

CULTURAL OUTCOMES (what students should experience in the learning environment)



	NOT YET SUCCESSFUL	PARTIALLY SUCCESSFUL	SUCCESSFUL	HIGHLY SUCCESSFUL
CONNECTED	<p>Students feel anonymous or disconnect from the school community.</p> <p>-----</p> <p>Students feel physically or emotionally unsafe on campus.</p> <p>-----</p> <p>Students engage in disruptive and antisocial behaviors.</p>	<p>Students feel connected with a small group of friends.</p> <p>-----</p> <p>Students feel mostly safe while on campus but may not feel trusted or respected.</p> <p>-----</p> <p>Students comply with rules and do not engage in disruptive or antisocial behavior.</p>	<p>Students have positive relationships with adults and peers in the school community and feel a sense of belonging.</p> <p>-----</p> <p>Students feel emotionally and physically safe, feel accepted "being themselves," can take courageous risks, and will be supported if they fail.</p> <p>-----</p> <p>Students feel empowered to contribute positively to the community and take on leadership roles. They feel trusted and trust others to be respectful and responsible.</p>	<p>In addition, students contribute proactively and positively in the local community, taking leadership roles and working to make a difference.</p> <p>-----</p> <p>In addition, students have a sense of responsibility to ensure that everyone on campus feels the same way.</p> <p>-----</p> <p>In addition, students work to empower others by recognizing individuals' strengths and encouraging others to succeed.</p>
ENGAGED	<p>Students do not see the value in the work they are doing.</p> <p>-----</p> <p>Students are not innovative or creative and tend to do the minimum to get by.</p> <p>-----</p> <p>Students rarely interact with adults or experts as part of the learning process.</p>	<p>Students see the value of the work they are doing.</p> <p>-----</p> <p>Students are innovative or creative in certain disciplines of personal interest.</p> <p>-----</p> <p>Students interact with few adults or experts as part of the learning process.</p>	<p>Students value and are excited about the work they are doing and are interested in how it relates to the work of others.</p> <p>-----</p> <p>Students are often innovative and creative, deriving unique solutions to problems, and defend their ideas and conclusions with enthusiasm.</p> <p>-----</p> <p>Students regularly seek out interactions with adults and experts in a professional manner as part of the learning process.</p>	<p>In addition, students return to earlier work and continue to improve it.</p> <p>-----</p> <p>In addition, students share or present their innovations and creations to audiences unrelated to school.</p> <p>-----</p> <p>In addition, students form working relationships with adults and experts in the course of learning.</p>
CHALLENGED	<p>Students are capable of completing short, simple, inauthentic tasks that require little higher-order thinking.</p> <p>-----</p> <p>Students do not use any measures to evaluate the quality of their work.</p>	<p>Students show some capacity to complete longer, more authentic tasks requiring higher-order thinking and application of what they have learned.</p> <p>-----</p> <p>Students evaluate the quality of their work against a set of standards and present their work to teachers and peers.</p>	<p>Students have the capacity to successfully complete authentic, complex, and rigorous tasks that require active exploration, higher-order thinking, and application of what they have learned.</p> <p>-----</p> <p>Students evaluate the quality of their work against authentic discipline or industry standards in formal publications, exhibitions, and presentations.</p>	<p>In addition, students can design and manage complex tasks that reflect an authentic need or area of interest.</p> <p>-----</p> <p>In addition, students submit their work to academic or professional organizations for review.</p>

COLLEGE* AND CAREER OUTCOMES (What students need to enter and be successful in postsecondary learning opportunities)

