

McKinney-Vento Homeless Education Development Guide for Performance Measures

For the 2019-2022 grant cycle, each grantee will develop one performance measure with quantifiable outcomes in each of the areas listed below for a total of three performance measures:

1) ACADEMIC PROGRESS 2) LEA/SCHOOL SUPPORT 3) COLLABORATION

Districts/BOCES may wish to create additional performance measures for their own local program evaluation needs but these extra measures will not be required for submission with annual progress reports. Please note that this program evaluation is directly connected to the Ten Standards and Indicators of Quality for McKinney-Vento Programs. In an effort to find evidence without undue burden on districts/BOCES, Colorado's McKinney-Vento program is collecting performance measures based on the three primary categories of standards and indicators. Your district/BOCES does not need to create performance measures on each of the 10 standards; however, you must link each of the three categories to specific standards and indicators found in the document. Sample performance measures demonstrating this linkage can be found in this document.

Descriptions of the three areas to be measured are provided below. As indicated above, there are many sub-categories from which to choose within each of the three broad categories. For the full list of national standards and indicators, refer to the "Standards and Indicators of Quality McKinney-Vento Programs" document found at:

www.cde.state.co.us/DropoutPrevention/homeless_index.htm

- 1) Academic Progress Outcomes:** McKinney-Vento subgrant funding may be used to improve academic outcomes for homeless children and youth either through direct academic interventions or to facilitate connections with district academic supports.
 - a) **Direct Academic Interventions:** Describe the direct academic interventions supported through McKinney-Vento subgrant funding. Provide baseline data and set outcome targets for year one, two, and three. Measures to track progress include:
 - Elementary: DIBELS, Galileo, NWEA's MAP, Colorado Measures of Academic Success (CMAS), other growth or proficiency assessments.
 - Middle School: AIMSweb, Galileo, Colorado Measures of Academic Success (CMAS), other growth or proficiency assessments.
 - High School: Galileo, GPA, course completions, credit recovery successfully completed, progress toward credit attainment (can include completing competitive-based programs, internships and apprenticeships), report card comparison (baseline to year-end), Colorado Measures of Academic Success (CMAS), graduation rate, other growth or proficiency assessments.
 - OR**
 - b) **Connections with LEA/BOCES academic supports:** Describe your process for connecting homeless students with the appropriate academic supports needed. Provide baseline data and set outcome targets for years one, two, and three.

For direct academic interventions, include a description of how homeless students' initial academic standing will be assessed.

- 2) **LEA/School Support Outcomes:** Demonstrate how homeless students have immediate educational access, increased school stability and/or access to LEA/BOCES non-academic support programs (academic specific support programs should be included under academic progress outcomes). Outcomes could address increased success in identification, enrollment, school stability and participation in specialized and comparable services. Preschool specific outcomes or outcomes specific to unaccompanied homeless youth can be a part of this section. Measurement of the outcomes should focus on impact of this work.
- 3) **Collaboration Outcomes:** Develop meaningful collaboration opportunities to increase resources, referrals and partnerships to meet the complex needs of students who are homeless. Demonstrate in years one, two and three how planned, targeted collaborative efforts will increase or leverage resources leading to successful outcomes for homeless students and their families. Collaborations could be internal or external to the district and may include parent information and engagement activities. Measurement of the outcomes should focus on impact and/or value of the collaboration.

Guidance on Measuring Academic Progress Outcomes

Academic Progress Performance Measures may be written to focus on either (a) using funds to support direct interventions or (b) using funds to support connecting homeless students with academic interventions already provided in LEA/BOCES.

Consider the following when selecting outcome measure(s):

- a. What measure most directly captures the intended outcome of the academic support? For direct academic interventions this should be an academic progress outcome measure. For facilitating connections to academic interventions more proximal measures may better capture the intended outcome of the funds invested.
- b. What measures are sensitive enough, administered often enough or in a time frame that would allow for the detection of change in the target population (e.g., is school mobility a factor to consider for the target population)?
- c. What measures are already being used in the LEA/BOCES and thus minimizing the burden or measurement?

