

2023 RESULTS MATTER REPORT OF
PROMISE PARTNERSHIP UTAH



RESULTS
MATTER

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INTRODUCTION

Letter from The Promise Partnership Regional Council

Dear Friends,

We're excited to present the 2023 Results Matter Report, our community report card that evaluates the results for which our cross-sector Promise Partnership is accountable.

As you will see, we are making progress, and we still have much work ahead to achieve our ultimate goal of **100% of children and youth thriving**.

- > We're making comebacks after COVID by strengthening resources for students and their families in and out of the classroom.
- > Promise Partner higher education institutions are significantly improving postsecondary completion rates.
- > We know we must do more to support our most impacted schools and are working to close disparity gaps and improve outcomes for all students.

Promise Partners are making meaningful contributions to results for our community:

- > Community Schools are taking root in Utah and generating better results.
- > Utah educators are operationalizing their commitment to reach the goal of a 70% proficiency rate in third grade reading by 2027.
- > Several communities and their schools are working together like never before to graduate every single student and work upstream to improve each outcome along the way.
- > And much more.

Thank you, Promise Partners, for your commitment to working together. It would certainly be easier to work in siloed, surface-level collaboration, but you haven't chosen that route. You've chosen to embody a commitment to deep partnership and intentional alignment of energy, resources, and data. We couldn't ask for a better team.

Onward to 100%!

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



Watch the Systems Transformation Video

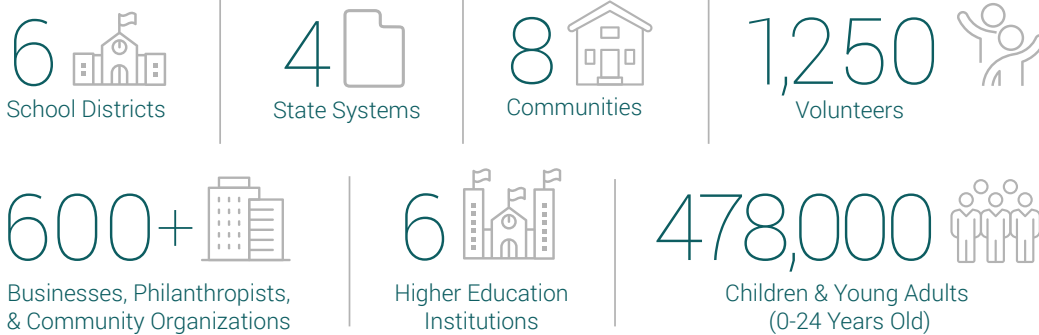


WHAT IS PROMISE PARTNERSHIP UTAH?

WHO WE ARE

Promise Partnership Utah is a public-private partnership working to improve educational outcomes for Utah's kids. Promise Partners align, share, and deploy resources to improve outcomes and reduce disparities in the following: 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

