Pre-Application Webinar:
Logic Models and SMART Performance Measures

FY 2023 CSP CMO COMPETITION

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

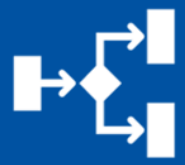
Logic Models and Performance Measures

Grant Programs:

State Entity Grants

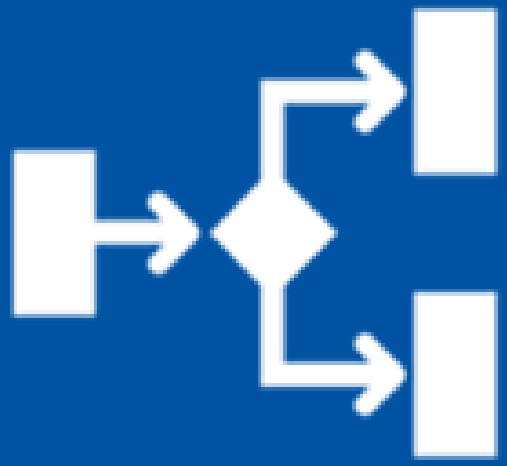
Developer Grants

CMO Grants



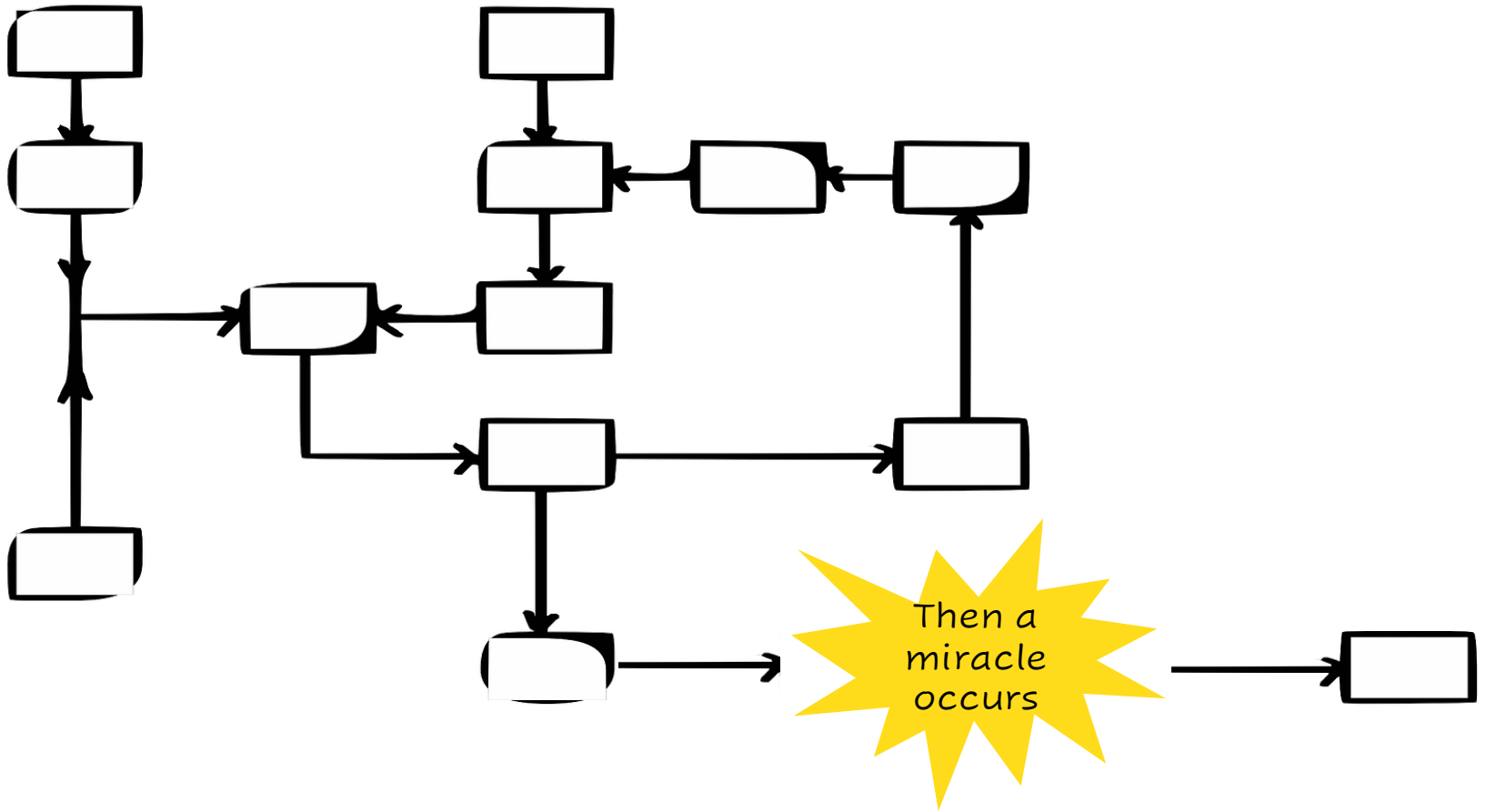
Provide a complete logic model (as defined in 34 CFR 77.1) for the grant project

