

Amplify (formerly known as Wireless Generation)

Monthly Performance Metrics

May 15, 2013

Data will be reported at each SBOE Meeting. A summary 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.

April/May Overview

Per the request of the acting principal, Linda Gagyi, *Amplify* teacher coaches are winding down PLCs and will allow teachers to work on RISE binders during PLC time for the last half of May and the beginning of June. The metrics reported for April and May will be final metrics for each priority for the school year and June metrics will be reported as n/a or a final percentage as of May 15.

The *Amplify* administrator coach, Claudia Rodriguez, has worked closely with the acting principal, Linda Gagyi and her Assistant Principals, Cynthia Perkins, William Buckley, and Joel Munoz. The last month has been a very positive one as the acting principal continues to solicit input from all stakeholders. The leadership team is in place and ready and willing to provide input and collaborate about teaching and learning, school culture, discipline, and more. The administrative and leadership teams are excited about the new leadership and vision for the school. *Amplify* and TNTP have worked collaboratively to support, encourage, and ensure that all administrators intentionally schedule observations and provide meaningful feedback to teachers. Continued support and collaboration would be very beneficial to the administrative team as they become more and more comfortable with the new teacher evaluation system.

Teachers continue to grow in many of the priority areas identified at the beginning of the school year. The *Amplify* coaches, Bryan Edney and Karen Kaplan, have spent the last month working with TNTP to determine RISE Domain 2 success and challenges and supporting teachers in identifying where continued growth is needed for next year. *Amplify* coaches dedicated one to two PLCs to each section of Domain 2 and targeted the classroom observations and coaching conversations to reflecting on Domain 2 progress during the 2012-2013 school year.

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Priority 1: I	Increase student engagement and rigor	EOY Goal	2012				2013					
			Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
	1. Teacher lesson plans include questioning and assessment practices addressing an essential question	95%	n/a	50%	60%	70%	70%	75%	80%	85%	90%	95%
	<i>Data Source: Classroom and PLC observations</i>	Actual	n/a	45%	61%	69%	70%	71%	74%	82%	82%	n/a
		Comments:	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. March - Assessment through questioning is still increasing. An April PLC focus in this area should increase the amount of teachers showing this behavior. April/May - Although progress has been made, some teachers still struggle to design questions with assessment in mind.									
	2. Teachers collect and analyze student engagement data	95%	n/a	55%	65%	70%	70%	75%	80%	85%	90%	95%
	<i>Data Source: Teacher-collected data on percent of engaged students</i>	Actual	n/a	60%	63%	70%	70.3	74%	79%	80%	80%	n/a
		Comments:	March - The practice of collecting classroom data is increasing and in subsequent PLCs teachers will identify what they would like coaches to help measure or count during classroom observations to increase student engagement. April/May - Coaches support teachers by helping them measure engagement during certain points during a class identified by the teacher in some cases. Engagement data is discussed during coaching conversations, but teachers still struggle to use to evaluate engagement levels on their own.									
	3. Teachers develop and carry-out action research focused on student engagement and student achievement	90%	n/a	55%	60%	65%	65%	70%	75%	80%	85%	90%
	<i>Data Source: Classroom and PLC Observations and PLC su</i>	Actual	n/a	50%	61%	74%	82%	84%	86%	85%	85%	n/a
		Comments:	March - During PLCs teachers will identify specific areas where they would like coaching support to continue improving their practice to engage students. April/May - Teachers used their action plans and information form feedback conversations with observers (Amplify coaches and administrators) to reflect on RISE Domain 2 to identify where they have had instructional success and challenges this school year and set goals for next year.									
	4. Teaching teachers how to provide immediate, specific, and meaningful feedback to students	90%	50%	55%	60%	65%	65%	70%	75%	80%	85%	90%
	<i>Data Source: Classroom observation</i>	Actual	48%	52%	61%	66.50%	68%	73%	75%	78	78	78
		Comments:	March - During PLCs teachers will identify areas where they would like coaching support to continue improving the practice of providing timely and meaningful feedback to students. April/May - Coaches have supported teachers in providing timely feedback after assessments and during informal classroom conversations. Teachers have improved over time and will need to tie purposeful questioning to meaningful feedback.									

