

AmeriCorps National Performance Measures

Pilot Year 2: 2011-2012

Output and Outcome Instrument Packet

TEACHER CORPS

Education Focus Area

These measures are intended to be used by AmeriCorps programs where the AmeriCorps members serve as the primary teacher in a classroom setting during their placements. The AmeriCorps members may serve in public, charter, or private schools to address a critical shortage of teaching professionals in a high needs area or school.

Teacher Corps Programs who opt-in to the national performance measures must measure results for seven performance measures: five outputs and two outcomes. Programs can choose to measure three additional national outcome measures if they so desire.

This packet addresses three outputs, two outcomes, and two optional outcomes. The two outputs not in this packet can be found in Education Outputs ED1 and ED2. The one other optional outcome not in this packet can be found in Education Outcome ED15.

Outputs
<i>Numbers of unduplicated students who start in an AmeriCorps education program. (ED1) See Education Outputs ED1 and ED2</i>
<i>Numbers of unduplicated students who complete participation in an AmeriCorps education program (ED2). See Education Outputs ED1 and ED2</i>
Number of unduplicated AmeriCorps members who <u>begin</u> serving as teachers through a Teacher Corps program (ED12).
Number of unduplicated AmeriCorps members who <u>completed</u> serving as teachers through a Teacher Corps program (ED13).
Number of unduplicated individuals [AmeriCorps members] teaching in high need schools (ED14) ¹ .
Outcomes
Number of unduplicated individuals [former AmeriCorps members] teaching in schools in the year after term of service (ED16).
Number of teachers [former AmeriCorps members] remaining in the education field, but not teaching in a school (i.e., school support staff, school administration, district administration, policy, education non-profits, etc.) after their term of service (ED17).
Optional Outcomes
<i>Number of unduplicated students in AmeriCorps teacher classrooms with improved academic performance (ED15). See Education Outcome ED15</i>
Number of unduplicated teachers [AmeriCorps members] who have had a positive impact on student learning as determined by observation-based assessments of teacher performance

¹ Output ED14 – teaching in high need schools – is not required, you must report a “0” if this measure does not apply to your program.

(ED18).

Number of unduplicated individuals [former AmeriCorps members] receiving certification to teach in schools after term of service (ED19).

Definition of Key Terms²

- **Teacher:** AmeriCorps members as teachers responsible for leading one or more classes of students in grades K-12.
- **Teaching:** having primary responsibility for at least one classroom of children in grades K-12.
- **Individuals (AmeriCorps members):** AmeriCorps teachers counted in output 13. Individuals who are entered into the CNCS National Service Trust data base, who complete their term of service, and earn an education award.
- **High need:** Any school that meets the definitions outlined in the Race to the Top Notice of Funding Opportunity (CFDA #:84.395A) for High Poverty School or Persistently Low Achieving School. <http://edocket.access.gpo.gov/2009/pdf/E9-27427.pdf>

From Federal Register / Vol. 74, No. 221 / Wednesday, November 18, 2009 / Notices 59839 and 59840

High-poverty school	...a school in the highest quartile of schools in the State with respect to poverty level, using a measure of poverty determined by the State.
Persistently Low Achieving School	means, as determined by the State: (i) Any Title I school in improvement, corrective action, or restructuring that (a) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or (b) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and (ii) Any secondary school that is eligible for, but does not receive, Title I funds that (a) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or (b) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

- **Not teaching in a school:** school support staff, school administration, district administration policy, education non-profits, etc.
- **After Term of Service:** Refers to the school year after the term of service ends.
- **Receiving certification:** According to No Child Left Behind standard.
- **Observation-based assessments of teacher performance:** As used in Race to the Top, supplemental measures of student growth may include multiple observation-based assessments of teacher performance (Federal Registry, Part IV Department of Education <http://www2.ed.gov/legislation/FedRegister/announcements/2009-4/111809c.pdf>) Each program is responsible to select an appropriate observation-based assessment.

