded.

Year 2 of 2 (Cohort C)

- Alpine School District
- Canyons School District
- Freedom Preparatory Academy
- Granite School District
- Jordan School District
- North Sanpete School District
- Walden School

Year 1 of 2 (Cohort B)

- City Academy
- Ogden City School District
- Spectrum Academy
- Washington County School District
- Weber School District

Legislative Appropriations

$2,070,000
Ongoing
Appropriation
SY 2024

$2,070,000
Ongoing
Appropriation
SY 2023

$2,070,000
Ongoing
Appropriation
SY 2022
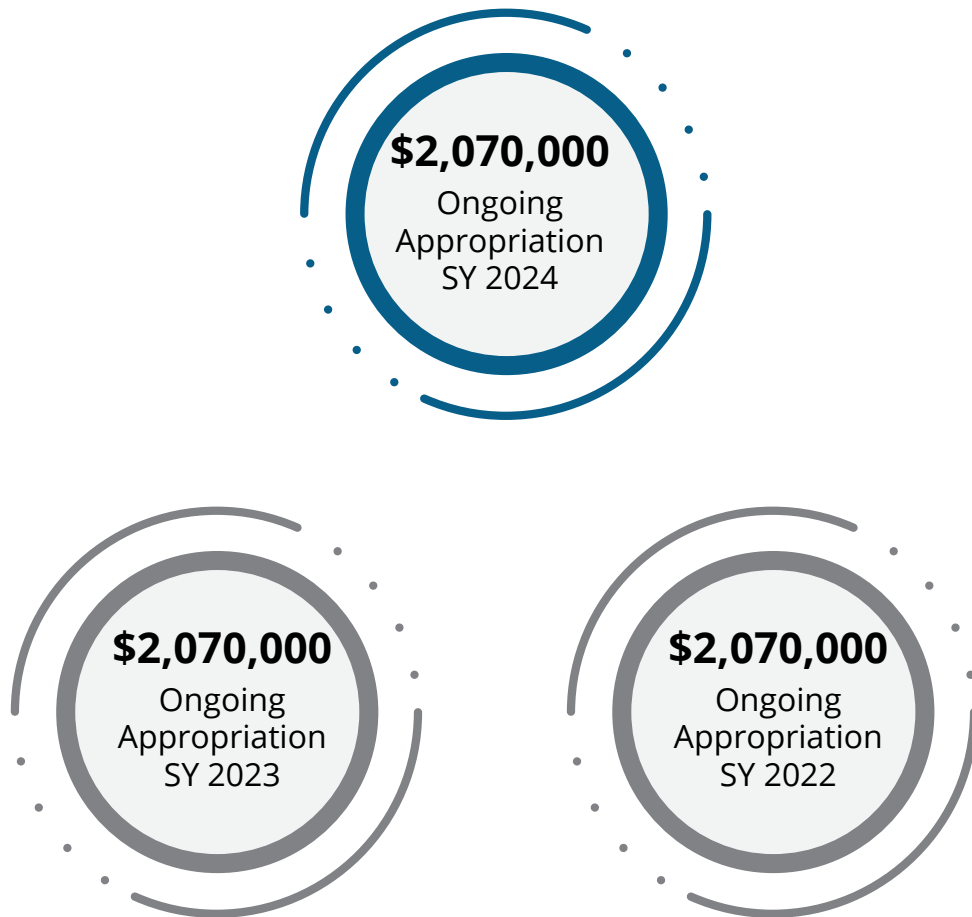
Statewide Online Education Program (53F-4-5)

The Statewide Online Education Program (SOEP) enables Utah students to earn middle and high school credit through flexible learning opportunities. SOEP fosters access, educational equity, and student success through quality online learning options funded through the Minimum School Program. Participating home and private school students are funded through separate appropriations. Strengthening our educational ecosystem through choice. SOEP strengthens college and career readiness utilizing differentiated, self-paced programs to promote competency through personalized learning options. Public school students may enroll in up to 6.0 SOEP high school or middle school credits. Home and private school students seeing middle school courses are limited to 6.0 credits yearly.

During the 2023-2024 school year, SOEP served 12,271 distinct students in grades 6-12, with 43,030 half-credit enrollments. This represents a 36% increase in the number of participating students in comparison with the prior year. Students are

limited, in most circumstances, to 6.0 online credits per year. These achievements underscore SOEP's commitment to providing a robust online education experience.

SOEP Online Course Providers

- Arizona State University (ASU) Prep Digital Powered by Juab School District
- ASU Prep Digital Global
- Canyons Online

- Davis Connect
- Mountain Heights Academy
- Utah Online School (UOS)
- Utah Virtual Academy (UTVA)

A rural school incentive enacted in 2022 provides aid to support participation in college and career-readiness courses by 9-12th grade students attending small and rural schools under 1,000 students. Students enrolling in middle school courses (grades 7-8) are limited to two credits online per year. Students in grades 7-12 enrolling in high school credit courses may take up to six online credits. A rural school incentive enacted in 2022 is also expected to boost enrollment by students attending schools enrolling under 1,000 students.

SOEP: Legislative Appropriations

2024

$8,745,900 Ongoing Appropriation	**$1,606,100** One-Time Appropriation	**$10,352,000** Total Appropriation

2023

$8,525,300 Ongoing Appropriation	**$3,180,400** One-Time Appropriation	**$11,725,300** Total Appropriation

2022

$7,505,000 Ongoing Appropriation	**$3,180,400** One-Time Appropriation	**$10,685,400** Total Appropriation

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. Our board rules were updated in April 2024, and we no longer have the Utah College and Career Readiness School Counseling Program Model in board rule. It is now the Utah K-12 Comprehensive School Counseling Program Model Components and does not include trauma-informed practices in the board rules or document incorporated by reference.

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

The Elementary School Counseling Grant was discontinued by the Utah State Legislature in the last legislative session. It ended in June 2024.

School-based Mental Health Qualifying 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 Education to distribute money appropriated under Utah Code Section 53F-2-415 to LEAs 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.

Grant Funding FY 25

41	**74**	**4**
School Districts Awarded Funding	**Charter Schools Awarded Funding**	**RESAs Awarded Funding**

> **In FY 24, USBE approved plans for 39 School Districts, 74 Charter Schools, and four Regional Education Service Agencies.**

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

In FY 2021, the legislature appropriated $26 million ongoing for this program; no changes to funding have occurred since then.

FY 2024 Grant Funded Hired and Contracted FTE
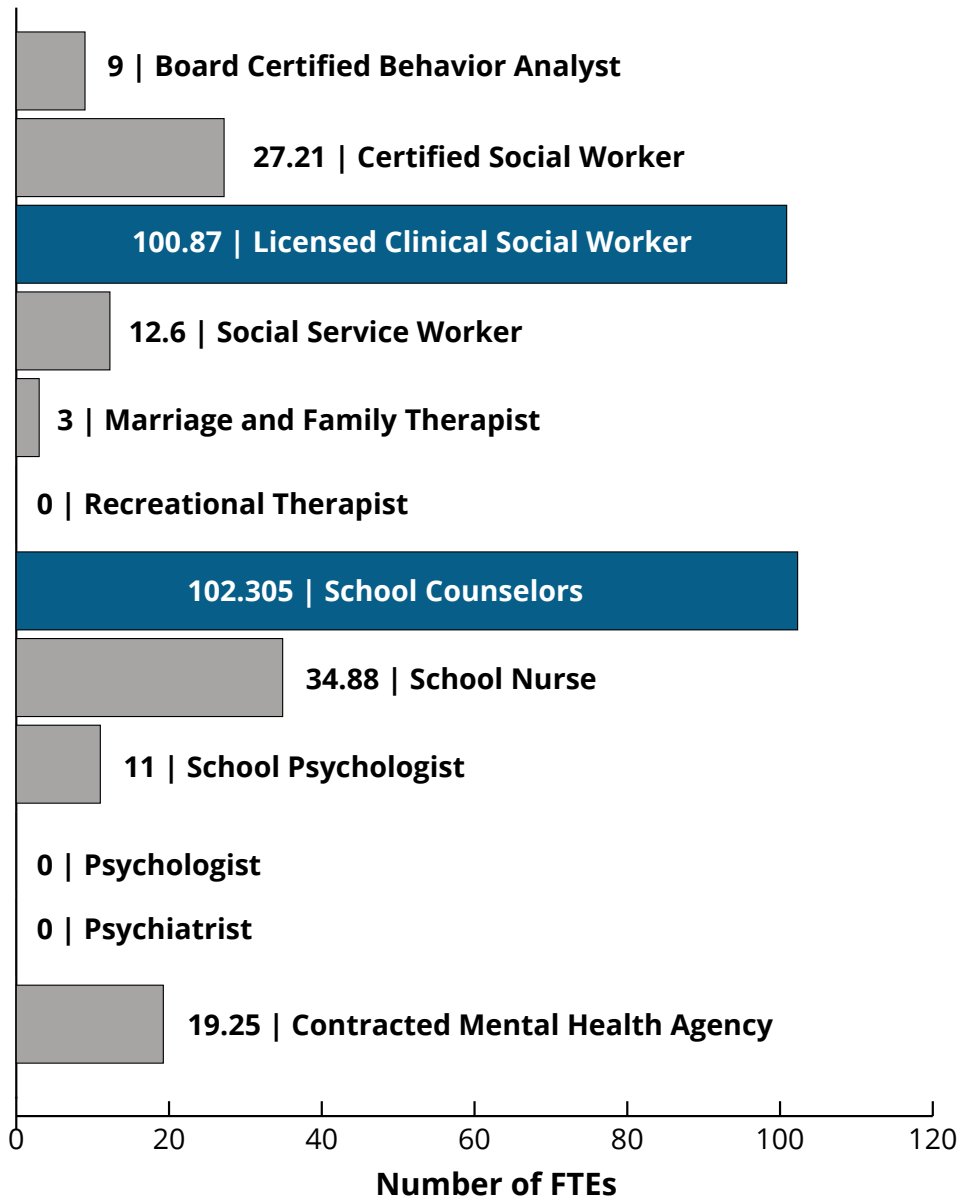
In FY 2024, 76 LEAs reported collaborating with their local mental health authority on their Accountability and Data Report.

Highlights of Progress on Goals during FY 2023

- Improving behavioral outcomes and increasing mental health support were the largest category of goals being worked on by LEAs.
- Of the goals written by LEAs, 34.15% were achieved and 45.53% made progress toward achieving them.

Mental Health Screening Programs (53F-2-522)

During the 2020 General Session, the Legislature passed House Bill 323, School Mental Health Funding Amendments, which set standards for participating local education agencies to implement approved mental health screening programs for students. The State Board, in coordination with the Division of Substance Abuse and Mental Health, was tasked with establishing rules around the program and approving a list of mental health conditions to screen for and a list of evidence-based screening tools. The Board has identified a comprehensive set of evidence-based tools that specifically target the following mental health conditions: anxiety, depression, and suicide ideation. This list captures the leading mental health conditions that are currently screened for in our LEAs. During the 2024 General Session, the legislature passed H.B. 413, which changed funding of this program from a competitive grant to a formula grant and increased funding to $1,000,000 for he program; however, prior to this, the allocation was $500,000.

During the 2023-2024 school year, 60 of the 155 LEAs statewide participated in the school-based mental health screening program. Those 60 LEAs screened 10,380 students for the possible presence of symptoms related to anxiety, depression, or suicidal ideation. As a result of the screenings, approximately 2,869 students (or 28%) were then connected to services either within the LEA, or as a referral to community resources.

In SY 2024, USBE awarded 20 LEAs (12 school districts and eight charters) grant funding for their respective School-based Mental Health Screening Programs. In FY25, 74 LEAs (35 school districts and 39 charter schools) are participating in the School-based Mental health Screening program. USBE has awarded grant funding to 49 LEAs (27 Districts and 32 charters).

Bullying Prevention

Bullying is commonly understood as aggressive behavior that:

P	R	I
Exists in a relationship with an imbalance of power and strength	Repeated over time	Intended to cause distress or harm

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, etc).

Bullying Prevention Funding

- Provides Functional Behavioral Assessment of Bullying through Safe and Civil Schools at no cost to LEAs.
- Promotes the SafeUT crisis support and tip line through the purchase of cards, posters and other marketing materials.
- Purchases materials to enhance existing anti-bullying and suicide prevention programs.
- Trains school administrators on rights and prohibited acts defined in Utah House Bill 428.
- Utilizes funds to engage parents in anti-bullying and suicide prevention efforts.
- Promotes trauma-informed awareness and practices.
- Utah Anti-Bullying Coalition to provide bullying prevention trainings and assemblies to K-12 schools across Utah (Senate Bill 2; Item 21 for 2024's session).

More generally, bullying prevention 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).

Utah Code 53G-9-607 also includes an LEA:

House Bill 84 added requirements that an LEA must designate an individual at the LEA to oversee training and response to bullying incidents. Additionally, schools shall create action plans for incidents and communicate with parents regarding investigations and supportive measures.

In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the State Board shall make rules that establish standards for high quality training related to bullying, cyber-bullying, hazing, abusive conduct, and retaliation. The overall goal of bullying prevention and intervention is to provide every student with a safe and supportive school and social environment.

