SALT LAKE CITY
SCHOOL DISTRICT
Your Best Choice

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August 6, 2024

To: Board of Education

From: Dr. Elizabeth Grant, Superintendent
            Dr. Tiffany Hall, Executive Director of Teaching and Learning
            Dr. Sandra Buendia, Executive Director of Educational Equity & Student
            Support

Subject: Board Goals and Metrics

In order to support the board in choosing goals and metrics for the coming years, the team is providing information on the three goals you've discussed so far—literacy, chronic absenteeism, and college and career pathways.

In the last board session, there were requests for additional information, particularly on literacy. Dr. Hall is presenting suggested metrics of success and providing data, overall and disaggregated, showing the current state of literacy performance in relation to the suggested goals. Dr. Buendia has pulled together information on chronic absenteeism nationally, along with overall data and disaggregated data on SLCSD student absenteeism. Dr. Grant is presenting information on college and career pathways along with suggested goals.

Over the last years, the board has concentrated resources and attention on two goals. The board may choose again to establish two goals or may instead move forward with three goals for the coming years.

We hope this information is of help and look forward to the conversation.

Attachment: Board Goals Presentation PowerPoint

Board Goals Discussion

August 6, 2024

Literacy

Dr. Tiffany Hall, T&L Executive Director

Dr. Chelsea Malouf, ELA and ALS Director

Jeffery Lutz, Data Analysis Specialist

What do students need?

- Phonological Awareness

- Phonics

- Fluency

- Vocabulary

- Comprehension

- Stamina

95% Group

Wonders

Discipline-specific reading

The Science of Reading
LETRS

Suggested Literacy Goal

- By 2029, 70% of students will demonstrate reading proficiency as measured with:
  - Acadience Reading K-3
  - NWEA MAP 4-12
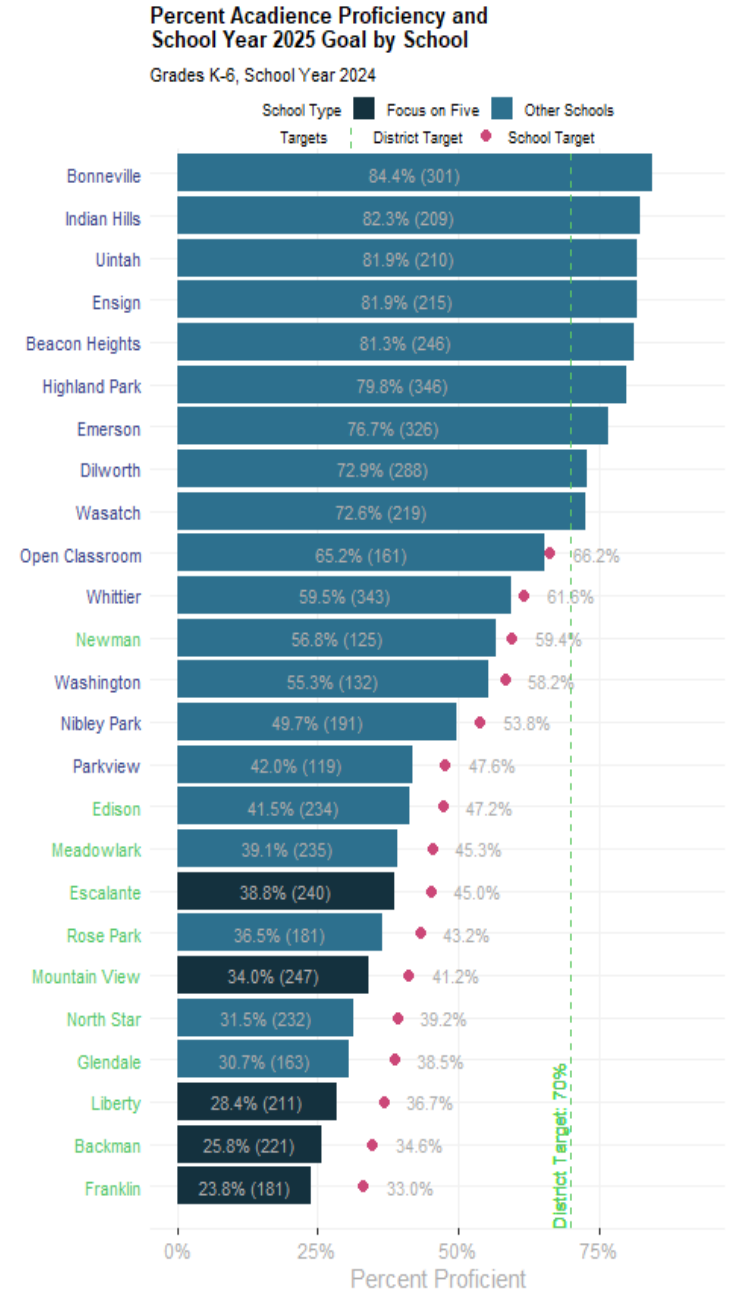
Suggested Literacy Goal

