

EDUCATIONAL INTEGRATION



THE UTAH STATE BOARD OF EDUCATION
Report to the Education Interim
Committee

Partnerships for Student Success Report

April 2019

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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 2017-2018 school year was the first 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. The independent evaluation for cohort one of the program is attached.



THE UNIVERSITY OF UTAH

UTAH EDUCATION
POLICY CENTER

PARTNERSHIPS FOR STUDENT SUCCESS GRANT PROGRAM EVALUATION

Year One: 2017-18



THE UNIVERSITY OF UTAH

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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.

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ACKNOWLEDGEMENTS

The Utah Education Policy Center (UEPC) thanks Robert Palmer and Kamille Sheikh from the Utah State Board of Education (USBE) for their ongoing leadership and commitment to serving grantees, partners, and students. Also, from the USBE, we thank Aaron Brough, Randy Raphael, and Malia McIlvenna from the data and statistics department for their technical expertise and support of this evaluation. From the Utah System of Higher Education we thank Joe Curtin for providing college enrolment statistics. We thank grantees from United Way of Northern Utah, Weber School District, United Way of Salt Lake, and Canyons School District for their ongoing collaborations. Grantees contributed to the evaluation by reviewing survey drafts, contributing content, and working closely with the evaluation team throughout the year. We also thank partners who gave their time to complete surveys. We recognize this dedicated group of grantees and partners for their persistence, collegiality, and commitment to promote success for all students.

From the UEPC evaluation team, we thank Kristen Weissinger for providing survey administration and report editing. We also thank Dr. Candace Chow for analyzing open-ended survey data and Lisa Wisham for serving as a key adviser.

Recommended citation: Shooter, W., Eddings, S., Groth, C. & Rorrer, A. (2018). Partnerships for Student Success Grant Program Evaluation: Year One, 2017-18. Utah Education Policy Center: Salt Lake City Utah.

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EXECUTIVE SUMMARY

Utah Senate Bill 67 (2016) created the *Partnerships for Student Success Grant Program*.¹ The purpose of the grant 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 USBE awarded four grants during the 2016-2017 academic year. Grantees included: United Way of Northern Utah, United Way of Salt Lake City (received two grants), and Weber School District. The 2017-18 academic year was the first year of full grant implementation.

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

The Partnerships for Student Success Grant targets nine student outcomes. To support the achievement of these outcomes, grantees are expected to facilitate data sharing and use across partnering agencies while coordinating efforts and interventions.

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. This first annual evaluation report was designed to inform USBE grant administrators and grantees. It addresses the involvement of partners in collaborative activities, the steps partners took to collaboratively promote student success, and school-level student outcomes.

¹The 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>.

Evaluation Methods

The following questions guided the evaluation:

Implementation

- 1) In what ways did partners collaboratively promote student success?
- 2) What was the quality and level of involvement of partners in collaborative activities?

Outcomes

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

Data sources included grantee logic models, partnership surveys, and aggregate school-level outcomes data. We used logic models to create a shared understanding of expected relationships of program implementation and outcomes, to gather content for summative survey design, and to provide a simple, visual representation of the partnership models. The summative partnership survey results are the main data source used to answer implementation evaluation questions. We administered the survey to 70 partners and received 49 responses. The data sources used to assess outcomes included school-level statistics provided by the USBE, 2017 college enrollment statistics provided by the Utah System of Higher Education (USHE) and publically available SHARP² data. Below is an overview of the nine outcomes and the measures used to assess progress.

Outcome	Measure
Kindergarten Readiness	KEEP ³
	DIBELS ⁴
Third Grade Math	SAGE ⁵
Third Grade Reading	SAGE
	DIBELS
Eighth Grade Math	SAGE
Eighth Grade Reading	SAGE
High School Graduation	HS Graduation Rates
Career Readiness	ACT scores
College Attainment	College Enrollment
Physical/Mental Health	SHARP

²Student Health and Risk Prevention survey

³Kindergarten Entry and Exit Profiles

⁴Dynamic Indicators of Basic Early Literacy Skills

⁵Student Assessment of Growth and Excellence

Results and Considerations

The following tables summarize the key findings presented throughout this report and provide considerations for improvement. The considerations for improvement represent actions that USBE grant administrators and grantees can take to improve partnerships and maximize student outcomes.

In what ways did partners collaboratively promote student success?

Findings

Partnerships

- Partners were primarily local non-profit or philanthropic organizations. No private businesses were represented.
- The highest number of partners were working on kindergarten readiness (22) and high school graduation (22). The fewest were working on third grade math (11) and eighth grade reading (12).
- Between 57% and 81% agreed or strongly agreed that there were others who should be involved in the partnerships.

Sharing and using data

- Three quarters of partners reported that they had access to data. Of those, 88% reported that they had access from within their organizations and 68% 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.
- 27% of partners who had access to individual student data from outside their organization reported that they used secure data sharing systems.
- 45% of partners who shared student data did not report having established data sharing agreements.
- The most commonly reported purposes for using data were planning improvement efforts and examining progress to benchmarks or goals.
- Partners reported using a wide variety of data sources to assess outcomes. The most common data were standardized test results.

Considerations for Improvement

To build more robust partnerships:

- Assess the number and quality of partners working on each outcome to determine whether additional or fewer partners are necessary.
- Ensure that partnerships include a diversity of organizations that will align their work to promote student success.
- Determine the extent to which current and perspective partners can fill gaps in ongoing efforts toward outcomes. For example, conduct a Strengths, Weaknesses, Opportunities, and Threats (SWOT)

To improve the sharing and use of data:

- Work with grantees to conduct an audit of current data sharing and usage practices. Ensure that all partners have data sharing agreements in place, share data securely, and are following federal and state guidelines and laws including FERPA and Utah administrative code R277-487, Student Data Protection Act.
- Invite the student data privacy team from the USBE to provide professional learning on data security and usage at community of practice meetings.
- To provide a more complete and timely assessment of progress toward goals, identify and access additional data sources to measure each of the nine outcomes.
- Encourage grantees to continue using data to examine progress toward specific benchmarks and goals. Share metrics and progress toward student outcomes at community of practice meetings.

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

Findings

Shared goals

- Between 75% and 100% of partners agreed or strongly agreed that there were clear strategies within their partnerships.
- 86% agreed or strongly agreed that they had a clear understanding of the goals for addressing student outcomes.
- 67% agreed or strongly agreed that partners had a clear sense of their roles and responsibilities in working toward student outcomes.
- 69% agreed that partners knew and understood collective goals.

Partner communication

- 69% of partners agreed or strongly agreed that project leaders communicated well with partners.
- 78% agreed or strongly agreed that partners communicated openly with one another.
- Frequency of communication, meetings, and effectiveness of meetings varied by outcome.
 - The percentage of partners *communicating* once a month or more ranged from 48% to 75%.
 - The percentage of partners *meeting* once a month or more ranged from 32% to 73%.
 - The percentage of partners reporting that meetings were effective or highly effective ranged from 29% to 56%.
 - Third grade math, eighth grade math, and eighth grade reading had the lowest frequencies of communication and meetings.
 - Career readiness, college attainment, high school graduation, and physical and mental health had the lowest effectiveness ratings.

Partner collaborations

- Between 84% and 92% of partners agreed or strongly agreed that partners were working well together to improve student outcomes.
- 89% agreed or strongly agreed that partners aligned efforts to promote student success.
- 79% agreed or strongly agreed that partners had a high level of commitment to improve student outcomes.
- 78% 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.
 - 83% agreed or strongly agreed that partners shared resources to maximize impact.
 - 85% agreed or strongly agreed that they were able to achieve more because they leveraged shared assets and resources.

Effectiveness

- Partners' perceptions of overall effectiveness were mixed.
 - About half of the partners reported that their organizations implemented new initiatives in the 2017-18 academic year (47%) and/or changed policies or practices (48%).
 - About half of the partners considered their shared work not effective or slightly effective and about half considered their shared work effective or highly effective.

Considerations for Improvement

To improve efforts toward goals:

- Define or revisit each partners' roles and responsibilities in relationship to achieving student outcomes. Sharing and using the logic models can be a great way to promote shared understanding.
- Specify strategies and goals for each partner and ensure that they align with each outcome.

To improve partner communications:

- Provide project leaders with training in best practices for communication and how to run effective meetings.
- Create meeting protocols to ensure that information is shared and that agendas address the purpose of meetings, decisions to be made, action steps to be taken, and individuals responsible for actions.
- Set clear expectations for how often partners should communicate and meet together to address each outcome. For example, determine if partners working to improve third grade math, eighth grade math, and eighth grade reading should meet more frequently and if so, schedule regular meetings at the beginning of the year.

To improve partner collaborations:

- Ask partners to identify the specific practices that promote and sustain working well together to improve student outcomes. Document and share those practices amongst all partners annually.
- Celebrate the sense of community, perception of aligned efforts, and shared commitment among partners.
- Share resources among partners.

To improve effectiveness

- Implement a tracking system of new initiatives and or changes in policies or practices to determine alignment toward goals.
- Convene partners to achieve consensus regarding best practices for effective partnerships and determine specific activities and objectives to achieve effectiveness.

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

Since this report addresses the first grant implementation year, the results section presents changes in student outcomes between the baseline year and year one (2017-18). Here we highlight a few key findings.

Findings

Student outcomes

- Overall, student outcomes were mixed. Where some schools saw improvements others saw declines. This was also true for subgroups of students.

Noteworthy successes

- Third grade reading had the highest number of schools reporting increases in the percent of students who were proficient.
- Elementary schools in the Cottonwood High feeder pattern stood out as having the most consistent third grade math improvements across demographic categories.

Opportunities for improvement

- Eighth grade reading and career readiness saw the smallest number of schools reporting improvements.
- Five of 17 elementary schools reported kindergarten readiness improvements for economically disadvantaged students.
- One of five junior high schools reported eighth grade reading improvements for economically disadvantaged students.

Considerations for Improvement

To increase achievement of student outcomes:

- Examine carefully the patterns of results that are relevant to each high school feeder pattern and the differences among student groups for each of the targeted outcomes. Once patterns are identified, engage stakeholders in exploring the potential factors that may be contributing to the different patterns of results.
- Engage stakeholders in identifying evidence-based strategies to improve student outcomes. Collaboratively identify ways to maximize resources for outcome areas and student groups with the greatest needs. Ensure that improvement strategies are evidence-based and appropriate for the identified outcomes and student populations, which is consistent with the guidance in the federal Every Student Succeeds Act (ESSA).
- Look for opportunities to leverage successes by identifying promising practices. For example, learn what is working well to achieve the increases in third grade math proficiency for the Cottonwood High feeder pattern. Identify and learn from the successful practices of those partners where applicable.
- Meet with partnership groups that target eighth grade reading and career readiness. Ask those partners to consider their current practices and to identify ways to improve and expand support for these outcomes.
- Provide robust services to sub-groups of students. For example, focus additional resources to support improvements in kindergarten readiness and eighth grade reading for economically disadvantaged students.

INTRODUCTION

Utah Senate Bill 67 (2016) created the *Partnerships for Student Success Grant Program*.⁶ 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 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.

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. This first 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 2017-18 academic year was the inaugural year of full implementation and included cohort one grantees (those selected in 2016-17) and was a planning year for cohort two (those selected in 2017-18). This report describes cohort one activities and outcomes.

⁶The 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>

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
	United Way Northern Utah	Ogden High	Granite Park Junior High
			Thomas O. Smith Elementary
			Mount Ogden Junior High
			Freedom Elementary
			Lakeview Elementary
			Midland Elementary
Weber School District	Roy High	Municipal Elementary	
		North Park Elementary	
		Roy Junior High	
		Roy Elementary	
		Sand Ridge Junior High	
		Valley View Elementary	
		West Haven Elementary	
		Copperview Elementary	
Cohort Two	Canyons school District	Hillcrest High	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 (2016). 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, 2014). 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, 2014). 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
<p>In what ways did partners collaboratively promote student success?</p>	<ul style="list-style-type: none"> • 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
<p>What was the quality and level of involvement of partners in collaborative activities?</p>	<ul style="list-style-type: none"> • 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	
<p>To what extent did student outcomes change each year compared to three previous years?</p>	<ul style="list-style-type: none"> • Changes in overall proficiency • Changes in proficiency by student subgroups • Achievement of DIBELS benchmarks • High School graduation rates • Grade 11 ACT benchmark achievement • Changes in SHARP scores

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 2017-18 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 2017. These online surveys were administered to partners and grantees during October and November 2017. 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 2018. We sent a link of the web-based survey to 66 partners identified in contact lists that grantees provided. We received 49 responses, some of which were incomplete. The dates of survey administration were April 30 through May 18, 2018. The UEPC created aggregate level and grantee level reports of survey results and shared those with grant administrators and grantees in June 2018.

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. We asked grantees to provide school-level results for each outcome. However, at the time of data collection and reporting, much of the data used to measure these outcomes were not yet available to grantees. This prompted conversations with the USBE, who became the final data source for school-level outcomes (excepting SHARP⁷ survey data, which was used to measure Physical and Mental Health).

The evaluation team used the school-level data to determine the extent to which student outcomes changed from year to year. We focused on proficiency rates by school and demographic category. Along with the 2017-18 results, we provide baseline data from 2016-17 where possible.

⁷The Student Health and Risk Prevention (SHARP) survey is administered biennially by a third party contractor to students in grades six, eight, ten, and twelve in selected

schools. The USBE does not currently maintain a database of SHARP survey results.

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 ⁸
	DIBELS ⁹
Third Grade Math	SAGE ¹⁰
Third Grade Reading	SAGE
	DIBELS
Eighth Grade Math	SAGE
Eighth Grade Reading	SAGE
High School Graduation	HS Graduation Rates
Career Readiness	ACT scores
College Attainment	College Enrollment
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. 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 survey 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

The remainder of this report includes results, considerations, and appendices. The results are organized 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 the implementation efforts directed toward each outcome. These include 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 metrics associated with each of the nine outcomes. Utah State Board of Education 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.

⁸ Kindergarten Entry and Exit Profiles

⁹ Dynamic Indicators of Basic Early Literacy Skills

¹⁰ Student Assessment of Growth and Excellence

RESULTS

This section presents answers to each evaluation question. The primary data source used to answer implementation related evaluation questions was the spring 2018 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 non-profit or philanthropic organizations and no private businesses were represented.
- Thirteen of 49 partners reported that they were working with multiple grantees.
- The highest number of partners (22) were working on Kindergarten readiness and high school graduation. The fewest number of partners (11 and 12 respectively) were working on third grade math and eighth grade reading.
- More than half (between 57% and 81%) 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 half of the partners reported that their organizations implemented new initiatives in the 2017-18 academic year (47%) and/or changed policies or practices (48%).

Data Access and Use

- Three quarters of partners reported that they had access to data for the Partnerships for Student Success grant. Among those who reported having access to data, 88% reported that they had access from within their organizations and 68% 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.
- Few of the partners (27%) who reported they had access to individual student data¹¹ from outside their organization reported that they used secure data sharing systems to share data.
- Some partners (45%) who reported that they shared student data did not indicate that they also had established data sharing agreements.
- Planning improvement efforts and examining progress toward benchmarks or goals 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.

¹¹ 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	24	16	67%
United Way of Salt Lake City	28	21	75%
Weber School District	18	12	67%
Canyons School District*	N/A	N/A	N/A
Total	70	49	70%

Source: Spring 2018 Partnership Survey

*Canyons School District received funding in 2017-18 for a pre-implementation year and is therefore not included in this report. We included an option in this survey item for partners to choose Canyons School District as one of the grantees they worked with so that we could better understand overlap among partnerships and grantees.

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. Thirteen partners indicated that they worked with more than one grantee. Eleven of those partners identified that they worked with two grantees and two reported that they were working with three 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	24
United Way of Salt Lake City	21
Weber School District	17
Canyons School District	4

Source: Spring 2018 Partnership Survey

Most of the partnership survey respondents represented leadership roles within their organizations. For example, 29% identified as management or administration, 24% as executive leadership, and 18% as program or project directors. Eighteen percent identified themselves as fulfilling *other*¹² roles, 6% as teachers or paraprofessionals, and 6% as social workers, family liaisons, or counselors.

Table 6. Types of Organizations in Partnerships

Types of Organizations	Percent Who Responded
Private business	0%
State government agency	2%
Municipality (city or county government)	6%
Other	6%
Local healthcare organization	10%
Local education agency	12%
Institution of Higher Education	13%
Local non-profit or philanthropic organization	52%

Source: Spring 2018 Partnership Survey

Other responses include: National Non-profit, Cross-sector partnership, Foundation philanthropic donor, Member of the Boys and Girls Clubs

¹² *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 favorable (91%), there were 22 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	9	12
United Way of Salt Lake City	27	27	20
Weber School District	27	17	16
Total	75	53	48

*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. Kindergarten readiness and high school graduation had the highest number of partners (22) working together. Third grade math and high school graduation had the fewest number of partners (11 and 12 respectively) working together.

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

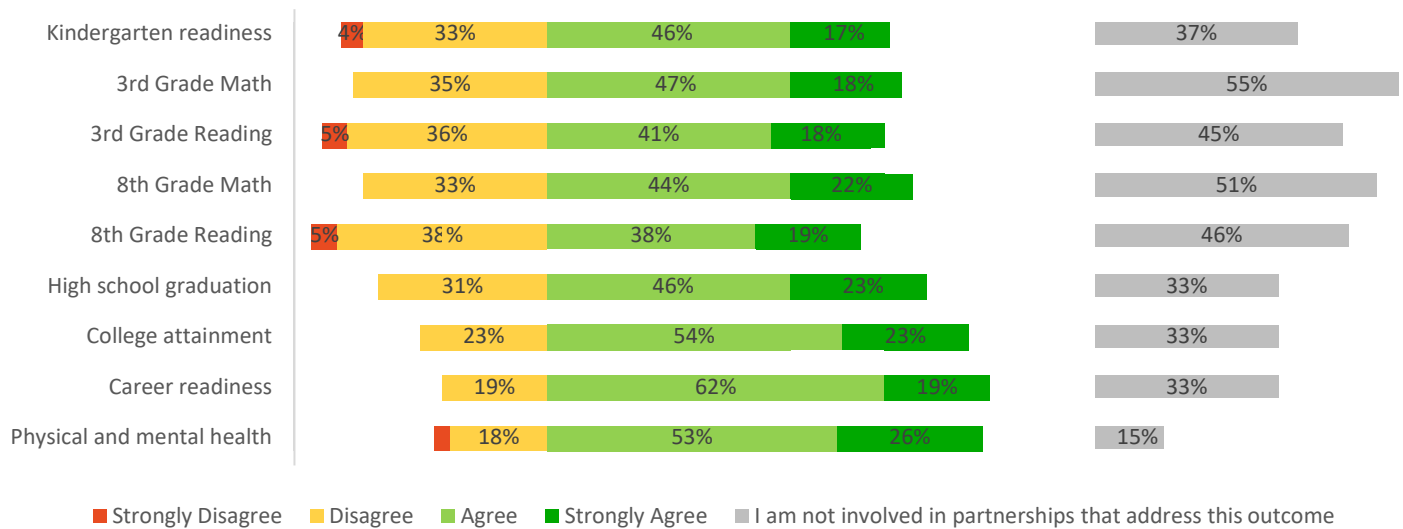
Outcome	Number of Respondents who Partnered with Other Organizations to Address Outcomes	Percent of Respondents who Partnered with Other Organizations to Address Outcomes
Kindergarten readiness	22	46%
3rd Grade Math	11	23%
3rd Grade Reading	18	38%
8th Grade Math	14	29%
8th Grade Reading	12	25%
High school graduation	22	46%
College attainment	18	38%
Career readiness	19	40%
Physical and mental health	19	40%
None of the above	6	13%

Source: Spring 2018 Partnership Survey

Note: This item set utilized a select *all that apply* format, 48 partners responded to this question. Five 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, 63% of respondents agreed or strongly agreed that additional partners should be involved in addressing kindergarten readiness outcomes. Physical and mental health was the outcome addressed by most partners (85%). In contrast, third grade math had the lowest percent of partners (45%) 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



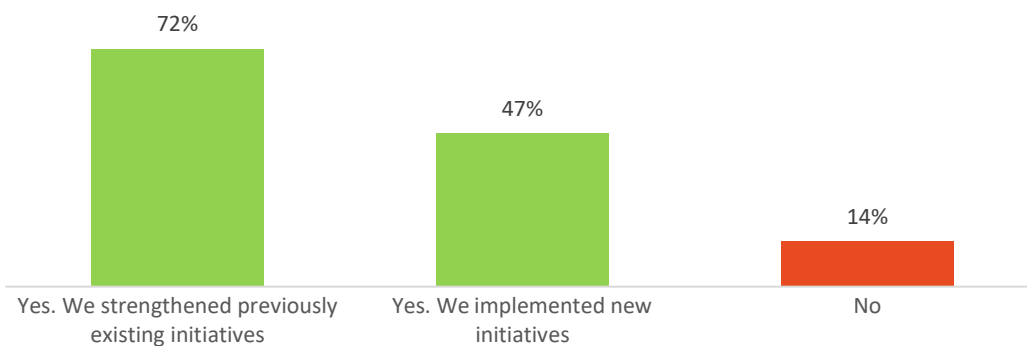
Source: Spring 2018 Partnership Survey

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 or implemented new ones.

