



School: Emmerich Manual High School
 SBOE Monthly Performance Report: January 14th - February 15th

Date: 2.15.14

<i>Core Question 1: Is the educational program a success?</i>					
	Dec. 13	Jan. 14	Feb. 15	Comments	Next steps
Student Enrollment	524	529	511	We lost 18 students due to the following: <ul style="list-style-type: none"> ▪ 0 Interpersonal problem ▪ 6 Transfers to other schools ▪ 3 Withdrew to homeschool ▪ 4 Expelled ▪ 3 Moved out of state ▪ 1 Transferred to virtual school ▪ 1 Incarcerated 	<ul style="list-style-type: none"> ▪ We continue to enroll and work with parents who want students to come to EHMS. ▪ We are calling all students that have left EMHS to invite them back. We are also working with our Faith Based Committee to work with the churches for recruitment. ▪ We began to schedule eighth grade students from Emma Donnan Middle School for the 2014-2015 school year on February 11th. ▪ We will have a booth at Education Expo being held Saturday, Feb. 22 at Castleton Square Mall to promote our school.
Student Attendance	79%	88%	72%	<ul style="list-style-type: none"> ▪ Dropouts: 0 ▪ Tardy To School: 1,389 ▪ On Time to School: 4,461 ▪ Tardy to class: 1,242 ▪ Withdrawals: <ul style="list-style-type: none"> ○ 0 had interpersonal problems ○ 6 transferred to another school in Indiana ○ 3 transferred to another school out of state ○ 3 were home schooled ○ 4 were expelled ○ 1 transferred to virtual school 	<ul style="list-style-type: none"> ▪ The severe weather has played a factor in our attendance rate dropping for this reporting period ▪ Attendance task force will still be evaluating attendance each day and making calls at 10:30 to report absentees to parents. ▪ The task force is also tracking down parents with incorrect contact information. ▪ Protocols have been instituted to

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				<ul style="list-style-type: none"> ○ 1 were incarcerated <ul style="list-style-type: none"> ▪ Other: 	<ul style="list-style-type: none"> obtain or update contact information from any parent who comes to the school. ▪ Teachers are continuing to make calls to parents for all students absent 6th period.
Student Suspensions	85 9 th : 41 10 th : 22 11 th : 13 12 th : 9	11 9 th : 7 10 th : 1 11 th : 2 12 th : 1	37 9 th : 18 10 th : 10 11 th : 6 12 th : 3	<ul style="list-style-type: none"> ▪ Attendance: 0 ▪ Behavior: 33 <ul style="list-style-type: none"> ○ Fighting: 0 ○ Battery: 1 ○ Defiance: 9 ○ Profanity: 19 ○ Intimidation/Bullying: 0 ○ Tobacco: 3 ○ Destruction of Property: 1 ▪ Drugs: 0 ▪ Other: 4 	<ul style="list-style-type: none"> ▪ Our Positive Alternative to School Suspension (PASS) program has proven successful in providing support to our students who have behavioral issues or that we cannot get in contact with the parents for support related to behavior. ▪ We began our STARS (Striving To Achieve & Rewarding Success) program to promote positive behaviors.
Student Expulsions	0 9 th : 0 10 th : 0 11 th : 0 12 th : 0	4 9 th : 3 10 th : 1 11 th : 0 12 th :	4 9 th : 2 10 th : 2 11 th : 0 12 th : 0	<ul style="list-style-type: none"> ▪ Attendance: 0 ▪ Behavior: 4 ▪ Drugs: 0 ▪ Other: 0 	<ul style="list-style-type: none"> ▪ We are continuing to follow the established expulsion procedures.
Other	N/A	N/A	N/A		

Core Question 2: Is the organization in sound fiscal health?		
	Comments	Next steps
SIG Funding	<ul style="list-style-type: none"> ▪ We started our SIG funded Culturally Responsive Practice with our community partners G.Holland and Associates and University of Indianapolis. Dr. Harewood from University of Indianapolis will be in our school on February 10, 12, and 14 doing initial focus groups with our staff. ▪ We still need to hire a SIG funded ESL aide. 	<ul style="list-style-type: none"> ▪ Working on all initiatives per approved SIG budget.

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Other		
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Core Question 3: Is the organization effective and well-run?					
	Dec. 13	Jan. 14	Feb. 15	Comments	Next steps
Staff Attendance	90%	90%	89%	<ul style="list-style-type: none"> A spreadsheet has been established so that multiple teachers in departments are not out at the same time We dropped a percent here because some staff had made doctors appointments and other personal appointments for days that were originally scheduled as days off. 	
Staff Retention	96%	96%	95%	<ul style="list-style-type: none"> New Hires: 0 Resignations: 1 Terminations: 0 	<ul style="list-style-type: none"> Our receptionist resigned effective February 18th. Her husband took a job in Ohio and she is moving the family to be with him.

