

Request for Proposals: Early Grade Level Success

Metric Document

Early Grade Level Success has four main outcome statements:

1. *Early Childhood Support: Children receiving early childhood supports will enter kindergarten making developmental progress*
2. *Grade Level Support: Students (K-3) will demonstrate grade level progress*
3. *Summer Retention K-3: Students will maintain reading levels throughout the summer*
4. *Summer Retention K-3: Students will maintain math levels throughout the summer*

Applicants must select at least one outcome statement and measure at least one indicator.

Early Childhood Support

Outcome Statement: Children receiving early childhood supports will enter kindergarten making developmental progress

Applicants must select one or more indicators to measure.

- Indicator: # and % of children aged four, five and six demonstrating kindergarten readiness using a standardized tool
 - Required Outputs:
 - # of Asian Kindergartners assessed as ready for kindergarten
 - # of Black Kindergartners assessed as ready for kindergarten
 - # of Hispanic Kindergartners assessed as ready for kindergarten
 - # of Multiracial Kindergartners assessed as ready for kindergarten
 - # of Native American Kindergartners assessed as ready for kindergarten
 - # of Pacific Islander Kindergartners assessed as ready for kindergarten
 - # of White Kindergartners assessed as ready for kindergarten
 - Optional Outputs:
 - # of children aged four, five and six receiving academic support
 - # of children aged four, five and six learning social skills
 - # of children aged four, five and six learning emotional management skills
 - # of home visits conducted for children aged four and five
- Indicator: # and % children birth to three demonstrating developmental progress in areas of identified delay using ASQ/ASQ-SE or other standardized tool
 - Required Outputs:
 - # of Asian children (birth-3) making developmental process in areas of identified delay
 - # of Black children (birth-3) making developmental process in areas of identified delay

- # of Hispanic children (birth-3) making developmental process in areas of identified delay
 - # of Multiracial children (birth-3) making developmental process in areas of identified delay
 - # of Native American children (birth-3) making developmental process in areas of identified delay
 - # of Pacific Islander children (birth-3) making developmental process in areas of identified delay
 - # of White children (birth-3) making developmental process in areas of identified delay
- Optional Output:
 - # of home visits conducted for children birth to three
- Indicator: # and % children aged four, five and six demonstrating developmental progress in areas of identified delay using ASQ/ASQ-SE or other standardized tool
 - Required Outputs:
 - # of Asian children (4-6) making developmental process in areas of identified delay
 - # of Black children (4-6) making developmental process in areas of identified delay
 - # of Hispanic children (4-6) making developmental process in areas of identified delay
 - # of Multiracial children (4-6) making developmental process in areas of identified delay
 - # of Native American children (4-6) making developmental process in areas of identified delay
 - # of Pacific Islander children (4-6) making developmental process in areas of identified delay
 - # of White children (4-6) making developmental process in areas of identified delay
 - Optional Output:
 - # of home visits conducted for children aged four to six
- Indicator: # and % of adults engaged in learning and/or educational activities with children birth to five
 - Required Outputs:
 - # of Asian adults engaged in learning and/or educational activities
 - # of Black adults engaged in learning and/or educational activities
 - # of Hispanic adults engaged in learning and/or educational activities
 - # of Multiracial adults engaged in learning and/or educational activities
 - # of Native American adults engaged in learning and/or educational activities
 - # of Pacific Islander adults engaged in learning and/or educational activities
 - # of White adults engaged in learning and/or educational activities
 - Optional Output:
 - # of children birth to five read aloud with or to at least four times a week

Grade Level Support

Outcome Statement: Students will demonstrate grade level progress

If Grade Level support is selected, applicants must select one or more indicators to measure.

