

## Monitoring Your Mission (What gets measured gets done)

*These are my created samples, you need to use you own mission and evidence.*

<u>What We Say</u>	<u>Evidence We Have</u>	<u>Evidence We Need</u>
Safe, orderly environment	<ul style="list-style-type: none"> <li>• Discipline referrals</li> <li>• Expulsion/suspensions</li> <li>• Vandalism</li> <li>• Perception data (faculty/staff, parents, students, stakeholders...)</li> </ul>	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>
Mastery of academic skills	<ul style="list-style-type: none"> <li>• Scores on state assessments</li> <li>• Percentage of students passing district tests</li> <li>• Reading assessments</li> <li>• ACT scores</li> <li>• Students performing at grade &amp;/or course level</li> <li>• _____</li> </ul>	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>
Productive citizens	<ul style="list-style-type: none"> <li>• Attendance/truancy</li> <li>• Tardiness</li> <li>• Homework completion</li> <li>• Percentage of students in leadership roles (clubs, councils, organizations, etc.)</li> <li>• Percentage of students involved in service learning &amp;/or volunteerism</li> <li>• _____</li> </ul>	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>
Lifelong learners	<ul style="list-style-type: none"> <li>• Discipline referrals</li> <li>• Expulsion/suspensions</li> <li>• Vandalism</li> <li>• Students taking advanced courses</li> <li>• Teachers (role models) continuing education</li> <li>• Percentage of students passing (not retained at any grade &amp;/or on-track to graduate with cohort)</li> <li>• _____</li> </ul>	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>

Monitoring Our Mission from "Getting Excited about Data" How to Combine People, Passion, and Proof; by Edie L. Holcomb page 67.

### Suggestions to Frequently Reference the Mission

1. When new staff members are hired, be sure that a presentation on the mission of the school is part of their orientation.
2. When a tough decision is being made, ask the staff to complete statements like “This fits our mission because.....” or “This does not fit our mission because...”
3. Keep a “Mission” box (a version of a suggestion box) encouraging and allowing students, teachers, parents, and patrons to deposit notes and/or suggestions.
4. Short scenarios of problem situations can be presented to the staff. Ask small groups to prepare or role-play responses that are consistent with the mission statement.
5. Have elementary students learn the vocabulary of the mission statement and draw what they think it means.
6. Have students of all ages identify what their roles are in contributing to the mission of the school.
7. While staff members are gathering for meetings, provide a mission orientation quotation on the overhead. An example for Fullan and Hargreaves: “In collaborative cultures, the examination of values and purposes is not a one-time event...but a continuous process that pervades the whole school.”

### **Data Considerations**

#### **1. Demographic Data**

- a. Enrollment by grade level
- b. Per pupil expenditure
- c. Racial/ethnic composition
- d. Student mobility rate
- e. Percentage of limited English proficient students
- f. Percentage of students receiving special education services
- g. \_\_\_\_\_
- h. \_\_\_\_\_

#### **2. Student Data**

- a. Student participation rates in nonacademic services and programs
- b. Student participation in co-curricular activities and the degree to which it is representative of the overall composition of the student body
- c. Percentage of student who exceed graduation requirements
- d. \_\_\_\_\_
- e. \_\_\_\_\_

#### **3. Data on Teaching and Learning**

- a. Usage data (how often it is used) from library, media services, website “hits”

- b. Number of students moving among ability groups, especially into groups with more challenging coursework
- c. Participation in professional development and evidence of impact on improve teaching and student learning
- d. Evidence of how analysis of data at the school level has resulted in specific improvements
- e. Evidence of how technology has contributed to increased use of data for decision making
- f. Data on family involvement in school activities and the degree to which the families involved are representatives of the overall student body
- g. \_\_\_\_\_
- h. \_\_\_\_\_

**4. Indicators of Success**

- a. Results of standardized tests for each of the last 5 years whole group and disaggregated various ways.
- b. Results of non-standardized or alternate assessments developed at the school level
- c. Results of college entrance examinations including the percentage of students tested.
- d. Percentage of students in various educational and employment categories a year following graduation
- e. Daily student attendance
- f. Student dropout rate
- g. Daily teacher attendance
- h. Teacher turnover rate
- i. Results of climate surveys
- j. Percentage of students involved in various types of safety, discipline, and/or drug issues
- k. \_\_\_\_\_
- l. \_\_\_\_\_