Define performance measures that accurately measure project performance aligned with goals

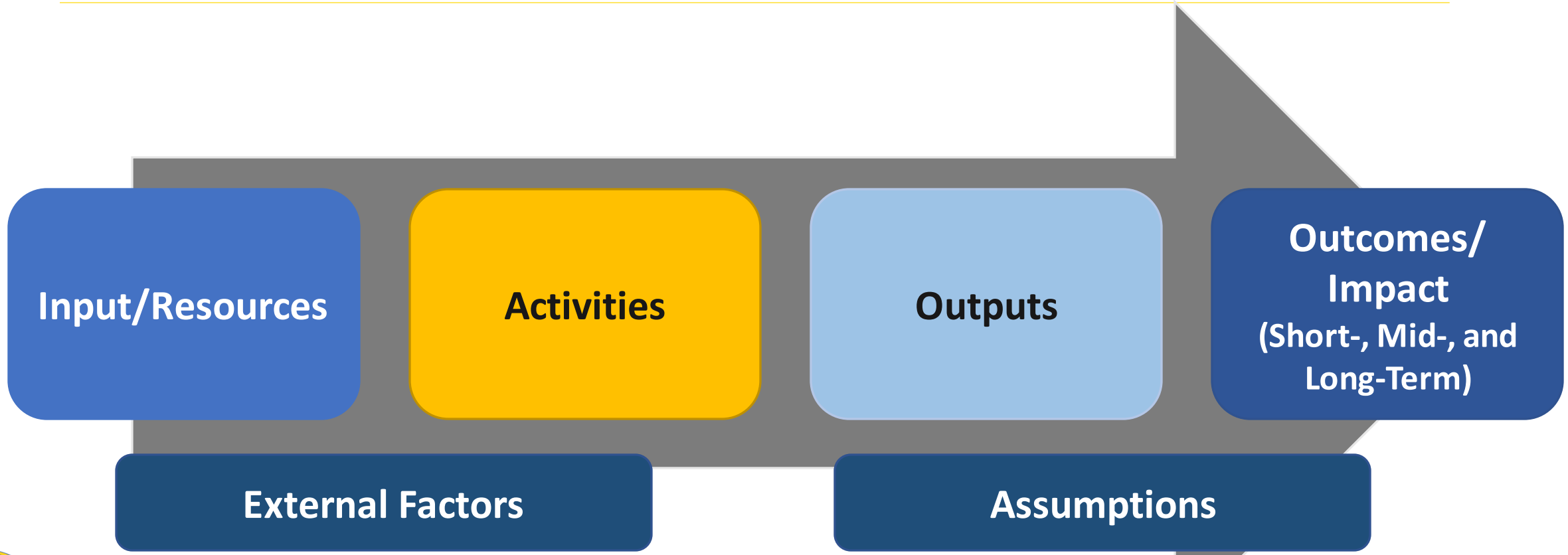


Introducing and Developing Logic Models

What is a logic model?



Basic Components of a Good Logic Model



Inputs/Resources

What do you already have that will be contributing to the success of the project?

