

Guidelines for Interpreting and Scoring Benchmarks

8.1 *School-wide and student data generated by a variety of tools are used to monitor, review, and evaluate the curriculum and co-curricular programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance.*

I. What does this benchmark indicate for school performance?

Benchmark 8.1 is about the use of school wide and student data to monitor, review and evaluate curriculum and co-curricular programs, student growth, and faculty performance. Through analysis of school wide data related to curricular and co-curricular programs, faculty members can connect student academic growth to alignment of curriculum and assessment for a clearer picture of the relationship between what is taught and what is learned by individual students, as well as trends in growth within and across grade levels. The administration and staff believes that data can point to means of success as well as need for improvement for purposes of the flow of curriculum, co-curricular alignment to enhance curriculum, effective instruction, appropriate methodology, and success of teachers to clearly communicate concepts and challenge students to think critically. The variety of assessments utilized in the school is diverse and vetted and the processes for analysis of data gathered are among those recommended by quality research. So the evidence that a school “fully meets” this benchmark likely includes the names of the assessments; the purposes of those assessments as related to curriculum, co-curricular programs, student growth, and faculty performance; description of the data gathered; and the processes utilized for analysis of the data gathered. A plan is employed for sustaining effective measures and for implementing new practices as a result of the analysis of data. Minutes or recorded discussion of faculty meetings, learning communities, or gatherings indicating the collection of data and a review of the findings as related to trends, impact, academic needs, or professional development are evident. Analysis of data is present. Data alone does not constitute a “fully met” status.

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

Here are a few fundamental guiding questions which will help frame this item:

- What constitutes our school-wide and student data?
- School wide indicates all faculty members must comply with school requirement to administer required assessments and properly submit assessment results for tally. Are all faculty members involved in using

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assessments, properly submitting assessment results, and participating in the analysis of data? How do we utilize school wide data? What do we do with the data? Who reviews the data?

- Which tools are we using to generate this data?
- Are the tools varied?
- How do we utilize our school wide and student data to monitor, review and evaluate our curriculum?
- How do we utilize our school wide and student data to monitor, review and evaluate our co-curricular programs?
- In what ways have we utilized school wide and student data to plan for continued and sustained student growth?
- In what ways have we utilized school wide and student data to monitor and assess faculty performance?

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

At level **3-Fully Meets Benchmark**,

the use of data to monitor, review, or evaluate curriculum and co-curricular programming is robust. Student growth data is reviewed and tied to teacher evaluation.

At level **4-Exceeds Benchmark**,

all elements of level three are present and targeted professional development is made available to teachers when student growth is not adequate. Teachers receive recognition for student growth that is at expected or beyond expected levels.

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At level **2-Partially Meets Benchmark**,

the use of data is minimal or inconsistent when monitoring, reviewing, or evaluating curriculum and co-curricular programs. Understanding of student growth data is minimal. Student growth data has little impact on teacher evaluation.

At level **1-Does Not Meet Benchmark**,

the generation of student data is not systematic or, if it is systematic, the results are not used to monitor, review or evaluate curriculum. Faculty do not review student growth data. Evaluation of faculty does not include review of student data. Data from co-curricular programs are not considered.

IV. What are some key suggestions for improvement?

To move from level 1 to level 2,

- Create a means to systemically generate school-wide and student data in some subject areas
- Begin to utilize data to monitor, review or evaluate the curriculum and/or co-curricular programs
- Identify some valid ways to measure student growth
- Provide professional development to faculty about using assessment data
- Begin to consider growth data as connected to faculty performance

To move from level 2 to level 3,

- Incorporate a greater variety of tools for generating school-wide and assessment data for curriculum and co-curricular programs
- Set expectations that faculty will use data to monitor, review, and evaluate curriculum and co-curricular programs and plan for continued and sustained student growth
- Provide professional development for support
- Utilize student growth data to monitor and assess student data as part of the faculty performance
- Create a data platform that makes it easy for faculty to collect, report, and use data

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To move from level 3 to 4,

- Utilize a variety of tools that include standardized and norm referenced evaluations to generate school-wide and student growth data
- Align assessment tools and curriculum so that data generated fully aligns and is valid and reliable
- Offer targeted professional development when faculty performance data indicates deficits in teaching practice
- Recognize teachers for best practice when student growth data indicates superior teaching and student learning

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

Curriculum

Co-curricular

Student growth

Faculty performance