Annual Report

2021

Utah State Board of Education

schools.utah.gov

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

The Utah State Board of Education supported the delivery of amazing achievements for our school communities despite a challenging, unprecedented year. As we enter another year filled with uncertainties, the strengths of our education community position us to provide even more impact.

Our vision remains—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. We accomplish this by creating equitable conditions for student success, advocating for necessary resources, developing policy, and providing effective oversight and support for teachers and students alike.

This year was one of great anticipation and unexpected challenges. At the start of the year, we had record revenue and were supported by a productive general session. Yet weeks later, every-thing was halted by all Utah schools transitioning to remote learning for the remainder of the academic calendar.

COVID-19 disrupted end of year traditions including end of year assessments and graduation ceremonies, and accelerated the way we approach virtual learning. However, the pandemic did not prevent our education community from doing what it does best— meeting the individual needs of every student.

This comprehensive report outlines data that is intended to aid us in future decision making.

While the most often used phrase to describe this year is "unprecedented," the lessons learned along the way will inform improvements for years to come. We are determined to continue to collectively work together with all aspects of our school communities in order to harness opportunities that allow Utah students to emerge stronger than ever before.

"…lessons learned along the way will inform improvements for years to come."

USBE's Strategic Plan

OUR VISION

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

Direction

Mastery • Autonomy • Purpose

Utah

Talent

M A P
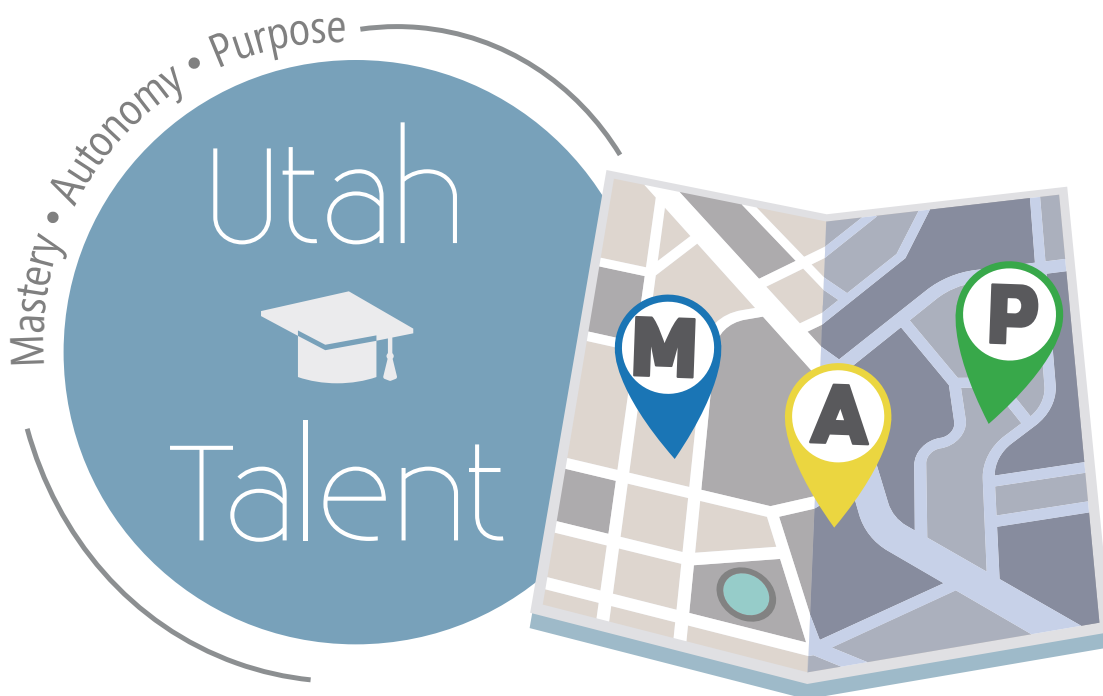
Portrait of A Graduate

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.

Mastery • Autonomy • Purpose

Utah Talent

KEY

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

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

P **Purpose** guides life decisions, influences behavior, shapes goals, offers a sense of direction, and creates meaning.
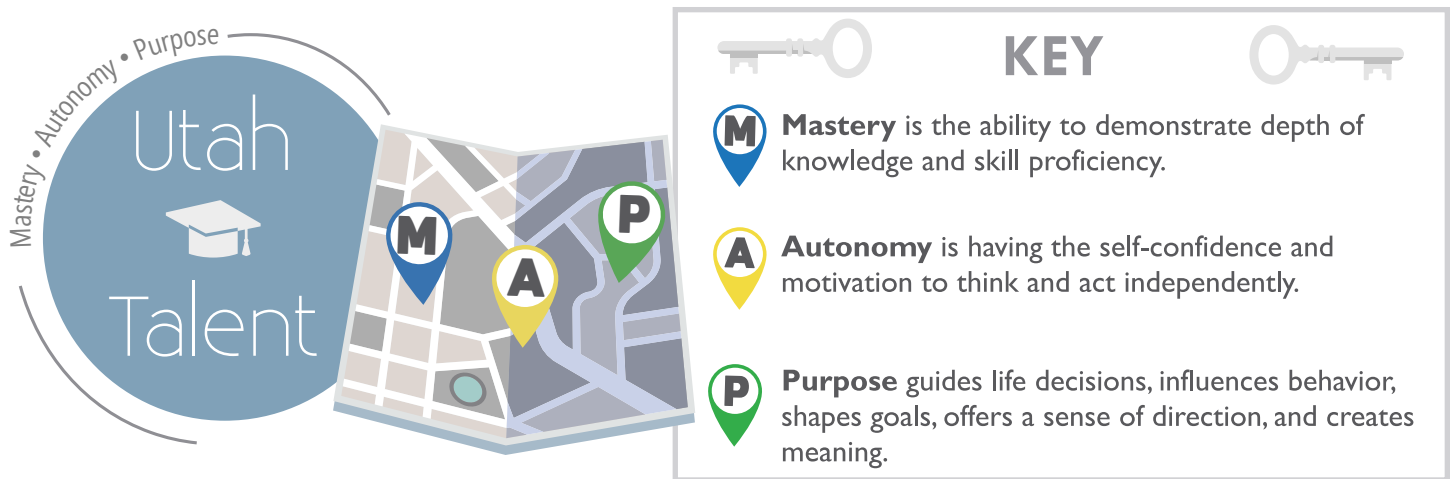
HOW WE DID IT

We began by asking:

"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 frame 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.

Portrait of A Graduate

Mastery

Academic Mastery
Demonstrate a depth of knowledge in multiple subject areas to make informed decisions.

Wellness
Develop self-awareness, self-advocacy skills, and the knowledge to maintain healthy lifestyles that provide balance in life and improve physical, mental, social, and emotional well-being.

Civic, Financial & Economic Literacy
Understand various governmental and economic systems, and develop practical financial skills.

Digital Literacy
Adapt, create, consume, and connect in productive, responsible ways to utilize technology in social, academic, and professional settings.

Autonomy

Communication
Communicate effectively through reading, writing, speaking, and listening to understand information in a variety of contexts, media, and languages.

Critical Thinking & Problem Solving
Access, evaluate, and analyze information to make informed decisions, recognize bias, and find solutions.

Creativity & Innovation
Imagine, visualize, and demonstrate creative practices, innovative solutions, and artistic expression.

Collaboration & Teamwork
Contribute ideas, perspectives, and experiences to cultivate a community of shared accountability and leadership.

Portrait of A Graduate

Purpose

Honesty, Integrity, & Responsibility
Are trustworthy, ethical, reliable, and are accountable for the results they produce.

Hard Work & Resilience
Set personal goals, apply best efforts to achieve them, and persevere when faced with challenges and setbacks.

Life Long Learning & Personal Growth
Continue to seek knowledge and develop skills in all settings.

Service
Seek opportunities to help when assistance is needed and act without expecting compensation or recognition.

Respect
Acknowledge differences by looking for the good in everyone, including oneself, and show due regard for feelings, rights, cultures, and traditions.

MISSION

The Utah State Board of Education leads by creating **equitable** conditions for student success: advocating for necessary resources, developing policy, and providing effective oversight and support.

What does it mean to create equitable conditions?

" 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. "

Board adopted definition of equity

Goals & Strategies

We have established four 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 classroom s across the state.
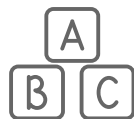
Early Learning

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

Goals & Strategies

We have established high-leverage strategies to align agency efforts toward impacting each goal.
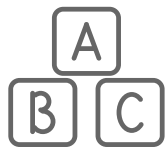
Early Learning

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

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

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

1C: Increase optional access to high-quality preschool

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

Effective Educators & Leaders

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

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

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

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

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

2E: Promote equitable access to highly effective teachers

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

Goals & Strategies

Safe & Healthy Schools

Each student learns in a safe and healthy school environment

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

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

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

Personalized Teaching & Learning

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

4A: Empower USBE, educators, parents, and students with access to timely, useful, safeguarded data

4B: Support LEAs in providing a personalized learning plan for each student

4C: Increase access to qualified school personnel to design personalized learning plans in partnership with teachers, students and families

4D: Promote new school system models for personalized learning implementation

Utah State Board Members 2018-2020

The Utah State Board of Education is a constitutionally established, elected, non-partisan body that exercises "general control and supervision" over the public education system in Utah, including establishing the state educational core standards, state educator licensing policies, and state high school graduation requirements.

Its 15 members are elected from geographic areas in Utah to four-year terms. The State Board appoints the State Superintendent who is the executive officer of the Board. Both the State Board and State Superintendent are responsible for compliance with state and federal laws and administrative rules affecting education and for the distribution of funds to charter and district schools.

Jennie Earl
District 1

Scott Hansen
District 2

Laurieann Thorpe
District 3

Jennifer Graviet
District 4

Laura Belnap
District 5

Brittney Cummins
District 6

Utah State Board Members

Carol Lear
District 7

Janet Cannon
District 8

Cindy Davis
District 9

Shawn Newell
District 10

Mike Haynes
District 11
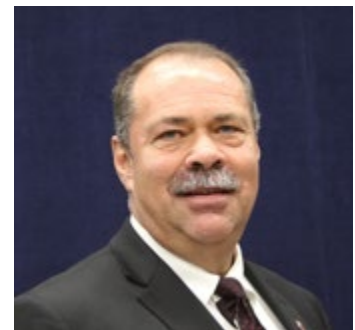
Mark Marsh
District 12

Scott Neilson
District 13

Mark Huntsman
District 14

Michelle Boulter
District 15

USBE Superintendency

The Utah State Constitution gives the State Board of Education general control and super-vision of 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.

Angie Stallings
Deputy Superintendent of Policy
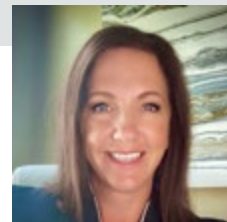
Patty Norman
Deputy Superintendent of Student Achievement

Tiffany Stanley
Chief of Staff

Scott Jones
Deputy Superintendent of Operations

Leah Voorhies
Assistant Superintendent of Student Support

Darin Nielsen
Assistant Superintendent of Student Learning

Organizational Chart

UTAH STATE BOARD OF EDUCATION

ASSISTANT AGs

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION*
SYDNEE DICKSON

Board Secretary*
Lorraine Austin

Public Affairs
Jeff Van Hulten
*Director**

INTERNAL AUDIT
DEBBIE DAVIS
*Director**

USDB
JOEL COLEMAN
*Superintendent**

CHIEF OF STAFF
TIFFANY STANLEY

Strategic Communications
Melissa Schnee
Director

PUBLIC RELATIONS
MARK PETERSON
Director

STUDENT ACHIEVEMENT
PATTY NORMAN
Deputy Superintendent

POLICY
ANGIE STALLINGS
Deputy Superintendent

OPERATIONS
SCOTT JONES
*Deputy Superintendent**

STUDENT LEARNING
DARIN NIELSEN
Assistant Superintendent

STUDENT SUPPORT
LEAH VOORHIES
Assistant Superintendent

LAW AND PROFESSIONAL PRACTICES
BEN RASMUSSEN
Educational Director

FINANCIAL OPERATIONS
DEBORAH JACOBSON
Finance Director

ASSESSMENT AND ACCOUNTABILITY

SPECIAL EDUCATION SERVICES*

POLICY ADVISOR
VACANT

FINANCIAL OPERATIONS
Patrick Lee
School Finance Director

CAREER AND TECHNICAL EDUCATION
THALEA LONGHURST
Educational Director

CHILD NUTRITION PROGRAMS
KATHLEEN BRITTON
Educational Director

STUDENT DATA PRIVACY
WHITNEY PHILLIPS
Chief Privacy Officer

FINANCIAL OPERATIONS
ZAC CHRISTENSEN
Purchasing Director

TEACHING AND LEARNING
JENNIFER THRONDSEN
Educational Director

ADULT RISK AND CUSTODY PROGRAMS

DATA AND STATISTICS
AARON BROUGH
Coordinator

COUNSELING, EQUITY, AND PREVENTION

HUMAN RESOURCE MANAGEMENT
MICHELLE WATTS
Director★

ESSA PROGRAMS AND RELATED STATE INITIATIVES

INFORMATION TECHNOLOGY
JARED FELT
IT Deputy Director

SCHOOL CHILDREN'S TRUST*
PAULA PLANT

SCSB STAFF
JENNIFER LAMBERT
*Executive Director***

Indirect Reports

* *Reports directly to the State Board of Education*

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

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

Utah's COVID-19 Education Response

On March 13, 2020, Governor Gary Herbert announced **"Utah's public schools will implement a two-week soft closure"** which eventually turned into remote learning for all of Utah's public education students for the remainder of the school year. The inability to meet in face-to-face settings interrupted many aspects of the education system.

The social and economic effects of COVID-19 have been significant and touched every corner of our state. But there is much that can be, and has been, done to mitigate impacts to students and families and create educational success for the long term. The Utah State Board of Education (USBE or Board) envisions three phases on the path to recovery and our new future. As we have returned in the 2020-2021 school year, the many individuals who encompass the public education system have persevered to adapt and innovate to continue to educate Utah students.
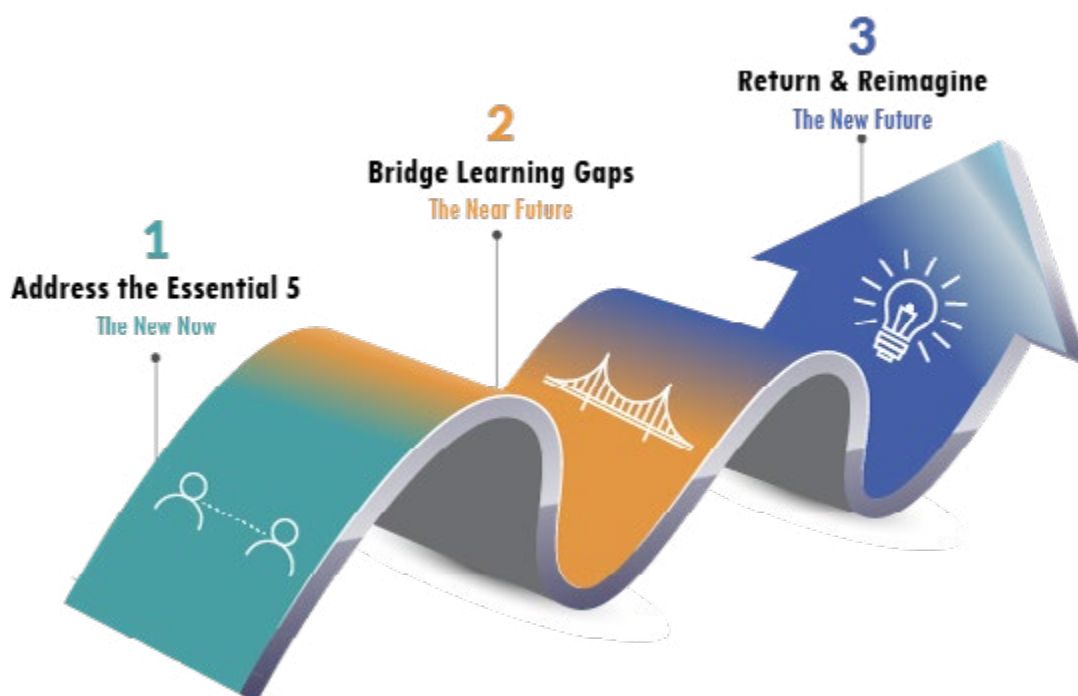
RESPONSE

State and local response to the COVID-19 pandemic has been multifaceted. It has included the effort of everyone involved in the public education system and addressed every aspect of the system from student transportation to school meals to classroom protocols and extracurricular activities. From March 12, 2020 to October 1, 2020, along with six regularly scheduled Board meetings, the Utah State Board of Education held an additional two-day Board meeting and 10 special Board meetings. During this time the Board approved waiving 26 Board rules and addressed a number of important issues including CARES Act funding, reopening guidance and plans, enrollment caps for charter schools, and budget cuts. Below are some of the ways in which local education agencies (LEAs) and the Board have responded to COVID-19.

Continuity of Education

- LEAs created continuity of education plans to guide remote learning from March through the end of the 2019-2020 school year
- Teachers and administrators had a weekend and two school days to prepare to move to remote learning in March 2020
- School staff went the extra mile to make efforts to ensure every student was fed, receiving learning materials, and getting needed support
- Parents became even more central in supporting their students through remote learning
- LEAs distributed devices and assisted with broadband access; both crucial resources in the shift to remote learning

KEY RESOURCES FOR THE CONTINUITY OF EDUCATION

- Digital Teaching and Learning Program
    - This program provides grants to LEAs to improve student outcomes through the use of digital teaching and learning technology. In funding LEA plans, the 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.
    - **100%** of school districts and about **40%** of charter schools were participating in the program in spring 2020.
    - Utah has invested **$65 million** into the statewide digital teaching and learning program over the past four years which has improved infrastructure needs, prepared teachers and school leaders, and created opportunities for students to extend learning be   yond the traditional building and classroom. These locally-driven, state-supported plans prepared schools.

- Statewide learning management system (CANVAS) available for all K-12 schools
    - The learning management system provides access to coursework and learning materials that extend beyond the traditional classroom.
    - In March 2020, **60%** of LEAs were using CANVAS to some degree: **40 out of 41** districts and about 50% of charter schools.

- State investments in digital learning tools such as the Early Learning Software Program (EISP) and the K-12 Mathematics Software (STEM Action Center)
    - These tools provided digital learning resources to support teachers, students, and families in transitioning to remote learning during COVID-19.
    - Several of the software vendors provided additional licenses to Utah K-12 schools beyond their contract to help meet the sudden community needs.

Waivers

- The Board approved waivers from State Board administrative rules. In March through June 2020, the Board waived provisions in **22 rules** for the 2019-2020 school year. As of December 2020, the Board waived provisions in seven rules for the 2020-2021 school year.

- The Board worked with the Legislature to waive statutory provisions, including requirements to administer statewide assessments in spring 2020; to pass a basic civics test as a condition of graduation for certain students graduating between January 1, 2020 and September 30, 2020; and for school districts to complete employee evaluations for the 2019-2020 school year.

Coronavirus Resources

- By March 19, 2020, USBE had set up a **USBE Coronavirus Website** with news and updates, and guidance and resources for schools, students, families, and communities.

- The website provides resources on meeting student needs including support for mental health and social emotional needs, remote learning, and school/summer meals along with materials specifically geared for students and their families.

- USBE's Coronavirus site contains pertinent information regarding CARES funding and waivers, and information for LEAs on assessment, the Digital Teaching and Learning program, and other state resources.

Superintendent's Advisory Groups

- The Board has engaged in a continuous process of gathering input from stakeholders. This effort has included advisory groups formed by the State Superintendent.

WHO IS INVOLVED

- Teachers
- Principals
- Charter Directors
- Superintendents
- Medical Professionals
- Mental Health Workers
- Parents
- Childcare Advocates
- Students
- Local Boards
- Non-profit Organizations
- Government Agencies

School Meals

- Despite remote learning, the goal was to make sure students could still access meals
- Community pick up of breakfast/lunch at school sites
- Delivery of school meals by school busses
- Partnership with local food banks for additional meal opportunities

2020 Meals Served Following Closures:

1,747,645 in March   **7,765,067** in April   **7,809,479** in May

Personal Protective Equipment (PPE)

- USBE has led the distribution of statewide PPE supplies, including **750,000** reusable masks for teachers and students in July 2020

- Using portions of ESSER and CRF funds, the Board has procured non-contact thermometers, disinfectant wipes, hand sanitizer stands, and hand sanitizer for distribution to LEAs

- In August 2020, the legislature provided an additional **$3.9 million** in Coronavirus Relief Funding to support statewide procurement and local grants for K-12 PPE. Each LEA created a plan to secure PPE and sanitization services for their K-12 community by December 30, 2020

Requirements for School Reopening

- Worked with a panel of experts—educators, administrators, public health experts, physicians, epidemiologists, teacher representatives—to articulate minimum elements and requirements that LEAs must address in local school reopening plans

- Hosted a webinar for district superintendents, charter school directors, and their teams to orient participants to a problem-solving framework that can be applied to assess and mitigate risk due to COVID-19

- Gathered assurances through reopening requirements template

Guiding Resources for School Reopening

- Curated high-quality resources to support in accelerating student learning as we move through the phases of recovery (Three Phases Resource Hub and Formative Assessment Guide)

- Provided professional learning

- Provided resources and examples meant to guide local and individual teacher decisions on prioritizing instructional time throughout the pandemic (Essential Standards)

Coronavirus Aid, Relief, and Economic Security (CARES) Act

Signed into law on March 27, 2020, the CARES Act seeks to mitigate the economic effects of the COVID-19 pandemic. Several funds under CARES may be utilized for K-12 public education including the Elementary and Secondary Education Emergency Relief Fund (ESSER), the Governor's Emergency Education Relief Fund (GEER), and the Coronavirus Relief Fund (CRF).

ELEMENTARY AND SECONDARY EDUCATION EMERGENCY RELIEF FUND (ESSER)

GOVERNOR'S EMERGENCY EDUCATION RELIEF FUND (GEER)

CORONAVIRUS RELIEF FUND (CRF)

ESSER

$67,821,787	90% TO LOCAL AGENCIES 10% TO USBE	REIMBURSE COVID-19 RELATED COSTS FROM 3/13/20 TO 9/30/22

From the 10% allocation to USBE:

- **$780,700** to provide a base ensuring ALL LEAs receive ESSER funding. The **90%** portion of ESSER funding was allocated by the federal government to LEAs based on share of Title I funds. Thus, a portion of the set-aside was used to ensure all Utah LEAs, including those that do not receive Title I funds, received ESSER funding.

- **$3,900,000** for PPE for LEAs (non-contact thermometers, disinfectant wipes, hand sanitizer stands and refills, and local K-12 PPE grants).

- **$600,000** for additional licensing for the early intervention software program.

- **$1,400** for a facilitator to assist in conducting school counselor training.

- **$452,000** to procure statewide license for a K-12 for Scrible to support digital learning for literacy.

- **$75,000** for an external evaluator to evaluate the K-12 Broadband/Hotspot grant program to inform future program design and action for K-12 related to broadband access at home.

GEER

$29,189,663	ASSIGNED TO GOVERNOR	RESERVED FOR LEAS IN UTAH

Funds used to address student needs arising from the COVID-19-related disruption of the current academic year; available for expenses through **9/30/22**

- As an initial step, the Board, in consultation with the Governor's Office, developed a definition to identify the LEAs most significantly impacted by COVID-19. Utah LEAs that were not previously delivering 100% primary instruction to students through remote learning are designated most significantly impacted for GEER funding.

- Distributed to LEAs based on Enhancement for At-Risk Students (EARS) and Special Education funding formulas. This methodology takes into account that the delivery of remote learning can be more complex for these student groups due to a variety of factors. The application states that GEER funds will be used to ensure that special education students and students at risk of academic failure receive support to mitigate the unintended negative academic consequences of the emergency statewide transition to remote learning. This may include the following encouraged uses: extended school day or year, small group student interventions, and expanded mental health and social and emotional learning resources.

CRF

$22,900,000	HOUSE BILL 6002 6TH SPECIAL SESSION	EXPENSES MUST BE INCURRED BY 12/30/2020

- $3.9 million K-12 PPE Grant:
    - For K-12 PPE and cleaning service needs due to COVID-19
    - $1,047,093 spent for statewide PPE (non-contact thermometers, disinfectant wipes, hand sanitizer stands, and hand sanitizer)
    - $2,852,907 for LEA grant awards
- $15.1 million K-12 Coronavirus Relief Fund Grant
    - For classroom supplies, enhancements and equipment needs due to COVID-19
    - $1,000,000 authorized for K-12 Broadband Grant awards
    - $14,100,000 for LEA grant awards
- $3.9 million for the San Juan WiFi Project
    - To support expansion of broadband to students and households in San Juan County
    - San Juan School District leaders report towers are being erected and the new server has been procured and arrived to expand filtering services
    - The project will require additional funding to reach completion and address ongoing maintenance needs in the future

Fall 2020

As schools reopened in fall 2020, there were a number of early successes and some challenges in operating amidst the COVID-19 pandemic.

Initial Successes

- Low rate of school-based spread
- Students and teachers excited to see each other
- Students compliant with safety protocols and wearing of masks
- Students engaged in learning and activities
- Mental health supports in place including the Mental Health Qualified Grant Program which provides funding for qualifying personnel including school counselors, school psychologists, social workers, and school nurses
- Flexible teachers and employees; doing whatever it takes
- Parent/school relationships strengthened
- Local health agencies collaborating with LEAs
- Ecosystem of support for families (e.g., food, technology)

Initial Challenges

- Educator anxiety about contagion and workload
- Communication structures often not inclusive of local educators
- Lack of clarity of roles, responsibilities, and decisions
- Parents making educational decisions based on family needs, including childcare
- Delayed shipments of large orders (e.g., disinfectant wipes, laptops)
- Students unaccounted for
- Responding to media at school and district level
- Polarization of mask wearing
- Shortage of substitute teachers
- Financial impact; federal funding not enough for mitigation tactics
- Changing education delivery as some schools have had to move among delivery models due to reaching the threshold of confirmed cases

Looking Ahead

As the COVID-19 pandemic continues, we continue to provide necessary support to the public education community.

Student Learning

- Use data from assessments administered in the 2020-2021 school year to continue to assess student learning; determine where our students are academically and figure out what they need to move forward.
- Collect Opportunity-to-Learn (OTL) data to better understand a student's learning context and more accurately interpret test score data. Some examples of OTL data are access to a device, access to broadband, student engagement, school setting, type of instruction, amount of instruction, school schedules, and the availability of support.

Child Nutrition

Continue ensuring students have access to meals regardless of mode of education delivery. The federal government extended the Summer Food Service Program and the Seamless Summer Option waivers for the entire 2020-2021 school year meaning schools can provide no cost meals to all children, serve those meals outside of typical meal hours, and allow parents and guardians to pick them up.

Broadband

Broadband access is crucial for remote learning. To realize fully the benefits of technology in our education system and provide authentic learning experiences, students need to have access to technology beyond the four walls of the classroom. Local education leaders are seeking support from the state to best address home access for blended and remote learning environments. Currently, the Board has a K-12 Broadband/Hotspot Emergency Grant program funded with CRF funds for the 2020-2021 school year. This program helps to secure broadband access as an essential utility to bridge the digital divide and resulting opportunity gaps for students. USBE continues to support state efforts to create a comprehensive broadband access initiative for the state of Utah.

High School Testing

The Board partnered with the Utah Health Department, the Governor's Office, and local K-12 organizations to support the launch and logistics for COVID-19 rapid testing for high school extracurricular activities in November 2020. The action was in response to the Governor's executive health order. USBE staff created the rapid test distribution model, led procurement of PPE for LEAs, and facilitated delivery to each of the districts and charter schools that serve students in grades 10-12. Additionally, the Board created the High School Testing Grant, which provided $3 million of Coronavirus Relief Funding for local grants to support testing plans through December 30, 2020.

Public Education Budget

The following information details Utah's appropriated public education budget for FY 2021. The funding is broken down by funding source and by major area, and most of the expenditures are passed through to local education agencies.

Public Education Budget

Fiscal Year 2021
$5.7 Billion by Funding Source

Pie chart:
- Federal: 8%
- Local: 21%
- State Restricted: 7%
- State: 64%
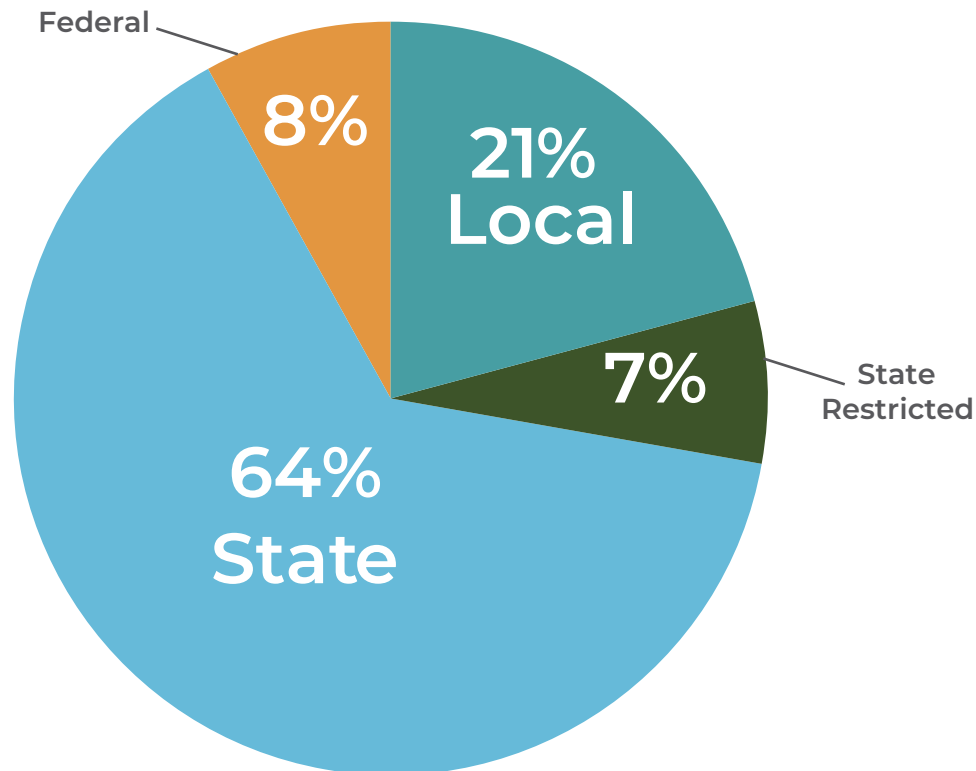
State: $3,642,700,300 (64%)
• General, Education, and Uniform School Funds

State Restricted: $404,663,700 (7%)
• Minimum Basic Growth Account, Liquor Tax, Trust Distribution Account, etc.