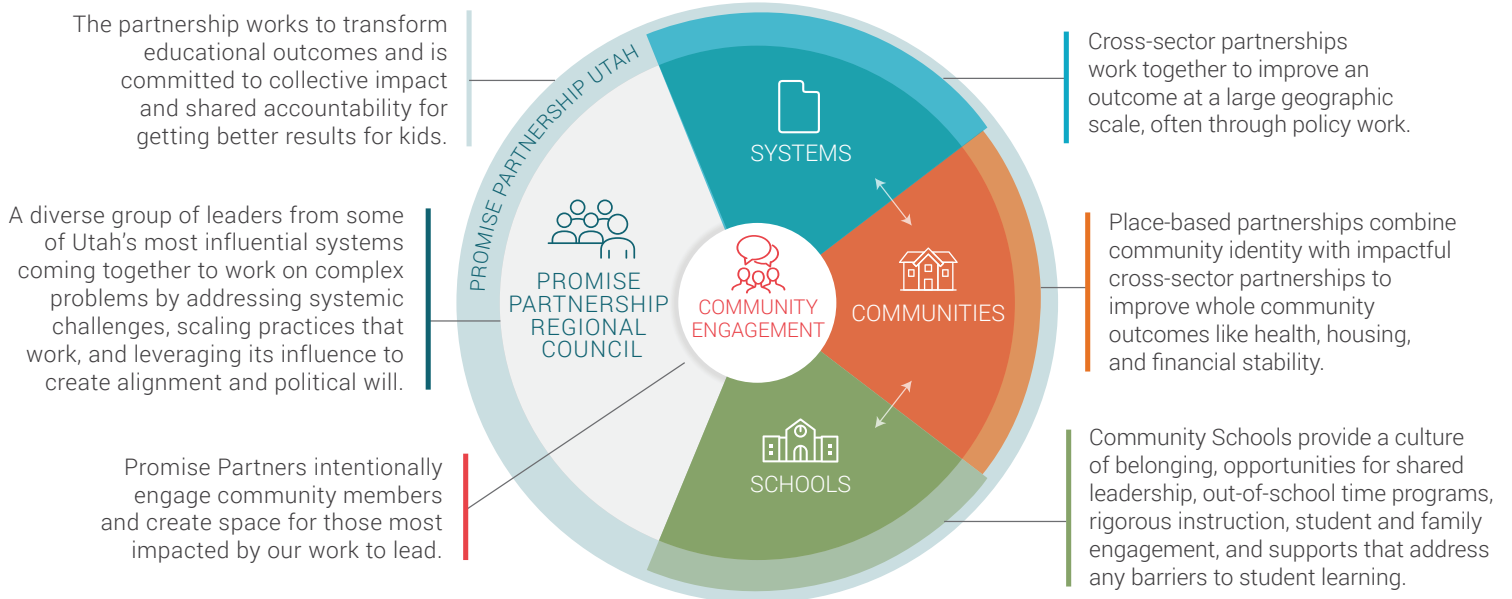


WHAT IS COLLECTIVE IMPACT?

We know that to transform educational outcomes, we must engage in rigorous collective impact. This means shifting from a fractured approach with disjointed initiatives to instead leveraging differing strengths in a unified, collaborative strategy. Working together, we can do more for Utah kids and families than any of us could achieve alone.

PROMISE PARTNERSHIP'S UNIQUE MULTI-TIER STRUCTURE

Promise Partnership Utah has built a multi-tiered infrastructure working in Community Schools, in Promise Communities, and at the systems level. With the support of a council made up of leaders across Utah, our partnership weaves community engagement across these levels. In this way, we ensure the support, leadership, and action necessary to transform the education system and broader community.



CORPORATE AND BUSINESS INVOLVEMENT

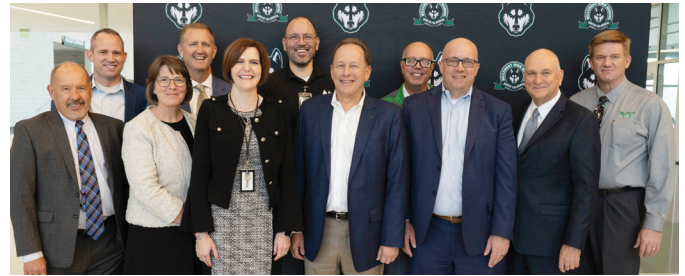
Transforming educational outcomes and creating strong communities is a huge undertaking, and we know schools can't do it alone. It takes a village of cross-sector partners working together to make lasting change. The business sector plays an important role in bringing fresh perspectives that question how things have always been done. They help garner attention for critical issues, rally resources, and keep partnerships focused on results and utilizing data to inform the work. Building strong communities benefits everyone, and better-performing schools help create a skilled and prepared future workforce.

Promise Partnership is proud to count many business leaders and their companies as Promise Partners doing important work with Utah schools and communities.

Business Partner Highlights:



As dedicated champions for education, **Mark Miller Subaru staff volunteers have provided math tutoring for students in Community Schools for seven years.** Their employees partner with school teams to provide direct service to students and meaningful collaboration on program development. Research from the Utah Education Policy Center showed classes who participated in one-on-one tutoring achieved greater gains than those who were not working with volunteers. In addition to this multi-year involvement in Community Schools, Mark Miller Subaru has demonstrated its commitment to helping kids and families thrive through participation in Stuff the Bus, Day of Caring, and other events, as well financial support throughout our longtime partnership.



Savage-Hillcrest Impact Network for Education (SHINE) is a community resource and education partnership led by Savage, a Utah-based, global supply chain company, in partnership with United Way of Salt Lake, Hillcrest High School, Canyons School District, and Promise Partnership. Through SHINE's support for Career and Technical Education (CTE) Pathways programs, students at Hillcrest High School can take classes such as auto mechanics, drone operation, robotics, intro to supply chains, engineering, accounting, programming, entrepreneurship, and business that allow them to gain real-world skills and prepare for careers after graduation. SHINE has also sponsored the creation of the Hillcrest Free Market, which serves students and families in the Midvale community by providing access to basic needs such as food, clothing, showers, laundry facilities, and more.



