

Progress Update -- July 2013

Summary

TNTP is on-track to meet all goals at Broad Ripple Magnet High School and George Washington Community High School. Project goals in the areas of accurate evaluations and TNTP's quality of service have been met and are final. In the area of quality feedback, 90% of administrators who received support from TNTP also met our year-end goal of meeting guidelines for consistently setting clear, actionable next steps for teachers. The attached goals tracker documents the significant progress administrators who received support from TNTP made in this area throughout the year.

The only outstanding goals from the 2012-2013 academic year were assessed during our end-of-year instructional culture survey – this survey closed on June 12th with response rates of 78% at Broad Ripple Magnet High School and 84% at George Washington Community High School. Campus reports will be released to principals in early-July, and TNTP will include our final goal results in the areas of instructional culture and quality feedback on the August update.

The table below provides additional data to support the strong progress made at both schools.

Goals Overview	
Accurate Evaluations	<ul style="list-style-type: none"> 100% of administrators who currently evaluate teachers consistently cited low-inference evidence, and aligned that evidence to the appropriate competency on the district's evaluation tool
Quality of Feedback	<ul style="list-style-type: none"> 90% of administrators who received support consistently met TNTP's guidelines for delivering clear, actionable next steps to teachers
Instructional Culture	<ul style="list-style-type: none"> TNTP concluded its end-of-year <i>Insight</i> survey to assess progress towards improving the instructional culture at both schools; overall, 81% of teachers at the two schools completed the survey – this exceeded our target of 80% As of February 2013, 76% of teachers at Broad Ripple agreed that teachers throughout their school tracked performance of students toward measurable goals; this represented an 18 point increase from the previous semester
Quality of Service	<ul style="list-style-type: none"> 100% of administrators surveyed at both schools "agreed" or "strongly agreed" that TNTP's services improved their ability to evaluate instructional practice through observations and provide feedback to the teachers they observed

Type	Goal	Target	Goal Date	Goal Status	Notes
Accurate Evaluations	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	100% of 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: <i>"Receiving feedback has helped me improve my instruction."</i>	85%	2013 MAY	On-Track	The end-of-year Insight survey measuring school instructional culture was completed on June 12th at both schools; final results will be made available to school leaders in mid-July and we will be able to report the final result during our August update
	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	MET	90% of administrators consistently met TNTP's guidelines for setting actionable next steps
Instructional Culture	80% of all teachers at GWCHS and BRMHS will "agree" or "strongly agree" with the following statement by June 2013: <i>"Being observed by, and receiving feedback from, a coach and/or supervisor is effective."</i>	80%	2013 JUN	On-Track	The end-of-year Insight survey measuring school instructional culture was completed on June 12th at both schools; final results will be made available to school leaders in mid-July and we will be able to report the final result during our August update.
	65% of all teachers at GWCHS and BRMHS will "agree" or "strongly agree" with the following statement by June 2013: <i>"The feedback I get from being observed helps me improve student outcomes."</i>	65%	2013 JUN	On-Track	The end-of-year Insight survey measuring school instructional culture was completed on June 12th at both schools; final results will be made available to school leaders in mid-July and we will be able to report the final result during our August update.
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: <i>"Partner observations, norming and evaluation feedback helped me feel more confident when evaluating teachers and providing feedback on their instruction."</i>	90%	2013 MAY	MET	100% of administrators who receive support from TNTP answered "agree" or "strongly agree" to 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>"I am more confident in my ability to assess teachers' instructional practice through observation than I was at the beginning of the school year."</i>	90%	2013 MAY	MET	100% of administrators who receive support from TNTP answered "agree" or "strongly agree" to this statement.

Goal	Benchmark	Date	Status	Notes
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	All administrators who receive support from TNTP 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	MET	Baseline data collected from first two norming sessions
	75% 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 October 2012	2012 OCT	MET (77%)	7 of 9 administrators (77%) were consistently meeting TNTP's guidelines for citing low-inference evidence by the end of October
	90% 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 November 2012	2012 NOV	MET (100%)	All administrators were consistently meeting TNTP's guidelines for citing low-inference evidence by the end of November
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	All administrators who receive support from TNTP will be assessed on their ability to align observed evidence to the appropriate RISE competencies by September 2012	2012 SEPT	MET	Baseline data collected from first two norming sessions; currently analyzing results
	50% of administrators who receive support from TNTP will align their observed evidence to the appropriate RISE competencies during team norming sessions by October 2012	2012 OCT	MET (77%)	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 TNTP will align their observed evidence to the appropriate RISE competencies during team norming sessions by November 2012	2012 NOV	MET (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 TNTP will align their observed evidence to the appropriate RISE competencies during team norming sessions by December 2012	2012 DEC	MET (89%)	8 of 9 administrators who are receiving supports from TNTP 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	MET	56% of all teachers at both schools indicated that they "agreed" or "strongly agreed" with this statement on the mid-year Instructional Culture Survey.
	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	MET	79% at GWCHS; 75% at BRMHS
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	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	MET (75%)	6 of 8 (75%) administrators who receive support from TNTP and evaluate teachers are consistently meeting expectations in this area.
	80% of administrators who receive support from TNTP will meet TNTP's guidelines for setting clear, actionable next steps by March 2013	2013 MAR	MET (88%)	7 of 8 (88%) administrators who receive support from TNTP and evaluate teachers are consistently meeting expectations in this area

Goal	Benchmark	Date	Status	Notes
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."	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."	2012 NOV	MET (100%)	
	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."	2013 FEB	MET (100%)	60% answered "strongly agree" and 40% answered "agree," which significantly surpassed our benchmark.
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."	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."	2012 NOV	MET (100%)	
	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."	2013 FEB	MET (100%)	40% answered "strongly agree" and 60% answered "agree," which significantly surpassed our benchmark.

Goal	Benchmark	Date	Status	Notes
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."	70% of all teachers at GWCHS and BRMHS will respond to the following statement by October 2012: "Being observed by, and receiving feedback from, a coach and/or supervisor is effective."	2012 OCT	MET	TNTP collected responses from 95% of teachers at both schools.
	80% of all teachers at GWCHS and BRMHS 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."	2013 FEB	Not Met (77%)	79% of teachers at GWCHS and 75% of teachers at BRMHS indicated that they "agreed" or "strongly agreed" with this statement.
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."	70% of all teachers at GWCHS and BRMHS will respond to the following statement by October 2012: "The feedback I get from being observed helps me improve student outcomes."	2012 OCT	MET	TNTP collected responses from 95% of teachers at both schools.
	65% of all teachers at GWCHS and BRMHS will "agree" or "strongly agree" with the following statement by February 2013: "The feedback I get from being observed helps me improve student outcomes."	2013 FEB	Not Met (56%)	57% of teachers at GWCHS and 54% of teachers at BRMHS indicated that they "agreed" or "strongly agreed" with this statement in January.