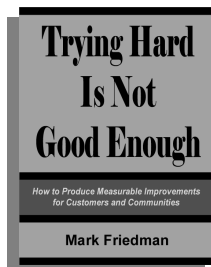


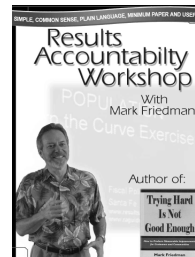
# Results-Based Accountability

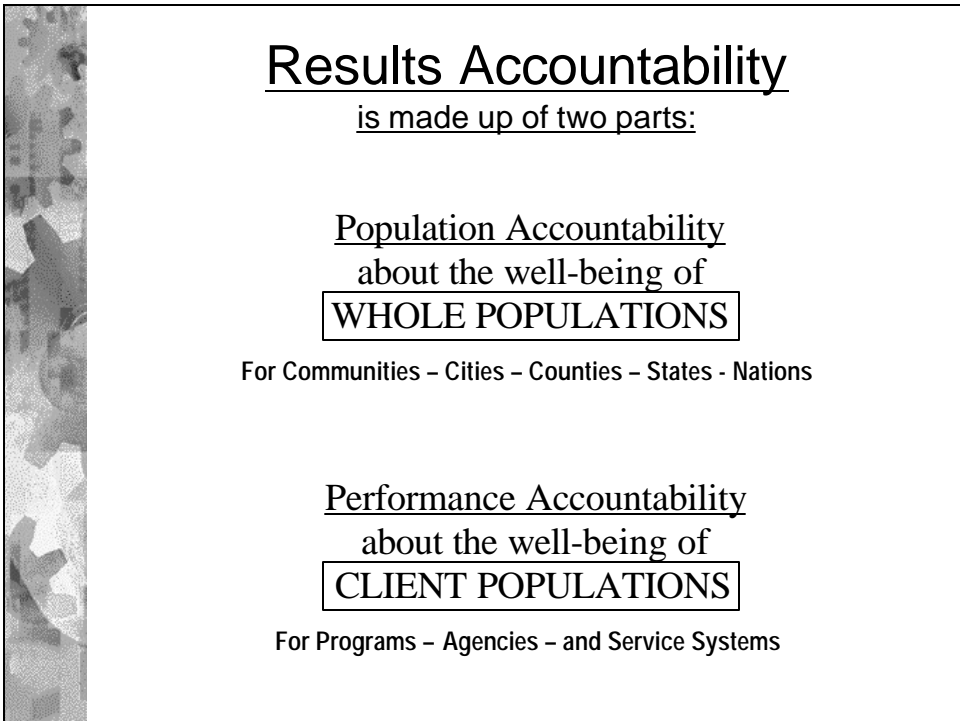
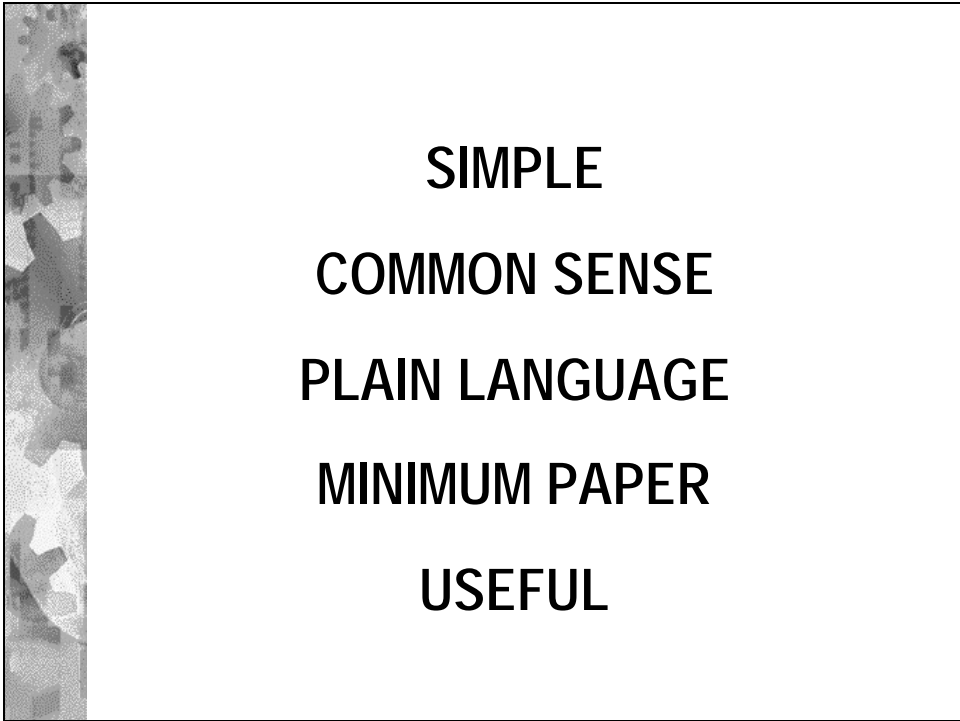
The Fiscal Policy Studies Institute  
Santa Fe, New Mexico



**Websites**  
[raguide.org](http://raguide.org)  
[resultsaccountability.com](http://resultsaccountability.com)

**Book - DVD Orders**  
[amazon.com](http://amazon.com)  
[resultsleadership.org](http://resultsleadership.org)





## Results Accountability

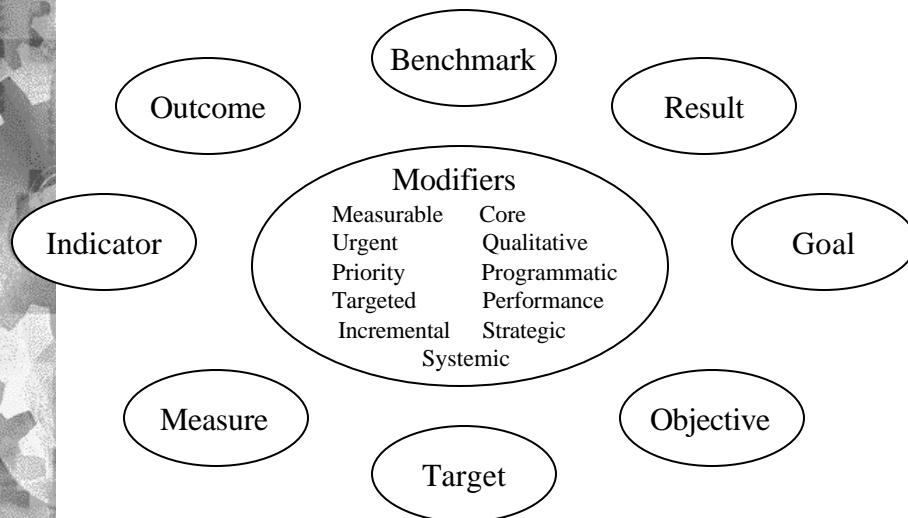
# COMMON LANGUAGE

# COMMON SENSE

# COMMON GROUND

## THE LANGUAGE TRAP

Too many terms. Too few definitions. Too little discipline



Lewis Carroll Center for Language Disorders

# DEFINITIONS

Population

## RESULT or OUTCOME

A condition of well-being for children, adults, families or communities.

Children born healthy, Children ready for school, Safe communities, Clean Environment, Prosperous Economy

## INDICATOR or BENCHMARK

A measure which helps quantify the achievement of a result.

Rate of low-birthweight babies, Percent ready at K entry, crime rate, air quality index, unemployment rate

Performance

## PERFORMANCE MEASURE

A measure of how well a program, agency or service system is working.

- Three types:
1. How much did we do?
  2. How well did we do it?
  3. Is anyone better off? = Customer Results

## From Ends to Means From Talk to Action

Population

### RESULT or OUTCOME

### INDICATOR or BENCHMARK

Performance

### PERFORMANCE MEASURE

Customer result = Ends  
Service delivery = Means

ENDS

MEANS

## IS IT A RESULT, INDICATOR OR PERFORMANCE MEASURE?

- \_\_\_ 1. Safe Community
- \_\_\_ 2. Crime Rate
- \_\_\_ 3. Average Police Dept response time
- \_\_\_ 4. An educated workforce
- \_\_\_ 5. Adult literacy rate
- \_\_\_ 6. People have living wage jobs and income
- \_\_\_ 7. % of people with living wage jobs and income
- \_\_\_ 8. % of participants in job training who get living wage jobs

T R 2 1 3 P M 4 R 5 1 6 R 7 1 8 P M

## Results – Indicators – Performance Measures in Amharic, Cambodian, Laotian, Somali, Spanish, Tigrigna, Vietnamese

**RESULT** SOMALI: JAWAB  
 Cambodian: វិន័យ (VINH PHAL)  
 (Oromiffa) → Argaa-Ma'ee

**RESULTADO**  
 LAOTIAN: ຜົນສໍາເລັດ (PHOU)  
 WTSIT (ውጥነት) TIGRIGNA  
 WTSIT (ውጥነት) AMHARIC  
 KẾT QUẢ (Vietnamese) HUC TIÊU (Vietnamese)

**INDICATOR**  
 Cambodian: វិធានការ (ATTRA NEY LITHAMAL)  
~~MEASURE~~ INDICADOR  
 SOMALI: TUSSE (Oromiffa) → Argaa-Ma'ee  
 TUSSE (Oromiffa) → Argaa-Ma'ee  
 LAOTIAN: ວິຊາ (PHOU)  
 MEM ZENI (MEM ZENI) TIGRIGNA  
 MELEKIYA (MELEKIYA) AMHARIC

**PERFORMANCE MEASURE**  
 Cambodian: វិធានការ (PHAL NEY DANNEA)  
~~MEASURE~~ Medida de Logros Haggam-taka dandays  
 SOMALI: Wax ka gabad (Oromiffa) → Argaa-Ma'ee  
 LAOTIAN: ຜົນສໍາເລັດ (PHOU)  
 MAY SERGHAT MEM ZENI (MEM ZENI) TIGRIGNA  
 YESIRA MELEKIYA (MELEKIYA) AMHARIC  
 HÀNH ĐỘNG THIẾT THỰC (Vietnamese)


Tool for Choosing a Common Language Schematic

Ideas	Possible Labels		Choice
	Words	Modifiers	
1. A condition of well-being for children, adults, families and communities	Result Outcome Goal	Population Community-wide	1. _____
2.			2. _____
3.			3. _____
4.			4. _____
5.			5. _____
6.			6. _____

FPSI

Translation Guide/Rosetta Stone

Not the Language Police

Ideas	Group 1	Group 2	Group 3 etc.
1. A condition of well-being for children, adults, families & communities	<b>RESULT</b>	<b>OUTCOME</b>	<b>GOAL</b>
2.		<b>TRANSLATION</b>	
3.		<b>Back to the Idea</b>	
etc.			



# POPULATION ACCOUNTABILITY


For Whole Populations  
in a Geographic Area

Fiscal Policy Studies Institute  
Santa Fe, New Mexico  
[www.resultsaccountability.com](http://www.resultsaccountability.com)  
[www.raguide.org](http://www.raguide.org)



## Community Outcomes for Christchurch, NZ

1. A Safe City
2. A City of Inclusive and Diverse Communities
3. A City of People who Value and Protect the Natural Environment
4. A Well-Governed City
5. A Prosperous City
6. A Healthy City
7. A City for Recreation, Fun and Creativity
8. City of Lifelong Learning
9. An Attractive and Well-Designed City



## Results for Children, Families and Communities

A Working List

Healthy Births

Healthy Children and Adults

Children Ready for School

Children Succeeding in School

Young People Staying Out of Trouble

Stable Families

Families with Adequate Income

Safe and Supportive Communities



## Georgia Policy Council for Children and Families

### RESULTS

Healthy Children

Children Ready for School

Children Succeeding in School

Strong Families

Self Sufficient Families



Placer County, California  
OUTCOMES for CHILDREN

SAFE  
HEALTHY  
AT HOME  
IN SCHOOL  
OUT OF TROUBLE

SMART Outcomes - Child Assessment Form  
To score, block out the appropriate rating with a pencil or dark pen.

