

SUPERINTENDENT'S REPORT

Summary Report to the Board of Education
Dr. Anthony Godfrey, Superintendent of Schools
December 9, 2025

EL300 Global Executive Limitations

*Superintendent and Business Administrator
maintain lawful and
ethical professional business practices.*

EL301 Treatment of Students & Their Families

What is expected: *Superintendent is to implement policies, procedures, and practices to promote health & safety of students, encourage parental participation in education, be sensitive to cultural issues and community values, set expectations, operate accessible facilities, collect and protect appropriate student and employee data, and handle grievances.*

- Portrait of a Graduate & Strategic Plan

EL302 Treatment of Staff

What is expected: *Superintendent is to clarify procedures and expectations, handle grievances, protect against wrongful conditions, not discriminate against dissent, acquaint staff about protections, recognize contributions, promote a positive work environment.*

- Supercast

EL303 Communication & Support to the Board

What is expected: *Superintendent will support the Board in its work by submitting accurate monitoring data, notify public of policy changes, report noncompliance, notify Board of state and federal changes and their impact, support community relations initiatives, advise Board of policy noncompliance, provide external viewpoints, submit consent agenda.*

- Annual Report

EL304 Annual Reports to the Public

What is expected: *Superintendent will prepare annual progress report on performance data, information about District programs and operations, and financial reports.*

- Emailed Board Bulletin; Live streaming Board meetings; audio posted online; summaries posted
- Financial reports available to the public monthly (BoardBook) and yearly (Budget, ACFR)

EL305 Emergency Succession

What is expected: Superintendent and Business Administrator will familiarize two other administrators with the issues and processes of the Board.

- **Business Administrator John Larsen and Associate Superintendent Michael Anderson are trained in the Superintendent's work.**
- **Dan Ellis, Director of Accounting, Budgets & Audits, is trained in the work of the Business Administrator.**
- **Business Administrator consults frequently on a range of issues.**
- **Superintendent, Business Administrator, and Associate Superintendent meet together as often as possible for redundancy and consultation.**

E400 Mission Statement

Students in Jordan School District will reach their potential to achieve academically, prosper economically, and contribute responsibly to society.

- **Portrait of a Graduate**
- **Strategic Plan**
- **Everything we do as an Administration is to focus energy on student achievement and success.**

E400 Mission Statement

*Unleashing Potential:
Exceptional Educational Opportunities for Every Student*

- **Portrait of a Graduate**
- **Strategic Plan**
- **Everything we do as an Administration is to focus energy on student achievement and success.**

E401 Student Achievement

What is expected: Jordan District will provide a quality education for students that includes ensuring a variety of opportunities are made available to students at all levels; student growth and progress will be monitored with assessment practices that inform instruction to meet the needs of all learners in every field of opportunity.

Expanded Student Opportunities:

- **Jordan Credit Center**

E405 ENDS

What is expected: Jordan District will provide exceptional educational opportunities in our schools that lead to graduates who are prepared for success within and beyond the classroom through the core pillars of the District's Strategic Plan: high-quality instruction, a culture of belonging, opportunities for every learner, student and staff wellness, and effective communication.

Expanded Student Opportunities:

- **Jordan Credit Center**

Things to consider when looking at 2024-25 data:

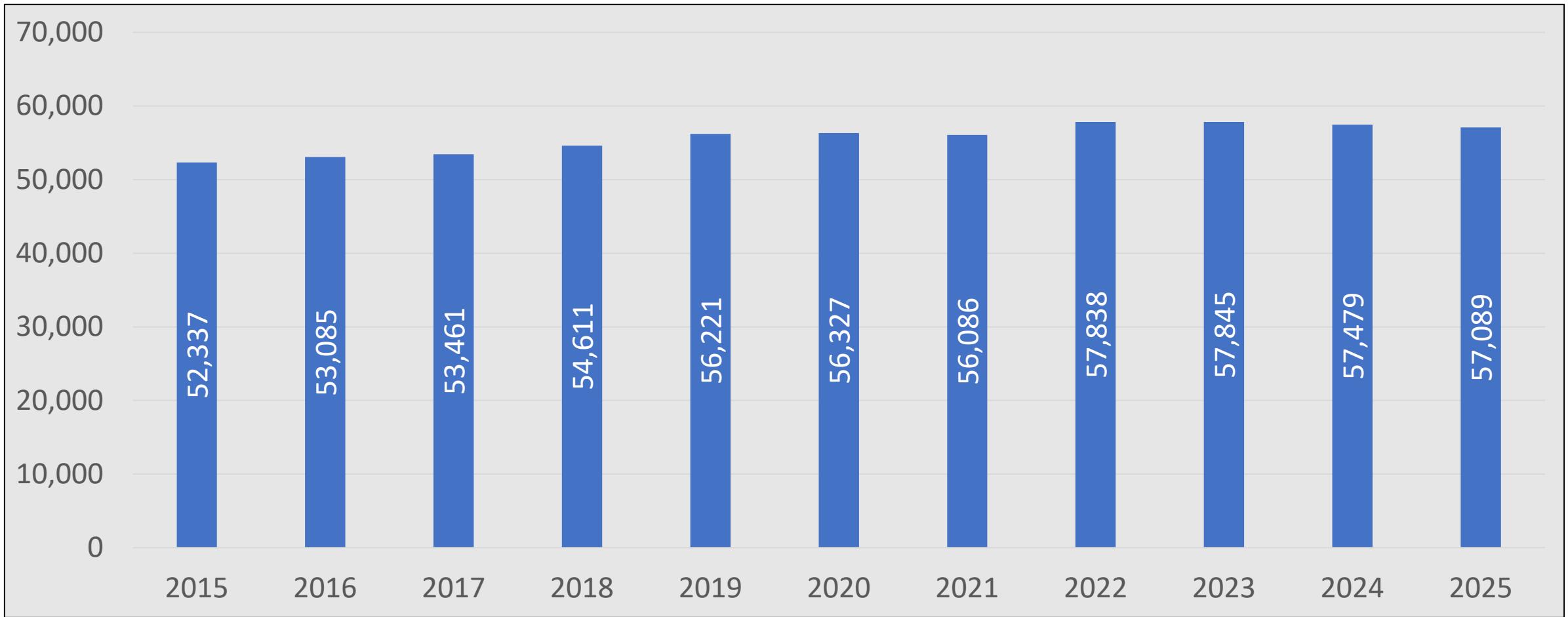
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**Changing
Demographics and
Plateauing Enrollment**

2

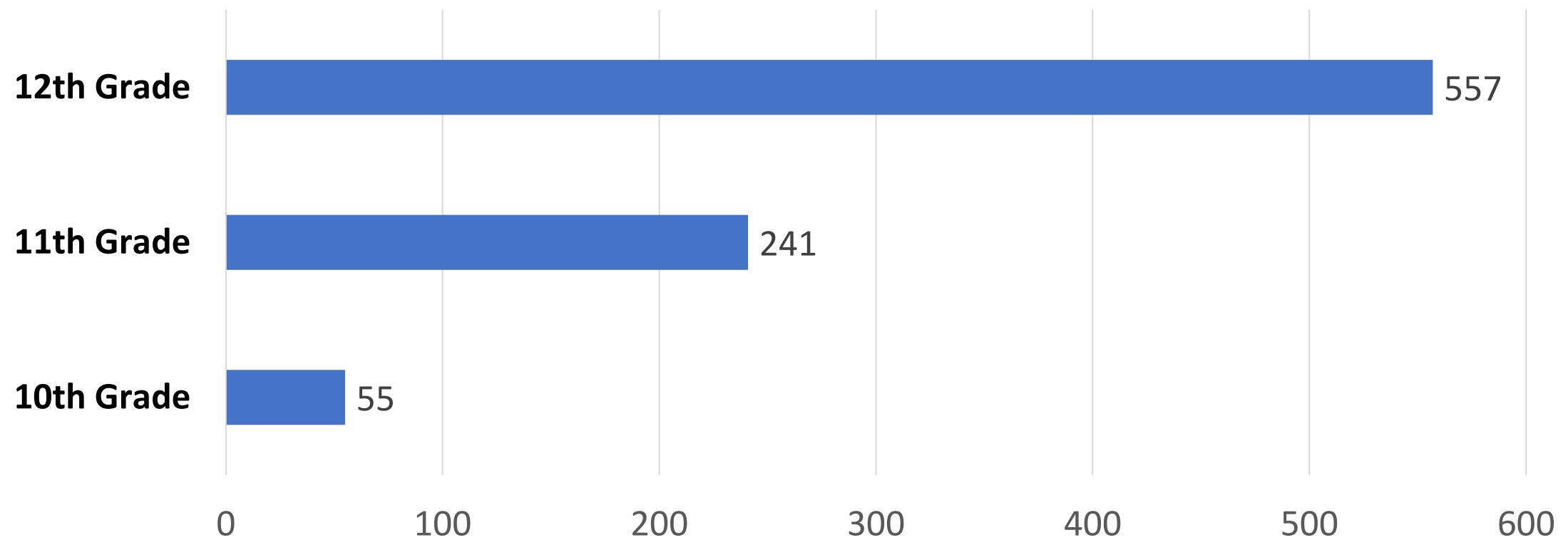
**Declining
Attendance Rates**

Enrollment is plateauing and starting to trend down

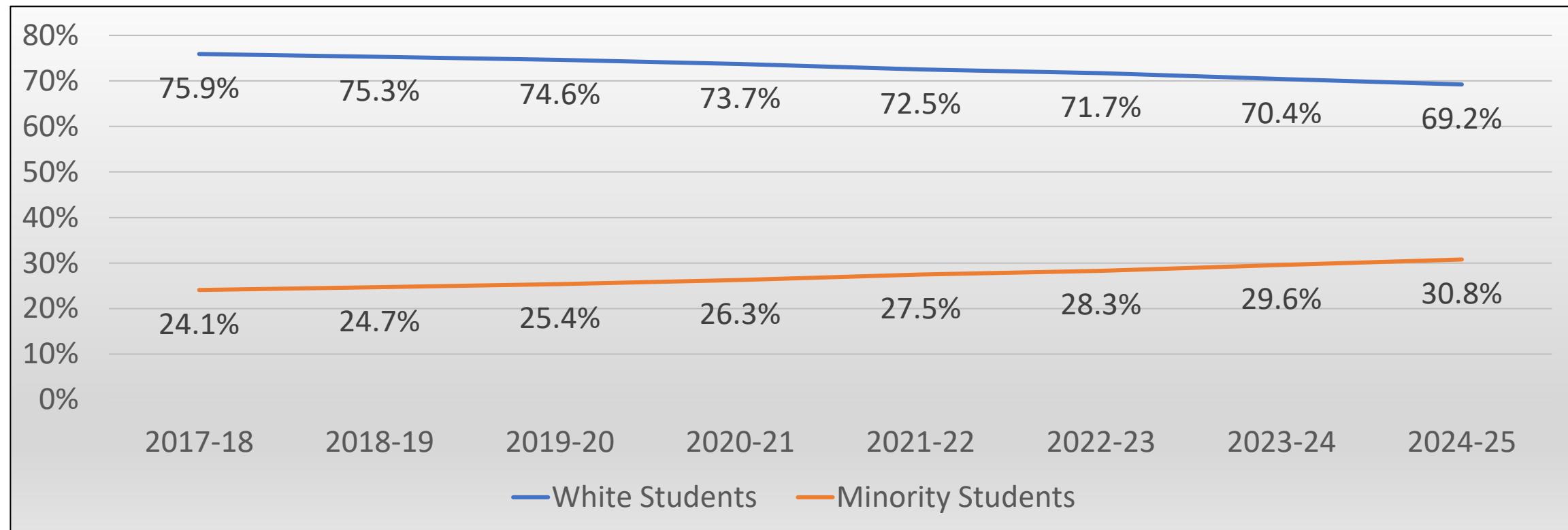


Older grades are still increasing

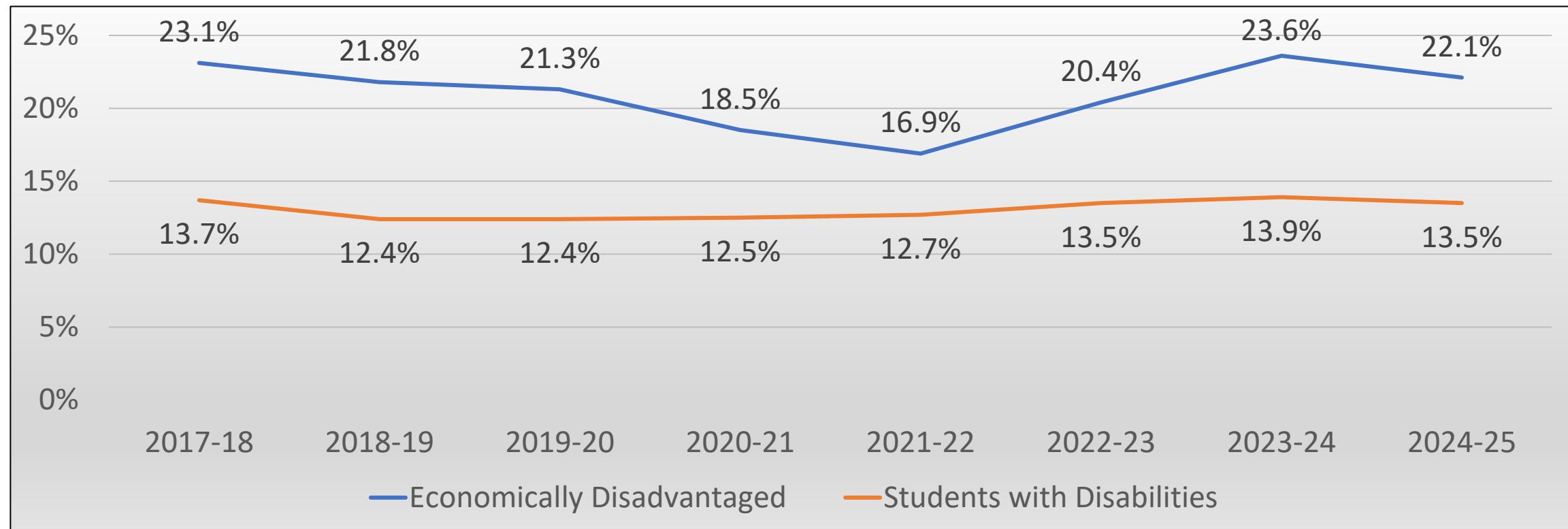
From 2021-22 to 2025-26



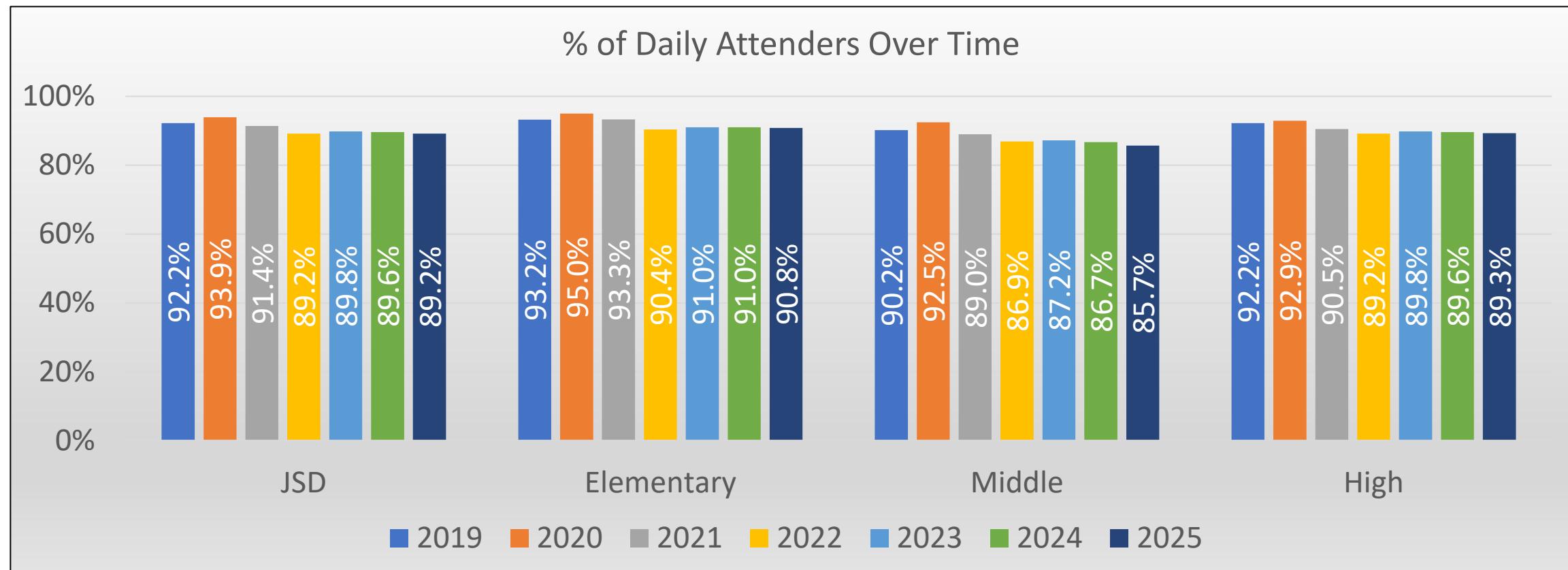
Increasingly diverse population with increasingly diverse needs and strengths



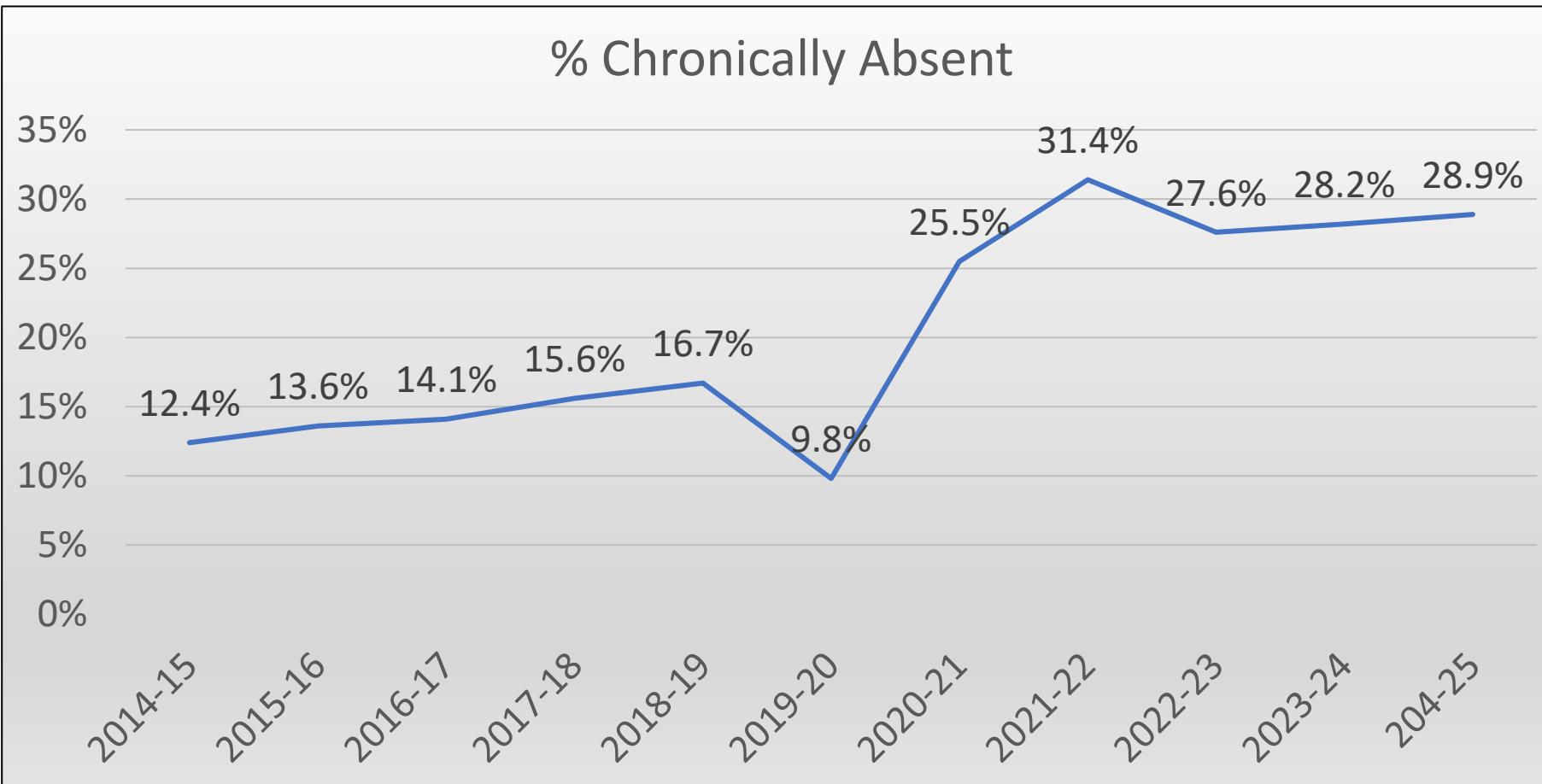
Increasingly diverse population with increasingly diverse needs and strengths



Average daily attendance rates are declining slightly

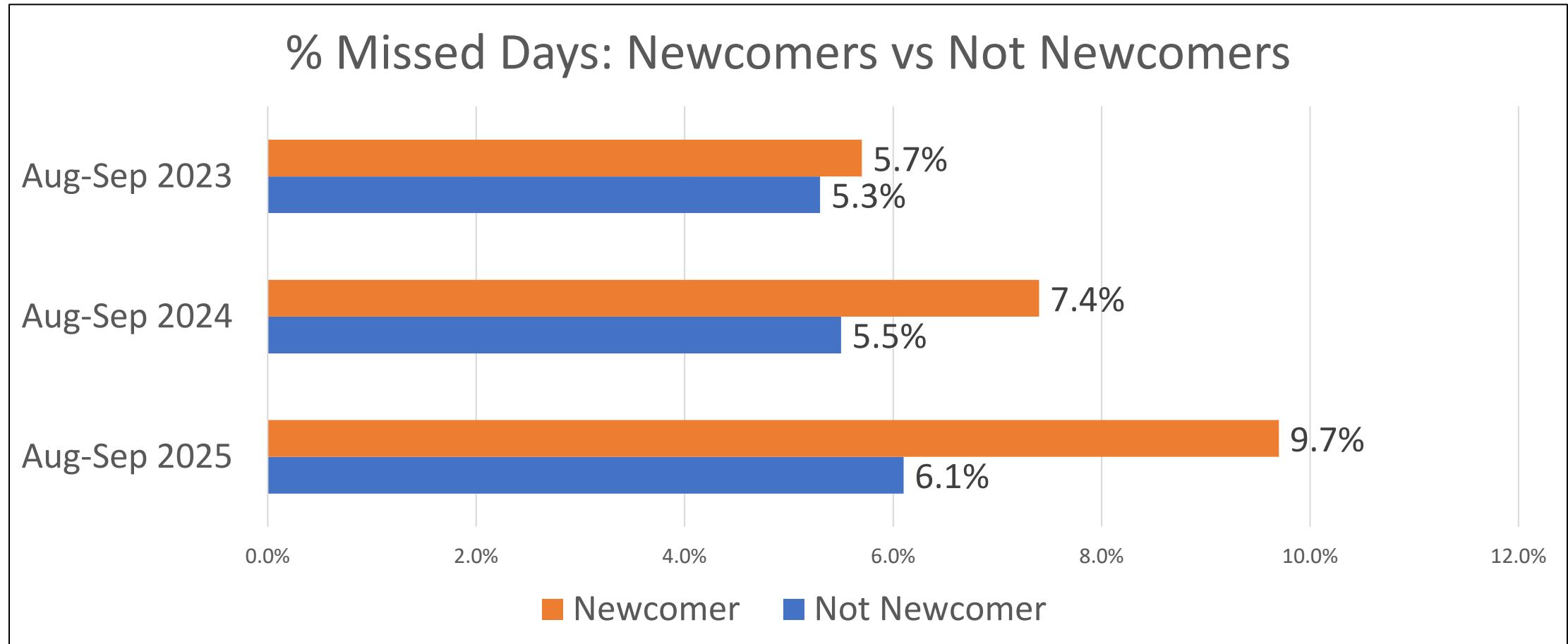


Chronic absences are increasing slightly, especially among some high need student populations



Chronically
Absent:
Enrolled 60+
instructional days
and absent for
10% or more of
those days

Newcomer absenteeism is increasing...



