

EDUCATIONAL



THE UTAH STATE BOARD OF EDUCATION
Report to Legislative Committee

PARTNERSHIPS FOR STUDENT SUCCESS

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PARTNERSHIPS FOR STUDENT SUCCESS

STATUTORY REQUIREMENT

U.C.A. Section 53A-4-306

requires the State Board of Education to submit an annual report to the Education Interim Committee beginning in the 2017-18 school year, an independent evaluator prepares an annual written report of an evaluation of the Partnerships for Student Success Grant Program and submits a report to the Education Interim Committee.

BACKGROUND

2016 General Session S.B. 67 created the Partnerships for Student Success Grant Program. This program supports grantees in improving educational outcomes for students who are economically disadvantaged through the formation of cross sector partnerships that use data to align and improve efforts focused on student success.

Eligible community partnerships include a Local Education Agency (LEA) that has designated an eligible school feeder pattern, local nonprofit organization, private business, municipality or county in which the eligible school feeder pattern is located, institution of higher education within the state, state or local government agency that provides services to students attending schools within the eligible feeder pattern, local philanthropic organization, and local health care organization.

Eligible school feeder pattern refers to the succession of schools that a student enrolls in as the student progresses from kindergarten through grade 12 that includes, as designated by the LEA, a high school, an eligible junior high that is a district school within the geographic boundaries of the high school, or is a charter school that sends 50% of the charter school's students to the high school, and an eligible elementary school that is a district school within the geographic boundary of the high school or is a charter school that sends at least 50% of the charter school's students to the junior high school.

State law requires the Utah State Board of Education (USBE) to contract with an independent evaluator to annually evaluate partnerships that receive a grant under this program, including assessing implementation of partnerships and, eventually, impact of partnerships on academic outcomes.

In 2016, the first year of the program, which was considered a pre-implementation year, grants were awarded to four organizations. Grantees applied for funding by specifying local needs, goals for student outcomes, eligible feeder pattern for schools, and proposed partners. Funds were

distributed in early 2017 and grantees spent the remainder of the year establishing and strengthening partnerships, hiring personnel, acquiring infrastructure, and coordinating data sharing arrangements.

Cohort I – 2016-17

Grantees	Number of Partners
United Way of Northern Utah (Ogden High Feeder Pattern)	13
United Way of Salt Lake City (Kearns High Feeder Pattern)	29
United Way of Salt Lake City (Cottonwood High Feeder Pattern)	33
Weber School District (Roy High Feeder Pattern)	12

Two additional grantees have been identified and will begin their programs in fall 2017.

Cohort II – 2017-18

Grantees	Number of Partners
Canyons School District (Hillcrest High Feeder Pattern)	25
United Way of Northern Utah (Ben Lomond High Feeder Pattern)	13

PERFORMANCE MEASURES

Grantees decided to implement meetings approximately every six weeks and referred to them as “Community of Practice Meetings.” The purpose of the meetings was for grantees to share their progress and challenges with one another as they worked toward meeting specific grant objectives. Based on these meetings, grantees realized a need for logic models that specified expectations for outcomes and how they would work to achieve the outcomes. Evaluators facilitated sessions with grantees and provided support for developing the logic models. Grantees considered the logic models to be an important step in their implementation of Partnerships for Student Success (See Appendix).

Below is a summary of first year program evaluation activities:

- Evaluators attended community of practice meetings;
- Evaluators assisted grantees in the development of logic models; and
- Evaluators developed and administered a formative partner survey and is currently developing a second survey to be administered in May 2018.

For the second program year (2017-18) and for those that follow, evaluators will administer partnership surveys, summarize school-level student outcomes, and report evaluation findings. The evaluation will answer the following questions for the academic year 2017-18:

Partnership Implementation

- What was the quality and level of involvement of partners in collaborative activities?
 - What facilitated collaborative efforts among partners?
 - In what ways could collaboration among partners be improved?
- In what ways did partners collaboratively promote student success?
 - What were the partners able to accomplish that they would not have been able to otherwise?
 - What changed as a result of the partnerships or collaborative work?

Student Outcomes

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

The evaluation team is creating two partner surveys to answer implementation questions. Evaluators will administer surveys in fall 2017 (formative) and spring 2018 (summative). The evaluation team will meet with grantees to review the fall 2017 survey results and discuss considerations for improving implementation. The evaluation team will use spring 2018 survey results to answer partnership implementation evaluation questions. The evaluation team will track changes in students' academic performance over time at the school level. The evaluation team will utilize the USBE online Data Gateway to describe students' academic outcomes in the years prior to program implementation and for the years that follow program implementation. Evaluators will report annual changes in students' academic progress for each school served by the grant (See Appendix).

