



Utah Leading through Effective, Actionable, and Dynamic (ULEAD) Education

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Research



Curate



Connect



Report



**initiate and disseminate
research reports on
innovative and successful
practices** by Utah LEAs, and
guided by the steering committee,
practitioners, and policymakers



Curate



Connect



Report



initiate and disseminate research reports on innovative and successful practices by Utah LEAs, and guided by the steering committee, practitioners, and policymakers



gather and explain current education research in an electronic research clearinghouse for use by practitioners



Connect



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promote statewide innovation and collaboration by:

- (a) identifying experts in areas of practice
- (b) conducting conferences, webinars, and online forums for practitioners; and
- (c) facilitating direct collaboration between schools



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report to the Education Interim Committee and policymakers on innovative and successful K-12 practices in Utah and other states, prioritizing **practices in Utah**; and in the report, propose policy changes to **remove barriers to implementation** of successful practices.

Process



What do the **data**
tell us is going
well?

What **practice**
is contributing
to it going well?

How can that
practice be **adopted**
or **replicated**?

**Share and
Connect**

Innovative Practice Report

Executive Summary

Participants

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Adoption or
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Barriers to Scaling Up,
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Resources

Templates or Tools to
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Video

Media and Graphic
Elements to Aid
Understanding



Steering Committee

	USBE Board Member <i>co-chair</i>	Governor's Office <i>co-chair</i>	
State Superintendent <i>or designee</i>	SCSB Executive Director <i>or designee</i>	School District Superintendent	Local School Board Member
2 Principals or School Leader non-charter	1 Principal or School Leader charter	2 Educators with a Current License	Citizen or Business Representative

Reports



Utah Fellows

**San Juan School District
Salt Lake City School District
Jordan School District
Washington County School District
Public Charter Academy**

**Relationships
Accurate Tracking
Timely Communication
Parent Education**

Reports

Utah State
University

MARCH 2024
FACT SHEET

CHRONIC ABSENTEEISM & ACHIEVEMENT



Chronic Absenteeism & Achievement of 8th Grade Students on the 2023 Math RISE Assessment

A primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Students who attend school regularly have been shown to achieve at higher levels than students who do not attend school regularly (NWEA 2018).



On the 2023 8th grade Utah RISE Math assessment, students who were not chronically absent were 1.5 times as likely to be proficient than students who were chronically absent.



Chronic Absenteeism and the Dropout Rate

Being chronically absent in one grade increases the odds of being chronically absent in the next grade by 1.3 times. Further, a student who is chronically absent in any year, starting with their 8th grade year, is 7 times more likely to drop out than a student who is not chronically absent. Being a racial minority, student with a disability, English learner, and/or low income student increases the odds of being chronically absent (JAPC 2012).

Reducing chronic absenteeism is key to reducing inequalities in student achievement and dropout rates.

13X more likely to be chronically absent in the following grade
7X more likely to drop out



Outlier Schools in Improving Chronic Absenteeism

There are outlier schools in regard to reducing chronic absenteeism of students. ULEAD has identified ten representative high schools in Utah that have reduced chronic absenteeism year-over-year the past two composition cycles (2021 to 2022, 2022 to 2023). These are the only high schools of the 179 included in the analysis that saw consistent improvements in chronic absenteeism over these three years of attendance data.



Utah Leading Through Effective, Actionable, and Dynamic (ULEAD) Education seeks research partners interested in qualitatively exploring how their schools have experienced success with attendance. Contact attend@school.utah.gov to learn more!

000 | updated 1/2024



A ULEAD Promising Practices Panel: Attendance Research & Strategies

Monday, April 15, 2024
4:00 – 5:00 PM MT

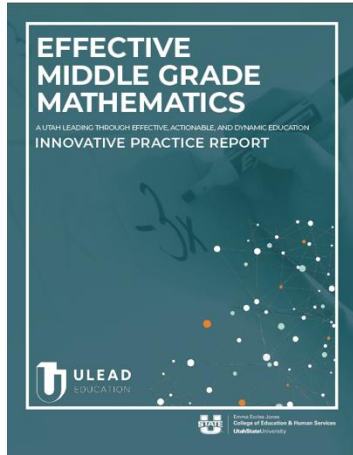
Brooke Anderson Jordan School District
Aspen Florence Utah State Board of Education
Sierra Marsh Murray School District
Colleen Smith Canyons School District
Nicole Pyle Utah State University

Hosted by Utah Leading through Effective, Actionable, and Dynamic (ULEAD) Education



