Indiana Department of Education

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Indiana Superintendent of Public Instruction

Monthly Performance Report for Schools, Lead Partners and TSO

Federal funds are designed to support school improvement plans that take a new, innovative and systemic approach to improving student achievement and school quality. As a school or school partner working towards swift and sustainable improvement you are required to submit a monthly update to the IDOE Outreach Office for School Improvement and the State Board of Education.

The report is designed to meet the federal requirement for schools in priority and focus status as well as provide information that is based on school and student data.

The report template allows for personalization that matches the school improvement plan you have submitted but also forces the alignment of goals to research based Turnaround Principles from the USDoE (Core Question 1). The Turnaround Principles are classified into three domains: Readiness to Learn, Readiness to Teach and Readiness to Act. Information on these three domains and association nine turnaround principles can be found on the IDOE website at www.doe.in.gov. Core Questions 2 & 3 also align to Turnaround Principles, and Core Question 4 is for TSO operators only.

Your regional outreach coordinator will be available to assist you on behalf of the IDOE as you complete this monthly report.

Please use the reference numbers (1-9) associated with the Turnaround Principles below in each response for Core Questions 1-4.

Readiness to Learn
1. *Strong Instructional Program: Implementation of instruction system that is research based, rigorous and aligned with State academic content standards*
2. *School Environment: Creation of a school climate that is safe and disciplined.*
3. *Supportive School Culture: System that supports students' social, emotional and health needs that improves school safety and supports*
4. *Family & Community Involvement: School provides a mechanism for engaging family and community*

Readiness to Teach
5. *Effective Teaching and Instruction: Creation of a system that supports teacher growth though multiple opportunities of professional development.*
6. *Data Informed Instruction: System that holds teachers and staff accountable for student achievement and allows for differentiated support for all students.*
7. *Data Driven Decision Making: System of collaboration exists that allows for consistent, on-going opportunities for staff to use data to inform instruction.*

Readiness to Act
8. *Strong Leadership: Ability to make mission-driven decisions about people, time, money and program.*
9. *Time: Redesign of the School Day, Week or year to allow for additional time for student learning and teacher collaboration*

Directions for Report Completion and Submission Expectations:

Please submit to Outreach Office for School Improvement by the third Friday of the Month September- June. Email delivery is preferred to Rmcknight@doe.in.gov and lnaughton@doe.in.gov. If called upon to present at the State Board of Education meeting the data in this template should be accompanied by a power point representation of information. At a minimum you will be called upon to present at least once a year.

Core Question 1: Is the educational program a success?
This question allows for you to articulate each goal in the School Improvement Plan. The expectation is for data to accompany your communication "performance indicators." The data when possible should be broken down into disaggregated student groups. This data will serve as evidence of the success towards each goal.

Core Question 2: Is the school providing appropriate conditions for success?
Data submitted with this core question may also be data used if aligned to a school goal around appropriate school conditions. Please indicate *see SIP goal #___" within column 1 if this is exists.

Core Questions 3: Is the organization effective and well run?
Data submitted with this core question may also be data used if aligned to a school goal around appropriate school conditions. Please indicate *see SIP goal #___" within column 1 if this is exists.

Core Question 4: Is the organization in sound fiscal health?
To be answered by TSO partners only

Core Question 1: Is the educational program a success? *School Specific Indicators-these will be different for all schools and updated annually.						
School Goals		Key Performance Indicators *May have multiple indicators. Please provide data to support each indicator, and when applicable, provide disaggregated data as well.	Baseline	Target	Next steps	Turnaround Principle Alignment
Goal 1 **By the end of the 2013-14 school year, 100% of administrators will complete observations and conferences within the required timelines as instituted by the school corporation.**		January 15 – March 1, 2014 **Benchmark: Met** May 30, 2014		Administrators will have required observations and post conferences completed successfully. **Benchmark: Met** Administrators will have End of Year summative conferences completed successfully.	All targets will be tracked using a tracker for each administrator.	1. Strong Instructional Program: Implementation of instruction system that is research based, rigorous and aligned with State academic content standards 2. Effective Teaching and Instruction: Creation of a system that supports teacher growth

