

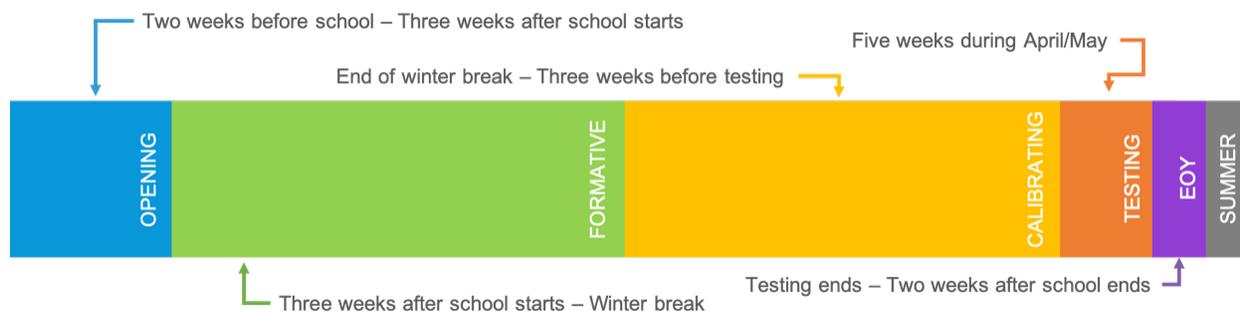
Company Background

Company: Educational Directions, LLC | 1221 Summit Avenue | Louisville, KY 40204
Contact: Joe DeSensi, Ed.D. | President | idesensi@eddirections.com | 502.373.2700
Mission: From Pre-K to high school, we are dedicated to boosting student performance, closing achievement gaps, and focusing education on the students' needs, first and foremost.

Educational Directions (Ed Directions) is a midsized educational consulting company celebrating 21 years of service to educators. Since our founding, we developed several series of professional development initiatives, created computer systems to track and connect data, were granted patents on several educational processes to improve school performance, authored books on curriculum and school turnaround, and created an innovative student-focused approach for designing a successful school year.

Ed Directions Supports a Philosophy of Student-Centered Teaching

Our unique approach is based on a proprietary methodology that we call, *The Rhythm of the Learner Year* (below). We believe that when the school, administrators, teachers, and students are all in the same learning and performing cadence, that positive change is inevitable. This "student-centric" methodology helps teachers understand the stages of learning that should happen throughout the school year in order to ensure student success on standardized state testing. Our teams look at what is expected of students, then establish where they are in relation to where they need to be, and cooperatively work with the school leadership to identify the best practice for moving those students forward through six "periods" of the school year. Our staff are highly effective in partnering with schools and districts to perform curriculum and climate audits, needs assessments, school improvement strategies, turnaround programs, professional development series, school leadership training, as well as individual subject area improvement plans. All of our services address the root causes of poor performance by putting greater focus on student work than on raw test scores alone. For more information, please see our book *Turning Around Turnaround Schools: What to Do When Conventional Wisdom and Best Practice Aren't Enough. Second Edition*.



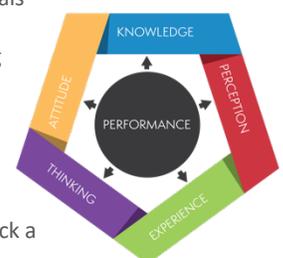
The Ed Directions Approach

The Ed Directions' *Rhythm of the Learner Year* approach to school improvement work doesn't begin with a specific intervention program that schools are expected to follow. Rather, we prefer to identify the current status of the school and its students, and we use a variety of approaches to establish this baseline understanding. Although a partnership with Ed Directions will frequently focus on some specific areas of school improvement (e.g. test scores, curriculum design), we bring with us a proven set of best-practice approaches to not only improving test scores, but to build an effective teaching/learning culture for students and teachers in our partner schools and districts. Our team seeks to identify and provide growth experiences for talented leaders and teachers in the district in an effort to nurture their growth as leaders. Our partnerships also focus on building positive learning cultures in classrooms as well as teacher and student work patterns that minimize student acceptance of failure, help erase performance gaps, and promote high levels of engagement in rigorous work that increases proficiency for leaders, teachers, and students.

