A Review of

Performance Measures

Within the Education, Innovation, and Research (EIR) Program

LOGIC MODEL

PROJECT OBJECTIVES

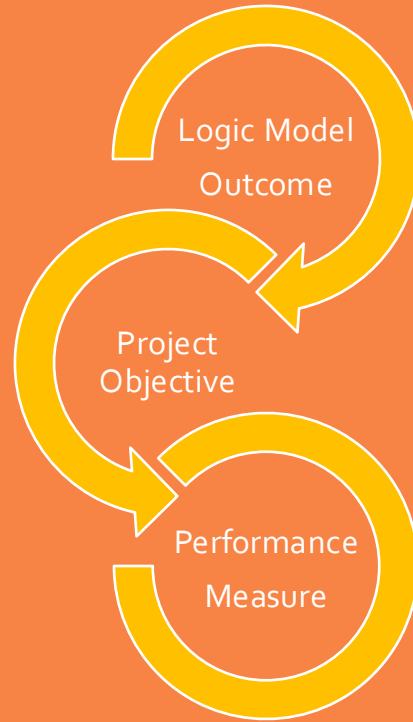# PERFORMANCE MEASURES

LOGIC MODEL

Consider Outcomes

PROJECT OBJECTIVES

Think Before You Act

PERFORMANCE MEASURE

How does each proposed measure accurately gauge the performance of the project

VISUALIZE

Logic Model Outcome

Project Objective
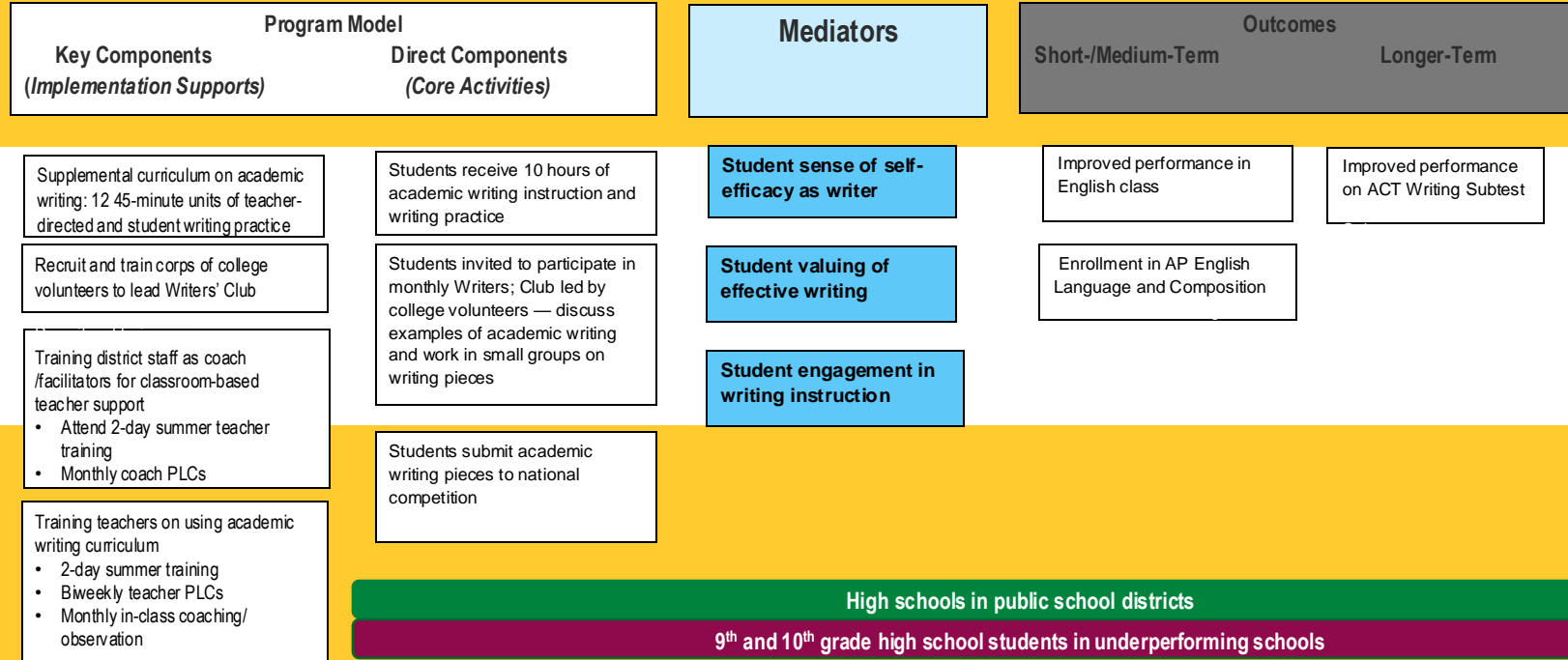
Performance Measure

THIS IS **NOT** PROJECT MANAGEMENT

Instead, consider your intervention logic model with mediators* and think, how will we know that we achieved those early outcomes?

* Seen as necessary but not sufficient to produce longer-term student outcomes

Example Logic Model

Program Model

Key Components
(Implementation Supports)

Direct Components
(Core Activities)

Mediators

Outcomes

Short-/Medium-Term

Longer-Term

Supplemental curriculum on academic writing: 12 45-minute units of teacher-directed and student writing practice

Recruit and train corps of college volunteers to lead Writers' Club

Training district staff as coach /facilitators for classroom-based teacher support
- Attend 2-day summer teacher training
- Monthly coach PLCs

Training teachers on using academic writing curriculum
- 2-day summer training
- Biweekly teacher PLCs
- Monthly in-class coaching/ observation

Students receive 10 hours of academic writing instruction and writing practice

