

# An Introduction to School-Specific Measures

Hawai`i State Public Charter School Commission Webinar  
Monday, December 2, 2013

# Agenda

- I. Defining Terms
- II. Overview of School-Specific Measures
  - A. All Goals are *SMART*
- III. School-Specific Measures: Options
  - A. “Off-the-Shelf” Measures: Third-Party-Created Options
  - B. Internally-Created Measures
- IV. Mission Accomplishment Plan (MAP) Framework
  - A. Overview
  - B. Part 1
  - C. Part 2
- V. Examples of MAP Frameworks

# Defining Terms

Term	Definition
<b>Goal</b>	<p>A clear, measurable statement of what the school will accomplish with its <u>students</u> within a certain timeframe or after a certain length of student enrollment.</p> <p><i>Example: All students who have attended the school for at least three years will demonstrate broad knowledge of art history.</i></p>
<b>Measure</b>	<p>A general instrument or means to assess performance toward a goal. Measures require the application of specific metrics or calculation methods.</p> <p><i>Example: Advanced Placement Art History exam achievement.</i></p>
<b>Metric</b>	<p>Specifies a quantification, calculation method, or formula for a given measure, defining progress toward or attainment of a goal.</p> <p><i>Example: The percentage of students of students who have attended the school for at least three years who achieve a 3, 4, or 5 on the Advanced Placement Art History exam.</i></p>
<b>Target</b>	<p>A specific, quantifiable objective that sets expectations or defines what will constitute success on a particular measure within a certain period of time.</p> <p><i>Example: At least 90% of students who have attended the school for at least three years will achieve a 3, 4, 5 on the Advanced Placement Art History exam.</i></p>

# All Goals are *SMART*

- Specific and Standards-Based
- Measurable
- Ambitious and Attainable
- Realistic
- Time-specific with Target Date

*“Focus on outcomes and evidence of learning, not inputs. Participation rates or the number of hours spent on an activity are akin to “seat time” -- they are not evidence of success. Participation and investment of time are necessary first steps, but they are inputs, not evidence of learning and accomplishment.”*

*-Margaret Lin, “Making the Mission Matter”*

# “Off-the-Shelf” Measures

- School-specific measures are categorized by two types: **third-party-created** and **internally-created**.
- If your proposed school-specific measure was NOT created by anyone on your staff, it is generally considered a **third-party-created** measure.

# Examples of Third-Party-Created Measures

- *ACT assessment including EXPLORE and PLAN*
- *Advanced Placement Exams*
- *Student Achievement Test (SAT and PSAT)*
- *Northwest Evaluation Association (NWEA including MAP)*
- *National Assessment of Educational Progress (NAEP)*
- *Standardized Test for the Assessment of Reading (STAR)*
- *Galileo*
- *Achieve3000 LevelSet*
- *College Work and Readiness Assessment (CWRA)*
- *General Educational Development (GED)*

# Internally-Created Measures

- A school can also choose to create or develop a measure.
- Recommended if goal is unable to be appropriately measured by a pre-existing, externally-created measure.
- Note: Schools that choose this option will need to establish the validity and reliability of the assessments and scoring tools.

# Developing School-Specific Measures

- All schools will use the MAP Framework template for developing their proposed School-Specific Measures
- Helps schools measure and demonstrate mission success for ongoing, internal school improvement as well as external accountability.



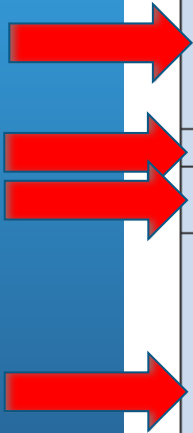
# Mission Accomplishment Plan (MAP) Framework

- Essential Elements of the MAP: goal, measure, metric, and target.
- Supporting Elements: standards, assessments, and demonstration of validity, reliability, and inter-rater reliability (the latter as applicable).
  - Read *Margaret Lin's Making the Mission Matter: Charting a Map to School Mission Success* in its entirety before beginning work on School-Specific Measures.
  - The actual form for submitting School-Specific Measures is *subject to change*.



