**Approved PROGRAM Performance Measures for the PDP with**

**Examples of aligned PROJECT Performance Measures**

**Program Performance Measure #1**: The percentage of preparation programs that incorporate scientifically or evidence-based practices into their curricula.

PROJECT Example(s)

* By Year 2 of the project (when), 100 percentage (how much) of [project or personnel preparation program name] core courses (what) will incorporate scientifically or evidence based practices in the curriculum, as judged by faculty reviewers (who) using project rubrics (how it will be measured).
* Annually, one selected **course syllabus** will achieve a score of 90 or higher on its integration of evidence-based practice as measured by an expert panel using a rubric designed by the project.
* By the end of Year 1, 90% of essential evidence-based practices will be addressed across core courses of the [xx personnel preparation] program as measured by a panel of experts reviewing course syllabi using a rubric designed by the project.

**Program Performance Measure #2**: The percentage of scholars completing preparation programs who are knowledgeable and skilled in evidence-based practices for children with disabilities.

PROJECT Example(s)

* By the end of Year 2 of their program (when), 100 percentage (how much) of scholars (who) will have received ratings of 4 or higher on the master’s degree comprehensive exams (what) as measured on the 5-point scale used for evaluation (how).
* By the end of Year 2, 100% of project scholars will pass the comprehensive written exam for the institution in which they are enrolled. [for a consortium grant]
* Annually, 70% of project scholars who take the exam for the first time will achieve a score of [xxx] or above on PRAXIS II.
* By year 5 of the project, 90% of scholarswill demonstrate knowledge and skills in research competenciesat an “acceptable” level or higher (i.e., 3.0 on a 4.0 scale) using a rubric designed by the project.
* Approximately six months post-completion, 95% of program graduates will demonstrate adequate use of evidence-based practices as determined by a valid measure of observable evidence of their performance.
* Annually, 100% of scholars will produce at least 3 case studies (i.e., academic interventions from practica sites with graphed data) that show “strong and substantial application” of evidence-based practice, as rated by a panel of three faculty.
* Annually, 100% of project-funded scholars will demonstrate in practica the application of a required set of essential evidence-based practices, as measured by a standardized observation protocol.

**Program Performance Measure #3**: The percentage of scholars who exit preparation programs prior to completion due to poor academic performance.

PROJECT Example(s)

* Annually, less than 10% of project scholars will exit their personnel preparation program prior to completion due to poor academic performance.
* As measured annually, no project-funded scholars will have exited the program due to poor academic or field-based performance.
* As measured annually (when), 100% (how much) of project-funded scholars (who) will be retained in the program (what) with at least adequate academic and field-based performance as demonstrated by enrollment records (how).

**Program Performance Measure #4**: The percentage of scholars completing preparation programs who are working in the area(s) in which they were prepared upon program completion.

PROJECT Example(s)

* One year following graduation, 96% scholars who completed the University of [XX] school psychology Ed.S. program are certified and employed as [school psychologists], as reported on an employer survey.
* By the end of Year 5 of the project, 90% of scholars who completed the special education master’s degree program will be working in the area for which they were trained.

**Program Performance Measure #5**: The Federal cost per scholar who completed the preparation program.

PROJECT Example(s)

* By the end of Year 5, the federal cost per project-funded scholar is measured by dividing the total grant award (e.g., $250,000 x 5 years) by the number of project-funded scholars who successfully completed the master’s in special education degree program.

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For awards funded in FY 2014 and after, OSEP is piloting three new program performance measures using outcome data reported by scholars who have completed their program using the DCS. No grantees report these data into DCS (only scholars). The **Pilot Program Performance Measures**; include:

* **Pilot Program Performance Measure #1**: ***[Reporting excludes 325D.]***

The percentage of scholars who completed the preparation program and are employed in high-need districts

PROJECT Example(s)

* By the end of the project, 70% of scholars who satisfactorily completed the University of [XX] Ed.S. Program in School Psychology and are employed in local educational districts in which 60% or more of students enrolled participate in the free or reduced lunch program.
* By the end of Year 5, 25 of 30 project-funded scholars will complete the program and be employed in high-need districts.
* **Pilot Program Performance Measure #2**:

The percentage of scholars who completed the preparation program and are employed in the field of special education for at least two years

PROJECT Example(s)

* Percent of [Applied Behavior Analysis] Master’s degree program graduates who are certified [at the BCBA level] and are employed in a position using applied behavior analysis skills.
* Percent of scholars who earned a master’s degree in special education and report being employed in their field of study on the Program *Survey of Graduates* for at least two years. Target: 90 percent annually beginning in Year 3.
* **Program Performance Measure #3**:

The percentage of scholars who completed the preparation program and are rated effective by their employers.

PROJECT Example(s)

* The percent of scholars who received a rating of “effective” (i.e., 3 or higher on a 5-point Likert-type scale in which 1=Limited Working Proficiency; 2=Basic Proficiency; 3=Working Proficiency; 4=Professional Working Proficiency; and 5=Full Professional Proficiency) by their internship supervisor on the *University of [XX] Intern Competency Survey* administered at the end of year two in the [XX] degree.
* The percent of program graduates employed in high-need districts will be rated by their principal or supervisor as “superior” or “very superior” on a survey conducted by project staff at the end of the first school year following completion of the master’s in special education program.