

# Translating a Mission into a Desired Outcome

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## Agenda

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- Common Definition for Strategic Thinking
- WHY think Strategically
- Clarify the WHY
- Define and Determine the HOW
- Measure and Monitor the WHAT

## What is Strategic Thinking?

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To think about, view,  
assess and create future  
success



## Strategic Thinking

“All men can see the tactics  
whereby I conquer, but what  
none can see is the strategy out  
of which victory is evolved.

Sun Tzu

## Strategic Thinking: Starting with the WHY

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- **WHY? = The Purpose**
  - *What is your cause? What are your beliefs?*
- **HOW? = The Process**
  - *The actions taken to realize the WHY, guiding values and principles.*
- **WHAT? = The Results**
  - *What do you do? The result of WHY. The proof.*



**The Golden Circle**

Source: (Sinek, S.,2011)

A purpose, cause or belief, reason for being beyond products and services

## Clarity of the **WHY**

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Answers the Question:  
Why do we do what we do?



## Clarity of WHY

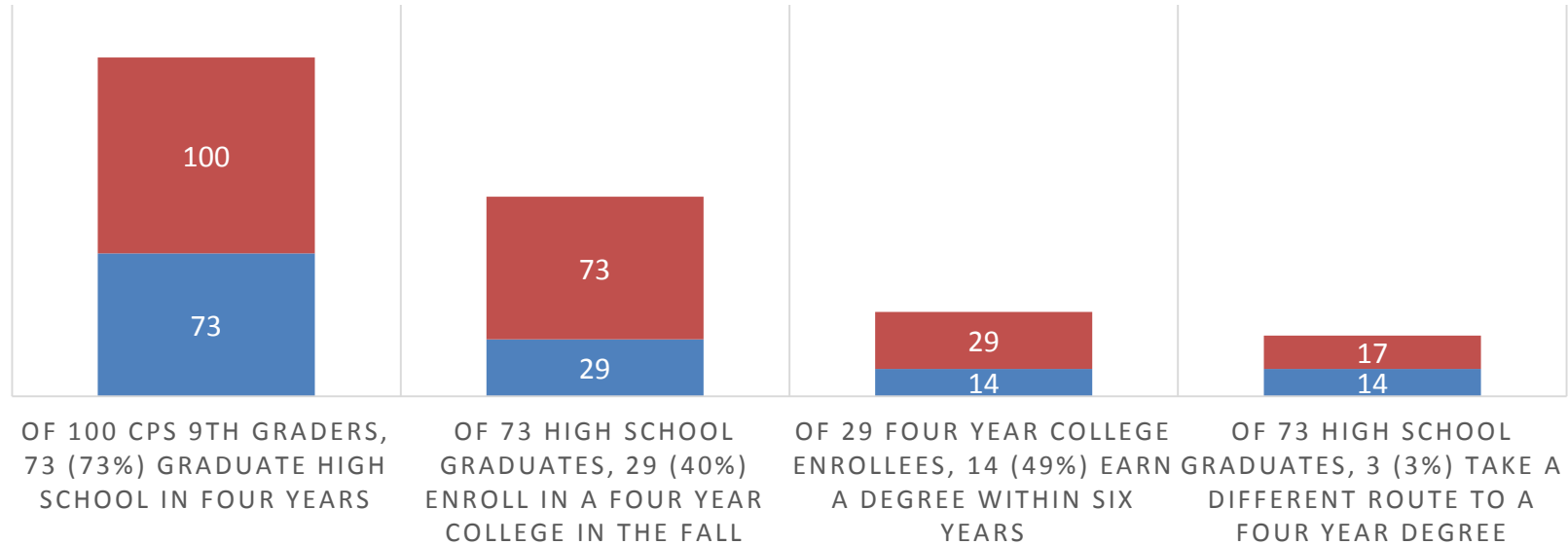
Any student that walks through our school doors, regardless of background, will receive a high quality education that will result in options for careers and colleges of their choosing and transform their life trajectory for generations to come

↓  
WHY

**To transform the trajectory of lives to come.**

## Clarity of WHY

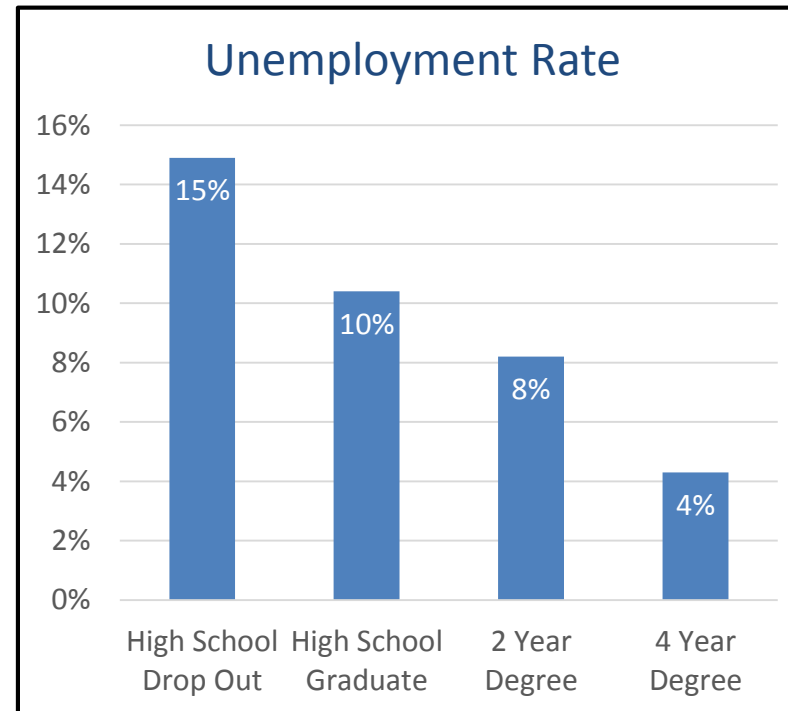
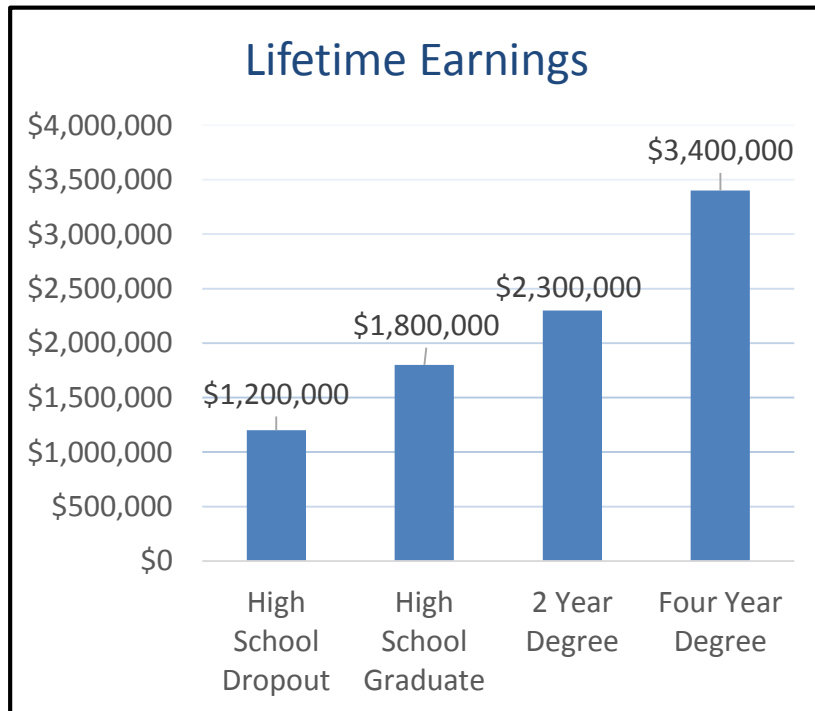
### COLLEGE MATRICULATION AND GRADUATE RATES OF CHICAGO PUBLIC SCHOOL STUDENTS\*