Assessment	Good Attender Proficiency Rate	Chronic Absentee Proficiency Rate	Achievement Gap
2025 RISE ELA (3-8)	48.5%	32.2%	-16.3%
2025 RISE Math (3-8)	49.4%	28.9%	-20.5%
2025 RISE Science (3-8)	57.5%	38.4%	-19.1%

Why is attendance something to consider?

In 2024-25, students who were chronically absent were 16-20% less proficient than their good attender peers.

Remember, with assessment results:



Elementary Monitoring Criteria

Reminder:

- **Acadience Reading**: For grade 3 year-over-year calculations, Juniper Elementary is not included in the denominator.
- **RISE**: For grades 4-6 year-over-year calculations, Ridge View Elementary and Juniper Elementary are not included in the denominator.

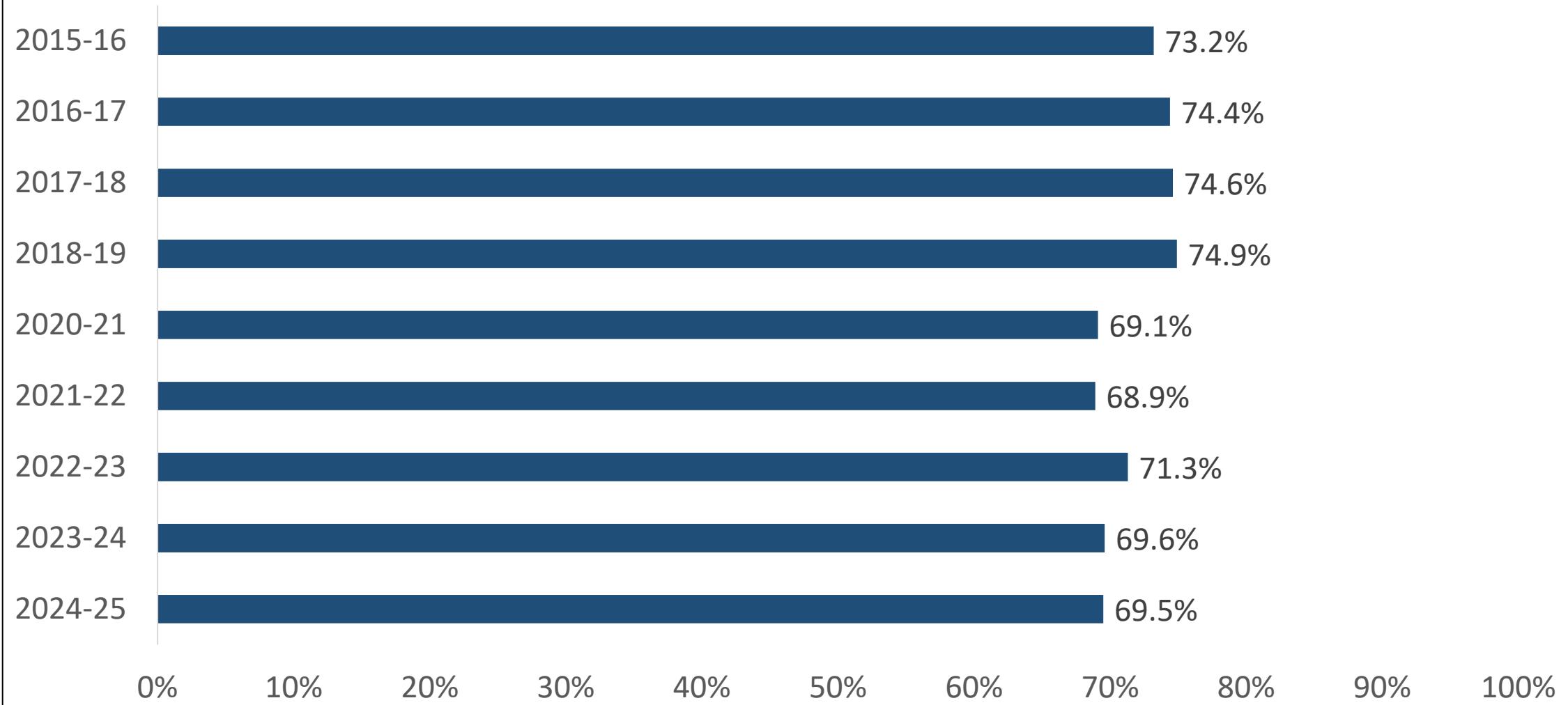


Elementary Level

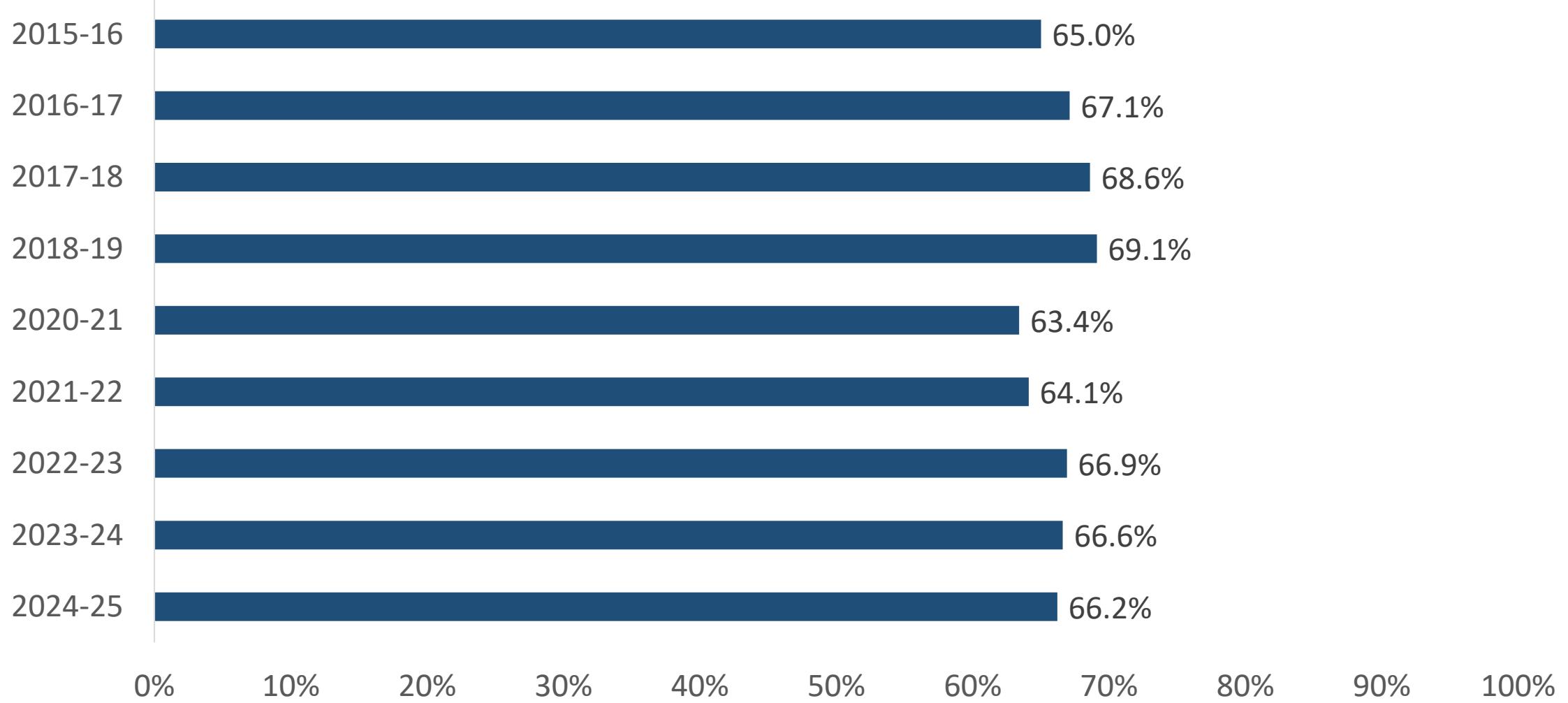
Assessment	Academic Growth Criteria	Recent Performance History
Acadience Reading (3 rd Grade)	Percentage of the District's elementary schools whose most recent year's 3rd grade End of Year (EOY) percentage on benchmark is greater than 90% OR greater than the prior year's EOY percentage on benchmark	<p>% Greater than Prior Year</p> <p>2021 - 13.8% or 5 schools</p> <p>2022 – 69.0% or 29 schools</p> <p>2023 – 73.1% or 30 schools</p> <p>2024 – 53.6% or 22 schools</p> <p>2025– 53.6% or 22 schools</p> <p>2025 3rd Grade % At or Above Benchmark</p> <p>69.5% (2024 = 69.6%)</p>

Goal Not Met

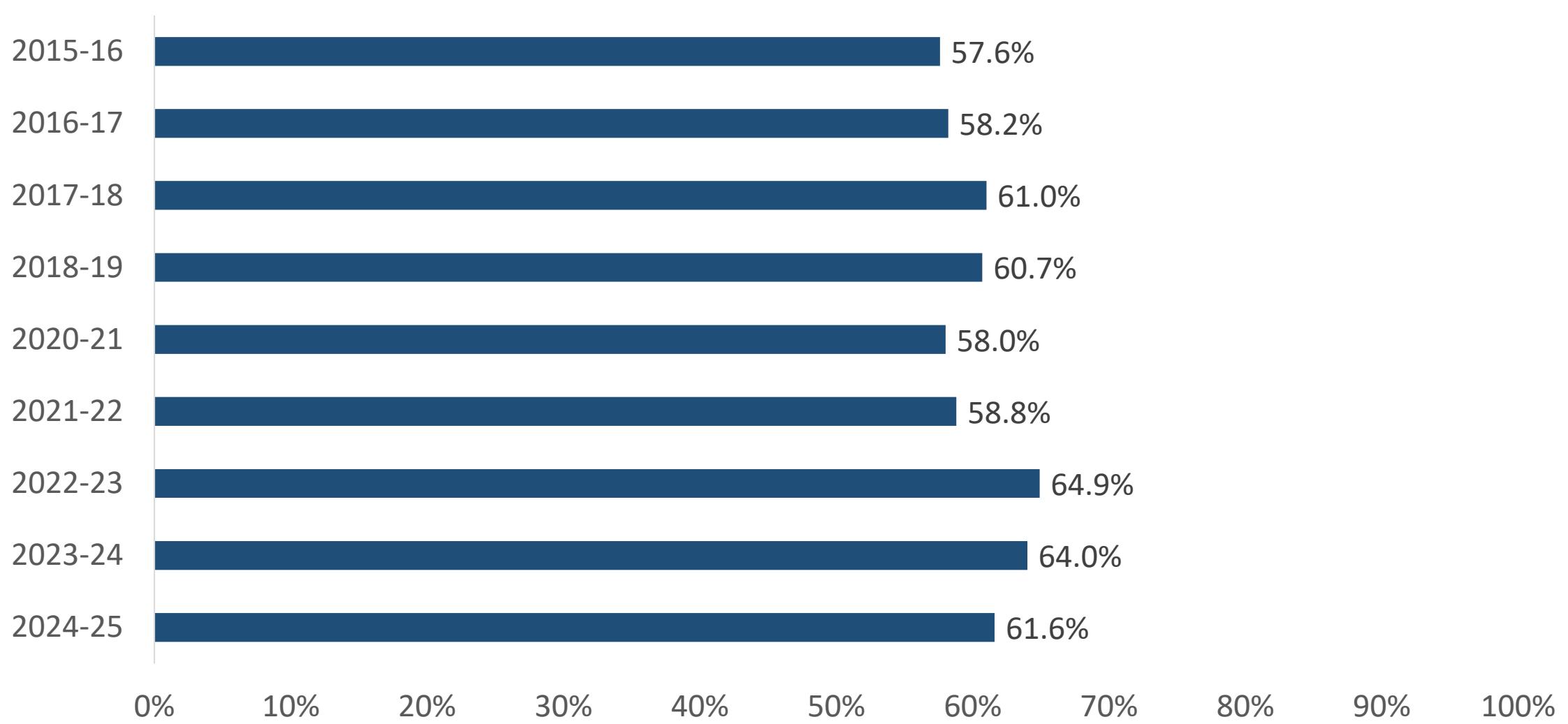
% of 3rd Grade Students At or Above Benchmark by EOY



% of K-3 Students At or Above Benchmark by EOY

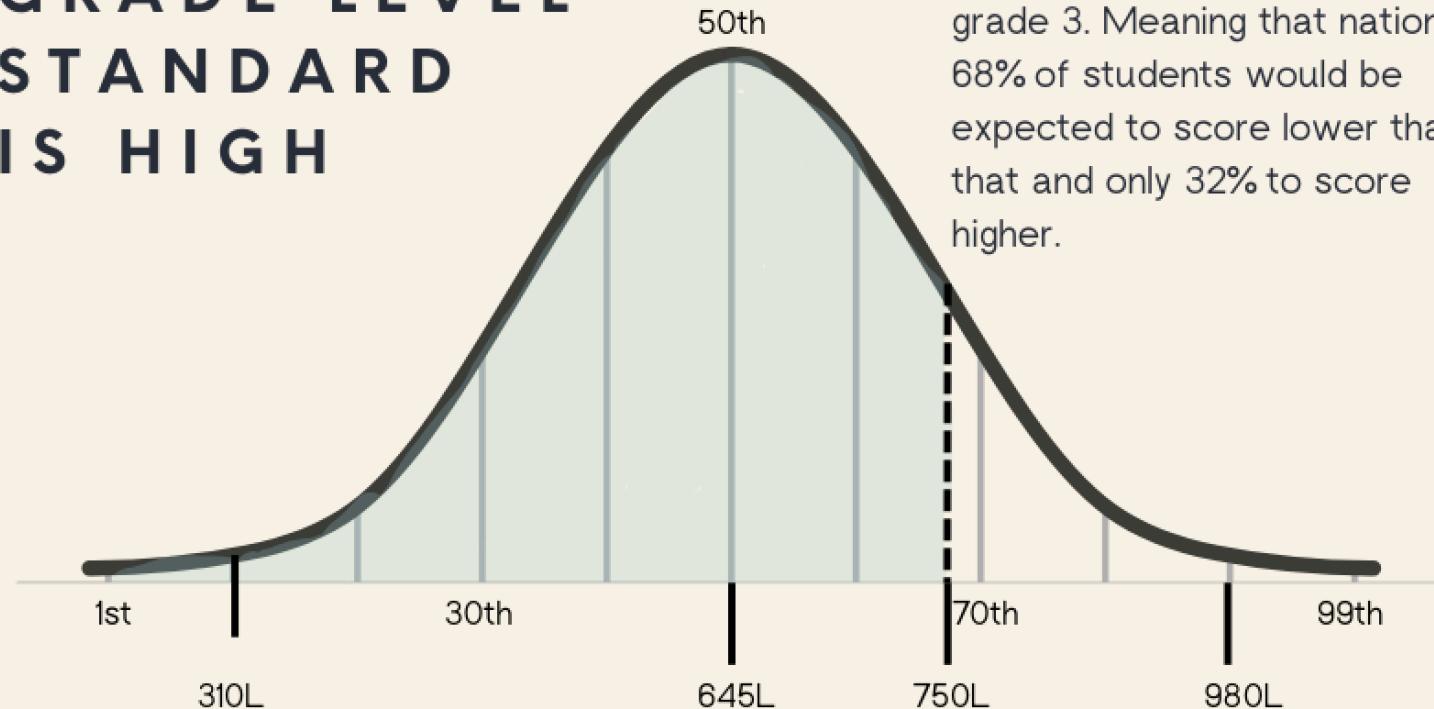


% of K-3 Students Making Typical or Better Growth by EOY



Lately, there has been much discussion around Utah's reading on grade level standard.

UTAH'S READING ON GRADE LEVEL STANDARD IS HIGH



Source: The Lexile & Quantile Hub



Lexile Grade Level Charts

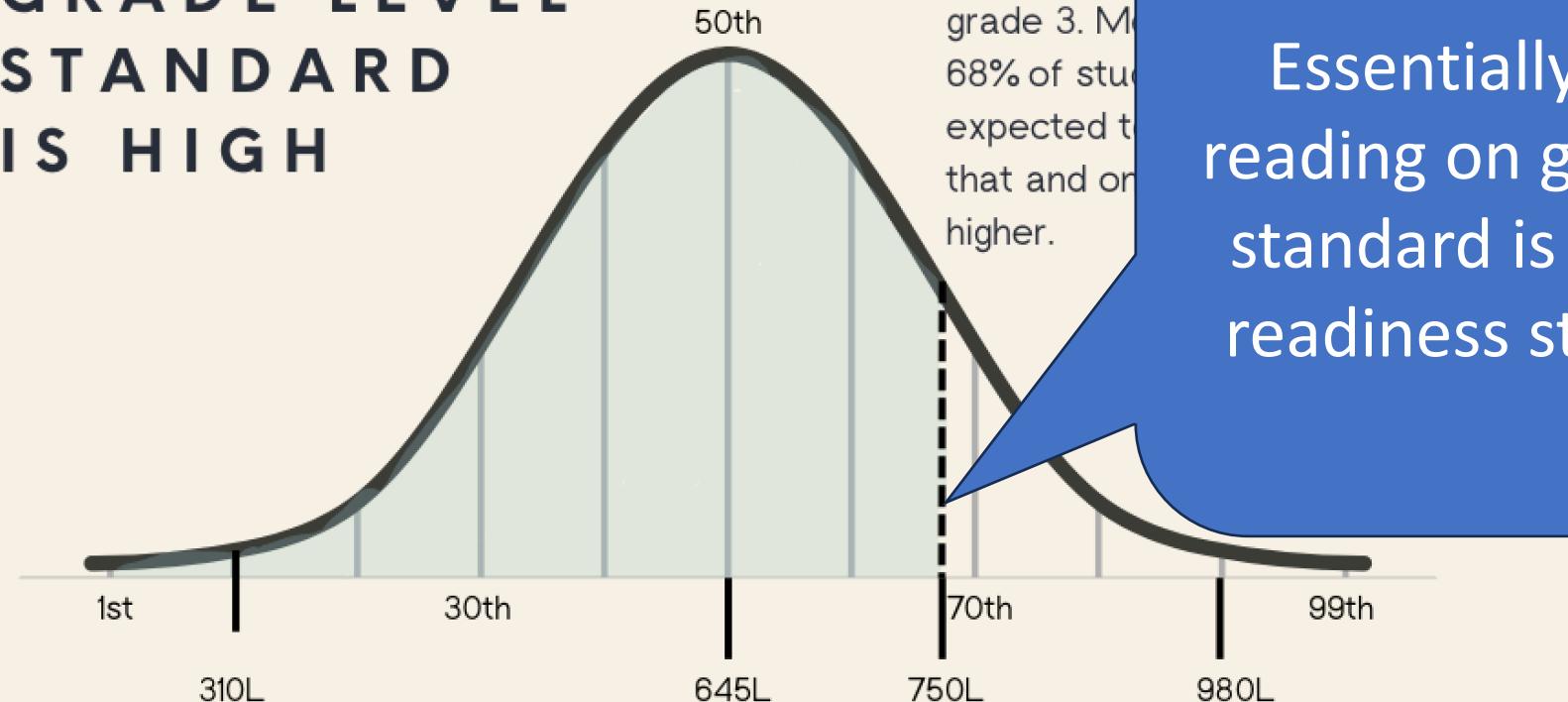
What are Lexile Student Measures by Grade? A research study was conducted to describe Lexile ranges for each grade.

LEXILE HUB

Brooke Anderson | @utedudata | brooke@utaheddata.com

Utah law states that by the end of the 2026-27 school year, at least 70% of third graders must score at this level. So, 70% are expected to achieve a reading level only 32% achieve nationally.

UTAH'S READING ON GRADE LEVEL STANDARD IS HIGH



Essentially, Utah's reading on grade level standard is a college readiness standard...

Source: The Lexile & Quantile Hub



Lexile Grade Level Charts

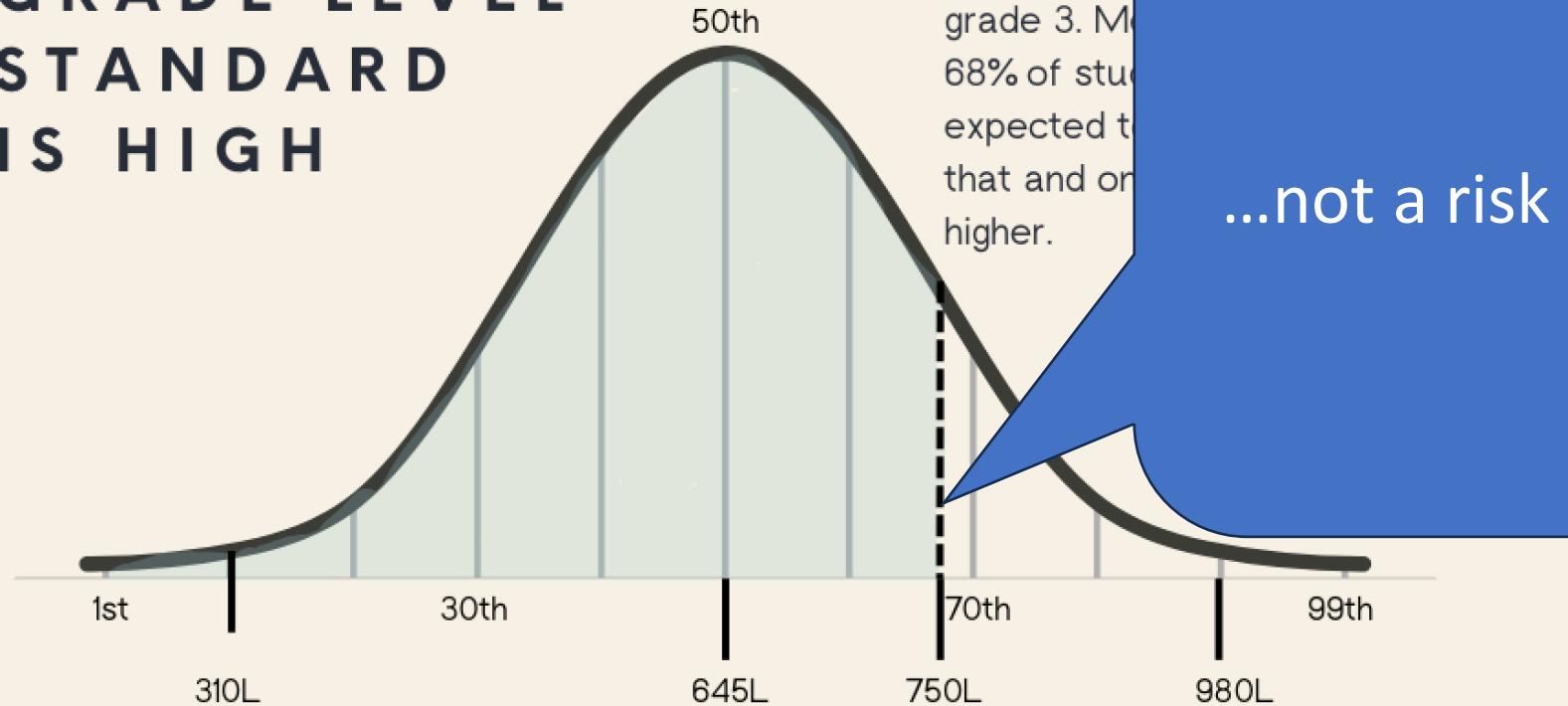
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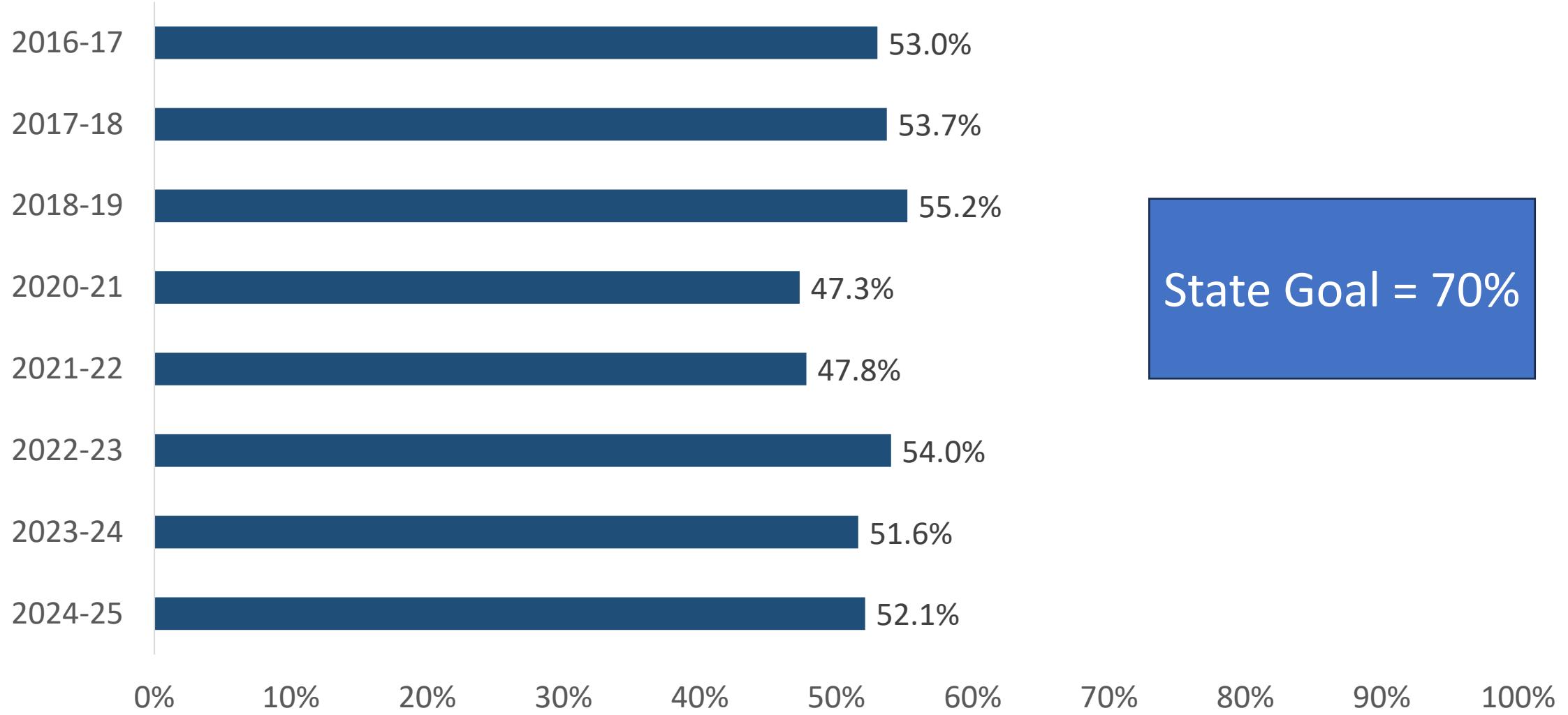
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% of 3rd Graders Reading on Grade Level

