NEW FUNDING AVAILABLE NOW. INVEST IN SCHOOL-WIDE INNOVATION.
Knowing what works – applying effective solutions to complex social challenges – is not, by itself, a path to change. All too often we lack adequate financial resources or the political will or both. When the challenge is closing the opportunity gap, the rhetoric is often divisive, the task daunting and yet… as I write this letter, I have never been more optimistic about what is possible in successfully transforming local public education.

New Tech Network’s mission is to co-create schools that ensure all students regularly engage in authentic, complex thinking and problem-solving and experience a learning environment that is safe, inclusive, and emotionally supportive. For nearly 20 years our school redesign efforts have been based on partnerships with more than a hundred school districts in 30 states. We believe the path to success must include:

• deep systemic work around beliefs and mindsets,
• intensive capacity building to design quality learning experiences, and
• explicit work to build empowering school cultures and effective leadership.

Philanthropic support enables us to invest in ongoing research and development. Recent efforts have helped us increase the innovation options for schools and reduce the cost for whole school implementation. From the start embarking on the New Tech Network path students are more engaged and there is a palpable sense of curiosity and joyful learning. As a learning organization committed to improvement, nothing is more important than supporting districts achieve their vision.

When we are able to help align all levels of the school system around a common vision, grounded in creating equitable learning opportunities for all students, great things happen. This is why, despite these contentious times, we are hopeful. We are better together. Don’t just take our word for it - let the compelling teaching and learning you can see for yourself ignite your curiosity. How might we support your vision for your community?

Lydia Dobyns, President and CEO, New Tech Network

Photo by Jonathan Cutrer
In 2019, the Texas Legislature passed House Bill Three (HB 3), transforming the Texas school finance landscape. Education provisions in HB 3 include increased teacher salaries, teacher incentive allotments for high needs areas and rural districts, and supplemental funding for school innovation.

New Tech Network’s evidence-based college and career readiness model is specifically cited in HB 3, with a commitment of new funding to start and sustain NTN’s model. As a result of New Tech Network’s focus on learning and student outcomes, NTN member schools are eligible to receive this per-pupil funding for each student enrolled in grades 7-12.

This recurring funding across grade levels makes it possible to expand the NTN model to multiple middle and high schools within a district. No matter the school design option - new, redesign, or academy within a school - current and future New Tech Network schools are eligible for per-pupil financial support.

HB 3 presents unprecedented, ongoing state funding for proven college and career readiness programs like New Tech Network membership. This is an extraordinary moment.

Through HB 3, the Texas legislature and the governor recognize membership in New Tech Network as a powerful option to help prepare Texas students for college and career.

NEW TECH NETWORK
PLANNING GRANT

The passage of HB 3 created a unique opportunity for educators to bring transformative teaching and learning to their communities. Middle and high schools in Texas now receive supplemental funding for being a New Tech Network member school.

As an organization made up of life-long educators, we know that even with the incentive of additional funding, there are still many barriers to a balanced school budget.

Mitigating for that challenge inspired the design of NTN Planning Grants - six months of funding valued at $18,000.

INCLUDED IN THE 2019 GRANT:

- Up to $3,000 for travel expenses
- 6 Months of Access to NTN School Design Tools
- A School Tour at an NTN Spotlight School
- Onsite School Design Academy Workshop
Texas School Finance

In Texas, every school district is guaranteed funding for each student enrolled. Determined by the Texas State Legislature, that amount has remained the same since 2014 at $5,140 per pupil. In a landmark move, the Texas legislature voted to increase that funding to $6,160 per pupil.

According to the Texas Tribune, in 2018, $52.3 billion in state and local funding was distributed across 5.4 million Texas students enrolled in 1,019 public school districts and 171 charter districts.

While many districts focus on provisions of HB 3 that mandate teacher raises, HB 3 also offers financial incentives for engaging in school design and professional development with New Tech Network.

**HB 3 Funding Formula**

Funding Increases On Average $635 per ADA

Basic Annual Allotment = Basic Allotment x 1.35 + $50 per New Tech Network student

In the Career and Technology Education section of HB 3, schools are entitled to supplemental funding if they have daily attendance in approved CTE courses. Campuses that are New Tech Network members qualify for an additional $50 per student allotment.