USBE Attendance Team

Reports



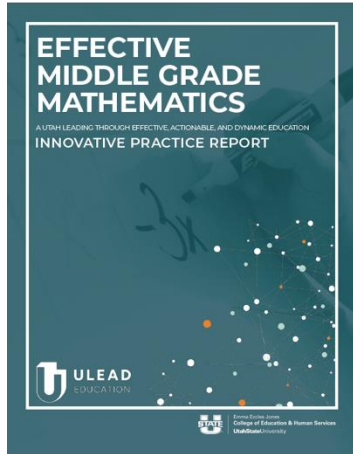
**Utah State
University**

**Alpine School District
Iron County School District
Cache County School District**

8 Strategies

**Instructional Planning
Delivering Instruction
Assessment**

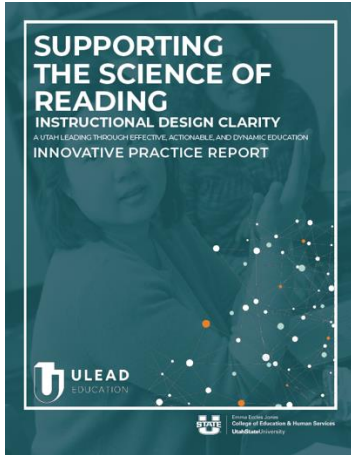
Reports



8 Strategies

**Instructional Planning
Delivering Instruction
Assessment**

Reports



**Utah State
University**

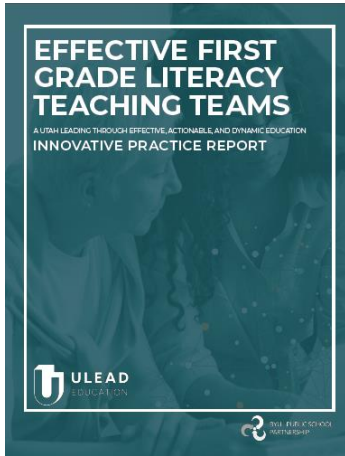
Washington County School District

**Instructional Design
Clarity**

**Student Learning Oriented
Goal Oriented
Continuous Collaboration
Robust School District
Supports**

October 24 at 4:00pm Webinar

Reports



**Brigham Young
University**

BYU-Public School Partnership

**Alpine School District
Jordan School District
Nebo School District
Provo School District
Wasatch School District**

**Professional Development
Coordinating Council (PDCC)**

**Consistent Use of Data to
Inform Instruction**

**High Team Efficacy and
Collaboration**

**Student Goal Setting and
Monitoring**

Innovative Practice Report

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Innovative Practice Report

RESEARCH TEAM

This report is made possible by the collective expertise and contributions of the PDCC research team members.

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Provo School District

Tod Johnson
Wasatch School District

John Patten
Brigham Young University

Richard Sudweeks
Brigham Young University

Joel Perkins
Alpine School District



Innovative Practice Report

Executive Summary

EXECUTIVE SUMMARY

Four outlier teacher teams excelling in first grade literacy were interviewed to understand their practices contributing to grade-level success while implementing the Science of Reading.

Park View Elementary School Nebo School District

Doreen Barney, teacher
Lynne Lowe, instructional coach
Natalie Mellen, teacher
Shonna Walker, principal

Springside Elementary School Alpine School District

Kim Baichert, teacher
Brooke Downs, teacher
Tami Galbraith, teacher
Gary Gibb, principal
Lisa Hatch, plc coach
Cassidy Jex, teacher
Kaylyn Martin, teacher
Lindsay Rowland, assistant principal

Westland Elementary School Jordan School District

Olena Bradford, instructional coach
Laurie Goodsell, principal
Michelle Lovell, literacy consultant
Kristy Medina, teacher
Rebecca Schaefer, teacher
Michelle Searle, teacher
Celeste Teeples, teacher

Westridges Elementary School Provo School District

Laurel Dean Karlson, teacher
Megan Clark, instructional coach
Jennifer Frame, teacher
Kim Hawkins, principal
Jennifer Maffei, teacher

Discourse communities among diverse teacher teams, which draw on each other's expertise to enhance teaching and learning, are one effective teacher learning structure (Putnam & Borko, 2000). Leaders in the Brigham Young University Professional Development Coordinating Council (PDCC) conducted semi-structured group interviews with successful first-grade teacher teams that demonstrated student literacy growth and achievement after implementing Science of Reading practices. PDCC members aimed to identify common practices in these discourse communities that contributed to team success, with the goal of replicating them among other early literacy teams. Three core practices common among the teams include:

- Consistent Use of Data to Inform Instruction
- High Team Efficacy and Collaboration
- Student Goal Setting and Monitoring

Additional supportive structures contributing to the success of teams included access to high-quality instructional materials, straightforward access to data, instructional coaching support, professional learning, and professional learning communities. The teachers also employed all five of Utah's High Leverage Teaching Practices in their work.

Each team operated within a supportive professional workplace where the team culture contributed to their successful outcomes and sense of self-efficacy. As one teacher expressed, **"What we do matters, and we can make it matter."** A limitation to replication is that culture is idiosyncratic and difficult to systematize.

Teachers can be supported with professional learning that models data analysis, instructional planning decisions in response to data, classroom lessons, and lesson debriefs. Both formal and informal collaboration time contribute to teacher success. For replication to be successful, significant time should be invested in developing collective teacher efficacy.



Innovative Practice Report

Participants

Outlier Identification Methods & Participants

PARTICIPANT IDENTIFICATION

The teams interviewed in this study were selected through a systematic process. Outlier schools in literacy were identified from an initial sample comprising all first-grade teams in Utah that administered Acadience. From that list, first-grade teams within the Professional Development Coordinating Council's representative districts who met outlier criteria in literacy were invited to participate. The identification of outlier teams was completed by applying the following search parameters:

Team size, >1 Teacher
Team achievement helps account for personal characteristic differences among teachers and may indicate an established system or replicable practices that are achievable across classrooms.