Focus on Five: Backman, Franklin, Escalante, Liberty, *Mountain View*

- Goal: By 2029, no schools will be identified by the state as low-performing schools under the description in SB127.
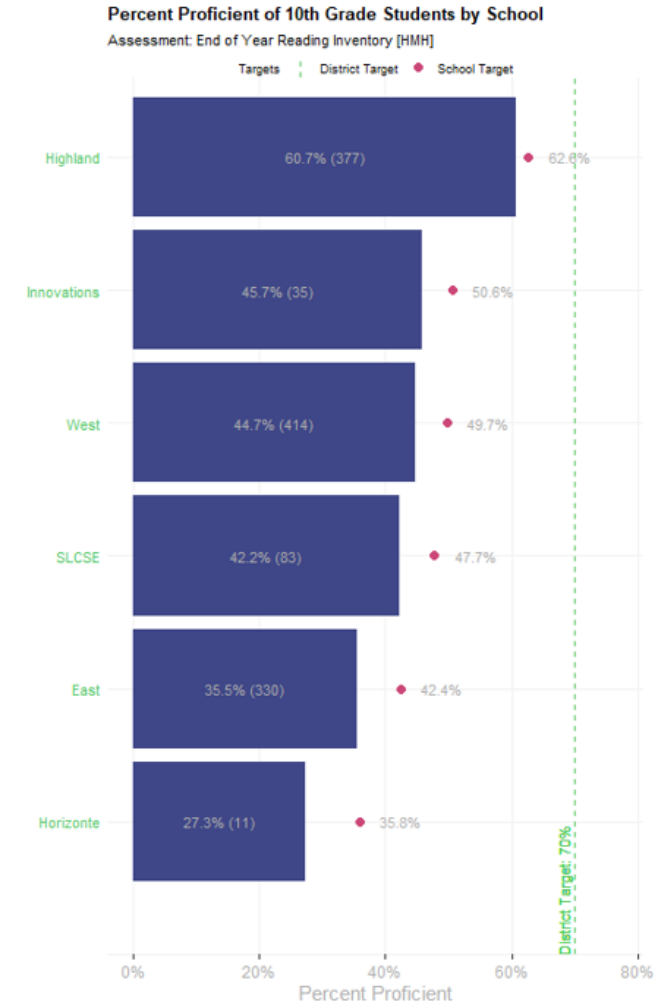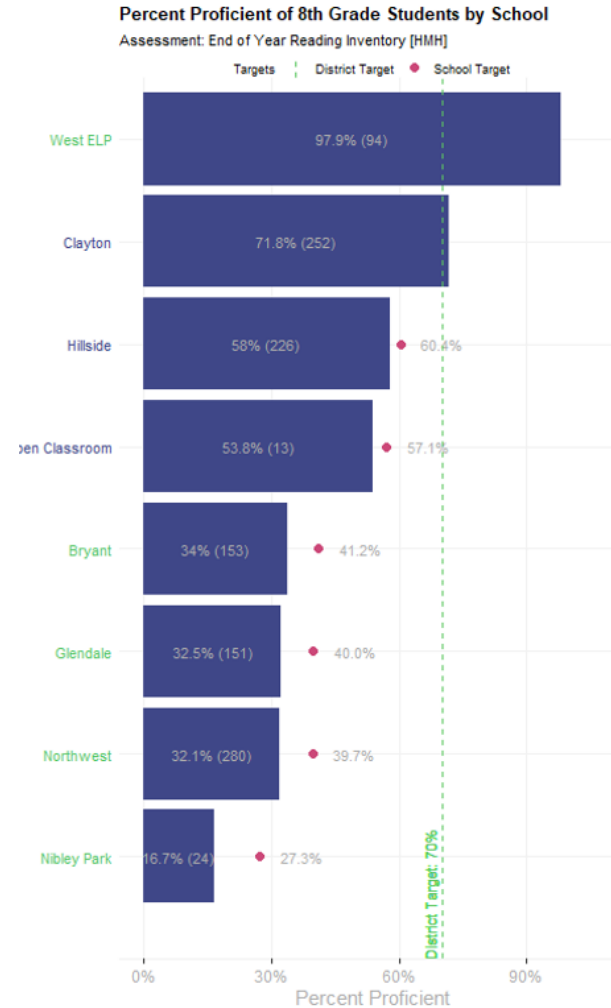
Progress to 70% Proficiency