² 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

Considerations for these National Performance Measures³

General

- Is the mission of your Teacher Corps Program to recruit and train AmeriCorps members interested in pursuing teaching or other educational careers?

Outputs

- Are you able to recruit and train college educated AmeriCorps members who are not credentialed or licensed to teach?
- Can you determine if your teacher placements are in high need school sites and confirm their status as per the definition from Race to the Top? (This is not a requirement.)

Outcomes

- Will your Teacher Corps Program assist Teacher Corps members find school placements after their term of service?
- For Teacher Corps members who are not qualified or interested in teaching, will your Teacher Corps Program assist members find placement as a school support staff, school administration, district administration, education services in non-profits, or other education-related positions?
- Will an acceptable percentage of the Teacher Corps members who participate in and complete the AmeriCorps program commit to teaching in schools or working in an alternative education field during the school year after their term of service ends?

Optional Outcomes

- Will your Teacher Corps program provide the necessary support, guidance, and skill set to Teacher Corps members so that a large percent will provide a positive impact on student learning?
- Is your Teacher Corps program partnering with a college or university so that members can go on to earn a teaching certificate after their term of service?

Data Collection Challenges

- Do you have a data collection timeline outlining when data for each of the required five outputs and two outcomes need to be collected? (*Note: Two of the output, ED1 and ED2, are not discussed in this packet.*) If choosing to measure the two optional outcomes, does this data collection timeline include when to collect data for these outcomes? (*Note: One of the optional outcomes, ED15, is not discussed in this packet.*)
- Do you have a way to ensure that Teacher Corps members are consistently tracked for each of the required National Performance Measures? Entering the data in a database or excel spreadsheet can assist you in this process.
- Will you be able to track Teacher Corps members a year after their term of service to determine if they are teaching in a school or working in another education-related positions?
- Do you currently have a data collection process and follow-up instrument that can be adapted to administer to former Teacher Corps members after their term of service?

³ For more on alignment of performance measures, see the AmeriCorps Toolkit:
<http://nationalserviceresources.org/star/ac-program-toolkit>

- After using the data collection instruments to document participants, do you have a safe place to store these documents? This “raw data” will serve as evidence that you collected the outputs and outcomes in a systematic manner and can verify the results reported.

Data Collection Strategies

Outputs

- All members who begin their term of service teaching can be counted (ED12). However, all other Teacher Corps national performance measures track and count AmeriCorps members that completed their term of service as documented by ED13.
- Confirm “high need school” status with a school official and get sign-off to ensure accurate reporting. Member placement in high need schools is not a requirement. Report a “0” if this measure doesn’t apply to your program (ED14).
- Recommended: To show how the program contributed to the outcome, track the supports and assistance that members receive (teacher training workshops, teacher mentoring) by using an Excel spreadsheet to document what the targeted members received (dosage of service). This is not a required reporting item.

Outcomes

- Using your Alumni or follow-up survey, add questions to assess whether the Teacher Corps members are teaching in a school or working in other areas of education during the school year after their term of service ends.
- If you are using optional measure ED18, your program may identify and select an observation-based assessment of teacher performance that addresses the positive impact on student learning.
- If you are using optional measure ED19, add questions to assess whether the AmeriCorps member received certification for teaching after the term of service ends.
- It is recommended that you administer the Alumni or Follow-up instrument at mid-year and again at the end of the school year after the term of service ends.
- To ensure that you can administer the instrument after the term of service ends, make sure you have current email and phone contact information from at least two sources (e.g. parents and friends).

Sample Questions/Instruments in this Packet

Former Teacher Corps Member Follow-up Questions (Outcomes)

On the following pages, you will find specific questions which allow you to ascertain the outcomes required by the Teacher Corps national performance measures and also the two optional National Measures. Your program may have a follow-up or Alumni instrument (e.g. survey, interview), as these are routinely administered by programs. Consider adding those questions or adapting your current instrument to meet the Teacher Corps data requirements.

