EDUCATION

THE UTAH STATE BOARD OF EDUCATION

Report to the Education Interim Committee

Partnerships for Student Success Report

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STATUTORY REQUIREMENT

U.C.A. Section 53F-5-405 requires the State Board of Education to contract with an independent evaluator to annually evaluate a partnership that receives a grant under this program. Beginning with the 2017-2018 school year, the Board is required to annually submit the evaluation to the Education Interim Committee. The independent evaluation shall assess implementation of the partnership including: (i) the sharing of data among partnership members; (ii) the extent to which members of a partnership meet regularly and communicate authentically; and (iii) the impact of a partnership on student outcomes.

Partnerships for Student Success Report

EXECUTIVE SUMMARY

The 2018-2019 school year was the second year of full implementation for the cohort one grantees of the Partnerships for Student Success Program (those selected in 2016-2017). The program is designed to improve educational outcomes for students who are economically disadvantaged by funding grantees to establish and strengthen community partnerships among school districts, businesses, government, and non-profit agencies. The State Board of Education awarded four grants during the 2016-2017 school year. Grantees included the United Way of Northern Utah, United Way of Salt Lake City (received two grants), and Weber School District. Two additional grantees were added in the 2017-2018 school year: Canyons School District and a second grant for the United Way of Northern Utah. The independent evaluation for the second year of the program is attached.

THE UNIVERSITY OF UTAH
UTAH EDUCATION POLICY CENTER

PARTNERSHIPS FOR STUDENT SUCCESS GRANT PROGRAM EVALUATION

Year Two Final Report: 2018-19

THE UNIVERSITY OF UTAH

UTAH EDUCATION POLICY CENTER

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The Utah Education Policy Center (UEPC) is a research-based center at the University of Utah founded in the Department of Educational Leadership and Policy in 1990 and administered through the College of Education since 2007. As an integral part of the College's commitment to improving educational access and opportunities, the purpose of the UEPC is to improve the quality of educational policies, practices, and leadership in public schools and higher education by informing and influencing educational policy and practice in Utah and the surrounding region through research, evaluation, and technical assistance.

The UEPC provides advanced and balanced research and evaluation to facilitate sound and informed decisions about educational policy and practice. We are committed to helping our clients understand whether educational policies, programs, and practices are being implemented as intended, whether they are effective and impactful, and how they might be improved.

Please visit our website for more information about the UEPC.

http://uepc.utah.edu

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Table of Contents

ACKNOWLEDGEMENTS 3

EXECUTIVE SUMMARY 8

Brief History *8*

Findings: Highlights and Considerations *9*

INTRODUCTION 12

EVALUATION OVERVIEW 14

EVALUATION METHODS 15

Data Sources *15*

Grantee Logic Models 15

Partnership and Grantee Surveys 15

Aggregate Outcomes Data 15

Data Analysis *16*

How to Use this Report 16

RESULTS 17

In what ways did partners collaboratively promote student success? *17*

Description of Partnerships 19

Changes Made Through Partnerships 20

Data Access and Use 21

What was the quality and level of involvement of partners in collaborative activities? *26*

Clear Strategies and Shared Goals 27

Communication in Partnerships 28

Partner Collaborations 30

To what extent did student outcomes change? *34*

Kindergarten Readiness 36

Third Grade Math 43

Third Grade Reading 46

Eighth Grade Math 51

Eighth Grade Reading 53

High School Graduation 55

Career Readiness 57

College Attainment 60

Physical and Mental Health 62

Considerations for Improvement for the Partnerships for Student Success Grant Program 63

Conclusion and Next Steps 70

References 71

APPENDIX A: Logic Models 72

APPENDIX B: Open Ended Survey Question Responses 79

Table of Figures

Figure 1. There are other partners who are not currently involved, but who should be involved in our efforts to address these student outcomes 20
Figure 2. Did your organization strengthen previous initiatives, implement new initiatives, or change policies or practices to promote student success during the 2018-19 academic year? 20
Figure 3 Percent of partners who attended trainings within the past two years 22
Figure 4. Steps organizations took to work with student data 22
Figure 5. As a partner in the Partnerships for Student Success Grant program, which of the following steps has your organization taken to work with student data? 23
Figure 6. Purposes for which partners used data 24
Figure 7. Within our partnerships we have clear strategies for how to improve student outcomes 27
Figure 8. Partners' understanding of shared goals 27
Figure 9. Frequency of communication with other partners about supporting students to achieve outcomes 28
Figure 10. Quality of communication 29
Figure 11. Frequency of attending meetings with other partners to address the following student outcome 29
Figure 12. Effectiveness of partnership meetings for supporting students to achieve outcomes 30
Figure 13. Partners work well together to improve student outcomes 31
Figure 14. Partners working together 31
Figure 15. Frequency of partners sharing resources to maximize the achievement of student outcomes 32
Figure 16. Partners working together to leverage resources to support student success 32
Figure 17. Perceived effectiveness of collective partnership efforts to improve student outcomes 33
Figure 18. Frequency of partners working together on kindergarten readiness 36
Figure 19. Quality of partner collaborations for kindergarten readiness 36
Figure 20. Effectiveness of partnership meetings 36
Figure 21. Overall effectiveness of partnerships 36
Figure 22. Frequency of partners working together on third grade math 43
Figure 23. Quality of partner collaborations for third grade math 43
Figure 24. Effectiveness of partnership meetings 43
Figure 25. Overall effectiveness of partnerships 43
Figure 26. Frequency of partners working together on third grade reading 46
Figure 27. Quality of partner collaborations for third grade reading 46
Figure 28. Effectiveness of partnership meetings 46
Figure 29. Overall effectiveness of partnerships 46
Figure 30. Frequency of partners working together on eighth grade math 51
Figure 31. Quality of partner collaborations for eighth grade math 51
Figure 32. Effectiveness of partnership meetings 51
Figure 33. Overall effectiveness of partnerships 51
Figure 34. Frequency of partners working together on eighth grade reading 53
Figure 35. Quality of partner collaborations for eighth grade reading 53
Figure 36. Effectiveness of partnership meetings 53
Figure 37. Overall effectiveness of partnerships 53
Figure 38. Frequency of partners working together on high school graduation 55
Figure 39. Quality of partner collaborations for high school graduation 55
Figure 40. Effectiveness of partnership meetings 55

Figure 41. Overall effectiveness of partnerships 55
Figure 42. Frequency of partners working together on career readiness 57
Figure 43. Quality of partner collaborations for career readiness 57
Figure 44. Effectiveness of partnership meetings 57
Figure 45. Overall effectiveness of partnerships 57
Figure 46. Frequency of partners working together on college attainment 60
Figure 47. Quality of partner collaborations for college attainment 60
Figure 48. Effectiveness of partnership meetings 60
Figure 49. Overall effectiveness of partnerships 60
Figure 50. Frequency of partners working together on physical and mental health 62
Figure 51. Quality of partner collaborations for physical and mental health 62
Figure 52. Effectiveness of partnership meetings 62
Figure 53. Overall effectiveness of partnerships 62
Figure 54. Weber School District Logic Model for Roy High School Feeder Pattern 72
Figure 55. United Way of Northern Utah Logic Model for Ogden High School Feeder Pattern 73
Figure 56. United Way of Salt Lake City Logic Model for Cottonwood High School Feeder Pattern 74
Figure 57. United Way of Salt Lake City Logic Model for Kearns High School Feeder Pattern 75
Figure 58. Canyons School District Logic Model for Hillcrest High School Feeder Pattern 76
Figure 59. United Way of Northern Utah Logic Model for Ben Lomond High School Feeder Pattern 78
Figure 60. Please describe how you worked with partners to review student data and planned to achieve goals during this academic year (2018-19)? 79
Figure 61. Do you know of specific, key partners who could contribute to these partnerships? 89
Figure 62. What were some specific resources or activities that facilitated partner involvement within the Partnerships for Student Success grant program (includes Ogden United, Project ROAR, and Promise Partnerships)? 91
Figure 63. Themes represented in what has your organization accomplished through the Partnerships for Student Success grant program (includes Ogden United, Project ROAR, and Promise Partnerships) that your organization could not have done on its own? 95

Table of Tables

Table 1. Partnerships for Student Success Grantees and School Feeder Patterns 13
Table 2. Evaluation Questions and Indicators 14
Table 3. Grant Outcomes and Measures 16
Table 4. Partnership Survey Response Rates 18
Table 5. Number of Partners Who Reported Working with Each Grantee 18
Table 6. Types of Organizations in Partnerships 18
Table 7. Number of Partners for Each Grantee 19
Table 8. Number of respondents who partnered with other organizations to address the outcomes 19
Table 9. Type of data to which partners had access 22
Table 10. Data sources used by partners 25
Table 11. Summary of Responses by Outcome 34
Table 12. Summary of Outcomes Findings[1] 35
Table 13. Types of organizations in partnerships to address kindergarten readiness 36
Table 14. Kindergarten Readiness Acadience: Percent of Students Who Met Beginning of the Year (BOY) Acadience Benchmark 37

Table 15. Kindergarten Readiness KEEP Literacy: Percent of Students Who Met KEEP Literacy Entry (beginning of the year) Benchmark 39
Table 16. Kindergarten Readiness KEEP Numeracy: Percent of Students Who Met KEEP Numeracy Entry (beginning of the year) Benchmark.....41
Table 17. Types of organizations in partnerships to address 3rd grade math outcomes. 43
Table 18. Third Grade Math: Percent of Students Who Were Proficient 44
Table 19. Types of organizations in partnerships to address 3rd grade reading outcomes 46
Table 20. Third Grade Reading: Percent of Students Who Were Proficient 47
Table 21. Third Grade Reading: Percent of Students Who Met End of Year (EOY) Acadience Benchmark 49
Table 22. Types of organizations in partnerships to address 8th grade math outcomes 51
Table 23. Eighth Grade Math: Percent of Students Who Were Proficient 52
Table 24. Types of organizations in partnerships to address 8th grade reading outcomes 53
Table 25. Eighth Grade Reading: Percent of Students Who Were Proficient 54
Table 26. Types of organizations in partnerships to address high school graduation outcomes 55
Table 27. High School Graduation: Percent of Students Who Graduated High School 56
Table 28. Types of organizations in partnerships to address career readiness outcomes 57
Table 29. Career Readiness: Percent of Students Who Met ACT Benchmarks in Grade 11 58
Table 30. Types of organizations in partnerships to address college attainment outcomes.....60
Table 31. College Attainment: Percent of 2019 Utah High School Graduates Who Enrolled in Utah Colleges 61
Table 32. Types of organizations in partnerships to address physical and mental health outcomes 62

EXECUTIVE SUMMARY

Based on analysis of the year two evaluation data sources, there is strong evidence that the *Partnerships for Student Success Grant Program* has continued to be implemented as intended at high levels and in ways that will likely lead to improvements in the educational outcomes of low-income students. Through the meaningful work of the partnerships, collaborative efforts to support student success are occurring in ways that otherwise would not be taking place without participation in this grant program. Connections are being made, the use of best practices in data sharing have begun, and an infrastructure is being constructed that in combination provides a network of support for continual impact for students.

Brief History

Utah Senate Bill 67 (2016) created the *Partnerships for Student Success Grant Program*.[1] The purpose of SB 67 is to *improve educational outcomes for low-income students* by funding grantees to *establish and strengthen community partnerships* among *school districts*, *businesses*, *government*, and *non-profit agencies*. This program has similarities to other national models[2] which focus on helping communities build cross-sector partnerships that share data, align resources, and shape policy to support youth and family success.

The USBE awarded four grants during the 2016-2017 academic year and grantees included: United Way of Northern Utah, United Way of Salt Lake City (received two grants), and Weber School District. An additional $1,000,000 was added to the budget during the 2017 legislative session, resulting in two additional grantees during the 2017-2018 year: Canyons School District and a second grant for United Way of Northern Utah.

This grant is unique in that it does not provide funding for grantees to create direct services for students and their families. Instead, it *provides funds to create infrastructure*, with support from technical assistance providers, to *drive community partnerships* and *promote cross-organization support* for students within specific high school feeder patterns.

Grantees who applied for funding specified local needs to be addressed, goals for student outcomes, feeder patterns for schools, and proposed partnerships. Sharing and using data is a central aspect of the grant and, in an effort to strengthen the network of student support, grantees are expected to facilitate data sharing across partnering agencies.

Specifically, the Partnerships for Student Success Grant targets the following nine student outcomes:

- **Kindergarten readiness**
- **Grade 3 mathematics**
- **Grade 3 reading proficiency**
- **Grade 8 mathematics**
- **Grade 8 reading proficiency**
- **High school graduation**
- **Postsecondary education attainment**
- **Physical and mental health**
- **Career readiness skills**

[1] The chief sponsor for this bill is Senator Ann Milner and the House sponsor is Representative Rebecca Edwards. The full bill text is available at http://le.utah.gov/~2016/bills/static/SB0067.html

[2] See Wallace Foundation report on cross-sector collaborations for examples of other models available at https://www.wallacefoundation.org/knowledge-center/pages/building-impact-a-closer-look-at-local-cross-sector-collaborations-for-education.aspx. See StriveTogether as another example of efforts to foster collective impact available at https://www.strivetogether.org/.

Findings: Highlights and Considerations

As the *Partnerships for Student Success Grant Program* has continued into its second year, it is evident that the partners are working collaboratively to promote student success in a manner that is high quality and enacted through collaborative activities. The comments below were shared through the spring 2019 partner survey and highlight themes found overall in the responses. Partners see the value and importance of the program and the far-reaching impact of their work. There is an opportunity for growth when it comes to continuing to build capacity around analyzing and utilizing student data to make changes and in continuing to cultivate partnerships that can further the work of the program.

We have built a strong, functioning network of partners. United Way is the backbone partner to support our goals and work. We all align our efforts to the needs of our students and families.
– Partner comment from survey

Our partnerships have deeply influenced how our school functions and supports the community and families. With this partnership our school has been able to assist hundreds in the community to benefit their health, emotional and social wellness, basic needs, and aligned resources.
– Partner comment from survey

Mostly just being able to have lots of people at the table. I believe we are in the beginning phases, but that there has been good discussions and collaboration. I think sending the message to our partners that we need their help and that they are part of the solution has been imperative to our growth as a community school. *– Partner comment from survey*

In what ways did partners collaboratively promote student success?

Findings	Considerations for Improvement
Connected to partnerships: • As a result of the Partnerships for Student Success grant, about 9 out of 10 (87%) reported strengthening previously existing initiatives, about 7 out of 10 (69%) reported implementing new initiatives, and 5 out of 10 (50%) reported changing policies or practices during the 2018-19 academic year. • More than half (between 60% and 70%) of partners agreed or strongly agreed that there were others who should be involved in the partnerships.	**To build more robust partnerships:** • Conduct a Needs Analysis to determine what gaps can be overcome to expand partnerships to include individuals who can continue to further the work of the project. • Utilize existing partners to further network and expand the partnerships that are engaged in the grant. • Focus targeted recruitment of partners that could facilitate work in outcomes with lower levels of representation.
Connected to sharing and using data: • Sixty-two percent of partners reported that they had access to data for the Partnerships for Student Success grant. • Most partners agreed or strongly agreed that they were using and sharing data effectively. • Examining progress to benchmarks or goals and planning improvement efforts were the most common purposes reported for using data.	**To improve the sharing and use of data:** • Continue to cultivate a culture of best practices with data sharing to ensure that all partners have data sharing agreements in place, share data securely, and are following federal and state guidelines and laws. • Engage in ongoing professional learning to continue using data to examine progress toward specific benchmarks and goals. Take advantage of partnerships to share metrics and progress toward student outcomes.

Findings	Considerations for Improvement
• Partners reported using a wide variety of data sources to assess outcomes, the most common of which were standardized test results.	

What was the quality and level of involvement of partners in collaborative activities?

Findings	Considerations for Improvement
Connected to reaching goals: • Most partners (between 82% and 93%) agreed or strongly agreed that there were clear strategies within their partnerships, and most partners (83%) agreed that they had a clear understanding of the goals for addressing student outcomes. • Three fourths (75%) agreed or strongly agreed that partners had a clear sense of their roles and responsibilities in working toward student outcomes, and 81% agreed that partners knew and understood collective goals.	**To improve efforts toward goals:** • Revisit logic models to promote a shared understanding of partnership work. Refresh each partners' roles and responsibilities in relationship to achieving student outcomes. • Examine each outcome to establish strategies and goals for each partner and ensure that they are aligned with each proposed outcome.
Connected to partner communication: • About half (53%) agreed or strongly agreed that project leaders communicated well with partners, and 66% agreed that partners communicated openly with one another. • The percentage of partners reporting that meetings were effective or highly effective ranged among partners from 46% to 65%.	**To improve partner communications:** • Promote the implementation of meeting protocols to ensure that information is shared and that agendas address: 1) purpose of meetings, 2) decisions to be made, 3) action steps to be taken, and 4) individuals responsible for actions. • Brainstorm alternative options for meetings and communication. For example, utilizing virtual meetings or an online platform may allow for partnership work that otherwise would not happen with traditional meeting and communication.
Connected to improving partnerships: • Most respondents (between 90% and 100%) agreed or strongly agreed that partners were working well together to improve student outcomes. • Overall, 93% of respondents agreed or strongly agreed that partners aligned efforts to promote student success, and 95% agreed or strongly agreed that partners had a high level of commitment to improve student outcomes.	**To improve partner collaborations:** • Create opportunities for partners to collaborate about practices that have been found to promote the work of the Partnerships for Student Success Grant Program. Partners can identify the specific practices that promote and sustain working well together to improve student outcomes. Build a repository where resources can be shared amongst partners. • Provide space among partners to build a sense of community, mutual commitment, and an overall collective effort to the work of the project.
Connected to improving effectiveness: • Findings were mixed regarding partners' perceptions of overall effectiveness. About six out of ten partners considered their shared work effective or highly effective, and about 24% (high school graduation) to 38% (eighth grade reading) found it to be slightly effective or not effective.	**To improve effectiveness:** • Create a catalog where initiatives can be documented and evidence can be kept about changes in policies or practices and overall goal progress can be monitored. • Designate opportunities where partners can distribute best practices for effective partnerships. In addition, during these times specific activities can be investigated to ensure that objectives and goals are being met.

To what extent did student outcomes change each year compared to three previous years?

Findings	Considerations for Improvement
Connected to student outcomes • Overall, student outcomes continue to be mixed across districts and schools. Some schools continued in either seeing improvements or declines, while others experienced new growths or declines. This was also true for subgroups of students. • Kindergarten Readiness (KEEP Literacy) had the highest number of schools reporting increases in the number of students that were proficient. • All four schools in the Kearns HS feeder pattern saw improvements with Kindergarten Readiness (Acadience) and Kindergarten Readiness (KEEP Numeracy). • Ogden High School saw graduation rate improvements in their overall rate as well as with each special population group of students. • When looking across the mathematics assessments 67% were proficient for Kindergarten Readiness (KEEP Numeracy), 38% were proficient for third grade math, and 43% proficient for eighth grade math. • When looking at special populations of students in Utah, English Language Learners and Special Education experienced the lowest number of schools experiencing improvements.	**To increase achievement of student outcomes:** • There continues to be an opportunity for growth in examining the results connected to each of the high school feeder patterns and putting a spotlight on special populations that are part of each group. Stakeholders can continue to explore what is at the core of these differences and work to support factors that are attributing to the contrasts. • With the student outcome data as a guide, stakeholders can work collaboratively to implement evidence-based strategies that could support improvements for all student outcome data. This is a great opportunity to utilize the partnerships that are in place to highlight strategies that have been found to be successful in one district and could applied to another. That is the value-added of having a network of resources and experts as part of the Partnerships for Student Success Program. • Create an opportunity such as a conference, forum, or panel discussion where successful strategies can be shared out. For example, the Kearns HS feeder elementary schools could highlight resources and practices that they have put into place that have facilitated the improvements in Kindergarten Readiness. • With only one high school seeing improvements in their overall graduation rate, this could serve as a "special project" area that could be focused on to evaluate current practices and identify ways to improve and expand support for this outcome. Again, with the partnerships that are in place through the project, Ogden High School could serve as a resource to disseminate resources and strategies that they have found to be successful.

INTRODUCTION

Utah Senate Bill 67 (2016) created the *Partnerships for Student Success Grant Program*.[3] The purpose of SB 67 is to improve educational outcomes for low-income students by funding grantees to establish and strengthen community partnerships among school districts, businesses, government, and non-profit agencies. The *Partnerships for Student Success* legislation has similarities to the national model of StriveTogether (2019). The StriveTogether Network, based out of Cincinnati, Ohio, is a national movement focused on helping communities build partnerships that share data, align resources and shape policy. The StriveTogether network supports communities in collecting and using local data to improve practices for students and families, and currently reaches 13.7 million students and operates in 29 states and Washington, D.C.

StriveTogether communities convene a wide range of partners committed to cradle-to-career success. In addition to families, teachers and schools, they also partner with businesses, civic organizations, nonprofits and investors to adopt shared goals and hold each other accountable for student outcomes. This model has received national attention in several cities, including Tacoma, Washington, where community and school partners changed local policies to increase the number of low-income and minority students who have access to advanced placement classes. In Dallas, Texas, various organizations designed an individualized counseling program that lead to a 14 percent gain in college enrollment for participating Black and Hispanic males. In Dayton, Ohio, community partners generated nearly $20 million to increase access to quality preschool programs. In each of these communities, the partners focused on a specific need and utilized the principles of collective impact to achieve results.

The 2016 bill appropriated $2,000,000 to be administered by the Utah State Board of Education. Grants are anticipated to last for five years, and prospective grantees were permitted to apply for up to $500,000 per year. The USBE awarded four grants during the 2016-2017 academic year and grantees included: United Way of Northern Utah, United Way of Salt Lake City (received two grants), and Weber School District. An additional $1,000,000 was added to the budget during the 2017 legislative session, resulting in two additional grantees during the 2017-2018 year: Canyons School District and a second grant for United Way of Northern Utah.

Grantees who applied for funding specified local needs to be addressed, goals for student outcomes, feeder patterns for schools, and proposed partnerships. Sharing and using data is a central aspect of the grant and, in an effort to strengthen the network of student support, grantees are expected to facilitate data sharing across partnering agencies. In doing so, grantees are also expected to align partnership plans with the goals of Utah's Intergenerational Poverty Initiative. Such goals include aligning systems of support for early childhood development to ensure that children are ready for kindergarten and to align systems of support for children affected by poverty to succeed in school and beyond. Specifically, the Partnerships for Student Success Grant targets the following nine student outcomes:

1) Kindergarten readiness,
2) Grade 3 mathematics,
3) Grade 3 reading proficiency,
4) Grade 8 mathematics,
5) Grade 8 reading proficiency,
6) High school graduation,
7) Postsecondary education attainment,
8) Physical and mental health, and
9) Career readiness skills.

This grant is unique in that it does not provide funding for grantees to create direct services for students and their families. Instead, it provides funds to create infrastructure, with support from technical assistance providers, to drive community partnerships and promote cross-organization support for students within specific high school feeder patterns.
Table 1 shows the high school feeder patterns associated with each grant.

[3] The chief sponsor for this bill is Senator Ann Milner and the House sponsor is Representative Rebecca Edwards. The full bill text is available at http://le.utah.gov/~2016/bills/static/SB0067.html

On behalf of the Utah State Board of Education (USBE), the Utah Education Policy Center (UEPC) is evaluating the Partnerships for Student Success Grant Program. Given the importance of convening a wide range of partners to improve cradle to career outcomes for youth and families, this evaluation seeks to develop a comprehensive understanding of how these partnerships are developed, how they are aligned and coordinated, and how they are sustained to accomplish more than they would by working in isolation.

This second annual evaluation report addresses the involvement of partners in collaborative activities, the steps that partners took to collaboratively promote student success, and school level student outcomes. The 2018-19 academic year was the second year of full implementation and included cohort one grantees (those selected in 2016-17) and cohort two grantees (those selected in 2017-18). This report describes cohort both cohort's activities and outcomes.

Table 1. Partnerships for Student Success Grantees and School Feeder Patterns

Cohorts	Grantees	High Schools	Feeder Schools
Cohort One	United Way of Salt Lake	Kearns High	Gourley Elementary
			Oquirrh Hills Elementary
			South Kearns Elementary
			West Kearns Elementary
			Kearns Junior High
	United Way of Salt Lake	Cottonwood High	James E. Moss Elementary
			Lincoln Elementary
			Roosevelt Elementary
			Woodrow Wilson Elementary
			Granite Park Junior High
	United Way Northern Utah	Ogden High	Thomas O. Smith Elementary
			Mount Ogden Junior High
	Weber School District	Roy High	Freedom Elementary
			Lakeview Elementary
			Midland Elementary
			Municipal Elementary
			North Park Elementary
			Roy Junior High
			Roy Elementary
			Sand Ridge Junior High
			Valley View Elementary
			West Haven Elementary
Cohort Two	Canyons School District	Hillcrest High	Copperview Elementary
			East Midvale Elementary
			Midvale Middle
			Midvale Elementary
			Sandy Elementary
			Diamond Ridge High
	United Way Northern Utah	Ben Lomond High	Gramercy Elementary
			Mound Fort Junior High

EVALUATION OVERVIEW

The UEPC designed the evaluation to align with the requirements articulated in Senate Bill 67. As such, we consider the central feature of grant implementation to be the actions of partners working together to improve the nine outcomes. The role of grantees is to facilitate partnerships and the use of data to support improvement of student outcomes. The evaluation relies on partner survey responses to provide a foundation for understanding grantees' efforts to implement the program.

The evaluation design and the development of original data collection instruments (e.g., partnership surveys) for the evaluation were largely influenced by the Collective Impact framework (Kania & Kramer, 2011), the Wilder Collaboration Factors Inventory (Mattessich, Murray-Close, & Monsey, 2001), and the StriveTogether Theory of Action (Grossman, Lombard, & Fisher, 2013). These influential works emphasize key leverage points identified in *Senate Bill 67 Partnerships for Student Success* including the need for shared goals, effective centralized infrastructure, focused collaboration, and use of data. For example, the Collective Impact framework focuses on bringing partners together within a centralized infrastructure to establish shared goals and coordinate services across organizations (Kania & Kramer, 2011; Preskill, Parkhurst, & Juster, 2014). The Wilder Collaboration Factors Inventory assesses twenty factors that influence successful collaboration (Mattessich, Murray-Close, & Monsey, 2001). The StriveTogether Theory of Action rests on four principles, including engaging the community, focusing on eliminating locally defined disparities, developing a culture of continuous improvement, and leveraging existing assets (Grossman, Lombard, & Fisher, 2013). These concepts are represented in the evaluation questions that focus on collaborations among partners and the shared pursuit of improving school level student outcomes. Table 2 shows the evaluation questions and indicators that guided the evaluation.

Table 2. Evaluation Questions and Indicators

Partnership Implementation	Example Indicators
In what ways did partners collaboratively promote student success?	• New relationships formed • New programs, new service delivery, or other new ways of working • New or revised policies • Data use and sharing • Purposes for using data
What was the quality and level of involvement of partners in collaborative activities?	• Clear goals and purpose • Alignment of efforts around shared goals • Appropriate representation • Partners meet regularly • Shared resources • Clear communication channels • Clear roles and responsibilities • Clear decision-making process • Adequate resources to engage in collaborative activities
Student Outcomes	
To what extent did student academic outcomes change each year compared to three previous years?	• Changes in overall proficiency • Changes in overall growth • Changes in proficiency and growth by student subgroups and grade levels
To what extent did student non-academic outcomes change?	• Development of career skills and readiness • Changes in physical and mental health

EVALUATION METHODS

Data Sources

Data sources included grantee logic models, partnership surveys, and aggregate school level outcomes data.

Grantee Logic Models

The UEPC evaluation team worked with grantees in fall 2017 and spring 2018 to develop a common set of logic models. Although grantees created their own unique logic models as part of the applications process, the logic models created for the evaluation were standardized across grantees such that grantees used the same template to create logic models for the evaluation. The advantage of this approach was a set of logic models that summarized each grantee's theory of change by identifying the groups of partners working toward each of the nine outcomes, the types of programs or activities partners were implementing, and the measures they used to assess each outcome. Logic models are included in Appendix A. The purpose of these logic models was to create a shared understanding of expected relationships of program implementation and outcomes, to gather content for summative survey design, to assess partnership involvement toward each of the outcomes, and to provide a simple, visual representation for stakeholders.

Partnership and Grantee Surveys

The UEPC developed and administered formative and summative surveys during the 2018-19 implementation year. To gather information about the formation of partnerships and their activities, we administered a formative partnership survey and a grantee survey in fall 2018. These online surveys were administered to partners and grantees during October 2018. The purpose of the formative surveys was to provide information that grantees could use to strengthen implementation efforts during the year. The UEPC created and delivered aggregate level and grantee level reports of survey results to funders and grantees. Formative survey results are not included in this report.

The UEPC created and administered a summative partnership survey in spring 2019. We sent a link of the web-based survey to 222 partners identified in contact lists that grantees provided. We received 122 responses, some of which were incomplete. The dates of survey administration were April 30 through June 6, 2019. The UEPC created aggregate level and grantee level reports of survey results and shared those with grant administrators and grantees in June 2019.

The summative partnership survey results are the main data source used to answer implementation related evaluation questions. The survey addressed the quality and level of involvement of partners in collaborative activities and the extent to which partners were working together to support student success. Primary sources for the formative and summative survey development include the Wilder Collaboration Factors Inventory (Mattessich, Murray-Close, & Monsey, 2001) and the Strive Together Theory of Action for Collective Impact (Grossman, Lombard, & Fisher, 2014).

Aggregate Outcomes Data

Evaluators used logic models, partnership survey results, and documents provided by grantees to identify reportable measures for each of the nine outcomes.

The evaluation team used the school level data to determine the extent to which student outcomes changed from year to year. In the final year two report, year 1 and year 2 proficiency rates by school and demographic category are included. This research and evaluation uses data made available through a Data Share Agreement (DSA) between the Utah State Board of Education and the UEPC, and the UEPC adheres to the USBE Data Privacy Guidelines for data analysis and reporting[4]. The views expressed are those of the authors and not necessarily the USBE's nor endorsed by the USBE.

[4]Retrieved from https://www.schools.utah.gov/file/71d25a2b-815f-433f-9fd8-120e3262301e

Table 3 shows a list of outcomes and measures collected from the USBE and from grantees.

Table 3. Grant Outcomes and Measures

Outcome	Measure
Kindergarten Readiness	KEEP[5]
	Acadience
Third Grade Math	RISE[6]
Third Grade Reading	RISE
	Acadience
Eighth Grade Math	RISE
Eighth Grade Reading	RISE
High School Graduation	HS Graduation Rates
College Attainment	College enrollment
Career Readiness	ACT scores
Physical/Mental Health	SHARP

Data Analysis

Surveys included open-ended and multiple choice questions. For the open-ended questions we reviewed comments and summarized responses. In appendix B, we have included complete responses to open-ended survey questions and grouped the responses into themes. For multiple choice survey questions, we used descriptive statistics to analyze responses. This included frequency counts and percentages. The Year 2 data is similar to Year 1 and this adds evidence to support the consistency between years of the program. Many of the survey questions allowed respondents to *select all that apply*, which resulted in multiple ways to examine responses to survey questions and sets of questions. Please refer to table and figure notes for information about the denominators used to calculate percentages. In some cases, we filtered data based on certain respondent groups and calculated cross tabulations of their responses across questions. For example, among partners who indicated that they shared data, we looked to see how they responded to questions about required infrastructure such as having data sharing agreements in place and using secure networks for sharing data.

For item sets that presented all nine outcomes, we included a scale option that allowed respondents to indicate if they were not involved in addressing particular outcomes. This allowed us to exclude those not involved with a given outcome(s) from the calculations of percentages, which resulted in more accurate representations of implementation. Responses to this scale point followed the same general pattern throughout the survey, therefore we only present responses to this scale point in the first figure (see Figure 1).

How to Use this Report

This report includes results, considerations, and appendices. The results are organized first by the evaluation questions. For each question we provide a summary of key findings along with figures and tables of results. After addressing the implementation evaluation questions, we present one page summaries of results related to the implementation efforts directed toward each outcome. These includes a description of partnerships, the frequency with which partners worked together, the quality of their collaborations, and perceptions of effectiveness. Following the implementation descriptions are the school level results associated with each outcome. Grant administrators, grantees, partners, and technical assistance providers will find a table of considerations that links key findings with proposed efforts to improve the effectiveness of program implementation. Appendices include logic models and responses to open-ended survey questions.

[5] Kindergarten Entry and Exit Profiles

[6] Readiness Improvement Success Empowerment

RESULTS

This section presents answers to each evaluation question. The primary data source used to answer implementation related evaluation questions was the spring 2019 summative partnership survey results.

In what ways did partners collaboratively promote student success?

Following the summary of key findings, we begin by presenting information about survey respondents and the partnerships, which are the central feature of the grant. We then consider collaborative efforts to promote student success by sharing results and findings related to the robustness of partnerships, changes that partners made during the academic year, and the extent to which partners shared and used data.

