

SOUTH SUMMIT HIGH SCHOOL

Student Performance Analysis

South Summit School District Board of Education· October 12, 2026

Three things we want the Board to know tonight



Real strengths

Math achievement more than doubled, AP Calculus beats state and global averages, and CTE credentials rise every year.



A gap that is closing

Multilingual learners (MLLs) narrowed the ACT gap with the overall school population in every subject.



A clear focus

English, reading, and English learner proficiency fell. Our 2026–27 plan targets them, with a system to follow through.

Every required state test, plus program and local data



ACT

All juniors, 2023–24 to 2025–26,
by skill area and subgroup



Utah ASPIRE+

Grades 9 and 10, 2020–21 to
2025–26



State Report Card

Achievement, growth,
readiness, English learner
progress



WIDA ACCESS

English language growth for
multilingual learners



AP Exams

Six courses, 2024–2026, vs. Utah
and global



CTE

Certifications and pathways,
FY18 to FY26



Local MKD Baseline

Fall 2026 ACT-aligned reading
assessment



Committees & Teachers

Growth in Learning and Equity &
Achievement reviews

Our students: about 500 students · 16% Hispanic/Latino · 17% economically disadvantaged · 11% students with disabilities · 5% English learners · stable across all years reviewed

Cognia Evaluative Criteria ratings (scale of 1–4)



EC 1

Assessment Quality & Alignment

All required state tests are given and aligned. Local assessments are not yet validated.



EC 2

Test Administration

Tests given with fidelity. Participation dipped to 92.8%; accommodations not yet analyzable by group.



EC 3

Results of Learning

The MLL gap closed, but overall trends are mixed and the EL proficiency gap widened.



EC 4

Performance & Growth

Real gains in some areas, but growth was not consistent across years and measures.

Clear decisions produced clear gains



18.9% → 41.4%

State math achievement

More than doubled from 2023–24 to 2025–26. Math 9 recovered from 15% to 45% as staffing stabilized.



3 of 3 years

AP Calculus AB above Utah and global

65–77% of students earned a 4 or 5 while enrollment grew from 9 to 14 students.



+0.95 · +1.33

AP Physics and AP Literature gains

Followed a schedule change (Physics) and a staffing change (Literature). Four of six AP courses improved.

