

Wireless Generation Monthly Performance Metrics

February 18, 2013

Data will be reported at each SBOE Meeting. An average of each sub-priority is reported for the overview and each sub-priority is reported on the Monthly Performance Metrics spreadsheet.

For monthly priority metrics: green = exceeded, met, or within four points of the goal; yellow = within five to nine points of the goal; red = ten or more points from the goal.

Tracking Document Overview

Overarching Goals	<ul style="list-style-type: none"> Monthly Performance Metrics document will list progress towards year-end goals for the ECA, ISTEP+ and Graduation Rate.
Priority 1: Increase Student Engagement and Rigor	<ul style="list-style-type: none"> There has been steady growth in the area of questioning and providing feedback since September. About 76% of teachers demonstrate these behaviors in the classroom.
Priority 2: Build Teacher Capacity to Work with ENL Students	<ul style="list-style-type: none"> As of February, 70% of teachers use strategies to support ENL students in their classrooms. The ENL teachers and an AP will work during spring intersession to develop a formative assessment to track student growth.
Priority 3: Implement RTI Program	<ul style="list-style-type: none"> Ninety-percent of success period instructors are using data informed materials provided by the Student Support Team to serve students in Tiers 2 and 3. Monthly Rtl team meetings occur and continue to address the needs of the students in Tiers 1, 2, and 3.
Priority 4: Improve Reading and Writing Across All Content Areas in All Grades	<ul style="list-style-type: none"> As of February, cross-content ELA support is evident in approximately 85% of classrooms and occurs in many non-ELA classrooms. This will be addressed through coaching and PLCs.
Priority 5: Support Leaders in Managing School Change	<ul style="list-style-type: none"> There is still improvement needed in the areas of classroom observation and school vision. The leadership team also struggles to articulate a share vision for the school. Developing a mission and vision for 2013-2014 will be the focus of PLCs for March.

Wireless Generation/George Washington High School Monthly Performance Metrics

Performance Metrics Key:

Green = Exceeded, met, or within four points of the goal.

Yellow = Within five to nine points of the goal

Red = Ten or more points from the goal

Overall School Goals

	EOY Goal	2012						2013					
		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
ECA Alg 1	55%	n/a	n/a	Benchmarks 58.3%	n/a	ECA 36.4% Benchmarks 56%	n/a						
ECA English 10	55%	n/a	n/a	Benchmarks 68.9%	n/a	ECA 33.7% Benchmarks 16.5%	n/a						
ISTEP E/LA 7	40%	n/a	n/a	Acuity 46%	n/a	n/a	n/a						
ISTEP Math 7	60%	n/a	n/a	Acuity 51%	n/a	n/a	n/a						
ISTEP E/LA 8	45%	n/a	n/a	Acuity 31%	n/a	n/a	n/a						
ISTEP Math 8	75%	n/a	n/a	Acuity 41%	n/a	n/a	n/a						
Projected Graduation Rate	70%	n/a	n/a	to be reported at end of semester	awaiting ECA results	80%							

