

U.S. Department of Education

**Charter School Program 84.282B and 84.282C:
Grants to Non-State Educational Agencies for Planning,
Program Design, and Implementation and for Dissemination**

Rigorous Evaluation Planning:
Developing Useful Project Objectives
and High-Quality Performance Measures

Center for Evaluation & Education Policy
Indiana University



GOALS

- Gain knowledge and skills needed to develop strong and measurable ***project objectives*** for CSP funding opportunities.
- Gain knowledge and skills related to creating ***performance measures*** to ensure the collection of the highest quality data;
- Understand the contribution of ***project objectives*** and ***performance measures*** to a comprehensive evaluation plan.

Why Is This Important?

High quality objectives and measures ...

- make it easier for you to measure your progress
- allow you to report progress easily and quantitatively
- allow ED staff to gather evidence of program effectiveness

Goals – Objectives – Measures

PROGRAM GOAL



Project Objectives:

What your project is doing to support the overall program goal



Performance Measures: How you measure your progress toward meeting your objectives (GPRA, Program, Project)

Logic Models

They really are important.

What is a Logic Model?

- A simplified picture of a program, initiative, or intervention.
- Shows logical relationships among the resources that are invested, the activities that take place, and the benefits or changes that result.
(This is often called **program theory** or the program's **theory of action**)
- It is a "plausible, sensible model of how a program is supposed to work" (Bickman, 1987).