**Success in Texas**

NTN students consistently and significantly outperformed non-NTN students on biology and English Language Arts end of course exams in Texas.8

Significantly more NTN students met the “approaches performance band” criteria for all subject areas (algebra, biology, English Language Arts) than similar non-NTN students in Texas schools.8
NTN partner schools succeed because they work together – sharing ideas and results from each school with other NTN communities. For New Tech Network, this spirit of collaboration stems from a shared vision of changing how students are educated so they are prepared for an ever-changing world.

The Network enables educators at all levels to connect collaboratively, like teachers sharing project ideas or district leaders convening to discuss best practices. The network of NTN educators models an NTN classroom. When an active network of people work together, they produce better quality ideas and resources. Implementing comprehensive change brings both predictable and unexpected challenges. Not only is facing these challenges in isolation ineffective and unsustainable, it is in opposition to the NTN model – a model based on the power of collaboration. To build a better educational system, schools must work together.
“New Tech Network’s foundational belief is that schools get better by being part of a community. We think school networks hold the best potential for solving the most complex challenge we face today: closing the opportunity gap for all students, no matter where they live.” Lydia Dobyns, New Tech Network CEO and President

The students enrolled in NTN schools in Texas are as diverse as the communities and schools in which they learn and grow.

NTN schools in Texas are both public schools of choice – where student elect to enroll based on their desire to be part of the NTN learning community – and public neighborhood schools – where students enroll based on district assignment.

Carrollton-Farmers Branch Independent School District
METS (Math, Engineering, Technology and Science Academy), High School

Cedars International Schools
Cedars International New Tech Academy, Elementary/Middle School
Cedars International Next Generation High School, Middle School/High School

Comal Independent School District
Danville Middle School, Middle School
Memorial Early College High School, High School
Pieper Ranch Middle School, Middle School

Coppell Independent School District
New Tech High, High School

Dallas Independent School District
New Tech High School, High School

Ector County Independent School District
George H.W. Bush New Tech Odessa, High School

El Paso Independent School District
Bulldog New Tech at Brown MS, Middle School
Cobra Tech Academy, Middle School
Cougar New Tech, High School
Grizzly New Tech, Middle School
Hart Elementary, Elementary
Oso New Tech, High School
Panther New Tech, High School
Young Women’s STEAM Research and Preparatory Academy, Middle School/High School

Leadership Prep School Inc.
Leadership Prep School, High School

Legacy Preparatory Charter Academy District
Legacy Preparatory Charter Academy, Elementary, Middle School, High School
Legacy Preparatory Charter Academy @ Plano, Elementary, Middle School, High School

Manor Independent School District
Lagos Elementary School, Elementary
Manor New Tech Middle School, Middle School
Manor New Technology High School, High School
Pioneer Crossing Elementary, Elementary
BY THE NUMBERS

For the 2018-2019 school year, New Tech Network includes 214 member schools. Of those schools, 160 are NTN schools while 54 are NTN Affiliates. School-level information on student enrollment, demographics, and graduation rates is sourced from the schools and publicly available sources such as the U.S. Department of Education databases. College outcomes are sourced from National Student Clearinghouse (NSC).

85,000
NTN STUDENTS

5,000
NTN TEACHERS

25,000
NTN GRADUATES OVER THE PAST SIX YEARS

NTN HIGH SCHOOL STUDENTS HAD A GRADUATION RATE OF 94%, COMPAARED TO THE NATIONAL AVERAGE OF 85%.2

NTN STUDENTS PERSIST IN COLLEGE AT A RATE OF 82%, COMPARED TO THE NATIONAL AVERAGE OF 85%.2

214
NTN MEMBER SCHOOLS

160
NTN SCHOOLS

54
NTN AFFILIATES
MEASURING THE OUTCOMES THAT MATTER

The New Tech Network Learning Outcomes are five research-based outcomes designed to allow teachers to assess students based on a holistic picture of their skills while meeting state academic requirements. In collaboration with the Stanford Center for Assessment, Learning, and Equity (SCALE), NTN developed a set of rubrics for each outcome aligned to college readiness standards. The NTN model creates a different learning environment for students and teachers modeled to reflect the realities of the working world. This transparent weighted grading of skills pulls back the curtain on the strengths and challenges of each student, providing valuable insight to parents, teachers, and the students themselves.

THE NEW TECH NETWORK

New Tech Network (NTN) pioneers whole school transformation through high-quality project-based learning (PBL). NTN coaches, staff, and partner schools challenge the status quo, confident they will improve outcomes for students. The NTN school model and tailored coaching and support cultivate a culture of empowerment, discovery, and innovation.