Placer Co.  
1/23/17

Child's name: \_\_\_\_\_ Date: \_\_\_\_\_ Assessed by: \_\_\_\_\_

(Rating) **SAFE**

- 5 4 3 2 1 Physical and emotional needs are being satisfied
- 5 4 3 2 1 Not subject to physical or emotional violence
- 5 4 3 2 1 Not exposed to injury or illness
- 5 4 3 2 1 Not placing self at risk of injury or illness
- 5 4 3 2 1 Well treated, cared for, protected and respected

(Rating) **HEALTHY**

- 5 4 3 2 1 Experiencing physical and emotional well being; free of disease or recurring illness
- 5 4 3 2 1 Experiencing positive self attitude and self-constructive behavior
- 5 4 3 2 1 Immunized and receiving regular well-child care
- 5 4 3 2 1 Free of illicit drugs and alcohol
- 5 4 3 2 1 Not pregnant / not causing pregnancy; if pregnant, participating in prenatal care
- 5 4 3 2 1 Achieving appropriate level of physical, mental and emotional development

(Rating) **AT HOME**

- 5 4 3 2 1 Living with related family members in a safe, stable, nurturing environment
- 5 4 3 2 1 Interacting positively with all other persons at home
- 5 4 3 2 1 Receiving appropriate care, shelter, food, and other necessities of life
- 5 4 3 2 1 Experiencing a positive family and community environment

(Rating) **IN SCHOOL**

- 5 4 3 2 1 Attending school every school day
- 5 4 3 2 1 Enrolled in an educational program that suits abilities and goals
- 5 4 3 2 1 Participating, engaged in school work, and learning
- 5 4 3 2 1 Earning good grades appropriate to ability, level of development and future goals

(Rating) **OUT OF TROUBLE**

- 5 4 3 2 1 Obeying all laws
- 5 4 3 2 1 Engaged in self-controlled, positive, non-violent behavior
- 5 4 3 2 1 Friends and peers are non-offenders
- 5 4 3 2 1 Not in custody or on probation
- 5 4 3 2 1 Not associating or involved with gangs
- 5 4 3 2 1 Contributing to the health and safety of the community

**ASSESSMENT RATING KEY:**

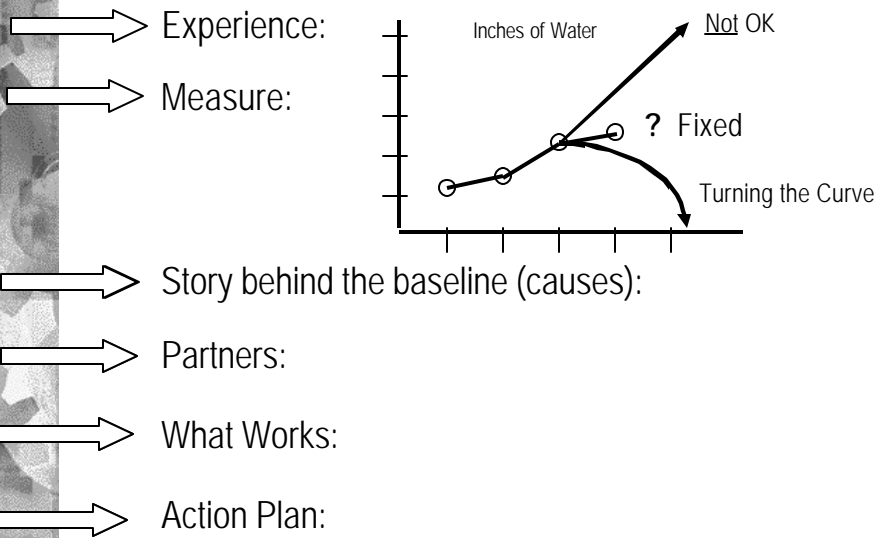
- 5 = Sustaining the outcome with no system support
- 4 = Sustaining the outcome with limited system support
- 3 = Stable and improving with system support
- 2 = Unstable
- 1 = In crisis
- = (Leave blank if current status is unknown.)

MEANS not ENDS  
To Improving Results In Themselves

1. COLLABORATION
2. SYSTEMS REFORM
3. SERVICE INTEGRATION
4. DEVOLUTION
5. FUNDING POOLS

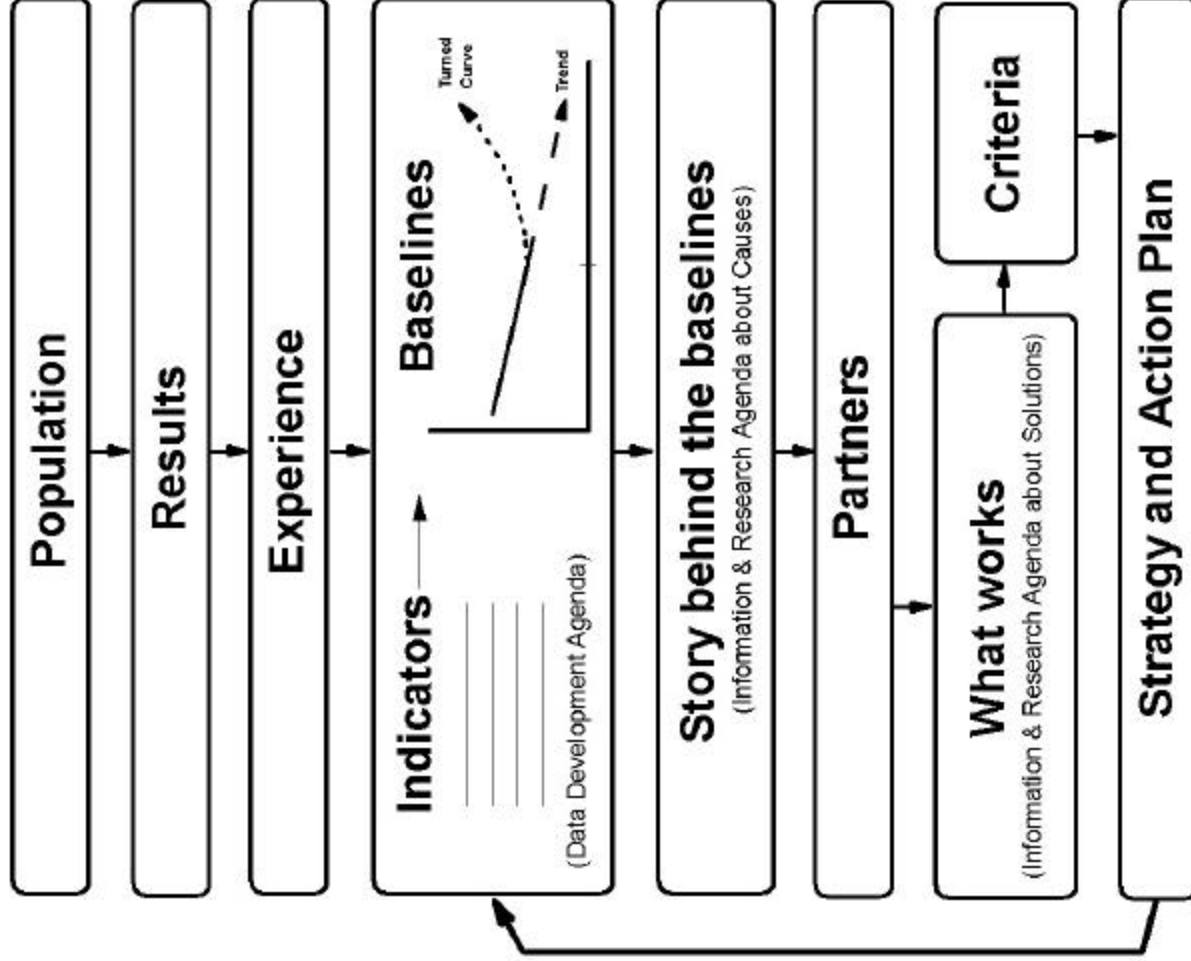
## Leaking Roof

(Results thinking in everyday life)




# Population Accountability

Getting from Talk to Action



## The 7 Population Accountability Questions

1. What are the quality of life conditions we want for the children, adults and families who live in our community?
2. What would these conditions look like if we could see them?
3. How can we measure these conditions?
4. How are we doing on the most important of these measures?
5. Who are the partners that have a role to play in doing better?
6. What works to do better, including no-cost and low-cost ideas?
7. What do we propose to do?



## The 7 Population Accountability Questions

1. What are the quality of life conditions we want for the children, adults and families who live in our community?
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7. What do we propose to do?



## Criteria for Choosing Indicators as Primary vs. Secondary Measures

### Communication Power

Does the indicator communicate to a broad range of audiences?

### Proxy Power

Does the indicator say something of central importance about the result?

Does the indicator bring along the data **HERD**?

### Data Power

Quality data available on a timely basis.

# Choosing Indicators

## Worksheet

Outcome or Result Safe Community

Candidate Indicators	Communication Power	Proxy Power	Data Power
Measure 1	H M L	H M L	H M L
Measure 2			
Measure 3	H	H	H
Measure 4			
Measure 5	H	H	L
Measure 6			
Measure 7			
Measure 8			

**Data Development Agenda**

## Three Part Indicator List for each Result

### Part 1: Primary Indicators

- ? 3 to 5 "Headline" Indicators
- ? What this result "means" to the community
- ? Meets the Public Square Test

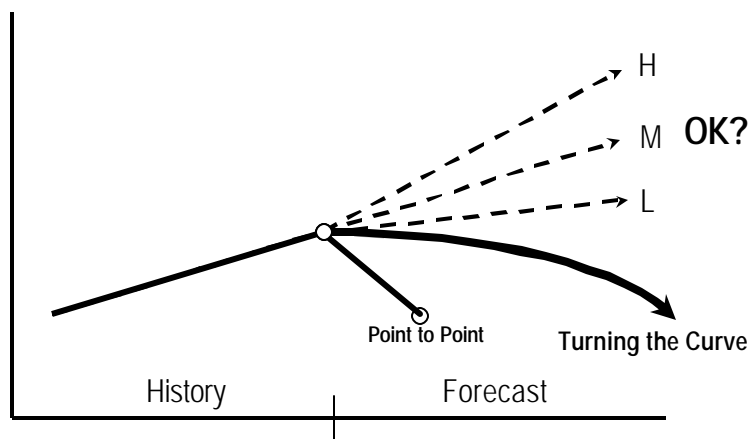
### Part 2: Secondary Indicators

- ? Everything else that's any good (Nothing is wasted.)
- ? Used later in the Story behind the Curve

### Part 3: Data Development Agenda

- ? New data
- ? Data in need of repair (quality, timeliness etc.)

## The Matter of Baselines

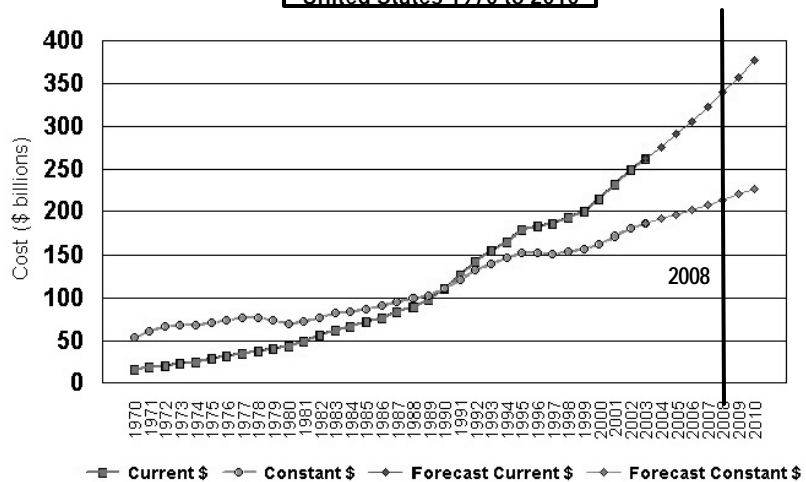


Baselines have two parts: history and forecast

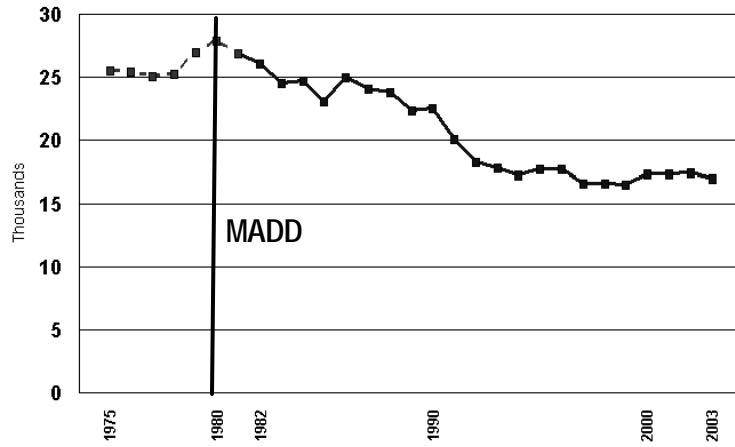
## The Business Case for Investment in Prevention

