



# Entheos Academy Magna

School Improvement Documentation

# Table of Contents



Cover Letter .....	3
AdvancEd Accreditation Report.....	5
Ed Direction Root Cause Analyses 2016.....	24
Ed Direction Mid Year Appraisal 2017.....	37
Ed Direction Mid Year Appraisal 2017.....	54
EL Education Implementation Review 2016.....	73
EL Education Implementation Review 2017.....	77
EL Education Implementation Review 2018.....	81

# Entheos Academy

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12/3/18

Utah State Charter School Board Member,

The documentation included in this packet contains evidence of the story of school improvement for the Magna Campus of Entheos Academy. Over the three years of the turnaround process, three different organizations evaluated our school for implementation of best practices. Those companies were AdvanED, ED Direction, and EL Education.

AdvanED came to our school in January of 2018 for our 5 Year Accreditation Review. Over two days the four-person team went through a comprehensive review of the school's leadership capacity, learning capacity, and resource capacity. Twenty-two teachers were evaluated using the Effective Learning Environment Observation Tool. Of thirty standards that were assessed, none of them were rated as Needs Improvement, ten of the standards were rated as Emerging and twenty were rated either Meets Expectations or Exceeds Expectations.

As our turnaround consultants, ED Direction performed our initial Root Cause Analyses in 2016 and performed Mid-Year Assessments in 2017 and 2018. They rated the school in these five areas:

- Alignment of Curriculum and Standards
- Classroom Instruction and Student Engagement
- Assessment Practices
- Culture and Collaborative Relationships
- Leadership

Over the three years Entheos Magna moved from either a Minimal or Partial rating in each of those areas, except leadership (which was rated Sufficient in the Root Cause Analysis), to Sufficient or Substantial in all of them.

Since the opening of the school, Entheos Magna has been affiliated with EL Education (formerly Expeditionary Learning). Each year EL does an Implementation Review to document the implementation of 26 key EL Education Core Practices. Those practices fall in the same domains as the ED Direction Mid-Year Assessments. A score of 98 is considered sufficient to make a school eligible to apply for status as a Credentialed EL Education School. Entheos Magna scored 69 in 2016 and scored 92 in 2018.

We feel that this documentation supports a story of growth and success in implementing best practices in the school. If granted an extension, the good work that is documented here will continue to go on and the school will continue to improve in all of the measures assessed by these three organizations.

Sincerely,

The Entheos Academy Magna Campus  
Board of Directors  
Administration &  
Teaching Staff



# AdvancEd Accreditation Report

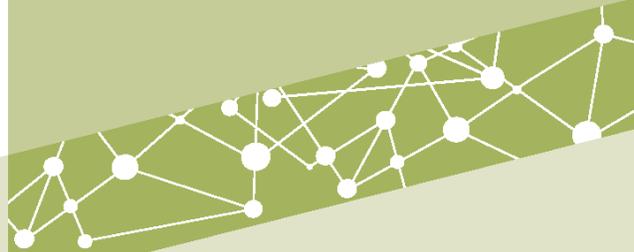
January 29-30, 2018



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January 29-30, 2018

**AdvancED<sup>®</sup>  
Engagement  
Review Report**



## **AdvancED<sup>®</sup> Performance Accreditation**

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» **Results for:**  
**Entheos Academy**  
**2606 South 7200 West**  
**Magna, UT 84044**

## Table of Contents

<b>Introduction .....</b>	<b>3</b>
<b>AdvancED Performance Accreditation and the Engagement Review .....</b>	<b>3</b>
<b>AdvancED Continuous Improvement System .....</b>	<b>4</b>
<b>Continuous Improvement Journey Narrative .....</b>	<b>4</b>
<b>AdvancED Standards Diagnostic Results .....</b>	<b>5</b>
<b>Leadership Capacity Domain .....</b>	<b>6</b>
<b>Learning Capacity Domain.....</b>	<b>6</b>
<b>Resource Capacity Domain.....</b>	<b>7</b>
<b>Effective Learning Environments Observation Tool® (eleot®) Results.....</b>	<b>8</b>
<b>eleot® Narrative .....</b>	<b>9</b>
<b>Findings.....</b>	<b>11</b>
<b>Powerful Practices .....</b>	<b>11</b>
<b>Opportunities for Improvement .....</b>	<b>13</b>
<b>Improvement Priorities.....</b>	<b>13</b>
<b>Accreditation Recommendation and Index of Educational Quality™ (IEQ™).....</b>	<b>14</b>
<b>Conclusion Narrative .....</b>	<b>15</b>
<b>Next Steps.....</b>	<b>15</b>
<b>Team Roster .....</b>	<b>15</b>

## Introduction

### AdvancED Performance Accreditation and the Engagement Review

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the accreditation process examines the whole institution—the program, the cultural context and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the AdvancED Accreditation Process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution’s performance against the research-based AdvancED Performance Standards. Using these Standards, Engagement Review Teams assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. AdvancED provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions that helps to focus and guide each institution’s improvement journey. Valuable evidence and information from other stakeholders, including students, also is obtained through interviews, surveys and additional activities.

As a part of the Engagement Review, stakeholders were interviewed by members of the Engagement Review Team to gain their perspectives on topics relevant to the institution's learning environment and organizational effectiveness. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the Engagement Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

Stakeholder Groups	Number
Board Members	2
Administrators	2
Instructional Staff	24
Support Staff	10
Students	50
Parents	5
<b>Total</b>	<b>93</b>

Once all of the information is compiled and reviewed, the team develops the Engagement Review Report and presents preliminary results to the institution. Results from the Engagement Review are reported in four ratings represented by colors. These ratings provide guidance and insight into an institution's continuous improvement efforts as described below:

Color	Rating	Description
Red	Needs Improvement	Identifies key areas that need more focused improvement efforts
Yellow	Emerging	Represents areas to enhance and extend current improvement efforts
Green	Meets Expectations	Pinpoints quality practices that meet the Standards

Color	Rating	Description
Blue	Exceeds Expectations	Demonstrates noteworthy practices producing clear results that exceed expectations

### AdvancED Continuous Improvement System

The AdvancED Continuous Improvement System (CIS) provides a systemic fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. AdvancED expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions. AdvancED identifies three important components of a continuous improvement process and provides feedback on the components of the journey using a rubric that identifies the three areas to guide the improvement journey. The areas are as follows:

Commitment to Continuous Improvement	Rating
The institution has collected sufficient and quality data to identify school improvement needs.	Meets Expectations
Implications from the analysis of data have been identified and used for the development of key strategic goals.	Emerging
The institution demonstrates the capacity to implement their continuous improvement journey.	Meets Expectations

### Continuous Improvement Journey Narrative

Entheos Academy in Magna, Utah (Entheos Magna) is the second Entheos Academy Campus to open. Entheos Magna operates independently as a school but is affiliated with their sister campus through a shared Board of Directors and Charter authorized through the Utah State Board of Education (USBE). However, each school operates independently which is why Entheos Magna choose to do the AdvancED Engagement Review independently rather than through a systems accreditation.

Entheos Magna, officially opened its doors in 2012. In the first three years of operation, the school was plagued with high administrative, teacher, and student turnover, student discipline issues, and low state testing scores. During the 2014-2015 school year, Entheos Magna scored in the bottom 3% of Utah schools and was placed in Turnaround status by USBE. As part of the Turnaround status, the school was required to hire an approved consulting company (Education Direction) to help Entheos Magna do a Root Cause Analysis and prepare a Turnaround Plan (continuous improvement plan) which was submitted and approved by USBE. Based on Education Direction’s needs analysis the following areas in need of improvement were identified: purchase and implementation of new ELA and Math curriculum with an emphasis on service learning, alignment of curriculum to Utah Core standards, instructional cycles, collaborative teacher teams, a school-wide positive behavioral interventions and support (PBIS) program, teacher observations, and professional development. In addition to Education Direction, Entheos Magna also contracts with EL Education to provide implementation support with the school’s emphasis on service learning as outlined in their Charter.

Entheos Academy’s mission and values, prominently displayed in the main entrance, create the foundation and culture of the school. The mission statement and values have been in place since the charter was authorized. The mission of Entheos Academy is “to inspire the rising generation to reach the heights of their potential, ignite their curiosity to venture into challenging new learning experiences, and empower them to be leaders through service, who are committed to family and community.” In connection with the mission statement the school has created core values to be integrated through service learning in the school. The values are: enthusiasm, excellence, leadership, service, respect, integrity, patriotism, individuality, adventure, and family. To help define the values, large canvas student artwork and framed student definitions interpreting the values adorn the halls. These values are focused on daily and create a common language and expectations for all stakeholders.

A large part of the school culture and continuous improvement journey, is starting the school day with teachers and administrators circling in the main entrance to have their “Huddle.” The Huddle is led through a rotation of administrators and teachers. The purpose is to ensure all are aware of each other’s personal and instructional needs. After the Huddle, school officially opens. Entheos Magna is a Title 1 school and has opted to use allocated funding to ensure that all students can eat breakfast prior to instruction. Breakfast is served in individual classrooms leaving the gym/cafeteria open for students to converse and be active prior to sitting in class. When the bell rings each class holds their “Crew” which is modeled similarly to the teachers’ Huddle. It is a dedicated time to allow students and teachers to create a foundation of collaboration and belonging. With many students coming from families in which parent(s) work full-time and are unable to volunteer at the school, this creates a peer oriented educational support system for students.

Entheos Magna’s continuous improvement journey has been closely monitored over the last 3 years. As part of their USBE Turnaround status, the school is required to submit two 90-day action plans with goals and action steps throughout the year. In addition, the administration reports monthly to the Board of Directors on the school Turnaround progress as well as any additional data provided by Educational Direction and EL Education. The administration works openly with stakeholders to create buy-in for action steps in the Turnaround process.

## AdvancED Standards Diagnostic Results

The AdvancED Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution’s effectiveness based on AdvancED’s Performance Standards. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity**, **Learning Capacity** and **Resource Capacity**. Point values are established within the diagnostic and a percentage of the points earned by the institution for each Standard is calculated from the point values for each Standard. Results are reported within four ranges identified by the colors representing Needs Improvement (Red), Emerging (Yellow), Meets Expectations (Green), Exceeds Expectations (Blue). The results for the three Domains are presented in the tables that follow.

## Leadership Capacity Domain

The capacity of leadership to ensure an institution’s progress toward its stated objectives is an essential element of organizational effectiveness. An institution’s leadership capacity includes the fidelity and commitment to its purpose and direction; the effectiveness of governance and leadership to enable the institution to realize its stated objectives; the ability to engage and involve stakeholders in meaningful and productive ways; and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Standards		Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning including the expectations for learners.	Emerging
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learners.	Meets Expectations
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Meets Expectations
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.	Emerging
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.	Meets Expectations
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Meets Expectations
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.	Meets Expectations
1.8	Leaders engage stakeholders to support the achievement of the institution’s purpose and direction.	Emerging
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	Meets Expectations
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Meets Expectations

## Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships; high expectations and standards; a challenging and engaging curriculum; quality instruction and comprehensive support that enable all learners to be successful; and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.	Emerging
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Emerging

Learning Capacity Standards		Rating
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Emerging
2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.	Meets Expectations
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Meets Expectations
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.	Meets Expectations
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Emerging
2.8	The institution provides programs and services for learners' educational futures and career planning.	Exceeds Expectations
2.9	The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.	Exceeds Expectations
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Meets Expectations
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Emerging
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Meets Expectations

## Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Meets Expectations
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Meets Expectations
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	Meets Expectations
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction	Meets Expectations
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Emerging
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.	Meets Expectations

Resource Capacity Standards		Rating
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.	Meets Expectations
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.	Emerging

## Effective Learning Environments Observation Tool® (eleot®)

### Results

The eProve™ Effective Learning Environments Observation Tool® (eleot®) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the AdvancED Standards. The eleot provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and/or demonstrate knowledge, attitudes, and/or dispositions that are conducive to effective learning. Classroom observations are conducted for a minimum of 20 minutes. Results from eleot are reported on a scale of one to four based on the degree and quality of the engagement.

eleot® Observations	
<b>Total Number of eleot® Observations</b>	<b>22</b>
<b>Environments</b>	<b>Rating</b>
<b>Equitable Learning Environment</b>	2.44
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.23
Learners have equal access to classroom discussions, activities, resources, technology, and support	2.73
Learners are treated in a fair, clear and consistent manner	3.00
Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	1.82
<b>High Expectations Environment</b>	2.28
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.41
Learners engage in activities and learning that are challenging but attainable	2.64
Learners demonstrate and/or are able to describe high quality work	2.14
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	2.14
Learners take responsibility for and are self-directed in their learning	2.09
<b>Supportive Learning Environment</b>	2.82
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	2.73
Learners take risks in learning (without fear of negative feedback)	2.77
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	2.73
Learners demonstrate a congenial and supportive relationship with their teacher	3.05
<b>Active Learning Environment</b>	2.38
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	2.68
Learners make connections from content to real-life experiences	1.82
Learners are actively engaged in the learning activities	2.73

eleot® Observations	
<b>Total Number of eleot® Observations</b>	<b>22</b>
<b>Environments</b>	<b>Rating</b>
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.27
<b>Progress Monitoring and Feedback Environment</b>	2.14
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.14
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	2.45
Learners demonstrate and/or verbalize understanding of the lesson/content	2.36
Learners understand and/or are able to explain how their work is assessed	1.59
<b>Well-Managed Learning Environment</b>	2.82
Learners speak and interact respectfully with teacher(s) and each other	2.91
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.05
Learners transition smoothly and efficiently from one activity to another	2.64
Learners use class time purposefully with minimal wasted time or disruptions	2.68
<b>Digital Learning Environment</b>	1.18
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	1.23
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.23
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.09

## eleot® Narrative

As part of their continuous improvement plan, Entheos Magna implemented teacher observations. Administrators in conjunction with the EL Education and Education Direction consultants complete 15-minute observations on all teachers weekly. Students and teachers are familiar with classroom observers so the impact of the Engagement Review Team performing 20 min eleot® observations was negligible on student engagement. The Review Team completed 22 eleot® observations. The Review Team was notified of a teacher being absent; however, there was an additional teacher absent that the Review Team was unaware of. An eleot® observation was done on the substitute teacher. The Review Team reviewed the eleot® observation data and found the impact was insignificant on the outcomes and therefore this observation is included the overall school results.

Two strengths that were identified during the eleot® observations were Supported Learning and Well-Managed Learning. These scores align with the school's mission, values, and culture. In addition, instructional data collected by the administration supported the Review Teams findings. Supported Learning, with a score of 2.82, indicated a positive learning environment in which students feel supported by both their teacher and peers. Students were observed asking questions or presenting answers (correct and incorrect) without fear of negative feedback. Most of the questions answered during eleot® observations were recall or skill based. The Review Team consciously looked at Depth of Knowledge (DOK) as Entheos presented evidence of professional development on increasing Depth of Knowledge (DOK) in instructional practices.

The Well-Managed Learning Environment, with a score of 2.82, indicated that classes were purposeful and had minor disruptions with students following classroom rules and behavioral expectations. In the elementary grades, paraprofessionals allow for an adult to student ratio of 1:10. In some classes, students were observed working in small groups, being monitored for reading fluency, and making up assignments/homework. In a few classrooms students were observed doing full class collaboration via pair-share and group discussion activities. Students knew the classroom procedures and interacted with the teachers and peers respectfully. Entheos has adopted the PBIS program into their academic environment. Teachers can de-escalate behavioral situations by sending a student to another classroom to debrief with another teacher and work on items until the de-briefing teacher feels the student is calm and ready to return to his/her classroom. The PBIS strategies resulted in a significant decrease in school-wide discipline and suspension measures.