Students invited to participate in monthly Writers; Club led by college volunteers — discuss examples of academic writing and work in small groups on writing pieces

Students submit academic writing pieces to national competition

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Student sense of self-efficacy as writer

Student valuing of effective writing

Student engagement in writing instruction

Improved performance in English class

Enrollment in AP English Language and Composition

Improved performance on ACT Writing Subtest

High schools in public school districts

9th and 10th grade high school students in underperforming schools

Courtesy of

INTRODUCTIONS

Sahara Evans

Compass Care Director,
Valor Collegiate
Academies

Jason Keppe

Director of School
Partnerships, Seneca Family of
Agencies

OBJECTIVES FOR TODAY

OBJECTIVE 1

Ground in our purpose: [to clarify the connection from Logic Model to Project Outcome to Performance Measures]
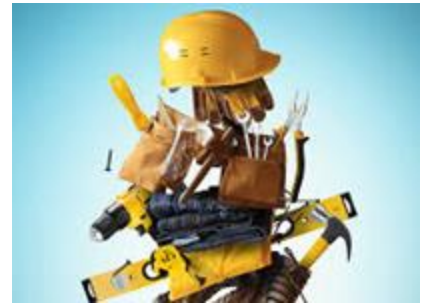
OBJECTIVE 2

Briefly outline our program, a short-term intensive intervention to reduce chronic absenteeism

OBJECTIVE 3

Share the lessons learned through our EIR design process thus far

OBJECTIVE 4

Provide workshop time for participants to drill down into your Performance Measures

01

Grounding

[Clarify connection from
Logic Model to
Project Objectives to
Performance Measures]