\*Kaleen Healey, Jenny Nagaoka, and Valerie Michelman, *The Educational Attainment of Chicago Public Schools Students: A Focus on Four-Year College Degrees*, available at <https://ccsr.uchicago.edu/sites/default/files/publications/Fast%20Facts%20Brief.pdf> (last visited Sept. 22, 2015).

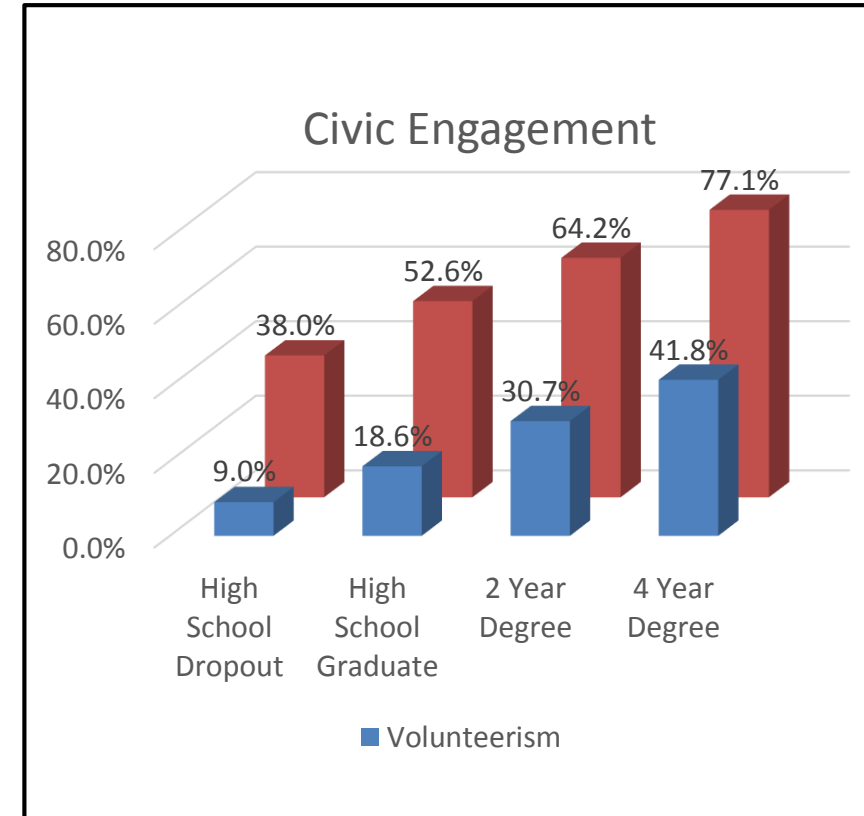
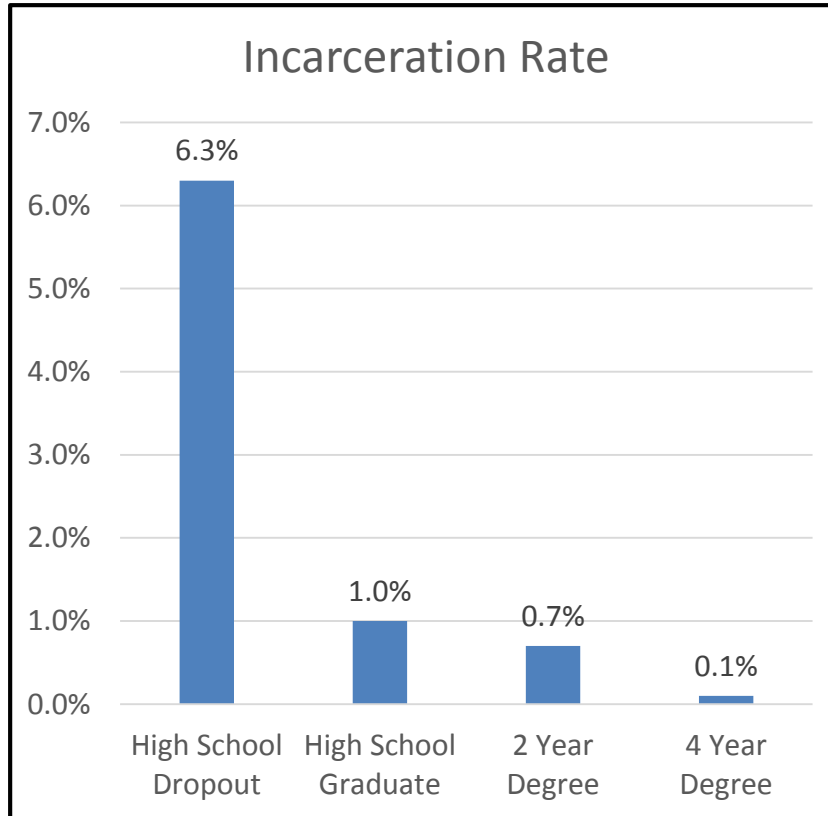


## Clarity of WHY



A Better Chicago, The Challenge, available at <http://www.abetterchicago.org/about-us/challenge/> (last visited Sept. 22, 2015).

