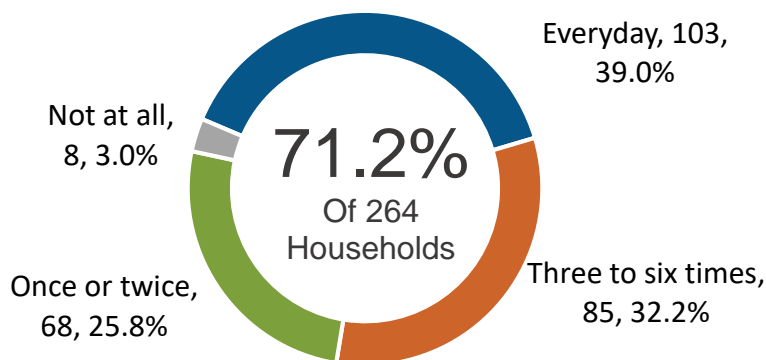


Berea College Partners for Education

PN Knox Literacy Survey: Implemented Fall 2020

At the beginning of the 2020-2021 school year, the PN Knox team collaborated with partner schools to implement a literacy survey. In total there were 1,104 families who responded representing approximately 417 0-5 children not in Kindergarten and 1,456 K-8th grade students. On average, each household had 1.7 children. We asked questions about how often household members read to their children, and for the K-8 students how often they read independently.

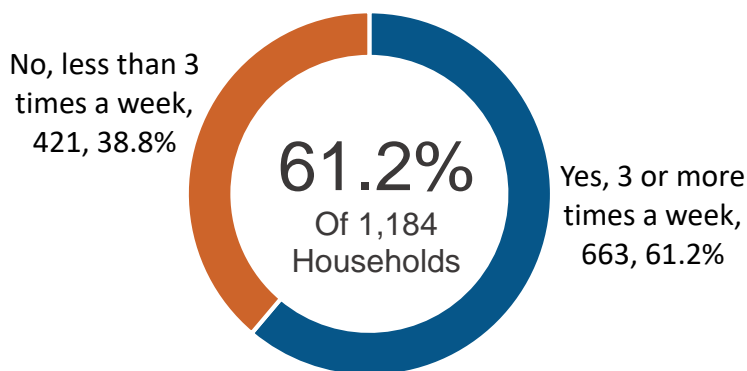
In a typical week, how often do you or any others living in the household read books to your **child aged 0-5**?



Our goal is to encourage families to read to their 0-5 children three or more times per week.

71.2% of the 264 respondents to this question report reading to their children ages 0-5 at least three times per week.

In a typical week, do you read to **your K-8 child** OR do they read to themselves?



PN Knox programming helps families encourage their K-8 children to read independently or with someone in their household.

61.2% of the 1,184 respondents to this question read to or encouraged their children to read independently.

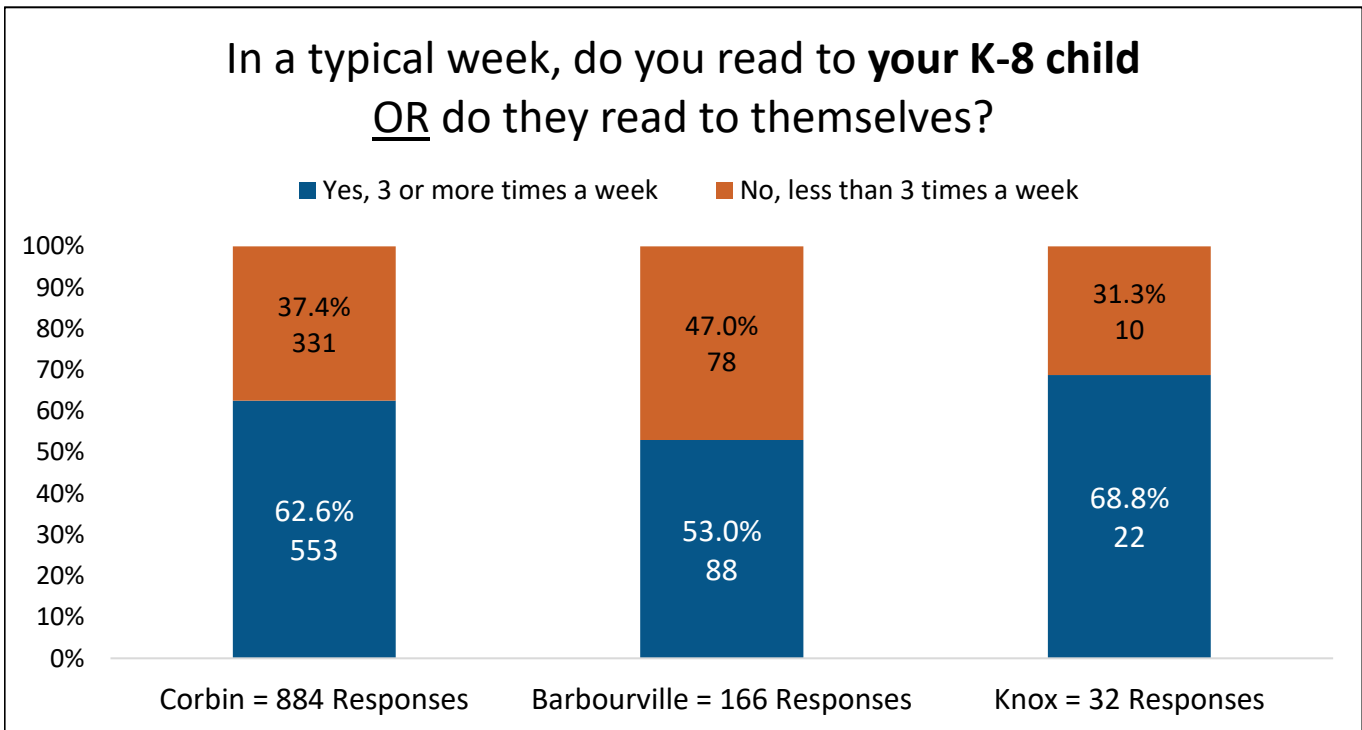
Digging deeper into the data

Students by District

In a typical week, how often do you or any others living in the household read books to your child aged 0-5?

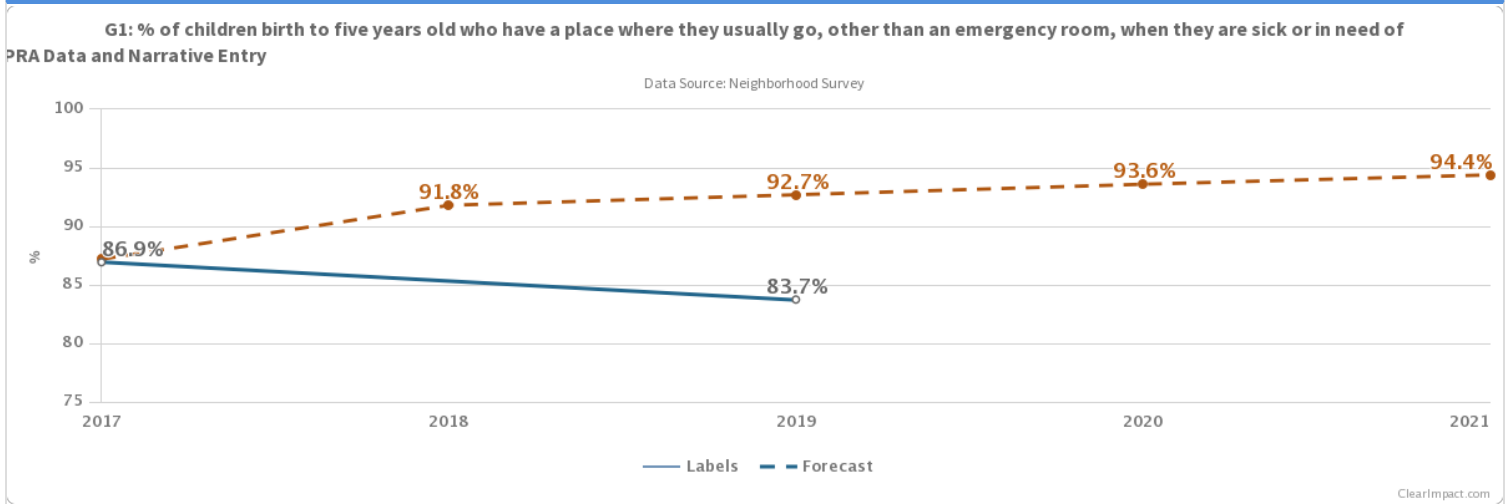
Respondents	Corbin (206)	Barbourville (48)	Knox (8)	Other (2)
Everyday	79	21	3	0
Three to Six times a Week	70	11	3	1
Once or twice a week	50	15	2	1
Not at all	7	1	0	0

# Reading to 0-5 Children	Corbin	Barbourville	Knox	Other
At least 3 times a week	149	32	6	1
Less than 3 times a week	57	16	2	1
% Reading to 0-5 Children				
At least 3 times a week	72.3%	66.7%	75.0%	50.0%
Less than 3 times a week	27.7%	33.3%	25.0%	50.0%



I G1: % of children birth to five years old who have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health - GPRA Data and Narrative Entry

GPRA1 Annually | Higher is Better | RatioX100



GPRA Definition

GPRA 1. Number and percent of children birth to kindergarten entry who have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health.