Substance use Prevention

The overall goal of substance use prevention and intervention is to promote healthy brain, body and social development by preventing the onset of illicit drug use, prescription drug misuse, tobacco use, and underage drinking, and limiting the problematic behaviors associated with substance use.

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 use prevention programming. Utah promotes proactive, evidence-based prevention education, which is designed to eliminate any illegal use of controlled substances, as well as the underage use of alcohol and tobacco products.

Underage Drinking & Substance Abuse Prevention Program (53G-10-406)

The underage drinking and substance abuse prevention program is provided to all fourth or fifth grade, and seventh or eighth grade, and ninth or 10th grade students. Currently, USBE's approved provider is the Botvin LifeSkills Training (LST) program. This interactive program was carefully designed to target the primary causes of substance use and provides students with a combination of health information, general life skills, and drug resistance skills. It has been shown through over 30 years of studies to reduce the use of tobacco, alcohol and other drugs in youth. Much of the content within the program aligns with Utah health core standards, and as a result, many LEAs implement it in health classes. However, some LEAs have chosen to implement the program in other classes, such as science or physical education.

As of September 2024, 2,784 teacher and school counselors have received training. It is estimated that around 160,000 students in the required grades participated in the LST program during the 2023-2024 school year. New resources continue to be made available to teachers through a webpage created specifically for Utah teachers that are implementing the LST program.
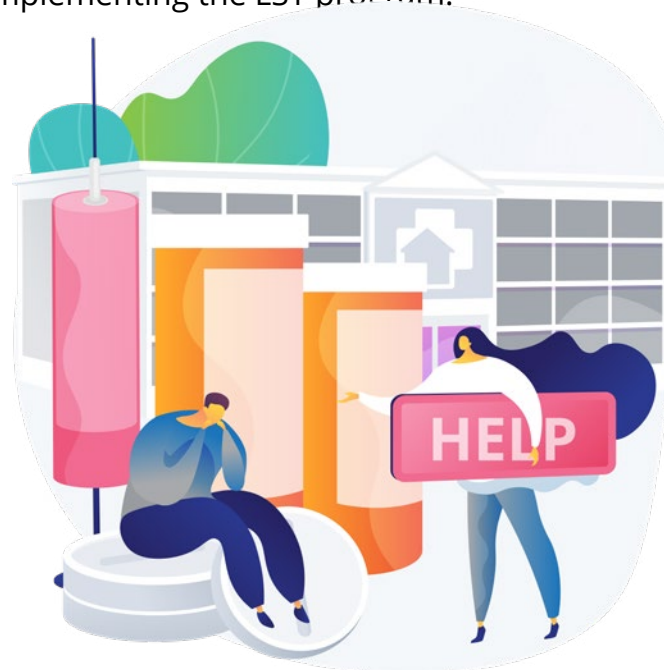
Positive Behaviors Plan (53G-10-407)

A positive behaviors plan is "a plan to address the causes of student use of tobacco, alcohol, electronic cigarette products, and other controlled substances through promoting positive behaviors," and addresses "issues including peer pressure, mental health, and creating meaningful relationships." School principals across the state have either created or are in the process of creating a local education agency governing board-approved positive behaviors plan based on the input of parents, students, and staff.

In September 2024, 1036 schools received $3,000 for a positive behaviors specialist stipend and $1,000 to administer the positive behaviors plan for the 2024-2025 school year, totaling $4,144,000.00 distributed to LEAs.

Suicide Prevention Programs (53G-9-702)

Youth suicide is a serious public health issue in Utah and a leading cause of death for Utah youth ages 10 to 17. According to the 2023 Student Health and Risk Prevention (SHARP) survey, 18% of youth grades 6-12 reported seriously considering suicide within the last year and 7.3% of students reported they attempted suicide at least once in the past year. Youth are resilient and can overcome mental health struggles with the right support, treatment, and resources.

We need a community and statewide emphasis on suicide prevention, and schools play a critical role. When youth learn effective coping strategies, develop positive connections to their school and community, and learn that seeking help is beneficial, they carry these attributes with them into adulthood.

H.B. 481 Firearm Safety and Suicide Prevention Education passed during the 2023 legislative session and went into effect on August 1, 2023. It modifies the suicide prevention materials and information a school shall provide a parent of a child who has threatened suicide, or has been involved in a bullying incident or other abusive conduct. Materials were developed and selected to comply with this statute and technical assistance was provided to LEAs and amends 53G-9-601 and 53G-9-604.

Parent Education (53G-9-703)

Parent seminars provide parents an opportunity to engage with their schools and to better understand topics like substance use, mental health, suicide prevention, internet safety, and SafeUT. The 2024 Utah legislative session (H.B. 82) brought updates regarding parent seminars. Parent seminars may now be offered on a Saturday and may be provided through a virtual platform.

In October 2024, 1,036 schools received $1,000 to administer suicide prevention programs for the 2024-2025 school year, totaling $1,036,000.00 distributed to LEAs.

Child Sexual Abuse Prevention

Utah State Legislature's House Bill 286, Child Sexual Abuse Prevention was implemented in schools in 2016 and amended in 2019 to include human trafficking prevention and awareness.

This year, the new process for review of instructional materials for child sexual abuse and human trafficking prevention was put in place to match the changes to R277-630 from last year. The materials are now reviewed in a similar manner to other instructional materials.

Requirements

- Requires that the State Board, in partnership with the Department of Human Services, approve instructional materials for child sexual abuse prevention and human trafficking prevention and awareness.

- Requires local education agencies to use the instructional materials approved by the State Board to provide child sexual abuse prevention and human trafficking 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 human trafficking prevention and awareness instruction to elementary school students, subject to certain requirements.

The Utah State Legislator also passed SB 205 in the general legislative session. SB 205 updates the definition of "age appropriate" and requires that USBE contract with a statewide provider for student instruction and training. It also allows for an additional grant program for LEAs to request funds if they want to use a provider other than the chosen statewide provider. The legislation also provides funding for the statewide contract and grant.

Lastly, SB 205 allows LEAs to create and utilize their own materials for child sexual abuse and human trafficking prevention, if those materials are approved by the Board. USBE staff will be working on implementing these provisions in FY25.

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. Chronic absenteeism is defined as a student being absent (excused or unexcused) 10% or more of their school year.

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 offers 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.

Anticipating the sunset of House Bill 42, LEAs approached USBE and JJS to ask for a further extension of the ability to refer truancy referrals to court. LEAs reported difficulty in taking action to influence student attendance, and the data showed a significant improvement in the number of referrals made to the court for truancy (from 1191 referrals in 2015 to 154 referrals in 2020). This bill, passed during the 2022 legislative session, extends the ability to refer truancy issues to the court until July 1, 2027 as a measure of last resort when other interventions to address truancy and absenteeism are unsuccessful.

In the 2024 legislative session, H.B. 362 Juvenile Justice Revision swas passed, allowing schools to make court referrals if the minor was previously alleged of being a habitual truant, which is defined as: being truant 20 days, at least twice during the same school year; and the minor was referred to an evidence-based alternative intervention, or for prevention and early intervention youth services for at least two of the previous habitual truancies.

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.

Partnerships must address kindergarten readiness, grade three and grade eight 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 2024, the Utah State Legislature appropriated $3,039,602 for the program. The breakdown is $2,858,822 for flow through and $180,780 for administration. 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.

Average Number of Partners Forming a Partnership with a Lead Grant Applicant (within a Feeder Pattern)

Bar chart showing the average number of partners by school year:
- 2021-2022 SY: 53
- 2022-2023 SY: 19
- 2023-2024 SY: 27
- Target: 15
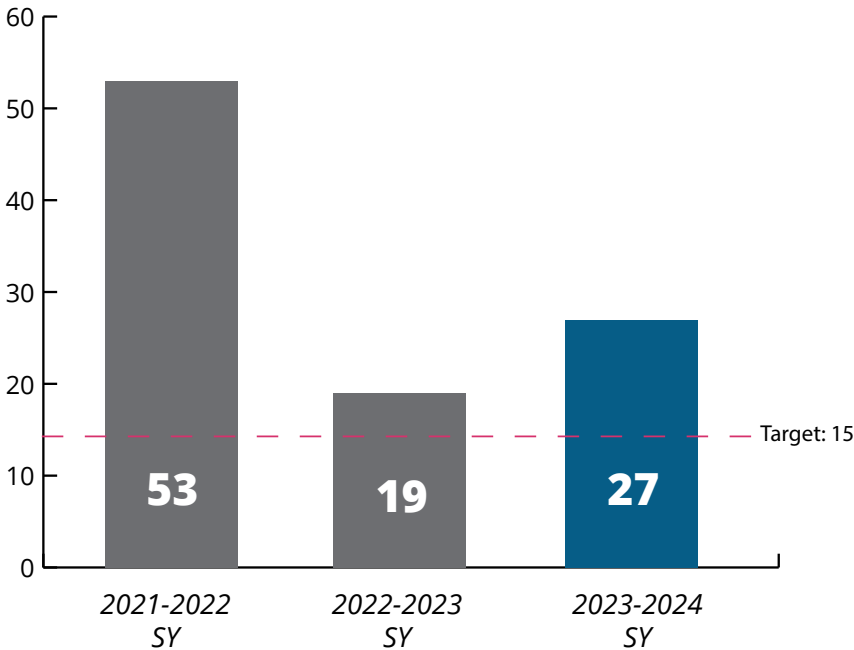
Title IV, Part B: 21st Century Community Learning Centers (CCLC)

As mentioned in the Compliance, Monitoring, and Auditing 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. In the 2024 competition, USBE received $7,299,480.87 in funding requests, yet only had the funding for $919,921.68, leaving $6,379,559.19 in unfunded OST programs in Utah.

The Program's Specific Purposes

1. Provide opportunities for academic enrichment, including tutorial services to help students meet state and local student performance standards in core academic subjects such as reading and mathematics.

2. Offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, designed to reinforce and complement the regular academic program of participating students.

3. Offer families of students served by community learning centers opportunities for literacy and related educational development.

This year, Utah has 20 grantee 21st CCLC grantee LEAs/organizations, serving 85 individual OST school or community sites, with 2,019 summer students and 13,822 school year students.
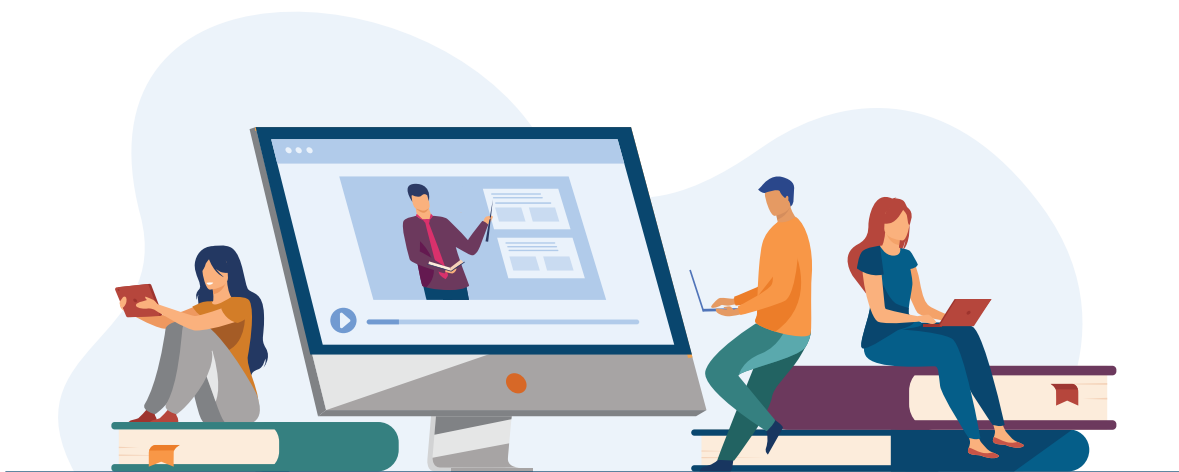
Prevention Block Grant

During the 2023 General Legislative Session, H.B. 16 - Block Grant Funding for Prevention Programs in Public Education was passed allowing LEAs to braid grant funding attached to the following sections of Code:

- 53G-9-702 - Suicide Prevention
- 53G-10-407 - Positive Behaviors Plan – Positive Behavior Specialist Stipend
- 53E-3-522 - Substance Abuse Prevention

It is the intent of the block grant to ensure that the requirements of each of the individual programs are honored, while allowing for LEAs to have the flexibility they need to have greater impact on students. As prevention funds are braided, LEAs have the ability to intentionally target shared risk and protective factors while providing higher leverage, evidence-based practices that will have a greater reach and impact. H.B. 16 also allows USBE to distribute excess funds in the Underage Drinking and Substance Abuse Prevention Program Restricted Account to LEAs through the prevention block grant.

In SY 24, LEAs were given the option of applying for the prevention block grant or the substance use prevention grant. All LEAs chose to apply for the prevention block grant rather than the substance use prevention grant, and the substance use prevention grant funds were distributed though the prevention block grant. A total of $3,595,854.22 was awarded to 34 LEAs to implement their comprehensive prevention plans.

School Improvement

School Improvement programs are required by federal and state code and intersect with state accountability. The overall percentage of accountability points earned for a school is tied directly to identification of schools in need of support and improvement.

The table below provides information on all school improvement designations.

