NEW TECH NETWORK
STUDENT OUTCOMES REPORT
RE-IMAGINING TEACHING & LEARNING
ALUMNI REFLECTIONS

My first year at New Tech included an integrated history and English course called American Studies. My classmates and I were given an assignment to create an informative website describing a movement in American history during a designated time period. A fellow student and I decided to document the development of union laws. Our understanding was developed through the use of traditional classroom resources and those of the internet. We used documents, articles, witness accounts and photographs to determine the causes and effects of the labor movement. As a result of our growing passion for the subject, our research led us to an investigation on current global working conditions. I had never felt such emotion in a school project as I did during our research on the sweatshops. In addition to our assigned project, we went beyond and created a site to support fair trade and wages that produced them. When the student is the one directing their own education, there is a natural feeling of discovery and enthusiasm that reaches beyond the subject at hand.

I’ve found that I consistently rely upon the skills and abilities developed at New Tech. My biggest fear was that I might be unprepared for the traditional academic work of college. During my freshman year at MIT, I participated in a course which investigated the complex problem of monitoring and preserving the Amazon rainforest. This was a very open-ended project, one which the students were required to determine the structure. I noticed that many of my classmates had never encountered such a task; their previous experience primarily involved lecture and exams. Some of them that never worked in groups, delivered presentations, or defended the results of their own findings. Although I had very little technical background on the subject matter at hand I fell naturally into the dynamics of this project due to my experiences at New Tech. I was suddenly able to adapt and be a leader in the situation, and to figure out the necessary steps to achieve our final product.

I believe that my curiosity and passion for learning was cultivated at New Tech, and the skills I developed—critical thinking, self-discipline and time management, communication and teamwork—have proven invaluable in nearly every aspect of my life.

LAUREN COONEY
NAPA NEW TECHNOLOGY HIGH SCHOOL

FACTS AND VISION

NEW TECH NETWORK SCHOOLS WITH GRADUATING CLASSES HAVE QUADRUPLED OVER THE LAST FOUR YEARS, AND NTN STUDENTS HAVE CONSISTENTLY OUTPERFORMED NATIONAL COMPARISON GROUPS.

MOST RECENTLY, NTN STUDENTS:

• GROW 65% MORE IN HIGHER ORDER THINKING SKILLS BETWEEN FRESHMAN AND SENIOR YEARS THAN COMPARISON GROUP
• GRADUATE HIGH SCHOOL AT A RATE 9% GREATER THAN THE NATIONAL AVERAGE
• ENROLL IN COLLEGE AT A RATE 9% GREATER THAN THE NATIONAL AVERAGE
• PERSIST IN 4-YEAR COLLEGES AT A RATE OF 92% AND IN 2-YEAR COLLEGES AT A RATE OF 74%

New Tech Network envisions a nation where every public school has the capacity to realize the full potential of each student. We work with public schools to ensure that all students have the skills, knowledge and attributes they need to thrive in college, career and civic life. As a non-profit organization, we partner with districts to create vibrant schools and engage a national network of educators in continuous improvement. We provide professional development, coaching, access to Echo, our learning management system, and ongoing participation in improvement initiatives so that all systems to support learning are focused on college and career readiness.
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AUTHOR BIOS

HELEN NIED serves as the Director of Research for New Tech Network. Prior to joining NTN, she worked with local communities in the development of charter schools in three states. She served as the Executive Director of Connections Academy in California and a founding Board Member for Aspen Ridge Prep School in Colorado. She has worked in K-12 education as a teacher, administrator, and consultant for 20 years. Nied has also taught education courses for City University of Seattle, National University and University of California. She is a PhD Candidate in Education Policy at University of California, Davis and holds a MA and BA from University of Northern Colorado.

ANNE GILBERT serves as a Research Associate for New Tech Network. Prior to his work with NTN, he served as an international consultant supporting districts, schools, nonprofits, and funders in using data to understand structural, academic, and emotional barriers that students face in the transition from high school to postsecondary education. He is a Returned Peace Corps volunteer and holds a MS in nonprofit management from The New School and a BA in Criminology, Law and Society from University of California, Irvine.


