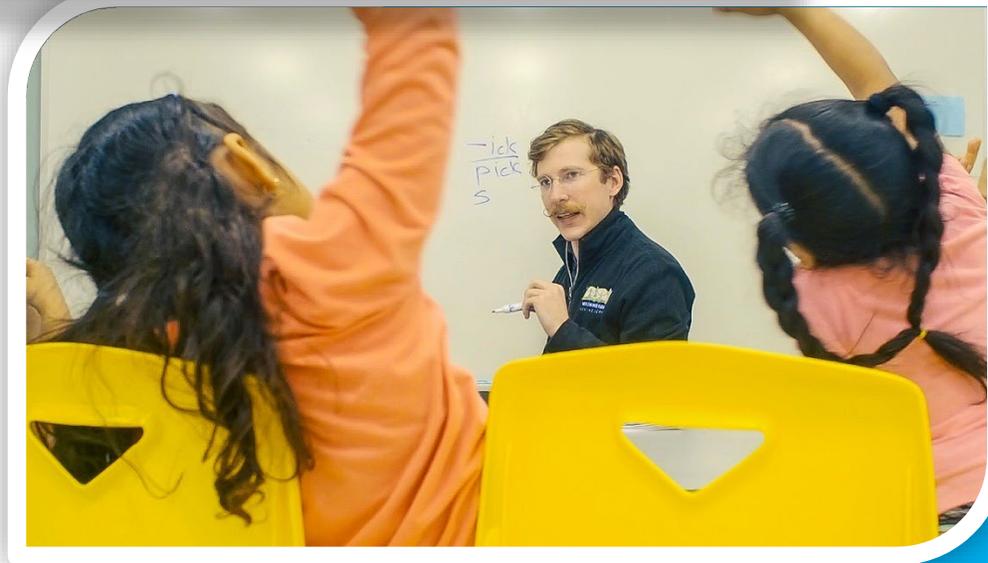




Academic Improvement

Performance Measure Instructions



Washington Service Corps
Academic Improvement
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Overview

Community Problem

Data from the National Assessment of Educational Progress (known as the “Nation’s Report Card”) shows that the academic performance of Washington state’s students is, on average, higher than that of students in most other states. However, a disproportionate percentage of low-income students (defined as those eligible for the federal free or reduced-price meal program) and students with special needs have below standard academic performance in Math and Literacy/English Language Arts. According to 2017 data from the Washington State Office of the Superintendent of Public Instruction, 473,309 (46%) of the state’s K-12 students are low-income and 151,649 (13.8%) are identified as special needs. While over one-third (35%) of all 3rd- to 8th-grade students are below-standards in math and over one-third (42%) are below-standards in literacy, low-income students perform even worse: 65% do not meet standards in math and 59% do not meet standards in literacy.

Similar disparities exist at the high school level. In 9th grade, the course failure rate is 12% for middle- to upper-income students and 35% for low- income students. Students who end their ninth grade year off-track are four times less likely to graduate from high school than those who are on track (University of Chicago CCSR, Preventable failure Research summary, April 2014).

Intervention

AmeriCorps Members will be placed at project sites across the state and, with the

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volunteers they recruit, will provide low-income students and students with special or exceptional needs in K12 schools with evidence-informed tutoring and other academic supports in literacy and/or math.

Tutoring will occur one-on-one and/or in small groups of up to four students. Project sites must serve economically disadvantaged students who meet the eligibility criteria for free or reduced lunch or are enrolled in a school where the majority of students are eligible for free or reduced lunch.

Dosage

Each student will receive the minimum dosage of at least 60 minutes of one-on-one and/or small group (up to four students) tutoring per week for 12 to 26 weeks.

Performance Plan

- Before the start of each program year, Washington Service Corps (WSC) will request that a representative from your organization complete and return a performance plan form.
- Use this [performance plan form](#) to:
 - Identify annual output and outcome targets;
 - Describe how performance data will be collected, stored, and analyzed; and
 - Provide the name and contact information of the staff person responsible for reporting WSC performance data.
- Complete and return the performance plan within your application.
- The information provided in the performance plan will help WSC understand your program, better enabling WSC to provide assistance and helpful resources.

Reporting

Quarterly reporting system and process

- Every service site will designate one staff person to complete WSC's online quarterly reports. This person will receive automated email reminders when it is time to complete the report.
- Every three months, the designated site staff person will login to WSC's quarterly reporting system, America Learns, and enter output and outcome numbers covering the past three months.

Quarterly report

- [America Learns login page](#)
- Quarterly report schedule
 - Q1 (Sep-Nov): Report available December 1-15th
 - Q2 (Dec-Feb): Report available March 1-15th
 - Q3 (Mar-May): Report available June 1-15th
 - Q4 (Jun-Aug): Report available Sept 1-15th

Tracking document (roll-up report)

- Service sites may develop their own tracking document or utilize [WSC's template tracking document](#).

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- The tracking document should be designed to ensure unduplicated participant counts at the student level. They should include:
 - Student identifier
 - Grade
 - School
 - Teacher name
 - Tutor name
 - Academic goal (math or literacy)
 - Tutoring intervention (1 on 1 or group)
 - Start and exit date
 - Pre and post assessments used
- Documentation must be maintained for a period of 6 years from August 31 and be available for review upon request by WSC, Serve Washington and/or AmeriCorps.

Outputs and Outcomes

Overview

- The designated staff person will report on two outputs and one outcome for the Academic Improvement measure each quarter.
 - Output 1: # of students who start participation in the Academic Improvement program that quarter.
 - Output 2: # of students who complete participation in the Academic Improvement program that quarter.
 - Outcome: # of students who demonstrate Academic Improvement in literacy and/or math after completing the program.
- Each participant should only be counted once in output 1, once in output 2, and once in the outcome, even if they participated in multiple separate sessions. This is called an unduplicated count.

of students who start participation in the Academic Improvement program (output 1)

- Students should only be counted in this output if they satisfy the following criteria:
 - The Academic Improvement program in which they are enrolled will be delivered using evidence-informed curricula and presentation strategies.
 - The Academic Improvement program in which they are enrolled will meet or exceed WSC's minimum dosage.
 - The Academic Improvement program in which they are enrolled started during the quarter being reported on.

of students who complete participation in the Academic Improvement program (output 2)

- Participants should only be counted in this output if they satisfy the following criteria:
 - They were counted in output 1 (# of students who start participation in the Academic Improvement program).
 - They either:
 - Completed the minimum WSC dosage and all planned tutoring sessions; or
 - Reached grade level benchmark, thereby exiting the program.

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of students who demonstrate Academic Improvement in literacy and/or math after completing the program (outcome)

- Participants should only be counted in this output if they satisfy the following criteria:
 - They were counted in output 2 (# of students who complete participation in the Academic Improvement program).
 - They either:
 - Gained at least 10 months of growth in literacy and/or math; or
 - Reached grade level benchmark.
- Improved academic performance must be measured by a standardized test of literacy and/or math.
- 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 or school district, to ensure that data for the tutored 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 (Family Educational Rights and Privacy Act).

Technical Assistance

For assistance related to performance measurement and reporting, contact:

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Phone: 360-890-3524