	NOT YET SUCCESSFUL	PARTIALLY SUCCESSFUL	SUCCESSFUL	HIGHLY SUCCESSFUL
AWARE	<p>Students do not expect to attend college, have done little formal planning for postsecondary education or financial aid, and cannot articulate a thoughtful career path.</p>	<p>Students are aware of some postsecondary options but are unsure about attending college. They have done some preliminary research into postsecondary and financial aid options and have only a rudimentary career path.</p>	<p>Students expect to attend college; have thoroughly researched postsecondary options, financial aid, and career paths; and have applied to several organizations that meet their learning and career objectives.</p>	<p>In addition, students have planned for and prepared options in case they do not get into their chosen school or program.</p>
ELIGIBLE	<p>Students are not enrolled in courses that meet the minimal requirements for 4 year college eligibility which severely limits their post-secondary options.</p>	<p>Students are enrolled in courses that meet the minimal requirements for 4-year college eligibility, but are not successful which limits their post-secondary options.</p>	<p>Students meet course requirements needed for 4-year college eligibility and therefore have a variety of options for post-secondary learning.</p>	<p>In addition, students have been accepted into a formal post-secondary program of learning or have made a clear case for pursuing a different path to meet their learning and career objectives.</p>
PRE-PARED	<p>Students presently lack significant amounts of the knowledge, skills, or attributes needed to be successful in college.</p>	<p>Students have the knowledge, skills, and attributes needed to be successful in college in most areas but may need to take some remedial course work.</p>	<p>Students have the knowledge, skills, and attributes needed to be successful in college without having to take remedial courses.</p>	<p>In addition, students are successful in college level coursework while still enrolled in high school.</p>

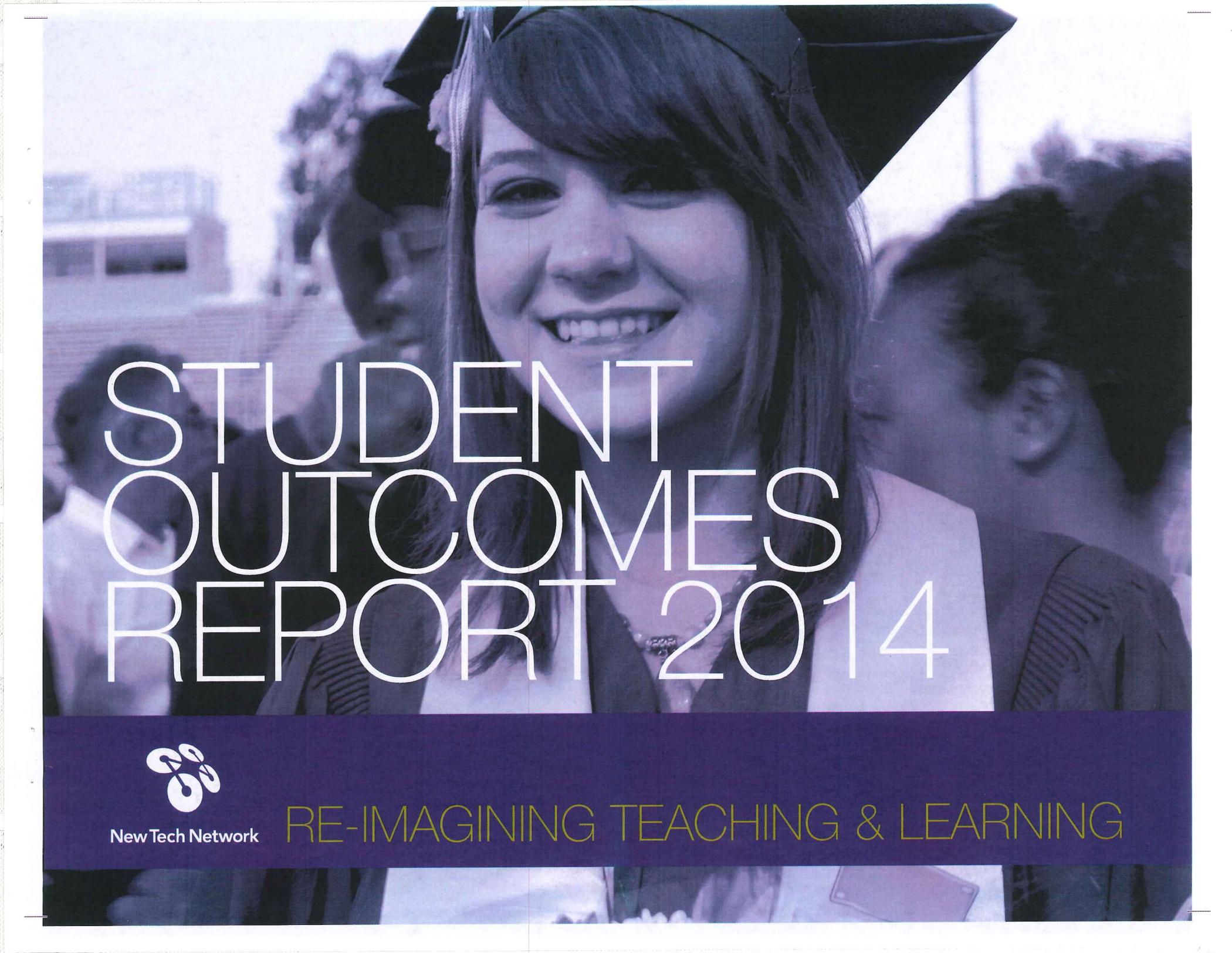
* For the purposes of this document, the term "college" refers to a broad range of formal postsecondary experiences that further a person's learning in preparation for a career and lead to a certificate or a degree. In addition to traditional 2- and 4-year college experiences, many technical or trade school experiences and the military could serve as a "college" experience.

