



MEMORANDUM

To: Becky Bowman
From: Jim Larson
Date: March 27, 2012
Subject: Lead Partners' progress monitoring metrics

Enclosed are the latest progress monitoring metrics and protocol employed by the Lead Partners currently providing services at Broad Ripple Magnet High School and George Washington Community High School. Mary Gardner and I will provide an overview of these documents as well as available data pertaining to the progress monitoring metrics at the April 4, 2012 Indiana State Board of Education meeting.

**Broad Ripple Magnet High School
Implementation Progress Monitoring
2011-12**

Goals	Objectives	Key Performance Indicators	Data Collection Tools	Reporting Timelines
Analyze and Align Curriculum				
Conduct analysis of current curriculum	<ol style="list-style-type: none"> Analyze fidelity with which current curriculum is being implemented across classrooms Assess taught curriculum's alignment with district, state, and Common Core State Standards Analyze use of instructional materials (e.g., content relevancy, curriculum alignment, rigor, etc.) Make recommendations for adjusting/streamlining curriculum and addressing possible gaps 	<ul style="list-style-type: none"> SAP will conduct a review of current curriculum, identifying gaps and making recommendations for adjusting or streamlining curriculum and assessment 	<ul style="list-style-type: none"> Curriculum Alignment Report and Recommendations 	<u>May 2012</u>
Improve Instruction and Optimize Assessments				
Improve teachers' knowledge and practice of teaching literacy across all content areas	<ol style="list-style-type: none"> Develop strategies and tools to teach high-level thinking using complex texts Increase teachers' confidence and competence in the use of effective literacy strategies to comprehend, communicate, and represent ideas with a variety of texts and formats Incorporate strategies that meet the rigorous demands of the 21st Century Use strategies that ensure active student engagement of all students 	<ul style="list-style-type: none"> All teachers will demonstrate the use of identified, effective literacy strategies in daily instruction All teachers will complete online learning course on Content Area Literacy Strategies All teachers will complete required PD and coaching 	<ul style="list-style-type: none"> Classroom Visit Rubric Strategy Use Chart Scholastic U online PD progress monitoring PD Sign In Sheets 	<u>Baseline Strategy Use (Jan)</u> <ul style="list-style-type: none"> Analysis of teachers' use of literacy strategies (both frequency and proficiency) <u>End-of-Year</u> <ul style="list-style-type: none"> Summative Report/analysis showing teachers' development in use of literacy strategies

Goals	Objectives	Key Performance Indicators	Data Collection Tools	Reporting Timelines
Build Leadership Capacity				
Develop foundational leadership skills and strategies to lead comprehensive academic improvement	<ol style="list-style-type: none"> 1. Ensure building leaders have the tools, training and support to develop key skills and attributes of effective leaders 2. Ensure building leaders are equipped with the knowledge to recognize “best practices” related to project goals 3. Prioritize key academic and instructional improvement goals 4. Develop action plans to address needs and gaps 5. Track progress toward academic and instructional goals 6. Modify and adjust goals/plans for continuous improvement 	<ul style="list-style-type: none"> • All members of the Teacher Advisory Leadership Committee (TALC) will participate in weekly meetings/professional development sessions • All TALC members will develop a Leadership Growth Plan and document progress toward personal skill development targets • All TALC members will successfully facilitate PLC training sessions and will demonstrate ability to effectively monitor presence or absence of key strategies in the classroom 	<ul style="list-style-type: none"> • Professional Development Participation Log • Leadership Growth Plan • Classroom observation rubrics • Monthly Status Reports • WE Lead Survey 	<p><u>Bi-Weekly</u></p> <ul style="list-style-type: none"> • Bi-weekly updates regarding TALC progress <p><u>Monthly</u></p> <ul style="list-style-type: none"> • Leadership Development Progress Report <ul style="list-style-type: none"> ○ Summary of leadership activities and progress toward project goals ○ Recommendations for continuous improvement <p><u>End-of-Year</u></p> <ul style="list-style-type: none"> • Summative Review of progress toward Goals/ Objectives related to development of key instructional leadership skills

