



## Welcome to Partners for Education Berea College Perry Promise Neighborhood

### Opening new doors for families in Perry County, Kentucky

When Perry County, Kentucky, residents describe their community, they almost always start with the mountains. The county is nestled in the Appalachian Mountains' western foothills, which dominate the rural landscape.



The Appalachian Mountains surround Perry County, Kentucky. The mountains are a source of pride for community members, but some residents say they are also a reminder that the area is closed off and that new opportunities take a long time to reach the community. (Photo by Jonathan Adams for the Urban Institute)

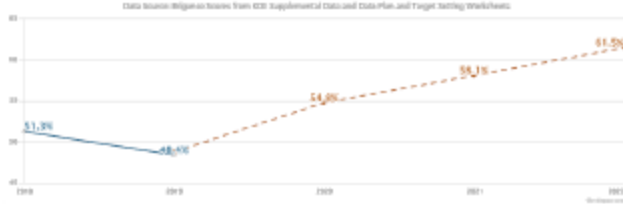
## Creating Lasting Change through Community Leadership

Follow Link: [Creating Lasting Change through Community Leadership | Urban Institute](#)

See Perry Promise efforts to support parents during COVID-19

## Children Enter Kindergarten Ready to Succeed in School

R	GPR-1	Children enter kindergarten ready to succeed in school (Note: Please track different assessment tools used separately) -	Most Recent Period	Current Actual Value	Current Target Value	Current Trend	Baseline % Change
I	GPR-1	1.a # of 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 (Briqance Kindergarten Screen III)	2019	154	—	↘ 1	-13% ↓
I	GPR-1	1.a % of 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 - GPR-1 Data and Narrative Entry	2019	48.4%	48.8%	↘ 1	-6% ↓
			2018	51.3%	—	→ 0	0% →



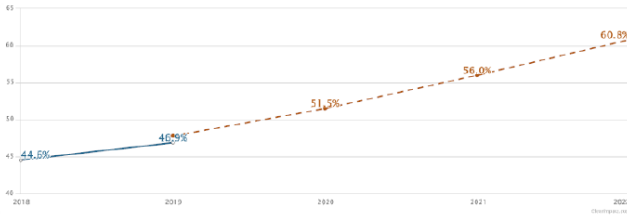
### GPR-1 Definition

**GPR-1.** Number and percent of 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.

**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.

## Students are Proficient in Core Academic Subjects

R	GPR-2	Students are proficient in core academic subjects	Most Recent Period	Current Actual Value	Current Target Value	Current Trend	Baseline % Change
I	GPR-2	2.1 # of students at or above grade level according to State mathematics assessments (3rd through 8th grades and once in high school)	2019	1,178	—	↗ 1	2% ↑
I	GPR-2	2.1 % of students at or above grade level according to State mathematics assessments (3rd through 8th grades and once in high school) - GPR-2 Data and Narrative Entry	2019	46.9%	47.8%	↗ 1	5% ↑
			2018	44.6%	—	→ 0	0% →

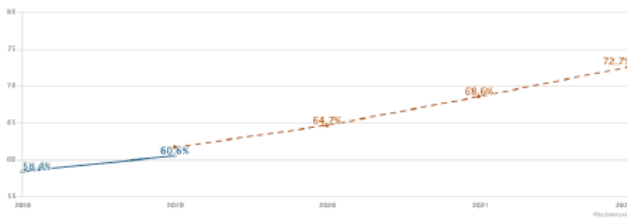


### GPR-2 Definition

**GPR-2.1** Students are proficient in core academic subjects: 2.1 Number and percentage of students at or above grade level according to State mathematics assessments in at least the grades required by the ESEA (3rd through 8th grades and once in high school).

**Definition.** This GPR-2 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 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.

I	GPR-2	2.2 # of students at or above grade level according to State English language arts assessments (3rd through 8th grades and once in high school)	2019	1,522	—	↗ 1	1% ↑
I	GPR-2	2.2 % of students at or above grade level according to State English language arts assessments (3rd through 8th grades and once in high school) - GPR-2 Data and Narrative Entry	2019	60.6%	61.7%	↗ 1	4% ↑
			2018	58.4%	—	→ 0	0% →



### GPR-2 Definition

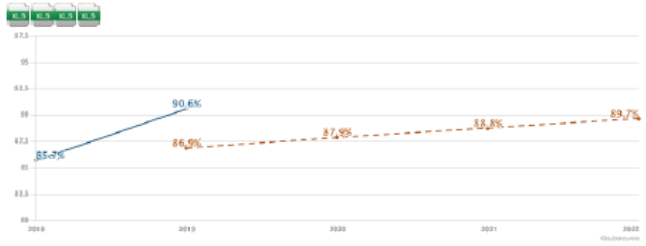
**GPR-2.2** Number and percentage of students at or above grade level according to State English language arts assessments in at least the grades required by the ESEA.