Team Alignment
The variation in achievement among teachers on a team was limited to ensure that results represented the success of the entire team, rather than being attributable to a single highly successful teacher.

Grade level, Grade 1
First grade is the year when school-age children must be enrolled full-time, and first grade reading is a strong predictor of later learning outcomes.

Subject Area, Reading
Beginning in Fall 2022, Utah teachers participated in LETRS (Language Essential for Teachers of

Reading and Spelling) training to incorporate research-based practices from the Science of Reading into their classrooms. First-grade classrooms showing achievement and growth in these areas are presumed to have successfully implemented concepts from the Science of Reading.

Assessment, Acadience
Acadience is a benchmark assessment administered three times annually in Utah to students in grades K-6, and it is the only standardized reading assessment administered statewide in Utah for first grade.

Outcome Measure, Teacher Mean Student Proficiency
Benchmarks are criterion-referenced target scores that represent adequate reading skill for a particular grade and time of year. They indicate a level of skill at which students are likely to score above the 40th percentile on any high-quality reading assessment and achieve the next reading benchmark or outcome. A student who scores At Benchmark or Above Benchmark is considered proficient. For a team to qualify for investigation, it needed at least 70% of its students to achieve proficiency on the 2023 end-of-year Acadience assessment.

Outcome Measure, Teacher Median Student Growth Percentage
A student growth percentile (SGP) describes a student's growth compared to their academic peers, who are students with similar prior test

scores. SGPs allow us to compare students at different levels, and they demonstrate a student's growth and academic progress even if the student is not yet proficient. For a team to qualify for inclusion, it needed to demonstrate growth in the 40th percentile or higher on the 2023 end-of-year Acadience assessment.

Outcome Measure, Percentage Change in Proficiency
For a team to qualify for inclusion, it needed to demonstrate at least a 10% increase in the percentage of students achieving proficiency when comparing the end-of-year Acadience achievement from 2021 to 2023.

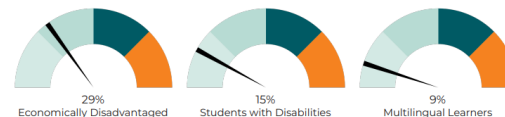
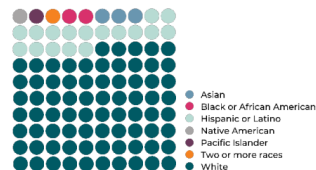
The application of these parameters resulted in 22 outlier teams. Of those, six were within the PDCC's representative districts. Ultimately, four schools, each representing a different school district, were selected for participation in site visits.

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Westland Elementary School, Jordan School District

Jordan School District is Utah's fourth largest school district, serving more than 57,000 students among 68 schools including 42 elementary schools, 13 middle schools, eight high schools, two technical centers, and three special education schools. The district is located south of Salt Lake City and has urban, suburban, and rural areas including the cities of Bluffdale, Copperton, Herriman, Riverton, South Jordan, and West Jordan, in addition to unincorporated areas of Salt Lake County (Ellis et al, 2023).

Westland Elementary School has approximately 500 students spanning kindergarten to the 6th grade. The school is located in West Jordan, Utah. More than half (52%) of the faculty have seven or more years teaching experience, and an additional 30% of the faculty have between four to six years of experience. The faculty tends to have a high retention rate, with 74% of teachers having been at the school for at least three years (USBE, 2023). Approximately 160 of Westland's students in grades 1-6 participate in the magnet school program, which serves the northwest area of the district for the Advanced Learning Placement for Students (ALPS) gifted and talented program. The first-grade team consists of three general education teachers, one ALPS teacher, and a school instructional coach. Remarkably, the team is new, comprising one first-year teacher and three teachers who have returned to teaching after several years away from the classroom.



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Innovative Practice Report

Review of Research

Short Literature Review

UNDERSTANDING HIGH FUNCTIONING TEAMS

With the rise in increasingly complex challenges and opportunities, coupled with the proliferation of digital connectivity, there has been a rapid reliance on effective collaboration. Research indicates that when tasks are complex, “groups are as fast as the fastest individual and more efficient than the most efficient individual” (Abdullah et al., 2021). This has profound implications for complex subjects such as teaching and learning.

Richard Elmore, often recognized as the father of instructional rounds, expressed his strong support for teacher teams, stating, “There is no other way to improve instructional practice at scale in schools than to organize groups of adult learners to work on problems of instructional practice and to weave those groups into an organization-wide strategy of improvement” (Elmore, 2012, xv). While it is widely agreed that collaboration is beneficial, understanding precisely what makes teams effective is a new area of investigation across diverse fields such as healthcare, the military, and academia (Rosenfield et al., 2018; Troen & Boles, 2012; Weir, 2018).

