

Measuring the Mission

AISA, 23 November 2019

Deborah Welch, CEO

Academy for International School Heads



Empowering

emotional intelligence

Positively impact the world

life long learner

Diverse learning community

Integrity

Future ready

What are the meaningful words and phrases in your school's mission statement?

community

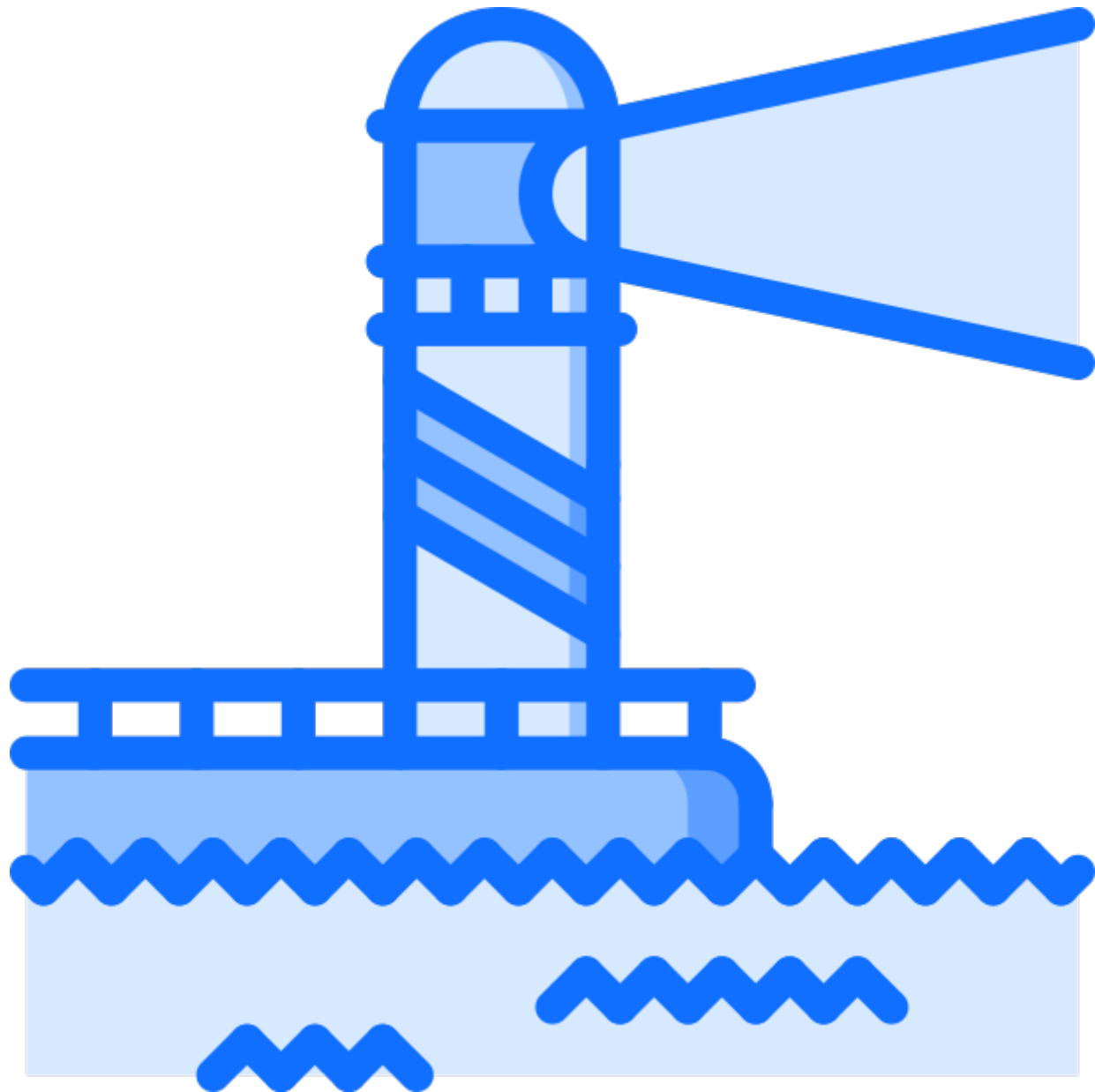
Student Achievement

Respect

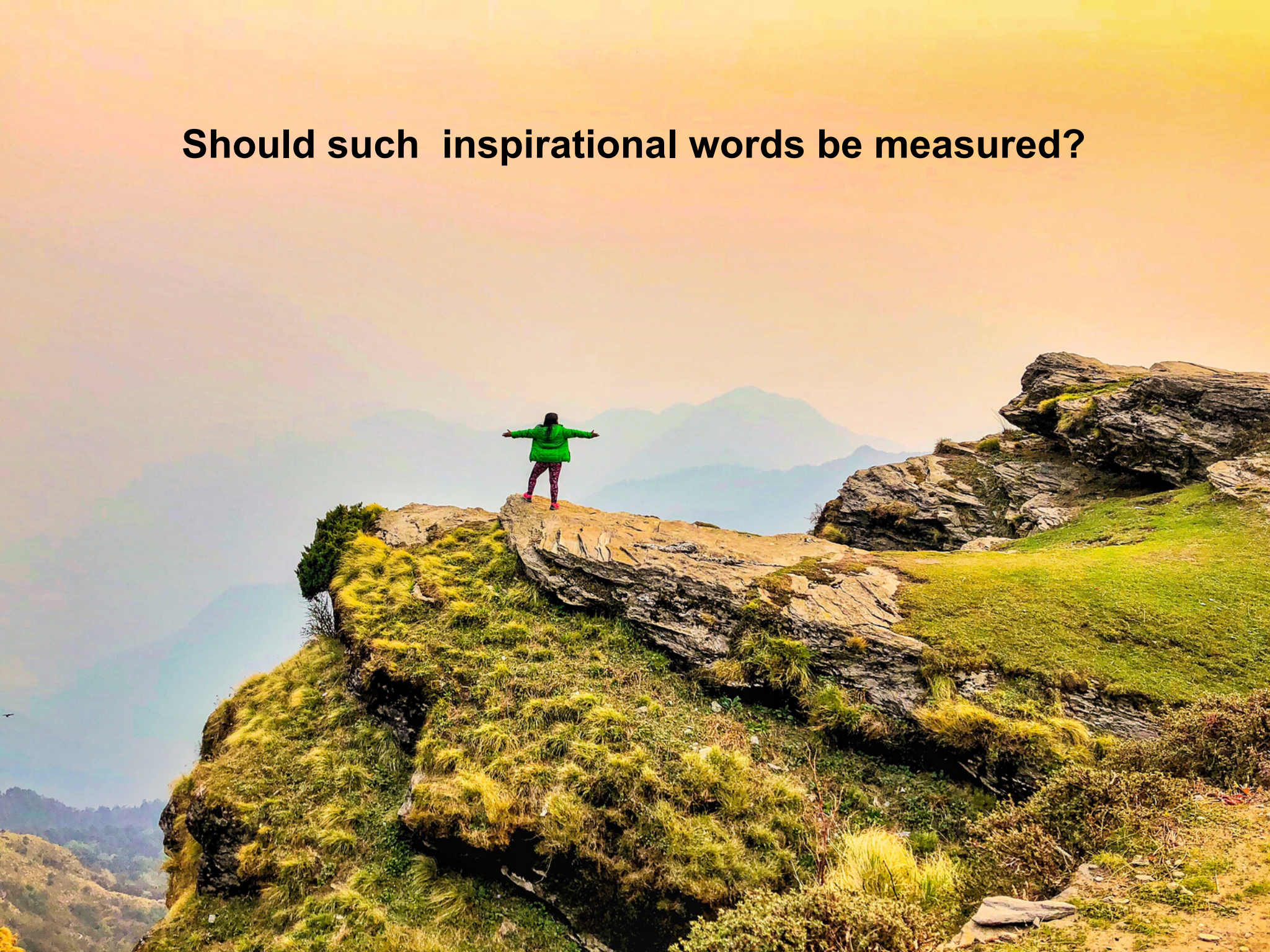
Pursuing excellence

Global citizen

Open mindedness



Should such inspirational words be measured?





If it's not measured, it's not understandable and it's not recognizable.

It might become the mission on the wall that's not really lived or achieved by students.



What's the definitive measure of success for us as educators?



How do we do this, especially when most of the words in our missions are difficult to quantify?

- by truly knowing your mission
- By determining evidence you will accept that the school is achieving that aspect of the mission
- by selecting quantitative and qualitative indicators that are aligned

THE AMERICAN SCHOOL OF DOHA



ASD Mission

The American School of Doha is committed to the intellectual and personal development of our students, inspiring and empowering them to become positive, active global citizens.

ASD Vision

ASD is a vibrant learning community...
where learning is fun
where learning is creative
where learning is authentic
where learning is innovative
where learning is collaborative
where learning is data-informed
where learning is technology infused.
ASD is where learning extends beyond walls...