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



HIGH SCHOOL GRADUATES



COLLEGE- OR CAREER-READY



EARNING CERTIFICATES OR DEGREES



MENTORING & TUTORING



FAFSA ASSISTANCE



WORKFORCE PREPAREDNESS



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:

4 of 8

outcomes have improved since the original baseline, and 24% of disparity gaps are closing

6 of 8

outcomes have improved since the COVID baseline, and 29% 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	54%	56%	-2%	●	53%	1%	●		
Low-Income Students	32%	37%	-5%	●	29%	3%	●	-34%	Middle Income and Above
Students of Color	35%	35%	0%	●	31%	4%	●	-29%	White Students
English Language Learner Students	18%	27%	-9%	●	16%	2%	●	-40%	Native English Speakers
3RD GRADE READING PROFICIENCY									
All Students	68%	72%	-4%	●	66%	2%	●		
Low-Income Students	50%	59%	-9%	●	48%	2%	●	-29%	Middle Income and Above
Students of Color	54%	59%	-5%	●	50%	4%	●	-22%	White Students
English Language Learner Students	42%	49%	-7%	●	41%	1%	●	-31%	Native English Speakers
8TH GRADE MATH PROFICIENCY									
All Students	37%	34%	3%	●	36%	1%	●		
Low-Income Students	18%	16%	2%	●	17%	1%	●	-30%	Middle Income and Above
Students of Color	19%	17%	2%	●	17%	2%	●	-29%	White Students
English Language Learner Students	11%	6%	5%	●	5%	6%	●	-33%	Native English Speakers
HIGH SCHOOL GRADUATION (percentage of students who graduate in four years)									
All Students	86%	81%	5%	●	77%	9%	●		
Low-Income Students	75%	73%	2%	●	73%	2%	●	-12%	Middle Income and Above
Students of Color	79%	77%	2%	●	76%	3%	●	-11%	White Students
English Language Learner Students	73%	69%	4%	●	73%	0%	●	-17%	Native English Speakers
POSTSECONDARY READINESS (composite ACT score of 18+)									
All Students	59%	60%	-1%	●	58%	1%	●		
Low-Income Students	31%	36%	-5%	●	33%	-2%	●	-40%	Middle Income and Above
Students of Color	34%	35%	-1%	●	35%	-1%	●	-39%	White Students
English Language Learner Students	9%	9%	0%	●	9%	0%	●	-56%	Native English Speakers
POSTSECONDARY COMPLETION									
All USHE Institutions in Region	52%	40%	12%	●	44%	8%	●		
Salt Lake Community College	34%	23%	11%	●	26%	8%	●		
University of Utah	65%	60%	5%	●	67%	-2%	●		
Weber State University	49%	35%	14%	●	36%	13%	●		
HEALTH (adults in good, very good, or excellent health)									
Adults	85%	87%	-2%	●	89%	-4%	●		
Low-Income Adults	75%	77%	-2%	●	81%	-6%	●	-14%	Middle Income and Above
FINANCIAL STABILITY (individuals with household incomes at or above 200% FPL)									
All Individuals	79%	71%	8%	●	81%	-2%	●		
Individuals of Color	68%	52%	16%	●	72%	-4%	●	-15%	White Individuals

SYSTEMS WORK

Utah Makes Progress Toward Early Literacy Goal

In 2022, Promise Partners worked to help design and gain passage of SB127, legislation that set a statewide goal of reaching **70% reading proficiency by 3rd grade**. Educators and Promise Partners, led by staff at the Utah State Board of Education, have been deploying various strategies to support this goal.

Many of these strategies aim to equip educators with support including approved curriculum and instructional design, professional learning sessions with consultants, and 32 state literacy coaches who have been hired to work in the most impacted schools. All these initiatives are designed to align with the “Science of Reading Instruction” best practices to ensure a data-driven and research-based approach.

Over 70 school and district leaders from across the state are participating in the first cohort of “Change Management for Leaders to Improve Literacy Outcomes,” a strategy designed to address key sticking points around implementation and school culture. More than 10,000 Utah educators and 200 administrators have completed LETRS professional learning sessions. The Promise Partnership has been encouraging family and community engagement by facilitating tutoring and literacy events, providing books and digital resources for teachers and parents, and more.