Most importantly, students graduate prepared for the demands of the future. Students need to develop problem-solving and critical thinking skills; they must learn how to find and apply content knowledge—not just memorize it. When NTN partner schools experience shifts in culture and instruction as part of a comprehensive approach to education, those schools consistently experience positive outcomes for students—particularly students historically situated farthest from opportunity.

Educators have access to thousands of resources and develop relationships with other education professionals.

THE LEARNING OUTCOMES

New Tech Network students often highlight Agency, or the combination of academic mindsets and the ability to take ownership over one’s learning, as a key differentiator when compared to peers at non-NTN schools.

Teachers and school leaders learn how to effectively teach not only agency, but all of these outcomes through valuable professional development, project resources, and personalized coaching to set their students up with the best possible chance to succeed.

The Network ensures educators are prepared to lead cutting-edge project-based learning as they transform their school culture because students deserve schools that take advantage of every opportunity for better learning.

Through NTN’s learning management platform, Echo, teachers are able to virtually and thoughtfully assess and collect data on student performance. Through the Echo Platform, teachers provide feedback on both content knowledge and the skills needed for college and career readiness.

THE NTN MISSION

New Tech Network’s (NTN) mission is to partner with districts and communities to transform schools into innovative learning environments so that all students graduate ready for college and career. NTN believes that every student and adult has the capacity to learn and to improve and that authentic, meaningful learning is rooted in inquiry, reflection, and agency. Schools are the most powerful unit of change in providing each child with equal access to high-quality education.
In the 1860s, a typical classroom consisted of rows of desks that faced the front of a class where a teacher would stand and lecture. Student work, presentations, and lessons all revolved around memorizing content. At the time, teaching students this way adequately prepared them for the limited set of manual, repetitive career opportunities available. 150 years and two industrial revolutions later, many classrooms and curricula across the United States still look the same.

The world is on the brink of a technological transformation known as the Fourth Industrial Revolution. Its impact, framed by technology and advances in artificial intelligence, is expected to rival the significance of advancements such as steam power, electricity, cement, computers, and textiles – influential improvements that shape the quality of life today. NTN schools prepare students for an unknown future by emphasizing skills and scores in their everyday school life. Helping students learn how to think, create, communicate, and collaborate will help them in any postsecondary path they pursue. NTN students graduate with problem-solving and personal agency skills that make them highly desirable employees.

Educating the workforce of the future is one of the state’s largest expenses and its best investment. HB 3 signals a new era in Texas school finance – one focused on producing graduates who will be competitive in the knowledge-based industries of today and tomorrow.

Educators face competing priorities in the classroom every day: trying to imbue students with skills relevant to their future while also teaching content mastery and finding success on state assessments. Despite good intentions, much of the education system remains isolated from the realities outside of the classroom. Too often, students still move from grade to grade, disengaged and unprepared for the next step in their educational or career journey.

NTN believes that the most effective way to develop workforce skills in students is to integrate the practice of each skill in every facet of learning. Adding or changing elective courses is tempting because it’s easier to make a small impact, it’s much more difficult to make a large-scale change in every classroom. Incorporating elective programs and doing projects vs. project based learning is tempting, but ineffective since they live at the fringe of a school. NTN believes that students who use the NTN Learning Outcomes in subjects like math, science, and language arts are significantly more engaged and more successful both academically and developmentally.

NTN graduates demonstrate workforce skills. NTN project-based learning created an instructional environment that positively impacted student learning, relationships, and technology use. NTN elementary school students made significant gains in critical thinking.
THE FOUR PILLARS

New Tech Network’s decades of experience guiding schools through comprehensive transformation led to the Four Design Pillars. NTN developed these four categories to bucket the work of whole school transformation and to help school communities understand the overarching goals that impact the work through all phases of the school development process.

OUTCOMES THAT MATTER

Every NTN partner school adopts the five New Tech Network Learning Outcomes. The outcomes are: Collaboration, Knowledge and Thinking, Written and Oral Communication, and the development of student responsibility for their own learning, or Agency.

TEACHING THAT ENGAGES

Project-based learning (PBL) is the primary pedagogical method that all NTN teachers use in their schools. It is the best way for students to demonstrate proficiency on school-wide learning outcomes. PBL requires contextual, creative, and shared learning. Students collaborate on meaningful projects that require critical thinking, creativity, and collaboration in order to answer challenging questions. By making learning relevant, students see a purpose for mastering state-required skills and concepts.