Recommended Academic Progress Outcome Measures:

- Elementary: DIBELS, Galileo, NWEA's MAP, Colorado Measures of Academic Success (CMAS).
- Middle School: AIMSweb, Galileo, Colorado Measures of Academic Success (CMAS).
- High School: Galileo, GPA, course completions, credit recovery successfully completed, progress toward credit attainment (can include completing competitive-based programs, internships and apprenticeships), report card comparison (baseline to year-end), Colorado Measures of Academic Success (CMAS), graduation rate.

- Examples of measures that may be appropriate for outcomes intended to increase connections to academic interventions:
 - Average time to access specific academic supports (e.g., staffed by RtI team; transition meeting conducted for mobile students with an IEP).
 - Percentages of homeless students who receive specific academic supports compared to need for such supports (e.g., Specialized Educational Services; online credit recovery).
 - Participation increases in specific academic supports (e.g., tutoring programs; ICAPs).

Guidance on Collaboration Outcomes

Consider the goal or purpose of the collaboration. The outcome should reflect the goal or purpose of the collaboration rather than describing the collaborative effort. For example, a goal of collaborating with area shelters might be increasing identification of youth experiencing homelessness. Thus, the outcome might be number of youth identified through shelters and connected to their local homeless liaison.

Please avoid writing outcomes that focus on the effort not the outcome (e.g. conduct training at three shelters in year one). This type of data does not capture how students and families are better served through the collaboration.

- Baseline data is essential to ensure that you are able to capture your efforts in year one
- Consider what data are already available or systems already in place for collecting the data

Overall Considerations

The proposal should include baseline information. The same outcomes will be measured in years one, two, and three. The process of including baseline data ensures that it is possible to measure these outcomes and allows for evaluation of the outcomes for all three years of funding. Be sure to develop specific targets that can be measured annually and without undue burden.

Remember, performance measures and targets must be written in relationship to the Ten Standards and Indicators of Quality for McKinney-Vento Programs. Samples of performance measures in each of the three required outcomes areas are provided in the following pages. Blank worksheets to be filled out by your LEA/BOCES and submitted as a part of your McKinney-Vento Homeless Education grant proposal are found in the McKinney-Vento RFP document under Attachment A.

Performance Measure Worksheet 1
ACADEMIC PROGRESS
SAMPLE

1) Academic Progress Outcomes: McKinney-Vento subgrant funding may be used to improve academic outcomes for homeless children and youth either through direct academic interventions or to facilitate connections with district academic supports.

a) Direct Academic Interventions: Describe the direct academic interventions supported through McKinney-Vento subgrant funding. Provide baseline data and set outcome targets for year one, two, and three. Measures to track progress include:

- Elementary: DIBELS, Galileo, NWEA's MAP, Colorado Measures of Academic Success (CMAS), other growth or proficiency assessments.
- Middle School: AIMSweb, Galileo, Colorado Measures of Academic Success (CMAS), other growth or proficiency assessments.
- High School: Galileo, GPA, course completions, credit recovery successfully completed, progress toward credit attainment (can include completing competitive-based programs, internships and apprenticeships), report card comparison (baseline to year-end), Colorado Measures of Academic Success (CMAS), graduation rate, other growth or proficiency assessments.

OR

b) Connections with LEA/BOCES academic supports: Describe your process for connecting homeless students with the appropriate academic supports needed. Provide baseline data and set outcome targets for years one, two, and three.

For direct academic interventions, include a description of how homeless students' initial academic standing will be assessed.

Creating Performance Measures	Title: Getting high school students behind in math back on track to graduate (ACADEMIC PROGRESS <u>SAMPLE</u>)
1. Identify the result you expect to achieve and how it compares to baseline measures.	70% High school students identified as homeless in the district are on-track with math credits to graduate. The expected result is to increase the probability of graduation by getting students back on track in math.
2. Describe how you will achieve this result (i.e., how the funding will be used).	High school students who are identified as homeless and are behind in required math credits, will participate in a math online credit recovery system with flexible before, after-school, and during school hours at least three times a week until credit is earned.
3. What data and instruments will you use to measure the results?	Transcript audits will measure the math credit accrual and online credit recovery participation logs will be used to measure the frequency of attendance.

