

Making Data Public Rubric

LEVEL 4 EXCELLING	LEVEL 3 PROGRESSING	LEVEL 2 EMERGING	LEVEL 1 INITIATING
Public/Community Data Walls			
A. Data is displayed in several prominent locations throughout the school (i.e. near main office/entrance, in major hallways, on bulletin boards, etc) frequented by intended audiences .	A. Data is displayed in one prominent location (near main office <u>or</u> in major hallways <u>or</u> on bulletin boards) that is most often frequented by intended audiences .	A. Data is displayed in one prominent location , but not in an ideal place to reach intended audience .	A. Data is displayed in an obscure location not frequented by intended audience, or it is not clearly visible.
B. Displays put data in context of school-wide and/or grade-level goals (i.e. Acceleration agenda, WSIP goals, school-based inquiry goals, promotion and graduation indicators). Data displays state goal explicitly in SMART format and explain why it is important .	B. Displays put data in context of school-wide and/or grade-level goals (i.e. Acceleration agenda, WSIP goals, school-based inquiry goals, promotion and graduation indicators). However, the goal is general , rather than “smart” or has no explanation of its importance .	B. Data is correlated or connected with a broader school-wide/ grade-level goal, but the goal is not explicit .	B. The purpose or context of the data display may be clear in the creator’s mind but appears out of context. There is no clear connection between the data display and a broader goal .
C. Baseline and interim data on student progress towards goals is updated with a frequency suitable to the data point, ranging from daily to quarterly.	C. Baseline and interim data on student progress towards goals is updated with a frequency that is not appropriate to the data point.	C. Data shows student progress towards goals, but it’s updated sporadically <u>or</u> it is missing the baseline .	C. Baselines are displayed, but they aren’t updated with current status.
D. Data is displayed at multiple levels (school, grade, classroom, student level, strand/skill) showing an ability to aggregate and disaggregate data purposefully .	D. Data is displayed at multiple levels (school, grade, classroom, student level, strand/skill). Purpose for disaggregation is not always clear .	D. At least two of the levels (school, grade, classroom, student, strand/skill) are used to disaggregate data.	D. Data is displayed at only one level – aggregate .
E. Displays’ messaging is positive, motivating, and action oriented . It’s clear what actions the audience is to take (e.g. how to improve your GPA). There are lists of resources and contact people , both internal and external, to assist students in taking these actions.	E. Displays’ messaging is positive, motivating, and action oriented . It’s clear what actions the audience is to take (e.g. how to improve your GPA). Displays list at least one staff person to assist students in taking these actions.	E. Displays’ messaging is positive, motivating, and action oriented . It’s clear what actions the audience is to take (e.g. how to improve your GPA).	E. Displays feature either positive and motivating messaging <u>or</u> action steps , but they lack one of these elements. For example, there are no steps to take, or students aren’t given encouragement.
F. Charts and graphs are titled and accurately labeled in a manner easily understood by intended audiences .	F. Charts and graphs are titled and accurately labeled but not easily understood by intended audience (i.e. small print, acronyms, technical terms).	F. Charts and graphs are titled but sometimes mislabeled . Intended audience may not be considered.	F. Charts and graphs are inaccurately titled. Labels are missing .
Staff Data Walls			
A. Data about students’ progress on formative, summative, state, district, and teacher-created assessments is displayed in areas where teachers meet. This data is an important reference point in planning and assessing progress and is updated as new data is made available.	A. Data about students’ progress on formative, summative, state, district, and teacher-created assessments is displayed in areas where teachers meet. This data is an important reference point in planning and assessing progress, however, it is sporadically updated .	A. Data about students’ progress on formative, summative, state, district, and teacher-created assessments is displayed in areas where teachers meet. It is not referred to when planning and assessing progress and is rarely updated	A. There is data displayed about students’ one-time performance on at least one of the following assessments: formative, summative, state, district, and teacher-created assessments .
B. Data displays disaggregate most assessment data to show progress of all important sub-groups (i.e. target students, ELL, SPED)	B. Data displays disaggregate some assessment data to show progress of all important sub-groups (i.e. target students, ELL, SPED).	B. Data displays disaggregate some assessment data to show progress of one or two important sub-groups (target students, ELL, SPED etc.).	B. There is at least one data display that disaggregates data by a sub-group . There may not be consideration given to the importance of the sub-group, or the data may not be related to progress on assessments.

