



Notice of Federal Funding Opportunity Addendum

Corporation for National and Community Service
AmeriCorps State and National Grants FY 2013

SCHOOL TURNAROUND AMERICORPS

2013 National Performance Measures Guidance

Definitions, Suggestions regarding Data Collection, and Additional Notes

Additional measurement and data collection resources may be found at:

<http://www.nationalservicerresources.org/national-performance-measures/home>

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Priority Performance Measures

Applicants are required to select from the priority measures. Applicants may select additional optional priority or complementary measures.

SCHOOL TURNAROUND AMERICORPS PRIORITY MEASURES
ED2: Number of students that completed participation in CNCS-supported K-12 education programs
ED4A: Number of disadvantaged youth/mentor matches that were sustained by the CNCS-supported program for at least the required time period
ED5: Number of students with improved academic performance in literacy and/or math
ED6: Number of students that improved their school attendance over the course of the CNCS-supported program's involvement with the student
ED27: Number of students in grades K-12 that participated in the mentoring or tutoring or other education program, including CNCS-supported service learning, who demonstrated improved academic engagement

TUTORING AND OTHER EDUCATION PROGRAMS

Tutoring and other education programs must select Measure ED2, and then at least one measure from ED5, ED27 or ED6. Programs may choose additional priority or complementary measures in addition to the requirements.

Measure ED2	Number of students that completed participation in CNCS-supported K-12 education programs.
Definition of Key Terms	<p>Students: Students enrolled in grades K-12 in schools with a majority of economically disadvantaged students and/or a majority of children with special or exceptional needs.</p> <p>Economically disadvantaged: Eligible for free (at or below 130% of poverty) or reduced (between 130% to 185% of poverty) lunch; may or may not actually be accessing free/reduced lunch. See: http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm</p> <p>Special or exceptional needs: Children who are developmentally disabled, such as those who are autistic, have cerebral palsy or epilepsy, are visually impaired, speech impaired, hearing impaired, orthopedically impaired, are emotionally disturbed or have a language disorder, specific learning disability, have multiple disabilities, other significant health impairment or have literacy needs. Children who are abused or neglected; in need of foster care; adjudicated youth; homeless youth; teenage parents; and children in need of protective intervention in their homes.</p> <p>Completed participation: At the outset of the activity, the program should indicate how much time (i.e. how many days or hours) is required in order to complete the activity. Then they will only count the number of students who meet that threshold by the end of the program or activity. This number will be used as the denominator for selected measures and therefore the amount of participation should be enough to influence the results.</p> <p>Education program: A program in which CNCS-supported activities help students maintain enrollment in and succeed in school (except mentoring programs). The help that grantees provide does not need to be in direct service to the students. However, the CNCS-supported activities must provide direct support that makes the program possible.</p>
How to Calculate Measure/Collect Data	<p>Count of students who complete participation in the activity as indicated by above definition.</p> <p>Grantees must demonstrate that the sites/schools they will engage already have a student population in which the largest percentage of students in the school come from economically disadvantaged backgrounds and/or have special or exceptional needs, or explain an outreach strategy to increase the proportions of economically disadvantaged students and/or students with special or exceptional needs in the program.</p> <p>The data should be available from agency records, either the applicant’s own records or it may obtain this data through a data sharing partnership with the school</p>
Notes	<p>Applicants and grantees are encouraged to also track the number of students that enroll in CNCS-supported education programs. The optional enrollment measure (ED1), combined with this measure, will indicate how many students drop out/are retained by these programs. Tracking your program’s retention and attrition rates is a good performance management practice.</p>

MENTORING PROGRAMS

Mentoring programs must select Measure ED4A, and then at least one measure from ED5, ED27 or ED6. Programs may choose additional priority or complementary measures in addition to the requirements.

