Partner Background

a. Organization name
AXI Education Solutions

b. Summarize your organization's mission and its connection to Louisiana's plan for struggling schools
AXI Education Solutions is an education organization, not a technology company. We build 21st Century learning environments by seamlessly integrating interactive classroom technology with curriculum, instruction and research-based professional development models to support college and career readiness for every child regardless of social or economic background.

We work with a district's existing resources and teachers to align years of teaching experience, proven best practices, and digital classroom tools to focus on improving the way students interact with their daily content. A recent Gallup Education report suggests that a 1% increase in classroom engagement translates to approximately a 6% improvement in test scores. At AXI, we believe that there is a multi-generational disconnect in struggling schools where our most experienced teachers lack both the practical skills and the confidence to effectively leverage digital tools and interactive content to engage students born into a ubiquitous technology ecosphere. The engagement disconnect often surfaces through poor school performance, student behavior, and high dropout rates. We know that if we can provide students with a pathway to connect to their curriculum, we will ultimately see improvements with instruction and student outcomes.

After 9 years of engagement at all levels from the superintendent to the classroom teacher, our TLCs are uniquely qualified to help rebuild struggling schools across the state of Louisiana. Our professional services team currently supports over 28,000 interactive classrooms and 16,000 teachers, principals, and other district leaders. Because all of our Teaching and Learning Consultants are former Louisiana educators, we understand that teachers need practical, scaffolded professional development that is specific to their content area and grade level. An eighth grade teacher attending our PD session might learn how to use EAGLE in a small group at his interactive whiteboard while a fifth grade teacher begins to incorporate Guidebooks in her ELA whole-class instruction while a third grade teacher might need Eureka Math websites and resources that she can use with a new set of Chromebooks just added to her classroom. The difference in the professional development that AXI provides is found in its practicality and its sustainability through coaching, feedback, formative assessment, flexibility, and teacher choice.

**Evidence of Track Record of Student and School Outcomes**

a. In any format, please illustrate your organization's track record in dramatically improving schools or systems of schools and/or radically increasing outcomes for targeted subgroups of students.
AXI professional development is guided by one principle – it is a process, not an event. Small incremental changes can bring about immediate and dramatic results. Teaching and Learning Consultants at AXI have mastered a variety of techniques to measure the success of our professional development.

First, **rate of transfer** from a professional development session to the classroom is a key indicator of success. In a project conducted in conjunction with Caddo Middle Career and Technology School for a 10 week period in the spring of 2016, TLCs worked with building administration and the turnaround team to target one low-performing, disengaged subgroup of students. Teachers were provided with targeted professional development that promoted interactive content and formative assessment best practices that engaged students contributing to an immediate impact with almost a 15 point increase in their School Performance Score. Targeting this one subgroup raised the SPS by 37% year over year.