CLEAR THROUGH-LINE | *Connecting the Tools/Processes*

LOGIC MODEL OUTCOMES

PROJECT OBJECTIVES

PERFORMANCE MEASURES

Year 1 | Year 2 | Year 3
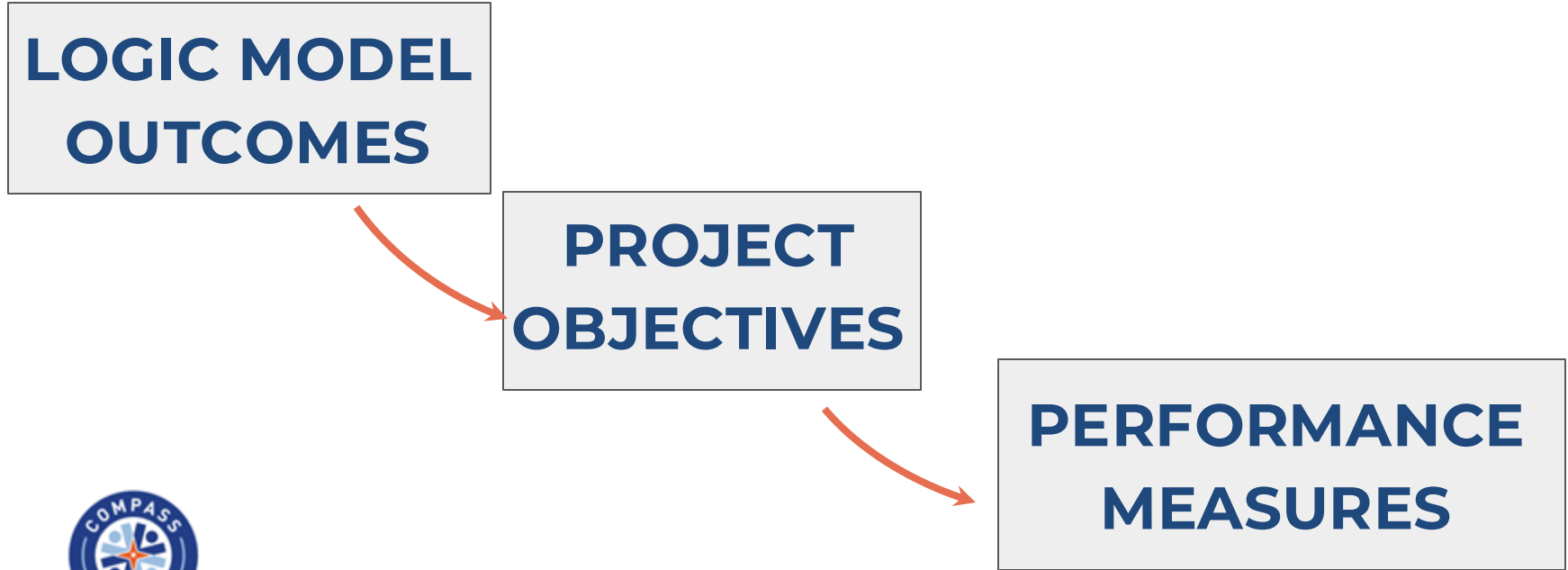
VALOR | *Seneca*

02

Compass Care

Overview of Model

COMPASS CARE

Reducing Chronic Absenteeism through School-Based Wraparound Supports

COMPASS CARE

Developed by Valor Collegiate
Academies & Seneca Family of
Agencies
EIR Grant School Partners

Nashville, TN

Seattle, WA

Los Angeles, CA

Poverty & Trauma

Peer Relationships

Lack of Belonging/Connection

Bullying

Physical & Mental Health Challenges

Academic Gaps

Transportation Issues

Hopelessness

COMPASS CARE

A 10-week intervention that is:

- Family-centered
- Strengths-based
- Action-oriented
- Personalized
- Collaborative
- Built for sustainability

COMPASS CARE

Family Partners conduct 3 intervention cycles per year:

- Caseloads of ~15 students/families per cycle at Tier 3 Intensive level

- Students can re-enroll in the program if engagement is strong, but goals not yet met