**Definition.** This GPR-2 indicator measures the number and share of students who test proficient or advanced (or comparable categories for each site's state assessments) 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.

## Students Successfully Transition from Middle School Grades to High School

R	GPR-3	Students successfully transition from middle school grades to high school -	Most Recent Period	Current Actual Value	Current Target Value	Current Trend	Baseline % Change
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1	GPR-3	3.1 Attendance rate of students in 6th, 7th, 8th, and 9th grade as defined by average daily attendance - GPR Data and Narrative Entry	2019	90.6%	86.9%	↗ 1	6% ↗
			2018	85.7%	—	→ 0	0% →

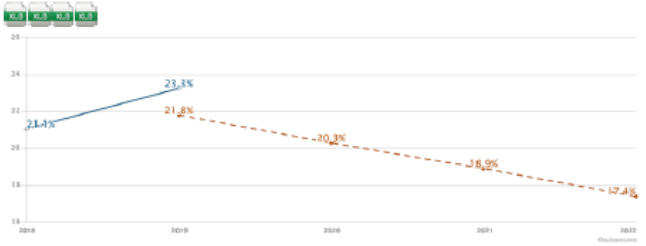


### GPR Definition

**GPR 3.1** Students successfully transition from middle school grades to high school: 3.1 Attendance rate of students in 6th, 7th, 8th, and 9th grade as defined by average daily attendance.

**Definition.** Average daily attendance (ADA) is typically used by school districts to measure school attendance and it is required under the Every Student Succeeds Act of 2015. Researchers have 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 (see literature review, below). For GPR 3, Promise Neighborhoods should collect the average daily attendance and chronic absenteeism rates for 6th, 7th, 8th, and 9th grades in each of the target Promise Neighborhood schools.

1	GPR-3	3.2 Chronic absenteeism rate of students in 6th, 7th, 8th, and 9th grades - GPR Data and Narrative Entry	2019	23.3%	21.8%	↗ 1	10% ↗
			2018	21.1%	—	→ 0	0% →



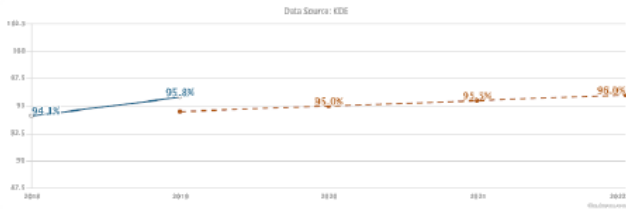
### GPR Definition

**GPR 3.2** Chronic absenteeism rate of students in 6th, 7th, 8th, and 9th grades

**Definition.** Average daily attendance (ADA) is typically used by school districts to measure school attendance and it is required under the Every Student Succeeds Act of 2015. Researchers have 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 (see literature review, below). For GPR 3, Promise Neighborhoods should collect the average daily attendance and chronic absenteeism rates for 6th, 7th, 8th, and 9th grades in each of the target Promise Neighborhood schools.

## Youth Graduate from High School

R	GPR-4	Youth graduate from high school	Most Recent Period	Current Actual Value	Current Target Value	Current Trend	Baseline % Change
I	GPR-4	4. Youth graduate from high school (Four-year adjusted cohort graduation rate) - GPR Data and Narrative Entry	2019	95.8%	94.5%	↗ 1	2% ↗
			2018	94.1%	—	→ 0	0% →



### GPR Definition

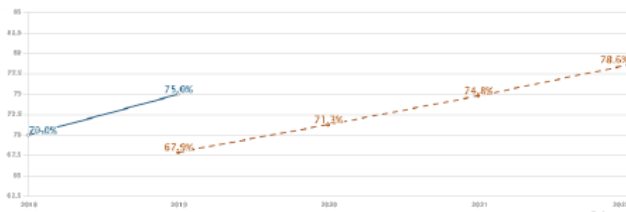
**GPR 4.** Graduation rate (four-year adjusted cohort graduation rate ).

As of 2015, the Every Student Succeeds Act (24 CFR 200.19(b)(1)) requires all states to calculate a four-year adjusted cohort graduation rate for all public high schools in the State. The adjusted cohort graduation rate is recognized as an accurate and uniform way to compare graduation rates across all states.