“I want to inform you that the skills I learned through New Tech have benefited me so much. I am able to open myself up to new opportunities because I have learned how to network with different people and different companies. In public speech and communication courses, speaking in front of hundreds of my peers is a breeze because of the New Tech model. My professors love it because I have been trained to critically think, I know what questions to ask during lectures. I find myself creating my own know/need to know charts.”

Letter from a New Tech Graduate

“Now that I am a month within graduation, I am so proud of myself. I truly believe that with the help of New Tech, I have acquired the patience, strength, and perseverance that I can apply to college and my career.”

New Tech Student
# New Tech Network Students: Represent the Diversity Across the U.S.

Students are the center of the New Tech Network learning community. The students in NTN schools are as diverse as the states, communities, and schools in which they learn and grow. Twenty-two percent of students in NTN schools are Hispanic, 20% are African American, 5% are Asian and Pacific Islander and another 5% identify with multiple ethnicities, while the remaining 50% are non-Hispanic white.

Nine percent of students are English Language Learners, 11% are eligible for special education services and just over half (52%) qualify for free or reduced price meals.

On average, the New Tech Network student body is reflective of public school students across the U.S. Yet, the composition of the student body varies substantially between the individual schools, reflecting their local communities. Ten NTN schools serve a student body comprised of more than 90% African American students and four schools serve a student body consisting of 90% or more Hispanic students. Asian students make-up approximately half of the student body in three schools and several schools in rural areas in the South and Midwest serve mostly non-Hispanic white students. The proportion of students eligible for free and reduced lunch in NTN schools ranges from less than 5% in three schools to 100% of students in eleven schools and four schools serve a predominantly English Language Learner population (46%).

### Demographic Breakdown

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<thead>
<tr>
<th>Ethnicity</th>
<th>Male</th>
<th>Female</th>
<th>English Language Learners</th>
<th>Special Education</th>
<th>Free &amp; Reduced Lunch</th>
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<tr>
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<td>0%</td>
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<td>15%</td>
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<tr>
<td>American Indian</td>
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<td>0%</td>
<td>15%</td>
<td>1%</td>
<td>1%</td>
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<tr>
<td>Asian/Pacific Islander</td>
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</tr>
<tr>
<td>Hispanic</td>
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<td>34%</td>
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<tr>
<td>Non-Hispanic White</td>
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<td>58%</td>
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<td>Multi-Racial/Other</td>
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<tr>
<td>Male</td>
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<tr>
<td>Female</td>
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<td>English Language Learners</td>
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<tr>
<td>Special Education</td>
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<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Free &amp; Reduced Lunch</td>
<td>52%</td>
<td>3%</td>
<td>100%</td>
<td>48%</td>
<td>48%</td>
</tr>
</tbody>
</table>

### Facts and Figures

- **94% of NTN Seniors are Optimistic About Their Future.**
- **43% of Students are English Language Learners.**
- **30% of Students are Male.**
- **70% of Students are Female.**

**On the Road to Success:**

- **84% of Students Complete High School.**
- **80% of Students are College-Ready.**

**Total:** 53,500 Students

**Smallest in Any School:**

- **1,800 Students.**

**Largest in Any School:**

- **1,200 Students.**

**K-12 Students Across the U.S.:**

- **1,200 Schools.**

### Notes

- The data reflects the diversity of student backgrounds and needs across the New Tech Network schools.
- The percentage figures are based on the number of students enrolled in each category for the academic year 2022-2023.
- The table provides a comprehensive overview of the demographic breakdown of NTN student populations.
NEW TECH NETWORK SCHOOLS: LOCATED IN ALL TYPES OF COMMUNITIES

Located in 25 states and Australia, New Tech Network consists of 159 schools in which 3,150 teachers and 53,500 students learn together. Australia is currently home to two NTN schools. Across the U.S., NTN schools are found in all types of communities. Six states are each home to more than 10 NTN schools, with both California and Indiana hosting nearly 30 schools apiece. Thirty-nine percent of NTN schools are located in urban areas, 24% in suburban locations, 19% in mid-size towns, and 18% in rural areas.

