

Mission	1. Can your teachers recite your mission? 2. To what extent do your teachers understand that their job is to help their students achieve the mission?
Objectives	3. Do your schoolwide objectives define mission achievement in terms of measurable student learning? 4. Do your teachers and students understand what each schoolwide objective means?
Standards	5. Do your department standards define what students must achieve within a given subject (in order to achieve the schoolwide objectives)?
Assessments	6. Are your assessments explicitly standards-based? 7. Do your teachers give students rubrics before students work on assessments? 8. Do you use assessment results to determine how students are doing on your schoolwide objectives?
Instructional Strategies	9. Do your teachers teach according to the assessments?
Children	10. When asked what they teach, will your teachers say that they teach students to achieve the mission or that they teach course content?

MOSAIC

defines what your mission means.

Ready! Go!

Set! defines

the level of

student

learning

needed to

achieve your

mission and

a plan to

reach that

level.

Make Your MOSAIC SMARTer

While the MOSAIC framework helps define what the mission means in terms of student learning, schools also need to define the level of student learning needed to achieve the mission. To do this, schools can develop SMART goals. A SMART goal is

- S**pecific
- M**easurable
- A**ttainable
- R**elevant
- T**ime-bound

Example: Starting June 2007, with scores based on second-semester major unit assessments, 90 percent of seniors will score above the standard on all 17 schoolwide objectives.

Ready! Go! Set! Use a SMART Goal to Drive Mission Achievement

You're Ready!

You're ready to run the 10,000-meter race. You are in the right race on the right track at the right time. You have trained hard and are ready to qualify.

Something seems strange. You notice that you are alone—no other runners, no race starter, no clock, no spectators—just you. And then you remember that you don't even know what the qualifying time is.

This makes you uneasy, so you concentrate on what you do know—you have to run 25 laps around the track. You start when you are ready. The race is long. You feel pretty good when you cross the finish line, but you never learn what your time was or if you qualified. How frustrating! Before starting training (and definitely before the race), it sure would have helped you to wear a watch and to know the qualifying time.

Ever feel like that after a year of school? In August, you were ready. You were prepared to help your Christian school carry out its mission for that school year. In the back of your mind, you wondered what level of student learning your school needed to qualify for mission achievement. This made you uneasy, so you concentrated on what you knew—helping teachers help students learn to love God, others, and creation. These are good things.

As you finished the year, you felt pretty good—but you never learned what constituted mission achievement or if what took place that year qualified as mission achievement. And then you thought, “I need to address this. We’re headed in the right direction, and we could focus even more on achieving our mission if we had a specific goal. What do I do now?”

What do you do now? Use “Ready! Go! Set!”—*not ready, set, go*.

Ready!

Get ready quickly. Start getting ready this spring, and finish getting ready by the end of first quarter. As a faculty, discuss the benefits of defining mission achievement and review your schoolwide objectives (also known as expected student outcomes, schoolwide goals, or expected student learning results) to be sure they are measurable.

Next, develop your SMART goal.

Collaboratively define the level at which students must perform on your schoolwide objectives to achieve your mission, i.e., “90% of all seniors will score above standard.” Among other things, consider the average student grade point average, the percentage of students who attend college, and standardized test scores (such as AP, SAT, and ITBS). Reach consensus on an initial goal and then determine a deadline (“June 2007”). I recommend setting a deadline that is three years after your starting date.

Finally, determine the source of student performance data (“second-semester major unit assessments”). This last step can get complicated because it involves implementing a schoolwide assessment system that provides performance data on your schoolwide objectives.

Ask each department to select one assessment from the following list (preferably one they are already using): collaboration, competency tests, discussion, labs, performance, projects, service, simulations, or writing.

For example, the English Department could do writing, the Bible Department competency tests (memory verses), the Music Department performances (concerts), and the Art Department projects. Given the number of subjects an elementary teacher covers, I suggest inviting elementary teachers to start with the following: Bible memory, math tests, writing, and reading.

Then ask departments to design explicitly standards-based assessments that will be scored with standards-based rubrics. Provide a template, several sample assessments and rubrics, and time to collaborate.

