

CSP CMO Pre-Application

Webinar:

Logic Models and SMART Performance Measures

FY 2024 CSP GRANT COMPETITION

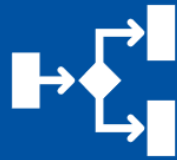
This slide deck does not contain the full text of the Notice Inviting Applications (NIA) for the FY 2024 CSP CMO Grants competition. Before applying for a grant, interested applicants should thoroughly review the NIA published in the *Federal Register*. Additionally, the CSP CMO NIA and other FY 2024 CSP CMO Grant competition resources can be found on the CSP CMO competition website.



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



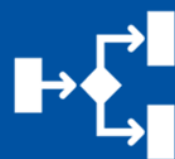
Logic Models and Performance Measures

CSP Grant Programs:

State Entity Grants

Developer Grants

CMO Grants

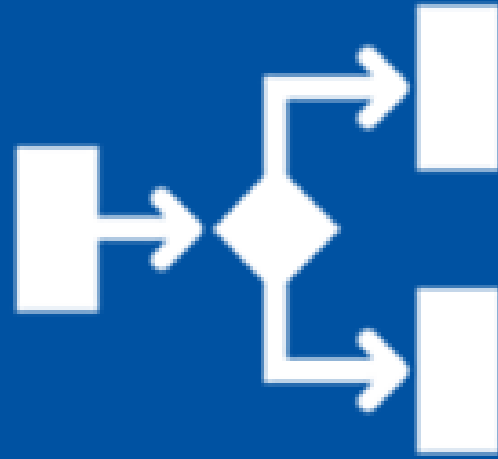


Provide a complete logic model (as defined in 34 CFR 77.1) for the grant project



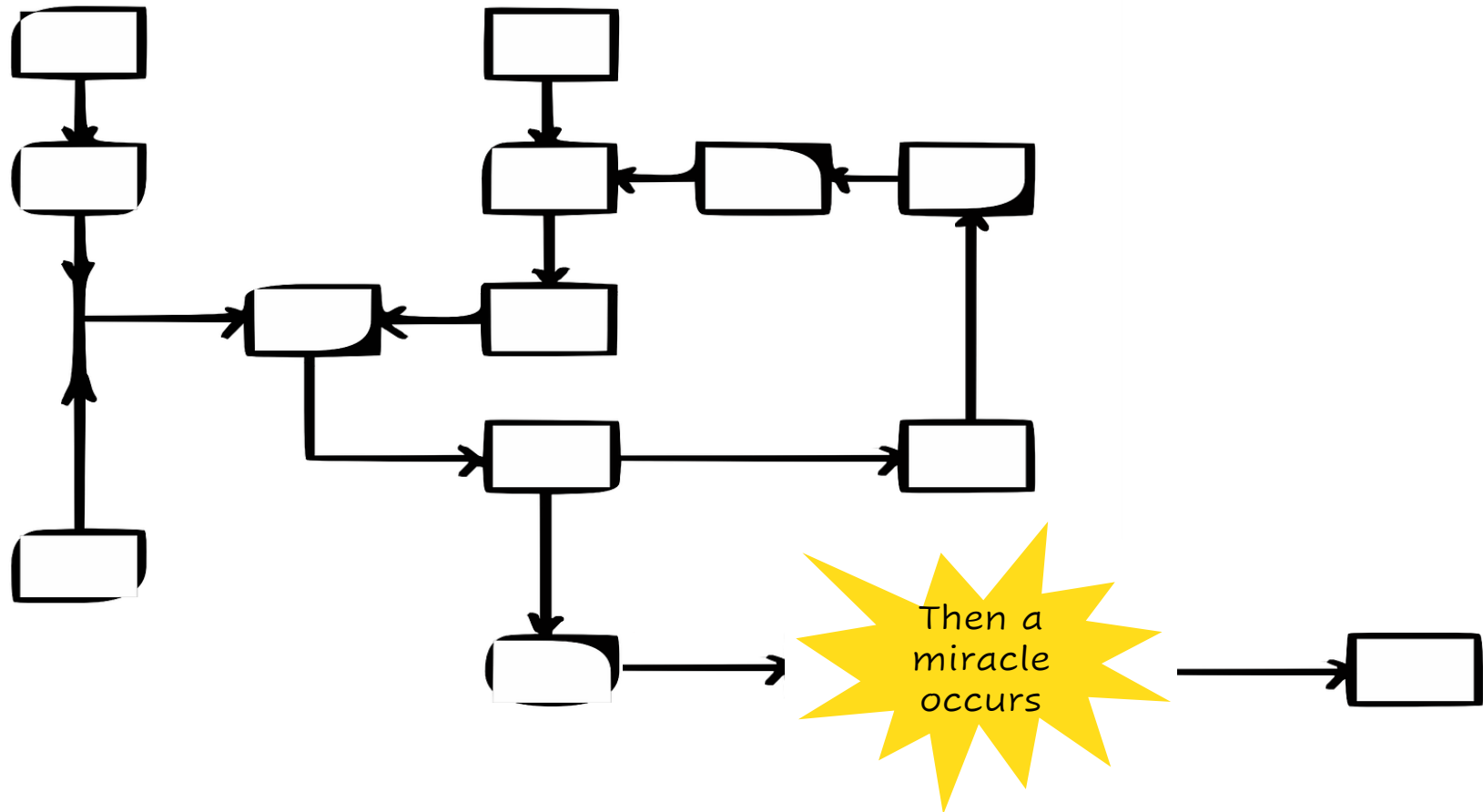
Define performance measures that accurately measure project performance aligned with goals



