21st Century Community Learning Centers (21st CCLC) Performance Indicators and Multi-Year Program Design

Performance Indicators for Grantees

The following performance indicators were created by the 21st CCLC state evaluation team based on federal performance measures, Pennsylvania's program guidance, and current data and reporting elements. The intent of a performance indicator is to contextualize program findings/results, challenge programs to improve, and establish accountability measures.

Performance indicators address program change and improvement, not necessarily elements that are inherent in the implementation of the program. For programs that directly serve students, performance indicators most often address student performance outcomes. Performance indicators are provided within the three state performance measures.

Directions:
1. Outcome indicators shaded in red are defined at the federal level through the Government Performance and Results Act (GPRA). All grantees will be held to the GPRA measures/targets that apply to the grade levels the program will serve.

    a. At the federal level, improvement on report cards is defined as a positive move of half a letter grade or 5 percentage points or more. Improvement on state assessments is defined as a positive move of one or more proficiency level. Grantees may choose to examine or define change in different ways however, they will be held accountable to the federal change definition.

    b. Calculation of performance at the federal level excludes students already achieving at the highest level. Grantee performance indicators should take this into account for non-GPRA indicators.

2. Based on your local needs assessment, select any other indicators that apply to your program. Performance indicators should represent annual change – change from the prior year to the current – not cumulative change over multiple years.   For each non-GPRA indicator selected, choose a performance target based on your needs assessment. Performance targets should be reasonable, yet challenging.

3. You should choose indicators that relate to the needs of the population the program will serve AND that are likely to be influenced by direct efforts. You should be able to link each indicator to specific activities and strategies that your program will use to address the change. A single activity may influence, and be listed with, more than one indicator.

It is unlikely that a program will select all non-GPRA indicators. State evaluators recommend that an applicant select or create approximately 3-5 indicators in addition to the GPRA indicators and these indicators should be selected for the areas of greatest local need.

4. If there are areas of local interest or focus, there is a block at the end for defining local indicators and targets.

5. Complete the remaining empty columns as they apply to your grant and include it with your application.

    a. **All indicators shaded red are required of all grantees unless the grant does not serve that population.** If an indicator shaded in red does not apply to your population (i.e. elementary indicators will not apply if your grant will only serve high school grades), enter "NA" in the activities, data sources and years columns. Add to the data sources identified as needed.

    b. If you are not going to address an optional indicator (no shading), leave the row blank or delete it by clicking any cell in the row, selecting the Layout sub-tab under the Table Tools menu, clicking the arrow beneath the delete button, and choosing delete row.

    c. For optional indicators, be sure to specify the performance target your grant has established. Targets should be chosen by considering current performance levels as identified during needs assessment.

    d. Student outcome performance indicators apply only to those students attending the program 30 or more days, as defined at the federal level, except credit recovery indicators, which apply to all students participating in credit recovery activities.

Grantees should also be aware of two implementation indicators included in GPRA:

21st CCLC will offer high-quality enrichment opportunities that positively affect student outcomes such as school attendance and academic performance, and result in decreased disciplinary actions or other adverse behaviors.

Indicator 2.1: The percentage of 21st CCLC centers reporting emphasis in at least one core academic area. Target: 100% of centers.

Indicator 2.2: The percentage 21st CCLC centers offering enrichment and support activities in other areas. Target: 100% of centers.

21st CENTURY COMMUNITY LEARNING CENTERS:

MULTI -YEAR PROGRAM DESIGN AND PERFORMANCE

Applicant Agency:

Performance Measure 1: Students regularly participating in the program will meet or exceed state and local academic achievement standards in reading and math.				
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	**Grant Year (1, 2, 3)** Indicate which grant years this indicator will be examined
The percentage of elementary 21st CCLC regular program participants whose mathematics grades improved from fall to spring (GPRA 1.1)	48.5%		Math report card grades; fall and spring; student program attendance data; student grade levels	1,2,3
The percentage of middle or high school 21st CCLC regular program participants whose mathematics grades improved from fall to spring (GPRA 1.2)	48.5%		Math report card grades; fall and spring; student program attendance data; student grade levels	1,2,3
The percentage of all 21st CCLC regular program participants whose mathematics grades improved from fall to spring (GPRA 1.3)	48.5%		Math report card grades; fall and spring; student program attendance data	1,2,3
The percentage of elementary 21st CCLC regular program participants whose reading/English grades improved from fall to spring (GPRA 1.4)	48.5%		Reading/English/language arts report card grades; fall and spring; student program attendance data; student grade levels	1, 2, 3
The percentage of middle or high school 21st CCLC regular program participants whose reading/English grades improved from fall to spring (GPRA 1.5)	48.5%		Reading/English/language arts report card grades; fall and spring; student program attendance data; student grade levels	1, 2, 3