Guidance Document Definition. This indicator measures whether children have a medical home. Medical homes are typically described as places where families have an ongoing relationship with a physician who provides continuous and comprehensive care coordinated (and can be integrated) with other services.

Our definition conforms to the Guidance Document. Our measurement tool is a neighborhood survey. A copy is located below.

Data Profile

Neighborhood Survey

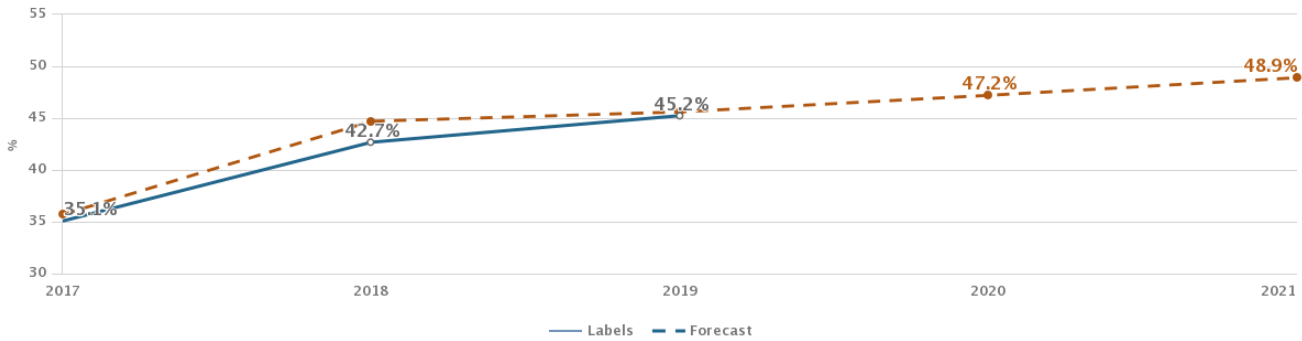
G2: % of kindergartners who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning - GPRA Data and Narrative Entry



GPRA2 Annually | Higher is Better | RatioX100

G2: % of kindergartners who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning - GPRA Data and Narrative Entry

Data Source: Brigance Kindergarten Screen III



ClearImpact.com

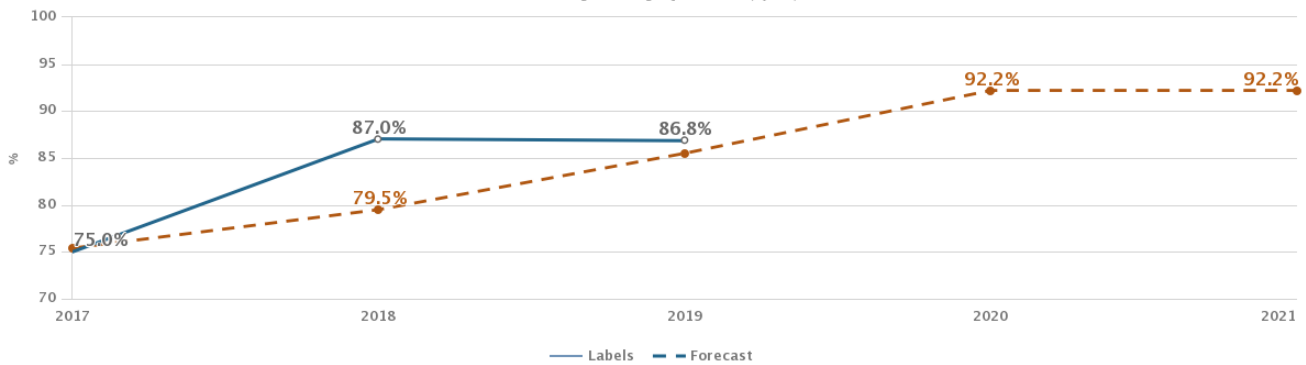


G2: % of 3-yr old children who demonstrate at the beginning of the program age-appropriate functioning across multiple domains of early learning

GPRA2 Annually | Higher is Better | RatioX100

G2: % of 3-yr old children who demonstrate at the beginning of the program age-appropriate functioning across multiple domains of early learning

Data Source: Ages and Stages Questionnaire (3 yr old)



ClearImpact.com

GPRA Definition

GPRA 2. Number and percent of three-year-olds and children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning as determined using developmentally-appropriate early learning measures.

Guidance Document Definition. Early childhood providers may use a wide variety of valid assessment tools to assess the five dimensions of early learning development and skills identified by the National Education Goals Panel (i.e., language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development including adaptive skills, and social and emotional development). Promise Neighborhoods should work with their early childhood partners to ensure they are using either the school readiness assessment recognized by their state or local school district, or they are using a nationally recognized assessment tool or set of tools for their program that measures age-appropriate functioning across the multiple domains. Partners should implement those assessments at the beginning of the programmatic or school year.

Our definitions conform to the guidance document. Our measurement tools are the Brigance Kindergarten Screen III (Kindergarteners) and the Ages and Stages Questionnaire (3 yr olds). The Brigance tool is administered to all incoming kindergarteners in public schools by LEA's under the direction of the Kentucky Department of Education. The data is sourced from administrative data sets from KDE. The Ages and Stages Questionnaire is administered via mail (with direct follow up by PN staff) to a randomly selected sample of families in the Dolly Parton Imagination Library program who have children just turning 3 years old, but that had been enrolled in the program for at least three months prior.

Data Profile

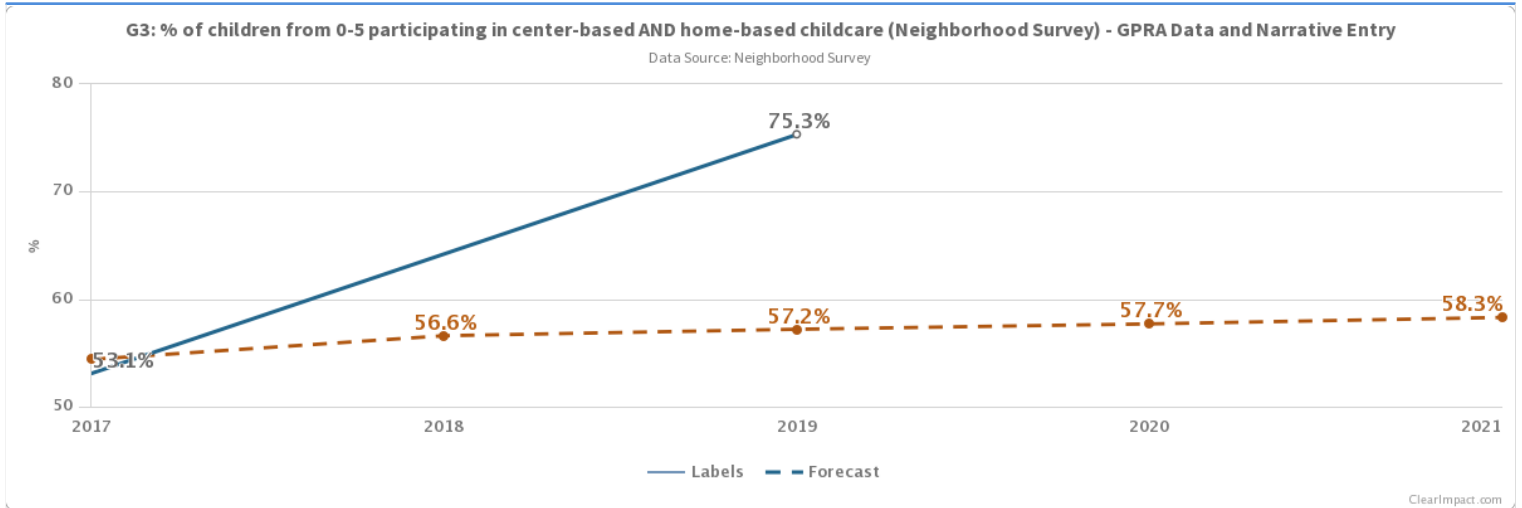
Brigance Kindergarten III Screener

Ages & Stages Questionnaire

G3: % of children from 0-5 participating in center-based AND home-based childcare (Neighborhood Survey) - GPRA Data and Narrative Entry



GPRA3 Annually | Higher is Better | RatioX100



GPRA Definition

GPRA 3. Number and percent of children, from birth to kindergarten entry, participating in center-based or formal home-based early learning settings or programs, which may include Early Head Start, Head Start, child care, or publicly-funded preschool.