## Clarity of WHY



*A Better Chicago, The Challenge, available at <http://www.abetterchicago.org/about-us/challenge/> (last visited Sept. 22, 2015).*

The actions taken to realize the belief, values, principles that guide HOW to further the cause (WHY)

## Discipline of the HOW

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Answers the Question:  
How are you going to achieve it (WHY)?

## The Discipline of HOW

The vision of Rowe Elementary School is to ensure that all scholars in grades K-8 are college and career ready

We cultivate the college mindset in our scholars and in our families

**PRIDE**

We provide a robust and rigorous academic program

**SUCCESS**

We develop the social and emotional skills of our scholars and our families

**HONOR**

# The Discipline of HOW

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## TACTICS

We cultivate the college mindset in our scholars and in our families

## STRATEGY

Consistently and repeatedly setting college expectations

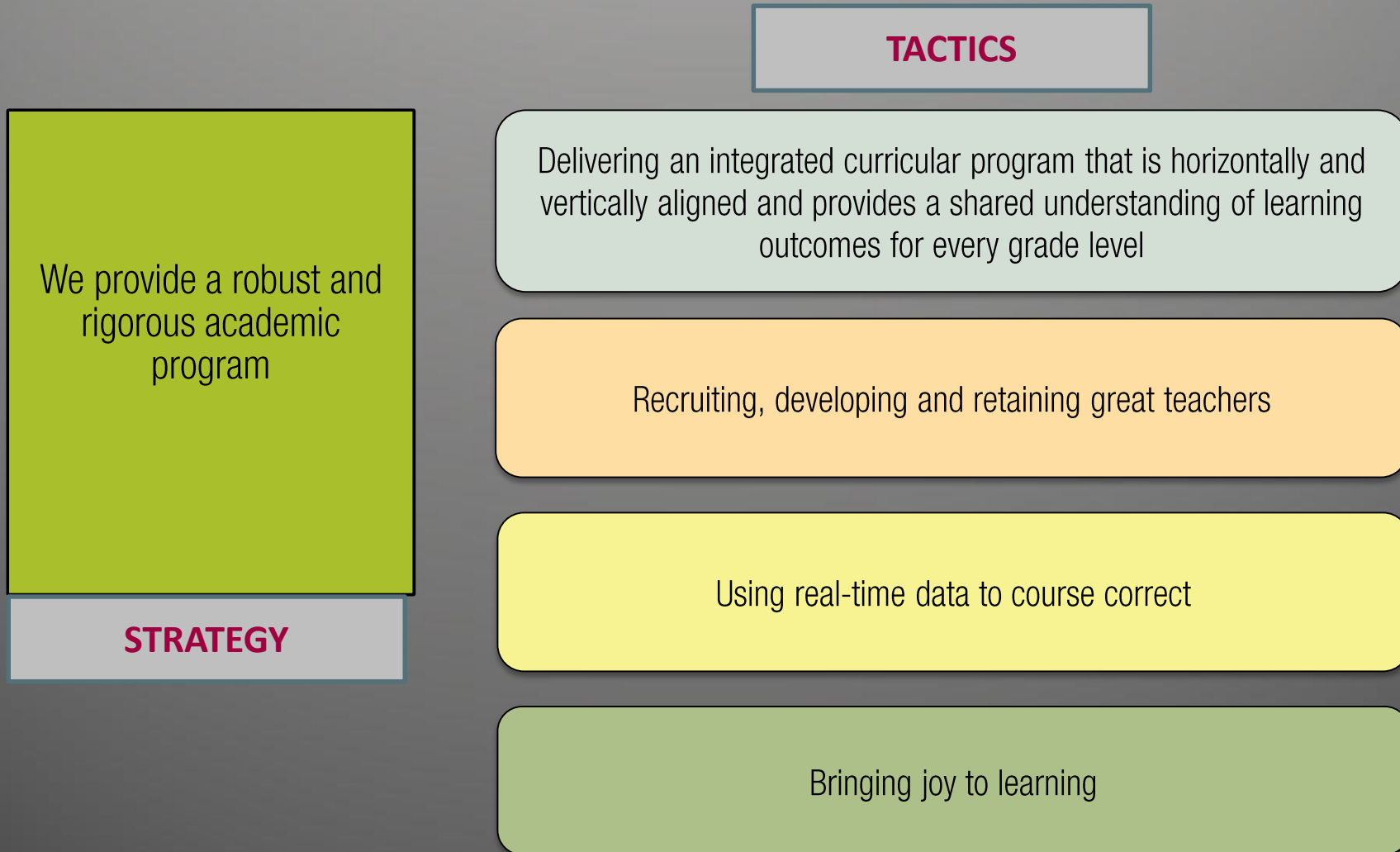
Exposure to college-like experiences for scholars, inside and outside of the classroom to create familiarity and comfort

Aligning scholars, teachers, and families on the expectation

Preparing scholars for high school and college success by incorporating instructional teachings around building the academics mindsets necessary to experience success in high school and college