Areas in which eleot® observations indicated weakness were Progress Monitoring and Feedback and Digital Learning. Progress Monitoring and Feedback, with a score of 2.14, is defined by students monitoring their own learning, being aware of how to improve or revise their work, articulating content or lesson objectives that are being taught, and understanding how their work is assessed. Entheos Magna has implemented school-wide summative assessments, implemented student data conversations regarding summative assessment scores, and has visible displays of summative data in the front office. However, the use of formative assessments to guide instruction were not evident during eleot® observations nor were there many examples after follow-up questions were asked. Many students were unable to explain to the Review Team how they were assessed or how to improve on an assignment. In addition, few teachers displayed lesson objectives and students were unable to answer questions regarding learning objectives. During stakeholder interviews, a few teachers, were able to show examples of rubrics or student notebooks in which students are beginning to self-monitor mastery on core concepts. However, this was not the norm.

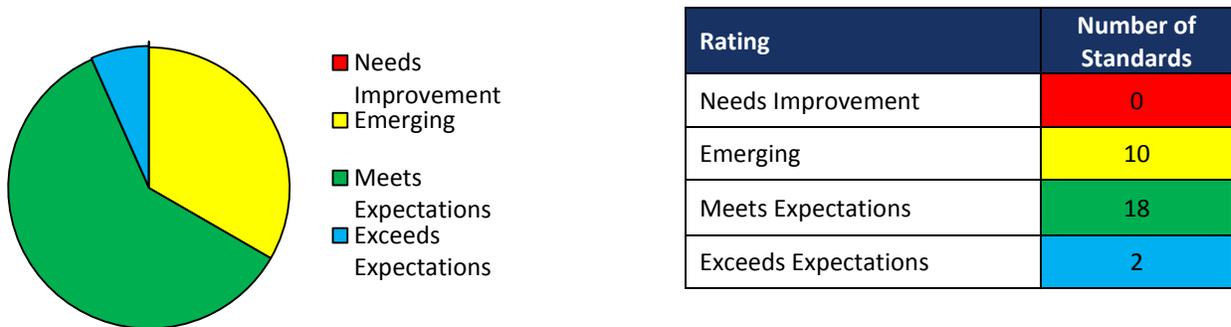
Digital Learning, with a score of 1.18, indicated little use of digital tools and technology to conduct research, solve problems, work collaboratively, or create original works. Entheos has a few portable Chromebook labs to share in Kindergarten thru eighth grades. The low score in this area is indicative of the Review Team not being able to observe digital learning in all classrooms. However, classrooms were equipped with document cameras and projectors, but most teachers seemed to only use the whiteboard. One classroom was observed during a writing component in which all students were able to access Chromebooks, log into Utah Compose, and begin an essay. In this class, students were able to explain what the objective was, how to improve your writing, and where to get additional feedback on the Utah Compose site. With other instructional areas receiving focus at Entheos Magna, digital learning has not been at the forefront and the school acknowledged that it may not be until the school exits Turnaround status.

Entheos Magna had an overall average of 2.33 in eleot® observation scores. This indicates that professional development and teacher observations are creating a positive movement in instructional practices. The continuous improvement plan of the school has emphasized

positive school culture and Tier 1 instruction. eleot® observations further supported the school’s data that teachers are implementing what they have learned in professional development. As Entheos Magna continues to meet their action items in their continuous improvement plan, instruction and student learning will continue to improve.

## Findings

The chart below provides an overview of the institution ratings across the three Domains.



## Powerful Practices

Powerful Practices reflect noteworthy observations and actions that have yielded clear results in student achievement or organizational effectiveness and are actions that exceed what is typically observed or expected in an institution.

### Powerful Practice #1

Entheos Magna has implemented programs which expose students to different opportunities, help them reflect and identify personal strengths, and support appropriate levels of college and career planning. (Standard 2.8)

#### Primary Standard 2.8

#### Evidence

Standard 2.8 exceeded expectations with a score of 92%. The Entheos’ Charter is based on EL Education or service learning. While the continuous improvement journey indicated that service learning is not fully incorporated into all aspects of instruction, the Review Team observed two areas which supported such a high score: Crew and the Discovery Program. Crew is a product of EL Education and is based on the statement “We are a Crew, and no one gets to be a passenger and sail along.” The structure allows for all students to have at least one adult who knows them. Parent interviews indicated that teachers were incredible at giving feedback; “Student is really good at... (mentioned specific items) ... and I noticed... (details given about student).” Students who have come from larger schools, also expressed the difference in the culture crew creates. “I really like my time to socialize and get to know people in my crew. Friday’s are hard because I have less crew time.” Crew operates on two non-negotiables: one,

all students gather in a circle; and two, there must be a greeting, so all students are acknowledged. After the two non-negotiables, often a reading or activity is done to help frame the thinking for the day. Often the reading or activity evolves around character development and education.

The other program that created this powerful practice was the Discovery Program. This is also outlined in Entheos' Charter. While it was originally designed as an extension for gifted students, Entheos Magna revamped it to be a part of a rotating curriculum for all students to give student opportunities they might not otherwise have access to. The Discovery Program is offered to grades 1<sup>st</sup> thru 5<sup>th</sup> in the classroom and grades 6<sup>th</sup> thru 8<sup>th</sup> have experiential fieldtrips. As part of the program, students self-reflect on learning expectations such as "I can learn about myself and all that I can do by trying new things" and "I can perform what I have learned in Discovery in front of an authentic audience."

### **Powerful Practice #2**

Entheos Magna has a formalized process for the identification and referral of students who need additional assistance, services, and resources. (Standard 2.9)

#### **Primary Standard 2.9**

#### **Evidence**

Entheos Magna has formalized process in place for the identification and referral of students for Special Education (SpEd), English Language Learners (ELL), and Title 1. During eleot® observations students were seen receiving specially designed instruction to support students with disabilities. In addition, English language learners received support via an ELL teacher or computer program within their classroom environment. Teachers collaborate with support specialists regarding student progress and attend meetings to develop Individualized Education Plans. In addition, teachers collaborate with ELL and SpEd specialists to support students within all aspects of the school.

Entheos Magna has 59% of the student population that qualifies for Free and Reduced Lunch making them a Title 1 school. Research shows that parent(s) of students who meet these financial qualifications are not always able to actively participate in their student's education due to work schedules or lack of transportation. With this understanding, the school has tried to create alternative options to engage parents. Parent interviews indicated that the phone calls, emails, texts, auto-dialers, and Facebook page help them to connect with the school even though they are not physically present. This year, Entheos Magna was awarded an intergenerational poverty grant to support an afterschool program. It is a robust program that is managed through Utah State University's 4H program. Students are identified through enrollment in supporting courses and are encouraged to enroll and participate. This is the first year of implementation for the grant. It has about 60 students participating. The grant provides daily activities for students until 6 pm and has allocated funding for a family dinner followed by a student activity and parenting class.

## Opportunities for Improvement

Opportunities for Improvement are those actions that will guide and direct institutions to specific areas that are worthy of additional attention.

### Opportunity for Improvement #1

Develop a process that uses data to assess personnel needs, qualifications, and talent to continue to retain effective personnel. (Standard 3.4)

#### Primary Standard 3.4

#### Evidence

Due to the history of low teacher and administrative retention, Standard 3.4 scored at 48% (emerging). During stakeholder interviews it became apparent that there is no formal evaluative process other than the information gathered during the 15 min weekly observations. There is a required portfolio system in which teachers share service learning examples taught during the year with the Entheos Academy Board of Directors. However, this practice does not provide the kind of formative data teachers can utilize to guide the improvement of their instructional practices. USBE provides a Utah Teaching Observation Tool which Entheos Academy has the option of utilizing, or they could adopt or develop another teacher evaluation instrument. In addition, USBE offers guidelines to support the mentoring of educators. The Entry Years of Enhancement program has training modules and resources accessible on the USBE website. Research shows that educators who have mentors and on-going support have higher levels of retention and job satisfaction.

## Improvement Priorities

Improvement priorities are developed to enhance the capacity of the institution to reach a higher level of performance and reflect the areas identified by the Engagement Review Team to have the greatest impact on improving student performance and organizational effectiveness.

### Improvement Priority #1

Provide professional development on how to create and interpret a cohesive set of formative assessments that lead to improved instructional practices, demonstrable improvement of student achievement, and success for individual and collective groups of learners. (Standard 2.11)

#### Primary Standard 2.11

#### Evidence

School-wide there is a conscious focus on improving student performance as measured through summative data. Summative data (SAGE and DIBELS scores) are displayed in the front office and each student has an individual goal sheet to track progress on summative assessments. However, the use of formative assessment to drive instruction was not as highly evidenced which lowered the score of standard 2.11 to 43% (emerging). During eleot® observations Progress Monitoring and Feedback which measures formative assessment was cited as an area

of weakness which supports the Review Team’s findings. In addition, during stakeholder interviews teachers indicated the desire for further understanding and training in the development of formative assessments, and how to utilize the data to modify instruction to meet the needs of individuals and groups of students. Since the focus of the school has been Tier 1 instruction, data has not been analyzed to allow for a Multi-Tiered System of Instructional Support(MTSS). To meet expectations in standard 2.11, the school will need to engage their collaborative teacher teams to in creating cohesive formative assessments that are horizontally and vertically aligned with the Utah Core and help them interpret the data that comes from those formative assessment to create an MTSS program.

### **Improvement Priority #2**

Increase instructional opportunities that promote higher levels of learner engagement, creativity, innovation, critical thinking, problem solving, application of knowledge, and self-reflection and include completion of projects and inquiry based activities. (Standard 2.2)

#### **Primary Standard: 2.2**

#### **Evidence:**

eleot® observations indicated that High Expectation (2.28) and Active Learning (2.38) were emerging practices. Review Team members observed some classrooms with project based learning and a few with some inquiry based activities while most classes were worksheet based instruction. To improve and move this area into a rating of “meets expectations” or “exceeds expectations”, there will need to be an emphasis on instructional rigor that facilitates higher levels of strategic and extended thinking. Both Depth of Knowledge levels (3 and 4) require instruction that is inquiry and project based. The Review Team compared the eleot® observation data with provided continuous improvement plan evidence and found that the professional development plan supported the score 46% in standard 2.2. Internal professional development is based upon administrative teacher observations and has focused on improving Tier 1 whole class instruction, student engagement, and Depth of Knowledge at the recall and skill levels only. While these are fundamental building blocks needed to improve student achievement and will help the school move out of Turnaround status, these strategies do not facilitate strategic thinking or extended activities. Additional, external professional development opportunities such as a Singapore math conference, an ELA conference, and a leadership Institute have been attended by various teachers and administrators. However, there is little evidence that knowledge from these conferences has been implemented to increase instructional outcomes.

## **Accreditation Recommendation and Index of Educational Quality™ (IEQ™)**

The Engagement Review Team recommends to the AdvancED Accreditation Commission that the institution earns the distinction of accreditation for a five-year term. AdvancED will review the results of the Engagement Review to make a final determination, including the appropriate next steps for the institution in response to these findings.

AdvancED provides the Index of Education Quality™ (IEQ™) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus. The IEQ is comprised of the Standards Diagnostic ratings from the three Domains: 1) Leadership Capacity; 2) Learning Capacity; and 3) Resource Capacity and the results of eleot classroom observations. The IEQ results are reported on a scale of 100 to 400 and provides information about how the institution is performing compared to expected criteria.

Institution IEQ	312.49
-----------------	--------

## Conclusion Narrative

The Engagement Review Team would like to thank Entheos Academy Magna Campus for sharing their culture and school with us. Entheos Magna has embraced the continuous improvement journey by incorporating feedback from educational consultants into their USBE Turnaround plan and action steps. The last two and half years has created stability in school with higher retention rates in administration, faculty, and students. This stability has allowed for continuity in professional development, instructional improvement, and student engagement. As Entheos Magna continues its efforts in maintaining Powerful Practices and implementing the Improvement Priorities, as outlined in this AdvancED accreditation report, their educational journey will ultimately move the school out of Turnaround status and into a successful and thriving school.

## Next Steps

The results of the Engagement Review provide the next step to guide the improvement journey of the institution in their efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on their current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

Upon receiving the Accreditation Engagement Review Report the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the Improvement Priorities identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report
- Continue your Improvement Journey

## Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete AdvancED training and eleot® certification to provide knowledge and understanding of the AdvancED tools and processes. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
Heather Goodwin-Nelson	Heather Goodwin-Nelson has led teams AdvancED Accreditation Engagement Reviews for the last 3 years. She holds teacher licenses in Early Childhood, Elementary Education, K-12 Special Education and a Master of Science in Special Education. She has 18 years of experience in public, charter, and private school settings as a Teacher, Instructional Coach, Administrator, Special Education Director, and Educational Consultant. Currently she works with digital schools to improve synchronous/asynchronous instruction that promotes positive student outcomes, and as an Item Reviewer (content, bias, sensitivity, and accessibility) with various national assessment companies.
Marlies Burns	Marlies Burns, Ed.D. has 21 years of public education experience including teaching, coaching, advising, administration, and state-level administration. Dr. Burns has expertise in developing, planning, implementing, and evaluating schools of choice at the local and state level. As the former Executive Director for the Utah State Charter School Board, she has worked with associations and special interest groups, school leaders, and parents, creating effective educational communities among diverse constituencies and solving problems. Dr. Burns serves on the boards of Odyssey Dance Theater and Utah chapter of National Association of Multicultural Education. She earned a B.S. in Biology (Brigham Young University – Hawaii), M.Ed. in Educational Leadership (University of Nevada, Las Vegas), and an Ed.D. in Curriculum and Instruction (Utah State University). She has served on several AdvancED Engagement Reviews.
Suka Faiga	Suka currently teaches Math at Falcon Ridge Academy. He has also at Cyprus High School, Timpview High School, Diamond Ranch Academy and now at Falcon Ridge Academy. Suka has been teaching at Falcon for 7 years. He has a Utah State Board of Education Teaching License, Secondary Level 2, Mathematics Endorsement 4. Suka graduated from BYU with Bachelor in Mathematics Education and a Masters in Mathematics.
Michael DeFronzo	Michael currently teaches eighth and ninth grade math at Beehive Science and Technology Academy (BSTA). He has been there for seven years and has taught secondary mathematics for a total of 12 years in Utah. Michael has a Utah State Board of Education Teaching License, Secondary Level 2, Mathematics Endorsement 4.





[advanc-ed.org](http://advanc-ed.org)

Toll Free: 888.41EDNOW (888.413.3669) Global: +1 678.392.2285, ext. 6963

9115 Westside Parkway, Alpharetta, GA 30009



## About AdvancED

AdvancED is a non-profit, non-partisan organization serving the largest community of education professionals in the world. Founded on more than 100 years of work in continuous improvement, AdvancED combines the knowledge and expertise of a research institute, the skills of a management consulting firm and the passion of a grassroots movement for educational change to empower Pre-K-12 schools and school systems to ensure that all learners realize their full potential.

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# Ed Direction Root Cause Analyses and Mid-Year Appraisals

January 2016

January 2017

January 2018

# Entheos Academy Magna

## Needs Assessment/Appraisal Findings Report



# Celebration!

---

- 1 The parents of Entheos-Magna love the EL program. They are ready, willing, and wanting to assist Entheos-Magna to become a high performing school.
- 2 Students love their school. They love EL and the activities incorporated into their learning on a daily basis.
- 3 All teachers are actively engaged in teaching, moving around the room, and some are providing students with feedback in real-time.
- 4 It is evident that the teachers love their students and are working very hard to help their students to be successful.
- 5 Entheos-Magna has many levels of support with all partners willing to fully collaborate and calibrate coaching in an attempt to narrow the focus for improvement efforts.

