

Nita M. Lowey 21st CCLC Community Learning Centers: Multi-Year Program Design and Performance

All Pennsylvania 21st CCLC programs are expected to address the federally defined Government Performance and Results Act (GPRA) measures. Grantees must establish local performance indicators, or objectives, that are aligned with the GPRA measures that apply to the grade levels the applicant proposes to serve. Specific performance targets (counts or percentages of students achieving the outcome) should be established by considering the applicant's needs assessment and baseline student performance. Performance targets or objectives should be challenging but also achievable. Program monitoring, end-of-year reporting, and future funding will focus on improving performance from year to year on these measures. Grantees are obligated to set indicators and targets for those GPRA and state measures that apply to the grade levels the applicant proposes to serve. Grantees may identify additional outcome measures or special interest areas to examine through their local evaluation; however, performance measurement will focus on the five GPRA measures and one state measure listed here. Performance elements should reflect annual growth. In other words, the performance targets selected will apply each year of the grant. However, the applicant has the option of setting different targets for each year of the grant if that makes sense given the applicant's needs assessment.

If grade levels are not specified for a measure, 'elementary' means preschool through grade 5, 'middle school' means grades 6-8, and 'high school' means grades 9-12, in alignment with federal reporting structures. This means that an applicant's grade/building distribution may differ from their grade category for reporting.

If the applicant does not serve grades specified in the indicators that follow, enter NA in the row.

Applicant Agency:

GPRA MEASURE #1: ACADEMIC ACHIEVEMENT

Percentage of students in grades 4–8 participating in 21stCCLC programming during the school year and summer who demonstrate growth in reading/language arts on state assessments.

Percentage of students in grades 4–8 participating in 21stCCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments.

How is growth determined? Growth is defined as positive movement from one performance level to the next on two consecutive years of the same state assessment (PSSA to PSSA or PASA to PASA). This means that a student is considered as IMPROVED if they:

- Move from Below Basic to Basic, Proficient, or Advanced.
- Move from Basic to Proficient or Advanced.
- Move from Proficient to Advanced.

Students who score within the Advanced level on both the prior year and the current year state assessment are considered as not needing to improve.

Students who score in the same level (Below Basic, Basic, and Proficient) in two consecutive years are considered ‘no change.’

Students who show negative change, i.e. go from Proficient to Basic, from one year to the next are considered declining.

Data analysis for state assessments will only include students in Grades 4-8, as these are the grades most likely to have two consecutive years of the state assessments and state assessments are not conducted in Pennsylvania before 3rd grade or at the high school levels.

Performance Indicator	Target (%)	Activities: Include those activities specifically chosen to influence the area addressed by the performance indicator	Data Source(s) and Evaluation Methods: List all data sources used to examine this indicator: Ex: report cards, program attendance data, student grade levels
The percentage of elementary 21 st CCLC participants who demonstrate growth in mathematics on state assessments (PSSA/PASA).			

<p>The percentage of middle school 21st CCLC participants who demonstrate growth in mathematics on state assessments (PSSA/PASA).</p>			
<p>The percentage of elementary 21st CCLC participants who demonstrate growth in reading on state assessments (PSSA/PASA).</p>			
<p>The percentage of middle school 21st CCLC participants who demonstrate growth in reading on state assessments (PSSA/PASA).</p>			

GPRA MEASURE #2: GRADE POINT AVERAGE (GPA)

Percentage of students in grades 7–8 and 10–12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA less than 3.0 who demonstrated an improved GPA.

How is growth determined? Growth is defined as a positive increase in a student’s grade point average from the prior year to the participating year. Grantees should examine GPA to the nearest tenth (one decimal point). Grantees/schools may round a student’s GPA to the nearest tenth based on generally accepted mathematical principles where .05 and greater may be rounded up and .04 and lower are rounded down. Examples: 3.15 would be rounded to 3.2; 2.86 would be reported as 2.9; 3.44 would be rounded and reported as 3.4.

