



Illinois State Board of Education

Gery J. Chico, Chairman
Dr. Christopher Koch, State Superintendent

Illinois State Board of Education Approved Lead Partner Organization:

Evans Newton Incorporated
15721 North Greenway Hayden Loop, Suite 100
Scottsdale, Arizona 85260

For More Information Contact:

Jim Mays
Vice President of Sales
jmays@evansnewton.com Office #: 480-998-2777
Mobile #: 480-322-3767

Deborah Miller
Executive Vice President
dmiller@evansnewton.com
Office #: 480-998-2777

Abstract

Target Audience

Grade Levels Served **K-12**
Locations **Nationwide**
Populations **High poverty, minority and special populations**
SIG intervention models **Transformation and Turnaround**

Evidence of Effectiveness

Evidence of the effectiveness of ENI’s process is available in the Arkansas Bureau of Legislative Research’s February 2012 program evaluation of the Little Rock School District’s implementation and results using ENI (Project Number 10–155). The table below, excerpted from this program evaluation, indicates its findings.

Review of School Improvement Consulting Expenditures and Results

<i>Vendor</i>	<i>Evans Newton</i>	<i>AR Leadership Academy School Support</i>	<i>E2E</i>	<i>JBHM</i>	<i>Multiple Providers</i>	<i>America’s Choice</i>	<i>No Services</i>
	25.7	21.1	21.1	20.1	15.5	14.9	12.4
Literacy: Average 5 Year Gains in Vendor Schools							

Included among the SIG funding that ENI has been awarded are citywide district projects including in Tulsa Public Schools (OK), Kansas City, Kansas Public Schools (KS) and Adams County School District 50 (CO), as well as focus school projects including in the Little Rock School District (AR) and R-5 Alternative High School and Clifton Elementary School in Mesa School District (CO). As an approved school transformation provider in 6 states, ENI has the experience, capability and protocols to create, train and support the implementation of sustainable accountability and improvement plans in K–12 schools.

Pre-Intervention/Needs Assessment

ENI’s work with turnaround schools is deeply situated in the research of high poverty (CPE/Caliber Associates, 2005) and chronically low-performing (Institute of Education Sciences, 2008) schools that require systemic change and intentionality to facilitate increases in student learning by means of engaging school leadership in use of a focused curriculum, high-quality instruction and classroom-based assessments.

The first implementation step is to conduct the Situation Analysis. We review and analyze curriculum and instructional documents, face-to-face classroom observations, and interviews with school leadership and other key team members. Then we disaggregate results of this analysis and present it in a written report. We segment as identified below within the context of stated district and school goals and expectations.

1. Culture & Climate/Leadership
2. Instruction/Pedagogy/Learning Environment
3. What Teacher Supports Are in Place
4. Assessment/Data/Interventions
5. Parent & Community Engagement

As well, an ENI curriculum alignment enables data-driven decisions on using instructional resources for effective teaching of all student ability and experience levels. Alignment data identify gaps in instructional materials so they can be filled, resulting in complete coverage of standards.

General Description of Supports Provided

Instructional reform to include assessment, curriculum and instruction

Inherent in the design of ENI's professional development framework is our expectation of a rigorous curriculum, use of best instructional practices, and formative assessments, all of which are facilitated and monitored by schools' instructional leadership teams and, with principals in the forefront and, where they exist, school-based coaches.

Using real-time assessment results and formative tests and techniques, educators will be able to appropriately target their instruction. The ENI coach will assist the school in institutionalizing a formal process we have named the Post Assessment Debriefing (PAD) meeting, where formative, interim and, where applicable, summative assessment data will be examined, analyzed, and discussed by instructional leadership, coaches, and teacher teams through the lens of instruction and differentiation.

The horizontal and vertical alignment of curriculum, instruction and assessment, coupled with engaged school leadership and ENI's comprehensive professional development services, provides a strong foundation for increasing teacher capacity and improving student academic achievement. The ENI partnership is predicated on mutual accountability for increasing teacher capacity and improving student achievement; thus all stakeholders—principal, teachers, teacher leaders/coaches, district, students and parents, plus ENI—must take responsibility for the results of the implementation.

