

# AmeriCorps National Performance Measures Pilot Year 2: 2011-2012 Outcome Instrument Packet

## STUDENTS WITH IMPROVED ACADEMIC PERFORMANCE: TEACHER CORPS (ED15)

### Education Focus Area

#### Teacher Corps Measures

This measure is 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 (optional) if they so desire.

This packet addresses one of the optional outcomes, ED15. Those interested in opting in to the Teacher Corps national measures will want to review the other two packets: Teacher Corps (ED12, ED13, ED14, ED16, ED17, ED18, and ED19) and Education Outputs ED1 and ED2.

<b>National Performance Measure:</b>
<b><i>Optional Outcome:</i></b> Number of unduplicated students in AmeriCorps teacher classrooms with improved academic performance (ED15)

### Definition of Key Terms<sup>1</sup>

- **Students:** the students who complete the school year (Measure ED2) and are enrolled in the classes taught by Teacher Corps teachers (Measure ED13).
- **Improved academic performance:** as 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 for 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.
- **Standardized test/instrument:** has been validated externally on a randomly-selected population of students; may be a state standardized test or other standardized test.

<sup>1</sup> 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\\_ameri\\_corps\\_nofa\\_background\\_document.pdf](http://www.americorps.gov/pdf/11_1018_ameri_corps_nofa_background_document.pdf)

- **Teacher:** AmeriCorps members as teachers responsible for leading one or more classes of students in grades K-12. AmeriCorps teachers counted in output ED13. Individuals who are entered into the CNCS National Service Trust data base, who complete their term of service, and earn an education award.

## Considerations for this National Performance Measure<sup>2</sup>

### General

- Is your Teacher Corps program able to measure all of the required national performance measures: five outputs and two outcomes (See Education Outputs ED1 and ED2 and the Teacher Corps ED12, ED13, ED14, ED16, ED17, ED18, and ED19 packets)?
- Will your Teacher Corps program be able to partner with the appropriate schools/school districts to provide classroom instruction?
- Will you be able to recruit Teacher Corps members who have the ability to serve as the primary teacher in the classroom (K-12)?

### Outcome

- Will the Teacher Corps members you recruit have the knowledge and skill set to effectively teach students, resulting in students improving their academic performance by a specified “gain” or amount of progress, specifically in literacy and 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 level of improvement (e.g., 20 test points, 15% increase in score on state standardized test from the previous year to the state current year) you expect students to achieve. (Note that some tests provide information about expected gain which may be dependent on the level at which the student’s pre-test is assessed.)

Teacher Corps programs will select a standardized test appropriate for their program. Below are three types of tests and a description of conditions and administration. Teacher Corps programs must state the minimum level of progress required for students to be counted as showing “improved academic performance.”

Type of Test	CNCS Approval	Administration
<b>State standardized pre-post test (administered by school)</b>	No prior CNCS approval required.	Must be administered twice: at the end of the prior year and then again at the end of the current year.
<b>Standardized pre-post test (can be administered by the school or program)</b>	Must have CNCS approval prior to use.	Must be administered twice: at the beginning of the school year and again at the end of the school year.
<b>Post-only standardized test (can be administered by the school or program)</b>	Must have CNCS approval prior to use.	Administered once at the end of the school year.

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

## Data Collection Challenges

### **General**

- Do you have a data collection plan and timeline outlining when data for each of the five outputs and two outcomes need to be collected? (Note: the five outputs and two outcomes are discussed in other packets.) If choosing to measure this optional outcome and/or one or both of the other two optional outcomes, does this data collection plan include when to collect data for those outcomes?
- Will you be able to select a standardized instrument to measure each student's academic performance in reading and/or math?
- After administering the standardized instruments to measure students' improved academic performance, do you have a safe place to store the instruments/data? This "raw data" will serve as evidence that you collected the outcomes in a systematic manner and can verify the results reported.

### ***If considering a state standardized test administered by the school***

- Is the state standardized instrument that is administered by the school administered to students at the grade levels that your Teacher Corps members are teaching?
- Was the same standardized instrument that will be used during the current year, used the prior year for the students that the Teacher Corps members are teaching so that you can get baseline data?
- Given that students in your Teacher Corps program are measured annually for improved academic performance, is the state standardized test administered at the end of the prior school year and then again at the end of the current school year for those grades taught by your AmeriCorps members?
- Can you obtain individual state standardized test results for each of the students taught by your Teacher Corps members in a timely matter?
- Do you have an agreement or Memorandum of Understanding (MOU) with the schools where the AmeriCorps members teach stating that your program will be given access to the test results in time to meet reporting deadlines? Does that MOU clearly resolve all confidentiality issues so that you can get pre-post data for individual students? If you are unable to obtain individual state standardized test results because of the Family Educational Rights and Privacy Act (FERPA)<sup>3</sup>, does the MOU set forth an alternative for obtaining test results (see Data Collection strategies)?

