Performance Measure Review Activity – Education ANSWER KEY

Questions for Discussion:

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

- The performance measure does not define the minimum number of tutoring sessions/hours of attendance that will be required in order to count a student under output ED2. The Performance Measure Instructions for ED2 state that the program must specify how much time is required in order for a student to complete the activity (i.e.,how many days or hours). Only students who have met this threshold by the end of the program or activity should be counted under ED2. The amount of participation selected should be significant enough to impact student outcomes.
- The performance measure does not define the minimum amount of improvement in academic achievement that will be required in order to count a student under outcome ED5. The Performance Measure Instructions for ED5 require programs to specify the level of gain or amount of progress that students must make in order to be counted under this measure. Counting the number of students who are at a certain benchmark at the end of the year (e.g., earning an A or B in math) does not reliably indicate whether or not the students actually achieved gains during the program. It is also important to select a level of improvement that is appropriately ambitious and is significant enough to be meaningful.
- The performance measure does not use an allowable instrument to measure academic achievement under outcome ED5. The Performance Measure Instructions for ED5 require the use of a standardized test or instrument that has been validated externally on a randomly-selected population of students. Report card grades do not meet this threshold.
- The performance measure does not indicate that a pre-test or baseline academic assessment will be given to students to at the beginning of the program. Pre-assessments are necessary in order to be able to measure change over time in an objective fashion. Pre- and post-tests are also required by the Performance Measure Instructions for ED5.
- The target value for outcome ED5 exceeds the target for outputs ED1 and ED2. Output measures are the denominator for output measures, so outcome targets should not exceed output targets.
- For a program that serves middle-school students, graduation from high school is a long-term outcome that cannot be realistically measured within the span of the program. Thus, outcome ED9 should not be included as part of this performance measure. If desired, the program can measure a shorter-term "proxy" such as on-time promotion to the next grade; however, this would need to be documented as an applicant-determined outcome, and it is certainly not necessary to include it as part of the measure.

Additional notes:

- It is OK to have more than one output and/or more than one outcome in a single performance measure, as long as the outputs and outcomes are all connected to the same intervention (in this case, tutoring). In this performance measure, using both ED1 and ED2 as outputs is appropriate, since both are directly linked to the tutoring program. However, outputs such as ED4A, which is associated with mentoring interventions rather than tutoring, should not be included in the same performance measure as ED1 or ED2.

- Although this measure uses the same target value for ED1 and ED2 (100 students), for some program types it may not be feasible for 100% of the students who start the program to successfully complete the program. Under those circumstances it is reasonable for a program to set a lower target for ED2 than for ED1, although the program should strive for the highest participant completion rate possible. It is also important to note that the reported number for ED2, not ED1, serves as the denominator for the associated outcome measures; as a result, the numbers reported for the outcome measures should not exceed the number reported for output ED2.
- Measure ED1 mentions safeguards that have been put in place to avoid double-counting of students within a single output measure. This is an important best practice for all output and outcome measures.
- Some outcome measures in the Education focus area, including ED5 and ED9, require K-12 schools or districts to share data with the program regarding test scores and promotion/graduation status. Since schools/districts often have restrictions around whether or how these types of data can be disclosed, a data-sharing agreement between the program and the school/district should be worked out in advance and signed by both parties.
- The students counted under ED1 and ED2 need to meet the threshold for "economically disadvantaged" as defined in the Performance Measure Instructions. In this performance measure, since the beneficiary students are enrolled in a school where more than 50% of the students are eligible for free and reduced lunch, they meet the criteria for economic disadvantage.

2) Propose specific change(s) that could be made to this performance measure to address the issue(s) identified in #1.

- See changes made to the performance measure in <u>track-changes</u> mode below

Performance Measure Review Activity – Education (with proposed changes)

Background Information about Program:

The EduCorps Program has six half-time AmeriCorps members leading one-on-one and small-group tutoring programs for middle-school students. The purpose of the program is to improve students' academic achievement in mathematics. Members typically meet with groups of 1-3 students after school each day for about an hour, using mathematics enrichment materials that complement the normal classroom curriculum. Members also communicate with parents and teachers regarding student progress.

Performance Measure Title: Helping Students Improve in Math

Focus Area: Education	**Objective:** K-12 Success	**No. of MSY's:** 3.0

Output:

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

Target: 100 Students

Measured By: Attendance Log

Described Instrument: Members will record in the program's secure database the name and ID number of each student who enrolls in the tutoring program. The list of names/IDs will be checked to ensure that no student is counted twice.

Output:

ED2: Number of students who completed K-12 education programs

Target: 100 Students

Measured By: Attendance Log

Described Instrument: Members will record in the program's secure database the number of tutoring sessions completed and the total number of hours of attendance for each student. Students who have received at least 40 hours of tutoring over the course of the school year will be counted as having completed the program.

Outcome:

ED5: Number of students with improved academic performance in literacy and/or math

Target: ~~120~~ 85 Students

Measured By: Standardized Pre-Post Test

Described Instrument: ~~Members will review students' report-card grades at the end of the school year. All students who earn an A or B in math will be recorded in the program's secure database.~~ When students enroll in the tutoring program at the beginning of the school year, they will take a standardized, district-approved pre-test in mathematics [*specify the name of the test]* that aligns with the material being taught and is appropriate for the grade level. The same test will be administered to the students at the end of the school year. Scores will be recorded in the program's secure database. Students who increase their scores in mathematics by at least 1.2 grade levels over the course of their participation in the tutoring program will be counted under this measure.

~~**Outcome:**~~

~~ED9: Number of students graduating from high school on time with a diploma.~~

~~**Target:** 80 Students~~

~~**Measured By:**~~

~~**Described Instrument:** The program will keep track of the students over time and will request data from the school district regarding how many of the students successfully graduate from high school on time.~~