



GUIDELINES FOR REVIEWING THE GRADE-LEVEL READING COMMUNITY

SELF-ASSESSMENT

SECTION A: MEASURABLE PROGRESS TOWARD SOLVING THE PROBLEM (28 POINTS)

- The community has provided clear and compelling evidence that confirms it has made measurable progress for low-income children in *school readiness*, as follows: **More children from low-income families are ready for school and developmentally on track, or fewer children are entering kindergarten with undetected, undiagnosed and untreated conditions or delays that can impede learning.** (7 points)

Note: Please refer to items A2–A12 and weigh the evidence as presented. You may consider the following variables in assessing the community’s responses:

- (a) Is progress clearly demonstrated for low-income children over at least two years within the past five years?*
- (b) At what scale has progress been made? How many children are affected? (For example, is evidence of progress presented for only one school or one program site; for a group of schools, a neighborhood or group of program sites; for an entire school district or group of districts; or is there evidence to support a claim of community-wide or population-level progress, as defined by the community?)*
- (c) Over how many years within the past five years is progress demonstrated (from baseline to most recent)? How contemporary or up-to-date is the most recent evidence of progress?*
- (d) Are all items clearly, sufficiently and appropriately addressed?*
- (e) How compelling is the evidence presented in the collective responses in this section (A2–A12)?*

1	2	3	4	5	6	7
Needs more development.		Promising — not yet fully persuasive.		Good, strong effort. Hits all the key points.		Nailed it! Exemplary! Outstanding!

Please note strengths:

Please note areas to strengthen:

- The community has provided clear and compelling evidence that confirms it has made measurable progress for low-income children in *school attendance*, as follows: **Fewer children from low-income families are chronically absent.** (7 points)

Note: Please refer to items A13–A32 and weigh the evidence as presented. You may consider the following variables in assessing the community’s responses:

- Is progress clearly demonstrated for low-income children over at least two years within the past five years?*
- At what scale has progress been made? How many children are affected? (For example, is evidence of progress presented for only one school or one program site; for a group of schools, a neighborhood or group of program sites; for an entire school district or group of districts; or is there evidence to support a claim of community-wide or population-level progress, as defined by the community?)*
- Over how many years within the past five years is progress demonstrated (from baseline to most recent)? How contemporary or up-to-date is the most recent evidence of progress?*
- Are all items clearly, sufficiently and appropriately addressed?*
- How compelling is the evidence presented in the collective responses in this section (A13–A32)?*

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1	2	3	4	5	6	7
Needs more development.		Promising — not yet fully persuasive.		Good, strong effort. Hits all the key points.		Nailed it! Exemplary! Outstanding!

Please note strengths:

Please note areas to strengthen:

- The community has provided clear and compelling evidence that confirms it has made measurable progress for low-income children in *summer learning*, as follows: **More children from low-income families are maintaining or increasing their reading levels over the summer.** (7 points)

Note: Please refer to items A33–A42 and weigh the evidence as presented. You may consider the following variables in assessing the community’s responses:

- Is progress clearly demonstrated for low-income children over at least two years within the past five years?*
- At what scale has progress been made? How many children are affected? (For example, is evidence of progress presented for only one school or one program site; for a group of schools, a neighborhood or group of program sites; for an entire school district or group of districts; or is there evidence to support a claim of community-wide or population-level progress, as defined by the community?)*
- Over how many years within the past five years is progress demonstrated (from baseline to most recent)? How contemporary or up-to-date is the most recent evidence of progress?*
- Are all items clearly, sufficiently and appropriately addressed?*
- How compelling is the evidence presented in the collective responses in this section (A33–A42)?*

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1	2	3	4	5	6	7
Needs more development.		Promising — not yet fully persuasive.		Good, strong effort. Hits all the key points.		Nailed it! Exemplary! Outstanding!

Please note strengths:

Please note areas to strengthen:

- The community has provided clear and compelling evidence that confirms it has made measurable progress for low-income children in *overall grade-level reading*, as follows: **More children from low-income families are reading at or above grade level at the end of first, second and third grade. (7 points)**

Note: Please refer to items A43–A52 and weigh the evidence as presented. You may consider the following variables in assessing the community’s responses:

- (a) *Is progress clearly demonstrated for low-income children over at least two years within the past five years?*
- (b) *At what scale has progress been made? How many children are affected? (For example, is evidence of progress presented for only one school or one program site; for a group of schools, a neighborhood or group of program sites; for an entire school district or group of districts; or is there evidence to support a claim of community-wide or population-level progress, as defined by the community?)*
- (c) *Over how many years within the past five years is progress demonstrated (from baseline to most recent)? How contemporary or up-to-date is the most recent evidence of progress?*
- (d) *Are all items clearly, sufficiently and appropriately addressed?*
- (e) *How compelling is the evidence presented in the collective responses in this section (A43–A52)?*

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1	2	3	4	5	6	7
Needs more development.		Promising — not yet fully persuasive.		Good, strong effort. Hits all the key points.		Nailed it! Exemplary! Outstanding!

Please note strengths:

Please note areas to strengthen:

- For how many of the above areas (school readiness, school attendance, summer learning, overall grade-level reading) has the community provided clear and compelling evidence of measurable progress for low-income children over at least two years within the past five years?

Check only one:

- No areas
 One area
 Two areas
 Three areas
 Four areas

SECTION B: DESTINATION (7 POINTS)

- The responses to the items in this section (B1–B2), considered together, provide a well-developed description of what the community has learned in the process of implementing its plan for improving grade-level reading proficiency, including a discussion of successful strategies, strategies that have not worked as well as intended and any planned adjustments to its goals/destination. (7 points)

1	2	3	4	5	6	7
Needs more development.		Promising — not yet fully persuasive.		Good, strong effort. Hits all the key points.		Nailed it! Exemplary! Outstanding!

