

AmeriCorps National Measures
Pilot Year 2: 2011-2012
Outcome Instrument Packet
STUDENTS WITH IMPROVED ACADEMIC PERFORMANCE:
EDUCATION PROGRAMS (ED5)

Programs that choose to measure education program outputs (ED1-ED2) or youth/mentor program outputs (ED3A-ED4A) must choose and measure at least one of eight national education outcome performance measures. Below is a description of the national outcome performance measure, ED5, “improved academic performance.” See other national performance measure education outcome instrument packets for information on the other seven outcome measures.

Education Focus Area

National Performance Measure
Outcome: Unduplicated number of students with improved academic performance, including on-time course completion (ED5).

Definition of Key Terms¹

- **Students:** those reported in the Education Program, ED2, or the Youth Mentor Matches, ED4A.
- **Improved academic performance*:** can be measured using standardized instruments or by on-time course completion.
 - **Standardized Instruments:** Improved academic performance can be measured by an improved demonstration of skill/knowledge at post-test as compared to pre-test (gain score) using a standardized instrument. Many standardized test instruments provide expected levels of improvement for particular starting points. Those would be the most appropriate improvement levels for programs to select. Programs may request a post-test only assessment option that would count as “improved” only those students who perform at grade level on the post-test. Only those programs that demonstrate they are serving below grade level students and that demonstrate a sufficient reason for not conducting a pre-test/post-test may request this option.
 - **On-Time Course Completion:** Improved academic performance can be measured by tracking on-time course/grade completion of students. On-time course completion occurs when a student completes requirements for math and/or reading (literacy) for their grade level in one calendar year. Education programs should serve students identified as at risk of not completing the course/grade, requirements for math and/or reading on time.

¹ 2011 National Performance Measures: Background Information References and Authorities, Definitions, Suggestions Regarding Data Collection, and Additional Notes, CNCS:

http://www.americorps.gov/pdf/11_1018_ameriCorps_nofa_background_document.pdf

- **Standardized test/instrument:** has been validated externally on a randomly-selected population of students. State standardized tests generally should NOT be used for non-Teacher Corps Programs as it is expected that the child's classroom teacher would have the primary effect on these scores. Programs may request to use the state standardized test but need to demonstrate that it is appropriate for their circumstances.

The National Center on Response to Intervention website of the U.S. Department of Education provides some information about assessment tools (identified as progress monitoring tools) at:

<http://www.rti4success.org/chart/progressMonitoring/progressmonitoringtoolschart.htm>.

Note that these are not specifically recommended, nor are these the only instruments that programs could use but the site provides good information about how to consider which tool your program might choose.

Considerations for this National Performance Measure²

Output

- How will you ensure that you are providing services to students who were documented as underachieving academically in school during the year prior to receiving service?
- Will you be able to partner with a local school/school district to assist you in identifying underachieving students in reading or math?
- If services are provided during school time, will you have access to students and to the necessary resources (e.g., place to provide services)?
- Will you need consent from a parent or guardian before providing tutoring or mentoring services to students?

Outcome

- Will your education program be designed to assist students improve their academic performance in reading and/or math?
- Do you have an evidenced-based reading or math curriculum that AmeriCorps members will use when assisting students with their reading or math skills development?
- Will your Education Program provide the amount of service ("dosage") needed so that students can improve their academic performance in reading and/or math?
- What benchmark (minimum amount of progress) will you establish to determine "improved academic performance?" To be able to count the students as "improved", you will need to indicate the minimum improvement (e.g., 20 test points, 15% increase from pre-test to post-test or 85% of tutored 3rd grade students will complete the reading requirements for 3rd grade) you expect students to achieve. (Note that some tests provide information about expected gain which may be dependent on the student's level as assessed by the pre-test.)
- Will you be able to recruit AmeriCorps members who have the qualifications and skill set to assist students who are underachievers academically in reading or math? ("What basic qualifications must an AmeriCorps member have to serve as a tutor?" See Federal Register/Vol. 70, No 130/ 45 CFR Part 2522/ Subpart F – Program Management Requirements for Grantees/ § 2522.910)

² For more on alignment of performance measures, see the AmeriCorps Toolkit: <http://nationalserviceresources.org/star/ac-program-toolkit>.

- Will you be able to provide training to AmeriCorps members on how to effectively provide tutoring or mentoring services so that they can help students improve their academic performance?