# Sources of data and information for needs assessment/appraisal at Entheos-Magna

---

## Interviews

- Principal
- Educational Director
- EL School Designer
- Teachers: 25

**28** total interviews

## Surveys

- Teacher self-assessment: 20
- Teacher post-interview appraisal: 11
- Student Engagement Inventory: 77
- Parents: 43

**151** total survey responses

## Focus Groups

- 2 student focus groups: 28
- 2 Staff and iterant educator focus groups: 33
- Parent/family focus group: 12

**73** total focus group participants

## Classroom Observation

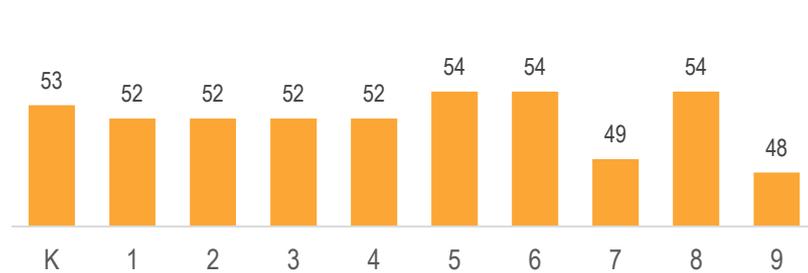
- 17 classrooms observed using 2 observation formats:
  - A checklist that aligns teacher actions with the Utah State Office of Education instructional standards for Title I schools
  - A momentary time sample that primarily codes student engagement levels and types

**381** total students observed

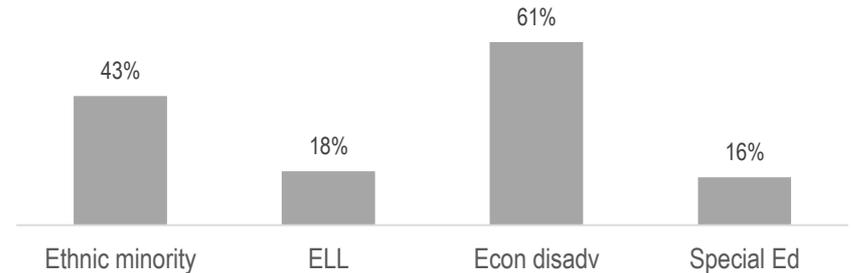
# Student demographics at Entheos-Magna

## Enrollment by Grade

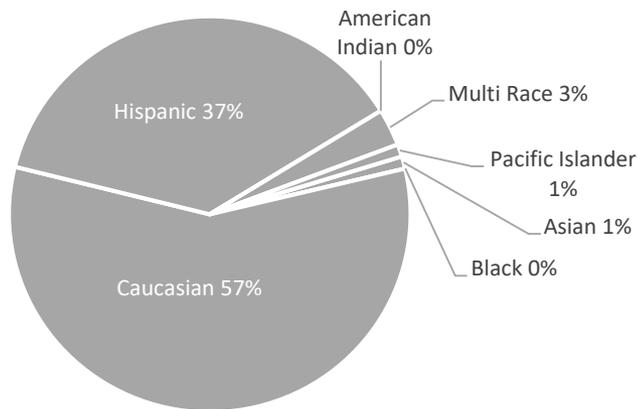
520 total students



## Subgroups



## Ethnicity



## Statistics

Absenteeism <10%

Mobility 12%

Stability pending

Testing pending

# Five areas assessed at Entheos-Magna

---



## Alignment of Standards and Curriculum

- Examine implementation of The Utah Core Standards:
  - Lesson design template
  - Curriculum maps
  - Pacing guides
  - PLC process



## Classroom Instruction and Student Engagement

- Observe the use of evidence-based instructional strategies
- Learn from student work samples
- Investigate use of transparent strategies (e.g. lesson study; video modeling; peer coaching)
- Quantify student engagement levels



## Assessment Practices

- Analyze the use of assessment to measure learning and proactively address concerns:
  - Classroom level data
  - Screeners
  - DIBELS and SRI
  - SAGE



## Culture and Collaborative Relationships

- Explore levels of parent engagement
- Examine strength of data culture and collaboration
- Measure prevalence of growth mindset among students and adults
- Monitor implementation of Positive Behavioral Interventions and Supports (PBIS)



## Leadership

- Describe current perceptions regarding implementation of evidence-based leadership practices
- **Map structures for teacher leadership and collaboration**

# Alignment of standards and curriculum at Entheos-Magna



## Assets

- Students find the EL expeditions engaging and fun
- Teachers enjoy the creative freedoms afforded by EL
- According to administration and teachers, professional development (PD) is valued and leading to implementation in the classrooms

## Teacher Rating

**Partial**

## Challenges

- Curriculum lacks sufficient structure, making it difficult to ensure that all students have been taught the standards on which they are tested (e.g. Utah Core Standards are not commonly mapped and paced to ensure that all students have access to the core standards)
- Academic rigor is uneven, many observed classroom activities and learning tasks were significantly below grade-level standards; parents/guardians also expressed concerns about rigor in general
- Curriculum expectations are not being clearly shared with parents/guardians to ensure optimal alignment between home and school

## Appraisal Rating

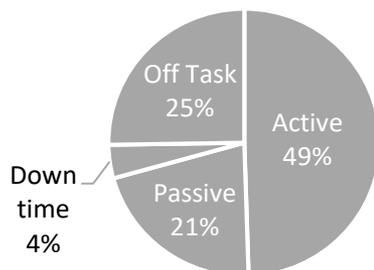
**Minimal**

# Classroom instruction and student engagement at Entheos-Magna



## Assets

- Instructional goals are focused on core objectives and clearly displayed for students and school staff
- Instructional staff provide additional instruction for students, as needed, based upon student level of understanding
- EL structure could be an asset to help with lesson planning and implementation of instructional strategies



Student Engagement Observations

## Teacher Rating

**Partial**

## Challenges

- Students are given too few opportunities to demonstrate their learning and thinking in the classroom setting:
  - 13 Opportunities to Respond (OTR) per observation period
  - 7 instances of positive/affirmative feedback per observation period
- Behavioral disruptions are common in the classroom and often go uncorrected:
  - 25% (at minimum) of Entheos-Magna students are off task at any given time
- Observation of the use of research-based instructional strategies was limited

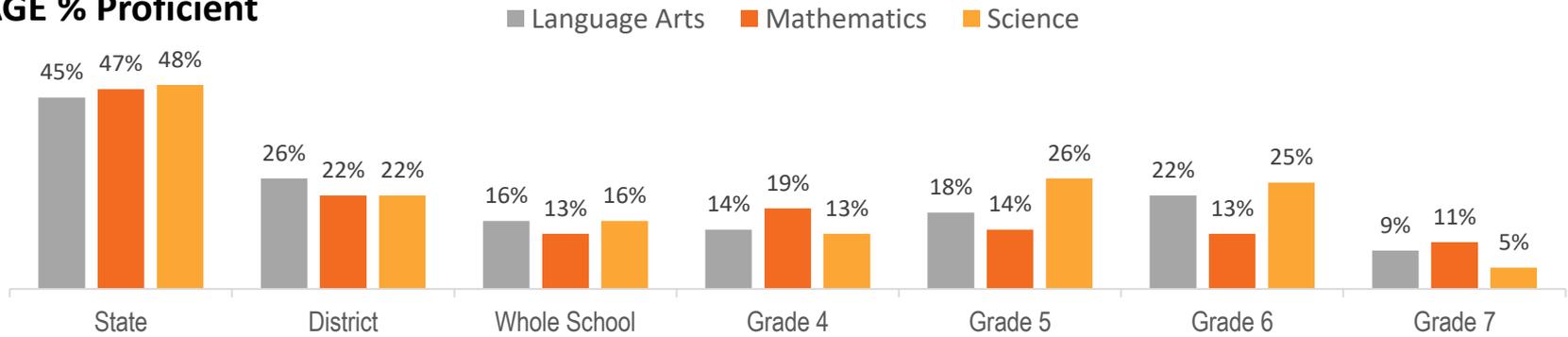
## Appraisal Rating

**Partial**

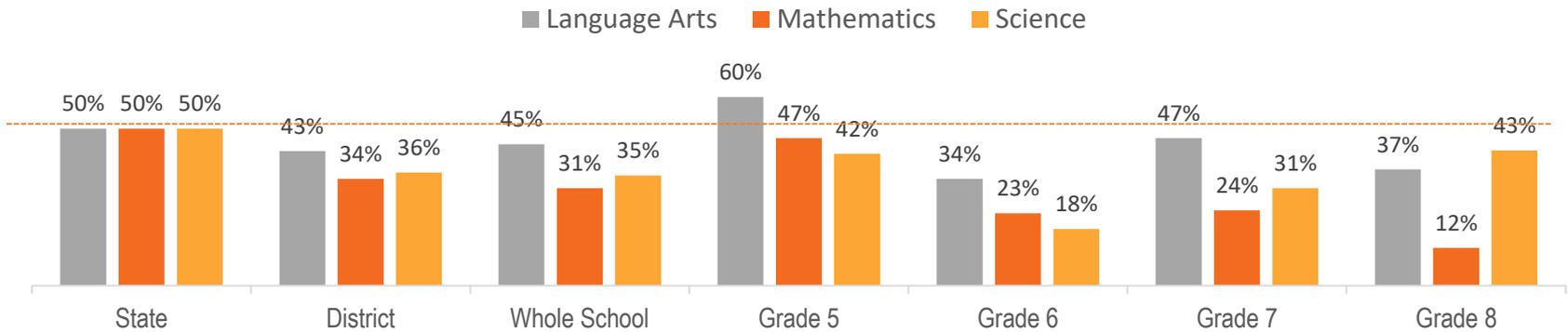
# Assessment practices at Entheos-Magna



## SAGE % Proficient



## Median Growth Percentile (MGP)



### Teacher Rating

**Partial**

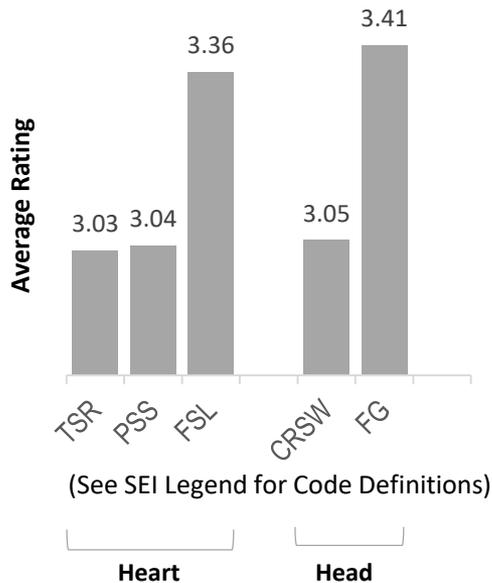
### Appraisal Rating

**Partial**

# Culture and collaborative relationships at Entheos-Magna



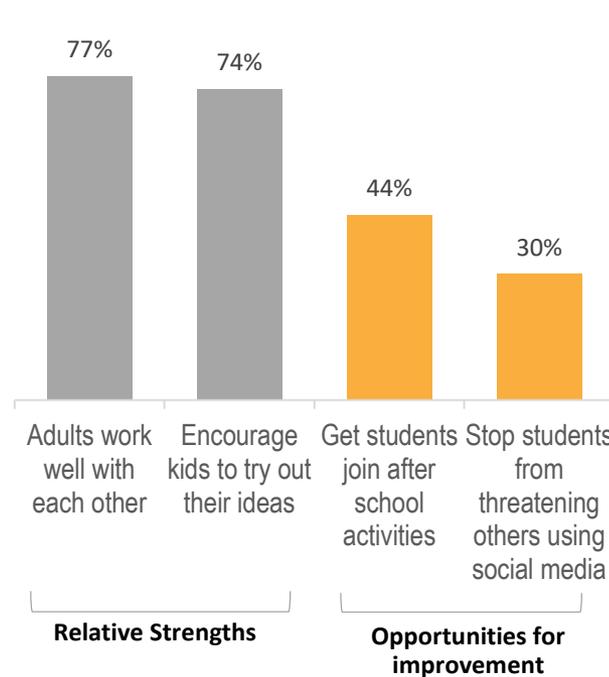
## Student Engagement Instrument



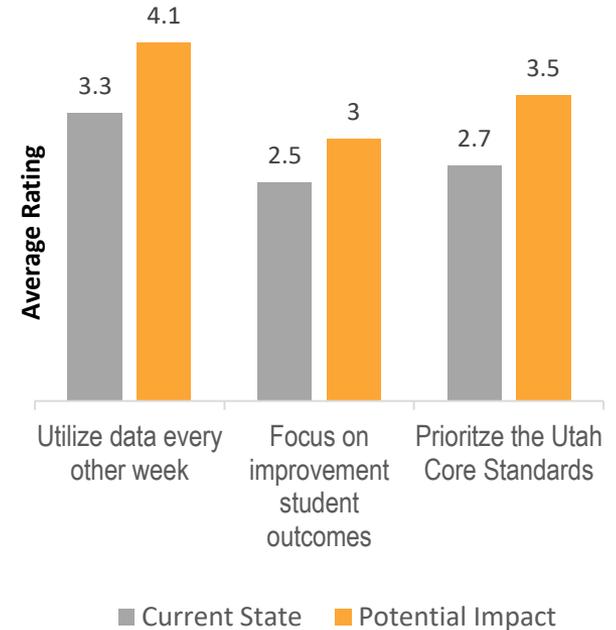
SEI Code Legend:  
 TSR: Teacher-student Relationship  
 PSS: Peer Support at School  
 FSL: Family Support for Learning  
 CRSW: Control and Relevance of School Work  
 FG: Future Aspirations and Goals

## Parent Feedback<sup>1</sup>

% select strongly agree and agree



## Professional Learning Community<sup>2</sup>



## Teacher Rating

**Partial**

## Appraisal Rating

**Partial**

<sup>1</sup> Data gathered from the parent survey. The corresponding statements are: Adults in Entheos Magna seem to work well with one another; My child's teachers encourage him/her to try out his/her own ideas; Entheos Magna tries to get students to join after school activities; Many students will try to stop other students from threatening or harassing others using social media.  
<sup>2</sup> Data gathered from the teacher self-assessment survey. Q1: My PLC utilizes relevant data that is available at least every other week; Q2: My PLC focuses on improving student learning and teacher skills; Q3: My PLC prioritizes teaching the Utah Core Standards in a way that is commonly paced across classrooms

# Leadership at Entheos-Magna



## Assets

- A common vision is shared and promoted by the school leadership
- Teachers and Staff know Dr. Meeks cares
- School leadership demonstrates initiative and persistence to improve student achievement

## Challenges

- Feedback from administration and coaches is general and infrequently delivered or check up on
- Teachers and staff do not have an understanding of clearly defined/communicated roles for individuals, teacher leaders, and administration (including charter-level coaching)

### Teacher Assessment of School Leaders

% select substantial and sufficient

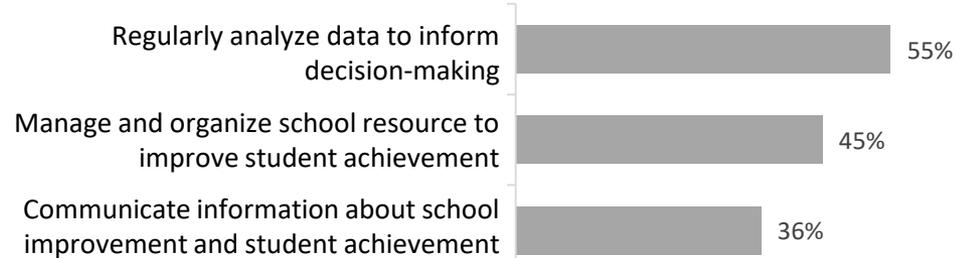
#### Top 3



#### Teacher Rating

**Sufficient**

#### Bottom 3



#### Appraisal Rating

**Sufficient**

# Summary

---



**MINOR DISCREPANCY:** EL provides students and teachers with opportunities to learn and teach in creative ways. However, most teachers request greater curriculum support/guidance and improved horizontal (grade level) and vertical(grade to grade) articulation to create a more consistent learning environment.



