

Performance Indicators As a Tool for Measuring Progress Toward a SiMR





SSIP Interactive Institutes

Albuquerque, NM; April 29-30, 2015
Ellen Schiller, IDC

Jacksonville, FL; May 12-14, 2015
Susan Davis, IDC

Chicago, IL; May 27-28, 2015
Ellen Schiller, IDC



Session Goals:

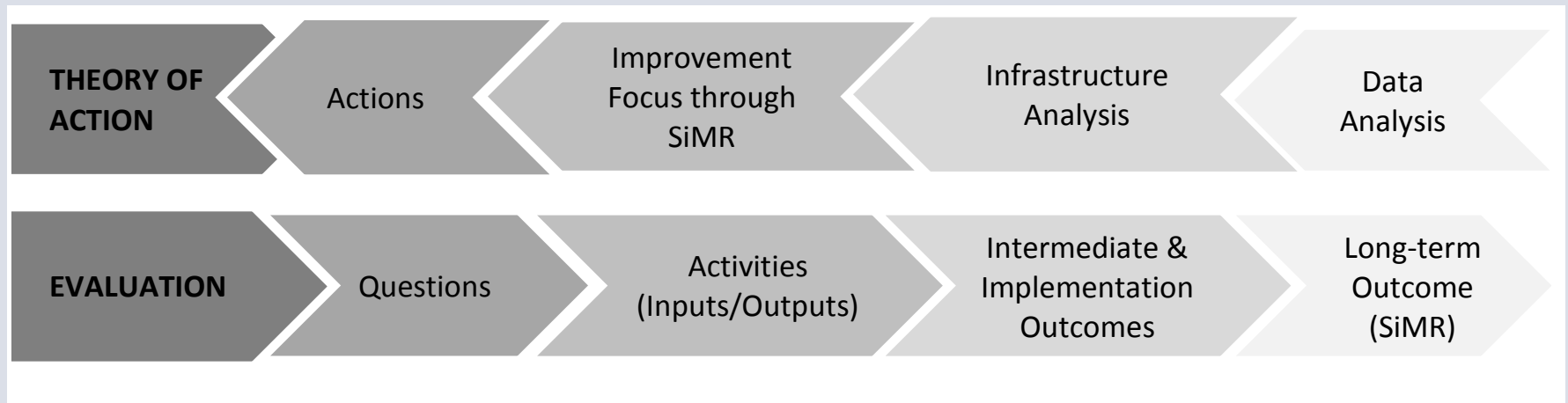
**Understand linkages between the SSIP
Theory of Action and Evaluation Plan**

**Identify performance indicators for
marking progress toward the SiMR**



" That was a difficult project- now let's
move on to the next assignment. "

Planning and Evaluation Companion Processes



Planning and Evaluation Companion Processes

- Hierarchy of Potential Outcomes
- Targeted Audiences
- Actions or Activities

Key strands of action	If the SEA	Then the LEA (teachers and administrators)	Then students with disabilities	So that
<p>Multi-tiered systems of support</p>	<p>...provides professional development opportunities and coaches to elementary schools in target districts to assist in establishing robust multi-tiered systems of support...</p>	<p>...will increase its capacity to implement MTSS practices with fidelity...</p>	<p>...and all students will be monitored more closely in terms of their academic and behavioral progress and needs</p> <p>...and all students will more quickly and effectively receive supports and interventions that help them be successful academically and behaviorally....</p>	<p>Reading achievement for students in elementary grades with disabilities in target districts will improve.</p>

Note: SiMR Outcome in orange; targeted audiences in green; and activities in purple.

Identify Performance Indicators of Progress

- **Define**

- an observable measure of the outcome, at the student, classroom, teacher, school or district level
- begins with words, such as *number of*, *percent of*, *ratio of*, *proportion of*, *mean*, etc.

- **Examples of Indicators**

- **95 percent of** teachers measure student reading progress twice a week using (name the measure)
- **90 percent of** families adopt at least one in-home approach to read to their child

Identify Performance Indicators of Progress

WHY?

- Adds clarity
- Reduces number of activities
- Limits burden and cost of evaluation
- Moves from global or abstract terms to specific, observable, measurable statements

Types of Performance Indicators

- **Implementation Indicators**
- **Intermediate Indicators**
- **Long-Term Indicators**

Illustrative Example of a (Partial) Theory of Action Linked with Performance Indicators

Key strand(s) of action	If the SEA	Then the LEA (teachers and administrators)	Then students	So that
Multi-tiered systems of support	...provides professional development opportunities and coaches to elementary schools in target districts to assist in establishing robust multi-tiered systems of support...	...will increase its capacity to implement MTSS practices with fidelity...	<p>...will be monitored more closely in terms of their academic and behavioral progress and needs</p> <p>...will more quickly and effectively receive supports and interventions that help them be successful academically and behaviorally....</p>	Reading achievement for students with disabilities in elementary grades in target districts will improve.



Implementation Indicators	Intermediate Indicators	Long-term Indicators
<ul style="list-style-type: none"> Frequency of visits by coaches to elementary schools in target districts ETC. 	<ul style="list-style-type: none"> Percent of school sites at the installation stage of MTSS system best practices Fluidity of student movement between tiers of support (changes in the numbers and percent of students receiving supports at each level over a set period of time) ETC. 	<ul style="list-style-type: none"> Decrease in number of disciplinary referrals ETC.