Education programs can choose one of two options for measuring “improved academic performance”. You may decide to use standardized test or track on-time course completion.

1. If your program decides to use standardized test/instrument, education programs may select the appropriate standardized test for their program. Below are three types of tests and when they should be administered. The amount of progress required to count as “improved academic performance” must be specified during, or soon after, the grant award process. Continue reading below.
2. If your program decides to track on-time grade and course completion, education programs would work with the classroom teacher at the beginning of the school year to identify those students who are at risk of not completing the course/grade and need assistance from an AmeriCorps member so that they can meet the requirements for course and grade level completion of math or reading. For information pertaining to tracking on-time grade and course completion, skip to page 5.

Type of Test	Administration
standardized pre-post test (administered by program)	Must be administered twice: at the beginning of the school year and again at the end of the school year
post-only standardized test (administered by program)	Administered once at the end of school year
state standardized pre-post test (administered by school)*	Must be administered twice: at the end of the prior year and then again at the end of the current year

*Not likely to be appropriate for tutoring; may not be used unless an exception has been granted.

Data Collection Challenges for Programs using Standardized Tests

- Will you be able to select a standardized instrument to measure each student’s academic performance in reading or math? Is the standardized instrument appropriate for your population (grade level, culture, non-native English-speaker, etc)?
- If you plan to improve the students’ academic performance in reading, will the instrument you choose measure the reading area that your AmeriCorps members are addressing (e.g., word recognition, comprehension)?
- If you choose an instrument that will require funding; do you have the financial resources to purchase the instrument, and in some cases, to analyze the data?
- Will you be able to administer the pre-test prior to beginning your services and administer the post-test toward the end of your services, for each program year?
- If serving students in two or more different schools and/or school districts, will you be able to administer different types of standardized tests to measure students’ improved academic performance (not all schools or school systems will want the same tests used with their students)?
- Will you be able to match the pre-test with the post-test for each student so that you can compare the amount of gain each student achieved in academic performance? Because you have to determine whether each student improved his/her academic performance,

individual student's pre-test needs to be compared with his/her post-test. (See Data Collection Strategies for alternate method.)

- If AmeriCorps members administer the pre-post instrument, will they be trained on how to administer it?
- If necessary, do you have an agreement or Memorandum of Understanding (MOU) with the schools where the students attend stating that they will allow you to administer the pre-post test and/or help you to collect the data? (See Data Collection Strategies.)
- Will the instrument you use ensure student anonymity and/or confidentiality?
- Will you need consent from a parent or guardian before administering pre-post tests to their child?
- If you plan to collect school-administered standardized test scores, have you resolved all confidentiality issues so that you can get pre-test and post-test data for individual students from the schools? Will you be able to get the data in time to meet reporting deadlines? (See Data Collection Strategies.)

Data Collection Strategies for Programs using Standardized Tests

Selecting a Pre-Post Standardized Test

- When determining what standardized instrument to select, you may want to contact other AmeriCorps programs providing an education program and learn about the instruments they are using.
- When selecting your standardized instrument, be sure you consider all of the steps involved in administering the instrument and collecting the data. For example,
 - Who will administer the instrument?
 - Will the instrument be administered according to the requirements established for the standardized test?
 - When should the pre-test be administered and when should the post-test be administered?
 - Who will aggregate/analyze the data
 - When can the data be analyzed?
 - How much will the instrument and/or analysis cost?
 - Will you be able to obtain the results in time to report to the Corporation?
- Before choosing an instrument, you may want to determine whether the schools will allow you to administer the pre-post test on school grounds. Will you need to submit a request to administer the instrument to the school district's Institutional Review Board (IRB)? This process can take time; therefore, plan ahead, learn the requirements and schedule of the IRB, and make sure you obtain and use the appropriate IRB forms or template when developing an IRB application.

Post Standardized Test Only

- If programs are unable to use a pre-post test, they may request a post-test only assessment option only if they can demonstrate they are serving students who are identified as performing below grade level. Students would only count as "improved" if they perform at or above grade level on the post-test.
- The post-test will need to enable the program to determine whether students reach the reading or math proficiency that is appropriate for their grade level.
- Students who improve their academic performance in reading or math at the appropriate grade level by the end of your program year can be counted as "improved."