- Staff – knowledge, skills, dedication, experience
- Facilities – buildings, assets, conference/meeting space
- Funding – grant funds, matching funds, foundation grants, current funds
- Partners – subcontractors, consultants, community partners
- Materials – training guides, curricula, a tested model

What are you going to do?

Activities

Common CMO Activities

- Replicate and/or expand schools
- Conduct professional development
- Develop/purchase curriculum materials
- Hire and train teachers and administrators
- Add new high-quality seats
- Secure facilities
- Establish community partnerships
- Purchase technology for staff and students (e.g., Chromebooks)

What are you going to produce?

Outputs

What are your project deliverables?

- These are **the products and services that will be produced with grant funds**

What tangible assets and materials will be created?

- **Resources, training materials,** guides

How much or how many will be produced?

- **Number of schools** to be replicated or 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

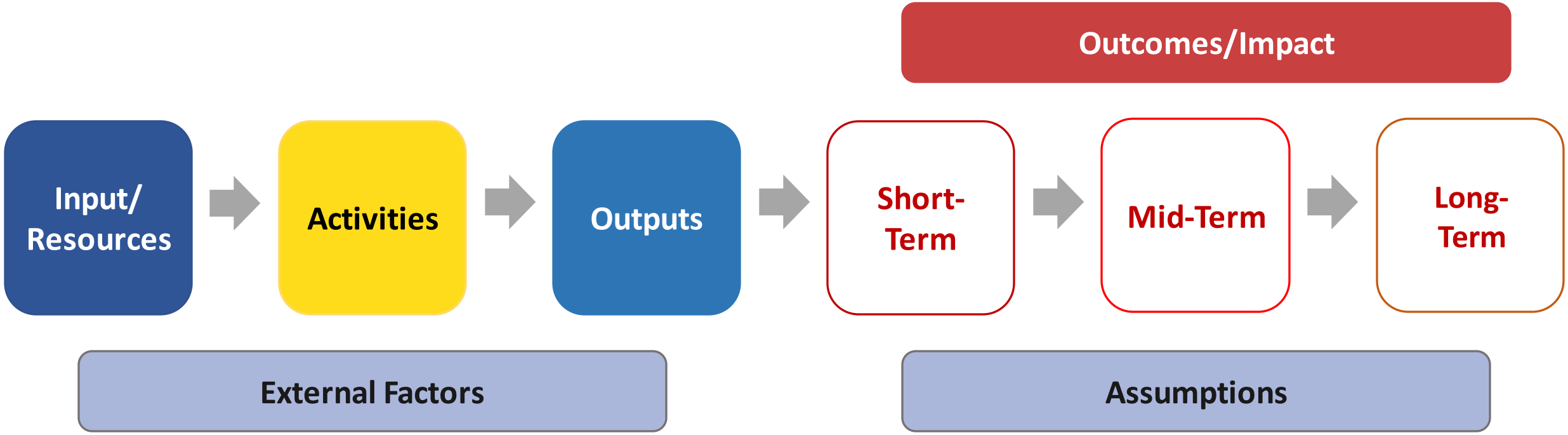
Long-Term

- Ultimate goals of the grant-funded project
- Should occur within the timeframe of your grant (varies, but up to 5 years)
- Should be a culmination of short- and mid-term outcomes

