South Summit Strategic Plan: Recommended Student Learning Targets

At a glance

Recommendation: adopt four board-level student learning goals that lead with teacher-level growth (MGP), add catch-up growth for students below proficiency, and keep proficiency as the outcome check. Targets are back-loaded: spring 2027 is a check year, 2027–28 is the first full coaching cycle, and the steepest gains are expected in 2029–2031, once support and staffing decisions have had time to take effect.

Goal	Board measure	Baseline (spring 2026)	Interim target (spring 2028)	Plan target (spring 2031)
1. Accelerate growth for every student	% of teachers with SGP-eligible students whose MGP is 50 or higher (state average), RISE ELA / math / science	XX%	XX%	85% (90% stretch)
2. Close the gap: catch-up growth	SGP of students who scored in the lowest quartile, students who dropped from proficient to non-proficient the prior year, RISE ELA / math / science	Confirm with USBE	55 or higher	65 or higher
3. Raise proficiency (outcome check)	% proficient, grades 3–10, RISE % proficient, grades K-3, Performance Matters	ELA 39%, math 43%, science 47%	ELA 42%, math 45%, science 49%	ELA 52%, math 54%, science 56%
4. Strong early readers	% of 3rd graders at or above benchmark, Acadience Reading EOY	72.8% (2026)	80% (state goal, two years early)	85%
5. Attendance	Chronic absenteeism rate (missing 10% or more of enrolled days)	District SIS		One-third reduction from baseline
6. Graduation	Four-year graduation rate	89.2% Graduation	95%	Graduation rate 96% or higher

2031 proficiency targets put South Summit close to where North Summit stands today. The year-by-year path, the teacher support tiers and the time commitments that make these targets realistic follow below.

Why I'm proposing we lead with growth, and the limits to plan around

Growth is the right lead measure for South Summit because the gap only closes if students learn faster than their academic peers statewide, year after year. Proficiency alone cannot tell the board, administrators, or teachers whether that is happening.

How the measures work. An SGP compares a student's score to students statewide who had similar prior scores; an SGP of 43 means the student outscored 43% of those like-scoring peers. An MGP is the median SGP for a group (class, grade, school, district). By design the state median is 50, so a district MGP of 60 means the typical South Summit student outgrew 60% of comparable students in Utah.

What "more than one year's growth" means in SGP terms. SGPs are relative, not years of learning. Utah has treated an SGP of 40 as typical growth, and students with low proficiency need higher growth to close gaps. For the plan, "accelerated growth" is best defined as an MGP sustained above 50, and "catch-up growth" as MGPs of 60+ for students below proficiency.

Limits we are working to design around in the plan:

- **Growth needs two consecutive test years.** No SGP exists for grade 3 RISE or K–2, so Goal 4 (Acadience) covers the early grades. Grades K-2 will also use Performance Matters assessments to calculate growth. We also want to work with USBE Data & Statistics to see if/how we can show correlation to rigor and Performance Matters assessments, ultimately trying to show a SSSD-specific MGP.
- **MGP is relative.** If every district improves, South Summit can grow faster in absolute terms and still post an MGP near 50. Pairing it with proficiency (Goal 3) guards against this.
- **Small numbers swing.** At the school, grade or student-group level, a few students can move an MGP several points. Report 3-year averages for board targets and treat single-year school results as signals.
- **Growth is not a substitute for reaching standard.** A student at SGP 60 for one year may still be far from proficient. Goal 2 and the proficiency check keep that visible.

Recommended targets in detail

Each goal below is written as a board outcome statement, followed by the year-by-year path the board would monitor. Proficiency moves after growth does, so its gains come later in the plan, and its end targets are set a few points below a straight 3-points-a-year climb so the board does not promise results that depend on everything going right.

1. **Accelerate growth for every student.** By spring 2031, 85% of teachers with SGP-eligible students will have an MGP of 50 or higher in their tested subject (90% as a stretch), up from XX% in spring 2026 and XX% by spring 2028.
    - Why: when nearly every classroom produces at least average growth, the district median rises above 50, which is how a district below state averages catches up.

- Counts only teachers of grades 4–10 ELA, math and science with at least 10 students who have SGPs; the board sees aggregate percentages, never named teachers.

2. **Close the gap with catch-up growth.** By spring 2031, students who scored below proficient the prior year will post an MGP of 65 or higher in ELA, math, and/or science, reaching 55 by spring 2028.
    - Why: the audit found students who are not proficient tend to stay that way; this goal targets that group directly and mirrors the state's lowest-25% growth indicator. It also guards against a teacher clearing 50 while their lowest students stall.
3. **Raise proficiency.** By spring 2031, proficiency in grades 3–10 will reach 52% in ELA, 54% in math and 56% in science, from 39%, 43% and 47% in spring 2026.
    - Why: confirms that faster growth is turning into students meeting standards and gives the community a familiar number.
4. **Build strong early readers.** By spring 2028, 80% of 3rd graders will score at or above benchmark on end-of-year Acadience Reading, reaching 85% by spring 2031, from 76% in 2025.
    - Why: meets the S.B. 241 state goal two years early and keeps the K–2 pipeline strong where SGPs do not exist.

Year-by-year path (spring test results)

Measure	Baseline (2026)	2027	2028	2029	2030	2031
Teachers with MGP of 50+ (% of eligible teachers)	33%	Check year	45%	60%	75%	85% (90% stretch)
MGP, students below proficient (ELA, math, science)	Confirm	Check year	55	58	62	65
ELA proficiency, grades 3–10	39%	Check year	42%	45%	49%	52%
Math proficiency, grades 3–10	43%	Check year	45%	48%	51%	54%
Science proficiency, grades 4–10	47%	Check year	49%	51%	54%	56%
3rd graders at or above Acadience benchmark	76%	78%	80%	82%	84%	85%

Why the early years are modest. State results arrive about six months after testing, so each coaching year is judged by the following fall's data:

1. Fall 2027: spring 2027 results identify the teachers to support (the plan was adopted in June).
2. 2027–28: first full year of coaching.
3. Fall 2028: spring 2028 results show whether that coaching worked.