Column one refers to the designation name:

1. **Targeted Support and Improvement (TSI)**
2. **Additional Targeted Support and Improvement (ATSI)**
3. **Comprehensive Support and Improvement (CSI)**
    a. **Springboard**
    b. **Elevate**

Column two shows whether the designation is required by Federal School Improvement code or State School Improvement code.

Column three describes whether the designation is for Title I schools, non-Title I schools, or both Title I and non-Title I schools.

Column four provides whether the designation is a whole school designation or a student group (economically disadvantaged, students with disabilities, English learners, African American/Black, Asian, Hispanic/Latino, American Indian/Alaska Native, Multi-race, Native Hawaiian/Pacific Islander, and White) designation.

Columns five through seven refer to how often these designations are made, the most recent year of each designation, and when the first possible exit from each designation may occur.

The final column refers to who is providing support: LEAs or USBE.

Designation	Federal or State	Title I or Non-Title I or Both	Whole School or Student Group	Frequency	Recent Year	First Year of Exit	LEA or State Supported
TSI	Federal	Both	Student Group	Annually	2023	2024	LEA
ATSI	Federal	Both	Student Group	Once every 3 years	2022	2025	LEA
CSI-Low Performance	Federal	Title I	Whole School	Once every 3 years	2022	2025	State
CSI-Low Grad. Rate	Federal	Both	Whole School	Once every 3 years	2022	2025	State
CSI-Low Perf. Student Group	Federal	Title I	Both	Annually	2024	2027	State
Springboard	State	Non-Title I	Whole School	Once every 4 years	2025	2028	State
Elevate	State	Non-Title I	Whole School	Annually unless Springboard	2024	2028	Opt-In State

Each designation receives technical assistance and support based on the requirements set forth in Federal code, Utah's Consolidated State Every Student Succeeds Act (ESSA) Plan, State code, and Board rule.

Science, Technology,Engineering, & Mathematics (STEM)

A number of individuals and departments at the Utah State Board of Education, especially Mathematics, Science, and Career and Technical education, support STEM 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 coursework 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 field trips, teacher resources and professional learning, assemblies, in-person classroom learning experiences, and enrichment lessons aligned to the Science with Engineering Education (SEEd) Standards for district and charter schools.

iSee Organizations

- Clark Planetarium
- Discovery Gateway
- USU-Botanical Center
- 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

248,719	Student Experiences	283,376
2022-2023		2023-2024

331,185	Student Field Trips	368,104
2022-2023		2023-2024

1,226	Educator Professional Learning	1,361
2022-2023		2023-2024

Legislative Appropriations

$6,265,000
Ongoing
Appropriation
SY 2025

$6,265,000
Ongoing
Appropriation
SY 2024

$6,265,000
Ongoing
Appropriation
SY 2023
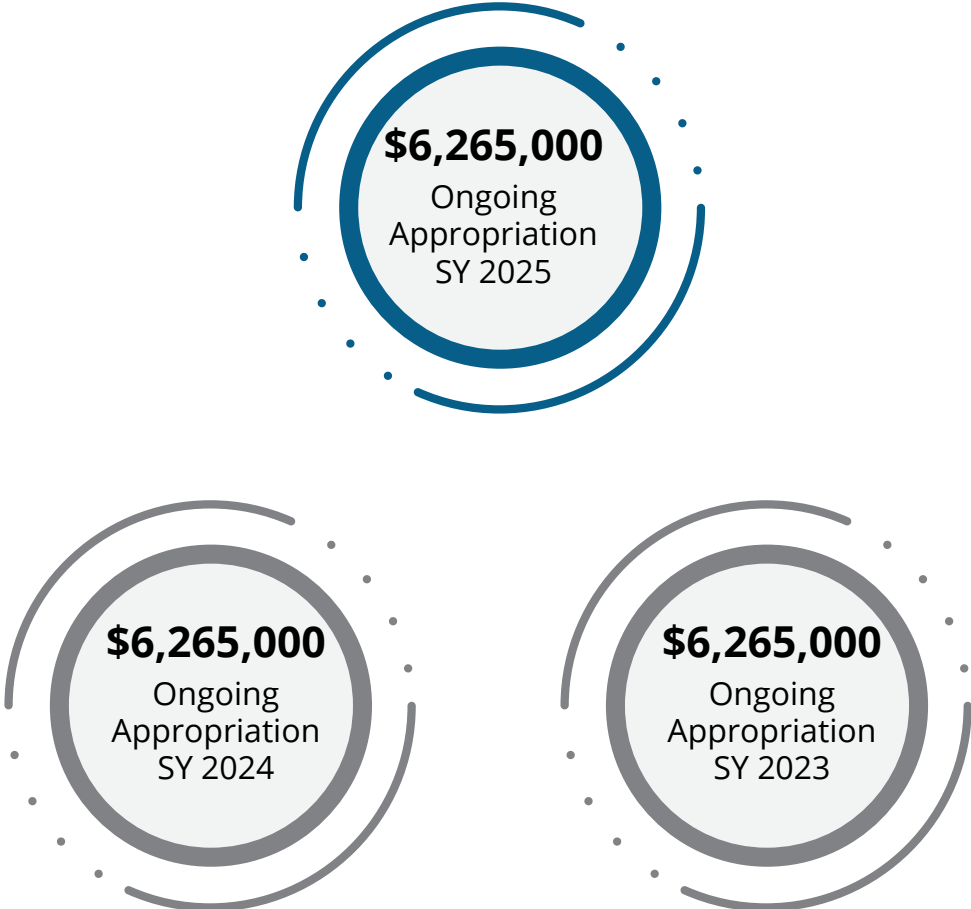
Each organization is required to provide private matching funds to support their education outreach program. These matching funds are in addition to the state funds received through the program. Most recently, participating organizations have collectively provided $1.43 to the program for each dollar provided by the legislature.

STEM Institute

The purpose of the STEM Institute is to empower local communities to engage in systemic change efforts related to their vision of STEM Education. By inviting teams from a site (i.e. administration, content specialists, coaches, classroom teachers) to attend, the Institute focuses on each team developing a vision for STEM education, creating an action plan to attain that vision, and coaching schools/LEAs through implementation of their plan. Institute participants commit to six sessions spread through the first school year that are held virtually using an online platform. These sessions include exploring effective components of a STEM culture, writing a vision statement and action plan, and networking and collaborating with other sites. During the second year, teams meet together with coaches and other teams to discuss problems of practice and revise their action plans. Facilitators of sessions include national presenters, Utah State Board of Education staff, LEA administrators and content specialists, school principals, and others from the STEM community such as the STEM Action Center and iSEE organizations.
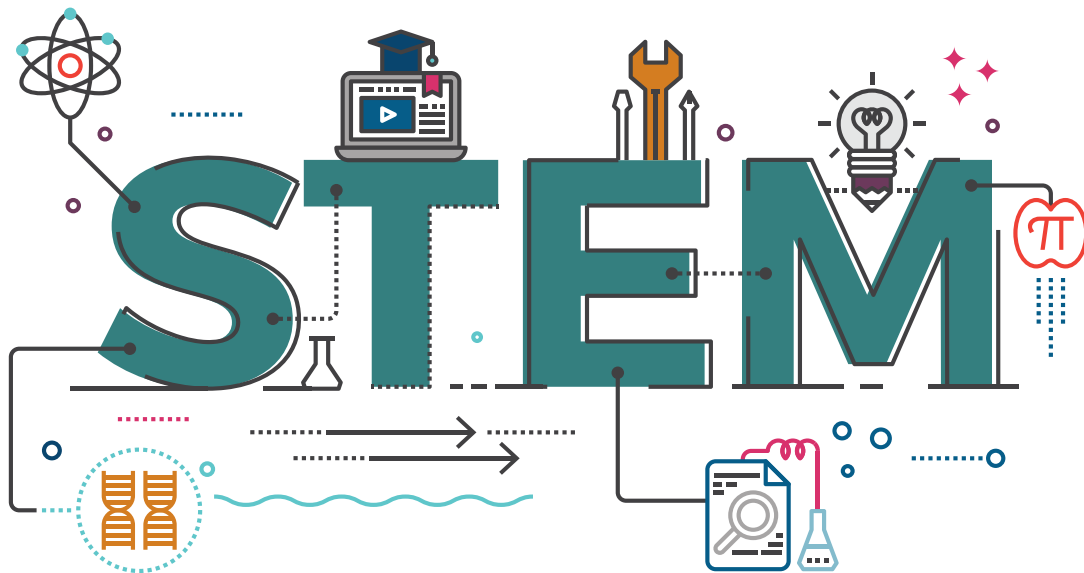
Student Support

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

Juvenile Gang and Other Violent Crime Prevention and Intervention Program (53F-2-410)

Subject to legislative appropriations, the State Board shall:

1. Create a juvenile gang and other crime violent crime prevention and intervention program that is designed to help students at risk for violent criminal involvement stay in school; and

2. Distribute money under the program to school districts and charter schools through the distribution formula as described.

In accordance with H.B. 304, Juvenile Justice Revisions passed in the 2023 Utah General Legislative Session, the Board enacted the new rule, which took effect on May 3, 2023. For various reasons, the 2023-2024 appropriations were awarded to existing LEAs to continue implementing the previous gang prevention and intervention plans. The FY 2023-2024 appropriation was awarded to nine LEAs. For the FY23 data, the nine LEAs collectively served 160,888 student enrollments in 161 schools. The nine LEAs reported making 28,963 contacts with students, managed 1,196 cases, and sponsored 141 student activities in relation to gang prevention and interventions services.

In 2024, the Utah legislature passed HB 362 Juvenile Justice Revisions. The legislation updated Utah code 53F-2-410 Juvenile Gang and Other Violent Crime Prevention and Intervention Grant funding (hereafter referred to as Juvenile Gang Prevention Grant). The statute now requires an LEA that is seeking this funding to submit a proposal that (i) describes how the school district or charter school intends to use the funds, and (ii) provides data related to the prevalence of crimes committed by minors within the school district. In addition, the LEA must collaborate with local law enforcement and community prevention to address juvenile gang and other violent crimes. Accordingly, the USBE updated and approved Board Rule R277-436 at its June 6, 2024 meeting. The Board will begin the competitive grant process and will have a more concrete report for next year.

Youth-In-Care

Youth in Care (YIC) at the Utah State Board of Education provides education services and interventions for individuals through the age of 21 who are in custody of, or receiving services from the Utah Department of Health and 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.

Youth-In-Care 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.

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 Utah Department of Health and Human Services. Grant amounts are proportionally determined based on the percentage of overall statewide YIC students whom an LEA serves.

YIC Supplemental Grant

The YIC supplemental grant is comprised of 1% 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.

Youth-In-Care Grant Options

In 2024, there were 3,762 YIC students served through 26 LEA YIC programs. This number includes students in foster care who are enrolled in traditional schools, as well as students at five long-term secure centers, nine juvenile detention centers, 17 Residential Treatment Centers, 12 shelter/receiving centers, four DSI programs, three Day Treatment Facilities,, the Utah State Hospital, and other Department of Health and Human Services programs.

Legislative Appropriations: YIC

$31,456,500
Ongoing
Appropriation
SY 2024

$29,675,900
Ongoing
Appropriation
SY 2023

$27,821,200
Ongoing
Appropriation
SY 2022
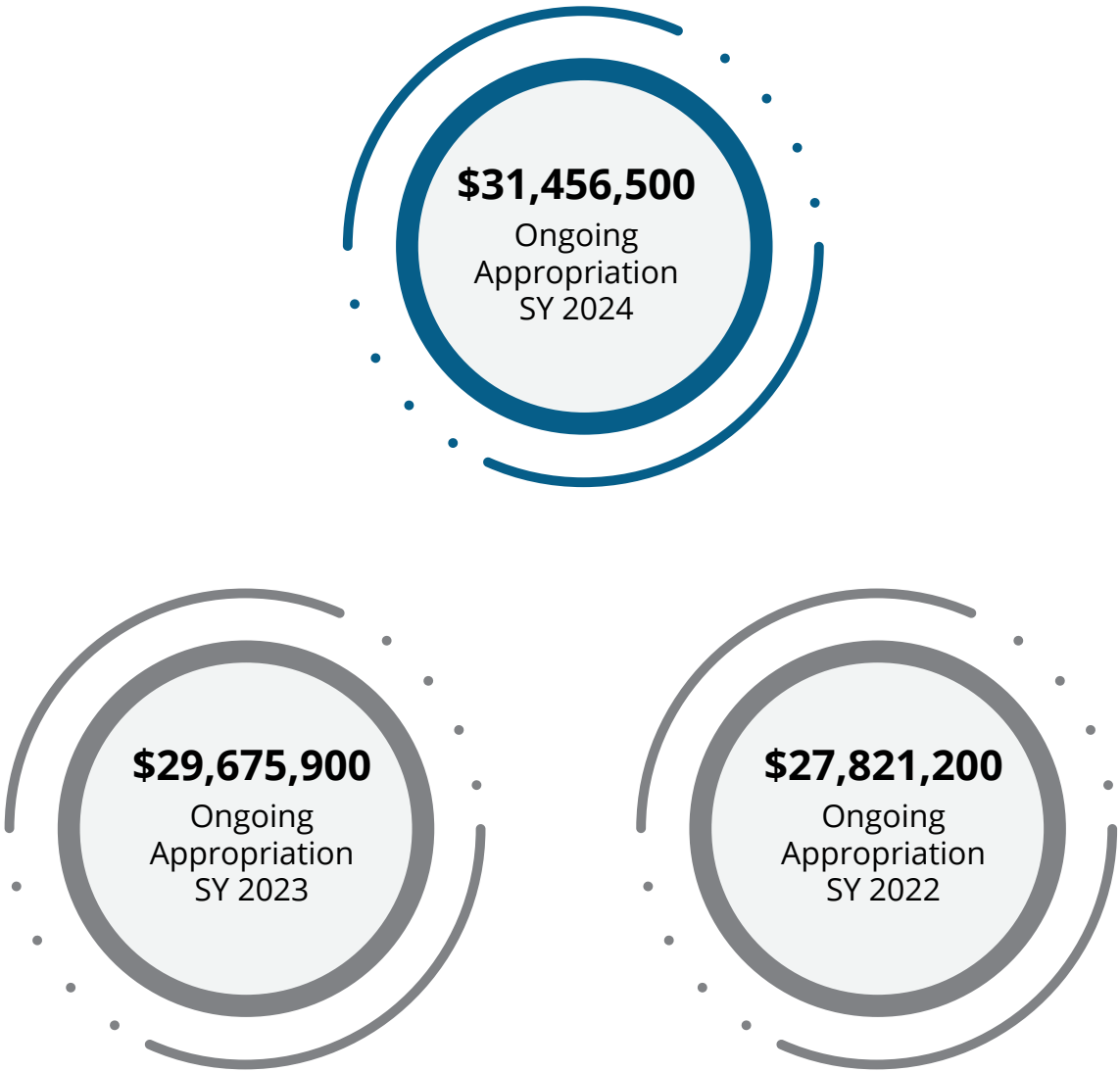
At-Risk Afterschool Meal Programs

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. In 2024, over 150 supervised locations in Utah offer a snack or meals, and 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

Title I, Part A

As mentioned in the Compliance, Monitoring, and Auditing section of the report, this funding 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.

