

# Performance Management & Evaluation

**How can measurement inform teaching and learning to inspire continuous improvement across an entire school?**

**2**  
EDITION



**Performance measurement allows schools to be transparent about about their goals and the progress they're making. It fosters a culture of collaboration.**

**Good  
measurement  
tools help schools  
identify what  
actions lead  
to successful  
learners.**

**Data can be used to measure growth, uncover problems, and achieve better outcomes for both students and adults.**

# THINGS TO THINK ABOUT



## 01

How could measurement more effectively identify challenges, opportunities, and gaps for schools and students?



## 02

What information about a school's instructional program, school leadership, and student experience would be useful to know? How might that information be used, and by whom?



## 03

What dimensions of student learning are most important to measure? What do educators need to know about students' academic competencies, social-emotional development, and real-world interests in order to guide a successful journey to adulthood?



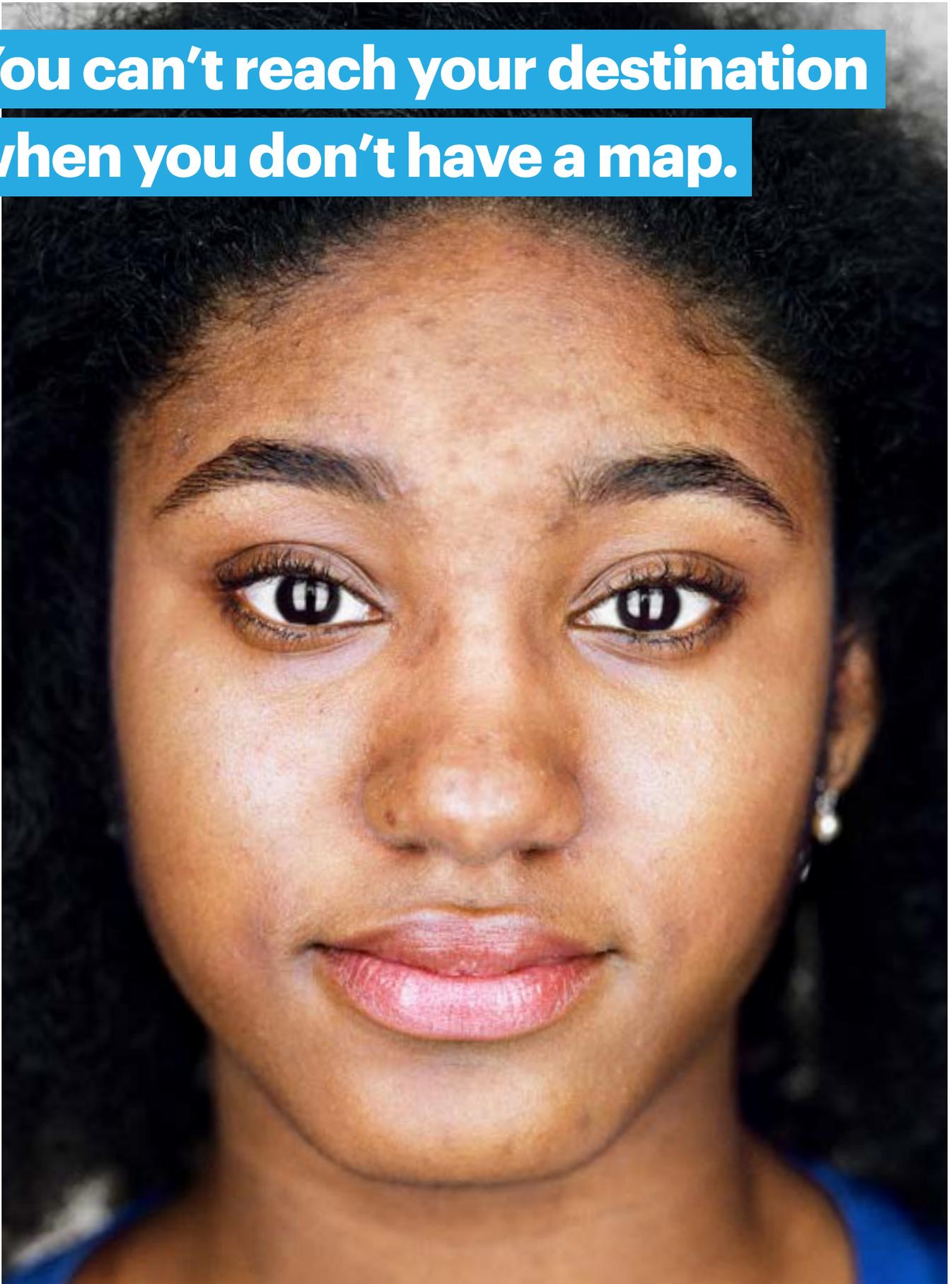
## 04

How can standard data sources be used differently to rethink student assessment? What data aren't being collected through existing systems? What tools and procedures could be used to gather this information?

MEASURE-  
MENT **FUELS**  
INNOVATION  
AND  
EFFECTIVE-  
NESS

**FACT 25**

**You can't reach your destination  
when you don't have a map.**



# Clear performance expectations help define a path to success.

When performance expectations are established and clearly communicated, everyone benefits. An effective school defines the goals it wants to achieve and continually measures the performance of students, staff, and leaders, while gleaning insights from what's learned to help everyone stay on track and operating at their highest potential.

