Utah STATE OFFICE of Education

2008–09 Annual Report

of the **STATE SUPERINTENDENT** *of*

PUBLIC INSTRUCTION

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UTAH STATE OFFICE OF EDUCATION
250 East 500 South
P.O. Box 144200
Salt Lake City, UT
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Larry K. Shumway, Ed.D.
State Superintendent of
Public Instruction

www.schools.utah.gov

Utah STATE OFFICE of Education

ANNUAL REPORT OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

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P.O. Box 144200
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Larry K. Shumway, Ed.D.
State Superintendent of Public Instruction

FY 2008–09

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[3] *UCAT Representative*
[4] *Utah School Boards Association (USBA) Representative*

2/23/2010

Larry K. Shumway, Ed.D.
State Superintendent
of Public Instruction

MESSAGE
From the Superintendent

Dear Governor Herbert, Members of the Legislature, and Citizens:

This annual report is in fulfillment of Utah law requiring that the State Superintendent of Public Instruction prepare a report each year of the public school system, to include data on the general condition of the schools with recommendations considered desirable for specific programs.

This has been a year of both successes and challenges. Our schools have increased in enrollment but declined in budget. District and charter school boards have made difficult decisions, and sacrifices of employees and others have been required for schools to operate within the allotted resources.

This year we added nineteen schools, including seven new charter schools, to accommodate more than 12,000 new students. Despite the challenges in funding, I can tell you that dedicated educators all across this state continue to work hard under challenging circumstances. No students have been excluded because of lost funding; no one has been turned away. You can be sure of this: Despite larger class sizes, despite lower salaries, despite reduced support, Utah students continue to benefit from the best efforts of their teachers.

The Utah public school system is the most efficient in the country. In a recent "Education Report Card," the United States Chamber of Commerce gave Utah an "A" for return on investment and ranked the state as the highest in the country in this category. It is important to recognize that in "the best managed state in the nation" we have the most efficient school system in the nation.

My report includes the statistical and financial information necessary to meet the statutory directive in Utah Code (53A–1–301). These data provide important information to policymakers and others about the condition of Utah's public schools.

It is my great pleasure to serve as Utah's State Superintendent of Public Instruction. I believe, as I know you all do, that public schools are a crucial part of ensuring our economic and social well-being today and in the future.

Sincerely,
Larry K. Shumway, Ed.D.

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Promises to Keep

The Vision and Mission of Utah Public Education

Promises to Keep *is a statement of vision and mission for Utah's system of public education. The statement relies on the language of the Utah Constitution for its central premise. It is intended to provide focus to the work of the State Board of Education, the Utah State Office of Education, and all school districts, local boards of education, and charter schools within the general control and supervision of the Board.*

The Vision of Public Education

Utah's public education system is created in the state Constitution to "secure and perpetuate" freedom.

Freedom, as envisioned in the Utah Constitution, is a promise to future generations that requires:

- *Citizen participation in civic and political affairs.*
- *Economic prosperity for the community.*
- *Strong moral and social values.*
- *Loyalty and commitment to constitutional government.*

The premise of ***Promises to Keep*** *is that there are essential, core "promises" that leaders in the public education system should be clear about with citizens of Utah; that these "promises" are made as part of the civic compact at work as the citizens of Utah give into our hands resources for the public education system; that citizens should have high expectations regarding our success in the essential "promised" work of public education.*

The Mission of Public Education

Utah's public education system keeps its constitutional promise by:

- ***Ensuring literacy and numeracy*** *for all Utah children.*
- ***Providing high quality instruction*** *for all Utah children.*
- ***Establishing curriculum with high standards and relevance*** *for all Utah children.*
- ***Requiring effective assessment*** *to inform high quality instruction and accountability.*

Adopted by the Utah State Board of Education
August 7, 2009

OPTIONAL EXTENDED DAY KINDERGARTEN (OEK) PROGRAM
UPSTART
FAMILY LITERACY CENTERS
DUAL IMMERSION PROGRAMS

1

ENSURING LITERACY AND NUMERACY

For All Utah Children

OPTIONAL EXTENDED-DAY KINDERGARTEN (OEK) PROGRAM

Districts and charter schools reported providing OEK-funded programs to approximately 8,700 students in all 40 districts and three charter schools. Of these programs, 82 percent offered a full day of kindergarten with the same teacher, three percent provided two half-days of kindergarten with different teachers, and 15 percent provided extended time during the school day (short of a full day). Every program assessed incoming students to identify and serve those most in need. Students who participated in OEK opportunities consistently demonstrated significantly more growth during the year, as measured by district and national assessments, than those who did not. Often this difference was dramatic, such as OEK students reaching benchmarks by the end of the year at six times the rate of non-OEK students. The evidence continues to be strong that extra time in kindergarten makes a significant difference in closing the achievement gap.

KINDERGARTEN TYPE	2009 COUNT
Two Half-Day Teachers	*249*
Full-Day Teachers	*7,173*
Extended Year	*11*
Extended Hours	*1,289*

UPSTART

UPSTART is a program funded by the Utah legislature that uses a home-based educational technology program to develop the school readiness skills of preschool children, and that seeks to examine the feasibility of scaling up such a program for all of Utah's preschool children. In the spring of 2009, 1,308 preschool children were enrolled in the program. These

children represented all 40 Utah school districts and lived in urban, suburban, and rural areas, and 39 percent of them were at or below 200 percent of the poverty level. Program funds were used to provide 408 families with computers and Internet service. As of the fall of 2009, participants were averaging approximately 90 minutes per week of software usage. Those who entered kindergarten in the fall of 2009 averaged 91 percent proficiency on the activities provided in the software. An external evaluator will assess the effect of the program.

FAMILY LITERACY CENTERS

English Language Learner Family Literacy Centers (ELL FLCs) is a state-funded grant awarded to local education agencies (LEAs) that submitted plans to the Utah State Office of Education (USOE). This program began in the 2008–09 academic year. Thirty-six LEAs were originally funded. Now in its second year (2009–10), the program funds 37 LEAs (as the newly created Canyons School District was given the chance to participate). Because of the downturn in the economy, many LEAs used the funds to help subsidize their economic difficulties when the legislature allowed for these funds to be used for such a purpose in the 2008-09 academic year. That reappropriation of funds was limited to the 2008–09 academic year. This year, we see full implementation beginning very strongly, with 55 ELL FLCs already serving over 6,494 families throughout the state in services that include, but are not limited to, interactive literacy activities between parents and children, training for parents on how to be the primary teacher for their children and full partners in the education of their children, parent literacy training that leads to economic self-sufficiency, and age-appropriate education to prepare children for their success in school and life experiences.

Number of ELL FLCs	*Approximate Number of Families Served*
55	**6,494**

DUAL IMMERSION PROGRAMS

Dual immersion is an instructional model that provides 50 percent of instruction in English and 50 percent of instruction in another language. The program begins in kindergarten or first grade and continues through elementary school. Dual immersion programs will help prepare Utah students academically, linguistically, and socially for the challenges and needs of our global community. Students will attain academic achievement that is at or above their grade level, and all students will improve in cross-cultural understanding.

DUAL IMMERSION ELEMENTARY SCHOOLS
FOR THE 2008–09 SCHOOL YEAR
15 Spanish/English
FOR THE 2009–10 SCHOOL YEAR
24 Spanish/English 8 Chinese/English 5 French/English
FOR THE 2010–11 SCHOOL YEAR
30 Spanish/English 15 Chinese/English 6 French/English

CURRICULUM AND INSTRUCTION PROFESSIONAL DEVELOPMENT
SUBJECT-SPECIFIC ENDORSEMENT COURSES
CORE ACADEMY
STAR TUTORING PROGRAM
INSTRUCTIONAL MATERIALS

2

PROVIDING HIGH QUALITY INSTRUCTION

For All Utah Children

CURRICULUM AND INSTRUCTION PROFESSIONAL DEVELOPMENT

The Utah State Office of Education funds, coordinates, and conducts Core Curriculum-based professional development for teachers in every grade, subject, and district in Utah. This professional development provides teachers with critical research-based content and pedagogical skills to teach students the skills and knowledge required by the State Core Curriculum.
During the 2008–2009 school year, educators participated in approximately 6,801 hours of professional development sponsored by the Utah State Office of Education.

SUBJECT-SPECIFIC ENDORSEMENT COURSES

The Utah Office of Education, in partnership with each of the universities in Utah and all local school districts, provides both elementary and secondary teachers with professional development classes that meet the requirement for university credit for subject-specific endorsement courses. These courses result in Utah's teaching staff being highly qualified within their various teaching assignments.

CORE ACADEMY

The Utah State Office of Education (USOE) offered the eighth year of the Elementary Core Academy. The 2009 Elementary Core Academy took place at nine locations, providing three days of professional development for kindergarten through sixth grade educators. A total of 1,734 state educators participated in the professional training, including administrators, classroom teachers, and special education teachers. The USOE recruited 51 state-licensed math and science specialists and master teachers to present, facilitate, and administer content sessions

focusing on formative assessment, practical application of research, and instructional techniques for teachers.

STAR TUTORING PROGRAM

The 2008–09 school year was the fourth year of STAR Tutoring, a program designed to provide elementary grade students who are reading below grade level with additional reading practice. Over twenty full-day sessions of training were provided to approximately 800 administrators, teachers, reading coaches, and paraprofessionals. Participants received training in the four tutoring programs: STAR (for grades K–3), STAR Advanced (for grades 4–6), STAR Parent, and STAR Cross-age Tutoring (where students tutor students). Eighty schools received a $500 materials reimbursement to help purchase necessary materials.

INSTRUCTIONAL MATERIALS

The Utah State Office of Education serves as the executive arm of the Instructional Materials Commission (IMC). This organization meets twice a year to make final recommendations to the State Board of Education on recently reviewed instructional materials. Its purpose is to provide the schools of the state with the very best information on available core-related materials, and to eliminate instructional materials that violate Utah Code or State Board rules. The recommendation process also provides for consistent contract pricing for recommended materials. After sending final recommendations to the State Board, the Commission posts evaluations on the Recommended Instructional Materials (RIMs) database on the Internet, where they can be accessed by districts, teachers, and parents. In the fall 2009 bid cycle, the Commission directed teacher/specialist reviews for 937 titles, and monitored the posting of over 1,600 correlation files from independent reviewers for published resources available for Utah schools.

GRADUATION STANDARDS
ADVANCED PLACEMENT
CONCURRENT ENROLLMENT
INTERNATIONAL BACCALAUREATE
MATHEMATICS STEERING COMMITTEE
STATEWIDE 4–6 MATH INITIATIVE
THREE TIER MATHEMATICS INSTRUCTION MODEL
USTAR

3

ESTABLISHING CURRICULUM

With High Standards and Relevance for All Utah Children

GRADUATION STANDARDS

In 2006 the Utah State Board of Education (USBE) increased graduation requirements to ensure greater rigor in schools and ability in their graduates, beginning with the graduating class of 2011. A variety of rigorous classes (including many career and technology courses) that are aligned to the Language Arts, Math, and Science Core Curricula can be applied to these new expectations. Likewise, individual student variation is provided for in the new requirements.

GRADUATION REQUIREMENTS FOR THE CLASS OF 2011

4.0 credits	Language Arts
3.0 credits	Mathematics; minimally, Elementary Algebra and Geometry
3.0 credits	Science; minimally, two credits from Biology, Chemistry, Physics, and Earth Systems Science
2.5 credits	Social Studies: World Civilizations, Geography, U.S. History, and U.S. Government and Citizenship
1.5 credits	Fine Arts
1.5 credits	PE and .5 credit Health
1.0 credit	Career and Technology Education
0.5 credit	Computer Technology
0.5 credit	General Financial Literacy
UBSCT	Successful participation in the Utah Basic Skills Competency Test (UBSCT)
Other	District-specific required courses and elective credits to meet local school board graduation requirements

ADVANCED PLACEMENT

Thirty-three school districts and thirteen charter schools participated in Advanced Placement programs during the 2008–09 school year. There were 36 different AP courses offered throughout the state, and 15,789 AP exams passed with a score of three or above. Through strategic interventions, there was an increase in the number of ethnic minority students who participated in the AP program. There was also an increase over the previous year in the number of ethnic minority students enrolled in AP courses.

UTAH AND NATIONAL ADVANCED PLACEMENT PERFORMANCE FOR 2005–2009

	NUMBER OF EXAMS TAKEN				NUMBER OF EXAMS PASSED				
YEAR	2005	2006	2007	2008	2005	2006	2007	2008	2009
UTAH	23,133	23,592	22,609	23,252	15,145	15,463	14,891	15,044	15,798
NATION	1,747,852	1,943,565	2,133,594	2,321,311	2,133,594	1,006,128	1,118,164	1,292,436	1,691,905

	NUMBER OF STUDENTS TAKING EXAMS				PERCENTAGE OF EXAMS PASSED				
YEAR	2005	2006	2007	2008	2005	2006	2007	2008	2009
UTAH	14,105	14,582	14,096	14,531	64.46%	65.50%	65.86%	64.66%	65.20%
NATION	1,017,060	1,131,835	1,239,336	1,346,925	57.56%	57.53%	57.24%	55.67%	56.70%

CONCURRENT ENROLLMENT

This past year, 27,444 students participated in concurrent enrollment programs across the state, earning 187,811 credits during the 2008–09 school year. (This is only preliminary data, and must be verified through a joint higher education-public education process.)

CONCURRENT ENROLLMENT CREDIT HISTORY

Year	*Credit Hours**
1995–96	117,438.0 quarter hours
1996–97	157,928.0 quarter hours
1997–98	167,170.0 quarter hours
1998–99	127,693.5 semester hours**
1999–00	126,986.0 semester hours
2000–01	125,746.5 semester hours
2001–02	133,746.5 semester hours
2002–03	146,916.5 semester hours
2003–04	153,727.5 semester hours***
2004–05	177,658.5 semester hours***
2005–06	189,838.0 semester hours***
2006–07	190,284.0 semester hours***
2007–08	191,564.0 semester hours*
2008–09	187,811.0 semester hours

* *Hours earned generate funds in the following year.*
** *Cache District adjustment*
*** *Total reflects number of semester hours funded. Credits over 30 hours were taken out.*

CONCURRENT ENROLLMENT
Student Participation History

Year	*No. of Students*
1995–96	11,725
1996–97	13,691
1997–98	18,033
1998–99	19,744
1999–00	20,506
2000–01	19,822
2001–02	20,663
2002–03	21,875
2003–04	23,384
2004–05	26,680
2005–06	27,396
2006–07	27,745
2007–08	28,277
2008–09	27,444

INTERNATIONAL BACCALAUREATE

Six public school districts participate in the International Baccalaureate (IB) program. Seven high schools offer the diploma program, and three junior high/middle schools offer the Middle Years Program.

	Number of Semester Hours Earned	Exams Passed With 4 or Above
2006–07	3,639	720
2007–08	4,247	927

MATHEMATICS STEERING COMMITTEE

The Utah State Office of Education convened a Mathematics Steering Committee in the fall of 2008, culminating in a final report to the State Board of Education in November 2009. The committee spent a full year examining mathematics education in Utah, the United States, and around the globe utilizing local, national, and international research and publications. As a result of this study, recommendations to the Utah State Board of Education were provided in the areas of teacher quality and preparation; instruction, curriculum, and assessment; supporting students and student learning; and preparing for the future. The report, *Is Utah Math Ready?*, can be found at **http://www.schools.utah.gov/curr/Math/Sec/documents/IsUtahMathReady.pdf**. The USOE is currently working to implement these recommendations.

STATEWIDE 4–6 MATH INITIATIVE

The statewide initiative to improve mathematics achievement in grades four through six concluded in August 2009. Its three-year charge was to examine the effects of teacher professional development and the provision of financial incentives to teachers on student achievement. An independent evaluation of the results of the initiative is currently being conducted, with results due in March 2010. Preliminary results are extremely promising for using intensive professional development as a vehicle to improve student mathematics achievement. The results also show a positive correlation between financial incentives and student achievement.

THREE-TIER MATHEMATICS INSTRUCTION MODEL

Development of the Utah Three-Tier Mathematics Instruction Model was completed in September 2009. The model serves as a guide for educators seeking to improve instruction and intervention in mathematics. The guide is based on current research and best practices in mathematics education and supports the mission of mathematics education in Utah, which is to promote student growth and learning in mathematics in order to prepare students to thrive and contribute in the global economy of the 21st century. It provides Utah educators with a process for delivering quality, research-based instruction using Utah's Core Curriculum. The model provides a foundation for reducing the prevalence of students struggling with mathematics by creating a seamless K–12 instructional system that aligns with state and federal legislative requirements.

USTAR

Fiscal year 2009 was the first year of full implementation of the USTAR program, which appropriated $6.9 million to 19 districts and 11 charter schools to operate programs that benefited students, while extending contracts for mathematics and science teachers. District and charter programs included additional offerings during school days, such as AP courses, integrated mathematics and science courses in middle schools, after-school tutoring programs, summer extension and remedial programs, and short-term mathematics and science intensive studies in targeted areas. Ninety-five percent of USTAR funds are paid in teacher contract extensions. Other expenses of operating USTAR programs are funded from the remaining five percent and from district- and charter school-

level support. Participants have been very supportive and excited about the impact of the program, both in terms of successfully compensating and retaining teachers, and in improving student achievement.

TEACHER AND PARENT ACCESS TO STUDENT ACHIEVEMENT DATA
UTAH PERFORMANCE ASSESSMENT SYSTEM FOR STUDENTS (U-PASS)
CRITERION-REFERENCED TESTS
UTAH BASIC SKILLS COMPETENCY TEST (UBSCT)
COLLEGE ADMISSION TESTS
NORM-REFERENCED TESTS
STATE GRADUATION RATE
BLUE RIBBON ASSESSMENT PILOT
SPECIAL EDUCATION STATE PERFORMANCE PLAN

4

REQUIRING EFFECTIVE ASSESSMENT

to Inform High Quality Instruction and Accountability

TEACHER AND PARENT ACCESS TO STUDENT ACHIEVEMENT DATA

The most important purpose of any accountability system is to provide accurate data to teachers and parents about the performance of their students. Regular classroom assessment, conducted by the teacher, provides the most helpful information. Great teachers use assessment to adjust their instruction and provide the individualized help or direction children may need to advance or remediate their learning. Vigilant parents utilize this information to assist in learning at home and to gauge the success and happiness of children at school.

Parents and educators are able to find detailed, disaggregated data for each state-generated assessment on the USOE Web site at **http://schools.utah.gov/main/DATA-STATISTICS/Other-Data---Statistics.aspx.**

UTAH PERFORMANCE ASSESSMENT SYSTEM FOR STUDENTS (U-PASS)

In 2000, the Utah State Legislature enacted the Utah Performance Assessment System for Students (U-PASS) as Utah's accountability plan. U-PASS calls for multiple lines of evidence in assessing and evaluating the effectiveness of programs in public and charter schools, and is stimulating student achievement across the state. U-PASS information may be used to recognize excellence and to identify the need for additional resources to assure educational opportunities for all students.

Beginning with results for the 2003–04 school year, Criterion-Referenced Test (CRT) results for English/language arts, mathematics, science, and the Direct Writing Assessment (DWA) are being used to identify subject areas, populations,

and schools that need additional help. The results of the Utah Basic Skills Competency Test (UBSCT) were added in 2006. The U-PASS school accountability report shows the current status of proficiency and growth/improvement over the previous year. U-PASS reports student performance based on information disaggregated with respect to race, ethnicity, gender, limited English proficiency, mobility, and students who qualify for free or reduced-price school lunch. Disaggregated reports provide good information to help ensure that every child succeeds.

The U-PASS Accountability Report identifies every school in the state as either "Achieved the State Level of Performance" or "Needs Assistance." This accountability report uses multiple assessments and indicators with the expectation of individual progress for each student. Each U-PASS school report shows the status and progress for the total school and the subgroup.

CRITERION-REFERENCED TESTS (CRTS)

The Utah State Office of Education has developed a strong K–12 Core Curriculum across all content areas with standards for students to master, including a new, more rigorous Math Core developed in 2007. Annually districts review student proficiencies and establish goals. Criterion-Referenced Tests (CRTs) are the basis for most annual goal setting and staff development, and are administered during a six-week window each spring. Students are tested in grades two through 11 in English/language arts, grades two through 12 in mathematics, and grades four through 12 in science. The CRT results play a central role in measuring progress in the Utah Performance Assessment System for Students (U-PASS), and are also used in association with the federal No Child Left Behind Act.

The 2009 CRT results document 79.30 percent of Utah students as proficient in English/language arts, 66.29 percent of Utah students as proficient in mathematics, and 65.81 percent of Utah students as proficient in science; this is a slight increase in the percentage of students proficient in English/language arts and science. A new measure for math was started in 2009, so no comparison is available.

USOE Criterion-Referenced Test (CRT) Results, 2005–09 Student Proficiency Percentages

	LANGUAGE ARTS					MATHEMATICS					SCIENCE				
	2005	*2006*	*2007*	*2008*	*2009*	*2005*	*2006*	*2007*	*2008*	*2009*	*2005*	*2006*	*2007*	*2008*	*2009*
All Students	76.99%	78.31%	77.98%	77.96%	79.30%	71.85%	73.02%	71.53%	71.49%	66.29%	62.21%	64.50%	64.87%	64.82%	65.82%
ETHNICITY															
Asian	79.83%	81.45%	80.29%	80.08%	80.60%	78.35%	78.27%	77.32%	77.21%	71.52%	64.02%	66.31%	65.33%	65.45%	65.56%
African American	58.87%	59.98%	60.51%	58.74%	62.12%	50.81%	51.51%	49.36%	49.03%	43.81%	37.71%	39.76%	41.52%	40.17%	41.56%
Caucasian	81.67%	82.99%	82.86%	83.05%	84.14%	76.18%	77.73%	76.56%	76.80%	72.03%	67.94%	70.46%	71.10%	71.61%	72.55%
Hispanic	51.55%	54.33%	54.64%	55.01%	58.26%	50.30%	50.66%	48.93%	49.02%	42.89%	31.50%	34.22%	35.11%	34.83%	37.34%
Native American	52.37%	55.10%	54.33%	53.82%	56.37%	49.14%	50.14%	47.26%	47.78%	40.46%	31.24%	34.67%	36.24%	33.98%	36.01%
Pacific Islander	63.69%	66.60%	66.69%	66.84%	69.28%	59.98%	61.34%	59.47%	59.62%	52.22%	36.19%	41.79%	41.87%	41.11%	43.12%
GENDER															
Female	80.55%	81.69%	81.47%	81.43%	82.83%	72.07%	73.06%	71.53%	71.32%	66.25%	60.40%	62.80%	63.02%	63.02%	64.25%
Male	73.61%	75.10%	74.67%	74.65%	75.94%	71.64%	72.98%	71.53%	71.65%	66.33%	63.92%	66.09%	66.61%	66.50%	67.29%
ELL*															
ELL	50.13%	52.62%	52.31%	47.54%	49.53%	50.32%	50.61%	48.57%	44.83%	40.40%	30.84%	33.46%	33.36%	28.14%	28.34%
Not ELL	80.29%	81.50%	81.19%	81.05%	82.58%	74.71%	76.00%	74.55%	74.44%	69.41%	65.93%	68.25%	68.63%	68.34%	69.61%
SWD*															
SWD	40.05%	42.42%	42.67%	43.90%	46.25%	41.22%	43.87%	43.30%	43.92%	41.54%	26.07%	32.67%	35.91%	36.87%	37.83%
Not SWD	82.12%	83.21%	82.74%	82.66%	83.92%	76.35%	77.24%	75.59%	75.57%	69.82%	66.56%	68.43%	68.60%	68.39%	69.49%
MOBILE															
Mobile	53.33%	58.06%	55.42%	53.09%	52.46%	49.97%	53.17%	51.00%	47.60%	39.81%	35.45%	40.33%	40.80%	38.15%	36.90%
Not Mobile	79.78%	80.80%	80.95%	80.98%	81.60%	74.50%	75.50%	74.26%	74.50%	68.65%	65.21%	67.23%	67.77%	67.96%	68.22%
MIGRANT															
Migrant	42.43%	45.06%	45.85%	43.44%	44.14%	44.56%	46.60%	42.35%	42.80%	37.58%	20.99%	24.48%	24.34%	24.95%	24.34%
Not Migrant	77.23%	78.50%	78.15%	78.07%	79.40%	72.06%	73.18%	71.68%	71.59%	66.38%	62.50%	64.72%	65.07%	64.96%	65.93%
ECO.DISADV*															
Econ Disadv	63.85%	65.65%	65.35%	64.09%	66.82%	60.69%	61.92%	60.11%	59.01%	53.75%	46.20%	48.85%	49.91%	48.16%	50.21%
Not Econ Dis	84.37%	84.79%	83.45%	84.93%	85.87%	78.66%	79.14%	76.80%	78.31%	73.41%	70.56%	71.93%	70.98%	72.81%	73.69%

*ELL = English Language Learners SWD = Students with Disabilities Eco.Disadv = Economically Disadvantaged
%Prof = Percentage of students proficient on the CRTs Number = Number of students taking the CRTs

UTAH BASIC SKILLS COMPETENCY TEST (UBSCT)

The 1998 Utah State Legislature mandated that all students receiving a basic Utah high school diploma must pass the Utah Basic Skills Competency Test (UBSCT), beginning with the graduating class of 2006. Students are given five opportunities to pass the test between the spring of their sophomore year and the spring of their senior year.

The graduating class of 2009, after five opportunities to take the UBSCT, has an overall passing percentage of 81.85 percent. The passing percentage for math was 84.93 percent, reading was 92.04 percent, and writing was 88.94 percent.

More information on assessment can be found at **http://www.schools.utah.gov/assessment.**

UTAH BASIC SKILLS COMPETENCY TEST (UBSCT)

Graduating Class of 2009
(12th grade, 5 possible attempts)

	OVERALL	MATH	READING	WRITING
PASS	81.85%	84.93%	92.04%	88.94%
DID NOT PASS	18.15%	15.07%	07.96%	11.06%

SUBTEST BY SUBGROUP

	MATH	READING	WRITING
ASIAN	90%	91%	89%
AFRICAN AMERICAN	62%	79%	73%
CAUCASIAN	88%	94%	92%
HISPANIC	67%	82%	73%
NATIVE AMERICAN	68%	81%	74%
PACIFIC ISLANDER	73%	84%	83%
ECONOMICALLY DISADVANTAGED	70%	83%	77%
ENGLISH LANGUAGE LEARNERS	52%	68%	54%
STUDENTS WITH DISABILITIES	48%	67%	55%

Source: http://www.schools.utah.gov/assessment/documents/UBSCT_2008-2009.pdf

COLLEGE ADMISSIONS TESTS

During the 2008–09 school year, 23,229 Utah students took the American College Test (ACT) and 2,023 took the Scholastic Achievement Test (SAT). Both the American College Test (ACT) and Scholastic Achievement Test (SAT) are qualifying exams for college admissions. From those tests, it is apparent that:

- The more rigorous the high school course schedule, the greater the likelihood of college success. Of the Utah students who took the ACT during the 2008–2009 school year, 71 percent reported taking a highly rigorous course schedule. (Utah leads the nation in the number of students taking Algebra 1 in the eighth grade.)
- The gap between the state average and ethnically diverse and poverty-stricken groups in college admissions test performance is still unacceptably large.

NORM-REFERENCED TESTS

The Utah State Legislature has mandated that all students in grades three, five, and eight annually take a norm-referenced test (NRT). This allows the legislature, school officials, and parents to compare students in Utah to students across the nation and to ensure rigor in the state CRT tests.

