

## **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
  
- Indicator: # and % of third graders demonstrating academic progress in reading
  - 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
  
- Indicator: # and % of second graders served maintain satisfactory or improved school attendance (missing less than 10% of school days excused, unexcused or otherwise)
  - 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
    - # of Native American second graders maintained satisfactory or improved school attendance

- # 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-3<sup>rd</sup>
  - 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-3<sup>rd</sup> 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
- Indicator: # and % of second graders who maintained math levels throughout the summer
  - Required Outputs:
    - # of Asian second graders maintained math levels
    - # of Black second graders maintained math levels
    - # 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