Pre-Application Webinar:

*Logic Models and SMART Performance Measures*

**JULY 2022**

**FOR DEVELOPER AND STATE ENTITY GRANT APPLICANTS**
Session Objectives

- Introduce applicants to the NIA requirements related to logic models and performance measures
- Provide strategies for developing a logic model for a CSP grant application
- Explain the components of SMART performance measures within the context of the CSP
Logic Models and Performance Measures

Grant Programs:

State Entity Grants

Provide a complete logic model (as defined in 34 CFR 77.1) for the grant project

Developer Grants

Define performance measures that accurately measure project performance aligned with goals

CMO Grants
Introducing and Developing Logic Models
What is a logic model?

Then a miracle occurs
Basic Components of a Good Logic Model

- Input/Resources
- Activities
- Outputs
- External Factors
- Assumptions
- Outcomes/Impact (Short-, Mid-, and Long-Term)
## Inputs/Resources

<table>
<thead>
<tr>
<th>What do you already have that will be contributing to the success of the project?</th>
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</thead>
<tbody>
<tr>
<td><strong>Staff</strong> – knowledge, skills, dedication, experience</td>
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<td><strong>Facilities</strong> – buildings, assets, conference/meeting space</td>
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<tr>
<td><strong>Funding</strong> – grant funds, matching funds, foundation grants, current funds</td>
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<td><strong>Partners</strong> – subcontractors, consultants, community partners</td>
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<tr>
<td><strong>Materials</strong> – training guides, curricula, a tested model</td>
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</table>
What are you going to do?

Activities

Common SE Activities
- Administer subgrants
- Convene authorizers
- Conduct a needs assessment
- Offer technical assistance
- Train peer reviewers
- Monitor subgrantees

Common CMO/Developer Activities
- Replicate/expand schools
- Conduct professional development
- Develop curriculum materials
- Hire teachers/administrators
- Add new high-quality seats
- Secure facilities
- Establish community partnerships
What are you going to produce?

Outputs

What are your project deliverables?

- This is the products and services that will be produced with grant funds

What tangible assets and materials will be created?

- Resources, training materials, guides, grant applications

How much or how many will be produced?

- Number of subgrants or schools to be replicated/expanded
- Number of people who will be trained
- Number of partnerships that will be established
Outcomes

**Short-Term**
- Quick wins
- Achievable in Year 1
- Achieved annually

**Mid-Term**
- Require more time to achieve (2-3 years into the grant)
- Build off one or more short-term outcomes

**Long-Term**
- Ultimate goals of the grant-funded project
- Should occur within the timeframe of your grant (5 years)
- Should be a culmination of short- & mid-term outcomes
1. What external factors may positively influence project implementation?

2. What assumptions undergird the logic model?

3. What external factors could threaten project implementation?

4. What are the preconditions necessary to implement the project?
Putting the Logic in a Logic Model

Input/Resources → Activities → Outputs → Outcomes/Impact

- Short-Term
- Mid-Term
- Long-Term

External Factors → Assumptions

Charter School Programs
## State Entity Logic Model Example

### Input/Resources
- **Grant funds**
- **Peer Reviewers**
- **SEA Staff**
- **External Partners**
- **Authorizers**

### Activities
- **Develop RFP**
- **Hold bidders conference**
- **Train reviewers**
- **Provide TA to applicants**
- **Analyze data for charter schools**
- **Identify high-performing schools**
- **Conduct Authorizers needs assessment**
- **Contract external Partners to address needs**
- **Provide TA to authorizers**

### Outputs
- **RFP Materials**
- **5 profiles of high performing schools**
- **5 profiles of high performing schools**
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- **RFP Materials**
- **85% of participants are satisfied w/webinars**
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### Short-Term
- **8 subgrants awarded by end of Year 2**
- **5 subgrants awarded annually in Year 3-5**

### Mid-Term
- **13 subgrants awarded by end of Year 3**
- **10 schools opened or expanded**
- **60% of schools adopt practices presented**
- **75% of schools access materials**
- **50% of authorizers are monitoring for practices**
- **75% of authorizers are using knowledge/skills from trainings and TA**

### Long-Term
- **23 subgrants awarded by end of grant**
- **18 schools opened or expanded by end of grant**
- **Students in charter schools increase performance by 5% as schools implement best practices**
- **10% increase in schools identified as high-performing in authorizers’ portfolios**
- **5% increase in closure of poorly performing schools**

### External Factors
- Strong charter school laws
- Long wait lists for charter school admission
- High proportion of CMO schools ranking in the top 10% of schools in the state
- Growing developer pipeline

### Assumptions
- CMOs and Developers need a better understanding of how to access funds to increase the number of charter seats
- Authorizers need more consistent practices for approving charter applications
- Authorizers and CMOs need more guidance related to evidence-based practices
**Developer Logic Model Example**

### Input/Resources

- Curriculum
- Teachers
- Materials
- School model and curriculum
- Leadership team
- Advising team
- Leadership team
- Recruitment team
- Facilities team
- Finance team