Types of Performance Indicators

- **Long-Term Indicator**

- Decrease in number of students referred or identified for special education
- Decrease in number of disciplinary referrals
- Improvements in the academic growth in reading of students with disabilities
- Improvements in the academic growth of any students receiving Tier II and Tier III supports

Types of Performance Indicators

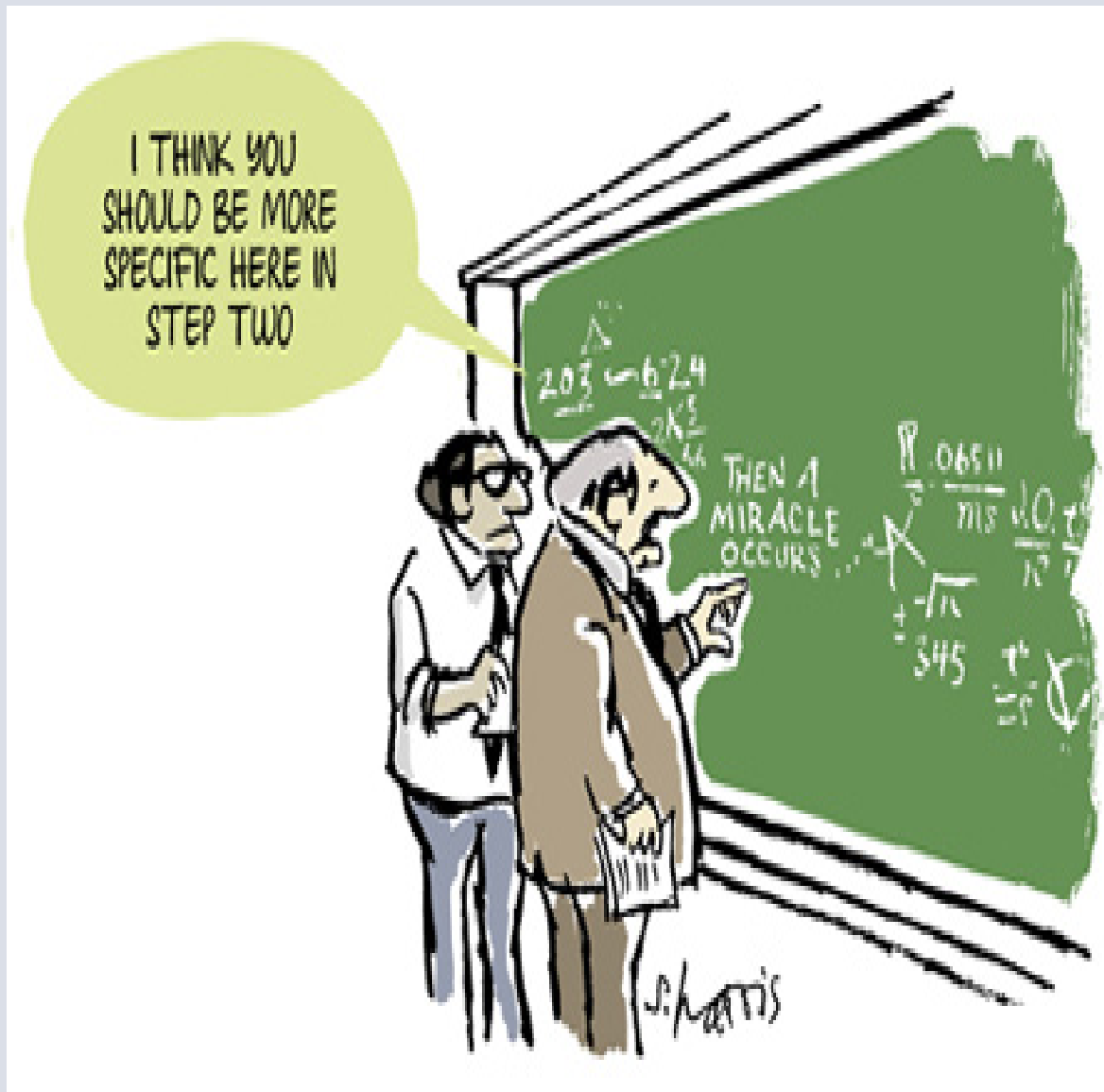
- **Intermediate Indicators**

- Percentage of participants who reported increased knowledge about effective MTSS systems and practices
- Percentage of school sites at the installation stage of MTSS system and practices
- Percentage of school sites that developed MTSS systems frameworks
- Frequency of MTSS meetings by teachers and administrators
- Percentage of educators who monitor students' behavior and academic progress at least twice a week as evidenced by third-party observers

Types of Performance Indicators

Implementation Indicators

- Number of professional development (PD) opportunities offered by the SEA
- Number of teachers and administrators from elementary schools in target districts who attended PD sessions
- Percent of participants who rated PD opportunities as high quality, relevant, and useful
- Number of additional coaches hired
- Frequency of visits by coaches to elementary schools in target districts



For More Information



Visit the IDC website

<http://ideadata.org/>



Follow us on Twitter

<https://twitter.com/ideadatatcenter>

This presentation was supported by a grant from the U.S. Department of Education, #H373Y130002. However, the contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

Project Officers: Richelle Davis and Meredith Miceli