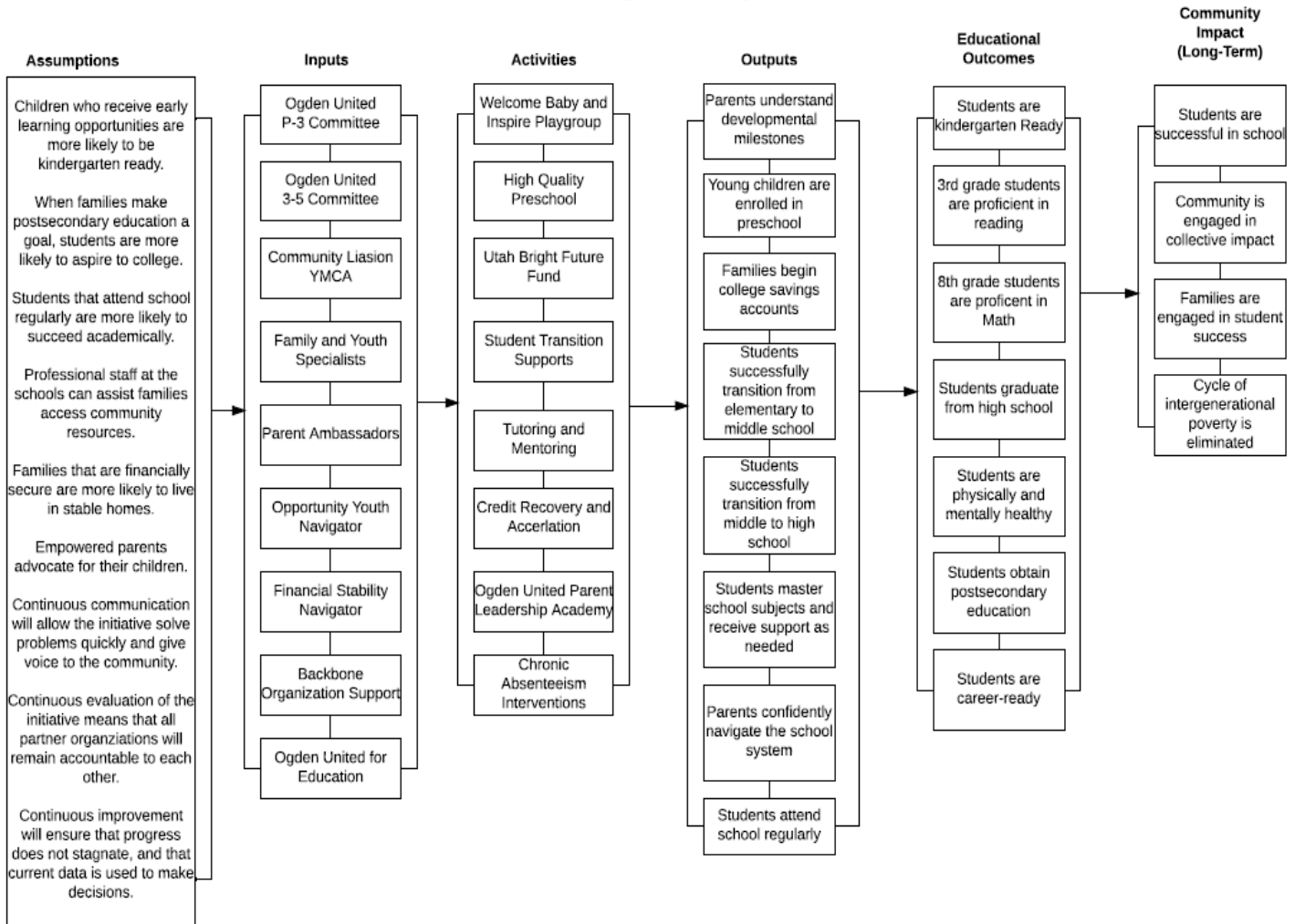
CONCLUSION

In the first year of the Partnerships for Student Success Grant Program, evaluators and the USBE focused on working with grantees to specify and develop the scope and function of partnerships, provide support in creating logic models, and developed a partnership survey. Next steps will involve continued facilitation of the Community of Practice meetings. The USBE and evaluation team will meet on a regular basis to ensure all evaluation activities are on target. At this time, there is no recommendation for statute change or modifications in appropriation.

