



Results Matter

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Introduction

Letter from the Promise Partnership Council

Dear Partners and Friends,

As co-chairs of the Promise Partnership Council, we are proud to present this year's annual report. We invite you to reflect with us on the collective progress we've made and the path we're walking together to ensure every child and family in Utah has the opportunity to thrive.

This year's report tells a story of collaboration in action. It is a reflection of the many individuals and organizations—educators, community members, service providers, youth, government leaders, and funders—who are aligning their efforts toward a shared goal: better outcomes for every young person, from cradle to career.

In a time when many systems are being asked to do more with fewer resources, your partnership has helped drive meaningful progress. Together, we've supported family-led solutions, advanced outcomes for all populations, and strengthened cross-sector alignment across our region. Through a common vision and a shared commitment to accountability, we are seeing what's possible when communities lead and systems support them with mindfulness and urgency.

This work is not easy, and it doesn't happen overnight. Even so, it is happening and it's only possible because of you—your trust, your voice, and your action. Whether you've been part of this work since its inception or are just beginning to connect, we hope this report encourages you to deepen your partnership in the year ahead.

Thank you for engaging, for staying the course, and for believing that together, we can build a future where every child in Utah has what they need to succeed.

Sincerely,



Dakota Matherly

Director, Office of Early Childhood
Utah Department of Health and Human Services

Co-Chair
Promise Partnership Council



Sarah Reader, Ed.S.

Executive Director for Instructional Leadership
Ogden School District

Co-Chair
Promise Partnership Council



Watch the Systems
Transformation Video

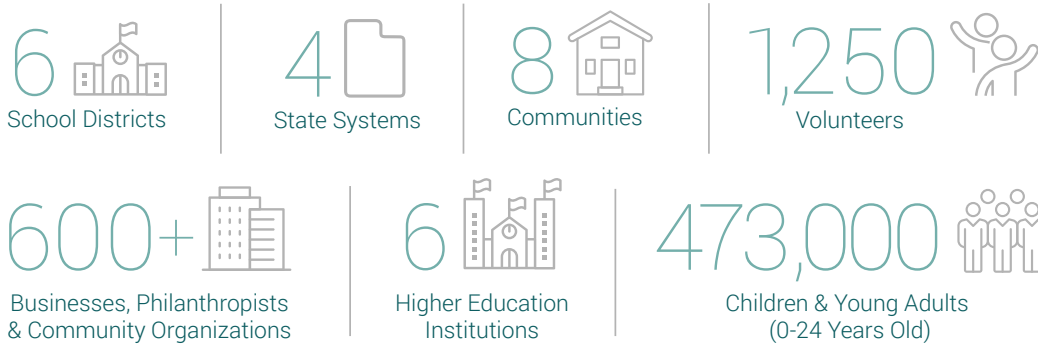


What is Promise Partnership Utah?

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 for all students 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