Alternative Collection of Test Results

- If you are not able to obtain test scores on individual students from the school district because of the Family Educational Rights and Privacy Act (FERPA), consider asking the school district to assist you in analyzing the pre-post test results.
- Provide the names of students who participated in your education program and ask the school district to provide the number of those students who improved their test score by a designated amount from pre-test to post-test.
- Provide the school district with clear requirements for when students can be counted as “improved academic performance.” The amount of improvement you designate will match the amount of improvement you said would be used to count improvement at that time of your approved grant application.

Collaboration with Key Stakeholders

- You may want to enter into a Memorandum of Understanding (MOU) with the school stating that you can administer the instrument on campus.
- If your program is responsible to administer the standardized test to the students, you may need to prepare a consent form completed by a parent or guardian that will allow you to administer the instrument to their child.
- Because the data being collected can be sensitive, you may want to, or be required to keep all data under lock and key.

Data Collection Challenges for Programs Tracking On Time Course Completion

- Will you be able to work with the school(s), particularly the classroom teacher, to identify those students who will need assistance from an AmeriCorps member in reading and/or math so that they will meet the grade level standards for reading or math within one calendar year?
- Will you be able to work with the school(s), particularly the classroom teacher, to identify each student’s completion of the grade level or course standards for reading or math at or immediately after the end of the school year?
- If necessary, do you have an agreement or Memorandum of Understanding (MOU) with the schools where the students attend stating that they will allow you to collect the data on course/grade completion?
- Will the instrument you use ensure student anonymity and/or confidentiality?
- Will you be able to get the data in time to meet reporting deadlines?

Data Collection Strategies for Programs Tracking On Time Course Completion

- Students would count as “improved” if they complete the reading and/or math course within the calendar year and reach the reading or math proficiency that is appropriate for their grade level.
- If you are not able to obtain grade/course completion records on individual students from the school district because of the Family Educational Rights and Privacy Act (FERPA), consider providing the names of students who participated in your education program and ask the teacher (or school district) to provide the number of those students who completed the reading and/or math requirements for the appropriate grade level or course.

- You may want to enter into a Memorandum of Understanding (MOU) with the school stating the information you will need.
- Because the data being collected can be sensitive, you may want to, or be required to keep all data under lock and key.

Sample Instruments in this Packet

For Programs Using Standardized Instruments

AmeriCorps programs that identify standardized pre-post tests or standardized post-tests to measure students' improved academic performance may want to review the following logs and forms. In addition to this instrument or instruments, programs will need tracking logs to document student test results. Attached are sample instruments to track students' pre-post test results.

Program-Administered Pre-Post Test Tracking Log

This instrument can be used to document all students who participated and completed the education program, ED2 or ED4A, to document **their pre-post test scores**, and to compare the pre-test scores with the post-test scores to determine whether each student improved their academic performance in reading or math.

Program-Administered Post Test Tracking Log

This instrument can be used to document all students who participated and completed the education program, **their post-only-test score results**, and whether each student improved their academic performance in reading or math as measured by scoring at grade level by the end of the program year in reading or math.

Student Pre-Post Test Data Request Form

This Data Request Form can be used by programs who partner with school districts that already have a system for testing students and adhere to FERPA. School districts that do not provide individual student test results to the AmeriCorps program can provide information on how many students who participate in the AmeriCorps program improved their academic performance. This form is designed for AmeriCorps programs to list the students that participated in their education program, give the list to the school district, ask the school district to compare the pre-post test result for each student, and provide the total number of students to the program that improved their academic performance.

Student Pre-Post Test Summary Tracking Log

This instrument can be used to document the number of students who participated and completed the education program, total number of students who completed a **pre-post** test by grade level, and the number of students who improved their academic performance in reading or math. This log summarizes groups of students who improve their academic performance; it does not list individual students' pre-post test score results. Groups of students are based on the students listed on the **Student Pre-Post Test Data Request Form**.

For Programs Tracking Grade Level/Course Completion

AmeriCorps programs that track grade level/course completion to measure students' improved academic performance may want to review the following instruments.

Student Grade Level/Course Completion Data Request Form

This Data Request Form can be used by programs who are tracking on-time grade level/course completion. This form is designed for AmeriCorps programs to list the students that participated in their education program, and ask the individual teachers or school district to provide the total number of students in the program who completed the course within the calendar year, and that reached the reading or math proficiency appropriate for their grade level (i.e., on-time course and grade level completion).

