

EVALUATION-BASED DELIVERABLES - FREQUENTLY ASKED QUESTIONS

STUDENT-LEVEL DATA REPORTING TOOL (SLDRT)

This is my program's first year with the 21st CCLC grant but we operated a stand-alone summer program, should I report our summer attendance on the Student-Level Data Reporting Tool?

- For programs in their first year of funding (i.e. Cohort 17 subrecipients), you will not report Summer 2018 attendance data as the program was not funded for operation by the 21st CCLC grant during that period.

Looking at the Student-Level Data Reporting Tool provided by the Research and Evaluation Unit, there are objectives listed that our program does not have. Do we have to collect data on this objective that we never added?

- Please note that the Student-Level Data Reporting Tool must be tailored to align with your program's FDOE-approved objectives. The tool provided was a generic template shared with all subrecipients. You have full capability to edit the tool. Please note that the first six columns (Columns A-F) should not change. If an objective does not align with your program's objective you can delete the columns. Please also edit the assessments, grading scales, and assessment administration dates in the column headers to align with those used by the program to assess each objective (particularly for the non-academic objectives).

On the Student-Level Data Reporting Tool, there is a Codebook spreadsheet. What is this spreadsheet?

- The Codebook spreadsheet should be included and updated with the FDOE-approved objectives and codes/grading scales that align with the objective assessments used. The information provided on the Student-Level Data Reporting Tool was a generic template and needs to be tailored to align with the approved objectives. The Codebook spreadsheet assists the REU in review of the deliverable by providing an understanding of the scales and codes used on the Student-Level Data spreadsheet.

What does it mean by Student ID Number on the Student-Level Data Reporting Tool? Where do I find this number?

- The Student ID Number is a unique identifier assigned to each participating student to distinguish individual student's data. The program may create a unique ID for each student or use the student's district ID number. Do not use the student's name or social security number as their identifier.

Our program serves kindergarten through 5th grade students; however, the kindergarten students do not receive report card grades. Should we leave the data blank for those students?

- In cases where a student does not receive grades or state assessment scores for a justifiable reason, use the following identifiers in the data file:
 - o For students who are not graded at their school, indicate Not Graded.
 - o For students who were not assessed on the state assessment because they are not in a grade that is administrated the state assessment (i.e. K-2nd grades), indicate Not FSA/SSA Grade Level.
 - o For students who were not assessed on the state assessment for some other or unknown reason, indicate Not FSA/SSA Other.

We have some students that withdrew from the program. Should we remove/delete them from the Student-Level Data Reporting Tool?

- No, you should maintain the withdrawn student's information (attendance and assessment data) on the Student-Level Data Reporting Tool. For any subsequent objective assessments, you will indicate Withdrawn on the Student-Level Data spreadsheet.

Our program combines students from two of our centers at one location for the summer component. If a student attended during the summer at the combined location and his/her regular center location for the academic year, do I record the student's data twice?

- The student should be listed only once on the Student-Level Data Reporting Tool as a part of the center attended during the academic year. The student's attendance during summer should still be reported.

We are a new program and just received our award letter in December. We will not have any baseline or mid-year data to report. What should we do?

- Baseline (initial assessment) data should be collected for each participant within the first two weeks of program participation. When submitting the Student-Level Data Report for the mid-year, you will include the student's initial assessment scores. Recall that each objective needs to be assessed a minimum of three times during the program year (pre, mid, and post OR baseline, mid-year, and end-of-year). You will indicate on the Student-Level Data Reporting Tool the planned administration date for the mid-assessment and post-assessment in alignment with the program's operation.
 - o Example: Pre-assessment administered in January; Mid-assessment administered in March; Post-assessment administered in May

Our program was not able to get the Quarter 2 report card grades data from the target schools prior to the deliverable due date. Do we leave the data blank or enter N/A for the students?

- It is important to collaborate with the target school(s) and school district to ensure that data is retrieved in a timely manner. Difficulty obtaining data or not collecting data is not a justifiable reason for not submitting data.

For the academic objectives measured by report card grades, the data collection period are Quarter 1, Quarter 2, and Quarter 4. Do I not have collect Quarter 3 report card grades?