Title I, Part D: Services to Youth Who Are Neglected, Delinquent, or At-Risk

In Utah, these funds primarily support critical transition services to youth through the age of 21 who are in state custody/care and are receiving services from the DHHS for at least 30 days or more per year, and are receiving public education services, mostly through the YIC program.

Services are provided in the following ways:

- Selected LEAs hire staff, education transition and career advocates, to provide transition-related services to eligible sites and youth while youth are in, and after state care.

- DHHS uses an annual grant of $135,000 from these funds to provide primarily short-term, market-sensitive training leading to employment and/or generate critical education-related life skills.

- As referenced above, these services may supplement some services offered by the YIC program.

Annual funding is determined by:

1. The number of eligible students in Utah.
2. The floating per student dollar value as determined by the U.S. Department of Education. As the only state with a statutory waiver to federal allocation requirements, Utah may move funds among transition and/or academic services as needed. The amount of funding in recent years has been:

   - **2023-2024: $825,532**

   - **2022-2023: $904,595**

   - **2021-2022: $996,308**

Title VII, Part B: McKinney-Vento Homeless Education

As mentioned in the Compliance, Monitoring, and Auditing 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.

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 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.

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

600 ADM for six-year secondary schools

Legislative Appropriations: NESS

$46,839,900	$49,430,200	$48,910,500
2023	2024	2025

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; after-school 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.

American Indian / Alaskan Native Students

In 2016, the Utah State Legislature passed Senate Bill 14, American Indian and Alaska Native Amendments, which received an appropriation of $250,000 on going 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 Alaska 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 Alaska 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. During the recent Legislative Session, SB 14 and HB 43 were combined into SB124 an on-going appropriation of $355,000 awarded to both school districts. Both school districts report annually to the Native American Legislative Liaison Committee.

Title VI, American Indian Education

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

Students with Disabilities Scholarships

The Carson Smith Scholarship (CSS) was created in 2005 and has since awarded scholarships to pay for tuition and fees for students who qualify for special education but are attending private schools. In 2021, the legislature added the Utah Special Needs Opportunity Scholarship Program (SNOpS). This program provides a dollar-for-dollar tax credit to individuals who donate to a scholarship-granting organization (SGO), which is a nonprofit organization that provides scholarships to students with special needs to pay for private school tuition, textbooks, and therapies. (Section 53E-7-404; USBE R277-626) Utah currently has one SGO, which is the Children First Education Fund (CFEF).

During the 2024 legislative session, these two programs were combined, and the CSS is no longer accepting new applicants, limiting its use by current recipients. In addition, the SNOpS has been renamed the Carson Smith Opportunity Scholarship (CSOS) to reflect the combining of the two programs.

Funding: Students with Disabilities Scholarships

Current appropriation for the CSS is $8,252,800. Based on legislative requirements, the USBE is reserving 120% of the amount expected to cover current recipients and administration costs for Fiscal Year 25 (FY25). The remainder of the appropriation is to be transferred to the CFEF to use for applicants not yet funded with donations once final numbers are determined. Based on current recipients of the CSS, the original amount transferred to CFEF for FY25 was $1,618,721.76. Each subsequent quarter, funds from students who have exited from the CSS will also be transferred to CFEF.

Based on reports from CFEF, donations from July 1, 2023 through June 30, 2024 totaled $2,053,000.18.

Student Recipients

Since the 2024 legislation passed combining the two programs, the CSS has experienced a significant number of students opting to transfer to the new combined scholarship. During the first quarter of 2023, there were 957 recipients of the CSS, while during the first quarter of 2024, 635 students were provided scholarships through CSS. This decline in students will likely continue as more students opt to participate in the CSOS program.

The SNOpS awarded 334 eligible student scholarships as of June 30, 2024.

Scholarship Amounts

The amount of scholarship an individual receives through the CSS program is based on whether the student is enrolled in part-day preschool or kindergarten or full-day K-12 and the amount of special education services a child would receive if they were attending a public school. Level 1 funding is for students who would receive 1-79 minutes/day service level for ½ day, or 1-90 minutes/day service level for full day. Level 2 funding is for students who would receive 90+ minutes/day service level for ½ day, or 180+ minutes/day service level for full day.

The amount of scholarship award an individual receives through the CSOS is the same as was previously determined for the SNOpS. It is based on family size and family income (relative to the current Federal Poverty Level (FPL)) and the amount of special education services a child would receive if they were attending a public school. These scholarships range from $4,494 (half day above the FPL) to a maximum of $11,235 (full day below the FPL, or 180+ minutes/day service level.)

Full-Day K-12 Scholarship

Qualifying Minutes	Quarterly Scholarship	Annual Scholarship
1-79 minutes/day service level	$1,685	$6,741
180+ minutes/day service level	$2,809	$11,235

Preschool or 1/2 Day Kindergarten Scholarship

Qualifying Minutes	Quarterly Scholarship	Annual Scholarship
1-89 minutes/day service level	$297	$3,708
90+ minutes/day service level	$1,545	$6,179

CCS Legislative Appropriations

2025

$8,617,700 Ongoing Appropriation	**$900** One-Time Appropriation	**$8,252,800** Total Appropriation

2024

$8,183,700 Ongoing Appropriation	**$900** One-Time Appropriation	**$8,209,800** Total Appropriation

2023

$7,753,200 Ongoing Appropriation	**$7,753,200** Ongoing Appropriation	**$8,160,200** Total Appropriation

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

▌ 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. These resources can be used as supports 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 versions 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 "Emergency Preparedness Planning Guide for Utah Schools (EPP Guide)." The EPP Guide is mandated in R277-400: School Facility Emergency and Safety, and includes best-practices relative to Utah K-12 public school safety and security. The Strategic Plan Team for 3A recently updated this resource and it is available on the USBE Safe and Healthy Schools website.

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.

Building Codes Check:

- Structural strength
- Means of egress facilities
- Stability
- Sanitation
- Adequate light and ventilation

- Energy conservation
- Safety to life and property from fire & other hazards attributed to the built environment
- Providing areas with a level of safety for emergency responders

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

Title IV, Part A, Student Support and Academic Enrichment

The purpose of Title IV, Part A is to increase educational equity and opportunities for all students by:

- Providing all students with access to a well-rounded education
- Improving school conditions for student learning
- Improving the use of technology in order to support academic achievement and digital literacy

Title IV, Part A provides an opportunity for educational excellence for each Utah student by ensuring culturally responsive practices that promote each student's academic success and well-being.

USBE School Safety Center

The Utah School Safety Center (SSC) is a team of professionals from the USBE, the Utah Department of Public Safety (DPS), the Utah Office of Substance Use and Mental Health (OSUMH), and SafeUT at the Huntsman Mental Health Institute (HMHI).

The mission of the SSC is to work collaboratively to provide technical assistance, training, and resources that support LEA's commitment to ensuring school safety and improving the climate of school communities.

The vision of the SSC is that each student learns in a safe and healthy school environment.

Recently, the SSC created a Utah School Safety Playbook: A Guide For Utah

Public Schools. This Playbook is intended to support LEAs and stakeholders in understanding recent laws and policies surrounding school safety. This resource can be located on the SSC Resources page.

Timetable of Statutory Requirements and Updates

The purpose of the "Timetable of Statutory Requirements and Updates" in the 2024 Utah School Safety Playbook is to provide a clear overview of school safety statutory requirements. It shows which requirements exist, were introduced in the 2023 and 2024 legislative sessions, and are ongoing. This table serves as a quick reference to ensure stakeholders are aware of current and upcoming requirements, helping them stay compliant and implement necessary safety measures in schools.

Statutory Requirement	Existing Requirements	New in 2023	New in 2024	Ongoing
Armed and Trained School Personnel	No	No	Yes	Yes
Behavioral Threat Assessment	No	Yes	No	Yes
Building and Safety Standards	No	No	Yes	Yes
County Security Chief	No	No	Yes	Yes
Emergency Response Plans	Yes	No	No	Yes
Emergency Evacuation Drills	Yes	No	No	Yes
LEA School Safety and Security Director	No	No	Yes	Yes
School-level Multidisciplinary Team	Yes	No	No	Yes
School Safety and Security Specialist	No	Yes	No	Yes
School Safety Needs	No	No	Yes	Yes
Standard Response Protocol	No	Yes	No	Yes
Wearable Panic Button	No	No	Yes	Yes

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 supports include Early College Programs, Gifted and Talented Programs, 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 delivered on systems like EDNET and Zoom. Annually, over 56,717 students earn over 442,705 credit hours by participating in the concurrent enrollment program.

Legislative Appropriations: Concurrent Enrollment

$12,961,700	$17,708,000	$20,669,900
2023	2024	2025

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. Additional information on Concurrent Enrollment can be found in the Concurrent Enrollment Report toward the end of the document.

Enhancement for Accelerated Students and Early College Programs

The Enhancement for Accelerated Students and Early College programs are meant to enhance the academic growth of participating students who are willing to meet the expectations of courses with increased depth, complexity and rigor. Program funding supports gifted and talented programs (K-8), Advanced Placement (AP), and the International Baccalaureate (IB) program. Despite the funding coming from one appropriation, as a result of S.B. 151 in the 2020 General Session, statutorily the programs are now separated into the Gifted and Talented Programs and Early College programs.

Enhancement for Accelerated Students: Gifted and Talented Programs

Gifted and talented programs serve students in grades K-8 who the LEA identifies as having an ability that is significantly above the typical ability of a student within the same age group in general intellectual ability, specific academic fields, including language arts, mathematics, science, or creative thinking. Multiple measures used for identification must account for bias.

Early College Programs: 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.

Legislative Appropriations

$6,451,500	$6,838,600	$6,838,600
2022	2023	2024

Enhancement for Accelerated Students program funding is allocated as follows: LEAs receive 60 percent of program funding to support Gifted and Talented programs; LEAs with IB programs receive funding to help support the IB program at their schools; and the remaining funds support AP programs.

College and Career Readiness School Counseling (53E-2-304)

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 employers, essential workforce skills, personal challenges for students, and expectations of parents, have impacted the services provided to students through Utah K-12 Comprehensive School Counseling Programs.

In 2024, the Utah College and Career Readiness School Counseling Program was changed to the Utah K-12 Comprehensive School Counseling Program Components. These components focus on the school counselor's role in helping students realize positive postsecondary outcomes. The framework is student-centered, data-driven, counselor-implemented, and systemic in nature so that students complete the Utah K-12 school system with the tools necessary to participate as a contributor to society.

Furthermore, the redefined approach moves the school counseling profession beyond traditional, process-oriented practices frequently detached from the curriculum to transformational, outcome-oriented practices characterized by embedded student activities and evidence-based accountability.

College and Career Readiness Plan

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 seven;
- Identifies a student's skills and objectives;
- Maps out a strategy to guide a student's course selection;
- Links a student to postsecondary options, including higher education and careers.

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.

Legislative Reports

Concurrent Enrollment Report

Statutory Requirement

U.C.A. Section 53E-10-308 requires the State Board of Education and the State Board of Regents to submit an annual written report to the Public Education Appropriations Subcommittee and the Higher Education Appropriations Subcommittee on student participation in the concurrent enrollment program. The report includes (i) data on the higher education tuition not charged due to the hours of higher education credit granted through concurrent enrollment; (ii) tuition or fees charged for concurrent enrollment; (iii) an accounting of the money appropriated for concurrent enrollment; and (iv) a justification of the distribution method for the concurrent enrollment funding.