Measure ED4A	Number of disadvantaged youth/mentor matches or children with special or exceptional needs/mentor matches that were sustained by the CNCS-supported program for at least the required time period.
Definition of Key Terms	<p>Mentors are adults who provide CNCS-sustained support to children or youth through either community based programs or school based programs. Programs that involve peer to peer support should not be included in this measure- for those programs use Tutoring measures. For school-based mentorships, count mentees in those matches that are intended to be continuous, with the same mentor for one hour per week (or as age-appropriate for older mentees), for at least 6 months of one school year. For community-based mentorships, count mentees in those matches that are intended to be continuous, with the same mentor for two to three hours per week, for at least 12 months and up to 24 months. Mentoring relationships are ideally one mentor per child, but could be small group with a ratio of no more than 1:3.</p> <p>Disadvantaged youth: “includes those youth who are economically disadvantaged and 1 or more of the following: (A) Who are out-of-school youth, including out-of-school youth who are unemployed. (B) Who are in or aging out of foster care. (C) Who have limited English proficiency. (D) Who are homeless or who have run away from home. (E) Who are at-risk to leave secondary school without a diploma. (F) Who are former juvenile offenders or at risk of delinquency. (G) Who are individuals with disabilities.” (from SAA) It is the grantee’s responsibility to ensure the beneficiaries of service meet the eligibility requirements provided in the definition.</p> <p>Economically disadvantaged: eligible for free (at or below 130% of poverty) or reduced (between 130% to 185% of poverty) lunch; may or may not actually be accessing free/reduced lunch. See: http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm</p> <p>Children: Individuals younger than 21 years of age.</p> <p>Special or exceptional needs: Children who are developmentally disabled, such as those who are autistic, have cerebral palsy or epilepsy, are visually impaired, speech impaired, hearing impaired, orthopedically impaired, are emotionally disturbed or have a language disorder, specific learning disability, have multiple disabilities, other significant health impairment or have literacy needs. Children who are abused or neglected; in need of foster care; adjudicated youth; homeless youth; teenage parents; and children in need of protective intervention in their homes.</p>
How to Calculate Measure/Collect Data	Programs will count the number of qualifying mentor-mentee matches that were sustained over the course of the program. If the program model allows for “small group” mentoring instead of one-on-one matches, all participating mentees who remained in the group should be counted.
Notes	Applicants and grantees are encouraged to also track the number of students that enroll in CNCS-supported mentoring programs. The optional enrollment measure (ED3A), combined with this measure, will indicate how many students drop out/are retained by these programs. Tracking your program’s retention and attrition rates is a good performance management practice.

Programs must select at least one measure from ED5, ED27 or ED6. Programs may choose additional priority or complementary measures in addition to the requirements.

Measure ED5	Number of students with improved academic performance in literacy and/or math.
Definition of Key Terms	<p>Students: Those reported in either ED2 or ED4A.</p> <p>Improved academic performance in literacy and/or math: as measured by an improved demonstration of skill/knowledge at post-test as compared to pre-test (gain score) using a standardized test/instrument.</p> <p>Standardized test/instrument: has been validated externally on a randomly-selected population of students.</p>
How to Calculate Measure/Collect Data	<p>Programs will report the number of students from ED2 or ED4A who:</p> <p>(1) achieved the “gain” or amount of progress that was approved at grant award, and/or</p> <p>(2) performed on grade level if the post-test only method is being used.</p> <p>Amount of progress required:</p> <p>The amount of progress required to count as “improved academic performance” must be specified in the approved grant application. If the program is using different tests for different groups of children, then different amounts of progress may be specified by test. Some tests may specify different amounts of progress based on the pre-test results.</p> <p>Standardized tests:</p> <p>Many standardized test instruments provide expected levels of improvement for particular starting levels. Those would be the most appropriate improvement levels for programs to select. Only 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 a “post-test only” assessment option. In these specific cases, only a post-test is required to show those previously below-grade-level students are performing at grade level after the program.</p> <p>Programs should select a standardized test that:</p> <p>(1) measures the types of student skills/knowledge the program is trying to improve through its efforts, (2) is appropriate for the grade level, (3) has demonstrated validity or reliability for the population they are serving, and (4) is compatible with, and acceptable to, the school where the program is providing services (different tests may be used at different schools).</p>