<p>4. What are the targets that you expect to meet during each of the next three years of the grant period?</p>	<p><u>First year:</u> 75% of high school students identified as homeless in the district, who are behind in math, will be on track to graduate specific to math credits</p> <p><u>Second year:</u> 80% of high school students identified as homeless in the district, who are behind in math, will be on track to graduate specific to math credits</p> <p><u>Third year:</u> 90% of high school students identified as homeless in the district, who are behind in math, will be on track to graduate specific to math credits</p>
<p>5. Restate the complete performance measure by combining steps 1, 3, and 4 above. This is your performance measure.</p>	<p>High school students who are identified as homeless and who are not on track to graduate due to math credits will participate in an online credit recovery program at least three times a week until credit is earned. In the first year funding 75% of the students will be on-track for required math credits. This will increase to 80% in year two and 90% in year three. Transcript audits will be used to determine “on-track” math status.</p>
<p>6. List the Quality Standard and Indicators connected to this performance measure and state the relationship.</p>	<p>Standard 2: All homeless students demonstrate academic progress.</p> <p>Indicator 2.4: Percent of homeless students who showed progress toward grade-level expectations.</p>

Performance Measure Worksheet 2
LEA/SCHOOL SUPPORT
SAMPLE

<p>2) LEA/School Support Outcomes: Demonstrate how homeless students have immediate educational access, increased school stability and/or access to LEA/BOCES non-academic support programs (academic specific support programs should be included under academic progress outcomes).</p> <p>Outcomes could address increased success in identification, enrollment, school stability and participation in specialized and comparable services. Preschool specific outcomes or outcomes specific to unaccompanied homeless youth can be a part of this section. Measurement of the outcomes should focus on impact of this work.</p>	
Creating Performance Measures	Title: Staff Training on Title X Provisions (LEA/SCHOOL SUPPORT <u>SAMPLE</u>)
1. Identify the result you expect to achieve and how it compares to baseline measures.	Over 90% of district staff members have knowledge of current laws and regulations regarding homeless children compared to a recent survey that indicated 40% of district staff members have this knowledge.
2. Describe how you will achieve this result (i.e., how the funding will be used).	Each year, 10 full trainings on Title X (and related topics of poverty and mobility) will be held in the district for various school staff at both building and district levels. The sequence of these trainings is prioritized based on where the greatest need is for training. For example, results of a recent Title X survey indicated that 95% of principals have this knowledge but only 25% of front office staff. Thus, front office staff is a high priority for training in year one. And as part of the assessment process, mini-trainings will be held at 25% of schools each year.
3. What data and instruments will you use to measure the results?	Participant attendance sheets for trainings and annual assessments of district staff knowledge will be utilized. The "McKinney Vento Quiz for Schools" will be administered to a random sample of 25% of district staff each year. Specifically, the quiz will be distributed in 25% of schools that are randomly selected. We will work with principals to attend a staff meeting to administer quiz and provide a brief (20 minute) training post-quiz.
4. What are the targets that you expect to meet during each of the next three years of the grant period?	<p><u>First Year:</u> 50% of staff will pass the McKinney Vento Quiz for Schools with a score of 5/6 or better.</p> <p><u>Second Year:</u> 75% of staff will pass the McKinney Vento Quiz for Schools with a score of 5/6 or better.</p> <p><u>Third Year:</u> 90% of staff will pass the McKinney Vento Quiz for Schools with a score of 5/6 or better.</p>
5. Restate the complete performance measure by combining steps 1, 3, and 4 above. This is your	Staff trainings will be conducted on awareness training on Title X. In year one, 50% of staff will have

<p>performance measure.</p>	<p>knowledge of Title X as evidence by a score of 5/6 on the McKinney Vento for Schools Quiz. By year two, 75% of the staff will score 5/6 or better on the quiz. By year three, 90% of district staff will score 5/6 or better on the quiz. Participant attendance sheets and log of mini-trainings at schools will be used to document number of trainings provided.</p>
<p>6. List the Quality Standard and Indicators connected to this performance measure and state the relationship.</p>	<p>Standard 3: All children in homeless situations are identified.</p> <p>Indicator 3.4: Percent of school staff members provided professional development to enable them to identify students who may be eligible for McKinney-Vento.</p>

Performance Measure Worksheet 3

COLLABORATION (1)

