APPENDIX E: GPRA Measures Template

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

State Goals for 2024-2025

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 2024-2025 and reported in the Fall of 2025.

Subgrantees will be funded at 100 percent for the first three (3) years of funding. Subgrantees may have the opportunity to receive continued funding for an additional two (2) years based on funding availability and the Department's evaluation of successful progress towards meeting the Government Performance Results Act (GPRA) measures.

21st CCLC Grant Name (school name and district or CBO): _____

State Goals	Performance Indicators	How will you achieve this goal? Include process, planning, timeframe (month and year)	NHED expected outcomes Specific metrics and timeframes for how the NHED will measure the success of that outcome.
GPRA MEASURE #1: ACADEMIC ACHIEVEMENT IN NHSAS	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.	*Example:* • *For all students entering grades 4-8 in 2023-24, 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-*	• *The NHED expects at least 20% of our students who are not already at the top level to improve one proficiency level between their 2023-24 ELA NH SAS (or DLM) assessment and their 2023-24 ELA NH SAS (or DLM) assessment.* • *The NHED expects at least 60% of our students to achieve a growth score at the end of 2024-25 on the NH SAS above the 50% mark.*

		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 reading inventory to track progress in Levels or Lexile's.	
	Percentage of students in grades 4–8 participating in 21ˢᵗ CCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments.	***Example:*** *See above for ELA. The program will follow a similar process for Math for all students entering grades 4-8 in 2023-24.*	*See above for ELA. The NHED will follow a similar process for Math for all students entering grades 4-8 in 2024-25.*
	[include local Assessment growth measures for other grades outside of 4-8, that you plan to track]		
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.	***Example:*** • *For all students the program will target instruction as defined in GPRA measure 1.* • *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.* • *The program will use the [student information system] to house these learning plans.*	• *For students in grades 7, 8 and 9. The NHED 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 NHED will expect at least 60% of students not already at the top of the achievement, to have achieved at least moderate growth.* • *For students in grades 10-12, the NHED will expect the over-all GPA to improve from the cumulative value at the end of 2024 to the cumulative value at the end of 2025. The NHED 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 NHED will expect at least 60% of students not already at a top GPA, to have demonstrated this growth. *Note: a rubric will be developed to help clarify the levels of growth for grades 7-9, to improve the validity of this measure.*
	[include local GPA growth measures for other grades outside of 4-8, that you plan to track]		
GPRA MEASURE #3: SCHOOL DAY ATTENDANCE	Percentage of youth in grades 1–12 participating in 21st CCLC during the school year: (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.	***Example:*** • *The program will review the NHED i4see report of 2023-24 attendance for all our 2024-25 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.*	• *For all students in grades 1-12, the NHED will use the state attendance report to identify student attendance progress.* *Note: The NHED will only include students who have data in the state system for two years – required to show growth.* • *Of 21st CCLC participating students who had less than 90% of attendance in 2024, the NHED will expect at least 60% of those students will have attendance above 90% in 2025. Additionally, the NHED expect 80% of those students will have improved attendance in 2025.* • Schools who have all students above 90% attendance will be expected to continue with that performance level.
GPRA MEASURE #4: BEHAVIOR	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.	***Example:*** • *The program will review the NHED i4see report of 2023-24 suspension for all our 2024-25 participants.* • *The program will identify students with 10 or more days of suspension in 2023-24.* • *The program will target these students.* • *The program will contact parents/students to determine what obstacles they are facing. Provide programming*	• *For all students in grades 1-12, the NHED will use the state suspension report to identify student suspension.* *Note: The NHED will only include students who have data in the state system for two years – required to show change in suspension for a student.* • *The NHED expects to see a reduction of at least 20% of students who were suspended more than 5 days in 2023-24. For example,*

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		opportunities, including partner engagement, to engage them and monitor their daily behavior during the school day and after school.	*if 10 students had 5 or more days of suspension in 2023-24 then the NHED expects at least 2 of those students to have less suspension days in 2024-25.* • 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 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.	***Example:*** • *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.* • *The program will use the [student information system] to house these learning plans.*	• *For students in grades 1-5. The NHED 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'.* • *The NHED 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.*
Other Measures	[include other local measures you plan to track]		