

STATE OF SCHOOLS SALT LAKE CITY SCHOOL DISTRICT

**MICHELLE AMIOT, PH.D
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OCTOBER 18, 2022



**SALT LAKE CITY
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Your Best Choice

Excellence and Equity: every student, every classroom, every day



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DATA REVIEW

- USBE School Report Cards 2022
 - How grades are calculated
 - How schools are supported in using student growth data for improvement
- Board K-12 Literacy Goal
- SLCSD Board Pathway Indicators
- Graduation and Post-Secondary Pathway Indicators
- Student Perception Information
- End of Level Assessments
 - Preliminary presented in June 2022
 - Final in this presentation for confirmation

2022 USBE SCHOOL REPORT CARD RELEASE

Elementary and Middle Schools
(150 possible points)

A – **Exemplary** School

63.25% of total points earned

B – **Commendable** School

55% of total points earned

C – **Typical** School

43.5% of total points earned

D – **Developing** School

35.5% of total points earned

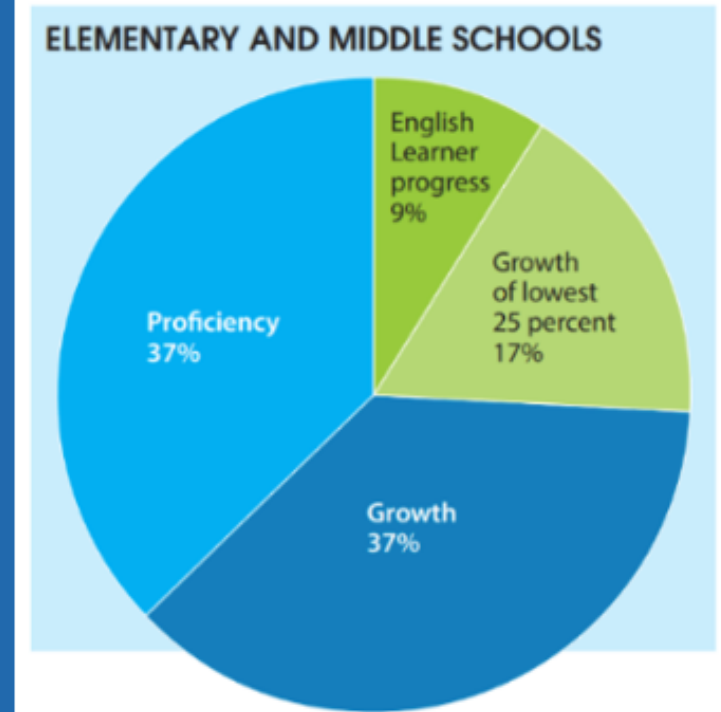
F – **Critical Needs** School

less than 35.5% of total points earned

School Report Card Categories

Elementary & Middle Schools

Indicator	Points	% of Total
Achievement/Proficiency	56	37%
Growth	56	37%
EL Progress	13	9%
Growth of Lowest 25%	25	17%
Total	150	100%



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ELEMENTARY SCHOOLS

School	Letter Grade 2022	Achievement 2019	Achievement 2022	Growth 2019	Growth 2022	ELL 2019	ELL 2022
Backman	C	Developing	Critical	Typical	Exemplary	Commendable	Typical
Beacon Hts	A	Exemplary	Exemplary	Commendable	Exemplary	Typical	Developing
Bennion	D	Developing	Critical	Typical	Exemplary	Typical	Critical
Bonneville	A	Exemplary	Exemplary	Typical	Exemplary	Typical	ND
CBTU	F	Critical	Critical	Typical	Typical	n<10	ND
Dilworth	B	Commendable	Commendable	Typical	Exemplary	Exemplary	ND
Edison	C	Developing	Critical	Typical	Exemplary	Typical	Typical
Emerson	B	Exemplary	Commendable	Typical	Exemplary	Developing	Developing
Ensign	A	Exemplary	Exemplary	Commendable	Exemplary	n<10	ND
Escalante	C	Developing	Developing	Typical	Exemplary	Critical	Typical
Franklin	D	Developing	Critical	Typical	Commendable	Typical	Developing
Hawthorne	A	Exemplary	Exemplary	Exemplary	Exemplary	Commendable	Developing
Highland Park	A	Exemplary	Commendable	Typical	Exemplary	Critical	ND
Indian Hills	A	Exemplary	Exemplary	Typical	Exemplary	Typical	ND
Jackson	C	Developing	Developing	Typical	Exemplary	Typical	Typical
Liberty	D	Developing	Critical	Typical	Commendable	Typical	Developing
Meadowlark	C	Developing	Developing	Typical	Exemplary	Developing	Commendable
Mountain View	C	Typical	Developing	Typical	Exemplary	Typical	Developing
Newman	D	Typical	Developing	Typical	Commendable	Typical	Developing
Nibley Park	C	Developing	Developing	Typical	Exemplary	Typical	Typical
North Star	C	Developing	Developing	Typical	Exemplary	Critical	Commendable
Open Classroom	B	Typical	Typical	Typical	Exemplary	n<10	ND
Parkview	B	Typical	Typical	Commendable	Commendable	Commendable	Commendable
Riley	C	Developing	Critical	Typical	Exemplary	Commendable	Commendable
Rose Park	C	Developing	Critical	Typical	Exemplary	Typical	Typical
Uintah	A	Exemplary	Exemplary	Commendable	Exemplary	Commendable	ND
Wasatch	A	Exemplary	Exemplary	Typical	Exemplary	Typical	Commendable
Washington	B	Typical	Typical	Commendable	Exemplary	Typical	critical

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MIDDLE SCHOOLS

School	Letter Grade 2022	Achievement 2019	Achievement 2022	Growth 2019	Growth 2022	ELL 2019	ELL 2022
Bryant	C	Developing	Developing	Typical	Commendable	Commendable	Typical
Clayton	A	Commendable	Commendable	Typical	Exemplary	Typical	Commendable
Glendale	C	Developing	Developing	Typical	Exemplary	Typical	Typical
Hillside	A	Typical	Typical	Typical	Exemplary	Commendable	Exemplary
Northwest	C	Developing	Critical	Typical	Exemplary	Commendable	Commendable

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2022 USBE SCHOOL REPORT CARD RELEASE

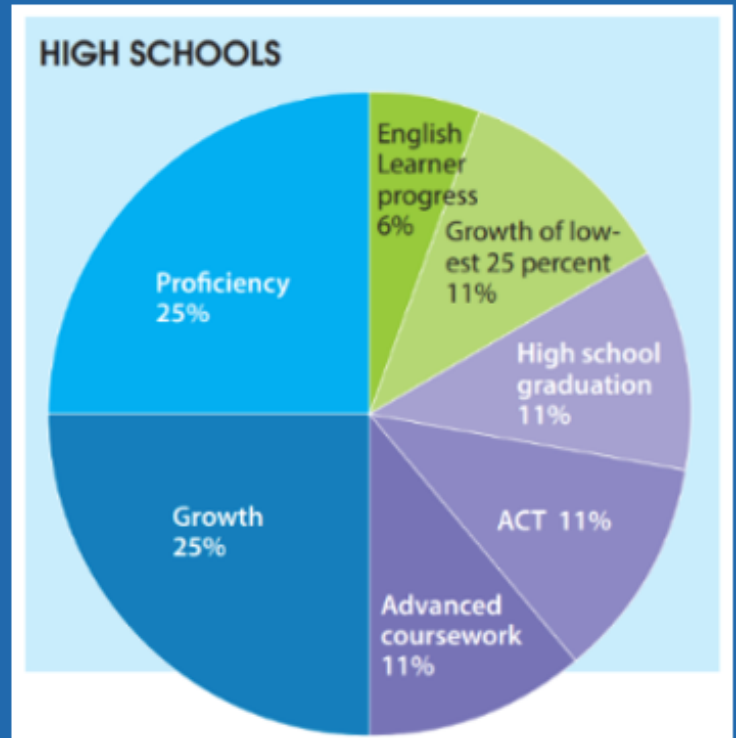
High Schools
(225 possible points)

- A – **Exemplary** School
63.25% of total points earned
- B – **Commendable** School
55% of total points earned
- C – **Typical** School
43.5% of total points earned
- D – **Developing** School
35.5% of total points earned
- F – **Critical Needs** School
less than 35.5% of total points earned

Report Card Categories

High Schools

Indicator	Points	% of Total
Achievement/Proficiency	56	25%
Growth	56	25%
EL Progress	13	6%
Growth of Lowest 25%	25	11%
Postsecondary Readiness	75	33%
Total	225	100%



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HIGH SCHOOLS

School	Letter Grade 2022	Achievement 2019	Achievement 2022	Growth 2019	Growth 2022	ELL 2019	ELL 2022	Post Secondary 2019	Post Secondary 2022
East	C	Typical	Developing	Typical	Exemplary	Developing	Developing	Typical	Typical
Highland	B	Typical	Typical	Typical	Exemplary	Developing	Developing	Typical	Commendable
Horizonte	F	Critical	Critical	Typical	Exemplary	Critical	Critical	Critical	Critical
Innovations	C	Typical	Developing	Typical	Exemplary	Developing	Developing	Typical	Developing
SLCSE	B	Typical	Typical	Typical	Exemplary	No Label	Developing	Exemplary	Typical
SPA	B	Typical	Typical	Typical	Exemplary	n<10	ND	Typical	Typical
West	B	Typical	Typical	Typical	Exemplary	Developing	Developing	Typical	Typical

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SUPPORTING SCHOOLS IN CONSIDERING STUDENT GROWTH FOR IMPROVEMENT

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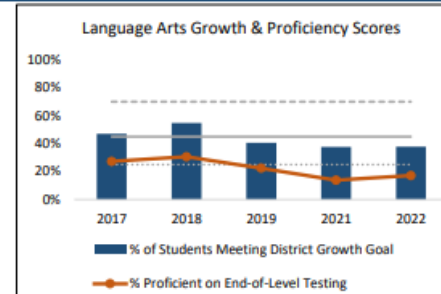
SLCSD STUDENT GROWTH PERCENTILE (SGP) SCHOOL REPORT

CONFIDENTIAL

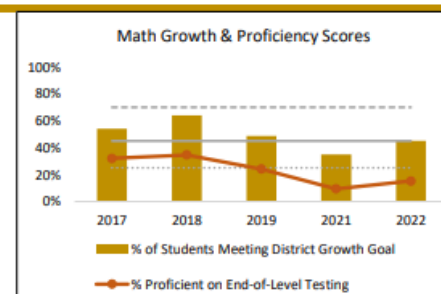
SLCSD Five Year School Growth Report Middle School



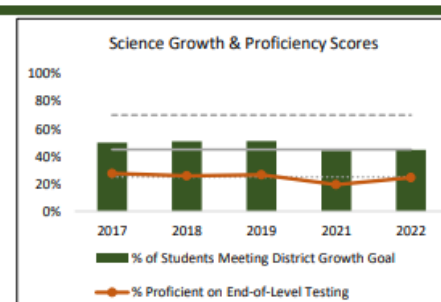
Language Arts	2017	2018	2019	2021	2022	5 Year Avg.
Grade Level/s	7-8	7-8	7-8	7-8	7-8	
Count of Students with Growth Calculation	713	592	634	505	525	
% of Students w/ an IEP	12%	15%	14%	17%	8%	
% Proficient on End-of-Level Testing	27%	31%	22%	14%	17%	
% of Students Meeting District Growth Goal	47%	55%	41%	38%	38%	44%
% of Students Meeting SGP Goal (USBE)	65%					



Math	2017	2018	2019	2021	2022	5 Year Avg.
Grade Level/s	7-8	7-8	7-8	7-8	7-8	
Count of Students with Growth Calculation	722	596	636	480	499	
% of Students w/ an IEP	12%	15%	14%	18%	9%	
% Proficient on End-of-Level Testing	32%	35%	24%	9%	15%	
% of Students Meeting District Growth Goal	54%	64%	49%	35%	45%	49%
% of Students Meeting SGP Goal (USBE)	72%					



Science	2017	2018	2019	2021	2022	5 Year Avg.
Grade Level/s	7-8	7-8	7-8	7-8	7-8	
Count of Students with Growth Calculation	694	589	632	515	526	
% of Students w/ an IEP	12%	15%	14%	17%	8%	
% Proficient on End-of-Level Testing	28%	26%	27%	19%	25%	
% of Students Meeting District Growth Goal	50%	51%	51%	44%	45%	48%
% of Students Meeting SGP Goal (USBE)	60%					



Growth Benchmarks: Below 25%: Below Standard

25% - 44%: Minimal

45% - 69%: Satisfactory

At or Above 70%: Exemplary

Enrollment Criteria: Students must have been enrolled with the school for 40 days or more prior to April 8, 2019 to be included in the percentages displayed on this report. The percent proficient may differ slightly from percent proficient displayed on USBE Data Gateway (Data Gateway only shows scores for students enrolled 160 days or more).

Prepared by SLCSD Assessment and Evaluation Department

6/21/2022

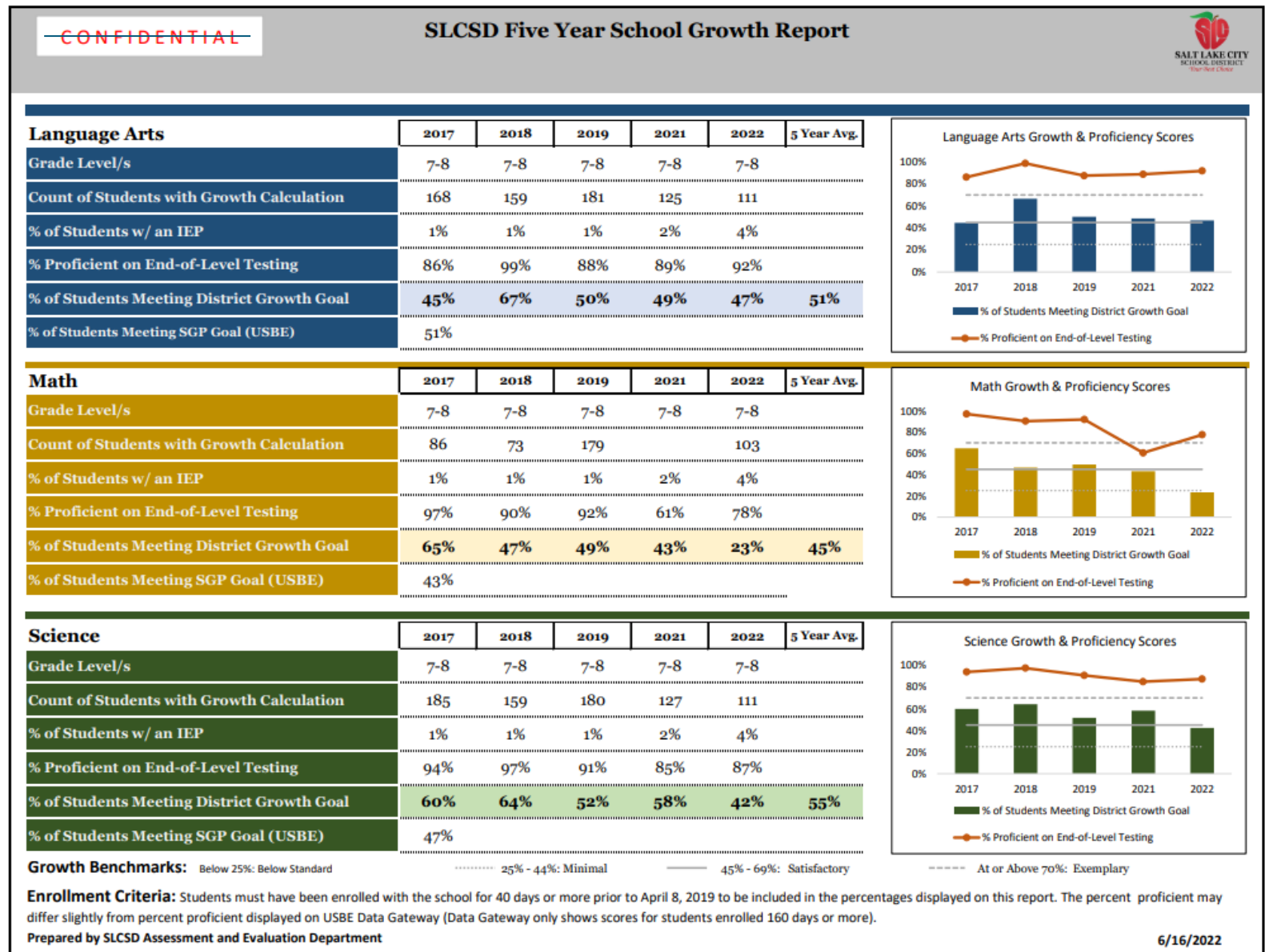
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SLCSD STUDENT GROWTH PERCENTILE (SGP)

SAMPLE TEACHER REPORT



School Improvement Plan Data

TEAM SLCS

Student Success Plan Data

Assessment & Evaluation
Michelle Amiot, Director
801-578-8294

Each "tile" is a report. Click on the tile to access the data.

Overview Report - start here:

<div> Pathway Indicators </div>	<div> State Assessments and Dist End-Of-Level Tests <small>KEEP, District K-2 EOL, SAGE, RISE, ASPIRE+, ACT, A Cohort Data Report</small> </div>
<div> Reading Reports <small>Acadience and RI</small> </div>	<div> Current Absenteeism Trends </div>
<div> Stakeholder Survey <small>2021-2022</small> </div>	<div> Teacher Stakeholder Survey <small>2021-2022</small> </div>
<div> Grade Distribution </div>	<div> Early Childhood Data </div>
<div> WIDA Dashboard </div>	<div> Historical WIDA Dashboard </div>
<div> Graduation Overview by School </div>	<div> Seal of Biliteracy </div>

TEAM SLCS – STUDENT SUCCESS PLANNING DATA



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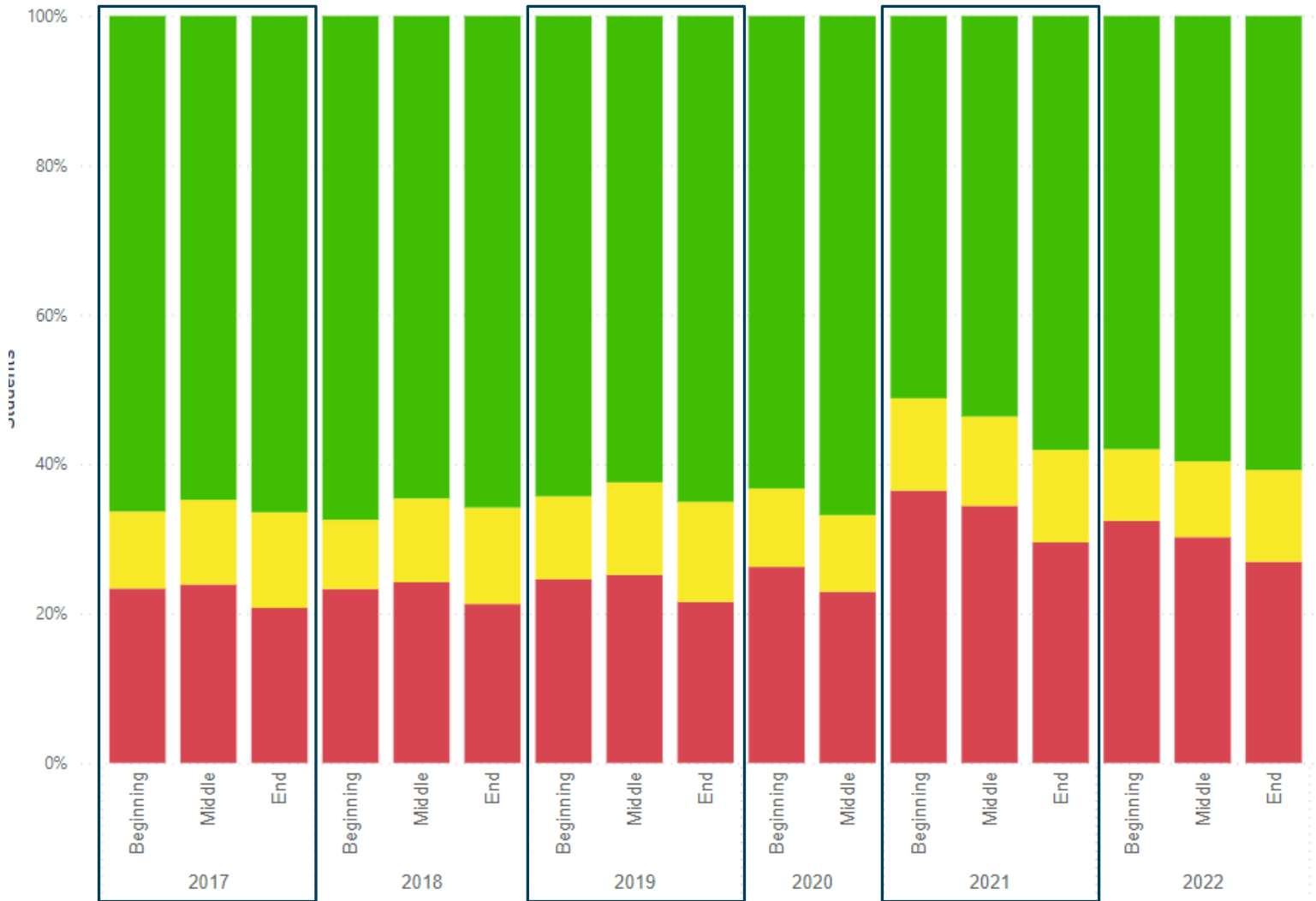
SLCSD BOARD GOAL: LITERACY

Acadience
K-3

Reading
Inventory
4-12

Percent of Students by Composite Level and Window

Legend: Well Below (Red), Below (Yellow), At/Above (Green)



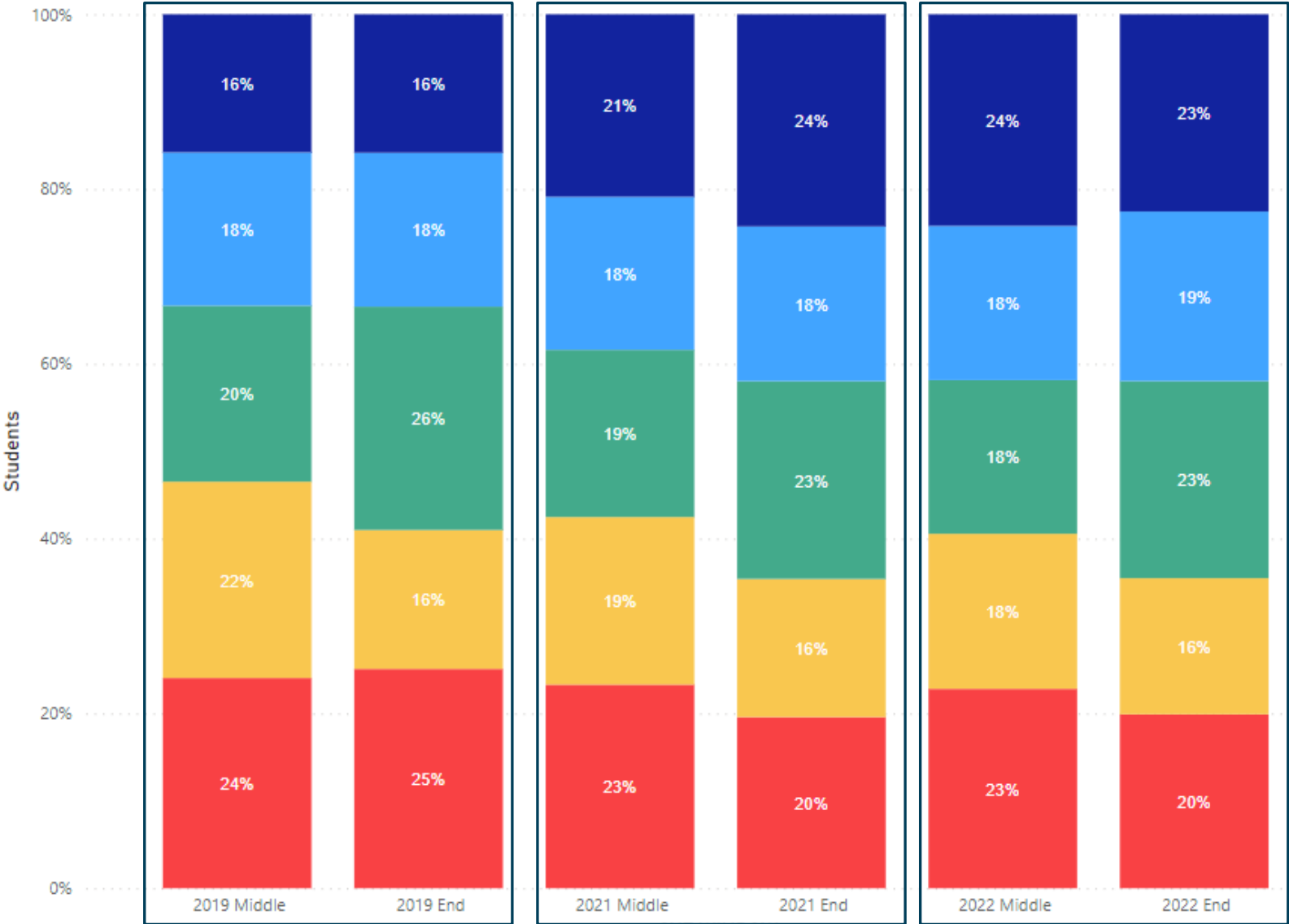
EARLY LITERACY

ACADIANCE PROFICIENCY READING K-3

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Student's Progress as Calculated by Acadience (Pathways of Progress)

Label ● Well Below ● Below ● Typical ● Above ● Well Above



**EARLY
LITERACY**

**ACADIENCE
PATHWAYS OF
PROGRESS EOY**

GROWTH

K-3

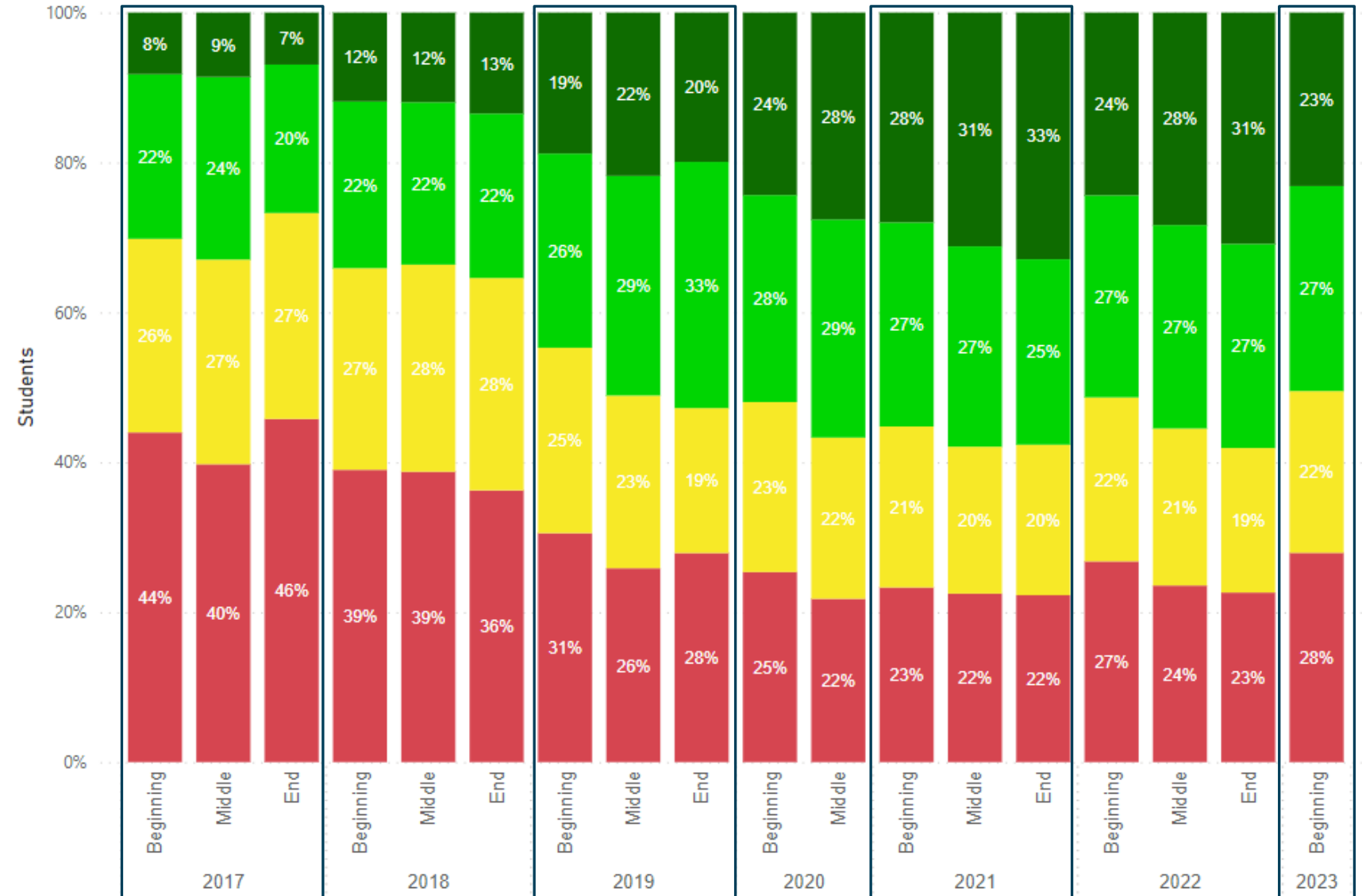
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READING INVENTORY

