

P-3 Data Collection and Planning

Tools Overview

**all tools available for download at the Early Learning Division Website, <http://oregonearlylearning.com>*

Tool Name	Purpose
Community Needs & Resources Assessment Planning	
CNRA Planning Worksheet	Organize planning for conducting a Community Needs and Resources Assessment
CNRA Priority Setting Worksheet	Prioritize what data collection is most important and feasible for you to collect for your CNRA
CNRA Toolkit	Multiple resources, tools, and ideas for collecting CNRA information
Data Collection Tools	
CNRA Early Childhood Service Inventory	Compile information about existing community services related to your P-3 initiative
P-3 Collaboration Survey	Collect information from P-3 stakeholders about the effectiveness of your P-3 collaborative structure, leadership, and sense of shared purpose and vision (Outcomes)
P-3 Family Survey (Spanish and English)	Collect information from families entering kindergarten or preschool about children's early learning environments before kindergarten, support for learning at home, home-school connections, and school climate (Outcomes)
P-3 ELDP Staff Cross System Survey	Collect information from staff from Early Learning and Development programs (child care, early childhood education, Head Start, etc.) about their knowledge of K12 system practices, expectations, and goals (Outcomes)
P-3 K12 Staff Cross System Survey	Collect information from staff from K12 systems about their knowledge of Early Learning practices, expectations, and goals (Outcomes)
P-3 Professional Development Participant Survey	Collect basic demographic information from participants in P-3 professional development activities (Outputs)
P-3 Professional Development Participant Sign In Sheet	Collect data on attendance in P-3 professional Development Activities (Outputs)
P-3 Kindergarten Transition Program Outcome Survey	Collect data on key outcomes for Kindergarten Transition programs (Outcome)
P-3 Family Engagement Participant Survey (Spanish and English)	Collect basic demographic information from participants in P-3 Family activities (Outputs)
P-3 Family Engagement Participant Sign In Sheet (Spanish and English)	Collect data on attendance in P-3 Family Engagement Activities (Outputs)
Data Compilation, P-3 Planning, and Monitoring	
P-3 Progress Indicators Report	Compile key information about Community Characteristics, School and Kindergarten Readiness Outcomes, Collaboration Outcomes, and Family Survey Outcomes; can be updated to monitor progress in changing key P-3 outcomes
P-3 Data Driven Workplan Template	Compile and synthesize information from your CNRA and other data gathering; prioritize P-3 priorities; and plan and monitor P-3 work

P-3 CNRA Planning – Key Information Worksheet

Defining your community: *What are the physical or other geographic boundaries of your community?*

Key P-3 CNRA WorkGroup Members & Roles

Person Identified	Organization (include EC, K-12, etc.)	Role/Responsibility in CNRA
1.		
2.		
3.		
4.		
5.		
6.		

Use the space below to record your plan for moving forward on the CNRA

- ***What steps do you need to take to identify and convene a working group, meeting schedule, etc.?***
- ***What questions are you trying to address – why are you collecting the information?***
- ***How will you collect the data? Identify 1-3 sources of information that you will collect & how you will collect it***
- ***When do you need the information? Make a plan for when that data will be ready to share with your decision-making group? Work backwards from when you need the information to make decisions?***
- ***How will you ensure accountability?***

