

A MSHS	Exemplary/Ideal Implementation	Proficient	Close To Proficient	Far From Proficient
Collaborative Teams				
Collaboratively develop common purposes and goals for improved student outcomes within a culture that embraces continuous school improvement.	7	6	2	1
Effectively implement group processes (agendas, minutes, dialogue, and discussion, norms, logistics, consensus, roles, decision-making skills, protocols).	7	6	2	1
Intentionally collaborate about the most effective practices within curriculum, instruction, assessment and climate.	5	7	2	2
Data-Based Decision Making				
Collect, chart, analyze and disaggregate student learning data.	7	8		1
Use results to identify priority learning needs.	8	4	2	2
Establish SMART goals based on data identified student learning needs.	10	6		
Use data to select a common instructional practice/strategy to implement with fidelity.	4	8	2	2
Explain results indicators for process (cause) and product (effect)	1	6	4	5
Design ongoing monitoring of results (monitor, reflect, adjust, repeat)	4	8	2	2
Common Formative Assessment				
Develop clear and meaningful learning goals to guide instruction and student learning.	10	6		
Establish clear and measurable student success criteria in a rubric, scoring guide, or checklist.	1	8	4	3
Construct quality assessment instruments which are of sound design and measure the learning goals.	4	7	3	2
Use assessment data to improve student learning.	8	5	2	1
Developing Assessment Capable Learners				
Educators in all grades/content areas teach all students to determine, "Where am I Going?"	5	5	4	2
Educators in all grades/content areas teach all students to determine, "Where am I now?"	5	3	6	2
Educators in all grades/content areas teach all students to determine, "How can I close the gap?"	3	6	3	4

A E1	Exemplary/Ideal Implementation	Proficient	Close To Proficient	Far From Proficient
Collaborative Teams				
Collaboratively develop common purposes and goals for improved student outcomes within a culture that embraces continuous school improvement.	7	1		
Effectively implement group processes (agendas, minutes, dialogue, and discussion, norms, logistics, consensus, roles, decision-making skills, protocols).	8			
Intentionally collaborate about the most effective practices within curriculum, instruction, assessment and climate.	7	1		
Data-Based Decision Making				
Collect, chart, analyze and disaggregate student learning data.	7	1		
Use results to identify priority learning needs.	8			
Establish SMART goals based on data identified student learning needs.	8			
Use data to select a common instructional practice/strategy to implement with fidelity.	4	4		
Explain results indicators for process (cause) and product (effect)	1	6	1	
Design ongoing monitoring of results (monitor, reflect, adjust, repeat)	3	4	1	
Common Formative Assessment				
Develop clear and meaningful learning goals to guide instruction and student learning.	8			
Establish clear and measureable student success criteria in a rubric, scoring guide, or checklist.	4	4		
Construct quality assessment instruments which are of sound design and measure the learning goals.	1	7		
Use assessment data to improve student learning.	8			
Developing Assessment Capable Learners				
Educators in all grades/content areas teach all students to determine, "Where am I Going?"	5	3		
Educators in all grades/content areas teach all students to determine, "Where am I now?"	5	3		
Educators in all grades/content areas teach all students to determine, "How can I close the gap?"	4	4		

B High School	Exemplary/Ideal Implementation	Proficient	Close To Proficient	Far From Proficient
Collaborative Teams				
Collaboratively develop common purposes and goals for improved student outcomes within a culture that embraces continuous school improvement.	7	8	4	18
Effectively implement group processes (agendas, minutes, dialogue, and discussion, norms, logistics, consensus, roles, decision-making skills, protocols).	13	6	0	18
Intentionally collaborate about the most effective practices within curriculum, instruction, assessment and climate.	16	5	1	15
Data-Based Decision Making				
Collect, chart, analyze and disaggregate student learning data.	7	8	4	18
Use results to identify priority learning needs.	17	12	2	6
Establish SMART goals based on data identified student learning needs.	7	8	4	18
Use data to select a common instructional practice/strategy to implement with fidelity.	13	16	2	6
Explain results indicators for process (cause) and product (effect)	13	16	2	6
Design ongoing monitoring of results (monitor, reflect, adjust, repeat)	11	12	5	9
Common Formative Assessment				
Develop clear and meaningful learning goals to guide instruction and student learning.	17	14	1	5
Establish clear and measureable student success criteria in a rubric, scoring guide, or checklist.	6	14	3	14
Construct quality assessment instruments which are of sound design and measure the learning goals.	17	14	1	5
Use assessment data to improve student learning.	22	9	1	5
Developing Assessment Capable Learners				
Educators in all grades/content areas teach all students to determine, "Where am I Going?"	3	13	11	10
Educators in all grades/content areas teach all students to determine, "Where am I now?"	8	17	3	9
Educators in all grades/content areas teach all students to determine, "How can I close the gap?"	2	16	7	12

B Middle School

	Exemplary/Ideal Implementation	Proficient	Close To Proficient	Far From Proficient
Collaborative Teams				
Collaboratively develop common purposes and goals for improved student outcomes within a culture that embraces continuous school improvement.	16	21	5	14
Effectively implement group processes (agendas, minutes, dialogue, and discussion, norms, logistics, consensus, roles, decision-making skills, protocols).	17	20	5	14
Intentionally collaborate about the most effective practices within curriculum, instruction, assessment and climate.	21	21	4	10
Data-Based Decision Making				
Collect, chart, analyze and disaggregate student learning data.	21	22	5	8
Use results to identify priority learning needs.	28	23	4	1
Establish SMART goals based on data identified student learning needs.	28	23	4	1
Use data to select a common instructional practice/strategy to implement with fidelity.	21	26	5	4
Explain results indicators for process (cause) and product (effect)				
Design ongoing monitoring of results (monitor, reflect, adjust, repeat)	13	25	10	8
Common Formative Assessment				
Develop clear and meaningful learning goals to guide instruction and student learning.	30	21	1	4
Establish clear and measureable student success criteria in a rubric, scoring guide, or checklist.	16	19	10	11
Construct quality assessment instruments which are of sound design and measure the learning goals.	30	20	4	2
Use assessment data to improve student learning.	28	23	4	1
Developing Assessment Capable Learners				
Educators in all grades/content areas teach all students to determine, "Where am I Going?"	7	9	14	26
Educators in all grades/content areas teach all students to determine, "Where am I now?"	8	25	10	13
Educators in all grades/content areas teach all students to determine, "How can I close the gap?"	5	23	10	18