- District overview by elementary school

- All students and grades

Percent Acadience Proficiency and School Year 2025 Goal by School

Grades K-6, School Year 2024

School Type: Focus on Five, Other Schools
Targets: District Target, School Target

School	Percent Proficient
Bonneville	84.4% (301)
Indian Hills	82.3% (209)
Uintah	81.9% (210)
Ensign	81.9% (215)
Beacon Heights	81.3% (246)
Highland Park	79.8% (346)
Emerson	76.7% (326)
Dilworth	72.9% (288)
Wasatch	72.6% (219)
Open Classroom	65.2% (161) / 66.2%
Whittier	59.5% (343) / 61.6%
Newman	56.8% (125) / 59.4%
Washington	55.3% (132) / 58.2%
Nibley Park	49.7% (191) / 53.8%
Parkview	42.0% (119) / 47.6%
Edison	41.5% (234) / 47.2%
Meadowlark	39.1% (235) / 45.3%
Escalante	38.8% (240) / 45.0%
Rose Park	36.5% (181) / 43.2%
Mountain View	34.0% (247) / 41.2%
North Star	31.5% (232) / 39.2%
Glendale	30.7% (163) / 38.5%
Liberty	28.4% (211) / 36.7%
Backman	25.8% (221) / 34.6%
Franklin	23.8% (181) / 33.0%

District Target: 70%

Progress to 70% Proficiency

- District overview by secondary school

  - Grade 8

  - Grade 10

Percent Proficient of 8th Grade Students by School
Assessment: End of Year Reading Inventory [HMH]

Targets ┊ District Target ● School Target

School		
West ELP	97.9% (94)	
Clayton	71.8% (252)	
Hillside	58% (226)	60.4%
...en Classroom	53.8% (13)	57.1%
Bryant	34% (153)	41.2%
Glendale	32.5% (151)	40.0%
Northwest	32.1% (280)	39.7%
Nibley Park	16.7% (24)	27.3%

District Target: 70%

Percent Proficient: 0%, 30%, 60%, 90%

Percent Proficient of 10th Grade Students by School
Assessment: End of Year Reading Inventory [HMH]

Targets ┊ District Target ● School Target

School		
Highland	60.7% (377)	62.6%
Innovations	45.7% (35)	50.6%
West	44.7% (414)	49.7%
SLCSE	42.2% (83)	47.7%
East	35.5% (330)	42.4%
Horizonte	27.3% (11)	35.8%