The first administration of the Iowa Test of Basic Skills (ITBS) was in the fall of 2004. A norm-referenced test is usually valid for approximately five years, after which it is renormed and a new version is drafted. In 2006, the ITBS was renormed. The results for 2006 were reported on both the old and new norms. The results for 2007, 2008, and 2009 were reported on the new norms.

Beginning in the spring of 2008, the reading sub-test of the ITBS was administered to third grade students. Spring third grade Iowa tests will be reported by each district in conjunction with its reading plan. A common statewide stanine score to indicate reading on grade level was utilized by the districts as part of their reading plans.

IOWA TEST OF BASIC SKILLS
Fall 2008

Norman Curve Equivalent (NCE) of Median Composite Score (National Average = 50)

District	Grade 3	Grade 5	Grade 8
State of Utah	***54***	***54***	***54***
Alpine	57	57	56
Beaver	55	52	51
Box Elder	51	52	54
Cache	61	61	58
Carbon	51	52	49
Daggett	58	68	65
Davis	56	56	56
Duchesne	51	50	52
Emery	51	53	50
Garfield	57	56	54
Grand	51	53	52
Granite	48	47	49
Iron	55	55	54
Jordan	54	54	55
Kane	55	53	57
Logan	57	54	55
Millard	53	54	53
Morgan	56	61	61
Murray	53	54	53
Nebo	54	55	54
No. Sanpete	52	50	54
No. Summit	55	56	52
Ogden	46	43	44
Park City	61	61	61
Piute	46	54	50
Provo	53	55	53
Rich	61	57	60
Salt Lake	49	49	48
San Juan	48	46	47
So. Sanpete	53	56	54
So. Summit	54	56	54
Tintic	49	56	45
Tooele	53	54	53
Uintah	50	50	49
Wasatch	52	52	55
Washington	54	54	53
Wayne	54	52	59
Weber	53	53	53

STATE GRADUATION RATE

Federal requirements dictate that by 2011, graduation rates should be measured according to the group of students who begin high school together in a state, as compared to the group who complete high school three or four years later by graduating with a state-approved diploma (called a cohort model). Utah currently utilizes a three-year cohort model to determine graduation rates. Utah's 2009 graduation rate is 88 percent.

2009 UTAH COHORT GRADUATION RATE

	Number of Students	Percent Graduated
Whole State	*34,292*	*88%*
Asian	*689*	*90%*
African American	*437*	*77%*
Caucasian	*28,146*	*91%*
Hispanic	*3,822*	*70%*
Native American	*551*	*73%*
Pacific Islander	*525*	*86%*
Limited English Proficient	*2,158*	*68%*
Economically Disadvantaged	*7,409*	*77%*
Students With Disabilities	*2,720*	*80%*

For more information, go to: **http://schools.utah.gov/main/DATA-STATISTICS/Other-Data---Statistics/Graduation-Rates.aspx**

BLUE RIBBON ASSESSMENT PILOT

Two years ago a panel of legislators, assessment experts, and K–12 educators under the direction of Governor Jon Hunstman, Jr. reviewed the U-PASS testing requirements in order to revise the system to:

- Provide more immediate feedback on student performance.

- Help teachers adjust and change instruction to meet individual student needs.
- Decrease testing time.
- Ensure connections with higher education and post-secondary education.

The panel's work resulted in two pilot projects in Juab and Sevier School Districts for 2008–09. The pilot expanded in 2009–2010 to include Millard School District, Summit Academy and John Hancock charter schools, and two elementary schools from the Alpine School District. Pilot assessment activities include:

- Computer-adaptive testing in grades K–12 in language arts, math, and science.
- Online writing assessment in grades five and eight.
- Universal college preparation/admissions testing in grades 8, 10, and 11.

The pilot programs were enacted in statute during the 2008 special session of the Utah Legislature in Senate Bill 2002. The Utah State Board of Education received a third-party evaluation of the progress of the pilot programs from WestEd during its September board meeting. The WestEd report may be accessed at **http://www.schools.utah.gov/board/audiocast/2009.htm.**

SPECIAL EDUCATION STATE PERFORMANCE PLAN

With the reauthorization of the Individuals with Disabilities Education Act (IDEA) in 2004, states were required to develop a six-year State Performance Plan (SPP) for special education. The SPP includes rigorous goals for twenty specific indicators that are outlined in the federal statute. Each year the state must report on its performance under the SPP. Utah's report, Part B Annual Performance Report, and SPP can be found at **http://www.schools.utah.gov/sars/lawsregs/stateplan.htm**.

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STATE OF UTAH EDUCATION ADDRESS

November 5, 2009

Dr. Larry K. Shumway, Ed.D.
State Superintendent of Public Instruction

Good evening, State Board members. Welcome to legislative and government leaders and members of local boards of education who have joined us this evening. Greetings to our professional colleagues and members of the public who are here with us tonight. I want to acknowledge a special guest of mine who is here tonight: my father, Lafe Shumway, who at 91 years of age, continues to be an example to me of lifelong learning, of service, and of citizenship. Thank you, Dad, for being here tonight.

Thanks to our hosts this evening, Northwest Middle School, to principal Rod Goode, and Superintendent McKell Withers. I also express appreciation to KCPW radio for broadcasting this address.

I am pleased to introduce the **2010 Utah Teacher of the Year**, a reading teacher right here at Northwest Middle School. Thank you, Ms. Mary Jane Morris, for your dedicated service and for representing all of Utah's outstanding teachers.

OUR UTAH SCHOOLS ARE PLACES WHERE EXTRAORDINARY THINGS HAPPEN; THEY ARE FILLED WITH EXTRAORDINARY PEOPLE.

Let me tell you about Todd Quarnberg, a principal in the Jordan District. When he heard that one of his colleagues needed a kidney transplant, he decided he would give his. It took him weeks to recover, but after he gave his kidney he was right back to work, setting an example of selflessness for the rest of us. Let me tell you about Jon Estrada, a junior at Murray High School who is battling cancer while staying in school. He received a Ken Garff "Keys to Success" car last year in recognition of his character and positive attitude. Let me tell you about Tim Bailey, a teacher at Escalante

Elementary School in Salt Lake City. He was just named the National History Teacher of the Year and will receive his award from First Lady Michelle Obama in New York City. Let me you tell you about two student heroes. Casey Gaboldon administered the Heimlich maneuver to her friend who was choking, and Chelsea Pearson pulled her nephew from a swimming pool and administered CPR to save his life. Both girls learned these emergency techniques in their high school health class.

Tonight I am speaking about the **STATE OF UTAH SCHOOLS.** I'll tell you about some of the successes in our schools and discuss some of the challenges we face. Utah has more than 1,000 schools in school districts and 72 charter schools. Charter schools each have a governing board; school districts have boards of education elected by district voters. For all the attention paid to races for President or governor, I believe the most important races are the elections for local school boards. School boards make decisions that directly affect children. Especially now, decisions by local boards can be difficult and thankless. The State Board and I express our deep gratitude to school boards and charter boards for their dedicated and committed work. I ask district and charter board members here tonight to stand so we can recognize them.

We like to say that children are our greatest asset, but something about that phrase strikes me wrong. An asset usually means something owned or potential to be developed for our benefit. We buy assets low and sell them high. I don't think people use this phrase because they think of children as property. Here is my point: When we talk about the education of our children—these precious and priceless young people that are members of our families—we must understand that this is much more than an economic discussion or political discussion.

We have all joked that we old folks need our children to be successful so that they can pay for our social security. This may have some economic truth, but we know in our hearts that the education of our children is not about us, it is about them. It is not to enrich us, but to ensure that each of them has the richest life—rich in every way. I urge all of us to think in these terms as we make education policy and set education budgets.

NOW LET'S TALK MORE ABOUT SCHOOLS. Utah's public schools enroll over 560,000 students. About 80,000 are Hispanic, about 8,000 are African-American, and 7,500 are American Indian. Ten thousand students are Asian and 8,500 are Pacific Islander.

Our school population is growing. We have 19 new schools this year, and 12,000 more students. Some growth results from families moving to our state—but most of the growth is what demographers call "natural increase." This growth comes from large families.

The U.S. Census Bureau reports that the average population of 100 Americans includes 17.4 school children. The lowest proportion of school children is found in Hawaii, with just 15.5 school children per 100 people. The states that come closest to Utah are Arizona and Texas, with just over 19 students per 100. In Utah, we have 21.2 school children per 100 people. We're not just slightly above average—we're the highest. And we're not just slightly ahead. If this were the Indianapolis 500, Utah would be winning not by a car length; we would lead the field by 50 miles.

WE SPEND LESS THAN ANY OTHER STATE ON PUBLIC EDUCATION. When it comes to funding, we've told ourselves that at least we're trying hard. It's called the "Utah Paradox"—lots of kids, high taxes, but less money per child. The Utah Foundation reported in 2007 that, while we still have lots of children, our effort to pay for their education has declined. During the 1990s, Utahns committed a higher proportion of personal income to K–12 education than almost any other state, but paradoxically spent the least per pupil. What was once the "Utah Paradox" is now more appropriately called "Utah Paradox

Lost." We're still first in the nation for lots of children and last in the nation on spending for education, but our effort is no longer keeping pace. There are reports suggesting that public education's share of the total state budget has fallen from 36 percent in 1990 to less than 30 percent today.

There are some who believe that the quality of education isn't related to money. At some level of funding way above ours, this could be true. But in the same way that one cannot pour a 50 foot sidewalk with 25 feet of concrete or drive 500 miles on 100 miles' worth of gasoline, our schools can't provide essential services to students without the needed funding.

SO WHAT DIFFERENCE DOES OUR LOW SPENDING MAKE? A 2008 Utah Foundation report noted that the gap between Utah education spending and the national average is $3,700 per student. About half of that amount is accounted for by large classes and comparatively low teacher pay. Other differences are fewer school counselors, less administrative and instructional support for teachers, and fewer school nurses. The report notes that parents from other states, upon enrolling their students in Utah schools, often ask the, "Where is the . . .? " question. As in, "Where is the elementary music program?" or "Where is the school nurse's office?"

I'm often asked about large classes. **UTAH'S PUPIL-TO-TEACHER RATIO IS ABOUT SEVEN STUDENTS HIGHER THAN THE NATIONAL AVERAGE,** and it's a great concern to many of us. Lowering class size by seven students per class would require hiring nearly 10,000 additional teachers at a cost of more than one-half billion dollars. We would need to build classrooms for these teachers, the equivalent of 200 new schools. Or, in the alternative to building, all of the schools in the state would move to a year-round school calendar. I'm not proposing these things tonight, but we ought to know where our level of funding leaves us.

HERE IS THE KEY UNDERSTANDING:
A Utah student's education is different because of our low spending. And the amount we spend matters.

WHERE IS SPENDING FOR SCHOOLS HEADED? From last school year to this school year, the state appropriation for public education fell by $172 million, a cut of about 5½ percent. This loss of $172 million means fewer teachers, larger classes, fewer school days, and lower annual pay and benefits for school employees. Each school district and charter school made its own decisions to manage lower funding, so I'll give you some specific examples.

In the Granite District, spending for the current school year was cut by $28 million, starting with deep reductions in the central office. Still more cuts were needed. The district cut two school days, with a direct impact on students and instruction. The days for teacher employment were reduced by 5½ days, with a wage loss for the average teacher of nearly $1,400. The district raised the teacher-to-student ratio by a quarter student, which may not sound like much, but it amounts to one or two fewer teachers per school and 150 fewer teachers across the district. The district also moved ninety mentor teachers, reading teacher coaches, and math teacher coaches back to classrooms, and cut five school administrative positions. Overall, the cuts in the Granite School District resulted in larger classes, fewer school days, less support for teachers, and lower pay for all school employees.

The Millard School District is a small district located in central Utah, with schools in Fillmore and Delta. Balancing the budget in this small district required cutting the school year by five school days. The district also reduced the employment for all school employees by another three days. Students lost five days of class time

and employees lost eight work days, a pay cut of more than four percent. The Millard District also raised class size and cut 21 jobs across the district. As you can imagine, these were very painful cuts in a small district. The total effect: higher class sizes, fewer days of class for students, and lower pay for all employees. In small towns, cuts like this reach across a community. The loss of 21 jobs in Millard County dramatically affects the local economy.

FREEDOM requires a citizenry that can participate in the civic and political dialogue of the day. It requires a certain level of economic prosperity. Freedom needs a community with strong social and moral values, along with a loyalty to constitutional principles. Ensuring all these things is not the sole responsibility of public schools. Families, community organizations, and churches all contribute.

These cuts were repeated in all 41 school districts and all the charter schools. The cuts were difficult and required sacrifices.

I want you to know that, despite these cuts, dedicated educators all across this state continue to work hard under challenging circumstances. No students have been excluded because of lost funding; no one has been turned away. You can be sure of this: Despite larger class sizes, despite lower salaries, despite reduced support, Utah students continue to benefit from the very best efforts of their teachers, and they deserve our respect and thanks. Please join me in recognizing our terrific teachers.

But let there must be no misunderstanding. Larger classes and fewer reading specialists mean that some students won't receive the attention that they need to succeed. Lower salaries and fewer working days mean less preparation and professional development for teachers. These cuts have hurt.

In the upcoming session of the Legislature, with our economic situation still perilous, we'll have even less money to spend. Last year's budget cuts were cushioned by the federal economic stimulus program that sent nearly a billion dollars to Utah. Our cut in education would have been much deeper without that help. Next year, that federal money will have to be replaced with state funds.

We enjoyed a strong economy just before the downturn, so we have some reserves, a "rainy day" fund of about $540 million. It might sound like a lot, but analysts tell us that revenue in the overall budget may fall short of the state's needs next year by as much as $1 billion. The State Board of Education is asking the Legislature to appropriate enough from the rainy day funds to make sure that the cuts to the state education budget are not repeated next year. The Utah School Boards Association and Utah School Superintendents Association both support the Board's budget. It will be a heavy lift for legislators to

find the funds to avoid further cuts to public education, but the State Board and I have high hopes that they will respond to this crisis. Even if we reach the funding goal the State Board has set, let's remember that next year we'll have 11,000 more students to educate with the same amount of money as this year.