**AGREEMENT:** Classroom observations suggest that teachers could enhance student engagement and understanding by increasing opportunities to demonstrate thinking and reasoning, clearly delivering positive and corrective feedback, and generally improving classroom management. Students requested more clarity and “explaining” from teachers.



**AGREEMENT:** Teachers and administrators report that short- and medium-term assessments are regularly used to check for understanding; however, data derived from formative and summative assessments can be used more effectively to inform and modify instruction on a more proactive schedule.



**AGREEMENT:** Faculty, staff, and parents care deeply about the success of the school and are eager to help. However, parent involvement is hindered due to a language barrier and lack of system-wide procedures for home/school communication. Non-certified staff report a great need for common professional development and clarity of expectations.



**Highest rated area and AGREEMENT:** Teachers, staff, and parents report that school and charter leadership demonstrate initiative and persistence to improve the school. However, many indicated that the principal and instructional coach could improve the effectiveness of their support by providing more frequent, consistent, and specific communication to teachers and staff about curriculum guidance/choices, instructional techniques, and assessment practices.

# Next Steps

	Week of:								
Step	Jan 18	Jan 25	Feb 1	Feb 8	Feb 15	Feb 22	Feb 29	Mar 7	Mar 14
Provide leadership team with possible solutions and professional development to address challenges	█	█	█	█					
Leadership team meets to refine school turnaround plan			█	█	█				
Turnaround plan discussion and feedback from school board					█	█			
Turnaround plan submission to state							█		

**The goal of school improvement:**

**Work together to maximize student learning and increase student achievement!**



Thank you!

# Entheos Academy Magna

Progress Monitoring Appraisal

Conducted January 2017



# Celebrations!

---

- 1 Teachers are positive and optimistic for the school's progress
- 2 Teachers appreciate their new curricular resources and are open to more help to use them well
- 3 Most teachers are excited about using small group instruction in their classes and desire more training to effectively do this
- 4 Paraprofessionals are seeking further clarification in their roles to support the school because they really want to contribute to the improvement efforts
- 5 Parent support for the school's turnaround efforts has increased markedly

# Sources of data and information for needs assessment/appraisal at Entheos-Magna

---

## Interviews

- Principal
- Assistant Principal
- Teachers and Coaches: 22

**28** total interviews

## Surveys

- Teacher pre-interview appraisal: 22

**22** total survey responses

## Focus Groups

- 2 student focus groups: 23
- 1 Staff focus groups: 15
- 1 Town Hall Meeting: Open Invitation

## Classroom Observation

- 18 classrooms observed using a momentary time sample that records:
  - Student engagement levels, types and active student response
  - Teacher feedback types and frequency

**366** total students observed

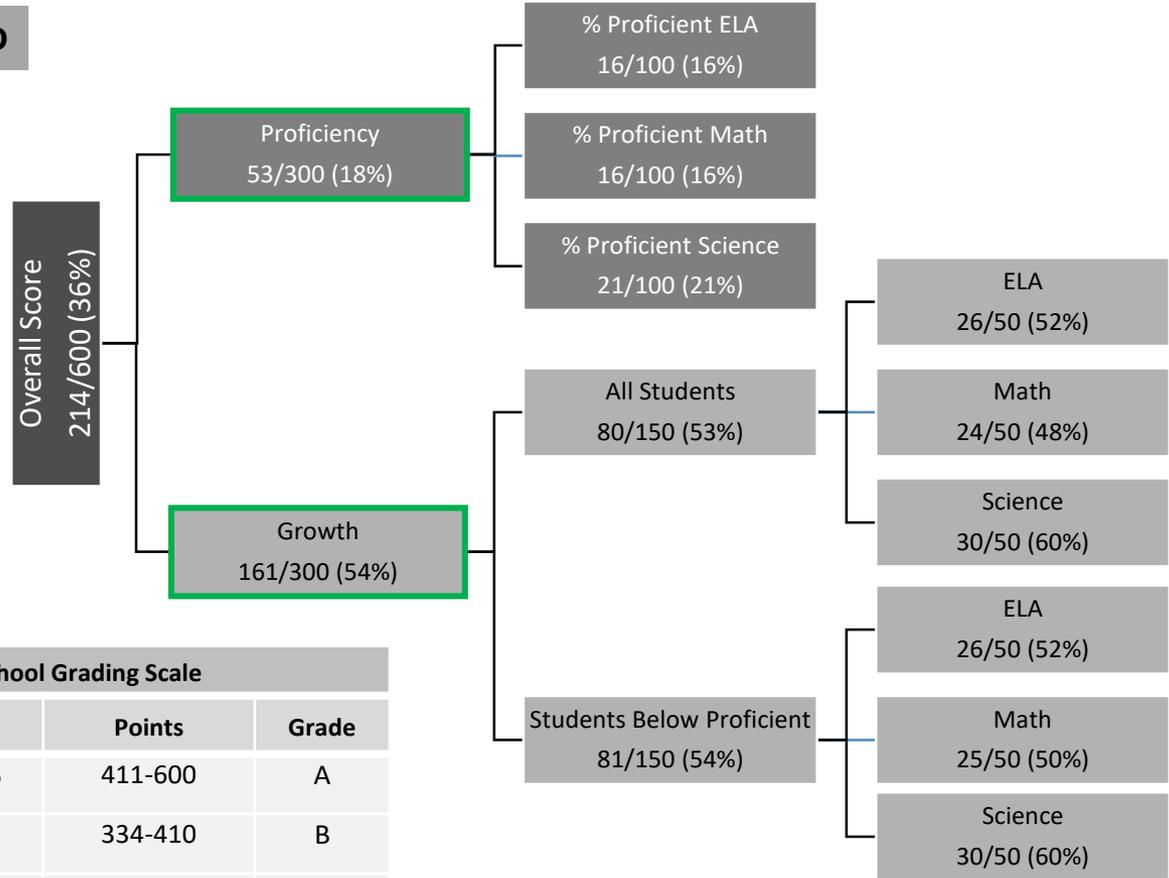
# 2016 School Grading- Entheos Academy Magna

Overall Score	Overall %
214	36%

**Grade D**

**Additional Points Needed to Reach the Grade**

A	197
B	120
C	48
D	



Elementary and Middle/Junior High School Grading Scale			
Details	% of Points	Points	Grade
95% Participation Rate Required	69% - 100%	411-600	A
Total of 600 Points			
<b>Academic Proficiency</b> = 300 Points	56% - 68%	334-410	B
<b>Growth</b> = 300 Points (150 All Students; 150 Below Proficient Students)	44% - 55%	262-333	C
	35% - 43%	210-261	D
	<35%	≤209	F

\* Green border indicates performance improvement from last year

# Five areas assessed at Entheos-Magna

---



## Alignment of Standards and Curriculum

- Examine implementation of The Utah Core Standards:
  - Connect Utah Standards with EL Framework
  - 6-week Inquiry cycles
  - Stronger literacy focus



## Classroom Instruction and Student Engagement

- Observe the use of evidence-based instructional strategies
- Learn from student work samples
- Investigate use of transparent strategies (e.g. lesson study; video modeling; peer coaching)
- Quantify student engagement levels



## Assessment Practices

- Analyze the use of assessment to measure learning and proactively address concerns:
  - Classroom level data
  - Screeners
  - DIBELS and SRI
  - SAGE



## Culture and Collaborative Relationships

- Explore levels of parent engagement
- Examine strength of data culture and collaboration
- Measure prevalence of growth mindset among students and adults
- Monitor implementation of Positive Behavioral Interventions and Supports (PBIS)



## Leadership

- Describe current perceptions regarding implementation of evidence-based leadership practices
- Map structures for teacher leadership and collaboration
- Examine teacher leadership structures (STT and CTT)

# Rating scale for each area of assessment

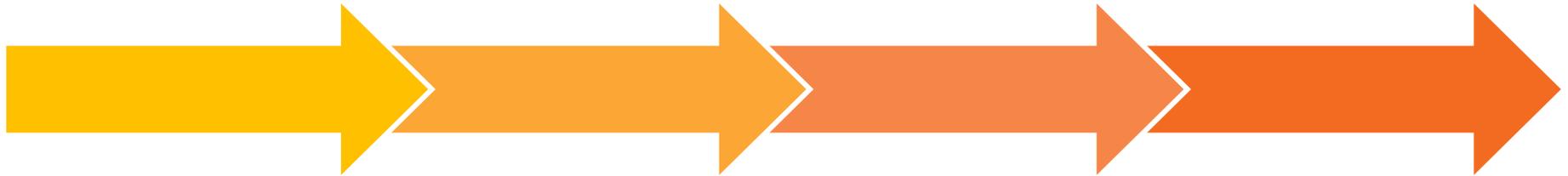
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**Minimal**

**Partial**

**Sufficient**

**Substantial**



# Appraisal Ratings for Five Assessment Areas

2016		2017
Minimal	Alignment of standards and curriculum	Sufficient
Partial	Classroom instruction and student engagement	Sufficient
Partial	Assessment practices	Sufficient
Partial	Culture and collaborative relationships	Sufficient
Sufficient	Leadership	Substantial



# Alignment of standards and curriculum at Entheos-Magna



## Assets

- Teachers think the new curriculum materials provided this year are helpful and allow them to move toward stronger EL practices
- Students have positive feedback about the level of challenge that the new curricular resources require
- Students indicated they love doing service learning and want to participate in more expeditions and service learning opportunities
- Staff think the Wonders and Engage NY programs are challenging, but, ultimately very beneficial to the students

## Challenges

- Teachers are still getting familiar with the Engage NY modules (since it is their first year of adoption) and find it difficult to stay on schedule with pacing – over and over again, teachers said they needed more practice
- The overwhelming majority of teachers expressed a desire to further develop their common pacing and short-term assessment supports
- Teachers want more support on the use of the modules, curriculum and assessments
- Parents expressed concerns about a perceived decrease in service learning opportunities
- Staff/Paraprofessionals need more training and clarification on their roles so their work can be more transparent and accountable

### Teacher Rating

**Sufficient**

### Appraisal Rating

**Sufficient**



# Classroom instruction and student engagement at Entheos-Magna



## Assets

- Rates of active (60%) and passive engagement (32%) are significantly improved from last year
  - Off task rate significantly decreased from ¼ of the class time to an average of 5%
- Teaching is more intentional with learning objectives posted and students highly aware of the goals of each lesson and learning task
- Teachers have started to use data to improve instructional methods (e.g. looking at data to see if enough positive affirmations are given) and they expressed a desire to continue to hone their data-driven skills
- Students expressed an appreciation of teachers who provide frequent feedback and check for understanding multiple times during each class
- Student are excited by rigor and have noticed that their teachers, for the most part, seem better prepared to teach them each day

## Challenges

- Despite high engagement levels, students are not given enough opportunities to demonstrate their learning and describe their thinking:
  - 21 Opportunities to Respond (OTR) per hour was the average with a variety of whole group and individual responses
- The efforts that the staff have undertaken to increase student feedback have not maintained, students received too few instances of feedback and the feedback observed was often general, lacking specificity for students to know what they need to do to improve
  - 4 instances of positive/affirmative feedback per observation period on average
- Teachers express difficulties in enforcing classroom protocols/routines and maintaining structured collaborative grouping and station teaching:
  - Down-time rate is the same as last year
  - Many missed opportunities were observed where students were not given instructions for grouping, resulting in more passive engagement during collaborative tasks
- Parents would like to see more stability with staff from year-to-year with more staff having a history with the school, resulting in common approaches to instruction

## Teacher Rating

Sufficient

## Appraisal Rating

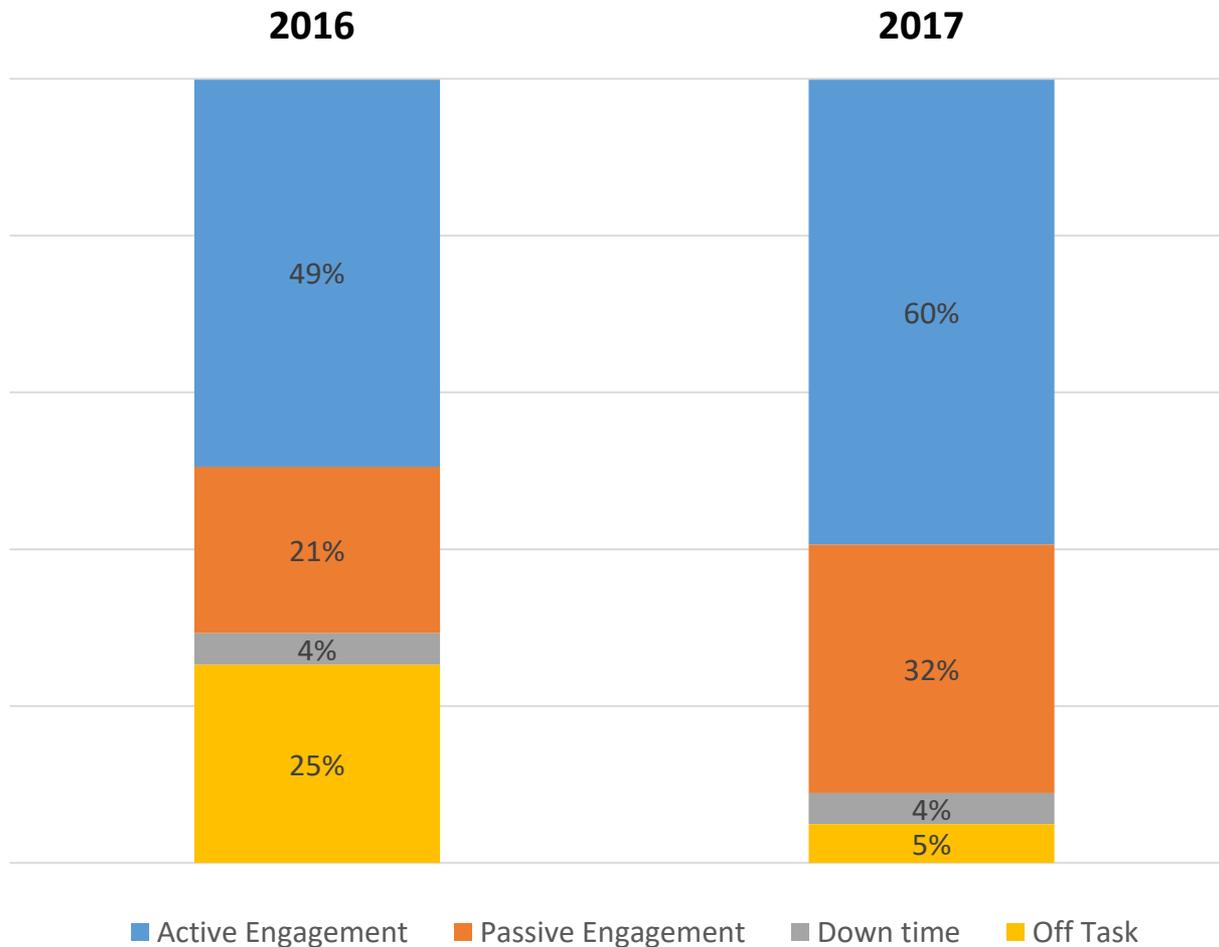
Sufficient



# Student engagement observation data at Entheos-Magna



## Student Engagement in the Classroom



# Assessment practices at Entheos-Magna



## Assets

- The use of data to make instructional decisions has improved significantly from last year, teachers clearly described the methodology for Collaborative Teacher Teams and common approaches to looking at student work
- Teachers expressed a common philosophy of assessment use to drive instruction and interventions
- Teachers started to use individual assessment scores to inform weak areas and knowledge gaps. This helped to design tailored instruction for students
- Students know how they do on assessments and think tests are a fair process that helps know what to work on in the future

