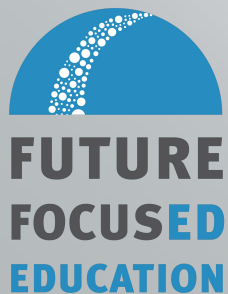


Are We Making a Difference?

**Establishing Meaningful School-Specific Measures
Using Results-Based Accountability™**

Deborah Good, Future Focused Education
Director of Organizational Learning and Research



Today's Objectives

1. **Familiarize with elements of Results-Based Accountability (RBA)**, a structured approach to improving the performance of a program or initiative.
2. Practice using the RBA approach to **draft school-specific measures** for a practice, initiative, or strategy at your real or fictional school.

Today's Agenda

**Get
Ready**

- **Centering our Students**
- **Performance Framework Update**
- **Why School-Specific Measures Matter**

**Get
Into It**

- **Results-Based Accountability™ Basics**
- **Practice**

Debrief

- **Share Out and Quick Survey**
- **What's Next**



Centering Our Students

*Think of a child or young person in your life.
Share one thing you want them to
experience during their years in school.*

New Mexico

Charter School Performance Framework

Introduction

The New Mexico Charter Schools Performance Framework supports the Public Education Department (PED), Charter School Division (CSD), the Public Education Commission (PEC), and charter schools themselves in answering three questions posed by an approach called Results-Based AccountabilitySM: How much did each charter school do? How well did they do it? Is anyone better off as a result?¹

The Performance Framework provides a roadmap for an annual review of the performance of state-authorized charter schools and is a material term of the charter schools' contracts, as stated in NMSA §22-2B-9.1 (1978).

How the Framework is Used

Traditionally, charter school authorizers use performance frameworks as tools for school monitoring and accountability. The CSD and PEC have designed the New Mexico Performance Framework to be more than that. In addition to providing transparent criteria by which the PEC will make informed charter renewal decisions, the Framework is also intended to support all parties in:

- 1) Understanding where schools are strong and where they need support,
- 2) Supporting schools' internal continuous improvement efforts,
- 3) Identifying and celebrating promising practices and programs, and
- 4) Providing the PED, PEC, and individual schools with data and stories that help communicate a meaningful and positive narrative about New Mexican students, communities, and schools.

School Review Process

Annually, CSD will prepare a report for the PEC and for each school after reviewing evidence and data from different sources, as outlined in the Framework. The report will be a variation of the single-point rubric (see Appendix A for an example), in which, for each performance area, CSD provides the school with written feedback on evidence of success and/or concern. Providing feedback for each measure is intended to provide both schools and CSD with meaningful information on what there is to celebrate and where schools need support. In addition, for each performance area, CSD assigns a rating of:

Rating by Performance Area	Definition
Meets or Exceeds Success Criteria	School meets or exceeds the "success criteria," as defined in the Performance Framework.
Working to Meet Success Criteria	School's evidence of success does not meet the "success criteria" but does not fall so far below as to necessitate a "red flag" as defined in the Performance Framework.

Performance Framework Update

Project Team

Public Education Commission (PEC)

- Glenna Voigt, Commissioner

PED Charter School Division (CSD)

- Corina Chavez, Director, Options for Parents and Families
- Brigitte Russell, Deputy Director, Options for Parents and Families

Future Focused Education (FFE)

- Deborah Good, Director of Org Learning and Research
- Grace Granillo, Research Assistant

Our Lens

In partnership with the CSD and PEC, Future Focused Education's intention is to develop a Performance Framework that:

- is transparent and **easy to understand**;
- promotes **equity**;
- honors the **diverse cultural and linguistic backgrounds** of New Mexican students and communities;
- values **unique and innovative** programs;
- preserves the **autonomy** of schools; and
- provides a meaningful assessment of each school's **successes** and **areas for growth**.

What We Have Done

Stakeholder Input

Review of survey results
and prior meeting notes

8 group interviews with
25 key stakeholders:

CSD staff

PEC commissioners

Charter school leaders

High school students

Subject matter experts

Analyze

Analysis of group
interviews for shared
and differing
perspectives

Discussion of
implications for a new
Performance
Framework

Draft and Revise

Draft of a new
Performance
Framework

Feedback from the
Project Team,
Working Group, and
Public Education
Commission

3-4 rounds of
revisions

Implement

Approval by the Public
Education Commission

Implementation in
renewal contracts with
charter schools

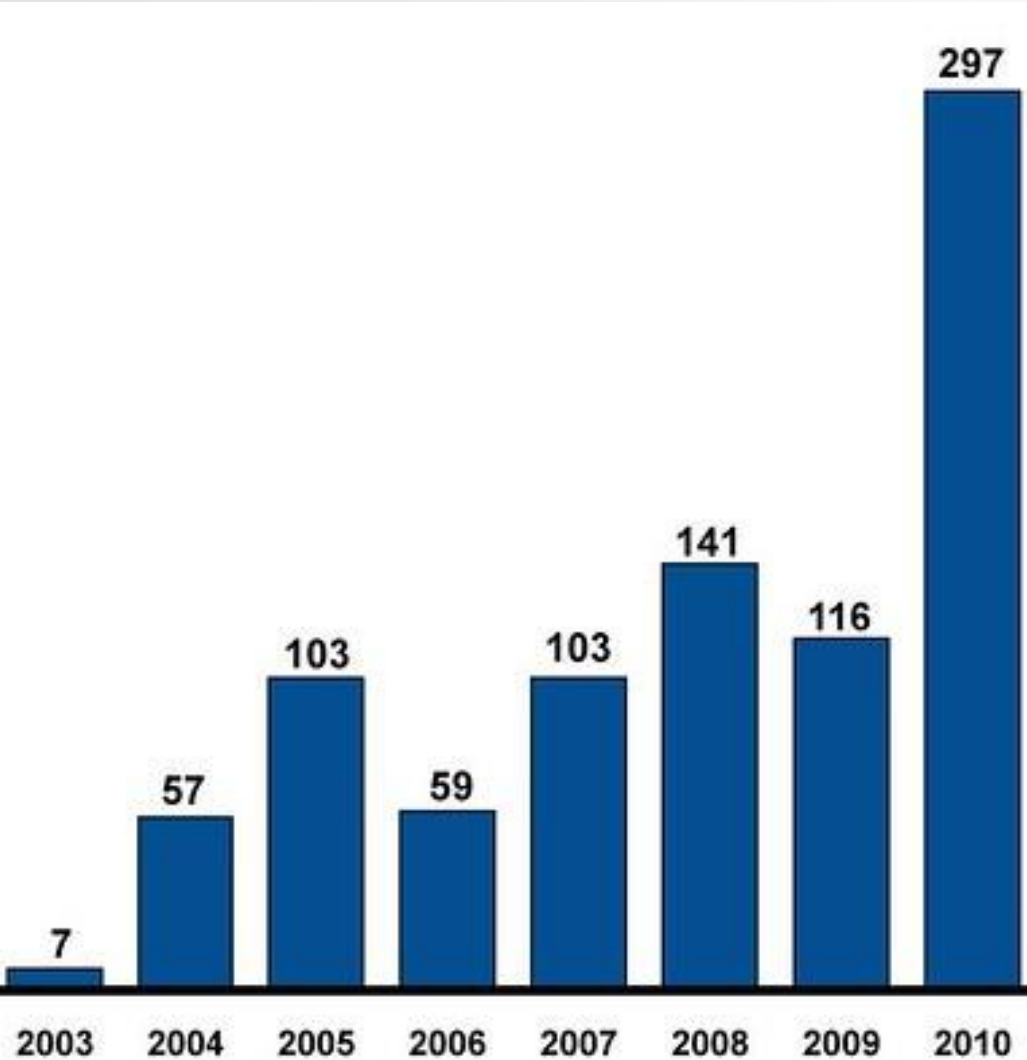
School-Specific Measures

School-Specific Focus: [School name] **will contribute to** [population-level result] **during the contract period by** [practice, initiative, or program the school wishes to implement, evaluate, and learn from].

- **Measure #1:** [How much did we do?]
- **Measure #2:** [How well did we do it?]
- **Measure #3:** [Is anyone better off?]



Why School-Specific Measures Matter



Results-Based Accountability Basics

Results-Based Accountability (RBA)

Trying Hard Is Not Good Enough

*How to Produce Measurable Improvements
for Customers and Communities*

Mark Friedman

Healthcare

Transportation

Funders

Child Welfare

[clearimpact.com/
results-based-accountability](https://clearimpact.com/results-based-accountability)

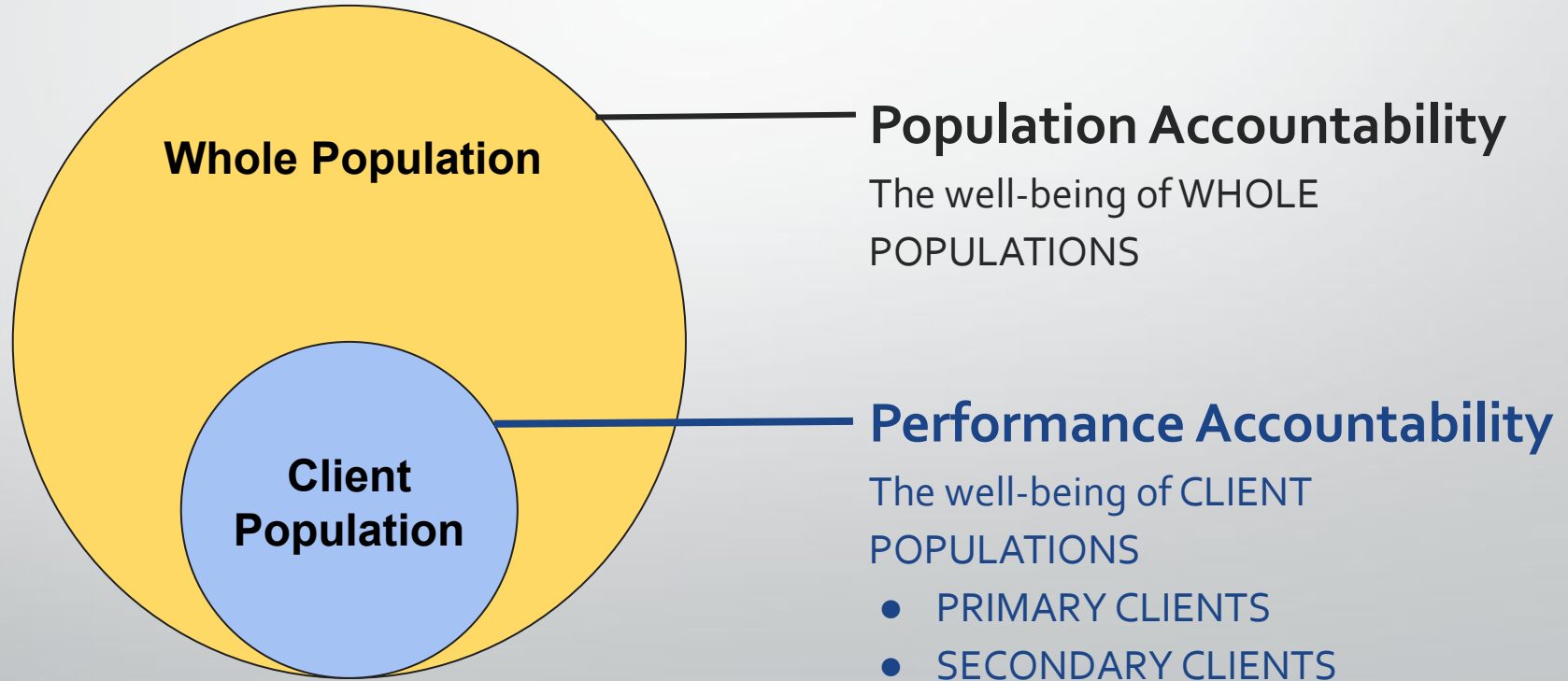
K-12

Social Services

Biomedical
Research

Whole
Governments

Identifying Client Populations



Two Types of Accountability in RBA

Population Accountability

Concerned with the well-being of
WHOLE POPULATIONS

All Children in New Mexico

Young Adults in Las Cruces

Residents of Sandoval County

Residents of the South Valley

Performance Accountability

Concerned with the well-being of
CLIENT or PROGRAM POPULATIONS

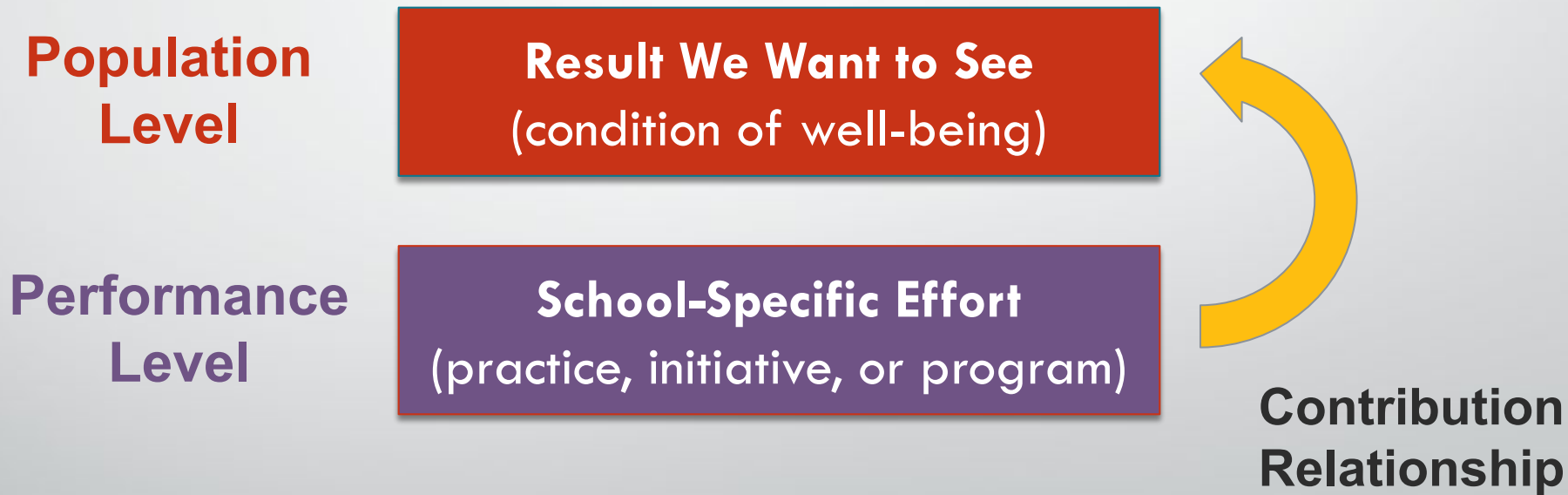
Individuals receiving assistance from
a behavioral health program

All students in a school

Fourth graders engaging a new curriculum

Children participating in an
afterschool program

School-Specific Efforts Contribute to Big Results



RBA Definitions

Population

A **RESULT** is a condition of well-being for children, adults, families or communities.

Performance

A **PERFORMANCE MEASURE** is a measure of how well a practice, initiative, or program is working.

Drafting a Theory of Action

Primary Activities

Short-Term Effects

Long-Term Result

What is the
population-level
result you will
contribute to?

Drafting a Theory of Action

Primary Activities

What will you do?

What are the components of the practice, initiative, or program you are evaluating?

Short-Term Effects

Long-Term Result

What is the population-level result you will contribute to?

Drafting a Theory of Action

Primary Activities

What will you do?
What are the components of the practice, initiative, or program you are evaluating?

Short-Term Effects

What difference will your primary activities make, and for whom?

Long-Term Result

What is the population-level result you will contribute to?

Activities

CURRENT:

- Future Focused recruits schools and students
- Future Focused recruits host sites/mentors and co-creates position descriptions
- Future Focused helps schools backwards plan based on position descriptions and other info on prerequisite skills for interns
- Future Focused matches successful student applicants with internships
- Future Focused prepares mentors and school coordinators
- Future Focused prepares students
- All stakeholders participate in the internship experience
- Students receive stipends (paid by employers via Future Focused)
- Future Focused monitors and supports participation (e.g. regular contact with interns, school coordinators, and mentors)

STILL TO COME:

- Future Focused awards credentials to successful interns
- Future Focused convenes an internship alumni group/network and provides ongoing PD
- Future Focused helps transition students to jobs
- Kellogg: Future Focused “convenes, supports, and potentially creates other orgs ... to help build a workforce pipeline w/ young adults”

Short-Term Outcomes

SCHOOL STAFF

- Understand the benefit of high school internships for the student and the school

POTENTIAL INTERNS

- Perceive internships to have more value than other options they are considering (e.g. a job)

HOST SITES

- Understand value of HS internships for the company

INTERNS – Increases in:

- Confidence they can be successful in school and career
- Knowledge about career options and interests
- Motivation to complete high school
- Hope about their futures
- Feeling supported by adults in & out of school
- Feeling valuable (i.e., understand that they have something to contribute)
- Social capital in the professional world
- Comfort in professional setting (ability to code-switch)
- Financial literacy
- Workplace competencies (TBD)

MENTORS – Increases in:

- Skills important to their company (e.g. leadership, supervision)
- Job satisfaction
- “Resonance” with personal and company values
- Positive views of young people
- Awareness of equity issues (explore this further)
- Motivation to facilitate learning for interns
- Understanding what interns need and how to provide it (i.e., building skills, awareness, confidence, social capital)

Medium-Term Outcomes

INTERNS

- Graduate from HS
 - Participate in alumni network
 - TBD: Measure of family well-being
 - TBD: Select short-term outcomes
 - Enrolled in college* one yr post-HS
- AND/OR
- Employed one yr post-HS in jobs
 - (a) at their internship site,
 - (b) in New Mexico,
 - (c) with good mentors and opportunities for advancement,
 - (d) they enjoy,
 - (e) related to career interests, and
 - (f) paying living wage (>200% FPL)

SCHOOLS – Increases in:

- Interns they have placed
- Alignment with workplace needs (e.g., curriculum/ design that better prepares students for work)
- Infrastructure to support the program
- Employer partnerships

HOST SITES

- Maintain or increase the number of high school interns they host
- Facilitate access for prospective interns (e.g. job shadows)
- Help recruit other employers to host interns
- Prioritize interns for jobs

EMPLOYERS of former interns

- Report satisfaction with former interns' workplace performance

Long-Term Outcomes

INTERNS

- Earn a certificate or degree within 5 years of HS graduation

AND/OR

- Are employed 2, 3, and 4 years after HS grad in jobs
 - (a) at their internship site,
 - (b) in New Mexico,
 - (c) with a good mentor and opps. for advancement,
 - (d) they enjoy,
 - (e) related to their career interests, and
 - (f) paying a living wage
- See wages increase 2, 3, and 4 years after HS graduation
- TBD: Measure of family well-being?

SCHOOLS

- Clearly articulated 9-12 pathway to internship and employment w/ dedicated internal resources and external partnerships.
- LSN schools as known sites of best-practice for workforce readiness pathways
- LSN school culture that reflects the above values and sense of purpose

*College refers to any postsecondary education/training program

Internship Program Theory of Action (Simplified)

Primary Activities

Short-Term Outcomes

Long-Term Vision

Young people will graduate from high school prepared for meaningful and economically viable employment.

Internship Program Theory of Action (Simplified)

Primary Activities

- Recruit students and host sites
- Match students with internships
- Prepare workplace mentors
- Prepare interns
- Monitor and support all parties throughout the internship session

Short-Term Outcomes

Long-Term Vision

Young people will graduate from high school prepared for meaningful and economically viable employment.

Internship Program Theory of Action (Simplified)

Primary Activities

- Recruit students and host sites
- Match students with internships
- Prepare workplace mentors
- Prepare interns
- Monitor and support all parties throughout the internship session

Short-Term Outcomes

INTERNS –

- Increased hope about their futures
- Competence in workplace skills (i.e. Receive the X3 WorkReady Certificate)

MENTORS– Increases in:

- Positive views of young people
- Job satisfaction

Long-Term Vision

Young people will graduate from high school prepared for meaningful and economically viable employment.

Performance Measures

	Quantity	Quality
Effort	How much did we do?	How well did we do it?
Effect	Is anyone better off?	