Teacher Corps Member Summary Sheet (Outputs and Outcomes)

This summary sheet can be used to document member outputs: members who begin service, complete service and serve in high need schools. It can summarize the outcome data collected from other instruments: members that go on to teach school or remain working in the education field. The two optional outcomes are also part of this summary sheet: observed positive impact on student learning and former Teacher Corps members obtaining certification to teach. You are encouraged to develop an Excel spreadsheet with this information and use the spreadsheet to document unduplicated members.

Teacher Corps

Sample Questions/Instruments

Former Teacher Corps Member Follow-up Questions (Outcomes)

Teacher Corps Member Summary Sheet (Outputs and Outcomes) (ED12, ED13, ED14, ED16, ED17, ED18, and ED19)

Former Teacher Corps Member Follow-up Questions (Outcomes)

Instructions

What is the purpose?	To determine, after the end of their term of service, how many former Teacher Corps members: -are teaching K-12 in a school (ED16) -are engaged in other work in the education field (ED17) -have received certification to teach school (optional: ED19)
Who should complete this instrument?	Former Teacher Corps members can respond to follow-up or Alumni instruments and report their teaching/career activities.
When should we complete this instrument?	After the term of service ends (at the end of school year following the end of the term of service).
What should we do to prepare?	Review and modify your current follow-up instruments used to track former Teacher Corps members in order to ensure that you can collect and report the data according to the national performance measure specifications. Consider adding questions about member teaching and education activities to your existing instruments or adapting them, as needed. You will also want to make sure your database or Excel spreadsheet is updated to be able to aggregate the data.
What should we do afterwards?	Keep all completed instruments together in a safe place; this is your data . You will enter the data into a sheet (excel spreadsheet, database) to determine if you met your output and outcome targets.
Can I use an alternative instrument?	Your AmeriCorps program may currently use follow-up or Alumni instruments to gather information after the term of service ends for the Teacher Corps members. The questions on the following page can be added to your program instruments (electronic or paper) or included as you develop instruments to document unduplicated former Teacher Corps members who are teaching school or working in other education related activities and who have obtained certification to teach. Whether your instrument is in paper format or electronic format, remember to save this “raw” data as proof that a systematic process was used to document the outputs and outcomes.

Former Teacher Corps Member Follow-up Questions (Outcomes)

Below are questions which can be added to your existing follow-up or Alumni instrument. During the school year after the Teacher Corps member's term of service ends, it is recommended that you administer the instrument mid-year and again toward the end of the school year. *Note: In questions where the respondent answers "other", check the explanation to determine whether the response allows you to count the member for that particular outcome. You may need to follow-up with the respondent to clarify answers.*

1. Identify your current employment:

- a. Teaching K-12 in a school.
- Public school name: _____
 - Private school name: _____
- b. Working in the field of education. Check the area:
- 1. School support staff. Position: _____
 - 2. School administration. Position: _____
 - 3. District administration. Position: _____
 - 4. Policy. Position: _____
 - 5. Education non-profit. Position: _____
 - 6. Other: Explain position: _____
- c. Working outside the field of education. Position: _____
- d. Attending college/grad school. College/University: _____
- e. Unemployed
- f. Other: _____

2. Do you currently have or will you be receiving certification to teach in the public schools?

- a. Yes, I have completed my teaching certification. Date of certification: _____
- b. Yes, I am working on completing my certification. Anticipated certification date: _____
- c. No, but I have plans to do so
- d. No, I don't plan to complete a teaching certification
- e. Other. Explain: _____

Teacher Corps Member Summary Sheet (Output and Outcome)

