

High Quality Objectives and Performance Measurement Office of Special Education Programs

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in collaboration with

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WORKSHOP GOALS

- Recognize strong *project objectives* that can be associated with high quality performance measures.
- Recognize high-quality, measurable *performance measures* that maximize the potential for meaningful data reporting.

SESSION OVERVIEW

- Logic Models
 - Quick review
- Objectives and Measures
 - What are meaningful project objectives?
 - How do we structure performance measures to evaluate our work?

Why Is This Work Important?

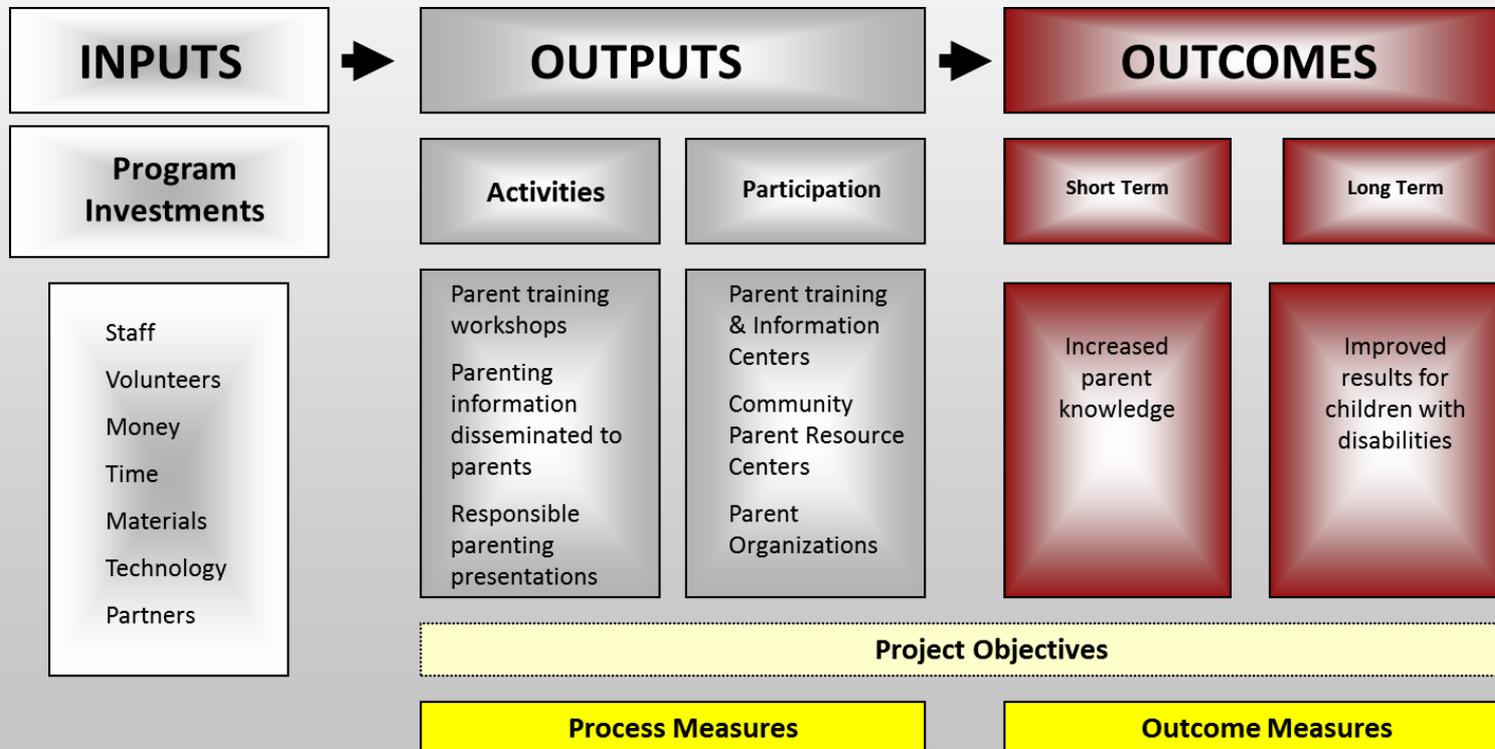
- High quality objectives and measures ...
 - make it easier for you to measure your progress
 - allow you to report progress easily and quantitatively
 - allow ED staff to gather evidence of program effectiveness
 - It just makes your life a heck of a lot easier

What is a Logic Model?