- Continued connection and monitoring throughout the year

OUR PROCESS

1 REFERRAL
Students are referred to CCT for chronic absenteeism.

2 ONBOARDING
CCT contacts families to discuss the program and begin enrollment.

3 ENGAGEMENT
CCT gets to know families' strengths, values, and communities. They also explore barriers to attendance.

ACTION 4
CCT conducts Family Team meetings to plan action steps addressing barriers and support families to complete them.
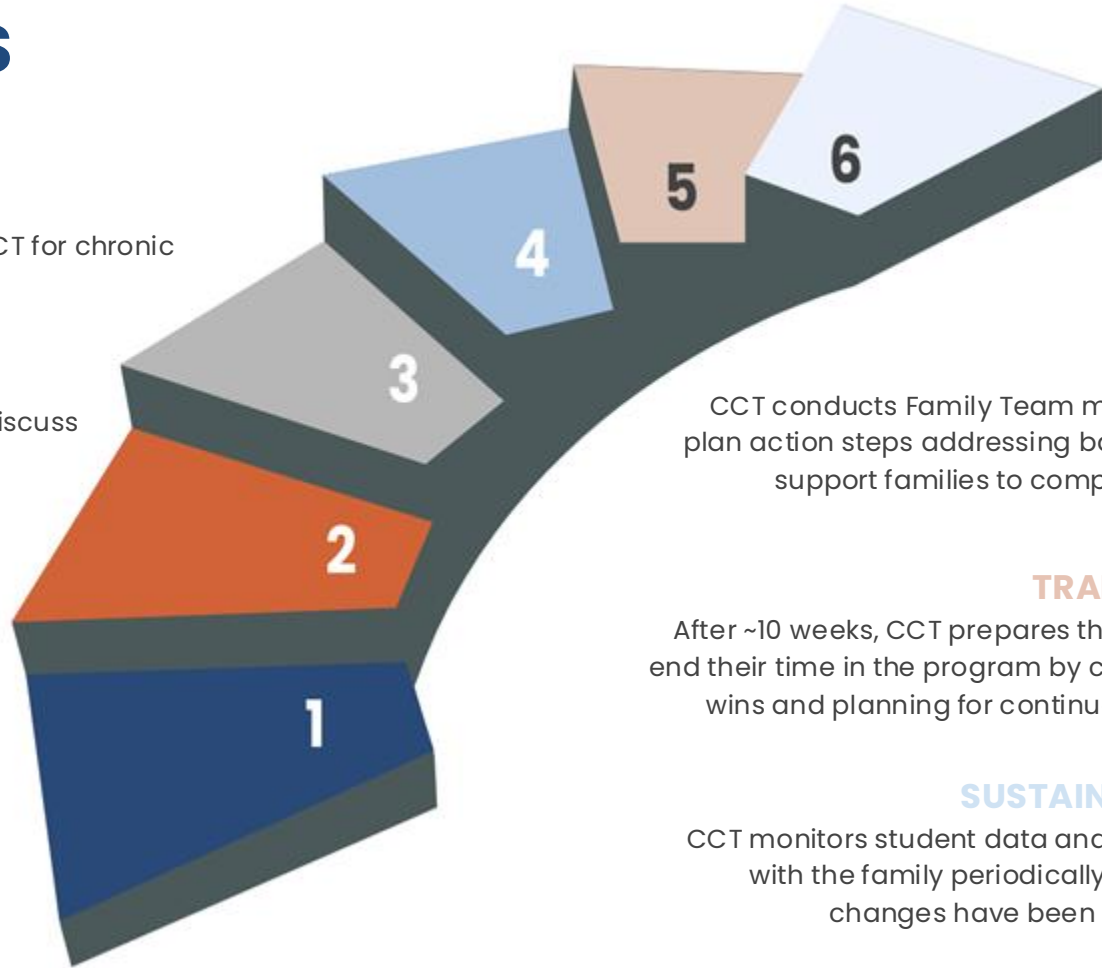
TRANSITION 5
After ~10 weeks, CCT prepares the family to end their time in the program by celebrating wins and planning for continued growth.

SUSTAINABILITY 6
CCT monitors student data and connects with the family periodically to ensure changes have been sustained.

