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# Measurement “Must Haves”

## 1. Performance Measurement

- Counts numbers served
- Captures near term changes in beneficiaries on an annual basis

## 2. Evaluation – 2 types

- (Impact) Captures longer term changes that occur as a direct result of your program intervention
- (Process) Gives insight into aspects of implementation



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# Differences

## Performance Measurement

- Tracks outputs and outcomes on a regular, ongoing basis
- Does not show causality

## Impact Evaluation

- Seeks to show causality or “prove” theory of change
- Longer term focus
- Uses the most rigorous form of evaluation that is right for the program (often quasi-experimental design)



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## **Example: Minnesota Reading Corps**

### **Performance Measurement:**

- Individual benchmark assessments on Dynamic Indicators of Basic Early Literacy Skills (DIBELS) three times/year
- State Reading Exam --Number of students who graduate from the Minnesota Reading Corps who pass state reading exam



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## **Example: Minnesota Reading Corps**

### **Impact Evaluation:**

- Matched sample research project in Minneapolis School District
- Reading Corps pre-school participants scored significantly higher in phonemic awareness, alphabetic principle, and total literacy than children in matched comparison group entering kindergarten



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# **EXAMPLE:**

## **Minnesota Reading Corps**

A strategic initiative of  
ServeMinnesota

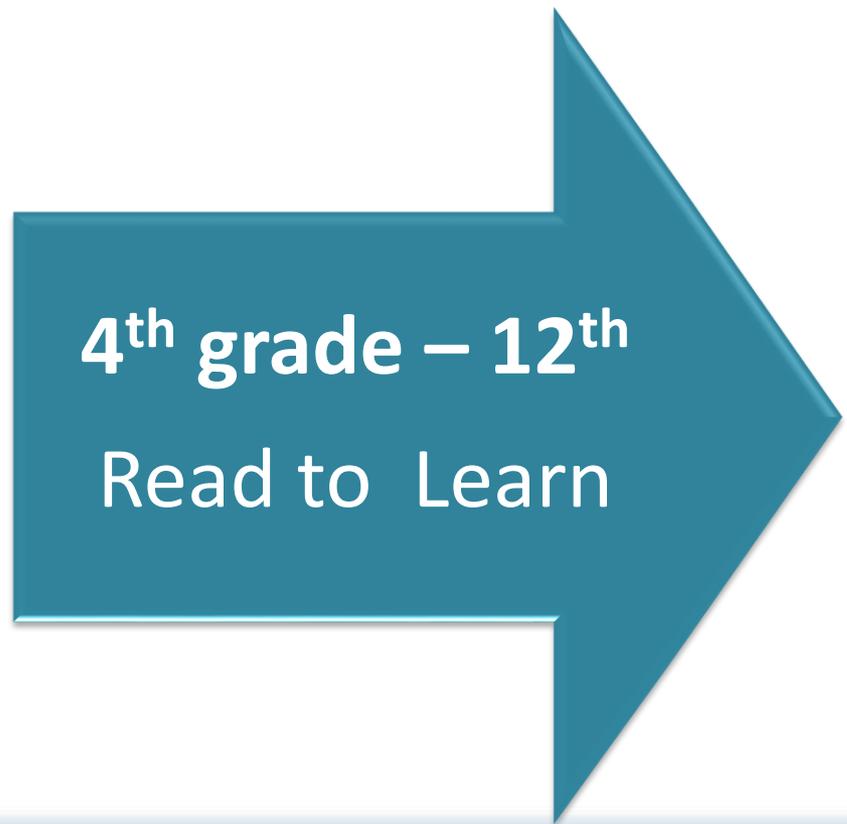
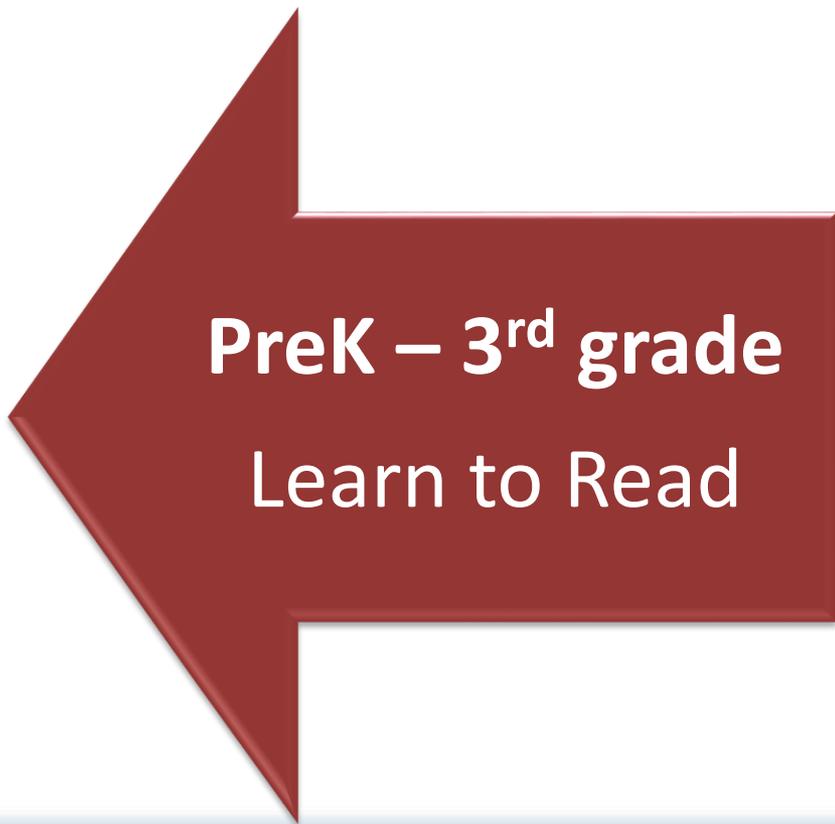




