

## Scholastic Achievement Partners Update

March 11, 2012

### Tracking Document Overview

#### Student Attendance and Discipline

- The first table measures the student attendance rate, which is currently at 97.42% as of January 18, 2013
- The second table tracks the number and type of discipline incidents by grade level. The data for February had not been gathered as of February 15<sup>th</sup>.

#### Leading Indicators

- The first table lists the baselines and targets for SAP's Key Performance Indicators. This table will be updated throughout the year as testing and attendance data is gathered. At this time the data indicates growth toward targets, with two areas slightly above the end of year target.
- The second table lists the baselines and SAP's end of the year goals for BRMHS in the area of academic achievement. Currently this data is indicating an increase in each of the listed Achievement Indicators.

#### Initiative Specific Indicators

- This table breaks down each of SAP's Focus Areas, outlining the Key Performance Indicators, baseline measures and targets.
- The data for teacher strategy usage for January 2013 shows an increase in strategy use, from an overall 1.34 at the September baseline to an overall 1.85 at the beginning of February for ELA and from a 1.23 to a 1.35 in math.
- This data is current as of January 17, 2013 and shows growth/progress toward benchmarks.

#### Staff Culture

- In the next two weeks, teachers will fill out their monthly survey regarding the professional development services and supports they are receiving from SAP.
- This data will be analyzed for the next IDOE meeting.

### Student Attendance

Key Performance Indicators		Baseline	Target	August	September	October	November	December
Whole School Student Attendance Rate		96.90%	97%	97.98%	97.70%	97.27%	97.17%	97.42%

### Student Discipline

Key Performance Indicators		Baseline	Target	August	September	October	November	December
6th	% of School Total:			21%	22%	8%	33%	17%
	Disobedience/Disrespect:			7	3	1	1	0
	Violence/Aggression:			0	2	0	7	8
	Cheating/Stealing:			0	6	0	2	0
	Other:			1	4	0	3	3
7th	% of School Total:			14%	33%	41%	18%	25%
	Disobedience/Disrespect:			4	4	2	1	4
	Violence/Aggression:			0	6	2	3	4
	Cheating/Stealing:			0	2	0	0	0
	Other:			1	11	1	3	6
8th	% of School Total:			16%	26%	8%	33%	34%
	Disobedience/Disrespect:			5	3	0	4	5
	Violence/Aggression:			0	3	0	4	2
	Cheating/Stealing:			0	3	0	2	0
	Other:			0	9	1	3	12
9th	% of School Total:			16%	9%	33%	5%	5%
	Disobedience/Disrespect:			5	0	0	1	0
	Violence/Aggression:			0	0	2	0	0
	Cheating/Stealing:			0	3	0	1	0
	Other:			1	3	2	0	3
10th	% of School Total:			5%	5%	0%	5%	9%
	Disobedience/Disrespect:			1	0	0	0	1
	Violence/Aggression:			0	0	0	0	0
	Cheating/Stealing:			0	3	0	1	0
	Other:			1	1	0	1	4
11th	% of School Total:			8%	1%	8%	2%	4%
	Disobedience/Disrespect:			6	0	1	0	1
	Violence/Aggression:			0	0	0	0	0
	Cheating/Stealing:			0	0	0	0	0
	Other:			0	1	0	1	1
12th	% of School Total:			19%	3%	0%	2%	4%
	Disobedience/Disrespect:			5	0	0	1	0
	Violence/Aggression:			0	1	0	0	0
	Cheating/Stealing:			0	1	0	0	0
	Other:			2	0	0	0	2

**Leading Indicators**

Key Performance Indicators	Baseline (Last Year)	Target	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
Minutes per Day	360	X	X				
Student Participation Rate	99.40%	X	X				
Student Attendance Rate	96.90%	97.00%	97.98	97.70%	97.27%	97.17% (as of 12-17)	97.42% (as of 1-18)
Teacher Attendance Rate	98.30%	97.68%	97.26%	97.68%	98%	98.3% (as of 12-17)	98.5% (as of 1-18)
Drop Out Rate	N/A		97.68%				
Suspension Rate	23.90%	X		X	10.36%	12% (as of 12-17)	14% (as of 1-18)
AP-Dual Enrollment Classes Offered	5	7	X				
Minutes of job-embedded PD/week	150	PLC minutes	315	315	225	325	315
Distribution of teachers by performance level	HE: 0%; E: 88%; IN: 12%; I: 0%	X	PLC minutes				HE: 2%; E: 89%; IN: 9%; I: 0%

**Achievement Indicators**

Key Performance Indicators	Baseline (Last Year)	Target
<b>Middle School</b>		
ISTEP ELA Pass Rate	65.70%	69.10%
ISTEP Math Pass Rate	77.10%	80.50%
Percent of Bottom 25% showing high growth	45%	55%
Percent of students demonstrating low growth	40%	25%
Average Scale Score Increase-ELA	6th: 494.5; 7th: 520.8; 8th: 525.9	6th: 498.5; 7th: 525.8; 8th: 530.9
Average Scale Score Increase- Math	6th: 513.1; 7th: 541.4; 8th: 562	6th: 518.1; 7th: 546.4; 8th: 567
Percent of Students At/Above Proficient on ISTEP- ELA	65.70%	69.10%
Percent of Students At/Above Proficient on ISTEP- Math	77.10%	80.50%

**High School**

ECA Pass Rate- ELA	76.30%	79.30%
ECA Pass Rate- Math	89.20%	90%
8th-10th ECA Improvement- ELA	-0.90%	10.30%
8th-10th ECA Improvement- Math	14.50%	17.10%
Percent of non-passers who pass by 12th grade- ELA	81.60%	83%
Percent of non-passers who pass by 12th grade- Math	87.20%	90%
Average Scale Score Increase-ELA	412	437
Average Scale Score Increase- Math	597	603
Non-Waiver Graduation Rate	69.4	74.40%

Top Quartile Schools  
Spring 2012

Difference

October Check-in  
Survey

June 2012 ICS

Question

Question	June 2012 ICS	October Check-in Survey	Difference	Top Quartile Schools Spring 2012
1) "My school is committed to improving my instructional practice."	81%	82.00%	1.00%	90%
2) "Teachers at my school share a common vision of what effective teaching looks like."	56%	52.00%	-4.00%	83%
3) "The expectations for effective teaching are clearly defined at my school."	46%	58.00%	12.00%	87%
4) "My school implements a rigorous academic curriculum."	63%	56.00%	-7.00%	87%
5) "Teachers at my school track the performance of their students towards measurable academic goals."	59%	58.00%	-1.00%	90%
6) "I discussed specific performance goals for my students with a school leader who evaluates my performance."	33%	72.00%	39.00%	74%
7) "The person who evaluates me knows how much growth and progress my students have made this year."	32%	39.00%	7.00%	72%
8) "I know the criteria that will be used to evaluate my performance as a teacher."	64%	75.00%	11.00%	86%
9) "Reviewing lesson/unit plans with a coach and/or supervisor is effective."	43%	33.00%	-10.00%	87%
10) "The feedback I get from being observed helps me improve student outcomes."	44%	44.00%	0.00%	76%

**Initiative Specific Indicators**

Instructional Priorities	Key Performance Indicators					
	Baseline	Target	September	October	November	
Focus Area 1a: Improve instruction through implementing high impact literacy strategies	Achieve 100% participation rate in all in-person professional learning activities	100%	100%	100%	100%	
	Achieve 1.0 increase on average on teacher proficiency of implementing targeted instructional strategies (on 4 point scale)	1.0 Increase	1.0 Increase	1.0 Increase	1.0 Increase	
	Achieve 25+ point increase on average in pre-test scores on writing proficiency (this score is reported in the report card) and is the result of increased scores on WRITING in Spring 2022, which was correlated with strong student achievement gains)	50% Correct on Pre-Test	Increase of 25 points	52.5% average score on pre-test	55%	75%
	Achieve 100% participation rate in all in-person professional learning activities	100%	100%	100%	100%	
Focus Area 1b: Improve instruction through implementing high impact math strategies	Achieve 1.0 point increase on average on teacher proficiency of implementing targeted instructional strategies (using agreed upon plan on a 4.0 point scale)	1.0 Increase	1.0 Increase	1.0 Increase	1.0 Increase	
	Achieve 15 minutes of average software usage per student per day (this number represents the average daily time a student spends on instructional software and is the largest amount of time that students should be on software in the READ 180 blended learning model)	15 minutes per student per day	15 minutes per student per day	14 minutes per day	15 minutes per day	15 minutes per day
	Achieve 85% of students who grow Lexia level 50 points or greater	85% of students will grow 50 level points or greater	85% of students will grow 50 level points or greater	To be collected at the end of the year with one mid-year report	To be collected at the end of the year with one mid-year report	To be collected at the end of the year with one mid-year report
	Achieve 85% of students who grow Lexia level 50 points or greater	85% of students will grow 50 level points or greater	85% of students will grow 50 level points or greater	To be collected at the end of the year with one mid-year report	To be collected at the end of the year with one mid-year report	To be collected at the end of the year with one mid-year report
Focus Area 2a: Continue to improve instruction by implementing interventions for students.	Achieve 100% completion of all individualized growth plans for teacher-leaders	100% completion of all individualized growth plans for teacher-leaders	100% completion of all individualized growth plans for teacher-leaders	100% completion of all individualized growth plans for teacher-leaders	100% completion of all individualized growth plans for teacher-leaders	
	Each teacher-leader facilitates (3) PLCs over the course of the year	Facilitates 3 PLCs	Facilitates 3 PLCs	Facilitates 3 PLCs	Facilitates 3 PLCs	
	Administer feedback rubric to ensure high quality facilitation of PLCs	Scholarship to develop rubric for administration	Scholarship to develop rubric for administration	Scholarship to develop rubric for administration	Scholarship to develop rubric for administration	
	Using data, set targets by subgroup for end of year testing	Set targets during leadership retreat	Set targets during leadership retreat	Set targets during leadership retreat	Set targets during leadership retreat	
Focus Area 3: Continue to build leadership instructional capacity to support effective instruction and student learning	Community Outreach plan created	One event per month	One event per month	One event per month	One event per month	
	All milestones reached	One event per month	One event per month	One event per month	One event per month	
	Average +10% improvement on Key Indicators from WE Support Survey	10% increase	10% increase	10% increase	10% increase	
	Allow the Instructional Leadership Team to set dates and goals for parent involvement	Develop plan for parent involvement for entire year	Develop plan for parent involvement for entire year	Develop plan for parent involvement for entire year	Develop plan for parent involvement for entire year	
Focus Area 4: Continue to empower and develop the community to support school goals	Achieve 100% participation rate in all in-person professional learning activities	100%	100%	100%	100%	
	Administer feedback rubric to ensure high quality facilitation of PLCs	Scholarship to develop rubric for administration	Scholarship to develop rubric for administration	Scholarship to develop rubric for administration	Scholarship to develop rubric for administration	
	Using data, set targets by subgroup for end of year testing	Set targets during leadership retreat	Set targets during leadership retreat	Set targets during leadership retreat	Set targets during leadership retreat	
	Community Outreach plan created	One event per month	One event per month	One event per month	One event per month	

## Progress Update -- February 2013

### Document Overview

#### TNTP Goals Summary

- Provides an overview of TNTP's current progress towards meeting year-end goals; as of February 18, 2013, TNTP is currently on-track towards meeting all goals at George Washington Community High School and Broad Ripple Magnet High School
- Outlines regular benchmarks for administrators' progress towards meeting TNTP's guidelines for citing low-inference evidence and aligning observed evidence to the appropriate RISE competencies; by developing these skill sets, school-based evaluators will deliver more accurate, meaningful ratings to teachers

#### Norming

- 100% of administrators who receive support from TNTP are consistently meeting guidelines for citing low-inference evidence
- 100% of administrators who currently evaluate teachers and receive support from TNTP are consistently aligning the evidence they cite during classroom observations to the appropriate competency on IPS' RISE tool

#### Quality of Feedback to Teachers

- TNTP collects teacher feedback as one way to assess changes in the instructional culture at both Broad Ripple Magnet High School and George Washington Community High School; this section outlines several benchmarks that are based on teacher responses to specific questions from TNTP's Instructional Culture Survey
- Currently, 75% of administrators who receive support are consistently meeting TNTP's guidelines for delivering clear, actionable next steps; we remain confident that we will meet the goal of 90% meeting guidelines by April 2013

#### School Instructional Culture

- TNTP's Instructional Culture Insight survey has been shown to have a strong correlation to student achievement in reading and math scores; this tab outlines benchmarks tied to specific questions from that survey
- The mid-year Instructional Culture Insight survey was conducted at both schools and closed in early-February; Broad Ripple had a response rate of 83% and George Washington had a response rate of 77%; school reports will be available by February 25<sup>th</sup>

#### TNTP Quality of Service

- 100% of administrators surveyed at Broad Ripple and George Washington "agreed" or "strongly agreed" that TNTP's services have improved their ability to evaluate and provide feedback to teachers

Type	Goal	Target	Goal Date	Goal Status	Notes
Norming	100% of administrators who receive support from TNTP will meet guidelines for citing and documenting low-inference evidence in alignment with the IPS RISE observation tool by December 2012	100%	2012 DEC	Met	All those participating in team norming sessions and trainings met TNTP's guidelines for low-inference evidence collection.
	90% of administrators who receive support from TNTP will align their observed evidence to the appropriate RISE competencies during team norming sessions by January 2013	100%	2013 JAN	Met	8 of 8 administrators who are currently receiving supports from TNTP and evaluating teachers are consistently meeting expectations in this area.
Quality Feedback	85% of focus area teachers at both schools will "somewhat agree," "agree" or "strongly agree" with the following statement on an end-of-year survey in May 2013: "Receiving feedback has helped me improve my instruction."	85%	2013 MAY	On Track	Teachers at George Washington and Broad Ripple completed the mid-year Instructional Culture Survey in early-February. Reports will be delivered to school leaders by February 25th.
	90% of administrators who receive support from TNTP will meet TNTP's guidelines for setting clear, actionable next steps for focus area teachers by April 2013	90%	2013 APR	On Track	Currently 75% of administrators are consistently meeting TNTP's guidelines for setting actionable next steps; this continues to be a key focus area for the second semester
Instructional Culture	80% of all teachers at GWCHS and BRMHS will "agree" or "strongly agree" with the following statement by June 2013: "Being observed by, and receiving feedback from, a coach and/or supervisor is effective."	80%	2013 JUN	On Track	Teachers at George Washington and Broad Ripple completed the mid-year Instructional Culture Survey in early-February. Reports will be delivered to school leaders by February 25th.
	65% of all teachers at GWCHS and BRMHS will "agree" or "strongly agree" with the following statement by June 2013: "The feedback I get from being observed helps me improve student outcomes."	65%	2013 JUN	On Track	Teachers at George Washington and Broad Ripple completed the mid-year Instructional Culture Survey in early-February. Reports will be delivered to school leaders by February 25th.
TNTP Service	90% of administrators who receive supports from TNTP will "somewhat agree," "agree" or "strongly agree" with the following statement on an end-of-year survey in May 2013: "Partner observations, norming and evaluation feedback helped me feel more confident when evaluating teachers and providing feedback on their instruction."	90%	2013 MAY	On Track	100% of administrators who completed the survey "agreed" or "strongly agreed" with this statement.
	90% of administrators who receive supports from TNTP will "somewhat agree," "agree" or "strongly agree" with the following statement on an end-of-year survey in May 2013: "I am more confident in my ability to assess teachers' instructional practice through observation than I was at the beginning of the school year."	90%	2013 MAY	On Track	100% of administrators who completed the survey "agreed" or "strongly agreed" with this statement.



Goal	Benchmark	Date	Status	Notes
100% of administrators who receive support from TNIP will meet guidelines for citing and documenting low-inference evidence in alignment with the IPS RISE observation tool by December 2012	All administrators who receive support from TNIP will be assessed on their ability to cite and document low-inference evidence that is in alignment with the IPS RISE observation tool by September 2012	2012 SEPT	MEET	Baseline data collected from first two norming sessions
	75% of administrators who receive support from TNIP will meet guidelines for citing and documenting low-inference evidence in alignment with the IPS RISE observation tool by October 2012	2012 OCT	MEET (77%)	7 of 9 administrators (77%) were consistently meeting TNIP's guidelines for citing low-inference evidence by the end of October
	90% of administrators who receive support from TNIP will meet guidelines for citing and documenting low-inference evidence in alignment with the IPS RISE observation tool by November 2012	2012 NOV	MEET (89%)	All administrators were consistently meeting TNIP's guidelines for citing low-inference evidence by the end of November
90% of administrators who receive support from TNIP will align their observed evidence to the appropriate RISE competencies during team norming sessions by January 2013	All administrators who receive support from TNIP will be assessed on their ability to align observed evidence to the appropriate RISE competencies by September 2012	2012 SEPT	MEET	Baseline data collected from first two norming sessions; currently analyzing results
	50% of administrators who receive support from TNIP will align their observed evidence to the appropriate RISE competencies during team norming sessions by October 2012	2012 OCT	MEET (50%)	7 of 9 administrators (77%) were consistently aligning observed evidence to the appropriate RISE competency by the end of October
	70% of administrators who receive support from TNIP will align their observed evidence to the appropriate RISE competencies during team norming sessions by November 2012	2012 NOV	MEET (77%)	7 of 9 administrators (77%) continue to consistently align observed evidence to the appropriate RISE competency; we are finalizing results from the most recent training, so this number may be higher
	80% of administrators who receive support from TNIP will align their observed evidence to the appropriate RISE competencies during team norming sessions by December 2012	2012 DEC	MEET (83%)	8 of 9 administrators who are receiving supports from TNIP were consistently meeting expectations for aligning evidence to the appropriate RISE competency at the end of the first semester



Goal	Benchmark	Date	Status	Notes
85% of focus area teachers at both schools will "somewhat agree," "agree" or "strongly agree" with the following statement on an end-of-year survey in May 2013: "Receiving feedback has helped me improve my instruction."	TNTP will gather baseline data for the 2012-2013 school year through the September 2012 administration of the ICS	2012 SEPT	Met	ICS check-in survey was completed at both schools; TNTP conducted debrief with both school leaders and set additional goals for the fall semester
	60% of focus area teachers at both schools will "somewhat agree," "agree" or "strongly agree" with the following statement when surveyed in November 2012: "Receiving feedback has helped me improve my instruction."	2012 NOV	Met	68% and 78% of teachers "somewhat agreed," "agreed," or "strongly agreed" with this statement at Broad Ripple and George Washington respectively.
	55% of all teachers who respond to the mid-year Instructional Culture Survey (ICS) in January 2013 will "somewhat agree," "agree" or "strongly agree" with the following statement: "Receiving feedback has helped me improve my instruction."	2013 JAN	On Track	Instructional culture survey reports for both schools will be finalized no later than February 25th.
90% of administrators who receive support from TNTP will meet TNTP's guidelines for setting clear, actionable next steps for focus area teachers by April 2013	75% of focus area teachers at both schools will "somewhat agree," "agree" or "strongly agree" with the following statement when surveyed in March 2013: "Receiving feedback has helped me improve my instruction."	2013 MAR		
	All administrators who receive support from TNTP will be assessed on their ability to deliver clear, actionable next steps to teachers by September 2012	2012 SEPT	Met	Baseline data collected from first two norming sessions; currently analyzing results
	40% of administrators who receive support from TNTP will meet TNTP's guidelines for setting clear, actionable next steps by November 2012	2012 NOV	Met (44%)	4 of 9 (44%) administrators who receive support from TNTP are consistently meeting guidelines for delivering clear, actionable next steps
	60% of administrators who receive support from TNTP will meet TNTP's guidelines for setting clear, actionable next steps by January 2013	2013 JAN	Met (75%)	6 of 8 (75%) administrators who receive support from TNTP and evaluate teachers are consistently meeting expectations in this area.
	70% of administrators who receive support from TNTP will meet TNTP's guidelines for setting clear, actionable next steps by February 2013	2013 FEB	On Track	
80% of administrators who receive support from TNTP will meet TNTP's guidelines for setting clear, actionable next steps by March 2013	2013 MAR			

Goal	Benchmark	Date	Status	Notes
<p>80% of all teachers at GWCHS and BRMHHS will "agree" or "strongly agree" with the following statement by June 2013: "Being observed by, and receiving feedback from, a coach and/or supervisor is effective."</p>	<p>70% of all teachers at GWCHS and BRMHHS will respond to the following statement by October 2012: "Being observed by, and receiving feedback from, a coach and/or supervisor is effective."</p> <p>80% of all teachers at GWCHS and BRMHHS will "agree" or "strongly agree" with the following statement by February 2013: "Being observed by, and receiving feedback from, a coach and/or supervisor is effective."</p>	<p>2012 OCT</p> <p>2013 FEB</p>	<p>MET</p> <p>On Track</p>	<p>TNTP collected responses from 95% of teachers at both schools.</p> <p>The Instructional Culture Survey was completed at both schools. 83% of teachers at Broad Ripple, and 77% of teachers at George Washington, completed the survey. Reports will be delivered no later than February 25th.</p>
<p>65% of all teachers at GWCHS and BRMHHS will "agree" or "strongly agree" with the following statement by June 2013: "The feedback I get from being observed helps me improve student outcomes."</p>	<p>70% of all teachers at GWCHS and BRMHHS will respond to the following statement by October 2012: "The feedback I get from being observed helps me improve student outcomes."</p> <p>65% of all teachers at GWCHS and BRMHHS will "agree" or "strongly agree" with the following statement by February 2013: "The feedback I get from being observed helps me improve student outcomes."</p>	<p>2012 OCT</p> <p>2013 FEB</p>	<p>MET</p> <p>On Track</p>	<p>TNTP collected responses from 95% of teachers at both schools.</p> <p>The Instructional Culture Survey was completed at both schools. 83% of teachers at Broad Ripple, and 77% of teachers at George Washington, completed the survey. Reports will be delivered no later than February 25th.</p>

Goal	Benchmark	Date	Status	Notes
<p>90% of administrators who receive supports from TNTP will "somewhat agree," "strongly agree," "agree" or "strongly agree" with the following statement on an end-of-year survey in May 2013: "Partner observations, norming and evaluation feedback helped me feel more confident when evaluating teachers and providing feedback on their instruction."</p>	<p>40% of administrators who receive supports from TNTP will "somewhat agree," "agree" or "strongly agree" with the following statement on an end-of-year survey in November 2012: "Partner observations, norming and evaluation feedback helped me feel more confident when evaluating teachers and providing feedback on their instruction."</p>	2012 NOV	MET (100%)	60% answered "strongly agree" and 40% answered "agree," which significantly surpassed our benchmark.
<p>90% of administrators who receive supports from TNTP will "somewhat agree," "agree" or "strongly agree" with the following statement on an end-of-year survey in May 2013: "I am more confident in my ability to assess teachers' instructional practice through observation than I was at the beginning of the school year."</p>	<p>75% of administrators who receive supports from TNTP will "somewhat agree," "agree" or "strongly agree" with the following statement on an end-of-year survey in February 2013: "Partner observations, norming and evaluation feedback helped me feel more confident when evaluating teachers and providing feedback on their instruction."</p>	2013 FEB	MET (100%)	Administrators who receive support from TNTP will be surveyed again at the end of February.
<p>90% of administrators who receive supports from TNTP will "somewhat agree," "agree" or "strongly agree" with the following statement on an end-of-year survey in May 2013: "I am more confident in my ability to assess teachers' instructional practice through observation than I was at the beginning of the school year."</p>	<p>40% of administrators who receive supports from TNTP will "somewhat agree," "agree" or "strongly agree" with the following statement on an end-of-year survey in November 2012: "I am more confident in my ability to assess teachers' instructional practice through observation than I was at the beginning of the school year."</p>	2012 NOV	MET (100%)	40% answered "strongly agree" and 60% answered "agree," which significantly surpassed our benchmark.
<p>90% of administrators who receive supports from TNTP will "somewhat agree," "agree" or "strongly agree" with the following statement on an end-of-year survey in May 2013: "I am more confident in my ability to assess teachers' instructional practice through observation than I was at the beginning of the school year."</p>	<p>75% of administrators who receive supports from TNTP will "somewhat agree," "agree" or "strongly agree" with the following statement on an end-of-year survey in February 2013: "I am more confident in my ability to assess teachers' instructional practice through observation than I was at the beginning of the school year."</p>	2013 FEB	MET (100%)	Administrators who receive support from TNTP will be surveyed again at the end of February.

## Wireless Generation Monthly Performance Metrics

February 15, 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"> <li>Monthly Performance Metrics document will list progress towards year-end goals for the ECA, ISTEP+ and Graduation Rate.</li> </ul>
Priority 1: Increase Student Engagement and Rigor	<ul style="list-style-type: none"> <li>There has been steady growth in the area of questioning and providing feedback since September. About 72% of teachers demonstrate these behaviors in the classroom. Middle school teachers struggle to find ways to engage challenging students.</li> </ul>
Priority 2: Build Teacher Capacity to Work with ENL Students	<ul style="list-style-type: none"> <li>Approximately 68% of teachers use strategies to support ENL students in their classrooms. The ENL teachers plan to order a Benchmark assessment to track students over time, but in the meantime will create their own formative assessments.</li> </ul>
Priority 3: Implement RTI Program	<ul style="list-style-type: none"> <li>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 RtI team meetings occur and continue to address the needs of the students in Tiers 1, 2, and 3.</li> </ul>
Priority 4: Improve Reading and Writing Across All Content Areas in All Grades	<ul style="list-style-type: none"> <li>As of mid-January, cross-content ELA support is still evident in 75% and occurs in many non-ELA classrooms. This will be address through coaching and PLCs.</li> </ul>
Priority 5: Support Leaders in Managing School Change	<ul style="list-style-type: none"> <li>There is still improvement needed in the areas of observations and school vision. As of the end of January, 60% of administrators completed observations and feedback conversations for long and short observations. The leadership team also struggles to articulate a share vision for the school. When asked, 60% of the administrators communicate the same vision. This will be addressed through coaching and PLCs.</li> </ul>

## 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%							
ECA English 10	55%	n/a	n/a	Benchmarks 68.9%	n/a	ECA 33.7% Benchmarks 16.5%							
ISTEP E/LA 7	40%	n/a	n/a	Acuity 46%	n/a	n/a							
ISTEP Math 7	60%	n/a	n/a	Acuity 51%	n/a	n/a							
ISTEP E/LA 8	45%	n/a	n/a	Acuity 31%	n/a	n/a							
ISTEP Math 8	75%	n/a	n/a	Acuity 41%	n/a	n/a							
Projected Graduation Rate	70%	n/a	n/a	to be reported at end of semester	awaiting ECA results	80%							

Comments: Jan. - graduate rate excludes four certificate students

**GWCHS - Monthly Performance Metrics**

Priority 1:	EOY Goal	2012						2013					
		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
1. Teacher lesson plans include questioning and assessment practices addressing an essential question  <i>Data Source: Classroom and PLC observations</i>	Plan 95% n/a Actual n/a	50%	45%	60%	70%	70%	75%	80%	85%	90%	95%	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.	
2. Teachers collect and analyze student engagement data  <i>Data Source: Teacher-collected data on percent of engaged students</i>	Plan 95% n/a Actual n/a	55%	65%	70%	70%	70%	75%	80%	85%	90%	95%	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.	
3. Teachers develop and carry-out action research focused on student engagement and student achievement  <i>Data Source: Classroom and PLC Observations and PLC surveys</i>	Plan 90% n/a Actual n/a	55%	60%	65%	65%	65%	70%	75%	80%	85%	90%	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.	
4. Teaching teachers how to provide immediate, specific, meaningful and feedback to students  <i>Data Source: Classroom observation</i>	Plan 90% Actual n/a	50%	55%	60%	65%	65%	70%	75%	80%	85%	90%	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.	





Data source: *Community partner activity log and notes*

Comments:

Oct./Nov. - Students used Skype to communicate with college students to hear about their experiences and ask questions about college preparation.

**GWCHS - Monthly Performance Metrics**

Priority 3: Assist in the implementation of a Response to Intervention (RtI) program.	EOY Goal	2012					2013				
		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1. Student support team meets monthly <i>Data Source: Meeting sign-in and notes</i>	9 monthly meetings	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.	n/a									

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>	95%	50%	60%	65%	70%	70%	75%	80%	85%	90%	95%
Plan											
Actual											
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.										

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 of</i>	monthly RtI monitoring	n/a	n/a	Y	Y	Y	Y	Y	Y	Y	Y
Plan											
Actual											
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.										

**GWCHS - Monthly Performance Metrics**

EOY Goal	2012						2013					
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
Quarterly - current portfolio	n/a	n/a	80%	n/a	n/a	90%	n/a	n/a	n/a	n/a	100%	
Plan	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Actual	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Comments:	Nov. - Portfolios to be completed at end of semester.											

Plan	Monthly check	n/a	n/a	30min	30min	30min	30min	30min	30min	30min	30min
Actual	Monthly check	n/a	n/a	30min	30min	30min	30min	30min	30min	30min	30min
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.										

Plan	3	n/a	n/a	1	n/a	n/a	2	n/a	n/a	3	n/a
Actual	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Comments:	Nov. - Currently planning a day for either shadowing or having partners come to GW. Confirmation is needed from partners.										

Plan	90%	n/a	55%	60%	65%	65%	70%	75%	80%	85%	90%
Actual	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
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.										

**GWCHS - Monthly Performance Metrics**

2012 2013

Priority 5:	EOY Goal	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
<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>Data Source: PLC exit tickets and surveys</p>	Plan	100% n/a	n/a	72% n/a	n/a	n/a	n/a	86% n/a	n/a	n/a	100%
	Actual	n/a	n/a	n/a	n/a	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 practice									

<p>2. The leadership team agrees that individual coaching sessions improved their leadership skills</p> <p>Data Source: Administrator survey</p>	Plan	100% n/a	n/a	72% n/a	n/a	n/a	n/a	86% n/a	n/a	n/a	100%
	Actual	n/a	n/a	n/a	n/a	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>Data Source: Administrator Coach PLC notes and observations</p>	Plan	95% n/a	58% n/a	72% n/a	n/a	n/a	n/a	85% n/a	n/a	n/a	95%
	Actual	n/a	n/a	n/a	n/a	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.									

<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>Data Source: Administrator Coach PLC notes and observations</p>	Plan	95% n/a	58% n/a	72% n/a	n/a	n/a	n/a	85% n/a	n/a	n/a	95%
	Actual	n/a	n/a	n/a	n/a	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.									

<p>5. Leadership team articulates a cohesive and coherent vision for the school</p> <p>Data Source: Administrator Coach PLC and coaching notes</p>	Plan	95% n/a	58% n/a	72% n/a	n/a	n/a	n/a	85% n/a	n/a	n/a	95%
	Actual	n/a	n/a	n/a	n/a	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									