March 2017

"True success is the only thing that you cannot have unless and until you have offered it to others."

Sri Chinmoy

Data Dashboard Summary - Student Attendance, Enrollment, and Behavior from Aug-Jan
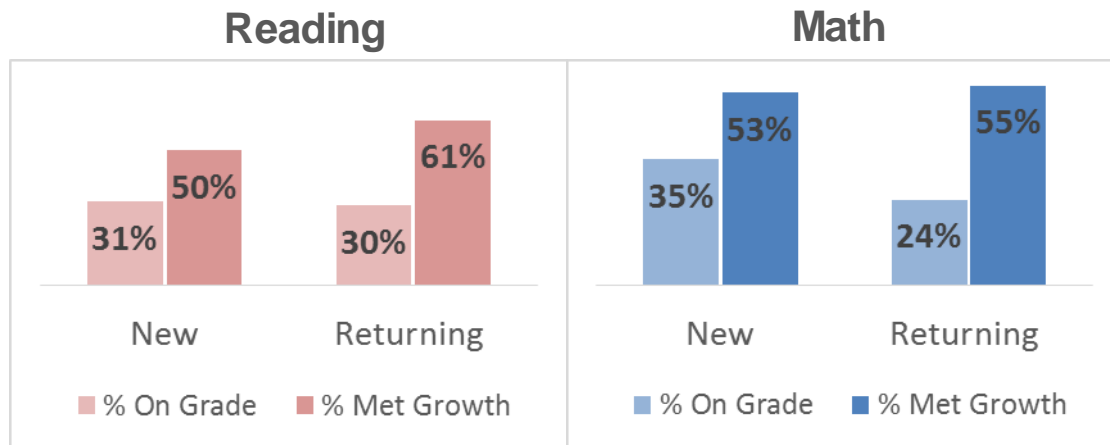
	Student Attendance Rate	Enrollment	Suspensions	Expulsions	Referrals	Staff Retention	Staff Attendance
Aug	76%	562	76	0	183	95%	93%
Sept	79%	540	95	0	138	98%	92%
Oct	74%	523	46	0	122	96%	95%
Nov	78%	514	42	2	155	96%	82%
Dec	81%	510	26	0	98	99%	96%
Jan	81%	515	36	1	108	99%	75%

HOWE

Student achievement at the beginning of the year was in the 32nd percentile in reading and math. On average, HOWE students were in the bottom third of students nationwide.

2016 B2 NWEA RESULTS: New vs Returning Students

Reading

- New: 31% % On Grade, 50% % Met Growth
- Returning: 30% % On Grade, 61% % Met Growth

Math

- New: 35% % On Grade, 53% % Met Growth
- Returning: 24% % On Grade, 55% % Met Growth

- On average, new and returning students met or surpassed the national norm in the NWEA *growth metric*.

- On average, returning students outperformed the new students in percent *meeting their growth* targets for both reading and math.
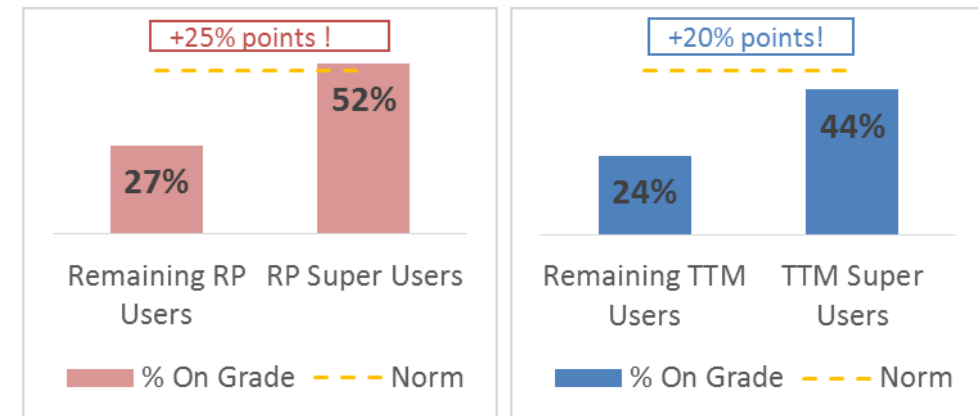
NWEA and Supplemental Instructional Software

Meeting Growth Target

- On average, RP users and TTM users averaged above national norms.

- RP Users: 55% % Met Growth, 50% Norm
- TTM Users: 54% % Met Growth, 50% Norm
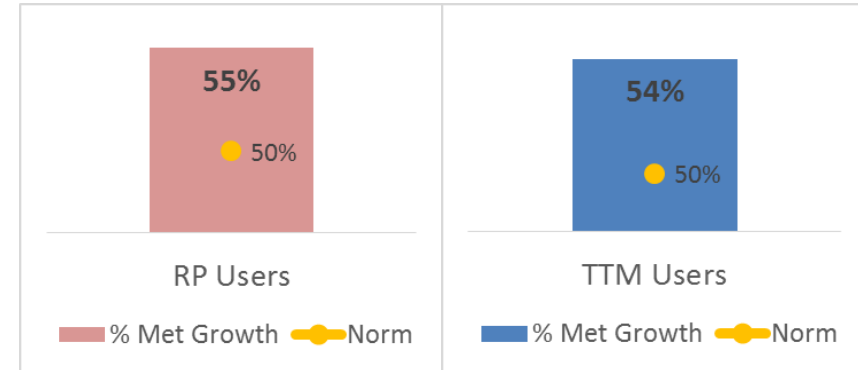
On Grade Level

- RP super users averaged above national norms and TTM super users outperformed the remaining TTM users by 20% points

- **+25% points !**
  - Remaining RP Users: 27% % On Grade
  - RP Super Users: 52% % On Grade

- **+20% points!**
  - Remaining TTM Users: 24% % On Grade
  - TTM Super Users: 44% % On Grade

Goal Update – Effective Turnaround Leadership

TC Howe Community High School has restructured the school leadership to include supports from experienced turnaround leaders to provide focused support in the building

Goal	Update
1. Experienced turnaround leader and mentor principal to support leadership in the building to help focus priorities	Leadership Team is supported by Mentor Leader with Weekly Development Sessions
2. Turnaround schools require intensive support from experienced turnaround leaders to ensure students make full academic progress, including catch up growth	Embedded leadership support team from experienced turnaround, academic, & Guidance leadership personnel
3. Ongoing support to school leaders and administration – embedded leadership support, school walk-throughs and mentoring building leaders	2 QUEST (Site Visits)Completed, Leadership Role Specific Training Quarterly(SPED, Asst. Principal, Principal,Future Leader Development), Weekly Data Reporting

