

DASH Performance Measures Crosswalk

Measurement of FOA 1308 Performance Measures Using 2016 Profiles

Performance Measure	Profiles 2016 Questions
<p>Exemplary Sexual Health Education (ESHE) ESHE PM 2a (formerly ESHE SLIM 1)</p> <p>The percentage of schools that <u>teach</u> all of the following in a required course taught during grades 6, 7, or 8 and during grades 9, 10, 11, or 12:</p> <ul style="list-style-type: none"> • How to create and sustain healthy and respectful relationships. • Communication and negotiation skills related to eliminating or reducing risk for HIV, other STD, and pregnancy. • Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STD, and pregnancy. • The benefits of being sexually abstinent. • The importance of limiting the number of sexual partners. • The importance of using condoms consistently and correctly. • The importance of using a condom at the same time as another form of contraception to prevent both STDs and pregnancy. • How to access valid and reliable health information, products, and services related to HIV, other STD, and pregnancy. • Preventive care (such as screenings and immunizations) that is necessary to maintain reproductive and sexual health. • Influences of family, peers, culture, media, technology and other factors on sexual risk behaviors. • Influencing and supporting others to avoid or reduce sexual risk behaviors. 	<p>If all Teacher Q11c-h, j, n-q=yes for both 6,7,8 column AND 9,10,11,12 column, then ESHE PM 2a=yes.</p> <p>TQ11. During this school year, did teachers in your school teach each of the following <u>HIV, STD, or pregnancy prevention topics in a required course for students in each of the grade spans below?</u> (Mark yes or no for each topic for each grade span, or mark NA for each topic if your school does not contain grades in that grade span.)</p> <p style="text-align: center;">Topic</p> <ul style="list-style-type: none"> c. The benefits of being sexually abstinent d. How to access valid and reliable health information, products, and services related to HIV, other STD, and pregnancy e. The influences of family, peers, culture, media, technology and other factors on sexual risk behaviors f. Communication and negotiation skills related to eliminating or reducing risk for HIV, other STD, and pregnancy g. Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STD, and pregnancy h. Influencing and supporting others to avoid or reduce sexual risk behaviors j. The importance of using condoms consistently and correctly n. The importance of using a condom at the same time as another form of contraception to prevent both STDs and pregnancy o. How to create and sustain healthy and respectful relationships p. The importance of limiting the number of sexual partners q. Preventive care (such as screenings and immunizations) that is necessary to maintain reproductive and sexual health

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<p>ESHE PM 2b (formerly ESHE SLIM 2) The percentage of schools that <u>assess</u> the ability of the students to do the following in a required course taught during grades 6, 7, or 8 and during grades 9, 10, 11, or 12:</p> <ul style="list-style-type: none"> • Comprehend concepts important to prevent HIV, other STD and pregnancy. • Analyze the influence of family, peers, culture, media, technology, and other factors on sexual risk behaviors. • Access valid information, products, and services to prevent HIV, other STD and pregnancy. • Use interpersonal communication skills to avoid or reduce sexual risk behaviors. • Use decision-making skills to prevent HIV, other STD and pregnancy. • Set personal goals that enhance health, take steps to achieve these goals, and monitor progress in achieving them. • Influence and support others to avoid or reduce sexual risk behaviors. 	<p>If all Teacher Q12a-g=yes for both 6,7,8 column AND 9,10,11,12 column, then ESHE PM 2b=yes.</p> <p>TQ12. During this school year, did teachers in your school assess the ability of students to do each of the following in a <u>required course for students in each of the grade spans below</u>? (Mark yes or no for each topic for each grade span, or mark NA for each topic if your school does not contain grades in that grade span.)</p> <p style="text-align: center;">Topic</p> <ol style="list-style-type: none"> a. Comprehend concepts important to prevent HIV, other STD and pregnancy b. Analyze the influence of family, peers, culture, media, technology, and other factors on sexual risk behaviors c. Access valid information, products, and services to prevent HIV, other STD and pregnancy d. Use interpersonal communication skills to avoid or reduce sexual risk behaviors e. Use decision making skills to prevent HIV, other STD and pregnancy f. Set personal goals that enhance health, take steps to achieve these goals, and monitor progress in achieving them g. Influence and support others to avoid or reduce sexual risk behaviors

