New Tech Network Outcomes 2010-11

New Tech Network schools create great learning environments that lead to great student results. We believe that relevant and rigorous instruction, a student-centered school culture and an integrated use of technology will lead to students prepared to succeed in college and career.

LEARNING OUTCOMES

Each New Tech school assesses students on school wide learning outcomes (SWLO) in all courses as part of the Network’s commitment to college and career readiness. In addition to mastery of content knowledge, SWLO measure students’ abilities to problem-solve, collaborate, create solutions, use technology tools, and apply their knowledge to real-world situations.

STUDENT RESULTS

NTN shares the widespread desire of educators nationally to see students assessed by multiple measures rather than singular “point-in-time” tests. We are developing measures that align with the deeper learning skills that we value. At the same time, New Tech students take required standardized tests. School-by-school data is available under the quick stats school section on the New Tech Network website.

GRADUATION AND COLLEGE ATTENDANCE

In 2010-11, the annual graduation rate for Network schools was 97% and the 4-year cohort rate was 86%.

The National Student Clearinghouse is tracking New Tech Network alumni through their college careers. Out of the 5 schools that had a graduating class in 2009, 91% of students have remained in college. For the 11 schools with a graduating class in 2010, 88% of students who enrolled in college have remained there.
STATE TEST RESULTS
New Tech operated in 14 states, each with its own statewide assessment policies and tests. With 38% of Network schools in the first two years of implementation, compiling network-wide data is complex. The overall trend shows improvement across the network. We continue to work with schools to strengthen student performance with initiatives focused on math and literacy.

SAT AND ACT RESULTS
New Tech students averaged 1375 in SAT scores with an average of 21.1 in ACT scores. These scores are a composite of schools that are labeled turn-around or high-performing and are in different stages of implementation with the New Tech design. Both sets of scores have remained flat for a three-year period.

LEARNING ENVIRONMENT
We believe that great learning environments lead to great student results. We use various measures, like attendance rates and culture surveys, as early indicators of changes in student behavior and engagement. We believe these early indicators point to stronger student achievement when NTN schools complete the implementation process.

New Tech Network schools displayed indicators of high levels of student engagement.

STUDENT ATTENDANCE RATES
NTN schools continue to show increasing attendance rates and lowered drop-out rates. We believe both are behavioral indicators of stronger student engagement.

Average Attendance Rates 95%
Drop-Out Rates 3%

NATIONAL PRESENCE
In 2010-11, New Tech Network expanded its presence across the United States by opening 26 new schools.

Number of States that have New Tech Network Schools 14
Number of New Tech Schools in these States 63
Percentage of Schools In their First Year of Implementation 32%
OUR SCHOOLS
In 2010-11, New Tech Network had 63 schools in 14 states. One third of these schools were in their first year of implementation, and two-thirds of Network schools had not yet graduated their first classes.

CAMPUS TYPE
New Tech implementations typically take place in one of three contexts:

- Stand-alone, when a New Tech school has its own building in its own location
- Whole school, when an entire school becomes a New Tech school
- Shared campus schools, when the New Tech school is one of two or more schools operating on the same campus

OUR STUDENTS
New Tech Network students are as diverse as the schools they attend and the regions where they reside.

Students Of Color/White ______ 57% / 43%
Female/Male _______________________ 50% / 50%
Free-Reduced Lunch ____________________________ 47%
English Language Learners ________________________ 5%

COMMUNITY TYPE
New Tech schools throughout the country thrive in a variety of economic and community settings. From economically challenged areas in urban cities and rural towns to middle-class suburbs, New Tech schools serve communities of every type.

Rural School Locations _____________________________ 38%
Urban School Locations ____________________________ 37%
Suburban School Locations __________________________ 25%
BENCHMARK PROGRESS
As the New Tech Network grows, we are expanding strategies to support schools and provide ways to gauge quality and progress in implementing NTN design principles. NTN has created school benchmarks to continuously assess individual school progress along a series of implementation and outcome measures.

New Tech High
Year One Progress Report

This progress report is used to guide schools in the New Tech Network toward success. This report provides formative data on some of the critical factors we believe lead to high student achievement in New Tech schools.

QUICK FACTS
Grade Levels Implemented: 9
Number of Teachers: 6
Number of Students: 100
Gender: 48% Male | 52% Female
Free/Reduced Lunch: 39%
Ethnicity: African American 36% | White 61% | Latino 1% | Asian 2%

New Tech Professional Development
100% of staff attended Shadowing (8 x 16 hrs)
100% of staff attended New School Training (9 x 40 hrs)
33% of teachers attended Fall Meeting of Minds (2 x 7 hrs)
100% of teachers attended Spring Meeting of Minds (13 x 7 hrs)
1 Principal attended Fall Leadership Summit (1 x 12 hrs)
1 Principal attended Spring Leadership Summit (1 x 12 hrs)
Total Professional Development Hours = 617

PROJECT BASED LEARNING IMPLEMENTATION
School Coach Remarks:
All teachers are using PBL to drive instruction and learning. Now that 4 teachers have been identified as trainers and exemplary teachers, this year they are setting additional professional goals to build upon their professional development. Although Math teacher is a very strong PBL teacher, he is using PrBL as scaffolding in each project as a means to reinforce standards. Each teacher is choosing an area of strength and developing on site PDs to share with campus. An objective is to also to create mentor meetings with new staff members to assist with their implementation of PBL.