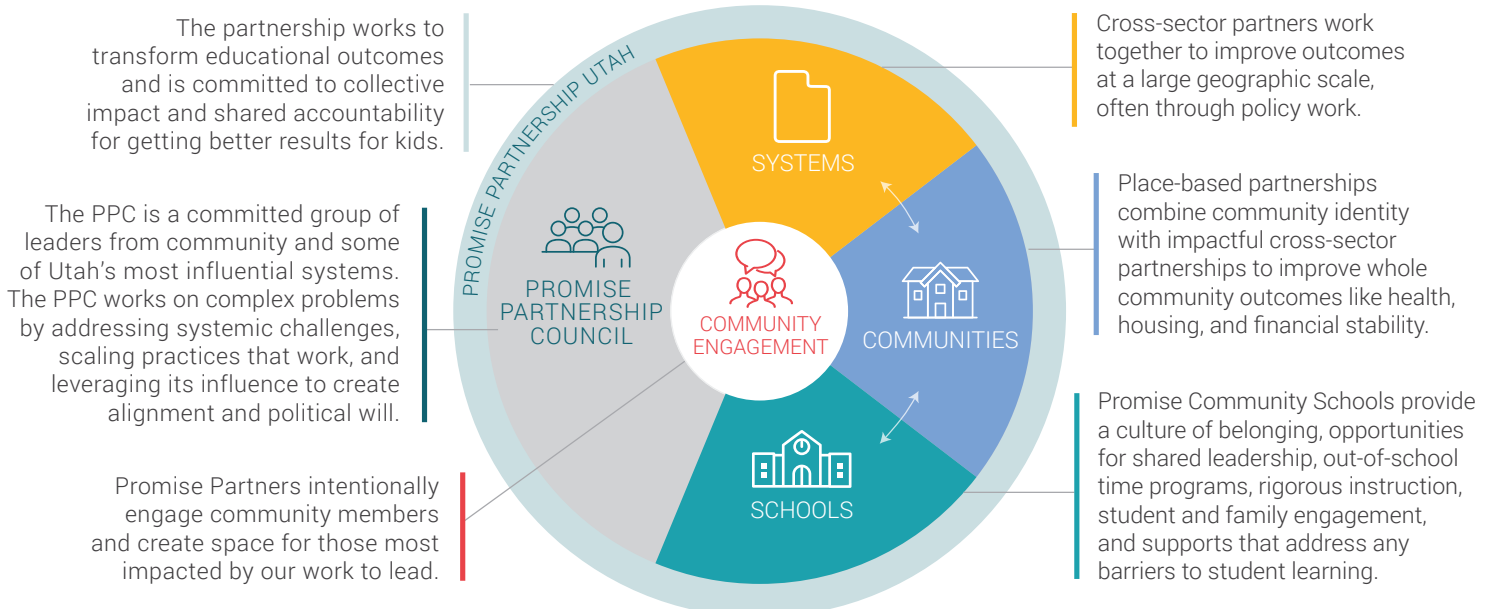


WHAT IS COLLECTIVE IMPACT?

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 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-TIERED STRUCTURE

Promise Partnership Utah has built a multi-tiered infrastructure working in Promise 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 education outcomes and the broader community.