Comments: Graduation rate excludes four certificate students

GWCHS - Monthly Performance Metrics

Priority 1:	EOY Goal	2012										
		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
<p>1. Teacher lesson plans include questioning and assessment practices addressing an essential question</p> <p><i>Data Source: Classroom and PLC observations</i></p>	Plan	95% n/a		50%	60%	70%	70%	75%	80%	85%	90%	95%
	Actual	n/a		45%	61%	69%	70%	71%				
<p>Comments: Oct. - Some evidence of planning questions to assess student learning is evident in lesson plans. Through coaching, and teacher collaboration during planning, there should be an increase in this practice. Nov. - ELA Teachers have begun to unpack standards to develop more robust lesson plans and assessments. Many other teachers continue to improve questioning and assessment strategies. Dec. - Questioning techniques are a frequent focus of coaching conversations. The focus has been on asking "Why..." when after student answers. Jan. - Continued growth is evident in this area. Action plans, PLC conversations and coaching conversations all include this priority. Feb. - Action plans are still in place. Teachers continue to set data-driven goals.</p>												
<p>2. Teachers collect and analyze student engagement data</p> <p><i>Data Source: Teacher-collected data on percent of engaged students</i></p>	Plan	95% n/a		55%	65%	70%	70%	75%	80%	85%	90%	95%
	Actual	n/a		60%	63%	70%	70.3%	74%				
<p>Comments: Oct. - Teachers collect and utilize qualitative more than quantitative data on student engagement during instruction, but a more quantitative approach from all is needed. Collecting engagement data during Success Period will be encouraged for November. Nov. - A student engagement survey will be administered so that teachers can analyze student survey responses about engagement. Dec. - Coaches provide teachers with qualitative and quantitative data by recording student behaviors during observations. Jan. - Teachers need to be sure they do not become stagnant in this area. There are new teachers who began second semester and they struggle to engage students. This will be addressed through coaching conversations and action plans. Feb. - Coaches continue to help teachers collect data in this area through classroom visits.</p>												
<p>3. Teachers develop and carry-out action research focused on student engagement and student achievement</p> <p><i>Data Source: Classroom and PLC Observations and PLC surveys</i></p>	Plan	90% n/a		55%	60%	65%	65%	70%	75%	80%	85%	90%
	Actual	n/a		50%	61%	74%	82%	84%				
<p>Comments: Oct. - Two of the four PLCs have completed action plans and have been collecting data to measure progress towards their goal. Nov. - Two PLCs are still editing Action Plans. They should be complete by the first week in Dec. Dec. - Flexible action plans have been developed by all teachers. Some teaching the same course have developed plans as a group. Expectations are that teachers will examine data monthly to assess student achievement and continue to create data-informed lessons. Jan. - Action plans continue to be developed based on student assessment results or classroom observations by coaches. Teachers share action plans during PLCs to receive feedback and prepare to implement. Feb. - Action plans are still driving teacher practice.</p>												
<p>4. Teaching teachers how to provide immediate, specific, meaningful and feedback to students</p> <p><i>Data Source: Classroom observation</i></p>	Plan	90%	50%	55%	60%	65%	65%	70%	75%	80%	85%	90%
	Actual		48%	52%	61%	66.50%	68%	73%				
<p>Comments: Sept. - Based on observations from 9/4 to 9/30. Will be addressed through coaching conversations and PLCs where necessary. Oct. - Some feedback practices have improved, but this may need to be a focus during PLCs. Role-play may be helpful through a frontal instructional example as well as responding to student work. Nov. - As teachers unpack standards and change questioning strategies in the classroom, coaches will continue to support this practice to increase the amount of meaningful feedback in classrooms. Dec. - Coaching conversations have centered around utilizing student response systems, Dojo, and student managed work-files and station work to increase engagement. Jan. - This continues to be a focus of coaching conversations. Teachers who began after second semester need to begin to focus on this, as well as teachers who will need improvement in this area. Feb. - Coaches are working with teachers who are newer to George Washington to provide feedback regularly.</p>												

GWCHS - Monthly Performance Metrics

EOY Goal	2012					2013				
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
EOY Goal	Assist in the implementation of a Response to Intervention (RtI) program									
9 monthly meetings	n/a	Y	Y	Y	Y	Y	Y	Y	Y	Y
Plan	n/a	Y	Y	Y	Y	Y	Y	Y	Y	Y
Actual	n/a	Y	Y	Y	Y	Y	Y	Y	Y	Y
Comments:	Oct. - RtI process just began so the team had been meeting once per week. Nov. - Support team met two times in November. Dec. - one support team meeting in early December. Feb. - This team continues to meet monthly addressing Success Period and student behavior.									

1. Student support team meets monthly <i>Data Source: Meeting Sign-in and notes</i>	95%	50%	60%	65%	70%	70%	75%	80%	85%	90%	95%
Plan	95%	55%	40%	46%	69%	90%	90%	90%	90%	90%	95%
Actual	95%	55%	40%	46%	69%	90%	90%	90%	90%	90%	95%
Comments:	Sept. - Success period groupings are data-driven but more evidence of differentiation during the period will come after Dr. McKnight conducts PD for teachers in late October. Oct. - Although students are in data-driven success periods, they have not yet received PD from Dr. McKnight and are unsure about what to do with their students. Nov. - Differentiation is still lacking. A team including Wireless Generation staff will create new groups and identify instructional focus and materials for each group. Dec. - Differentiation has improved but still lacks an ongoing data-driven approach. New groups for second semester were created in early December based on SRI data. Success Period teacher assignments and materials were also chosen based on data. Jan - Data driven groupings and lessons are being created regularly. Feb. - Differentiation continues and a majority of the staff can be found teaching a data-driven lesson during Success Period.										

