

2012–2013 Annual Report of the State Superintendent of
PUBLIC INSTRUCTION



*Martell Menlove, Ph.D.
State Superintendent of Public Instruction*

*Utah State Office of Education
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www.schools.utah.gov





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2013 STATE OF UTAH EDUCATION ADDRESS



Superintendent Martell Menlove, Ph.D.

November 19, 2013

Welcome, members of the State Board of Education, elected officials, USOE staff, legislators, others interested in public education, teachers, and parents. It is great to be with you this evening.

I appreciate your interest and concern with education in the state of Utah, and appreciate the opportunity to take a few minutes and share some of my thoughts and feelings with you this evening.

I, too, am grateful to Salt Lake City School District and their hosting us here this evening. Mr. Yapias, thank you for your graciousness in having us here.

I didn't realize, for several weeks, that we were holding this event at M. Lynn Bennion Elementary, but I'd like to begin this evening just talking a little bit about Dr. Bennion. On Tuesday the 23rd of November in 1971, Dr. M. Lynn Bennion, then serving as the executive director of the Society of School Superintendents—an organization that is now known as the Utah School Superintendents Association—and an individual by the name of Darrel Long, who I believe at the time was serving as the Executive Director of the Utah Schools Boards Association, left Salt Lake City at about noon to travel to Beaver, to the home of Mrs. Roberts, to conduct some training with newly elected local school board members that night. On their way to Beaver they stopped in Nephi and picked up my father—who, as it's been noted, at that point in time was serving as the Superintendent of Schools in Juab School District.

Somewhere between Kanosh and Cove Fort that evening, these three gentlemen were involved in an automobile accident. Mr. Long and Dr. Bennion were not seriously hurt in this accident, but my father received a severe blow to his head that resulted in his being in a coma for a number of months and living with a significant traumatic brain injury for the rest of his life.

I've heard stories of Lynn Bennion since then multiple times from my mother, as she has relayed to me that Dr. Bennion,

during the several months when my father was in the hospital here in Salt Lake City, stopped by frequently to check on him. Even after he was released from the hospital and was able to return to our family home in Nephi, it seemed that every time Dr. Bennion passed through Nephi, he would stop and spend some time with my mother and my father. And so as we meet here today in the school that has his name, it has some significance to me.

I would note that my father never did recover from the accident that day, and spent the rest of his life being cared for by family and others; however, that particular situation is one of the reasons why I have chosen to enter into the career as a public educator in Utah, and I would hope that I can do those things in my career that my father would be proud of.

I come from a long line of public educators. Let me take just a few minutes and introduce myself; some of what I am going to say tonight is a little selfish in talking about me, but I think it is important that you understand who I am.

My great-great-grandfather, Jess Soar Taylor, was a 14-year-old member of the Martin Handcart Company—one of those who survived that trek. He and his mother, Mary Soar Taylor, settled in Payson. As an adult, Jesse Taylor served for 22 years as a member of the trustees, as it was called at that time, of the Payson Schools. As a result of his service, a school in Payson, Taylor Elementary, bears his name. His son Samuel Taylor, who would be my great-grandfather, taught at Taylor Elementary and also served as a principal there.

Samuel Taylor's daughter Rhea, my grandmother, was not an educator; however, two of her sons ended up teaching at Payson High School, one of those being my father Ralph. After teaching at Payson High School, my father spent some time in the Sevier School District and then, in 1962, became Superintendent of Schools in Juab School District and served there until the accident that I explained to you earlier, in 1971.

I have two sisters who are public educators, both of them most recently teaching in Jordan School District, although one of them has just retired. Most of you know my wife Ronda, who is here tonight. Ronda has been a teacher in the Granite and Tooele School Districts. She was also recruited to be the special education teacher the day before school started the year we moved to Randolph, when I was the superintendent and couldn't find a special education teacher. As many of you know, she has continued in a career with Utah State University, where she is currently employed. Four of our five children have degrees in education, and four of them have taught in schools in the state of Utah. Two of them currently teach; one of them is an administrator in Alpine District, and the other one recently took a position in Wasatch County School District.