CULTURE THAT EMPOWERS

Each NTN partner school promotes a culture of trust, respect, and responsibility, encompassing student and professional culture. Students and teachers alike have ownership over the learning experience and their school environment.

TECHNOLOGY THAT ENABLES

Echo supports project-based learning and features an innovative gradebook that aligns to the deeper learning skills students will need in college and career.

Digital tools, cultivated and aligned content, and a community of shared learning are integrated to create a powerful platform to support student and adult learning.

EVIDENCE OF SUCCESS

ON STUDENT SUCCESS IN DEEPER LEARNING SCHOOLS...

Students who attended schools with a deeper learning focus reported more developed critical thinking skills, greater competency in some deeper learning domains, had higher rates of graduating from high school, and were more likely to enroll in four-year colleges than similar students who attended comparison schools.

ON STANDARDIZED ASSESSMENT...

Significantly more NTN students compared to similar non-NTN students met the “approaches performance band” criteria for all subject areas (algebra, biology, English Language Arts).

ON STUDENT SUCCESS IN DEEPER LEARNING SCHOOLS...

NTN students consistently and significantly outperformed non-NTN students on biology and English Language Arts end of course exams in Texas.

ON ACADEMIC ACHIEVEMENT AND SUCCESS FOR EVERY STUDENT...

Results suggest that the NTN school model in schools implementing with fidelity significantly improved students’ academic achievement, critical thinking skills, mathematical reasoning skills, and workforce problem-solving techniques. These results suggest the potential of the NTN school model to serve students of all income levels and backgrounds by positively impacting their academic achievement and workforce skills development.
Echo® houses all digital life for New Tech Network partner schools. The learning management platform hosts resources for student projects and assessment, robust teacher communities, professional development, parent involvement, NTN-provided resources, and more. Echo’s vast array of capabilities manifest in a user-friendly interface that parents, students, and teachers navigate daily - easily finding tools and resources customized for their needs. Echo is unique because it is the only learning management platform designed to assist and assess students based on multiple learning outcomes. Engaging teaching and robust feedback systems need a sophisticated but accessible platform to be effective.

**LEARNING COLLABORATIVELY AND VIRTUALLY**

Echo® houses all digital life for New Tech Network partner schools. The learning management platform hosts resources for student projects and assessment, robust teacher communities, professional development, parent involvement, NTN-provided resources, and more. Echo’s vast array of capabilities manifest in a user-friendly interface that parents, students, and teachers navigate daily - easily finding tools and resources customized for their needs. Echo is unique because it is the only learning management platform designed to assist and assess students based on multiple learning outcomes. Engaging teaching and robust feedback systems need a sophisticated but accessible platform to be effective.

**CONTENT**

NTN uses Echo to house course resources, projects and project plans, assignments, and more. Educators benefit from an extensive Resource Library where they can create their own class projects and share them back to the NTN community.

**TOOLS**

The Echo learning management platform was specifically designed to address the unique needs of project-based learners, facilitators, and parents. The multi-dimensional gradebook, exclusively provided to NTN partner schools, is the only gradebook of its kind organized around the assessment and reporting of multiple learning outcomes.

**COMMUNITY**

The Echo community is vibrant and growing. Comprised of all of the staff at NTN partner schools, teachers and school leaders exchange best practices, collaborate efficiently, share projects, and develop cross-school projects with ease.

**THE NTN HELP CENTER**

The NTN Help Center was created to support school leaders and teachers that have partnered with us to transform teaching and learning in their schools. There are three tiers of support provided through the NTN Help Center:

- **Free Limited Access**: Most of the articles included in the quick guides are open and available to the public. No sign in is required.

- **Full Access**: Schools who have selected to access NTN’s content and community in their contract have access to hundreds of additional articles that are not included in the quick guides.

- **Full Access and Support**: Schools who desire additional coaching support can choose this option which allows teachers and school leaders to submit request for coaching support through the Help Center.

For the 2019-2020 school year, only schools that are starting their work with NTN in 2019 will be able to submit tickets to the NTN Help Center. Starting in the fall of 2020, all coaching support will occur through the Help Center.
The New Tech Network school model gives all students, regardless of their background or circumstances, an opportunity to succeed. The NTN model adapts to the needs of rural, suburban, and urban communities because its foundation is built on designing and sustaining a culture of equity for every student. Every student deserves the same opportunity to succeed.