- Indicator: # and % of kindergarteners demonstrating academic progress in math
 - Required Outputs:
 - # of Asian kindergarteners at grade level or higher in math
 - # of Black kindergarteners at grade level or higher in math
 - # of Hispanic kindergarteners at grade level or higher in math
 - # of Multiracial kindergarteners at grade level or higher in math
 - # of Native American kindergarteners at grade level or higher in math
 - # of Pacific Islander kindergarteners at grade level or higher in math
 - # of White kindergarteners at grade level or higher in math
- Indicator: # and % of first graders demonstrating academic progress in math
 - Required Outputs:
 - # of Asian first graders at grade level or higher in math
 - # of Black first graders at grade level or higher in math
 - # of Hispanic first graders at grade level or higher in math
 - # of Multiracial first graders at grade level or higher in math
 - # of Native American first graders at grade level or higher in math
 - # of Pacific Islander first graders at grade level or higher in math
 - # of White first graders at grade level or higher in math
- Indicator: # and % of second graders demonstrating academic progress in math
 - Required Outputs:
 - # of Asian second graders at grade level or higher in math
 - # of Black second graders at grade level or higher in math
 - # of Hispanic second graders at grade level or higher in math
 - # of Multiracial second graders at grade level or higher in math
 - # of Native American second graders at grade level or higher in math
 - # of Pacific Islander second graders at grade level or higher in math
 - # of White second graders at grade level or higher in math
- Indicator: # and % of third graders demonstrating academic progress in math
 - Required Outputs:
 - # of Asian third graders at grade level or higher in math
 - # of Black third graders at grade level or higher in math
 - # of Hispanic third graders at grade level or higher in math
 - # of Multiracial third graders at grade level or higher in math
 - # of Native American third graders at grade level or higher in math
 - # of Pacific Islander third graders at grade level or higher in math
 - # of White third graders at grade level or higher in math

- Indicator: # and % of kindergarteners demonstrating academic progress in reading
 - Required Outputs:
 - # of Asian kindergarteners reading at or above grade level
 - # of Black kindergarteners reading at or above grade level
 - # of Hispanic kindergarteners reading at or above grade level
 - # of Multiracial kindergarteners reading at or above grade level
 - # of Native American kindergarteners reading at or above grade level
 - # of Pacific Islander kindergarteners reading at or above grade level
 - # of White kindergarteners reading at or above grade level

- Indicator: # and % of first graders demonstrating academic progress in reading
 - Required Outputs:
 - # of Asian first graders reading at or above grade level
 - # of Black first graders reading at or above grade level
 - # of Hispanic first graders reading at or above grade level
 - # of Multiracial first graders reading at or above grade level
 - # of Native American first graders reading at or above grade level
 - # of Pacific Islander first graders reading at or above grade level
 - # of White first graders reading at or above grade level

- Indicator: # and % of second graders demonstrating academic progress in reading
 - Required Outputs:
 - # of Asian second graders reading at or above grade level
 - # of Black second graders reading at or above grade level
 - # of Hispanic second graders reading at or above grade level
 - # of Multiracial second graders reading at or above grade level
 - # of Native American second graders reading at or above grade level
 - # of Pacific Islander second graders reading at or above grade level
 - # of White second graders reading at or above grade level

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 - Required Outputs:
 - # of Asian third graders reading at or above grade level
 - # of Black third graders reading at or above grade level
 - # of Hispanic third graders reading at or above grade level
 - # of Multiracial third graders reading at or above grade level
 - # of Native American third graders reading at or above grade level
 - # of Pacific Islander third graders reading at or above grade level
 - # of White third graders reading at or above grade level

- Indicator: # and % of kindergarteners served maintain satisfactory or improved school attendance (missing less than 10% of school days excused, unexcused or otherwise)
 - Required Outputs:
 - # of Asian kindergarteners maintained satisfactory or improved school attendance
 - # of Black kindergarteners maintained satisfactory or improved school attendance
 - # of Hispanic kindergarteners maintained satisfactory or improved school attendance
 - # of Multiracial kindergartners maintained satisfactory or improved school attendance
 - # of Native American kindergarteners maintained satisfactory or improved school attendance
 - # of Pacific Islander kindergarteners maintained satisfactory or improved school attendance
 - # of White kindergarteners maintained satisfactory or improved school attendance
- Indicator: # and % of first graders served maintain satisfactory or improved school attendance (missing less than 10% of school days excused, unexcused or otherwise)
 - Required Outputs:
 - # of Asian first graders maintained satisfactory or improved school attendance
 - # of Black first graders maintained satisfactory or improved school attendance
 - # of Hispanic first graders maintained satisfactory or improved school attendance
 - # of Multiracial first graders maintained satisfactory or improved school attendance
 - # of Native American first graders maintained satisfactory or improved school attendance
 - # of Pacific Islander first graders maintained satisfactory or improved school attendance
 - # of White first graders maintained satisfactory or improved school attendance
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 - Required Outputs:
 - # of Asian second graders maintained satisfactory or improved school attendance
 - # of Black second graders maintained satisfactory or improved school attendance
 - # of Hispanic second graders maintained satisfactory or improved school attendance
 - # of Multiracial second graders maintained satisfactory or improved school attendance
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- # of Pacific Islander second graders maintained satisfactory or improved school attendance
 - # of White second graders maintained satisfactory or improved school attendance
- Indicator: # and % of third graders served maintain satisfactory or improved school attendance (missing less than 10% of school days excused, unexcused or otherwise)
 - Required Outputs:
 - # of Asian third graders maintained satisfactory or improved school attendance
 - # of Black third graders maintained satisfactory or improved school attendance
 - # of Hispanic third graders maintained satisfactory or improved school attendance
 - # of Multiracial third graders maintained satisfactory or improved school attendance
 - # of Native American third graders maintained satisfactory or improved school attendance
 - # of Pacific Islander third graders maintained satisfactory or improved school attendance
 - # of White third graders maintained satisfactory or improved school attendance
- Indicator: # and % of adults engaged in learning and/or educational activities with children K-3rd
 - Required Outputs:
 - # of Asian adults engaged in learning and/or educational activities
 - # of Black adults engaged in learning and/or educational activities
 - # of Hispanic adults engaged in learning and/or educational activities
 - # of Multiracial adults engaged in learning and/or educational activities
 - # of Native American adults engaged in learning and/or educational activities
 - # of Pacific Islander adults engaged in learning and/or educational activities
 - # of White adults engaged in learning and/or educational activities
 - Optional Output:
 - # of children K-3rd read aloud with or to at least four times a week