- A road map to describe the sequence of related events connecting the activities of the program with the desired results.
- Shows logical relationships among the resources that are invested, the activities that take place, and the benefits or changes that result.
- Helps one to see the intended processes and outcomes on which to base program objectives and performance measures.

For more information on Logic Models, refer to the other presentation in this series.

Sample Logic Model (Parent Centers)



Goals – Objectives – Measures

PROGRAM GOAL



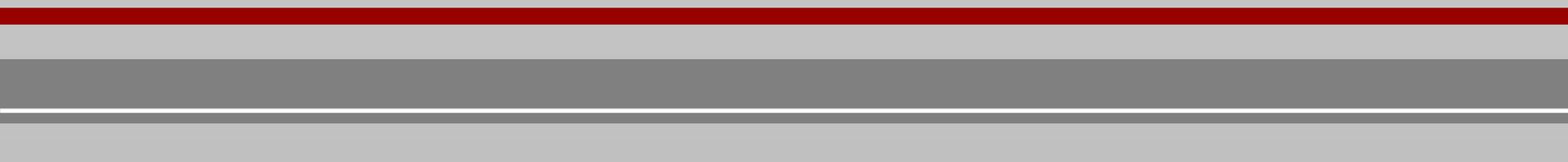
Project Objectives: What your project is doing to support the overall program goal (approved in application – cannot be changed)



Performance Measures: How you measure your progress toward meeting your objectives (GPRA, Program, Project - **Modifiable**)

Project Objectives

What are you trying to accomplish?

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High Quality Project Objectives

- Relevance
- Applicability
- Focus
- Measurement

High-Quality Project Objectives: Criteria #1

RELEVANCE: How relevant is the project objective to the overall goal of the program and/or the goal of your project?

- *Improve and increase special education teachers' knowledge of the core academic subjects they teach.*
- *Improve educational utility of website.*
- *To assist parents to be partners in advocating for their child in the development of appropriate programming for their child.*

High-Quality Project Objectives: Criteria #2

APPLICABILITY: How applicable is the project objective to the specific activities that are being conducted through your particular project?

- *To increase the knowledge of parents and consumers about their basic rights under IDEA.*
- *To facilitate cross-stakeholder engagement in state and local systems of professional development.*

High-Quality Project Objectives: Criteria #3

FOCUS: How focused is the project objective?

- *To extend culturally/linguistically sensitive training, information and technical assistance to underserved parents of children in high poverty rural and metropolitan areas utilizing community resources and native languages. To inform parents of children with disabilities from the minority population of their rights and responsibilities under the law and their right to participate in the development of special education programs and services. (not enough focus)*
- *To produce a pamphlet on IDEA rights. (too much focus)*

High-Quality Project Objectives: Criteria #4

MEASURABILITY: Are there concepts in the project objective that lend themselves to measurement? If so, is measurement feasible?

- *To increase the sustainability of the professional development model. (conceptually hard to measure)*
- *To build a professional collaborative culture. (conceptually hard to measure)*
- *To increase community awareness of the program. (might not be feasible to measure)*

Practice Exercise 1:

How do these project objectives measure up?

Identify, develop, document, and replicate the implementation of an innovative preparation curriculum that meets teachers' needs and interests and promotes teacher retention.

1. Relevance
2. Applicability
3. Focus
4. Measurability

Practice Exercise 2:

How do these project objectives measure up?

Evaluate the website.

1. Relevance
2. Applicability
3. Focus
4. Measurability

Practice Exercise 3:

How do these project objectives measure up?