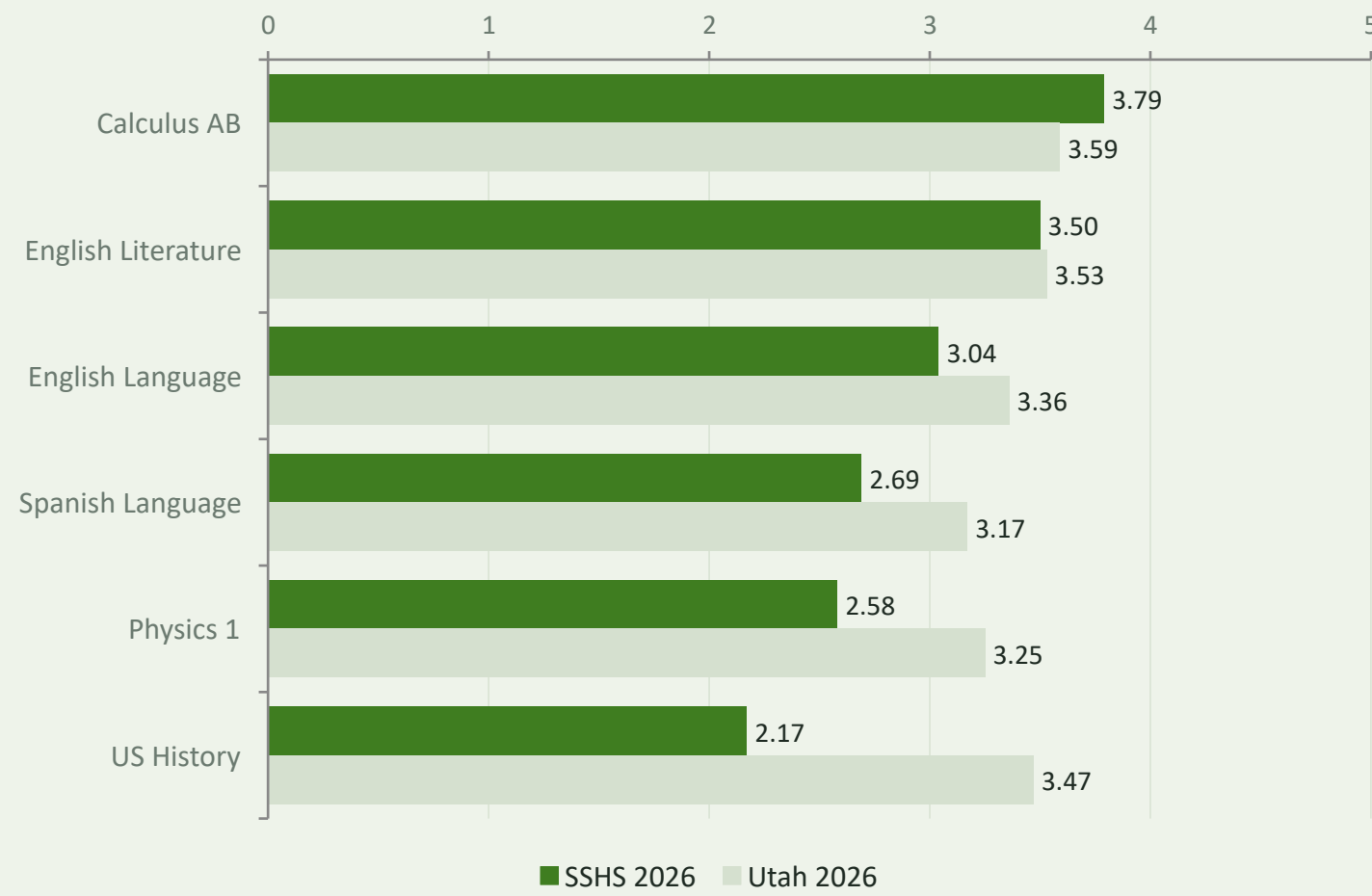


436 → 767

CTE skill certificates, FY22 to FY26

Up every year. Industry certifications rose from 6 to 25; MTECH apprenticeships from 3 to 5.