A good performance management system gathers information from a range of sources to measure students' progress against expected benchmarks: assignments completed, presentations made, courses passed, learning objectives achieved, grades earned, and more. The system makes academic progress visible—for both individual students and groups of students—and provides data educators need to make informed decisions and improvements. This information anchors educators' and students' day-to-day activities to the school's larger mission and long-term goals.

A comprehensive system also tracks a wide range of school-level functions, from operations and finance to attendance patterns.

Think About →

How can schools develop feedback systems that support educators in continuously improving the means by which they serve their students?

## 6 Steps to Successful Learning Management System Implementation

A good learning management system, or LMS, gathers key data about student and school performance and feeds it back to educators so they can monitor progress and make decisions. Choosing the right LMS can be hard. Here's some sound advice:

1. Create a **common vision** across all school leaders.
2. **Assemble** a planning and selection team.
3. Identify **selection criteria** and "must haves."
4. Establish a **strong professional development** model.
5. Develop teacher "**superusers**" to support the implementation.
6. **Connect** the curriculum with the LMS.

## SCALE at Stanford

SCALE, at the Stanford Graduate School of Education, offers student and teacher performance assessment resources that encourage not just measurement, but reflection and growth.



## A Framework for Teacher Assessment

The Danielson Group, a professional development and consulting group, offers their framework for teacher assessment.



## Outcomes Measurement at Summit

In a this blog post, Summit Public Schools' chief academic officer explains how Summit uses research to understand the effectiveness of its model.