					through multiple opportunities of professional development. 3. Data Informed Instruction: System that holds teachers and staff accountable for student achievement and allows for differentiated support for all students.
Goal 2 **By the end of the 2013-14 school year, 90% of school administrators will rate proficient in 2 of the 3 following skills: scripting evidence, mapping evidence, and delivering effective feedback as measured by TNTP Rubric.**	**January – March 1, 2014** **Benchmark:** 80% of Administrators will demonstrate proficient in 2/3 skill areas. **Met**	Co-observations will be conducted to determine starting points, strengths and weaknesses in these critical areas. Modeling of conversations conducted to enhance understanding.	**Benchmark:** 80% of Administrators will demonstrate proficient in 2/3 skill areas. **Met**	Administrators will be provided in-service on the rubric used to measure proficient. – Norming sessions to support scripting evidence and	1. Strong Instructional Program: Implementation of instruction system that is research based, rigorous and aligned with State academic content

				mapping to the correct competency – (3) **Completed** Role play the use of the Effective Feedback Graphic Organizer as the administrator provides feedback to teachers – **Completed and ongoing** Co-observations will be conducted to provide feedback as to how the administrator is performing on the rubric(s). **Completed and Ongoing**	standards 2. Effective Teaching and Instruction: Creation of a system that supports teacher growth through multiple opportunities of professional development.
	Ratings in taking evidence: 1/4 Advanced 3/4 Proficient **Ratings in mapping:** 1/4 Advanced 3/4 Proficient **This reflects an improvement by one administrator from developing to proficient in the mapping skill. **Ratings in Feedback:** 1/4 Advanced 1/4 Proficient 2/4 Developing ** This reflects an improvement by one administrator to developing from beginning. Feedback conversations have greatly improved, however, the change to required short observations only during second	**Completed and ongoing** One-one practice with courageous conversations. **Ongoing**			

	semester by the district has greatly reduced the number of conversations with teachers. April – May 30, 2014 **Benchmark:** 100% of administrators will demonstrate proficient in 2/3 skill areas.		**Benchmark:** 100% of administrators will demonstrate proficient in 2/3 skill areas.		
Goal 3 **Administration at Broad Ripple Community High School will increase the rate at which they implement research-based strategies proven to increase the retention of high-performing teachers (as measured by staff responses on Insight survey).** **Not on Track**	Insight Survey data Insight survey will be launched in early December - **Met** Insight survey launched on 12/9/13 1 page cheat sheet created and provided to administrators on 10 strategies to keep your most effective teachers. November	*"There are opportunities for me to advance at my school."* 18% **Not on Track** *"I have a specific development goal or project for the coming year that excites me."*	28%	Provide Spring Insight data regarding Career Progression survey Professional Development provided to administration supporting retention strategies (ie. Leadership roles for teachers)	1. Strong Leadership: Ability to make mission-driven decisions about people, time, money and program.

| According to the Insight results, the top three reasons teachers plan to leave BRHS this year or next: personal reasons, learning environment, and professional reasons not school related. | | Shared TNTP Blog, The Earlier, The Better. Discusses the best practices for identifying candidates early. (Dec)

Emailed a TNTP Leap Year Principal guide. (Dec)

Conducted a retention/hiring workshop for all Broadripple HS administrators on March 13, 2014. Workshop focused on how to improve these numbers through effective retention strategies and best hiring practices. | 53%

On Track

"Leaders at my school work hard to retain effective teachers."

29%

Not on Track

% teachers planning to leave this year or next

20%

Not on Track

% Effective/Highly Effective teachers planning to leave this year or next

26% | 63%

39%

10%

16% | Professional Development provided to administrators supporting Hiring and Retaining Top Teachers

Administer Insight Career Progression Survey | |

		Not on Track % Ineffective/Not Quite Effective teachers planning to leave this year or next 10% **Not Measured**	20%		
Goal 4 **By the end of the 2013-2014 school year, teachers will increase their perception of effective feedback as being effective and helpful to improve their classroom instruction by 10% in two of three survey questions given at the end of the school year.** **On Track**	*Comments:* All of these numbers have gone up according to the Insight Survey conducted in December. One measure has increased 14%. I am pleased to see the progress here but we need to continue to give actionable feedback to all teachers and provide support more consistently.	*"The feedback I get from being observed helps me Improve student outcomes."* 38% **On Track** *"I get enough feedback on my instructional practice."* 44% **On Track** *"The expectations for effective teaching are clearly defined at*	48% 54%	Next Steps: Meet with leadership to coordinate a plan that will effectively use the tracker created to track low performing teachers. Weekly meetings must be held between administrators and coaches to discuss	Strong Instructional Program: Implementation of instruction system that is research based, rigorous and aligned with State academic content standards 1. Effective Teaching and Instruction: Creation of a system that supports teacher growth through multiple