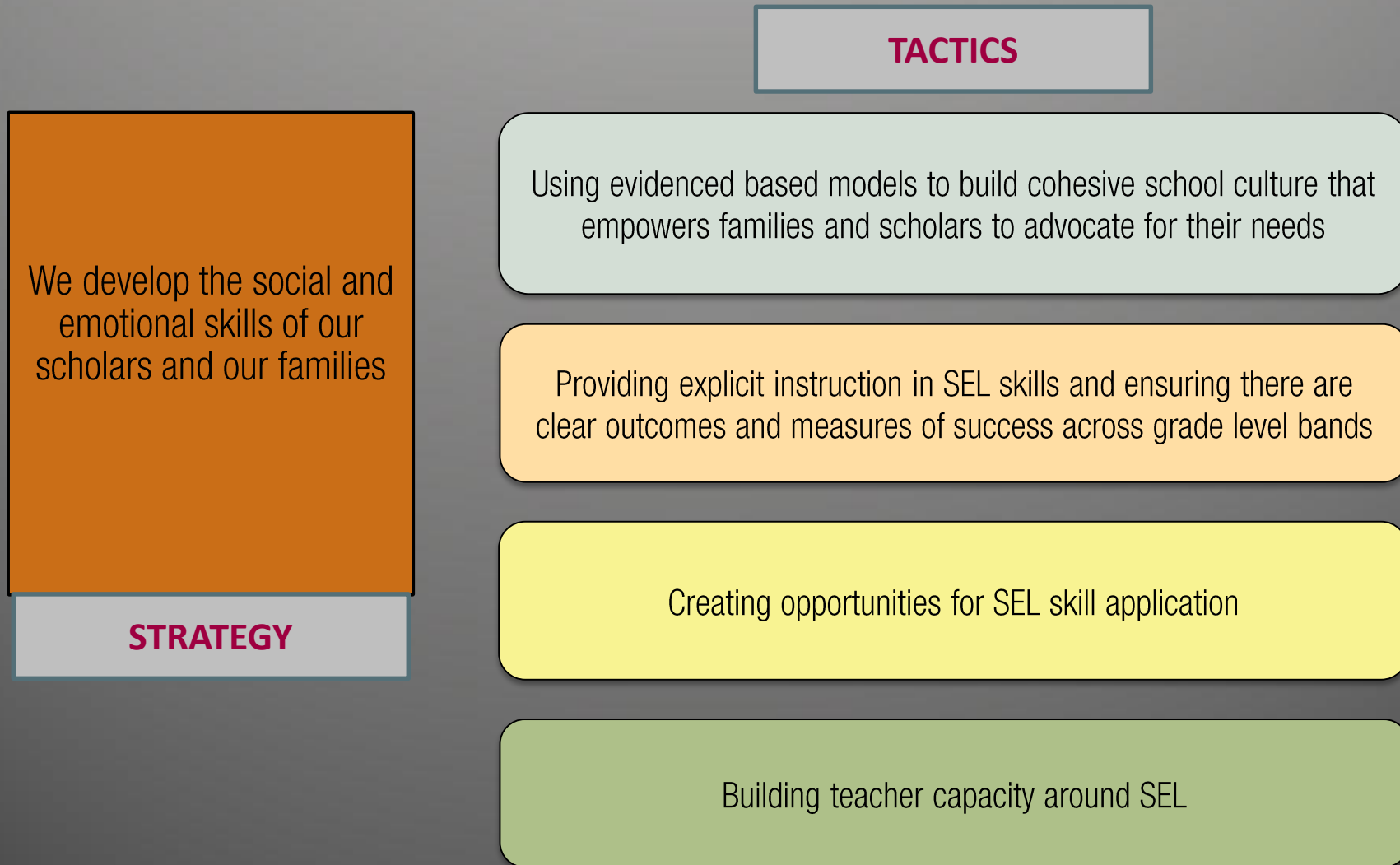
# The Discipline of HOW

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# The Discipline of HOW

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The results of those actions – everything that you say and do

## Consistency of WHAT

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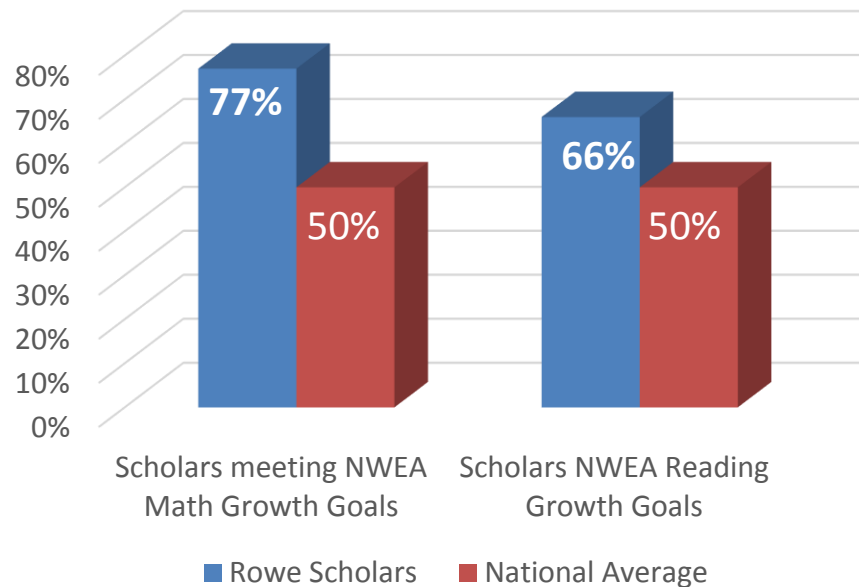


Answers the Question:  
What do you do?



## Transformative IMPACT

### Rowe Scholars Outperform National Reading and Math Results



- ✓ 96% of current 8<sup>th</sup> grade scholars qualify for Chicago's selective enrollment high schools
- ✓ 95% of Rowe scholars are displaying expected/above-average social-emotional growth
- ✓ Rowe's middle school exceeded NWEA goals in both growth and attainment for reading and math
- ✓ Rowe Elementary School earned a 1+ rating, the highest possible rating given to Chicago Public Schools two years in a row

# TRANSFORMATIVE IMPACT



✓ The average 6th grader at Rowe ended the school year at a beginning of year 8th grade level in both reading and math and the average 7th grader ended the school year at beginning of year 10th grade level in both reading and math.



✓ Rowe Scholars are on track to enter 9<sup>th</sup> grade ahead of grade level and more prepared than most CPS students