District Target: 70%

Percent Proficient: 0%, 20%, 40%, 60%, 80%

Progress to 70% by Grade Level

Percent of Students Proficient on 2024 End of Year Reading Assessment
School Year 2025 Goal by Grade
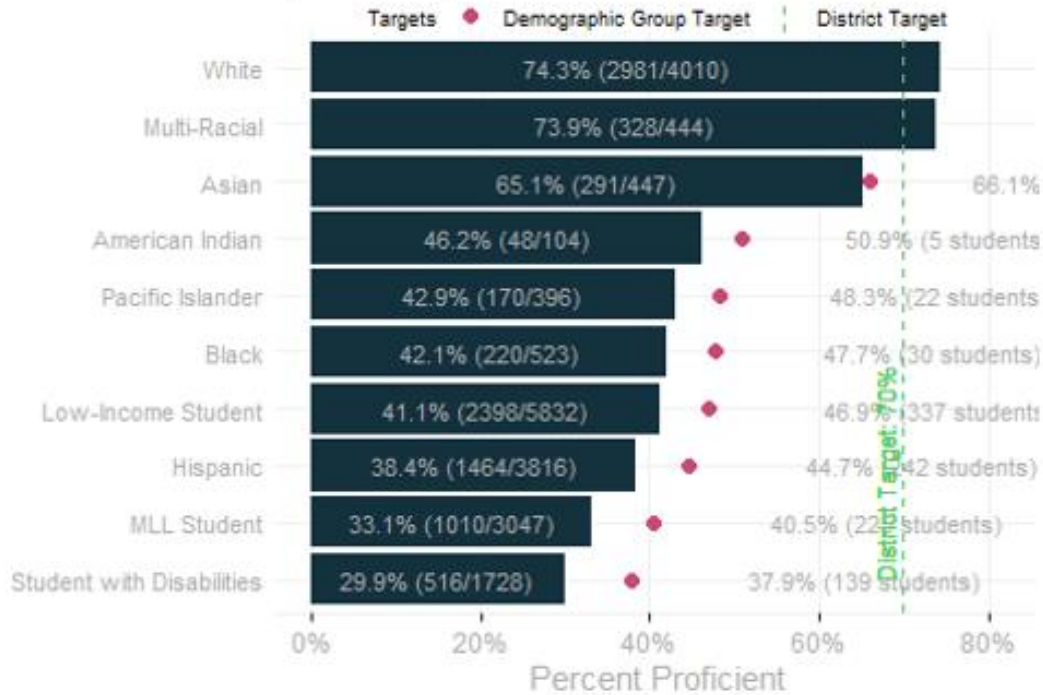
Grades K - 12, School Year 2024
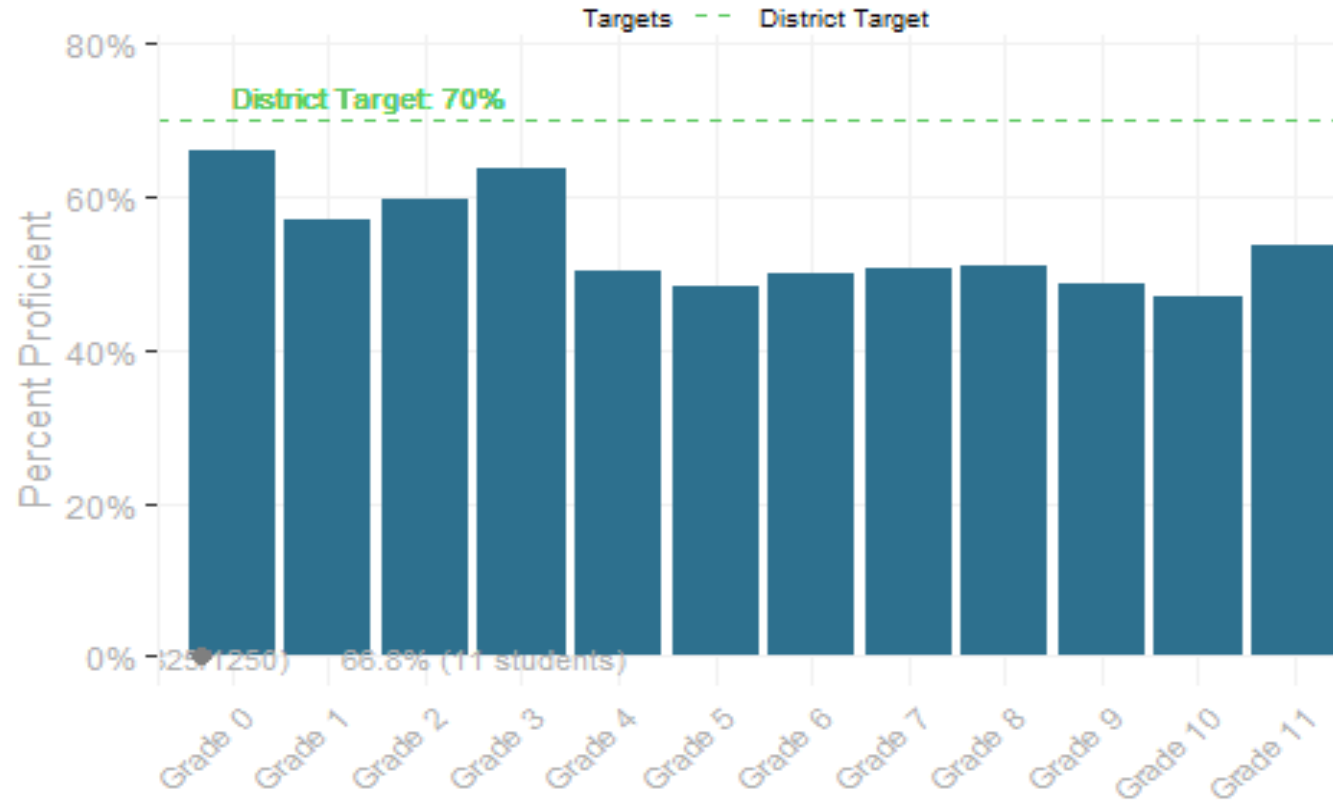
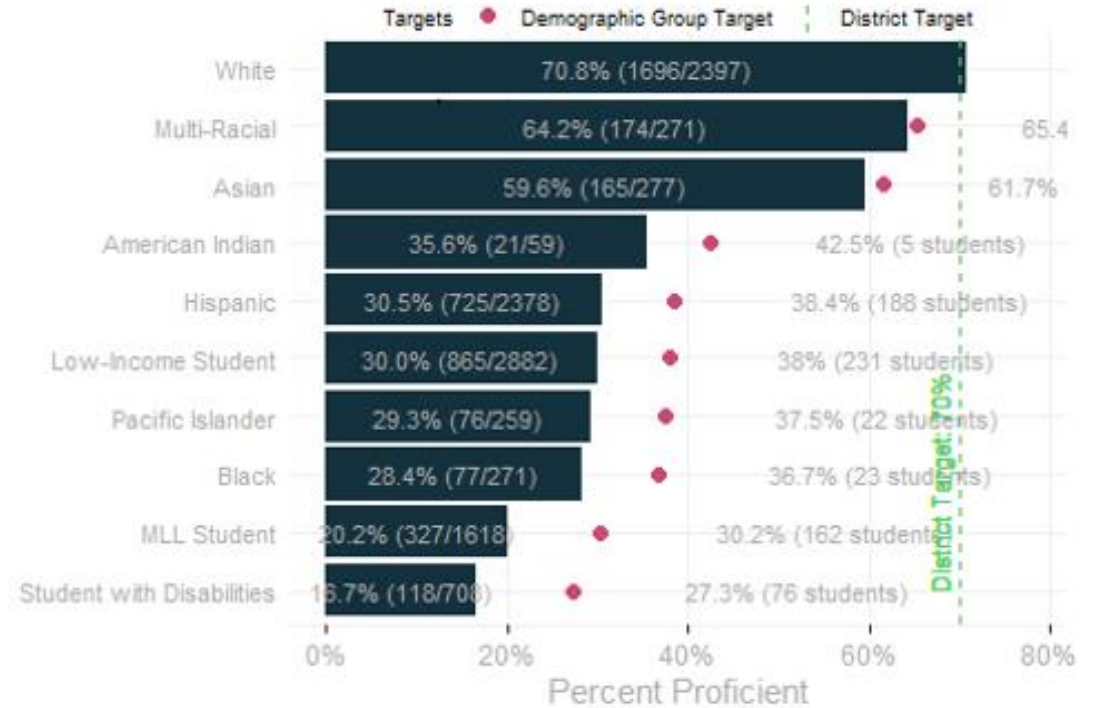# Progress to 70% Proficiency Disaggregated