B E1	Exemplary/Ideal Implementation	Proficient	Close To Proficient	Far From Proficient
Collaborative Teams				
Collaboratively develop common purposes and goals for improved student outcomes within a culture that embraces continuous school improvement.	12	2	0	4
Effectively implement group processes (agendas, minutes, dialogue, and discussion, norms, logistics, consensus, roles, decision-making skills, protocols).	12	1	1	4
Intentionally collaborate about the most effective practices within curriculum, instruction, assessment and climate.	12	2	0	4
Data-Based Decision Making				
Collect, chart, analyze and disaggregate student learning data.	12	4	2	0
Use results to identify priority learning needs.	15	2	1	0
Establish SMART goals based on data identified student learning needs.	12	4	2	0
Use data to select a common instructional practice/strategy to implement with fidelity.	11	7	0	0
Explain results indicators for process (cause) and product (effect)	10	6	2	0
Design ongoing monitoring of results (monitor, reflect, adjust, repeat)	13	2	1	2
Common Formative Assessment				
Develop clear and meaningful learning goals to guide instruction and student learning.	15	3	0	0
Establish clear and measureable student success criteria in a rubric, scoring guide, or checklist.	7	6	1	4
Construct quality assessment instruments which are of sound design and measure the learning goals.	15	3	0	0
Use assessment data to improve student learning.	15	2	1	0
Developing Assessment Capable Learners				
Educators in all grades/content areas teach all students to determine, "Where am I Going?"	3	5	1	9
Educators in all grades/content areas teach all students to determine, "Where am I now?"	1	8	2	7
Educators in all grades/content areas teach all students to determine, "How can I close the gap?"	2	7	2	7

C E1	Exemplary/Ideal Implementation	Proficient	Close To Proficient	Far From Proficient
Collaborative Teams				
Collaboratively develop common purposes and goals for improved student outcomes within a culture that embraces continuous school improvement.	11	2		
Effectively implement group processes (agendas, minutes, dialogue, and discussion, norms, logistics, consensus, roles, decision-making skills, protocols).	11	2		
Intentionally collaborate about the most effective practices within curriculum, instruction, assessment and climate.	8	4	1	
Data-Based Decision Making				
Collect, chart, analyze and disaggregate student learning data.	10	3		
Use results to identify priority learning needs.	11	2		
Establish SMART goals based on data identified student learning needs.	10	3		
Use data to select a common instructional practice/strategy to implement with fidelity.	4	7	2	
Explain results indicators for process (cause) and product (effect)	4	1		8
Design ongoing monitoring of results (monitor, reflect, adjust, repeat)	4	6		3
Common Formative Assessment				
Develop clear and meaningful learning goals to guide instruction and student learning.	2	6	1	4
Establish clear and measureable student success criteria in a rubric, scoring guide, or checklist.		4	3	6
Construct quality assessment instruments which are of sound design and measure the learning goals.	2	4	1	6
Use assessment data to improve student learning.	2	6	1	4
Developing Assessment Capable Learners				
Educators in all grades/content areas teach all students to determine, "Where am I Going?"	1	3	1	8
Educators in all grades/content areas teach all students to determine, "Where am I now?"		4	1	8
Educators in all grades/content areas teach all students to determine, "How can I close the gap?"		4	2	7

C E2	Exemplary/Ideal Implementation	Proficient	Close To Proficient	Far From Proficient
Collaborative Teams				
Collaboratively develop common purposes and goals for improved student outcomes within a culture that embraces continuous school improvement.	13	3	1	
Effectively implement group processes (agendas, minutes, dialogue, and discussion, norms, logistics, consensus, roles, decision-making skills, protocols).	14	3		
Intentionally collaborate about the most effective practices within curriculum, instruction, assessment and climate.	11	5	1	
Data-Based Decision Making				
Collect, chart, analyze and disaggregate student learning data.	13	4		
Use results to identify priority learning needs.	14	3		
Establish SMART goals based on data identified student learning needs.	13	4		
Use data to select a common instructional practice/strategy to implement with fidelity.	5	9	3	
Explain results indicators for process (cause) and product (effect)	5	1		11
Design ongoing monitoring of results (monitor, reflect, adjust, repeat)	5	8		4
Common Formative Assessment				
Develop clear and meaningful learning goals to guide instruction and student learning.	3	8	1	5
Establish clear and measureable student success criteria in a rubric, scoring guide, or checklist.		5	4	8
Construct quality assessment instruments which are of sound design and measure the learning goals.	3	5	1	8
Use assessment data to improve student learning.	3	8	1	5
Developing Assessment Capable Learners				
Educators in all grades/content areas teach all students to determine, "Where am I Going?"	1	4	1	11
Educators in all grades/content areas teach all students to determine, "Where am I now?"		5	1	11
Educators in all grades/content areas teach all students to determine, "How can I close the gap?"		5	3	9