The 8-Step Process

A System-wide Approach for School Improvement

Training facilitated by
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Description of Program and Services

Pat Davenport's reform efforts in Brazosport, Texas – where she served as Assistant Superintendent of Curriculum and Instruction—were chronicled in the best-selling book: *Closing the Achievement Gap: No Excuses* (2002). There, when low-income students attending the district's south-side schools routinely failed the same standardized tests their more affluent north-side counterparts passed, parents demanded answers. They weren't interested in excuses.

Prompted by the realization that teachers weren't meeting the needs of poor students, the superintendent and his highest level staff (including Pat Davenport who became instrumental in the reform initiative) found the resolve and ability to begin the arduous process of change. Their reform strategies were greatly influenced by a school board member, an executive with Dow Chemical (the largest employer in the area), who convinced education leadership to embrace W. Edwards Deming's **Total Quality Management** (TQM) approach and Deming's famous four-part improvement cycle based on the Shewhart Cycle of **Plan-Do-Check-Act** (PDCA) used by businesses for continuous improvement.

The vital roles of critical elements—such as collaboration and empowerment, data-driven decision making, core beliefs and values, and leadership—are embedded and demanded in the implementation of this intervention strategy that turned around performance in Brazosport, Texas. Davenport's reform process is based on this integrated system comprised of **Effective Schools Research**, **Total Quality Management** principles and an **eight-step continuous improvement model** that employs data-driven decision making and collaboration between teachers to improve academic achievement in their schools.

The *8-Step Process* was developed by teachers who were having success with all of their students, as evidenced by State testing achievement scores, particularly with at-risk students— those labeled as special education students, English language learners and students of poverty. It works because it is a *process*—not a *program*—and teachers manage it through the use of quality tools and specific process strategies. Implementation of this process addresses both equity and excellence for teaching and for learning.

In Indiana, Pat partnered with the Metropolitan School District of Warren Township and its superintendent, Peggy Hinckley, over the past nine years in implementing the Eight Step Process in this K-12 urban district with an approximate poverty level of 70% among its diverse student body. As a result of their success, Dr. Hinckley has worked with Pat Davenport to implement Pat's training model as a school improvement model for the Indiana Department of Education for schools in various levels of school improvement within Indiana's accountability system. They have now worked with about 130 schools across Indiana, not only providing the initial training but also supporting those schools over a two year period with process checks during the year. Warren Township was featured in *Key Work of School Boards,* a publication by the National School Boards Association.

Description of the 8-Step Process

Unlike other turn-around models calling for school closures and the firing of existing staff, proponents of the *8-Step Process* believe that with the right tools, school leaders and teachers can produce different results.

Intensive week-long professional development gives teachers and administrators basic exposure to and practice with Effective Schools Research, the analyses of root causes for low student achievement, and team problem-solving strategies. Throughout the training, each of the following components of the *8-Step Process* is taught and supported during monthly site-based *Process Checks* conducted by Pat Davenport and Peggy Hinckley.

STEP 1: Data Disaggregation

Using data helps schools work toward district and State goals. By constantly measuring process, staff look for trends, identify gaps, and strive to ensure that students do not fall through the cracks.

Principals and teachers are taught how to **analyze state ISTEP testing results** to determine whether or not the state standards are being equitably learned by all students. Results are disaggregated by school, class, teacher, student, socioeconomic status, and test content. The teams determine which student needs are being met, and which are not; which teachers are successful with which standards; what other factors may be influencing test results, such as attendance, dropout rates, extracurricular participation, grade distribution, and behavior issues.

Results of these analyses are distributed to every building teacher and they are asked to analyze the data, drawn their own conclusions regarding the equity of student outcomes, and speculate why the results look like they do.

During embedded professional development periods, the **principal convenes meetings** with **grade level/subject area teacher teams** (at a minimum, E/LA and Mathematics) and do the same careful analysis. Teachers' examination of their own data and colleagues' data is at the heart of the improvement process. All teachers are assigned to teams – including those who teach art, music, physical education, librarians, counselors, and those who teach students with disabilities, students of high-ability (gifted), and students who are limited English proficient.

Research tells us that students can improve their test results simply by "taking ownership" of their test performance. The *8-Step Process* calls upon building principals and key leaders to meet individually with every child who took the state's ISTEP assessment the previous year for **"test talks"** that culminate with student self-knowledge as well as a clear plan of action.

Building principals ensure that the school schedule provides for **quality team planning**, on a **weekly** basis, for grade-level/subject area teachers to meet and discuss data, collaboratively plan

and share best practices.

While disaggregating test data results, teachers **identify mastered** and **non-mastered content areas objectives** by examining individual test items that require improvement. By identifying how many students passed/failed specific objectives (e.g., measurement, estimation, algebraic concepts), weaker objectives are established as high priorities, with data made available before the school year begins.