2014-2015	2015-2016	
F SPS 38.6	**D**	SPS 53.5

Additionally, the ClassFlow TorchLight Project in Lafayette Parish was designed to support teachers in making students' thinking visible. Five schools and 60 teachers in LPSS attended both face-to-face and virtual professional development surrounding formative assessment best practices. After receiving training, LPSS teachers delivered 1,249 ClassFlow sessions with their students and conducted a staggering 1,628 formative assessment polls in just 11 short weeks. As John Hattie, Author of Visibile Thinking, suggests one of the "most powerful single modifications that enhances achievement is feedback. The simplest prescription for improving education must be 'dollops of feedback.'" Using the polling feature from Promethean's ClassFlow lesson delivery system, teachers were able to immediately implement formative assessment best practices to allow students to truly begin making their own thinking visible.
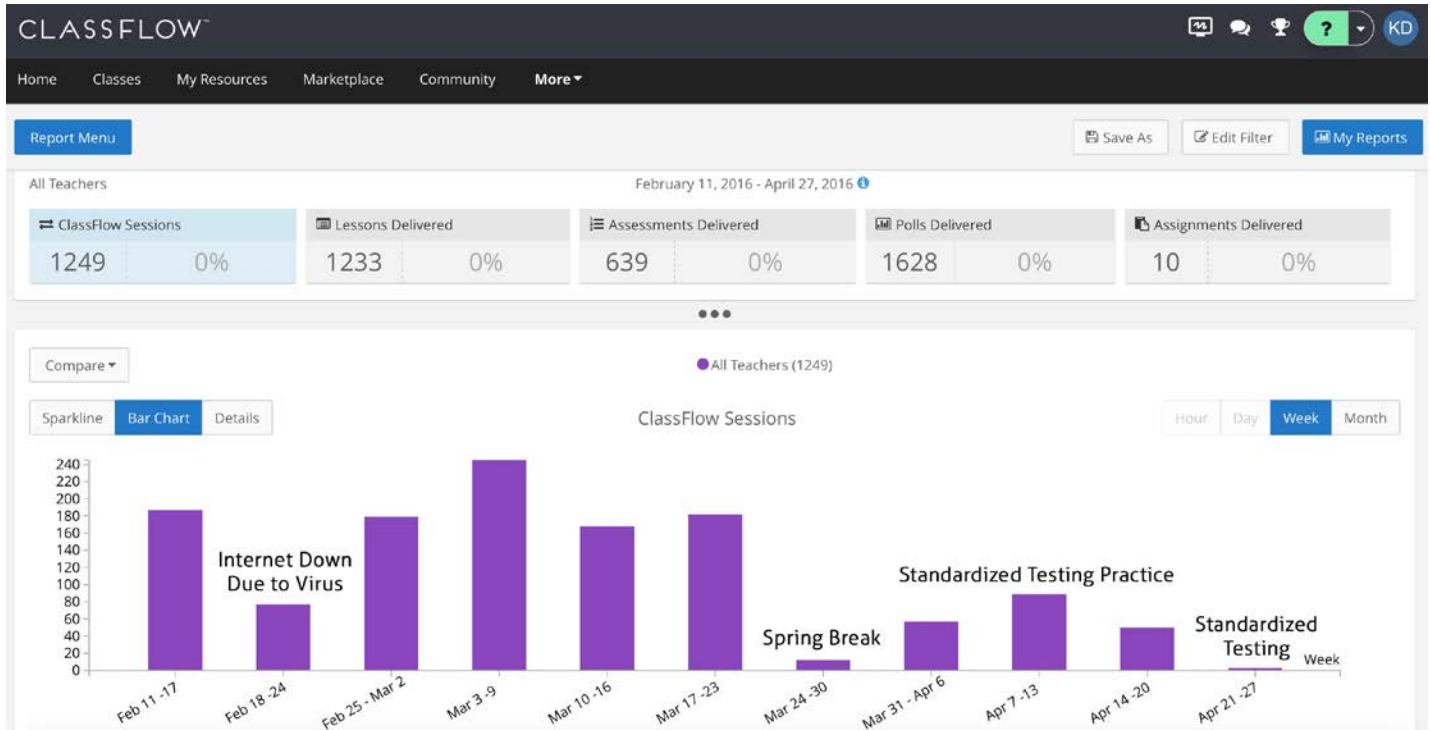
Teacher and administrative feedback is another key indicator of success when it comes to professional development. Because we are a local company with a professional development team built entirely of Louisiana educators, we are able to achieve a level of stakeholder buy in that other companies cannot often accomplish. The TLCs at AXI have attained certifications from Google, Promethean, ClassFlow, and The Common Core Institute amongst others. Furthermore, our Teaching and Learning Consultants understand the local districts because we are respected members of each of these communities. We feel the local pain points because our children attend these schools. And although the challenges that many teachers face in schools throughout Louisiana are not unique just to our state, the fact that support is only hours away, not days or months can mean the difference between success and failure.