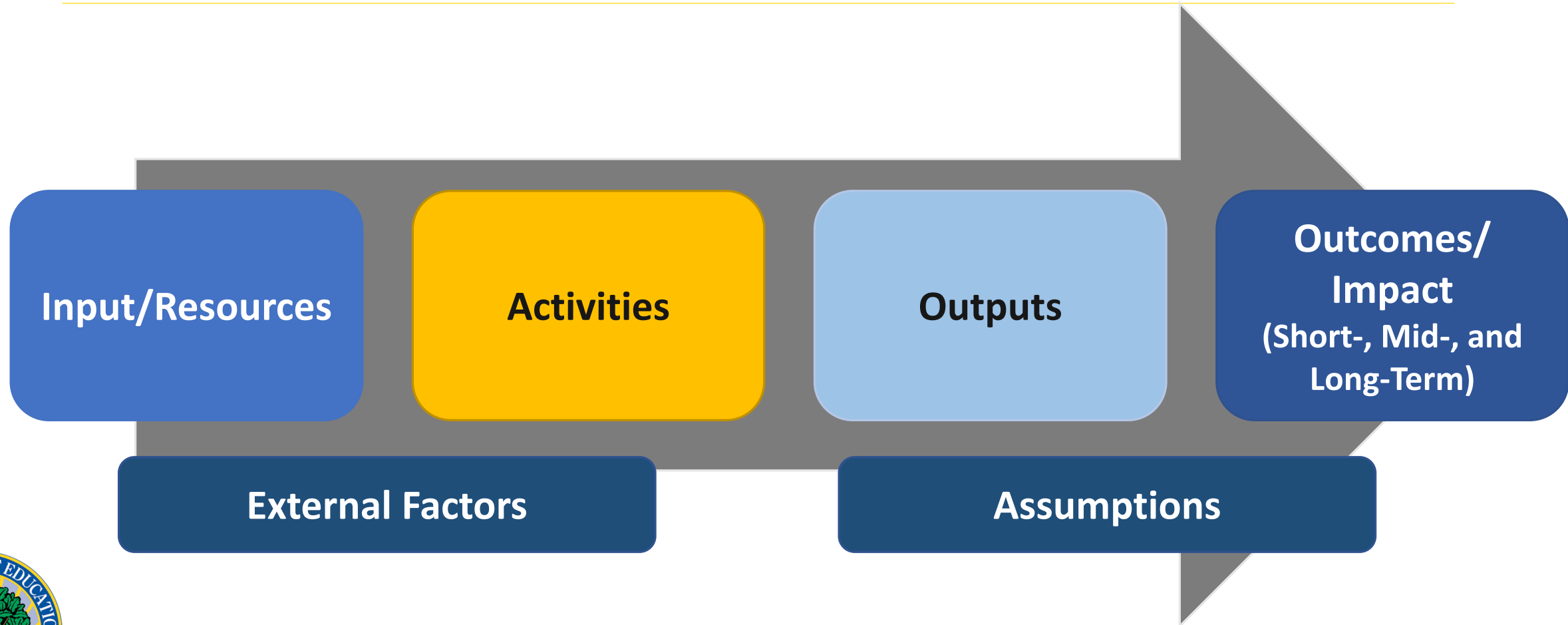


Introducing and Developing Logic Models

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 high-quality charter schools
- Conduct professional development
- Develop/purchase curriculum materials
- Hire and train teachers and administrators (only allowed during the planning period)
- Add new high-quality seats and/or grades
- Secure facilities
- Establish community partnerships





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?

