| **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 |  |