PROMISE
PARTNERSHIP UTAH

RESULTS
MATTER

INTRODUCTION
Letter from The Promise Partnership Regional Council

Dear Friends,

As another school year comes to a close, we again find ourselves in a moment of gratitude and celebration – and offer a renewed call to action.

We are grateful and celebrate the work of hundreds of Promise Partners that have made the past year better for kids and families throughout Utah. **This report highlights many of our collective accomplishments:**

> Our partnership received a first-of-its-kind national recognition that indicates we're shaping systems to create more equitable outcomes.

> Optional full-day kindergarten will soon be available to every student and family in Utah – a systems change 10 years in the making.

> Promise South Salt Lake celebrated 10 years of impact. Its work is a model of the type of community-wide change that occurs when people partner across sectors to solve challenges.

> Parent cafes, created in Kearns community schools in 2022 to re-engage parents in the wake of the pandemic, are becoming a model for family engagement.

Our renewed call to action is this:

> **Better and faster.** The pandemic was not kind to our students and schools, and the impact still reverberates. We must find ways to accelerate the pace of change, adopting a "whatever it takes" approach to supporting teachers, students, and families.

> **More equitable.** Returning to the pre-pandemic status quo is not our goal. We must strive for a future in which our schools educate our most impacted students just as well as more privileged peers.

> **More holistic:** Promise Partnership Utah's future will be characterized by efforts to deepen our shared cradle-to-career infrastructure at the state, regional, community, and school levels. We believe in the necessity and power of cross-sector partnerships to solve complex problems, and we welcome the contributions of everyone who believes bold results are possible and is willing to roll up their sleeves.

The Promise Partnership's goal is nothing short of 100% - 100% of kids and families thriving, 100% of our core outcomes trending in the right direction, 100% of disparity gaps close, and – ultimately – 100% of students graduating high school, on a career path that helps them achieve financial stability and upward mobility.

Thank you for all you do in pursuit of that goal and join us if you believe it's possible and have a contribution, big or small, to make.

Sincerely,
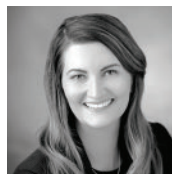
Crystal Low
Executive Vice President
Zions Bancorporation

Co-Chair
Promise Partnership
Regional Council

Dr. Rich Nye
Superintendent
Granite School District

Co-Chair
Promise Partnership
Regional Council

WHAT IS PROMISE PARTNERSHIP UTAH?

WHO WE ARE

Promise Partnership Utah is a public-private partnership working to transform the education environment for Utah's kids. Promise Partners align, share, and deploy resources to reduce disparities in the following outcomes: **1)** kindergarten readiness; **2)** third grade reading; **3)** eighth grade math; **4)** high school graduation; **5)** postsecondary readiness; **6)** postsecondary completion; **7)** health; and **8)** financial stability.

PROMISE PARTNERS INCLUDE

6 School Districts

5 State Systems

9 Communities

1,000's of Volunteers

600+ Businesses, Philanthropists, & Community Organizations

6 Higher Education Institutions

478,000 Children & Young Adults (0-24 Years Old)

WHAT IS COLLECTIVE IMPACT?

Our goal is to transform the education environment, and we know that an unorganized set of programs, initiatives, collaborations, and focus areas won't get us there. To transform whole communities, we must think beyond individual programs and services and see ourselves as a united group, sharing accountability for community-wide results. This is what it means to engage in rigorous collective impact.

PROMISE PARTNERSHIP'S UNIQUE MULTI-TIER STRUCTURE

Achieving community-wide change is a difficult undertaking, and many change efforts fail because they do not have the necessary support at every level. For this reason, Promise Partnership Utah has built a multi-tiered infrastructure to ensure support, leadership, and action at multiple levels within the education system and our broader community. Our partnership includes work in community schools, in Promise Communities, and at the systems level through networks and policy work. Community engagement is woven through each of these tiers, and all the work is supported by a regional council made up of leaders across Utah. By coordinating action, communication, and influence across these levels, we believe we have the necessary ingredients to transform the education landscape for Utah's kids.

PROMISE PARTNERSHIP UTAH – HISTORY & FUTURE

Promise Partnership Utah is entering its 10th year. It's an important moment to reflect on our shared history and aspirations for the collective future of our dedicated partners.