NTN SCHOOL SUCCESS RUBRIC



LEARNING OUTCOMES (What knowledge, skills, and attributes every graduate should demonstrate)

	NOT YET SUCCESSFUL	PARTIALLY SUCCESSFUL	SUCCESSFUL	HIGHLY SUCCESSFUL
KNOWLEDGE	<p>Students demonstrate significant gaps in their knowledge in multiple discipline areas.</p> <p>-----</p> <p>Students understand facts in isolation and rarely make connections between disciplines.</p> <p>-----</p> <p>Students are unable to understand and utilize the knowledge and skills of a discipline to reason, problem-solve, and develop sound arguments or decisions.</p>	<p>Students demonstrate proficient knowledge in most disciplines (as defined by state and national standards).</p> <p>-----</p> <p>Students make simple connections and find rudimentary patterns within and among discipline areas.</p> <p>-----</p> <p>Students have a rudimentary ability to apply the knowledge and skills of a discipline to reason, problem-solve, and develop sound arguments or decisions.</p>	<p>Students demonstrate a mastery of core knowledge across all discipline areas (as defined by state and national standards).</p> <p>-----</p> <p>Students easily make sophisticated connections and find patterns between and among discipline areas.</p> <p>-----</p> <p>Students demonstrate the ability to understand and utilize the knowledge and skills of a discipline to reason, problem-solve, and develop sound arguments or decisions.</p>	<p>In addition, students demonstrate a specialized knowledge in one or more disciplines that are of interest.</p> <p>-----</p> <p>In addition, students can identify the limits of their knowledge, understand how that might affect their thinking, and plan further learning.</p>
SKILLS	<p>Student writing is disorganized and shows limited control of conventions.</p> <p>-----</p> <p>Students cannot effectively communicate ideas orally.</p> <p>-----</p> <p>Students cannot effectively collaborate with others on complex tasks.</p> <p>-----</p> <p>Students demonstrate significant gaps in their ability with other college and career readiness skills.</p>	<p>Student writing is somewhat organized but insufficiently developed and shows fairly consistent control of conventions.</p> <p>-----</p> <p>Students can effectively communicate simple information in rudimentary oral presentations.</p> <p>-----</p> <p>Students can effectively collaborate with others on simple, short-term tasks.</p> <p>-----</p> <p>Students demonstrate rudimentary development of other college and career readiness skills such as creativity, technology literacy, researching, social interaction, time management, etc.</p>	<p>Student writing is clearly and consistently organized, fully developed, fluent, and generally free from errors, as appropriate to the discipline.</p> <p>-----</p> <p>Students can effectively communicate complex ideas in well organized and engaging oral presentations to a variety of audiences and for many purposes.</p> <p>-----</p> <p>Students can effectively collaborate with others on complex tasks and can adopt different roles including leadership based on group needs.</p> <p>-----</p> <p>Students demonstrate mastery of other college and career readiness skills such as creativity, innovation, technology literacy, researching, social interaction, time management, etc.</p>	<p>In addition, student writing is engaging, colorful, stimulating, entertaining, or thought provoking.</p> <p>-----</p> <p>In addition, students can thoughtfully use humor, propaganda techniques, and drama to enhance their message.</p> <p>-----</p> <p>In addition, students effectively manage and motivate others to maximize team success.</p> <p>-----</p> <p>In addition, students demonstrate a developing mastery of a career-specific skills in a field that interests them.</p>