Student Grade Level/Course Completion Summary Tracking Log

If two or more **Student Grade Level/Course Completion Data Forms** were used, this instrument can be used to summarize the total number of students who participated in your education program and who improved their academic performance as determined by completing their grade level/course on-time in reading or math.

Education Services: Academic Achievement

Sample Instruments for Programs Using Standardized Tests:

- **Program-Administered Pre-Post Test Tracking Log**
- **Program Administered Post Test Tracking Log**
- **Student Pre-Post Test Data Request Form**
- **Student Pre-Post Test Summary Tracking Log**

Standardized Instruments

Program-Administered Pre-Post Test Tracking Log

Instructions

What is the purpose?	To determine how many students that completed the education program (national performance measures ED2 or ED4A), and received the minimum level of assistance in reading or math, improved their academic achievement as defined by the standardized pre-post test administered by your program.
Who should complete this instrument?	Project director, designee, or other trained staff should complete the Tracking Log.
When should we complete this instrument?	Enter data as students complete the education program (see ED2 and ED4A), and as pre- and post-test scores become available.
What should we do to prepare?	Complete the program information at the top of the form, including the name of the test you are using, pre- and post administration dates, and the amount of progress required for students to meet the target using this test. Also enter the minimum number of hours of assistance all students should have received in reading or math. Recommended: If you are tracking students for both ED2 (students that completed a tutoring/academic support program) and ED4A (students that completed a mentoring program), use separate Tracking Logs. This allows you to compare results for each program more easily and make decisions about where improvement could occur.
What should we do afterwards?	Keep a copy of the "Program-Administered Pre-Post Tracking Logs" in a safe place with your completed student tests; these are your data . The log helps you to aggregate test data to determine if you met your outcome targets.
Can I use an alternative instrument?	Different forms can be developed/used to document unduplicated students and their test results. You may want to develop this log in an Excel spreadsheet and add columns to track additional information, such as the number of hours of service each student received, and the type of service (e.g. one-on-one tutoring vs. small group tutoring; intensive tutoring vs. drop-in over an extended period of time). This information can help you determine where to make program improvements. However, whether your instrument is in paper format or electronic format, remember to save these "raw" as proof that a systematic process was used to document the outcomes.

Standardized Instruments

Program-Administered Pre-Post Test Tracking Log

Education Program Name: _____ Program Year: _____

Person completing this Log: _____ Position: _____

Students received this service (check one): Tutoring/Academic Support (ED2) Mentoring Support (ED4A)

Subject in which students received at least ____# hours assistance (check one): Reading Math

Name of Standardized Test: _____ Date of pre-test: _____ Date of post-test: _____

Target Statement (amount of progress required): _____

Instructions: For each student that received the required number of hours of assistance in the subject listed, enter his/her name and/or identification number, and grade. After the pre and post tests have been administered, note the student’s test scores, and difference in test score from pre- to post. If the student met the target statement criteria, enter a “1” in the last column.

STUDENT (1)				TEST SCORE			Enter “1” if student met target (3)
ID Number	Last Name	First Name	Grade	Pre Test Score	Post Test Score	Difference (2)	
1.							
2.							
3.							
4.							
5. <i>add rows</i>							
TOTAL:							

Notes

(1) Enter student’s name and/or student identification (ID) number.

(2) Enter amount of increase or decrease in number of points, levels, or percent amount (depending on test’s scoring system).

(3) See target statement on this form (e.g. student “met target” if he/she improved from pre- to post test score by at least ____ #points/ ____percent/____ level(s)).