AP results: SSHS vs. Utah mean score, 2026

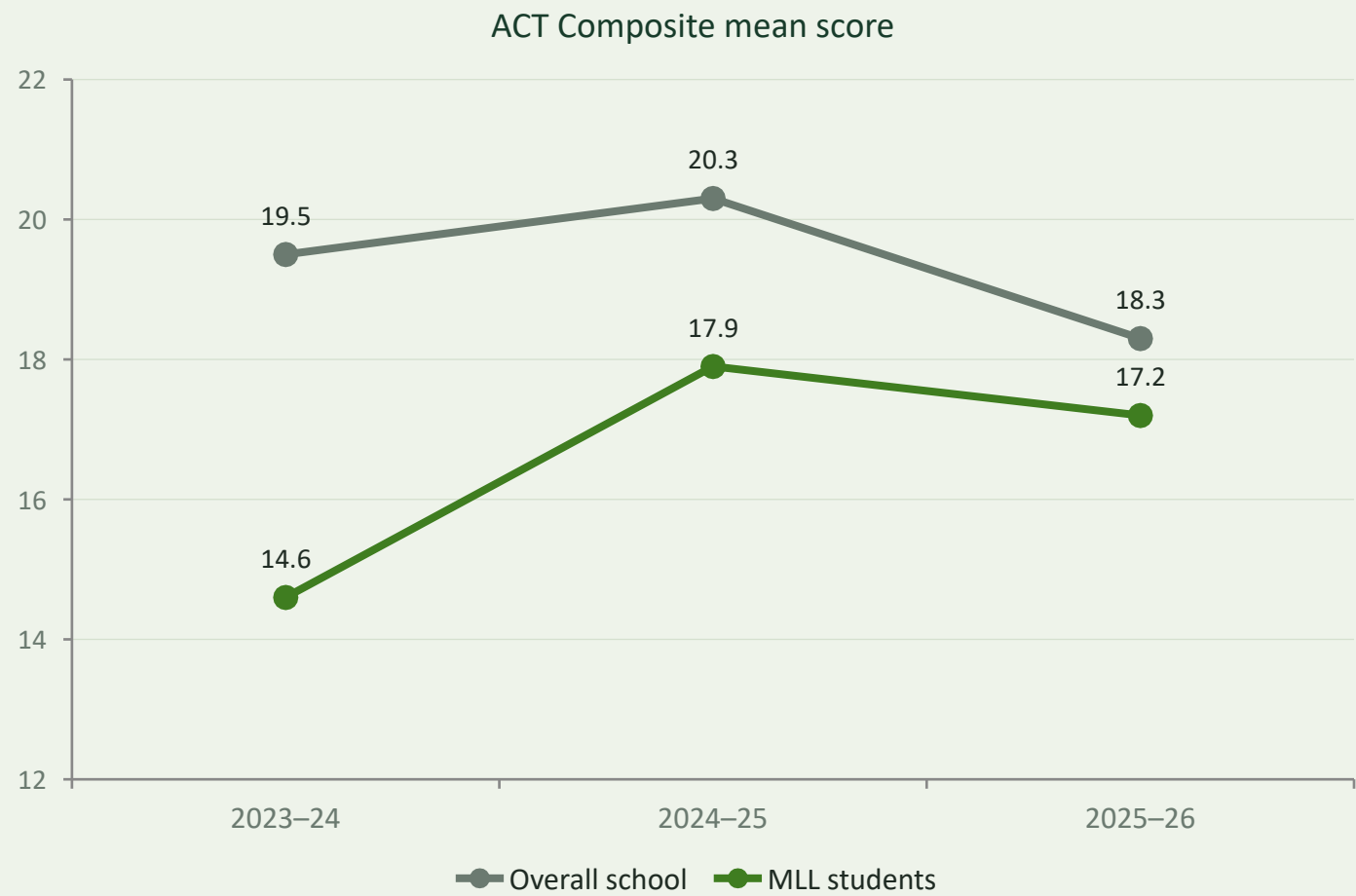


3-year change in SSHS mean

Literature	+1.33
Physics 1	+0.95
Spanish	+0.26
English Language	+0.23
Calculus AB	-0.32
US History	-0.48

AP US History has a plan: required practice tests and a full-year curriculum in 2026–27.