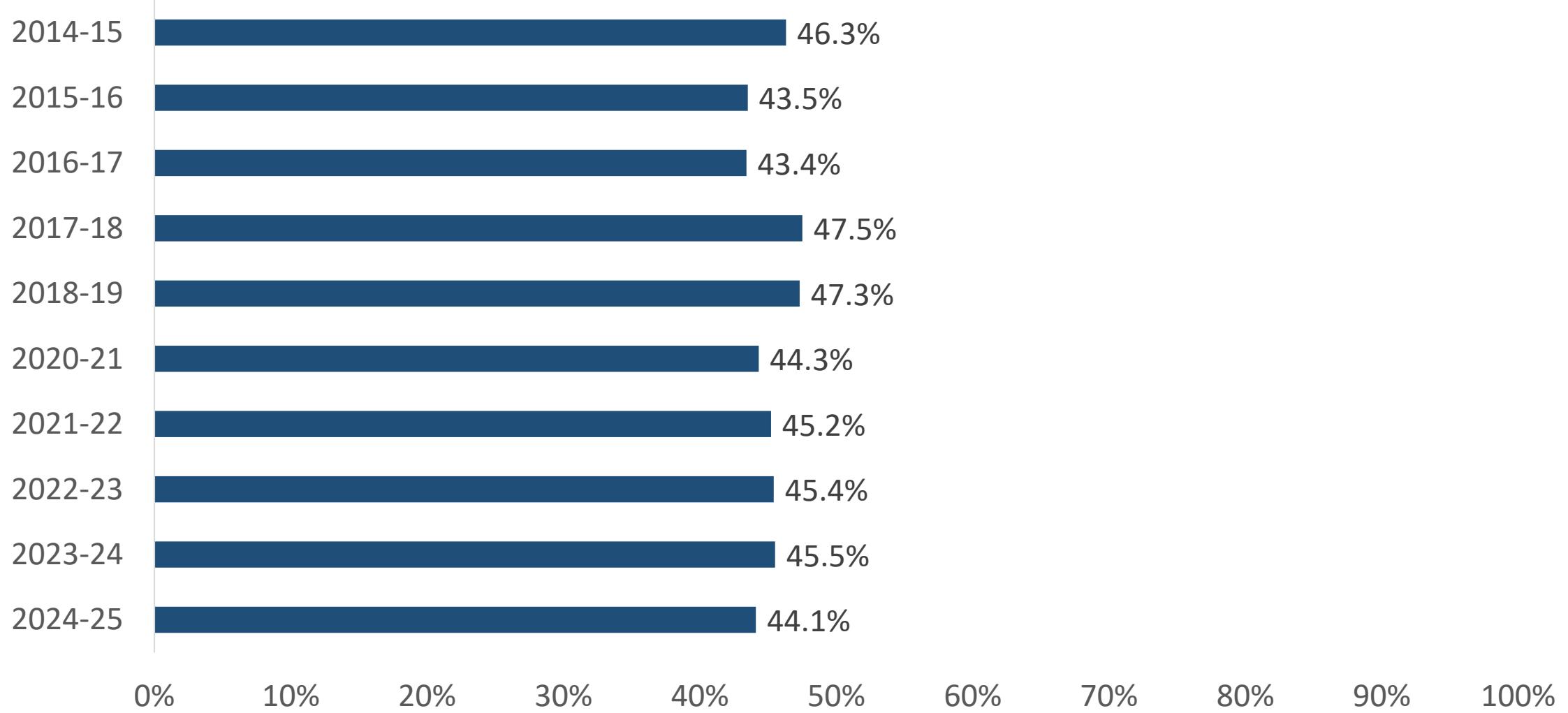


Elementary Level

Assessment	Academic Growth Criteria	Recent Performance History
RISE ELA (Grades 4-6)	Percentage of the District's elementary schools whose most recent year's language arts percent proficient is greater than 90% OR greater than prior year's language arts percent proficient.	% Greater than Prior Year 2021 - 22.2% or 8 schools 2022 – 69.2% or 27 schools 2023 – 48.8% or 20 schools 2024 – 39.0% or 16 schools 2025 – 20.0% or 8 schools 2025 Total % Proficient 43.6% (2024= 47.4%)

Goal Not Met

% of Grades 3-6 Students Proficient on RISE ELA



RISE ELA Considerations:

The RISE ELA assessment changed based on the newly approved ELA core approved by USBE.

- **Speaking and Listening items were removed making the assessment a reading test**
- **Cluster questions were introduced**
- **New proficiency cut scores established**
- **Not the same assessment**
 - **Caution is advised when comparing to prior scores**

Grades 3-6 RISE ELA Proficiency: Utah vs. JSD

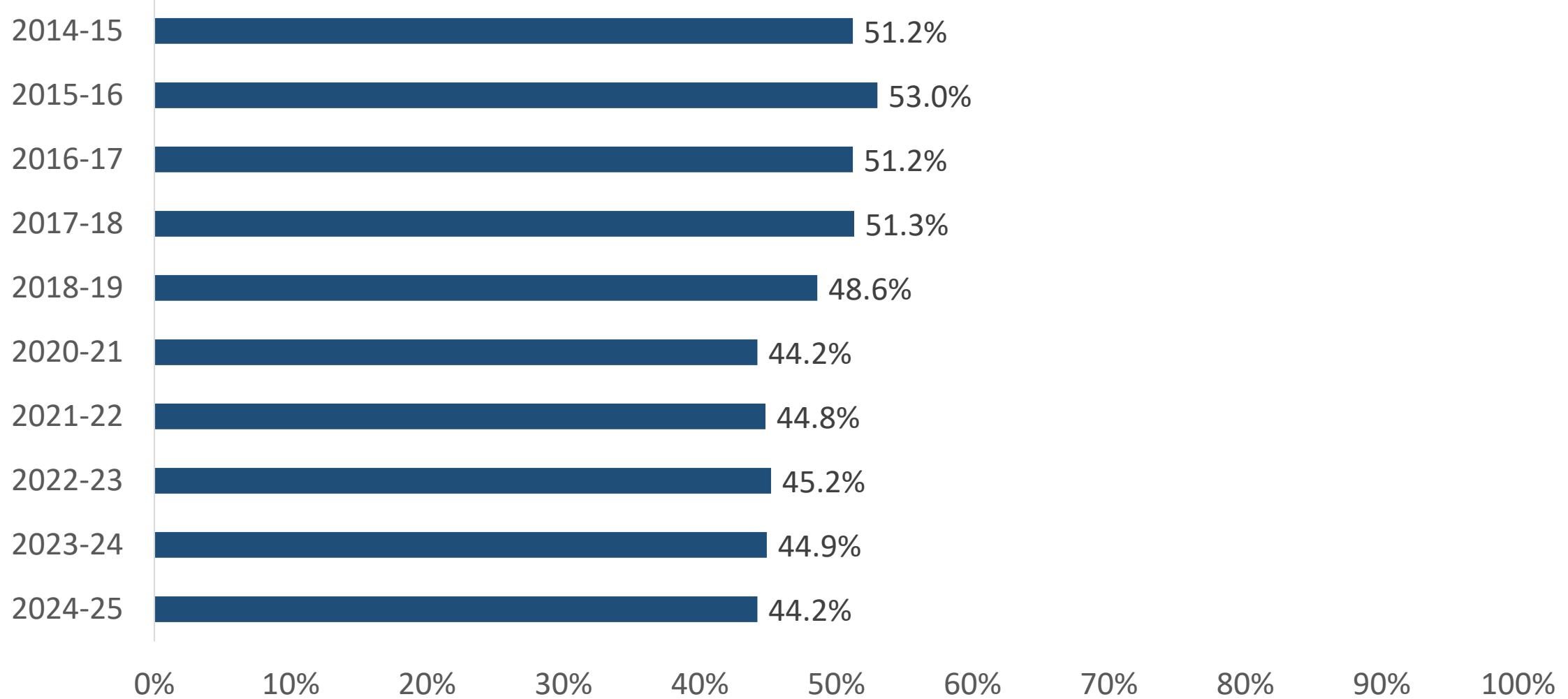
Utah	Jordan School District
2023-24: 46.3%	2023-24: 45.5%
2024-25: 43.5%	2024-25: 44.1%
Difference: -2.8%	Difference: -1.4%

Elementary Level

Assessment	Academic Growth Criteria	Recent Performance History
RISE Math (Grades 4-6)	<p>Percentage of the District's elementary schools whose most recent year's math percent proficient is greater than 90% OR greater than prior year's math percent proficient.</p>	<p>% Greater than Prior Year 2021 - 13.8% or 5 schools 2022 – 51.3% or 20 schools 2023 – 60.9% or 25 schools 2024 – 41.5% or 17 schools 2025 – 50.0% or 20 schools</p> <p>2025 Total % Proficient 43.2% (2024 = 43.7%)</p>

Goal Met

% of Grades 3-6 Students Proficient on RISE Math

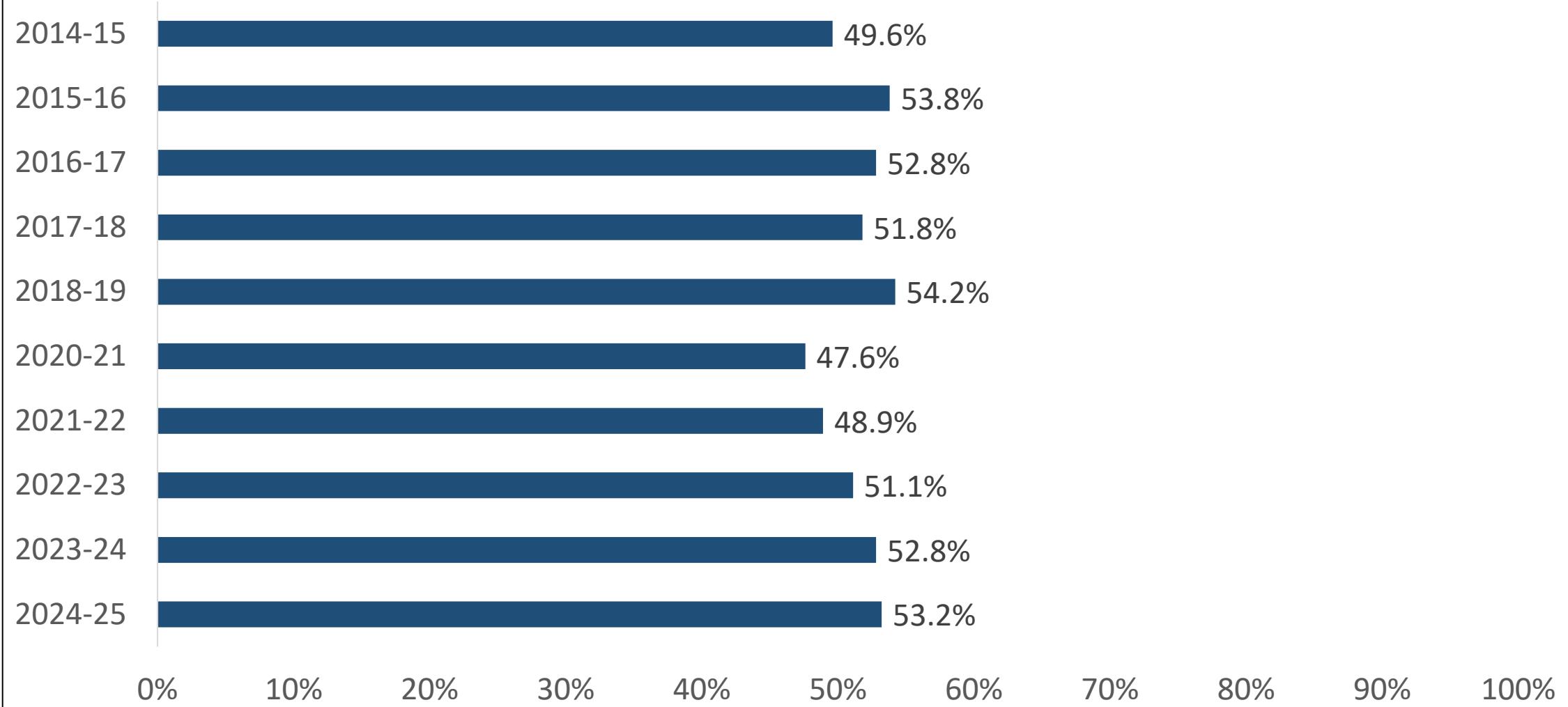


Elementary Level

Assessment	Academic Growth Criteria	Recent Performance History
RISE Science (Grades 4-6)	Percentage of the District's elementary schools whose most recent year's science percent proficient is greater than 90% OR greater than prior year's science percent proficient.	% Greater than Prior Year 2021 - 11.1% or 4 schools 2022 – 56.4% or 22 schools 2023 – 75.6% or 31 schools 2024 – 58.5% or 24 schools 2025 – 57.5% or 23 schools 2025 Total % Proficient 53.2% (2023 = 52.8%)

Goal Not Met

% of Grades 4-6 Students Proficient on RISE Science



Middle School Monitoring Criteria

Middle Level

Assessment	Academic Growth Criteria	Recent Performance History						
9th Grade Credit Deficiencies	<p>Students advance to high school with full credits and in line for graduation. Evidenced by decreasing number of students who are credit-deficient at the end of 9th grade less than 10% OR less than the credit deficiency rate for the previous year's class.</p>	<p>% Credit Deficient less than previous year</p> <table><tbody><tr><td>2020 – 13.7%</td></tr><tr><td>2021 – 20.5%</td></tr><tr><td>2022 – 17.6%</td></tr><tr><td>2023 – 16.5%</td></tr><tr><td>2024 – 18.6%</td></tr><tr><td>2025 – 17.9%</td></tr></tbody></table>	2020 – 13.7%	2021 – 20.5%	2022 – 17.6%	2023 – 16.5%	2024 – 18.6%	2025 – 17.9%
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2025 – 17.9%								

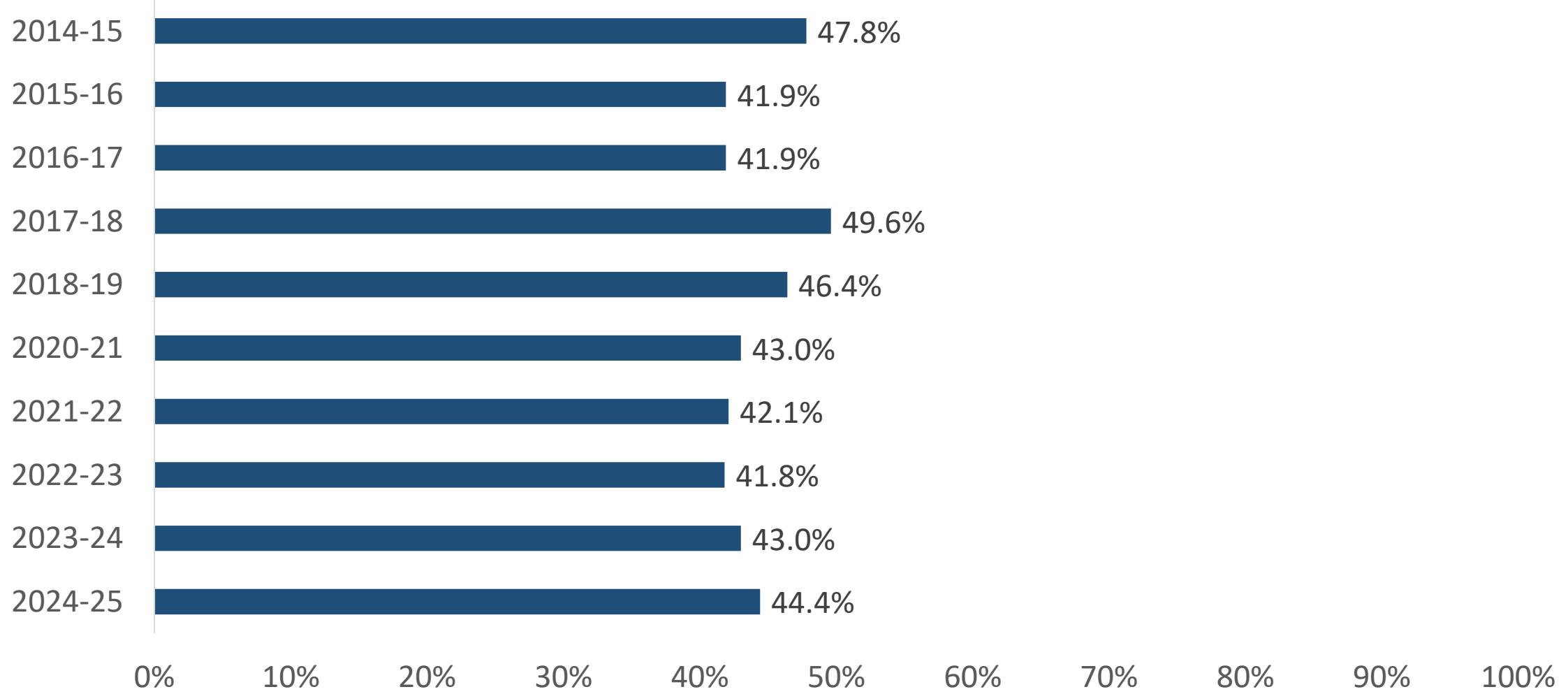
Goal Met

Middle Level

Assessment	Academic Growth Criteria	Recent Performance History
RISE ELA (Grades 7-8)	Percentage of the District's middle schools whose most recent year's language arts percent proficient is greater than 90% OR greater than prior year's language arts percent proficient.	% Greater than Prior Year 2021 - 20% or 2 schools 2022 – 50% or 6 schools 2023 – 30.8% or 4 schools 2024 – 62.9% or 9 schools 2025 – 76.9% or 10 schools 2025 Total % Proficient 44.4% (2023 = 43.0%)

Goal Met

% of Grades 7-8 Students Proficient on RISE ELA



Grades 7-8 RISE ELA Proficiency: Utah vs. JSD

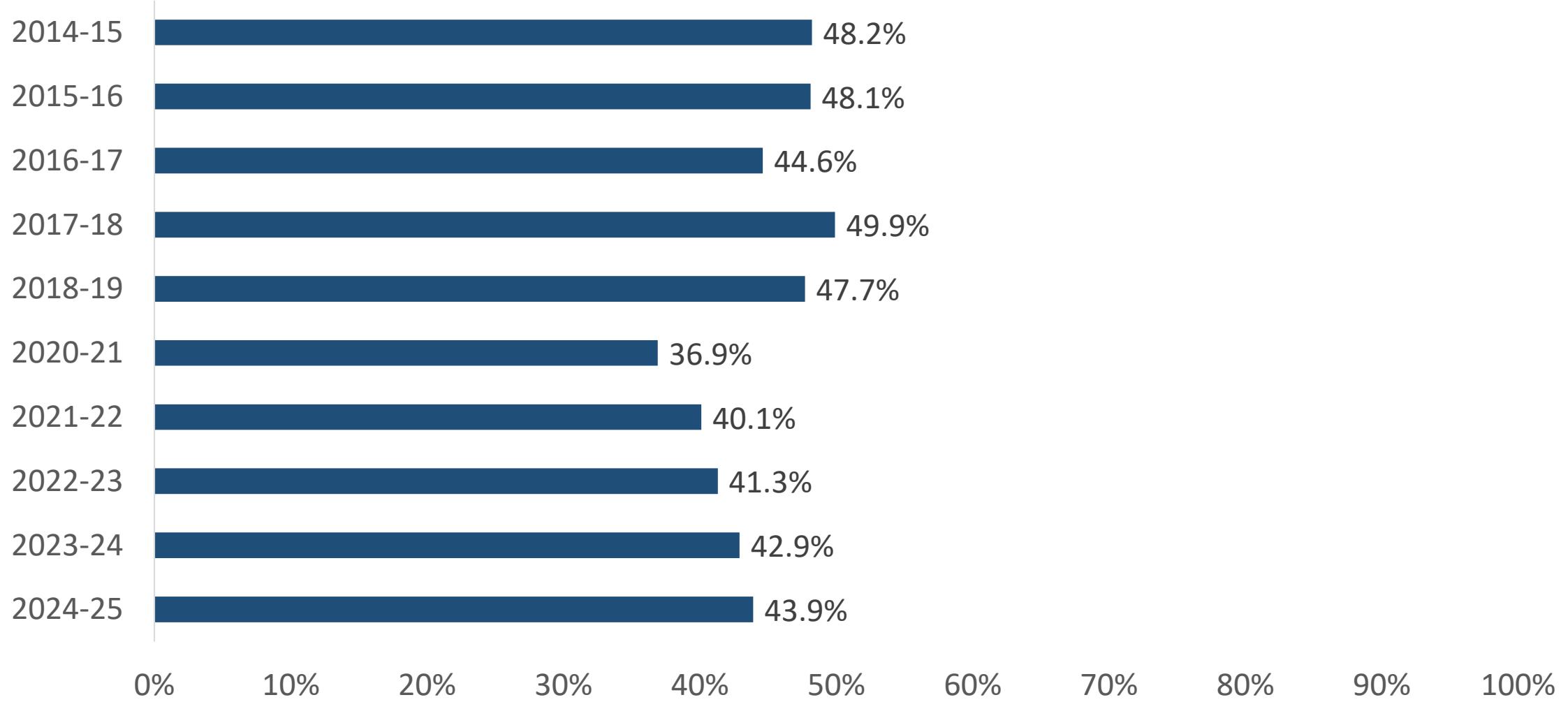
Utah	Jordan School District
2023-24: 42.3%	2023-24: 43.0%
2024-25: 42.2%	2024-25: 44.4%
Difference: -0.1%	Difference: +1.4%