03 Lessons Learned

Through our EIR Design Process Thus Far

OUR LESSONS LEARNED | High-level themes

1. Embrace the process of iteration.

2. Make the most of your collaboration opportunities *(with Research Partner, Program Officer, Abt T.A.)*
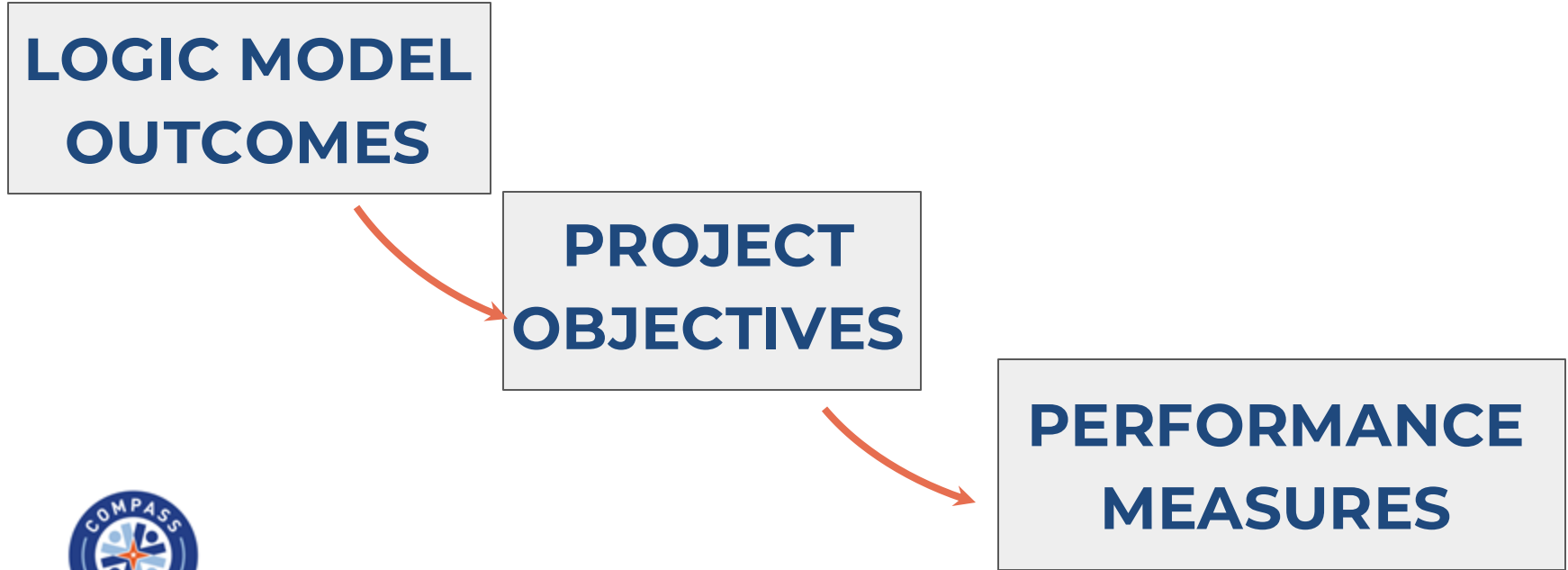
3.

Make sure the Performance Measures are **NOT fidelity measures**

You want to measure the **IMPACT** of your intervention

Fidelity measures exist separately

CLEAR THROUGH-LINE | *Connecting the Tools/Processes*

LOGIC MODEL OUTCOMES

PROJECT OBJECTIVES

PERFORMANCE MEASURES

Year 1 | Year 2 | Year 3

VALOR | *Seneca*

Program Model

Key Components (Support Components)

Curriculum: Lead agency provides Compass Care curriculum to each school

Family Partner Onboarding: Lead agency recruits (via new hires and from existing school staff), retains Family Partners (FPs), and provides onboarding (2 weeks agency-wide)

Ongoing Training and Supervision: Lead agency provides 3 days of role specific training, ongoing weekly supervision by Regional Director, and facilitates a weekly professional learning community (PLC)

Resources: Lead agency provides and/or contributes to Community Resource Map listing supports for the school community, updated quarterly

FP Integration: Lead agency partners with school leaders and provides coaching to integrate FPs on relevant school teams and to integrate the Compass Care model into their school-wide attendance response strategy

Direct Components (Core Activities)

Onboarding Phase (Recruitment): Identification of 10-15 eligible students/families and outreach calls/contacts

Engagement Phase: Relationship building between FP and Family Team (FT); FP completes the Tree of Life, Eco-Map, and Why Wheel with FT

Action Phase: FT aligns on and works toward goals and concrete, specific action steps, using the Collaborative Helping Map

Action Phase: FP meets at least biweekly with families and weekly with students to follow the action plan, build trust, and provide strengths-based support

Transition Phase: Closing celebration for students who've met goals; Students who haven't improved are invited to participate in another cycle

Sustainability Phase: After every cycle, FPs check outcomes. Post-intervention students receive a monthly check-in

FP Integration: School leaders integrate FPs on relevant school teams and integrate the Compass Care model into their school-wide attendance strategy

Mediators

Increased student and family awareness of resources

Increased student and family motivation to attend school more consistently

Increased student and families' self-efficacy to overcome challenges preventing the students from attending school

⭐ ⭐ ⭐

Outcomes

Short-/Medium-Term

Increased self-management abilities for students

Increased school connectedness for students

Increased skills in organization, intentional planning, follow-through, and advocacy for family members

Increased school connectedness for family members

Longer-Term

Increased attendance rate

Increased GPA

Increased credit accumulation

Increased high school graduation

Increased college attendance rates

PROGRAM MEASURES FROM OUR APPLICATION

Embrace the process of iteration.