As you can see, our life, my life, for the last 60-plus years now, has revolved around education and public schools. For those of you here tonight and those of you who are listening who are involved

As you can see, our life, my life, for the last 60-plus years now, has revolved around education and public schools.

in this critically important work of educating the youth of this state, I thank you. To those who have dedicated your lives to public education, we admire you, we pray for you and we wish you the very best, as we have great respect for what you do.

One of the things I want to do as superintendent is spend some time in some classrooms. I've had the opportunity to be in several schools this fall, and observed some things that have been happening. I spent some time observing an 8th grade science teacher at Vista Heights Middle School in Alpine School District several weeks ago. I spent some time in a kindergarten classroom at South Rich Elementary School in Randolph, as we visited there several weeks ago. I rode a bus to Foxboro Elementary several weeks ago; some of you may know that, as it received some media coverage. I also spent some time in several classes at Foxboro Elementary. I observed the Dual Immersion classes where both French and Spanish were being taught. Interestingly enough, the French class, as I recall, was being taught by a native Korean. Where else but in America, where else but in public education in Utah, would you find a native Korean in Davis County teaching French to a group of English speaking students? I also spent some time recently in Union Middle School in the Canyons School District, in the classroom of a first-year English teacher.

In each of these situations, I continue to be amazed at what I see—the vibrancy, the enthusiasm, the energy that is there. I'm reminded of the demanding and exhaustive role of being a teacher.

As a superintendent in Box Elder School District, I tried to be in classrooms frequently. From time to time would offer to take a teacher's class for a day. I soon learned that I was much better off taking a teacher's class for half a day, as by 2:30 in the afternoon I was pretty much dragging.

I appreciate those who have chosen to do this work; although it's demanding and exhaustive, it is also rewarding, as we have the opportunity to interact with the wonderful young people in the state of Utah. I want to acknowledge tonight the importance of educators, the importance of quality teachers. Some of us here tonight were involved in a meeting with the Governor's Education Excellence Commission today. Representative Spackman Moss, who is here, again noted that the most important thing in the lives of young people is the quality of the teachers they have the opportunity to interact with positive role models.

One of my regrets is that, as a young teacher, I was so anxious to become something other than a teacher. I don't think I ever was a very good teacher—not that I couldn't have been, had I had the time and the desire to do that, but to those of you who have made a career of that, thank you very much.

We have here tonight several of our former Teachers of the Year, and it's my pleasure to introduce to you tonight Allison Riddle, a teacher at Foxboro Elementary, who is the current Teacher of the Year. Please join me in recognizing Mrs. Riddle.



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Shortly after being invited by Superintendent Larry Shumway to join him at the State Office of Education over four years ago, he came in my office one day and said, "I have an idea. I think I want to start a tradition where the State Superintendent offers a State of Education address on an annual basis." I remember doing the math and figuring that I was three years older than Superintendent Shumway; he intended to be there eight years, I intended to be there six. Realizing that, I told him I thought it was a great idea that he start that tradition. Standing here today, I may have given him wrong advice on that occasion, though hopefully not others.

I'm humbled to be here. I'm humbled by the assignment that I have and the opportunity to serve in this capacity at this point in time. I'm grateful for good people who gave me opportunities to engage in a variety of activities in public education in the state of Utah. I'm grateful for the confidence of the State Board of Education at this time, as they've offered me this position and allowed me to be here.

I would admit to you that most days I'm overwhelmed. Most days, as I think about the 600,000 young people in the state of Utah, the 30,000-plus teachers in the state working in over 1,000 schools, I have come to realize that my impact and my personal influence is probably very limited. I find myself often wondering why one who chose to be in education because they thought they could impact the lives of young people, has made several career choices that continue to get me further and further away from that opportunity to directly interact with students.

