

Attachment A: Grant Goals, Performance Measures, and Measured Outcomes

Behavior A:

GOAL: By the end of 2030 school year, the exclusionary discipline rate, as measured by the *[ISS/OSS (select one)]* counts will decrease by *[percentage]*. To achieve this, the *[ISS/OSS(select one)]* counts will need to decrease by *[percentage]* each year of the grant or by approximately *[number]* incidents based on *[year]* data when district had *[total]* disciplinary actions.

Performance Measures:

- **Systemic**
 - **Option 1:** For each year of the grant *[number of staff]* staff members will be trained and implementing in the *[protocol]* in classroom.
 - **Option 2:** For each year of the grant *[percentage]* of *[type of policy – Classroom Removal, Code of Conduct, Bullying Prevention, etc.]* policy and procedures will be reviewed and aligned to reflect equity-focused principles and inclusive practices through data analysis and meaningful participation of marginalized stakeholders in decision-making process.
 - **Option 3:** Each year of the grant, we will see a decrease in disparities across key indicators (e.g., in-and out-of-school suspensions, expulsions) in disciplinary actions disaggregated by *[race, income, language status, or disability]*.
- **Academic:**
 - **Option 1:** For each year of the grant all students served by the EARSS program will decrease failing grades in core classes with a passing grade.
 - **Option 2:** For each year of the grant all students served by the EARSS program will increase course performance as measured by an increase in GPA when compared from baseline (end of year in the previous year) to year-end.
 - **Option 3:** For each year of the grant students served by the EARSS program will increase course performance by increasing course credits required for graduation by *[select one method – e.g. completion of work-based learning opportunity, completion of credit recovery, completion of concurrent enrollment or career-based professional endorsement courses, etc.]*
- **Discipline:**
 - **Option 1:** For each year of the grant the number of students served by the EARSS program who receive in-school suspensions will decrease as measured by a comparison of in-school suspension among EARSS-served students from baseline (end of year in the previous year) to year-end.
 - **Option 2:** For each year of the grant the number of students served by the EARSS program who receive out-of-school suspensions will decrease by *[percentage]* as measured by a comparison of out-of-school suspension amount EARSS-served students from baseline (end of year in the previous year) to year-end.

Measured Outcomes:

- Self-reported data in End of Year Survey
- Logic Model and Reflection
- State-reported discipline data related to in- or out-of-school suspension rates and student-level discipline reports

Behavior B:

Goal: By the end of the 2030 school year, the total number of students who received disciplinary action will decrease by **[percentage]**. To achieve this, the total count will need to decrease by **[percentage]** each year of the grant, or approximately **[number]** disciplinary actions each year based on **[year]** data when district had **[total]** disciplinary actions.

Performance Measures:

- **Systemic**
 - **Option 1:** For each year of the grant **[number of staff]** staff members will be trained and implementing in the **[protocol]** in classroom.
 - **Option 2:** For each year of the grant **[percentage]** of [type of policy – Classroom Removal, Code of Conduct, Bullying Prevention, etc.] policy and procedures will be reviewed and aligned to reflect equity-focused principles and inclusive practices through data analysis and meaningful participation of marginalized stakeholders in decision-making process.
 - **Option 3:** Each year of the grant, we will see a decrease in disparities across key indicators (e.g., in-and out-of-school suspensions, expulsions) in disciplinary actions disaggregated by **[race, income, language status, or disability]**.
- **Academic:**
 - **Option 1:** For each year of the grant all students served by the EARSS program will decrease failing grades in core classes with a passing grade.
 - **Option 2:** For each year of the grant all students served by the EARSS program will increase course performance as measured by an increase in GPA when compared from baseline (end of year in the previous year) to year-end.
 - **Option 3:** For each year of the grant students served by the EARSS program will increase course performance by increasing course credits required for graduation by **[select one method – e.g. completion of work-based learning opportunity, completion of credit recovery, completion of concurrent enrollment or career-based professional endorsement courses, etc.]**
- **Discipline:**
 - **Option 1:** For each year of the grant the number of students served by the EARSS program who receive disciplinary action will decrease as measured by unique count of EARSS-served students who receive a discipline action from baseline (end of year in the previous year) to year-end.