I wish we could ask for more, and maybe we should. In making this budget recommendation, the Board has aimed for an achievable target. In fact, we've tried to aim at the high end of achievable. If we can hit this budget mark in these economic conditions, I will be thankful.

State Board Chair Debra Roberts noted earlier tonight that Utah's public schools are a constitutional creation. The writers of Utah's constitution described their purpose as "securing and perpetuating principles of free government." That is a lofty goal. Public schools are intended to support that vision of securing and perpetuating freedom.

Freedom requires a citizenry that can participate in the civic and political dialogue of the day. It requires a certain level of economic prosperity. Freedom needs a community with strong social and moral values, along with a loyalty to constitutional principles. Ensuring all these things is not the sole responsibility of public schools. Families, community organizations, and churches all contribute.

THE STATE BOARD HAS ADOPTED A STATEMENT OF VISION AND MISSION CALLED "PROMISES TO KEEP." Let me tell you the mission that public schools must fulfill to be successful as instruments of perpetuating freedom.

THE FIRST PART of the mission is to ensure literacy and numeracy for every child. In today's world, literacy goes beyond simply being able to read a sentence. It includes writing, speaking, and listening skills, along with strong quantitative skills, that is, math. There is no other success in our schools that can compensate for failure to teach every child to read.

SECOND is to ensure that all children receive high quality instruction in every classroom every day. We school people know that the contribution we make to student learning is through great instruction in our schools. Whenever we talk about improving student learning, we know that the way to do it is to raise the quality of instruction.

OUR THIRD TASK is to make certain that all students are engaged in curriculum that embodies high standards and relevance to the world students will encounter after high school. We want students to be ready for college or careers, prepared to succeed at whatever they choose. Whether a student pursues a degree in electrical engineering or becomes an electrician, we must be sure that our curriculum is relevant with appropriate standards of excellence so every student is ready.

AND FOURTH, we want assessments that inform both instruction and accountability. In recent years we've concentrated so much on accountability for schools that we seem to have lost sight of the goal of helping teachers provide the most effective instruction for every child. We all want to know if our schools are effective; we can't forget about accountability, but we also need testing that effectively informs teachers, parents and students

So this is **THE CORE MISSION OF PUBLIC EDUCATION**—to ensure literacy, to provide high quality instruction, to engage students in a rigorous and relevant curriculum, and to assess student learning to inform instruction. We think of these as promises that citizens should expect schools to keep.

HERE ARE SOME EXAMPLES OF WHAT WE'RE DOING IN UTAH TO FULFILL THIS MISSION. Six years ago, we started **a reading initiative.** We know that if students are reading on grade level at the end of third grade, their chances for school success are higher. The reading initiative provided matching state funds for local district efforts. In this year's budget, the state share is $15 million. This is a model program because standards and guidelines were set at the state level while local schools

and school boards were left with freedom to tailor the reading program to their needs. It is also a model of matching resources.

We're in the second year of an **Optional Extended-day Kindergarten program** that serves more than 7,000 students. We know that some children won't be ready to learn to read in first grade without additional time for instruction. Senator Lyle Hillyard, who was the legislative sponsor of the program, noted that "making a difference early on in a child's school career can change the entire course of things to come and may be one of the best choices in spending we ever make."

At Rees Elementary in the Nebo School District, Principal Mike Larsen and his staff were ready when Optional Extended-day Kindergarten was funded. At the end of last year, 100 percent of kindergarten students at Rees Elementary were ready for first grade reading. Extended-day Kindergarten is a success we can build on.

Let me offer examples of how we're improving the **quality of instruction** in our classrooms. During the summer of 2009, more than 1,700 teachers participated in the Core Academy, an annual summer program. The Core Academy provides professional development sessions for teachers at every elementary grade level. Here is feedback from Tina Allred, a kindergarten teacher in the Emery School District. She says, "Every session was packed with great ideas I could bring right back to my classroom and use to supplement the Core Curriculum."

For beginning teachers, we have structured support through the **Entry Years Enhancement program**. Jennifer Urrutia, a first-year teacher at North Point Elementary School in the Alpine District, described her experience in the Early Years Enhancement program. She said, "[The program] helps beginning teachers get on track for what is expected of us. My mentor gives me data, ideas, backup, and resources to get help when I need it." With our need to retain great young teachers in the education profession, programs like this are crucial.

Another effort aimed at improving the quality of instruction is **a pilot program in performance-based compensation**. The aim is to reward teachers' outstanding classroom work. The State Board and I worked closely with teachers, superintendents, parents, and principals to understand what a performance-pay program for teachers should look like. We've begun a pilot program in five elementary schools where teachers and principals are working together to develop a compensation plan that rewards teachers for high-quality instruction, student achievement, and community and parent satisfaction. We will have a report on the progress of this pilot program in the spring.

WHAT ABOUT HIGH STANDARDS AND RELEVANCE IN OUR CURRICULUM? In 2006, the State Board of Education **increased graduation requirements** to ensure that students are ready for college classwork or employment. Beginning with graduates of 2011, students must complete four years of language arts, at least three years of math, and at least three years of science. We believe that high standards and relevance are important for every child.

Utah has become a leader in **teaching world languages.** For years we taught languages like French and Spanish; today we've added Chinese and Arabic. Students in eight elementary schools are learning Chinese in immersion programs, where school is conducted entirely in Chinese for part of the day. And in 85 secondary schools, more than 6,000 students are enrolled in Chinese language classes.

OUR HIGH SCHOOLS ALSO OFFER GREAT PROGRAMS TO PREPARE STUDENTS FOR TRAINING IN TECHNICAL AREAS OR FOR DIRECT ENTRY INTO THE WORK FORCE. A program called **Pro-Start** prepares young people for employment as chefs in our state's restaurants. It's a partnership between Utah high schools and the Utah Restaurant Association. Students work with instructors who are familiar with the real work of chefs in the food service business today. I have attended events where the meals were prepared by Pro-Start students, and I can tell you the food was great.

We know our future workforce requires specific training, and almost always some post-high school enrollment. The latest workforce statistics tell us that more than sixty percent of jobs in the future will require less than a bachelor's degree, but more than a high school diploma. We're working hard to ensure that young people are prepared.

WE ALSO WANT TO INCREASE THE NUMBER OF STUDENTS WHO ARE READY FOR HIGHER EDUCATION IN THE MOST CHALLENGING ACADEMIC FIELDS. The Utah Foundation reported early this week that the number of Utahns earning four-year degrees is declining, and that concerns us. Utah is one of the states that is working on the Common State Standards project, to make certain that our curriculum standards are high enough and clear enough so that students will be well prepared for college.

Our report from the **ACT** last year tells us that nearly 22,000 seniors completed four years of language arts; nearly 17,000 took four years of rigorous math; 18,000 completed three years of science; and a total of 23,000—68 percent of our graduates—took the ACT.