Background

The purpose of concurrent enrollment (CE) is to provide prepared high school students with a challenging and rigorous college-level experience. Students in the program receive both college and high school credit. 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. Concurrent enrollment offerings in mathematics, science, social studies, language arts, fine arts, humanities, world languages, career and technical programs, and education are offered in high schools throughout the state. During the 2023-2024 school year, students from 41 districts and 40 charter schools earned concurrent enrollment credit.

Concurrent Enrollment Participation

During the 2023-2024 school year, 5,717 students participated in concurrent enrollment courses. This number represents an 6.52% increase (3,471 students) from the 2022-2023 school year. These students earned 442,705 which is an 8.48% increase from the prior year.

Table 1. Student Participation in the Concurrent Enrollment Program

	2023-2024	**2022-2023**
Students Who Participated in Concurrent Enrollment	56,717	53,245
Number of Credit Hours Earned	442,705	427,027

Concurrent Enrollment Participation

Table 2. Course Enrollment & Credit Type Earned.

	2023-2024 Enrollment	2022-2023 Enrollment	2023-2024 Earned Credits	2022-2023 Earned Credits
Courses	117,134	95,923	340,568	279,662
Other CTE Courses	34,324	28,210	96,988	80,065
Other Academic Courses	1,725	1,986	5,591	7,506
Total	153,444	126,686	443,147	367,233

As a result of the increased credits earned, Utah students saved $108.2 million in tuition costs during the 2022-2023 school year. This number represents an $21.7 additional savings over the previous year.

Concurrent Enrollment Tuition and Fees

In U.C.A. 53E-10-305, the State Board of Regents or institutions of higher education may not charge tuition or fees for a concurrent enrollment course except as specified in statute. The State Board of Regents may charge a one-time fee for a student to participate in the program and an institution of higher education may charge a one-time admission application fee for concurrent enrollment course credit offered by the institution of higher education.

An institution of higher education may charge partial tuition of no more than $30 per credit hour for a concurrent enrollment course for which a student earns college credit. Eligible students who qualify for free or reduced price school lunch may not be charged more than $5 per credit hour. Additionally, LEAs may use their CE funding to pay the fees for students experiencing socioeconomic disadvantage. If the concurrent enrollment course is taught at a local education agency by an eligible instructor, students may not be charged more than $10 per credit hour. Students may not be charged more than $15 per credit hour for a concurrent enrollment course that is taught through video conferencing. In practice, all USHE institutions charge $5 per CE credit hour.

Concurrent Enrollment Appropriations

For fiscal year 2024, the State Legislature appropriated $17,708,000 from the Education Fund for the concurrent enrollment program through the Minimum School Program. Although subject to budget constraints, the State Legislature annually increases the money appropriated for concurrent enrollment in proportion to the percentage increase over the previous school year in concurrent enrollment and the value of the weighted pupil unit. This funding formula is in effect beginning with FY 2022 with the passage of House Bill 409 (2020 General Session). Prior to FY 2022, funding for concurrent enrollment was based on increases in kindergarten through grade 12 student enrollment. In addition to state funds, local school districts also use local property tax revenues to support the program. Those local revenue sources are not included as part of the state budget.

Concurrent Enrollment Appropriations Funding Distribution

The concurrent enrollment state appropriation is allocated to participating local education agencies and the State Board of Regents. The State Board of Education allocates the funding in proportion to the number of credit hours earned for courses taken based on who primarily bears the cost of instruction. When the LEA primarily bears the cost of instruction, the State Board of Education distributes 60 percent of the funds to LEAs and 40 percent to the State Board of Regents. When an institution of higher education primarily bears the cost of instruction, the State Board of Education distributes 40 percent of the money to LEAs and 60 percent to the State Board of Regents.

LEA primarily bears the cost of instruction

- 40% State Board of Regents
- 60% Local Education Agency

Institution of higher-ed primarily bears the cost of instruction

- 60% State Board of Regents
- 40% Local Education Agency

Using the outlined percentages, the State Board of Education and the Utah System of Higher Education base the distribution on the match of enrollment data. The match is a two-tier process that uses student data and course code data to determine where allotted funds are distributed. As outlined in R277-701, concurrent enrollment funds may not be distributed to an LEA for reimbursement of a concurrent enrollment course:

- That is not on the master course list;
- For a student who has exceeded 30 semester hours of concurrent enrollment for the school year;
- For a concurrent enrollment course repeated by a student; or
- Taken by a student (i) who has received a diploma; (ii) whose class has graduated; or (iii) who has participated in graduation exercises.

An LEA shall receive a prorated amount of the funds appropriated for concurrent enrollment according to the number of semester hours successfully completed by students registered through the LEA in the prior year compared to the state total of completed concurrent enrollment hours. Similarly, in the State Board of Regents' Policy R165, each institution receives a prorated amount according to the number of semester hours completed.

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 thirteen-step process for standards revision. The process is informed by both Utah Administrative Code and the Utah State Board of Education Board Policy. More details regarding this process are available on USBE's website under Teaching and Learning page.

Social Studies

On August 1, 2019, the Board approved staff to begin the standards revision process for the Elementary Social Studies Standards, using the USBE-approved procedure. The standards review committee met in November of 2019 and recommended a revision of the current standards, as well as additional recommendations for consideration during revision. Those recommendations were reported to the Standards and Assessment Committee of the USBE. The standards writing committee of experienced elementary teachers and LEA social studies specialists have completed the final draft of the standards and it has been released. The standards began in school year 2023-2024.

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 Board of Higher Education, technical colleges, and degree-granting institutions that provide technical education described in Section 53B-2a-201, 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 degree-granting institutions that provide technical education.

The Utah State Board of Education provides leadership for career and technical education in the state's public secondary schools, with LEAs providing 94 percent of the instruction. Additionally, through coordinated, collaborative, and creative partnerships with post-secondary education including technical colleges and degree-granting institutions that provide technical education, LEAs assure efficient and effective career and technical education delivery.

Data for the 2023-2024 School Year

- Enrollment in CTE courses increased by 1.25% for 2023-2024 to 187,580, up from 185,256 students in 2022-2023.
- LEA CTE Average Daily Membership (ADM) increased by 1.51% (418 ADM) in 2023-2024 to 28,120, up from 27,702 in 2022-2023.
- The total membership hours decreased by 1.07% (381,694 hours) in 2023-2024 to 35,239,528 hours, down from 35,621,222 hours in 2022-2023.
- LEAs delivered 94% of all career and technical education membership hours in grades 9-12.
- 77 secondary students received CTE scholarships and tuition awards.

Learning that works for Utah
CTE®

LEA CTE Enrollment Over Time

Bar chart showing LEA CTE Enrollment Over Time:
- 2021: 172,020
- 2022: 177,959
- 2023: 185,256
- 2024: 187,580
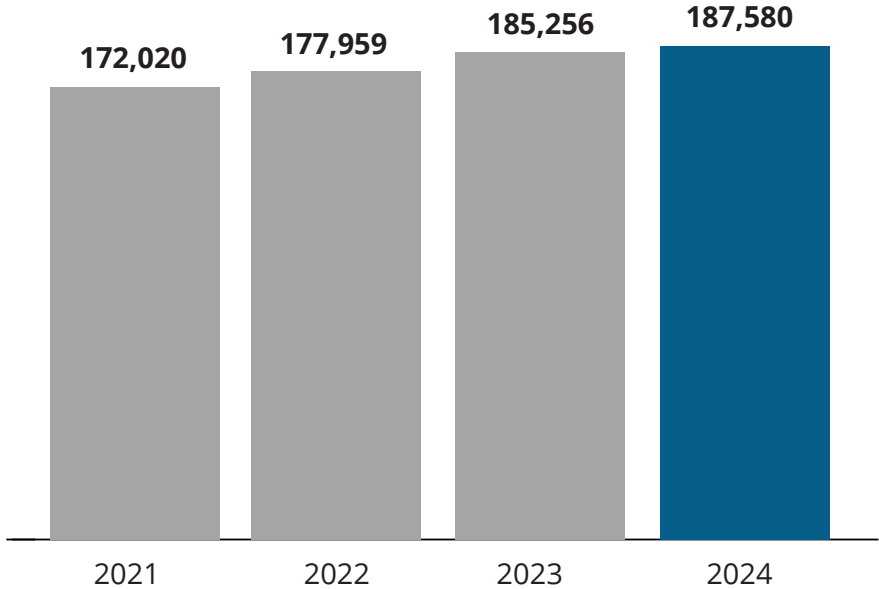
Work-Based Learning

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.

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 2023-2024 school year, 34,500 students were members of CSTOs including DECA, Educators Rising, 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 2023-2024 school year, 50,710 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 DWS, USHE, and Talent Ready Utah 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

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 Cost of Services

- The FY 2024 Secondary CTE Add-on Allocation was $130,716,900.

- LEAs are required to expend an amount equivalent to the regular WPU for students in approved CTE programs. For FY 2024, the budgeted minimum qualifying expenditure for this maintenance of effort (MOE) is calculated to be $122,584,685. The actual audited MOE expenditures are not available until spring 2025.

- The total cost of service for FY 2024 was $7.19 per membership hour, up slightly from the FY 2023 cost of $6.84 per membership hour.

CTE Works for High School Students

- In Utah, 96.2 percent of secondary students who are CTE concentrators graduate compared to Utah's graduation rate of 88.3% (2023 cohort) statewide.

- Utah secondary students earned 110,482 Credentials and Certifications.

Utah Board 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.

Technical Colleges

Technical Colleges are delivering value-added services to secondary students in many areas of the state.

- Technical college secondary student headcount decreased by 7.0% (720) in 2023-2024.

- In 2023-2024, technical colleges and degree-granting institutions provided 6% of the total high school CTE program opportunities statewide (as measured in membership) in grades 9-12.

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, H.B.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 Technical and Professional Specialties, Salt Lake Community College serves 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 universities. In the 2023-2024 school year, secondary students earned 132,781 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.

Hospitality and Tourism Management CTE Pilot Program

U.C.A. Section 53E-3-515 requires the Utah State Board of Education to report annually on this program by noting how many local education agencies and how many students are participating in the pilot program.

This program is funded through a tax established by S.B. 264, Outdoor Recreation Grant Program. The bill took effect on January 1, 2018. For the 2023-2024 school year, the total number of LEAs participating in Hospitality & Tourism pathways is 20, which represents 39 high schools. The total number of students participating in this pathway in school year 2023-2024 is 1,494.

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, H.B. 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 LEAs to annually submit a report to the 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' attainment goals; and
- Funding allocated to provide dropout prevention and recovery services.

Methodology

USBE gathers information required by 53G-9-802 through a survey provided

to LEAs. LEAs 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. Of the 178 districts and charters, 34 completed the survey. As a result, for this report, 2023-2024 school year data was used. The limitations of the data used include the potential for misreported data since the data is self-reported.

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 expulsions; 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**
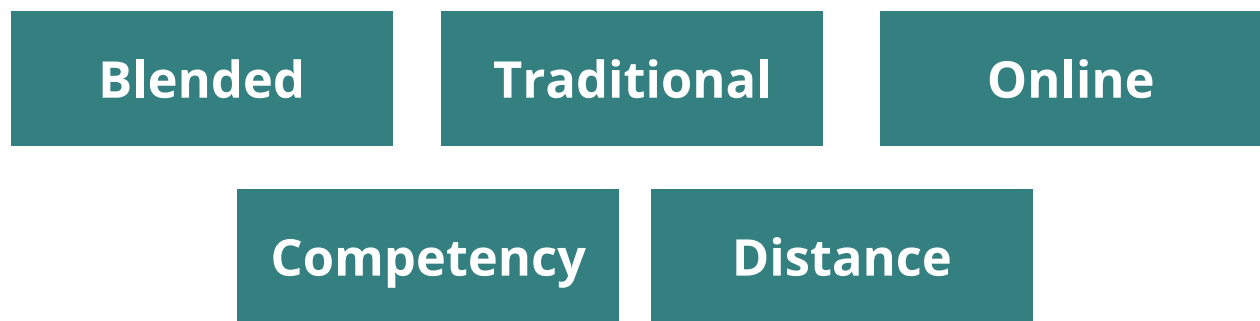
Of the local education agencies surveyed that report having designated students, 41 percent worked with a third-party provider (from the private sector or another LEA) in the 2023-2024 academic year to support students who have dropped out or are at risk of dropping out.

Students Enrolled

In the 2023-2024 school year, of those LEAs who reported designated students:

- 97% of students where were at risk of dropping out entered into a recovery program;
- 77% of students who dropped out were entered into a recovery program;
- 87% of students who were at risk or who dropped out were entered into a recovery program.

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.