- We strongly recommend that report card grades data are collected for all quarters. This will ensure that each student that participates in the program through the end of the program year has a comparable data point when completing the End-of-Year Data Report.
 - o For example, if a student enrolls in February, the student’s third quarter grades would be the student’s initial or baseline data point. You would mark the student as “not enrolled” for the first and second quarters.

Our program has three centers. Do we submit a Student-Level Data Reporting Tool for each center?

- No, data for all centers under a grant/program must be included on one Student-Level Data Reporting Tool. You are able to include the centers’ names in the first column of the reporting tool to link the students to their respective center. This will allow for a more expeditious review of the evaluation-based deliverables.

The “Total Days of Attendance” column indicated that it will auto-calculate, but only some of the rows are calculating. How do I correct this issue?

- The “Total Days of Attendance” column on the Student-Level Data Reporting Tool was formulated to automatically calculate the sum of days of attendance from the Summer 2018 and 2018-2019 Academic Year columns. Data may have been entered in the column, thus overwriting the formula. To correct the issue, cut and paste the formula from a non-edited cell to the remaining cells.

OBJECTIVE ASSESSMENT DATA COLLECTION AND REPORTING TOOL (OADCT)

What is the Objective Assessment Data Collection and Reporting Tool?

- The Objective Assessment Data Collection and Reporting Tool (OADCT) is used to assess the program’s progress towards meeting their FDOE-approved objectives. Each program received their program-specific OADCT from the Research and Evaluation Unit. The OADCT includes guidance and data spreadsheets for each of the following evaluation-based deliverables:
 - o Mid-Year Data Report/Formative Evaluation Summary
 - o Evidence of Program Modifications Based on Formative Evaluation Summary
 - o End-of-Year Data Report

How do I determine the Standard of Success for my academic objectives?

- The Standard of Success for the academic-based objectives have been set by the FDOE. Programs must follow these success criteria.
 - o Academic (English, Math, Science) measured by report card grades
 - Maintain an A/B grade OR improve from a grade of C to B (or above) OR improve from a grade of D/F to C (or above)

- Academic (English, Math, Science) measured by Florida Standards Assessment (FSA)
 - Attain an Achievement Level 3 (satisfactory) or higher
- Academic Benchmark – Third Grade Promotion
 - Attain an Achievement Level 2 or higher on the FSA English/Language Arts exam
 - For Mid-Year - Progress monitoring, students are on track or making progress to meet standard of success.
- Academic Benchmark – Algebra I End-of-Course Exam
 - Attain an Achievement Level 3 or higher on the FSA Algebra I EOC Exam
 - For Mid-Year - Progress monitoring, students are on track or making progress to meet standard of success.
- Academic Benchmark – High School Graduation
 - Attain a standard high school diploma within their 4-year cohort
 - For Mid-Year - Progress monitoring, students are on track or making progress to meet standard of success.

Our programs serve students in kindergarten through 5th grade. The kindergarten students use an E-S-N-U grading scale for English, Math, and Science. Do we exclude kindergartners from the program count for the academic objectives because the standard of success states A-F grading scale?

- All students that receive grades should be included whether or not the grading scales are different by grade group. For the academic objectives measured by report card grades, if the program utilizes a different grading scale than A-F, the grading scale should be equated to the A-F scale as reasonably as possible. On the Student-Level Data Reporting Tool, in the column header indicate the grading scale of E-S-N-U for Kindergarten and A-F for 1st – 5th graders. On the Objective Assessment Data Collection Tool, the program would include the Standard of Success for both the E-S-N-U scale and A-F scale.
 - On an E-S-N-U (Excellent, Satisfactory, Needs Improvement, Unsatisfactory) scale, the standard of success may be “Maintaining an E/S OR improving from an N to S or above OR improving from a U to an N or above.”

How do I determine the Standard of Success for my non-academic objectives?

- Each program will determine and report the Standard of Success for their personal enrichment, dropout prevention and college/career readiness, and adult family services objectives.
 - For example, if the objective states “increase their physical activity,” based on the assessment and scoring scale (ex. 0-10 score), the program may indicate their Standard of Success as “Increasing score from pre-assessment or maintain a high score of 10.”
 - For example, if the objective state “maintain high performance or improve in their physical activity” based on the assessment and scoring scale (ex. 0-10 score), the program would have to indicate what maintaining high performance looks like. An example Standard of Success may be “Maintaining a score of 8 or above or increasing from pre-assessment score.”

