

Louisiana Believes

21st CCLC Accountability Framework

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Purpose

Objective

- Each 21st CCLC program should not only offer children a safe environment, but should be expected to provide academic and enrichment opportunities on par with the rigor and quality delivered during the regular school day.

A Common Framework

- During the 2010 Regular Session of the Louisiana Legislature, [ACT 718](#) mandated that the Louisiana Department of Education (LDOE) provide parents information on the performance of Louisiana's public schools using a letter grade accountability system for K-12 education.
- Transitioning to the letter grade accountability system has put knowledge into the hands of parents and community stakeholders, so they can be informed stakeholders when making one of the most important decisions in their child's life.
- A similar approach to an accountability system for Louisiana's afterschool programs could provide a common framework for stakeholders when considering program quality.

Purpose

The 21st CCLC Report

- With the objective in mind, Louisiana Department of Education (LDE) must evaluate afterschool programs through a framework that will provide programs with clear academic goals, while incentivizing the programs to serve Louisiana's most at-risk children.
- The LDE 21st CCLC Report is a framework that accomplishes this. The report will compare all 21st CCLC programs to determine which programs have added the most value to a child's educational experiences.

Key Stakeholders

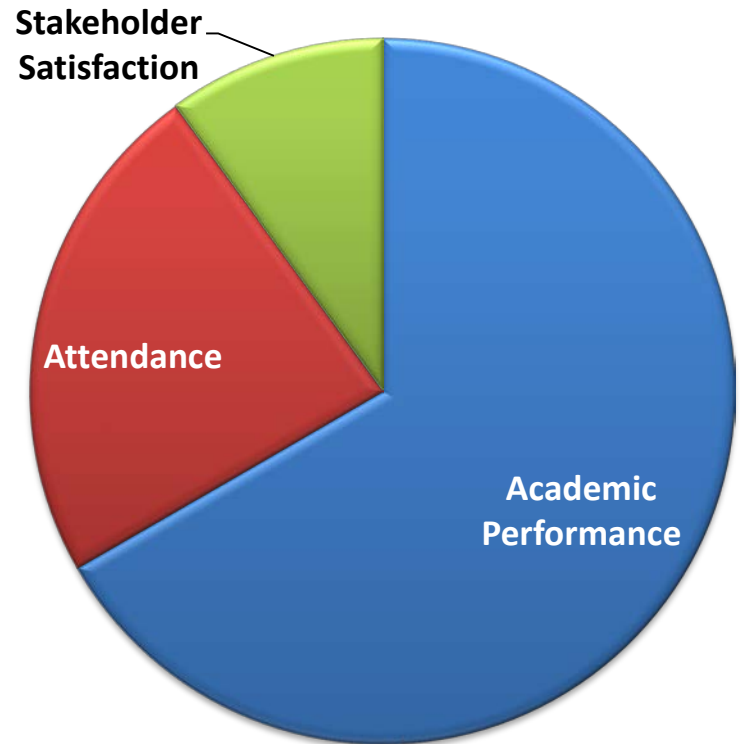
- The 21st CCLC report will provide useful information for:
 - Parents- assisting them with choosing the highest quality, publicly funded, afterschool program for their child.
 - School Leaders- showing the academic quality of afterschool programs that operated each afternoon in their school buildings.
 - Policy-Makers- providing assurances that substantial investments in Louisiana's afterschool programs were producing high quality outcomes for the children these programs are aiming to serve.

Approach

- Each fall, the LDOE will provide parents, school leaders, and community stakeholders information on the performance of Louisiana's 21ST CCLC programs by issuing a provider report.
- The report will focus on the performance of each program (aggregating each location), and will provide stakeholders a readily accessible resource for considering program quality.
- The three components of this report will be used to calculate an overall letter grade consistent with the formula used for K-12 schools.

Three Components

- The 21st CCLC report will contain three components worth up to 150 points:
 - Academic Performance (100 points)
 - Attendance (35 points)
 - Stakeholder Satisfaction (15 points)



Approach

Academic Performance (STEP ONE)

- The academic performance score of Louisiana's 21st CCLC report will be determined by the percent of regular program attendees (that is, students attending for at least 30 sessions) exceeding their growth target on the state assessment according to a conditional status growth model.
- This approach to evaluating student performance for predominantly at-risk populations is preferable in that it considers the 'growth' of the student rather than their achievement 'status' alone.
- Note: ELA and Math outcomes are evaluated independently and combined to determine the overall rate of targets being exceeded. So, each test-taker is evaluated on two test units.

Academic Performance Index Table (Examples)	
Points Awarded	% Exceeding Targets
38	38-38.99%
56	56-56.99%
71	71-71.99%

Approach

Attendance (STEP TWO)

- The attendance score for programs will be calculated from an index table assigning points determined by the 'Actual' vs. 'Projected' counts of regular (30 day) attendees.

Attendance Index Table	
Points Awarded	Regular Attendees
0	<15%
5	15-29.99%
10	30-44.99%
15	45-59.99%
20	60-69.99%
25	70-79.99%
30	80-89.99%
35	>=90%

Stakeholder Satisfaction (STEP THREE)

- The stakeholder satisfaction score will be calculated from an index table assigning points determined by the rate of a stakeholder survey completion for each program.

Stakeholder Satisfaction Index Table	
Points Awarded	Survey Completion Rate
0	<25%
5	25-49.99%
10	50-74.99%
15	>=75%

Approach

Overall Grade Calculation

- Finally, the overall grade is determined by the sum of points awarded for in each of the three component categories.
- The table below uses the same cut-off points as those used to determine District and School Performance Scores.

Overall Grade Index Table	
Letter Grade	Total Points
A	100-150
B	85-99.99
C	70-84.99
D	50-69.99
F	<50

Examples & Impact

Examples

Program	Academic Performance Score	Attendance Score	Stakeholder Satisfaction Score	Overall Score	Overall Letter Grade
Program W	55.61	10	5	70.61	C
Program X	61.02	30	10	101.02	A
Program Y	40.23	35	15	90.23	B
Program Z	48.77	15	0	63.77	D

Impact

- Programs receiving either a 'D' or 'F' must submit a Performance Improvement Plan (PIP), and if 'F', will be labeled as "High Risk."

Letter Grade	Score	Impact
D	50-69.99	The provider must submit a Performance Improvement Plan (PIP) within 30 days of the designation. Failure to address the deficiencies will result in removal and inability to apply for future funding.
F	<50	Programs will be labeled as "High Risk" and must submit a Performance Improvement Plan (PIP) within 30 days of the designation. Failure to address deficiencies will result in removal, and the inability to apply for future funding.

Feedback

Please feel free to reach out with any suggestions, concerns, or questions:

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