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# 3<sup>rd</sup> Grade: A Critical Turning Point

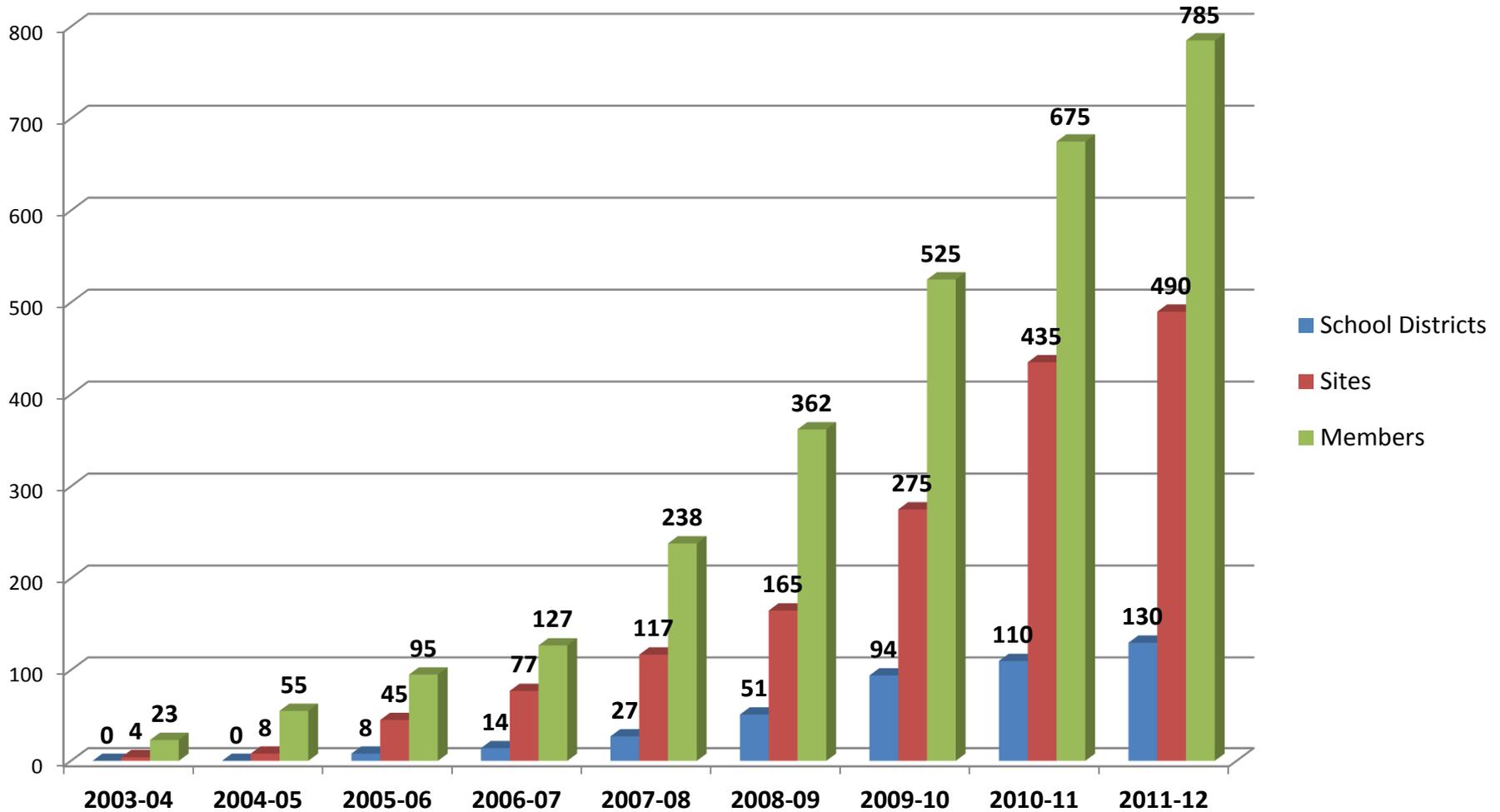


A young girl with dark hair, wearing a red shirt over a white turtleneck, is smiling and looking towards the camera. She is holding a yellow pencil over an open book. The background is slightly blurred, showing other children in a classroom setting.

Vision:  
**All Minnesota children will become  
proficient readers by the end of 3<sup>rd</sup>  
grade.**



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# Supporting Age 3 to Grade 3 Students

## PreK Settings:

- Member placed in a PreK classroom to support students throughout the day
- Literacy support provided during:
  - Whole classroom
  - Small group time
  - One-on-one tutoring

## K-3 Settings:

- Member does one-on-one, 20-minute tutoring sessions throughout the day
- Literacy support provided during:
  - One-on-one tutoring



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## K-3 Program Model

- Step 1: Conduct “benchmark assessments” in fall
- Step 2: Select 15-18 children to receive tutoring
- Step 3: Select intervention for each student
- Step 4: Begin tutoring!
- Step 5: Monitor the progress of each student weekly
- Step 6: Conduct benchmark assessments in winter & spring



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Our model is based on ...