41% URBAN

NTN supports rural, urban, and suburban communities through whole school redesign, new schools, and academies within schools.

Breaking Down Barriers with PBL
Hart Elementary School

Hart Elementary School sits less than a mile from the U.S.-Mexico border in El Paso, Texas; almost half of Bianca Provencio’s fourth-grade class crosses daily.

“The majority of our students are from families with lower socio-economic backgrounds,” said Provencio. “The predominant language is Spanish.” Many Hart Elementary students learn English as a second language.

Developing social skills in elementary school is challenging, and the language differences add an additional complication that can result in less outspoken, more insecure students.

New Tech Network’s (NTN) model encourages strategic social interactions in the classroom. Provencio facilitates such interactions called Community Circles each morning, which prepare students for collaboration with their classmates.

“One of the goals for our school was to implement Community Circles every morning. I’ve seen a big change,” said Provencio. “I had one student that English was his second language, and I’ve seen how the project-based model has helped him grow since he has to communicate with his classmates so frequently. Group projects help students open up and not be shy.”

One of the projects Provencio’s students completed answered the driving question, “What Contributes to the Pride Which Exists in the Community?” The project required students to identify local places and interview community members to evaluate what it was like to live in El Paso.

Provencio shared, “In the interviews, we emphasized that this is a process they’ll experience in the future, when interviewing for jobs or being the one conducting them, so it’s important to be prepared.”

The final project included presenting a website that the students created along with a booklet to share information about their local community. Provencio believes that familiarity with technology will help her students in middle school, high school and beyond, in addition to the skills developed in the creative process.

“Two-thirds of the students to identify local places and interview community members to evaluate what it was like to live in El Paso.”

“An even better side effect of the project was the positive change in student attitude and behavior. The website was a collaborative effort, one website per group,” said Provencio. “When we set it up, we implemented a group contract, where they assigned roles to each other and took responsibility for their part.”

To Provencio’s delight, the NTN model created a collaborative, inclusive classroom environment while fostering skills like writing and oral communication.

“I can say everyone is friends with everyone in my classroom. I can move around the seating arrangement, mix up the groups, and everyone feels comfortable working with each other—no matter their native language.”

The website was a collaborative effort, one website per group, said Provencio. “When we set it up, we implemented a group contract, where they assigned roles to each other and took responsibility for their part.”
Q. WHAT IS THE OPPORTUNITY GAP?
A. The opportunity gap refers to the way in which our system of public education distributes resources and opportunity differently, unequally, and predictably across lines of race and class. For example, a student in a public school with a high concentration of students living in poverty has a higher likelihood to have a teacher with less than five years of experience.

Q. WHAT IS THE DIFFERENCE BETWEEN THE OPPORTUNITY GAP AND THE ACHIEVEMENT GAP?
A. The Achievement Gap refers to the gap in student performance on standardized tests between students of color and white students – a gap in student outputs. The Opportunity Gap refers to the gap between the resources and opportunities afforded to students of color and their white and more affluent peers – a gap in inputs.

Q. WHAT DOES THAT MEAN?
By focusing on a gap in student outcomes, the Achievement Gap situates the problem to be solved with the student - a gap in the learning, knowledge, and skills of the student. If performance isn’t adequate, the problem is a lack of skill development. Alternatively, the Opportunity Gap focuses on the ways in which our system of public education distributes resources and opportunities, and situates the problem to be solved with the system. As long as our system of public education distributes resources and opportunity inequitably along lines of race and class, racial achievement gaps are entirely predictable.

Q. WHAT DOES IT MEAN WHEN WE HEAR THAT OPPORTUNITY GAPS ARE THE GREATEST CRISIS FACING U.S. SCHOOLS?
A. Closing opportunity gaps fully will require grappling with structural systems and the privilege that created them which sit underneath the surface of education in this country. For example, the way most states fund public education through property taxes generates tremendous inequities in the financial resources school systems have available. That said, our focus at NTN is on Opportunity Gaps that exist at the level of school and classroom practice. NTN is taking action to solve two gaps now:

A. Culture Gap - Students of color and students in poverty are more likely to experience a school environment that isn’t safe, welcoming, or supportive.

