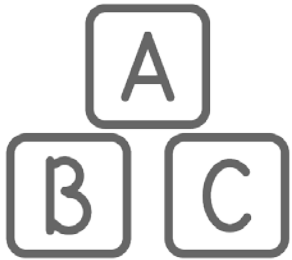


Utah State Board of Education

STRATEGIC DIRECTION



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UTAH STATE BOARD OF EDUCATION

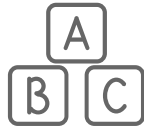


OUR VISION

Upon completion, all Utah students are prepared to succeed and lead by having the knowledge and skills to learn, engage civically, and lead meaningful lives.



GOALS



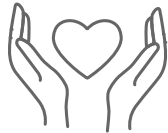
Early Learning

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



Personalized Teaching & Learning

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



Safe & Healthy Schools

Each student learns in a safe and healthy school environment

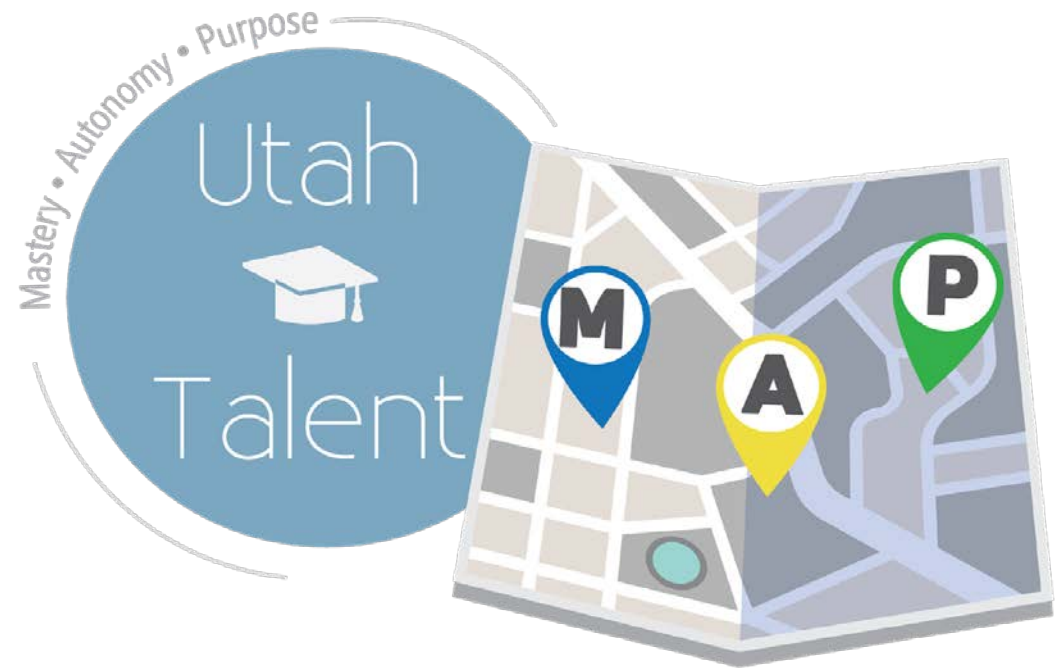


Effective Educators & Leaders

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

OUR VISION

Upon completion, all Utah students are prepared to succeed and lead by having the knowledge and skills to learn, engage civically, and lead meaningful lives.



KEY



Mastery



Autonomy



Purpose

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

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

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





Academic
Mastery



Wellness



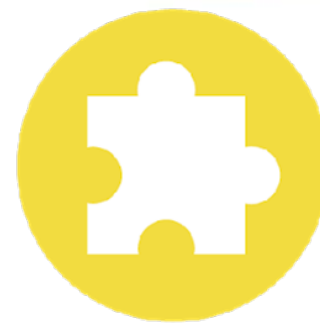
Civics, Financial &
Economic Literacy



Digital
Literacy



Communication



Critical Thinking &
Problem Solving



Creativity &
Innovation



Collaboration
& Teamwork



Purpose



Honesty, Integrity,
& Responsibility



Hard Work
& Resilience



Lifelong Learning
& Personal Growth



Service



Respect

Education Elevated Target Setting



www.PSDgraphics.com

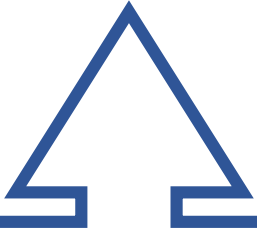
By 2022, cut the difference between 100% and the baseline rate by **1/3** for all students and **each student group** across 7 key measures

Highly ambitious

Education Elevated Targets - Scorecard

Score Card	3rd Grade Literacy	English Language Arts Proficiency	Math Proficiency	Science Proficiency	High School Graduation	ACT \geq 18	Readiness Coursework
2022 Target	65.5%	64.1%	66.5%	67.1%	90.1%	77.2%	87.0%
2019 Rate	47.7%	46.4%	46.4%	51.0%	87.4%	63.4%	79.9%
Met 2019 Interim Target	×	×	×	×	×	×	×
Trend	↓	↓	↓	↑	↑	↓	↓

Utah Education Outpacing the Nation



Ranking top **15** of states
in every grade and
subject on NAEP*

Reading rankings increased
substantially

*4th and 8th grade reading, math, science



Tie for **#1** ACT Composite
Score

(States offering tests to all 11th grade)

Up from #3 in 2018



#13 for college credit
earning through AP testing

*Participation and diversity is
increasing while passing rates
remain well above national average*

Equity is the equitable distribution of resources based upon each individual student's needs. Equitable resources include funding, programs, policies, initiatives and supports that target each student's unique background and school context to guarantee that all students have access to a high-quality education.

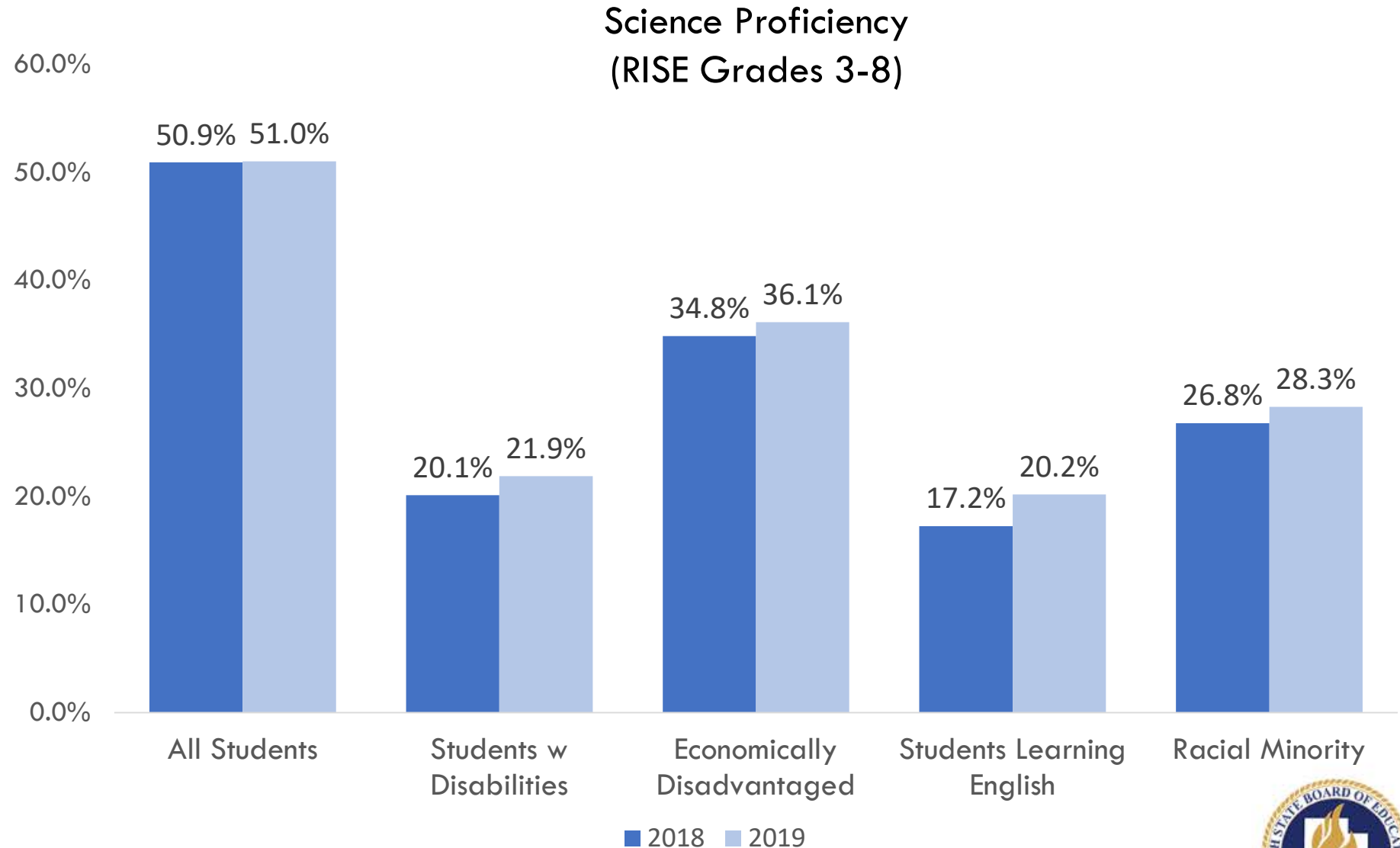


UTAH STATE BOARD OF EDUCATION



Gap Closing

Science proficiency among each student group increased substantially from 2018-2019



