

Use of Data to Drive Instruction

Post-Assessment Debriefing Process

ENI job-embedded professional development services organize teachers in vertical and horizontal teams to ensure grade level units of study align in terms of content, learning progressions, and grade level units of study. Once alignment is ascertained, a review of the summative and formative data that supports instruction is examined to ensure lesson plans support differentiated instruction and intervention services meet the needs of individual students.

The ENI Post Assessment Debriefing process and training support Professional Learning Communities, interventionists, and individual teachers in the use of formative student achievement data. This process makes it easier for teachers to deepen their understanding of the standards, cooperate and work together for the benefit of students-in-need, and grow collectively as a team and individually as a professional.

Data-Driven Leadership Walk-through Process

ENI leadership training includes an in-depth walk-through process to ensure a common language and understanding of the “look-for’s and a uniform process for observing and reporting results. Principals are trained to translate their observations and communicate results/provide feedback in a way that supports grade level teams and individual teachers to grow professionally and productively. This reflective practice produces a healthy culture and climate for building teacher capacity and student achievement improvements.

Project Management and Program Reviews

The ENI project manager analyzes and summarizes qualitative and quantitative data on a quarterly basis in a written report for the school, district, and state department review of progress-to-date. The report highlights areas of success and areas of challenge/need including recommendations for improvement and next steps.

Evidence of Effectiveness

2014-15 ENI Program Reviews, North Chicago School District 187, Neal Math and Science Academy.