| **SSP Group** | **Measure of Student Outcomes**  Measures of Student Outcomes for SSP Groups | **Individual**  **School Based** | **Individual**  **District**  **Multi-District**  **BOCES** | **Collective**  **School-Based** | **Collective**  **District**  **Multi-District**  **BOCES** | | **Questions / Comments** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **O&M** | * Attending behaviors and auditory abilities | X | X | X | | X | 1. Should IEP Goals be used as a measure?  * Yes - Individualized for each student. An O&M specialist should only be evaluated on the goals, objectives and benchmarks for each individual student and not a collective whole. |
| * Receptive language and expressive language | X | X | X | | X |
| * Posture and Gait | X | X | X | | X |
| * Body image | X | X | X | | X |
| * Body parts, function and movement | X | X | X | | X |
| * Laterality | X | X | X | | X |
| * Turns | X | X | X | | X |
| * Directionality | X | X | X | | X |
| * Quantitative Concepts | X | X | X | | X |
| * Directional and Positional Concepts | X | X | X | | X |
| * Colors | X | X | X | | X |
| * Geometric Shapes | X | X | X | | X |
| * Basic Skills | X | X | X | | X |
| * Hand trailing | X | X | X | | X |
| * Landmarks and Clues | X | X | X | | X |
| * Basic Spatial Awareness | X | X | X | | X |
| * Cane Technique | X | X | X | | X |
| Campus Environment-Functional mobility tasks   * + Attitude and behavior   + Adaptive Mobility Devices   + White Cane   + On-campus   + Cardinal directions   + Wheelchair use   + Walker   + Use of crutches   + Use of support cane   + Distance low vision devices | X | X | X | | X |
| * Residential Environment- Functional mobility tasks   + Modified forearm protective techniques   + Vehicle familiarization   + Residential area travel   + Residential street crossings   + Address systems   + Rural travel   + Night travel   + Adverse weather conditional | X | X | X | | X |
| * Commercial Environment- Functional mobility tasks   + Business area travel     - Escalator     - Elevator     - Railroad     - Construction   + Business area street crossings     - Multi-lane street crossings   + Community experiences     - Soliciting aid for shopping     - Negotiating stores | X | X | X | | X |
| * Public Transportation   + Bus   + Train/Light-rail   + Special transit   + Taxi   + Airplanes | X | X | X | | X |
|  | | | | | | | |
| **Audiologists** | * Individual formal and informal audiological assessment data. | X | X |  | |  | 1. Should IEP Goals be used as a measure?  * Yes, many of our services are focused on specialized instruction to support self-advocacy and access skills which are written and measured as IEP goals. * Specifics on usage: Must be specific to services audiologists provide. Should be an optional measure to use. |
| * Individual formal and informal audiological assessment data. | X | X |  | |  |
| * Increased access to auditory instruction. Stakeholder education, training and IEP/504 plans: | X | X | X | | X |
| * Increased stakeholder awareness and understanding of the impact of hearing on learning. | X | X | X | | X |
| * Increased stakeholder identification and implementation of accommodations to facilitate learning. | X | X | X | | X |
| * Self-advocacy:   + Increased student self-awareness and/or self-advocacy skills for their learning and communication needs.   + Improved collaboration and problem solving skills to address learning and communication needs. | X | X | X | | X |
| * Usage of hearing assistance technology. | X | X | X | | X |
| * Increased stakeholder knowledge and use of hearing assistance technology across educational settings. | X | X | X | | X |
| * Screening and Identification of hearing loss. | X | X | X | | X |
| * Children receive audiological evaluations within 30 days of referral from screening. | X | X | X | | X |
|  | * Students receive hearing screening and follow-up in alignment with State hearing screening guidelines. | X | X | X | | X |
| * Support increased medical follow-up to enhance hearing health | X | X | X | | X |
| * Increased awareness of hearing conservation issues. | X | X | X | | X |