Gap Closing

Performance among
students with
disabilities
increased
significantly across
most measures

	2018	2019
ACT>18	13.4%	14.1%
Graduation Rate	70.0%	72.4%
ELA Proficiency (Grades 3-8)	15.6%	17.4%
Science Proficiency (Grades 3-8)	20.1%	21.9%



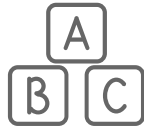
Other Performance Measure Updates



See appendix slides

- KEEP, NAEP, detailed Education Elevated metrics, High Quality School Readiness Initiative

GOALS



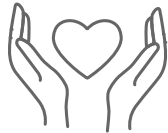
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Board Budget Request Categories

Strategic Plan
Advancement

New/Expanded
Program

Essential Program
Maintenance

Example from Budget Request Table:

2A. Early Learning	Amount	Type	FY2020 Funding Amount	Strategic Plan	Program Maint.	New/ Expanded
★ Early Childhood (Preschool) Grants	\$3,000,000	Ongoing	\$9,105,500	X	X	
★ Optional Enhanced Kindergarten (OEK)	\$18,647,200	Ongoing	\$10,380,000	X	X	X
Quality Instruction in Early Grades (Preschool-Grade 3)	\$17,755,400	Ongoing	\$14,100,000	X		X
Section 2A Subtotal:	\$39,402,600					





Early Learning

Program	Amount	Type of Request
Early Childhood (Preschool) Grants	\$3,000,000	Ongoing
Optional Enhanced Kindergarten (OEK)	\$18,647,200	Ongoing
Quality Instruction in Early Grades (Preschool-3)	\$17,755,400	Ongoing
Total:	\$39,402,600	



Personalized Teaching & Learning

Program	Amount	Type of Request
Enhancement for Accelerated Students Program	\$2,280,900	Ongoing
Concurrent Enrollment Program	\$4,913,600	Ongoing
Total:	\$7,194,500	



Safe & Healthy Schools

Program	Amount	Type of Request
Student Safety	\$65,000,000	One-time
Total:	\$65,000,000	



Effective Educators & Leaders

Program	Amount	Type of Request
Utah School Leadership Initiative	\$15,200,000	Ongoing
Supporting Students Learning English in Targeted Support and Improvement Schools	\$636,800	Ongoing
	\$4,100	One-time
Total:	\$15,840,900	



Appendix



Performance Measure	Target	Outcome
Proficiency on a nationally administered assessment, including the percentage of grade 4 students who are proficient in English language arts	41%	2019 Outcome: 40%
Proficiency on a nationally administered assessment, including the percentage of grade 4 students who are proficient in mathematics	45%	2019 Outcome: 46%
Proficiency on a nationally administered assessment, including the percentage of grade 4 students who are proficient in science	45%	2015 Outcome: 45% No new data until 2027
Proficiency on a nationally administered assessment, including the percentage of grade 8 students who are proficient in English language arts	38%	2019 Outcome: 38%
Proficiency on a nationally administered assessment, including the percentage of grade 8 students who are proficient in mathematics	39%	2019 Outcome: 37%
Proficiency on a nationally administered assessment, including the percentage of grade 8 students who are proficient in science	50%	2015 Outcome: 50% No new data until 2027



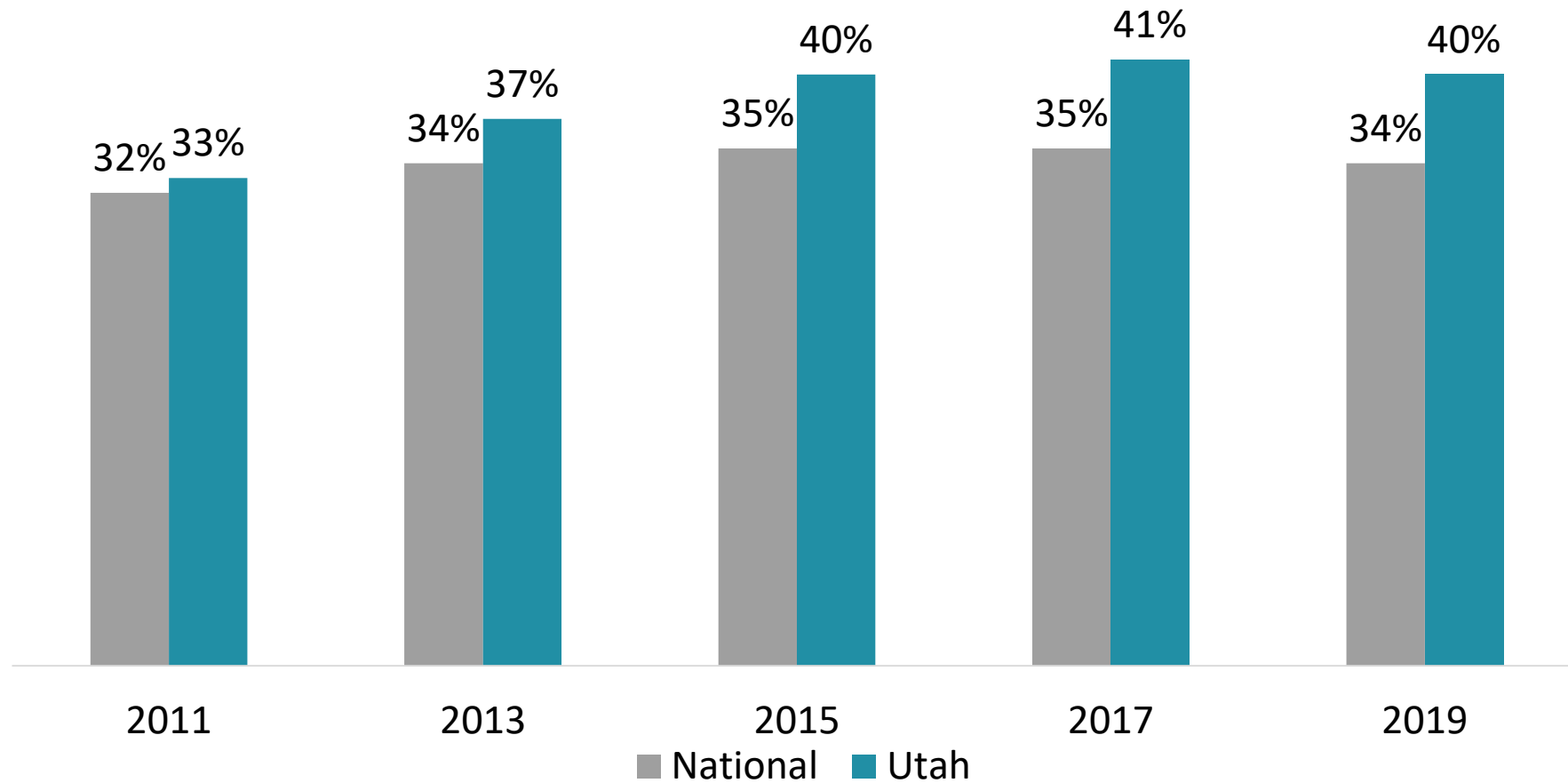
Performance Measure	Target	Outcome
School readiness, as measured by the percentage of students who demonstrate proficiency on a kindergarten exit assessment	TBD	2018-2019 Outcome: 63% in Literacy & 81% in Numeracy
Early indicator of academic success, as measured by the percentage of students who are proficient in English language arts and mathematics at the end of grade 3	67%	2018-2019 Outcome: 48.5%
Proficiency in core academic subjects, as measured by proficiency on a statewide assessment, including the percentage of students who are proficient in English language arts, on average, across grades 3 through 8	64%	2018-2019 Outcome: 46.4%
Proficiency in core academic subjects, as measured by proficiency on a statewide assessment, including the percentage of students who are proficient in mathematics, on average, across grades 3 through 8	66%	2018-2019 Outcome: 46.4%
Proficiency in core academic subjects, as measured by proficiency on a statewide assessment, including the percentage of students who are proficient in science, on average, across grades 4 through 8	67%	2018-2019 Outcome: 51.0%