Goal: Effective Instruction that meets the needs of all students and is aligned with state standards

- Regular walk-throughs with specific feedback provided by administration and CRTs

1. Administrators and CRTs have tiered the school to ensure appropriate support and coaching are provided to teachers

2. Continuous and targeted feedback to teachers to improve and differentiate instruction

3. All teachers have been tiered, a walk-through schedule is utilized, walk-throughs are tracked weekly with ongoing feedback to teachers. Professional Development is structured around teacher needs and gaps

Walkthroughs	Set Teacher Goals (Based on TFET Indicators/Feedback)	Department Chairs/Administration Normed on Indicators to Provide Consistent Feedback	Teacher Led PD	Data for PLCs Share-Out
All Teachers Weekly	October 2016	August-November 2016	January &February	Weekly PLCs

Data Dashboard Summary - Staff Retention, Attendance, and Professional Development

Round Robin Kagan Strategy	Read Around the Text	Showdown Kagan Strategy	Teaching from the Threshold	Best Practices for Creating Final Exams and Cornell Notes
10/6/17	10/21/17	10/27/2017	11/3/16	11/11/16

| Positive Narration	Test-Taking Vocabulary	Lexia Training	Using Data for Small Group Instruction
11/11/16	1/6/17	2/10/17	2/10/17

Data & Differentiated Instruction- Continuously review diagnostic & intervention data to ensure rapid regrouping of students for interventions

1. Monitor usage of supplemental intervention programs, build the school schedule to support use of programs during the data

2. Data driven instruction supports the growth of students; diagnostics track progress to mastery of grade level standards and use of supplemental programs helps build foundational skills students are missing

3. Grouping of students allows for targeted intervention and remediation

Jan Feb — — Effective Usage
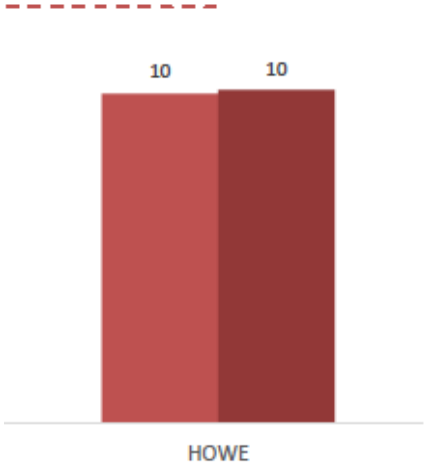
Reading Plus: January 31 - February 27		
HOWE	Active Students	386
	Average SeeReader Lessons Completed	9.6

Passed Not Passed Attempted — — — Effective Usage
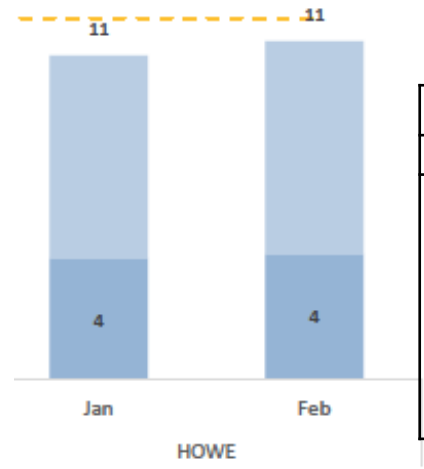
Think Through Math: January 1 - February 27		
HOWE	Students with Work	354
	Average Lessons Attempted	20.8
	Average Lessons Passed	7.7
	Avg Below Grade Level Lesson Pass Rate	56%
	Avg On Grade Level Lesson Pass Rate	52%

Community and Stakeholder Input and Engagement

- School has a parent liaison that conducts home visits and attends community events

- Community Engagement Director currently engaged in school-to-work partners and Executive Internship development

- JRTOC program is open to all students and lead community events

Next Steps

1. Focused Advisory Groups for ECA and iStep Interventions

2. After school tutoring and Saturday Intervention Support has maintained a weekly schedule from November to current

3. Indiana Standards specific tools enhanced and needs based intervention resources added

Emmerich Manual High School

March 2017

Student Awards & Recognition

Recipient of Lily Endowment Scholarship

Click to add text

JROTC Drill Competition

Data Dashboard Summary

Student Attendance, Enrollment, and Behaviors from Aug-Jan

	Student Attendance Rate	Enrollment	Suspensions	Expulsions	Referrals	Staff Retention	Staff Attendance
Aug	76	702	15	0	156	97	98
Sept	79	700	30	0	342	98	96
Oct	75	699	20	2	208	96	95
Nov	74	674	30	0	179	96	95
Dec	78	669	28	0	179	95	95
Jan	80	668	27	1	164	99	96

EMAN

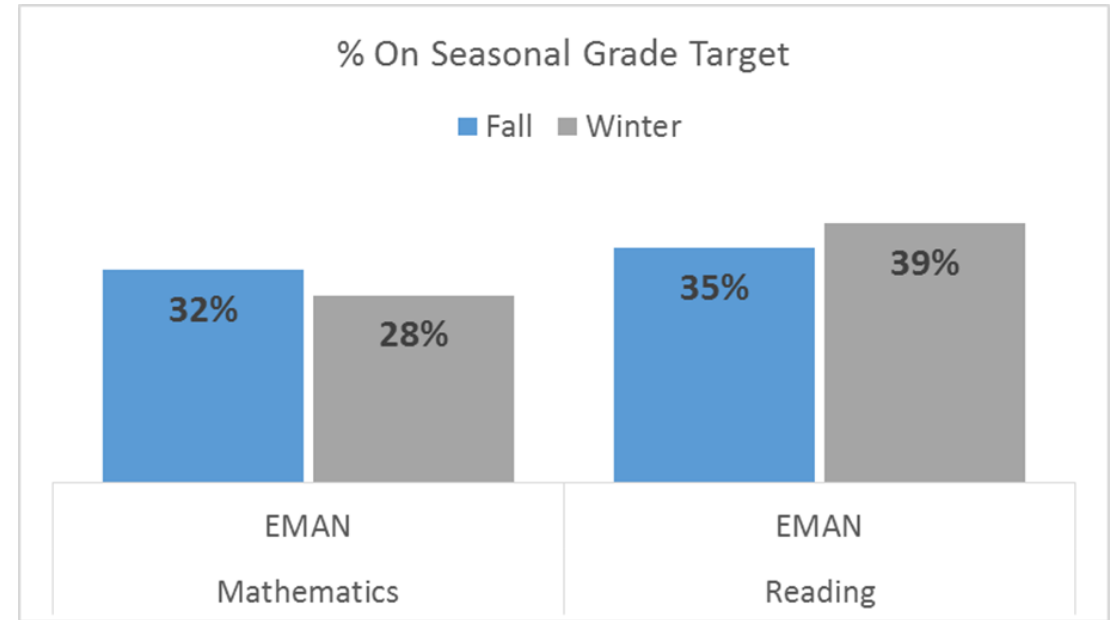*Approximately 1/3rd of the 2016-17 student population are new students to EMAN*