Middle Level

Assessment	Academic Growth Criteria	Recent Performance History
RISE Math (Grades 7-8)	<p>Percentage of the District's middle schools whose most recent year's math percent proficient is greater than 90% OR greater than prior year's math percent proficient.</p>	<p>% Greater than Prior Year 2021 - 0% or 0 schools 2022 – 75% or 9 schools 2023 – 46.2% or 6 schools 2024 – 53.8% or 7 schools 2025 – 61.5% or 8 schools</p> <p>2025 Total % Proficient 43.9% (2024 = 42.9%)</p>

Goal Met

% of Grades 7-8 Students Proficient on RISE Math

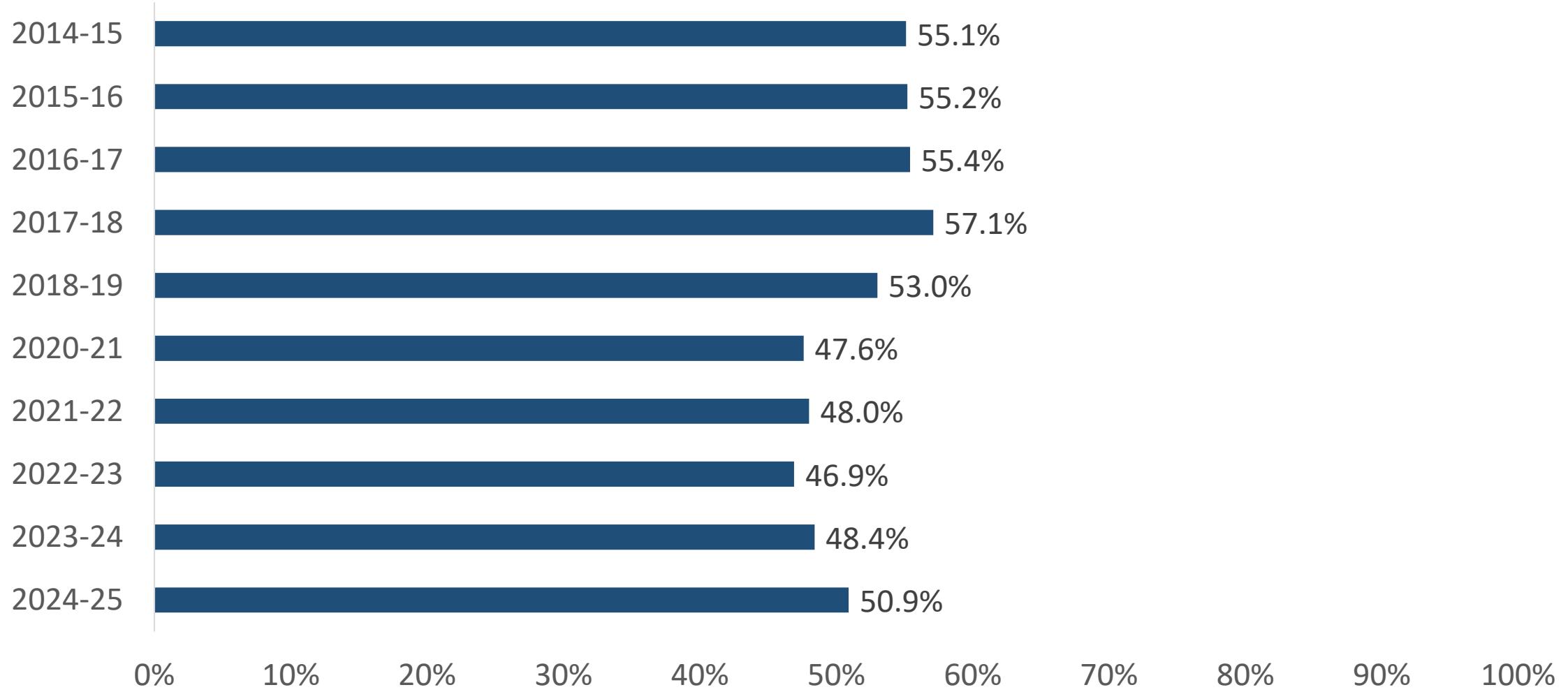


Middle Level

Assessment	Academic Growth Criteria	Recent Performance History
RISE Science (Grades 7-8)	Percentage of the District's middle schools whose most recent year's science percent proficient is greater than 90% OR greater than prior year's science percent proficient.	% Greater than Prior Year 2021 - 10% or 1 schools 2022 – 66.7% or 8 schools 2023 – 23.1% or 3 schools 2024 – 62.9% or 9 schools 2025 – 84.6% or 11 schools 2025 Total % Proficient 50.9% (2024 = 48.4%)

Goal Met

% of Grades 7-8 Students Proficient on RISE Science

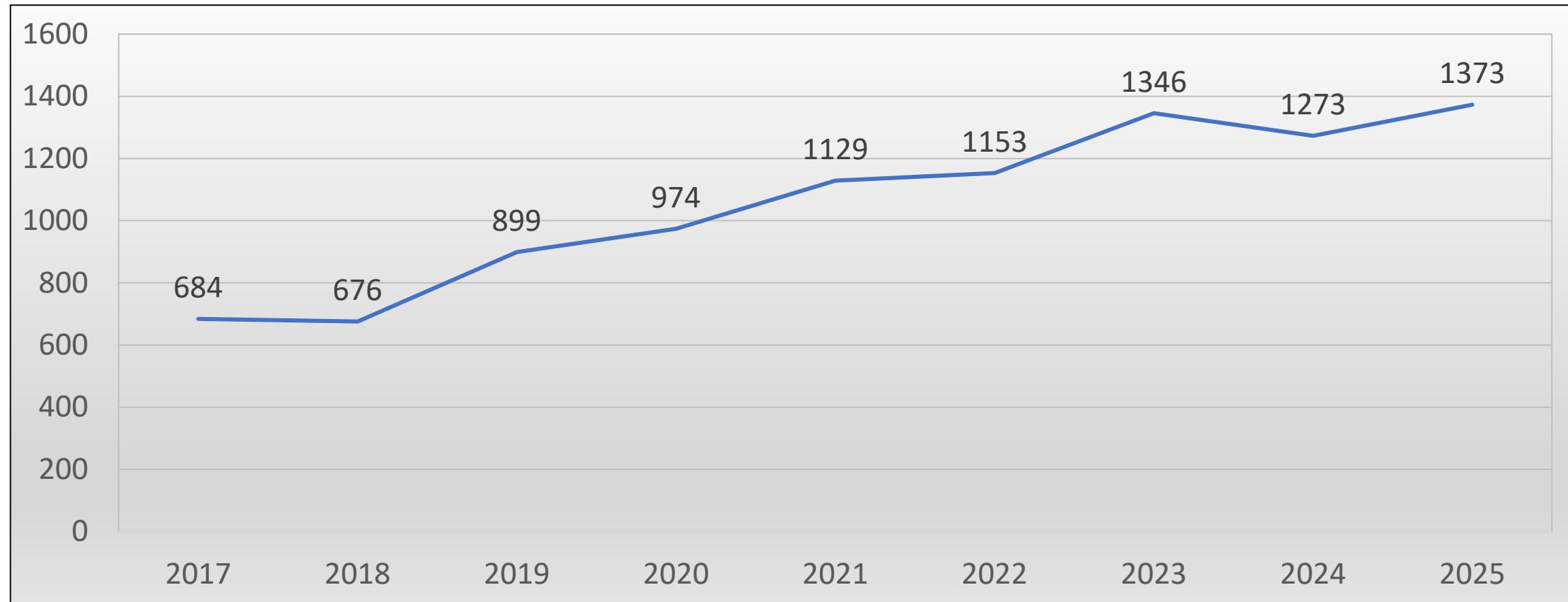


Middle Level

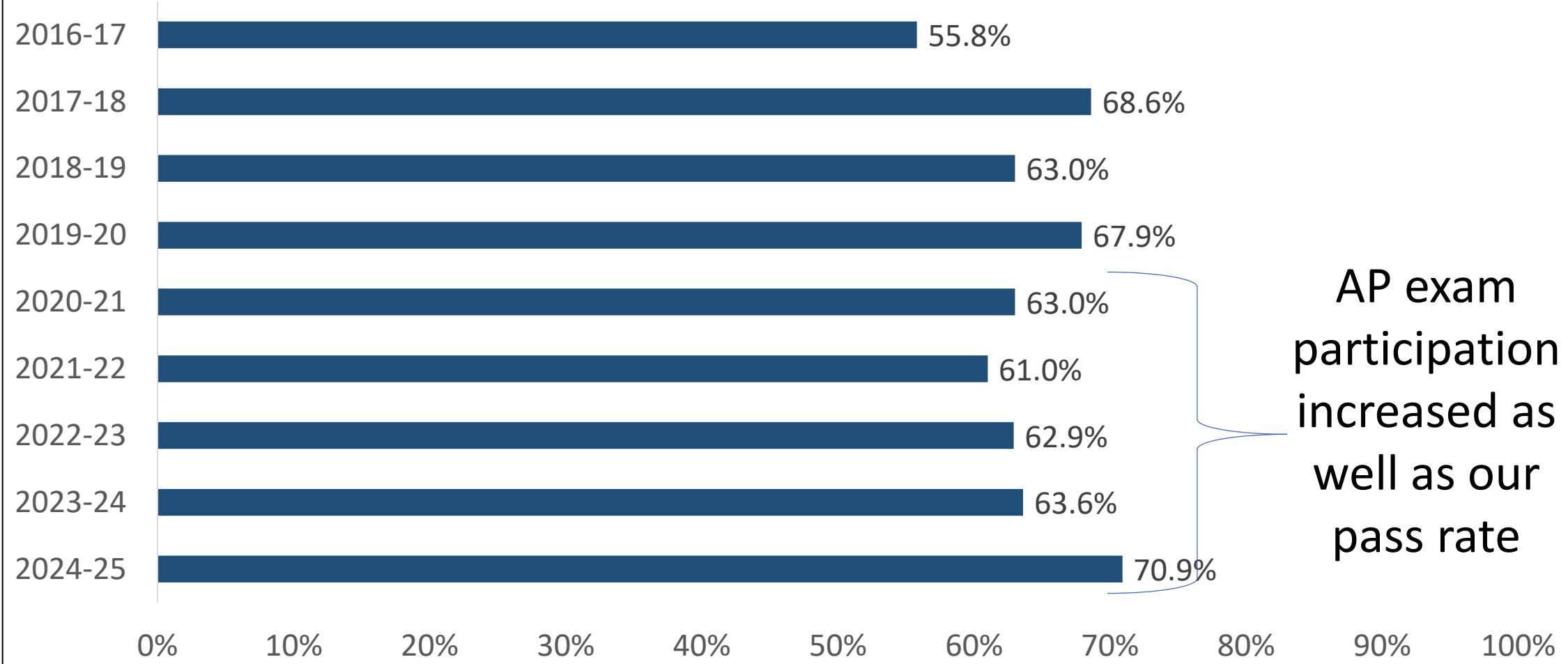
Assessment	Academic Growth Criteria	Recent Performance History
AP	<p>Percentage of AP tests passed for the most recent year is greater than 80% OR greater than percentage of AP tests passed for the prior year.</p>	<p>% Greater than Prior Year</p> <p>2020 – 67.9% pass rate 2021 – 63.0% pass rate 2022 – 61.0% pass rate 2023 – 62.9% pass rate 2024 – 63.6% pass rate 2025 – 70.9% pass rate</p>

Goal Met

Middle School AP Exam Participation, 2017-2025



MS AP Exam Pass Rate



The 2024-25 results represent the highest pass rate achieved thus far.

2025 Middle School AP Exams

AP Exam	# of Students Participating	Pass Rate
Biology*	21	61.9%
Chinese Language & Culture	107	66.7%
Environmental Science*	170	76.7%
French Language & Culture	39	57.9%
Human Geography	967	71.5%
Spanish Language & Culture	69	65.7%

*Highest pass rate achieved thus far.

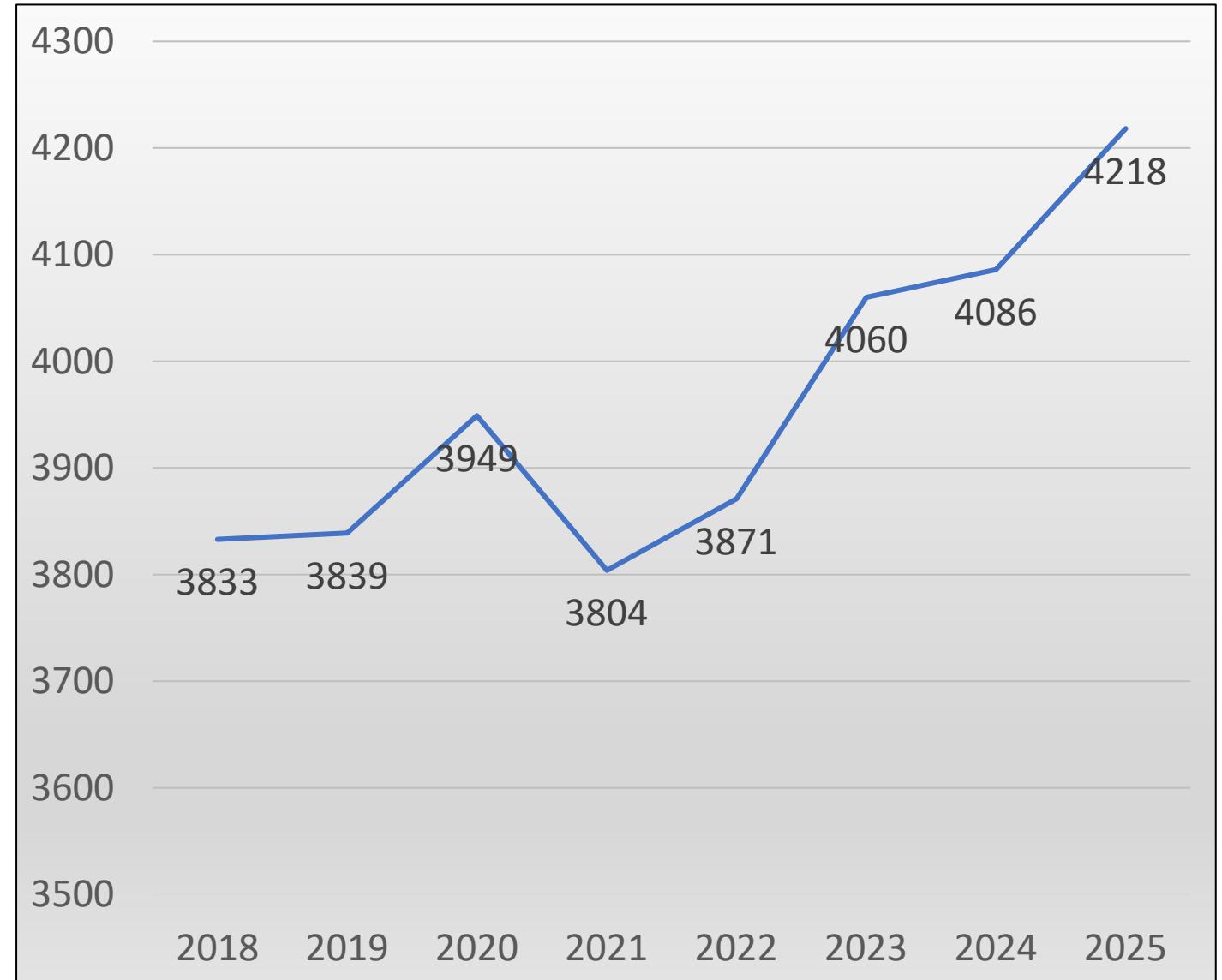
High School Monitoring Criteria

High School Level

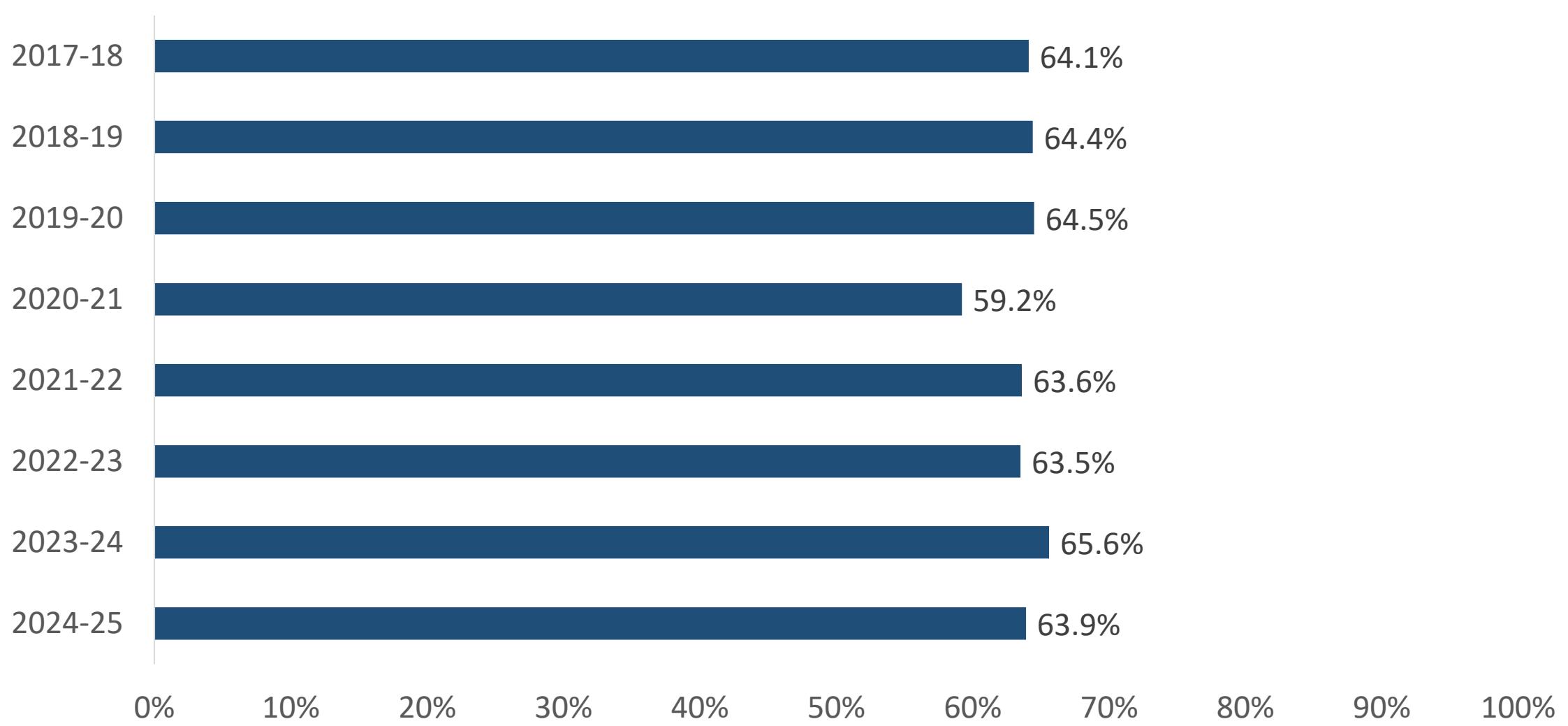
Assessment	Academic Growth Criteria	Recent Performance History
ACT	<p>Percentage of the District's 11th grade students meeting all four benchmarks is higher than the prior year's percentage OR the District's percentage of 11th grade students with a composite score of 18 or higher is greater than the prior year's percentage.</p>	<p>% Meeting all 4 Benchmarks 2022 – 19.9% 2023 – 19.8% 2024 – 22.2% 2025 – 20.1%</p> <p>% Earning an 18+ Composite Score 2022 – 63.6% 2023 – 63.5% 2024 – 65.6% 2025 – 63.9%</p>