P-3 CNRA: Guide for Prioritizing Questions and Data Collection Strategies

CNRA Question	Priority Level	Possible Data Collection Methods and Feasibility	Decision: Will we get this information in Year 1?
	<ul style="list-style-type: none"> ✓ High Priority—Must Have this information to move forward ✓ Moderate Priority—Helpful but not necessary ✓ Low Priority-Not needed to move forward ✓ Already Have – Already have this data 	<ul style="list-style-type: none"> ✓ Highly feasible - readily collected with current resources ✓ Moderately feasible - moderate amount of effort, some additional resources (time, skill, money) might be needed ✓ Low feasibility – probably not possible given current resources 	<ul style="list-style-type: none"> <input type="checkbox"/> YES – will do this <input type="checkbox"/> NO – not needed <input type="checkbox"/> NOT YET—needed, but not this year
1. Who is in your community?	<ul style="list-style-type: none"> <input type="checkbox"/> High Priority <input type="checkbox"/> Moderate Priority <input type="checkbox"/> Low Priority <input type="checkbox"/> Already Have 	1. Demographic and social indicator data <ul style="list-style-type: none"> <input type="checkbox"/> Highly feasible <input type="checkbox"/> Moderately feasible <input type="checkbox"/> Low feasibility 	<ul style="list-style-type: none"> <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> NOT YET
2a . How are children doing in terms of school readiness and school success 2b. What are the key achievement gaps or concerns that need to be addressed?	<ul style="list-style-type: none"> <input type="checkbox"/> High Priority <input type="checkbox"/> Moderate Priority <input type="checkbox"/> Low Priority <input type="checkbox"/> Already Have <input type="checkbox"/> High Priority <input type="checkbox"/> Moderate Priority <input type="checkbox"/> Low Priority <input type="checkbox"/> Already Have 	1. Oregon Statewide Kindergarten Assessment data <ul style="list-style-type: none"> <input type="checkbox"/> Highly feasible <input type="checkbox"/> Moderately feasible <input type="checkbox"/> Low feasibility 2. Other ODE data (absenteeism, 3 rd grade benchmarks, etc.) <ul style="list-style-type: none"> <input type="checkbox"/> Highly feasible <input type="checkbox"/> Moderately feasible <input type="checkbox"/> Low feasibility 3. Survey of incoming kindergarten parents (school readiness) or other parents (school success) <ul style="list-style-type: none"> <input type="checkbox"/> Highly feasible <input type="checkbox"/> Moderately feasible <input type="checkbox"/> Low feasibility 4. Interviews or brief surveys with school staff (teachers, etc) <ul style="list-style-type: none"> <input type="checkbox"/> Highly feasible <input type="checkbox"/> Moderately feasible <input type="checkbox"/> Low feasibility 	<ul style="list-style-type: none"> <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> NOT YET

CNRA Question	Priority Level <input checked="" type="checkbox"/> High Priority —Must Have this information to move forward <input checked="" type="checkbox"/> Moderate Priority —Helpful but not necessary <input checked="" type="checkbox"/> Low Priority —Not needed to move forward <input checked="" type="checkbox"/> Already Have – Already have this data	Possible Data Collection Methods and Feasibility <input checked="" type="checkbox"/> Highly feasible - readily collected with current resources <input checked="" type="checkbox"/> Moderately feasible - moderate amount of effort, some additional resources (time, skill, money) might be needed <input checked="" type="checkbox"/> Low feasibility – probably not possible given current resources	Decision: Will we get this information in Year 1? <input type="checkbox"/> YES – will do this <input type="checkbox"/> NO – not needed <input type="checkbox"/> NOT YET—needed, but not this year
<p>3a. What early childhood services and resources are used/already exist in your community?</p> <p>3b. What is most needed?</p>	<input type="checkbox"/> High Priority <input type="checkbox"/> Moderate Priority <input type="checkbox"/> Low Priority <input type="checkbox"/> Already Have <input type="checkbox"/> High Priority <input type="checkbox"/> Moderate Priority <input type="checkbox"/> Low Priority <input type="checkbox"/> Already Have	<input type="checkbox"/> Surveys with incoming kindergarten parents <input type="checkbox"/> Highly feasible <input type="checkbox"/> Moderately feasible <input type="checkbox"/> Low feasibility <input type="checkbox"/> Gather input from your P-3 planning group <input type="checkbox"/> Highly feasible <input type="checkbox"/> Moderately feasible <input type="checkbox"/> Low feasibility <input type="checkbox"/> Focus groups with parents with young children <input type="checkbox"/> Highly feasible <input type="checkbox"/> Moderately feasible <input type="checkbox"/> Low feasibility <input type="checkbox"/> Interview early childhood representatives <input type="checkbox"/> Highly feasible <input type="checkbox"/> Moderately feasible <input type="checkbox"/> Low feasibility <input type="checkbox"/> Identify service “hubs” or other coordinating groups that might exist and contact them for more comprehensive lists of programs and resources <input type="checkbox"/> Highly feasible <input type="checkbox"/> Moderately feasible <input type="checkbox"/> Low feasibility	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> NOT YET