Summary of Key Findings:

Descriptions of Partnerships

- The types of organizations in partnerships were dominated by local education agencies and non-profit or philanthropic organizations. No private businesses were represented.
- Sixty-one of 122 partners reported that they were working with multiple grantees.
- The highest number of partners (83) were working on physical and mental health. The fewest number of partners (37) were working on eighth grade reading.
- More than half (between 60% and 70%) of partners agreed or strongly agreed that there were others who should be involved in the partnerships.

Changes Made Through Partnerships

- As a result of the Partnerships for Student Success grant, about 9 out of 10 (87%) reported strengthening previously existing initiatives, about 7 out of 10 (69%) reported implementing new initiatives, and 5 out of 10 (50%) reported changing policies or practices during the 2018-19 academic year.

Data Access and Use

- Sixty-two percent of partners reported that they had access to data for the Partnerships for Student Success grant. Among those who reported having access to data, 95% reported that they had access from within their organizations and 55% reported that they had access to at least one type of data from outside their organizations.
- Most partners agreed or strongly agreed that they were using and sharing data effectively.
- Sixty-five percent of partners who reported they had access to individual student data[7] from outside their organization reported that they used secure data sharing systems to share data. In addition, 73% reported that they established data sharing agreements with other partners.
- Among partners who reported they shared student data with other partner organizations, 31% reported that they shared with more than one partner, 47% reported with two or three partners, and 10% reported that they shared data with six or more partners.
- Examining progress to benchmarks or goals and planning improvement efforts were the most common purposes reported for using data.
- Partners reported using a wide variety of data sources to assess outcomes, the most common of which were standardized test results.

[7] The survey asked about sharing student data but did not specify whether or not the student data included personally identifiable information.

Table 4. Partnership Survey Response Rates

Grantees	Number of Partnership Survey Contacts Provided by Grantees	Number of Survey Respondents	Response Rates
United Way of Northern Utah	76	36	61%
United Way of Salt Lake City	23	13	57%
Weber School District	43	27	63%
Canyons School District	80	36	45%
Total	**222**	**122**	**55%**

Source: Spring 2019 Partnership Survey

The survey item set that asked partners to identify the grantees with whom they worked was *select all that apply.* Table 5 shows the total number of partners who identified working with each grantee. Sixty-one partners indicated that they worked with more than one grantee. Fifty-six of those partners identified that they worked with two grantees, three reported that they were working with three grantees, and two partners reported that they work with all four grantees. Table 6 provides additional detail about the role of respondents represented in the partnerships and in the survey results.

Table 5. Number of Partners Who Reported Working with Each Grantee

Grantees	Number of Partners who Reported Working with Each Grantee
United Way of Northern Utah	67
United Way of Salt Lake City	44
Weber School District	41
Canyons School District	46

Source: Spring 2019 Partnership Survey

Most of the partnership survey respondents represented leadership roles within their organizations. For example, 25% identified as management or administration, 19% as executive leadership, 16% as principals or assistant principals, and 11% as program or project directors. Eleven percent identified themselves as social workers, family liaisons, or counselors, 10% identified as fulfilling *other*[8] roles, and 9% as teachers or paraprofessionals.

Table 6. Types of Organizations in Partnerships

Types of Organizations	Percent Who Responded
Other	3%
Local healthcare organization	3%
Municipality (city or county government)	4%
State government agency	7%
Institution of Higher Education	10%
Local non-profit or philanthropic organization	29%
Local education agency	44%

Source: Spring 2019 Partnership Survey

[8] *Other* responses include: Assistant Professor, Prevention Specialist, District Administrator, Family/Youth Specialist, Outreach Care Coordinator Enrollment Specialist, Access & Outreach, Data Analyst, Backbone/support staff, Community Health Educator

Description of Partnerships

Grantees identified their partners in logic models and in contact lists that they provided for the partnership survey. Although the survey response rate at the organization level is respectable (55%), there were 15 more partner organizations identified in the logic models than grantees made available in partnership survey contact lists (Table 7). It is unclear if two grantees over-identified partners in logic models or under-identified them in contact lists.

Table 7. Number of Partners for Each Grantee

Grantees	Number of Partner Organizations in Logic Models*	Number of Partner Organizations in Contact List**	Number of Partner Organizations in Partnership Survey Responses
United Way of Northern Utah	21	16	30
United Way of Salt Lake City	27	23	28
Weber School District	27	29	25
Canyons School District	23	45	25
Total	**98**	**113**	**108**

*Logic Model data is from 2017-18 while contact/survey data is from 2018-19. Any discrepancies between years may reflect continued efforts to build partnerships. **Some organizations had multiple contacts; this column includes only the number of unique organizations named in the contact list.

Table 8 shows the number of respondents who partnered with other organizations to address the nine outcomes. Physical and mental health and high school graduation had the highest number of partners (83 and 66 respectively) working together. Third grade math and 8th grade math had the fewest number of partners (48 and 37 respectively) working together.

Table 8. Number of respondents who partnered with other organizations to address the outcomes

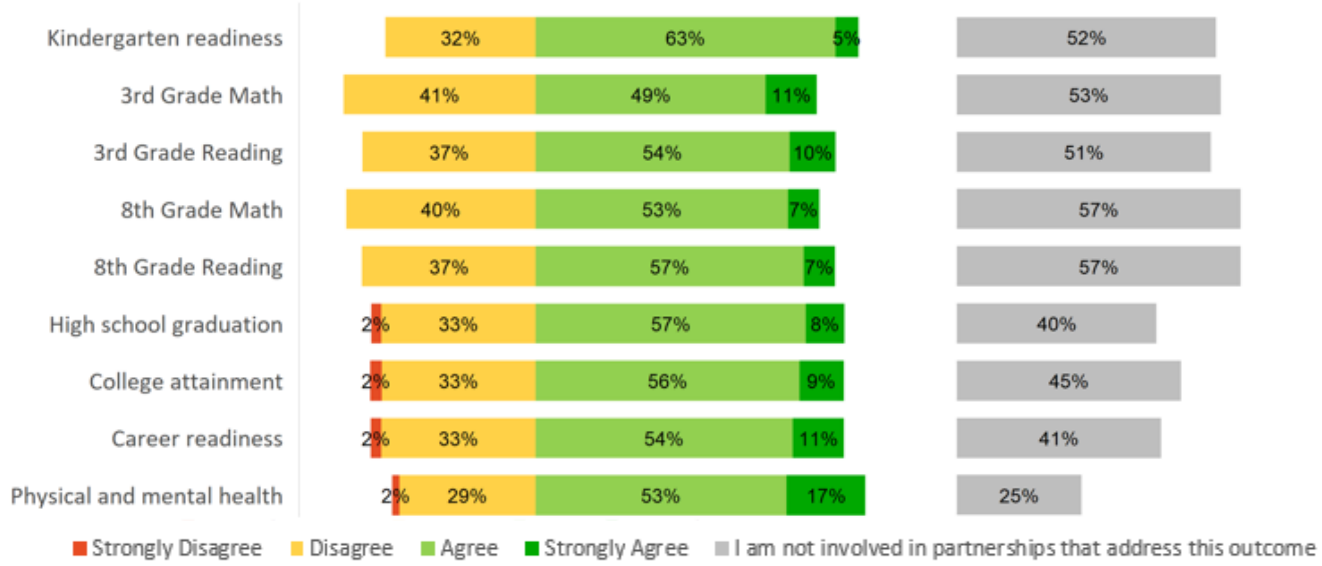
Outcome	Number of Respondents who Partnered with Other Organizations to Address Outcomes	Percent of Respondents who Partnered with Other Organizations to Address Outcomes
Kindergarten readiness	55	47%
3rd Grade Math	48	41%
3rd Grade Reading	54	46%
8th Grade Math	37	31%
8th Grade Reading	38	32%
High school graduation	66	56%
College attainment	57	48%
Career readiness	65	55%
Physical and mental health	83	70%
None of the above	15	13%

Source: Spring 2019 Partnership Survey

Note: This item set utilized a select *all that apply* format, 122 partners responded to this question. Eighteen partners indicated that they were working to address all nine outcomes.

Among partners who were working to address student outcomes, more than half felt that there were additional partners who were not involved but who should be involved in addressing each outcome (Figure 1). For example, 70% of respondents agreed or strongly agreed that additional partners should be involved in addressing physical and mental health outcomes. Interesting since this outcome was addressed by most partners (Table 8, 70%). In contrast, eighth grade areas had the lowest percent of partners (Table 8, 31% for math and 32% for reading) working to improve this outcome.

Figure 1. There are other partners who are not currently involved, but who should be involved in our efforts to address these student outcomes

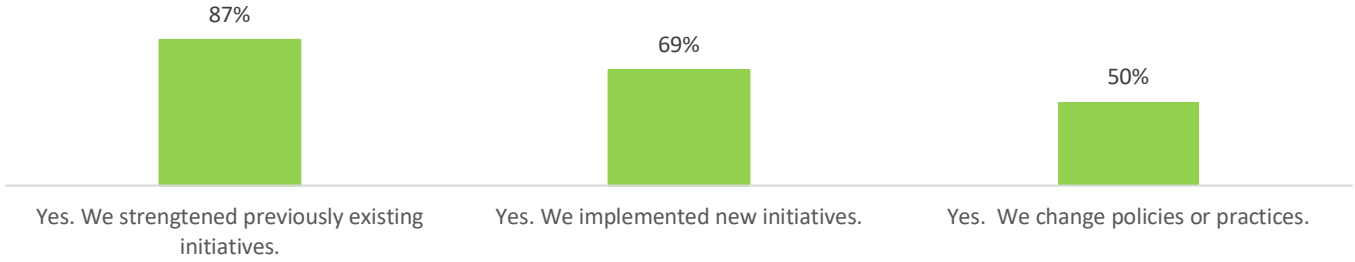


Source: Spring 2019 Partnership Survey
Note: To calculate percentages for the agreement scale, we used only responses from partners who indicated that they were involved in addressing the outcomes. Additionally, we included the percentages of partners who reported that they were not involved in addressing the outcomes. Since responses to this scale point follow the same general pattern throughout the survey, we only present responses to this scale point in this figure.

Changes Made Through Partnerships

In alignment with the purpose of the Partnerships for Student Success grant, the partnership survey asked respondents to indicate if they and their partners strengthened previous initiatives, implemented new ones, or changed policies or practices to promote student success.

Figure 2. Did <u>your organization</u> strengthen previous initiatives, implement new initiatives, or change policies or practices to promote student success during the 2018-19 academic year?



Source: Spring 2019 Partnership Survey
Note: This item set asked respondents to select all that apply. There were 57 responses from 43 respondents, and we used the number of respondents (43) as the denominator to calculate percentages.

Those who reported that they implemented new initiatives explained that they increased academic supports, expanded student programs, added personnel, adopted a community school model, increased professional development, and increased their use of data. Those who reported that they strengthened previously existing initiatives explained how they were continuing ongoing efforts and expanding services and support for students and families throughout the community. Examples of student support included tutoring services, STEM recruitment, clubs, help with college applications, and healthcare. Examples of parent support included parenting classes and healthcare. Those who reported changes to policies or practices explained that they updated attendance policies, expanded leadership opportunities for parents, included key personnel in meetings, adjusted allocation of funding, and established data collection policy and procedures.

Data Access and Use

Accessing and using student data is central to the Partnerships for Student Success grant. Sixty-two percent of partners reported that they had access to data for the grant. Of the individuals who reported that they did not have access, 46% reported that they did not need access to data, 7% reported that they needed access but had not yet signed a data sharing agreement, 12% reported that they had signed a data sharing agreement but have not yet been given access to data, and 34% reported that they were unsure and had not yet determined their data needs for this project. The partnership survey asked partners who reported that they had access to data for additional details about data they accessed and how they used it.

Do you have access to data for this project: YES (n=76)

What training have you received about using student data (Figure 4)?

What types of data do you have access to from within and from outside your organization (Table 9)?

What steps has your organization taken to work with student data (Figure 5)?

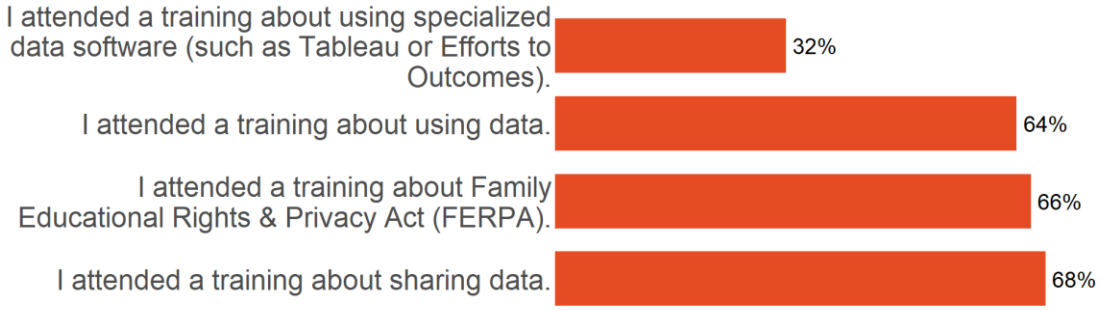
How do you use data for this project (Figure 6)?

Among the partners who reported that they had access to data, most agreed or strongly agreed that they were using and sharing data effectively.

- ✓ 89% agreed or strongly agreed that their organizations understood how to use data to improve organizational and community efforts in order to improve student outcomes.
- ✓ 84% agreed or strongly agreed that their partners understood how to use data to improve organizational and community efforts in order to improve student outcomes.
- ✓ 84% agreed or strongly agreed that partners shared the right data to help each other improve student outcomes.

Working with student data requires knowledge and expertise. Both technical skills and a thorough understanding of related privacy issues are standard prerequisites for utilizing student data. Table 3 shows that most partners had attended a training about using or sharing data within the past two years. In addition, about two thirds of partner had attended a training about the Family Educational Rights & Privacy Act in the past two years.

Figure 3 Percent of partners who attended trainings within the past two years



Source: Spring 2019 Partnership Survey
Note: This figure includes only partners who indicated in a previous question that they had access to data.

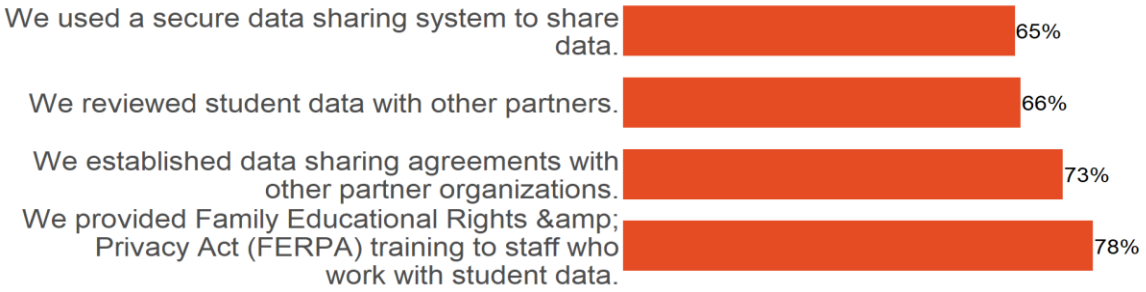
Accessing and using data is central to the implementation and success of the Partnerships for Student Success grant. Table 9 shows the types of data that partners reported accessing from within and from outside their organizations.

Table 9. Type of data to which partners had access

	From Within my Organization	From Outside my Organization
Individual student data with personally Identifiable Information[9]	77%	22%
Individual student data with no personally Identifiable Information	55%	35%
Aggregate student data	70%	47%
Program data (financial or institutional)	66%	32%
Human resource/ personnel data	43%	15%
Project governance data (grant administration)	49%	23%
Percent who had access to at least one type of data	95%	55%

Source: Spring 2019 Partnership Survey
Note: This item set asked respondents to select all that apply. This table includes only partners who indicated in a previous question that they had access to data. We used the total number of respondents to this item set (75) as the denominator to calculate percentages for each cell in this table; 46 partners reported that they had access to at least one type of data within their organization and 34 partners reported that they had access to at least one type of data from outside their organization.

Figure 4. Steps organizations took to work with student data



Source: Spring 2019 Partnership Survey

Note: This item set asked respondents to select all that apply. This figure includes only partners who indicated in a previous question that they had access to data (n=76), but not all of those partners responded to this item set. We used the number of respondents (59) as the denominator to calculate percentages for this figure.

While a lower percentage of partners (68%, see Figure 3) in 2018-2019 reported attending training about using data within the past two years, higher numbers reporting sharing data through best practices. [9]Significant increases were reported in the 2018-2019 survey about using secure data sharing systems and establishing data sharing agreements with other partners.

When asked about specific steps that have been taken to work with student data . . .

- 65% reported that they used a secure data sharing system to share data[9] (27% in 2017-2018) and
- 73% reported that they established data sharing agreements with other partners (55% in 2017-2018).

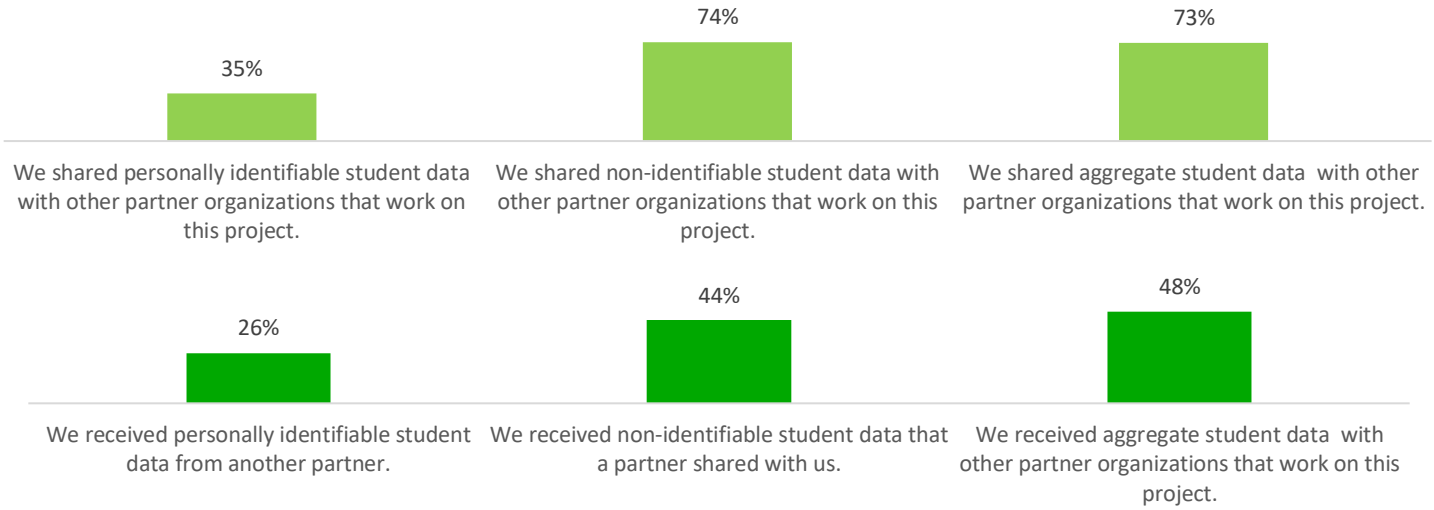
Among partners who reported they *shared student data with other partner organizations…*

- 31% reported that they shared data with one other partner,
- 47% reported that they shared data with two or three partners, and
- 10% reported that they shared data with six or more partners.

Figure 5 shows that when working with student data, the majority of partners did so by sharing data versus receiving data from other partner organizations. The majority of the data that was shared by partners was either non-identifiable (74%) or in aggregate form (73%).

When asked to provide specific examples of how they used student data to plan improvement efforts, five major themes could be found in the responses. Partners used data to identify students for support, implement new targeted strategies, made adjustments to current efforts, do a quality check of existing efforts, or secure resources for targeted strategies.

Figure 5. As a partner in the Partnerships for Student Success Grant program, which of the following steps has your organization taken to work with student data?



Source: Spring 2019 Partnership Survey

[9] The survey asked about sharing individual student data but did not specify whether or not the student data included personally identifiable information.

Figure 6. Purposes for which partners used data

Source: Spring 2019 Partnership Survey
Note: This item set asked respondents to select all that apply. This table includes only partners who indicated in a previous question that they had access to data. We used the number of respondents (75) as the denominator to calculate percentages for this figure.

When asked in an open-ended survey question how the Partnerships for Student Success grant supported their organization's ability to use data to improve student outcomes, partners described assistance with program accountability, being able to connect services to students, providing opportunity for continuous data review, creating a data driven culture, setting standards for data use, making data accessible, partner networking, being able to make program adjustments based on data, sharing data with stakeholders, and utilizing multiple services for students.

Data Sources Used by Partners

Partners indicated the data sources they were using to assess each of the nine outcomes. The survey presented nine separate item sets, one for each outcome, and asked respondents to select all of the data sources they used. Each item set included an option to select *other* for data sources that were not named in the item set and offered an open text box for respondents to write in the other data sources that they used.

Table 10 shows the data sources that partners reported using for each outcome. The number of partners who indicated that they were using at least one data source to assess each outcome is indicated beneath the outcomes in the table (n = #). Physical and mental health (89) and high school graduation (65) and were the outcomes with highest number of partners using data. Eighth grade math and eighth grade reading had the fewest partners using data to assess progress (42).

Table 10. Data sources used by partners

Outcome	Data Sources that partners reported using to assess outcomes
Kindergarten Readiness **N = 55**	• 25% Head Start • 29% Other (Ages & Stages Child Development Questionnaire (ASQ), DIBELS, Curriculum Base Assessment, Attendance) • 42% Pre-kindergarten assessment • 75% The Kindergarten Entry and Exit Profile (KEEP)
Third Grade Math **N = 56**	• 29% Other (CIA, CFA's, Attendance, teacher grades) • 54% Classroom and benchmark assessments • 75% Readiness Improvement Success Empowerment (RISE)
Third Grade Reading **N = 57**	• 19% Scholastic Reading Inventory (SRI) • 26% Other (Ages and Stages Child Development Questionnaire (ASQ), Curriculum Base Assessment, Attendance) • 39% Independent classroom benchmark assessments • 72% Readiness Improvement Success Empowerment (RISE) • 84% Dynamic indicators of Basic Early Literacy Skills (DIBELS) (now Acadience)
Eighth Grade Math **N = 42**	• 33% Other • 36% Independent classroom benchmark assessments • 62% Readiness Improvement Success Empowerment (RISE)
Eighth Grade Reading **N = 42**	• 19% Scholastic Reading Inventory (SRI) • 31% Other (CIA, CFA's, attendance, teacher grades, classroom grades) • 31% Independent classroom benchmark assessments • 36% Dynamic indicators of Basic Early Literacy Skills (DIBELS) (now Acadience) • 64% Readiness Improvement Success Empowerment (RISE)
High School Graduation **N = 65**	• 8% National Assessment of Education Progress (NAEP) data • 23% Other (credits, concurrent enrollment) • 49% ACT scores • 74% School Attendance • 60% Grade Point Averages • 66% High school graduation rates
Career Readiness **N = 63**	• 8% National Assessment of Education Progress (NAEP) data • 22% Other (STEM and CTE pathways enrollment, teacher grades, career readiness modules) • 41% Career and Technical Education scores (CTE) • 51% ACT scores • 60% High school graduation rates • 71% School attendance
College Attainment **N = 54**	• 13% National Assessment of Education Progress (NAEP) data • 20% Other (teacher grades) • 37% National Student Clearinghouse • 48% Local college and university enrollment data • 57% Advanced placement scores • 59% Concurrent enrollment • 65% FAFSA completions • 65% ACT scores • 72% Grade Point Average
Physical and Mental Health **N = 89**	• 15% Health program data • 25% Ages and Stages Questionnaire (ASQ) • 46% Other (Medical records, ASQ, Well Child Check, EPDS, school reports, IPES, ACS, BGCA annual assessment, SEL survey) • 57% Student Health and Risk Prevention (SHARP) Survey

Note: We used the number of responses to each item set as the denominator (indicated as the *n* in each cell with the outcomes) to calculate percentages.

What was the quality and level of involvement of partners in collaborative activities?

Summary of Key Findings:

Clear Strategies and Shared Goals

- Most partners (between 82% and 93%) agreed or strongly agreed that there were clear strategies within their partnerships, and most partners (83%) agreed that they had a clear understanding of the goals for addressing student outcomes.
- Three fourths (75%) agreed or strongly agreed that partners had a clear sense of their roles and responsibilities in working toward student outcomes, and 81% agreed that partners knew and understood collective goals.

Communication in Partnerships

- The frequency of communication among partners varied among the outcomes they worked to address. For eight of the nine outcomes, most partners (between 66% and 84%) reported that they were in communication with one another at least once a month or more often. With these same eight, roughly a third (between 26% and 39%) reported communicating only once or twice or have never communicated. Kindergarten readiness was the only outcome where every partner reported having some kind communication this year.
- About half (53%) agreed or strongly agreed that project leaders communicated well with partners, and 66% agreed that partners communicated openly with one another.
- Kindergarten readiness was the only outcome where all partners (100%) reported that they met at least once a year. For eight of nine outcomes, half or more (between 82% and 97%) of the partners reported meeting once a month or more often.
- The percentage of partners reporting that meetings were effective or highly effective ranged among partners from 46% to 65%.

Partner Collaborations

- Most respondents (between 90% and 100%) agreed or strongly agreed that partners were working well together to improve student outcomes.
- Overall, 93% of respondents agreed or strongly agreed that partners aligned efforts to promote student success, and 95% agreed or strongly agreed that partners had a high level of commitment to improve student outcomes. Similarly, 89% of partners agreed or strongly agreed that there was a sense of community within their partnerships.
- Most partners reported that they shared resources once a month or more. Most (83%) agreed or strongly agreed that partners shared resources to maximize impact, and 90% agreed that partners were able to achieve more because they leveraged shared assets and resources.

Effectiveness

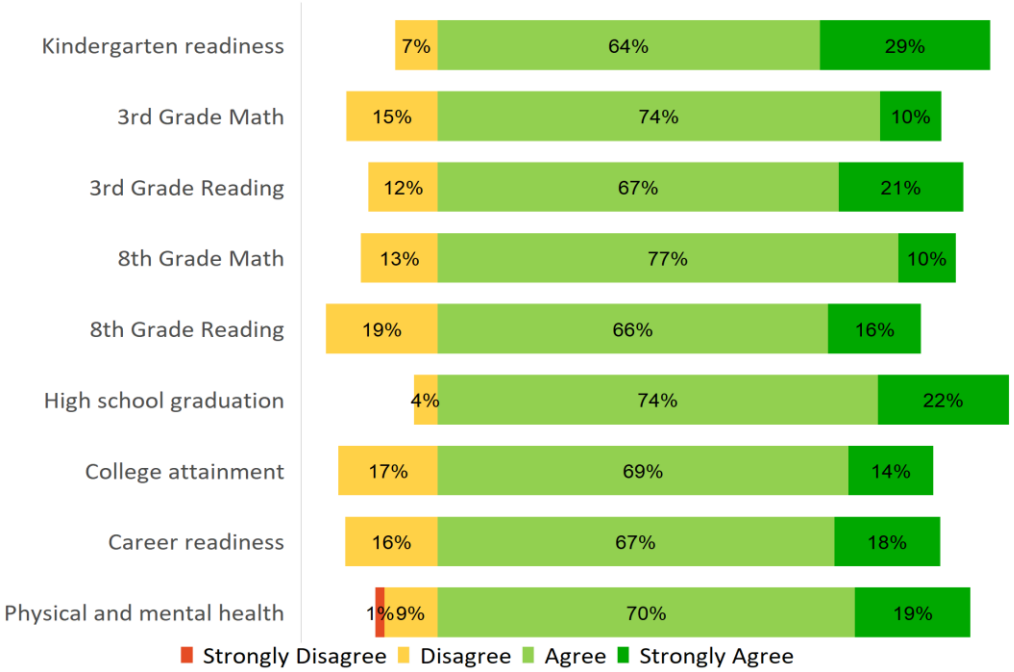
- Findings were mixed regarding partners' perceptions of overall effectiveness. About six out of ten partners considered their shared work effective or highly effective and about 24% (high school graduation) to 38% (eighth grade reading) found it to be slightly effective or not effective.

Following the summary of key findings, we present information about the extent to which partners perceived they had clear strategies and goals to promote student outcomes, the frequency and quality of communication within partnerships, the collaboration among partners, and finally their perceptions of the overall effectiveness of partnerships.

Clear Strategies and Shared Goals

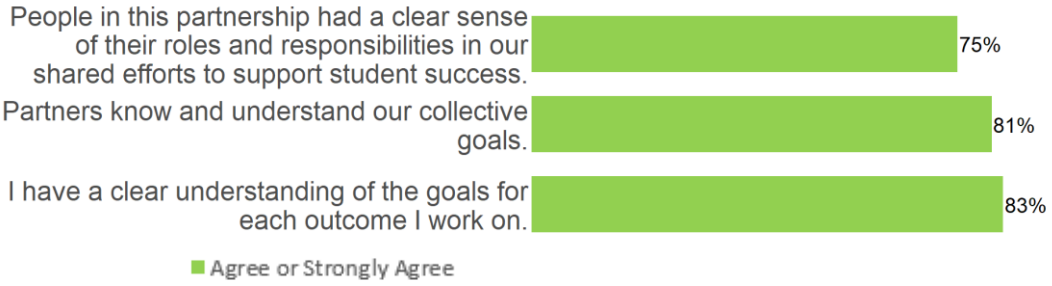
Having clear strategies and shared goals is critical to achieving success in partnerships. Figure 7 shows the extent to which partners felt they had clear strategies to improve each of the nine outcomes named in the bill. Overall, most partners agreed that they had clear strategies within their partnerships. Similarly, Figure 8 shows that most partners (83%) reported that they had clear goals for addressing student outcomes. However, approximately 19% disagreed that their partners knew and understood collective goals and 25% were unclear about the roles and responsibilities of their partners.

Figure 7. Within our partnerships we have clear strategies for how to improve student outcomes



Source: Spring 2019 Partnership Survey
Note: To calculate percentages for the agreement scale, we used only responses from partners who indicated that they were involved in addressing the outcomes.

Figure 8. Partners' understanding of shared goals

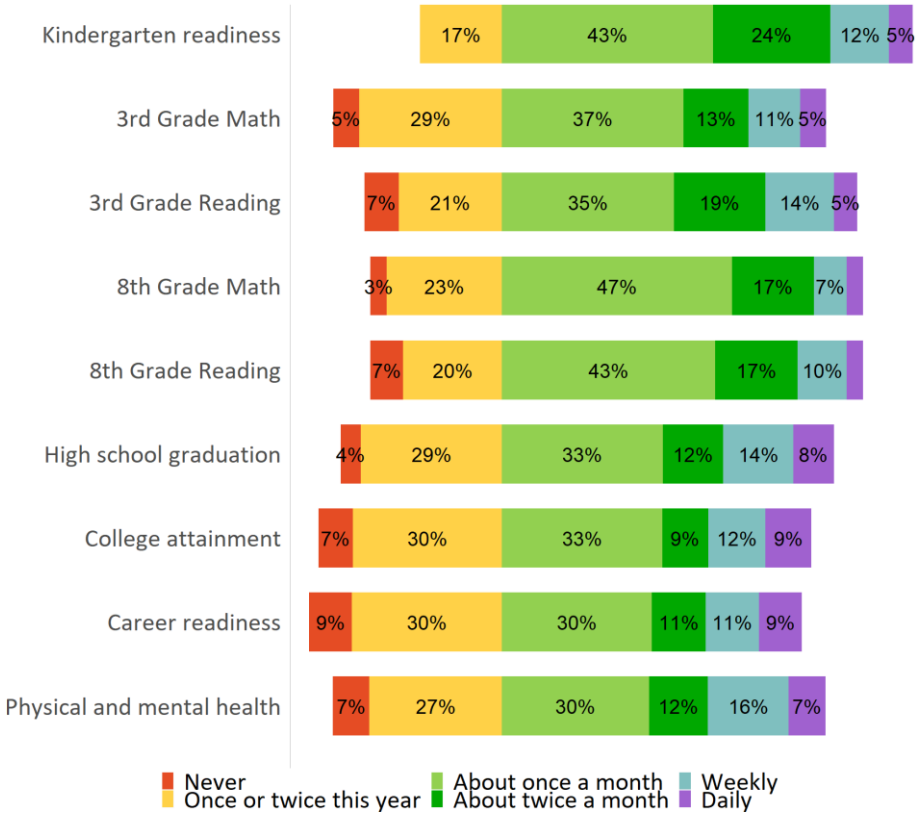


Source: Spring 2019 Partnership Survey

Communication in Partnerships

Partners reported that across the nine outcomes, the majority of communication is happening at least once a month or more. However, it is important to highlight that kindergarten readiness was the only outcome that did not have reports of never communicating. This outcome has the lowest reporting communicating once or twice a year (17%) and college attainment and career readiness had the highest reporting communicating once or twice a year (30%) (Figure 9). Most respondents (66%) agreed or strongly agreed that partners communicated openly with one another, and 53% agreed or strongly agreed that the people who were leading the project communicated well with the partners (Table 10). Eighty-seven percent of partners agreed or strongly agreed that they knew who to contact if they had questions about their shared work to promote student success.