Percentage of Designated Students Enrolled

2021-2022	2022-2023	2023-2024
97%	91%	87%

Percentage of Enrolled Students Achieving Attainment Goals

2021-2022	2022-2023	2023-2024
54%	61%	86%
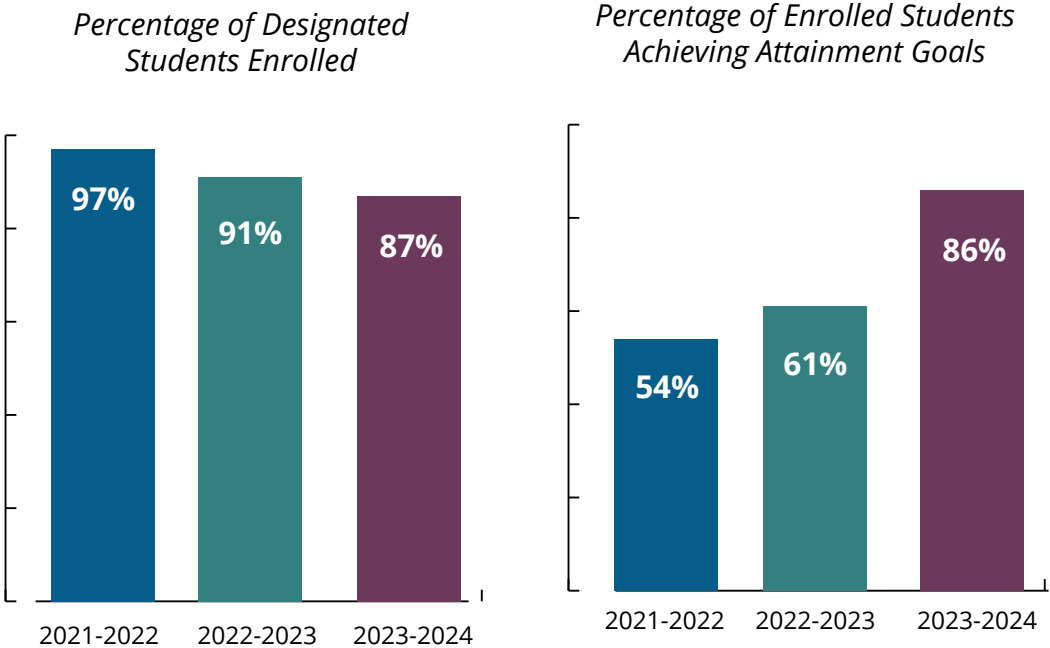
An attainment goal means earning:

- A high school diploma;
- A Utah High School Completion Diploma, as defined by USBE
- 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.

In SY 2024, 13,692 students were entered into a recovery program. Of those students, 11,833 (86%) achieved their attainment goal. This is a 25% increase over last year.

Funding for Dropout Prevention and Recovery

In fiscal year 2024, LEAs collectively allocated about $25,963,055 to deliver support to students who have dropped out who responded to the survey, or are at risk of dropping out. This is a significant increase in spending from the 2021 reported allocation of about $10,794,852. The maximum reported allocation was about $11,905,000 by a single school district to support 438 at-risk enrolled students with 83% of those students reaching their attainment goal. The average reported funding from surveyed LEAs was about $763,619 equaling an increased spending of $194,424 over last years average of $569,195 (this number excludes 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, and translation services for parent meetings.

Of the $25,963,055 allocated funds spent to deliver supports to students:

➤ **$6,909,479** went towards credit recovery

➤ **$337,379** went towards character development

➤ **$14,390,209** went towards mental health

➤ **$3,957,234** went towards additional personnel

➤ **$327,344** went towards tutoring

➤ **$21,500** went towards other services

2023-2024 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. U.C.A Section 53F-2-503 was repealed on July 1, 2024.

Background

The Early Literacy Program focuses on the development of early literacy skills, with additional emphasis on intervention for students at risk of not meeting grade-based reading benchmarks.

- The Early Literacy Program focuses on the development of early literacy skills, with additional emphasis on intervention for students at risk of not meeting grade-based reading benchmarks.
- LEAs assess, and report to the state, students' reading composites and benchmarks three times a year using the Acadience Reading assessment. The results of those assessments are reported here.
- The USBE uses a Statewide Student Identifier (SSID) to accurately track each student. This allows for analysis of the short- and long-term effects of instruction.

- End of year assessments were not completed in the end of the 2019-2020 school year (SY 2020), due to the COVID-19 Pandemic soft school closures. As such, many of the charts in this report omit SY 2020 data. The SY 2020 Early Literacy report looks at beginning-of-year to middle-of-year data, and thus, is not comparable with data in this report, which primarily looks at beginning-of-year to end-of-year data.

Key Findings

- Reading benchmark rates declined in SY 2024 as compared with pre-pandemic years, though it maintained from SY 2023 (See Exhibit 2).

- Kindergarten students had the most improvement throughout the year. At the beginning of the 2023-2024 school year (SY 2024), the percentages of kindergarten students who met grade-level based reading benchmarks were 59% and 78% at the end of year (See Exhibit 1b).

Early Literacy Program

The Early Literacy Program focuses on the development of early literacy skills in all students, with additional emphasis placed on intervention for "at-risk" students. Resources available to aid these students include interventions and supports for students in grades kindergarten through third grade, standards and assessments for testing and monitoring reading benchmark status three times per year in grades K-3, ongoing professional learning, and the use of data to inform instruction.

Beginning in SY 2013, LEAs were required to assess, and report to the state, students' reading competency three times a year (beginning, middle, and end of the school year) using the Acadience Reading assessment. Acadience Reading data include several measures that can be used together to evaluate whether students' reading abilities meet grade level reading standards (Acadience Reading EOY Composite Score), whether a student is likely to need support to achieve

future reading goals (Acadience Reading Benchmarks), and meet adequate growth thresholds as compared with similarly performing students (Acadience Reading Pathways of Progress). LEAs must also report to the state on whether the student received reading interventions at any time during the school year (R277-406).

Reading Benchmarks by Grade Level

Exhibit 1a shows reading benchmark results by grade level (grades 1-3) for each of the three testing sessions throughout the year. The percentage of students who met reading benchmarks for their grade level during the beginning-of-year testing session was 59% among first graders, 68% among second graders, and 66% among third graders. The percentage of students who met reading benchmarks for their grade level during the end-of-year testing session increased by five percentage points among first graders (to 64%) and by five percentage points among third graders (to 71%) while the percentage decreased by one percent among second graders (to 67%).

Exhibit 1a. Percentages of Students Who Met Reading Benchmarks by Grade Level and Testing Session, School Year 2024.

Percent of Students At or Above Acadience Benchmark During Each Testing Session, SY 2024

First Grade: BOY 59%, MOY 60%, EOY 64%
Second Grade: BOY 68%, MOY 66%, EOY 67%
Third Grade: BOY 66%, MOY 66%, EOY 71%

Legend: BOY, MOY, EOY

The 2024 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 to 0.1% of students who were expected to test were untested without a valid reason, and 0.4 to 0.7% took an alternate assessment or were excused).

Exhibit 1b shows reading benchmark results for kindergarten students for each of the three testing sessions throughout the year. The percentage of kindergarten students who met reading benchmarks during the beginning-of-year testing session was 59%. The percentage of kindergarten students who met reading benchmarks during the end-of-year testing session increased by nineteen percentage points to 78%.

Exhibit 1b. Percentages of Kindergarten Students Who Met Reading Benchmarks by Testing Session, School Year 2024.

Percent of Kindergarteners At or Above Acadience Benchmark During Each Testing Session, SY 2024

The 2024 percentages of students who met reading competency standards are out of all kindergarteners 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 (95% of kindergarteners).
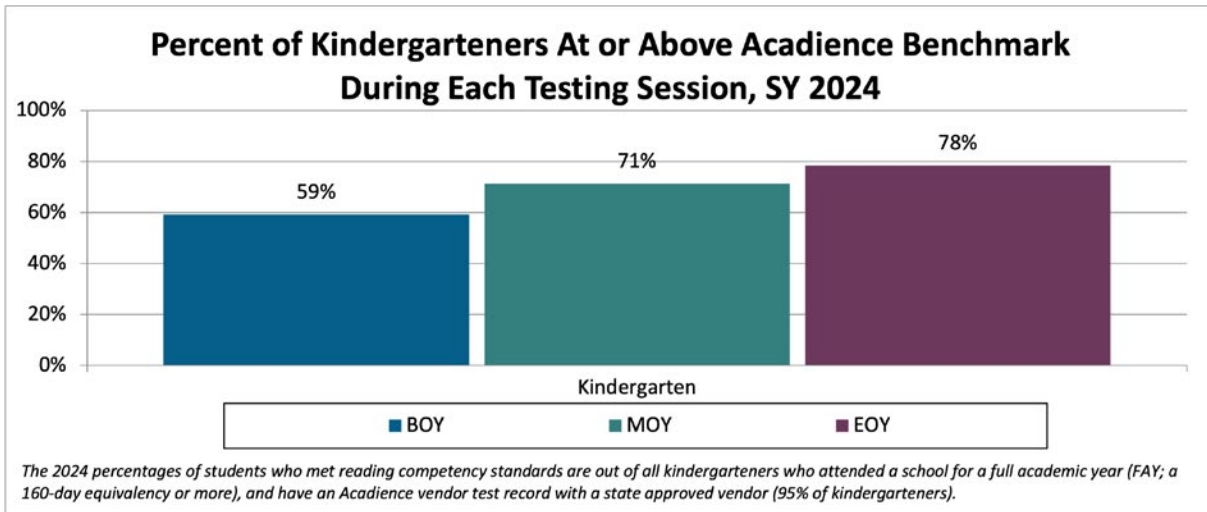
Reading Benchmarks over Time

Exhibits 2, 3, and 4 show year-end reading benchmark percentages for all first-through-third-grade students and by student group. Among all first-through-third graders, the percent meeting benchmark has fluctuated between 64% and 71% between SY 2019 and SY 2024. The percentage remained at 67% in SY 2024.

Exhibit 2. Overall Grade 1-3 Reading Benchmark Rates, SY 2019 through 2024.

Percent of Third Graders At or Above Acadience Benchmark at End of Year, SY 2019 to 2024 (except 2020)

The 2024 percentages of third grade students who met reading competency standards are out of all third graders who attended a school for a full academic year (FAY; a 160-day equivalency or more), and were tested at year-end (0.1% of students who were expected to test were untested without a valid reason, and 0.7% to 2.7% took an alternate assessment or were excused).

Compared with the grades 1-3 student population as a whole, lower percentages of students with risk factors (economically disadvantaged, chronically absent, multilingual learners, and students with disabilities (SWD)) met reading benchmarks. In SY 2024, the largest gap was with SWD and multilingual learners (only 39% of students with a disability or multilingual background met reading benchmarks, as compared with 67% of students overall). The economically disadvantaged student group had the biggest increase of 2 percentage points in SY 2024.

Exhibit 3. Reading Benchmark Rates by Student Characteristic, SY 2019 through 2024.
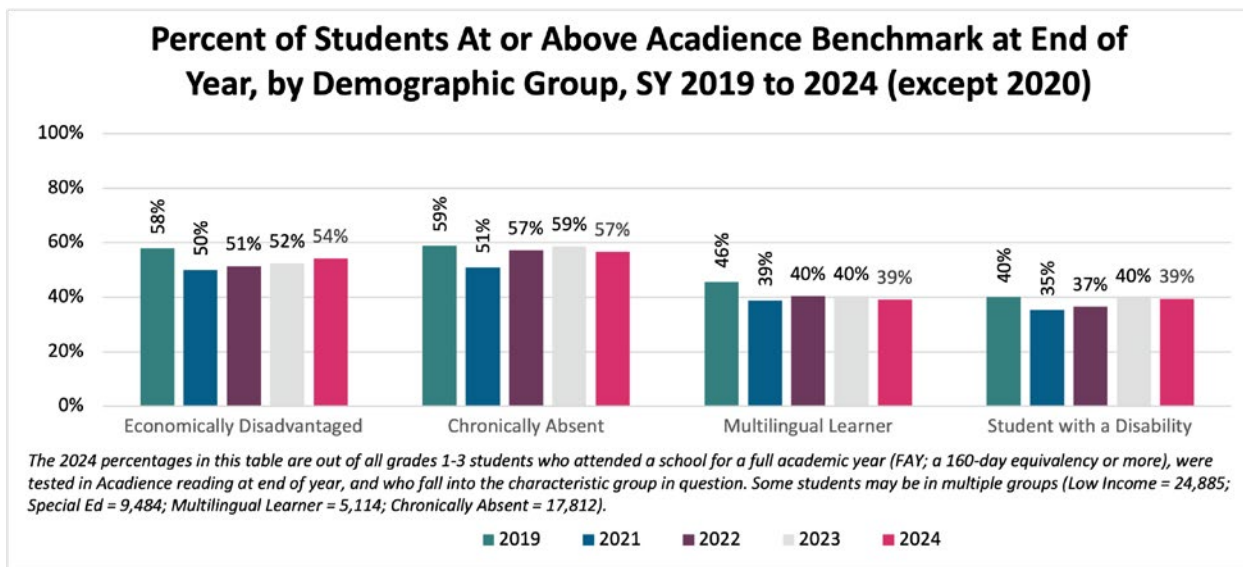
Compared with the grades 1-3 student population as a whole, lower percentages of students who identify as American Indian (45%), Hispanic/Latino (52%), Black or African American (56%), and Pacific Islander (60%) met reading benchmarks. All racial/ethnic student groups maintained or saw a slightly increase in the percent that met benchmark in SY 2024, as compared with SY 2023. The American Indian and Hispanic/Latino student groups had the largest increase of three and two percentage points respectively

Exhibit 4. Reading Benchmark Rates by Student Racial/Ethnic Student Group, SY 2019 through 2024

Percent of Students At or Above Acadience Benchmark at End of Year, by Race/Ethnicity, SY 2019 to 2024 (except 2020)

Legend: American Indian, Asian, Black/Af Amer, Hispanic/Latino, Pacific Islander, White

The 2024 percentages in this table are out of all grades 1-3 students who attended a school for a full academic year (FAY; a 160-day equivalency or more), were tested in Acadience reading at end of year, and who fall into the characteristic group in question (American Indian = 522; Asian = 1,763; Black/African American = 916; Hispanic/Latino = 13,672; Pacific Islander = 1,307; White = 68,284).