Sample Logic Model

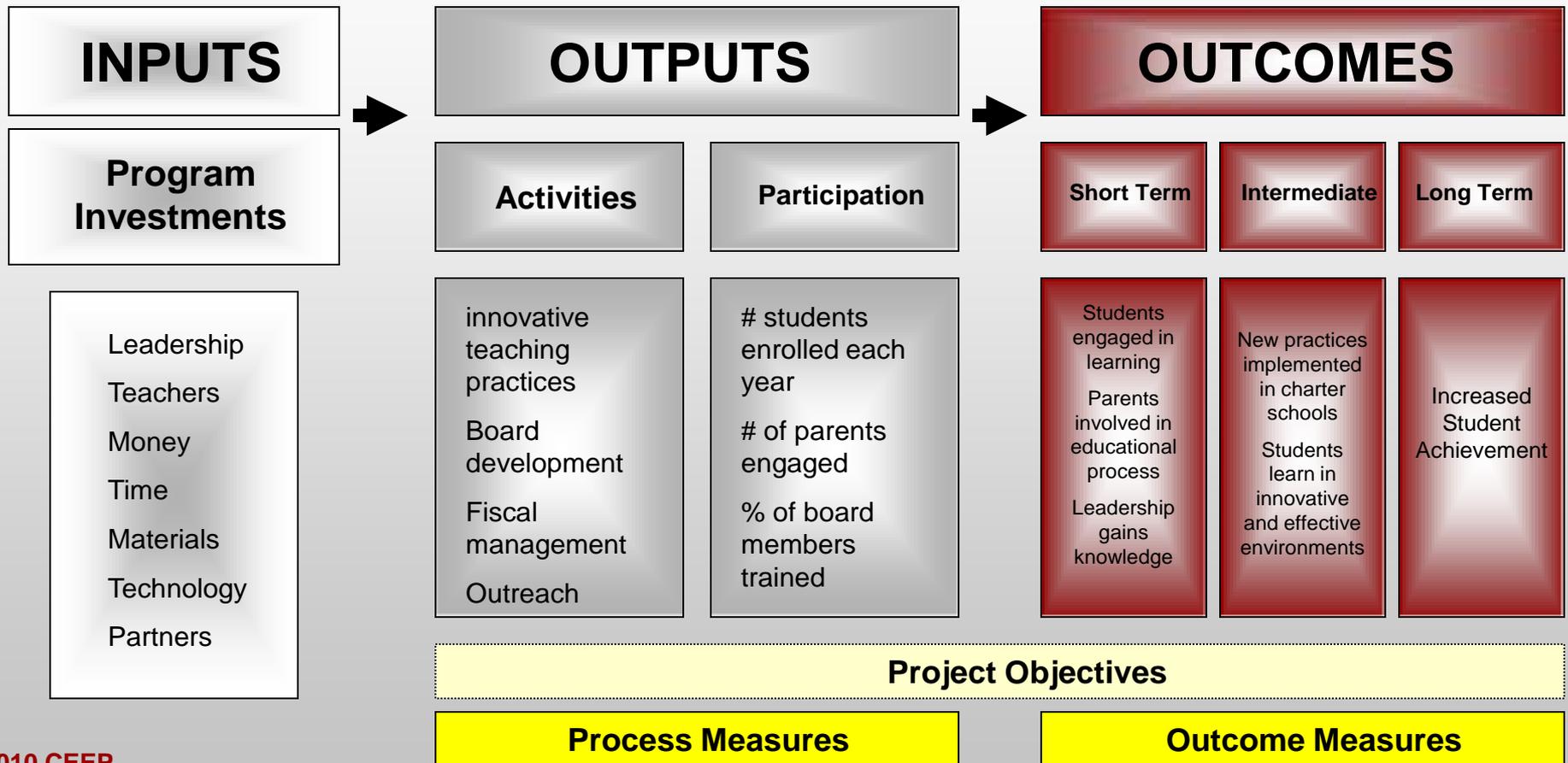


Inputs - the resources invested that allow us to achieve the desired outputs.

Outputs - activities conducted or products created that reach targeted participants or populations. Outputs lead to outcomes.

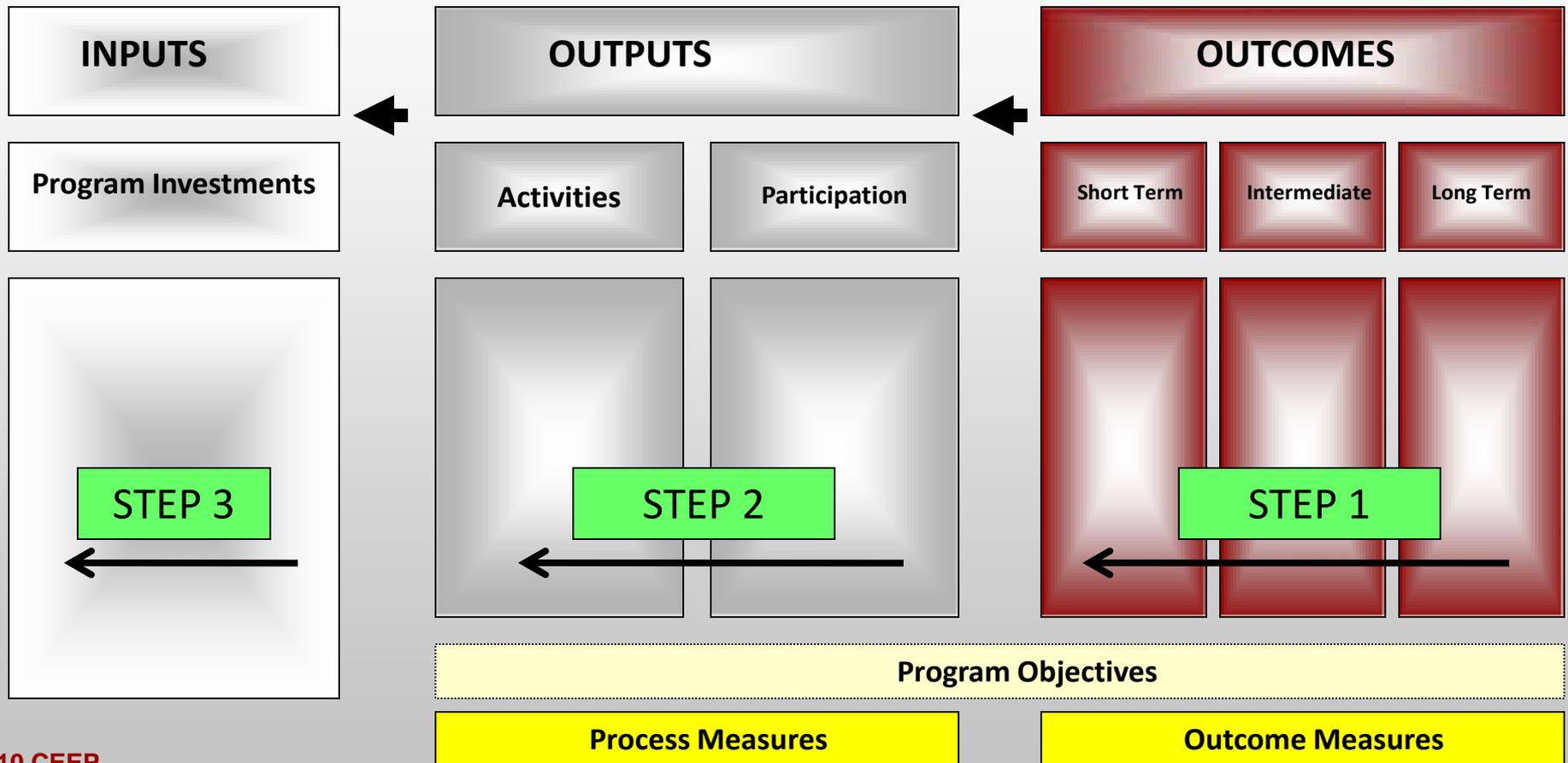
Outcomes - changes or benefits for individuals, families, groups, businesses, organizations, and communities.