Teaching has long been an individualized profession. However, in the 1970s and 1980s, teams were brought together to coordinate work among those supporting students receiving special education services. This collaborative effort subsequently extended to professional learning and other elements of teaching (Rosenfield et

al., 2018). Fullan and Hargreaves (1991) emphasized the necessity of fostering interactive professionalism in schools wherein teachers make decisions “with their colleagues in collaborative cultures of help and support” (p. 14). They identified a problem: until that point, teachers had not had sufficient opportunity to improve their expertise as a community, which is critical for achieving the type of success desired. They argued that it is not enough for teachers to simply talk to one another; the topics of their discussions, and the manner in which they discuss them, are of paramount importance.

“There is no other way to improve instructional practice at scale in schools than to organize groups of adult learners to work on problems of instructional practice”

Teacher learning is a critical component of teacher collaboration. It is through collaboration that teachers discuss practice, investigate data to inform instruction, and develop implementation plans for action. In a review of research on teacher learning, Putnam and Borko (2000) reported that “cognition is

(a) situated in a particular physical and social context; (b) social in nature; and (c) distributed across the individual, other persons, or tools” (p. 4).

For teachers, the physical and social context is the actual school, which is why collaboration within a team is important. Desimone’s (2009) synthesis on effective teacher professional development found that professional learning structures for teachers are optimal when occurring in the classroom or location where the application of learning will physically take place. Another review of research on teacher learning expressed that “knowledge is situated in the day-to-day lived experiences of teachers and best understood through critical reflection with others who share the same experience” (Buyse et al., as cited in Vescio et al., 2007, p. 81).

This social context for learning yields results for teachers as well as students. In their review, Green et al. (2016) observed that active learning in team base collaboration “enhances the coherence of training” (p. 16) and is more likely to improve student and organization performance. The search for what yields collaborative efforts extends far beyond education. A review of studies from Harvard Business Review recently revealed that although methodologies may vary, themes of common understanding, psychological safety, and prosocial purpose are consistent aspects of high-quality teams (Burkus, 2023).

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Theme 2: High Team Efficacy and Collaboration

The Research

One of the five conditions for effective teams is the presence of a collaborative climate (Troen & Boles, 2012). Research on teacher learning suggests that for teachers to undertake the challenging task of transforming their practice, participation in a successful professional community is necessary. The interactions among teachers “are major determinants of both what is learned and how learning takes place” (Putnam & Borko, 2000, p. 5). When teachers engage in learning from and with each other, it leads to an improvement in student achievement.

Leana and Pil (2006; 2009) determined that social connections with other teachers for gaining resources and skills have an even greater impact than formal education or teaching experience. When teachers were part of groups with strong ties, their students performed better. Interestingly, even low-ability teachers (those with less knowledge, skills, and experience) can perform as well as average-ability teachers when they are part of a robust teacher network (Leana and Pil, 2009). They even concluded that “the most useful advice on teaching may come from one’s own grade-level team” and emphasize that these relationships are best used to facilitate a rich exchange of resources and ideas (p. 11116).

When teachers participate in practices such as sharing data, they are assuming ownership of their own practice as the driver of student achievement. Allowing others to see areas of weakness and need

Noncollaborative Cultures

(Fullan & Hargreaves, 1996)



Balkanization

Separate and competing groups seek power and influence for their own ends



Comfortable Collaboration

Staff stay out of deeper, more extended relationships



Contrived Congeniality

Formal, specific bureaucratic procedures to force shared work

requires vulnerability, and vulnerability cannot flourish without trust. A guide to teacher collaboration research stated, “Collaborative practices can founder if teachers are unable to be vulnerable” (Schleifer et al., 2017, p. 19). When teachers share trust, they are more likely to be open about their practices and willing to share what they know and need help with.

In *The Power of Teacher Teams*, Elmore said “trust is constructed through face-to-face collaborative work” (Troen & Boles, 2012, p. xv), which is essential for facilitating collective efficacy. Research has demonstrated that transactional trust provides a safety net of predictable behavior and “is related to greater focus on instruction and higher teacher performance” (City et al., 2011, p. 162). Regular interactions where teachers are best used and receive support develop the safety net needed to be transparent about practices and improve teaching.

The critical importance of collaboration lies in the positive impact it has on student achievement. Strong professional communities are four

times as likely to see substantial improvements in student reading and math scores than schools with weak professional communities. The impact of community is even greater when coupled with highly aligned curricula (Bryk et al., 2010). A decade-long study in one of the largest school districts in the country found that teachers in supportive professional environments, specifically those with more peer collaboration, have greater increases in students’ standardized test scores than teachers in less supportive professional environments (Kraft & Papay, 2014).

Another large study of more than 9,000 teachers over two years found that schools where teachers reported instructional team collaboration was both “extensive” and “helpful” had higher student achievement in reading and math, and “teachers improve at greater rates when they work in schools with better collaboration quality” (Rosenfield et al., 2015, p. 475). While collaboration alone has shown some effect on student outcomes, it is the quality of collaboration that makes a difference.

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Innovative Practice Report

Practices for Success

Practice in Action

shared a spreadsheet listing all students and their ongoing results for each skill. Students were assigned numerical scores and color-coding to track their learning. Importantly, because each teacher administered the same assessment and all students are listed in a common format, grade-level performance and common needs were readily apparent. This resulted in opportunities for teachers to design reteaching lessons that all teachers can implement during class time, as well as more targeted interventions that are specific to a select group of students from various classes.

Teachers across schools emphasized the importance of everyone having access to the data across the grade level, whether it is displayed in a single spreadsheet or simply through transparency with each other. As one teacher expressed, "I look at our data and say, 'Wow... you are killing it with these strugglers. Can you take this group and I'll take that group where I'm being successful?'" Teachers are able to assess their own teaching and learn from one another through these data conversations, and they are also able to make grouping decisions across the team.

At one school, action planning to address student learning occurred in weekly PLCs where common formative assessments were discussed. The action plan was immediately included on the top of the next agenda, along with student names, holding teachers accountable to follow up on their instructional shifts during the next week. Teachers discussed the open use of data in both informal conversations and specific PLC practices to guide interventions.

Each of the four teams utilized some kind of collaborative intervention time, during which either teachers or students physically moved to work across different groups.



Students participated in a one-hour intervention block four days a week, which consisted of three 20-minute rotations. They rotated among different teachers based on their current learning needs. Every student was assigned to an intervention group or an extension opportunity. Six assistants, including special education teachers, multilingual support teachers, and paraprofessionals, also led groups. If a teacher wasn't available, an administrator filled in. Teachers were responsible for teaching Tier II interventions, and groups were intentionally kept small, with two to five students each.



Students had a 30-minute block daily at all grade levels for Tier II intervention or extension time. All available paraprofessionals assisted with groups in classrooms at that time. Students who needed additional intervention were more likely to remain in their own classroom, while those who needed enrichment moved to work with the gifted and talented teacher.

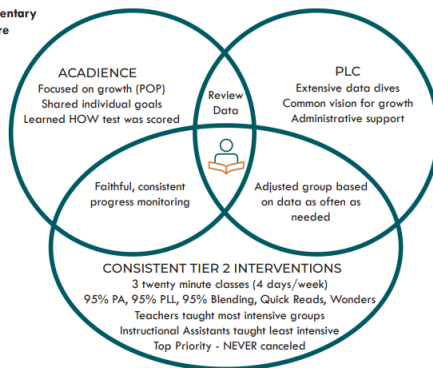


Teachers designed a "boot camp." For 10 days at the start of the school year, teachers divided students into groups for 35 minutes to ensure that learners had the prerequisite skills needed for success, such as the names of letters taught in kindergarten. Students at or above grade level worked on building fluency in these skills and practiced skills that were taught early in the year. Students were grouped across classrooms based on their needs. Boot camps were conducted a few times a year when teachers identified a significant need or when students required extra time to master a particularly challenging skill. These boot camps were in addition to the daily intervention and ongoing instruction.



Teachers concentrated on intensive Tier I instruction, noting that it reduced the need for large scale Tier II interventions. They systematically built skills following the guidance provided by LETRS, and they monitored students daily within small groups. They worked collaboratively in weekly formal data analysis sessions. When interventions were necessary, teachers received support from certified teachers provided by the district who serve on the intervention team.

Westridge Elementary Success Structure



How did you learn that?

Teachers learned to break down standards and analyze data through specific professional learning provided at the district and state level. Each team mentioned a different learning cohort or structure where they acquired these skills, but they have all been universally supported through expert coaching from an external source. Once the practice of tracking learning and modifying instruction in response was implemented, **"It only took one small success, and we were all in,"** as one team member said. In the case of new teachers, they were guided by veteran teachers and concrete systems. As one first-year teacher expressed, **"It wasn't really a choice, it's just the way we do it, and I know it works."**

One school shared how they learned to effectively drive instruction using data. **"We had team training. It was actually on Math Acadience, but the district did learning labs. They came out and taught 3 times and each time they would show us how to prepare, model the lesson, and then debrief the lesson. Then we created a similar activity, and all the teachers tried it. We tried strategies like number talks. We all did a debrief and then our school coach could come in and support it."**



Innovative Practice Report

Replication

Adoption or
Adaption Guidance

Consistent Use of Data to Inform Instruction

1. Know standards, skills, scope, and sequence
2. Regularly monitor and discuss student learning
3. Share students
4. Maintain consistency
5. Pursue recent goals using data as evidence

High Team-Efficacy and Collaboration

1. Ground the work in data
2. Talk about students by name
3. Group across the grade level
4. Create time for formal and ongoing conversations
5. Focus on outcomes as a result of intentional instructional practice

Student Goal Setting and Monitoring

1. Develop a clear understanding of learning trajectories
2. Provide a physical method for students to record progress
3. Maintain a collection of student work to demonstrate learning
4. Celebrate growth and achievement
5. Utilize student progress and goals in student and parent conferences



Innovative Practice Report

Limitations

Barriers to Scaling Up,
Adopting, or
Adapting

Replication and Scale

Teachers discussed their experiences of being trained in specific practices related to the themes. When teachers had the opportunity to learn from experts on what data to collect, how to analyze it, and how to respond to needs with intentional lesson design, they witnessed immediate success, leading to greater acceptance of the practice. Similarly, teachers highlighted the impact of modeled planning, lessons, and debriefs when learning new teaching strategies.