Data Walls keep the focus on students' achievement, visually displaying the status of learning by employing color-coding systems that are universally used by all teacher teams. Every student is represented on the teacher work room data walls – giving data a "face." Students who are performing well-above expected levels are coded with BLUE cards (or blue dots on their longitudinal data cards); GREEN indicates students who are on-track; YELLOW is used for those who are just below standard and need assistance; and RED reflects students who have not mastered standards and need intensive support.

At a glance, principals and teachers can readily see the status of students, by grade level and content area. The data walls are **updated following each formative and summative assessment** so that progress can be seen and so that continuing need is immediately identified for purposes of intervention.

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STEP 2: Instructional Calendar

The instructional timeline is actually a calendar that visually shows the allocation of the instructional year to State academic standards, assigns when that focus is initially covered and intermittently reviewed across the school year (maintenance), and establishes dates for formative assessments.

The **instructional calendar** provides **a logical sequence of concepts** that are **taught**. Used school-wide, the calendars divide each 9-week grading period into **3-week blocks** showing which standards will be covered each week. In school districts with intra-mobility, use of this strategy district-wide ensures that students do not miss important concepts that have "already been taught" when school transfers occur.

Teacher representatives (Calendar Committee) – supported by central office staff -- create the calendar before school begins, allowing all teachers to have an overall instructional plan at the start of the school year. Grade level/subject area calendars are annually reviewed and revised based on data analyses of assessment results to make necessary adjustments that will improve classroom instruction and increase student learning.

Curriculum mapping for covering standards and pacing instruction is complex work, reliant upon the clear understanding of academic standards both within and across grade levels – as well as those power standards that cut across content areas. The Instructional Calendar should reflect an alignment of written curriculum, taught curriculum and tested curriculum. It represents the non-negotiables when it comes to teaching. Calendars drive what is taught; teachers retain flexibility in how they teach—provided that they employ best practices resulting in increased student achievement.

Calendars **use all of the available instructional days** from the beginning of the school year up to the State testing days near the end of the year. This helps teachers understand that spring testing will occur before the instructional year ends, so time across the instructional year must be used wisely to ensure adequate coverage of important concepts. The *8-Step Process* also employs special "Countdown Calendars" during key testing periods across the school year.

Displayed in classrooms, in the hallways, the cafeteria, the gymnasium, and on web sites – in an *8-Step Process* school the **Instructional Calendar** is **available** and **visible** to teachers, students, parents or community members who may be in the school building.

STEP 3: Instructional Focus

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If we teach one thing and test another, students get discouraged and lose their motivation for learning. With the *8-Step Process*, there is an expectation that **teachers** and **students** alike **understand** the **instructional focus**. The focus is **determined by** the **Instructional Calendar** and is reliant upon the delivery of effective lessons based on research-based best practices. Instruction to individuals, small groups or the whole class is driven by the intersection of the Instructional Calendar and what the data prescribe.

Student-teacher interaction is the most important element affecting student achievement. The most efficient way to improve student learning is to change the nature of the student-teacher interaction in the classroom. To support that effort, the *8-Step Process* envisions that teachers are supported by **continuous professional development** opportunities, collaborative planning and sharing of best practices, and embedded teacher mentoring (by **literacy and mathematics coaches** or highly-effective classroom teachers).

To monitor the ongoing work of teachers, principals routinely conduct brief **walkthroughs** to observe classroom instruction. These observations ensure that teachers are addressing standards and indicators prioritized by the Instructional Calendar, employing effective strategies, and addressing needs identified through the analysis of formative assessment results during their monthly grade-level/content area *Learning Log* (data) meetings. Monitoring and adjusting, as needed, *how* the instructional period is used by teachers is often an outcome from *Process Check* monitoring conducted by Pat Davenport and Peggy Hinckley.

STEP 4: Assessment

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Any exceptional school district or school is data-driven. While the State's standardized assessments (ISTEP+ and ECA) annually measure the impact of instruction over an entire year, effective schools do not wait for those results to ascertain the impact of their efforts. Within the *8-Step Process*, formative assessments inform progress across the year and

influence decisions about necessary instructional adjustments to better meet all students' needs.

Routine, sometimes daily, assessments should continuously inform the school reform work. After the instructional focus has been taught within a 3-week Instructional Calendar period, the *8-Step Process* requires a **formative assessment** (administered on a **3-week/monthly** basis) to identify mastery and non-mastery students.

Naturally, those 3-week assessments are **aligned** with the **State Academic Standards** (to be adjusted to **Common Core** Standards) and the school's **Instructional Calendar**. The formative assessments are designed to reflect the format and rigor of the state's ISTEP+ and ECA tests.

