INTRODUCTION
Funded by a grant from the U.S. Department of Education, the Ogden United Promise Neighborhood (OUPN) initiative strives to address the issues of poverty, employment, health care, and education within a specified footprint in central Ogden. All children and youth growing up in the neighborhood should have access to great schools and strong systems of family and community support that will prepare them to attain an excellent education and successfully transition to college and a career.

FOOTPRINT

BACKGROUND
- Students are considered chronically absent if they are absent more than 10% of the total number of days they are enrolled.
- For the purposes of these analyses, students were considered to reside in the OUPN footprint if they were attending one of the five footprint schools (Dee, Gramercy, James Madison, Odyssey, or T.O. Smith).
- Chronic absenteeism has been shown to be related to a number of negative outcomes, including:
  - Lower odds of being on grade level,
  - Lower Criterion Referenced Test (CRT) scores,
  - Lower cumulative GPAs, and
  - Higher odds of dropping out of school (Utah Education Policy Center, 2014).

REFERENCES
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**BACKGROUND**

- “English Language Learner (ELL) students are active learners of the English language who may benefit from various types of language support programs” (National Council of Teachers of English, 2008).
- ELLs are a highly heterogeneous and complex group of students.
- ELLs are the most quickly growing subset of the student population, with the most growth occurring in grades 7 through 12 (National Council of Teachers of English, 2008).
- Students who are ELLs tend to struggle academically.
  - In 2005, 4 percent of ELL eighth graders achieved proficiency on the reading portion of the National Assessment of Educational Progress versus 31 percent of all eighth graders” (National Council of Teachers of English, 2008).

**REFERENCES**


**DATA**

**Overall CRT Mathematics Proficiency by English Language Learner (ELL) Status**

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**Overall CRT Science Proficiency by English Language Learner (ELL) Status**

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**Overall CRT Language Arts Proficiency by English Language Learner (ELL) Status**

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INTRODUCTION
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FOOTPRINT

BACKGROUND
• In the spring of 2014, the State Board of Education implemented new state tests, called Student Assessment of Growth and Excellence (SAGE) to replace the Criterion Referenced Test (CRT).
• “SAGE assessments have the ability to provide questions that are interactive, ask for demonstration of an idea by highlighting, and drag and drop sentences from reading passages. These types of assessments allow students to demonstrate what they know and not just guess by selecting A, B, C, or D. This type of testing is commonly referred to as adaptive assessments” (Garfield County School District, 2014).
• Given these differences, CRT and SAGE data are not directly comparable.

DATA

Overall Mathematics Proficiency by Location All Grades

Overall Science Proficiency by Location All Grades

Overall Language Arts Proficiency by Location All Grades

SUMMARY
• Ogden School District (OSD) students significantly underperform as compared to their cohorts across the state of Utah.
• OSD students living within the Ogden United Promise Neighborhood footprint significantly underperform as compared to their cohorts in non-footprint schools.
• Due in large part to the adaptive nature of the SAGE tests, students across the state underperformed as compared to the previous years’ CRT scores.

REFERENCES
• Garfield County School District. (2014). CRT and SAGE. Website.