

Charter School Board Development Series

Session 2

Wide Angle Perspective

A good dashboard, and effective implementation of its performance management potential, depends on the following key factors. To the best of your ability, complete the chart below with information about your school.

Mission	What does our school exist for?
Vision	What do we want to achieve as a school?
Goals	What specific change to we want to create?
Strategy	What actions will we take to achieve our vision?
Performance Standards	What does “success” look like?
Tracking/ Measurement System	How will we regularly measure performance?
Data	What data is needed to create performance measures?

Six Questions

1. **Think about the data/information/knowledge your board would need in order to make good governance decisions in the areas of academic achievement, operations, and finance.**
 - a. What data do you have at your school now?

 - b. What data would you ideally need?

 - c. What is one step you can take this week to move in that direction?

2. **Reflect on how data/information/knowledge would need to be stored, secured, and retrieved in order to generate a useful dashboard.**
 - a. How is data stored now? Is it readily available? What systems are in place?

 - b. How would the ideal data system function? What are the board's needs here?

 - c. What are the key questions the board should ask in this area to ensure progress is made?

3. **Think about the possible human capital implications of implementing a dashboard.**
 - a. What staff capacity and competencies are present now to deliver a dashboard solution?

 - b. What are skills and knowledge required for the ideal staff member(s) to support the creation and implementation of a dashboard?

 - c. What is one step the board can take next week to ensure the necessary staff competencies are present?

4. **Boards often have to work with expense forecasts. Think about the short- and long-term budget impact of a dashboard.**
 - a. What is the school's current ability to estimate the cost of dashboard development (including possible hidden costs for staffing)?
 - b. Ideally, how would you prefer to be told about costs and potential budget impacts of new initiatives?
 - c. Name three ways you can improve the way the board could learn about budget impacts.

5. **Imagine sitting in a board meeting with your school's trustees. Now, think about the board's readiness to change (with respect to changing the way they think about the school's "vital signs").**
 - a. What is the current board's attitude toward taking on an initiative that may require strategic thought, debate, and additional time outside of meetings?
 - b. What is the ideal working relationship among board members?
 - c. Think of two ways to start a conversation with one trustee (or the entire board) that would get the ball rolling.

6. **Think about how the board might react to a complaint from the school leadership about implementing a dashboard (e.g., the extra time to prepare reports, disruption of normal staff routines to inform the board, etc.)**
 - a. How does the board currently react to complaints from the school leaders?
 - b. How would the board ideally react?
 - c. What are some ways the board might improve in this area before the next meeting?

OUTCOME BASED GOALS

INDICATOR: Indicators represent general domains of measurement. The Building Charter School Quality recommends board focus on four indicators: Student Achievement Level (Now); Student Achievement (Growth); Post-Secondary Readiness; and Student Engagement. Other indicators might include: Financial Stability; Organizational Learning & Growth; Internal Operations; External Relations; Satisfaction.

MEASURE: Measures are general instruments or means to assess performance in each area defined by an indicator. Measures require the application of specific metrics or calculation methods. For example, a measure of postsecondary readiness is graduation rate, which can be calculated in a variety of ways.

METRIC: Metrics specify a quantification, calculation method, or formula for a given measure. For example, one kind of graduation rate metric is “the percentage of ninth-graders graduating in four years.”