An Instruction Gap - Students of color and students in poverty are more likely to experience rote, low level instruction that emphasizes memorization.

Q. HOW DOES THE NEW TECH NETWORK MODEL TRY TO SOLVE THE CHALLENGES OF THE OPPORTUNITY GAPS?
A. New Tech Network doesn’t view public schools as the sorting engines they have historically been, preparing some students for vocation, some for college, and some for the military. When public schools tracked students into different pathways of preparation, typically students of color and students in poverty disproportionately get tracked into non-college pathways. If we want to increase the percentage of students graduating ready for the workforce and ready for college, then we have to ask, historically speaking, who have public schools not been successful at getting ready and why? This always leads to a conversation about race, class, and opportunity gaps.

The NTN school model has always emphasized the belief that students ought to be engaged in a thinking curriculum and teachers ought to practice a thinking pedagogy. NTN has operationalized this by building teacher capacity around 1) the practice of project and problem-based learning and 2) the use of a broad set of learning outcomes for students. Our work is evolving to attend to the reality that, generally speaking, students of color and students in poverty are more likely to experience rote, low level instruction that emphasizes memorization. We are working to name this reality and fashion concrete tools, resources, and experiences that ensure authentic, complex thinking and problem-solving is a part of the daily reality in school for every student.

While I have named two opportunity gaps that are central to our school model, each community also has specific opportunity gaps. NTN can play a role in helping school communities reflect on the opportunity gaps that are specific to their community and the most salient for their students. The contours of inequity share broad patterns across the country, but the details can be different. In the future, we can play a role in helping schools and districts identify, name and strategize around those dimensions of opportunity.
RAISING THEIR VOICES
YOUNG WOMEN’S STEAM RESEARCH & PREPARATORY ACADEMY

How do you keep the “sister” in “sisterhood?” Dr. Cynthia Ontiveros and her staff believe it’s through Science, Technology, Engineering, Arts and Mathematics (STEAM). Together, they are working toward an answer at the Young Women’s STEAM Research and Preparatory Academy (YWA) in El Paso, Texas.

Ontiveros and her staff at the YWA were troubled by the sheer lack of women represented in STEAM-oriented careers. “Just looking at local and national trends, including the number of women who are represented in STEAM careers, that number is dismal, especially minority representation,” Ontiveros said.

One reason Ontiveros thinks the numbers are so low is that many young girls don’t learn how to develop the emotional skills necessary to work in STEAM fields long-term. Project-based learning presented just the sort of solution Ontiveros was looking for to this complex problem.

Teaching with a curriculum that balances both team-building and problem-solving allows the YWA students to grow both academically and emotionally.

We know that girls everywhere are smart and can make it into programs, but the issue is their resilience to stay, to pursue higher level positions. We have made those challenges very clear here and what it means to stick it through,” Ontiveros said. From the culture of the school to the projects completed by students, being “real” rings true at YWA. Ontiveros and her staff want their students to see themselves as future scientists, artists, or engineers. When selecting guests to invite to the school, they select people who the students can relate to and who have a similar story to the young women listening in the classroom. “We wanted our campus to have a culture where our students were a sisterhood,” Ontiveros said. “We want every student to feel safe. We want every student to feel as though we honor their culture, their background, their experiences.”

With NTN as a partner, Dr. Ontiveros has access to resources and relationships within the NTN network that are constantly giving her new ideas for how to keep improving her school’s curriculum.

“A STEAM career is about tinkering. [ ... ] It’s about creating their own solutions and trying to figure things out. I knew that PBL was an excellent support for what we wanted to do for our young women to meet their needs.”

– Cynthia Ontiveros

AN EDUCATION FOR TOMORROW

NTN positively impacts academic achievement for students of all income levels.¹

NTN PBL implementation enabled access for traditionally underrepresented students to high quality STEM curriculum, instruction, and learning environments designed to build STEM social capital, dispositions, knowledge, and skills necessary for success in STEM study and careers.²

New Tech Network schools serving high poverty student populations (40% or more FRL) have higher high school graduation rates (93%) than the national average for similar schools (75%).³

NTN schools have success supporting college access in high poverty communities: outperforming statewide averages in math and English Language Arts, higher on-time graduation rates, enrolling in college at higher rates, completing more AP exams than the national average, and outperforming the national average on both the math and reading components of the SAT.⁴
Teachers rediscover their passion for education through New Tech Network’s Professional Learning opportunities. Professional Learning at NTN offers a personalized system of opportunities that allow teachers to learn at their own pace, focus on their areas of improvement, and connect to a network of like-minded educators. Along with the convenience of a virtual model, educators have opportunities to attend convenings and national NTN events.