Strategies that Support the Mission & Vision

We will review and develop the curriculum, programs and opportunities essential to all students becoming positive, active global citizens.

We will identify and integrate into the school community the skills, knowledge and understandings, essential to students to succeed in a changing world.

We will review, deepen, and refine as needed, the practices, tools and programs essential for each student to meet and/or exceed the ASD standards.

We will continue to enhance our already strong relationship with the Qatari community and expand our involvement with Qatar's educational aspirations while being true to our mission, vision and identity.

We will advance an effective and efficient infrastructure that supports student learning for the four learning strategies.

ASD Values

Respect

Honesty

Responsibility

Compassion

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Quantitative or Qualitative?

QUANTITATIVE

-Relies on numbers, things that can be counted and quantified

-Test scores, grades....

We usually review this work looking at percentiles and other mathematical configurations.

QUALITATIVE

-Relies on description

-Student work samples, teacher's anecdotal records, portfolios....

We usually review this data holistically, based on examination of anecdotes and artifacts.

Through creating quality content, you build customer trust.

Internal or External?

INTERNAL

-Developed at your school and designed, collected and recorded by individual teachers or groups

-Common assessments, all school writing prompts, observation checklists....

EXTERNAL

-Provided by external agents

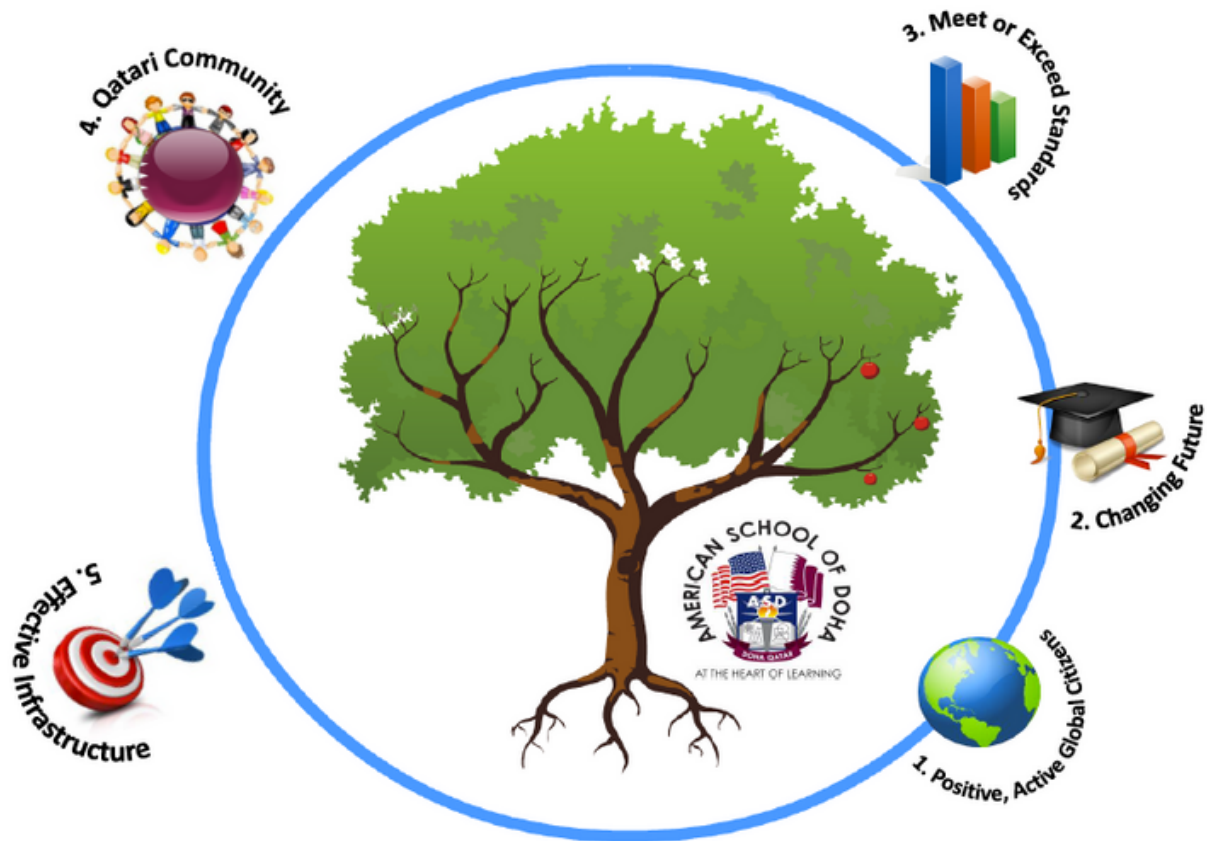
-IB exams, AP, MAP, DRA, ISA.....

