

## Performance Measure Review Activity – Education Answer Key

### 1. Read example.

### 2. Discuss: What CNCS resources and tools could you use to evaluate these performance measures?

- Performance Measure Template – *where should the pieces of required information go?*
- 2017 National Performance Measure Instructions (includes Performance Measure Example, Review Notes, FAQs, Checklist in Appendix B) – *What is required? What is missing or unclear?*
- Sample clarification items based on the Checklist – *how should I tell the applicant to fix what is missing or unclear?*

### 3. Discuss: How would you approach working with this applicant on their performance measures?

- The performance measure is missing some required information, according to the Performance Measure Instructions and my completion of the Checklist. I will use the standard clarification item document for drafting clarification items
- If necessary, I will also complete pre-award revisions
- If necessary, I will also add a special condition to fix performance measures, likely prior to member enrollment

### 4. Practice: Use the CNCS resources and tools you have selected to review the performance measure and determine what needs to be improved.

What aspect(s) of this performance measure need improvement? Why?

After completing the Performance Measure Instruction Checklist (Appendix B), I know:

- ED1 does not specify K-12 or under 21, as required.
- ED1 does not specify students are economically disadvantaged, as required.
- It is unclear how three separate counts in ED1 and ED2 will produce one, unduplicated number.
- ED2 does not define completion, as required.
- ED9 is not the correct measure for a program working with elementary and middle school students.

What would you clarify or fix pre-award? If time allows, draft your clarification items.

Using the sample clarification items based on the Checklist, I write:

- In Output ED1, it is unclear if the individuals counted in this measure meet the definition of "economically disadvantaged" described in the Performance Measure Instructions. Please update the measure to include how the applicant ensures all individuals counted meet the definition of "economically disadvantaged."
- In output ED1 and ED2, please update the Described Instrument section to describe how the program uses three counts (beginning, middle and end of the school year) to produce one unduplicated actual.

- In output ED2, completion is not sufficiently described. Please specify in the Described Instrument section the minimum number of days, hours, or other units of participation that will be required in order for an individual to be counted under this measure.
  - In output ED2, the target of 1,000 students may not be reasonable. Both ED1 (starting the program) and ED2 (completing the program) are both set at targets of 1,000, which may not take into account student attrition. Please provide a justification for the size of the target, explaining clearly how the target is realistic for the proposed intervention. If needed, the targets may be updated to what is reasonable and ambitious for the program design.
- 1) Because selected outcome measures should be measurable within one program year, ED9 is not an appropriate outcome selection for a program which works with elementary and middle school students. Please remove measure ED9 from the application and replace with an aligned outcome which can be measured within one program year. Please refer to the Performance Measure Instructions for selection rules and requirements. The program may continue tracking high school graduation rates for students in its programs, but is only required to report outcomes which can be measured in one year to CNCS.

As a result of the clarification, see changes made to the performance measure in [track-changes](#) mode below.

**5. Discuss: If this application is awarded, what Training and Technical Assistance strategies could you use to help the grantee strengthen or use their performance measures?**

- If this is a new grantee, I will require that they complete some Knowledge Network courses on Performance Measurement and High Quality Data. We can discuss these courses and any grantee questions during check-in calls.
- I will request to see what standardized pre- post-test they select to confirm it meets criteria.
- I will request to see screenshots or examples of the program’s tracking system to ensure it tracks necessary information and prevents duplicated counts of students.
- When the program enrolls members / at the beginning of the school year, I will ask for updates on the pre-test during a check-in call.
- When I conduct a site visit with this grantee, we will do a data quality test of their reported performance measures to ensure program documentation can back up the numbers they report

## Performance Measure Review Activity – Education

### Background Information about Program:

The Teach Our Children program engages 25 AmeriCorps members as teachers of record in underserved communities. The primary goal of the program is to significantly improve educational outcomes for over 1,000 disadvantaged elementary and middle school students.

Performance Measure Title: Student Success

<b>Focus Area:</b> Education <b>Objective:</b> K-12 Success <b>No. of MSY's:</b> 25 <b>No. of Members:</b> 25
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### Problem Statement:

Children in the selected communities are performing below grade level, and there are insufficient numbers of qualified teachers to fill open positions.

### Selected Interventions:

Classroom Teaching

### Describe Interventions:

Members teach in low-income schools and attend a rigorous pre-service training institute to train and prepare them for their teaching commitment. Through the year members receive support from our organizational staff and school leadership. Each day during the school year, members serve as full-time teachers in assigned high need elementary and middle schools. They prepare and teach lessons that correspond to state curriculum.

**Output:** ED1: Number of students who start in a CNCS-supported education program.

**Target:** 1,000 students

**Measured By:** Other

**Described Instrument:** Teach Our Children uses a tracking system in which members enter the number of students they are teaching at the beginning, middle, and end of the school year. The number for ED1 tracks all students who are in a member's classroom at some point during the school year. All students are enrolled in a school where the majority of students are eligible for free or reduced lunch. Each student has a unique ID, so students are not duplicated in counts.

### Output:

ED2: Number of students completing a CNCS-supported education program

**Target:** ~~8001,000~~ students

**Measured By:** Other

**Described Instrument:** Teach Our Children uses a tracking system in which members enter the number of students they are teaching at the beginning, middle, and end of the school year. Students are counted as 'completing' the program if they complete at least 60% of the school year in an AmeriCorps member's classroom.

**Outcome:**

ED95: Number of students graduating from high school on time with a diploma with improved academic performance in literacy and/or math

**Target:** 600 students

**Measured By:** Graduation data Standardized pre-post test

**Described Instrument:** Teachers create a survey to give to students. Pre-tests occur within the first month of the school year and post-test occur in the final month of the school year. The same assessment is used for pre- and post-tests and can be matched for each individual student. In setting our targets and reporting results for ED5 we count students in classrooms who meet our bar for learning gains in either reading or math. Schools will track the number of students who graduate from high school who were taught by an AmeriCorps member.