



Office of the State Superintendent of Education

# 21ST CENTURY COMMUNITY LEARNING CENTER

PROGRAM EVALUATION GUIDANCE

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21ST CCLC PROGRAMS  
DISTRICT OF COLUMBIA



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## 1. Introduction

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### The District of Columbia Office of the State Superintendent of Education’s New Plan for Statewide Evaluation

The District of Columbia (DC) Office of the State Superintendent of Education (OSSE) engaged in a process to design a revised evaluation plan to meet requirements for federal reporting and statewide evaluation. Under Title IV, Part B, of the Every Student Succeeds Act, each state receiving funding for 21st Century Community Learning Centers (21st CCLC) is required to evaluate the effectiveness of programs and activities provided with 21st CCLC funds. This evaluation must include **key performance indicators (KPIs)** that will be used to evaluate programs and activities, with an emphasis on alignment with school-day academic programming and the academic needs of student participants. More specifically, the performance indicators should include measures that are able to track student success or improvement over time, as well as include state assessment results and other indicators of student success or improvement, such as improved school-day attendance, academic grades, or regular program attendance.

Taking these federal requirements for statewide evaluation into consideration, OSSE has selected a set of KPIs that subgrantees will utilize to evaluate the success of 21st CCLC programs in Washington, DC. The KPIs for student outcomes have been developed to align closely with the Government Performance and Results Act (GPRA) measures in an effort to streamline for subgrantees the processes of data collection, data analysis and reporting to the extent possible. It is important to note that these new KPIs are not meant to replace any existing evaluation activities already conducted by grantees and third-party evaluators; they are meant to be incorporated into existing evaluation activities where possible and to complement those activities by providing additional insight into the performance of 21st CCLC programs.



“PROGRAMS WOULD ALL BENEFIT FROM ACCESS TO **STANDARDIZED DATA COLLECTION STRUCTURES, TOOLS, AND PROCESSES** TO EVALUATE THEIR 21ST CCLC PROGRAMS AND TO MAKE DATA-DRIVEN DECISIONS.”

- 2022 OSSE 21st CCLC EVALUATION REPORT

### Purpose of This Guide

Given the requirements for federal reporting and statewide evaluation, knowing what data to collect, where to submit the data, and who is responsible for each step within the process can be complex and intimidating. Therefore, OSSE aimed to develop a standardized process for

subgrantees and third-party evaluators to gather the data necessary for reporting on the newly selected KPIs. This standardized evaluation process includes a set of data collection templates that subgrantees and third-party evaluators can utilize to collect the data necessary for calculating and reporting the KPIs.<sup>1</sup>

Standardized processes across all the District’s 21st CCLC programs help:

- To assess if a 21st CCLC Program is achieving its intended outcomes or goals;
- To understand the effectiveness or impact of the 21st CCLC;
- To identify what worked well and what did not: provides an opportunity for learning and environment;
- To ensure accountability for the use of resources; and
- To promote transparency by providing a clear understanding of what has been achieved to partners, donors and wider communities.

In the sections that follow, this guide provides important information for subgrantees and third-party evaluators about the statewide evaluation plan, as well as key resources to aid with data collection and reporting processes. First, the guide presents a timeline overview of essential milestones for collecting data and reporting on findings. Then, it describes each of the KPIs selected, including the data sources required for their calculation and step-by-step instructions for calculating each KPI. Next, the guide outlines expectations for using the Youth Program Quality Assessment (Youth PQA) as part of OSSE’s continuous improvement efforts. Lastly, the guide provides information about incorporating additional program measures into evaluation activities, should individual programs choose to do so.

## 2. Outline of KPIs

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This section outlines the KPIs selected for evaluating Washington, DC, 21st CCLC programming. It presents the rationale behind the development of these KPIs and then follows with a detailed overview of each KPI and the data sources required for their calculation.

### Rationale for KPIs

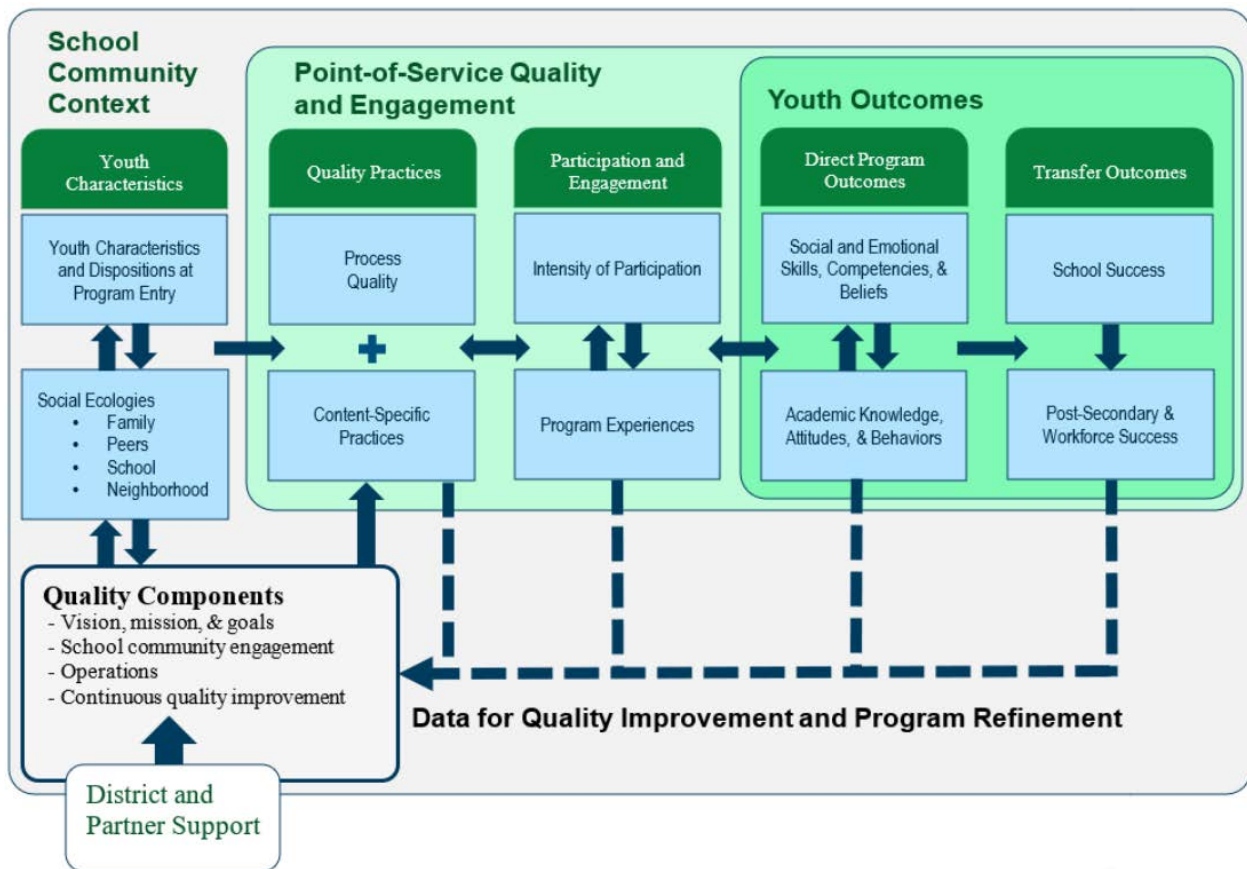
Exhibit 1 presents a conceptual framework for how students are envisioned to benefit from 21st CCLC programming. Several factors affect the experiences that youth have once they enter

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<sup>1</sup> The set of data collection templates, referenced throughout this guide, are in Excel format and can be accessed [here](#).

programming. First, programs are likely to have more of an impact on student learning and development if the programs are high quality. The two broad categories of quality are *process quality* and *content-specific practices*. Process quality refers to the adoption of practices and approaches to service delivery that ultimately create a developmentally appropriate setting for youth, where participants feel safe and supported and have opportunities to form meaningful relationships, experience belonging, and be active in their learning and development. Content-specific program practices intentionally cultivate a specific set of skills, beliefs, or knowledge. In its evaluation plan, OSSE focuses on process quality, which centers can assess through the Youth PQA, a quality self-assessment tool that aids centers in identifying strengths and areas for improvement.