Guidance Document Definition. Examples of center-based early learning settings and programs include Early Head Start, Head Start, community center-based care, and publicly-funded preschool or prekindergarten classes (i.e., PK3, PK4). There is no nationally recognized definition of “formal home-based early learning settings.” In some cases, formal home-based early learning settings are defined as home settings that meet state standards for licensure so unlicensed family, friend, and neighbor care would not qualify as “formal.” However, families may not recognize the distinction between licensed and unlicensed home-based early child care settings.

Since Promise Neighborhoods will be collecting children’s early childhood participation via self-reports from a neighborhood survey, for the purposes of this GPRA indicator, Promise Neighborhoods should separately report the 1) number and share of children who participate in center-based early learning settings at least 10 hours per week and the 2) number and share of children who are cared for by either a relative or nonrelative outside the home in conjunction with other children for at least 10 hours a week. Promise Neighborhoods should not try to specifically identify formal home-based care settings.

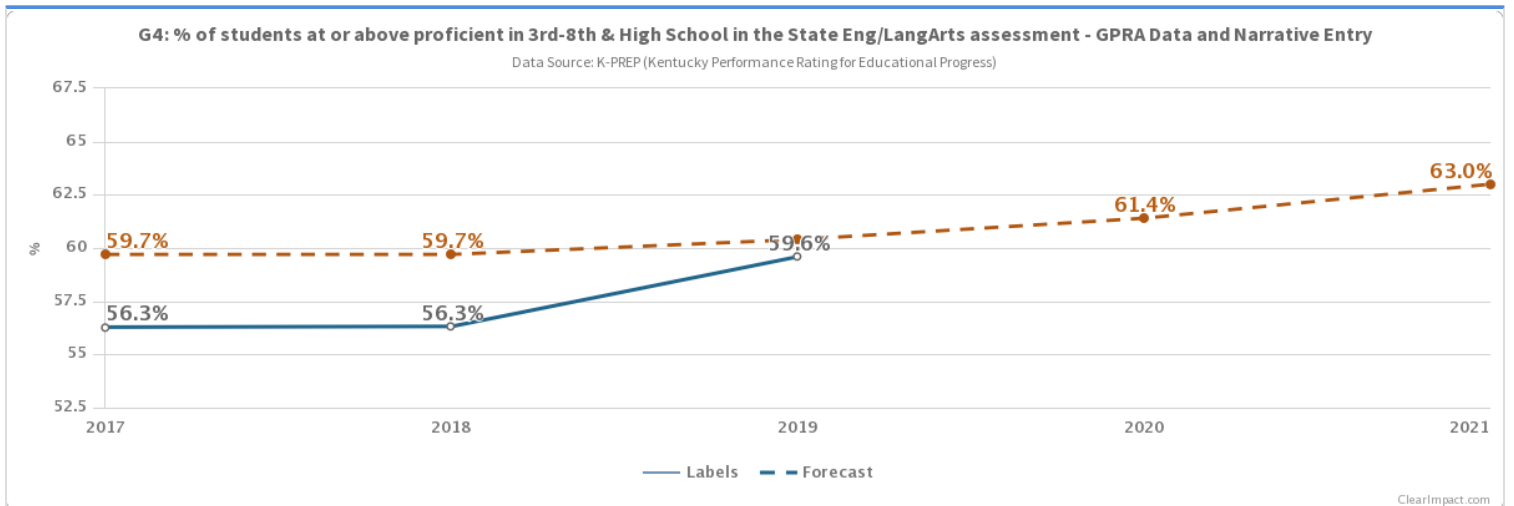
Our definition conforms to the Guidance Document. Our measurement tool is a neighborhood survey. A copy is located below

Data Profile

Neighborhood Survey

I G4: % of students at or above proficient in 3rd-8th & High School in the State Eng/LangArts assessment - GPRA Data and Narrative Entry

GPRA4 | Annually | Higher is Better | RatioX100



GPRA Definition

GPRA 4. Number and percent of students at or above grade level according to State mathematics and English language arts assessments in at least the grades required by the ESEA (3rd through 8th and once in high school).

Guidance Document Definition. This GPRA indicator measures the number and share of students who test proficient or advanced (or comparable categories for each site's state assessments) for the math assessment and separately for the English language arts assessments for students in grades 3 through 8 and once in high school. Promise Neighborhoods should rely on the high school grade identified by their school district.

Our definition conforms to the guidance document. Data are collected from administrative data sets from the Kentucky Department of Education (KDE).

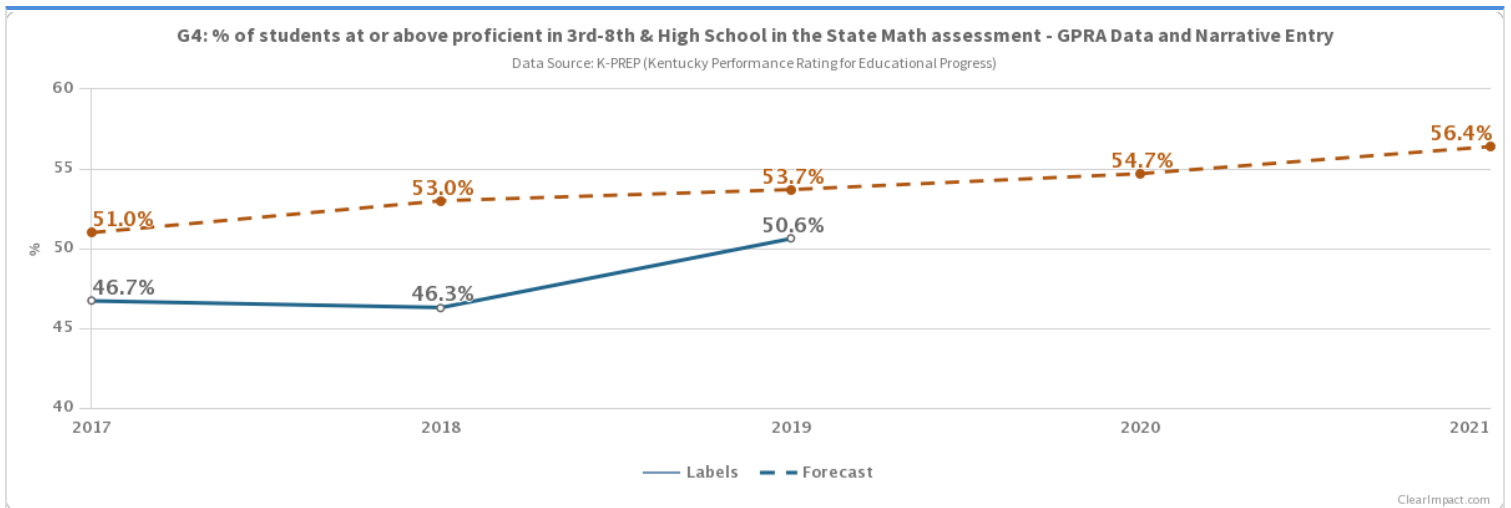
Data Profile

Kentucky Department of Education's Kentucky Performance Rating for Educational Progress (K-PREP) reports (<https://openhouse.education.ky.gov/Data>); available annually)



G4: % of students at or above proficient in 3rd-8th & High School in the State Math assessment - GPRA Data and Narrative Entry

GPRA4 Annually | Higher is Better | RatioX100



GPRA Definition

GPRA 4. Number and percent of students at or above grade level according to State mathematics and English language arts assessments in at least the grades required by the ESEA (3rd through 8th and once in high school).

Guidance Document Definition. This GPRA indicator measures the number and share of students who test proficient or advanced (or comparable categories for each site's state assessments) for the math assessment and separately for the English language arts assessments for students in grades 3 through 8 and once in high school. Promise Neighborhoods should rely on the high school grade identified by their school district.