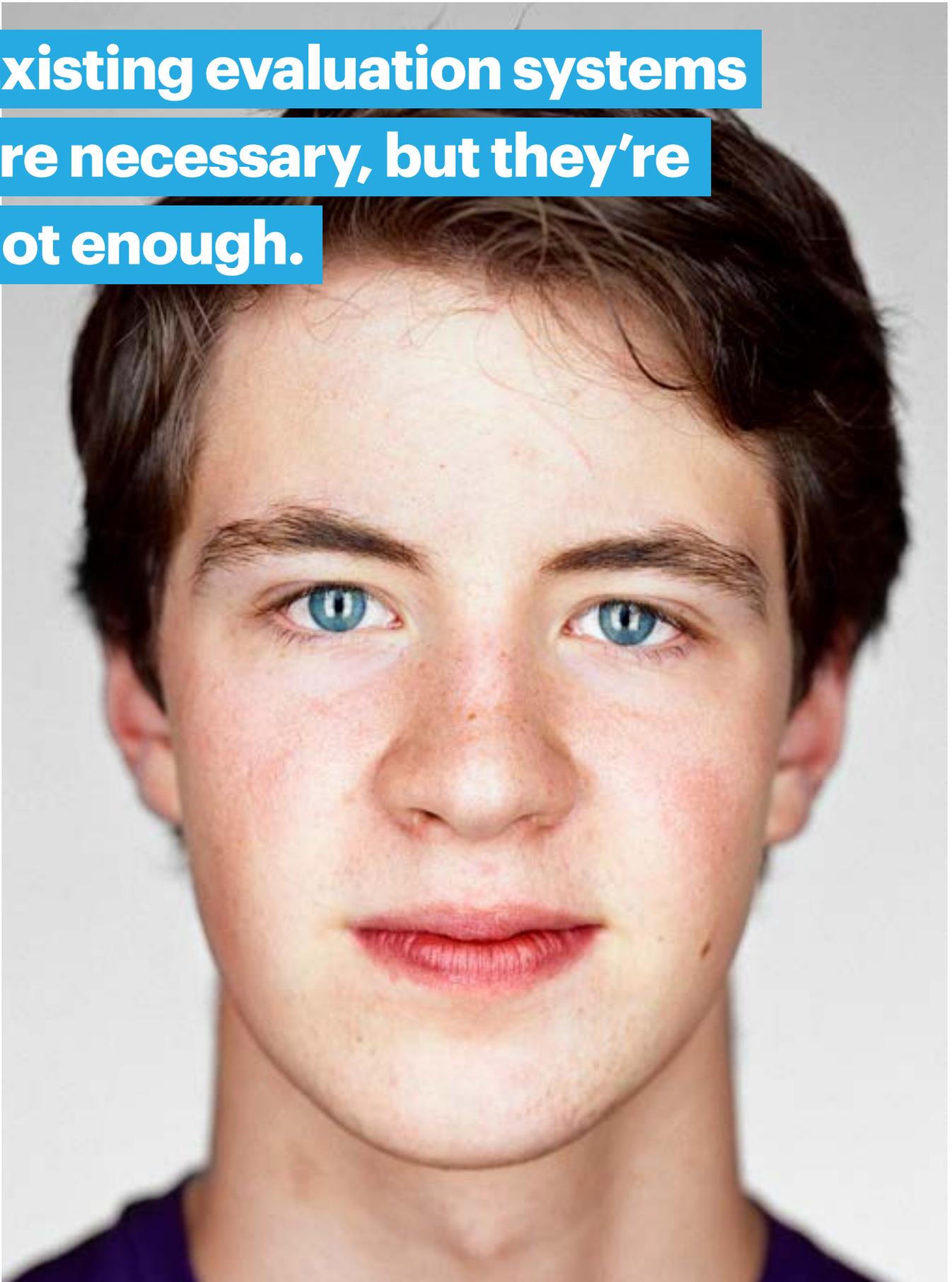
## Performance Assessment Resource Bank

The Performance Assessment Resource Bank offers a variety of tools that support the use of performance assessment for meaningful learning.



## FACT 26

**Existing evaluation systems  
are necessary, but they're  
not enough.**



# Let's think beyond existing measures and find richer ways to understand student progress.

Measures like grades, graduation rates, attendance, and standardized test scores are an integral part of nearly every school. But when the goal is to make sure students are truly prepared for the future, these measurements alone are no longer sufficient. They simply don't tell us enough about how students are progressing toward other meaningful objectives.

How can we measure whether every student is developing the knowledge, skills, and attributes they need to succeed in the future working world? How can we know whether they're gaining mastery of challenging, multidimensional content? What existing or innovative metrics can help gauge such progress?

One approach is mastery- or competency-based learning. The goal is to have all students become confident learners as they "master" defined "competencies," which reDesign defines as a combination of "skills, knowledge, characteristics, aptitudes, and traits which contribute to high performance," while "a competency is something one can do often, in many situations, and with strong results."

The approach requires substantive learning goals that connect skills to content and context. It also requires new systems for assessing progress that are built into the teaching and learning experience. Teachers and students need a shared understanding of what success looks like and how it will be measured; moreover, they need access to and familiarity and ownership of the data. This enables teachers and students to look at and understand student progress, gaps, and needs—and to decide together on next steps and interventions, if necessary.

## Think About →

What does success mean to today's students? How can they, their teachers, and their families know when they've achieved it?

