



New Hampshire | LIVE FREE AND LEARN

Department of Education

**New Hampshire Department of Education ESEA
21st Century Community Learning Centers
(21st CCLC) Title IV, Part B
GPRA Measures Data Results**

Bureau of Instructional Support

Office of ESEA Programs

25 Hall Street

Concord, NH 03301

Purpose

The purpose of this document is to provide all subrecipients with information regarding the New Hampshire Department of Education (NHED), Office of ESEA Title Programs, 21st Century Community Learning Centers (21st CCLC) Title IV, Part B Government Performance Results Act (GPRA) Measures Data Results procedure and subsequent form.

Guidance

According to the Elementary and Secondary Education Act (ESEA) Section 4204(b)(B) Title IV, Part B grants must provide a description of how the program activities are expected to improve student academic achievement as well as report on overall student success on an annual bases. Congress established a set of measures via the GPRA in 1993 to improve government performance management. GPRA's are measured by improvements in; State Assessments, Grade Point Average, School Day Attendance, Teacher-Reported Behaviors and Student Engagement in Learning.

GPRA measures are required outcomes that are reported by all states on all measures and reported to Congress annually, dictating the metrics of the Title IV, Part B schools. The United States Department of Education (ED) analyzes the GPRA data via the 21APR system, a data collection tool established for Title IV, Part B programs utilized at the State educational agency (SEA).

In accordance with ESEA Section 4205(b), Title IV, Part B school level efforts should show growth aiming to achieve the goal percentage of improvement, set by the state (appendix A), to ensure continued funding under this grant. Title IV, Part B grants are awarded for five (5) years on the basis that 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 NHED's evaluation of successful progress towards meeting the GPRA measures. In addition to reporting the GPRA data annually, the Title IV, Part B grant is required to update how they are aiming to meet the State's specific GPRA measures standards on an annual basis for each school with a 21st CCLC program, within their Annual Performance Report (APR). Having an updated and approved APR on file with NHED, is a prerequisite to receiving the Title IV, Part B allocation for the next Fiscal Year.

All schools served by a Title IV, Part B grant are measured against the applicable GPRA measures listed in appendix A.



21st CCLC Title IV, Part B GPRA Measures Data Results Procedure

To ensure reporting compliance, Local Educational Agencies (LEAs) with Title IV, Part B grants must annually review and report on the results of their GPRA measures at the school level. The LEA shall complete the following information and submit the form to the NHED to deem the Federal award in compliance with GPRA measures requirements. Each component of each question must be addressed, for the form to be considered complete. Submit a separate form for each school served by your Title IV, Part B grant.

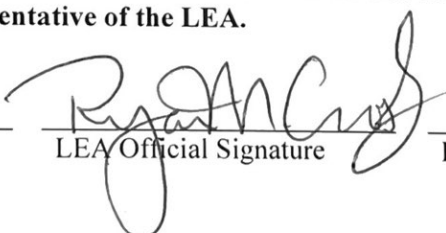
The LEA must submit their form by, **November 29, 2024**, to NHED by emailing Whitney.R.McVeigh@doe.nh.gov.

LEA Information

District Name:	Dover Housing Authority
School Name:	Woodman Park School
LEA Official Name and Title:	Ryan Crosby, Executive Director
LEA Official Contact Phone:	603-742-5804
LEA Official Contact Email:	ryan@doverhousingauthority.org

For questions, please reach out to Whitney McVeigh the Title IV, Part B Education Consultant at Whitney.R.McVeigh@doe.nh.gov.

By signing below, you affirm that information contained in this form is accurate and complete and is signed by an authorized representative of the LEA.

RYAN M. CROSBY		23 JAN 2025
LEA Official Name	LEA Official Signature	Date

NHED Use Only

I, on behalf of NHED, certify that I have reviewed the 21st CCLC Title IV, Part B GPRA Data results in accordance with ESEA Section 4205(b) below and have determined the school -

- ☐ **In need of significant improvement:** if 4 or more indicators are below set state improvement percentage goal
- ☒ **In need of moderate improvement:** if less than 4 indicators are below set state improvement percentage goal
- ☐ **In good standing:** if all indicators are above set state improvement percentage goal

This document will be fully executed and returned to the LEA noting results of the 2022-2023 school year data. The LEA must upload this document to Grants Management System (GMS) under the appropriate grant.

Whitney McVeigh, Education Consultant

Printed Name and Title

Signature

Date



2023-2024 GPRA Measures Data Results

Indicate within the below chart what percentage the referenced school served by your Title IV, Part B grant, achieved for the GPRA Measures, if applicable. Percentages were determined based on data collected during the 2022-2023 school year looking for improvements in; State Assessments, Grade Point Average, School Day Attendance, Teacher-Reported Behaviors and Student Engagement in Learning. Program efforts should show growth aiming to achieve the goal percentage of improvement, set by the state (appendix A), to ensure continued funding under this grant.