Goal Not Met

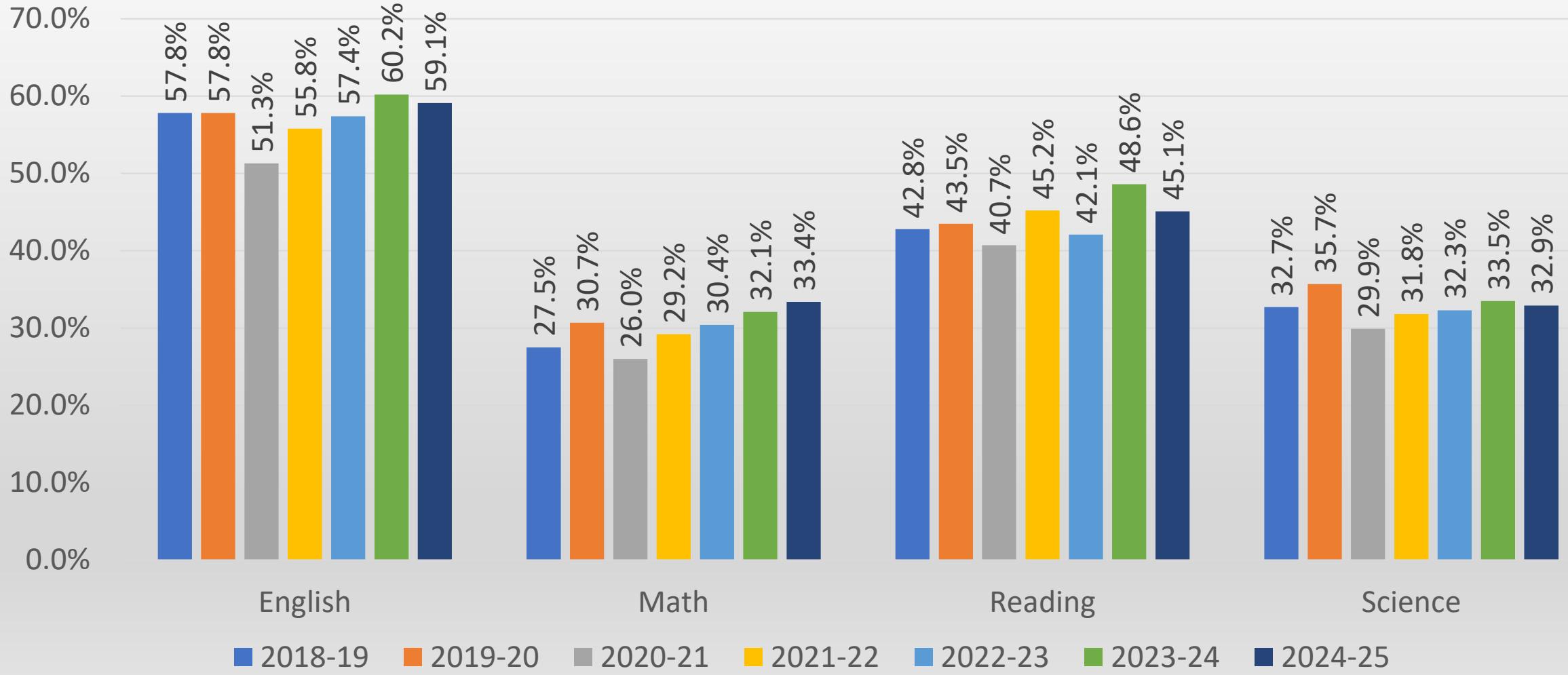
11th Grade ACT Student Participation



% of Students with Composite Score of 18+



% of Students Meeting College Readiness Benchmarks, 2019-2025

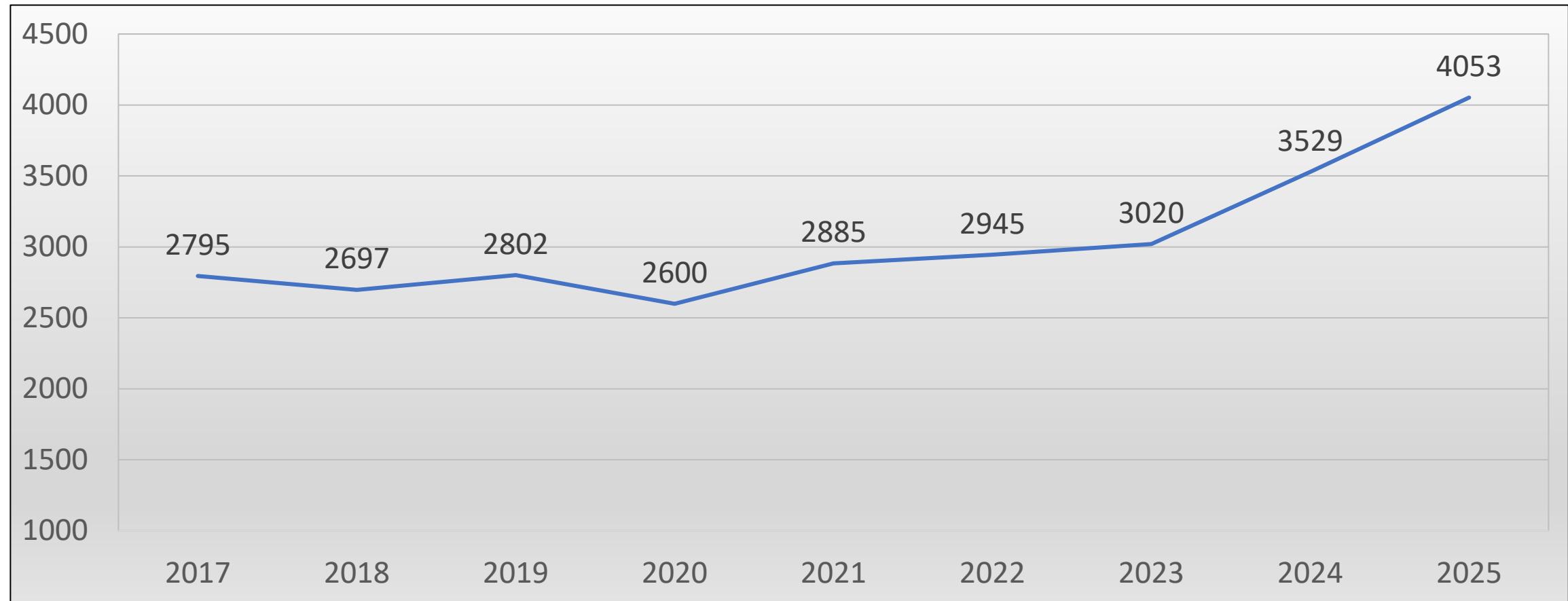


High School Level

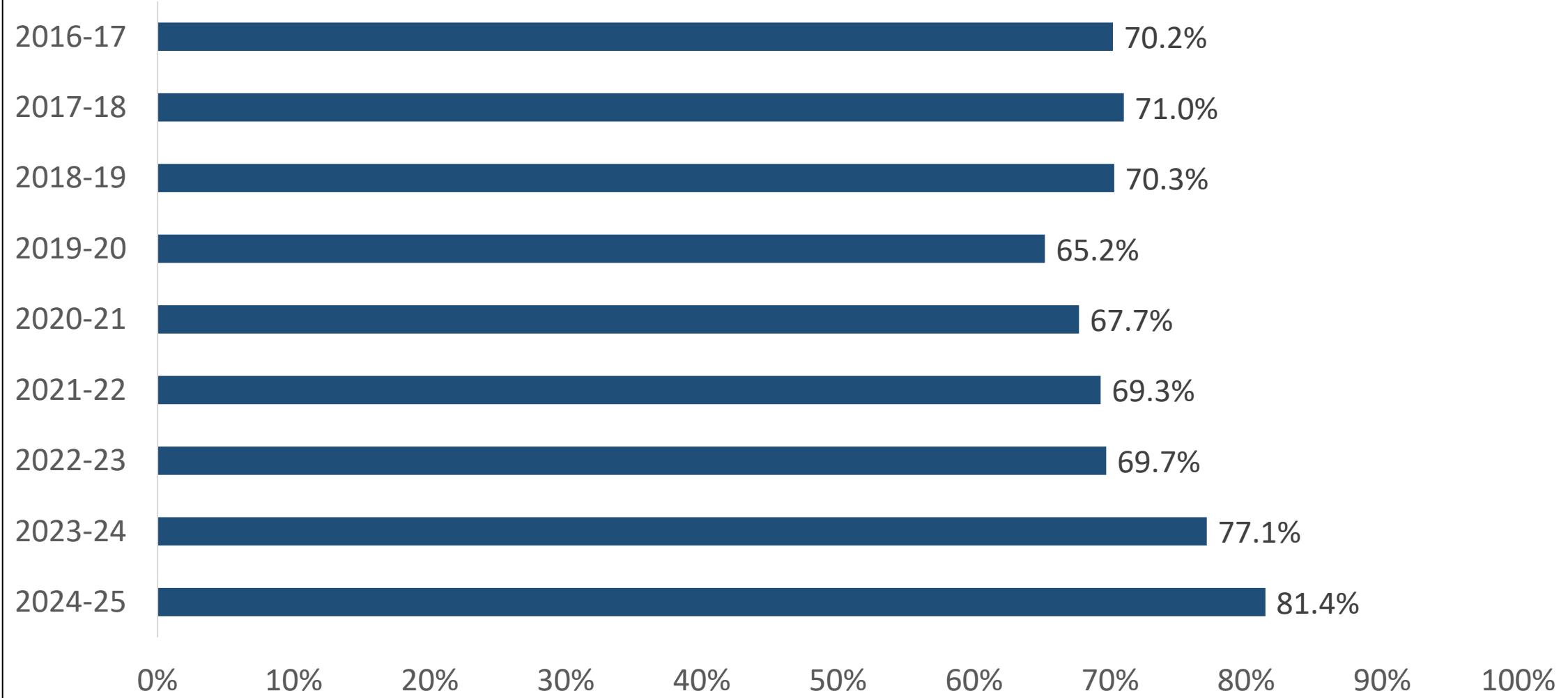
Assessment	Academic Growth Criteria	Recent Performance History
AP	<p>Percentage of AP tests passed for the most recent year is greater than 80% OR greater than percentage of AP tests pass rate for the prior year.</p>	<p>% Greater than Prior Year</p> <p>2020 – 65.3% pass rate 2021 – 67.9% pass rate 2022 – 69.1% pass rate 2023 – 69.7% pass rate 2024 – 76.9% pass rate 2025 – 81.4% pass rate</p>

Goal Met

High School AP Exam Participation, 2017-2025



High School AP Exam Pass Rate



The 2024-25 results represent the highest pass rate achieved thus far.

High School Level

Assessment	Academic Growth Criteria	Recent Performance History
Concurrent Enrollment	<p>The Oct. 1 enrollment percentage of students participating in concurrent enrollment courses for the most recent year is greater than the percentage of the previous year OR the number of concurrent enrollment credits earned during the most recent year is greater than the number of concurrent enrollment credits earned during the previous year.</p>	<p>% of Enrollment 2021 – 24.4% 2022 – 27.0% 2023 – 25.8% 2024 = 26.7% 2025 – 27.7%</p> <p># of Credits Earned 2021 – 4,470 2022 – 5,193 2023 – 5,667 2024 – 6,206 2025 – 5,938</p>

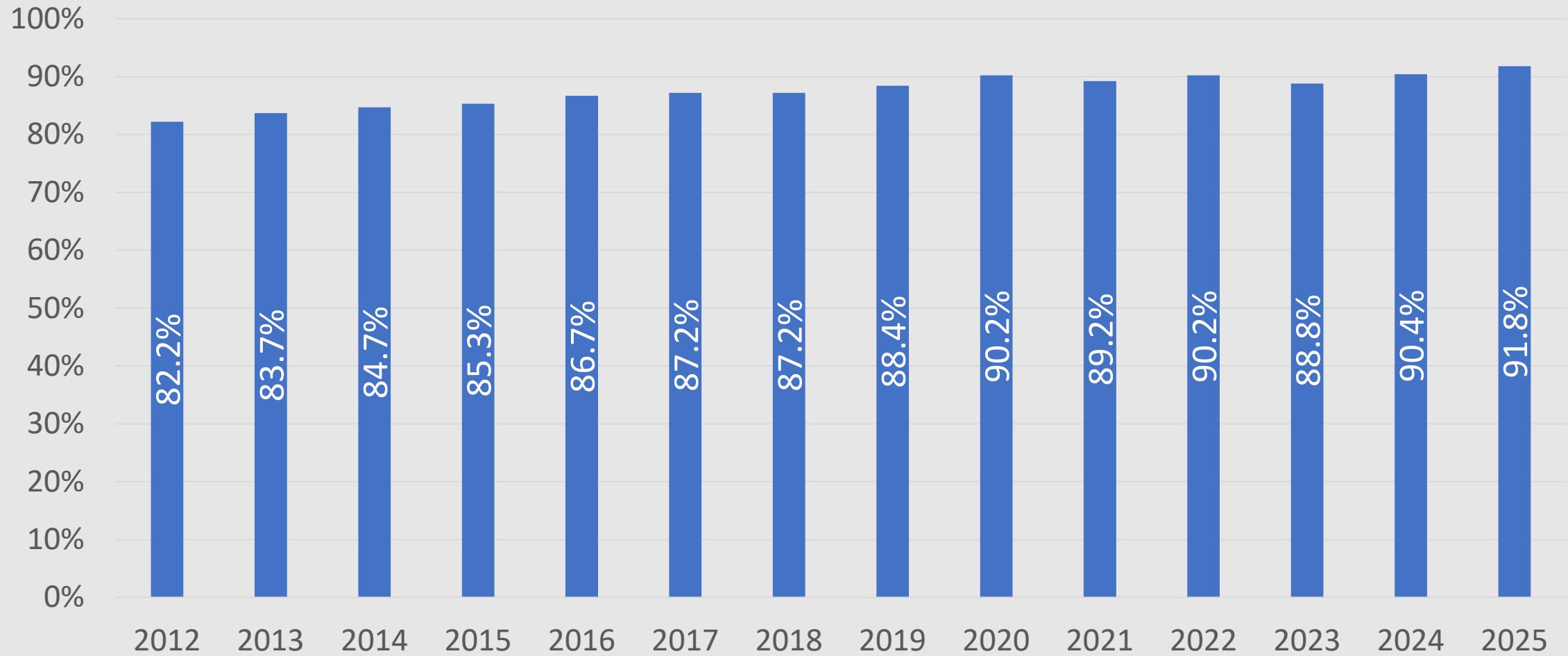
Goal Met

High School Level

Assessment	Academic Growth Criteria	Recent Performance History						
Graduation Rate	<p>The graduation rate for the most recent year's graduating class is greater than 90% OR greater than the graduation rate for the previous year's graduating class.</p>	<p>% Greater than Prior Year</p> <table><tbody><tr><td>2020 - 90.2%</td></tr><tr><td>2021 - 89.2%</td></tr><tr><td>2022 – 90.2%</td></tr><tr><td>2023 – 88.8%</td></tr><tr><td>2024 – 90.4%</td></tr><tr><td>2025 – 91.8%</td></tr></tbody></table>	2020 - 90.2%	2021 - 89.2%	2022 – 90.2%	2023 – 88.8%	2024 – 90.4%	2025 – 91.8%
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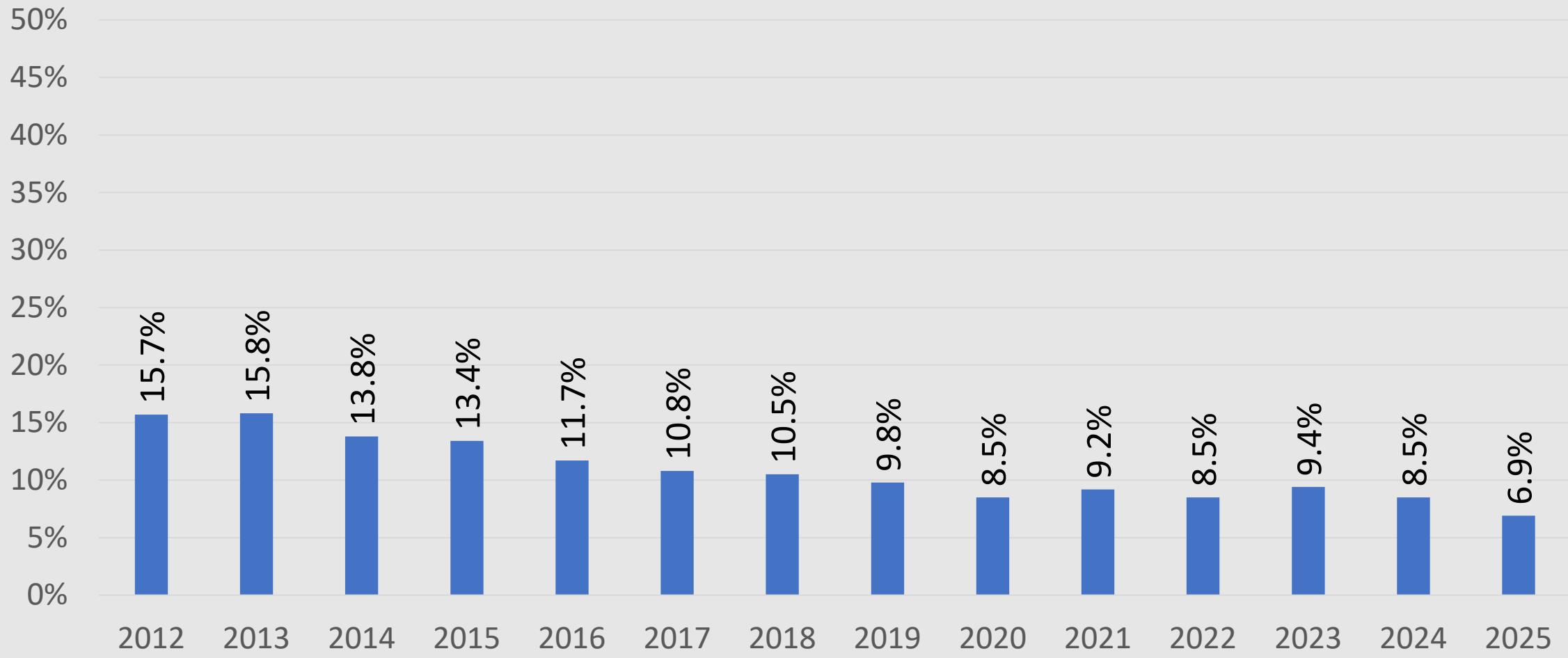
Goal Met

Graduation Rates Over Time



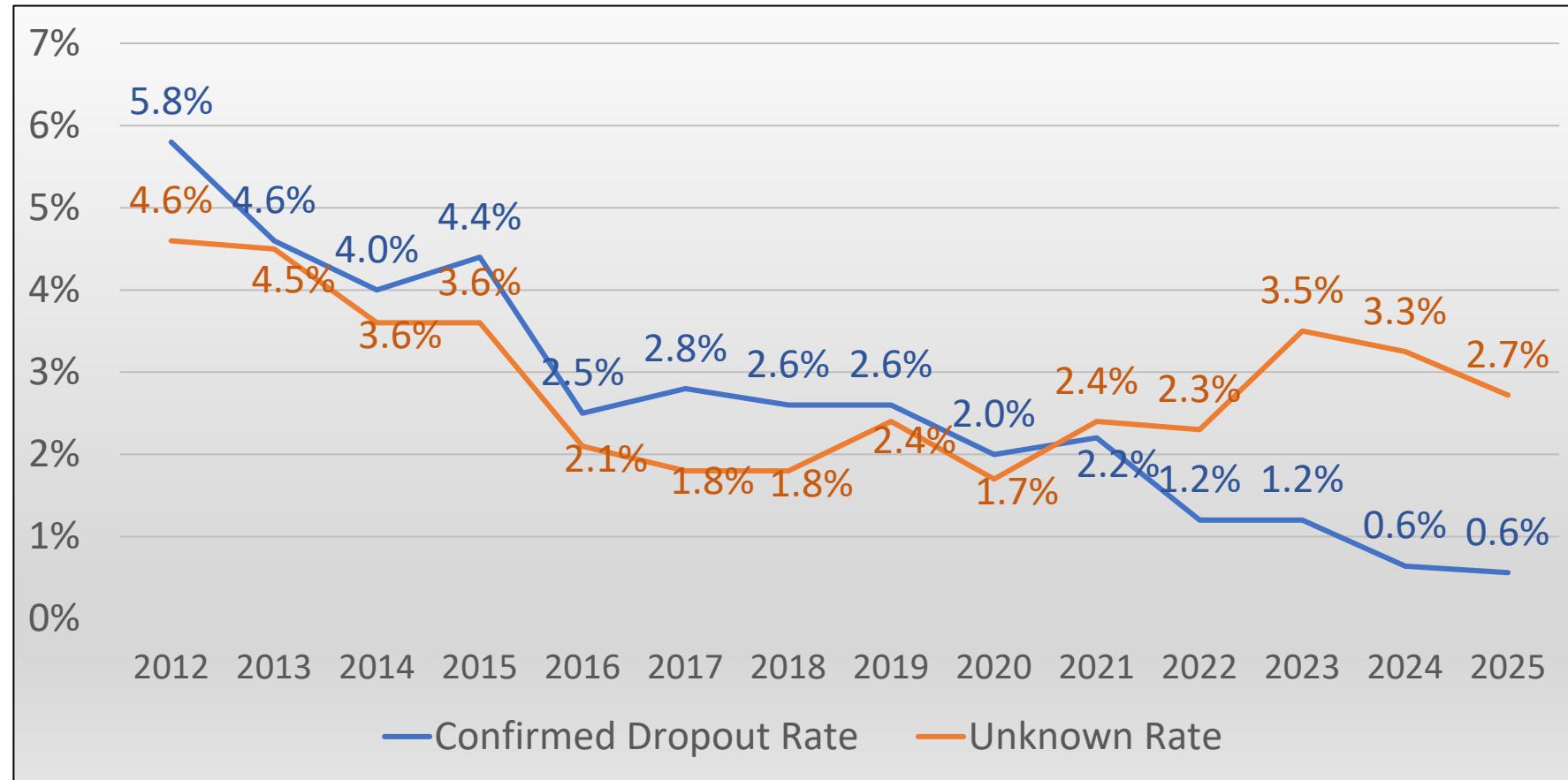
The 2025 graduation rate is the highest it's ever been.

Dropout Rates Over Time



The 2025 dropout rate is the lowest it's ever been.

Rates of Non-Graduation Statuses



Confirmed Dropout Rate = High schools have confirmed that these students dropped out

Unknown Rate = High schools have been unable to locate students who withdrew, stating that they were enrolling somewhere else, but didn't actually enroll there

High School Level

Assessment	Academic Growth Criteria	Recent Performance History
CTE Certifications	<p>The District's most recent year's percentage of concentrators passing a skill test in a program of study of concentration in one of the foundation courses is greater than the previous year's percentage; OR the State negotiated percentage for the most recent year.</p> <p>*The state releases this information the second half of December every year</p>	<p>% Greater than Prior Year</p> <p>2021 – 88.3%</p> <p>2022 – 90.0%</p> <p>2023 – 91.5%</p> <p>2024 –</p> <p>State Negotiated Percentage</p> <p>2021 – 77.2%</p> <p>2022 – 78.8%</p> <p>2023 – 79.6%</p> <p>2024 –</p>

Information not yet released by USBE

In Summary:

Elementary Ends Criteria	Goal Met?
3 rd grade EOY percentage on benchmark is greater than prior year:	No
RISE ELA percent proficient is greater than prior year:	No
RISE math percent proficient is greater than prior year:	Yes
RISE science percent proficient is greater than prior year:	No

In Summary:

Middle School Ends Criteria	Goal Met?
Percentage of 9 th grade credit deficiencies is less than prior year:	Yes
RISE ELA percent proficient is greater than prior year:	Yes
RISE math percent proficient is greater than prior year:	Yes
RISE science percent proficient is greater than prior year:	Yes
AP pass rate is greater than prior year:	Yes

In Summary:

High School Ends Criteria	Goal Met?
Percentage of 11 th grade students meeting all 4 benchmarks or the percentage of students with 18+ is greater than prior year:	No
AP pass rate is greater than prior year:	Yes
The percentage of students enrolled in or number of credits received in concurrent enrollment courses is greater than prior year:	Yes
Graduation rate is greater than 90% or greater than the graduation rate from the prior year:	Yes
Percentage of CTE concentrators passing a skill test is greater than the prior year or the state negotiated percentage:	Info Unavailable

Additional Data Using New Ends Policy Measurements from the Strategic Plan

High Quality Instruction

Ends Policy: Students will seek out academic challenges and engage with each other and their community in real-world activities and discussions, and teachers will be prepared to engage students as measured by proficiency and growth in Acadience Reading and Math, RISE, Utah Aspire Plus, ACT, and DLM.

Student Academic Achievement Impact Metrics

For the High Quality Instruction pillar, the Board has discussed the following assessments as measurement criteria for both proficiency and growth:

- Acadience Math (K-3)*
- Acadience Reading (K-6)
- RISE (3-8)
- Utah Aspire Plus (9-10)*
- ACT (11)
- DLM (3-11)*

* These assessments were not included in the previous Ends Policies.

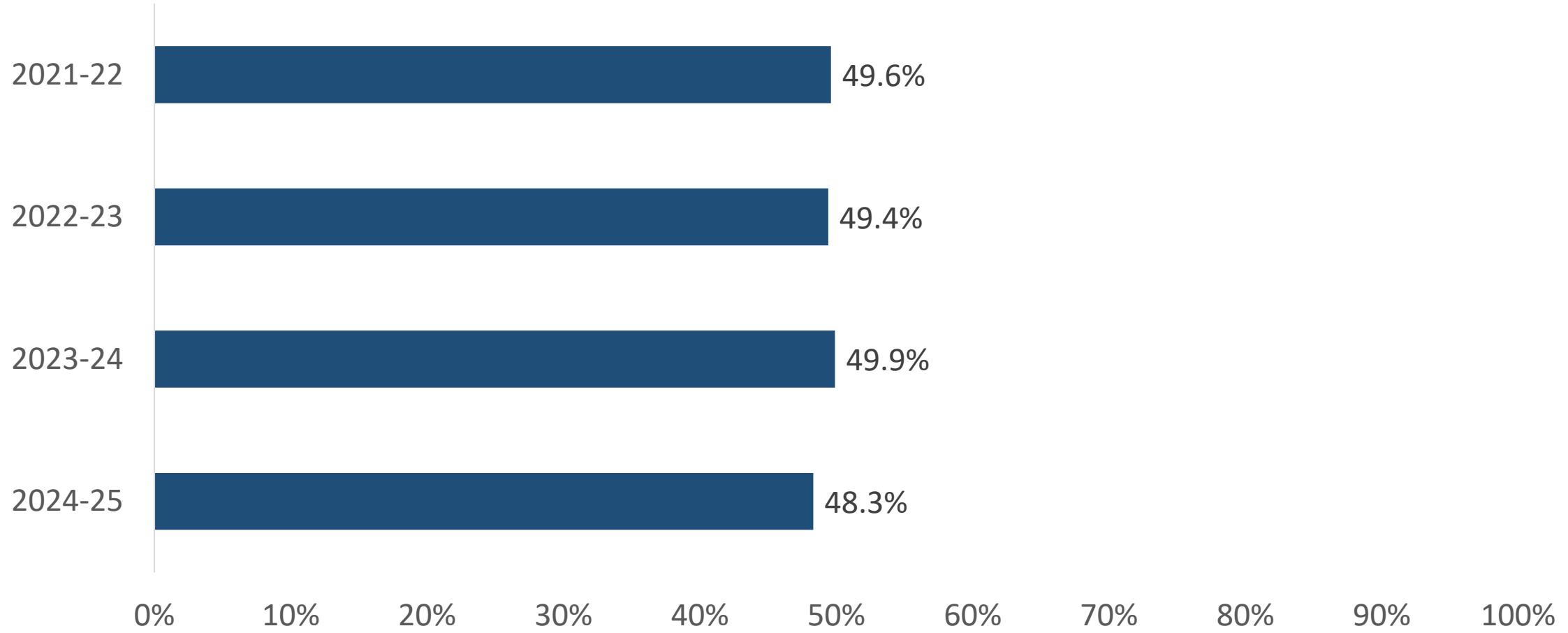
About Acadience Math:

Acadience Math assesses early numeracy skills of K-3 students in a one-on-one setting as well as group-administered quizzes.