Standardized Instruments

Program-Administered Post Test Tracking Log

Instructions

What is the purpose?	<p>To determine how many students that completed the education program (national performance measures ED2 or ED4A), and received the minimum level of assistance in reading or math, improved academic achievement, as defined by the standardized post test administered by your program.</p> <p><i>Note: programs may request a post-only assessment option if they demonstrate they are serving below grade level students and demonstrate a sufficient reason for not conducting a pre-test/post-test.</i></p>
Who should complete this instrument?	Project director, designee, or other trained staff should complete the instrument.
When should we complete this instrument?	Enter data as students complete the education or mentoring program (ED2 and ED4A), and as post test scores become available.
What should we do to prepare?	<p>Complete the program information at the top of the form, including the name of the test you are using and test administration date. Also enter the minimum number of hours of assistance all students should have received in reading or math.</p> <p>Recommended: If you are tracking students for both ED2 (students that completed a tutoring/academic support program) and ED4A (students that completed a mentoring program), use separate Tracking Logs. This allows you to compare results for each program more easily and make decisions about where improvement could occur.</p>
What should we do afterwards?	<p>Keep a copy of the “Program-Administered Post Tracking Logs” in a safe place with your completed student tests; these are your data. The log helps you to aggregate test data to determine if you met your outcome targets.</p>
Can I use an alternative instrument?	<p>Different forms can be developed/used to document unduplicated students and their test results. You may want to develop this log in an Excel spreadsheet and add columns to track additional information, such as the number of hours of service each student received, and the type of service (e.g. one-on-one tutoring vs. small group tutoring; intensive tutoring vs. drop-in over an extended period of time). This information can help you determine where to make program improvements. However, whether your instrument is in paper format or electronic format, remember to save these “raw” data as proof that a systematic process was used to document the outcomes.</p>

Standardized Instruments Program-Administered Post Test Tracking Log

Education Program Name: _____ Program Year: _____

Person completing this Log: _____ Position: _____

Students received this service (check one): Tutoring/Academic Support (ED2) Mentoring Support (ED4A)

Subject in which students received at least ____# hours assistance (check one): Reading Math

Name of Test: _____ Date post test was administered: _____

(Use a separate Tracking Log for different tests, if applicable)

Target Statement (amount of progress required): Student score at or above grade level on the standardized post test.

Instructions: For each student that received the required number of hours of assistance in the subject listed, enter his/her name and/or identification number, and grade. After the post test has been administered, note the student’s test score, and if the student scored below, at, or above grade level. If the student scored at or above his/her grade level, enter a “1” in the last column.

STUDENT (1)				TEST SCORE		Enter “1” if student met target (2)
ID Number	Last Name	First Name	Grade	Test Score	Student scored <i>Below, At or Above</i> Grade Level	
1.						
2.						
3.						
4.						
5. <i>add rows</i>						
Total:						

Notes

(1) Enter student’s name and/or student identification (ID) number.

(2) Student “met target” if he/she scored **at** or **above** his/her grade level on the test.

Standardized Instruments
Student Test Data Request Form
Student Pre-Post Test Tracking Log

Instructions

What is the purpose?	To determine how many students that completed the education program (national performance measures ED2 or ED4A), and received the minimum level of assistance in reading or math, improved academic achievement, as defined by the standardized pre-post test administered by the schools.
Who should complete this instrument?	<p>Project director, designee, or other trained staff should complete the “Student Test Data Request Form” (except the bottom section that asks for the “totals”); school staff should complete the “totals” in the bottom section.</p> <p>Project director or designee should complete the “Student Pre-Post Summary Tracking Log.” When school staff returns the “Student Test Data Request Form,” the project director or designee should complete Section II of the “Student Pre-Post Tracking Log.”</p>
When should we complete this instrument?	Plan wisely to give yourself and the schools enough time! You will need to prepare the “Student Test Data Request Forms” and submit them to school staff; staff will then need to review the test data, enter the information, and return the data request forms to you. When you submit the forms to the schools depends on the schools’ test schedules, how long it will take the schools to pull the data together for you, and when your reporting due dates occur.
What should we do to prepare?	<p>Prepare a separate “Student Test Data Request Form” for each group of students for whom you want data. Group them by school, grade level, subject for which they received assistance, and test, if different tests are used. Fill out entire “Student Test Data Request Form” except the totals at the bottom, which the school will need to calculate. If students at the school tend to have the same names, enter an additional student identifier, such as a unique student ID number, if available. Remember, schools will be sorting through data on all students in that grade to find data for your students. Schools are responsible for returning the data request forms to you. Keep a copy of the “Student Test Data Request Forms” before submitting them to the schools for your records.</p> <p>Prepare a separate “Student Pre-Post Summary Tracking Log” for each school from which you will be requesting data.</p> <p>Identify a code or unique group number and enter that on both the “Student Test Data Request Form” (upper right corner) and the “Student Pre-Post Summary Tracking Log” (first column). This number will help you track the data you need from the schools after you have</p>

