

# 21 APR

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**New GPRA and Delaware**

# Topics

- Review of New GPRA Implementation
  - What
  - When
  - Review of Participation and Activities
  - Remembering the Why
- Overview of Workflow Processes
- Quick Review of Each GPRA Measure
- GPRA Break-Out Rooms
- Share Out

# New GPRA Implementation

# What

## Components of new GPRA

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### Telling a more complete story:

- 5 new GPRA measures
- Every state will report on every GPRA for every student
  - This is true for existing and new cohorts/competitions
  - No differentiation between regular and non-regular student participation
  - Outcomes data reported for students in school year and summer programming
- Participation will be reported in hours instead of days
- Frequency of Reporting will change from 3x a year each trimester to 2x a year for the whole year

# When Are the New GPRA Being Implemented?

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<b>Time Period</b>	<b>Collection</b>	<b>Data Entry/ Reporting</b>
Opens <b><u>June 29</u></b>	New GPRA	<i>Activities, Staffing, Participation</i>
Opens <b><u>October 24</u></b>	New GPRA	<i>Outcomes</i>

# Key Points to Remember about the Timeline

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- Data collection for New GPRA started with the first program day of summer 2021.
- Data entry for New GPRA starts June 29, 2022.

When

# Data Entry by Module not by Term

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- Data for the new GPRA will be entered into 21APR by **module**, not by term (e.g., Fall/Spring/Summer) for all reporting.
- In **summer 2022**, data will be entered for the **entire year** (summer 2021 and 2021-2022 school year combined) by the following modules:
  - **Activities**
  - **Staffing**
  - **Participation**
- In early **fall 2022**, data will be entered for the **entire year** (summer 2021 and 2021-2022 school year combined) by the following module:
  - **Outcomes**
- Exact dates and length of windows will be announced in Spring 2022.

<b>Activity</b>	<b>How many participants attended this Activity during the term (school year and summer)?</b>	<b>How many total hours of this Activity did you offer during the term (school year and summer)?</b>
Academic Enrichment		
Activities for English Learners		
Assistance to Students who have been Truant, Suspended, or Expelled		
Career Competencies and Career Readiness		
Cultural Programs		
Drug and Violence Prevention and Counseling		
Expanded Library Service Hours		



Activity	How many participants attended this Activity during the term (school year or summer)?	How many total hours of this Activity did you offer during the term (school year or summer)?
Healthy and Active Lifestyle		
Literacy Education		
Parenting Skills and Family Literacy		
Science, Technology, Engineering, and Mathematics, including computer science		
Services for Individuals with Disabilities		
Telecommunications and Technology Education		
Well-rounded Education Activities, including credit recovery and attainment		

Staff Type	Paid	Volunteer
Administrators		
College Students		
Community Members		
High School Students		
Parents		
School Day Teachers		
Other Non-Teaching School Staff		
Subcontracted Staff		
Other		

# Participation - Grade Level and Student Attendance

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- The number of students who were enrolled and attended programming at the 21<sup>st</sup> CCLC center during the summer 2021 or school year 2021-2022.
- Choose the grade the students are currently enrolled in.
- Enter the total number of participants who attended based on the number of **hours** they attended programming at the center during the year.
- Enter this separately for each grade level.
- These totals will be entered into 21APR for each grade level.
- Participation in hours must be reported on all students who participate in 21<sup>st</sup> CCLC.

# Participation - Grade Level and Student Attendance

Grade Level	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours or more
Pre-Kindergarten						
Kindergarten						
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5						
Grade 6						
Grade 7						
Grade 8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						

# Participation - Grade Level and Student Attendance

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Race/Ethnicity	Total PreK - Grade 5	Grades 6 - 12
American Indian or Alaska Native		
Asian		
Black or African American		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
White		
Two or more races		
Data Not Provided		

# Participation - Grade Level and Student Attendance

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Sex	Total PreK - Grade 5	Grades 6 - 12
Male		
Female		
Another Gender Identity		
Data Not Provided		

# Participation - Grade Level and Student Attendance

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In this section, the number of participants does not have to equal the total participants for the center because some participants may be reported in more than one category, and some may not be reported at all.