PROFICIENCY GRADES 4-12

Percent of Students by Composite Level and Window

Performance ● Below Basic ● Basic ● Proficient ● Advanced



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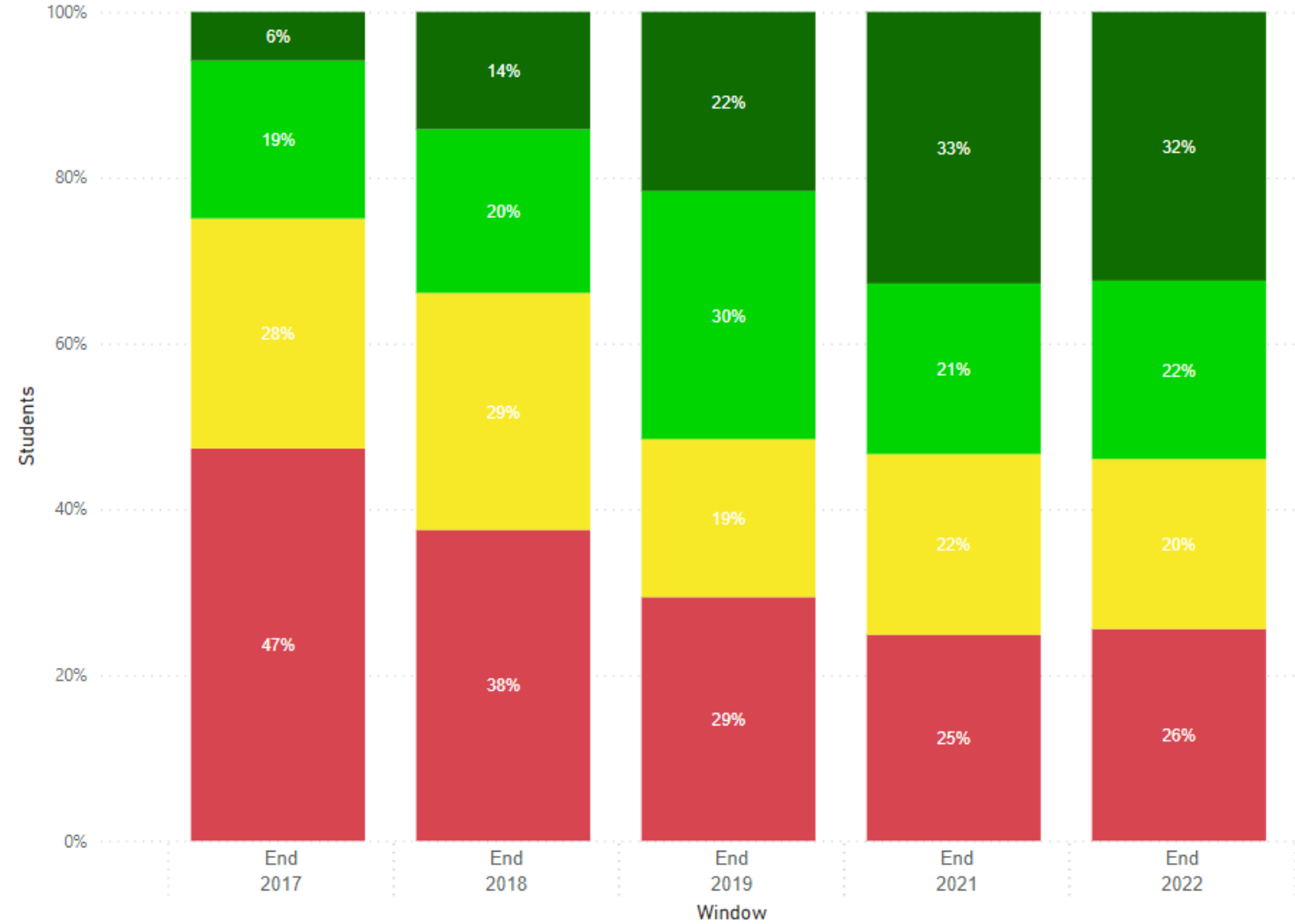
READING INVENTORY

PROFICIENCY GRADES 4-8

END OF YEAR COMPARISON

Percent of Students by Composite Level and Window

Performance ● Below Basic ● Basic ● Proficient ● Advanced



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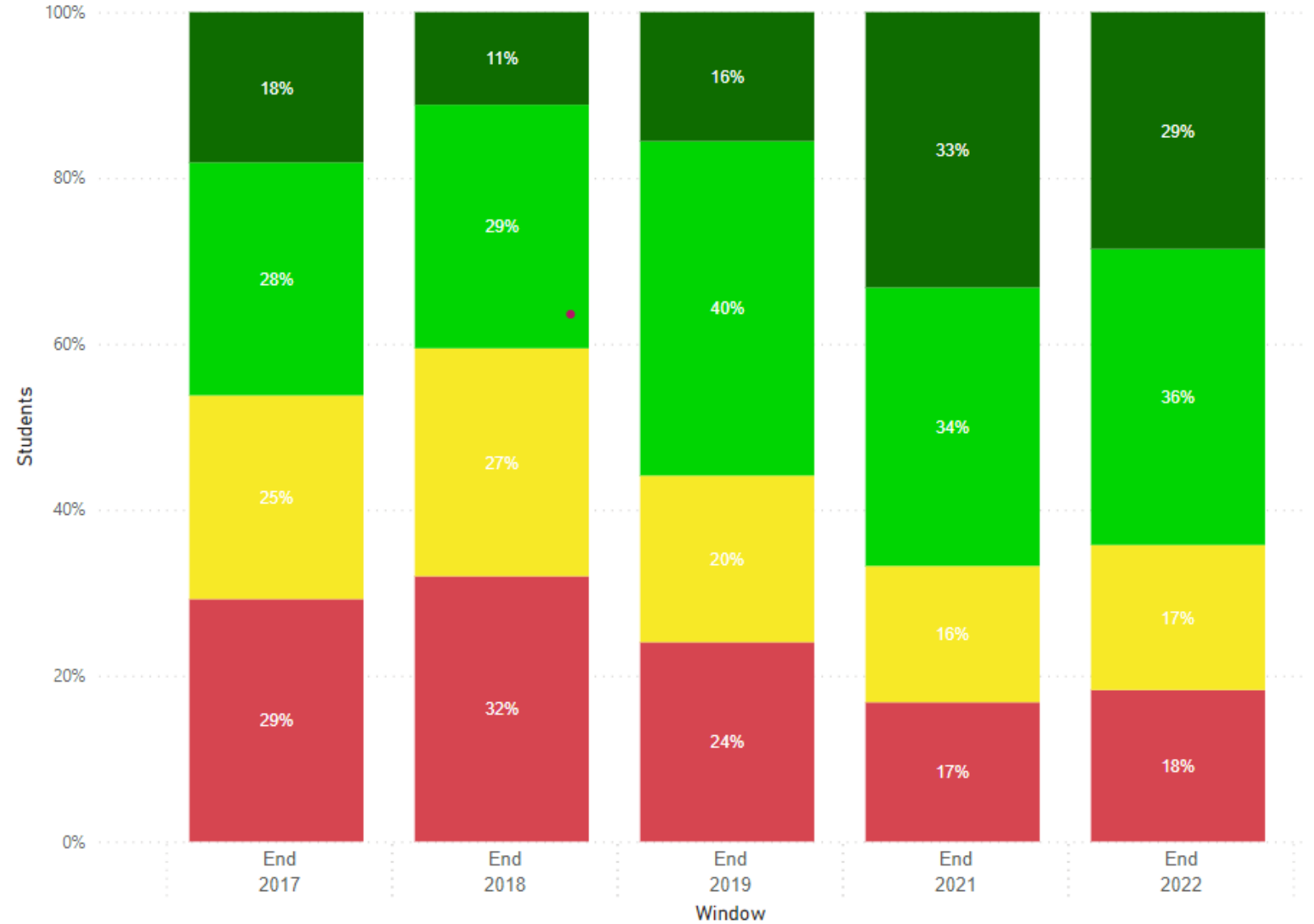
READING INVENTORY

PROFICIENCY GRADES 9-12

END OF YEAR COMPARISON

Percent of Students by Composite Level and Window

Performance ● Below Basic ● Basic ● Proficient ● Advanced



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Pathways Information

There are seven indicators displayed in this report. Details about each are described below:

1. A Good Start in Kindergarten

- 1A. Three and four-year-old students have access to quality Pre-K services.
- 1B. Students enter kindergarten academically prepared.
- 1C. Students exit kindergarten academically prepared for first grade.

2. Reading Well by Third Grade

- 2A. Third grade students exit 3rd grade reading and writing on grade level.
- 2B. Third grade students whose first language is not English make sufficient progress towards attaining English proficiency.

3. Elementary School Success

- 3A. Students exit elementary school proficient in ELA (English/Language Arts), math, and science (5th or 6th grade students, depending on school).
- 3B. Students exiting elementary school whose first language is not English make sufficient progress towards attaining English proficiency.

4. Middle School Success

- 4A. Eighth grade students are on grade level in ELA, math, and science.
- 4B. Eighth grade students are developing effective behaviors and habits.

5. Good Transition to High School and High School Success

- 5A. Ninth grade students are on grade level in ELA, math, and science.
- 5B. Ninth grade students develop effective behaviors and habits.

6. Academically Prepared, Graduate On Time, and Prepared for College/Career

- 6A. Eleventh grade students are academically on track by the end of 11th grade.
- 6B. Eleventh grade students demonstrate STEM preparation by the end of 11th grade.
- 6C. Eleventh grade students prepare for post-secondary school or training.

7. Enrollment and Completion in Post Secondary Education

- 7A. Student enroll in post-secondary training, certificate program, or college courses- within the three years following high school graduation.
- 7B. Student who enroll in degree or certificate programs and earn a certificate or degree within six years.

PATHWAYS OF PROGRESS

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School Name



Subgroup Analysis

All



Aggregate

Indicator 1C:

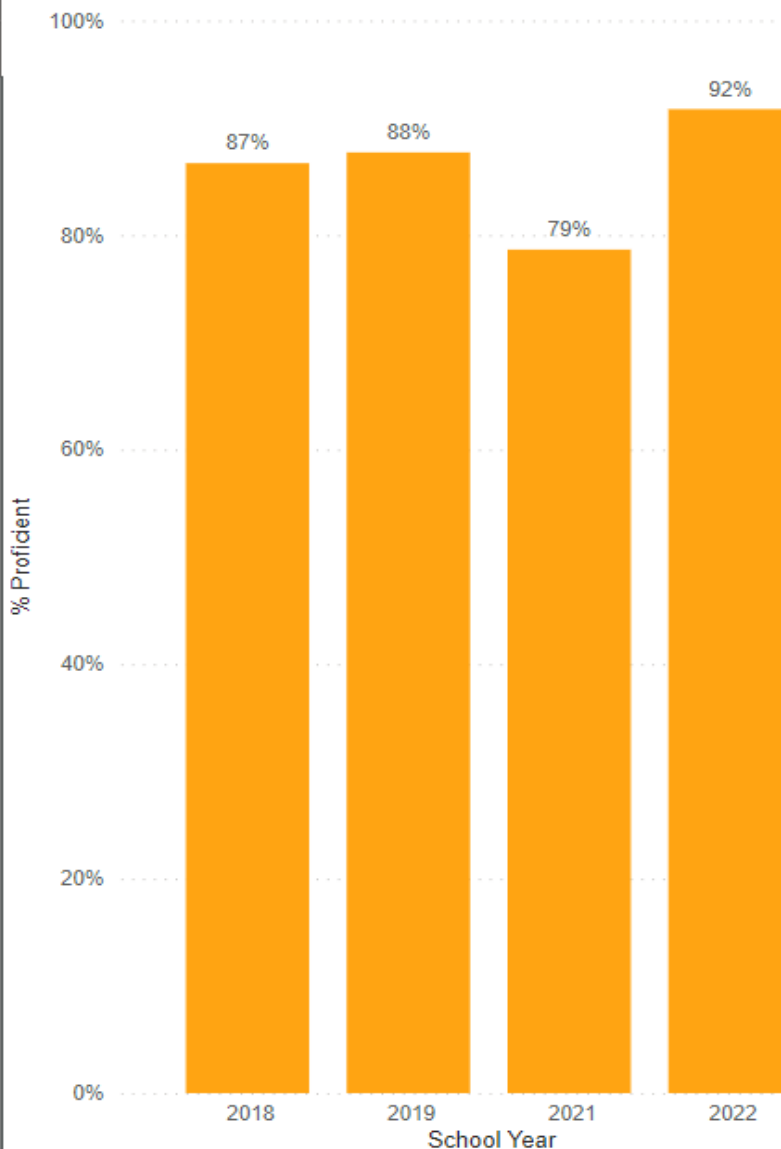
Students exit kindergarten academically prepared for first grade.

The charts to the right and below show the percent of kindergarten students proficient on the language arts AND math spring KEEP Exit Test.

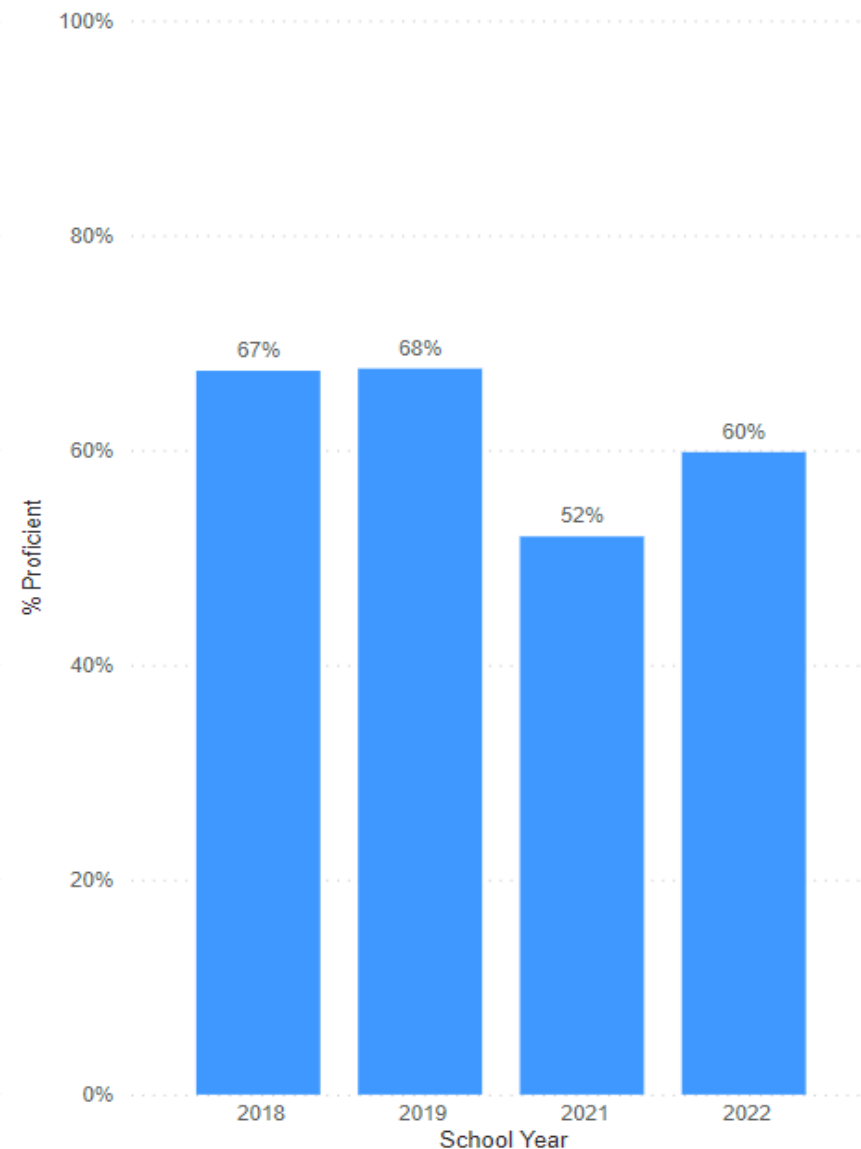
*IF A CHART IS BLANK, THIS INDICATES A GROUP SIZE OF LESS THAN 10 STUDENTS FOR THAT YEAR AND PERCENTAGES ARE NOT REPORTABLE. IF THE CHART SHOWS 0%, THIS MEANS NONE OF THE STUDENTS IN THAT GROUP MET THE INDICATOR.



Math Proficiency: Spring Assessment



ELA Proficiency: Spring Assessment



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School Name

All

Subgroup Analysis

Aggregate

Indicator 1C:

Students exit kindergarten academically prepared for first grade.

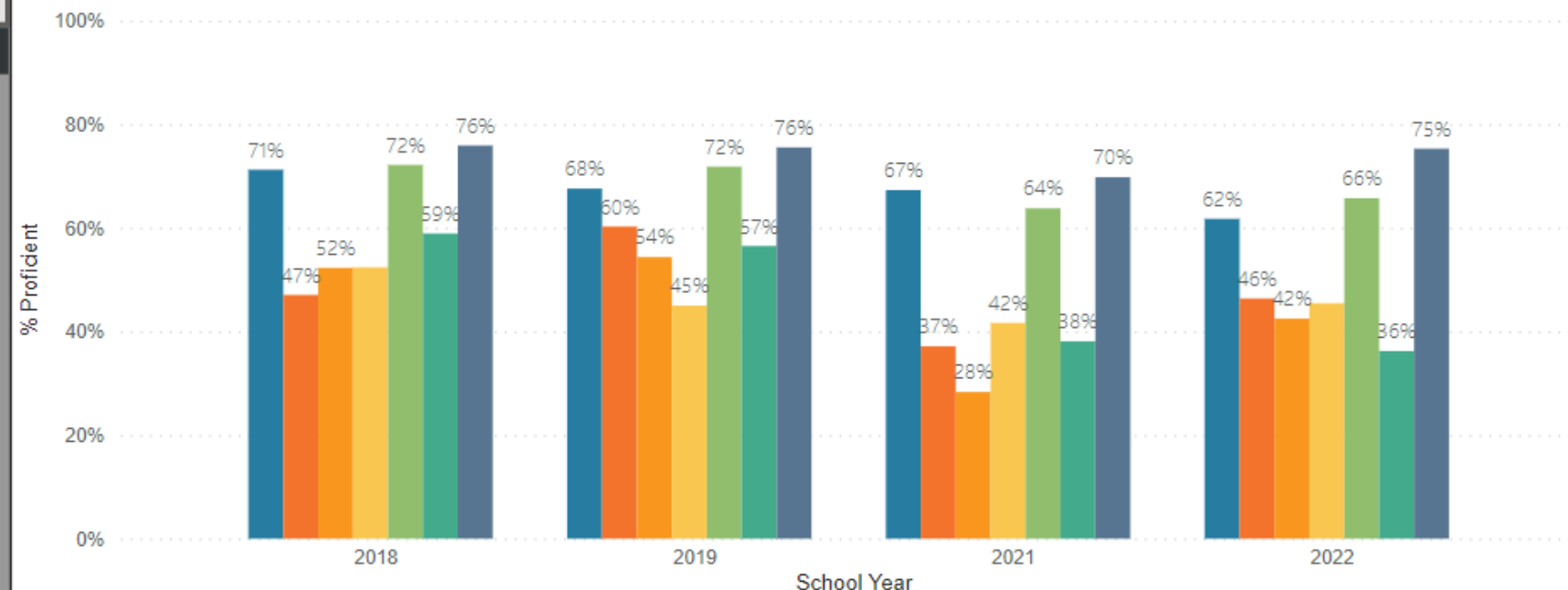
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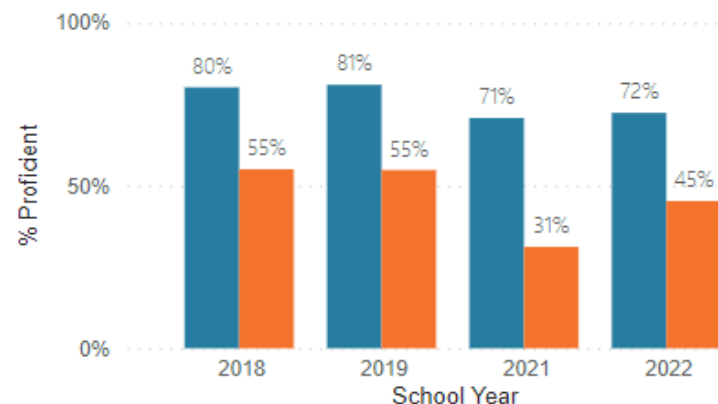
Proficiency by Race

Race ● Asian ● Black ● Hispanic ● Indigenous People ● Multi-Racial ● Pacific Islander ● White



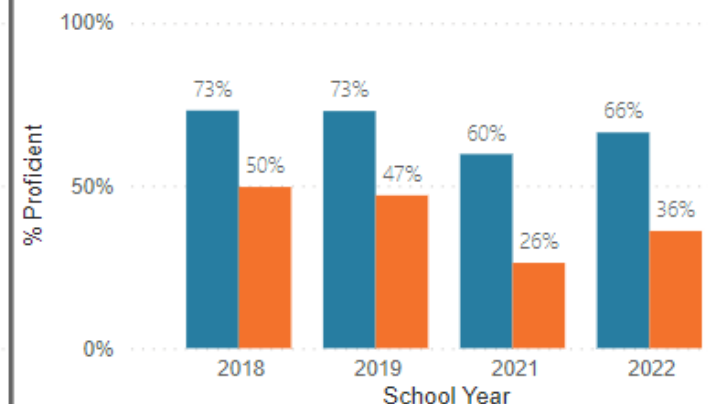
Proficiency by Low Income

Low Income ● No ● Yes



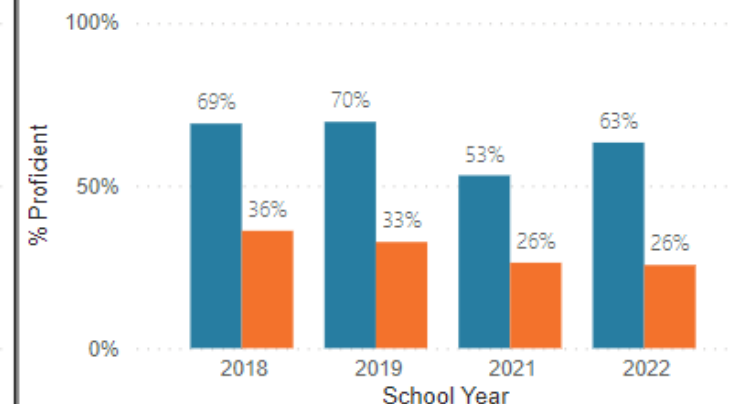
Proficiency by MLL

MLL ● No ● Yes



Proficiency by SWD

SWD ● No ● Yes



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School Name

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Subgroup Analysis

Aggregate

Indicator 2A:

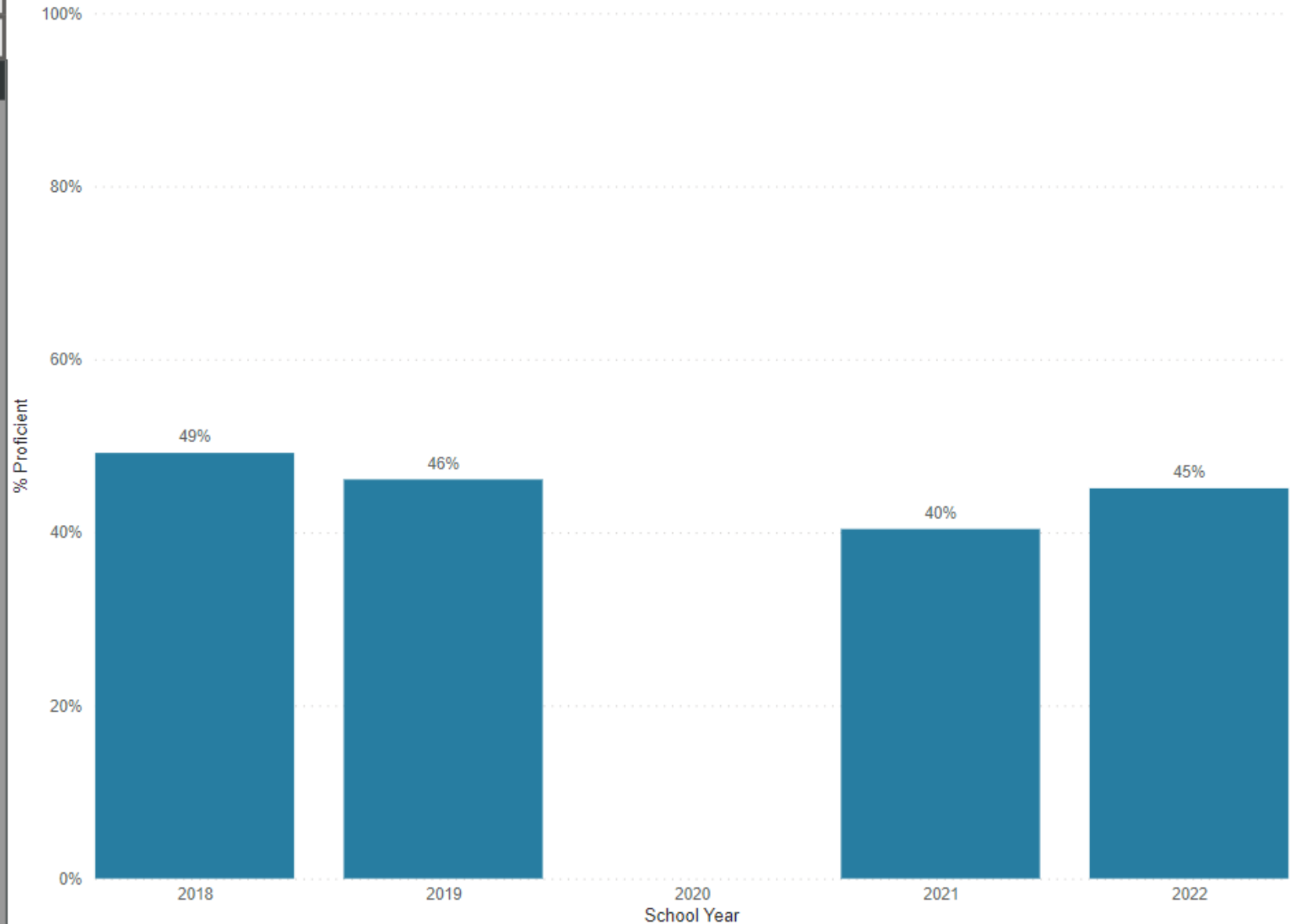
3rd grade students read and write on grade level.

The charts to the right demonstrates the percent of 3rd grade students who are proficient in ELA on the end-of-year state 3rd grade assessment.

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% Proficient by School Year



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Subgroup Analysis

Aggregate

Indicator 2A:

3rd grade students read and write on grade level.

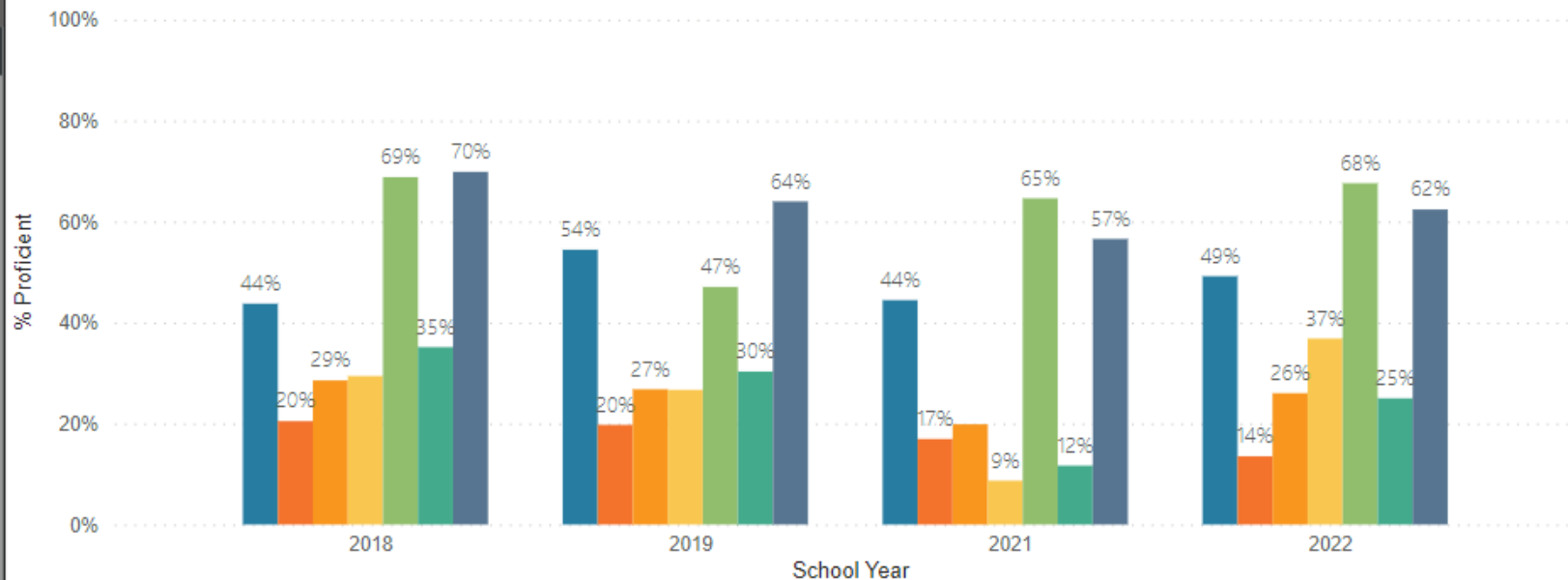
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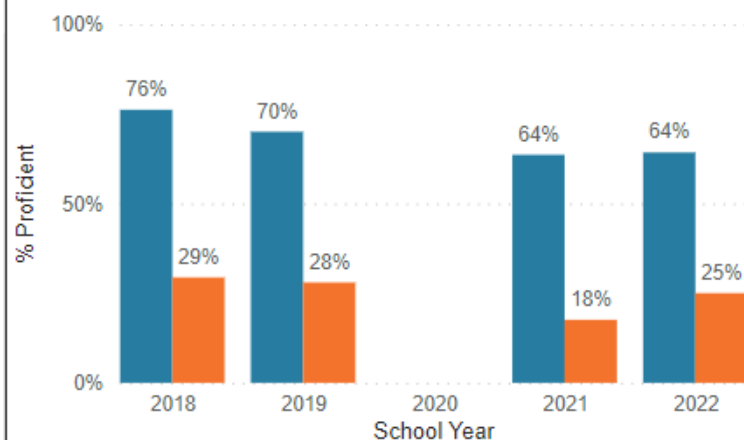
Proficiency by Race

Race ● Asian ● Black ● Hispanic ● Indigenous People ● Multi-Racial ● Pacific Islander ● White