Figure 9. Frequency of communication with other partners about supporting students to achieve outcomes



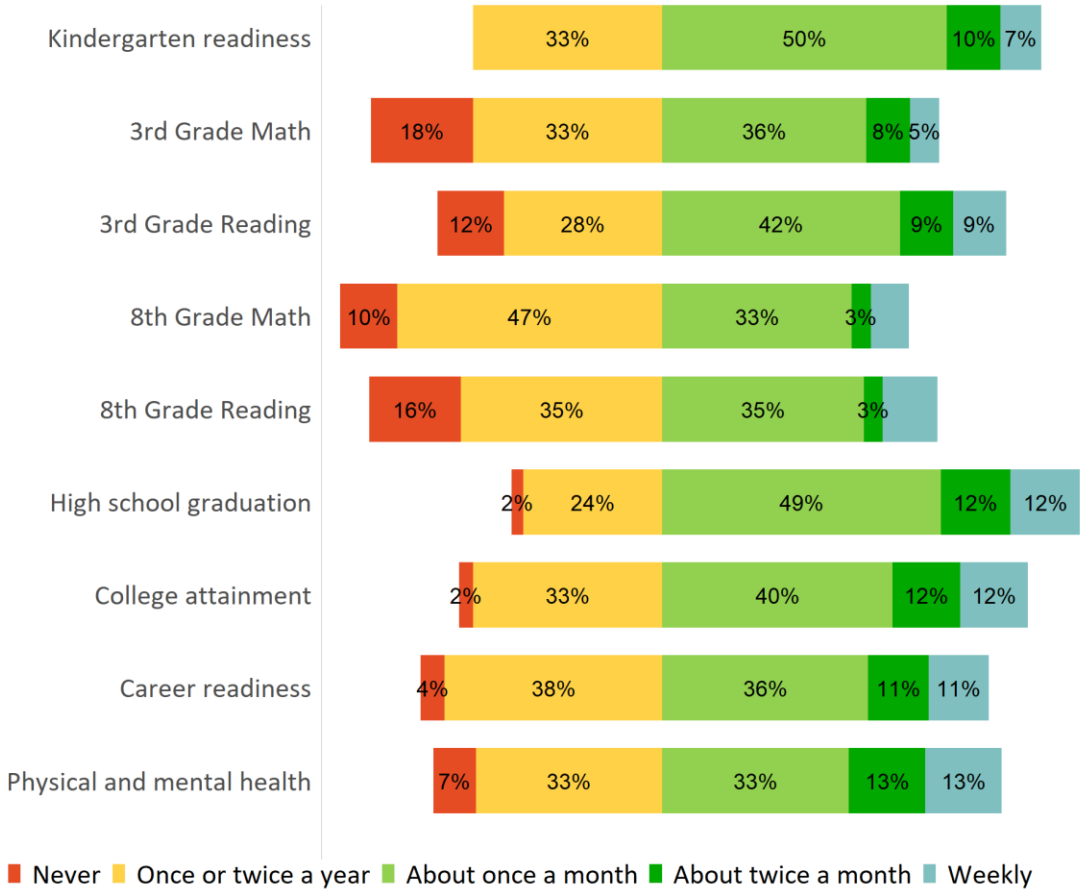
Source: Spring 2019 Partnership Survey
Note: To calculate percentages for the frequency scale, we used only responses from partners who indicated that they were involved in addressing the outcomes.

Figure 10. Quality of communication

Source: Spring 2019 Partnership Survey

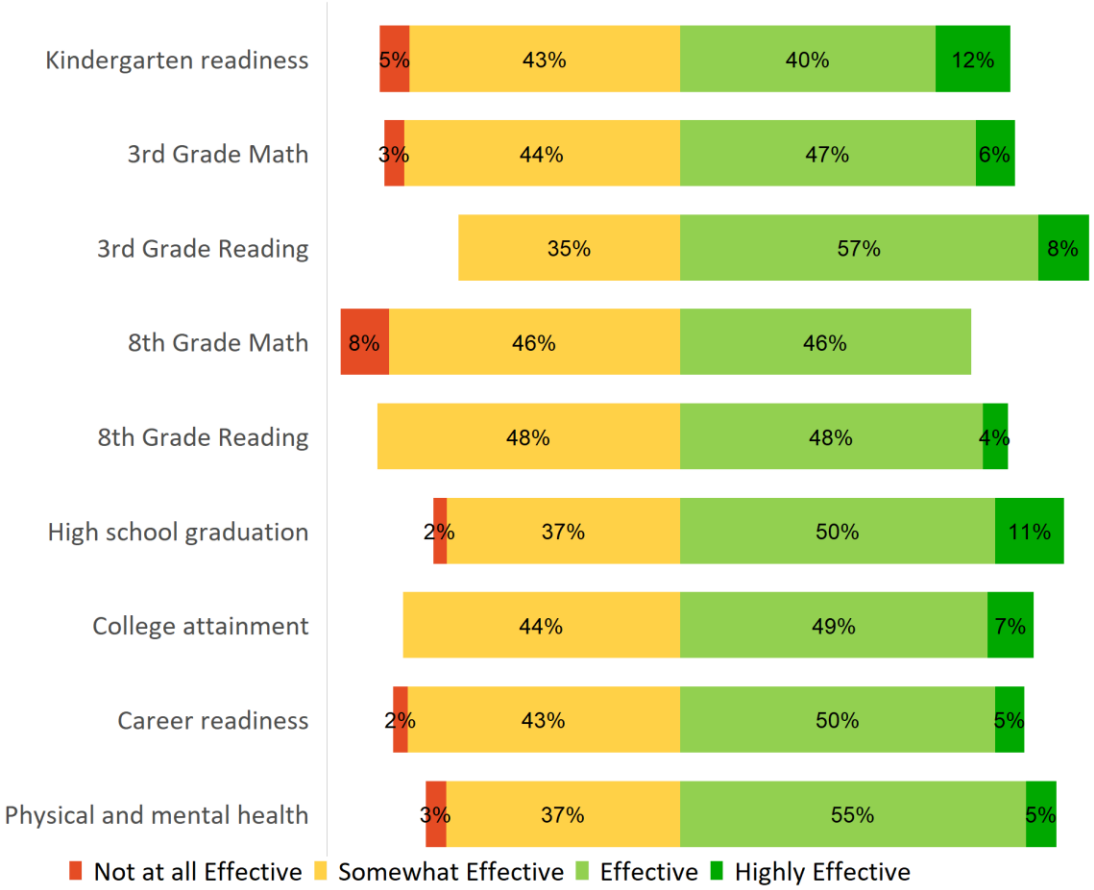
Partners reported that across the nine outcomes, the majority of meetings are happening about once a month or more. Kindergartner readiness was the only outcome that had no partners reporting that they never had met (Figure 11). High school graduation and college attainment reported the lowest percentage (2%) of never meeting, while third grade math had the highest percentage for never meeting (18%). Figure 12 provides a closer look at perceptions of effectiveness regarding these meetings. Few partners (0% - 12%) reported that the meetings were highly effective. When it comes to rating meetings as being somewhat effective, 35% to 48% reported this. Eight percent of eighth grade math reported meetings as being not at all effective.

Figure 11. Frequency of attending meetings with other partners to address the following student outcome



Source: Spring 2019 Partnership Survey
Note: To calculate percentages for the frequency scale, we used only responses from partners who indicated that they were involved in addressing the outcomes.

Figure 12. Effectiveness of partnership meetings for supporting students to achieve outcomes

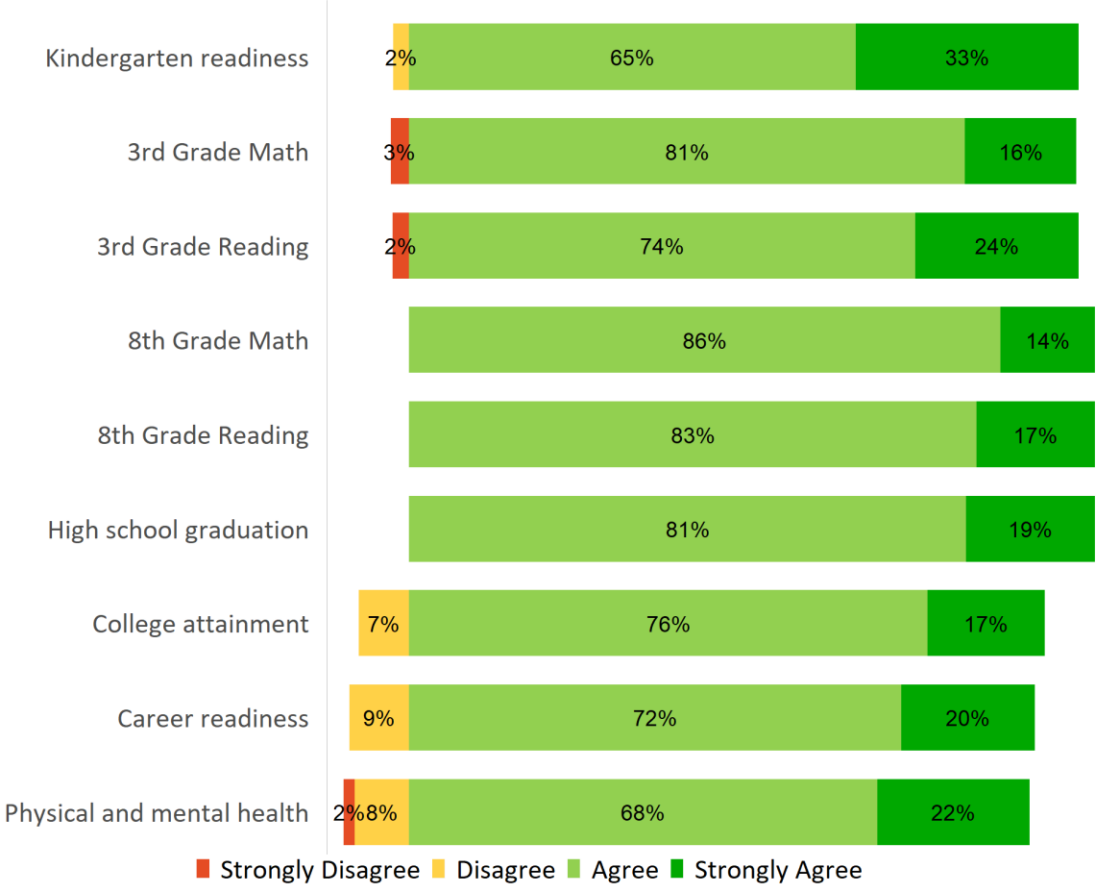


Source: Spring 2019 Partnership Survey
Note: To calculate percentages for the effectiveness scale, we used only responses from partners who indicated that they were involved in addressing the outcomes.

Partner Collaborations

Partners reported how well they worked together to improve each student outcome (Figure 13). All of the partners working on eighth grade reading and high school graduation agreed or strongly agreed that partners were working well together to improve student outcomes. This was generally true for each of the other outcomes. The percent of partners who agreed or strongly agreed that partners worked well together ranged from 90% - 100% for the remaining eight outcomes.

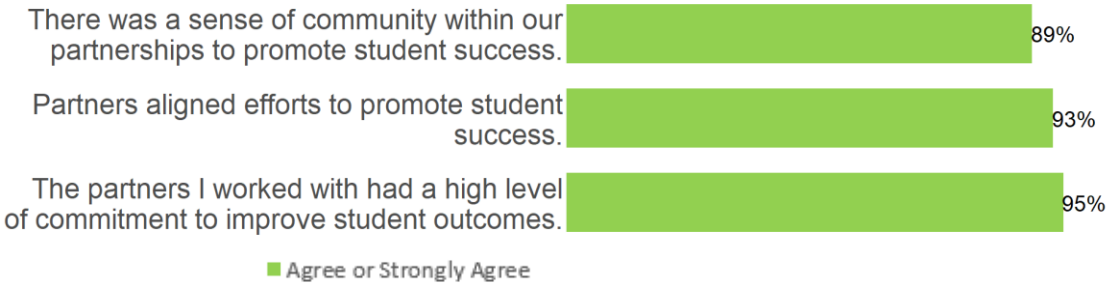
Figure 13. Partners work well together to improve student outcomes



Source: Spring 2019 Partnership Survey
Note: To calculate percentages for the agreement scale, we used only responses from partners who indicated that they were involved in addressing the outcomes.

Overall, 93% of respondents agreed or strongly agreed that partners aligned efforts to promote student success, and 95% agreed or strongly agreed that partners they worked with had a high level of commitment to improve student outcomes. Similarly, 89% of partners agreed or strongly agreed that there was a sense of community within their partnerships (Figure 14).

Figure 14. Partners working together

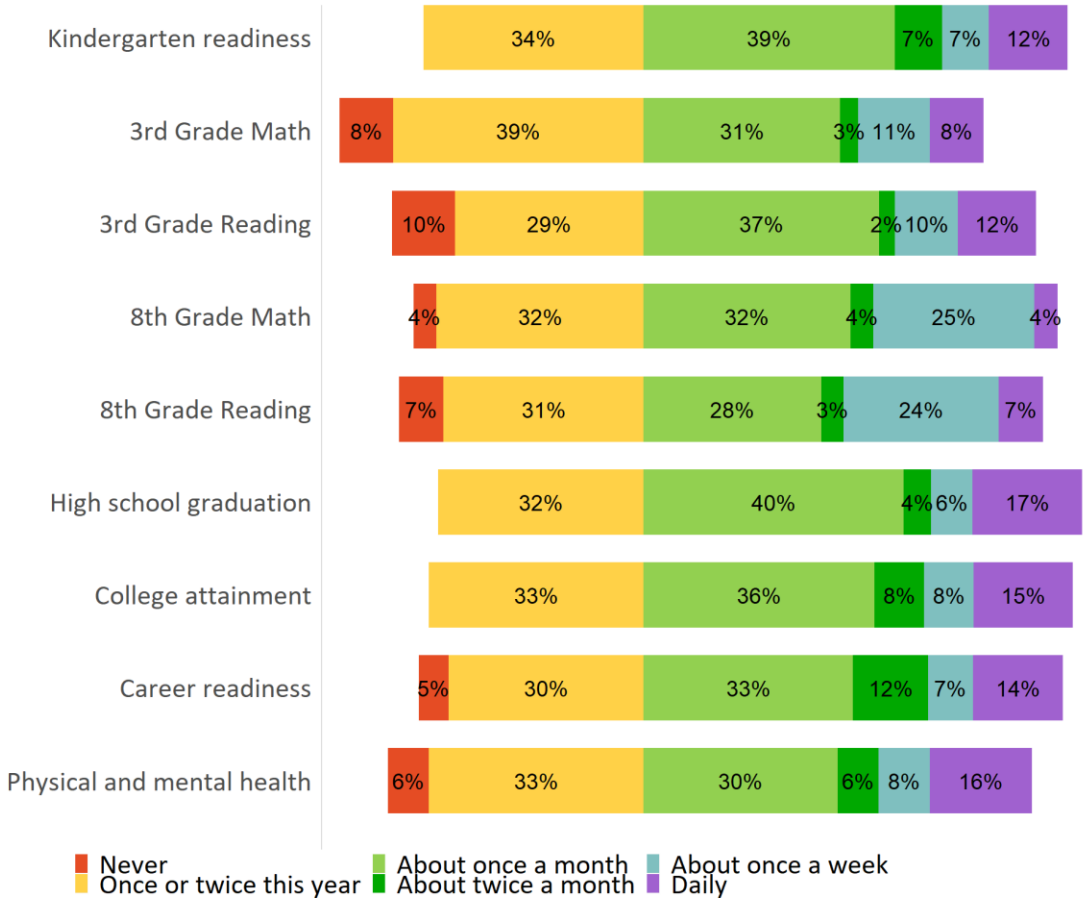


Source: Spring 2019 Partnership Survey

Partners collaborated by sharing resources to support student success. Figure 15 shows that most partners reported they shared resources once a month or more. Third grade math had the highest (47%) reporting that they never or only once or twice a year share resources. When it comes to the work of sharing resources, partners agreed that they worked

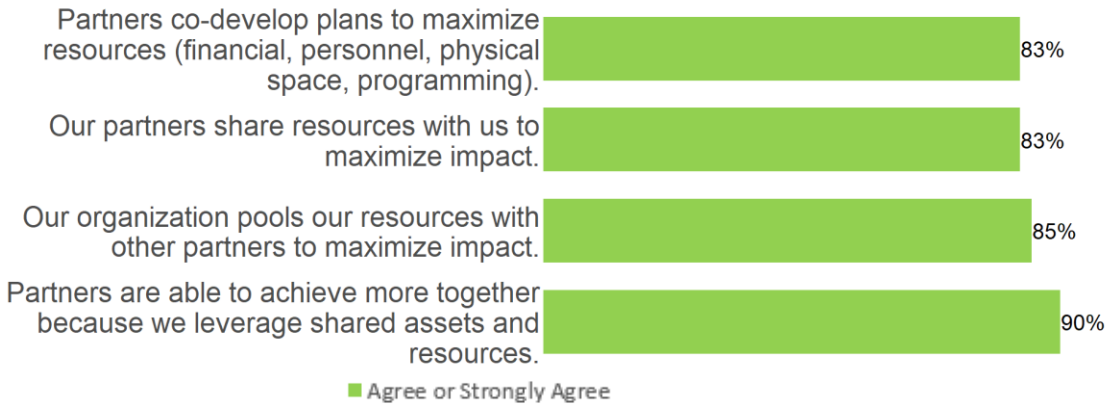
together to leverage resources for supporting students (Figure 16). For example, 83% agreed or strongly agreed that partners shared resources to maximize impact, and 85% agreed or strongly agreed that their organizations pooled resources with other partners to maximize outcomes. Ninety percent agreed or strongly agreed that partners were able to achieve more because they leveraged shared assets and resources.

Figure 15. Frequency of partners sharing resources to maximize the achievement of student outcomes



Source: Spring 2019 Partnership Survey
Note: To calculate percentages for the frequency scale, we used only responses from partners who indicated that they were involved in addressing the outcomes.

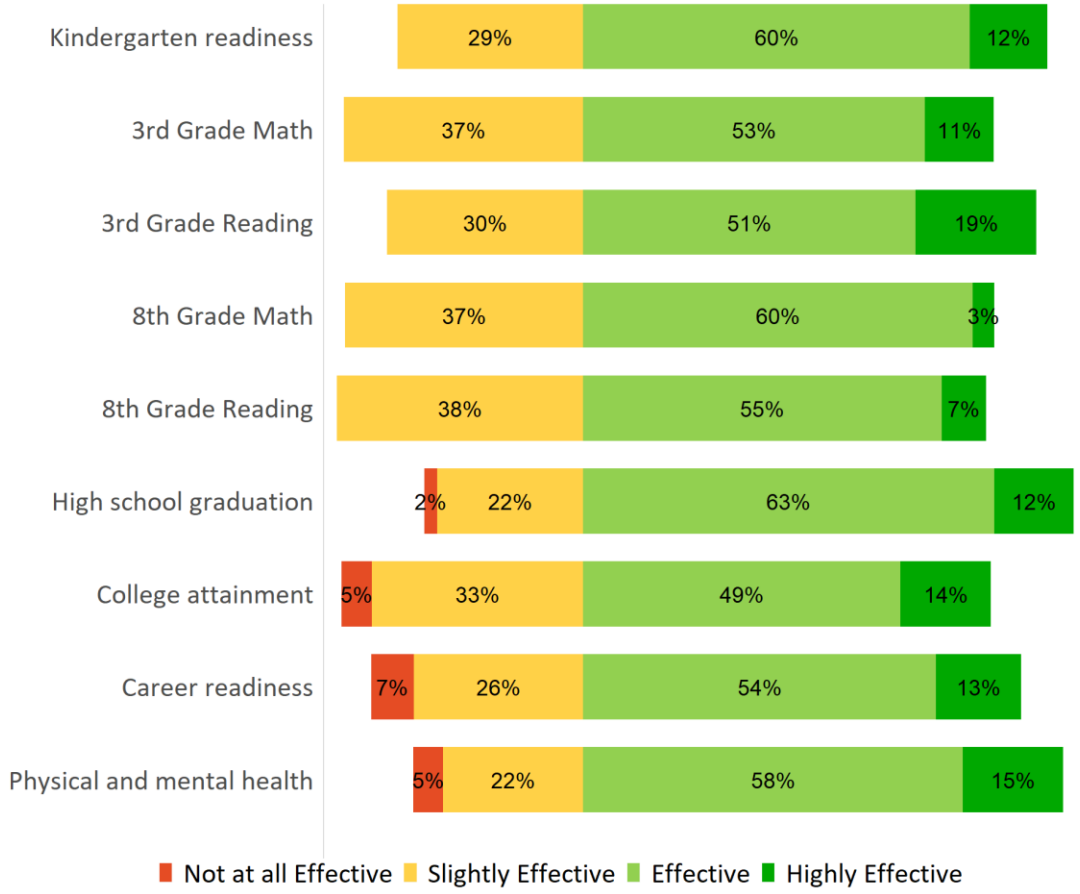
Figure 16. Partners working together to leverage resources to support student success



Source: Spring 2019 Partnership Survey

Ratings of the overall effectiveness of collective partnerships suggest partners were a bit more varied in their perceptions of effectiveness of their partnership efforts. When looking across all nine outcomes, at least 60% reported that collective partnerships were either effective or highly effective. However, reports from 22% to 37% perceived partnerships to be only slightly effective. High school graduation, college attainment, career readiness, and physical and mental health had partners reporting not at all effective (2-7%).

Figure 17. Perceived effectiveness of collective partnership efforts to improve student outcomes



Source: Spring 2019 Partnership Survey

Note: To calculate percentages for the effectiveness scale, we used only responses from partners who indicated that they were involved in addressing the outcomes.

To what extent did student outcomes change?

This section presents additional detail about partnership efforts directed toward each of the nine outcomes and then presents a summary of results for each student outcome. The partnership survey asked respondents to identify the outcomes they partnered with other organization to address during the 2018-19 academic year (see Table 8). These groups made up the constellations of partners who were working together to promote each of the nine student outcomes. This section focuses on the work within partnership groups by summarizing their activities, including the numbers of partners involved, the frequency of partners working together, the quality of partner collaborations, and the perceived effectiveness of meetings and partnership efforts. Following these summaries of implementation are measures of the outcomes. Where possible we include school level findings for each of the nine outcomes and offer a baseline year for comparison.[11]

Table 11 provides an overall comparison of survey responses for each outcome and serves a summary of findings for this section. This table uses a color scale in which the lowest responses are shaded in red and the highest responses are in green. Eighth grade reading, career readiness, and college attainment received the least favorable responses. Kindergarten readiness, third grade reading, and physical and mental health received the most favorable responses.

Table 11. Summary of Responses by Outcome

	Kindergarten readiness	3rd Grade Math	3rd Grade Reading	8th Grade Math	8th Grade Reading	High school graduation	College attainment	Career readiness	Physical and mental health
Number of partners	30	29	32	23	24	34	28	31	45
Had access to data	24	23	25	18	19	25	19	24	32
Shared Student Data	18	13	15	12	13	18	15	18	19
Communicated once a month or more	73%	58%	66%	67%	65%	59%	54%	51%	61%
Attended meetings once a month or more	57%	44%	55%	38%	43%	64%	54%	49%	56%
Shared resources once a month or more	50%	36%	46%	34%	32%	53%	48%	46%	46%
Aligned Efforts	93%	98%	98%	97%	97%	93%	94%	93%	97%
Communicated Openly	89%	81%	83%	82%	82%	86%	84%	83%	86%
Worked well together	93%	90%	91%	97%	97%	93%	92%	91%	91%
Partners had clear strategies to improve outcomes	80%	71%	74%	73%	74%	77%	80%	76%	78%
Meetings were effective or highly effective	45%	40%	52%	36%	38%	50%	46%	44%	52%
Partnerships were effective or highly effective	62%	57%	65%	58%	55%	66%	54%	56%	67%

Table 12 provides a summary of outcomes findings. Of the nine outcomes, kindergarten readiness (KEEP numeracy) had the highest number of schools reporting increases in the percent of students who were proficient. In contrast, career readiness saw the smallest number of schools reporting improvements. None of the seven participating schools saw improvements in high school graduation between 2018 and 2019. Of the participating junior high schools, three saw improvements in math proficiency and four saw improvements in reading proficiency. Where Table 12 presents a broad overview of findings, stakeholders will benefit from looking closely at the outcomes they work to address within each high school feeder pattern.

Table 12. Summary of Outcomes Findings[1]

Outcome	Total Number of Schools	Number of Schools with Improvement	Number of Schools with Improvement for ED students	Number of Schools with Improvement for Minority students	Number of Schools with Improvement for EL students	Number of Schools with Improvement for SWD
Kindergarten Readiness - Acadience[2]	17	12	10	13	3	2
Kindergarten Readiness - KEEP Literacy	21	13	12	14	6	3
Kindergarten Readiness - KEEP Numeracy	21	14	14	15	11	2
Third Grade Math Proficiency	21	8	8	6	6	6
Third Grade Reading Proficiency	21	9	9	11	10	5
Third Grade Reading Acadience	21	8	10	12	10	4
Eighth Grade Math Proficiency	7	3	4	5	2	0
Eighth Grade Reading Proficiency	7	4	5	4	3	1
High School Graduation	6	1	3	3	5	2
Career Readiness[3]	6	1	4	2	1	0
College Attainment	Data forthcoming, not available at the time of reporting.					
Physical and Mental Health	Data reported as an excerpt from the Weber and Morgan County SHARP report.					

KEY: ED = Economically Disadvantaged, EL = English Learners, SWD = Students with Disabilities

Sample Sizes Note: Please note some columns are prone to have small sample sizes and will be designated with a N < 10 in subsequent tables.

USBE Data Updates to Note:

1. Small differences in reported 2018 proficiency rates may be noted between the 2017-2018 report and the 2018-2019 report. This is the result of a table update that occurred between December 2019 and January 2020 at USBE.
2. Acadience for kindergarten students is currently not a state requirement so some schools did not report data to USBE.
3. USBE enacted changes in regard to how they report ACT scores. In the past, when students had more than one ACT score their highest score was used. The ACT scores provided for the 2019 year represent the first time students took the ACT.

Kindergarten Readiness

Number of partners working on this outcome:

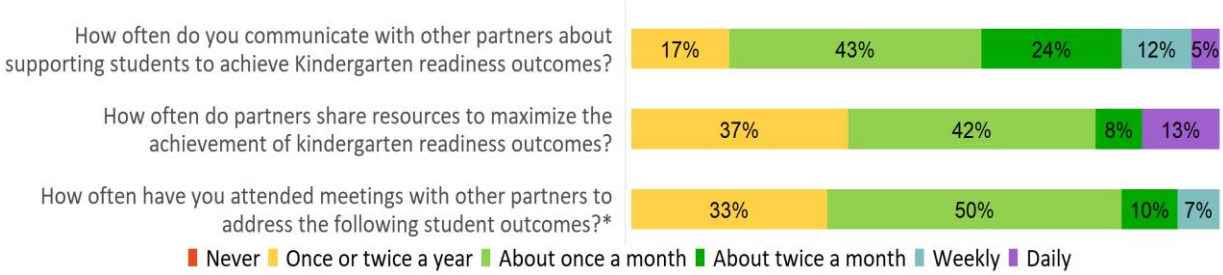
- 32 respondents reported that they partnered with other organizations to address kindergarten readiness outcomes during the 2018-19 academic year.
- 26 of those partners reported that they had access to data for this project.
- 20 reported that they shared student data with at least one other partner.

Table 13. Types of organizations in partnerships to address kindergarten readiness

Types of Organizations	Percent Who Responded
Municipality	2%
Other	2%
Local healthcare organization	2%
State government agency	5%
Institution of Higher Education	11%
Local non-profit or philanthropic org.	24%
Local education agency, charter, or district	55%

Source: Spring 2019 Partnership Survey (n = 55)

Figure 18. Frequency of partners working together on kindergarten readiness



*This item did not include a response option for *daily* meeting attendance.

Figure 19. Quality of partner collaborations for kindergarten readiness

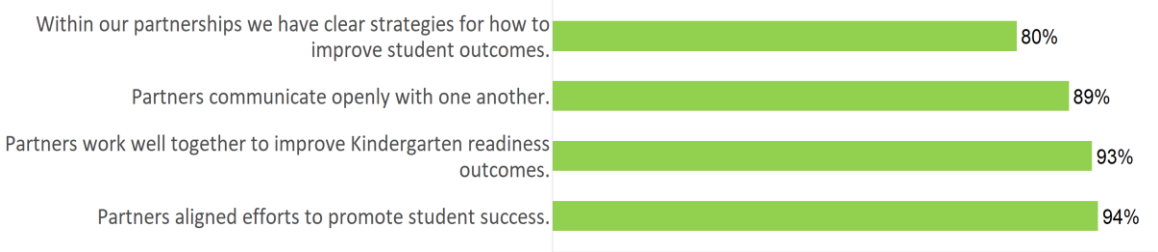


Figure 20. Effectiveness of partnership meetings

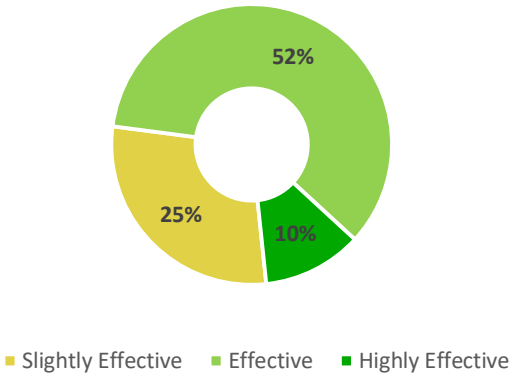


Figure 21. Overall effectiveness of partnerships

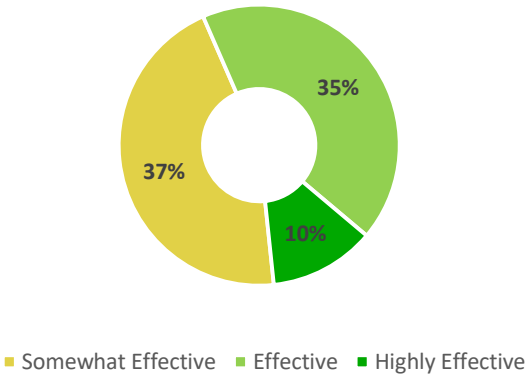


Table 14. Kindergarten Readiness Acadience: Percent of Students Who Met Beginning of the Year (BOY) Acadience Benchmark

Grantee, School District, & Feeder Pattern	School	Acadience BOY 2018	Acadience BOY 2019	↑↓	Acadience BOY ED 2018	Acadience BOY ED 2019	↑↓	Acadience BOY Minority 2018	Acadience BOY Minority 2019	↑↓	Acadience BOY EL 2018	Acadience BOY EL 2019	↑↓	Acadience BOY SWD 2018	Acadience BOY SWD 2019	↑↓
United Way of Northern Utah, Ogden SD, Ogden High	T.O. Smith Elem.	31%	38%	↑	31%	38%	↑	23%	32%	↑	20-29%	20-29%	→	N < 10	N < 10	--
United Way of Salt Lake City, Granite SD, Kearns High	Gourley Elem.	25%	37%	↑	20-29%	28%	↑	20-29%	27%	↑	20-29%	20-29%	↑	N < 10	N < 10	--
	Oquirrh Hills Elem.	31%	33%	↑	29%	20-29%	↓	27%	20-29%	↑	27%	≤20%	↓	N < 10	N < 10	--
	South Kearns Elem.	30%	33%	↑	20-29%	30-39%	↑	20-29%	20-29%	→	20-29%	≤20%	↓	N < 10	N < 10	--
	West Kearns Elem.	30%	37%	↑	22%	33%	↑	20%	29%	↑	20-29%	20-29%	↑	N < 10	40-49%	--
United Way of Salt Lake City, Granite SD, Cotttonwood High	James E. Moss Elem.	32%	38%	↑	32%	33%	↑	24%	33%	↑	30%	27%	↓	N < 10	N < 10	--
	Lincoln Elem.	36%	37%	↑	33%	37%	↑	35%	36%	↑	33%	33%	→	N < 10	N < 10	--
	Roosevelt Elem.	28%	20%	↓	26%	11-19%	↓	20-29%	11-19%	↓	≤20%	≤20%	↓	N < 10	N < 10	--
	Woodrow Wilson Elem.	33%	46%	↑	24%	45%	↑	25%	44%	↑	24%	51%	↑	N < 10	N < 10	--
Weber SD, Roy High	Freedom Elem.	68%	65%	↓	40-49%	30-39%	↓	40-49%	50-59%	↑	N < 10	N < 10	--	N < 10	N < 10	--
	Lakeview Elem.	62%	58%	↓	58%	50-52%	↓	50-59%	60-69%	↑	N < 10	N < 10	--	N < 10	N < 10	--
	Midland Elem.	44%	49%	↑	30-39%	30-39%	↓	≤20%	40-49%	↑	N < 10	N < 10	--	N < 10	N < 10	--
	Municipal Elem.	33%	64%	↑	20-29%	50-59%	↑	20-29%	N < 10	--	N < 10	N < 10	--	≤20%	40-49%	↑
	North Park Elem.	49%	45%	↓	48%	41%	↓	40-49%	40-49%	↓	N < 10	N < 10	--	N < 10	N < 10	--
	Roy Elem.	66%	62%	↓	65%	63%	↓	60-69%	50-59%	↓	N < 10	N < 10	--	N < 10	20-29%	--
	Valley View Elem.	31%	35%	↑	17%	29%	↑	11-17%	30-39%	↑	N < 10	N < 10	--	20-29%	≤20%	↓
	West Haven Elem.	40%	54%	↑	30-39%	40-49%	↑	30-39%	40-49%	↑	N < 10	N < 10	--	N < 10	N < 10	--
Canyons School District[10], Hillcrest High	Copperview Elem.															
	East Midvale Elem.															
	Midvale Elem.															
	Sandy Elem.															