A Brief History
Characterized by weaving together multiple models of change

2000's

Community School work emerged in Utah, initiated by Salt Lake City School District, as an important strategy for mitigating the impacts of poverty on schools and students and as a mechanism for achieving more equitable academic results.

LATE 2000's

Promise Communities developed, built around groups of community schools and civic leaders who contribute their support to every child's success.

2014

Promise Partnership Regional Council (PPRC) launched and organized Networks that bring together cross-sector partners around strategies to improve outcomes for kids and families across the state.

Next Steps
Characterized by shared accountability for bold results

The PPRC will have accountability and ownership for Community Schools and Promise Communities, in addition to the Networks' systems work.

The Utah Community Schools Coalition will launch to provide support for opening more community schools and enhancing the community school strategy in our state.

The Promise Partnership systems work will open to any district in Utah.

United Way of Salt Lake will step back, and backbone support will transfer to Promise Partnership Utah team members.

Two Promise Communities commit to achieving a goal of 100% graduation on a career path in five years.

Want to get involved with the Promise Partnership? Email **partnerships@promisepartnership.org**. If you or your company would like to volunteer at our Promise Community Schools or Promise Communities, email **volunteer@uw.org** for more information or visit **uw.org/get-involved/volunteer**.

ROADMAP TO SUCCESS

Promise Partnership Utah takes a cradle-to-career approach to improving education outcomes for youth. The reason for this is simple: children benefit from a concrete path to success. They need a continuum of uninterrupted opportunities and supports, each stage of which provides a foundation for those that follow. With a shared accountability mindset, we track the well-being of children over time using the indicators on this roadmap.

OUR GOALS:
STUDENTS WHO ARE

KINDERGARTEN READY

READING ON GRADE LEVEL

PROFICIENT IN MATH

OUR INITIATIVES:

HIGH-QUALITY PRESCHOOL

COMMUNITY SCHOOL PARTNERSHIPS

AFTERSCHOOL PROGRAMS

OUR FOUNDATION:

2·1·1
Get Connected. Get Help.™
United Ways of Utah

FINANCIALLY STABLE FAMILIES

EARNING
CERTIFICATES
OR DEGREES

COLLEGE- OR
CAREER-READY

HIGH SCHOOL
GRADUATES

WORKFORCE
PREPAREDNESS

FAFSA
ASSISTANCE

MENTORING &
TUTORING

HEALTHY CHILDREN
& FAMILIES

PROMISE
PARTNERSHIP UTAH

SYSTEMS WORK

Cross-sector partnerships that work together to improve an outcome at a large geographic scale

Promise Partnership Utah began in 2014 with only three school districts; by 2018 it grew to six. These six school districts include Canyons, Davis, Granite, Ogden, Park City, and Salt Lake City Districts. The geographic region covers Davis, Salt Lake City, Summit, and Weber counties. This is the area we have designated the Promise Partnership region. *Please see page 16 for detailed data definitions and context.*

In the Promise Partnership region:

5 of 9 outcomes have improved since the original baseline, and 32% of disparity gaps are closing

5 of 9 outcomes have improved since the COVID baseline, and 47% of disparity gaps are closing