**Powerful and effective project-based learning builds students' content knowledge. But what other capacities does it develop? The Buck Institute proposes four areas of measurable growth (known as the "4Cs") and an extensive set of rubrics designed to help students reflect on their work and understand where they need to improve.**

+ Critical Thinking

+ Collaboration

+ Communication

+ Creativity and Innovation

## Broadening the Definition of Student Success

This Learning Policy Institute report, "Encouraging Social and Emotional Learning in the Context of the New Accountability," provides a framework for including social-emotional learning and school climate in assessment. →

## What it Means to be Competent

The Center on Innovations in Learning provides a deeper look at competency-based education. →

## Using Data to Personalize Learning

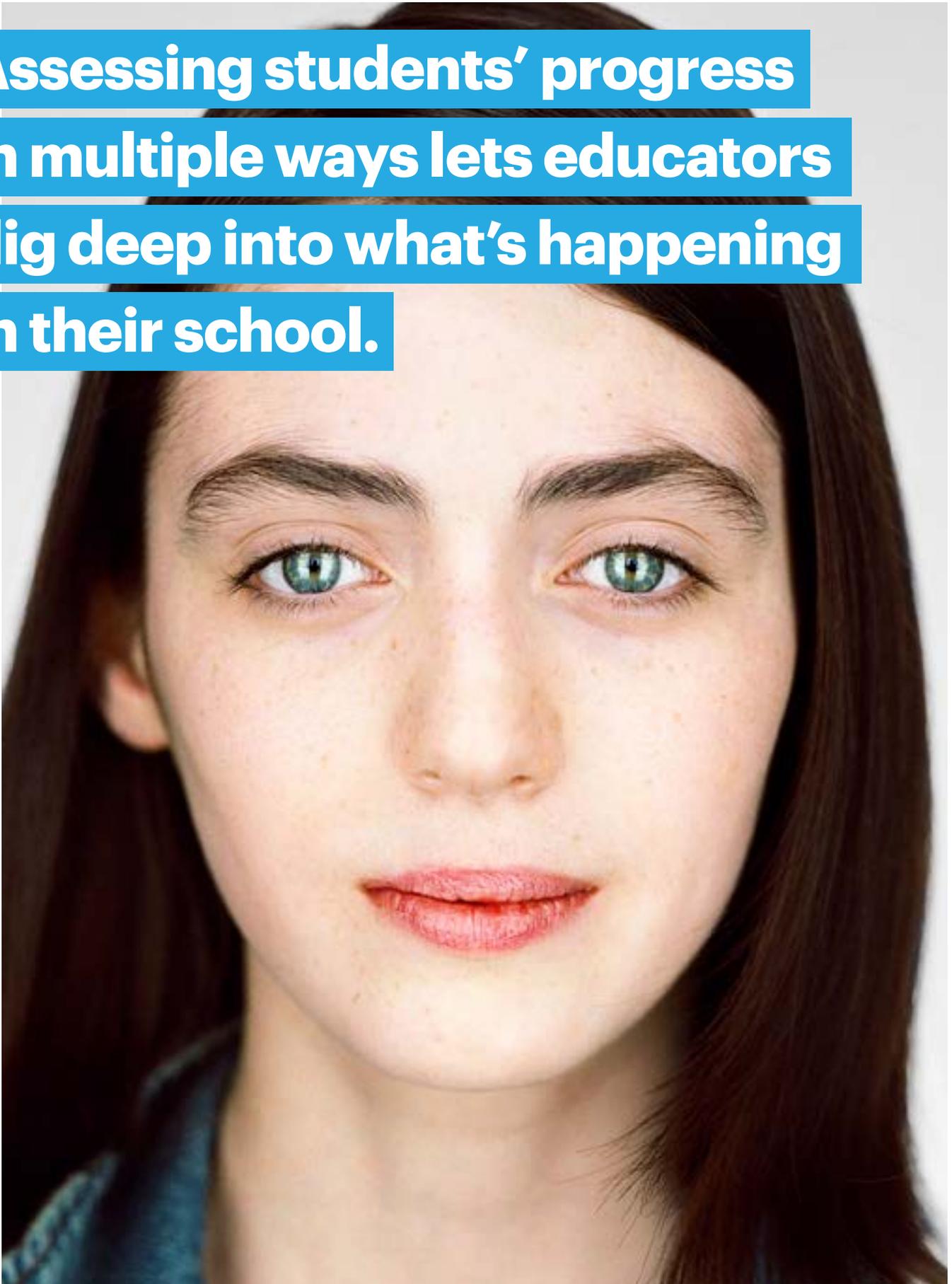
With timely, useful, safeguarded data, students, teachers, and families can do much more to personalize learning, inside and outside the classroom. This infographic from the Data Quality Campaign shows how. →

