

Organization Information	
Organization Name:	Equitable Education Solutions, LLC <input checked="" type="checkbox"/> New or <input type="checkbox"/> Continuation Submission
Primary Contact:	Amanda Smith, Project Manager
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Organization Category (select all that apply)	
<input type="checkbox"/> Charter Network, Charter Management Organization or Charter School <input type="checkbox"/> Turnaround Leader Development Provider <input checked="" type="checkbox"/> Management Partner <input type="checkbox"/> Stakeholder Engagement Specialist	
Preferred Geographical Region(s) in Colorado to Work In (select all that apply)	
<input checked="" type="checkbox"/> Metro Denver <input checked="" type="checkbox"/> Front Range (Colorado Springs, Ft. Collins) <input checked="" type="checkbox"/> Rural / Mountain / Western Slope	

Indicate the school district(s) or BOCES your organization is willing and able to engage with:

District name	City	County name
ANY SCHOOL DISTRICT or BOCES	ALL	ALL

Management Partner Category Submissions:

a. Identify which of the following roles your organization can serve (list all that apply):

Partial management: Instructional transformation

Partial management: Talent development

Partial management: Culture shift

Partial management: Turnaround leadership

b. Is your organization's primary interest and area of expertise in school-level management, district-level management, or both?

Both, we can provide district-level support and school-level support. While EES does not have an extensive number of years serving schools, we do have impressive data to share that highlights our track record. We currently work with 55+ school districts within Indiana. We have demonstrated success in both small rural and large urban districts. On top of the 8 1003g schools we work with currently, we are partnering with 10 districts to help with implementation of their competitive Title IV grants. We are currently working with 45 schools on creating school improvement plans aligned to our approach highlighted in the subsequent responses. EES does not have clients, but partners. This subtle difference is important regarding the strong relationships we form with the schools we serve.

c. How will you differentiate your services to meet the unique needs of schools and districts in Colorado, especially those with historically underserved students?

Equitable Education Solutions (EES) engages partners in a comprehensive needs assessment system which leads school teams from the district to the classroom level through a process of data analysis and discussion that consistently compares their current state to their desired state in order to build a targeted, sustainable school improvement plan.

EES does this through a twelve-session process in which the consultant partners with the district and school in order to; (1) conduct a culture inquiry, (2) engage in an instructional investigation, (3) hold focus group discussions in order to support the development of the school's vision of excellence, (4) complete a curriculum review, (5) conduct an assessment audit, (6) perform an analysis for a social-emotional learning plan review, (7) engage in a complex data analysis discussion, (8) utilize the findings from the quantitative and qualitative data in order to conduct a root cause analysis. Each session in our comprehensive needs assessment process which leads to a targeted school improvement plan and final report is detailed below.

- i. **Overview & Data Collection:** This session focuses on an overview of the process, identifying stakeholder groups for inquiry, scheduling for focus group collaborations and instructional investigations, and a collection of data in order to engage in data discussions and conduct a root cause analysis.
- ii. **Instructional Investigation/Focus Group Collaboration:** These sessions are designed to provide insight through classroom visits and focus group discussions with teachers,

- students, and building leadership. Collection of both quantitative and qualitative data during these sessions help drive targeted data discussions.
- iii. District Collaboration: This session provides an opportunity for EES to present initial findings through the CNA process, including the Vision of Excellence, and engage in a district focus group conversation in order to ensure alignment with district priorities as it relates to continuous school improvement.
 - iv. VOE/Data Exploration: The VOE is finalized through a collaborative feedback session. Additionally, the leadership team will engage in a deep data dive as it relates to student achievement, academic growth, subgroup performance, SEL indicators, curriculum, instruction, and assessment.
 - v. Focus Areas/Root Cause Analysis: Based on the identification of focus areas for improvement, we will engage in a root cause analysis protocol that will identify an initial targeted professional development plan.
 - vi. Core Competencies/Gap Analysis: In order to form a truly comprehensive professional development plan, educators and building leadership will engage in a gap analysis as it relates to required core competencies.
 - vii. Professional Development Plan: EES presents your personalized, multi-pronged professional development plan, including strategies for identified student groups.
 - viii. Implementation Roadmap: EES collaborates with your team to finalize a measurable and actionable implementation roadmap, aligned to your professional development plan. A progress monitoring process with cycles aligned to the implementation roadmap is designed.
 - ix. Final Report on CNA/SIP: Working collaboratively, EES helps your team build a dynamic presentation detailing the scope of the comprehensive needs assessment and school improvement planning process. The presentation will include discoveries, goals, and the professional development plan with implementation roadmap.

