

# Partnerships for Student Success (PFSS)

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October 15, 2019 | Public Education Appropriations Subcommittee

## **Background**

The Partnerships for Student Success grant program was created by S.B. 67 during the 2016 General Session. The purpose of the program is to improve educational outcomes for low-income students. The program is built around cross-sector (public-private) partnerships. Eligible schools for this program are district or charter elementary or junior high schools where at least 50 percent of the school's students have a family income at or below 185 percent of the federal poverty level. The grant program is built around school feeder systems which are groups of kids feeding into a particular high school.

The Compendium of Budget Information (COBI) and the State Board of Education have additional detail on this program, links below:

[Initiative Programs – Partnerships for Student Success](#)

[USBE – Partnerships for Student Success \(PFSS\)](#)

[Program Evaluation \(Utah Education Policy Center\)](#)

## **Recommendations**

- We recommend that the subcommittee consider identifying and adopting expected outcomes for this program. Subcommittee staff will work with USBE staff to determine the correct goals for each focus area. Until these goals are determined, we recommend that the subcommittee not include funding for PFSS in the public education base budget bill.

## **Budget and Program Details**

Schools that apply for the grant must submit a plan to the State Board of Education. The plan for the partnership must be aligned with the recommendations of the [five- and ten-year plan](#) to address intergenerational poverty. It must address kindergarten readiness, grade 3 and grade 8 mathematics and reading proficiency, high school graduation, postsecondary educational attainment, physical and mental health, and development of career skills and readiness. Partnerships are required to share data to monitor and evaluate shared goals and outcomes. A third-party evaluation is required to ensure desired outcomes are being achieved. Eligible partnerships must provide matching funds equal to two times the amount of the grant. At least half of the matching funds must be provided by a local education agency. The Board may not award more than \$500,000 per fiscal year to an eligible partnership. The board is required to prioritize funding for partnerships that include a low-performing school or address parent and community engagement.

## ***State Appropriated Budgets***

The Legislature appropriated \$2,000,000 to the program in FY 2017. The appropriation was increased to nearly \$3,000,000 in FY 2018, 2019, and 2020. Table 1 provides a history of the state appropriation.

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Initiative Programs - Partnerships for Student Success State Budget (COBI)						
	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
<b>Sources of Revenue</b>						
Education Fund			\$2,000,000	\$3,002,200	\$3,004,800	\$3,006,400
Education Fund, One-time			\$0	\$0	\$200	\$0
Transfers			\$0	(\$11,100)	(\$19,600)	(\$19,600)
Beginning Nonlapsing			\$0	\$1,690,600	\$1,500,000	\$1,500,000
Closing Nonlapsing			(\$1,690,600)	(\$1,644,900)	(\$1,500,000)	(\$1,500,000)
<b>Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$309,400</b>	<b>\$3,036,800</b>	<b>\$2,985,400</b>	<b>\$2,986,800</b>
<b>Categories of Expenditure</b>						
Personnel Services			\$66,200	\$46,700	\$72,000	\$73,400
In-State Travel			\$0	\$300	\$0	\$0
Out-of-State Travel			\$0	\$0	\$0	\$0
Current Expense			\$1,000	\$30,400	\$0	\$0
DP Current Expense			\$0	\$0	\$0	\$0
Other/Pass Through			\$242,200	\$2,959,400	\$2,913,400	\$2,913,400
<b>Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$309,400</b>	<b>\$3,036,800</b>	<b>\$2,985,400</b>	<b>\$2,986,800</b>

**Table 1**

## Distribution to Locals

USBE has awarded grants to six feeder patterns, for a five-year grant cycle. Within these patterns, thirty-six schools are impacted each year. Table 2 provides a breakdown of the grant recipients by feeder pattern and the amount of funding each received. The next call for applications will be in Spring 2021 for Cohort 1 and Spring 2022 for Cohort 2. Table 3 outlines the types of schools participating in the grant program.

Grant Recipients	
Feeder Pattern	Grant Amount
Weber School District: Roy Cone	\$458,000
United Way of Salt Lake: South Salt Lake	\$499,000
United Way of Salt Lake: Kearns	\$463,000
United Way of Northern Utah: Ogden	\$500,000
United Way of Northern Utah: Ben Lomond	\$500,000
Canyons School District	\$482,600
<b>Total</b>	<b>\$2,902,600</b>

**Table 2**

Participating Types of Schools	
School Type	Number of Participants
Elementary	17
Junior High	5
High School	4
<b>Total</b>	<b>26</b>

**Table 3**

## Performance Metrics

Grant recipients are required to address the following areas. The number of schools participating in the area is indicated in parentheses.