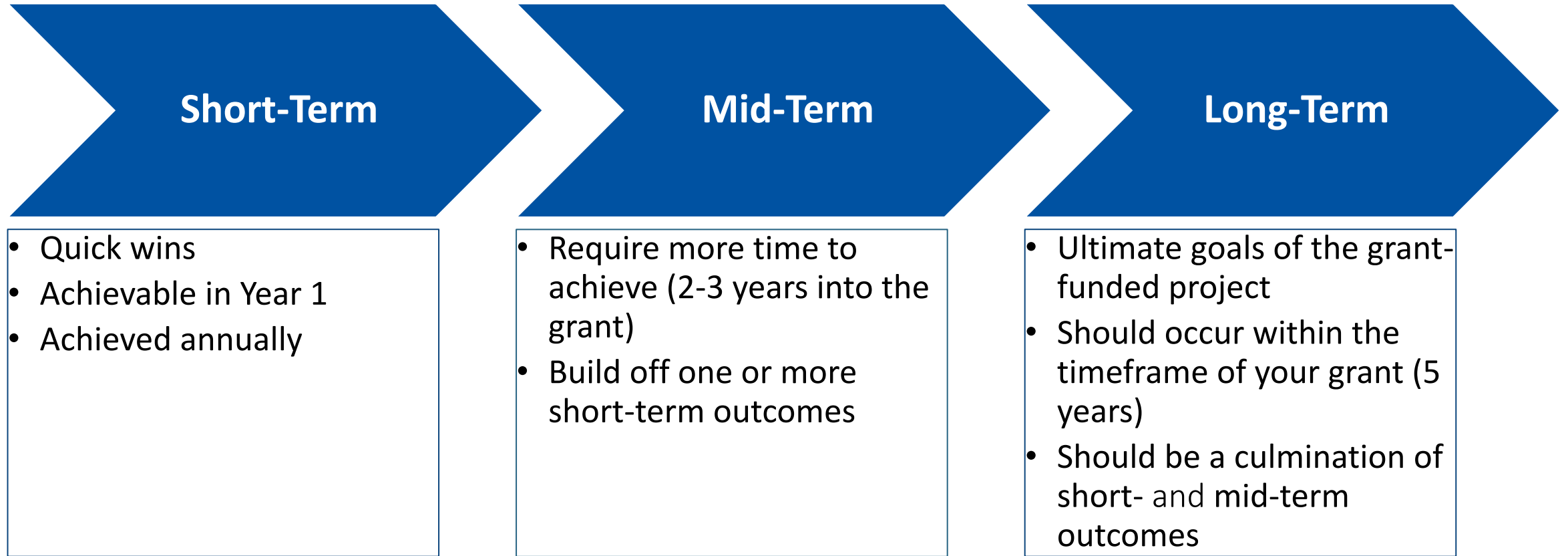
- Resources, training materials, guides

How much or how many will be produced?