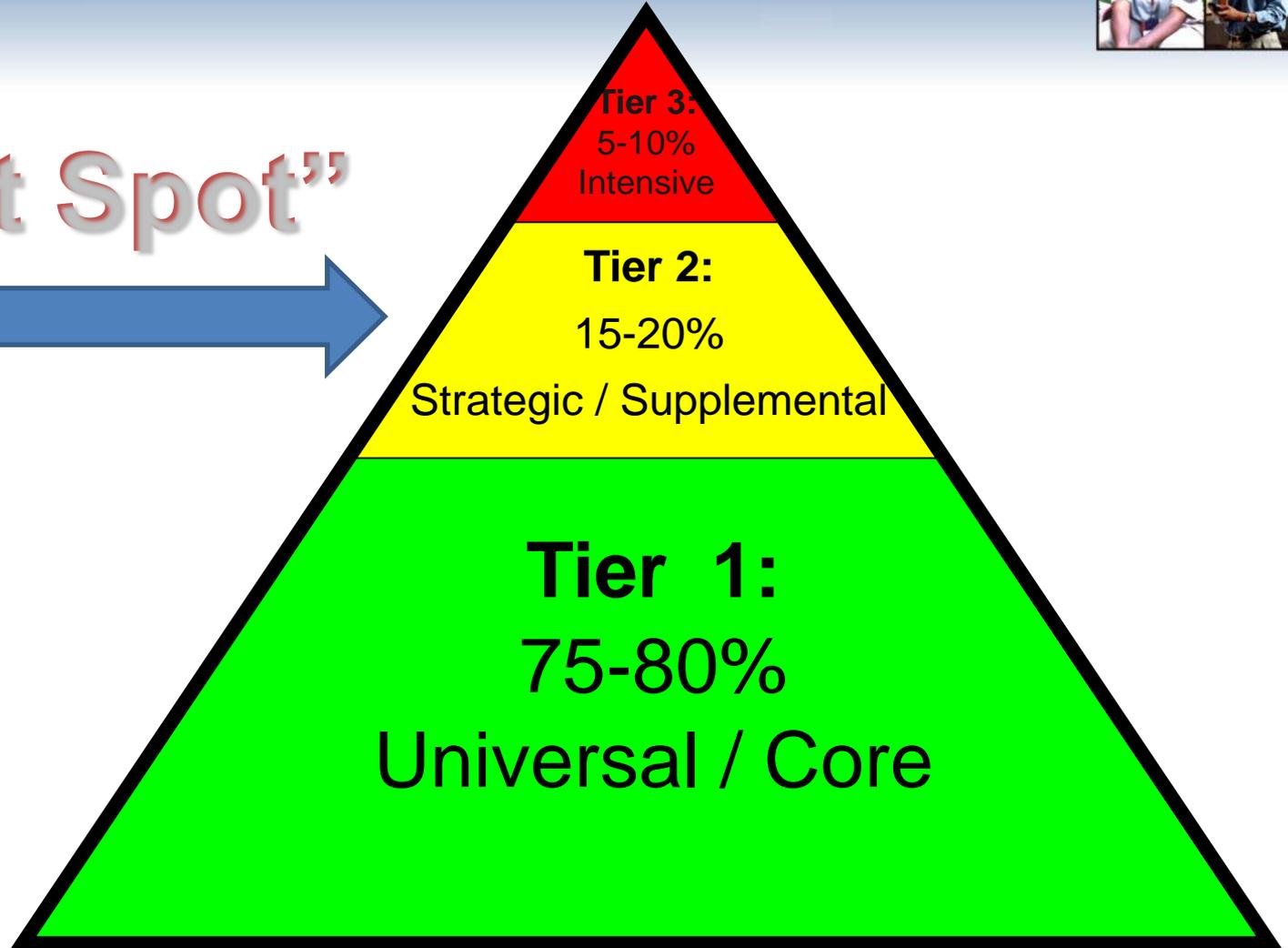
# Research



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“Sweet Spot”





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Our model is ...

**Laser-  
Focused &  
Scripted**

## Duet Reading

- Objective: To increase fluent reading particularly for students
- who often lose their spot while reading
  - who just don't get to the next word quickly enough
  - who benefit from a delayed model for correct word reading
- Materials: Short portions of text that the student can read with at least 95% accuracy, approximately 2-4 sentences.

### Sequence:

1. Teacher sits next to, not across from the student. Teacher and student will share one copy of the passage.
2. **Explain:** Teacher explains the duet procedure to the student at least briefly every session.
3. **First Reading:** Student reads a portion of the passage aloud. Teacher provides immediate standard error corrections. ("That word is \_\_\_\_\_. What word?" The student repeats the word. Teacher says, "Yes. That word is \_\_\_\_\_." Student goes back to the beginning of the sentence again.)
4. **Second Reading:** Teacher and student take turns reading EVERY OTHER WORD through the same portion of the text. Teacher first this time. Teacher should read with excellent expression to avoid typewriter style output. Teacher should push the pace forward by reading each next word as soon as the student read the last word. Teacher provides standard error corrections immediately following any error. ("That word is \_\_\_\_\_. What word?" The student repeats the word. Teacher says, "Yes. That word is \_\_\_\_\_." Student goes back to the beginning of the sentence to begin again.)
5. **Third Reading:** Teacher and student take turns reading EVERY OTHER WORD through the same portion of text. Student first this time. Teacher continues to model excellent expression and to press the pace forward. Teacher provides standard error corrections immediately following any error. ("That word is \_\_\_\_\_. What word?" The student repeats the word. Teacher says, "Yes. That word is \_\_\_\_\_." Student goes back to the beginning of the sentence to begin again.)
6. **Fourth Reading:** Student reads the entire portion of text out loud alone.



