

Amplify (formerly known as Wireless Generation)

Monthly Performance Metrics

July 8, 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.

June Overview

Amplify teacher coaches reported final metrics in May since finals began in June.

Teachers grew in many of the priority areas during the school year. The metrics for each priority are attached to this report. The coaches have spent the month of June supporting the George Washington Community High School (GWCHS) summer professional development week that will take place during the week of July 15-19. The coaches will co-present PD sessions with GWCHS teachers on July 18 and July 19. One session focus is *Instructional Strategies that Work* and the other focus is *Culture and Acceptance*. The latter has become an important one due to the change in the demographics at GWCHS.

The *Amplify* administrator coach, Claudia Rodriguez, has worked closely with Principal Linda Gagyi and her Assistant Principals, Cynthia Perkins, William Buckley, and Joel Munoz to close out the year successfully. The administrator coach continues to support Principal Gagyi through the summer months. The *Amplify* coaches attended the GWCHS graduation to cheer on the class of 2013.

Amplify/George Washington High School Monthly Performance Metrics

Performance Metrics Key:

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

	EOY Goal	2012-2013 Pass Rates
ECA Alg 1	55%	60%
ECA English 10	55%	40%
ISTEP E/LA 7	40%	awaiting scores
ISTEP Math 7	60%	awaiting scores
ISTEP E/LA 8	45%	awaiting scores
ISTEP Math 8	75%	awaiting scores
Graduation Rate Goal	92%	82%

GWCHS - Monthly Performance Metrics

			2012					2013					
Priority 1:	Goal		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	Plan	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:	Questioning techniques were a frequent focus of coaching conversations. The focus has been on asking "Why..." after a student answers and moving questioning strategies up through Bloom's Taxonomy. Continued growth is evident in this area. Action plans, PLC conversations and coaching conversations all include designing assessment-driven questioning strategies during instruction. Although progress has been made, some teachers still struggle to design questions with assessment in mind.										
	2. Teachers collect and analyze student engagement data	Plan	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:	Coaches supported teachers by helping them measure engagement during certain points during a class identified by the teacher in some cases. Engagement data was discussed during coaching conversations, but some teachers still struggle to use data to evaluate engagement levels on their own.										
	3. Teachers develop and carry-out action research focused on student engagement and student achievement	Plan	90%	n/a	55%	60%	65%	65%	70%	75%	80%	85%	90%
	<i>Data Source: Classroom and PLC Observations and PLC surveys</i>	Actual		n/a	50%	61%	74%	82%	84%	86%	85%	85%	n/a
		Comments:	During PLCs teachers identified specific areas where they would like coaching support to continue improving their practice to engage students. Teachers used their action plans and information from feedback conversations with observers (Amplify coaches and administrators) to reflect on RISE Domain 2 to identify where they have had instructional successes and challenges this school year and set goals for next year.										
	4. Teachers provide immediate, specific, and meaningful feedback to students	Plan	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%	n/a
		Comments:	During PLCs teachers identified areas where they would like coaching support to continue improving the practice of providing timely and meaningful feedback to students. 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 during daily instruction.										

GWCHS - Monthly Performance Metrics

		2012					2013						
Priority 2:	Build teachers' capacity to meet the educational needs of English Language Learners (ELL)	EOY Goal	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	Plan	90%	50%	55%	60%	65%	65%	70%	75%	80%	85%	90%
		Actual		45%	58%	58%	60%	62%	66%	66%	72%	72%	n/a
	Data source: Classroom observations looking for defined	Comments:	There has been little evidence of growth across classrooms in this area despite the approximately 33% of ENL student present in the school. EOY - Just over one-quarter of the 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	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
	Data Source: Formative assessment	Comments:	Teachers struggled to find a formative assessment that would allow them to measure student growth across the year and set learning objectives. They began creating an assessment of their own during spring intersession and summer break.										
	3. A teacher-developed ongoing formative assessment will be used to track ELN student growth across the year	Plan	100%	50%	50%	60%	70%	70%	75%	80%	85%	90%	100%
		Actual		50%	50%	100%	0%	0%	0%	50%	75%	75%	n/a
	Data source: Percent of students being assessed using on-going formative assessment	Comments:	In December, the ESL/Bilingual services supervisor put in the order but the assessment materials had not arrived by Feb. There was a lot of push back concerning this purchase, so the ENL teachers and an AP (Joel Munoz) decided to develop their own Benchmark assessment. Development began during spring intersession. 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.										
	4. Teachers will utilize student data to plan which ENL strategies to address during action research	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
	Data source: PLC Rubric, Classroom observations	Comments:	The Amplify coaches would like to see more teachers addressing ENL in action plans and focused on this during PLCs by having ENL teachers share effective teaching strategies. Some teachers differentiate in various ways, but still need improvement in addressing the needs of the ENL students.										
	5. At least three new opportunities will be offered allowing students to learn from real world experiences with community partners	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
	Data source: Community partner activity log and notes	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 walked to the local Humane Society to learn about animal safety and organize pet food pantry items. They will have Q & A session with the education program manager.										