**Definition.** Each State must calculate a four-year adjusted cohort graduation rate for all public high schools in the State. The four-year adjusted cohort rate is defined in 34 CFR 200.19 (b)(1) as:

## High School Graduates Obtain a Post-Secondary Degree, Certification or Credential -

R	GPR-5	High school graduates obtain a post-secondary degree, certification or credential	Most Recent Period	Current Actual Value	Current Target Value	Current Trend	Baseline % Change
I	GPR-5	5.1 # of Promise Neighborhood Students who enroll in a two year or four year college or university within 16 months after graduation	2019	210	—	↗ 1	7% ↗
I	GPR-5	5.1 % of Promise Neighborhood Students who enroll in a two year or four year college or university within 16 months after graduation - GPR Data and Narrative Entry	2019	75.0%	67.9%	↗ 1	7% ↗
			2018	70.0%	—	→ 0	0% →



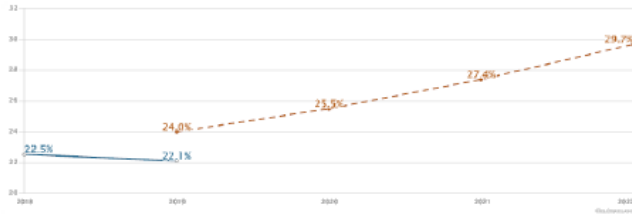
### GPR Definition

**GPR 5.1** Number and percentage of Promise Neighborhood students who enroll in a two-year or four-year college or university after graduation

**Definition. 5.1** 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.

Students are Healthy

R	GPR A-6 Children are Healthy	Most Recent Period	Current Actual Value	Current Target Value	Current Trend	Baseline % Change
I	GPR A-6 6. # of children who consume five or more servings of fruits and vegetables daily	2019	445	—	↘ 1	-5% ↓
I	GPR A-6 6.% of children who consume five or more servings of fruits and vegetables daily - GPR A Data and Narrative Entry	2019	22.1%	24.0%	↘ 1	-2% ↓
		2018	22.5%	—	→ 0	0% →



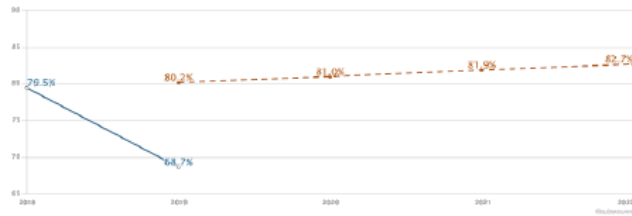
GPR A Definition

**GPR A 6.** Number and percent of children who consume five or more servings of fruits and vegetables daily.

**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 GPR A was written). 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 using these questions.

Students Feel Safe at School and in Their Community -

R	GPR A-7 Students feel safe at school and in their community	Most Recent Period	Current Actual Value	Current Target Value	Current Trend	Baseline % Change
I	GPR A-7 7.c # of students who feel safe at school and traveling to and from school	2019	1,384	—	↘ 1	-1% ↓
I	GPR A-7 7.c % of students who feel safe at school and traveling to and from school - GPR A Data and Narrative Entry	2019	68.7%	80.2%	↘ 1	-14% ↓
		2018	79.5%	—	→ 0	0% →



GPR A Definition

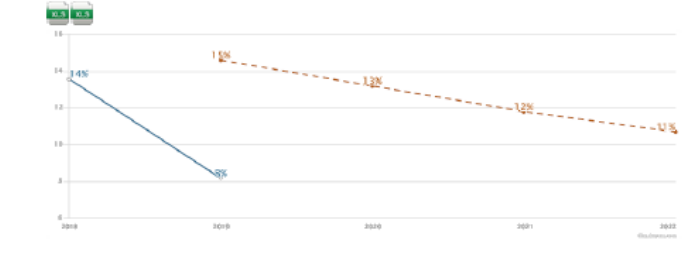
**GPR A 7.** Number and percent of students who feel safe at school and traveling to and from school, as measured by a school climate survey.