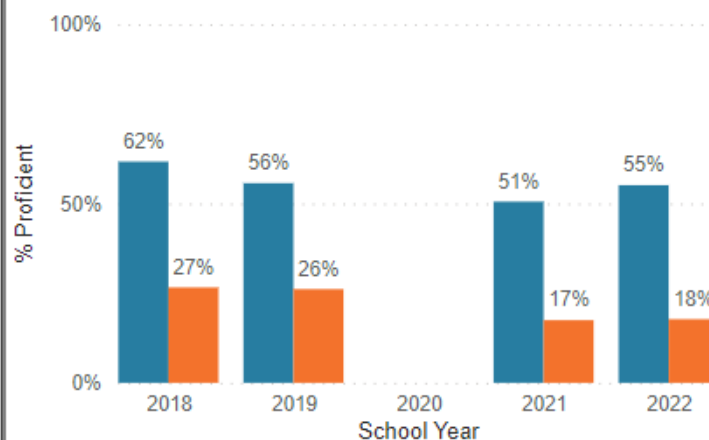
Proficiency by Low Income

Low Income ● No ● Yes



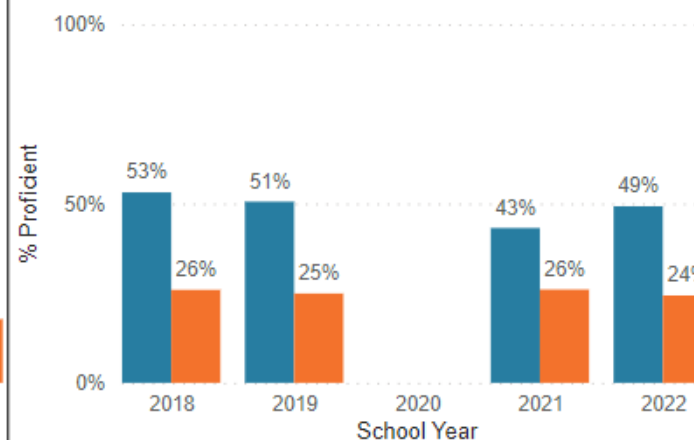
Proficiency by MLL

MLL ● No ● Yes



Proficiency by SWD

SWD ● No ● Yes



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Subgroup Analysis

Aggregate

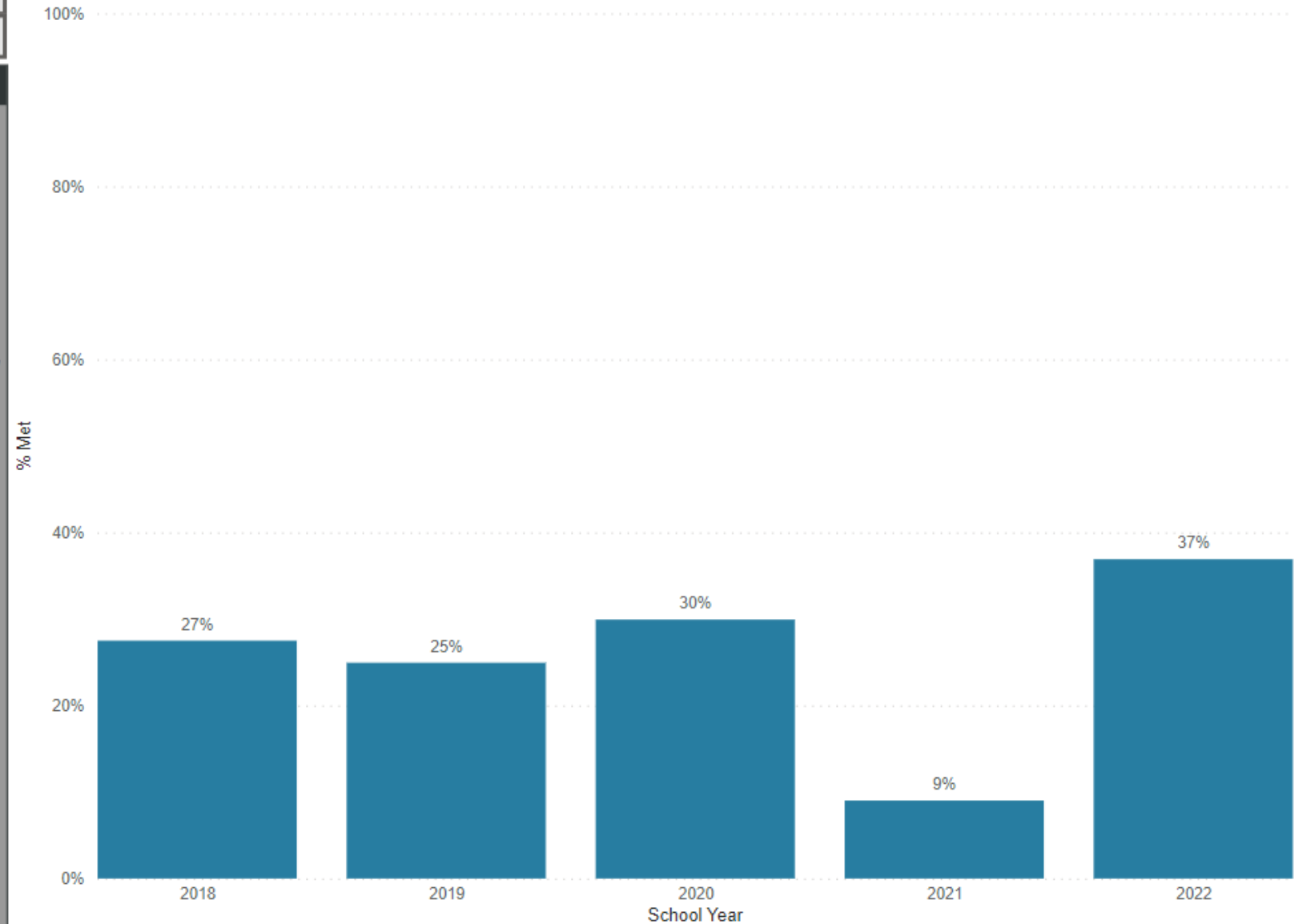
% of Students who Met Growth Target by School Year

Indicator 2B:

3rd grade students whose first language is not English make sufficient progress towards attaining English proficiency.

The visuals show the percent of 3rd grade students whose first language is not English who met the growth target as calculated by the State of Utah.

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All



Subgroup Analysis

Aggregate

Indicator 2B:

3rd grade students whose first language is not English make sufficient progress towards attaining English proficiency.

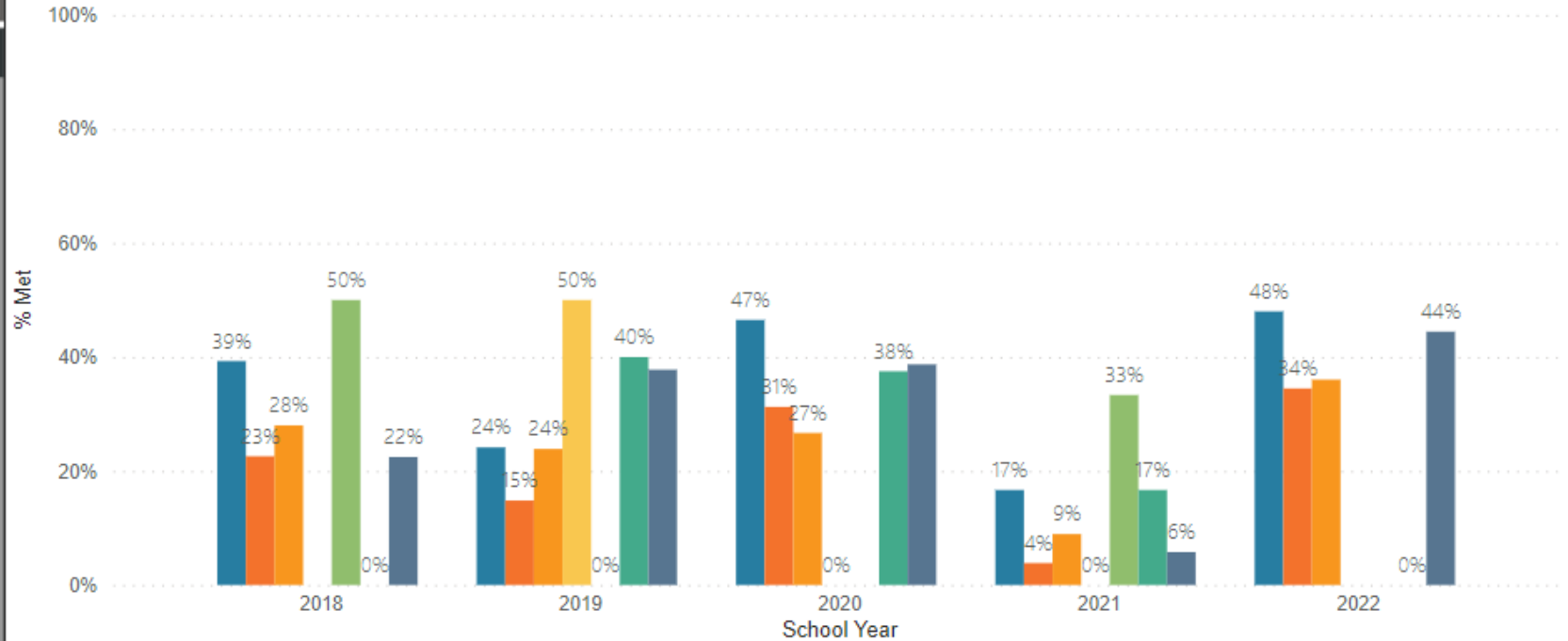
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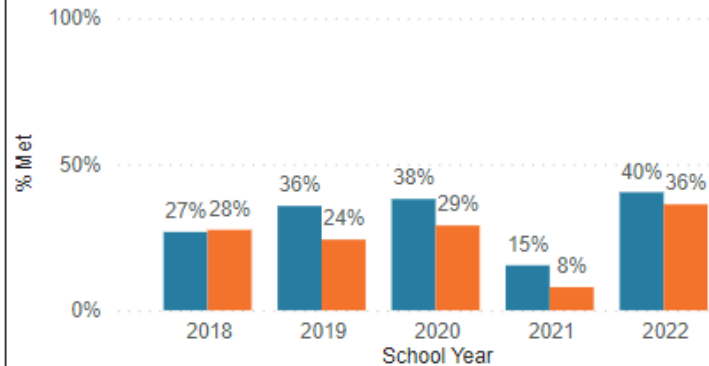
Met all Criteria by Race

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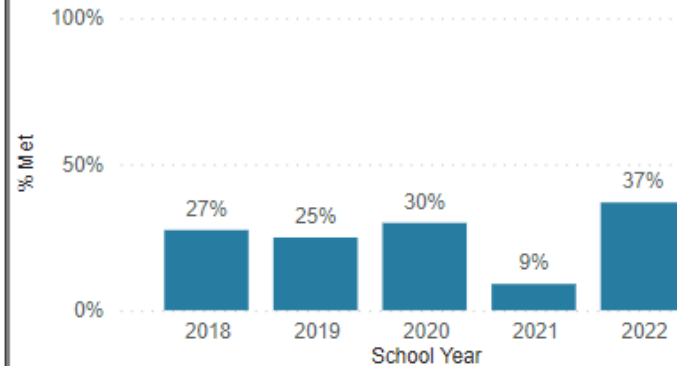
Met all Criteria by Low Income

Low Income ● No ● Yes



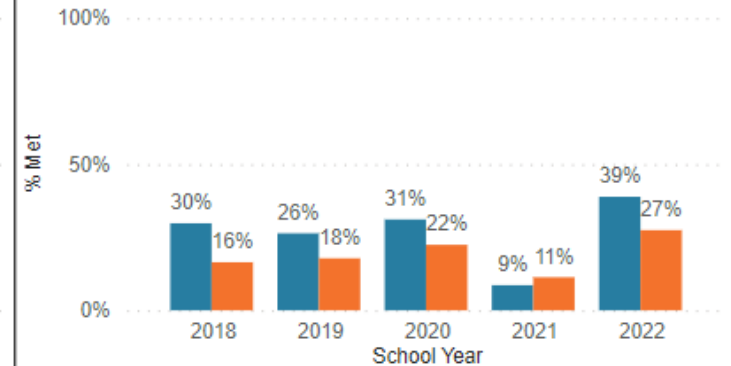
Met all Criteria by MLL

MLL ● Yes



Met all Criteria by SWD

SWD ● No ● Yes



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School Name

All

Subgroup Analysis

Aggregate

Indicator 3A:

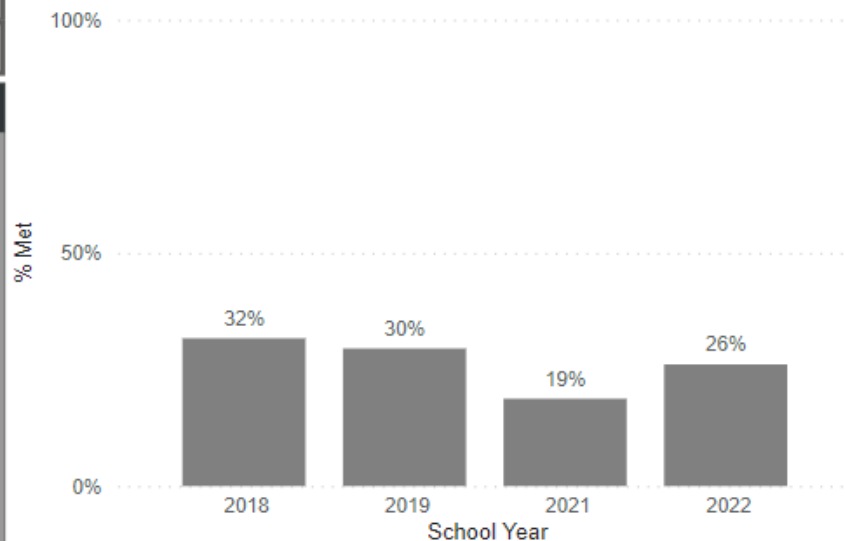
Students exiting elementary are on grade level in ELA, math, and science.

The charts to the right show the percent of students exiting elementary school displaying proficiency on the state end-of-level tests in ELA, Math, and Science. Grade levels shown will be either 5th or 6th grade, depending on the last grade at the particular school.

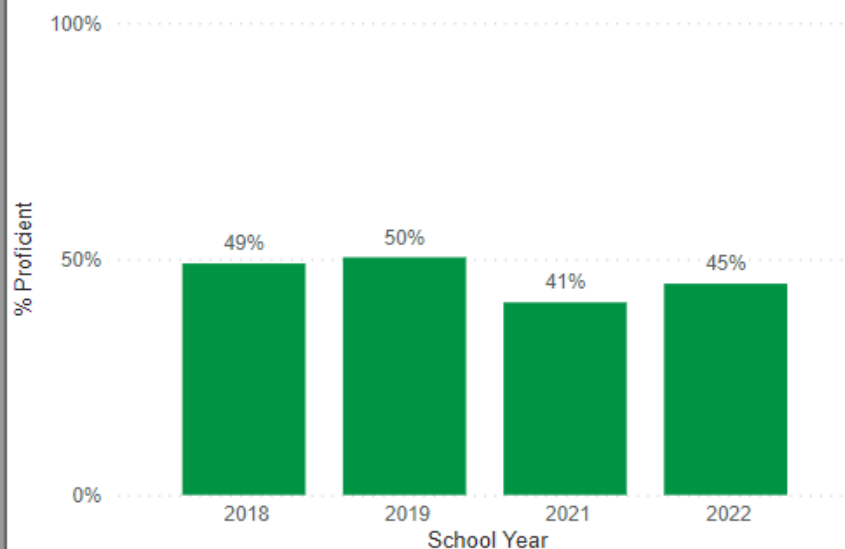
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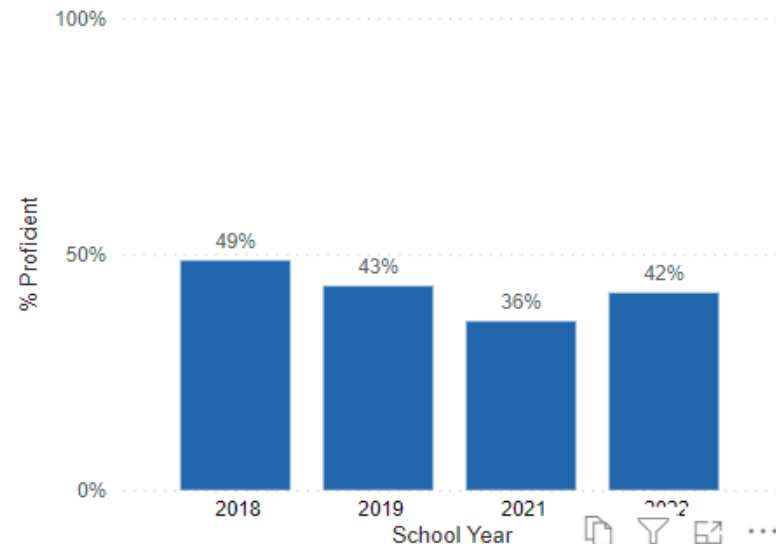
% Met All Criteria by School Year



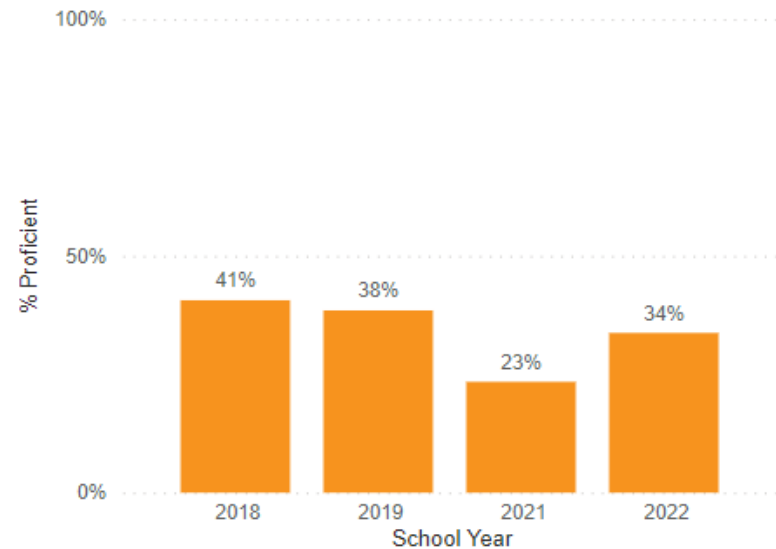
Science Proficiency by School Year



ELA Proficiency by School Year



Math Proficiency by School Year



Excellence and Equity: every student, every classroom, every day



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Subgroup Analysis

Aggregate

Indicator 3A:

Students exiting elementary are on grade level in ELA, math, and science.

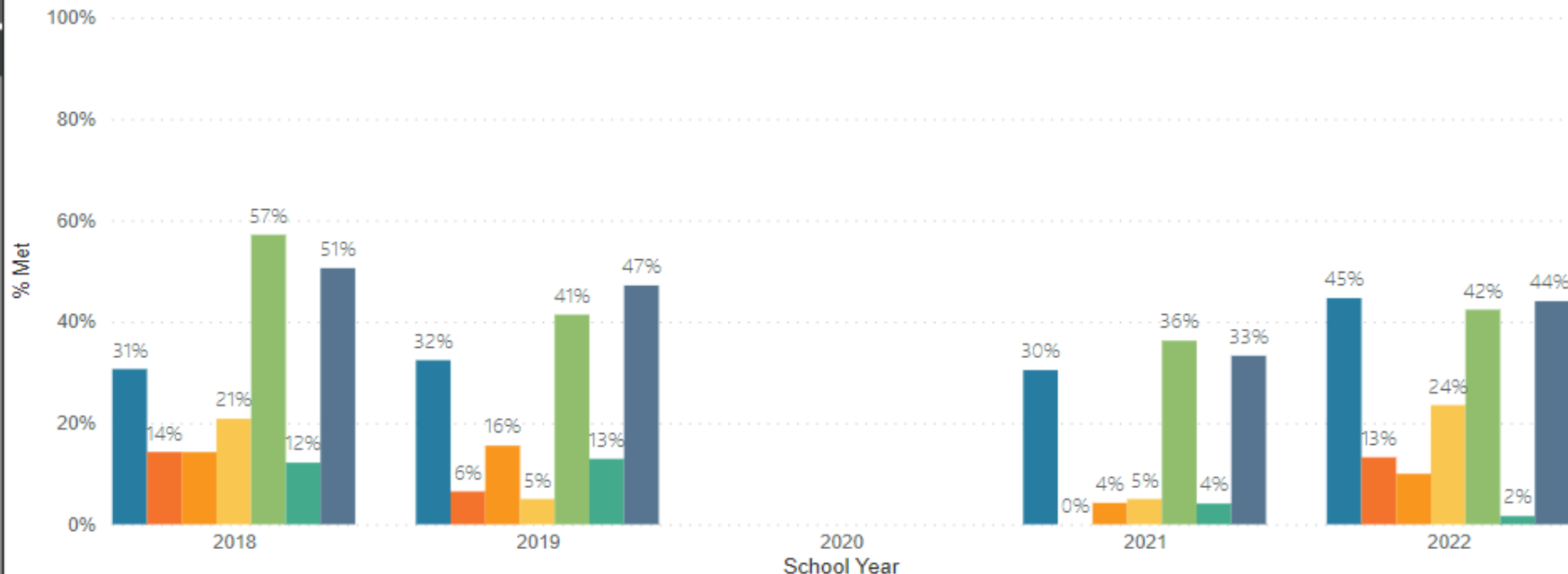
The charts to the right show the percent of **students exiting elementary school** displaying proficiency on the state end-of-level tests in ELA, Math, and Science. Grade levels shown will be either 5th or 6th grade, depending on the last grade at the particular school.

*IF A CHART IS BLANK, THIS INDICATES A GROUP SIZE OF LESS THAN 10 STUDENTS FOR THAT YEAR AND PERCENTAGES ARE NOT REPORTABLE. IF THE CHART SHOWS 0%, THIS MEANS NONE OF THE STUDENTS IN THAT GROUP MET THE INDICATOR.



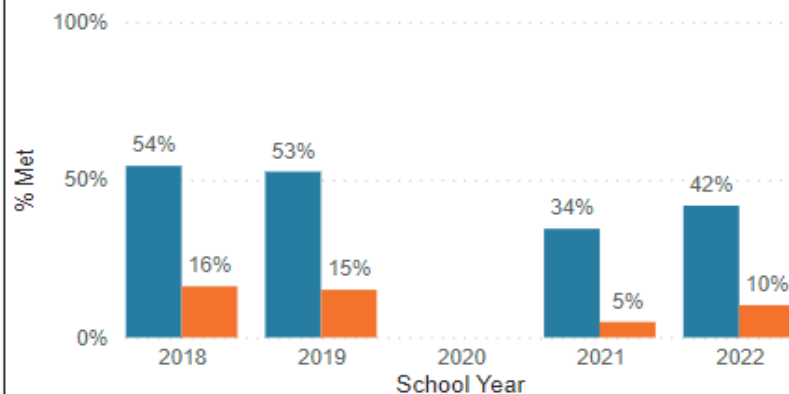
Met All Criteria by Race

Race ● Asian ● Black ● Hispanic ● Indigenous People ● Multi-Racial ● Pacific Islander ● White



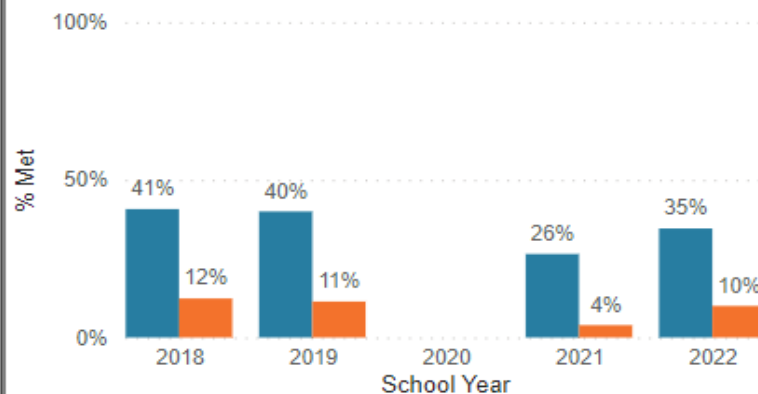
Met All Criteria by Low Income

Low Income ● No ● Yes



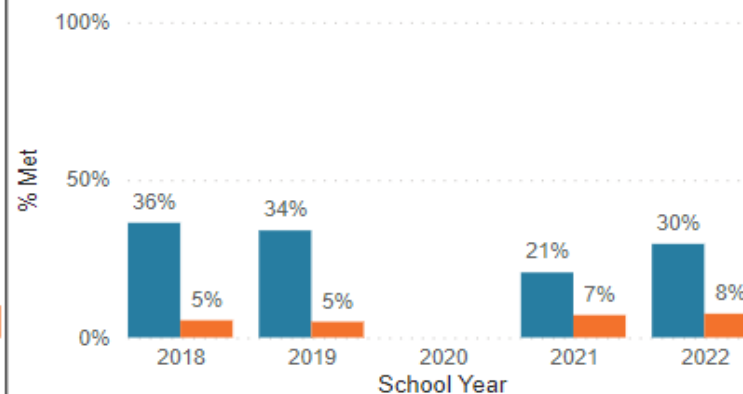
Met All Criteria by MLL

MLL ● No ● Yes



Met All Criteria by SWD

SWD ● No ● Yes



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School Name

All

Subgroup Analysis

Aggregate

Indicator 3B:

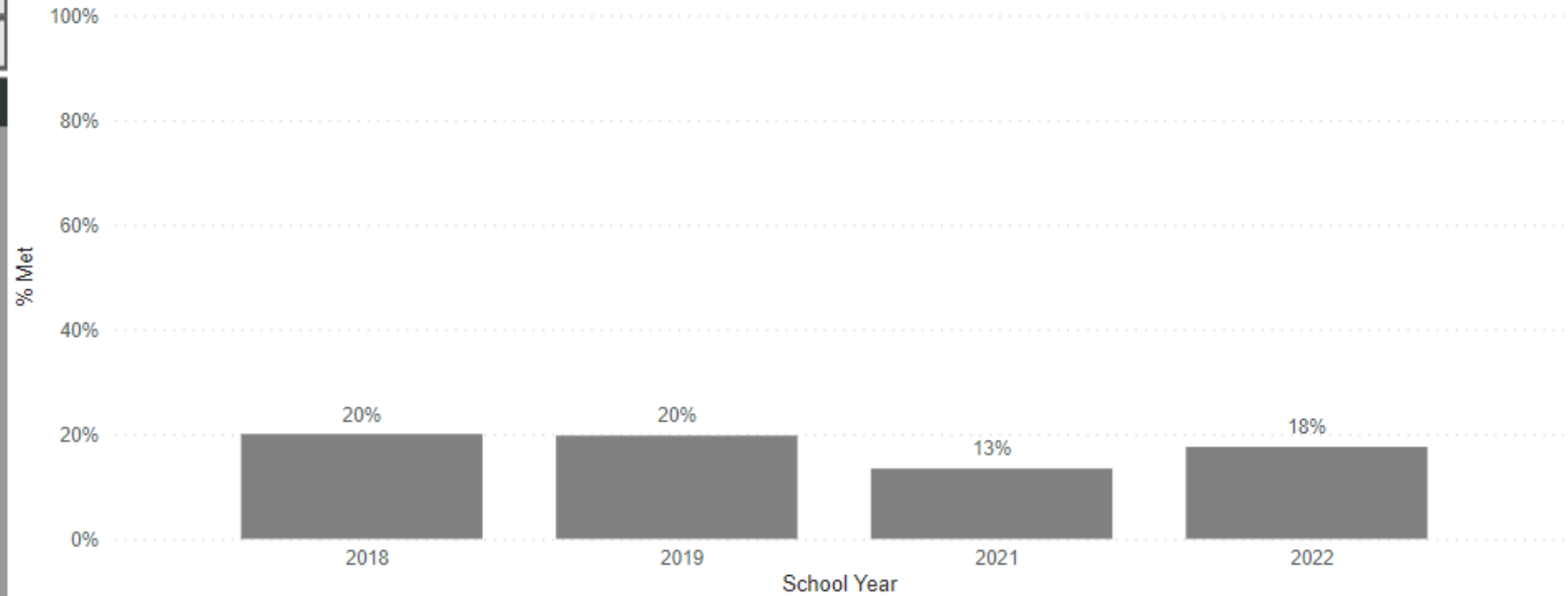
Students exiting elementary school whose first language is not English make sufficient progress towards attaining English proficiency.

The charts to the right and below show the percent of students exiting elementary school whose first language is not English scoring a 5 or higher on the WIDA assessment AND a 3 or 4 on the English/Language Arts RISE test.

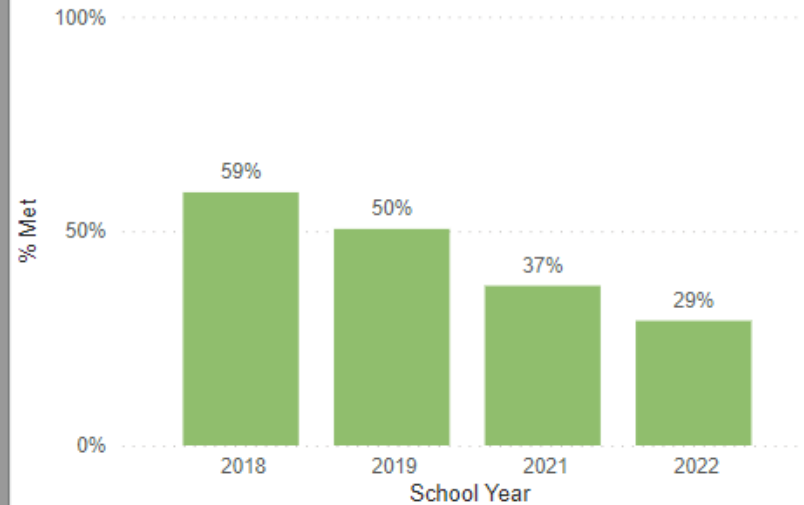
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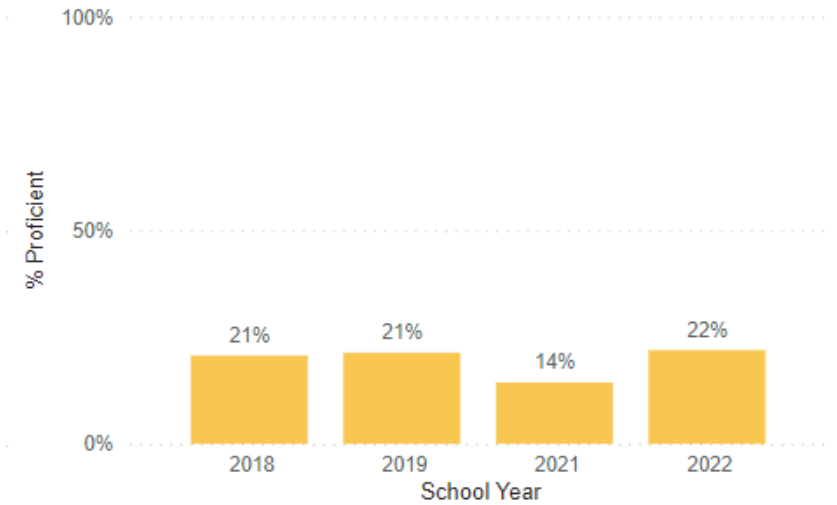
% Met All Criteria by School Year



Percent of MLL Students that Tested Out of WIDA by School Year



Percent of MLL Student Proficiency on the RISE ELA Exam



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Subgroup Analysis

Aggregate

Indicator 4A:

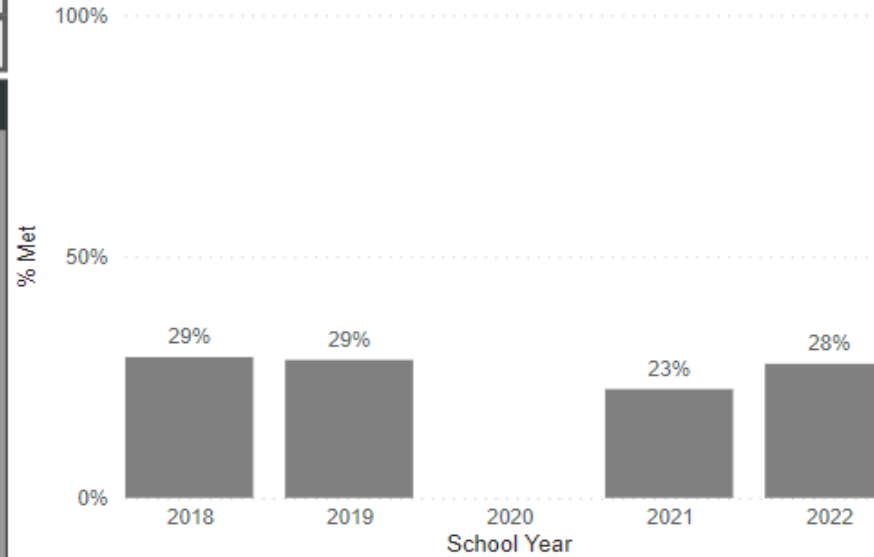
8th grade students are on grade level in ELA, math, and science.