Teachers are motivated to apply productive teaching practices when they receive specific training and support in implementation. This suggests that for other teams to have the same success, they need more than just learning about the Science of Reading; they require guidance on how to monitor, assess, and instruct in very tangible ways. Schools that allocate time and space for a PLC, but do not guide teachers on how the PLC should be conducted, are unlikely to be as successful. Schools that train teachers in the Science of Reading, but do not provide modeled lessons and reflections, are unlikely to witness the same improvements in student achievement.

Limitations

The primary limitation to replication is that much of these teams' success is rooted in the underlying collective teacher efficacy they experience. Collaborative cultures can be nurtured with time, space, autonomy, professional learning, and coaching, yet can be challenging to impose. Observers in this study universally commented on the intangible "feel" from being among energetic and passionate teams that clearly maintain successful relationships with each other. Although schools and systems can pay attention to team dynamics and promote practices that lead to success, cultivating a culture is complex and heavily relies on interpersonal relationships.

This study was carried out through group interviews with identified teams. While the highlighted practices are common across the outlier sites, there is a limitation in using self-reported practices, especially in a group setting, without observing practices in action and over time. Ethnographic case studies of outlier school teams, conducted over a significant period and delving into the complexities of group culture, might be more suitable for uncovering the nuances within the teams that lead to success.

Innovative Practice Report

Resources

Templates or Tools to
Support Replication

APPENDIX C

Sample Phonics Trajectory and Tracking
Nebo School District

Phonological Awareness, Phonemic Awareness, and Phonics Continuum

Phonological Awareness (K-1)	Examples
Word Awareness – How many words are in the following sentence?	We go outside and play. (5 words)
Rhyme Recognition – Do the following words rhyme?	split/splat (no) pound/sound (yes)
Syllables – How many syllables are in this word?	amazing (3 syllables)
Onset and Rime – What is the beginning sound(s) and ending part of the word?	stand Onset /st/ Rime /and/
Basic Phonemic Awareness (K-1)	Examples
Phoneme Identity – What is the (first) sound in the following list of words? (first/last/middle sounds)	First sound – phone, fall, fun /f/ Last sound – have, prove, live /v/ Middle sound – bid, win, fit /i/
Phoneme Categorization – What word does not belong here because it has a different (first) sound? (first/last/middle sounds)	First sound – fun, sing, phone Last sound – snake, slip, flop Middle sound – hop, sap, stop
Phoneme Isolation – What is the (first) sound in the following word? (first/last/middle sounds)	First sound – dog /d/ Last sound – dog /g/ Middle sound – dog /ō/
Phoneme Blending – Blend these sounds to make a word.	/s/ /a/ /t/ - (sat)
Phoneme Segmenting – What are the sounds in this word?	bug - /b/ /u/ /g/
Advanced Phonemic Awareness (K-2)	Examples
Phoneme Deletion – Say this word _____. Now say it without this sound ____.	spark Take away /s/ (park)
Phoneme Addition – What would you have if you added this sound to the end of a word?	park Add /s/ on the end (parks)
Phoneme Substitution – Say this word _____. Change this sound to this sound. What word is it?	splat Change the /t/ to /sh/ (splash)
Phonics/Basic Decoding (K-3)	Examples
Sound/Letter Correspondence – What letter makes the /b/ sound?	The sound /b/ looks like this b.
Closed Syllable (CVC) Words – A single vowel followed by one or more consonants. The vowel usually makes the short sound.	beg, lid, mop, nut, cats
Digraph – 2 letters that work together that spell one sound.	chop, path, shop, phone, chick, wheel
2-3 Sound Blends – 2 or 3 consonant letters next to each other where each letter makes a separate sound.	brag, rest, slip, dentist, splash, scram
Trigraphs – 3 letter that work together to make one sound. (grades 1-3 only)	itch, patch, badge, bridge

Innovative Practice Report

Video

Media and Graphic
Elements to Aid
Understanding



Reports

Early Literacy Classroom Practices

Utah State University
December 2024

High School Attendance

Utah State University
January 2025



Certified Teacher Librarians

Utah State University
October 2024



Principal Job Satisfaction

Utah Valley University
University of Utah
December 2024



6th Grade Mathematics

BYU-PSP
Spring 2025

Innovation & Collaboration Cohorts

Innovative Improvement Initiative (I3)



Middle Grade Mathematics



Innovation Education Program

Propose an alternative curriculum or schedule

Get local board approval

Access up to \$5,000 per innovation/class in grant funding

Innovation Proposal:
3D Calculus with Augmented Reality

Cedar Valley High School
Eagle Mountain, Utah
Contact: Kate Cousins
Email: kathincousins@cedarvalley.org



Proposed Innovation
Kate Cousins will utilize augmented reality to teach 3D Calculus, providing students with an immersive and interactive learning experience by incorporating augmented reality, students can visualize complex three-dimensional calculus concepts dynamically and engagingly. This approach will enable them to explore and understand topics such as multivariable functions, vector fields, and surface integrals more

Purpose and Potential
The use of augmented reality will not only make learning more exciting but also help students grasp abstract concepts through hands-on, visual experiences. This innovative method aims to enhance spatial reasoning, critical thinking, and problem-solving skills, making calculus more accessible and enjoyable for all students.

