



UNITED WAY OF METROPOLITAN CHICAGO

EDUCATION ISSUE AREA MEASUREMENT FRAMEWORK

JULY 1, 2011- JUNE 30, 2013

For questions about the Education Measurement Framework:
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EARLY CHILDHOOD MEASUREMENT FRAMEWORK

<u>CHILDREN</u> Children are Ready to Succeed in School	<u>FAMILIES & CARING ADULTS</u> Families and Caring Adults Have High Expectations for Child Success	<u>COMMUNITIES</u> Community Resources are Linked to Support Child Success
OUTCOMES	OUTCOMES	OUTCOME
Ensure academic and social preparedness for kindergarten success	Increase knowledge and skills to positively impact child success	Improve access to high-quality child and family support services
	Increase engagement in child success	Promote collaboration among schools, support service providers, volunteers, and community members <i>(UWMC-Driven)</i>
		Strengthen community infrastructure to sustain child, student, and family outcomes <i>(UWMC-Driven)</i>

IMPACT AREA: Children

OVERALL GOAL: Children are Ready to Succeed in School

Outcome	Indicator	Data Required	Definitions
Ensure academic and social preparedness for kindergarten success	% of children receiving regular comprehensive developmental screening across domains	Numerator: # of children receiving comprehensive developmental screenings Denominator: # of children participating in program	Measure refers to screenings that check for all three categories: physical, health, and social/emotional development. Screenings tools should cover age-appropriate developmental goals. UWMC will ask what tool you use to determine this. We will not require any specific questions or tool, so long as all three categories are covered.
	% of children connected to ongoing supports that address learning challenges	Numerator: # children connected to ongoing supports Denominator: # children having received developmental screenings.	Measure refers to challenges identified in screenings as defined above. “Learning challenges” are identified via screening tools and can be physical, health, or social emotional development “Ongoing” means supports must last through entire program, and continue in Kindergarten, if possible.
	% of children improving screening scores across developmental domains	Numerator: # children improving scores throughout time spent in program Denominator: children having received developmental screenings.	“Improving scores” means the child’s scores have improved since their <i>first</i> screening in the program year. A majority of domains must demonstrate improvement, not just the overall score.

IMPACT AREA: Family and Caring Adults

OVERALL GOAL: Families and Caring Adults Have High Expectations for Child

Outcomes	Indicator	Data Required	Definitions
<p>Increase knowledge and skills to positively impact child success</p>	<p>% of families/caring adults engaged in a child's learning</p>	<p>Numerator: families engaged in child's learning Denominator: total families involved</p>	<p>Families must report combo of: (a) at-home materials manipulated by child/adults; (b) knowledge-based parenting tools; (c) in person interaction with teacher (home visit or at school)</p> <p>UWMC will ask how you determined this. We will not require any specific questions or tool, so long as all three categories are covered</p>
<p>Increase engagement in child success</p>	<p>% of children under age 6 who receive a well-child check-up during the program year</p>	<p>Numerator: # children under age 6 who receive well-child check-up during the program year Denominator: total children in program</p>	<p>UWMC will ask how you determined this. We will not require any specific questions or tool</p>
	<p>% of children under age 6 read to by their parents at least 5 times per week</p>	<p>Numerator: # children under age 6 read to by their parents at least 5 times per week Denominator: total children in program</p>	<p>UWMC will ask how you determined this. We will not require any specific questions or tool</p>

IMPACT AREA: Communities Indicators

OVERALL GOAL: Community Resources Are Linked to Support Child and Student Success

Outcomes	Indicator	Data Required	Definitions
Improve access to high-quality child and family support services	% increase in 'new' children and families receiving services	Numerator: [year's end participants] minus [year's start participants] Denominator: Total participants at end of year	This indicator tracks <i>increase</i> in participants only. "New" means slots, not individuals. A new person who replaces a person leaving the program does not count.
	% increase in program dosage for children	Numerator: time at beginning of program year Denominator: time at end of program year	Increased hours/days/weeks/months for service offered.

