

Read by 4th Dashboard- February 2017

| | | | Time Period | Actual Value | Current Trend |
|---|---|---------|-------------|--|---------------|
| R | 13,300 3rd-grade students reading at or above grade level by 2020 | | | | |
| I | Number of 3rd grade students scoring "on grade level" in reading in the 2019-2020 school year | 2016 | 5,991 | ↓ 1 | |
| R | Grade-level reading increases at a faster rate than other Grade Level Reading (GLR) Cities | | | | |
| I | Change in Percent of 3rd grade students scoring "on grade level" in reading from one year to the next consecutive year, as compared to other GLR cities | — | — | — | |
| R | Grade-level reading increases | | | | |
| P | Professional development and embedded coaching for K-3 literacy teachers (SDP) | | | | |
| PM | Percent of schools serving grades K-3 that have participated in the Summer Literacy Institute PD | 2016 | 62.40% | ↗ 1 | |
| PM | Number of Schools with K-3 classroom teachers receiving coaching during the school year | 2017 | 93 | ↗ 1 | |
| P | Instructional resources for teachers that align with National Reading Panel Recommendations | | | | |
| PM | Percent of K-3 classrooms that have received leveled classroom libraries | — | — | — | |
| PM | Number of free trainings offered to support implementation of evidence-based literacy instruction | Q4 2016 | 4 | → 0 | |
| PM | Number of teachers attending free trainings to support implementation of evidence-based literacy instruction | Q4 2016 | 198 | → 0 | |
| P | Accreditation of local teacher preparation programs to IDA standards for teaching reading | | | | |

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|----|---|-------------|--------------|---------------|
| PM | Number of Philadelphia-area universities with at least one teacher preparation program accredited according to IDA standards for teaching reading | 2016 | 2 | → 0 |
| PM | Number of Philadelphia-area undergraduate-level teacher preparation programs currently accredited according to IDA standards for teaching reading | — | — | — |
| PM | Number of Philadelphia-area Master's-level teacher preparation programs currently accredited according to IDA standards for teaching reading | 2016 | 2 | → 0 |
| P | Public Awareness and Family Engagement to promote availability of resources to enhance and support children's literacy development | Time Period | Actual Value | Current Trend |
| PM | Number of Read by 4th materials / collateral (bookmarks, tips, fans, etc.) distributed | Q4 2016 | 2,755 | → 0 |
| PM | Number of parent workshops related to literacy | Q4 2016 | 64 | → 0 |
| PM | Number of parent workshops that included the ABCs of reading engagement (Ask questions, Build vocabulary, make Connections) | Q4 2016 | 43 | → 0 |
| PM | Number of literacy-related workshops offered by partners to peer organizations and businesses | Q4 2016 | 125 | → 0 |
| R | Percent of students attending 95% or more of instructional time increases | Time Period | Actual Value | Current Trend |
| I | Percent of K-3 students attending 95% or more of instructional time | 2016 | 43.40% | ↗ 1 |
| P | Public Awareness and Family Engagement | Time Period | Actual Value | Current Trend |
| PM | Number of community ambassadors recruited and trained in 6 participating schools | Q4 2016 | 10 | → 0 |
| PM | [Placeholder for performance measure related to chronic absenteeism rates of schools / students paired with ambassadors] | — | — | — |
| R | Kindergarten readiness increases | Time Period | Actual Value | Current Trend |
| I | [Placeholder for survey items- parents and caregivers who report: understanding of importance of early literacy activities, engaging in more literacy activities with their children, knowing where / how to access resources to support their children's literacy development] | — | — | — |

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|----|--|-------------|--------------|---------------|
| I | [Placeholder for measure related to percent of students entering kindergarten who are school-ready] | — | — | — |
| I | [Placeholder for measure related to percent of infants/toddlers meeting benchmarks on early language/literacy measures] | — | — | — |
| P | Public Awareness and Family Engagement to promote importance of pre-literacy activities(Rb4) | Time Period | Actual Value | Current Trend |
| PM | Number of place-based messaging signs distributed to grocery stores/bodegas, laundromat, barbershops/salons, and WIC offices | Q4 2016 | 0 | → 0 |
| PM | Number of registered Ready Rosie users in Philadelphia | Q4 2016 | 126 | → 0 |
| PM | Number of registered Vroom users in Philadelphia | Q4 2016 | 307 | → 0 |
| PM | Number of users who visit the Readby4th.org website | Q4 2016 | 1,198 | → 0 |
| PM | Number of Reading Heroes recognized | Q4 2016 | 6 | → 0 |
| P | Access to books increased through trusted messengers and community partners | Time Period | Actual Value | Current Trend |
| PM | Number of book nooks established | Q4 2016 | 241 | → 0 |
| PM | Number of children's books distributed for children's home libraries | Q4 2016 | 51,278 | → 0 |
| P | Quality Pre-K expansion | Time Period | Actual Value | Current Trend |
| PM | Number of quality pre-k slots available | 2017 | 17,135 | ↗ 2 |
| PM | Number of children enrolled in quality pre-k slots | — | — | — |
| R | Children are maintaining their reading level over the summer | Time Period | Actual Value | Current Trend |