Local: $1,193,859,600 (21%)
• Property Tax Revenue
    • Factored into state formulas, but collected locally not by the state

Federal: $464,122,700 (8%)

Other: ($6,804,300) (0%)
• Dedicated Credits Revenue, Expendable Receipts, Federal Mineral Lease, Transfers, and Balances

Public Education Budget

Fiscal Year 2021
By Major Area

State Board of Education
12%

1%
School Building Program

87%
Minimum School Program
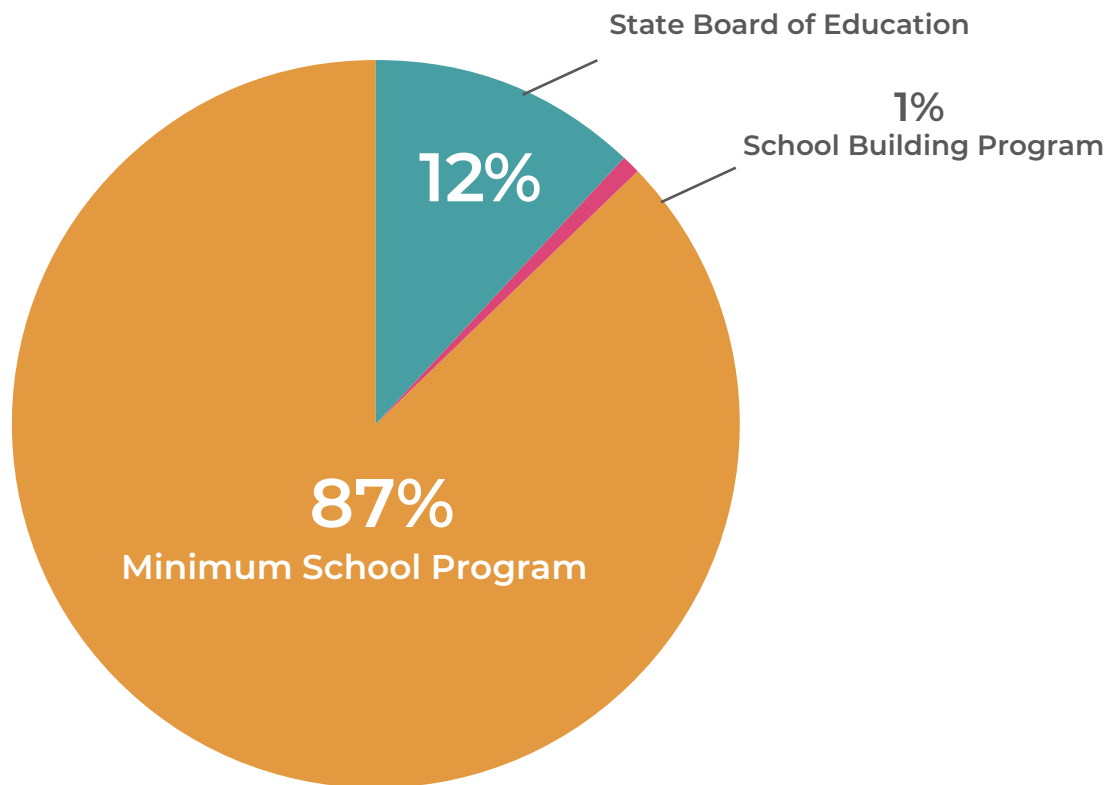
Public Education Budget

Fiscal Year 2021
By Major Area

Minimum School Program by Line Item

Line Item	Total Appropriation
Basic School Program	$3,187,445,100
Related to Basic School Programs	$918,488,800
Voted and Board Local Levy Programs	$858,042,700

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	$198,429,600
Child Nutrition-Federal Commodities	$19,159,300
Educator Licensing	$2,325,700
Fine Arts Outreach	$4,960,000
Initiative Programs	$51,386,100
MSP Categorical Program Administration	$5,839,500
Regional Education Service Agencies	$2,000,000
Science Outreach	$5,290,000
State Administrative Office	$302,332,800
General System Support	$64,699,700
State Charter School Board	$4,150,100
Teaching and Learning	$203,000
Utah Charter School Finance Authority	$50,000
Utah Schools for the Deaf and the Blind	$40,489,900

By Expenditures:

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

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

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

CORE 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.

WHAT ARE THE CORE FUNCTIONS?

Academic Standards & Assessment

Finance

Educator Effectiveness

Compliance, Monitoring, and Auditing

Policy

Reporting, Data, & Statistics

Academic Standards & Assessment

ACADEMIC STANDARDS

In establishing minimum standards related to curriculum and instruction requirements, the Utah State Board of Education (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).

Assessment

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 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:

Jennifer Throndsen
Director of Teaching and Learning
Academic Areas
801-538-7739 | jennifer.throndsen@schools.utah.gov

Thalea Longhurst
Director of Career and Technical Education
Career and Technical Education
801-538-7755 | thalea.longhurst@schools.utah.gov

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

96%
2018-2019
SY

Local Education Agencies served by Teaching and Learning

Goal is to reach 100%
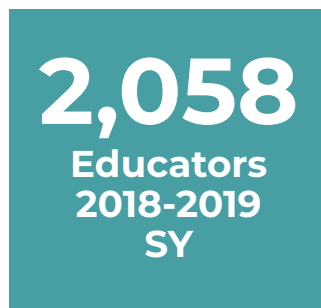
98%
2019-2020
SY

Professional Learning

2,058
Educators
2018-2019
SY

Dual Immersion Educators

1,944
Educators
2019-2020
SY

5,446
Educators
2018-2019
SY
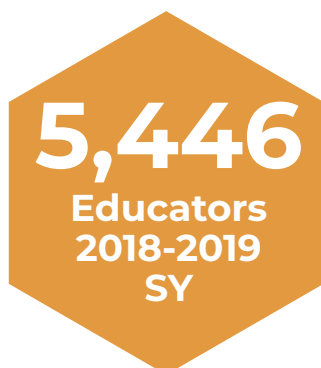
Career and Technical Education Professional Training

3,075
Educators
2019-2020
SY

ACHIEVEMENTS

>> In 2020, the Utah State Board of Education updated the state's Early Learning Standards: Ages 3-5. This update marks the first update since 2013. The new standards are now available to use for the pilot year 2020-2021 and will be fully implemented in the 2021-2022 school year.

>> Utah has identified five foundational high-leverage practices as statewide focal areas. High-leverage practices are frequently occurring, educational practices that all educators should know how to do. These practices are evidence based, meaning that they reflect effective methods that when successfully implemented can improve results for each learner.

Utah's five high-leverage practices are:

1. Use student assessment data, analyze instructional practices, and make necessary adjustments in collaboration with professionals to improve student outcomes.

2. Use strategies to promote active student engagement.

3. Systematically design instruction toward a specific learning goal including the use of explicit instruction and scaffolded supports.

4. Provide positive / constructive feedback to guide students' learning and behavior.

5. Establish a consistent, organized, and respectful learning environment.

>> Despite the COVID-19 pandemic, the graduation rate for students who are CTE concentrators increased from 95% in the 2018-2019 school year to 96% in the 2019-2020 school year. Career and Technical Education concentrators continue to graduate at higher rates compared to the overall student population. For the 2020 cohort, Utah's statewide graduation rate was 88.2%.

CHALLENGES

In spring 2020 to mitigate the spread of COVID-19, soft school closure disrupted public education by forcing all LEAs to provide education through remote learning for all students for the remainder of the school year. It also meant that LEAs were unable to administer most statewide end-of-year assessments. Consequently, LEAs have had to utilize alternative tools to assess student learning quickly and focus additional time and resources to address unfinished learning from the spring.

Academic Areas

ACADEMIC AREAS

Driver Education

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

The Five Driver Education Strands

PARENT OR GUARDIAN INVOLVMENT IN MODELING GOOD DRIVING HABITS

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

RULES OF THE ROAD

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

RISK MANAGEMENT IN ALL DRIVING SITUATIONS

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

MOTOR VEHICLE MANEUVERS AND OPERATIONS

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

THE DRIVING ENVIRONMENT

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

What is included in Instruction:

- 30-Hours of Classroom Instruction

- 6-Hours Behind the Wheel

- 6-Hours of Observation

- Written Test

- Road Test

69% decreased fatalities of Utah teens aged 15-17 since the GDL laws passed

ACADEMIC AREAS

English Language Arts

What is Literacy

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

Shifts in Standards

The components of literacy are taught through the Utah English Language Arts (ELA) Core Standards. The main shifts include the following:

1. Evidence-based materials and strategies
2. Diverse and challenging text
3. Disciplinary literacy

ACADEMIC AREAS

Fine Arts

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

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

Create

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

Perform/Present/Produce

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

Respond

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

Connect

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

Learning in and through the Arts

The study of drama, dance, music, media arts, and the visual arts helps students explore realities, relationships, and ideas that cannot be expressed simply in words or numbers. Study in an arts discipline is required in grades K-6. Students are required to take an arts course during grades 7 or 8. High school graduation requires 1.5 credits of study in the arts.

ACADEMIC AREAS

Health

Health Education supports parents and families in developing healthy, responsible students who have the knowledge, skills, and dispositions to work together in an inclusive manner, to think critically and participate in a variety of activities that lead to lifelong healthy behaviors. Health is taught in kindergarten through grade 6, 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

Relationships
Skills of Refusal
Communication
Proper use of Media
Social

Exercise
Nutrition
Hygiene
Disease Prevention
Physical

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

Health Foundations & Protective Factors of Healthy Self (HF)

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

Substance Abuse Prevention (SAP)

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

Safety and Disease Prevention (SDP)

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

Nutrition (N)

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

Human Development (HD)

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

Mental and Emotional Health (MEH)

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

ACADEMIC AREAS

Library Media

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

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

Reading Engagement

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

Information and Research

Students will engage in research processes (e.g., inquiry-based, information problem solving). Through engagement in the research process, students will apply critical thinking skills (e.g., analysis, evaluation, organization, synthesis) to draw conclusions and construct new under-standings. Such experiences will develop student self-confidence in solving problems in an environment where information resources and technologies are increasingly complex.

Media Literacy

Media literacy is the competent application of literacy skills to media and technology messages. Its goal is to help students develop the habits of inquiry and skills of expression that they need to be critical thinkers, effective communicators, and active, digital citizens in today's world. By learning the standards and objectives, students will acquire an understanding of the elements, construction, and potential impact of media messages while learning to make informed choic-es in the use of media. Through collaboration with classroom teachers, these standards can be integrated into curricular units throughout a wide range of subjects to ensure students are equipped with these essential 21st century skills.

ACADEMIC AREAS

Mathematics

Mathematical understanding and procedural skills are equally important. 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.

Standards for Mathematical Practices

- 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

FOCUS

COHERENCE

RIGOR
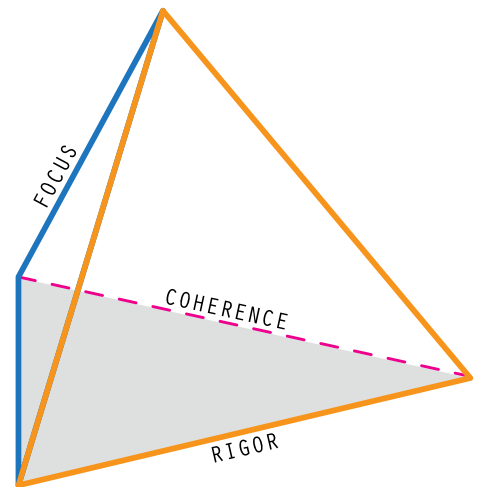
Vertical Alignment of Standards Progression

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		Algebra
			Functions	Functions
Geometry		Geometry		Geometry
Measurement & Data		Statistics & Probability		Statistics & Probability

46

ACADEMIC AREAS

Physical Education

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

Which grades are taught:

• Elementary: Kindergarten-6

• Middle school: Beginning and intermediate team sports

• High school: Participation skills and techniques, fitness for life, and activities

Strand 1

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

Strand 2

Students will apply knowledge to attain efficient movement and performance.

Strand 3

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

Strand 4

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

Strand 5

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

ACADEMIC AREAS

Preschool

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

Whole Child

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

Interactions

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

Curriculum

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

Program Development

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

Family Engagement

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

New Utah early learning standards were approved by the Board in May 2020. The standards were written to create alignment to kindergarten core standards in all content areas. More information can be found in the Core Standards section of this report.

ACADEMIC AREAS

Science

Science Engineering Education (SEEd) Standards

The SEEd Standards help students investigate phenomena and identify & solve real-world problems. To support students' meaningful learning in science and engineering, 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 math and computational thinking

• Constructing an explanation and designing a solution

• Engaging in an argument stemming 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 Science

• Life Sciences

• Earth and Space Sciences

• Engineering Design
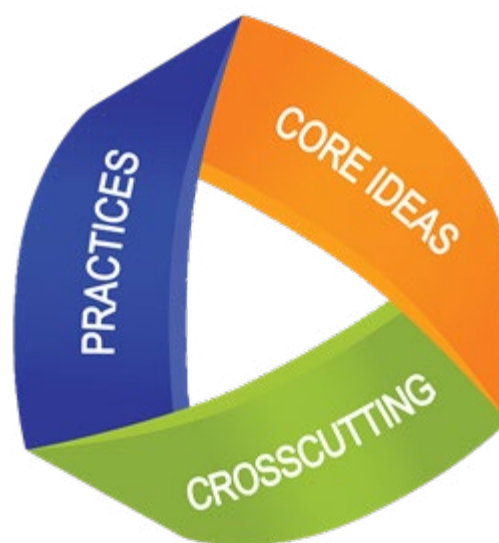
ACADEMIC AREAS

Social Studies

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

Content
Students must know about the world and how it works. Content knowledge makes weak readers better readers.

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

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

8 Awesome ways to get a "C" in SOCIAL STUDIES

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

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

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/verify evidence, an essential skill in the age of viral content. Teaching students about confirmation bias is an essential element in the classroom.

ACADEMIC AREAS

World Languages

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

Provide a Language-Rich 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**
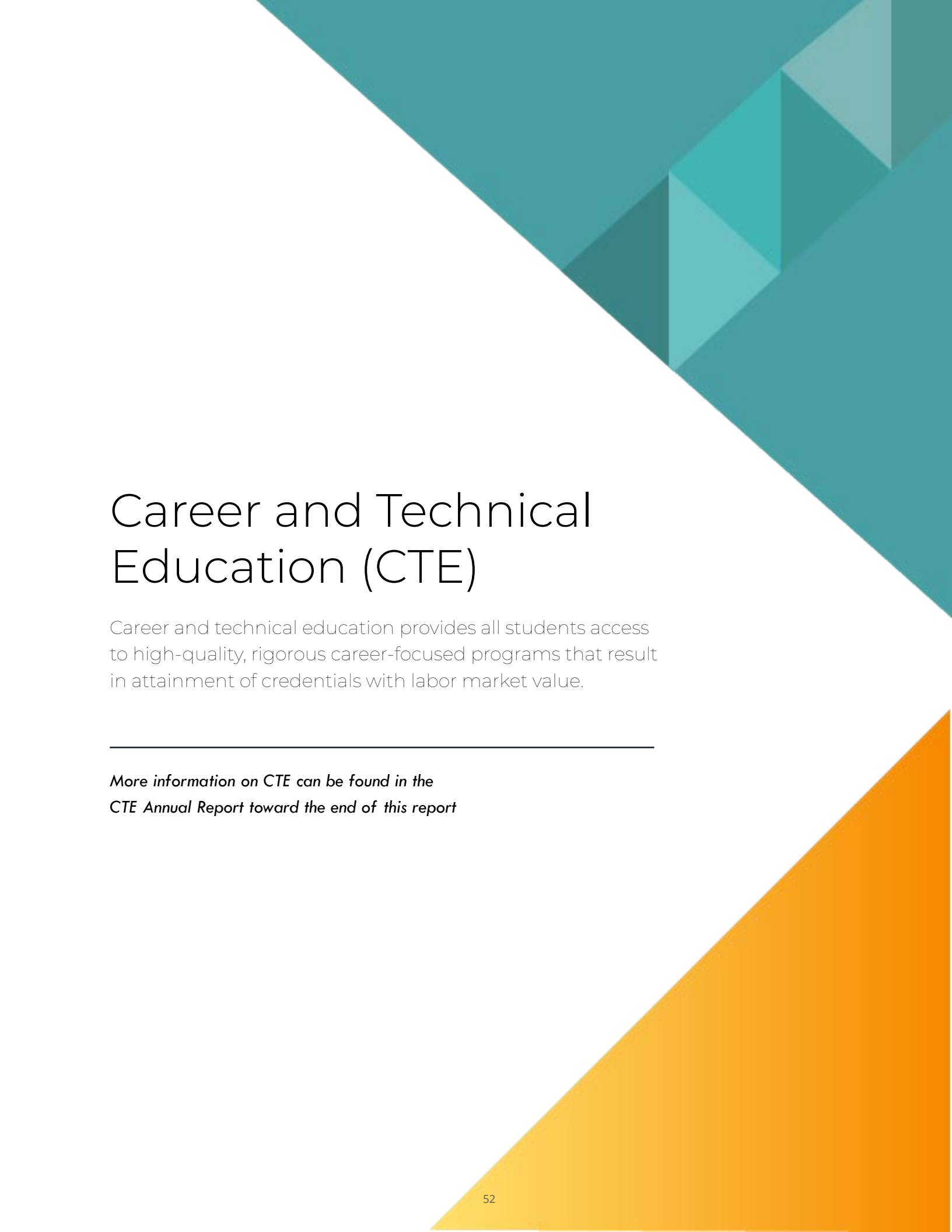
Teach Students Strategies for Requesting Clarification and Assistance

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 toward the end of this report

CTE CERTIFICATIONS & CREDENTIALS

CTE Skill Certificates

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

Industry Certifications

Credentials of value to employers in Utah. Some are also "right-to-work" credentials and/or state licenses required to gain employment in certain fields. These certifications validate that the student has demonstrated mastery of the most up-to-date skills in a career field. As a subset of industry certifications, Utah continues to implement the Microsoft Imagine Academy with program support from Microsoft and Certiport. Additional third-party (business, trade association, or other industry group) certifications include food handlers permit, nurse assistant (CNA), and emergency medical services among others.

Learning that works for Utah
CTE®

CTE Skill Certifications
earned 2019-2020
57,535

Third-Party certifications
earned 2019-2020
3,729

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 1.5 credits and CTE completers earn 3.0 credits in a single CTE program of study.
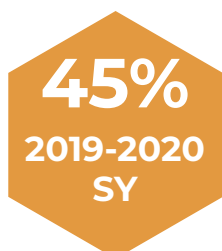
45%
2019-2020 SY
Of Secondary students are CTE concentrators

5.5%
2019-2020 SY
Of Secondary students are CTE completers

CTE CERTIFICATIONS & CREDENTIALS

Career Pathways

Highest completer rates in the 19-20 SY were in:

- Health Science
- Broadcasting and Digital Media
- Animal and Veterinary Science
- Agriculture Mechanics Systems
- Business Administration
- Auto Mechanics and Repairs
- Welding

For the 2020-2021 school year, there are **34** 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.

ASSESSMENT

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 3 through 9 and provides target language proficiency data in speaking, listening, reading, and writing.

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

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

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

The ACT is administered to all juniors in Utah public schools. The 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.

Kindergarten (53F-4-205)

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

NAEP (53E-4-302)

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

ASSESSMENT

Pre-Kindergarten (53E-4-314)

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

RISE (53E-4-303)

The Readiness Improvement Success Empowerment (RISE) assessment is a computer adaptive criterion referenced system that includes summative tests for English language arts (ELA), mathematics, science, and writing. The summative tests are administered to students in the following grades: ELA and mathematics grades 3-8; science grades 4-8; writing grades 5 and 8.

Utah Aspire Plus (53E-4-304)

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

WIDA (ESSA Title III)

The Assessing Comprehension and Communication in English State-to-State (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, & Auditing

COMPLIANCE, MONITORING & AUDITING

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

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

USBE ensures compliance with federal and state laws primarily through program and financial monitoring. In addition, in accordance with the Utah Internal Audit Act (Subsection 63I-5), Internal Audit reports directly to the Board and provides assurance services independent from daily operations.

State Program Monitoring

Utah Administrative Code (i.e. Board Rule) R277-114 provides guidelines for public education program monitoring and corrective action for noncompliance with identified: program requirements, program accountability standards, and financial propriety. The Minimum School Program alone has almost 50 categorical sub-programs that were appropriated over $5.2 billion for fiscal year (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
2019	36	$361,781,433	$340,272,363	94.05%
2018	33	$492,959,252	$479,841,970	97.34%
2017	33	$434,959,943	$403,263,412	92.71%

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

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

Due to CARES, the SFY 2020 Single Audit was not available at the time of publication

COMPLIANCE, MONITORING & AUDITING

Contacts:

Rebecca Donaldson
ESEA Federal Programs and Related State Initiatives Coordinator
Elementary and Secondary Education Act
801-538-7869 | rebecca.donaldson@schools.utah.gov

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

Kathleen Britton
Director of Child Nutrition Programs
Child Nutrition Programs
801-538-7755 | kathleen.britton@schools.utah.gov

Debbie Davis
Chief Audit Executive
Internal Audit
801-538-7639 | debbie.davis@schools.utah.gov

DATA AND METRICS

The data and metrics below measure some of the compliance, monitoring, and auditing function of USBE.

100%
2017-2018 SY

Local Education Agency IDEA Non-Compliance Correction

100%
2018-2019 SY

Child Nutrition Programs

33%
Educators 2018-2019 SY

21%*
Educators 2019-2020 SY
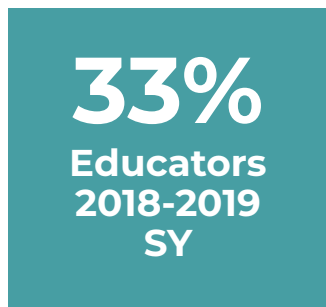
Admin. Reviews Completed
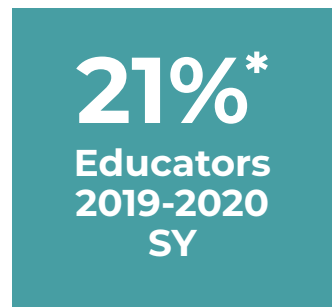
*Due to changes in federal reporting requirements, in the 2019-2020 school year, the new target is 20% of programs reviewed annually

USBE Internal Audit: Concerns Received via the Public Education Hotline by Year

2016: 58
2017: 118
2018: 156
2019: 227
2020: 225

0   50   100   150   200   250
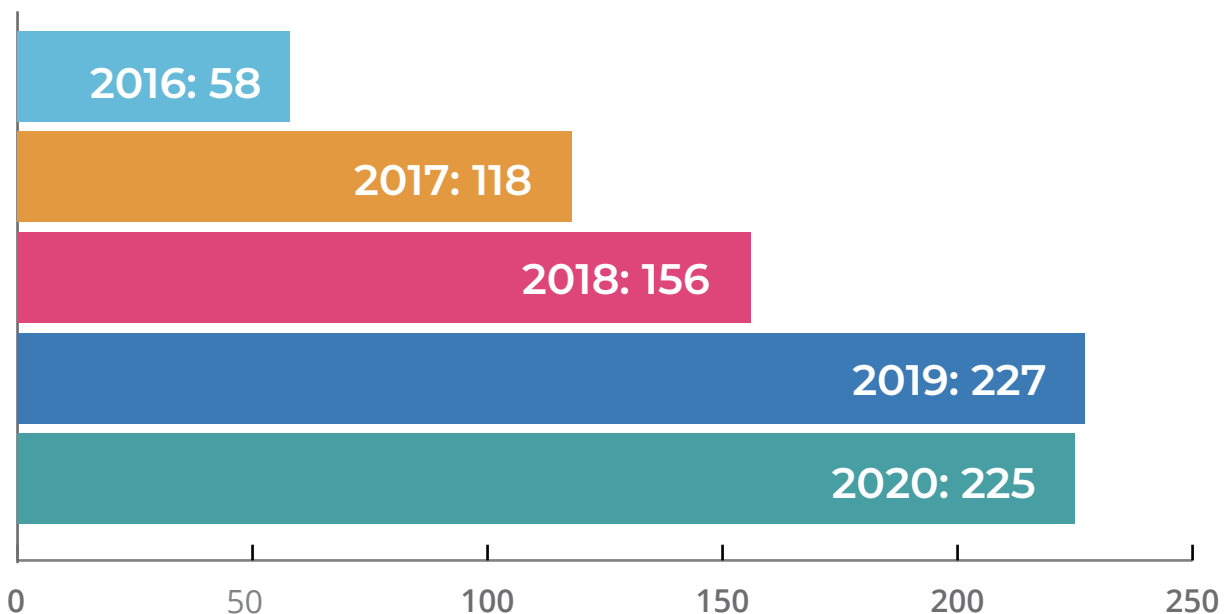
ACHIEVEMENTS

On March 13, 2020 Governor Gary Herbert announced "Utah's public schools will implement a two-week soft closure" which eventually turned into remote learning for

all of Utah's public education students for the remainder of the school year. The Child Nutrition Programs team worked quickly requesting a federal waiver for the continuation of school breakfast and school lunch during COVID-19 school closures which was approved on March 13th enabling continuous access to school meals for students while minimizing exposure to COVID-19.

Despite an increase in the number of concerns received from the Public Education Hotline, USBE's Internal Audit has decreased the average closure time. For SFY 2019, the average closure time was 10 days. That average decreased to 6 days in SFY 2020 demonstrating Internal Audit is more efficient in handling hotlines despite the increase in concerns received.

CHALLENGES

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

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

• The increasing number and diversity of local education agencies

• LEA employee recruitment and retention

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

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

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

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

• Heightened scrutiny of the public education system, including governance

Heightened scrutiny of the public education system is evident from the trends and patterns from the Public Education Hotline maintained by the USBE Internal Audit Department. The figure on the previous page shows an increase in the number of concerns received via the hotline from 2016 to 2020. The series of six audits of public education being done by the Office of the Legislative Auditor General that were started in 2020 further illustrate the heightened scrutiny of the public education system.

Elementary & Secondary Education Act

COMPLIANCE, MONITORING & AUDITING

ESEA

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

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

Federal Programs Funded by ESEA

Title I, Part A

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

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.

COMPLIANCE, MONITORING & AUDITING

ESEA

Federal Programs Funded by ESEA

Title I, Part D

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

Title II, Part A

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

Title III

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

Title IV, Part A

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

Title IV, Part B

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

COMPLIANCE, MONITORING & AUDITING

ESEA

Federal Programs Funded by ESEA

Title VI

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

Title VII, Part B

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

Special Education

SPECIAL EDUCATION

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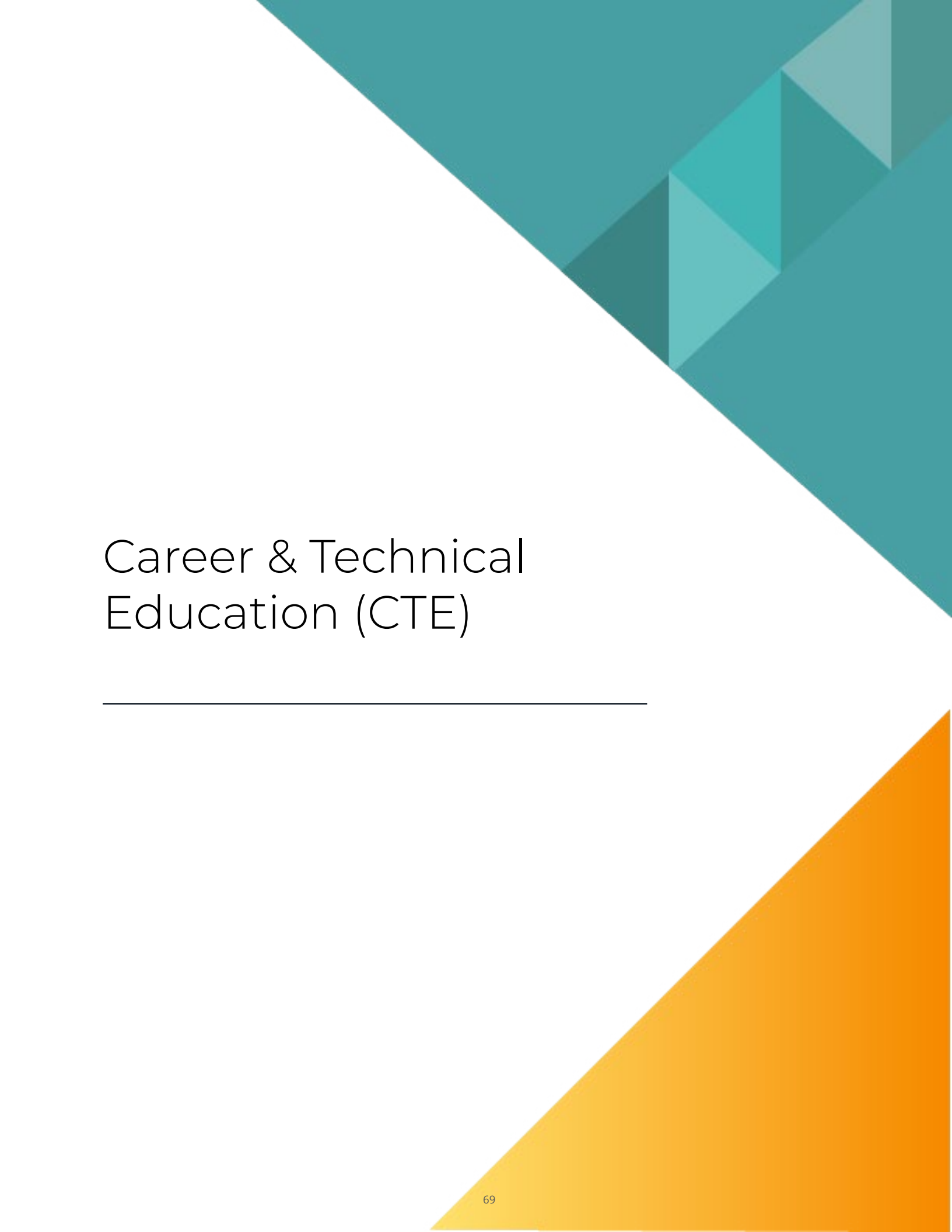
USBE Staff is Required to

- Monitor the implementation of the IDEA and 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 §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.

The primary focus of the State's monitoring:

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

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

Career & Technical Education (CTE)

CAREER & TECHNICAL EDUCATION

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

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

Utah's Perkins V State Plan and our State Methods of Administering Civil Rights Plan were both accepted and approved by the Office of Career, Technical, and Adult Education (OCTAE) this year. Utah transitioned from Perkins IV to Perkins V during the 2019-2020 school year. Perkins V brings 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. The major changes spurred by Perkins V include regional consortia Perkins applications and joint work. The completion of a comprehensive local needs assessment from each applicant has helped to drive their work. In addition, Perkins V bolsters the alignment of programs between USBE and USHE and provides an added focus on equity. We expect the performance achievement levels to change initially due to strengthening of the concentrator and completer definitions.

UTAH PERKINS GRANT AWARD

FY 2021

$15.3 Million
Award Amount

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

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

CAREER & TECHNICAL EDUCATION

Annual Membership Reporting

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

Annual Self Evaluation

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

Onsite Evaluation

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

Student Performance on Four Core Indicators
(CTE Concentrators)

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

Child Nutrition Programs

CHILD NUTRITION PROGRAMS

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

Child Nutrition Programs administers 14 federal food programs and sub programs, which are appropriated under United States Department of Agriculture (USDA) and administered by Food and Nutrition Service (FNS). The federal food programs are primarily designed to ensure sponsors have the necessary knowledge and resources to enable them to provide children, chronically disabled adults, and eligible households access to safe and healthy foods. Child Nutrition Programs also oversee two initiatives: Farm to Fork and Healthier Child and Adult Care Food Program (CACFP).