These short, frequent assessments allow teachers to:
- Check for understanding
- Tell which students are learning and which need more help
- Chart student progress
- Adjust teaching methods to achieve better results
- Modify the Instructional Calendar as needed for re-teaching or acceleration

Following the formative assessments, ***Learning Log*** (data) meetings are scheduled to facilitate the exchange of instructional strategies and determine additional supports needed by students. Through the *8-Step Process*, for a half-day each month, the principal and building leaders (assistant principals, literacy and math coaches, LEP and special education experts) meet with grade level/content area teams to analyze data results from the formative assessments.

Teachers bring their classroom results (documented on a *Learning Log Form*) from their most recent 3-week assessment to examine outcomes, aggregate and disaggregate results, discuss what's working, and to determine where more effort is needed.   Assessment results are reported by standard/indicator tested and during *Learning Log* meetings the principal (and leadership teams) use completed *Learning Log* forms to:

- Examine each teacher's overall results

- Look for patterns across all grade level/content area teachers (knowing that similar patterns of deficiency across all teachers suggests curricular adjustments are needed, as opposed to instructional adjustments that may be needed for a single teacher whose students have not mastered a particular indicator)

- Ask questions and guide discussions about strategies for struggling students or teachers with unacceptable results on a particular standard/indicator (sharing successful strategies used among teachers)

- Track progress of concerns targeted for improvement in prior *Learning Log* meetings

- Continuously reference and update the Data Wall results and trends

- Confirm the teachers' "Success Period" lists (where students will be placed for their daily extra remediation, maintenance or enrichment instruction)

- Tell teachers what to anticipate during upcoming classroom walkthroughs

The constant goal is to think not in terms of teachers and teaching, but instead in terms of data and learning. The most important element of the *Learning Log* process is getting teachers to look at data. This examination clearly answers the question, "What do we do next?"

It is also worth noting that during *Learning Log* meetings, examining student results across grade level/content area teachers is not about identifying the better teachers. It's about **identifying mastery where we find it so that others can emulate that behavior**. The teacher who can convey a particular lesson and get desirable results then shares strategies and material with other teachers. This accomplishes several things:

- We no longer blame students
- We eliminate territorial behavior and negative competition among teachers
- We help everyone deliver the best instruction possible

Within the *8-Step Process*, teachers also come to understand the importance of **students "owning" their own data**. That way, students also share the benefits of knowing where they stand, what they need to improve and how the improvement can best be achieved. Strategies to

support this concept are developed (e.g., student "test talks," student-led parent conferences; student "resume" portfolios tracking their progress, goals and action steps; classroom Data Walls completed by students).

Steps 5 and 6: Tutorials and Enrichment

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Using assessment data obtained during *Learning Log* meetings, teachers determine what to do next with students who have not mastered standards' indicators and those who have demonstrated initial mastery.

Obviously, the feedback from *Learning Log* meetings informs adjustments needed during classroom instruction. The *8-Step Process*, however, takes the idea of using common formative assessments to continuously identify and support student needs to a level beyond the individual classroom. A unique and daily **30-minute *Success Period*** – operating school-wide—is a key feature of the *8-Step Process*.

For elementary and middle school populations, students are regrouped (school-wide) for the *Success Period*. Using student achievement data results from the monthly *Learning Log* meetings, teachers determine which students will be assigned for remediation and which to enrichment classes. (At the end of each 3-week Instructional Calendar and formative assessment period, these groupings change.)

Those requiring **remediation (tutorial)** are placed in **smaller groups** and assigned to a classroom **content teacher**. Those in **enrichment** are assigned to **larger groups** and taught by a variety of staff -- including **non-content teachers** (e.g., music, art, physical education, counselors). **Limited English proficient** students and students with **significant learning needs** are generally assigned to *Success* teachers with **special expertise** to address their unique needs.

In the 8-Step Process, *Success Period* is not perceived as a punishment. Instead, it's a chance to catch up and to potentially excel in a difficult content area. When appropriately implemented, you won't see many students or teachers in their seats during *Success* tutorial and enrichment periods that reinforce the standards and indicators taught during the previous 3-week *Instructional Calendar* window. Games, manipulatives, graphic organizers, technology, even

races to reference materials are more the style as teachers "**Teach on Their Feet: Not from Their Seat"** during *Success* period.   Students look forward to *Success,* as they mix with other classroom students and work with other content teachers. Students and teachers alike enjoy fresh perspectives and new challenges.

Although the atmosphere is fun, the work is real. **Tutorials** help students who did not master assessed standards/indicators. After concepts have been re-taught, students are re-assessed. Those who master skills assessed participate in **Enrichment** activities that provide intellectual challenges.