As a superintendent in Box Elder School District, I again tried to frequently visit schools. I remember one day I was having a frustrating day and walked out of the district office to an elementary school about a block and a half away. There was a group of students out playing kick soccer. I walked up and said, "Can I play?" About three of them turned and ran into the school, and the next thing I knew the principal, rightfully so, was standing outside the school wondering who the stranger was on the playground hassling the fifth graders. But it's a great opportunity to be involved with the lives of young people.

For several weeks I've been asking for suggestions about things I might say and things I might do tonight. I didn't have many of those suggestions, until all of a sudden tonight, within about the last 10 minutes, I've received lots of them. Some of those included, "Remember Lincoln," "Two and a half minutes," "Don't be worried, it's your first time, you can't mess up too bad," and simply, "Worry about the young people."

LINCOLN AND THE GETTYSBURG ADDRESS

I want to take just a minute and talk about Lincoln and the Gettysburg Address. Quoting from Lincoln is an "altogether



fitting and proper thing to do” at this time. I’ve had the opportunity to visit Gettysburg on numerous occasions. I can tell you that on each occasion my visit has been a spiritual and emotional experience for me.

I remember sitting on the top of Little Round Top looking out over the valley. I remember walking through the peach orchards and through the corn fields. I remember walking up the field where Pickett’s Charge occurred. I remember sitting in the cemetery where the Gettysburg Address was delivered, and looking over that and trying to contemplate the message that was there, not only to those who were there then, but the message that was there for us today.

I’ve often used lines from the Gettysburg Address as I’ve talked and worked with different people. I remember one day at a meeting in Corinne, at Corinne Elementary. I probably had just been to Gettysburg or something and I don’t remember exactly what was said, but I remember afterwards a young fifth grader came up to me and said, “Mr. Menlove, Mr. Menlove, I can quote the Gettysburg Address.” I thought, “Ok, go ahead.” I honestly wouldn’t have known whether he’d gotten it right or wrong that day—I would have a better idea today—but he quoted for me word for word the Gettysburg Address. I remember thinking this is amazing that this fifth grader is doing this.

I wanted to reward him. I wanted to reinforce what he was doing, and so I tried to think of something I could give him or say to him or do for him. I struggled for a minute, and then I realized that I had a picture of Lincoln in my pocket. And so I said to this young man, “How would you like a picture of Abraham Lincoln?” And he said, “No, I already have one.” And I said, “Well, how would you like this picture of Abraham Lincoln?” [*showing the audience a five-dollar bill*]. And he said, “Oh, I don’t have one of those!”

Later I learned that the teacher of this young man gave extra credit in his classroom for all those students who memorized and recited the Gettysburg Address. A hundred dollars later, I had had the opportunity to listen to most members of that class recite the Gettysburg Address, and had made sure that I had enough pictures of Lincoln in my pocket so that they were all treated equally.

I appreciate the efforts that have gone forward today as we’ve celebrated this 150th anniversary of the Gettysburg Address. A special thanks to those involved with the Getty Ready Program and those in schools and in the state who have taken time today to talk about the Gettysburg Address. As I noted, some of us earlier were in a meeting with the Governor in his Excellence Commission, and we had an opportunity to have the Governor teach us a little bit about the Gettysburg Address. I would not want to compare, although sometimes we feel attacked and under siege in public education, with what was happening 150 years ago in our country, but I do believe there’s some things that Lincoln said on that occasion that would apply to us even today in education.



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I think it's interesting that, as Lincoln said, "We can never forget what they did here." I would hope that none of us will forget what they did there. But I'd also hope that none of us will forget what good teachers have done for us and the impact those teachers have had on our lives. Most of us in public education will not be asked to "give the full measure of devotion," but I'll be eternally grateful for people like Mrs. Newell, Duke Reed, Evelyn Lomax, Clark Greenouch, Calvin Clayton and Dean Shaw, who were dedicated, who consecrated their lives so that those of us might benefit from that.

As Lincoln eloquently said 150 years ago, "the great task is remaining before us," even tonight the task remains before each of us—the task to assure that the opportunities and privileges that we have benefited from because of public education, are offered to our children and grandchildren and for generations to come.