[10] Acadience for kindergarten students is currently not a state requirement and Canyons School District did not report the data to USBE.

Grantee, School District, & Feeder Pattern	School	Acadience BOY 2018	Acadience BOY 2019	↑↓	Acadience BOY ED 2018	Acadience BOY ED 2019	↑↓	Acadience BOY Minority 2018	Acadience BOY Minority 2019	↑↓	Acadience BOY EL 2018	Acadience BOY EL 2019	↑↓	Acadience BOY SWD 2018	Acadience BOY SWD 2019	↑↓
United Way of Northern Utah, Ogden SD, Ben Lomond High	Gramercy Elem.[11]															

Source: Utah State Board of Education. When USBE suppression rules were followed and percentages were recoded into intervals, the ↑↓ represent the original uncoded percentage.

[11] USBE reported no data for Gramercy Elementary because it has closed.

Table 15. Kindergarten Readiness KEEP Literacy: Percent of Students Who Met KEEP Literacy Entry (beginning of the year) Benchmark

Grantee, School District, & Feeder Pattern	School	KEEP Literacy 2018	KEEP Literacy 2019	↑↓	KEEP Literacy ED 2018	KEEP Literacy ED 2019	↑↓	KEEP Literacy Minority 2018	KEEP Literacy Minority 2019	↑↓	KEEP Literacy EL 2018	KEEP Literacy EL 2019	↑↓	KEEP Literacy SWD 2018	KEEP Literacy SWD 2019	↑↓
Canyon SD, Hillcrest High	Copperview Elementary	25%	31%	↑	22%	31%	↑	20%	29%	↑	11-19%	11%	↓	20-29%	11-19%	↓
	East Midvale Elem.	34%	46%	↑	24%	46%	↑	25%	37%	↑	11-19%	20-29%	↑	≤20%	20-29%	↑
	Midvale Elem.	38%	36%	↓	26%	36%	↑	22%	25%	↑	14%	11-19%	↑	N < 10	20-29%	--
	Sandy Elem.	51%	43%	↓	42%	30%	↓	40-49%	28%	↓	≤20%	≤20%	→	20-29%	40-49%	↑
United Way of Northern Utah, Ogden SD, Ben Lomond High	Gramercy Elem.[12]															
United Way of Northern Utah, Ogden SD, Ogden High	T.O. Smith Elem.	17%	32%	↑	17%	31%	↑	10%	26%	↑	≤10%	≤10%	↓	N < 10	N < 10	--
United Way of Salt Lake City, Granite SD, Kearns High	Gourley Elem.	26%	44%	↑	22%	35%	↑	22%	33%	↑	20%	20-29%	↑	N < 10	40-49%	↑
	Oquirrh Hills Elem.	35%	41%	↑	30-39%	30-39%	↓	30-39%	30-39%	↓	30-39%	≤20%	↓	N < 10	N < 10	--
	South Kearns Elem.	33%	30%	↓	30-39%	30-39%	→	20-29%	20-29%	↓	20-29%	≤20%	↓	N < 10	N < 10	--
	West Kearns Elem.	37%	33%	↓	29%	27%	↓	26%	20%	↓	20-29%	11-19%	↓	N < 10	50-59%	↑
United Way of Salt Lake City,	James E. Moss Elem.	38%	32%	↓	37%	28%	↓	35%	27%	↓	31%	26%	↓	N < 10	N < 10	--

[12] USBE reported no data for Gramercy Elementary because it has closed.

Grantee, School District, & Feeder Pattern	School	KEEP Literacy 2018	KEEP Literacy 2019	↑↓	KEEP Literacy ED 2018	KEEP Literacy ED 2019	↑↓	KEEP Literacy Minority 2018	KEEP Literacy Minority 2019	↑↓	KEEP Literacy EL 2018	KEEP Literacy EL 2019	↑↓	KEEP Literacy SWD 2018	KEEP Literacy SWD 2019	↑↓
Granite SD, Cotttonwood High	Lincoln Elem.	39%	43%	↑	36%	41%	↑	38%	41%	↑	35%	40%	↑	N < 10	N < 10	--
	Roosevelt Elem.	41%	33%	↓	32%	32%	→	30-39%	30-39%	↑	20-29%	30-39%	↑	≤20%	20-29%	↑
	Woodrow Wilson Elem.	39%	55%	↑	33%	57%	↑	36%	55%	↑	32%	60%	↑	N < 10	N < 10	--
Weber SD, Roy High	Freedom Elem.	71%	76%	↑	50-59%	50-59%	→	40-49%	60-69%	↑	N < 10	N < 10	--	N < 10	N < 10	--
	Lakeview Elem.	50%	52%	↑	45%	41%	↓	40-49%	60-69%	↑	N < 10	N < 10	--	N < 10	N < 10	--
	Midland Elem.	43%	49%	↑	36%	20-29%	↓	20-29%	20-29%	↓	N < 10	N < 10	--	N < 10	N < 10	--
	Municipal Elem.	34%	55%	↑	20-29%	40-49%	↑	11-19%	40-49%	↑	N < 10	N < 10	--	20-29%	30-39%	↑
	North Park Elem.	39%	39%	→	30%	33%	↑	30-39%	40-49%	↑	N < 10	≤20%	--	N < 10	N < 10	--
	Roy Elem.	37%	54%	↑	36%	49%	↑	20-29%	50-59%	↑	N < 10	N < 10	--	N < 10	30-39%	↑
	Valley View Elem.	37%	36%	↓	20-29%	26%	↑	20-29%	20-29%	↓	≤20%	N < 10	--	40-49%	20-29%	↓
	West Haven Elem.	47%	55%	↑	30-39%	50%	↑	30-39%	40%	↑	N < 10	N < 10	--	40-49%	40-49%	→

Source: Utah State Board of Education. When USBE suppression rules were followed and percentages were recoded into intervals, the ↑↓ represent the original calculated percentage.

Table 16. Kindergarten Readiness KEEP Numeracy: Percent of Students Who Met KEEP Numeracy Entry (beginning of the year) Benchmark

Grantee, School District, & Feeder Pattern	School	KEEP Numeracy 2018	KEEP Numeracy 2019	↑↓	KEEP Numeracy ED 2018	KEEP Numeracy ED 2019	↑↓	KEEP Numeracy Minority 2018	KEEP Numeracy Minority 2019	↑↓	KEEP Numeracy EL 2018	KEEP Numeracy EL 2019	↑↓	KEEP Numeracy SWD 2018	KEEP Numeracy SWD 2019	↑↓
Canyon SD, Hillcrest High	Copperview Elem.	45%	51%	↑	44%	51%	↑	42%	47%	↑	20-29%	31%	↑	40-49%	60-69%	↑
	East Midvale Elem.	49%	57%	↑	42%	57%	↑	32%	52%	↑	20-29%	36%	↑	40-49%	21%	↓
	Midvale Elem.	56%	48%	↓	44%	48%	↑	43%	36%	↓	24%	20-29%	↑	N < 10	30-39%	--
	Sandy Elem.	66%	69%	↑	48%	55%	↑	40-49%	50%	↑	20-29%	30-39%	↑	50-59%	50-59%	↑
United Way of Northern Utah, Ogden SD, Ben Lomond High	Gramercy Elem.[13]															
United Way of Northern Utah, Ogden SD, Ogden High	T.O. Smith Elem.	37%	45%	↑	37%	45%	↑	29%	38%	↑	20-29%	20-29%	↑	N < 10	N < 10	--
United Way of Salt Lake City, Granite SD, Kearns High	Gourley Elem.	33%	49%	↑	32%	40%	↑	28%	43%	↑	25%	30-39%	↑	N < 10	20-29%	--
	Oquirrh Hills Elem.	47%	56%	↑	40-49%	50%	↑	40-49%	40-49%	↓	40-49%	20-29%	↓	N < 10	N < 10	--
	South Kearns Elem.	47%	54%	↑	40-49%	50-59%	↑	30-39%	40-49%	↑	20-29%	30-39%	↑	N < 10	N < 10	--
	West Kearns Elem.	45%	46%	↑	38%	44%	↑	40%	41%	↑	36%	30-39%	↑	N < 10	30-39%	--
United Way of Salt Lake City, Granite SD,	James E. Moss Elem.	51%	57%	↑	51%	51%	→	44%	55%	↑	36%	49%	↑	N < 10	N < 10	--
	Lincoln Elem.	52%	50%	↓	50%	50%	→	56%	46%	↓	47%	45%	↓	N < 10	N < 10	--

[13] USBE reported no data for Gramercy Elementary because it has closed.

Grantee, School District, & Feeder Pattern	School	KEEP Numeracy 2018	KEEP Numeracy 2019	↑↓	KEEP Numeracy ED 2018	KEEP Numeracy ED 2019	↑↓	KEEP Numeracy Minority 2018	KEEP Numeracy Minority 2019	↑↓	KEEP Numeracy EL 2018	KEEP Numeracy EL 2019	↑↓	KEEP Numeracy SWD 2018	KEEP Numeracy SWD 2019	↑↓
Cotttonwood High	Roosevelt Elem.	52%	45%	↓	48%	40-49%	↓	40-49%	40-49%	→	20-29%	30-39%	↑	40%	N < 10	↓
	Woodrow Wilson Elem.	39%	57%	↑	34%	57%	↑	38%	53%	↑	31%	57%	↑	N < 10	N < 10	--
Weber SD, Roy High	Freedom Elem.	71%	82%	↑	50-59%	60-69%	↑	60-69%	80-89%	↑	N < 10	N < 10	--	N < 10	N < 10	--
	Lakeview Elem.	74%	71%	↓	60-69%	60-69%	↓	70-79%	80-89%	↑	N < 10	N < 10	--	N < 10	N < 10	--
	Midland Elem.	60%	70%	↑	50-59%	50-59%	↓	30-39%	40-49%	↑	N < 10	N < 10	--	N < 10	N < 10	--
	Municipal Elem.	54%	68%	↑	50-59%	60-69%	↑	40-49%	50-59%	↑	N < 10	36%	--	30-39%	30-39%	→
	North Park Elem.	65%	63%	↓	61%	53%	↓	50-59%	50-59%	↓	N < 10	30-39%	--	N < 10	N < 10	--
	Roy Elem.	57%	77%	↑	55%	76%	↑	50-59%	80-89%	↑	N < 10	40%	--	N < 10	40-49%	--
	Valley View Elem.	52%	49%	↓	30-39%	38%	↑	30-39%	40-49%	↑	≤20%	N < 10	--	40-49%	11-19%	↓
	West Haven Elem.	61%	59%	↓	50-59%	50-59%	↓	60-69%	40%	↓	N < 10	N < 10	--	40-49%	N < 10	--

Source: Utah State Board of Education. When USBE suppression rules were followed and percentages were recoded into intervals, the ↑↓ represent the original calculated percentage.

Third Grade Math

Number of partners working on this outcome:

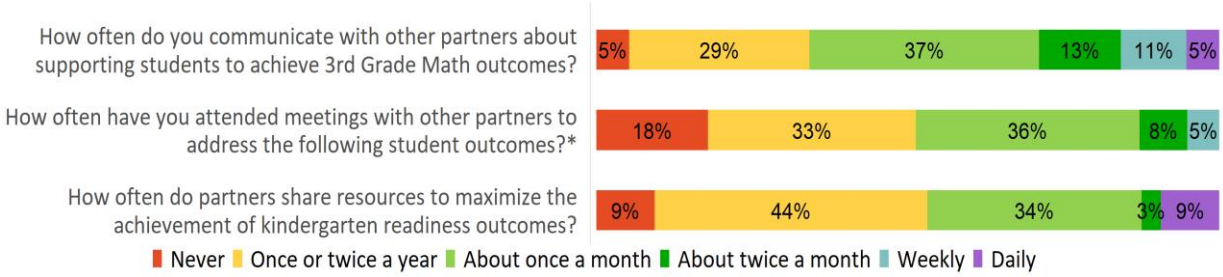
- 32 respondents reported that they partnered with other organizations to address 3rd grade math outcomes during the 2018-19 academic year.
- 24 of those partners reported that they had access to data for this project.
- 15 reported that they shared student data with at least one other partner.

Table 17. Types of organizations in partnerships to address 3rd grade math outcomes.

Types of Organizations	Percent Who Responded
Other	2%
Local healthcare organization	2%
State government agency	6%
Municipality	6%
Institution of Higher Education	10%
Local non-profit or philanthropic org.	27%
Local education agency, charter, or district	46%

Source: Spring 2019 Partnership Survey (n = 48)

Figure 22. Frequency of partners working together on third grade math



*This item did not include a response option for *daily* meeting attendance.

Figure 23. Quality of partner collaborations for third grade math

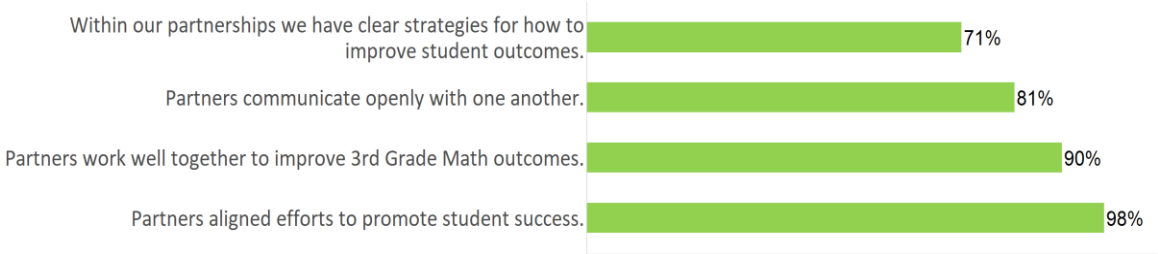


Figure 24. Effectiveness of partnership meetings

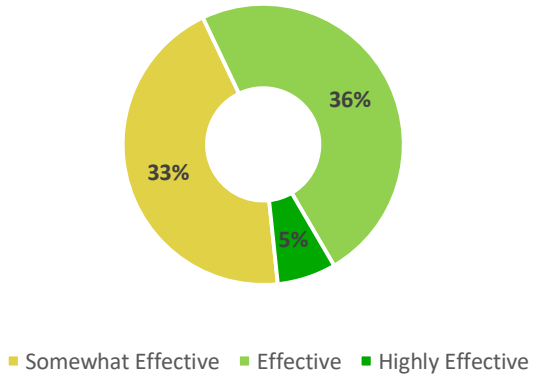


Figure 25. Overall effectiveness of partnerships

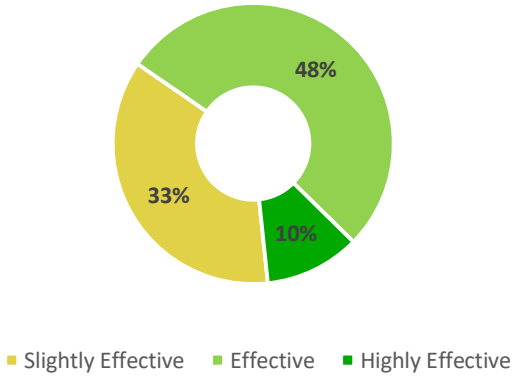


Table 18. Third Grade Math: Percent of Students Who Were Proficient

Grantee, School District, & Feeder Pattern	School	Math Proficient 2018	Math Proficient 2019	↑↓	Math ED 2018	Math ED 2019	↑↓	Math Minority 2018	Math Minority 2019	↑↓	Math EL 2018	Math EL 2019	↑↓	Math SWD 2018	Math SWD 2019	↑↓
United Way of Northern Utah, Ogden SD, Ogden High	T.O. Smith Elem.	38%	26%	↓	38%	26%	↓	35%	19%	↓	31%	26%	↓	*N < 10*	8%	--
United Way of Salt Lake City, Granite SD, Kearns High	Gourley Elem.	29%	27%	↓	28%	23%	↓	30%	24%	↓	29%	21%	↓	*N < 10*	14%	--
	Oquirrh Hills Elem.	49%	33%	↓	46%	31%	↓	38%	37%	↓	39%	39%	↑	20%	*N < 10*	--
	South Kearns Elem.	36%	53%	↑	34%	46%	↑	22%	29%	↑	25%	29%	↑	15%	14%	↓
	West Kearns Elem.	37%	28%	↓	29%	19%	↓	24%	23%	↓	26%	26%	↑	25%	20%	↓
United Way of Salt Lake City, Granite SD, Cottonwood High	James E. Moss Elem.	52%	38%	↓	48%	36%	↓	51%	41%	↓	44%	41%	↓	18%	9%	↓
	Lincoln Elem.	28%	38%	↑	27%	35%	↑	22%	37%	↑	30%	41%	↑	*N < 10*	17%	--
	Roosevelt Elem.	15%	14%	↓	16%	13%	↓	11%	7%	↓	16%	11%	↓	10%	14%	↑
	Woodrow Wilson Elem.	39%	19%	↓	36%	19%	↓	42%	18%	↓	35%	17%	↓	17%	7%	↓
Weber SD, Roy High	Freedom Elem.	32%	37%	↑	31%	26%	↓	13%	6%	↓	20%	*N < 10*	--	25%	18%	↓
	Lakeview Elem.	17%	24%	↑	19%	23%	↑	14%	7%	↓	*N < 10*	*N < 10*	--	7%	13%	↑
	Midland Elem.	57%	43%	↓	39%	21%	↓	38%	18%	↓	*N < 10*	20-29%	--	50%	21%	↓
	Municipal Elem.	35%	46%	↑	29%	45%	↑	33%	24%	↓	50-59%	11-19%	↓	*N < 10*	27%	--
	North Park Elem.	20%	46%	↑	19%	44%	↑	9%	50%	↑	*N < 10*	≥95%	--	*N < 10*	9%	--
	Roy Elem.	40%	30%	↓	33%	18%	↓	30%	12%	↓	30-39%	*N < 10*	--	11%	14%	↑

	Valley View Elem.	44%	29%	↓	34%	15%	↓	13%	13%	→	8%	*N < 10*	--	25%	29%	↑
	West Haven Elem.	51%	43%	↓	42%	33%	↓	31%	39%	↑	25%	*N < 10*	--	26%	29%	↑
Canyons School District, Hillcrest High	Copperview Elem.	35%	33%	↓	27%	33%	↑	29%	27%	↓	19%	30%	↑	10%	*N < 10*	--
	East Midvale Elem.	23%	48%	↑	18%	48%	↑	13%	36%	↑	*N < 10*	47%	--	6%	46%	↑
	Midvale Elem.	11%	35%	↑	8%	35%	↑	5%	31%	↑	2%	25%	↑	25%	17%	↓
	Sandy Elem.	54%	29%	↓	38%	23%	↓	21%	13%	↓	21%	16%	↓	31%	13%	↓
United Way of Northern Utah, Ogden SD, Ben Lomond High	Gramercy Elem.[14]															

Source: Utah State Board of Education. When USBE suppression rules were followed and percentages were recoded into intervals, the ↑↓ represent the original calculated percentage. In some instances, *N < 10* may have a dual meaning based on decision rules used by USBE when creating these data tables.

Note: 2019 State reported proficiency rates for all students is 50.2%, 35.8% for economically disadvantaged, 35.9% for English learners, and 27.7% for students with disabilities.

[14] USBE reported no data for Gramercy Elementary because it has closed.

Third Grade Reading

Number of partners working on this outcome:

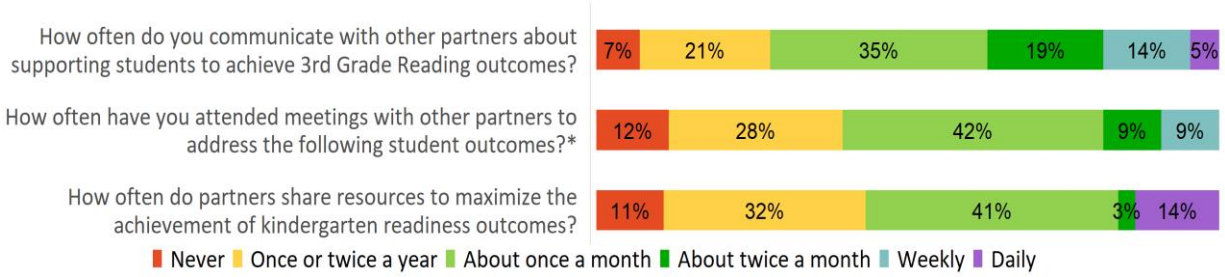
- 34 respondents reported that they partnered with other organizations to address 3rd grade reading outcomes during the 2018-19 academic year.
- 26 of those partners reported that they had access to data for this project.
- 17 reported that they shared student data with at least one other partner.

Table 19. Types of organizations in partnerships to address 3rd grade reading outcomes

Types of Organizations	Percent Who Responded
Other	2%
Local healthcare organization	2%
State government agency	6%
Municipality	6%
Institution of Higher Education	11%
Local non-profit or philanthropic org.	24%
Local education agency, charter, or district	50%

Source: Spring 2019 Partnership Survey (n = 54)

Figure 26. Frequency of partners working together on third grade reading



*This item did not include a response option for *daily* meeting attendance.

Figure 27. Quality of partner collaborations for third grade reading

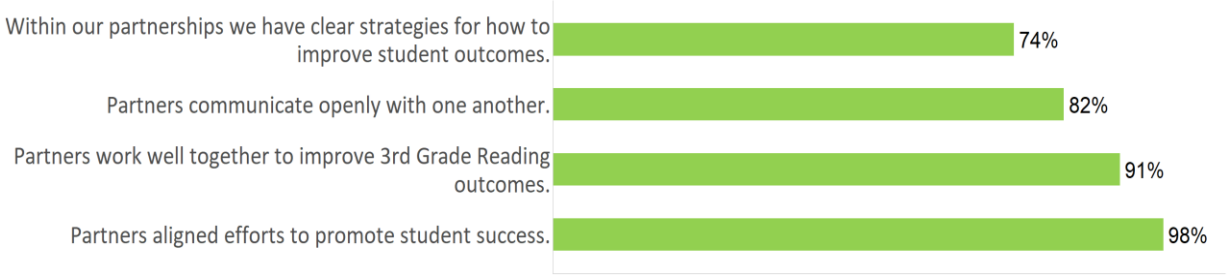


Figure 28. Effectiveness of partnership meetings

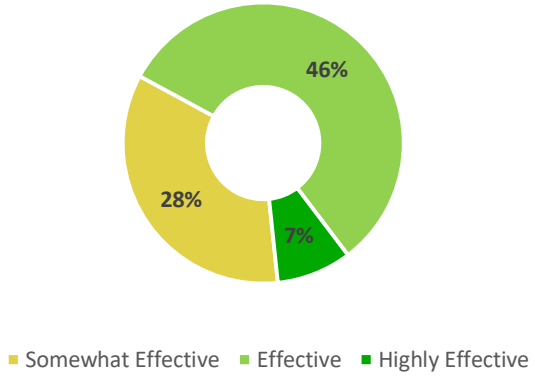


Figure 29. Overall effectiveness of partnerships

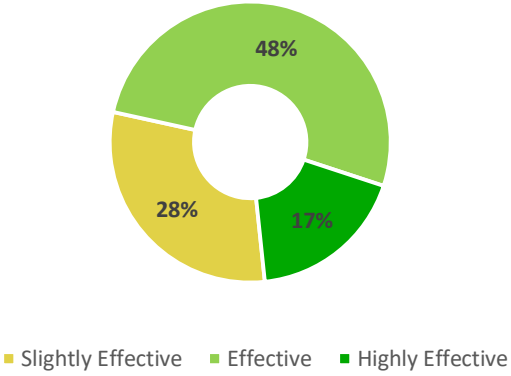


Table 20. Third Grade Reading: Percent of Students Who Were Proficient

Grantee, School District, & Feeder Pattern	School	ELA Proficient 2018	ELA Proficient 2019	↑↓	ELA ED 2018	ELA ED 2019	↑↓	ELA Minority 2018	ELA Minority 2019	↑↓	ELA EL 2018	ELA EL 2019	↑↓	ELA SWD 2018	ELA SWD 2019	↑↓
United Way of Northern Utah, Ogden SD, Ogden High	T.O. Smith Elem.	40%	22%	↓	40%	22%	↓	39%	19%	↑	31%	19%	↓	*N < 10*	*N < 10*	--
United Way of Salt Lake City, Granite SD, Kearns High	Gourley Elem.	16%	22%	↑	15%	16%	↑	17%	20%	↑	18%	16%	↓	13%	7%	↓
	Oquirrh Hills Elem.	27%	16%	↓	29%	5%	↓	14%	19%	↑	15%	17%	↑	20%	*N < 10*	--
	South Kearns Elem.	20%	35%	↑	20%	31%	↑	22%	21%	↓	13%	18%	↑	8%	14%	↑
	West Kearns Elem.	36%	26%	↓	29%	16%	↓	28%	25%	↓	26%	30%	↑	18%	13%	↓
United Way of Salt Lake City, Granite SD, Cottonwood High	James E. Moss Elem.	35%	33%	↓	30%	32%	↑	32%	36%	↑	31%	34%	↑	*N < 10*	*N < 10*	--
	Lincoln Elem.	16%	22%	↑	14%	20%	↑	13%	22%	↑	13%	22%	↑	*N < 10*	*N < 10*	--
	Roosevelt Elem.	20%	14%	↓	21%	16%	↓	16%	13%	↓	16%	11%	↓	10%	14%	↑
	Woodrow Wilson Elem.	32%	13%	↓	30%	11%	↓	32%	9%	↓	23%	7%	↓	17%	7%	↓
Weber SD, Roy High	Freedom Elem.	40%	51%	↑	36%	34%	↓	19%	19%	→	20%	20%	→	19%	18%	↓
	Lakeview Elem.	20%	26%	↑	26%	20%	↓	14%	7%	↓	*N < 10*	*N < 10*	--	*N < 10*	25%	--
	Midland Elem.	49%	39%	↓	39%	24%	↓	63%	9%	↓	≤10%	11-19%	↑	38%	11%	↓
	Municipal Elem.	23%	25%	↑	19%	29%	↑	17%	18%	↑	≤10%	11-19%	↑	*N < 10*	*N < 10*	--
	North Park Elem.	24%	30%	↑	24%	33%	↑	≤2%	43%	↑	*N < 10*	≥95%	--	≤2%	18%	↑
	Roy Elem.	45%	25%	↓	36%	13%	↓	35%	18%	↓	30-39%	N < 10	--	*N < 10*	29%	--
	Valley View Elem.	33%	33%	→	22%	15%	↓	13%	27%	↑	8%	≤10%	↓	*N < 10*	29%	--
	West Haven Elem.	34%	32%	↓	28%	28%	→	25%	22%	↓	25%	20%	↓	16%	18%	↑

Canyons School District, Hillcrest High	Copperview Elem.	37%	29%	↓	29%	29%	↑	29%	30%	↑	22%	26%	↑	10%	*N < 10*	--
	East Midvale Elem.	19%	41%	↑	10%	41%	↑	11%	32%	↑	≤2%	20%	↑	12%	31%	↑
	Midvale Elem.	14%	21%	↑	8%	21%	↑	10%	14%	↑	2%	8%	↑	15%	8%	↓
	Sandy Elem.	45%	34%	↓	31%	26%	↓	29%	17%	↓	27%	19%	↓	13%	≤2%	↓
United Way of Northern Utah, Ogden SD, Ben Lomond High	Gramercy Elem.[15]															

Source: Utah State Board of Education. When USBE suppression rules were followed and percentages were recoded into intervals, the ↑↓ represent the original calculated percentage. In some instances, *N < 10* may have a dual meaning based on decision rules used by USBE when creating these data tables.

Note: 2019 State reported proficiency rates for all students is 46.8%, 31.6% for economically disadvantaged, 20.5% for English learners, and 23.0% for students with disabilities.

[15] USBE reported no data for Gramercy Elementary because it has closed.

Table 21. Third Grade Reading: Percent of Students Who Met End of Year (EOY) Acadience Benchmark

Grantee, School District, & Feeder Pattern	School	Acadience EOY 2018	Acadience EOY 2019	↑↓	Acadience EOY ED 2018	Acadience EOY ED 2019	↑↓	Acadience EOY Minority 2018	Acadience EOY Minority 2019	↑↓	Acadience EOY EL 2018	Acadience EOY EL 2019	↑↓	Acadience EOY SWD 2018	Acadience EOY SWD 2019	↑↓
United Way of Northern Utah, Ogden SD, Ogden High	T.O. Smith Elem.	59%	33%	↓	59%	33%	↓	55%	33%	↓	50%-59%	30%-39%	↓	N > 10	*N > 10*	--
United Way of Salt Lake City, Granite SD, Kearns High	Gourley Elem.	51%	55%	↑	51%	53%	↑	45%	54%	↑	47%	47%	↑	N > 10	≤20%	--
	Oquirrh Hills Elem.	47%	38%	↓	50%-59%	35%	↓	40%-49%	40%-49%	↑	40%-49%	40%-49%	↑	≤20%	N > 10	--
	South Kearns Elem.	72%	78%	↑	71%	70%-79%	↑	60%-69%	70%-79%	↑	50%-59%	70%-79%	↑	30%-39%	N > 10	--
	West Kearns Elem.	62%	49%	↓	60%	41%	↓	58%	46%	↓	64%	42%	↓	20%-29%	20%-29%	↑
United Way of Salt Lake City, Granite SD, Cotttonwood High	James E. Moss Elem.	56%	55%	↓	53%	55%	↑	48%	53%	↑	43%	48%	↑	*N > 10*	≤20%	--
	Lincoln Elem.	36%	53%	↑	34%	51%	↑	39%	51%	↑	35%	53%	↑	N > 10	N > 10	--
	Roosevelt Elem.	35%	45%	↑	35%	47%	↑	31%	40%-49%	↑	33%	30%-39%	↑	N > 10	N > 10	--
	Woodrow Wilson Elem.	46%	37%	↓	43%	36%	↓	41%	37%	↓	33%	36%	↑	≤20%	≤20%	↓
Weber SD, Roy High	Freedom Elem.	73%	78%	↑	50%-59%	60%-69%	↑	50%-59%	60%-69%	↑	N > 10	N > 10	--	40%-49%	50%-59%	↑
	Lakeview Elem.	59%	59%	→	56%	50%-59%	↑	40%-49%	40%-49%	↑	N > 10	N > 10	--	20%-29%	N > 10	--
	Midland Elem.	83%	60%	↓	70%-79%	40%-49%	↓	≥80%	30%-39%	↓	N > 10	N > 10	--	N > 10	30%-39%	--
	Municipal Elem.	84%	74%	↓	70%-79%	60%-69%	↓	≥80%	60%-69%	↓	N > 10	N > 10	--	N > 10	30%-39%	--
	North Park Elem.	61%	57%	↓	59%	57%	↓	40%-49%	50%-59%	↑	N > 10	N > 10	--	≤20%	30%-39%	↑
	Roy Elem.	74%	70%	↓	70%	63%	↓	70%-79%	60%-69%	↓	N > 10	N > 10	--	N > 10	N > 10	--
	Valley View Elem.	76%	75%	↓	70%-79%	70%-79%	→	60%-69%	60%-69%	↑	50%-59%	45%	↓	N > 10	40%-49%	--
	West Haven Elem.	71%	57%	↓	69%	51%	↓	60%-69%	50%-59%	↓	N > 10	N > 10	→	30%-39%	20%-29%	↓

Canyons School District, Hillcrest High	Copperview Elem.	50%	44%	↓	45%	44%	↓	49%	41%	↓	41%	30%-39%	↓	N > 10	N > 10	--
	East Midvale Elem.	43%	55%	↑	43%	55%	↑	37%	58%	↑	11%-19%	40%-49%	↑	11%-19%	30%-39%	↑
	Midvale Elem.	30%	35%	↑	24%	34%	↑	27%	28%	↑	18%	20%	↑	30%-39%	*N > 10*	--
	Sandy Elem.	59%	61%	↑	46%	49%	↑	49%	47%	↓	20%-29%	50%-59%	↑	20%-29%	≤5%	↓
United Way of Northern Utah, Ogden SD, Ben Lomond High	Gramercy Elem.[16]															

Source: Utah State Board of Education. When USBE suppression rules were followed and percentages were recoded into intervals, the ↑↓ represent the original calculated percentage. In some instances, *N<10* may have a dual meaning based on decision rules used by USBE when creating these data tables.

[16] USBE reported no data for Gramercy Elementary because it has closed.

Eighth Grade Math

Number of partners working on this outcome:

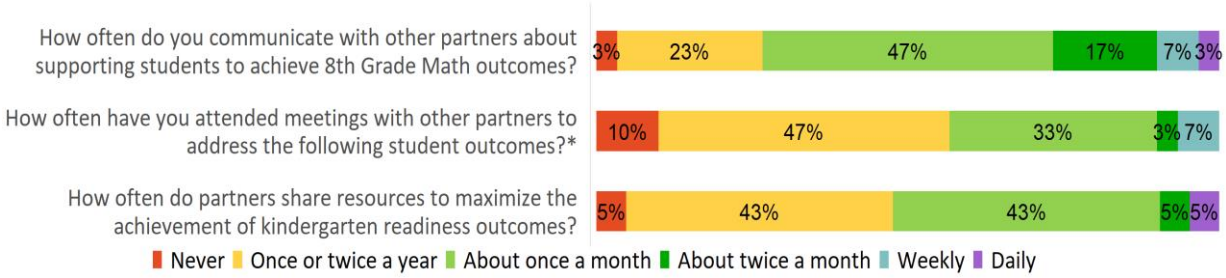
- 25 respondents reported that they partnered with other organizations to address 8th grade math outcomes during the 2018-19 academic year.
- 20 of those partners reported that they had access to data for this project.
- 14 reported that they shared student data with at least one other partner.

Table 22. Types of organizations in partnerships to address 8th grade math outcomes

Types of Organizations	Percent Who Responded
Other	3%
Local healthcare organization	3%
Municipality	5%
State government agency	8%
Institution of Higher Education	16%
Local non-profit or philanthropic org.	30%
Local education agency, charter, or district	35%

Source: Spring 2019 Partnership Survey (n = 37)

Figure 30. Frequency of partners working together on eighth grade math



*This item did not include a response option for *daily* meeting attendance.

Figure 31. Quality of partner collaborations for eighth grade math

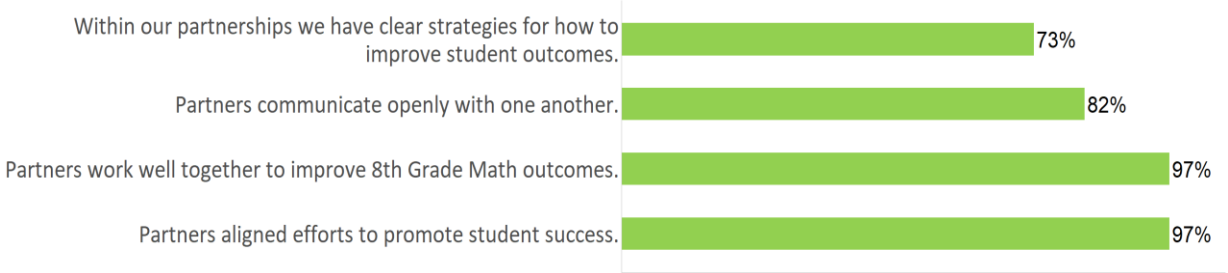


Figure 32. Effectiveness of partnership meetings

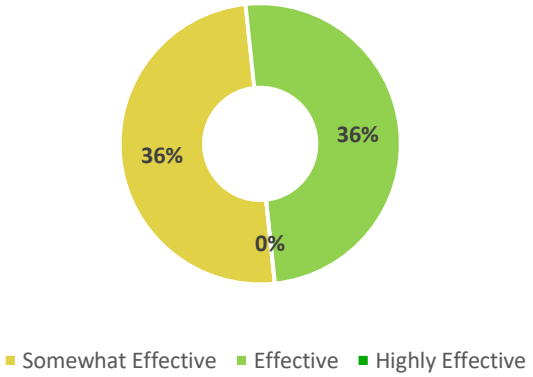


Figure 33. Overall effectiveness of partnerships

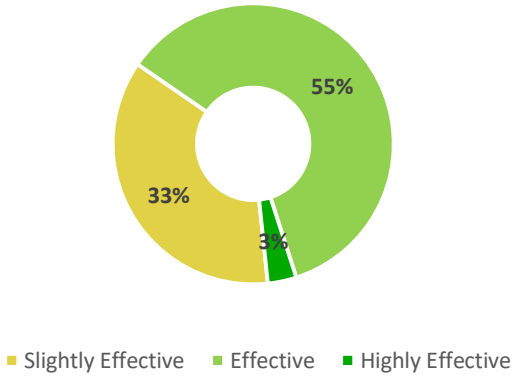


Table 23. Eighth Grade Math: Percent of Students Who Were Proficient

Grantee, School District, & Feeder Pattern	School	Math Proficient 2018	Math Proficient 2019	↑↓	Math ED 2018	Math ED 2019	↑↓	Math Minority 2018	Math Minority 2019	↑↓	Math EL 2018	Math EL 2019	↑↓	Math SWD 2018	Math SWD 2019	↑↓
Canyons School District, Canyons SD, Hillcrest High	Midvale Middle	40%	34%	↓	18%	34%	↑	10%	14%	↑	7%	5%	↓	8%	7%	↓
United Way of Northern Utah, Ogden SD, Ben Lomond High	Mound Fort JH	16%	20%	↑	16%	20%	↑	11%	12%	↑	*N < 10*	*N < 10*	--	*N < 10*	*N < 10*	--
United Way of Northern Utah, Ogden SD, Ogden High	Mount Ogden JH	30%	32%	↑	16%	13%	↓	15%	12%	↓	*N < 10*	*N < 10*	--	11%	4%	↓
United Way of Salt Lake City, Granite SD, Kearns High	Kearns JH	17%	16%	↓	14%	13%	↓	8%	10%	↑	≤2%	3%	↑	*N < 10*	*N < 10*	→
United Way of Salt Lake City, Granite SD, Cotttonwood High	Granite Park JH	14%	19%	↑	12%	18%	↑	9%	14%	↑	≤5%	9%	↑	*N < 10*	*N < 10*	--
Weber SD, Roy High	Roy JH	24%	20%	↓	11%	10%	↓	*N < 10*	6%	--	*N < 10*	*N < 10*	--	7%	≤2%	↓
	Sand Ridge JH	30%	29%	↓	19%	23%	↑	15%	16%	↑	*N < 10*	*N < 10*	--	6%	3%	↓

Source: Utah State Board of Education. In some instances, *N<10* may have a dual meaning based on decision rules used by USBE when creating these data tables.
Note: 2019 State reported proficiency rates for all students is 43.3%, 26.6% for economically disadvantaged, 9.9% for English learners, and 8.9% for students with disabilities.

Eighth Grade Reading

Number of partners working on this outcome:

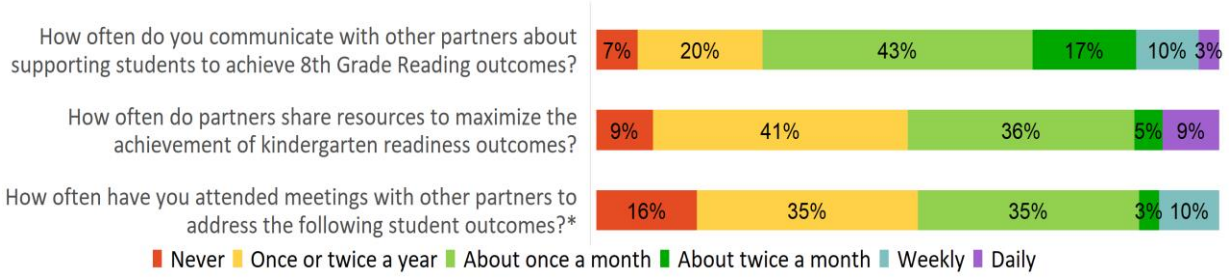
- 26 respondents reported that they partnered with other organizations to address 8th grade reading outcomes during the 2018-19 academic year.
- 21 of those partners reported that they had access to data for this project.
- 15 reported that they shared student data with at least one other partner.

Table 24. Types of organizations in partnerships to address 8th grade reading outcomes

Types of Organizations	Percent Who Responded
Other	3%
Local healthcare organization	3%
Municipality	5%
State government agency	8%
Institution of Higher Education	18%
Local non-profit or philanthropic org.	29%
Local education agency, charter, or district	34%

Source: Spring 2019 Partnership Survey (n = 38)

Figure 34. Frequency of partners working together on eighth grade reading



*This item did not include a response option for *daily* meeting attendance.

Figure 35. Quality of partner collaborations for eighth grade reading

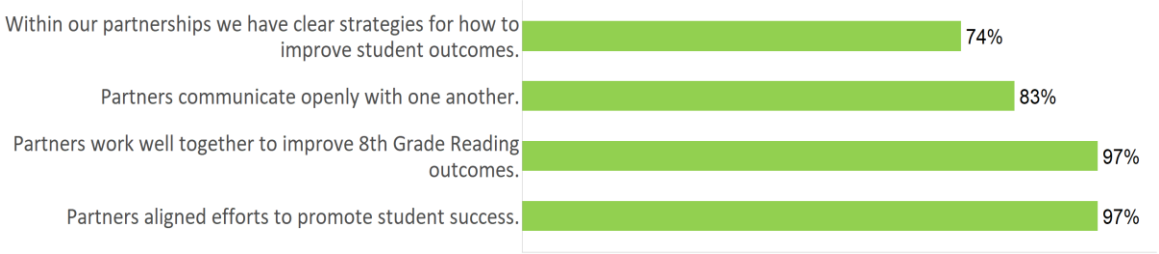


Figure 36. Effectiveness of partnership meetings

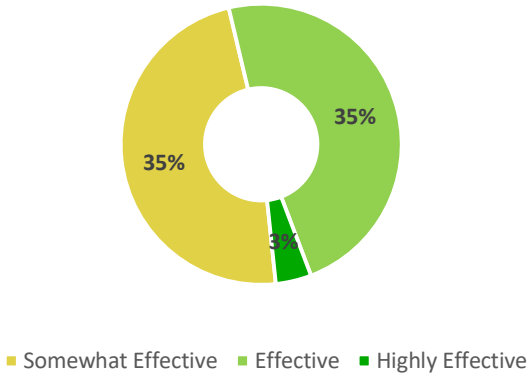


Figure 37. Overall effectiveness of partnerships

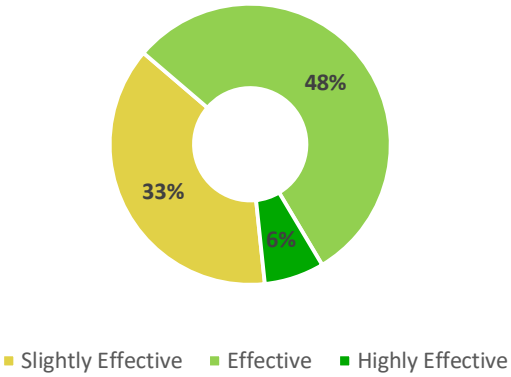


Table 25. Eighth Grade Reading: Percent of Students Who Were Proficient

Grantee, School District, & Feeder Pattern	School	ELA Proficient 2018	ELA Proficient 2019	↑↓	ELA ED 2018	ELA ED 2019	↑↓	ELA Minority 2018	ELA Minority 2019	↑↓	ELA EL 2018	ELA EL 2019	↑↓	ELA SWD 2018	ELA SWD 2019	↑↓
Canyons School District, Canyons SD, Hillcrest High	Midvale Middle	31%	37%	↑	12%	37%	↑	10%	12%	↑	≤2%	6%	↑	8%	10%	↑
United Way of Northern Utah, Ogden SD, Ben Lomond High	Mound Fort JH	29%	30%	↑	29%	30%	↑	18%	18%	→	≤2%	≤2%	→	*N < 10*	*N < 10*	--
United Way of Northern Utah, Ogden SD, Ogden High	Mount Ogden JH	36%	46%	↑	20%	26%	↑	21%	23%	↑	≤2%	*N < 10*	--	11%	4%	↓
United Way of Salt Lake City, Granite SD, Kearns High	Kearns JH	30%	26%	↓	28%	26%	↓	18%	20%	↑	8%	3%	↓	*N < 10*	*N < 10*	--
United Way of Salt Lake City, Granite SD, Cotttonwood High	Granite Park JH	17%	14%	↓	15%	12%	↓	14%	12%	↓	5%	8%	↑	*N < 10*	*N < 10*	--
Weber SD, Roy High	Roy JH	28%	30%	↑	14%	24%	↑	7%	19%	↑	*N < 10*	*N < 10*	--	10%	6%	↓
	Sand Ridge JH	31%	28%	↓	22%	23%	↑	23%	19%	↓	9%	20%	↑	13%	*N < 10*	--

Source: Utah State Board of Education. In some instances, *N < 10* may have a dual meaning based on decision rules used by USBE when creating these data tables.
Note: 2019 State reported proficiency rates for all students is 43.3%, 28.5% for economically disadvantaged, 8.7% for English learners, and 9.1% for students with disabilities.

High School Graduation

Number of partners working on this outcome:

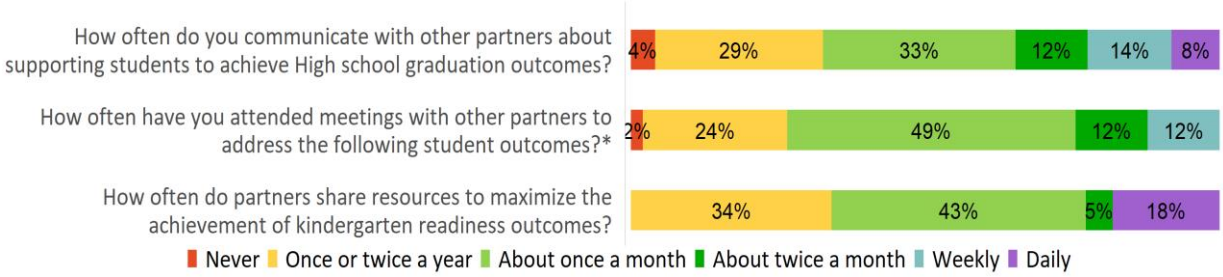
- 38 respondents reported that they partnered with other organizations to address high school graduation outcomes during the 2018-19 academic year.
- 27 of those partners reported that they had access to data for this project.
- 21 reported that they shared student data with at least one other partner.

Table 26. Types of organizations in partnerships to address high school graduation outcomes

Types of Organizations	Percent Who Responded
Other	2%
Local healthcare organization	2%
Municipality	3%
State government agency	8%
Institution of Higher Education	11%
Local non-profit or philanthropic org.	23%
Local education agency, charter, or district	53%

Source: Spring 2019 Partnership Survey (n = 66)

Figure 38. Frequency of partners working together on high school graduation



*This item did not include a response option for *daily* meeting attendance.

Figure 39. Quality of partner collaborations for high school graduation

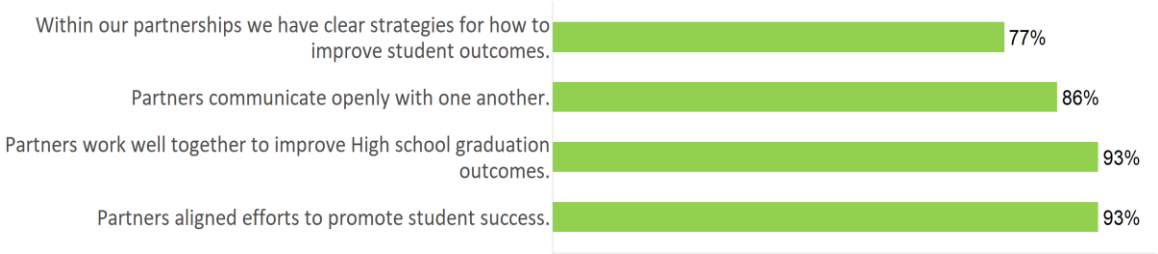


Figure 40. Effectiveness of partnership meetings

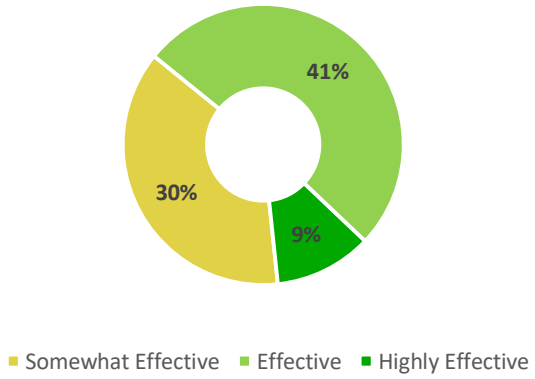


Figure 41. Overall effectiveness of partnerships

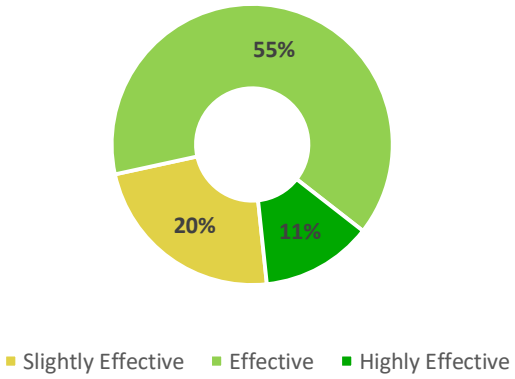


Table 27. High School Graduation: Percent of Students Who Graduated High School

Grantee & School District	School	Graduation Rate 2018 (year one)	Graduation Rate 2019 (year two)	↑↓
Statewide	All	86%	87%	↑
	Economically disadvantaged	77%	77%	→
	Minority	N/A	N/A	
	English learners	67%	70%	↑
	Students with Disabilities	69%	70%	↑
Canyons School District, Hillcrest High	Hillcrest High	84%	84%	→
	Hillcrest High ED	71%	73%	↑
	Hillcrest High Minority	79%	79%	→
	Hillcrest High EL	66%	58%	↓
	Hillcrest High SWD	74%	66%	↓
United Way of Northern Utah, Ogden School District	Ben Lomond High	85%	85%	→
	Ben Lomond High ED	84%	83%	↓
	Ben Lomond High Minority	86%	86%	→
	Ben Lomond High EL	77%	79%	↑
	Ben Lomond High SWD	70%	51%	↓
United Way of Northern Utah, Ogden School District	Ogden High	87%	90%	↑
	Ogden High ED	83%	87%	↑
	Ogden High Minority	84%	89%	↑
	Ogden High EL	75%	77%	↑
	Ogden High SWD	65%	69%	↑
United Way of Salt Lake, Granite School District	Kearns High	83%	82%	↓
	Kearns High ED	82%	75%	↓
	Kearns High Minority	80%	81%	↑
	Kearns High EL	74%	76%	↑
	Kearns High SWD	74%	65%	↓
United Way of Salt Lake, Granite School District	Cottonwood High	80%	79%	↓
	Cottonwood High ED	71%	76%	↑
	Cottonwood High Minority	76%	79%	↑
	Cottonwood High EL	75%	82%	↑
	Cottonwood High SWD	56%	61%	↑
Weber School District	Roy High	93%	92%	↓
	Roy High ED	88%	86%	↓
	Roy High Minority	88%	86%	↓
	Roy High EL	77%	79%	↑
	Roy High SWD	83%	80%	↓

Source: Utah State Board of Education

Career Readiness

Number of partners working on this outcome:

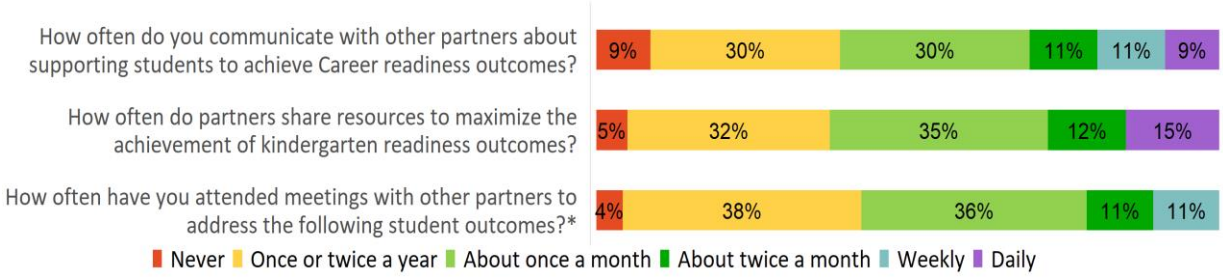
- 33 respondents reported that they partnered with other organizations to address career readiness outcomes during the 2018-19 academic year.
- 24 of those partners reported that they had access to data for this project.
- 19 reported that they shared student data with at least one other partner.

Table 28. Types of organizations in partnerships to address career readiness outcomes

Types of Organizations	Percent Who Responded
Municipality	2%
Other	2%
Local healthcare organization	3%
State government agency	6%
Institution of Higher Education	9%
Local non-profit or philanthropic org.	26%
Local education agency, charter, or district	52%

Source: Spring 2019 Partnership Survey (n = 65)
Other responses include Cross-sector partnership, foundation

Figure 42. Frequency of partners working together on career readiness



*This item did not include a response option for *daily* meeting attendance.

Figure 43. Quality of partner collaborations for career readiness

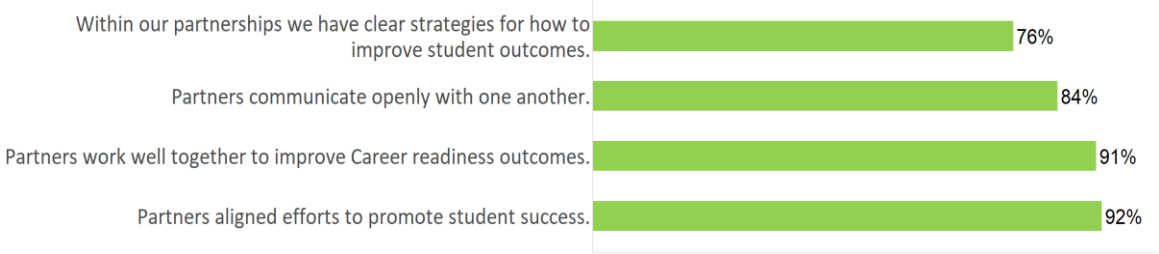


Figure 44. Effectiveness of partnership meetings

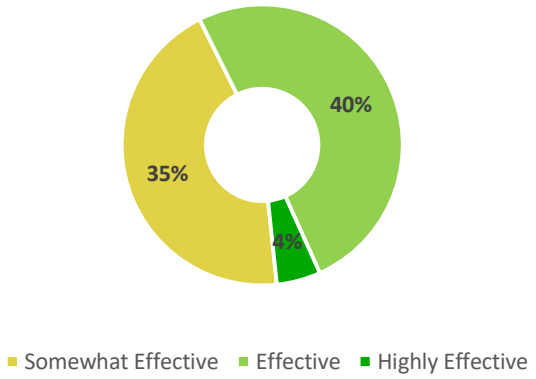


Figure 45. Overall effectiveness of partnerships

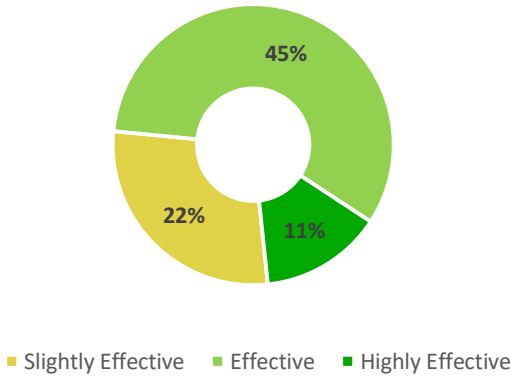


Table 29. Career Readiness: Percent of Students Who Met ACT Benchmarks in Grade 11

	Canyons School District Hillcrest High		↑↓	United Way of Northern Utah Ogden School District Ben Lomond High		↑↓	United Way of Northern Utah Ogden School District Ogden High		↑↓	United Way of Salt Lake Granite School District Kearns High		↑↓	United Way of Salt Lake Granite School District Cottonwood High		↑↓	Weber School District Roy High		↑↓
	2018	2019		2018	2019		2018	2019		2018	2019		2018	2019		2018	2019	
ACT Composite	67%	67%	→	33%	33%	→	45%	44%	↓	35%	37%	↑	51%	49%	↓	49%	45%	↓
ACT Composite ED	47%	47%	→	25%	28%	↑	26%	29%	↑	29%	32%	↑	25%	34%	↑	38%	40%	↑
ACT Composite Min.	57%	55%	↓	23%	23%	→	23%	25%	↑	23%	27%	↑	30%	28%	↓	39%	35%	↓
ACT Composite EL	18%	9%	↓	*N < 10*	4%	--	*N < 10*	≤5%	--	≤5%	*N < 10*	--	≤5%	9%	↑	*N < 10*	≤10%	--
ACT Composite SWD	11%	10%	↓	5%	*N < 10*	--	≤10%	*N < 10*	--	*N < 10*	≤5%	--	12%	10%	↓	*N < 10*	≤5%	--
ACT English	59%	56%	↓	29%	28%	↓	38%	35%	↓	36%	32%	↓	48%	43%	↓	44%	37%	↓
ACT English ED	38%	35%	↓	26%	22%	↓	19%	21%	↑	29%	28%	↓	25%	27%	↑	34%	31%	↓
ACT English Minority	49%	43%	↓	19%	17%	↓	15%	18%	↑	23%	22%	↓	29%	23%	↓	35%	25%	↓
ACT English EL	9%	*N < 10*	--	*N < 10*	7%	--	*N < 10*	≤5%	--	≤5%	*N < 10*	--	*N < 10*	6%	--	*N < 10*	≤10%	--
ACT English SWD	15%	14%	↓	9%	*N < 10*	--	≤10%	*N < 10*	--	*N < 10*	≤5%	--	15%	7%	↓	≤5%	≤5%	→
ACT Math	41%	40%	↓	7%	9%	↑	15%	18%	↑	9%	14%	↑	28%	26%	↓	22%	19%	↓
ACT Math ED	21%	19%	↓	5%	7%	↑	6%	6%	→	7%	12%	↑	13%	15%	↑	14%	13%	↓
ACT Math Minority	34%	35%	↑	≤1%	5%	↑	≤5%	6%	↑	3%	7%	↑	9%	12%	↑	13%	17%	↑
ACT Math EL	12%	≤5%	↓	*N < 10*	*N < 10*	--	*N < 10*	*N < 10*	--	*N < 10*	*N < 10*	--	≤5%	6%	↑	*N < 10*	*N < 10*	--
ACT Math SWD	7%	≤5%	↓	5%	*N < 10*	--	*N < 10*	*N < 10*	--	*N < 10*	≤5%	--	≤5%	≤5%	→	*N < 10*	*N < 10*	--
ACT Science	42%	42%	→	8%	10%	↑	20%	20%	→	14%	13%	↓	24%	21%	↓	18%	17%	↓
ACT Science ED	24%	19%	↓	5%	10%	↑	11%	8%	↓	11%	10%	↓	10%	11%	↑	10%	12%	↑
ACT Science Minority	33%	33%	→	4%	5%	↑	6%	7%	↑	5%	7%	↑	8%	8%	→	15%	10%	↓
ACT Science EL	6%	≤5%	↓	*N < 10*	*N < 10*	--	*N < 10*	≤5%	--	≤5%	*N < 10*	--	*N < 10*	*N < 10*	--	*N < 10*	*N < 10*	--
ACT Science SWD	7%	≤5%	↓	*N < 10*	*N < 10*	--	*N < 10*	*N < 10*	--	*N < 10*	≤5%	--	≤5%	≤5%	→	*N < 10*	*N < 10*	--
ACT Reading	46%	45%	↓	14%	22%	↑	27%	28%	↑	20%	21%	↑	31%	27%	↓	27%	23%	↓
ACT Reading ED	30%	21%	↓	12%	17%	↑	15%	17%	↑	17%	18%	↑	16%	14%	↓	21%	21%	→

ACT Reading Min.	36%	37%	↑	10%	16%	↑	10%	15%	↑	11%	14%	↑	13%	13%	→	18%	14%	↓
ACT Reading EL	≤5%	*N < 10*	--	*N < 10*	≤2%	--	*N < 10*	≤5%	--	≤5%	*N < 10*	--	*N < 10*	*N < 10*	--	*N < 10*	≤10%	--
ACT Reading SWD	11%	10%	↓	*N < 10*	*N < 10*	--	*N < 10*	*N < 10*	--	*N < 10*	*N < 10*	--	9%	≤5%	↓	*N < 10*	*N < 10*	--

Source: Utah State Board of Education. In some instances, *N < 10* may have a dual meaning based on decision rules used by USBE when creating these data tables.

College Attainment

Number of partners working on this outcome:

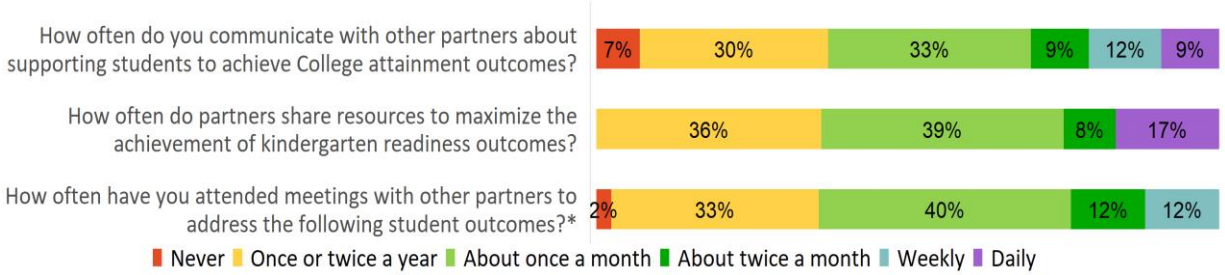
- 29 respondents reported that they partnered with other organizations to address college attainment outcomes during the 2018-19 academic year.
- 19 of those partners reported that they had access to data for this project.
- 16 reported that they shared student data with at least one other partner.

Table 30. Types of organizations in partnerships to address college attainment outcomes

Types of Organizations	Percent Who Responded
Municipality	2%
Other	2%
Local healthcare organization	2%
State government agency	5%
Institution of Higher Education	11%
Local non-profit or philanthropic org.	23%
Local education agency, charter, or district	56%

Source: Spring 2019Partnership Survey (n = 57)

Figure 46. Frequency of partners working together on college attainment



*This item did not include a response option for *daily* meeting attendance.