Implementing a *Success Period* within a high school context presents unique challenges that require both modification from the elementary/middle school strategy and creative thinking—resulting in strategies that will vary across individual high schools. Based on Davenport's work with Warren Township secondary schools and *8-Step Process* schools in South Bend, Lake Ridge and Marion, potential strategies for adoption by *8-Step Process* high schools are shared (e.g., Regrouping of all students within E/LA and Algebra teachers for "Reteach Wednesdays"; Use of "Star" Periods implemented in the South Bend model; Mini courses for freshmen and sophomores used in Lake Ridge that target specific needs—shifting every three weeks—that also enable students to earn partial elective credit).

Step 7: Maintenance

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Maintenance is a key in any long-range strategy to improve schools, and it is an especially powerful tool for at-risk students. Just because something has been taught and initially mastered doesn't mean that students will retain that learning.

The mastery of skills, facts and concepts takes time. While some students learn quickly, most **need repetition for mastery to set in**. Model teaching strategies--used by highly-effective classroom teachers—includes the regular review of skills and concepts previously taught. Review and maintenance of what has been learned begins immediately after a new idea has been

introduced and continues across the school year.

Teachers help students maintain skills learned through **periodic** and **cyclical review** of standard indicators taught. This can occur through any number of options or combination of strategies, such as:

- During **class starters** such as "Bell-work"
- Through "Daily Oral Language" and "Daily Oral Math" activities
- PLATO learning software can support on-going skill maintenance

While the Maintenance step primarily is the responsibility of the classroom teacher, well-designed **formative assessments** periodically include test items taught in previous 3-week Instructional Calendar windows to ensure that students are maintaining their understanding of previously-taught skills and concepts. **Success Period** teachers also support the maintenance of students' prior learning.

Step 8: Monitoring

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The instructional process is continually monitored by teachers, principals, parents, and central office administrators.   Accountability for students mastering standards is shared by all. Within the *8-Step Process*, **process** and **practices** are monitored – **not people**.

Monitoring the instructional process at every level is the **chief responsibility** of the school **principal**—who monitors the fidelity of the *8-Step Process*. Starting with their first training, Pat Davenport and Peggy Hinckley tell principals that, "If you're managing the *8-Step Process*, then you're managing curriculum and instruction." Of all of the demanding responsibilities of the school principal, their most important role is that of instructional leader.

The *8-Step Process* calls upon the principal to:

- Conduct classroom **walkthroughs** on a regular basis to observe a continuum of teacher efforts – rather than the occasional 45-minute "show" (e.g., Principals are expected to do at least two classroom walkthroughs each day, totaling 10 per week per)

- Schedule and hold one-on-one **student Test Talks** to review their scores on the state's ISTEP+ and ECA assessments (other key school leaders may also be involved)
- Meet monthly with grade-level/content area teachers to conduct *Learning Log* **meetings**, following formative assessments
- Schedule and monitor grade-level/department-level team meetings
- Ensure that **Data Walls** are continuously updated and used to inform decision-making
- Oversee the implementation of the **Success Period** (school-wide for elementary and middle schools) and ongoing re-grouping of students for Tutorials and Enrichment (and conducting daily classroom walkthroughs during *Success Period*)
- **Celebrate** successes with teachers, students and parents

The *8-Step Process* envisions that the **superintendent monitors** the **principal's implementation** of the Process – including ensuring that the principal's responsibility to conduct classroom walkthroughs is a routine practice. **Associate superintendents** and other key central office staff also do the same – on a regular basis. In the highest-performing *8-Step Process* districts, the superintendent personally conducts walkthroughs.

Just as students need exercises to help them maintain their learning and retain their skills, teachers and principals need to revisit how the Process is going in their schools on a regular basis. **Monthly onsite *Process Checks*** are conducted by Pat Davenport or Peggy Hinckley with the principal and leadership team to facilitate individual grade-level team/department team presentations and discussions regarding each school's improvement progress. During these highly-interactive and revealing meetings, implementation progress is shared, challenges are identified and immediate steps taken in the resolution of raised issues.

School leadership teams complete a *Process Check Form*, used during the meeting to ensure that the **discussion** is **focused** and **productive**. The time is spent in open, honest and direct discussion regarding process implementation – with many opportunities for positive reinforcement and problem solving. Data are used to support findings, and options for moving

forward are identified—with the person(s) responsible determined, and timelines established.

These meetings are held in a large conference room within the school. Central office administrators and the school principal and assistant principal(s) begin the *Process Check* by presenting and reviewing overall school progress – supported by evidence and data documentation.

Over the next several hours, each grade-level/content area team brings its ***Process Check Form*** and supportive data to the conference table. The *form* is a running record of the team's **Accomplishments**, **Work in Progress**, and **Areas Needing Assistance** in the school's implementation of the *8-Step Process*. The meeting gives building staff the opportunity to show their progress from the previous *Process Check* meeting, identify challenges, and discuss strategies for the resolution of any issues raised.