Through creating quality content, you build customer trust.



ENDICOTT
COLLEGE

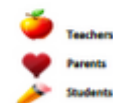
RESEARCH CENTER



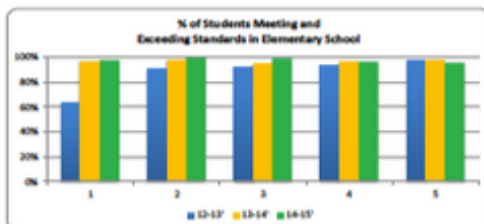
American School of Doha Indicators of Progress
for the Five Strategies, 2014-2015



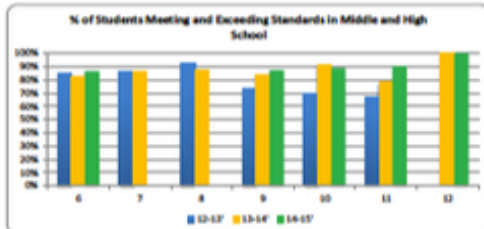
1. Positive, Active Global Citizens



World Languages



1. The benchmark is defined as "students meet or exceed standards", equivalent to a score equal or greater than 3 in the Report Card. The standard is "uses acquired vocabulary to communicate" in "Arabic as a Foreign Language (AFL) and Spanish".



2. MS: The benchmark is defined as "students meet or exceed standards", equivalent to a score equal or greater than 3 in the Report Card. HS: The benchmark is defined as "students meet or exceed standards", equivalent to a score equal or greater than 73 in the Report Card. AFL, French, and Spanish inclusive.

What do students say they have learned after a significant service activity has taken place?

Service Activities • MS and HS

"I think being here and meeting some local people who are less fortunate really put my 'problems' into perspective..."

Nepal 2015, grade 11

I think that this helped me become a positive active global citizen...to see that even the littlest things you do can make a big difference, so if you help someone out or donate a tiny bit to a charity, your little offer goes a long way."

Nepal 2015, Grade 9

"I learned that I need to think more about other people who don't have as much as I do. I know I can do something to help now."

Grade 4 student

"Now I see the reason behind that trip. I feel that we really must spread awareness of the vulnerability of these amazing creatures (sharks) that are even older than dinosaurs, how could we not protect them".

Maldives 2014, grade 10

"[Service] was something that I never thought I would do. The little five minute breaks we had were always so deep in my mind...because it always made me feel so blessed and so lucky, and I looked at the kids and they were happy."

"You can help people from all over the world, and not just Qatar. It's fun, but you are helping people at the same time!"

Grade 3 student

Endicott Survey 3

	12-13*	13-14*	14-15*	Aggregate #	Comparison
Students at all levels are experiencing internationalism and interculturalism through the formal curriculum and activities offered at the school.	96.4%	95.3%	93.2%	89.8%	↑ 3.4%
The school fosters respect for diversity.	97.4%	98.2%	97.8%	95.4%	↑ 2.4%
Students at all levels are experiencing internationalism and interculturalism through the formal curriculum and activities offered at the school.	96.4%	98.6%	97.3%	93.7%	↑ 3.6%
The school provides opportunities for me to participate in community service activities.	90.3%	88.0%	95.7%	84.2%	↑ 11.5%
The school helps me to understand and respect differences and to appreciate diversity.	95.5%	96.2%	95.1%	89.3%	↑ 5.8%

3. Survey developed by the Endicott Research Center, the New England Association of Schools and Colleges (NEASC), and the Council of International Schools (CIS) to evidence accreditation standards. Students, teachers, parents and alumni assess the school in terms of academics, leadership, climate, environment and services.
4. The Aggregate includes responses from over 100 accredited schools from 2012 to 2014.

Service Projects by Division

Lower Elementary

- Raised QR 3,584 for a local Palestinian girl to cover her school tuition
- Collected dried food items for the cleaners in elementary
- Toys for Tots: donation for the Qatar Orphan Foundation
- Collected books, school supplies and medical supplies for an orphanage in Nepal
- "Healthy Snack Sale" and then purchase d trees that were planted in the tortoise sanctuary at ASD
- Conducted two fundraising events to assist victims of the earthquake in Nepal.