Multilingual learners (MLLs) are closing the ACT gap



COMPOSITE GAP

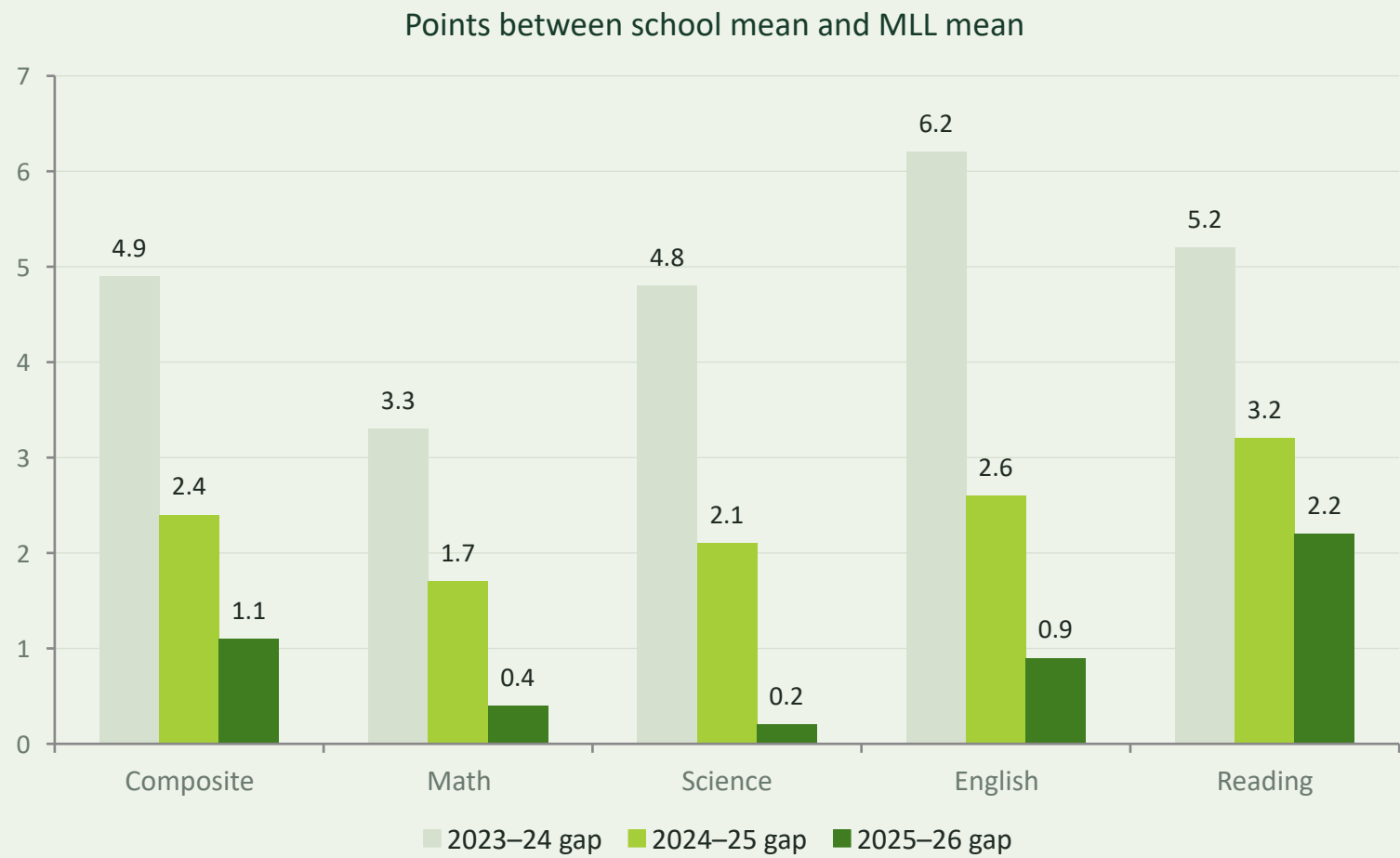
4.9 → 1.1

ACT scale points, 2023-24 to 2025-26

MLLs gained 3+ points in every subject in 2024-25, then held those gains while the school average fell.

MLL students scoring 13 or below fell from 42% to 22%.