### ***If considering other pre-post or post-only standardized test administered by your program***

- Is the standardized instrument appropriate for your student population (grade level, culture, non-native English speaker)?
- If you choose an instrument that will require funding; do you have the financial resources to purchase the instrument, and in some cases, pay for the analysis of 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 various school districts/states, will you be able to administer different types of standardized tests to measure students' improved academic performance (e.g., schools or districts may want to use different tests)?

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<sup>3</sup> The Family Educational Rights and Privacy Act (FERPA) ensures confidentiality of student records. This may prevent you from obtaining test scores for individual students.

- Is the standardized test you choose to use compatible with and acceptable to the schools where the Teacher Corps members serve?
- Do you have an agreement or a MOU with the schools where Teacher Corps members serve allowing you to administer the pre-post test and/or to help you to collect the data? (See Data Collection Strategies)
- To determine whether each student improved his/her academic performance, each student's pre-test needs to be compared with his/her post-test. 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? (See Data Collection Strategies)
- If Teacher Corps members administer the pre-post instrument, will they be trained on how to administer it?
- Will you be able to ensure student anonymity and/or confidentiality?
- Will you need parental consent before administering pre-post tests to the students?

### **Data Collection Strategies**

#### ***State Standardized Test Administered by the School***

- If a school district already administers a state standardized test, determine whether you can obtain individual student test score results for reading and math.
- The advantages of using the results of a state standardized test administered by the schools include: 1) the testing systems in the schools are currently in place; 2) the student testing schedule is planned and handled by the schools; and, 3) the staff who administer the tests are trained school personnel.
- The disadvantages of using state standardized tests include: 1) test scores may not be available in a timely manner for programs to use for their Corporation reports (e.g., may not get results until after the start of the next school year); 2) programs may question whether the material covered by the test is sufficiently focused on the material being taught by Teacher Corps members; and, 3) the state standardized test may not be administered annually to all grade levels that are needed in order to obtain pre-test and post-test results for all students participating in your program. Thus, only those students for which both pre-test and post-test results are available would be covered by this procedure.
- Ensure that the pre-test and post-test can be administered within a 12-month period. The state standardized test administered at the end of the prior school year will serve as the pre-test, and the test administered at the end of the current school year will be the post-test for those grades taught by your AmeriCorps members. Therefore, you will need test results for two school years for the same group of students.
- Develop a MOU with the school that stipulates how you will obtain test results, when will you be able to obtain test results, how to address confidentiality issues, and what alternative steps can be taken if individual test results cannot be obtained in a timely manner.
- If you are not able to obtain test scores on individual students from the school district because of FERPA, consider asking the school district to assist you in analyzing the pre-test and post-test results. Provide the names of students taught by the Teacher Corps members and ask the school district to provide the number of those students who improved their test score by a designated amount from their pre-to-post tests. Note that the school may need additional funding to provide this service.

- Provide the school district with clear requirements for when students can be counted as “improved academic performance.”

### ***Other Pre-post Standardized Test Administered by your Program***

- If you cannot obtain individual student test scores from schools’ state standardized test results (even using the alternate method), you will need to select another standardized test that measures improved academic performance in reading and/or math.
- When determining which standardized instrument to select, you may want to contact other Teacher Corps programs and learn about the instruments they are using.
- Ensure that the selected standardized test has demonstrated validity and reliability for your target student population and is appropriate (grade level, culture, language).
- Ensure that the pre-post standardized instrument is compatible with and acceptable to the school, and you have permission to administer instruments on school grounds.
- Determine if you will need to submit a request to the school district’s Institutional Review Board (IRB) for approval to administer the pre-post instrument to students on school grounds. 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 templates when developing an IRB application.
- The standardized test should be administered to students of Teacher Corps members before or at the beginning of their school year, and again near the end of the school year. Follow the instructions provided by the test selected.
- When selecting a standardized test, be sure you understand all the steps involved in administering the pre-post test to ensure high rigor, including: who will administer the test, how and when will it be administered, and under what controlled conditions, such as specifications on how long students may respond to the questions, should the test be administered.
- Factor in any testing cost to your annual budget including the cost of the test and any cost for data analysis or the generation of a report.
- If your program is responsible for administering the standardized test to the students, you may need to prepare a consent form for parents and guardians that will allow you to administer the instrument to children.
- Because the data being collected may be sensitive, you may be required to keep all data under lock and key.
- After identifying a standardized pre-post test, notify the Corporation which pre-post test you chose and obtain the Corporation’s approval for the use of this instrument.

### ***Post Standardized Test Only Administered by your Program***

- If programs are unable to use a state standardized test or other standardized pre-post test, they may request the use of a post-test-only option, measuring students as demonstrating “improved academic performance”. Programs should demonstrate that they are serving students below grade level in reading and/or math (the subject being measured) and expect students to perform at grade level by the end of the program year.
- The post-test will need to enable the program to determine whether students reach a reading and/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 academic performance.”

### **Sample Instruments in this Packet**

Teacher Corps programs need to use the school district's state standardized pre-post test, identify a standardized pre-post test or standardized post-test to measure students' improved academic performance. 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 track all students who participated in classes taught by Teacher Corps members (ED2), to document **their pre-test and post-test scores**, and to compare these scores to determine whether each student improved their academic performance in reading and/or math.