Figure 2. Did your organization strengthen previous initiatives or implement new initiatives to promote student success during the 2017-18 academic year?

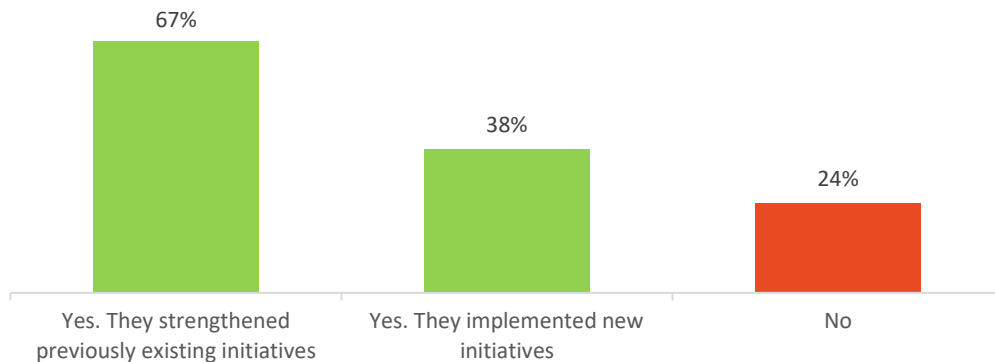


Source: Spring 2018 Partnership Survey

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.

The survey asked respondents who indicated that their organizations implemented new initiatives or strengthened previously existing initiatives to provide descriptions. 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. Examples of student support included tutoring services, help with college applications, and healthcare. Examples of parent support included parenting classes and healthcare.

Figure 3. Did your partners strengthen previous initiatives or implement new initiatives to promote student success during the 2017-18 academic year?



Source: Spring 2018 Partnership Survey

Note: This item set asked respondents to select all that apply. There were 54 responses from 42 respondents and we used the number of respondents (42) as the denominator to calculate percentages.

The survey asked respondents who indicated that their partners implemented new initiatives or strengthened previously existing initiatives to provide descriptions. Those who reported that their partners implemented new initiatives provided brief descriptions of the type of programs their partners were implementing. This included examples such as Communities that Care, Get Healthy Utah, and outreach services for families. Those who reported that their partners strengthened previously existing initiatives described those efforts as aligning goals, expanding current services, bringing in new partners, increasing student services or supports, improving communication, increasing partner involvement, and increasing use of data.

In addition to strengthening previous initiatives and starting new ones, partners noted other ways their work changed as a result of the Partnerships for Student Success grant.

- ✓ 48% reported that they changed policies or practices as a result of the Partnerships for Student Success grant. Most partners described those policies or practices as primarily centered on data access and data use.
- ✓ 68% reported that they worked with new partners to promote student success.
- ✓ 81% reported that they learned new ways to promote student success through working with partners.

Data Access and Use

Accessing and using student data is central to the Partnerships for Student Success grant. Seventy-four percent of partners reported that they had access to data for the grant, 4% reported that they did not need access to data, 4% reported that they needed access but had not yet signed a data sharing agreement and 17% 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=35)

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)?

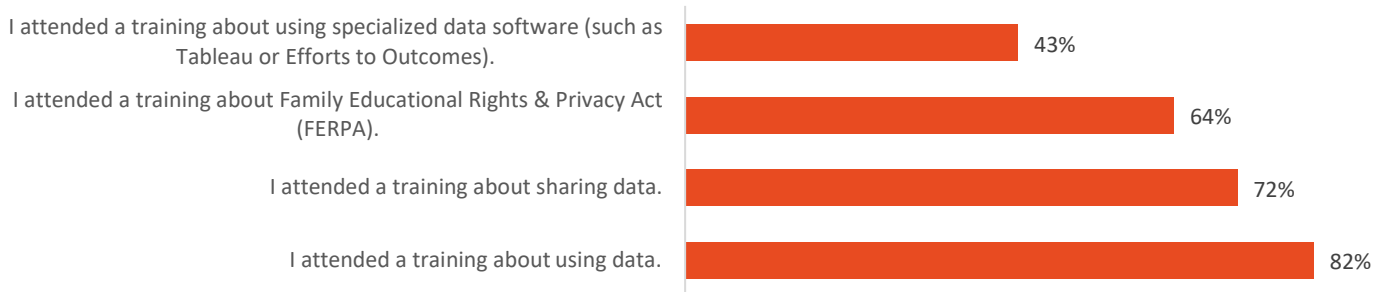
How do you use data for this project (Figure 6)?

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

- ✓ 100% agreed or strongly agreed that their organizations understood how to use data to improve organizational and community efforts in order to improve student outcomes.
- ✓ 91% agreed or strongly agreed that their partners understood how to use data to improve organizational and community efforts in order to improve student outcomes.
- ✓ 81% 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. Figure 4 shows that most partners had attended a training about using data within the past two years.

Figure 4. Percent of partners who attended trainings within the past two years



Source: Spring 2018 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 ⁹	56%	32%
Aggregate student data	53%	47%
Program data (financial or institutional)	65%	32%
Human resource or personnel data	41%	15%
Project governance data (grant administration)	41%	26%
Percent who had access to at least one type of data	88%	68%

Source: Spring 2018 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 (34) as the denominator to calculate percentages for each cell in this table; 30 partners reported that they had access to at least one type of data within their organization and 23 partners reported that they had access to at least one type of data from outside their organization.

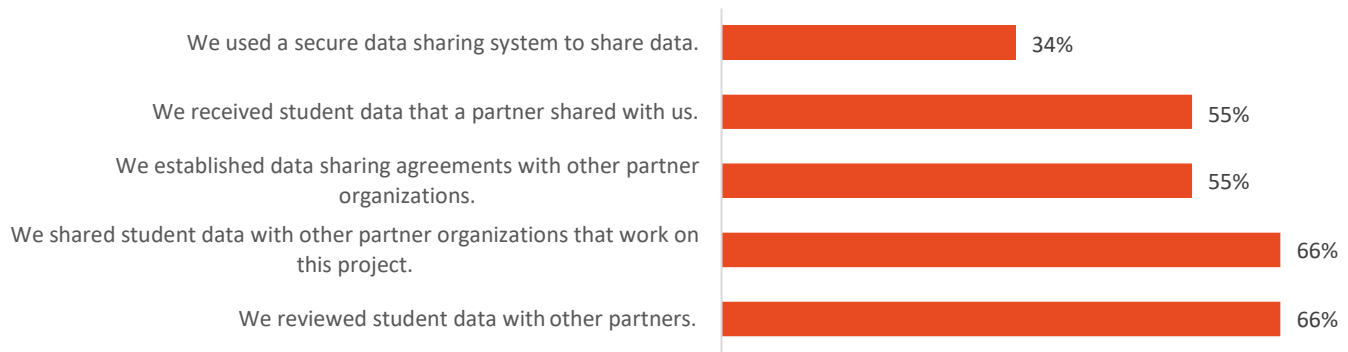
Although most partners (82%, see Figure 4) reported attending training about using data within the past two years, many partners who reported sharing data may have done so without using a secure data sharing system and some may have done so without having data sharing agreements in place.¹³ This is evidenced by the relatively low percentage of partners who reported that they used secure data sharing systems and had data sharing agreements in place.

Among partners who reported they had access to individual student data from outside their organization...

- ! 27% reported that they used a secure data sharing system to share data⁹ and
- ! 55% reported that they established data sharing agreements with other partners.

¹³ The survey asked about sharing individual student data, but did not specify whether or not the student data included personally identifiable information.

Figure 5. Steps organizations took to work with student data



Source: Spring 2018 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=35), but not all of those partners responded to this item set. We used the number of respondents (29) as the denominator to calculate percentages for this figure.

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

- 26% reported that they shared data with one other partner,
- 42% reported that they shared data with two or three partners, and
- 32% reported that they shared data with six or more partners.

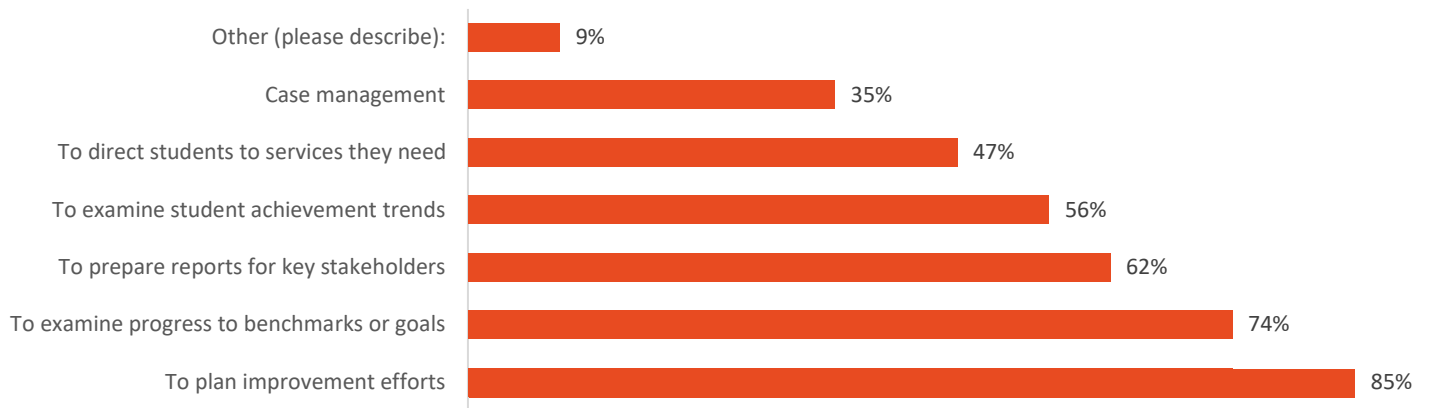
Among partners who reported they shared student data with other partner organizations...¹⁴

- ! 32% reported that they used a secure data sharing system to share data and
- ! 63% reported that they established data sharing agreements with other partners.

Partners who reported that they shared student data with other partner organizations or who reviewed student data with other partners described their shared work to review data and plan to achieve goals. Partners explained that they worked with others to analyze data and identify action steps. They also provided descriptions of sharing data and discussing data with other partners. These descriptions included examples such as providing targeted support for students who needed additional academic support or other support services and reviewing data to determine ideal methods of providing support.

¹⁴ 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 2018 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 (34) 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 increased capacity for collaborating, sharing data, and using data. They also noted challenges to sharing data, but emphasized the value and importance of using data to make decisions and improve student outcomes. Overall, partners described current practices that ranged from establishing and scaling up data systems to using data to identify gaps in service and understanding impact.

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 and Kindergarten readiness and were the outcomes with highest number of partners using data. Third grade math had the fewest partners using data to assess progress.

Table 10. Data sources used by partners

Outcome	Data Sources that partners reported using to assess outcomes
Kindergarten Readiness n = 22	<ul style="list-style-type: none"> • 23% Head Start • 36% Other (Ages & Stages Child Development Questionnaire (ASQ), DIBELS, Curriculum Base Assessment, Attendance) • 41% Pre-kindergarten assessment • 59% The Kindergarten Entry and Exit Profile (KEEP)
Third Grade Math N = 13	<ul style="list-style-type: none"> • 31% Other (CIA, CFA's, Attendance, teacher grades) • 62% Classroom and benchmark assessments • 92% Student Assessment of Growth and Excellence (SAGE)
Third Grade Reading N = 16	<ul style="list-style-type: none"> • 19% Scholastic Reading Inventory (SRI) • 38% Independent classroom benchmark assessments • 44% Other (Ages and Stages Child Development Questionnaire (ASQ), Curriculum Base Assessment, Attendance) • 75% Student Assessment of Growth and Excellence (SAGE) • 81% Dynamic indicators of Basic Early Literacy Skills (DIBELS)
Eighth Grade Math N = 15	<ul style="list-style-type: none"> • 40% Other • 47% Independent classroom benchmark assessments • 87% Student Assessment of Growth and Excellence (SAGE)
Eighth Grade Reading N = 15	<ul style="list-style-type: none"> • 27% Scholastic Reading Inventory (SRI) • 33% Other (CIA, CFA's, attendance, teacher grades, classroom grades) • 33% Independent classroom benchmark assessments • 80% Student Assessment of Growth and Excellence (SAGE)
High School Graduation N = 19	<ul style="list-style-type: none"> • 11% National Assessment of Education Progress (NAEP) data • 16% Other (credits, concurrent enrollment) • 53% ACT scores • 58% School Attendance • 58% Grade Point Averages • 89% High school graduation rates
Career Readiness N = 17	<ul style="list-style-type: none"> • 12% National Assessment of Education Progress (NAEP) data • 24% Other (STEM and CTE pathways enrollment, teacher grades, career readiness modules) • 29% Career and Technical Education scores (CTE) • 53% School attendance • 65% ACT scores • 82% High school graduation rates
College Attainment N = 17	<ul style="list-style-type: none"> • 12% National Assessment of Education Progress (NAEP) data • 29% Other (teacher grades) • 29% Advanced placement scores • 35% Local college and university enrollment data • 35% National Student Clearinghouse • 47% Grade Point Average • 53% FAFSA completions • 65% Concurrent enrollment • 71% ACT scores
Physical and Mental Health N = 29	<ul style="list-style-type: none"> • 10% Health program data • 34% Student Health and Risk Prevention (SHARP) Survey • 45% Other (Medical records, ASQ, Well Child Check, EPDS, school reports, IPES, ACS, BGCA annual assessment, SEL survey) • 48% Ages and Stages Questionnaire (ASQ)

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?

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.

Summary of Key Findings:

Clear Strategies and Shared Goals

- Most partners (between 75% and 100%) agreed or strongly agreed that there were clear strategies within their partnerships, and most partners (86%) agreed that they had a clear understanding of the goals for addressing student outcomes.
- Two-thirds (67%) agreed or strongly agreed that partners had a clear sense of their roles and responsibilities in working toward student outcomes, and 69% 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 six of the nine outcomes, most partners (between 69% and 75%) reported that they were in communication with one another at least once a month or more often. However, for third grade math, eighth grade math, and eighth grade reading, about half (between 48% and 53%) of the partners reported that they were in communication at least once a month or more often. About two-thirds (69%) agreed or strongly agreed that project leaders communicated well with partners, and 78% agreed that partners communicated openly with one another.
- For eight of nine outcomes, all partners (100%) reported that they met at least once a year. For six of nine outcomes, half or more (between 50% and 73%) 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 outcomes from 29% to 56%.

Partner Collaborations

- Most respondents (between 84% and 92%) agreed or strongly agreed that partners were working well together to improve student outcomes.
- Overall, 89% of respondents agreed or strongly agreed that partners aligned efforts to promote student success, and 79% agreed or strongly agreed that partners had a high level of commitment to improve student outcomes. Similarly, 78% 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 85% agreed that partners were able to achieve more because they leveraged shared assets and resources.

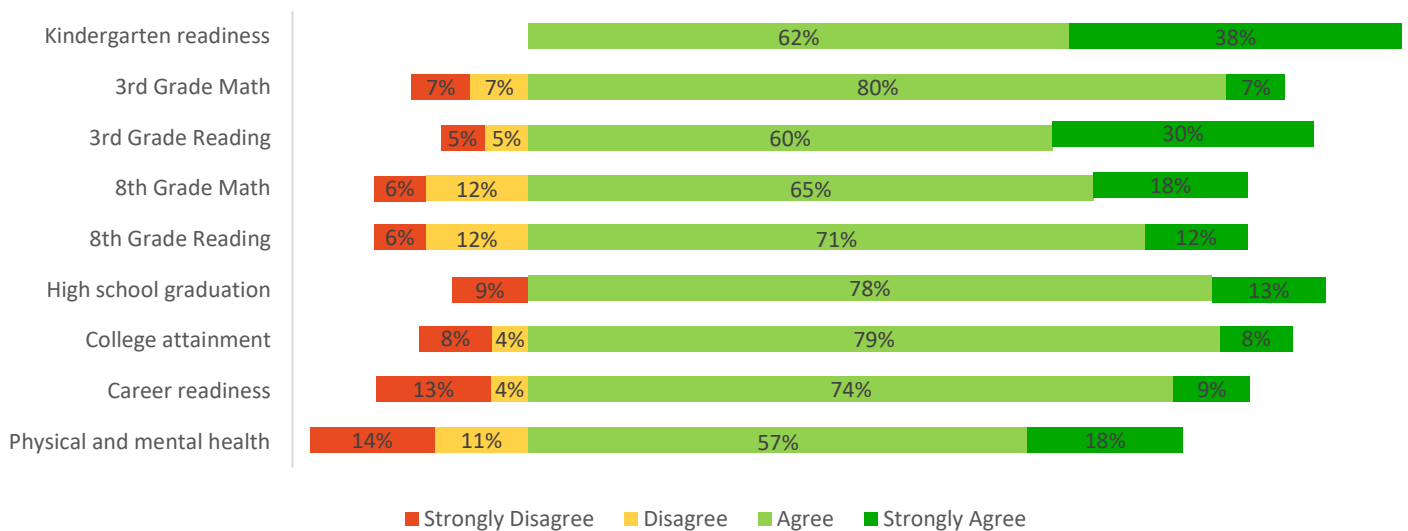
Effectiveness

- Findings were mixed regarding partners' perceptions of overall effectiveness. About half of the partners considered their shared work slightly effective or not effective and about half considered their shared work effective or highly effective.

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. All partners who were working to address kindergarten readiness agreed or strongly agreed that they had clear strategies within their partnerships. Overall, most partners agreed that they had clear strategies within their partnerships. Similarly, Figure 8 shows that most partners (86%) reported that they had clear goals for addressing student outcomes. However, approximately one-third disagreed that their partners knew and understood collective goals and were unclear about the roles and responsibilities of their partners.

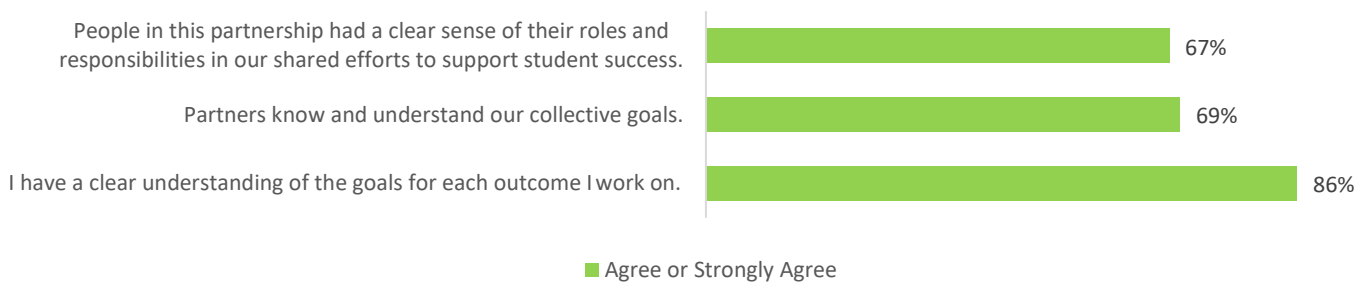
Figure 7. Within our partnerships we have clear strategies for how to improve student outcomes



Source: Spring 2018 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

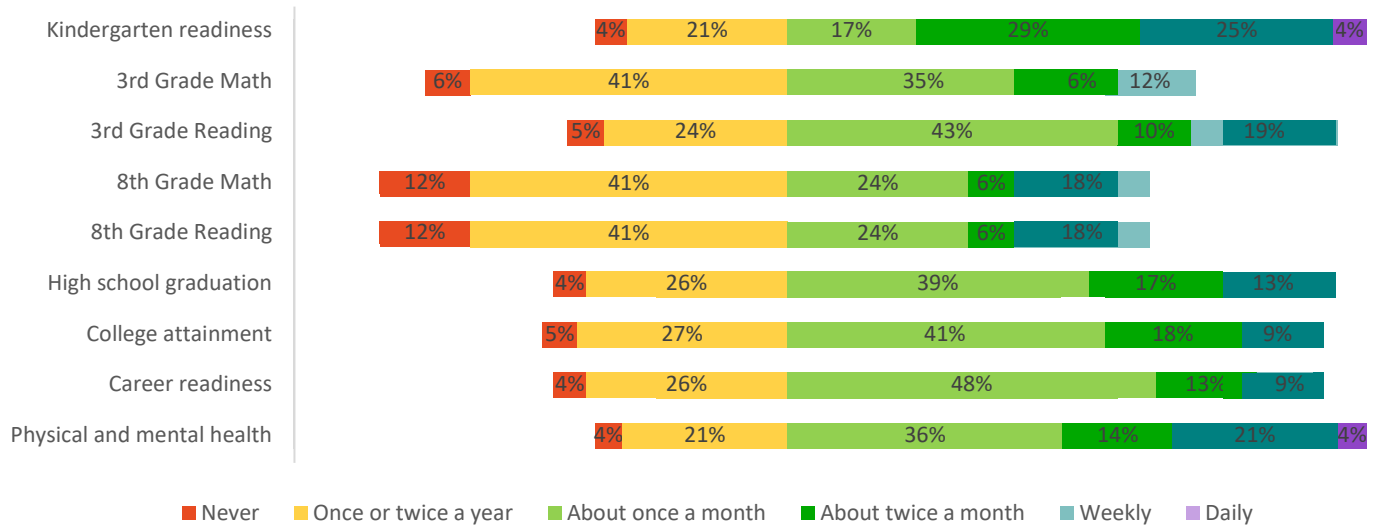


Source: Spring 2018 Partnership Survey

Communication in Partnerships

For six of the nine outcomes, most partners were in communication with one another once a month or more often. However, for third grade math, eighth grade math, and eighth grade reading, about half of the partners reported that they met once or twice a year or never (Figure 9). Most respondents (78%) agreed or strongly agreed that partners communicated openly with one another, and 69% agreed or strongly agreed that the people who were leading the project communicated well with the partners (Figure 10). Eighty-six 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.