Percent Proficienct by Demographic Group On End of Year Reading Assessment in 2024

By Student Groups for Grades K-6

| | Targets | ● Demographic Group Target | ┆ District Target |

Group	Percent Proficient	Demographic Group Target
White	74.3% (2981/4010)	
Multi-Racial	73.9% (328/444)	
Asian	65.1% (291/447)	66.1%
American Indian	46.2% (48/104)	50.9% (5 students
Pacific Islander	42.9% (170/396)	48.3% (22 students
Black	42.1% (220/523)	47.7% (30 students)
Low-Income Student	41.1% (2398/5832)	46.9% (337 students
Hispanic	38.4% (1464/3816)	44.7% (442 students)
MLL Student	33.1% (1010/3047)	40.5% (22 students)
Student with Disabilities	29.9% (516/1728)	37.9% (139 students)

District Target: 70%

Percent Proficient

Percent Proficienct by Demographic Group On End of Year Reading Assessment in 2024

By Student Groups for Grades 7-12

| | Targets | ● Demographic Group Target | ┆ District Target |

Group	Percent Proficient	Demographic Group Target
White	70.8% (1696/2397)	
Multi-Racial	64.2% (174/271)	65.4
Asian	59.6% (165/277)	61.7%
American Indian	35.6% (21/59)	42.5% (5 students)
Hispanic	30.5% (725/2378)	38.4% (188 students)
Low-Income Student	30.0% (865/2882)	38% (231 students)
Pacific Islander	29.3% (76/259)	37.5% (22 students)
Black	28.4% (77/271)	36.7% (23 students)
MLL Student	20.2% (327/1618)	30.2% (162 students)
Student with Disabilities	16.7% (118/708)	27.3% (76 students)

District Target: 70%

Percent Proficient

Attendance

Dr. Sandra Buendia, EESS Executive Director

National chronic absenteeism data

- National data from the U.S. Department of Education indicates a substantial increase in chronic absenteeism post COVID-19.

- A student is considered chronically absent if they miss 10% or more of the academic year for any reason.

- Nationally, chronic absenteeism increased to 14.7 million students in 2020-21 from 8 million pre-COVID-19.

- Chronic absenteeism results in loss of instructional time and social development opportunities.

- Any amount of missed instructional time contributes to lower academic achievement and has an adverse impact on student well-being.

Source: Attendance Works, 2022

Chronic absenteeism data—aggregate level

School Year	% of students identified as chronically absent	# of students identified as chronically absent	Total Student Enrollment
2019-2020	5.90%	1220	20679
2020-2021	16%	2954	18462
2021-2022	30%	5316	17721
2022-2023	29%	5119	17651
2023-2024	28%	4933	17618

Chronic absenteeism data by subgroup

School Year 2023-2024	% of students identified as chronically absent	# of students identified as chronically absent	Total # of students in the subgroup	Total Student Enrollment
Asian	20%	201	996	
Black or African American	29%	344	1181	
American Indian or Alaska Native	44%	109	246	
Native Hawaiian or Pacific Islander	46%	491	1078	17,618
White	17%	1489	8579	
Hispanic/Latino	36%	3181	8942	
Multi-race	25%	266	1058	
English Learners	29.11%	1360	4673	
Special Education (Resource)	33.14%	769	2321	

Current activities and accomplishments to date

Current activities

- The SLCSD Attendance Handbook ("handbook"): Tiered interventions, communication protocols, district-level interventions, and resources

Accomplishments

- Explored research-based initiatives that effectively address chronic absenteeism

- Conducted focus groups with to seek feedback on the handbook

- Collaborated with other departments on the development of the handbook

Suggested Attendance Goal

Salt Lake City School District Board of Education
Attendance Goal

To promote student academic achievement and support their successful pathway to career and life, the Salt Lake City School District will increase student attendance by implementing interventions, such as those in the SLCSD Attendance Handbook, districtwide.

- The SLCSD Attendance Handbook provides tiered interventions to address absenteeism at every level of concern and severity.

- The SLCSD Attendance Handbook has been designed to engage families as equal partners with schools in addressing absenteeism.