Figure 47. Quality of partner collaborations for college attainment

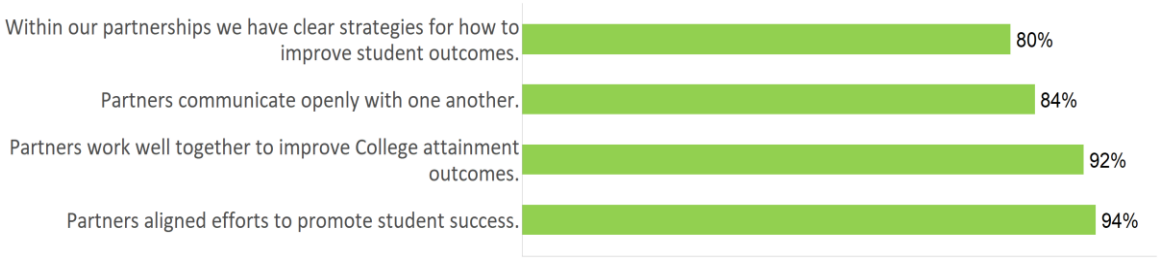


Figure 48. Effectiveness of partnership meetings

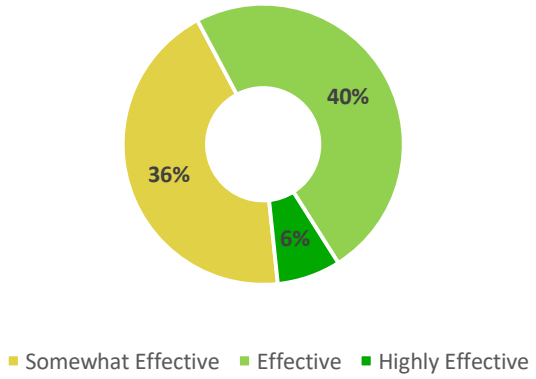


Figure 49. Overall effectiveness of partnerships

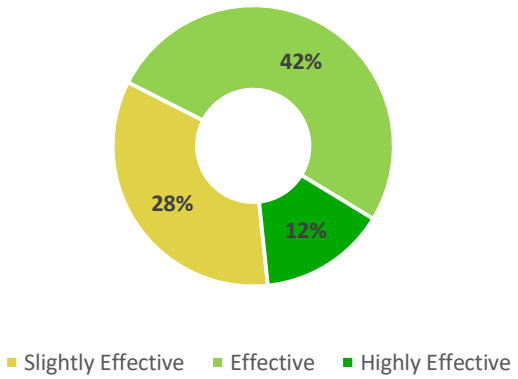


Table 31. College Attainment: Percent of Spring 2018 Utah High School Graduates Who Enrolled in Utah Colleges for the 2018-2019 Academic Year

Percent of Student Enrollment in Higher Education	State		↑↓	United Way of Northern Utah Ogden School District Ogden High		↑↓	United Way of Salt Lake Granite School District Kearns High		↑↓	United Way of Salt Lake Granite School District Cottonwood High		↑↓	Weber School District Roy High		↑↓	Canyons School District Hillcrest High		↑↓	United Way Northern Utah Ben Lomond High		↑↓
	2017	2018		2017	2018		2017	2018		2017	2018		2017	2018		2017	2018		2017	2018	
Percent of Student Enrolled	45.5%			36.4%			29.4%			43.0%			32.9%								
Percent of Economically Disadvantaged Students Enrolled	37.3%			32.6%			26.7%			38.9%			20.2%								
Percent of Minority Students Enrolled	N/A			36.4%			24.8%			39.5%			30.5%								
Percent of Students With Disabilities Enrolled	N/A			N/A			N/A			N/A			N/A								
Percent of English Learners Enrolled	28.4%			N<10			N<10			48.8%			N<10								

Source: Utah State Board of Education

Note: 2018-2019 enrollment data were not available for all schools at the time this report was prepared and will be updated when available. In addition, Hillcrest High and Ben Lomond High were new to Partnerships for Student Success in fall 2018. Their 2017 graduation data will be updated with the 2018 data request. When reading the chart above it is important to note that these numbers reflect high school graduates from one academic year that are then enrolled the following academic year in one of the Utah colleges. For example, the 2017 high school graduating class who went on to enroll at a public college or university in Utah the following academic year (2017-2018). N/A = Not Available

Physical and Mental Health

Number of partners working on this outcome:

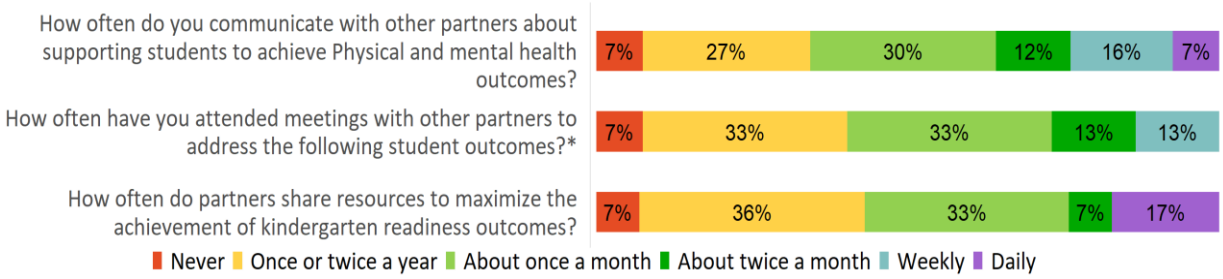
- 50 respondents reported that they partnered with other organizations to address physical and mental health outcomes during the 2018-19 academic year.
- 33 of those partners reported that they had access to data for this project.
- 21 reported that they shared student data with at least one other partner.

Table 32. Types of organizations in partnerships to address physical and mental health outcomes

Types of Organizations	Percent Who Responded
Other	1%
Municipality	5%
Local healthcare organization	5%
Institution of Higher Education	6%
State government agency	11%
Local non-profit or philanthropic org.	25%
Local education agency, charter, or district	47%

Source: Spring 2019Partnership Survey (n = 83)

Figure 50. Frequency of partners working together on physical and mental health



*This item did not include a response option for *daily* meeting attendance.

Figure 51. Quality of partner collaborations for physical and mental health

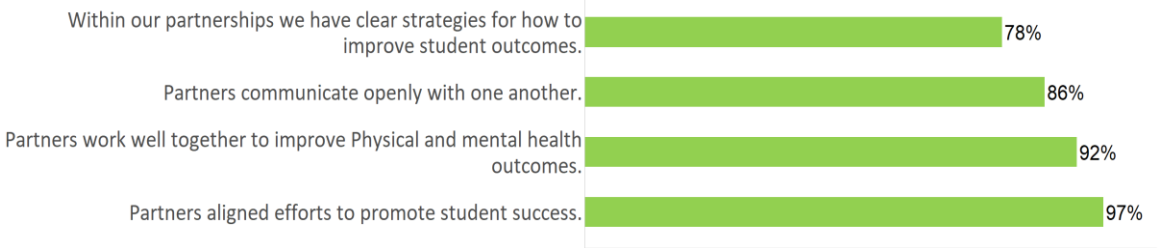


Figure 52. Effectiveness of partnership meetings

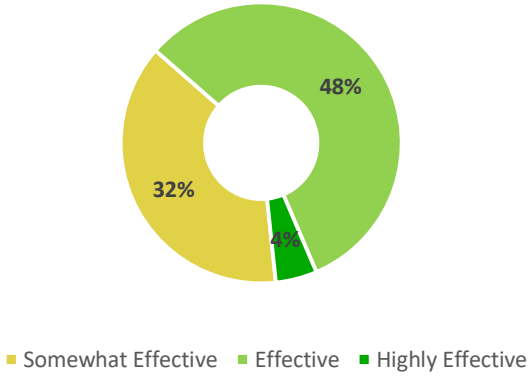
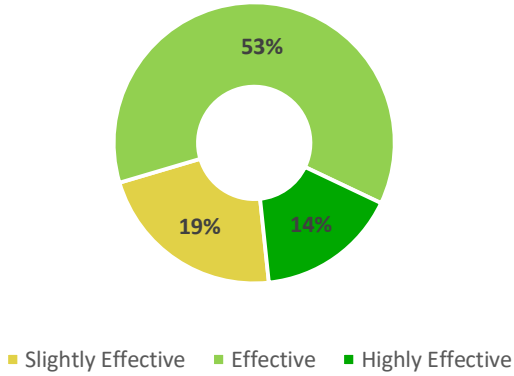


Figure 53. Overall effectiveness of partnerships



Grantees are using SHARP survey results to assess progress toward students' physical and mental health. School-level SHARP statistics are not publicly available. For the Cottonwood High feeder pattern, United Way of Salt Lake reported that they utilized school-level SHARP statistics for Cottonwood High, Granite Park Junior High, James E. Moss Elementary, Lincoln Elementary, Roosevelt Elementary, and Woodrow Wilson Elementary. For the Kearns High feeder pattern, United Way of Salt Lake reported that they utilized school-level SHARP statistics for Oquirrh Hills Elementary, David Gourley Elementary, and West Kearns Elementary. For the Ogden High feeder pattern, United Way of Northern Utah reported that they were utilizing SHARP reports for Thomas Smith Elementary, Mounty Ogden Junior High, and Ogden High. For the Roy High feeder pattern, the Weber School District utilized the publicly available SHARP report for Weber and Morgan Counties. In order to provide an overview of the information available in the SHARP reports, we present an excerpt from the Weber and Morgan County SHARP report in Table 33 below.

Table 33. SHARP Survey results for Weber and Morgan Counties[17]

SHARP Survey Indicators	6th Grade		↓↑	8th Grade		↓↑	10th Grade		↓↑	12th Grade		↓↑
	2017	2019		2017	2019		2017	2019		2017	2019	
Alcohol lifetime use	6.7%	6.7%	→	12.3%	15.1%	↑	28.7%	26.4%	↓	41.4%	42.1%	↑
Alcohol 30 day use	1.4%	0.7%	↓	3.0%	5.0%	↑	10.6%	8.8%	↓	21.1%	17.0%	↓
Cigarette lifetime use	3.9%	3.1%	↓	5.8%	6.4%	↑	14.6%	9.3%	↓	19.7%	18.3%	↓
Cigarette 30 day use	0.5%	0.3%	↓	0.6%	0.7%	↓	3.3%	1.9%	↓	5.5%	2.6%	↓
E-cig/vape lifetime use	6.2%	7.1%	↑	13.8%	19.2%	↑	31.5%	33.0%	↑	43.6%	48.9%	↑
E-cig/vape 30 day use	2.3%	3.2%	↑	5.6%	10.7%	↑	16.4%	19.3%	↑	22.5%	26.1%	↑
Chewing tobacco lifetime use	0.8%	0.9%	↑	1.4%	1.5%	↑	3.4%	2.3%	↓	7.3%	6.2%	↓
Chewing tobacco 30 day use	0.2%	0.1%	↓	0.1%	0.3%	↑	0.8%	0.4%	↓	2.0%	2.1%	↑
Marijuana lifetime use	1.7%	2.0%	↑	4.7%	9.6%	↑	21.5%	20.9%	↓	33.0%	36.0%	↑
Marijuana 30 day use	0.9%	0.8%	↓	1.6%	6.1%	↑	11.6%	11.9%	↑	14.7%	16.3%	↑
Prescription drug abuse lifetime	4.0%	4.1%	↑	4.3%	5.1%	↑	8.5%	7.1%	↓	9.8%	9.8%	→
Prescription drug abuse 30 day	1.7%	1.3%	↓	1.4%	2.1%	↑	3.3%	2.3%	↓	3.1%	2.7%	↓
Binge drinking in past two weeks	1.5%	2.2%	↑	2.2%	4.8%	↑	5.7%	5.8%	↑	11.5%	9.9%	↓
½ pack of cigarettes or more per day in past 30 days	0.0%	0.2%	↑	0.0%	0.0%	→	0.1%	0.1%	→	0.6%	0.2%	↓
Drove after drinking in past 30 days	0.8%	1.0%	↑	1.8%	0.9%	↓	2.0%	1.4%	↓	4.8%	2.2%	↓
Needs alcohol or drug treatment	0.8%	0.5%	↓	1.8%	3.7%	↑	8.0%	8.0%	→	8.0%	10.1%	↑
Attacked someone with the idea of seriously hurting them in the past year	5.8%	5.8%	→	5.0%	5.4%	↑	4.0%	4.8%	↑	4.1%	4.5%	↑
Carried a handgun to school in the past year	0.5%	0.2%	↓	0.2%	0.1%	↓	0.0%	0.3%	↑	0.2%	0.1%	↓
Gang involvement	2.1%	1.8%	↓	2.8%	2.6%	↓	2.8%	2.0%	↓	1.3%	2.1%	↑

[17] It is important to note that because this data represents physical and mental health wellness indicators, decreases represent a positive and increases represent a negative. For this reason, down arrows are in green and up arrows are in red.

SHARP Survey Indicators	6th Grade		↓↑	8th Grade		↓↑	10th Grade		↓↑	12th Grade		↓↑
	2017	2019		2017	2019		2017	2019		2017	2019	
Percent with high mental health treatment needs	12%	14.6%	↑	17.0%	19.2%	↑	22.3%	22.6%	↑	19.9%	23.4%	↑
Percent with moderate mental health treatment needs	19.5%	20.0%	↑	24.0%	23.7%	↓	27.2%	27.8%	↑	28.0%	32.1%	↑
Percent with low mental health treatment needs	68.5%	65.4%	↓	59.0%	57.0%	↓	50.5%	49.6%	↓	52.1%	44.5%	↓
Percent with high depressive symptoms in the past year	4.4%	7.3%	↑	7.0%	8.4%	↑	7.6%	11.0%	↑	5.4%	10.1%	↑
Percent with moderate depressive symptoms in the past year	66.7%	57.5%	↓	65.4%	57.5%	↓	72.6%	64.1%	↓	74.5%	69.1%	↓
Percent with no depressive symptoms in the past year	28.9%	35.2%	↑	27.6%	34.1%	↑	19.7%	24.9%	↑	20.1%	20.8%	↑
Self-harm in the past year	10.8%	13.9%	↑	15.0%	15.7%	↑	16.4%	18.6%	↑	14.1%	14.9%	↑
Seriously considered suicide in the past year	10.2%	12.1%	↑	14.6%	15.8%	↑	21.0%	21.2%	↑	19.2%	18.9%	↓
Made a plan for suicide in the past year	7.9%	9.9%	↑	12.6%	12.9%	↑	17.2%	16.4%	↓	15.6%	14.7%	↓
Attempted suicide in the past year	5.7%	7.4%	↑	7.4%	7.9%	↑	8.3%	8.2%	↓	6.8%	6.4%	↓
Dating partner physically hurt you in the past year	3.5%	3.7%	↑	3.6%	4.2%	↑	7.2%	7.7%	↑	5.8%	5.2%	↓
Did not go to school because of safety concerns in the past 30 days	10.3%	12.0%	↑	9.3%	11.3%	↑	8.3%	8.3%	→	8.3%	11.7%	↑
Bullied on school property in the last 12 months	30.3%	27.1%	↓	26.5%	21.1%	↓	21.3%	13.5%	↓	13.7%	10.7%	↓

Source: Utah Department of Human Services: Substance Abuse and Mental Health. 2019 SHARP Survey Reports. Retrieved from https://dsamh.utah.gov/reports/sharp-survey

Summary of Outcomes

Table 34. Summary of Student Outcomes

Outcome	Summary
Kindergarten readiness indicators included the percent of students who met beginning of year Acadience benchmarks and beginning year of KEEP Literacy and Numeracy benchmarks.	• Among the 17 elementary schools who reported Acadience data, twelve (71%) showed overall increases in the percent of students who met benchmarks. Increases ranged from one to 31 percentage points and the average increase was 8.75 percentage points. The greatest increase was at Municipal Elementary School in Weber School District, part of the Roy High School feeder pattern. • Among the 21 elementary schools who reported KEEP Literacy data, thirteen (62%) showed increases in the percent of students who met benchmarks. Increases ranged from two to 21 percentage points and the average increase was 10.46 percentage points. The greatest increase was Municipal Elementary School in Weber School District, part of the Roy High School feeder pattern. • Among the 21 elementary schools who reported KEEP Numeracy data, fourteen (67%) showed increases in the percent of students who met benchmarks. Increases ranged from one to twenty percentage points and the average increase was 9.79 percentage points. The greatest increase was Roy Elementary School in Weber School District, part of the Roy High School feeder pattern.
For third grade math we compared the percent of students who were proficient in math in 2018 and 2019.	• Of the 21 elementary schools, eight (38%) reported overall increases in the percent of students who were proficient. Increases ranged from five to 26 percentage points and the average increase was 13.13 percentage points. The greatest increase was at North Park Elementary School in Weber School District, part of the Roy High School feeder pattern. • Eight schools saw improvements for economically disadvantaged students, six schools for minority students, and six schools for English learners. Six schools reported improvements for students with disabilities. • Weber School District had the largest number of schools reporting overall increases in their math proficiency. Four schools saw increases from 2018 to 2019.
Third grade reading metrics are English language arts proficiency rates (as measured by RISE) and end of year Acadience scores. For proficiency rates, we compared the percent of students who were proficient in English language arts in 2018 and 2019.	• Of the 21 elementary schools, nine (43%) reported overall increases in the percent of students who were proficient on the RISE benchmark. Increases ranged from two to 22 percentage points and the average increase was nine percentage points. The greatest increase was at East Midvale Elementary School in Canyons School District, part of the Hillcrest High School feeder pattern. • Nine schools saw improvements for economically disadvantaged students, 11 reported improvements for minority students, ten reported improvements for English learners, and five reported improvements for students with disabilities. • Of the 21 elementary schools, eight (38%) reported overall increases in the percent of students who were proficient on the Acadience benchmark. Increases ranged from two to 17 percentage points and the average increase was 7.63 percentage points. The greatest increase was at Lincoln Elementary School in Granite School District, part of the Cottonwood High School feeder pattern. • Ten schools saw improvements for economically disadvantaged students and 12 reported improvements for minority students. Ten reported improvements for English learners and four reported improvements for students with disabilities. • All four elementary schools in the Cottonwood High School feeder pattern reported increases for English learners.
For eighth grade math we compared the percent of students who were proficient in math in 2018 and 2019.	• Of the seven junior high schools, three (43%) reported overall increases in percent proficient in math and four (57%) reported overall decreases in percent proficient in math. Increases ranged from two to five percentage points. The greatest increase was at Granite Park Junior High in Granite School District, part of the Cottonwood High School feeder pattern. Decreases ranged

Outcome	Summary
	from one to six percentage points. The greatest decrease was at Midvale Middle School in Canyons School District, part of the Hillcrest High School feeder pattern. • Four schools saw increases in math proficiency for economically disadvantaged students and five schools saw increases for minority students. Two schools saw increases for English learners. No schools reported increases for students with disabilities.
For eighth grade reading we compared the percent of students who were English language arts proficient in 2018 and 2019.	• Of the seven junior high schools, four (57%) reported overall increases in the percent proficient in reading and three (43%) reported decreases. • Five schools reported increases for economically disadvantaged students, four schools for minority students, three schools for English learners, and one school reported increases for students with disabilities. • Midvale Middle School in Canyons School District, part of Hillcrest High School feeder pattern saw increases across overall eight grade reading proficiency as well as all four special population groups.
For high school graduation, we compared 2018 and 2019 graduate rates.	• Of the six high schools, one reported an overall increase in graduation rates, three reported an overall decrease, and one school's graduation rates remained the same. Ogden High School in Ogden School District was the only high school to experience an increase in their graduation score from 2018 to 2019. • Ogden High School was the single school that reported increases across all subgroups. • Three schools saw graduation increases with economically disadvantaged students, three schools with minority students, five schools for English learners, and three schools with students with disabilities. • Roy High School in Weber School District saw decreases in four of their five graduation rates.
For career readiness, we compared the percent of students who met composite, English, math, science, and reading ACT benchmark scores in grade 11 for 2018 and 2019.	• Of the six high schools, one reported an increase in ACT composite scores, three reported a decrease, and two reported that their scores remained the same from 2018 to 2019. • All six high schools reported a decrease in their ACT English scores from 2018-2019. • ACT Math and ACT Reading scores saw the most increases across the six high schools. Three schools reported increases in math scores and three schools reported increases in reading scores. • Ogden High School in Ogden School District and Kearns High School in Granite School District reported the most amount of increases in ACT scores. Both high schools reported ten instances where data points from 2019 were higher than 2018.
For college attainment, we reported the percent of 2017 high school students who enrolled in higher education in Utah during the following academic year (2017-18) compared to the percent of 2018 high school students who enrolled in higher education in Utah during the following academic year (2018-2019).	• 2018-2019 enrollment data was not available at the time of this report. This data will be updated when it is made available and a summary of the outcomes will be included.
For physical and mental health, we compared 2017 and 2019 SHARP survey indicators.[18]	• The greatest amount of decreases was at the twelfth grade level. Sixteen indicators (50%) reported a decrease from 2017 to 2019. The lowest amount of decreases was at the eighth grade level. Only eight indicators (25%) showed a decrease from 2017 to 2019.

[18] The SHARP survey is administered every other year in Utah.

Outcome	Summary
	• Two mental health indicators reported decreases across sixth, eighth, tenth, and twelfth grades from 2017 to 2019. These were percent with low mental health treatment needs and percent with moderate depressive symptoms in the past year. In addition, across all grade levels more students reported having no depressive symptoms in the past year. • Three mental health indicators reported increases across sixth, eighth, tenth, and twelfth grades from 2017 to 2019. These were percent with high mental health treatment needs and percent with high depressive symptoms in the past year. • When it comes to vaping and e-cigarettes, students across all grade levels reported increases in usage from 2017 to 2019. The percentages reported by students steadily increased as grade level goes up. • Across all grade levels students reported lower percentages of being bullied on school property in the last 12 months. Decreases ranged from 3.0% to 7.8% with the average decrease across all four grades as 4.85%.

Considerations for Improvement for the Partnerships for Student Success Grant Program

This evaluation report addresses the second implementation year (2018-19) of the Partnerships for Student Success grant. The following table summarizes the key findings presented throughout this report and provides considerations for improvement. The considerations for improvement represent actions that grant administrators and grantees can take to improve partnerships and maximize student outcomes.

Findings	Considerations for Improvement
Connected to partnerships: • The types of organizations in partnerships were dominated by local education agencies and non-profit or philanthropic organizations. No private businesses were represented. • Sixty-one of 122 partners reported that they were working with multiple grantees. • The highest number of partners (83) were working on physical and mental health. The fewest number of partners (37) were working on eighth grade reading. • More than half (between 60% and 70%) of partners agreed or strongly agreed that there were others who should be involved in the partnerships.	**To build more robust partnerships:** • Utilize existing partners to further network and expand the partnerships that are engaged in the grant. • Focus targeted recruitment of partners that could facilitate work in outcomes with lower levels of representation. • Secure partnerships that cultivate diversity of organizations and align their work to student success. • Conduct a Needs Analysis to determine what gaps can be overcome to expand partnerships to include individuals who can continue to further the work of the project.
Connected to sharing and using data: • Sixty-two percent of partners reported that they had access to data for the Partnerships for Student Success grant. Among those who reported having access to data, 95% reported that they had access from within their organizations and 55% reported that they had access to at least one type of data from outside their organizations. • Most partners agreed or strongly agreed that they were using and sharing data effectively. • Sixty-five percent of partners who reported they had access to individual student data[7] from outside their organization reported that they used secure data sharing systems to share data. In addition, 73% reported that they established data sharing agreements with other partners. • Among partners who reported they shared student data with other partner organizations, 31% reported that they shared with more than one partner, 47% reported with two or three partners, and 10% reported that they shared data with six or more partners. • Examining progress to benchmarks or goals and planning improvement efforts were the most common purposes reported for using data. • Partners reported using a wide variety of data sources to assess outcomes, the most common of which were standardized test results.	**To improve the sharing and use of data:** • Continue to cultivate a culture of best practices with data sharing to ensure that all partners have data sharing agreements in place, share data securely, and are following federal and state guidelines and laws. • Maintain institute data sharing, management, security, and usage policies and procedures consistent with FERPA and Utah administrative code R277-487, Student Data Protection Act. • Promote the inclusion of additional measures for each of the nine outcomes to continue to provide a more complete and timely assessment of progress toward project goals. • Engage in ongoing professional learning to continue using data to examine progress toward specific benchmarks and goals. Take advantage of partnerships to share metrics and progress toward student outcomes.
Connected to reaching goals: • Most partners (between 82% and 93%) agreed or strongly agreed that there were clear strategies within their partnerships, and most partners (83%) agreed that they had a clear understanding of the goals for addressing student outcomes.	**To improve efforts toward goals:** • Revisit logic models to promote a shared understanding of partnership work. Refresh each partners' roles and responsibilities in relationship to achieving student outcomes.

Findings	Considerations for Improvement
• Three fourths (75%) agreed or strongly agreed that partners had a clear sense of their roles and responsibilities in working toward student outcomes, and 81% agreed that partners knew and understood collective goals.	• Examine each outcome to establish strategies and goals for each partner and ensure that they are aligned with each proposed outcome.
Connected to partner communication: • The frequency of communication among partners varied among the outcomes they worked to address. For eight of the nine outcomes, most partners (between 66% and 84%) reported that they were in communication with one another at least once a month or more often. With these same eight, roughly a third (between 26% and 39%) reported communicating only once or twice or have never communicated. Kindergarten readiness was the only outcome where every partner reported having some kind communication this year. • About half (53%) agreed or strongly agreed that project leaders communicated well with partners, and 66% agreed that partners communicated openly with one another. • Kindergarten readiness was the only outcome where all partners (100%) reported that they met at least once a year. For eight of nine outcomes, half or more (between 82% and 97%) of the partners reported meeting once a month or more often. • The percentage of partners reporting that meetings were effective or highly effective ranged among partners from 46% to 65%.	**To improve partner communications:** • Connect project leaders to assist in facilitating best practices for communication and how to run effective meetings. • Promote the implementation of meeting protocols to ensure that information is shared and that agendas address: 1) purpose of meetings, 2) decisions to be made, 3) action steps to be taken, and 4) individuals responsible for actions. • Brainstorm alternative options for meetings and communication. For example, utilizing virtual meetings or an online platform may allow for partnership work that otherwise was not happening with traditional meeting and communication.

Connected to improving partnerships:
• Most respondents (between 90% and 100%) agreed or strongly agreed that partners were working well together to improve student outcomes.
• Overall, 93% of respondents agreed or strongly agreed that partners aligned efforts to promote student success, and 95% agreed or strongly agreed that partners had a high level of commitment to improve student outcomes. Similarly, 89% of partners agreed or strongly agreed that there was a sense of community within their partnerships.
• Most partners reported that they shared resources once a month or more.
  ○ Most (83%) agreed or strongly agreed that partners shared resources to maximize impact, and
  ○ 90% agreed that partners were able to achieve more because they leveraged shared assets and resources.
	To improve partner collaborations:
	• Create opportunities for partners to collaborate about practices that have been found to promote the work of the Partnerships for Student Success Grant Program. Partners can identify the specific practices that promote and sustain working well together to improve student outcomes. Build a repository where resources can be shared amongst partners.
	• Provide space among partners to build a sense of community, mutual commitment, and an overall collective effort to the work of the project.

Connected to improving effectiveness: • Findings were mixed regarding partners' perceptions of overall effectiveness. About six out of ten partners considered their shared work effective or highly effective, and about 24% (high school graduation) to 38% (eighth grade reading) found it to be slightly effective or not effective.	**To improve effectiveness:** • Create a catalog where initiatives can be documented and evidence can be kept about changes in policies or practices and overall goal progress can be monitored. • Designate opportunities where partners can distribute best practices for effective partnerships. In addition, during these times specific activities can be investigated to ensure that objectives and goals are being met.
Connected to student outcomes • Overall, student outcomes continue to be mixed across districts and schools. Some schools continued in either seeing improvements or declines, while others experienced new	**To increase achievement of student outcomes:** • There continues to be an opportunity for growth in examining the results connected to each of the high school feeder patterns and putting a spotlight on

Findings	Considerations for Improvement
growths or declines. This was also true for subgroups of students. • Kindergarten Readiness (KEEP Literacy) had the highest number of schools reporting increases in the number of students that were proficient. • All four schools in the Kearns HS feeder pattern saw improvements with Kindergarten Readiness (Acadience) and Kindergarten Readiness (KEEP Numeracy). • Ogden High School saw graduation rate improvements in their overall rate as well as with each special population group of students. • When looking across the mathematics assessments 67% were proficient for Kindergarten Readiness (KEEP Numeracy), 38% were proficient for third grade math, and 43% proficient for eighth grade math. • When looking at special populations of students in Utah, English Language Learners and Special Education experienced the least improvement across schools.	special populations that are part of each group. Stakeholders can continue to explore what is at the core of these differences and work to support factors that are attributing to the contrasts. • With the student outcome data as a guide, stakeholders can work collaboratively to implement evidence-based strategies that could support improvements for all student outcome data. This is a great opportunity to utilize the partnerships that are in place to highlight strategies that have been found to be successful in one district and could applied to another. That is the value-added of having a network of resources and experts as part of the Partnerships for Student Success Program. • Create an opportunity such as a conference, forum, or panel discussion where successful strategies can be shared out. For example, the Kearns HS feeder elementary schools could highlight resources and practices that they have put into place that have facilitated the improvements in Kindergarten Readiness. • With only one high school seeing improvements in their overall graduation rate, this could serve as a "special project" area that could be focused on to evaluate current practices and identify ways to improve and expand support for this outcome. Again, with the partnerships that are in place through the project, Ogden High School could serve as a resource to disseminate resources and strategies that they have found to be successful.

Conclusion and Next Steps

The findings in this report continue to provide evidence of a strong foundation of partnerships. For all nine outcomes, groups of partners were using data and working together to fulfill the goals and mission of the Partnership for Student Success Grant Program. A sense of community is being built within their partnerships, there are organized plans to improve student outcomes, and overall most partners are collegial and supportive to one another. To continue the work of the program, it would be beneficial to continue to systematically evaluate the partnerships that are working towards each of the nine outcomes to ensure that objectives are being met. Partnerships can continue to work on improving the quality and frequency of communication, incorporating additional strategies to facilitate effective meetings, and overall utilizing best practices to achieve project goals. In addition, results highlight that partnerships must continue to be intentional in utilizing best practices when it comes to sharing and using data.

With the current COVID 19 conditions, UEPC and USBE are partnering to design a new set of tools to collect information from grantees about the practices and resources they are using during this unique time to pivot to these unpresented conditions and remain responsive to the needs of partners, schools, and the community. In collaboration with the USBE, UEPC will develop the final evaluation report that will include both the information about grantee responses to COVID 19 and the final administration of the partnership survey.