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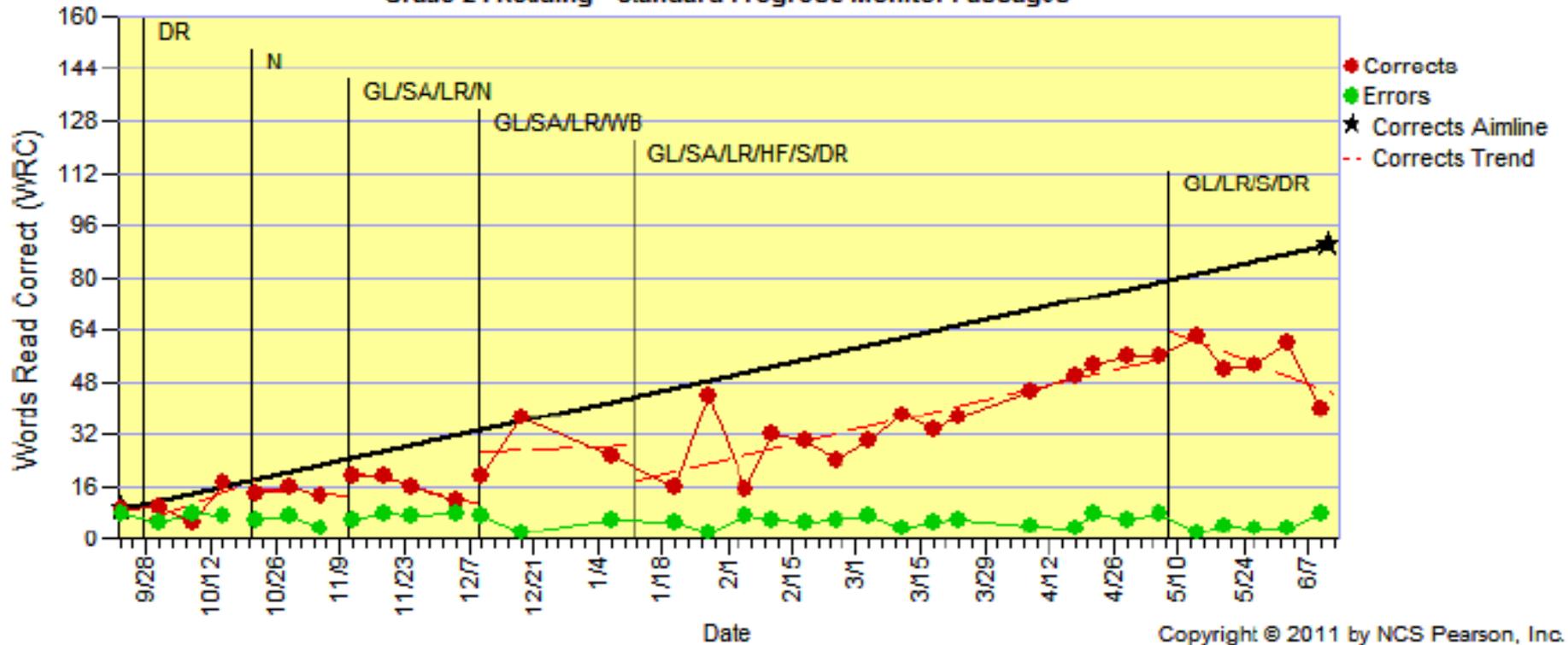