While departments collaborate on assessments and rubrics, align each department standard with one schoolwide objective. Review this alignment with departments, and make revisions as necessary.

Go!

Go quickly!

Go—even if you haven’t finished all the assessments.

Go—even if you haven’t completed all the rubrics.

If you use too much time to get ready, you won’t have enough time to go!

During second and third quarters, ask teachers to give the department assessments, use department rubrics to score assessments, and tally performance data to determine the number of students who are above, at, or below standard on each section of the rubric. (Teachers can do tallies by hand or in a spreadsheet. If done in a spreadsheet, try to include a chart so teachers can easily “see” how their students are performing.)

As teachers submit data from department assessments, invite them to reflect with you on their students’ performance, the SMART goal, and the mission. This takes time, but it’s worth every minute.

While teachers score department assessments, ask a computer-savvy person to set up a spreadsheet or database to enter the assessment data, including the number of students above, at, or below a given standard. Since your schoolwide objectives and department standards are aligned on a one-to-one basis, data from the rubrics will provide performance data on your schoolwide objectives. Analyze the data to determine how many students are above, at, or below standards on each schoolwide objective.

Set!

During fourth quarter, set down on paper your progress toward reaching your SMART goal—list the assessments and rubrics that teachers used, and the number of students who are above, at, or below standard on each school-wide objective. Give a copy of this paper to departments, and provide time for departments to meet. Ask them to discuss their assessments, rubrics, and student performance data; when departments complete their discussions, ask them to share their findings with the entire faculty.

Next, collaboratively set goals for the coming year. Possible goals include the following:

1. **Collect** a complete set of baseline data on schoolwide objectives from department assessments. On the basis of our first year, we had data on about 50 percent of our schoolwide objectives.
2. **Implement** one assessment per year per secondary department for a period of three years. This doable goal recognizes that teachers need time to fine-tune last year's assessments and rubrics, and time to develop new assessments and rubrics.
3. **Simplify** rubrics to reduce grading time. Our teachers shared that it could take 30 to 60 minutes per student. This is too long.

Imagine What Might Happen If You Use "Ready! Go! Set!"

In August, you're ready. You're prepared to help your Christian school carry out its mission for that school year. You're focused on helping your teachers and students reach the SMART goal, and your teachers are prepared to implement one assessment and one rubric.

During the year, students comment that rubrics provide clear expectations and helpful feedback. You talk with teachers about how their students are doing on assessments and on the schoolwide objectives overall.

As you finish the year, you feel pretty good. Though you haven't reached your SMART goal, you have taken concrete steps toward reaching it and achieving your mission.

At a meeting, the faculty discusses the overall performance data on schoolwide objectives and sets the next steps for reaching the SMART goal. As the meeting closes, you look around and see looks of encouragement.

You think, "We're headed in the right direction, we're focusing more on helping our students achieve our mission, and we know what to do next. We're set—next fall we'll be ready to go!"

Michael Essenburg is the curriculum coordinator at Christian Academy in Japan. He has also served as the school's director of development.

Seven Questions to Consider for Using "Ready! Go! Set!"

Ready!	<ol style="list-style-type: none"> 1. How much student learning do you need to achieve your mission? 2. Would developing a SMART goal help you define the level of schoolwide objective achievement you need to achieve your mission? 3. Have you aligned each department standard with one schoolwide objective? 4. Do departments use standards-based assessments and rubrics?
Go!	<ol style="list-style-type: none"> 5. Do you talk with your teachers about student performance data from rubric-scored assessments? 6. Do you know how many of your students are above, at, or below standard on each schoolwide objective?
Set!	<ol style="list-style-type: none"> 7. To what extent do you base your annual planning on student performance data and on increasing schoolwide objective achievement (reaching the SMART goal)?

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Managing Editor:
David K. Wilcox, PhD

Editor:
Scoti Springfield Domeij

Associate Editor:
Karen Friesen

Layout & Design:
Julia Evans

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Correspondence address:

ACSI International Ministries
PO Box 65130
Colorado Springs, CO 80962-5130

Phone:
719-594-4612

Fax:
719-531-0631

Email:
david_wilcox@acsi.org
scoti_domeij@acsi.org

Website:
www.acsi.org

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