Meeting the needs of underperforming schools

Ed Directions employs strategies to monitor student progress regularly. Checks for learning is one of the academic rituals all teachers are encouraged to use whenever new material is presented. An educator does not know if the lesson worked unless the teacher knows the students learned what they were supposed to learn as measured by the learning checks. On a more formal basis, teachers, school leaders, and school support staff are highly encouraged to collect measurements of implementation and impact.

Ed Directions understands the Indiana State standards expect all students to exhibit proficiency in specific content and competency areas. Ed Directions believes schools must move all students towards proficiency. In this approach, curriculum planning should provide a "learning map" that enables every student to be successful. To aid in this, we track a



number of different cognitive and noncognitive data streams, and we work with schools to ensure the students have the opportunity to engage in optimum work for developing their ability to perform to their potential.

In terms of student performance, Ed Directions believes there are five areas that must be developed for students to actualize student potential: the knowledge base, the attitude base, the perception base, the thinking base, and the experience base. Ed Directions works with school leaders to develop a performance profile on every student and identify which of the five areas needs priority attention. For more information on the Ed Directions 5 Legged Model, please visit us online at www.eddirections.com.

Ed Directions also provides just-in-time professional/leadership development throughout the year, custom-tailored to the specific needs of the school leadership related to the current period of the Rhythm of the Learner Year, and how to best maximize student engagement and overall success.

Our Ideal Partner

We have worked successfully with a wide variety of school turnaround in school reform entities. In Indiana, for example, we worked with University of Indianapolis, the Center of Excellence in Leadership of Learning, and the Indianapolis Public Schools' central office school turnaround team. In addition, we've worked with charters, business organizations, labor councils, and state departments of education in seven states.

We have found the most success when schools are open to our ideas and they are supported by the district/state. If we can get district and school leadership teams to buy-in to student-focused, whole-child model, then we can see quick improvements that are sustainable. If a partner adopts the basic premises in which they plan around the students' needs first, we do root cause analyses to make sure we are fixing the right problem, and we will use data to track if what we are doing is working. . . that is our ideal partner. With our best partners, we work ourselves out of a job. We also allow our partners to use our IP, tools, and processes to continue the good work long after we are gone.

Our Impact on Student Outcomes

Ed Directions is a Kentucky-based company and although, in the past, we've partnered with schools in Indiana, Kentucky, Ohio, the United States Army, and more, our focus in recent years has been on some very demanding contracts in the state of Florida—where we have seen a great deal of success in our methodology. Our last work in Indiana was with the Center of Excellence in Leadership Learning, based in the University of Indianapolis. We partnered with CELL to provide training and coaching support for underperforming schools. Overall in that project, we partnered with over 60 schools that were in need of test score improvement.

In Florida, we provided academic management to 25 different schools. Not only that, but we also worked with the Florida Department of Education to create a cognitive and noncognitive data room protocol for schools, offered over 160 professional development sessions specific to school turnaround, and provided leadership coaches for over 80 schools. We also provided over 60 complete academic reviews of priority schools. We worked closely with the State Department of Education to customize our Academic Review process, integrated our data capture protocols to meet their specific needs of state audits, and collaborated on a school data tracking protocol that is currently in use.

This table demonstrates a sample of our results for Florida elementary, middle, and high schools three years prior to Ed Directions engagement and the impact of Ed Directions in a single year.

	Three years prior	Two years prior	One year prior	One Year of Ed Directions Involvement
Elementary School				
PALMETTO ELEMENTARY SCHOOL	D	D	D	C
NORTH SHORE ELEMENTARY	F	F	D	B
Middle School				
CRYSTAL LAKE MIDDLE SCHOOL	F	D	D	C
SHELLEY S. BOONE MIDDLE SCHOOL	F	D	D	C
WESTWOOD MIDDLE SCHOOL	F	D	D	C
High School				
A. PHILIP RANDOLPH ACADEMIES	F	F	C	A
WESTSIDE HIGH SCHOOL	D	D	D	C
JEAN RIBAUTL HIGH SCHOOL	F	D	C	A
EDWARD H. WHITE HIGH SCHOOL	D	D	D	C