

EDUCATION

UTAH STATE BOARD OF EDUCATION

ELEVATED



PURPOSE

The foundation of Utah's public education system is to provide an opportunity for educational excellence for each Utah student. This requires advocacy, focus, and prioritization of effort.

Education Elevated focuses on the USBE's strategic plan imperative to provide transparency in the public educational system using evidence-based data that determines "what to measure, why to measure it, and how to measure it."

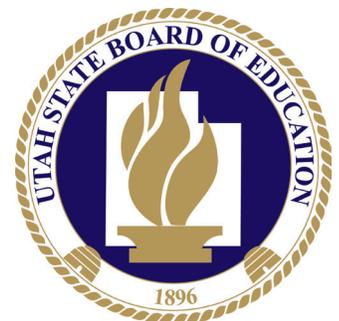
EXCELLENCE FOR EACH STUDENT

Accountability focuses on outcomes of individual students and the overall effectiveness of public education. With this in mind, the Utah State Board of Education (USBE) defines a college and career student as one who:

1. Graduates from high school;
2. Receives at least an 18 on the ACT; and
3. Accomplishes at least one of the following:
 - A. A passing score on an Advanced Placement (AP) course; or
 - B. A "C" or higher on a concurrent enrollment (CE) course; or
 - C. A passing grade on an international baccalaureate course (IB); or
 - D. Career Pathway Completer (3.0 credits in an approved sequence of courses); or
 - E. Career Pathway Concentrator (1.5 credits in an approved sequence of courses, and the student earns an industry credential of value from an approved list of career and technical education (CTE) pathways).

STATEWIDE INDICATORS OF EXCELLENCE FOR EACH STUDENT BY 2022

1. Increase the graduation rate
2. Increase the number of students receiving a 3 or 4 on an end-of-level assessment
3. Increase the number of students earning an 18 or higher composite on the ACT
4. Increase access to AP, CE, and IB offerings
5. Increase the number of Career Pathway Completers and Career Pathway Concentrators



ACCESS AND EQUITY

- Increase access to advanced courses for all populations (high school)
- Increase equity by closing the performance/achievement gap
- Ensure equitable access to high quality instruction
- Ensure equitable access to counselors and psychologists
- Increase access to all advanced courses for students who are traditionally underserved
- Increase access to CTE offerings for all students



| INDICATORS FOR STUDENT | STATE GOAL |
|---|--|
| Graduates from high school | Increase graduation rate from 84% to 90% |
| Achieves proficiency on end-of-level (EOL) assessment | Increase the number of students receiving a 3 or 4 on an EOL |
| Receives at least an 18 on the ACT | Increase the number of students earning an 18 composite on the ACT |
| Receives at least one of the following in advanced coursework: <ul style="list-style-type: none"> ■ A passing grade on an AP course ■ A passing grade on a CE course ■ A passing grade on an IB course | Increase the number of students receiving a passing grade on and advanced course (currently 52%) |
| Meets at least one of the following: <ul style="list-style-type: none"> ■ Career Pathway Completer (3.0 credits in an approved sequence of courses) ■ Career Pathway Concentrator (1.5 credits in an approved sequence of courses, and the student earns an industry credential of value from an approved list of CTE pathways) | Increase CTE pathway completers from 24% to 40% |
| | Increase CTE pathway concentrators from 58% to 75% |

BENCHMARK INDICATORS

HIGH SCHOOL

- Graduation
- Proficiency on EOL
- ACT 18
- Access and Success in Advanced Courses (AP, IB, CE, CTE)
- GPA
- Mastery of Utah Standards

MIDDLE/JUNIOR HIGH SCHOOL

- SAGE Math Proficiency (grade 8)
- SAGE ELA Proficiency (grade 8)
- Chronic absenteeism
- Credit sufficient (grade 9)
- GPA
- Mastery of Utah Standards

ELEMENTARY SCHOOL

- Literacy Performance (grades 1–3)
- SAGE Math Proficiency (grade 4)
- SAGE Proficiency (grade 5)
- Chronic absenteeism
- Keyboard proficiency (grade 5)
- Mastery of Utah Standards