New Tech Network works closely with school leaders and educators in 134 public district schools, 23 charter schools and 2 independent schools to align the learning systems to support the desired student outcomes.

Because each school's context is different, the implementation of NTN schools reflects the needs of the local communities. Some communities choose to start brand new schools and allow students the choice to enroll, while other communities convert existing neighborhood schools. Currently, 62% of NTN schools are schools of choice.

The facilities in which NTN schools are housed are also driven by local preferences. Over half (57%) of NTN schools operate in autonomous buildings. The remaining 43% of schools share their campuses with other schools, most of which serve the same grade levels. A handful of NTN schools are located on college campuses and a few share students with other schools for a portion of the instructional day.

Historically, New Tech Network worked with public school districts to reimagine high schools. Within the last three years, New Tech Network has partnered with school districts to create NTN middle schools and elementary schools. Currently, New Tech Network supports 122 high schools, 28 middle schools and 9 elementary schools across the U.S. and Australia.

To see a full list of all NTN’s schools worldwide, visit http://www.newtechnetwork.org/schools.
BUILDING COLLECTIVE CAPACITY: SUPPORTING SCHOOLS, LEADERS, TEACHERS

To support learning across the diverse Network, NTN strives to build the collective capacity of educators at all levels working in NTN districts and schools. NTN works directly with district leaders, school administrators, and teachers to ensure they have the knowledge and skills needed to help students become college- and career-ready. Teachers and administrators participate in comprehensive and rigorous professional development and receive on-site and virtual coaching provided by NTN.

DISTRICT SUPPORT

In NTN schools, success is built on the capacity of the system. Schools are most effective when the organizational environment is designed to promote individual and collective learning and improvement. The nature of NTN’s support helps to build capacity of district leadership to develop and maintain school improvement. With a focus on developing leaders, aligning systems and structures, and developing and sustaining a professional culture with a focus on continual improvement, NTN’s support at the district level leads to greater and deeper impact.

LEADERSHIP DEVELOPMENT

NTN believes quality leadership is a function, not a position, and is essential to the success of any school. Formal leadership development work allows school leaders to develop the capacity to implement NTN design principles with fidelity, increase agency and efficacy in leading change, and build the district’s ability to affect lasting change in their communities. The focus on increasing the capacity of school leaders is grounded in theories of adaptive leadership and learning organizations.

ADULT LEARNING

In order to realize the potential of each and every student, teachers must have opportunities to learn themselves. Through adult learning opportunities, teachers become skilled at creating authentic learning that is grounded in inquiry, reflection, and individual agency. Teacher learning is at the core of Professional Learning @ NTN, a multi-faceted, personalized system of adult learning opportunities. Through national and regional face-to-face events, as well as virtual experiences and asynchronous professional development pathways, educators connect and learn with other professionals. NTN also provides tools and resources for teachers through the NTN Project and Resource Libraries inside Echo, the NTN learning management system.

ALIGNING CULTURE, LEADERSHIP AND STRUCTURE

NTN’s Learning Organization Framework delineates how culture, leadership and structure come together to build the capacity of the system to adapt in the ongoing pursuit of college and career readiness for all students. Our Learning Organization Framework guides an approach to short-term improvements in student learning animated by focused cycles of inquiry (the interior of the diagram). Simultaneously, it informs a method of changing the organizational conditions that tend to impede or advance the ability of a school system to improve the collective quality of student learning. Over time, using the NTN Learning Organization Framework to guide the development and organization of the system increases the capacity of our schools to learn their way out of challenges they did not or could not anticipate. In short, it helps our schools learn how to learn.