		CURRENT YEAR	BASELINE	CHANGE SINCE BASELINE	COLOR	COVID BASELINE	CHANGE SINCE COVID	COLOR	CURRENT DISPARITY GAP	COMPARISON GROUP
KINDERGARTEN READINESS										
All Students	Literacy	54%	57%	-3%	🔴	55%	-1%	🔴		
	Numeracy	70%	69%	1%	🟢	71%	-1%	🔴		
Low-Income Students	Literacy	31%	35%	-4%	🔴	32%	-1%	🔴	-37%	Middle Income and Above
	Numeracy	51%	50%	1%	🟢	52%	-1%	🔴	-31%	Middle Income and Above
Students of Color	Literacy	34%	35%	-1%	🔴	34%	0%	🟠	-32%	White Students
	Numeracy	52%	50%	2%	🟢	52%	0%	🟠	-29%	White Students
English Language Learner Students	Literacy	19%	26%	-7%	🔴	21%	-2%	🔴	-41%	Native English Speakers
	Numeracy	31%	39%	-8%	🔴	35%	-4%	🔴	-45%	Native English Speakers
3RD GRADE READING PROFICIENCY										
All Students		68%	72%	-4%	🔴	66%	2%	🟢		
Low-Income Students		51%	59%	-8%	🔴	48%	3%	🟢	-26%	Middle Income and Above
Students of Color		53%	59%	-6%	🔴	50%	3%	🟢	-23%	White Students
English Language Learner Students		43%	49%	-6%	🔴	41%	2%	🟢	-30%	Native English Speaker
8TH GRADE MATH PROFICIENCY										
All Students		40%	34%	6%	🟢	36%	4%	🟢		
Low-Income Students		20%	16%	4%	🟢	17%	3%	🟢	-29%	Middle Income and Above
Students of Color		20%	17%	3%	🟢	17%	3%	🟢	-30%	White Students
English Language Learner Students		10%	6%	4%	🟢	5%	5%	🟢	-35%	Native English Speaker
HIGH SCHOOL GRADUATION (percent of seniors who graduate)										
All Students		91%	85%	6%	🟢	88%	3%	🟢		
Low-Income Students		83%	75%	8%	🟢	80%	3%	🟢	-10%	Middle Income and Above
Students of Color		86%	78%	8%	🟢	84%	2%	🟢	-7%	White Students
English Language Learner Students		81%	69%	12%	🟢	76%	5%	🟢	-10%	Native English Speaker
POSTSECONDARY READINESS (composite ACT score of 18+)										
All Students		60%	60%	0%	🟠	58%	2%	🟢		
Low-Income Students		33%	36%	-3%	🔴	33%	0%	🟠	-36%	Middle Income and Above
Students of Color		36%	35%	1%	🟢	35%	1%	🟢	-36%	White Students
English Language Learner Students		10%	9%	1%	🟢	9%	1%	🟢	-54%	Native English Speaker
POSTSECONDARY COMPLETION										
All USHE Institutions in Region		49%	40%	9%	🟢	44%	5%	🟢		
Salt Lake Community College		30%	23%	7%	🟢	26%	4%	🟢		
University of Utah		67%	60%	7%	🟢	67%	0%	🟠		
Weber State University		41%	35%	6%	🟢	36%	5%	🟢		
HEALTH (adults in good, very good, or excellent health)										
Adults		87%	87%	0%	🟠	89%	-2%	🔴		
Low-Income Adults		74%	77%	-3%	🔴	81%	-7%	🔴	-17%	Middle Income and Above
FINANCIAL STABILITY (individuals with household incomes at or above 200% FPL)										
All Individuals		77%	70%	7%	🟢	79%	-2%	🔴		
Individuals of Color		67%	49%	18%	🟢	69%	-2%	🔴	-13%	White Individuals

SYSTEMS WORK
Full-Day Kindergarten now an option for all families

During the 2023 Utah Legislative Session, state lawmakers passed a bill that gives all families the option of full-day kindergarten (FDK) – a systems change more than a decade in the making.

HB477 Full-Day Kindergarten Amendments funds kindergarten the same as first through 12th grades. This model gives families better access to a FDK option that works best for them, whether it be through district public schools or charter schools.

Early childhood education and kindergarten readiness form the cornerstone of our cradle-to-career approach, offering highly impactful and cost-effective strategies to enhance long-term outcomes for low-income children. Back in 2007, the initial stages of expanding FDK access were established with the passage of SB49 Optional Extended-Day Kindergarten.

From there, Promise Partnership's Kindergarten Readiness Network worked closely with the key stakeholders and leaders to continue advocating and creating change on the ground in schools and across districts. These efforts led to funding and policy changes that expanded FDK access to 34% of students in the state last year. In 2021, the Network helped create the Utah Full-Day Kindergarten NOW Coalition in that was instrumental in passing FDK.

Now, Utah is on the way to 100% access to optional FDK for all families, and the impact of HB477 is already being felt. Parents are receiving letters from principals informing them about availability for next year. While some districts may take longer to implement the expansion, the necessary funding is in place for them when they are ready.

Sign up for legislative action alerts and receive up-to-date information and invitations to advocate for public policy efforts on topics that are important for Promise Partnership Utah.

PROMISE COMMUNITIES

Partnerships that combine community identity with impactful cross-sector collaboration to improve whole-community outcomes like education, health, housing, and financial stability.