## Challenges

- Instituting a strong structure for data-driven instruction takes time. Teachers need opportunities to practice and receive feedback.
- The majority of teachers expressed a desire to better improve short-term assessments that are common for each grade-level
- Teachers expressed a concern that certain tests are not aligned with what is learned and practiced in the classroom
- The validity of test scores have yet to be proven in the eyes of some teachers

### Teacher Rating

Sufficient

### Appraisal Rating

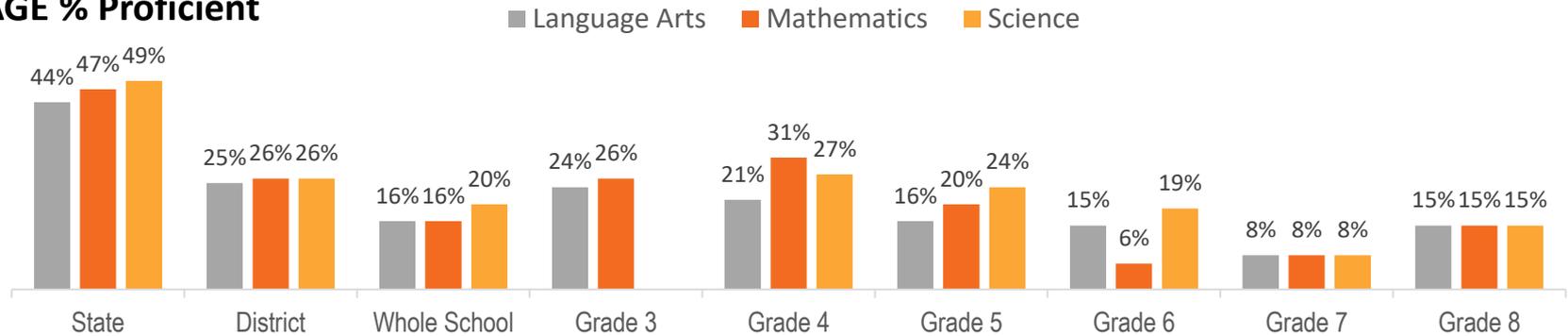
Sufficient



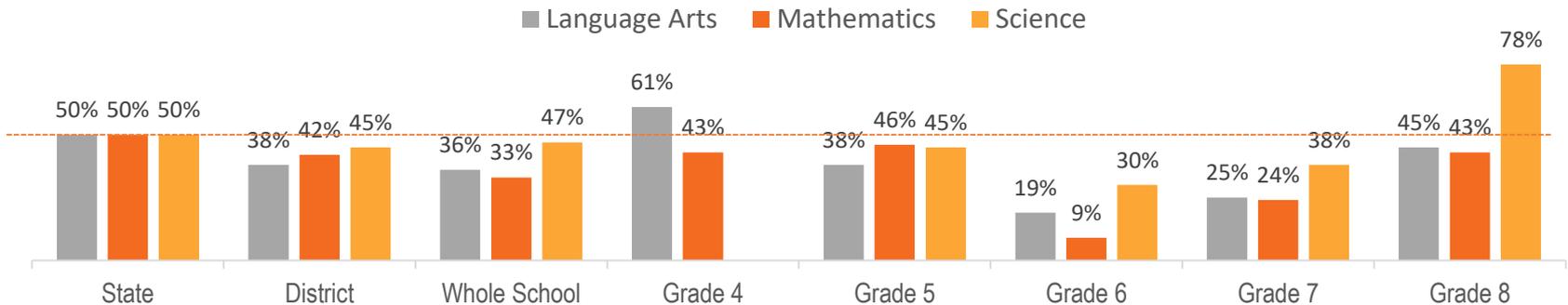
# 2016 SAGE results for Entheos-Magna



## SAGE % Proficient



## Median Growth Percentile (MGP)



# Culture and collaborative relationships at Entheos-Magna



## Assets

- Culture at Entheos-Magna is believed to be welcoming and collaborative. The learning environment encourages relationship building and facilitates open communication. Big improvement from last year
- Teachers love the atmosphere and working environment at school. Collaboration between leadership, teachers and staff is greatly appreciated
- Alignment in goals between family and school is better achieved this year by home visits and constant communication to the community
- Parents have seen great progress in their kids and believe the turnaround process has made school a better and safer place

## Challenges

- Though improved from last year, parent involvement is still not at an optimum level. Systematic ways to understand parents' needs and 2-way communication about expectations of students need continued attention and refinement
- Certain goals stated at the beginning of the school year for routines and procedures have not been consistently followed. Parents, students, staff members, and teachers, all expressed a need consistent expectations in all classrooms and with all teachers
- Teachers express the need to increase student motivation in classroom
- Closer communication about behavioral expectations between the school, students, and home is needed.

### Teacher Rating

**Sufficient**

### Appraisal Rating

**Sufficient**



# Leadership at Entheos-Magna



## Assets

- Teachers like the shared vision that is promoted by the school leadership.
- Ownership is established and expectations are better clarified. Great improvement from last year is motivating for teachers
- Teachers see their concerns being addressed and think highly of the leadership team
- Feedback from the school leadership is greatly appreciated by teachers who feel better supported than before
- Principal is regarded as caring and merciful by the kids

## Challenges

- Teacher leadership is under development – trust, capacity, and accountability need to be built and strengthened
- Expectation from teachers to see better transparency and improved communication in the leadership decisions
- Staff (paraprofessionals) express desire to have more training and direction from school leadership

### Teacher Rating

**Substantial**

### Appraisal Rating

**Substantial**

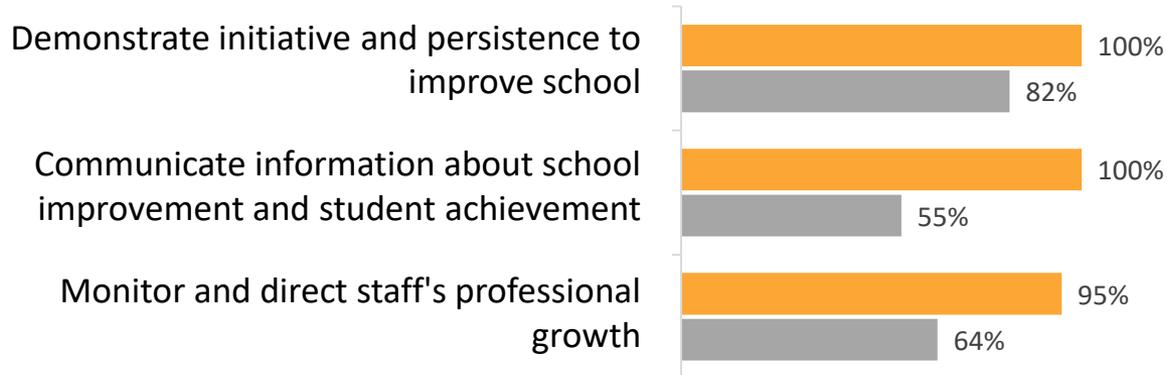


# Teacher assessment of school leadership at Entheos-Magna

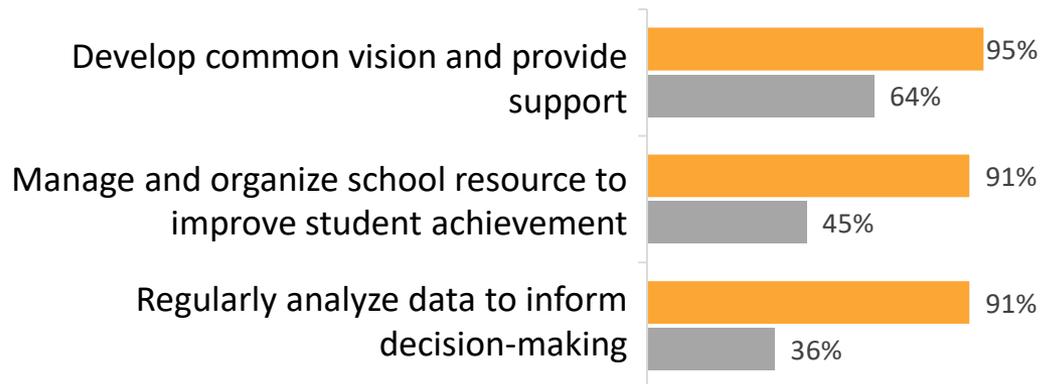


2017 2016

## Top 3



## Areas for Improvement



Note: data represents % of teachers selecting "Substantial" and "Sufficient"

# Summary- comparison of interviews with appraisal findings

Sufficient		<b>MINOR DISCREPANCY:</b> EL provides students and teachers with opportunities to learn and teach in creative ways. However, most teachers request greater curriculum support/guidance and improved horizontal (grade level) and vertical(grade to grade) articulation to create a more consistent learning environment.
Sufficient		<b>AGREEMENT:</b> Classroom observations suggest that teachers could enhance student engagement and understanding by increasing opportunities to demonstrate thinking and reasoning, clearly delivering positive and corrective feedback, and generally improving classroom management. Students requested more clarity and “explaining” from teachers.
Sufficient		<b>AGREEMENT:</b> Teachers and administrators report that short- and medium-term assessments are regularly used to check for understanding; however, data derived from formative and summative assessments can be used more effectively to inform and modify instruction on a more proactive schedule.
Sufficient		<b>AGREEMENT:</b> Faculty, staff, and parents care deeply about the success of the school and are eager to help. However, parent involvement is hindered due to a language barrier and lack of system-wide procedures for home/school communication. Non-certified staff report a great need for common professional development and clarity of expectations.
Substantial		<b>Highest rated area and AGREEMENT:</b> Teachers, staff, and parents report that school and charter leadership demonstrate initiative and persistence to improve the school. However, many indicated that the principal and instructional coach could improve the effectiveness of their support by providing more frequent, consistent, and specific communication to teachers and staff about using curriculum resources, instructional techniques, and assessment practices.



Thank you!



# Entheos Academy

Appraisal Findings Report

January 2018



# Celebrations!

- 1 Morale is high! Teachers are unified and committed to helping the students achieve.
- 2 Students are taking charge of their learning by reviewing their data and setting goals. Parents are more engaged with student data too!
- 3 The continuous improvement process has a strong foothold at Entheos. Teachers have a balanced approach to improving their practice in planning, instruction, and assessment. The intentionality around the instructional cycles, specifically in math, positions the school to show greater academic achievement than in previous years.
- 4 Teachers are planning more efficiently than ever. They know when, what, why, and how they're going to teach, as well as how they will be assessing.
- 5 Students with a variety of challenges are increasingly finding a safe place at Entheos to learn and develop.

# Methodology

26

## total interviews

- Principal: 1
- Teachers: 25

11

## survey responses

- Teacher pre-interview appraisal: 11

3

## focus groups

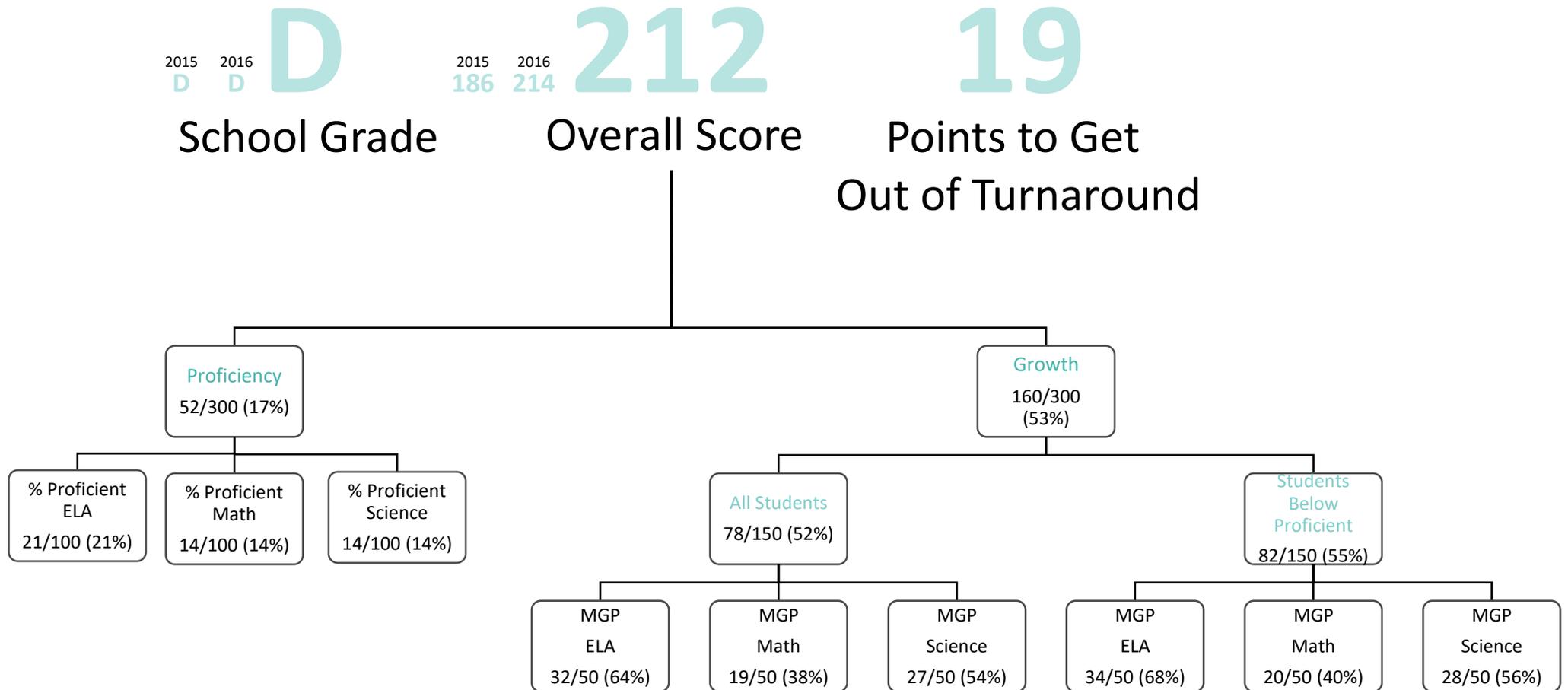
- Students: 2
- Staff: 1

303

## students observed

- 19 classrooms observed using a momentary time sample that records:
  - Student engagement levels, types and active student response
  - Teacher feedback types and frequency

# 2017 School Grading (2015 grading scale)

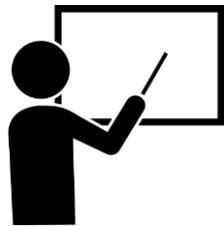


# Areas Assessed



## Alignment of Standards and Curriculum

- Examine implementation of The Utah Core Standards:
  - Connect Utah Standards with EL Framework
  - 6-week Inquiry cycles
  - Stronger literacy focus



## Classroom Instruction and Student Engagement

- Observe the use of evidence-based instructional strategies
- Learn from student work samples
- Investigate use of transparent strategies (e.g. lesson study; video modeling; peer coaching)
- Quantify student engagement levels



## Assessment Practices

- Analyze the use of assessment to measure learning and proactively address concerns:
  - Classroom level data
  - Screeners
  - DIBELS and SRI
  - SAGE



## Culture and Collaborative Relationships

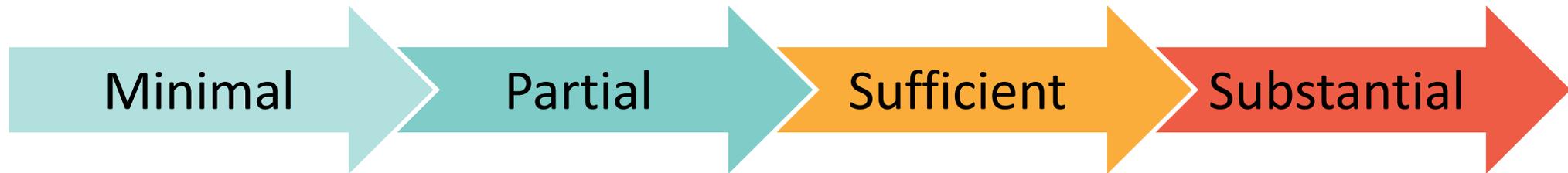
- Explore levels of parent engagement
- Examine strength of data culture and collaboration
- Measure prevalence of growth mindset among students and adults
- Monitor implementation of Positive Behavioral Interventions and Supports (PBIS)



## Leadership

- Describe current perceptions regarding implementation of evidence-based leadership practices
- Map structures for teacher leadership and collaboration
- Examine teacher leadership structures (STT and CTT)

# Rating Scale



# Appraisal Rating Summary



Alignment of Standards and Curriculum

**Jan 2018**

Sufficient



Classroom Instruction and Student Engagement

Sufficient



Assessment Practices

Sufficient



Culture and Collaborative Relationships

Substantial



Leadership

Substantial





# Alignment of Standards and Curriculum

## Assets

- Instructional cycles are an established part of the Entheos routine. Teachers make long- and short-term instructional plans focused on the standards.
- Teachers are focusing lessons on student mastery of prioritized standards over teaching every standard. This results in higher proficiency overall as this narrow focus impacts all standards.
- Planning is supported and informed by data.
- Math and ELA have strong curriculum to use as resources.
- Learning targets are displayed consistently in classrooms, promoting student awareness of curriculum/standards.

