

Results Accountability 101

Presented for the DMC Action
Network Meeting

June 12, 2008

**SIMPLE
COMMON SENSE
PLAIN LANGUAGE
MINIMUM PAPER
USEFUL**

Results Accountability

is made up of two parts:

Population Accountability
about the well-being of

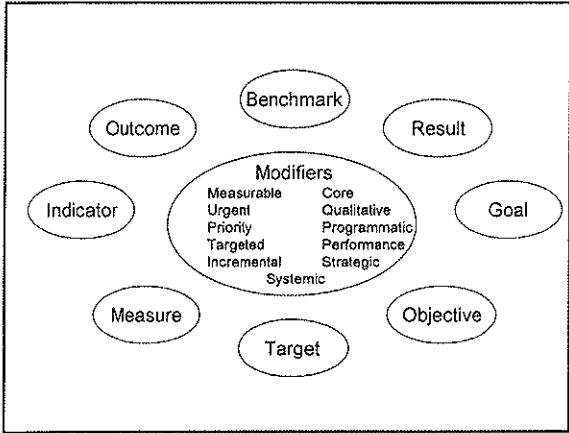
WHOLE POPULATIONS

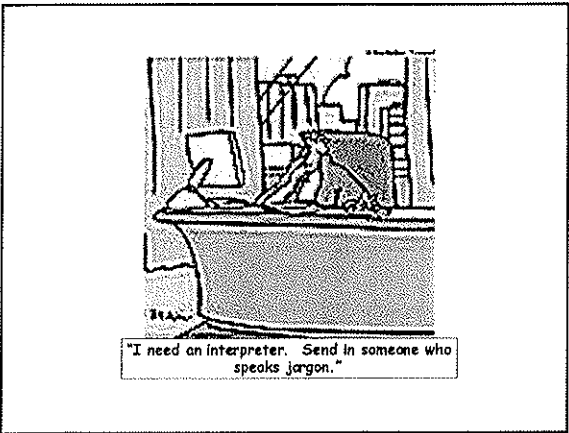
For Communities – Cities – Counties – States – Nations

Performance Accountability
about the well-being of

CLIENT POPULATIONS

For Programs – Agencies – and Service Systems





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. _____

DEFINITIONS

RESULT
A condition of well-being for children, adults, families or communities.
Youth receive equitable treatment in Juvenile Justice systems,
Children safe in their communities, Children succeeding in school, etc.

INDICATOR
A measure which helps quantify the achievement of a result.
Relative Rate Index, Crime rate, Rate of high school graduation, etc.

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**

RESULT } **ENDS**

INDICATOR }

PERFORMANCE MEASURE } **MEANS**

Customer Result = Ends
Service = Means

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

RESULT 1. Safe Community

INDICATOR 2. Crime Rate

PERF. MEASURE 3. Average Police Dept response time

RESULT 4. A community without graffiti

INDICATOR 5. % of surveyed buildings without graffiti

RESULT 6. People have living wage jobs and income

INDICATOR 7. % of people with living wage jobs and income

PERF. MEASURE 8. % of participants in job training who get living wage jobs

POPULATION ACCOUNTABILITY

For Whole Populations
in a Geographic Area

Maryland Child Well-Being Results

- Babies born healthy
- Healthy children
- Children enter school ready to learn
- Children are successful in school
- Children completing school
- Children safe in their families and communities
- Stable and economically independent families
- Communities that support family life

DMC Results

- All youth receive equitable treatment in Juvenile Justice systems
- All youth receive appropriate levels of sanction while in the Juvenile Justice system
- Communities develop alternatives to incarceration

Leaking Roof

(Results thinking in everyday life)

➔ Experience:

➔ Measure:

➔ Story behind the baseline (causes):

➔ Partners:

➔ What Works:

➔ Action Plan:

Results-Based Decision Making

Getting from Talk to Action

➔ Population: Youth in Juvenile Justice systems nationwide

➔ Result: Youth receive equitable treatment in Juvenile Justice systems

➔ Indicator(s): (measures of our results)
• Relative Rate Index

➔ Story behind the baselines:
The causes, the forces at work...

➔ Partners with a role to play:

➔ What works:
Information & research about solutions

➔ Action Plan and Budget

Baseline:

Criteria

Specificity

Leverage

Values

Reach

Criteria for Choosing Indicators

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?

Data Power

Quality data available on a timely basis.

Performance Accountability

For Programs, Agencies and
Service Systems

What's in it for me?

If I can... Measure, Track, & Show Improved Performance,

Then... here's what's in it for me:

- ❖ Understand where we should spend our resources
- ❖ Improvement = more money (often)
- ❖ Tool vs. crossed fingers
- ❖ Ability to demonstrate that you've made a difference



**“All Performance Measures
that have ever existed
in the history of the universe
involve answering two sets of
interlocking questions.”**

Quantity	Quality
How Much did we do? (#)	How Well did we do it? (%)

Effort How hard did we try?
Effect Is anyone better off?

Effort	
How Much	How Well
Effect	

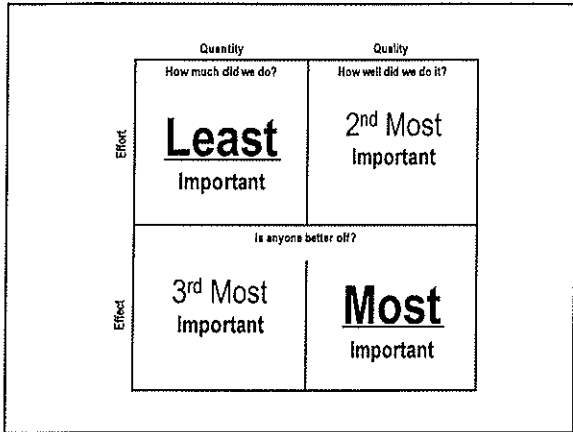
	Quantity	Quality
Effort	How much service did we deliver?	How well did we deliver it?
Effect	How much change / effect did we produce?	What quality of change / effect did we produce?

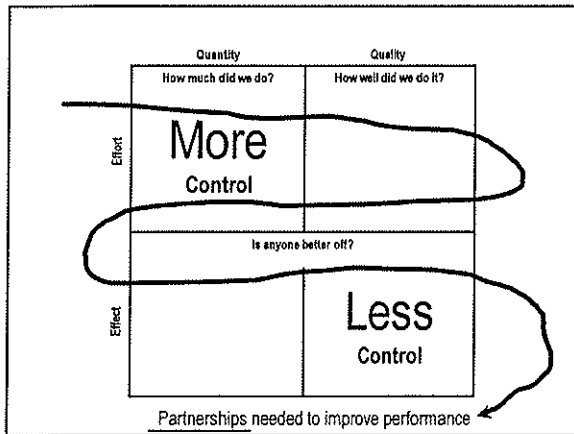
	Quantity	Quality
Effort	How much did we do?	How well did we do it?
Effect	Is anyone better off?	
	#	%

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

	Quantity How much did we do?	Quality How well did we do it?
Effort	Number of students	Student-teacher ratio
	Is anyone better off?	
Effect	Number of 9th graders who graduate on time and enter college or employment after graduation	Percent of 9th graders who graduate on time and enter college or employment after graduation

	Quantity How much did we do?	Quality How well did we do it?
Effort	Number of days on diet	Percent of days on diet
	Is anyone better off?	
Effect	Amount of weight loss	Amount of desired weight loss





1. First Purpose is to Improve Performance
as a contribution to improving results
2. Avoid the Performance Measurement Equals Punishment Trap
 - Acknowledge the experience as real
 - Work to create a healthy organizational environment
 - Start small
 - Build bottom-up and top-down simultaneously

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.

1. To Ourselves First

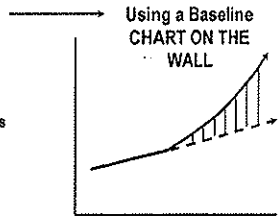
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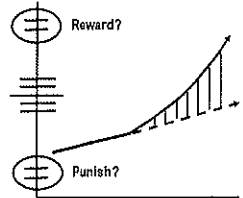
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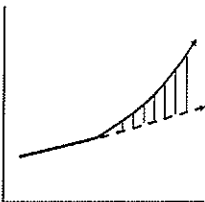
When we know what good performance is.



1. **To Ourselves First**
Can we do better than our own history?

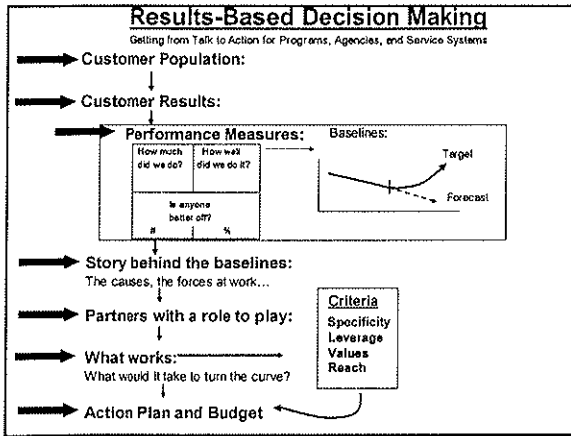
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When it is a fair apples/apples comparison.

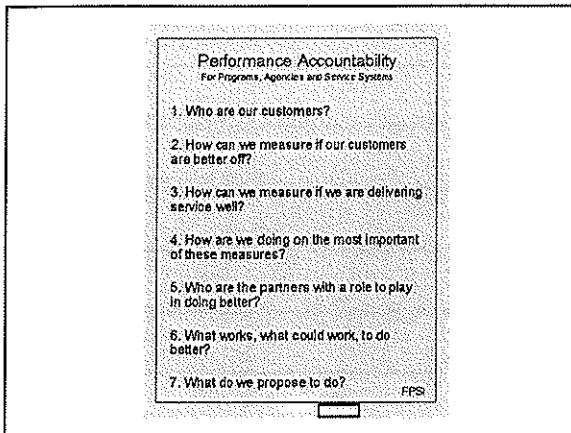
3. **To Standards**
When we know what good performance is.

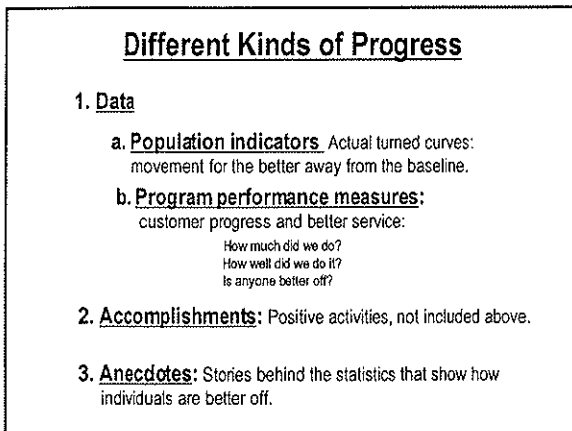


<p>How much did we do?</p> <p># Clients/customers served</p> <p># Activities (by type of activity)</p>	<p>How well did we do it?</p> <p>% Common measures e.g. client staff ratio, % staff fully trained, % clients seen in their own language</p> <p>% Activity-specific measures e.g. % timely, % clients completing activity</p>
<p>Is anyone better off?</p>	
#	% Skills / Knowledge (e.g. parenting skills)
#	% Attitude / Opinion (e.g. lowered drugs)
#	% Behavior (e.g. school attendance)
#	% Circumstance (e.g. working, in stable housing)

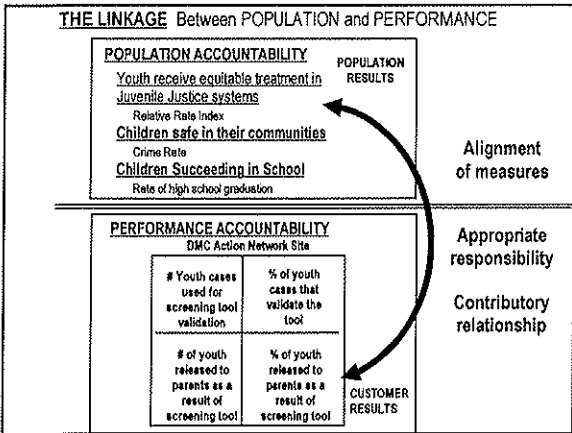
	Quantity	Quality	
Effort	How much did we do?	How well did we do it?	
	# Measure 1 _____	% Measure 8 _____	→ #3 DDA
	# Measure 2 _____	% Measure 9 _____	
	# Measure 3 _____	⊗ Measure 10 _____	→ #2 Headline
	# Measure 4 _____	% Measure 11 _____	
	# Measure 5 _____	⊗ Measure 12 _____	
	# Measure 6 _____	% Measure 13 _____	
# Measure 7 _____	% Measure 14 _____		
Is anyone better off?			
Effect	# Measure 15 _____	% Measure 15 _____	→ #2 DDA
	# Measure 16 _____	% Measure 16 _____	→ #3 Headline
	# Measure 17 _____	⊗ Measure 17 _____	→ #1 Headline
	# Measure 18 _____	% Measure 18 _____	→ #1 Headline
	# Measure 19 _____	⊗ Measure 19 _____	→ #1 DDA
# Measure 20 _____	% Measure 20 _____		
# Measure 21 _____	% Measure 21 _____		







How
Population
&
Performance
Accountability
FIT TOGETHER

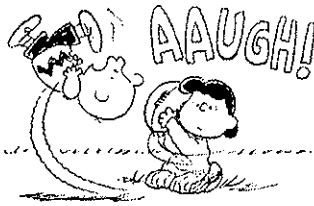


“If you do what you
always did,

you will get what you
always got.”

Kenneth W. Jenkins
President, Yonkers NY NAACP

IN CLOSING



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