Within the Promise Partnership region, there are nine Promise Communities where most students attend a community school and/or civic leaders and cross-sector partners work in deep collaboration to improve outcomes. Two of those communities - Promise South Salt Lake and Millcreek Promise - with Granite School District, have committed to re-doubling our efforts together to dramatically improve outcomes and close disparity gaps. *Please see page 16 for detailed data definitions and context, including which schools are represented in the Report Card.*

In Promise South Salt Lake and Millcreek Promise:

7 of 9 outcomes have improved since the original baseline, and 58% of disparity gaps are closing

5 of 9 outcomes have improved since the COVID baseline, and 53% of disparity gaps are closing

		CURRENT YEAR	BASELINE	CHANGE SINCE BASELINE	COLOR	COVID BASELINE	CHANGE SINCE COVID	COLOR	CURRENT DISPARITY GAP	COMPARISON GROUP
KINDERGARTEN READINESS										
All Students	Literacy	40%	49%	-9%	🔴	47%	-7%	🔴		
	Numeracy	56%	56%	0%	🟠	57%	-1%	🔴		
Low-Income Students	Literacy	29%	36%	-7%	🔴	29%	0%	🟠	-30%	Middle Income and Above
	Numeracy	46%	47%	-1%	🔴	43%	3%	🟢	-27%	Middle Income and Above
Students of Color	Literacy	32%	39%	-7%	🔴	39%	-7%	🔴	-23%	White Students
	Numeracy	44%	48%	-4%	🔴	48%	-4%	🔴	-33%	White Students
English Language Learner Students	Literacy	24%	36%	-12%	🔴	27%	-3%	🔴	-25%	Native English Speakers
	Numeracy	31%	41%	-10%	🔴	37%	-6%	🔴	-39%	Native English Speakers
3RD GRADE READING PROFICIENCY										
All Students		73%	61%	12%	🟢	61%	12%	🟢		
Low-Income Students		64%	51%	13%	🟢	53%	11%	🟢	-32%	Middle Income and Above
Students of Color		63%	51%	12%	🟢	55%	8%	🟢	-24%	White Students
English Language Learner Students		60%	45%	15%	🟢	54%	6%	🟢	-21%	Native English Speaker
8TH GRADE MATH PROFICIENCY										
All Students		33%	24%	9%	🟢	26%	7%	🟢		
Low-Income Students		15%	12%	3%	🟢	9%	6%	🟢	-43%	Middle Income and Above
Students of Color		13%	11%	2%	🟢	10%	3%	🟢	-42%	White Students
English Language Learner Students		9%	2%	7%	🟢	5%	4%	🟢	-35%	Native English Speaker
HIGH SCHOOL GRADUATION (percent of seniors who graduate)										
All Students		92%	87%	5%	🟢	89%	3%	🟢		
Low-Income Students		85%	77%	8%	🟢	80%	5%	🟢	-10%	Middle Income and Above
Students of Color		90%	82%	8%	🟢	83%	7%	🟢	-4%	White Students
English Language Learner Students		85%	73%	12%	🟢	80%	5%	🟢	-8%	Native English Speaker
POSTSECONDARY READINESS (composite ACT score of 18+)										
All Students		65%	59%	6%	🟢	63%	2%	🟢		
Low-Income Students		34%	34%	0%	🟠	29%	5%	🟢	-41%	Middle Income and Above
Students of Color		40%	32%	8%	🟢	30%	10%	🟢	-36%	White Students
English Language Learner Students		16%	6%	10%	🟢	7%	9%	🟢	-54%	Native English Speaker
POSTSECONDARY ATTAINMENT (Bachelors' Degree & above)										
All Individuals		45%	42%	3%	🟢	45%	0%	🟠		
Individuals of Color		32%	29%	3%	🟢	32%	0%	🟠	-17%	White Individuals
HEALTH (adults in good, very good, or excellent health)										
All Adults		90%	80%	10%	🟢	89%	1%	🟢		
Low-Income Adults		77%	70%	7%	🟢	83%	-6%	🔴	-13%	Middle Income and Above
FINANCIAL STABILITY (individuals with household incomes at or above 200% FPL)										
All Individuals		73%	65%	8%	🟢	76%	-3%	🔴		
Individuals of Color		59%	42%	17%	🟢	61%	-2%	🔴	-20%	White Individuals

PROMISE COMMUNITIES
Promise South Salt Lake celebrates 10 years of getting results for kids

Over the last decade, Promise South Salt Lake has had a transformative impact on its community – and there are no signs of stopping.