**Exhibit 1. 21st CCLC Conceptual Framework**



For youth to benefit, they need to attend programming, ideally at high frequencies across multiple years and in a variety of distinct types of activities. Previous research has shown that the threshold of 120 hours of participation is associated with greater 21st CCLC effectiveness in supporting a host of school-related outcomes, including mathematics state assessment scores; cumulative grade point average (GPA); credits earned toward graduation; and fewer school-day absences, tardiness and disciplinary incidents (Naftzger et al., 2015). Taking this research

finding into consideration, OSSE established targeted participation thresholds for students to reach during a given programming period (i.e., during the summer term and the following school year). These participation targets differ by school level—50 days (150 hours) for elementary school students, 30 days (90 hours) for middle school students, and 20 days (60 hours) for high school students.

Furthermore, youth need to experience engagement and interest during their activities to develop the beliefs, skills and knowledge that can help them in school and beyond. In theory, the extent to which programs effectively adopt practices related to process quality and content-specific practices should heavily influence the degree of engagement and interest that youth experience while participating in 21st CCLC programming. Once youth become engaged and active, they will develop key skills, beliefs and knowledge based on their participation in program activities. These features are termed *direct program outcomes* in the conceptual framework. Direct program outcomes can be evaluated through use of a student survey that collects information about students' experiences in programming, including the quality of interactions with activity leaders and other youth in the program, skill-building opportunities, and opportunities for youth voice and choice.

The skills, beliefs and knowledge that youth develop by participating in high-quality 21st CCLC programming may be used in other settings outside the program to drive achievement and success in the school and the workplace—a concept commonly referred to as *transfer*. The 21st CCLC programs typically measure these outcomes by connecting participation data with school-related data. OSSE selected a number of KPIs to evaluate student outcomes in connection with the regular school day, which include KPIs focused on academic performance, school-day attendance, student misconduct and engagement in the school-day classroom. The full set of KPIs are outlined in more detail in the section that follows.

## 21st CCLC KPIs

As highlighted in the preceding section, OSSE established targeted program attendance thresholds for each school level. These thresholds are important because they allow centers to identify students with a higher likelihood of benefiting from attending programming regularly. Calculation of the KPIs focused on student outcomes will include only students who met the targeted attendance threshold for their school level during the programming period. The following are the targeted attendance thresholds:

- Elementary school: 50 days (150 hours)
- Middle school: 30 days (90 hours)
- High school: 20 days (60 hours)

Centers tracking student program attendance by only days attended (and not by hours attended) can use a conversion of 1 day = 3 hours for both school year and summer programming. This conversion formula aligns with the recommended reporting of program attendance for the annual performance report (21APR). For all KPIs, *programming period* refers to the current school year and the preceding summer (e.g., summer 2022 and the 2022-23 school year).

It is important to highlight that the KPIs related to student outcomes have a focus on improvement; as such, data for the prior school year, in addition to data for the current school year, are required in some cases so that it is possible to evaluate whether students saw improvement in school-day outcomes from one year to the next. For KPIs that explore year-over-year growth, a student with only one year of data cannot be included in the calculation of growth. However, data about students who have attended for only one year remains valuable, as students may participate in a subsequent year. The subgrantee should work with their third-party evaluator to make the proper determination.

Exhibit 2 provides an overview of each KPI selected to provide timely, relevant and useful data to monitor 21st CCLC programming implementation and student progress toward desired outcomes. Accompanying each KPI is a list of the data sources required and a description of the KPI's calculation.

## Exhibit 2. KPIs, Required Data Sources, and KPI Calculation

KPI	Data sources	Calculation
<i>Student outcomes</i>		
<p><b>Grades 1–5:</b> Percentage of students who met or exceeded targeted program attendance threshold who demonstrated growth in their ELA performance, as reported by their school-day teacher</p>	<p><b>Grades 1–5:</b> Teacher survey Program attendance data</p>	<p><i>Denominator:</i> Total number of students in grades 1–5 meeting or exceeding program attendance threshold who participated during the school year, with a completed teacher survey and NOT identified as “Did Not Need to Improve” or “Not Applicable” for ELA</p> <p><i>Numerator:</i> Of students meeting or exceeding attendance threshold who participated during the school year with a completed teacher survey, the total number of students identified as showing improvement in ELA by their teacher</p>
<p><b>Grades 4–8:</b> Percentage of students scoring below proficiency in reading who met or exceeded targeted program attendance threshold who demonstrated an improved PARCC growth percentile in reading</p>	<p><b>Grades 4–8:</b> PARCC data for current year and prior year Program attendance data</p>	<p><i>Denominator:</i> Total number of students in grades 4–8 meeting or exceeding attendance threshold AND scoring below proficiency in reading on the prior year’s assessment</p> <p><i>Numerator:</i> Of students meeting or exceeding attendance threshold AND scoring below proficiency in reading, the total number of students with an improved PARCC growth percentile in reading from the prior year to the current year</p>
<p><b>Grades 1–5:</b> Percentage of students who met or exceeded targeted program attendance threshold who demonstrated growth in their mathematics performance, as reported by their school-day teacher</p>	<p><b>Grades 1–5:</b> Teacher survey Program attendance data</p>	<p><i>Denominator:</i> Total number of students in grades 1–5 meeting or exceeding program attendance threshold who participated during the school year, with a completed teacher survey and NOT identified as “Did Not Need to Improve” or “Not Applicable” for math</p> <p><i>Numerator:</i> Of students meeting or exceeding attendance threshold who participated during the school year with a completed teacher survey, the total number of students identified as showing improvement in math by their teacher</p>

KPI	Data sources	Calculation
<p><b>Grades 4–8:</b> Percentage of students scoring below proficiency in mathematics who met or exceeded targeted program attendance threshold who demonstrated an improved PARCC growth percentile in mathematics</p>	<p><b>Grades 4–8:</b> PARCC data for current year and prior year Program attendance data</p>	<p><u>Denominator:</u> Total number of students in grades 4–8 meeting or exceeding attendance threshold AND scoring below proficiency in math on the prior year’s assessment</p> <p><u>Numerator:</u> Of students meeting or exceeding attendance threshold AND scoring below proficiency in math, the total number of students with an improved PARCC growth percentile in math from the prior year to the current year</p>
<p><b>Grades 7-8 and 10-12:</b> Percentage of high school students (excluding ninth grade) meeting targeted 21st CCLC attendance thresholds with a cumulative grade at or below B at the conclusion of the prior school year who demonstrated any improvement in their cumulative grade.</p>	<p><b>Grades 7-8 and 10–12:</b> GPA data for current year and prior year Program attendance data</p>	<p><u>Denominator:</u> Total number of students in grades 7–8 and 10-12 meeting or exceeding attendance threshold AND having a prior year GPA of B or lower</p> <p><u>Numerator:</u> Of students meeting or exceeding attendance threshold AND having a prior year GPA of B or lower, the total number of students with an improved GPA</p>
<p><b>Grades 1–12:</b> Percentage of students meeting targeted 21st CCLC attendance thresholds who demonstrated an improvement in their school-day attendance rate from the prior school year to the current school year</p>	<p><b>Grades 1–12:</b> School-day attendance data for current year and prior year Program attendance data</p>	<p><u>Denominator:</u> Total number of students in grades 1–12 meeting or exceeding attendance threshold</p> <p><u>Numerator:</u> Of students meeting or exceeding attendance threshold, the total number of students with a higher attendance rate in the current year than in the prior year</p>
<p><b>Grades 1–12:</b> Percentage of students meeting targeted 21st CCLC attendance thresholds identified as having unexcused absences during the prior school year who demonstrated fewer unexcused absences during the current school year</p>	<p><b>Grades 1–12:</b> School-day attendance data for current year and prior year Program attendance data</p>	<p><u>Denominator:</u> Total number of students in grades 1–12 meeting or exceeding attendance threshold AND having at least one unexcused absence in the prior year</p> <p><u>Numerator:</u> Of students meeting or exceeding attendance threshold AND having at least one unexcused absence in the prior year, the total number of students with fewer unexcused absences in the current year</p>