Regarding the use of state standardized tests administered by the school:
State standardized tests generally should NOT be used as it is expected that they will not be sufficiently tailored to the material taught, may involve long delays before the data became available, and the child's classroom teacher would have the primary effect on these scores. However, programs may request to use the state, standardized test but need to demonstrate that it is appropriate for their circumstances.(NOTE: These tests may not be used unless an exception has been granted.) These tests have the advantage of already being in place and having an infrastructure to support their use, and students would have taken these tests anyway. State standardized tests can only be used if they are administered at the end of the prior year and then again at the end of the current year. (This will not be the case for all grade levels.)

Obtaining test scores from school systems:
For programs not themselves administering the test, the program will need to have some form of agreement, such as an MOU (memorandum of understanding) with the school to ensure that data for the needed children can be secured. Data are needed on the group of children you are serving, but not on individual children. Requesting data in this way is not likely to violate FERPA (the Family Educational Rights and Privacy Act).

You are not likely to be able to count children who were in a different school district in the year prior to service or transfer away from the school during the school year. See the Education Focus Area Instrument Packet for a suggested method of requesting the data your program needs.

Regarding the use of other standardized tests: The test should be administered to the students participating in the program before they begin service and again near the end of the service delivery period. Some tests suggest measuring improvement at more points during the year. Programs should follow the instructions provided by the test they have selected.

The National Center on Response to Intervention website of the U.S. Department of Education provides some information about assessment tools (they call them progress monitoring tools) at the following site:

<http://www.rti4success.org/chart/progressMonitoring/progressmonitoringtoolschart.htm>

Note that these are not specifically recommended, nor are these the only instruments that programs could use but the site provides good information about how to consider which tool your program might choose.

Measure ED27	Number of students in grades K-12 that participated in the mentoring or tutoring or other education program, including CNCS-supported service learning, who demonstrated improved academic engagement.
Definition of Key Terms	<p>Service learning: Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.</p> <p>Improved academic engagement: A positive and significant change in one of the following student behaviors or attitudes over the course of a school year. Measures of student behaviors include: increased attendance, increased completion of assignments including homework, increased teacher-reported participation, decreased disciplinary referrals and decreased reports of substance abuse. Measures of student attitudes include: increased interest in school, improved perspective on school climate, increased attachment to school and increased educational aspirations. (ED6 reports on the attendance characteristic separately and ED7 [Tier 3 measure] reports on the disciplinary referrals separately.)</p>
How to Calculate Measure/Collect Data	<p>Applicants and grantees should identify the measures of academic engagement that their programs most closely align with. Selection of measures should be based on whether the measures have been shown to be valid and reliable.</p> <p>Programs should collect academic engagement data from school records, teacher surveys and/or student surveys at the beginning and end of the school year. If any one of these elements shows substantial improvement, without any of the other elements worsening, the student should be counted as having demonstrated improved academic engagement.</p> <p>A survey or questionnaire should be used for grantee administration. See the CNCS Resource Center, www.nationalserviceresources.org, to search for performance measurement tools that CNCS has developed for volunteer and service programs.</p> <p>Determining whether a positive change in student behavior is significant may be limited by small sample sizes. Applicants and grantees are encouraged to track the average size of the increase among service-learning participants as well as the percent of students with a positive increase.</p>
Additional Notes	Applicants and grantees may report on either ED27 or ED6 but not both measures to ensure an unduplicated count. Applicants are encouraged to select ED27, which is a more direct measure of academic engagement than ED6, but ED6 may be preferred if it is significantly easier to collect school attendance data than to obtain parental consent and administer a pre-post survey.