Upper Elementary

- Used Toy Sale grade level service project for earthquake relief for Nepal
- Charm and Bracelet Sale for the Baby Elizabeth Fund
- A Bake Sale for the Red Cross/ Red Crescent
- Compassion for Critters grade level service project to support World Wildlife Fund
- Loom Bracelet and Bake Sale for Autism Speaks
- Bake Sale for Palestinian Refugees
- Walk-a-thon to support African Children Educational Trust for the grade level service project
- Valentine Bake Sale for Syrian Refugees
- Holidays Bake Sale for Doctors Without Borders

Middle School

- Dinner, barbecue, and gift vouchers for the guards
- Spaghetti dinner, movie night, football and cricket tournament, sports day and letters to HUS workers
- Movie night, bake sale and indoor soccer tournament for Nepal
- Singing telegrams, car wash and soccer tournament for Milagros Lopes
- Movie night and teacher smoothies to raise money for the cats
- Photo booth for Gaza
- Adopt a Kenyan family
- Donated English books to Dhreima Orphanage
- Donated 130 stuffed animals to Hamad Children's Hospital
- School Supply Re-Using Program
- Turning Off Lights in Commons

High School

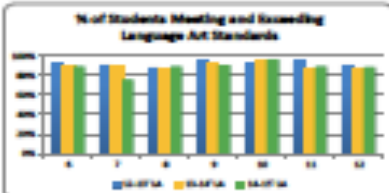
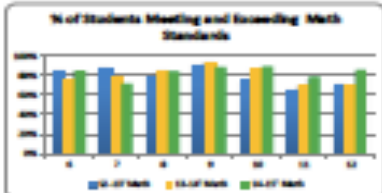
- Girl Up Qatar (UN NGO empowering women in the developing world)
- Dragons for Change (ASD's ROTA Chapter)
- ASD's Environment Club
- Footy 4 Freedom Soccer Scrimmage (supports ASD's adopted school in Mozambique)
- Footy 4 Freedom Flower Sales (weekly flower sales supporting Mozambique School)
- Empty Bowls (Ceramics students and DCO collaboration to raise money for Footy 4 Freedom)
- Smile Train (NHS fundraiser for Smile Train providing free cleft palate surgery in the developing world)
- Mashakos School Fundraisers (fundraisers going towards building a school in Kenya)
- Compassionate Companions (feline welfare at ASD)
- "Orphanage in Mongolia" (legacy fundraising project geared towards building an orphanage in Mongolia)



3. Students Meet or Exceed Standards

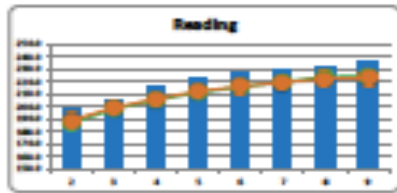
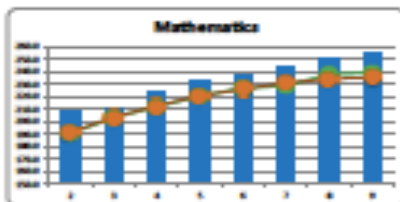
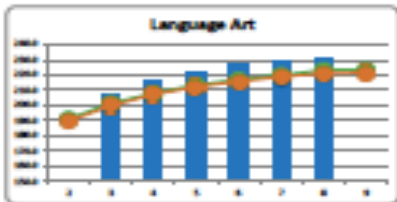


Math and Literacy Achievement / Report Card



- The benchmark is defined as "students meet or exceed standards", equivalent to a score equal or greater than 3 in the Report Card. The subjects are Language Arts and Math. The standards are:
 - Comprehends, responds to, and analyzes a wide variety of literary and informational texts including fiction and nonfiction.
 - Writes with clarity and logic.
 - Understands and applies numbers, ways of representing numbers, relationships among numbers, and number systems.
 - Applies a wide variety of mathematical concepts, processes, and skills to solve problems.
- MS: The benchmark is defined as "students meet or exceed standards", equivalent to a score equal or greater than 3 in the Report Card in Language Arts and Math. MS: The benchmark is defined as "students meet or exceed standards", equivalent to a score equal or greater than 75 in the Report Card, English and Math.

Measurement of Academic Progress (MAP) / Spring



5. MAP is an adaptive test that measures student growth and achievement overtime using a RT scale (Rasch Unit), an equal interval scale.



