

# Mission Key Results measures and targets: what are they and why are they important?

Once the Strategic Plan is created, the planning team will work together to define **mission key results (MKRs)** for the purpose of:

1. Defining and communicating our system-wide aspirations more precisely.
2. Determining the extent to which we are making progress on our aspirations.

Mission key results are broken into two components:

1. The **measures** - what you will be measuring to gauge success. For example, the *percent of students graduating with college and/or career credentials*.
2. The **targets** - the quantifiable goal your system is working toward on a particular measure. For example, our end-of-plan target is for *60% of all students to graduate with college and/or career credentials*.



Strong School Systems  
Strategic Planning Resource

# Mission Key Results measure examples

As a reminder, Mission key results (MKRs) are defined at the mission-level and provide us with a means of:

1. Defining and communicating our aspirations more precisely.
2. Determining the extent to which we are making progress on our aspirations.

MKRs

Aspiration category	Example MKR measure
Graduates' capabilities	Percent of students graduating with college and/or career credentials
Student academic and SEL outcomes	Percent of families reporting high levels of school fit
	Percent of 3-8 students achieving mastery or above in both ELA and math (LA DOE)
	Percent of students reporting high levels of safety and engagement
	Percent of students with strong social-emotional competencies
Equity	Difference in percent of students of color in "A" rated schools with highly effective teachers compared to white students

# Criteria for Success: MKRs

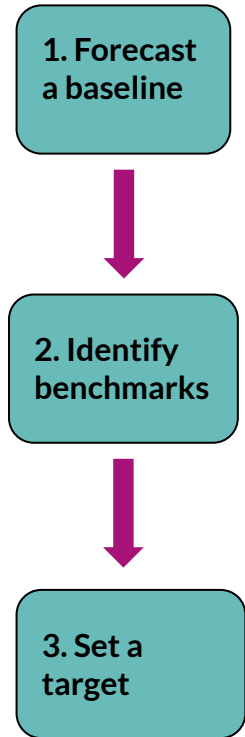
## Measures

1. **Valid** -- **every** measure meaningfully assesses the aspiration
2. **Clear** -- **every** measure is broadly familiar to the system's diverse constituents
3. **Ready** -- the system has collected historical data on **every** measure and reliable data continues to be available on a timely basis **or** a data readiness plan is developed where historical data do not exist
4. **Comparable** -- local and/or national benchmarks exist for **most** of the measures
5. **Aligned** -- **at least three** of LDOE's six Critical Goals are directly represented in the system's measures
6. **Manageable** -- there are **fewer than eight** mission measures in total

## Targets

1. **Empirical** -- **most** targets are informed by a forecast projected by historical data or a benchmark for improvement or absolute performance
2. **Rigorous** -- **all or almost all** targets are bold, attainable, and have a year-by-year trajectory set

# There are three key steps to developing targets for your MKRs



## How to set MKR targets

- **Collect historical data** from your system.
  - **Compute the average annual change for your system** by subtracting each prior year value from each year's value and averaging the differences.
  - **Project this average annual change** 5 years into the future by multiplying it by 5 and adding it to the most recent year's value.
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- **Find national or state comparable data** re: absolute performance or growth over time
  - **Quantify the comparison** of your system's absolute performance or growth over time with other systems by:
    - Calculating your system's percentile rank, OR
    - Gathering national benchmarks produced by assessment vendors
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- **Propose a tentative target** by:
    - Using benchmarks to determine how above or below expectation your system is currently performing
    - Determining what level of performance would constitute a meaningful change 1) relative to baseline and 2) compared to peers
    - Determining what level of performance is politically acceptable
  - **Assess the feasibility of achieving a tentative target**, where possible, by comparing (a) the rate of change between your baseline and proposed target to (b) the historical rate of change among all school systems in the state

# Mission Key Result (MKR) target examples (1 of 2)

Measure	Baseline	Status Quo Projection (2026)*	Target (2026)	Feasibility	Target Method and Rationale
1. Percent of students graduating with college and/or career credentials (early college credit or industry-recognized credentials)	52% (2019)	47%	60%	Moderate	<ul style="list-style-type: none"> <li>Reverses decline</li> <li>Moves from 40th to 60th percentile</li> <li>Will exceed similar system average</li> <li>60%+ of systems improved at this rate</li> </ul>
2. Percent of K-2 students meeting literacy benchmarks in spring	88% (2019)	90%	90%	Ambitious	<ul style="list-style-type: none"> <li>Added "in spring" (different from state fall report)</li> <li>Linear projection using local data (without adjustment)</li> </ul>
3. Percent of 3-8 students achieving mastery or meeting top growth in both subjects	56% (2019)	79%	71%	Moderate	<ul style="list-style-type: none"> <li>Models joint probability of meeting achievement OR growth in BOTH subjects</li> <li>Currently only models grades 4-8</li> <li>Lessens proficiency change to +2% pts/yr (2x the median system)</li> </ul>
4. Percent of high school students meeting/exceeding ACT or WorkKeys college or career benchmarks	18% (2020)	0%	25%	Moderate	<ul style="list-style-type: none"> <li>Reverses decline</li> <li>Commensurate with historical high in 2018</li> </ul>
5. Percent of students in "A" schools	35% (2019)	45%	59%	Ambitious	<ul style="list-style-type: none"> <li>Assumes 2 schools improve to A (one from C)</li> <li>Assumes 1 A school maintains despite decline</li> <li>Linear projection using local data (with generous adjustments)</li> </ul>
6. Percent of students reporting high levels of school belonging	N/A	N/A	68%	Ambitious	<ul style="list-style-type: none"> <li>Corresponds to 80th percentile in national research benchmarks</li> </ul>
7. Mastery achievement gap between white students and students of color	-25% pts. (2019)	-25% pts.	-18% pts.	Very ambitious	<ul style="list-style-type: none"> <li>Assumes white students improve less at median rate of +2% pts, black students improve at +3% pts. (90th percentile impr; top black mastery rate by 2026)</li> <li>Linear projection</li> </ul>

\*Note projections do not take into account Covid-19 2020 or 2021 performance

## Mission Key Result (MKR) target examples (2 of 2)

Measure	Baseline	Status Quo Projection (2026)*	Target (2022)	Target (2023)	Target (2024)	Target (2025)	Target (2026)
1. Percent of students graduating with college and/or career credentials (early college credit or industry-recognized credentials)	52% (2019)	47%	52%	54%	56%	58%	60%
2. Percent of K-2 students meeting literacy benchmarks in spring	88% (2019)	90%	88%	89%	89%	90%	90%
3. Percent of 3-8 students achieving mastery or meeting top growth in both subjects	56% (2019)	79%	59%	62%	65%	68%	71%
4. Percent of high school students meeting/exceeding ACT or WorkKeys college or career benchmarks	18% (2020)	0%	17%	19%	21%	23%	25%
5. Percent of students in "A" schools	35% (2019)	45%	40%	45%	49%	54%	60%
6. Percent of students reporting high levels of school belonging	N/A	N/A	N/A	[To set after 2022]	[To set after 2022]	[To set after 2022]	68%
7. Mastery achievement gap between white students and students of color	-25% pts. (2019)	-25% pts.	-24% pts	22% pts	21% pts	19% pts	-18% pts.

\*Note projections do not take into account Covid-19 2020 or 2021 performance