

Idaho Public Charter School Commission Recommendations for Developing Effective Mission-Specific Goals for the Performance Framework

What to Prepare

- Plan to develop three (3) to seven (7) mission specific goals to be included in your school's Performance Framework.
- Each goal should be accompanied with the appropriate measurement tool (unless data from statewide standardized tests will be used), a brief description of how the goal connects to your school's mission and/or educational program, and a detailed plan for implementation. We recommend you use the PCSC Mission-Specific Goal Creation Guide to prepare your goals and implementation plans.

Understanding the Difference between Inputs, Outputs, and Outcomes

Before you can write strong, measurable mission-specific goals, it is important to understand the difference between inputs, outputs, and outcomes. Both outputs and outcomes can be measured, but only outcomes are focused on the results of the activity. The level of completion of an activity, including participation, is an output and can be quantified. However, participation alone is not a result, since it is not a measure that provides information about the performance of a student.

While outputs (and even inputs) can be mentioned in your charter regarding the evaluation process, **your Mission-Specific Goals in your school's Performance Framework should be focused, specific, and easily measured outcomes.**

| | DEFINITION | EXAMPLE(S) – Using the ISAT test as the identified activity |
|----------|---|---|
| INPUTS | The resources needed to complete the activity. | The ISAT assessment, students, desks, pencils, etc. |
| OUTPUTS | The completed activity and level of completion. | The number of testing days or tests given, the number or % of students who completed the test, etc. |
| OUTCOMES | The measureable results of the activity. | The % of students who tested at proficient or advanced; the % of students who met adequate growth, etc. |

Techniques for Developing Strong Mission-Specific Goals

1. Start with perspective --- Before you develop your goals and targets, identify your school's mission, vision, and essential elements of your educational program. Now ask these questions to help guide you in choosing what to measure:
 - If you had to turn your mission into a measurable objective, what would that look like?
 - Does your vision statement include any big picture student outcomes that could be broken down into measurable goals?
 - What makes your school unique?
 - What aspects of your educational program are the most critical for maintaining your school's mission and vision?
2. With each mission-specific goal, strive to answer the following question:

HOW MANY of WHICH STUDENTS will achieve WHAT LEVEL OF PERFORMANCE as measured by WHICH ASSESSMENT TOOL within WHAT TIME FRAME?

Note: A time frame is not required for goals that are measured using an assessment tool that has an established timeline. Thus, if a different timeline is not specified, the school will be held accountable to the assumed timeline of the measurement tool (i.e. state standardized test results would be considered annually).

3. Remember that as long as it relates to your mission, you may consider establishing one or more goals that use the Idaho Star Ratings data in new / different ways.

Examples:

- Your school deals with high turnover or uses unique approaches to teach certain subjects, so you anticipate having stronger performance from students who have been continuously enrolled for more than one year. You could establish mission-specific goals focused on the proficiency or growth of these students.
- Your school has a higher than average percentage of students receiving special education services. You could establish mission-specific goals focused on the proficiency or growth of these students.

4. If you are developing mission-specific goals that use assessment tools other than state standardized tests (or the Star Ratings system), be careful in your measurement tool selection. Make sure your tool is objective and results can be easily and accurately measured.

Appropriate Assessment Tools:

- Widely-used and well-recognized assessment tools that consider student performance
- Tools established by outside entities and already in use by other schools, districts, or states (research-supported and/or well-recognized assessment tools with strong documentation are highly encouraged)

Assessment Tools to Avoid:

- Internally developed, subjective, and / or frequently modified tools
- Participation (output)
- Classroom grades, portfolios, etc. (subjective)

5. As you develop your mission-specific goals, you should be conscientious of the data tracking and analysis burden that comes with each goal. Make sure that your implementation plan is realistic and that your school has the appropriate knowledge, tools, and resources to complete it.

For example, if you determine that you want to develop a goal that measures change using a pre-post survey, in order to implement the appropriate statistical methodology, you will need: a strong survey with objective questions; staff (or contract staff) to conduct the surveys, gather them, enter them into a database (unless surveys are completed electronically), and ensure that data is accurate; statistical software (SAS, SPSS, STATA, or similar); and a staff member or independent contractor who is knowledgeable in evaluation and statistics, familiar with the software, and has appropriate time in their schedule to complete the data analysis.

EXAMPLES OF POSSIBLE MISSION-SPECIFIC GOALS

| MSES | HOW IT WILL BE MEASURED | NOTES |
|---|---|--|
| <p>At least 90% of Example Charter students who have been continuously enrolled for two or more years will score proficient or advanced in reading on the state standardized test.</p> | <p>Student-level standardized testing data will be used. A list of students who have been continuously enrolled will be separately created based on school records. Data from these students will be isolated and proficiency rates will be calculated.</p> | <p>This goal uses Star Ratings data to look at a subgroup of students not currently considered in the Star system or the academic portion of the Performance Framework. The school would be required to submit a state-verified list of continuously enrolled students.</p> |
| <p>At least 50% of Example Charter school's special education students will have a Student Growth Percentile (SGP) that is equal to or greater than their Adequate Growth Percentile (AGP) in math.</p> | <p>Student-level standardized testing data will be used. A list of students who qualified for and received special education services will be separately created based on school records. Data from these students will be isolated and the percentage of students who met adequate growth will be calculated.</p> | <p>This goal uses Star Ratings data to look at a subgroup of students not currently considered in the Star system or the academic portion of the Performance Framework. The school would be required to submit a state-verified list of special education students.</p> |
| <p>Each year, at least 75% of Example Charter School's ninth grade students who complete a 20-hour community service project will demonstrate increased civic responsibility.</p> | <p>The school would need to provide an appropriate (in-use / research-backed) pre-post survey with questions designed to gauge a person's commitment to community engagement or civic service. The school would be expected to identify specific questions or to use the survey to create an index score for each student. Pre and post surveys would be analyzed and students' change in attitudes would be analyzed to see if they are statistically significant.</p> | <p>This goal demonstrates a method schools could use to include qualitative goals. It is specific and with an appropriate measurement tool in place, could provide unique information about the school. It should be noted that the research design requires a pre-post survey and significant data tracking and analysis, and some schools may not have the needed resources.</p> |
| <p>Each year, at least 85% of Example Charter School's eleventh grade students who completed the college preparation course in their tenth grade year will receive a SAT and/or ACT score that meets the state's established college readiness benchmarks.</p> | <p>The school would need to keep a roster of students who had completed a specific course offered by the school (in this example, a college prep course) in the tenth grade. The following year, the school would track the students' SAT and ACT scores and analyze them against state-established college readiness benchmarks.</p> | <p>This goal demonstrates a way to use an outside assessment (in this case the ACT and SAT in conjunction with established / recognized benchmarks) to demonstrate the effectiveness of a particular course that is specific to the school.</p> |