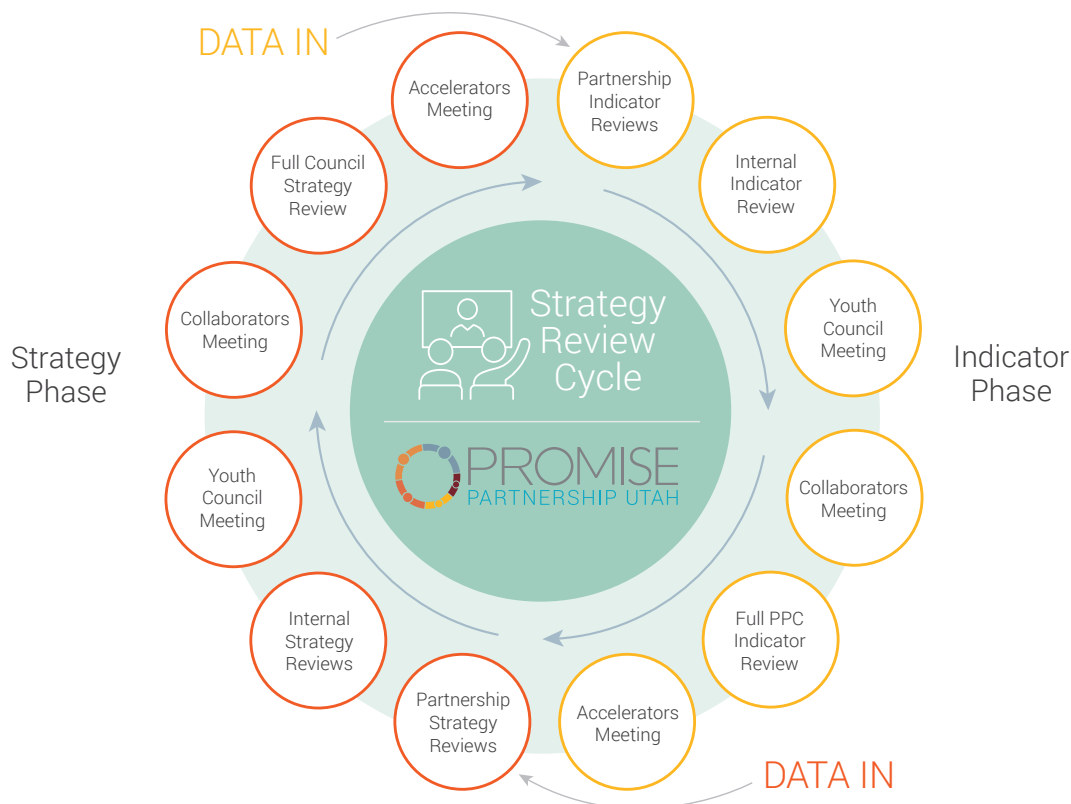
Promise Partnership Council

The Promise Partnership Council (PPC) acts as Promise Partnership Utah's advisory board. PPC members bring their expertise to guide how the Partnership creates systems change in our community. Council members come together to pursue lasting social change by addressing systemic challenges, scaling practices that work, and leveraging its influence to create alignment and political will.

The council is comprised of a dedicated group of about 80 youth, families, school representatives, and community partners alongside some of Utah's most influential systems leaders. Two leadership groups within the larger PPC provide direction: the Collaborators comprised of 10-12 cross-community, role, and outcome representatives; and the Accelerators, comprised of 8-14 systems leaders.



Together, the PPC engages in a biannual data and strategy review process designed to ensure the Partnership surfaces, analyzes, and addresses any barriers to opportunity that youth and families experience and any challenges that Promise Partners encounter.



Promise Partnership Council members are listed on the Partnership's website:





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 provides a foundation for those that follow. We track the well-being of children over time using the indicators on this roadmap, and share accountability across the partnership for getting better results in each area.

OUR GOALS: STUDENTS WHO ARE



KINDERGARTEN
READY



READING ON
GRADE LEVEL



PROFICIENT
IN MATH

OUR INITIATIVES:



PROMISE
BABY & YOU



HIGH-QUALITY
PRESCHOOL



PROMISE
COMMUNITY
SCHOOLS



AFTERSCHOOL
PROGRAMS

OUR FOUNDATION:

211

Powered by United Ways of Utah



FINANCIALLY
STABLE FAMILIES



HIGH SCHOOL GRADUATES



COLLEGE- OR CAREER-READY



EARNING CERTIFICATES OR DEGREES



MENTORING & TUTORING



PROMISE STUDENT ADVOCATES



WORKFORCE PREPAREDNESS



HEALTHY CHILDREN & FAMILIES



PROMISE
PARTNERSHIP UTAH

Systems Work

Cross-sector partners work together to improve outcomes at a large geographic scale, often through policy work.

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, 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 29% of disparity gaps are closing

5 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	56%	56%	0%	●	53%	3%	●		
Low-Income Students	37%	37%	0%	●	29%	8%	●	-27%	Middle Income and Above
Students of Color	38%	35%	3%	●	31%	7%	●	-27%	White Students
English Language Learner Students	19%	27%	-8%	●	16%	3%	●	-42%	Native English Speakers
 3RD GRADE READING PROFICIENCY									
All Students	68%	72%	-4%	●	66%	2%	●		
Low-Income Students	50%	59%	-9%	●	48%	2%	●	-28%	Middle Income and Above
Students of Color	53%	59%	-6%	●	50%	3%	●	-24%	White Students
English Language Learner Students	39%	49%	-10%	●	41%	-2%	●	-35%	Native English Speakers
 8TH GRADE MATH PROFICIENCY									
All Students	38%	34%	4%	●	36%	2%	●		
Low-Income Students	17%	16%	1%	●	17%	0%	●	-33%	Middle Income and Above
Students of Color	20%	17%	3%	●	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	76%	73%	3%	●	73%	3%	●	-16%	Middle Income and Above
Students of Color	80%	77%	3%	●	76%	4%	●	-10%	White Students
English Language Learner Students	75%	69%	6%	●	73%	2%	●	-12%	Native English Speakers
 POSTSECONDARY READINESS (composite ACT score of 18+)									
All Students	58%	60%	-2%	●	58%	0%	●		
Low-Income Students	32%	36%	-4%	●	33%	-1%	●	-37%	Middle Income and Above
Students of Color	34%	35%	-1%	●	35%	-1%	●	-38%	White Students
English Language Learner Students	10%	9%	1%	●	9%	1%	●	-55%	Native English Speakers
 POSTSECONDARY COMPLETION									
All USHE Institutions in Region	53%	40%	13%	●	44%	9%	●		
Salt Lake Community College	30%	23%	7%	●	26%	4%	●		
University of Utah	64%	60%	4%	●	67%	-3%	●		
Weber State University	50%	35%	15%	●	36%	14%	●		
 HEALTH (adults in good, very good, or excellent health)									
Adults	85%	87%	-2%	●	89%	-4%	●		
Low-Income Adults	72%	77%	-5%	●	81%	-9%	●	-14%	Middle Income and Above
 FINANCIAL STABILITY (individuals with household incomes at or above 200% FPL)									
All Individuals	80%	71%	9%	●	81%	-2%	●		
Individuals of Color	70%	52%	18%	●	72%	-2%	●	-14%	White Individuals