The gap narrowed in every ACT subject

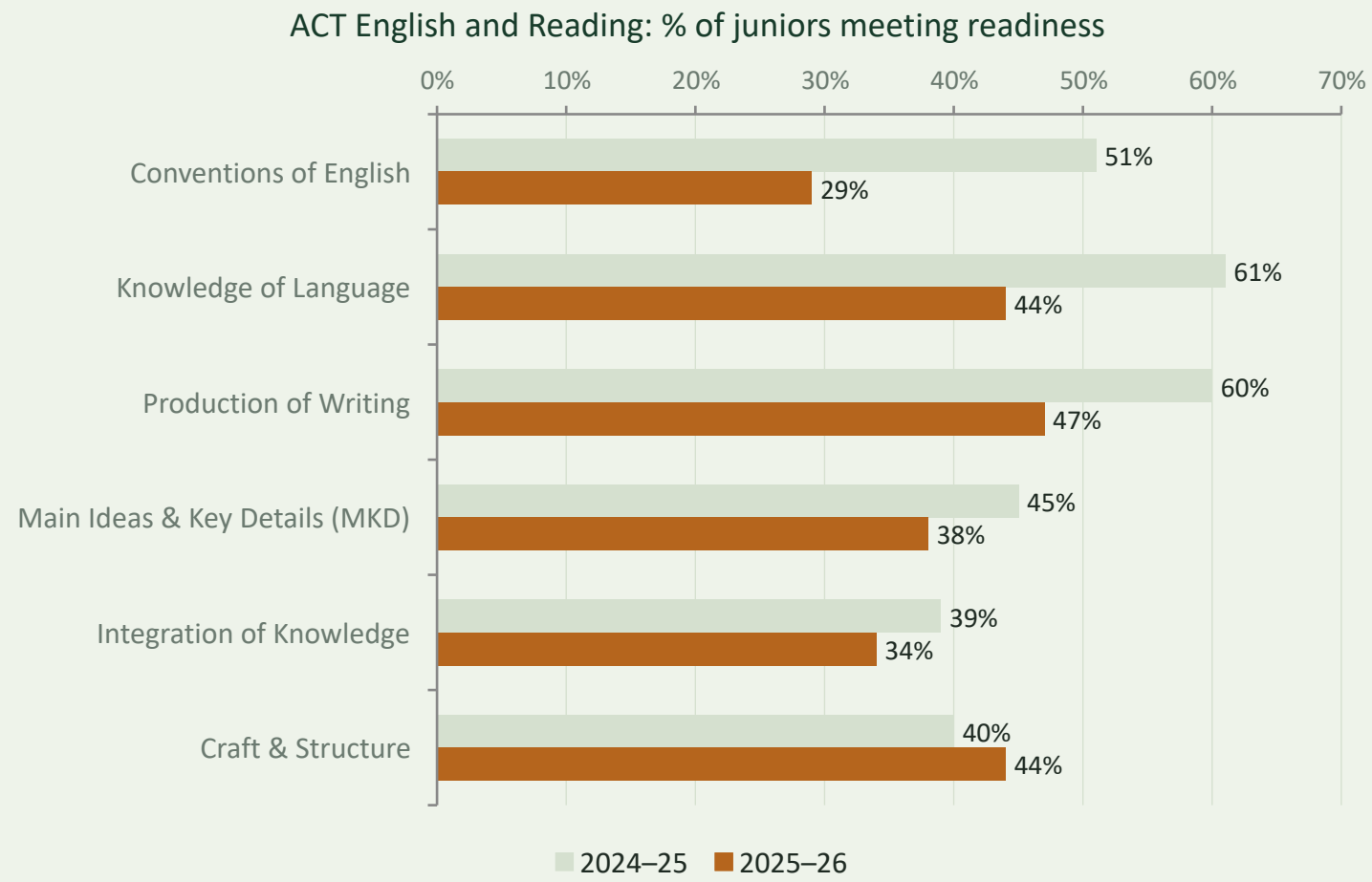


Why it happened

- ELD classes co-taught by two teachers working with content teachers
- Schoolwide focus on academic vocabulary (2025-26)
- Sentence stems, peer pairing, and daily rapport-building
- Equity & Achievement Committee studying subgroup data

Reading is the largest remaining gap (2.2 points).