Student achievement at the beginning of the year was in the 37th percentile in reading and math. On average, EMAN students were slightly above the bottom third of students nationwide.

2016 B2 NWEA RESULTS: New vs Returning Students

Reading / Math bar charts
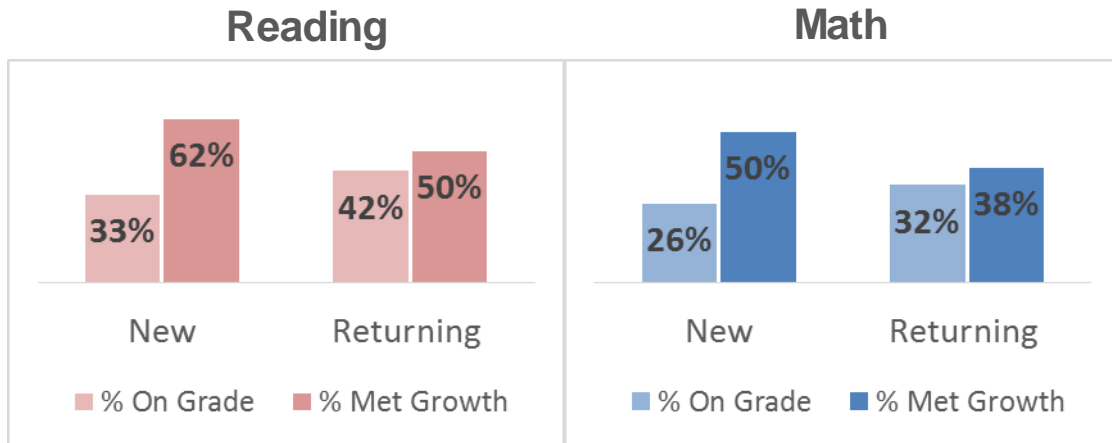
- On average, new and returning students surpassed the national norm in the NWEA reading *growth metric*.

- On average, returning students outperformed the new students in percent *on grade* for both reading and math.

2016 NWEA On Grade Growth

% On Seasonal Grade Target — Fall / Winter

	Fall	Winter
EMAN Mathematics	32%	28%
EMAN Reading	35%	39%

- In reading, students increased the % of students *on grade* and exceeded the national norm in % *meeting growth targets*.

- In math, while EMAN students' growth is below average nationally, 61% *percent of students improved their RIT score* from the fall to winter administrations.

Data Dashboard Summary

Professional Development

Rigor & Differentiated Instruction	Advisory Training	Educational Software Part I	Culture Data Report/ Restorative Justice	Rigor & Differentiated Instruction Part II
1/2/17	1/2/17	1/2/17	1/2/17	2/10/17
2 Hours	2 Hours	2 Hours	1 Hour	1 Hour

Educational Software Part II	Rigor & Differentiated Instruction Part II	Educational Software Part I	Rigor& Differentiated Instruction Part III
2/10/17	2/10/17	1/2/17	3/10/17
1 Hour	1 Hour	2 Hours	1.5 Hours

Goal – Effective Turnaround Leadership

Goal	Update
1. Experienced leader this year who is focusing on academic initiatives and priorities	Current Leadership has maintained leadership role within school multiple years
2. Turnaround schools require intensive support form experienced turnaround leaders to ensure students make full academic progress, including catch up growth academic progress	Embedded leadership support from experienced turnaround and academic leadership
3. Ongoing support to school leaders and administration – including weekly check-ins, school walk throughs and leadership support positions to mentor building leaders	2 QUEST (Site Visits)Completed, Leadership Role Specific Training Quarterly(SPED, Asst. Principal, Principal,Future Leader Development), Weekly Data Reporting

Goal: Effective Instruction that meets the needs of all students and is aligned with state standards

- Weekly walkthroughs are completed on each teacher

  * Based on TFET indicators: Coaching forms and Performix entry

- Teacher goals are set based on TFET indicators and feedback

- Department chairs and administration are normed on indicators to provide consistent feedback

- Teacher led professional development is differentiated based on coaching feedback, teacher self assessments and TFET indicator scores

Walkthroughs	Set Teacher Goals (Based on TFET Indicators/Feedback)	Department Chairs/Administration Normed on Indicators to Provide Consistent Feedback	Teacher Led PD	Data for PLCs Share-Out
All Teachers Weekly	October 2016	August-November 2016	January &February	Weekly PLCs

# Goal: Effective Instruction that meets the needs of all students and is aligned with state standards

Month	Focus/TFET Categories
August	Well Managed Classroom
September	Equitable Learning Environment
October	High Expectations
November	Active Learning Environment
December	Rigor

- Weekly walkthroughs are completed on each teacher

  * Based on TFET indicators: Coaching forms and Performix entry

- Teacher goals are set based on TFET indicators and feedback

- Department chairs and administration are normed on indicators to provide consistent feedback

Goal: Teacher Development
Teacher development focused on rigor and urgency in instruction, as well as differentiation for student needs and abilities

- Teacher led professional development is differentiated based on coaching feedback, teacher self assessments and TFET indicator scores (Rating chart in graph)

- Professional Development Rigor Based Topics Built to Address TFET Ratings:

  *Backwards Planning and Unpacking Standards, Student Led Learning, and Building Rigorous Assessments
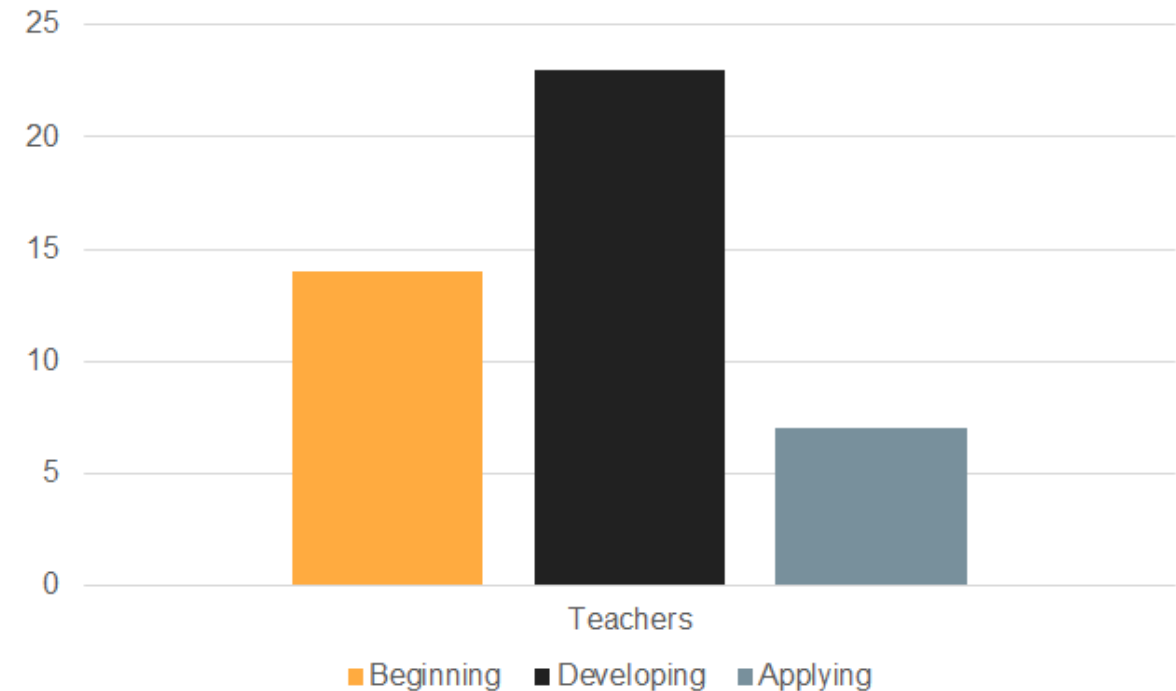
Teacher indicator scores for Rigor, resulting in scheduled professional development in Feb 2017

Goal: Using data to differentiate instruction and provide interventions

ECA	Algebra	ELA
Special Education Students	24 Students Tested 17% Pass Rate	40 Students Tested 10% Pass Rate
ESL Students	10 Students Tested 50% Pass Rate	22 Students Tested 10% Pass Rate
General Education Students	24 Students Tested 46% Pass Rate	61 Students Tested 38% Pass Rate

Percent of Students Meeting Their Fall to Winter Growth Targets
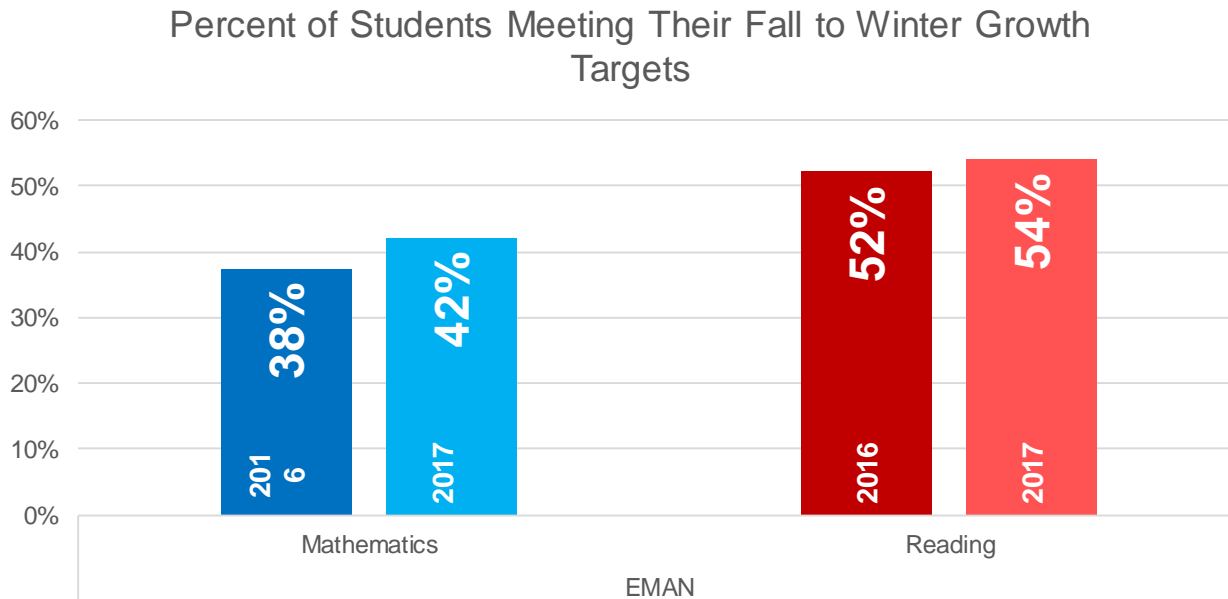
1. Identify the students that have not passed the ECA and analyze their test results to determine where they need additional support

2. Providing additional support to students through lunch bunch, after school tutoring, office hours, online supplemental programs and credit recovery

3. Tracking student mastery on CMAs, proficiency on NWEA and monitoring student GPAs

Communication
Clear and consistent communication to all staff, students, and families

- Weekend updates, morning memos, individual meetings and staff meetings are used for staff communication

- Family communication is given via ParentLink calls, newsletters, and teacher calls home

- Students have participated in academic awards and athletic pep rallys

- Involvment with Manual Alumni

Goal: Communication
Clear and consistent communication to all staff, students, and families

- Weekend updates, morning memos, individual meetings and staff meetings are used for staff communication

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- Students have participated in academic awards and athletic pep rallys

- Involvment with Manual Alumni

Tue 1/24, 7:48 AM
EMAN-Everyone

Memos; Sent Items

Good Morning,

Shout out to Ms. Clark, Mrs. Barrett, Ms. Blue and Ms. Shaffer for hosting our ISTEP parent night. We were able to engage in great conversation regarding the importance of ISTEP and what Indiana graduation requirements are for our families! At department chair, a deeper look at ELA ISTEP+ 10 took place, looking at sample questions for constructed response. As the date of ISTEP+ approaches, we will share this information further with all staff via PLC so that each of us can gain an understanding of what ISTEP+ looks and feels like for our students.