2. Success Period will show evidence of differentiation during a 30-minute observation period <i>Data Source: Data-driven success period groupings and success period observations</i>	monthly RtI monitoring	n/a	Y	Y	Y	Y	Y	Y	Y	Y	Y
Plan	monthly RtI monitoring	n/a	Y	Y	Y	Y	Y	Y	Y	Y	Y
Actual	monthly RtI monitoring	n/a	Y	Y	Y	Y	Y	Y	Y	Y	Y
Comments:	October - A short cycle assessment had been identified and the team is waiting for approval for funding to use it. Nov. - A statement of need was submitted to IPS by Principal Ezell. We are awaiting approval for use of Northwest Education Association (NWEA) assessment. Dec. - The short cycle assessment the RtI team wants to use has not been through an approval process. We are supporting Principal Ezell in determining which short cycle assessment can be approved and utilized to measure the effectiveness of RtI (Success Period intervention) in Tier 3 students. Feb. - Re: Principal Ezell, the short cycle assessment has not been approved. District data will be used to measure progress.										

3. Response to Intervention Support Team will identify and utilize a short-cycle assessment for monitoring RtI practice <i>Data Source: Short-cycle assessment in place informing success period observations</i>	monthly RtI monitoring	n/a	Y	Y	Y	Y	Y	Y	Y	Y	Y
Plan	monthly RtI monitoring	n/a	Y	Y	Y	Y	Y	Y	Y	Y	Y
Actual	monthly RtI monitoring	n/a	Y	Y	Y	Y	Y	Y	Y	Y	Y
Comments:	October - A short cycle assessment had been identified and the team is waiting for approval for funding to use it. Nov. - A statement of need was submitted to IPS by Principal Ezell. We are awaiting approval for use of Northwest Education Association (NWEA) assessment. Dec. - The short cycle assessment the RtI team wants to use has not been through an approval process. We are supporting Principal Ezell in determining which short cycle assessment can be approved and utilized to measure the effectiveness of RtI (Success Period intervention) in Tier 3 students. Feb. - Re: Principal Ezell, the short cycle assessment has not been approved. District data will be used to measure progress.										

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Priority 4:	EOY Goal	2012						2013					
		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
<p>1. All ELA teachers will develop a consistent portfolio showing reading and writing growth over the school year</p> <p><i>Data Source: Evidence of quarterly portfolio</i></p>	Quarterly - current portfolio	n/a	n/a	80% n/a	n/a	n/a	90% n/a	n/a	n/a	n/a	n/a	100%	
	Actual	n/a	n/a	78% n/a	n/a	n/a	88% n/a	n/a	n/a	n/a	n/a	n/a	
<p>Comments: Nov. - Portfolios to be completed at end of semester. Feb. - Most ELA teachers have completed portfolios.</p>													

<p>2. Students identified as below proficient will receive 30 minutes of intervention per day during success period</p> <p><i>Data Source: Data-Driven Success Period monthly checks</i></p>	Plan	Monthly check	n/a	n/a	30min	30min	30min	30min	30min	30min	30min	30min
	Actual	n/a	n/a	30 min	30 min	30 min	30 min	30 min	30 min	30 min	30 min	30 min
<p>Comments: Oct. - Success period data-driven groups are in place, but targeted interventions are not. Nov. - Students are receiving extra instruction during success period but to consider it intervention, instructional materials and group size need to be addressed. Dec. - Students continue to receive 30 minutes of instruction and will be re-groups for second semester based on SRI scores. Jan. Success period has been planned and organized well and has been successful. Feb. - Success Period continues to be successful.</p>												

<p>3. At least three new opportunities will be offered allowing students to learn from real world experiences with community partners</p> <p><i>Data Source: Number of community opportunities at each check point</i></p>	Plan	3	n/a	n/a	1	n/a	n/a	n/a	2	n/a	n/a	3
	Actual	n/a	n/a	n/a	0	n/a	n/a	n/a	0	n/a	n/a	n/a
<p>Comments: Nov. - Currently planning a day for either shadowing or having partners come to GW. Confirmation is needed from partners. Feb. Reaching out to partners who can come to GW to speak to students.</p>												