### Activities

- Expand curriculum to high school level
- Recruit and train teams
- Implement model
- Develop college-bound culture
- Replicate the model at the high school level
- Recruit students in targeted areas
- Create growth and financial models
- Develop a balanced budget

### Outputs

- High school curriculum
- 80 hours of PD
- Conduct 3 college visits each year
- Engage families in two college advisories annually
- Facility with space for growth
- Growth plan
- Financial growth

### Outcomes/Impact

#### Short-Term

- Teacher ability and confidence increases by 10%
- Student math & reading scores increase by 5% annually
- At least 75% of students pass one or more AP classes
- At least 50% of students partake in dual enrollment
- 100 seats are added per year
- Foundation funding is increased by 5% annually

#### Mid-Term

- 80% of students performing at or above grade level
- 95% of students on track to graduate
- 90% of graduates go on to college
- 75% of students graduate with college credits
- Four grades are added, one per year
- Budget is balanced with 10% annual revenue increases

#### Long-Term

- Student performance in math and reading is higher than state averages
- Students are prepared to be successful in college
- School is operating at full capacity
- School is financially stable and operating within budget

### External Factors

- Positive charter school laws and policies in the state
- Wait lists for nearby high-quality charter schools
- Parent and community support for charter schools

### Assumptions

- Partner organizations will provide operational support
- School model will lead to student academic success and college
Summary of Logic Model Components

**Inputs**
What you already have and are bringing to the grant-funded project

**Activities**
What you will do and the activities that will be implemented if the grant is awarded

**Outputs**
What you will produce or create based on the activities implemented

**Outcomes**
What you will achieve as a result of implementing the grant-funded project, separated into short-, mid-, and long-term outcomes

**External Factors & Assumptions**
The conditions under which you work and the factors helping make implementing the project successful
SMART Performance Measures
Goals
High-level statements about what will be achieved through the project
Goals defined for each grant program by the CSP
Guide grantees throughout the project

Objectives
Delineate the steps or strategies that will lead to fulfilling the goal
Translate goals into actions and supports specific to respective projects and plans
Defined and approved in your CSP grant application

Measures
Quantitative indicator, statistic or metric used to gauge program performance
Aligns with objectives to evaluate success
Regularly reported to CSP to gauge progress
S-M-A-R-T

FIND OUT WHAT IT MEANS TO CSP
SMART Objectives

**Specific**
Objectives are clearly and concisely stated, reducing the potential for misunderstanding or misinterpretation.

**Measurable**
Objectives are measurable using valid and reliable data that are readily available and can be tracked at least annually.

**Achievable**
Objectives are achievable and ambitious, reflecting an understanding of organizational capabilities and environments.

**Relevant**
Objectives align with project goals and performance measures and reflect the mission and values of the CSP and grantee.

**Timebound**
Objectives occur within a time frame or by a target date for achieving the outcomes for long-term goals and short-term objectives.
SMART Protocol for Creating New Measures

Step One
Determine alignment with CSP goals and project objectives

Step Two
Identify Objectives

Step Three
Identify Metrics

Step Four
Provide a Baseline Measure

Step Five
Identify Performance Targets

Step Six
Put It All Together
## Making Objectives SMART (Specific)

<table>
<thead>
<tr>
<th>Vague Objective and Performance Measure</th>
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<tbody>
<tr>
<td>Objective: Create a positive environment in schools</td>
</tr>
<tr>
<td>Performance Measure 1: Attract and retain high-quality educators</td>
</tr>
<tr>
<td>Performance Measure 2: Maintain a safe and supportive environment for students</td>
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<table>
<thead>
<tr>
<th>Specific Objective and Performance Measures</th>
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<tbody>
<tr>
<td>Objective: Create and sustain a positive and supportive learning environment in grant-funded schools</td>
</tr>
<tr>
<td>Performance Measure 1: Annually in CSP funded schools, the retention rate for high-quality educators will be at least 80% (baseline = 78%)</td>
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<tr>
<td>Performance Measure 2: Annually, the average student daily attendance rate will be at least 95% (baseline = 95.1%)</td>
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<tr>
<td>Performance Measure 3: Parent satisfaction on the annual survey will increase by 2 percentage points each year (baseline = 65%)</td>
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## Making Objectives **SMART** (Measurable)

<table>
<thead>
<tr>
<th>Unmeasurable Objective and Performance Measure</th>
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<tbody>
<tr>
<td>Objective: Partner with the local school district</td>
</tr>
<tr>
<td>Performance Measure 1: Charter schools will share information with other schools</td>
</tr>
<tr>
<td>Performance Measure 2: Best practices in instruction will be widely adopted</td>
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<table>
<thead>
<tr>
<th>Measurable Objective and Performance Measures</th>
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<tbody>
<tr>
<td>Objective: Partner with the local public school district to promote the use of evidence-based instructional practices</td>
</tr>
<tr>
<td>Performance Measure 1: Annually host at least five convenings for local district school teachers and charter school teachers to learn and share about evidence-based instructional practices</td>
</tr>
<tr>
<td>Performance Measure 2: By the end of the grant, at least 60% of convening participants will report having implemented one or more of the evidence-based practices with their students</td>
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### Making Objectives SMART (Achievable)

