

Performance Measures for Model Demonstration Programs

1. School Climate

- **Definition from Priority:** None found.
- **Draft Performance Measure:** The percentage of model demonstration sites/schools/classrooms that demonstrate improved school climate.
- **Notes:** The performance measure assumes grantees would administer an instrument to assess school climate at the site, school, or classroom level. The measure should be considered if the hypothesis of the model is an effect on school climate.
- **Examples of Project Measures:**
 - Annually, 90% of model demonstration sites will demonstrate a [xx] increase between their pre- and post-scores on a valid measure of school climate.
 - Annually, 75% of model demonstration sites will score at “acceptable” levels or higher on all dimensions of a valid school climate assessment designed by the project.
 - By Year 5 of the project, 100% of model demonstration schools will receive mean parent, student, and teacher ratings of [xx] or above on all dimensions of a valid school climate assessment.

2. Social Validity

- **Definition from Priority:** The social importance and acceptability of treatment goals, procedures, and outcomes. Measure of educators’, parents’, and students’ satisfaction with the model components, processes, and outcomes.
- **Draft Performance Measures:**
 - The percentage of respondents reporting satisfaction with model components.
 - The percentage of respondents reporting satisfaction with model processes.
 - The percentage of respondents reporting satisfaction with model outcomes.
- **Notes:** Grantees may report on one or more of the performance measures depending upon the concerns regarding the social importance of model components, processes, or outcomes. The performance measure assumes grantees would administer a survey to assess participant satisfaction. Other terminology that could be considered for the performance measures include *value of model components/processes/outcomes* or, from the original literature (Wolf, 1978), *social appropriateness of model components/processes* and *social importance of model outcomes*.
- **Examples of Project Measures:**
 - By the end of Year 1, at least 75% of participating students will report they are “satisfied” with the core components of the model demonstration intervention
 - By the end of Year 2 of the project, at least 80% of participating teachers and juvenile justice staff will report they are “satisfied” with the model demonstration processes or procedures.
 - By the end of Year 3 of the project, at least 80% of parents will report “satisfaction” with the short-term outcomes resulting from the model demonstration project.

3. Effectiveness of Site-Based Training

- **Definition from Priority:** None found.
- **Draft Performance Measures:**
 - The percentage of training participants who demonstrate increased knowledge.
 - The percentage of training participants who demonstrate improved skills/instructional delivery.
- **Notes:** The performance measures assume grantees would administer an assessment to evaluate changes in participant knowledge and conduct observations to assess changes in skills or instructional delivery.
- **Examples of Project Measures:**

- Upon completion of training, 90% of participating teachers will demonstrate their understanding of the evidence-based practices and strategies on which they received training by receiving [xx] or above on a vignette-based assessment designed by the training developers.
- Upon completion of training, 100% of participating service providers will demonstrate “proficient” use of the assistive technologies on which they were trained as determined by an end-of-training performance task observed and scored by the trainers.
- Approximately six months after completion of training, 75% of participating elementary school teachers will demonstrate “adequate” use of culturally responsive practices as assessed through observations by coaches using a rubric designed by the project.
- Annually, 100% of participating service providers will produce child-specific assistive technology plans that are rated as “high quality” by an objective early intervention expert.
- Annually starting in the second year of the project, 85% of middle and high school teachers will demonstrate “proficient” use of evidence-based literacy practices in the classroom as measured by a standardized observation protocol.

4. Fidelity of Implementation

- **Definition from Priority:** A model is defined as a set of existing interventions supported by evidence and implementation strategies (i.e., core components) that research suggests will improve child, teacher, or system outcomes when implemented with fidelity.
- **Draft Performance Measures:**
 - The percentage of sites/schools/classrooms implementing core model components with fidelity.
 - The percentage of teachers/service providers implementing core model components with fidelity.
- **Notes:** One consideration for adopting this program measure is that it would require grantees to identify their core model components. Grantees also would need to develop fidelity criterion and thresholds in order to assess the degree of fidelity at the site/school/classroom or teacher/service provider level. Grantees should report fidelity of implementation for each of the core model components independently. The grantee may have to repeat the measures for each of its core model components and may have to set different criteria for each core model component.
- **Examples of Project Measures:**
 - By Year 2 of the project, 60% of participating services providers will demonstrate they are implementing at least 75% of the [xx] core model component with fidelity as assessed using a rubric designed by the project.
 - By Year 3 of the project, 70% of participating sites will implement 80% of the [xx] core model component with fidelity as measured by a rubric developed by the project.
 - By Year 5 of the project, 95% of participating teachers will demonstrate they are implementing at least 80% of the [xx] core model component with fidelity as assessed using a rubric designed by the project.

5. Child Outcomes

- **Definition from Priority:** Relevant outcome means the student outcome(s) (or the ultimate outcome if not related to students) the proposed process, product, strategy, or practice is designed to improve; consistent with the specific goals of a program.
- **Draft Performance Measure:** The percentage of students with disabilities who demonstrate improved outcomes.
- **Notes:** Grantees may need to report on one or more performance measure depending upon the number of child outcomes addressed by the project or priority. The performance measure assumes that a pre-post assessment would be administered or baseline collected to assess changes.
- **Examples of Project Measures:**
 - After one year of receiving assistive technology services, 80% of participating preschool children will demonstrate an increase of [xx] on a valid measure of their socio-emotional skills.

- By Year 5 of the project, 80% of English Learners with disabilities who receive the intervention will demonstrate an improvement of [xx] on a valid measure of English Language proficiency.
- By Year 5 of the project, 90% of participating middle and high school students with disabilities will demonstrate an increase of [xx] or more in their scores on a valid measure of adolescent literacy.
- By Year 5 of the project, the three-year recidivism rate based on rearrests for the youth with disabilities who participated in the project will be less than [xx]%

6. Dissemination Activities

- **Definition from Priority:** None found.
- **Draft Performance Measure:** The cumulative number of dissemination activities conducted since the start of the model demonstration project.
- **Notes:** Grantees should describe the type and quality of dissemination activities conducted in the Explanation of Progress.
- **Examples of Project Measures:**
 - Annually, the number of dissemination activities conducted for the model demonstration project will increase by 5.
 - By Year 5 of the project, a total of 30 dissemination activities will be conducted.