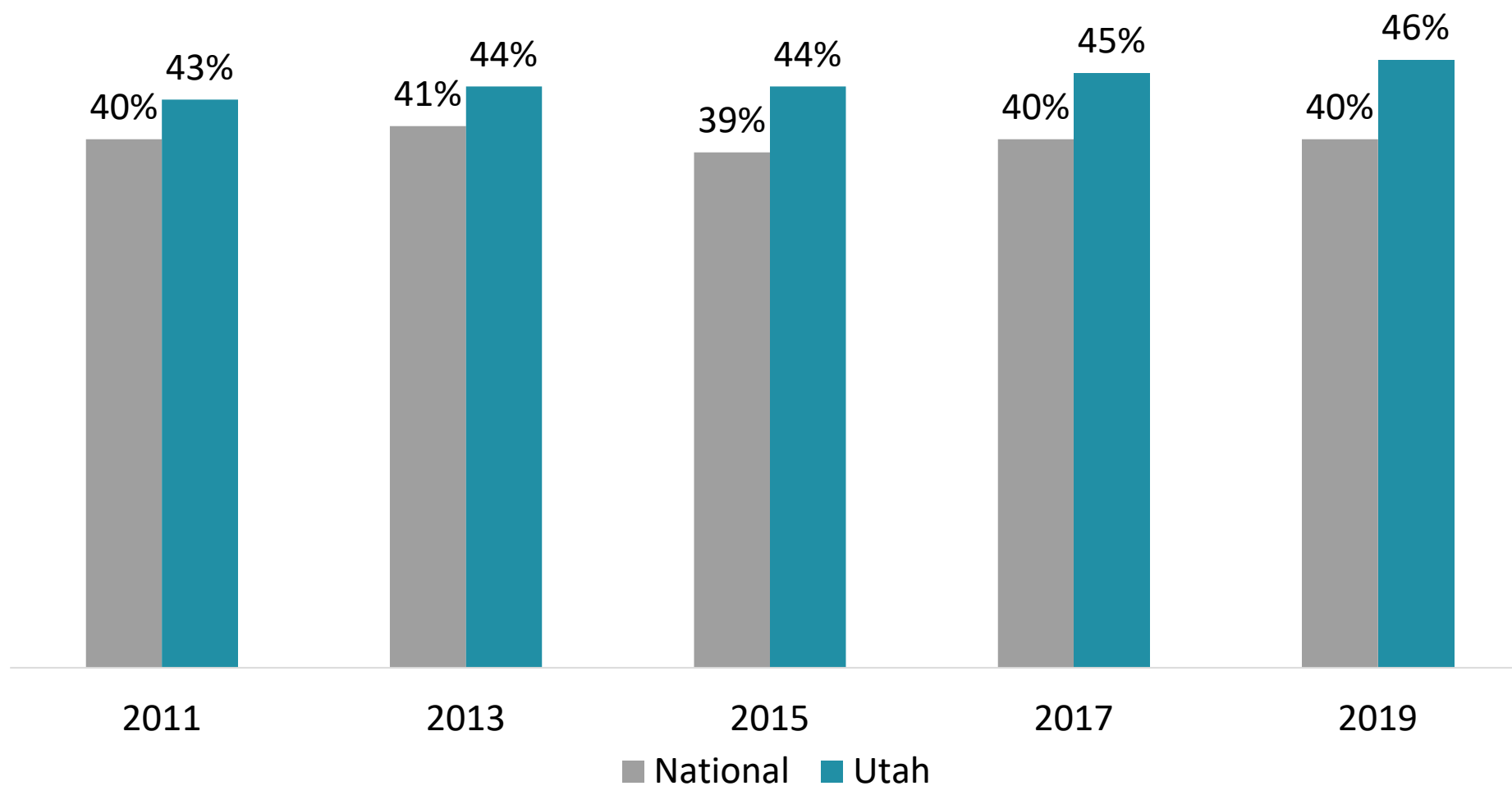
Performance Measure	Target	Outcome
Postsecondary access, as measured by the percentage of students who score at least 18 on the ACT	77%	2018-2019 Outcome: 63.4%
High school completion, as measured by the percentage of students who graduate from high school in 4 years	90%	2018-2019 Outcome: 87.4%
Preparation for college, as measured by the percentage of students who have earned a concentration in or completed a certificate in career and technical education or have earned credit in an Advanced Placement, a concurrent enrollment, or an International Baccalaureate course	82%	2018-2019 Outcome: 79.9%
In literacy, the percent of students who participate in High Quality School Readiness who are proficient (earn Proficiency Level 3) on the KEEP Entry compared to Students who participate in non-HQ preschool programs tracked by the state	TBD	2018-2019 Outcome: In literacy 64% of students who attended a HQ preschool program were proficient compared to 60% of students who attended a non-HQ program
In numeracy, the percent of students who participate in High Quality School Readiness who are proficient (earn Proficiency Level 3) on the KEEP Entry compared to Students who participate in non-HQ preschool programs tracked by the state	TBD	2018-2019 Outcome: In numeracy 73% of students who attended a HQ preschool program were proficient compared to 69% of students who attended a non-HQ program



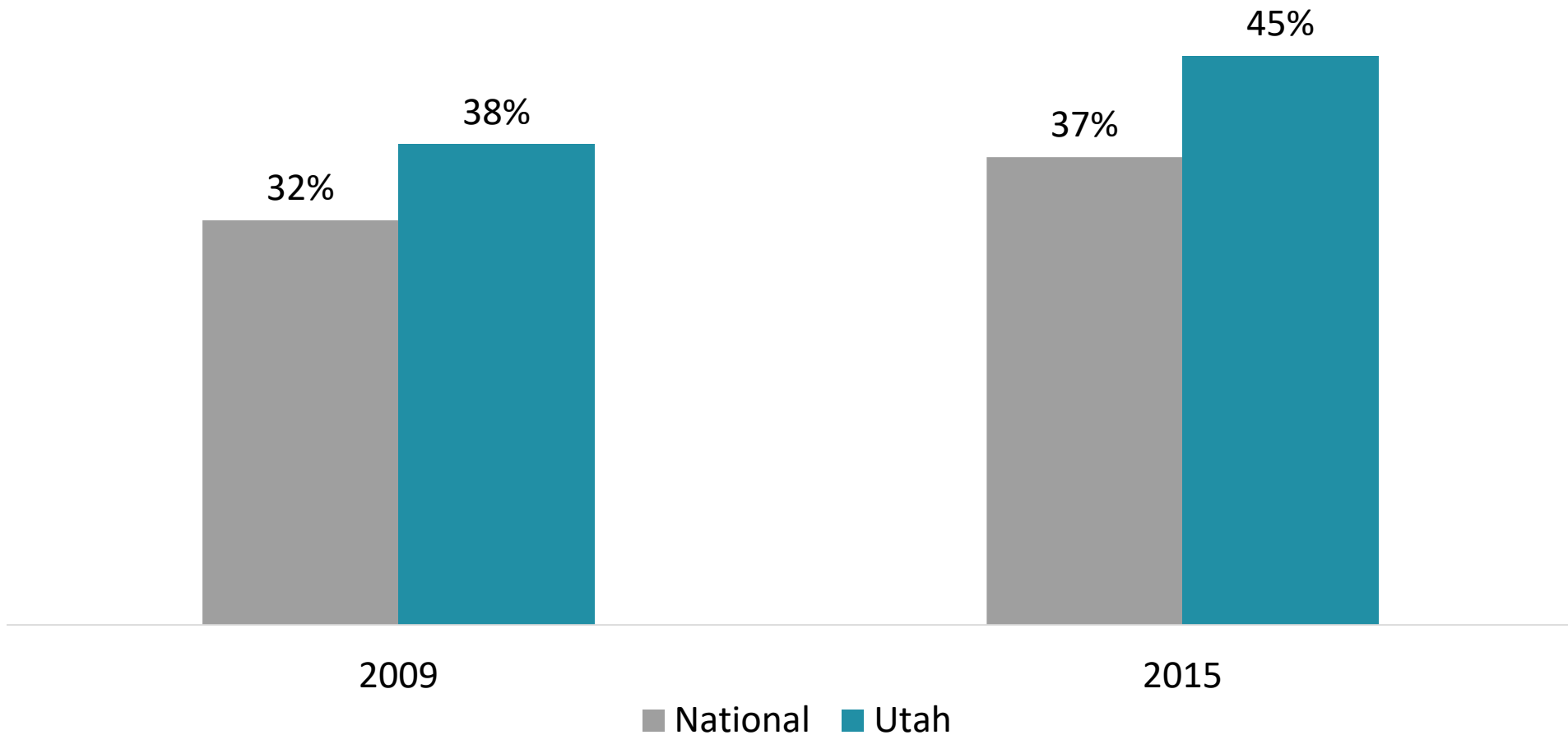
English language arts NAEP Assessment, 4th grade Percent At or Above Proficient