Performance Measures

	Quantity	Quality
Effort	<p><u>How much did we do?</u></p> <ul style="list-style-type: none">• # clients/customers served• # activities (by type of activity)	<p>How well did we do it?</p>
Effect	<p>Is anyone better off?</p>	

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Performance Measures

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Example: Internship Program

**How much
did we do?**

of interns
by student
characteristics

of
employers
by industry

of intern
meetings with an
Internship Coach

**How well
did we
do it?**

% of interns who
complete their
internship

% of interns
satisfied with
their experience

% of
employers
that return

**Is anyone
better off?**

% of interns
reporting
increased hope
about their
future

% of interns
awarded the X3
WorkReady
Certificate

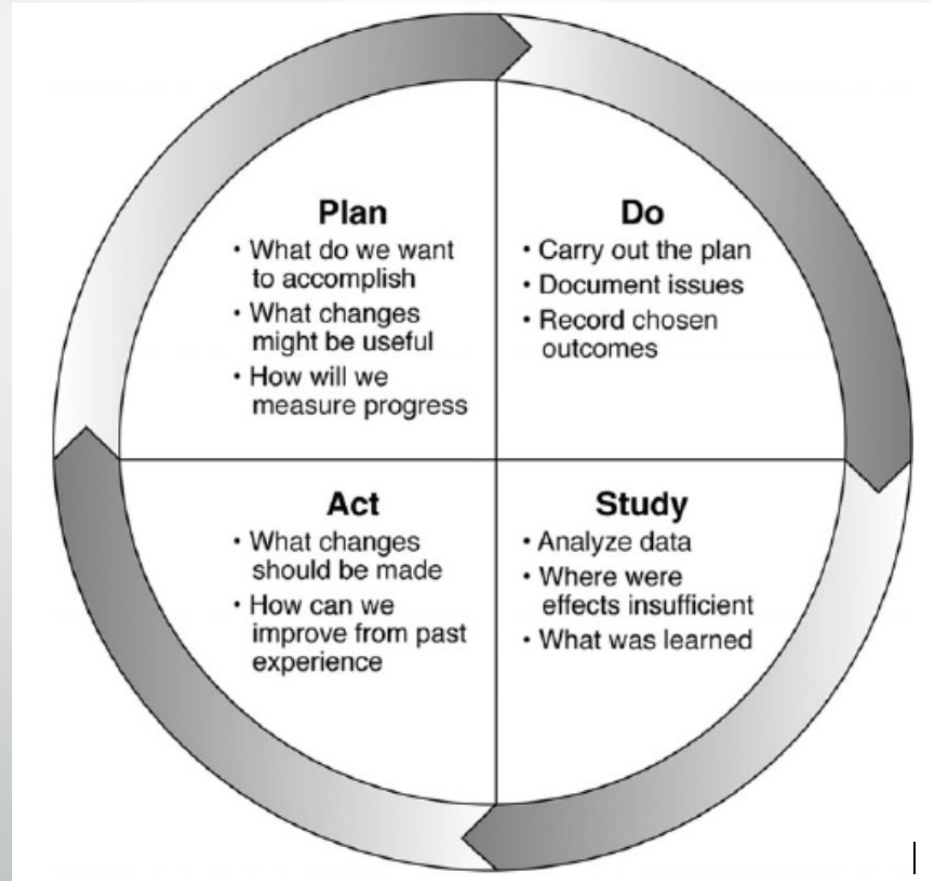
% of mentors
reporting
increased job
satisfaction

School-Specific Measures

School-Specific Focus: [School name] **will contribute to** [population-level result] **during the contract period by** [practice, initiative, or program the school wishes to implement, evaluate, and learn from].

- **Measure #1:** [How much did we do?]
- **Measure #2:** [How well did we do it?]
- **Measure #3:** [Is anyone better off?]

Continuous Improvement



Continuous Improvement

PLAN

What result do we want to contribute to?