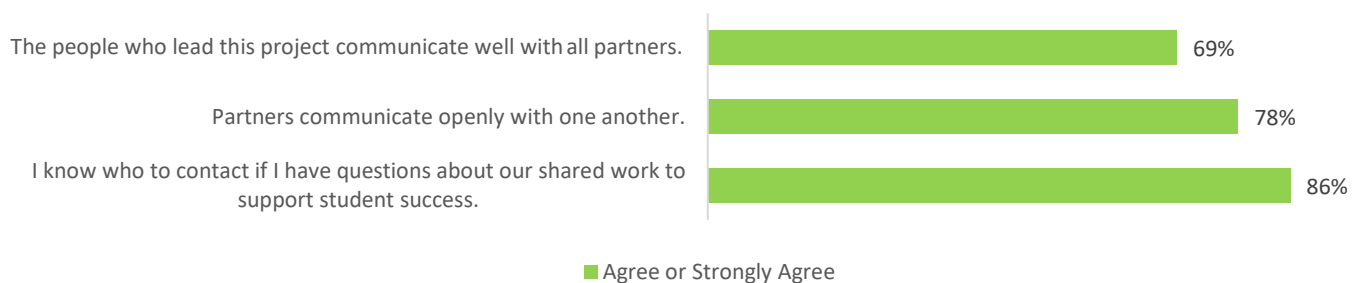
Figure 9. Frequency of communication with other partners about supporting students to achieve outcomes



Source: Spring 2018 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.

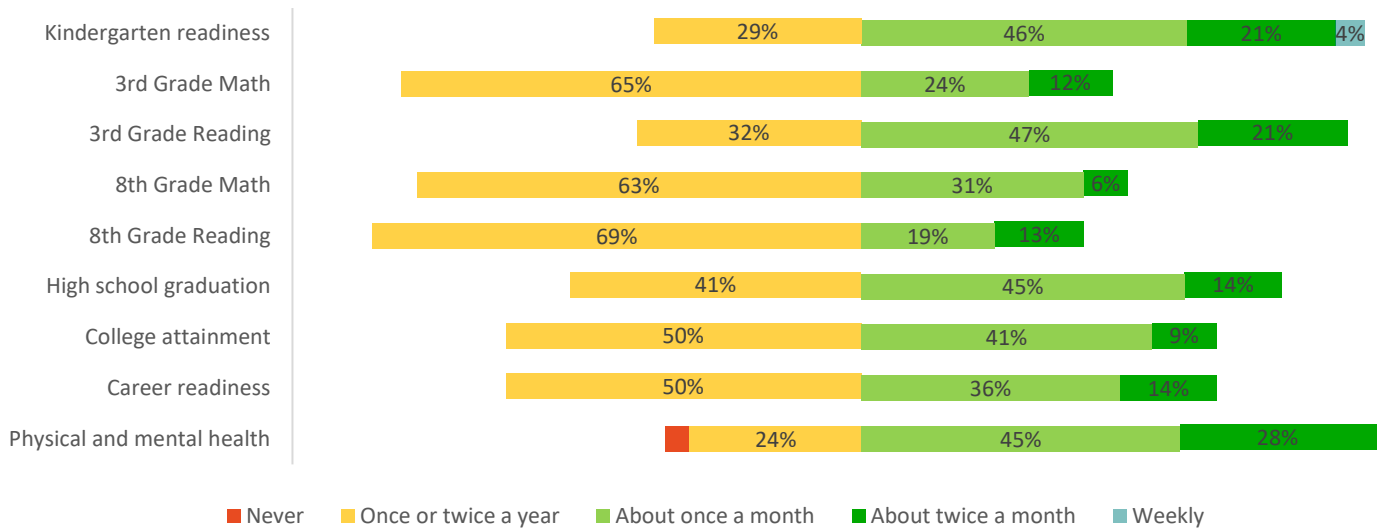
Figure 10. Quality of communication



Source: Spring 2018 Partnership Survey

For eight of nine outcomes, all partners reported that they met at least once a year (Figure 11). Figure 12 provides a closer look at perceptions of effectiveness regarding these meetings. Few partners (0% - 17%) reported that the meetings were highly effective. More than half of the partners who were working on high school graduation, college attainment, career readiness, and physical and mental health felt the meetings were only somewhat effective. Seventy five percent of respondents agreed or strongly agreed that the meetings had clear goals, and 86% reported that they discussed ways to increase collaborations to promote student success in their partnership meetings.

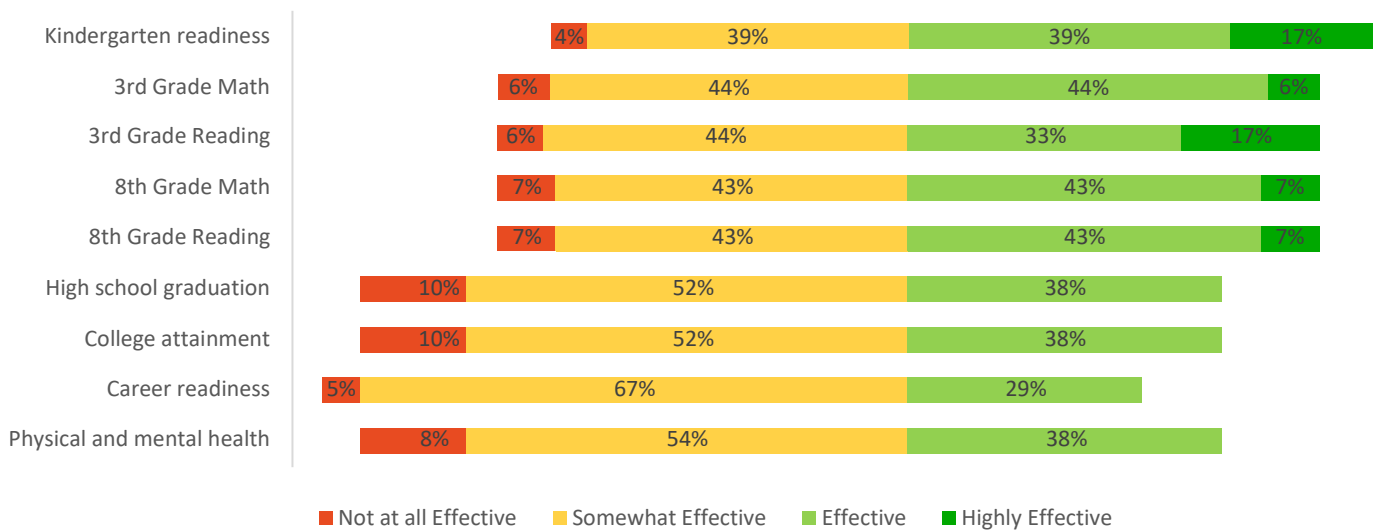
Figure 11. Frequency of attending meetings with other partners to address the following student outcome



Source: Spring 2018 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



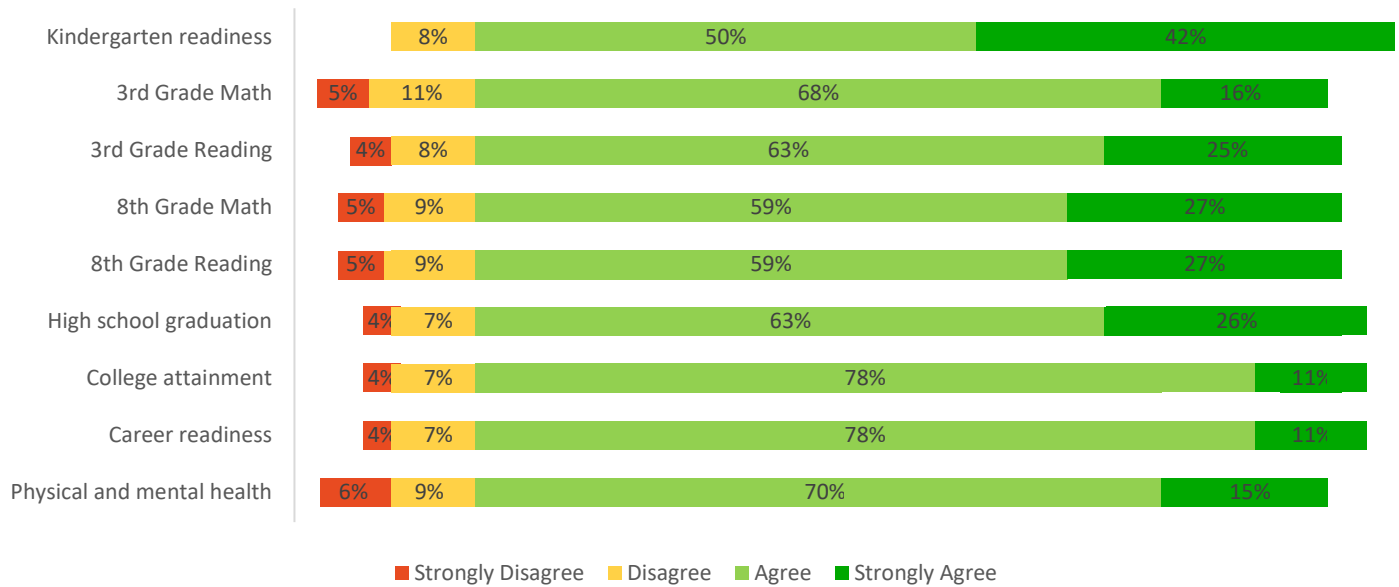
Source: Spring 2018 Partnership Survey

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). Almost all (92%) of the partners working on kindergarten readiness 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 84% - 89% for the remaining eight outcomes.

Figure 13. Partners work well together to improve student outcomes

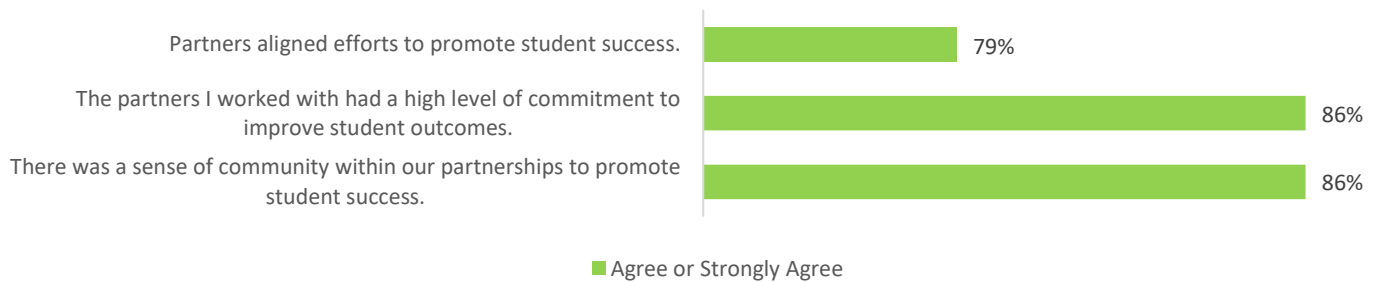


Source: Spring 2018 Partnership Survey

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, 89% of respondents agreed or strongly agreed that partners aligned efforts to promote student success, and 79% agreed or strongly agreed that partners they worked with had a high level of commitment to improve student outcomes. Similarly, 78% of partners agreed or strongly agreed that there was a sense of community within their partnerships (Figure 14).

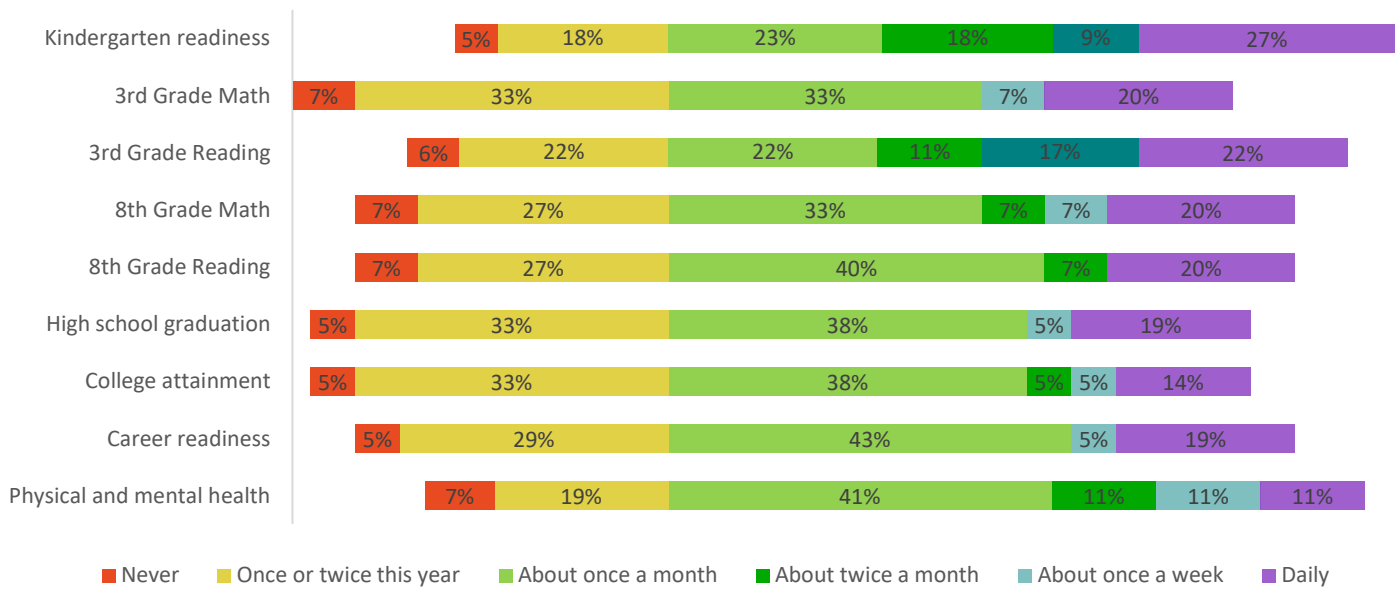
Figure 14. Partners working together



Source: Spring 2018 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. Similarly, 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 83% agreed or strongly agreed that their organizations pooled resources with other partners to maximize outcomes. Eighty-five percent agreed or strongly agreed that partners were able to achieve more because they leveraged shared assets and resources.

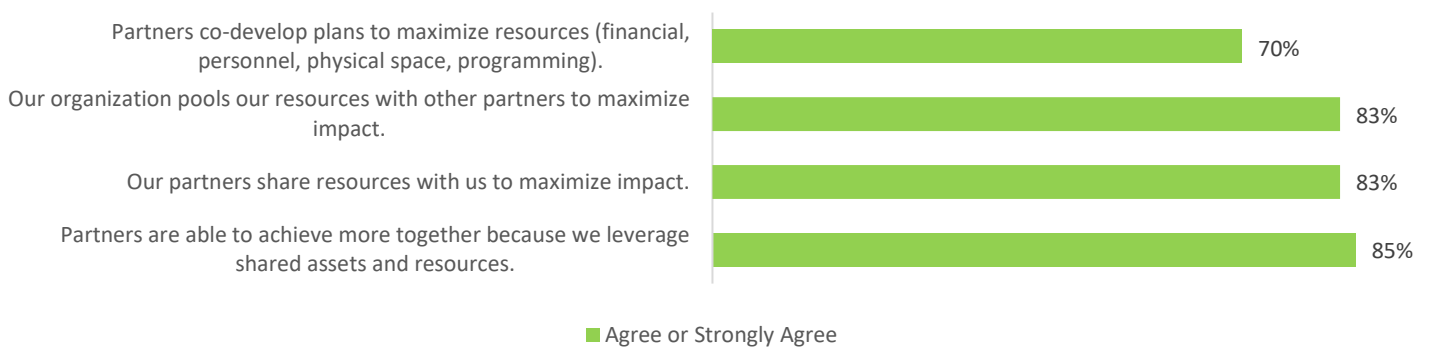
Figure 15. Frequency of partners sharing resources to maximize the achievement of student outcomes



Source: Spring 2018 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.

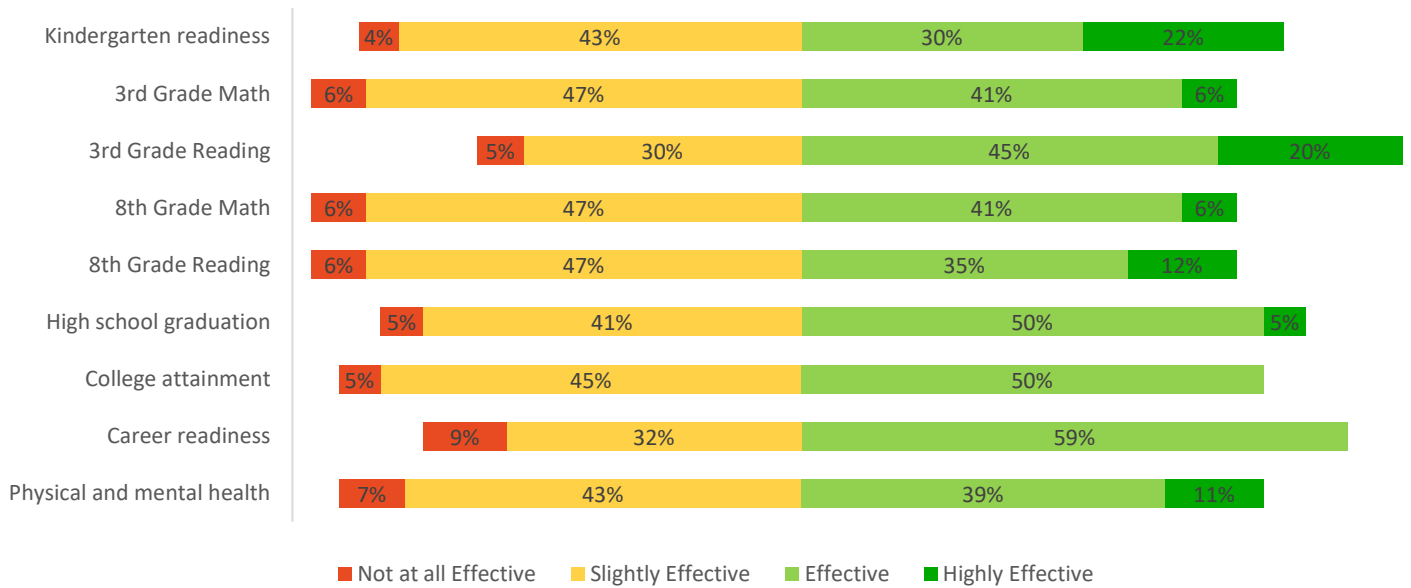
Figure 16. Partners working together to leverage resources to support student success



Source: Spring 2018 Partnership Survey

Ratings of the overall effectiveness of collective partnerships suggest partners were divided regarding the effectiveness of these efforts. About half of the partners considered their shared work slightly effective or not effective, while about half considered their shared work effective or highly effective.

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



Source: Spring 2018 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 each year compared to the three previous years?

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 2017-18 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.