	<p>submitted requests, and after aggregated results have been returned, it will help you narrow down students, to some degree, that did not meet the target and need more assistance.</p> <p>Recommended: If you are tracking students for both ED2 (students that completed a tutoring/academic support program) and ED4A (students that completed a mentoring program), use separate "Student Pre-Post Summary Tracking Logs." This allows you to compare results for each program more easily and make decisions about where improvement could occur.</p>
What should we do afterwards?	Keep a copy of the "Student Test Data Request Forms" and "Student Pre-Post Summary Tracking Logs" in a safe place; these are your data. You will sum data from all logs returned to you from the schools to determine if you met your program's outcome target.
Can I use an alternative instrument?	Different forms can be developed/used to document groups of students' results. You may want to develop the "Student Pre-Post Summary Tracking Logs" in an Excel spreadsheet and combine logs so you can sort them by ED2 or ED4A groups of student, school, subject, grade, etc, and determine where you did especially well, and where to make program improvements. However, whether your instrument is in paper format or electronic format, remember to save these "raw" data as proof that a systematic process was used to document the outcomes.

Standardized Instruments Student Test Data Request Form

Group Number: _____

Instructions: Below is a list of students that have participated in the ____ education program. Please review each student’s pre-post test scores for the test indicated, and note the total number of students from the list that (1) completed both a pre- and post test; and (2) met the level of improvement for the test indicated. Note these numbers on the bottom of this form and return this data request form to the designated AmeriCorps Program staff person.

Requested By (name and contact information): _____	
Education Program Name: _____	
Date of Request: _____	Return Form by (date): _____
Name of Test: _____	
Date of pre-test: _____	Date of post test: _____
Amount of progress required: _____	
School: _____	Students’ Grade: _____
Students received assistance in (check one): <input type="checkbox"/> Reading <input type="checkbox"/> Math	

Last Name	First Name	Other Information, if needed (optional)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10. <i>Add rows as needed</i>		

To be completed by the School/School District

<p>From the list of students above:</p> <p>Total number of students that completed both a pre and post test: _____</p> <p>Total number of students that met the expected level of improvement: _____</p>

Standardized Instruments Student Pre-Post Test Summary Tracking Log

Education Program Name: _____ Program Year: _____

School: _____ Person completing this Log: _____

Students received this service (check one): Tutoring/Academic Support (ED2) Mentoring Support (ED4A)

Instructions: Section I should be completed by the education program staff when schools are given the “*Student Test Data Request Form.*” When the schools return the “*Student Test Data Request Form,*” enter the number of students stated on the form that completed both pre- and post tests, and the number that improved to the expected level for that test. Note that the “Group #” in the first column of Section I should match the Group # on the “*Student Test Data Request Form.*”

SECTION I						SECTION II	
Student Test Data Request Form “Group Number” (1)	Students’ Grade	Subject	Test Name	Expected level of improvement for this test	Number of students in group	Number of students who completed pre and post test	Number of students who improved (2)
<i>Ex: AB123</i>	<i>6</i>	<input checked="" type="checkbox"/> Reading <input type="checkbox"/> Math	<i>XYZ Reading Test</i>	<i>At least 20 points higher on post test</i>	<i>12</i>		
		<input type="checkbox"/> Reading <input type="checkbox"/> Math					
		<input type="checkbox"/> Reading <input type="checkbox"/> Math					
		<input type="checkbox"/> Reading <input type="checkbox"/> Math					
TOTALS:							

Notes

- (1) Unique identifying number or code from the “Student Test Data Request Form”.
- (2) Number of students that improved to the expected level.

Education Services: Academic Achievement

Sample Instruments for Programs

Using On-Time Course/Grade Completion:

- **Student Grade Level/Course Completion Data Request Form**
- **Student Grade Level/Course Completion Summary Tracking Log**

On-time Grade/Course Completion

Student Grade Level/Course Completion Data Request Form Student Grade Level/Course Completion Summary Tracking Log