Systems level data will be available soon, but the impacts are beginning to show in local Promise Community Schools. At South Kearns Elementary in Granite School District, the 2024 Overall Acadience Reading Benchmark Assessment shows that at the beginning of the year, 37% of South Kearns students were at or above benchmark. This increased to 46% at mid-year, outpacing the school's beginning to mid-year progress in prior years.

As our state continues to build comprehensive supports, we would like to acknowledge the leadership of Promise Partners including the Utah State Board of Education, Local Education Agencies, and schools for their dedication to achieving bold improvements in early literacy for Utah students.



Update on Full-Day Kindergarten: 77% Enrolled

Full-day kindergarten has been expanding across Utah with a record 77% of kindergarteners enrolled, up from 34% since the Utah state legislature passed HB477 during the 2023 general session. This groundbreaking bill, pushed by Promise Partners, allows families to choose the kindergarten education that best fits their children. We continue to see an increase in enrollment as full-day kindergarten becomes available in more schools and districts.

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 8 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:

4 of 8 outcomes have improved since the original baseline, and 53% of disparity gaps are closing

3 of 8 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	41%	45%	-4%	●	41%	0%	●		
Low-Income Students	28%	30%	-2%	●	30%	-2%	●	-33%	Middle Income and Above
Students of Color	31%	30%	1%	●	29%	2%	●	-22%	White Students
English Language Learner Students	24%	29%	-5%	●	30%	-6%	●	-21%	Native English Speakers
3RD GRADE READING PROFICIENCY									
All Students	60%	61%	-1%	●	61%	-1%	●		
Low-Income Students	52%	51%	1%	●	53%	-1%	●	-24%	Middle Income and Above
Students of Color	51%	51%	0%	●	55%	-4%	●	-21%	White Students
English Language Learner Students	49%	45%	4%	●	54%	-5%	●	-21%	Native English Speakers
8TH GRADE MATH PROFICIENCY									
All Students	33%	24%	9%	●	26%	7%	●		
Low-Income Students	13%	12%	1%	●	9%	4%	●	-37%	Middle Income and Above
Students of Color	16%	11%	5%	●	10%	6%	●	-37%	White Students
English Language Learner Students	10%	2%	8%	●	5%	5%	●	-36%	Native English Speakers
HIGH SCHOOL GRADUATION (percentage of students who graduate in four years)									
All Students	86%	86%	0%	●	85%	1%	●		
Low-Income Students	73%	75%	-2%	●	77%	-4%	●	-15%	Middle Income and Above
Students of Color	79%	80%	-1%	●	80%	-1%	●	-11%	White Students
English Language Learner Students	73%	77%	-4%	●	76%	-3%	●	-19%	Native English Speakers
POSTSECONDARY READINESS (composite ACT score of 18+)									
All Students	60%	59%	1%	●	63%	-3%	●		
Low-Income Students	32%	34%	-2%	●	29%	3%	●	-40%	Middle Income and Above
Students of Color	34%	32%	2%	●	30%	4%	●	-39%	White Students
English Language Learner Students	17%	6%	11%	●	7%	10%	●	-49%	Native English Speakers
POSTSECONDARY ATTAINMENT (bachelor's degree & above)									
All Individuals	40%	42%	-2%	●	45%	-5%	●		
Individuals of Color	33%	29%	4%	●	32%	1%	●	-11%	White Individuals
HEALTH (adults in good, very good, or excellent health)									
All Adults	83%	80%	3%	●	89%	-6%	●		
Low-Income Adults	83%	70%	13%	●	88%	-5%	●	1%	Middle Income and Above
FINANCIAL STABILITY (individuals with household incomes at or above 200% FPL)									
All Individuals	81%	66%	15%	●	77%	4%	●		
Individuals of Color	67%	41%	26%	●	61%	6%	●	-18%	White Individuals

PROMISE COMMUNITIES

Partners Come Together to Keep 100% Promise

We are excited to celebrate a renewed commitment between Promise Partnership Utah, Promise South Salt Lake, Millcreek Promise, and Granite School District. Together we set a goal that 100% of students in South Salt Lake and West Millcreek graduate from high school and have their basic needs met by 2028.