Exhibit 5 shows benchmark percentages for all first-through-third grade students who were tested in the beginning and end of SY 2024, grouped by whether the student was provided with a reading intervention during the year. Reading interventions are targeted to "at-risk" students, including students who do not meet reading benchmarks in the beginning and middle of year. Among students who did not receive a reading intervention during the school year, 91% met the beginning of year benchmarks and 92% met the end of year benchmarks. Among students who received a reading intervention, 42% met the beginning-of-year benchmarks and 46% met the end-of-year benchmarks.

Exhibit 5. Percentages of Students Who met Reading Benchmarks on Beginning and End-of-Year Tests, by Reading Intervention Status.

Percent of Students At or Above Acadience Benchmark at Beginning and End of Year, By Intervention Status

BOY Pct At or Above Benchmark: 42%, 91%
EOY Pct At or Above Benchmark: 46%, 92%

Legend: Reading Intervention Provided, No Intervention

The 2024 percentages are out of all grade 1-3 FAY students who were tested in Acadience Reading at both BOY and EOY (received an intervention = 71,093; no intervention = 62,639).

Exhibit 6 shows the changes in students' reading benchmark status from the beginning to the end of SY 2024. Fifty-eight percent (58%) of first through third graders maintained at or above benchmark status throughout the year. Other students were below or well below benchmark at both the beginning and end of year (26%), started the year below benchmark and attained benchmark by year end (9%), or started the year above benchmark and slipped below benchmark by year end (6%). Among the 9% of students who attained benchmark, 18% had received an intervention during SY 2024.

Exhibit 6. Changes in Reading Benchmarks, From Beginning to End of Year, by the Type of Change, SY 2024.
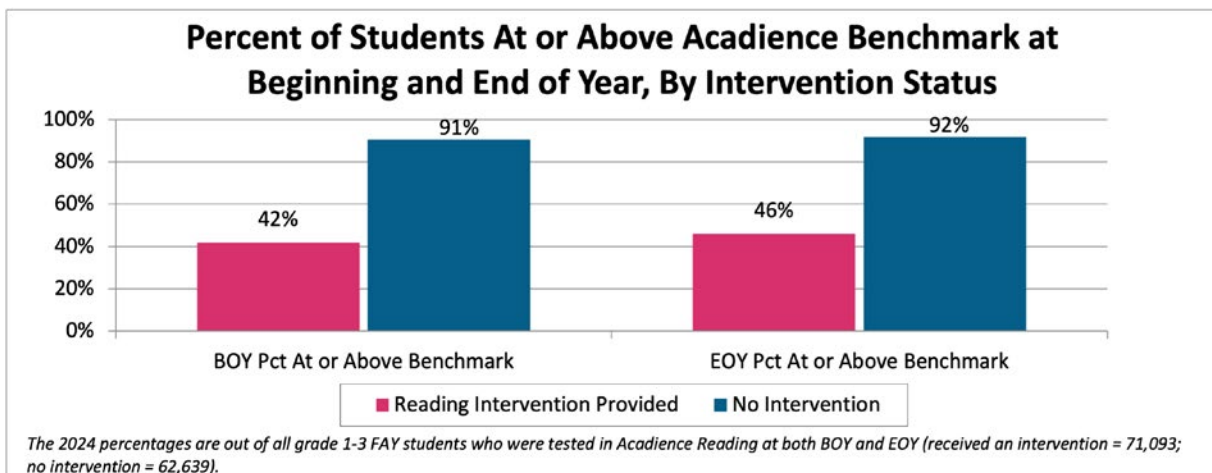

Change in Benchmark Status From Beginning to End of Year, SY 2024

- Maintained At or Above Benchmark: 58%
- Stayed Below Benchmark: 26%
- Attained Benchmark: 9%
- Slipped Below Benchmark: 6%

The percentages in this table are out of all FAY students tested at BOY and EOY (133,732)
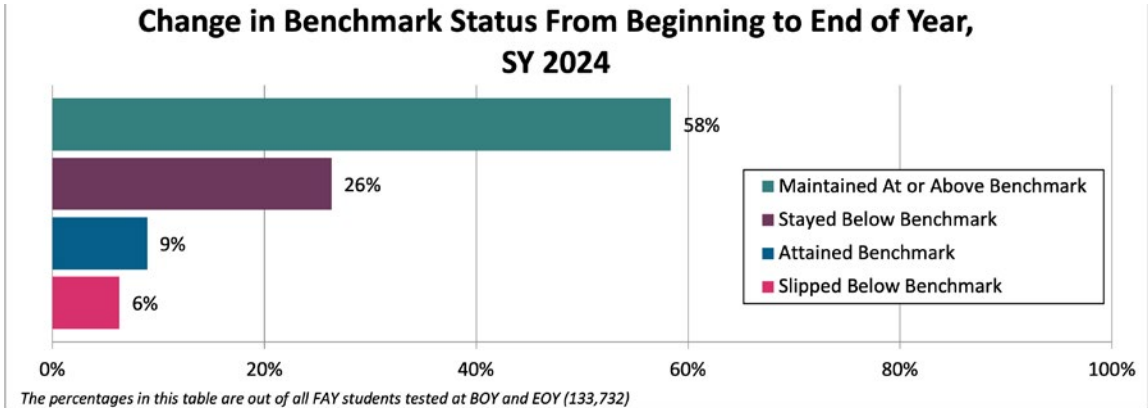
Exhibit 7 shows the changes in students' reading benchmark status from the beginning to the end of SY 2024 among students who received a reading intervention. As compared with all students, a larger percentage of students who received an intervention stayed below benchmark status (44%, as compared with 32% of all students). At the same time, a lower percentage of students who received an intervention maintained at or above benchmark status (32% as compared with 58% of all students).

Exhibit 7. Changes in Reading Benchmarks, Students who Received Intervention, From Beginning to End of Year, by the Type of Change, SY 2024.

Change in Benchmark Status From Beginning to End of Year, Among Students who Received an Intervention, SY 2024

- Maintained At or Above Benchmark: 32%
- Stayed Below Benchmark: 44%
- Attained Benchmark: 14%
- Slipped Below Benchmark: 10%

The percentages in this table are out of all FAY students tested at BOY and EOY who received a reading intervention (71,093)
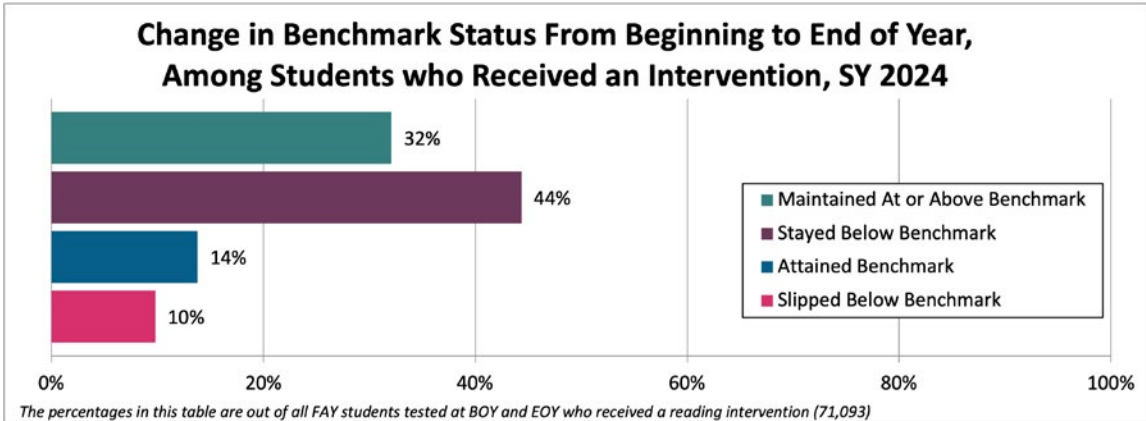
Pathways of Progress

The Acadience Reading Pathways of Progress is a tool for setting goals, evaluating student progress, and reflecting on the effectiveness of a program. Pathways of Progress uses growth from beginning of the year to the end of the year, among 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 2024, 64% of first graders, 69% of second graders, and 71% of third graders made typical or better progress.

Exhibit 8. Percentages of Students who Made Typical of Better Progress, by Grade Level, SY 2024.

The percentages in this table are out of all FAY students tested at beginning and end of year (grade 1: 42,765; grade 2: 45,447; grade 3: 45,592).
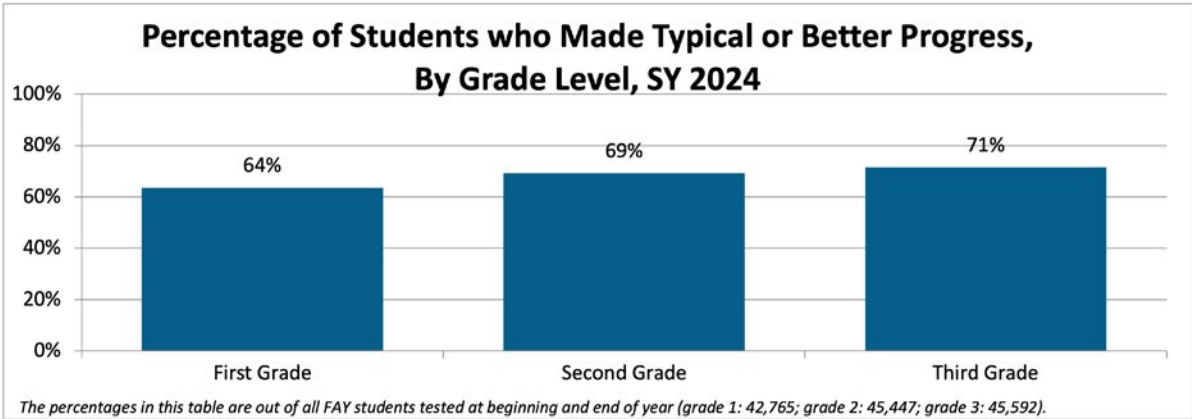
Reading Benchmark by LEA

Exhibits 9 and 10 show the percentages of FAY kindergarten through third grade students in each LEA who met reading benchmarks during the SY 2024 end-of-year test administration. Kindergarten at both district and charter schools had the highest percentage of students who met reading benchmarks. District totals are at the end of Exhibit 9, and Charter Totals are at the end of Exhibit 10. To see Pathways of Progress by LEA and school, visit USBE's School Report Card.

2023-2024 Early Literacy Report

Exhibit 9.

LEA Name	Kindergarten	Grade 1	Grade 2	Grade 3
Alpine District	79.5%	70.6%	67.6%	72.0%
Beaver District	83.2%	79.6%	73.2%	77.7%
Box Elder District	88.3%	73.1%	74.6%	77.4%
Cache District	78.9%	73.9%	78.5%	81.0%
Canyons District	77.0%	61.3%	65.4%	73.9%
Carbon District	77.7%	65.4%	61.8%	59.5%
Daggett District	N≤10	N≤10	70-79%	70-79%
Davis District	82.4%	65.4%	70.6%	73.1%
Duchesne District	76.7%	57.0%	61.8%	67.7%
Emery District	72.7%	57.4%	59.3%	65.2%
Garfield District	75.4%	54.1%	72.1%	62.9%
Grand District	58.7%	46.8%	52.5%	60.4%
Granite District	71.3%	51.2%	57.5%	60.1%
Iron District	74.8%	65.5%	71.0%	66.9%
Jordan District	77.4%	62.6%	65.0%	71.5%
Juab District	78.4%	63.6%	61.0%	65.5%
Kane District	91.2%	73.7%	72.4%	79.8%
Logan City District	94.2%	73.4%	73.4%	71.7%
Millard District	83.3%	58.1%	61.9%	69.3%
Morgan District	88.8%	82.6%	78.9%	80.8%
Murray District	85.2%	60.4%	61.2%	72.8%
Nebo District	73.2%	62.3%	65.7%	69.8%
North Sanpete District	84.5%	71.7%	64.2%	75.9%
North Summit District	≥95%	52.9%	78.3%	82.4%
Ogden City District	71.9%	51.6%	50.7%	52.3%

2023-2024 Early Literacy Report

Exhibit 9, continued.

LEA Name	Kindergarten	Grade 1	Grade 2	Grade 3
Park City District	80.4%	77.3%	85.2%	84.0%
Piute District	≥80%	N≤10	40-49%	60-69%
Provo District	83.3%	69.4%	73.3%	77.5%
Rich District	≥90%	75.0%	70-79%	73.2%
Salt Lake District	69.9%	60.7%	60.9%	65.1%
San Juan District	76.6%	64.3%	59.2%	59.4%
Sevier District	82.7%	67.1%	71.7%	71.6%
South Sanpete District	76.9%	60.8%	67.8%	69.8%
South Summit District	86.5%	60.8%	76.7%	67.4%
Tintic District	40-49%	50-59%	70-79%	≥80%
Tooele District	75.5%	57.0%	56.2%	61.5%
Uintah District	78.3%	57.8%	63.5%	69.9%
Wasatch District	79.1%	66.5%	65.3%	71.5%
Washington District	91.3%	75.9%	73.1%	74.9%
Wayne District	70-79%	40-49%	70-79%	80-89%
Weber District	82.4%	57.7%	63.5%	66.4%
Districts Total	**79.0%**	**64.1%**	**66.4%**	**70.3%**

2023-2024 Early Literacy Report

Exhibit 10.