KPI	Data sources	Calculation
<p><b>Grades 1–12:</b> Percentage of students meeting targeted 21st CCLC attendance thresholds with one or more suspensions (in school or out of school) during the school year who demonstrated fewer year over year suspensions.</p>	<p><b>Grades 1–12:</b> School-day discipline data Program attendance data</p>	<p><u>Denominator:</u> Total number of students in grades 1–12 meeting or exceeding attendance threshold who participated during the school year AND had at least one suspension in the prior year</p> <p><u>Numerator:</u> For students meeting or exceeding attendance threshold who participated during the school year AND had at least one fewer suspension than the prior year.</p>
<p><b>Grades 1–5:</b> Percentage of opportunities for improvement in school-day classroom engagement where students who met or exceeded targeted program attendance threshold were found to have demonstrated improvement, as reported by their school-day teacher.</p>	<p><b>Grades 1–5:</b> Teacher survey Program attendance data</p>	<p><u>Denominator:</u> For students in grades 1–5 meeting or exceeding program attendance threshold who participated during the school year with a completed teacher survey, the total number of “opportunities for improvement” identified (i.e., responses of Improvement, No Change, or Decline) on the Engagement in Learning survey items</p> <p><u>Numerator:</u> For students in grades 1–5 meeting or exceeding attendance threshold who participated during the school year with a completed teacher survey, the total number of “improvements” identified (i.e., responses of Improvement) on the Engagement in Learning survey items</p>
<b>Process quality</b>		
<p>Percentage of centers completing all steps in the quality improvement process:</p> <ul style="list-style-type: none"> <li>Percentage of centers completing a quality self-assessment (i.e., Youth PQA) and submitting quality assessment scores to OSSE</li> <li>Percentage of centers submitting an action plan for improvement based on quality assessment (i.e., Youth PQA) scores</li> <li>Percentage of centers submitting an end-of-year report, summarizing progress on action plan implementation and what changes meant for quality implementation</li> </ul>	<p>Youth PQA data Action plans End-of-year reports</p>	<p><u>Denominator:</u> Total number of centers</p> <p><u>Numerator:</u> Total number of centers that completed and submitted the following to OSSE:</p> <ul style="list-style-type: none"> <li>Youth PQA scores</li> <li>An action plan</li> <li>An end-of-year report</li> </ul>

KPI	Data sources	Calculation
<b><i>Program attendance</i></b>		
<p>Percentage of program participants reaching the following targeted participation levels during the programming period:</p> <ul style="list-style-type: none"> <li>• 50 days for elementary school students (150 hours)</li> <li>• 30 days for middle school students (90 hours)</li> <li>• 20 days for high school students (60 hours)</li> </ul>	<p>Program attendance data</p>	<p><u><i>Denominator:</i></u></p> <p>Elementary school: Total number of students in grades 1–5 attending any amount of 21st CCLC programming during the programming period</p> <p>Middle school: Total number of students in grades 6–8 attending any amount of 21st CCLC programming during the programming period</p> <p>High school: Total number of students in grades 9–12 attending any amount of 21st CCLC programming during the programming period</p> <p><u><i>Numerator:</i></u></p> <p>Elementary school: Total number of participants in grades 1–5 who participated for at least 150 hours during the programming period</p> <p>Middle school: Total number of participants in grades 6–8 who participated for at least 90 hours during the programming period</p> <p>High school: Total number of participants in grades 9–12 who participated for at least 60 hours during the programming period</p>

KPI	Data sources	Calculation
<b>Participant experience</b>		
<p>Percentage of centers that collect youth experience data using a youth survey, summarize results, and provide details about how these data were used to inform specific program improvement efforts:</p> <ul style="list-style-type: none"> <li>• Youth survey administered by third-party evaluators to assess the following: <ul style="list-style-type: none"> <li>– Quality of interactions with activity leaders</li> <li>– Quality of interactions with other youth in the program</li> <li>– Skill-building opportunities</li> <li>– Opportunities for youth voice and choice</li> </ul> </li> </ul>	<p>Youth survey data End-of-year reports</p>	<p><u>Denominator:</u> Total number of centers</p> <p><u>Numerator:</u> Total number of centers that administer a youth survey and submit a summary of results to OSSE</p>

*Note.* ELA = English/language arts, PARCC = Partnership for Assessment of Readiness for College and Careers, 21st CCLC = 21st Century Community Learning Centers, GPA = grade point average, Youth PQA = Youth Program Quality Assessment, and OSSE = Office of the State Superintendent of Education.

### 3. Data Sources and Data Collection

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All centers will need to collect student-level data to calculate the KPIs outlined in the preceding section. Common across all data collected will be a unique student identifier (i.e., a student identification number) that will allow for multiple data sources to be linked. Excel spreadsheet templates have been created to assist in the standardized collection of these data across all centers (reference location for where to find Excel templates). Please note that OSSE will not collect these templates that contain student-level data; the templates simply provide a standardized method for programs to gather the information required for calculating the KPIs. OSSE will require programs to submit only two templates: (1) the Youth Survey Results Summary, which summarizes results from the administration of a youth survey and includes details about how these data were used to inform specific program improvement efforts, and (2) the KPI Reporting Template, which reports the final KPI results after they have been calculated. Although programs will not submit the templates with student-level data to OSSE, programs will need to store these templates in a secure location for the duration of the grant and save them for use in future statewide evaluations that OSSE will conduct. These future statewide evaluations will require student-level data rather than the aggregate results reported in the KPI Reporting Template. Subgrantees must maintain their data throughout their award period, then for at least five years after the last date of the award period. The method of storing this data collection is not prescribed and may take many formats depending on the data collected—paper records, attendance tracking systems, Cityspan, or other portals are all tools for data collection and no one tool is required to store collected data. OSSE reserves the right to require subgrantees to use a particular portal for data collection.

Exhibit 3 includes a list of each template that has been developed, the KPI the template corresponds with, and who is responsible for providing the required data sources. Regarding any data that the program's local education agency (LEA) partner needs to provide, OSSE recommends that programs coordinate with the LEA as early as possible to establish a timeline for when the LEA can share the data. To facilitate the process, programs can share a list of required data elements with their LEA. If programs encounter issues obtaining data from their LEA, OSSE recommends that they communicate with their program specialist at OSSE. All subgrantees are required to have signed partner attestation forms. Both parties should be aware of their roles and responsibilities in the partnership.

