



**NM**  
**CCS**  
New Mexico  
Coalition for  
Charter Schools



Goals, Measures & Outcomes. Oh my!  
Preparing for Reauthorization  
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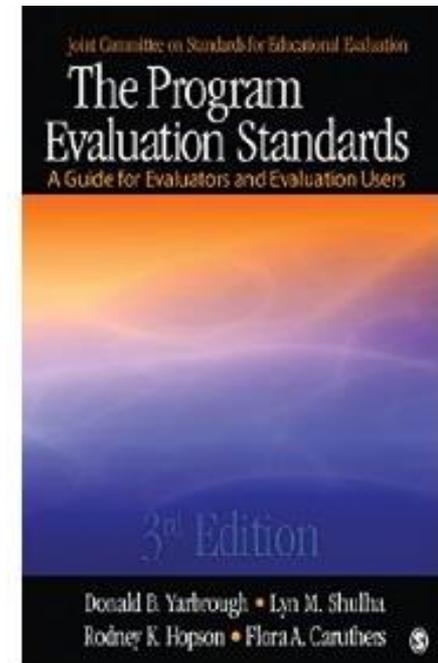
**PIVOT**  
evaluation

**Rising Up!**  
**Taking Charters to New Heights**  
**2017 Annual Conference**



# Introduction

- APS RDA 10 years,
- Independent 11 years,
- Charter Schools 21 years,
  - Taylor MS, RFK, SDR, PEC defense x2, ABHS, CCCS
- Formally trained in Program Evaluation



Did you know...?

Joint Committee on Standards for Educational Evaluation

# Introduction

What do you want to learn here today?



# Background & Common Sense

- Sentence:
  - a) a complete thought,
  - b) 3 complete thoughts,
  - c) 3 poorly conceptualized thoughts,
  - d) A subject and a verb.



# Background & Common Sense

- Goals:
  - Do runners set targets for their performance?
    - I'm going to run my 5K 20 seconds faster.
  - Do coaches set targets for championships?
    - We will score 21 more points than our opposing Super Bowl team.



# Background & Common Sense

Setting targets in educational contexts is an ANTI-DATA DRIVEN approach.

i.e. targets have no rationale for existence.

- When you select a new educational method, do you know how much improvement to expect?
- **Cereal!** **Desks!!** **Microwaves!** **Heat!** **Vacu!** **MPG!**
- Do you have that education?

2 Exceptions.

Almost!

# Objectives

- Making sense of convoluted requirements
- Meet state requirements, with less confusion
- PED Text in Blue



# Outline

- New Application Features – some of them
- Mission Statement Features – PED required
- Goal Statement Features – PED required
- Establishing Standards for Rubrics



# Application Features

**NEW! 2017**

The kit is made up of the following four parts:

- Part A—Introduction and Instructions
- Part B—Executive Summary
- **Part C—Application and Rubric**
- Part D—Capacity Interview Questions and Rubric

# **Focus: A Portion of Part C — Application and Rubric**

**I. Academic**

II. Organizational

III. Financial

IV. Evidence of [Community] Support

**D) Uniqueness and Innovation**



# Improvement –

## No duplicated Academic section!

Mission specific

Academic specific



Examples

**All examples are  
FICTITIOUS!!!**



# Mission Instructions

A. (1) State the mission, or the driving force, that guides this school proposal. The mission should answer questions such as:

- 1) what student outcomes does the proposed school seek to accomplish;
- 2) how will it accomplish that; and
- 3) what is innovative and unique about the proposed school?

The best mission statements are clear, cohesive, comprehensive, reasonable, and innovative, and have a focus on outcomes rather than inputs.



# Example Mission A:

~~ABC school is a Project Based Learning School that serves diverse students.~~ ABC School uses PBL methods, and personalized atmosphere to make learning an adventure. The results are students that are engaged, self-reflective, and active citizens. The school promotes academic excellence, the fostering of character and service, and students connected to their community.



# Example Mission A Updated:

How Accomplished?

Parallel  
Construction Helps

ABC school produces academic excellence, fosters character, and connects students to their community. ABC School uses PBL methods, and personalized atmosphere to make learning an adventure.

The results are engaged, self reflective, and active student citizens.

Unique  
Innovation

Outputs: things that lead to goals.  
Delete here, monitor during the year.

Outcomes we  
Measure



# Mission Instructions (Pivot Highlights)

A. (1) State the mission, or the driving force, that guides this school proposal. The mission should answer questions such as:

- 1) what student **outcomes** does the proposed school seek to accomplish;
- 2) how will it **accomplish** that; and
- 3) what is **innovative and unique** about the proposed school?

The best mission statements are clear, cohesive, comprehensive, reasonable, and innovative, and have a focus on outcomes rather than inputs.