School Nutrition Programs

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

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

CNP section core objectives are:

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

CHILD NUTRITION PROGRAMS

CNP section core objectives

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

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

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

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

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

The staff administering the program consist of

- A Director
- Three Coordinators
- Financial Analyst
- Three Senior Specialists
- 15 Specialists
- Business Analyst
- Contract / Grant Analyst
- Administrative Secretary
- An Office Specialist
- Data 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 subrecipient's risk of noncompliance with Federal statutes, regulations, and the terms and conditions of the subaward for purposes of determining the appropriate subrecipient monitoring. A more standardized and transparent risk assessment process 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 subrecipients 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 subrecipients. The risk level will determine both the level subrecipients are monitored (onsite visit, desk review, reimbursement request review, etc.) and the frequency of the monitoring activities (quarterly, annually, etc.).

In accordance with 2 CFR 200.521 the State Board reviews all LEA Single Audits and tracks corrective action taken to address any findings. Additionally, the State Board reviews non-LEA Single Audits, financial audits, agreed upon procedures, etc., on a sample basis. Audit related findings will impact a subrecipient'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.

GRANTS COMPLIANCE

Technical Assistance

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

• Review of formula driven federal grant allocations to LEAs

• Providing staff with guidance based on appropriate rules and regulations when questions arise

• Attendance at onsite LEA monitoring exit meetings as requested

• Assisting USBE staff that are being monitored by federal, or other state agency monitors as requested

• Attending section staff meetings to help with drafting program monitoring plans, risk assessments, etc.

• Identifying/developing necessary and appropriate controls within the Utah Grants Management System

• Helping to develop strong internal policies and procedures related to the grants management life-cycle

• Working with Financial Operations staff to review website content to ensure 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

Internal Audit

INTERNAL AUDIT

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

Auditing Standards

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

• Utah State Board of Education

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

• State Charter School Board (SCSB)

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

Risk-Based Plan

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

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

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

In support of the USBE strategic plan, Internal Audit has developed a Department strategic plan. The Strategy Map below shows the current plan, including goals and strategies. Specific performance measures and targets are available upon request.

INTERNAL AUDIT

Intetrnal Audit Department Strategy Map

Mission - Analyzing education independently and objectively for Utahns

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

Values - Excellence, Professionalism, Efficiency, Integrity, Life Balance

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

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

GOAL- Internal Audit Leadership
Result: Utah-wide recognition for thought leadership and internal audit services expertise

INTERNAL AUDIT

Intetrnal Audit Department Strategy Map

Strategies

Customer Stakeholder

Improve Quality of Public Education

Increase Awareness of IA Program

Financial

Improve Cost Effectiveness

Internal Process

Increase Efficiency and Reliability

Increase Requests / Opportunities

Increase & Improve Relationships

People, Tools, Technology

Improve Technology

Improve KSAs

Improve Employee Engagement
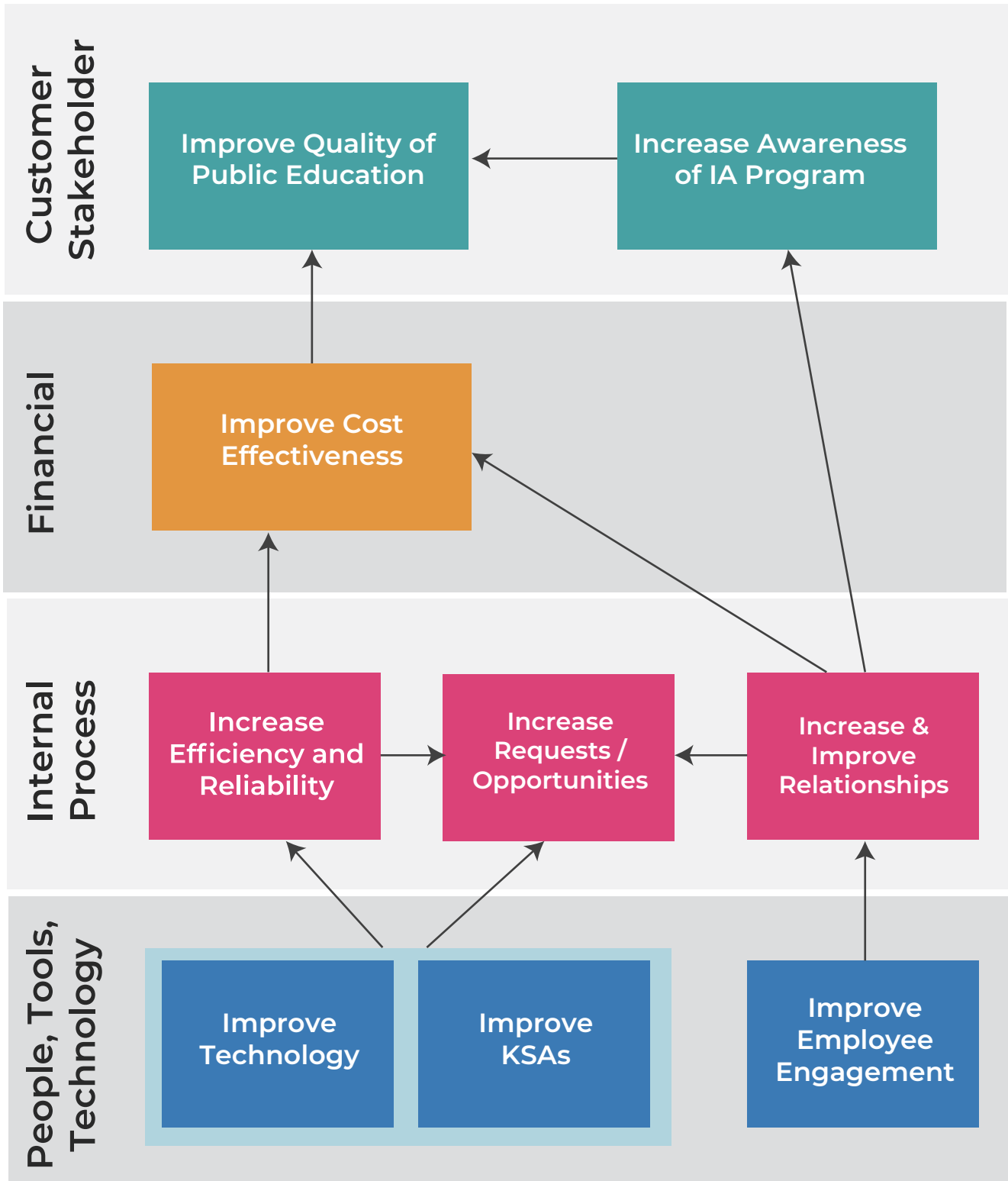
Educator Effectiveness

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
Educator Licensing Coordinator
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

Jennifer Throndsen
Director of Teaching and Learning
801-538-7739 | jennifer.throndsen@schools.utah.gov

DATA AND METRICS

Educator Licenses, SY 2019-2020

5,096
Professional

935
Associate

2,286
LEA Specific

Utah Educators Holding a Full Board-approved License

89.6%
2018-2019
SY

90.9%
2019-2020
SY

95%
Target
2019-2020
SY

100%
2018-2019
SY
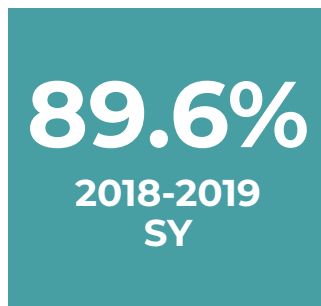
Background check response and notification of local education agency within 72 hours

100%
2019-2020
SY

ACHIEVEMENTS

» The State Board has been engaged in a multi-year process to restructure educator licensing. The new licensing structure went into effect July 1, 2020. Under the new structure, we have three licensing levels: LEA-Specific, Associate, and Professional. The Alternative Route to Licensure (ARL) program is now locally administered as the Alternate Pathway to Professional Educator License (APPEL) program. In addition, we are working toward establishing a competency-based approach to educator preparation.

» More than half of Utah's teachers quit within seven years. Research has shown that new teacher support including induction and mentoring programs can reduce teacher attrition. The State Board has published classroom teacher mentor competencies and mentoring modules with over 430 individuals accessing the optional course. Future plans include the release of Utah's Beginning Teacher Induction Guidebook with a chapter devoted to mentoring.

Alternate Route to Licensure (ARL) → **Alternate Pathway to Professional Educator License**
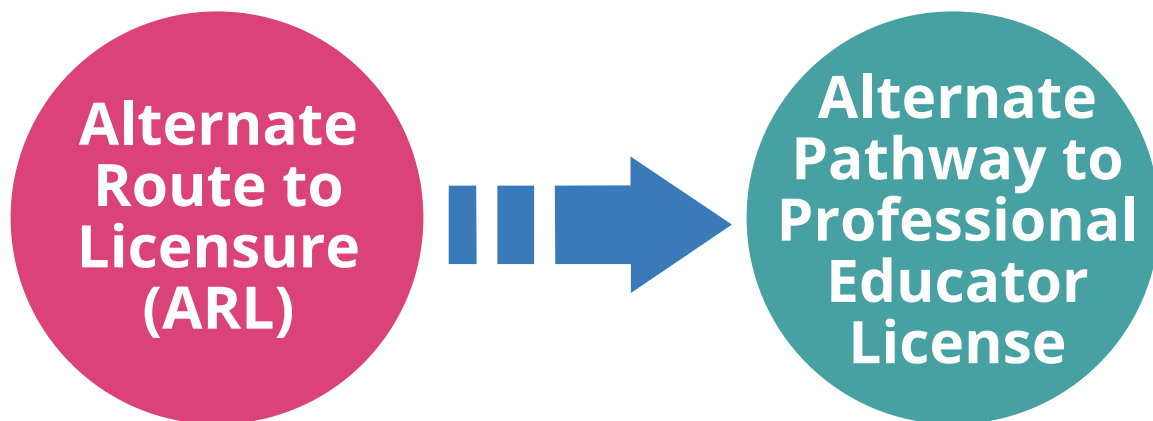
CHALLENGES

While we are excited about the inaugural administration of both the educator engagement and exit surveys, the initial versions of both surveys were created in ways that prevented analysis that may be more informative than the descriptive summaries provided by the results. Recognizing this limitation, USBE plans to refine and better align questions from both surveys so that future data from both surveys can enable analysis of disaggregated data as well as more detailed statistical analyses to provide more meaningful data regarding teacher job satisfaction and reasons teachers are leaving.

Educator Preparation

EDUCATOR PREPARATION

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

University-based educator preparation programs are periodically reviewed by State Board staff to ensure they meet or exceed the established standards. Utah currently has nine approved university-based programs.

Professional Pathways

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

A new educator licensing structure went into effect July 1, 2020 which will change educator licensing beginning in the 2020-2021 school year.

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).

License Areas of Concentration

Designate what grade level(s) you are qualified to teach in Utah.

Endorsement

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

General Categories of Endorsements

- Adult education
- American sign language (ASL)
- CTE
- Driver education
- Dual language immersion
- Educational technology
- English second language (ESL)

- English/language arts
- Fine arts
- Gifted and talented
- Health education
- Library media
- Mathematics
- Physical education

- Reading
- Science
- STEM
- Social studies
- Special education
- Speech pathology
- World languages

EDUCATOR LICENSING

Educator Licenses, 2019-2020

Below are the total number of educator licenses and license areas processed between 7/1/2019 and 6/30/2020. The new license structure went into effect July 1, 2020. None of the licenses included below were awarded within the new educator licensing structure.

Equivalant Lic. Type	Professional		Associate	LEA Specific		Total
License Area	University Preperation	Other Preperation*	ARL	LEA-Specific	Authorization	FY 2019-20
CTE	-	1	24	7	28	60
CTE - Specialty	-	-	2	-	2	4
Early Childhood Education PK-3	105	15	1	-	92	213
Elementary Education K-6	1484	2	53	1	266	1806
Elementary Education 1-8	1047	4	210	2	282	1545
Secondary Education 6-12	1102	93	510	21	951	2677
Deaf Education	2	-	-	-	-	2
School Counselor K-12	149	-	-	-	65	214
School Psychologist K-12	48	-	-	-	31	79
School Social Worker K-12	45	-	-	-	40	85
Admin/Supervisory K-12	273	-	-	-	15	288
Communication Disorders K-12	1	-	-	-	-	1
Special Education K-12	534	2	135	-	377	1048
Speech-Language Technician	-	39	-	-	15	54
Preschool Special Education (Birth-5)	66	-	-	-	58	124
Speech-Language Pathologist	84	-	-	-	33	117
Annual Total	4940	156	935	31	2255	8317

*Other preparation includes alternative preparation, demonstrated competency, and foreign credentials

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.

Strand 1: The Learner and Learning

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

Strand 2: Instructional Practice

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

Strand 3: Professional Responsibility

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

Standards for Educational Leadership

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

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.

EFFECTIVE TEACHING & LEADERSHIP STANDARDS

Standards for Educational Leadership

Strand 2: Teaching and Learning

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

Strand 3: Management for Learning

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

Strand 4: Community Engagement

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

Strand 5: Ethical Leadership

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

Strand 6: School Improvement

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

Strand 7: Equity and Cultural Responsiveness

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

Professional Learning

PROFESSIONAL LEARNING

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

Learning Communities

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

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

Resources

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

Data

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

Learning Designs

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

Implementation

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

Outcomes

Professional learning aligns its outcomes with:

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

Technology

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

PROFESSIONAL LEARNING

Massively Integrated Data Analytics System

MIDAS

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

Performance Measures on Professional Learning

These include professional learning as part of career and technical education, professional learning for dual immersion educators, 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 at least quarterly and at the call of the chair or of a majority of the members. The Board is authorized to make rules establishing UPPAC duties and procedures (53E-6-506).

Administrative Rules

R277-210:

Utah Professional Practices Advisory Commission (UPPAC), Definitions

R277-211:

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

R277-212:

UPPAC Hearing Procedures and Reports

R277-213:

Request for Licensure Reinstatement and Reinstatement Procedures

R277-214:

UPPAC Criminal Background Review

R277-215:

UPPAC, Disciplinary Rebuttable Presumptions

R277-216:

Surrender of License with UPPAC Investigation Pending

R277-217:

Educator Standards and LEA Reporting

For the 2019-2020 school year, UPPAC opened **89 cases** to investigate alleged educator misconduct. UPPAC investigations resulted in:

- 9 permanent revocations
- 21 suspensions
- 23 reprimands
- 3 license flags
- 1 license surrender
- 18 dismissals
- 57 disciplinary letters

UPPAC's expedited hearing process resulted in **28** disciplinary letters.

Educator Engagement and Exit Survey

EDUCATOR ENGAGEMENT & EXIT SURVEY

In the 2019 General Session, the Legislature passed House Bill 130, Public Education Exit Survey, which enacted provisions related to exit surveys for licensed public education employees to help the state gather data on why teachers quit. Consequently, the Board adopted R277-325, Public Education Exit and Engagement Survey along with developing a model survey. The 2019-2020 school year marks the first year both the engagement and exit surveys were administered.

2019-2020 School Year Survey

The Utah State Board of Education received engagement survey data from 17,078 educators in 128 LEAs and exit survey data from 935 educators in 78 LEAs. In general, Utah educators seem satisfied with the nature of their collaborative work with other educators, the quality and oversight of school administration, and their access to needed tools, technology, and professional learning. At the same time, many educators fail to see a clear career path, despite having set goals for their career development. Educators who lack this career vision are more likely to anticipate transferring schools or leaving the profession. Among those who leave their positions to transfer to another school, location of the new position seems to be a major influence in that decision. Retirement is a leading influence in educator decisions to leave the profession along with family concerns and emotional exhaustion/stress/burnout. The survey responses help the State Board and legislators better understand the experiences of educators in Utah. The full report on the educator engagement and exit survey is available here: https://schools.utah.gov/file/36127720-c2c0-4de3-bc41-0d1e6b803f2a

Career Progression
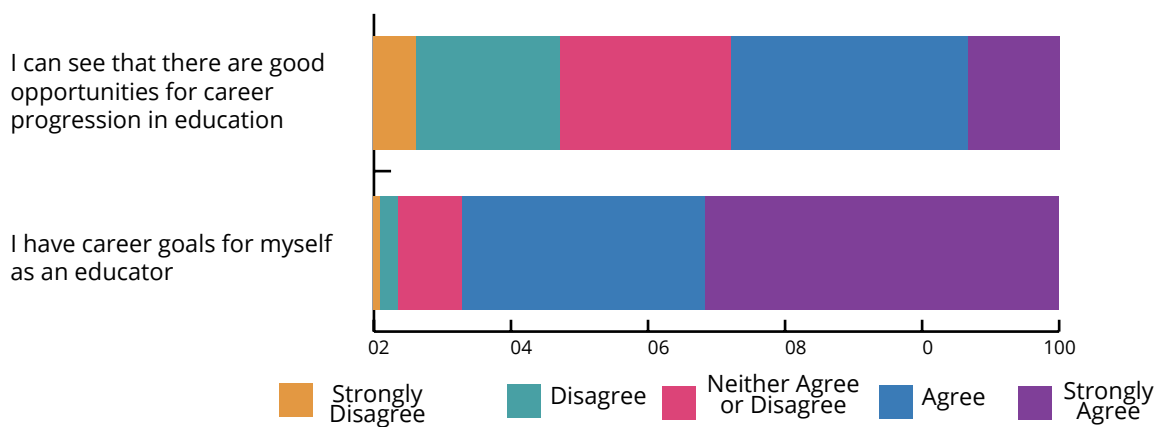
The vast majority of educators surveyed in the engagement survey, 87%, agree or strongly agree that they have career goals for themselves as educators. However, when asked whether they can see that there are good opportunities for career progression in education only 47.9% agree or strongly agree and 27.1% disagree or strongly disagree.

EDUCATOR ENGAGEMENT & EXIT SURVEY

Influential Reasons for Leaving the Teaching Profession

In the engagement survey responses, when asked to rate how influential certain factors were for leaving the teaching profession, "emotional exhaustion/stress/burnout" was a leading factor for speculative leavers (teachers who foresee themselves leaving the teaching profession) with 68.1% indicating that this factor was either "very influential" or "extremely influential" in their decision. Behind burnout, speculative leavers also indicated "better opportunities outside of education" (48%) and "retirement" (38.3%) as being influential reasons for leaving. For teachers actually leaving the profession "Retirement" was indicated as being "very influential" or "extremely influential" for 50.8% of actual leavers. In contrast to speculative leavers, only 17.7% of actual leavers indicated "better opportunities outside of education" as being influential compared to 48% of speculative leavers. About 37.4% of actual leavers cited "emotional exhaustion/stress/burnout" as influential compared to 68.1% of speculative leavers

Emotional Exaustion / Stress / Burnout

37.4% Actual Leavers	68.1% Speculative Leavers

Better Opportunities Outside of Education

17.7% Actual Leavers	48.0% Speculative Leavers

Retirement

50.8% Actual Leavers	38.3% Speculative Leavers

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
Finance Director
801-538-7627 | deborah.jacobson@schools.utah.gov

Patrick Lee
School Finance Director
801-538-7667 | patrick.lee@schools.utah.gov

Zac Christensen
Director of Purchasing and Contracts
801-538-7538 | zac.christensen@schools.utah.gov

DATA AND METRICS

Percentage of Funds Passed to Subrecipients

| 92.7% 2017 SY | 97.3% 2018 SY | 94.0% 2019 SY |

Grants Processed in Utah Grants

| 6,291 2019 FY | 2,681 State and Federal Grants | 3,610 MSP Grants |

| 6,609 2020 FY | 3,030 State and Federal Grants | 3,579 MSP Grants |
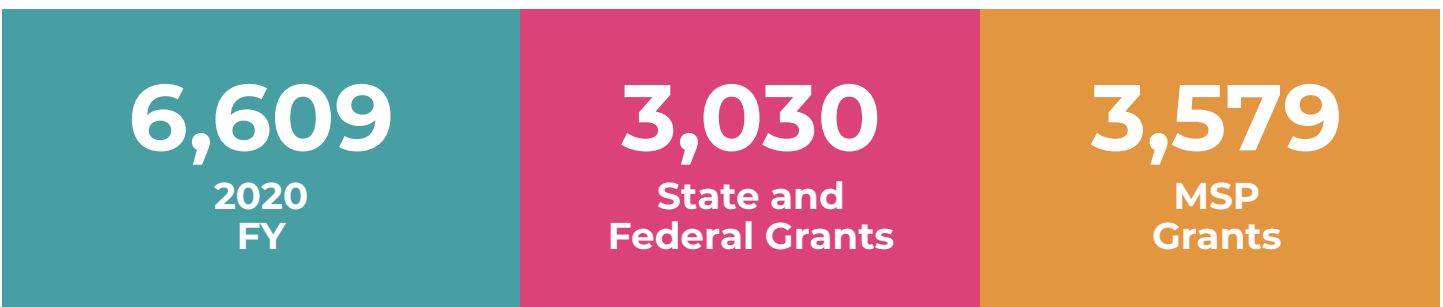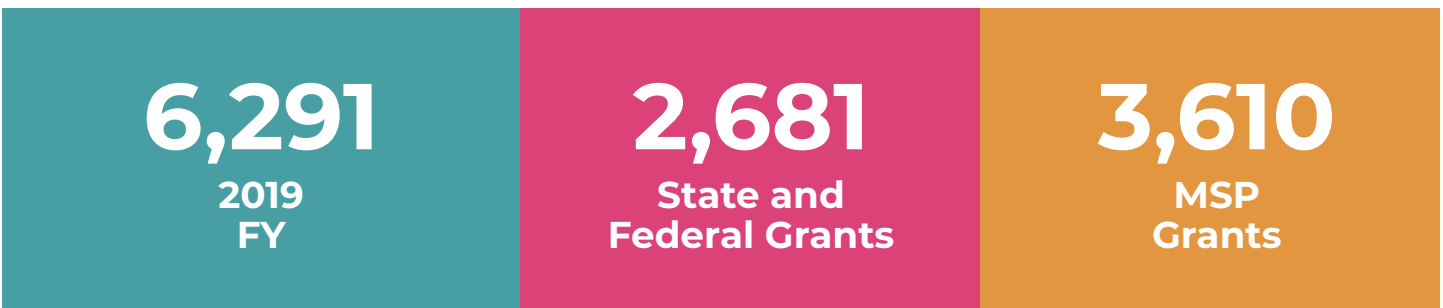
ACHIEVEMENTS

>> Received recognition for the effective administration of CARES Act funding using the Grants Management System implemented by the Utah State Board of Education.

>> Continued to perform exceedingly well in funds control and management of the Utah State Board of Education internal budget as indicated by fewer findings from quarterly State Finance audits.

>> Demonstrated great depth and capability with procurement processes in the COVID-19 environment. Our procurement team led the state in procuring and ensuring Personal Protective Equipment (PPE) for our LEAs.

>> Adjusted and adapted the Minimum School Program to the impacts of COVID-19 on enrollment. Our School Finance team provided exceptional analysis to arrive at an optimal distribution for our Local Education Agencies.

$119.9 Million CARES Act Funding → **Distribute to Local Education Agencies**
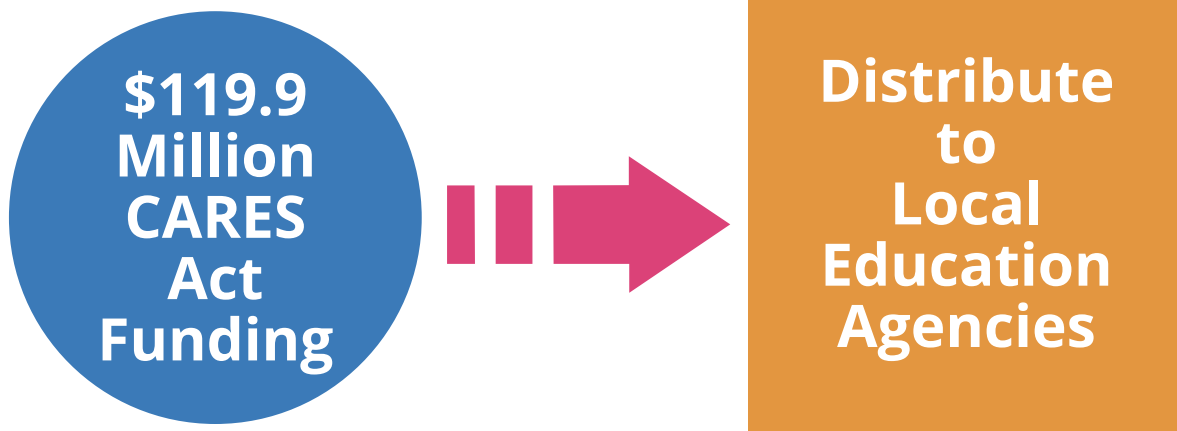
CHALLENGES

Along with managing the typical public education budget, COVID-19 resulted in an influx of additional funds for the public education system. As of December 2020, the State Board has received an additional $119.9 million from several funds under the Coronavirus Aid, Relief, and Economic Security (CARES) Act. More detail on this funding is provided in the front of this report. As with any monetary resources, this funding requires staff administration and monitoring and this work is on top of the work staff already do for public education finance. Staff have worked diligently to ensure these resources get to LEAs.

FINANCE

Finance

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

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

MSP

The Minimum School Program (MSP) is the primary funding source for school districts and charter schools in Utah. The FY 2021 total appropriated budget is $4,963,976,600 including state and local dollars. The state MSP funds represent approximately 77% of total MSP revenues and include 23% of local revenue. The funds are used to support 1,113 traditional, alternative, special education and charter schools for approximately 666,609 Utah students. The State Board distributes MSP funds in the monthly allotment memo and according to formulas provided by state law and State Board rules.

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

FINANCE

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

FINANCE

Pupil Transportation

The state's fleet of **3,167** Yellow School Buses provides safe and environmentally friendly transportation to **201,500** children every day.

At the State Board, pupil transportation is partly under the authority of Title 41 of the Utah Code (Department of Transportation). This statute, 41-6-115, states "the Department of Transportation by and with the advice of the State Board of Education and the Department of Public Safety shall adopt and enforce regulations not inconsistent with this chapter to govern the design and operation of all school buses when owned and operated by any school district or privately owned and operated under contract with any school district, or privately owned for use by a private school in this state, and such regulations shall by reference be made a part of any such contract with a school district or private school. Every school district, or private school, its officers and employees, and every person employed under contract by a school district shall be subject to said regulations." Regulations contained herein are applicable to public schools and all operations under the jurisdiction of the State Board of Education. In addition, 53E-3-501 tasks the Board with establishing rules and minimum standards governing state reimbursed bus routes; bus safety and operational requirements; and other transportation needs.

USBE provides LEAs with best practices, trainings, requirements, and resources relevant to pupil transportation. The Utah Pupil Transportation Advisory Committee comprised of LEA superintendents, business administrators, and transportation directors provides council on and discusses transportation issues faced by Utah students.

Pupil Transportation Reports from LEAs

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

- Submitted by school districts and recipients of the rural transportation reimbursement grant annually November 1.
- Projects annual miles and minutes associated with to/from school transportation routes.
- Used in preparing legislative funding estimates for state supported pupil transportation.

FINANCE

Pupil Transportation

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.

Statewide Transportation Waivers

Due to COVID-19, on March 19, 2020, the Board approved a statewide waiver of transportation requirements through June 30, 2020 in R277-600, which requires an LEA to record and submit all student transportation costs, including miles and minutes. To further support the continuity of transportation funding, the Board is seeking a legislative waiver for FY 2022 transportation funding to be based on FY 2020 miles and minutes (pre-COVID-19).

FINANCE

Pupil Transportation

Pupil Transportation Funded by the Legislature

To and From School - Pupil Transportation

FY 2021 $110,605,400 appropriated

Funding Eligibility (53F-2-403):
For Students:

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

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

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

Additional Eligibility:

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

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

Rural School Reimbursement

FY 2021 $500,000 Ongoing

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

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

• LEAs may submit for the reimbursement annually.

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

FINANCE

Pupil Transportation

Pupil Transportation Funded by the Legislature

Rural Transportation Grants

<div style="background-color:#D6376E;color:white;padding:10px;text-align:center;font-weight:bold;font-size:1.5em;">FY 2021 $1,000,000 Ongoing</div>

- Grant program that provides funding to a school district or charter school located in a county of the fourth, fifth, or sixth class and provides matching funds in an amount equal to the grant.
- Funding is to help fund student transportation to and from school for those students who are not eligible for funding under the To and From School Transportation program; transportation for students to and from student activities and field trips; or replacement of school buses

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, USBE has implemented the procurement module of FINET, the state's financial system. USBE is the first state entity to do so. This has required an implementation plan with the vendor and coordination with State Finance and State Purchasing. The implementation allowed USBE to configure the implementation to USBE's processes.

The purchasing team has trained USBE staff on the new system and are using the new module exclusively. The new module is providing additional transparency and support for the internal stakeholders.

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 assessment, Early Intervention Reading software, UPSTART, 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 local education agencies on legal issues, including fee waivers, training and guidance; and assisting the public with questions about education law and grievances with the state's public education system.

Contacts:

Angie Stallings
Deputy Superintendent of Policy
801-538-7550 | angie.stallings@schools.utah.gov

Jeffrey G. Van Hulten
Director of Public Affairs
801-538-7521 | jeffrey.vanhulten@schools.utah.gov

Jill Curry
Program Analyst
801-538-7678 | jill.curry@schools.utah.gov

DATA AND METRICS

Education Administrative Rules
New, Amended, & Continued Rules

48	72	99
2018 SY	**2019 SY**	**2020 SY**

Education Bills Introduced and Passed
By Legislative Session

169 2018 GS → **114** Passed

194 2019 GS → **79** Passed

198 2020 GS → **112** Passed
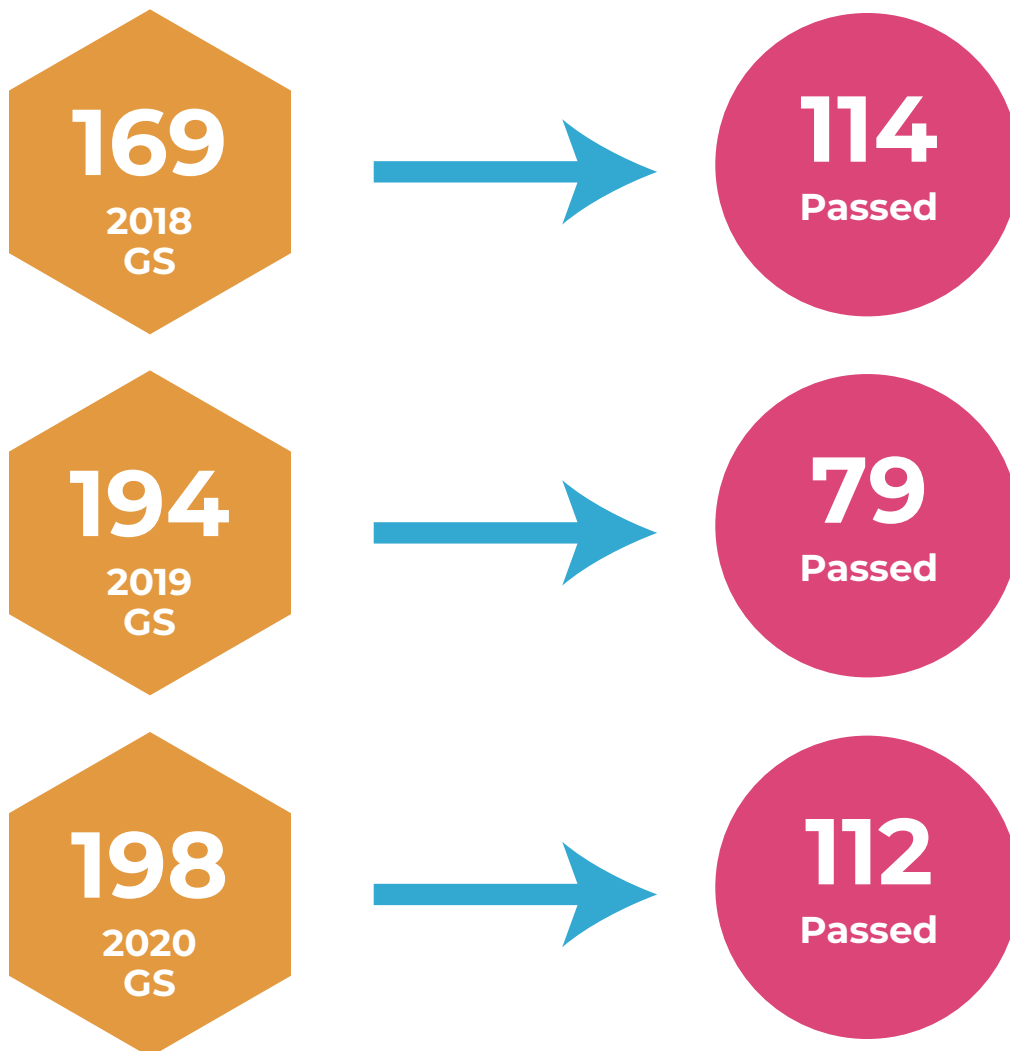
ACHIEVEMENTS

» In light of the COVID-19 pandemic, the Policy team has worked toward waivers of administrative rules and state law where necessary for the 2019-2020 and 2020-2021 school years.