Systems Work

Prenatal-5 Network Engages Parents Around Well-Child Visits

We know that for Utah kids to thrive, it's essential that they receive access to health care that supports their growth and development. Promise Partnership Utah's Prenatal-5 Network is working to understand and remove barriers for Utah parents to help them schedule and attend regular well-child visits. These appointments allow parents and healthcare providers to track the child's developmental milestones, conduct vision and hearing screenings, update vaccinations, and more.

As part of the initial research for this initiative, the network engaged 138 parents to provide feedback about their experiences with well-child visits. This feedback provided a better understanding of parents' communication preferences related to well-child visits. While this strategy is still in the early stages of implementation, we are excited by the shared interest and commitment to this work demonstrated by community partners, health plans, and Medicaid. In collaboration with Promise Partners from across sectors, the network will continue to research and develop proactive outreach and public messaging to inform families about the importance of well-child visits and help them schedule appointments.

Full-Day Kindergarten: Early Outcomes

Full-day kindergarten (FDK) enrollment has more than doubled since the Utah State Legislature passed HB477 in 2023, with FDK options becoming available in more schools and districts across the state. Utah is beginning to see early academic results of this expansion. The 2023-2024 Kindergarten Entry and Exit Profile (KEEP) measured by the Utah State Board of Education reports that students in full-day programs showed more improvement from kindergarten entry to kindergarten exit compared to their counterparts in half-day programs. FDK was a huge win after years of advocacy by Promise Partners. We continue to advocate for supports to help schools and districts meet demand for FDK slots and set Utah's youngest learners up for success.



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

Promise Communities are places in Utah where local leaders, community members, and partners have committed to building systems of support for their children, from cradle to career.

Within the Promise Partnership region, there are eight 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 for all youth. *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:

6 of 8

outcomes have improved since the original baseline, and 35% of disparity gaps are closing