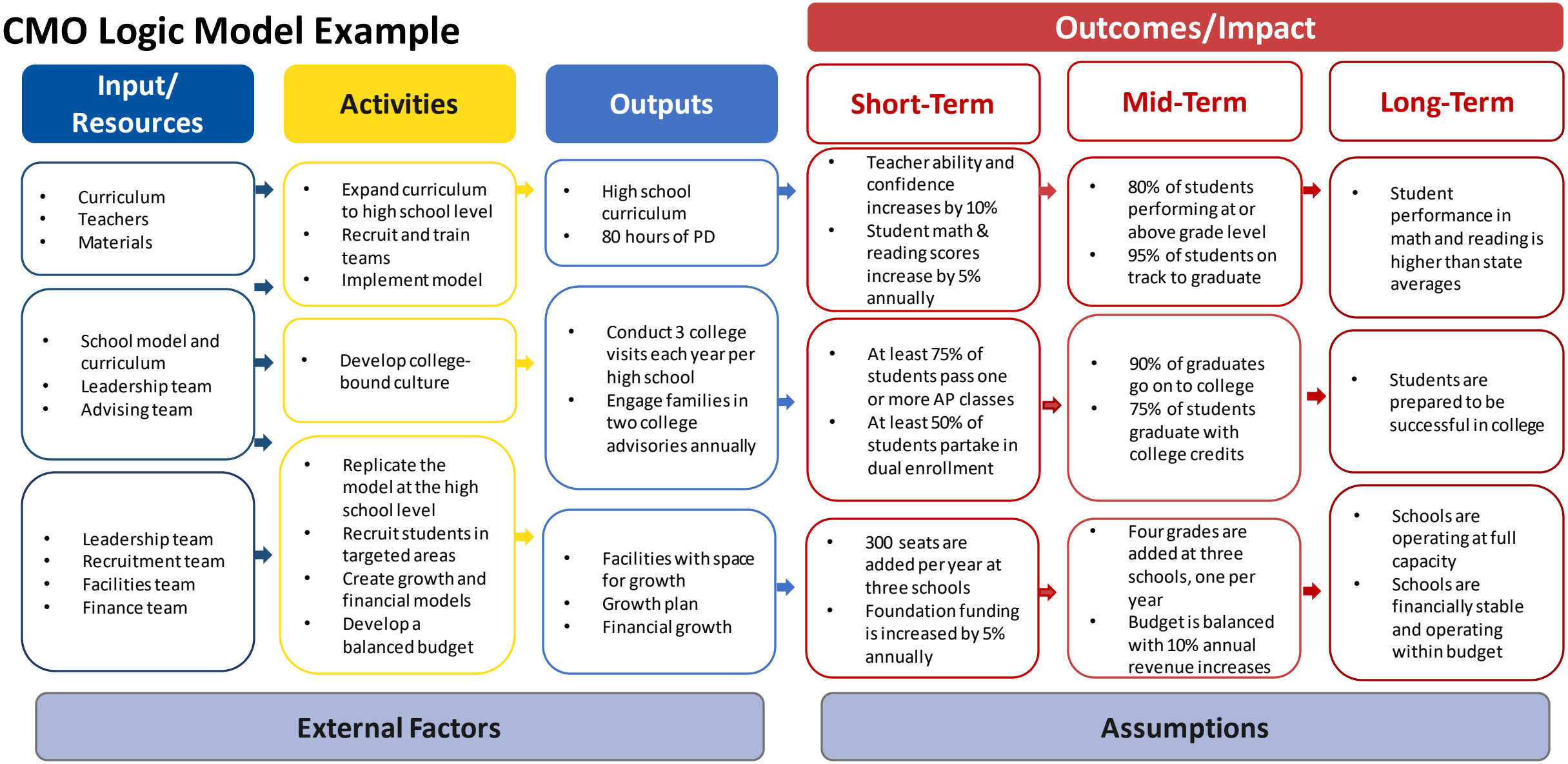
External Factors and Assumptions

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



CMO Logic Model Example



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	Activities	Outputs	Outcomes
What you already have and are bringing to the grant-funded project	What you will do and the activities that will be implemented if the grant is awarded	What you will produce or create based on the activities implemented	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, Objectives, and 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 mis-understanding or mis-interpretation.

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.