Goals	Objectives	Key Performance Indicators	Data Collection Tools	Reporting Timelines
Support Struggling Readers (Grades 6, 7, 8)				
Increase student achievement	<ol style="list-style-type: none"> Increase students' average Lexile scores from pre to post test on the Scholastic Reading Inventory 	<ul style="list-style-type: none"> 100 % of classrooms will meet average software usage target of 40 minutes per week Achieve an average Lexile growth of 35 points or greater on the Scholastic Reading Inventory (SRI) Achieve an average score of 75% on the <i>READ 180 rSkills Tests</i> 	<ul style="list-style-type: none"> Weekly <i>READ 180</i> Target Software Usage Report Quarterly SRI Growth Report Quarterly <i>READ 180</i> License Utilization Report Quarterly <i>READ 180</i> Results Summary Report Quarterly <i>R180 rSkills</i> Summary Progress Report 	<p><u>Monthly</u></p> <ul style="list-style-type: none"> Student Achievement Snapshot Report <ul style="list-style-type: none"> Summary of participation/usage Summary of student software performance results <p><u>Mid-Project</u></p> <ul style="list-style-type: none"> Student Achievement Summary Report <p><u>End-of-Year</u></p> <ul style="list-style-type: none"> Summative Review of Student Achievement Results <ul style="list-style-type: none"> End-of-Year Gains Analysis (Lexile Growth)
Achievement strong implementation fidelity	<ol style="list-style-type: none"> Adhere to the <i>READ 180/System 44</i> Instructional Model (modified 45-minute model over 2 days) Meet identified benchmarks for implementation fidelity 	<ul style="list-style-type: none"> All classrooms will meet district-level fidelity indicators with 100% compliance [scheduling, class size, materials, technology, PD] All classrooms will average a minimum rating of 80% on classroom-level indicators [use of materials, room setup, SRI, data-driven instruction, on-model instruction] All classrooms will achieve a minimum rating of 8 (of 10) on indicators for on-model instructional practices 90% of classrooms will demonstrate improved fidelity from pre- to post-observations 	<ul style="list-style-type: none"> Coaching Action Plan Ongoing Classroom Implementation Review (CIR) Implementation Fidelity Reporting System (IFRS) 	<p><u>Monthly</u></p> <ul style="list-style-type: none"> Implementation Summary Report (successes/challenges/ action steps) <p><u>End-of-Year</u></p> <ul style="list-style-type: none"> Beginning/End Implementation Success Checks EOY Implementation Effectiveness Report

Goals	Objectives	Key Performance Indicators	Data Collection Tools	Reporting Timelines
Support Struggling Readers (Grades 6, 7, 8)				
Increase teacher knowledge and improve instructional practices	<ol style="list-style-type: none"> 1. Organize and manage classroom to maximize student achievement 2. Develop structures and routines to ensure implementation fidelity 3. Use research-based instructional strategies to support student learning 4. Use data to monitor students' progress and to differentiate instruction 	<ul style="list-style-type: none"> • 100% of teachers will attend district-sponsored <i>READ 180/System 44</i> professional development • All teachers will participate in <i>READ 180/System 44</i> in-classroom coaching support (20 days) 	<ul style="list-style-type: none"> • Professional Development attendance rosters • Coaching Action Plans • Classroom Implementation Review (CIR) • Implementation Fidelity Reporting System (IFRS) 	<p><u>Monthly</u></p> <ul style="list-style-type: none"> • Teacher participation summary report [professional development, number of in-classroom support visits] • Summary of successes/challenges/next steps <p><u>End-of-Year</u></p> <ul style="list-style-type: none"> • Summative Teacher Development Summary Report <ul style="list-style-type: none"> ◦ EOY Implementation Fidelity Reporting System Report
Engage Family and Community				
Improve engagement and communication with family and community members	<ol style="list-style-type: none"> 1. Build awareness and communicate project goals to family and community members 2. Determine barriers toward greater involvement 3. Share student achievement results and ongoing progress toward goals of initiative 	<ul style="list-style-type: none"> • At least (2) community engagement sessions conducted over the course of the year • 75%+ of community participants ranking interaction with school and SAP teams as "Very Helpful" • Qualitative feedback from key stakeholder groups indicating positive feeling about lead partner initiative 	<ul style="list-style-type: none"> • Surveys for Community Event Participants • Focus groups with key stakeholders 	<p><u>Monthly</u></p> <ul style="list-style-type: none"> • Report of progress vs. goals