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



Outcomes

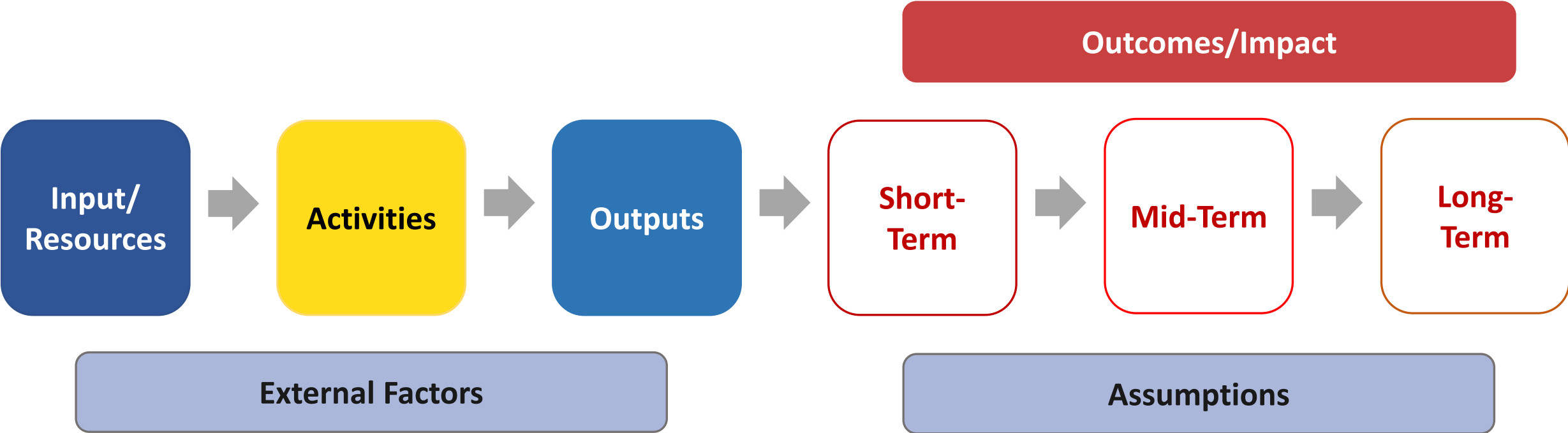


External Factors and Assumptions

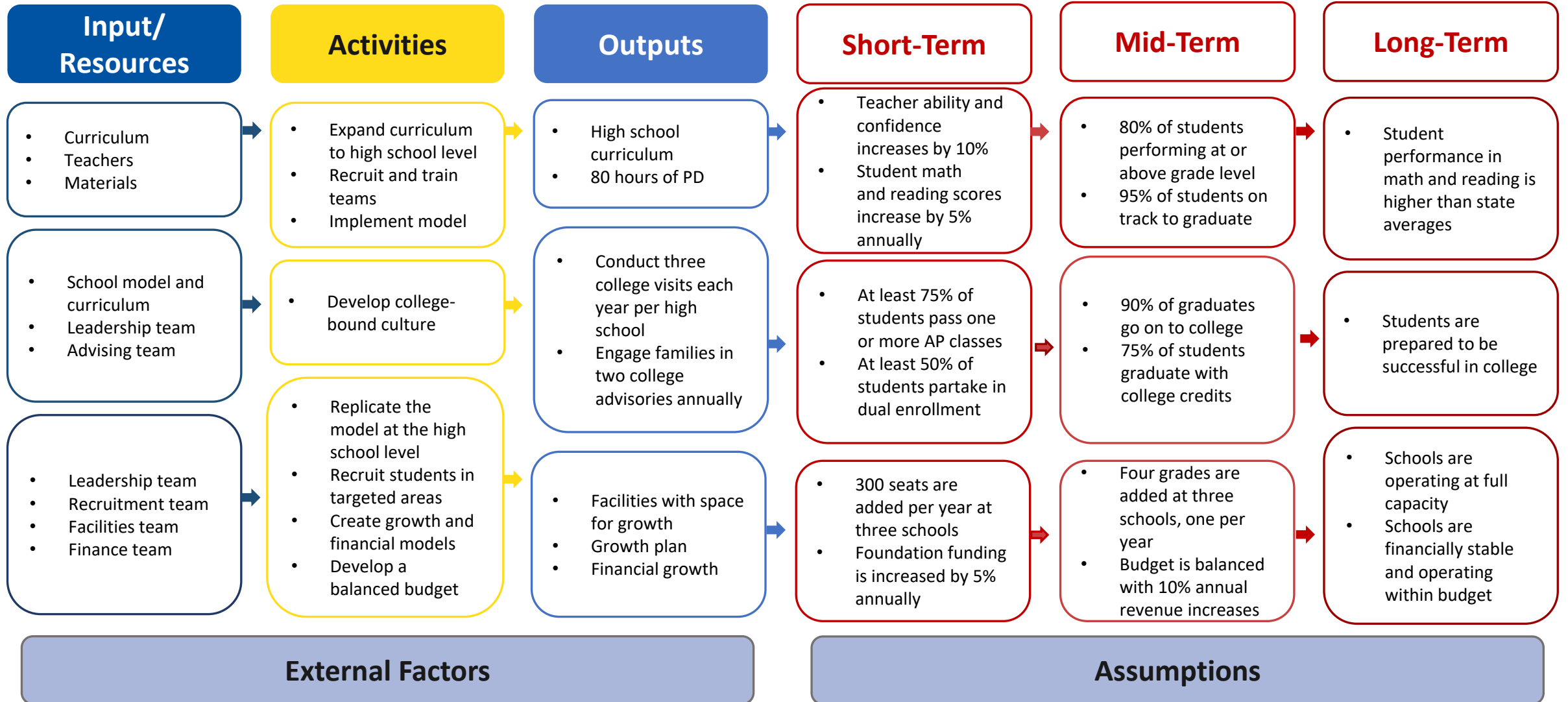
1. What external factors may positively influence project implementation?
2. What assumptions undergird the logic model?
3. What external factors could threaten project implementation?
4. What are the preconditions necessary to implement the project?