### Total Cost of Bad Results

United States 1970 to 2010

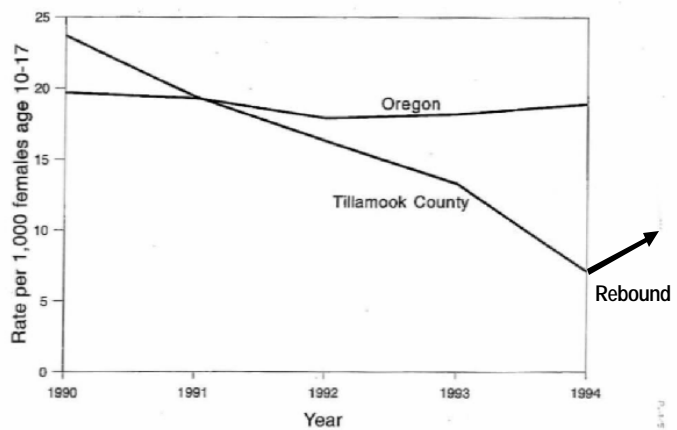


### Alcohol-Related Traffic Fatalities U.S. Total



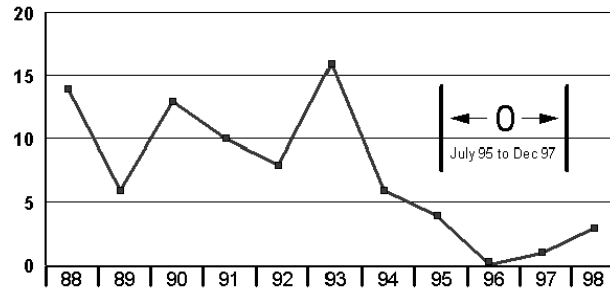
Source 1982 to 2003: Actual data from the NHTSA Fatality Analysis Reporting System (FARS)  
 Source 1975 to 1981: Estimate based on NHTSA data provided to VT AHS

### Teen Pregnancy Rates, 1990-1994



Source: Oregon Health Division, Center for Health Statistics

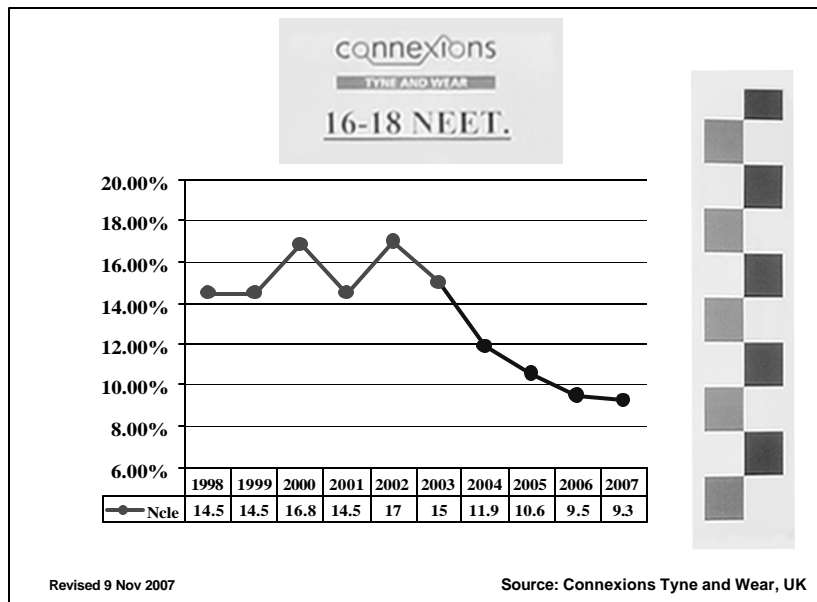
### Boston Juvenile Homicides 1988 to 1998



Note: Juvenile is less than age 17.

Data Source: Boston Police Department

### Newcastle, UK



Sara Morgan-Evans

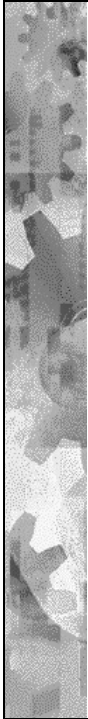




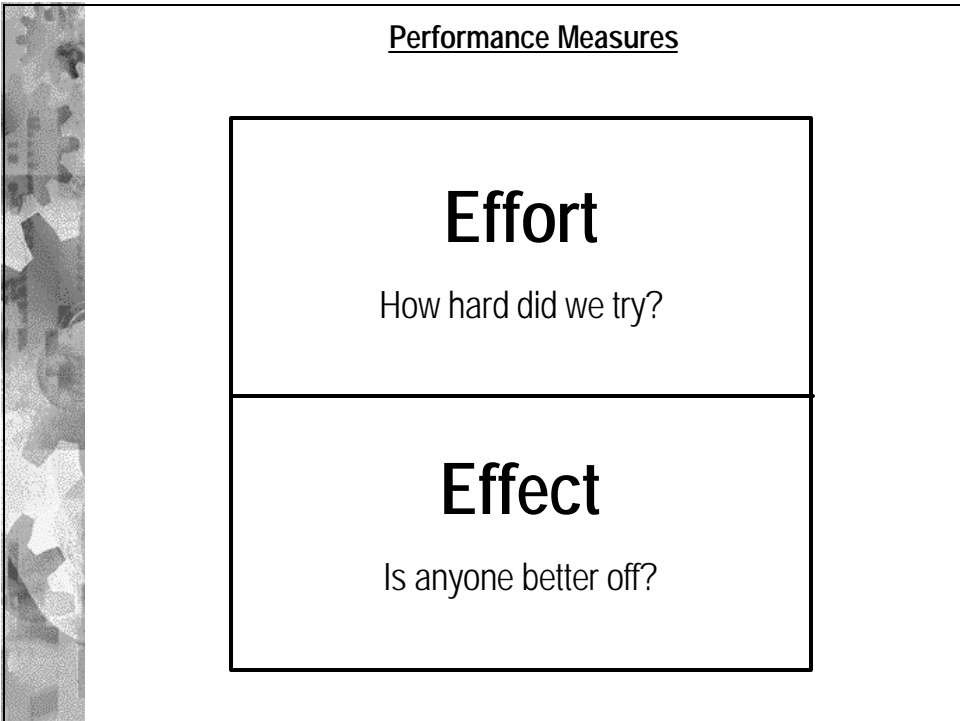
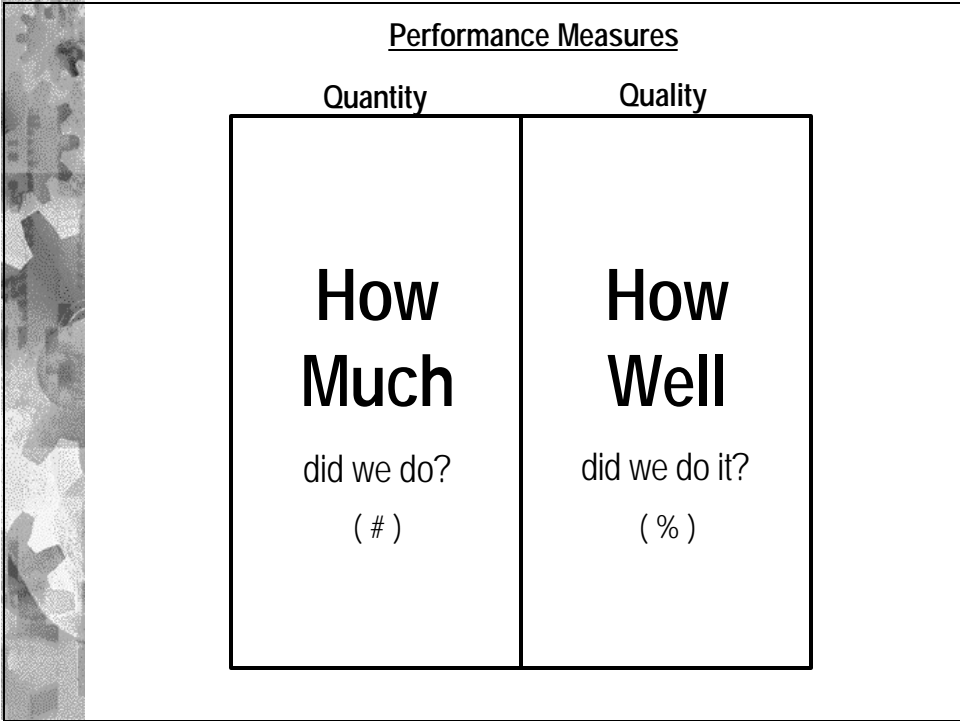
# Performance Accountability

For Programs, Agencies and  
Service Systems

Fiscal Policy Studies Institute  
Santa Fe, New Mexico  
[www.resultsaccountability.com](http://www.resultsaccountability.com)  
[www.raguide.org](http://www.raguide.org)



**“All performance measures  
that have ever existed  
for any program  
in the history of the universe  
involve answering two sets of  
interlocking questions.”**



Performance Measures

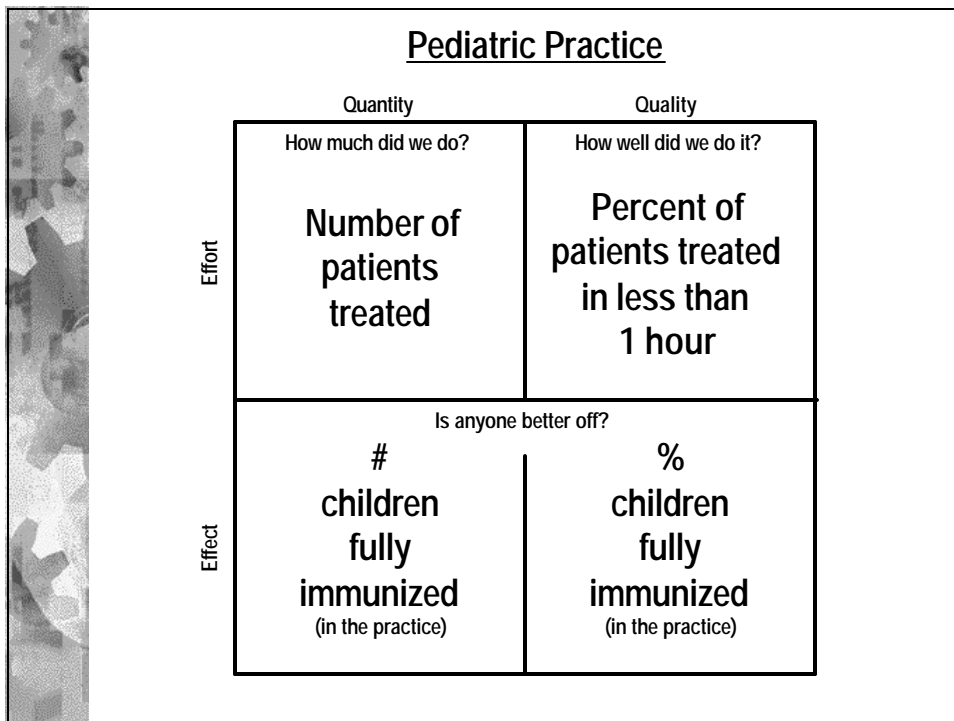
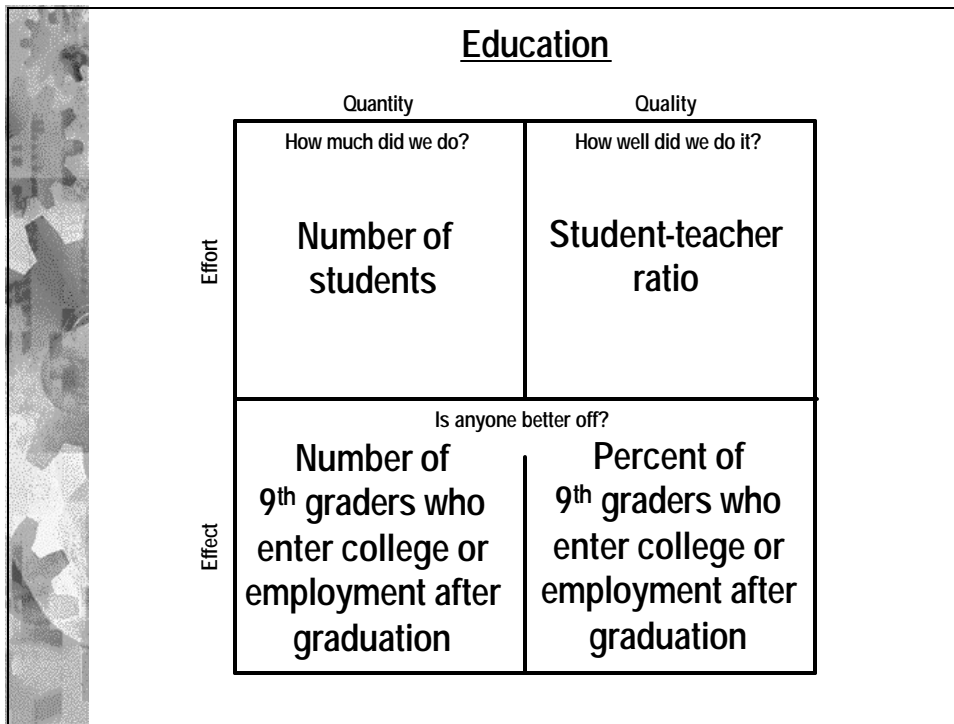
<b>Effort</b>	
<b>How Much</b>	<b>How Well</b>
<b>Effect</b>	