To meet these goals, we are working with partners in Promise Communities to deploy key strategies such as improving attendance, employing a data-driven student navigation system, strengthening afterschool programs, aligning early childhood programs to improve kindergarten readiness, establishing career pathways, and addressing social determinants of health.



At **Granite Park Jr. High**, initiatives focus on improving attendance. These include incentives for students, attendance trackers who are assigned to follow up with students and families, and home visits conducted by family engagement teams who meet with parents and caregivers to connect them to additional resources and services.

Promise Partners in South Salt Lake and Millcreek are providing high-quality out-of-school time programs with an emphasis on school day alignment. Teachers can identify students who may need extra academic support, and those students receive tutoring and resources that reinforce what they are learning in the classroom. Partners are also working to better align preschool and early childhood programs with K-12 curriculum to improve kindergarten readiness and facilitate a smooth pathway that supports learning from cradle to career.

Cottonwood High School is collaborating with community partners to expose students to different opportunities and career pathways available to them. They are working to offer technical classes that align with student interests and career goals, putting them on a path to graduation with industry-specific credentials. Promise Partners are working on a student navigation system that uses data to identify students at risk of falling behind and gain a more holistic understanding of students' situations. This allows schools and partners to coordinate the best resources to ensure students have the necessary support to meet their needs.

South Salt Lake and Millcreek are engaged in a process to develop and implement a social determinants of health plan that addresses community-level basic needs such as mental health resources, food access, and affordable housing for students and families. This work will help enable the community conditions to support students and families and achieve the 100% goals.



Promises We Make

In February, key school and community leaders came together for the Road to 100% launch event, kicking off our commitment to ensure every student in South Salt Lake and West Millcreek graduates from high school and has their basic needs met. Attendees shared what individual promises they are making to students and families to achieve these goals.

“South Salt Lake Police promises to provide a safe and secure community for students to live, play, and learn.”

– Danielle Croyle, Chief of Police,
South Salt Lake City Police Department

“We promise to show up for each other with yes in our hearts and a commitment to every child, every teacher, every family.”

– Bill Crim, President and CEO,
United Way of Salt Lake

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.

In the 2021-22 school year, Promise Partnership began a renewed effort to support partner schools in adopting the Community Schools model with fidelity. In contrast to the 2022 report when we reported on Title I schools, this year we have included data for a cohort of 26 Community Schools across the six districts of the Promise Partnership region that have renewed their commitment to the Community Schools model. We will add to this cohort as adoption of Community Schools increases

In Community Schools across the Promise Partnership region:

Schools that adopt a Community Schools model generally have lower test scores and greater disparity gaps than other schools. The report card below alludes to this and showcases the impact of COVID on learning for highly impacted students and schools in the last few years.

Promise Partnership Region Community Schools School Report Card

	CURRENT YEAR '22-23	BASELINE '21-22	CHANGE SINCE BASELINE	COLOR	CURRENT DISPARITY GAP	BASELINE DISPARITY GAP	CHANGE SINCE BASELINE	COMPARISON GROUP
KINDERGARTEN READINESS								
All Students	31%	31%	0%	●				
Low-Income Students	28%	28%	0%	●	-12%	-13%	1%	Middle Income and Above
Students of Color	25%	24%	1%	●	-14%	-16%	2%	White Students
English Language Learner Students	15%	11%	4%	●	-20%	-25%	5%	Native English Speakers
3RD GRADE READING PROFICIENCY								
All Students	49%	52%	-3%	●				
Low-Income Students	44%	50%	-6%	●	-22%	-10%	-12%	Middle Income and Above
Students of Color	43%	47%	-4%	●	-16%	-14%	-2%	White Students
English Language Learner Students	39%	43%	-4%	●	-16%	-14%	-2%	Native English Speakers
8TH GRADE MATH PROFICIENCY								
All Students	26%	26%	0%	●				
Low-Income Students	18%	21%	-3%	●	-24%	-18%	-6%	Middle Income and Above
Students of Color	14%	15%	-1%	●	-35%	-30%	-5%	White Students
English Language Learner Students	7%	8%	-1%	●	-32%	-29%	-3%	Native English Speakers
HIGH SCHOOL GRADUATION (percentage of students who graduate in four years)								
All Students	82%	84%	-2%	●				
Low-Income Students	76%	79%	-3%	●	-11%	-9%	-2%	Middle Income and Above
Students of Color	82%	83%	-1%	●	-2%	-1%	-1%	White Students
English Language Learner Students	75%	73%	2%	●	-9%	-10%	1%	Native English Speakers
POSTSECONDARY READINESS (composite ACT score of 18+)								
All Students	47%	49%	-2%	●				
Low-Income Students	28%	32%	-4%	●	-35%	-29%	-6%	Middle Income and Above
Students of Color	30%	35%	-5%	●	-38%	-30%	-8%	White Students
English Language Learner Students	10%	12%	-2%	●	-46%	-42%	-4%	Native English Speakers