		my school." 39% **On Track**	49%	teacher performance and next steps. Leadership must meet weekly with the instructional coach to talk about teacher performance and clear next steps for teachers. Suggest paired observations with administrators to continue the process of improving accurate ratings of teacher performance. TNTP will continue to co observe and provide team norming sessions as needed.	opportunities of professional development. 2. Data Informed Instruction: System that holds teachers and staff accountable for student achievement and allows for differentiated support for all students.

Core Question 2: Is your school providing appropriate conditions for success? *Common School Indicators						
	Date	Comments	Challenges	Successes	Next steps	Turnaround Principle Alignment
Student Enrollment*	09/24/2013	Disaggregated Enrollment Data by Grade Levels 6th = 110 7th = 200 8th = 149 9th = 162 10th = 138 11th = 132 12th = 107 SpecEd = 21 TOTAL = 1019	Enrollment fluctuations 1010 – 1014 – 1019. Magnet policy changes were modified requiring accommodation for more students.	BRMHS Magnet Fair Recruitment Success. Project Outreach to parents involving Social Workers and Parent Liaisons. Pre-Registration Kick-off for parents at BRMHS. Targeted recruitment strategy by Magnet Coordinator in elementary and middle schools.	Continuous Monitoring and Support	
Student Attendance*	09/24/2013	• Withdrawals: • Dropouts: • Other (explain):	Withdrawals = 49 (Based on relocation to another city and/or no-shows) Dropouts = 0	Reach Out Initiative to parents by teachers; social workers (home visits) and parent liaisons support.	Continuous Monitoring and Support	

				Student Resources provided where needed. High-Interest, diverse classes offered to students. Encouraged peer-to-peer support within programs of study.		
Student Suspensions*	09/24/2013	• Behavior: (18) • Drugs: (1) • Attendance: (0) • Other (explain): • Battery (1) Disaggregated Data Gender: 11 boy; 9 female Caucasian: 0 African-American: 17 Hispanic: 2 Biracial: 1	New students are becoming acclimated to the new policy and procedures of a magnet school. Most of the discipline infractions were a failure to comply with classroom teacher.	Administrators have been placed on each floor to establish presence. No students have been sent to the district adjudicator.	Continue working with teachers on classroom management and conduct referrals through professional development.	

| Student Expulsions* | 09/24/2013 | • Behavior: (4)
• Drugs: (0)
• Attendance: (0)
• Other (explain):
• Weapons: (4)

Disaggregated Data
Gender: 1 boy; 7 female
Caucasian: 2
African-American: 4
Hispanic: 2 | Greater need for student early identification for social services.

Current social service resources can be further enhanced. | Implementation of random searches net weapons before harm could be done.

Principal, Assistant Principals and Dean of Students established high expectations for appropriate behavior. | Bullying Task Force Team Implemented and Ongoing

Numerous class meetings with students to discuss discipline procedures. | |

*Please attach data reports for each of the categories listed above, include disaggregated data when possible.

Core Question 3: Is the organization effective and well-run? *Common School Indicators						
	Date	Comments	Challenges	Celebrations	Next steps	Turnaround Principle Alignment
Staff Attendance	9/24/2013	Total Staff: 130

Attendance Range: approx 95% | Lack of substitute teacher availability through IPS.

Subs are often unfamiliar with subject-matter presented in lesson plans; ie….music composition, physics, etc. | Recognition Certificates

Acknowledgement from leadership.

End-of-year celebrations for various attendance levels which may include stipends.

Teacher of the Week | Consider a full-time, permanent building sub.

Videotaped lesson plans for class review that can be facilitated by substitute teacher. | |
| Staff Retention | | • New Hires:
• Resignations:
• Terminations: | NH = 8
Res/Term = 19

Amounts are inclusive of staff that has been relocated to other IPS schools based on district modifications and are approximate. | Provisions for critical staff personnel were met utilizing funds in the Turnaround Grant.

BRMHS continues to be one of the most desirable schools within the IPS school district to work. | Continual Support of Resources Anticipated | |