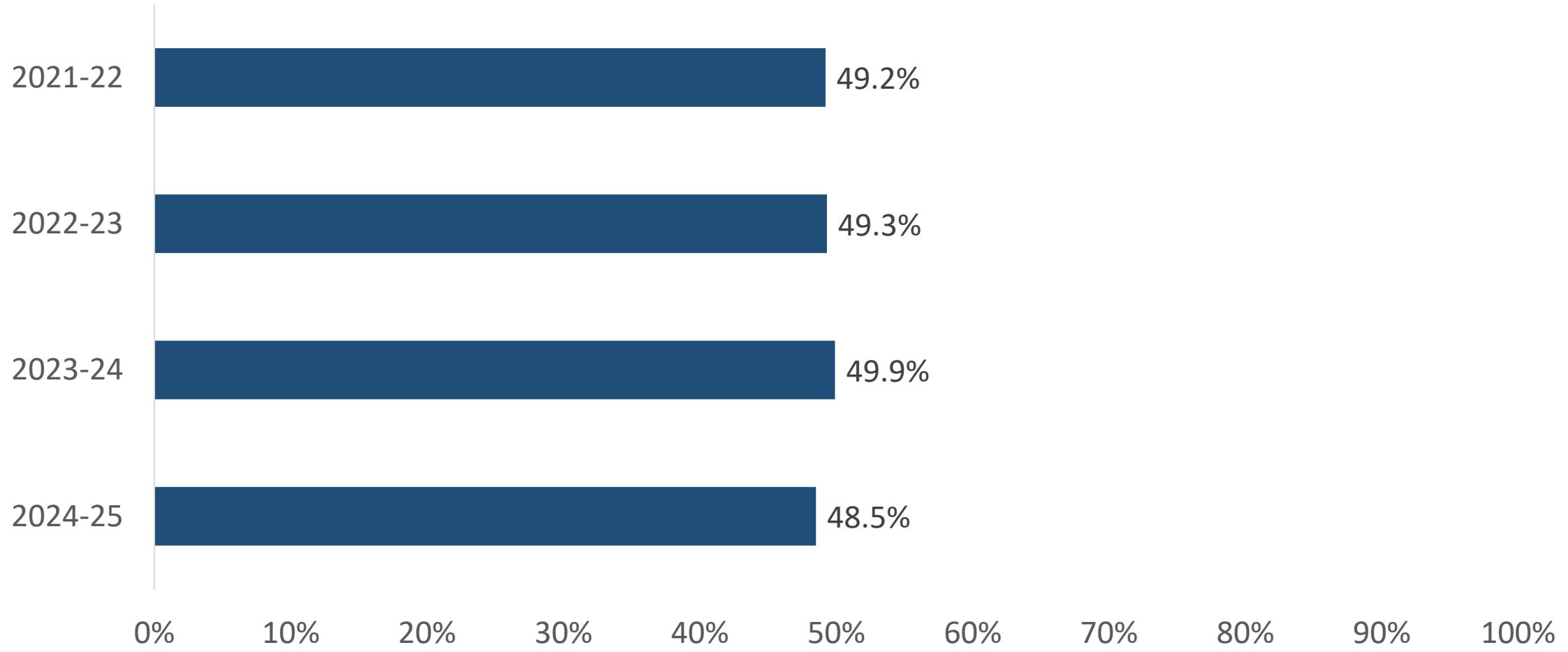


acadience[®]
math

Acadience Math: % of K-3 Students At or Above Benchmark by EOY



Acadience Math: % of K-3 Students Making Typical or Better Progress by EOY



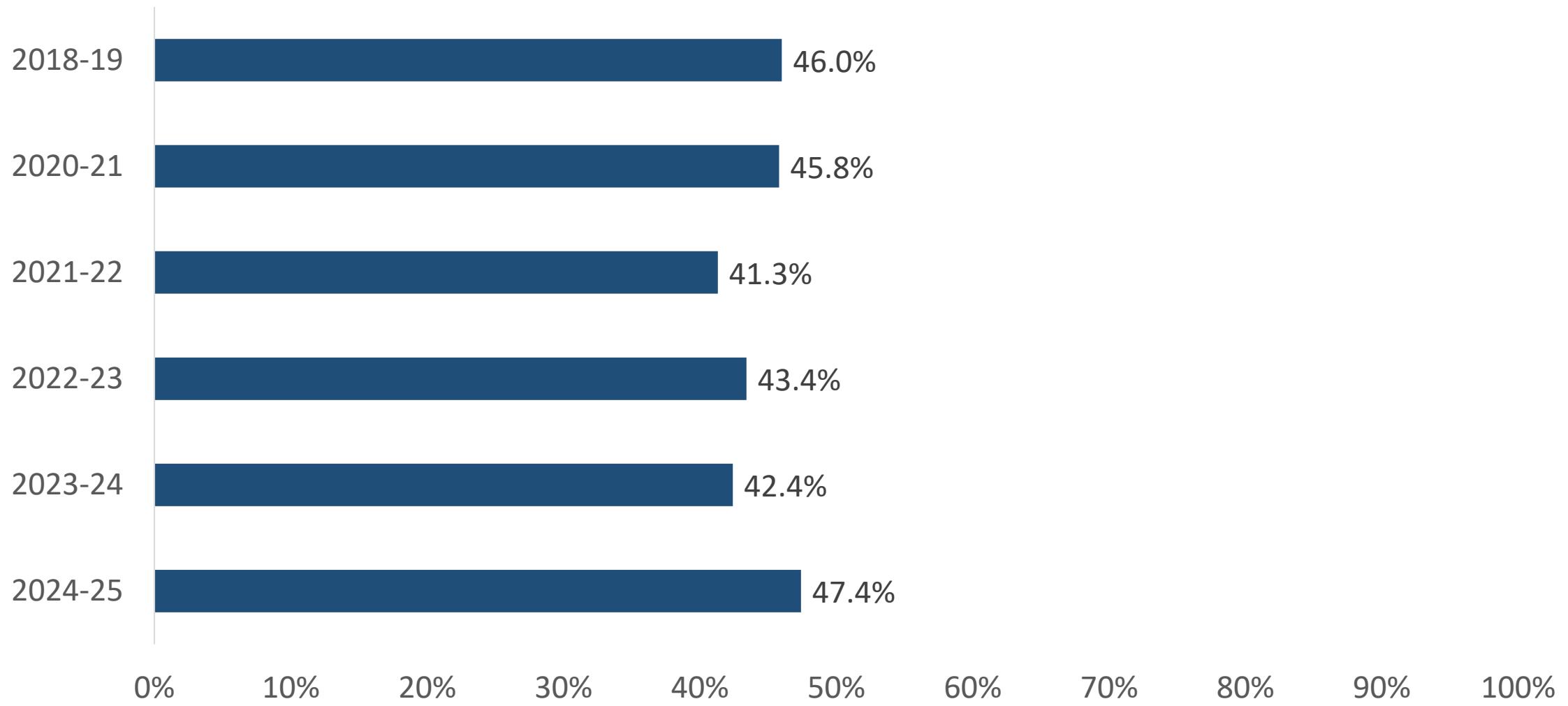
About the Utah Aspire Plus:

The Utah Aspire Plus is an ACT-like assessment administered to students in grades 9-10 regardless of the ELA, math and science courses in which they are enrolled. It provides both a proficiency score and a predicted ACT score.



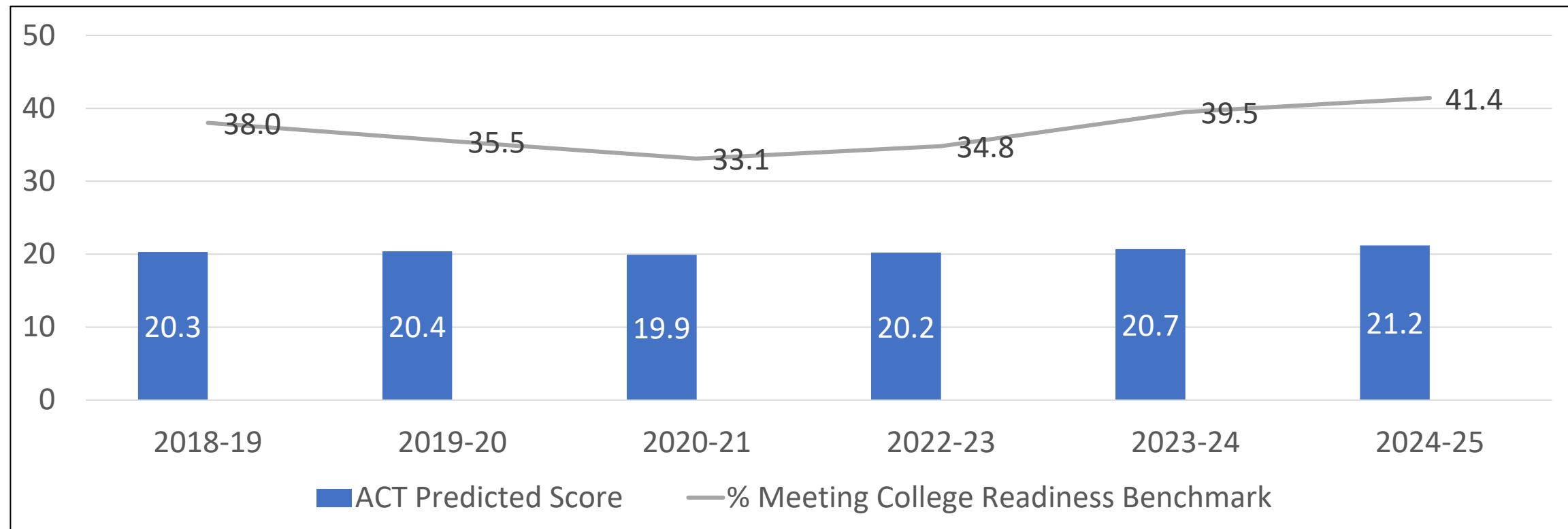
NOTE: 2025-26 will be the last time UA+ is administered. Grades 9-10 summative testing will return to a course-based assessment like RISE.

Utah Aspire Plus Grades 9-10 % Proficient: Reading

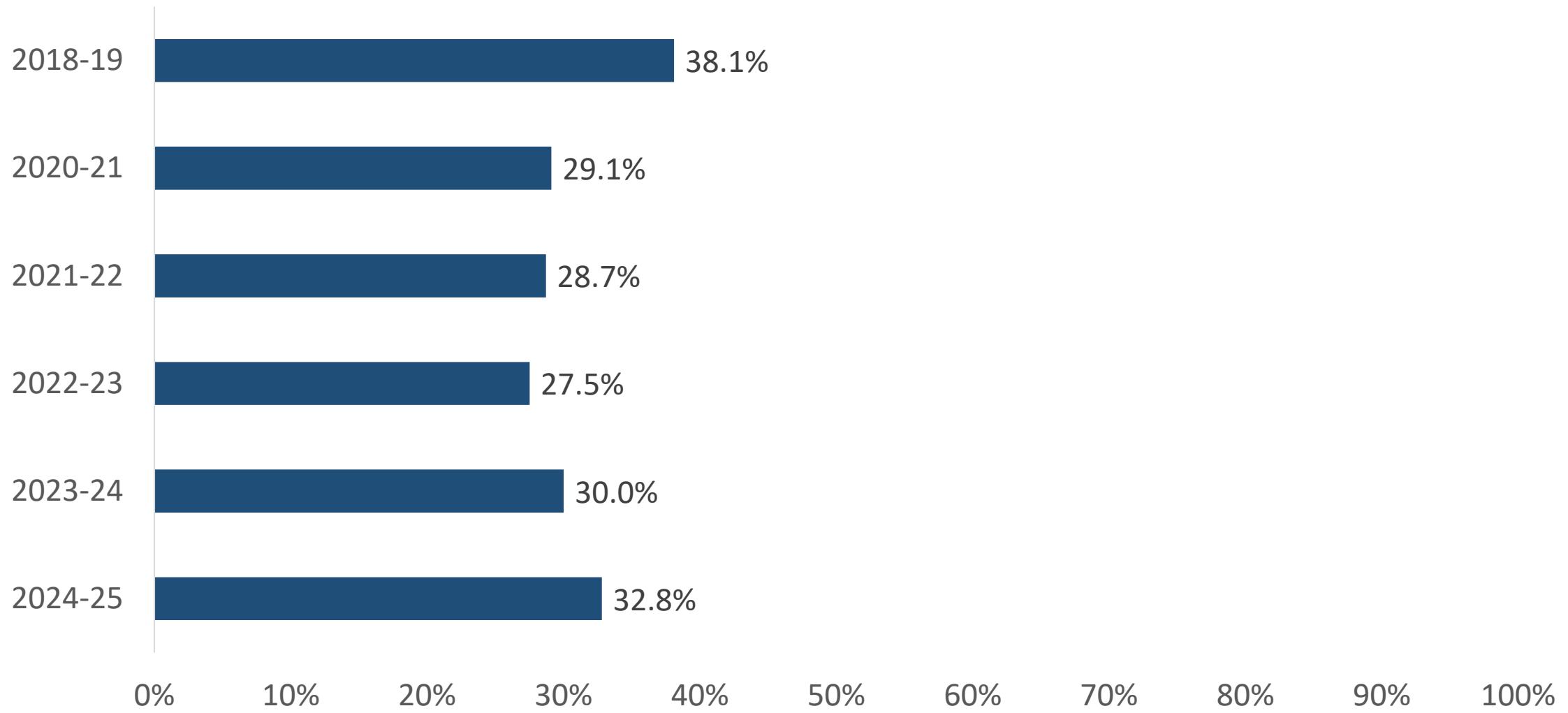


The 2024-25 results represent the highest proficiency rate achieved thus far.

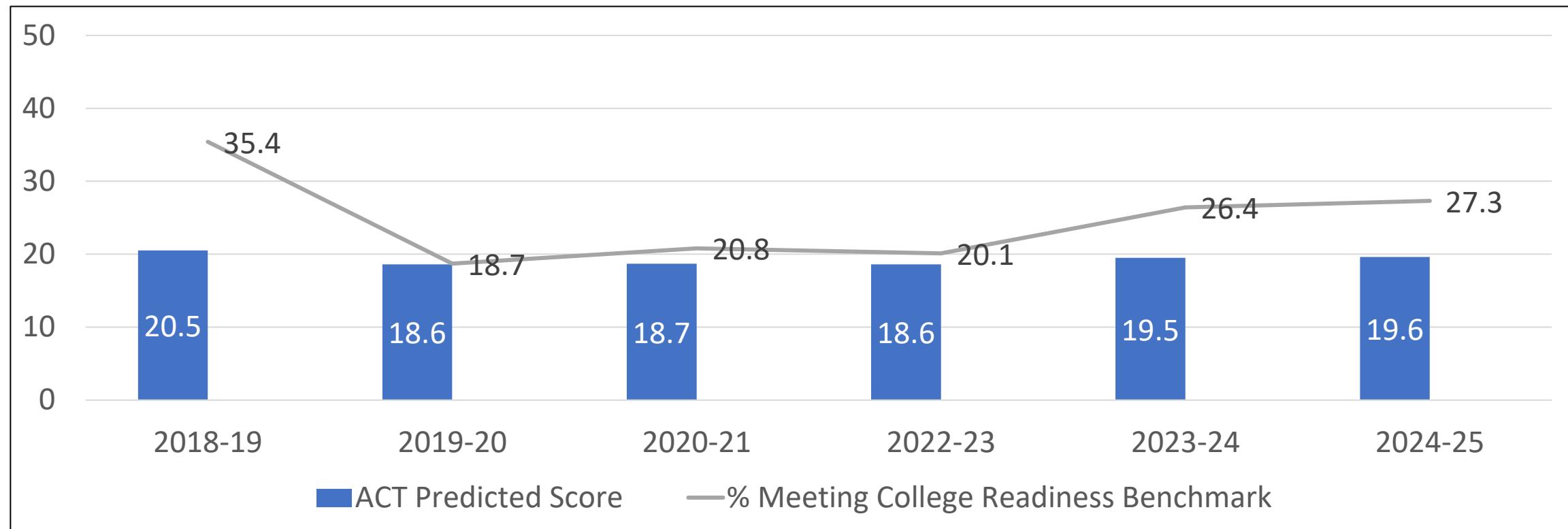
Utah Aspire Plus Reading Predicted ACT and % Meeting College Readiness Benchmarks



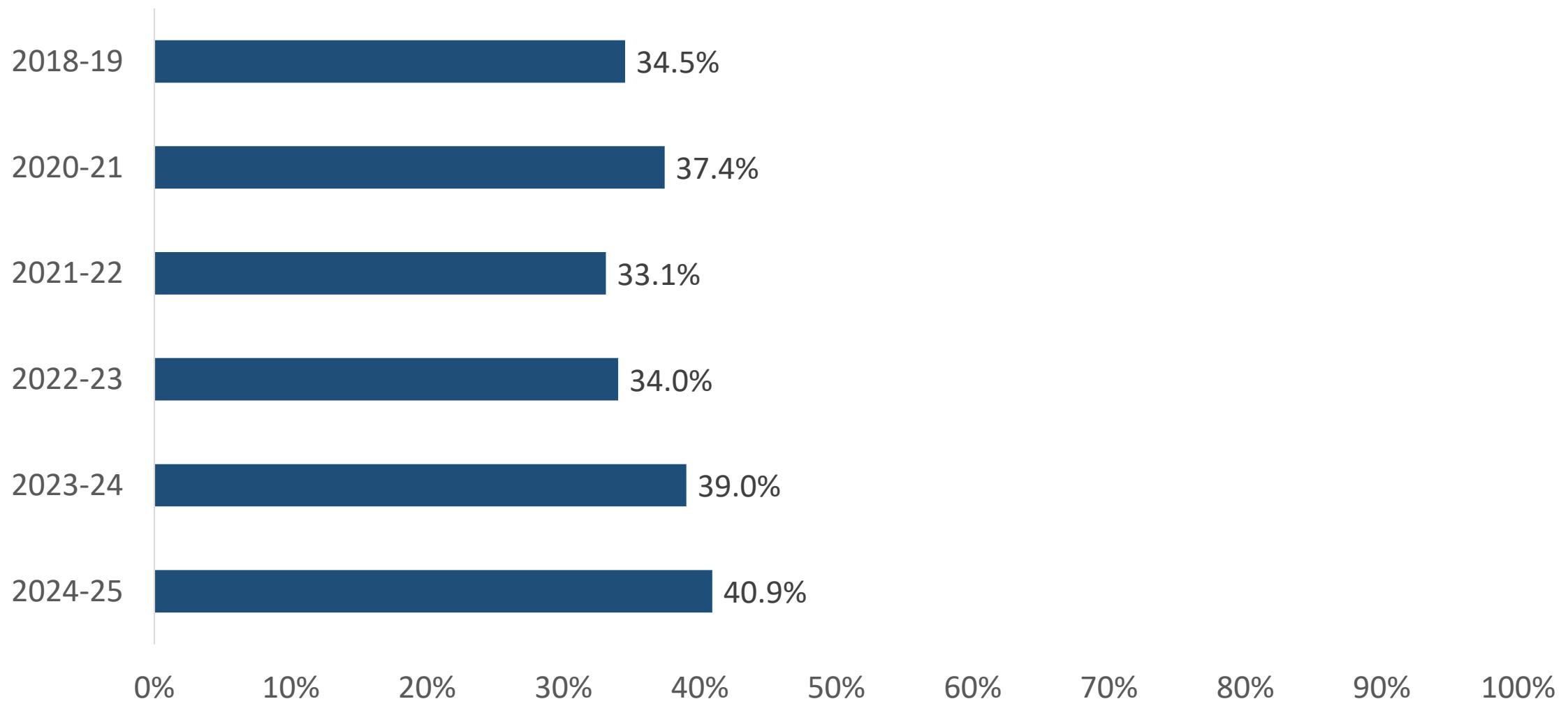
Utah Aspire Plus Grades 9-10 % Proficient: Math



Utah Aspire Plus Math Predicted ACT and % Meeting College Readiness Benchmarks

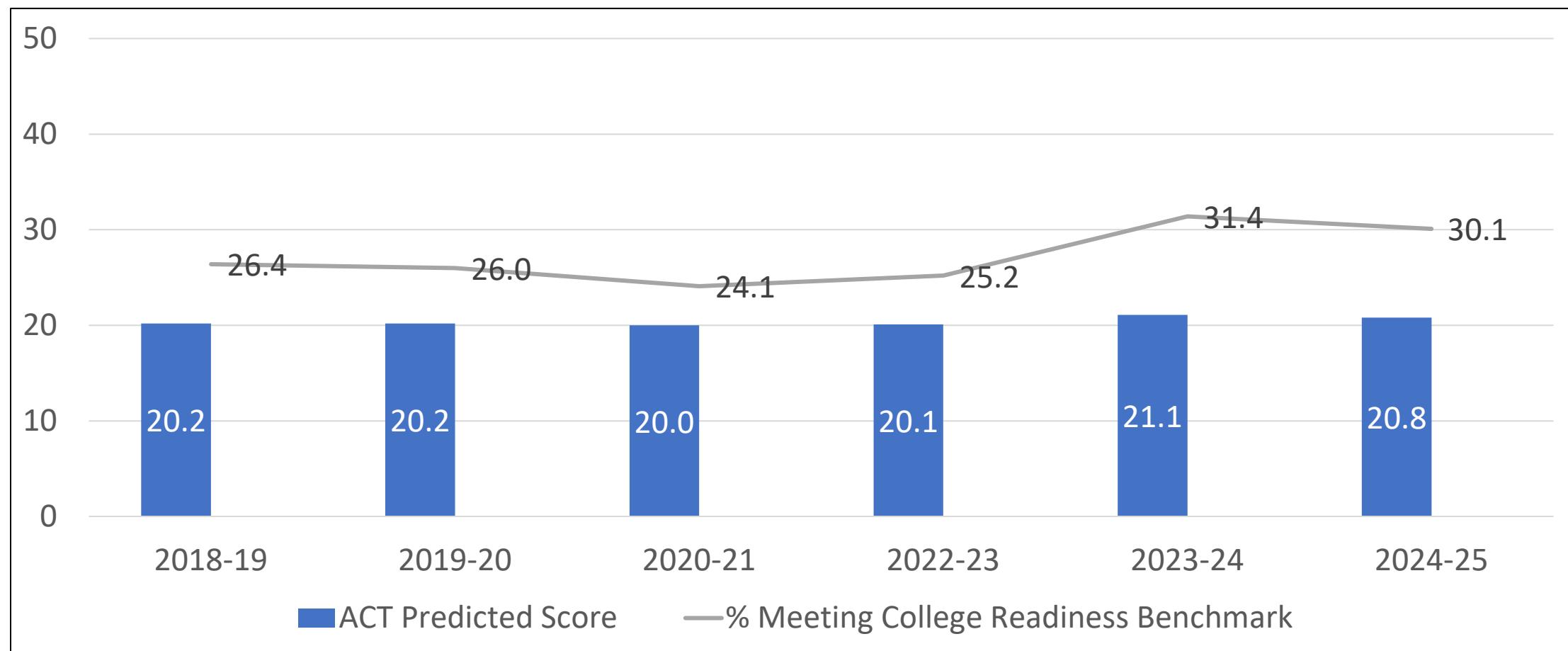


Utah Aspire Plus Grades 9-10 % Proficient: Science

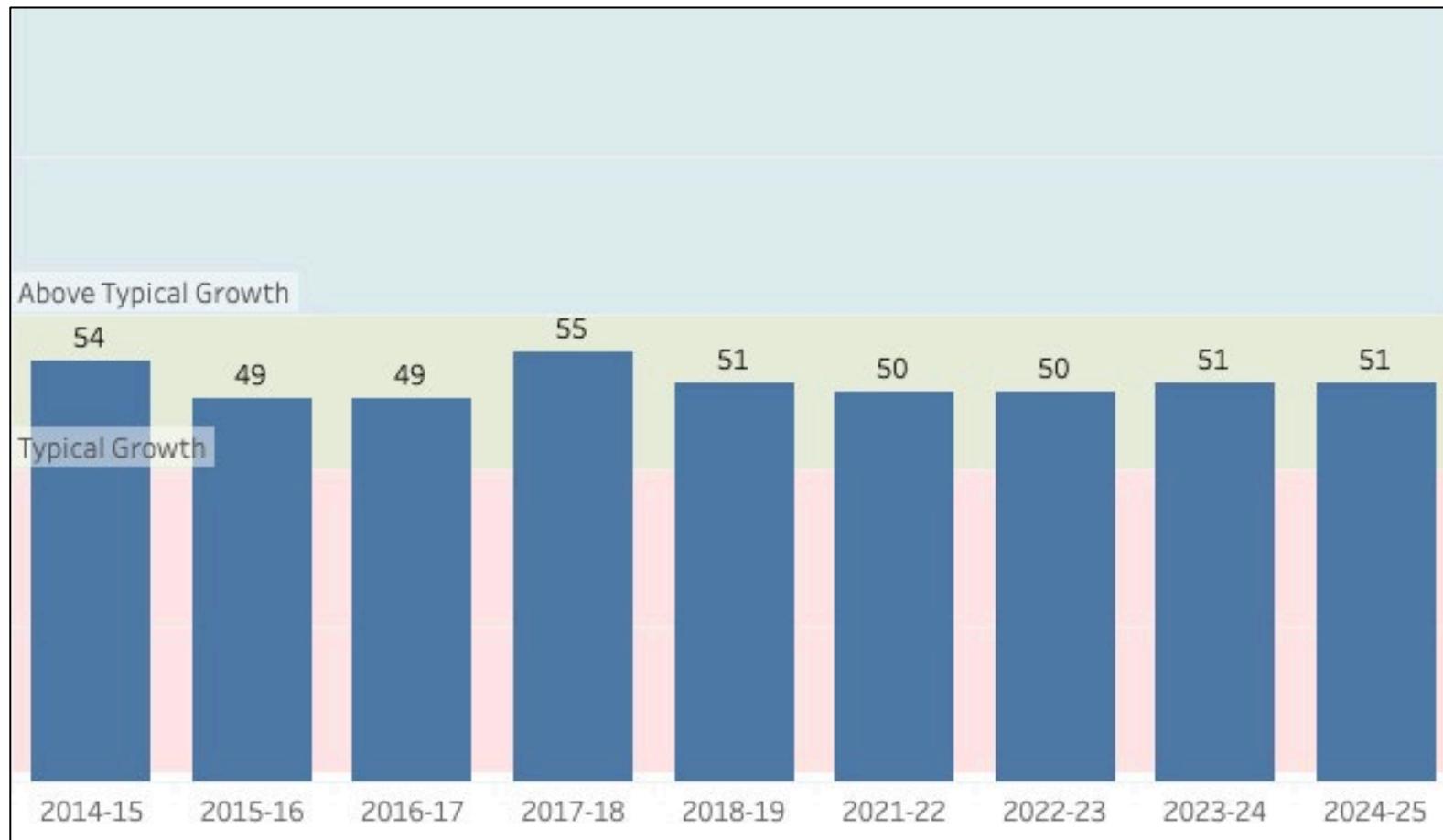


The 2024-25 results represent the highest proficiency rate achieved thus far.