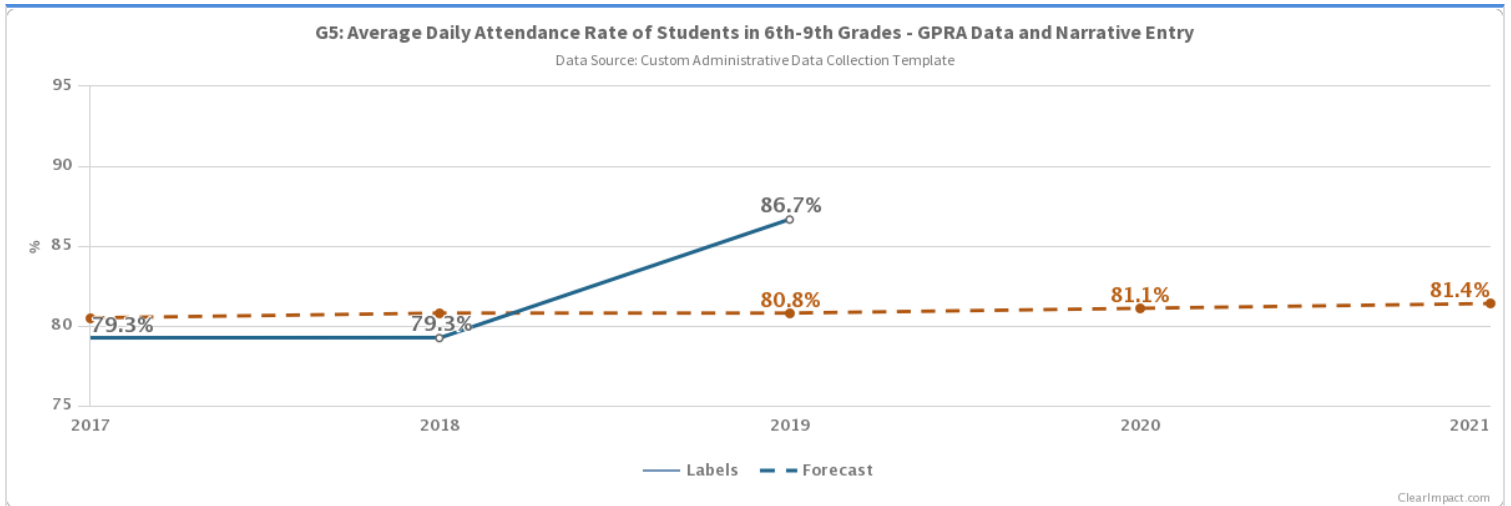
Our definition conforms to the Guidance Document. Data are collected from administrative data sets produced by the Kentucky Department of Education (KDE).

Data Profile

Kentucky Department of Education's Kentucky Performance Rating for Educational Progress (K-PREP) reports

G5: Average Daily Attendance Rate of Students in 6th-9th Grades - GPRA Data and Narrative Entry

GPRA5 Annually | Higher is Better | Custom Equation



GPRA Definition

GPRA 5. Attendance rate of students in 6th, 7th, 8th, and 9th grade.

Guidance Document Definition. Average daily attendance (ADA) is typically used by school districts to measure school attendance and it is required under the No Child Left Behind Act of 2001. However, researchers have recently identified that chronic absenteeism, or those students who miss 10 percent or more of school days is a strong predictor for academic risk and school dropout (Sanchez 2012). Therefore for GPRA 5, Promise Neighborhoods should at a minimum collect the average daily attendance rates for 6th, 7th, 8th, and 9th grades. Promise Neighborhoods are also encouraged to work with their school districts to measure the chronic absenteeism rate for each grade in each of the target Promise Neighborhood schools, if local school districts are not measuring this already. This would be calculated by counting the number and share of students from the Promise Neighborhood schools who are absent for excused or unexcused reasons for 10 percent or more of the available school days.

Our definition conforms to the Guidance Document. Administrative data are collected directly from school districts and recorded in a customized spreadsheet.

Data Profile

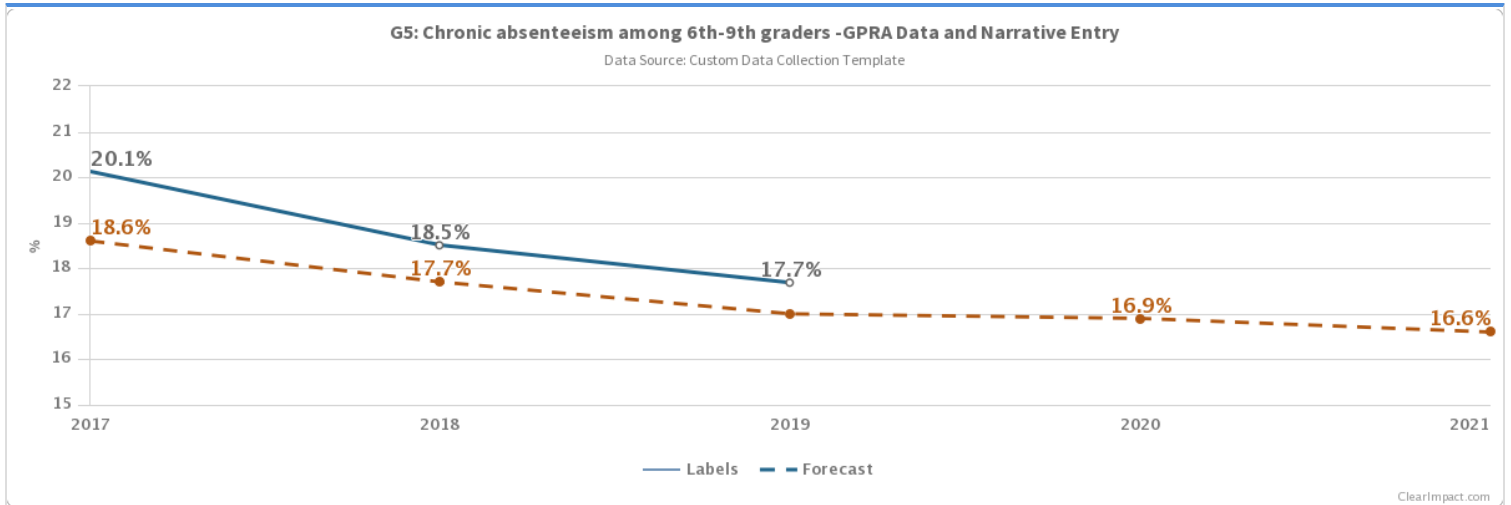
Custom Administrative Data Collection Template



G5: Chronic absenteeism among 6th-9th graders -GPR Data and Narrative Entry

GPR5

Annually | Lower is Better | RatioX100



GPR Definition

GPR 5. Attendance rate of students in 6th, 7th, 8th, and 9th grade.

Guidance Document Definition. Average daily attendance (ADA) is typically used by school districts to measure school attendance and it is required under the No Child Left Behind Act of 2001. However, researchers have recently identified that chronic absenteeism, or those students who miss 10 percent or more of school days is a strong predictor for academic risk and school dropout (Sanchez 2012). Therefore for GPR 5, Promise Neighborhoods should at a minimum collect the average daily attendance rates for 6th, 7th, 8th, and 9th grades. Promise Neighborhoods are also encouraged to work with their school districts to measure the chronic absenteeism rate for each grade in each of the target Promise Neighborhood schools, if local school districts are not measuring this already. This would be calculated by counting the number and share of students from the Promise Neighborhood schools who are absent for excused or unexcused reasons for 10 percent or more of the available school days.

Our definition conforms to the Guidance Document. Administrative data are collected directly from school districts and recorded in a customized spreadsheet.

