



Richard Woods, Georgia's School Superintendent  
"Educating Georgia's Future"



## Georgia Department of Education 21<sup>st</sup> Century Community Learning Centers FY 17 Common Data Elements Form Instructions

The purpose of this form is to assist subgrantees as they prepare the FY17 Common Data Elements form. The numbers and section titles on these instructions align with the numbers and section titles on the FY17 Common Data Elements form.

**General Instructions:** The Common Data Elements form should be used as the cover page of the Summative Evaluation Report and emailed as a PDF document to the subgrantee's Education Research and Evaluation Specialist (ERES) no later than June 15<sup>th</sup>, 2017.

All cells that are white should be completed. The subgrantee should only enter raw numbers, as opposed to percentages.

**Subgrantee:** The name of the individual subgrantee should be entered here. One Common Data Elements form should be submitted for each subgrant. For example, if District A has four subgrants, District A should submit four separate forms. Furthermore, the forms should not be site specific, unless the subgrant is comprised of one site. For example, if Subgrant B has multiple sites within the subgrant, one Common Data Elements form should be submitted.

**Date:** Enter the date the form was completed here.

### **Section 1: Attendance**

**Total Number of Students Targeted in grant application** - Record the number of target students identified according to the approved grant application or most recent amendment.

**Total Number of Registered Students** - Record the number of students who have been registered for the 2016-2017 reporting period and have been entered in Cayen/Afterschool 21. Please use the Attendance Summary report to record this information.

**Total Number of Regular Attendees** - Record the number of students who attended the program for 30 or more days. Please use the CLC APR by Reporting Period – APR Review Report to record this information. (Select Site / Reports / CLC APR by Reporting Period / APR Review Report).

**Total Number of Parent Opportunities** - Record the number of opportunities for parent/guardian involvement/literacy provided by the program.

**Total Number of Parents Attending** - Record the duplicated number of parents/guardians attending all of the parent activities provided by the program. For example, if one parent attended three different events, then enter '3' in this cell.

## **Section 2: Objectives**

**Total Objectives** - Record the number of objectives for the subgrantee according to the approved application or most recent amendment. All programs should have a minimum of six objectives. The standardized test results for the Georgia Milestones Assessments are scheduled to be delivered to school districts before the end of the school year; therefore, subgrantees should include all objectives in this section.

**Met** - Record the number of objectives that were met or exceeded. Please note that making progress towards meeting an objective does not mean the objective was met. Objectives in this category should be included in the “Not Met” cell.

**Not Met** - Record the number of objectives that were not met

**Other** - Record the number of objectives that could not be measured for any reason. **The Summative Evaluation Report should explicitly state why each objective in this category was not able to be measured.**

## **Section 3: Standardized Testing (Georgia Milestones Assessments)**

The following instructions apply for both 3A and 3B. All cells in this section apply to those students who attend 30 or more days. For mathematics, the subgrantee can choose the specific test if a student received scores for more than one assessment. Please note that all subgrantees are required to submit data for this section. If retake scores are available, subgrantees should enter this data in the section below, in addition to entering the original scores in this section. Some students may be counted twice since they would be included in both the original and retake score totals.

**The total number of regular attendees identified in Sections 3A and 3B (excluding the retake scores) should be equivalent to the total number of regular attending students identified in Section 1.**

**Beginning** - Record the number of regularly attending students who scored in the Beginning Learner achievement level on a standardized test.

**Developing** - Record the number of regularly attending students who scored in the Developing Learner achievement level on a standardized test.

**Proficient** - Record the number of regularly attending students who scored in the Proficient Learner achievement level on a standardized test.

**Distinguished** - Record the number of regularly attending students who scored in the Distinguished Learner achievement level on a standardized test.

**Regular attendees without scores who took standardized test** - Record the number of regularly attending students for whom the subgrantee did not obtain scores, even though the student took a standardized test.

**Regular attendees who did not take the standardized test** - Record the number of regularly attending students who did not take a standardized test.

**Retake data, if available** - If retake scores are available by the Common Data Elements due date, these should be entered in this section. Please note that GaDOE will upload all scores, original and retake, into Cayen/AS21 in the fall. A subgrantee is not ‘penalized’ for only submitting the original test scores; however, having both retake and original test scores will provide a more accurate comparison amongst subgrantees. If no retake data is available, please place ‘N/A’ in the following five cells.

**Number of retakes** - Identify the number of regularly attending students that have data regarding their test retake performance (the number identified in this cell should be same as the aggregate number in the following four cells).

**Beginning** - Record the number of regularly attending students who scored in the Beginning Learner achievement level on a standardized test retake.

**Developing** - Record the number of regularly attending students who scored in the Developing Learner achievement level on a standardized test retake.

**Proficient** - Record the number of regularly attending students who scored in the Proficient Learner achievement level on a standardized test retake.

**Distinguished** - Record the number of regularly attending students who scored in the Distinguished Learner achievement level on a standardized test retake.

#### **Section 4: Report Card Grades**

The following instructions apply for both 4A and 4B. All cells in this section apply to those students who attend 30 or more days. For mathematics, the subgrantee can choose the specific course if a student has grades for more than one course. **However, only one grade per subject per student should be entered (i.e., if a student takes two math courses for the school year, you may select which course to count but only one math course can be counted for each student).**

**The total number of regular attendees identified in Sections 4A and 4B should equal the total number of regular attending students identified in Section 1. Please check the total for 4A and 4B and compare the total to Line 3, Cell 3 - Regular Attending Students before submitting the Common Data Elements form to the home ERES.**

**Regular Attendees without grades** - Record the number of regularly attending students for whom the subgrantee does not have report card grade information.

**Regular Attendees with grade increase (1<sup>st</sup> to 2<sup>nd</sup> Semester)** - Record the number of regularly attending students who increased their report card grade from the fall to the spring. If the students’ school utilizes block scheduling, the subgrantee may use two consecutive grading periods, such as mid-term and final grades. A regularly attending student demonstrating a grade increase, but staying within an ‘A’ or ‘B’ range (i.e., 95 to 98, 85 to 88) should not be represented in this cell. These students should be represented in the ‘Regular attendees who maintained an A or B all year’ cell. The same instructions apply to those students saying within the ‘D’ or ‘F’ range.

**Regular attendees with grade decrease (1<sup>st</sup> to 2<sup>nd</sup> Semester)** - Record the number of regularly attending students who experienced a decrease in their report card grades from the fall to the spring (or

consecutive grading periods if on block scheduling). A regularly attending student demonstrating a grade decrease, but staying within an ‘A’ range (i.e., 98 to 95) should not be represented in this cell. These students should be represented in the ‘Regular attendees who maintained an A or B all year’ cell. The same instructions apply to those students staying within the ‘D’, or ‘F’ range.

**Regular attendees who maintained an A or B all year** - Record the number of regularly attending students who maintained an A or B from the fall to the spring (or consecutive grading periods if on block scheduling). Students whose grades went from a B to an A, or vice versa, should not be included in this cell.

**Regular attendees who maintained a C all year** - Record the number of regularly attending students who maintained a C from the fall to the spring (or consecutive grading periods if on block scheduling).

**Regular attendees who maintained a D or F all year** - Record the number of regularly attending students who maintained a D or F from the fall to the spring (or consecutive grading periods if on block scheduling). Students whose grades went from a D to an F, or vice versa, should not be included in this cell, for example.

**Identify if subgrantee utilized numeric (preferred) or letter grades** - Identify if the subgrantee utilized numeric (i.e., 1-100) or letter (i.e., A, B, C, etc.) grades when analyzing the report card data. Numeric grade data should be utilized for all programs that have access to them. Letter grades may be used only if numeric grade data is unavailable. If the students’ school utilized standards-based report card grades (i.e., 2.0, 2.8, etc.), the subgrantee should convert those grades into either numeric or letter grades. The word “Numeric” or “Letter” should be placed here.

## **Section 5: Surveys**

Unless otherwise noted, the following instructions apply to sections 5A, 5B, and 5C. Regular school day teacher surveys must be completed by the school day teacher of the regular attending student that has a high level of knowledge of that particular student’s performance and instructs the student in a core academic subject area addressed by the 21<sup>st</sup> CCLC program. Only one teacher survey per regular attending student should be completed. Please note we have provided additional versions of surveys (e.g., student survey designed for younger students and student and parent surveys designed for those with limited English proficiency) in an effort to receive more accurate responses from our students and parents. Programs are welcome to use any of the parent or student surveys provided, or they can develop their own surveys, so long as the responses from the three mandatory questions from each parent and student survey can be recorded.

**Number of completed surveys** - Record the number of surveys completed. Programs should receive responses from at least 85% of students, regular school day teachers, and parents. Student and regular school day teacher surveys should only be completed for those students attending 30 or more days. The number of teacher surveys completed refers to the actual number of completed surveys, not the number of teachers that completed surveys. For example, if Teacher A completed 15 surveys for regular attending students, that would count as 15 surveys, not 1.

If a subgrantee utilized the online teacher surveys through Cayen Afterschool/21, then please use the Survey Results report to record the number of teacher surveys completed (All Sites / Reports / Surveys / Survey Results / Survey: “21<sup>st</sup> CCLC APR Teacher Survey”).

**Behavior** - Record the number of students and parents answering “Strongly Agree”, “Somewhat Agree” or “Neither Agree nor Disagree” for the questions regarding student behavior (Question #2 on the student survey and Question #1 on the parent survey).

Subgrantees should record the number of teachers answering “Significant Improvement”, “Moderate Improvement”, “Slight Improvement” or “No Need to Improve” for the question regarding student behavior (Question #7 on the teacher survey).

**Reported improvement in timely homework completion** - Record the number of students and parents selecting “Strongly agree”, “Somewhat agree” or “Neither agree nor disagree” for the question regarding student homework completion (Question #3 on the student survey and Question #2 on the parent survey).

Subgrantees should record the number of teachers selecting “Significant Improvement”, “Moderate Improvement”, “Slight Improvement” or “No Need to Improve” for the question regarding homework (Question #2 on the teacher survey).

**Reported satisfaction with program** - Record the number of students selecting “Strongly agree”, “Somewhat agree”, or “Neither agree nor disagree” for the question regarding student satisfaction (Question #1). Please note the ‘satisfaction’ question for students intentionally uses the term ‘like’ instead of ‘satisfied’.

Subgrantees should record the number of parents selecting “Very satisfied”, “Somewhat satisfied” or “Neither satisfied nor dissatisfied” for the question regarding parent satisfaction (Question #3). There is no teacher satisfaction question on the teacher survey.

## **Section 6: Partners**

**Number of partners** - Record the number of partners that contributed in any way to the subgrantee over the course of the year. Examples of contributions may include money, services, equipment, supplies, program space, and volunteers.

**Total amount of contributions** - Identify the dollar amount of the contributions provided by the number of partners listed in the previous cell. In addition to money/donations, this can include the value of services, equipment, supplies, program space, and volunteers provided to the program.