Improve and increase special education teachers' knowledge of all subjects. Prepare other personnel (psychologists, counselors, social workers, speech/language pathologists, occupational/physical therapists, behavioral specialists, early childhood, paraeducators, administrators, IHE personnel and families in understanding, implementing and supporting the delivery of instruction and interventions, base on RTI practices.

1. Relevance
 2. Applicability
 3. Focus
 4. Measurability
-

Take Away #1

- **Project objectives should be Relevant, Applicable, Focused, and Measurable**
- **Good objectives facilitate all aspects of program implementation and evaluation.**

Performance Measures

Where the rubber meets the road.

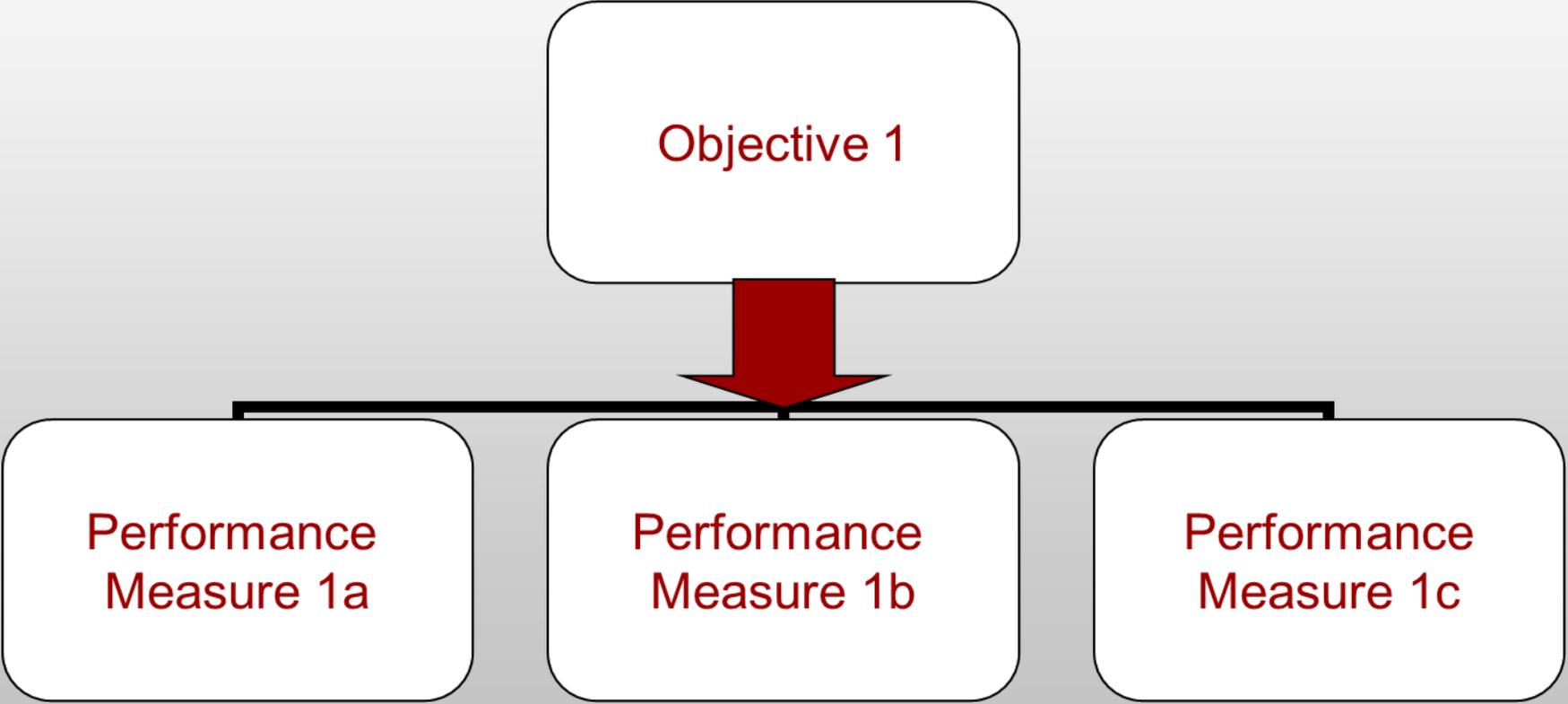
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Performance Measures

*In general terms, a **performance measure** is a measurable indicator used to determine how well objectives are being met.*

- How will progress be assessed?
- How much progress will constitute success?
- How will it be known if an objective or part of an objective has been achieved?