Below are some examples of findings that evolve through *Process Checks*:

- *Learning Log* meetings (following formative assessments) and content area Department meetings reflect **"changed conversations"** as colleagues disaggregate formative test results, identify gaps, learn from each other, and develop consistency in their implementation of effective practices and grading procedures (e.g., rubric scoring on writing samples)
- Formative data results are examined to determine if the school's 3-week assessment scores are accurate predictors for summative ISTEP+ and ECA student performance assessments. Findings prompt **increasing** the **rigor of** Language Arts **formative assessments**
- Grade level and content-area team **Data Walls** of ISTEP+ and ECA and 3-week formative assessment results are established, posted, and routinely updated and referenced by teachers
- School-wide **common Vocabulary Word Walls** reflect the instructional terminology used on ISTEP+ and ECA assessments
- Classroom **walkthroughs** conducted by principals and *Success* walkthroughs conducted by assistant principals are viewed as important to keeping staff focused and ensuring teachers' implementation of desired practices
- **Maintenance** (the periodic re-teaching of previously-learned concepts) is built into class

starter activities. Now all "Bell-work" activities **align** with the **ISTEP+ applied skills format** and the upper levels of Bloom's taxonomy (analyze, justify, compare/contrast)

- Strategies for conducting student **Test Talks** are in place
- Disappointment in student performance results on ISTEP+ English/language arts test prompt data disaggregation, vigorous discussion, instructional practices analysis (classroom audits to track how time is actually used), and the development of an **action plan to adjust instructional strategies** to increase learning

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The Top Ten Reasons Why the *8-Step Process* Works

1. Strong **instructional leadership**
2. **Alignment** of **curriculum** and **assessments** to the State's Academic Standards and assessments
3. **High expectations** for all students and teacher behaviors that convey those expectations
4. A school-wide and broadly-understood **instructional focus** supported by effective instructional practices
5. Support for teachers through **professional development** and school-based literacy and mathematics coaches
6. Support for students through **tutorials** and **enrichment** activities
7. **Fidelity** of **implementation** of the non-negotiables
8. **Continuous assessments** of students' performance
9. Ongoing accountability through routine **Process Checks**
10. Hard work, teamwork – and **commitment**!

Beginning in 2002-03, MSD of Warren Township piloted Indiana's first *8-Step* continuous school improvement initiative in its lowest-performing schools. Immediate increased student achievement prompted full implementation in all elementary schools, followed by middle schools. The chart below compares 2001-02 achievement levels (the year prior to *8-Steps* implementation in Warren Township) to the 2008-09 data. This diverse, urban district had poverty rates ranging from 43.9 percent at Lowell Elementary to 82.4 percent at Heather Hills.

Comparison % Proficient English/LA					Comparison % Proficient Math			
Elementary Schools (K-5)	Sept '09 % Poverty	ISTEP+ Data		Growth	Sept '09 % Poverty	ISTEP+ Data		Growth
		2001-02	2008-09			2001-02	2008-09	
Brookview	58.4%	67.1%	76.7%	9.6	Creston Middle School (6-8)			
Eastridge	78.0%	52.3%	70.5%	18.2	73.9%	53.7%	74.6%	20.9
Grassy Creek	64.0%	62.8%	76.2%	13.4	Raymond Park Middle School (6-8)			
Hawthorne	80.7%	46.0%	73.4%	27.4	71.0%	47.4%	81.7%	34.3
Heather Hills	82.4%	47.7%	68.0%	20.3	Stonybrook Middle School (6-8)			
Lakeside	77.4%	55.9%	75.4%	19.5	68.9%	54.3%	80.3%	26.0
Liberty Park	66.9%	*	72.2%	*	State Avg	66.3%	75.0%	8.7
Lowell	43.9%	67.0%	85.7%	18.7				
Moorhead	67.0%	50.0%	76.5%	26.5				
Pleasant Run	79.3%	47.1%	69.2%	22.1				
Sunny Heights	66.9%	42.7%	78.0%	35.3	*Liberty Park Elem opened 2002-03*			
State Avg		64.6%	72.4%	7.8				

Even as State proficiency cuts scores were raised roughly 14 points over this testing period, Warren's academic performance significantly increased. Every elementary school demonstrated proficiency percentage point gains in English/Language Arts ranging from 9.6 at Brookview to a dramatic increase of 35.3 points at Sunny Heights. Proficiency rates in seven of the 11 elementary schools exceeded the state average of 72.4 percent. Math proficiency rates over this same period are compared for the district's three middle schools. Percentage point gains ranged from 20.9 points at Creston up to 34.3 points for Stonybrook. Both Raymond Park and Stonybrook Middle Schools exceeded the State's average performance in Mathematics on the 2008-09 assessment. All growth rates over this period exceeded Indiana's average growth rate.