Courses Include	Student Outcomes	Funding
An in-person classroom setting on campus in an A or B-day rotating schedule.	will be measured through formative and summative assessments to track growth measurements and student progress.	Grant funding will be used for the purchase and operation of augmented reality technology.

Under House Bill 366, Local Education Agencies can approve up to \$5,000 in grant funding for innovation programs. The innovation outlined here is one example that has been approved for implementation. Learn more at schools.utah.gov/lead

ULEAD EDUCATION AVIATORS AEA COMPLIANT 9/2024

Innovation Proposal:
Creative Side of Business

Itineris Early College High School
West Jordan, Utah
Contact: Alex Moya
Email: alex.moya@itineris.org



Proposed Innovation
Students will learn basic creative tools to explore an innovative business opportunity, brand it, and market it. Students will use programs such as Premiere Pro video, Photoshop, and Illustrator alongside learning digital marketing concepts like search engine optimization, social media strategy, web design, and email marketing.

Purpose and Potential
The goal of this alternative curriculum is to develop literacy and critical thinking skills in communication, visual culture, and marketing including transferable career and life skills to enter the workforce. Students will be able to identify and address customer and user needs while learning about business innovation.

Courses Include	Student Outcomes	Funding
One fall semester course available to all students fulfilling 1 CTE Digital Media 1 credit.	Outcomes will be measured with diagnostic, formative, and summative assessments including pre- and post-tests, teacher observations, self-reporting, and a variety of assignments.	Grant funding will be used for equipment and tools, disposable art supplies, digital support devices, and required classroom storage.

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ULEAD EDUCATION ITINERIS AEA COMPLIANT 3/2024

Innovation Proposal:
Native American & First Nation Arts, Crafts, and Culture

Karl G. Maeser Preparatory Academy
Lindon, Utah
Contact: Ashley Fosse
Email: ashley.fosse@maeserprep.org



Proposed Innovation
Students will participate in an intensive three-week course to learn accurately about the history, art, styles, writing, and contemporary life of indigenous people throughout Utah, the United States, and Canada that includes interacting with speakers and leaders of indigenous cultures, creating art, writing, and a 4-day experience in Mesa Verde National Park.

Purpose and Potential
The goal of this alternative curriculum is to immerse students in traditional artisan work, develop leadership by engaging elementary students, and understand contemporary, as well as past, lives of indigenous peoples. Students are encouraged to think critically, communicate effectively, better themselves, and better their community.

Courses Include	Student Outcomes	Funding
a three-week course offered to 9 th through 12 th graders during the school's winter period including a 4-day trip to Mesa Verde National Park.	will be measured with a daily travel journal, network and written assignments graded with rubrics, and a final public presentation. Students will instruct and presenters effectively.	Grant funding will be used for consumable art and activity supplies. The grant only covers a portion of the total cost for the course.

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ULEAD EDUCATION MASER AEA COMPLIANT 3/2024

Innovation Proposal:
History Explorers - All Around the World

Elevated Charter School
Saratoga Springs, Utah
Contact: Diana Westgaard
Email: ecdirector@elevatedcharterhighschool.org



Proposed Innovation
Students will learn about significant people, places, and celebrations all around the world. Each module focuses on 1-2 continents, including geography, interesting historical events, and cultural practices. Use classes include collaborative activities in which students discuss and share ideas with peers, participate in short simulations, complete guided notes, and play games.

Purpose and Potential
Students continue learning outside of class with hands-on projects that include choices to connect to individual interests and learning styles. Students learn about geography and cultures around the world in mixed-age class, using living books, stories from each culture, collaboration, visuals, and projects.

Courses Include	Student Outcomes	Funding
A live online class that meets on Tuesdays on one of two time slots.	will be measured through formative and summative assessments to track growth measurements and student progress.	Grant funding will be used for the purchase of books for students.

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ULEAD EDUCATION ELEVATED AEA COMPLIANT 3/2024