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APPENDIX A: Logic Models[19]

Figure 54. Weber School District Logic Model for Roy High School Feeder Pattern

	Partners	Activities	Outcomes
Kindergarten Readiness	▸ Ogden-Weber Community Action Partnership ▸ Roy Schools ▸ Weber County Library ▸ United Way of Northern Utah	Full Day Kindergarten Head Start in Roy Elementary Schools Parent/Child Literacy Activities Preschools in Roy Elementary Schools (SpEd/Inclusion)	Head Start Assessment Kindergarten Entry & Exit Profiles (KEEP)
3rd Grade Math	▸ AmeriCorps ▸ Boys & Girls Club of Weber-Davis ▸ Weber School District	Mentoring General Tutoring (school district) Summer Programs PLC Trainings & Sessions	Attendance Average Proficiency Rates End-of-level Testing
3rd Grade Reading	▸ AmeriCorps ▸ Boys & Girls Club of Weber-Davis ▸ Latinos in Action ▸ Royals in Action ▸ Weber School District	Mentoring General Tutoring (school district) STAR Tutoring After School STAR Tutoring After School HMK Help Summer Programs PLC Trainings & Sessions	Attendance End-of-level Testing SAGE, Average Proficiency Rates DIBELS
8th Grade Math	▸ AmeriCorps ▸ Boys & Girls Club of Weber-Davis ▸ Weber School District	Mentoring General Tutoring (school district) Summer Programs PLC Trainings & Sessions	Attendance Average Proficiency Rates End-of-level Testing
8th Grade Reading	▸ AmeriCorps ▸ Boys & Girls Club of Weber-Davis ▸ Latinos in Action ▸ Royals in Action ▸ Weber School District	Mentoring General Tutoring (school district) STAR Tutoring After School STAR Tutoring After School HMK Help Summer Programs PLC Trainings & Sessions	Attendance End-of-level Testing SAGE, Average Proficiency Rates DIBELS
High School Graduation	▸ Advocate Program (WSD) ▸ Alan & Jeanne Hall Foundation ▸ AmeriCorps ▸ Boys & Girls Club of Weber-Davis ▸ Latinos in Action	Mentoring Tutoring R&R Tutoring After School Programs Summer Programs Credit Recovery Camps Junior High Class Community Service	High School Graduation Rates
College Attainment	▸ Boys & Girls Club of Weber-Davis ▸ Ogden-Weber Tech College ▸ Weber State University ▸ Weber School District	AP Classes Concurrent Enrollment Classes OWATC Classes OWATC Summer Programs After School and Summer Programs	ACT Reports AP Enrollment
Career Readiness	▸ CTE ▸ Department of Workforce Services ▸ Ogden-Weber Tech College	Internsips OWATC Classes OWATC Summer Programs CTE Classes	CTE Reports Internship Data
Physical / Mental Health	▸ America's Best ▸ Boys & Girls Club of Weber-Davis ▸ Catholic Community Services ▸ McKay-Dee Hospital ▸ Midtown Community Health Center ▸ Roy City ▸ Roy PTA ▸ Weber Human Services ▸ Weber-Morgan Health	Food Pantry Bridging The Gap Glasses Screening & Classes Mental Health Providers at Elementaries Communities That Care (CTC) Process Health & Safety Fairs Resource Officers Family Events	CTC Data Food Pantry/CCS Data Mental Health Professional Data Student Health and Risk Prevention (SHARP)

[19] DIBELS is now Acadience and SAGE is RISE

Figure 55. United Way of Northern Utah Logic Model for Ogden High School Feeder Pattern

	Partners	Activities	Outcomes
Kindergarten Readiness	Boys and Girls Club of Northern Utah Care About Childcare Community Members Early Childhood Utah Early Head Start Head Start - Ogden Weber Community Action Partnership Help Me Grow Midtown Community Health Clinic Ogden School District Prevent Child Abuse Utah United Way of Northern Utah United Way of Utah County Waterford Institute - UpStart Weber Mogan Health Department Weber State University YMCA of Northern Utah	Bright by Text (BBT) Developmental Screenings for Childern 0-3 Early Childhood Partnership Coordinator Preschool Enrollment Welcome Baby	Kindergarten Entry & Exit Profiles (KEEP) Peabody Picture Vocabulary Test (PPVT)
3rd Grade Math	Ogden School District United Way of Northern Utah	Director of Community School Partnerships Family Youth Specialists (FYS) Parent Ambassadors	End-of-level testing
3rd Grade Reading	Ogden School District United Way of Northern Utah	Family Youth Specialists (FYS) Parent Ambassadors	End-of-level testing
8th Grade Math	Ogden School District United Way of Northern Utah Weber State University	Family Youth Specialists (FYS) Parent Ambassadors Tutoring and Mentoring	End-of-level testing
8th Grade Reading	Ogden School District United Way of Northern Utah Weber State University	Family Youth Specialists (FYS) Parent Ambassadors Tutoring and Mentoring	End-of-level testing
High School Graduation	Ogden School District United Way of Northern Utah Weber State University	Family Youth Specialists (FYS) Parent Ambassadors Tutoring and Mentoring	High School Graduation Rates
College Attainment	Cottages of Hope Ogden School District United Way of Northern Utah Weber State University YMCA of Northern Utah	College and Career Advocate Dual Enrollment GED Program Sparpoint Navigator Utah Bright Future Fund	Files from Cottages of Hope Enrollment Files National Student Clearinghouse Utah Bright Futrue Fund
Physical / Mental Health	Ogden School District United Way of Northern Utah	Family Youth Specialists	Student Health and Risk Prevention (SHARP)

Figure 56. United Way of Salt Lake City Logic Model for Cottonwood High School Feeder Pattern

	Partners	Activities	Outcomes
Kindergarten Readiness	Asian Association of Utah Catholic Community Services Childrens Service Society City of South Salt Lake Granite School District Help Me Grow International Rescue Committee Promise Partnership Regional Council Utah Department of Health - Early Childhood Voices for Utah Children	Early Childhood Advocacy Early Childhood Comprehensive Systesm Family Engagement Family Information & Resources Initiative Group Kindergarten Readiness Networks Preschool Enrollment Quality Preschool Classes SSL Early Learning Network	Ages and Stages Questionnaire (ASQ) Kindergarten Entry & Exit Profiles (KEEP) Preschool Enrollment
3rd Grade Math	Asian Association of Utah Catholic Community Services City of South Salt Lake Granite School District International Rescue Committee	3rd Grade Math Class Afterschool Programs	End-of-level testing Program Data
3rd Grade Reading	AmeriCorps Asian Association of Utah Catholic Community Services City of South Salt Lake Granite School District International Rescue Committee Latinos in Action Promise Partnership Regional Council University of Utah Reading Clinic Utah After School Network	3rd Grade Reading Classes Aftershool and Summer Programs Elementary Reading Network Initiative Group Teacher Professional Development Tutoring and Mentoring	DIBELS End-of-level testing Program Data
8th Grade Math	AmeriCorps Asian Association of Utah Catholic Community Services City of South Salt Lake Granite School District International Rescue Committee Promise Partnership Regional Council	8th Grade Math Classes 8th Grade Math Networks Aftershool and Summer Programs Initiative Group Tutoring and Mentoring	End-of-level testing Program Data
8th Grade Reading	Asian Association of Utah Catholic Community Services City of South Salt Lake Granite School District International Rescue Committee Latinos in Action University of Utah Reading Clinic	8th Grade Reading Classes Aftershool and Summer Programs Teacher Professional Development Tutoring and Mentoring	End-of-level testing Program Data Scholastic Reading Inventory (SRI)
High School Graduation	AAA Fair Credit AmeriCorps Asian Association of Utah Catholic Community Services City of South Salt Lake Granite School District International Rescue Committee Latinos in Action Promise Partnership Regional Council	Aftershool and Summer Programs College Access Council High School Classes High School Graduation Networks Initiative Group Tutoring and Mentoring	ACT Composit Scores FAFSA Completion High School Graduation Rate
College Attainment	Latinos in Action Promise Partnership Regional Council	Initiative Group Programming with College Students	College Enrollment FAFSA Completion High School Graduation Rate Program Data
Career Readiness	Latinos in Action Promise Partnership Regional Council	Initiative Group LIA Leadership Conferences Teacher Professional Development	ACT Composit Scores Program Data
Physical / Mental Health	City of South Salt Lake Community Nursing Service Intermountain Health Care Maliheh Clinic Midtown Community Health Center National Alliance on Mental Illness Promise Partnership Regional Council Utah Partners for Health	Afterschool Programs Immunizations and Flu Shots Initiative Group Mobile Medical and Glasses Services Participate in Health Network Provide Access to Free Health Care Staff Trainings	Health Care Statistics Immunization and Flu Shot Numbers Insurance Enrollment Program Data Self-reported Health Data Student Health and Risk Prevention (SHARP)

Figure 57. United Way of Salt Lake City Logic Model for Kearns High School Feeder Pattern

	Partners	Activities	Outcomes
Kindergarten Readiness	Childrens Service Society Granite School District Help Me Grow Promise Partnership Regional Council Utah Department of Health - Early Childhood Voices for Utah Children	Early Childhood Advocacy Early Childhood Comprehensive Systesm Family Information & Resources Initiative Group Kindergarten Readiness Networks Preschool Enrollment Quality Preschool Classes SSL Early Learning Network	Ages and Stages Questionnaire (ASQ) Kindergarten Entry & Exit Profiles (KEEP) Preschool Enrollment
3rd Grade Math	Boys and Girls Club Granite School District Salt Lake County Youth Services	3rd Grade Math Class Afterschool Programs	End-of-level testing Program Data
3rd Grade Reading	AmeriCorps Boys and Girls Club Granite School District Latinos in Action Promise Partnership Regional Council Salt Lake County Youth Services University of Utah Reading Clinic Utah After School Network	3rd Grade Reading Classes Aftershool and Summer Programs Elementary Reading Network Initiative Group Teacher Professional Development Tutoring and Mentoring	DIBELS End-of-level testing Program Data
8th Grade Math	AmeriCorps Boys and Girls Club Granite School District Promise Partnership Regional Council Salt Lake County Youth Services	8th Grade Math Classes 8th Grade Math Networks Aftershool and Summer Programs Initiative Group Tutoring	End-of-level testing Program Data
8th Grade Reading	Granite School District Latinos in Action Salt Lake County Youth Services	8th Grade Reading Classes Aftershool and Summer Programs Tutoring and Mentoring	End-of-level testing Program Data Scholastic Reading Inventory (SRI)
High School Graduation	AAA Fair Credit AmeriCorps Granite School District Latinos in Action Promise Partnership Regional Council	High School Classes High School Graduation Networks Initiative Group Tutoring and Mentoring	ACT Composit Scores FAFSA Completion High School Graduation Rate
College Attainment	Latinos in Action Promise Partnership Regional Council	Initiative Group Programming with College Students	College Enrollment FAFSA Completion High School Graduation Rate Program Data
Career Readiness	Latinos in Action Promise Partnership Regional Council	Initiative Group LIA Leadership Conferences Teacher Professional Development	ACT Composit Scores Program Data
Physical / Mental Health	Community Nursing Service Promise Partnership Regional Council Salt Lake County Youth Services Utah Partners for Health	Afterschool Programs Immunizations and Flu Shots Initiative Group Mobile Medical and Glasses Services	Health Care Statistics Immunization and Flu Shot Numbers Self-reported Health Data Student Health and Risk Prevention (SHARP)

Figure 58. Canyons School District Logic Model for Hillcrest High School Feeder Pattern

	Partners	Activities	Outcomes
Kindergarten Readiness	Canyons School District Canyons Education Foundation International Rescue Committee Larry H Miller Foundation Midvale City Promise Partnerships Regional Council Salt Lake County Gov Savage Services Utah Community Action United Way of Salt Lake Valley Behavioral Health	Family & Student Mental Health Head Start Health Outreach High Quality Preschool PAT Program Parenting Classes/Education Preschool in Family Learning Center Refugee Services Support for Critical Needs Teacher Training UpStart Increase EL Proficiency	School Attendance Brigance Scores Beginning of Year DIBELS Scores Head Start Assessment Kindergarten Entry & Exit Profiles (KEEP) WIDA Scores Increase School Connectedness
3rd Grade Math	Canyons School District Canyons Education Foundation International Rescue Committee Larry H Miller Foundation Latinos in Action Midvale City Promise Partnerships Regional Council Salt Lake County Gov Savage Services Utah Afterschool Network United Way of Salt Lake	Afterschool Programs Address Chronic Absence Coaching and PD Evidence-based Instruction Family & Student Mental Health Meet Family & Student Critical Needs Mentoring Refugee Services Summer Programs Tutoring	School Attendance WIDA Scores Increase School Connectedness Increase Math proficiency
3rd Grade Reading	Boys & Girls Club Canyons School District Canyons Education Foundation International Rescue Committee Larry H Miller Foundation Midvale City Promise Partnerships Regional Council Salt Lake County Gov Savage Services Utah Afterschool Network United Way of Salt Lake	Afterschool Programs Address Chronic Absence Coaching and PD Evidence-based Instruction Family & Student Mental Health Meet Family & Student Critical Needs Mentoring Refugee Services Summer Programs Tutoring	School Attendance DIBELS Benchmark Scores Increase EL Proficiency WIDA Scores Increase School Connectedness
8th Grade Math	Boys & Girls Club Canyons School District Canyons Education Foundation International Rescue Committee Larry H Miller Foundation Midvale City Promise Partnerships Regional Council Salt Lake County Gov Savage Services Utah Afterschool Network United Way of Salt Lake	Afterschool Programs Address Chronic Absence Coaching and PD Increase EL Proficiency Evidence-based Instruction Family & Student Mental Health Meet Family & Student Critical Needs Mentoring Refugee Services Summer Programs Tutoring	School Attendance Math Inventory Scores WIDA Scores Increase Math Proficiency Increase School Connectedness
8th Grade Reading	Boys & Girls Club Canyons School District Canyons Education Foundation International Rescue Committee Larry H Miller Foundation Midvale City Promise Partnerships Regional Council Salt Lake County Gov Savage Services Utah Afterschool Network United Way of Salt Lake	Reading Lab Afterschool Programs Address Chronic Absence Coaching and PD Evidence-based Instruction Family & Student Mental Health Meet Family & Student Critical Needs Mentoring Refugee Services Summer Programs Tutoring	School Attendance Reading Inventory Scores Increase EL Proficiency WIDA Scores Increase School Connectedness

High School Graduation	Boys & Girls Club Canyons School District Canyons Education Foundation International Rescue Committee Larry H Miller Foundation Latinos in Action Midvale City Promise Partnerships Regional Council Salt Lake County Gov Savage Services Utah Afterschool Network United Way of Salt Lake Valley Behavioral Health	Afterschool Programs Address Chronic Absence Coaching and PD Credit Recovery Increase EL Proficiency Evidence-based Instruction Family & Student Mental Health Individualized & Scaffolded Student Supports Meet Family & Student Critical Needs Mentoring Early Warning System Refugee Services Summer Programs Tutoring	AP & IB Course Enrollment Rates School Attendance CAYCI Survey Results Diploma Credit Counts High School Graduation Rates WIDA Scores Increase School Connectedness Increase in diverse students enrolling in high level courses
College Attainment	Canyons School District Canyons Education Foundation International Rescue Committee Larry H Miller Foundation Latinos in Action Midvale City Promise Partnerships Regional Council Sandy Area Chamber of Commerce Salt Lake County Gov Savage Services University of Utah College of Education University of Utah College of Social Work Utah Afterschool Network United Way of Salt Lake	Canyons District Programs College Information Meetings College Partnerships Concurrent Enrollment Participation Credit Recovery Programs FAFSA support Financial Literacy Nights Michigan College Readiness Program Support Campus Visits for diverse students Support Conference Attendance Support Meetings with College Mentors UCAA Participation Utah Futures	College Enrollment Rates USHE High School Feedback Report Participation in College Remediation Courses
Career Readines	Boys & Girls Club Canyons School District Canyons Education Foundation International Rescue Committee Larry H Miller Foundation Latinos in Action Midvale City Promise Partnerships Regional Council Sandy Area Chamber of Commerce Salt Lake County Gov Savage Services University of Utah College of Education University of Utah College of Social Work Utah Afterschool Network United Way of Salt Lake	Align Family Learning Centers to Entrada Adult Education Coordinate with CTE Staff CTE Attendance Elementary Career Days	Adult Education Enrollment Rates CTE Course Participation CTE Completion Rates USHE High School Feedback Report
Physical / Mental Health	Boys & Girls Club Canyons School District Canyons Education Foundation Community Building Community iCHAMPS International Rescue Committee Larry H Miller Foundation Latinos in Action Midvale City Midvale Road Home Playworks Promise Partnerships Regional Council Sandy Area Chamber of Commerce Salt Lake County Gov Savage Services Utah Afterschool Network Utah Food Bank Utah Health Policy Project Utah Division of Substance Abuse & Mental Health United Way of Salt Lake Valley Behavioral Health	Community Health Referrals Increase Participation in Extracurricular Activities Mobile Food Pantry Mobile Medical Clinic Mobile Vision Clinic Nutrition Education Playworks Coaches School-based Mental Health Support School Psychology Support School Social Work Support Weekend Food Backpack Program	CAYCI Survey Results Mobile Food Pantry Data Mobile Medical & Vision Clinic Data Playworks Survey Results

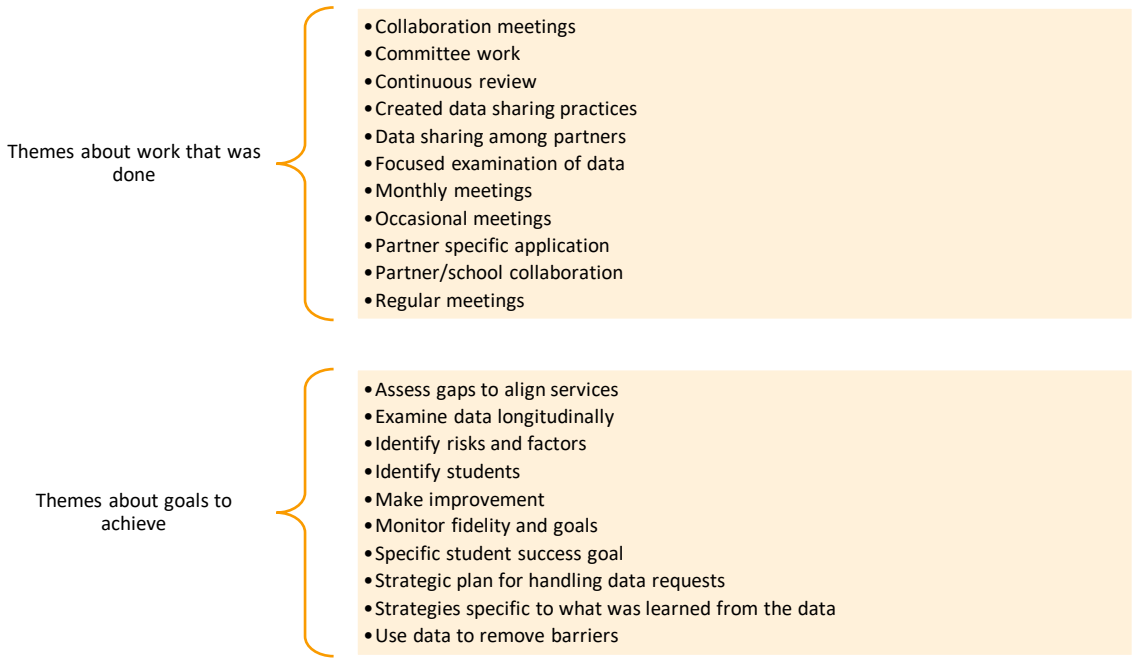
Figure 59. United Way of Northern Utah Logic Model for Ben Lomond High School Feeder Pattern

	Partners	Activities	Outcomes
Kindergarten Readiness	Early Childhood Utah Help Me Grow OgdenCAN Ogden School District Parents as Teachers United Way of Norther Utah UpStart YMCA of Northern Utah Various	Community Liasion Developmental Screenings (Children 0-3) Early Learning Coalitions Family Youth Specialists K-College and Career Team Partnership Coordinator Preschool Preschool Enrollment Programmer	Kindergarten Entry & Exit Profiles (KEEP) Peabody Picture Vocabulary Test
3rd Grade Math	OgdenCAN Ogden School District United Way of Salt Lake United Way of Norther Utah Other Partners	Director of Community School Partnerships Family Youth Specialists K-College and Career Team Task Forces Partnership Coordinator Programmer	SAGE
3rd Grade Reading	OgdenCAN Ogden School District United Way of Salt Lake Other Partners	Director of Community School Partnerships Family Youth Specialists K-College and Career Team Task Forces Programmer	SAGE
8th Grade Math	OgdenCAN Ogden School District United Way of Salt Lake Weber State University Other Partners	Director of Community School Partnerships Family Youth Specialists K-College and Career Team Task Forces Transition Services Tutoring & Mentoring Programmer	SAGE
8th Grade Reading	OgdenCAN Ogden School District United Way of Salt Lake Weber State University Other Partners	Director of Community School Partnerships Family Youth Specialists K-College and Career Team Task Forces Transition Services Tutoring & Mentoring Programmer	SAGE
High School Graduation	OgdenCAN Ogden School District United Way of Salt Lake Other Partners	Credit Recovery & Acceleration Director of Community School Partnerships Family Youth Specialists K-College and Career Team Task Forces Transition Services Programmer	High School Graduation Rates
College Attainment	Weber State University	Opportunity Youth Navigator	WSU Enrollment
Career Readiness	OgdenCAN Ogden School District	Family Youth Specialists K-College and Career Team	ACT
Physical / Mental Health	Early Childhood Utah Head Start Help Me Grow OgdenCAN Ogden School District Parents as Teachers Prevent Child Abuse Utah United Way of Norther Utah UpStart Weber Morgan Health Department YMCA of Northern Utah Various	Community Liasion Developmental Screenings (Children 0-3) Early Learning Coalitions K-College and Career Team Preschool Preschool Enrollment Programmer	ASQ Developmental Screenings

APPENDIX B: Open Ended Survey Question Responses

There were nine open-ended survey questions in the partnership survey. Below are the complete responses to each question, with the exception that we have edited out any potentially identifiable comments.

Figure 60. Please describe how you worked with partners to review student data and planned to achieve goals during this academic year (2018-19)?



Please describe how you worked with partners to review student data and planned to achieve goals during this academic year (2018-19)?

In most of the SB67 collaboration meetings, aggregate data points were shared (for example, attendance in CSD, mental health needs and students receiving). We were able to access where the gaps were and align services across partners
Canyons shared base-line data and year 2 data for all the key metrics, as well as school climate data from the perspectives of students, teachers and parents. Information about Kg Readiness trends, Attendance, achievement gaps and graduation rates have also been shared. One of the major goals set for this year was to better define partner roles, their current data collection measures and their interest in potential focus on one or two of the key outcomes. This was a foundational year in terms of partners understanding each other's core missions, aligning efforts (such as was done on attendance, immunization, gang prevention) and working collaboratively on parent engagement in meaningful terms. Canyons currently has specific MOU's with partners for point-of-service FERPA and HIPPA waivers. For agencies such as those providing School Based Mental Health, the individual student data is discussed with the school-based team for program-planning, aligning resources and linking to other needed community services. Key referral topics are tabulated to track trends in needed supports, i.e., anxiety/depression, divorce, housing needs, health issues, parenting concerns, poor achievement, etc. This data is used to identify needs for additional supports or training.
We worked with the IRC and Granite School District to support and enhance our New Americans In Action course at Cottonwood High School. The IRC shared data related to student outcomes in the classroom and we worked with their recommendations on how to make the students feel more included and valued at LIA
During our monthly Community Collaboration meetings, stakeholders gathered to discuss specific school issues based on CAYCI outcomes and data. Goals were set to address specific problems and progress was discussed as a team.
followed preschool children to kindergarten, then Elementary schools

As part of the coalition, we examined SHARP Survey Data for the Cone to determine priority risk & protective factors, as well as behaviors for the coalition to focus on. We are currently using those determinations to prepare our community action plan, write goals and objectives and implement strategies based upon them.

Worked with Jr. Highs to come up with students who might need more assistance when they come to the high school and how we could best serve them.

In the Promise Prenatal - 3 committee, we are creating community impact maps to identify service gaps. We have used data to improve the quality of our individual program services, etc.

Occasional meetings to discuss benchmarks and future goal mainly based upon school level grade/attendance data. Data was also reviewed to ensure program fidelity and goal achievement.

Through meetings we were able to identify the school's and students' needs and we align them with the grant's goals as well as with the district's mission to effectively prepare students and their academic success.

Principal check in meetings, UWSL lead partner work- i.e. Elementary Reading Network

We looked at our kindergarten boot camp data and how that impacted school readiness.

In our Elementary Summer Literacy Program, we tracked student participation, United Way conducted an analysis of student academic changed matched with their participation against their non-participant counterparts. Through this process we saw that overall the youth participating 20 days or more had made academic gains.

Shared student achievement data for grant specific outcomes

We worked with Canyons School District Homeless Liaison to coordinate school registration and transportation. CSD regularly reports back to our agency on aggregate student attendance rates.

Using attendance data from school and afterschool, we review student data looking for an increase in skills.

A partner specific application was created what allowed access to the requested data, in the format they requested. As Ogden School District received additional funding to handle these requests, we will continue to expand what data we can provide.

We reviewed data to determine how to most effectively communicate with high school and jr. high school students about educational opportunities at the tech college.

Reviewed reading (DIBELS) scores with after-school partners and identified specific students to receive AmeriCorps STAR tutoring

With the United Way we share data so that they can help us remove barriers for families and students to help the be successful

Worked within district resources to share the data with other agencies involved with families.

This happens monthly during our weekly PLC between UWNU and OCSD

Early grades data to discuss improvement of pre-K through 1st grade alignment to improve early literacy.

We use data in regular meetings.

Unknown

Aggregate and non-identifiable data was reviewed at SB67 meetings with multiple partners.

We review student data with our partner schools throughout the year. We also review student data with UW of SL annually.

Shared data statistics to demonstrate academic outcomes.

university of utah, united way of northern utah, office of childcar

I meet with the director of responsive services to identify numbers of students served and highlighted initiatives to connect to community resources to decrease impairing mh symptomology and decrease at risk behaviors

Working with partners to establish MOU's

data were shared out at partnership meeting to showcase needs and improvements over time.

We have team meetings on a hi monthly basis with Weber human services where we look at data and talk account students currently receiving services through them. We also in that meeting coordinate with united way in wrap around services on students they are working with. This meeting has been very helpful. Likewise, we go over data in ChAT team meetings, leadership meetings, AVID and LIA meetings and many more

As a teacher I have less to do with the sharing of data with partners I do know that others have more to do with that part of the grant.

Please describe how the Partnerships for Student Success (includes Ogden United, Project ROAR, and Promise Partnerships) grant is supporting your organization's ability to use data to improve student outcomes?

Assists with Program Accountability

Data are used to monitor progress towards student- and school- and community-level goals, and drive improvement planning and programs/implementation.

Helps us plan our future curriculum and programs

Leveraged data sources from partners to assess program outcomes and fidelity of services.

Our data shows that if participants engage in two or more services, they are much more likely to achieve a financial goal.

Our partnership is particularly focused on student attendance, so getting information back about attendance rates is helpful to us to track trends and evaluate where more engagement with families may be necessary.

The data helps us measure progress

We were able to determine that those students who came to our boot camp did indeed do better on start of the year and subsequent Kindergarten assessments. We are trying to determine if it is due to those students are ones where the family is involved already or if the camp was the factor that increased readiness

We've attended several Promise Trainings and actively use skills learned to assess success in providing services to students and their families.

We know that we will be held accountable for results, and that drives us to always be improving our utilization of data. With each partner we are working to streamline data sharing processes.

Connect Services to Students

The data allows us to identify specific barriers to learning and take a more direct approach to remove the barrier.

I work for Cottages of Hope. I work with families in the school district. I prepare taxes, written budgets and assist with building credit. I help people prepare resumes and obtain a liveable wage. This stabilizes households in the school district enabling children in the district to thrive. I do not provide services to children or minors. I assist the parents.

Our partnership allows access to speak directly with students, and also allows the partnership to have a college outreach staff in the schools that we coordinate with in the grant.

We work so closely with our united way coordinator. They have an office next to ours and we are constantly referring people to them and having meetings. They are an incredible asset to our counseling department as we coordinate efforts together.

Continuous Data Review

The grant has created the framework for looking at the complex issues involved in increasing student achievement. By aligning the grant outcome measures to the Intergenerational Poverty goals, it has helped all partners look at the school and community data in way that allows them to identify a; for their involvement to improve the overall success of students, families and the community. It has been very helpful for us to be able to look at disaggregated data, and to hear from schools and/or partners who are experiencing elements of success to learn how they collect and use data. There is still great work to be done to develop a common understanding of school data elements, validity and reliability criteria, the effective use of reported data, etc.

We continuously review what types of data we should collect; how we will use the data; and what the data tells us. For example: Tutoring data with Ogden School District, United Way and WSU.

Creating a Data Driven Culture

Canyons School District is holding Partnership for Student Success meetings where all partners come together to share and discuss their efforts around the work happening in Midvale

Reviewing data on a consistent basis and brainstorming school improvement around data.

We are focusing mainly on our local school data. The grant has supported an increased focus on attendance data tracking and interventions. Our school counselor and community school facilitator are leading that effort and using data to create a culture shift that emphasizes the importance of school attendance.

We meet regularly with and work closely with United Way to discuss, plan, share progress and what we are working on this year and the upcoming year.

Making Data Accessible

Our area collects tutoring data for the Ogden School District and Ogden Promise (United Way), so we are supporting their ability to use the data we collect- we do not interpret it or assess it as that is not part of our agreement and the funding is very minimal. There may be another area that does this, but I can only speak for our Department.

SB67 funding was a critical factor used in-part to create the Ovation platform for the Ogden School District. Essentially Ovation is a Discussion Support System, that connects, collects and aggregates data. In the past data was stored in excel spreadsheets and not easily accessible and time intensive to work with. With a relational database used by Ovation, analytics and reporting are easier to deliver and maintain going forward

SB67 is an amazing way to leverage the community in addressing needs of students in the schools and their families. Using data from the community we are able to see gaps, prioritize and align services to address.

The data has been provided from the district to the school.

The grant provided funding for oversampling on the SHARP Survey within the Cone, getting us better data to work with.

Year to year we get results from UEPC on student surveys, staff surveys, and some info on community trends within partnerships for student success. We also utilize a partnership with United Way to track school level data within Granite School District.

Options for New Partnerships

Opening up opportunities for new partnerships.

Partner Networking

By working to make de-identified data accessible to partners across the board, we can see where we can make the greatest impact by coordinating our services on collaborative projects. In addition, we are becoming increasingly familiar with other partners and what their program successes are so we know better where to refer our families as needed.

Providing a strong database at no cost, Efforts to Outcomes, with consultants to track student level data
Guided data practices and conversations
Creating a larger network of others working on the same goals through Collective Impact (the PPRC)
Facilitating the Elementary Reading Network - bringing together other providers to discuss strategies and best practices such as DYAD reading.
Community School Directors building bridges for partnership within the schools.

Program Adjustments Based on Data

Data on student absenteeism and future outcomes has been instrumental in educating mh therapists on importance of engaging family based treatment model in order to support kids attending school more frequently in order to have improved outcomes

Making improvements based on student data

Our United Way Worker, [redacted], is an essential component to our school structure. [redacted] works directly with families, students, and the community to support our district and school wide goals. Tanner also maintains the goals of his company, and easy improves and entwines them into our system. Tanner collects and analyzes data daily on each program implemented, and we use this data to improve and better our school/program. Data collected through this program is used to support our school and district plans/goals.

Targeting students with vision needs.

The more prepared the students are as they progress through their academic journey, they can successfully transition to institutions of higher education - or post-secondary institutions - after high school completion. By participating on this grant, students are college and/or career ready.

Utilization of data for extended study strategies while students are in school. Project Roy Cone 2020

We look at the number of students participating in the various programs and compare their data with students not participating. We also have specific families we're working with to improve attendance, SEL data, and academics and look at these data weekly to make data-driven decisions about next steps. Our partners help provide resources and ideas to meet the needs of the students and families.

We use our data to establish our reading intervention groups. These groups are fluid groups that are changed periodically based on student data.

With data reviews we are able to target appropriate interventions for students and to track to see how those interventions have worked.

Promoting Continued Student Involvement in Programs

This grant is helping our program, which helps students develop valuable social and emotional skills, remain in programs. We collect engagement data each year to gauge programmatic success.

Setting Standards for Data Use

By providing training for teachers on how to use data to improve student's outcomes

I attended a training (online) about FERPA when renewing my license. I am assuming that all teachers must do the same thing when they renew.

We discuss our data at all partner meetings. I work with my team of Community School Coordinators to keep their data collection systems up to date and as accurate as possible with a common understanding of how to enter correct data.

We have benefitted from UW of SL training regarding student data.

We have utilized our funding to provide a programmer to write code for our OVATION data system that will enable all partners with data sharing agreements to access the appropriate disaggregated student achievement data reports.

Sharing Data with Stakeholders

We evaluate knowledge gain and attitudinal trends of our 3rd - 6th grade, JA BizTown and JA Finance Park programs and share this information with our sponsor for these students, United Way of Utah.

Utilizing Multiple Services for Students

Being able to work together is important as we are all working together to reach similar goals. Many students need support that they do not get at home. Through this grant we have been able to provide support that teachers cannot do on their own. As a teacher I feel more supported myself and know that I have connections with others that can help me connect to the student and at home. This program has made a difference!

It is helping by having all the schools work together to obtain desired student outcomes.

Our families need support and wraparound services. We cannot fix; a family one student at a time - we need to provide and secure participation in ongoing support to end the cycle of poverty and increase life options.

Please describe your efforts to strengthen previously existing initiatives to promote student success during this academic year (2018-19).

Access

Improve access to preschool

Add New Programs

We recognized that there was a need for summer school to get more 9th graders on track for graduation.

We have tried to help students who are struggling in math and reading. This year we were able to have trained aides enter the classroom and help small groups of students in math and reading to improve their understanding.

We added 3 new afterschool program sites in Promise Neighborhoods

We implemented a new teacher-parent outreach program with support and home-visit follow up from our community liaison.

Targeted schools with higher needs

Collaboration and Outreach

we worked more collaboratively with other partner organizations, whereas before this partnership we worked solely with the schools themselves

Utilized the community coalition to advertise and promote the programs offered to the community, and only had to cancel one of the trainings offered to the community during this school year, whereas last year, we cancelled three.

Worked with BGCWD, ROAR and Ogden United United Way of Northern Utah

Worked closely with United Way to streamline and improve data collection practices and procedures so that the data could be more usable for program implementation.

We have met more with the ROAR leadership to align what we are doing in the clubs with the school day programs.

Canyons worked to deepen the vision of the Partnerships working together by linking specific initiatives to the Five Pathways: Student Achievement (added UpStart), Health and Social Services (worked on attendance, immunizations, new partners with School-Based Mental Health), Youth Development (broadened activities available for Afterschool Programming and supported implementation of Morning Meetings to increase attachment/positive school climate),

Parent Engagement and Support (began High School Parent groups, partnered with UPD and CIty for community wide efforts to educate parents on Choose Gang Free, worked with America First to host financial literacy classes in Spanish for parents), and Community Partnerships (invited different partners to share their mission/outreach efforts to better align - example, CNA & Utah Partners for Health joined efforts to increase attendance).

Made connections to link Head Start children with Medicaid through Canyons SD.

We confer all year with school personnel and make adjustments as needed.

Further Braided partnerships and services to provide wrap around service.

Better communication between our staff and program liaisons within the schools.

More direct involvement in the schools that we partner with and more coordination with schools faculty and staff to increase tech college enrollment.

stronger collaboration of school administration and law enforcement to increase school/student safety and security

Collaboration with our team

We are intentionally working to connect with the grant's partners in order to provide better outcomes for the students we are serving.

We have aligned and developed better interventions with the AmeriCorps program within the school

Collaboration and integration among partners has increased, tightened and I feel we are working more in unison than when I started this work last summer. We constantly keep our eye on the end goal: student academic success.

UPFH Mobile Medical Clinics visited CSD schools and provided services for families

Meet with community partners to see what we can do to help kids stay in school.

Worked on building School and Community partnerships.

Incorporate New Perspectives

Promise SSL staff sit on the Elementary Reading Network, sharing insight on how our programs are running and bringing best practices to our 14 neighborhood centers. Additionally, staff sit on the PPRC working towards change. Expanded school/community partner meetings with principals, where data is shared about program participants.

Met with school leadership to encourage better focus on tactics.

Worked with our counselor and mentor for success aide.

Increased engagement with homeless Liaison

Informing Community

Within this first year of the grant we have worked on promoting what all partners do within the Midvale community and highlighting the work that is currently taking place

We made a concerted effort to inform other partners of the materials and programming the library is doing for them and their clientele and we added youth programming to our weekly schedule.

Initiative Continuation

There is a continued emphasis on student attended and social emotional learning

New Hires

New people in positions to effect positive change.

The amount of $25,000 provided to us from United Way was used to hire additional tutors at a specific junior high.

Professional Learning

provided further professional development and technical assistance, especially to coordinators

Program Improvement

We continue to work to improve after school programs. Both by improving existing programs and expanding programs to serve additional students.

We have revamped our Child Assistance Team to target students for attendance. Attendance is one of our biggest problems that effects student success. We have increased the frequency of our On-track meetings to ensure we are staying on top of students better

Our school is continuing to work on attendance and graduation rates.