These results prompted the Indiana Department of Education to expand Pat Davenport's training and support of the *8-Step Process* into 26 other struggling schools (persistently low-performing, high-need) during the SY 2009-10 in South Bend, New Castle, Muncie and Lafayette (Cohort 1).

District School Name	2009 Passing ELA	**2010 Passing ELA**	2009 Passing Math	**2010 Passing Math**	2009 Passing both ELA & Math	**2010 Pass both ELA & Math**	ppt Gain Both E/LA & Math	# 2010 Test Takers
New Castle Community School Corporation								
Eastwood Elem	58.38%	58.00%	57.30%	59.50%	48.11%	48.00%	-0.11	200
James Whitcomb Riley	83.42%	87.00%	90.67%	93.50%	81.35%	83.50%	2.15	200
Westwood Elem	82.04%	73.12%	79.64%	84.41%	71.26%	68.28%	-2.98	186
Parker Elementary	67.48%	71.63%	67.48%	78.37%	59.71%	67.79%	8.08	208
Wilbur Wright Elem	63.69%	75.18%	65.92%	82.27%	54.19%	70.21%	16.02	141
Sunnyside Elem	87.67%	81.51%	79.45%	78.77%	76.03%	72.60%	-3.34	146
Greenstreet Elem	72.53%	67.06%	63.74%	77.65%	57.14%	61.18%	4.04	85
South Bend Community School Corporation								
Coquillard Primary	43.80%	58.87%	33.58%	49.19%	27.01%	42.74%	15.73	124
Marquette Montessori	43.75%	53.27%	37.50%	44.86%	28.57%	39.25%	10.68	107
Lincoln Primary	42.35%	52.61%	38.78%	49.29%	29.08%	40.76%	11.68	211
Muessel Primary	47.24%	51.10%	38.04%	41.21%	29.45%	34.62%	5.17	182
Monroe Primary	50.00%	60.81%	34.09%	56.08%	30.30%	50.68%	20.38	148
Navarre Intermediate	33.97%	42.14%	41.11%	51.86%	25.24%	34.36%	9.12	617
Wilson Primary	53.76%	67.42%	43.93%	65.73%	37.57%	56.18%	18.61	178
Madison Primary	43.09%	40.54%	31.91%	41.08%	24.47%	28.65%	4.18	185
Perley Fine Arts Acad	50.89%	67.46%	54.46%	64.29%	44.64%	55.56%	10.92	126
Harrison Primary	35.40%	49.67%	46.72%	51.32%	27.37%	39.07%	11.7	302
Muncie Community Schools								
Longfellow Elem	41.86%	57.96%	38.37%	63.69%	29.65%	49.68%	20.03	157
Sutton Elem	64.00%	64.34%	65.78%	64.73%	53.33%	56.20%	2.87	258
West View Elem	67.63%	78.48%	63.58%	72.15%	55.49%	65.82%	10.33	158
North View Elem	73.72%	72.73%	59.62%	70.63%	55.77%	59.44%	3.67	143
South View Elem	59.27%	63.25%	55.64%	67.22%	46.18%	56.29%	10.11	302
Storer Elem	78.13%	67.39%	81.77%	70.29%	74.48%	58.70%	-15.78	138
Grissom Elem	53.99%	55.33%	56.34%	57.79%	42.72%	45.49%	2.77	244
Mitchell Elem	79.44%	76.80%	69.16%	70.40%	61.68%	62.40%	0.72	125
Lafayette School Corporation								
Thomas Miller Elem	65.05%	64.44%	68.28%	75.56%	55.91%	59.26%	3.35	135

Table title: **8-Step Process Schools: Comparison Data for Spring 2009 and Spring 2010 ISTEP+**

Encouraged by the results of *8-Step Process* implementation to improve teaching and learning in struggling elementary schools, the Indiana Department of Education again engaged Pat Davenport to provide this intervention strategy in some of the state's **lowest-performing high schools** during SY 2010-11. Leadership teams from the following five high schools worked

closely with Davenport, implementing *8-Step Process* improvement strategies to successfully increase student achievement on required End-of-Course Assessments.

Data comparing performance in 2010 (baseline) to spring 2011 results demonstrated impressive gains within all five high schools, following the initial year of implementing the *8-Step Process* improvement model—both in English 10 and in Algebra I End of Course Assessments.