Utah students took more that 24,000 **Advanced Placement tests**: Nearly 7,000 Utah students passed the AP Calculus test; in History, Government, and Economics, more than 4,000 students passed AP exams; and in Science, almost 1600 students passed AP tests.

Utah students regularly compete for the highest academic honors in the **National Merit Scholar program.** Each year, Utah students attain perfect scores on various sections of the ACT test, and on occasion, Utah students achieve perfect scores in all sections. This much I know: A student who is fully engaged in all the opportunities that are available in our schools can get an education in Utah that will be competitive with the very best schools anywhere in America.

Now, on to **ASSESSMENT**. We want to be certain that we accomplish the most important purposes of testing—to inform instruction and to provide information to parents and students. The Sevier and Juab School Districts are piloting a program known as "computer adaptive testing." It's a challenge to create a test that's hard enough to push a student, but not so hard that a student can't answer questions. **Computer adaptive testing** uses technology to "adapt" student tests "on the fly," with each question being selected based on the student's answer on the previous questions. When a student misses a question, the computer asks the next question at a slightly lower level, until the test zeroes in on what a student really knows. And the results are available immediately. Computer adaptive tests also open the way for growth scoring, results that tell both a student's grade level and the gains made during a year.

The State Board has proposed legislation to allow expansion of the computer adaptive testing program so that more districts can take advantage of this opportunity. We're sure that computer adaptive testing and measuring student growth is the future of assessment, and Utah will lead the way.

We're looking at other changes. We're considering replacing the **Utah Basic Skills Competency Test** with the **ACT** for all high school students. We're part of a consortium of states considering common assessments so that we will be able to compare student achievement among states, and we hope, reduce the costs of testing. We also hope to cut the time spent on testing.

Now, there are **OTHER CHALLENGES** to talk about. Throughout the state there are teachers and school employees who are committed people with the best interest of students in mind. We hear far too many reports of educators whose conduct is beyond the pale of professional ethics. The misconduct of a relative few damages the teaching profession and hurts students.

My office is responsible for ensuring that the **conduct of licensed educators** is above

reproach. We have two goals—to keep people with unsuitable backgrounds out of schools, and to remove people from schools whose conduct is outside ethical bounds. Within the last year, the State Board has taken specific action to strengthen rules in both areas.

Since 1994, **criminal background checks** have been required of all newly licensed educators. The State Board adopted rules last spring to require a criminal background check each time an educator renews his or her license. The Board also requires a criminal background check at least every six years for all non-teaching employees. We are in the process of developing an online ethics review course to be completed by every school employee at regular intervals.

I call on every educator to hold to the standards of our profession. The misconduct that has been reported in the news is not the result of educators not knowing right from wrong. Every adult knows that an intimate relationship between a teacher and a student is wrong. Let those of us in the profession conduct ourselves in a manner above reproach. We have a special trust, and we know this. And let us help guard each other from the danger of misconduct. I would ask every principal, every teacher, every superintendent to be vigilant for signs of danger and to have the courage to speak up when colleagues seem headed down the path to disaster.

We are in a new environment, with media such as text messaging that allows private communication not possible just a few years ago. Social networking sites make private thoughts and actions public. We have new challenges that require our attention. To address these issues, I am convening a special work group to conduct a full review of the **rules and procedures that govern the conduct of school employees**. I expect this panel to make recommendations for consideration by the State Board by next spring. This panel will include educators, human resource experts and other professionals. I've asked Dr. Patti Harrington, former state superintendent, to facilitate this group. We recognize the need for action and we intend to respond with vigor.

I WANT TO SPEAK NOW ABOUT ACHIEVEMENT GAPS. We know that we have to close the gap between the overall graduation rate and the graduation rate among minority students. Last year, our total graduation rate was 88 percent, but for every minority group it was significantly lower. We know this problem has deep roots. We see lower performance across all kinds of measures: ACT results, end-of-level tests, and even school attendance. We know that students do better if they can read. All of our early interventions target students who are most likely to need additional support to read on grade level by the end of third grade.

For students with **limited English proficiency**, the graduation rate was only 65 percent. Acquiring English language skills is crucial if students are to be successful in their school work and later in post-secondary studies or employment. So we have invested in programs to help students become proficient in English. We've opened 42 family literacy centers in 34 school districts across the state. In these centers, children and parents work on language skills for the whole family. The data we're collecting tell us that this will improve student achievement.

We have a high school program called **MESA**—Math, Engineering, and Science Achievement—that helps prepare minority students and women for careers in science, engineering, and math. Last year, nearly 6,000 students were involved in MESA activities.

We have other programs aimed specifically at **supporting students** who need our help. We spent almost $5 million in funding for these students through the "Highly Impacted Schools" program. $15 million dollars are appropriated to schools through the "Interventions for Student Success" block grant program, and all $55 million of our Title I federal funding targets schools where students are most in need of help.

WE ARE MAKING PROGRESS. Last year's ACT results told us that more minority students are taking the test than ever before. In the Advanced Placement program, the number of minority students who took AP exams increased by fourteen percent, a growth rate five times that of the overall program.

I've talked tonight about successes and challenges in our schools. It is difficult to find the right balance as we talk about success while still acknowledging needed improvements. I recognize there is work to be done, and I'm also proud of the teachers and students who have worked hard to achieve so much. We know that we need new efforts to train more engineers and scientists. We know we also need skilled EMTs, construction workers, and farmers. We will continue to raise our sights and standards.

We have talked tonight about the constitutional purpose of public schools—to help secure and perpetuate our freedom. And we've talked about the mission of public schools—to ensure literacy and numeracy for all Utah children, to provide high quality instruction for all Utah children, to establish curriculum with high standards and relevance for all Utah children, and to require effective assessment that informs high quality instruction and accountability. These are the promises that we aspire to keep. They are challenging promises that require us to reach higher and strive harder. Together we can keep these promises.

I began with a personal reference to my father. I would like to end by reciting a poem by a wonderfully talented poet, my mother, Loa Jean Shumway, who passed away recently. Here is her poem entitled, "A Passing Thought."

A PASSING THOUGHT

We passed as you walked to school,
Giggling and skipping, ponytails flying.
I looked at you and saw myself
Through time's kaleidoscope,
And to myself I said:
"I am you as you are me.
You are the past of me,
I am the future of you.
I am the accumulation of many selves–
Student and teacher,
Grandchild and grandmother,
Daughter, wife, mother, friend,
Layer upon layer of personality.
My today is all you see.
We pass along the road;
You just starting to gather your selves,
And I, on my way home.

All of us, we grownups who are passing children along our road and who have the responsibility for schools: Let us remember that these children who we treasure so highly are just beginning on their journey. They are just starting the gathering up of their many selves. It is our duty, our privilege, our responsibility to help them on their way. Thank you all for coming tonight. May God bless you and all the children of the great state of Utah.

Section 2

SUMMARY OF STATISTICS AND FINANCIAL DATA

DATA FILES 2008–09
http://www.schools.utah.gov/finance/other/AnnualReport/ar2009.htm