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Priority 2:	Build teachers' capacity to meet the educational needs of English Language Learners (ELL)	EOY Goal	2012					2013					
			Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	
1. Teachers (ENL and non-ENL) show evidence of use of ENL strategies during a 30-minute observation period <i>Data source: Classroom observations looking for defined</i>	Plan	90%	50%	55%	60%	65%	65%	70%	75%	80%	85%	90%	
	Actual		45%	58%	58%	60%	62%	66%	66%	72%	72%	n/a	
	Comments:	March - There is no evidence of improvement in this area. This will be discussed with each teacher during coaching conversations. April/May - Teachers continue to teach without planning for ENL student needs. This is an area of need that can be addressed during summer PD.											
2. Teachers will develop an on-going formative assessment to track student growth using an agreed-upon formative assessment by October <i>Data Source: Formative assessment</i>	Plan	Y	n/a	n/a	n/a	Y	n/a	n/a	n/a	n/a	n/a	n/a	
	Actual		n/a	n/a	n/a	N	n/a	n/a	n/a	n/a	Y	n/a	
	Comments:	Dec. - The ESL/Bilingual services supervisor just recently put in the order so the assessment materials have not arrived. Jan. - Teachers will order an assessment but will track students on their own for now. Feb. This will be developed during spring intersession. April/May - Work was done during and after intersession. Some benchmark questions have been developed and the team will meet to continue this work over the summer.											
3. A teacher-developed ongoing formative assessment will be used to track ELN student growth across the year <i>Data source: Percent of students being assessed using on-going formative assessment</i>	Plan	100%	50%	50%	60%	70%	70%	75%	80%	85%	90%	100%	
	Actual		50%	50%	100%	0%	0%	0%	50%	50%	50%	n/a	
	Comments:	Feb. - Benchmark assessment order will not occur. Teachers and AP Munoz will work on creating a formative assessment during intersession. March - The ENL teachers and an assistant principal and former ENL teacher, Joel Munoz, met during intersession week to begin developing a formative assessment for ENL that can potentially be used between LAS Links assessments. April/May - An ESL teacher had begun creating questions for benchmark assessments with the support of Joel Munoz.											
4. Teachers will utilize student data to plan which ENL strategies to address during action research <i>Data source: PLC Rubric, Classroom observations</i>	Plan	95%	n/a	55%	65%	70%	70%	75%	80%	85%	90%	95%	
	Actual		n/a	58%	58%	60%	61%	73%	73%	80%	80%	n/a	
	Comments:	Jan. - Continued growth is needed here. Action plans are in place, but using data effectively is still a goal for some teachers. Feb. - We would like to see more teachers addressing ENL in action plans and will focus on this during PLC. March - Teachers differentiate in various ways, but still need improvement in addressing the needs of the ENL students. The ENL teachers can support teachers in PLCs concerning increasing this practice. April/May - Some teachers still struggle to address the needs of ENL and other groups of exceptional students during instruction.											
5. At least three new opportunities will be offered allowing students to learn from real world experiences with community partners <i>Data source: Community partner activity log and notes</i>	Plan	3	n/a	n/a	1	n/a	n/a	2	n/a	n/a	3	n/a	
	Actual		n/a	n/a	1	n/a	n/a	1	n/a	n/a	2	n/a	
	Comments:	Oct./Nov. - Students used Skype to communicate with college students to hear about their experiences and ask questions about college preparation. Feb. - Still in communication looking for partners to come to the school and share real world experiences with students. April/May - Students will walk to the local Humane Society to learn about animal safety and organize pet food pantry items. The will have Q & A session with the education program manager.											

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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	June	
1. Student support team meets monthly <i>Data Source: Meeting sign-in and notes</i>	Plan	9 monthly meetings	n/a	y	y	y	y	y	y	y	y	y
	Actual		n/a	y	y	y	y	y	y	y	y	n/a
	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. March - Meeting took place on March 12. Team reflected on Success Period success and failures and school behavior data. April/May - This team discuss success and challenges of success period and the integration of the 8-Step model into the RtI process.										
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>	Plan	95%	50%	60%	65%	70%	70%	75%	80%	85%	90%	95%
	Actual		55%	40%	46%	69%	90%	90%	90%	93%	93%	n/a
	Comments:	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. March - There are still a small amount of teachers who cannot be found teaching designated lessons. Evaluators are aware and are discussing this with them. April/May - a few teachers are still not implementing the given lessons as intended but a large majority of teachers are teaching then with fidelity.										
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 p</i>	Plan	monthly RtI monitoring	n/a	n/a	y	y	y	y	y	y	y	y
	Actual		n/a	n/a	y	n	n	n	n	n	n	n/a
	Comments:	October - A short cycle assessment had been identified and the team is waiting for applying 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. March - The need for a short cycle assessment will be discussed with acting principal Gagy. April/May - Principal Gagy wants to use IPS assessments to track student growth so no short cycle assessment will be utilized.										

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Priority 4:	Improve reading/writing across all content areas in all grades	EOY Goal	2012				2013					
			Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
1. All ELA teachers will develop a consistent portfolio showing reading and writing growth over the school year <i>Data Source: Evidence of quarterly portfolio</i>	Plan	Quarterly - current portfolio	n/a	n/a	80%	n/a	n/a	90%	n/a	n/a	n/a	100%
	Actual		n/a	n/a	78%	n/a	n/a	88%	n/a	n/a	92%	n/a
	Comments:	Nov. - Portfolios to be completed at end of semester. Feb. - Most ELA teachers have completed portfolios. April/May - Teachers are creating end-of-year portfolios.										
2. Students identified as below proficient will receive 30 minutes of intervention per day during success period <i>Data Source: Data-Driven Success Period monthly checks</i>	Plan	Monthly check	n/a	n/a	30min	30min	30min	30min	30min	30min	30min	30min
	Actual		n/a	n/a	30 min	30min	30min	n/a				
	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./March - Success Period continues to be successful. April/May - Students continue to receive 30 minutes of intervention in data driven groups.										
3. At least three new opportunities will be offered allowing students to learn from real world experiences with community partners <i>Data Source: Number of community opportunities at each check point</i>	Plan		3 n/a	n/a	1 n/a	n/a	2 n/a	n/a	3 n/a			
	Actual		n/a	n/a	0 n/a	n/a	1 n/a	n/a	2 n/a			
	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. March - Students will connect with the community partners at the humane society and pet food pantry during the month of April. April/May - Students will walk to the local Humane Society to learn about animal safety and organize pet food pantry items. They will also have Q and A session with the education program manager.										
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 <i>Data Source: Evidence from planning in PLCs, lesson plans and classroom observations</i>	Plan	90%	n/a	55%	60%	65%	65%	70%	75%	80%	85%	90%
	Actual		n/a	50%	63%	68%	75%	83%	85%	85%	85%	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. Feb./March - Collaboration continues to increase in this area. April/May - Embedding ELA strategies across content areas has increased during the school year with Science, Social Studies and specials teachers embedding strategies based on current ELA data.										