Formally established in 2013 with roots dating back to 2008, Promise South Salt Lake has served thousands and created a nationally recognized civic infrastructure that celebrates diversity and addresses the needs of all residents, regardless of their circumstances.

Working collaboratively with Promise Partnership Utah, Granite School District, local businesses, nonprofits, churches, and other stakeholders, South Salt Lake has witnessed remarkable outcomes for children and families in the community. These include:

The four Promise Community Schools at the elementary level in South Salt Lake are now outperforming similar schools in reading and math.

Graduation rates have improved at Cottonwood High School for refugee students and prior to the pandemic, were at the same rate as non-refugee students.

In the afterschool hours, there has beena dramatic 71% reduction in juvenile arrests thanks to access to safe spaces for youth in the city.

With many amazing Promise Partners– thousands of students and their families receive help with food, immunizations, dental and vision services, and other supports each year.

Promise South Salt Lake Director Kelli Meranda attributes the city's acceptance of their approach and steady progress in results to Promise's commitment to community engagement and relationship building.

> " We have always prided ourselves on having staff who care deeply for this community and who want to create trusting relationships with community members," she said. "We make sure that our programming is high quality, uses inclusive language, and can be translated to anyone. That trust with community members spreads the impact we hope to make together. "
>
> — Kelli Meranda, Promise South Salt Lake Director

As for what's to come in the next 10 years for Promise South Salt Lake, Meranda said its focus is on expanding programming and partnerships and setting bold goals together. This will look like growing its cradle-to-career pipeline from high school to postsecondary, expanding services to adults in the community, and being part of long-term solutions to affordable housing and transportation.

PROMISE COMMUNITY SCHOOLS

A school transformation strategy where educators, community members, families, students, and cross-sector partners work together to strengthen conditions for student learning and healthy development.

Defining the universe of community schools and their fidelity to the community school model is an ongoing endeavor for the Promise Partnership. In the future, we will report on the data for high-fidelity community schools compared with other schools. Until then, we are reporting on Title I and non-Title I schools as a proxy. Title I schools deal with the impacts of poverty on students and families more than other schools and are the schools best suited to adopt a community school strategy. *Please see page 16 for detailed data definitions and context, including which schools are represented in the Report Card.*

In Title I Schools across the Promise Partnership region:

Students start kindergarten already far behind in literacy and numeracy

These disparities – between Title I and non-Title I schools and between student groups within Title I schools – persist through high school graduation and postsecondary readiness

Promise Partnership Region Title I School Report Card

KINDERGARTEN READINESS	CURRENT YEAR	TITLE I BASELINE	NON-TITLE I BASELINE	DISPARITY BETWEEN TITLE I & NON-TITLE I
All Students	Literacy	38%	64%	-26%
	Numeracy	56%	78%	-22%
Low-Income Students	Literacy	28%	37%	-9%
	Numeracy	47%	57%	-10%
Students of Color	Literacy	29%	42%	-13%
	Numeracy	45%	61%	-16%
English Language Learner Students	Literacy	17%	23%	-6%
	Numeracy	29%	36%	-7%
3RD GRADE READING PROFICIENCY				
All Students		54%	78%	-24%
Low-Income Students		47%	57%	-10%
Students of Color		47%	61%	-14%
English Language Learner Students		41%	36%	5%
8TH GRADE MATH PROFICIENCY				
All Students		21%	43%	-22%
Low-Income Students		15%	22%	-7%
Students of Color		15%	23%	-8%
English Language Learner Students		10%	9%	1%
HIGH SCHOOL GRADUATION (percent of seniors who graduate)				
All Students		88%	91%	-3%
Low-Income Students		86%	82%	4%
Students of Color		88%	85%	3%
English Language Learner Students		84%	80%	4%
POSTSECONDARY READINESS (composite ACT score of 18+)				
All Students		37%	63%	-26%
Low-Income Students		25%	36%	-11%
Students of Color		25%	40%	-15%
English Language Learner Students		7%	12%	-5%

PROMISE COMMUNITY SCHOOLS
Family engagement is the foundation for the Community School strategy

What started as a way to re-engage parents in their school communities during the COVID-19 pandemic has transformed into a scalable parent engagement strategy for Promise Partnership Utah's Community Schools.