Due to WIDA testing, please note that the Learning Center will be closed Wednesday. WIDA listening will take place tomorrow periods 3, 5, 6, and 7.

Tuesday:

- Department chair meeting @ 7am Media Center
- Misty out of building just before dismissal
- Girls basketball 6/7:30 vs Attucks

Have a great day!
Misty Ndiritu
Principal
Emmerich Manual High School

"Be a yardstick of quality. Some people aren't used to an environment where excellence is expected.

Steve Jobs

Next Steps

- Adapted advisory to FOCUS to integrate test taking strategies and exposure to Power Standards

- Promote growth through focused tutoring and bootcamps with pre/post assessments
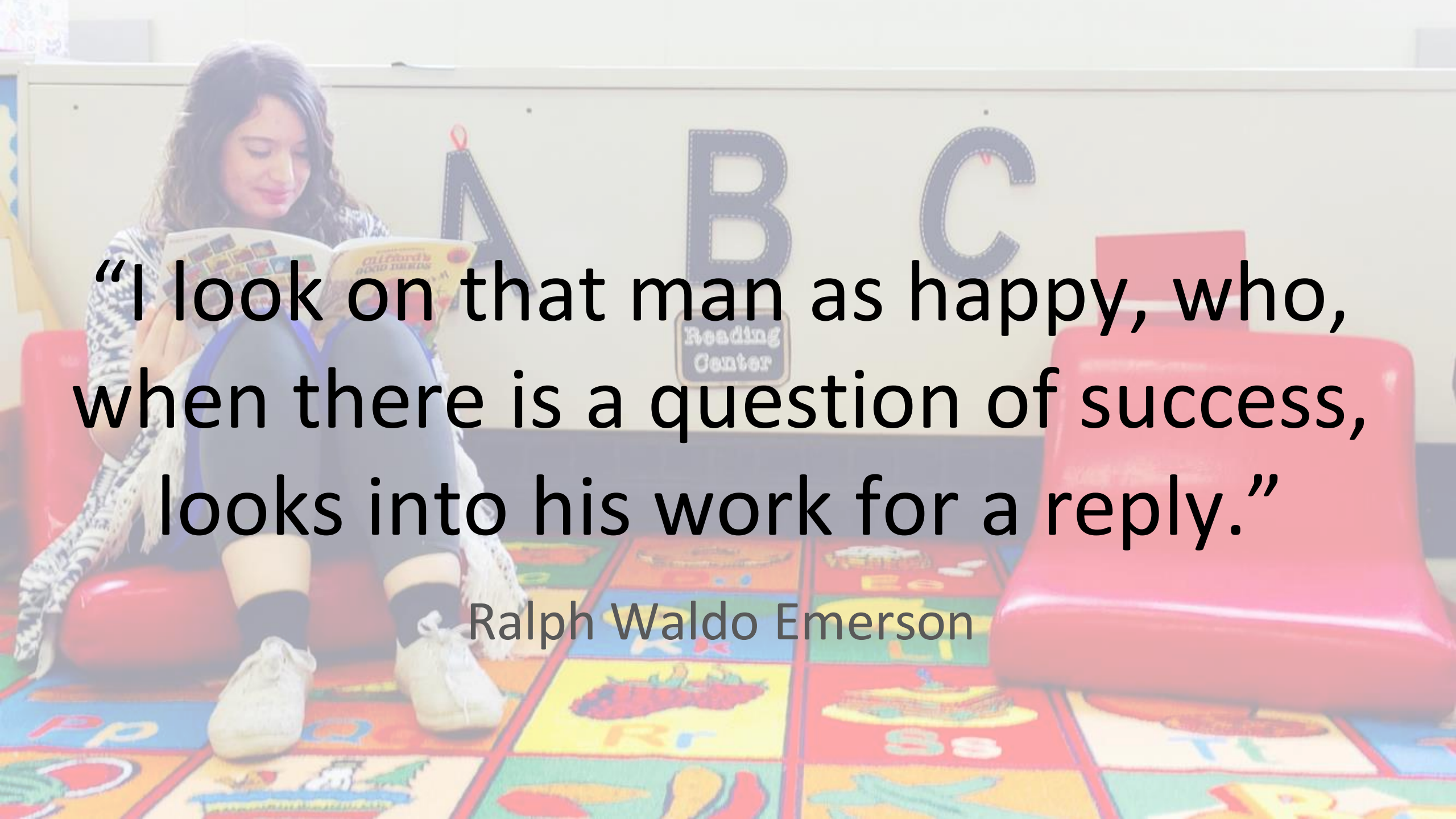
- Increase access to teacher resources

March 2017

"I look on that man as happy, who, when there is a question of success, looks into his work for a reply."

Ralph Waldo Emerson

Data Dashboard Summary

Student Attendance, Enrollment, and Behavior from Aug-Jan

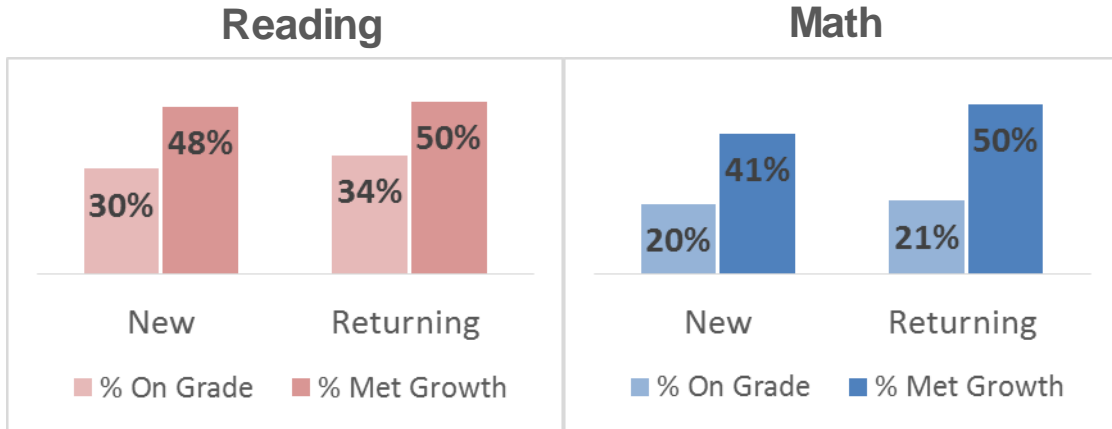|	Student Attendance Rate	Enrollment	Suspensions	Expulsions	Referrals	Staff Retention	Staff Attendance
MS Aug	93%	377	17	0	128	100%	97%
MS Sept	91%	394	38	0	342	100%	98%
MS Oct	90%	393	22	2	209	95%	95%
MS Nov	92%	392	47	1	341	98%	98%
MS Dec	87%	385	16	0	210	99%	92%
MS Jan	87%	391	21	0	396	100%	93%