The visuals show the percent of **8th grade students** scoring a 3 or 4 on the ELA, math, AND science RISE tests.

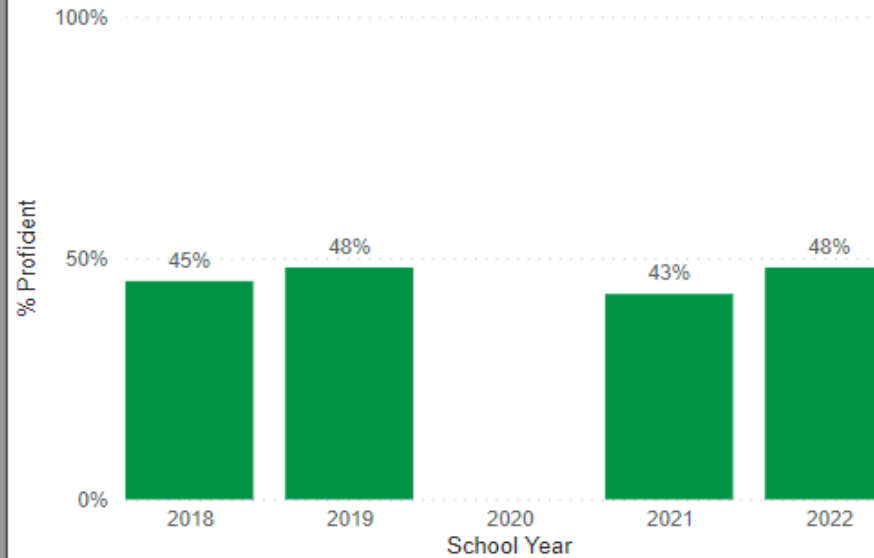
*IF A CHART IS BLANK, THIS INDICATES A GROUP SIZE OF LESS THAN 10 STUDENTS FOR THAT YEAR AND PERCENTAGES ARE NOT REPORTABLE. IF THE CHART SHOWS 0%, THIS MEANS NONE OF THE STUDENTS IN THAT GROUP MET THE INDICATOR.



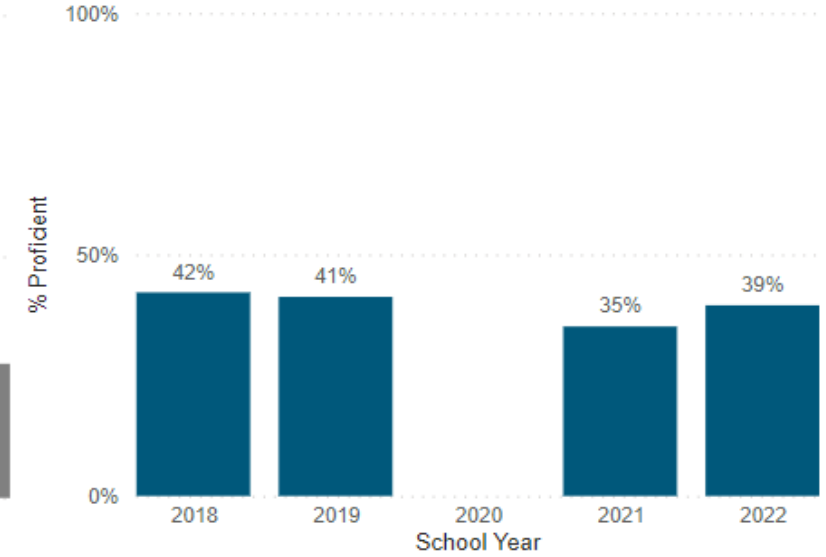
Met All Criteria by School Year



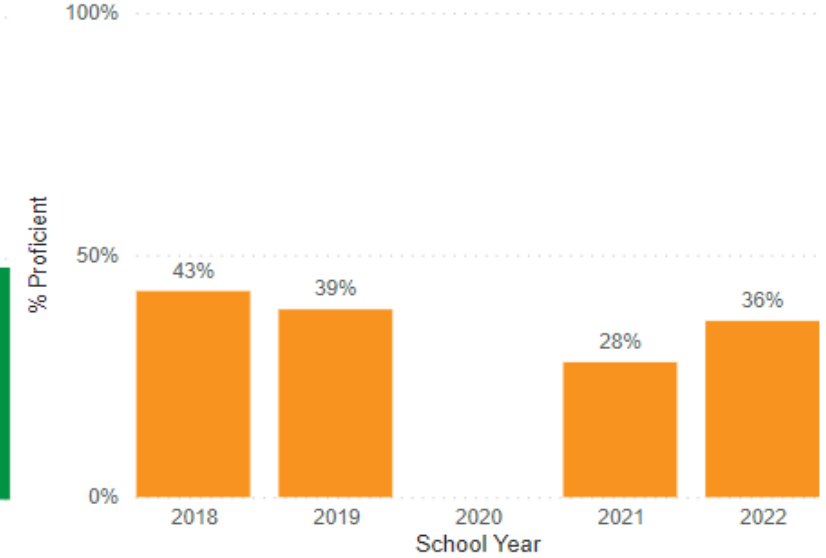
Science Proficiency by School Year



ELA Proficiency by School Year



Math Proficiency by School Year



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Subgroup Analysis

Aggregate

Indicator 4A:

8th grade students are on grade level in ELA, math, and science.

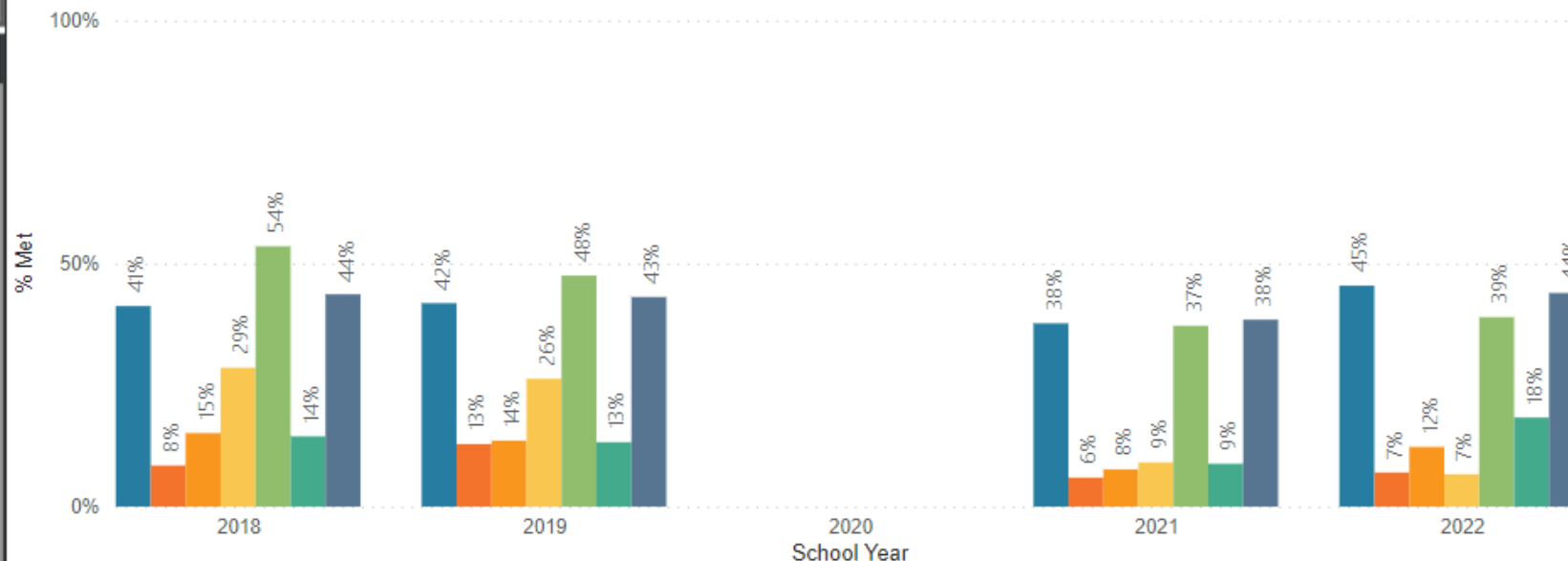
The visuals show the percent of 8th grade students scoring a 3 or 4 on the ELA, math, AND science RISE tests.

*IF A CHART IS BLANK, THIS INDICATES A GROUP SIZE OF LESS THAN 10 STUDENTS FOR THAT YEAR AND PERCENTAGES ARE NOT REPORTABLE. IF THE CHART SHOWS 0%, THIS MEANS NONE OF THE STUDENTS IN THAT GROUP MET THE INDICATOR.



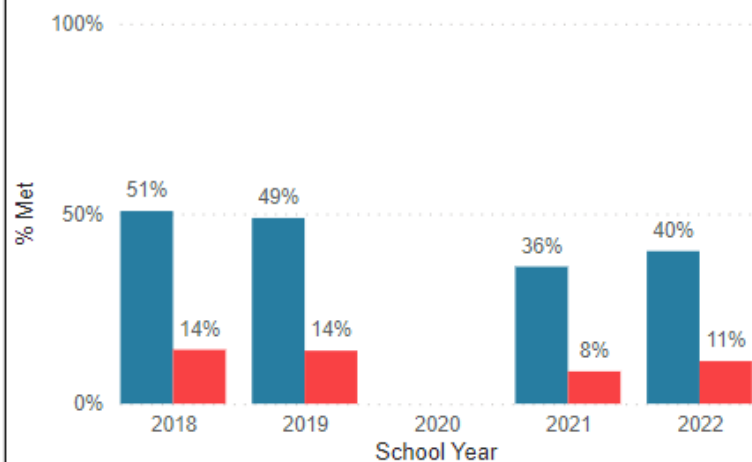
Met all Criteria by Race

Race ● Asian ● Black ● Hispanic ● Indigenous People ● Multi-Racial ● Pacific Islander ● White



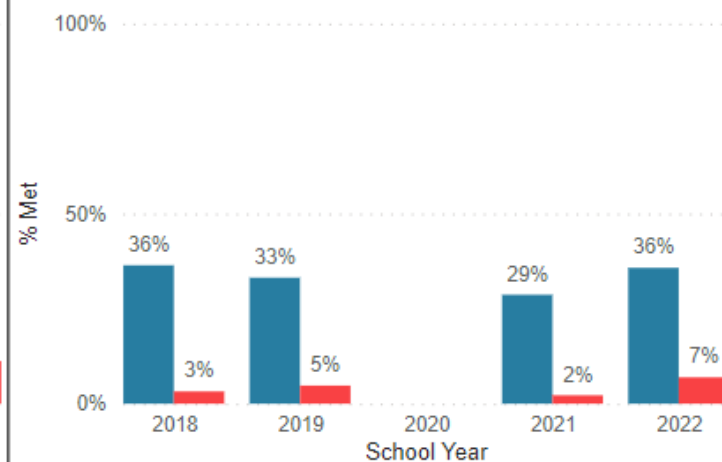
Met all Criteria by Low Income

Low Income ● No ● Yes



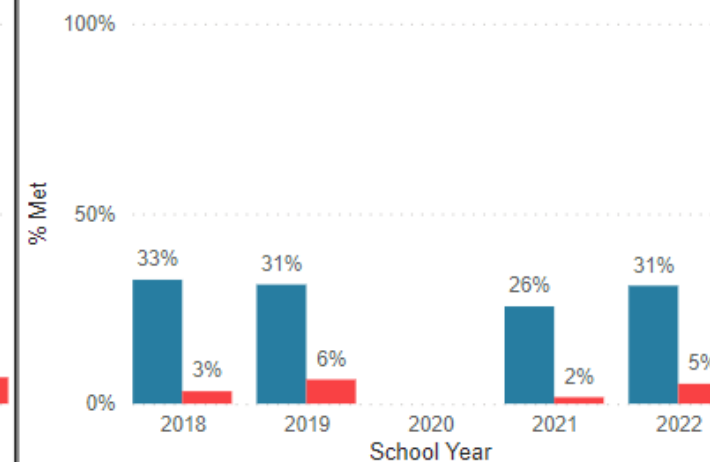
Met all Criteria by MLL

MLL ● No ● Yes



Met all Criteria by SWD

SWD ● No ● Yes



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School Name

All

Subgroup Analysis

Aggregate

Indicator 4B:

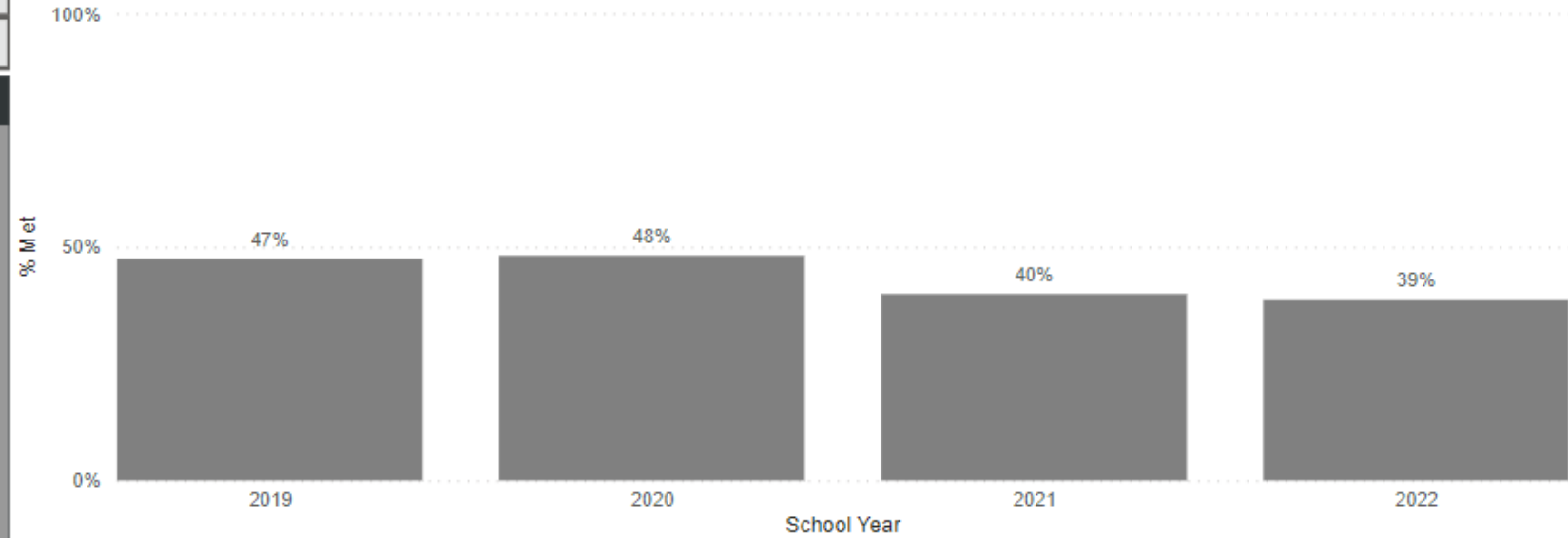
8th grade students develop effective student behaviors and habits during middle school.

The charts to the right show the percent of 8th grade students with an attendance rate no lower than 90% in all core classes and a cumulative GPA of 2.75 or higher.

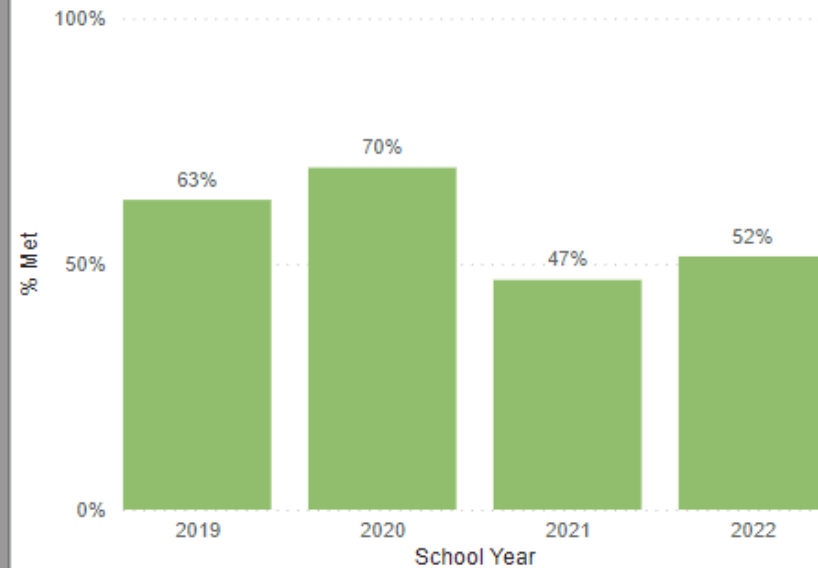
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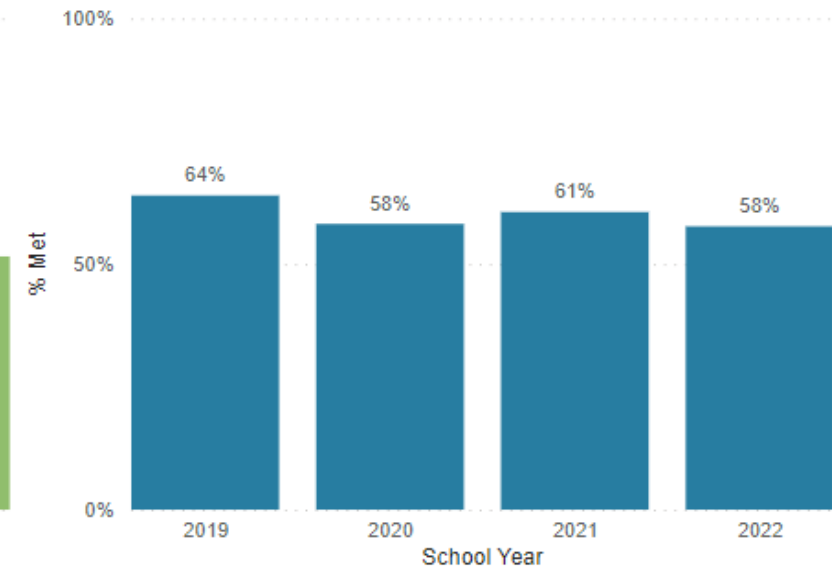
Met Both Criteria by School Year



Met Attendance Criteria by School Year



Met GPA Criteria by School Year



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Subgroup Analysis

Aggregate

Indicator 4B:

8th grade students develop effective student behaviors and habits during middle school.

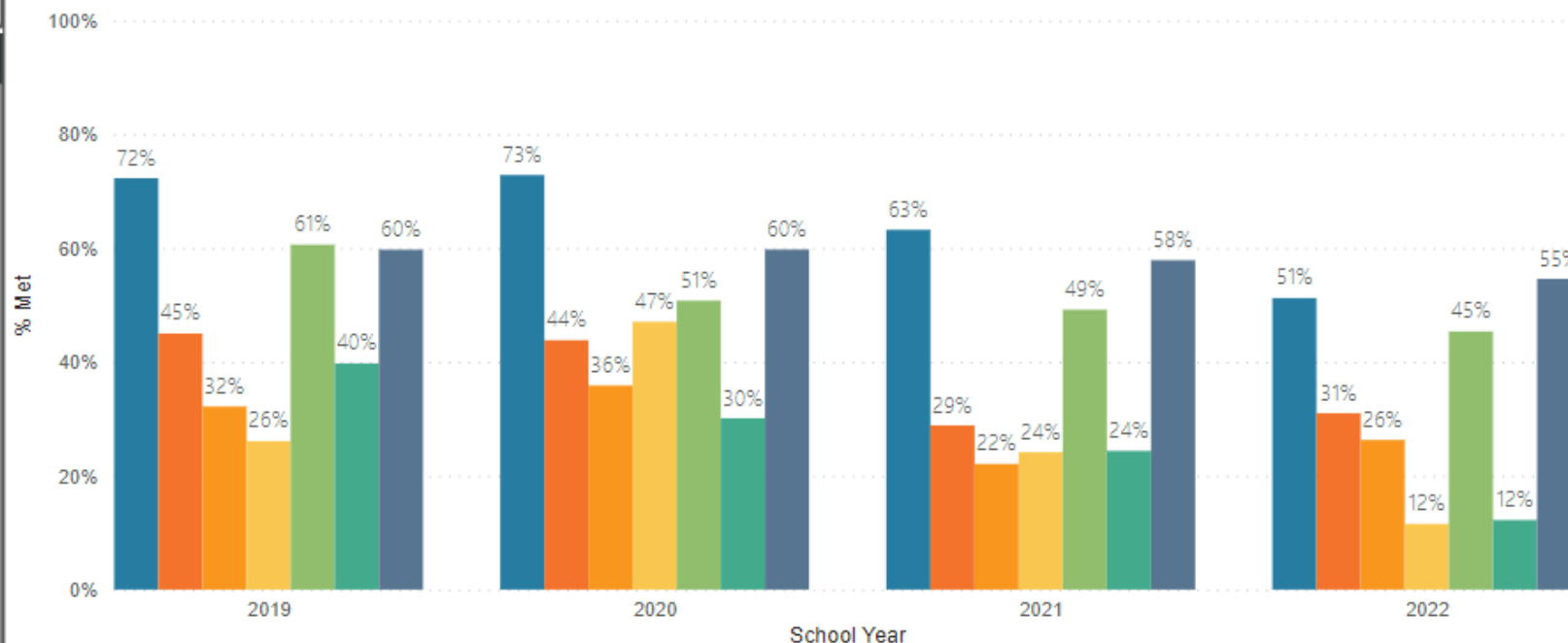
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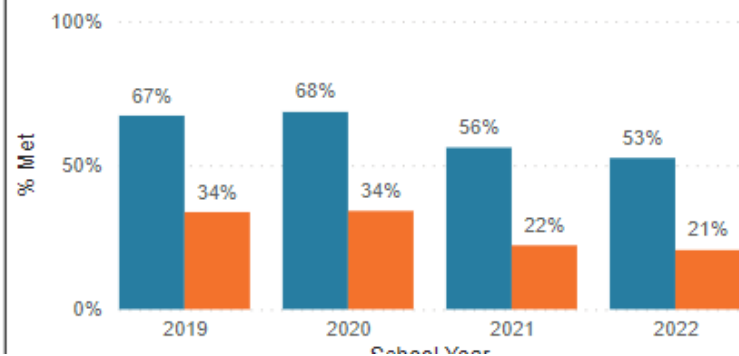
Met all Criteria by Race

Race ● Asian ● Black ● Hispanic ● Indigenous People ● Multi-Racial ● Pacific Islander ● White



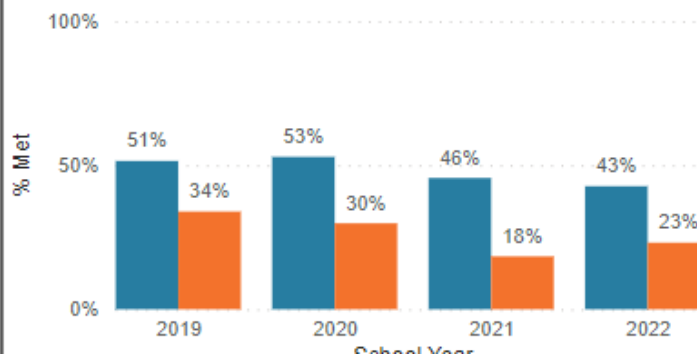
Met all Criteria by Low Income

Low Income ● No ● Yes



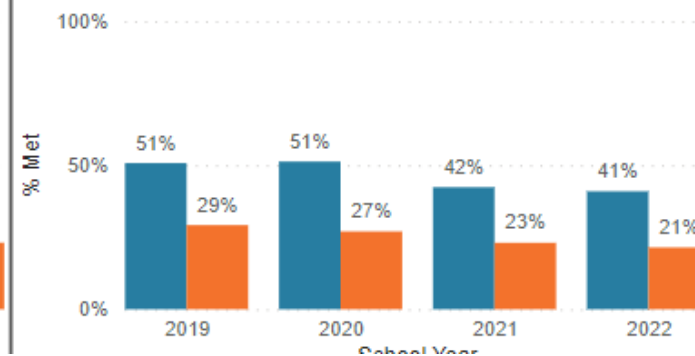
Met all Criteria by MLL

MLL ● No ● Yes



Met all Criteria by SWD

SWD ● No ● Yes



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School Name

All

Subgroup Analysis

Aggregate

Indicator 5A:

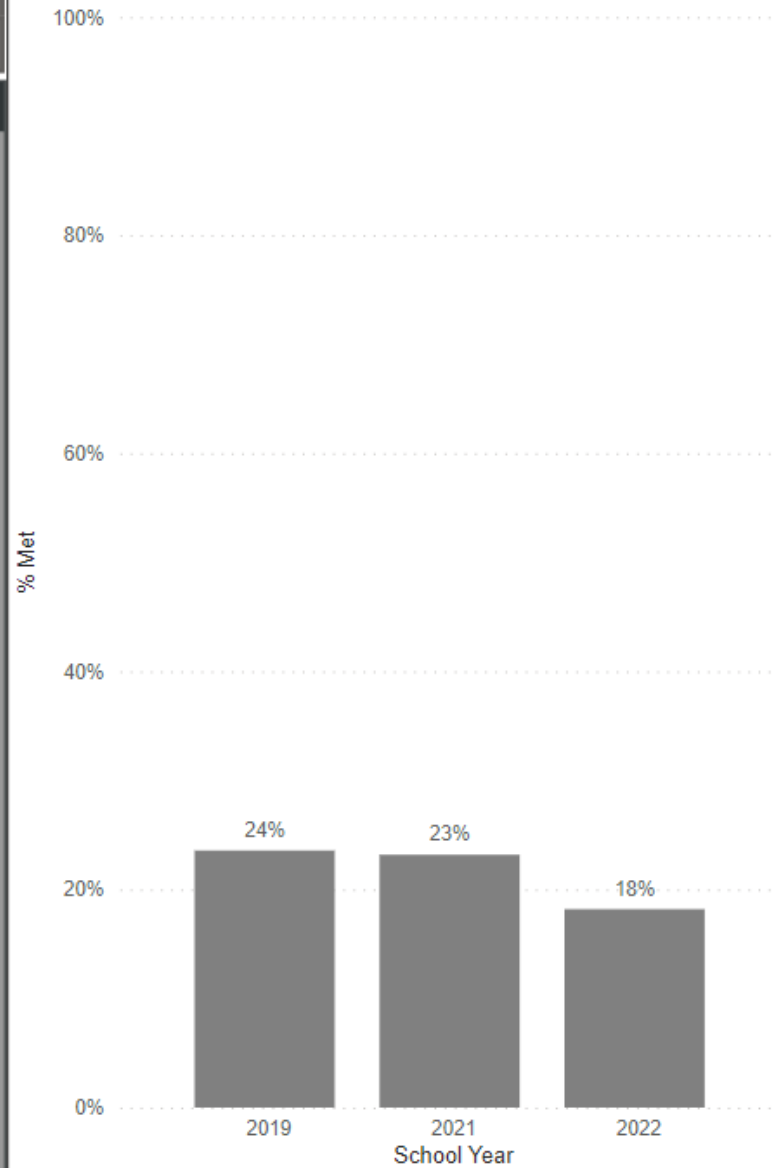
9th grade students are on grade level in ELA (English/Language Arts), math, and science.

The charts to the right show the percent of 9th grade students scoring a 3 or 4 on the ELA, math, reading, and science on Utah Aspire Plus (UA+).