I Percent of Rb4 Summer Camp participants reading on the same or higher level in the fall than in the previous spring

| P Infusion of literacy activities in summer camps | | | | Time Period | Actual Value | Current Trend |
|---|--|--|--|-------------|--------------|---|
| PM | Number of summer camps implementing the Rb4 literacy camp model | | | 2016 | 118 |  1 |
| PM | Number of K-3 students enrolled in Read by 4th Summer Camps | | | 2016 | 3,000 |  0 |
| PM | Number of affiliate camps that provide literacy programming | | | 2016 | 27 |  0 |
| PM | Number of 1st-3rd graders attending FLP's Jumpstart program | | | 2016 | 80 |  1 |
| PM | Number of FLP Jumpstart sites | | | 2016 | 8 |  1 |
| P Infuse literacy in summer Drop-In Programs | | | | Time Period | Actual Value | Current Trend |
| PM | Number of summer meal sites at which literacy activities are implemented | | | 2016 | 17 |  1 |
| PM | Number of Summer of Wonder Participants ages 0-5 | | | 2016 | 11,663 |  1 |
| PM | Number of Summer of Wonder Participants in Grades K-5 | | | 2016 | 18,792 |  1 |
| P Summer Book Distributions | | | | Time Period | Actual Value | Current Trend |
| PM | Number of Pre-K-2 students receiving a book bundle | | | 2016 | 39,050 |  0 |
| P Public Awareness and Family Engagement to promote importance of literacy activities over the summer | | | | Time Period | Actual Value | Current Trend |
| PM | Number of communications by type (PSA, flyers) | | | 2016 | 1 |  1 |

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|----|---|-------------|--------------|---------------|
| PM | Number of students who participated in "Read and Ring" | 2016 | 121 | → 0 |
| R | Students read more outside of school hours | Time Period | Actual Value | Current Trend |
| P | Infusion of literacy activities in OST programs | Time Period | Actual Value | Current Trend |
| PM | Number of Students in grades K-4 attending OST programs with literacy-related activities | 2017 | 5,404 | ↓ 1 |
| P | Access to Free Reading Tutoring | Time Period | Actual Value | Current Trend |
| PM | Number of hours of free, accessible reading tutoring offered | — | — | — |
| PM | Number of students participating in free, accessible reading tutoring offered | Q4 2016 | 6,594 | → 0 |
| PM | Number of volunteers recruited to be reading tutors for Kindergarten through 3rd graders | Q4 2016 | 313 | → 0 |
| R | Managing partner utilizes the Collective Impact Framework to increase the impact of the campaign in Philadelphia | Time Period | Actual Value | Current Trend |
| I | Number of core partners affiliated with Read by 4th | 2016 | 31 | → 0 |
| I | Number of community partners affiliated with Read by 4th | 2016 | 40 | → 0 |
| I | Number of champions affiliated with Read by 4th | 2016 | 20 | → 0 |
| P | Maintain and promote common agenda and shared vision | Time Period | Actual Value | Current Trend |
| PM | Total Number of Quarterly Partner Network Meetings Held | 2016 | 4 | — |
| PM | Number of Rb4 partners who report working strategically with other partners (sharing resources, strategies, data, etc.) | — | — | — |

| P | Coordinate working group activities and priority interventions | Time Period | Actual Value | Current Trend |
|----|---|-------------|--------------|---------------|
| PM | Number of working group meetings coordinated by the managing partner | Q4 2016 | 12 | → 0 |
| PM | Number of initiatives launched by Attendance Working Group | Q4 2016 | 2 | ↗ 1 |
| PM | Number of initiatives launched by Kindergarten Readiness Working Group | Q4 2016 | 3 | ↗ 1 |
| PM | Number of initiatives launched by Summer / OST Working Group | Q4 2016 | 4 | → 1 |
| PM | Number of initiatives launched by Instructional Strategies Working Group | Q4 2016 | 9 | ↗ 1 |
| P | Catalyze city- and community- level understanding of the importance of early literacy | Time Period | Actual Value | Current Trend |
| PM | Number of Rb4 partners reporting a policy or program shift related to Rb4 | — | — | — |
| P | Collect data and report on progress of shared measures | Time Period | Actual Value | Current Trend |
| PM | Number of shared measures reported on Annual Report Card | 2016 | 7 | → 0 |