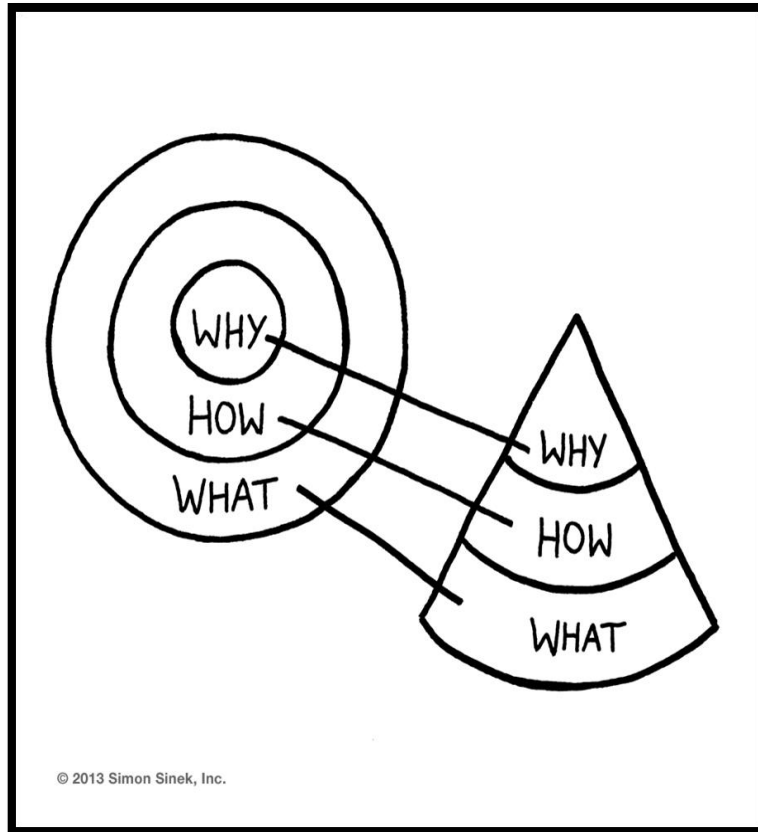
✓ The Class of 2024, Rowe's first graduating class, will enter high school with a college mindset and the persistence to finish high school, enroll in, and graduate from college.



✓ 82% of these scholars are low income and college will empower them to change the life trajectory for themselves and their families.

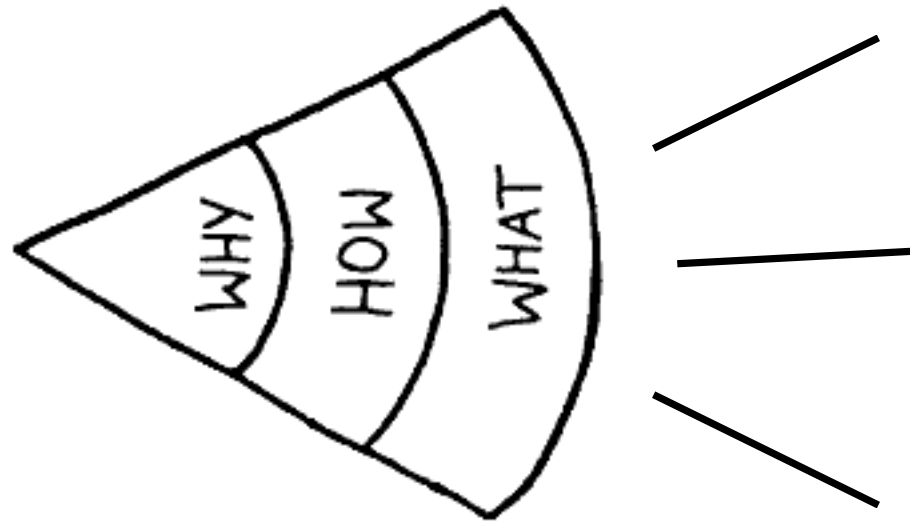
## Creating Value Through the WHY

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- **WHY:**
  - describes the benefits of engaging your organization
- **HOW:**
  - informs as to how your organization will meet stakeholder needs
- **WHAT:**
  - illustrates what distinguishes an organization from the competition

# The Golden Circle + The Cone



# Measuring & Managing Performance



# Outcomes and Outcome Statements

- Outcomes define what is desired to be accomplished
- Outcome statements clearly described who changed and what intended change is expected to occur



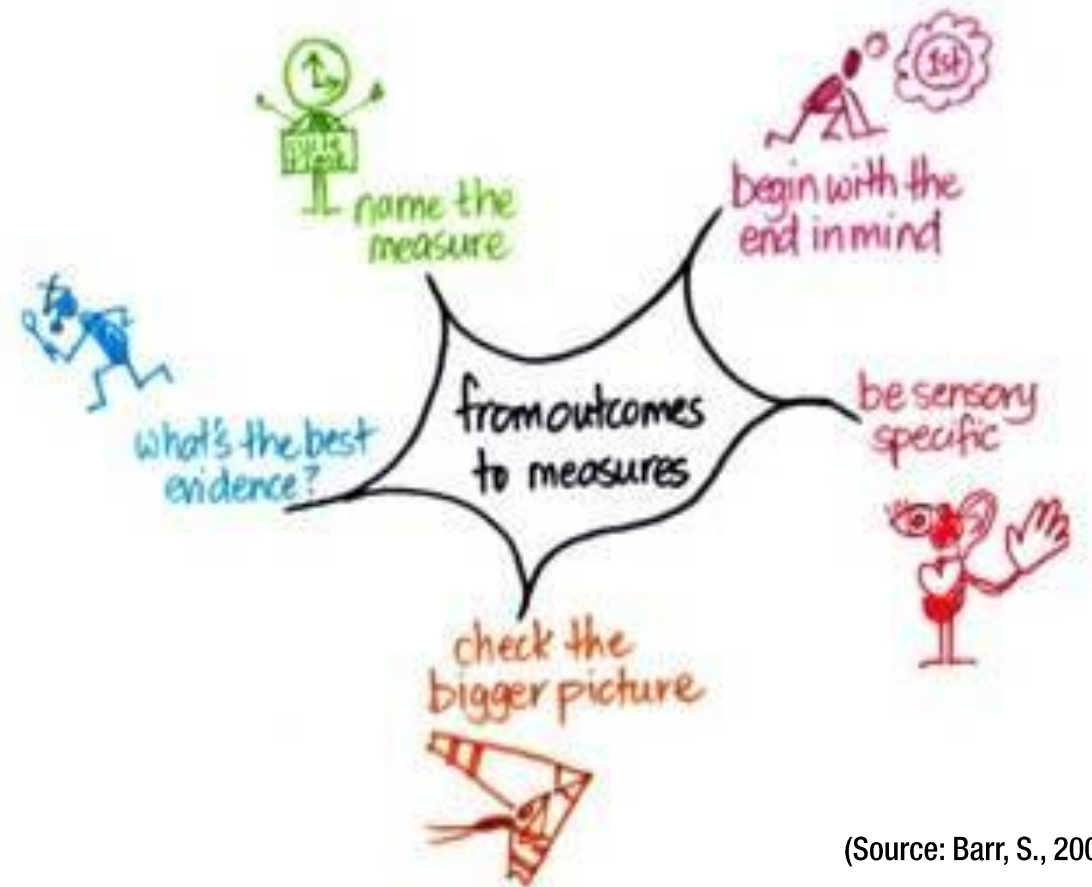
# Performance Indicators

- Identifies what will be monitored and evaluated to demonstrate results
- Must be specific, observable and measurable
- Answers questions:
  - How will you know when changes have occurred?
  - How will you know when you have achieved the outcomes?