Instructions

<p>What is the purpose?</p>	<p>To track how many members met the outputs during their term of service: began term of service (ED12), completed term of service (ED13), taught in high need school (ED14).</p> <p>To track outcomes after the end of members' term of service: teaching in a school (ED16) or working in education field (ED17).</p> <p>This form allows the program to track the two optional outcomes as well: positive impact on student learning as per observation-based assessment of teacher performance (ED18) and former members receiving certification to teach in a school (ED19).</p>
<p>Who should complete this instrument?</p>	<p>A designated person (e.g. the program staff member) should be responsible for entering member output information and analyzing and entering outcomes from instruments.</p>
<p>When should we complete this instrument?</p>	<p>At the start of the service year, Teacher Corps members enrolled and teaching at high need school (outputs) (ED12, ED14).</p> <p>At the end of the service year, completion of service (output) (ED13).</p> <p>After the end of the term of service and before the end of the following school year, former Teacher Corps members teaching in a school or working in the education field (outcomes) (ED16, ED17).</p> <p>Optional: At the end of the service year, Teacher Corps members observed as having a positive impact on students (outcome) (ED18).</p> <p>Optional: After end of the term of service and before the end of the following school year, former Teacher Corps members who have secured certification to teach (outcome) (ED19).</p>
<p>What should we do to prepare?</p>	<p>Modify the following "Teacher Corps Member Summary Sheet" or adapt it to your Teacher Corps tracking system. Enter the names of the enrolled Teacher Corps members and collect and record information from various sources (e.g. <i>My AmeriCorps</i> for the education award, administrative records, Follow-up instruments).</p>
<p>What should we do afterwards?</p>	<p>Keep all the sheets together in a safe place; this is your data. You will aggregate this data later to determine if you met your output and outcome targets.</p>
<p>Can I use an alternative instrument?</p>	<p>Different forms or data bases can be developed or revised in order to document unduplicated Teacher Corps members who complete their term of service, teach at a high need school and go on to teach school or work in education. You may want to develop an electronic member sheet (e.g., Excel spreadsheet) as demonstrated on the following page. Whether your instrument is in paper format or electronic format, remember to save this "raw" data as proof that a systematic process was used to document the outputs/outcomes.</p>

Teacher Corps Member Summary Sheet (Outputs and Outcomes)

Program Name: _____

Person completing this Sheet: _____ Program Year: _____

Instructions: Enter the members’ names in the first columns. Enter a “1” in each column to document those members who completed service and taught in high need schools. After the term of service, enter information from the Alumni/follow-up survey to document members who teach school or work in the education field after their end of service. You may also want to track the two optional outcomes: teachers observed as having a positive impact on student learning during their term of service (information comes from teacher performance assessment) and after their term of service, members who receive certification to teach. Put a numerical “1” in each column to indicate a “yes”.

during term of service		after term of service		during term	After term		
(ED12) began term of service Member Name		(ED13) Completed term of service yes=1	(ED14) Taught in high need school yes=1	(ED16) Teaching in a school yes=1	(ED17) Working in field of education yes=1	(Optional:ED18) Observed positive impact on student learning yes=1	(Optional:ED19) Received certification to teach yes=1
Last	First						
<i>sample: Wall</i>	Amos	1	1	1			1
1.							
2.							
3. <i>add rows</i>							
Totals							

Notes:

(ED13) Teacher Corps Member completes their term of service and earns an education award.

(ED14) Teacher Corps Member taught in high need school during their term of service. Administrative records from school placements Teaching in high need schools is not a requirement. Report a “0” if this measure does not apply to your program.

(ED16) After term of service, Teacher Corps member teaches in a school (K-12). From question 1 on follow-up instrument)

(ED17) After term of service, Teacher Corps member works in education field other than teaching. From question 1 on follow-up instrument.

(ED16 or ED17) A member may be identified in ED16 or ED17 but not both.

(ED18) Optional: The data on the Teacher Corps member’s positive impact on student learning will come from an observation-based assessment of teacher performance. You will need to identify a target which defines “positive impact on student learning”.

(ED19) Optional: After term of service, Teacher Corps members who receive certification to teach in schools (From question 2 on follow-up instrument).