- Chronic absenteeism will be reduced by at least 2% points per year, reducing the current rate of 28% to 18% by academic year 2029-2030.
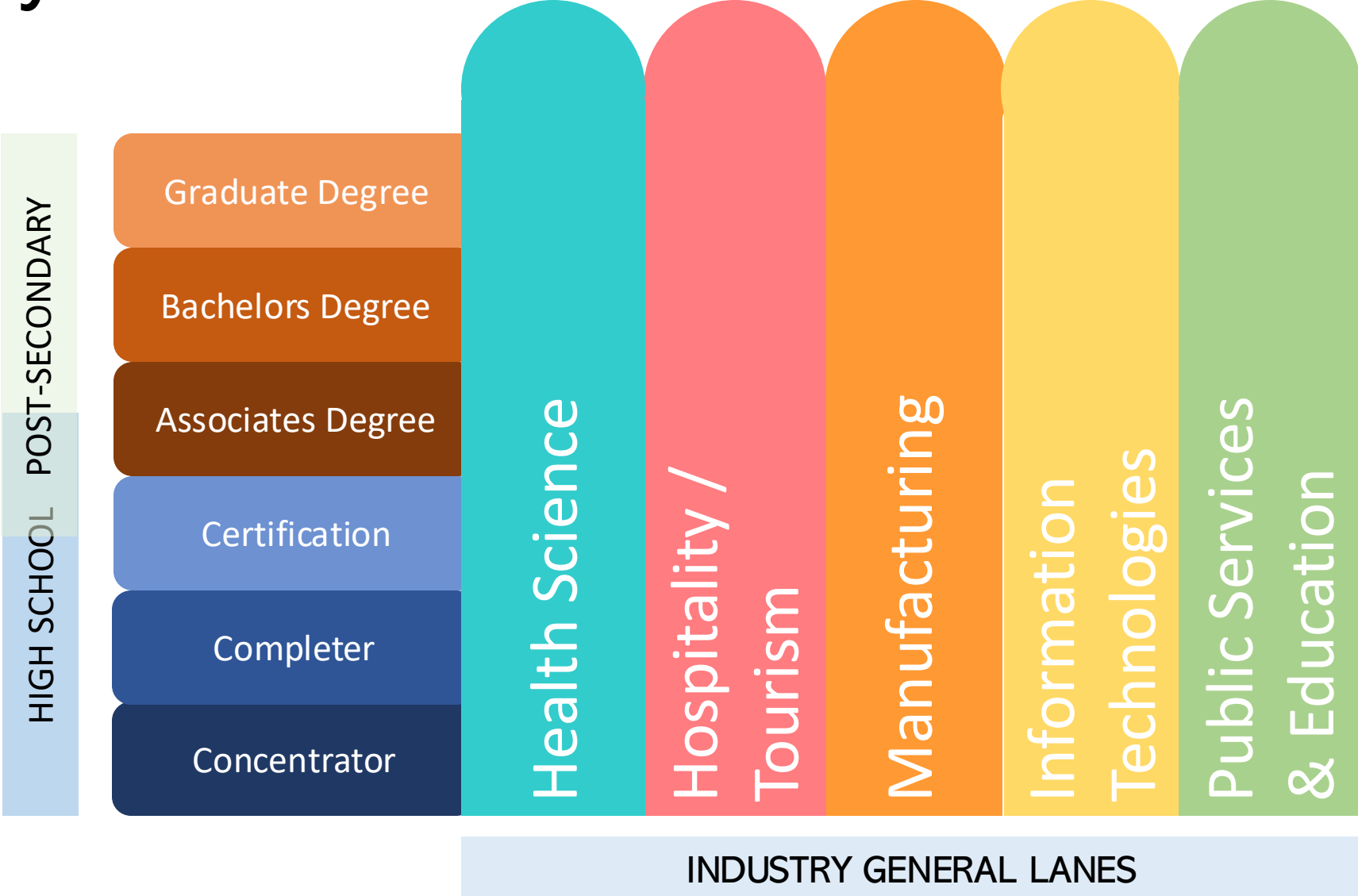
College and Career Pathways

Dr. Elizabeth Grant

SLCSD Pathway Vision

Offer students options in five **high-demand pathways** with multiple access points for continuing education and professional experience

POST-SECONDARY

HIGH SCHOOL

Graduate Degree

Bachelors Degree

Associates Degree

Certification

Completer

Concentrator

Health Science

Hospitality / Tourism

Manufacturing

Information Technologies

Public Services & Education

INDUSTRY GENERAL LANES

Pathway Success

Given that almost half of SLCSD students do not enroll in college, it is important to look at career pathway options—

- Research has shown that students in career education programs have higher graduation rates, improved academic achievement and higher rates of employment and enrollment in community college.

- In SLCSD, pathway completers graduate high school at higher rates than non-completers.

- The most successful programs are tied to the local labor market and offer a sequence of linked classes, not "a la carte" offerings. Pathways should also link to high-wage careers in growing industries, not low-paying jobs with little future.

Pathway Goals

By 2029:

- 100% of high school students will have an articulated plan for a college and/or career pathway

- 30% of students will participate in apprenticeship or internship experiences of value

- 50% of students will be Pathway Completers
  (3 credits in a CTE pathway)

- 75% of students will be Pathway Concentrators
  (2 credits in a CTE pathway)

Discussion