Utah Aspire Plus Science Predicted ACT and % Meeting College Readiness Benchmarks



RISE and Utah Aspire Plus Growth: ELA Grades 4-10



RISE and Utah Aspire Plus Growth: Math Grades 4-10



RISE and Utah Aspire Plus Growth: Science Grades 4-10



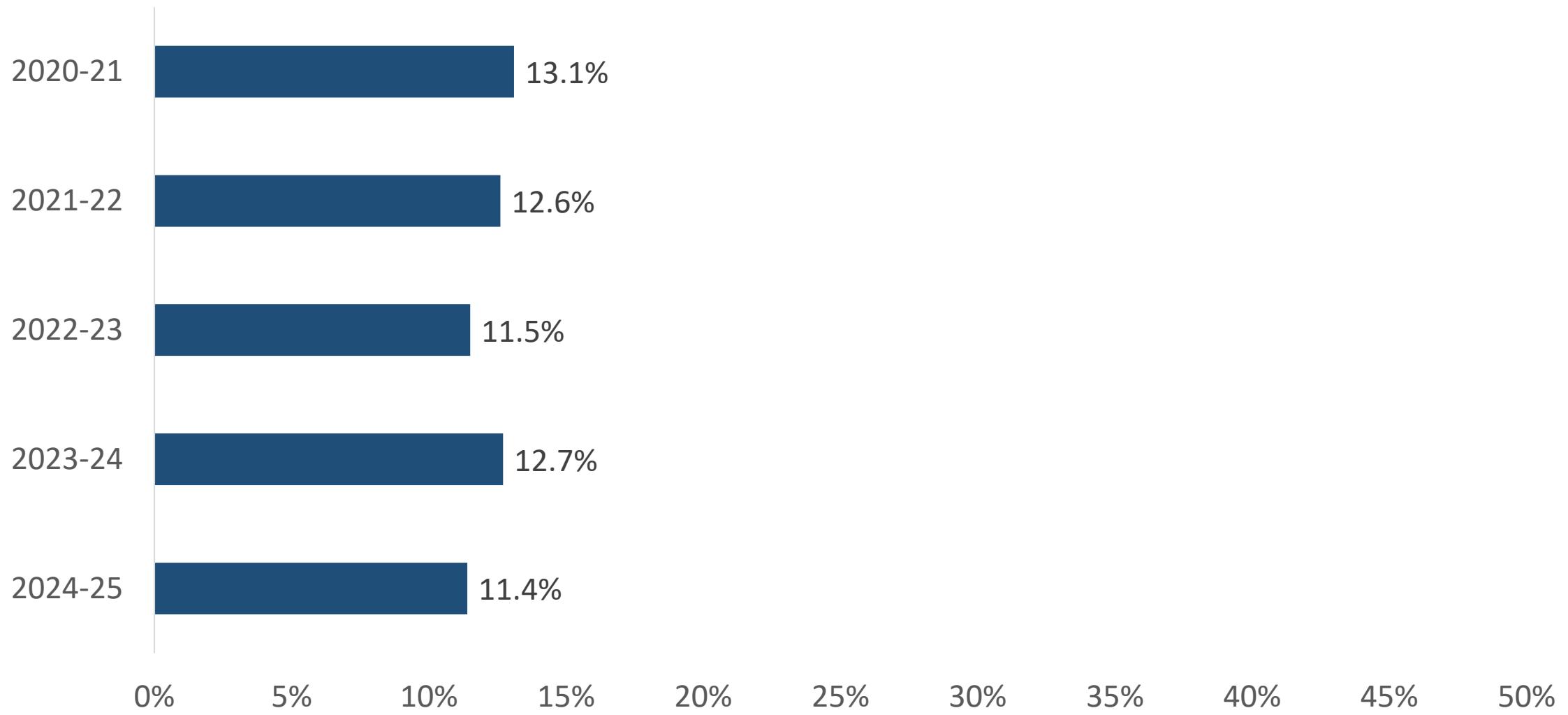
About the DLM:

The Dynamic Learning Maps (DLM) assessment is administered to students with significant cognitive and intellectual disabilities for whom general education assessments are not appropriate, even with accommodations.

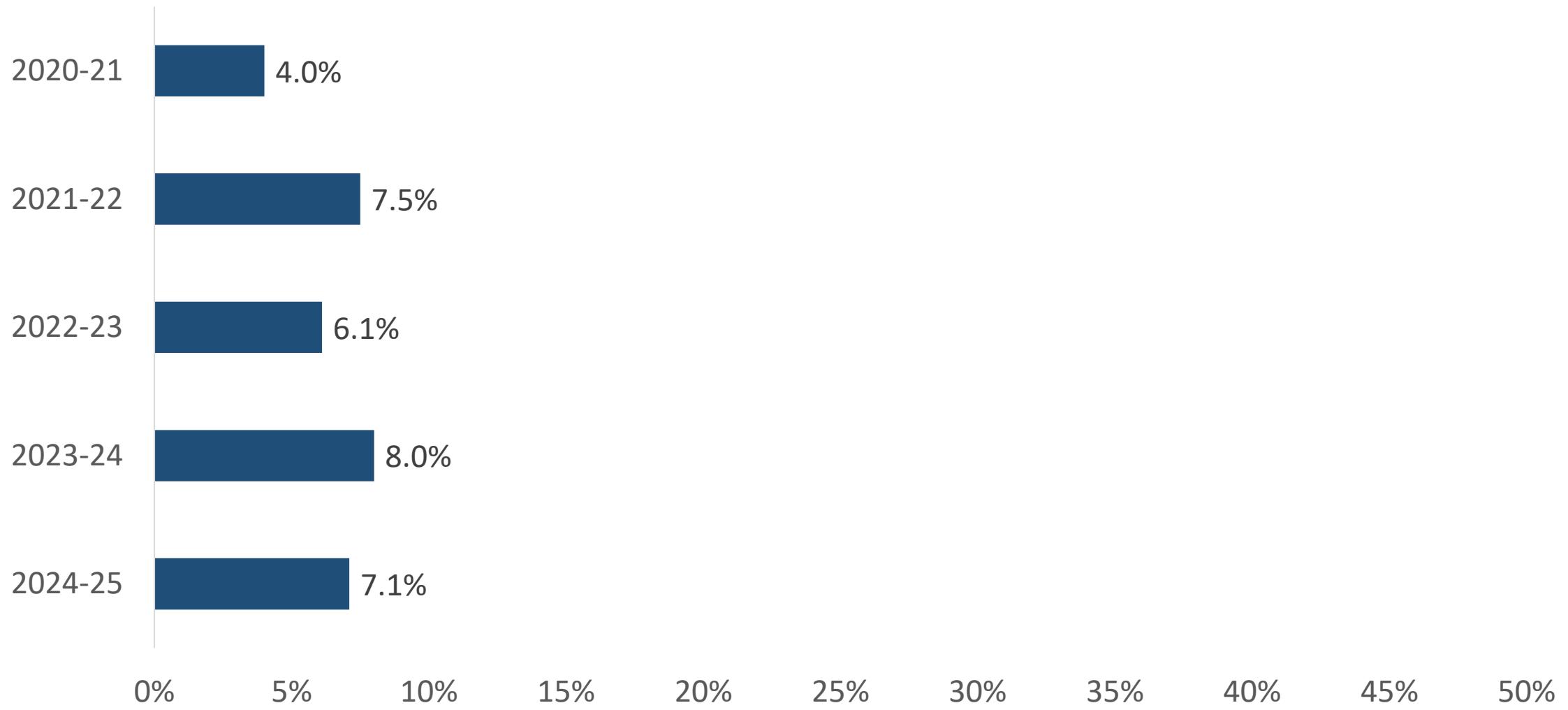


DYNAMIC[®]
LEARNING MAPS

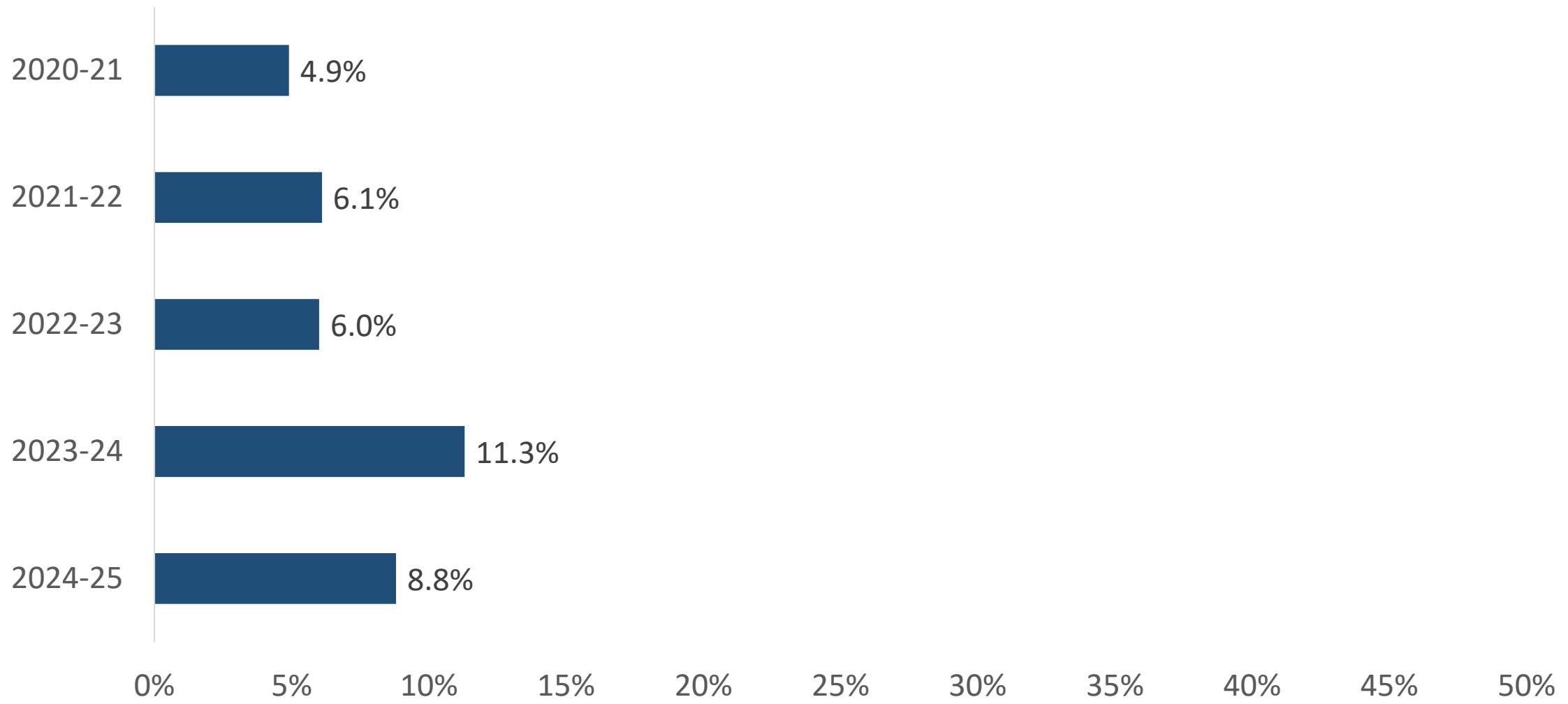
DLM ELA % Proficient Over Time



DLM Math % Proficient Over Time



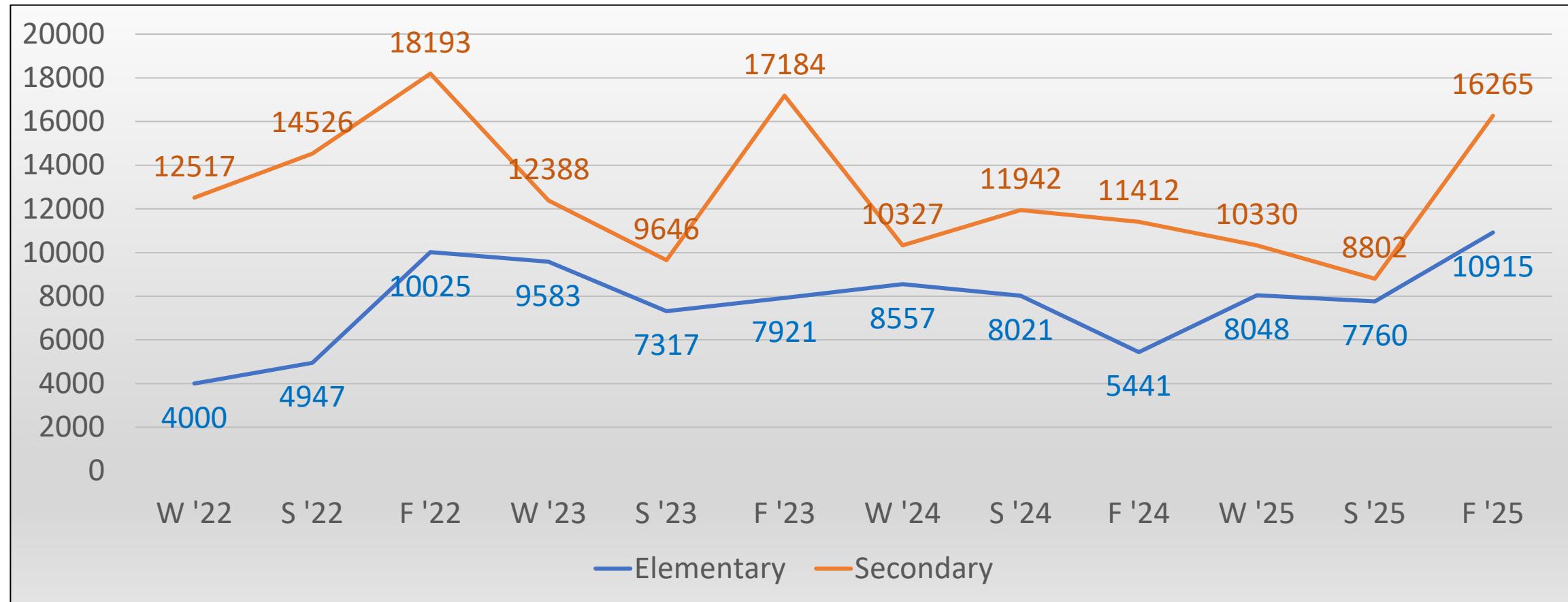
DLM Science % Proficient Over Time



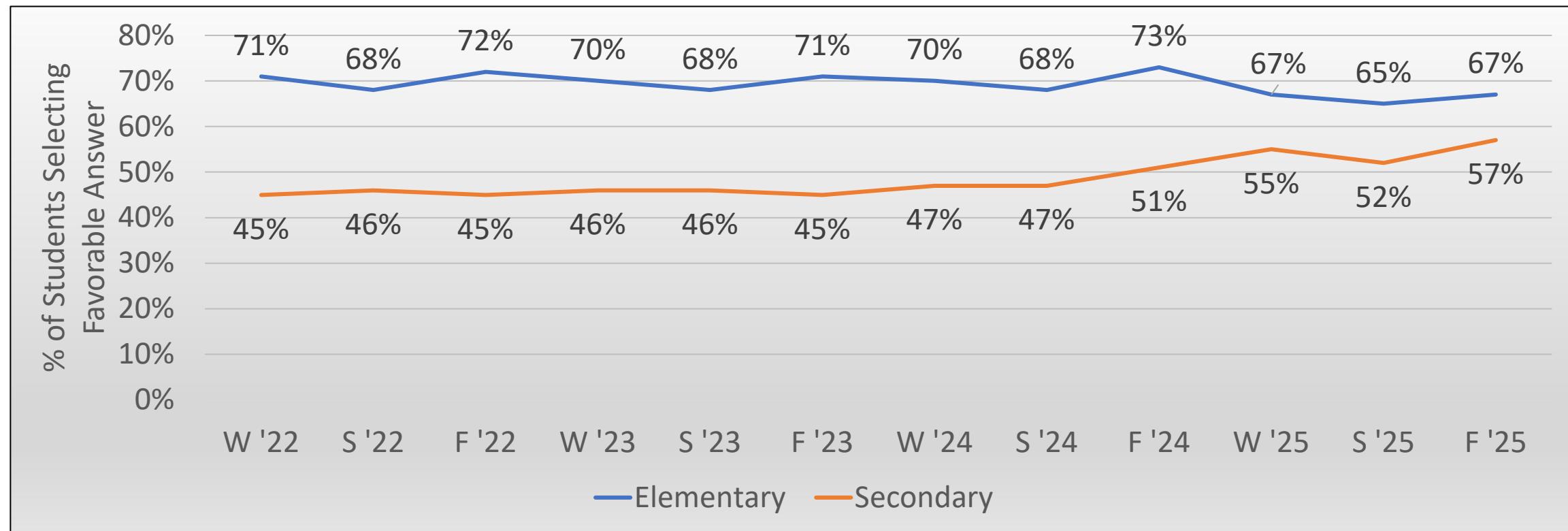
Culture of Belonging

Ends Policy: Students will value and engage with their school community, respect differences, and respond to conflict in healthy ways, as measured by the percent of students reporting a sense of belonging on the Panorama Survey.

Panorama Survey Participation Over Time



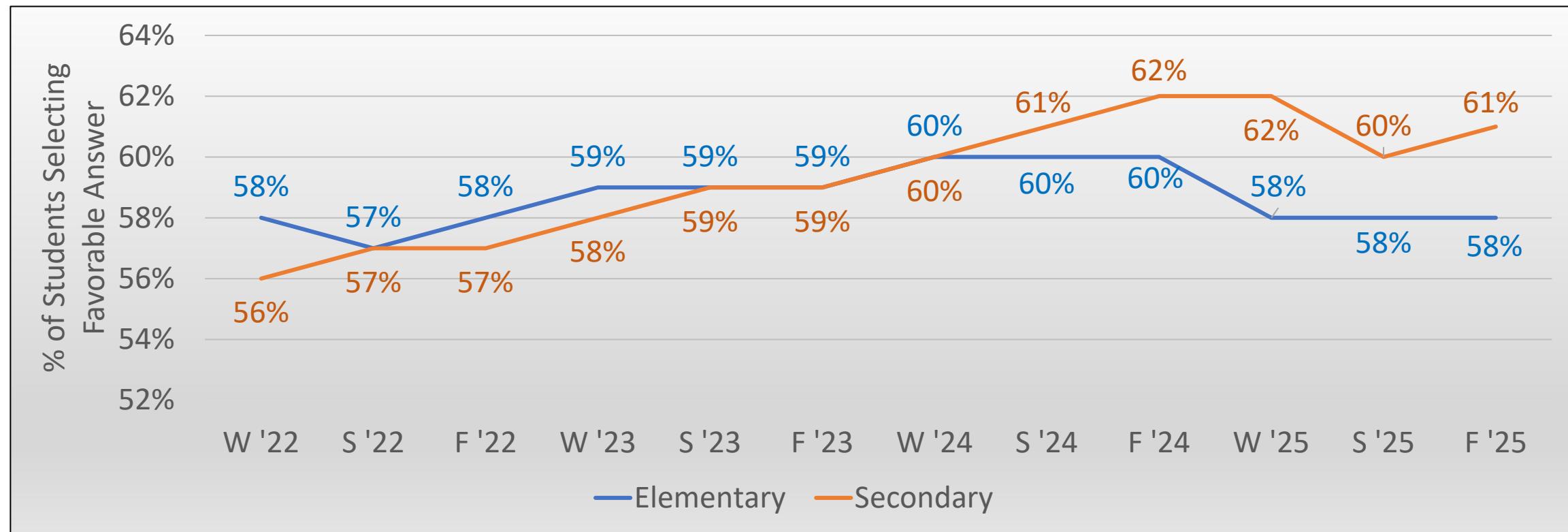
Panorama Survey: Sense of Belonging



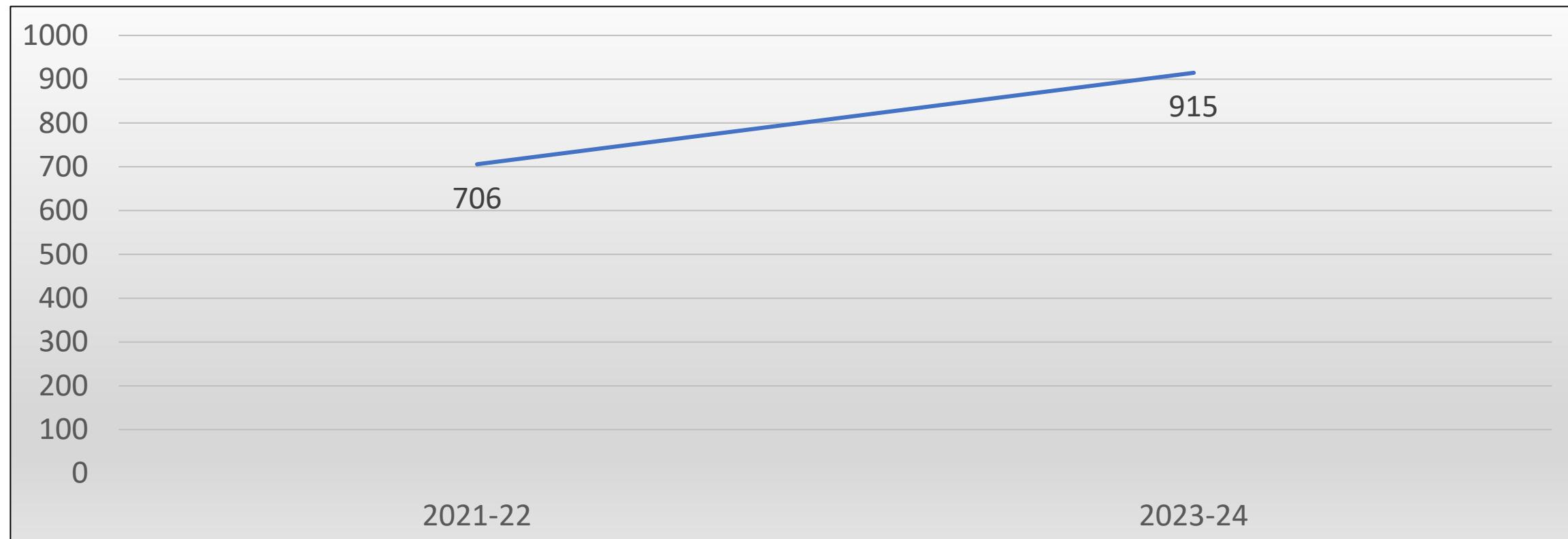
Student & Staff Wellness

Ends Policy: Students and employees will feel empowered to excel personally and professionally and have access to resources, programs, and curriculum that support a safe and healthy learning environment, as measured by the emotion regulation question items on the Panorama Survey for students and the Educator Engagement Survey for employees.