To see more data from the previous pages, scan this code



PROMISE COMMUNITY SCHOOLS

Community Schools Gain Traction in Utah

Community Schools offer parents close collaboration with teachers, access to basic needs services, and academic enrichment opportunities like family nights, tutoring, and afterschool programs. Educators and administrators benefit from professional development training and increased success in student achievement and academic outcomes.

The Community Schools model creates strong community partnerships that help share accountability for student growth and respond to the unique needs of students so educators can focus on their primary roles. They support revitalized neighborhoods, engaging community events, and a safe and welcoming environment for the entire community.

Salt Lake City School District launched the first Community Schools in Utah in the early 2000s. In 2023, Promise Partnership launched the Utah Coalition for Community Schools representing over 50 schools across seven districts: Granite, Canyons, Ogden, Alpine, Davis, Park City, and Salt Lake City.

In April 2024, over 100 dedicated school and community partners, leaders, and champions of education from across the state gathered at the Community Schools Convening where they learned about how the Community Schools strategy can make a difference for Utah students. The Community Schools model has been gaining traction across Utah as more and more schools understand the benefits of a whole-child approach and leveraging partnerships to provide holistic support for students and families.

Community Schools In Action

For Read Across America Day, over 150 Latinos in Action students from Kearns High School provided more than 400 service hours promoting literacy and reading with 2500+ elementary students. Their commitment to fostering academic engagement while building interpersonal connections embody what it means to be a Community School.



Parent classes at the Davis Community Learning Center have significantly increased family engagement across Clearfield schools and created spaces for both schools and community members to collaborate.

The Midvale Community Schools facilitators in Canyons School District are a dedicated and experienced team who help ensure students have the resources they need. For example, they partner with local grocery stores, local businesses, and community partners to provide fresh produce at no cost for students and families.

Community Schools Get Better Results

The Learning Policy Institute and National Education Policy Center conclude that “well-implemented Community Schools lead to improvement in student and school outcomes and contribute to meeting the educational needs of low-achieving students in high-poverty schools.”

Promise Community Schools with high fidelity to the model outperform comparison schools with similar student demographics on English Language Arts, Math, and Science growth scores.

At both the Rose Park and Bryant campuses of Salt Lake Center for Science Education, all students receive opportunities to engage in experiential learning contributing to a graduation rate that is consistently near or at 100%.

Community volunteers support English language development at Olene Walker Elementary School through one-on-one tutoring with kindergarten students, contributing to an increase in letters and sounds proficiency from 30% to 70%.

PROMISE PARTNERSHIP REGIONAL COUNCIL (PPRC)

BUSINESS



Neelam Chand
*Founder & CEO, Shift SLC***

James Jackson III
*Founder and Managing Partner,
 Black Success Center*

Crystal Low
*Executive Vice President,
 Business Payments and Technology
 Zions Bancorporation**

John Milliken
President, Milcom, Inc.

Shawn Newell
*Waves Enterprise, LLC***

Gavin Ogami
Sr. Engineering Manager, Edwards Lifesciences

COMMUNITY



Ari Bruening
CEO, Envision Utah

Michelle Crawford
*Executive 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***

Julie Johnson
CEO, United Way of Northern Utah

Kelsey Lewis
Executive Director, Friends of the Children – Utah

Abram Sherrod
*Community Opportunity Center Supervisor,
 Promise South Salt Lake***

PHILANTHROPIC



Kathie Miller
Founder, The Mark & Kathie Miller Foundation

Mark Miller
Founder, The Mark & Kathie Miller Foundation

PRE K-12 EDUCATION



Lexi Cunningham
*Executive Director, Utah School
 Superintendent Association*

Sydnee Dickson
Superintendent, Utah State Board of Education

Corey Fairholm
President, Utah PTA

Jill Gildea
Superintendent, Park City School District

Elizabeth Grant
Superintendent, Salt Lake 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 School District