5 of 8

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

	KINDERGARTEN READINESS	CURRENT YEAR	BASELINE	CHANGE SINCE BASELINE	COLOR	COVID BASELINE	CHANGE SINCE COVID	COLOR	CURRENT DISPARITY GAP	COMPARISON GROUP
	All Students	47%	45%	2%	●	41%	6%	●		
	Low-Income Students	41%	30%	11%	●	30%	11%	●	-8%	Middle Income and Above
	Students of Color	38%	30%	8%	●	29%	9%	●	-21%	White Students
	English Language Learner Students	27%	29%	-2%	●	30%	-3%	●	-27%	Native English Speakers
	3RD GRADE READING PROFICIENCY									
	All Students	59%	61%	-2%	●	61%	-2%	●		
	Low-Income Students	51%	51%	0%	●	53%	-2%	●	-17%	Middle Income and Above
	Students of Color	49%	51%	-2%	●	55%	-6%	●	-22%	White Students
	English Language Learner Students	42%	45%	-3%	●	54%	-12%	●	-32%	Native English Speakers
	8TH GRADE MATH PROFICIENCY									
	All Students	33%	24%	9%	●	26%	7%	●		
	Low-Income Students	16%	12%	4%	●	9%	7%	●	-34%	Middle Income and Above
	Students of Color	20%	11%	9%	●	10%	10%	●	-27%	White Students
	English Language Learner Students	14%	2%	12%	●	5%	9%	●	-32%	Native English Speakers
	HIGH SCHOOL GRADUATION (percentage of students who graduate in four years)									
	All Students	86%	86%	0%	●	85%	1%	●		
	Low-Income Students	76%	75%	1%	●	77%	-1%	●	-15%	Middle Income and Above
	Students of Color	80%	80%	0%	●	80%	0%	●	-9%	White Students
	English Language Learner Students	79%	77%	2%	●	76%	3%	●	-8%	Native English Speakers
	POSTSECONDARY READINESS (composite ACT score of 18+)									
	All Students	60%	59%	1%	●	63%	-3%	●		
	Low-Income Students	34%	34%	0%	●	29%	5%	●	-38%	Middle Income and Above
	Students of Color	36%	32%	4%	●	30%	6%	●	-36%	White Students
	English Language Learner Students	15%	6%	9%	●	7%	8%	●	-54%	Native English Speakers
	POSTSECONDARY ATTAINMENT (bachelor's degree & above)									
	All Individuals	48%	42%	6%	●	45%	3%	●		
	Individuals of Color	37%	29%	8%	●	32%	5%	●	-15%	White Individuals
	HEALTH (adults in good, very good, or excellent health)									
	All Adults	85%	80%	5%	●	89%	-4%	●		
	Low-Income Adults	54%	70%	-16%	●	88%	-34%	●	-31%	Middle Income and Above
	FINANCIAL STABILITY (individuals with household incomes at or above 200% FPL)									
	All Individuals	82%	66%	16%	●	77%	5%	●		
	Individuals of Color	68%	41%	27%	●	61%	7%	●	-19%	White Individuals

Promise Communities



Promise Baby & You Sets New Parents Up for Success

Promise Partnership Utah celebrated the successful launch of the Promise Baby & You program in collaboration with Promise South Salt Lake and Davis School District. This free, 9-week workshop series was designed for parents and caregivers of children ages 0-3 to learn from experts about topics such as their baby's brain development, developmental milestones, social-emotional learning, health, nutrition, and safety, and more. Families that complete the program are also eligible to receive a my529 college savings account seeded with \$500 for their child. The first cohort graduated from the program in March including 23 families from the South Salt Lake location and 6 families from Davis School District. Seven total cohorts are scheduled to take place across the two locations throughout the year.

»»

It helped me to be more confident as a caregiver because being a first-time mom, it's scary. So being in this program, knowing different things that could help you to make sure that you're giving your child what they need was just amazing. »»

— Shanyce, Promise Baby & You Participant (South Salt Lake)

Read the Full Story



Summer Program Boosts Math Proficiency

As part of Promise South Salt Lake's summer programming, the Summer Math Boost program helped 14 incoming 7th-grade students at Granite Park Jr. High improve their math proficiency by one to three grade levels. Students met at the Historic Scott School for two hours, four days a week, for six weeks to receive tutoring from highly qualified teachers and engage in focused math activities. Students also received up to \$500 as an incentive for attending at least 90% of the sessions and for their math progress. This strategy yielded dramatic results. Pre- and post-program assessments revealed that 79% of students improved their math proficiency by at least one grade level, and 50% of students moved up two or more grade levels. The success of this program demonstrates what can be achieved through cross-sector collaboration between many partners including Promise Partnership Utah, Promise South Salt Lake, Granite Park Jr. High, Mark and Kathie Miller, Curriculum Associates, and Jackie's Classroom.

»» It was important to align the curriculum that we were covering during the summer program with what they were learning at Granite Park Jr. High so they would go back from the summer into seventh grade ready for math. »»

— Carla Locatelli, Afterschool Program Coordinator at Granite Park Jr. High, Promise South Salt Lake



Digital Skills Classes Expand Tech Access for Millcreek Community

During the COVID-19 pandemic, the shift to remote work and school revealed significant gaps in access to technology and digital resources for many communities. Supported by an initial grant from NTEN, Millcreek Promise hosted 40 digital skills courses for 99 different participants throughout 2024 to address three main areas: access to devices, access to the internet, and digital literacy. This six-week course included lessons on topics such as computer basics, digital privacy and security, how to access information online, using the Microsoft suite, and more.