### Exhibit 3. Data Collection Templates

Data collection template	Corresponding KPIs	Who provides data?	Template submitted to OSSE?
<b>Program Attendance Template</b>	All student outcome KPIs	Program	No
<b>Daily Student Program Attendance Tracker Template</b>	All student outcome KPIs	Program	No
<b>Cityspan Student Attendance Example</b>	All student outcome KPIs	Cityspan	No
<b>GPA Data Template</b>	<b>Grades 7–12:</b> Percentage of students meeting targeted 21st CCLC attendance thresholds with a cumulative grade at or below B at the conclusion of the prior school year who demonstrated any improvement in their cumulative grade	LEA	No
<b>School-Day Attendance Template</b>	<b>Grades 1–12:</b> Percentage of students meeting targeted 21st CCLC attendance thresholds who demonstrated an improvement in their school-day attendance rate from the prior school year to the current school year <b>Grades 1–12:</b> Percentage of students meeting targeted 21st CCLC attendance thresholds identified as having unexcused absences during the prior school year who demonstrated fewer unexcused absences during the current school year	LEA	No
<b>Discipline Data Template</b>	<b>Grades 1–12:</b> Percentage of students meeting targeted 21st CCLC attendance thresholds with one or more suspension (in school or out of school) during the prior school year who demonstrated fewer suspensions after being enrolled in 21st CCLC activities and services	LEA	No
<b>Teacher Survey Data Template</b>	<b>Grades 1–5:</b> Percentage of students who met or exceeded targeted program attendance threshold who demonstrated growth in their ELA performance, as reported by their school-day teacher <b>Grades 1–5:</b> Percentage of students who met or exceeded targeted program attendance threshold who demonstrated growth in their mathematics performance as reported by their school-day teacher <b>Grades 1–5:</b> Percentage of students who met or exceeded targeted program attendance threshold who demonstrated improvement in their school-day classroom engagement, as reported by their school-day teacher	Program	No
<b>Youth Survey Results Summary Template</b>	Percentage of centers that collect youth experience data using a youth survey, summarize results and provide details about how these data were used to inform specific program improvement efforts:	Program	Yes

Data collection template	Corresponding KPIs	Who provides data?	Template submitted to OSSE?
	<ul style="list-style-type: none"> <li>• Youth survey administered by third-party evaluators to assess the following:               <ul style="list-style-type: none"> <li>– Quality of interactions with activity leaders</li> <li>– Quality of interactions with other youth in the program</li> <li>– Skill-building opportunities</li> <li>– Opportunities for youth voice and choice</li> </ul> </li> </ul>		
<b>KPI Reporting Template</b>	All student outcome KPIs	Program	Yes

*Note.* KPI = key performance indicator, OSSE = Office of State Superintendent of Education, GPA = grade point average, 21st CCLC = 21st Century Community Learning Centers, and ELA = English/language arts.

The next section presents an overview of each data source to be collected and includes the specific data elements required and instructions for how to calculate the KPIs.

## 21st CCLC Program Attendance Data

### *Cityspan Centers*

All student outcome KPIs will require student program attendance data so that student participants meeting the targeted attendance thresholds can be identified. Centers that utilize Cityspan to track student program attendance can export the necessary data elements from the platform (and will not fill in a separate data collection template). For Cityspan centers, program attendance will likely be collected by the platform at the activity level (i.e., each individual activity that a student attends on a given day is recorded). An example of the Cityspan student attendance export is included with the templates; the specific data elements to be exported from Cityspan should include data fields akin to the data fields shown in Exhibit 4.

#### **Exhibit 4. Example Data Elements to be Exported from Cityspan Platform**

Data element	Description
APR Year	The APR year, identified by the start of the program year; for example, a program operating during the 2021–22 school year would enter 2021 as the APR year (integer field)
School ID	The unique number assigned by OSSE to identify individual LEAs (integer field)
Site	The name of the school the student attends (text field)
Person ID	The Cityspan-generated ID for the student (integer field)
Student ID	The student’s unique identifier assigned by OSSE (integer field)
Student First Name	The FIRST NAME of the student (text field)
Student Last Name	The LAST NAME of the student (text field)

Data element	Description
Grade Level	The current grade level for the student (text field)
Enrollment Date	The date during the current program year on which a student was first enrolled in programming (date field)
Service ID	A unique number assigned by Cityspan for each activity (integer field)
Full Date	The date on which the student attended the activity (date field)
Begin Time	The time at which the activity was scheduled to begin (date field)
End Time	The time at which the activity was scheduled to end (date field)
Minutes Attended	The number of minutes the student attended the activity (integer field)
Hours Attended	The number of hours the student attended the activity (integer field)

*Note.* APR = annual performance report, OSSE = Office of the State Superintendent of Education, and LEAs = local education agencies.

### ***Non-Cityspan Centers***

Centers that are not using Cityspan can use the provided template for collecting student-level program attendance data. Centers that use the supplied template will collect program attendance by term (i.e., the total number of hours a student attended during the summer, fall and spring terms, with fall and spring reflecting school-year programming). Exhibit 5 includes the specific elements that these centers will collect.

#### **Exhibit 5. Elements to be Collected by Non-Cityspan Centers**

Data element	Description
APR Year	The APR year, identified by the start of the program year; for example, a program operating during the 2021–22 school year would enter 2021 as the APR year (integer field)
School ID	The unique number assigned by OSSE to identify individual LEAs (integer field)
School Name	The name of the school the student attends (text field)
Center Name	The name of the 21st CCLC center (text field)
Student ID	The student’s unique identifier assigned by OSSE (integer field)
Student First Name	The FIRST NAME of the student (text field)
Student Last Name	The LAST NAME of the student (text field)
Grade Level	The current grade level for the student (text field)
Enrollment Date	The date during the current program year on which a student was first enrolled in programming (date field)
Total Hours_Summer	The total number of hours that a student attended 21st CCLC programming during the summer term (integer field)

Data element	Description
Total Hours_Fall	The total number of hours that a student attended 21st CCLC programming during the fall term (integer field)
Total Hours_Spring	The total number of hours that a student attended 21st CCLC programming during the spring term (integer field)
Total Hours	The sum of the total number of hours that a student attended 21st CCLC programming during the summer, fall, and spring (integer field) <i>(Note that the template contains a formula for calculating this sum automatically.)</i>
Participated_SY	An indicator that identifies students who participated during the school year (i.e., during the fall or spring terms) <i>(Note that the template contains a formula for calculating this indicator automatically.)</i>
Target Met	An indicator that identifies students who met or exceeded the targeted program attendance threshold for their school level (integer field) <i>(Note that the template contains a formula for calculating this indicator automatically.)</i>

*Note.* APR = annual performance report, OSSE = Office of the State Superintendent of Education, LEAs = local education agencies, and 21st CCLC = 21st Century Community Learning Centers.

Because each student outcome KPI requires identifying the number of student participants who met the targeted program attendance threshold for their school level, it is important that student program attendance is **recorded regularly and accurately**. To aid with this process, an additional template has been developed as an optional tool to help centers record students' program attendance. This Program Attendance data collection template contains a separate sheet for each month of the year, where centers can enter students' daily program attendance hours. Exhibit 6 shows the data elements included in this template.

### Exhibit 6. Daily Program Attendance Data Elements

Data element	Description
Student ID	The student's unique identifier assigned by OSSE (integer field)
Student First Name	The FIRST NAME of the student (text field)
Student Last Name	The LAST NAME of the student (text field)
Grade Level	The current grade level for the student (text field)
Did not attend this month?	A response of YES indicates that the student DID NOT attend 21st CCLC programming for the given month
Day of Month columns	For each day of the month, enter the number of hours that the student attended programming
Month_TotHours	The sum of the total number of hours a student attended programming for the month <i>(Note that the template contains a formula for calculating this sum automatically.)</i>

*Note.* OSSE = Office of the State Superintendent of Education and 21st CCLC = 21st Century Community Learning Centers.

At the end of the program year, centers will need to use the total number of hours that each student participated in programming to identify the students who met the targeted attendance threshold for their school level (i.e., 150 hours for elementary students, 90 hours for middle school students, 60 hours for high school students). The Program Attendance data collection template will identify these students in the Target Met column. These students will be part of the denominator calculation for many of the student outcome KPIs to be calculated.

