

Progress Update -- December 2012

Document Overview	
TNTP Goals Summary	<ul style="list-style-type: none"> Provides an overview of TNTP's current progress towards meeting year-end goals; as of December 17, 2012, TNTP is currently on-track towards meeting all goals
Norming	<ul style="list-style-type: none"> 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 100% of administrators who receive support from TNTP are consistently meeting guidelines for both citing low-inference evidence
Quality of Feedback to Teachers	<ul style="list-style-type: none"> 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, 44% 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	<ul style="list-style-type: none"> 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 TNTP collected additional baseline data by surveying teachers at both schools; over 95% of all classroom teachers completed the survey; leadership team members at both schools debriefed the most recent results, and have set short-term goals to ensure that their schools' overall Instructional Culture Index score increases Teachers at both schools will take the full, mid-year Instructional Culture Insight survey upon returning from winter break; we will be able to share final results in February
TNTP Quality of Service	<ul style="list-style-type: none"> The benchmarks described on this tab focus upon administrators' satisfaction with the service provided; TNTP is collecting data from the initial surveys of administrators at both schools.

Wireless Generation Monthly Performance Metrics

December 18, 2012

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 growth in the area of questioning and providing feedback since September. About 70% 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 December, 68% of teachers use strategies to support ENL students in their classrooms. The ENL teachers led a PLC around where to find LAS Links scores for students leading to an increase in knowledge of student ENL levels.
Priority 3: Implement RTI Program	<ul style="list-style-type: none"> A thirty minute success period intervention is already in place to address students' needs; however, only 52% of success period groups are using data informed materials 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"> Coaches report that 68% of teachers are showing these combined behaviors. Cross-content ELA support is most evident and occurs in many non-ELA classrooms.
Priority 5: Support Leaders in Managing School Change	<ul style="list-style-type: none"> One-hundred percent of administrators are engaged in planning for instructional conversations and coaching sessions. There is still improvement needed in the areas of observations and school vision. As of the end of the first semester, 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.