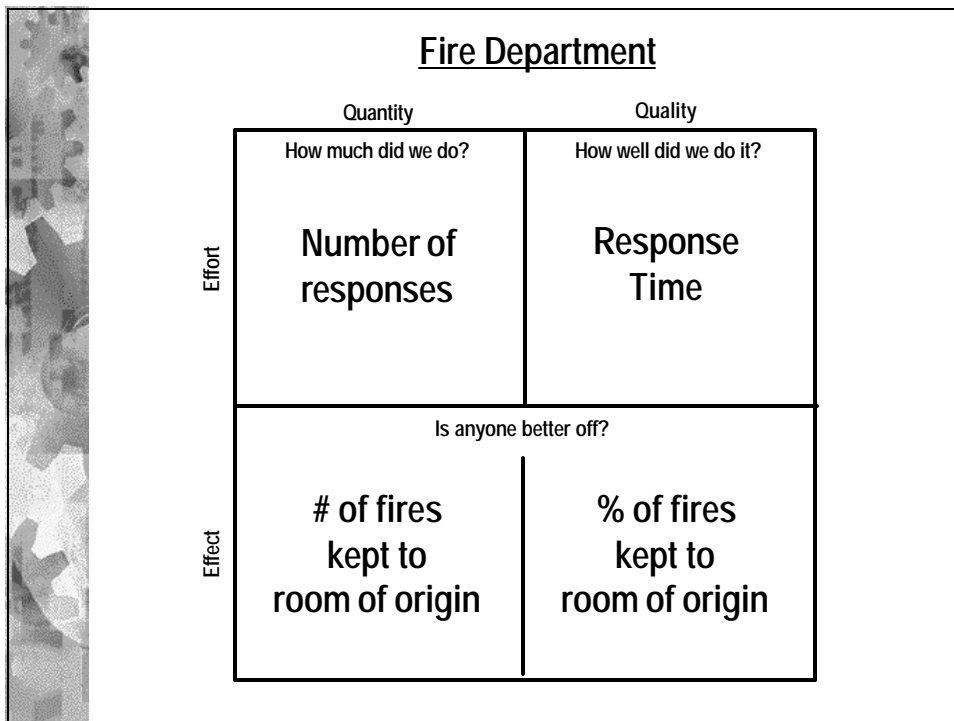
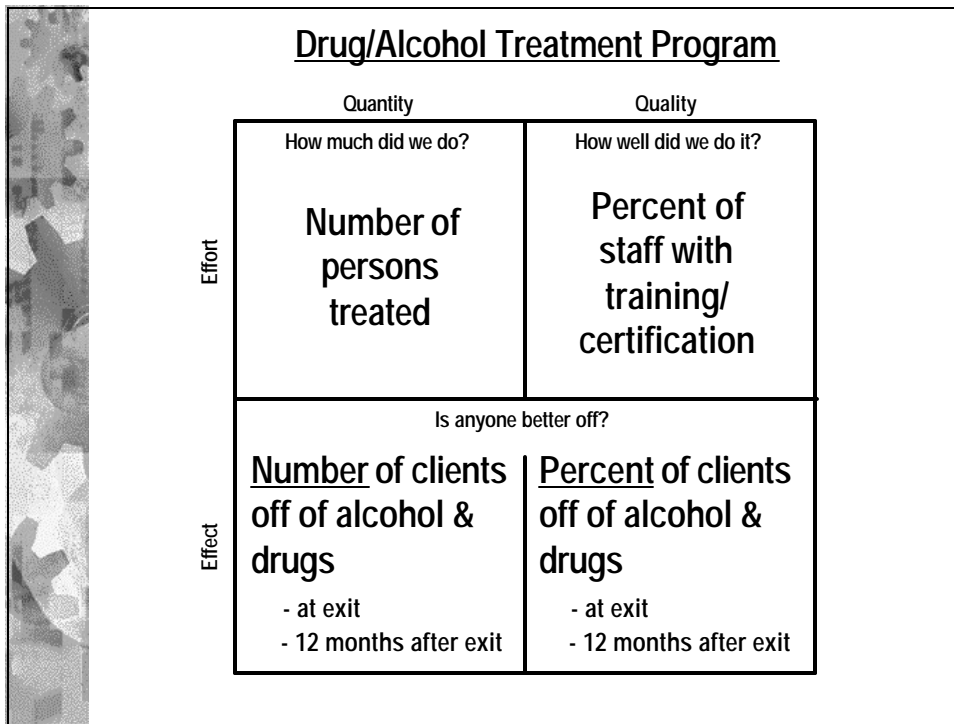
Performance Measures

	<b>Quantity</b>	<b>Quality</b>
<b>Input Effort</b>	How much service did we deliver?	How well did we deliver it?
<b>Output Effect</b>	How much change / effect did we produce?	What quality of change / effect did we produce?

		<u>Performance Measures</u>	
		Quantity	Quality
Effort		How much did we do?	How well did we do it?
Effect	Is anyone better off?		
	#		%

		<u>Education</u>	
		Quantity	Quality
Effort		How much did we do? <b>Number of students</b>	How well did we do it? <b>Student-teacher ratio</b>
Effect	Is anyone better off?		
	<b>Number of high school graduates</b>		<b>Percent of high school graduates</b>





		<u>Special Education</u>	
		Quantity	Quality
Effort		How much did we do?  # students # assessments # IEP's	How well did we do it?  Teacher retention rate Rate of disproportional representation % IEP's on time
	Effect	Is anyone better off?  # proficient (reading, math) # graduation # working or in school after graduation	
			% proficient (reading, math) % graduation % working or in school after graduation

		<u>Professional Development</u>	
		Quantity	Quality
Effort		How much did we do?  <u>Customers</u> # teachers served # students # parents  <u>Activities</u> # training sessions # hours of training # study groups # TA contacts # mentoring relationships	How well did we do it? <u>Common measures</u> % teachers certified in subjects they teach % customers satisfied with how service is delivered % staff with good morale Unit cost per training unit (HL #3)  <u>Activity specific measures</u> % positive evaluations on training % attendance in study groups % of faculty participating in study groups % mentoring pairs who complete mo. rept. % mentees satisfied with match
	Effect	Is anyone better off?  # % teachers satisfied that prof dev helped them be a better teacher (DDA #2) # % teacher retention rate - total - "quality" teachers (DDA #1) # % mentees who report relationship helped build their skills # % teachers who demonstrate new skills - by observation (HL #2) - by self report # % students in "trained" classrooms with improved test scores (HL #1) # % students with reduced behavior problems # % students with good school attendance # % teachers who report better use of time	

### General Motors

		Quantity	Quality
Effort	How much did we do?	# of production hrs # tons of steel	How well did we do it?  Employees per vehicle produced
	Is anyone better off?		
Effect	# of cars sold	\$ Amount of Profit	% Market share
	\$ Car value after 2 years	Profit per share	% Car value after 2 years

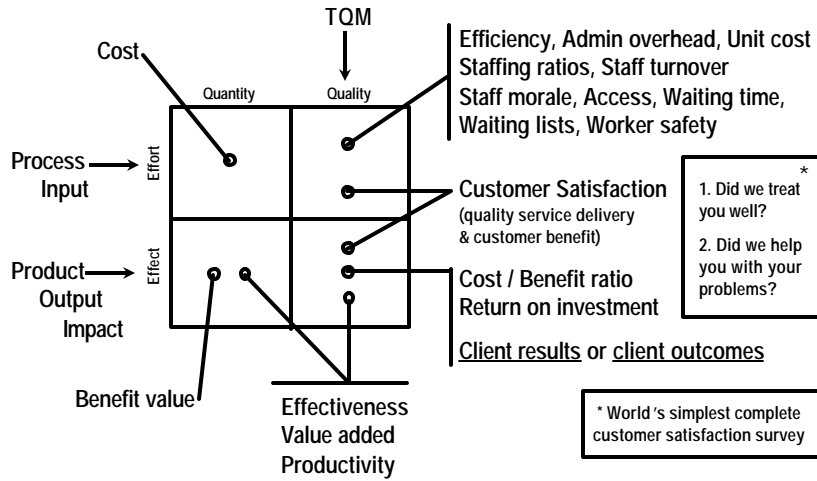
Source: USA Today 9/28/98

### Not All Performance Measures Are Created Equal

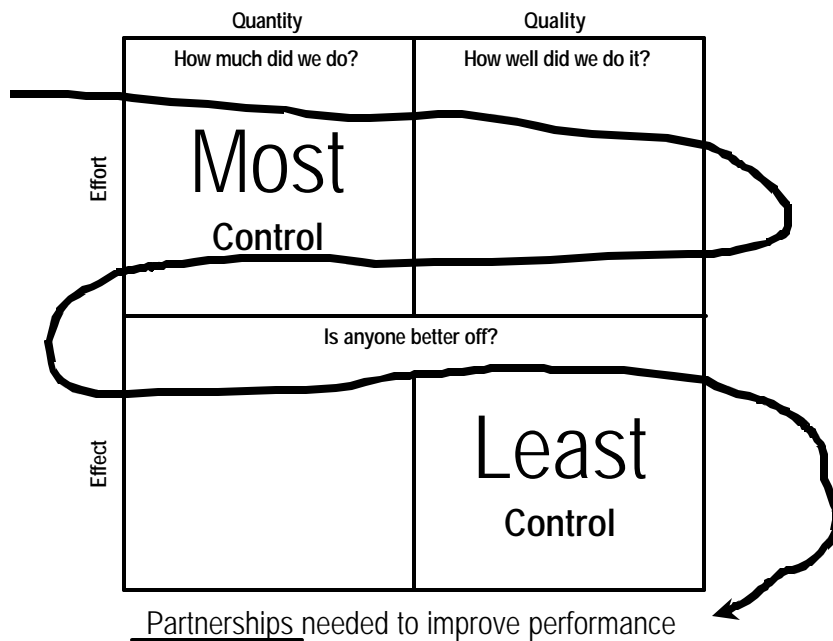
		Quantity	Quality
Effort	How much did we do?	<b>Least Important</b>	How well did we do it?  Also Very Important
	Is anyone better off?		
Effect			<b>Most Important</b>



## RBA Categories Account for All Performance Measures (in the history of the universe)



## The Matter of Control

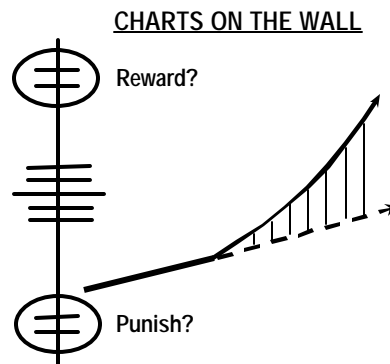


## The Matter of Use

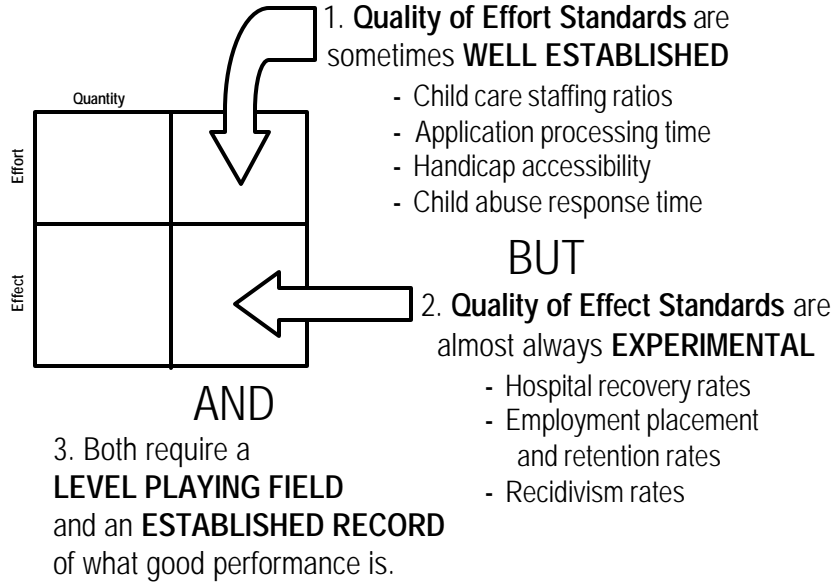
1. The first purpose  
of performance measurement  
is to improve performance.
2. Avoid the performance measurement  
punishment trap.
  - Create a healthy organizational environment.
  - Start small.
  - Build bottom-up and top-down simultaneously.

## Comparing Performance

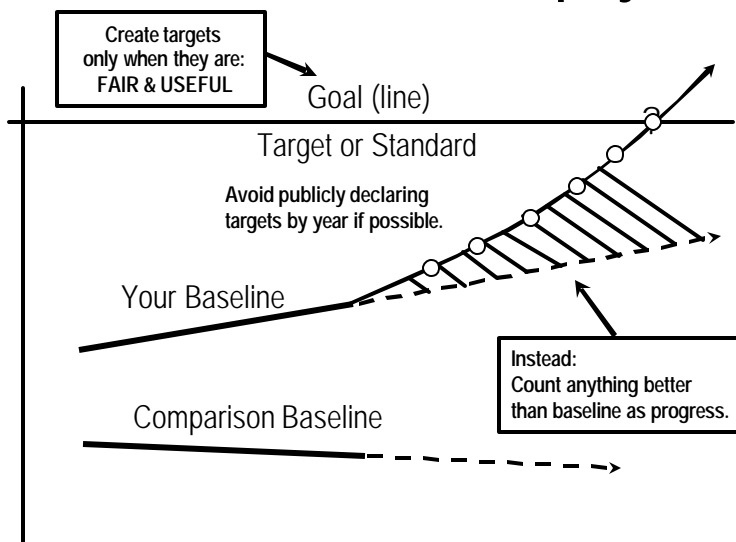
1. To Ourselves First  
Can we do better than our  
own history?
2. To Others  
When it is a fair apples/apples  
comparison.
3. To Standards  
When we know  
what good performance is.



