

# What's the Difference?

## Understanding MSES and Mission-Specific Framework Goals

**Question:** How do the mission-specific goals in our performance framework relate to the measurable student educational standards (MSES) in our charter?

**Answer:** Your mission-specific goals and your MSES will be similar, but they won't be identical because they serve different purposes and are presented in different formats.

In some cases, existing MSES can serve as a guide for the development of mission-specific goals. However, most schools find that it's best to go back to the drawing board to re-draft more effective MSES and mission-specific goals. This is because most existing MSES are focused on academic results that are now addressed through the academic section of the performance framework and need not be reiterated in the mission-specific section of the framework.

### What are the similarities between MSES and mission-specific goals?

	MSES & Mission-Specific Goals
<b>Purpose</b>	Focus on the unique aspects of your school that aren't captured by assessments required of all Idaho public schools.
<b>Format</b>	State a clear, measurable goal and identify a measurement tool for assessing the level of success in achieving that goal.

### What are the differences between MSES and mission-specific goals?

	MSES	Mission-Specific Goals
<b>Purpose</b>	Provide stakeholders with a general understanding of what your school intends to accomplish.  MSES, like the rest of the charter, serve as guidance.	Contribute to renewal decision-making based on points earned according to varying levels of success regarding each goal.  Mission-specific goals, like the rest of the measures in the framework, establish accountability standards.
<b>Format</b>	Simple statements identifying the school's expected results with regard to the goal.	Presented as a general question followed by specific targets and ranges.

### On which should we concentrate first – MSES or mission-specific goals?

We recommend developing your mission-specific goals first. You may then amend your charter to include updated MSES based on the mission-specific goals. The amendment process should be simple and is unlikely to require attendance at a PCSC meeting.

### What kind of mission-specific goals (followed by similar MSES) should we craft?

Your mission-specific goals should assess your effectiveness in achieving the desired end result(s) toward the achievement of which your school’s educational program is designed. They may also assess your effectiveness in serving a particular demographic that is prominent at your school.

**For Example:**

Critical Design Element/Focus	Possible Question for the Goal to Answer	Possible Measurement Tool
Dual-language immersion	Are students successfully acquiring and applying the second language as a result of the immersion?	Shoshoni Oral Language Proficiency Assessment Tool
Increasing students’ love of learning	Are students with low motivation improving their attitudes toward learning?	AIMSWEB Motivation Behavior Scale
Civic engagement	Do students who participate in service learning projects exhibit increased civic responsibility?	Civic Responsibility Level 2 Survey Tool
Serving economically disadvantaged students	Are our economically disadvantaged students achieving adequate growth in mathematics (or reading, or language usage)?	ISAT / SBAC

Remember that each goal should be focused on outcomes, not inputs or outputs. Common mistakes include focusing on participation (an output) or establishment of programmatic offerings / implementation of professional development (inputs ).

Be sure to consider what measurement tool you can use; internet searches are surprisingly helpful for locating existing tools for assessing even “soft skills.” You may also find it useful to look at required, standardized test (SBAC, IRI, etc.) data in a new way – perhaps by subgroup or longitudinal results.

**How does a finished Mission-Specific Measure compare to the related, finished MSES?**

Example Mission-Specific Measure	Example Related MSES
<p><b>Is the school helping students increase their pro-social behavior?</b></p> <p><b>Exceeds Standard (200/200 points):</b> 90% to 100% of 4th and 5th grade students who ranked in tier 1 - 4 on the fall benchmark AIMSWEB Prosocial Behavior Scale Social Skills Improvement System (SSIS) increased by one tier or more by the spring benchmark.</p> <p><b>Meets Standard (160/200 points):</b> 70% to 89% of 4th and 5th grade students who ranked in tier 1 - 4 on the fall benchmark AIMSWEB Prosocial Behavior Scale Social Skills Improvement System</p>	<p>70% or more 4<sup>th</sup> and 5<sup>th</sup> grade students who ranked in tier 1-4 on the fall benchmark AIMSWEB Prosocial Behavior Scale Social Skills Improvement System (SSIS) will increase by one tier or more by the spring benchmark.</p>

<p>(SSIS) increased by one tier or more by the spring benchmark.</p> <p><b>Does Not Meet Standard (100/200 points):</b> 40% to 69% of 4th and 5th grade students who ranked in tier 1 - 4 on the fall benchmark AIMSWEB Prosocial Behavior Scale Social Skills Improvement System (SSIS) increased by one tier or more by the spring benchmark.</p> <p><b>Falls Far Below Standard (0/200 points):</b> Less than 40% of 4th and 5th grade students who ranked in tier 1 - 4 on the fall benchmark AIMSWEB Prosocial Behavior Scale Social Skills Improvement System (SSIS) increased by one tier or more by the spring benchmark.</p>	
<p><b>Are the school's teachers effective?</b></p> <p><b>Exceeds Standard (150/150 points):</b> 80% to 100% of students gave favorable responses on the Tripod survey regarding their teachers' effectiveness in implementing the 7Cs of Effective Teaching.</p> <p><b>Meets Standard (125/150 points):</b> 55% to 79% of students gave favorable responses on the Tripod survey regarding their teachers' effectiveness in implementing the 7Cs of Effective Teaching.</p> <p><b>Does Not Meet Standard (65/150 points):</b> 40% to 54% of students gave favorable responses on the Tripod survey regarding their teachers' effectiveness in implementing the 7Cs of Effective Teaching.</p> <p><b>Falls Far Below Standard (0/150 points):</b> Less than 40% of students gave favorable responses on the Tripod survey regarding their teachers' effectiveness in implementing the 7Cs of Effective Teaching.</p> <p><b>Notes:</b> The Tripod Project® has been working with schools, districts, and states for a decade researching how students experience teaching and learning in the classroom. Since 2009 Cambridge Education and the Tripod Project have been involved in the Measures of Effective Teaching (MET) Project, a large scale research</p>	<p>By the end of the 2015-2016 school year, at least 65% of SMS 1<sup>st</sup> – 5<sup>th</sup> grade students will give favorable responses* on the Tripod survey regarding their teachers' effectiveness in implementing the 7Cs of Effective Teaching.</p> <p>*"Favorable responses" on the survey are responses of 4 or 5 on the 5-point scale.</p>

<p>project supported by the Bill and Melinda Gates Foundation, developing and vetting student perception surveys. Of significance, the MET Project found that there was a valid link between student achievement and student survey results, and that survey results are a stable, reliable measure. "Favorable responses" on the survey are responses of 4 or 5 on the 5-point scale.</p>	
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**What if we need more time to craft strong mission-specific goals and MSES?**

The PCSC has offered a one-term, opt-out option for schools whose charters are approved prior to January 1, 2014. If you choose to opt out, the performance framework incorporated into your first performance certificate will not contain missions-specific goals. This means that the PCSC's first renewal decision will be based almost exclusively on your results in the academic section of the framework. However, you will have the advantage of spending your first certificate term developing/identifying and testing measurement tools and gathering baseline data in anticipation of creating strong mission-specific goals that will apply upon renewal.

**Where can we learn more?**

Visit the Performance Certificate section of the PCSC's website to access additional guidance documents and mission-specific goal development tools.

Visit the Meetings section of the PCSC's website to view examples of mission-specific goals developed by other Idaho charter schools. Look for the performance certificate materials presented at regular meetings between October 2013 and June 2014.

You are always welcome to contact the PCSC office for additional guidance.