Putting the Logic in a Logic Model



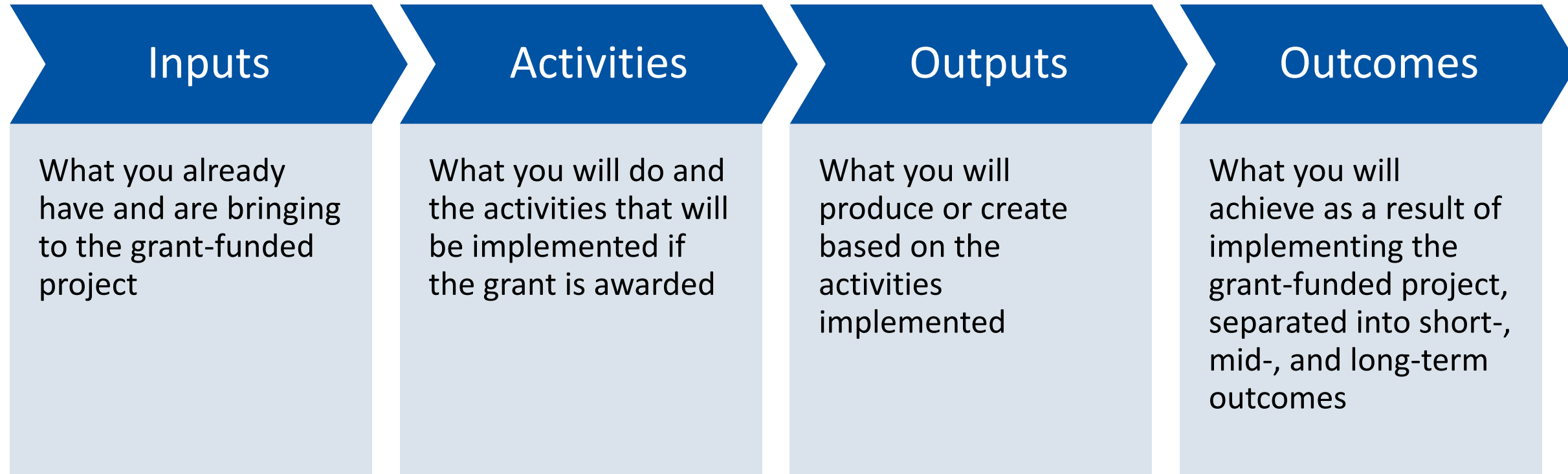
CMO Logic Model Example



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

- Partner organizations will provide operational support
- School model will lead to student academic success and college

Summary of Logic Model Components



**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 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 timeframe 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)

Vague Objective and Performance Measures

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 two percentage points each year (baseline = 65%).



Making Objectives SMART (Measurable)

Unmeasurable Objective and Performance Measures

Objective: Partner with the local public 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 convenings for local district 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 convening 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 Measures

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 five 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



SMART Objectives Toolkit

U.S. Department of Education
January 31, 2020



Logic Model Toolkit

A Resource for Current and
Prospective Grantees of Charter
School Programs

U.S. Department of Education
April 2021





THANK YOU!