# Part 1. Core Framework

## PART 1. CORE FRAMEWORK

<b>Mission Statement</b>	<i>The mission of our charter school is to...</i> (Brief, jargon-free statement of the school's central purposes and broad aims)
<b>Mission-Specific Performance Goal</b>	<i>What will our school accomplish?</i> (Clear, measurable statement of achievement reflecting the mission and tied to a specified timeframe or length of attendance)  <i>How will we know that we have achieved this goal?</i>
<b>Measure</b>	<i>How will we assess and demonstrate performance toward this goal?</i>
<b>Metric</b>	<i>How will we quantify this measure?</i> (Identify a specific type of rate, calculation method, or formula)
<b>1st-Year Target</b>	<i>What do we expect to achieve by the end of our first year?</i> (Establish a numeric target using the metric identified above. Set your Rating 3 ["Meets standard"] at a level that you would consider on target for your first year.)  <u>Rating 1</u> (Does not meet standard):  <u>Rating 2</u> (Approaching standard):  <u>Rating 3</u> (Meets standard):  <u>Rating 4</u> (Exceeds standard):
<b>2nd-Year Target</b>	<i>What do we expect to achieve by the end of our second year?</i> (Establish a numeric target using the metric identified above. Set your Rating 3 ["Meets standard"] at a level that you would consider on target for your second year.)  <u>Rating 1</u> (Does not meet standard):  <u>Rating 2</u> (Approaching standard):  <u>Rating 3</u> (Meets standard):  <u>Rating 4</u> (Exceeds standard):




# Part 1: Core Framework

 <b>3rd-Year Target</b>	<p><b>What do we expect to achieve by the end of our third year?</b> (Establish a numeric target using the metric identified above. Set your Rating 3 ["Meets standard"] at a level that you would consider on target for your third year.)</p> <p><u>Rating 1</u> (Does not meet standard):</p> <p><u>Rating 2</u> (Approaching standard):</p> <p><u>Rating 3</u> (Meets standard):</p> <p><u>Rating 4</u> (Exceeds standard):</p>
<b>4th – Year Target</b>	<p><b>What do we expect to achieve by the end of our fourth year?</b> (Establish a numeric target using the metric identified above. Set your Rating 3 ["Meets standard"] at a level that you would consider on target for your fourth year.)</p> <p><u>Rating 1</u> (Does not meet standard):</p> <p><u>Rating 2</u> (Approaching standard):</p> <p><u>Rating 3</u> (Meets standard):</p> <p><u>Rating 4</u> (Exceeds standard):</p>
 <b>5th-Year Target</b>	<p><b>What do we expect to achieve by the end of our fifth year?</b> (Establish a numeric target using the metric identified above. Set your Rating 3 ["Meets standard"] at a level that you would consider on target for your fifth year.)</p> <p><u>Rating 1</u> (Does not meet standard):</p> <p><u>Rating 2</u> (Approaching standard):</p> <p><u>Rating 3</u> (Meets standard):</p> <p><u>Rating 4</u> (Exceeds standard):</p>

# Part 2: Additional Information

## **PART 2. NOTES AND ADDITIONAL INFORMATION**

This section includes additional planning questions that are important for a school to consider in developing a strong Mission Accomplishment Plan, as well as information and attachments that the authorizer may need to see in order to approve the school's plan.



<b>Rationale for Goal, Measure &amp; Metric</b>	<i>Why is this goal important to our mission, and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal?</i>
<b>Assessment Reliability and Scoring Consistency</b>	<i>How will we demonstrate both the <u>reliability</u> and <u>scoring consistency</u> of the assessment(s) we plan to use, if non-standardized?</i>
<b>Strategies for Attainment</b>	<i>What are our strategies (curricular, instructional, assessment, organizational, operational) for attaining this goal? (Include designation of point person)</i>
<b>Baseline Data</b>	<i>What is our beginning data point?</i>
<b>Attachments</b>	<i>Attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)</i>

# Minimum for Submittal

- Staff is requesting the following minimum elements of for School-Specific Measures:
  - Goal
  - Proposed measure
  - Metric
  - Target (1<sup>st</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> year)
  - Rationale

# Examples of MAP School-Specific Measures

- <http://www.schools.utah.gov/charterschools/School-Resources/Guidance-and-Procedures/UtahCSAccountabilityHandbook.aspx>
- <http://www.indy.gov/eGov/Mayor/programs/education/Charter/Documents/PDF/IndyAccountabilityHandbook121506.pdf>
- p. in *Making the Mission Matter*

Questions?

# Next Steps

- Use the form Appendix A of *Making the Mission Matter* to fill in the details of your proposed measure.
- Send your completed Appendix A form to Margaret Lin at [margaretl@qualitycharters.org](mailto:margaretl@qualitycharters.org) and to [Doug.Muraoka@spcsc.hawaii.gov](mailto:Doug.Muraoka@spcsc.hawaii.gov).
- Margaret will review each proposal during the week of December 9th.
- Margaret Lin Webinar: December 18, 2013. At this webinar, Margaret will offer guidance and feedback to each school that has proposed a measure.



# *Next Steps*

- Currently, the Commission had deemed this as an optional process, and schools (for now) are not required propose School-Specific Measures for inclusion into their contracts.
- Please notify me via email at [doug.muraoka@spcsc.hawaii.gov](mailto:doug.muraoka@spcsc.hawaii.gov) to let me know if you plan on participating.