

Measuring Progress

Module 7



Module 7: Measuring Progress

Learning Objectives

- Understand the importance of measuring performance
- Identify key evaluation and measurement terms and tools
- Learn how to use data to continuously improve your work around transportation education
- Enhanced data collection to link transportation education content with federal accountability measures including IDEA indicators (Indicators 13 & 14)

What is Performance Measurement?

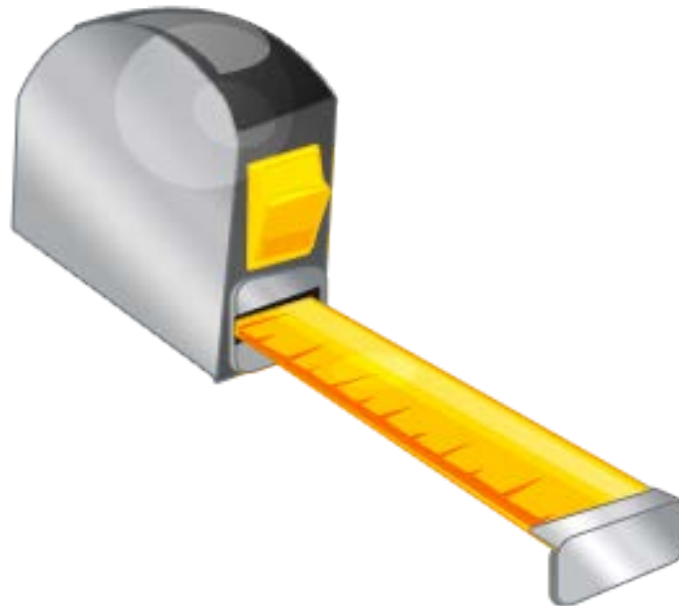
Simply put, performance measurement is a determination of what a program accomplishes and whether desired results are being achieved. Performance measurement is the ongoing monitoring and reporting of program accomplishments, particularly progress towards pre-established goals. The process was developed to measure the effectiveness of organizations, programs or services and enhance accountability.

Why is Performance Measurement Important?

- Provides a picture of how your transportation education program is working
- Assists in knowing whether resources are appropriately allocated
- Enables educators to make adjustments based on objective, not subjective information

Why?

“What gets measured gets done,” has been attributed to Peter Drucker, Tom Peters, Edward Deming and others



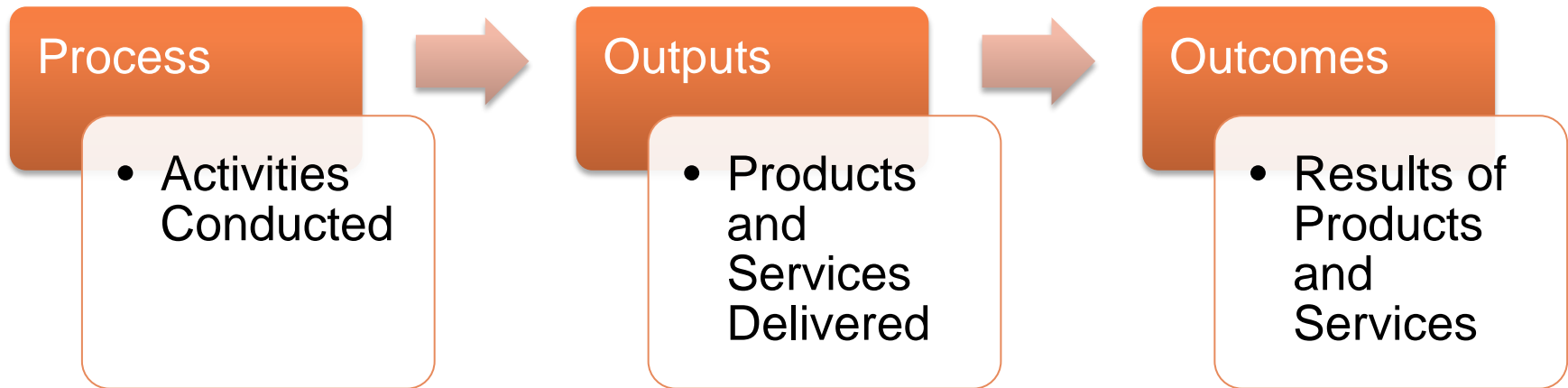
COLLECTING PERFORMANCE MEASUREMENT DATA

Performance Measures

- 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?