|  | | | | | | | |
| **School Counselors** | * GPA (grade point averages) | X | X | X | | X |  |
| * Student achievement test scores | X | X | X | | X |
| * Number of students passing AP courses | X | X | X | | X |
| * Graduation rates (secondary and post-secondary) | X | X | X | | X |
| * Postsecondary education placement data | X | X | X | | X |
| * Reduction of remediation rates | X | X | X | | X |
| * Disciplinary suspensions | X | X | X | | X |
| * Improved school climate | X | X | X | | X |
| * Substance abuse rates | X | X | X | | X |
| * ICAP completion rates | X | X | X | | X |
| * Reduction in disciplinary actions | X | X | X | | X |
| * Reduction in number of tardies | X | X | X | | X |
| * Reduction absentee rates | X | X | X | | X |
| * Percentage of student apply post-secondary education and training | X | X | X | | X |
| * Number of parents contacted | X | X | X | | X |
| * Reduction of bullying incidents | X | X | X | | X |
| * Number of students seen individually | X | X | X | | X |
| * Number of students served in groups | X | X | X | | X |
| * Increased academic performance | X | X | X | | X |
| * Enrollment in rigorous coursework | X | X | X | | X |
| * Organizational skills | X | X | X | | X |
| * Study skills | X | X | X | | X |
| * Homework completion rates | X | X | X | | X |
| * Promotion rates | X | X | X | | X |
| * Lower suspension rates | X | X | X | | X |
| * Positive School climate/safety indicators | X | X | X | | X |
| * Number of students who Seek co-curricular and community experiences to enhance the school experience | X | X | X | | X |
| * Number of students who develop skills to locate, evaluate and interpret career information * Number of students who learn how to interact and work cooperatively in teams | X | X | X | | X |
| * Number of students who distinguish between appropriate and inappropriate behavior | X | X | X | | X |
| * Number of students who demonstrate a respect and appreciation for individual and cultural differences | X | X | X | | X |
|  | | | | | | | |
| **School Social Workers** | Yellow and Red zone   * + Students returning to class | X |  |  | |  |  |
| * + Decrease in Office discipline referrals | X |  |  | |  |
| * + Meeting individual goals on behavior intervention/support plan measures | X |  |  | |  |
| * + Students making progress toward goals on point sheets | X |  |  | |  |
| * + Students meeting IEP goals | X |  |  | |  |
| * + Students meeting other goals | X |  |  | |  |
| * + Decrease in frequency and duration of crisis response | X |  |  | |  |
| * + Students attending school | X |  |  | |  |
| * + Increase in grades | X |  |  | |  |
| * + Increase positive peer interactions | x |  |  | |  |
| * + Increase in independently utilizing coping skills | X |  |  | |  |
| * + Increase in ability to identify and self-monitor emotions | X |  |  | |  |
| * + Ability to or increase of ability to ask for wants and needs | X |  |  | |  |
| * + Increase in learning behaviors | X |  |  | |  |
| * + Utilization of evidenced based practices | X |  |  | |  |
| * + Number of parents accessing parent groups and trainings | X |  |  | |  |
| Green zone   * + Possible PBIS fidelity measures: SET, BOQ’s |  | X |  | |  |
| * + Truancy data – increase in student attendance |  | X |  | |  |
| * + Family attendance at parent meetings, IEP’s |  | X |  | |  |
| * + Contacts to families: face to face and over the phone |  | X |  | |  |
| * + Training: amount of students and staff trained on specific information. |  | X |  | |  |
| * + Amount of students and families accessing resources in school and out of school     - Example: Amount of students accessing breakfast before school. |  | X |  | |  |
| * + Increase in grades on student caseload |  | X |  | |  |
| * + Increase in accessing classes |  | X |  | |  |
| * + Increase in grades |  | X |  | |  |
| * + Increase in independently utilizing coping skills |  | X |  | |  |
| * + Increase in ability to identify and self-monitor emotions |  | X |  | |  |
| * + Ability to or increase of ability to ask for wants and needs   + Utilization of evidenced based practices |  | X |  | |  |