ENI's deep alignment process ensures precise alignment of a district's instructional materials to state standards. Although most districts today have done some form of alignment, an ENI alignment—whether a full, original alignment or the validation of an existing alignment—is essential to ensuring instructional success. We implement the best alignment practices (Downey, Steffy, Poston & English, 2010) to provide data on the precise match of content to standards, the degree of content coverage, and the DOK and Bloom's levels for all standards and materials.

ENI's professional development learning sessions have been, and continue to be, informed by the research, development and work products provided by the Common Core State Standards Initiative and the Partnership for Assessment of Readiness for College and Careers. We consult CCSS resources and PARCC model content frameworks, task prototypes and sample items when creating our assessments, curriculum, teacher resources and professional development.

Instructional and Leadership Coaching

ENI's Prescriptive Coaching Process builds capacity for ongoing implementation of the transformation/turnaround model. Through job-embedded coaching and professional development, the

district/building staff learn and apply, almost simultaneously. This parallel application enables participants to immediately use what they have just learned from the ENI coach, so they become experts in the underlying theory, able immediately to begin sustaining the work in their classrooms. All activities integrate theory, demonstration, practice with reflection and feedback, and ongoing collegial support. The ENI coach supports application of new learning at the school level through individual coaching and professional learning communities. The district and school historical data, Common Core standards, district curricula, instructional resources, and assessments are the tools for mastering the continuous school improvement process.

The transformation/turnaround model requires principals to relentlessly pursue high academic achievement and do their daily work through a shared or distributive leadership team where teachers are fully integrated into the structure to create a culture of mutual accountability for improving student achievement.

ENI recognizes that occasional workshops visit to a school do not produce major change, so we do not provide these. Instead, our coaches provide job-embedded services to principals and their entire instructional leadership teams to:

- establish school wide goals and expectations, to dramatically improve achievement.
- ensure that decisions that impact student learning are based on both qualitative and quantitative data, as well as multiple sources of data inclusive of disaggregated data.
- utilize research-based strategies to have the greatest impact on improving teaching and learning quality.
- monitor the program for greater teacher capacity and student achievement.

Additionally, as ENI coaches develop and/or strengthen collaborative infrastructures and processes, these structures also support the conditions cited above, to ensure quality teaching and learning in every classroom.

Program Management/Progress Monitoring and Data Driven Decision Making

The ENI process includes quarterly program reviews to engage all district/school-level leaders in dialogue and reflection on the progress of the project toward meeting established goals, reviewing data from recent assessments and surveys, determining root causes, and developing action plans. These reviews are opportunities to celebrate successes, identify challenges, and determine next steps in implementation. To continue practices/policies, each year a sustainability plan is drafted and modified by ENI and the school team after careful review and analysis of comprehensive needs assessment data, supplemental curriculum and formative assessment support, a comprehensive, cohesive research-based professional development plan, and district support.

We implement the ENI Implementation Rubric three to four times a year, to measure changes in the organizational structures in the change process, leadership, assessment-curriculum-instruction, action-planning, family-school-community engagement, and evaluation. This process encourages schools to examine their present practices and processes to improve student achievement while providing an opportunity for schools to zero in on specific areas needing improvement and to work toward consensus in moving forward towards improving student achievement.

Community and Family Engagement

ENI partners with schools, students and their families to ensure the common commitment that is needed to increase student achievement. In addition, we advise school partners on approaches to promote high community engagement. ENI's professional staff works with school leaders to review the school's needs assessment and to develop complementary solutions.

Getting all the stakeholders to a point of understanding the requirements for implementing CCSS will require an intentional implementation plan that incorporates the discipline of delivery—that is, the movement of a system from aspiration to planning to implementation.

Communication and Stakeholder Engagement

1. Awareness Phase
2. Transition Phase
3. Implementation Phase
4. Continuous Improvement Phase

Effective implementation of the CCSS requires thoughtful planning, a coherent and strategic approach supported by the local board and involving teachers and their leadership, as well as parent and community representatives, and attention to the many interconnected elements.