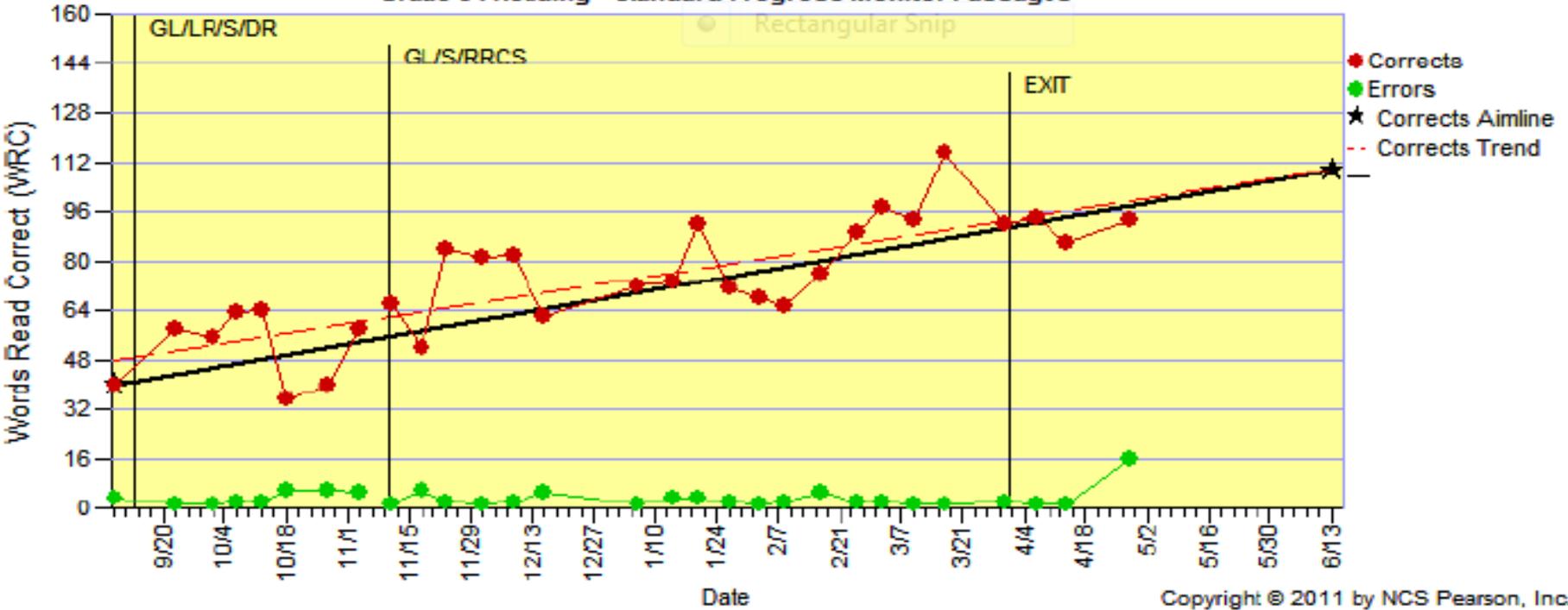
Our model uses ...

**Data**

**(constantly)**

**Progress Monitoring Improvement Report for Nisway Madigan**  
 from 09/22/2009 to 06/11/2010  
**Nisway Madigan (Grade 3)**  
**Grade 2 : Reading - Standard Progress Monitor Passages**



**Grade 3 : Reading - Standard Progress Monitor Passages**




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Our model doesn't just train, we ...

# Coach



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A model of  
support to  
ensure student  
success



Students

Reading  
Corps  
Tutor

Internal  
Coach

Master  
Coach

Program  
Staff

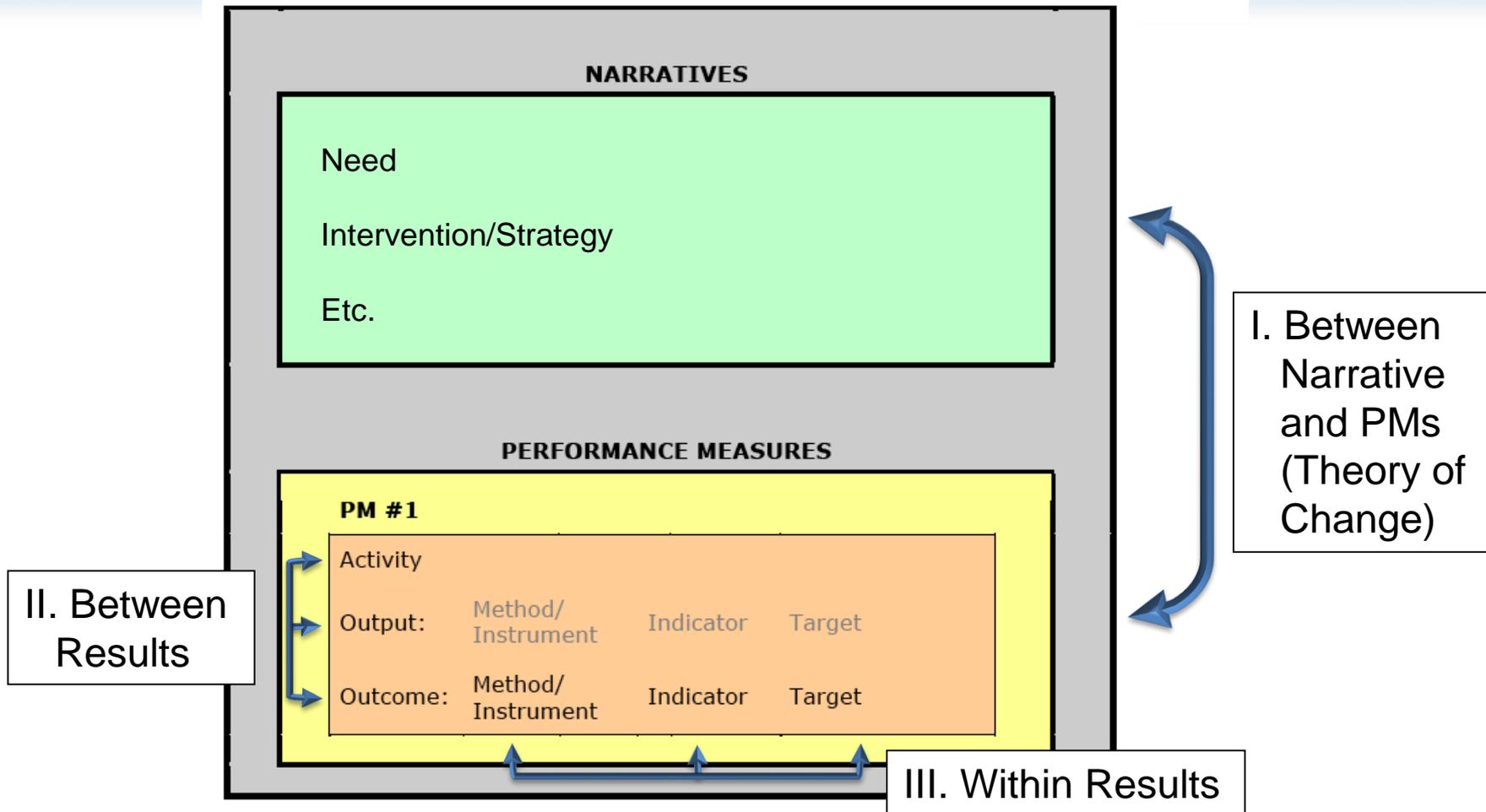




# Three Types of Alignment



**APPLICATION** (simplified view)





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## Example for Reviewing the Three Types of Alignment

- **Output:** Number of students that completed participation in CNCS-supported K-12 education programs (ED2)
- **Outcome:** Number of students that improved their school attendance over the course of the CNCS-supported programs involvement with the student (ED6)



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## Alignment (I) – Between Narrative and PMs

- **Need:** Documented high rates of chronic absence from school (that can lead to other problems...)
- **Intervention/Strategy (ToC):** Members provide individual and group mentoring to students with documented attendance problems. Mentoring focuses on promoting re-engagement with school.
- **Output:** Students participate in mentoring
- **Outcome:** Students improve school attendance



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## Alignment (II) – Between Results

- **Activity:** Members mentor students with documented attendance problems.
- **Output:** Students with documented high rates of chronic absence from school participate in mentoring.
- **Outcome:** Students improve school attendance



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## Alignment (III) – Within Results

- **Result (outcome):** Students improve school attendance
- **Indicator:** Number of students with improved school attendance at end of school year
- **Target:** 300 of 400 (75%) participating students
- **Instrument/Method:** Log of Student Attendance and Absences (compared to baseline data from school)



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## Practice, Part 1: Review Sample Application Narrative for PM-related Information

- 1. On your own**, read application narrative Use *PM Assessment Checklist and Considerations, Definitions and Tips* to identify issues and concerns for clarification. What do you think the program's PMs are?
- 2. In small groups**, discuss *PM Checklist* responses. Identify issues and areas where you agree and differ. Can you come to consensus on ratings and questions?



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## **Assessing Quality and Rigor: Look for evidence that:**

- Beneficiaries are selected according to need-based criteria (e.g. instructions for national PMs)
- Intervention is supported by evidence. Consider if evidence is preliminary, moderate or strong.
- Transparent reporting; clear how results are obtained
- Instrument are valid and reliable
- Data collection is rigorous

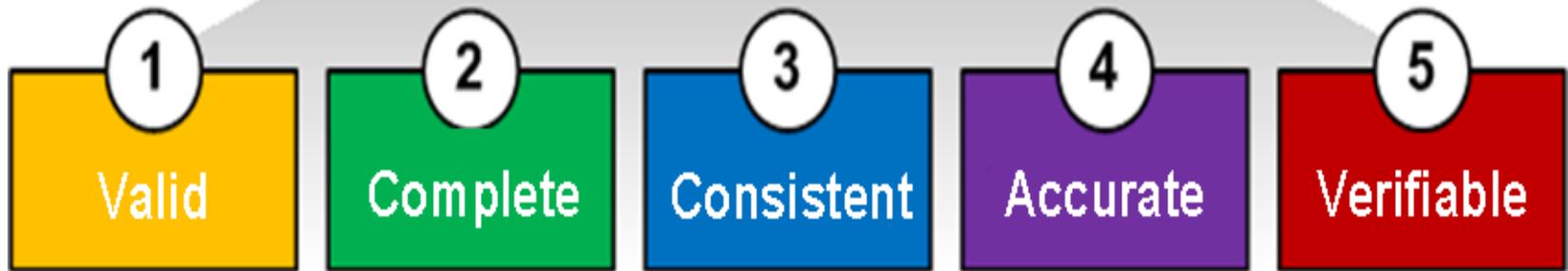


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## Heads Up: CNCS Verification and Validation

Performance Data Verification and Validation Criteria





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**It's not just the tool you use....are your data collection methods rigorous?**

Look for:

- Feasibility
- Prior successful use (or pilot tested)
- Data sources and respondents clearly identified
- Training of data collectors
- Prevention of output duplication



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## Practice, Part 2: Review Sample PMs

- 1. On your own**, read PMs in application and use checklist and definitions to see what's there and what's missing. Identify clarification questions.
- 2. In small groups**, discuss your PM checklist responses and questions; areas where you agree and differ. Step back and consider application review process and your organization's practices



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## Resources

- **2012 AmeriCorps National PMs Instructions**
  - <http://bit.ly/r1PmDa> (nationalservice.gov)
- **Resource Center**
  - Most Recent PM Materials:  
<http://www.nationalserviceresources.org/npm/home>
  - AC Pilot Measures:  
<http://www.nationalserviceresources.org/national-performance-measures/home>