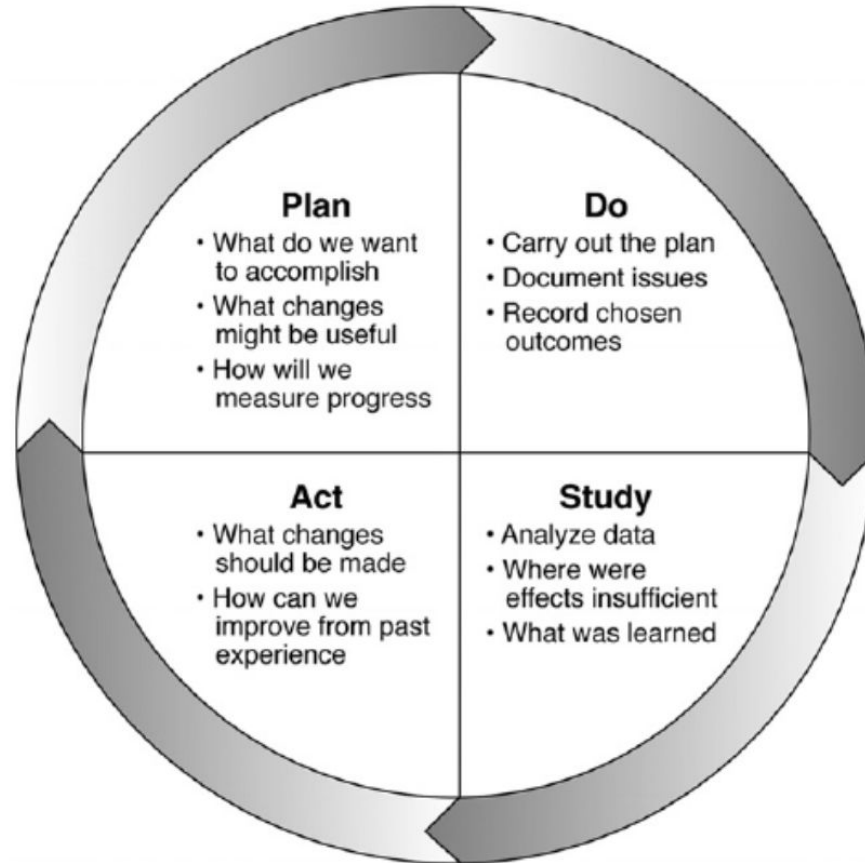
What will we try?

How will we measure progress?

Adjust

What works, what could work better?

What changes should we make?



DO

Carry out the plan

Document issues

Collect data on performance measures

Study

Analyze and discuss your data

How are we doing on the most important measures?



Practice

Practice: Theory of Action

Primary Activities

School Action Plan that details engagement opportunities and tracks participation in opportunities:

- Volunteer opportunities at local nonprofits
- Participation on a board or committee of a different group
- Social justice curriculum
- Start an SGA that attends council meetings and addresses opportunities

Short-Term Outcomes

Primary “Customer”:
11th graders

Effects:

- Collaboration skills
- Communication skills
- Improved writing skills

Long-Term Result

All students participate in civic engagement to increase their understanding of social justice.

School-Specific Measures

School-Specific Focus: Sunshine High School **will contribute to** student's civic engagement **during the contract period by** implementing opportunities for volunteering, participation on boards and committees, and engaging with a social justice curriculum.

- **Measure #1:** Number of 11th graders who participate in their local neighborhood committee for social justice.
- **Measure #2:** Percentage of 11th graders who completed 40 hours of community service this year.
- **Measure #3:** Percentage of 11th graders who present on how the experience increased their communication skills.

Practice: Theory of Action

Primary Activities

Implement student tutoring program that pairs older students with younger students who are in need of support.

Teachers trained in specific reading skills

Community volunteers read to and mentor students in need of support (and eliminate roadblocks for community volunteerism).

Short-Term Outcomes

Primary “Customer”:

Students in all grade levels identified as needing additional support

Effects:

- Measurable and observable increases in reading and language proficiency

Secondary “Customer”:

Community volunteers

Secondary “Customer”:

Teachers who participate in training

Long-Term Result

All graduates are proficient at grade-level in reading and writing.

School-Specific Measures

School-Specific Focus: Sunshine Elementary **will contribute to** young people graduating proficient in reading and writing **during the contract period by** implementing a student tutoring program, a community volunteer program, and trainings for teachers.

- **Measure #1:** Number of 5th and 6th graders tutoring younger students
- **Measure #2:** % of tutors and tutees who attend tutoring sessions at least 90% of time
 - Evidence that the curriculum used by tutors is different from what the tutee has already received