

New Hampshire Nita M. Lowey 21st Century Community Learning Centers (21st CCLC)

State Goals for 2021-2022

Congress established a set of measures via the Government Performance Results Act (GPRA) in 1993 to improve government performance management. GPRA measures are required outcomes that are reported to Congress once a year. The U.S. Department of Education (USED) analyzes this data to report on the GPRAs measures to Congress in the Annual Performance Report. In New Hampshire, the 21st CCLC, GPRAs are measured by improvements in; New Hampshire Statewide Assessment (NHSAS), Grade Point Average, School Day Attendance, Teacher-Reported Behaviors and Student Engagement in Learning. Data will be collected during the school year of 2021-2022 and reported in the spring of 2022.

State Goals	Performance Indicators	How will you achieve this goal? Include process, planning, timeframe (month and year)	The NHDOE's expected outcomes Specific metrics and timeframes for how the NHDOE will measure the success of that outcome.
<p>GPRA MEASURE #1: ACADEMIC ACHIEVEMENT IN NHSAS</p>	<p>Percentage of students in grades 4–8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading/language arts on state assessments.</p>	<p>Example:</p> <ul style="list-style-type: none"> • For all students entering grades 4-8 in 2021-22, the program will review the Spring 2021 state assessment results for all students looking for trends, and for each individual student looking at assessment results. • The program will identify at least 1 standard based learning target in ELA to emphasize across all students per grade. • The program will identify at least 1 additional standard based learning target in ELA to emphasize that may differ for each individual student. • The program will target students for tutoring, provide pre-assessment and post-assessment at 9 weeks. Re-evaluate student progress and alignment with school day. The program will use the NH SAS Modular assessments or a reading inventory such as Fountas and Pinnell Benchmark Assessment, Qualitative Reading Inventory, DRA or another 	<ul style="list-style-type: none"> • The NHDOE expects at least 20% of students who are not already at the top level to improve one proficiency level between their 2020-21 ELA NH SAS (or DLM) assessment and their 2021-22 ELA NH SAS (or DLM) assessment. • The NHDOE expects at least 60% of students to achieve a growth score at the end of 2021-22 on the NH SAS above the 50% mark.

		<i>reading inventory to track progress in Levels or Lexiles.</i>	
	Percentage of students in grades 4–8 participating in 21 st CCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments.	Example: <i>See above for ELA. The program will follow a similar process for Math for all students entering grades 4-8 in 2021-22.</i>	<i>See above for ELA. The NHDOE will follow a similar process for Math for all students entering grades 4-8 in 2021-22.</i>
	[include local Assessment growth measures for other grades outside of 4-8, that you plan to track]		
GPR MEASURE #2: GRADE POINT AVERAGE (GPA)	Percentage of students in grades 7–8 and 10–12 attending 21 st CCLC programming during the school year and summer with a prior-year unweighted GPA less than 3.0 who demonstrated an improved GPA.	Example: <ul style="list-style-type: none"> • <i>For all students the program will target instruction as defined in GPR measure 1.</i> • <i>The program will reach out to each student’s ELA and/or Math instructor monthly to identify monthly academic learning targets for the student – this can vary from specific math/ELA lessons to executive functioning skills.</i> • <i>The program will use the [student information system] to house these learning plans.</i> 	<ul style="list-style-type: none"> • <i>For students in grades 7, 8 and 9. The NHDOE will use the state survey to have the guidance counselor (or appropriate educator) for each student in grades 7-9, identify each student’s academic learning as ‘significant growth’, ‘moderate growth’, ‘no growth’, ‘drop in achievement’, ‘at top no ability to grow’. The NHDOE will expect at least 60% of students not already at the top of the achievement, to have achieved at least moderate growth.</i> • <i>For students in grades 10-12, the NHDOE will expect the over-all GPA to improve from the cumulative value at the end of 2021 to the cumulative value at the end of 2022. The NHDOE will expect at least a .25 for students in grade 10; .15 for students in grade 11 and .1 for students in grade 12. The NHDOE will expect at least 60% of students not already at a top GPA, to have demonstrated this growth.</i>

			<i>Note: a rubric will be developed to help clarify the levels of growth for grades 7-9, to improve the validity of this measure.</i>
	[include local GPA growth measures for other grades outside of 4-8, that you plan to track]		
GPRA MEASURE #3: SCHOOL DAY ATTENDANCE	<p>Percentage of youth in grades 1–12 participating in 21st CCLC during the school year:</p> <p>(a) Had a school-day attendance rate at or below 90% in the prior school year; and</p> <p>(b) Demonstrated an improved attendance rate in the current school year.</p>	<p>Example:</p> <ul style="list-style-type: none"> • The program will review the NHDOE i4see report of 2020-21 attendance for all our 2021-22 participants. • The program will identify students with less than 92% school attendance. • The program will target these students who have low attendance rates (<92% attendance). • The program will Contact parents/students to engage them in your program based off of their personal interests. Provide programming opportunities to engage them and monitor their daily attendance in the school day and after school. 	<ul style="list-style-type: none"> • For all students in grades 1-12, the NHDOE will use the state attendance report to identify student attendance progress. <i>Note: The NHDOE will only include students who have data in the state system for two years – required to show growth.</i> • Of 21st CCLC participating students who had less than 90% of attendance in 2021, the NHDOE will expect at least 60% of those students will have attendance above 90% in 2022. Additionally the NHDOE expect 80% of those students will have improved attendance in 2022. • Schools who have all students above 90% attendance will be expected to continue with that performance level.
GPRA MEASURE #4: BEHAVIOR	<p>Percentage of students in 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.</p>	<p>Example:</p> <ul style="list-style-type: none"> • The program will review the NHDOE i4see report of 2020-21 suspension for all our 2021-22 participants. • The program will identify students with 10 or more days of suspension in 2020-21. • The program will target these students. • The program will contact parents/students to determine what obstacles they are facing. Provide programming opportunities, including partner engagement, to engage them and monitor their daily behavior during the school day and after school. 	<ul style="list-style-type: none"> • For all students in grades 1-12, the NHDOE will use the state suspension report to identify student suspension. <i>Note: The NHDOE will only include students who have data in the state system for two years – required to show change in suspension for a student.</i> • The NHDOE expects to see a reduction of at least 20% of students who were suspended more than 5 days in 2020-21. For example, if 10 students had 5 or more days of suspension in 2020-21 then the NHDOE expects at least 2 of those students to have less suspension days in 2021-22.

			<ul style="list-style-type: none"> Schools who have no students being suspended, will be expected to continue with that performance level.
GPRA MEASURE #5: STUDENT ENGAGEMENT IN LEARNING	Percentage of students in grades 1–5 participating in 21 st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.	<p>Example:</p> <ul style="list-style-type: none"> <i>The program will reach out to each student’s primary teacher for ELA and/or Math, monthly to identify monthly academic learning targets for the student – this can vary from specific math/ELA lessons to executive functioning skills.</i> <i>The program will use the [student information system] to house these learning plans.</i> 	<ul style="list-style-type: none"> <i>For students in grades 1-5. The NHDOE will use the state survey to have the primary teacher for each student in grades 1-5, identify each student’s engagement in learning as ‘significant engagement, ‘moderate engagement, ‘limited engagement’, ‘poor engagement’.</i> <i>The NHDOE will expect at least 60% to have achieved at least moderate engagement. Note: a rubric will be developed to help clarify the levels of engagement, to improve the validity of this measure.</i>
Other Measures	[include other local measures you plan to track]		