CSP Sample Logic Model



PRACTICE EXERCISE: Developing a Logic Model:

(Articulate the desired long-term outcomes and work backwards)



Project Objectives

What are you trying to accomplish?

High Quality Project Objectives

- *Relevance*
- *Applicability*
- *Focus*
- *Measurement*

High-Quality Project Objectives: Criteria #1

RELEVANCE: How relevant is the project objective to the overall goal of the program and/or the goal of your project?

- *Reduce the achievement gap between minority and non-minority students.*
- *Ensure competent governance by board members.*
- *Increase parent participation in the educational process at XYZ school.*

These are highly relevant to the grant purpose/goals.

They are NOT activities, but instead communicate what will be accomplished.

High-Quality Project Objectives: Criteria #2

APPLICABILITY: How applicable is the project objective to the specific activities that are being conducted through your particular project?

- *Assure quality educators in every classroom.*
(Activities: trainings on state standards for teacher licensure, distribution of best practices, etc.) - **APPLICABLE**
- *Promote a high degree of community involvement.*
(Activities: Parent advisory boards, parent volunteer opportunities) – **NOT APPLICABLE**

High-Quality Project Objectives: Criteria #3

FOCUS: How focused is the project objective?

- *Evaluate the effectiveness of the school and share results with various stakeholder groups to encourage effective administrative and teaching practices. (too little)*
- *To form a parent advisory council. (too much)*
- *Promote parent involvement in and satisfaction with XYZ school. (just right)*

High-Quality Project Objectives: Criteria #4

MEASURABILITY: Are there concepts in the project objective that lend themselves to measurement? If so, is measurement feasible?

- *To promote the effective management of the school.* (how can “effective management” be assessed?)
- *To build leadership capacity and professional collaborative culture.* (what is “professional collaborative culture”?)
- *To increase community awareness of and support for the school.* (is it feasible to measure community-wide support?)

Performance Measures

Where the rubber meets the road.

