

Project Objectives, Performance Measures and Targets

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Teacher
Incentive
Fund



Background

- Why are we talking about this?
 - APR submission revealed a need
 - Several grantees have already inquired about making refinements
 - Important – demonstrates substantial progress



Background

- How do we do this?
 - Parameters
 - EDGAR prohibits changes to scope or objectives of the project
 - Refining and clarifying – *not* changing
 - Process

Terminology

- Project Goals
- Project Objectives
- Performance Measures
- Targets



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

OMB No. 1894-0003
Exp. 04/30/2014

PR/Award # (11 characters): _____

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1. Project Objective Check if this is a status update for the previous budget period.

1.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
						/	

1.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/		/		

Explanation of Progress (Include Qualitative Data and Data Collection Information)



Project Goals

- Not reported in the annual performance report
- High level
- Clear and concise
- Generally not measurable



Project Objectives

- Concrete statements about what the project is trying to achieve
- Specific
- Realistic
- Placed in a timeline
- Measurable*



Performance Measures

- Measure your progress in meeting the objective
- Quantitative way of measuring progress
- Represent the data/information that will be collected during the course of the project to measure the specific outcomes a program is designed to achieve



Targets

- Set the performance level you are striving to achieve
- May have been set in your original application
- If not, your first year data becomes your baseline
- Still need to set targets for remaining years
- Fixed after they are set



Deeper Dive: Objectives

- Clarify what the project is trying to achieve
- Level between goal and performance measure
- Must be measurable. Use performance measures to do the measurement
- May need refinement if more “goal-like”



Objective example

- “Improve student achievement”
 - More goal-like
 - Not measurable
- Refinement
 - Make measurable: Improve high school student achievement in math
 - Place in timeline: By year 5...
 - Use performance measures to measure progress



Measurable?

Things that are not measurable:

- Good
- Significant
- “Highly Effective” (without a definition)

Measurable

- Implement program in 30 schools by year 4.
- Decrease teacher turnover from 20% to 7.5% by year 3.
- At least 90% of students will score at proficient or better in math by year 5.



Sample Performance Measure

Sample Performance Measure: Increase student performance in content areas

Ask yourself:

Ask yourself:

- **MEASURABLE? What are the units of measurement and outcomes? Can they be measured and reported?**
- **TARGETS SET? Are they measurable? Reflective of baseline and goal? Do they increase each year?**
- **END GOAL? Does it include or reflect the overall objective and goal?**

How will we track progress and know if this measure is met? How do we make meaningful?



Sample performance measure: Increase student performance in content areas

- Add assessment
 - State tests, end-of-year course, portfolio
- Disaggregate by subject and grade:
 - Ninth grade students, state math test



Sample performance measure: Increase student performance in content areas

- Add annual targets
 - Increase 9% by the end of year 2; 80% of students will reach proficiency by end of year 2
- Unit of measurement
 - School, district, state

Sample resulting measure: By the end of year 2, 80% of 9th grade students in Westat Public Schools will reach proficiency on the state math test.



Sample performance measures

Sample performance measure: Recruit and retain highly effective teachers and principals

Ask yourself:

- **MEASURABLE?** What are the units of measurement and outcomes? Can they be measured and reported?
- **TARGETS SET?** Are they measurable? Reflective of baseline and goal? Do they increase each year?
- **END GOAL?** Does it include or reflect the overall objective and goal?

How will we track progress and know if this measure is met? How do we make meaningful?



Sample performance measure: Recruit and retain highly effective teachers and principals

- Divide measure
 - Recruit, retain; teachers, principals
- Define “highly effective”
 - Specific qualifications, evidence of student growth
- Add annual targets
 - Increase X%, to X %, or by X staff members
- Unit of measurement
 - Schools, district, state

Sample resulting measure: Increase the percentage of highly effective teachers, as evidenced by a record of positive student growth, retained in WPS to 50% at the end of year one.

