

2011 SPDG Program – Performance Measurement Methodology

Performance Measurement 1: Projects use evidence-based professional development practices to support the attainment of identified competencies.

- Projects will fill out a worksheet with descriptions of the components of their professional development system. This worksheet will be attached to their continuation report. The worksheet descriptions will be measured against a *rubric* of professional development components and given a score of 1 = Inadequate, 2 = Barely adequate, 3 = Good, or 4 = Exemplary.
- Projects will report on those initiatives that lead to implementation of the practice/program that is the focus of the professional development.
 - If the project has 1 or 2 of these initiatives, they will report on both. If they have 3, they will report on 2. If they have 4 they will report on 2, and so on.
 - This is all per discussion with their Project Officer, who will help the project make the final decision about the initiatives they will report on.
- Benchmarks for the project initiative(s):
 - 1st year of funding the initiative: baseline
 - 2nd yr: 50% of components will have a score of 3 or 4
 - 3rd yr: 70% of components will have a score of 3 or 4
 - 4th yr: 80% of components will have a score of 3 or 4
 - 5th yr: 80% of components will have a score of 3 or 4 (maintenance yr)

Performance Measurement 2: Participants in SPDG professional development demonstrate improvement in implementation of SPDG-supported practices over time.

The projects will report on those initiatives that they are reporting on for Program Measure 1.

Each initiative should have a fidelity measure that notes the presence or absence of the core features of the set of practices/innovation/program/system that is the focus of the initiative.

Grantee will submit protocol for assessing evidence of fidelity of implementation of EBPs in targeted programs. For APR, Grantee will survey targeted programs and report the number of participants in these programs determined to be implementing EBPs at the benchmark level over the number of participants targeted.

Specifically, the project creates a plan for how they will collect implementation data, what their population universe will look like, what benchmarks they are setting each year for each cohort and then report on the percentage of units/participants meeting those benchmarks.

- Intervals will be delineated: how much improvement expected year from year (e.g., after 2 yrs of professional development, schools will implement 80% of the core components).
- The project will then determine what percentage of participants they expect to reach this benchmark (e.g., 75% of schools will implement 80% of the core components).

Participants could be individual teachers or could be a school or early childhood program (if working on a school-wide or program-wide basis, such as RTI or PBIS).

Self-assessment is acceptable, but projects will need to sample from the group to validate the self-assessment. A minimum of 20% of the participants should be observed for fidelity by someone other than a professional development participant.

- For example, if 15 schools were being measured someone from the project would observe at least 3 (20%) of the schools and compare the outside observer's assessment with the self-assessment.

Performance Measurement 3: Projects use SPDG professional development funds to provide follow-up activities designed to sustain the use of SPDG-supported practices. (Efficiency Measure)

Operational definition of terms:

- Professional development funds = a minimum of 90% of the overall budget being used for activities from subsection "a" of the notice/Statute
- Follow-up activities = the professional development assistance provided following training. A list of follow-up activities that are correlated with sustainability will be provided. Partial list:
 - o Coaching/mentoring
 - o Implementation fidelity measurement & other types of observation
 - o Mini-workshops (i.e., just-in-time, small-group trainings)
 - o Determining needs through data and providing guidance or tools to meet those needs

Proposed methodology:

- Grantee will report on the same initiatives assessed for Program Measures 1 & 2.
- For each initiative, grantee should report cost of activities designed to sustain the initiative divided by the total cost of all professional development activities carried out for the initiative.
 - o Equation:
$$\frac{\text{Cost of ongoing TA}}{\text{Cost of all PD activities for an initiative}}$$

Grantees will set their own targets and will have a 5 point range to meet that target (e.g., target = 60% of all funds used for the initiative are used for ongoing TA. Project only spends 55% of all funds. OSEP would still consider this reaching the target.)

Performance Measurement 4: Highly qualified special education teachers who have participated in SPDG-supported special education teacher retention activities remain as special education teachers two years after their initial participation in these activities.

- Divide the number of teachers who remain in a teaching position by all teachers who received SPDG assistance.
 - o $\frac{\text{\# of teachers retained for at least two years following participation in a SPDG teacher retention activity}}{\text{\# of teachers participating in a SPDG activity designed to retain highly qualified special education teachers}}$
- Note:
 - o This measure is only required for projects that have teacher retention as an objective.
 - o This measure only relates to inservice SPDG assistance.
 - o Initial participation is defined as beginning at the time someone receives funding or services from the SPDG grant.