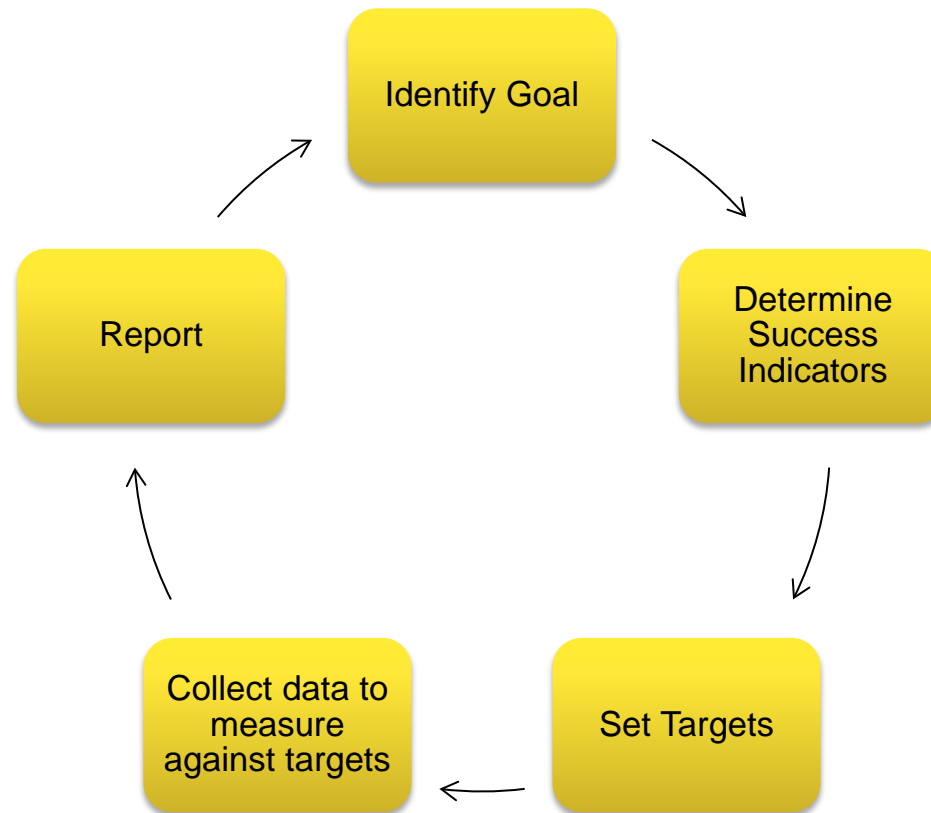
Taken from the Center for Evaluation & Educational Policy (CEEP) at Indiana University
<http://ceep.indiana.edu/>