Instructions

What is the purpose?	To determine how many students that completed the education program (national performance measures ED2 or ED4A), and received the minimum level of assistance in reading and/or math, improved academic achievement, as defined by on-time course/grade level completion.
Who should complete this instrument?	Project director, designee, or other trained staff should complete the “Student Grade Level/Course Completion Data Request Form” (“Request Form”) (except the bottom section that asks for the “totals”); school staff should complete the “totals” in the bottom section.
When should we complete this instrument?	You will need to prepare the “Request Forms” and submit them to school staff; staff will then need to enter the information, and return the data request forms to you. When you submit the forms to the schools depends on the schools’ end of school schedules, how long it will take the schools to respond, and when your reporting due dates occur. If confidentiality is not an issue, an alternative method is to collect the information in an interview format; asking the teacher about each student’s grade level and course completion.
What should we do to prepare?	<p>Prepare a separate “Request Form” for each group of students for whom you want data. This form will not identify individual students but the on-time grade level/course completion by group, thus protecting student anonymity. Group them by school, grade level, and subject (i.e., reading or math) for which they received assistance. Fill out the entire Request Form except the total at the bottom, which the teacher or school will need to complete. If students at the school tend to have the same names, enter an additional student identifier, such as a unique student ID number, if available. Schools are responsible for returning the data request forms to you. Keep a copy of the “Request Forms” before submitting them to the schools for your records.</p> <p>Identify a code or unique group number and enter it on the “Request Form” (upper right corner) and the “Student Grade Level/Course Completion Summary Tracking Log” (“Summary Tracking Log”) (first column). This number will help you track the data you need from the schools after you have submitted requests, and after aggregated results have been returned, it will help you narrow down students, to some degree, that did not meet the target and need more assistance.</p>

What should we do to prepare? (continued)	Recommended: If you are tracking students for both ED2 (students that completed a tutoring/academic support program) and ED4A (students that completed a mentoring program), use separate “Summary Tracking Logs”. This allows you to compare results for each program more easily and make decisions about where improvement could occur.
What should we do afterwards?	Keep a copy of the “Request Forms” and “Summary Tracking Logs” in a safe place; these are your data . You will sum data from all logs returned to you from the schools to determine if you met your program’s outcome target.
What if we have students in mentoring and tutoring programs?	You may want to develop the “Summary Tracking Logs” in an Excel spreadsheet so you can sort them by ED2 (tutoring) or ED4A (mentoring) groups of students, schools, subjects, grades, etc, and determine where you did especially well, and where to make program improvements.
Can I use an alternative instrument?	Different forms can be developed/used to document groups of students’ results. However, whether your instrument is in paper format or electronic format, remember to save these “raw” data as proof that a systematic process was used to document the outcomes.

On-time Grade/Course Completion

Student Grade Level/Course Completion Data Request Form

Group Number: _____

Instructions: Below is a list of students that have participated in the ____ education program. Please identify the total number of students that completed their grade level math or reading requirements on time (within one calendar year). Note these numbers on the bottom of this form and return these data request form to the designated AmeriCorps Program staff person.

Requested By (name and contact information): _____
Education Program Name: _____
Date of Request: _____ Return Form by (date): _____
School: _____ Students' Grade: _____
Students received assistance in (check one): <input type="checkbox"/> Reading <input type="checkbox"/> Math

Last Name	First Name	Other Information, if needed (optional)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10. <i>Add rows as needed</i>		

To be completed by the School/School District

<p>From the list of students above:</p> <p>Total number of students that completed the reading and/or math requirements for on-time grade or course completion: _____</p>

On-time Grade/Course Completion

Student Grade Level/Course Completion Summary Tracking Log

Education Program Name: _____ Program Year: _____

School: _____ Person completing this Log: _____

Students received this service (check one): Tutoring/Academic Support (ED2) Mentoring Support (ED4A)

Instructions: Section I should be completed by the AmeriCorps education program staff when schools are given the “Student Grade Level/Course Completion Data Request Form.” When the schools return the “Request Form”, enter the number of students in Section II that completed their grade level math or reading requirements on time (within one calendar year). Note that the “Group Number” in the first column of Section I should match the Group Number on the “Request Form”.

SECTION I				SECTION II
Student Test Data Request Form “Group Number” (1)	Students’ Grade	Subject	Number of students in group	Number of students who completed grade level/course on-time
<i>Ex: AB123</i>	6	<input checked="" type="checkbox"/> Reading <input type="checkbox"/> Math	12	
		<input type="checkbox"/> Reading <input type="checkbox"/> Math		
		<input type="checkbox"/> Reading <input type="checkbox"/> Math		
		<input type="checkbox"/> Reading <input type="checkbox"/> Math		
TOTALS:				

Note

(1) Unique identifying number or code from the “Student Grade Level/Course Completion Data Request Form”.