Data Dashboard Summary

Student Attendance, Enrollment, and Behavior from Aug-Jan

	Student Attendance Rate	Enrollment	Suspensions	Expulsions	Referrals	Staff Retention	Staff Attendance
Elem Aug	93%	244	4	0	22	100%	98%
Elem Sept	92%	244	18	0	83	100%	97%
Elem Oct	92%	239	18	0	83	100%	98%
Elem Nov	91%	240	8	0	119	98%	98%
Elem Dec	94%	238	20	0	23	98%	97%
Elem Jan	93%	244	3	0	70	100%	98%

EDMS

Approximately 65% of the 2016-17 student population are new students to EDMS

Student achievement at the beginning of the year was in the 36th percentile in reading and the 33rd in math. On average, EDMS students were near the bottom third of students nationwide.

2016 B2 NWEA RESULTS: New vs Returning Students

Reading

New: 30% % On Grade, 48% % Met Growth
Returning: 34% % On Grade, 50% % Met Growth

■ % On Grade ■ % Met Growth

Math

New: 20% % On Grade, 41% % Met Growth
Returning: 21% % On Grade, 50% % Met Growth
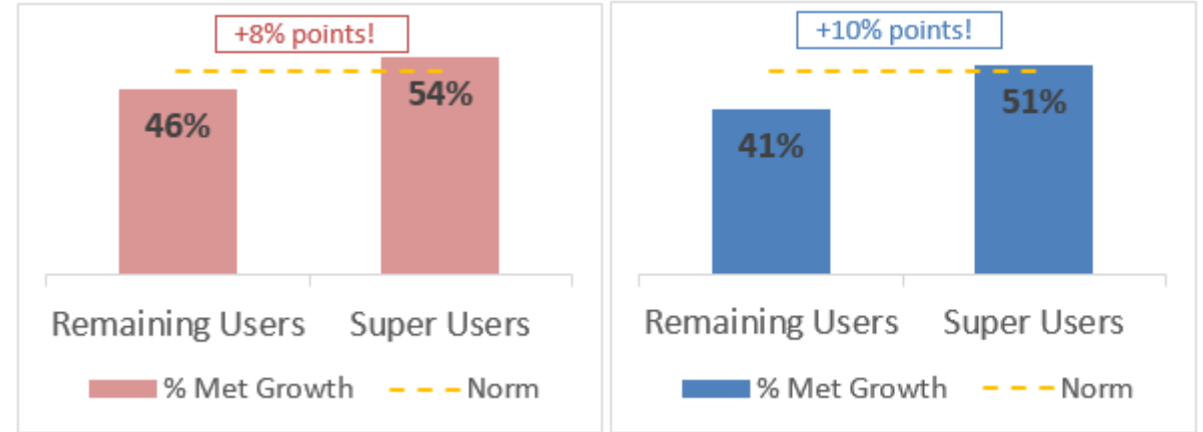
■ % On Grade ■ % Met Growth

- On average, returning students outperformed the new students in both subjects and metrics.

- On average, returning students met the national average in % meeting growth for both subjects.

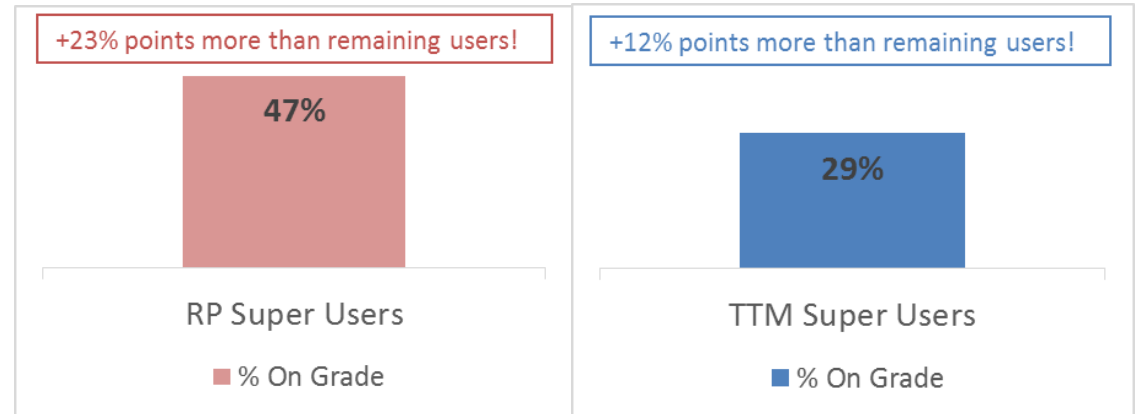## NWEA and Supplemental Instructional Software

Meeting Growth Target

- Super users of RP and TTM averaged above national norms!

+8% points!
Remaining Users: 46%
Super Users: 54%
■ % Met Growth – – – Norm

+10% points!
Remaining Users: 41%
Super Users: 51%
■ % Met Growth – – – Norm

On Grade Level

- Nearly a half of RP super users and a third of TTM super users reached the seasonal grade level nationally

+23% points more than remaining users!
RP Super Users: 47%
■ % On Grade

+12% points more than remaining users!
TTM Super Users: 29%
■ % On Grade

EDES

Student achievement at the beginning of the year was in the 33rd percentile in reading and math. On average, EDES students were in the bottom third of students nationwide.