“...The level of professional development and on-going 24/7 support from the NTN is outstanding! It goes to the heart of the transformation process and provides skills and knowledge for sustainability. It changes the culture, the climate, the experience, and the outcome. The redesign process is not for the faint of heart, but it is for those with a mission to ensure students become self-directed learners with a deep passion for success in college, career, and life. I have seen teachers become re-energized through the process and with the relationships and success they have with their students.”

Supervisor Deborah Hows
New Tech contains some of the best education minds and leading edge thinkers on student-centered, inquiry based learning. The network is full of experts to collaborate with who are willing to experiment and push the edges on things such as integrating projects across content areas, using authentic, real world experiences, and developing 21st century schools to prepare students with vital skills to be productive citizens in our global economy.

Mike Kaechle, Teacher-Kent Innovation High

NTN’s first decade focused on spreading NTN high schools to communities interested in providing a more relevant learning experience for their students. Today, with a goal of college and career readiness for all students and the recognition that student readiness starts long before high school, we are focused on aligning the learning systems across districts to dramatically improve student accomplishment. For an increasing number of districts, this means incorporating the NTN design principles—teaching that engages, culture that empowers, and technology that enables—in elementary, middle and high schools.

In elementary schools, the NTN design principles are adapted to ensure they are developmentally appropriate for younger students. Project-based learning at the elementary level is student-centered and inquiry-based, just as it is in middle and high schools. Foundational skills are taught within the context of projects that integrate multiple subjects. Literacy skills are the anchor of project-based learning at the elementary level, with reading and writing embedded in the context of the projects. Math is focused on reasoning and sense-making, collaborative and experiential by nature, and integrated in multi-disciplinary projects. The infusion of technology allows for differentiated learning, exploration of ideas, and practice of skills.

NTN middle schools are very similar to NTN high schools, with projects grounded in grade level appropriate subject matter content. In addition to academic content knowledge, a great deal of emphasis is placed on creating a positive school culture and developing a sense of personal agency within students. Students make community connections through relevant and meaningful projects. They learn to ask questions and think deeply about the content. They learn to have meaningful conversations and speak intelligently as they engage with community experts and present their work to external audiences. Students in NTN middle schools are prepared with the academic, problem-solving and communication skills necessary for success in high school and beyond.
TEACHING THAT ENGAGES

Learning Outcomes
The years spent in a New Tech Network school allow students to gain the academic and deeper learning skills necessary for success in any postsecondary option. NTN students learn disciplinary knowledge and skills to conduct inquiry and solve real-world problems. Throughout a project, they collaborate with peers, facilitators, and experts in the field. Students demonstrate their learning through effective oral and written communication for authentic audiences. Ownership of their learning experiences and engagement in relevant and challenging tasks helps students develop a sense of agency, a skill essential to success in college, career, and civic duty.

Project-Based Learning
Project-based learning is at the heart of NTN’s instructional approach. In PBL, students start each unit of study with a complex and authentic task to complete. Often occurring in integrated subject areas, courses, students collaborate with their peers to investigate a real-world problem which demands mastery of subject matter content, critical thinking and problem-solving skills, oral and written communication skills, and individual agency. Event Entries, the Need-to-Know (NTK) process, engaging with content experts, skill building workshops, and authentic assessment support student inquiry along the way. Projects culminate with the development and presentation of a real-world product, evaluated by community experts, educators, and peers.

College Ready Assessments
To gauge student growth and attainment of deeper learning that occurs in project-based learning, many NTN schools are beginning to use College Readiness Assessments (CRAs). CRAs represent a common, high quality standard for written student work generated in a discipline. CRAs, originally co-developed, refined, and validated by the Stanford Center for Assessment, Learning and Equity (SCALE) and Envision Learning Partners, are aligned to Common Core State Standards and are embedded in project-based learning. These assessments start early, with skills and standards scaffolded until high school juniors and seniors can demonstrate college-ready work. Results from this new effort will be analyzed and reported in upcoming years as most NTN schools incorporate CRAs into their design.