George Washington Community High School

Intervention Progress Monitoring Outline

2011-12 School Year

Goals	Objectives	Intervention Strategies	Reports/Metrics or Deliverables	Deadline/ Reporting Timeline
Needs Assessment / School Redesign Roadmap				
Conduct thorough Needs Assessment	<ul style="list-style-type: none"> Gather and analyze information about student achievement, attendance, and other student and staff data. Determine adherence of taught and tested curriculum to State standards. Assess impact of recent improvement and professional development foci, data use and collegial collaboration. Analyze and evaluate the effectiveness of resource allocations. 	<ul style="list-style-type: none"> Interview and observe instruction from every teacher and other key staff members. Interview students, parents and community members. Review sample lesson plans and pacing guides Attend Family Night Conduct weekly preparation calls with the principal 	Needs Assessment document complete ¹	March 6, 2012
Complete School Redesign Priorities	Develop and agree upon Priorities with school leadership	<ul style="list-style-type: none"> Iterate with school leadership team 	<ul style="list-style-type: none"> 2011-12 Priorities and associated activities complete 2012-2014 Roadmap 	March 23, 2012 April 20, 2012
Priority 1: Increase Rigor of Classroom Instruction				
1.1. Incorporate Cycle of Inquiry into Daily Practice	<ul style="list-style-type: none"> Identify data sources to use for checking understanding Set up action research focused on small group of students response to instructional strategies Define and develop essential questions 	Weekly: <ul style="list-style-type: none"> ELA and non-ELA PLCs Teacher coaching sessions Leadership PLCs Classroom observation by coach and administrative team 	<ul style="list-style-type: none"> Service Delivery Log Monthly Progress Report Weekly Principal Update Report, including classroom 	Monthly Monthly Weekly

¹ Principal requested some edits, which were completed and sent to the entire Leadership team March 20, 2012. Barring any further feedback from school or IDOE personnel, we will send the final version to IDOE on March 26, 2012.

Goals	Objectives	Intervention Strategies	Reports/Metrics or Deliverables	Deadline/ Reporting Timeline
	and supporting questions to scaffold access to key learning		observation summary data • Sample adjusted lesson plans	Weekly or bi-weekly
1.2. Increase specific, meaningful feedback to teachers	<ul style="list-style-type: none"> All appraisers will be trained in using classroom observation tool with reliability across all indicators Instruction “look fors” developed and used during observations All observations will be followed with written and verbal feedback reflecting data collected during the observation Coach will provide weekly feedback Incorporate RISE when released by IPS 	<ul style="list-style-type: none"> Inter-rater reliability training conducted by TNTP Co-observation, scoring and feedback development provided for each appraiser Leadership PLC One on one Coaching/feedback to administrators 	<ul style="list-style-type: none"> Service Delivery Log Monthly Progress Report Documented written feedback Teacher Survey results 	Monthly Monthly Monthly (during Leadership PLC) Quarterly
1.3. Conduct ELA Curriculum Alignment	<ul style="list-style-type: none"> Facilitate teacher teams in developing common lesson plan formats Deliver graphical representations of Indiana standards for K-12 ELA (and Math) Structure deconstruction of standards by teacher teams Conduct curriculum audit and determine efficacy of scimmages Revise scope and sequence (pacing guides) 	<ul style="list-style-type: none"> Weekly: ELA PLCs, Teacher coaching sessions, Leadership PLCs Differentiate standards workshop for those who have experience with process Curriculum audit conducted by WGen Scope and Sequence Workshop 	<ul style="list-style-type: none"> Service Delivery Log Monthly Progress Report Graphic (hexagonal) representation of IN standards delivered Revised Scope and Sequence/Pacing Guide 	Monthly Monthly April 27, 2012 May-July, 2012 (ongoing)
1.4. Build teacher capacity as instructors and/or leaders	<ul style="list-style-type: none"> Coach ELA teachers to deconstruct learning standards Create lesson plan protocol/template that documents data driven instruction decisions (check for understanding, differentiation decisions, anticipated student support needs) 	<ul style="list-style-type: none"> Weekly ELA PLCs 	<ul style="list-style-type: none"> Service Delivery Log Monthly Progress Report Lesson plan template 	Monthly Monthly June, 2012
Priority 2: Examine and align critical resources (time, people, funding) to support instructional priorities				
2.1 Protect instructional	• Distribute administrative tasks to	• Conduct regular time study for	• Time studies per	Weekly