Make the most of your collaboration opportunities

Make sure the Performance Measures are **NOT fidelity measures**

PROGRAM MEASURES FROM OUR APPLICATION

PROJECT OBJECTIVE 2

The Family Partner (FP) supports each family in establishing a committed Family Team (FT) to co-design and implement an action plan that focuses on utilizing the students' and families' unique strengths to overcome their challenges.

Specifically what NOT to do :)

PROGRAM MEASURES FROM OUR APPLICATION

❏ Performance Measure 2.a.

100% of participating students and families will complete the Tree of Life activity to outline their values, hopes and visions, strengths, and life stories.

❏ Performance Measure 2.b.

100% of participating students and families will complete the Eco-Map to outline their support network

Specifically what NOT to do :)

PROGRAM MEASURES FROM OUR APPLICATION

❏ Performance Measure 2.c.

100% of participating students and families will complete the Why Wheel to identify drivers of school absenteeism.

❏ Performance Measure 2.d.

100% of participating students and families will complete the Collaborative Helping Map to prioritize focus areas and identify action steps for the FT.

LOGIC MODEL
Longer-Term Outcomes:
Participating students will increase their...

- ★ **ATTENDANCE RATE**
- ★ **GPA**
- ★ **CREDIT ACCUMULATION**
- ★ **HS GRADUATION**
- ★ **COLLEGE ATTENDANCE RATES**

LOGIC MODEL
Short-/Medium-Term Outcomes:
Participating students and families will increase their...

★ **SELF-MANAGEMENT ABILITIES**

★ **SENSE OF SCHOOL CONNECTEDNESS**

★ **SKILLS IN ORGANIZATION, INTENTIONAL PLANNING, FOLLOW-THROUGH, AND ADVOCACY**

LOGIC MODEL
Mediators:
Participating students and families will increase their...

★ **AWARENESS OF RESOURCES**

★ **MOTIVATION TO ATTEND SCHOOL MORE CONSISTENTLY**

★ **SELF-EFFICACY TO OVERCOME CHALLENGES**

PROGRAM MEASURE BEFORE & AFTER

❏ ORIGINAL Performance Measure 2.d.

100% of participating students and families will complete the Collaborative Helping Map to prioritize focus areas and identify action steps for the FT.

❏ CURRENT Performance Measure 2.d.

75% or more of participating students and family members rate the Action Steps planned with Compass Care staff as 'helpful' or 'very helpful' on their post-intervention survey.

PROGRAM MEASURE BEFORE & AFTER

❑ ORIGINAL Performance Measure 3.a.
100% of participating students and families will complete three 'plan-do-evaluate' cycles, collaborating on the Action Plan at ongoing FT Meetings.