Table 11 provides an overall comparison of survey responses for each outcome and serves as 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	Third Grade Math	Third Grade Reading	Eighth Grade Math	Eighth Grade Reading	High School Graduation	Career Readiness	College Attainment	Physical & Mental Health
Number of partners	22	11	18	14	12	22	19	18	19
Had access to data	18	10	17	14	12	19	15	16	16
Shared student data	11	6	9	7	6	9	7	11	11
Communicated once a month or more	85%	67%	87%	58%	40%	76%	71%	79%	82%
Attended meetings once a month or more	80%	44%	73%	39%	27%	67%	67%	71%	78%
Shared resources once a month or more	84%	63%	79%	73%	66%	69%	62%	54%	75%
Aligned Efforts	90%	89%	87%	92%	80%	73%	66%	66%	89%
Communicated Openly	95%	88%	92%	91%	89%	82%	70%	70%	88%
Worked well together	95%	88%	93%	92%	91%	89%	88%	87%	89%
Partners had clear strategies to improve outcomes	100%	100%	100%	92%	90%	90%	75%	87%	78%
Meetings were effective or highly effective	55%	55%	53%	55%	33%	35%	14%	36%	41%
Partnerships were effective or highly effective	58%	44%	73%	58%	40%	61%	60%	47%	65%

Table 12 provides a summary of outcomes findings. Of the nine outcomes, third grade reading had the highest number of schools reporting increases in the percent of students who were proficient. In contrast, eighth grade reading and career readiness saw the smallest number of schools reporting improvements. Five of 17 elementary schools reported kindergarten readiness improvements for economically disadvantaged students. One of five junior high schools reported eighth grade reading improvements for economically disadvantaged students. 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

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	17	9	5	6	small sample sizes	small sample sizes	
Third Grade Math	17	8	8	8	8	10	
Third Grade Reading proficiency	17	8	12	9	8	8	
Third Grade Reading DIBELS	17	11	14	11	small sample sizes	small sample sizes	
Eighth Grade Math	5	3	2	2	2	3	
Eighth Grade Reading	5	1	1	1	4	3	
High School Graduation	4	3	4	2	3	3	
Career Readiness	4	0	1	1	1	2	
College Enrollment	Only baseline data were available at the time of reporting						
Physical and Mental Health	School and District level SHARP data are not publicly available						

ED = Economically Disadvantaged

EL = English Learners

SWD = Students with Disabilities

Kindergarten Readiness

Number of partners working on this outcome:

- 22 respondents reported that they partnered with other organizations to address kindergarten readiness outcomes during the 2017-18 academic year.
- 18 of those partners reported that they had access to data for this project.
- 11 reported that they shared student data with at least one other partner.

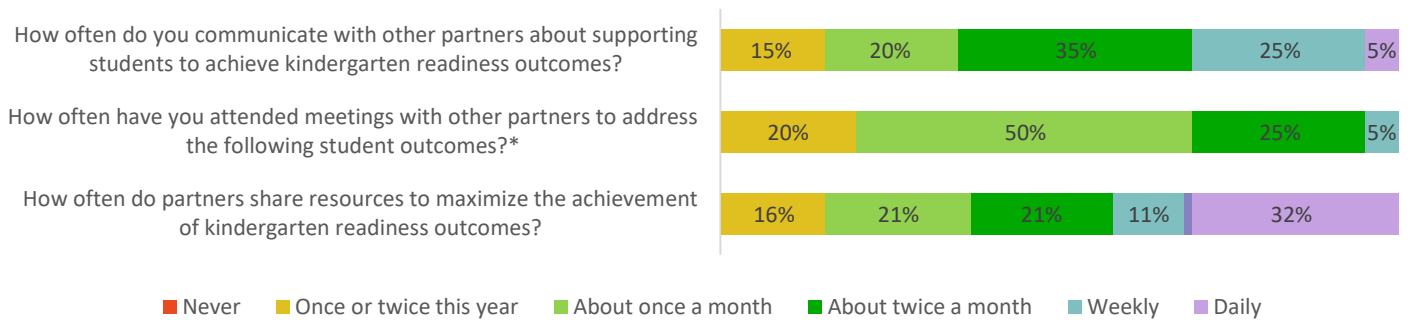
Table 13. Types of organizations in partnerships to address kindergarten readiness

Types of Organizations	Percent Who Responded
Private business	0%
State government agency	5%
Municipality	5%
Other	9%
Local healthcare organization	5%
Local education agency	18%
Institution of Higher Education	9%
<u>Local non-profit or philanthropic org.</u>	<u>50%</u>

Source: Spring 2018 Partnership Survey (n = 22)

Other: Cross-sector partnership, foundation philanthropic donor, Boys and Girls Clubs

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

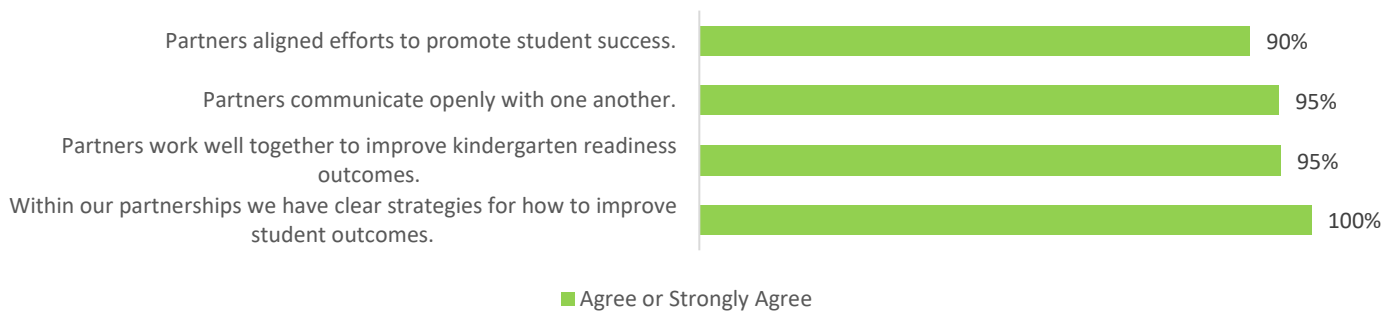


Figure 20. Effectiveness of partnership meetings

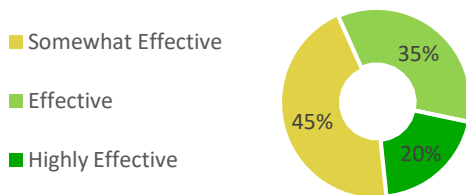


Figure 21. Overall effectiveness of partnerships

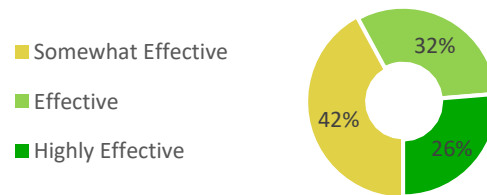


Table 14. Kindergarten Readiness: Percent of students who Met Beginning of the Year (BOY) DIBELS Benchmarks

Grantee, School District, & Feeder Pattern	School	DIBELS BOY 2017	DIBELS BOY 2018	↓ ↑	DIBELS BOY ED 2017	DIBELS BOY ED 2018	↓ ↑	DIBELS BOY Minority 2017	DIBELS BOY Minority 2018	↓ ↑	DIBELS BOY EL 2017	DIBELS BOY EL 2018	↓ ↑	DIBELS BOY SWD 2017	DIBELS BOY SWD 2018	↓ ↑
United Way of Northern Utah Ogden SD Ogden High	T.O. Smith Elementary	14%	32%	↑	14%	32%	↑	9%	24%	↑	≤5%	27%	↑	n<10	n<10	—
United Way of Salt Lake City Granite SD Kearns High	Gourley Elementary	38%	23%	↓	34%	20%	↓	35%	21%	↓	18%	20%	↑	n<10	n<10	—
	Oquirrh Hills Elementary	31%	32%	↑	41%	31%	↓	24%	27%	↑	20%	31%	↑	n<10	n<10	—
	South Kearns Elementary	17%	32%	↑	16%	30%	↑	17%	18%	↓	15%	20%	↑	n<10	n<10	—
	West Kearns Elementary	45%	31%	↓	36%	22%	↓	34%	21%	↓	24%	22%	↓	n<10	n<10	—
United Way of Salt Lake City Granite SD Cotttonwood High	James E. Moss Elem.	47%	33%	↓	42%	31%	↓	36%	24%	↓	36%	26%	↓	n<10	n<10	—
	Lincoln Elementary	40%	36%	↓	35%	31%	↓	36%	35%	↓	40%	33%	↓	n<10	n<10	—
	Roosevelt Elementary	22%	24%	↑	23%	22%	↓	17%	20%	↑	14%	13%	↓	n<10	10%	—
	Woodrow Wilson Elem.	31%	35%	↑	30%	25%	↓	30%	27%	↓	27%	25%	↓	n<10	n<10	—
Weber SD Roy High	Freedom Elementary	55%	69%	↑	39%	50%	↑	36%	40%	↑	n<10	n<10	—	n<10	n<10	—
	Lakeview Elementary	35%	64%	↑	31%	58%	↑	31%	60%	↑	n<10	n<10	—	n<10	n<10	—
	Midland Elementary	58%	43%	↓	45%	36%	↓	n<10	8%	—	n<10	n<10	—	n<10	n<10	—
	Municipal Elementary	49%	35%	↓	47%	29%	↓	n<10	25%	—	n<10	n<10	—	29%	18%	↓
	North Park Elementary	44%	52%	↑	33%	51%	↑	22%	53%	↑	n<10	n<10	—	n<10	n<10	—
	Roy Elementary	60%	67%	↑	69%	66%	↓	68%	63%	↓	n<10	n<10	—	n<10	n<10	—
	Valley View Elementary	48%	32%	↓	35%	17%	↓	31%	18%	↓	n<10	10%	—	7%	31%	↑
	West Haven Elementary	66%	41%	↓	55%	32%	↓	55%	33%	↓	n<10	n<10	—	n<10	n<10	—

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

Grantee, School District, & Feeder Pattern	School	KEEP Literacy 2018	KEEP Literacy ED 2018	KEEP Literacy Minority 2018	KEEP Literacy EL 2018	KEEP Literacy SWD 2018	KEEP Numeracy 2018	KEEP Numeracy ED 2018	KEEP Numeracy Minority 2018	KEEP Numeracy EL 2018	KEEP Numeracy SWD 2018
United Way of Northern Utah Ogden SD Ogden High	T.O. Smith Elementary	19%	19%	14%	13%	n<10	36%	36%	24%	22%	n<10
United Way of Salt Lake City Granite SD Kearns High	Gourley Elementary	24%	21%	20%	18%	n<10	29%	27%	25%	24%	n<10
	Oquirrh Hills Elem.	37%	40%	39%	39%	n<10	50%	50%	50%	46%	n<10
	South Kearns Elem.	32%	29%	19%	15%	n<10	44%	43%	33%	23%	n<10
	West Kearns Elem.	36%	28%	26%	24%	n<10	42%	37%	40%	34%	n<10
United Way of Salt Lake City Granite SD Cottonwood High	James E. Moss Elem.	40%	40%	35%	35%	n<10	52%	53%	44%	41%	n<10
	Lincoln Elementary	39%	36%	35%	35%	n<10	51%	48%	47%	43%	n<10
	Roosevelt Elementary	37%	28%	28%	25%	30%	47%	43%	36%	25%	n<10
	Woodrow Wilson E.	44%	37%	24%	35%	n<10	45%	38%	24%	33%	n<10
Weber SD Roy High	Freedom Elementary	72%	52%	41%	n<10	n<10	73%	60%	65%	n<10	n<10
	Lakeview Elementary	49%	44%	39%	n<10	n<10	71%	64%	67%	n<10	n<10
	Midland Elementary	42%	36%	36%	n<10	n<10	60%	52%	46%	n<10	n<10
	Municipal Elementary	38%	31%	19%	n<10	33%	56%	60%	50%	n<10	46%
	North Park Elem.	43%	33%	33%	n<10	n<10	65%	58%	58%	n<10	n<10
	Roy Elementary	38%	36%	18%	n<10	n<10	58%	56%	50%	n<10	n<10
	Valley View Elem.	40%	27%	20%	n<10	n<10	59%	39%	33%	n<10	n<10
	West Haven Elem.	49%	35%	40%	n<10	42%	63%	59%	73%	n<10	42%

Note: 2018 was the first year that Utah utilized the Kindergarten Entry and Exit Profiles (KEEP) assessment.

Third Grade Math

Number of partners working on this outcome:

- 11 respondents reported that they partnered with other organizations to address 3rd grade math outcomes during the 2017-18 academic year.
- 10 of those partners reported that they had access to data for this project.
- 6 reported that they shared student data with at least one other partner.

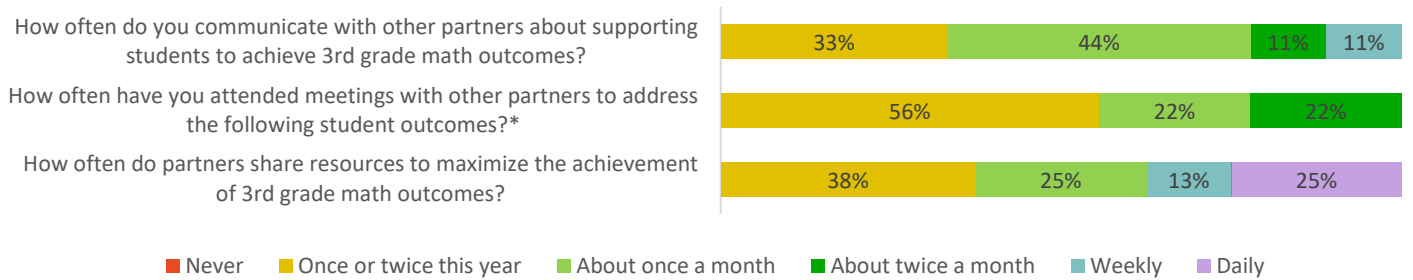
Table 16. Types of organizations in partnerships to address 3rd grade math outcomes.

Types of Organizations	Percent Who Responded
Private business	0%
State government agency	0%
Municipality	9%
Other	9%
Local healthcare organization	9%
Local education agency	9%
Institution of Higher Education	9%
Local non-profit or philanthropic org.	55%

Source: Spring 2018 Partnership Survey (n = 11)

Other responses include Cross-sector partnership, foundation philanthropic donor, Boys and Girls Clubs

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

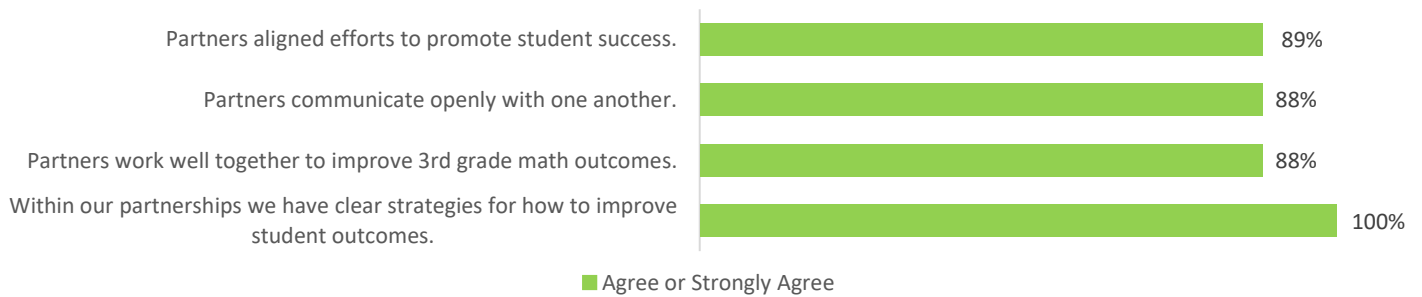


Figure 24. Effectiveness of partnership meetings

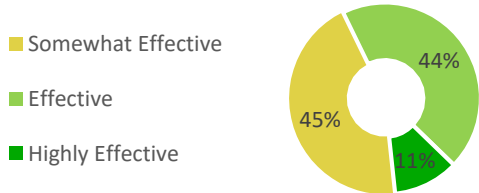


Figure 25. Overall effectiveness of partnerships

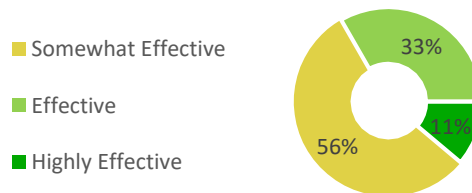


Table 17. Third Grade Math: Percent of Students Who Were Proficient

Grantee, School District, & Feeder Pattern	School	Math Proficient 2017	Math Proficient 2018	↓ ↑	Math ED 2017	Math ED 2018	↓ ↑	Math Minority 2017	Math Minority 2018	↓ ↑	Math EL 2017	Math EL 2018	↓ ↑	Math SWD 2017	Math SWD 2018	↓ ↑
United Way of Northern Utah Ogden SD Ogden High	T.O. Smith Elem.	48%	38%	↓	48%	38%	↓	47%	35%	↓	41%	31%	↓	18%	≤5%	↓
United Way of Salt Lake City Granite SD Kearns High	Gourley Elem.	29%	30%	↑	21%	29%	↑	26%	31%	↑	29%	30%	↑	≤5%	≤5%	→
	Oquirrh Hills Elem.	39%	47%	↑	40%	44%	↑	43%	35%	↓	28%	39%	↑	8%	20%	↑
	South Kearns Elem.	39%	36%	↓	36%	34%	↓	29%	22%	↓	31%	25%	↓	14%	15%	↑
	West Kearns Elem.	37%	37%	↓	35%	29%	↓	37%	24%	↓	35%	26%	↓	6%	25%	↑
United Way of Salt Lake City Granite SD Cottonwood High	James E. Moss Elem.	31%	51%	↑	30%	47%	↑	22%	50%	↑	19%	42%	↑	7%	18%	↑
	Lincoln Elem.	26%	28%	↑	26%	27%	↑	24%	22%	↓	23%	30%	↑	≤5%	≤5%	→
	Roosevelt Elem.	8%	13%	↑	7%	14%	↑	9%	11%	↑	8%	13%	↑	≤5%	10%	↑
	Woodrow Wilson E.	27%	39%	↑	26%	36%	↑	23%	42%	↑	25%	35%	↑	11%	17%	↑
Weber SD Roy High	Freedom Elem.	38%	32%	↓	25%	31%	↑	29%	13%	↓	25%	20%	↓	19%	25%	↑
	Lakeview Elem.	38%	17%	↓	30%	19%	↓	20%	14%	↓	13%	≤5%	↓	9%	7%	↓
	Midland Elem.	61%	57%	↓	50%	39%	↓	44%	38%	↓	33%	≤5%	↓	38%	50%	↑
	Municipal Elem.	45%	35%	↓	31%	29%	↓	25%	33%	↑	≤5%	50%	↑	≤5%	≤5%	→
	North Park Elem.	33%	20%	↓	26%	19%	↓	7%	9%	↑	10%	≤5%	↓	27%	≤5%	↓
	Roy Elementary	36%	40%	↑	34%	33%	↓	28%	30%	↑	25%	33%	↑	11%	11%	→
	Valley View Elem.	32%	44%	↑	27%	34%	↑	21%	13%	↓	15%	8%	↓	10%	25%	↑
	West Haven Elem.	54%	51%	↓	28%	42%	↓	36%	31%	↓	80%	25%	↓	15%	26%	↑

State SAGE proficiency averages for 2018 third grade math = 52%, ED = 36.4%, minority N/A%, EL = 26.2%, SWD = 28.8%

Third Grade Reading

Number of partners working on this outcome:

- 18 respondents reported that they partnered with other organizations to address 3rd grade reading outcomes during the 2017-18 academic year.
- 17 of those partners reported that they had access to data for this project.
- 9 reported that they shared student data with at least one other partner.