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<p>ESHE PM 2c (formerly ESHE SLIM 3)</p> <p>The percentage of schools in which those who teach sexual health education are provided with the following:</p> <ul style="list-style-type: none"> • Goals, objectives, and expected outcomes for sexual health education. • A written health education curriculum that includes objectives and content addressing sexual health education. • A chart describing the annual scope and sequence of instruction for sexual health education. • Strategies that are age-appropriate, relevant, and actively engage students in learning. • Methods to assess student knowledge and skills related to sexual health education. 	<p>If all Teacher Q6a-e=yes, then ESHE PM 2c=yes.</p> <p>TQ6. Are those who teach sexual health education at your school provided with each of the following materials? (Mark yes or no for each material, or mark NA for each material if no one in your school teaches sexual health education.)</p> <p>Material</p> <ol style="list-style-type: none"> a. Goals, objectives, and expected outcomes for sexual health education b. A written health education curriculum that includes objectives and content addressing sexual health education c. A chart describing the annual scope and sequence of instruction for sexual health education d. Strategies that are age-appropriate, relevant, and actively engage students in learning e. Methods to assess student knowledge and skills related to sexual health education

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<p>Safe and Supportive Environment (SSE) SSE PM 6 (formerly SSE SLIM 1) The percentage of schools that implement parent engagement strategies for all students by doing at least four of the following:</p> <ul style="list-style-type: none"> ▪ Providing parents and families with information about how to communicate with their child about sex. ▪ Providing parents and families with information about how to monitor their child (this includes the expectations parents have for their child’s behavior; the actions parents take to keep track of their child; and the ways parents respond when their child breaks the rules). ▪ Establishing one or more communication channels (e.g., electronic, paper, or oral) with parents about school health services and programs. ▪ Involving parents as school volunteers in the delivery of health education activities and services. ▪ Engaging parents and students in health education activities at home. ▪ Engaging parents in the development and implementation of school health policies and programs. ▪ Linking parents and families to health services and programs in the community. 	<p>If at least 4 of Principal Q46a-d, Teacher Q17, Principal Q47, AND Principal Q51=yes, then SSE PM 6=yes.</p> <p>PQ46. During this school year, has your school done any of the following activities? (Mark yes or no for each activity.)</p> <ul style="list-style-type: none"> a. Provided parents and families with information about how to communicate with their child about sex b. Provided parents with information about how to monitor their child (e.g., setting parental expectations, keeping track of their child, responding when their child breaks the rules) c. Involved parents as school volunteers in the delivery of health education activities and services d. Linked parents and families to health services and programs in the community <p>TQ17. During this school year, have teachers in this school given students homework assignments or health education activities to do at home with their parents? (Mark one response.)</p> <ul style="list-style-type: none"> a. Yes b. No <p>PQ47. Does your school use electronic (e.g. e-mails, school website), paper (e.g., flyers, postcards), or oral (e.g., phone calls, parent seminars) communication to inform parents about school health services and programs? (Mark one response.)</p> <ul style="list-style-type: none"> a. Yes b. No <p>PQ51. During the past two years, have students’ families helped develop or implement policies and programs related to school health? (Mark one response.)</p> <ul style="list-style-type: none"> a. Yes b. No

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<p>SSE PM 5 (formerly SSE SLIM 2) The percentage of schools that implement school connectedness strategies by doing at least three of the following:</p> <ul style="list-style-type: none"> ▪ Providing students with opportunities to be involved in mentoring programs. ▪ Providing students with opportunities to be involved in service learning. ▪ Providing students with opportunities to be involved in peer tutoring. ▪ Having a lead health education teacher who received professional development on classroom management techniques during the past 2 years. ▪ Providing clubs or activities that give students opportunities to learn about people different from them (e.g., students with disabilities, LGBTQ youth, homeless youth, or people from different cultures). 	<p>If at least 3 of Principal Q48, Principal Q49, Principal Q50, Teacher Q19h, OR (Principal Q7 OR Principal Q8a OR Principal Q8b OR Principal Q9)=yes then SSE PM 5=yes.</p> <p>PQ48. Does your school participate in a program in which family or community members serve as role models to students or mentor students, such as the Big Brothers Big Sisters program? (Mark one response.)</p> <ul style="list-style-type: none"> a. Yes b. No <p>PQ49. Service learning is a particular type of community service that is designed to meet specific learning objectives for a course. Does your school provide service-learning opportunities for students? (Mark one response.)</p> <ul style="list-style-type: none"> a. Yes b. No <p>PQ50. Does your school provide peer tutoring opportunities for students? (Mark one response.)</p> <ul style="list-style-type: none"> a. Yes b. No <p>TQ19h. During the past two years, did you receive professional development (e.g. workshops, conferences, continuing education, or any other kind of in-service) on each of the following topics? (Mark yes or no for each topic.)</p> <p>Topic</p> <ul style="list-style-type: none"> h. Classroom management techniques (e.g. social skills training, environmental modification, conflict resolution and mediation, and behavior management)

