

JEMS SAPP DATA 2018-2019

MMD Standard	August 2019—Beginning of School Year				Mid-Year January 2019			
Collaborative Teams	Exemplary	Proficient	Close to Proficient	Far From Proficient	Exemplary	Proficient	Close to Proficient	Far From Proficient
Collaboratively develop common purposes and goals for improved student outcomes within a culture that embraces continuous school improvement.	14/19 74%	4/19 2%	1/19 0.5%	0	----	----	----	----
Effectively implement group processes (agendas, minutes, dialogue, and discussion, norms, logistics, consensus, roles, decision-making skills, protocols).	15/19 19%	1/19 0.5%	2/19 10%	0	----	----	----	----
Intentionally collaborate about the most effective practices within curriculum, instruction, assessment and climate.	14/19 74%	1/19 0.5%	4/19 2%	0	----	----	----	----
Data-Based Decision Making	Exemplary	Proficient	Close to Proficient	Far From Proficient	Exemplary	Proficient	Close to Proficient	Far From Proficient
Collect, chart, analyze, and disaggregate student learning data	13/19 68%	4/19% 2%	1/19 0.5%	1/19 0.5%	17/22 77%	5/22 23%	0	0
Use results to identify priority learning needs	17/19 89%	0	1/19 0.5%	1/19 0.5%	19/22 86%	1/22 5%	0	2/22 9%

Establish SMART goals based on data identified student learning needs.	16/19 84%	3/19 15.8%	0	0	20/22 91%	2/22 9%	0	0
Use data to select a common instructional practice/strategy to implement with fidelity.	17/19 89%	1/19 0.5%	1/19 0.5%	0	18/22 82%	4/22 18%	0	0
Explain results indicators for process (cause) and product (effect)	13/19 68%	3/19 15.8%	3/19 15.8%	0	14/22 64%	6/22 27%	2/22 9%	0
Design ongoing monitoring of results (monitor, reflect, adjust, repeat).	13/19 68%	4/19 2%	2/19 10%	0	17/22 77%	2/22 9%	3/22 14%	0
Common Formative Assessments	Exemplary	Proficient	Close to Proficient	Far From Proficient	Exemplary	Proficient	Close to Proficient	Far From Proficient
Develop clear and meaning learning goals to guide instruction and student learning.	19/19 95%	0	0	0	20/21 95%	0	0	1/21 5%
Establish clear and measureable student success criteria in a rubric, scoring guide, or checklist.	18/19 95%	0	0	1/19 0.5%	20/21 95%	0	0	1/21 5%
Construct quality assessment instruments which are of sound design and measure the learning goals.	19/19 100%	0	0	0	20/21 95%	0	0	1/21 5%
Use assessment data to improve student learning.	18/19 95%	0	1/19 0.5%		20/21 95%	0	0	1/21 5%

Assessment Capable Learners	Exemplary	Proficient	Close to Proficient	Far From Proficient	Exemplary	Proficient	Close to Proficient	Far From Proficient
Educators in all grades/content areas teach all students to determine "Where am I going?"	14/18 74%	0	0	3/18 17%	16/20 80%	1/20 5%	1/20 5%	2/20 10%
Educators in all grades/content areas teach all students to determine, "Where am I now?"	16/18 89%	0	2/18 11%	0	17/20 85%	1/20 5%	1/20 5%	1/20 5%
Educators in all grades/content areas teach all students to determine "How can I close the gap?"	16/18 89%	1/18 5%	0	1/18 5%	18/20 90%	1/20 5%	1/20 5%	0