## GPA Data

This KPI requires GPA data for both the current school year and prior school year for students in grades 7–8 and 10–12. If a school uses a nonstandard grading scale, centers will use the information in Exhibit 8 to convert students’ grades to a 4.0 GPA scale.

### Exhibit 7. Information to Convert Nonstandard Grading to a 4.0 GPA Scale

GPA	Letter grade	Word grade	Percentage grade
4.0	A	Exceeding Expectations	90%–100%
3.0	B	Above Expectations	80%–89%
2.0	C	At Expectations	70%–79%
1.0	D	Below Expectations	60%–69%
0.0	F	Far Below Expectations	Below 60%

The specific data elements pertaining to GPA that centers will collect are included in Exhibit 8.

### Exhibit 8. Data Elements Pertaining to GPA

Data element	Description
APR Year	The APR year, identified by the start of the program year; for example, a program operating during the 2021–22 school year would enter 2021 as the APR year (integer field)
School ID	The unique number assigned by OSSE to identify individual LEAs (integer field)
School Name	The name of the school (text field)
Center Name	The name of the 21st CCLC center (text field)
Student ID	The student's unique identifier assigned by OSSE (integer field)
Student First Name	The FIRST NAME of the student (text field)
Student Last Name	The LAST NAME of the student (text field)
Grade Level	The current grade level for the student (text field)

Data element	Description
Cumulative GPA_current	The student’s cumulative GPA for the current school year (integer field)
Cumulative GPA_prior	The student’s cumulative GPA for the prior school year (integer field)
BorBelow_PriorYear	An indicator that identifies students with a GPA at or below a B in the prior year <i>(Note that the template contains a formula for calculating this indicator automatically.)</i>
BorBelow_ImprovedGPA	An indicator that identifies students with a GPA at or below a B in the prior year who had an improved GPA in the current year <i>(Note that the template contains a formula for calculating this indicator automatically.)</i>

*Note.* APR = annual performance report, OSSE = Office of the State Superintendent of Education, LEAs = local education agencies, 21st CCLC = 21st Century Community Learning Centers, and GPA = grade point average.

### Calculating the KPI

To calculate the KPI related to GPA, centers will need to merge the GPA data with the student program attendance data (linking records using the Student ID). Then, centers will need to filter specifically for students who met the targeted program attendance threshold for their school level (indicated by a value of 1 in the column Target Met) and had a GPA at or below a B in the prior school year (indicated by a value of 1 in the column BorBelow\_PriorYear). These students will serve as the denominator for the KPI calculation. Finally, from within that selected sample of students, centers will divide the number of students identified as demonstrating improvement on their GPA (indicated by a value of 1 in the column BorBelow\_ImprovedGPA) by this denominator.

### School-Day Attendance Data

Two student outcome KPIs require school-day attendance data for both the current year and prior year for students in grades 1–12. The specific data elements to be collected include those listed in Exhibit 9.

#### Exhibit 9. School-Day Attendance Data Elements

Data element	Description
APR Year	The APR year, identified by the start of the program year; for example, a program operating during the 2021–22 school year would enter 2021 as the APR year (integer field)
School ID	The unique number assigned by OSSE to identify individual LEAs (integer field)
School Name	The name of the school the student attends (text field)
Center Name	The name of the 21st CCLC center (text field)
Student ID	The student’s unique identifier assigned by OSSE (integer field)
Student First Name	The FIRST NAME of the student (text field)

Data element	Description
Student Last Name	The LAST NAME of the student (text field)
Grade Level	The current grade level for the student (text field)
School Days Enrolled_Current	The number of days the student was eligible to attend during the current school year (integer field)
School Days Absent_Excused_Current	The number of days the student had an excused absence from school in the current school year (integer field)
School Days Absent_Unexcused_Current	The number of days the student had an unexcused absence from school in the current school year (integer field)
School Days Absent_Total_Current	The total number of days the student was not at school in the current school year: Sum of School Days Absent_Excused_Current and School Days Absent_Unexcused_Current (integer field) <i>(Note that the template contains a formula for calculating this number automatically.)</i>
School Days Present_Current	The number of days the student attended school in the current school year: School Days Absent_Total_Current subtracted from School Days Enrolled_Current (integer field) <i>(Note that the template contains a formula for calculating this number automatically.)</i>
Attendance Rate_Current	The percentage of total days enrolled that a student was present during the current school year (integer field) <i>(Note that the template contains a formula for calculating this percentage automatically.)</i>
School Days Enrolled_Prior	The number of days the student was eligible to attend during the prior school year (integer field)
School Days Absent_Excused_Prior	The number of days the student had an excused absence from school in the prior school year (integer field)
School Days Absent_Unexcused_Prior	The number of days the student had an unexcused absence from school in the prior school year (integer field)
School Days Absent_Total_Prior	The total number of days the student was not at school in the prior school year: Sum of School Days Absent_Excused_Prior and School Days Absent_Unexcused_Prior (integer field) <i>(Note that the template contains a formula for calculating this number automatically.)</i>
School Days Present_Prior	The number of days the student attended school in the prior school year: School Days Absent_Total_Prior subtracted from School Days Enrolled_Prior (integer field) <i>(Note that the template contains a formula for calculating this number automatically.)</i>
Attendance Rate_Prior	The percentage of total days enrolled that a student was present during the prior school year (integer field) <i>(Note that the template contains a formula for calculating this percentage automatically.)</i>
Improved_AttendanceRate	An indicator that identifies students with an improved attendance rate in the current year compared to the prior year (integer field) <i>(Note that the template contains a formula for calculating this indicator automatically.)</i>
Improved_UnexAbsences	An indicator that identifies students with at least one unexcused absence in the prior year AND saw a decrease in the number of unexcused absences in the

Data element	Description
	current year compared to the prior year (integer field) <i>(Note that the template contains a formula for calculating this indicator automatically.)</i>

Note. APR = annual performance report, OSSE = Office of the State Superintendent of Education, LEAs = local education agencies, and 21st CCLC = 21st Century Community Learning Centers.

### Calculating the KPIs

To calculate the KPIs related to school-day attendance, centers will need to merge the school-day attendance data with the student program attendance data (linking records using the Student ID). Then, centers will need to filter specifically for students who met the targeted program attendance threshold for their school level (indicated by a value of 1 in the column Target Met). For the KPI concerning an improved attendance rate, centers will divide the number of participants with an improved school-day attendance rate (indicated by a value of 1 in the column Improved\_AttendanceRate) by the total number of students meeting the attendance threshold.

For the KPI concerning unexcused absences, centers will need to filter specifically for students who met the targeted program attendance threshold and who had at least one unexcused absence during the prior year; this will serve as the denominator of the KPI. Then, centers will divide the number of students identified as having fewer unexcused absences in the current year (identified by a value of 1 in the column Improved\_UnexAbsences) by that denominator.

### Discipline Data

One student outcome KPI requires school-day discipline data for the current school year for students in grades 1–12. Exhibit 10 includes the specific data elements to be collected.

#### Exhibit 10. School-Day Discipline Data Elements

Data element	Description
APR Year	The APR year, identified by the start of the program year; for example, a program operating during the 2021–22 school year would enter 2021 as the APR year (integer field)
School ID	The unique number assigned by OSSE to identify individual LEAs (integer field)
School Name	The name of the school (text field)
Center Name	The name of the 21st CCLC center (text field)
Student ID	The student’s unique identifier assigned by OSSE (integer field)
Student First Name	The FIRST NAME of the student (text field)
Student Last Name	The LAST NAME of the student (text field)

Data element	Description
Grade Level	The current grade level for the student (text field)
Date	The date the disciplinary incident occurred (date field)
Suspension	An indicator the student received a suspension (in school or out of school) on the given date (numeric field)

*Note.* APR = annual performance report, OSSE = Office of the State Superintendent of Education, LEAs = local education agencies, and 21st CCLC = 21st Century Community Learning Centers.