We know each school building is different and requires unique levels and types of support so going through the focus group discussion process and data collection allows us to collect the information necessary to provide the specialized training and support to allow students to have the education they need.

d. When considering partnering with a school or district that you have not partnered with before, what would be the key aspects or conditions of an agreement you would need to have in place with the district (or authorizer) to make your school successful?

Partnering with a school or district would be contingent on their commitment to engaging in the comprehensive needs assessment process as outlined above, or for the school or district to possess a recent strategic plan in which to provide EES the information needed to build our unique partnership. The crux of the comprehensive needs assessment process is the reality that no two schools and no two districts are the same; thus, authentic turnaround can only occur when the work between EES and the partner is based on a current and accurate analysis of multiple forms of data. To this point, the professional learning plan that will be described under each category of support is generalized and will be further differentiated once more information about the school partner or district is received.

Partial management: Instructional transformation

Equitable Education Solutions utilizes information gleaned from an instructional investigation in order to determine strengths and areas of improvement within each school’s classrooms. From this information, decisions can be made on the areas of which to focus instructionally through our instructional priorities model. This model is based on the work of John Hattie, acknowledging and building the capacity of the school and/or district to learn about the effect size of certain practices. We take schools through the priorities model by identifying three instructional strategies in which to focus, engage teachers through professional learning modules of these areas of focus, and then work with the leadership team in order to build a system to ensure implementation of the professional learning through non-evaluative walkthroughs and student-centered coaching cycles.

Partial management: Talent development

Equitable Education Solutions currently partners with districts in order to support their teacher induction and mentorship program, which is one piece of talent development. More granular, EES has worked with districts in order to support building the system of instructional coaching, including the processes in which to work, as well as the methods and lenses in which to hold dynamic teacher-to-teacher collaborations in support of increased classroom effectiveness. Both of these services seek to develop talent within a school; thus, leading to increased teacher efficacy and student growth and achievement.

Partial management: Culture shift

Equitable Education Solutions utilizes a culture survey with school partners in order to determine the current state of each school’s culture. Through a deep data analysis, we can collaboratively determine areas of the culture to begin working through, as well as areas in which to avoid in the first year of a turnaround shift. Knowing the areas in which change can occur, and the areas in which need to be set aside, provides the opportunity to operationalize culture with action plans and progress monitoring tools to support change. As well as the change of school culture as a whole, Equitable Education Solutions provides the opportunity for teachers to examine their own curricular materials and instructional practices through professional learning about culturally responsive teaching.

Partial management: Turnaround leadership

It is essential for turnaround leadership to understand systems-thinking and change management theories in order to utilize as the lens for planning and action. Therefore, Equitable Education Solutions provides a leadership cohort to school level and district level leaders that not only builds the capacity to lead major change, but also constructs capacity to become the instructional leaders needed to support teachers in a turnaround environment. For this type of partnership, a leadership cohort would be built on the specific needs of the school or district’s context.

e. Describe your experience working with other third-party providers to support coherent school and district improvement.

Equitable Education Solutions has worked collaboratively with other third-party providers to support the needs of our school partners. Most recently, we worked with Education Resource Strategies (ERS) out of Boston, Massachusetts after they were selected as the organization to coordinate a Transformation Zone for a school district in northern Indiana. ERS had a role of finding the right administrators for the Zone based on information they were able to collect from the corporation and school buildings. The need to complete the administration selection in a timely manner posed us an opportunity to provide ERS a deeper understanding of the buildings that we were familiar with to provide them the ability to find the best match for the buildings.

f. Describe your experience, if any, working with Alternative Education Campuses (AECs) or alternative high schools.

We currently work with an alternative High School in Indiana that provides education to students who are placed in their building through the Department of Child Services, Department of Corrections, Department of Education, the Juvenile Court System, and other private placements. They're a Residential and Family Services program that specializes in students who are have been unsuccessful in a traditional school setting. The placements typically range from 4-6 months which is inconsistent with a traditional school schedule and therein lies a concern for academic achievement. Because of the nature of the students along with the mobility rate, the school has a hard time meeting the legislative standards set for a traditional school environment. Our role with this building is to provide support with school improvement and ensuring they keep their standards for education high and are able to provide the leadership with the tools for success.

g. Describe your experience, if any, working with online schools.

Equitable Education Solutions has not done work with online schools.

Capacity: Does your organization currently have the capacity to serve additional schools and districts in Colorado? If yes, indicate how many new schools or districts your current capacity would allow for. If no, explain what additional capacity you would need to put in place, and any other constraints such as timelines or minimum participating schools or districts.

Yes, we currently have the capacity to work with approximately 5 schools in Colorado. We would be able to hire new staff to support schools beyond 5 if that became necessary. It takes approximately 4-6 weeks to get a staff person hired and ready to work directly with schools.