	End of Course Assessments (ECA)					
	English 10			Algebra I		
	Spring 2010	Spring 2011	Percentage Point Gain	Spring 2010	Spring 2011	Percentage Point Gain
Muncie Central High School	58.6%	70.8%	12.2	40.5%	44.6%	4.1
Marion High School	50.8%	52.6%	1.8	20.5%	43.2%	22.7
Calumet High School (Lake Ridge)	42.3%	50.9%	8.6	8.1%	30.2%	22.1
Riley High School (South Bend)	55.8%	65.6%	9.8	30.7%	55.1%	24.4
Washington High School (South Bend)	40.3%	59.7%	19.4	14.4%	33.8%	19.4

Each of these high schools had persistently remained on Academic Probation under the state's Public Law 221 accountability system. Through the use of the *8-Step Process* and with support provided by Davenport, *all* five high schools exited school improvement and probationary status based on spring 2011 achievement performance and improvement results.

	Public Law 221 Category Placements		
	2008	**2010**	**2011**
Muncie Central High School	Probation	Probation	Academic Progress
Marion High School	Probation	Probation	Academic Progress
Calumet High School	Probation	Probation	Academic Progress
Riley High School	Probation	Probation	Academic Progress
Washington High School	Probation	Probation	Academic Progress

Fortified by impact data in Year 1, the leadership teams within each of these high schools were eager to continue their *8-Step Process* implementation work with Davenport.

Theoretical and Empirical Research Based of Program Design
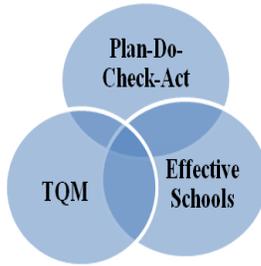
The *8-Step Process* ensures that teachers teach and students learn by using data and focusing on individual students and the core curriculum elements of English/language arts and mathematics. The process is grounded in the proven ideas of Effective Schools Research, Total Quality Management (TQM) and the Shewhart Cycle of Plan-Do-Check-Act used by businesses for continuous improvement.

Effective Schools Research: Larry Lezotte, Ron Edmonds, and Wilbur Brookover challenged the notion that schools had no effect on what was considered the destiny created by family background and economic status. They located schools with outstanding records of achievement, particularly in educating at-risk students and defined effective schools as those in which: (a) Equal proportions of low and middle income level children evidence high levels of mastery of the essential curriculum; (b) There are no differences in the proportion of students mastering the basic skills as a function of the group to which they belong; and (c) No child is condemned to educational failure because of family background, race, socioeconomic status, or gender.

These researchers established that, given five specific conditions, teachers at any school anywhere could achieve similar results. The **five characteristics** identified by the Effective Schools Movement are:

1. **Strong instructional leadership.** The principal sets the example and tone for instructional excellence by defining the school vision, managing instruction and curriculum, and promoting a positive school climate.

2. **High expectations of student achievement.** The school staff believes all students can attain mastery of the core curriculum and expects them to do so.

3. **Pervasive and broadly understood instructional focus.** The staff accepts responsibility for all students. They believe the school controls enough of the variables to assure that all students do learn.

4. **Safe and orderly school climate conducive to teaching and learning.** Students have a safe

environment in which to learn. The adults work in a collaborative, cooperative environment.

5. **Achievement is an indicator of program success.** Student academic progress is measured frequently through assessments, using results to improve teaching and support student learning.

Total Quality Management is designed to improve any organization at any level – classroom, school or administration. Built on the premise that reduced variation in the system produces a more consistent result, practitioners understand that doing it right the first time eliminates re-work. A *20-80 Rule* prompts the focus on the 20 percent of objectives that produce 80 percent of the results. And the TQM system honors the belief that, "In God we trust; all others bring data."

Through his research, Dr. W. Edwards Deming advocated the **Plan- Do-Check-Act Cycle** – used in Effective Business Models – as an approach to process analysis and improvement. This 4-step cycle involves constantly defining and redefining the customers' needs and wants. Within the 8-*Step Process,* adherence to this cycle ensures that improvement remains continuous and that the power to make changes lies squarely with those on the front line: our teachers and our principals.

Plan: Staff buy-in; data disaggregation; development of instructional calendar
Do: Instructional focus supported by research-based effective practices
Check: Frequent assessments; maintenance; and process monitoring
Act: Tutorials and enrichment

External Research Supporting the 8-Step Process: Strategic Learning Initiatives (SLI), a Chicago-based nonprofit consulting group, began its work in 2006 with10 high-poverty, low-achieving Chicago elementary schools slated for restructuring or closure. Based on the impressive reform work at Brazosport, Texas, SLI partnered with Dr. Patricia Davenport to shape the design and implementation of its new four-year comprehensive school reform model called the Focused Instruction Process (FIP). The FIP model aligns with 8-*Steps* stressing shared leadership, professional development, and continuous improvement strategies drawn from best practices identified by educational and management research.