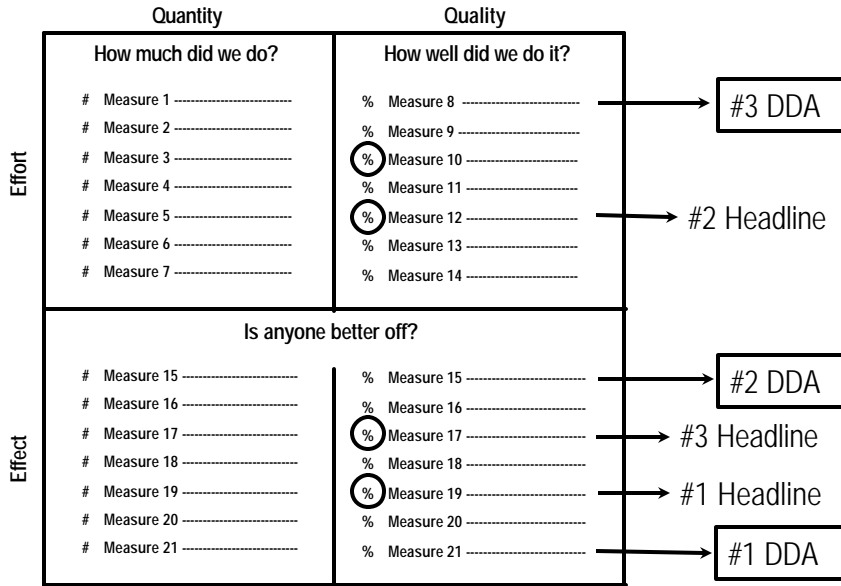
## The Matter of Standards



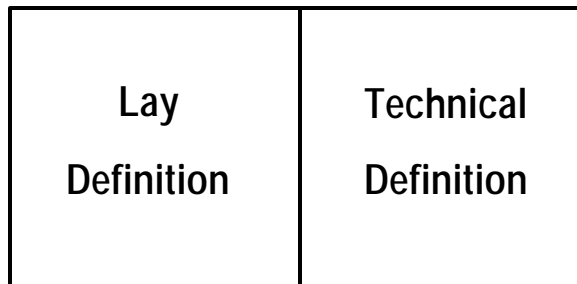
## Advanced Baseline Display



## Choosing Headline Measures and the Data Development Agenda



## All Data have two Incarnations



HS Graduation Rate

- % enrolled June 1 who graduate June 15
- % enrolled Sept 30 who graduate June 15
- % enrolled 9<sup>th</sup> grade who graduate in 12<sup>th</sup> grade

# Separating the Wheat from the Chaff

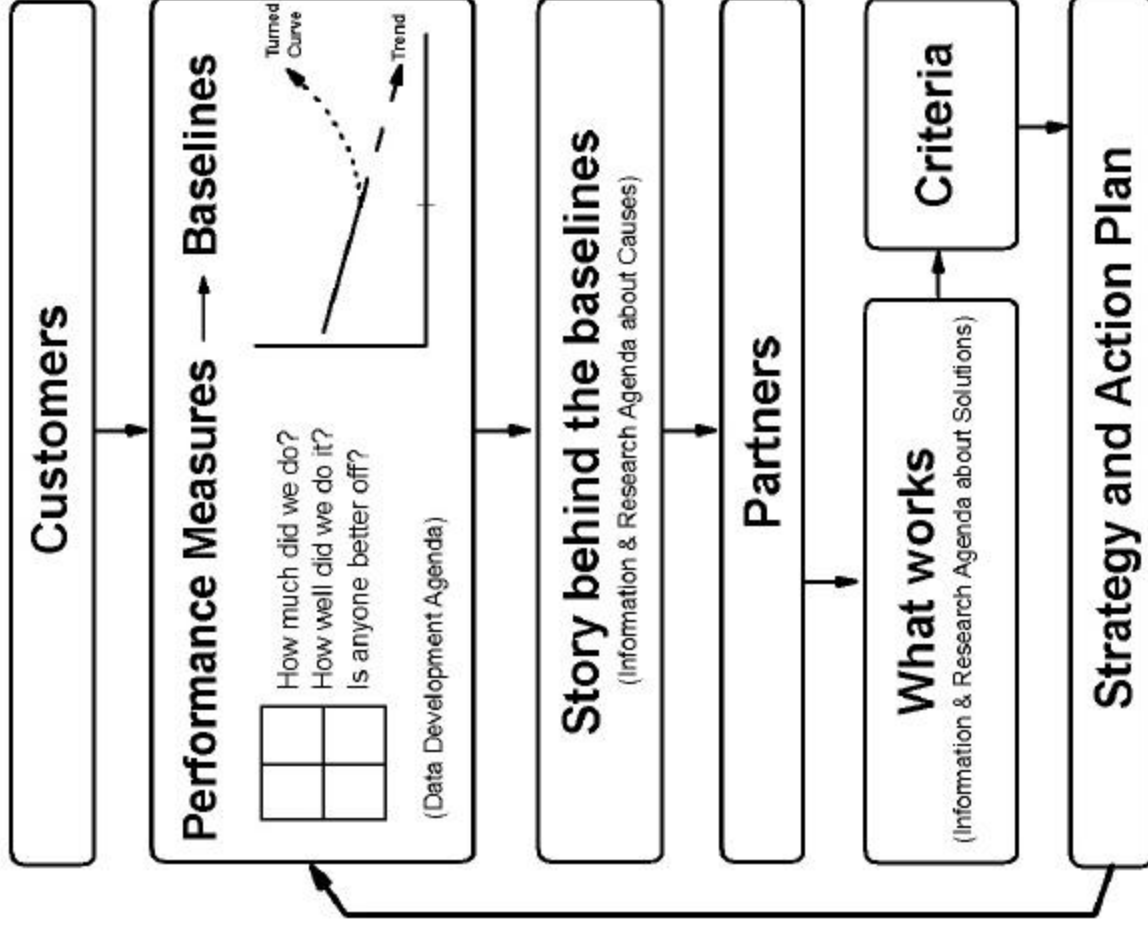
## Types of Measures Found in Each Quadrant

<p><b><u>How much did we do?</u></b></p> <p><b># Customers served</b> (by customer characteristic)</p> <p><b># Activities</b> (by type of activity)</p>	<p><b><u>How well did we do it?</u></b></p> <p><b>% Common measures</b> Workload ratio, staff turnover rate, staff morale, percent of staff fully trained, worker safety, unit cost, customer satisfaction: <i>Did we treat you well?</i></p> <p><b>% Activity-specific measures</b> Percent of actions timely and correct, percent customers completing activity, percent of actions meeting standards</p>								
<p><b><u>Is anyone better off?</u></b></p> <table border="1"><tr><td data-bbox="110 1325 808 1409"><p><b>#</b></p></td><td data-bbox="815 1325 1516 1409"><p><b>% Skills / Knowledge</b> (e.g. parenting skills)</p></td></tr><tr><td data-bbox="110 1417 808 1501"><p><b>#</b></p></td><td data-bbox="815 1417 1516 1501"><p><b>% Attitude / Opinion</b> including customer satisfaction: <i>Did we help you with your problems?</i></p></td></tr><tr><td data-bbox="110 1509 808 1593"><p><b>#</b></p></td><td data-bbox="815 1509 1516 1593"><p><b>% Behavior</b> (e.g. school attendance)</p></td></tr><tr><td data-bbox="110 1602 808 1686"><p><b>#</b></p></td><td data-bbox="815 1602 1516 1686"><p><b>% Circumstance</b> (e.g. working, in stable housing)</p></td></tr></table>		<p><b>#</b></p>	<p><b>% Skills / Knowledge</b> (e.g. parenting skills)</p>	<p><b>#</b></p>	<p><b>% Attitude / Opinion</b> including customer satisfaction: <i>Did we help you with your problems?</i></p>	<p><b>#</b></p>	<p><b>% Behavior</b> (e.g. school attendance)</p>	<p><b>#</b></p>	<p><b>% Circumstance</b> (e.g. working, in stable housing)</p>
<p><b>#</b></p>	<p><b>% Skills / Knowledge</b> (e.g. parenting skills)</p>								
<p><b>#</b></p>	<p><b>% Attitude / Opinion</b> including customer satisfaction: <i>Did we help you with your problems?</i></p>								
<p><b>#</b></p>	<p><b>% Behavior</b> (e.g. school attendance)</p>								
<p><b>#</b></p>	<p><b>% Circumstance</b> (e.g. working, in stable housing)</p>								

Point in time vs. Point to Point Improvement

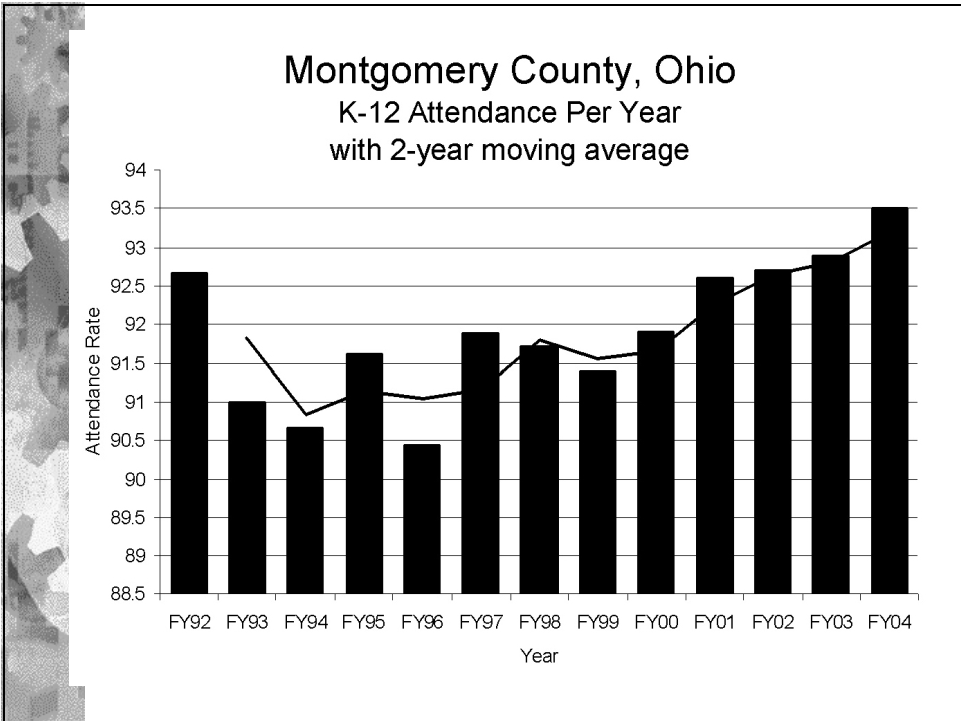
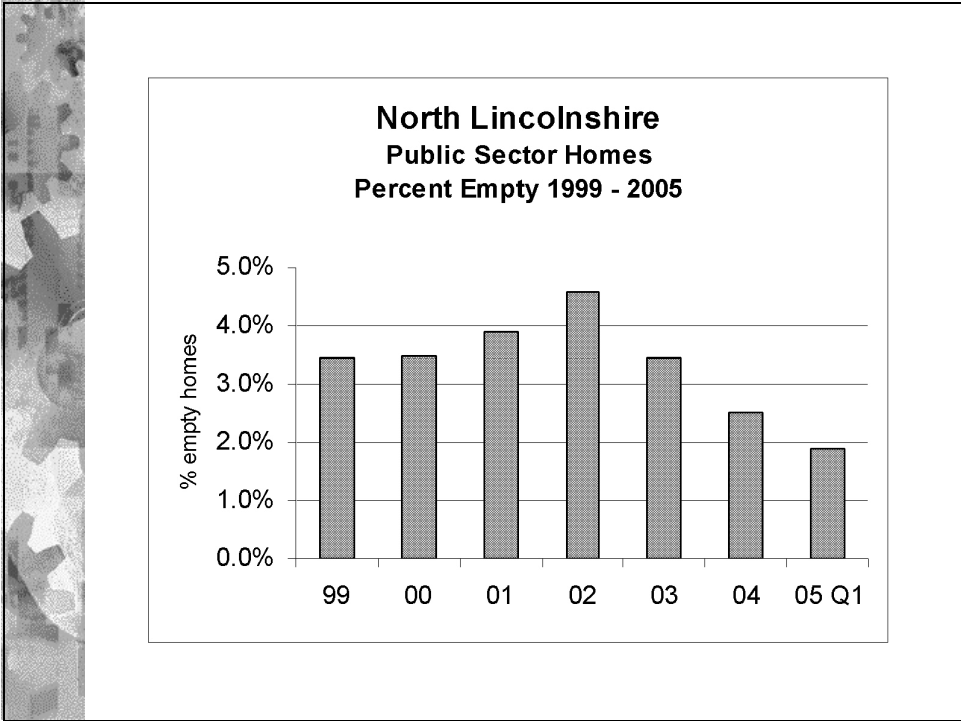
# Performance Accountability

Getting from Talk to Action



## The 7 Performance Accountability Questions

1. Who are our customers?
2. How can we measure if our customers are better off?
3. How can we measure if we are delivering services well ?
4. How are we doing on the most important of these measures?
5. Who are the partners that have a role to play in doing better?
6. What works to do better, including no-cost and low-cost ideas?
7. What do we propose to do?



# How Population & Performance Accountability FIT TOGETHER

## THE LINKAGE Between POPULATION and PERFORMANCE

### POPULATION ACCOUNTABILITY

#### Healthy Births

Rate of low birth-weight babies

#### Children Ready for School

Percent fully ready per Kentry assessment

#### Self-sufficient Families

Adult literacy rate

POPULATION  
RESULTS

### PERFORMANCE ACCOUNTABILITY

Local Education Agency

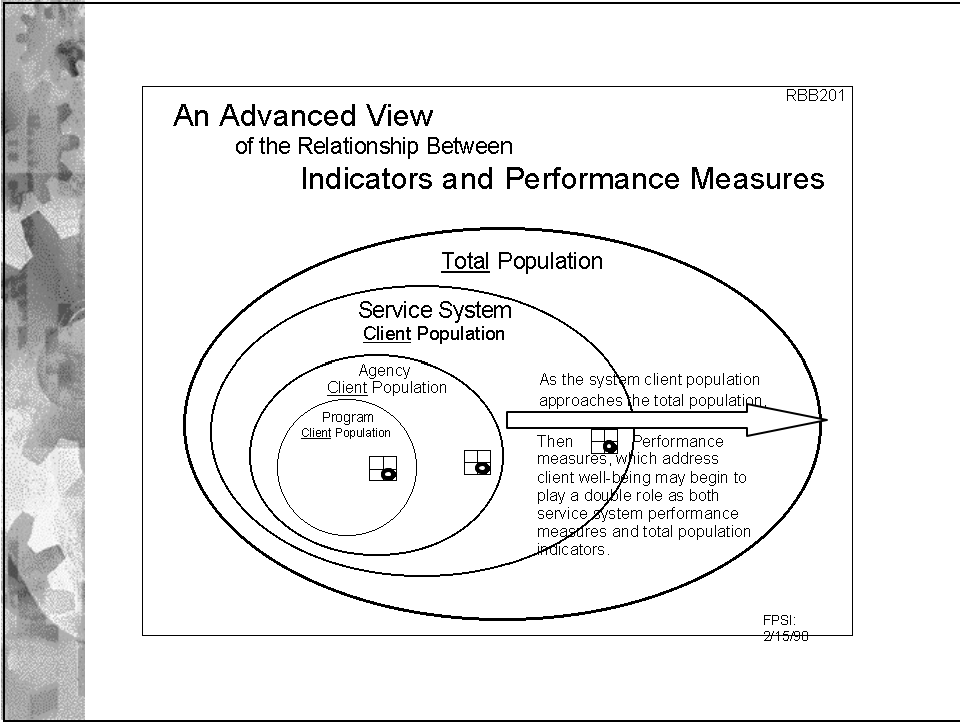
# students	Student / teacher ratio
# reading at grade level	% reading at grade level CUSTOMER RESULTS

Contribution  
relationship

Alignment  
of measures

Appropriate  
responsibility





**Every time  
you make a  
presentation**

**use a  
two-part  
approach**

**Population Accountability**

**Result:** to which you contribute to most directly.

**Indicators:**

┌      ┌      ┌

**Story:**

**Partners:**

**What would it take?:**

**Your Role:** in the context of a larger strategy.

---

**Performance Accountability**

**Program/Service:**

**Performance measures:**

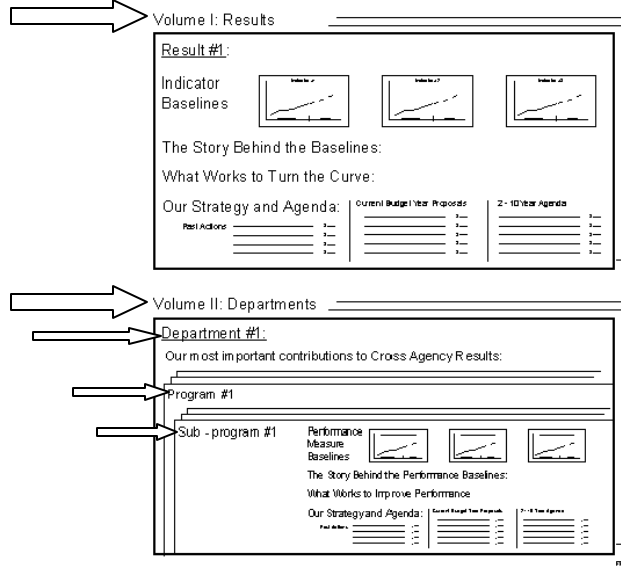
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**Story:**

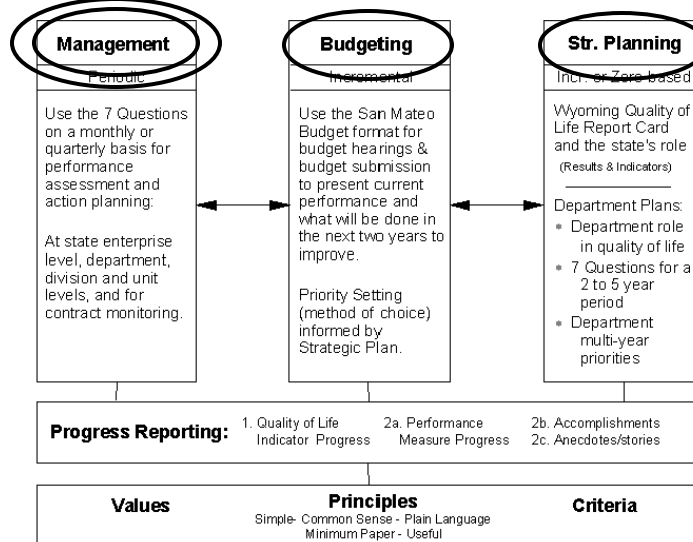
**Partners:**

**Action plan to get better:**

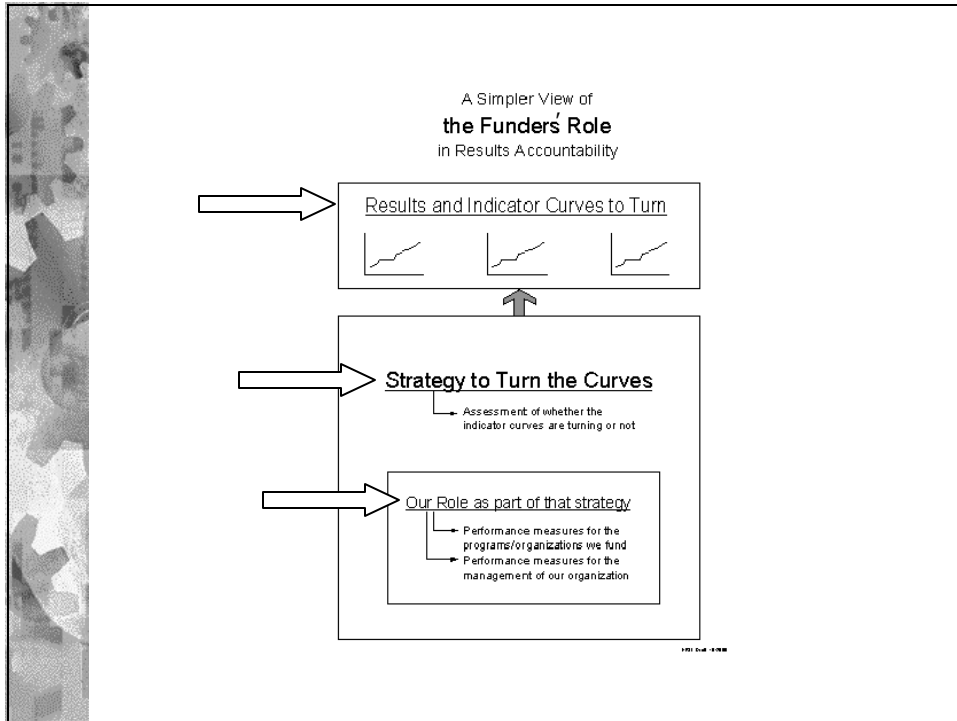
## A Results-Based Budget Schematic



## Management - Budgeting - Strategic Planning: A Single System



FPSI Draft



- ## Board of Directors Meeting **AGENDA**
1. **New data**
  2. **New story behind the curves**
  3. **New partners**
  4. **New information on what works.**
  5. **New information on financing**
  6. **Changes to action plan and budget**
  7. **Adjourn**



## Different Kinds of Progress

### 1. Data

a. Population indicators Actual turned curves:  
movement for the better away from the baseline.

b. Program performance measures:  
customer progress and better service:

How much did we do?

How well did we do it?

Is anyone better off?

2. Accomplishments: Positive activities, not included above.

3. Anecdotes: Stories behind the statistics that show how  
individuals are better off.



## What's Next?


A Basic Action Plan for Results Accountability

### TRACK 1: POPULATION ACCOUNTABILITY

- ? Establish results
- ? Establish indicators, baselines and charts on the wall
- ? Create an indicators report card
- ? Set tables (action groups) to turn curves

### TRACK 2: PERFORMANCE ACCOUNTABILITY

- ? Performance measures, and charts on the wall  
for programs, agencies and service systems
- ? Use 7 Questions supervisor by supervisor and program by  
program in management, budgeting and strategic planning



“If you do what you  
always did,  
  
you will get what  
you always got.”

Kenneth W. Jenkins  
President, Yonkers NY NAACP



THANK YOU !

**Trying Hard  
Is Not  
Good Enough**

How to Produce Measurable Improvements  
for Customers and Communities

Mark Friedman

**Websites Supporting Results  
Accountability:**

[www.raguide.org](http://www.raguide.org)

[www.resultsaccountability.com](http://www.resultsaccountability.com)

**Book Orders:**

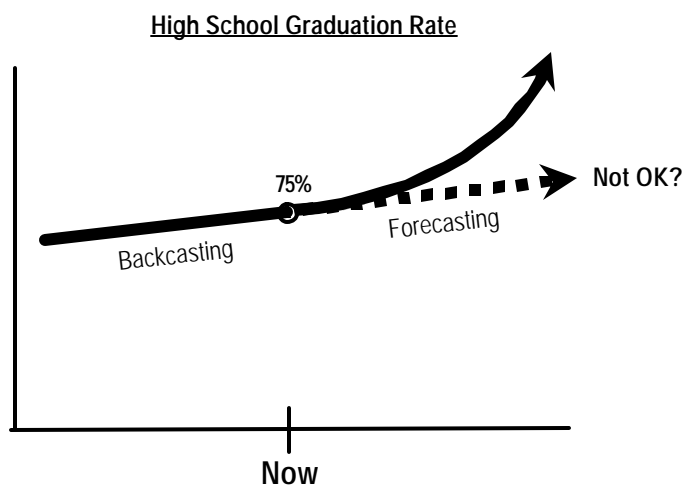
[www.trafford.com](http://www.trafford.com)

[www.amazon.com](http://www.amazon.com)

# EXERCISES

Fiscal Policy Studies Institute  
Santa Fe, New Mexico  
[www.resultsaccountability.com](http://www.resultsaccountability.com)  
[www.raguide.org](http://www.raguide.org)

## Creating a Working Baseline from Group Knowledge



## Turn the Curve Exercise: Population Well-being

5 min: Starting Points

- timekeeper and reporter
- geographic area
- two hats (yours plus partner's)

10 min: Baseline

- pick a curve (or curves) to turn
- forecast – OK or not OK?

15 min: Story behind the baseline

- causes/forces at work
- information & research agenda part 1 - causes

15 min: What works? (What would it take?)