Measured Outcomes:

- Self-reported data in End of Year Survey
- Logic Model and Reflection
- State-reported data related to Discipline Action Rate or the number of discipline actions per student

ATTENDANCE A:

Goal: By the end of 2030 school year, the Chronically Absent rate will decrease by [*percent*]. To achieve [*percentage*] as a district by 2029-2030, these schools will need to reduce the Chronic Absenteeism rate by [*percentage*] each year, which is approximately [*number of students*] students annually.

Performance Measures:

- **Systemic**
 - **Option 1:** For each year of the grant [*number*] of staff members will be trained in and implementing [*protocol*] in the classroom.
 - **Option 2:** For each year of the grant policy and procedure regarding [*type of policy – attendance, tardy, unexcused, etc.*] will be reviewed and aligned to reflect equity-focused principles and inclusive practices through data analysis and meaningful participation of marginalized stakeholders in decision-making process.
 - **Option 3:** Each year of the grant, the [*school/district*] will see a decrease in disparities across chronic absentee rates disaggregated by [*race, income, language status, or disability*].
- **Academic:**
 - **Option 1:** For each year of the grant all students served by the EARSS program will decrease failing grades in core classes with a passing grade.
 - **Option 2:** For each year of the grant all students served by the EARSS program will increase course performance as measured by an increase in GPA when compared from baseline (end of year in the previous year) to year-end.
 - **Option 3:** For each year of the grant students served by the EARSS program will increase course performance by increasing course credits required for graduation by [*select one method – e.g. completion of work-based learning opportunity, completion of credit recovery, completion of concurrent enrollment or career-based professional endorsement courses, etc.*]
- **Attendance**
 - **Option 1:** For each year of the grant, the chronically absent rate will decrease by [*percentage*] as measured by comparing this rate from baseline (end of year in the previous year) to year-end.
 - **Option 2:** For each year of the grant [*percentage*] of chronically absent students served by the EARSS program will no longer be chronically absent as measured by daily or weekly monitoring of school attendance.
 - **Option 3: (Only for facility school consideration):** For each year of the grant [*percentage*] of students served by the EARSS program at a facility school will increase program attendance as measured by satisfactory attendance based on the program guidelines or an attendance plan.

Measured Outcomes:

- Self-reported data in End of Year Survey
- Logic Model and Reflection
- State-reported data related to Chronically Absent Rates

ATTENDANCE B:

Goal:

By the end of 2030 school year, the Attendance Rate will improve to *[percentage]*. To achieve this, these schools will need to improve the attendance rate by *[percentage]* each year.

Performance Measure:

- **Systemic**
 - **Option 1:** For each year the grant [number] of staff members will be trained and implementing in *[protocol]* in the classroom.
 - **Option 2:** For each year of the grant policy and procedure regarding *[type of policy – attendance, tardy, excused, unexcused, etc.]* will be reviewed and aligned to reflect equity-focused principles and inclusive practices through data analysis and meaningful participation of marginalized stakeholders in decision-making process.
 - **Option 3:** Each year of the grant, the *[school/district]* will see a decrease in disparities across chronic absentee rates disaggregated by *[race, income, language status, or disability]*.
- **Academic:**
 - **Option 1:** For each year of the grant all students served by the EARSS program will decrease failing grades in core classes with a passing grade.
 - **Option 2:** For each year of the grant all students served by the EARSS program will increase course performance as measured by an increase in GPA when compared from baseline (end of year in the previous year) to year-end.
 - **Option 3:** For each year of the grant students served by the EARSS program will increase course performance in increasing course credits required for graduation by *[select one method – e.g. completion of work-based learning opportunity, completion of credit recovery, completion of concurrent enrollment or career-based professional endorsement courses, etc.]*
- **Attendance**
 - **Option 1:** For each year of the grant daily or weekly attendance rate will increase by *[number of percentage points]* when compared to school attendance from baseline (end of year in the previous year) to year-end among EARSS-served students.
 - **Option 2:** For each year of the grant *[percentage]* of students served by the EARSS program will increase school attendance as measured by daily or weekly monitoring of school attendance.
 - **Option 3: (Only for facility school consideration):** For each year of the grant *[percentage]* of students served by the EARSS program at a facility school will increase program attendance as measured by satisfactory attendance based on the program guidelines or an attendance plan

Measured Outcomes:

- Self-reported data in End of Year Survey
- Logic Model and Reflection
- State-reported data related to Attendance Rates