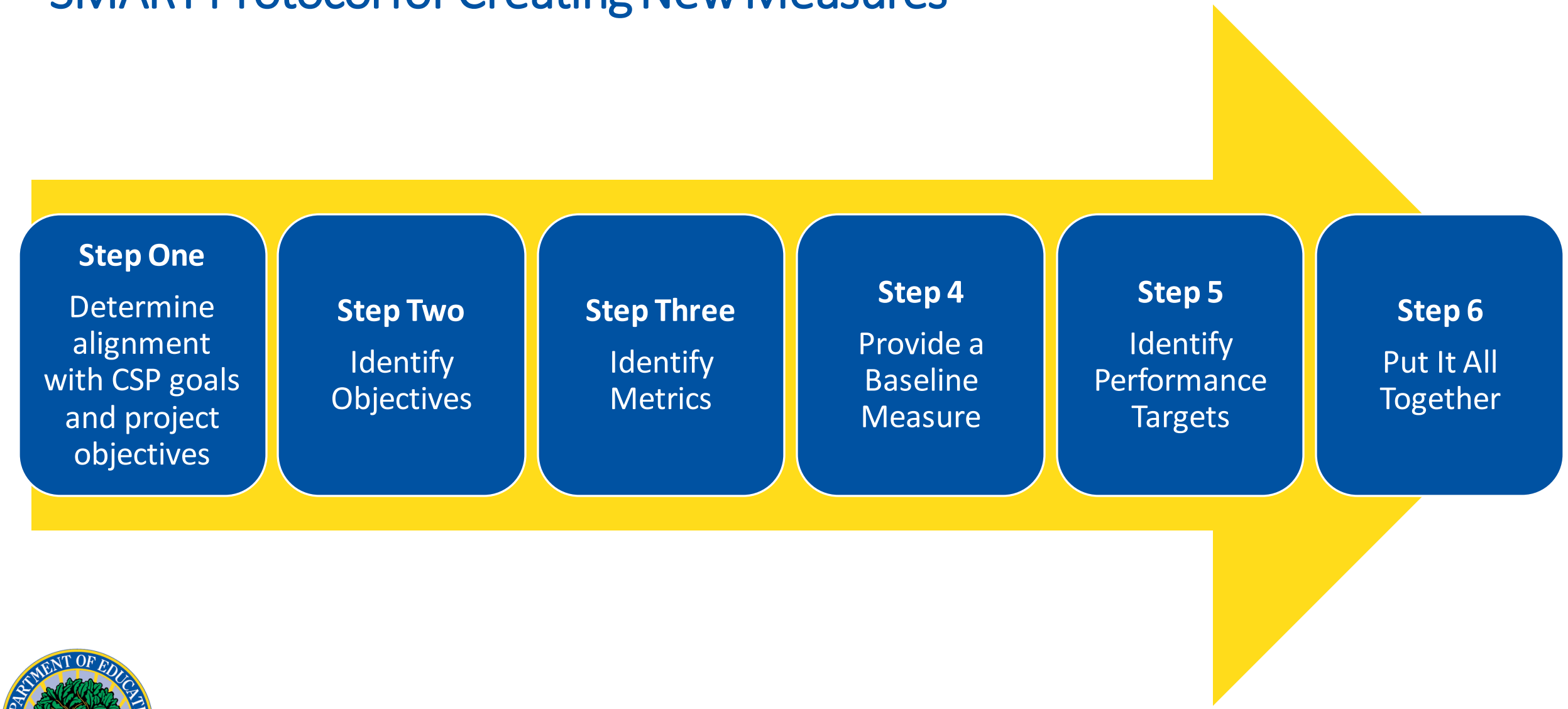
Relevant

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

Timebound

Objectives occur within a timeframe or by a target date for achieving the outcomes for long-term goals and short-term objectives.

SMART Protocol for Creating New Measures



Making Objectives SMART (Specific)

Vague Objective and Performance Measure
Objective: Create a positive environment in schools
Performance Measure 1: Attract and retain high-quality educators
Performance Measure 2: Maintain a safe and supportive environment for students

Specific Objective and Performance Measures
Objective: Create and sustain a positive and supportive learning environment in grant-funded schools
Performance Measure 1: Annually in CSP-funded schools, the retention rate for high-quality educators will be at least 80% (baseline = 78%)
Performance Measure 2: Annually, the average student daily attendance rate will be at least 95% (baseline = 95.1%)
Performance Measure 3: Parent satisfaction on the annual survey will increase by 2 percentage points each year (baseline = 65%)

Making Objectives SMART (Measurable)

Unmeasurable Objective and Performance Measure
Objective: Partner with the local school district
Performance Measure 1: Charter schools will share information with other schools
Performance Measure 2: Best practices in instruction will be widely adopted