- Kindergarten readiness (17 schools)
- Grade three mathematics (17 schools)

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- Grade three reading proficiency (17 schools)
- Grade eight mathematics (5 schools)
- Grade eight reading proficiency (5 schools)
- High School Graduation (4 schools)
- Post-secondary education attainment (4 schools)
- Career readiness skills (4 schools)
- Physical and mental health (26 schools)

USB E collects data from the grant recipients to ensure that they are addressing the areas indicated in the grant plan as well as to track whether the program is achieving its intended results. The following performance indicators are categorized based on the area of focus.

## **Kindergarten Readiness**

*Indicators:* comparison of the percent of students who met beginning-of-year DIBELS benchmarks and beginning-of-year KEEP benchmarks.

### *DIBELS*

- All Students:
  - Nine schools (53%) reported overall increases in the percent of students who met DIBELS benchmarks.
    - Increases ranged from two to 28 percentage points and the average increase was 11 percentage points.
    - The greatest increase was at Lakeview Elementary School in Weber School District, part of the Roy High School feeder pattern.
- Economically Disadvantaged Students:
  - Five schools (29%) saw improvements for economically disadvantaged students.
- Minority Students:
  - Six schools (35%) reported improvements for minority students.
- Sample sizes were low for English learners and students with disabilities.

### *KEEP*

- Last year (2018) was the first year that Utah administered and reported KEEP statistics, so no annual comparisons are available yet.

## **Grade Three Mathematics**

*Indicators:* comparison of the percent of students who were proficient in math in 2017 and 2018.

- All Students:
  - Eight schools (47%) reported overall increases in the percent of students who were proficient.
    - Increases ranged from one to 20 percentage points and the average increase was eight percentage points.
    - The greatest increase was at James E. Moss Elementary School in Granite School District, part of the Cottonwood High School feeder pattern.
    - All four elementary schools in the Granite School District reported increases.
    - Elementary schools in the Cottonwood High feeder pattern stand out as having the most consistent improvements from 2017 to 2018, across demographic categories.
- Economically Disadvantaged Students, Minority Students, and English Language Learners:
  - Eight schools (47%) reported improvements for these subgroups.
- Students with Disabilities:
  - Ten schools (59%) reported improvements for students with disabilities.

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## **Grade Three Reading Proficiency**

*Indicators:* comparison of the percent of students who were proficient in English language arts in 2017 and 2018 (as measured by SAGE and end of year DIBELS scores)

### *SAGE*

- All Students:
  - Eight schools (47%) reported overall increases in the percent of students who were proficient in SAGE.
    - Increases ranged from two to 21 percentage points and the average increase was nine percentage points.
    - The greatest increase was at Roy Elementary School in Weber School District, part of the Roy High School feeder pattern.
- Economically Disadvantaged Students:
  - Twelve schools (71%) saw improvements for economically disadvantaged students.
- Minority Students:
  - Nine schools (53%) reported improvements for minority students.
- English Language Learners:
  - Eight schools (47%) reported improvements for English learners.
- Students with Disabilities:
  - Eight schools (47%) reported improvements for students with disabilities.

### *DIBELS*

- All Students:
  - Eleven schools (65%) reported overall increases in the percent of students who were proficient.
    - Increases ranged from one to 21 percentage points and the average increase was 8 percentage points.
    - The greatest increase was at James E. Moss Elementary School in Granite School District, part of the Cottonwood High School feeder pattern.
- Economically Disadvantaged Students:
  - Fourteen schools (82%) saw improvements for economically disadvantaged students.
- Minority Students:
  - Eleven schools (65%) reported improvements for minority students.
- Sample sizes were low for English Language Learners and Students with Disabilities.

## **Grade Eight Mathematics**

*Indicators:* comparison of the percent of students who were proficient in math in 2017 and 2018.

- All Students:
  - Three schools (60%) reported overall increases in the percent of students proficient in math.
    - Increases ranged from one to seven percentage points and the average increase was three percentage points.
    - The greatest increase was at Roy Junior High in Weber School District, part of the Roy High School feeder pattern.
  - One school (20%) decreased by 1 percentage point.
  - One school (20%) reported no change.
- Economically Disadvantaged Students:
  - Two schools (40%) saw increases in math proficiency for economically disadvantaged students.
- Minority Students:
  - Two schools (40%) saw increases in math proficiency for minority students.
- English Language Learners:

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- No schools reported changes in scores for English learners.
- Students with Disabilities:
  - Three schools (60%) reported increases for students with disabilities.

## **Grade Eight Reading Proficiency**

*Indicators:* comparison of the percent of students who were English language arts in 2017 and 2018.

- All Students:
  - One school (20%), Granite Park Jr. High (Cottonwood High feeder pattern) reported an overall increase in the percent proficient in reading.
  - Three schools (60%) reported decreases.
  - One school (20%) did not change.
- Economically Disadvantaged Students:
  - One school (20%), Granite Park Junior High, reported an increase for economically disadvantaged students.
- Minority Students:
  - One school (20%), Mount Ogden Junior High, was the only school that reported an increase for minority students.
- English Language Learners:
  - Two schools (40%) saw an increase in scores for English learners.
- Students with Disabilities:
  - Three schools (60%) reported increases for students with disabilities.