In the wake of the pandemic, many parents had difficulty staying engaged in their children's education. That's where Flor Isabel, a then-Grassroots intern with Promise Partnership Utah, came in with an idea to help schools and parents in Kearns community schools.

In February 2022, Isabel created Cafe con Flor, a parent cafe designed to engage parents in their school communities by discussing important topics such as student safety protocols, career paths, school function announcements, and more. The cafes began with just five parents in Isabel's home and quickly grew to monthly multi-night meetings at several schools across Kearns.

Parent engagement is a key component of Promise Partnership's community school strategy, as parents help school's co-create support for their students. Research also shows when parents are involved as collaborators in their children's education, students see better academic outcomes.

Other schools have now taken ownership over parent cafes, using Cafe con Flor as their model. Isabel, now a community leadership coordinator for Promise Partnership Utah, said the key to the parent cafes' success was taking the time to build trust with parents and build relationships from the ground up.

Community Schools Get Better Results

Salt Lake Center for Science Education, with its focus on teacher leadership, school culture, and experiential learning, consistently achieves **near a 100% graduation rate** (School Report Card, USBE Data Gateway)

Woodrow Wilson Elementary School saw breakthrough growth in third grade reading, from **37%** proficiency in 2018-19 to **68%** proficiency 2021-22 (Promise Partnership Utah dashboard, Acadience)

The four elementary Promise Community Schools in South Salt Lake, Lincoln, Moss, Walker, and Wilson, greatly **outperform similar schools in reading, math, and science proficiency** (2022 RISE, USBE Data Gateway)

To see more data from the previous pages scan this code

PROMISE PARTNERSHIP REGIONAL COUNCIL

BUSINESS

Neelam Chand
Founder & CEO, Shift SLC**

James Jackson III
Founder and Managing Partner, Black Success Center

Crystal Low
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Brian McCallion
Managing Director, Goldman Sachs

John Milliken
President, Milcom, Inc.

Gavin Ogami
Sr. Engineering Manager, Edwards Lifesciences

Art Tuner
Vice President/General Manager, Enterprise Rent-A-Car

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Jeff Silvestrini
Mayor, Millcreek City

Marcus Stevenson
Mayor, Midvale City

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Mayor, Salt Lake County

Cherie Wood
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COMMUNITY

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CEO, Envision Utah

Michelle Crawford
Director, Circles Salt Lake**

Bill Crim
President and CEO, United Way of Salt Lake

Jose Enriquez
CEO, Latinos in Action

Moe Hickey
CEO, Voices for Utah Children**

Liesl Jacobson
Interim Deputy Director, The Salt Lake City Library System

Julie Johnson
Chief Executive Officer, United Way of Northern Utah

Kelsey Lewis
Executive Director, Friends of the Children – Utah

LeAnn Wood
Advocacy Vice President, Utah Parent Teacher Association

HIGHER EDUCATION

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Richard Gonzalez
Assistant Commissioner for Access, Utah System of Higher Education

Deneece Huftalin
President, Salt Lake Community College

Brenda Kowaleski
Associate Provost, Weber State University

Shawn Newell
Board Member, Utah System of Higher Education**

Taylor Randall
President, University of Utah

Bonita Teasley
Director of Data, Policy, and Performance Innovation, Sorenson Impact Center

David Woolstenhulme
Commissioner of Higher Education, Utah System of Higher Education

PHILANTHROPIC

Kathie Miller
Founder, The Mark & Kathie Miller Foundation

Mark Miller
Founder, The Mark & Kathie Miller Foundation

Andrea Nelson
Senior Grants Program Officer, Daniels Fund

PRE K-12 EDUCATION

Martin Bates
Interim Superintendent, Salt Lake City School District

Lexi Cunningham
Executive Director, Utah School Superintendent Association

Sydnee Dickson
Superintendent, Utah State Board of Education

Corey Fairholm
President-elect, Utah PTA

Jill Gildea
Superintendent, Park City School District

Dan Linford
Superintendent, Davis School District

Chelsea Malouf
Director of Language Arts and Alternative Language Services, Salt Lake City School District**

Rich Nye
Superintendent, Granite School District*

Luke Rasmussen
Superintendent, Ogden School District

Rick Robins
Superintendent, Canyons School District

Logan Toone
Assistant Superintendent, Davis County School District

LeAnn Wood
Advocacy Vice President, Utah PTA

STATE GOVERNMENT

José Borjón
Head Consul of Mexico in Salt Lake City

Tracy Gruber
Executive Director, Utah Department of Health and Human Services

Ann Millner
Senator, Utah State Legislature

DEFINITIONS

BASELINE YEAR DEFINITIONS

Promise Partnership Utah began in 2014 with only three school districts; by 2018 it grew to six. This expansion presented a challenge in reporting data over time. However, given that Promise Partnership uses a contribution mindset rather than an attribution mindset, we have opted to include data from all six districts in our baseline rather than just the original three. This is what it means to hold shared accountability for outcomes.