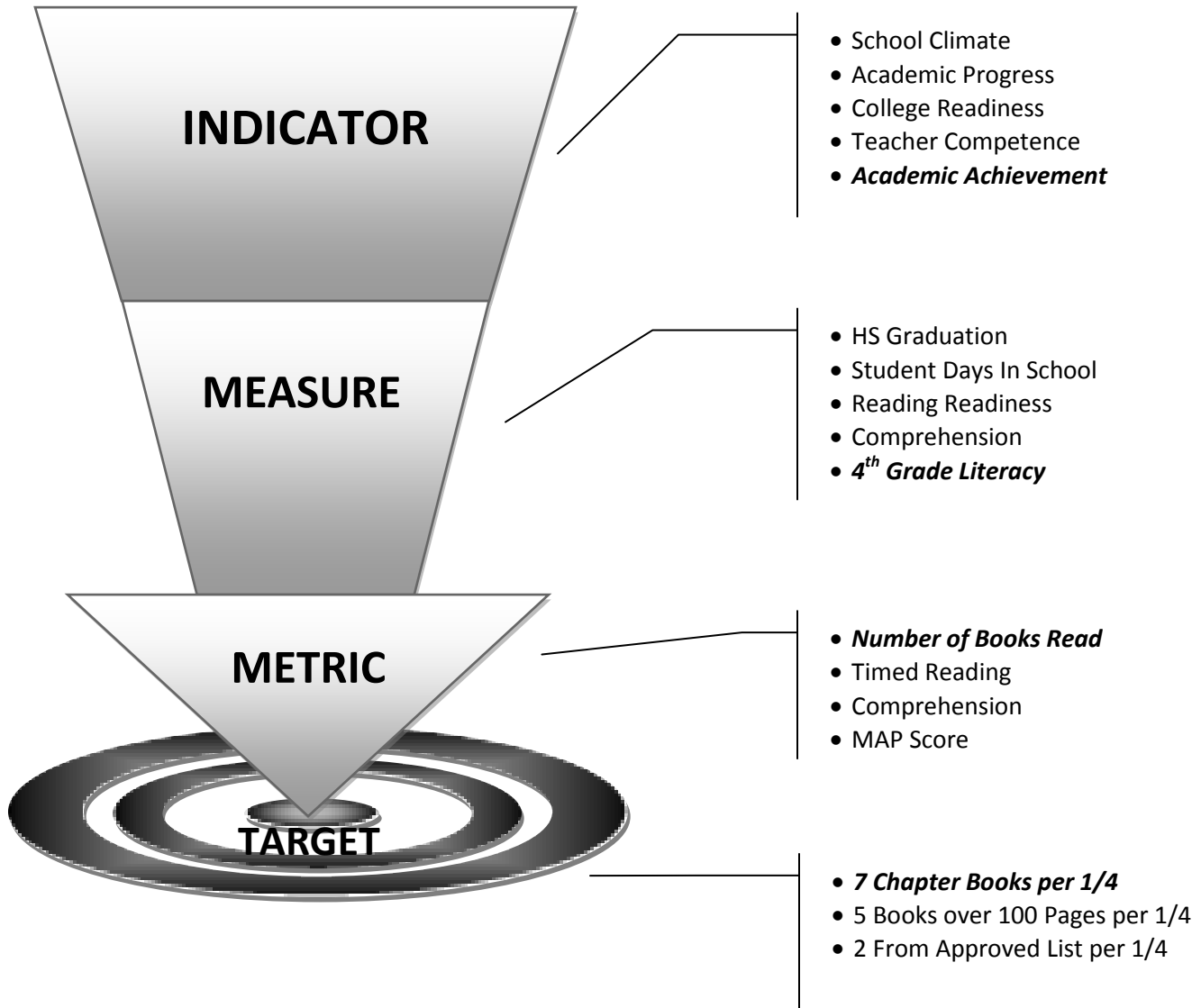
TARGET: Taking metrics a step further, targets are specific, quantifiable objectives that set expectations or define what will constitute success on a particular measure within a certain period of time. For example, a graduation-rate target might be “90% of ninth-graders graduating within four years.” Similarly, state mandated performance levels are common targets. Having well-conceived and well-defined performance targets is important to achieve and evaluate school success.

BENCHMARK COMPARISON: Benchmarks compare the performance of an organization to that of exemplars in its field or industry. The benchmark comparisons recommended below (in “Additional Resources”) identify two types of meaningful comparison groups for any charter school based on obtainable data:

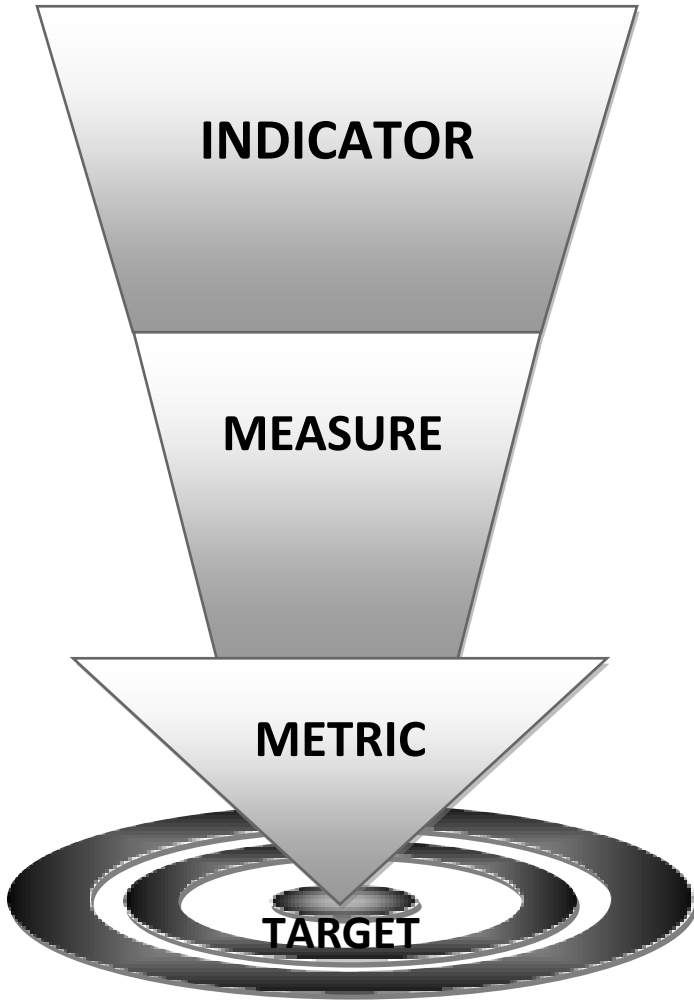
1. The best-performing nonselective public schools in the district, state, and nation.
2. The best-performing comparable schools in the district, state, and nation.