# Finding the Right Measures

- Step 1: Begin with the end in Mind
- Step 2: Be sensory specific
- Step 3: Check the bigger picture
- Step 4: What's the evidence?
- Step 5: Name the Measure



(Source: Barr, S., 2009)



# Performance Targets

Setting a specified desired level of achievement;  
specifying a particular level of achievement related  
to the outcome.



Answers the Question:

What level of performance is reasonably expected?

DEFINE YOUR TARGET

# 5 Steps to Use Measures to Reach Performance Targets

- Step 1: Set sensible targets
- Step 2: Prioritize the performance gaps
- Step 3: Find the causes
- Step 4: Choose high-leverage solutions
- Step 5: Look for signals and check for impact



(Source: Barr, S., 2009)

# Reporting and Monitoring Performance

- Performance Reports need to answer 3 questions
  - What is performance doing?
  - Why is performance doing that?
  - Now what are we going to do about it?

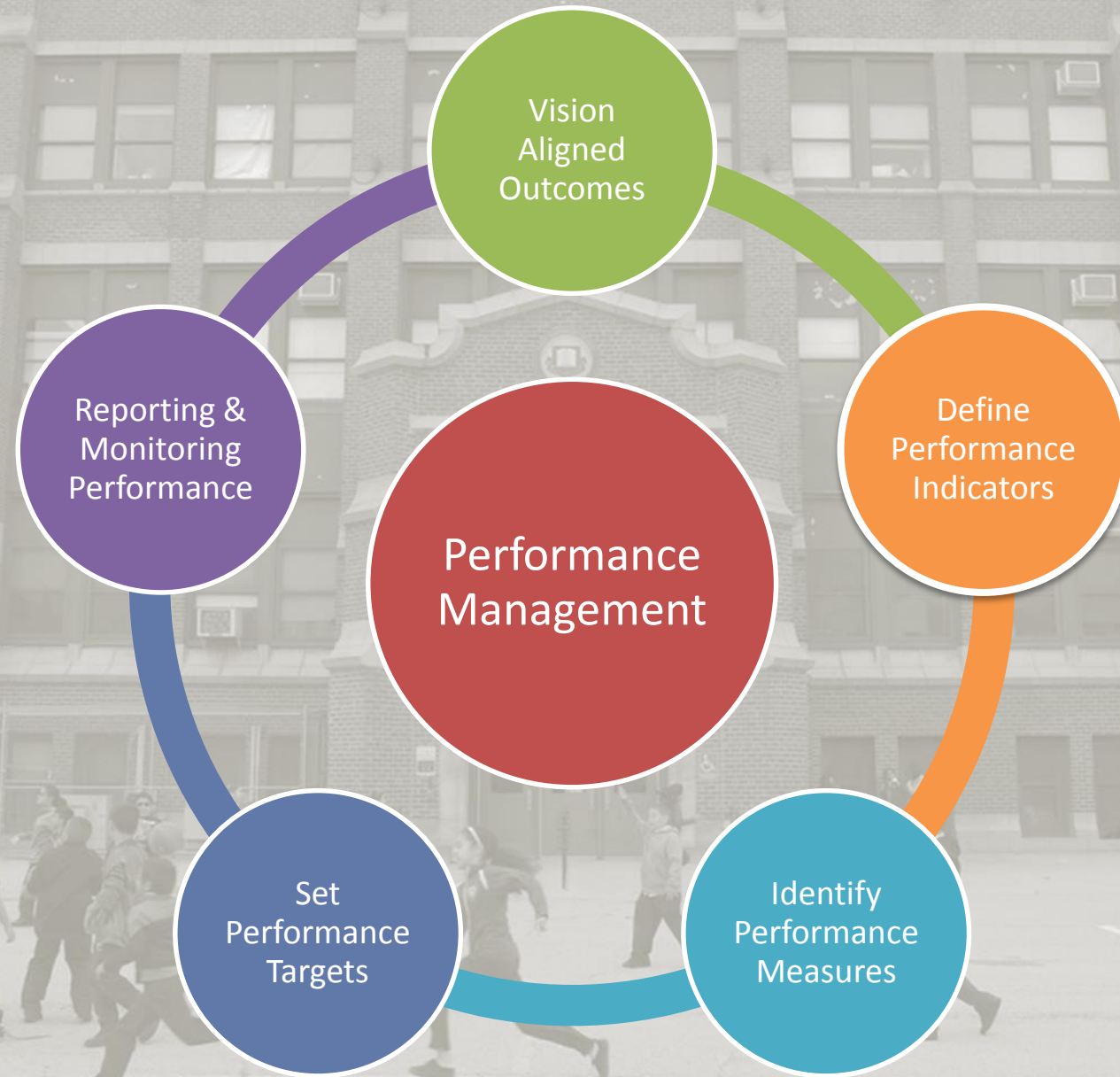


(Source: Barr, S., 2009)



# ROWE APPLICATION: Measuring and Managing Performance

# Measuring & Managing Performance



# Rowe Vision, Mission, & Core Values

The vision of Rowe Elementary School is to ensure that all scholars in grades K-8 are college and career ready

We cultivate the college mindset in our scholars and in our families

**PRIDE**

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**SUCCESS**

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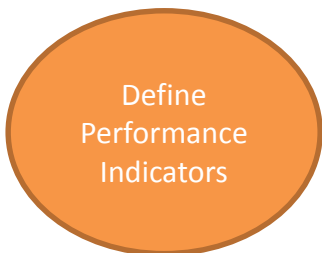
**HONOR**

Vision  
Aligned  
Outcomes

# Rowe's Scorecard

## Performance Indicators:

- Indicators were Mission aligned (Culture, Academics, and SEL)
- Indicators needed to include Operations and Finances as these are key to leading a high performing school as well
- It equipped all stake holders with shared language about the story we would tell about our scholars, our school, and our community
- It required us to think critically about what data we would collect, with what frequency, and how we'd analyze and respond to it