Measurable Objective and Performance Measures
Objective: Partner with the local public school district to promote the use of evidence-based instructional practices
Performance Measure 1: Annually host at least five meetings for local district school teachers and charter school teachers to learn and share about evidence-based instructional practices
Performance Measure 2: By the end of the grant, at least 60% of meeting participants will report having implemented one or more of the evidence-based practices with their students

Making Objectives SMART (Achievable)

Unachievable/Unambitious Objective and Performance Measure
Objective: Improve student achievement outcomes for historically marginalized students or those at the greatest risk of not meeting state standards
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
Performance Measure 2: By the end of the grant, high schools will achieve a 50% graduation rate

Achievable and Ambitious Objective and Performance Measures
Objective: Improve student achievement outcomes for historically marginalized students or those at the greatest risk of not meeting state standards
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%)
Performance Measure 2: By the end of the grant, all high schools replicated or expanded under this grant will meet or exceed the state average graduation rate (baseline = 5 of 6 high schools)

Making Objectives SMART (Relevant)

Irrelevant Objective and Performance Measures
Objective: Strengthen and support the state's literacy initiative
Performance Measure 1: 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%)
Performance Measure 2: 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

Relevant Objective and Performance Measures
Objective: Increase the number of available seats in high-quality charter schools by 3,000 by the end of the grant performance period, especially for educationally disadvantaged students
Performance Measure 1: Increase the number of new high-quality charter school seats each year by the following targets: Y1=500, Y2=500, Y3=500, Y4=1,000, Y5=500
Performance Measure 2: Annually, at least 75% of enrolled students will be classified as educationally disadvantaged (Baseline= 60%)

Making Objectives SMART (Timebound)

Untimed Objective and Performance Measures
Objective: Increase the number of high-quality charter school seats
Performance Measure 1: Open two replication schools
Performance Measure 2: Add 1,800 high-quality seats

Timebound Objective and Performance Measures
Objective: Increase the number of high-quality charter schools and charter school seats
Performance Measure 1: By the end of the grant, open two replication schools (Y1 = 0, Y2= 1 Y3 = 1, Y4 = 0, Y5 = 0)
Performance Measure 2: By the end of the grant, increase the number of high-quality charter school seats within the network by 1,800. (Y1 = 0, Y2 = 300, Y3 = 400, Y4 = 500, Y5 = 600)

Test Your Knowledge – Question #1

Is this performance measure SMART?

Teacher retention at grant-funded schools will meet or exceed 75%.

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

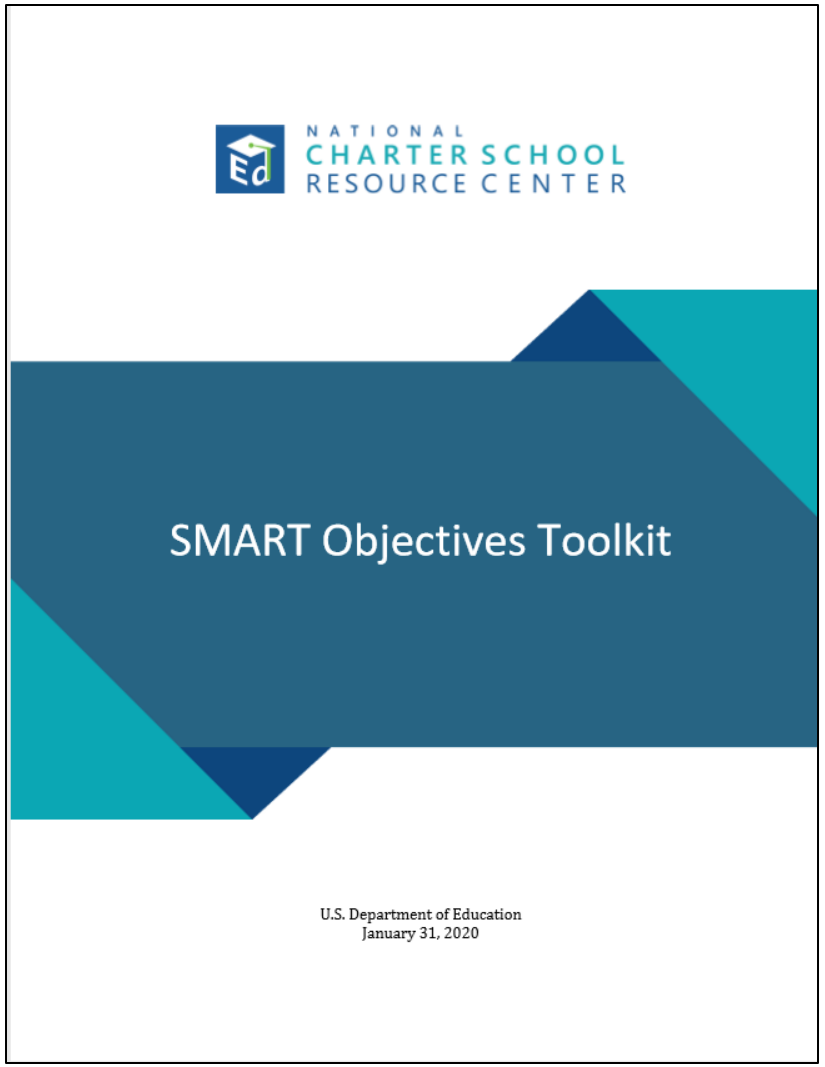
Is this performance measure SMART?