2016 B2 NWEA RESULTS: New vs Returning Students
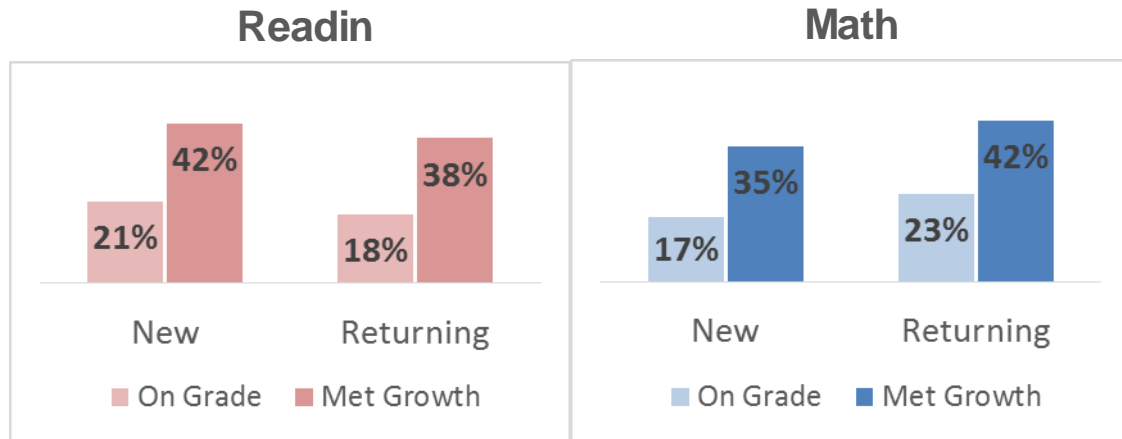
- On average, returning students outperformed the new students in both metrics in math.

- New students at EDES exceeded returning students in both metrics in reading.

2016-17 NWEA Growth Toward Grade Level Performance
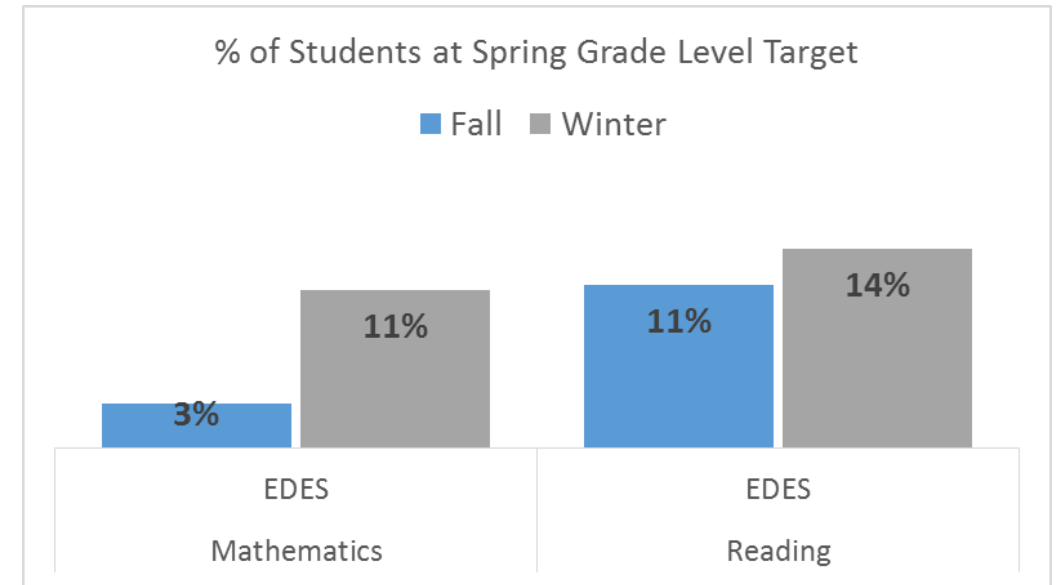
- In reading, the percent of students *on spring target* increased by 3% points from fall to winter administrations. In math, 8% more students met the spring grade level target.

- Approximately 40% of students *met their growth targets* in reading and math.

Goal Update
Instructional bell-to-bell rigor and differentiation

1. Coaching team averages 45 classroom observations monthly.

2. Lesson Plans reviewed by lead teachers and coaches to ensure activities cover appropriate standards and that rigor of lesson matches the standard. Feedback on lessons given weekly to teachers.

3. Staff tiered based on observations for support. Tiers reviewed and adjusted monthly by leadership team.

4. PD selected based on observations (Positive Framing, Behavioral Supports, Working with students impacted by trauma, Educational Software usage, NWEA and data analysis, Thinking Maps training to increase rigor

5. Intervention classes adjusted at terms based on student data, classroom interventions adjusted weekly based on student perfomance on Checks for Understanding (quiz, exit tickets, etc..)

Walkthroughs	Set Teacher Goals (Based on TFET Indicators/Feedback)	Department Chairs/Administration Normed on Indicators to Provide Consistent Feedback	Teacher Led PD	Data for PLCs Share-Out
All Teachers Weekly	October 2016	August-November 2016	January &February	Weekly PLCs

Goal Update

Continuously review diagnostic & intervention data to ensure rapid regrouping of students for interventions

Think Through Math Progress

1. As of March 1, on average, students at Emma Donnan Middle School have spent 26 hours working on Math content outside of their regular core math class.