## Challenges

- Entheos' science curriculum will be developed as part of the expeditionary learning model, but short-term, while the school is focusing on other priorities, teachers need additional curricular support in science.
- Entheos could also clarify which literacy resources to use with which grade, there seems to be some confusion among the teachers.
- Although planning is happening regularly, implementation of Instructional Cycles is still relatively new. Teachers will benefit from additional training, practice, and feedback (e.g., teachers could benefit from additional experience to identify where curriculum does/doesn't align with standards and regular reflection of Instructional Cycles will help engrain this as part of the Entheos way).

Appraisal Rating

Sufficient

Teacher Rating

Sufficient





# Classroom Instruction and Student Engagement

## Assets

- Instructional capacity has significantly increased at Entheos! Teachers are consistently implementing new Evidence-Based Instructional Strategies.
- Teachers are implementing their instructional cycles and teaching the lesson plans they prepare.
- Teachers are using hands-on learning tasks and use expeditionary learning/service learning, providing unique opportunities for students.
- Opportunities to improve instruction are given to all teacher through Transparent Teacher Practices that are focused on Evidence-Based Instructional Strategies are well-received/desired by teachers.

## Challenges

- Teachers should continue to add Evidence-Based Instructional Strategies to their repertoire. Pair-share may be a natural next step because some teachers have already found that it works well for Entheos students.
- Because faculty varies in experience and proficiency with evidence-based instructional strategies, differentiated support and training would be useful through increased feedback, co-teaching and modeling of instruction, and one on one coaching.

Appraisal Rating

Sufficient

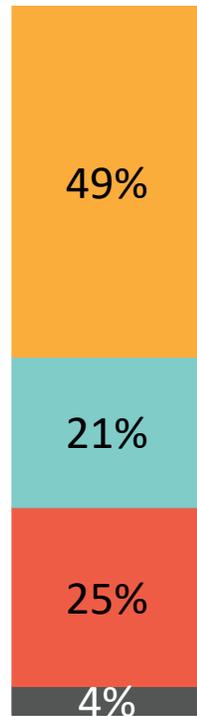
Teacher Rating

Sufficient



# Student Engagement

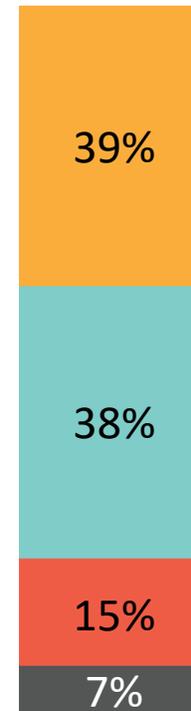
Jan 2016



Jan 2017



Jan 2018



-  **Active Engagement:**  
Student learning is visible and/or audible
-  **Passive Engagement:**  
Students appear to be on task, but their learning is not visible and/or audible
-  **Off-Task:**  
Students are not engaged in the learning task
-  **Down Time:**  
There is no discernible learning task for students to engage in

# Assessment Practices

## Assets

- Data is a growing part of Entheos' culture. Increased collection and availability of data is impacting teacher awareness of students' growth and teachers' planning.
- Collaborative Teacher Teams adhere to a regular process of reviewing the data.
- Entheos is empowering students by having them look at their personal data, set goals, and review their progress.
- Parents know that students have set academic goals (95% were aware when surveyed).

## Challenges

- Similar to other areas – significant progress has been made in the data evaluation processes, but the learning and application are still developing. Data use isn't permanently ingrained into the process at Entheos just yet.
- To continue extending data-savviness, teachers should continue learning to develop Common Formative Assessments and to critically evaluate existing/out-of-the-box Common Formative Assessments by looking at how well the assessment assesses the standard.
- Students have started tracking their personal data and will continue to grow through continued using learning trackers, setting goals, and tracking progress based on their data.

Appraisal Rating

Sufficient

Teacher Rating

Sufficient

Minimal

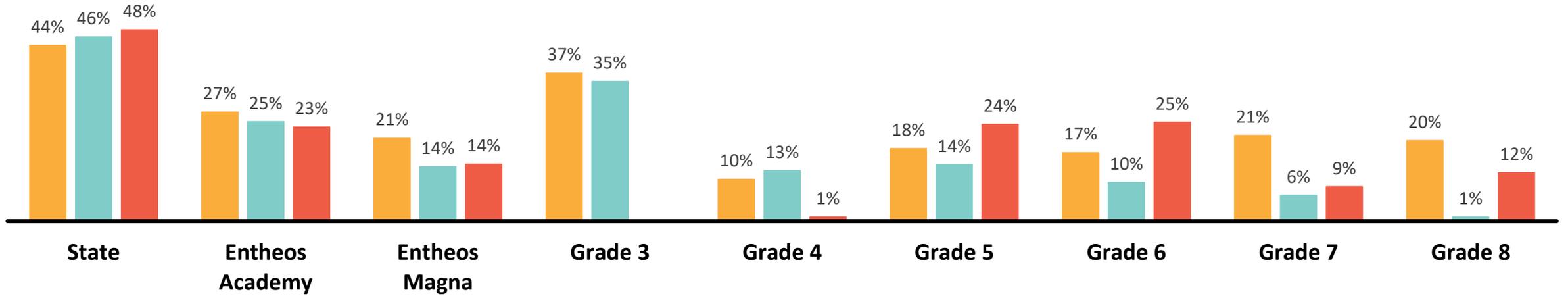
Partial

Sufficient

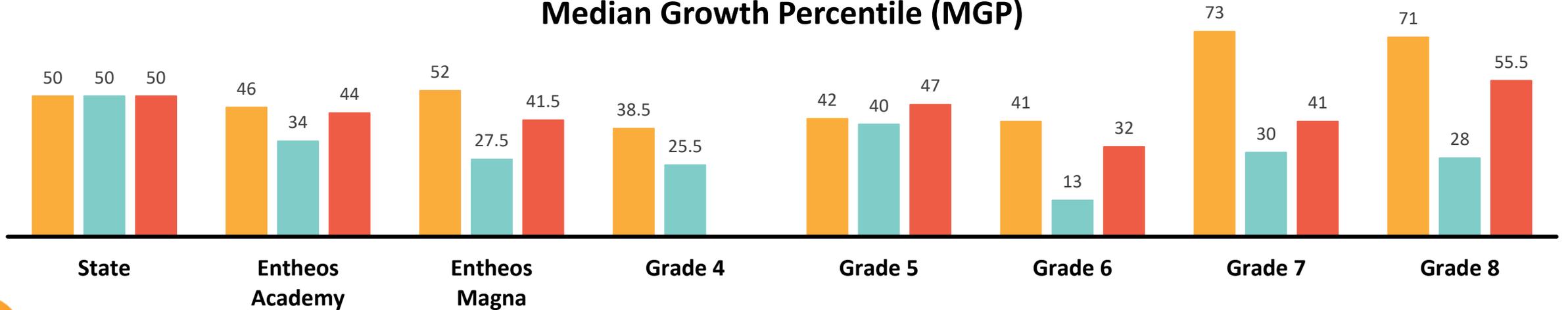
Substantial

# 2017 SAGE Results

## SAGE % Proficient



## Median Growth Percentile (MGP)



■ ELA    
 ■ Mathematics    
 ■ Science



# Culture and Collaborative Relationships

## Assets

- Teachers are thrilled and morale is high. Staff turnover has decreased immensely, and former team members have returned to the school!
- Teachers work well together generally. They're highly supportive of each other and enjoy collaborating.
- The staff has bought into the turnaround changes and improvement. There are very few, if any, holdouts.
- Teachers speak positively about their students (e.g., teacher cite how excited and engaged their students are in their learning).
- Parental involvement has improved significantly (e.g., past plays have had 5-7 parents there, but the most recent play had a packed house)

## Challenges

- Collaborative Teacher Teams receive regular coaching from the school director and could benefit from coaching through Transparent Teacher Practices as well.
- Middle school science does not have a Collaborative Teacher Team and is meeting with the Ed Direction coach for support. Science could use other collaborative support after the 2017-2018 school year.
- Student behavior continues to present some challenges. There is room for improvement in some classroom management and eliminating bullying.
- Parent engagement has improved, but Entheos is not at the finish line yet. Entheos should continue to seek out and engage parents in their students learning. (e.g., homework and volunteering in classrooms)

Appraisal Rating

Substantial

Teacher Rating

Sufficient

Minimal

Partial

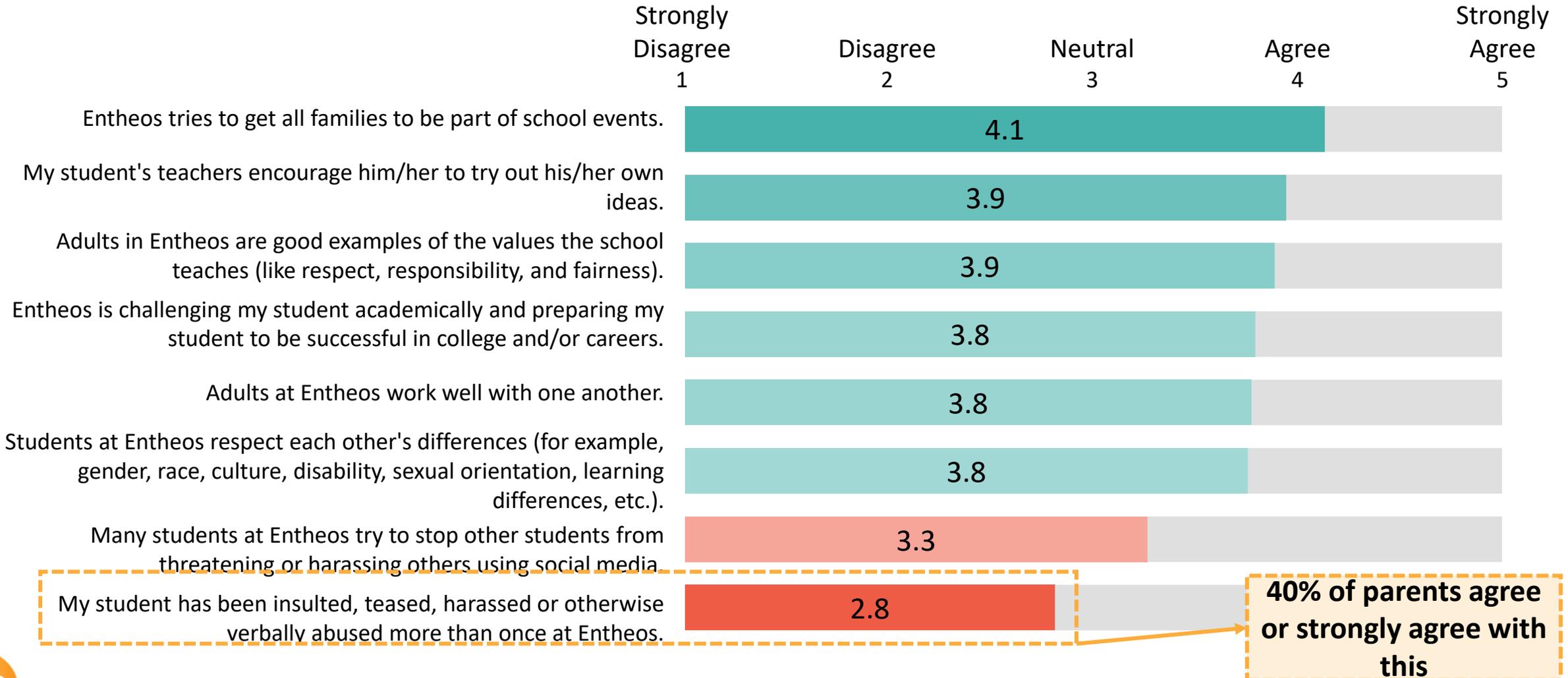
Sufficient

Substantial





# Parent Survey Instrument



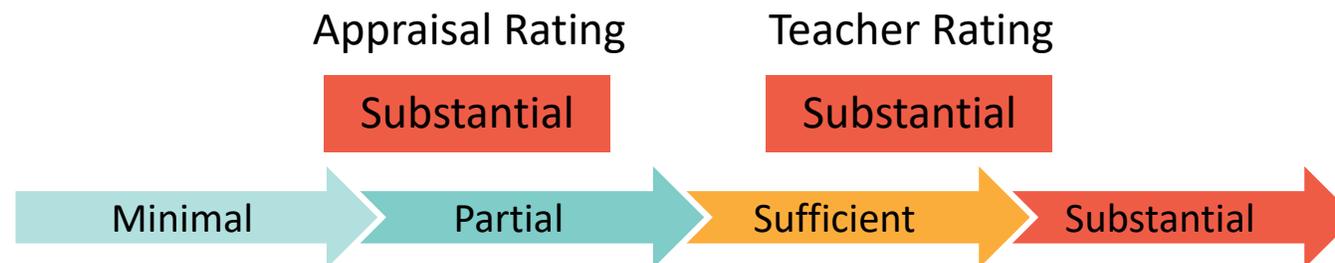
# Leadership

## Assets

- Teachers report that Entheos feels more calm and stable than in years past. Most of this change is a direct result of the steady and directed nature of the administrative team.
- Leadership focus is defined/narrow: whole-child mindset; implementing effective Collaborative Teacher Teams; and Evidence-Based Instruction.
- Teaming structures are in place and have defined expectations. Teachers repeatedly express satisfaction with this process!
- Teacher learning is deliberate. Professional Development is planned out well in advance and adapted based on data as needed.
- Leadership is highly data-driven, with data being used to inform schoolwide decisions.
- Teachers are aware of goals and the structures in place to support achieving goals and have an active part in working towards them.