LEA Name	Kindergarten	Grade 1	Grade 2	Grade 3
Advantage Arts Academy	65.3%	50.0%	48.9%	59.1%
American Leadership Academy	62.1%	58.1%	69.4%	71.0%
American Preparatory Academy	Null	68.3%	82.3%	86.1%
Ascent Academies of Utah	67.9%	52.4%	56.2%	72.9%
Athenian eAcademy	35.6%	40-49%	50-59%	65.1%
Athlos Academy of Utah	68.4%	74.2%	50.0%	67.8%
Bear River Charter School	≥80%	50-59%	≥80%	≥80%
Beehive Science & Technology Academy	87.9%	54.1%	82.4%	73.8%
Bonneville Academy	70-79%	50-59%	60-69%	60-69%
Bridge Elementary School	84.4%	65.9%	52.4%	51.9%
C.S. Lewis Academy	80-89%	40-49%	50-59%	50-59%
Canyon Grove Academy	63.0%	58.5%	64.9%	83.6%
Canyon Rim Academy	75.9%	81.1%	92.2%	81.8%
Career Academy of Utah	N≤10	40-49%	N≤10	N≤10
Channing Hall	71.2%	70.0%	75.0%	85.7%
Davinci Academy	56.8%	58.9%	54.7%	67.3%
Dual Immersion Academy	10.4%	50.0%	68.9%	74.0%
Early Light Academy at Daybreak	67.4%	80.2%	66.7%	84.0%

2023-2024 Early Literacy Report

Exhibit 10, continued.

LEA Name	Kindergarten	Grade 1	Grade 2	Grade 3
Edith Bowen Laboratory School	78.0%	75.0%	81.3%	88.2%
Endeavor Hall	80-89%	63.0%	40-49%	50-59%
Entheos Academy	80.9%	52.6%	53.5%	78.6%
Esperanza School	85.1%	62.0%	44.2%	62.5%
Excelsior Academy	84.6%	61.6%	63.8%	73.9%
Franklin Discovery Academy	Null	35.4%	66.7%	58.7%
Freedom Preparatory Academy	80.0%	69.5%	64.9%	73.8%
Gateway Preparatory Academy	55.6%	53.2%	62.5%	74.2%
George Washington Academy	81.1%	68.3%	74.6%	82.9%
Good Foundations Academy	89.5%	55.6%	56.5%	70.8%
Greenwood Charter School	60-69%	40-49%	40-49%	40-49%
Guadalupe School	50.0%	50-59%	30-39%	50-59%
Hawthorn Academy	68.3%	62.2%	69.0%	78.8%
Highmark Charter School	88.1%	72.3%	74.0%	68.0%
Ignite Entrepreneurship Academy	74.7%	45.8%	67.7%	63.2%
Jefferson Academy	88.5%	76.1%	84.0%	92.6%
John Hancock Charter School	73.6%	57.4%	58.5%	71.7%
Lakeview Academy	71.6%	69.1%	75.2%	75.7%

2023-2024 Early Literacy Report

Exhibit 10, continued.

LEA Name	Kindergarten	Grade 1	Grade 2	Grade 3
Leadership Learning Academy	61.0%	44.5%	59.8%	56.0%
Legacy Preparatory Academy	89.9%	75.7%	76.2%	85.9%
Lincoln Academy	84.9%	71.2%	90.5%	75.3%
Lumen Scholar Institute	60-69%	30-39%	30-39%	50-59%
Mana Academy Charter School	≥90%	80-89%	60-69%	60-69%
Maria Montessori Academy	57.4%	29.3%	50-59%	50-59%
Moab Charter School	50-59%	N≤10	N≤10	N≤10
Monticello Academy	74.1%	64.7%	72.9%	80.0%
Mountain Sunrise Academy	Null	29.4%	55.9%	69.2%
Mountain View Montessori	60-69%	40-49%	40-49%	50-59%
Mountain West Montessori Academy	82.5%	65.9%	75.6%	72.0%
Mountainville Academy	93.9%	77.0%	90.1%	86.7%
Navigator Pointe Academy	69.0%	66.7%	75.5%	72.6%
Noah Webster Academy	88.6%	64.4%	52.8%	74.3%
North Davis Preparatory Academy	63.7%	52.6%	68.5%	71.7%
North Star Academy	87.0%	80.4%	93.8%	82.6%
Odyssey Charter School	86.4%	82.8%	88.5%	81.0%
Ogden Preparatory Academy	77.6%	58.1%	50.6%	50.0%
Open Classroom	60-69%	40-49%	50-59%	70-79%

2023-2024 Early Literacy Report

Exhibit 10, continued.

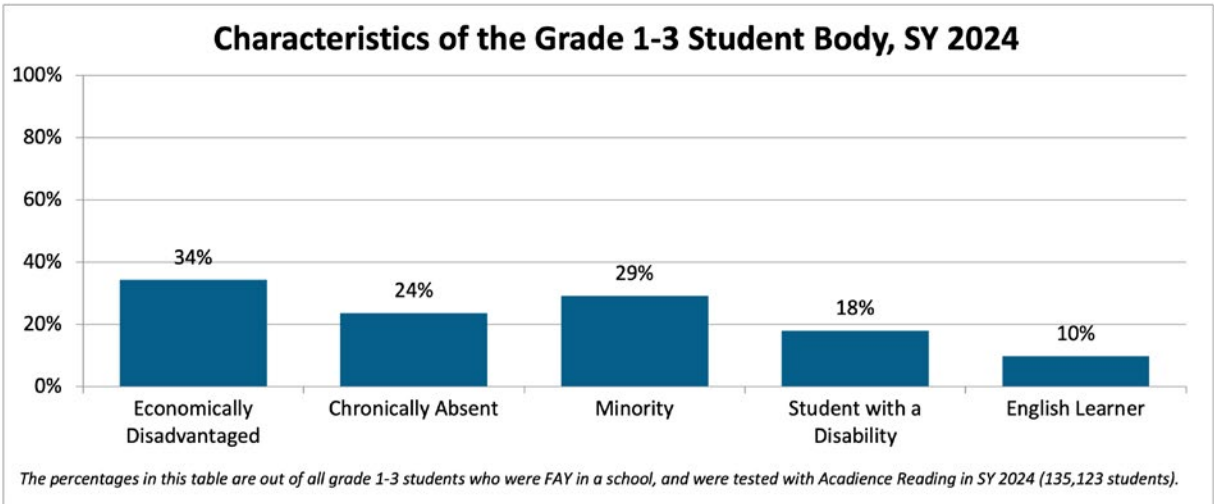| LEA Name	Kindergarten	Grade 1	Grade 2	Grade 3
Pacific Heritage Academy	≥80%	20-29%	40-49%	50-59%
Pinnacle Canyon Academy	60-69%	21-29%	40-49%	50-59%
Promontory School of Expeditionary Learning	Null	45.8%	38.8%	68.6%
Providence Hall	83.6%	65.4%	74.3%	65.7%
Quest Academy	96.2%	69.2%	69.9%	71.3%
Ranches Academy	73.5%	71.4%	86.0%	79.6%
Reagan Academy	78.1%	74.0%	72.5%	78.0%
Renaissance Academy	66.7%	65.7%	66.7%	73.3%
Scholar Academy	75.4%	54.0%	54.8%	61.8%
Soldier Hollow Charter School	80-89%	80-89%	80-89%	70.7%
Spectrum Academy	50.0%	40.7%	46.4%	63.4%
Summit Academy	80.4%	65.4%	78.0%	74.6%
Syracuse Arts Academy	82.5%	64.3%	64.9%	74.9%
Terra Academy	53.2%	60.5%	60.4%	65.2%
The Center for Creativity Innovation and Discovery	70-79%	50-59%	60-69%	70-79%
Thomas Edison	85.5%	78.7%	82.6%	89.3%
Timpanogos Academy	63.9%	79.4%	64.9%	77.3%
Treeside Charter School	37.5%	71.4%	64.8%	66.7%
Utah Connections Academy	Null	60-69%	50-59%	70-79%
Utah Virtual Academy	44.7%	48.1%	50.7%	56.9%

2023-2024 Early Literacy Report

Exhibit 10, continued.

LEA Name	Kindergarten	Grade 1	Grade 2	Grade 3
Valley Academy	60.6%	50.7%	47.0%	71.6%
Venture Academy	60-69%	65.0%	70.7%	75.0%
Vista School	71.9%	75.0%	70.7%	75.2%
Voyage Academy	80.5%	61.2%	69.6%	76.9%
Walden School of Liberal Arts	50-59%	30-39%	60-69%	50-59%
Wallace Stegner Academy	67.9%	68.2%	70.5%	65.2%
Wasatch Peak Academy	63.2%	68.6%	83.6%	79.2%
Wasatch Waldorf Charter School	Null	22.2%	42.1%	41.2%
Weilenmann School of Discovery	88.4%	70.4%	56.1%	72.7%
Charters Total	**73.5%**	**62.0%**	**66.9%**	**73.1%**

Appendix A: Students Included in the Data Set

The data for this report includes Acadience Reading test data for 135,123 students who were enrolled in a school for the full SY 2024 academic year (FAY; the equivalent of 160 days or more) and had at least one Acadience Reading test result. Students who were untested (either throughout the year or during the specific test administration) are excluded from the benchmark percentages. Additionally, students who were tested only once were excluded from percentages showing changes in reading benchmark status from beginning to end of year, or Pathways of Progress. Thus, the number of students included (or excluded) in each calculation varies and is noted in the footnote of the table.

The students in the dataset were nearly evenly split among first, second, and third graders. Exhibit 11 shows demographic characteristics of the students included in the dataset. Overall, 34% of first-through-third graders were from a low-income household, 29% identified as a minority race or ethnicity, 18% received special education services (SWD), 24% were chronically absent (missed more than 10% of the days they were enrolled), and 10% were multilingual learners.

Exhibit 11. Characteristics of the Grade 1-3 Student Body Included in the Report Data Set, School Year 2024

Characteristics of the Grade 1-3 Student Body, SY 2024

The percentages in this table are out of all grade 1-3 students who were FAY in a school, and were tested with Acadience Reading in SY 2024 (135,123 students).

School Improvement and Leadership Development Report

Since in 2015, U.C.A. Section 53E-5-310 has required the State Board of Education to submit an annual report on the provisions of School Improvement and Leadership Development. This report has been submitted annually since 2015.

Background

In the 2015 General Session, S.B. 235, Education Modifications, established the School Turnaround program. The State Legislature appropriated $7 million ongoing for the program. In the initial program, the USBE annually identified low-performing district and charter schools. To be designated as a turnaround school, the school needed to be in the bottom three percent of schools for two consecutive years. However, this program was changed during the 2022 legislative session. Currently, there are two state school improvement initiatives that have replaced the original turnaround school program.

Elevate

Elevate began in the fall of 2022 as a program for non-Title I schools. The program is voluntary, and at least six schools are selected to participate based on weighted considerations through an application process. Elevate schools will be identified in every year that the state board does not designate Springboard schools.

Springboard

Springboard will begin in the fall of 2025. The five lowest performing non-Title I elementary, junior high, or middle schools, and the two lowest performing non-Title I high schools will be selected as Springboard schools. This designation is a mandatory designation and will take place every four years.

In Elevate and Springboard, funding includes engaging with a USBE-approved expert to conduct a school needs assessment and root cause analysis for the identified schools. The Board continues to select providers, now referred to as Continuous Improvement Experts (CIE), through a request for qualification proposal process. The school board or charter school authorizer of the low-performing school establishes a school improvement committee which, in partnership with the school, selects one of the approved Continuous Improvement Experts (CIE).

Contracts with providers are between the LEAs and the CIE, and the CIE works with the committee to develop and implement a school improvement plan. This carries on the same support and guidance that was provided to the original turnaround schools.

The 2023 Elevate cohort included the following seven schools:

- Mount Jordan Middle School (Canyons School District)
- Career Path High (Charter)
- Matheson Junior High School (Granite School District)
- South Cedar Elementary School (Iron County School District)
- East High School (Salt Lake City School District)
- Grantsville High School (Tooele County School District)
- Country View Elementary (Weber School District)

Schools participating in Elevate receive additional support from USBE including, but not limited to:

- A thorough School Improvement Plan based on Comprehensive Needs Assessment and Root Cause Analysis
- Additional funding available to address specific identified needs
- An approved USBE Continuous Improvement Expert (CIE)
- Ongoing technical assistance implementation and project management support

Elevate schools will receive four consecutive years of support.

The Utah State Board of Education (USBE) is committed to making documents compliant with the Section 508 Amendment of 1998 to the Rehabilitation Act of 1973. At this time we recognize that not all documents are ADA and/or 508 compliant. We are currently in the process updating this report to reflect better accessibility.