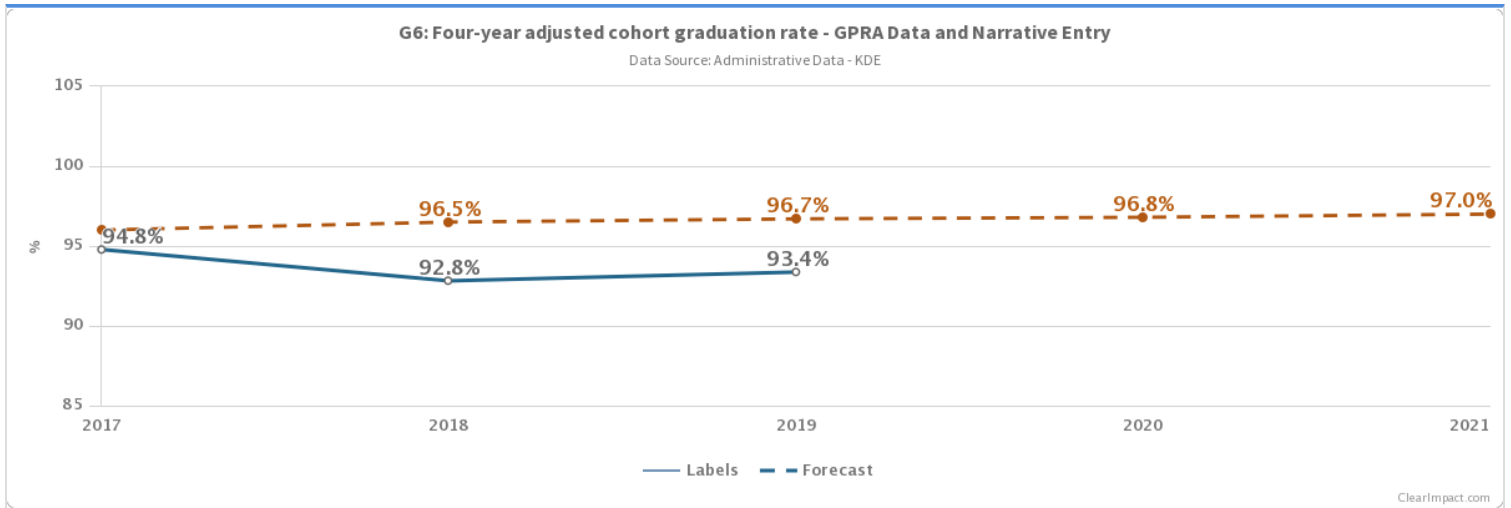
Data Profile

Custom Administrative Data Collection Template



G6: Four-year adjusted cohort graduation rate - GPRA Data and Narrative Entry

GPRA6 Annually | Higher is Better | RatioX100



GPRA Definition

GPRA 6. Students graduating in four years.

Guidance Document Definition. As of 2009, the No Child Left Behind Act (24 CFR 200.19(b)(1)) requires all states and school districts to calculate a four-year adjusted cohort graduation rate. The adjusted cohort graduation rate is recognized as an accurate and uniform way to compare graduation rates across all states.

Definition. School districts must calculate a four-year adjusted cohort graduation rate. The four-year adjusted cohort rate is defined in 34 CFR 200.19 (b)(1) as:

“The number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for that graduating class. For those high schools that start after grade 9, the cohort must be calculated based on the earliest high school grade. The term “adjusted cohort” means the students who enter grade 9 (or the earliest high school grade) and any students who transfer into the cohort in grades 9 through 12 minus any students removed from the cohort. The term “students who transfer into the cohort” means the students who enroll after the beginning of the entering cohort’s first year in high school, up to and including in grade 12. To remove a student from the cohort, a school or LEA must confirm in writing that the student transferred out, emigrated to another country, or is deceased.

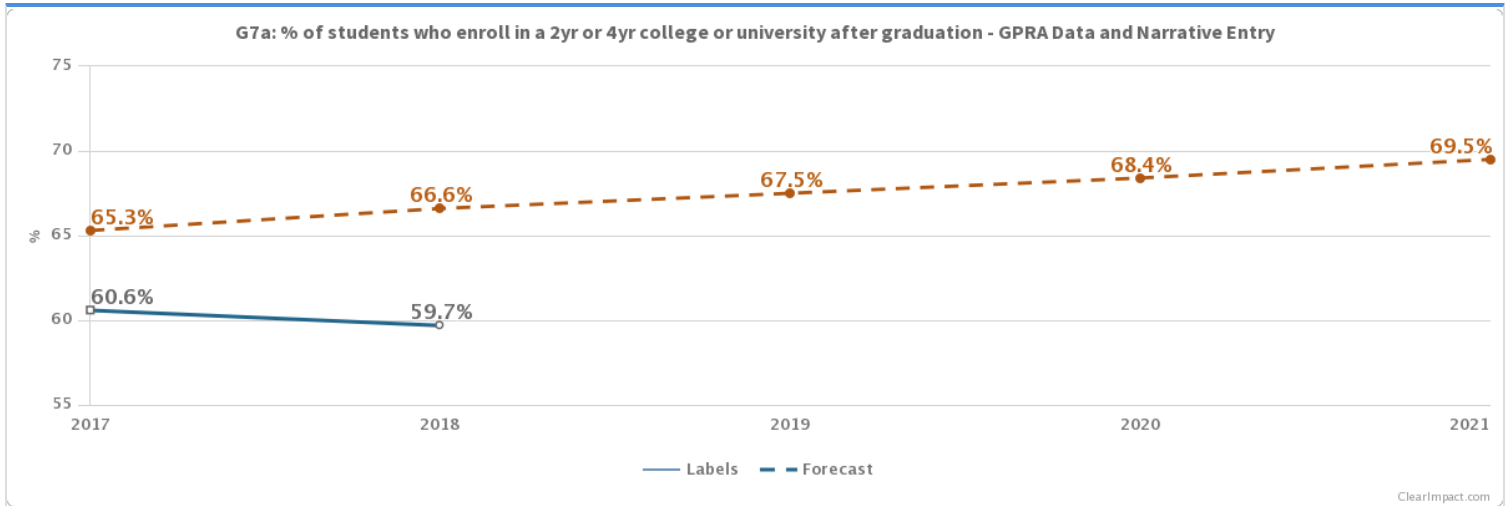
Data Profile

Kentucky Department of Education - School Report Card (District level).



G7a: % of students who enroll in a 2yr or 4yr college or university after graduation - GPR Data and Narrative Entry

GPR7a Anually | Higher is Better | RatioX100



GPR Definition

GPR 7. Number and percent of Promise Neighborhood students who graduate with a regular high school diploma and obtain postsecondary degrees, vocational certificates, or other industry-recognized certifications or credentials without the need for remediation.

GPR 7a Guidance Document Definition. Enrollment in a two-year or four-year college or university after high school graduation. High school graduates from the target high schools should be tracked for up to 16 months post their high school graduation to determine whether they enrolled in community colleges, associate’s programs, or four-year colleges or universities.

Our definition conforms to the guidance document. The data source is the National Student Clearinghouse.

Data Profile

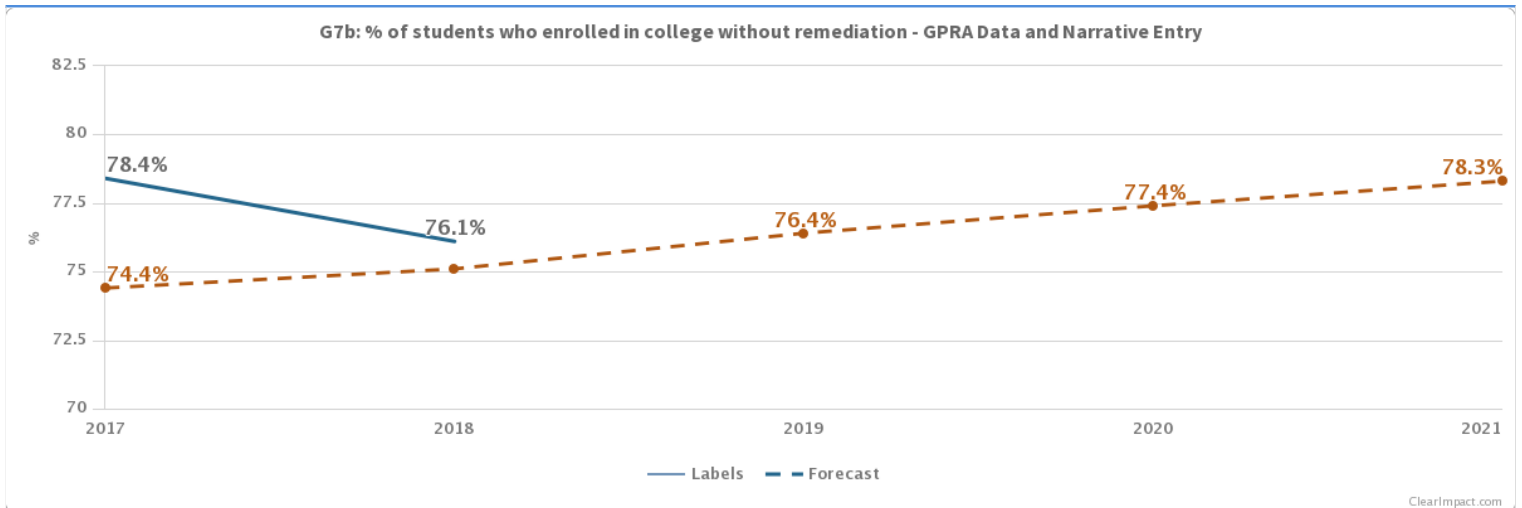
National Student Clearinghouse

G7b: % of students who enrolled in college without remediation - GPRA Data



and Narrative Entry

GPRA7b | Annually | Higher is Better | Not Calculated



GPRA Definition

GPRA 7. Number and percent of Promise Neighborhood students who graduate with a regular high school diploma and obtain postsecondary degrees, vocational certificates, or other industry-recognized certifications or credentials without the need for remediation.