APPENDIX

Logic Model Example - United Way of Northern Utah

Partnerships for Student Success Ogden United Promise Neighborhood - South Program Theory



Baseline Proficiency Rate Data

Since 2017-18 is the first full year of Partnerships for Student Success grant program implementation, there are no student performance outcomes data available. Therefore, the below information is baseline (2016-17) student performance. The evaluation will look for change from baseline proficiency rates for each grant year.

Baseline Proficiency Rate – Grantee One (2016-17)

Grantee & School District	School	Number of Students Enrolled (2016-17)	Language Arts Proficiency	Mathematics Proficiency	Science Proficiency	Economically Disadvantaged	ELL
United Way of Northern Utah	Gramercy Elementary	402	31%	29%	26%	100%	31%
	James Madison Elementary	503	22%	14%	16%	100%	51%
	Odyssey Elementary	573	27%	27%	35%	100%	46%
Ogden High Feeder Pattern	T.O. Smith Elementary	528	29%	31%	32%	100%	42%
	Mound Fort Junior High	741	26%	15%	30%	100%	22%
	Mount Ogden Junior High	879	38%	35%	43%	64%	14%
	Ogden High	1241	28%	15%	29%	64%	15%
	Total number of students	4867					

Source: USBE Data Gateway

Baseline Proficiency Rate – Grantee Two (2016-17)

Grantee & School District	School	Number of Students Enrolled (2016-17)	Language Arts Proficiency	Mathematics Proficiency	Science Proficiency	Economically Disadvantaged	ELL
United Way of Salt Lake	Bacchus Elementary	486	17%	22%	16%	54%	29%
	Gourley Elementary	623	29%	30%	25%	85%	48%
	Oquirrh Hills Elementary	376	18%	25%	13%	79%	29%
	South Kearns Elementary	364	23%	24%	23%	85%	30%
	Western Hills Elementary	388	31%	31%	27%	86%	32%
Kearns High Feeder Pattern	West Kearns Elementary	720	24%	33%	32%	85%	46%
	Jefferson Junior High	708	24%	30%	24%	60%	10%
	Kearns Junior High	593	27%	17%	20%	83%	21%
	Kearns High	2290	21%	18%	20%	60%	12%
	Total number of students	6548					

Source: USBE Data Gateway

Baseline Proficiency Rate – Grantee Three (2016-17)

Grantee & School District	School	Number of Students Enrolled (2016-17)	Language Arts Proficiency	Mathematics Proficiency	Science Proficiency	Economically Disadvantaged	ELL
United Way of Salt Lake	James E. Moss Elementary	573	18%	21%	18%	92%	51%
	Lincoln Elementary	495	17%	22%	14%	91%	59%
	Roosevelt Elementary	519	11%	12%	19%	93%	47%
Cottonwood High Feeder Pattern	Woodrow Wilson Elementary	716	19%	19%	20%	91%	62%
	Granite Park Junior High	508	20%	17%	18%	93%	42%
	Cottonwood High	1740	28%	30%	24%	56%	20%
	Total number of students	4551					

Source: USBE Data Gateway

Baseline Proficiency Rate – Grantee Four (2016-17)

Grantee & School District	School	Number of Students Enrolled (2016-17)	Language Arts Proficiency	Mathematics Proficiency	Science Proficiency	Economically Disadvantaged	ELL
Weber School District/Roy Cone	Freedom Elementary	839	39%	46%	45%	31%	3%
	Lakeview Elementary	491	24%	34%	33%	62%	9%
	Midland Elementary	551	42%	50%	37%	44%	6%
	Municipal Elementary	351	25%	32%	23%	63%	3%
	North Park Elementary	521	24%	32%	31%	63%	9%
	Roy Elementary	496	28%	35%	24%	61%	6%
	Valley View Elementary	455	34%	39%	40%	52%	15%
Roy High Feeder Pattern	West Haven Elementary	675	37%	39%	40%	42%	4%
	Roy Junior High	885	29%	24%	28%	44%	4%
	Sand Ridge Junior High	812	37%	32%	48%	46%	3%
	Roy High	1655	24%	20%	29%	36%	2%
	Total number of students	7731					

Source: USBE Data Gateway