



## Data Aggregation Exercise

**Directions:** You are the Director of the ABC a tutoring/mentoring program that has just completed this quarter's data collection at three out of five project sites (Monroe site, Lyle site, and John site). Each site used a different instrument to collect outcome data, and each used a blank instrument as a summary sheet to aggregate and record the data.

Now you need to aggregate, analyze, and summarize your overall program results. To help you do this, you created the ABC Program Data Summary Tool.

### For this exercise, you will be working with the following six documents:

- *ABC Academic Engagement Performance Measures*..... page 2
- *ABC Academic Engagement Outcome Targets*.....page 3
- *ABC Attendance Tracking Sheet (John Site)*..... page 4
- *ABC Teacher Questionnaire (Monroe Site)* ..... page 5
- *ABC Homework Completion Log (Lyle Site)* ..... page 6
- *ABC Program Data Summary Tool* ..... page 7

### Using these documents, complete the following on your ABC Summary Tool:

1. Record the total number of students served.
2. Record the total number of students measured for outcomes.
3. Record the total number of those measured for outcomes that met the site's definition of the program outcome: improved academic engagement listed on the *ABC Academic Engagement Outcome Targets* document.
4. Write a summary statement, using the raw numbers that compare the result with your anticipated target. For example, 200 out of 300 (67%) of students working with ABC members and volunteers improved their academic engagement measured at four of the eight sites with site-specific instruments. The number of students that improved surpassed our target of 50%.

## JBS International

### Performance Measures:

**Activity/Intervention:** Members and volunteers will provide tutoring and mentoring support at five school sites in three districts to at-risk high school students either one-on-one or in small groups at least three times a week for 20 minutes/session.

**Output:** At-risk high school students receive tutoring/mentoring support.

**Indicator:** Number of at-risk high school students receiving tutoring/mentoring support

**Target:** 100 at-risk high school students will receive tutoring/mentoring

**Instrument:** Site-specific tools including Attendance Tracking Sheets, Teacher Surveys, and/or Homework Completion logs.

**Outcome:** At-risk high school students receiving tutoring/mentoring support demonstrate improved academic engagement.

**Indicator:** Percent of at-risk high school students receiving tutoring/mentoring that demonstrate improved academic engagement

**Target:** 60% of at-risk high schools students receiving tutoring/mentoring support will demonstrate improved academic engagement in either homework completion, school attendance, or motivation and enthusiasm over the course of the school year.

**Instrument:** Site-specific tools including homework completion logs, Attendance Tracking Sheets, and Student Engagement Teacher Questionnaire

<b>Education Measure ED27</b>	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.
<b>Definition of Key Terms</b>	<p><b>Service learning:</b> 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><b>Improved academic engagement:</b> 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>
<b>How to Calculate Measure/ Collect Data</b>	<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, <a href="http://www.nationalserviceresources.org">www.nationalserviceresources.org</a>, 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>
<b>Additional Notes</b>	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.

## **ABC Academic Engagement Outcome Targets**

### **Overall ABC Program Outcome Target:**

**60% of at-risk high schools students receiving tutoring/mentoring support three times a week for at least 20 weeks will demonstrate improved academic engagement in either homework completion or school attendance.**

### **Site-specific Outcome Targets:**

- **Attendance Tracking Sheet: John Site Target**  
At-risk high school students will show improvement in academic engagement by having at least 5 fewer unexcused absences during the current year than last year.
- **Teacher Questionnaire: Monroe Site Target**  
At-risk high school students will indicate improved attendance by a teacher response of “significant” or “extraordinary” in at least 2 categories using the Teacher Questionnaire.
- **Homework Log: Lyle Site Target**  
At-risk high school students will demonstrate improved homework completion by increasing at least 20 points in the fourth quarter over the first quarter.