| * + Quantifying resources |  | X |  | |  |
| * + Quantifying: coaching, training, consulting |  | X |  | |  |
| * + Meeting goals |  | X |  | |  |
| * + Number of parents accessing parent groups |  | X |  | |  |
| * + Increase in learning behaviors |  | X |  | |  |
|  | | | | | | | |
| **School Psychologists** | * Surveys that address effectiveness of consultation | X |  |  | |  | 1. Should IEP Goals be used as a measure?  * Yes, most school psychologists are funded by special education dollars and provide/consult on student IEPs. However, other school psychologists do not participate in this portion of the job. * Relevant IEP goals only and only if we are on the IEP for direct or indirect services. |
| * Log of hours that documents consultation activities | X |  |  | |  |
| * Log of hours that document student services was provided | X |  |  | |  |
| * Reduction in suspensions, expulsions, and office discipline referrals (could be based on SWIS data, district data, etc.) |  |  | X | |  |
| Closing achievement gap |  |  | X | |  |
| * Quantitative outcomes of mental health interventions that address treatment goals (e.g. pre- and post-test data, direct observation, etc.) | X |  |  | |  |
| * Improvement made on mental health goals and Behavior Intervention Plans included in student IEPS | X |  |  | |  |
| * Measures of fidelity of implementation of behavior plans, assessment, accommodations and/or modifications | X |  |  | |  |
| * Growth in PBIS data demonstrating implementation with fidelity (e.g. BOQ) | X |  |  | |  |
| * Results of climate and safety surveys | X |  |  | |  |
| * An increase in staff knowledge and/or effectiveness as a result of professional development and trainings that school psychologists provide | X |  |  | |  |
| * Timely crisis response and recovery | X |  |  | |  |
| * District reduction in suspensions, expulsions, and office discipline referrals (could be based on SWIS data, district data, etc.) | X |  |  | |  |
| * Results of climate and safety surveys | X |  |  | |  |
| * An increase in staff knowledge and/or effectiveness as a result of professional development and trainings that school psychologists provide | X |  |  | |  |
| * Teacher/parent/student satisfaction surveys | X |  |  | |  |
| * Growth in PBIS data demonstrating implementation with fidelity (e.g. BOQ) | X |  |  | |  |
| * Measures of fidelity of implementation of behavior plans, assessment, accommodations and/or modifications | X |  |  | |  |
| * Timely crisis response and recovery | X |  |  | |  |
| * Compliance with State Performance Plan indicators (e.g. disproportionality, least restrictive environment, reducing suspensions & expulsions, parent involvement, completion timelines) | X |  |  | |  |
|  | | | | | | | |  |  |  |  |  |  |
| **Speech Language Pathologists** | * IEP Goals: * Articulation: * Measures of intelligibility for students with significant speech problems * Amount of time/frequency of participation in the classroom * Writing measures to monitor phonological issues * Overall writing rubrics * Amount of time/frequency of participation in different settings and with a variety of communicative partners |  | X |  | |  |  |
| * AAC * Number of environments where meaningful communication occurs   Use of a device to participate in academics |  | X |  | |  |
| * Fluency/Stuttering * Measures of fluency and frequency of stuttering * Amount of time/frequency of participation in different settings and with a variety of communicative partners |  | X |  | |  |
| * Preschool * Measures of Mean Length of Utterance for preschool populations * Amount of time/frequency of participation in different settings and with a variety of communicative partners |  | X |  | |  |
| * Language * Measures of academic growth would apply * Students who are CLD will demonstrate growth in the WIDA standards * Amount of time/frequency of participation in different settings and with a variety of communicative partners |  | X |  | |  |
| * Voice * Measures of intelligibility for students with significant speech problems * Amount of time/frequency of participation in different settings and with a variety of communicative partners |  | X |  | |  |