Performance Indicator	Target (%)	Activities: Include those activities specifically chosen to influence the area addressed by the performance indicator	Data Source(s) and Evaluation Methods: List all data sources used to examine this indicator: Ex: report cards, program attendance data, student grade levels
The percentage of 7-8th grade 21 st CCLC participants whose GPA improved from the end of the prior year to the end of the current year.			
The percentage of 10-12 th grade 21 st CCLC participants whose GPA improved from the end of the prior year to the current year.			

GPRA MEASURE #3: SCHOOL DAY ATTENDANCE

Percentage of youth in grades 1–12 participating in 21st CCLC during the school year and summer who:

- a. Had a school-day attendance rate at or below 90% in the prior school year; and
- b. Demonstrated an improved attendance rate in the current school year.

How is growth determined? State evaluators will examine the attendance rate in consideration of the student’s enrolled days for the prior year and the participating year. However, state evaluators will focus on attendance rate as the growth measure.

- Students with an attendance rate better than 90% in the prior year AND the participating year will be considered not needing to improve.
- After excluding students who did not need to improve, any student who improves to any degree from the prior year to the current year will be considered improved.
- After excluding students who did not need to improve, any student who declines to any degree from the prior year to the current year will be considered declined.
- After excluding students who did not need to improve, any student whose attendance rate is the same for both years will be considered no change.

Performance Indicator	Target (%)	Activities: Include those activities specifically chosen to influence the area addressed by the performance indicator	Data Source(s) and Evaluation Methods: List all data sources used to examine this indicator: Ex: report cards, program attendance data, student grade levels
The percentage of elementary 21 st CCLC participants, as applicable to the grades the applicant intends to serve, having a prior year attendance rate below 90% whose school-day attendance rate improved from the prior year to the current year.			

The percentage of middle and high school 21st CCLC participants, as applicable to the grades the applicant intends to serve, having a prior year attendance rate below 90% whose school-day attendance rate improved from the prior year to the current year.

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GPRA MEASURE #4: IN-SCHOOL SUSPENSION

Percentage of students grades 1 - 12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.

How is growth determined? State evaluators will examine change to in-school suspensions in terms of total volume of days of in-school suspension(s) for the prior year and participating year. For the purposes of determining growth, evaluators will focus on duration of suspensions as this equates to time out of the regular learning environment and a potential disruption in a student's education. Time out of class/the regular learning environment may be more concerning than more frequent incidents of shorter duration.

Performance Indicator	Target (%)	Activities: Include those activities specifically chosen to influence the area addressed by the performance indicator	Data Source(s) and Evaluation Methods: List all data sources used to examine this indicator: Ex: report cards, program attendance data, student grade levels
The percentage of elementary 21st CCLC participants, as applicable to the grades the applicant intends to serve, who experienced a decrease in in-school suspensions compared to the previous school year.			
The percentage of middle and high school 21st CCLC participants, as applicable to the grades the applicant intends to serve, who experienced a decrease in in-school suspensions compared to the previous school year.			

GPRA MEASURE #5- STUDENT ENGAGEMENT IN LEARNING

Percentage of students in grades 1–5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.

How is growth determined? Teachers will select one of four change categories for each student: did not need to improve, improved, no change, and declined. The teacher may choose the level of change based on their professional observation of the child’s performance in their classroom.

Performance Indicator	Target (%)	Activities: Include those activities specifically chosen to influence the area addressed by the performance indicator	Data Source(s) and Evaluation Methods: List all data sources used to examine this indicator: Ex: report cards, program attendance data, student grade levels
The percentage of elementary 21st CCLC participants, as applicable to the grades the applicant intends to serve, who demonstrated an improvement in teacher-reported engagement in learning.			

STATE MEASURE #6- FAMILY LITERACY AND INVOLVEMENT

Number or percentage of families of participating students who participate in family literacy and involvement activities.

Performance Indicator	Target (%)	Activities: Include those activities specifically chosen to influence the area addressed by the performance indicator	Data Source(s) and Evaluation Methods: List all data sources used to examine this indicator: Ex: report cards, program attendance data, student grade levels
The [number OR percentage] of families of participating students who participate in family literacy activities.			
The [number OR percentage] of parents of participating students who participate in family literacy activities			
The [number OR percentage] of families of participating students who participate in family engagement activities.			
The [number OR percentage] of parents of participating students who participate in family engagement activities.			