Promise Millcreek held digital skills classes at the local library, city hall, and for residents at Dominguez Park and Bud Bailey apartments—many of whom are seniors, people living with disabilities, and recently resettled refugees. In addition to helping community members build their digital skill set, a sponsorship with Comcast gave program participants the opportunity to keep their laptop after completing the course. Millcreek Promise plans to continue holding sessions for both new and returning participants to help them build upon the skills they learned last year.

»» My ultimate goal is to see 100% of Millcreek residents online and confidently using internet-capable devices to better their earning potential, and to help them stay better connected to their families and the world. »»

— Collyn Mosquito, Promise Economic Wellbeing Coordinator, Millcreek Promise

Promise Community Schools






Promise Community Schools are more than just places of learning; they are vibrant hubs of the community, nurturing the growth and development of our students and families, ensuring they have the resources they need to thrive. They are a strategy that utilizes the strengths of students, families, community organizations, and schools. They are a system that educates and meets the needs of the whole child and intentionally functions the way the name implies – like a community.

In the 2021-22 school year, Promise Partnership Utah began a renewed effort to support partner schools in adopting the Community Schools model with fidelity. Beginning with the 2023 Results Matter Report, we shifted from reporting on Title I schools to reporting on Community Schools. This year, we have included data for a cohort of 30 Community Schools across the six districts of the Promise Partnership region that have renewed their commitment to the Community Schools model. This is an increase from the 26-school cohort in the 2023 report. We will continue to add to this cohort as adoption of Community Schools increases. *Please see page 16 for detailed data definitions and context, including which schools are represented in the Report Card.*

In Community Schools across the Promise Partnership region:

3 of 5 outcomes have improved since the original baseline, and 7% of disparity gaps are closing

Promise Partnership Community Schools Report Card

		CURRENT YEAR '22-23	BASLINE '21-22	CHANGE SINCE BASELINE	COLOR	CURRENT DISPARITY GAP	BASLINE DISPARITY GAP	CHANGE SINCE BASELINE	COMPARISON GROUP
	KINDERGARTEN READINESS								
	All Students	36%	31%	5%	●				
	Low-Income Students	30%	28%	2%	●	-13%	-13%	0%	Middle Income and Above
	Students of Color	28%	24%	4%	●	-19%	-16%	-3%	White Students
	English Language Learner Students	17%	11%	6%	●	-26%	-25%	-1%	Native English Speakers
	3RD GRADE READING PROFICIENCY								
	All Students	52%	52%	0%	●				
	Low-Income Students	46%	50%	-4%	●	-18%	-10%	-8%	Middle Income and Above
	Students of Color	42%	47%	-5%	●	-22%	-14%	-8%	White Students
	English Language Learner Students	35%	43%	-8%	●	-28%	-14%	-14%	Native English Speakers
	8TH GRADE MATH PROFICIENCY								
	All Students	33%	26%	7%	●				
	Low-Income Students	16%	21%	-5%	●	-38%	-18%	-20%	Middle Income and Above
	Students of Color	20%	15%	5%	●	-31%	-30%	-1%	White Students
	English Language Learner Students	12%	8%	4%	●	-34%	-29%	-5%	Native English Speakers
	HIGH SCHOOL GRADUATION (percentage of students who graduate in four years)								
	All Students	83%	84%	-1%	●				
	Low-Income Students	76%	79%	-3%	●	-13%	-9%	-4%	Middle Income and Above
	Students of Color	80%	83%	-3%	●	-6%	-1%	-5%	White Students
	English Language Learner Students	77%	73%	4%	●	-8%	-10%	2%	Native English Speakers
	POSTSECONDARY READINESS (composite ACT score of 18+)								
	All Students	50%	49%	1%	●				
	Low-Income Students	32%	32%	0%	●	-31%	-29%	-2%	Middle Income and Above
	Students of Color	34%	35%	-1%	●	-32%	-30%	-2%	White Students
	English Language Learner Students	11%	12%	-1%	●	-48%	-42%	-6%	Native English Speakers

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



Promise Community Schools

Promise Partners Galvanize Support for Bereaved Youth

The Department of Health and Human Services (DHHS), Granite School District, 211 Utah, and the Children's Collaborative for Healing and Support identify and support youth who have lost a caregiver or sibling. After a question was added to Granite School District enrollment forms that allows families to voluntarily disclose a caregiver loss, 516 impacted students within Granite School District and 44 in the Cottonwood network have been identified. In July 2023, Utah became the first state in the country to add a checkbox to death certificates that indicates if the deceased is survived by a dependent under the age of 18. Since adding the check box, DHHS reports that 1,599 deceased individuals are known to have surviving children.