The following excerpts have come from evaluations of professional development sessions conducted by AXI Teaching and Learning Consultants throughout the state of Louisiana:

"Marcus was a fabulous presenter. He provided much needed information and support to the group. He presented very appropriate examples of how to easily create flipcharts and use the promethean board in a very age appropriate way. Many presenters show things that are above our grade level, but not Marcus. He provided examples on a multitude of levels which can be used for the most basic skills, but can also be used for enrichment for our bright young minds. Marcus was also able to demonstrate ways to use the board for the basic users but he also provided examples for someone who has more knowledge and experience with the board. I was fully engaged and interactive with the presentation. Marcus had a great rapport with the participants and has kept in contact with us about technical issues that we are having. I have the utmost respect for him as a presenter but also as a person and educator."
– Abney Elementary, St. Tammany Parish

"Kelli was able to meet the needs of all levels of learners in the class. Teachers from K-12 were present with a concentration on K-8. Each teacher has learned something new and a few are actually using the equipment today as a direct result of her training on Saturday! Great job."
– Opelousas Catholic School, St. Landry Parish

"Amy presents in a way that any teacher, veteran or new, can incorporate her technology 'tricks' into their instruction making them a more effective teacher."
– Jonesville Elementary, Catahoula Parish

Your Organization's Model

a. How will you differentiate your services to meet the unique needs of schools and districts in Louisiana?
Every school in the state is unique, and AXI Education Solutions is committed to providing the most targeted professional development that fully enhances each individual teacher's instructional competencies. During the development of an on-site and virtual PD plan, AXI will collect information about the prospective participants including: classroom culture, principals' expectations, subject / grade-level growth areas, standards-based focus strategies, and student learning targets. Additionally, AXI will gather information about third-party content and legacy technologies. With the data gathered at the Consultation Meeting, the AXI PD Team will create an on-site, blended, or virtual PD plan that caters to the needs of each campus.

Through the delivery of ongoing, sustainable professional development sessions, certified AXI Teaching and Learning Consultants will model best practices so that participants experience effective incorporation of a variety of technologies into their existing curriculum and assessments creating seamless, engaging lessons. Ultimately, our partner districts work with AXI Education Solutions to achieve their overall goals to empower district leadership, principals, and mentor teachers to produce systemic change as it relates to technology integration in the classroom.

b. What are the attributes of your ideal partner school or district?
After working with school districts across the state of Louisiana for the past nine years, two attributes define successful partner schools or districts: the strength of a district's leadership and vision and a district's ability to maintain focus on specific outcomes. When everything is a priority, then nothing is a priority thus systemic, sustainable change is all but an impossibility. However, given strong leadership and the ability to implement a laser-like focus on those few high yield, best practices means that teachers have the direction and the support that they need to truly transform their instruction.

c. Describe your experience working with other third party providers to support coherent school and district improvement.
The only way to support coherent school and district improvement when it comes to professional development is to learn how other third party providers overlap in the districts that we support. Our goal is to create seamless integration of instructional content and technology in the classroom. If districts are using LearnZillion, Eureka, Illuminate, Achieve3000, Google, BlackBoard or any of the other hundreds of third party providers, our AXI Teaching and Learning Consultants ask for access to those resources so that our professional development can mirror the experience of those classroom teachers that we serve. It is imperative that teachers begin to see their content, resources, and curriculum not as a separate entity from technology; technology is just the tool used as the delivery mechanism for their everyday instruction.

d. What support from the state, district or school partners would enhance your success in Louisiana?
In order for districts to see success that stems from technology integration, more than anything else, districts need to be given time. They need time to train their teachers effectively. That means that teachers need the opportunity to learn, ask questions, and implement. They need time to try, fail, reflect, and modify. Change doesn't happen overnight.
We need to invest in our teachers and assure them that they will have the time that they need, the support that they ask for, and the belief that they can learn the technology to be able to implement our solutions with fidelity. Systemic change takes consistency in both message and expectations. Only then will teachers develop the confidence necessary to really begin using the technology to change the way teaching and learning happens in the classroom on a daily basis.