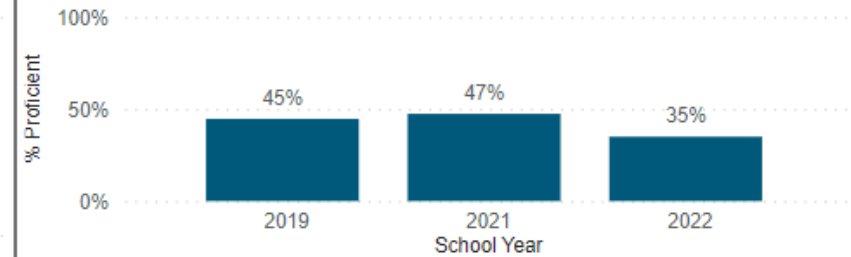
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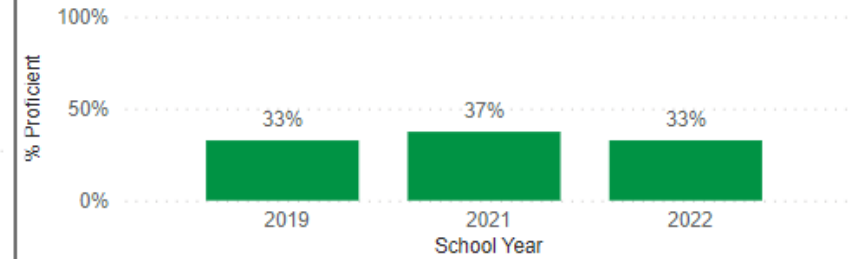
Met All Criteria by School Year



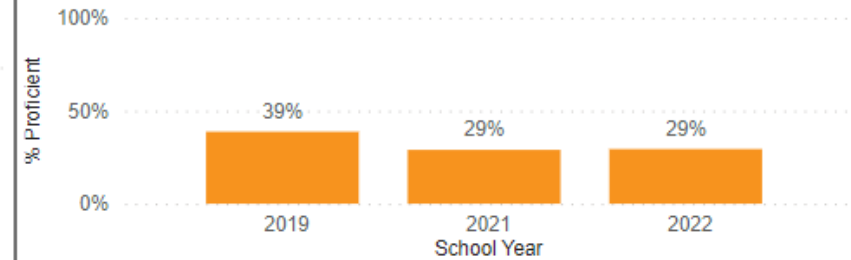
ELA Proficiency by School Year



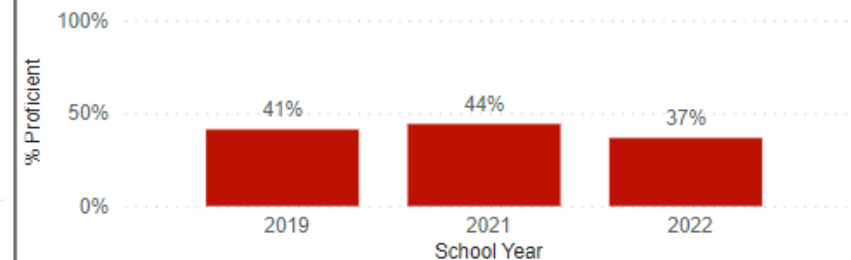
Science Proficiency by School Year



Math Proficiency by School Year



Reading Proficiency by School Year



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Subgroup Analysis

Aggregate

Indicator 5A:

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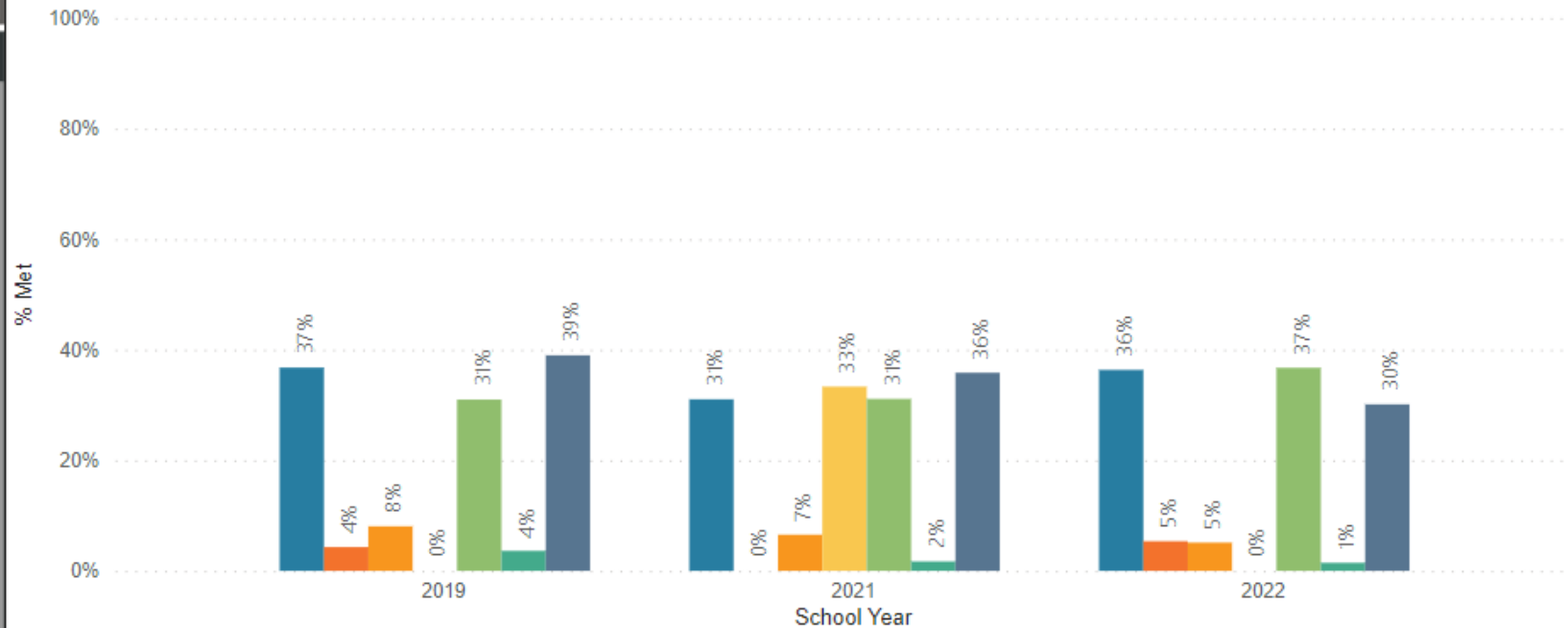
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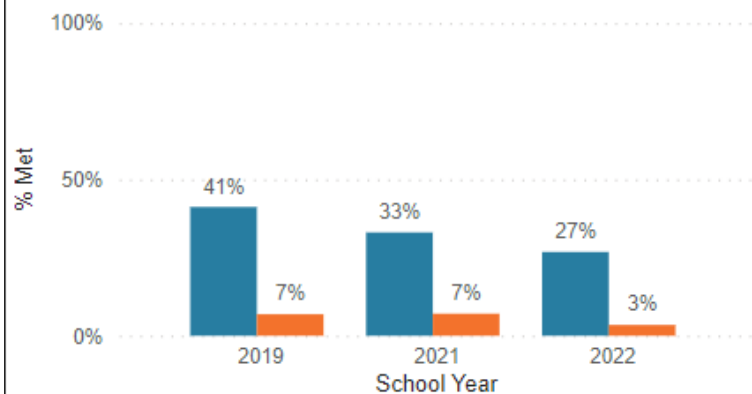
Met all Criteria by Race

Race ● Asian ● Black ● Hispanic ● Indigenous People ● Multi-Racial ● Pacific Islander ● White



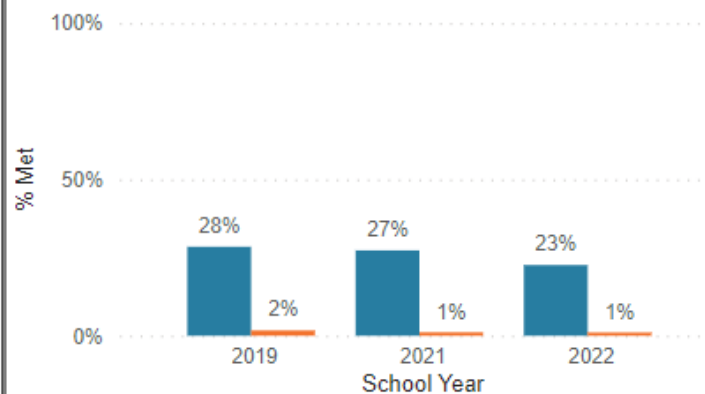
Met all Criteria by Low Income

Low Income ● No ● Yes



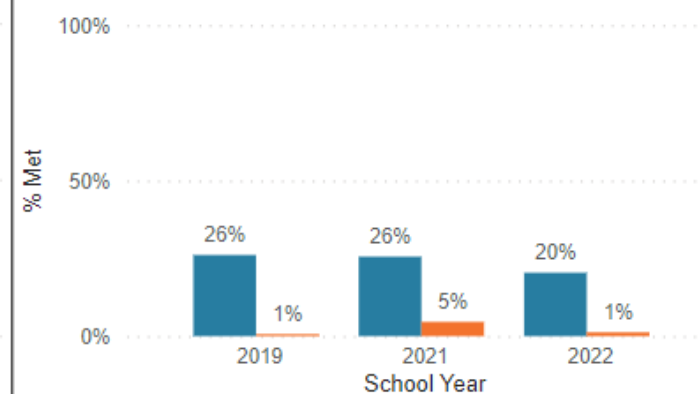
Met all Criteria by MLL

MLL ● No ● Yes



Met all Criteria by SWD

SWD ● No ● Yes



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School Name

All

Subgroup Analysis

Aggregate

Indicator 5B:

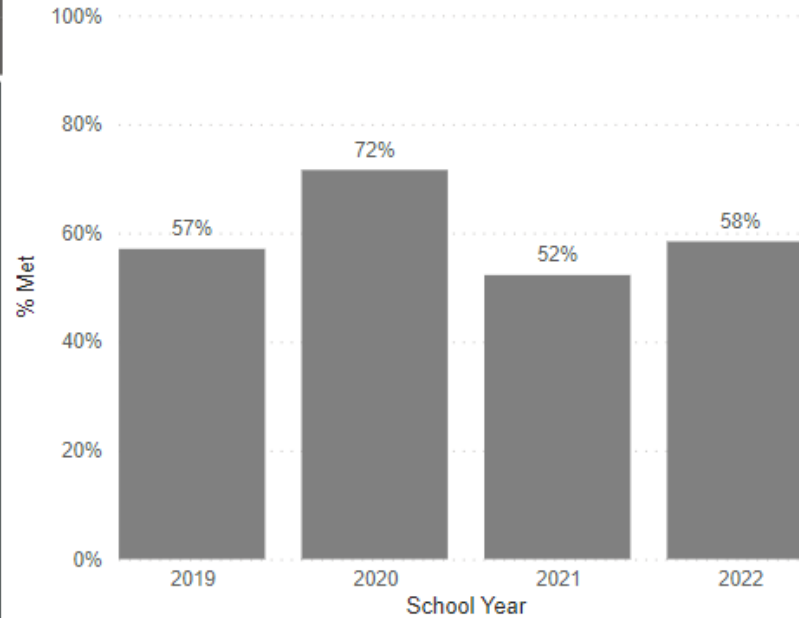
9th grade students develop effective behaviors and habits at the beginning of high school.

The charts to the right show the percent of **9th grade students** who have earned at least 6 credits, no "F" grades in a core class, and maintained an attendance rate of 90% or higher in all core classes.

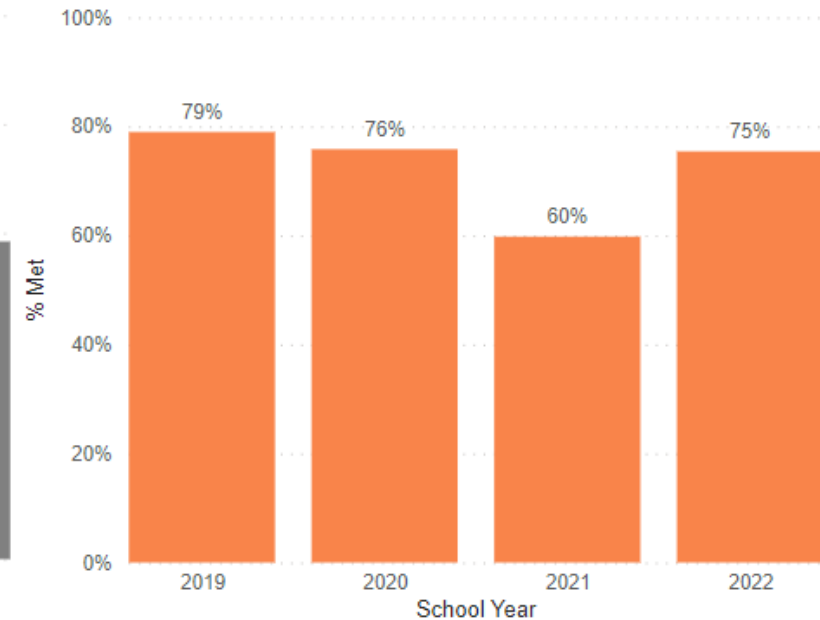
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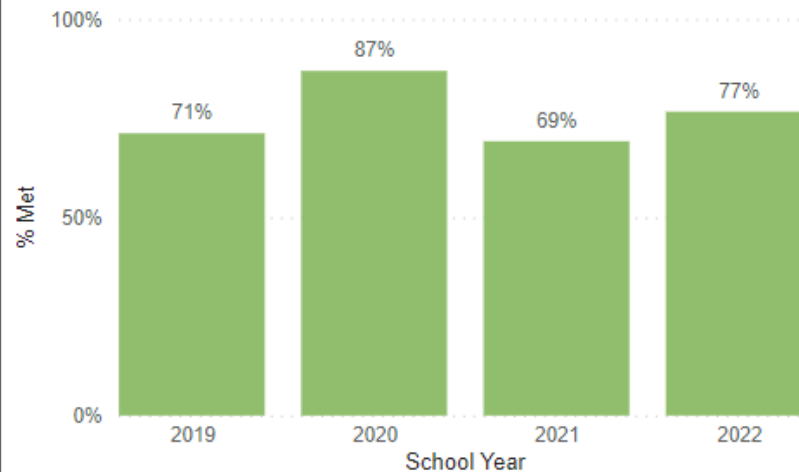
Met All Criteria by School Year



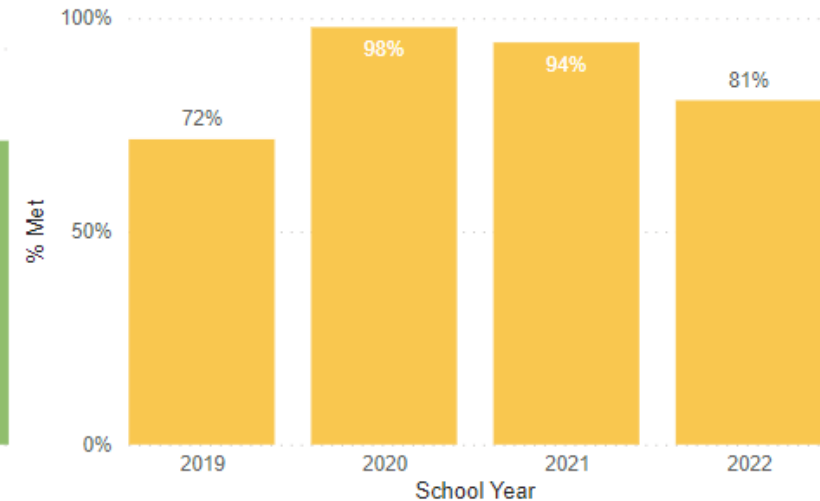
Percent of Students who Met the Credit Criteria by School Year



Percent of Students who Met the Attendance Criteria by School Year



Percent of Students who Met Grade Criteria by School Year



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School Name

All

Subgroup Analysis

Aggregate

Indicator 5B:

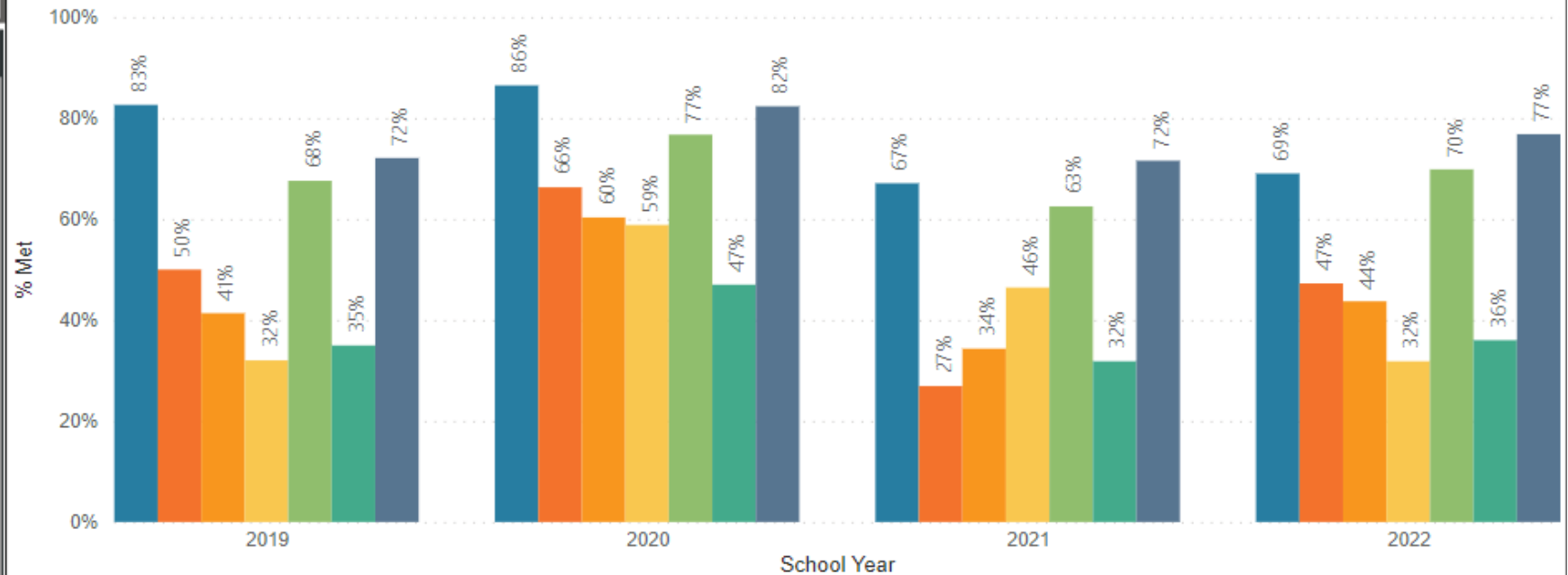
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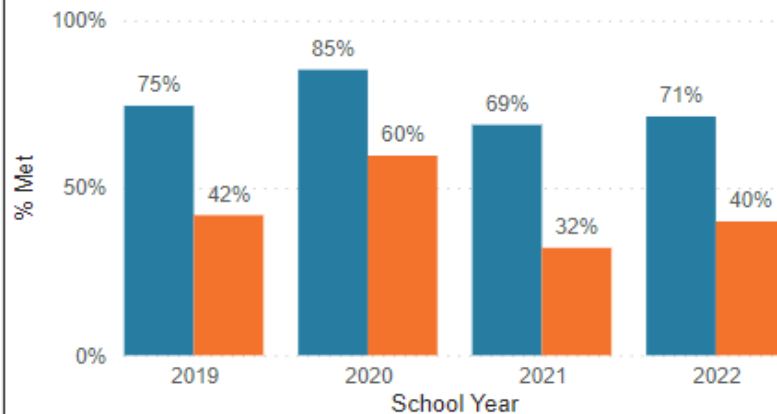
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**Met all Criteria by Race**

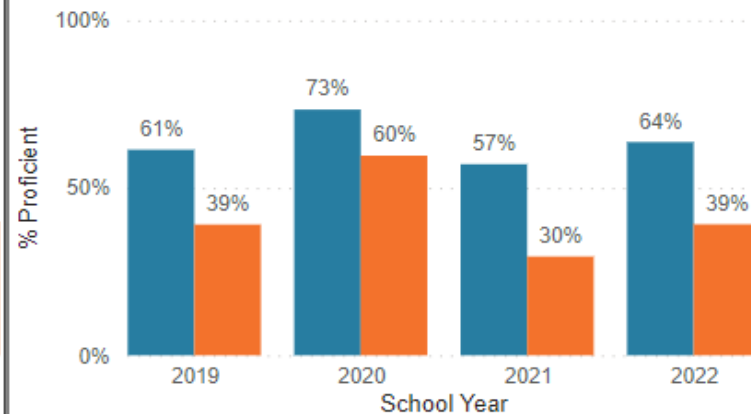
Race ● Asian ● Black ● Hispanic ● Indigenous People ● Multi-Racial ● Pacific Islander ● White

**Met all Criteria by Low Income**

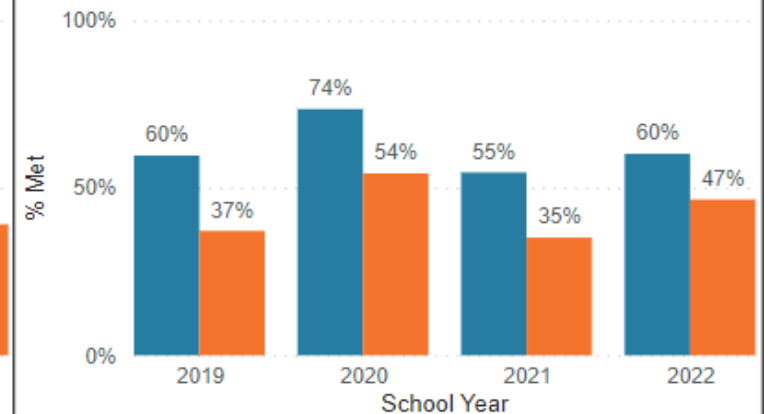
Low Income ● No ● Yes

**Met all Criteria by MLL**

MLL ● No ● Yes

**Met all Criteria by SWD**

SWD ● No ● Yes



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Subgroup Analysis

Aggregate

Indicator 6A:

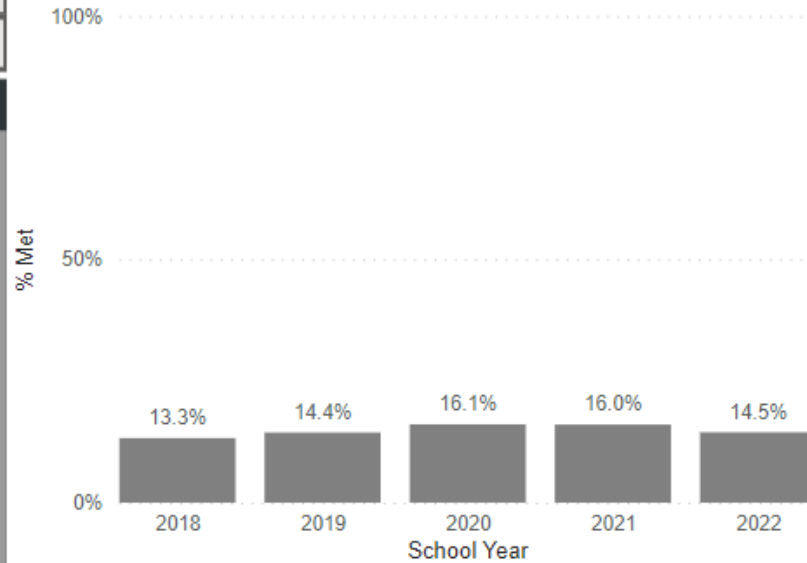
Students are academically on track by the end of 11th grade.

The charts to the right show the percent of 11th grade students with an attendance rate of 90% or higher in all core classes; an overall GPA of 2.0 or higher; earned 18 credits, including 3 credits of ELA, 3 credits of math, 2 credits of social studies, and 3 credits of science; has met each ACT benchmark on the Reading (22) and English (18) portion of the ACT.

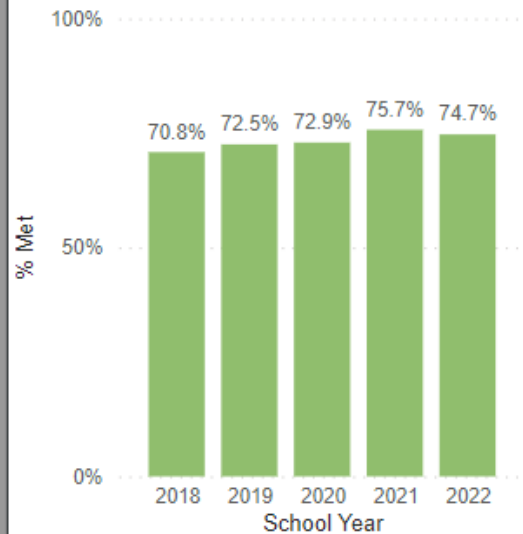
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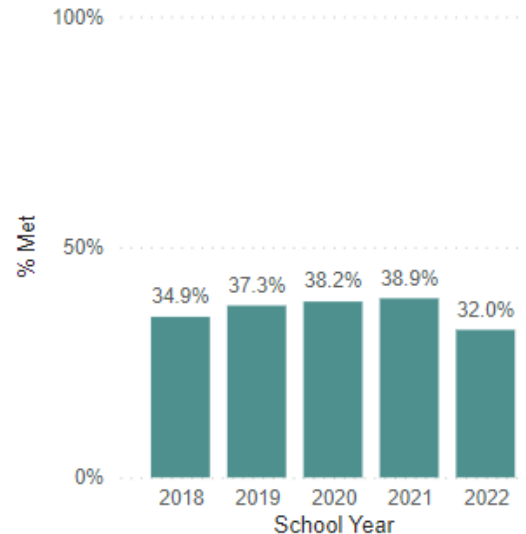
Met All Conditions by School Year



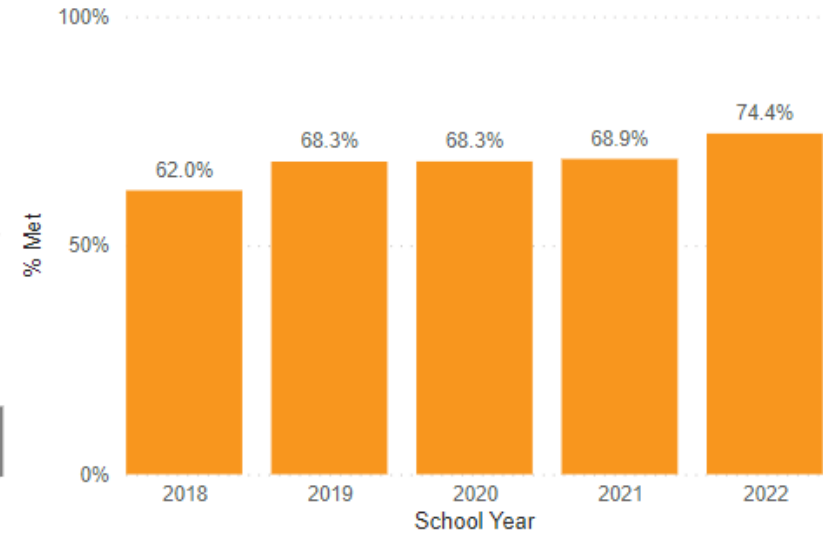
Percent of Students with an Overall GPA of 2.0 or Higher by School Year



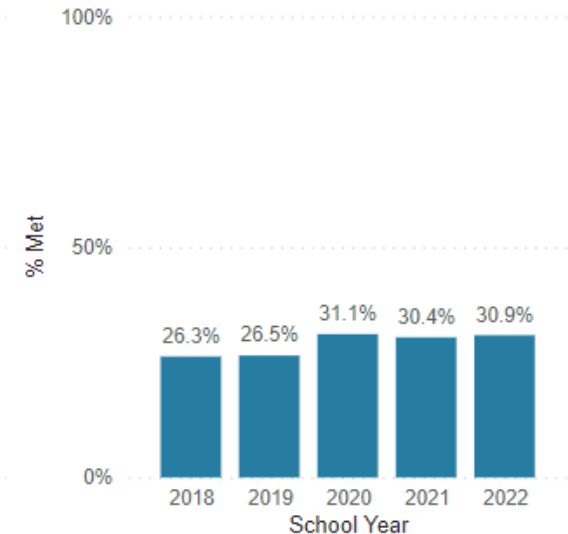
Percent of Students who Met the Credit Criteria by School Year



Percent of Students with an Attendance Rate of 90% or Higher by School Year



Percent of Students who Met the ACT Criteria by School Year



School Name

All

Subgroup Analysis

Aggregate

Indicator 6A:

Students are academically on track by the end of 11th grade.