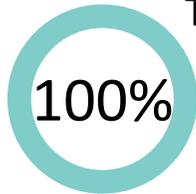
## Challenges

- Entheos' has made their goals and the school improvement efforts well known by all, but some see them as independent actions rather than as a cohesive whole. The administration could do more to ensure that the schoolwide direction becomes a fixture in teachers' minds.
- The school could benefit from increased coaching and feedback. With the School Transformation Team being eager and willing to build their capacity it is a natural next step to utilize them to sustain long term progress.



# Teacher Assessment of School Leadership

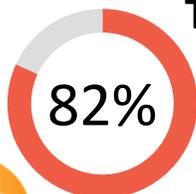
## Areas of Strength



### The school administration...

- ...monitors and directs professional growth of instructional staff for the improvement of instruction and student achievement.
- ...manages and organizes school resources (time, people, funding) in a way that is focused on improving student achievement.
- ...establishes and maintains a student-centered focus that is clearly understood by all school staff
- ...engages in ongoing communication that invites dialogue and feedback from members of the school staff
- ...models transparency and accountability regarding student achievement and efforts to make improvements.
- ...ensures that school staff implement strategies for improvement so that all students can benefit.
- ...prioritize safety resulting in an orderly school environment.
- ...demonstrates a deep understanding of how students best learn, including knowledge of current research on student learning.
- ...demonstrates the ability to prioritize the right things and solve complex problems

## Area for Improvement



### The school administration...

- ...prioritize safety resulting in an orderly school environment.

# Summary

2016

2017

2018



Sufficient



Teachers are focused on the standards and are effectively planning with the help of the instructional cycles. They're focusing on mastery of priority standards over teaching every standard. Math and ELA have a strong curriculum, but Science could use additional support.



Sufficient



Teaching expertise is quickly growing. Teachers follow through on plans and use a wide variety of evidence-based strategies, and are ready for more questioning strategies (e.g., pair-share). Entheos should continue to focus on instruction as a core component of school improvement and support it with targeted Professional Development.



Sufficient



Data is a quickly becoming embedded in Entheos' culture. Teams are increasingly finding ways to incorporate data into decision making. Students are engaged in tracking their own data and parents are aware of student progress and next steps. Data use is still mid-implementation, but Entheos is heading in a great direction.



Substantial



Morale is high, and that positivity is evident across the school. Teacher retention is up, staff collaborates well together, and most of the school is committed to improving their practices. Collaborative Teacher Teams have set processes and expectations across the whole school, but will benefit from regular reflection of their Instructional Cycles.



Substantial



Entheos feels calm, stable, and focused because of an active administration. Teaming structures are in place and ensure that every teacher has a voice. Teacher learning is deliberate. Entheos should continue to tighten its vision to ensure sustainability post-turnaround.



# Thank You!

**Dr. Hollie Pettersson** | Partner

p. 801.456.6722

e. [hpettersson@eddirection.com](mailto:hpettersson@eddirection.com)



**Kattie Dewald** | Improvement  
Coach

p. 801.456.6723

e. [kdewald@eddirection.com](mailto:kdewald@eddirection.com)





# EL Education Yearly Implementation Review

2016  
2017  
2018



Dear School Staff,

The attached materials present the findings from the **Spring 2016** EL Education Implementation Review. The Implementation Review (IR) scores for your school have meaning locally and nationally, since the scores are standardized across the network. The IR is designed to help:

1. Determine the level of implementation of EL Education practices in your school and all EL Education schools,
2. Track growth of your school's implementation practices levels over time,
3. Provide standardized scores that allow individual schools and researchers to analyze the relationships between level of implementation and other outcomes (e.g. growth in achievement, engagement, motivation, etc.), and
4. Inform the work plan and professional development activities for your school and EL Education schools nationally.

While the official scores for your school are reflected in the School Designer score, school staff scores are analyzed as they provide a valuable and critical contribution to the validation of the instrument (so that there is independent confirmation that the instrument measures what it is supposed to measure).

The IR score is meant to be an accurate measure of the actual extent of implementation of 26 key EL Education practices in your school, called the EL Education *Power Practices*. The Power Practices are essential components of the EL Education model that are hypothesized to have an impact on student achievement either directly or indirectly. By establishing Power Practices, EL Education is not saying that anything in our Core Practices is unimportant; rather, we are attempting to prioritize those aspects of our design that we believe are most correlated with increased achievement.

Accompanying this letter are the following documents:

- Table of Scores – A numerical report showing Implementation Review scores for each power practice
- Chart of Scores – A bar chart showing Implementation Review scores for each power practice
- IR Progress Report – A visual report that indicates your school's overall raw score on a scale of targeted outcomes for schools by length of partnership
- An electronic copy of the Implementation Review Instrument

An important step to benefiting from these materials is to review each report carefully. The Individual School Chart provides a graphical view of the score report. The scores for each Power Practice correspond to the individual rubric in the IR Instrument, which is provided for your reference. Column 5 describes the exemplary implementation of that Power Practice, and School Designers and school leadership teams should use this column to inform implementation plans. For Power Practices that a school is not implementing at an exemplary level, the IR instrument and Core Practices can be used as tools to establish explicit goals for improvement.

The Progress Report provides an additional way of viewing your school's overall progress towards implementation of the EL Education design and IR target score. EL Education has identified IR score targets for each year of partnership, beginning with year 1 and ending with year 4 or beyond. This report displays a graphic showing your school's score in relation to its target score and last year's IR score (if applicable). The year 4 target score represents the threshold at which quality, school-wide implementation of the EL Education model can yield sustainable, long-lasting student achievement success. **Reaching the year 4 IR target is an eligibility requirement for becoming a Credentialed EL Education school.**

As you deepen your understanding of the Implementation Review instrument, we believe that you will gain new insight into the power of this instrument as it relates to achieving your school's goals and documentation of progress along the way. We appreciate your partnership and look forward to working with you to achieve your school's achievement goals through strong implementation of EL Education practices.

Respectfully,  
The EL Education Implementation Review Research Team

## Entheos Magna

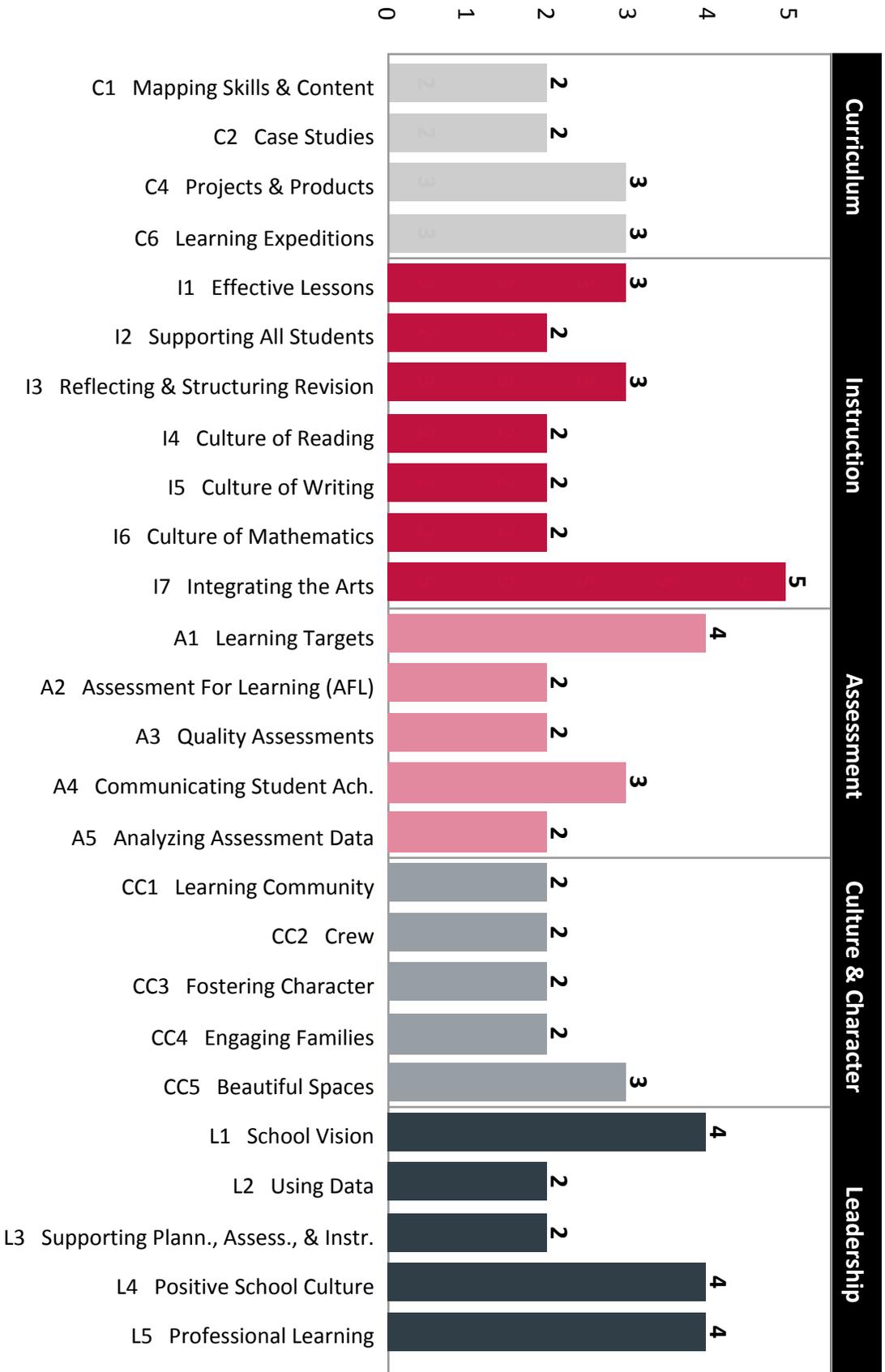
### 2016 Implementation Review Scores

Dimension	Practice	Score
<b>Curriculum</b>	1 Mapping Skills & Content	2
	2 Case Studies	2
	4 Projects & Products	3
	6 Learning Expeditions	3
<b>Instruction</b>	1 Effective Lessons	3
	2 Supporting All Students	2
	3 Reflecting & Structuring Revision	3
	4 Culture of Reading	2
	5 Culture of Writing	2
	6 Culture of Mathematics	2
	7 Integrating the Arts	5
<b>Assessment</b>	1 Learning Targets	4
	2 Assessment For Learning (AFL)	2
	3 Quality Assessments	2
	4 Communicating Student Achievement	3
	5 Analyzing Assessment Data	2
<b>Culture &amp; Character</b>	1 Learning Community	2
	2 Crew	2
	3 Fostering Character	2
	4 Engaging Families	2
	5 Beautiful Spaces	3
<b>Leadership</b>	1 School Vision	4
	2 Using Data	2
	3 Supporting Planning, Assessment, & Instruction	2
	4 Positive School Culture	4
	5 Professional Learning	4

**TOTAL SCORE:**

<b>69</b>
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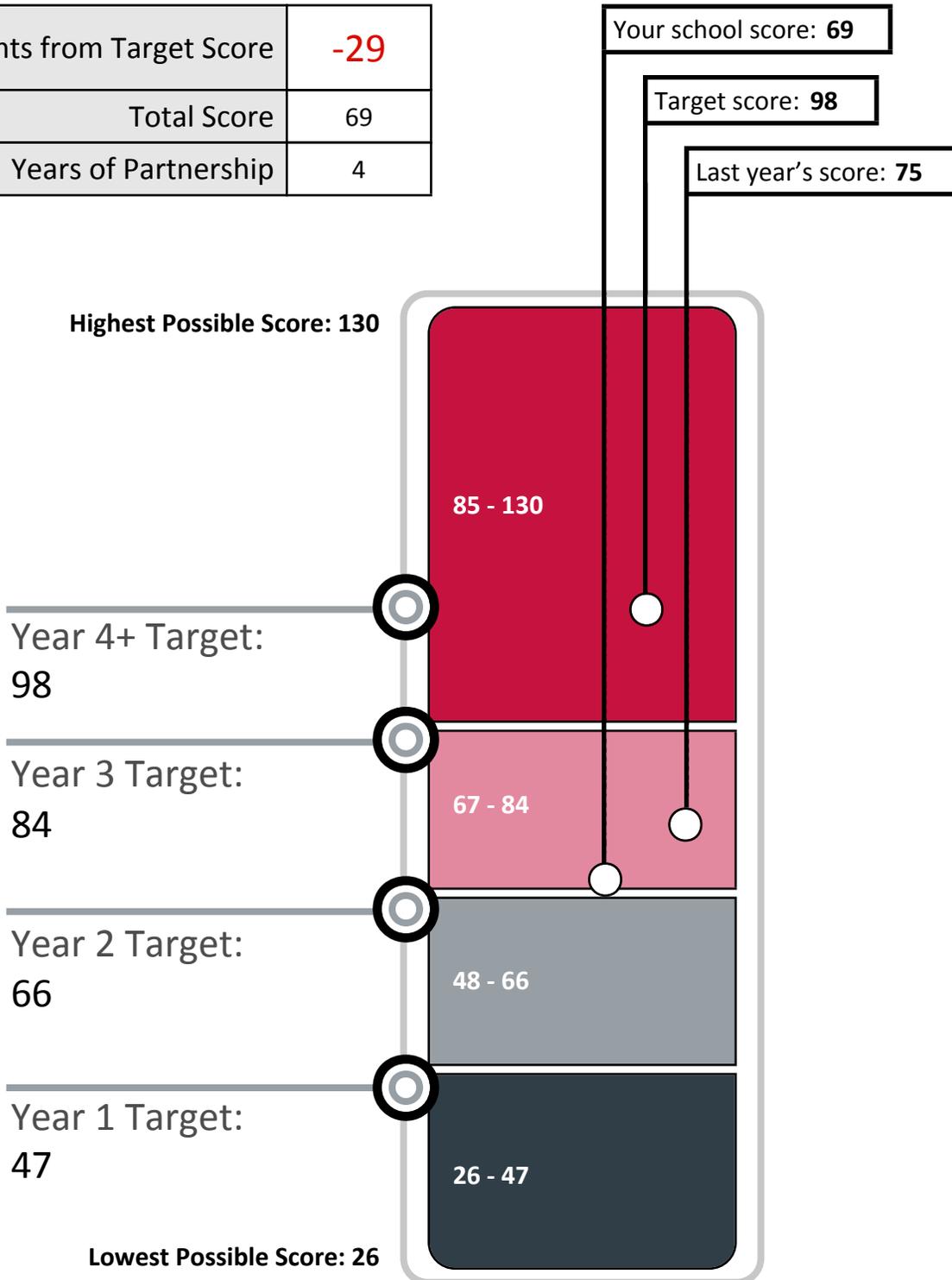
## Entheos Magna | 2016 Implementation Review Scores



## Entheos Magna

### 2016 Implementation Review Progress Report

Points from Target Score	-29
Total Score	69
Years of Partnership	4





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As you deepen your understanding of the Implementation Review instrument, we believe that you will gain new insight into the power of this instrument as it relates to achieving your school's goals and documentation of progress along the way. We appreciate your partnership and look forward to working with you to achieve your school's achievement goals through strong implementation of EL Education practices.