Metric	Current status	Current target	Current value
<i>Operations</i>			
Number of empty seats	Off target	3	7
Scholar waitlist	Off target	200	101
Average scholars per class	Off target	28	26.20833333
Attrition rate	On target	8%	0%
Retention rate	On target	3%	0%
Attendance rate	On target	95%	97%
Variance in number of classrooms required vs. plan	On target	0	0
Parent NPS	On target	90%	8880%
Teacher NPS	Off target	80%	-4%
Staff retention	Off target	95%	0%
<i>Discipline/Culture</i>			
Average referrals per day	On target	4	2.933333333
Referrals by behavior type	On target	45%	37%
Scholar climate survey	On target	80%	86%
<i>Academics</i>			
Math performance*	On target	N/A	N/A
Literacy performance*	Off target	N/A	N/A
Science performance*	On target	N/A	N/A
Social studies performance*		N/A	N/A
Overall ISAT*	Off target	N/A	N/A
Enrichment performance*	Off target	N/A	N/A
Percent of teachers who are proficient or distinguished	Off target	85%	0%
<i>Financial</i>			
Current year surplus/deficit	On target	\$ (20,000)	\$ 249,107
10-year financial picture	On target	\$ -	\$ 396,097
Fundraising raised vs. planned fundraising	On target	\$ 100,000	\$ -
Fundraising through breakeven point	On target	\$ 5,700,000	\$ 5,063,103
Breakeven school year	On target	2019-2020	2019-2020
<i>SEL</i>			
DESSA results	On target	15%	10%
<i>Special Education</i>			
Percent benchmarks met by students with IEPs	Off target	95%	94%

# Stages of Backwards Design

**Step 1:**  
Identify Desired  
Results

*In step 1, we consider goals, examine content standards, and review curriculum expectations. We clarify priorities!*

*In step 2, we think about how we will know if students have achieved the desired results. What will we accept as evidence of student understanding?*

**Step 2:**  
Determine  
acceptable evidence

*In step 3, with clearly identify results and appropriate evidence of understanding, we think through appropriate instructional activities.*

**Step 3:**  
Plan learning  
experiences and  
instruction

Identify  
Performance  
Measures



# Step 1: Identify Desired Results

## Stages of Backwards Design

**Identify Desired Results** – the first step in backwards design. This involves setting a vision for scholar learning and goals that align to this vision. This represents the ultimate destination for scholar learning

**Determine acceptable evidence** – provides the evidence that scholars have met the goal. Assessments are critical at both the summative (year-long) and formative (unit) level because they tell whether scholars are on track to meet their year-long goal.

**Plan learning experiences** – LTPs provides a logical, well-timed sequence of all learnings that are scaffolded to build scholar understandings and will ultimately lead to scholar mastery on the summative assessment.

Set  
Performance  
Targets

## Rowe's Desired Results

### **Goal 1 Literacy:**

- % of scholars meeting reading growth goals on NWEA (incremental growth every year)
- Average Reading attainment on NWEA (ranges by grade level)
- Fountas and Pinnell growth (1.0-1.5 years informed by baseline)

### **Goal 2 Math:**

- % of scholars meeting math growth goals on NWEA (incremental growth every year)
- Average Math attainment on NWEA (ranges by grade level)

### **Goal 3 Enrichment:**

- Scholars average 75% mastery on rigorous drama, music, and art assessment
- Scholars average 80% on rigorous PE assessment

### **Goal 4: DESSA**

- 80% of scholars score "Typical" on DESSA

### **Goal 5: Scholar Climate Survey**

- All classrooms score a "4" average on a 5 point scale on scholar climate survey

# Step 2: Determine Acceptable Evidence

## Stages of Backwards Design

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Identify  
Performance  
Measures

## Evidence of Scholar Learning

### *Literacy:*

- STEP, Fountas and Pinnell, NWEA Map

### *Math:*

- NWEA Map

### *Social Studies:*

- Unit assessments & course-wide tracking

### *Enrichments:*

- Drama, Music, PE, Visual Art: teacher created performance tasks

### *SEL:*

DESSA, Scholar Climate Survey

# Step 3: Plan Learning Experiences

## Stages of Backwards Design

**Identify Desired Results**– the first step in backwards design. This involves setting a vision for scholar learning and goals that align to this vision. This represents the ultimate destination for scholar learning

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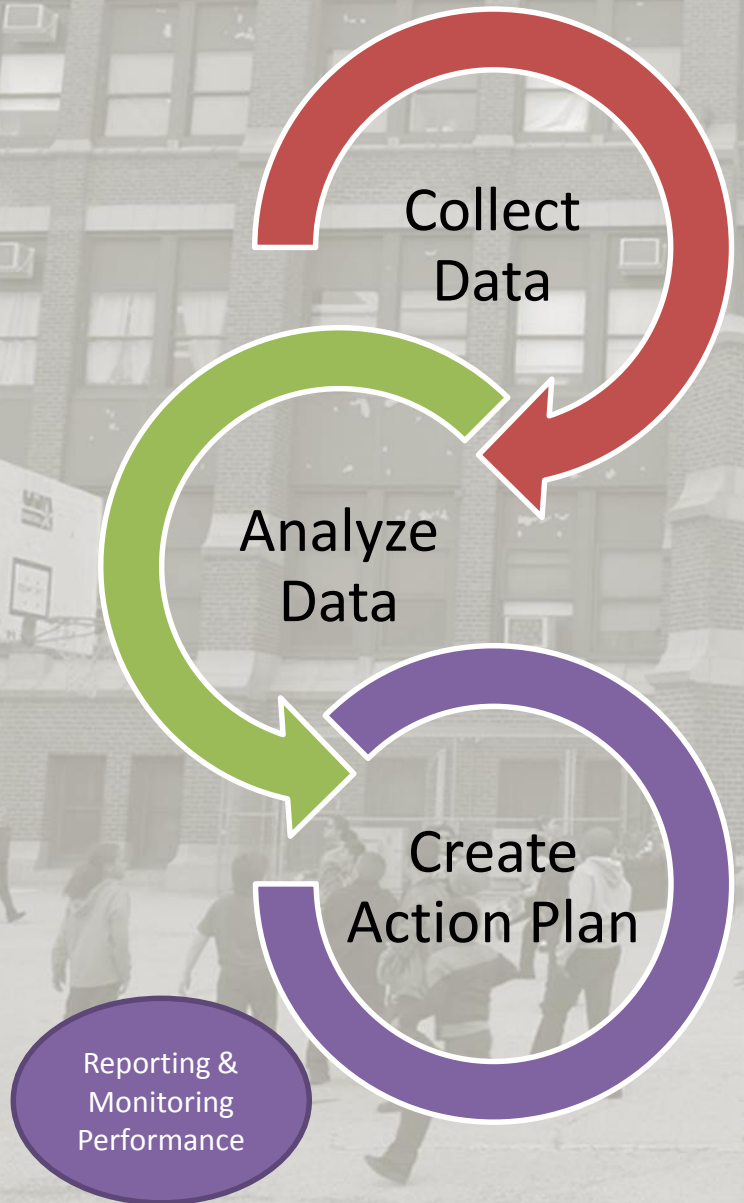
**Plan learning experiences**– LTPs provides a logical, well-timed sequence of all learnings that are scaffolded to build scholar understandings and will ultimately lead to scholar mastery on the summative assessment.