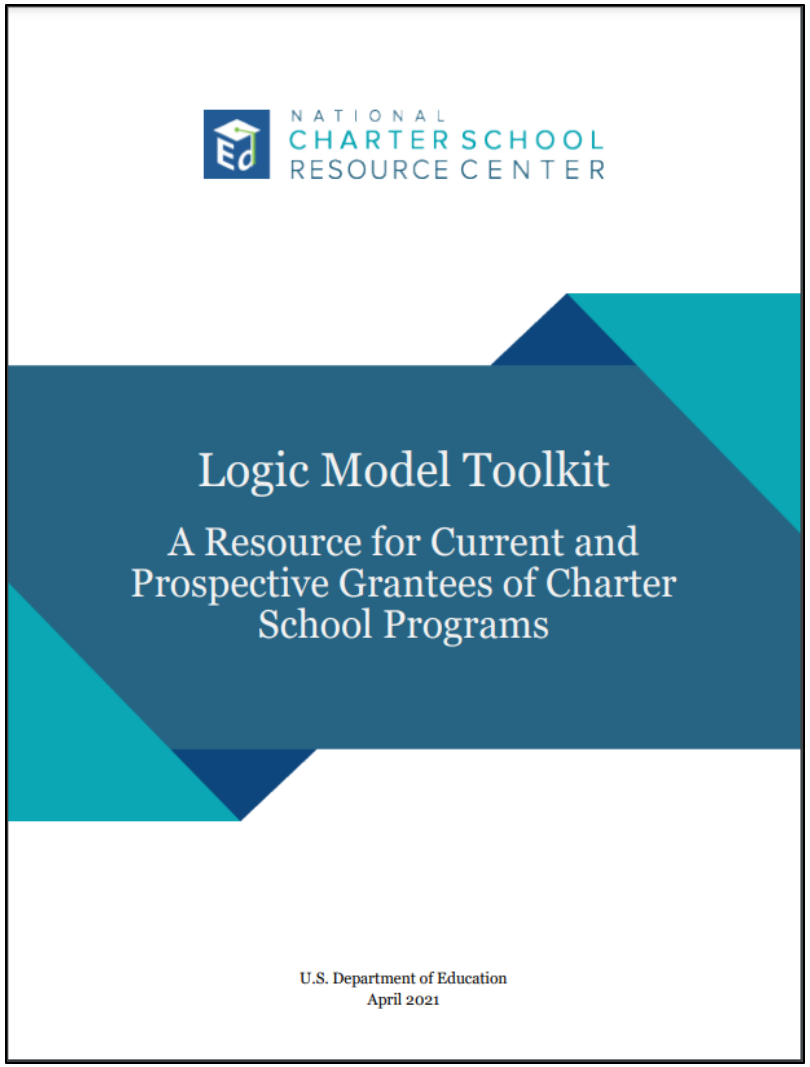
Increase retention of students who receive English learner services attending charter schools.

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!