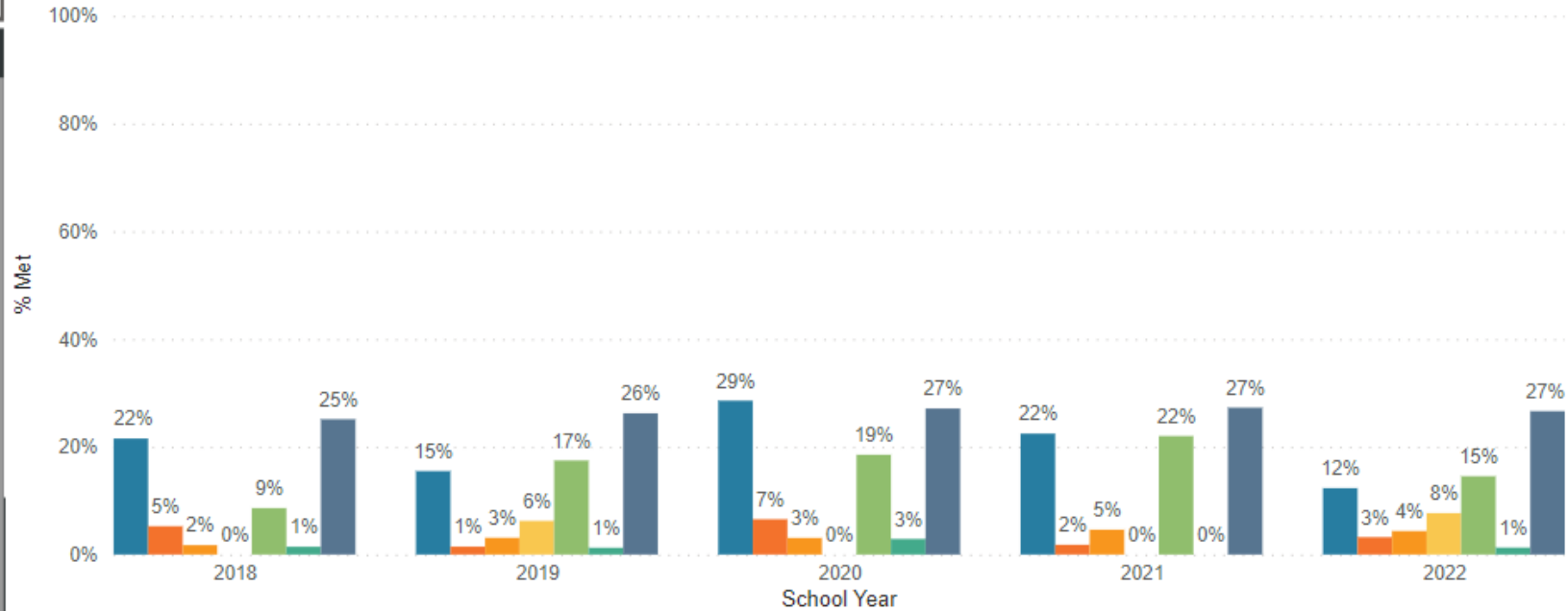
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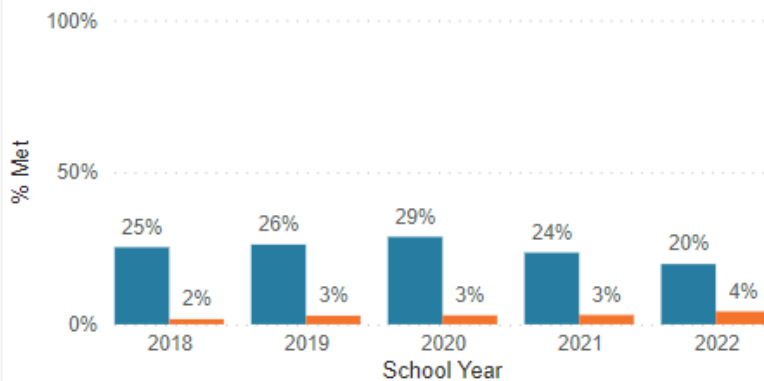
Met All Conditions by Race

Race ● Asian ● Black ● Hispanic ● Indigenous People ● Multi-Racial ● Pacific Islander ● White



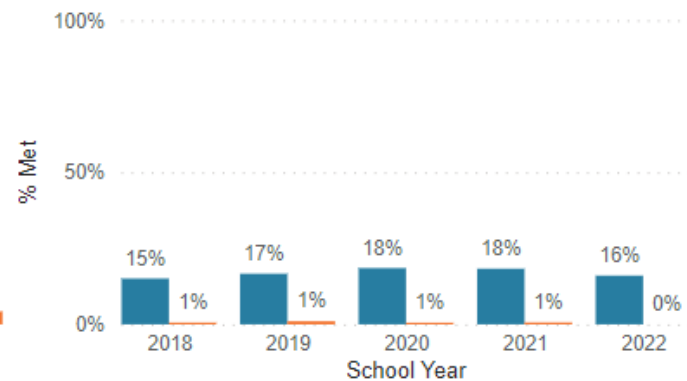
Met All Conditions by Low Income

Low Income ● No ● Yes



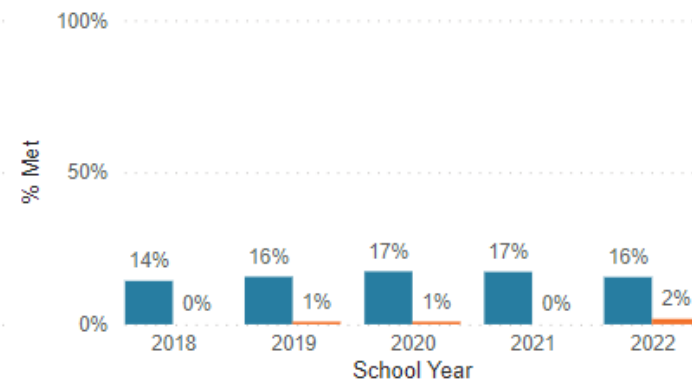
Met All Conditions by MLL

MLL ● No ● Yes



Met All Conditions by SWD

SWD ● No ● Yes



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School Name

All

Subgroup Analysis

Aggregate

Indicator 6B:

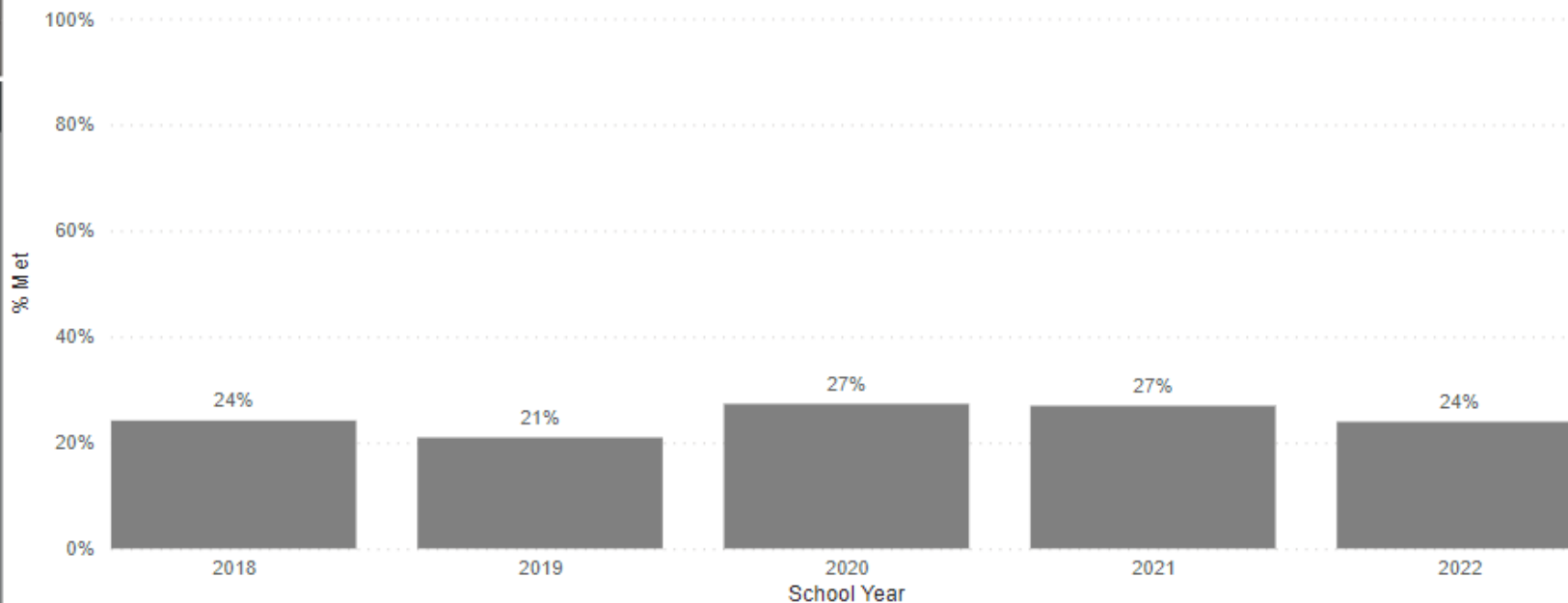
Students demonstrate STEM preparation by the end of 11th grade.

The charts to the right show the percent of 11th grade students who have passed the ACT Mathematics test with a score of 22 or higher and have passed the ACT Science test with a score of 23 or higher.

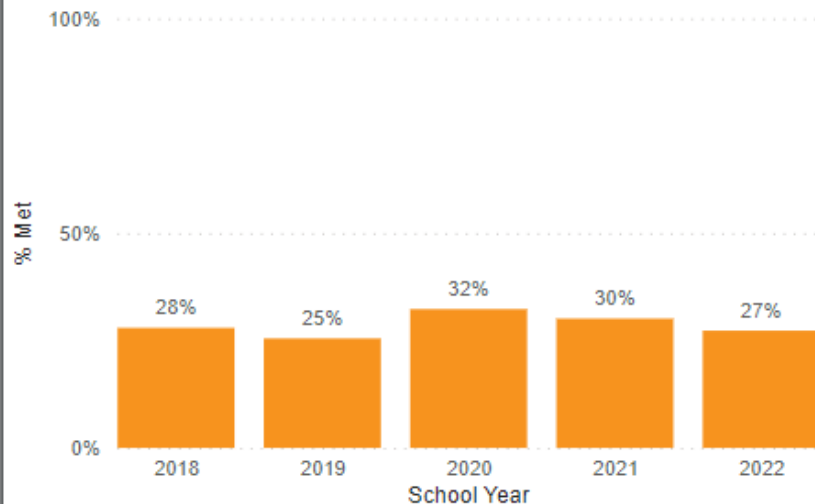
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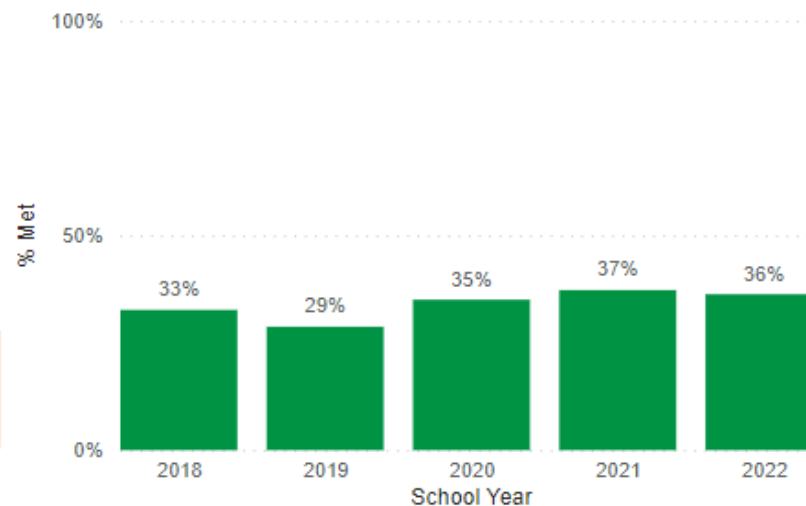
Met Both Conditions by School Year



Scored a 21 or higher on the ACT Math exam by School Year



Scored a 23 or higher on the ACT Science exam by School Year



School Name

Subgroup Analysis

Aggregate

Indicator 6B:

Students demonstrate STEM preparation by the end of 11th grade.

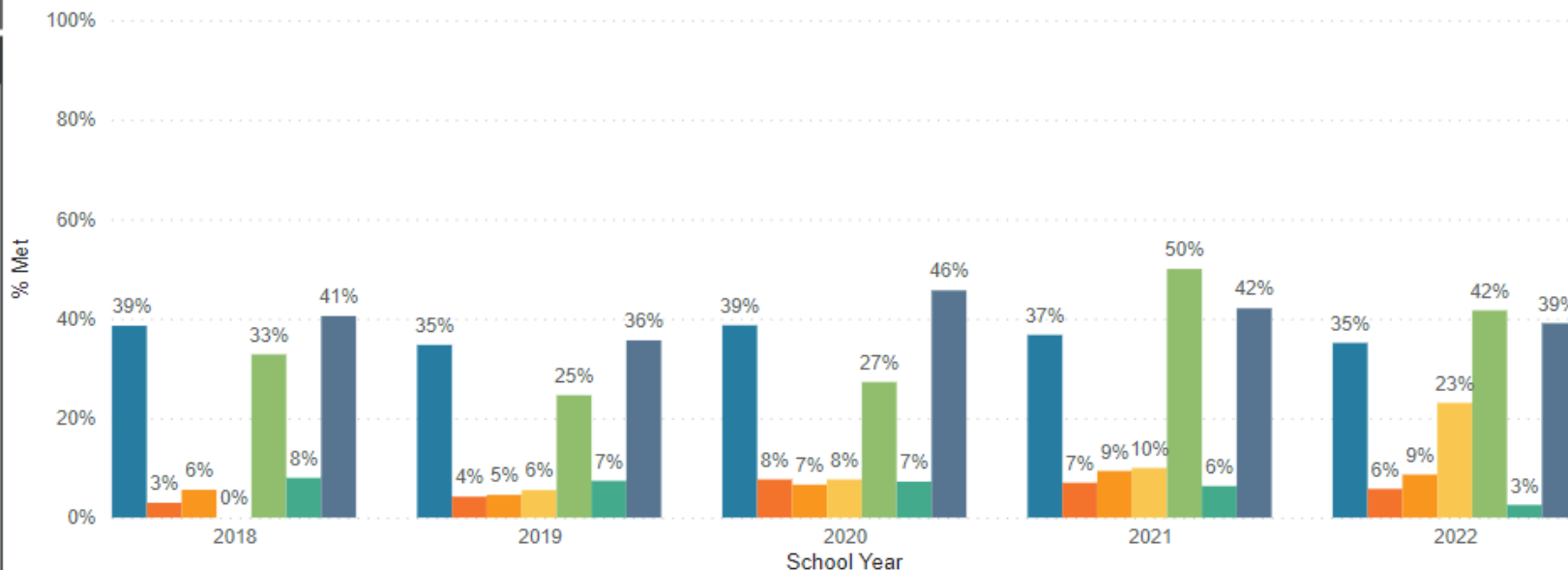
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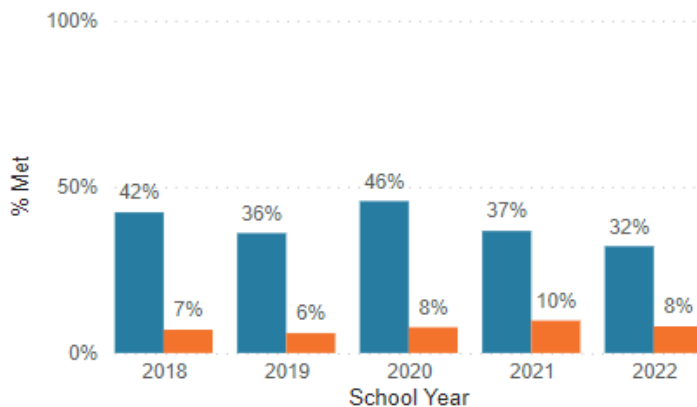
Met Both Conditions by Race

Race ● Asian ● Black ● Hispanic ● Indigenous People ● Multi-Racial ● Pacific Islander ● White



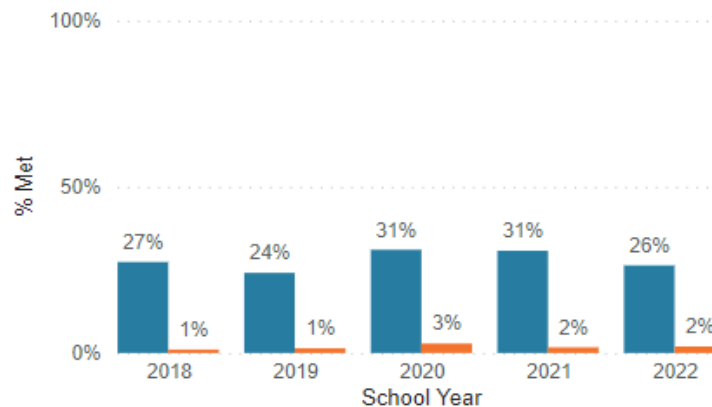
Met Both Conditions by Low Income

Low Income ● No ● Yes



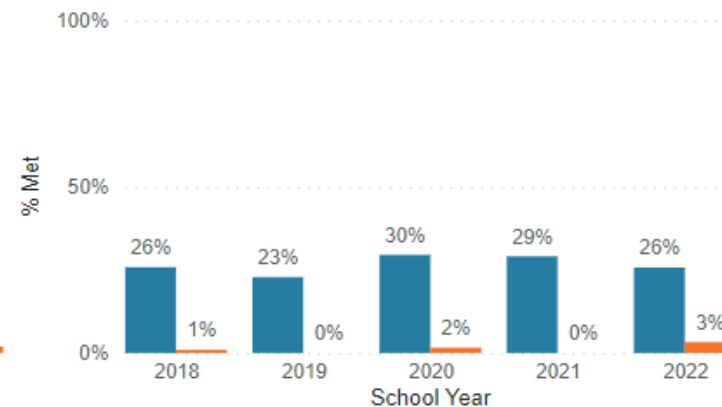
Met Both Conditions by MLL

MLL ● No ● Yes



Met Both Conditions by SWD

SWD ● No ● Yes



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School Name

All

Subgroup Analysis

Aggregate

Indicator 6C:

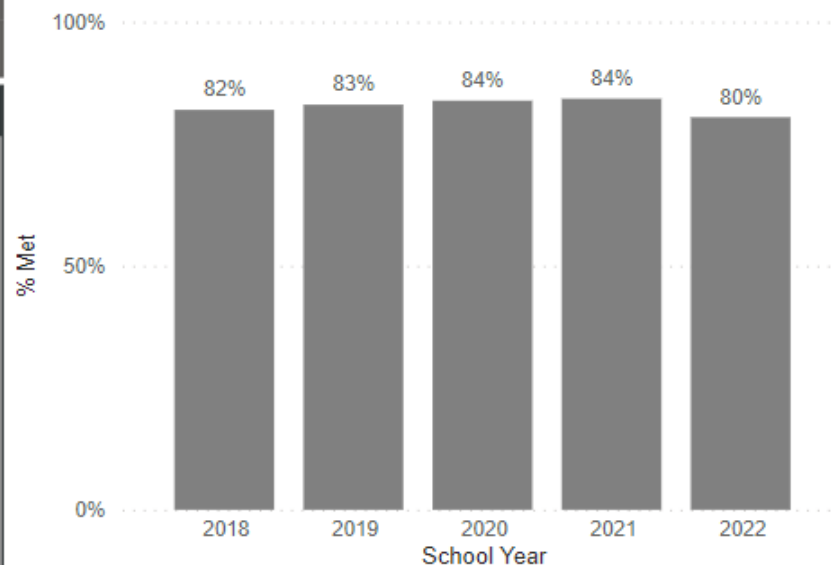
11th grade students prepare for postsecondary school or training.

The charts to the right show the percent of 11th grade students who have met at least one of the following criteria:

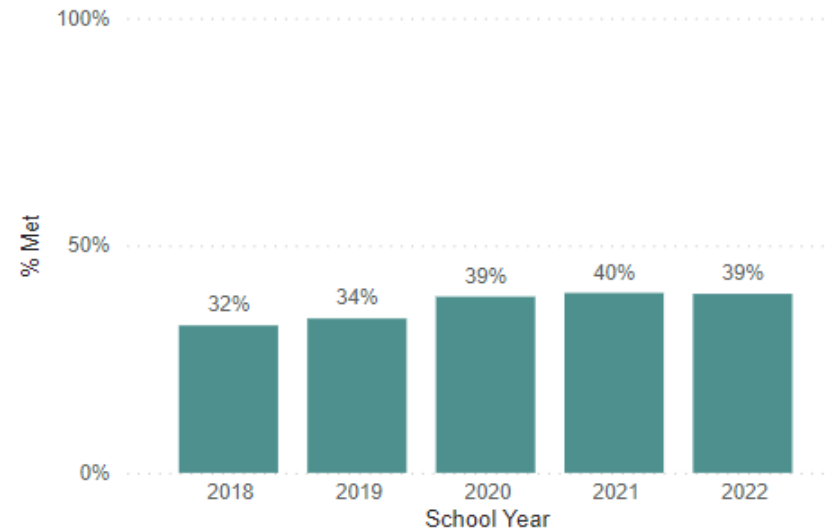
1. Earned at least one full credit in an AP, IB, or concurrent enrollment course
2. Earned at least two CTE credits
3. Earned a composite score of 21 or higher on the ACT

*IF A CHART IS BLANK, THIS INDICATES A GROUP SIZE OF LESS THAN 10 STUDENTS FOR THAT YEAR AND PERCENTAGES ARE NOT REPORTABLE. IF THE CHART SHOWS 0%, THIS MEANS NONE OF THE STUDENTS IN THAT GROUP MET THE INDICATOR.

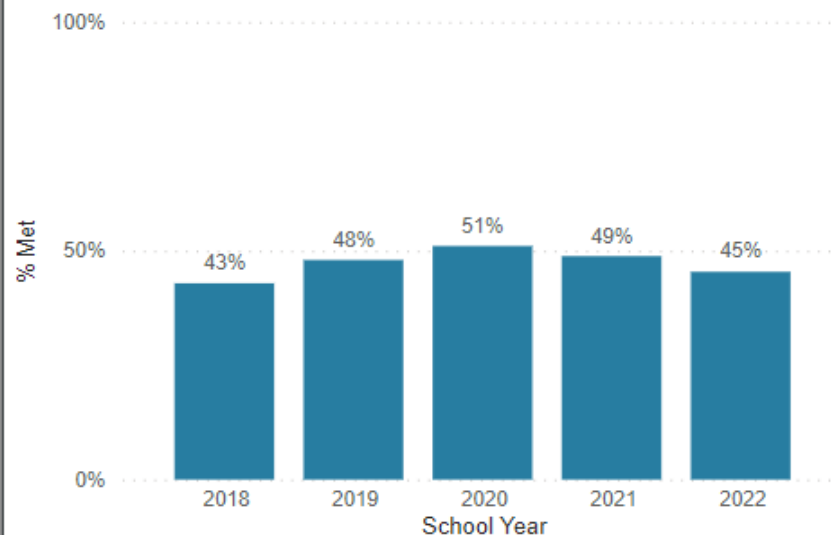
Met at Least One of the Criteria by School Year



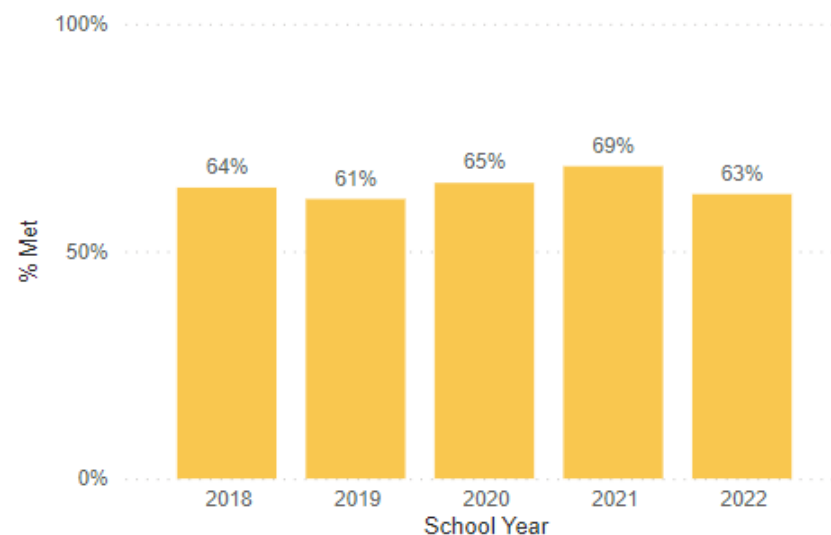
Percent of Students who Earned a 21 or higher on the ACT by School Year



Percent of Students who Earned at least one Full credit in an Advanced Course



Percent of Students who Earned at least two CTE Credits by School Year



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Subgroup Analysis

Aggregate

Indicator 6C:

11th grade students prepare for postsecondary school or training.

The charts to the right show the percent of **11th grade students** who have met at least one of the following criteria:

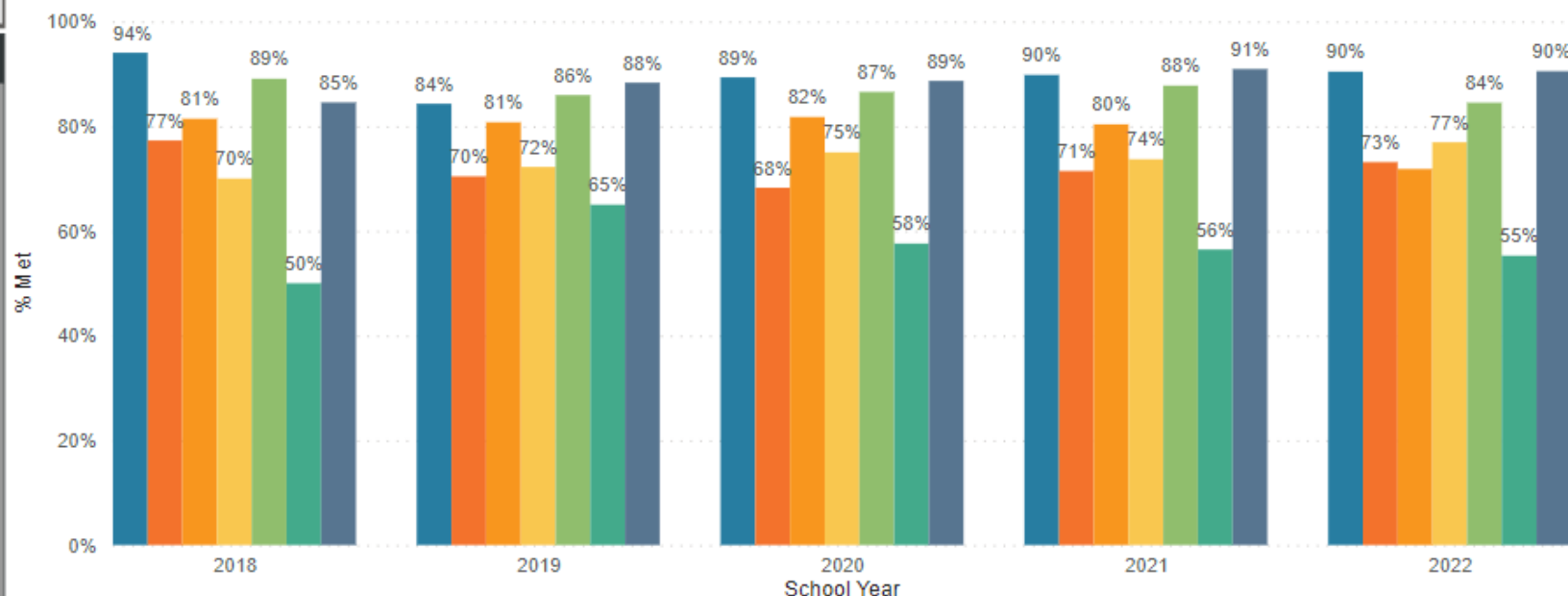
1. Earned at least one full credit in an AP, IB, or concurrent enrollment course
2. Earned at least two CTE credits
3. Earned a composite score of 21 or higher on the ACT

*IF A CHART IS BLANK, THIS INDICATES A GROUP SIZE OF LESS THAN 10 STUDENTS FOR THAT YEAR AND PERCENTAGES ARE NOT REPORTABLE. IF THE CHART SHOWS 0%, THIS MEANS NONE OF THE STUDENTS IN THAT GROUP MET THE INDICATOR.



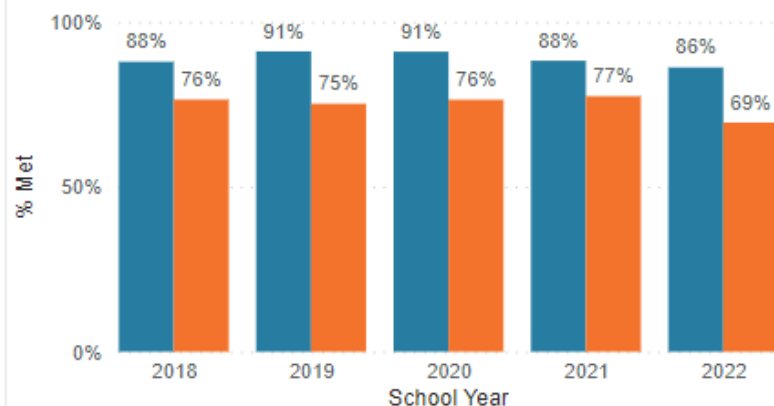
Met One or More of the Criteria by School Year

Race ● Asian ● Black ● Hispanic ● Indigenous People ● Multi-Racial ● Pacific Islander ● White



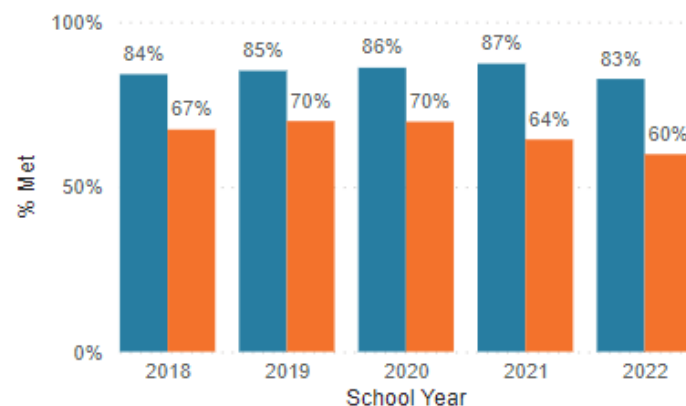
Met One or More of the Criteria by Low Income

Low Income ● No ● Yes



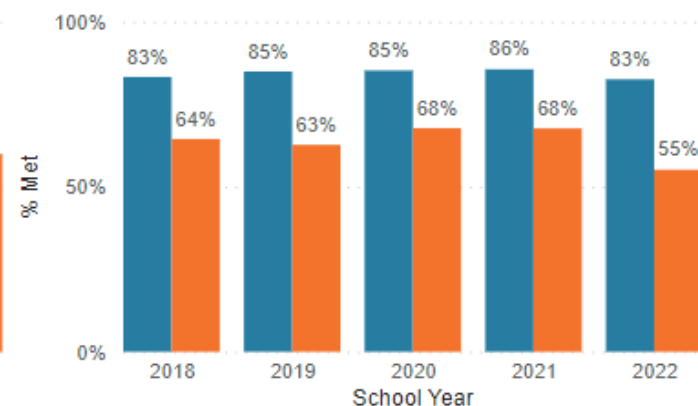
Met One or More of the Criteria by MLL

MLL ● No ● Yes



Met One or More of the Criteria by SWD

SWD ● No ● Yes



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GRADUATION AND POST-GRADUATION

Excellence and Equity: every student, every classroom, every day



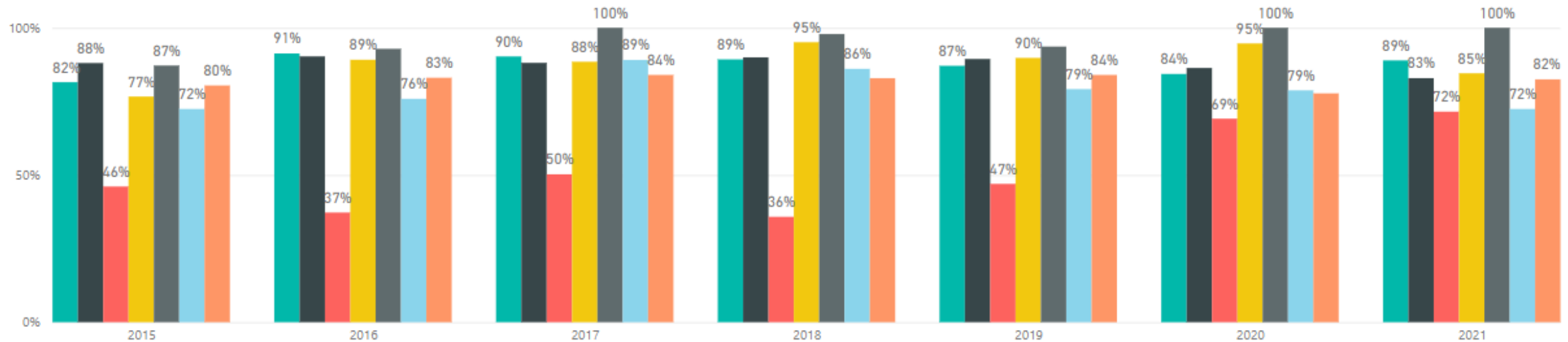
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Graduation Overview by School

Please Note: These charts show graduation and dropout rates for all Salt Lake City School District (SLCSD) high schools, including charter schools. If viewing these percentages at the district level, they will vary slightly from the USBE published graduation rates, due to the inclusion of SLCSE and SPA (charter school graduation rates are reported separately by the USBE and are not part of the overall SLCSD rate).