After they've been identified and given consent, 211 Utah contacts the families and provides service navigation and connection to partners that offer bereavement resources such as grief counseling and mental health support, funeral and burial assistance, Social Security and survivor benefits, legal assistance, and more. Bereaved families can also receive help accessing basic needs resources such as food and rent assistance to help them through a difficult time of loss.



Utah Coalition for Community Schools

The Utah Coalition for Community Schools supports Community Schools work through communication, professional learning, partner engagement and governance, and policy and advocacy. In March, the Coalition hosted the third annual Utah Community Schools Convening, which was a huge success! Over 130 school and community partners, leaders, and champions of education gathered to learn from one another about strategies to further the Community Schools model in our state. The convening included a presentation from keynote speaker Dreama Gentry, President and CEO of Partners for Rural Impact, six breakout presentations, and a panel discussion with Community Schools experts.

Sign up for our quarterly newsletter by emailing uccs@promisepartnership.org, and find information about coalition meetings, learning opportunities, and other Community Schools resources by visiting the UCCS webpage or scanning the QR code.



University of Utah Reading Clinic Provides Training for Teachers at Promise Community Schools

The University of Utah Reading Clinic (UURC) supported James E. Moss, Woodrow Wilson, and South Kearns Elementary Schools with professional development trainings for approximately 55 teachers in 2024, impacting over 1,000 students. Teachers received training on evidence-based instructional models developed by the clinic to help bolster the reading achievement of K-12 students. Implementing these strategies contributed to 83% of third graders at South Kearns Elementary making at or above typical progress by the end of the year according to the Acadience Pathways of Progress metric. Next year, Promise Partnership Utah and UURC will partner with Granite School District to support seven schools via a district-led initiative. As a result of the seeds this partnership has planted over the years, these strategies are becoming more institutionalized, so more educators are empowered with proven tools and strategies for helping students read proficiently and on grade level.

“The model and instructional strategies that we're helping teachers learn—we've looked at the data and see that it helps all kids. Through the Promise Partnership, things are becoming much more integrated. And that effort is going to improve the outcomes for kids faster, more efficiently, and more effectively than we've been able to do in the past.”

— Dr. Kelly Patrick, Director, University of Utah Reading Clinic

Partnership Bright Spots



Promise Student Advocates Provide Mentorship and Support for High School Students

Several Promise high schools are laying the groundwork to ensure every student is connected to a caring adult who helps them navigate school, postsecondary planning, and life. This initiative, Promise Student Advocates, strives to make that connection to a caring adult the norm not the exception.

Promise Student Advocates build connections with and support high school students who display risk factors such as receiving disciplinary actions, failing two or more semesters of a core course, or having an attendance rate of 85% or less. Advocates regularly check in with these students and with other adults in the student's life including teachers, coaches, and parents. They connect students and their families with resources and supports to address barriers like unmet transportation, housing, and health needs. They create individualized success plans with these students to ensure they graduate on a college or career path.

Promise Student Advocates come from many partner organizations and include teachers, social workers, guidance counselors, coaches, partner mentorship programs, Dream Builders University, 211 service navigators, and many others. The only requirement is that each partner must commit to crossing their program silos to build a cohesive system that allows us all to operate like one big program, ensuring no students fall through the cracks.

At Salt Lake Center for Science Education - Rose Park, educators have implemented a similar model for years and identify it as a key driver of their consistently high graduation rate.

“Having that kind of support helps our kids become more resilient and not give up in high school and not drop all the potential and hope that they have in themselves. So now they keep dreaming, keep building, and then they become change agents for the world. And what we know about this kind of work is kids whose lives are changed in this kind of work also grow up and want to change lives.”