Measure ED6	Number of students that improved their school attendance over the course of the CNCS-supported program's involvement with the student.
Definition of Key Terms	<p>Students: Those reported in either ED2 or ED4A.</p> <p>CNCS-supported program involvement: Starts on the date national service participants begin working with students and ends with the date their involvement with the students ends or the end of the grant year, whichever comes first. "Working with students" does not need to be in direct work with the students. However, the national service participant must provide direct support that makes the program possible.</p> <p>School attendance: NCLB approved definition. Based on the academic literature, the desired target is "attended 90% of school days." However, CNCS recognizes that some students might make huge improvements without hitting the 90% target and we want to capture that change over time.</p>
How to Calculate Measure/Collect Data	<p>Will need to determine total possible school days between start and end date. Then using attendance records determine the actual number of days attended/absent.</p> <p>School / classroom attendance logs. To assess improvement over time, programs will need to obtain data on attendance prior to the CNCS-supported activity's involvement with student.</p>
Additional Notes	<p>This measure is appropriate only for programs serving students with previously demonstrated attendance problems. Program should demonstrate that students previously had poor attendance and that after attending the program, the students' attendance improved.</p> <p>Applicants and grantees may report on either ED27 or ED6 but not both measures to ensure an unduplicated count. Applicants are encouraged to select ED27, which is a more direct measure of academic engagement than ED6, but ED6 may be preferred if it is significantly easier to collect school attendance data than to obtain parental consent and administer a pre-post survey.</p>

Complementary Program Measures

Programs may choose additional optional complementary measures in addition to the required measures.

SCHOOL TURNAROUND AMERICORPS COMPLEMENTARY MEASURES	
ED1:	Number of students who start in a CNCS-supported education program
ED3A:	Number of disadvantaged youth/mentor matches that are commenced by CNCS-supported programs
ED7:	Number of students with no or decreased disciplinary referrals and suspensions over the course of the CNCS-supported programs' involvement
ED9:	Number of students graduating from high school on time with a diploma
ED10:	Number of students entering post-secondary institutions
SIG 1:	Number of minutes within the school year
SIG 2:	Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes
SIG 3:	Dropout rate
SIG 4:	Truants

Tutoring and Other Education Programs

Tutoring programs may select Measures **ED1, ED7, ED9, ED10, SIG1, SIG2, SIG3 and/or SIG4.**

Measure ED1	Number of students who start in a CNCS-supported education program.
Definition of Key Terms	<p>Education program: National Service Participants help students maintain enrollment in and succeed in school (mentoring programs use ED3A). The help that National Service Participants provide does not need to be in direct service to the students. However, the National Service Participants must provide direct support that makes the program possible.</p> <p>Elementary and secondary school students: students enrolled in grades K-12.</p> <p>Start in: students enrolled in the education program at the beginning of the program. Counts may be updated if the number of participants increases.</p>
How to Calculate Measure/Collect Data	Count of students who enroll in the program. Students may or may not complete the program. Each student should be counted only once during the program.

Mentoring Programs

Mentoring programs may select Measures ED3A ED7, ED9, ED10, SIG1, SIG2, SIG3 and/or SIG4.

Measure ED3A	Number of disadvantaged youth/mentor matches that are commenced by the CNCS-supported education program.
Definition of Key Terms	<p>Mentors are adults who provide support to children or youth through either community-based or school-based programs:</p> <p>School-based: A continuous match, with the same mentor for one hour per week (or as age-appropriate for older mentees), for at least 6 months of one school year.</p> <p>Community-based: A continuous match, with the same mentor for two to three hours per week, for at least 12 months and up to 24 months.</p> <p>Mentoring relationships are ideally one mentor per child, but could be small group with a ratio of no more than 1:3.</p> <p>Disadvantaged youth: “includes those youth who are economically disadvantaged and 1 or more of the following: (A) Who are out-of-school youth, including out-of-school youth who are unemployed. (B) Who are in or aging out of foster care. (C) Who have limited English proficiency. (D) Who are homeless or who have run away from home. (E) Who are at-risk to leave secondary school without a diploma. (F) Who are former juvenile offenders or at risk of delinquency. (G) Who are individuals with disabilities.” (From SAA). It is the grantee’s responsibility to ensure the beneficiaries of service meet the eligibility requirements provided in the definition.</p> <p>Economically disadvantaged: eligible for free (at or below 130% of poverty) or reduced (between 130% to 185% of poverty) lunch; may or may not actually be accessing free/reduced lunch. See: http://www.ers.usda.gov/Briefing/ChildNutrition/lunch.htm</p>
How to Calculate Measure/Collect Data:	Programs will count the number of qualifying mentor-mentee matches that are initiated over the course of the program year. If the program model allows for “small group” mentoring instead of one-on-one matches, all participating mentees in the group should be counted.