### **Calculating the KPIs**

To calculate the KPI related to suspensions, centers will first need to sum the number of in-school and out-of-school suspensions a student received in the prior year. The first variable will be a sum of the total number of suspensions a student received in the prior year. The second variable will be the sum of the total number of suspensions a student received in the current year. The third variable will be an indicator that identifies students who received fewer suspensions year over year.

To calculate the discipline related KPI, centers will first filter for students who met the targeted attendance threshold for their school level, participated during the school year, and received at least one suspension in the prior year. This number will serve as the denominator of the KPI. Then, centers will divide the number of students who received fewer suspensions in the current year.

### **Teacher Survey Data**

To better understand academic growth for students in grades 1–5, OSSE developed new questions to add to the existing teacher survey that programs administer to teachers each school year. To learn more about students’ academic performance and engagement in the classroom, centers will administer a survey to the school-day classroom teachers of students in grades 1–5 participating in 21st CCLC programming during the school year (see Appendix A for a copy of the teacher survey).<sup>2</sup> The survey should be administered once near the end of the school year and should be completed by the student’s homeroom or main classroom teacher. It is the responsibility of the subgrantee to engage with school-day staff to administer the survey. Programs must cover any costs associated with administering the teacher survey. The survey consists of six items—two items pertaining to academic performance and four items pertaining to engagement in learning. For each item, teachers will reflect on the extent to which a student has changed since the start of the school year and will indicate whether a student did not need

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<sup>2</sup> The items in the teacher survey are based on the Survey of Academic and Youth Outcomes – Teacher Version (SAYO-T; National Institute on Out-of-School Time, 2023).

to improve, saw improvement, saw no change, or declined or will indicate that the item was not applicable (refer to Appendix A for descriptions of each response option). Because primary-grade report cards often do not use a standardized grading scale, results of this survey are more helpful than report cards in understanding students’ academic performance and engagement in the classroom. Exhibit 11 lists the data elements to be collected as part of the teacher survey.

**Exhibit 11. Data Collected with the Teacher Survey**

Data element	Description	
APR Year	The APR year, identified by the start of the program year; for example, a program operating during the 2021–22 school year would enter 2021 as the APR year (integer field)	
Grantee ID	The unique number assigned by OSSE to identify individual grantees (integer field)	
Grantee Name	The name of the grantee (text field)	
Center Name	The name of the 21st CCLC center (text field)	
School ID	The unique number assigned by OSSE to identify individual LEAs (integer field)	
School Name	The name of the school the student attends (text field)	
Student ID	The student’s unique identifier assigned by OSSE (integer field)	
Student First Name	The FIRST NAME of the student (text field)	
Student Last Name	The LAST NAME of the student (text field)	
Grade Level	The current grade level for the student (text field)	
<b>Academic Performance: To what extent has this student changed their performance in relation to grade-level standards since the start of the school year in terms of:</b>		
ELA	English/Language Arts	0 = Did Not Need to Improve 1 = Improvement 2 = No Change 3 = Decline 4 = Not Applicable
Math	Mathematics	0 = Did Not Need to Improve 1 = Improvement 2 = No Change 3 = Decline 4 = Not Applicable
<b>Engagement in Learning: To what extent has this student changed their behavior since the start of the school year in terms of:</b>		
FocusTask	Stays focused on the task at hand	0 = Did Not Need to Improve 1 = Improvement 2 = No Change 3 = Decline 4 = Not Applicable

AlertFocus	Is alert and focused during group discussions or activities	0 = Did Not Need to Improve 1 = Improvement 2 = No Change 3 = Decline 4 = Not Applicable
ActivePart	Actively participates in learning activities (i.e., without needing prompting from adults or peers)	0 = Did Not Need to Improve 1 = Improvement 2 = No Change 3 = Decline 4 = Not Applicable
Motivated	Comes to school motivated to learn	0 = Did Not Need to Improve 1 = Improvement 2 = No Change 3 = Decline 4 = Not Applicable

*Note.* APR = annual performance report, OSSE = Office of the State Superintendent of Education, 21st CCLC = 21st Century Community Learning Centers, and LEAs = local education agencies.

### **Calculating the KPIs**

After administering the teacher survey and collecting teacher responses, centers will need to merge the survey data with the student 21st CCLC participation data (linked by Student ID). To calculate the two KPIs related to academic performance (ELA and math, respectively), centers should first filter the data for students who met the targeted attendance threshold for their school level, who participated during the school year, and who were identified by their teacher as “Improvement,” “No Change,” or “Decline” (i.e., filter out students identified as “Did Not Need to Improve” or “Not Applicable”). This number will serve as the denominator of the KPIs. Then, the centers will divide the number of students identified as having improved in ELA or math (depending on the indicator being calculated) by that denominator.

For the KPI related to students’ learning engagement, the denominator will consist of the total number of “opportunities for improvement” identified by teachers, which centers will identify by first filtering for students who met the targeted attendance threshold for their school level and who participated during the school year. Then, centers will need to sum the total number of “Improvement,” “No Change” and “Decline” responses received across the four learning engagement items for that set of students. This sum will represent the total number of “opportunities for improvement” and serve as the denominator. Then, centers will need to sum the total number of “Improvement” responses received across the four learning engagement items for that set of students, which will serve as the numerator. Finally, centers will divide the numerator (total number of “improvements”) by the denominator (total number of “opportunities for improvement”).

## PARCC Data

Two student outcome KPIs require data from the Partnership for Assessment of Readiness for College and Careers (PARCC) state assessment for students in grades 4–8. Programs will need to request student-level PARCC data from their LEA partner.

Programs will need to provide the LEA with a list of student participants in grades 4–8 who met the targeted program attendance threshold for their school level. It is important to provide student-level data to the LEA via a secure channel because the data contain personally identifiable information. Then, the LEA will identify which of those students scored below proficient on the reading or mathematics PARCC assessment (respectively, given the KPI being calculated) during the prior school year. These students will serve as the denominator. Then, of those students, the LEA will identify which students saw improvement in their growth percentile (reading or mathematics, respectively) from the prior year to the current year. The LEA will then share this aggregate information with the program.

## Youth Survey Results Reporting Template (OPTIONAL)

A program may administer a survey to youth who participated in programming during the programming period. Centers can select the youth survey of their choice based on the specific topics they are interested in gathering information about (see an example youth survey on participant experience in Appendix B). The youth survey selected should assess the quality of interactions that students have with activity leaders and other youth in the program, as well as the opportunities that students have for skill building and choice. OSSE recommends that the youth survey be administered only to students in grades 4–12 because the survey is not developmentally appropriate for students in the lower primary grades.

Programs will use the Youth Survey Results Reporting Template, which includes the following information, to report the results of the youth survey:

- Number of students surveyed;
- Grade levels surveyed;
- Topics surveyed;
- Aggregate results for each topic surveyed; and
- Details about how these data were used to inform specific program improvement efforts.

Programs should submit the completed aggregate results of the Youth Survey to OSSE as part of their annual evaluation report.

## KPI Reporting Template

After all student-level data have been collected and the KPIs have been calculated, centers will enter the results of the KPIs in the KPI Reporting Template for reporting to OSSE. The data elements listed in Exhibit 12 should be recorded in the template for each center.