In addition to the 2014 baseline data reported for the six school districts, we have added a COVID baseline to this year's report. This is to account for the disruption of COVID to the education system and the impact of that disruption on student learning. In total, we report on three points in time in this report: the current year, the original baseline, and the COVID baseline, with changes since the baseline calculated for each.

GEOGRAPHIC DEFINITIONS

Beginning this year, we have begun reporting in three geographic breakdowns: Systems, Communities, and Schools. These breakdowns represent both the scope and the focus of the Promise Partnership's work.

SYSTEMS:

Systems is defined as the Promise Partnership region.

For all K-12 academic outcomes, the Promise Partnership region includes six school districts: Canyons, Davis, Granite, Ogden, Park City, and Salt Lake City.

For the postsecondary completion outcomes, the universities in this region are included. They are Salt Lake Community College, University of Utah, and Weber State.

For health and financial stability outcomes, the Promise Partnership region is defined by counties. The counties included are Davis, Salt Lake, Summit, and Weber.

COMMUNITIES:

There are nine Promise Communities, and two of them have made bold commitments to dramatically improving results over the next phase of partnership work. The data in the Promise Communities Report Card reflect these two communities, South Salt Lake and Millcreek.

For all K-12 academic outcomes, this includes theses schools in the Cottonwood High School and Olympus High school feeder patterns: William Penn Elementary, Wilson Elementary, Moss Elementary, Lincoln Elementary, Walker Elementary, Bonneville Junior High, Granite Park Junior High, Evergreen Junior High, Olympus High School, and Cottonwood High School.

SCHOOLS:

In the future, we will report on the data for high-fidelity community schools compared with other schools. Until then, we are reporting on Title I and non-Title I schools as a proxy.

For all K-12 academic outcomes, this includes all schools in the six school districts of the Promise Partnership region, disaggregated by Title 1 and non-Title 1 schools.

This section does not include postsecondary completion/attainment, health, or financial stability outcomes.

OUTCOME DEFINITIONS

KINDERGARTEN READINESS
% of students with sufficient prerequisite knowledge and skills in literacy and numeracy to succeed in kindergarten
Reported for: Systems, Communities, Schools

Utah State Board of Education. Beginning of Year Kindergarten Entry and Exit Profile (KEEP). Baseline reflects the 2017-18 school year, COVID baseline reflect 2021-22, and current year reflects 2022-23.

3RD GRADE READING
% proficient in reading by end of 3rd grade
Reported for: Systems, Communities, Schools

Utah State Board of Education. End of Year (EOY) Acadience Reading assessment (formerly DIBELS). Baseline reflects 2013-14 school year, COVID baseline reflects 2020-21, and current year reflects 2021-22.

8TH GRADE MATH
% proficient in math by end of 8th grade
Reported for: Systems, Communities, Schools

Utah State Board of Education. Readiness Improvement Success Empowerment (RISE) (formerly SAGE). Baseline reflects 2013-14, COVID baseline reflects 2020-21, and current year reflects 2021-22.

HIGH SCHOOL GRADUATION
% high school students graduating their senior year
Reported for: Systems, Communities, Schools

Utah State Board of Education. Percent of Seniors Graduating. Baseline reflects 2013-14, COVID baseline reflects 2020-21, and current year reflects 2021-22. Due to a data reporting issue in one district, the low-income graduation rate in school year 2013-14 is under-reported.

This is not a true high school graduation rate because it is not comprehensive of the student cohorts. Because of this it overstates the graduation rate. We are transitioning to 4-year cohort graduation rate pending data availability with student group disaggregation.