Additional Work



Covid Recovery Report

USBE, UEPC, The National Center for the Improvement of Educational Assessment



USBE Study of Boys & Girls



CEEDAR

Student Services, Teacher Education



Early Literacy Repository

SOR Panel, UEN



Research Fact Sheets

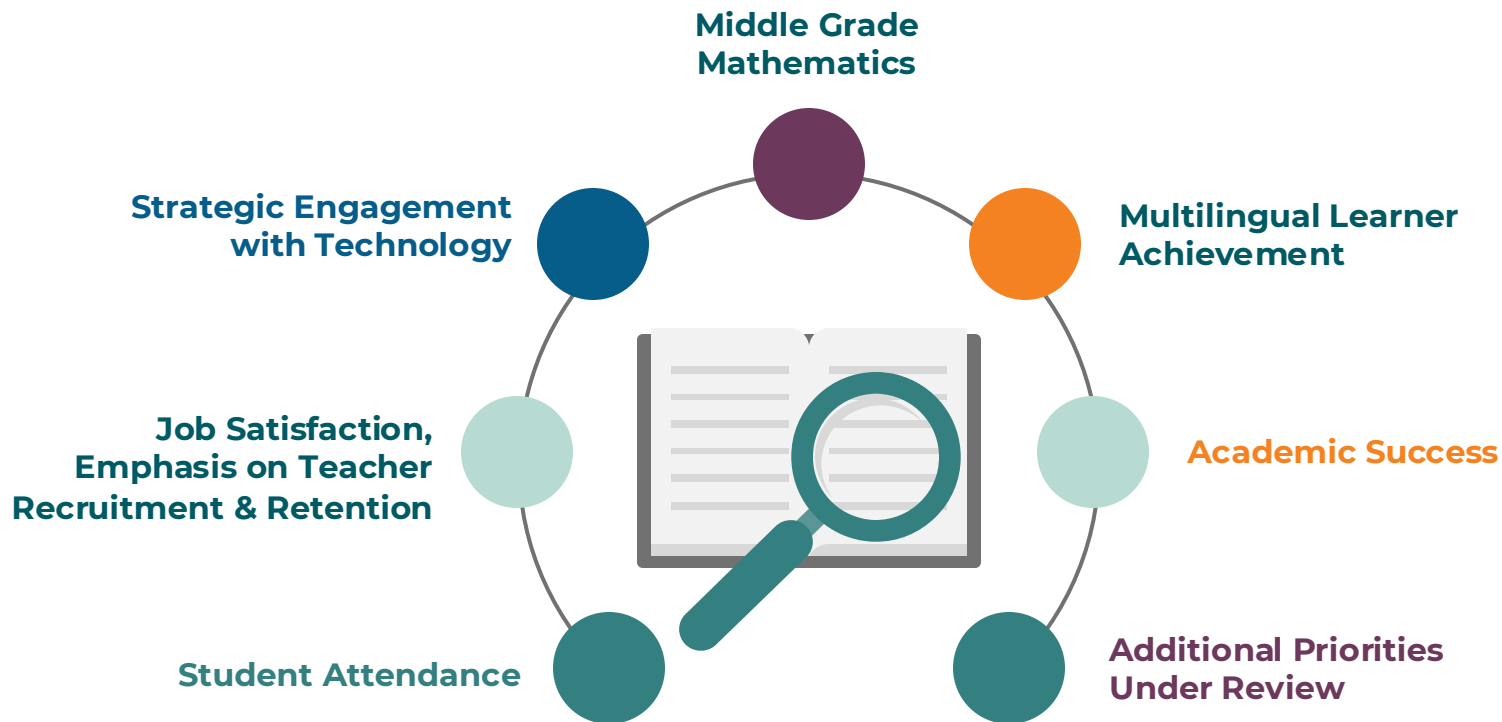


ResearchEd Conference – September 2025

Utah Council of Education Deans

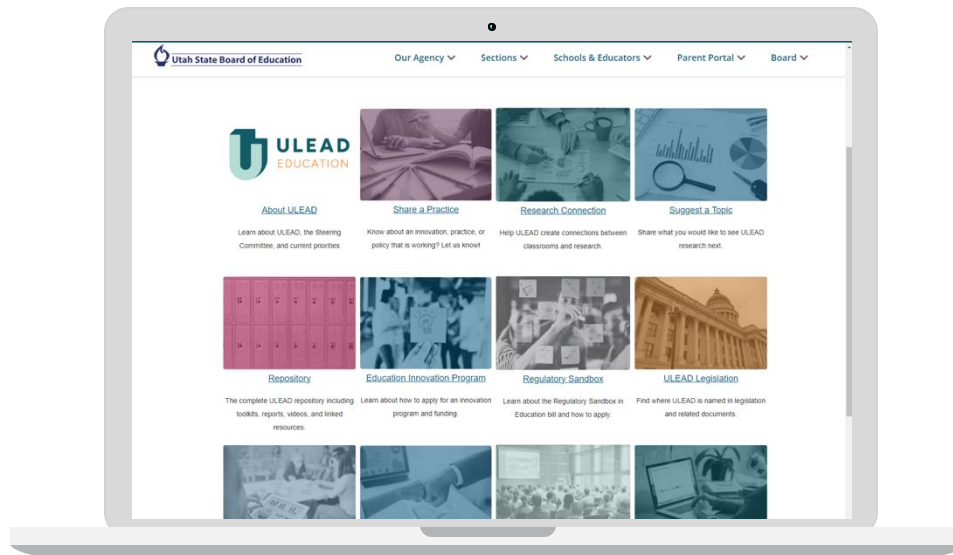


Focus Priorities



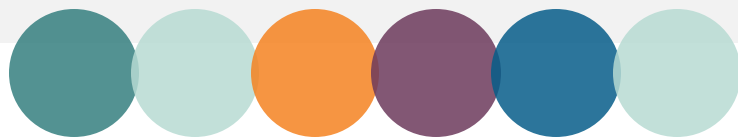
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Repository or Reports





Utah Leading through Effective, Actionable, and Dynamic (ULEAD) Education

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