## **High School Graduation**

*Indicators:* comparison of 2017 and 2018 graduation rates.

- All Students:
  - Three schools (75%) reported an overall increase in graduation rates and one school's graduation rate remained the same.
    - Increases ranged from one to five percentage points and the average increase was three percentage points.
    - Ogden High saw the greatest increase.
  - One school (25%), Cottonwood High, reported increases across all subgroups.
- Economically Disadvantaged Students:
  - All four schools reported an increase in graduation rates among economically disadvantaged students.
- Minority Students:
  - Two schools (50%), Kearns High and Roy High, reported decreases for minority students.
- English Language Learners:
  - One school (25%), Roy High, reported decreases for English learners.
- Students with Disabilities:
  - One school (25%), Ogden High, reported a decrease in graduation rates for students with disabilities.

## **Career Readiness Skills**

*Indicators:* comparison of the percent of students who met composite, English, math, science, and reading ACT benchmark scores in grade 11 for 2017 and 2018.

- All Students:
  - No schools reported an increase in composite ACT scores.
  - Two schools (50%) reported that scores remained the same.
  - Two schools (50%) reported that scores decreased.
  - Across the four subjects tested by the ACT

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- No schools reported increases in science or reading scores
- One school reported an increase in math
- Two schools reported an increase in English.
- Economically Disadvantaged Students:
  - One school (25%), Roy High, reported an increase in composite ACT scores for economically disadvantaged students.
  - Three schools (75%) reported a decrease in composite ACT scores for economically disadvantaged students.
- Minority Students:
  - Two schools (50%) reported an increase in scores for minority students.
- English Language Learners:
  - No schools reported significant changes in scores for English learners.
- Students with Disabilities:
  - One school (25%), Cottonwood High, reported an increase in scores for students with disabilities.

### ***Post-Secondary Education Attainment***

*Indicators:* the percent of 2017 high school students who enrolled in higher education in Utah during the following academic year (2017-18). Enrollment rates for 2018 were not yet available.

- All Students
  - Overall enrollment rates for program participants ranged from 29.4% to 43%.
  - The state average for enrollment in higher education is 45.5%.
- Economically Disadvantaged Students:
  - Enrollment rates for economically disadvantaged students ranged from 26.7% to 38.9%.
  - The state average is 37.7%.
- Minority Students:
  - Enrollment rates for minority students ranged from 24.8% to 39.5%.
  - State averages were not available.
- Students with Disabilities and English Language Learners
  - Enrollment rates for students with disabilities and English learners were either not available or had sample sizes of less than ten.

### ***Physical and Mental Health***

*Indicators:* SHARP survey results are used to assess progress toward students' physical and mental health. *School-level SHARP statistics are not publicly available.*

### ***Spending Plans***

*FY17 Funds: \$73,700*

The FY17 funds spending plan was reviewed and approved on the Consent Calendar for the September 2019 Board Meeting. The funding will be equally distributed to all grantees based on the need for professional development and technical assistance to meet the goals and the outcomes of the grant program.

*FY18 Funds: \$17,400; FY19 Funds: \$19,600*

For the unobligated funding in FY18 and FY19, all grantees may submit a proposal to receive an equal amount of funding to attend specific conferences and trainings to support and increase their organization's understanding of data systems and partnerships.

### ***USBE Carryover Enforcement Plan***

- Purpose: To ensure grantees are intentionally spending carryover funds with regular reimbursement requests to support the goals and outcomes of the program proposal.

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- Ongoing: On-site program monitoring includes questions related to carryover funding and regular reimbursements.
- Timeline:
  - August 2019 - Specialists provided training to all Partnerships for Student Success grantees regarding carryover policy at annual grant orientation.
  - January – March 2020 - All grantees will provide details about carryover fund spending in Utah Grants under Budget Narrative section when completing the budget. A specialist will send email reminders to grantees on a quarterly basis regarding carryover funding.
  - April 2020 – An email will be sent to LEA superintendent or charter executive director, business administrators and ERSI coordinator. The email will detail that if funds are not being spent, they can be rescinded and reallocated by USBE.
  - June 2020 – An email will be sent to LEA superintendent or charter executive director, business administrators and ERSI coordinator and detail that if funds are not being spent, they can be reallocated.
    - If reimbursements have not resumed to a regular cycle, a specialist will conduct on-site monitoring visit to address concerns with program directors and other key LEA staff, and develop an action plan with specific due dates for resuming regular reimbursement cycle
    - If a grantee is still not meeting due dates, Specialist will begin discussions to rescind and reallocate funding by July 2020