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Priority 5:	To improve student performance by supporting leaders in managing school change	EOY Goal	2012					2013				
			Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
1. Leadership team agrees that collective coaching sessions practicing instructional conversations (feedback) helped improve instructional practices and outcomes <i>Data Source: PLC exit tickets and surveys</i>	Plan	100%	n/a	n/a	72%	n/a	n/a	n/a	86%	n/a	n/a	100%
	Actual		n/a	n/a	86%	n/a	n/a	n/a	86%	n/a	n/a	100%
	Comments:	Nov. - Most administrators shared that coaching and practicing instructional conversations are helping to improve their teacher evaluation practices. March - Most administrators utilize TNTP training while conducting observations and follow-up conversations, but some tend to allow other tasks to keep them from completing instructional leadership responsibilities. April/May - Survey and verbal feedback about the coaching sessions continue to be very positive and encouraging. Even when given a choice of cancelling or rescheduling, if schedules are busy, all leadership team members make every effort to attend the sessions and state that they look forward to them. If there are conflicts, they often trade times in order to be able to attend.										
2. The leadership team agrees that individual coaching sessions improved their leadership skills <i>Data Source: Administrator survey</i>	Plan	100%	n/a	n/a	72%	n/a	n/a	n/a	86%	n/a	n/a	100%
	Actual		n/a	n/a	86%	n/a	n/a	n/a	100%	n/a	n/a	100%
	Comments:	Nov. - Most administrators feel that coaching has improved their leadership skills. March - The leadership team values their weekly coaching time. April/May - Providing time for the administrative team to have professional conversations about teaching and learning has been received very positively. The time has allowed the administrative team to focus on academic issues and provides time and a venue to have these discussions.										
3. The leadership team intentionally schedules short and long classroom observations and meetings to provide observational feedback <i>Data Source: Administrator Coach PLC notes and observations</i>	Plan	95%	n/a	58%	n/a	72%	n/a	n/a	85%	n/a	n/a	95%
	Actual		n/a	85%	n/a	60%	n/a	n/a	86%	n/a	n/a	100%
	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. March - Most administrators are conducting observations and follow-up conversations, but some tend to allow other tasks to keep them from completing instructional leadership responsibilities. April/May - Amplify and TNTP have worked collaboratively to support, encourage, and ensure that all administrators intentionally schedule observations and provide meaningful feedback to teachers. Continued support and collaboration would be very beneficial to the administrative team as they become more and more comfortable with the new teacher evaluation system.										
4. Leadership team is able to use individual and aggregate school data to provide meaningful feedback to teachers as indicated on RISE observation forms <i>Data Source: Administrator Coach PLC notes and observations</i>	Plan	95%	n/a	58%	n/a	72%	n/a	n/a	85%	n/a	n/a	95%
	Actual		n/a	72%	n/a	60%	n/a	n/a	86%	n/a	n/a	60%
	Comments:	March - The use of data to provide feedback to teachers has improved. Most administrators are providing meaningful feedback to teachers. April/May - The administrative team needs to continue to make school data a priority and let the data drive the decisions that are made about teaching and learning.										
5. Leadership team articulates a cohesive and coherent vision for the school <i>Data Source: Administrator Coach PLC and coaching notes</i>	Plan	95%	n/a	58%	n/a	72%	n/a	n/a	85%	n/a	n/a	95%
	Actual		n/a	72%	n/a	72%	n/a	n/a	72%	n/a	n/a	100%
	Comments:	Oct. - Administrator coach asked for written school vision from each administrator during a PLC. Dec. - The school vision continues to only be articulated in a cohesive way by some, but not all, administrators. March - The leadership team still struggles to articulate a coherent vision, but are making progress towards this by planning for the 2013-2014 SY. April/May - The former principal struggled to articulate a vision for the school, however, the current acting principal has created a leadership team, comprised of teacher leaders to discuss and develop, not only a vision for the school, but a strategic plan, as well. The last month has been a very positive one as the acting principal continues to solicit input from all stakeholders. The leadership team is in place and ready and willing to provide input and collaborate about teaching and learning, school culture, discipline, and more. The administrative and leadership teams are excited about the new leadership and vision for the school.										