

Mission Aligned Measure: Logic Model¹

This tool is designed to help identify “inputs” or “active ingredients” in alignment with the school’s mission-specific goal. This should be completed ahead of the provided mission-specific goal document to assist in identifying mission-specific goal “outcome” measures.

School Mission Statement		What is the elevator pitch for your school for which you want to capture measurable outcomes?	
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INPUTS	→	ACTIVITIES AND OUTPUTS		→	STUDENT OUTCOMES	
<p>What resources (staff, curricula, funding, guiding documents, rubrics, etc.) do you have OR plan to acquire to implement the program element? <i>In order to accomplish our mission, we will need the following:</i></p>		<p>What activities will you engage in using those resources that lead to student learning? <i>In order to accomplish our mission, we will do the following activities:</i></p>	<p>What specific services/program elements will result from those activities? <i>We expect that once we complete these activities, we will produce the following evidence that the services were delivered as envisioned:</i></p>		<p>What short-term outcomes and measures do you anticipate as a result of the program element? (e.g. weekly, monthly, each quarter) <i>We expect that if accomplished, these activities will lead to the following changes within several months to a year:</i></p>	<p>What long-term outcomes and measures do you anticipate as a result of the program element? (e.g. by end of year, by graduation, etc.) <i>We expect that if accomplished, these activities will lead to the following changes within the next year or few years.</i></p>

¹ This worksheet is adapted from SUNY Charter Schools Institute. The State University of New York. *Active Ingredients Workbook*.



Look at the right hand box under “Activities and Outputs” above. What are the most critical outputs that will tell you the program is being implemented correctly? Try to narrow down to 2-3.	
Look at the two boxes under “Student Outcomes” above. What are the most critical outcomes you identified that you believe indicate that this part of your program is successful? Try to narrow down to 2-3.	
What tools do you have at your disposal to measure those outputs and outcomes (e.g., assessments, rubrics, implementation checklists, etc.)?	
What indicators of success would you look for based on the tools you identify in the box above?	
Based on the answers above, what might be some metrics you could use and monitor to assess the overall success of this program?	

ASSUMPTIONS

Enter **a few key pieces of information** that lead you to believe that the activities and interventions planned are the right ones. Be aware that your assumptions can change as new information is acquired through learning and quality improvement, so don't be afraid to revise as you go through the goal setting process.

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EXTERNAL FACTORS (challenges/opportunities)

Consider the context of the work, such as the local history, culture, and environment. Develop a **short list of relevant challenges and opportunities**. Some of them you might consider to be unpredictable or beyond your control, but others might later be amenable to change and should be kept under watch.

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STUCK? THESE GUIDING QUESTIONS MAY HELP ALONG THE WAY...

- What is your school trying to achieve?
- What are the resources you bring together to make your school successful?
- What types of activities (programs, interventions, and ongoing actions) does your school engage in to reach its intended outcomes for students?
- What happens as a result of these activities in the short and long term?
- In what ways can you monitor that these programs, interventions, and ongoing actions are being implemented as planned?
- In what ways can you monitor that these programs, interventions, and ongoing actions are producing the outcomes that you expect them to?

NEXT STEPS: Use your determined outcomes from this exercise to complete the Commission's mission-specific goal document that will serve as a part of your charter agreement.²

² The Commission provides the mission-specific goal document to all operators that will be included as part of Commission Policy 3.700 School Performance Framework which is an appendix to the charter agreement. The school is required to submit the mission-specific goal document, and this document is optional.