Endicott Survey	13-14	14-15	15-16	Aggreg ⁴	Change
Curriculum design and delivery are consistent with the school's philosophy or mission and with school policies and practices.	92.3%	92.9%	91.9%	89.9%	↑ 2.0%
I am aware of how student achievement at this school compares with similar students elsewhere.	86.8%	82.0%	81.6%	80.8%	↓ 0.8%
My child seems appropriately challenged.	92.6%	93.6%	92.0%	87.8%	↑ 4.2%
I believe that this school is a good match for my child's needs and strengths.	95.6%	94.7%	96.2%	91.2%	↑ 4.9%
If my child is having academic difficulties, appropriate help is available.	90.2%	88.2%	90.6%	86.4%	↑ 4.2%
My child finds school interesting and engaging.	94.4%	94.7%	96.8%	92.8%	↑ 4.0%
My classes are generally interesting for a person of my age and ability.	86.8%	82.5%	81.1%	81.4%	↑ -0.3%
My classes challenge me.	90.0%	89.9%	94.0%	82.4%	↑ 11.6%
I know where to go for academic support when I need it.	91.2%	91.0%	93.1%	84.4%	↑ 8.7%
I have opportunities to access my own learning.	82.1%	81.7%	83.5%	82.8%	↑ 0.7%
Most of my teachers use a variety of methods to teach a given subject.	84.9%	84.9%	79.7%	82.2%	↓ -2.6%
My school report card shows me where and how I need to improve.	83.9%	85.9%	82.1%	84.6%	↑ -2.5%

3. Survey developed by the Endicott Research Center, the New England Association of Schools and Colleges (NEASC), and the Council of International Schools (CIS) to evidence accreditation standards. Students, teachers, parents and alumni assess the school in terms of academics, leadership, climate, environment and services.
 4. The Aggregate Includes responses from over 100 accredited schools from 2012 to 2014.

High School

	2014	2015	2016	2017	2018	2019	2020	2021	2022	Trend
IB	How many full IB Diploma candidates?	36	46	21						↓ -25
	What is the IB average test score?	30.7	31	34						↑ 3
	What was the IB Diploma success rate?	94.4	91	90						↓ -1
AP	How many AP exams were taken by ASD students?	204	249	451						↑ 100
	How many ASD students received a score of 3 or higher AP?	78%	78%	80%						↑ 0.02
	What was the ASD average for AP tests?	3.3	3.49	3.81	2.89					↑ 0.925
SAT	Average SAT critical reading (Seniors)	536	555	561	496					↑ 59
	Average SAT writing (Seniors)	544	565	557	488					↑ 77
	Average SAT math (Seniors)	578	584	593	514					↑ 70



VIS

VIENTIANE INTERNATIONAL SCHOOL

WHY DO WE EXIST?

Our Mission

We challenge, inspire and empower learners
to develop their unique potential in our
changing world.



RESPONSIVE TEACHING

OUR DESTINY

- › Our students' unique potential is realized by providing personalized challenge and support for all learners.
- › All teachers use a responsive model for teaching and learning.
- › Student Support Service department meets students' needs through a well-coordinated system interventions and support that ensures a smooth transition between grades and divisions.

- › VIS pedagogy strongly align with best practices in instruction.

- › Our school harnesses the power of language to deepen the learning experience.

HOW DO WE KNOW WE GOT THERE?

- › Professional development is provided to staff on how to strengthen the most able learners.
- › Where appropriate individualized educational programmes are in place for identified students.
- › Additional funding is found to support if necessary.
- › A systemic approach is adopted to identify and stretch the most able students.
- › School-wide criteria (descriptors) and data for highly able students are used to generate a student register.

- › Professional learning time has been dedicated to the analysis on MAP and other relevant assessment data, so that assessment can inform learning.
- › IB coordinators work with other teacher leaders to ensure effective differentiation strategies are built into all unit plans.

- › Research based language learning principles (e.g. Sheltered Instruction Operations Protocol) are visibly integrated by teachers.
-



2017

2018

ANNUAL REPORT

Mission

Inspired Learners: Connected, Creative, and Courageous

Parameters

AISJ will ...

- Ensure that school enrolment, resources, and capacity are aligned
- Maintain a sense of community and attention to individuals
- Not tolerate behavior that is detrimental to the safety, integrity, or dignity of any individual
- Hire and retain qualified and adaptable staff whose attitudes and actions reflect the school's vision, mission, and core values
- Adhere to a sustainable and transparent financial plan
- Maintain a strong international identity while respecting our host country's cultures
- Approve and maintain only those programs that are consistent with the strategic direction, are financially justified, and provide for professional development and assessment
- Provide a Pre K-12 education
- Use English as the primary language of instruction

MISSION STATEMENT

Goal

To develop interconnected learners who have the skills, understanding and desire to collaborate and actively engage with the world.

Rationale

We recognize that our school community, the host country of South Africa, and the international community provide invaluable potential for us to be enriched by the perspectives of others.