#### ***Program-Administered Post Test Tracking Log***

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

#### ***Student Pre-Post Test Data Request Form and Student Pre-Post Tracking Log***

The "Student Pre-Post Test Data Request Form" can be used by Teacher Corps programs that partner with school districts that already have a system for testing students and adhere to the FERPA. School districts that do not provide individual student test results to the Teacher Corps program can provide information on how many students who participate in the classes of Teacher Corps members improved their academic performance. To use this form, Teacher Corps programs need to list the students that participated in their classes and give the list to the school district. The school district would need to compare the pre-post test results for each student listed, and provide the total number of students that improved their academic performance to the program.

The "Student Pre-Post Test Tracking Log" can be used to track the number of students who participated in classes taught by Teacher Corps members, 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 and/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".

## **Education Services: Academic Achievement**

### **Sample Instruments:**

**Program-Administered Pre-Post Test  
Tracking Log**

**Program Administered Post Test Tracking Log**

**Student Pre-Post Test Data Request Form**

**Student Pre-Post Test Tracking Log**

### Program-Administered Pre-Post Test Tracking Log

#### Instructions

What is the purpose?	To determine how many students taught by Teacher Corps members (national performance measure ED2) 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 "Program-Administered Pre-Post Tracking Log".
When should we complete this instrument?	Enter data as students complete the education program (see ED2), and as pre-test 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-test and post-test administration dates, and the amount of progress required for students to meet the target using this test.
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; <b>this is your data</b> . 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 student information, such as additional academic support needed. 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 this "raw" data as proof that a systematic process was used to document the outcomes.

### Program-Administered Pre-Post Test Tracking Log

Teacher Corps Program Name: \_\_\_\_\_ Program Year: \_\_\_\_\_

Person completing this Log: \_\_\_\_\_ Position: \_\_\_\_\_

Name of Standardized Test: \_\_\_\_\_ Date of pretest: \_\_\_\_\_ Date of post test: \_\_\_\_\_

Target Statement (amount of progress required): \_\_\_\_\_

**Instructions:** For each student in the class of a Teacher Corps member, 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>							
<b>TOTAL:</b>							

**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)).

## Program-Administered Post Test Tracking Log

### Instructions

What is the purpose?	<p>To determine how many students taught by Teacher Corps members (national performance measures ED2) 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 school year (ED2), and as 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 and test administration date.
What should we do afterwards?	Keep a copy of the "Program-Administered Post Tracking Logs" in a safe place with your completed student tests; <b>this is your data</b> . 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 additional academic support needed. 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 this "raw" data as proof that a systematic process was used to document the outcomes.

### Program-Administered Post Test Tracking Log

Teacher Corps Program Name: \_\_\_\_\_ Program Year: \_\_\_\_\_

Person completing this Log: \_\_\_\_\_ Position: \_\_\_\_\_

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 scores at or above grade level on the standardized post test.

**Instructions:** For each student in the class of a Teacher Corps member, 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>						
<b>Total:</b>						

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.

**Student Test Data Request Form**  
**Student Pre-Post Test Tracking Log**

**Instructions**

What is the purpose?	To determine how many students taught by a Teacher Corps member (national performance measure ED2) 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 <b>“Student Test Data Request Form”</b> (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 <b>“Student Pre-Post Tracking Log.”</b> 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?	Assume delays and plan accordingly; give yourself and the schools enough time! You will need to prepare the <b>“Student Test Data Request Forms”</b> 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 <b>“Student Test Data Request Form”</b> 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 <b>“Student Pre-Post Tracking Log”</b> for each school for 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 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>

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What should we do afterwards?	Keep a copy of the “Student Test Data Request Forms” and “Student Pre-Post Tracking Logs” in a safe place; <b>this is your data</b> . 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 Tracking Logs” in an Excel spreadsheet and combine logs so you can sort them by ED2 groups of students, school, grade, etc, and determine where the program did especially well, and where to make program improvements. However, 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 outcomes.

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## 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 pretest: \_\_\_\_\_ Date of post test: \_\_\_\_\_

Amount of progress required: \_\_\_\_\_

School: \_\_\_\_\_ Students’ Grade: \_\_\_\_\_

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**

**From the list of students above:**

**Total number of students that completed both a pre and post test:** \_\_\_\_\_

**Total number of students that met the expected level of improvement:** \_\_\_\_\_

## Student Pre-Post Test Tracking Log

**Teacher Corps Program Name:** \_\_\_\_\_ **Program Year:** \_\_\_\_\_

**School:** \_\_\_\_\_ **School staff person completing this Log:** \_\_\_\_\_

**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 (to be completed by education program staff person)						SECTION II (to be completed by school staff person)	
Student Test Data Request Form “Group Number” (1)	Students’ Grade	other information	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>		<i>XYZ Reading Test</i>	<i>At least 20 points higher on post test</i>	<i>12</i>		
<b>TOTALS</b> (to be completed by program):							

Notes

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