| Speech/Language Pathologists who are serving one school:  * TCAP Reading | X | X | X | | X |
| * TCAP writing TCAP-A/Co-Alt | X | X | X | | X |
| * Access for students with disabilities who are also learning English (ELL) | X | X | X | | X |
| * Interim/Benchmarking Assessments in reading and writing | X | X | X | | X |
| * End of Unit measures in literacy | X | X | X | | X |
| * Progress monitoring data | X | X | X | | X |
| * Closing performance gaps | X | X | X | | X |
| * Established rubrics for writing | X | X | X | | X |
| * Standardized assessments | X | X | X | | X |
| Speech/Language Pathologists serving district-wide or across districts with BOCES:  * IEP Goals | X | X | X | | X |
| * Student-based results in reading and writing | X | X | X | | X |
|  | | | | | | | |
| **Occupational Therapists** | •Student learning outcomes only for students who receive OT direct services (not consult service) | X |  |  | |  | Is an OT ever solely responsible for an outcome, since we are a related service provider with the purpose of supporting the teacher? |
| •Student progress monitoring toward IEP goals | X |  |  | |  |
| Building writing scores of students with disabilities |  |  | X | |  |
| • Student learning outcomes when OT is co-teaching or co-treating with another professional |  |  | X | |  |
| •Building progress toward Unified Improvement Plans |  |  | X | |  |
| •Shared outcome with a teacher and her classroom scores |  |  | X | |  |
| •Co-Alt scores |  |  | X | |  |
| Writing scores for Special Education students |  |  |  | | X |
|  | | | | | | | |  |  |  |  |  |  |
| **School Nurse** | Student learning outcomes only for students who receive OT direct services (not consult service) | X |  |  | |  |  |
| Absenteeism/Increased attendance related to health issues. | X |  |  | |  |
| Increased access to education (homebound students/improved access in the least restrictive environment) | X |  |  | |  |
| Improved immunization compliance | X |  |  | |  |
| * Medical/home/Medicaid | X |  |  | |  |  |
| * Improved vision/hearing screening and follow up | x |  |  | |  |
| * Medication supervision/delegation/monitor – medical interventions are reduced, medication errors are reduced | X |  |  | |  |
| * Health education | X |  |  | |  |
| * Case management and providing resources | X |  |  | |  |
| * Connecting with community resources | X |  |  | |  |
|  | * Chronic disease management | X |  |  | |  |
| * Improved physical health (BMI, Dental) | X |  |  | |  |
| * Nutrition services | X |  |  | |  |
| * Student self-management of chronic conditions |  | X |  | |  |
| * Client satisfaction |  | X |  | |  |
| * 504 plan development/support |  |  |  | |  |
| * Discipline referrals |  | X |  | |  |
| * Infectious disease control |  | X |  | |  |
|  | * Increased access to education (homebound students/improved access in the least restrictive environment |  | X |  | |  |
| * Absenteeism/Increased attendance related to health issues. |  | X |  | |  |
| * Improved immunization compliance |  | X |  | |  |
| * Improved vision/hearing screening and follow up |  | X |  | |  |
| * Medical/home/Medicaid |  | X |  | |  |
| * Medication supervision/delegation/monitor – medical interventions are reduced, medication errors are reduced |  | X |  | |  |
| * Health education |  | X |  | |  |
| * Case management and providing resources |  | X |  | |  |
| * Connecting with community resources |  | X |  | |  |
| * Chronic disease management |  | X |  | |  |
| * Improved physical health (BMI, Dental) |  | X |  | |  |
| * Nutrition services |  | X |  | |  |
| * Nutrition |  |  | X | |  |
| * Physical/Health indicators |  |  | X | |  |
| * Health education |  |  | X | |  |
| * Student self-management of chronic disease |  |  | X | |  |
| * Emotional/behavioral health |  |  | X | |  |
| * Client satisfaction |  |  | X | |  |
| * Participation in high stakes state assessments (TCAP) |  |  | X | |  |
| * 504 plan development/support |  |  | X | |  |
| * Attendance |  |  | X | |  |
| * Discipline referrals |  |  | X | |  |
| * Personal care services – OT/PT |  |  | X | |  |