### Exhibit 12. Data Elements Reported in the KPI Reporting Template

Data element	Description
APR Year	The APR year, identified by the start of the program year; for example, a program operating during the 2021–22 school year would enter 2021 as the APR year (integer field)
Grantee ID	The unique number assigned by OSSE to identify individual grantees (integer field)
Grantee Name	The name of the grantee (text field)
Center Name	The name of the 21st CCLC center (text field)
School ID	The unique number assigned by OSSE to identify individual LEAs (integer field)
School Name	The name of the school the student attends (text field)
ELA_Grades15	Percentage of students who met or exceeded targeted program attendance threshold who demonstrated growth in their English/language arts performance, as reported by their school-day teacher
ELA_Grades48	Percentage of students scoring below proficiency in reading who met or exceeded targeted program attendance threshold who demonstrated an improved PARCC growth percentile in reading
Math_Grades15	Percentage of students who met or exceeded targeted program attendance threshold who demonstrated growth in their mathematics performance, as reported by their school-day teacher
Math_Grades48	Percentage of students scoring below proficiency in mathematics who met or exceeded targeted program attendance threshold who demonstrated an improved PARCC growth percentile in mathematics
ImprovedGPA	Percentage of students meeting targeted 21st CCLC attendance thresholds with a cumulative grade at or below B at the conclusion of the prior school year who demonstrated any improvement in their cumulative grade
ImprovedAttendanceRate	Percentage of students meeting targeted 21st CCLC attendance thresholds who demonstrated an improvement in their school-day attendance rate from the prior school year to the current school year
ImprovedAbsences	Percentage of students meeting targeted 21st CCLC attendance thresholds identified as having unexcused absences during the prior school year who demonstrated fewer unexcused absences during the current school year
ImprovedBehavior	Percentage of students meeting targeted 21st CCLC attendance thresholds with one or more disciplinary incidents during the school year who demonstrated fewer disciplinary incidents after being enrolled in 21st CCLC activities and services
ImprovedEngagement	Percentage of students who met or exceeded targeted program attendance threshold who demonstrated improvement in their school-day classroom engagement, as reported by their school-day teacher

*Note.* APR = annual performance report, OSSE = Office of the State Superintendent of Education, 21st CCLC = 21st Century Community Learning Centers, LEAs = local education agencies, and PARCC = Partnership for Assessment of Readiness for College and Careers.

After centers enter results on the Center-Level KPI Results sheet of the Excel template, the grantee-level results will be aggregated automatically on the Grantee-Level KPI Results sheet. Centers should submit the completed template to OSSE as an attachment yearly.

## 4. Quality Improvement System

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OSSE selected the Youth Program Quality Assessment (PQA) to support program quality. The Youth PQA is a validated instrument designed to measure the quality of youth programs and identify staff training needs. It has been used in community organizations, schools, camps and other places where youth have fun, work and learn with adults.

The Youth PQA assesses the following domains:

- Safe environment
- Supportive environment
- Interaction
- Engagement
- Youth-centered policies and practices
- High expectations for youth and staff
- Access

The Youth and School-Age PQAs are evidence-based assessment tools. Evidence is gathered through observation and interview. Program staff and an outside specialist observe program activities, take notes and then conduct an interview with a program administrator. Notes, observations and interview data are used as evidence to score items. Scores are combined to create an overall program quality profile and plan for improvement.<sup>3</sup>

Beginning in Year 2 of the grant cycle, OSSE will require all subgrantees to use the Youth PQA to assess the quality of their programs. In addition, subgrantees are required to submit their Youth PQA assessment with their final quarterly report (November).

Only subgrantees who selected the competitive priority are required to implement the YPQA assessment process. However, OSSE reserves the right to implement changes to the structure of the 21st CCLC program evaluation and continuous improvement measures in the future, which could impact all subgrantees.

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<sup>3</sup> Programs can read more about PQAs and download the instruments at the following website: <https://forumfyi.org/weikartcenter/assessments/>.

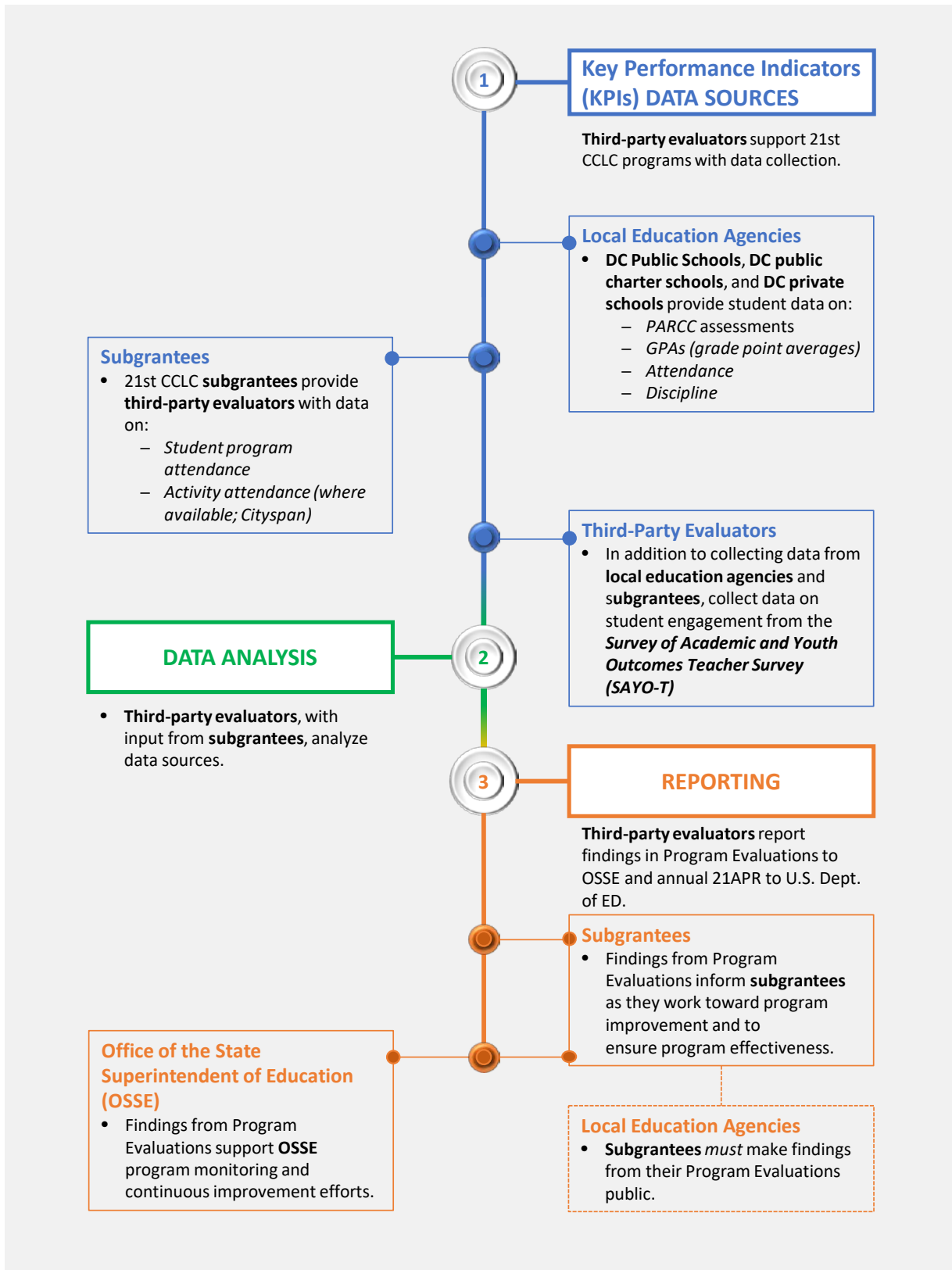
## 5. Data Reporting and Submission

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### Data Flow Map

The data flow map in Exhibit 13 is divided into three sections: Data Sources, Data Analysis and Reporting. In the first section, Data Sources, the map provides detailed information about where third-party evaluators can collect the necessary data (e.g., local education agencies) to conduct the data analyses described in this guide. The second section highlights the third-party evaluator role and responsibility for conducting and reporting the data analysis in this process. Lastly, the third section details who shares and receives evaluation findings from third-party evaluator data analysis and reporting.