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THE STATE OF EDUCATION

So let's talk a little bit about the state of education in Utah. What is the state of education in Utah? I believe personally that we have a tremendous public education system. You've heard me say it before that I believe that the public education system in the state of Utah is the most effective and most efficient system anywhere in the world. We accomplish more with the limited resources we have than anybody that I know of. I believe the return on investment for Utah taxpayers is something that we all can and should be proud of.

I can tell you that I've had the opportunity to travel around the country in a variety of situations, including AASA conventions, National School Board Association conventions, and most recently in Richmond, Virginia, with a group of state school chiefs from across the country. In a presentation just last week in Richmond, someone said, "If they can do it in Utah with the resources they have, we ought to be able to do it everywhere." A question I hear consistently as I travel and have the opportunity to interact with people. "How do you do it in Utah, how do you make it happen, how do you have the successes you have?"

I can tell you, as I've traveled around the state and visited schools now for over 30 years, there's some things that I see consistently in Utah schools. I think we have students who feel safe in what they're doing. I think we have students who are actively engaged in learning. We have parents and grandparents who are engaged in what's happening in the lives of their young people. We have community leaders and business leaders who are committed to assisting us in what we're doing. We have teachers who understand the principles of effective instruction and practice them on a regular basis. We have students who are successful and students who are happy and students who are glad to be in our public school system.

My experience both past and present, would indicate that not only do we have those things happening within our school system, but we also have quality people throughout the state who serve as members of local school boards and charter boards. We have parents who dedicate

and volunteer their time on school community councils, and volunteers within our schools, and all those things lead us to be able to accomplish the things that we are able to accomplish here in the state of Utah that others may not be able to accomplish.

What a great gift it is to be here, what a great gift it is to work among these people. To those of you elected leaders, those of you who volunteer, and those of you who assume leadership responsibilities, thank you. Thank you for your work. Thank you for your commitment. Thank you for your dedication—we continue to have great confidence in those things that you do and hope to provide you additional opportunities to make right decisions and do those things that ought to be happening in our schools today.

I indicated that my life has been a life revolving around public education. I can't tell you how many first days of schools I've experienced. As a child, as a student, as a son, as a teacher, as a principal, as a superintendent and even this year, I was amazed as we traveled around the state as I visited schools, how quickly things change from a place of summer vacation to a place of dedicated teaching and learning.

I remember my first experience as an elementary school principal at Stansbury Park Elementary, in Tooele School District. I was so excited to be the principal. I was so excited to be one who had some impact. I was so excited to be one who would make decisions and do some other things. For several weeks I sat around the school not knowing exactly what I was supposed to do before school started, but I thought I knew what I was supposed to do when school started. And so I sat out in the front of the school, as parents brought their children that day. I comforted the mothers of kindergarten students who were concerned as

they dropped them off. I tried to temper the excitement of mothers of fifth graders who also gleefully left their children in our care.

I remember following the last student that morning into Stansbury Park Elementary and then saying, "Okay, here's my chance to shine." Stansbury Park Elementary is constructed in a circular design, with a media center in the middle and classrooms around the edges of it, so I walked around the circle. I looked at every classroom in the building, and in every classroom the teachers were in front of the classes, students were engaged, things were happening. I walked back to the secretary and said, "What am I supposed to do?" She said, "I don't know, what am I supposed to do?" I found a good book and read it until recess and then went out and had a great game of four square with some fifth graders.

Great things are happening, great things are happening in the state of Utah and I thank you who cause that to happen. Those of you who provide the funding, those of you who provide the financial support, those of you who are actively engaged on a daily basis, thank you.

I don't want to spend a lot of time tonight talking about numbers and statistics, but I do want to mention at least a couple of things that have happened recently in our state. Utah was recently recognized as one of the most innovative systems in the nation by a publication that rates states based on digital learning. Online courses—choices for students—again we have been recognized for the great things we are doing there. Our most recent ACT scores, most of you know, show that our scores are comparable with those around the country. In fact, when you compare our scores with other states where 100% of those students who plan to attend college, as is the case in Utah, take the ACT, our scores are the highest in

"What a great gift it is to be here, what a great gift it is to work among these people. To those of you elected leaders, those of you who volunteer, and those of you who assume leadership responsibilities, thank you. Thank you for your work. Thank you for your commitment. Thank you for your dedication."

the nation. We recently received reports from our Advanced Placement classes and Advanced Placement exams, and again our students take classes and pass classes at rates higher than most.