» In March through June 2020, the Board approved waiving provisions in 22 rules for the 2019-2020 school year.

» As of December 2020, the Board has approved waiving provisions in 7 rules for the 2020-2021 school year. Additionally, the Utah State Legislature has amended several state laws in response to the pandemic.

The COVID-19 Pandemic

22 Rules Waived March-June 2020

7 Rules Waived As of December 2020

CHALLENGES

The number of education bills introduced each legislative session has grown in recent years. In the 2016 General Session, 126 education bills were introduced compared to 198 education bills in the 2020 General Session which is a 57 percent increase. Thus, the workload managing and responding to relevant legislation has increased.

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 (https://schools.utah.gov/administrativerules) you can find all current rules in effect, rules that are currently being considered (see Board Rule Status), rules that have been created or amended in the past, rules that incorporate other documents as part of the rule, and other resources.

AUTHORIZATION	PREPROPOSAL	PROPOSAL	COMMENT PERIOD	CONSIDERATION	ADOPTION	ENFORCEMENT
The need to make a new rule or amend an existing rule arises via: • Legislation • Staff Request • Board Request • Public Request	**Committee** Draft of new rule sent for review and initial approval **Board** Draft of new rule sent for review and final approval amendments can be made.	**Board** Adopts draft rule described in Board Policy 1002 **Staff** File a proposed rule (text and financial impact) with OAR. *(Begin again)* **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; request public hearing. **OAR** Publishes proposed rules in the Utah State Bulletin	**Board** Considers comments **Board** Does the Board want to amend the rule based on public comment? *Yes* **Board** May prepare a change in the proposed rule	**Board** Files notice of effective date with the Office designating the rule's effective date *No* **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

View the full rulemaking process: https://schools.utah.gov/file/d4a02a63-3d56-4120-9a2b-480b1019f863

Rulewriting Manual

Beginning in July 2015, USBE staff began the process of reformatting all of the Board's administrative rules to make technical and conforming changes in accordance with the Rulewriting Manual for Utah. To date, all but 5 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 RELATIONS

Legislative Reports

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

Fiscal Note and Budget Item Follow Up

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

Reporting, Data & Statistics

REPORTING, DATA & STATISTICS

The Utah State Board of Education collects, evaluates, and reports education data. This work includes reviewing and auditing the state's data collection; compiling and analyzing a wide variety of information about schools, student progress, graduation rates, school districts, and other useful statistics and reports on the condition of Utah's education 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 665,306 students and 36,600 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 Coordinator
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

Whitney Phillips
Chief Privacy Officer
801-538-7523 | whitney.phillips@schools.utah.gov

DATA AND METRICS

USBE Information Technology
IT Operations Ticket Backlog

110
July 2019
Goal 55 Tickets

28
June 2020
Met Goal of 55

USBE Student Data Privacy

7,809
2019-2020 SY
Educators completed the Student Data Privacy re-licensure course

28
2019-2020 SY
Student Data privacy training videos had 229,926 views

201,073
2019-2020 SY
Total views for Teacher Re-licensure videos
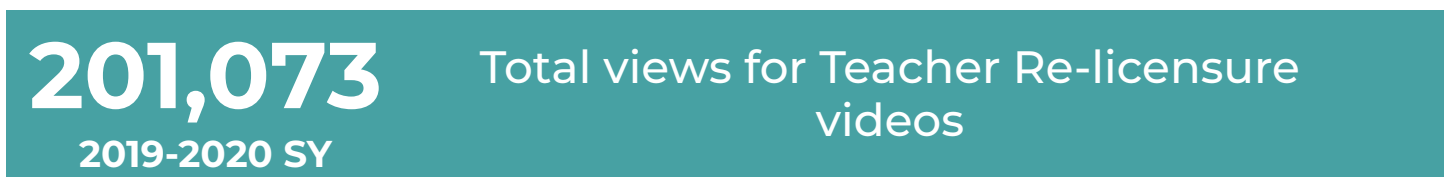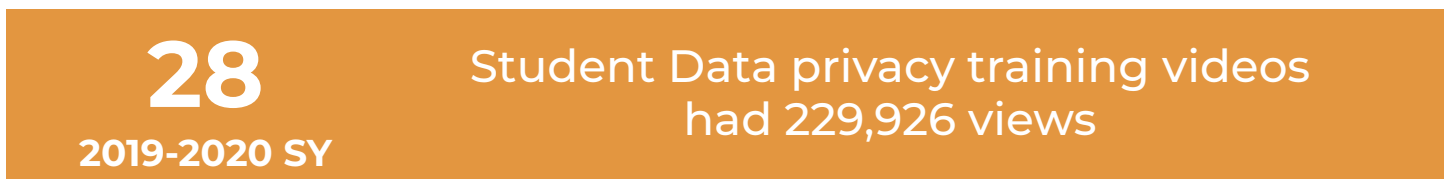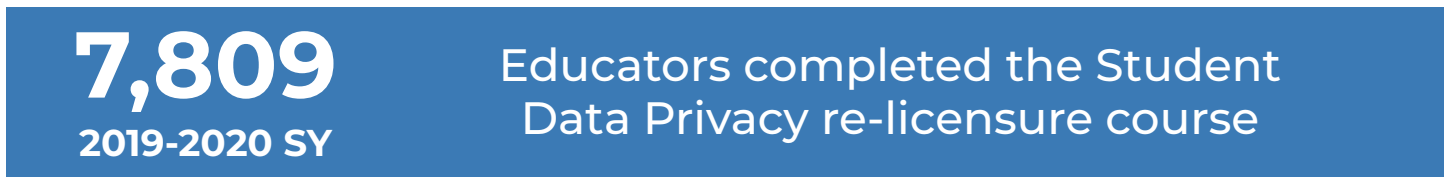
ACHIEVEMENTS

» USBE IT has developed and implemented an operations lifecycle management strategy (OLMS) to ensure application of lifecycle management principles and best practices across the USBE IT enterprise. It focuses USBE IT acquisitions, policy, and procedures toward common USBE IT objectives in support of the Board's strategic plan and objectives. The OLMS goal is to provide first-rate IT service to USBE employees and LEAs.

» In FY 2020, USBE IT implemented the IMS Global One Roster 1.1 to standardize data exchanges with USBE vendors. This application programming interface (API) enables the secure exchange of student information while eliminating the need for manual and timely exchanges and the need to redefine student rostering for all assessment vendor contract actions, and provides the ability for more frequent data exchanges with vendors to ensure students are receiving access to proper examinations and other support services.

» This year USBE Student Data Privacy rolled out a new project, the Utah Data Privacy Agreement (DPA), that helps schools send out contracts to EdTech vendors to follow student data privacy requirements which requires schools to include student data privacy provisions in all third-party agreements that receive student personally-identifiable information (PII). The Utah DPA was developed in collaboration with legal counsel, LEAs, and vendors.

OLMS

IMS GLOBAL ONE

DPA

CHALLENGES

USBE IT has identified challenges with USBE data management practices which have resulted in time-consuming, costly, and non-standardized data exchanges and reporting methods. In response, USBE developed a data ecosystem concept of operation to address data management shortfalls throughout the organization. This ecosystem is a collection of infrastructure, analytics, and services used to capture and analyze data and provides a "single pane of glass" of mission-essential data for consumption by internal users, external stakeholders, and the general public. It will provide key approaches to data management, reporting, and data exchanges for USIMS.

School Performance

SCHOOL PERFORMANCE

Data Gateway and School Report Cards provide important information regarding school performance and can serve as tools for accountability. At the same time, the performance data and personally identifiable student information data 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, datagateway.schools.utah.gov, is a resource provided by USBE that allows the public and school personnel to access education-related data. The State Board uses data to analyze student performance and inform educational improvements at the policy, State Board, and classroom level. Accountability and transparency in education data 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 dashboard available at utahschoolgrades.schools.utah.gov displays key information about schools. Users can find information by local education agency or drill down for information at the school level. This information includes school demographics as well as school performance including rates of proficiency, growth, the progress of English learners, and an overall score.

With the suspension of state assessment in March 2020, this year's School Report Card looks a little different than prior years. However, the report card still includes all of the data that are not dependent on state assessment systems (i.e. graduation rate, post-secondary enrollment, readiness coursework) and assessment results that were collected prior to the soft-closure of our schools (i.e. English language proficiency). 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.

Ed*Facts* Initiative
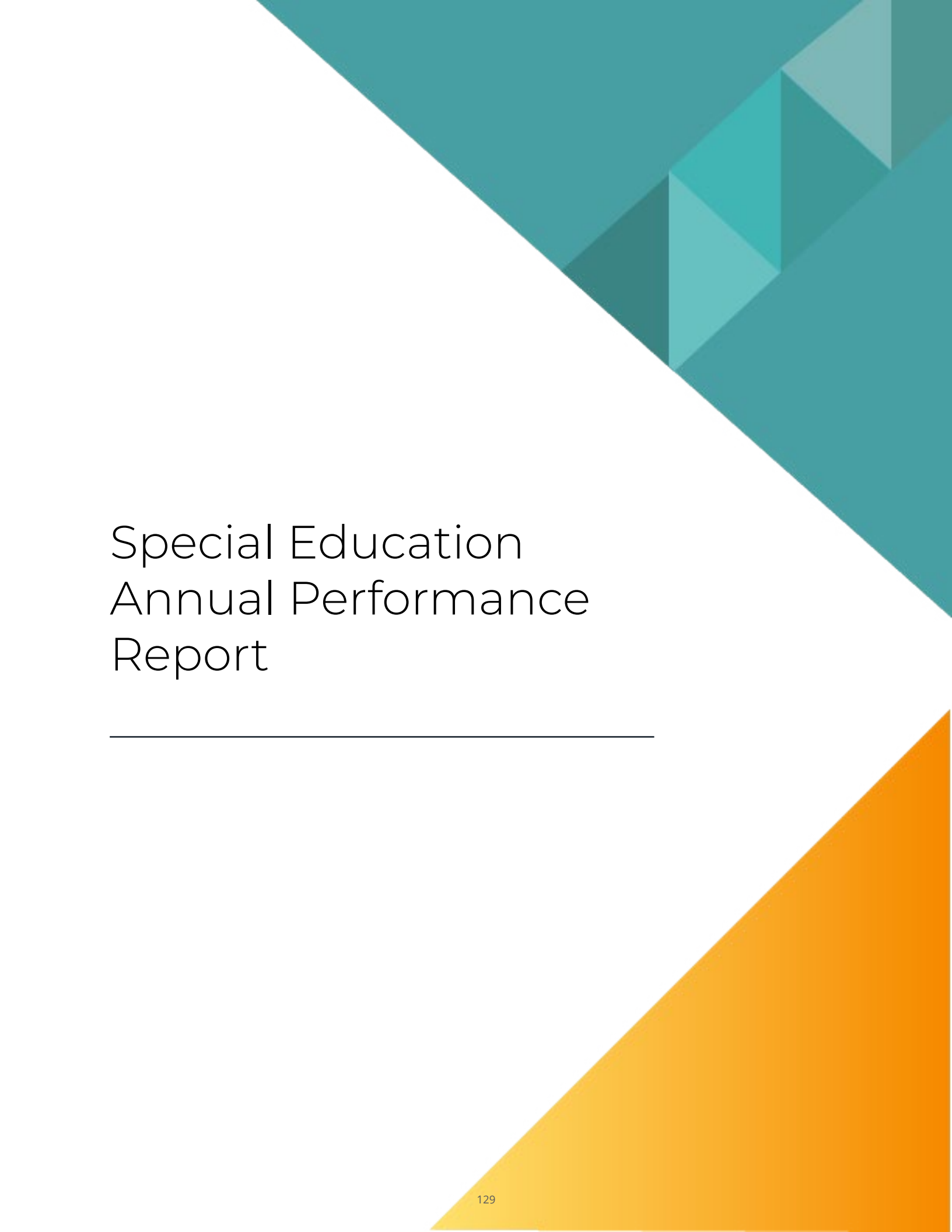
ED*FACTS* INITIATIVE

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

Purpose of Ed*Facts*

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

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

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

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

Special Education Annual Performance Report

SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

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

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

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

School Information Management

SCHOOL INFORMATION MANAGEMENT

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

The State Board continues the development of the Utah School Information Management System (USIMS) to modernize USBE's legacy data systems and enable real-time access to data to inform decision making at all levels of the education system, while also safeguarding against data breaches. USIMS is slated to consolidate 16 current systems that collect student, teacher, and financial data which should help alleviate some of the reporting burden on LEAs by consolidating core data collections. The Legislature appropriated $17.2 million one-time in the 2019 General Session for USIMS. This funding (along with previously appropriated funding) is to be disbursed over the next 2.5 years for the project.

USIMS is being developed using the Scrum development methodology which provides transparency, inspection, adaption, and results in higher quality products, better user satisfaction, higher productivity, and a greater ability to incorporate changes as they occur.

The project began with the creation of the USIMS Functional Advisory Board and focus working group. The advisory board and working group are essential in defining and creating the USIMS system. Both are made up of internal USBE personnel and external LEA representatives from school districts and charter schools across rural and urban areas to ensure comprehensive needs are captured for USIMS development. Functional Advisory Board meetings are held quarterly to detail USIMS progress. The focus working group meets weekly to detail requirements, direct development requirements and objectives, and to review development team deliverables.

USIMS development will ultimately be performed by three development teams. Each team will focus on one of three USBE domains: student, educator, and finance. Under each domain, the teams will carve out development focused on the consolidation of USBE systems under the domains and redevelopment of USBE capabilities delivered by legacy systems into services. Service-based development provides USBE future agility and interoperability opportunities.

The first of three development teams, the educator development team, is assembled and working on the development of educator licensing management. This team will address course, LEA management, and other educator-focused capabilities in future development. The student development team is currently being assembled and will begin development activities in February 2021 with a focus on student data collections, unique student identification, and reporting.

USIMS Roadmap

	Q4	Q1 2020	Q2	Q3	Q4	Q1 2021	Q2	Q3	Q4	Q1 2022	Q2	Q3	Q4	Q1 2023	Q2

Projected Completion Estimate

Educators / Staff / LEA

- Educator Management
- LEA/School Management
- Course Management
- Other LEA Employee Management and Data Collections

- **Estimated 2nd Quarter 2023 Completion**
- Utilizing Agile software development principles and Scrum framework
  - Iterative development
- Created Subject Matter Expert led groups from USBE, LEAs, Professional Education organizations
  - SME teams drive development

- Currently focused on subsumption of Educator Licensing; LEA and School Management; Course Management; Pedagogy
- Includes integrations with State Criminal Identification, MIDAS, Canvas, and other 3rd parties for automation

Students

Student Management and Student Data Collections

- Began hiring team to start development
- Focus will be on Student Information System to USBE data exchanges, and data alignment (ED-FI/SIF/CEDS/Student Backpack); Assessment data exchanges; USHE data exchanges; Student Academic record; Analytics; Reporting; Student Management

NOTE: The roadmap is based on information we have to-date and is a living document that will change as we get more detail and as priorities are adjusted

Financial

Financial Data (Student/Teacher/LEA)

- Financial Data
- LEA information including schools, school characteristics, assessments, and other elements that are used for payments and reimbursements;
- Pupil Accounting; Minimum School Integration; LEA Financial data exchanges

Foundation

Architecture / Data Management / Configuration Management / Cyber Security

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Student Data Privacy

STUDENT DATA PRIVACY

Whether discussing student-achievement, program monitoring, education funding, account-ability 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 proce-dures, as well as providing guidance and resources for various stakeholders.

Guidance and Resources

• Holds the Student Data Privacy Conference every fall

• Monitors annual reporting of LEA compliance from LEA data managers

• 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

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

STUDENT DATA PRIVACY STRATEGIC PLAN

COMMUNICATION

Provide clear and consistent communication both internally and externally

TRAINING AND AWARENESS

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

STAKEHOLDER INPUT

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

LAW, RULE, AND POLICY

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

OVERSIGHT

Assess risk, monitor compliance, and respond to privacy incidents

INTERNAL HEALTH AND WELLNESS

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

Initiatives

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

Adult Education

ADULT EDUCATION

Adult education empowers individuals to become self-sufficient, with skills necessary for future employment and personal successes. The State Board's Adult Education program 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.

Legislative Appropriations

$13,492,100	**$14,175,400**	**$14,601,400**
2019	2020	2021

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.

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.

ADULT EDUCATION

By the Numbers

Students with Adult Education Contact

Basic Education / Secondary Education

14,664 2018	**9,949** 2019	**7,983** 2020

English Language Acquisition

5,732 2018	**4,859** 2019	**4,310** 2020

Number of Students Who Earned Credentials

Level Gains

4,930 2018	**5,732** 2019	**3,340** 2020

Graduated with GED/HS Diploma

2,624 2018	**2,374** 2019	**1,723** 2020

DWS Match for Employment

7,917 2018	**4,814** 2019	**4,452** 2020

ADULT EDUCATION

By the Numbers

Percentage of Students Who Earned Credentials

Level Gains

24% 2018	**39%** 2019	**27%** 2020

Graduated with GED/HS Diploma

13% 2018	**16%** 2019	**14%** 2020

DWS Match for Employment

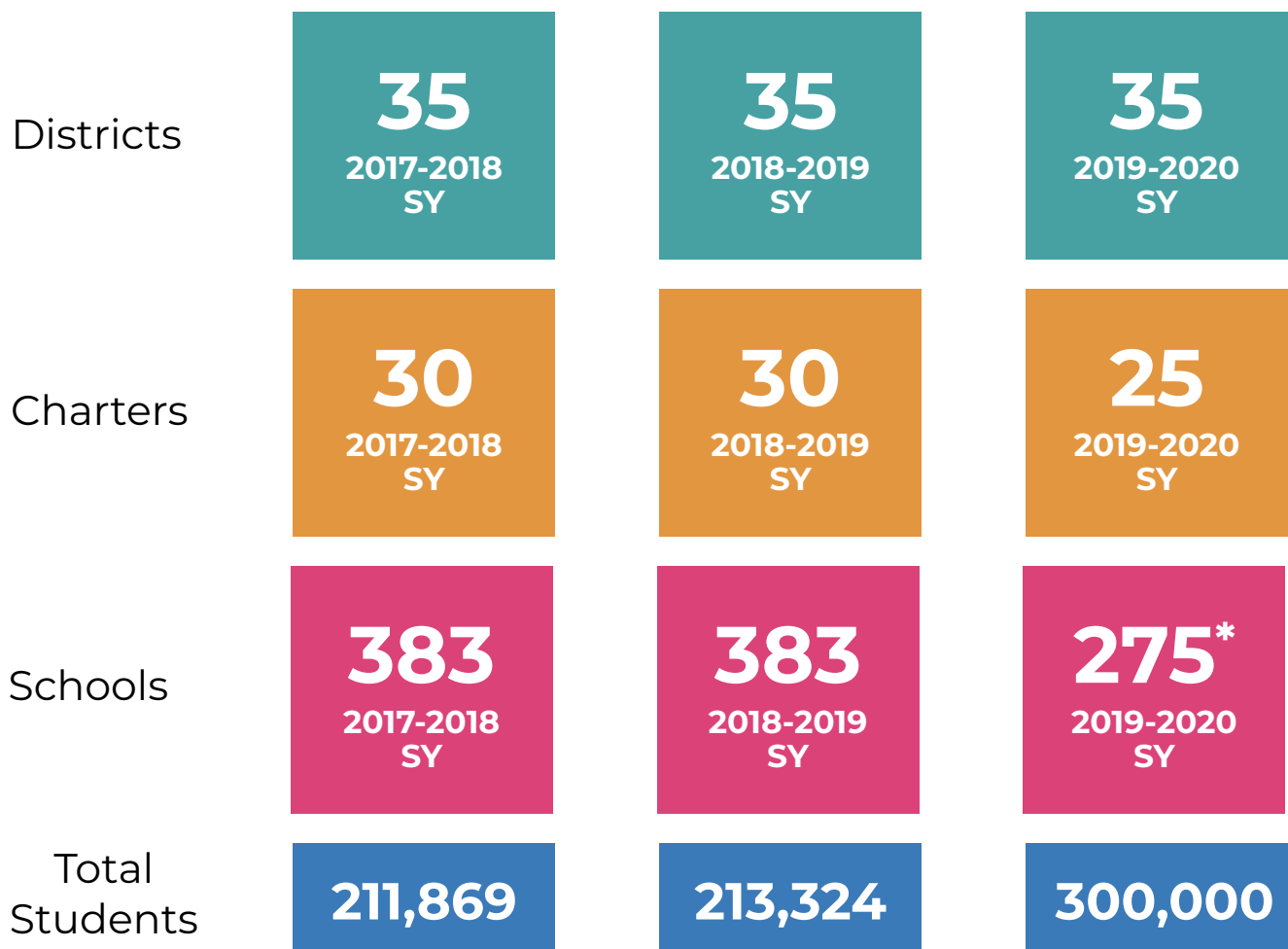|		
39% 2018	**33%** 2019	**36%** 2020

Arts Instruction

ARTS INSTRUCTION

BTSALP

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

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

Program Summary

Districts	**35** 2017-2018 SY	**35** 2018-2019 SY	**35** 2019-2020 SY
Charters	**30** 2017-2018 SY	**30** 2018-2019 SY	**25** 2019-2020 SY
Schools	**383** 2017-2018 SY	**383** 2018-2019 SY	**275*** 2019-2020 SY
Total Students	**211,869**	**213,324**	**300,000**

Lower count because it reflects schools with a specialist and one school for each coach although coaches impact more than one school, but it is difficult to measure

ARTS INSTRUCTION

BTSALP

School Visits: Fidelity of Implementation

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

211,869	**213,324**	**300,000**
Students Served	Students Served	Students Served

$11,005,247	$11,866,144	$12,383,937
Total Cost	**Total Cost**	**Total Cost**

2017-2018
- $1,125,247 (Supplementary Funding)
- $655,000 (Professional Learning)
- $9,880,000 (Legislative Allocation)
- $10,350,247 (Salary Expenditures)

2018-2019
- $986,144 (Supplementary Funding)
- $618,500 (Professional Learning)
- $10,880,000 (Legislative Allocation)
- $11,247,644 (Salary Expenditures)

2019-2020
- $503,937 (Supplementary Funding)
- $618,500 (Professional Learning)
- $11,880,000 (Legislative Allocation)
- $11,765,437 (Salary Expenditures)

Legend:
- Legislative Allocation
- Supplementary Funding
- Salary Expenditures
- Professional Learning

ARTS INSTRUCTION

POPS

> The Professional Outreach Program in the Schools (POPS) is managed by USBE and funded by the Utah State Legislature. It supports arts education in Utah's public schools by bringing professional arts organizations' educational programs to schools for free or 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 schools.

In 2020-2021, POPS organizations include:

- Ballet West
- Repertory Dance Theatre
- Ririe-Woodbury Dance Company
- Springville Museum of Art
- Spy Hop Productions
- Tanner Dance
- Utah Festival Opera and Musical Theater
- Utah Film Center
- Utah Museum of Fine Arts

- Utah Shakespeare Festival
- Utah Opera
- Utah Symphony
- Nora Eccles Harrison Museum of Arts (Provisional)
- Plan-B Theatre (Provisional)
- Utah Museum of Contemporary Art (Provisional)

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

Number of Students Receiving Services	**544,236** 2018-2019	**397,736*** 2019-2020
Number of Educators Receiving Services	**28,692** 2018-2019	**21,218*** 2019-2020

*On March 16, 2020 program pivoted to virtual outreach services.

ARTS INSTRUCTION

POPS

POPS Legislative Appropriations

2021

$4,960,000 Ongoing Appropriation	**-** One-Time Appropriation	**$4,960,000** Total Appropriation

2020

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

2019

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

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

Dual Language Immersion

DUAL LANGUAGE IMMERSION

Utah's Dual Language Immersion (DLI) program offers a rich bilingual experience for young learners when their minds are developmentally best able to acquire a second language. The DLI Program supports six languages:

- Chinese
- 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 2020-2021 school year, there are 285 DLI programs statewide.

Legislative Appropriations

$4,256,000	**$5,030,000**	**$5,030,000**
2019	2020	2021

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.
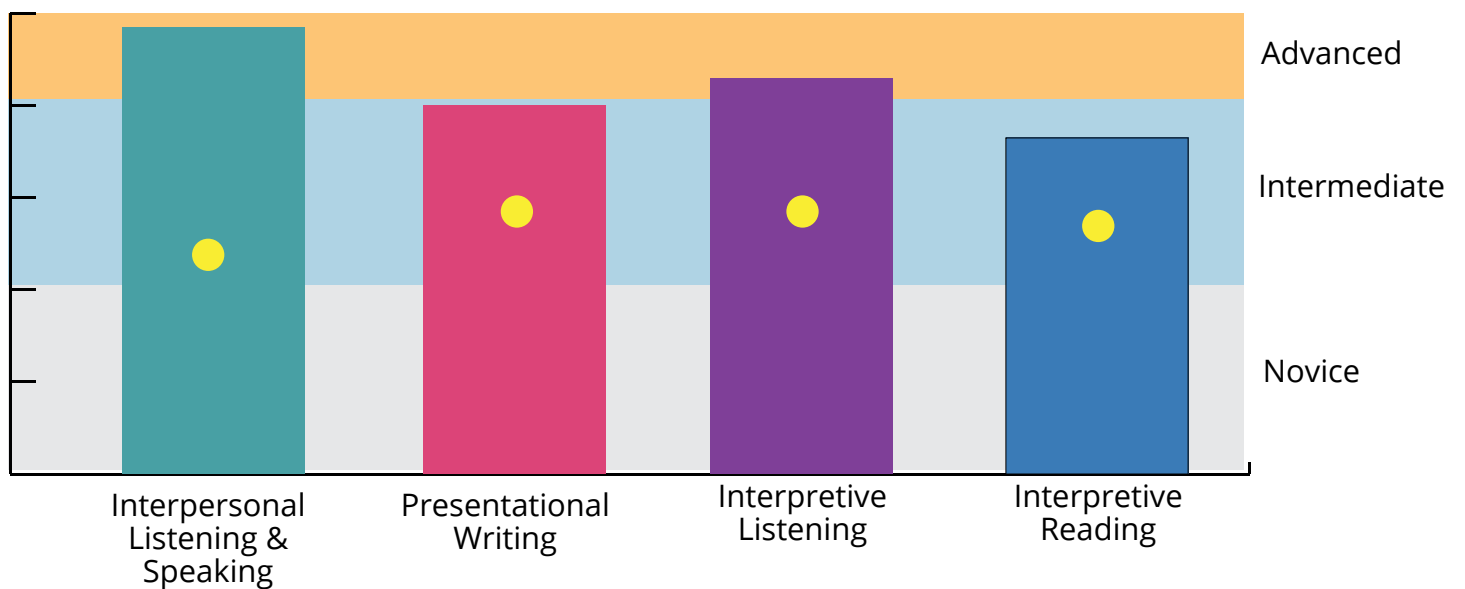
DUAL LANGUAGE IMMERSION

AAPPL

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

Sample AAPPL Results 9th grade 1/1/2019 - 1/15/2020

🟡 National Average

| Advanced |
| Intermediate |
| Novice |

Interpersonal Listening & Speaking — Presentational Writing — Interpretive Listening — Interpretive Reading
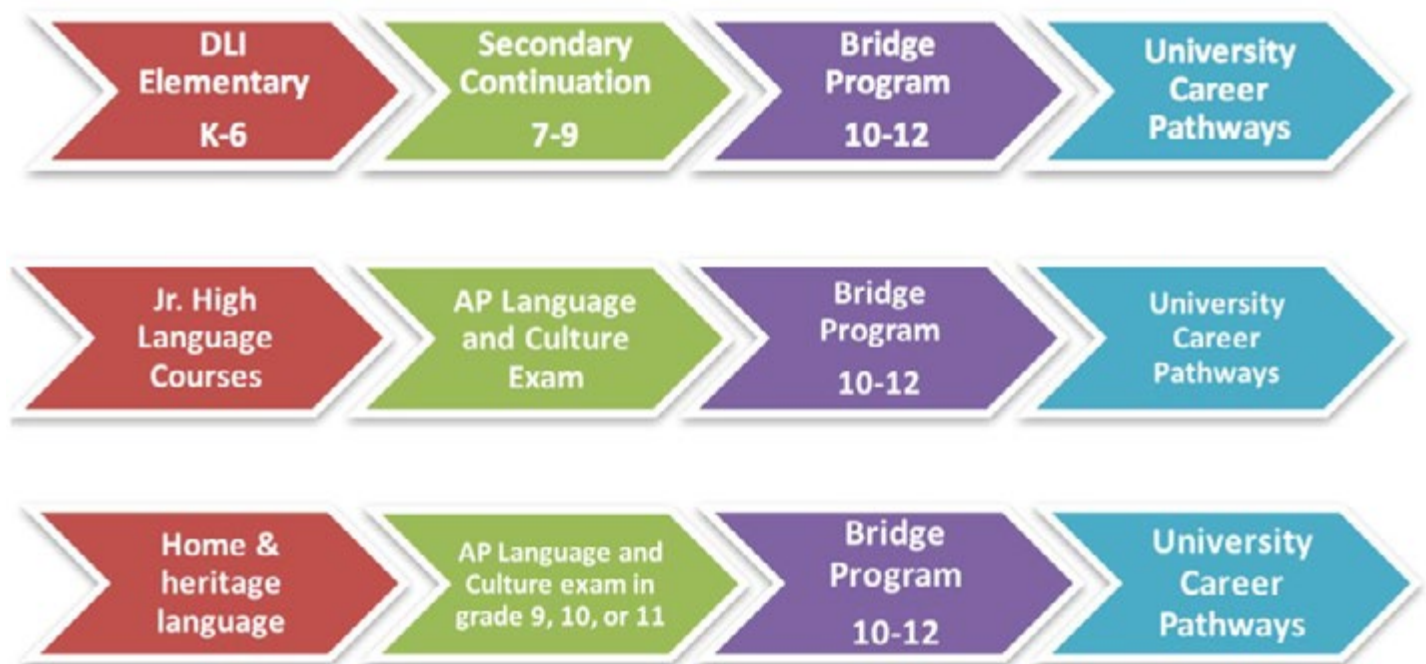
The average score is presented for each mode of communication in relation to the national average for all grade 9 students. Utah's Spanish Dual Language Immersion grade 9 students outperformed the national average in each category in 2019 with scores ranging from Intermediate Mid to Advanced.

DUAL LANGUAGE IMMERSION

Bridge Program

Utah's Bridge Program is administered by the University of Utah's Second Language Teaching and Research Center (L2TReC): l2trec.utah.edu/bridge-program/. The Bridge Program offers an advanced language pathway for high school students who have passed the Advanced Placement (AP) Language and Culture Exam, bridging the gap between the exam and higher education. Through this program, students can complete one to three Bridge courses earning both high school and college credit while in high school thereby becoming college ready in two languages. Bridge courses fall under the state Concurrent Enrollment program. The Bridge program not only provides a secondary pathway for DLI students, but because Bridge courses are open to any student who passes the requisite AP examination, it can also serve heritage speakers and other students who pass the examination.

Multiple Points of Entry into the Bridge Program

DLI Elementary K-6	Secondary Continuation 7-9	Bridge Program 10-12	University Career Pathways

Jr. High Language Courses	AP Language and Culture Exam	Bridge Program 10-12	University Career Pathways

Home & heritage language	AP Language and Culture exam in grade 9, 10, or 11	Bridge Program 10-12	University Career Pathways

University of Utah's Second Language Teaching and Research Center

Early Learning

EARLY LEARNING

School Readiness

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

Who can apply:

LEAs, private providers, home-based technology programs

Provides support and resources including:

• Coaching

• Funding for curriculum and classroom materials

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

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

Who can apply:

LEAs, private providers, home-based technology programs

Provides seat funding for eligible students including:

• Economically disadvantaged with at least one risk factor

• English learners

Participation for Both Programs

9,864 Students Served 2019-2020 SY

**29% 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 English language learners appear to benefit considerably from high-quality preschool programs as illustrated in the figures below.
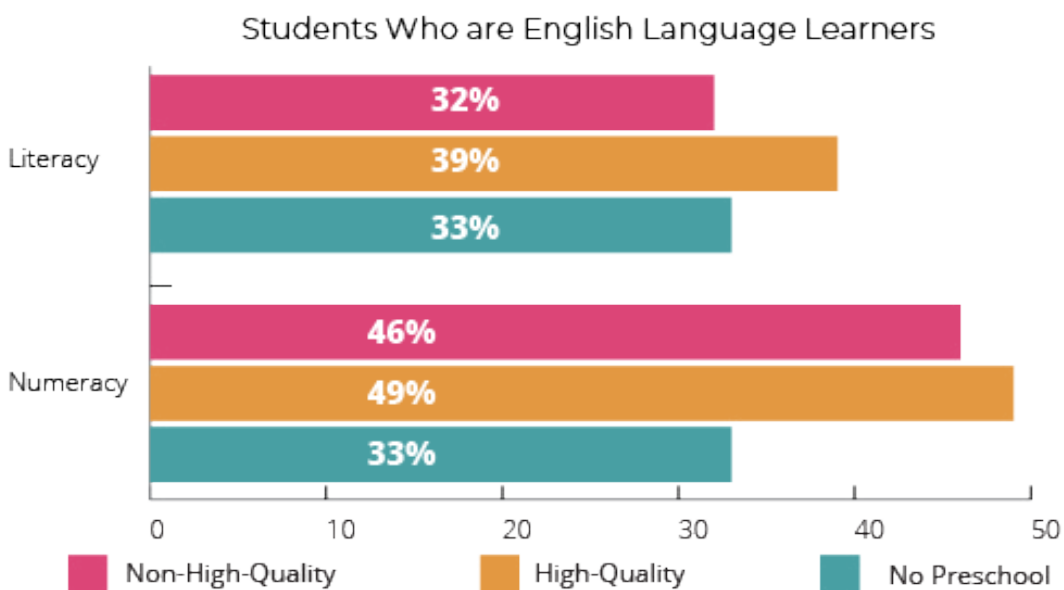
EARLY LEARNING

School Readiness

Fall 2020 KEEP Entry Assessment

Students Who are Economically Disadvantaged

	Non-High-Quality	High-Quality	No Preschool
Literacy	38%	51%	36%
Numeracy	54%	63%	58%
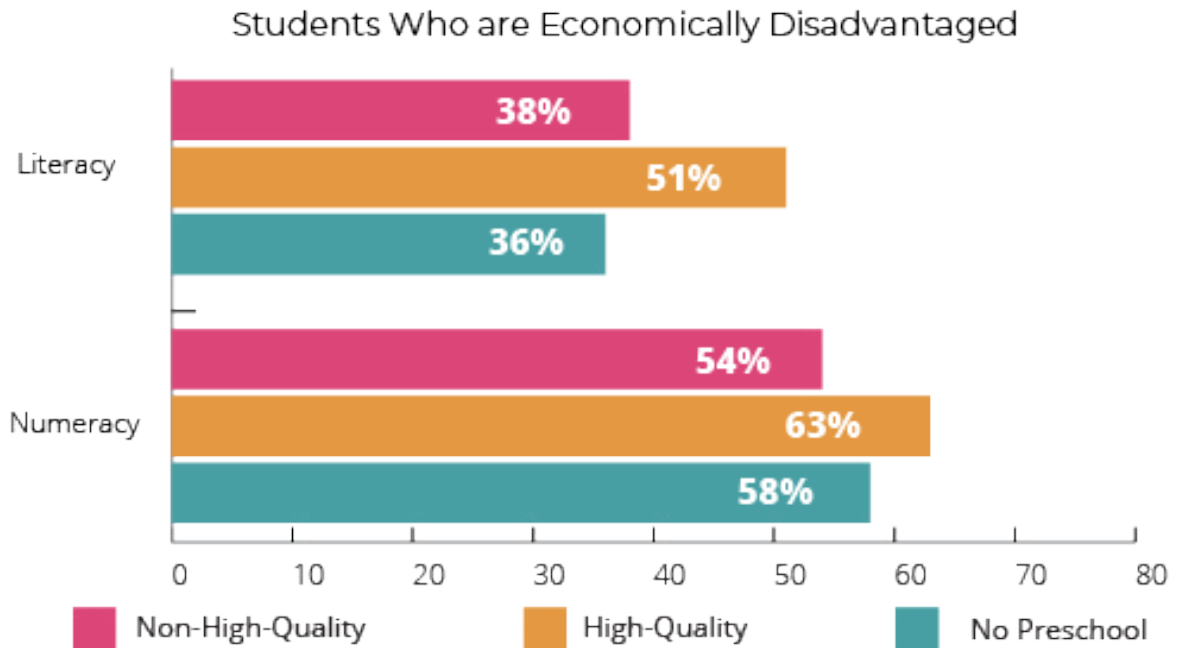
Note: 2,001 students attended high-quality preschool programs, 2,263 students attended non-high-quality preschool programs, and 8,873 students did not attend preschool.

Students Who are English Language Learners

	Non-High-Quality	High-Quality	No Preschool
Literacy	32%	39%	33%
Numeracy	46%	49%	33%

Note: 4,803 students attended high-quality preschool programs, 4,734 students attended non-high-quality preschool programs, and 31,011 students did not attend preschool.

EARLY LEARNING

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, 5 days per week which totals 75 minutes per week.

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

Number of Children Served by UPSTART

11,922	**11,707**	**17,273**
2017-2018	2018-2019	2019-2020

UPSTART Legislative Appropriations

$9,763,900	**$15,263,900**	**$15,265,200**
2019	2020	2021

EARLY LEARNING

State Kindergarten Programs

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

Early Intervention (53F-2-507)

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

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

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

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

KSEP was funded with $2.88 million from TANF which expired at the end of the 2019-2020

school year. Thus, funding for the grant program expired June 30, 2020. This change affects programs in 47 schools in 16 LEAs.

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

EARLY LEARNING

Early Literacy Program (53F-2-503)

The Early Literacy Program (formerly the K-3 Reading Improvement Program) focuses on literacy proficiency improvement for students in kindergarten through grade 3. 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 development of teachers and other staff, assessments, a target of at least 60 percent of all students in grades 1 through 3 meeting the growth goal, and at least two local goals. More information about this program is included in the Early Literacy Report toward the end of this report.

Partners in Dyad Reading

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

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

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

Responsibilities of USBE

- Provide professional learning, including materials
- Technical assistance for Partners in Dyad Reading implementation as requested by participating sites

This year marks the second year of implementation of the program. USBE offers program training to school districts, charter schools, and other programs (the prison, AmeriCorps, etc.). This year attendance was poor in September due to the heavy windstorm. Participating LEAs included Scholar Academy, Ignite Entrepreneurship Academy, Davis SD, Maria Montessori Academy, Summit Academy, Juab SD, Uintah SD, Granite SD, Sevier SD, Canyons SD, Hawthorn Academy, Salt Lake City SD, Mana Academy, Good Foundations Academy, Summit Academy- Independence, and Rich County SD.

Educator Supports

EDUCATOR SUPPORTS

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

Educator Awards and Incentives

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

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

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

Participation for TSSP

1,319 Participants 2018

3,275 Participants 2019

3,371 Participants 2020

Legislative Appropriations

$14,274,900	$22,748,800	$22,228,600
2019	2020	2021

EDUCATOR SUPPORTS

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

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

There is a PETTS scholarship committee consisting of one member or designee from the Utah State Board of Education, one representative from the Board of Regents, one representative from the Utah Education Association, and two additional representatives designated by the State Board of Education. This committee reviews the applications received from LEAs and determines scholarship recipients. From 2009 through 2020, 132 paraeducators worked toward educator licensure under this program.

Utah Teacher of the Year

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

Usually, in the fall, a gala banquet is held to celebrate all nominees, and to announce the second runner-up, the first runner-up, and the UTOY. Due to COVID-19, this past year we were unable to host a banquet. The second and first runners-up receive $4,000 each, and the UTOY receives $10,000 and a variety of opportunities as the UTOY, including the right to represent Utah in vying for the national title, conferred in Washington, D.C. during a week of meetings and celebrations. While the UTOY program does select one winner each year, the vision of the program extends beyond the annual award. The UTOY program works to expand and promote the role of teacher leaders in Utah, supporting retention efforts at the Utah State Board of Education.

2021 Utah Teacher of the Year
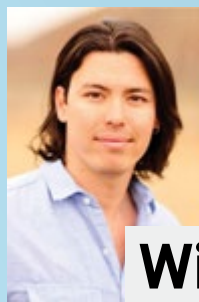
Winner

Finalists

John Arthus, sixth grade teacher at Meadowlark Elemetary was the 2021 winner.
Runners up were: Rae Boren, Copper Hills HS and Emma Moss Eastmont Middle

EDUCATOR SUPPORTS

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

• Conducting new teacher focus groups and developing a new teacher induction framework

Local-level activities include but are not limited to:

• Recruiting and retaining highly qualified teachers and principals

• Increasing the number of highly qualified teachers in classrooms

• Providing professional development for teachers and principals

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

EDUCATOR SUPPORTS

Supporting Educators

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

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

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

Suggested Schedule for Completion of E.Y.E Requirements

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

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

Achieve State Qualified status by passing a content knowledge praxis test

Complete CTE additional coursework, if applicable

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

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

With changes to the licensing structure, the E.Y.E. Program is being phased out. For the 2020-2021 school year, mentoring supports are still being provided as per R277-308 and an induction framework will be disseminated in early 2021. Future work in this area will center around that framework and providing support to LEAs to implement components of the framework.

Next Generation Learning

NEXT GENERATION LEARNING

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

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

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

Number of Schools Engaged in Digital Teaching and Learning

609
2017-2018 SY

619
2018-2019 SY

730
2020-2021 SY

NEXT GENERATION LEARNING

Legislative Appropriations

2021

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

2020

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

2019

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

Competency-Based Education Grants

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

The Competency-Based Education Grants Program provides grants for LEAs as they plan for, implement, scale, and expand competency-based education. The program includes planning and implementation grants.

NEXT GENERATION LEARNING

Core Principles

• Student advancement upon mastery of a concept or skill;

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

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

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

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

Planning Grants

Planning grants support LEAs in their planning for competency-based education.

Fiscal Year 2020
Grants Awarded (Cohort A)

• American Academy of Innovation

• Davis School District

• Duchesne School District

• Iron County School District

• Juab School District

• Logan City School District

• Murray District

Fiscal Year 2021
Grants Awarded (Cohort B)

• Alpine School District

• City Academy

• Ogden City School District

• Spectrum Academy

• Washington County School District

• Weber School District

Implementation Grants

Implementation grants are for LEAs in their implementation of competency-based education.

Fiscal Year 2021
Grants Awarded (Cohort A)

• American Academy of Innovation

• Davis School District

• Duchesne School District

• Iron County School District

• Juab School District

• Murray District

NEXT GENERATION LEARNING

Legislative Appropriations

2021

$2,070,000 Ongoing Appropriation	**-** One-Time Appropriation	**$2,070,000** Total Appropriation

2020

$2,300,000 Ongoing Appropriation	**-** One-Time Appropriation	**$2,300,000** Total Appropriation

2019

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

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

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

NEXT GENERATION LEARNING

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

SOEP Online Course Providers

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

• Canyons Virtual High School

• Leadership Academy of Utah

• Mountain Heights Academy

• Utah Online School

• Utah Virtual Academy

Even before the COVID-19 pandemic, participation in the Statewide Online Education Program had been increasing exponentially. With the pandemic, the program has become an even more crucial resource with our growing need for remote learning opportunities. From the 2016-2017 to the 2019-2020 school year, the number of students participating in the program has increased by 185% and the number of semester credits earned during that same time period increased by 250%.

NEXT GENERATION LEARNING

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

Legislative Appropriations

2021

$4,057,700	$242,900	$4,262,400
Ongoing Appropriation	**One-Time Appropriation**	**Total Appropriation**

2020

$831,500	$2,000,000	$2,831,500
Ongoing Appropriation	**One-Time Appropriation**	**Total Appropriation**

2019

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

Above items include transfers to the indirect cost pool which is why the two appropriations do not equal the totals.

Prevention

PREVENTION

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

School Safety Center

In the Board's strategic plan, one of the four goals for the education system is safe and healthy schools. Toward that end, and as part of House Bill 120 (2019 General Session), the Utah State Board of Education has established the School Safety Center (SSC) which is comprised of individuals from the USBE, the Utah Division of Substance Abuse and Mental Health (DSAMH), the Utah Department of Public Safety (DPS), and the University of Utah SafeUT. The SSC works together to strengthen school safety efforts through technical assistance, developing resources, training, and materials for school safety. The School Safety Center is also discussed in the Supporting School Conditions section of this report.

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.

Acording to the Trauma Informed Care Project

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

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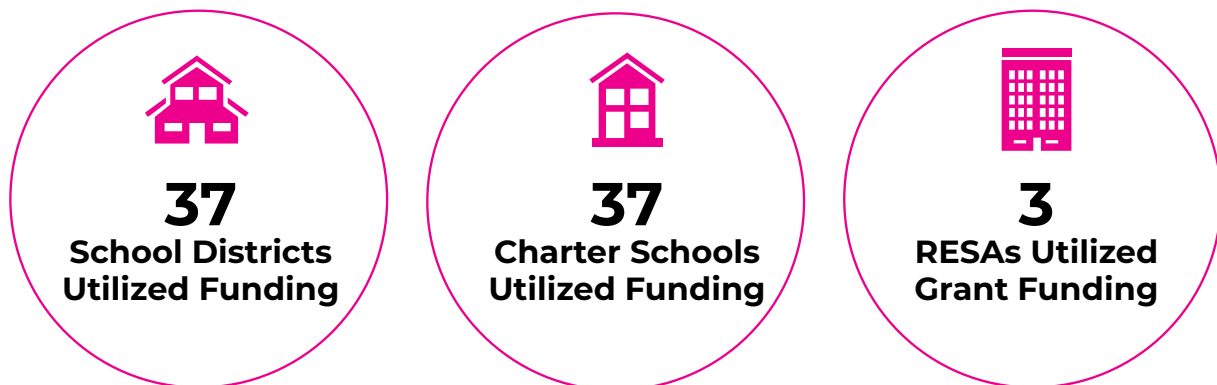
PREVENTION

School Counseling Program

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

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

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

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

Grant Funding FY20

37
School Districts
Utilized Funding

37
Charter Schools
Utilized Funding

3
RESAs Utilized
Grant Funding

In FY21, USBE approved plans for 39 districts, 55 charter schools, and 4 Regional Education Service Agencies

PREVENTION

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

For FY 2020, this program received an appropriation of $16.0 million. In FY 2021, the Legislature appropriated $26.0 million ongoing for this program.

Change in FTE from grant funding from FY 2019 to FY 2020

	Additional FTE	Percent Increase
LEA-Employed FTE	**152.98**	**15.8%**
Contracted FTE	**20.84**	**26.3%**
Total	**173.82**	**16.6%**

In FY 2020, 32 LEAs reported contracting with their local mental health authority on their Accountability and Data Reports.

Highlights of Progress on Goals during FY 2020

• Decreased absenteeism by 47% of students who were identified as at-risk and displayed chronic absenteeism (90 students)

• Decreased the number of behavior referrals by 30% in FY 2020 as compared to FY 2019

• Increased parent attendance at parent nights provided by community health partners by 204%, from 200 attendees in the previous year to 610 attendees in FY 2020

• Increased elementary literacy scores by 13.97%

• Decreased 9th-12th grade student body suicides and suicide attempts by 66% from 29 in 2018-19 to 9 in 2019-20

PREVENTION

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. The Legislature appropriated $500,000 ongoing for the program which can be used for an LEA to receive reimbursement for a qualifying parent to receive mental health treatment for the parent's student based on the results of the mental health screening.

Based on data from a recent survey of screening practices in Utah LEAs, 69% of LEAs conduct screenings. Of that percentage, 67% reported doing individual screening sessions and 17% conduct mental health screening nights.

Project AWARE

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

Four Major Goals

Increase student education on mental wellness

Increase mental health screening for early identification

Increase access to mental health care

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

PREVENTION

Project AWARE

Interventions and services aligning to these goals are to implement evidence-based programs to improve school climate, link existing resources based on a Multi-Tiered System of Supports (MTSS) behavioral health framework to support all students, and targeted services and support for American Indian/Alaska Native students. This program is funded with a grant of $8.4 million from the Substance Abuse and Mental Health Administration over a five-year period ($1.6 million per year).

As a 2018 recipient of Project AWARE funds, the Utah State Board of Education, in collaboration with DSAMH, has partnered with three LEAs to support best practices strategies in Utah schools and communities interested in accomplishing similar goals. These partner LEAs are Alpine School District, Cache School District, and Jordan School District.

Antibullying

Bullying is commonly understood as aggressive behavior that:

• Is intended to cause distress and harm

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

• Is repeated over time

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

Bullying Prevention Funding

• 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 personnel on existing anti-bullying and suicide prevention programs

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

• Promotes trauma-informed awareness and practices

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

PREVENTION

Substance Abuse Prevention

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

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

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

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

After a competitive grant application process, 12 LEAs were awarded $238,362.82 in FY 2020. Five LEAs were unable to complete their intended projects due to the pandemic and as a result a total of $12,845.32 awarded funds were waived.

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

The underage drinking and substance abuse prevention program is provided to all 7th or 8th grade and 9th or 10th grade students. Beginning in the 2021-2022 school year, all 4th or 5th graders will be offered the program as well. 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 thirty 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.

PREVENTION

Substance Abuse Prevention

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

As of November 2020, 729 teachers have received training to deliver the LST program. A total of 164,012 LST student guidebooks have been purchased for students, which provides a general estimate of students served since the program's inception (2018-2019 school year). New resources that have been made available in the 2020-2021 school year include the option of an online version of the program, as well as a webpage to provide additional resources and support for Utah teachers implementing the program.

Suicide Prevention

Youth suicide is a serious public health issue in Utah, with the state consistently ranking in the top five of the nation with the most significant mental health concerns. According to the 2019 Student Health and Risk Prevention Survey (SHARPS), 16.4% of youth grades 6-12 report seriously considering suicide and 6.9% of Utah youth grades 6-12 students attempted suicide one or more times in the past 12 months. However, while other risk factors for suicide have increased, it is notable that self-reported suicide attempts decreased from 7.1% to 6.9% from 2017 to 2019 after multiple years with increases.

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

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

Child Abuse Prevention (53-G-9-207)

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.

PREVENTION

## Child Abuse Prevention (53-G-9-207)

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

Absenteeism and Dropout Prevention

Ensuring success in school is helping students get into the habit of attending school every day. Improving school attendance improves success in school. If schools are to improve educational achievement, they will need to address chronic absenteeism.

Dropout prevention is a collective effort of the Utah State Board of Education and LEAs to implement strategies and practices with key components of interventions to reduce dropout rates. The guide provides support to improve access to educational opportunities for drop-out prevention for each student and offer a wide range of resources to increase graduation rates. More information about this program is included in the Dropout Prevention and Recovery Report toward the end of this report.
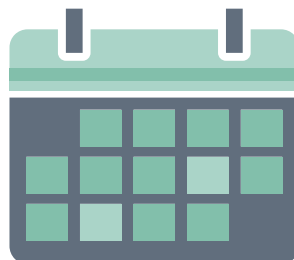
PREVENTION

Intergenerational Poverty Interventions (53F-5-207)

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

Intergenerational Poverty Interventions (53F-5-207)

$1,001,800
Legislature appropriated for the program in FY 2021

Funding can be used for new or existing afterschool programs

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

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

PREVENTION

Intergenerational Poverty Interventions (53F-5-207)

Grant Recipients, 2014-2020

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

Cohort 2: 2017-2020

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

PREVENTION

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

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

The plan for the partnership must be aligned with the recommendations of the five- and ten-year plan to address intergenerational poverty. It must address kindergarten readiness, grade 3 and grade 8 mathematics and reading proficiency, high school graduation, post-secondary 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 2021, the Legislature appropriated **$3,007,100** for the program. Eligible partnerships must provide matching funds equal to two times the amount of the grant. At least half of the matching funds must be provided by a local education agency. The Board may not award more than **$500,000** per fiscal year to an eligible partnership. Funding is prioritized for partnerships that include a low-performing school or addresses parent and community engagement.

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

Target: 15

2017-2018 School Year: 15
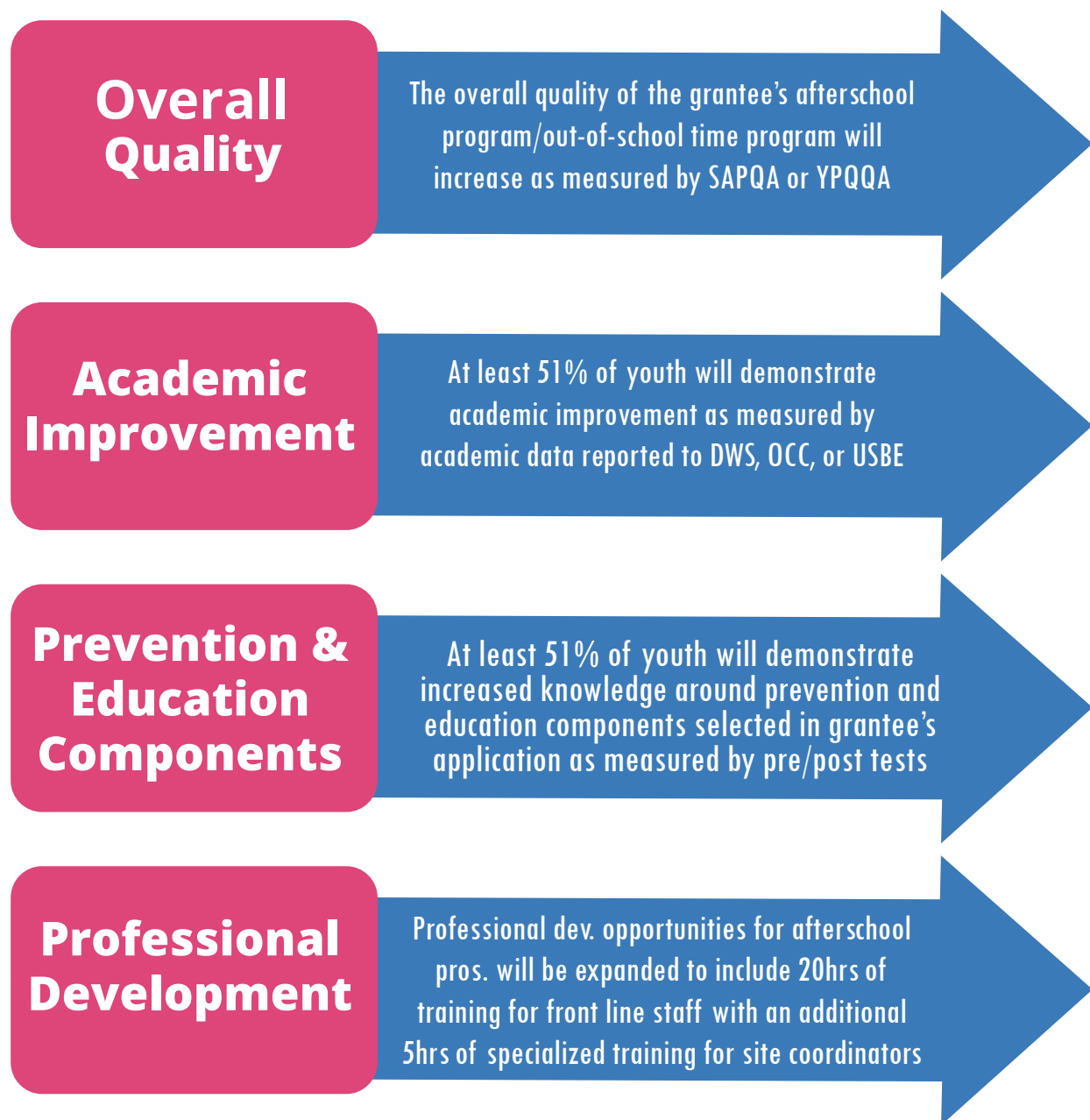2018-2019 School Year: 50
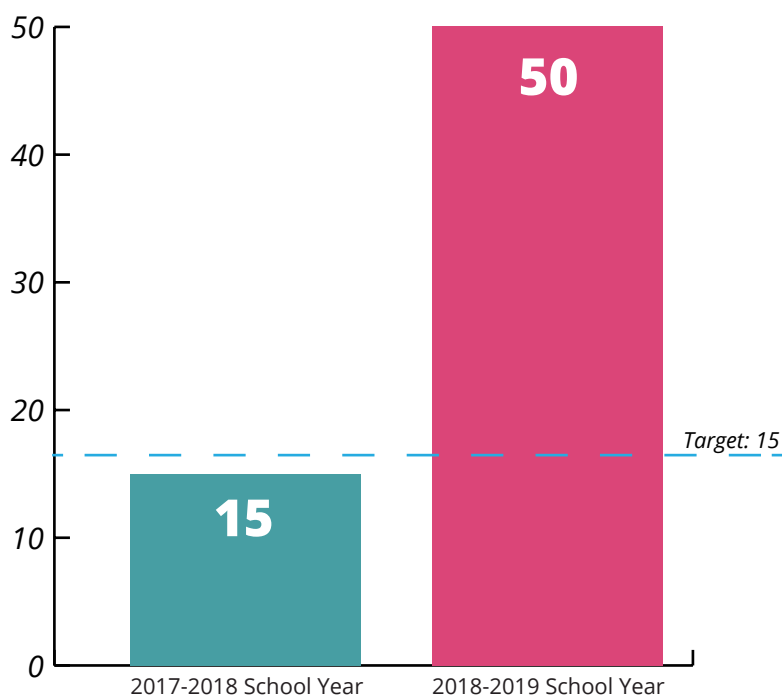
PREVENTION

Out-of-School Time Program Quality Improvement Grant

During the 2018 General Session, the Legislature passed Senate Bill 202, which authorized Department of Workforce Services (DWS) and the Utah State Board of Education to use up to $125,000 each in General Funds to provide grants to promote high-quality afterschool programs.

To be eligible to apply for grant funds, organizations must first certify the availability of matching funds equal to the amount of grant funds requested. Additionally, the Department of Workforce Services and the Utah State Board of Education work together to set and track academic and enrichment components and quality standards.

Overall Quality — The overall quality of the grantee's afterschool program/out-of-school time program will increase as measured by SAPQA or YPQQA

Academic Improvement — At least 51% of youth will demonstrate academic improvement as measured by academic data reported to DWS, OCC, or USBE

Prevention & Education Components — At least 51% of youth will demonstrate increased knowledge around prevention and education components selected in grantee's application as measured by pre/post tests

Professional Development — Professional dev. opportunities for afterschool pros. will be expanded to include 20hrs of training for front line staff with an additional 5hrs of specialized training for site coordinators

PREVENTION

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.

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; and

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

Currently, Utah has over twenty 21st CCLC grants, serving over 80 individual school or community sites and over 6,000 students statewide.

School Improvement

SCHOOL IMPROVEMENT

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

School performance ratings are based on **five** Categories of Performance:

Academic Achievement

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

Academic Growth

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

English Learner Progress

Progress toward language fluency

Growth of the lowest 25%

Academic growth of a school's lowest performing students

Postsecondary Readiness

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

Three programs for Utah school improvement

- School Turnaround

- Comprehensive Support and Improvement (CSI)

- Targeted Support and Improvement (TSI)

SCHOOL IMPROVEMENT

School Turnaround (53E-5-3)

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

$7 Million Ongoing Funding for the School Turnaround Program established in 2015

LIFT

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

SCHOOL IMPROVEMENT

Comprehensive Support and Improvement

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

How are the schools identified:

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

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

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

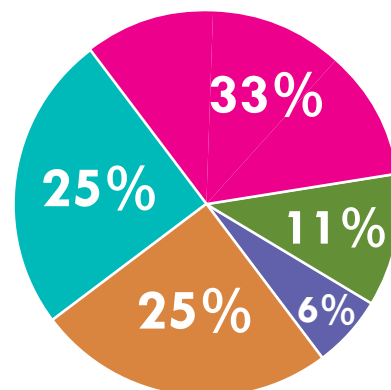**How Scores are Weighted for Elementary and Middle School**

9%
37%
17%
37%
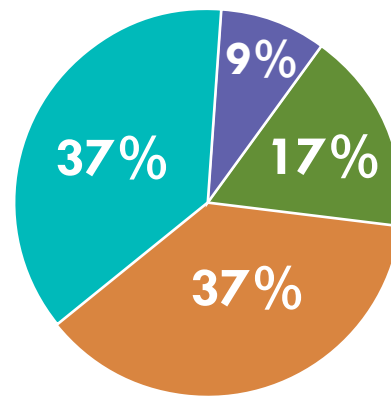
Criteria reviewed every 3 Years

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

How Scores are Weighted for High Schools

33%
25%
11%
25%
6%

SCHOOL IMPROVEMENT

Targeted Support and Improvement

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

A Helpful Way to Think About TSI

Student Group Type

English Learners

Economically Disadvantaged

Students with Disabilities

Individual Race & Ethnicity categories

Calendar Years

2016

2017

- Student Groups are reviewed annually.
- Are 10 or more students per student group consistently underperforming in the lower 5%?

The School

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

Science, Technology, Engineering, & Mathematics (STEM)

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

• HawkWatch International

• The Leonardo

• Loveland Living Planet Aquarium

• Natural History Museum of Utah

• Ogden Nature Center

• Red Butte Garden and Arboretum

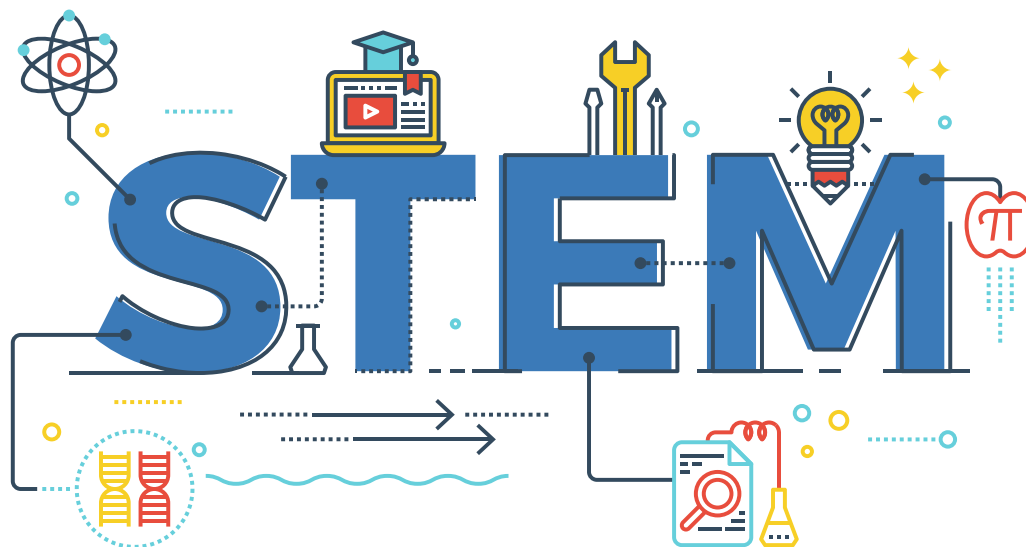• Thanksgiving Point

• Utah's Hogle Zoo

STEM

iSEE

Student Science Experiences

369,159	390,871	312,283
2017-2018 SY	2018-2019 SY	2019-2020 SY

Student Field Trips

365,010	387,759	207,280
2017-2018 SY	2018-2019 SY	2019-2020 SY

Educator Professional Learning

2,194	1,608	2,837
2017-2018 SY	2018-2019 SY	2019-2020 SY

STEM

iSEE

Legislative Appropriations

2021

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

2020

$5,290,000 Ongoing Appropriation	**$200,000** One-Time Appropriation	**$5,490.000** Total Appropriation

2019

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

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

STEM

USTAR / MOST

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

In the 2020 General Session, USTAR was transformed into the the Math and Science Opportunities for Students and Teachers (MOST) Program. The program was expanded to provide incentives for professional learning communities and mentoring work to increase the opportunities to support math and science teachers in their instructional delivery as it pertains to student learning outcomes. These changes were partially in response to an internal audit of the USTAR program. The Legislature appropriated an additional $1.0 million ongoing for the program in Senate Bill 93. However, during the 5th special legislative session, the Legislature removed all of the funding for MOST, due to COVID-related budget cuts, and the statutory language for the program. At this point in time, the program is dependent on future legislative action.

STEM Institute

The purpose of the STEM Institute is supporting systems of change in an LEA or school. 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 five 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

STUDENT SUPPORT

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

Students At-Risk

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

What does at-risk of academic failure mean?

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

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

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

• Low performance on statewide assessment

• Poverty

• Mobility

• Limited English proficiency

• Chronic absenteeism

• Homelessness

When counting the number of students who meet the criteria:

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

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

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

STUDENT SUPPORT

Students At-Risk

Legislative Appropriations

2021

$46,275,552 EARS	**$1,928,148** Gang Prevention	**$48,203,700** Total Appropriation

2020

$43,042,560 EARS	**$1,793,440** Gang Prevention	**$44,836,000** Total Appropriation

2019

$36,839,520 EARS	**$1,534,980** Gang Prevention	**$38,374,500** Total Appropriation

STUDENT SUPPORT

Youth-In-Custody

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

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

Three Grant Options

YIC Residential

YIC School-Based

YIC Supplemental

YIC Residential Grant

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

STUDENT SUPPORT

Youth-In-Custody

Three Grant Options

YIC School-Based Grant

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

YIC Supplemental Grant

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

In 2020, there were 4,039 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 5 long-term secure centers, 9 juvenile detention centers, 12 Juvenile Justice Services Youth Services centers, 36 residential treatment centers, the Utah State Hospital, and other Department of Human Services programs.

STUDENT SUPPORT

Youth-In-Custody

Legislative Appropriations

2021

$25,980,500 Ongoing Appropriation	**-** One-Time Appropriation	**$25,980,500** Total Appropriation

2020

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

2019

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

STUDENT SUPPORT

At-Risk Afterschool Meal Programs

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

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

ASMP Sites

• Distribute meals to children

• Provide a sheltered supervised area for eating

• Provide organized, supervised regularly scheduled education or enrichment activities

• Attend their sponsor's training

• Keep daily records of meals served

• Supervise meal service at their location

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.

STUDENT SUPPORT

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 under age 21 who are in state custody/care and are receiving services from the Utah Department of Human Services (DHS) for at least 30 days or more per year and are receiving public education services, mostly through the Youth-in-Custody 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.

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

• As referenced above, these services may supplement some services offered by the Youth-in-Custody program.

Annual funding is determined by:
(a) the number of eligible students in Utah and

(b) 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:

- 2020-2021: **$946,212**
- 2019-2020: **$988,106**
- 2018-2019: **$935,123**

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 home-lessness face in enrolling, attending, and succeeding in school.

STUDENT SUPPORT

Rural Students

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

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

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

NESS maximum ADM thresholds

- **160 ADM for elementary schools (including kindergarten)**

- **300 ADM for one or two-year secondary schools**

- **450 ADM for three-year secondary schools**

- **500 ADM for four-year secondary schools**

- **600 ADM for six-year secondary schools**

Legislative Appropriations

$32,551,300
2019

$34,366,300
2020

$38,034,900
2021

STUDENT SUPPORT

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

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

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

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

American Indian / Alaskan Native Students

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

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

STUDENT SUPPORT

American Indian / Alaskan Native Students

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

Carson Smith Scholarships Program

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

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

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

Full-Day K-12 Scholarship

Qualifying Minutes	Quarterly Scholarship	Annual Scholarship
1-179 minutes/day service level	$1,348.50	$5,394.00
180+ minutes/day service level	$2,247.50	$8,990.00

STUDENT SUPPORT

Students with Disabilities

Preschool or 1/2 Day Kindergarten Scholarship

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

Legislative Appropriations

2021

$7,005,500 Ongoing Appropriation	**$600** One-Time Appropriation	**$7,006,100** Total Appropriation

2020

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

2019

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

STUDENT SUPPORT

Accelerated Students

Enhancement for Accelerated Students and Early College Programs

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

Early College High School

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

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

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

Utah's Early College High Schools

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

• InTech Collegiate High School

• Itineris Early College High School

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

• Success Academy

• Utah County Academy of Sciences (UCAS)

Supporting School Conditions for Student Learning

SUPPORTING SCHOOL CONDITIONS

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

School Health and Safety Conditions in COVID-19

As mentioned in the beginning of the report, following the soft closures during the 2020 spring semester, schools were faced with the task of responding to the COVID-19 pandemic and reopening safely for the 2020-2021 school year. Focused on keeping students and school staff protected against the novel coronavirus, USBE released school reopening guidelines to articulate minimum elements and requirements for local school reopening plans. Resources included a problem-solving framework to assess and mitigate risk due to COVID-19. In addition USBE has led the distribution of statewide personal protective equipment (PPE) for LEAs including reusable masks for teachers and students, non-contact thermometers, disinfectant wipes, and hand sanitizer. Overall, school safety took center stage this year, emphasizing the ongoing, critical need to ensure safe and healthy learning environments.

School Construction and Facility Safety

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

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

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

SUPPORTING SCHOOL CONDITIONS

School Construction and Facility Safety

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

Title IV, Part A, Student Support and Academic Enrichment

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

USBE School Safety Center

In the 2019 General Session, the Legislature passed House Bill 120 which created the State Safety and Support Program. With the bill, the Legislature appropriated funding for the Utah State Board of Education's School Safety Center (SSC). The USBE SSC consists of specialists from the USBE, the Division of Substance Abuse and Mental Health (DSAMH), the Department of Public Safety (DPS), and SafeUT. The School Safety Center has been working to build fair and equitable school safety programs in Utah schools through increased training and resources in multi-disciplinary teaming, school-based mental health, threat assessment, equitable disciplinary actions, and restorative practices. The Utah Framework for School Safety includes eight conditions that schools may follow to create comprehensive safe and healthy school policies, plans, protocols, and partnerships.

SUPPORTING SCHOOL CONDITIONS

School Safety Framework

Developing community prevention and response partnerships

Establishing a positive and supportive school culture

Crisis and emergency response protocol

Attending to school-based mental health

Providing digital safety measures

Utah Framework for School Safety

Securing the building, grounds, and transportation

Screening, training, and supporting school staff

Mitigating student safe-school violations

Supporting Transitions

SUPPORTING TRANSITIONS

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

Concurrent Enrollment

The Concurrent Enrollment (CE) program enables high school students to complete graduation requirements and earn college credit at the same time. The purpose of CE is to provide a challenging college-level experience for high school students. The program allows students to become better prepared for the world of work or to complete selected college courses corresponding to the first year of coursework at a Utah public college or university. Course offerings in Mathematics, Science, Social Studies, Language Arts, Fine Arts, Humanities, World Languages, Career and Technical programs, and Education have been implemented in high schools throughout the state.

Concurrent Enrollment courses are taught either at the high school or at a college site. Teachers may be regular college faculty members or high school teachers who have been approved for adjunct faculty status at the college. In rural areas, concurrent enrollment courses are frequently technologically delivered on systems like EDNET and the Internet. Annually, over **40,000** students earn over **320,000** credit hours by participating in the concurrent enrollment program.

Legislative Appropriations

$11,184,400	**$11,750,900**	**$12,104,100**
2019	2020	2020

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

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

SUPPORTING TRANSITIONS

Enhancement for Accelerated Students and Early College Programs

> The Enhancement for Accelerated Students and Early College programs are programs meant to enhance the academic growth of students whose academic achievement is accelerated. These programs support students who demonstrate the need for instructional opportunities with increased depth, complexity, and/or rigor. Program funding supports gifted and talented programs, Advanced Placement (AP), and the International Baccalaureate (IB) program. Despite the funding coming from one appropriation, as a result of Senate Bill 151 in the 2020 General Session, statutorily the programs are now separated into the Enhancement for Accelerated Students 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 (i.e., 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.

SUPPORTING TRANSITIONS

Enhancement for Accelerated Students
and Early College Programs

Legislative Appropriations

$5,219,100	$5,483,300	$5,648,100
2019	2020	2021

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

SUPPORTING TRANSITIONS

College and Career Readiness School Counseling (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 the employers, essential workforce skills, personal challenges for students, and expectations of parents, have impacted the services provided to students through Utah College and Career Readiness School Counseling Programs.

In 2016, the revised edition of the Utah College and Career Readiness School Counseling Program Model was implemented. This edition, which was updated in 2018, strongly emphasizes college and career readiness for each student and the counselor's role in helping students realize positive postsecondary outcomes. The framework is student-centered, data-driven, counselor-implemented, and systemic in nature so that students complete high school with the social capital necessary to participate fully in a global society. Furthermore, the redefined approach moves the school counseling profession beyond traditional, process-oriented practices frequently detached from the curriculum to transformational, 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 7

• Identifies a student's skills and objectives

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

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

SUPPORTING TRANSITIONS

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

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

Career Development Credential

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

Legislative Reports

CIVIC AND CHARACTER EDUCATION REPORT

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

Background

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

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

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

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

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

• The essentials and benefits of the free enterprise system;

• Respect for parents, home, and family;

• The dignity and necessity of honest labor; and

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

Effective Civic and Character Education

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

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

CIVIC & CHARACTER EDUCATION REPORT

Practices for Effective Civic Learning

Classroom Instruction: Schools should provide instruction in government, history, economics, law, and democracy.

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

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

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

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

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

CIVIC & CHARACTER EDUCATION REPORT

Supporting Civic and Character Education

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

LEA Supports for Civic and Character Education

Professional Learning

Direction

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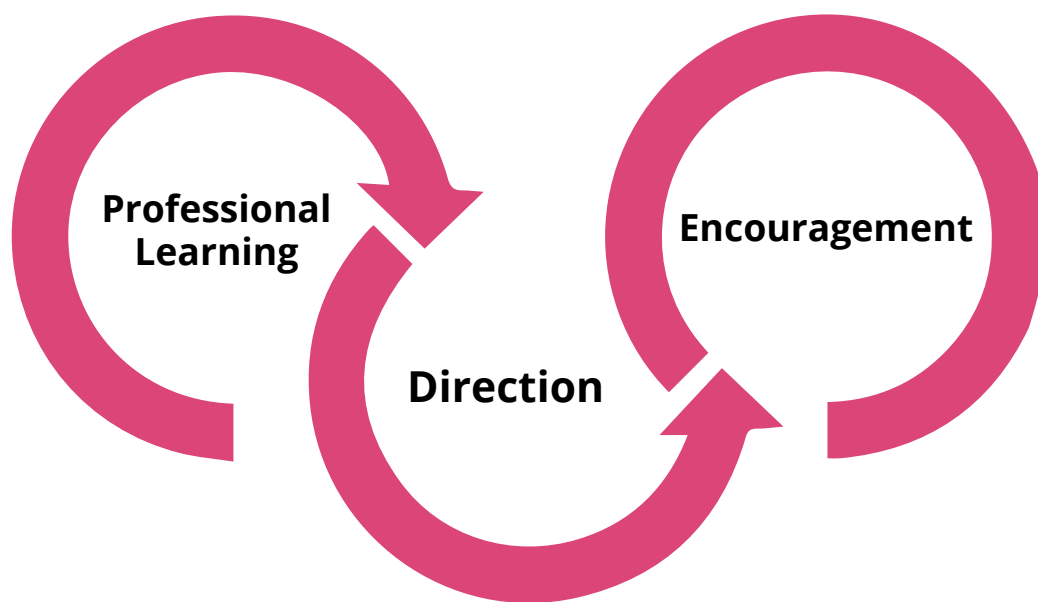
The USBE affects classroom instruction and discussion of current events through the core standards. The Utah State Board of Education, in consultation with local school boards, school superintendents, teachers, employers, and parents, is responsible for establishing the core standards for Utah public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

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

In addition to the development of the core standards, the USBE often collaborates with legislative initiatives related to civic education. In the 2020 General Session, USBE staff assisted in drafting resolutions that reaffirm the essential importance of teaching about the Holocaust, and provided background research regarding the design of innovative civic engagement projects to pilot these projects in Utah LEAs. Both of these particular efforts, H.C.R. 12 and H.B. 334, were

CIVIC & CHARACTER EDUCATION REPORT

LEA Supports for Civic and Character Education

successful in the 2020 legislative session.

In June 2020, the USBE coordinated a civics and character education conference to provide further support to LEAs on civic and character education. In the midst of the COVID-19 pandemic, the conference successfully transitioned to an all-online platform, and still managed to provide a successful and engaging conference for participants. Educators from across the state heard from state and national leaders in civic and character education, and the online nature of the conference allowed for a range of nationally-recognized presenters.

The conference specifically highlighted relevant legislative initiatives from the 2020 General Session; promising practices including support from community partners for action-oriented civic teaching and learning; tools and resources to strengthen civic teaching and learning and meet state social studies standards; and ideas for preparing and implementing innovative project-oriented civics programs. Key takeaways from the conference were a continuing need and desire for educators to learn more about news media literacy and the strategies necessary for skillful navigation of the always-changing media landscape. In addition, another important point from the conference was the strong desire to develop project-based civics programs in schools so students can apply civic goals and service ideals.

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

Alpine School District

Our secondary schools participate in many civic and character education activities. I'm sure I haven't heard about all of the great civic engagement happenings but here are a few examples: Timpanogos High School said, "Our school's Student Council puts together a Freedom Hall during the week of Veterans Day every year. This year they are celebrating the 45th anniversary of the end of the Vietnam War." At Lehi Junior, the 7th grade history classes have used and plan to still use Project Citizen as a culminating project at the end of the school year. A couple of the 8th grade history classes have used and plan to still use We the People during the third term. Skyridge and Lone Peak High schools have nominated students to participate in Senate Youth. Lakeridge Junior High does a Model United Nations each year with all of their 9th graders.

Most of our High and Junior Highs have taken the opportunity to teach about the Electoral College and Elections. From one of our Junior High schools, "All of the history teachers instructed on the Electoral College System within the last week. Some did it through a NearPod that we created. Some did it through in-class instruction. We had them register to vote in a mock election, and we emailed them a ballot for the mock election. We then shared during the morning announcements statistics about those who registered and those who voted as well as the outcome

CIVIC & CHARACTER EDUCATION REPORT

of the vote. We will be discussing these statistics in the coming week further." We have many schools doing service around their communities. From Mountain Trails elementary: "Character and Citizenship Take Center Stage: A 6th grade student at Mountain Trails, coordinated with the PTA in her planning and preparation in a canned food drive in our community to help families affected by financial setbacks caused by the recent pandemic. Due to their efforts, over 400 cans & pre-packaged items flooded through the doors at Mountain Trails. A portion of the donations were transferred to Cedar Valley High School to aid in their efforts in setting up a pantry for local families in the area. The remainder of the donations were given to Tabitha's Way. The student has been an inspiration to her peers and teachers who feel a bit more uplifted and hopeful as a result of the experience." From Lehi Junior, "The student council has organized and plans to organize a Wish Week to collect money for the Make A Wish Foundation. The leadership team has organized and plans to organize an Angels Among Us drive to collect money for families in the Lehi Junior High School community." Suncrest Elementary Commemorated the Women's Suffrage Movement. "Headed up by our wonderful media specialist, Mrs. Wilson, the staff decorated sashes to commemorate the women's suffrage movement. The kids then got to come and vote for their favorites and the top four received a book about women and the vote. Our girls said 'We are proud to be women and to be able to have our voices heard for the last 100 years!' (150 years for Utah!)"

Canyons School District

Canyons District offers many opportunities for students to engage in civic and character education. Along with including aspects of civics and character education in our social studies instruction, students have the opportunity to participate in Model UN, mock trials, student government, service opportunities, and History Day, to name a few. Canyons District has a very strong Model UN presence, taking home many state and national awards in the past years. Our History Day program continues to grow and is a district with such large participation that we have been asked to hold our own competition before we advance students on to the state. Along with these programs, individual teachers also take initiative to provide opportunities for students to experience civic and character education. Many offer varied service opportunities in general as well as encourage participation in election campaigns and getting involved in local and state initiatives.

Civics and character education are formally assessed in every social studies class. Along with traditional in-class assessments and evaluations about civic knowledge and facts we also have very high participation on the required state Civics exam. We initially instruct and assess students in 8th grade with the state civics exam. Normally about 85 or 90 percent of our students pass this exam before entering HS. In HS they are offered further instruction and more opportunities to pass this exam. CSD also offers great school-level prizes and awards as well as district prizes and awards for participation in History day. With all that said, I think our best assessment of effectiveness for character and civic education comes in the class where teachers constantly engage students with quality instruction, class discussions, Socratic seminars, personalized learning activities and projects, and civic and character driven simulations.

CIVIC & CHARACTER EDUCATION REPORT

Davis School District

We are currently developing proficiency scales that, when completed, will be used to assess "soft-skills" such as productive discussions, etc. They will be used to teach and assess our civic engagement standard. Additionally, we encourage, support, and keep track of participation in History Day, We the People, and Mock Trial programs.

Jordan School District

In two of our schools, the We the People program is woven into US history and English LA curriculums. Both West Jordan Middle and West Hills Middle have energetic teachers who spent many, many hours teaching the Constitution and civic participation. They both compete at the state competition and have been asked several times to do demonstrations for different groups who want to see students in action. Other of the above programs individual teachers or school participate in. Most high schools and a couple of middle schools have service clubs and classes. This election year, a number of teachers are doing mock elections. Each year around Veteran's Day a number of our schools hold special assemblies to honor veterans. Several teachers use service learning in their classes; a number have written grants to fund special programs. It has been interesting to see how teachers have integrated science, geography, social studies, and art into their service learning.

A number of teachers provide service learning opportunities. Peer Leadership Teams, anti-bullying clubs and assemblies, Latinos in Action and People of the Pacific, and a number of other clubs are offered in many schools. Also, during the Christmas season every school does a fundraiser and looks for good opportunities to help the community. Most schools support student government and several high schools send students leaders to the Senate Youth program.

San Juan School District

Students are enrolled in classroom instruction specific to government, history, economics, law, and democracy. Curriculum specific to current events are designed in our high schools to be integrated within the government class to support current events discussions. The service learning and extracurricular events often coincide with plans stemming from Student Government planning. (i.e. reading to elementary students, community service projects) Student Councils are organized, and active. Their main focus is student leadership, governance and teamwork. Student councils also work as advisory groups for specific school improvements, issues, and feedback. Unity clubs function to integrate service, culture, and leadership for Native American students. Unity clubs include opportunities to participate in community events including government, cultural fairs, and advocacy. Navajo government courses also provide a variety of opportunities outside of the classroom, including attendance at Navajo Nation Chapter meetings.

Salt Lake City School District

Character and Civic Education is an integral part of Salt Lake City School District's Student

CIVIC & CHARACTER EDUCATION REPORT

Achievement Plan. Through the efforts of teachers and administrators, across various grade levels and content areas, students in Salt Lake City School District experience a variety of opportunities that promote and affirm the values, qualities, and principles of a desirable and competent citizenry, including: celebration of Constitution Day with a variety of activities and learning experiences; participation in Utah History Day to research historical accounts that align with civic themes; participation in Generation Citizen and National Geographic Geo-Inquiry processes that investigate community issues and prompt students to make a call to action in the form of creating awareness campaigns, letter writing, and others actions; producing patriotic programs highlighting different periods of U.S. history and honoring veterans; volunteering in Peer Court Programs or the Hope Squad; engaging in discussion with guest speakers representing various aspects of our community.

In addition to teaching and following the Utah Social Studies Core Standards, students engage in a variety of learning experiences that provide opportunities for students to engage in meaningful civic education including: the study and discussion of the U.S. Constitution, the Bill of Rights, Gettysburg Address, U.S. Supreme Court cases, and other important documents and events in U.S. history; study and investigation of rights, responsibilities, and the purpose of laws; study and discussion of elections and the election process, including participation in mock elections, engaging in the legislative session, researching bills, and communicating with legislators; integrating current events with curriculum and engaging students in learning about local issues; participation in service learning such as raising funds and resources for food banks, homeless shelter, and other community organizations; participating in community service projects such as clean-up projects or peer tutoring; exploring history through oral histories and interviews of community members.

Edith Bowen Laboratory School

As a school founded on John Dewey's constructivist ideas, integrating civic and character education with academic standards is embedded in our school culture. We strive to make learning as authentic as possible by engaging students in the processes of learning. In addition to direct classroom instruction and in-depth classroom discussions about civics, our students participate in school and mock presidential elections, hold a reenactment of the signing of the Declaration of Independence, and have service learning partnerships with the Utah Division of Wildlife Resources, Hardware Ranch Elk Refuge, the Cache County Noxious Weed Department, the Humane Society, Logan City Parks and Recreation, and other organizations.

One specific example is our 4th grade field experience to the Bear River Massacre site where our 4th graders learn multiple perspectives on Utah history in partnership with the Shoshone tribe. On the bluff overlooking the Bear River and the massacre site, small groups of our students rotate through various stations that include watercolor painting, reflective writing, history, Shoshone traditions with a tribe member, and looking at various monuments from the Shoshone tribe and the State of Idaho. Our students learn the complexities and tragedies of history with an eye to the future.

CIVIC & CHARACTER EDUCATION REPORT

Mountain Heights Academy

One of our focuses is on our school student committee and the ability for different students to have a voice and learn how to participate in discussions and even disagreements with civility. We started out with 12 students from various grades and backgrounds and met quarterly. We are going to split off into a middle school and high school group for the second semester because it has gone so well. Students are presented with questions and have an opportunity to discuss and brainstorm solutions. They are insightful and all abide by the agreements that we set up at the beginning of the committee. We have loved all of the great ideas, insight, and growth in civil discussion that has taken place.

Noah Webster Academy

Our school mission statement shares our desire to instill a lifelong love of learning, leadership, and service which go along so well with the practices listed. Our elected Scholar Council leads the school in online morning announcements, Friday Morning Meetings, school wide service opportunities, and spirit days throughout the year. Our kiddos learn about service through the 7 Habits and Bucket Filling. Money is collected each year through our Penny Wars and shared with families in need for the holidays.

A huge assessment is the number of referrals sent to the office. We find with our "Leader in Me" program, scholars are becoming more proactive rather than reactive leading to less office referrals. Each week teachers choose a Noble Knight Leader of the Week from their class. These awards are given for scholars being a little better each day.

Odyssey Charter

In elementary school we are always discussing character and being a good citizen in our school. Many grades talk about the election system and hold mock trials, but it's not extensive. Our sixth grade has a leadership council, more than a student government. They run for the position and are elected by their peers. Most of the civics education is done when it goes along with our Core Knowledge curriculum.

CIVIC & CHARACTER EDUCATION REPORT

Promoting Partnerships

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

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

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

The USBE promotes Utah History Day which is operated by the Utah Division of State History in the Department of Heritage and Arts. Over 4,000 students from across the state participate in Utah History Day competitions. Students showcase projects of historical research and many students advance in contests from the district level to the state competition. The top state entries advance to compete in the National History Day competition in Washington, DC. During the initial outbreak of the pandemic, the Utah History Day staff and volunteers were able to pivot to a completely online competition and successfully carried out their mission of providing an incredible opportunity for students to showcase their mastery of historical content.

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 2019-2020 school year, 186 public, charter, and alternative high schools participated in the concurrent enrollment program. Students from 41 districts and 45 charter schools earned concurrent enrollment credit.

CONCURRENT ENROLLMENT PARTICIPATION

During the 2019-2020 school year, 43,916 students participated in concurrent enrollment courses. This number represents an 11.4% increase (5,009 students) from the 2018-2019 school year. These students earned 323,749 credit hours, which is an 11.7% increase (38,039 credit hours) from the 2018-2019 school year (see Table 1 and Appendix A).

Table 1. Student Participation in the Concurrent Enrollment Program

	2018-2019 SY	2019-2020 SY
Students who participated in Concurrent Enrollment *Total Distinct Headcount*	38,907	43,916
Number of Credit Hours Attempted	299,192	341,813
Number of Credit Hours Earned	285,710	323,749

Source: Utah System of Higher Education & Utah State Board of Education, see Appendix A

CONCURRENT ENROLLMENT REPORT

While student participation in the concurrent enrollment program is increasing, program participation is not equitable among student groups. Table 2 illustrates program participation by race/ethnicity for 2019-2020 and the percentage of each student group in the total K-12 population.

Table 2. 2019-2020 Concurrent Enrollment Participation by Race/Ethnicity

	Participation	Total K-12 Population
American Indian / Native	-	-
Alaskan	0.5%	1.0%
Asian	1.9%	1.7%
Black / African American	0.8%	1.4%
Hispanic	10.5%	18.0%
Pacific Islander / Hawaiian	0.7%	1.6%
Two or More Races	2.5%	3.1%
White	83.0%	73.2%

Source: USHE & USBE, see Appendix A, & USBE Data and Statistics

The increases in concurrent enrollment participation include both general education and career and technical education (CTE) courses (see Table 3 and Appendix A).

Table 3. Course Enrollment & Credit Type Earned in the Concurrent Enrollment Program

	2018-2019 Enrollment	2018-2019 Earned Credits	2019-2020 Enrollment	2019-2020 Earned Credits
General Education	-	-	-	-
Courses	72,647	212,170	78,044	245,792
Other CTE Courses	23,122	65,492	24,070	68,274
Other Academic Courses	2,736	8,048	3,413	9,683
Total	98,505	285,710	105,527	323,749

Source: USHE & USBE, see Appendix A

CONCURRENT ENROLLMENT REPORT

As a result of the increased credits earned, Utah students saved $62.7 million in tuition costs during the 2019-2020 school year. This number represents an additional $8.6 million saved in tuition costs during the 2019-2020 school year compared to the prior 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. 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. The one-time application fee ranges from $35 to $50.

CONCURRENT ENROLLMENT APPROPRIATION

For fiscal year 2020, the Legislature appropriated $11,750,900 from the Education Fund for the concurrent enrollment program through the Minimum School Program. Subject to budget constraints, the 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 2021 with the passage of House Bill 409 (2020 General Session). Prior to FY 2021, 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. Additionally, the Legislature appropriates funding for the concurrent enrollment program through the Higher Education budget. This funding was $486,700 in FY 2020.

CONCURRENT ENROLLMENT 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.

CONCURRENT ENROLLMENT REPORT

LEA primarily bears the cost of instruction
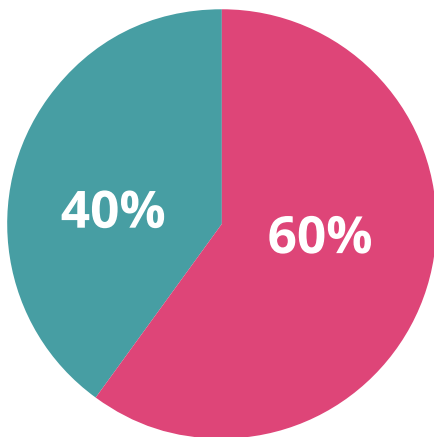
Institution of higher ed primarily bears the cost of instruction

40% 60%

60% 40%
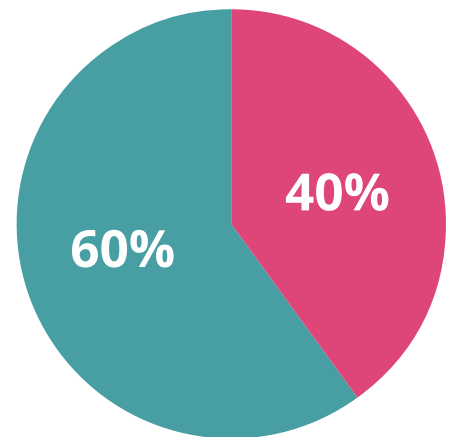
State Board of Regents

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 R277-713, 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.

A local education agency 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.

Appendix A

Utah State Board of Education and Utah System of Higher Education
2019-20 Concurrent Enrollment Summary Data
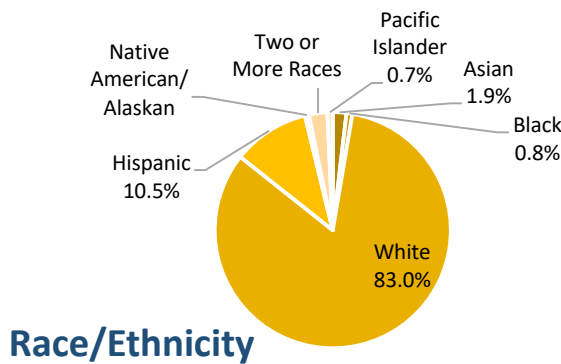## November 11, 2020

During the 2019-20 year, 186 public, charter, and alternative high schools participated in the concurrent enrollment program. Students from 41 districts and 45 charter schools earned concurrent credit. Below find finalized end of year data. Final 2018-19 data is provided for comparison.

Student Participation	18-19	19-20	Change
Number of Students who participated in Concurrent Enrollment (*total distinct headcount*)	38,907	43,916	11.4%
Number of Credit Hours attempted	299,192	341,813	12.5%
Number of Credit Hours earned	285,710	323,749	11.7%

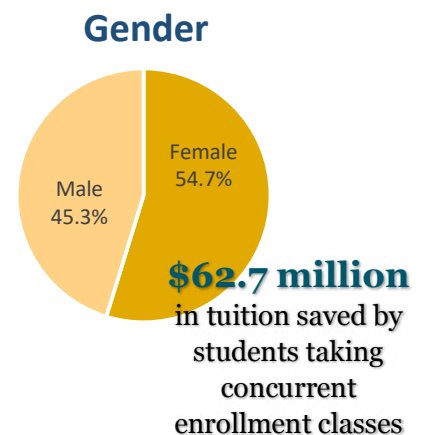| Type of Delivery (earned credit)	18-19	19-20		18-19	19-20
Credit Hours delivered Face-to-Face	254,106	290,681	Credit Hours taught by USHE faculty	42,379	44,337
Credit Hours delivered via Technology	31,604	33,068	Credit Hours taught by adjunct instructors (teachers)	243,331	279,412

USHE / Credit Type Earned	18-19		19-20	
	No. Enrollments	Earned Credits	No. Enrollments	Earned Credits
General Education Courses TOTAL	72,647	212,170	78,044	245,792
General Education Courses		190,215		223,817
CTE Courses that fulfill GenEd Requirements		21,955		21,975
Other CTE Courses	23,122	65,492	24,070	68,274
Other Academic Courses	2,736	8,048	3,413	9,683
Total Registrations	**98,505**	**285,710**	**105,527**	**323,749**

Race/Ethnicity

- Native American/Alaskan
- Two or More Races
- Pacific Islander 0.7%
- Asian 1.9%
- Black 0.8%
- Hispanic 10.5%
- White 83.0%

Distinct Headcount by Ethnicity	18-19	19-20
Asian	706	817
Black	327	356
Hispanic	3,990	4,614
Native American/Alaskan	227	237
Pacific Islander	271	327
White	32,476	36,468
Two or more races	910	1,097
Distinct Headcount by Gender	**18-19**	**19-20**
Female	21,215	24,026
Male	17,692	19,887
Unidentified	0	3
Total	**38,907**	**43,916**

Program Participation by USHE Institution	Enrollments 18-19	Credits Earned 18-19	Enrollments 19-20	Credits Earned 19-20
University of Utah	816	2,447	1,185	3,559
Utah State University/USUE	10,476	31,354	11,635	34,706
Weber State University	26,552	77,398	31,070	86,604
Southern Utah University	2,548	6,660	3,026	8,028
Snow College	5,561	16,280	5,609	15,943
Dixie State University	6,901	18,091	8,657	23,643
Utah Valley University	26,986	78,085	31,518	90,604
Salt Lake Community College	18,665	55,395	20,374	60,662
Total	**98,505**	**285,710**	**113,074**	**323,749**

Gender

- Male 45.3%
- Female 54.7%

$62.7 million in tuition saved by students taking concurrent enrollment classes

CORE STANDARDS

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. The thirteen-step process is depicted in the figure below. More details regarding this process are available on USBE's website under Teaching and Learning.

Revised Standards Adopted in FY 2020

During fiscal year 2019-2020, the Utah State Board of Education continued its work on Early Learning and Social Studies core standards. The Board approved the new Early Learning Core Standards in May 2020. The new standards are now available to use for the pilot year 2020-2021 and will be fully implemented in 2020-2021.

Early Childhood

The new Utah Early Learning Standards were received and approved by the Board in May of 2020. These standards will replace the Utah Early Childhood Core Standards that were approved in May 2012. The standards were a result of a collaborative effort among the Utah State Board of Education, the Office of Child Care through the Division of Workforce Services, the Head Start Association, institutions of higher education, special education, district preschool coordinators and leaders, early childhood educators, preschool coaches, and parents.

The standards were written for three- and four-year old children to create alignment to kindergarten core standards in all content areas. Lifelong Learning Practices were also included to capture the development of approaches to learning and social interactions and development critical to this age group. The standards are also vertically aligned for educators who may have a mixed classroom of both age groups. The purpose of the Utah Early Childhood Core Standards is to help preschools across all settings make informed decisions regarding curriculum and instruction in order to prepare children for kindergarten.

The process began in 2017 when the Board approved the review committee's recommendations to update and align the standards, as well as convert them to the new Board format, while complying with the Board's established process for standards revision. These standards will be introduced during the 2020-2021 school year with full implementation to begin fall 2021. The Board also decided to include preschool standards in all future revisions of elementary content areas.

CORE STANDARDS

Social Studies

On August 1, 2019, the Board approved staff beginning the standards revision process for the Elementary Social Studies Standards, using the USBE-approved procedure. The standards review committee met 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. A writing committee of experienced elementary teachers and LEA social studies specialists has been convened and is currently drafting a revision, following the USBE process.

Utah State Board of Education Standards Revision Process
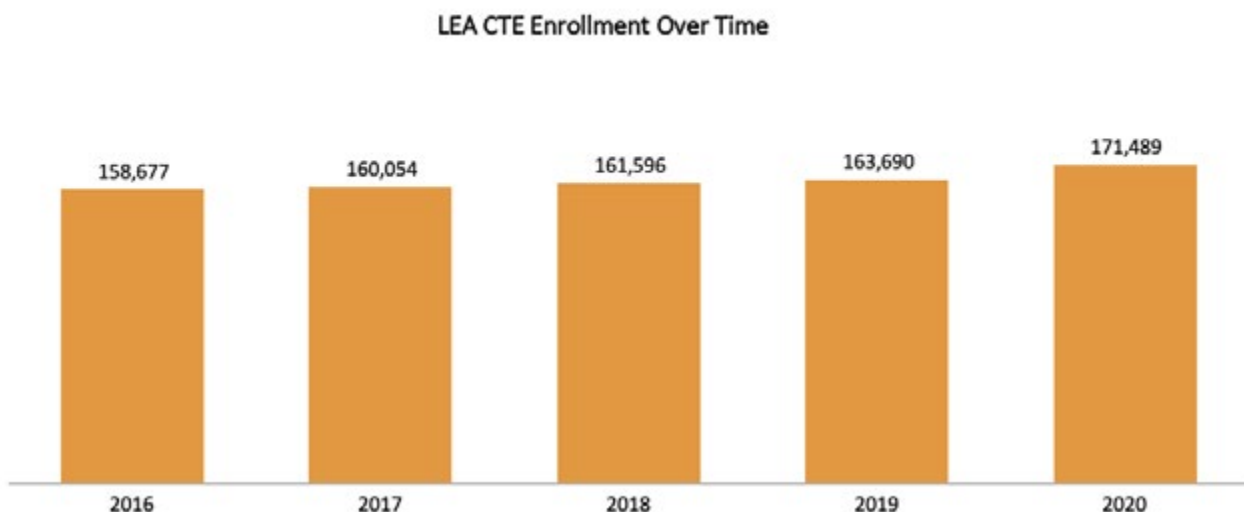
CTE ANNUAL REPORT

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

The Utah State Board of Education provides leadership for career and technical education in the state's public secondary schools, with LEAs providing 93 percent of the instruction. Additionally, through coordinated, collaborative, and creative partnerships with post-secondary education including the Utah System of Technical Colleges (UTech) and the Utah System of Higher Education, LEAs assure efficient and effective career and technical education delivery.

Data for the 2019-2020 School Year

• Enrollment in LEA Career and Technical Education courses increased by 4.76% (7,799 students) in 2019-2020 to 171,489 - up from 163,690 students in 2018-2019.

• LEA Career and Technical Education average daily membership (ADM) increased 4.89% (1,330 ADM) in 2019-2020 to 28,507 - up from 27,177 in 2018-2019.

• The total membership hours for LEA CTE courses increased 6.21% (2,166,760 hours) in 2019-2020 to 37,079,826 - up from 34,913,066 in 2018-2019.

• LEAs delivered 93% of all career and technical education membership hours in grades 9-12.

• 117 secondary students received CTE scholarships and tuition awards.

LEA CTE Enrollment Over Time

2016	2017	2018	2019	2020
158,677	160,054	161,596	163,690	171,489

CTE ANNUAL REPORT

Work-Based Learning

Work-based learning means a continuum of awareness, exploration, preparation, and training activities that combine structured learning and authentic work experiences implemented through industry and education partnerships. Through work-based learning, students have the opportunity to see how classroom instruction connects to the world of work and future career opportunities. During the 2019-2020 school year, 6,374 students participated in work-based learning activities including internships, apprenticeships, and workplace readiness training.

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 2019-2020 school year, 23,606 students are members of CSTOs including DECA, FBLA, FCCLA, FFA, HOSA, SkillsUSA, and TSA.

College and Career Awareness

College and Career Awareness is a year-long middle school course designed to increase awareness of college and career pathways. Students explore high school, college, and career options based on individual interests, abilities, and skills. Students investigate high-skill and /or in-demand jobs in the Utah labor market while developing workplace skills. In the 2019-2020 school year, 52,473 middle school students participated in the program.

Partnering with Industry

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

The Return on Investment for Secondary CTE

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

CTE ANNUAL REPORT

The Return on Investment for Secondary CTE

CTE Cost of Services

• The FY 2020 Secondary CTE Add-on Allocation was $101,583,900.

• LEAs are required to expend an amount equivalent to the regular WPU for students in approved CTE programs. For FY 2020, the budgeted minimum qualifying expenditure for this maintenance of effort (MOE) is calculated to be $94,862,709. The actual audited MOE expenditures are not available until spring 2021.

• The total cost of service for FY 2020 was $5.30 per membership hour. In FY 2019 the cost of service was $5.13 per membership hour.

CTE Works for High School Students

• In Utah, 96 percent of secondary students who are CTE concentrators graduate compared to Utah's graduation rate of 88 percent statewide.

• Utah secondary students can earn skill certifications through participating in CTE programs. Even while testing was impacted by the pandemic in SY 2020, there were 61,264 CTE skill certifications and third-party certifications awarded.

Utah System of Higher Education Secondary Programs

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

Technical Colleges

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

• UTech secondary student headcount decreased by 0.6% (61 students) in 2019-2020 to 9,831 students - down from 9,892 students in 2018-2019.

• Membership hours for secondary students at UTech decreased by 6.9% (150,123 hours) in 2019-2020 to 2,021,592 - down from 2,171,715 in 2018-2019.

• In 2019-2020, UTech and USHE provided 7% of the total high school CTE program opportunities statewide (as measured in membership) in grades 9-12.

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Utah State University Eastern

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

Snow College

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

Salt Lake Community College

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

Concurrent Enrollment

Concurrent enrollment in career and technical education coursework is provided to high school students with credit granted by high schools as well as cooperating credit-granting colleges or university. In the 2019-2020 school year, secondary students earned 88,128 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 describing how many local education agencies and how many students are participating in the pilot program. This program is funded through a tax established in Senate Bill 264, Outdoor Recreation Grant Program (2017 General Session). The bill took effect on January 1, 2018. The total number of LEAs participating in Hospitality and Tourism Pathways is 22 (15 districts and 7 charters). For the 2019-2020 school year, the total number of students enrolled in Hospitality and Tourism Pathway courses was 2,080 students which is an increase from the 1,840 students enrolled in the 2018-2019 school year. There were 52 teachers who were teaching Hospitality and Tourism Pathway courses during the 2019-2020 school year which is an increase from 46 teachers from the prior year.

DROPOUT PREVENTION AND RECOVERY REPORT

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

Background

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

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

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

• The number of designated students who reach the designated students' attainment goals; and

 • Funding allocated to provide dropout prevention and recovery services.

Methodology

The USBE surveys LEAs to gather the information required in 53G-9-802. Local education agencies are authorized to count a student who graduates on or before September 30 of the following school year for purposes of determining the graduation rate from the previous year. As a result, for this report, 2019-2020 school year data were used. The limitations of the data used include the potential for misreported data since the data are 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.

DROPOUT PREVENTION AND RECOVERY REPORT

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

Of the local education agencies surveyed that report having designated students, 31 percent worked with a third-party provider (from the private sector or another LEA) in the 2019-2020 academic year to support students who have dropped out or are at risk of dropping out.

DROPOUT PREVENTION AND RECOVERY REPORT

Designated Students Enrolled

For the 2019-2020 school year, of the surveyed LEAs reporting designated students, 94.7 percent of students who have dropped out or at risk of dropping out entered into a recovery program (20,714 students enrolled out of 21,869 designated students). This percentage is higher than the prior two years.
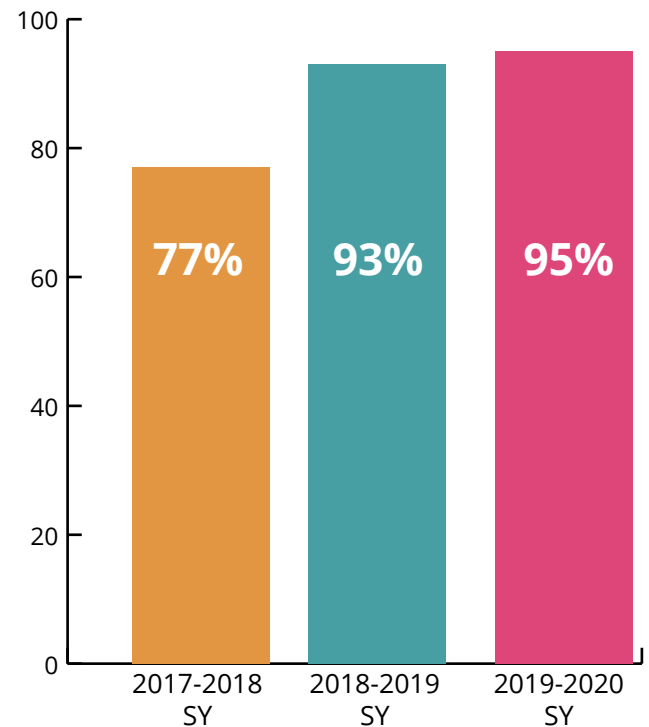
Attainment Goals

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

An attainment goal means earning:

• A high school diploma;

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

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

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

For the 2019-2020 school year, LEAs reported that 31.7 percent of enrolled students achieved their attainment goals (6,573 students out of 20,714 enrolled). This percent is a slight decrease compared to last year's report where 32.5 percent of enrolled students achieved their attainment goals.

Percentage of Designated Students Enrolled

	2017-2018 SY	2018-2019 SY	2019-2020 SY
	77%	93%	95%

Percent of Enrolled Students Achieving Attainment Goals

	2017-2018 SY	2018-2019 SY	2019-2020 SY
	60%	33%	32%
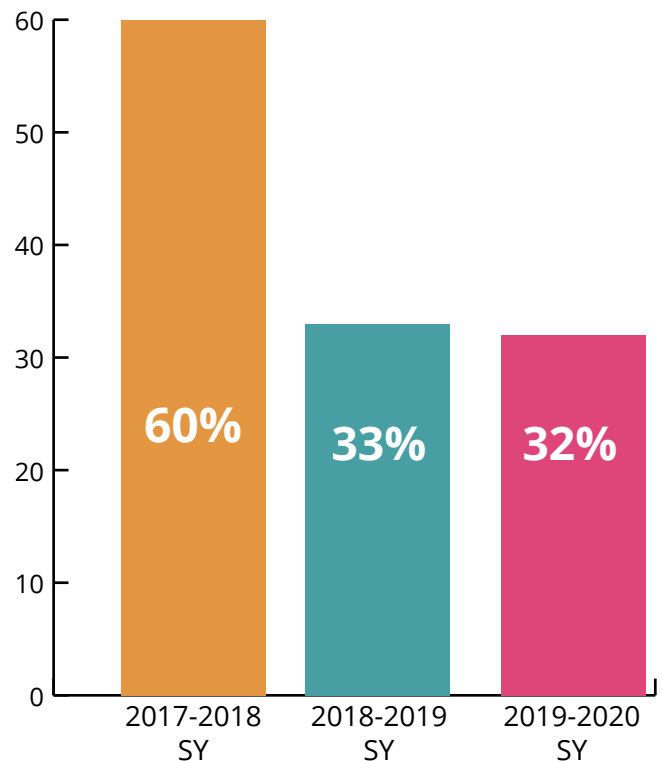
DROPOUT PREVENTION AND RECOVERY REPORT

Funding for Dropout Prevention and Recovery

In fiscal year 2020, LEAs collectively allocated about $20,649,400 to deliver support to students who have dropped out or are at risk of dropping out. The maximum reported allocation was about $3,881,000 by a single school district to support 519 enrolled students with 62.6 percent of those students (325) reaching goal attainment. Excluding LEAs reporting zero dollars allocated in funding, the lowest funding amount was about $550 reported from a charter school with one designated student enrolled and that student achieving their attainment goal. The average reported funding from surveyed LEAs was about $368,700, a little over half of last year's average of $654,200, and the median funding amount was about $34,000 (both excluding any LEAs reporting zero dollars).

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

2020-2021 EARLY LITERACY REPORT

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

Background

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

• Early intervention;

• Assessments for testing and monitoring reading skills;

• Optional progress monitoring;

• Ongoing professional learning;

• Coaching; and

• The use of data to inform instruction.

Local education agencies (LEAs) assess, and report to the state, students' reading benchmark three times a year using the Acadience Reading assessment (formerly DIBELS Next). The results of those assessments are reported here.

Due to the COVID-19 pandemic soft school closures, end-of-year assessments were not completed in SY 2020. As a result, many of the charts in this report have been changed to show middle-of-year (MOY) rather than end-of-year (EOY) test results. Care should be taken in comparing prior-year reports with the SY 2020 report. Pathways of Progress data are a measure of growth from beginning to end of year. Since end-of-year data are not available, Pathways of Progress data for SY 2020 measure growth from beginning to middle of the year.

# 2020-2021 EARLY LITERACY REPORT

Findings

Student Reading Benchmarks, 2019-2020 School Year

The Utah State Board of Education uses the Acadience Reading assessment to determine whether students met reading benchmarks over the course of the school year. The results of that assessment are reported here for K-3 students who were enrolled in school for the full academic year (FAY), the equivalent of 160 days or more, and were tested at the beginning of the year and the middle of the year. This assessment is required in first through third grades. However, we do report available kindergarten Acadience Reading data. As discussed above, no end-of-year tests were administered in SY 2020 due to the COVID-19 pandemic.

Kindergarten Reading Benchmarks

Figure 1 shows the percentage of kindergarten students at or above benchmark on the Acadience Reading assessment at the beginning and middle-of-year testing sessions during the 2019-2020 school year. At the beginning of the year, 61% of kindergarten students were at or above benchmark. The percent of students who met reading benchmarks during the middle of the year testing session increased to 69%, demonstrating a statewide increase of eight percentage points between the two testing sessions.

Figure 1. Percent of Kindergarten Students At or Above Reading Benchmark During Each Testing Session, SY 2020
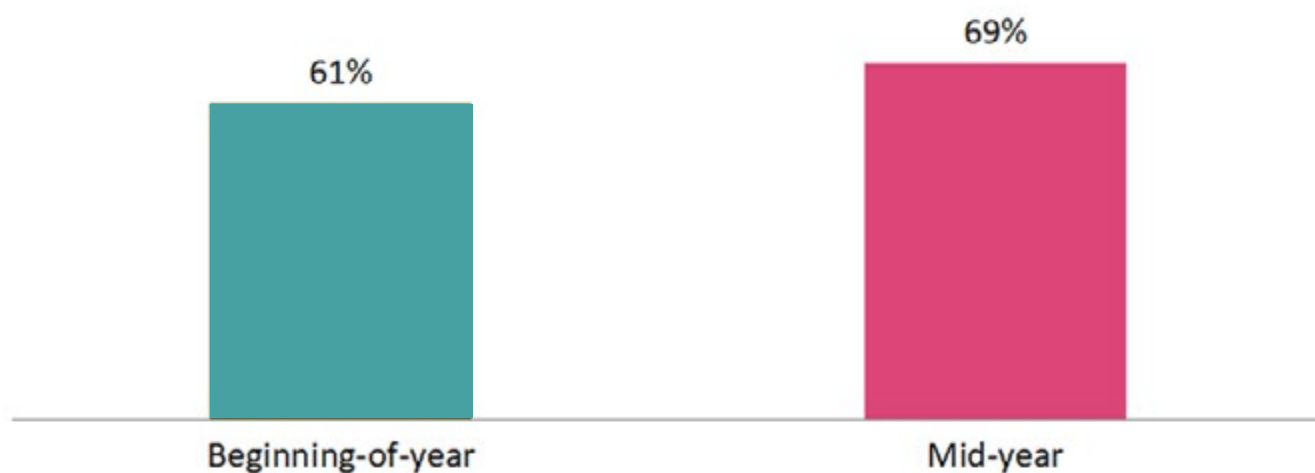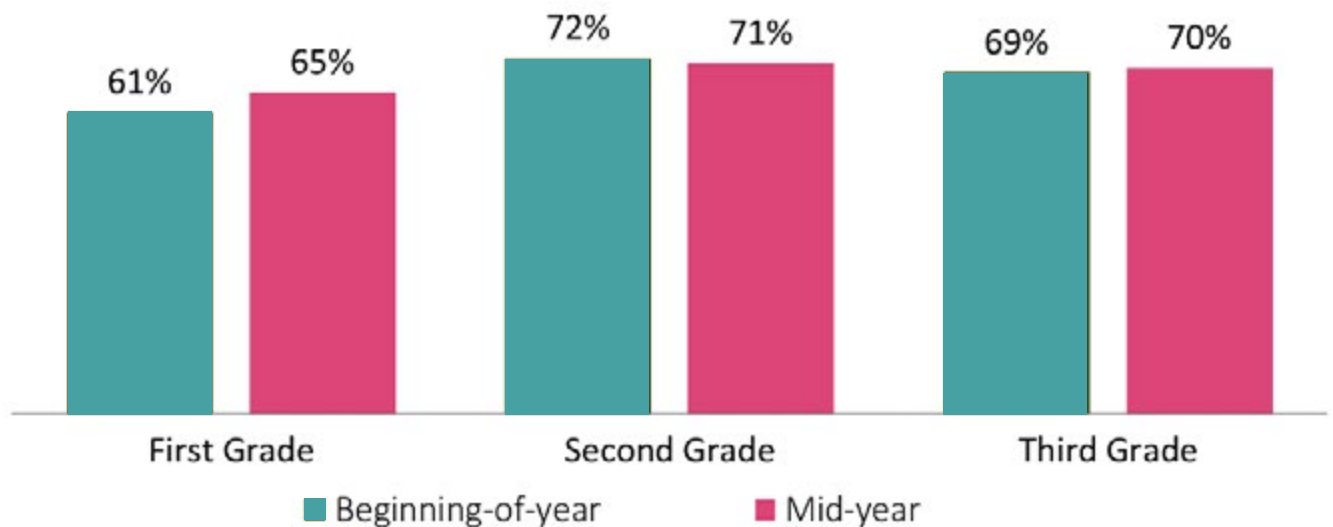
The 2020 percentages of students who met reading competency standards are out of all students who attended a school for a full academic year (FAY; a 160-day equivalency or more), and have an Acadience vendor test record with a state-approved vendor (97% of kindergartners).

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First through Third Grade Reading Benchmarks

Figure 2 shows reading benchmark results by grade level for the beginning and middle-of-year testing sessions for SY 2020. The percent of students at or above benchmark during the beginning-of-year testing session was 61% of first graders, 72% of second graders, and 69% of third graders. For first and third grade students, the percent of students at or above benchmark increased from the beginning-of-year to middle-of-year test session. Among first graders, the percent of students at or above benchmark on the middle-of-year assessment increased by four percentage points to 65%. Third grade students saw a gain of one percentage point by the middle-of-year assessment to 70%. The percent of second grade students at or above benchmark declined by one percentage point to 71%.

Figure 2. Percent of Students At or Above Reading Benchmark During Each Testing Session by Grade, SY 2020
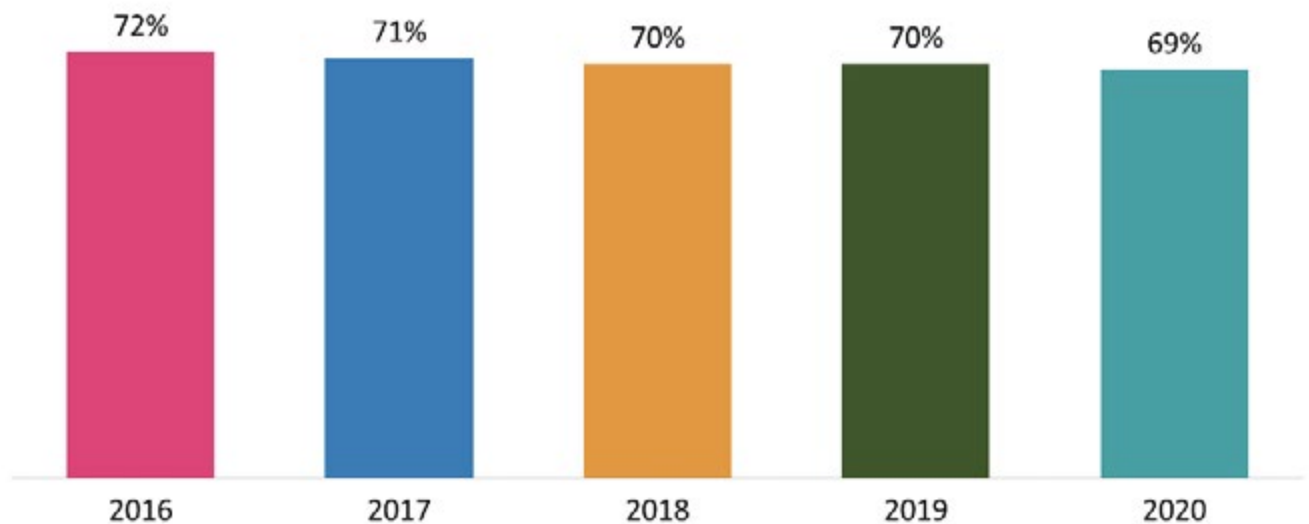

The 2020 percentages of students who met reading competency standards are out of all students who attended a school for a full academic year (FAY; a 160-day equivalency or more), and were tested (about 0.02% to 0.06% of students who were expected to test were untested without a valid reason and 0.3% to 0.7% took an alternate assessment or were excused).

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Figures 3, 4, and 5 show middle-of-year reading benchmark percentages for all first through third grade students and by student group. Among all first through third grade students, the percent of students at or above benchmark has been decreasing slowly from 72% in SY 2016 to 69% in SY 2020 (Figure 3). One potential reason for this decrease is the increasing accuracy of data collection, which may evaluate students' reading performance more closely and critically.

Figure 3. Percent of Students in Grades 1 through 3 At or Above Reading Benchmark at Middle of Year, SY 2016 to 2020
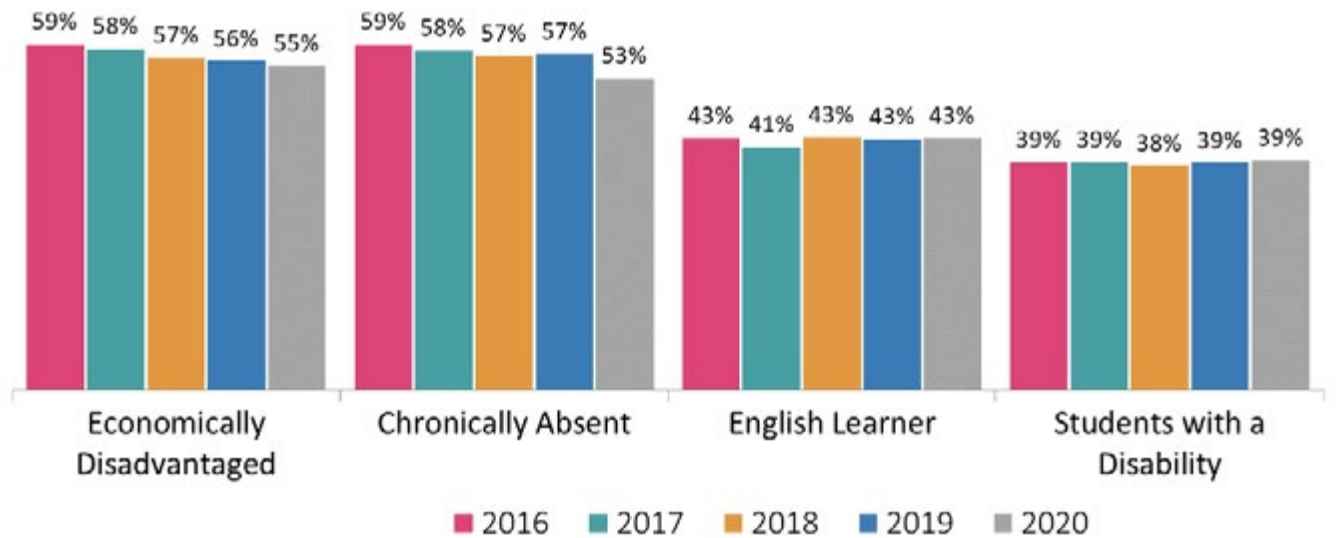

The 2020 percentage in this table is out of 139,103 students in grades 1 through 3 who attended a school for a full academic year (FAY; a 160-day equivalency or more) and had a middle-of-year assessment.

Figure 4 illustrates middle-of-year reading benchmark results by student group for the same time period. Compared with the overall percentages of students in grades 1 through 3 at or above benchmark, lower percentages of students with risk factors (students who are economically disadvantaged, students who are chronically absent, students with a disability, and students who are English learners) met MOY reading benchmarks. In SY 2020, the largest gap was with students with a disability where only 39% of students with a disability met reading benchmarks compared to 69% of students overall. For students with a disability and students who are English learners, the percent at or above benchmark at mid-year in SY 2020 is the same as the percent at or above benchmark in SY 2019. Both students who are economically disadvantaged and students who are chronically absent saw a decrease in the percent at or above benchmark mid-year in SY 2020 compared to SY 2019; a one percentage point decrease for students who are economically disadvantaged and a four-percentage point decline for students who are chronically absent.