CNRA Question	Priority Level <input checked="" type="checkbox"/> High Priority —Must Have this information to move forward <input checked="" type="checkbox"/> Moderate Priority —Helpful but not necessary <input checked="" type="checkbox"/> Low Priority —Not needed to move forward <input checked="" type="checkbox"/> Already Have – Already have this data	Possible Data Collection Methods and Feasibility <input checked="" type="checkbox"/> Highly feasible - readily collected with current resources <input checked="" type="checkbox"/> Moderately feasible - moderate amount of effort, some additional resources (time, skill, money) might be needed <input checked="" type="checkbox"/> Low feasibility – probably not possible given current resources	Decision: Will we get this information in Year 1? <input type="checkbox"/> YES – will do this <input type="checkbox"/> NO – not needed <input type="checkbox"/> NOT YET—needed, but not this year
4a. How connected are early childhood programs and elementary schools in your community? 4b. Where are gaps between these two systems need to be addressed?	<input type="checkbox"/> High Priority <input type="checkbox"/> Moderate Priority <input type="checkbox"/> Low Priority <input type="checkbox"/> Already Have <input type="checkbox"/> High Priority <input type="checkbox"/> Moderate Priority <input type="checkbox"/> Low Priority <input type="checkbox"/> Already Have	1. Interviews/Discussion groups with school/ECE staff <input type="checkbox"/> Highly feasible <input type="checkbox"/> Moderately feasible <input type="checkbox"/> Low feasibility 2. Surveys of elementary staff and early childhood program representatives. <input type="checkbox"/> Highly feasible <input type="checkbox"/> Moderately feasible <input type="checkbox"/> Low feasibility	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> NOT YET
5. What kind of learning and development supports do children experience before starting school (at home, at PreK and other programs?) and what else is needed for children to be ready?	<input type="checkbox"/> High Priority <input type="checkbox"/> Moderate Priority <input type="checkbox"/> Low Priority <input type="checkbox"/> Already Have	1. Survey of parents (in PreK, kindergarten, or early elementary grades) 2. Interviews/discussion groups with early childhood providers and teachers in early elementary grades. <input type="checkbox"/> Highly feasible <input type="checkbox"/> Moderately feasible <input type="checkbox"/> Low feasibility	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> NOT YET
6. What is the level of family engagement and involvement in schools and other programs and activities in your community and how can family engagement be strengthened?	<input type="checkbox"/> High Priority <input type="checkbox"/> Moderate Priority <input type="checkbox"/> Low Priority <input type="checkbox"/> Already Have	1. Survey of parents in PreK, K, Early Elementary) <input type="checkbox"/> Highly feasible <input type="checkbox"/> Moderately feasible <input type="checkbox"/> Low feasibility 2. Discussion/focus groups with parents. <input type="checkbox"/> Highly feasible <input type="checkbox"/> Moderately feasible <input type="checkbox"/> Low feasibility 3. Interviews/discussion groups with key P-3 representatives and stakeholders. <input type="checkbox"/> Highly feasible <input type="checkbox"/> Moderately feasible <input type="checkbox"/> Low feasibility	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> NOT YET



DATA-DRIVEN WORK PLAN TEMPLATE

For Prenatal-Grade 3 Initiatives

Lead Organization: _____

Date of Last Update _____

Instructions:

This Workplan is meant to serve as a template for a data-driven process guiding your local P-3 initiative work. Feel free to adapt this template to fit your needs locally. The form should be completed, updated, and revised at least annually by your P-3 planning and leadership group, but ideally can be used to guide work on a more regular basis – quarterly or even monthly. The Workplan compiles data collected through the Community Needs & Resources Assessment (CNRA), the Annual P-3 Indicators Report, and other sources.

A. Scope of Work Plan

1. Please list the school/s and district/s included in this work plan:

District/s			
a.			
b.			
c.			
d.			
e.			
School/s	Type of School e.g., PreK-3, K-5, K-8	Number of PreK Students Enrolled at the School 2013-14 <i>(if applicable)</i>	Number of K-3 Students Enrolled at the School 2013-2014
a.			
b.			
c.			
d.			
e.			
f.			
g.			