Summer Retention K-3

Outcome Statement: Students will maintain reading levels during the summer

- Indicator: # and % of kindergarteners who maintained reading levels throughout the summer
 - Required Outputs:
 - # of Asian kindergarteners maintained reading levels
 - # of Black kindergarteners maintained reading levels
 - # of Hispanic kindergarteners maintained reading levels
 - # of Multiracial kindergarteners maintained reading levels
 - # of Native American kindergarteners maintained reading levels
 - # of Pacific Islander kindergarteners maintained reading levels
 - # of White kindergarteners maintained reading levels

- Indicator: # and % of first graders who maintained reading levels throughout the summer
 - Required Outputs:
 - # of Asian first graders maintained reading levels
 - # of Black first graders maintained reading levels
 - # of Hispanic first graders maintained reading levels
 - # of Multiracial first graders maintained reading levels
 - # of Native American first graders maintained reading levels
 - # of Pacific Islander first graders maintained reading levels
 - # of White first graders maintained reading levels
- Indicator: # and % of second graders who maintained reading levels throughout the summer
 - Required Outputs:
 - # of Asian second graders maintained reading levels
 - # of Black second graders maintained reading levels
 - # of Hispanic second graders maintained reading levels
 - # of Multiracial second graders maintained reading levels
 - # of Native American second graders maintained reading levels
 - # of Pacific Islander second graders maintained reading levels
 - # of White second graders maintained reading levels
- Indicator: # and % of third graders who maintained reading levels throughout the summer
 - Required Outputs:
 - # of Asian third graders maintained reading levels
 - # of Black third graders maintained reading levels
 - # of Hispanic third graders maintained reading levels
 - # of Multiracial third graders maintained reading levels
 - # of Native American third graders maintained reading levels
 - # of Pacific Islander third graders maintained reading levels
 - # of White third graders maintained reading levels

Outcome Statement: Students will maintain math levels during the summer

- Indicator: # and % of kindergarteners who maintained math levels throughout the summer
 - Required Outputs:
 - # of Asian kindergarteners maintained math levels
 - # of Black kindergarteners maintained math levels
 - # of Hispanic kindergarteners maintained math levels
 - # of Multiracial kindergarteners maintained math levels
 - # of Native American kindergarteners maintained math levels
 - # of Pacific Islander kindergarteners maintained math levels
 - # of White kindergarteners maintained math levels
- Indicator: # and % of first graders who maintained math levels throughout the summer
 - Required Outputs:
 - # of Asian first graders maintained math levels
 - # of Black first graders maintained math levels
 - # of Hispanic first graders maintained math levels

- # of Multiracial first graders maintained math levels
 - # of Native American first graders maintained math levels
 - # of Pacific Islander first graders maintained math levels
 - # of White first graders maintained math levels
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 - # of Hispanic second graders maintained math levels
 - # of Multiracial second graders maintained math levels
 - # of Native American second graders maintained math levels
 - # of Pacific Islander second graders maintained math levels
 - # of White first graders maintained math levels
- Indicator: # and % of third graders who maintained math levels throughout the summer
 - Required Outputs:
 - # of Asian third graders maintained math levels
 - # of Black third graders maintained math levels
 - # of Hispanic third graders maintained math levels
 - # of Multiracial third graders maintained math levels
 - # of Native American third graders maintained math levels
 - # of Pacific Islander third graders maintained math levels
 - # of White third graders maintained math levels