## Exhibit 13. Data Flow Map



## References

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Naftzger, N., Devaney, E., & Newman, J. (2015). *National scan of 21st CCLC data, impact, & quality improvement systems project: Findings report*. Washington, DC: American Institutes for Research.

National Institute on Out-of-School Time. (2023). *Sayo-S&T: Survey of academic and youth outcomes for staff and teachers*. [www.niost.org/Training-Descriptions/survey-of-afterschool-youth-outcomes-for-staff-and-teachers-sayo-s-and-sayo-t](http://www.niost.org/Training-Descriptions/survey-of-afterschool-youth-outcomes-for-staff-and-teachers-sayo-s-and-sayo-t)

## Authorship

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This document was written by the American Institutes of Research under a contract with OSSE. Its authors are Allison Belmont, Nicol Christie, Robert Fales, Stephanie McCarthy, Neil Naftzger and Sam Sniegowski.

# Appendix A. Teacher Survey

## School-Day Teacher Survey

*Adapted from the Survey of Academic Youth Outcomes – Teacher Version (SAYO-T)*

Outlined below is the full list of your students who are enrolled in the 21st Century Community Learning Centers afterschool program and who are eligible for the teacher survey. We are asking you to answer six questions about each student based on your role as a school-day teacher or staff member.

Grantee Name \_\_\_\_\_

Center Name \_\_\_\_\_

Student ID	Last name	First name	Grade level

This survey is designed to collect information about changes in a particular student’s academic performance and behavior during the school year. Please select only one response for each of the questions asked in the tables that follow. Please note that survey response options are divided into two primary groups: **(1) Did Not Need to Improve**, which suggests that the student had already obtained an acceptable level of functioning and no improvement was needed during the course of the school year, and **(2) Acceptable Level of Functioning Not Demonstrated Early in School Year – Improvement Warranted**, which suggests that the student was not functioning at a desirable level of performance on the behavior being described. If the student warranted improvement on a given behavior, please indicate the extent to which the student did or did not improve on that behavior during the course of the school year by indicating if they demonstrated **Improvement**, **No Change**, or **Decline**. If you believe the behavior described in a given question is not applicable to the student for whom you are completing the survey, please select **Not Applicable**.

**Name of Student:** \_\_\_\_\_

**Grade of Student:** \_\_\_\_\_

Academic Performance					
To what extent has your student changed their performance in relation to grade-level standards since the start of the school year in terms of:	Did Not Need to Improve	Acceptable Level of Functioning Not Demonstrated Early in School Year – Improvement Warranted			Not Applicable
		Improvement	No Change	Decline	
English/language arts performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Engagement in Learning

To what extent has your student changed their behavior since the start of the school year in terms of:	Did Not Need to Improve	Acceptable Level of Functioning Not Demonstrated Early in School Year – Improvement Warranted			Not Applicable
		Improvement	No Change	Decline	
Stays focused on the task at hand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is alert and focused during group discussions or activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actively participates in learning activities (i.e., without needing prompting from adults or peers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comes to school motivated to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Appendix B. Youth Survey Example

### AFTERSCHOOL PROGRAM SURVEY

The purpose of this survey is to find out more about afterschool programs like the one at your school and how young people like you feel about these programs. We care what you think about this program, and your answers will help make afterschool programs better for young people in Washington, DC. We need your honest feedback. The questions on the survey ask about you and what you experience in this afterschool program. This is not a test. There are no wrong answers. Please choose the answer that best describes you or your experience in this program. This survey should take about 15 minutes to answer all the questions.

This survey is voluntary. You may choose to take the survey or not. Your parent(s)/guardian(s) know you may be taking this survey. You can skip items or stop at any time. Your answers are confidential, which means that no one (not your parents, teachers, school staff, or other students) will be allowed to know how you answer these questions.

Please answer each question by filling in the circle next to the answer. You can skip questions you don't want to answer, and you can stop taking the survey if you don't want to finish it.

**1. Thinking about the staff in this afterschool program, how true are these statements for you? There is a staff member, like a teacher, here . . .**

	<i>Not at all true</i>	<i>Somewhat true</i>	<i>Mostly true</i>	<i>Completely true</i>
a. Who is interested in what I think about things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Who I enjoy being around	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Who helps me when I have a question or problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Who makes learning fun and interesting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Who I will miss when the program is over	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**2. At this afterschool program, how do students get along? Indicate how true each statement is based on your own experience in this program.**

	<i>Not at all true</i>	<i>Somewhat true</i>	<i>Mostly true</i>	<i>Completely true</i>
a. Students here are friendly with each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Students here treat each other with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Students here listen to what the teachers tell them to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Students here <u>don't</u> tease or bully others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Students here support and help one another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. Please indicate if you have had the following experiences in this afterschool program.**

<b>In this afterschool program,</b>	<b><i>Not at all</i></b>	<b><i>Sort of</i></b>	<b><i>Yes, definitely</i></b>
a. I tried new things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I got to do things here I don't get to do anywhere else.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I set goals for myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I learned to push myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I did things that challenged me in a good way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I worked hard to get better at something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4. How has this afterschool program helped you specifically? Check the top three areas where you think the program has helped you the most. This program has helped me . . .**

- Feel hopeful about the future
- Stay connected with my friends
- Learn things that will help me in school
- Think about the kinds of classes I want to take in the future
- Think about what I might like to do when I get older
- Not to be lonely
- Learn about things that are important to my community
- Discover things I want to learn more about
- Feel good about myself
- Feel less stressed
- Find out what is important to me
- With my confidence
- Find out what I'm good at doing
- Make new friends
- This program hasn't actually helped me
- I prefer not to answer

**5. Whose idea was it to sign up for this program? Choose all responses that apply.**

- It was my idea to sign up.
- My parent(s) or guardian(s) wanted me to sign up.
- My friend(s) wanted to me to sign up.
- One of my school-day teachers wanted me to sign up.
- One of my afterschool activity leaders from school wanted me to sign up.

**6. How much do you look forward to coming to this program? Choose one response.**

- Not at all. I don't want to be here.
- I *sort of* look forward to it.

I *really* look forward to it.

**7. What were your most positive experiences in the afterschool program?**

**8. What did you NOT like about the activities you participated in at this afterschool program?**

**9. If a program like this was provided next year, would you want to go?**

Yes     No     Maybe

**10. What grade are you in? Choose one response.**

- |                              |                               |
|------------------------------|-------------------------------|
| <input type="checkbox"/> 4th | <input type="checkbox"/> 9th  |
| <input type="checkbox"/> 5th | <input type="checkbox"/> 10th |
| <input type="checkbox"/> 6th | <input type="checkbox"/> 11th |
| <input type="checkbox"/> 7th | <input type="checkbox"/> 12th |
| <input type="checkbox"/> 8th |                               |

**11. Are you of Hispanic or Latino origin? Choose one response.**

- Yes  
 No  
 Prefer not to answer

**12. What is your race? You may choose one or more races.**

- Asian  
 American Indian or Alaska Native  
 Black or African American  
 Native Hawaiian or Pacific Islander  
 White  
 Multiracial  
 Prefer not to answer

**13. What is your gender? Choose one response.**

- Female  
 Male  
 Non-binary  
 Prefer not to answer

***THANK YOU!***



Office of the State Superintendent of Education  
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