The SLI's 2009 report and its 2011 updated draft report,
How Eight Failing Schools in Chicago Were Turned Around Within Three Years (*click for link to*

report) reports FIP implementation findings, including: Eight of ten schools turned around over three school years (2007 through 2009); Six schools sustained their gains; and Two schools had the highest gains on the Illinois Standards Achievement Test of 473 Chicago schools (Cather in 2007 from 36.1 percentage points to 50.5; and Cardenas from 48.8 percentage points to 71.7 in 2008).

The American Institutes for Research (AIR) validated the impact (*click for link to report*) of the FIP model and summarized their findings saying, "It is clear, on the basis of the ISAT Reading scores for the percent of students meeting or exceeding proficiency in ten Chicago elementary schools for the period 2001-2008, that the FIP intervention has had a positive and significant impact on student achievement in the cohort of ten schools that participated in the FIP model from 2006 to 2008. Whether compared to pre-intervention achievement, or to the entire set of Chicago elementary schools, or to a carefully-selected set of matched schools, the data suggest that FIP has resulted in gains that are very unlikely to have occurred without the intervention."

Patricia Davenport

School Improvement Consultant

Pat is a private consultant providing services for school improvement.

Her focus is to support districts in their efforts to achieve systemic change through the Plan-Do-Check-Act instructional process and design training, data disaggregation, and the integration of quality tools and effective schools research.

- Pat Davenport received a Bachelor of Arts degree in Education from Texas State University and a master's degree in Education from University of Houston.

- With 30 years of experience in public schools, Pat has been as a teacher, counselor and administrator at both the elementary and secondary levels and served as a key member of the superintendent's administrative team at the central office level.

- While at Brazosport, she served as the Assistant Superintendent of Curriculum and Instruction and directed the implementation of an instructional process, which resulted in no differences in the achievement of all student groups on the state assessment.

- For the past ten years, she has managed her own consulting business, Davenport Consulting, LLC.

- Her multi-year reform efforts in MSD of Warren Township (Indianapolis) moved schools that once had 40 percent passing rates on ISTEP+ to more than 80 percent passing—with individual grade levels in some schools initially having as few as 20 percent passing.

- Over the past two years, she has trained and conducted *8-Steps Process Checks* for 130 Indiana schools through initiatives supported by the Indiana Department of Education's Title I office. Impact data has prompted the IDOE to expand her work into other schools, particularly at the secondary level—where challenges are great and effective intervention strategies have been most limited.

- During the 2010-2011 school year, Pat was selected by the IDOE to serve as a lead partner to train and support the implementation of the *8-Step Process* at Riley and Washington High Schools in South Bend; Calumet High School in Lake Ridge; and Marion High School in Marion, Indiana. (Results shown within this document)

- Pat is a keynote and featured presenter at conferences and trains individual schools and districts across the nation.

- She is the co-author of *Closing the Achievement Gap: No Excuses* with Gerald Anderson, published by APQC in 2002, and the author to the sequel to that best-selling book, *Are We There Yet?, published in 2008.*

Peggy Hinckley

Retired Superintendent of Schools

School Improvement Consultant

Peggy Hinckley works with Pat Davenport as an educational consultant, specializing in school improvement. She retired in 2012 as superintendent of M.S.D. of Warren Township, where she, along with her outstanding teachers and administrators, successfully implemented the *Eight Step Continuous Improvement Process* in K-12 Warren schools. The success of Warren schools came to the attention of the Indiana Department of Education, which lists the *Eight Step Process* as an intervention example under "Readiness to Teach." Since 2009, approximately 130 Indiana schools at all levels have been trained in the process, visiting Warren schools as a part of the training week. Most have made improvement, some significant enough to remove them from school improvement sanctions.

Peggy received her B.S. in elementary education from Indiana University. She went on to earn her masters' degree from Purdue University Calumet in Hammond, her Ed.S. degree from Indiana State University, and her doctorate from Loyola, University of Chicago.

Her public school career included teaching at the elementary level as well as administration in three school districts.

Since 2009, Peggy has worked with Pat Davenport in supporting Indiana schools in the *Eight Step Continuous Improvement Process*, including training and process checks.

Prior to her work with Pat Davenport, Peggy has conducted over 60 workshops and presentations over the past 13 years, including recent work with the Illinois Principals' Academy, the National School Boards Association (paid preconference session), and the Wisconsin Association of School Boards. She has published seven articles in educational journals and has received numerous awards, including Indiana Superintendent of the Year, Outstanding Educator of the Year for the Indiana Association of School Superintendents, and the Senator Richard Lugar Inaugural Education Patriot Award.

Her book, *Monitoring: The Forgotten Step of School Improvement* is scheduled for publication in June 2012.