Respectfully,  
The EL Education Implementation Review Research Team

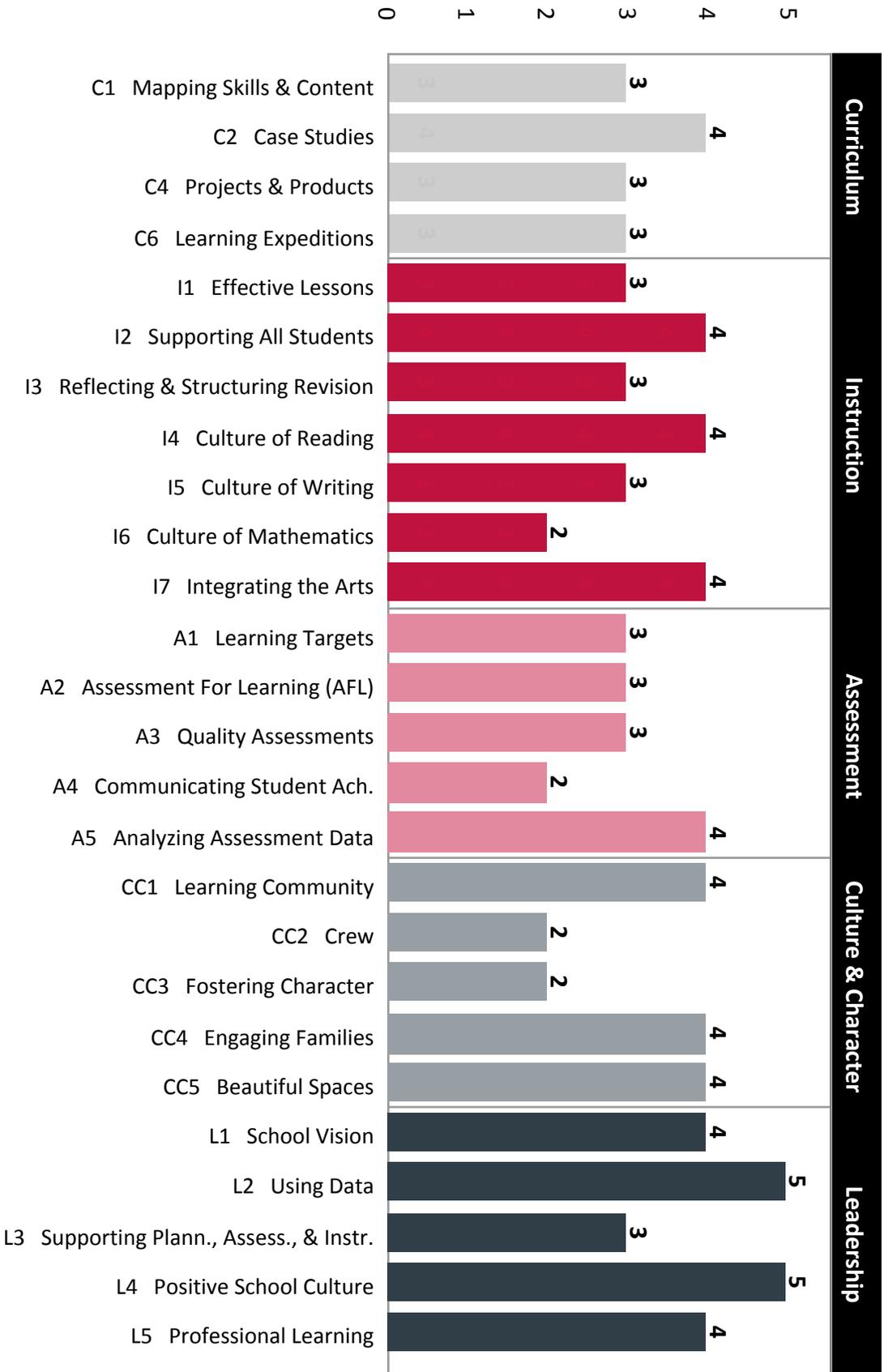
**Entheos Academy-Magna  
2017 Implementation Review Scores**

<b>Dimension</b>	<b>Practice</b>	<b>Score</b>
<b>Curriculum</b>	1 Mapping Skills & Content	3
	2 Case Studies	4
	4 Projects & Products	3
	6 Learning Expeditions	3
<b>Instruction</b>	1 Effective Lessons	3
	2 Supporting All Students	4
	3 Reflecting & Structuring Revision	3
	4 Culture of Reading	4
	5 Culture of Writing	3
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	2 Assessment For Learning (AFL)	3
	3 Quality Assessments	3
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	2 Crew	2
	3 Fostering Character	2
	4 Engaging Families	4
	5 Beautiful Spaces	4
<b>Leadership</b>	1 School Vision	4
	2 Using Data	5
	3 Supporting Planning, Assessment, & Instruction	3
	4 Positive School Culture	5
	5 Professional Learning	4

**TOTAL SCORE:**

**88**

## Entheos Academy-Magna | 2017 Implementation Review Scores



## Entheos Academy-Magna

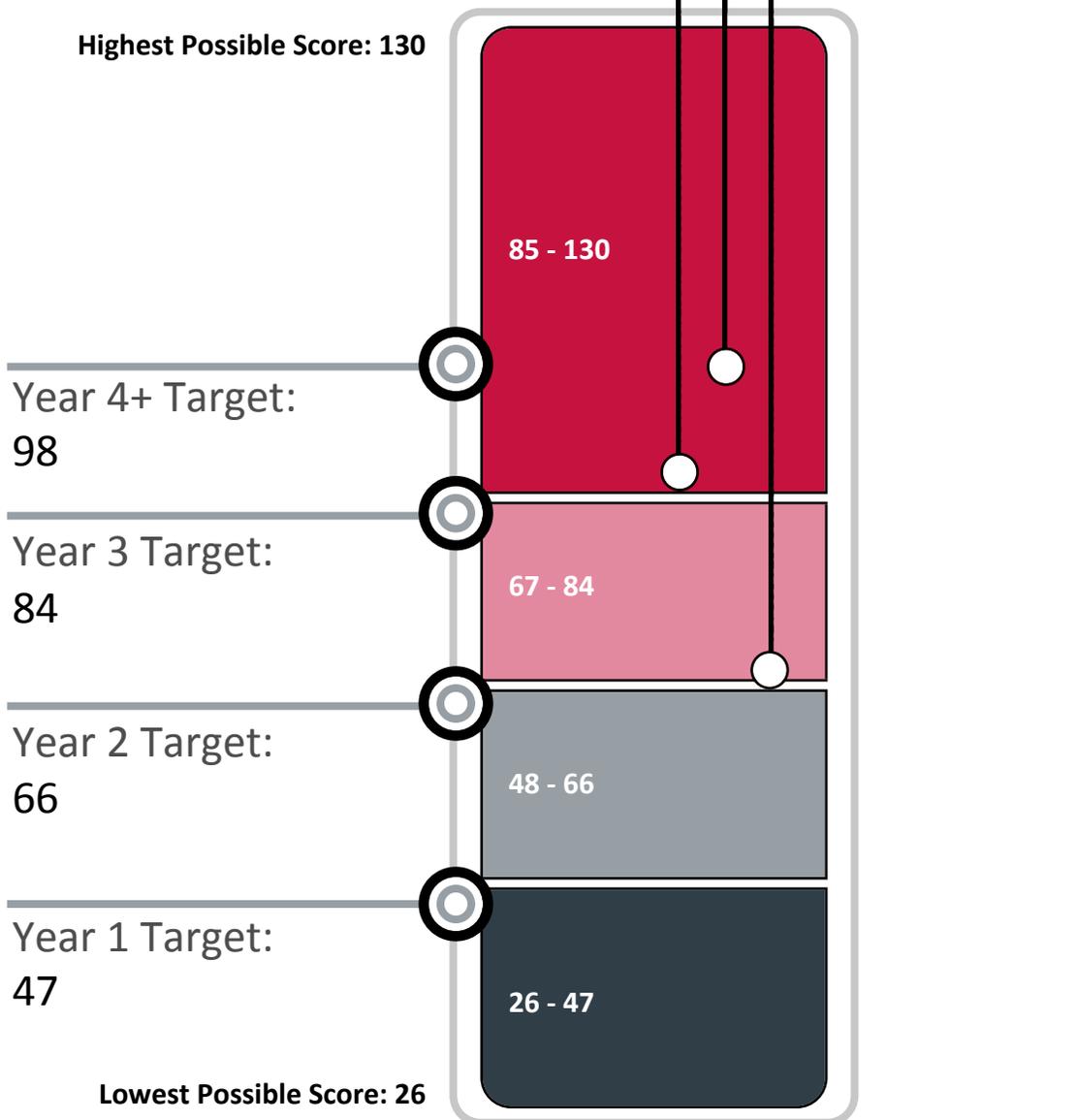
### 2017 Implementation Review Progress Report

Points from Target Score	-10
Total Score	88
Years of Partnership	5

Your school score: **88**

Target score: **98**

Last year's score: **69**





Dear School Staff,

The following pages contain the **Spring 2018** EL Education Implementation Review scores for your school. The IR is designed to:

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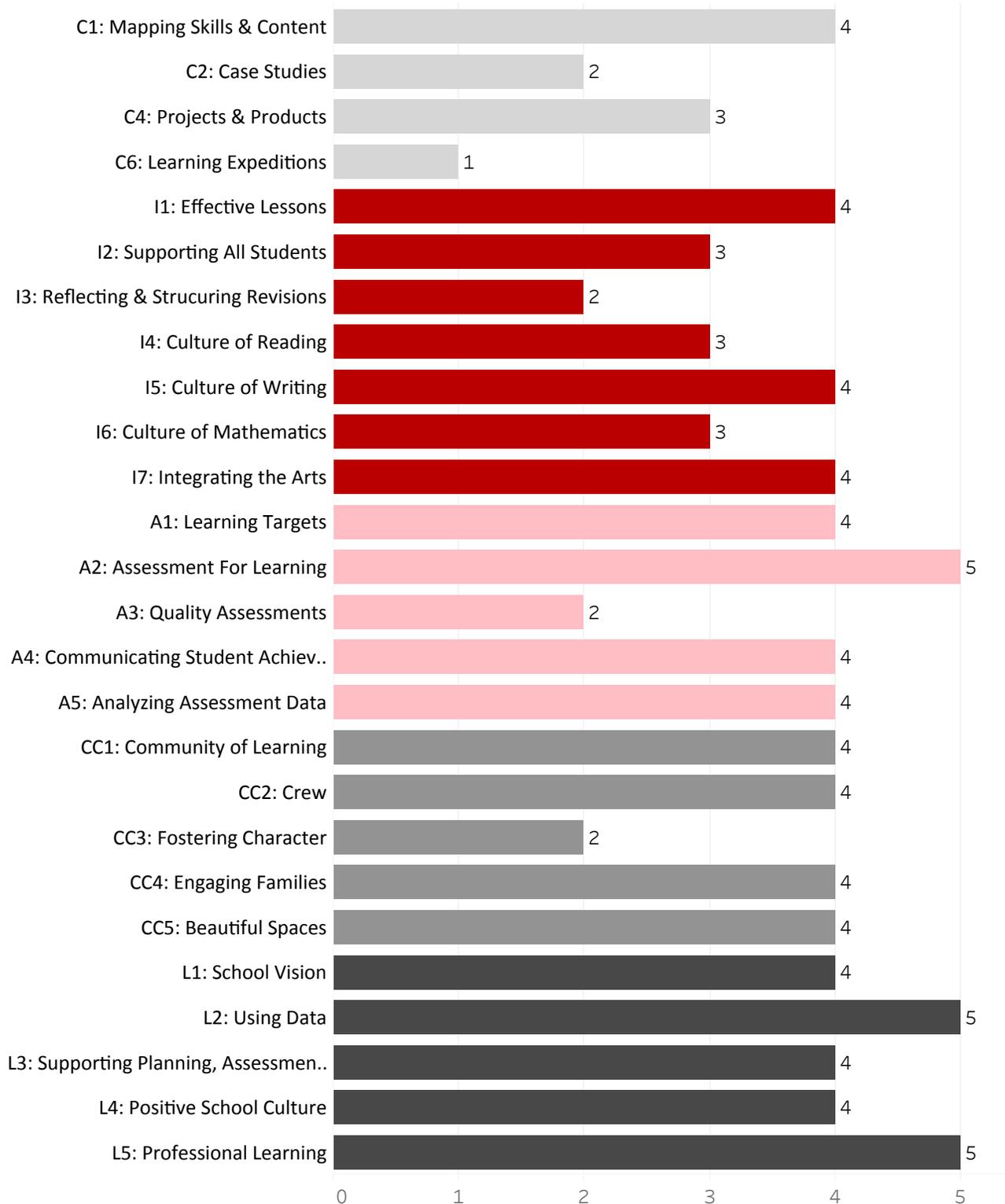
- Summary Table: Shows the total score, performance in relation to the target score, and years of partnership.
- Power Practice Report: A bar chart showing Implementation Review scores for each power practice.
- IR Progress Monitoring Chart: A line chart that tracks the school's total score in relation to the target score over the last 3 years.

Respectfully,  
The EL Education Implementation Review Research Team

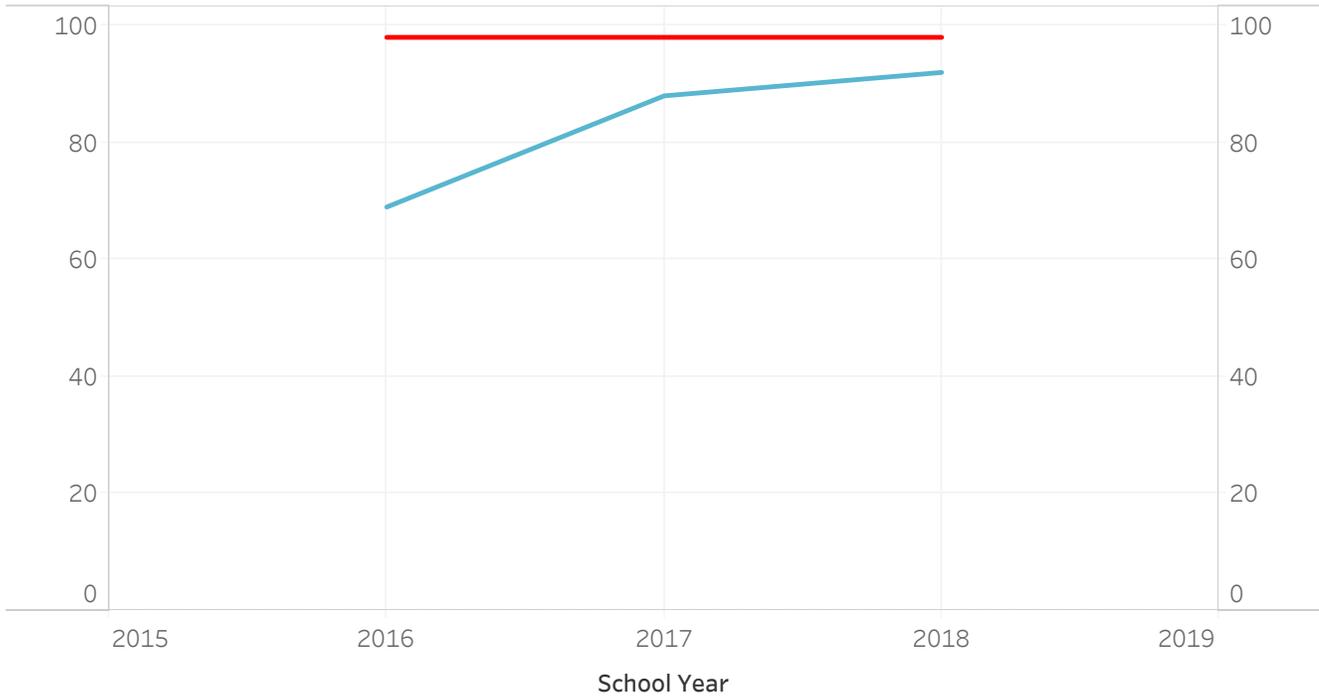
**Entheos Academy-Magna**  
2018 Implementation Review Summary Table

	2018
IR Total	92
Points from Target Score	-6
Years of Partnership	6

## Entheos Academy-Magna 2018 Implementation Review Scores



## Entheos Academy-Magna Progress Report Totals



### Measure Names

■ IR Target

■ IR Total

	2016	2017	2018
IR Total	69	88	92
IR Target	98	98	98