NTN BADGING
In the same way that NTN encourages and teaches students to have power over their learning, the badging process allows teachers to do the same. This professional development best-practice was developed to be manageable for teachers and help them to refine and perfect their PBL skills with the goal of providing each student with deeper learning outcomes. Each badge accomplishment represents an element of high quality PBL and includes a description of the practice, tools, and resources developed by NTN, and Network teachers.

CONTINUATION SERVICES
Continuation Services provide schools and districts an avenue to receive New Tech Network (NTN) services consistent with post-implementation interests. Continuation supports each school’s individual growth and allows communities to stay connected with NTN innovations and current thinking around leadership and PBL design. Through Community, the core Continuation service, NTN provides an environment for regularly structured dialogue between a school team and the NTN school development coach that is both time-efficient and cost-effective.

CONTINUATION COMMUNITIES
New Tech Network (NTN) Continuation Communities provide direct NTN guidance along with robust connections to Network schools. Communities provides space for school leaders to connect, collaborate and learn together concerning similar problems of practice, based on the Spectrum of School Development. These virtual convenings, called Studio Sessions, focus on topics including but not limited to: student recruitment and retention, advisory, coaching teachers towards scaffolding agency skills in their classrooms, and formative assessments. Each individual school in Community is also supported by an NTN coach with 1-1 leadership coaching support throughout the school year. This support can include coaching an individual school might require, as well as serving as a connector between teachers and leaders across the Network. Moreover, NTN Coaches continue to develop and deploy Network toolkits around emerging topics to further support community growth.
GET STARTED TODAY
Steps to get closer to whole school transformation.

Schedule a Consultation
Not quite ready to see a school in-person? Let’s schedule a call so we can learn more about what a partnership might look like.

Connect to an NTN School Leader
Want to talk to someone implementing our model first? We’re happy to connect you directly to one of our Texas school leaders.

Schedule a Training
NTN consistently finds that districts who engage early with NTN workshops and training can diagnose implementation challenges before they materialize while introducing NTN’s four pillars.

Visit A School
Let New Tech Network (NTN) host your team for a day of learning and engagement at an NTN school. It’s the best way to see the model in action!

ENDNOTES
1. Persistence sourced from National Student Clearinghouse (NSC). NSC data current as of April 2019. The data used to calculate persistence rates is obtained from the NSC database. NSC is a nonprofit organization providing student enrollment, performance and related information for more than 3,600 colleges and universities (originally intended for enrollment verification for student loan purposes). These NSC participating universities enroll 98 percent of public and private U.S. institutions which includes 96 percent of currently enrolled postsecondary students. Organizations can submit requests to the NSC for student records. When data requests are submitted, the NSC returns records for all students identified. A returned record from NSC indicates that student has enrolled in a NSC participating institution. For each student record returned we are provided with enrollment dates. Calculations are done to determine consecutive enrollment windows for students to identify continued enrollment. Persistence rates refer to yearly progression and continued enrollment one year following initial enrollment (either at the same institution or as a transfer student at a different institution). Retention and persistence are often used interchangeably. However, some researchers distinguish the two, indicating retention requires return to the same institution and persistence is return to any institution. NTN analyzes enrollment and persistence at the school level for NTN schools with a graduating class of students who experienced 4 years of a NTN education. We don’t collect student level demographics, so our data is reported at the school level. NSC releases data reports on persistence. We use these for context when sharing our results: https://nsrcosquarecenter.org/snapshotreport33-first-year-persistence-and-retention/


The flagship Napa New Technology High School (NNTHS) opened in 1996, as a collaboration between local entrepreneurs, teachers, and district leadership. Business leaders felt the high school experience was not helping students develop the collaboration and communication skills they needed, alongside their academic preparation.

The start to a completely re-imagined school experience was based on a bold vision. Within a few years, student-centered focus, attention to culture, and pervasive use of project-based learning was the genesis of a new school model. NNTHS attracted national philanthropic support to create what is now New Tech Network, a non-profit organization based in Napa, California. What started as one district-operated high school is now a vibrant network of more than 200 elementary, middle, and high schools in diverse communities across the country and in Australia.