**Please Note: Out of your five sites, two sites did not return outcome data.**



**SUMMARY SHEET**

**Attendance Tracking Sheet (Unexcused Absences)  
ABC Program - John Site 2011-2012**

Volunteer completing tracking sheet: Liz Yuen

Date(s): June 2012

Student Name	Unexcused Absences		Change
	2010-2011	2011-2012	
1. Allen	24	13	-11
2. Sue	15	10	-5
3. Joan	10	11	+1
4. Robin	16		
5. Edie	27	10	-17
6. Maurie		14	
7. Gary	22	16	-6
8. Pat	21	12	-9
9. James	17		
10. Lea		21	
11. Francis	22	13	-9
12. Sandy	21	10	-11
13. Jenny	18	4	-14
14. Cassie	22	17	-5
15. Rita	19	19	0
16. Jeanne	28	16	-12
17. Lolly	30	32	+2
18. Yun	29	26	-3
19. Kit	21	19	-3
20. Ashley	18	10	-8
21. Taylor	23	22	-1
22. Sydney		22	
23. Lee	31	26	-5
24. Robbi	28	24	-4
25. Sunny	28	20	-8
<b>Total students served: 25</b>	<b>Total number measured (complete data): 20</b>		
	<b>Total number that improved 13</b>		

**SUMMARY SHEET**

**Teacher Questionnaire  
Monroe site**

**Purpose:** During this school year (2011-2012), 15 9th graders, received tutoring and mentoring from ABC Program members/volunteers. We would like to gauge the effectiveness of this tutoring on with respect to academic engagement and performance, interest in school, and completion of homework assignments. Your attention and comments are very much appreciated.

	<b>What kind of improvement did you see?</b>				
	<b>None</b>	<b>Little</b>	<b>Moderate</b>	<b>Significant</b>	<b>Extraordinary</b>
1. What improvement, if any, did you notice in the student's motivation and enthusiasm for school?			2	10	3
2. What improvement, if any, did you notice in the student's completion of homework assignments?		3	2	5	5
3. What improvement, if any, did you notice in the student's attendance rate?	1	2	11		1
4. What improvement, if any, did you notice in the student's academic skills in reading?	1	1	1	10	2
5. Have the student's grades improved since they began tutoring? If yes, by how much?	3	2	2	7	1

Student	Significant or Extraordinary Improvement Ratings		
	Motivation/ Enthusiasm	Homework	Attendance
Mary	X	X	
Steve		X	
Tom	X		X
Sue	X	X	
Marty	X	X	
Theresa	X		
Justin	X	X	
Mark	X	X	
Karen	X		
Annie	X	X	
Lizzie	X	X	
Chris			
Tiffany	X	X	
Joe	X	X	
Bill	X		

SUMMARY SHEET

**ABC Homework Completion Log (2011-2012)  
Lyle site**

**Volunteer:** Claudia Stevens

**Date:** May 15, 2012

Student Name	Last Year			1 <sup>st</sup> Quarter			4 <sup>th</sup> Quarter			Change		
	S	SS	R	S	SS	R	S	SS	R	S	SS	R
1. Ed				15			35			+20		
2. Corinne				20			40			+20		
3. Tony				10			10			0		
4. Cynthia				25			42			+17		
5. Fendy				16			46			+30		
6. Don				28			49			+21		
7. Ivan				13			34			+21		
8. Ken				22								
9. Gregg				30			25			-5		
10. Anita				15								
11. Alejandra				20			45			+25		
12. Xavier				25			50			+25		



**Directions:** Please put a homework completion score in the appropriate column for each subject in which you tutored the student.

**S = Spelling**  
**SS = Social Studies**  
**R = Reading**



## ABC Data Summary Tool

Program Year: 2011-2012

Person Completing Worksheet: Shawn Coyle Date: June 2012

**Number of sites that pertain to this performance measure = 5**

**Number of sites with data = 3**

Outcome Category: Improved academic engagement (60%)

Volunteer Station/Site	John Site	Harbor Site	Arc Site	Lyle Site	Monroe Site		Total
# Served		15	35				
# Measured		Not available	Not available				
# Met Target		Not available	Not available				
Summary Statement							