Just last week Mark Peterson showed me an advertisement from a private school in California whose advertisement for their school indicated that if you'd come to that school they'd guarantee that your students in that school would do as well on Advanced Placement tests as students do in Utah. Isn't that amazing, that there are those who are using Utah and what we're doing to market their schools?

Recent reports from the National Assessment of Educational Progress, NAEP, show that we continue to make steady progress in those areas that are measured by NAEP. We've made significant progress in closing some of the achievement gaps with minority students.

There are those who would like to point to things that aren't happening in our schools. I can tell you, as I look at those indicators that I believe accurately measure the progress that's being made, we are moving forward in almost all indicators. So again, thank you.

Yet, as we continue to do that, all is not well, all is not perfect. There are things we continue to need to address. We need to ensure that all Utah children are prepared for the future. We need to continue to make those changes that are necessary to ensure that all students have literacy and numeracy skills that they need to be successful not only in our courses, not only in our school system, but as they leave our school system. We need to make sure that quality instruction happens all the time, in every classroom across the state. We cannot afford to have children who don't have those types of experiences every year with quality teachers.

HIGH EXPECTATIONS

Yes, there are high expectations, some of those imposed by ourselves, some of those imposed by others. And yet I would note that as we've recently tried to look at some of those things that we identify as reasons for success in schools and in classrooms, one of those factors is high expectations for all, high expectations for all students. So we now must work together to assure we meet those expectations that come upon us as a public education system in this state. I applaud the leadership of the Governor and others who are working together on his goal of 66 by 2020. "Sixty-six by 2020," meaning that 66% of adults in the state of Utah will have some type of degree or certificate beyond high school by 2020. That's a lofty goal, but something that we believe can be achieved.

If that goal is going to be achieved, other metrics of 66 by 2020 also need to be achieved. Those goals include 90 percent of our third graders reading on grade level by the time they leave the third grade. Ninety percent of our eighth graders being proficient in math and possessing the requisite skills that they'll need to be successful and complete even more rigorous high school mathematics courses. And ninety percent of our students graduating with their class from high school. These are lofty goals, but again, goals that we can work on together and we can achieve.



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We have the opportunity together to marshal our resources and our partners as we move forward. I invite you to join with us as the State Board of Education and the State Office of Education move toward those goals. With those goals in mind, the State Board of Education has stepped forward and prepared a budget and offered it to the Governor. A budget and legislative plan will also be presented to the State Legislature that we believe can lead us toward these goals. It's a hefty request, it's a significant request. Seventy million dollars is needed simply to maintain status quo and fund the nearly 12,000 new students that we know will be coming into our school system each and every year in the near future.

If we're going to have some additional funding for compensation and other types of things, those costs are significant, but again the investment in public education has great returns, and I would invite you to help us as we move forward on that.

Our lists include some additional resources for third grade reading, middle school math, technology, instruction, and assessment, and also some additional resources to look at what's happening with our high school graduation rate. That rate is something that causes me some concern. As successful as we can claim to be, as efficient and effective as we are, we cannot be successful if the number of students that we currently have become discouraged, fail classes, and eventually drop out because of negative experiences and never complete high school with their peers groups. It's an area where we can and must do better, and hopefully we can provide the leadership to cause that to happen.

I tried to come up with some type of summary of where we're at. My overall summary of the state of education in Utah is that we are amazingly successful but with ever-present needs for improvement.

EDUCATIONAL CONCERNS

Finally tonight, I'd like to take just a few minutes and talk about some of the concerns that I have. The other day someone came up and said to me, "Martell, so, what keeps you up at night, or what do you wake up in the middle of the night worrying about?" I have a history of sleeping quite well; the last eleven months wouldn't necessarily support the longitudinal data. There are some concerns that I would share with you.