Graduation Rate by Grad Year and School

School ● East ● Highland ● Horizonte ● Innovations ● SLCSE ● SPA ● West



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Graduation Rates by Race/Ethnicity

Click on School Name to Filter

Select all

East

Highland

Horizonte

Innovations

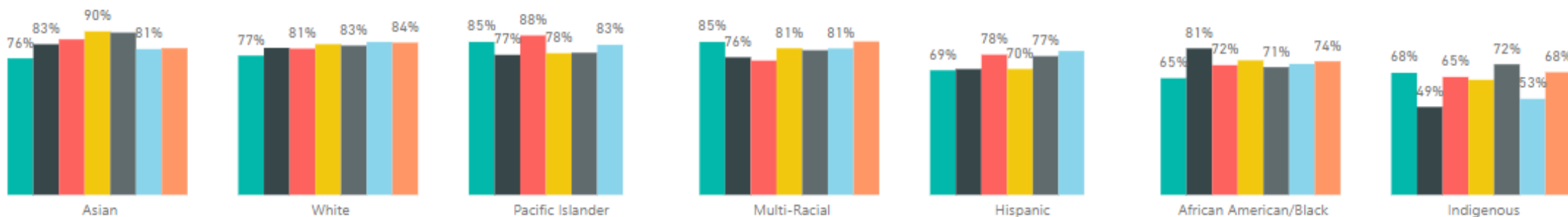
SLCSE

SPA

West

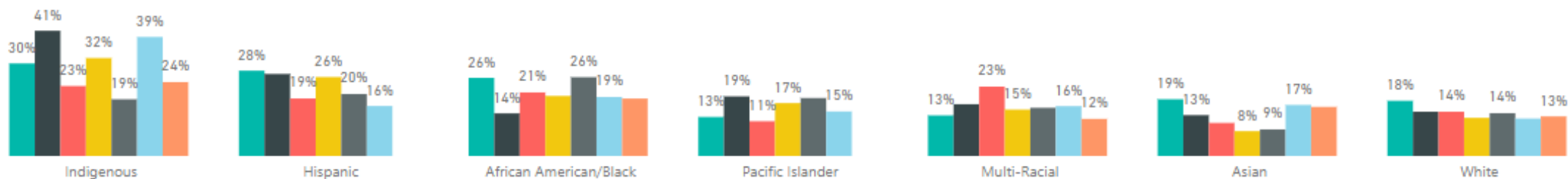
Graduation Rates by Ethnicity

GRAD_YEAR 2015 2016 2017 2018 2019 2020 2021



Dropout Rates by Ethnicity

GRAD_YEAR 2015 2016 2017 2018 2019 2020 2021



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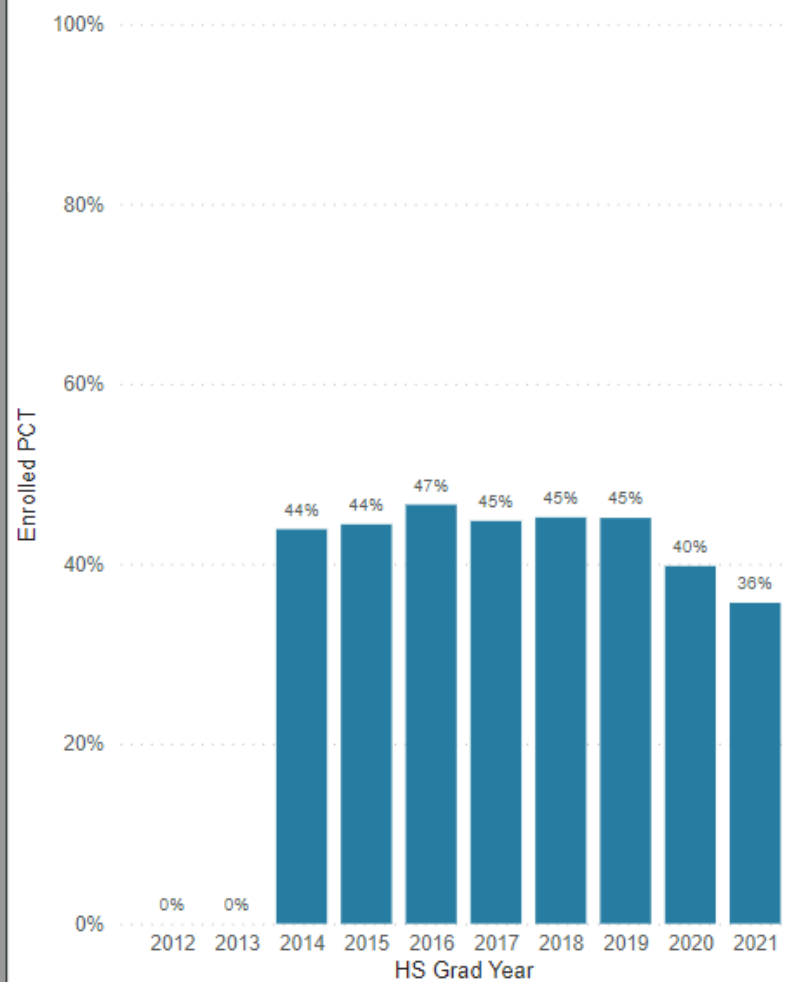
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School Name	HS Grad Year	Race	MLL	SWD	Low Income	MELP
All	All	All	All	All	All	All

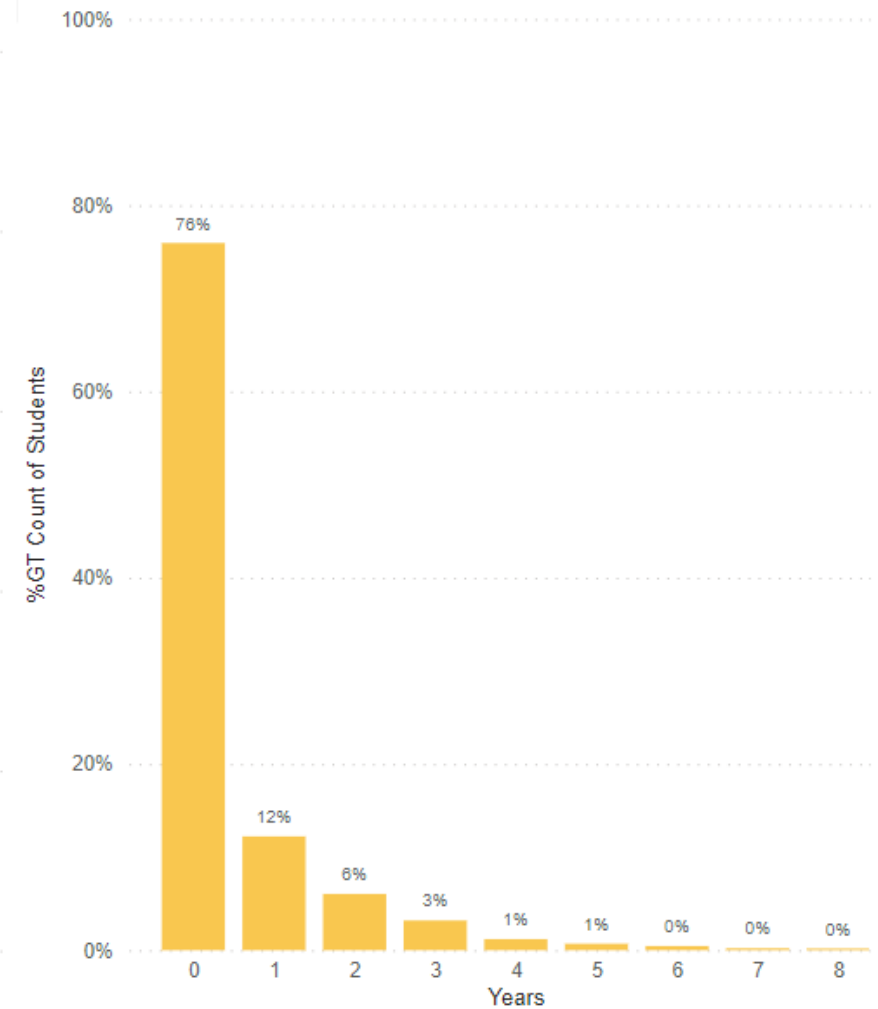
Indicator 7A:

Students enrolled in post-secondary training, certificate program, or college courses - within the three years following high school graduation

Percent of Graduating Class Enrolled in Post Secondary Education

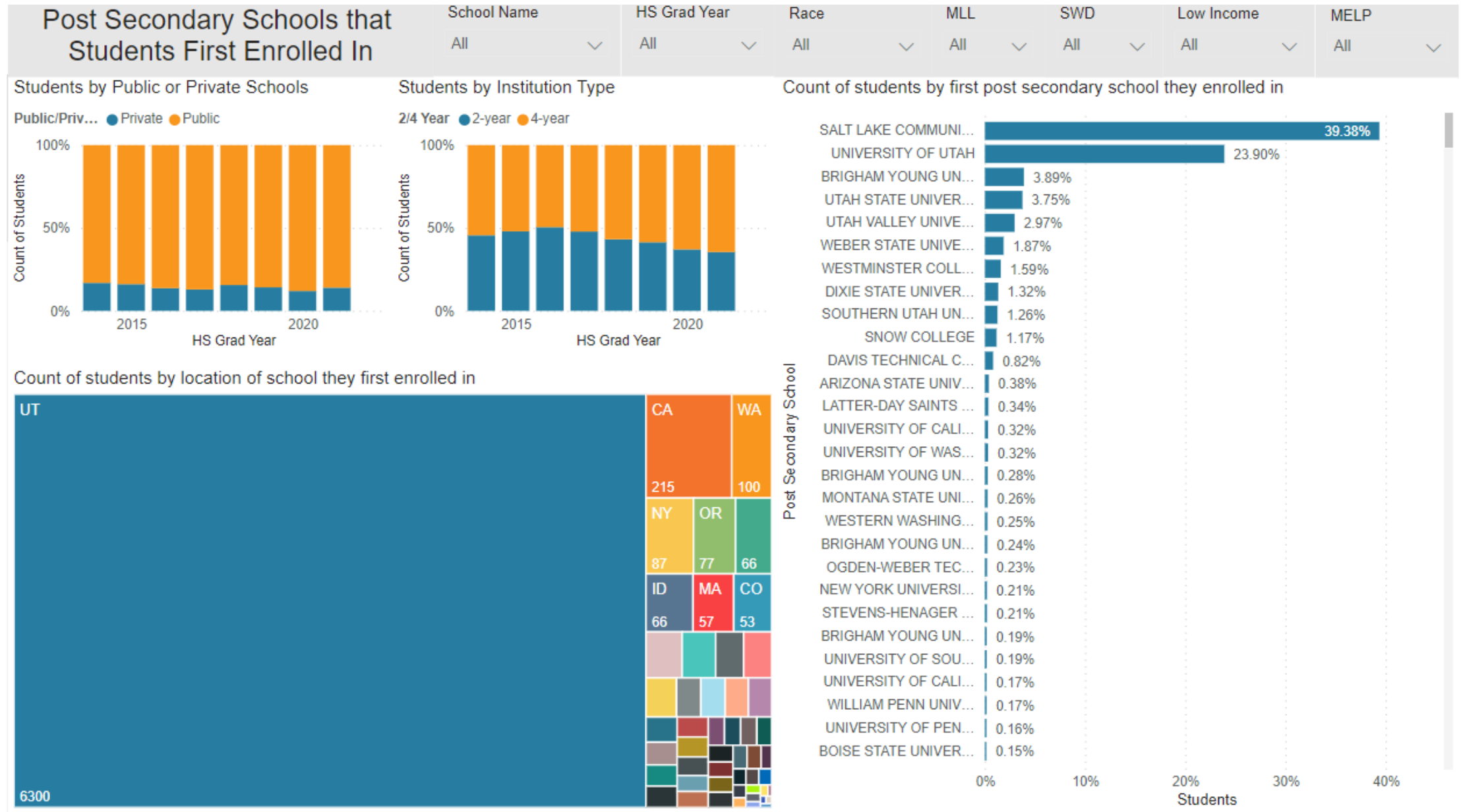


Years from HS Graduation to Post Secondary Enrollment



According to NCES, the national average recent high school grads who enrolled in post secondary education in 2018 is 69.1%. https://nces.ed.gov/programs/digest/d19/tables/dt19_302.10.asp

Excellence and Equity: every student, every classroom, every day



High School Name	HS Grad Year	Race	MLL	SWD	Low Income	MELP	College Name	State
All	All	All	All	All	All	All	All	All

Indicator 7B:

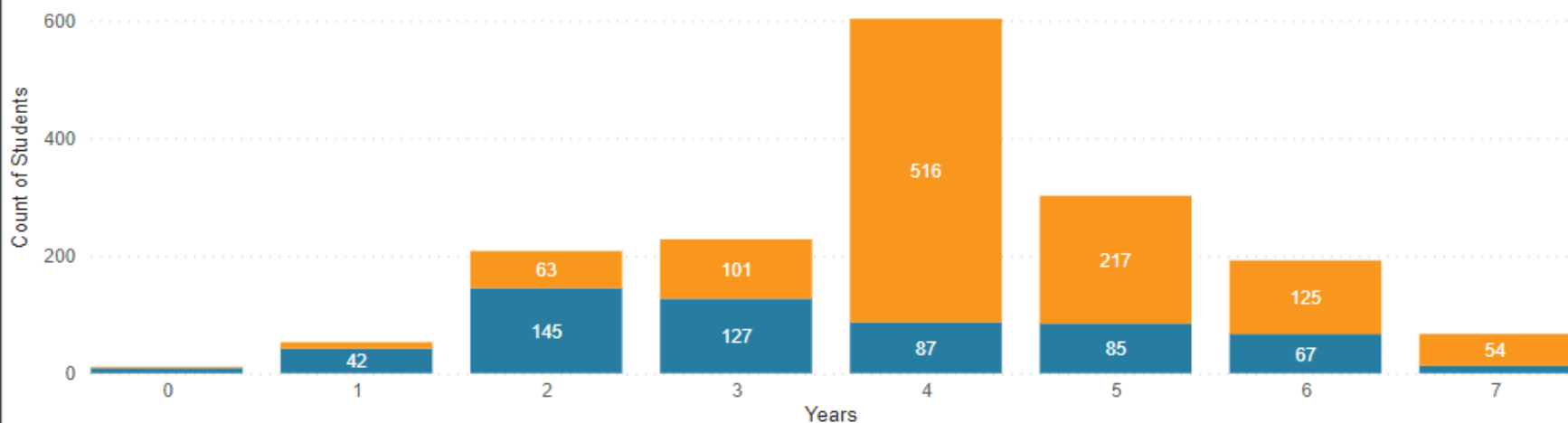
Students who enroll in degree or certificate programs and earn a certificate or degree within six years.

In 2019, the overall 6-year graduation rate for first-time, full-time undergraduate students who began seeking a bachelor's degree at 4-year degree-granting institutions in fall 2013 was 63 percent. (NCES)

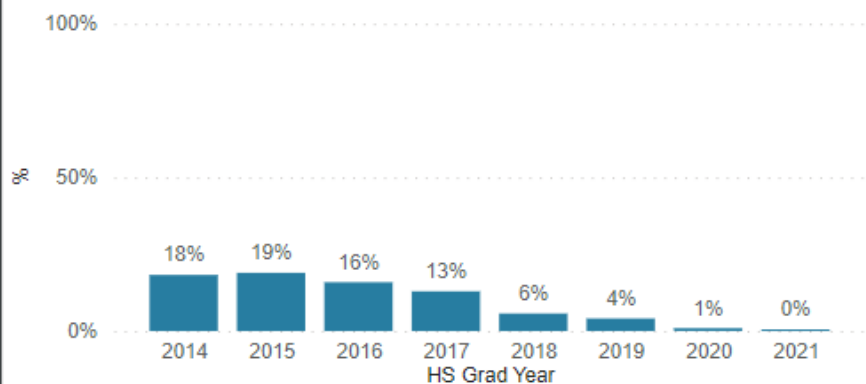
<https://nces.ed.gov/fastfacts/display.asp?id=40>

Years from HS Graduation to Post Secondary Completion

Institution Type ● 2-year ● 4-year

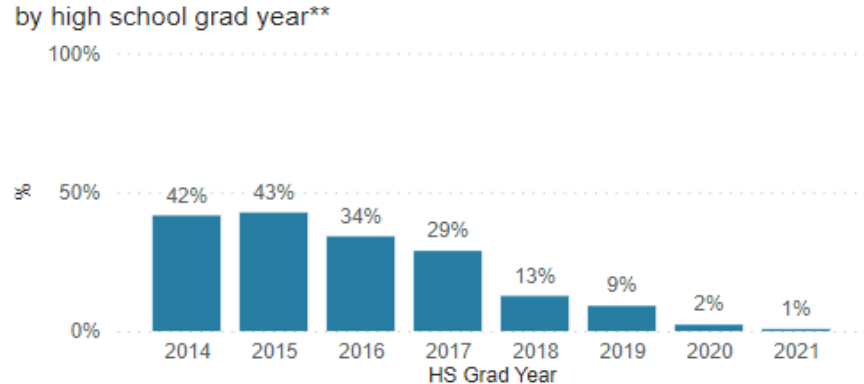


Percent completed post secondary education by high school grad year*



*Includes all students from each each class including those that didn't complete high school

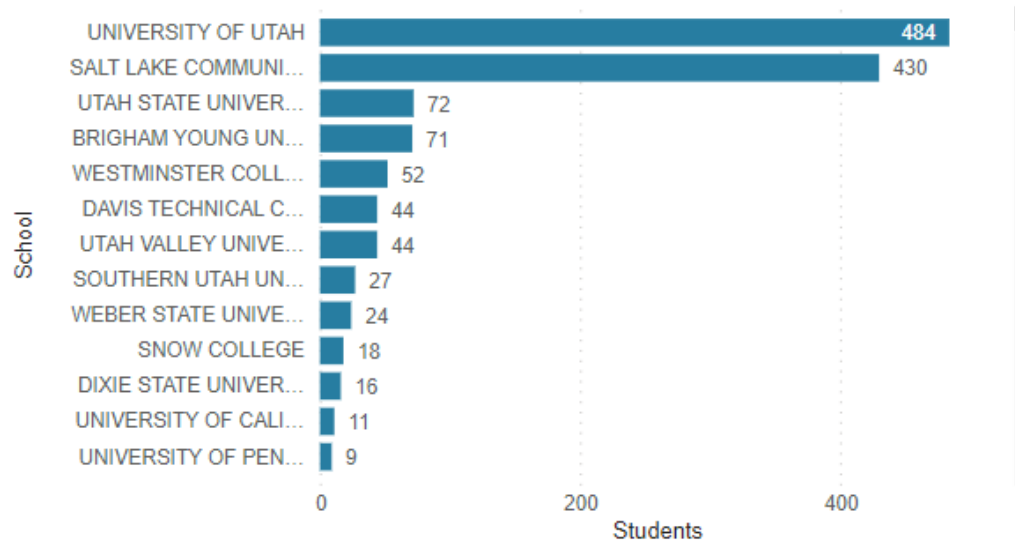
Percent completed of those who enrolled in post secondary education by high school grad year**



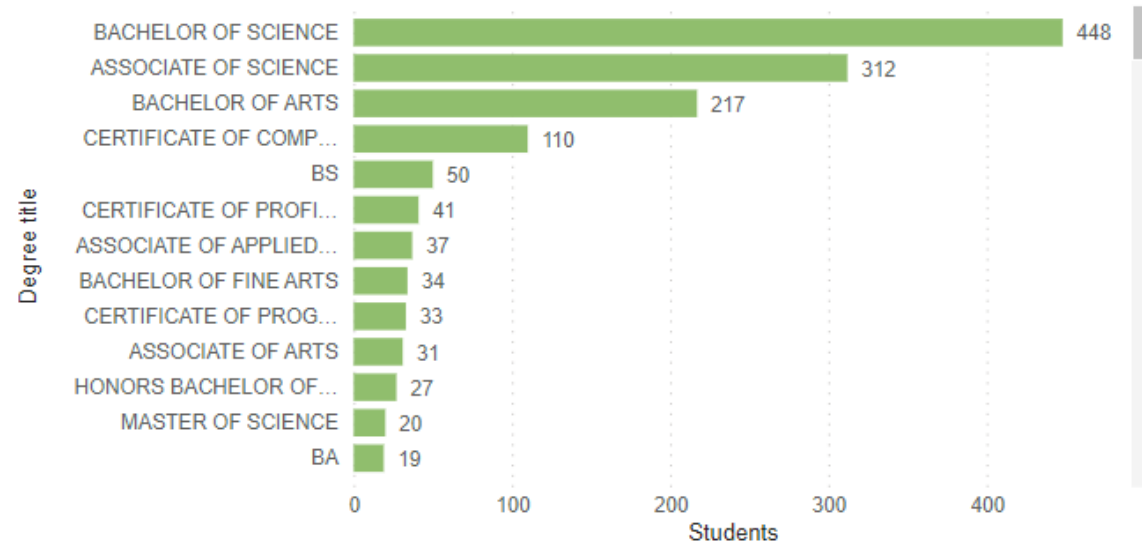
**Includes all students from each each class including those that didn't complete high school.

High School	HS Grad Year	Race	MLL	SWD	Low Income	MELP	Institution Where Graduated	College State	Institution Type
All	All	All	All	All	All	All	All	All	All

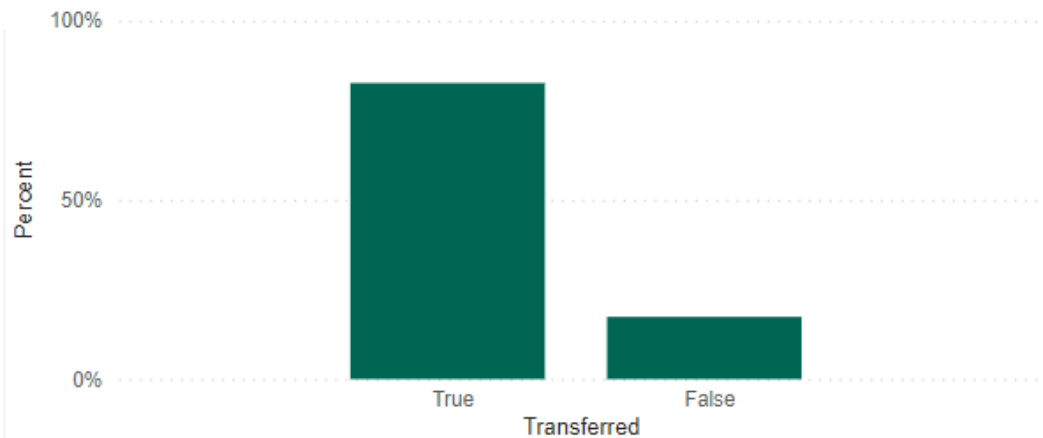
Count of students who completed post secondary education by school



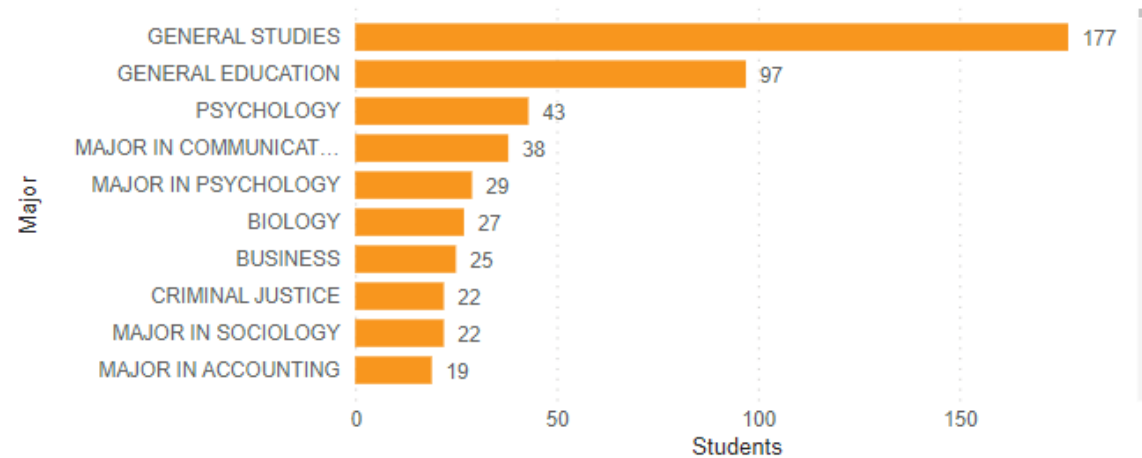
Count of students who completed post secondary education by degree title



Percent of students who completed post secondary education who transferred schools at least once



Count of students who completed post secondary education by major



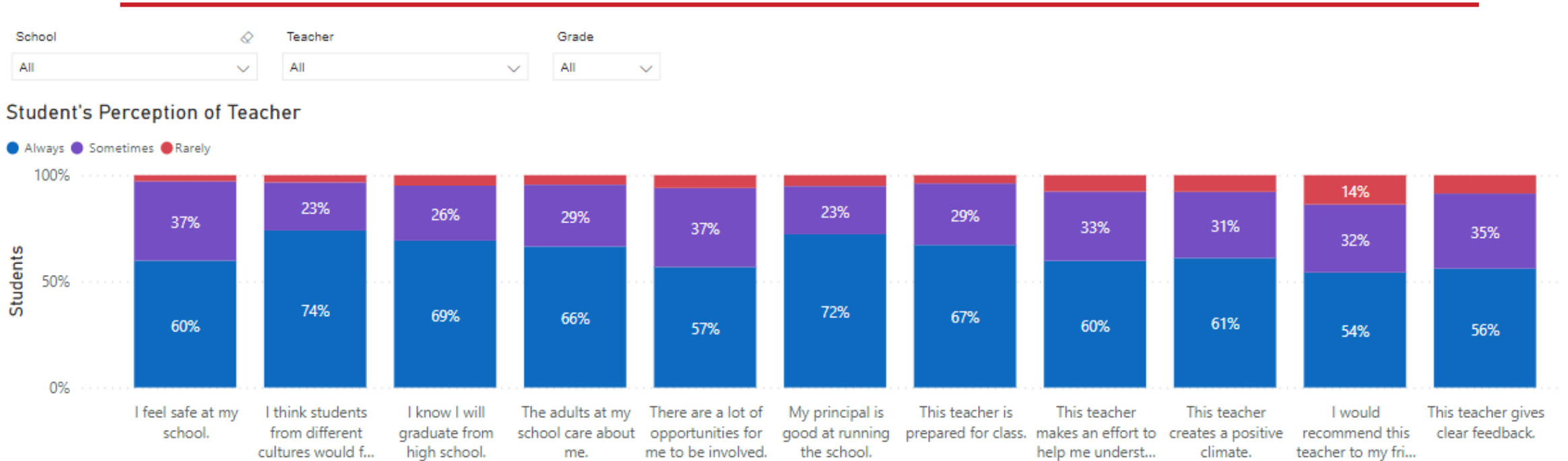
STUDENT PERCEPTION DATA

From Stakeholder Climate Survey

Excellence and Equity: every student, every classroom, every day

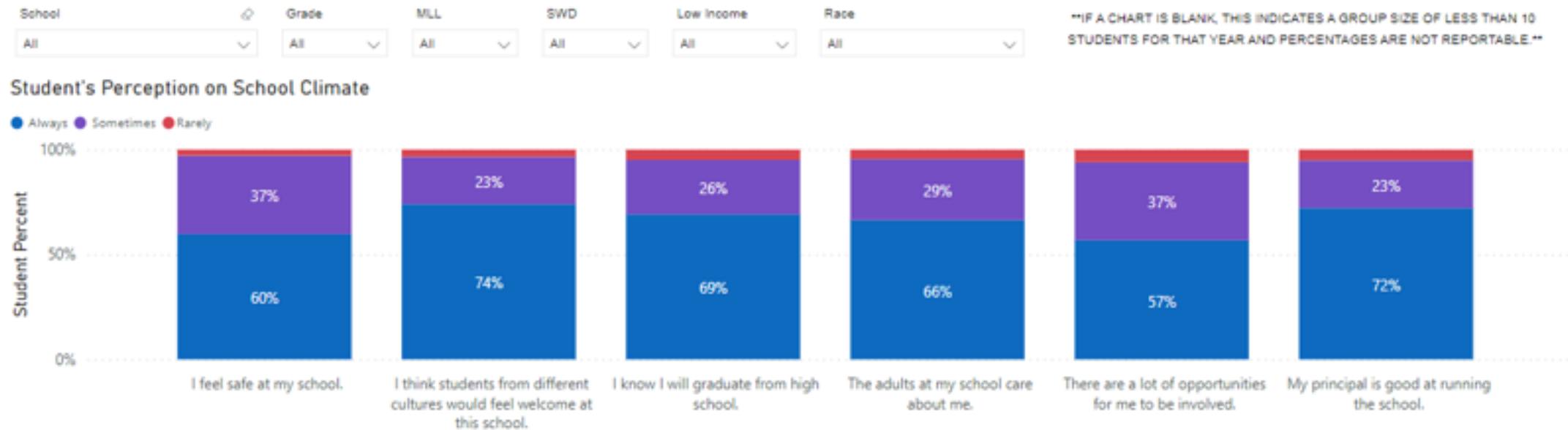


STUDENT PERCEPTION OF TEACHERS



Excellence and Equity: every student, every classroom, every day

STUDENT PERCEPTION ON SCHOOL CLIMATE



Excellence and Equity: every student, every classroom, every day

END-OF-LEVEL ASSESSMENTS

This information was presented to the Board in June as preliminary data. There were no significant differences when the data was finalized; it is included here for your review.