Teacher Indicators:

<table>
<thead>
<tr>
<th>Score</th>
<th>Standard</th>
<th>Benchmark Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>75%</td>
<td>Teachers regularly using PBL</td>
</tr>
<tr>
<td>100%</td>
<td>60%</td>
<td>Teachers proficient in PBL unit development</td>
</tr>
<tr>
<td>100%</td>
<td>60%</td>
<td>Teachers proficient in PBL implementation</td>
</tr>
</tbody>
</table>

Course Indicators:

<table>
<thead>
<tr>
<th>Score</th>
<th>Standard</th>
<th>Benchmark Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>80%</td>
<td>75%</td>
<td>Courses have a unique and detailed agenda posted daily in Echo™</td>
</tr>
<tr>
<td>80%</td>
<td>75%</td>
<td>Courses using PBL as primary instructional mode</td>
</tr>
<tr>
<td>80%</td>
<td>75%</td>
<td>Courses grading includes assessments across multiple outcomes</td>
</tr>
</tbody>
</table>

Project Indicators:

<table>
<thead>
<tr>
<th>Score</th>
<th>Standard</th>
<th>Benchmark Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>85%</td>
<td>Projects are tied to content standards</td>
</tr>
<tr>
<td>100%</td>
<td>85%</td>
<td>Project rubrics include assessment of School-Wide Learning Outcomes</td>
</tr>
<tr>
<td>70%</td>
<td>85%</td>
<td>Project final products reflect deeper learning and academic rigor</td>
</tr>
</tbody>
</table>
ESTABLISHING A POSITIVE CULTURE

School Coach Remarks: Student voice is VERY important at the school. Students report feeling respected and cared about by all of the staff members. Student behavior is a non-issue on the campus. Freshmen this year seemed to have transitioned into the PBL/NTN culture much quicker than last year’s freshmen. Students were heavily engaged in projects and expressed that they were happy here. Staff and students create and participate in several culture activities planned throughout the year.

Student Culture Survey Indicators:

<table>
<thead>
<tr>
<th>Score</th>
<th>Standard</th>
<th>Benchmark Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>76%</td>
<td>75%</td>
<td>Students report positive attitudes toward the school and learning</td>
</tr>
<tr>
<td>61%</td>
<td>75%</td>
<td>Students report discipline is fair, enforced, and based on rules they help establish</td>
</tr>
<tr>
<td>76%</td>
<td>75%</td>
<td>Students report having positive relationships with their peers on campus</td>
</tr>
<tr>
<td>68%</td>
<td>75%</td>
<td>Students report having positive relationships with adults on campus</td>
</tr>
</tbody>
</table>

School Policy Indicators:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Benchmark Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>School has established a process for student involvement in setting school rules and procedures.</td>
</tr>
<tr>
<td>yes</td>
<td>The school involves students in setting school rules and procedures.</td>
</tr>
<tr>
<td>yes</td>
<td>Students value and can articulate TRR norms</td>
</tr>
<tr>
<td>yes</td>
<td>TRR norms are observed in school and classrooms during visits</td>
</tr>
</tbody>
</table>

ESTABLISHING A PROFESSIONAL LEARNING COMMUNITY

School Coach Remarks: Staff meets DAILY during grade level collaboration to discuss student challenges and interventions, PBL best practices, Critical Friends, school project calendar, culture activities, semester objectives and goals.

Staff Culture Survey Indicators:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Benchmark Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>Staff has developed and can articulate staff norms that empower individuals, promote collaboration and establish collective responsibility for student success. (Distributed Leadership)</td>
</tr>
<tr>
<td>yes</td>
<td>Sufficient time is designated and used for Critical Friends, curriculum development, looking at student work and data analysis.</td>
</tr>
<tr>
<td>yes</td>
<td>Formal meeting and collaboration time is view as valuable and productive by nearly all staff</td>
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IMPLICATIONS AND NEXT STEPS
New Tech continues to refine its model as the network grows. We work with our schools, districts, and other national organizations to sharpen the New Tech Network design and deepen our understanding of how we can best serve students.

INTEGRATE COMMON CORE STATE STANDARDS
Common Core State Standards (CCSS) in literacy are components of every project across the disciplines in New Tech Network schools. Math coaches work with teachers to incorporate formative assessments tied directly to the CCSS into classroom practice, especially in Algebra 1 and Geometry. NTN is implementing new math curriculum elements featuring a problem-based design to strengthen comprehension of core mathematical concepts and skills that are promoted in the CCSS Mathematical Practice Standards.

INCREASE PERFORMANCE ASSESSMENT OPPORTUNITIES
New Tech is working with several other school development organizations to construct challenging and engaging performance assessments intended to measure deeper learning. These will be aligned to the Common Core and will complement the assessments under development by Partnership for Assessment of Readiness for College and Career and Smarter Balanced Assessment Consortium initiatives.

FURTHER RESEARCH
New Tech Network is developing a broader research agenda to measure student post-secondary success. New Tech students are being tracked by the National Student Clearinghouse as they enter college, which gives us a deeper understanding of the rates that New Tech students pursue higher education, as well as the rates at which they persist in their pursuit to a degree.

DEEPER LEARNING TESTING
For 2010-11, New Tech Network had 8 schools participate in the College and Work Readiness Assessment, an assessment that measures the progress of current high school students against current college freshman on a variety of reasoning tests. New Tech Network students scored, on average, better than 51% of college freshman taking the test.

ALUMNI STUDIES
A recent study of New Technology High graduates in Napa was conducted. Of the Alumni from the classes of 2009, 2010 and 2011, 89% of respondents feel that they are on the road to success, with 86% currently enrolled in college. Students identified skills acquired at New Technology High, Napa that were most beneficial for their future:
- Communication
- Critical Thinking
- Collaboration

"My experience at New Tech was positive."
New Technology High, Napa
Alumni Tracking Study

7%
52%
41%

strongly agree
agree
disagree
strongly disagree