First, we are engaging in a new testing system in the state of Utah. It is a computer-based, computer-adaptive test that will be used for the first time this spring, and it will test our students on a new set of standards, standards that are more rigorous. It will be a more accurate assessment. Computer-adaptive testing is a methodology that has proven highly successful in pilots around the state for several years. Adaptive testing will make the test more meaningful and guide instruction for teachers. It also provides quicker more accurate and timely results to students and parents. This is a joint initiative of the State Office of Education and the Utah State Legislature. We appreciate the funding that we have received, and we appreciate the legislative support. We believe this testing, along with the universal availability of ACT for our students, will help ensure that all of our students possess and have opportunities to acquire the skills they need to be academically competitive and aca-

demically successful, locally, nationally and internationally.

The concern I have is that the results of the testing this spring may indicate that our students are not doing as well as they historically have done. We would anticipate that. We would anticipate that as we have a new test, as we're testing more rigorous items, as we're testing students for greater and deeper understanding, that there may be students who need more time, who need additional resources, who need additional opportunities before they can be successful on these tests. That is okay. We anticipate that over time these same students and the teachers that are teaching them—as they become more effective at teaching these new standards, as they improve their teaching skills, and as parents and students understand the expectation—that we will have a greater number of our students who will be successful and that that success will not only be indicated through their high school career, but will correlate more accurately with their college and university experiences and their experiences as they enter the workforce.

The caution I would ask is that we not make judgments about individual students who historically have done better than they may do in this testing. That we not make judgments about teachers, about schools and about programs. That we allow this new testing to come into place, understanding that this will be a great way for us to establish some baseline data that will allow for more accurate measurement of how we're doing against the goals that we've established. Let's be patient as we move forward with this process.

The second item that I would lose some sleep over: **I have some concerns about our ability to continue to place quality teachers in the front of every classroom in the state of Utah.** Even this year there were some classrooms around the state where they were not able to hire teachers who meet the standard that they were trying to meet in filling those positions. Simply put, the 12,000 new students we have each year

will require over 500 new teachers. In addition to that, we know that the majority of our teachers leave the profession within the first five years, and so we anticipate that we'll need somewhere between 2,000 to 3,000 teachers every year for the next number of years.

We need to do a better job of assuring that these teachers come out of our institutions of higher education well prepared. That they come out with the skills they need to meet the changing demographics of students they will be facing in their schools. Demographers tell us that by 2040, Utah will be a minority-majority state, and yet I'm not sure we've done what we need to do in this area. We simply must take every step possible to assure that every student has high quality instruction each year of their public school experience.

The third thing that I lose sleep over is something that I don't know how much control I have over, but **I worry daily that some of the tragedies that we're seeing around this nation in schools, both public and private, that impact the lives of children, may happen in the state of Utah.** This year we did a comprehensive assessment of what's happening as far as school safety is concerned. We asked each school to report specifically on if they were holding drills and if they had safety plans. I can report to you that the majority of the schools in the state are doing exactly what we've asked them to do. The question we now need to ask, is that enough? Are we doing everything we have to do? Are we doing everything we can do to assure that one of these tragedies doesn't happen in our state? You'll see some conversations in the future with the State Board of Education as we talk about our State Board rule addressing this.

One of the things that I believe we probably need to do is assure that conversations are happening at the school level about access to our buildings. I'm not suggesting that there be legislation or State Board rules that dictate how that happen, but I do believe that we need ongoing conversations and to be constantly aware of and concerned about addressing this safety issue.

Finally, I worry about what we're really doing in public education and about the students that are leaving our system. I've talked about reading. I've talked about math. I've talked about graduation rates. Yet, as we look at the students that are leaving our system, there are some things that are equally important. Public education in this state is one of the great preparers for what's happening in the future. Most of us acquired the skills that we have to be functional adults in society through experiences that we had in public schools, and we continue to have those experiences. We need to address and make sure that students are engaged in appropriate social interactions and that students have the skills and support they need to make good life choices.