GPRA 7b Guidance Document Definition: College enrollment without English and math remediation. This includes the number and percentage of Promise Neighborhood students who matriculate to an institution of higher education and place into college-level mathematics and English without need for remediation. Remedial classes are basic math or English classes for students who are significantly behind the expected level for a class. Remedial classes do not typically qualify toward graduation credits.

Our definition conforms to the guidance document.

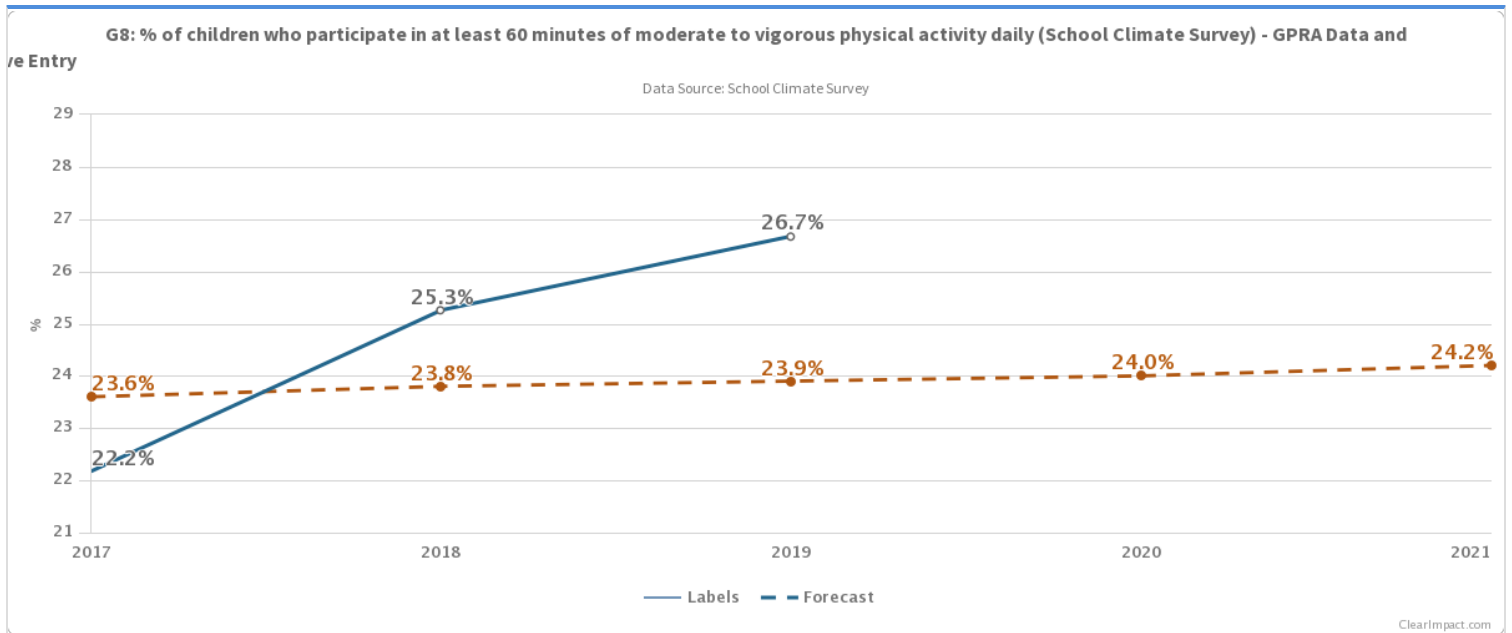
Data Profile

Administrative data from local/regional postsecondary institutions



G8: % of children who participate in at least 60 minutes of moderate to vigorous physical activity daily (School Climate Survey) - GPRA Data and Narrative Entry

GPRA8 Annually | Higher is Better | RatioX100



GPRA Definition

GPRA 8: Number and percent of children who participate in at least 60 minutes of moderate to vigorous physical activity daily.

Guidance Document Definition. The Centers for Disease Control (CDC) and U.S. Health and Human Services identified three types of physical activity that contribute to a healthy lifestyle: aerobic activity, muscle strengthening activity, and bone strengthening activity. The CDC recommends that aerobic activity make up the bulk of children’s physical activity which includes brisk walking (moderate intensity) or running (vigorous intensity). Muscle strengthening activities include push-ups and gymnastics, and bone strengthening activities include running and jumping rope. Children can participate in organized sports to meet the activity levels, but also playtime during and after school counts. Some physical activities fall under multiple categories. For instance, running qualifies as both aerobic and bone strengthening activities.

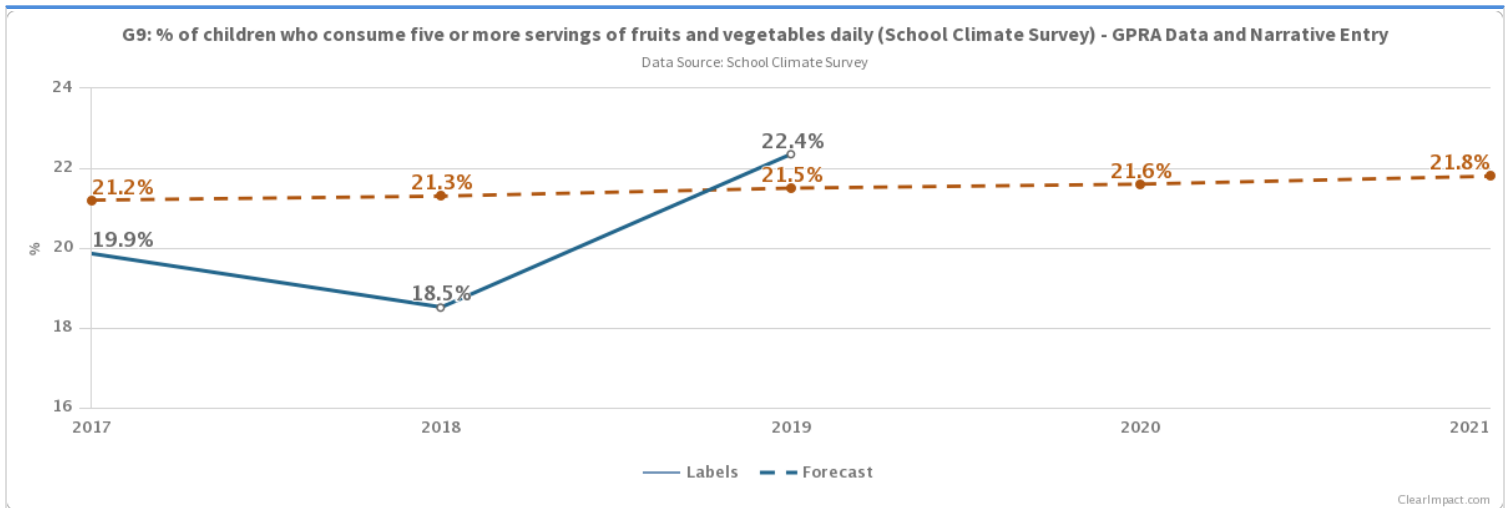
The CDC also describes moderate and vigorous activity by judging whether the activity rates as a 5 or above on a 0 to 10 scale where sitting qualifies as a 0 and the highest level of activity is a 10. Moderate-intensity activity is typically identified as a 5 or 6 on the scale and a child’s heart beat and breath will be faster and harder than normal. Vigorous-intensity activity is a 7 or 8 on the scale and the child’s heart beat will be much faster than normal and their breath will be much harder than usual. Our definition conforms to the guidance document.

Data Profile

School Climate Survey

I G9: % of children who consume five or more servings of fruits and vegetables daily (School Climate Survey) - GPRA Data and Narrative Entry

GPRA9 Annually | Higher is Better | RatioX100



GPRA Definition

GPRA 9: Number and percent of children who consume five or more servings of fruits and vegetables daily.