English and reading fell in 2025–26



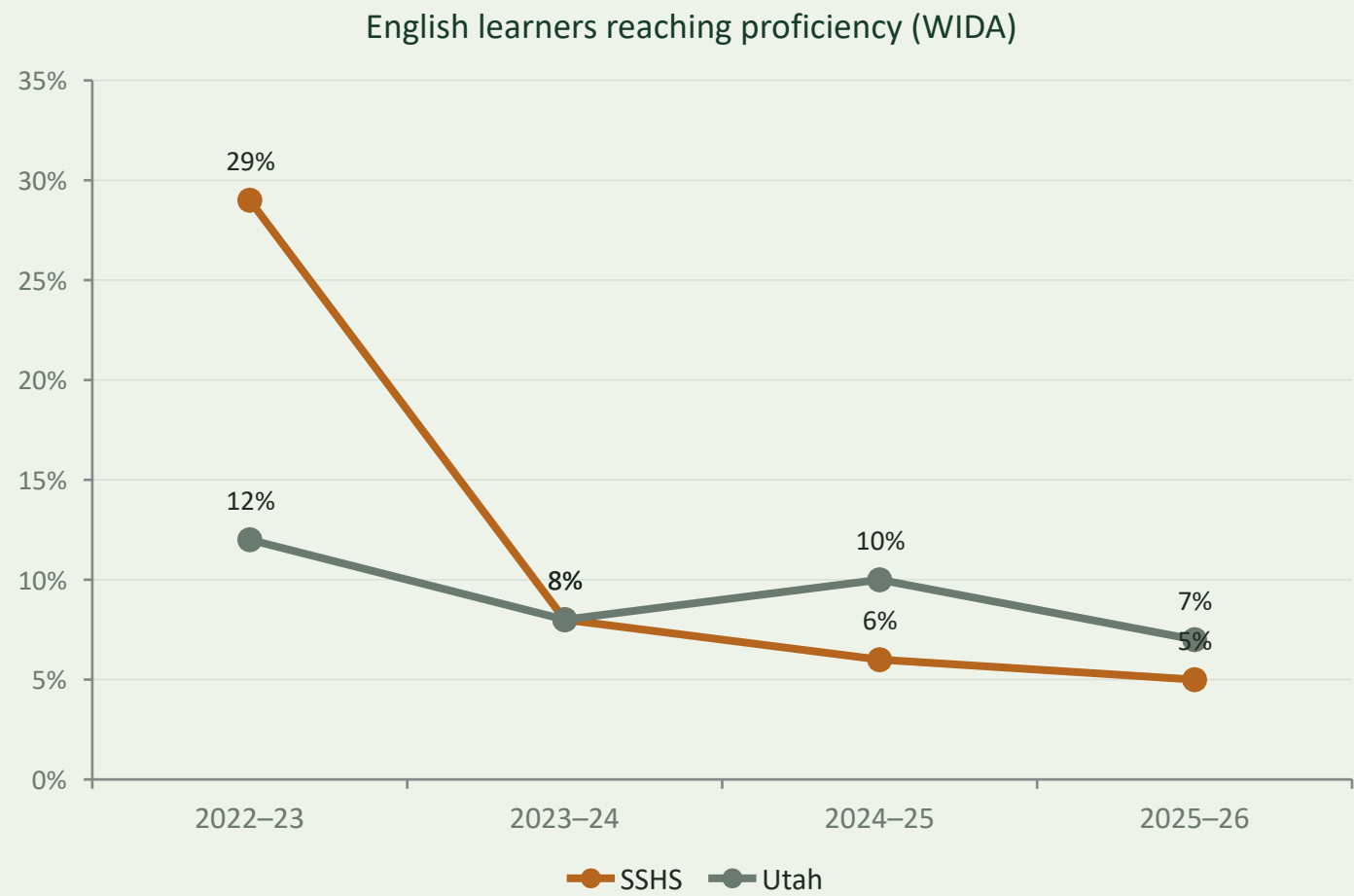
59% → 46%
ACT English benchmark

46% → 38%
ACT MKD, down 3 years in a row

High → Low
State ELA growth rating

Why: No common routine for evidence-based reading, and little direct teaching of conventions outside English classes.