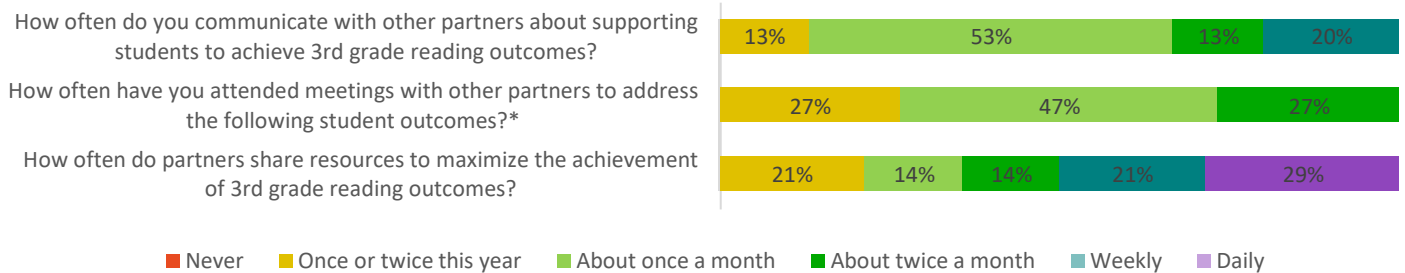
Table 18. Types of organizations in partnerships to address 3rd grade reading outcomes

Types of Organizations	Percent Who Responded
Private business	0%
State government agency	0%
Municipality	11%
Other	11%
Local healthcare organization	6%
Local education agency	22%
Institution of Higher Education	11%
Local non-profit or philanthropic org.	39%

Source: Spring 2018 Partnership Survey (n = 18)

Other responses include Cross-sector partnership, foundation philanthropic donor, Boys and Girls Clubs

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

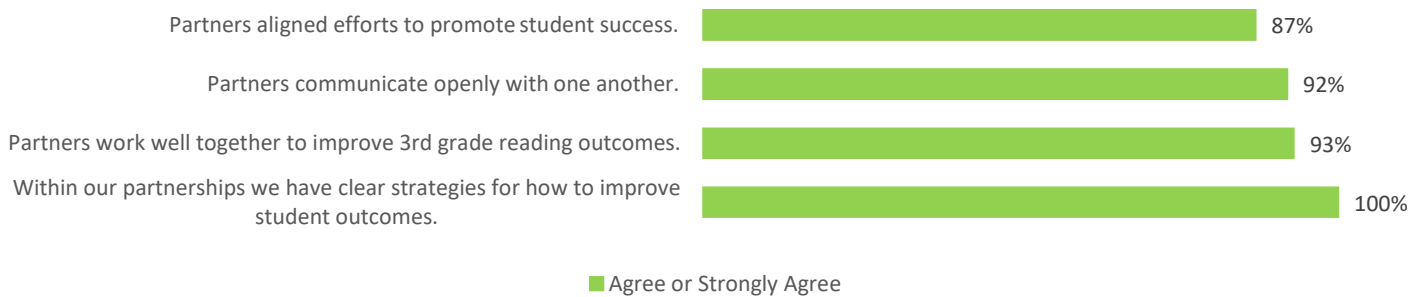


Figure 28. Effectiveness of partnership meetings

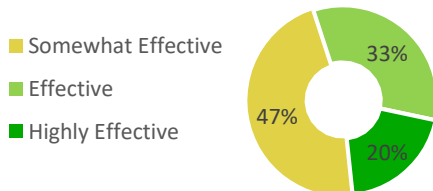


Figure 29. Overall effectiveness of partnerships

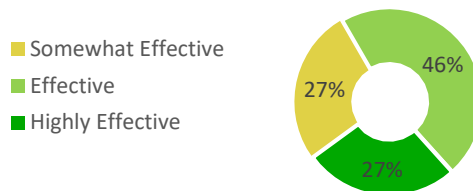


Table 19. Third Grade Reading: Percent of Students Who Were Proficient

Grantee, School District, & Feeder Pattern	School	ELA Proficient 2017	ELA Proficient 2018	↓ ↑	ELA ED 2017	ELA ED 2018	↓ ↑	ELA Minority 2017	ELA Minority 2018	↓ ↑	ELA EL 2017	ELA EL 2018	↓ ↑	ELA SWD 2017	ELA SWD 2018	↓ ↑
United Way of Northern Utah Ogden SD Ogden High	T.O. Smith Elem.	30%	40%	↑	30%	40%	↑	28%	39%	↑	17%	31%	↑	9%	≤5%	↓
United Way of Salt Lake City Granite SD Kearns High	Gourley Elem.	24%	16%	↓	15%	14%	↓	18%	17%	↓	16%	18%	↑	≤5%	13%	↑
	Oquirrh Hills Elem.	29%	28%	↓	29%	30%	↑	25%	15%	↓	11%	15%	↑	8%	20%	↑
	South Kearns Elem.	41%	20%	↓	36%	20%	↓	38%	22%	↓	31%	13%	↓	14%	8%	↓
	West Kearns Elem.	25%	36%	↑	20%	29%	↑	24%	28%	↑	19%	26%	↑	6%	18%	↑
United Way of Salt Lake City Granite SD Cottonwood High	James E. Moss Elem.	29%	34%	↑	27%	28%	↑	19%	31%	↑	16%	29%	↑	≤5%	≤5%	→
	Lincoln Elem.	18%	16%	↓	20%	14%	↓	14%	13%	↓	20%	13%	↓	≤5%	≤5%	→
	Roosevelt Elem.	6%	18%	↑	≤5%	19%	↑	7%	16%	↑	8%	13%	↑	≤5%	10%	↑
	Woodrow Wilson E.	27%	32%	↑	25%	30%	↑	23%	32%	↑	23%	23%		11%	17%	↑
Weber SD Roy High	Freedom Elem.	41%	40%	↓	25%	36%	↑	18%	19%	↑	≤5%	20%	↑	6%	19%	↑
	Lakeview Elem.	33%	20%	↓	22%	26%	↑	30%	14%	↓	25%	≤5%	↓	≤5%	≤5%	→
	Midland Elem.	44%	49%	↑	35%	39%	↑	38%	63%	↑	17%	≤5%	↓	25%	38%	↑
	Municipal Elem.	35%	23%	↓	25%	19%	↓	25%	17%	↓	≤5%	≤5%	→	≤5%	≤5%	→
	North Park Elem.	23%	24%	↑	18%	24%	↑	13%	≤5%	↓	≤5%	≤5%	→	21%	≤5%	↓
	Roy Elem.	25%	45%	↑	16%	36%	↑	17%	35%	↑	0%	33%	↑	6%	≤5%	↓
	Valley View Elem.	35%	33%	↓	23%	22%	↓	21%	13%	↓	23%	8%	↓	≤5%	≤5%	→
West Haven Elem.	37%	34%	↓	20%	28%	↑	21%	25%	↑	60%	25%	↓	8%	16%	↑	

State SAGE proficiency averages for 2018 third grade English language arts = 48%, ED = 32%, minority N/A, EL = 20.5%, SWD = 23.3%

Table 20. Third Grade Reading: Percent of Students Who Met End of Year (EOY) DIBELS Benchmarks

Grantee, School District, & Feeder Pattern	School	DIBELS EOY 2017	DIBELS EOY 2018	↓ ↑	DIBELS EOY ED 2017	DIBELS EOY ED 2018	↓ ↑	DIBELS EOY Minority 2017	DIBELS EOY Minority 2018	↓ ↑	DIBELS EOY EL 2017	DIBELS EOY EL 2018	↓ ↑	DIBELS EOY SWD 2017	DIBELS EOY SWD 2018	↓ ↑
United Way of Northern Utah Ogden SD, Ogden High	T.O. Smith Elem.	53%	58%	↑	53%	58%	↑	46%	55%	↑	38%	53%	↑	27%	n<10	—
United Way of Salt Lake City Granite SD Kearns High	Gourley Elem.	56%	53%	↓	52%	54%	↑	53%	49%	↓	48%	50%	↑	n<10	n<10	—
	Oquirrh Hills Elem.	36%	49%	↑	38%	53%	↑	38%	42%	↑	17%	36%	↑	≤5%	10%	↑
	South Kearns Elem.	70%	70%	→	67%	68%	↑	67%	65%	↓	50%	56%	↑	n<10	31%	—
	West Kearns Elem.	51%	63%	↑	48%	59%	↑	51%	59%	↑	39%	60%	↑	16%	25%	↑
United Way of Salt Lake City Granite SD Cotttonwood High	James E. Moss Elem.	37%	58%	↑	35%	53%	↑	34%	50%	↑	19%	41%	↑	≤5%	≤5%	→
	Lincoln Elem.	41%	35%	↓	39%	32%	↓	38%	37%	↓	38%	27%	↓	n<10	n<10	—
	Roosevelt Elem.	30%	37%	↑	27%	37%	↑	31%	33%	↑	19%	26%	↑	30%	10%	↓
	Woodrow Wilson E.	44%	45%	↑	42%	42%	→	40%	42%	↑	32%	32%	→	n<10	17%	—
Weber SD Roy High	Freedom Elem.	85%	74%	↓	75%	63%	↓	77%	48%	↓	n<10	n<10	—	47%	43%	↓
	Lakeview Elem.	68%	64%	↓	59%	60%	↑	60%	53%	↓	n<10	n<10	—	18%	33%	↑
	Midland Elem.	80%	85%	↑	73%	80%	↑	68%	100%	↑	n<10	n<10	—	n<10	n<10	—
	Municipal Elem.	75%	85%	↑	69%	81%	↑	54%	85%	↑	n<10	n<10	—	20%	n<10	—
	North Park Elem.	62%	63%	↑	58%	63%	↑	55%	57%	↑	n<10	n<10	—	31%	15%	↓
	Roy Elem.	66%	74%	↑	61%	69%	↑	64%	71%	↑	n<10	n<10	—	22%	n<10	—
	Valley View Elem.	75%	78%	↑	68%	72%	↑	65%	70%	↑	45%	62%	↑	60%	n<10	—
	West Haven Elem.	70%	70%	→	54%	67%	↑	68%	63%	↓	n<10	n<10	—	30%	35%	↑

Eighth Grade Math

Number of partners working on this outcome:

- 14 respondents reported that they partnered with other organizations to address 8th grade math outcomes during the 2017-18 academic year.
- 14 of those partners reported that they had access to data for this project.
- 7 reported that they shared student data with at least one other partner.

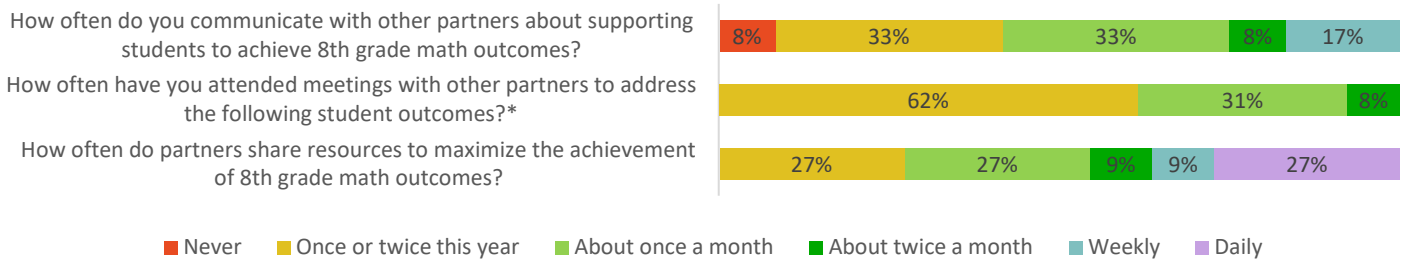
Table 21. Types of organizations in partnerships to address 8th grade math outcomes

Types of Organizations	Percent Who Responded
Private business	0%
State government agency	0%
Municipality	14%
Other	14%
Local healthcare organization	0%
Local education agency	14%
Institution of Higher Education	14%
Local non-profit or philanthropic org.	43%

Source: Spring 2018 Partnership Survey (n = 14)

Other responses include Cross-sector partnership, foundation philanthropic donor, Boys and Girls Clubs

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

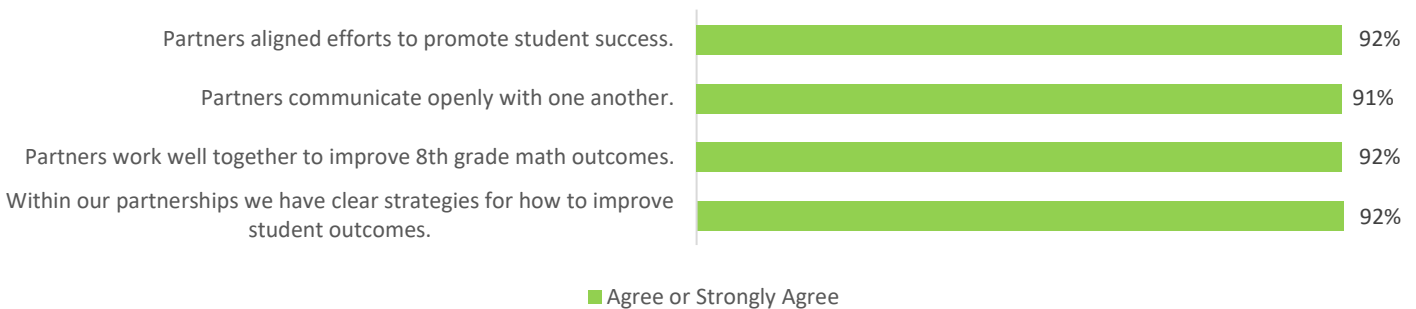


Figure 32. Effectiveness of partnership meetings

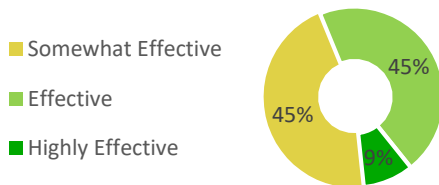


Figure 33. Overall effectiveness of partnerships

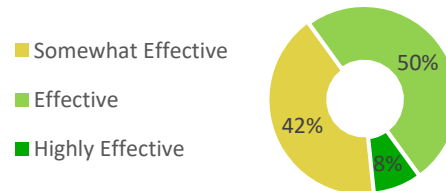


Table 22. Eighth Grade Math: Percent of Students Who Were Proficient

Grantee, School District, & Feeder Pattern	School	Math Proficient 2017	Math Proficient 2018	↓ ↑	Math ED 2017	Math ED 2018	↓ ↑	Math Minority 2017	Math Minority 2018	↓ ↑	Math EL 2017	Math EL 2018	↓ ↑	Math SWD 2017	Math SWD 2018	↓ ↑
United Way of Northern Utah Ogden SD Ogden High	Mount Ogden JH	27%	30%	↑	13%	16%	↑	8%	15%	↑	≤5%	≤5%	→	≤5%	11%	↑
United Way of Salt Lake City Granite SD Kearns High	Kearns JH	15%	17%	↑	12%	14%	↑	9%	8%	↓	≤5%	≤5%	→	≤5%	≤5%	→
United Way of Salt Lake City Granite SD Cottonwood High	Granite Park JH	15%	14%	↓	13%	12%	↓	16%	9%	↓	≤5%	≤5%	→	7%	≤5%	↓
Weber SD Roy High	Roy JH	18%	24%	↑	14%	11%	↓	≤5%	≤5%	→	≤5%	≤5%	→	≤5%	7%	↑
	Sand Ridge JH	30%	30%	→	19%	19%	→	10%	15%	↑	≤5%	≤5%	→	≤5%	6%	↑

State SAGE proficiency averages for 2018 eighth grade math = 45%, ED = 28.1%, minority N/A, EL = 8.3%, SWD = 8.5%

Eighth Grade Reading

Number of partners working on this outcome:

- 12 respondents reported that they partnered with other organizations to address 8th grade reading outcomes during the 2017-18 academic year.
- 12 of those partners reported that they had access to data for this project.
- 6 reported that they shared student data with at least one other partner.

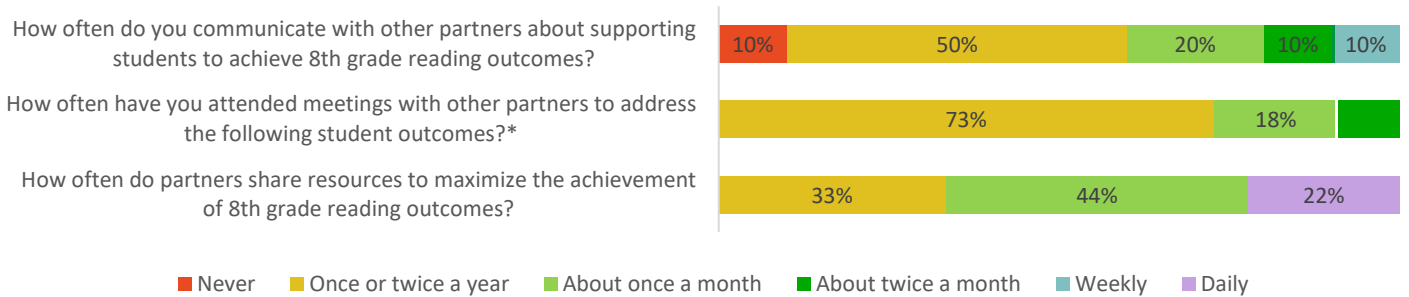
Table 23. Types of organizations in partnerships to address 8th grade reading outcomes

Types of Organizations	Percent Who Responded
Private business	0%
State government agency	0%
Municipality	8%
Other	8%
Local healthcare organization	0%
Local education agency	17%
Institution of Higher Education	17%
Local non-profit or philanthropic org.	50%

Source: Spring 2018 Partnership Survey (n = 12)

Other responses include foundation philanthropic donor, Boys and Girls Clubs

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

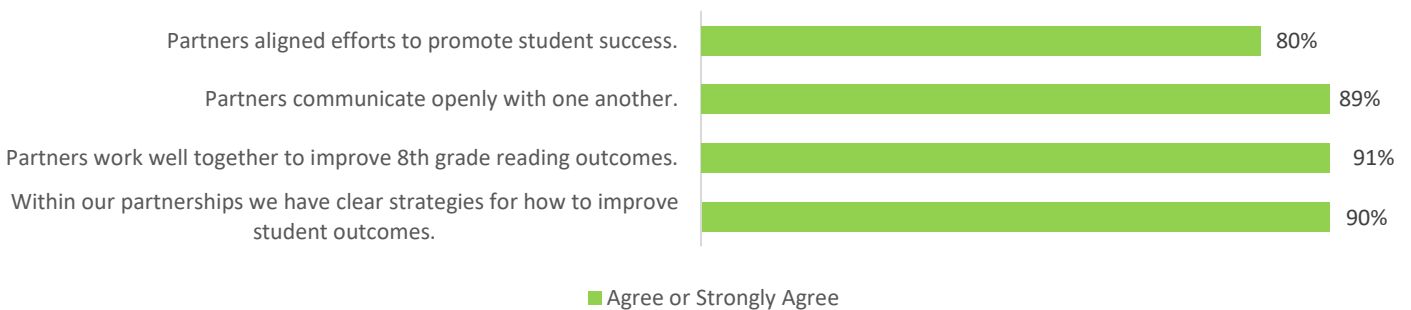


Figure 36. Effectiveness of partnership meetings

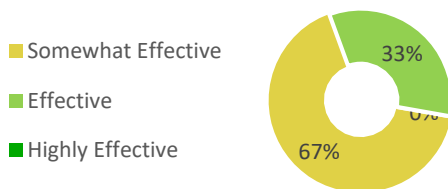


Figure 37. Overall effectiveness of partnerships

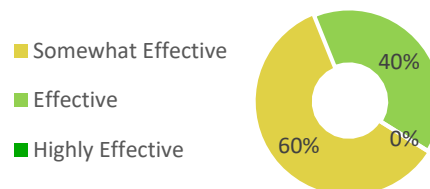


Table 24. Eighth Grade Reading: Percent of Students Who Were Proficient

Grantee, School District, & Feeder Pattern	School	ELA Proficient 2017	ELA Proficient 2018	↓ ↑	ELA ED 2017	ELA ED 2018	↓ ↑	ELA Minority 2017	ELA Minority 2018	↓ ↑	ELA EL 2017	ELA EL 2018	↓ ↑	ELA SWD 2017	ELA SWD 2018	↓ ↑
United Way of Northern Utah Ogden SD Ogden High	Mount Ogden JH	36%	36%	→	20%	20%	→	17%	21%	↑	≤5%	≤5%	→	≤5%	11%	↑
United Way of Salt Lake City Granite SD Kearns High	Kearns JH	35%	30%	↓	32%	28%	↓	29%	18%	↓	≤5%	8%	↑	≤5%	≤5%	→
United Way of Salt Lake City Granite SD Cottonwood High	Granite Park JH	16%	17%	↑	13%	15%	↑	16%	14%	↓	≤5%	≤5%	→	≤5%	≤5%	→
Weber SD Roy High	Roy JH	30%	28%	↓	24%	14%	↓	26%	7%	↓	13%	≤5%	↓	7%	10%	↑
	Sand Ridge JH	41%	31%	↓	28%	22%	↓	29%	23%	↓	≤5%	9%	↑	≤5%	13%	↑

State SAGE proficiency averages for 2018 eighth grade English language arts = 44%, ED = 28.2%, minority N/A, EL = 6.6%, SWD = 6.6%

High School Graduation

Number of partners working on this outcome:

- 22 respondents reported that they partnered with other organizations to address high school graduation outcomes during the 2017-18 academic year.
- 19 of those partners reported that they had access to data for this project.
- 9 reported that they shared student data with at least one other partner.

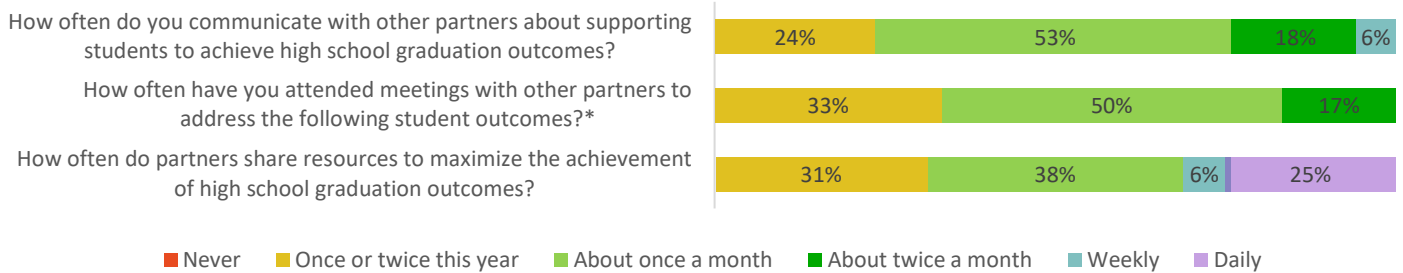
Table 25. Types of organizations in partnerships to address high school graduation outcomes

Types of Organizations	Percent Who Responded
Private business	0%
State government agency	0%
Municipality	9%
Other	9%
Local healthcare organization	5%
Local education agency	18%
Institution of Higher Education	14%
<u>Local non-profit or philanthropic org.</u>	<u>45%</u>

Source: Spring 2018 Partnership Survey (n = 22)

Other responses include Cross-sector partnership, foundation philanthropic donor, Boys and Girls Clubs

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

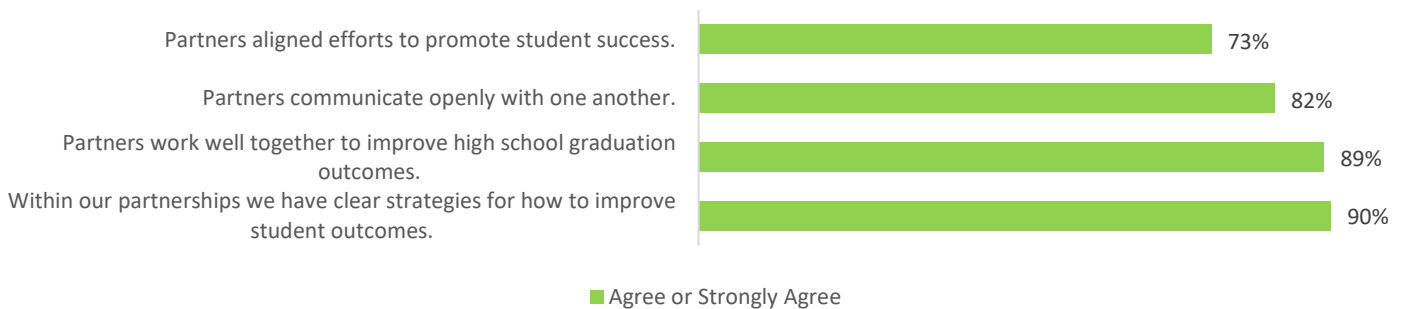


Figure 40. Effectiveness of partnership meetings

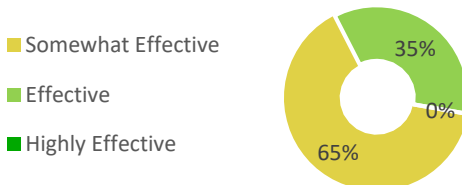


Figure 41. Overall effectiveness of partnerships

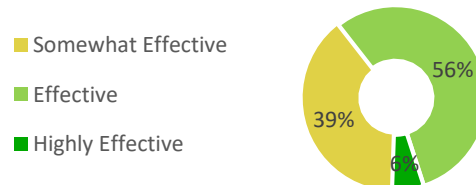


























Table 26. High School Graduation: Percent of Students Who Graduated High School

Grantee & School District	School	Graduation Rate 2017 (baseline)	Graduation Rate 2018 (year one)	 
Statewide	All	86%	87%	
	Economically disadvantaged	77%	77%	→
	Minority	N/A	N/A	
	English learners	67%	70%	
	Students with Disabilities	69%	70%	
United Way of Northern Utah Ogden School District	Ogden High	82%	87%	
	Ogden High ED	79%	83%	
	Ogden High Minority	79%	84%	
	Ogden High EL	72%	75%	
	Ogden High SWD	71%	65%	
United Way of Salt Lake Granite School District	Kearns High	83%	83%	→
	Kearns High ED	80%	82%	
	Kearns High Minority	87%	80%	
	Kearns High EL	67%	74%	
	Kearns High SWD	65%	74%	
United Way of Salt Lake Granite School District	Cottonwood High	79%	80%	
	Cottonwood High ED	70%	71%	
	Cottonwood High Minority	75%	76%	
	Cottonwood High EL	66%	75%	
	Cottonwood High SWD	45%	56%	
Weber School District	Roy High	90%	93%	
	Roy High ED	84%	88%	
	Roy High Minority	92%	88%	
	Roy High EL	89%	77%	
	Roy High SWD	76%	83%	

Career Readiness

Number of partners working on this outcome:

- 19 respondents reported that they partnered with other organizations to address career readiness outcomes during the 2017-18 academic year.
- 15 of those partners reported that they had access to data for this project.
- 7 reported that they shared student data with at least one other partner.

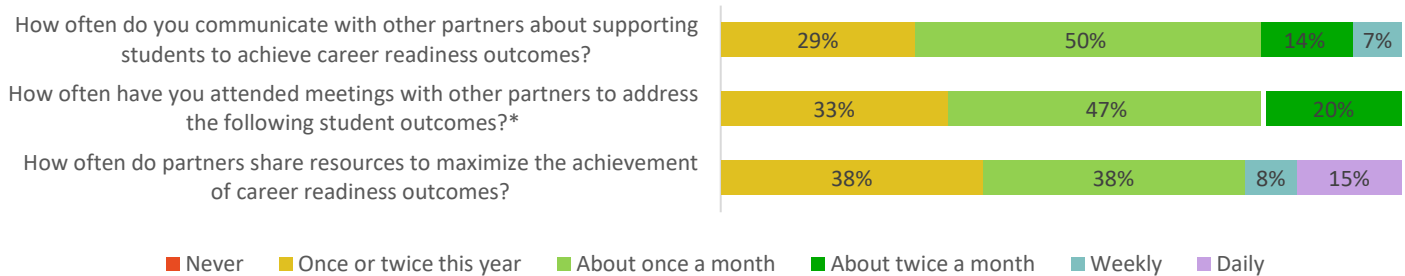
Table 27. Types of organizations in partnerships to address career readiness outcomes

Types of Organizations	Percent Who Responded
Private business	0%
State government agency	0%
Municipality	5%
Other	11%
Local healthcare organization	5%
Local education agency	11%
Institution of Higher Education	16%
Local non-profit or philanthropic org.	53%

Source: Spring 2018 Partnership Survey (n = 18)

Other responses include Cross-sector partnership, foundation philanthropic donor, Boys and Girls Clubs

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

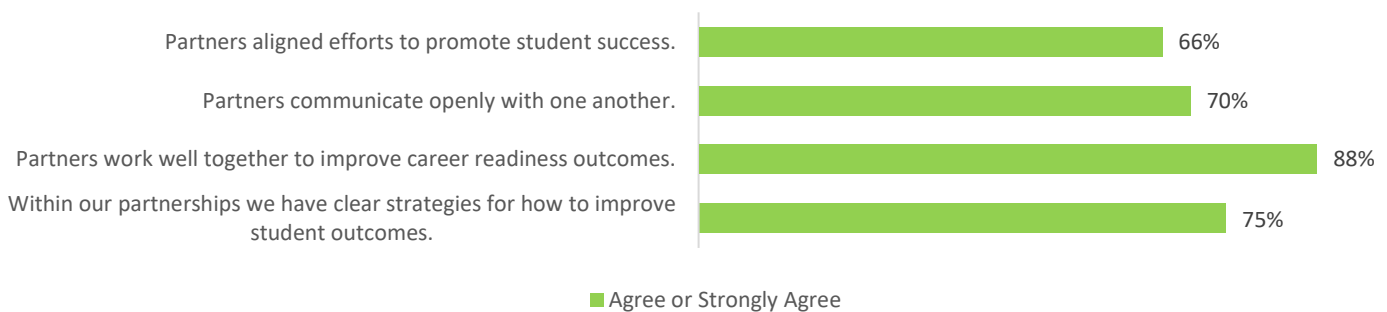


Figure 44. Effectiveness of partnership meetings

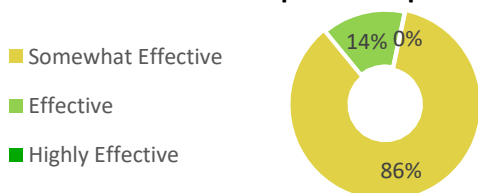


Figure 45. Overall effectiveness of partnerships

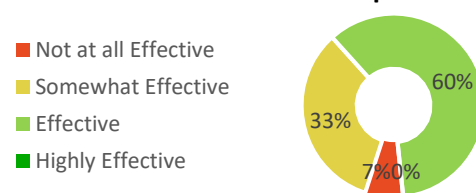


Table 28. Career Readiness: Percent of Students Who Met ACT Benchmarks in Grade 11

	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		
	2017	2018	↓ ↑	2017	2018	↓ ↑	2017	2018	↓ ↑	2017	2018	↓ ↑
ACT Composite	45%	45%	→	37%	35%	↓	51%	51%	→	52%	49%	↓
ACT Composite ED	30%	26%	↓	30%	29%	↓	32%	26%	↓	34%	38%	↑
ACT Composite Minority	26%	23%	↓	25%	23%	↓	29%	30%	↑	38%	39%	↑
ACT Composite EL	≤5%	≤5%	→	≤5%	≤5%	→	≤5%	≤5%	→	≤5%	≤5%	→
ACT Composite SWD	≤5%	≤5%	→	≤5%	≤5%	→	≤5%	12%	↑	11%	≤5%	↓
ACT English	39%	38%	↓	33%	36%	↑	46%	48%	↑	46%	44%	↓
ACT English ED	22%	19%	↓	26%	29%	↑	27%	26%	↓	26%	34%	↑
ACT English Minority	18%	15%	↓	22%	23%	↑	26%	29%	↑	33%	35%	↑
ACT English EL	≤5%	≤5%	→	≤5%	≤5%	→	≤5%	≤5%	→	≤5%	≤5%	→
ACT English SWD	≤5%	≤5%	→	≤5%	≤5%	→	≤5%	15%	↑	9%	≤5%	↓
ACT Math	18%	15%	↓	10%	9%	↓	26%	28%	↑	24%	22%	↓
ACT Math ED	8%	6%	↓	6%	7%	↓	12%	13%	↑	13%	14%	↑
ACT Math Minority	7%	≤5%	↓	≤5%	≤5%	→	12%	9%	↓	14%	13%	↓
ACT Math EL	≤5%	≤5%	↓	≤5%	≤5%	→	≤5%	≤5%	→	≤5%	≤5%	→
ACT Math SWD	≤5%	≤5%	→	≤5%	≤5%	→	≤5%	≤5%	→	≤5%	≤5%	→
ACT Science	25%	20%	↓	16%	14%	↓	26%	24%	↓	23%	18%	↓
ACT Science ED	14%	11%	↓	12%	11%	↓	11%	10%	↓	10%	10%	→
ACT Science Minority	13%	6%	↓	7%	≤5%	↓	12%	8%	↓	8%	15%	↑
ACT Science EL	≤5%	≤5%	→	≤5%	≤5%	→	≤5%	≤5%	→	≤5%	≤5%	→
ACT Science SWD	≤5%	≤5%	→	≤5%	≤5%	→	≤5%	≤5%	→	≤5%	≤5%	→
ACT Reading	30%	27%	↓	21%	20%	↓	33%	31%	↓	31%	27%	↓
ACT Reading ED	19%	15%	↓	16%	17%	↑	14%	17%	↑	20%	21%	↑
ACT Reading Minority	14%	10%	↓	10%	11%	↑	15%	13%	↓	15%	18%	↑
ACT Reading EL	≤5%	≤5%	→	≤5%	≤5%	→	≤5%	≤5%	→	≤5%	≤5%	→
ACT Reading SWD	≤5%	≤5%	→	≤5%	≤5%	→	≤5%	9%	↑	≤5%	≤5%	→

College Attainment

Number of partners working on this outcome:

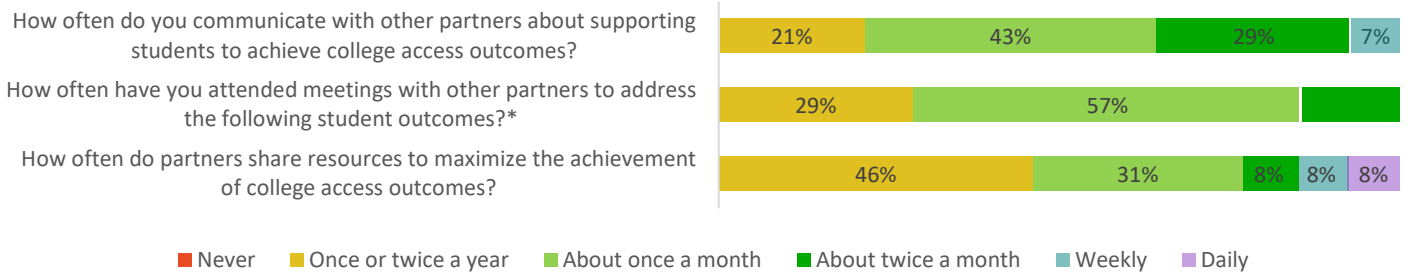
- 18 respondents reported that they partnered with other organizations to address college attainment outcomes during the 2017-18 academic year.
- 14 of those partners reported that they had access to data for this project.
- 8 reported that they shared student data with at least one other partner.

Table 29. Types of organizations in partnerships to address college attainment outcomes

Types of Organizations	Percent Who Responded
Private business	0%
State government agency	0%
Municipality	0%
Other	11%
Local healthcare organization	6%
Local education agency	11%
Institution of Higher Education	22%
<u>Local non-profit or philanthropic org.</u>	<u>50%</u>

Source: Spring 2018 Partnership Survey (n = 18)
Other responses include Cross-sector partnership, foundation philanthropic donor, Boys and Girls Clubs

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

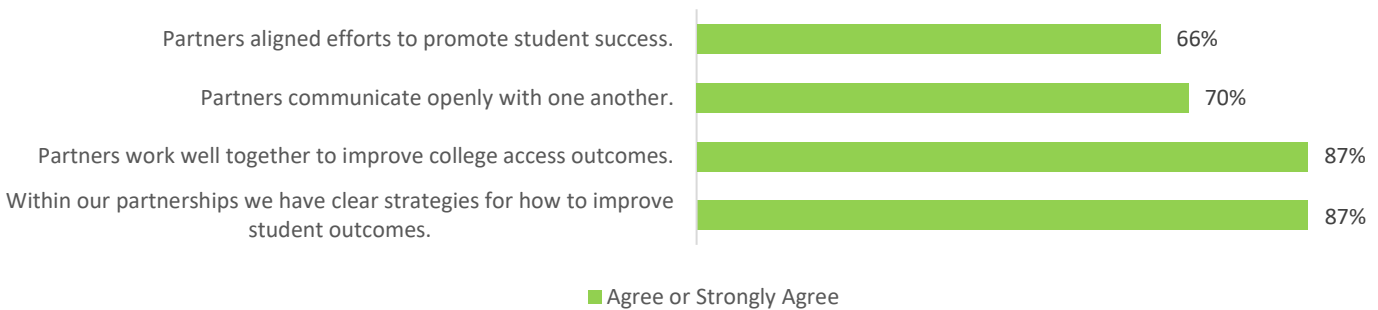


Figure 48. Effectiveness of partnership meetings

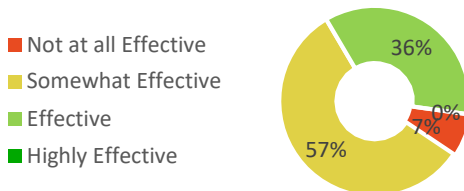


Figure 49. Overall effectiveness of partnerships

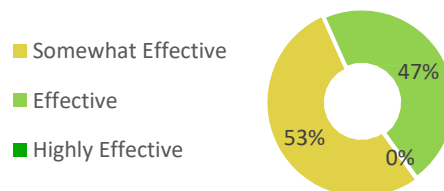


Table 30. College Attainment: Percent of 2017 Utah High School Graduates Who Enrolled in Utah Colleges

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
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

Note: 2018 Enrollment data were not available at the time this report was prepared. These numbers reflect the percentages of students who enrolled during their first year after high school graduation (2017 – 18 academic year). State percentages accessed online: <https://higheredutah.org/reports/high-school-feedback-reports/>.

N/A = Not Available

Physical and Mental Health

Number of partners working on this outcome:

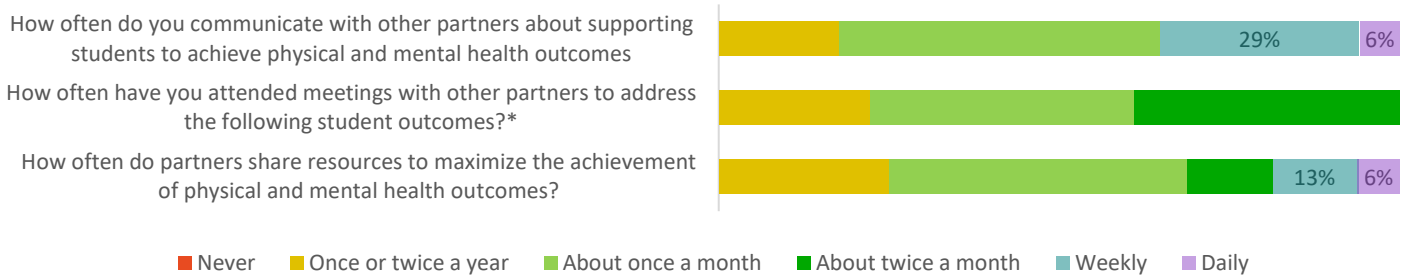
- 19 respondents reported that they partnered with other organizations to address physical and mental health outcomes during the 2017-18 academic year.
- 16 of those partners reported that they had access to data for this project.
- 11 reported that they shared student data with at least one other partner.

Table 31. Types of organizations in partnerships to address physical and mental health outcomes

Types of Organizations	Percent Who Responded
Private business	0%
State government agency	0%
Municipality	0%
Other	16%
Local healthcare organization	26%
Local education agency	5%
Institution of Higher Education	5%
Local non-profit or philanthropic org.	47%

Source: Spring 2018 Partnership Survey (n = 19)
Other responses include National non-profit, cross-sector partnership, foundation philanthropic donor, Boys and Girls Clubs

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

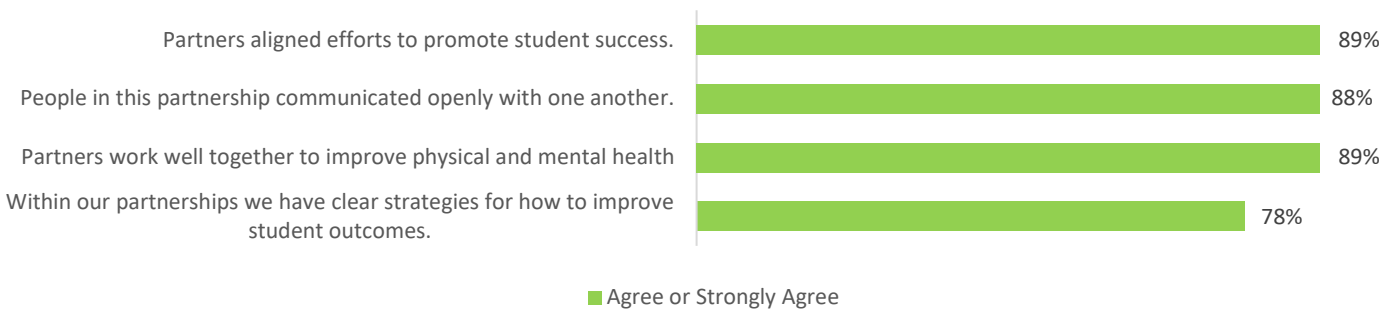


Figure 52. Effectiveness of partnership meetings

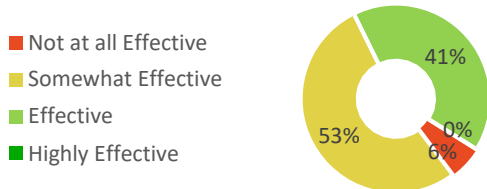
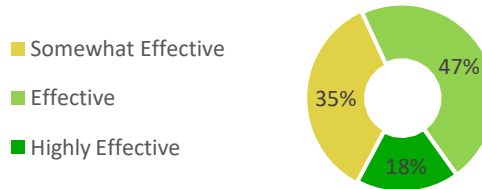


Figure 53. Overall effectiveness of partnerships



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 32.

Table 32. SHARP Survey results for Weber and Morgan Counties

SHARP Survey Indicators	6 th Grade	8 th Grade	10 th Grade	12 th Grade
	2017	2017	2017	2017
Alcohol lifetime use	6.7%	12.3%	28.7%	41.4%
Alcohol 30 day use	1.4%	3.0%	10.6%	21.1%
Cigarette lifetime use	3.9%	5.8%	14.6%	19.7%
Cigarette 30 day use	0.5%	0.6%	3.3%	5.5%
E-cig/vape lifetime use	6.2%	13.8%	31.5%	43.6%
E-cig/vape 30 day use	2.3%	5.6%	16.4%	22.5%
Chewing tobacco lifetime use	0.8%	1.4%	3.4%	7.3%
Chewing tobacco 30 day use	0.2%	0.1%	0.8%	2.0%
Marijuana lifetime use	1.7%	4.7%	21.5%	33.0%
Marijuana 30 day use	0.9%	1.6%	11.6%	14.7%
Prescription drug abuse lifetime	4.0%	4.3%	8.5%	9.8%
Prescription drug abuse 30 day	1.7%	1.4%	3.3%	3.1%
Binge drinking in past two weeks	1.5%	2.2%	5.7%	11.5%
½ pack of cigarettes or more per day in past 30 days	0.0%	0.0%	0.1%	0.6%
Drove after drinking in past 30 days	0.8%	1.8%	2.0%	3.0%
Rode in car with someone who was drinking in past 30 days	6.7%	7.2%	10.0%	10.4%
Needs alcohol or drug treatment	0.8%	1.8%	8.0%	8.0%
Attacked someone with the idea of seriously hurting them in the past year	5.8%	5.0%	4.0%	4.1%
Carried a handgun to school in the past year	0.5%	0.2%	0.0%	0.2%
Gang involvement	2.1%	2.8%	2.8%	1.3%
Percent with high mental health treatment needs	12%	17.0%	22.3%	19.9%
Percent with moderate mental health treatment needs	19.5%	24.0%	27.2%	28.0%
Percent with low mental health treatment needs	68.5%	59.0%	50.5%	52.1%
Percent with high depressive symptoms in the past year	4.4%	7.0%	7.6%	5.4%

SHARP Survey Indicators	6th Grade	8th Grade	10th Grade	12th Grade
	2017	2017	2017	2017
Percent with moderate depressive symptoms in the past year	66.7%	65.4%	72.6%	74.5%
Percent with no depressive symptoms in the past year	28.9%	27.6%	19.7%	20.1%
Self-harm in the past year	10.8%	15.0%	16.4%	14.1%
Seriously considered suicide in the past year	10.2%	14.6%	21.0%	19.2%
Made a plan for suicide in the past year	7.9%	12.6%	17.2%	15.6%
Attempted suicide in the past year	5.7%	7.4%	8.3%	6.8%
Dating partner physically hurt you in the past year	3.5%	3.6%	7.2%	5.8%
Did not go to school because of safety concerns in the past 30 days	10.3%	9.3%	8.3%	8.3%
Bullied on school property in the last 12 months	30.3%	26.5%	21.3%	13.7%

Summary of Outcomes

Table 33. Summary of Student Outcomes

Outcome	Summary
<p>Kindergarten readiness indicators included the percent of students who met beginning of year DIBELS benchmarks and beginning year of KEEP benchmarks.</p>	<ul style="list-style-type: none"> • Among the 17 elementary schools, nine (53%) showed overall increases in the percent of students who met DIBELS benchmarks. Increases ranged from two to 28 percentage points and the average increase was 11 percentage points. The greatest increase was at Lakeview Elementary School in Weber School District, part of the Roy High School feeder pattern. • Five schools saw improvements for economically disadvantaged students and six schools reported improvements for minority students. Sample sizes were low for English learners and students with disabilities. • Last year (2018) was the first year that Utah administered and reported KEEP statistics, so no annual comparisons were available.
<p>For third grade math we compared the percent of students who were proficient in math in 2017 and 2018.</p>	<ul style="list-style-type: none"> • Of the 17 elementary schools, eight (47%) reported overall increases in the percent of students who were proficient. Increases ranged from one to 20 percentage points and the average increase was eight percentage points. The greatest increase was at James E. Moss Elementary School in Granite School District, part of the Cottonwood High School feeder pattern. • Eight schools saw improvements for economically disadvantaged students, minority students, and English learners. Ten schools reported improvements for students with disabilities. • All four elementary schools in the Granite School District reported increases. Elementary schools in the Cottonwood High feeder pattern stand out as having the most consistent improvements from 2017 to 2018, across demographic categories.
<p>Third grade reading metrics are English language arts proficiency rates (as measured by SAGE) and end of year DIBELS scores. For proficiency rates, we compared the percent of students who were proficient in English language arts in 2017 and 2018.</p>	<ul style="list-style-type: none"> • Of the 17 elementary schools, eight (47%) reported overall increases in the percent of students who were proficient. Increases ranged from two to 21 percentage points and the average increase was nine percentage points. The greatest increase was at Roy Elementary School in Weber School District, part of the Roy High School feeder pattern. • Twelve schools saw improvements for economically disadvantaged students, nine reported improvements for minority students, eight reported improvements for English learners and students with disabilities. • Of the 17 elementary schools, 11 (65%) reported overall increases in the percent of students who were proficient. Increases ranged from one to 21 percentage points and the average increase was 8 percentage points. The greatest increase was at James E. Moss Elementary School in Granite School District, part of the Cottonwood High School feeder pattern. • Fourteen schools saw improvements for economically disadvantaged students and eleven reported improvements for minority students. Sample sizes were low for English learners and students with disabilities.
<p>For eighth grade math we compared the percent of students who were proficient in math in 2017 and 2018.</p>	<ul style="list-style-type: none"> • Of the five junior high schools, three reported overall increases in percent proficient in math, one decreased by 1 percentage point, and one did not change. Increases ranged from one to seven percentage points and the average increase was three percentage points. The greatest increase was at Roy Junior High in Weber School District, part of the Roy High School feeder pattern. • Two schools saw increases in math proficiency for economically disadvantaged students and minority students. English learners saw no change. Three schools reported increases for students with disabilities.

Outcome	Summary
<p>For eighth grade reading we compared the percent of students who were English language arts proficient in 2017 and 2018.</p>	<ul style="list-style-type: none"> • Of the five junior high schools, one reported overall increases in the percent proficient in reading, three reported decreases, and one did not change. • Granite Park Junior High, in the Cottonwood High feeder pattern, reported a one percentage point increase. • Granite Park Junior High was the only school that reported an increase for economically disadvantaged students. • Mount Ogden Junior High was the only school that reported an increase for minority students. • Two schools saw an increase for English learners and three schools reported increases for students with disabilities.
<p>For high school graduation, we compared 2017 and 2018 graduate rates.</p>	<ul style="list-style-type: none"> • Of the four high schools, three reported an overall increase in graduation rates and one school's graduation rates remained the same. Increases ranged from one to five percentage points and the average increase was three percentage points. The greatest increase was at Ogden High school. • Cottonwood High was the single school that reported increases across all subgroups. • All four schools reported an increase in graduation rates among economically disadvantaged students. Kearns High and Roy High reported decreases for minority students. Roy High reported decreases for English learners. Ogden High saw a decrease in graduation rates for students with disabilities.
<p>For career readiness, we compared the percent of students who met composite, English, math, science, and reading ACT benchmark scores in grade 11 for 2017 and 2018.</p>	<ul style="list-style-type: none"> • Of the four high schools, none reported an increase in composite ACT scores. In two schools, scores remained the same and in two schools scores decreased. Economically disadvantaged students saw a four percentage point increase at Roy High and decreased scores at the other three schools. For minority students, there was a one percentage point increase at Cottonwood High and Roy High. English learners saw little or no change. Scores for students with disabilities increased at Cottonwood High. • Across the four subjects, there was very little improvement from 2017 to 2018. For example, no schools reported increases in science or reading overall ACT benchmark achievement, one school reported an increase in math, and two in English. • There were few cases of improvements among sub-populations.
<p>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). Enrollments rates for 2018 were not yet available.</p>	<ul style="list-style-type: none"> • Overall enrollment rates ranged from 29.4% to 43%. The state average is 45.5%. • Enrolment rates for economically disadvantaged students ranged from 26.7% to 38.9%. The state average is 37.7%. • Enrolment rates for minority students ranged from 24.8% to 39.5%. State averages were not available. • Enrolment rates for students with disabilities and English learners were either not available or had sample sizes of less than ten.

Considerations for Improvement for the Partnerships for Student Success Grant Program

This evaluation report addresses the first implementation year (2017-18) of the Partnerships for Student Success grant. The following table summarizes the key findings presented throughout this report and provides considerations for improvement. In order to make the most of the findings summaries, we encourage readers to review the results section carefully. The considerations for improvement represent actions that USBE grant administrators and grantees can take to improve partnerships and maximize student outcomes.

In what ways did partners collaboratively promote student success?

Findings	Considerations for Improvement
<p>Partnerships</p> <ul style="list-style-type: none"> Partners were primarily local non-profit or philanthropic organizations. No private businesses were represented. The highest number of partners were working on kindergarten readiness (22) and high school graduation (22). The fewest were working on third grade math (11) and eighth grade reading (12). Between 57% and 81% agreed or strongly agreed that there were others who should be involved in the partnerships. 	<p>To build more robust partnerships:</p> <ul style="list-style-type: none"> Assess the number and quality of partners working on each outcome to determine whether additional or fewer partners are necessary. Ensure that partnerships include a diversity of organizations that will align their work to promote student success. Determine the extent to which current and perspective partners can fill gaps in ongoing efforts toward outcomes. For example, conduct a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis of existing partnerships and their value added.
<p>Sharing and using data</p> <ul style="list-style-type: none"> Three quarters of partners reported that they had access to data. Of those, 88% reported that they had access from within their organizations and 68% 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. 27% of partners who had access to individual student data from outside their organization reported that they used secure data sharing systems. 45% of partners who shared student data did not report having established data sharing agreements. The most commonly reported purposes for using data were planning improvement efforts and examining progress to benchmarks or goals. Partners reported using a wide variety of data sources to assess outcomes. The most common data were standardized test results. 	<p>To improve the sharing and use of data:</p> <ul style="list-style-type: none"> Work with grantees to conduct an audit of current data sharing and usage practices. Ensure that all partners have data sharing agreements in place, share data securely, and are following federal and state guidelines and laws including FERPA and Utah administrative code R277-487, Student Data Protection Act. Invite the student data privacy team from the USBE to provide professional learning on data security and usage at community of practice meetings. To provide a more complete and timely assessment of progress toward goals, identify and access additional data sources to measure each of the nine outcomes. Encourage grantees to continue using data to examine progress toward specific benchmarks and goals. Share metrics and progress toward student outcomes at community of practice meetings.

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

Findings

Shared goals

- Between 75% and 100% of partners agreed or strongly agreed that there were clear strategies within their partnerships.
- 86% agreed or strongly agreed that they had a clear understanding of the goals for addressing student outcomes.
- 67% agreed or strongly agreed that partners had a clear sense of their roles and responsibilities in working toward student outcomes.
- 69% agreed that partners knew and understood collective goals.

Partner communication

- 69% of partners agreed or strongly agreed that project leaders communicated well with partners.
- 78% agreed or strongly agreed that partners communicated openly with one another.
- Frequency of communication, meetings, and effectiveness of meetings varied by outcome.
 - The percentage of partners *communicating* once a month or more ranged from 48% to 75%.
 - The percentage of partners *meeting* once a month or more ranged from 32% to 73%.
 - The percentage of partners reporting that meetings were effective or highly effective ranged from 29% to 56%.
 - Third grade math, eighth grade math, and eighth grade reading had the lowest frequencies of communication and meetings.
 - Career readiness, college attainment, high school graduation, and physical and mental health had the lowest ratings for effectiveness.

Partner collaborations

- Between 84% and 92% of partners agreed or strongly agreed that partners were working well together to improve student outcomes.
- 89% agreed or strongly agreed that partners aligned efforts to promote student success.
- 79% agreed or strongly agreed that partners had a high level of commitment to improve student outcomes.
- 78% 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.
 - 83% agreed or strongly agreed that partners shared resources to maximize impact.
 - 85% agreed or strongly agreed that partners were able to achieve more because they leveraged shared assets and resources.

Considerations for Improvement

To improve efforts toward goals:

- Define or revisit each partners' roles and responsibilities in relationship to achieving student outcomes. Sharing and using the logic models can be a great way to promote shared understanding.
- Specify strategies and goals for each partner and ensure that they are aligned with each intended outcome.

To improve partner communications:

- Provide project leaders with training in best practices for communication and how to run effective meetings.
- Create meeting protocols to ensure that information is shared and that agendas address the purpose of meetings, decisions to be made, action steps to be taken, and individuals responsible for actions.
- Set clear expectations for how often partners should communicate and meet together to address each outcome. For example, determine if partners working to improve third grade math, eighth grade math, and eighth grade reading should meet more frequently and if so, schedule monthly meetings at the beginning of the year.

To improve partner collaborations:

- Ask partners to identify the specific practices that promote and sustain working well together to improve student outcomes. Document and share those practices amongst all partners annually.
- Celebrate the sense of community, perception of aligned efforts, and shared commitment among partners.
- Share resources among partners.

Findings

Effectiveness

- Findings were mixed regarding partners' perceptions of overall effectiveness.
 - About half of the partners reported that their organizations implemented new initiatives in the 2017-18 academic year (47%) and/or changed policies or practices (48%).
 - About half of the partners considered their shared work not effective or slightly effective and about half considered their shared work effective or highly effective.

Considerations for Improvement

To improve effectiveness

- Implement a tracking system of new initiatives and or changes in policies or practices to determine alignment toward goals.
- Convene partners to achieve consensus regarding best practices for effective partnerships and determine specific activities and objectives to achieve effectiveness.

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

Since this report addresses the first grant implementation year, the results section presented changes in student outcomes between the baseline year and year one (2017-18). Here we highlight a few key findings. See Table 33 for a more complete summary of student outcome findings.

Findings

Student outcomes

- Overall, student outcomes were mixed. Where some schools saw improvements others saw declines. This was also true for subgroups of students.

Noteworthy successes

- Third grade reading had the highest number of schools reporting increases in the percent of students who were proficient.
- Elementary schools in the Cottonwood High feeder pattern stood out as having the most consistent third grade math improvements across demographic categories.

Opportunities for improvement

- Eighth grade reading and career readiness saw the smallest number of schools reporting improvements.
- Five of 17 elementary schools reported kindergarten readiness improvements for economically disadvantaged students.
- One of five junior high schools reported eighth grade reading improvements for economically disadvantaged students.

Considerations for Improvement

To increase achievement of student outcomes:

- Examine carefully the patterns of results that are relevant to each high school feeder pattern and the differences among student groups for each of the targeted outcomes. Once patterns are identified, engage stakeholders in exploring the potential factors that may be contributing to the different patterns of results.
- Engage stakeholders in identifying evidence-based strategies to improve student outcomes. Collaboratively identify ways to maximize resources for outcome areas and student groups with the greatest needs. Ensure that improvement strategies are evidence-based and appropriate for the identified outcomes and student populations, which is consistent with the guidance in the federal Every Student Succeeds Act (ESSA).¹⁵
- Look for opportunities to leverage successes by identifying promising practices. For example, learn what is working well to achieve the increases in third grade math proficiency for the Cottonwood High feeder pattern. Identify and learn from the successful practices of those partners where applicable.
- Meet with partnership groups that target eighth grade reading and career readiness. Ask those partners to consider their current practices and to identify ways to improve and expand support for these outcomes.
- Provide robust services to sub-groups of students. For example, focus additional resources to support improvements in kindergarten readiness and eighth grade reading for economically disadvantaged students.

¹⁵ Resources for identifying research and information on implementing evidence-based improvement strategies:

eric.ed.gov; <https://ies.ed.gov/ncee/wwc/>; evidencefoessa.org; campbellcollaboration.org

Evidence-based Improvement: A Guide for States to Strengthen Their Frameworks and Supports Aligned to the Evidence Requirements of ESSA. <https://www.wested.org/resources/evidence-based-improvement-essa-guide-for-states/>

Conclusion

The findings in this report suggest a strong foundation of partnerships. For all nine outcomes, groups of partners were using data and working together to improve student outcomes. Most partners believed that they were working well with other partners, that there was a sense of community within their partnerships, and that they had clear strategies to improve outcomes. Building on this foundation of partnerships, findings also revealed a need to consider the extent to which each outcome has the most complete, robust, and effective cluster of partners working to achieve project goals. Grantees can support partnership groups to improve the frequency and quality of communication, the effectiveness of meetings, and the promotion of best practices within the partnership clusters. Results also revealed a need to revisit current infrastructure and practices for sharing and using data to maximize outcomes.

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APPENDIX A: Logic Models

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



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



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

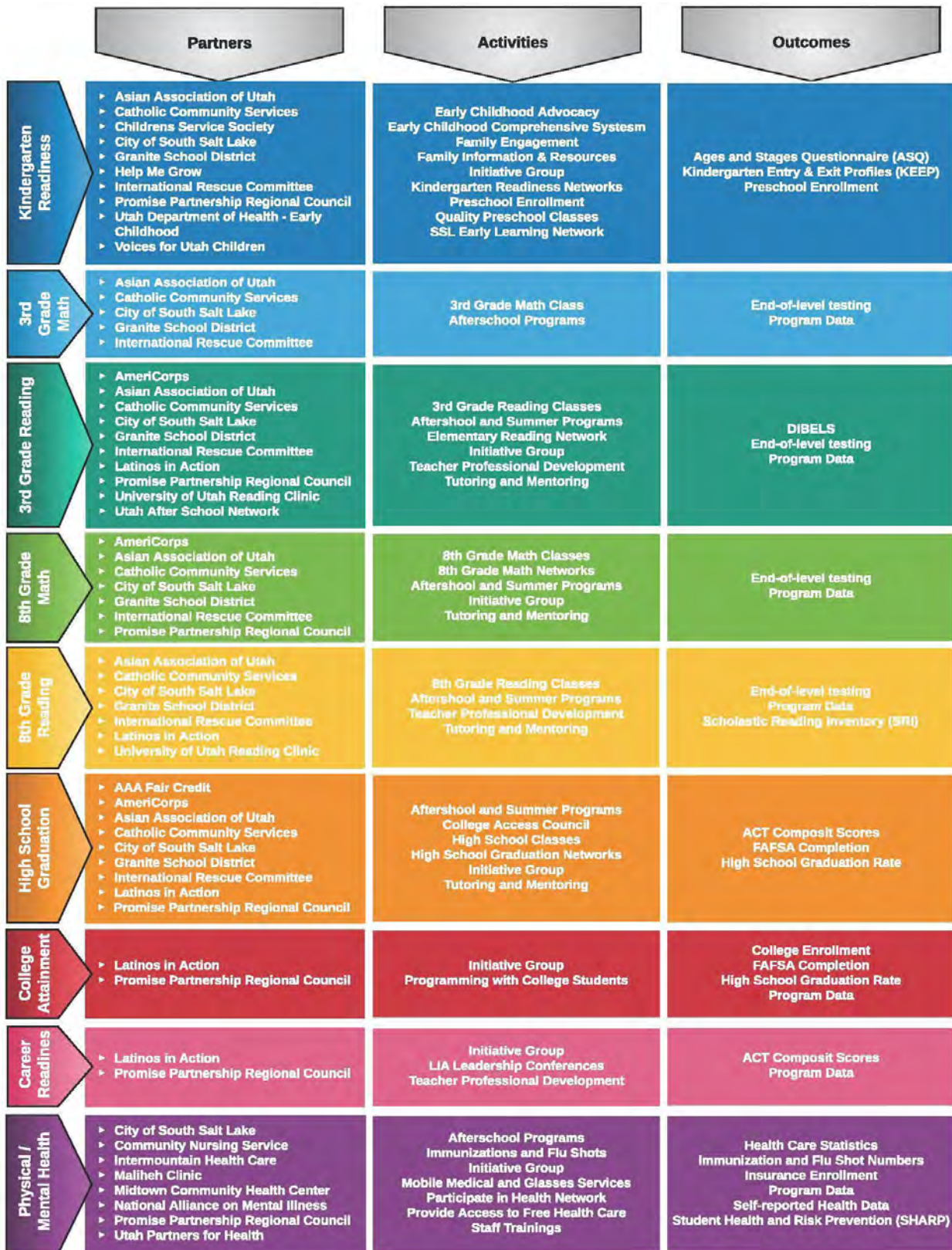
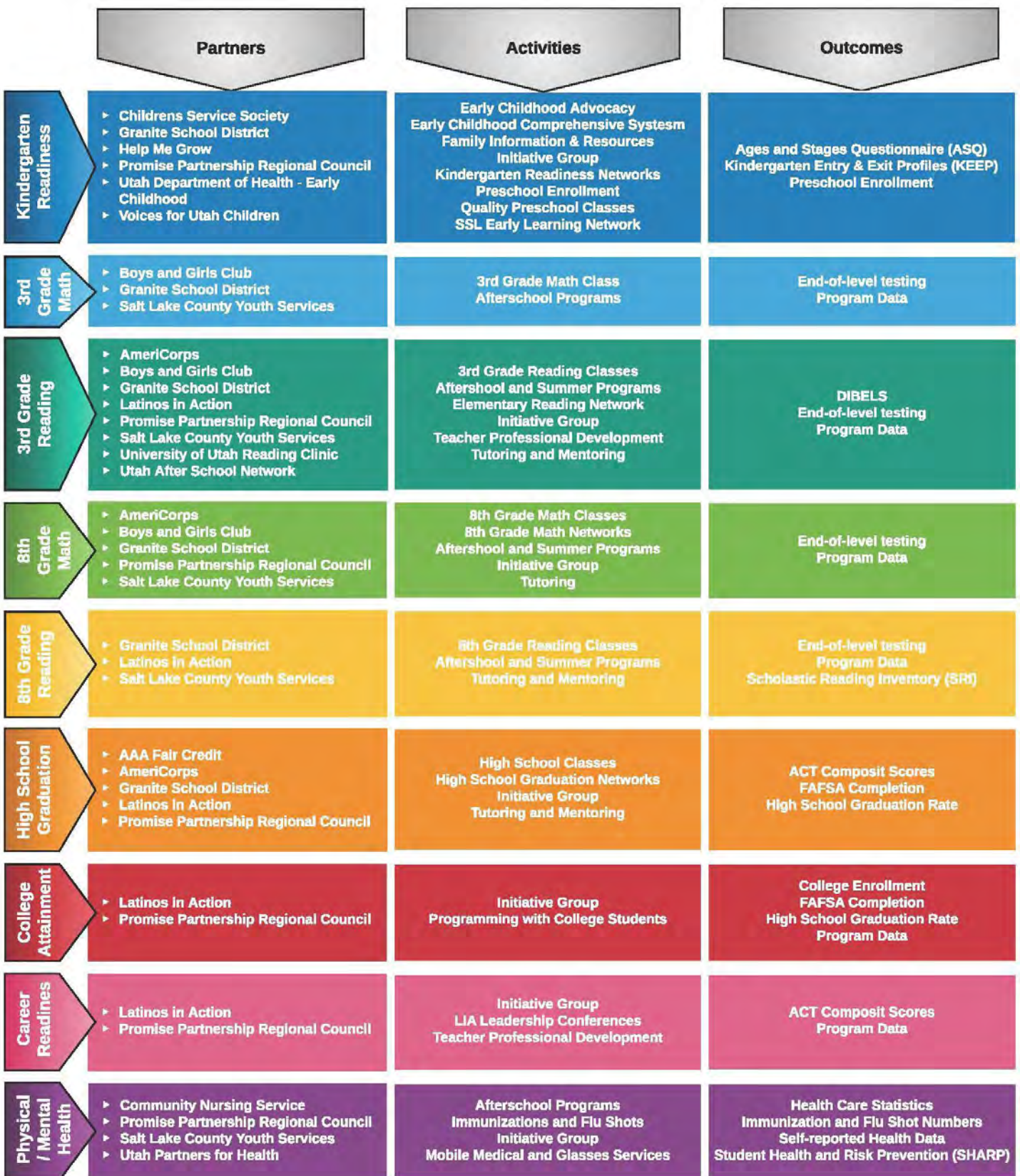


Figure 57. United Way of Salt Lake City Logic Model for Kearns High School Feeder Pattern



APPENDIX B: Open Ended Survey Question Responses

There were eight 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.

Please describe how you worked with partners to review student data and planned to achieve goals during this academic year (2017-18)? Only answered by those who indicated that they shared or reviewed student data.

Shared data

Shared student data with [partners] for afterschool and preschool programming, reports, etc.

We have consistently shared benchmark data with our main partner. We have just conclude[ed] building a new student database that will allow us to share more detailed data. We plan to expand the partners that we share data with in order to increase our potential to impact more students. We believe this number will grow from one to two or possible three partners.

Provided data to schools related to the services provided

As a sponsoring agency, we have shared aggregate student data about our programs with [grantee]. We have also shared involvement information with the [partner] School Districts.

Review progress at monthly meetings. Data alignment for data sharing between agencies.

Met with partners to review efforts or data

As lead agency we meet with each partner to review our collaborative efforts. We do this through ongoing partner meetings and [redacted] trainings. Although my team [has] access to individual level data from various partners I personally have not reviewed that data as I am one step removed.

[redacted] we worked with [redacted] leadership and [non-profit group]

Aggregate student performance data and attendance patterns were reviewed and discussed in small groups

Met with partners to create an outcomes-driven plan based on data

We shared data with [partner] in a meeting, made data analysis and set up goals to achieve outcomes by the end of the school year.

Discussed specific data points and how they identify the priority risk & protective factors associated with the 7 outcomes. Used this data to direct program selection

Looking at de-identified, aggregate data -- we have established baselines of service and are analyzing which methods work best to reach/support parents of children in early childhood and preschool years.

Data is reviewed to guide the work with the partners. Goals are set and then data is reviewed to measure the impact of the programs in place.

We have worked closely with [grantee] and [partner] on integrating [data system] to streamline student level outcomes to program evaluation

We have worked with [grantee] and partners through various council work using the [redacted] model to define outcomes and measure progress. Meetings include; [various partners] and many more. Along with large [redacted] focused meeting, [grantee] Directors scheduled regular check ins (monthly, bi-monthly, quarterly) with school principals, key partners, and [partner] staff to review goals and data.

I work with multiple partners in the areas [near our partners]. We use aggregate data around Child Developmental Screenings to guide the work within the 0-5 yr/old population in those areas.

Gave students and parents a FERPA form to complete, gathered appropriated student data, and then planned or adjusted program execution to meet program goals.

looked at mental health and suicide data to decide target audience and to help developed project desired outcome

Used data to target specific student needs

We work with the high school to identify students who are achieving and on track to graduate who could benefit from opportunities at [partner] during their high school years. We work through agreements with the school to assure that students will receive credit in both directions (HS credit for their college courses, college credit for their HS courses) to make the most of their time.

The [partner] and [partner], sent me a list of uninsured kids, we help the families to enroll their kids in health insurance, and we also set them up with a primary care provider. We also provide primary care to the parents of the students.

How is the Partnerships for Student Success (includes the Roy Cone Project and Promise Partnerships) supporting your organization's ability to use data to improve student outcomes?

Figuring out how to better share data

Data must be shared to be successful, everyone needs to be on the same page and working towards the same outcome and know the data behind the situations of each family. The district and [grantee] with other partners need to figure out a better way of sharing data. We then would be able to more fully work on attendance, family support, graduation rates, and overall family outcomes.

We are actively working to establish systems to better share data at appropriate levels, to ensure we are collecting and compiling data to inform decisions on services and staffing related to desired outcomes. Multiple partners are pulled together to determine what is needed in terms of data, and how best to collect and share data.

It is helping, but we have work to do. Thanks to one of the organizations within the "Partnerships for student success" sharing their data with us, we were able to graduate a few students that otherwise would not have been able to graduate from high school. We have also enrolled some students in higher education thanks to data sharing. We need to increase the intensity in which we shared data in order to maximize and increase the number of students that we help. This will be central to our discussions with partners in the current and upcoming year.

We have not seen other organizations data yet

We are working with all local initiatives to discuss data sharing [list of partners].

We would like to work more closely with our partners to establish data sharing agreements. It seemed that our [grantee] had clear data sharing agreements, but the school districts contended that they extended to us which complicated our ability to analyze data and find areas for improvement. I wonder how we could help all partners (particularly school districts) have a clear vision for the implications of the data sharing agreements and how all partners are involved.

We are in the process of identifying the strengths and next steps for our partnership, hiring a shared data warehouse specialist and in defining a system for our partnership that is focused on measured benchmark goals in order to reach our [redacted] graduation and literacy goals for our students and families.

By providing documents to gather data, surveys for our staff and students and general expectations to gather data in a way that can be used to improve programming.

[Grantee] has been great in training us in how to use our data to make change, but other than that I don't think there's been other data support.

My role is more about supporting the use of data for the project.

We are in ongoing conversations and planning with [grantee] regarding data collection and sharing.

Discussing common goals

I believe we have all worked together as a team and as concerned citizens desiring to help students to be successful in their educational achievements.

[Grantee] has fully supported our organization with [redacted] integration and partnership agreements w/FERPA

The Partnerships for Student Success has just further aligned the work and created opportunity for enhanced understanding of the importance of data collection and sharing with existing partners and when creating new partnerships with students serving organizations. Creating opportunity for high quality data sharing, using outcomes to drive work forward and evaluate at more regular intervals in both large and small group settings.

Increased capacity

Gives us many more partners who are working together to support the success of students

The [redacted] has given [partner] the unique ability to have one representative/coordinator dedicated specifically to an area. With this we hope to be able to use the data to find the benefit in this (both for the college and for the students we are able to reach). We hope that as this partnership continues we can gather more data to better improve the student outcomes in the [community] and in other areas as we apply what we have learned.

[Partner] has provided some training and program funding.

Could not do the work if did not have data.

Our data helps us understand where younger children are during the day, what type of child care services they received as well as what are the trends for preschoolers.

We use the data in everything we do in the District.

How is the Partnerships for Student Success (includes the Roy Cone Project and Promise Partnerships) supporting your organization's ability to use data to improve student outcomes?

Ability to make a bigger impact

We receive information about outreach opportunities. We go to those events and contact the families.

The assumed result of providing the service allows for students and families to attend school and be ready to learn

We can approach goals from a systems-wide perspective

As a cross-sector leadership group that provides guidance and support to the [partner], the [partner] is not an organization in the formal sense and does not need student-level data to do its work. Rather, the [partner] uses aggregated student data at a population level to understand trends and disparities and foster population accountability. The [partner] takes actions that create systems change intended to improve outcomes for children and youth, and we use data to help us understand where to act and to understand the impact of our efforts.

The funding and the commitments to the overall goals have enabled us to develop a community-wide approach to better understand the conditions that negatively impact learning and performance, and to work together to maximize success in school-level performance. Our goal is to establish improved systems to better serve individual students and families.

It allows us to understand what is going on in the communities we serve and where the gaps might be.

By structuring partnerships and creating confidence in our ability to maintain confidentiality while collaborating on projects together, Partnerships for Students Success is implementing the framework necessary to move forward without getting stuck in the details.

We use our data to better understand the impact of our program as we compare it with overall outcomes - ie graduation rates, etc.

Did your organization strengthen previous initiatives or implement new initiatives to promote student success during this academic year (2017-18)?

Yes. We strengthened previously existing initiatives (please describe):

Generally strengthened initiatives

We are actively involved in existing initiatives

We worked to continue in [program] and [program]. Tracked Attendance on a voluntary basis

More partners working on the same goals. Stronger Community partnerships overall.

The [partnership] existed before the Partnerships for Student Success and had a specific focus on the outcome of kindergarten readiness.

Provided greater access to healthcare

provide access to free healthcare to uninsured low income individuals and families in [area] neighborhoods

We were able to insure more students, and bring them to their medical checkups, and also coordinate dental checkups once they were insured. We also provided more medical care to student's families.

Expanded efforts and reach

We have continued to run existing programs and have worked to bring additional students into our programs.

We expanded our reach in the elementary reading network to include 4 sites from 2.

We expanded our support of community task forces/coalitions to align activities and work collectively to improve neighborhood outcomes.

We have been a part of College Application Week in the past, however this year my organization had the opportunity through this partnership to have a representative there each day to help students with the process and any questions in regards to our college and programs.

[name of programming] Tutoring, mentoring, sports

Increased capacity to serve families

We help support attendance and school environment as well as family living conditions.

Parental engagement

Parenting classes: Guiding Good choices

we built upon our present intervention and support systems for both academic and family needs

Came up with new ideas to continue spreading the word about Developmental Screenings and encourage parents to complete them.

Provided increased support for educators and staff

We improved our outreach tutor training

continued PD for educators at [redacted] School

Defined the role of Family Youth Specialists

We trained more staff on inclusion and best practices.

We provided technical assistance and professional development to school-based staff.

Yes. We implemented new initiatives (please describe):

Implemented new programs

We implemented some new initiatives including monthly lunches, different tour opportunities, some college and career day events, etc. We also started to offer one of our programs at [partner] for the students to take advantage of.

Attempted to initiate more physical activity in selected title 1 schools, however it was not successful

Implemented new academic programs OR initiatives that support academic achievement

We implemented a GED pilot program in the summer of 2017 for Ogden feeder students who were unable to obtain high school diploma. This group was provided opportunities, including help with FAFSA and college application fee waivers, to transition to post-secondary programs.

[redacted] Preschool

[partner] partnered with the [partner] to create [programming] for refugee students.

All Stars Sports, STEM curricula

Tutoring, Sunshine Closets

custom PD for educators at [area] schools

We added staff and services to additional schools in a new feed pattern. We strengthen the data sharing and evaluation component for all services.

Implemented new programs specifically designed to reach families

Parenting classes: Love & Logic and Emotion Coaching; Adolescent classes: Learning to BREATHE

Family nights, food, clothes, health, and work services for all the families.

helped to create a food pantry in [school]

We have implemented the Community School model in Title 1 Schools - bringing many additional community resources.

Implemented initiatives to support outcomes or align with outcomes

Since the implementation of PSS, the [partner] greatly expanded its focus to other important outcomes: 3rd grade reading, 8th grade math, HS completion, Postsecondary readiness, postsecondary completion, health, and financial stability

We added KEEP assessment and data gathering to children in our program

Program goals was to achieve high quality certification from DWS. We increased quality in all indicators and obtain the certificate.

We added a Family Youth Specialist position to coordinate community resources for families and to track student progress

Did your partners strengthen previous initiatives or implement new initiatives to promote student success during this academic year (2017-18)?

Yes. They strengthened previously existing initiatives (please describe):

Generally strengthened initiatives

Yes, our k-12 partner support our [redacted] staff to attend AVID Summer Institute and Tutorology training

[program] continued, but some of the funding died out and the enthusiasm waned somewhat.

Assisted in advertising efforts for all classes

Improved collaboration

Community organization cohesion was enhanced through the work of [grantees]

Bringing data on program outcomes to regular meetings.

By implementing a data base, we were able to produce reports in a timely manner, reports of student and families that obtained health insurance and establish a medical home.

Community organization cohesion was enhanced through the work of [grantees]

Same as above - Refined the role of Family Youth Specialists, improved integration of [redacted] partnership,

We got more partners at the table for addressing Kindergarten Readiness

We met with [partner] and other partners in a focus group to identify areas that we could better communicate and collaborate.

Increased collaboration and focus on the indicated initiatives.

Increased capacity to serve families

Health education and parent involvement

Reduced waiting list for care for kids and parents in [area] neighborhoods.

Strengthened academic support efforts

[partner] expanded the [redacted] work - integrating into Community School work and supporting parents of students we are serving (2GEN approach). The [partner] added a high-quality preschool at [partner]

Provided increased support for educators and staff

Addressing kindergarten readiness aligns nicely with the work of [partner] and how to use and strengthen use of developmental screening to align with the goals of Partnerships for Student Success mentoring, PLCs,

Yes. They implemented new initiatives (please describe):

Implemented community engagement initiatives

We implemented ways to approach the community at large and created awareness of ASQ questionnaires.

Communities that Care

Tax preparations, cooking classes, and outreach for services

Tax Return help at [school], provided Family Engagement PD through Scholastic

New Americans In Action

Implemented initiatives for youth

[partner] implemented an Opportunity Youth program to support and re-connect with youth that did not pursue additional education beyond high school.

Strengthened [program] involvement in [program], including bringing other key stakeholders together with regards to Physical Activity and Nutrition for students.

Has your organization changed any policies or practices as a result of this Partnerships for Student Success grant (includes the Roy Cone Project and Promise Partnerships)? Yes. Please describe:

Increased collaboration with partners

Our staffing, program decisions and funding decisions are all heavily informed by our partners not just board/staff. This breaks down silos and increases success/sustainability.

just working with partners better

we continue to increase our ability to be flexible according to the needs of each partner site

We are working with lawyers to understand how we can operate [program].

Increased data usage and sharing

Yes we have added a data warehouse shared employee role and a position to coordinate all of our support systems at our site

creation of better data tracking tools and procedures

conversations with data at the center of guiding our work

data collection, sharing, and analysis

Designed, built, and implemented new database to track not yet matriculated students receiving advocacy services through post-secondary enrollment and financial aid processes.

Going through changes for data sharing policies

Increased focus on serving families

increased family literacy participation

We are working to engage families face-to-face rather than waiting on referrals.

Expanded health initiatives

We are working harder on career readiness and STEM Initiatives

implemented mental health screening for primary care patients

Not specifically due to this partnership but [partner] is involved with partnerships throughout the communities in addressing the social determinants of health.

Increased capacity to meet student needs

We changed a few policies and practices, mostly regarding the business program that is now offered at [school]. We changed requirements, course schedules, fees, etc. for these students because of the [program].

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

Meetings

Periodic meetings.

Collaborative Meetings; Afterschool Regional Network Meeting

Partner meetings and change makers training

Partner meetings that used to happen a few years ago.

[Partner] brought key stakeholders together and explored ways to impact the health of students. We continue to work on this difficult task to promote [physical activity and nutrition within and outside of our school systems. Additional [partnerships] are needed within and outside of the school system.

Partnership and collaboration meetings with school district departments and shared resource to implement services to families in poverty.

The training [name of training program] offered through [grantee], brought partners together in a new way and we learned more about each other along with how to be a [redacted]. Willingness to meet and brainstorm when challenges arose.

meetings, sharing of knowledge and processes of other organizations that serve uninsured patients

I am new to the group. I have attended one larger council/committee meeting and one smaller meeting focused on Kindergarten Readiness; therefore, I can't speak to much of what was asked in this survey.

It further enhanced the current work that was happening through partnerships with [grantee]. Drawing more attention to high quality data and sharing.

Strong Leadership

As a citizen and [organization] member I feel our CEO went out of her way to help all our partners

Strong leadership with a vision.

high quality administrators at 3 of our 4 schools and a core group of high quality educators at 4 of our 4 schools

The leadership of the groups I'm involved in has been key to keeping partners engaged. Having action items and continual [redacted] also helps partners feel like we're actually making some progress and getting things done. Keeping partners as part of the decision making process rather than just the means to carry out an previously established idea is also helpful.

[School] District allows our programs to be promoted within the district

Dedicated Staff

The [staff] from the [grantee] help facilitate the partners involvement.

Staffing. The grant has funded staffing that is focused on strengthening the partnership. Its not an 'add on' to someone's job, but rather the focus of the job. These dedicated resources and the appropriate partnership framework can greatly expedite the collective work.

Events

Nationals take back event, family dinner night

Tax preparation, dental care, vision care, food services, job alignment, homelessness services, after school programming, family nights

The outreach during registration dates, the list of uninsured kids from [partners].

We've had three different [area] college/career events out in [area] this year for the students and community to be a part of. We have also had a specific [partner] representative dedicated to only the [area] to build the partnership and aid in a variety of ways.

I work with this this [grantee] on several different projects, I know are interlinked. Developmental screening day might be one project, but not sure if it is part of this grant.

Funding

funding for mentoring, academic support and enrichment programs, summer programs, training

Educational Programs & Educational Support

We operate Afterschool Programs inside 2 [area] Schools, working closely with the schools to coordinate our efforts to align with the school day and goals of the Student Success grant program.

2017 GED pilot program at [school] - partnership with [grantee] and [partner]

Professional Development: Cultural Relevancy, Family Engagement, Community Resources, chronic Absenteeism

Tutoring of elementary school students brings the schools and community together. Also the [redacted] class - both [partners] devoted hours of time and resources to this partnership.

[Grantee] enables us to work with Utah students through our [redacted] programs at our [redacted] facility and through our In-Class program at local schools.

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

Increased support specific groups of students

[Grantee] helped us to identify and work with a specific cohort of students at [partner] for a three year intensive High Impact Program. Having a [redacted] representative on-sight really helped us to make this program even more successful.

We would have never identify the kids that were uninsured in [schools]

We have been able to support refugee students in their personal development & college preparation at a level not offered before.

Received transportation help, cooperation with the high school, [redacted] funding

mentoring, the [tutoring] program, our [school] partnership, increasing the number of students we serve

Increased capacity and breadth of services. Increased partnerships and strengthened referrals with referral organizations.

Increased support for students' academic achievement

Enrolled more than 100 underserved/first generation students into college.

Held successful classes

We are able to support students and their families with academic achievement and student success through Afterschool Programming.

Providing services for 100+ youth through afterschool programming

We are able to place college student outreach tutors at a junior high school to support math and ELA/reading as well as leading to high school graduation.

Providing staff to schools and to community based partners; providing tutoring to schools and GED assistance

Open a new preschool site in [school].

We were able to do a pilot program for our Business program being available in high schools and not just online or on our campus. We were also able to see the positive effects of having a representative dedicated to a specific school/area.

provided ongoing, intensive PD to several dozen educators

Provided early childhood education and family support services to families/children in the identified areas.

Attending the aforementioned PD, [partner], Family Youth Specialists, Summer achievement activities, correlation of partners and partner initiatives

Increased focus on data and outcomes

Implemented a community school model within the [redacted] District. Developed an interagency team to develop data systems and assessment so that schools and community organizations can work together using the same data to improve student outcomes

Greater support and buy-in to using the ASQ and how it aligns with Kindergarten Readiness.

Data sharing agreement with [redacted] district to see student level data for youth with a signed FERPA.

Strengthened collaborations

Stronger connections with schools and other partners at the table. Greater opportunity to collaborate with other agencies.

An increase in collaboration between partners as well as a common focus and goals.

Getting more partners at the table and beginning to raise overall community awareness for the importance of Early Childhood Development and its role in Kindergarten Readiness

Increased efforts to serve the community

Explored the social determinants of health with regards to student education and the connection to healthcare

Opening up the vision and partnerships for a community to improve living conditions and education.