Various Performance Indicators



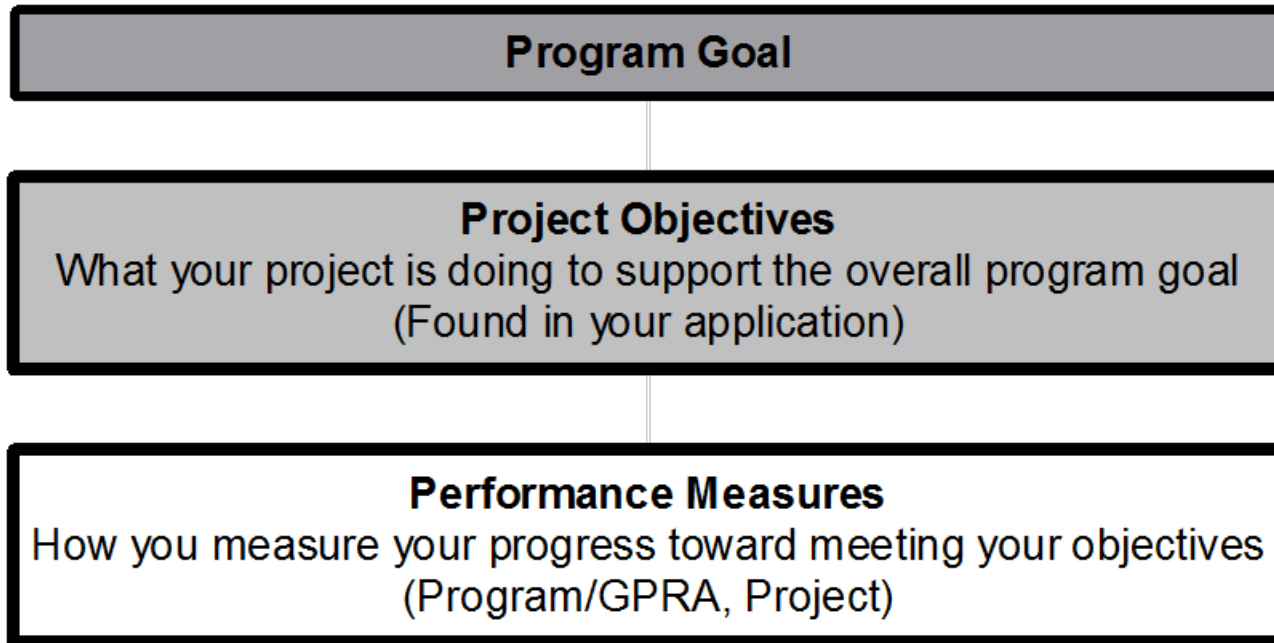
A ***program*** may be any activity, project, function, or policy that has an identifiable purpose or set of objectives

A Performance Measurement Process



An example from the U.S. Department of Education

Goal – Objectives – Measures



Examples of Performance Measures

- Transportation Education Program Measures
 - An increase of ten teachers annually will integrate transportation content across curriculum following their participation in our district's transportation education professional development.
 - An increase of X% of student IEPs will include content related to transportation supports and services.
 - The number of district events that include the participation of educators, pupil transportation and public transportation will increase by X% annually.

Performance Measures Related to Travel Instruction Programs

- An X% increase in the numbers of students annually who will participate in district-wide travel orientation events.
- An X% increase in the number of travel orientation/familiarization events will be held annually across the district.
- An X% increase in the number of students will participate in the districts' travel training program.

Educators decide on target percentages (X%) based on data relevant to their own program

Learning Activity

- In a small group, design a program performance measurement plan for your comprehensive travel instruction program
 - What are your performance measures at the program and student levels?
 - What resources and tools would you use to collect these data?
 - When will data be collected?
 - Who would be responsible for collecting data?

[Link to Program
Level Data
Collection
Examples](#)

USING PERFORMANCE MEASUREMENT DATA

High Quality Performance Measures

- High quality performance measures show
 - ➔ What will change
 - ➔ How much change you expect
 - ➔ Who will achieve the change
 - ➔ When the change will take place

How Can Performance Measurement Data be used?

- Reevaluate goals and activities
 - Adjust activities and services
 - Ensure resources are appropriately allocated
 - Are the right people doing the right activities?
- Communicate within and outside of your program
 - Share with families, school boards, State educational agencies
- Reward and acknowledge hard work!