Panorama Survey: Emotion Regulation

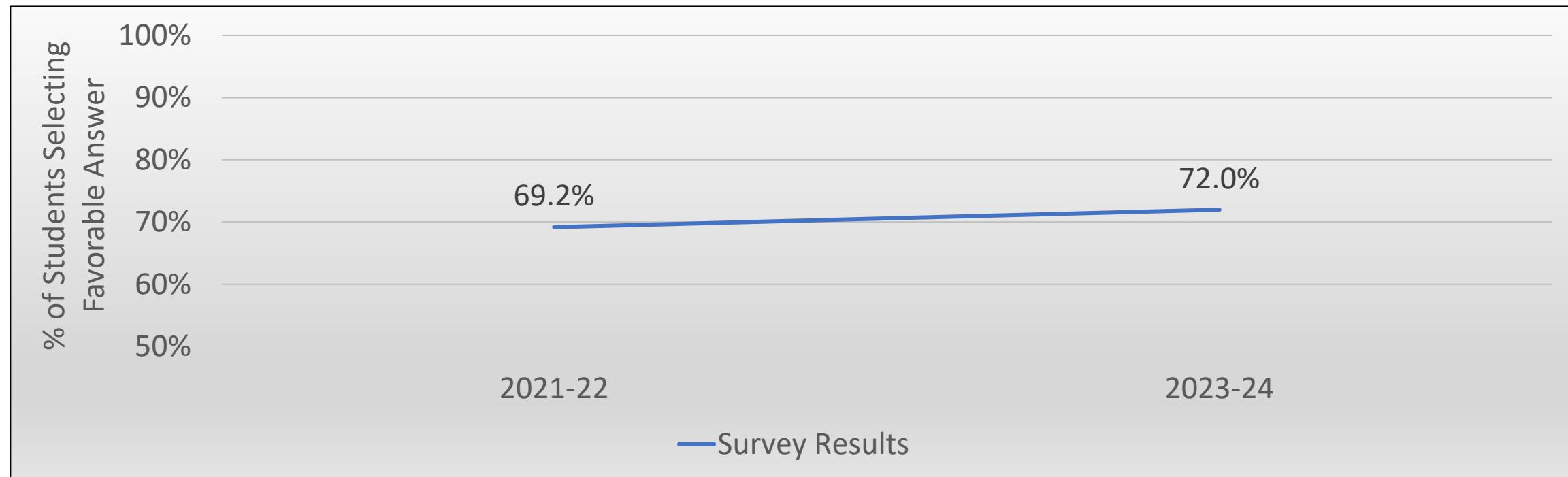


Educator Engagement Survey Participation Over Time



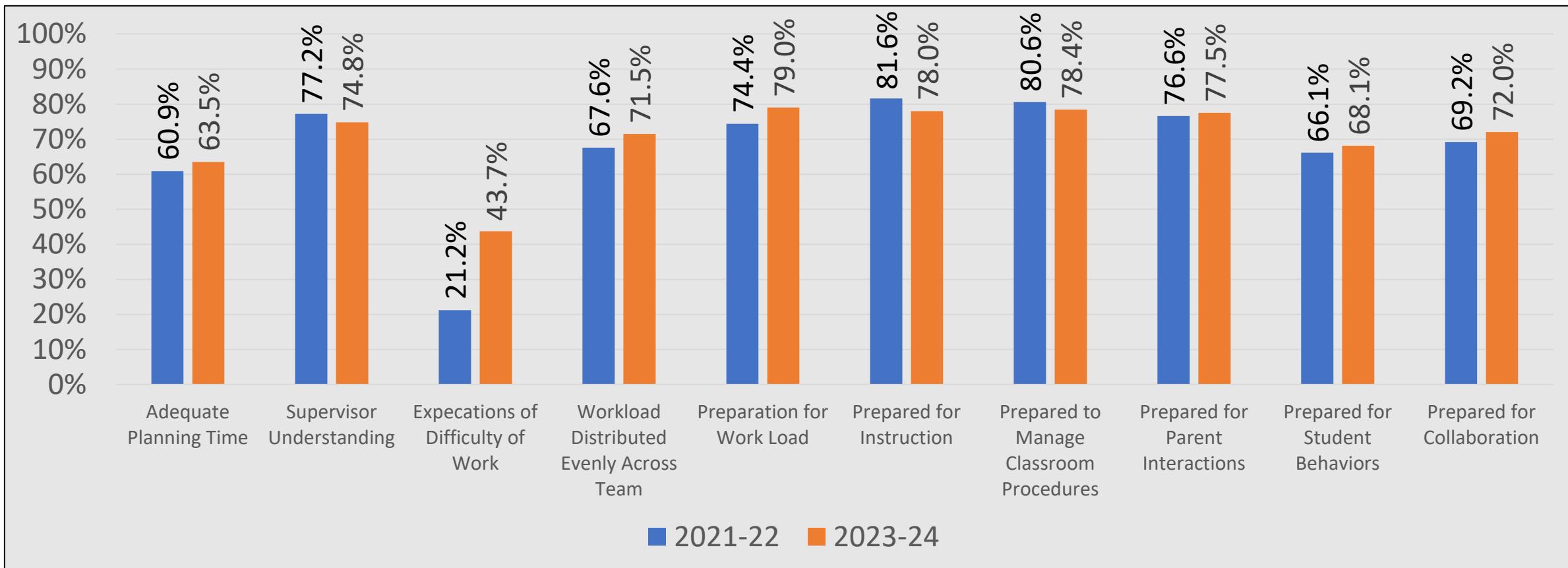
NOTE: The USBE Educator Engagement Survey is administered every other year. It was last administered in the spring of 2024 and will be administered again in the spring of 2026.

Educator Engagement Survey: Emotional Regulation



NOTE: The USBE Educator Engagement Survey is administered every other year. It was last administered in the spring of 2024 and will be administered again in the spring of 2026.

Educator Engagement Survey: Item Analysis

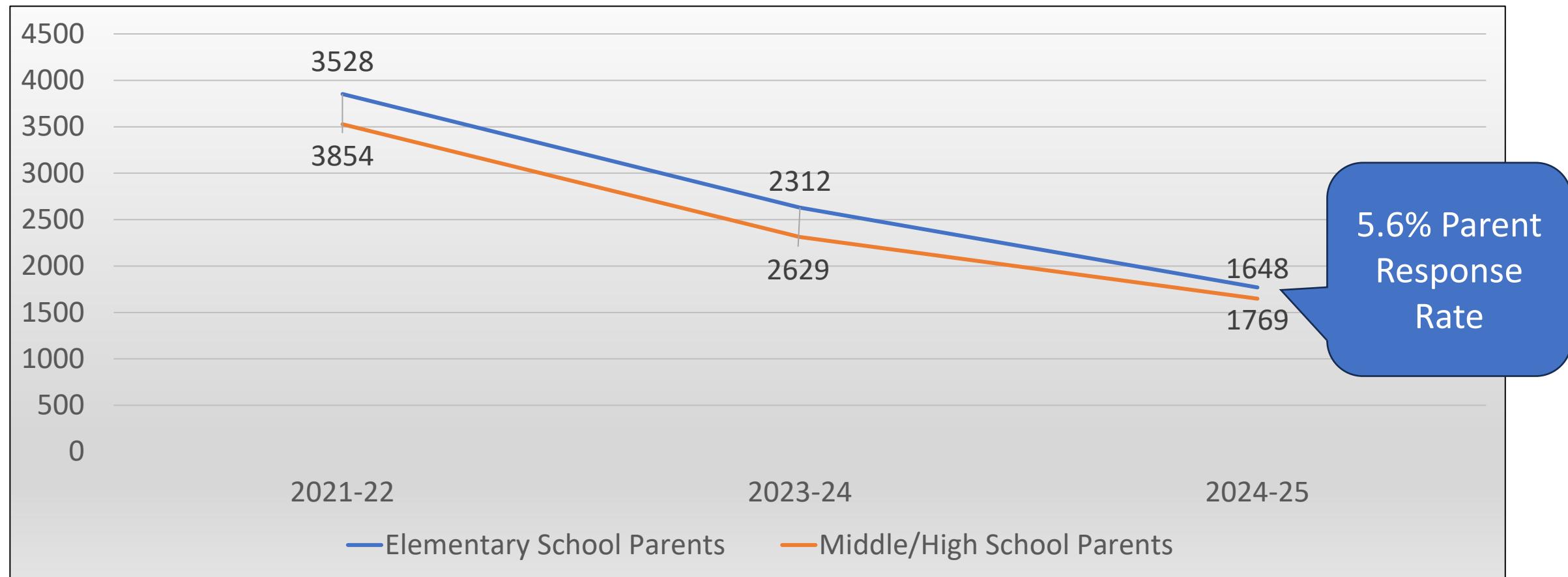


NOTE: The USBE Educator Engagement Survey is administered every other year. It was last administered in the spring of 2024 and will be administered again in the spring of 2026.

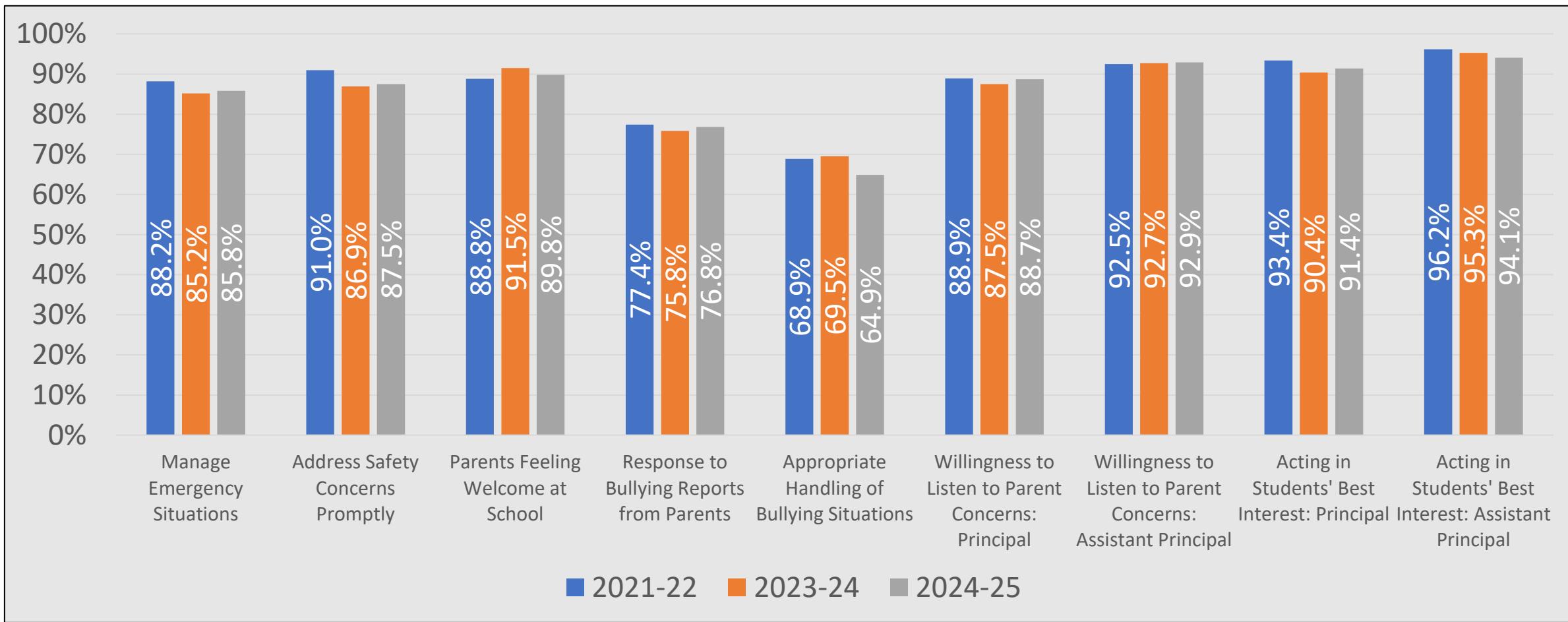
Effective Communication

Ends Policy: Families, employees, and community members will be more informed and engaged in a trusting partnership which leads to greater student success, as measured by the family-district trust question items on the Parent Stakeholder Input Survey.

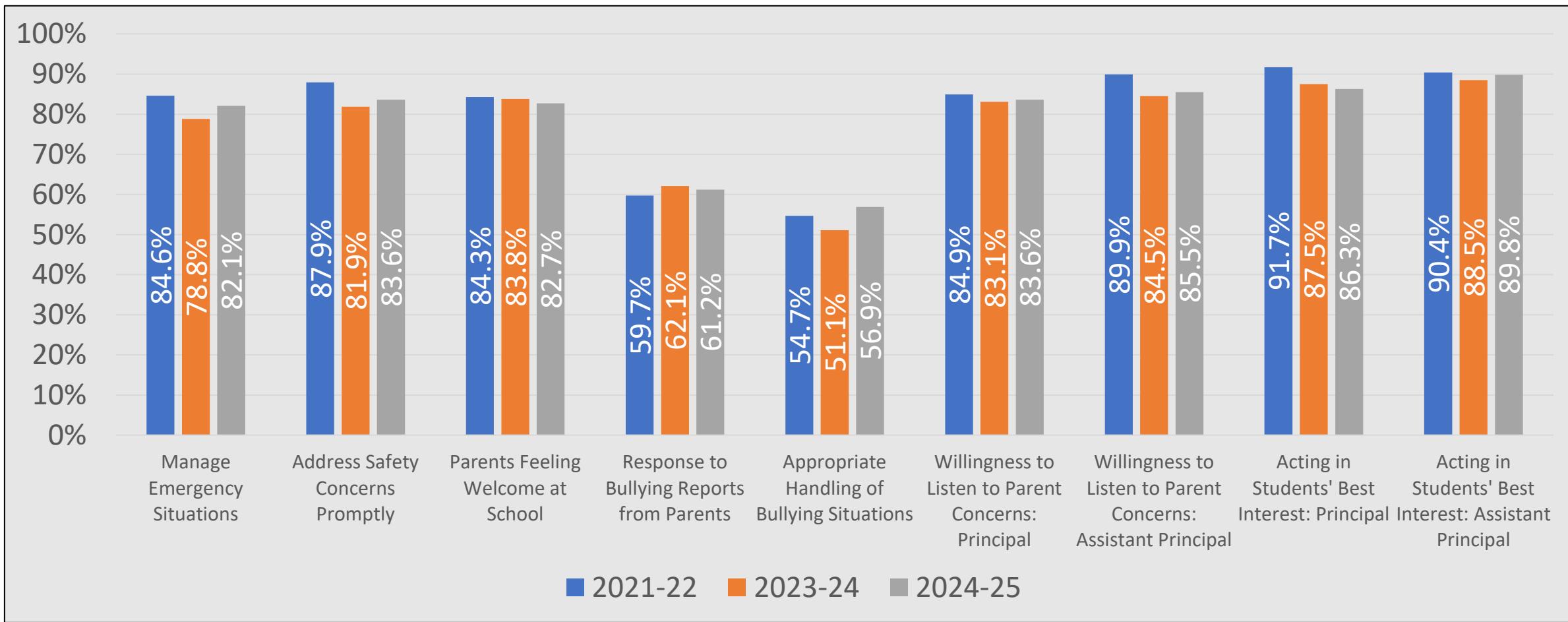
Parent Stakeholder Input Survey Participation Over Time



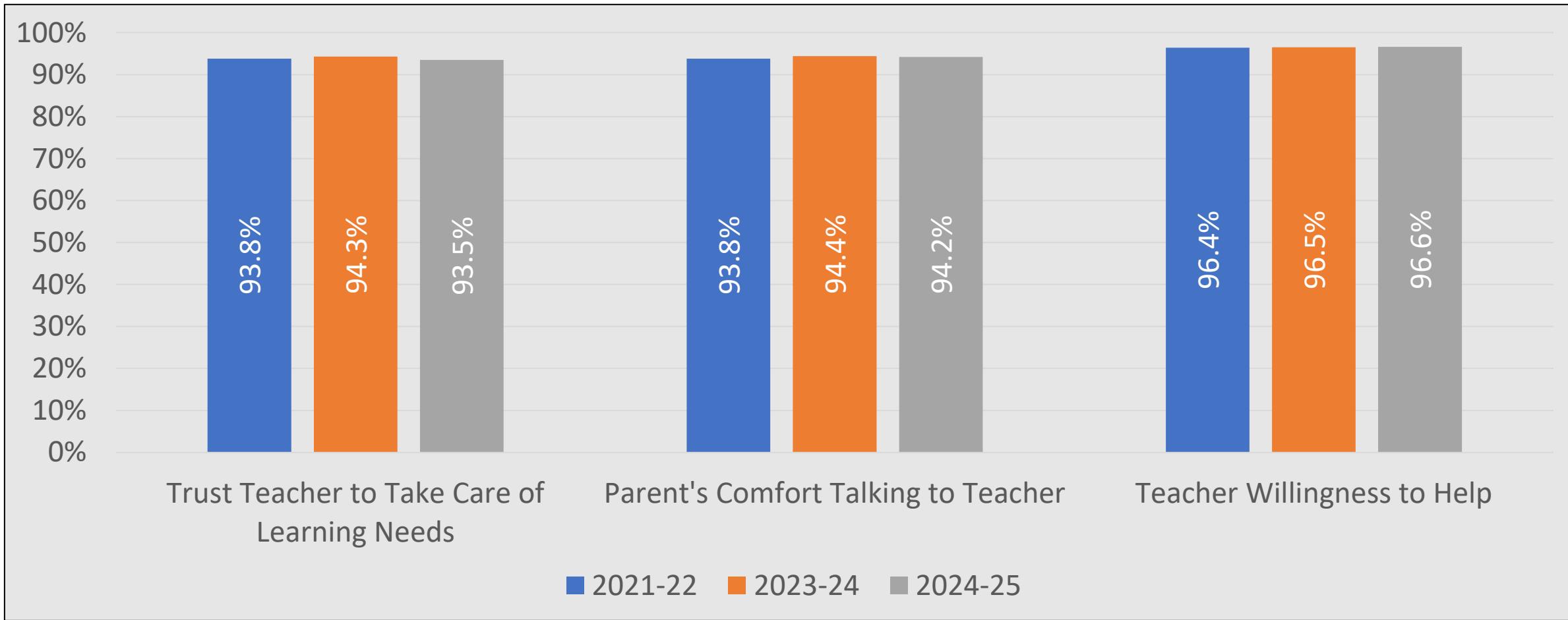
Elementary Parent Stakeholder Input Survey: School/Admin Item Analysis



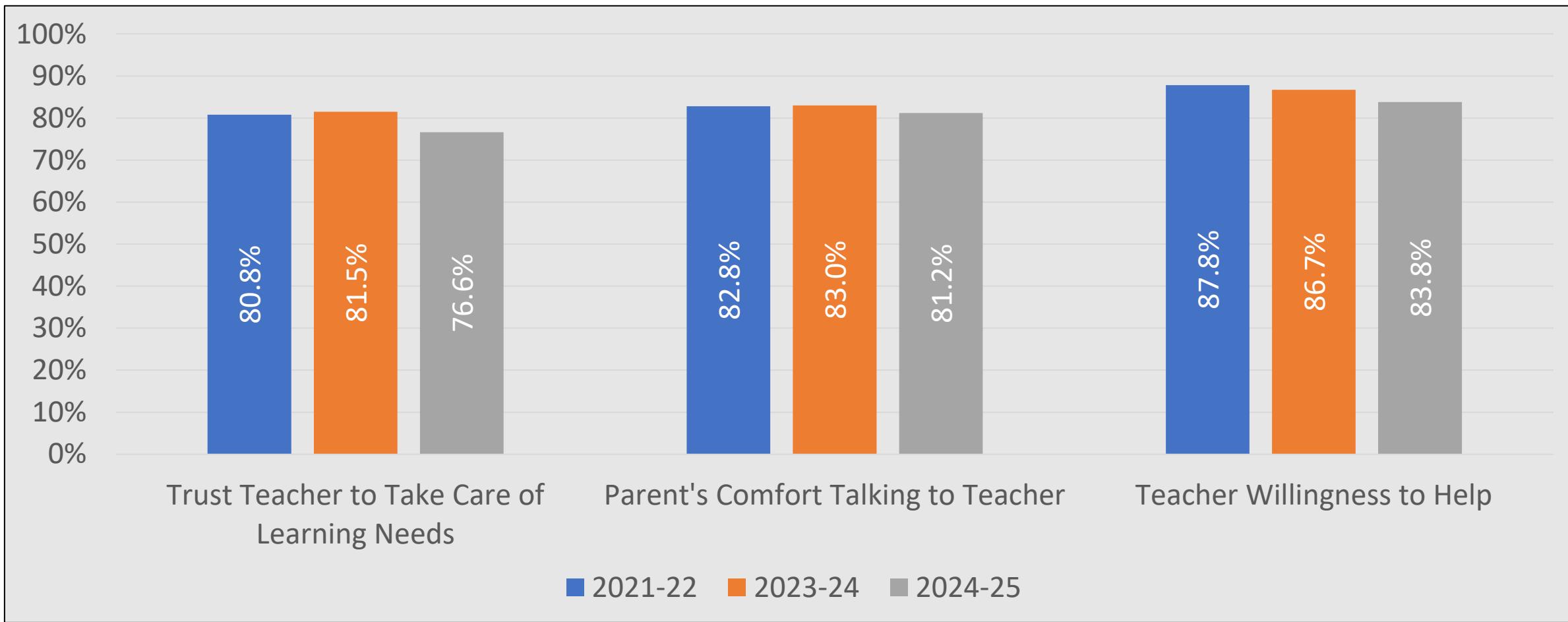
Middle/High Parent Stakeholder Input Survey: School/Admin Item Analysis



Elementary Parent Stakeholder Input Survey: Teacher Item Analysis



Middle/High Parent Stakeholder Input Survey: Teacher Item Analysis



E402 Empowering Employees

What is expected: *Jordan District employees will recognize they are valued by:*

1. *Targeted professional development*
 2. *Opportunities for growth by enhancing professional/classroom skills*
 3. *Recognizing employees as professionals and providing opportunities for input*
 4. *Recognizing and rewarding quality performance*
-
- **Exceptional Professional Development opportunities with the support of the Board.**

E403 Customer Service

What is expected: *Jordan School District will acknowledge, value, and support students, families, and the community by:*

- 1. Creating a welcoming culture.*
- 2. Fostering an inclusive environment where all students are valued.*
- 3. Addressing problems with efficiency and concern.*
- 4. Actively partnering with parents to provide educational support to students.*

- ParentSquare

E404 Safety & Security

What is expected: *Jordan School District will support and implement physically and emotionally safe school programs and procedures where learning can occur.*

- Door wedges

Questions