B. CNRA Questions & Key Findings

As you collect information for the Community Needs & Resources Assessment (CNRA) you may use the following table to organize and highlight key findings related to each question about your community/ies. You may decide to utilize one of these CNRA Key Findings sheets for each school and/or district in your project, or you may decide to use a single CNRA Key Findings sheet for your entire P-3 project.

1. When were these Key Findings last updated: _____

	CNRA Question	Key Findings (List 3-5 bullet points per Question based on your CNRA process)	Source/s of Information <i>(e.g., Provider Survey, Parent/Caregiver Focus Group, Key Stakeholder Interviews)</i>	Related Evaluation Tools
1	Who is in your community?	<ul style="list-style-type: none"> • • 		Indicators Worksheet Section C, D
2a	How are children doing in terms of school readiness and school success?	<ul style="list-style-type: none"> • 		Indicators Worksheet Section E, I
2b	What are the key achievement gaps or concerns that need to be addressed?	<ul style="list-style-type: none"> • 		Indicators Worksheet Section H
3a	What early childhood services and resources are used/already exist in your community?	<ul style="list-style-type: none"> • 		Worksheet #3
3b	What is most needed?	<ul style="list-style-type: none"> • 		Worksheet #3

	CNRA Question	Key Findings (List 3-5 bullet points per Question based on your CNRA process)	Source/s of Information (e.g., <i>Provider Survey, Parent/Caregiver Focus Group, Key Stakeholder Interviews</i>)	Related Evaluation Tools
4a	How connected are early childhood programs and elementary schools in your community?	•		Indicators Worksheet Section B
4b	Where are gaps between these two systems that need to be addressed?	•		Indicators Worksheet Section B
5	What kind of learning and development supports do children experience before starting school (at home, at PreK and other programs), and what else is needed for children to be ready?	•		Indicators Worksheet Section F, G
6	What is the level of family engagement and involvement in schools and other programs and activities in your community and how can family engagement be strengthened?	•		Indicators Worksheet, Section G, J

C. Issues Identified in CNRA

It may be helpful to prioritize the issues that are identified through the CNRA process and relate/respond to the Key Findings you highlighted in Section B of this document. This list may change over the course of your project. The following table was created to help organize and prioritize issues you may want to address through your Goals and Work Plan over the course of your P-3 project.

1. When were these Issues last updated: _____

Issue	Priority Level (Low, Moderate, High)	Feasibility, e.g., how much do we think we can impact this issue? (Low feasibility, Moderate feasibility, High feasibility)	What Year Will We Begin Work on This Issue? (2014-15, 2015-16, 2016-17)	Other Notes About this Issue
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

D. Work Plan Worksheets

Use the worksheet below to identify goals and track progress for your P-3 Initiative. Based on the Issues identified through the CNRA process and prioritized in Section C, fill in one worksheet for each of the **3-5 highest priority goals for Year 1**. Use the worksheet to identify action steps, timelines, and individuals who are responsible for the work. **Update this worksheet regularly – at least once per quarter**. Use this worksheet as a template; you can add additional rows for Key Activities, and can copy and paste this table as many times as needed to capture the goals of your P-3 project.

1. When was this Work Plan last updated: _____

A. Goal # What are you trying to accomplish? (This should be linked to Short/Medium or Long-Term Outcomes in the OCF P-3 logic model with at least one goal within each Level across the life of the project [systems/educators/ families/children], informed by CNRA)				
B. Primary Level of Impact <i>(Mark all that apply)</i>	_____Systems _____Educators/Service Providers _____Families _____Children			
C. What data will you use to measure progress toward this Goal?				
D. How will you know that you've achieved this Goal? What is your target or benchmark?				
E. Rationale: Why did you select this Goal? (This should be driven by your CNRA process)				
Key Activities <u>How</u> will you work toward this Goal? (These should be linked to Activities in the OCF P-3 logic model)	Action Steps (<u>What</u> steps are needed to accomplish this Activity?)	Responsibility (<u>Who</u> will work on these Action Steps?)	Time Frame (<u>When</u> will results be achieved for each Action Step?)	What progress was made on this Activity during the reporting period?
1.	• •	•	•	
2.	•	•	•	
3.	•	•	•	
What challenges, if any, did you encounter in making progress toward this Goal in the reporting period?				