CULTURE THAT EMPOWERS

By making learning relevant and providing a collaborative learning culture, students are connected to, engaged in, and challenged by their work, one another, and the community. Each NTN school maintains a culture that promotes trust, respect, and responsibility; this culture encompasses both student and professional culture. At NTN schools, students and teachers alike have exceptional ownership of the learning experience and their school environment. Educators in schools collaborate in team-taught classes, provide constructive feedback to each other, and share leadership of the learning community. In this way, the professional culture for adults mirrors the culture we hope to build for students.

Common cultural structures across NTN schools include, but are not limited to: advisory courses, community meetings, interdisciplinary courses, and student-led organizations. Additionally, NTN educators strive to develop cultures that foster student agency. As a result of the intentional and pervasive focus on school culture, 84% of NTN students report they are proud of and connected to their school, and nearly 80% agree that they engage well with others in the learning community.

TECHNOLOGY THAT ENABLES

The smart use of technology supports New Tech Network’s innovative approach to instruction and culture. Grounded in a belief in anywhere-anytime learning. 100% of NTN schools embrace one-to-one computing and access to the internet, anywhere on campus and outside school hours, for students using devices such as laptops, tablets or smart phones. All schools use Echo, NTN’s proprietary web-based learning management system. Echo is designed to facilitate project-based learning and support a network which helps students, teachers, and parents connect to each other and to student projects across the country. With access to the web, Echo, and the latest in collaborative learning technology, every student becomes a more self-directed learner no longer relying primarily on teachers or textbooks for knowledge and direction.
COLLEGE & CAREER READINESS

For New Tech Network, college and career readiness means students are aware, eligible and prepared for the postsecondary option of their choosing. To make an informed decision about postsecondary plans, students must have an awareness of their options, as well as the costs and benefits of each option. In addition, students must be eligible for admission to the postsecondary option of their choosing. For all students, this means a high school diploma, completion of necessary coursework and proficient scores on admissions exams. Finally, students must be prepared for the demands of college, career and civic life. Preparedness includes not only academic content knowledge and problem-solving skills, but also the communication skills and personal agency skills to attain personal goals.

AWAY

In NTN schools, students explore postsecondary options through community-based projects, engagement with content area experts, internships, and college coursework. As a result, 94% of NTN students are optimistic about their future as reported by graduating seniors in the 2014 Student Exit Survey.

College-Level Coursework

Student engagement in college-level coursework and community-based internships is key in the preparation for college and career. Eighty-four percent of NTN high schools provide the opportunity for students to enroll in college courses and 70% offer AP courses. Many NTN schools have formal partnerships with local community and technical colleges. In most schools, 50% of students participate in dual enrollment and/or AP classes, while in some schools 100% of students participate.

Community-Based Internships

NTN students also engage in experiences designed to prepare them for success in the contemporary workplace. By collaborating with others on projects, students acquire a level of responsibility similar to a professional work environment. Students engage with field experts and community stakeholders during projects, and final products are presented to authentic audiences. Additionally, over half of NTN high schools offer community-based internships, with nearly half of all seniors participating."
High school graduation is an essential eligibility requirement for most postsecondary options, including military enlistment, technical and trade school attendance, or a 2-year and 4-year college enrollment. NTN students are meeting this requirement at an impressive rate. Across 37 schools with graduating classes in 2014, NTN schools boast an average 4-year cohort graduation rate of 91%. NTN schools have consistently surpassed the national average for high school graduation, since NTN began tracking the data from 10 schools in 2010. For the most recent year in which comparison data is available, 2012, New Tech Network schools demonstrate an 88% graduation rate, a rate 9% greater (or 7 percentage points higher) than the national rate of 81%.

Not only are NTN students completing high school at an impressive rate, they are completing high school with the average for postsecondary education. Over 80% of NTN seniors apply to at least one college. Of those who apply, 80% are accepted to at least one college.