OUTCOME BASED GOALS

Step By Step

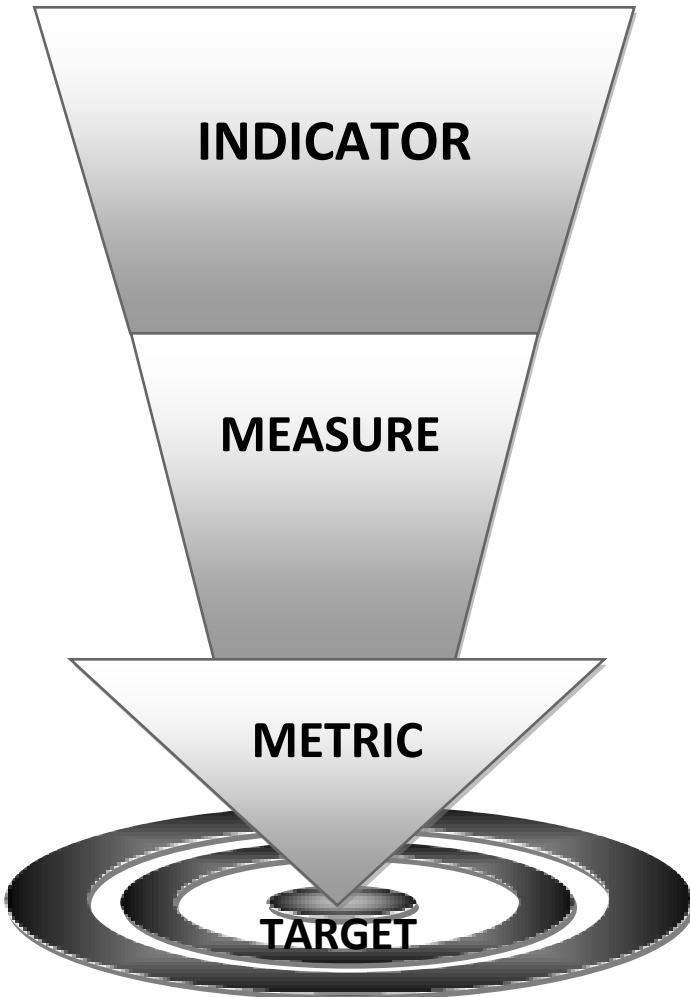


ACADEMICS

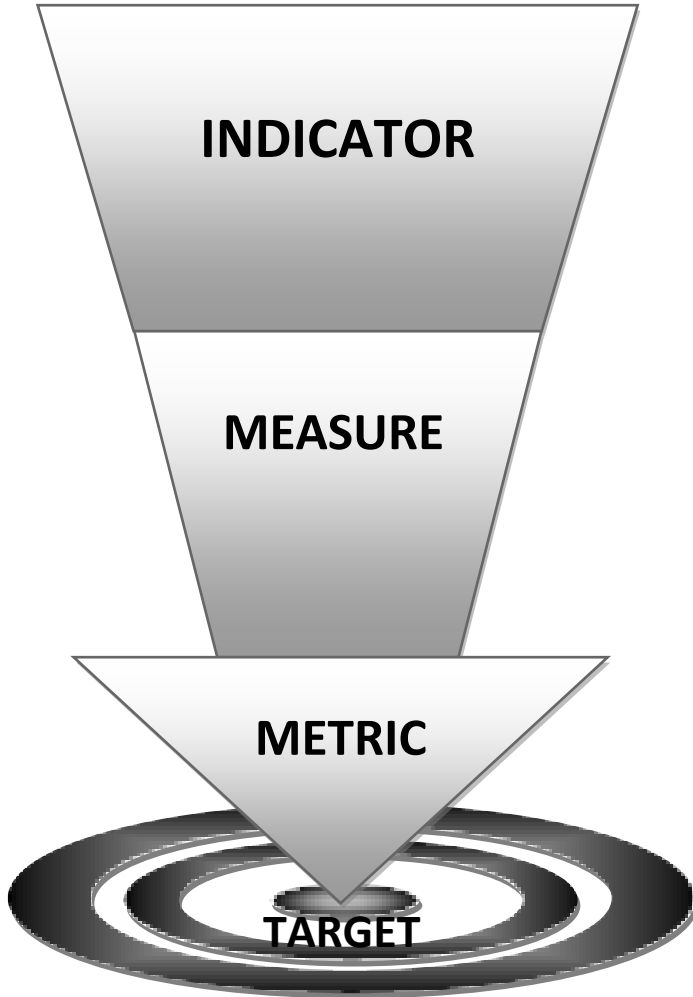


A series of 16 horizontal lines for writing, positioned to the right of the funnel diagram.

OPERATIONS



FINANCIAL



Your Draft Dashboard

Indicator	Measure	Metric	Target

ADDITIONAL RESOURCES

INDICATOR: Student Achievement Level (e.g, snapshot)

Measure	Metric	Benchmark Comparison
Proficiency levels on state assessments by grade and subject	<ul style="list-style-type: none"> Percentage of students scoring at proficiency Percentage of students scoring at each performance level Attainment of AYP 	<ul style="list-style-type: none"> Best-performing non-selective public schools in the district, state, and nation. Best-performing comparable schools in the district, state, and nation.
College entrance exam composite and subtest measure	<ul style="list-style-type: none"> Percentage of students reaching score predictive of college success Median score Percentage of students taking college entrance exam 	<ul style="list-style-type: none"> Best-performing non-selective public schools in the district, state, and nation. Best-performing comparable schools in the district, state, and nation.
High School Exit Exam (if applicable)	Percentage of students passing, by disaggregated groups	<ul style="list-style-type: none"> Best-performing non-selective public schools in the district, state, and nation. <p>Best-performing comparable schools in the district, state, and nation.</p>

INDICATOR: Student Achievement Growth (e.g., over time)

Measure	Metric	Benchmark Comparison
Annual Gains for Same Students	<ul style="list-style-type: none"> Percentage of students achieving or exceeding desired gains (e.g., one year's growth in one year's time) 	<ul style="list-style-type: none"> Best-performing non-selective public schools in the district, state, and nation. Best-performing comparable schools in the district, state, and nation.
Longitudinal Growth Based on Similar Starting Points	<ul style="list-style-type: none"> Median growth rate Percentage of students achieving or exceeding typical or average growth rate Percent of students making or exceeding target growth rate 	<ul style="list-style-type: none"> Best-performing non-selective public schools in the district, state, and nation. Best-performing comparable schools in the district, state, and nation.
Criterion-Referenced Longitudinal Growth	<ul style="list-style-type: none"> Percentage of students making adequate growth to reach or maintain proficiency during a certain period of time % of students already proficient or advanced who maintain or improve their performance level % of students moving to a higher performance level 	<ul style="list-style-type: none"> Best-performing non-selective public schools in the district, state, and nation. Best-performing comparable schools in the district, state, and nation.