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Please note strengths:

Please note areas to strengthen:

SECTION C: STRATEGY (14 POINTS)

- The responses to the items in this section (C1–C10), considered together, reflect the successful implementation of a robust set of strategies, programs, tools and supports in the three community solutions areas of school readiness, school attendance and summer learning. (7 points)

1	2	3	4	5	6	7
Needs more development.		Promising — not yet fully persuasive.		Good, strong effort. Hits all the key points.		Nailed it! Exemplary! Outstanding!

Please note strengths:

Please note areas to strengthen:

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- The responses to the items in this section (C1–C10), considered together, reflect a high community priority on implementing a *cross-cutting* set of strategies, programs, tools and supports that:
 - (a) ensure parent success;
 - (b) address the health determinants of early school success;
 - (c) provide services and/or interventions for children and families served by public housing, Section 8 and/or other types of housing assistance programs for low-income families;
 - (d) use/combine “high-tech” programs with “high-touch” efforts to reach, engage and support children and families.
 (7 points)

1	2	3	4	5	6	7
Needs more development.		Promising — not yet fully persuasive.		Good, strong effort. Hits all the key points.		Nailed it! Exemplary! Outstanding!

Please note strengths:

Please note areas to strengthen:

SECTION D: DATA (7 POINTS)

- The responses to the items in this section (D1–D7) reflect extensive sharing and use of data to set baselines, track progress and ensure accountability in support of the local grade-level reading effort. (7 points)

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1	2	3	4	5	6	7
Needs more development.		Promising — not yet fully persuasive.		Good, strong effort. Hits all the key points.		Nailed it! Exemplary! Outstanding!

Please note strengths:

Please note areas to strengthen:

SECTION E: CONNECTING FOR SYNERGY (7 POINTS)

- The responses in this section (E1–E16), considered together, reflect a robust effort to engage and connect with a broad and diverse set of individuals, groups, organizations, institutions and change initiatives to generate synergy and leverage success.

You should consider the following variables in assessing the community’s responses:

- (a) Success in affiliating grade-level reading initiative strategies and activities with those of other local change efforts and initiatives.*
- (b) Success in increasing stakeholder engagement and diversity (ethnic, racial, socioeconomic, age, sexual orientation, gender expression, people with disabilities and others whose voices have been unheard in the past) to ensure that members of the community have robust involvement and leadership in defining goals, creating plans and implementing action steps.*
- (c) Increased or strengthened collaboration across institutional sectors (business, nonprofit, library, government, K–12 education, higher education, social service, health, faith, philanthropic, neighborhood/civic groups) in the community.*
- (d) Increased and effective mobilization of volunteers in the local grade-level reading effort.*

- (e) *Strong and successful efforts to engage funders in support of the local grade-level reading effort.*
- (f) *Strong effort by the local grade-level reading coalition to work with other communities within its state or region that are involved in supporting grade-level reading efforts.*
- (g) *Effective use of one or more “opportunities for messaging and mobilizing” in order to drive progress.*

1	2	3	4	5	6	7
Needs more development.		Promising — not yet fully persuasive.		Good, strong effort. Hits all the key points.		Nailed it! Exemplary! Outstanding!

Please note strengths:

Please note areas to strengthen:

SECTION F: SUCCESS, SCALE AND SUSTAINABILITY (7 POINTS)

- The responses in this section (F1–F6), considered together, provide a rich and compelling description of how the local grade-level reading coalition is successfully implementing one or more key strategies for success, scale and sustainability.

Note: An exemplary response would:

- (1) *describe how one or more of these strategies support ongoing work both within and across all three community solutions areas (school readiness, school attendance, summer learning).*
- (2) *demonstrate how one or more of these strategies are contributing to progress in outcomes for low-income children in one or more solutions areas and overall grade-level reading.*

(3) describe how one or more of these strategies increase civic engagement and collaboration.

(4) describe how one or more of these strategies contribute to the recognition and involvement of diverse segments and perspectives (ethnic, racial, socioeconomic, age, sexual orientation, gender expression, people with disabilities and others) in community decision making.

(5) describe how one or more of these strategies contribute to scaling up and sustaining success within the community.

1	2	3	4	5	6	7
Needs more development.		Promising — not yet fully persuasive.		Good, strong effort. Hits all the key points.		Nailed it! Exemplary! Outstanding!

Please note strengths:

Please note areas to strengthen:

● Section F Bonus Points (Up to 7 points)

This Section (Section F) MAY merit up to 7 Bonus Points because it includes truly compelling elements or features of note. **Note: In order to award Bonus Points, there must minimally be a response to F1.** You may consider the overall number of items in this Section for which the community has provided responses, along with the extent to which the responses reflect exemplary alignment and/or leveraging of efforts across the various strategies. Reviewer MUST provide rationale in the Comments section.

Bonus Points Awarded: _____

Reason(s) for awarding Bonus Points:

TOTAL POINTS:	Section A (28 points max.)	_____
	Section B (7 points max.)	_____
	Section C (14 points max.)	_____
	Section D (7 points max.)	_____
	Section E (7 points max.)	_____
	Section F (7 points max.)	_____
	Bonus (7 points max.)	_____
	GRAND TOTAL (77 points max.)	_____

Please note OVERALL strengths:

Please note OVERALL areas to strengthen:
