

Benchmark 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. *(Student data includes observation of student/teacher relationship, report cards, student feedback and a wide variety of teacher assessment tools in addition to other clinical assessment data.)*

Level 4 – Exceeds Benchmark: School-wide and student data generated by a variety of tools including standardized and norm referenced evaluations are used to monitor, review, and evaluate an aligned curriculum and co-curricular programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance. Faculty members whose students consistently fail to demonstrate appropriate academic growth engage in targeted professional development of improve instructional skills. Teachers of students who consistently demonstrate appropriate academic growth are recognized for their facilitation of student learning. Faculty are engaged in robust assessment of co-curricular programs, including peer and self-assessment.

Level 3 – Fully Meets Benchmark: 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.

Level 2 – Partially Meets Benchmark: School-wide and student data are generated by one or two tools and are sometimes in some subject areas used to monitor, review, and/or evaluate the curriculum and/or co-curricular programs. Student growth is minimally addressed and data is minimally used or not used to monitor or assess faculty performance.

Level 1 – Does Not Meet Benchmark: School-wide and student data are not systematically generated or are generated but not used to monitor, review, or evaluate the curriculum. Student growth is not shared and reviewed by faculty and assessment of faculty performance is not contingent upon student data.

Self-study Team Level:

Visiting Team Level:

Possible Self-study

Evidence: Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

Note: Not all sources of evidence are expected to be present.

Visiting Team: Verify each source of evidence indicated by placing an “A” for artifact, “O” for observation, “S” for survey, or “I” for interview in the smaller box provided. In the larger box, list each source of evidence referenced.

<input type="checkbox"/>	Standardized test data		
<input type="checkbox"/>	Classroom assessment data		
<input type="checkbox"/>	Student growth data		
<input type="checkbox"/>	Data for co-curricular programs		
<input type="checkbox"/>	Analysis of student growth data connected to teacher of record		
<input type="checkbox"/>	Co-curricular evaluations		
<input type="checkbox"/>	Awards connected to co-curricular programs (student scholarships for music performance, debate, etc.)		
<input type="checkbox"/>	Curriculum evaluations		
<input type="checkbox"/>	Growth planning templates		
<input type="checkbox"/>	PLC decisions, meeting minutes (<i>PLC = professional learning communities</i>)		
<input type="checkbox"/>	<i>Interviews with leadership team on how faculty is assessed</i>		
<input type="checkbox"/>	<i>Faculty recognition/awards</i>		
<input type="checkbox"/>	<i>Student or alumni achievement (valedictorian)</i>		
<input type="checkbox"/>	Other: <input type="text"/>		
<input type="checkbox"/>	Other: <input type="text"/>		

School Name:

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Required Comments/Concerns/Conclusions:

Self Study:

Visiting Team:

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

Level 4 – Exceeds Benchmark: School-wide and aggregated student data are normed to appropriate populations. This data is consistently shared with all stakeholders in a clear, effective manner to be most transparent.

Level 3 – Fully Meets Benchmark: School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders.

Level 2 – Partially Meets Benchmark: School-wide and aggregated student data are sometimes but not consistently normed to appropriate populations or are sometimes but not consistently shared regularly, routinely with all stakeholders.

Level 1 – Does Not Meet Benchmark: School-wide and aggregated student data are not normed to appropriate populations and/or are not easily accessible to all stakeholders.

Self-study Team Level:

Visiting Team Level:

Possible Self-study

Evidence: Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

Note: Not all sources of evidence are expected to be present.

Visiting Team: Verify each source of evidence indicated by placing an “A” for artifact, “O” for observation, “S” for survey, or “I” for interview in the smaller box provided. In the larger box, list each source of evidence referenced.

<input type="checkbox"/>	Newsletters		
<input type="checkbox"/>	Standardized test data		
<input type="checkbox"/>	Data from similar populations		
<input type="checkbox"/>	School website		
<input type="checkbox"/>	Communication with families		
<input type="checkbox"/>	Communication with parishes		
<input type="checkbox"/>	Communication with invested community members and supporters of Catholic schools		
<input type="checkbox"/>	Newspaper articles		
<input type="checkbox"/>	Information in various forms of media—websites, television, parish bulletins, journals and magazines, etc.		
<input type="checkbox"/>	Electronic communications concerning student data		
<input type="checkbox"/>	Other: <input type="text"/>		

Required Comments/Concerns/Conclusions:

Self Study:

Visiting Team:

✚ Benchmark 8.3: Faculty use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning, including formative, summative, authentic performance, and student self-assessment.