## My Ways Beta Toolbox

This working draft of Next Generation Learning Challenges' extensive data toolkit offers a wide range of resources on all aspects of assessment. →

## FACT 27

**Assessing students' progress in multiple ways lets educators dig deep into what's happening in their school.**



# Measurements help tell the unique story of a school.

Students should know that they're being assessed over time and have a voice in setting and tracking goals. Partners and stakeholders can provide valuable input on how goals are defined and assessed, data is gathered, and challenges can be overcome.

Expanding beyond standard measurements help schools uncover insights that dig deeper into school performance. Student portfolios vividly demonstrate how students grow over time by taking on deep and thoughtful work. Presentations on the outcomes of community projects highlight how students expanded their capacity to collaborate both with one another and with experts and local stakeholders. Performance assessments help students, teachers, and parents come to a common understanding of where a student has made real progress and where it's important to focus more effort.

Alternative assessment systems don't replace federal, state, and district requirements, but can add new dimensions to what is known about student progress and attainment. Educators need to be aware of mandated assessments, and the insights they do and don't provide, in order to meet requirements and go beyond them.

Think About →

How can schools align performance management and evaluation with mission and vision?



According to Education Week, there are four different assessment categories.

**1. Formative Learning Assessment**

Students measuring themselves against their learning goals, prior work, other students, or an objective standard

**2. Formative Diagnostic Assessment**

Students questioned and tested by educators on learning style, strengths and weaknesses, and strategies for improving learning

**3. Benchmark/Interim Assessment**

Students or classes measured for understanding or performance against uniform standards within the same school year

**4. Summative Assessment**

Teachers, curriculum, education systems, and programs compared against a set of uniform standards



## Measuring Risk and Visualizing Success

This report from New Visions for Public Schools takes a system-thinking approach to student data. It reimagines ways to measure student risk as well as ways to visualize the path toward graduation.



## Eight Steps to Becoming DataWise

DataWise, a project at Harvard Graduate School of Education, offers a step-by-step guide to help schools get the most out of data.



## Whose Data Is It Anyway?

Acumen, an impact investing nonprofit, thinks a lot about measurement. In this article, they remind us that data should serve humans, not the other way around. And that it doesn't always feel good to be measured.



## How Evaluation Can Strengthen Communities

Data can do more than improve your school, it can also improve your wider community and network. Learn more about the possibilities in this article from the Stanford Social Innovation Review.



**Performance  
measurement  
systems map  
the good  
intentions  
of a school  
against  
tangible  
metrics**

**An effective learning organization must be in a state of continuous inquiry with its staff, faculty, and students. This is the only way to understand growth, target challenges, and identify solutions in real time.**

# GET INSPIRED



## Inspiration from Good Shepherd Services

This case study is about the merits of building a performance culture in which everyone is attuned to looking at their own evidence and building evidence-based leadership capacity across the entire staff.



## Lessons from Independent Schools

The National Association of Independent Schools offers a good primer on how to measure success.



## Making Quality a Full-Time Job

The David P. Weikart Center for Youth Program Equality shows an overarching framework to streamline data collection and structure the information in a meaningful way.



## Responding to Students

This article from *Education Week* describes how a Bronx principal responded to signs that students weren't satisfied with their school.



## Lessons from Linked Learning

The Stanford Center for Opportunity Policy in Education provides a number of lessons and vignettes from its Linked Learning project, created to help measure students' career, college, and life readiness.



## Colorin Colorado

Educators and families of English language learners can find great resources, including informal assessments and state-by-state guidelines, on this national, bilingual site.



# GET INSPIRED



## Intro to DataWise

Take this free online course from Harvard's DataWise project, either on your own or with colleagues.



## Turning Data Into Action

Northern California's KQED News shares some stories and lessons about putting data into action—in the classroom, and in the school experience as a whole.



LEARN  
CONTINU-  
OUSLY TO  
**IMPROVE**  
CONTINU-  
OUSLY