

USBE STANDARDS AND ASSESSMENT COMMITTEE SUMMARY OF ACTIONS

September 8, 2023

The meeting was conducted in a hybrid meeting at the USBE Boardrooms and electronically via Zoom.

Members Present: Chair Randy Boothe, Vice Chair Emily Green, Sarah Reale, Natalie Cline (Zoom), and Jennie Earl (Zoom)

Committee Staff: Patty Norman and Andrea Curtin

Other Staff Present: Jerry Record, Alex Farrah, Darin Nielsen, Thalea Longhurst, Jonathan Frey, Jennifer Thronsdson, Elisse Newey, Angie Stallings, Sara Wiebke, Julie Clark, members of the Adult Education team and members the Licensing team for recognition.

Public Present: Hal Sanderson, Canyons School District and Adam McMickell, Ogden School District

Start Time: Chair Randy Boothe called the meeting to order at 8:38 am

6.2 INFORMATION: Recognition of Progress, Achievements, or Improvements

Recognition of Progress, Achievements, or Improvements September 2023

The Utah State Board of Education is committed to the vision of “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”. To accomplish these goals staff of the Board are engaged in supporting the everyday work to achieve this goal in assisting the Board to create “equitable conditions for student success: advocating for necessary resources, developing policy, and providing effective oversight and support”.

This month, we highlight the work of the following area that deserves recognition.

Adult Education

The attached infographic illustrates the outcome increases that Utah Adult Education has experienced over the past few years. A couple of years ago, USBE Adult Education staff noticed that retention of adult education students was an issue. At that point, a statewide initiative was created to address the

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issue titled, "Make it Personal." Three statewide goals were associated with the initiative, including increase personal contact, increase personal feedback, and set personalized expectations. At that point, 44.92% of students left the program before 12 hours and on average students stayed in the program only 55.38 hours per year. Since then, Utah Adult Education has decreased the percentage of students leaving before 12 hours to only 31.45% and increased the average number of hours attended per year to 72.85. As expected, measurable skills gains (MSGs) such as diplomas, and academic level gains increased from 36.5% to 42.02%. Post-testing rates also increased from 44.7% to 55.4% and the credential attainment rate doubled from 10.88% to over 20%. All these occurred while student enrollment was also increasing from a low in 2020 of 9,942 because of the pandemic to 13,578 in 22-23.

Educator Licensing Impacts Student Learning & Teacher Retention

Currently, **92.5% of Utah educators hold a Professional Educator License** which means they have completed all preparation and licensing requirements. The balance of Utah educators has either an Associate or LEA-Specific license and are actively working to demonstrate competencies for a professional license. Nearly 10 percent of our professionally licensed educators are extending their training by working toward additional content area endorsements, teaching in those content areas, while they demonstrate competencies for the professional endorsement. The alternate preparation programs, **APPEL and APPEL-SpEd, support over 2000 educators** working toward their professional licensure.

The USBE Special Education Licensing Team collaborates bi-weekly with the Educator Licensing Team to provide a **concierge model of service to more than 600 educators in APPEL-SpEd** working toward professional licensure in Special Education, Preschool Special Education, and Speech Language Technician (SLT).

Teachers who have completed their preparation and hold a professional license have better student outcomes and more growth in student learning in all grades and content areas. Teachers with a professional license are **more than 30% more effective** in helping students be academically proficient. For students from low-income families, the impact is even more pronounced; teachers with a professional license are **58% more effective in helping students from low-income families to be proficient in mathematics**.

After five years, Utah loses twice as many educators without a professional license compared to those with a professional license.

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We are grateful for all who support educators in completing their preparation and licensing requirements. Their efforts will support greater retention of Utah teacher and promote greater academic success for Utah's students. Additional information and data were shared in a presentation. This presentation was uploaded into Civic Clerk.

6.3 INFORMATION: Public Comment

There was no public comment for this meeting.

6.4 INFORMATION: CTE Standards Revision and Implementation Process

This information item was an overview of the CTE standards revision process including the implementation process from beginning to end. Currently, the Utah State Board of Education uses 4 standards revision processes. The purpose and application are different for CTE standards. Information was shared in a presentation and uploaded into Civic Clerk.

6.5 ACTION: Board Policy 5002, Assessment and Accountability Policy Advisory Committee

Board Policy 5002 includes a provision that "Another group may request the Board to add the group as a member of AAPAC by submitting a petition to the Board's Assessment and Accountability Section Director.: The Utah Association of Assessment Directors (UAAD) has submitted such a petition. The policy currently includes membership of "two LEA assessment directors" but doesn't specifically include leadership from the UAAD. The petition is requesting that the Board take one of the following actions:

1. Hal Sanderson (past UAAD president), who is currently serving a 4-year AAPAC term, will be "replaced" with Adam McMickell, who is currently serving as President of UAAD; or
2. Assign one of the current assessment director "slots" to the president of the UAAD or create an additional membership position for the president of the UAAD.

Committee Action: Member Earl moved that Board Policy 5002 be updated to include a non-voting member from the Utah Association of Assessment Directors.

Motion passed 4:1 Members Boothe, Green, Reale, and Earl in favor and Member Cline opposed.

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MOTION FOR THE BOARD: No motion for the Board. Staff will update Board Policy 5002 and send back to Committee.

6.6 ACTION: R277-326, Early Learning (Amendment)

Staff recommends exempting educators who primarily teach students who are deaf from statutory early literacy professional learning requirements consistent with the Board's authority under 53F-5-214(6)(b)(ii)(E).

Staff will present R277-326, Draft 1, for consideration and approval.

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-3-401(4); 53F-5-214

Committee Action: Member Earl moved that the Committee approves R277-326, Early Learning, Draft 1, on first reading and forward to the Board for approval on second and final reading.

Motion passed 4:1 Members Boothe, Green, Reale, and Earl in favor and Member Cline opposed.

MOTION FOR THE BOARD: The committee recommends that the Board approve R277-326, Early Learning, Draft 1 on second and final reading.

6.7 ACTION: R277-604, Private School, Home School, and Bureau of Indian Education Student Participation in Public School Achievement Tests (Amendment)

Staff updated R277-604 due to the passage of HB 215 during the 2023 Legislative Session and to include the opportunity for scholarship students (students participating the Utah Fits All or Special Needs Opportunity Scholarship Programs) to participate in statewide assessments.

Staff will present R277-604, Draft 1, for consideration and approval.

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-3-401; 53E-4-302(1)(a)

Committee Action: Member Earl moved that the Committee approves R277-604, Private School, Home School, and Bureau of Indian Student Participation in Public School Achievement Tests, Draft 2, on first reading and forward to the Board for approval on second and final reading.

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Motion passed 4:1 Members Boothe, Green, Reale, and Earl in favor and Member Cline opposed.

MOTION FOR THE BOARD: The committee recommends that the Board approve R277-604, Private School, Home School, and Bureau of Indian Student Participation in Public School Achievement Tests, Draft 2, on second and final reading.

The meeting adjourned at 11:10 am