

Equitable Education Solutions was founded in 2010 by Dr. Michael Langevin. The EES team has developed a proprietary and proven model that has helped many schools experience radical growth. Our results are both scalable and sustainable for any school seeking to promote learning for all students. For more information contact Michael Langevin at mike@k12boost.com or (765) 365-3340. 2883 Shadows Run Lane, Crawfordsville, IN 47933.



EQUITABLE EDUCATION SOLUTIONS
PROMOTING LEARNING FOR ALL STUDENTS



Indiana based. Indiana focused.

Approach

We actively partner with schools to assist in strategic planning by facilitating the creation of a school improvement plan. This plan is driven by both the comprehensive needs assessment (CNA) including a root cause analysis in order to develop 2-3 focus areas that will drive the ongoing support we provide to your school.

In order to create a shared leadership model, common language, a vertically aligned standards-based curriculum including rigorous common tiered assessments, and an instructional priorities model must be developed in order to support improved learning outcomes for students.

Common Professional Development Roadmap Services

- K-12 Comprehensive Curriculum Mapping
- Instructional Priorities Model including Professional Learning in Literacy, Math, Routines for Learning, and SEL
- Rigorous Tiered Formative Assessment Construction
- Building Data Systems that support Tiered Instructional Design
- STEM and PBL Unit Development and Instructional Design



Currently, EES partners with 60+ Indiana districts; EES does not have clients, but rather partners. Our approach is not isolated; we believe in creating partnerships that encourage shared responsibility at all levels. We seek districts/schools that are willing to be innovative and immerse themselves in the research to find evidence-based approaches that will help them move forward.

Ultimately, we want to partner with districts/schools that seek to create and implement plans where year-to-year improvement efforts build upon themselves (so staff sees how their work is being honored) to create lasting change and ownership through empowerment long after EES exits. With this approach, we value system building over a scattershot approach to school improvement.

Promoting learning for ALL students.

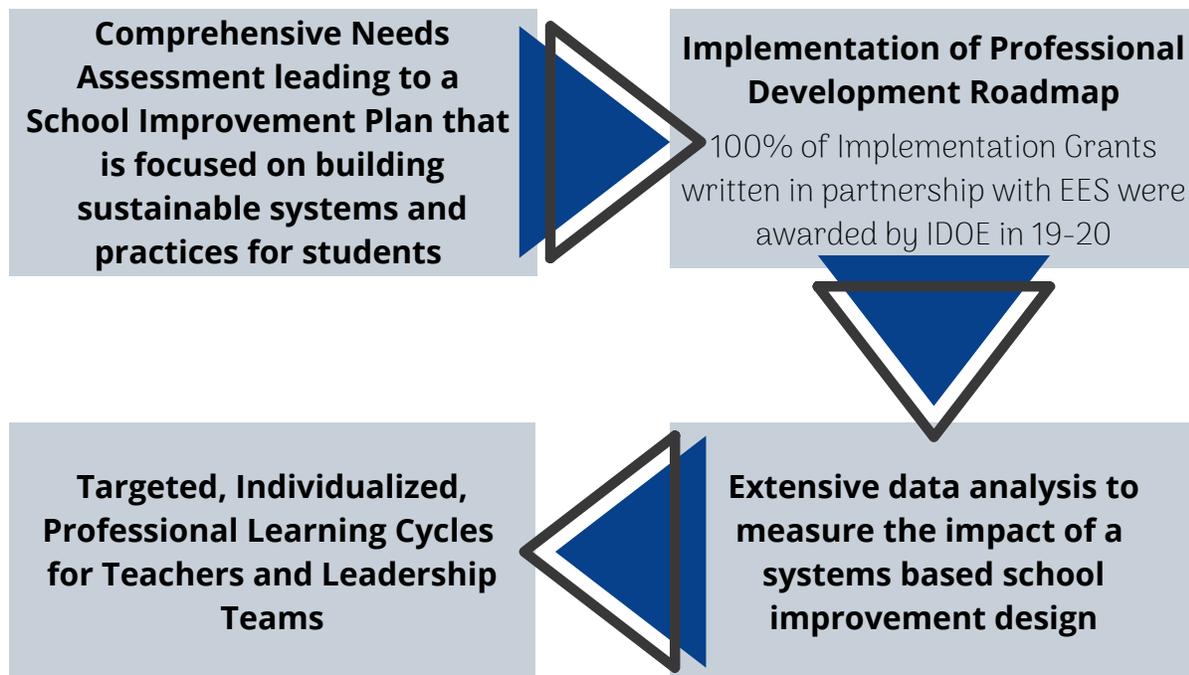
Impact

EES believes any company should be measured in a holistic manner. We believe overall standardized testing outcomes, school climate/culture inventories, and survey results from EES clients are all viable measures to demonstrate our track record with our school partners. Only by considering evidence from multiple independent sources is a company able to “know thy impact” (a phrase borrowed from educational researcher John Hattie). Our standardized testing outcomes have consistently demonstrated improved learning outcomes for our partner schools. Our school partners have demonstrated roughly double the increases (compared to statewide data) on passing rates for both ELA and Math on the ISTEP+ assessment over three years. We believe there are better estimates to demonstrate our company’s partnership with schools when examining state accountability.

Here are some numbers to support our track record in improving standardized testing performance: When exploring ISTEP+ performance data linked to accountability scores for school partners, we have done a substantial amount of work with (our eight 1003g schools and other schools we have conducted at least 10 days of work for 3 or more years), the following data highlights our school partners results:

- The average overall accountability score in 2016-17 was 64.99 and was 73.05 in 2017-18 school year (+8.06).
- The average overall growth domain score in the 2016-17 school year was 85.11 and was 101.09 in the 2017-18 school year (+15.98).
- The average overall growth domain in ELA in the 2016-17 school year was 83.70 and was 100.49 in the 2017-18 school year (+16.79).
- The average overall growth domain in Math in the 2016-17 school year was 86.42 and was 101.63 in the 2017-18 school year (+15.21).

We have seen gains in both proficiency and growth from the 2016-17 to 2017-18 school year in subgroup performance in a number of our schools in black, Hispanic, free/reduced, and ELL. Gains in proficiency range from 2.33% to 8.95% among our schools for black students, 1.77% to 5.56% for Hispanic, 4.32% to 18.42% for Free/Reduced Lunch, and 3.48% to 6.78% for ELL. We have multiple buildings in which the median growth model score in both ELA and Math as increased double digits from 2016-17 to 2017-18.



Contact us: mike@k12boost.com or (765) 365-3340