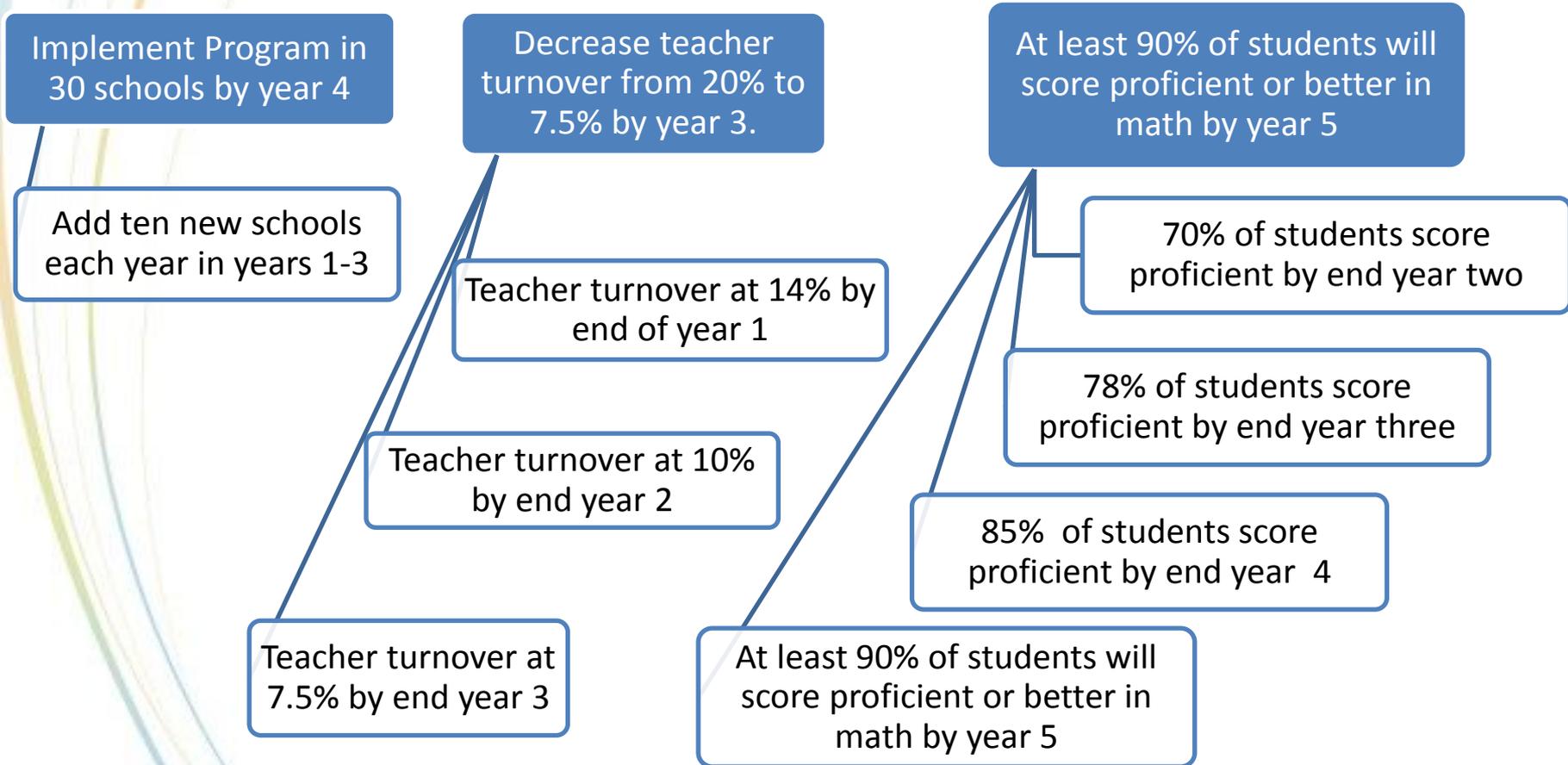


Thinking about targets

- Create **annual** targets based on baseline data and end goal
- Identify concrete, measurable target goals, in terms of numbers or percent.
- Set interim milestones to monitor progress and identify areas that need additional attention.
- Identify issues that confound progress.



Thinking about targets: Work backwards



Next steps

- Process and timeline
 - Revisit objectives, measures, and targets in a formalized way
 - Review during scheduled calls for October and November
 - You will submit your objectives, measures, and targets 2 weeks before the call
 - You will receive feedback during your call from your ED program officer and your monitor/TA provider
 - You will receive official approval of your objectives, measures and targets in writing after the call



Next steps

- Worksheets
 - Developed by Westat to help you begin the process of reviewing and reflecting on your current objectives, measures, and targets
 - Pre-populated from your APR submission
 - Can be submitted to ED
- Goal to have all objectives, measures, and targets finalized by December 1, 2011.



Next steps

- Technical assistance is available in this area
- TA Request link:

<https://www.educationprograms.org/TIF3/>

Q&A