GWCHS - Monthly Performance Metrics

		EOY Goal	2012					2013				
			Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Priority 3: Assist in the implementation of a Response to Intervention (RtI) program												
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:	This team prioritized creating a differentiated Success Period as an RtI focus. The initial team meeting was in October and the Success Period plan was rolled out to staff in November. The RtI team created data-driven ELA and Math groups for success period and created some lessons and utilized the IPS Toolkit for others.										
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:	Data driven groupings and lessons are being created regularly. There are still a small number of teachers who are not teaching designated lessons during Success Period. Evaluators were made aware and were discussing this with them. A large majority of teachers are providing Success Period instruction with fidelity to the RtI plan.										
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 period observations</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:	In October, a short cycle assessment had been identified and the team was waiting for funding to use it. A statement of need was submitted to IPS by Principal Ezell. By December, the short cycle assessment the RtI team wants to use has not been through an approval process. Principal Ezell reported that the short cycle assessment was not approved by IPS. District Benchmark data will be used to measure progress. EOY - Principal Gagy wants to continue to use IPS assessments to track student growth so no short cycle assessment will be utilized.										

GWCHS - Monthly Performance Metrics

		2012						2013					
Priority 4:	Improve reading/writing across all content areas in all grades	EOY Goal	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	Quarterly - current portfolio	n/a	n/a	80%	n/a	n/a	90%	n/a	n/a	n/a	100%	
	Data Source: Evidence of quarterly portfolio	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	Plan	Monthly check	n/a	n/a	30min	30min	30min	30min	30min	30min	30min	
	Data Source: Data-Driven Success Period monthly checks	Actual		n/a	n/a	30 min	30 min	30 min	30 min	30min	30min	n/a	
		Comments:	Success period has been planned and organized well by the RtI team and has been successful. Although there is not 100% adherence to the prescribed lessons, students continue to receive 30 minutes of intervention in data driven groups. Administrators have been made aware of teachers who are not adhering to the RtI plan for success period.										
	3. At least three new opportunities will be offered allowing students to learn from real world experiences with community partners	Plan	3	n/a	n/a	1	n/a	n/a	2	n/a	n/a	3	
	Data Source: Number of community opportunities at each check point	Actual		n/a	n/a	0	n/a	n/a	1	n/a	n/a	2	
		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 walked 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.										
	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	Plan	90%	n/a	55%	60%	65%	65%	70%	75%	80%	85%	
	Data Source: Evidence from planning in PLCs, lesson plans and classroom observations	Actual		n/a	50%	63%	68%	75%	83%	85%	85%	n/a	
		Comments:	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.										

GWCHS - Monthly Performance Metrics

			2012					2013					
Priority 5:	Improve student performance by supporting leaders in managing school change		EOY Goal	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 Data Source: PLC exit tickets and surveys	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:	Most administrators shared that coaching and practicing instructional conversations are helping to improve their teacher evaluation practices. They utilized TNTP training information while conducting observations and follow-up conversations, but some tended to allow other tasks to keep them from completing instructional leadership responsibilities. 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 Data Source: Administrator survey	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:	Most administrators feel that coaching has improved their leadership skills. The leadership team values their weekly coaching time. 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 Data Source: Administrator Coach PLC notes and observations	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:	Most administrators are conducting observations and follow-up conversations, but some tend to allow other tasks to keep them from completing instructional leadership responsibilities. Building-wide issues with student behavior have been a distractor. 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 Data Source: Administrator Coach PLC notes and observations	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:	Most administrators are providing meaningful feedback to teachers. 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 Data Source: Administrator Coach PLC and coaching notes	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:	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.										