Relevance of Performance Measures



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graph TD; A[Objective 1] --> B[Performance Measure 1a]; A --> C[Performance Measure 1b]; A --> D[Performance Measure 1c];
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Objective 1

Performance
Measure 1a

Performance
Measure 1b

Performance
Measure 1c

Types of Performance Measures

GPR: *Measures established for reporting to Congress under the Government Performance and Results Act*

Program: *Measures established by the program office for the particular grant competition*

Project: *Measures that the grantee establishes in their approved grant application to meet their project objectives.*

Project Performance Measures

What to measure?

- *Achievement/Accomplishment*
- *Change in achievement/accomplishment*
- *Achievement/accomplishment compared with other students or schools*

Performance Measures: Achievement/Accomplishment

90% of those teachers completing the PD-funded degree/certification program will be working in the area in which they were trained within one year of program completion.

Performance Measures: Change in Achievement/Accomplishment

Parents receiving PTI services will report an increase in knowledge of IDEA rights and responsibilities following receipt of services as reported on the program evaluation form.

Performance Measures: Comparison

By the second year of the grant, a greater percentage of teachers participating in the PD-funded training program will be knowledgeable and skilled in evidence-based practices than those teachers not participating.

Components of Performance Measures

The following four components are necessary to ensure good performance measures.

- *What* will change
- *How much* change you expect
- *Who* will achieve the change
- *When* the change will take place

Performance Measures

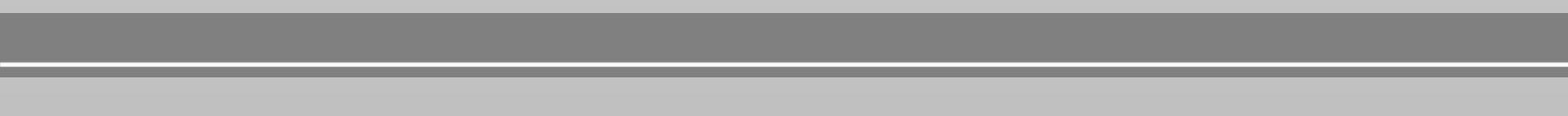
80% (how much) of the 55 organizational partners (who) will indicate that the unified partnership design is useful, relevant and of high quality (what) on the second year follow-up survey (when).

Performance Measures: Problems No Action Verb

“Parent training workshops.”

“The percentage of materials used by Special Education Parent Information center projects that are deemed to be of high quality.”

“Conference presentations.”

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Improving Performance Measures

*Original Performance Measure:
Completion of program plans (what)*

Who: Participating K-12 students will complete their program plans.

When: Within one year participating K-12 students will complete their program plans.

How Many: Within one year 85% of participating K-12 students will complete their program plans

Improving Performance Measures

Original Performance Measure:

of parents who review the new website (who) will report that it is useful. (what)

How Many: At least 85% of parents who review the new website will report that it is useful.

When: *By the end of Year 2 when the new website is complete*, at least 85% of parents who review it will report that it is useful.

Improving Performance Measures

Original Performance Measure:

Percentage who are fully qualified under IDEA.

Who: Percentage of *PD-funded degree/certification program recipients* who are fully qualified under IDEA.

What: *Increase* the percentage of PD-funded degree/certification program recipients who are fully qualified under IDEA.

When: *By the end of Year 3*, an increased percentage of PD-funded degree/certification program recipients will be fully qualified under IDEA.

How Many: *By the end of Year 3, an additional (increase of) 30 PD-funded degree/certification program recipients will be fully qualified under IDEA.*

Performance Measures: Problems Not Measurable

“Habits of mind: technology and media projects embed habits of mind and intellectual inquiry into the curriculum.”