Continued with our school-wide PBIS team and supports. Strengthened our Student Support Team with how we collect and document data. Provided on-going professional development around gaps in our data outcomes. Provided more opportunities for students and families to access free vision and medical mobile clinics. Volunteer

opportunities in classrooms and school events were increased. Teaching to mastery by focusing on writing, planning, academic discourse and implementation of new literacy block.
Increased clinics
Last year we began a food pantry at school and this year the systems and availability as well as the organization and maintenance have improved.
Helped rebrand and create a new vision for Project ROAR
Our Community School Coordinator worked to strengthen previously existing partnerships (i.e. Latinos in Action, Boys and Girls Club, etc.)
Utilizing our community school coordinator positions, we strengthened and expanded our liaison program and increased the amount of students and families provided supports.
Parent engagement and college and career readiness efforts were strengthened when we backed up our initiatives with the data outcomes collected.
We have increased our referral and outreach process for schools in the area.
We increased participation in our after-school program and changed the structure of it to make sure all students received academic supports each day, including tutoring. The attendance mentor now has a stronger program and improved structure for working with struggling students with high rates of absenteeism.
Recruitment
We targeted recruiting for our U-BEES elementary STEM endorsement to focus on UWSL-supported schools.
Strengthen Data Usage
Data tracking of students
organized, strengthened, and utilized data to improve programs such as attendance, community participation, and CCR
use our CBA data better for student success
We are now keeping track of student attendance in partnership with Canyons School District, in order to monitor trends and provide more supports to families who struggle with getting their children to school.
Detailed MOU's ...detailed testing results
Our sub-group (Financial Stability) has regular meeting to develop a methodologies that lead to policies to moderate the quantity of unplanned relocation of renters who have children in the household who are school-age.

Please describe your efforts to implement new initiatives to promote student success during this academic year (2018-19).

Attendance
Extensive work has been done to analyze and publish attendance data to Ogden School District Teachers and Administration. There are backend processes that review attendance and email teachers and administration if data has not been entered in a timely manner. This improvement makes everyone aware and able to act to improve outcomes of our students.
We focused on attendance as the main factor in student success. We were also able to provide basic needs to many students and families.
Worked on educating students. parents and Teachers on the importance of attendance to increase RI & MI scores. For Teachers and staff this includes creating a welcoming atmosphere and building relationships with students and parents.
Continue to lower school mobility.
Talk to parents and we meet with them to discuss how important school attendance is for their kids.
Behavior
We implemented a school wide Behavior incentive program.
Best Practices with Data
Established data collection policies and procedures.
expanded data collection to conduct interviews with key stakeholders from each of the schools in the feeder pattern.
Building Structures to Support Students

With my team, building systemic structures to help focus their work on the tasks that help students with academic success. Try to eliminate doing things that are 'nice' to do, and 'feel' good; rather, helping get kids to school, ready to learn and support that learning.

Early Childhood

We changed practice with preschool transition to kindergarten. Head Start and YMCA prepared files for each student and held individual meetings with the principals.

cum files sent to kinder teachers with info we have on children

We have implemented a Child Development Task Group that focuses on improving early childhood development supports throughout the agency.

English Learner Indicatives

Initiative to promote home language as well as English language learning for DLL children.

Family and Community Engagement

attendance programs, community initiatives, parent groups, education, academic and social goals

We have partnered with United Way on working on family and community engagement.

Started with the Choose Gang Free parent night

Choose Gang Free presentations for parents were implemented in May 2019 at schools, at Midvale City Senior Center, at Tyler Library, at Canyons Crossing // CGF curriculum for 5th grade training was provided for school social workers and will begin classes in fall 2019 //

Canyons worked to strengthen the internal structure and communication processes of the Community School Facilitators at the schools so that they were regularly able to share resource, avoid duplication of efforts and problem-solve. Additionally, each school worked with their key partners to address their individual school's greatest needs. For example, Hillcrest created new partnerships with the University of Utah Office charged with Outreach, which led to a full bus-load of potential first generation scholars having the opportunity to access a college campus - tour, eat in cafeteria, talk to student leaders, go bowling, etc. and then process their learning with a near-peer. An elementary school worked closely with a Business Partner to set up a cadre of volunteers who committed to receiving training in an evidence-based program for developing fluency and to come at the same time 2-3X's a week to increase students' reading proficiency. Our Middle School worked with UPD and JJS to have a full-time mentor on site, and we are now in planning stages to host a full-time SW or Counselor to run a Youth Development Program at the school. As noted above, Canyons worked closely with UpStart to ensure families were aware of this home-based, early literacy program and were successful in having over 900 CSD students participate (up from about 250).

Our school is continuing to involve parents at school events.

Implemented paid home visits with the help of state grant funding. Implemented the Second Step Bullying and Social Emotional Learning curriculum to Kindergarten, 2nd and 4th Grades. Implemented Mom's Matter program based on parent focus group data and SCC feedback. Implemented school-wide communication app, ClassTag to improve and promote on-going teacher/school and home communication.

Family engagement driven Back to School Night, Parent Teacher Conference, OHS Family Community Night and Parent/Senior Graduation meeting

Increase In community wrap around supports, skills, respite

Increased events at schools with higher needs

Health

Increase the number of med

A screening of Angst was brought in for the community.

Higher Education

have more specific and targeted events that allow students to visit campus.

Leadership

We started up a Kearns United Leadership Team

Literacy

We have focused on literacy across the curriculum and purposeful reading as well as increased our preparation for the ACT.

Local Government Collaboration

We have met regularly with local government leaders, United Way, Apartment Owners Association, Wasatch Front Regional Council leadership, Department of Workforce Services, Housing Authority, and others to develop a methodology to lead to changes in rental information for families with children. The purpose is to come up with the best methods available to assist families with children to remain in their homes during the school year.

Mentoring

Mentoring initiatives were explored this school year as well as parent classes due to the data outcomes which showed an opportunity for our organization to improve.

New Positions

Family and Youth Advocate hired to case manage low income families in 4 title 1 Elementary schools.

We have created a new position of a Family and Youth Advocate in the school and afterschool programs.

Partner Collaboration

Regional and local alignment of various initiatives to bring community voice together.

convening all partners, getting to know each other, and celebrating successes

Coordinating with united way and our community partnerships

Our Community School Coordinator worked to build new community partnerships (i.e. Ogden City, United Way, Catholic Community Services, etc.)

We made a concerted effort to inform other partners of the materials and programming the library is doing for them and their clientele and we added youth programming to our weekly schedule.

Planning

Primarily planning and learning for the future.

Restructure Current Positions

Our community school coordinator positions were redefined and aligned with our student advocacy existing system and now have a role and a seat in our Child Assessment Teams at each site.

School Leaders Collaboration

Met with school leadership to encourage better focus on tactics.

Social and Emotional

School Restructure. Focus on Attendance. Social Emotional Learning Team. Morning Meetings.

Collection of Secondary Data from Grad rates for students with anxiety

STEM

We have implemented a new JA BizTown program with additional STEM and soft skills applications.

We added in STEM based activities and hired a STEM coach to assist in training our after-school teachers. We also hired a community-school coordinator who now helps us find ways to provide wrap-around services for students and families in need. We've added to our list of community partners.

Teacher Involvement

We have been involving teachers from WSD in our program to better align goals and outcomes.

Teacher Professional Learning

Professional Development for teachers included a Speaker from Solution Tree to start the year and Global PD videos and two additional days for teachers to collaborate and conduct a deep data dive to analyze strengths and areas of weakness to prepare for the upcoming school year.

we have started helping teachers to increase their capacity in their Tier one efforts with targeted professional development and some up/down collaboration between grade levels.

Please describe the change(s) to policies or practices that your organization has made as a result of the Partnerships for Student Success grant during this academic year (2018-19)?

Practices

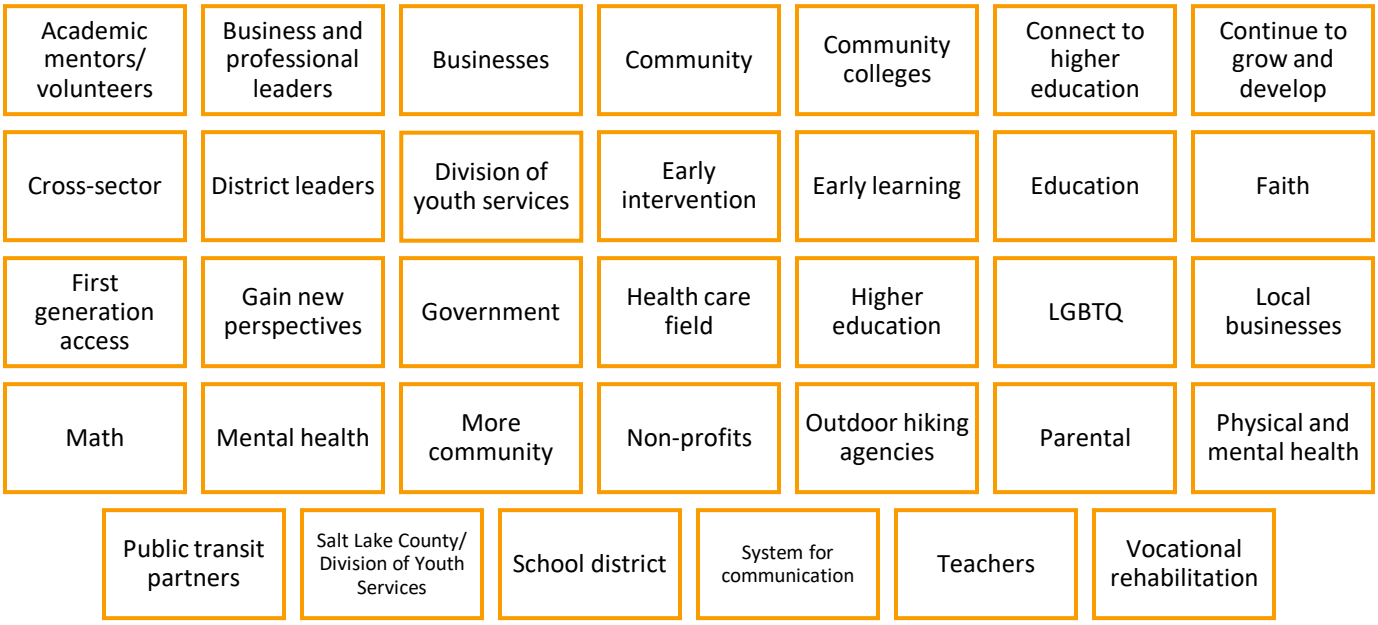
Attendance campaign - updated policy, implemented incentives, stakeholder awareness

We are working to provide ,more leadership opportunities to parents who participate in our Community Centers.

Extensive work has been done to analyze and publish attendance data to Ogden School District Teachers and Administration. There are backend processes that review attendance and email teachers and administration if data

has not been entered in a timely manner. This improvement makes everyone aware and able to act to improve outcomes of our students.
We have included our United Way personnel in our Child Assistance Team Meetings. As well as increased their role in helping families and parents in our community
We have worked with the ROAR leadership team to work on getting data together and working as a team rather than working separate. We have also worked with LSI to hire a FYA to have in the schools during the day and in the club during the afternoon to help achieve the goals in all grants.
We plan on adjusting our tutoring services based on increased funding from partners, as this was done above our current level of resources and funding we receive.
Further collaboration with developing the state ECIDS system to link Head Start data with data from other early childhood services.
We have been able to better target those students not succeeding on their ELT tests and work until all students are proficient with the ELTs designated by teachers.
We recommended that new leaders be assigned to the project.
We have developed more nimble, effective models of curriculum and instruction.
Local alignment of various initiatives to bring community voice together.
We revamped our entire attendance procedure so that the first few home contacts came in a positive form from the teachers and home visits were only conducted after the teacher had attempted to address the absenteeism in a positive manner.
send items securely
We are still working, and are in the first year, but are working on all partners having a common language to talk about issues arising within the community
Added personnel to increase access to care
We added a card for students that allows students to gain access to public library materials without needing a parent present
Addressing housing and eviction
Policy
Changes were implemented in to our 90 day play to accommodate policies and procedures.
Allocation of funding
Established data collection policies and procedures.
Re-Established a formal agreement with District for evaluation/research methods.
Same as above and we are also refining our parent engagement policy and procedures in order to best meet the changing needs of our family and our partnership for student success grant personnel will have an integral role in this process.
WSD is changing its practices and policies to better cooperate with community partners, but it has been a very slow process.
We have changed some of the communication policies among staff and partners. We've changed how some of the data is collected and reported.

Figure 61. Do you know of specific, key partners who could contribute to these partnerships?



Please explain why additional partners should be involved. For example, are there gaps in current partnership efforts? Do you know of specific, key partners who could contribute to these partnerships?

There are agencies whose scopes are different and could enhance such as outdoor hiking agencies,

We are missing the business and faith partners in the community. These issues are cultural at the core. That means our community heart & wallet must be invested in early childhood before there will be true changes.

Identifying all the community partners that could contribute to our efforts is ongoing. I see only openness and willingness to contribute to the community's success when potential partners are approached. Including businesses in the area to work on career readiness would be beneficial. Including local colleges to lay out pathways to success would be beneficial.

There are not gaps, but the more involvement we can get from community partners the better

We should partner more closely with organizations who can streamline the college efforts. We also have an enormous need for mental health services at our school. We have a half time WHS counselor, but she barely scratches the surface.

Other GEAR UP programs in the area with strong tutoring/mentoring programs. Perhaps city officials as well who understand the changing demographics.

Not a specific person or partner needs to be currently added, but the ability to continue to grow and develop as needs or services change is important to the work or bringing in additional experts on topic areas.

There could be done more cross-sector groups invited to increase community involvement around these core issues that affect us all.

District leadership has been absent from our partnership communications.

Canyons know that gaps exist, we are still in phase one of getting all partners working on the correct outcomes depending on the services they provide

Early Intervention, Mental Health Professionals

There is a need for holistic, wraparound services to support families with meeting basic needs in order to help at-risk families get to a place where they can more effectively support learning and child development.

Local Church Leaders to help address health and mental issues. More parent involvement in getting student through high school.

Yes, we need to partner with groups that are trying to address college access and enrollment for first generation students.

Additional partners should be involved because the students often listen and participate more when they have new person come in. Additionally, outside partners have a fresh perspective and are able to talk about things that we might have fully covered.

In several cases the partnership start with 2 to 3 organizations coming together. As the work progresses it's important to bring more partners to the table - something that we should be looking to do in coming year

Community Health Centers Inc., Hope Free Clinic, Eye Care for Kids

A focus on third grade reading and math mentors and/or volunteers would be helpful.

I would have more partnerships with higher education to bridge the gap between middle and high schools and higher education.

Midvale Rotary Club, Salt Lake Community College, more Corporate groups that would like to invest in our Youth

Increased community mh for unfunded youth, pride center for increase in LGBTQ youth

Local businesses need to be more involved in the projects.

I feel that there may be other organizations that do not know about the project who would be willing to help. I do not feel that there are gaps in partnership efforts.

We need to involve mental help professionals on a more regular basis. I don't know what key partners this would be, but we have many students who need help and we don't have the expertise to help them.

I don't know. I said agree because I didn't know who is already involved or who needs to be, but there is probably someone.

mental health supports

These kinds of efforts require funding for personnel. All of our projects could affect more boots on the ground.

There are many non-profits, civic, governmental and educational groups who have a lot to offer in working on the goals - I see many unmet needs in the community - such as city or county-run afterschool or summer programs. We have begun discussions with the city, with UAN and with Salt Lake County to explore possibilities of developing low-cost youth development programs, and/or to partner in writing grants. I also see a need for more broad-based support for refugees, newly immigrated families and homeless students. We do have partners addressing all of these groups, but the needs are complex, and others extend beyond the reach of one partner alone.

For instance, our Financial Stability Sub-Committee is working on methods that will advance all the criteria of SB-67.

More parental and community partnerships

Resources for physical and mental health services, many of our students' families do not have access to quality services for this. Weber Human Services should be involved more for mental health services. It is difficult to include specific partners around academics because that is limited.

The partnership would benefit from engaging public transit partners. It isn't clear to me the level of Head Start's involvement in the partnership as well.

Salt Lake County including Division of Youth Services, Salt Lake Community College could contribute information, education and services to help our students prepare and succeed in HS graduation and attending College.

Salt Lake City School District has been hard to involve though they may not be directly involved in this partnership.

I believe that there could be an improved system for communicating and organizing all partner efforts in to one place, so we are utilizing all resources to the capacity, and not having multiple organizations working at the same benchmark. This would spread our resources outward and be more effective.

Teachers should be key partners towards this effort

WIOA and Vocational Rehabilitation

I do not know of specific partnership gaps but feel we could always improve in this area.

I do not know of any partnership that could contribute.

I think there is always opportunities for others to get involved. I'm not sure who but I did not want to put disagree and close down opportunities for new potential partnerships.

Project ROAR is beginning to develop stronger partnerships, but still have more partners that they can bring in.

I think there are always gaps that can be filled by utilizing other partners strengths. I am unsure of exactly who would be best.

Not that I can think of.

WSD makes it very hard to be a partner. E2E is an amazing program, but they have really backed off because WSD won't share data.

K-12 should have strong programs that give peace of mind to all students while allowing focus on academics

To bring additional resources to the students and families

I believe partners who work with youth after high school and college would be valuable

Involve all so efforts aren't duplicated
[Redacted] is not yet ready to invite all the appropriate partners to the table. I believe this is coming in the next few months, but ideally, goals and structure will be put in place before we determine which partners to invite to the table.
Helpful if we were able to involve more entities from the health care field. We are working on attaining this goal.
We are just beginning to address the math concerns and have some plans for this for next year; we're just not sure who those partners will be. We should have more access to mental health services for students, but this seems to be a commodity in short supply, so I'm not sure how to make that happen. Everyone is very busy, but eventually we hope to have an on-site therapist if possible.

Figure 62. What were some specific resources or activities that facilitated partner involvement within the Partnerships for Student Success grant program (includes Ogden United, Project ROAR, and Promise Partnerships)?

Theme	Specific Element	Number of Partners That Reported Element
Internal element connected to work of the partnership	Regular meetings	10
	Quarterly meetings	6
	Combined meetings	1
	Emails	1
	Engagement of new participants	1
	Facilitation of partner initiatives and meetings	1
	Key partners presentations	1
	Local initiative alignment	1
	Midvale shelter coordination meetings	1
	Partnership highlight presentations	1
	Resources	1
	Shared data reporting system	1
	Weekly PLC's	1

Theme	Specific Element	Number of Partners That Reported Element
Community partnerships	Family nights	3
	Food pantry	3
	Angst movie screening	2
	Back to school night	2
	Boys and Girls Club	2
	Choose Gang Free	2
	Family and community engagement work	2
	Financial literacy classes	2
	Haircuts	2
	National family dinner night	2
	Parent nights	2
	Taxes	2
	Vaccination clinics	2
	Communities United	1
	Community involvement	1
	Community needs assessment	1
	Cross sectional involvement	1
	Family learning centers presentations	1
	Food and clothing drives	1

	Grassroots family engagement collaboration	1
	Health Department	1
	Health fair	1
	Hill Airforce Base	1
	Holiday program	1
	Mexican consulate	1
	Public safety fair	1
	Responsive in Nature	1
	Roy City Connection Magazine	1
	Service fairs	1
	Sombrero walk	1
	South Valley Sanctuary	1
	Utah Partners for Health mobile clinics	1
	Vision and hearing assessments	1
	Wrap around services	1

Theme	Specific Element	Number of Partners That Reported Element
Academic partnerships	CARE teams	2
	Career readiness services	2
	Professional development	2
	Social emotional learning curriculum	2
	Afterschool site coordinator meetings	1
	Attendance	1
	Bridging the Gap	1
	Chat program	1
	Credit recovery support for graduation	1
	Developmental screening day	1
	District leadership meetings	1
	Elementary Reading Network	1
	Incentives and support for school attendance	1
	On campus activities	1
	On-going daily support	1
	Parent teacher conferences	1
	Partners housed on-site	1
	SEL education	1
	Star Tutor Program	1
	Student achievement goals	1
	Student Advocates	1
	Upstart through Waterford	1
	Utah State	1
	Weekend backpacks	1

What were some specific resources or activities that facilitated partner involvement within the Partnerships for Student Success grant program (includes Ogden United, Project ROAR, and Promise Partnerships)?

Quarterly SB 67 meetings
unsure, as I was a secondary representative from Playworks on this initiative.
Services Fairs, wrap around services, incentives and support for school attendance, credit recovery support for graduation, facilitation of partner initiatives and meetings...there are many.
As we have been expanding our food pantry and trying to incorporate other resources for our students, we have partnered with the Boys and Girls Club and the Utah Food Bank to name a few.

I do not know, as I state earlier, my department is not involved with the education side of this grant. We make sure budgets are place and that revenue covers expense.

the quarterly partner meetings were GREAT!

We work with a few outside organizations on programs running at our United Way sponsored schools, but I don't believe they are part of the Promise Partnerships.

National Family Dinner Night, Angst Screening, Developmental Screening Day, Community Needs Assessment

Combined meetings

Our Monthly meetings-Professional Development Meeting

attendance, community involvement, SEL education, resources

We meet regularly with United Way and Promise South Salt Lake. We also have met and worked with Igor on his family/community engagement work.

The quarterly meetings with all partners, specifically United Way of Norther Utah, helped to create and define the needs that Ogden School District could help with. These initiatives were all centered around accessing data and getting the data to the right partner or person in a timely manner.

I am not sure of what we had in the past year. I have only attended one meeting for our agency and I got so much out of it and how to potentially collaborate more, But I need more staff and capacity where I work to make these things happen!

Choose Gang Free

Requirements of the DWS grant associated with the Student Success grant

Upstart through Waterford is a program that many of families are tapping into and it supports Kindergarten readiness.

Parent Nights, Back to School Nights, Food and Clothing Drives, Vision and Hearing assessments, On-going daily support

Our food pantry, FYA, and more.

Student Achievement goals

Holiday Program promoting positive social/emotional learning held for all schools at Middle School - supported by tables/staff from DWS, Tyler Library, CNA, Canyons Foundation, Parents as Teachers, County Health Department, and Santa Claus, who gave a new book to each student. Estimated attendance was about 500. The Rotary Club sponsored a huge Holiday Event for families, with support from UPD, UFD, Schools, Community Partners and stores, Academically, each school has cultivated at least one business partner who provides tutoring on an on-going basis, in addition to generous partners who donate supplies regularly. Our Family Learning Centers have multiple presentations on an on-going basis from school personnel on helping parents develop their own skills as well as learn how to help their children. Additional on-going presentations are provided by South Valley Sanctuary, Health Department, Utah State, the Mexican Consulate, as well as Communities United. One event was the Sombrero Walk - for parents between schools and ending with educational seminar from Utah State on nutrition/supported by Health Department as diabetes is the number one concern for city. Another event was responsive in nature - within a three week period, several parents were deported, leaving distraught spouses and children who were provided support through a variety of community agencies who participated with school to link services. The Food Bank provides a monthly truck to each school providing groceries to all families seeking help. 521 provides weekend backpacks for students at each school needing food.

Student Advocates

The Grassroots Family Engagement Collaboration with UWSl, GSD, and PSSL working to engage families authentically in their child's education have hosted family dinners, nights, and created a shared data reporting system.

Parent nights - everyone that worked to make them a success.

Not sure

Quarterly Meetings

Meetings

Providing professional development for teachers and students advocates.

Meetings with Partnership members.

The Boys and Girls club came to our Parent night and explained some of the benefits their organization had for families in the area.

Partners assist promoting health access projects directed to canyon's families such as annual health fair and vaccination clinics

I get a very small amount of money funded with this grant. My program is focused on Early Childhood 0-3, Developmental Milestones and Kindergarten readiness. I have not been involved with committee meetings

CNS immunization clinic, Utah Partners for Health mobile clinics, Choose Gang Free parent trainings, received beneficial information on partners programs and roles working with youth and brainstormed ways we can partner in the future.

Meeting quarterly with all partners to discuss ways to help students

I spoke to district leadership about accomplishing goals.

Back to School Night, Parent Teacher Conferences, OHS Family Community Night

I am not involved with this

Elementary Reading Network specifically around Summer Literacy Framework and DYAD reading. Adding 3 new afterschool sites, access and support with the database- efforts to outcomes

Staying in touch via email. Meeting only when necessary. Nothing is worse than a bunch of meetings for the sake of meeting.

Local initiative alignment

Our United Way employee attends all school function to offer services. She sets up a booth, gives out information and resources, and gathers data on families which she then sends to us. She is also now involved in our Chat program, a program targeted toward our most at risk students, to fill gaps outside of the school. That has been our biggest leverage point this year.

Midvale Shelter Coordination meetings focus on homeless youth being successful

haircuts, bridging the gap, taxes, etc.

Star Tutor Program

Social Emotional Learning Curriculum, brought in school district teachers as program staff to support and improve programming.

Free Tax Preparation. Financial Literacy classes. Career Readiness services

Partnership highlight presentations on what partners do and how they are working toward student outcomes

We have had several meetings to discuss the partnership.

Care team meetings location based at schools are very helpful

I work well with the FYS. We refer back and forth. I just don't know what the goals are. Internally I have goals for my job. I have 4 objectives. They are as follows: A livable wage, a D.T.I. below 40%, a credit score of 650 or higher a 3-6 month emergency savings.

Career day events and on campus activities.

quarterly meeting with partners

Partnership meetings, CARE Teams,

School coordinator meetings

It was great to have the support from united way. The collaboration and united efforts really helped or school out. We have a great relationship with our partners, and we are so thankful for their support of everything we do.

Still working to determine how to integrate city government into this process. The Roy City Connection Magazine has been used to get important information out to the general public.

weekly plc's

The different teams involved; their understanding of the changing demographics and the statistics of our students in our area.

Regular meetings and inviting key partners to present their organization

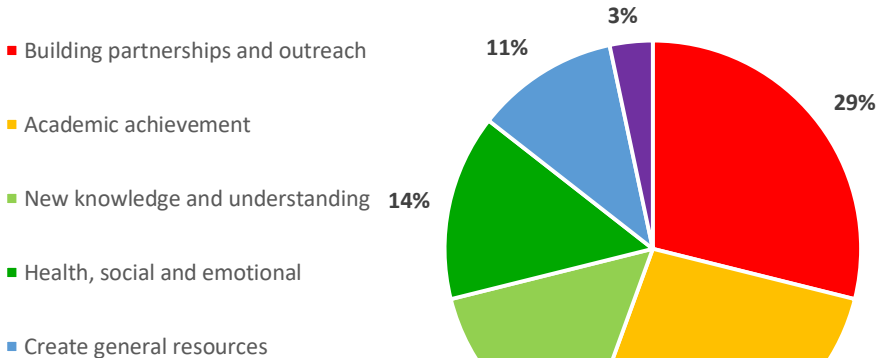
The cross sectional involvement from school to afterschool to household interventions

Regular Partnership meetings to collaborate and meet.

National Family Dinner Night, Public Safety Fair, Angst Movie Screening.

We went and cut hair for the elementary kids about 3 times a year. Which made them feel good and become more successful
Having the United Way, Community School Coordinators housed in our schools, and their involvement with school Child Assistance Team Meetings and afterschool site coordinator meetings to discuss specific students and their needs.
Combining efforts with Hill Airforce Base to discuss needs, Ogden United working together to hire community school coordinators, helping us set that up in the school, providing training for her and our team on how to combine efforts to provide needed supports for students;
Engagement of new participants
Student and Family Night at Ogden High School

Figure 63. Themes represented in what has your organization accomplished through the Partnerships for Student Success grant program (includes Ogden United, Project ROAR, and Promise Partnerships) that your organization could not have done on its own?



What has your organization accomplished through the Partnerships for Student Success grant program (includes Ogden United, Project ROAR, and Promise Partnerships) that your organization could not have done on its own?

We have increased the number of medical and vision clinics. We have increased the number of students receiving weekend bags. We have increased the number of students applying for and receiving scholarships. We have increased the number of reading tutors.
We were able to build stronger connections through our AmeriCorps program, and place full time volunteers in elementary schools.
We have built a strong functioning network of partners. United Way is the backbone partner to support our goals and work. We all align our efforts to the needs of our students and families.
We have grown a food pantry at our school that the students are able to use and participate in.
I do not know, as I state earlier, my department is not involved with the education side of this grant. We make sure budgets are place and that revenue covers expense.
Increased site-based collaboration with other organization around a common framework
The school coordinators really help us establish and continue positive relationships with our United Way sponsored schools.
Created more awareness of community coalition efforts
Increased reading, math and overall academic, family and peer successes
Vertical collaboration K-12 with administrator, educators and community outreach- Boys and Girls Club-Latinos in Action- to name a few.
Our partnerships has deeply influenced how our school functions and supports the community and families. With this partnership our school has been able to assist hundreds in the community to benefit their health, emotional and social wellness, basic needs, and aligned resources.
After school programs for tons of students. We also provide a lot of resources for the communities we partner to serve that would be hard or impossible to provide without this partnership.

As mentioned before, SB67 funding was a critical factor used in-part to create the Ovation platform for Ogden School District. Meeting and getting to know the needs of our partners have created a roadmap of priorities for development of applications and projects.

I think we need to get back with into learning what this is with our soon to be new Executive Director.

Not sure

Provisions of afterschool programming that supports students success while fiving them safe and healthy options for afterschool programming.

Our elementary school relies heavily on community involvement, community resources and partnerships to provide health and social services, youth development, needed resources like school supplies, food, backpacks, clothing, hygiene items, volunteers, books. Projects at the school have manpower behind them because of partnerships.

We have an estimated 90% graduation rate up from 76% 3 years ago. We have all of our students apply for college, we have doubled our attendance at back to school nights and parent teacher conferences

We are able to serve more students through this partnerships and the school day alignment.

Career Readiness

Clarity of needs, broad based commitment to solutions, and systematized approach to organizing resources and services.

Increased graduation rates and attendance.

Work around Literacy and the elementary reading network, bringing in high quality training and opportunity for staff to engage in PD school day teachers are receiving.

Parent and community involvement.

Not sure

Implemented a volunteer reading program and attendance initiative.

Provided more tutoring to a local junior high.

Improve student attendance and providing support to get students on track for graduation.

Connections and increased awareness of shared mission. Connecting with resources of other agencies and partners for collaborating.

The grant provided for aide time that helped make our small groups possible. Boys and Girls club worked well with us to identify those students who would benefit from their services after school.

Created awareness among Canyon's schools staff and partners of the medical, dental ,community prevention classes available through our organization

The grant money allowed us to expand our outreach to have more families become active in the program. Our number of 3 year old children completing the program increased by 154% in this past year.

Mostly just being able to have lots of people at the table. I believe we are in the beginning phases, but that there has been good discussions and collaboration. I think sending the message to our partners that we need their help and that they are part of the solution has been imperative to our growth as a community school.

Discovered new partnerships that we didn't have before.

We are even more committed to achieving success.

Family Involvement/Parent Involvement

I am not involved with this

Summer programs with strong literacy component, use of ETO and a solid data collection system with support, bringing DYAD reading into programs, adding 3 new ASP sites.

Helping dozens of teachers become more effective in their classrooms and helping hundreds of children become more successful readers.

Local initiative alignment

Our United Way employee connects with families on so many levels we just can't. We can work on academics and school goals, but she is able to address the lower rungs of Maslow's hierarchy that then create the safe life students need to be academically successful

Partnerships

We have been able to provide wrap-around services to many more students.

Mentor for Success, Star Tutor Program

More opportunities and services, as well as more dedicated staff who know what they are doing.
Nothing at this point
A better understanding of who is who in the community of partnerships, what they do, and how we can all work together to align our resources
The Child Development Task Group and continued partnership with CSD Homeless Liaison.
The partnership supports mh participation at team meetings by providing reimbursement for clinicians time spent in attendance
The grant program has allowed me to work in this community and achieve great results. We keep excellent records of our data and use an internal data base. We track the numbers in each SB67 family. My director, Jeremy, is in charge of pulling the data. I collect and enter it.
There is more understanding with students and their parents about how to obtain technical education.
ROAR Center
Choose Gang Free program
Address student social and emotional learning; address behavioral mental health needs.
Everything, our school partners are critical to our success.
We have verb able to offer more wrap around services to families in need. We have been able to partner with other community partners abs strengthen the amount of resources or students and their families can access. So thankful and grateful for our community partners.
Still working to integrate City government into this process.
providing community school coordinator positions at nine locations
We've established new ways to promote and increase graduation rates, academic understanding, established a career readiness component, and we have found a great way to connect and share our concerns. We also have connected with teachers and we have bridged a gap that currently exists between teachers and our ELLs. We found ways to make it work.
A better relationship with Canyons School District, its teachers, students and administrators. Also, many other partners now think of the library as a resource.
Promise SSL was able to achieve success in insurance enrollment due to the promise partnerships
We could not have worked with the students in the schools or had the trust of the families that the school district facilitated from the beginning.
Without our partnership, we could not have implemented a mentoring program.
Partners have definitely enhanced our program
It is a great program that helps the kids develop and grow socially and mentally
Supporting students and their families with wrap around services to remove barriers to school so students can learn and maximize their school education.
We now have a more robust partnership and plan in place with our school/community coordinator and the supports she obtains through the partnerships
Access to local mayors
Outreach to other community groups that are new to our group