Goals	Objectives	Intervention Strategies	Reports/Metrics or Deliverables	Deadline/ Reporting Timeline
focus of administrators	appropriate staff	leaders to assure distributed leadership and protect instructional priorities	administrator	
2.2 Create master schedule development plan	<ul style="list-style-type: none"> Determine impact of block schedule on instructional time Prioritize PLC-based common collaboration time Evaluate impact of Success Period intervention 	<ul style="list-style-type: none"> Conduct instructional time study WGen analysis of student achievement gains resulting from Success Period 	<ul style="list-style-type: none"> Time study results Recommendations for scheduling 	May 1, 2012 May 1, 2012
2.3 Develop Teacher Growth Plans	<ul style="list-style-type: none"> Work with school leadership and TNTP to create a growth plan for each teacher 	<ul style="list-style-type: none"> Create individual growth plans Communicate growth plan to each teacher and adjust according to feedback 	<ul style="list-style-type: none"> Teacher Growth Plans 	May 25, 2012
Priority 3: Evaluate and revise special education support services to increase student and general education staff support				
3.1 Conduct Spec Ed program audit/needs assessment	<ul style="list-style-type: none"> Provide Special Education Expert for audit 	<ul style="list-style-type: none"> Observe and interview all Special Educ staff, Director, Principal, review identification protocol, IEP goals 	<ul style="list-style-type: none"> Written report and recommendations 	April 30, 2012
3.2 Review and prioritize recommendations with key stakeholders	<ul style="list-style-type: none"> Develop instructional implementation priorities and plan Provide adequate opportunity for special education and regular education coordination 	<ul style="list-style-type: none"> Gather and synthesize input from ILT, PLCs, Community Advisory, IPS district administrators 	<ul style="list-style-type: none"> Stakeholder sign-off 	May 30, 2012
3.3 Identify and plan for additional training for any new elements of new plan, skills or knowledge	<ul style="list-style-type: none"> Provide practice, feedback and additional learning for needed skills or knowledge 	<ul style="list-style-type: none"> PLCs, ILT, teacher PD sessions – differentiated for individual needs 	<ul style="list-style-type: none"> Service Delivery Log Monthly Progress Report PD session surveys 	Monthly Monthly May-August, 2012
3.4 Implement, monitor and adjust plan and support services	<ul style="list-style-type: none"> Evaluate impact at teacher, student and parent levels 	<ul style="list-style-type: none"> Weekly: ELA PLCs, Teacher coaching sessions, Leadership PLCs Informal classroom observations 	<ul style="list-style-type: none"> Service Delivery Log Monthly Progress Report Observation results 	Monthly Monthly Beginning

Goals	Objectives	Intervention Strategies	Reports/Metrics or Deliverables	Deadline/ Reporting Timeline
		by coaches and administrators <ul style="list-style-type: none"> Family Night and Community-based PLC 	<ul style="list-style-type: none"> Family and community feedback 	August, 2012 into 2012-13 school year Prior to June, 2012
Priority 4: Distribute leadership across expanded formal and informal assignments				
4.1 Identify and engage teacher leaders	<ul style="list-style-type: none"> Match teacher interest and aptitude to school needs and growth priorities Adjust growth plans to include new skill/knowledge development needed for successful leadership Provide professional development and coaching to support new skill/knowledge 	<ul style="list-style-type: none"> Weekly: ELA PLCs, Teacher coaching sessions, Leadership PLCs Document leadership descriptions/opportunities One-on-one coaching 	<ul style="list-style-type: none"> Service Delivery Log Monthly Progress Report Executed growth plan 	Monthly Monthly May-June, 2012
4.2 Coordinate student support with appropriate community partners	<ul style="list-style-type: none"> Establish Community-based PLC Determine “real” issues for PLC focused problem solving and/or learning enhancements Develop communication protocol for sharing improvement inputs 	<ul style="list-style-type: none"> Bi-monthly Community/Parent PLC 	<ul style="list-style-type: none"> Service Delivery Log Meeting minutes School Improvement Input Protocol 	Monthly After PLC (dates TBD through June) June 8, 2012
4.3 Broaden responsibility and career experience of Assistant Principals and teacher leaders	<ul style="list-style-type: none"> Identify programs, initiatives or tasks that can be distributed Map VP/TL interest and career goals to school needs Provide professional learning to support new skill/knowledge development needed for assigned leadership role Structure practice and feedback for new leaders 	<ul style="list-style-type: none"> Weekly Leadership PLCs Document leadership descriptions/opportunities One on one coaching 	<ul style="list-style-type: none"> Service Delivery Log Monthly Progress Report Executed growth plan, including documented differentiated professional development 	Monthly Monthly May-August, 2012