CIVIC



Andrew Gruber
*Executive Director,
 Wasatch Front Regional Council*

Marci Houseman
Council Member, Sandy City Council

Mark Shepherd
Mayor, Clearfield City

Jeff Silvestrini
Mayor, Millcreek City

Marcus Stevenson
Mayor, Midvale City

Jenny Wilson
Mayor, Salt Lake County

Cherie Wood
Mayor, City of South Salt Lake

HIGHER EDUCATION



Darin Brush
President, Davis Tech College

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

Deneece Huftalin
President, Salt Lake Community College

Brenda Kowaleski
Vice Provost, Weber State University

Taylor Randall
President, University of Utah

STATE GOVERNMENT



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 included a COVID baseline 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

We include reporting on three geographic breakdowns: Systems, Communities, and Schools. These breakdowns represent both the scope and the focus of 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, three universities in this region are included. They are Salt Lake Community College, University of Utah, and Weber State University.

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 eight 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 reflects the South Salt Lake and Millcreek communities.

For all K-12 academic outcomes, this includes the following 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.

For the postsecondary attainment, health, and financial stability outcomes, the community geography is defined by cities. The cities included are South Salt Lake and Millcreek.



SCHOOLS:

Promise Partnership Utah supports schools using the Community Schools model. Schools included in this analysis have adopted the Community Schools model and are in partnership with Promise Partnership Utah.

For all K-12 academic outcomes, this includes a selection of 26 schools in the six school districts of the Promise Partnership region. This is considered our baseline cohort and will be added to as adoption of Community Schools increases across the region.

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 to succeed in kindergarten

Reported for: Systems, Communities, Schools

Utah State Board of Education. Beginning of Year (BOY) Acadience Reading assessment. Systems and communities baseline reflects the 2018-19 school year, COVID baselines reflect 2020-21, Community Schools baseline reflects 2021-22, and current year reflects 2022-23.

Note: This was previously reported using KEEP data. The KEEP assessment is now optional for kindergarten entry and Acadience will be used moving forward.



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). Systems and communities baseline reflects the 2015-16 school year, COVID baselines reflect 2020-21, Community Schools baseline reflects 2021-22, and current year reflects 2022-23.



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). Systems and communities baseline reflects the 2013-14 school year, COVID baseline reflect 2020-21, Community Schools baseline reflects 2021-22, and current year reflects 2022-23.



HIGH SCHOOL GRADUATION

% of students graduating in four years

Reported for: Systems, Communities, Schools

Utah State Board of Education. Federal Four-Year Cohort Graduation Rate. Systems baseline reflects 2013-14, communities baseline reflects 2017-18, COVID baseline reflects 2020-21, Community Schools baseline reflects 2021-22, and current year reflects 2022-23. Due to a data reporting issue in one district, the low-income graduation rate in school year 2013-14 is under-reported. Due to data reporting differences, the baselines chosen are the earliest available years with disaggregated graduation rates.



POSTSECONDARY READINESS

% of high school juniors 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 2013-14 school year, COVID baseline reflects 2020-21, Community Schools baseline reflects 2021-22, and current year reflects 2022-23. Utah made the ACT mandatory for all high school juniors in 2014-15, 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 2013-14 academic year, COVID baseline reflects 2019-20, and current year reflects 2021-22. 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 the 2021-22 school year, 2,501 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. Census Bureau, 2017-2022 American Community Survey 5-Year Estimates. Educational Attainment, Bachelor's Degree or Higher. Baseline reflects 2018, COVID baseline reflects 2020, current year reflects 2022. 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 2014, the COVID baseline is 2020, and the current year reflects 2022. This data is reported based on adults in the Promise Partnership Region (Davis County, Salt Lake County, Summit County, and Weber-Morgan County), 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 level (i.e., \$60,000 for a family of four). Due to data limitations, estimates do not include Summit County. The baseline year reflects 2014, the COVID baseline is 2020, and the current year reflects 2022.

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 these 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 and Middle Income & 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 level (i.e., \$55,500 for a family of four). Students from families above 185% are considered Middle Income & Above for these outcomes.

For Health and Financial Stability outcomes across all regional groups, low income is below 200% of the federal poverty level for families (i.e., \$60,000 for a family of four). Families above 200% are considered Middle Income & 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 into 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
GO ALONE
IF YOU WANT TO
**GO FAR,
GO TOGETHER**

–African Proverb



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