We have a granddaughter named Daisy, Daisy is two. Daisy was born having been exposed to cytomegalovirus virus, (CMV). CMV is a cause of severe disabilities in young children, often affecting intellectual abilities as well as vision and hearing. Although our Daisy was born with some hearing, she never did pass a hearing screening, and by the time she was one, had lost all hearing. Daisy has now been implanted with bi-lateral cochlear implants. We tease her that she wears her ears on the back of her head instead of on the side.

Someone asked me the other day, "So are you worried about Daisy—if she will ever speak, read, do math?" I responded to this person, "I really don't know, and honestly I haven't thought about that. I'm sure she will." She has great parents. She has great services being provided by the Utah School for the Deaf, and I don't worry about that. What I worry about, right honestly, is what that boy in 2028 is going to be like that asks Daisy to the Junior Prom. What I really worry about is whether, as Daisy interacts with students at school—that because she is a little different, because she has a disability—she's going to be treated appropriately. What I really worry about is whether Daisy's going to love going to school and like being there. And just so you know that I'm not gender biased, Daisy has a brother who is four, and I also worry about the girl that he's going to ask to the Junior Prom in 2026.

I appreciate that as Chair Roberts introduced me tonight, the most valuable thing to me she said is that I care about young people, that I care about the students of the state of Utah. May we all care.

I'd like to end tonight by going back to my mention of the Civil War. Ronda and I spent three days last week in Richmond, Virginia. While there we took the opportunity to drive 40 to 50 miles north and a little west of there to Appomattox Court House in Appomattox County. Just a little history lesson—and, Superintendent Shumway, I'm hesitant to give a history lesson here—but would remind you that I think it was the third of April that the Confederacy abandoned Richmond—remembering that the Confederacy established Richmond, the now state capital of Virginia—as the capital of the Confederacy. On April 3 they abandoned it and on April 4 it just so happens that President Lincoln visited Richmond. He was warmly received by those who were remaining there, but obviously those who were not remaining there were those who had burnt much of what was in Richmond, and they had left.



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General Lee and the remaining Confederate Army engaged in several other short, quick battles, but basically General Lee was now facing a problem with desertion, with food, and with supplies for his troops. And so on April 9 the arrangement was made in Appomattox County that Lee would surrender to Grant. The surrender happened, although I had always thought that it happened at the Appomattox County court house. It actually didn't. It happened in the home of a person by the name of Wilmer McLean.

Wilmer McLean was a wealthy tobacco farmer who actually had farms in Manassas, Virginia, but had moved out of Manassas because it was located between Washington, D.C. and Richmond, and he knew that his land was going to be impacted by the Civil War. So he moved off the path and into Appomattox County, and yet now they come to Wilmer McLean and asked if they could use his home for this historic signing, following this extremely bloody battle—following this battle where brother fought against brother, father fought against son, cousin against cousin.

We now have two great generals, two great heroes, who meet in this private home. From all accounts it sounds to me like Grant, who is now the victor, is more concerned about Lee's men than he is about his own men. I think it's important to note that there were no hostages or prisoners of war taken. In fact, Grant not only turned those Confederate soldiers free, he provided them with supplies, made sure if they had horses they took them with them, and by some accounts, even allowed them take their sidearms. Lee, as he surrenders to Grant, turns to his men and says a couple of things— "Return home, return to your families, return to your occupations and obey the laws of the land of the United States of America."

I would hope that, as we move forward in public education in Utah, we have the same type of collaborative, caring, and cooperative agreement. That we are concerned more about the students than about some of the extraneous things that are out there. It is my hope that we will move forward and provide the continued quality education that most of us experienced, and it is my desire for my grandchildren to have an opportunity to experience public education in the state of Utah.

Thank you very much.



Section Two

DATA FILES

Summary of Statistics and
Financial Data for 2013

<http://www.schools.utah.gov/data/Superintendents-Annual-Report/AR-2012-2013.aspx>



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