INDICATOR: Post-Secondary Readiness

Measure	Metric	Benchmark Comparison
Postsecondary Access & Opportunity	<ul style="list-style-type: none"> Percentage of students enrolled in a college-prep curriculum (based on state high school standards or admission standards for in-state 4-year colleges) Percentage of graduates submitting applications to postsecondary institutions, by type or program (colleges, trade and apprentice programs) 	<ul style="list-style-type: none"> Best-performing non-selective public schools in the district, state, and nation. Best-performing comparable schools in the district, state, and nation.
High School Graduation Rate	<ul style="list-style-type: none"> National Governor's Association graduation rate formula. 	<ul style="list-style-type: none"> Best-performing non-selective public schools in the district, state, and nation. Best-performing comparable schools in the district, state, and nation.
Postsecondary Admission Rate	<ul style="list-style-type: none"> Percentage of students gaining admission to postsecondary institutions Percentage of students submitting a complete Federal Application for Financial Student Aid 	<ul style="list-style-type: none"> Best-performing non-selective public schools in the district, state, and nation. Best-performing comparable schools in the district, state, and nation.
Postsecondary Enrollment or Employment	<ul style="list-style-type: none"> Percentage of graduates, by cohort, enrolled in postsecondary institutions Percentage of students, by cohort, not enrolled in postsecondary institutions but employed full-time or enlisted in the military Percentage of students, by cohort, enrolled in remedial courses during their first year of postsecondary education 	<ul style="list-style-type: none"> Best-performing non-selective public schools in the district, state, and nation. Best-performing comparable schools in the district, state, and nation.

INDICATOR: Student Engagement

Measure	Metric	Benchmark Comparison
Student Attendance Rate	<ul style="list-style-type: none"> Average Daily Attendance Percentage of students attending target percentage of days 	<ul style="list-style-type: none"> Best-performing non-selective public schools in the district, state, and nation. Best-performing comparable schools in the district, state, and nation.
Continuous Enrollment Rate	<ul style="list-style-type: none"> Percentage of students continuously enrolled throughout the year Percentage of student re-enrolled from one year to the next Percentage of students continuously enrolled for multiple years 	<ul style="list-style-type: none"> Best-performing non-selective public schools in the district, state, and nation. Best-performing comparable schools in the district, state, and nation.
Truancy Rate	<ul style="list-style-type: none"> Percentage of students with fewer than X truanies in a given period of time 	<ul style="list-style-type: none"> Best-performing non-selective public schools in the district, state, and nation. Best-performing comparable schools in the district, state, and nation.

INDICATOR: Fiscal Responsibility

Measure	Metric	Target
Achieve financial sustainability	<ul style="list-style-type: none"> Meet budgeted reserve targets 	<ul style="list-style-type: none"> 3% of gross revenue in reserve at end of each quarter
Operate within budget	<ul style="list-style-type: none"> Remain within 10% of budgeted line item 	<ul style="list-style-type: none"> No single line item to exceed budgeted amount by more than 7% Total budget remains within 5% of budgeted amount each quarter.
Collect district payments	<ul style="list-style-type: none"> Bill districts in a timely fashion 	<ul style="list-style-type: none"> 100% of districts sending a student to our school will be billed within 5 business days of required deadline.

Information Technology Considerations for Your Dashboard

Technology	Pros	Cons
Homegrown System (Excel, Access, Other)	<ul style="list-style-type: none"> • Low Cost • Can customize to own needs • Ease of use – needs little training and support 	<ul style="list-style-type: none"> • Requires manual processes to produce reports and get information • Lack of scalability
Student Information Systems (SIS)	<ul style="list-style-type: none"> • Integrated information resources • Easy to implement • Accessibility of training and support 	<ul style="list-style-type: none"> • Considered “not essential” by start-up/small schools • Limited options to customize • May not be scalable across multiple schools, depending on vendor
Enterprise SIS	<ul style="list-style-type: none"> • Scalable across many schools • Geared to centralized collection/analysis 	<ul style="list-style-type: none"> • Cost-prohibitive with small number of schools • Expensive to customize
Data Warehouse	<ul style="list-style-type: none"> • Ease of use in using and reporting on data 	<ul style="list-style-type: none"> • Cost only recently became feasible • Lack of expertise for development • Training / steep learning curve • Limited product set
