

Wireless Generation Monthly Performance Metrics

April 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.

March Overview

During the month of March there was a shift in Administration at George Washington Community High school. The current administrator, Teresa Ezell is out on medical leave and Linda Gagyi is serving as acting principal. Based on staff feedback, Mrs. Gagyi has worked with the administrative team and the Wireless Generation administrator coach to build a new Instructional Leadership Team for next year and continues to identify other necessities for 2013-2014. The Wireless Generation Project Manager and Teacher Coaches have met with Mrs. Gagyi to discuss teacher success and challenges and having a shared focus across all PLCs.

Teachers continue to grow in many of the priority areas identified at the beginning of the school year. Priority 1 – Instructional engagement and rigor continues to increase. Approximately 79% of teachers are providing rigorous instruction and feedback to students. Priority 2 – Build the capacity to meet the needs of ENL students. A formative assessment is being developed to measure ENL student growth between LAS Links assessments since the LAS Links Benchmark assessment could not be purchased. Priority 3 – RtI Implementation. The RtI team chose to focus on organizing Success Period. Data-driven student groupings and lessons continue to be carried out. Priority 4 – Improving reading and writing across all content areas. Just over 85% of teachers are using effective ELA strategies to increase student achievement. Priority 5 – The administrative team have improved their understanding of what it means to be an instructional leader. Most of the team members are conducting observations and providing feedback to teachers in a timely manner.

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Priority 1: Increase student engagement and rigor	2012						2013					
	EOY Goal	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	
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		50%	60%	70%	70%	75%	80%	85%	90%	95%
	Actual	n/a	45%	61%	69%	70%	71%	74%	74%			
	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.										
2. Teachers collect and analyze student engagement data <i>Data Source: Teacher-collected data on percent of engaged students</i>	Plan	95% n/a		55%	65%	70%	70%	75%	80%	85%	90%	95%
	Actual	n/a	60%	63%	70%	70%	74%	79%				
	Comments:	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. Feb. - Coaches continue to help teachers collect data in this area through classroom visits. 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.										
3. Teachers develop and carry-out action research focused on student engagement and student achievement <i>Data Source: Classroom and PLC Observations and PLC sessions</i>	Plan	90% n/a		55%	60%	65%	65%	70%	75%	80%	85%	90%
	Actual	n/a	50%	61%	74%	82%	84%	86%				
	Comments:	Dec. - Flexible action plans have been developed by all teachers. Some who teach 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. Feb. - Action plans are still driving teacher practice. March - During PLCs teachers will identify specific areas where they would like coaching support to continue improving their practice to engage students.										
4. Teaching teachers how to provide immediate, specific, meaningful and feedback to students <i>Data Source: Classroom observation</i>	Plan	90%	50%	55%	60%	65%	65%	70%	75%	80%	85%	90%
	Actual		48%	52%	61%	66.50%	68%	73%	75%			
	Comments:	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. Feb. - Coaches are working with teachers who are newer to George Washington to provide feedback regularly. 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.										

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Priority 2:	EOY Goal	2013									
		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
<p>Build teachers' capacity to meet the educational needs of English Language Learners (ELL)</p> <p>1. Teachers (ENL and non-ENL) show evidence of use of ENL strategies during a 30-minute observation period</p> <p><i>Data source: Classroom observations looking for defined</i></p>	90%	50%	55%	60%	65%	70%	75%	80%	85%	90%	
<p>Actual</p> <p>Comments: Dec. - More support is planned for PLC in January so that teachers can identify LAS Links levels for student in their new courses and identify strategies to support them. Feb. - This continues to be an area teachers address only when they have extra time. Coaches are working with teachers to make this a regular practice. March - There is no evidence of improvement in this area. This will be discussed with each teacher during coaching conversations.</p>	45%	58%	58%	60%	62%	66%	66%				
<p>2. Teachers will develop an on-going formative assessment to track student growth using an agreed-upon formative assessment by October</p> <p><i>Data Source: Formative assessment</i></p>	Y	n/a	n/a	n/a	Y	n/a	n/a	n/a	n/a	n/a	n/a
<p>Actual</p> <p>Comments: Oct. - Teachers worked with district contacts to identify an assessment that would allow them to track progress so they did not need to develop their own formative assessment. Dec. - Although an assessment had been identified, there has been no evidenced of its use. 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.</p>	n/a	n/a	n/a	N	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<p>3. A teacher-developed ongoing formative assessment will be used to track ELN student growth across the year</p> <p><i>Data source: Percent of students being assessed using on-going formative assessment</i></p>	100%	50%	50%	60%	70%	70%	75%	80%	85%	90%	100%
<p>Actual</p> <p>Comments: Oct. - Teachers worked with district contact to identify an assessment that would allow them to track progress so they did not need to develop their own formative assessment. Nov. - Teachers will use a district assessment to begin tracking student assessment in Dec. Dec. - The ESL/Bilingual services supervisor just recently put in the order for the LAS Links benchmarks, so the assessment materials have not arrived. 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.</p>	50%	50%	100%	0%	0%	0%	0%	50%			
<p>4. Teachers will utilize student data to plan which ENL strategies to address during action research</p> <p><i>Data source: PLC Rubric, Classroom observations</i></p>	95%	n/a	55%	65%	70%	70%	75%	80%	85%	90%	95%
<p>Actual</p> <p>Comments: Oct. - After the ENL PLC some teachers began to utilize LAS Links data to identify which strategies were needed to support students at each level. This practice will need to be revisited during PLC so that best practices can be shared and those who are not utilizing LAS Links data can see its value. Nov. - Teachers will begin to use formative assessment data in Dec. Dec. - Teachers will revisit IPS online to find LAS Links data for second semester students. 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 about increasing this practice.</p>	n/a	58%	58%	60%	61%	61%	73%	73%			
<p>5. At least three new opportunities will be offered allowing students to learn from real world experiences with community partners</p> <p><i>Data source: Community partner activity log and notes</i></p>	3	n/a	n/a	1	n/a	n/a	2	n/a	n/a	3	n/a
<p>Actual</p> <p>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.</p>	n/a	n/a	3	n/a	n/a	1	n/a	n/a	n/a	n/a	n/a