School Climate and Culture

School culture affects everything that happens in a school, including student achievement. A simple survey allows schools to evaluate three main aspects of school culture: 1) professional collaboration; 2) collegiality; and 3) self-determination/efficacy. These three cultural behaviors or markers provide insight into the overall culture of the learning community and, specifically, into the culture within the school walls. In the vast majority of schools that use a school culture survey, the health or toxicity of the school's culture positively correlates with student achievement. ENI administers Bernhardt's (2009) *Education for the Future* questionnaires to staff, students, and parents; compiles the results; and shares and discusses the results with the respective school community. In turn, school teams and their leadership, facilitated by ENI, decide how to use the results to improve. The ENI leadership survey profiles the school's leadership for mission and vision, data-driven decision-making, distributed leadership, collaboration, and culture and climate. The survey is administered electronically, and the results, intended to profile areas of strength and need, are immediately analyzed and discussed, and an action plan is developed to support a fully functioning, more effective model of distributed leadership.

Strategies for Post-Grant Sustainability

ENI's model reflects principles such as those detailed by Bryk, et al., (2010) and Zmuda, et al., (2004). Bryk, et al., identify robust and involved school leadership, continuous development of the professional capacity of the faculty and staff, and a student-centered learning climate. Zmuda, et al., discuss how schools can be transformed and become systems of continuous change and improvement through systems thinking and stakeholder conversations to identify the underlying assumptions that maintain the status quo, to examine and deal with barriers to change, and to analyze gaps between the existing and desired school system.

ENI works with partner schools in a highly collaborative process. We provide hands-on in-service/work sessions, job-embedded teacher and leadership coaching, and coach training—all to facilitate staff in their understanding, implementing and maintaining a proven transformation process. ENI professional development is relevant, builds capacity, and helps develop a professional learning community across a school and on many levels. Throughout the stages of the ENI model, school and/or district personnel gradually take ownership of the ENI processes and coaching to become a self-sustaining and high-performing organization. By targeting leadership coaching as well as teacher PD, and by building a strong internal coaching cadre, ENI strengthens the school overall and builds capacity in the school/district to sustain itself with the strategies and best practices learned.

Instructional leadership team members own the following data-driven processes to support their continued focus on continuous improvement:

1. Communities of professional practice fostered by the shared leadership model, to develop/monitor goals and implement with fidelity required data analysis to guide standards-based instruction and timely student interventions;
2. Ongoing job-embedded PD on data analysis;
3. Data analysis to make informed curricular, assessment, PD and instructional decisions;
4. Frequent progress monitoring for each student needing timely strategic interventions and for each teacher needing professional development support; and,
5. Trend data analysis using student and school indicators, including parental engagement, and early warning signs for at-risk students (attendance; state and local assessment data; failure/pass rates; advanced/remedial coursework; discipline infractions; teacher performance/evaluation system).

Other Organizational Hallmarks

ENI's professional development model incorporates the best adult learner research on coaching for teachers (we refer to this as *Prescriptive Coaching*), leadership training and coaching for school principals and site teams, and the development of highly effective PLCs. The coaching research of Joyce and Showers (2002) reveals that 90% of learners transfer a new skill into practice as a result of 1) having a clear understanding of the underlying theory; 2) observing that theory through demonstration; 3) practicing the steps as demonstrated under controlled conditions; and 4) receiving corrective, expert feedback during training.

ENI's professional development consists both of workshops and of experiences applying and shadowing/observing. ENI incorporates Tomlinson and McTighe's (2006) approach to designing resources and training staff, which merges differentiating instruction and Understanding by Design; Hill and Flynn's (2006) focus on effective strategies for at-risk learners; Rose and Meyer's (2002) focus on Universal Design for Learning to increase flexibility in teaching and decrease barriers that limit student learning in classrooms; and Fisher and Frey's (2007) evidence that appropriate use of formative data to inform reteaching is an important element in the instructional models presented by Wiggins and McTighe, Tomlinson, and Fullan.

ENI is respected nationally for our expertise in aligning instructional materials to curriculum standards. Our proven method implements best practices of Downey, Steffy, Poston, and English (2010) to provide the most thorough alignment possible—the essential foundation for standards-based instruction. Each treatment of each instructional concept is aligned for its degree of match to the goal and rigor of each standard. We align DOK and Bloom's levels for all standards and materials to assess the precise match of content to standards, and the depth of coverage for that content for instruction, demonstration, practice, reteaching, and assessment. We identify concept clusters across discontinuous pages, improving efficiency of teaching and learning. Teachers keep instruction on schedule, focused on key curriculum standards. Students have access to specific materials and instruction targeted to state assessments. Administrators direct instructional purchases to curriculum priorities. Parents take advantage of standards-based materials when working with their students.

Additional Resources

www.evansnewton.com