❑ CURRENT Performance Measure 3.a.
75% or more of participating students and family members agree that Compass Care made them believe they can overcome the problems that prevent them from attending school regularly
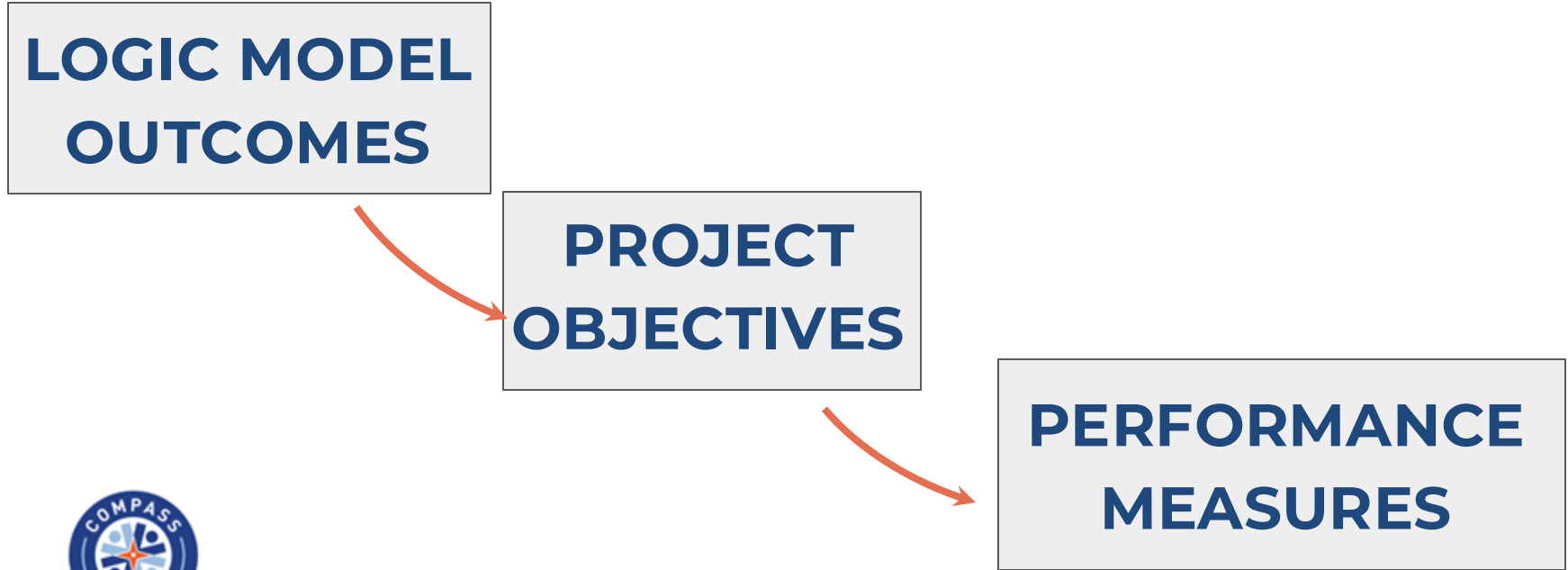
04

Workshop Time

Your Turn!

Optimizing Performance Measures

CLEAR THROUGH-LINE | *Connecting the Tools/Processes*

LOGIC MODEL OUTCOMES

PROJECT OBJECTIVES

PERFORMANCE MEASURES

Year 1 | Year 2 | Year 3

VALOR | *Seneca*

Framing

1. Look at one section of your Performance Measures and consider:
   a. Does each one have a strong connection to the relevant Project Objective?
   b. Does it maintain a clear line to the Logic Model (particularly to the 'Mediators' column)?
   c. Does it capture IMPACT rather than IMPLEMENTATION FIDELITY?

Share Out

Anyone willing to share something your team noticed?

A Performance Measure that's already great? :)

One that could be improved?

Reflect

★Any questions do you have?

Stay connected

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Resources

Compass Care Program

Valor Collegiate Academy

Seneca Family of Agencies

Transcend Education

Attendance Works

Book: Collaborative Helping (Madsen & Gillespie, 2014)

Resources

[Tree of Life](#)

[Tree of Life prompts](#)

[Collaborative Helping Map Overview](#)

[Collaborative Helping Map Example](#)

[Why Wheel](#)

PROGRAM GOAL:

Chronically absent students who participate in the program improve their attendance, self-management, school connectedness, and achievement. Families who participate are empowered to connect with resources and supports to sustain student engagement and achievement.

PROJECT OBJECTIVE 3

The FP will support each FT in co-designing and implementing an action plan listing specific, measurable, attainable, relevant, and timely (SMART) goals that all members of the FT (student, family members and FP) take lead on completing.

PROJECT OBJECTIVE 2

The Family Partner (FP) supports each family in establishing a committed Family Team (FT) to co-design and implement an action plan that focuses on utilizing the students' and families' unique strengths to overcome their challenges.

PROJECT OBJECTIVE 1

Collaborate with school leadership to analyze data and create a Compass Care Outreach List that includes students who have been absent 10% or more of school days.