2. On average, students are Emma Donnan Middle School have completed 70 lessons on TTM this school year.

3. Students have passed 53% of the lessons they have completed.
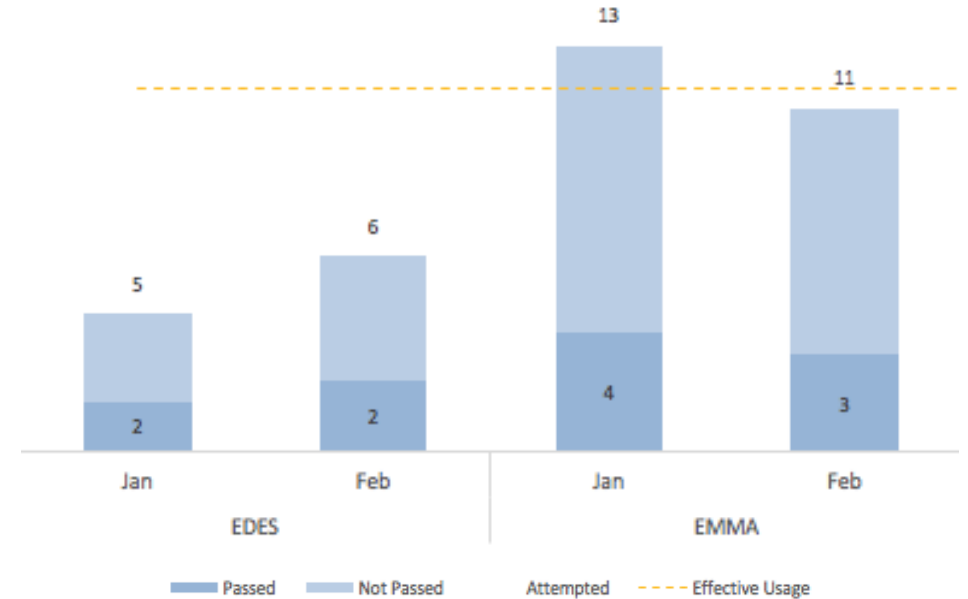
Think Through Math: January 1 - February 27		
EDES	Students with Work	151
	Average Lessons Attempted	10.3
	Average Lessons Passed	3.8
	Avg Below Grade Level Lesson Pass Rate	62%
	Avg On Grade Level Lesson Pass Rate	48%
EMMA	Students with Work	366
	Average Lessons Attempted	22.81
	Average Lessons Passed	6.56
	Avg Below Grade Level Lesson Pass Rate	50%
	Avg On Grade Level Lesson Pass Rate	37%

Goal Update
Continuously review diagnostic & intervention data to ensure rapid regrouping of students for interventions

Reading Plus Progress

1. As of March 1, on average, students at Emma Donnan Middle School have completed 77 SeeReaders this school year. The goal for the school year is 100 SeeReaders, therefore, on average, our students are on track to meet or exceed the goal of 100 SeeReaders.

2. On average, students at Emma Donnan Middle School have increased their reading rate by 96 words per minute this school year.

3. To start the school year, only 17% of students at Emma Donnan Middle School were reading at the appropriate words per minute for their grade level. As of March 1, 64% of students are now reading at the appropriate words per minute for their grade level.

4. To start the school year, less than 10% of students at Emma Donnan Middle School were reading content at or one grade level below their current grade level. As of March 1, 35% of students are now reading content at or one grade level below their current grade level.
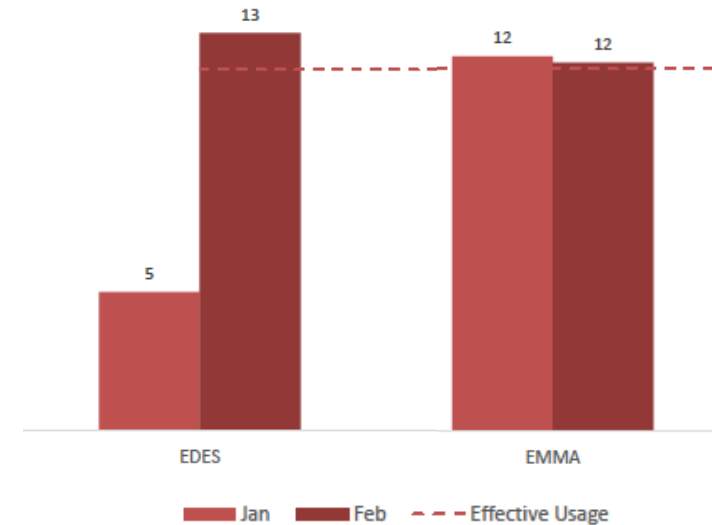
Reading Plus: January 31 - February 27		
EDES	Active Students	84
	Average SeeReader Lessons Completed	13.2
EMMA	Active Students	282
	Average SeeReader Lessons Completed	12.3

Goal – Effective Turnaround Leadership

Goal	Update
1. Experienced leader this year who is focusing on academic initiatives and priorities	Current Leadership has maintained leadership role within school 5 continuous years
2. Turnaround schools require intensive support form experienced turnaround leaders to ensure students make full academic progress, including catch up growth academic progress	Emma Donnan experienced leader utilized as Turnaround mentor
3. Ongoing support to school leaders and administration – including weekly check-ins, school walk throughs and leadership support positions to mentor building leaders	2 QUEST (Site Visits)Completed, Leadership Role Specific Training Quarterly (SPED, Asst. Principal, Principal,Future Leader Development), Weekly Data Reporting

Data Dashboard Summary

Staff Retention, Attendance, and Professional Development

Kagan Win-Win Discipline Testing	Teach Like a Champion: Positive Framing	NWEA Use of Data	FAPE	Co-Teaching	Seclusion & Restraint
9/6/16	9/7/16	9/21/16	10/5/16	10/19/16	10/28/16
7 Hours	1 Hour	1 Hour	1 Hour	1 Hour	5 Hours

Thinking Maps	MindPlay	RTI Process	Mathletics	Guided Reading Groups	Restorative Justice/Love & Logic
10/28/16	11/2/16	11/11/16	11/11/16	11/11/16	11/11/16
5 Hours	3 Hours	1 Hour	1 Hour	1 Hour	1 Hour

Getting to Know Your Students	Trauma Student Behavior & Learning	Thinking Maps Part II	Thinking Maps Part III	Educational Software Part II	Center for Autism	IFP & Data Tracking	NWEA: Program Updates & Features
11/11/16	1/2/17	1/2/17	1/2/17	2/10/17	2/10/17	2/10/17	2/10/16
1 Hour	4 Hours	1 Hour	6.5 Hours	1 Hour	1 Hour	2 Hours	2 Hours

Community and Stakeholder Input and Engagement

- School has a parent liaison that conducts home visits and coordinates dynamic community events

- School participates in local community events and partners with local community organizations to support students

- Working with local preschool programs to enroll kindergarten students

"In most things success depends on knowing how long it takes to succeed."

Montesquieu

Next Steps

- Increase visibility of tracking Instructional Focus Plan for PLC discussions and data driven decision making in subject teams

- Continue Thinking Map Trainings/Usage to increase rigor in lessons and increase student recording of thinking in the learning process

- Continue educational software usage and prepare for celebrations of student success on progress in individualized ED software

- Continue to provide behavioral supports to staff in the form of PD and coaching, continue to provide student's with personalized behavior supports to decrease suspensions

Thank you!