

Evans Newton Incorporated
Description and Effectiveness of the
Flagship Program; TargetTeach[®] Five-Step Process
and Staff Development Services to
Support Educational Agencies

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INTRODUCTION

Since 1973, Evans Newton Incorporated has partnered with educational agencies to provide custom educational solutions that improve student achievement. The TargetTeach[®] Five-Step Process, designed in 1988, has been continually adapted to the instructional innovations and performance requirements of the U.S. educational system. Today the TargetTeach[®] Five-Step Process has the independent research and Meta-Analysis to demonstrate the process's capability to provide the support needed by schools struggling to meet their Annual Yearly Progress. Documented results prove that TargetTeach[®] negates the socio-economic and sub-group challenges in meeting AYP.

ENI provides schools with a trusted partnership to improve student achievement quickly and with long-term sustainability. A goal of increasing student achievement by 20% in the first year of implementation is typical of each school's project design. The TargetTeach[®] Process attains increased student achievement through staff development, job imbedded coaching, and a focused, aligned curriculum with effective remediation cycles. An increase in performance has been replicated across the country in a wide range of challenging schools.

Coaching

Through empirical research and extensive anecdotal evidence, educators have come to realize that coaching for teachers and administrators is a key element of successful school improvement. However, despite a near-consensus on its importance, the potential of coaching is realized by too few. Well-intentioned efforts can fall short without a clear,

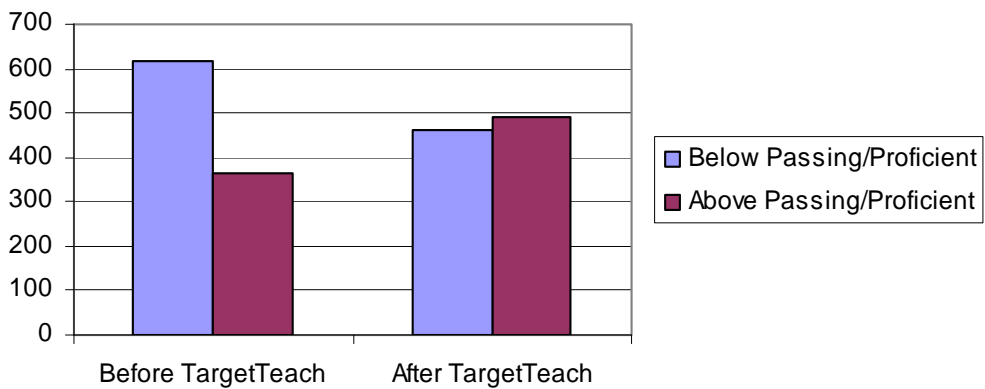
proven system for preparing coaches, a solid methodology for delivery of coaching services, and the necessary resources to support coaches, as well as those being coached.

Realizing this need, Evans Newton Incorporated (ENI), a national leader in delivering effective teacher and administrator coaching, introduced TargetCoach2Coach™ and TargetPLC™ to assist schools and districts in building their own internal coaching capacity. For educators committed to an instructional process built around aligned, standards-based curriculum guided by periodic benchmark assessments, TargetCoach2Coach™ and TargetPLC™ provide the support needed for increased, sustainable growth in student achievement.

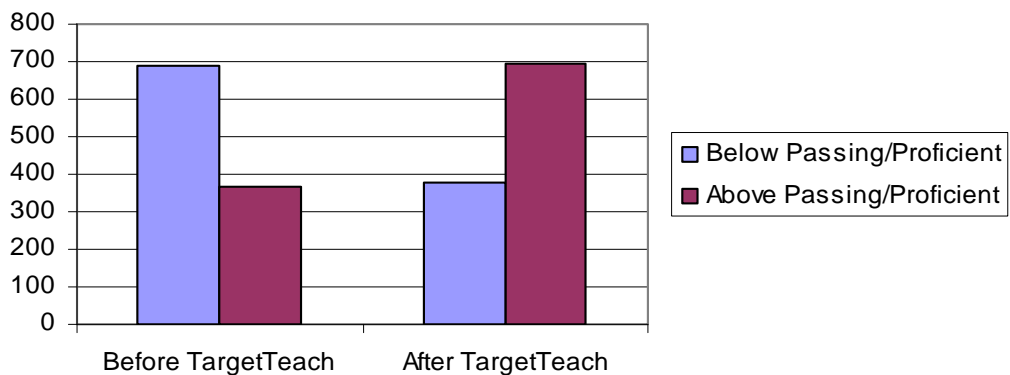
EFFICACY OF THE TargetTeach[®] PROCESS

Researchers in the Arizona State University College of Education have completed independent studies of districts that have adopted the TargetTeach[®] Process. Their analysis indicates that the TargetTeach[®] process provides statistically significant increases in student achievement. The following graphs are found in the meta-analysis the ASU researchers recently completed.

Student Performance on Reading Assessment



Student Performance on Mathematics Assessment



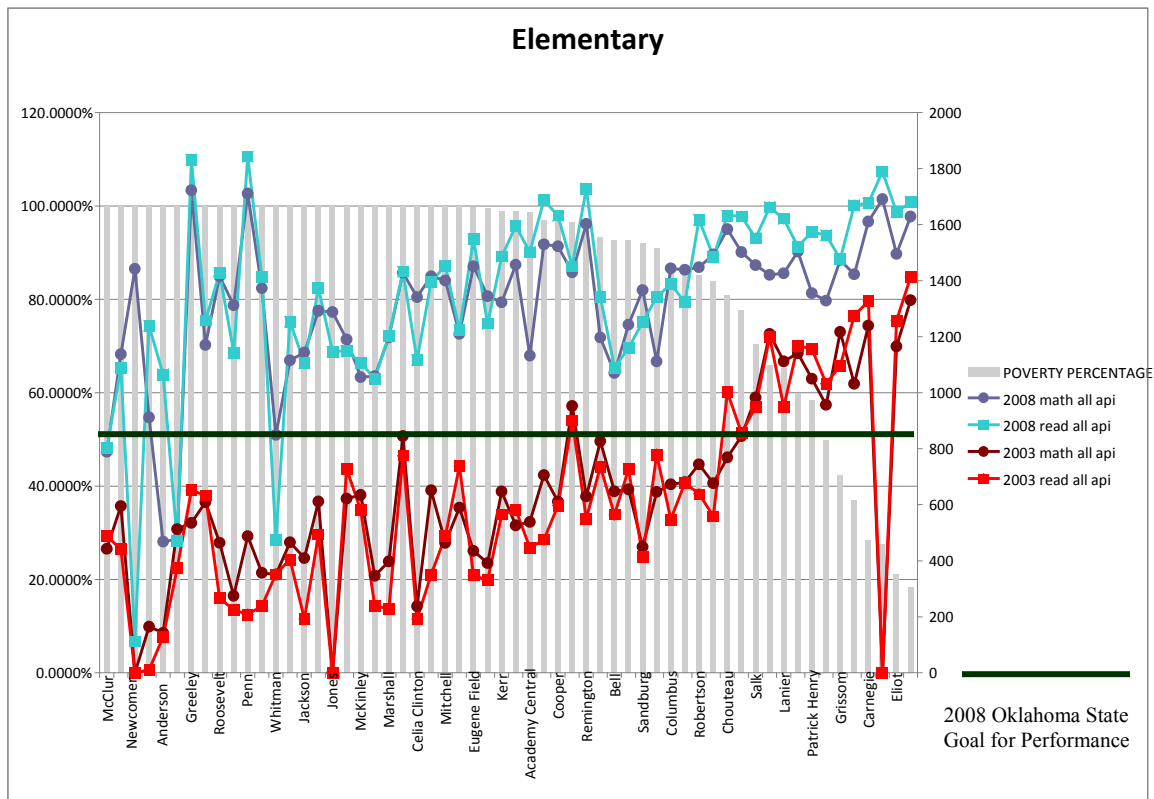
The ASU research report summary indicates that the results from the implementation of TargetTeach[®] show statistically significant gains:

The meta-analysis examined the effect of TargetTeach[®] from a random sample of four districts. This study shows that student achievement after TargetTeach[®] implementation is associated with a statistically significant increase in passing scores for students on their state standardized test in mathematics and reading. This indicates that, aside from district-level variables associated with implementation, student demographics, or teacher characteristics, the TargetTeach[®] tools made a difference in increasing student achievement.

Case Study for Tulsa Public Schools (TPS): One example of the success schools are achieving with the implementation of the TargetTeach[®] Process is found in Tulsa Public Schools (TPS), Tulsa, Oklahoma. After the 2003-2004 Oklahoma Core Curriculum (OCCT) assessments, TPS had 47 of 90 district schools on the Oklahoma DOE School Improvement List. The initial adoption of TargetTeach[®] began in January 2005 in the district's 25 Title I schools that were identified on the School Improvement List. ENI implemented a project aimed to reach AYP for that first cohort of 25 schools in 12 weeks. ENI provided to the following participating schools:

- Formative Assessments
- Focused, custom developed instructional activities, TargetStrategies Lessons,
- Grade level prerequisite lessons with placement assessment, TargetFundamentals
- Job imbedded teacher coaching.

As a result of the initial implementation, 23 of the 25 schools achieved academic requirements for AYP, that spring. During the fall of 2005, TPS expanded the TargetTeach[®] Process to all 90 district schools including the 22 Non-Title I School Improvement schools. The success of the project has now resulted in 36 of the initial 47 district SI schools being removed from the Oklahoma DOE School Improvement List. The following graph shows for Tulsa Public Schools, Tulsa, Oklahoma the improvement of the elementary schools' performance on the OK OCCT assessments.



- Grey Bars – Free and Reduced Lunch a high of 100% on the left to a low of 18% on the right.
- Red Line Graphs – 2003 performance of ALL students in Reading and Math
- Blue Line Graphs – 2008 performance of ALL students in Reading and Math
- Green Line – Indicated 2008 OK state cut-off to achieve AYP. Cut-off is 915 of a perfect 1500

Case Study for Central Junior High School, Zion, IL:

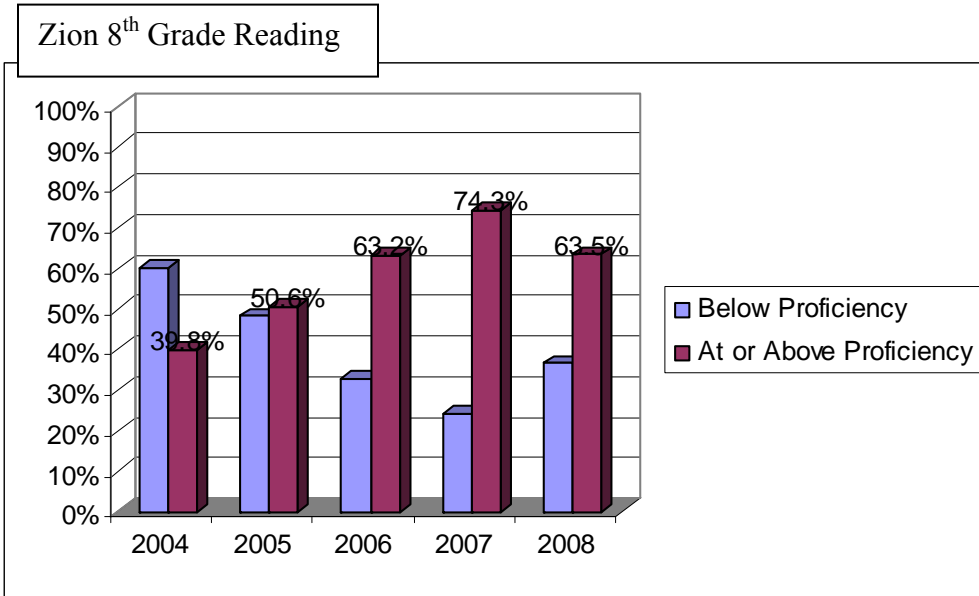
In addition to district wide implementation such as Tulsa Public Schools, TargetTeach[®] has shown high success in single school adoptions. These schools may stand alone

within districts or states resulting from their high levels of under-performance. In the instance of Central Junior High School, Zion Elementary School District #6, Zion, Illinois and other stand alone projects, the TargetTeach[®] process and ENI's coaching methodology has supported the schools to the extent that their growth is equitable to full district adoptions. ENI understands the challenges of servicing single schools, and with ENI's adaptive project design, the plan accounts for those challenges.

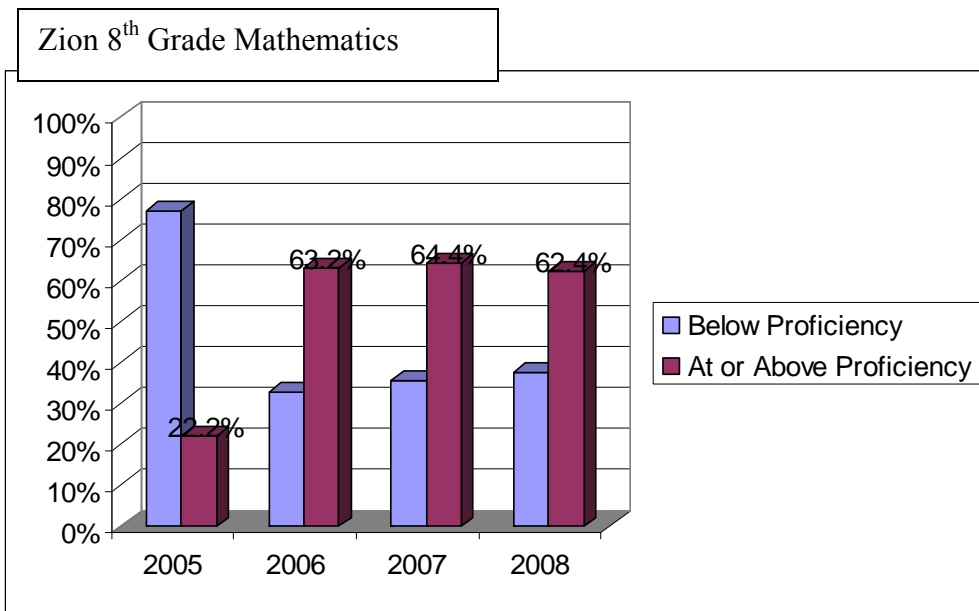
Located in a high-poverty, high-minority community north of Chicago, Central JHS began their TargetTeach[®] project in 2004 using a school based Comprehensive School Reform grant. Through the three years of the grant, and beyond, Central JHS showed growth through using TargetTeach[®]

Independent ASU research on Central JHS, pre-implementation through the fourth year of implementation, show the percentage of students passing reading increased from 40% to 64%. In mathematics, the percentage of students passing increased from 22% to 62%. There was some fluctuation in percent passing during the post implementation years; however, for each content area, the increase over time from Zion's baseline data was a statistically significant improvement. As a result of their growth, Central JHS was identified in 2007 as one of the ten most improved middle schools in the state of Illinois.

In the chart that follows 8th Grade results demonstrate the relationship between the student performance levels, baseline (pre-implementation) to post-implementation. The results show that there was a statistically significant improvement in reading achievement from 2004 to 2008, $\chi^2(1) = 33.09, p < .001$.



In 8th grade Mathematics, an additional analysis was conducted to identify differences in the percent passing from baseline (pre-implementation) to post-implementation. The results show that there was a statistically significant improvement in mathematics achievement from 2005 to 2008, $\chi^2(1) = 97.10, p < .001$. This difference is graphically represented:



TargetTeach[®] FIVE-STEP PROCESS

Evans Newton Inc. has supported schools since 1988 with the TargetTeach[®] Five-Step Process. Traditional implementation of TargetTeach[®] follows a three stage approach to integrate the process in a school system.

- Stage 1 – Triage and Adaptation
 - School Systems contract with ENI initially to support schools that are underachieving. The Triage approach will focus on specific schools, grades, and/or subject areas.
 - The Second component of Stage 1 is to identify and adapt the implementation to correspond with previously adopted materials. These may include assessments, written curriculum and staff development plans.
 - TULSA CASE STUDY: Tulsa's project included the 25 Title I schools on School Improvement. Included were grades 3, 8 and 10 in Math, Algebra I, Reading, and English II. The project was adapted to incorporate a new mathematics adoption and new state assessments.
- Stage II – Refocus
 - The Refocus Stage traditionally takes 2-3 years to complete. During this stage the project will expand to a secondary set of schools that include additional grades, subjects and courses.
 - The Second Stage includes transferring the initial training of the TargetTeach[®] Process to the agency's staff development trainers to provide the sessions for large group stand-up. This is the first step in building an agency's capacity to sustain the TargetTeach[®] Process.

- TULSA CASE STUDY: Tulsa’s project expanded from the initial 25 Title I schools to a full district implementation, grades 3-10, in 90 schools. The district’s staff development lead teachers were trained in the TargetTeach coaching methodology.
- Stage III – Sustainability
 - The Sustainability Stage traditionally takes 2 years to complete. During this stage of the project the agency takes responsibility for all training and coaching.
 - ENI traditionally will continue to provide contracted services for alignment with newly adopted text series, updating of benchmark assessments and staff development as needed.
 - TULSA CASE STUDY: As a district Tulsa continues to contract as a district for alignments, assessment updates and for scoring software services. Schools that remain on the School Improvement list contract through supplemental SI Grants for continued teacher coaching.

The TargetTeach® Five-Step Process is ENI’s flagship service. This comprehensive process includes the following components:



1. Measurable goals to drive the development of a Project Plan
 - a. A needs analysis is completed to determine measurable goals
2. Qualitative Alignment of Instructional Materials to state standards and grade level expectations.
 - a. The TargetTeach[®] alignment process follows a set of protocols that reviews textbooks and or district curriculum against the standards and state grade level indicators.
 - b. The alignment process provides in the review an evaluation of Teacher Preparation Materials
3. Improvement of the Alignment through the Filling of Instructional Gaps. A teacher task force reviews the rationale for the level of alignment and pulls together adopted instructional materials to improve the alignment level.
 - a. The alignment is also filled with the support of TargetFundamental lessons. These lessons are prerequisites for the grade level/course in Reading and Math for grades K-10.
4. Organizing grade level expectations into instructional timeframes to ensure all standards are taught to the standards' highest level of rigor.
 - a. The development of incremental formative assessments that meet the high rigor level of state standards.
 - b. ENI creates the formative assessments directly for every state and does not draw from a pre-developed bank of test items.

- c. ENI print ready formative assessments are formatted to model the state summative assessments. For example, this includes page setup, font and point-size, wording of directions.
- 5. Providing data to drive class instruction by monitoring student progress is provided by data from the formative assessments. ENI currently supports schools with the version 10 of the TargetTeach software a web based program, iTargetTeach X. This software includes components for:
 - a. Scoring and Reporting of Assessments
 - b. Access of instructional materials and alignment data
 - c. Pacing Calendar
 - d. Lesson Planning

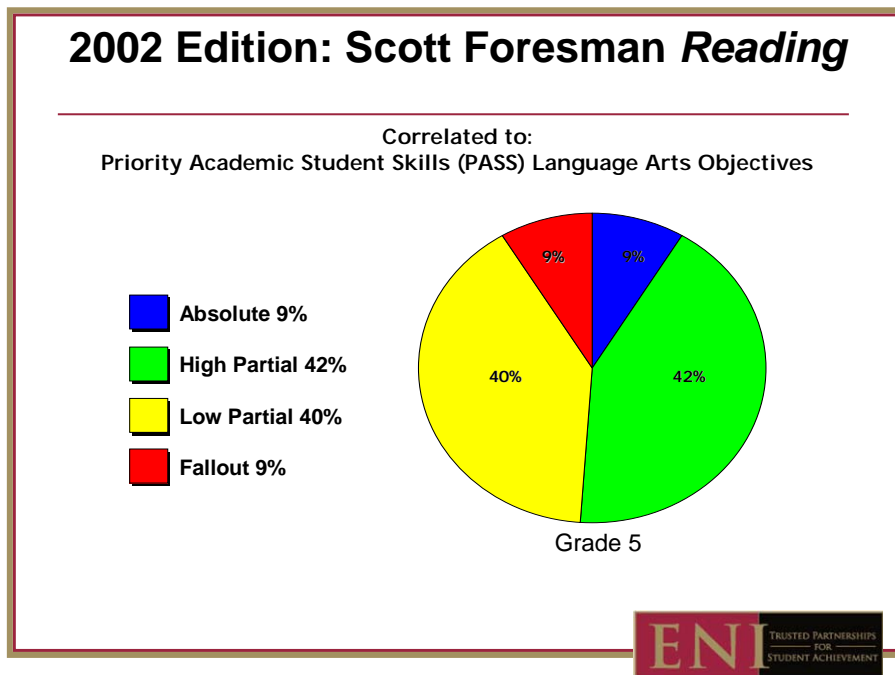
BENEFITS FOR EDUCATIONAL AGENCIES

ENI and the TargetTeach[®] Process provide for educational agencies a trusted partnership with a company whose experience is in providing measurable results. Educational agencies struggling with underperformance and the responsibility to efficiently transition new instructional practices contract for ENI's core competencies in designing services and implementing protocols that achieve immediate and long term goals.

The experience of consistently meeting instructional goals provides for those agencies in contract with ENI a trusted project plan. This is a break from the past when educational agencies sought large companies or universities for services based on reputations in

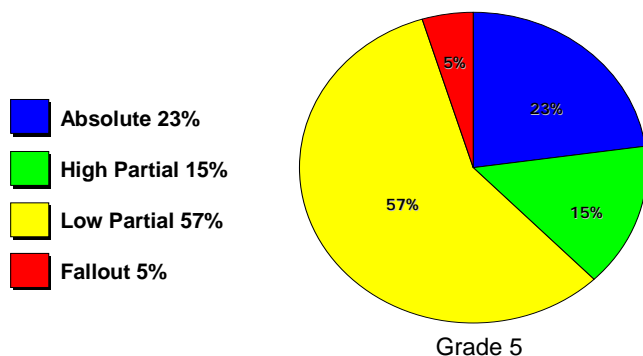
products or research. ENI's capability is in the delivery of results. Designed for and delivery of results provides ENI a unique niche in American education.

Since 1988, ENI has supported educational agencies with precise alignments between textbooks and state standards. The benefit of this service is the capability to make an informed decision on the investment of new textbook series and its support of state standards. The ENI alignment service is an independent analysis prior to the adoption of new series. After the new textbooks have been chosen the information is used for direction on the proper use of a textbook in the overall instructional process. The following graphs reflect the alignment of the 2002 and 2009 editions of one publisher's textbook to Oklahoma PASS standards:



2009 Edition: Scott Foresman *Reading Street*

Correlated to:
Priority Academic Student Skills (PASS) Language Arts Objectives



The value of having information prior to the adoption of a new text series can be understood by viewing the TargetTeach[®] alignment pie graph. These graph show that the level of alignment has decreased from the 2002 series to the 2009 series. The percent of acceptable alignment, a combination of Absolute and High Partial, has decreased from 51% to 38%. Poor alignment of the textbook to state standards has increased from 49% in 2002 to 62% in 2009.

The Coach-The-Coach service that ENI provides is the training of professional coaches on the teaching process as described by the National Board of Professional Teaching Standards. ENI has developed an “at the elbow” coaching system that incorporated Arthur Costa and Robert Garmston Cognitive Coaching process. ENI has provided thousands of days of teacher coaching that has a high impact on improved teaching strategies resulting in increased student achievement. The Coach-The-Coach process

includes a web-based PLC support program, on the job practicum, monthly custom developed webinars based on real-time topics of concern. ENI is experienced in the training and support of remote coaches and has applied their practical experience into the design of the Coach-The-Coach process.

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SUMMARY

Evans Newton Inc. has proven, since 1988 that the TargetTeach[®] Five-Step Process delivers results that can be replicated with focused District and School Based Administrator support. The research and Meta-Analysis conducted by Arizona State University researchers has proven in Reading and Mathematics that the TargetTeach[®] Five-Step Process increases student achievement as documented by state mandated NCLB assessments. The process of focused instruction and re-teaching based on data analysis is conducted through ENI professional services and on site staff development.

The Five-Steps include:

1. Measurable goals to drive the development of a Project Plan
2. Qualitative Alignment of Instructional Materials to state standards and grade level expectations.
3. Improvement of the Alignment through the Filling the Instructional Gaps
4. Organizing grade level expectations into instructional timeframes to ensure all standards are taught to the standards' highest level of rigor.
5. Developing periodic exams with data meetings to determine proficiency on standards and to re-teach to mastery.

Implementation of the TargetTeach[®] Process has been designed to transfer to the adopting educational agency the protocols so they may assume responsibility for project sustainability in 3-5 years. Evans Newton Inc. develops the end-users capability to master the TargetTeach[®] procedures to continue the process with minimal on-going assistance.

TargetCoach2Coach[™] and TargetPLC[™] represent a powerful partnership option and provide support for existing state and district mentor programs for positively impacting growth and building the capacity of teachers, administrators and instructional coaches.

With 35 years of experience as a trusted partner in student achievement, Evans Newton's core capability is to provide adaptive services to meet the unique needs of different educational agencies in a changing educational environment.