

ULEAD

PROMISING PRACTICES

COMMUNITY PARTNERSHIP INITIATIVE | ROY CONE PROJECT

<https://schools.utah.gov/ulead/promisingpractices>

OUTCOMES

MEASURED:

- ▶ Truancy reduction
- ▶ Graduation rate increase
- ▶ Third grade reading proficiency increase
- ▶ Course failure rate reduction

EVIDENCE—DISTRICT DATA:

- ▶ Truancy: 29% to 13.9%
- ▶ Graduation: 71.3% to 79%
- ▶ Third grade reading: 73% to 79%
- ▶ Course failure: 15% to 10%

INITIATIVE

STATED OBJECTIVE:

To establish a K–12 strategic collaborative initiative, within the **Roy High School boundary**, leveraging new partnerships and resources. Initial focus on reading proficiency, attendance, course completion/success, graduation, and college/career readiness through increased data sharing, community-wide communication, focused interventions, and shared responsibilities (consistent with Prosperity 2020 goals). Identify students and families who would benefit the most from designed interventions and focus system-wide efforts around the “Power of One” approach.

SCOPE & DEMOGRAPHICS:

11 schools (8 elementary schools, 2 middle schools, 1 high school)—Roy High School attendance area target

TIME FRAME:

After securing resources (\$500,000) and some of the partnership commitments, the implementation took place during the 2014–15 school year. The evidence above compares 2013–14 data to 2014–15 outcomes. The 2014–15 outcomes have mostly continued (through 2017–18) as the project is ongoing with modified partnerships and limited resources. Additional data collection is underway.

ANECDOTAL DATA

SUPPORTING ULEAD PROMISING PRACTICE DESIGNATION:

- ▶ Newly hired student advocates (aides) were able to help improve student attendance, school-home communication, and consistency of intervention strategies across schools and grade levels.
- ▶ Consistent messaging in the broader K–12 community improved school/community support.
- ▶ Peer-to-peer interventions (e.g., Latinos in Action) improved student attendance and engagement.
- ▶ K–12, family-focused interventions improved student outcomes in multiple areas.
- ▶ Individual student/family stories at the end of the school year were very compelling.

REPLICATION LIMITATIONS/ BARRIERS/CONSIDERATIONS:

- ▶ Support for K–12 community and school-based goals and priorities
- ▶ New and ongoing resources to support collaboration
- ▶ Internal data collection capacity and coordination
- ▶ Sustainability plan and prioritizing resources over time

For more background and contact information for key stakeholders, please contact:

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