Measure ED7	Number of students with no or decreased disciplinary referrals and suspensions over the course of the CNCS-supported program’s involvement.
Additional Notes	This measure is appropriate only for programs serving students with previously demonstrated disciplinary or suspension problems. The program should demonstrate that students previously had disciplinary or suspension problems and that after attending the program, they had fewer disciplinary referrals and suspensions.

Measure ED9	Number of students graduating from high school on time with a diploma.
Definition of Key Terms	<p>Students: Those reported in ED1, ED2, ED3A or ED4A.</p> <p>On Time: Within four years.</p>
How to Calculate Measure/Collect Data	School/district promotion and graduation records of individual students who participated in CNCS-supported program.

Notes	<p>This performance indicator is best suited for CNCS-supported programs that primarily serve 11th and 12th graders and whose objective is promoting high school graduation.</p> <ul style="list-style-type: none"> • Can you develop a reasonable baseline or “comparison” group consisting of the population you plan to serve? For example, what is the typical high school graduation rate of the population you intend to serve? This will become your comparison group or serve as your baseline. The youth served in your program should have a higher rate of high school graduation than this group. • Will you be able to set a “reach” target, the minimum anticipated percent of students participating in your education or mentoring program who you hope will graduate from high school; will the percentage you set challenge your program to reach that target?
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Measure ED10	Number of students entering post-secondary institutions.
Definition of Key Terms	<p>Students: those reported in ED1, ED2, ED3A or ED4A. Post-secondary institutions may include two-year and four-year colleges Entering: means matriculating as a full-time or part-time student.</p>
How to Calculate Measure/ Collect Data	Registration records that confirm student enrollments or self-report on follow up surveys.
Notes	<p>This performance indicator is best suited for CNCS-supported programs that focus on preparing high school students for college.</p> <ul style="list-style-type: none"> • Can you develop a reasonable baseline or “comparison” group consisting of the population you plan to serve who enter post-secondary institutions? Or, what is the typical post-secondary school enrollment rate of the population you intend to serve? This will become your comparison group or serve as your baseline. The youth served in your program should have a higher rate of post-secondary school enrollment than this group. • Will you be able to set a “reach” target, the minimum anticipated percent of students participating in your education or mentoring program who you hope will enter a post-secondary institution; will the percentage you set challenge your program to reach that target?

SIG Indicators

All programs have the option of selecting these additional outcomes. For purposes of eGrants, these are considered applicant-determined. Please follow application instructions for applicant-determined measures.

Measure SIG 1	Number of minutes within the school year
Definition of Key Terms	Minutes within the school year: The number of minutes that all students were required to be at school and any additional learning time (e.g., before or after school, weekend school, summer school) for which all students had the opportunity to participate.
How to Calculate Measure/Collect Data	<p>School year minutes are the total of all full school days and half school days and any increased learning time provided to all students in the school.</p> <p>Example:</p> <p>The regular school year for a school included 176 full school days and four half school days that all students were required to attend.</p> <ul style="list-style-type: none"> ○ The school is in an LEA where a full day is 390 minutes and a half day is 195 minutes. ○ The school also provided 80 days of additional learning time for which all students had the opportunity to participate. ○ The additional learning time lasted 90 minutes per day. ○ The total minutes would be 76,620, calculated as follows: <ul style="list-style-type: none"> ○ 176 days multiplied by 390 minutes = 68,640 minutes; ○ 4 days multiplied by 195 minutes = 780 minutes; ○ 80 days multiplied by 90 minutes = 7,200 minutes; ○ Add the results: 68,640 minutes + 780 minutes + 7,200 = 76,620 minutes