Broad Ripple Magnet HS and George Washington Community HS

Implementation Progress Monitoring -- March 2012

Goals	Objectives and Key Performance Indicators	Data Sources and Collection Tools	Reporting Timeline
TNTP will assess the instructional culture of the schools and present their findings	a) Administer TNTP's Instructional Culture Survey (ICS) at GWCHS b) Analyze Scholastic Achievement Partners' WE Survey to assist with the goals-setting process at BRMHS c) Re-administer the ICS at GWCHS in May	<ul style="list-style-type: none"> • Instructional Culture Survey (ICS) • Scholastic Achievement Partners' WE Survey 	February 2012
TNTP will complete a full needs assessment with the leadership teams at BRMHS and GWCHS, including each evaluator's individual development needs	a) Review scope of work with WGEN, SAP, IDOE and IPS b) Collect baseline teacher performance data c) Conduct initial workshops with administrative team members at GWCHS and BRMHS d) Have evaluation team members self-evaluate their strengths and areas for growth	<ul style="list-style-type: none"> • Teacher performance and evaluation data for the 2011-2012 school year • Initial workshop survey results • Administrators' self-assessment 	March 2012
TNTP will develop and facilitate a training series for school leadership teams on how to operationalize the current IPS observation tool	a) Weekly talent management meetings b) Review Danielson criteria with principals, clarifying vague indicators c) Develop specific guidance for unique placements (i.e. special education), which includes supplementary resources/videos	<ul style="list-style-type: none"> • Current IPS observation tool • Pilot observation tool • RISE rubric • Administrative feedback forms • Low-inference feedback examples and resources 	March 2012

	<p>to help teams norm</p> <p>d) Develop a pilot tool to help administrators focus on six critical competencies within the larger Danielson framework</p>		
<p>TNTP will work with schools to identify focus area teachers and ensure that intervention plans are in place for those teachers</p>	<p>a) Guide evaluation team members in selecting 3-4 focus teachers each (total of 40 teachers selected)</p> <p>b) Conduct initial paired observations with administrators for every focus teacher selected</p> <p>c) Diagnose, prioritize and sequence development needs for focus area teachers</p> <p>d) Set observation goals with principals</p> <p>e) Ensure intervention plans have been adequately developed for struggling teachers</p>	<ul style="list-style-type: none"> • Existing teacher evaluation data • Teacher intervention plans • Observation documentation 	<p>March 2012</p>
<p>TNTP will develop and facilitate ongoing group norming sessions to ensure greater inter-rater reliability amongst leadership team members</p>	<p>a) Work with administrative teams to norm observation and feedback conversations</p> <p>b) Develop additional resources (i.e. normed videos of special education classrooms) to help ensure accurate ratings for unique placements</p> <p>c) Analyze observation ratings and identify trends</p> <p>d) Conduct bi-weekly paired observations to provide support and check for fidelity to the evaluation rubric</p> <p>e) Gather data from lead partners and incorporate into ongoing</p>	<ul style="list-style-type: none"> • Teacher observation documentation • RISE rubric and current IPS rubric • Pilot observation tool 	<p>March – May 2012</p>

	analysis		
TNTP will develop data tracking tools and protocols to ensure school leaders are on-track to collect robust, accurate teacher performance data and meet district evaluation timelines	<ul style="list-style-type: none"> a) Develop data trackers for principals b) Facilitate conversations to monitor effectiveness of teacher development interventions c) Begin early identification of vacancies through low-stakes Declaration of Intent (DOI) process 	<ul style="list-style-type: none"> • Data trackers • DOI documentation 	April 2012
TNTP will support the transition to RISE at GWCHS and BRMHS by developing a crosswalk and supplementary trainings for administrators and teachers	<ul style="list-style-type: none"> a) Work with RISE team to determine appropriate source of administrative training/ messaging for administrative teams and teacher leaders b) Create a crosswalk that will help administrators and teachers prepare for the transition to a new evaluation system c) Coach school administrators on how to develop talking points that will help teachers understand how their performance may be rated differently on the new system d) Work with lead partners to ensure focus teacher development areas are linked to critical attributes in RISE evaluation tool 	<ul style="list-style-type: none"> • Teacher observation documentation • RISE rubric and current IPS rubric • Pilot observation tool 	April - June 2012