SAMPLE

<p>3) Collaboration Outcomes: Develop meaningful collaboration opportunities to increase resources, referrals and partnerships to meet the complex needs of students who are homeless. Demonstrate in years one, two and three how planned, targeted collaborative efforts will increase or leverage resources leading to successful outcomes for homeless students and their families.</p> <p>Collaborations could be internal or external to the district and may include parent information and engagement activities. Measurement of the outcomes should focus on impact and/or value of the collaboration.</p>	
<p>Creating Performance Measures</p>	<p>Title: Partnerships for Identification of Unaccompanied Youth (COLLABORATION <u>SAMPLE</u>)</p>
<p>1. Identify the result you expect to achieve and how it compares to baseline measures.</p>	<p>Community partnerships will be expanded to identify unaccompanied homeless youth in the school district. Currently there is no community outreach by the district to identify these youth. Local point in time data suggests that our community has a population of approximately 200 unaccompanied homeless youth, yet only 25 were identified in the last unduplicated school district count.</p>
<p>2. Describe how you will achieve this result (i.e., how the funding will be used).</p>	<p>Outreach to community and faith-based agencies, youth groups and businesses will be conducted and posters will be distributed to expand the awareness about the educational rights of unaccompanied homeless youth.</p>
<p>3. What data and instruments will you use to measure the results?</p>	<p>The ratio of identified unaccompanied youth in the district compared to the community point in time total.</p> <p>Identification data specific to youths' unaccompanied homeless status tracked through the district-wide electronic data system.</p> <p>Documentation of new contact names and addresses, the number of posters distributed, and number of unaccompanied youth identified/referred through these partnerships.</p>
<p>4. What are the targets that you expect to meet during each of the next three years of the grant period?</p>	<p><u>First year:</u> 50% of unaccompanied homeless youth in the community will be identified. Five new contacts will be developed and educational rights posters distributed at those locations.</p>

	<p><u>Second year:</u> 75% of unaccompanied homeless youth in the community will be identified. An additional five contacts will be developed and educational rights posters distributed at those locations.</p> <p><u>Third year:</u> 95% of unaccompanied homeless youth in the community will be identified. An additional five contacts will be developed and educational rights posters distributed at those locations.</p>
<p>5. Restate the complete performance measure by combining steps 1, 3, and 4 above. This is your performance measure.</p>	<p>Community partnerships will be expanded to identify unaccompanied youth in the school district and community. Posters will be distributed to expand awareness about the educational rights of unaccompanied homeless youth. In year one, 50% of unaccompanied homeless youth will be identified. In year two, 75% will be identified and in year three 95% will be identified. Five new community contacts will be made each year. Results will be tracked through the district wide data system, as well as a list of new contacts, the tally of posters distributed and the number of unaccompanied youth identified/referred through these partnerships.</p>

<p>6. List the Quality Standard and Indicators connected to this performance measure and state the relationship.</p>	<p>Standard 10: LEAs help with the needs of all homeless children and youth through collaborative efforts both within and beyond the LEA.</p> <p>10.1: Number of collaborative contacts with federal programs (e.g., Head Start, Housing and Urban Development, Continuum of Care, staff from Runaway and Homeless Youth shelters, etc.).</p> <p>10.5: Number of collaborative contacts with community service providers (e.g., shelter provision, child welfare, health, mental health, child care, housing, faith-based initiatives, etc.).</p> <p>10.6: Number of collaborative contacts with other LEAs to which their homeless families frequently move or from which their homeless families frequently come.</p> <p>10.8: Number of McKinney-Vento posters disseminated and displayed in the community.</p> <p>*****</p> <p>Of note, this example could also fit under Standard #8 as a School/LEA Support Outcome.</p> <p>Standard 8: All homeless unaccompanied youth enroll in and attend school.</p> <p>8.1: Number of homeless unaccompanied youth enrolled in school by LEA.</p> <p>8.2: Percent of homeless unaccompanied youth informed of their rights under McKinney-Vento by LEA.</p> <p>8.4: Number of LEA contacts, meetings, correspondence, and/or agreements with agencies, such as child welfare, juvenile justice, and Runaway and Homeless Youth Act shelter providers to coordinate needs of homeless unaccompanied youth.</p>
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