Guidance Document Definition. The Youth Risk Behavior Survey (YRBS) contains a nationally validated set of survey questions about fruit/vegetable consumption for youth. However, it asks about the number of times a day each youth consumed fruits and vegetables during the previous week rather than the number of daily servings (as the original GPRA was written). Due to the relative ease for Promise Neighborhoods to implement the YRBS questions in a school climate survey, Promise Neighborhoods should collect information about the number of times a day middle and high school students at the target Promise Neighborhood schools consumed fruits and vegetables during the past seven days instead of determining whether students consumed at least five servings of fruits and vegetables daily.

Our definition conforms to the guidance document. Our measurement tool is a school climate survey.

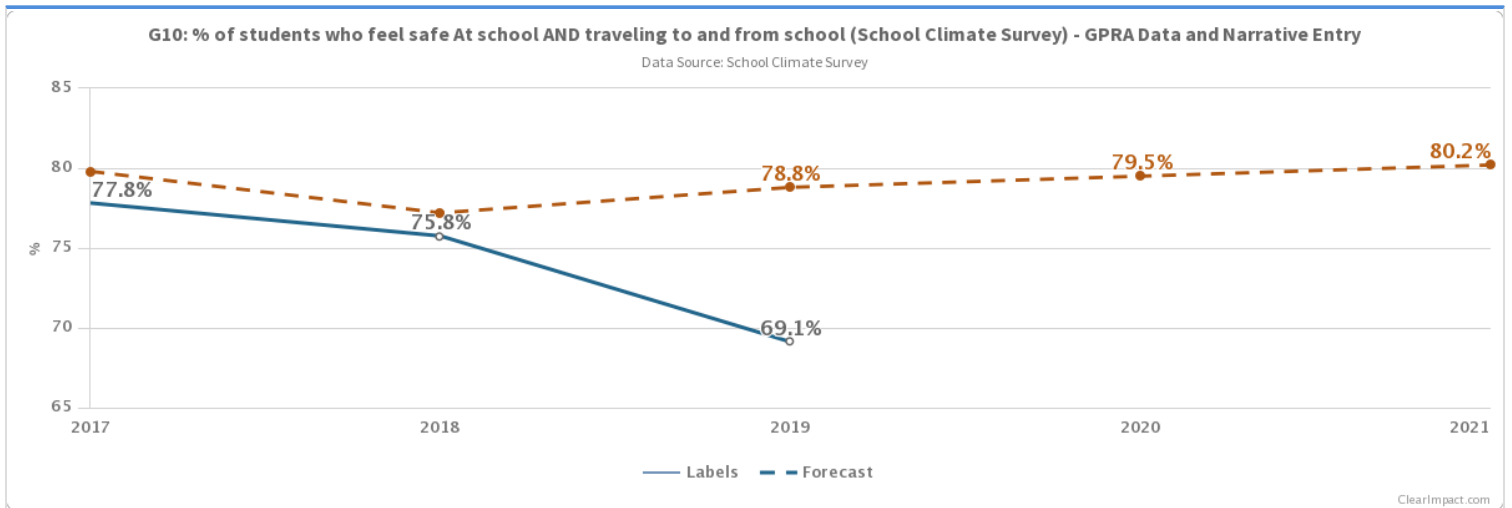
Data Profile

School Climate Survey



G10: % of students who feel safe At school AND traveling to and from school (School Climate Survey) - GPRA Data and Narrative Entry

GPRA10 Annually | Higher is Better | RatioX100



GPRA Definition

GPRA 10. Number and percent of students who feel safe at school and traveling to and from school, as measured by a school climate needs assessment.

Guidance Document Definition. Perceptions of student safety at school and traveling to and from school should be asked directly of students and reported to the Department for GPRA 10.

Our definition conforms to the guidance document. Our measurement tool is a school climate survey. A copy is located below.

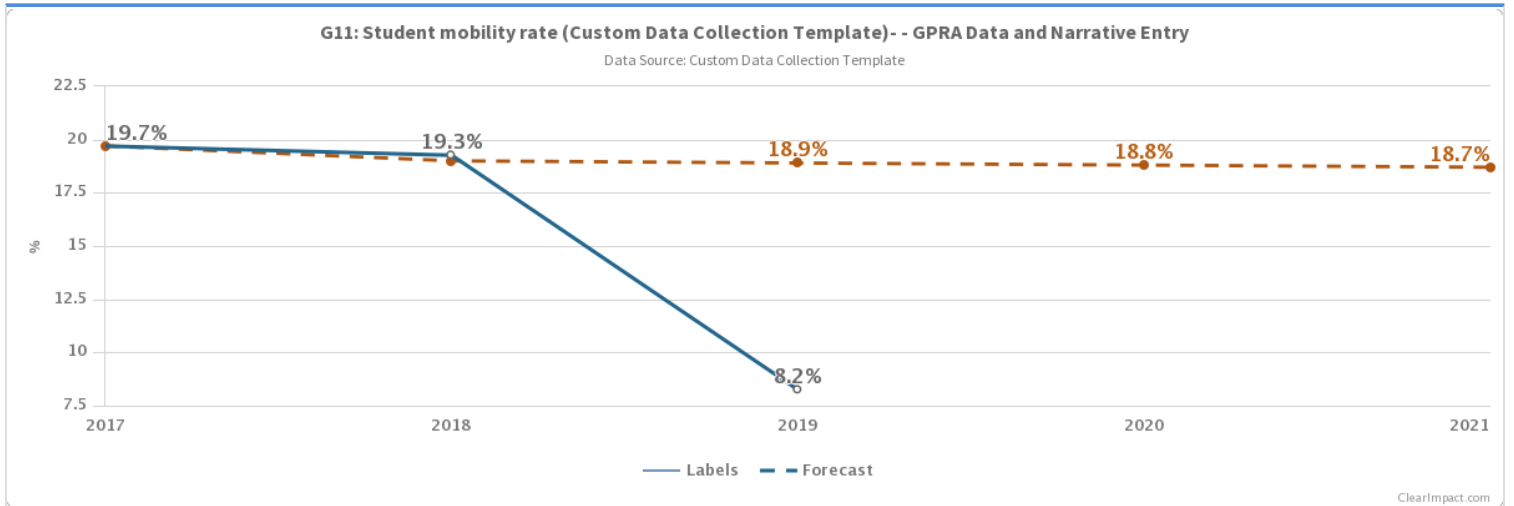
Data Profile

School Climate Survey



G11: Student mobility rate (Custom Data Collection Template)- - GPRA Data and Narrative Entry

GPRA11 | Annually | Lower is Better | RatioX100



GPRA Definition

GPRA 11. Student mobility rate.

Guidance Document Definition. The student mobility rate is defined as the number of student entries and withdraws at target Promise Neighborhood schools, from the first day of official enrollment is collected until the end of the academic school year, divided by the first official enrollment count of the academic year. The student mobility rate should be an aggregated statistic to include all the target Promise Neighborhood schools.

Our definition conforms to the Guidance Document. Administrative data are collected directly from school districts and recorded in a customized spreadsheet.

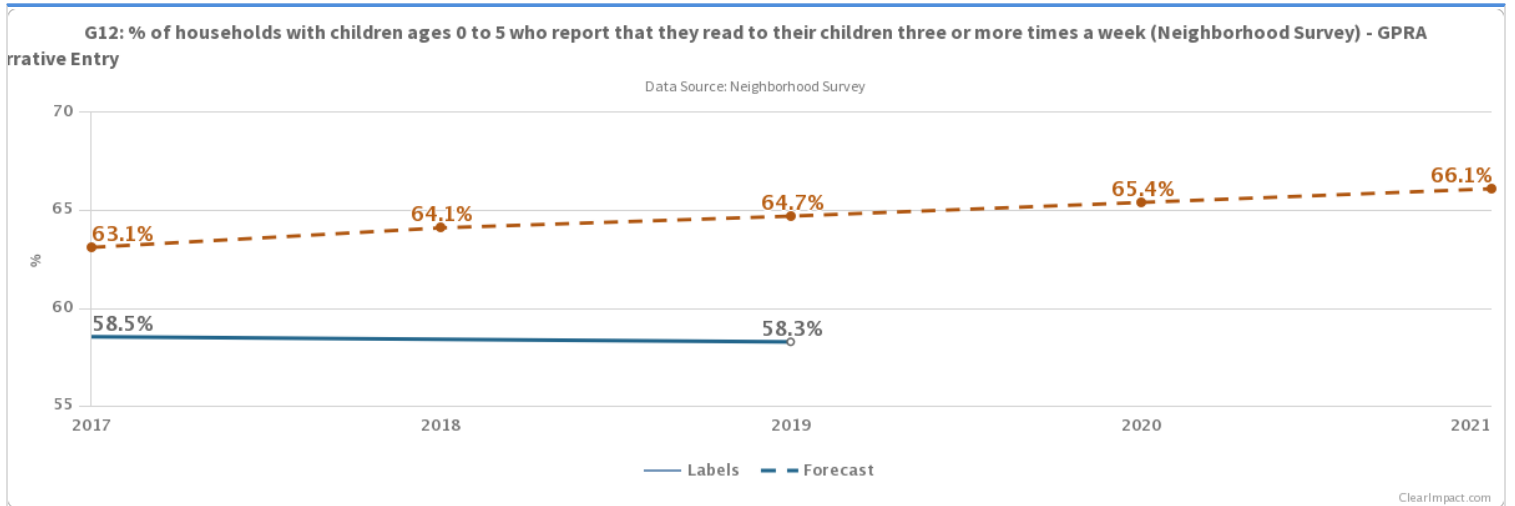
Data Profile

Customized data collection template.