Performance Measures

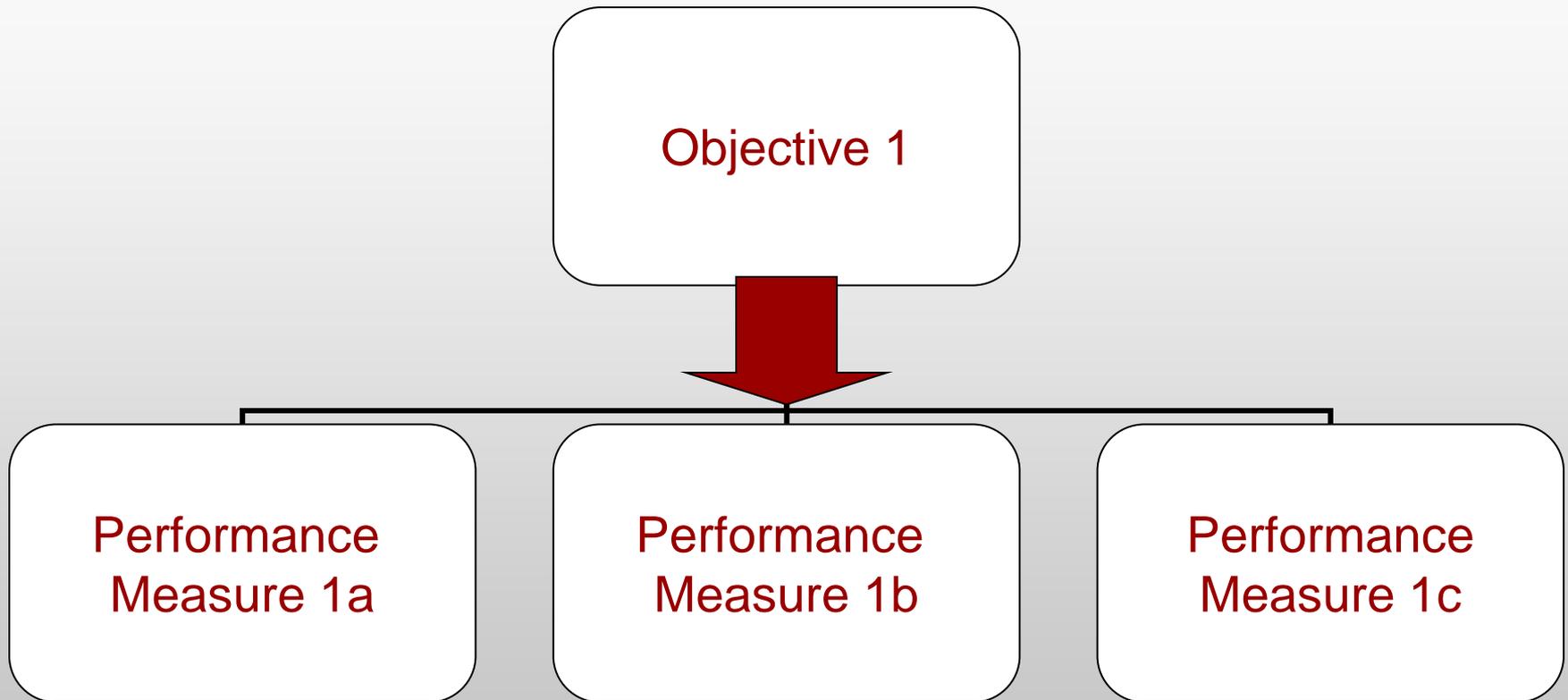
*In general terms, a **performance measure** is a measurable indicator used to determine how well objectives are being met.*

How will you assess progress?

How much progress will constitute success?

How will you know if your objective or part of your objective has been achieved?

Relevance of Performance Measures



Types of Performance Measures

GPRA: *Measures established for reporting to Congress under the Government Performance and Results Act*

Program: *Measures established by the program office for the particular grant competition*

Project: *Measures that the grantee establishes in their approved grant application to meet their project objectives.*

CSP GPRA Measures

1. The number of new charter schools that will be opened during the grant. (not relevant here, although service projections recommended)
2. The percent of charter school students who will be proficient on the math portion of the state assessment exam. (math proficiency levels of students served)
3. The percent of charter school students who will be proficient on the reading portion of the state assessment. (reading proficiency levels of students served)

Components of Performance Measures

The following 4 components are necessary to ensure good performance measures.

- *What* will change (or happen)?
- *How much* change is expected? (What is the expected quantity?)
- *Who* will achieve the change (or who will the events involve)?
- *When* the change will take place (or happen)?

