Performance Note Report

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Agency: State Board of Education

Funding For:

New Services or Benefit
Serving a New or Larger Population

Public Benefit:

Purpose: Currently, about half of Utah students are not proficient in English language arts and mathematics by Grade 3. Given this data, the purpose of the new program is to support educators in improving student outcomes in preschool through grade 3 by providing high-quality, evidence-based professional learning and job-embedded coaching in literacy and mathematics. Additionally, the program will help to better prepare early childhood, elementary and special education teacher candidates to teach early literacy by ensuring they have a greater understanding of the science of teaching reading, in order to become licensed educators.

Services: The services provided by the funding increase are professional learning, job-embedded coaching, an early mathematics benchmark assessment for grades 1-3, and a science of reading assessment for teacher candidates.

Expected Outcome: By improving the quality of instruction in preschool through grade 3 classrooms, the expected outcome of the new program is that more students will be proficient by the end of 3rd grade in literacy and mathematics. Additionally, goals established by local education agencies (LEAs) would effectively close performance gaps shown by their program data.

Implementations and Resources: The program will be implemented by USBE staff, districts and charter schools, regional service centers, and educator preparation programs. USBE will establish the program's goals, review professional learning plans, evaluate state and local goals for achievement, provide support to districts and charters not achieving their goals, and provide for a statewide coaching and professional learning network. Districts, charter schools, and regional service centers will coordinate their professional learning opportunities based on local needs and support LEAs with job-embedded coaching. Educator preparation programs will support teacher candidates to pass the science of reading assessment as part of their licensure programs.

How: The proposed activities will improve the quality of early learner instruction, positively impacting student outcomes in significant ways. By providing educators with data-informed professional learning, targeted at student and educator needs, the impact of greatly improved instructional practices will increase student outcomes in early literacy and mathematics.

Performance Measures

Goal

Title: Educator Preparation for the Science of Reading.

Description: 100% of new teacher candidates pass the science of reading assessment prior to being hired or within their first three years of teaching annually. Teacher candidates applying for their license through an early childhood, elementary education, or special education pathway will be required to pass the science of reading assessment prior to receiving a professional license.

Collection Method: The teacher candidate data will be provided by the selected test provider and then compared with teacher licensure applications/status via CACTUS.

	2020	2021	2022
% Teacher Candidates Who Pass Assessments	0.00	100.00	100.00
Baseline	0.00	0.00	0.00

Goal

Title: Early Learning Literacy and Mathematics Growth Outcomes.

Description: Student learning gains in early literacy and mathematics for the past school year and the five-year trend. By supporting teachers, inside and outside of the classroom, to implement evidence-based instructional practices, Utah will demonstrate its commitment to the success of the state's earliest learners by improving the quality instruction in preschool through grade 3.

Collection Method: Growth outcome information will be collected through the digital early learning platform in which early literacy assessment data (Acadience Reading) and an early mathematics assessment data (to be selected) will be collected from each participating LEA. The assessments selected ensure reliability as they are deemed statistically valid and reliable measures that have been found to predict future student outcomes.

	2020	2021	2022
% Grade 1-3 to make typical or better progress	0.00	60.00	60.00
Baseline	0.00	0.00	0.00

Title: Early Learning Literacy and Mathematics Proficiency Outcomes.

Description: The percentage of grade 3 students who are proficient in literacy and mathematics in the past school year and the five-year trend. By supporting teachers, inside and outside of the classroom, to implement evidence-based instructional practices, Utah will demonstrate its commitment to the success of the state's earliest learners by improving the quality instruction in preschool through grade 3.

Collection Method: Proficiency level information will be collected through the digital early learning platform in which early literacy assessment data (Acadience Reading) and an early mathematics assessment data (to be selected) will be collected from each participating LEA. The assessments selected ensure reliability as they are deemed statistically valid and reliable measures that have been found to predict future student outcomes.

	2020	2021	2022
Target	0.00	0.00	0.00
Baseline	0.00	0.00	0.00