** NTN STUDENTS GRADUATE AT HIGHER RATES **

<table>
<thead>
<tr>
<th>Year</th>
<th>NTN 10 Schools</th>
<th>NTN 11 Schools</th>
<th>NTN 12 Schools</th>
<th>NTN 13 Schools</th>
<th>NTN 14 Schools</th>
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<tbody>
<tr>
<td>2010</td>
<td>83%</td>
<td>78%</td>
<td>91%</td>
<td>88%</td>
<td>95%</td>
</tr>
<tr>
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<td>89%</td>
<td>80%</td>
<td>91%</td>
<td>NA</td>
<td>NA</td>
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<td>2012</td>
<td>83%</td>
<td>88%</td>
<td>91%</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2013</td>
<td>93%</td>
<td>81%</td>
<td>95%</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>2014</td>
<td>93%</td>
<td>93%</td>
<td>95%</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

** NTN STUDENTS APPLIED TO COLLEGE **

83% of NTN seniors applied to college.

80% of those who applied were accepted.

** PREPARED **

CWRA: College & Work Readiness Assessment

NTN uses the College and Work Readiness Assessment to assess deeper learning and college readiness in a representative sample of Network schools. This nationally normed assessment, administered by the Council for Aid to Education, uses realistic performance tasks to assess four domains of deeper learning: analytical reasoning and evaluation, writing effectiveness, writing mechanics, and problem solving. The assessment measures students’ growth of deeper learning during high school.

Students in New Tech Network schools demonstrate 65% more growth in measures of deeper learning between their freshman and senior years than do students in the national comparison sample. The trend of greater growth for students in NTN schools has persisted since the 2010-2011 when NTN began using the CWRA, with increasing number of schools participating in the assessment. The outstanding growth of NTN students is a promising indicator of the impact of New Tech Network schools.

** GROWTH IN HIGHER ORDER THINKING **

For 4 years, NTN students grow in higher order thinking than comparison College Ready Assessment schools.

** EMBEDDED PERFORMANCE ASSESSMENT PAYS OFF **

Students in NTN schools using College Ready Assessments score higher on nationally normed assessment.

** EMERGING CHALLENGES **

More than 40 New Tech high schools are currently working to embed College Readiness Assessments (CRAs) in projects as a way of preparing students for the demands of college work, as described previously. While New Tech Network is just beginning to measure student progress and success on the CRAs, early indicators are promising. Seniors in NTN schools implementing the CRAs outscored seniors in schools not using the CRAs by one-third of a standard deviation on the externally administered College and Work Readiness Assessment, when controlling for student and school differences.
The combined awareness, eligibility and preparation is leading to success for NTN graduates. NTN students enroll in college at a greater rate than the national average, a trend sustained since New Tech Network began tracking college enrollment in 2003.

In 2013, 73% of NTN graduates enrolled in college compared to only 66% of high school graduates nationally, a rate 3% greater (or 6 percentage points higher). Mirroring national trends for 4-year college enrollment, 43% of NTN graduates enrolled in 4-year institutions in 2013. In the same year, 30% of NTN graduates entered 2-year colleges compared to only 24%, nationally. In previous years, NTN graduates enrolled in both 4-year and 2-year colleges at a higher rate than high school graduates across the U.S.

Benefits of a college education are maximized for society and individuals if students persist and earn a degree. For the class of 2010, 84% of NTN graduates who enrolled in college continued their postsecondary education into a second year. The ability to persist is evident for both students attending 4-year colleges, where 93% return for their sophomore year, and students attending 2-year institutions, where 74% return for a second year. The trend of persistence from freshman to sophomore years is consistent over time as the number of NTN schools has grown. Soon, we will be able to measure college completion rates as well.

We are committed to building a dynamic, potentially learning network of distinct schools and educators. Together we aspire to be a nation proud of its public education system.

Please contact us to visit a school and see authentic learning rooted in engagement at every grade level.

Join us for a tour today:

www.newtechnetwork.org/engage/tours