G12: % of households with children ages 0 to 5 who report that they read to their children three or more times a week (Neighborhood Survey) - GPRA Data and Narrative Entry

GPRA12 | Annually | Higher is Better | RatioX100



GPRA Definition

GPRA 12. For children birth to kindergarten entry, the number and percent of parents or family members who report reading to their children three or more times a week.

Guidance Document Definition. This indicator measures whether parents or family members read to their children from birth until kindergarten at least three times a week.

Our definition conforms to the Guidance Document. Our measurement tool is a neighborhood survey.

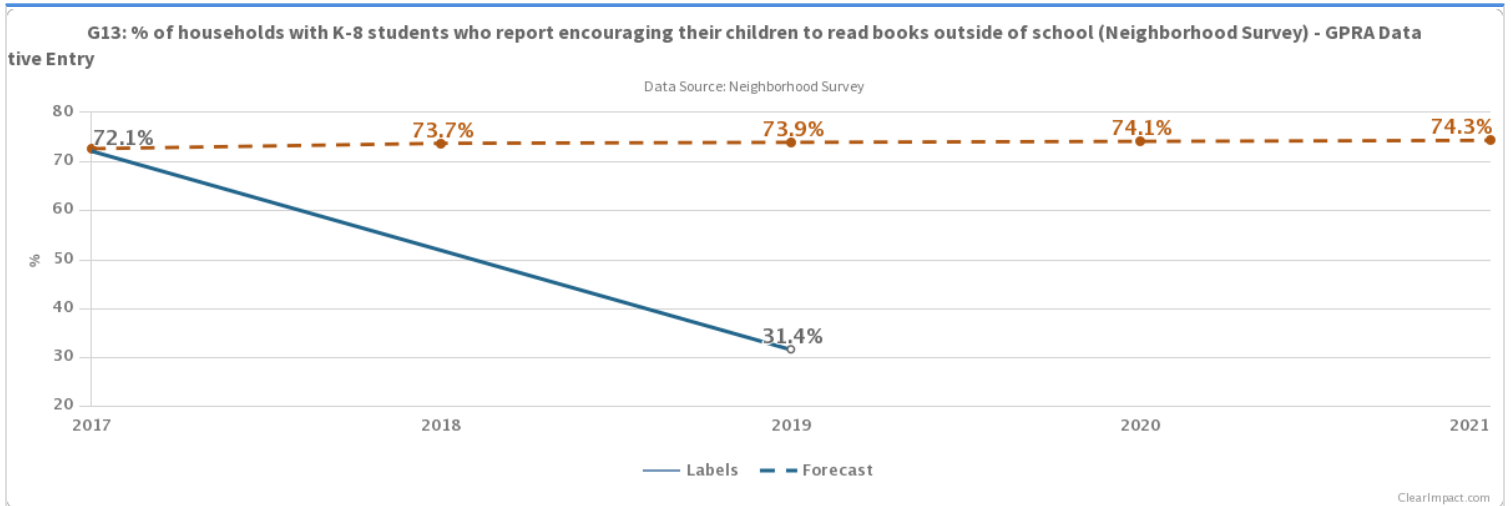
Data Profile

Neighborhood Survey



G13: % of households with K-8 students who report encouraging their children to read books outside of school (Neighborhood Survey) - GPRA Data and Narrative Entry

GPRA13 | Annually | Higher is Better | RatioX100



GPRA Definition

GPRA 13. For children in kindergarten through 8th grades, the number and percent of parents or family members who report encouraging their children to read books outside of school.

Guidance Document Definition. Measuring whether parents encourage their children to read outside of school can be determined by asking parents of children in kindergarten through 8th grade about whether they read to children or whether their children read to themselves or others outside of school. Parents should either report reading to their child at least three times a week or report that their child read to themselves or others at least three times in the past week in order to meet the criteria for this indicator.

Our definition conforms to the Guidance Document. Our measurement tool is a neighborhood survey.

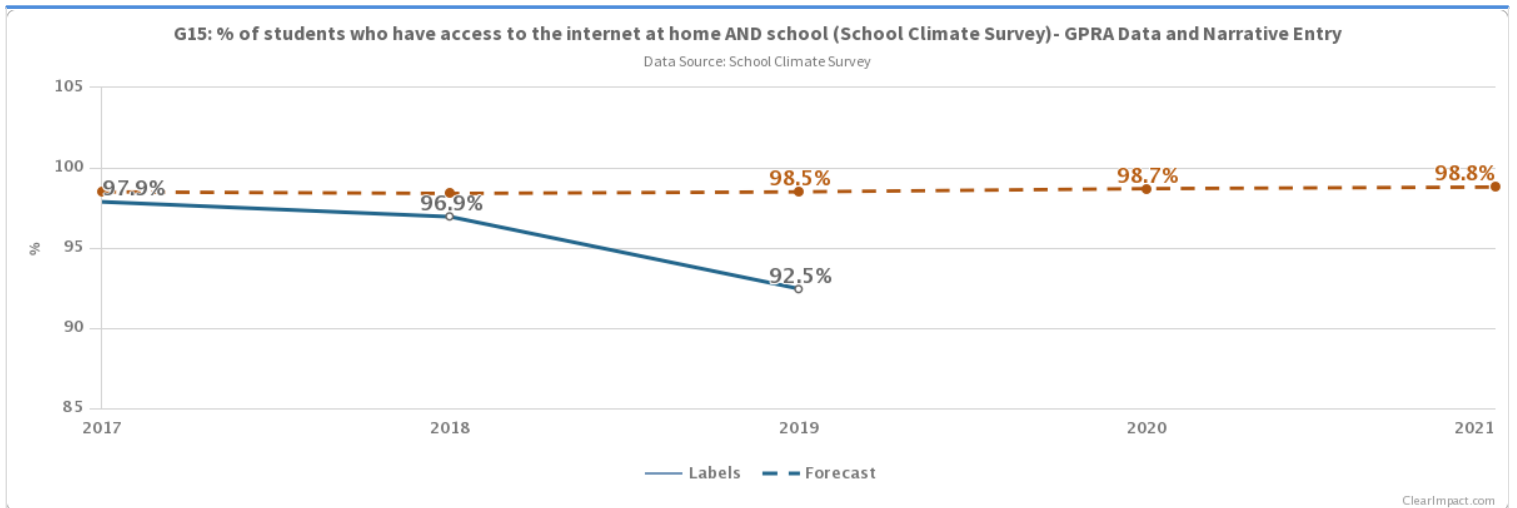
Data Profile

Neighborhood Survey



G15: % of students who have access to the internet at home AND school (School Climate Survey)- GPRA Data and Narrative Entry

GPRA15 Annually | Higher is Better | RatioX100



GPRA Definition

GPRA 15. Number and percent of students who have school and home access to broadband internet and a connected computing device.

Guidance Document Definition. Students can have access to the internet via computing devices like desktops or laptops provided in a computer lab or during their regular English class. Students could also have access to the internet at school or at home using tablets (e.g., iPads), cell phones or smart phones (i.e., Wi-Fi or 3G/4G mobile device), and through video game systems like the Wii, TV/cable packages, e-readers, and MP3 players. For the purposes of this GPRA indicator, students who have access through any of these types of technologies both at home and at school qualify as having access.

Our definition conforms to the guidance document. Our measurement tool is a school climate survey. A copy is located below.

Data Profile

School Climate Survey