MIDDLE SCHOOL MEASUREMENT FRAMEWORK

<u>STUDENTS</u> Students are Ready to Succeed in School	<u>FAMILIES & CARING ADULTS</u> Families and Caring Adults Have High Expectations for Student Success	<u>COMMUNITIES</u> Community Resources are Linked to Support Student Success
OUTCOMES	OUTCOMES	OUTCOME
Ensure academic and social preparedness for 9th grade success	Increase knowledge and skills to positively impact student success	Improve access to high-quality child, student, and family support services
	Increase engagement in child and student success	Promote collaboration among schools, support service providers, volunteers, and community members <i>(UWMC-Driven)</i>
		Strengthen community infrastructure to sustain child, student, and family outcomes <i>(UWMC-Driven)</i>

IMPACT AREA: Students

OVERALL GOAL: Students are Ready to Succeed in School

Outcome	Indicator	Data Required	Definitions
<p>Ensure academic and social preparedness for 9th grade success</p>	<p>% of students promoted to next grade on time and with satisfactory attendance and grade performance*</p>	<p>Numerator: students promoted to next grade “on-track” Denominator: total students in program*</p>	<p>Satisfactory attendance: Students will not exceed the maximum number of absences required for grade promotion. (ex. 9 unexcused absences for CPS) Satisfactory grade performance: Students will meet required grade performance for grade promotion. (ex. “C” or better)</p>
	<p>% of students meeting or exceeding ISAT benchmarks*</p>	<p>Numerator: students meeting or exceeding benchmarks Denominator: total tested students in program*</p>	<p>Important to not compare to entire school, only students in the program. Success will look different for program participants than for the general school population.</p>
	<p>% of students meeting Illinois Social Emotional Standards</p>	<p>Numerator: # of students meeting SEL standards Denominator: # of students screened for SEL benchmarks</p>	<p>Students must be measured for: self-awareness, social self-awareness, and demonstration of decision-making skills. UWMC will ask what tool you use to determine this. We will not require any specific questions are tool, so long as all three categories are covered. See www.isbe.state.il.us/ils/social_emotionalstandards.htm</p>

*Should your program serve students with profound cognitive or learning disabilities who do not follow traditional grade level progression or will not meet or exceed ISAT benchmarks (this includes students who take the IAA or who do not participate in standardized academic testing), please enter “0” in the numerator for the appropriate indicators. This **will not** detract from the strength of your application. You will have a chance to explain the “0” in a designated space on the application and provide appropriate analogous measures for academic success. Please **do not** leave the indicator blank.

IMPACT AREA: Family and Caring Adults

OVERALL GOAL: Families and Caring Adults Have High Expectations for Student

Outcomes	Indicator	Data Required	Definitions
<p>Increase knowledge and skills to positively impact student success</p>	<p>% of families/caring adults reporting confidence in supporting students at home</p>	<p>Numerator: families reporting confidence in supporting students Denominator: total families involved</p>	<p>UWMC will ask how you determined this. We will not require any specific questions or tool</p>
	<p>% of families/caring adults involved in student homework review</p>	<p>Numerator: families involved in student homework Denominator: total families involved</p>	<p>UWMC will ask how you determined this. We will not require any specific questions or tool</p>
<p>Increase engagement in student success</p>	<p>% of students who report having at least one adult they trust</p>	<p>Numerator: students reporting trusting adult Denominator: total students</p>	<p>UWMC will ask how you determined this. We will not require any specific questions or tool</p>
	<p>% of families/caring adults participating in non-disciplinary teacher conferences</p>	<p>Numerator: families participating in conferences Denominator: total families</p>	<p>UWMC will ask how you determined this. We will not require any specific questions or tool</p>
	<p>% of families/caring adults engaged on school committees, groups, or activities</p>	<p>Numerator: families engaged in groups or activities. Denominator: total families</p>	<p>“Engaged” is different than “attendance.” An adult can attend a track meet. This is different than volunteering to chaperone the track team for the day. This measure is looking for the latter.</p>

IMPACT AREA: Communities Indicators

OVERALL GOAL: Community Resources Are Linked to Support Student Success

Outcomes	Indicator	Data Required	Definitions
<p>Improve Access to high-quality student and family support services</p>	<p>% increase in 'new' student and families receiving services</p>	<p>Numerator: [years end participants] minus [years start participants] Denominator: Total participants at end of year</p>	<p>This indicator tracks <i>increase</i> in participants only. "New" means slots, not individuals. A new person who replaces a person leaving the program does not count.</p>
	<p>% increase in program dosage for students</p>	<p>Numerator: time at beginning of program year Denominator: time at end of program year</p>	<p>Increased hours/days/weeks/months for service offered.</p>