Level 4 – Exceeds Benchmark: Faculty in all subject areas use a variety of curriculum-based assessments aligned with learning outcomes, curriculum-based instructional practices, and individual student needs to assess student learning, including formative, summative, authentic performance, and student self-assessment. Faculty adjust instructional practices based on data from assessments.

✚ Level 3 – Fully Meets Benchmark: Faculty use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning, including formative, summative, authentic performance, and student self-assessment. Faculty adjust instructional practices based on data from assessments.

Level 2 – Partially Meets Benchmark: Faculty use some variety of assessments although traditional assessments (selected and constructed response) are most prevalent. Faculty do not routinely adjust instructional practices based on data and assessments.

Level 1 – Does Not Meet Benchmark: Faculty do not use a full range of varied assessments including formative, summative, authentic performance, and student self-assessment. Or, the assessments are not aligned to the agreed upon curriculum.

Self-study Team Level:

Visiting Team Level:

Possible Self-study

Evidence: Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

Note: Not all sources of evidence are expected to be present.

Visiting Team: Verify each source of evidence indicated by placing an “A” for artifact, “O” for observation, “S” for survey, or “I” for interview in the smaller box provided. In the larger box, list each source of evidence referenced.

<input type="checkbox"/>	Assessments (<i>differentiated</i>)		
<input type="checkbox"/>	Curriculum guides		
<input type="checkbox"/>	Crosswalk/Comparative Analysis for assessments and curriculum guides for purposes of alignment		
<input type="checkbox"/>	Crosswalk/Comparative Analysis for assessments and instructional practice for purposes of alignment		
<input type="checkbox"/>	Faculty analysis of data related to curriculum		
<input type="checkbox"/>	Instructional planning documents		
<input type="checkbox"/>	PLC meeting notes (<i>PLC = professional learning communities</i>)		
<input type="checkbox"/>	Assessment planning documents		
<input type="checkbox"/>	Curriculum maps		
<input type="checkbox"/>	Other: <input style="width: 350px; height: 20px;" type="text"/>		

Required Comments/Concerns/Conclusions:

Self Study:

Visiting Team:

Benchmark 8.4: Criteria used to evaluate student work and the reporting mechanisms are valid, consistent, transparent, and justly administered.

Level 4 – Exceeds Benchmark: Criteria used to evaluate student work and the reporting mechanisms are aligned with curriculum, valid, consistent, transparent, justly administered, easily accessible by students and families, and understood at the outset of assignments. Faculty meet regularly to ensure validity and build inter-rater reliability of assessments. Criteria are based on national best practices and shared with parents/guardians and students.

Level 3 – Fully Meets Benchmark: Criteria used to evaluate student work and the reporting mechanisms are valid, consistent, transparent, and justly administered. Faculty collaborate to develop school-wide criteria for valid assessment of students. Parents/guardians and students understand the criteria and can easily access reports.

Level 2 – Partially Meets Benchmark: Teachers use communicated criteria to evaluate student work. Validity and transparency of criteria and implementation across teachers and classes are inconsistent.

Level 1 – Does Not Meet Benchmark: Criteria used to evaluate student work and the reporting mechanisms are inconsistent, not valid, not shared and/or unjustly administered.

Self-study Team Level:

Visiting Team Level:

Possible Self-study

Evidence: Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

Note: Not all sources of evidence are expected to be present.

Visiting Team: Verify each source of evidence indicated by placing an “A” for artifact, “O” for observation, “S” for survey, or “I” for interview in the smaller box provided. In the larger box, list each source of evidence referenced.