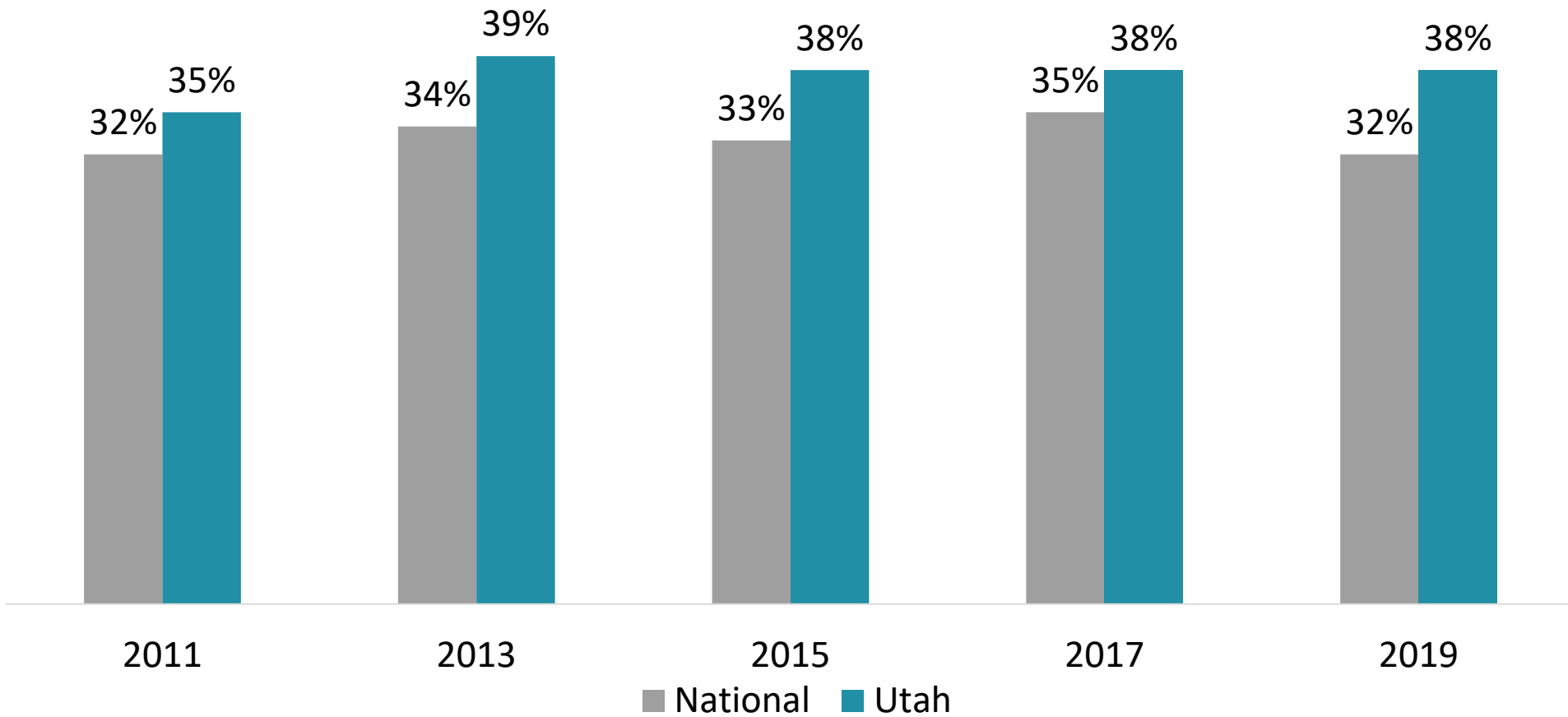
Mathematics NAEP Assessment, 4th grade Percent At or Above Proficient



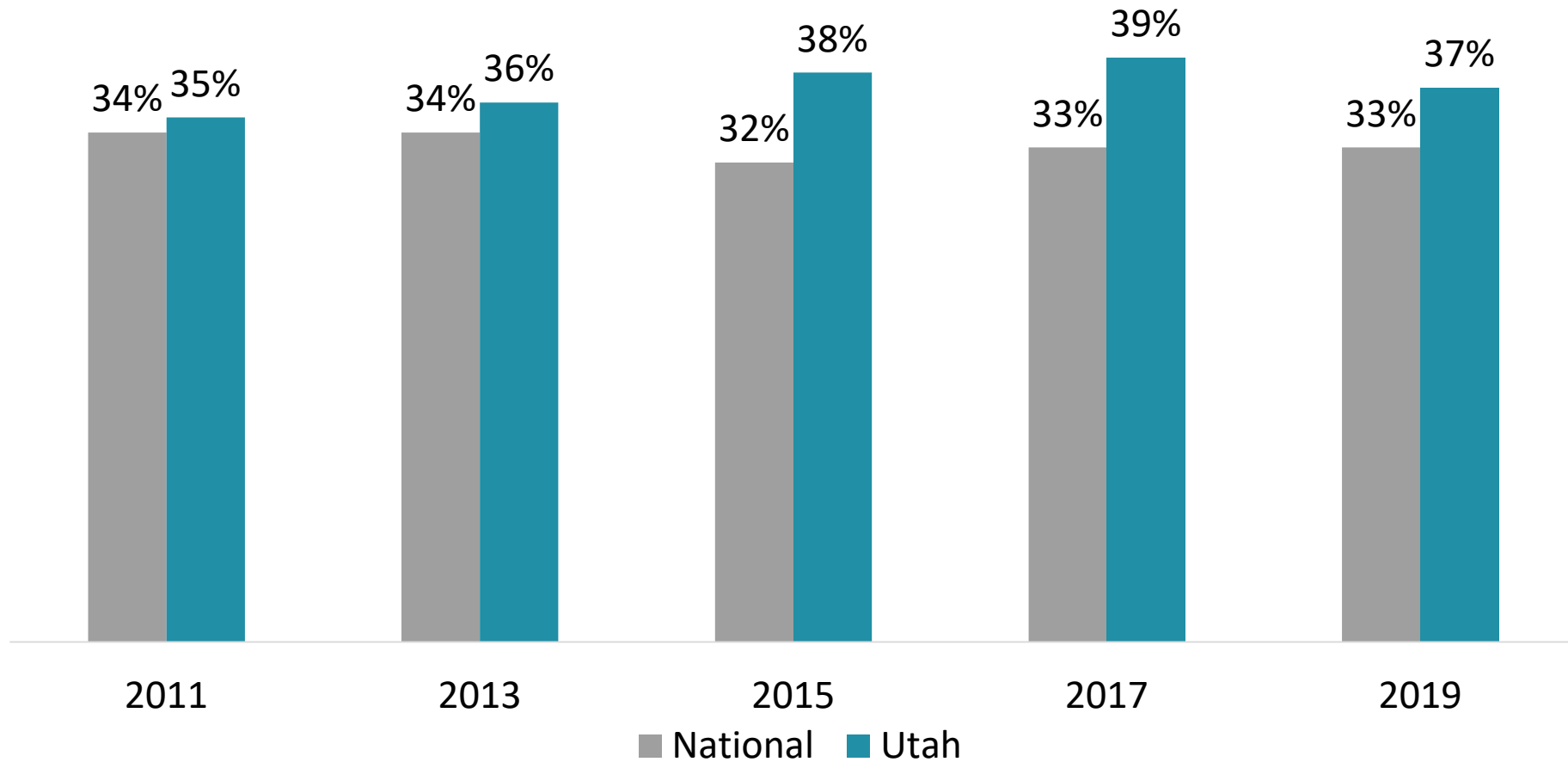
Science NAEP Assessment, 4th grade Percent At or Above Proficient