POSTSECONDARY READINESS
% graduating seniors with a composite ACT score of 18 or higher
Reported for: Systems, Communities, Schools

Utah State Board of Education. ACT Composite Score of 18 or Higher. Baseline reflects 2013-2014 school year, COVID baseline reflects 2020-21, and current year reflects 2021-22. Utah made the ACT mandatory for all high school juniors in 2014-2015, which may impact comparability over time.

POSTSECONDARY COMPLETION
% of college students graduating within 150% of length of program
Reported for: Systems

U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). IPEDS compares institutions and IPEDS summary tables. Baseline reflects 2012-13 academic year, COVID baseline reflects 2019-20, and

current year reflects 2020-21. This outcome reflects the percentage of first-time, full-time students who graduate within 150% of the published time for the program (six years for a four-year baccalaureate degree and three years for a two-year associate degree). This is a nationally accepted measure recommended by the National Center for Education Statistics. Institutions may adjust rates to account for time off for military service, religious service, and other situations.

Completion of certificate programs at Utah System of Technical Colleges (USTC) campuses is also a key piece of postsecondary completion. In 2022, 2,355 students graduated with one or more certificates from Davis Technical College and Ogden-Weber Technical College, the campuses within the Promise Partnership region.

POSTSECONDARY ATTAINMENT
% of adults with a baccalaureate degree or more in South Salt Lake and Millcreek
Reported for: Communities

U.S. Department of Education, National Center for Education U.S. Census Bureau, 2017-2021 American Community Survey 5-Year Estimates. Educational Attainment, Bachelor's Degree or Higher. Baseline reflects 2018, COVID baseline reflects 2020, current year reflects 2021. Data are based on a sample and are subject to sampling variability.

HEALTH
% of adults who rate their own health as good, very good, or excellent
Reported for: Systems, Communities

Utah Department of Health's Indicator-Based Information System for Public Health. Health indicator report of fair/poor health. Age-adjusted rates. The baseline year reflects 2013, the COVID baseline is 2020, and current year reflects 2021. This data is reported based on adults in the State of Utah as well as the cities of South Salt Lake and Millcreek. Self-rated health questions are a common survey technique in health research and have been proven to be both valid and reliable in terms of measuring overall health.

FINANCIAL STABILITY
% of individuals with household incomes at or above 200% of the federal poverty level
Reported for: Systems, Communities

Promise Partnership Utah's analysis of Steven Ruggles, Sarah Flood, Ronald Goeken, Megan Schouweiler and Matthew Sobek. IPUMS USA: Version 12.0 [dataset]. Minneapolis, MN: IPUMS, 2022. https://doi.org/10.18128/D010.V12.0. Reflects the percentage of individuals in the Promise Partnership region that are at or above twice the federal poverty guideline (i.e., $54,000 for a family of four). Due to data limitations, estimates do not include Summit County.

COMPARISON GROUP DEFINITIONS

Included in each data spread is a comparison group section. The comparison groups are focused on income, race, and English language proficiency.

In defining student groups, it is important to note that differences in performance are a result of systemic discrimination rather than individual student or student group failures. Systemic discrimination has led to disparate experiences and outcomes for these student groups.

We also recognize that the experiences of students in these groups are not a monolith and that aggregating the data in this way can obscure the unique experiences of each student and each student group.

Low Income, Middle Income, and Above

For academic outcomes, low income is consistent with the free and reduced lunch designation. The qualification for free and reduced lunch is a family income less than 185% of the Federal Poverty Line (i.e., $55,500 for a family of four). Students from families above 185% are considered middle income and above for these outcomes.

For Health and Financial Stability outcomes across all regional groups, low income is below 200% of the federal poverty line for families (i.e., $60,000 for a family of four). Families above 200% are considered middle income and above for these outcomes.

Students of Color and White Students

Data from the Utah State Board of Education has specific designations for racial groups. It includes Asian, Black, Latine, American Indian, Multiracial, Pacific Islander, and White. The Asian, Black, Latine, American Indian, Multiracial, and Pacific Islander racial groups have been aggregated to Students of Color.

The data sources for Postsecondary Attainment and Financial Stability also provided disaggregation by People of Color (POC) and White.

English Language Learners and Native English Speakers

Academic outcome data includes designations for English language learners and non-English language learners. There are several other terms to describe English language learners, including English as a Second Language (ESL) and Multi-Language Learners (MLL). We have chosen to use English language learner to be consistent with the language in the data source.

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GO FAST
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GO FAR,
GO TOGETHER'

–African Proverb

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