“Evaluation will gauge content proficiency and project effectiveness ”

“Collaborative connections will be maintained.”

Activities Are NOT Performance Measures

- Activities \neq Performance Measures
- If the best response is “Yes, we did that,” it is almost certainly an activity.
- Legacy of the “checklist evaluations” that emerged from a compliance mentality.

Performance Measures:

Problems Activities versus Performance Measures

“Print and distribute brochures.”

“Complete data sets for participants.”

“Provide a workshop for parents”

Instead:

“Provide 10 two-hour workshops annually for 12-20 underserved, minority and low income parents in 5 Ohio cities,”

Comprehensive Performance Measures

Ideally, all measures would be focused on outcomes.

In our experience, this often isn't realistic.

A more reasonable goal is a healthy, balanced mix of process and outcome measures.

Comprehensive Performance Measures

Address both the *process* of working towards the objective and the *outcomes* related to meeting the objective. For example...

Objective: Promote greater awareness, knowledge, and understanding of disability issues among parents of children with disabilities.

- a. Annually disseminate information on disability issues and IDEA provisions to a minimum of 520,000 parents of children with disabilities. (*Process Measure*)
- b. By the end of 5 years a minimum of 5,000 parents will report that they have received information and have increased their knowledge on issues and rights. (*Outcome Measure*)



U.S. Department of Education

**Grant Performance Report (ED 524B)
Project Status Chart**

PR/Award # (11 characters): _____

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

Project Objective Check if this is a status update for the previous budget period.

Facilitate cross-stakeholder engagement in state and local systems of professional development.

1.a. Performance Measure	Measure Type	Quantitative Data					
By the end of year one, create 10 state-based professional development pilots to bring stakeholders and organizational networks into the core of the state education agency		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		10	/		10	/	
1.b. Performance Measure	Measure Type	Quantitative Data					
Three months following the professional development activity, 85% of participants will rate them of high quality and useful in engaging across stakeholders.		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/	85		/	75
1.c. Performance Measure	Measure Type	Quantitative Data					
By July 2010, 6 collaboratively-developed presentations will be completed on topics of shared interest to be presented at the state, local, and organizational levels.		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		10			3		

Align Performance Measures with Objectives

1. Each performance measure should be aligned with the project objective under which it falls.
2. If a performance measure is not related to the objective under which it is listed, it will not be useful for measuring the processes used to reach the objective or the outcomes associated with the objective.

OBJECTIVE: To provide training and information to parents of children with disabilities.

MEASURE: Increase the number of publications to state agencies. (Aligned?)

MEASURE: Parents participating in training and information sessions will increase their knowledge of IDEA rights by 40% on a post-session test as compared to a pre-test. (Aligned?)

Alignment of Objectives and Performance Measures

Objective:

Improve usability of website.



Performance Measures:

- a. Prior to posting technology and media projects on the website an external review board will rate them as excellent.
- b. There will be 1500 hits on the website within 4 months of going live.
- c. 75% of website users who respond to the website survey will rate the new website as more usable than the old one.

Activity: Putting It All Together

Program Objectives	Criteria for Useful Program Objectives				Performance Measures	Four Elements of Performance Measures				Process or Outcome Measure ?
	RELEVANCE	APPLICABILITY	FOCUS	MEASUREMENT		WHAT?	HOW MUCH?	WHO?	WHEN?	
1.					a.					
					b.					
2.					a.					
					b.					
3.					a.					
					b.					
4.					a.					
					b.					

Summary:

Developing Good Project Objectives and Performance Measures

1. Projects should create a *logic model* to illustrate a simplified picture of the components and relationships of their program;
2. Projects should write a *few clear objectives* that explain what the project is doing to support the overall goal;
3. Each objective should have a few, specific *performance measures* to demonstrate how progress will be measured toward meeting the objectives.

Take Away #2

- Performance measures should answer What, How Much, Who, and When.
- Strive for 100% outcome measures, but a mix of process and outcome is more likely.
- The goal is always 0% activities and 0% qualitative-only 524Bs.
- More objectives and measures \neq better objectives and measures