Population	Total PreK - Grade 5	Total Grades 6 - 12
Students who are English learners		
Students who are economically disadvantaged		
Students with disabilities		
Family members of participating served		

# Review of Each GPRA Measure



# **GPRA #1 – Grades 4 – 8**

## *Academic Achievement*

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Percentage of students in grade 4 – 8 participating in 21<sup>st</sup> CCLC programming during the school year and summer who demonstrate growth in reading and language arts on State assessments.

Percentage of students in grade 4 – 8 participating in 21<sup>st</sup> CCLC programming during the school year and summer who demonstrate growth in mathematics on State assessments.

For this GPRA metric in Delaware, growth is defined as any improvement in the assessment score.

# GPRA #1

Academic Achievement – Reading/Language Arts State Assessments	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours or more
Total 21st CCLC students in grades 4-8 (see participation table)						
For how many of these students do you have outcome data to report?						
Of the students for whom you have outcome data to report, how many demonstrated growth in reading and language arts on state assessments?						



# GPRA #1

Academic Achievement – Mathematics State Assessments	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours or more
Total 21st CCLC students in grades 4-8 (see participation table)						
For how many of these students do you have outcome data to report?						
Of the students for whom you have outcome data to report, how many demonstrated growth in mathematics on state assessments?						



# GPR #2 – Grades 7, 8, 10, 11, and 12

## *Academic Achievement*

Percentage of students in grades 7 – 8 and 10 – 12 attending 21<sup>st</sup> CCLC programming during the school year and summer with a prior-year unweighted Grade Point Average (GPA) of less than 3.0 who demonstrated an improved GPA.

For this GPR, Delaware has determined that improvement is any numerical improvement over 3.0. For example, 3.1 constitutes improvement.

In addition, Delaware has a crosswalk document to aid in data collection for schools that don't have GPA. This equates grading systems to the GPA so that whatever grade data is available it can be used to answer the GPR question. GPA is based on the average of English language arts and math grades.

# Crosswalk Document for GPA

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GPA	Letter Grade	Percentage Grade	Word Grade
4.0	A	90-100%	Exceeding Expectations
3.0	B	80-89%	Above Expectations
2.0	C	70-79%	At Expectations

# GPRA #2

Academic Achievement – GPA	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours or more
Total 21st CCLC students in grades 7-8 and 10-12 (see participation table)						
For how many of these students do you have outcome data to report and who had a prior-year unweighted GPA of less than 3.0?						
Of these students, how many demonstrated an improved GPA?						



# GPRA #3 – Grades 1 – 12

## *School Day Attendance*

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Percentage of students in grades 1 – 12 participating in 21<sup>st</sup> CCLC during the school year who had a school day attendance rate at or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.

This GPRA is only reported for daytime school attendance, not for the summer. For Delaware, improvement means growth in attendance percentage from the previous school year.

# GPRA #3

School Day Attendance	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours or more
Total 21st CCLC students in grades 1-12 (see participation table)						
For how many of these students do you have attendance data to report and who had a school day attendance rate at or below 90% in the prior school year?						
Of these students, how many demonstrated an improved attendance rate in the current school year?						





# GPRA #4 – Grades 1 – 12

## *Behavior*

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

For this GPRA metric, in Delaware, any decrease in the number of in-school suspensions will be sufficient to be reported.

# GPRA #4

Behavior – In-School Suspensions	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours or more
Total 21st CCLC students in grades 1-12. (see participation table)						
For how many of these students do you have outcome data to report and who had in-school suspensions in the previous school year?						
Of these students, how many experienced a decrease in in-school suspensions in the current school year?						



# GPR #5 – Grades 1 – 5

## *Student Engagement in Learning*

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

For this GPR metric, Delaware will use a teacher survey given to each participating student's language arts or math teacher.

# GPRA #5

Teacher-Reported Engagement in Learning	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours or more
Total 21st CCLC students in grades 1-5. (see participation table)						
For how many of these students do you have outcome data to report?						
Of these students for whom you have outcome data to report, how many demonstrated an improvement in teacher-reported engagement in learning?						



# Questions