<input type="checkbox"/>	Rubrics		
<input type="checkbox"/>	Web-based grade reporting		
<input type="checkbox"/>	Assessment aligned to the curriculum		
<input type="checkbox"/>	Value added/growth data		
<input type="checkbox"/>	Criteria for evaluation distributed when assignments are given		
<input type="checkbox"/>	Verification and/or citations for validity of criteria		
<input type="checkbox"/>	Professional Learning Community meeting notes		
<input type="checkbox"/>	<i>Interviews with faculty and leadership teams</i>		
<input type="checkbox"/>	<i>Parent/student surveys</i>		
<input type="checkbox"/>	Other: <input type="text"/>		

Required Comments/Concerns/Conclusions:

Self Study:

Visiting Team:

Benchmark 8.5: Faculty collaborate in professional learning communities to monitor individual and class-wide student learning through methods such as common assessments and rubrics. *(Professional learning communities need not be formally designated as such.)*

Level 4 – Exceeds Benchmark: All faculty collaborate in professional learning communities to monitor individual and class-wide student learning through methods such as common assessments and rubrics that results in improved student achievement, revised curriculum, and/or adjusted instructional practice. Professional learning communities set shared goals and objectives for improved student achievement measures. Revision and adjustment for curriculum and instruction are shared with the professional learning community for feedback and comment. At a school-wide meeting each professional learning community engages in school wide sharing of the planning and outcomes associated with each professional learning community.

Level 3 – Fully Meets Benchmark: Faculty collaborate in professional learning communities to monitor individual and class-wide student learning through methods such as common assessments and rubrics. These learning communities meet frequently and intentionally with defined criteria for goals and objectives guiding their work. Faculty teams meet regularly at scheduled meetings on school time during which goals and benchmarks for improvement based on shared student learning data are revised and adjustments are made to curriculum and instruction to improve student achievement.

Level 2 – Partially Meets Benchmark: Faculty collaborate in professional learning communities to monitor student learning.

Level 1 – Does Not Meet Benchmark: Faculty do not collaborate in professional learning communities. Student learning is monitored only by individual teachers.

Self-study Team Level:

Visiting Team Level:

Possible Self-study

Evidence: Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

Note: Not all sources of evidence are expected to be present.

Visiting Team: Verify each source of evidence indicated by placing an “A” for artifact, “O” for observation, “S” for survey, or “I” for interview in the smaller box provided. In the larger box, list each source of evidence referenced.

<input type="checkbox"/>	Professional learning community rosters		
<input type="checkbox"/>	Minutes or notes from professional learning community meetings		
<input type="checkbox"/>	Common assessments		
<input type="checkbox"/>	Common rubrics		
<input type="checkbox"/>	Curriculum maps		
<input type="checkbox"/>	Professional learning communities meeting schedule		
<input type="checkbox"/>	Professional learning communities goals and objectives		
<input type="checkbox"/>	Professional learning communities S.M.A.R.T. goals and record of demonstrated achievement		
<input type="checkbox"/>	<i>Interview with faculty</i>		
<input type="checkbox"/>	<i>Student performance data</i>		
<input type="checkbox"/>	Other: <input type="text"/>		

Required Comments/Concerns/Conclusions:

Self Study:

Visiting Team:

† Benchmark 8.6: *The leader/ leadership team oversees the establishment and maintenance of a secure and valid student record system in compliance with state law.*

Level 4 – Exceeds Benchmark: *The leader/ leadership team oversees the establishment and maintenance of a secure and valid student record system in compliance with state law and a record of compliance exists.*

† Level 3 – Fully Meets Benchmark: *The leader/ leadership team oversees the establishment and maintenance of a secure and valid student record system in compliance with state law.*

Level 2 – Partially Meets Benchmark: *The leader/ leadership team oversees the establishment and maintenance of a valid student record system, but records are not secure or in compliance with state law.*

Level 1 – Does Not Meet Benchmark: *The leader/ leadership team has not established a secure and valid student record system.*

Self-study Team Level:

Visiting Team Level:

Possible Self-study

Evidence: Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

Note: Not all sources of evidence are expected to be present.

Visiting Team: Verify each source of evidence indicated by placing an “A” for artifact, “O” for observation, “S” for survey, or “I” for interview in the smaller box provided. In the larger box, list each source of evidence referenced.

<input type="checkbox"/>	<i>The record system</i>		
<input type="checkbox"/>	<i>Standardized tests score records</i>		
<input type="checkbox"/>	<i>Location of files, report cards, attendance records, custodial records, birth documentations, etc.</i>		
<input type="checkbox"/>	Other: <input style="width: 80%;" type="text"/>		
<input type="checkbox"/>	Other: <input style="width: 80%;" type="text"/>		
<input type="checkbox"/>	Other: <input style="width: 80%;" type="text"/>		

Required Comments/Concerns/Conclusions:

Self Study:

Visiting Team: