



## School Improvement Process

*A System-wide Approach for*

# School Improvement

Training facilitated by Patricia Davenport,  
School Improvement Consultant

### 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 has 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 under accountability. 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 her training staff.

### STEP 1: DATA DISAGGREGATION

8-Step Process	
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 <b>analyze state testing results</b> to determine whether or not
2. Instructional Calendars	
3. Instructional Focus	
4. Assessment	
5. Tutorials	
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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.

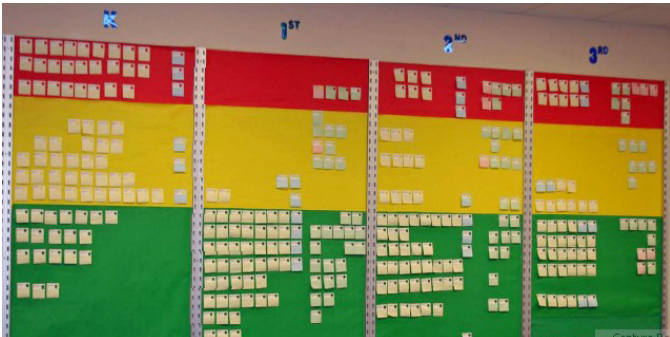
Research tells us that students can improve their test results simply by “taking ownership” of their test performance. The *8-Step Process* calls upon building principals and key leaders to meet individually with every child who took the state’s assessment the previous year for “**test talks**” that 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.



## STEP 2: INSTRUCTIONAL CALENDAR

### 8-Step Process

1. Data Disaggregation
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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

### 8-Step Process

1. Data Disaggregation
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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.

#### STEP 4: ASSESSMENT

8-Step Process	
1. Data Disaggregation	Any exceptional school district or school is data-driven. While the State's standardized assessments 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 <i>8-Step Process</i> , formative assessments inform progress across
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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 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).

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### STEPS 5 AND 6: TUTORIALS AND ENRICHMENT

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, she will share potential strategies for adoption by assigned Lead Partner high schools (e.g., Regrouping of all students within E/LA and Algebra teachers for “Reteach Wednesdays”; Use of “Star” Periods in South Bend; Mini courses for freshmen and sophomores in Lake Ridge that target specific needs—shifting every three weeks—that also enable students to earn partial elective credit).

## STEP 7: MAINTENANCE

8-Step Process	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.
1. Data Disaggregation	
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7. Maintenance	
8. Monitoring	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

8-Step Process	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 <i>8-Step Process</i> , <b>process</b> and <b>practices</b> are monitored – <b>not people</b> .
1. Data Disaggregation	
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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 tells 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” (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 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 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 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.

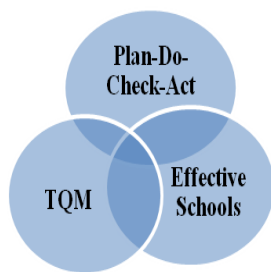
Below are some examples of findings that evolve through Process Checks:

- *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 student performance. Findings prompt **increasing the rigor** of Language Arts **formative assessments**
- Grade level and content-area team **Data Walls** 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 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 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 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.

## 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!**

## 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.

**External Research Supporting the 8-Step Process:** Strategic Learning Initiatives (SLI), a Chicago-based nonprofit consulting group, began its work in 2006 with 10 high-poverty, low-achieving Chicago elementary schools slated for restructuring or closure. Based on the impressive reform work at Brazosport, Texas, SLI partnered with 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).

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



## 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 to more than 80 percent passing—with individual grade levels in some schools initially having as few as 20 percent passing.
- Over the past three 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.
- 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.