Core Question 4: Is the school providing the appropriate conditions for success?					
	Dec. 13	Jan. 14	Feb. 15	Comments	Next steps
IEP / 504 Plans	107 9 th : 36 10 th : 24 11 th : 21 12 th : 26	109 9 th : 38 10 th : 24 11 th : 21 12 th : 26	100 9 th : 33 10 th : 23 11 th : 21 12 th : 23	<ul style="list-style-type: none"> There is one 504 plan in place for a male freshman We have an improved Resource Room set up, full continuum of services, leadership team including school SPED coordinator and department head, continued professional development by Indiana IEP, and strong algebra co-teaching team and model. 	<ul style="list-style-type: none"> Our next goals are to better incorporate IEP goals in the Resource Room weekly schedule and develop more effective co-teaching teams.
EL Students	31 9 th : 11 10 th : 8 11 th : 6 12 th : 6	31 9 th : 11 10 th : 8 11 th : 6 12 th : 6	28 9 th : 10 10 th : 8 11 th : 4 12 th : 6	<ul style="list-style-type: none"> We are still in need of hiring an ESL aide for a vacant position funded through SIG. We have been completing LAS Links testing this week. We tested 45 students with 28 receiving direct services. Students not receiving direct services scored a level 5 or have opted out of direct services for a variety of reasons (ie. Students in math or English enrichment or high achieving students in honors classes). We are now serving students from six different countries including: Mexico, Puerto Rico, Dominican Republic, 	<ul style="list-style-type: none"> We are in the process of interviewing to hire for the ESL aide position.

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				Guatemala, Liberia, and Hungary.	
Parent Engagement	Yes	Yes	Yes	<ul style="list-style-type: none"> On Saturday, January 18th from 10am to 12noon in the Manual High School our Winter Family Expo took place featuring a meet and greet with Indianapolis Colts Cheerleaders, Semester I report cards were handed out with a chance to talk to teachers about grades and tips for success, family members won \$20 Wal-Mart cards, free fresh produce from Piazza Produce was available, and free hot chocolate and cookies. 	<ul style="list-style-type: none"> On Saturday, February 15th is our next community expo from 10am-12pm in the cafeteria. Activities for this expo include: FAFSA filing, Teen Works (program for summer work for students), Youth Tree Team (program for summer work for students), National Honors Society Ceremony (this will take place in the mini aud.), midterms will be handed out, NWEA results, and birthday cake to celebrate President's Day.
Community Engagement	Yes	Yes	Yes	<ul style="list-style-type: none"> On Saturday, January 18th from 10am to 12noon in the Manual High School our Winter Family Expo took place featuring a meet and greet with Indianapolis Colts Cheerleaders, Semester I report cards were handed out with a chance to talk to teachers about grades and tips for success, family members won \$20 Wal-Mart cards, free fresh produce from Piazza Produce was available, and free hot chocolate and cookies. Our Gleaner's Food Pantry is open every Wednesday evening from 3:45-4:30pm. On Saturday, February 8th from 9am to 1pm we hosted the Indy Free Tax Prep program for our families with 48 families taking advantage of this program. On Wednesday, February 12th a meeting of the Faith Based Committee was held with 13 in attendance. 	<ul style="list-style-type: none"> On Saturday, February 15th is our next community expo from 10am-12pm in the cafeteria. Activities for this expo include: FAFSA filing, Teen Works (program for summer work for students), Youth Tree Team (program for summer work for students), National Honors Society Ceremony (this will take place in the mini aud.), midterms will be handed out, NWEA results, and birthday cake to celebrate President's Day.

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Other Key Information:

- Our recent ECA data shows that 37% or 27 students passed the English 10 ECA and 11% or 21 students passed the Algebra I ECA. With the analysis of our data, our students are growing an average of 40 points each time they take the Algebra ECA and 63 points for the English ECA.
- Our data shows that 64% of our Algebra re-testers made growth on the ECA. The highest individual gain in Algebra was 247 points! Another great highlight is that 25% of students that we were able to track growth with grew at least 100 points or higher.
- The success we've shown on the English side of things is similar to Algebra. 88% of our English re-testers made growth from their previous test administration to this one, and the highest individual gain was 222 points. 31% of our students grew more than 100 points in English.
- This positive trend we are seeing in math is due to the fact that we have consistent teachers in place teaching Algebra I content, Algebra remediation courses supporting our re-testers, reinforcement in higher-level math courses to those students who still have yet to pass the ECA. Interventions through Developmental Reading courses have allowed targeted instruction at specific skill levels. Our English teachers are incorporating test-taking strategies throughout their curriculum to impact their instruction.
- Going forward, All Math and English teachers are utilizing daily assessments, Acuity, and NWEA data to help support our students in the specific areas they are not mastering. Each teacher has access to each student's individual data and the breakdown on which section of the Algebra/English 10 ECA that needs to be emphasized for whole-class, small-group, and individual instruction. Additionally, teachers are beginning to work toward integrating core content into non-tested subject areas to enhance content learning as well as ELA and math skills development.
- Some of our next steps are to encourage students to utilize after school tutoring and office hours to supplement classroom instruction. Detailed lessons are in place every day at tutoring to help support success on the ECA. The instructional staff will be analyzing ECA data during data chats to plan interdisciplinary activities and units to reinforce core skills across the curriculum. We will also be looking into a mentoring system of teachers who will help support students who have not passed either ECA.
- This week we began our professional development in Culturally Responsive Practice with our community partners GHolland and Associates and University of Indianapolis. Dr. Harewood from University of Indianapolis will be conducting focus groups this week from 4:00-5:00pm on Monday, Wednesday, and Friday. One half of the entire staff was randomly selected to take

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part in these focus groups. The next step will include all staff taking an online Intercultural Developmental Inventory (IDI). Programs will then be tailored to meet the needs of our staff and community we serve based on the results.

- Fox 59 did a news story on our Food Pantry that we put in the school to support our school community and the families we serve. Here is a link to the story: <http://fox59.com/2014/02/04/indianapolis-school-offers-pantry-onsite-services-to-meet-student-demand/#axzz2sPkD112Z>

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