We believe learning is a continuous process of making connections driven by a desire to make sense of the world we live in and to better understand ourselves - connected learners collaborate and communicate effectively and with empathy.

We commit to teaching students to engage with, learn from, and contribute positively to the communities to which they belong.

CONNECTED

Connected

Achieved or on Track

Requiring Attention

Requiring Serious Attention

Objective

1. Learners will understand that each individual is unique and, as a member of many communities, their actions and beliefs have an impact on others.

Measure	Baseline Data	June 2018	Notes
100% of students will show evidence of service learning each year as a part of the curriculum by 2018.	Approximately 80% - June 2016	100%	Every grade level has service learning embedded in at least one of their units. Student understanding can be demonstrated in multiple ways; therefore, all students are expected to participate and reflect on the experience.
100% of HS students will Agree or Strongly Agree that they are involved in extended/active service outside the curriculum by 2020.	71% - April 2016	91%	All HS students participate in a service activity outside of normal school hours; however, students did not indicate that on previous surveys. The unclear/ambiguous language was revised, and the increased clarity resulted in a 20% increase.
100% of HS parents will Agree or Strongly Agree that their child is involved in extended/active service outside the curriculum by 2020.	61% - April 2016	83%	All HS students participate in a service activity outside of normal school hours; however, parents did not indicate that on previous surveys. The unclear/ambiguous language was revised, and the increased clarity resulted in a similar 20% increase.

90% of students will reach "level 3" on the Connected Learner continuum by 2020.	To be determined in October 2017	The Learner Practice Rubrics were revised by a committee of HS teachers and administrators during the second semester of the 2017-2018 School Year (SY).	<p>The rubrics that were initially developed were lengthy, complex, and difficult to explain. The HS made suggestions for a revision that would incorporate the ATLs, ATTLs, and the Learner Profile.</p> <p>We will administer the simplified rubric in October as a self-reflection tool and then review the process, findings, and measures as needed.</p>
90% of students will reach "level 3" on the Collaborative learner continuum by 2020.	To be determined in October 2017	The Learner Practice Rubrics were revised by a committee of HS teachers and administrators during the second semester of the 2017-2018 SY.	<p>The rubrics that were initially developed were lengthy, complex, and difficult to explain. The HS made suggestions for a revision that would incorporate the ATLs, ATTLs, and the Learner Profile.</p> <p>We will administer the simplified rubric in October as a self-reflection tool and then review the process, findings, and measures as needed.</p>

Objective

2. Learning will be designed to develop communication, collaboration and leadership capacity.

Measure	Baseline Data	June 2018	Notes
When asked whether classes involve the relevant use of technology 85% of classes will receive an average rating of Agree or Strongly Agree from students by 2019.	78% - April 2017	93%	All MBHS students utilize technology in their classes; however, students did not indicate that on previous surveys. The unclear/ambiguous language was revised, and the increased clarity resulted in a 15% increase.
When asked whether classes offer opportunities for collaboration, 95% of classes will receive an average rating of Agree or Strongly Agree from students by 2019.	91% - April 2017	90%	Survey results indicate that this is a strength of the program and on track to achieve.

EAB STRATEGIC PLAN

Empowering our community to positively impact the world



1. Empower students to be actively engaged learners and leaders
2. Equip students to excel completing the U.S., Brazilian and/or IB curricula
3. Attract, retain and develop the very best educators
4. Enable excellent teaching grounded in best practices and an aligned curriculum
5. Honor individuals' perspectives while embracing the shared human experience



1. Clearly communicate EAB's mission and vision in our words and actions
2. Ensure student and staff well-being
3. Build an inclusive community that celebrates our diversity



1. Develop independent, inquiring thinkers
2. Provide opportunities for our learners to be critical thinkers in an ever-evolving world
3. Prepare students for life after high school
4. Strengthen partnerships with other highly effective schools and institutions around the world



1. Continuously review/develop and communicate our vision of the future
2. Cultivate the courage and skills in students to advocate for themselves and others
3. Promote innovation, entrepreneurship and the practical application of learning
4. Continuously improve facilities to meet future educational trends and demands