*Development of this tool supported by a grant from the Oregon Community Foundation to Portland State University
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Tips on making “SMARTER” Goals. A SMARTER Goal clarifies exactly what is expected and the measures used to determine if the goal is achieved and successfully completed. A SMARTER Goal is:

- **Specific:** They are precise and clear, and answer specific questions like: who is involved, what you want to accomplish, where the work must be done, and when it should be performed.
- **Measurable:** They establish concrete criteria for measuring your progress.
- **Achievable:** They are realistic and attainable; you have the resources needed to achieve them.
- **Relevant:** They are significant, worthwhile, and match your other efforts and needs.
- **Time-Bound:** They are expected to be achieved within a certain timeframe.
- **Evaluated:** They can be assessed regularly for progress and/or course-corrections.
- **Reviewed:** They are examined for lessons learned and acknowledge successes and challenges.

Prenatal – 3rd Grade (P-3) Initiative Annual INDICATORS

Lead Organization: _____

Person Submitting this Report: _____

Report Date: _____

Reporting Period: _____

Instructions:

The purpose of this document is to provide a structure to organize and track key indicators for your P-3 project. Not all indicators are needed; feel free to adapt or select indicators that make the most sense for your project.

The links provided in this worksheet are the most recent data that were available as of July 14, 2014.

School/s and District/s Represented in this Indicators report:

District/s
a.
b.
c.
d.
e.
School/s
a.
b.
c.
d.
e.
f.
g.

A. Project Collaboration

1. Based on representatives of your Leadership Team and Work Group/s, provide results from the Collaboration Survey completed by your team members:

Indicator	Total Number of Respondents per Indicator			Number of Respondents Who Strongly Agree			Percent (%) of Respondents Who Strongly Agree		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Communication									
Decision-Making									
Equity									
Leadership									
Membership Characteristics									
Relationship-Building									
Roles & Responsibilities									
Continuous Program Improvement & Data Use									
Goals & Vision									
P-3 Outcomes									
Sustainability									
System Building									

B. School/s & District/s Demographics

1. Based on school/s and district/s in your P-3 project school listed in the table in Section A of this document, what are the characteristics of students and families? For grantees with more than one school and/or district, please report these numbers in aggregate, combining totals for schools involved.

Indicator*	Number of K-3 Students Enrolled			Percent (%) of Total K-3 Students			Number of PreK Students Enrolled <i>(if applicable)</i>			Percent (%) of Total PreK Students <i>(if applicable)</i>		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Students eligible for Free & Reduced School Lunch												
Dual Language Learners												
Special Education students												
EI/ECSE students ¹												
Race/ethnicity												
Asian												
African American												
American Indian/Alaskan Native												
Hispanic/Latino												
Multi-Ethnic												
Pacific Islander												
White												
Add other demographics, e.g., gender, migrant families, etc. that are relevant to your P-3 project												

*Most of these data can be obtained through ODE: <http://www.ode.state.or.us/data/reports/toc.aspx#students>

¹ Report if applicable; EI/ECSE and PreK students should be included if they are served through your P-3 project schools.

*Development of this tool supported by a grant from the Oregon Community Foundation to Portland State University

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C. Community Demographics

1. What are the characteristics of the community/ies involved in your P-3 project? For grantees with more than one school and/or district, please report these numbers in aggregate, combining totals for the community/ies involved.