Performance Measures

OUTCOME PERFORMANCE MEASURE:

All students in ABC charter school who have been enrolled in the school for one or more years (**who**) will receive a passing score (**how much**) on the annual (**when**) XXX state test (**what**).

PROCESS PERFORMANCE MEASURE:

100% of board members (**expected quantity**) will attend the Charter School Excellence training (**what will happen/who will be involved**) during years one and two of their grant period (**when will it happen**).

Comprehensive Performance Measures

Original Performance Measure:

Percentage of students achieving proficiency in English Language Arts

What: Increase the percentage of students achieving proficiency in English Language Arts on the annual state exam.

When: By the third year an increased number of students will achieve proficiency in English Language Arts on the annual state exam.

How Many: By the second year 75% of students will achieve proficiency in English Language Arts on the annual state exam.

Comprehensive Performance Measures

Original Performance Measure:

Students will evidence a variety of complex thinking processes as demonstrated on formative assessments in the classroom setting.

What: Students will demonstrate complex thinking processes on the PQR test by receiving a passing score

When: At the conclusion of each grade students will demonstrate complex thinking processes on the PQR test.

How Many: At the conclusion of each grade 90% of students who have been in the school for one academic year will demonstrate complex thinking processes on the PQR test by receiving a passing score.

Performance Measure Problems: Activities versus Performance Measures

“Hire qualified teachers.”

“Develop a strong humanities and technology curricula to help students learn in an innovative and exciting manner.”

“Implement regular monitoring process”

“A computerized program will be purchased and used to track student attendance. Reports will be reviewed daily.”

Resolving the “Activity-as-Measures” Dilemma

“Hire qualified teachers.”

- *At least 80% of new teachers hired in year one will be “highly qualified” according to state standards.*

“Create an attendance policy.”

- *During their parent-teacher conference, 100% of parents will have the opportunity to comment on the school attendance policy in each year of the grant.*

“Implement regular monitoring process”

- *A minimum of 10 best practices will be identified and shared with other schools through the monitoring process each year.*

Process and Outcome Performance Measures

Address both the *process* of working towards the objective and the *outcomes* related to meeting the objective. For example...

Objective: Increase the capacity of XYZ school to provide more students with a high quality education.

- a. 100% of new teachers will meet with mentor teachers at least four times per year during their first year of employment. (*Process Measure*)
- b. Beginning in year two, 67% of students will be proficient on the math portion of the ABC state assessment. (*Outcome Measure*)

Performance Measure Timeframes

Progress towards performance measures are reported annually. Therefore, measures should include constructs that can be measured throughout the life of the grant.

Objective: The school will maintain a culture of excellence, high expectations, and emphasis on college

- a. The school's attendance rates will exceed 90% during each year of the grant.
- b. 100% of students will matriculate to college preparatory high-schools by year 3 of the grant.
- c. The school will exceed the average performance levels of schools in math on the ABC assessment in years 2 and 3 of the grant.

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1. Project Objective Check if this is a status update for the previous budget period.

1.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

1.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

**Grant Performance Report (ED 524B)
Project Status Chart**

PR/Award # (11 characters): _____

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1. Project Objective Check if this is a status update for the previous budget period.

Objective 3. All students will develop academic skills needed to be successful in subsequent schools

1.a. Performance Measure	Measure Type	Quantitative Data					
3c. At least 90% of daily homework assignments will be completed and handed in by all students each year.		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
				90%			83%

1.b. Performance Measure	Measure Type	Quantitative Data					
3d. 80% of students enrolled at the school for a four consecutive year period will achieve Proficient or Advanced status on the MAP by year 3 of the grant.		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/	90%		/	90%

Explanation of Progress (Include Qualitative Data and Data Collection Information)