—LaMarqué Ward Sr.,
Founder and CEO,
Dream Builders University



Leadership Fellows Organize Projects to Benefit Ogden Community

The Ogden Civic Action Network (OgdenCAN) hosts an annual fellowship program called the Community Leaders Network. Started in 2021, fellows in the program receive funding to complete a community organizing project of their choosing to benefit the East Central Neighborhood in one of OgdenCAN's five areas of intervention: health, education, financial stability, built environment, and social fabric.

The 2023-24 cohort completed projects such as promoting Little League football and youth programs and creating safe, walkable neighborhoods around Weber State University. The cohort also led a group project centered around housing education to help community members access available resources and understand tenant rights. Many fellows remain involved with the program after their cohort cycle has ended to continue learning and expanding the impact of their projects.

“It's vital for us to be able to involve the community and to let them know that we want to help and support them. We want to be a resource for them so that they can better themselves and feel like they just have a place to go.”

— Rachel Trotter, Communications Coordinator, OgdenCAN



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 cohort will grow as adoption of the Community Schools model increases across the region.

This section does not include postsecondary completion/attainment, health, or financial stability outcomes. This section also does not include a COVID baseline calculation, as our Community Schools work began in earnest in 2021, which is after our COVID baseline year of 2020-21.

OUTCOME Definitions



KINDERGARTEN READINESS

% of students with sufficient prerequisite knowledge and skills in literacy to succeed in kindergarten

Reported for: Systems, Communities, Schools

Reported using data from the Utah State Board of Education from the 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 2023-24. Note: In the 2023 RMR, we shifted from reporting this outcome using KEEP data to using Acadience Reading data. The KEEP assessment is now optional for kindergarten entry and Acadience will continue to be used moving forward.



3RD GRADE READING

% of students proficient in reading by the end of 3rd grade

Reported for: Systems, Communities, Schools

Reported using data from the Utah State Board of Education from the 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 2023-24.



8TH GRADE MATH

% of students proficient in math by the end of 8th grade

Reported for: Systems, Communities, Schools

Reported using data from the Utah State Board of Education from the Readiness Improvement Success Empowerment (RISE) Math assessment (formerly SAGE). Systems and communities baseline reflects the 2013-14 school year, COVID baseline reflects 2020-21, Community Schools baseline reflects 2021-22, and current year reflects 2023-24.



HIGH SCHOOL GRADUATION

% of students graduating in four years

Reported for: Systems, Communities, Schools

Reported using data from the Utah State Board of Education based on the 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 2023-24. Note: 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

Reported using data from the Utah State Board of Education that shows an 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 2023-24. Note: 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

Reported using data from the U.S. Department of Education, National Center for Education Statistics, and 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 2022-23. 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 2022-23 school year, 2,734 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

Reported using data from the U.S. Census Bureau from the 2017-2022 American Community Survey 5-Year Estimates. Educational Attainment is defined as having a Bachelor's Degree or Higher. Baseline reflects 2018, COVID baseline reflects 2020, current year reflects 2023. Note: 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

Reported using data from the Utah Department of Health's Indicator-Based Information System for Public Health, from the Health indicator report of fair/poor health. Calculated using age-adjusted rates. The baseline year reflects 2014, the COVID baseline is 2020, and the current year reflects 2023. 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

Reported from Promise Partnership Utah's analysis of data published by Steven Ruggles, Sarah Flood, Ronald Goeken, Megan Schouweiler and Matthew Sobek. IPUMS USA: Version 12.0 [dataset]. Minneapolis, MN: IPUMS, 2023. <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 2023.

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.

We 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 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 of 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 defined as 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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Do more with your philanthropic dollars by supporting Promise Partnership Utah and its work to improve education opportunities for kids. Your gift will ensure more Utah kids have the resources they need to be successful in school and in life. Donate at promisepartnership.org/give.

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@promisepartnership.org.



IF YOU WANT TO
GO FAST
GO ALONE
IF YOU WANT TO
GO FAR GO
TOGETHER

—African Proverb



This report reflects the work of thousands of people and hundreds of organizations. Promise Partnership Utah, Promise Communities, and Promise Community Schools are supported by a backbone team of partnership facilitators and data specialists housed at Utah's Promise.

promisepartnership.org