Indicator	Definition of Reporting Level (e.g., county, city, census tract, zip code, etc., and Year of most recent data)	2013	2014	2015	Data Source
Total number of annual live births ²					Oregon Health Authority
Total number of children under the age of 5 ³					US Census
Percent (%) of total population who are children under the age of 5					
Total number of children ages 5-17 in poverty ⁴					
Percent (%) of total number of children ages 5-17 in poverty					
Add other community demographics that are relevant to your P-3 project					

² Live birth data available by County and zip code: <http://public.health.oregon.gov/BirthDeathCertificates/VitalStatistics/birth/Pages/zipcnty.aspx>

³ Age of population data available from US Census: <http://www.census.gov/population/age/data/2012comp.html>

⁴ Children in poverty by school district available from US Census:

http://www.census.gov/did/www/saipe/data/interactive/#view=StateAndCounty&utilBtn=&yLB=0&stLB=0&cLB=0&dLB=0&gLB=0&usSts_cbSelected=true&usTot_cbSelected=true&stateTot_cbSelected=true&pLB=0&multiYearSelected=false&multiYearAlertFlag=false&prStateFlag=false&invalidSDYearsFlag=false

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D. Ready for Kindergarten

1. Based on school/s and district/s in your P-3 project, how many kindergartners were assessed as school-ready on Oregon Kindergarten Assessment (OKA) in each domain? For grantees with more than one school and/or district, please report these numbers in aggregate, combining totals for schools involved.

Indicator*	Approaches to Learning						Early Math			Early Literacy						Data Source
	Self-Regulation			Interpersonal Skills			Numbers & Operations			Letter Names			Letter Sounds			
	2013 -14	2014 -15	2015 -16	2013 -14	2014 -15	2015 -16	2013 -14	2014 -15	2015 -16	2013 -14	2014 -15	2015 -16	2013- 14	2014 -15	2015 -16	
Number of kindergartners assessed																ODE
Average score of kindergartners assessed																
Suggested Benchmark	Average score of 4 or higher			Average score of 4 or higher			Score of 9 or higher			Score of 19 or higher			Score of 4 or higher			
Number of kindergartners meeting suggested benchmark ⁵																Calculate number based on ODE data
Percent (%) of total kindergartners assessed who met suggested benchmark																

*These data are provided by ODE each January. For 2013-14 data, visit: <http://www.ode.state.or.us/search/page/?=3908>

⁵ To obtain the number of kindergartners meeting the suggested benchmark, you can use the Excel sort or filter functions in the OKA spreadsheets obtained through ODE to isolate the number of students with the suggested benchmark score or higher for each school or district. P-3 projects with multiple schools or districts should report aggregate numbers that represent the combined totals for schools in your project.

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E. Pre-Kindergarten Experiences

1. Based on kindergartners enrolled at school/s and district/s in your P-3 project, what did families report on the annual P-3 kindergarten Parent/Caregiver Survey in the following areas? For grantees with more than one school and/or district, please report these numbers in aggregate, combining totals for schools involved.

	Total Number of K Students			Data Source			
	2014-15	2015-16	2016-17				
Total number of enrolled kindergarteners during survey period (i.e., if you had a 100% Parent/Caregiver Survey response rate, how many kindergarten students would that represent across your P-3 project schools?)				School enrollment records			
Total number of kindergarten Parent/Caregiver Surveys returned				Parent/Caregiver Survey tracking sheet			
Kindergarten Parent/Caregiver Survey response rate (Divide the Total Number of Surveys Returned by the Total Number of Enrolled Kinders during survey period; total should be less than or equal to 100% or less, e.g., 75%, 80%, etc.)				Calculate based on the two numbers above			
Indicator	Number of K Students Reported in Parent/Caregiver Survey			Percent (%) of Total K Students with Parent/Caregiver Survey			Data Source
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	
Incoming kindergartners who had <u>center-based preschool</u> or <u>Head Start</u> experiences prior to kindergarten							Annual P-3 Kindergarten
Incoming kindergartners receiving EI/ECSE services at kindergarten entry							Parent/Caregiver Survey
Incoming kindergartners registered early for kindergarten							School Records

<ul style="list-style-type: none"> • What is your target date, goal, or deadline for getting incoming kindergartners registered early for kindergarten? List criteria for each school, if applicable: _____ 							
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G. Support for Kindergartners’ Learning at Home*

1. Based on kindergartners enrolled at school/s and district/s in your P-3 project, what did families report on the annual P-3 kindergarten Parent/Caregiver Survey in the following areas? For grantees with more than one school and/or district, please report these numbers in aggregate, combining totals for schools involved.