<table>
<thead>
<tr>
<th>Unachievable/Unambitious Objective and Performance Measure</th>
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<tbody>
<tr>
<td>Objective: Improve student achievement outcomes for historically marginalized students or those at the greatest risk of not meeting state standards</td>
</tr>
<tr>
<td>Performance Measure 1: Within the first academic year, increase the percentage of low-income students achieving proficiency in math from 30% (baseline) to 100% as measured by state assessments</td>
</tr>
<tr>
<td>Performance Measure 2: By the end of the grant, at least 20% of new charter high schools will achieve the state average for graduation rates.</td>
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<table>
<thead>
<tr>
<th>Achievable and Ambitious Objective and Performance Measures</th>
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<tbody>
<tr>
<td>Objective: Improve student achievement outcomes for historically marginalized students or those at the greatest risk of not meeting state standards</td>
</tr>
<tr>
<td>Performance Measure 1: Annually in CSP-funded schools, increase the percentage of low-income students achieving proficiency in math by 5 percentage points (baseline = 30%)</td>
</tr>
<tr>
<td>Performance Measure 2: By the end of the grant, at least 75% of charter high schools replicated or expanded under this grant will exceed the state average graduation rate</td>
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# Making Objectives SMART (Relevant)

<table>
<thead>
<tr>
<th>Irrelevant Objective and Performance Measures</th>
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<tbody>
<tr>
<td><strong>Objective:</strong> Strengthen and support the state’s literacy initiative</td>
</tr>
<tr>
<td><strong>Performance Measure 1:</strong> Charter school students in the state achieving proficient or above on state assessments will increase by 2% each year of the grant period (baseline 60%)</td>
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<tr>
<td><strong>Performance Measure 2:</strong> All teachers in charter schools receiving CSP funds serving Grades K-3 will be certified in English language arts by the end of the grant period</td>
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<thead>
<tr>
<th>Relevant Objective and Performance Measures</th>
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<tbody>
<tr>
<td><strong>Objective:</strong> Increase the number of available seats in high-quality charter schools by 7,000 by the end of the grant performance period, especially for educationally disadvantaged students.</td>
</tr>
<tr>
<td><strong>Performance Measure 1:</strong> Increase the number of new high-quality charter school seats each year by the following targets: Y1=500, Y2=500, Y3=1500, Y4=2000, Y5=2500</td>
</tr>
<tr>
<td><strong>Performance Measure 2:</strong> Annually, at least 75% of enrolled students will be classified as educationally disadvantaged</td>
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### Making Objectives SMART (Timebound)

<table>
<thead>
<tr>
<th>Untimed Objective and Performance Measures</th>
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<tbody>
<tr>
<td><strong>Objective:</strong> Increase the number of charter schools in the state</td>
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<tr>
<td><strong>Performance Measure 1:</strong> Award up to 25 replication subgrants</td>
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<tr>
<td><strong>Performance Measure 2:</strong> Provide technical assistance to subgrant applicants</td>
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<th>Timebound Objective and Performance Measures</th>
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<tbody>
<tr>
<td><strong>Objective:</strong> Increase the number of high-quality charter schools and charter school seats available in the state</td>
</tr>
<tr>
<td><strong>Performance Measure 1:</strong> Annually award at least five replication subgrants</td>
</tr>
<tr>
<td><strong>Performance Measure 2:</strong> In Years 2 and 4, award at least three expansion subgrants</td>
</tr>
<tr>
<td><strong>Performance Measure 3:</strong> Annually hold at least three technical assistance webinars for prospective subgrantees</td>
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Test Your Knowledge – Question #1

Is this performance measure SMART?

Each year, 100% of charter school authorizers in the state will share their knowledge of effective practices at national conferences.
Test Your Knowledge – Question #2

Is this performance measure SMART?

Annually, the graduation rate for grant-funded replication and expansion high schools will be at least 98% (baseline = 98.4%).
Test Your Knowledge – Question #3

Is this performance measure SMART?

Increase retention of students who receive English learner services attending charter schools.
SMART Reminders...

1) In general, grantees may not remove a performance measure that was included in the original application, but grantees may clarify and specify measures to make them SMART.
   ◦ Subject to ED review/approval

2) Many performance measures look at the results at the end of the grant, but grantees need to establish annual measures to review progress toward the end result.

3) At least one performance measure must be able to be reported on annually under each objective.
   ◦ Review what data points will be available after the first year of the grant

4) Performance measures must directly relate to the applicant’s original objectives.
Available at charterschoolcenter.ed.gov
THANK YOU!