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C. At the elementary level, the reading level of every student in the school is displayed and regularly updated based on assessment results. At both secondary and elementary level, students' progress toward mastery of standards and skills is displayed for each core subject area.	C. At the elementary level, the reading level of every student in the school is displayed. At both secondary and elementary level, students' progress toward mastery of specific standards and skills is displayed for each core subject area. However, progress is not regularly updated .	C. At the elementary level, the reading level of every student in the school is displayed. At both secondary and elementary level, students' progress toward broad proficiency of each core subject area is shown. However, progress is not regularly updated .	C. At both secondary and elementary level, students' progress toward broad proficiency of one, at most two core subject areas is shown.
Communication Strategies for Sharing Progress and Getting Feedback			
A. Teachers provide students and their families with regular progress reports that show proximity to mastery, steps to take toward mastery, and course requirements. Students and families are encouraged to give feedback /ask questions and have several options to do so (phone, e-mail, feedback form, etc.)	A. Teachers provide students and their families with regular progress reports that show proximity to mastery. At least one option for feedback is provided.	A. Teachers provide students and their families with regular progress reports that show proximity to mastery,	A. Teachers provide students and their families with occasional or yearly reports to relay student performance levels at the time of dissemination.
B. Students, whenever possible, have real-time access to their progress through the school's online portal or a low-tech alternative.	B. Students, whenever possible, have access to periodical progress indicators through the school's online portal or low-tech alternatives.	B. The school has not yet generated student access codes or systematized low-tech access to either real-time or periodical progress, but they are working to do so.	B. The school has purchased an on-line portal or decided upon a low-tech system to generate real-time and/or periodical data. Students do not have access either because none is available or because their access wasn't taken into consideration.
C. The school regularly presents academic goals and progress towards them to family, community, and students stakeholders at audience-appropriate meeting times and mediums (e.g. advisories, PTC, assemblies, newsletters, websites, open house, etc.). There are intended actions/responses to the data.	C. The school presents academic goals and progress towards them to family, community, and students stakeholders at audience-appropriate meeting time and medium (e.g. advisories, PTC, assemblies, newsletters, websites, open house, etc.).	C. The school presents academic goals and progress towards them to some stakeholders through at least one audience-appropriate meeting time and/or medium .	C. The school informs some stakeholders of academic goals through at least one audience-appropriate meeting time and/or medium .
Engagement, Initiative, Ownership			
A. The school has a data team with a point person to liaise with external support and to manage team work.	A. The school has a data point person to liaise with external support and to oversee data work.	A. The school relies solely on the building leader to manage data work.	A. It is not clear who in the school is responsible for managing data work and whom to contact about it.
B. The school has ideas for data displays beyond what is ready-made for them, along with rationales for why such displays would be helpful. The school is able to implement the ideas with or without external support.	B. The school has ideas for data displays beyond what is ready-made for them. The school is able to implement the ideas with or without external support.	B. The school has ideas for data displays beyond what is ready-made for them. The school is starting to implement them with or without external support.	B. The school has ideas for data displays beyond what is ready-made for them, though no implementation is evident.
C. The school is implementing a plan to disseminate data beyond posting it on walls. Thought is given to directly interacting with students and other data consumers, to messaging , and to intended consequences of data sharing.	C. The school has a plan to disseminate data beyond posting it on walls. Thought is given to directly interacting with students and other data consumers, to messaging , and to intended consequences of data sharing.	C. The school has a rudimentary plan to disseminate data beyond posting it on walls.	C. The school can share at least one idea for disseminating data beyond posting it on walls.