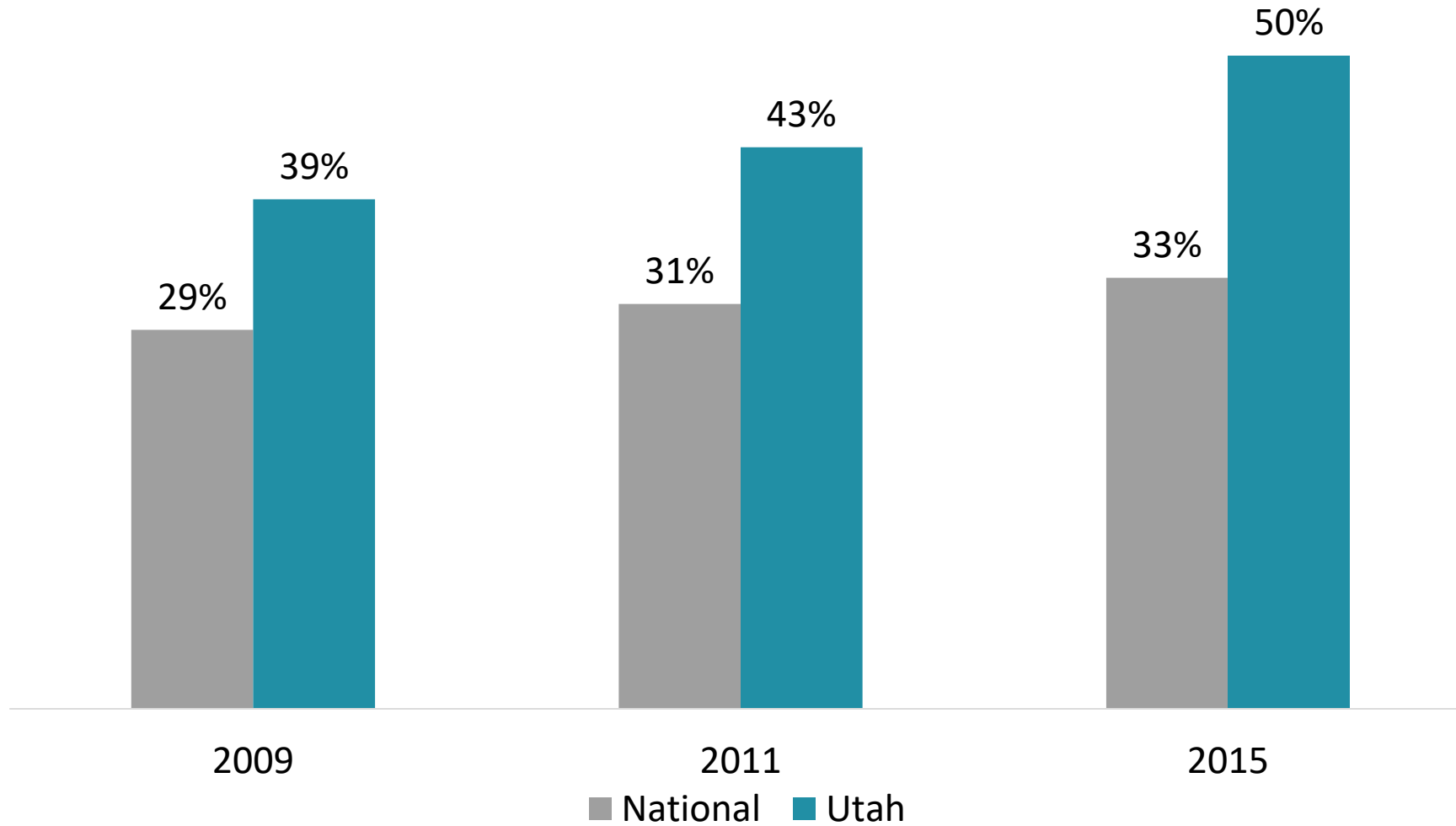
English language arts NAEP Assessment, 8th grade Percent At or Above Proficient



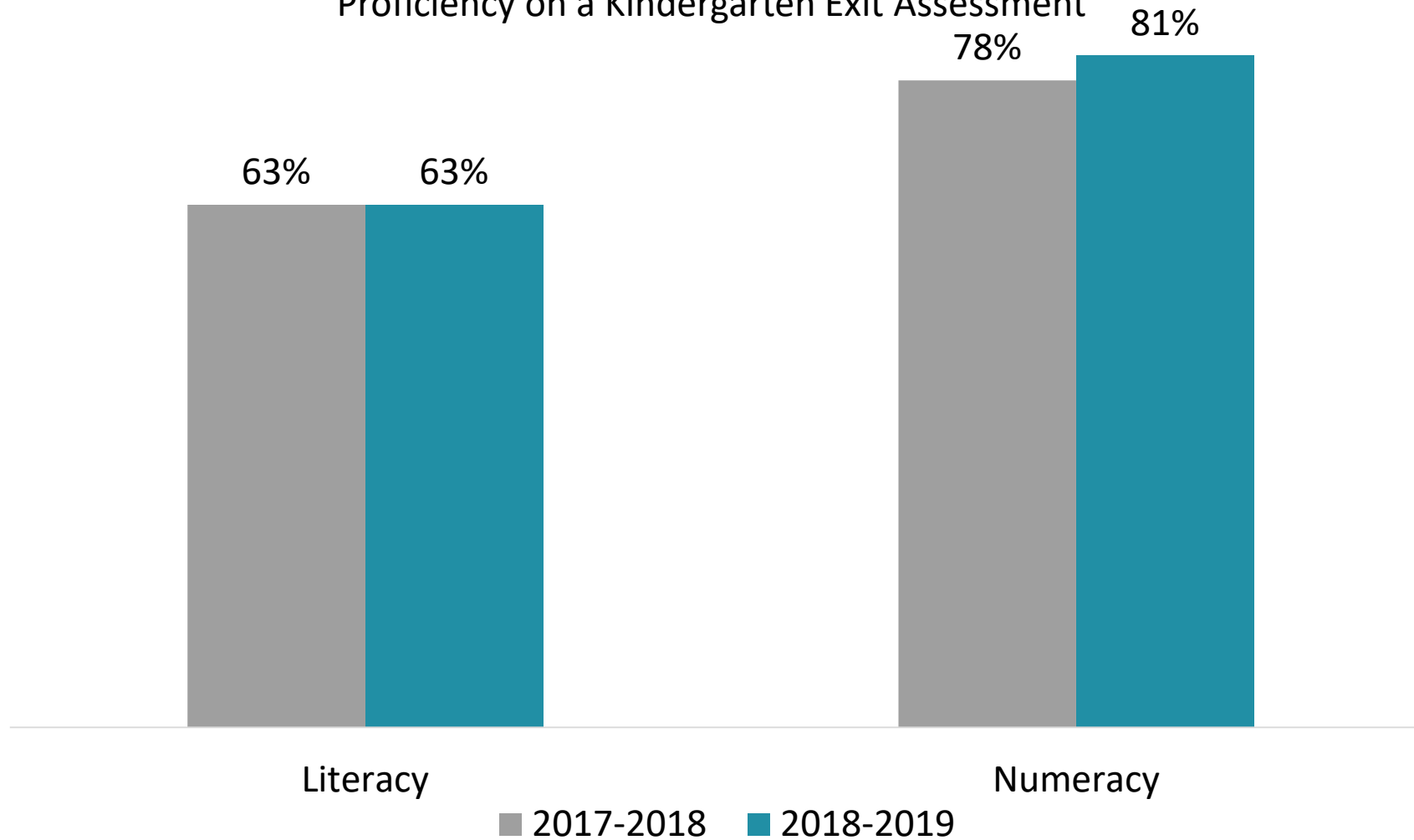
Mathematics NAEP Assessment, 8th grade Percent At or Above Proficient



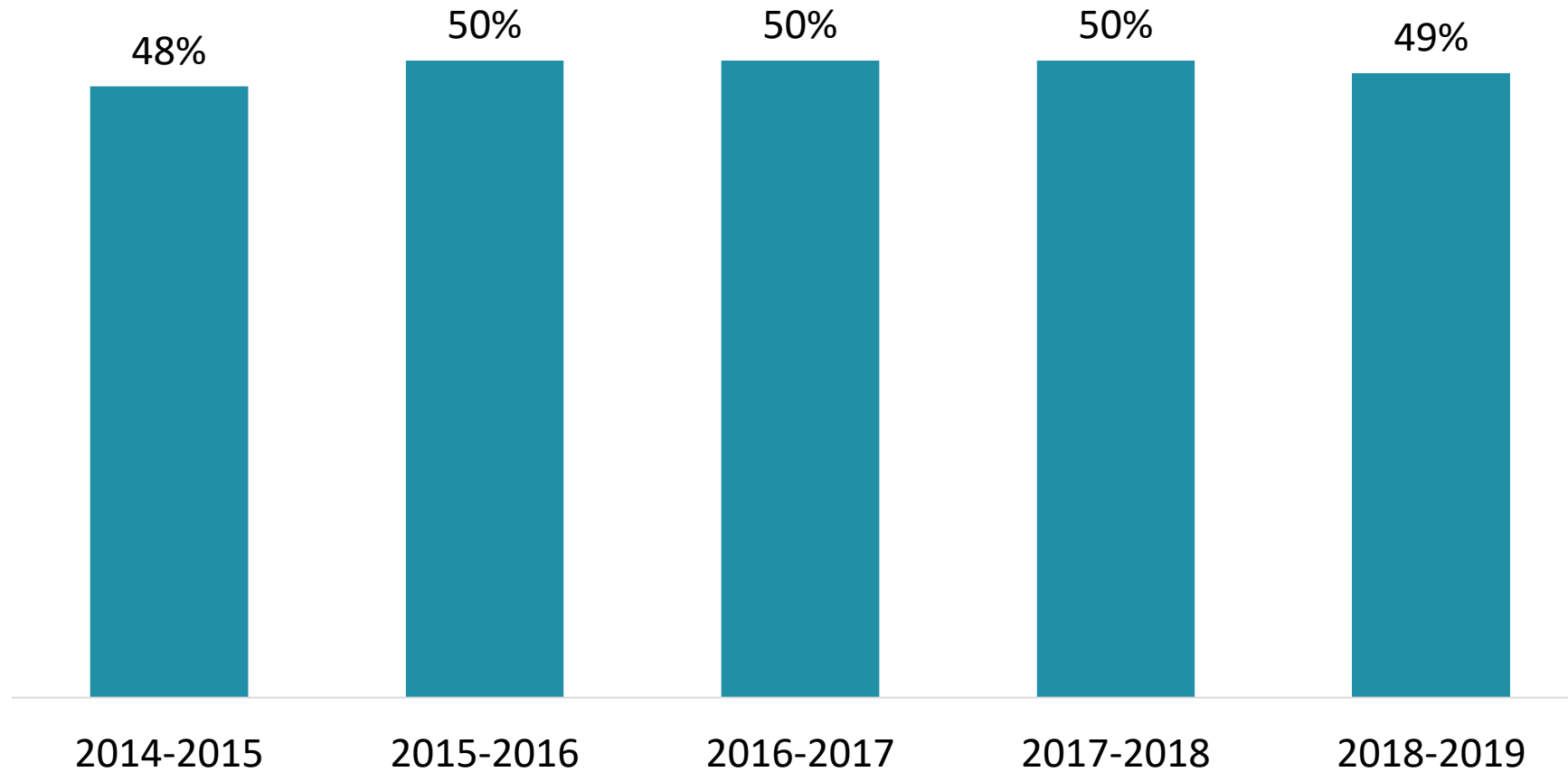
Science NAEP Assessment, 8th grade
Percent At or Above Proficient



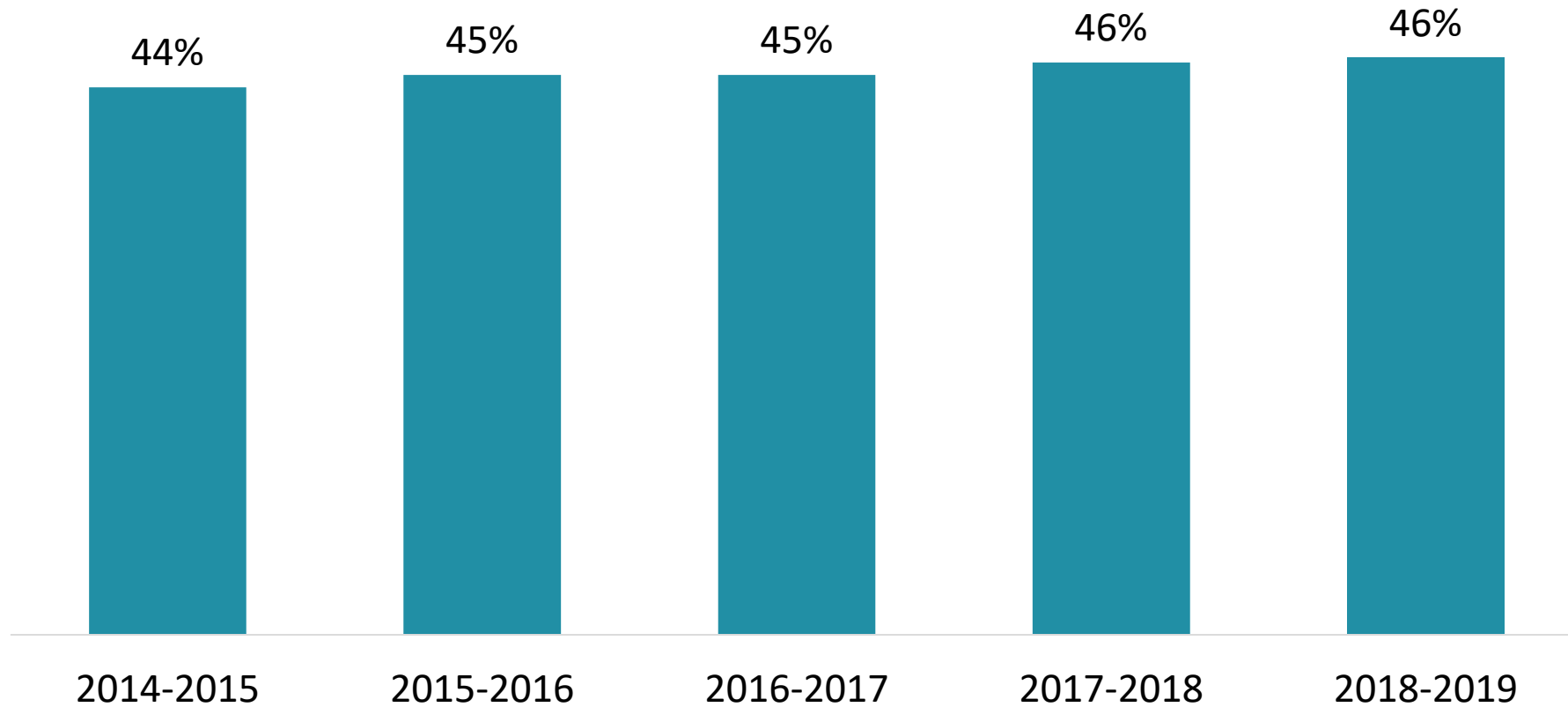
School Readiness: Percentage of Students who Demonstrate Proficiency on a Kindergarten Exit Assessment



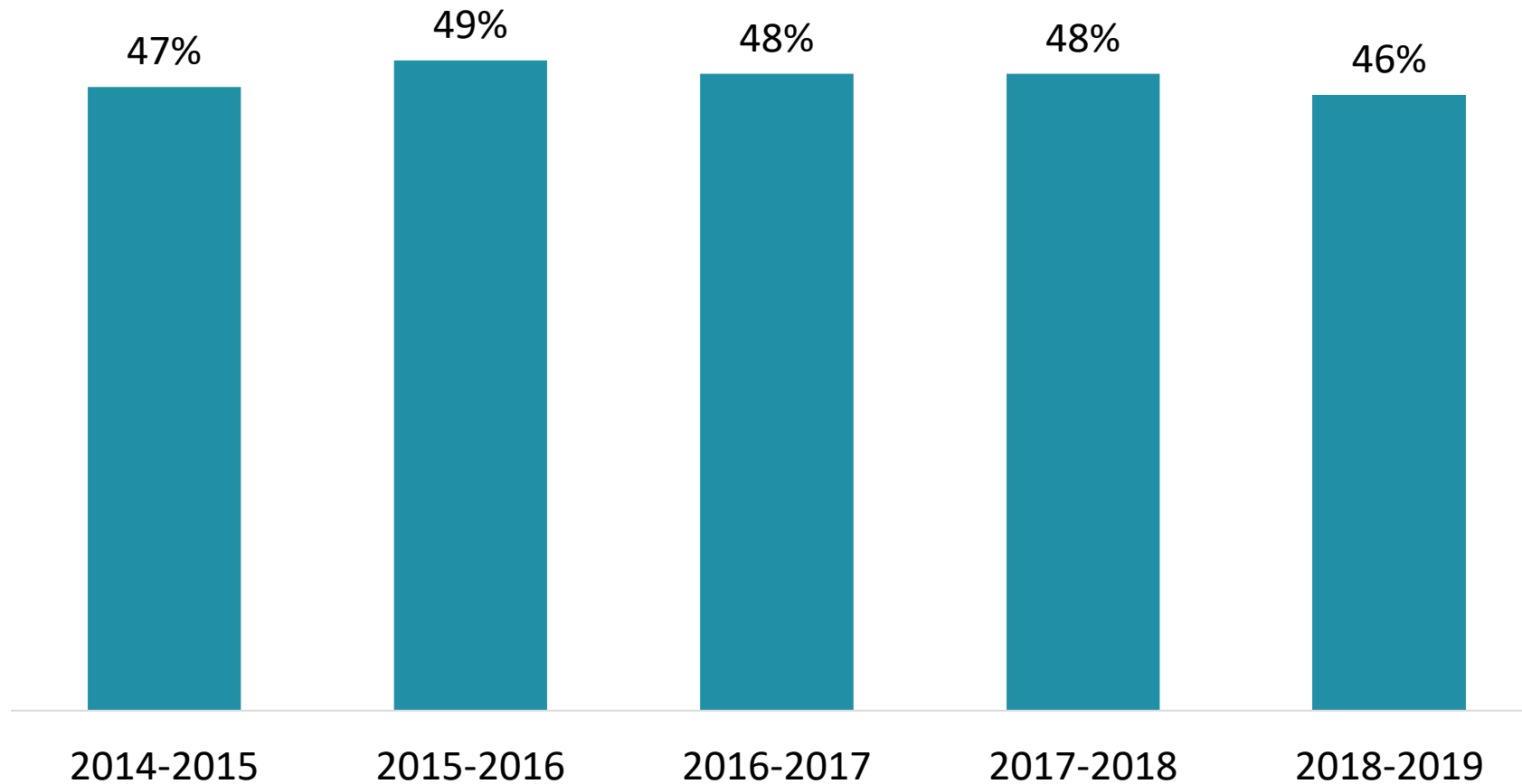
Percentage of 3rd Grade Students Proficient in English Language Arts and Mathematics



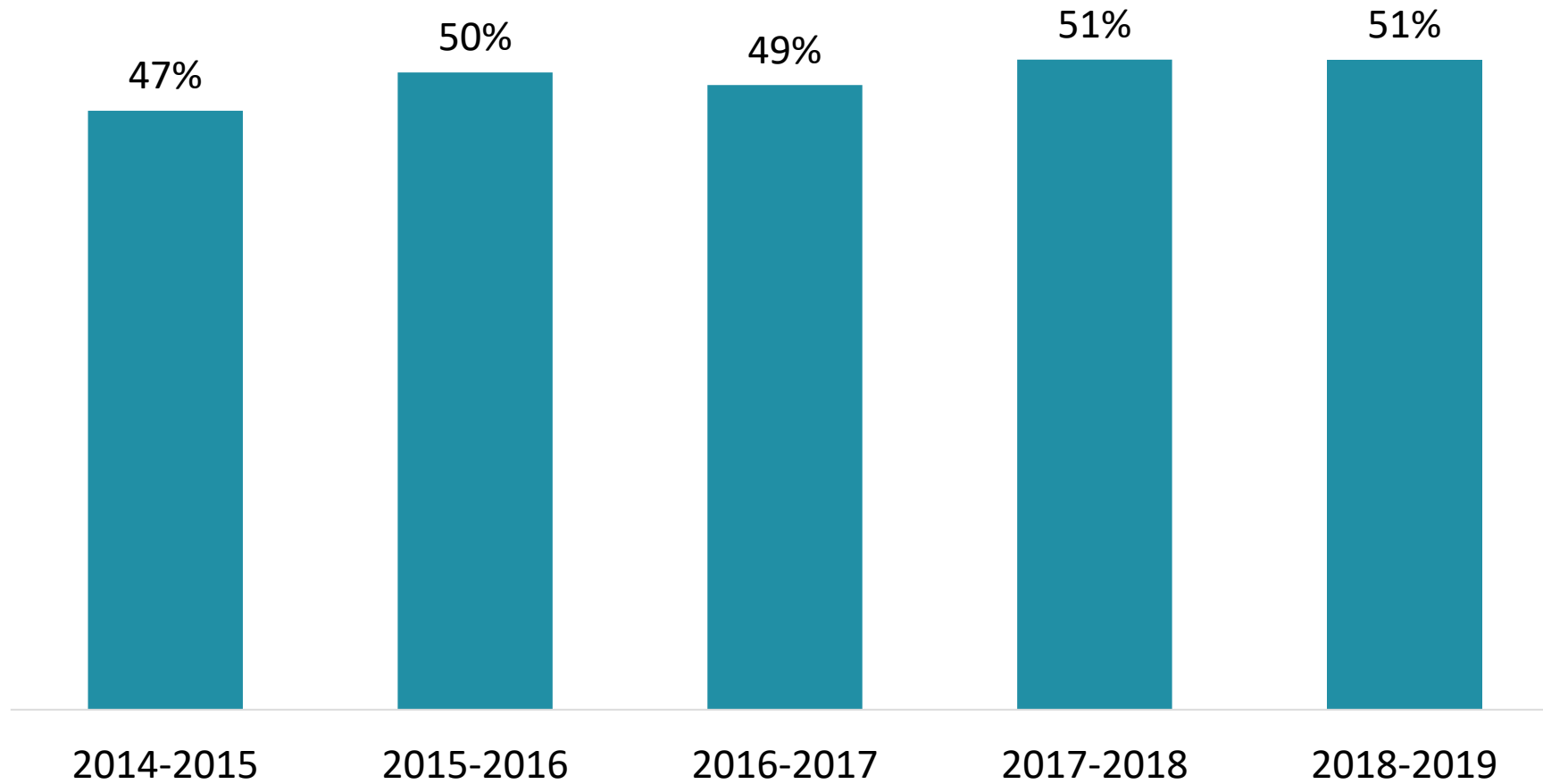
Percentage of 3rd through 8th Grade Students Proficient in English Language Arts



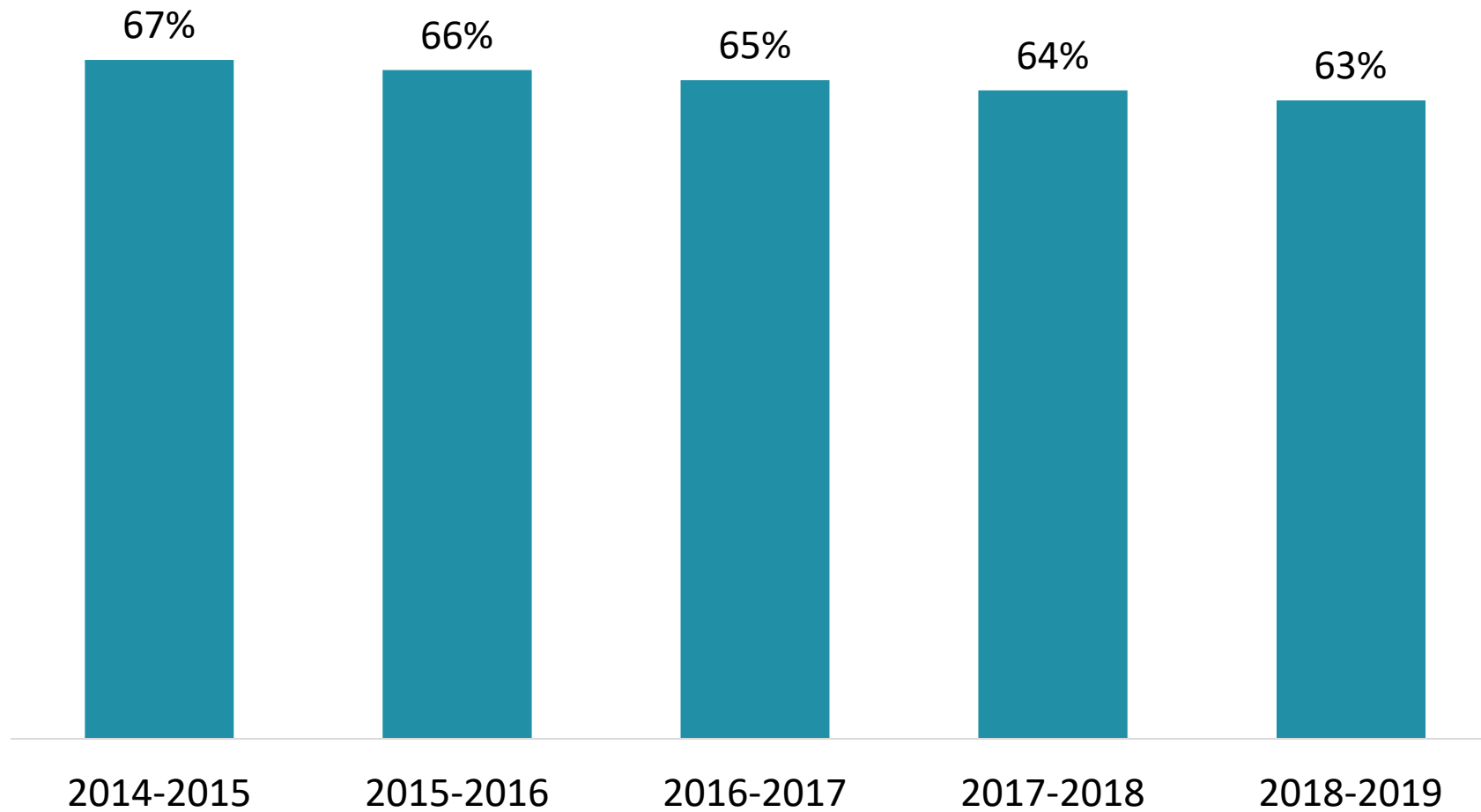
Percentage of 3rd through 8th Grade Students Proficient in Mathematics



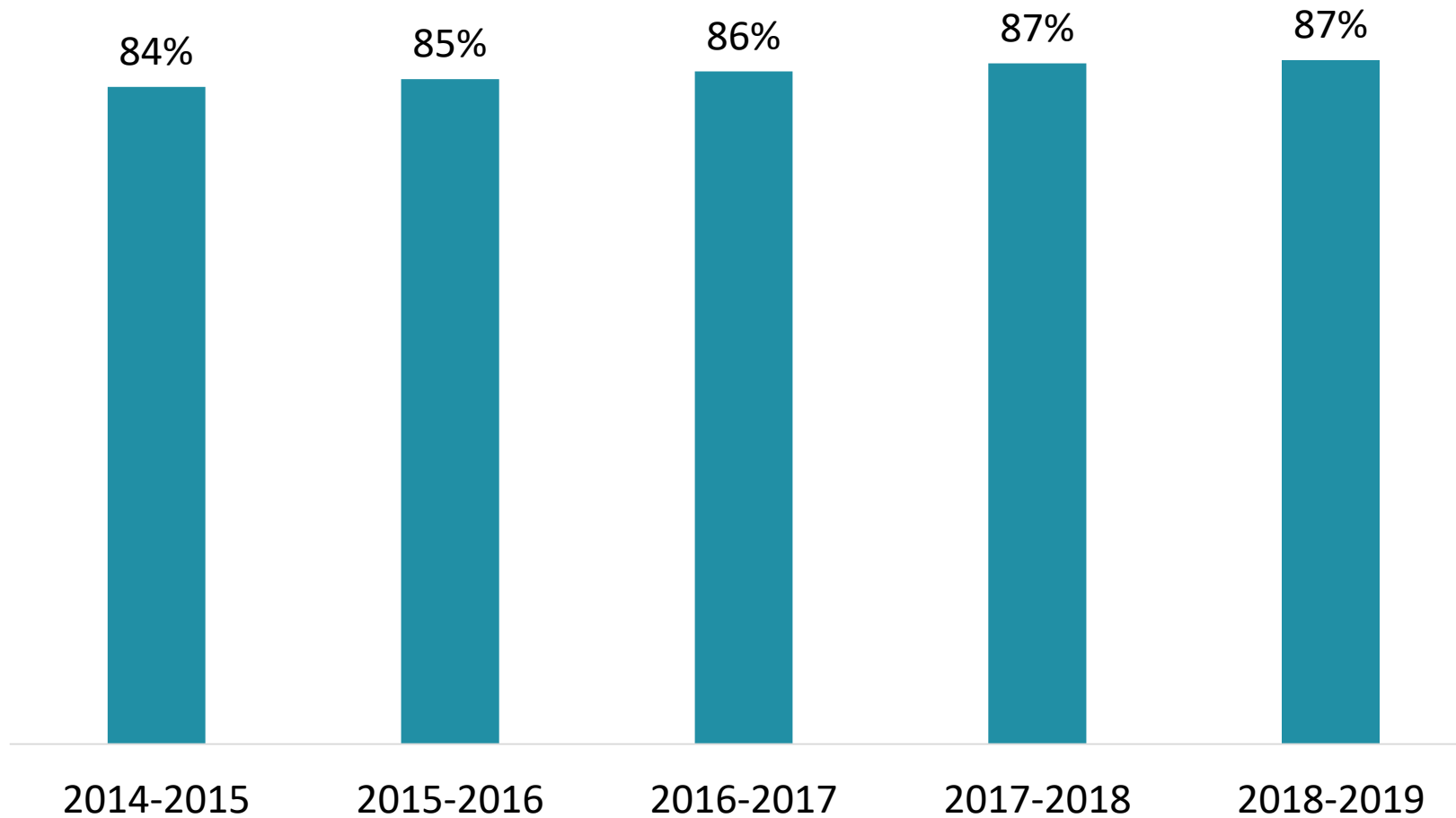
Percentage of 4th through 8th Grade Students Proficient in Science



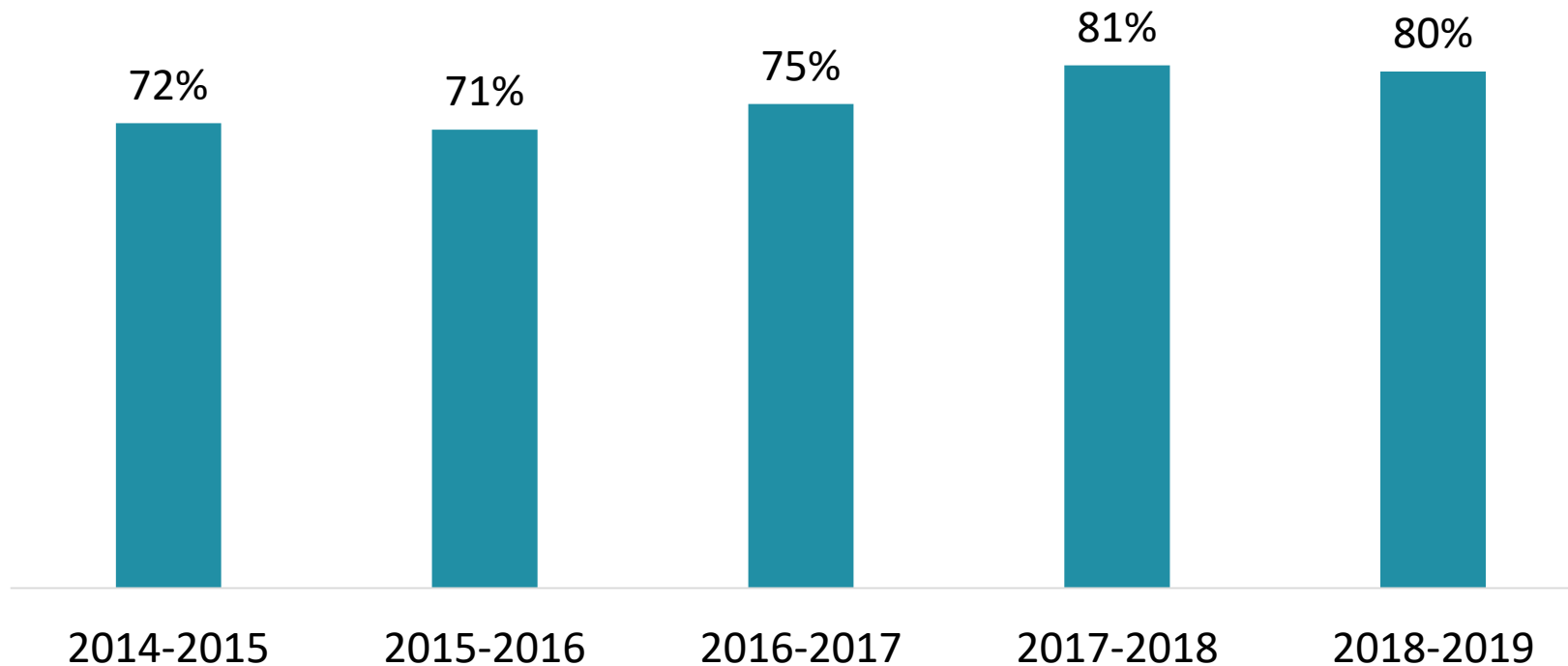
Percentage of Students Who Scored at Least 18 on the ACT



Percentage of Students who Graduate from High School in 4 Years



Percentage of Students Who Have Earned a
Concentration in or Completed a Certificate in Career
and Technical Education or Have Earned Credit in
Advanced Placement, Concurrent Enrollment, or
International Baccalaureate



	Math Proficiency			
	2018		2019	
	Yes	No	Yes	No
Is Student w/ Disability	19.5%	53.3%	18.7%	51.8%
Is Economically Disadvantaged	33.2%	57.6%	31.8%	56.0%
Is Student Learning English	19.9%	52.2%	20.2%	50.7%
Is Racial Minority	26.3%	55.0%	25.2%	53.4%

	Science Proficiency			
	2018		2019	
	Yes	No	Yes	No
Is Student w/ Disability	20.1%	55.0%	21.9%	56.3%
Is Economically Disadvantaged	34.8%	59.4%	36.1%	60.6%
Is Student Learning English	17.2%	54.1%	20.2%	55.6%
Is Racial Minority	26.8%	57.0%	28.3%	58.4%

	Grade 3 Literacy			
	2018		2019	
	Yes	No	Yes	No
Is Student w/ Disability	24.1%	52.7%	23.6%	52.0%
Is Economically Disadvantaged	32.8%	57.3%	32.6%	56.3%
Is Student Learning English	21.4%	52.3%	21.3%	51.2%
Is Racial Minority	27.0%	54.3%	27.2%	53.1%

	ELA Proficiency			
	2018		2019	
	Yes	No	Yes	No
Is Student w/ Disability	15.6%	51.3%	17.4%	51.8%
Is Economically Disadvantaged	31.4%	55.2%	31.8%	55.8%
Is Student Learning English	16.7%	50.0%	17.9%	50.8%
Is Racial Minority	25.9%	52.3%	25.9%	53.1%



	Graduation Rate			
	2018		2019	
	Yes	No	Yes	No
Is Student w/ Disability	70.0%	88.9%	72.4%	89.1%
Is Economically Disadvantaged	77.4%	91.0%	77.3%	91.4%
Is Student Learning English	70.3%	87.8%	72.8%	88.2%
Is Racial Minority	78.4%	89.3%	79.4%	89.6%

	Readiness Coursework	
	2018	2019
State	81.0%	79.9%

	ACT ≥ 18			
	2018		2019	
State	64.9%		63.4%	
	Yes	No	Yes	No
Is Student w/ Disability	13.4%	69.0%	14.1%	67.3%
Is Economically Disadvantaged	44.1%	71.9%	43.3%	69.8%
Is Student Learning English	10.0%	66.8%	10.4%	65.6%
Is Racial Minority	37.0%	71.1%	35.8%	70.0%

