

Guidelines for Interpreting and Scoring Benchmarks

8.2 School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders.

I. What does this benchmark indicate for school performance?

Benchmark 8.2 is about the assurance that school-wide and aggregated student data is normed to appropriate populations and that student data is shared with those invested in the school, for example: faculty, parents and families, students, parishioners, funders, and community partners. Evidence describes student achievement data discerned at regular intervals that represents all of the student body school wide. Reports of student data generated from students' individual testing events would be a common source of this data. Often such reports are generated by publishers of standardized tests for individual schools. While individual data for each student would be shared with administrators of the school, faculty instructing the student, parents/guardians of the student, and the student him/herself, this individual data is not shared beyond these very specific individuals. Aggregated data (data that combines individual student data by class, grade level, school, etc., to provide a "picture" of the entire school or a particular group in the school) is shared with stakeholders such as faculty, parents and families, students, parishioners, funders, and community partners. Evidence of the communication of school-wide and aggregated data might include items such as newsletters; minutes of board, faculty and large group parent meetings; parish bulletins; (arch)diocesan, local, and national newspapers; (arch)diocesan, parish and school websites; and radio and television programming.

Evidence describes the standardized testing employed at a school and the population on which that standardized test is based. Evidence from the norming procedures of the standardized test(s) would demonstrate that the test is based on a typical population to which students of the school belong. Examples of norms utilized in standardized achievement testing include the grade and age of students. Thus, for student data to be normed to appropriate populations, an investigation of the school's established standardized tests would demonstrate that the comparative scores indicating levels of performance were established through trials of the test with typical students from across the country whose grade and age is similar to students at the school. Data from reports generated by the standardized tests may indicate national percentiles and local percentiles. These percentiles may compare the school to other schools in the (arch)diocese, in a particular geographic region, or across the nation.

Guidelines for Interpreting and Scoring Benchmarks

8.2 *School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders.*

Evidence indicates the array of stakeholders to whom this school wide and aggregated data is communicated. A primary purpose of the communication with stakeholders is to demonstrate transparency about the academic achievement and growth of students in the school.

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 kind of standardized tests does our school employ? How were these tests normed for population? Where is this information described in the standardized test information? What comparative statistics do the standardized test publisher's reports provide to the national and local/(arch)diocesan populations?
- What is our school wide data? How has this data been aggregated/combined? Is this data found in reports from the publisher of our standardized tests?
- How do we communicate with stakeholders? Does our communication include school wide and aggregated data? Is our communication clear? How do we know? Is our communication effective? How do we know? Is our communication transparent? How do we know?

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

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

school-wide, aggregated data acquired from standardized tests is normed to populations that represent the school's students. This data is communicated to stakeholders, including students, parents/guardians, faculty, administrators, church community and broader regional communities. The data is clear and readily accessible and is communicated to stakeholders.

At level **4-Exceeds Benchmark**,

Guidelines for Interpreting and Scoring Benchmarks

8.2 *School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders.*

school-wide, aggregated data acquired from standardized tests are normed to populations that represent the school's students. It is communicated to stakeholders including students, parents/guardians, faculty, administrators, the church community and broader regional communities. In addition this communication of the school-wide, aggregated data is consistent and provided at regular, predictable intervals. The communication is clear, effective and transparent. The school uses a survey or other means to verify receipt and understanding by all stakeholders.

At level 2-Partially Meets Benchmark,

school-wide, aggregated data may or may not be normed to populations similar to the population of the school. If school-wide and aggregated data is communicated it may be at random intervals and to only some stakeholders.

At level 1-Does Not Meet Benchmark,

school-wide, aggregated student data is not normed to a population that equates to the population of the school. Communication of this data is not communicated to stakeholders. Or, if the data is communicated, stakeholders cannot access it easily. It is likely that not all stakeholders have received communications. The data is either not gathered and communicated, not collected, or not normed or not communicated and not accessible.

IV. What are some key suggestions for improvement?

To move from level 1 to level 2,

- Select a standardized test format that has been normed with a population that is inclusive of the population of the school
- Review means to communicate with stakeholders
- Begin communicating the school wide and aggregated data with some of the stakeholders of the school

To move from level 2 to level 3,

- Locate standardized testing that provides evidence of norming the population aligned with the population of the school
- Obtain a reporting template that will allow comparisons of aggregated data with national and local schools

Guidelines for Interpreting and Scoring Benchmarks

8.2 *School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders.*

- Make a list of all stakeholders and a list of all means of communication.
- Create a communication plan that will insure communication with all stakeholders on a consistent, regular interval

To move from level 3 to 4,

- Ensure quality and consistency of communication of normed data
- Evaluate quality and consistency of communication considering school-wide aggregated data
- List all stakeholders and note the means to communicate data
- Regularly survey stakeholders and evaluate each of means of communication

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

Aggregated
Normed to appropriate populations
Stakeholders
Transparent