Indicator	Number of K Students Reported in Parent/Caregiver Survey			Percent (%) of Total K Students with Parent/Caregiver Survey		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Parent/caregiver expectations for child’s educational achievement of <u>4-year college degree or higher</u>						
Parents/caregivers reading to child <u>Daily</u>						
Parents/caregivers with <u>26 or more books</u> in the home						
Parents/caregivers who <u>Definitely Agree</u> they feel confident in knowing how to support children’s <i>reading</i> at home						
Parents/caregivers who <u>Definitely Agree</u> they feel confident in knowing how to support children’s <i>writing</i> at home						
Parents/caregivers who <u>Definitely Agree</u> they feel confident in knowing how to support children’s <i>math skills</i> at home						
Parents/caregivers reporting an average of <u>3 or more</u> developmentally supportive activities in the past week						

*These data are available as part of the annual P-3 kindergarten Parent/Caregiver Survey.

H. 3rd Grade Benchmarks

1. Based on school/s and district/s in your P-3 project, how many 3rd graders met benchmarks in each domain? For grantees with more than one school and/or district, please report these numbers in aggregate, combining totals for schools involved.

Indicator	Math			Reading		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Number of 3 rd graders assessed						
Number of Dual-Language Learner (DLL) 3 rd graders assessed						
Benchmark	Score of 212 or higher			Score of 211 or higher		
Number of 3 rd graders meeting benchmark						
Percent (%) of total 3 rd graders assessed who met benchmark						
Number of DLL 3 rd graders meeting benchmark						
Percent (%) of total DLL 3 rd graders assessed who met benchmark						

*OAKS data are provided by ODE. For 2013-14 data, visit: <http://www.ode.state.or.us/search/page/?id=1302> ; it is expected that these benchmarks will change in 2014-15 with implementation of Common Core standards, and these changes will be reflected in this report when they are made available.

I. Attendance & Absenteeism

1. Based on school/s and district/s in your P-3 project, what are your attendance and absentee rates for the following student groups?
 For grantees with more than one school and/or district, please report these numbers in aggregate, combining totals for schools involved.

Indicator*	Attendance Rate (%)			Number of Students Chronically Absent (students missing more than 10% of school days) ⁶			Percent (%) of Total Students Chronically Absent			Data Source
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	
PreK Students <i>(if applicable)</i>										School Records
Kindergartners										
3 rd Graders										
School-wide										ODE
What is your chronic absenteeism criteria, e.g., is it calculated based on the total number of school days in the year, the total number of school days enrolled, etc.? Please describe for each school, if applicable: _____										

*School/district attendance data provided by the school or ODE. For 2013-14 ODE data, visit: <http://www.ode.state.or.us/search/page/?id=471>
 or <http://www.ode.state.or.us/data/reportcard/reports.aspx>

⁶ Chronic absenteeism is defined as missing more than 10% of school days. However, this might be calculated in different ways, depending on the school/s in your P-3 project. For example, some schools calculate absenteeism based on the total number of days in a school year. For other schools, absenteeism might be based on the number of days the student was enrolled. Please report chronic absenteeism based on the same criteria your school/s use in your reports to ODE.

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 For more information, contact Beth Green at: beth.green@psu.edu

J. School Climate

1. Based on kindergartners enrolled at school/s and district/s in your P-3 project, what did families report on the annual P-3 kindergarten Parent/Caregiver Survey in the following area? For grantees with more than one school and/or district, please report these numbers in aggregate, combining totals for schools involved.

Indicator*	Number of K Students Reported in Parent/Caregiver Survey			Percent (%) of Total K Students with Parent/Caregiver Survey		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Parents/caregivers who <u>Definitely Agree</u> they feel welcome at the school						
Parents/caregivers who hope to attend <u>All</u> parent-teacher conferences, special events, and field trips.						
Parents/caregivers who hope to talk to or email their child’s teacher about what their child is learning in school <u>Almost Every Week or more often</u>						

*These data are available as part of the annual P-3 kindergarten Parent/Caregiver Survey.