<p>4. Teachers will consistently collaborate and co-plan ways to embed effective reading and writing strategies within all content areas as evidenced by PLC sharing, lesson plans and classroom observations</p> <p><i>Data Source: Evidence from planning in PLCs, lesson plans and classroom observations</i></p>	Plan	90%	n/a	55%	60%	65%	65%	70%	75%	80%	85%	90%
	Actual	n/a	n/a	50%	63%	68%	75%	83%	83%	83%	85%	85%
<p>Comments: Oct - Some non-ELA teachers are implementing identified ELA strategies but others need more support from ELA teachers about how to address and evaluate target skills. Nov. - Specials, science and social studies teachers are all supporting ELA strategies. Dec./Jan - improvement in the embedding of ELA strategies increases steadily. Strategies are discussed during PLC. Feb. - collaboration continues to increase in this area.</p>												

GWCHS - Monthly Performance Metrics

		2012						2013					
		EOY Goal	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
<p>Priority 5: school change</p> <p>To improve student performance by supporting leaders in managing school change</p> <p>1. Leadership team agrees that collective coaching sessions practicing instructional conversations (feedback) helped improve instructional practices and outcomes</p> <p><i>Data Source: PLC exit tickets and surveys</i></p>	Plan	100% n/a	n/a	n/a	72% n/a		n/a	n/a	86% n/a	n/a	n/a	100%	
	Actual	n/a	n/a	n/a	86% n/a		n/a	n/a	n/a	n/a	n/a		
	Comments:	Nov. - Most administrators shared that coaching and practicing instructional conversations are helping to improve their teacher evaluation practices.											
<p>2. The leadership team agrees that individual coaching sessions improved their leadership skills</p> <p><i>Data Source: Administrator survey</i></p>	Plan	100% n/a	n/a	n/a	72% n/a		n/a	n/a	86% n/a	n/a	n/a	100%	
	Actual	n/a	n/a	n/a	86% n/a		n/a	n/a	n/a	n/a	n/a		
	Comments:	Nov. - Most administrators feel that coaching has improved their leadership skills.											
<p>3. The leadership team intentionally schedules short and long classroom observations and meetings to provide observational feedback</p> <p><i>Data Source: Administrator Coach PLC notes and observations</i></p>	Plan	95% n/a	n/a	58% n/a	72% n/a		n/a	n/a	85% n/a	n/a	n/a	95%	
	Actual	n/a	n/a	85% n/a	60% n/a		n/a	n/a	n/a	n/a	n/a		
	Comments:	Oct. - All but one of the evaluation administrators is scheduling observations and providing observational feedback. Dec. - Some administrators did not complete all short and long observations. Student behavior has been a distractor.											
<p>4. Leadership team is able to use individual and aggregate school data to provide meaningful feedback to teachers as indicated on Individual Professional Development Plans and RISE observation forms</p> <p><i>Data Source: Administrator Coach PLC notes and observations</i></p>	Plan	95% n/a	n/a	58% n/a	72% n/a		n/a	n/a	85% n/a	n/a	n/a	95%	
	Actual	n/a	n/a	72% n/a	60% n/a		n/a	n/a	n/a	n/a	n/a		
	Comments:	Oct. - All but two administrators are able to use school data to provide meaningful feedback to teachers. Dec. - Some administrators have not provided data-driven feedback to their assigned teachers. Student behavior has been a distractor.											
<p>5. Leadership team articulates a cohesive and coherent vision for the school</p> <p><i>Data Source: Administrator Coach PLC and coaching notes</i></p>	Plan	95% n/a	n/a	58% n/a	72% n/a		n/a	n/a	85% n/a	n/a	n/a	95%	
	Actual	n/a	n/a	72% n/a	72% n/a		n/a	n/a	n/a	n/a	n/a		
	Comments:	Oct. - Administrator coach asked for written school vision from each administrator during a PLC. Dec. - The school vision continue to only be articulated in a cohesive way by some but not all administrators.											