ENABLERS

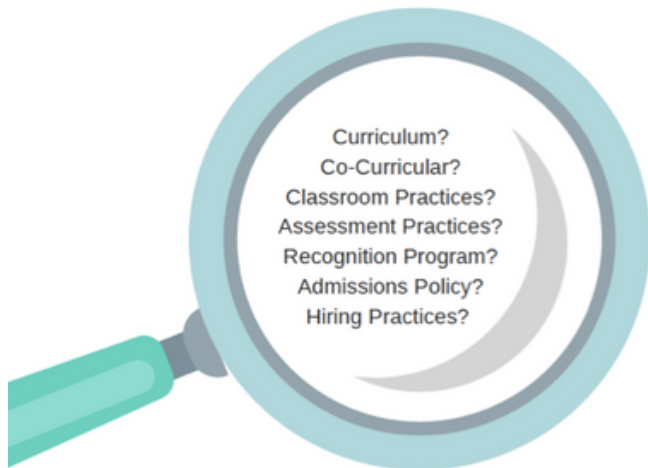
Principled in Character

Area	Strategic Goal	Description/Evidence	Measurement/Indicators
<p align="center">Principled in Character</p>	<p>#1-Clearly communicate EAB's mission and vision in our words and actions.</p>	<ul style="list-style-type: none"> -Events for students, parents, faculty & staff, where appropriate, draw reference to how the topic is directly aligned with EAB's mission and vision. -Events occur that celebrate progress for all students in living the mission and striving for the vision. -Regular communication of student progress toward the mission and vision takes place including Board reports, publications including an annual report, newsletters, admission brochures, etc. -Snapshots of activities, learning, spaces, actions, student work or any other artifact serve as evidence of the mission's power words and phrases. Stories are shared formally in video, newsletters, etc. -Quantitative and qualitative measures are established and championed by leadership related to plans, budgets and goals. The measures are reviewed annually and used for goal setting. 	<ul style="list-style-type: none"> --__% of students Agree or Strongly Agree that they know EAB's mission and vision and can cite examples of it in evidence in the school. -__ % of parents Agree or Strongly Agree that they know EAB's mission and vision and can cite examples of it in evidence in the school. -__ % of faculty and staff Agree or Strongly Agree that they know EAB's mission and vision and can cite examples of it in evidence in the school. -The Head of School issues an annual report to the Board and school community regarding how well the measures are achieving the intended results.
	<p>#2-Ensure student and staff well-being</p>		
	<p>#3-Build an inclusive community that celebrates our diversity</p>		

Do you know your mission?



**In what ways does AAS reflect the Mission?
Where is it in evidence?**



You are going on a "Mission Hunt" in the school to record evidence. With your table group partners, plan your expedition. You have 30 minutes to gather evidence in the "field" of the Mission at AAS. Each table group will gather evidence in one of the three areas of the Mission.


Record your findings in the form of notes, photos, videos, interviews, etc. When you return, you will have 30 minutes in your table group to design a presentation for the larger group to be no longer than 4-5 minutes in length.

The presentation should respond to the questions, "In what ways does AAS reflect the Mission? What is the evidence that the school is living its mission?"


Once you have identified the significant words in your Mission, you can ask, "What is the evidence that we will accept that we are achieving our mission? "

Identify indicators for the evidence that you believe would be worthy ways to measure.

To Be Inquisitive in Life

Area	Strategic Goal	Description/ Evidence	Measurement/ Indicators
 To Be Inquisitive in Life	#1-Develop independent, inquiring thinkers		
	#2-Provide opportunities for our learners to be critical thinkers in an ever-evolving world		
	#3-Prepare students for life after high school		
	#4-Strengthen partnerships with other highly effective schools and institutions around the world	-Highly effective schools and institutions that align with EAB’s mission and strategic plan have been sought and partnerships built to meet identified goals. EAB’s level of involvement has been established and mechanisms established for collecting data that align with the goals. Goals could include such areas as: professional development for faculty, student externships, school improvement dialogue, data sharing, collaborative curriculum projects, etc.	-Annual list of partnerships indicates increase in quality and quantity -Annual results report partnership goals and results Results could include measures of learning in the form of perception data, collective narratives, etc.

Principled in Character

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	<p>#2-Ensure student and staff well-being</p>		
	<p>#3-Build an inclusive community that celebrates our diversity</p>		



How do we do this, especially when most of the words in our missions are difficult to quantify?

- by truly knowing our mission
- by choosing meaningful evidence
- by collecting indicators for the evidence



Helpful References

- The Bridgestone Group "Great Valley Center. A Case Study in Measuring for Mission."

<http://www.bridgespan.org/Publications-and-Tools/Performance-Measurement/Great-Valley-Center-A-Case-Study-in-Measuring.aspx#.V8bMWJMrl6g>

- The Social Profit Handbook, David Grant, 2015.
- AISH's online course, "Mission-Driven Story Telling" by Elsa Donohue and James Dalziel (Feb 2020).