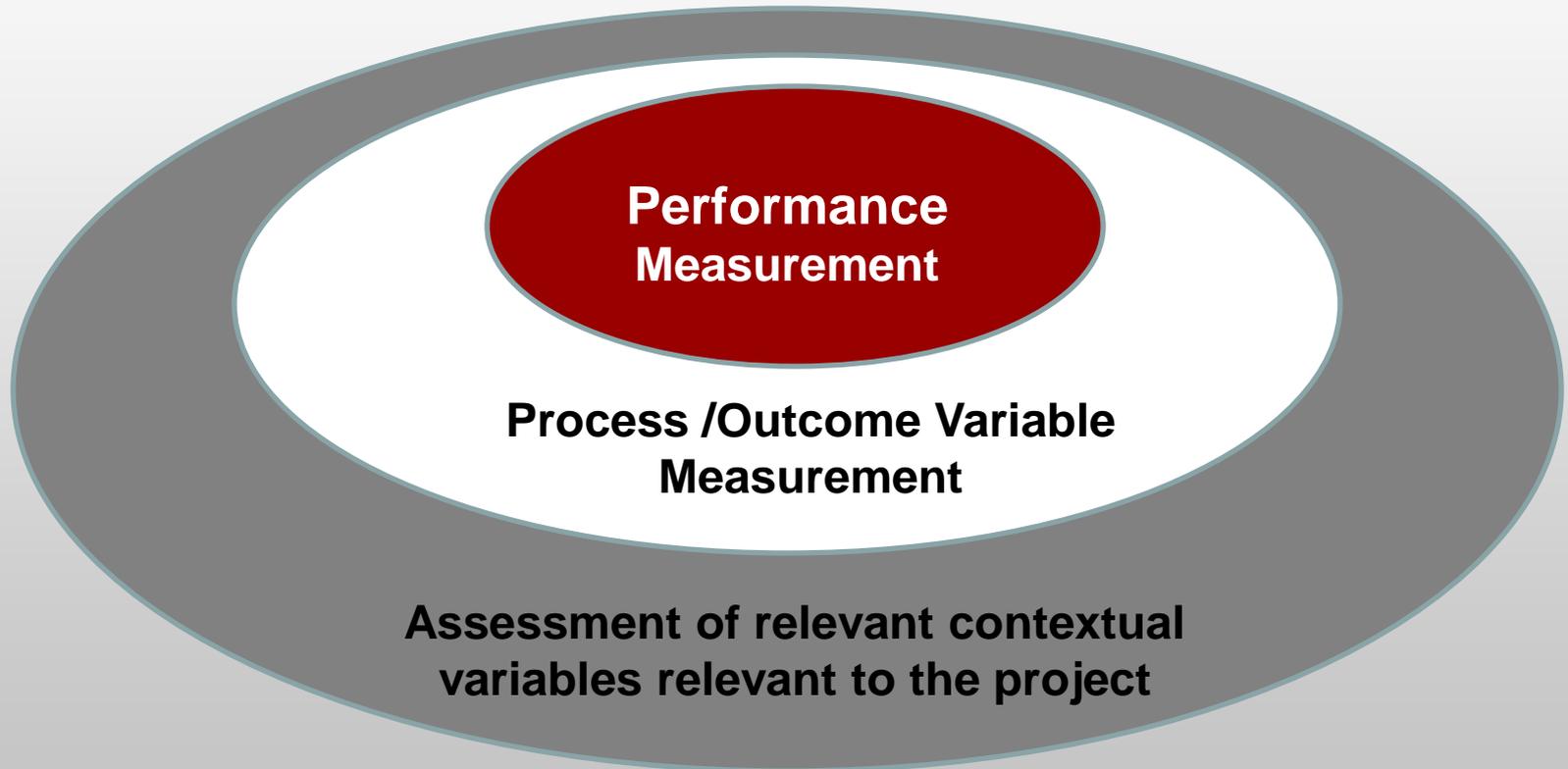
Summary:

Developing Good Project Objectives and Performance Measures

1. Projects should create a **logic model** to illustrate a simplified picture of the components and relationships of their program;
2. Projects should write a **few clear objectives** that explain what the project is doing to support the overall goal;
3. Each objective should have a few, specific **performance measures** to demonstrate how progress will be measured toward meeting the objectives.

...And Finally

Good performance measurement can provide a solid foundation for an evaluation, but it's only the beginning...



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