**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 GPR A 7.

Students live in stable communities

R	GPRA-8	Students live in stable communities	Most Recent Period	Current Actual Value	Current Target Value	Current Trend	Baseline % Change
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I	GPRA-8	8. Student mobility rate - All Schools - GPRA Data and Narrative Entry	2019	8%	15%	↘ 1	-40% ↓
			2018	14%	—	→ 0	0% →



GPRA Definition

**GPRA 8.** Student mobility rate

**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.

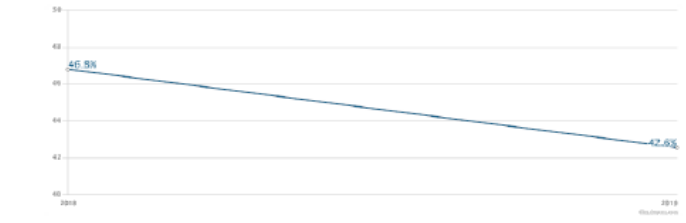
Families and Community Members Support Learning in Promise Neighborhood Schools -

R	GPRA-9	Families and community members support learning in promise Neighborhood Schools	Most Recent Period	Current Actual Value	Current Target Value	Current Trend	Baseline % Change
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I	GPRA-9	9.1c # of parents or family members that read to children three or more times a week (birth to 5 years old) or reported their read to themselves three or more times a week (K-8th grade)	2019	1,163	—	↘ 1	-29% ↓
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I	GPRA-9	9.1c % of parents or family members that read to children three or more times a week (birth to 5 years old) or reported their read to themselves three or more times a week (K-8th grade) - GPRA Data and Narrative Entry	2019	42.6%	—	↘ 1	-9% ↓
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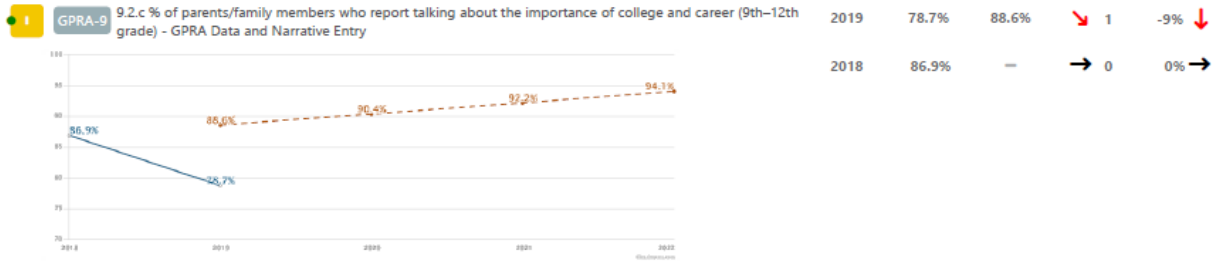
			2018	46.8%	—	→ 0	0% →
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GPRA Definition

**GPRA 9.1:** Number and percentage of parents or family members that read to or encourage their children to read three or more times a week (birth to five-years-old) or reported their child read to themselves three or more times a week (Kindergarten–8th grade).

**Definition.** This indicator measures whether (a) parents or family members read to their children at least three times a week, or whether parents encourage their children to read or (b) parents or family members report that they child read to themselves three or more times a week.



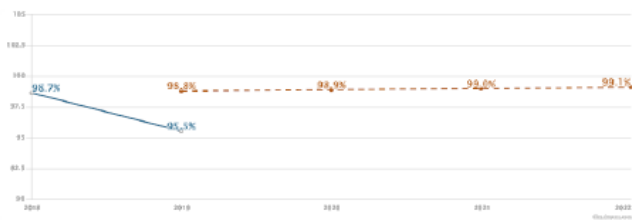
### GPR-9 Definition

**GPR-9.2.** For children in the 9th to 12th grades, the number and percent of parents or family members who report talking with their child about the importance of college and career.

**Definition.** This indicator is intended to measure whether parents or family members discuss the importance of college and career with their high school children.

## Students have Access to 21st Century Learning Tools

Indicator	Description	Most Recent Period	Current Actual Value	Current Target Value	Current Trend	Baseline % Change
<b>R</b> GPR-10	Students have access to 21st century learning tools					
<b>I</b> GPR-10	10.c # of students who have school and home access to broadband internet and a connected computing	2019	1,932	—	↓ 1	-3% ↓
<b>I</b> GPR-10	10.c. % of students who have school and home access to broadband internet and a connected computing - GPR-10 Data and Narrative Entry	2019	95.5%	98.8%	↓ 1	-3% ↓
		2018	98.7%	—	→ 0	0% →



### GPR-10 Definition

**GPR-10.** Number and percent of students who have school and home access to broadband internet and a connected computing device.

**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 GPR-10 indicator, students who have access through any of these types of technologies both at home and at school qualify as having access.