Kindergarten Entry and Exit Profile All students (State assessment)

KEEP

AggregateSubgroup Analysis

School Year

All

School Name

All

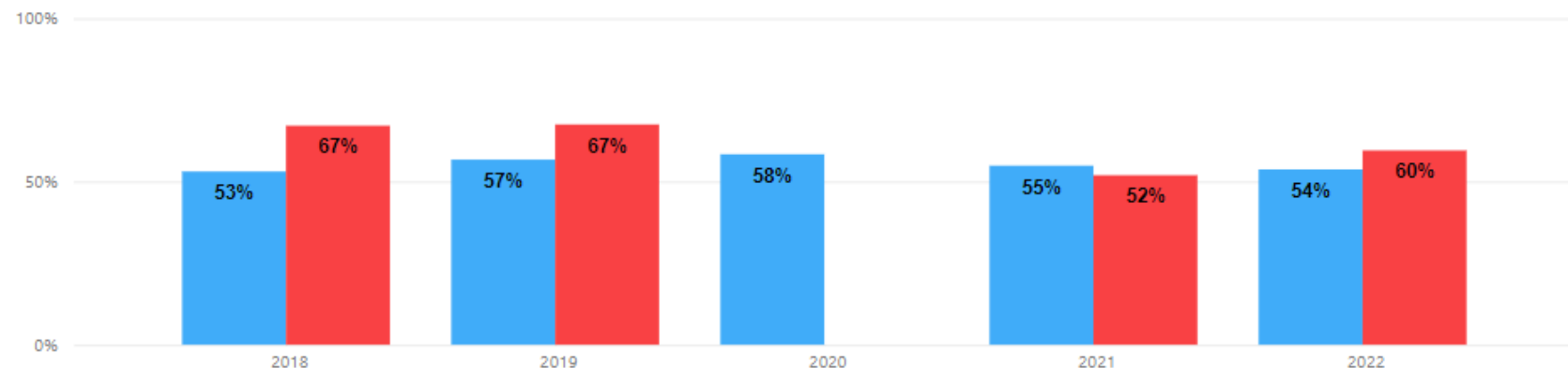
PreK Services: All

- ☐ No
☐ Yes

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ELA Proficiency

Period ● Fall/Entrance ● Spring/Exit

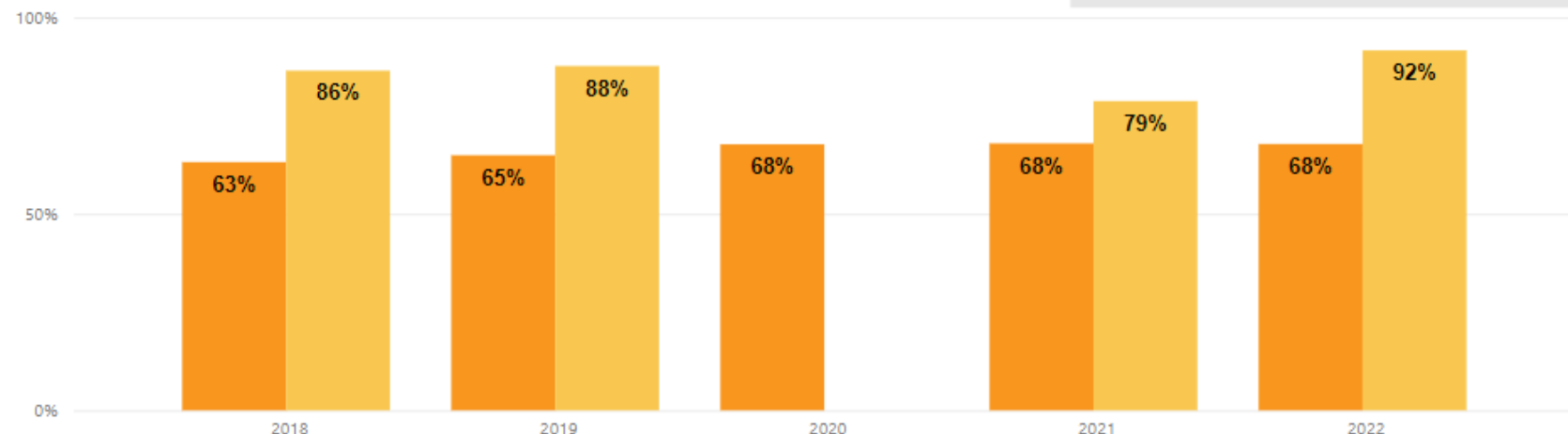


2022 District ELA Percent Proficient: Spring

60%

Math Proficiency

Period ● Fall/Entrance ● Spring/Exit



2022 District Math Percent Proficient: Spring :

92%

2021 KEEP Entrance state proficiency averages are 60% in literacy and 74% in numeracy. 2021 KEEP Exit state proficiency averages are 58% in literacy and 79% in numeracy.

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ELA and Math End-of-Level Grades 1&2 All students (SLCSD assessment)

SLCSD EOL

Aggregate

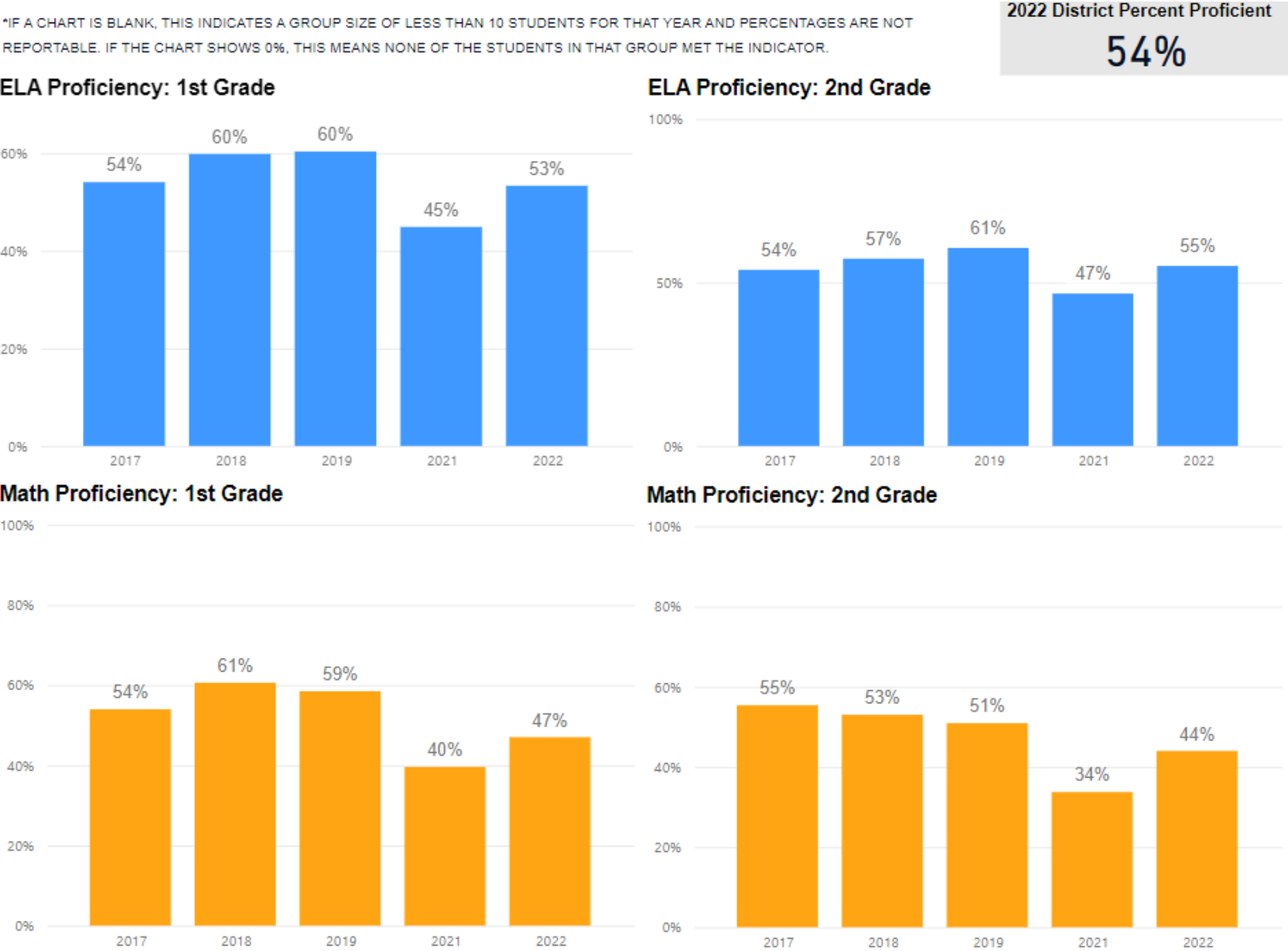
Subgroup Analysis

School Year: All

☐ Select all
 ☐ 2017
 ☐ 2018
 ☐ 2019
 ☐ 2021
 ☐ 2022

School Name

All



ELA and Math RISE Assessment

All students grades 4-8 (State assessment)

RISE

Aggregate

Subgroup Analysis

School Year

All

School Name

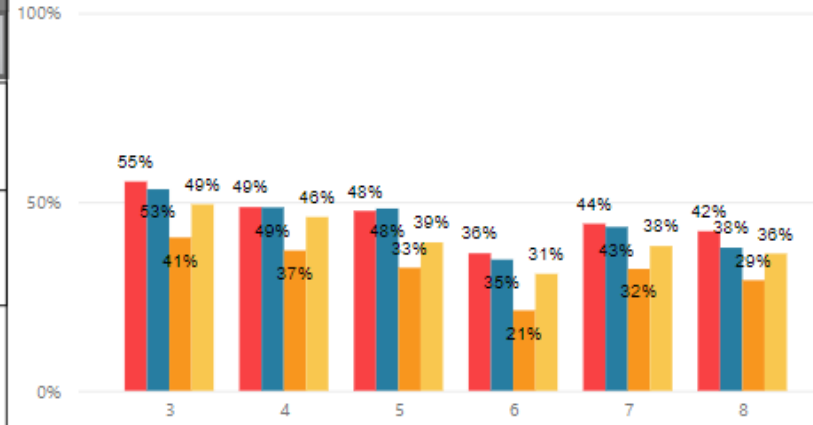
All

Grade

All

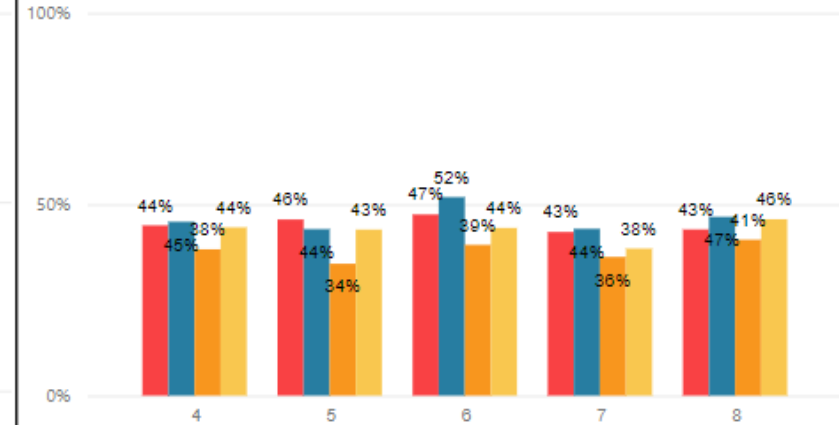
RISE MA Proficiency by Grade and School Year

School Year 2018 2019 2021 2022



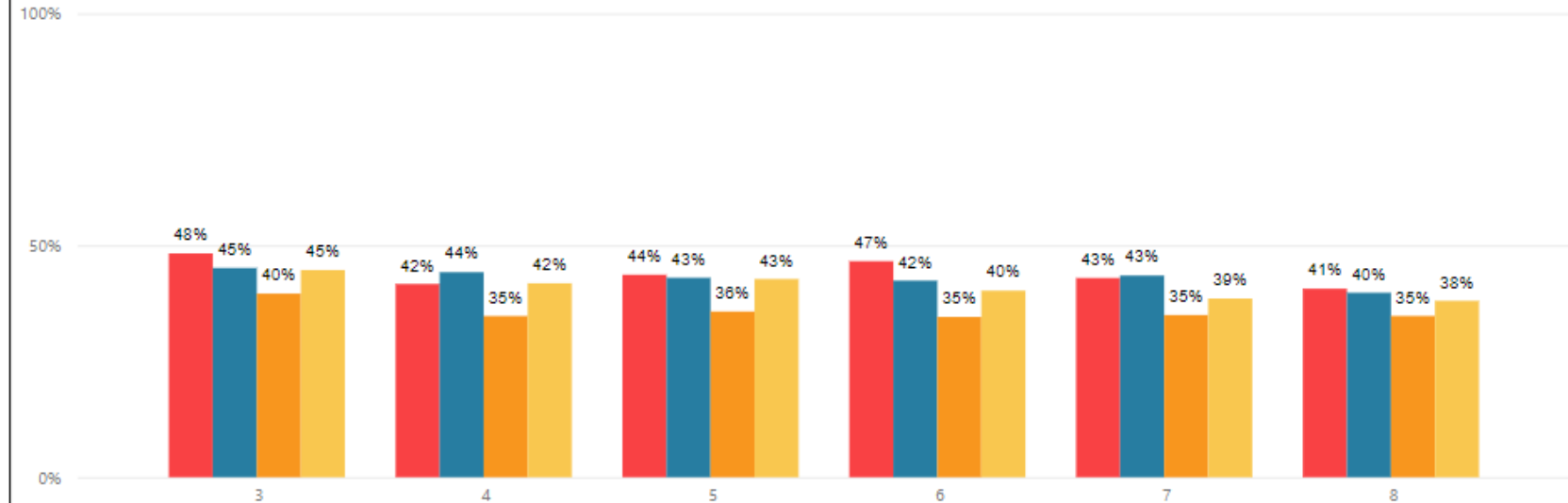
RISE SC Proficiency by Grade and School Year

School Year 2018 2019 2021 2022



RISE ELA Proficiency by Grade and School Year

School Year 2018 2019 2021 2022

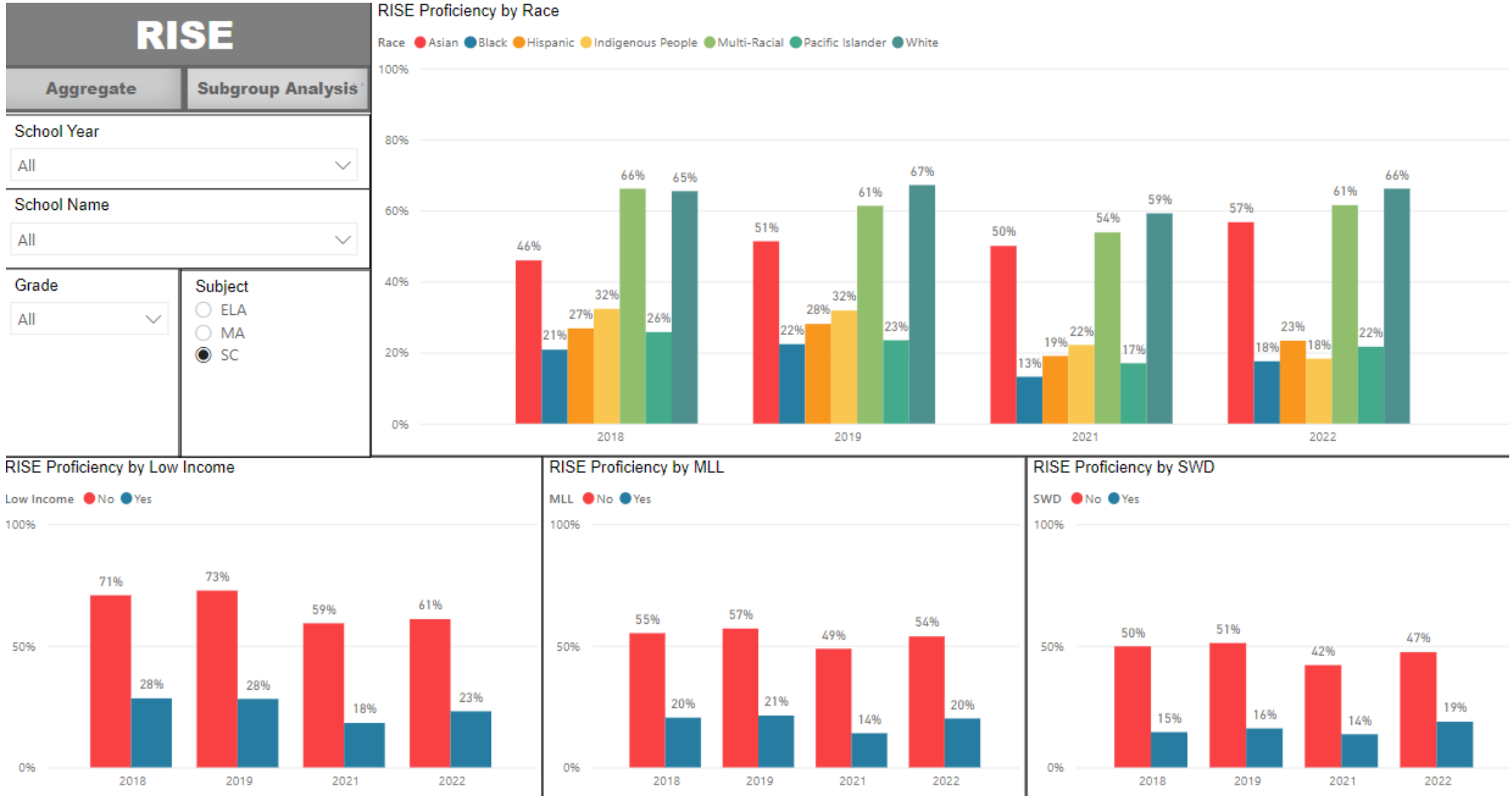


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Excellence and Equity: every student, every classroom, every day

ELA and Math RISE Assessment

All students grades 4-8, disaggregated



Excellence and Equity: every student, every classroom, every day

Utah Aspire+ Assessment

All students grades 9-10 (State assessment)

UTAH ASPIRE PLUS

Aggregate

Subgroup Analysis

School Year

All

School Name

All

Grade

☐ Select all

☐ 9

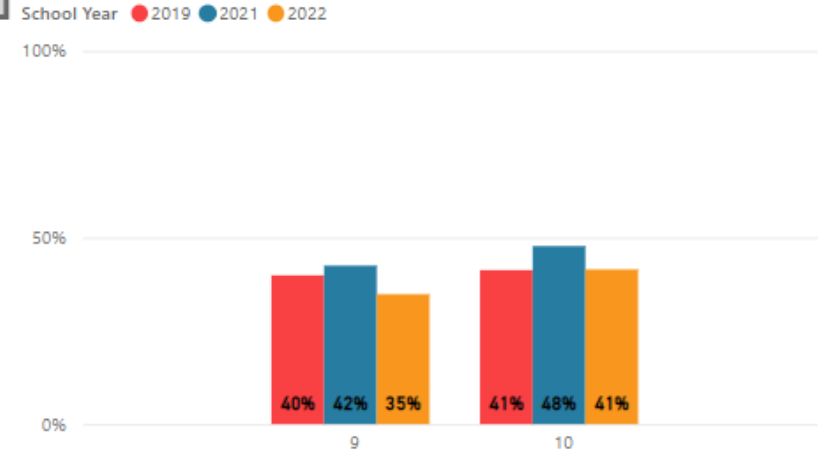
☐ 10

*IF A CHART IS BLANK, THIS INDICATES A GROUP SIZE OF LESS THAN 10 STUDENTS FOR THAT YEAR AND PERCENTAGES ARE NOT REPORTABLE.
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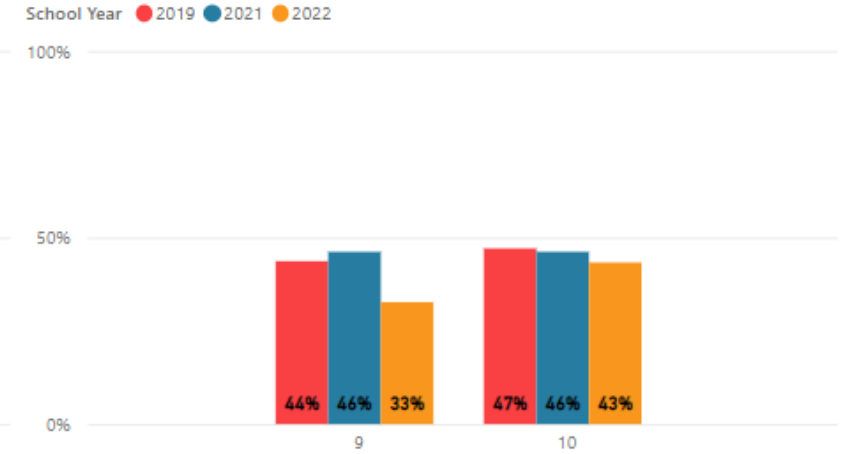
District Percent Proficient

33%

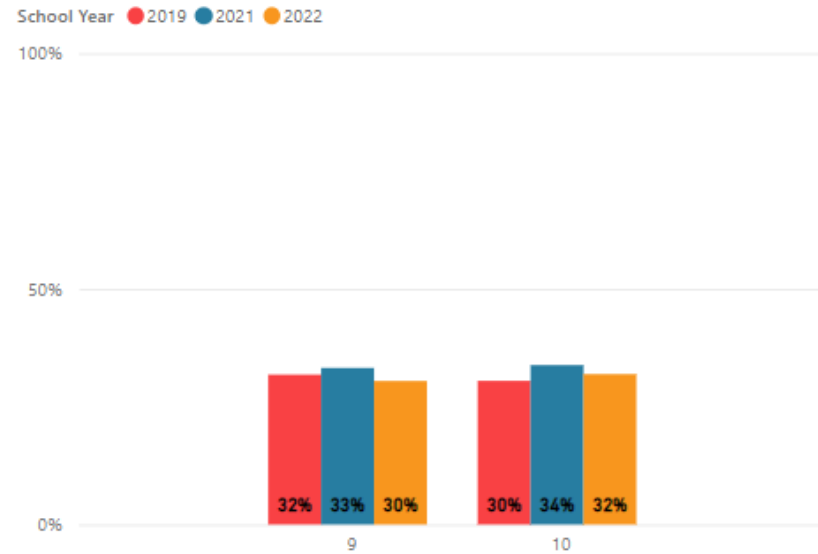
Utah Aspire Plus Reading Proficiency by School Year



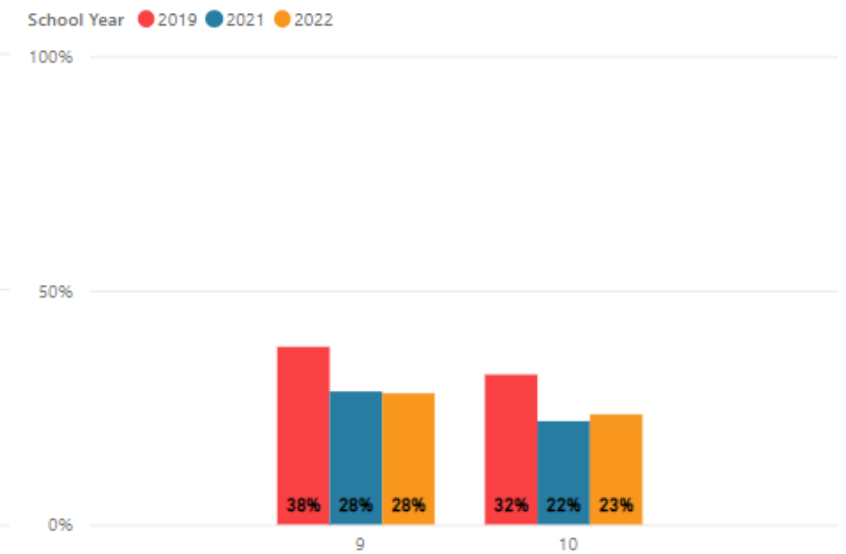
Utah Aspire Plus English Proficiency by School Year



Utah Aspire Plus Science Proficiency by School Year



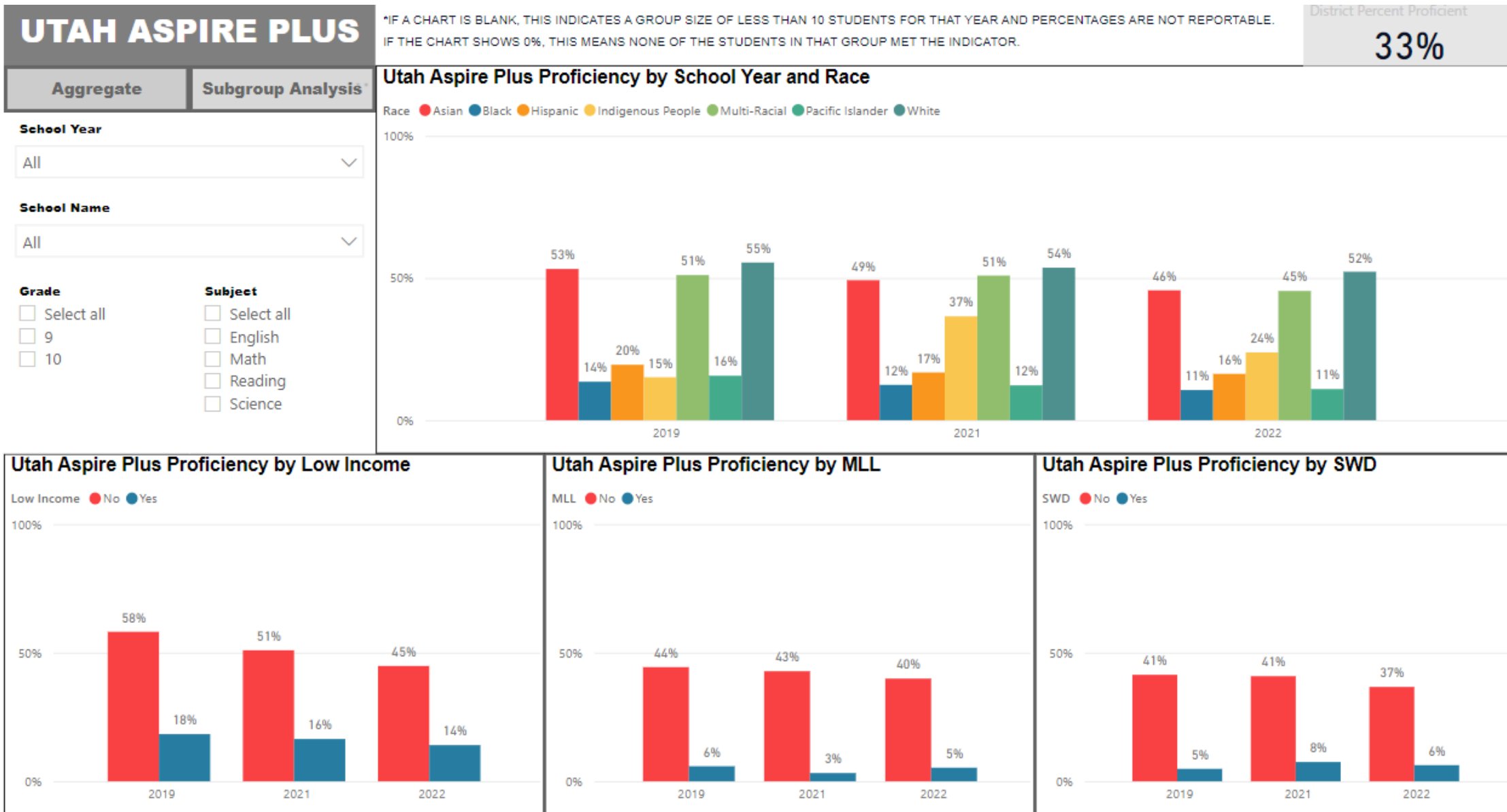
Utah Aspire Plus Math Proficiency by School Year



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Utah Aspire+ Assessment

All students grades 9-10, disaggregated

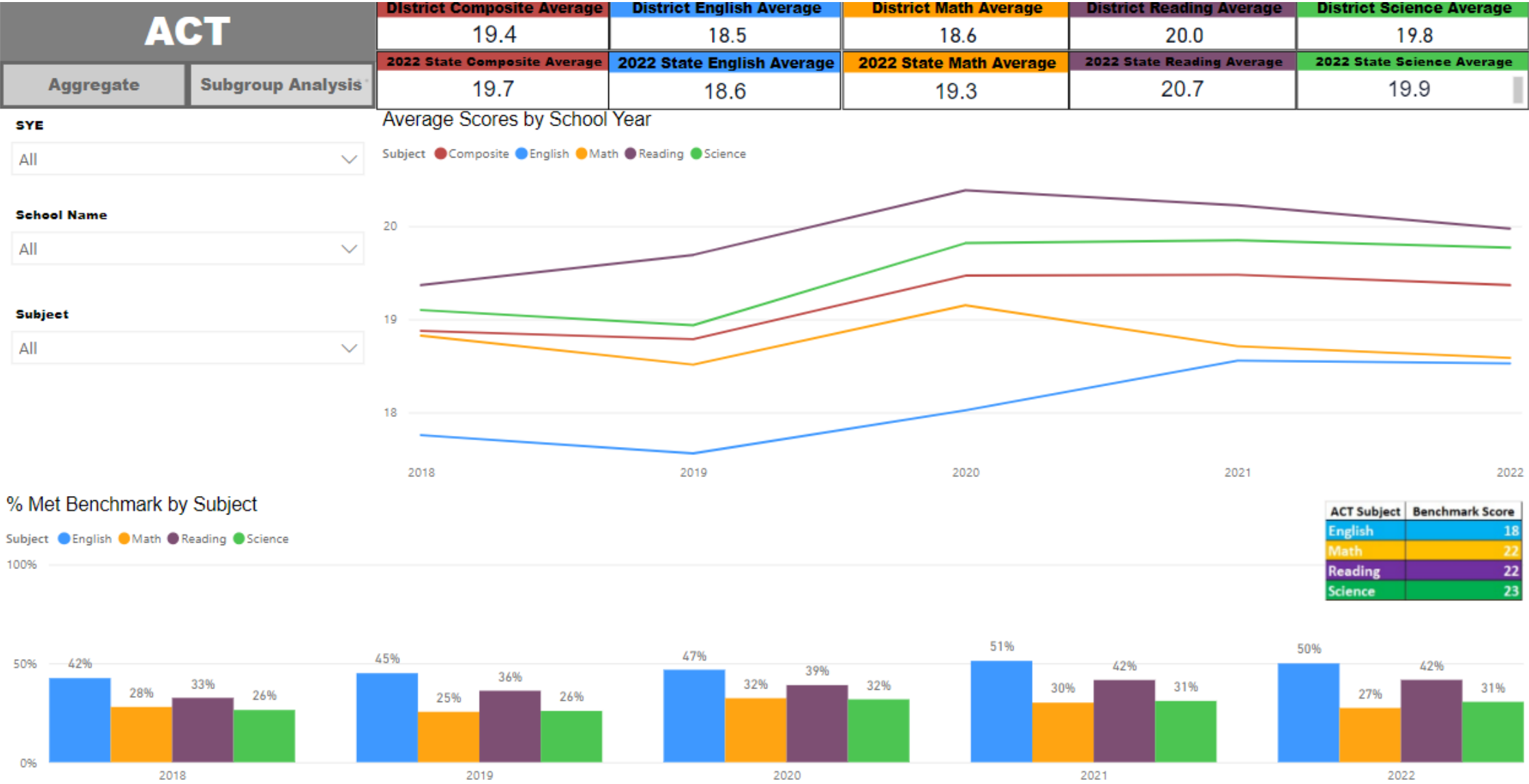


Excellence and Equity: every student, every classroom, every day



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ACT Assessment All students grade 11 (State assessment)



ACT Assessment

All students grade 11, disaggregated



Excellence and Equity: every student, every classroom, every day

For any additional data or analysis by school or precinct, please contact
Dr. Michelle Amiot.



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