## Planning @ Rowe

- Common Core Aligned LTPs
- Unit Plans
- Lesson Plans

Reporting &  
Monitoring  
Performance

# Monitoring Progress through Data Cycle



Am I getting information that measures whether or not scholars are mastering the standards?

What does the data say about what scholars are learning and what aren't they? What's at the root of why they aren't learning? How do we know?

What new learning experiences can I create to help my scholars learn what they did not master and how can I continue to push all my scholars to get stronger at the standard?

# Performance Management (PM)

Performance  
Management

Frequency:  
2Xs a year;  
MOY and  
EOY

Attached  
to  
Performance  
Pay  
& Salary  
Increase

Qualitative  
&  
Quantitative  
Data

Managed by  
the  
Principal

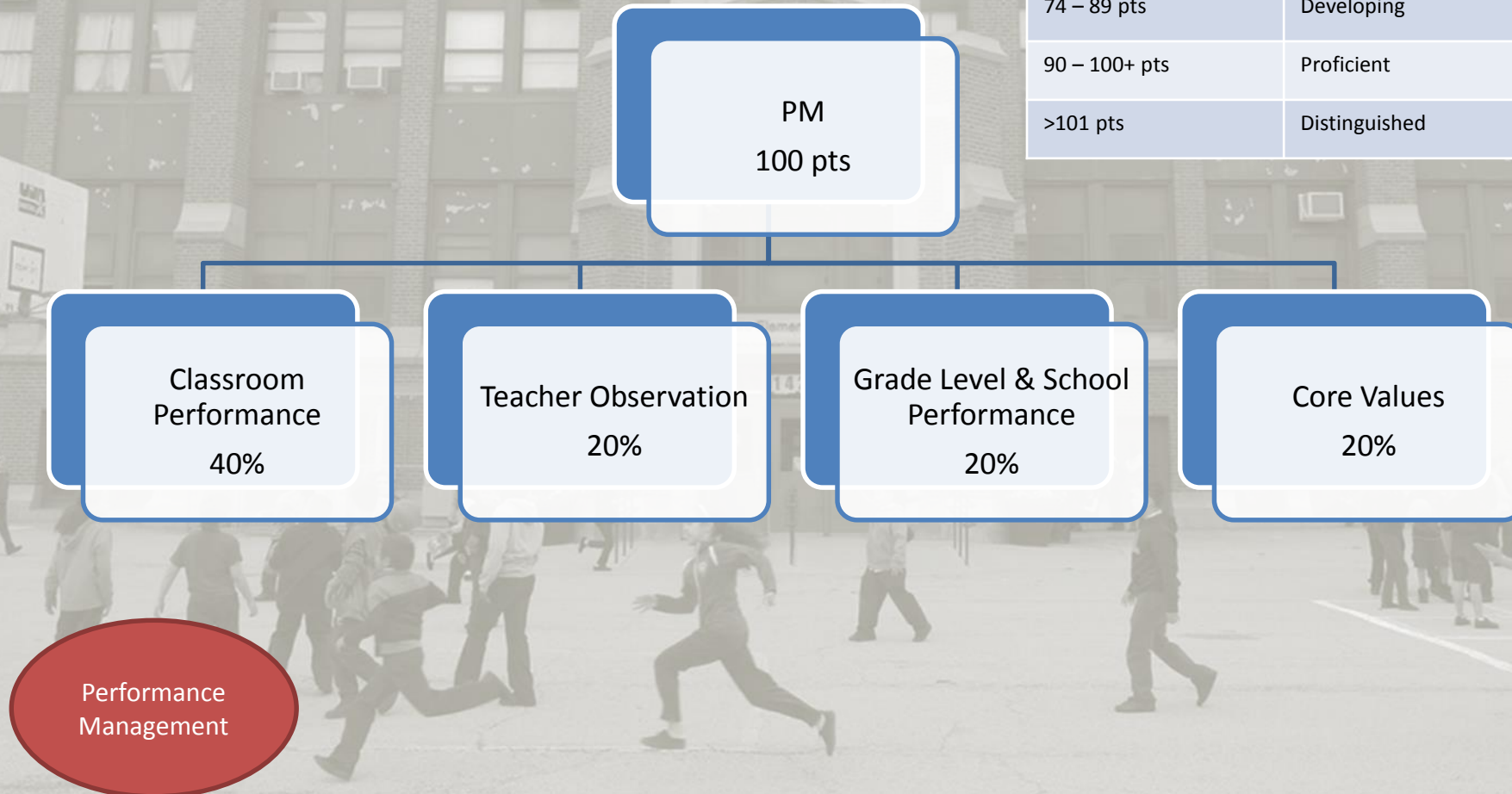
Linked to  
Promotion  
and  
Retention

PCC  
Informs PM  
Summaries

Performance  
Management

# Performance Management (PM)

Point Range	Ranking	Payout
<50 pts	Unsatisfactory	0%
50 – 74 pts	Unsatisfactory	.94%
74 – 89 pts	Developing	1.88%
90 – 100+ pts	Proficient	3.75%
>101 pts	Distinguished	5%



# Closing Thought

“To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you’re going so that you better understand where you are now so that the steps you take are always in the right direction”

- Stephen R. Covey “The 7 Habits of Highly Effective People”





## CONTACT INFO/QUESTIONS

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