- what could work to do better?
- each partners contribution
- no-cost / low-cost ideas
- information & research agenda part 2 – what works

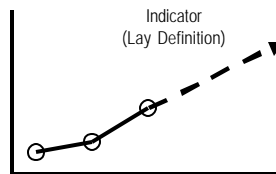
Two  
pointers  
to action

10 min: Report convert notes to one page

### ONE PAGE Turn the Curve Report: Population

Result: \_\_\_\_\_

Indicator  
Baseline



Story behind the baseline

-----  
----- (List as many as needed)

Partners

-----  
----- (List as many as needed)

Three Best Ideas – What Works

1. -----
2. -----
3. ----- No-cost / low-cost  
----- Off the Wall

Sharp  
Edges

## Turn the Curve Exercise: Program Performance

5 min: Starting Points

- timekeeper and reporter
- identify a program to work on
- two hats (yours plus partner's)

10 min: Performance measure baseline

- choose 1 measure to work on – from lower right quadrant
- forecast – OK or not OK?

15 min: Story behind the baseline

- causes/forces at work
- information & research agenda part 1 - causes

15 min: What works? (What would it take?)

- what could work to do better?
- each partners contribution
- no-cost / low-cost ideas
- information & research agenda part 2 – what works

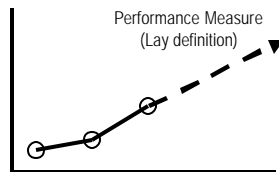
Two  
pointers  
to action

10 min: Report Convert notes to one page

### ONE PAGE Turn the Curve Report: Performance

Program: \_\_\_\_\_

Performance Measure Baseline



Story behind the baseline

.....  
 ..... (List as many as needed)

Partners

.....  
 ..... (List as many as needed)

Three Best Ideas – What Works

1. ....
2. ....
3. -----No-cost / low-cost  
 -----Off the Wall

Sharp  
Edges



# Wyoming Strategic Planning Design - Part I

(To be completed by the Governors Planning Department)

## Quality of Life Result:

E.g. A Clean Environment, A Prosperous Economy, Strong Stable Families, Children Ready for and Succeeding in School, etc.

## Why is this important?

Briefly explain, so a taxpayer could understand, why this quality of life condition is important to the people of Wyoming.

## How are we doing?

Show the 3 to 5 most important indicators in the form of baselines with at least 3 years of actual history. Optional: provide a 2 year forecast at current effort level.



## The story behind the baselines:

Explain, so a taxpayer could understand, the causes behind the indicator baselines above. Use additional data as necessary to tell this story.

## What it will take to do better and the role of state government:

Include no-cost and low-cost ideas and the role of the state's partners.

Appendix A: Data development Agenda: List priorities for new or better indicator data

# Wyoming Strategic Planning Design - Part II

Same format for Departments, Divisions and Programs

**Department/Division/Program:**

**Contribution to Wyoming Quality of Life:**

Briefly explain, so a taxpayer could understand, how your (Dept/Div/Prog), in conjunction with other public and private partners, contributes to the quality of life of the people of Wyoming.

**Basic Facts:**

Show total number of staff and size of budget in total and general funds.  
List the 5 most important programs or functions and show annual number served,

**Performance:**

Show the 3 to 5 most important performance measures in the form of baselines with at least 3 years of actual history. Optional: provide a 2 year forecast of performance at current effort level.

Performance measures must be those that best answer the questions:

- How well are we delivering service?
- Are our customers better off? (CUSTOMER RESULTS)



**Story behind (last 3 years of) performance:**

Briefly explain, so a taxpayer could understand, the causes behind your performance for the last few years, including an explanation of the picture of performance shown in the baselines above. Reference your accomplishments where they have contributed. Use additional performance data as necessary to tell this story. Best formatting is short paragraphs with first sentence underlined.

**What do you propose to do to improve performance in the next 2 yrs?**

Include no-cost and low-cost ideas and the contribution of partners. Best formatting is short paragraphs with action item underlined.

Appendix A: Data development Agenda: List priorities for new or better data on performance

Appendix B: Link to Budget: Provide detail on priorities identified above which show in the current or proposed budget.

## **A 5-step method for identifying performance measures for any program in 45 minutes**

The following five step scripted process is the best way to select the most important performance measures and identify a Data Development Agenda for any program or service. With practice, this process can be completed in about 45 minutes. Participants should each have a copy of the performance measurement summary on page 28.

**Step 1. How much did we do?** Draw the four quadrants on a piece of flip chart paper. Start in the upper left quadrant. Write down the measure “number of customers served.” Ask if there are better, more specific ways to count customers or important subcategories of customers and list them, such as the number of children with disabilities served.

Next, ask what activities are performed. Convert each activity into a measure. The activity of “training people” becomes number of people trained. Paving roads becomes number of miles of road paved. When you're finished, ask if there are any major activities that are not listed. Don't try to get every last detail, just the most important categories of customers and activities.

**Step 2. How well did we do it?** Ask people to review the common measures listed in the upper right quadrant of the performance measurement summary. Write each one that applies in the upper right quadrant of the flipchart paper.

Next take each activity listed in the upper left quadrant and ask what measures tell how well that particular activity was performed. If you get blank looks, ask if timeliness or accuracy matters. Convert each answer into a measure and be specific. The timeliness of case reviews becomes percent of case reviews completed on time. If you are not sure whether a measure goes in the upper right or lower right quadrant, put it where you think best and move on. All the measures in both quadrants will be considered equally in Steps 4 and 5.

**Step 3. Is anyone better off?** Ask "If your program works really well, in what ways are your customers' lives better? How could we observe this? How could we measure it?" Create pairs of measures (number and percentage) for each answer. For example, the number of clients who get jobs goes in the lower left quadrant. And the percent of clients who get jobs goes in the lower right quadrant. It saves time, when entering these measures, to write them only once in the lower right quadrant, and place # signs in the lower left quadrant across from each measure.

Identifying whether anyone is better off is the most interesting and challenging part of this process. Dig deep into the different ways in which service benefits show up in the lives of the people served. Explore each of the four categories of better-offness: Skills / Knowledge, Attitude / Opinion, Behavior, and Circumstance. If people get stuck, try the reverse question: "If your service was terrible, how would it show up in the lives of your customers?"

Look first for data that is already collected. Then be creative about things that could be counted and how the data could be generated. It is not always necessary to have data for all of your customers. Data based on samples can be used. Pre and post testing can be used to show improvement over time in skills, knowledge, attitude and opinion. When no other data is available, ask clients to self-report about improvements or benefits.

Keep in mind that all data have two incarnations: a lay definition and a technical definition. The lay definition is something that everyone can understand. The technical definition gives the exact way in which the measure is constructed. For example, “high school graduation rate” is a lay definition with many possible technical definitions. The easiest technical definition is the number who graduate on June 15<sup>th</sup> as a percentage of enrollment on June 1<sup>st</sup>. This will always be close to 100%. A tougher technical definition would compare graduation numbers to enrollment on September 30 of the previous year. A still tougher definition would compare graduation to the enrollment of 9<sup>th</sup> graders four years earlier. Each technical definition constitutes a separate measure.

When you complete step 3, you will have filled in the four quadrants with as many entries as possible. In steps 4 and 5, we use a shortcut method to assess the communication, proxy and data power of each measure and winnow these down to the most important measures.

**Step 4. Headline measures:** Review the list of upper right and lower right quadrant measures and identify those for which there is good data. By good data we mean that timely and reliable data for the measure is available today or could be produced with little effort. Put a circle next to each one of these measures. Next, ask "If you had to talk about the performance of your program in a public setting, such as a public hearing or conference, and you could only use one of the measures with a circle, which one would you choose?" Put a “#1” by the answer. Then ask "If you could have a second measure... and a third?" You should identify no more than 3 to 5 measures. These should be a mix of upper right and lower right measures. These choices represent a working list of headline measures for the program.

**Step 5. Data Development Agenda:** Ask, "If you could buy one of the measures for which you don't have data, which one would it be?" The word “buy” is used because data is expensive both in terms of money and worker time. With a different colored marker, write DDA #1 next to the chosen measure. "If you could buy a second measure... and a third?" List no more than 3 to 5 measures. These measures are the program’s Data Development Agenda *in priority order*.

This process leads to a three part list of performance measures:

**Headline measures:** Those 3 to 5 most important measures for which you have good data, the measures you would use to present your program's performance in a public setting.

**Secondary measures:** All other measures for which you now have good data. These measures will be used to help manage the program, and will often figure in the story behind the baselines.

**Data Development Agenda:** A prioritized list of measures where you need new or better data. You will later need to make a judgment about how far down this list you can afford to go.

# TOOL FOR CHOOSING A COMMON LANGUAGE

Framework Idea	----- Choices -----		Chosen Word or Phrase Each word or phrase can be used only once.
	Common Labels for Each Idea	Modifiers (if you must)	
<b>A. The Basics</b>			
1. A condition of well-being for children, adults, families and communities stated in plain language.	Result, Outcome, Goal, Vision	Population Community-wide (For "client results" see D3)	1.
2. A measure that helps quantify the achievement of a result.	Indicator, Benchmark		2.
3. A coherent set of actions that has a reasoned chance of working to improve results.	Strategy, What works		3.
4. A measure of how well a program, agency or service system is working.	Performance measure Performance indicator	Program, Agency, System, Cross-system	4.
<b>B. Other Important Ideas - Part 1</b>			
1. A picture of a desired future, one that is hard but possible to attain.	Vision, Desired future	Often contains one or more results	1.
2. The purpose of an organization.	Mission, Purpose		2.
3. A person or organization who benefits from program or agency service delivery.	Customer, Client, Consumer		3.
4. A person or organization who has a significant interest in the performance of a program, agency or service system.	Stakeholder, Constituent		4.
5. A person or organization who has a role to play in improving results.	Partner	Current, Potential	5.
6. A visual display of the history and forecast(s) for a measure.	Baseline, Trendline		6.
7. An analysis of the conditions, causes and forces at work that helps explain why a baseline looks the way it does.	Story behind the baseline, Epidemiology, Etiology		7.
8. Possible actions that could make a difference on a result or performance measure.	What works, Options, Strategy	Research-based Asset-based	8.
9. A description of proposed actions.	Action plan, Strategy, Strategic plan		9.
10. The components of an action or strategic plan.	Goals and Objectives, Planned actions		10.
11. A description of the funding of existing and/or proposed actions.	Budget, Funding plan		11.
12. A document that describes what new data is needed or existing data that needs to be improved.	Data Development Agenda		12.
13. A document that describes what new information is needed about causes, conditions and/or what works.	Information and Research Agenda	About causes, About solutions	13.
14. A desired level of achievement for an indicator or performance measure.	Target, Goal, Standard	Realistic, Arbitrary, Punitive, Insane	14.

**TOOL FOR CHOOSING A COMMON LANGUAGE Page 2**

Framework Idea	----- Choices -----		Chosen
	Common Labels for Each Idea	Modifiers (if you must)	Word or Phrase Each word or phrase can be used only once.
<p><b>C. Other Important Ideas - Part 2</b></p> <p>1. A description of why we think an action or set of actions will work.</p> <p>2. A structured analysis of how well a program is working or has worked.</p> <p>3. A system or process for holding people in a geographic area responsible for the well-being of the total population or some defined subpopulation.</p> <p>4. A system or process for holding managers and workers responsible for the performance of their programs, agencies and service systems.</p> <p>5. A system or process of working from ends to means, using population and / or program results to drive decisions about what to do.</p> <p>6. A system or process of working from ends to means, using population and / or program results to drive the budget.</p> <p>7. A system or process of working from ends to means, using population and/or program results to drive grantmaking decisions.</p>	<p>Theory of change, Logic model</p> <p>Program evaluation</p> <p>Results Accountability Results-based Accountability Outcome Accountability Outcome-based Accountability</p> <p>Performance accountability</p> <p>Results-based decision making, Outcome-based decision making</p> <p>Results-based budgeting, Outcome-based budgeting</p> <p>Results-based grantmaking, Outcome-based grantmaking</p>	<p>Used at both the population and performance levels.</p> <p>"Results Accountability" is sometimes used to describe all of 3 through 7 combined.</p> <p>Program, Agency, Service system</p>	<p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> <p>7.</p>
<p><b>D. Types of Performance Measures</b></p> <p>1. Measures of the quantity or amount of effort, how much service was delivered.</p> <p>2. Measures of the quality of effort, how well the service delivery and support functions were performed.</p> <p>3. Measures of the quantity and quality of effect on customers' lives.</p>	<p>How much did we do?, Input, Output, Resources, Process measure, Product measure</p> <p>How well did we do it?, Efficiency measure, Process measure Customer satisfaction</p> <p>Is anyone better off?, Effectiveness measure, Customer result, Customer outcome, Impact, Cost / benefit ratio, Return on investment, Output, Outcome, Product, Value added, Customer satisfaction</p>	<p>Program, Agency, Service system</p>	<p>1.</p> <p>2.</p> <p>3.</p>
<p><b>E. A Basketfull of Modifiers to use with any of the above.</b></p>	<p>Measurable, Urgent, Priority, Targeted, Incremental, Systemic, Core</p>	<p>Quantitative, Qualitative, Positive, Negative, Short-term Mid-term, Long-term</p>	<p>Intermediate, Internal, Infernal External, Eternal, Allegorical, Extraterrestrial</p>