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Figure 4. Percent of Students in Grades 1 through 3 At or Above Reading Benchmark on the Middle-of-Year Test by Student Group, SY 2016 to 2020
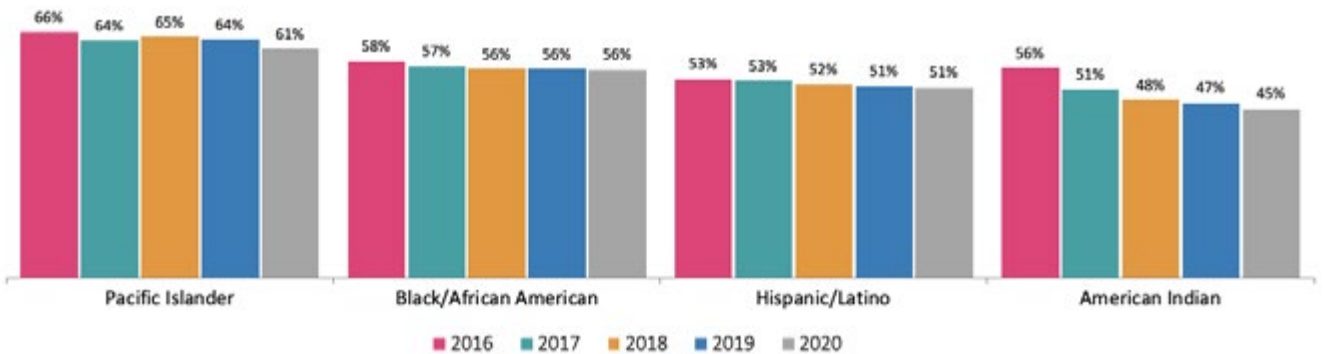

The 2020 percentages in this table are out of all grades 1 through 3 students who attended a school for a full academic year (FAY; a 160-day equivalency or more), were tested in reading at the middle-of-year test, and who fall into the identified group. Some students may be in multiple groups (Economically Disadvantaged = 48,567; Chronically Absent = 10,644; English Learner = 14,679; and Students with a Disability = 19,615).

Compared with the overall first through third grade student population (69%), lower percentages of students who identify as American Indian (45%), Black or African American (56%), Hispanic or Latino (51%), or Pacific Islander (61%) met MOY reading benchmarks (Figure 5). Students who identify as Asian (75%), Two or More Races (72%), or White (73%) had higher percentages at or above benchmark compared to 69% of all first through third grade students at or above benchmark.
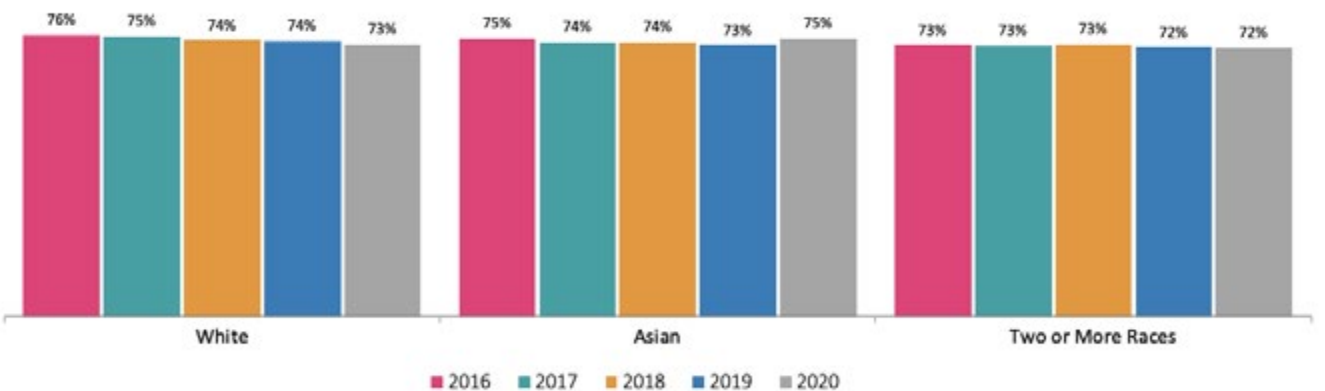
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Figure 5. Percent of Students At or Above Reading Benchmark on the Middle-of-Year Test by Race/Ethnicity, SY 2016 to 2020

The 2020 percentages in this table are out of all grades 1 through 3 students who attended a school for a full academic year (FAY; a 160-day equivalency or more), were tested in reading at the middle-of-year test, and who fall into the identified group (American Indian = 1,317; Asian = 2,351; Black/African American = 1,718; Hispanic/Latino = 23,647; Pacific Islander = 2,163; Two or More Races = 4,696; White = 103,538).

Figure 5, *continued*. Percent of Students At or Above Reading Benchmark on the Middle-of-Year Test by Race/Ethnicity, SY 2016 to 2020
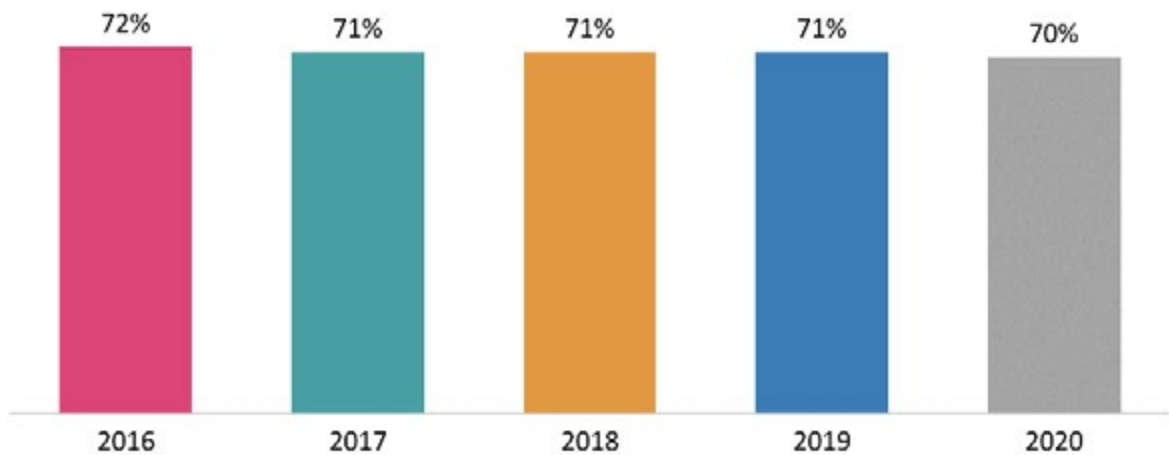

The 2020 percentages in this table are out of all grades 1 through 3 students who attended a school for a full academic year (FAY; a 160-day equivalency or more), were tested in reading at the middle-of-year test, and who fall into the identified group (American Indian = 1,317; Asian = 2,351; Black/African American = 1,718; Hispanic/Latino = 23,647; Pacific Islander = 2,163; Two or More Races = 4,696; White = 103,538).

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Focus on Third Grade Reading Benchmarks

For students in third grade, the percent of students at or above benchmark at mid-year was 70% in SY 2020 which is a decrease from 71% in SY 2019, SY 2018, and SY 2017 and a decrease from 72% in SY 2016 (Figure 6). Thus, similar to the trend for first through third grade students, the percent of third grade students at or above benchmark has been decreasing slowly over time.

Figure 6. Percent of Third Graders At or Above Reading Benchmark on the Middle-of-Year Test, SY 2016 to 2020

The 2020 percentage of students who met reading competency standards is out of third grade students who attended a school for a full academic year (FAY; a 160-day equivalency or more), and were tested at mid-year (0.06% of students who were expected to test were untested without a valid reason and 0.3% took an alternate assessment or were excused.

2020-2021 EARLY LITERACY REPORT

Change in Benchmark Status and Reading Interventions

Figure 7 shows the changes in students' reading benchmark status among all first through third grade students from the beginning to the middle of SY 2020. Most students, 61%, maintained a status above benchmark. About 25% of students were below or well below benchmark at both the beginning and middle of the year. Eight percent of students started the year below benchmark and attained benchmark by mid-year and 6% started the year above benchmark and slipped below benchmark by mid-year. Among the 8% of students who attained benchmark, 73% had received an intervention during SY 2020.

Figure 7. Change in Benchmark Status from Beginning to Middle of Year, SY 2020
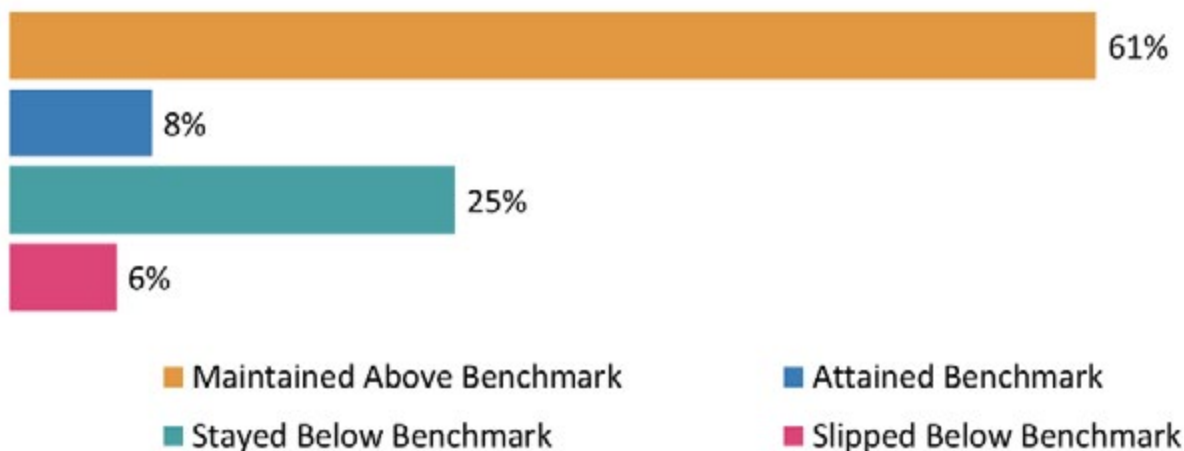
- Maintained Above Benchmark: 61%
- Attained Benchmark: 8%
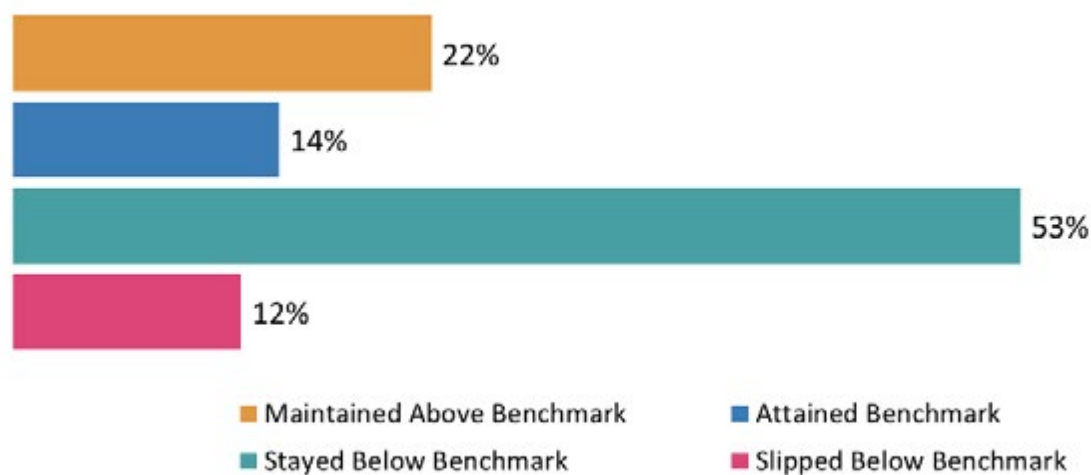- Stayed Below Benchmark: 25%
- Slipped Below Benchmark: 6%

The percentages in this table are out of all FAY students who were tested at the beginning of the year and middle of the year (138,452 students).

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Figure 8 shows the changes in reading benchmark status among all first through third grade students who received a reading intervention and were tested at the beginning and middle of the year. A majority of the students who received a reading intervention stayed below benchmark from the beginning to the middle of the year (53%). However, 14% of the students who were provided with a reading intervention showed gains in reading benchmark status from the beginning to the middle-of-year assessment. This increase is much larger than the 8% of all first through third grade students achieving benchmark status by mid-year.

Figure 8. Change in Benchmark Status from Beginning to Middle of Year Among Students who Received a Reading Intervention, SY 2020

- Maintained Above Benchmark: 22%
- Attained Benchmark: 14%
- Stayed Below Benchmark: 53%
- Slipped Below Benchmark: 12%

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

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

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, as well as beginning of year to middle of year, to identify progress based on students with similar initial skills, and classifies their progress as well below typical (below 20th percentile), below typical (20th to 39th percentile), typical (40th to 59th percentile), above typical (60th to 79th percentile), or well above typical (80th percentile and above). Typically, we report on progress from the beginning to the end of the year. However, because we do not have end-of-year data for 2019-2020, this year's report provides middle-of-year pathways of progress data. In SY 2020, 67% of first graders, 60% of second graders, and 65% of third graders made typical or better progress at mid-year (Figure 9). Overall, 64% of first through third grade students made typical or better progress from beginning to middle of year in SY 2020.

Figure 9. Percent of Students by Grade Who Made Typical or Better Progress, Beginning to Middle of Year SY 2020
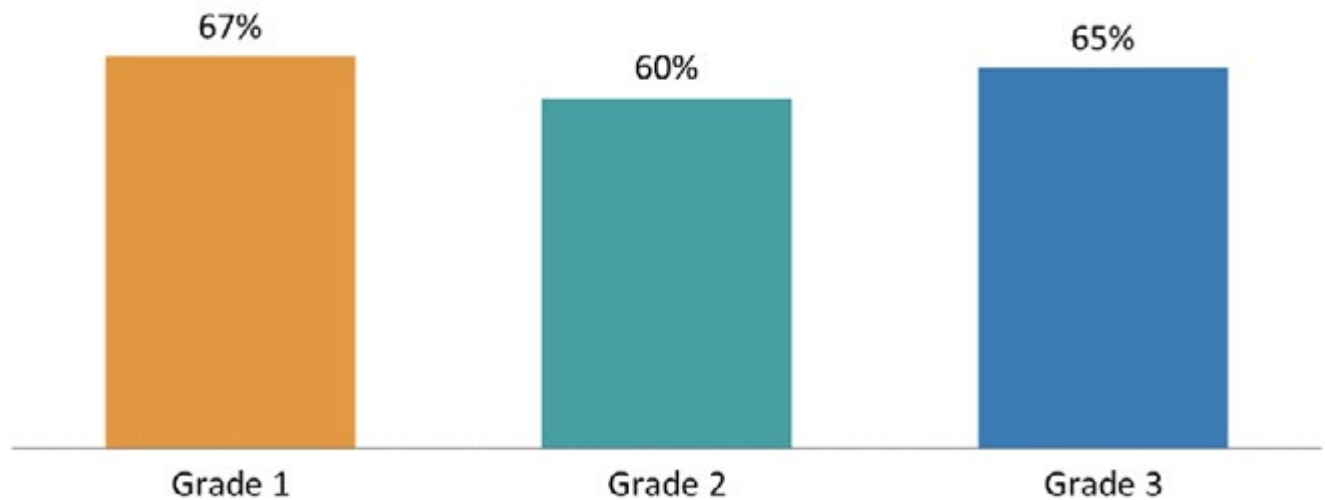
The 2020 percentages of students in this table are out of all students who attended a school for a full academic year (FAY; a 160-day equivalency or more), and were tested at the beginning and middle of year (Grade 1: 46,432; Grade 2: 45,651 ; Grade 3: 46,730).

Reading Benchmarks by Local Education Agency

Tables 1 and 2 show the percentages of kindergarten through third grade students in each LEA who met reading benchmarks during the SY 2020 middle-of-year test administration. Higher percentages of students in district schools met benchmarks than students in charter schools. District totals are at the end of Table 1 and charter totals are at the end of Table 2. The largest gap between school districts and charter schools is for students in first grade with a 2.2 percentage point difference. The smallest gap is for third grade students with only a 0.2 percentage point difference.

In the tables, percentages are displayed in accordance with the USBE policy for protecting personally identifiable information. Thus, when the number of students tested is less than 10 the data are displayed as "N≤10." When the number of students tested is between 11-39, a range is presented rather than the actual percentage. If the cell is blank, the LEA did not have students tested in that grade level.

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Table 1. Mid-Year Reading Benchmark Results by District and Grade Level, SY2020

School District	Kindergarten	Grade 1	Grade 2	Grade 3
Alpine District	76.2%	74.2%	78.0%	77.9%
Beaver District	75.3%	76.3%	83.0%	79.3%
Box Elder District	79.7%	72.0%	73.0%	68.2%
Cache District	76.6%	78.3%	83.4%	82.7%
Canyons District	74.7%	67.3%	79.5%	74.7%
Carbon District	63.7%	60.4%	67.8%	61.1%
Daggett District	50-59%	50-59%	40-49%	50-59%
Davis District	75.7%	68.1%	74.9%	72.7%
Duchesne District	56.5%	59.7%	70.0%	64.6%
Emery District	75.4%	57.1%	71.4%	73.6%
Garfield District	63.1%	73.3%	71.2%	80.7%
Grand District	74.7%	63.2%	75.8%	71.4%
Granite District	50.0%	45.8%	57.2%	56.4%
Iron District	67.2%	68.1%	73.6%	73.7%
Jordan District	65.6%	64.1%	70.5%	71.4%
Juab District	73.6%	56.7%	50.8%	57.8%
Kane District	80.0%	69.6%	65.9%	71.6%
Logan City District	86.2%	68.9%	76.5%	72.4%
Millard District	51.8%	44.1%	60.6%	66.8%
Morgan District	72.3%	71.4%	82.7%	78.8%
Murray District	66.4%	67.1%	77.4%	70.9%
Nebo District	57.9%	62.1%	70.8%	70.3%
North Sanpete District	70.6%	67.5%	71.0%	68.8%
North Summit District	91.7%	75.7%	75.8%	76.9%
Ogden City District	61.9%	45.4%	50.9%	50.5%
Park City District	83.4%	73.8%	72.1%	72.5%
Piute District	50-59%	60-69%	60-69%	40-49%
Provo District	72.8%	68.8%	73.1%	73.5%
Rich District	86.4%	80-89%	66.7%	80-89%
Salt Lake District	70.7%	67.5%	69.7%	67.8%
San Juan District	61.7%	63.1%	69.2%	56.4%
Sevier District	75.4%	71.3%	81.7%	69.7%
South Sanpete District	71.9%	72.7%	72.3%	73.9%
South Summit District	81.3%	58.8%	67.5%	65.9%
Tintic District	50-59%	60-69%	N≤10	N≤10
Tooele District	62.2%	54.2%	64.0%	63.8%
Uintah District	63.1%	60.9%	63.7%	65.7%
Wasatch District	77.5%	63.2%	62.2%	65.9%
Washington District	74.0%	74.5%	74.9%	73.6%
Wayne District	80-89%	80-89%	70-79%	80-89%
Weber District	64.4%	60.4%	68.9%	66.3%
Districts Total	**68.9%**	**64.9%**	**71.4%**	**70.2%**

2020-2021 EARLY LITERACY REPORT

Table 2. Mid-Year Reading Benchmark Results by Charter School and Grade Level, SY 2020				
Charter School	Kindergarten	Grade 1	Grade 2	Grade 3
American Leadership Academy	72.7%	56.8%	69.5%	73.1%
American Preparatory Academy	60.9%	74.1%	78.9%	75.7%
Ascent Academies of Utah	51.4%	46.8%	60.3%	67.8%
Athenian eAcademy	50.0%	57.5%	55.0%	48.8%
Athlos Academy of Utah	67.4%	50.4%	49.0%	59.6%
Bear River Charter School	50-59%	80-89%	70-79%	70-79%
Bonneville Academy	32.7%	54.7%	61.5%	57.1%
C.S. Lewis Academy	58.6%	42.5%	50-59%	50-59%
Canyon Grove Academy	64.7%	61.7%	59.7%	62.4%
Canyon Rim Academy	92.4%	93.5%	89.6%	87.0%
Channing Hall	83.8%	77.6%	91.0%	81.8%
DaVinci Academy	64.4%	56.9%	69.6%	63.4%
Dixie Montessori Academy	47.5%	43.9%	50-59%	40-49%
Dual Immersion Academy	15.4%	38.6%	58.5%	49.1%
Early Light Academy at Daybreak	69.7%	69.8%	75.3%	83.8%
Edith Bowen Laboratory School	48.9%	78.7%	78.0%	75.0%
Endeavor Hall	57.4%	38.8%	50-59%	37.0%
Entheos Academy	70.8%	54.5%	52.1%	53.0%
Esperanza School	54.3%	53.4%	62.5%	43.6%
Excelsior Academy	73.0%	70.7%	72.4%	71.3%
Franklin Discovery Academy	68.0%	52.1%	63.2%	70.0%
Freedom Preparatory Academy	76.3%	67.6%	73.0%	77.4%
Gateway Preparatory Academy	66.1%	41.1%	50.0%	43.6%
George Washington Academy	89.8%	65.4%	81.3%	87.7%
Good Foundations Academy	64.6%	43.4%	56.5%	49.3%
Greenwood Charter School	41.3%	38.8%	30-39%	53.7%
Guadalupe School	34.1%	32.5%	40-49%	67.5%
Hawthorn Academy		64.6%	70.4%	61.0%
Highmark Charter School	86.7%	83.7%	73.9%	79.2%
Ignite Entrepreneurship Academy	61.0%	52.2%	67.9%	68.8%
Jefferson Academy	84.4%	70.0%	75.6%	90.5%
John Hancock Charter School	80-89%	70-79%	70-79%	≥90%
Lakeview Academy	75.8%	72.7%	70.1%	71.6%
Leadership Learning Academy	42.2%	46.0%	51.5%	57.3%
Legacy Preparatory Academy	88.1%	92.7%	83.8%	87.2%
Lincoln Academy	55.7%	71.8%	83.6%	86.5%
Lumen Scholar Institute	50-59%	N≤10	40-49%	N≤10
Mana Academy Charter School	40-49%	50-59%	60-69%	60-69%
Maria Montessori Academy	33.3%	28.0%	46.3%	44.1%
Moab Charter School	21-29%	50-59%	N≤10	N≤10
Monticello Academy	51.4%	60.6%	73.3%	74.7%
Mountain West Montessori Academy	73.5%	78.0%	70.0%	78.9%

2020-2021 EARLY LITERACY REPORT

Table 2. Mid-Year Reading Benchmark Results by Charter School and Grade Level, SY2020, *continued*

Charter School	Kindergarten	Grade 1	Grade 2	Grade 3
Mountainville Academy	68.8%	80.3%	81.7%	91.9%
Navigator Pointe Academy	74.1%	69.8%	89.3%	85.7%
Noah Webster Academy	65.3%	56.0%	65.1%	63.2%
North Davis Preparatory Academy	77.7%	48.2%	68.6%	59.2%
North Star Academy	88.0%	92.0%	≥95%	94.0%
Odyssey Charter School	59.3%	76.2%	85.3%	77.8%
Ogden Preparatory Academy	58.9%	55.5%	73.7%	75.5%
Open Classroom	54.2%	60-69%	75.6%	71.8%
Pacific Heritage Academy	40-49%	40-49%	40-49%	42.5%
Pinnacle Canyon Academy	70-79%	40-49%	20-29%	60-69%
Promontory School of Expeditionary Learning		51.9%	72.0%	78.1%
Providence Hall	75.4%	53.7%	65.0%	56.3%
Quest Academy	83.3%	84.4%	72.6%	71.1%
Ranches Academy	78.9%	55.8%	81.1%	71.2%
Reagan Academy	80.8%	71.6%	81.3%	87.2%
Renaissance Academy	78.4%	80.2%	81.9%	82.3%
Scholar Academy	72.5%	62.0%	71.2%	56.3%
Soldier Hollow Charter School	70-79%	81.4%	83.7%	80-89%
Spectrum Academy	54.9%	37.5%	57.0%	47.4%
Summit Academy	66.7%	67.3%	72.6%	72.8%
Syracuse Arts Academy	93.5%	75.4%	83.2%	85.4%
Terra Academy	74.5%	52.1%	60.4%	69.6%
The Center for Creativity, Innovation and Discovery		44.4%	61.4%	67.4%
Thomas Edison	70.9%	76.4%	77.6%	80.0%
Timpanogos Academy	70.3%	55.3%	86.4%	82.6%
Treeside Charter School	82.2%	57.3%	60.0%	61.8%
Utah Connections Academy	N≤10	N≤10	50-59%	50-59%
Utah Virtual Academy	39.6%	50-59%	63.2%	52.3%
Valley Academy	49.1%	45.5%	56.8%	70.7%
Venture Academy	67.4%	42.0%	55.3%	55.3%
Vista at Entrada School of Performing Arts and Technology	84.9%	67.4%	58.9%	71.3%
Voyage Academy	90.3%	76.1%	68.1%	65.8%
Walden School of Liberal Arts	60-69%	40-49%	50-59%	70-79%
Wallace Stegner Academy	88.6%	80.7%	73.8%	62.8%
Wasatch Peak Academy	88.9%	71.4%	75.7%	84.9%
Wasatch Waldorf Charter School		27.1%	22.2%	49.2%
Weber State University Charter Academy	60-69%			
Weilenmann School of Discovery	60-69%	58.0%	69.2%	88.7%
Charters Total	**67.7%**	**62.7%**	**69.3%**	**70.0%**

SCHOOL TURNAROUND REPORT

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

Background

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

With the passage of House Bill 420, Turnaround Program Amendments, in the 2020 General Session, the Board was charged with establishing exit criteria for a low performing school based on school accountability results from the 2018-2019 school year and later, and making rules establishing the final remedial year for a cohort. With the changes in House Bill 420, the Board was granted more flexibility to establish criteria for schools to exit turnaround in Board rule. Subsequently, the Board approved updates to R277-920, the rule governing the School Turnaround program, in its November 2020 meeting. Along with modifying the exit criteria, the changes include provisions for identification of new schools and exit criteria for schools in a year with statewide assessment system irregularities during the COVID-19 pandemic.
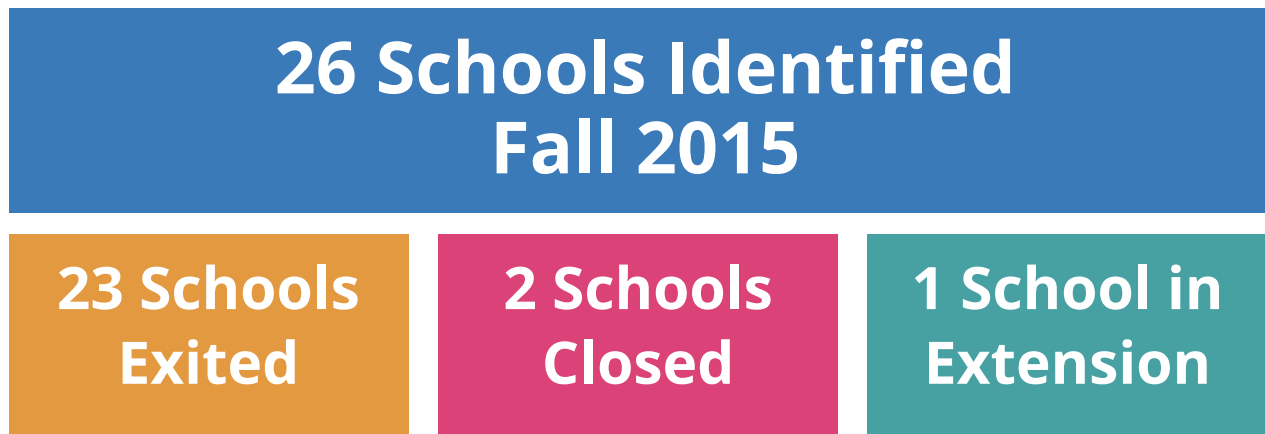
Cohort 1 Turnaround Schools

In the fall of 2015, USBE identified 26 schools as turnaround schools and began the three-year turnaround process. As of fall 2020, twenty-three Cohort 1 schools have exited the school turnaround program. Using the state accountability system criteria that was in place for the 2014-2015 school year, 19 of the 26 schools successfully exited School Turnaround in the fall of 2018. Two schools closed, including Pioneer High School for the Performing Arts and Oquirrh Hills Elementary School. Two other schools, Midvale Elementary School and Entheos Academy in Magna, were subject to State Review Panel recommendations and Board decision. Both of these schools improved at least one letter grade from their original School Turnaround designation and exited following the 2018-2019 school year.

SCHOOL TURNAROUND REPORT

Cohort 1 Turnaround Schools

Three schools, Utah Connections Academy, Whitehorse High School, and Redwood Elementary School, qualified for an extension. Utah Connections Academy exited after their first year of extension which was in 2019.The Board approved Whitehorse High School's exit status at the September 2020 Board meeting based on an alternative data presentation of substantial growth and achievement. Alternative data were used because of disruptions to statewide assessments and consequently the school accountability system in the spring of 2020 due to COVID-19. This decision was in line with the recommendation from the State Review Panel. Redwood Elementary School is still in extension. The Board will determine its exit status after the 2020-2021 school year.

Cohort 1 Schools in 2020

26 Schools Identified Fall 2015

23 Schools Exited	2 Schools Closed	1 School in Extension

Cohort 2 Turnaround Schools

In the fall of 2017, USBE identified five schools as Cohort 2 school turnaround schools. In the September 2020 Board meeting, as recommended by the State Review Panel, the Board approved the exit status of four out of the five schools in Cohort 2 based on alternative data presentations of substantial growth and achievement. Dixie Montessori Academy, Guadalupe School, Kennedy Jr. High School, and Utah Virtual Academy all exited from School Turnaround. Also in line with the State Review Panel, the Board voted for Paradigm High School to maintain its current status in School Turnaround. The school is not in extension. The Board will determine the school's exit status using state school accountability measures after the 2020-2021 school year.

SCHOOL TURNAROUND REPORT

Cohort 2 Turnaround Schools

Cohort 2 Schools in 2020

5 Schools Identified Fall 2017

4 Schools Exited

1 School in Turnaround

Cohort 3 Turnaround Schools

In the fall of 2018, USBE identified eight schools as Cohort 3 school turnaround schools. The Cohort 3 schools are Athenian eAcademy (charter), Green Wood Charter School, Ibapah School (Tooele), James Madison School (Ogden), Navajo Mountain High (San Juan), Roots Charter High School, Tse'Bii'Nidzisgai School (San Juan), and Utah International Charter School. Cohort 3 schools will maintain their current School Turnaround status for the 2020-2021 school year. The Board will determine their exit statuses after the 2021-2022 school year.

Cohort 3 Schools in 2020

8 Schools Identified Fall 2018

Cohort 4 Turnaround Schools

In the fall of 2019, USBE identified two new schools as turnaround schools in Cohort 4. These schools are Holt Elementary in Davis School District and Paradise Canyon Elementary in Washington School District. Cohort 4 schools will complete comprehensive needs assessments and root cause analyses and will work with contracted turnaround expert providers to create and implement school turnaround plans that address the school's root causes of low performance.

SCHOOL TURNAROUND REPORT

Cohort 4 Turnaround Schools

Cohort 4 Schools in 2020

2 Schools Identified
Fall 2019

Cohort 5 Turnaround Schools

The Board approved not identifying new schools for 2020 which would have been Cohort 5. Revisions to R277-920, which the Board approved in its November 2020 Board meeting, state "the Superintendent may not identify a new school for critical needs status based on school accountability results from the 2019-20 school year due to the waiver to administer assessments described in Section 53E-4-315." This change is due to statewide assessment system irregularities during the COVID-19 pandemic.