Evidence of Track Record of Improved Student and School Outcomes:

- a. Describe your organization's track record in dramatically improving schools or districts and radically increasing outcomes for targeted groups of students. Include a description of the criteria and the data that you use to determine the impact of your work. Highlight the context and location of where this work has occurred.**

Historical Growth: EES has led 26 partner schools from a “D” or “F” status to at least a “C” since the company’s inception. Our standardized testing outcomes have consistently demonstrated improved learning outcomes for our partner schools. Our school partners have demonstrated roughly double the increases (compared to statewide data) on passing rates for both ELA and Math on the Indiana ISTEP+ assessment over the last three years. We believe this is partly due to our overall partnership with schools, but also our partners tend to have lower starting pass rates than more affluent suburban districts. We believe there are better estimates to demonstrate our company’s partnership with schools when examining state accountability.

Here are some numbers to support our track record in improving standardized testing performance:

- The average overall accountability score in the 2016-2017 school year was 64.99 and was 73.05 in the 2017-2018 school year (+8.06).
- The average overall growth domain score in the 2016-2017 school year was 85.11 and was 101.09 in the 2017-2018 school year (+15.98).
- The average overall growth domain in ELA in the 2016-2017 school year was 83.70 and was 100.49 in the 2017-2018 school year (+16.79).
- The average overall growth domain in Math in the 2016-17 school year was 86.42 and was 101.63 in the 2017-18 school year (+15.21).
- We have seen gains in both proficiency and growth from the 2016-17 to 2017-18 school year in subgroup performance in a number of our schools in black, Hispanic, free/reduced, and ELL. Gains in proficiency range from 2.33% to 8.95% among our schools for black students, 1.77% to 5.56% for Hispanic, 4.32% to 18.42% for Free/Reduced Lunch, and 3.48% to 6.78% for ELL. We have multiple buildings in which the median growth model score in both ELA and Math as increased double digits from 2016-2017 to 2017-2018.

Bon Air Elementary (BAE) was the first 1003g school partner we started working with, thus they are one to two years further along in our school turnaround model than are other 1003g schools. To highlight their results, BAE:

- There were 6 schools in the entire state of Indiana that went from 4 straight “F” ratings to a “D” or higher ending state takeover threat. Of these six, three schools received a “D”, two schools received a “C”, but only BAE received a “B”.
- The accountability score in 2016-17 school year was 46.7 but increased to 85.6 in 2017-18 (+38.9).
- The ELA pass rate increased by 7.4% from the 2016-17 to 2017-18 school years.
- The Math pass rate increased by 21.9% from the 2016-17 to 2017-18 school years.
- The growth model accountability score increased from 65.4 in 2016-17 to 128.6 in 2017-18 (+63.2).
- The ELA growth model score in 2016-17 was 70.5 but increased to 118.6 in 2017-18 (+48.1).
- The Math growth model score in 2016-17 was 60.2 but increased to 138.5 in 2017-18 (+78.3).

Looking at other metrics is important to gain an accurate view of how we are serving our school partners. Many of our school partners have utilized the school climate/culture inventory

by Dr. Steve Gruenert in the past few years. We have used this instrument to collect baseline data for schools as we begin our journey with them and administer it again two years later to compare with initial results. We have consistently seen higher levels on our 2nd assessment than initial benchmark in all six areas that are measured by this instrument within our school partners (Collaborative Leadership, Teacher Collaboration, Professional Development, Unity of Purpose, Collegial Support, and Learning Partnership). Additionally, we have seen decreases ranging from .18 to .86 in the standard deviations of these six factors, with an average standard deviation reduction of .39. These decreases represent higher levels of internal consistency for each factor among all members of the school staff after EES has worked with that school partner for two years. This instrument has gone through extensive exploratory factor analysis testing and demonstrated significant eigenvalues to ensure the items making up each factor form a reliable composite score. This is the same instrument that the Indiana Principal Leadership Institute has used since inception with schools throughout the state.

b. Self-assess the evidence base for the interventions your organization provides using the following Evidence-Based Intervention (EBI) tiers as outlined in ESSA. Which EBI tier best describes your work, and why?

Tier 4 describes our work best. All of our processes are supported by research and have been implemented in some capacity by a school or corporation. There have also been external reviews done by professors and other outside individuals to determine the school's progress in implementing the processes to be successful in their improvement and implementation efforts. As part of the Indiana Technical Assistance Partner list, we have met the thresholds for School Improvement under ESSA as well.

References

1. Kokomo School Corporation, Dr. Michael Sargent, (765) 776-7115, msargent@kokomo.k12.in.us
2. Eminence Community School Corporation, Laura Penman, (765) 528-2101, lpennan@eminence.k12.in.us
3. Medora Elementary School, Austin Skutnik, (812) 966-2201, aabsher@medora.k12.in.us