Based on the Standard of Success for the academic objectives measured by report card grades, if a student earned an F in Quarter 1 and a D in Quarter 2, is this considered a success?

- No, this student would not be counted as a success. The student would have had to improve to a C or above in Quarter 2 to be counted as meeting the standard of success.

Based on the Standard of Success for the academic objectives measured by report card grades, if a student earned an A in Quarter 1 and a B in Quarter 2, is this considered a success?

- Yes, this student would meet the standard of success because he/she maintained high performance of an A or B.

For the academic objectives measured by the state assessment, will I compare the student's FSA performance from the previous year with their current year's FSA performance?

- No, the academic objectives measured by the state assessment (FSA) are single year data point objectives. You will only report the student's FSA achievement level for the current program year. Students will meet the Standard of Success if they achieve a Level 3 or above for the 2018-2019 testing period. You will not include students that improved from Level 1 in 2017-2018 to a Level 2 in 2018-2019 as a success.

My objective reads "regularly participating students." What does regularly participating students mean?

- Regularly participating students are students that have 30 days or more of participation in the program over the course of the program year (Summer 2018 and Academic Year 2018-2019).

How do I determine the number of participants measured for the Mid-Year Data Report?

- You will report outcome data based on ALL participants with data collected at two time points (baseline and mid-point). At the time of the Mid-Year Data Report you will not know how many participating students would classify as regularly participating (30 days or more). For the End-of-Year Data Report, you will assess the outcome based only on the regularly participating students.

If a student did not enroll until February, how will the student be assessed for the academic objectives measured by report card grades if we are only required to collect their 4th quarter grades (did not participate during the 1st and 2nd quarters)?

- We highly recommend collecting report card grades for each quarter (Q1, Q2, Q3, and Q4). When assessing progress at the end of year, the Research and Evaluation Unit uses the following criteria in comparing the initial data point to the end-of-year (Q4) data point.
 - o Compare Q1 grade and Q4 grade.
 - o If no Q1 grade, then compare Q2 grade and Q4 grade.
 - o If no Q1 grade nor Q2 grade, then compare Q3 grade and Q4 grade.

GENERAL CONCERNS

What are the evaluation-based deliverables, what needs to be submitted, and when are the deliverables due?

- Reporting requirements are provided to subrecipients via email for each deliverable. The table below highlights each of the evaluation-based deliverables, the submission due date, and the appropriate reporting tool that needs to be completed and submitted.

Evaluation-Based Deliverable	Submission Month	Due Date	Tool(s) to Complete and Submit
Baseline Data	November 2018	12/15/18	SLDRT*
Mid-year Data Report/Formative Evaluation Summary	February 2019	3/15/19	SLDRT OADCT**
Evidence of Program Modification Based on Formative Evaluation Summary	April 2019	5/15/19	OADCT
End-of-Year Data Report	June 2019	7/15/19	SLDRT OADCT FDAT***
Summative Evaluation Report	July 2019	8/15/19	Formal Summative Evaluation Report
*SLDRT: Student-Level Data Reporting Tool **OADCT: Objective Assessment Data Collection & Reporting Tool ***Federal Data Alignment Tool			

How do I submit my deliverable?

- All deliverables (including evaluation-based deliverables) for the respective month, along with the deliverables' checklist, must be emailed at one time to the assigned Program Development Specialist (PDS) by the deliverables' due date.

Who is my program's assigned Evaluation Specialist?

- The Research and Evaluation Unit has an assigned Evaluation Specialist for each region. Any general evaluation-based questions or concerns can be sent to 21stREU@fldoe.org.
 - o Dr. Tonetta Scott, Lead Evaluator – tonetta.scott@fldoe.org
 - o Andria Cole – North/Southwest Florida Region – andria.cole@fldoe.org
 - o Charles Wood – Central Florida Region – charles.wood@fldoe.org
 - o Ana Lopez-Edwards – South Florida Region – ana.lopez-edwards@fldoe.org