Measure SIG 2	Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes
Definition of Key Terms	<p>Students: Students enrolled in grades K-12 in schools with a majority of economically disadvantaged students and/or a majority of children with special or exceptional needs.</p> <p>Advanced Coursework: refers to Advanced Placement, International Baccalaureate, or advanced mathematics courses, or courses that the state determines to have similar rigor.</p> <p>Advanced Mathematics- Advanced mathematics includes the following: trigonometry, trigonometry/algebra, trigonometry/analytic geometry, trigonometry/math analysis, analytic geometry, math analysis, math analysis/analytic geometry, probability and statistics, and pre-calculus.</p> <ul style="list-style-type: none"> • Trigonometry courses prepare students for eventual work in calculus, and typically include the following topics: trigonometric and circular functions; their inverses and graphs; relations among the parts of a triangle; trigonometric identities and equations; solutions of right and oblique triangles; and complex numbers. • Analytic geometry courses include the study of the nature and intersection of lines and planes in space. • Math analysis courses include the study of polynomial, logarithmic, exponential, and rational functions and their graphs; vectors; set theory; Boolean algebra and symbolic logic; mathematical induction; matrix algebra; sequences and series; and limits and continuity. • Probability and statistics courses introduce the study of likely events and the analysis, interpretation, and presentation of quantitative data. <p>Pre-calculus courses combine the study of trigonometry, elementary functions, analytic geometry, and math analysis topics as preparation for calculus.</p> <p>Advanced Placement-- Advanced Placement (AP) is a program sponsored by the College Board through which high school students can earn college credit and advanced college placement. The list of courses identified by the College Board as preparation for AP tests is available at: http://www.collegeboard.com/student/testing/ap/about.html.</p> <p>International Baccalaureate classes-- The IB Diploma Programme, sponsored by the International Baccalaureate Organization, is designed as an academically challenging and balanced program of education with final examinations that prepares students, normally aged 16 to 19, for success at university and life beyond. The program is normally taught over two years. IB Diploma Programme students study six courses at higher level or standard level. Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. The sixth subject may be an arts subject chosen from group 6, or the student may choose another subject from groups 1 to 5. Additionally, IB Diploma students must meet three core requirements: the extended essay, the theory of knowledge course, and a creativity/action/service experience.</p>

How to Calculate Measure/Collect Data	Percentage of students who complete participation in the activity as indicated by above definition.
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Measure SIG 3	Dropout rate
Definition of Key Terms	<p>Students: Students enrolled in grades K-12 in schools with a majority of economically disadvantaged students and/or a majority of children with special or exceptional needs</p> <p>Dropouts: The unduplicated number of dropouts (students who were enrolled in school at some time during the school year, were not enrolled the following school year, were expected to be in membership (i.e., were not reported as dropouts the year before), did not graduate from high school (graduates include students who received a GED without dropping out of school), or completed a state or district-approved educational program, and did not meet any of the following exclusionary conditions: 1)transfer to another public school district, private school, or state- or district-approved educational program; 2) temporary school-recognized absence due to suspension or illness; or 3) death.</p>
How to Calculate Measure/Collect Data	Percentage of students who are dropouts as indicated by the above definition. Percentage equals: # of students who dropped out in grades 7 through 12 ÷ # of students in membership on October 1 in grades 7 through 12

Measure SIG 4	Truants
Definition of Key Terms	<p>Students: Students enrolled in grades K-12 in schools with a majority of economically disadvantaged students and/or a majority of children with special or exceptional needs</p> <p>Truants: The unduplicated number of truants as defined by state, using threshold definition.</p> <p>Threshold Definition: the number of unexcused absences before a student is deemed truant.</p>
How to Calculate Measure/Collect Data	Count of students who are truants as indicated by the above definition.