School Name: **Woodman Park School**

State Goals - GPRA Measures For Year 2022-2023		Goal Percentage of Improvement:	Percentage of Improvement Achieved:
#1: ACADEMIC ACHIEVEMENT IN NHSAS	Academic Achievement Improved - Proficiency Level	20%	22.58%
	Academic Achievement Improved - Growth Percentile	60%	68.42%
#2: GRADE POINT AVERAGE (GPA)	Student GPA Improvement Part 1 - Grade 7 and 8 from Teacher Survey	60%	Elementary Only Program
	Student GPA Improvement Part 2 - Grade 10 to 12 from I4See GPA Submission	60%	Elementary Only Program
#3: SCHOOL DAY ATTENDANCE	School-Day Attendance - Rate at or Below 90% in the Prior School Year	60%	55.56%
	School-Day Attendance – Any Improvement from Last Year	80%	88.89%
#4: BEHAVIOR	Behavior Measured by Suspension	20%	0 suspensions last year
#5: STUDENT ENGAGEMENT IN LEARNING	Student Engagement from Teacher Survey	60%	75.56%

GPRA Measures

The Government Performance and Results Act (GPRA) measures dictate the metrics of your 21st CCLC program funding.

ACADEMIC ACHIEVEMENT

FEDERAL

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 and math on state assessments.

NH DOE

NH SAS ELA and Math Achievement (or DLM):

At least 20% of students who are not already at the top level are to improve one proficiency level between their 2020-21 and their 2021-22 NH SAS (or DLM) assessments.

At least 60% of students to achieve a growth score at the end of 2021-22 on the NH SAS above the 50% mark.

GPA

FEDERAL

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.

NH DOE

For students in grades 7-8:
The Teacher Survey is used to identify each student's academic learning.

GPA Improvement:
At least 60% of students not already at the top of the achievement must achieve at least moderate growth.

For students in grades 10-12:
The over-all GPA must improve from the cumulative value at the end of 2021 to the cumulative value at the end of 2022.

GPA Improvement:
At least 60% of students not already at a top GPA must demonstrate growth.

SCHOOL-DAY ATTENDANCE

FEDERAL

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 2020-2021; and
(b) Demonstrated an improved attendance rate in 2021-2022

NH DOE

For students in grades 1-12:
State attendance reports will identify student attendance progress. *Note: only students who have data in the state system for two years are required to show growth.

Of the students who had less than 90% attendance in 2021, at least 60% of those students will have attendance above 90% in 2022. Additionally 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.

BEHAVIOR

FEDERAL

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.

NH DOE

For students in grades 1-12:
State suspension reports will be used to identify student suspension.
*Note: only students who have data in the state system for two years are required to show change in suspension.

A reduction of at least 20% of students who were suspended more than 5 days in 2020-21.

Schools who have no students being suspended, will be expected to continue with that performance level.

STUDENT ENGAGEMENT

FEDERAL

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.

NH DOE

For students in grades 1-5:
The Teacher Survey is used to identify each student's engagement in learning.

At least 60% of students will achieve at least moderate engagement.

ACADEMIC ACHIEVEMENT

DETAILS

Achievement data is available in May/June after the state testing sessions are complete on the Cambium Site. This data will be available in i4see with preliminary data in early August. Final results are available by October 1.

GPA

DETAILS

GPA growth data for Grades 10-12 comes in the i4see EOY submission.

For Grades 7-8 academic growth is automatically calculated as a part of the Teacher Survey.

Preliminary data in early August. Final results are available by October 1.

SCHOOL-DAY ATTENDANCE

DETAILS

School day comes in the i4see EOY submission. This data will be available in i4see with preliminary data in early August. Final results are available by October 1.

BEHAVIOR

DETAILS

Suspension data comes in the i4see EOY submission. This data will be available in i4see with preliminary data in early August. Final results are available by October 1.

STUDENT ENGAGEMENT

DETAILS

Student engagement information is part of the Teacher Survey entered within Cayen. Surveys are to be completed by June 10.

For all GPRA measures only students who were in your schools for 90% or more of the year will be included in the data.

The i4see workbench will have all of the data for review any time after October 1. Preliminary results will be available in early August. This information will include all students.

In October a report will be created on your i4see dashboard with program level data and will include your FAY (full academic year) students only.

The screenshot shows the i4see Reporting interface. The top navigation bar includes links for Home, Submission Status Calendar, WorkQueue, Upload Files, Students, Reporting, Admin, Schools, Help, and LogOut. The user is logged in as Michael Schwartz (DOE System Administrator). The main content area displays a message about a fixed issue affecting 21st Century Program Data submissions. Below the message, there is a section for '21st Century Detail Reporting' with a 'Report Links' dropdown menu. The 'Report Links' menu is open, showing options for 'Charter School Enrollment Verification', 'District Batch Validation', 'Education Freedom Account Verification', and 'Verification and Anomaly Reports'. The 'CAYEN Invalid SAS/DOB Data' report is selected, and a 'View Report' button is visible. The 'CAYEN Invalid SAS/DOB Data' report is displayed as a bar chart showing the number of students with invalid SAS/DOB data by school. The chart shows data for Conway Elementary School, John H. Fuller School, and Pine Tree Elementary School. The y-axis represents the number of students, ranging from 0 to 13. The x-axis lists the schools. The bar chart shows that John H. Fuller School has the highest number of students with invalid SAS/DOB data, followed by Pine Tree Elementary School, and then Conway Elementary School.