

Guidelines for Interpreting and Scoring Benchmarks

1.3: *The school leader/leadership team regularly calls together the school's various constituencies (including but not limited to faculty and staff, parents, students, alumni(ae) to clarify, review and renew the school's mission statement.*

I. What does this benchmark indicate for school performance?

As a regular practice (annually) the effectiveness of the mission statement as the guiding principle for the school's work is evaluated by the leadership team. In conducting this evaluation, all the stakeholders of the school are consulted to determine if the values, practices, and audience the school seeks to serve are authentically represented. This practice ought to become part of the school community's yearly expectation in order to evaluate the reach of the school's services, and the interplay of the stakeholders with the school's leadership team and school operations. The mission statement can then be affirmed as the yardstick against which school practice will be measured. If a substantial gap exists between the mission statement and the actual practices of the school the mission statement needs to be revised to reflect a new reality or school practices that conform more authentically to the mission.

II. As a review team member, what evidence do I look for?

These are some questions which will help to frame this item:

- Are survey documents for the mission statement review process available for review?
- Is there a meeting with constituents scheduled on the school calendar to review the mission statement? Are there minutes for these meetings?
- Is administering the mission review process part of a specific individual's job description?
- Is there a process for processing the data for the review? For tracking the data from year to year?
- Is there a process for communicating the review's results to the governing body and to the school community?
- Can members of the school community describe how they learned the deeper meaning of the mission statement?

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III. What are the key differences between the levels of the rubric?

At level 3- Fully Meets Benchmark,

there is a regular annual process in place that allows for all school constituencies to review the effectiveness of the mission statement. The process attempts to gather information on the effectiveness of the mission statement as the motivating factor behind the school's activities and decisions.

At level 4-Exceeds Benchmark,

there is a regular annual process in place that allows for all school constituencies to review the effectiveness of the mission statement. This process is well publicized and the input from the community is significant. The results are tracked from year to year. The process gathers useful information on the effectiveness of the mission statement as the motivating factor behind the school's activities and decisions. Constituents offer input on the status of the mission statement's propriety for the school's work. The leadership team reviews the process and provides input to the governing body on the review process.

At level 2-Partially Meets Benchmark,

there is a process in place that allows for all school constituencies to review the effectiveness of the mission statement. The process attempts to gather information on the effectiveness of the mission statement as the motivating factor behind the school's activities and decisions. This process is engaged prior to major events or decisions affecting the total life of the school.

At level 1-Does Not Meet Benchmark,

there is no process to review the mission statement that involves the school constituencies.

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IV. What are some key suggestions for improvement?

To move from level 1 to level 2,

- Establish a regular process for reviewing the mission statement with the school constituencies.

To move from level 2 to level 3,

- Establish an annual process of reviewing the mission statement with the school constituencies.

To move from level 3 to 4,

- Enrich the current process to ensure broad communication and participation of the mission statement review process where the many school constituencies are represented.

V. What are key terms for common understanding? (Refer to NSBECS Glossary for terms listed below.)

School constituencies