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Priority 3: Assist in the implementation of a Response to Intervention (RtI) program	2012						2013					
	EOY Goal	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	
<p>1. Student support team meets monthly</p> <p><i>Data Source: Meeting sign-in and notes</i></p>	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	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. 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.											
<p>2. Success Period will show evidence of differentiation during a 30-minute observation period</p> <p><i>Data Source: Data-driven success period groupings and success period observations</i></p>	95%	50%	60%	65%	70%	70%	70%	75%	80%	85%	90%	
	Actual	55%	40%	48%	69%	90%	90%	90%	90%	90%	90%	
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. 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.											
<p>3. Response to Intervention Support Team will identify and utilize a short-cycle assessment for monitoring RtI practice</p> <p><i>Data Source: Short-cycle assessment in place informing success</i></p>	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	
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 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 Gargyi.											

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Priority 4:	EOY Goal	2012						2013							
		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June				
<p>1. All ELA teachers will develop a consistent portfolio showing reading and writing growth over the school year</p> <p><i>Data Source: Evidence of quarterly portfolio</i></p>	Quarterly - current portfolio														
	Plan	n/a	n/a	80% n/a	n/a	n/a	90% n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100%
	Actual	n/a	n/a	78%	n/a	n/a	83%	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. Feb. - Most ELA teachers have completed portfolios.													
<p>2. Students identified as below proficient will receive 30 minutes of intervention per day during success period</p> <p><i>Data Source: Data-Driven Success Period monthly checks</i></p>	Monthly check	n/a	n/a	30min	30min	30min	30min	30min	30min	30min	30min	30min	30min	30min	30min
	Plan	n/a	n/a	30 min	30 min	30 min	30 min	30 min	30 min	30 min	30 min	30 min	30 min	30 min	30 min
	Actual	n/a	n/a	30 min	30 min	30 min	30 min	30 min	30 min	30 min	30 min	30 min	30 min	30 min	30 min
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.													
<p>3. At least three new opportunities will be offered allowing students to learn from real world experiences with community partners</p> <p><i>Data Source: Number of community opportunities at each check point</i></p>		3 n/a	n/a	1 n/a	n/a	n/a	2 n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3 n/a
	Plan	n/a	n/a	n/a	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	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. 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.													
<p>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</p> <p><i>Data Source: Evidence from planning in PLCs, lesson plans and classroom observations</i></p>		90% n/a	55%	60%	65%	65%	70%	75%	75%	80%	85%	85%	85%	90%	
	Plan	n/a	n/a	n/a	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	50%	63%	68%	75%	83%	83%	83%	83%	83%	83%	83%	83%
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. - Specialists, 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.													

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Priority 5: school change	EOY Goal	2012						2013					
		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June		
<p>To improve student performance by supporting leaders in managing instructional conversations (feedback) helped improve instructional practices and outcomes</p> <p><i>Data Source: PLC exit tickets and surveys</i></p>	Plan	100% n/a	n/a	n/a	72% n/a	n/a	n/a	86% n/a	n/a	n/a	100%		
	Actual	n/a	n/a	85% n/a	n/a	n/a	n/a	86% n/a	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.											

<p>2. The leadership team agrees that individual coaching sessions improved their leadership skills</p> <p><i>Data Source: Administrator survey</i></p>	Plan	100% n/a	n/a	72% n/a	n/a	n/a	86% n/a	n/a	n/a	100%	
	Actual	n/a	n/a	85% n/a	n/a	n/a	100% n/a	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.									

<p>3. The leadership team intentionally schedules short and long classroom observations and meetings to provide observational feedback</p> <p><i>Data Source: Administrator Coach PLC notes and observations</i></p>	Plan	95% n/a	58% n/a	72% n/a	n/a	n/a	85% n/a	n/a	n/a	95%	
	Actual	n/a	85% n/a	60% n/a	n/a	n/a	85% n/a	n/a	n/a	95%	
	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.									

<p>4. Leadership team is able to use individual and aggregate school data to provide meaningful feedback to teachers as indicated on RISE observation forms</p> <p><i>Data Source: Administrator Coach PLC notes and observations</i></p>	Plan	95% n/a	58% n/a	72% n/a	n/a	n/a	85% n/a	n/a	n/a	95%	
	Actual	n/a	72% n/a	60% n/a	n/a	n/a	85% n/a	n/a	n/a	95%	
	Comments:	March - The use of data to provide feedback to teachers has improved. Most administrators are providing meaningful feedback to teachers.									

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