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SSE PM 5, continued	<p>PQ7. Does your school have any clubs that give students opportunities to learn about people different from them, such as students with disabilities, homeless youth, or people from different cultures? (Mark one response.)</p> <ul style="list-style-type: none"> a. Yes b. No <p>PQ8. During the past year, did your school offer each of the following activities for students to learn about people different from them, such as students with disabilities, homeless youth, or people from different cultures? (Mark yes or no for each.)</p> <p style="padding-left: 40px;">Activity</p> <ul style="list-style-type: none"> a. Lessons in class b. Special events sponsored by the school or community organizations (e.g., multicultural week, family night) <p>PQ9. Does your school have a student-led club that aims to create a safe, welcoming, and accepting school environment for all youth, regardless of sexual orientation or gender identity? These clubs sometimes are called gay/straight alliances. (Mark one response.)</p> <ul style="list-style-type: none"> a. Yes b. No

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<p>SSE PM 4 (formerly SSE SLIM 3) The percentage of schools that prevent bullying and sexual harassment, including electronic aggression, among all students by doing all of the following:</p> <ul style="list-style-type: none"> ▪ Providing annual professional development for all school staff on preventing, identifying, and responding to student bullying and sexual harassment, including electronic aggression. ▪ Publicizing and disseminating policies/rules/regulations on bullying and sexual harassment, including electronic aggression, via one or more communication channels (e.g., electronic, paper, or oral). ▪ Providing a confidential mechanism for reporting student bullying and sexual harassment, including electronic aggression, to a designated school staff member. ▪ Providing information and resources to parents on preventing student bullying and sexual harassment, including electronic aggression. 	<p>If Principal Q11 AND Principal Q12 and Principal Q13 and Teacher Q16i=yes, then SSE PM 4=yes.</p> <p>(Definitions: For the purposes of these questions, “bullying” means when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student repeatedly. “Sexual harassment” means unwelcome conduct of a sexual nature, including unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. “Electronic aggression,” sometimes called cyber-bullying, means when students use a cell phone, the Internet, or other communication devices to send or post text, pictures, or videos intended to threaten, harass, humiliate, or intimidate other students.)</p> <p>PQ11. During the past year, did all staff at your school receive professional development on preventing, identifying, and responding to student bullying and sexual harassment, including electronic aggression? (Mark one response.)</p> <ul style="list-style-type: none"> a. Yes b. No <p>PQ12. Does your school have a designated staff member to whom students can confidentially report student bullying and sexual harassment, including electronic aggression? (Mark one response.)</p> <ul style="list-style-type: none"> a. Yes b. No <p>PQ13. Does your school use electronic (e.g. e-mails, school web site), paper (e.g., flyers, postcards), or oral (e.g., phone calls, parent seminars) communication to publicize and disseminate policies, rules, or regulations on bullying and sexual harassment, including electronic aggression? (Mark one response.)</p> <ul style="list-style-type: none"> a. Yes b. No

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SSE PM 4	<p>TQ16. During this school year, did your school provide parents and families with health information designed to increase parent and family knowledge of each of the following topics? (Mark yes or no for each topic.)</p> <p>Topic</p> <p>i. Preventing student bullying and sexual harassment, including electronic aggression</p>

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<p>Sexual Health Services (SHS) SHS PM 2 (formerly SHS SLIM 1) The percentage of schools that provide students with on-site services or referrals to healthcare providers for all of the following services:</p> <ul style="list-style-type: none"> ▪ HIV testing ▪ STD testing ▪ Pregnancy testing ▪ Provision of condoms ▪ Provision of condom-compatible lubricants (i.e., water- or silicone-based) ▪ Provision of contraceptives other than condoms (e.g., birth control pill, birth control shot, IUD) ▪ Human papillomavirus, or HPV, vaccine administration 	<p>If (Principal Q40a=yes OR Q41a=yes) AND (Q40c=yes OR Q41d=yes) AND (Q40e=yes OR Q41f=yes) AND (Q40f=yes OR Q41g=yes) AND (Q40g=yes OR Q41h=yes) AND (Q40h=yes OR Q41i=yes) AND (Q40j=yes OR Q41k=yes), then SHS PM 2=yes.</p> <p>PQ40. Does your school provide the following services to students? (Mark yes or no for each service.)</p> <ul style="list-style-type: none"> a. HIV testing c. STD testing e. Pregnancy testing f. Provision of condoms g. Provision of condom-compatible lubricants (i.e., water- or silicone-based) h. Provision of contraceptives other than condoms (e.g., birth control pill, birth control shot, intrauterine device [IUD]) j. Human papillomavirus (HPV) vaccine administration <p>PQ41. Does your school provide students with referrals to any organizations or health care professionals not on school property for the following services? (Mark yes or no for each service.)</p> <ul style="list-style-type: none"> a. HIV testing d. STD testing f. Pregnancy testing g. Provision of condoms h. Provision of condom-compatible lubricants (i.e., water- or silicone-based) i. Provision of contraceptives other than condoms (e.g., birth control pill, birth control shot, intrauterine device [IUD]) k. Human papillomavirus (HPV) vaccine administration