Performance Data Specific to Transportation Education

- Outputs
 - Number of educators integrating transportation content
 - Number of relationships across educators, pupil transportation, and public transportation
 - Number of IEP goals focusing on transportation
 - Number of common core standards that include instruction integrating transportation

Performance Data Specific to Transportation Education

- Outcomes
 - Increase in the use of transportation by students with disabilities
 - Increase in the number of transition plans that incorporate a focus on transportation (OSEP Indicator 13)
 - Decrease in the number of reports of transportation being a barrier toward the attainment of post-school goals (OSEP Indicator 14)

Qualitative Performance Data

- Collecting stories, cases and examples can complement quantitative data
- Creates a robust picture of what is happening
- Helps to engage stakeholders

TRANSPORTATION EDUCATION AND FEDERAL ACCOUNTABILITY MEASURES

Data Collection Can Link Transportation Education with Federal Accountability Measures Including IDEA Indicators

- Under the Individuals with Disabilities Education Act (IDEA), the U.S. Department of Education, Office of Special Education Programs (OSEP) requires states to collect and report on data around a set of indicators that measure student and service performance
- States establish data collections systems that seek to collect similar data from their local educational agencies (school districts)
- The federal indicators most closely related to transportation education content are indicators 13 & 14
- To learn more about federal data collection visit <https://ideadata.org/>

Indicator 13

- “Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority." (20 U.S.C. 1416(a)(3)(B))

The National Secondary Transition Technical Assistance Center has resources to support data collection on Indicator 13

<http://transitionta.org/>

Federal Indicators – Indicator 13

- Indicator 13 requires that students have measureable transition goals embedded in their Individualized Education Programs (IEPS) by the age of 16
 - As the IEP team, including students and their families, develop IEP goals, the team should consider how access to transportation may affect the ability of students to attain these goals (such as how students will get to college or jobs)
 - Transportation is considered a related service under IDEA, and the IEP team may determine that this service is required for students to support transition goals
 - To ensure that transportation supports transition goals, IEP teams should include goals around accessible transportation and travel instruction, including travel training, as both of these goals align with individual student needs

Indicator 14

“Graduating from high school and pursuing a productive adulthood is one of the more significant transitions that adolescents face with long-term outcomes. Indicator 14 provides one opportunity for States and Districts to determine if youth with disabilities are positively engaged (i.e., enrolled in postsecondary education/training or employed) once they leave high school.”

National Post-School Outcomes Center

PSO website closed. Visit <http://www.transitionta.org/>

Indicator 14

- Indicator 14 requires that states collect data about the post-school experiences of youth with disabilities (i.e., Indicator 14). The results of collecting Indicator 14 data will be used for national, state and local reporting and, most importantly, to guide and improve transition services to this population
- As educators collect information under indicator 14 and they learn whether the students who left school one-year ago are participating in higher education or working, questions can also be asked about how transportation has affected their placement status
- The National Post-school Outcomes Center provides technical assistance to States on Indicator 14 PSO website closed. Visit <http://www.transitionta.org/>

Data Collection around Post-School Outcomes

- Does your school district ask students/families questions about how transportation affected their attainment of post-school goals?

Discussion Questions

- How does transportation education relate to Indicator 13, *Transition*?
- How does transportation education relate to Indicator 14, *Post-school Outcomes*?

TOOLS TO COLLECT DATA

Tools to Collect Data

- Data collected from students once they leave school (OSEP Indicator 14)
- Document reviews – look at IEPs and transition plan documents
- Observations
- Stakeholder surveys and interviews (with transition coordinators, educators, transportation)
- Student surveys and interviews (be mindful of human subjects protections)

Examples

- Student Pre-Survey
 - Questions asked of a potential student candidate for the travel training process
- Student Post-Survey
 - Questions asked of a student who successfully completed the travel training process
- Parent Post-Survey
 - Questions asked of the parent/guardian after student has completed the travel training process

[Example](#)

[Example](#)

[Example](#)

Learning Activities

- Identify at least three performance measurement goals related to transportation education
 - Identify process, output, and outcome measures
- Compile performance measurement tools that your district may already use.
 - Develop data collection tools
- Develop a communication plan for your performance data
 - Who will you communicate these results to?
 - What is the best means of sharing these data?

Congratulations, you have completed Module 7!

Congratulations!



Please take a few minutes and
provide us with feedback

Time to move on to Module 8!