Performance Measure 1: Students regularly participating in the program will meet or exceed state and local academic achievement standards in reading and math.				
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	**Grant Year (1, 2, 3)** Indicate which grant years this indicator will be examined
The percentage of all 21st CCLC regular program participants whose reading/English grades improved from fall to spring. (GPRA 1.6)	70%		Reading/English/language arts report card grades; fall and spring; student program attendance data	1, 2, 3
The percentage of elementary 21st CCLC regular program participants who improve from not proficient to proficient or above in reading on state assessments (PSSA/PASA). (GPRA 1.7)	45%		Reading state assessment data; student program attendance data; student grade levels	1, 2, 3
The percentage of middle/high school 21st CCLC regular program participants who improve from not proficient to proficient or above in mathematics on state assessments (PSSA, PASA, or Keystone Exam). (GPRA 1.8)	25%		Math state assessment data; student program attendance data; student grade levels	1, 2, 3
The percentage of regularly attending students who improve their state reading assessment performance level from the prior year to the current year			Reading state assessment data; student program attendance data	
The percentage of regularly attending students who improve their state math assessment performance level from the prior year to the current year			Math state assessment data; student program attendance data	
The percentage of regularly attending students improving in reading based on pre/post assessments using [insert assessment name]			Local pre/post reading assessments [applicant should specify]; student program attendance data	

Performance Measure 1: Students regularly participating in the program will meet or exceed state and local academic achievement standards in reading and math.				
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	**Grant Year (1, 2, 3)** Indicate which grant years this indicator will be examined
The percentage of regularly attending students improving in math based on pre/post assessments using [insert assessment name]			Local pre/post reading assessments [applicant should specify]; student program attendance data	
The percentage of regularly attending students improving their academic performance as measured by the Teacher Survey			Teacher Survey; student program attendance data	

Performance Measure 2: Students regularly participating in the program will show improvement in the performance measures of school attendance, classroom performance and/or reduced disciplinary referrals.				
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	**Grant Year (1, 2, 3)** Indicate which grant years this indicator will be examined
The percentage of elementary 21st CCLC regular program participants with teacher-reported improvement in homework completion and class participation (of students needing to improve). (GPRA 1.9)	90%		Teacher Survey; student program attendance data; student grade levels	1, 2, 3

Performance Measure 2: Students regularly participating in the program will show improvement in the performance measures of school attendance, classroom performance and/or reduced disciplinary referrals.				
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	**Grant Year (1, 2, 3)** Indicate which grant years this indicator will be examined
The percentage of middle and high school 21st CCLC program participants with teacher-reported improvement in homework completion and class participation (of students needing to improve) (GPRA 1.10)	93%		Teacher Survey; student program attendance data; student grade levels	1, 2, 3
The percentage of all 21st CCLC regular program participants with teacher-reported improvement in homework completion and class participation (of students needing to improve) (GPRA 1.11)	77%		Teacher Survey; student program attendance data; student grade levels	1, 2, 3
The percentage of regularly attending students who improve their school attendance by reducing their number of days absent from the prior year to the current year			Prior year and current year school attendance data (# of days absent); student program attendance data	
The percentage of regularly attending students who improve their school attendance by reducing their number of days tardy from the prior year to the current year			Prior year and current year school attendance data (# of days tardy); student program attendance data	
The percentage of regularly attending students who improve their school behavior by reducing their number of discipline incidents from the prior year to the current year			Prior year and current year school discipline data (# of discipline incidents); student program attendance data	

Performance Measure 2: Students regularly participating in the program will show improvement in the performance measures of school attendance, classroom performance and/or reduced disciplinary referrals.				
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	**Grant Year (1, 2, 3)** Indicate which grant years this indicator will be examined
The percentage of regularly attending students who improve their school behavior by reducing their number of days suspended from the prior year to the current year			Prior year and current year school discipline data (# of days suspended); student program attendance data	
The percentage of regularly attending students improving their class attendance as measured by the Teacher Survey			Teacher Survey; student program attendance data	
The percentage of regularly attending students improving their class participation as measured by the Teacher Survey			Teacher Survey; student program attendance data	
The percentage of regularly attending students improving their class attentiveness as measured by the Teacher Survey			Teacher Survey; student program attendance data	

Performance Measure 3: Participants in 21st Century programs will demonstrate additional positive educational, social, and behavioral changes.

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	Grant Year (1, 2, 3) Indicate which grant years this indicator will be examined
The percentage of elementary 21st CCLC participants with teacher-reported improvements in student behavior (of students needing to improve). (GPRA 1.12)	75%		Teacher Survey; student program attendance data	1, 2, 3
The percentage of middle and high school 21st CCLC participants with teacher-reported improvements in student behavior (of students needing to improve). (GPRA 1.13)	75%		Teacher Survey; student program attendance data	1, 2, 3
The percentage of all 21st CCLC participants with teacher-reported improvements in student behavior (of students needing to improve) (GPRA 1.14)	75%		Teacher Survey; student program attendance data	1, 2, 3
The percentage of regularly attending students improving their volunteering in class as measured by the Teacher Survey			Teacher Survey; student program attendance data	
The percentage of regularly attending students improving their motivation to learn as measured by the Teacher Survey			Teacher Survey; student program attendance data	
The percentage of regularly attending students improving their ability to get along well with others as measured by the Teacher Survey			Teacher Survey; student program attendance data	

Performance Measure 3: Participants in 21st Century programs will demonstrate additional positive educational, social, and behavioral changes.				
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	**Grant Year (1, 2, 3)** Indicate which grant years this indicator will be examined
The percentage of students successfully recovering one or more credits/courses (of those participating in credit recovery activities)			Student participation records (#/list of students participating in credit or course recovery activities; #/list of students recovering credits/courses; list of courses recovered by each student	
The percentage of students promoted to the next grade or graduating at the end of the school year.			Graduation/promotion or grade level enrollment records for current year and subsequent year	

Locally-defined Indicators	**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	**Grant Year (1, 2, 3)** Indicate which grant years this indicator will be examined