Too few English learners reach English proficiency

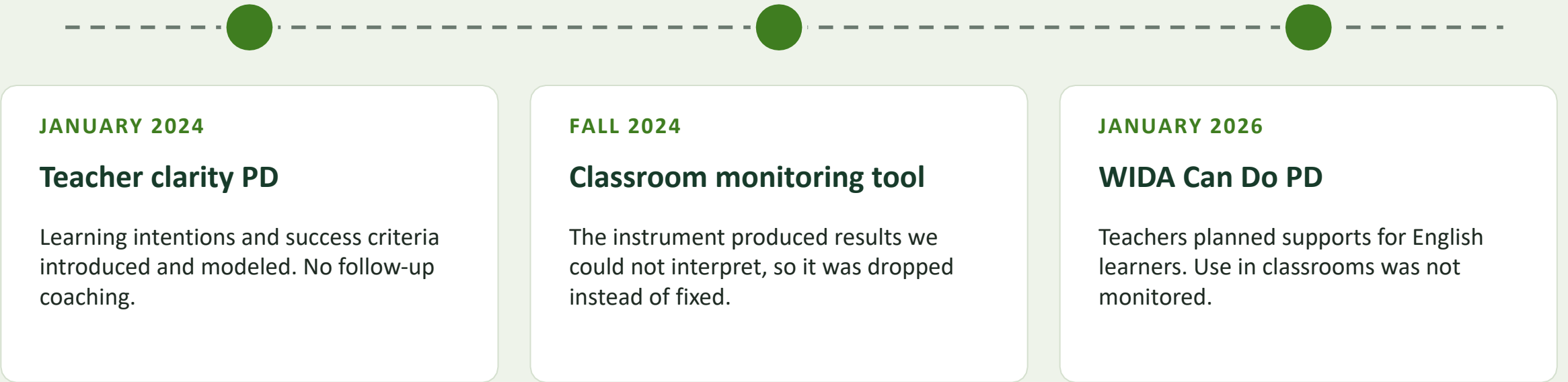


"Critical Needs" on the state report card, three years in a row

Why

- The high school WIDA test demands far more technical vocabulary; middle and high school instruction are not vertically aligned
- Few structured chances for academic speaking in class
- ELD used to serve only newcomers

Good initiatives, launched but not sustained



Lesson learned: the practices were right. What was missing was a system to monitor, calibrate, coach, and follow through.

One strength to build on, three areas to improve

Type	Finding
Area of Noteworthy Practice	MLL students narrowed the ACT gap with the overall school population in every subject (Composite 4.9 → 1.1 points), and EL adequate progress rose from 22% to 32% in 2025–26.
Area Needing Improvement 1	ELA: ACT English benchmark 59% → 46%; Conventions 51% → 29%; ACT Main Ideas and Key Details (MKD) 46% → 38%; state ELA growth fell to Low.
Area Needing Improvement 2	MLL English proficiency: 5.3% of English learners reached proficiency (state 7%); Critical Needs for three years; speaking is the most stubborn domain.
Area Needing Improvement 3	Implementation and monitoring: initiatives were introduced and modeled but launched without sustained monitoring; no reliable data on classroom implementation.

Building on strength and improving reading

ANP		MLL achievement gap		ANI 1		ELA: reading and English	
IF		we sustain and expand ELD supports (ELD 1 and ELD 2 for every student who has not passed WIDA), the vocabulary focus, and Tier 1 scaffolds from WIDA Can Do Descriptors,		IF		all teachers consistently teach the Evidence to Inference routine (I Do → We Do → You Do),	
AND IF		the Equity & Achievement Committee reviews MLL data at least quarterly,		AND IF		teacher teams calibrate on weekly student work in PLCs and respond to breakdowns in reasoning,	
THEN		the MLL ACT Reading gap will narrow from 2.2 to 1.0 point or less by Spring 2028,		THEN		juniors meeting readiness in ACT Main Ideas and Key Details (MKD) will rise from 38% to at least 60% by Spring 2028,	
SO THAT		MLLs graduate college- and career-ready.		SO THAT		students can reason independently from complex texts in every subject.	

Supporting English learners and following through

ANI 2

MLL English proficiency

- IF every student who has not passed WIDA receives level-matched ELD instruction,
- AND IF content teachers plan daily scaffolds and academic speaking from WIDA data, and leadership monitors their use,
- THEN English learners making adequate progress (32%) and reaching proficiency (5.3%) will reach the state averages by the 2028 WIDA administration,
- SO THAT MLLs can fully access grade-level content.

ANI 3

Implementing the 90-day MKD plan

- IF leadership implements the 90-day Evidence to Inference cycle with fidelity and protects PLC time,
- AND IF targeted walkthroughs monitor the routine and PLCs calibrate on common student work,
- THEN proficiency on the ACT-aligned MKD assessment will rise from 45% to at least 50% by the end of the 90-day cycle,
- SO THAT initiatives carry through to classroom practice and students reason more strongly from unfamiliar texts.

Our targets and how we will monitor them

Measure	Now	Target	By
ACT-aligned MKD common formative assessment	45%	50%	End of 90-day cycle
ACT Main Ideas and Key Details (MKD) readiness	38%	60%	Spring 2028
English learners making adequate progress*	32%	38%	2028 WIDA
English learners reaching proficiency*	5.3%	State avg.	2028 WIDA
MLL ACT Reading gap (points)*	2.2	1.0	Spring 2028

* Proposed targets pending leadership team review. 38% is the current state average.

How we will monitor



Weekly
PLC review of student work (I-E-R-A)



Each cycle
Targeted administrator walkthroughs



90 days
Baseline, midpoint, final MKD assessments



Annually
ACT, WIDA, and state report card