# Elections Program (1330P)

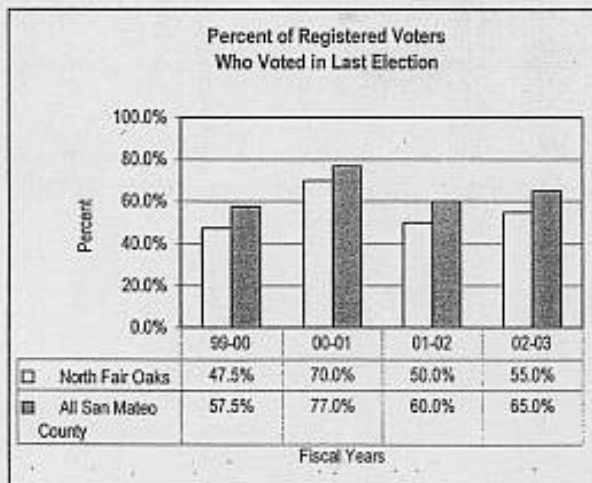
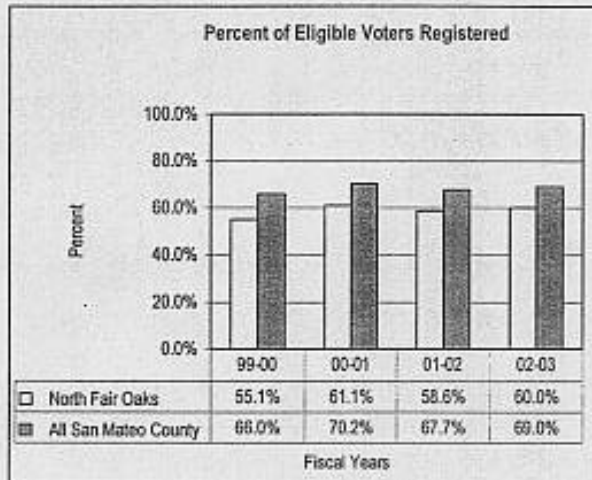
Department: Assessor-County Clerk-Recorder

FY 2002 and 2003 Recommended Budget

## Program Outcome Statement

The Elections Division promotes civic involvement in the election process by registering eligible voters and conducting honest and accurate elections on behalf of the citizens of San Mateo County.

## Headline Measures



## Story Behind Baseline Performance

During FY1999-2000, Elections staff conducted the following purges of the voter file: SB 1313 purge (which requires the review and cleanup of voter files to ensure all information is current), targeting voters who had not voted in four years, and also Change of Address purge using post office data. More than 30,000 voters were removed from active voter file as a result of these efforts. There was a larger increase in voter registrations in February 2000, in anticipation of the March 2000 Presidential Primary Election. In addition, there was an increase in voter turnout during the November 2000 Presidential General Election. As anticipated, more people register and vote during a Presidential Primary and General Election. Voter registration and turnout is anticipated to drop off in FY 2001-02. However, voter registration and turnout will increase slightly in FY 2002-03 due to the November Gubernatorial Election.

There will be ongoing voter registration occurring via Department of Motor Vehicles registrations, political party activity in the County and via the 210 affidavit sites, including four in the North Fair Oaks Area, administered by the League of Women Voters.

## What Will Be Done to Improve Performance in the Next Two Years

The Elections Office will meet performance targets by doing the following:

### Continue Community Outreach and Education to Increase Voter Registration and Turnout

- Partner with League of Women Voters, community organizations, county agencies, political parties and other resources
- Develop a plan to coordinate the voter registration activities of the political organizations
- Partner with "Frontiers in Leadership" to engage in voter registration and voter turnout efforts
- Attend festivals and major community events to register people
- Conduct voter registration and voting classes in the community at key locations, including the community center and local schools

**Performance Measures Summary Table**

Performance Measures	FY 98-99 Actual	FY 99-2000 Actual	FY 2000-01 Estimate	FY 2001-02 Target	FY 2002-03 Target
<b>What/How Much We Do</b>					
Number of new voters registered:					
- North Fair Oaks	402	443	600	400	450
- All San Mateo County	22,404	24,482	25,000	20,000	25,000
<b>How Well We Do It</b>					
Percent of eligible voters registered to vote:					
- North Fair Oaks	57.5%	55.1%	61.1%	58.6%	60.0%
- All San Mateo County	70.1%	66.0%	70.2%	67.7%	69.0%
<b>Is Anyone Better Off?</b>					
Number of registered voters who voted in last election:					
- North Fair Oaks	1,723	2,198	3,539	2,640	2,772
- All San Mateo County	150,967	181,190	261,297	207,268	217,631
Percent of registered voters who voted in last election:					
- North Fair Oaks	36.3%	47.5%	70.0%	50.0%	55.0%
- All San Mateo County	44.8%	57.5%	77.0%	60.0%	65.0%



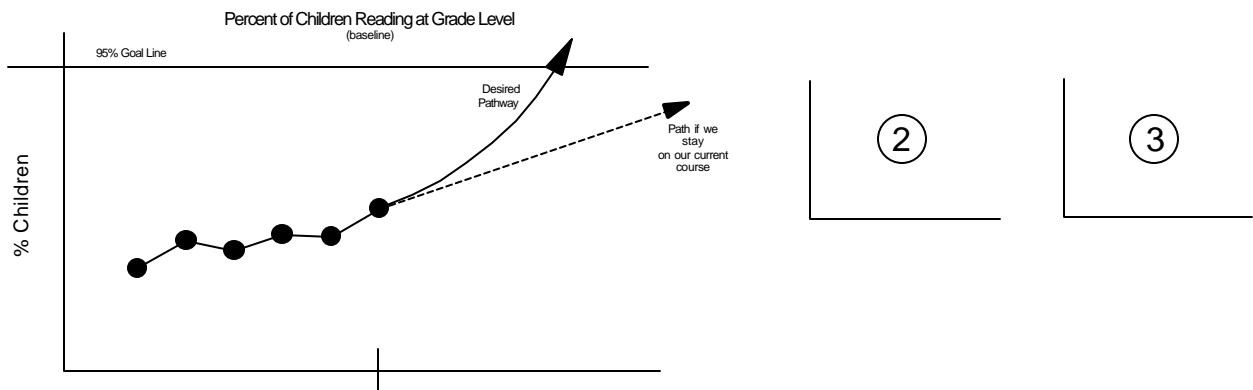
# School Improvement Plan

## FORMAT

### Goal 1: Excellent Student Performance

(or student outcome or student result)

#### MEASURES



#### STORY BEHIND PERFORMANCE

#### KEY PARTNERS

#### ACTION PLAN

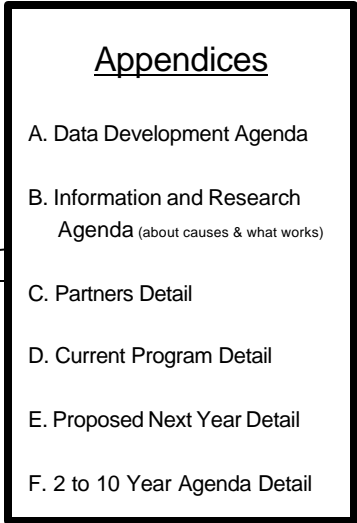
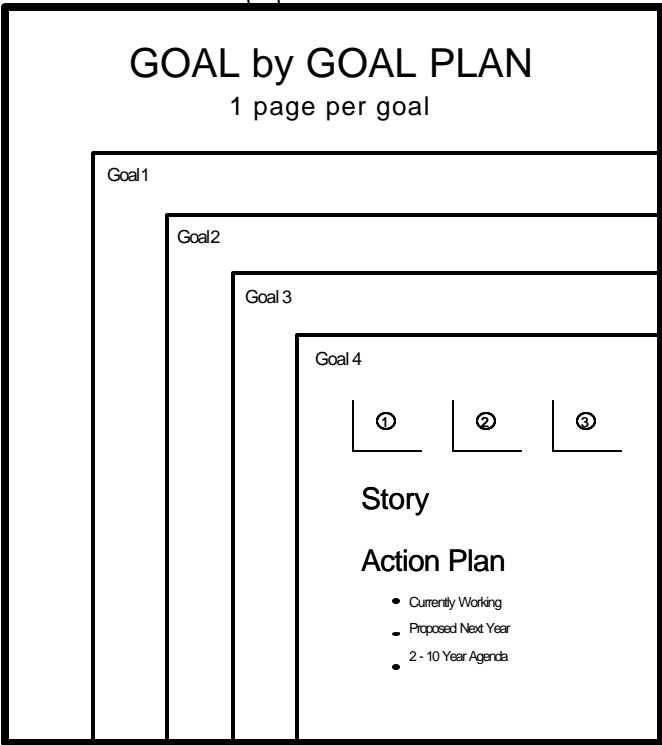
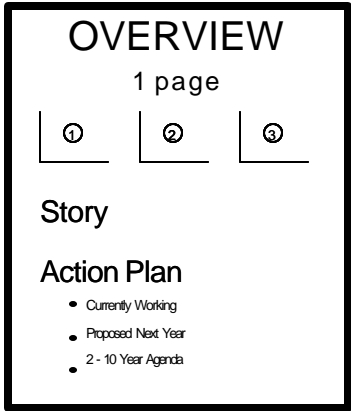
- Currently Working
- Proposed Next Year
- 2 - 10 Year Agenda

Link to Budget

#### Appendices

- A. Data Development Agenda
- B. Information and Research Agenda (about causes & what works)
- C. Partners Detail
- D. Current Program Detail
- E. Proposed Next Year Detail
- F. 2 to 10 Year Agenda Detail

# School Improvement Plan STRUCTURE



# UNIFIED PLANNING STRUCTURE FOR EDUCATION

<p><b>Required Plans</b></p> <p>Consolidated Plan School Improvement Plan Technology Plan Professional Development Plan 301 Plan NCA Accreditation District Assessment Plan School Reform Plan</p>	<p>X X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X X</p>	<p>X X X</p>	<p>X X</p>
<p><b>Customer Result, Goal or Purpose</b></p>	<p>All students proficient in reading math and science</p>	<p>All teachers and para-professionals are highly qualified</p>	<p>All ELL students proficient in reading math and science</p>	<p>All students are safe and drug free</p>	<p>All students graduate from H.S.</p>	<p>All Parents are Involved</p>	<p>Technology use is integrated to improve student achievement</p>
<p><b>Headline Performance Measures</b> (and Baseline Picture - Charts on the Wall)</p> <p><b>Data source</b></p> <p><b>Targets</b></p>	<p>% proficient Reading, Math and Science</p>	<p>% highly qualified teachers % retention highly qualified teachers Ave class size</p>	<p>% ELL proficient Reading, Math and Science</p>	<p>Rate of drug use Rate of violence Rate of expulsions % positive attitudes</p>	<p>H.S. graduation rate</p>	<p>% Parents involved % Parents involved in technology</p>	<p>% Teachers technology literate % Students technology literate</p>
<p><b>Story</b></p> <ul style="list-style-type: none"> <li>- Common crosscutting analysis</li> <li>- Analysis specific to given measures</li> </ul> <p><b>Partners</b></p> <ul style="list-style-type: none"> <li>- Basic partners in all plans</li> <li>- Special partners for specific plans</li> </ul> <p><b>What works</b></p> <ul style="list-style-type: none"> <li>- Action Plan Crosscutting strategies</li> <li>- Strategies specific to given measures</li> </ul> <p><b>Budget / funding</b></p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>
<p><b>Appendices</b></p> <p>Demographics Secondary Measures Data Dev Agenda Information and Research Agendas About causes About what works</p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>

## **RESULTS ACCOUNTABILITY IMPLEMENTATION**

### **Self Assessment Questions**

1. Has your group or organization adopted a common language using the tool for choosing a common language or some other method? Does this common language allow you to clearly distinguish population and performance accountability?
2. Has your organization identified one or more population level results or conditions of well-being stated in plain language to which your work contributes?
  - a. Have you identified the 3 to 5 most important indicators for each of these results?
  - b. Have you created a baseline with history and a forecast for each of these measures?
  - c. Have you analyzed the story and causes behind these baselines?
  - d. Do you have a written analysis of what it would take to turn these conditions around at the national, state, county, city or community level?
  - e. Have you articulated the role your organization plays in such a strategy?
3. Has your organization established the 3 to 5 most important performance measures for what you do, using the performance accountability categories *How much did we do? How well did we do it? Is anyone better off?*
  - a. Have you created a baseline with history and a forecast for each of these measures?
  - b. Do you track these measures on a daily, weekly, monthly or quarterly basis?
  - c. Do you periodically review how you are doing on these measures and develop action plans to do better using the performance accountability 7 questions?
  - d. Have you adapted your organization’s management, budget, strategic planning, grant application, and progress reporting forms and formats to reflect systematic thinking about your contribution to population conditions and your organization’s performance?
4. Are the population and performance baseline curves you are trying to turn displayed prominently as one or more charts on the wall?
5. Have you identified an in-house expert to train and coach other staff in this work?
6. Have you turned any curves?