# Example Mission B:

## Outputs - Delete

ABC School uses a thematic approach across subject areas to teach students to apply and demonstrate skills and knowledge to analyze and address community needs. Through service, students will play a meaningful roles in their community while developing leadership skills. Diverse students will acquire intellectual, social, and ethical habits to prepare for post-secondary education and life.

# Example Mission B Updated:

**How accomplished?**

**Innovation**

**Outcome**

Through service, students will play a meaningful role in their community while developing leadership skills.

ABC School uses a thematic

approach across subject areas to teach students to apply and demonstrate skills and knowledge to analyze and address community needs.

**Time Bound & Measurable**

ABC School will annually measure: a) role meaningfulness using student presentation rubrics & b) leadership from community feedback forms.

PED <sub>(p7)</sub>: “Mission-specific indicators/goals... should: “

**IN ONE SENTENCE?**

- (1) demonstrate the proposed organization's ability to implement the proposed organization's mission;
- (2) be in format set out below which is a SMART goal format (specific, measurable, attainable, rigorous, and time-bound—see below); and finally,
- (3) include metrics and measures using the following criteria: “Exceeds standards,” “Meets standards,” “Does not meet standards,” and “Falls far below standards.”



# Indicators/Goal(s) Related to the proposed school's Mission.

Identify and provide at least one mission-specific indicator/goal in the following section. Include the following key elements:

- First, ensure that the annual indicator/goal provided shows the implementation of the
- Second, for each indicator provided, use the SMART format (specific, measurable, attainable, rigorous, and time-bound—see glossary). Your indicator should include all of these SMART elements, be clear, comprehensive, and cohesive.
- Third, include measures and metrics in your mission-specific indicator/goal. Specifically, determine what percentage constitutes “exceeds standards,” what constitutes “meets standards,” what falls under “does not meet standards” and what it means to “fall far below standards.”

**Rigorous & Attainable  
fit here**



# Indicator – What's that!

- The way you Measure your goal
- Can we call it a Measure instead?
- Can we think of it as a Measure?



**No!**



**Yup!**



# Goal Statement Principles

## Static vs. Comparison

- Reach 20% versus increase 20%
- Attain mastery versus improve skills
- Run 6 minute mile versus decrease time

Requires 2 measures  
e.g. pre-post

# Example C – Indicators (Me

A. Qualifying,  
Limiting,  
Conditional

B. to Measure? What is success?

## Credit Recovery & Acceleration Program

- Prepare seniors, enrolled in the School on the 40th day of the 2015-2016 school year, to graduate with a high school diploma or certificate by the end of the 2015-16 school year?

C. The Problem with targets. Why 70%?

- Increase to 70% seniors, enrolled in the School on the 40th day of the 2015-2016 school year, who graduate with a high school diploma or certificate by the end of the 2015-16 school year?

D. What is the Top - year after year? Use a comparison!

- Increase the percent of seniors, enrolled in the School on the 40th day of the 2015-2016 school year, who graduate with a high school diploma or certificate by the end of the 2015-16 school year?

# Example C – Indicators = Measures

Increase to 70% seniors, enrolled in the School on the 40th day of the 2015-2016 school year, who graduate with a high school diploma or certificate by the end of the 2015-16 school year?

Outcome?

PED - Edited

- shows the implementation of the proposed school's mission.
- use SMART format. Your indicator should include all of these key SMART elements.
- Include measures and metrics in your mission-specific indicator/goal. Specifically, determine what percentage constitutes "exceeds standards," what constitutes "meets standards," what falls under "does not meet standards" and what it means to "fall far below standards."

# Establishing Standards: Constructing bounds for your rubrics

- You made the goal or not?



# Establishing **Quantitative** Standards: Constructing bounds for your rubrics

- Step 1:
  - Know the average & standard deviation of your Measure
- Step 2:
  - Make the average minus the standard deviation (or more) the lower limit for the Meets the Criteria
  - That means that 65% of the time you will make your goal
- Step 3:
  - Think about Social Justice to establish a cut point between Approaches and Falls Far Below.
  - How bad of a score tells you the approach is broken? We can't keep doing this to our students. What is that score?



# Establishing **Qualitative** Standards: Constructing bounds for your rubrics

- Step 1:
  - Determine Definition of Success: E.g. Meaningful contribution to community – one or more persons found the service indispensable. Then talk about % of students in the school meeting this criteria. Is 70% enough? 85% is more rigorous, but is it attainable?
- Step 2:
  - Determine annual variation and determine a lower limit,
  - Use the lower limit as a cut point between Meets & Approaches
- Step 3:
  - Think about Social Justice to establish a cut point between Approaches and Falls Far Below.
  - How bad of a score tells you the approach is broken? We can't keep doing this to our students. What is that score?

# Review

- New Application Features
- Mission Statement Features
  - Use multiple sentences
- Goal Statement Features
  - Include: outcome(s),
  - Qualifying statements if needed
  - Results based targets
- Establishing Standards for Rubrics
  - Results based cut points base on social justice



# Contact Information



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