ATTRIBUTES	<p>Students lack confidence and demonstrate few attributes of highly effective people including a persistence, flexibility, and patience.</p> <p>-----</p> <p>Students avoid challenges, believing that they are good in some disciplines, not good in others, and that working harder will have little effect on that.</p> <p>-----</p> <p>Students are passive when faced with choices that will affect their current and future success and rely on direction from others to chart their path.</p> <p>-----</p> <p>Students view themselves as victims of circumstance and take little responsibility for what happens to them, attributing their success and failure to the actions of others.</p>	<p>Students are confident in some settings and demonstrate some attributes of highly effective people including resilience, patience, adaptability, and persistence.</p> <p>-----</p> <p>Students believe that if they work at something, their performance will improve, but avoid significant challenges and do not regularly revise their work once completed or reflect on how to improve.</p> <p>-----</p> <p>Students show some capacity to actively make choices that will affect their current and future success but still rely heavily on external direction.</p> <p>-----</p> <p>Students are able to describe how their choices lead to their success or failure but often deflect consequences (especially negative ones) to the actions of others.</p>	<p>Students are very confident in many settings and demonstrate the attributes of highly effective people including resilience, patience, adaptability, and persistence.</p> <p>-----</p> <p>Students see challenges as learning opportunities and believe that if they work at something, their performance will improve. They believe that they are capable of achieving at high levels across a broad spectrum of disciplines. Students regularly refine their work and reflect on their performance.</p> <p>-----</p> <p>Students demonstrate the capacity to be self-directed in making choices that will affect their current and future success while seeking the advice and guidance of trusted allies.</p> <p>-----</p> <p>Students accept the responsibility of their actions, and although they recognize external circumstances, focus on their own choices and behaviors instead.</p>	<p>In addition, students build the confidence and capacity of others to be highly effective.</p> <p>-----</p> <p>In addition, students engage with peers and mentors in formal and informal settings outside of the classroom and school settings to give and receive feedback, exchange ideas, and push their personal development in areas of interests to them.</p> <p>-----</p> <p>In addition, students "lean in" to their futures by taking leadership roles and seeking opportunities for growth. They understand and act on the value of standing up rather than standing by.</p> <p>-----</p> <p>In addition, when in a leadership role, students demonstrate responsibility for the actions of their peers and team members.</p>



STUDENT OUTCOMES REPORT 2014



New Tech Network

RE-IMAGINING TEACHING & LEARNING

In its work with public schools, New Tech Network strives to ensure *all students* have the skills, knowledge, and attributes they need to thrive in post-secondary education, career, and civic life.

New Tech graduates are thriving. Ninety-five percent of freshmen who enter New Tech high schools graduate in four years. Along the way, they gain valuable academic and critical thinking skills and participate in community-based experiences that prepare them for life after high school. Seventy-three percent of New Tech students choose to enroll in college, and 83% of these college enrollees remain enrolled the following year. While many New Tech graduates are too young to have yet completed college, early indicators show they are succeeding. These accomplishments are evident in diverse communities across the U.S. In urban, suburban, and rural areas alike, New Tech students graduate from high school and enroll in college at a higher rate than state and national averages.

New Tech Students...

- **Graduate from high school at a rate 14% higher than the national average**
- **Enroll in college at a rate 9% higher than the national average**
- **Persist in college at a rate of 83%**
- **Grow 77% more in higher order thinking skills between freshman and senior years of high school than comparison group**

STUDENT OUTCOMES REPORT 2014

TABLE OF CONTENTS

Introduction	02
Ready for College and Career	04
High School Graduation	04
College Enrollment	05
College Persistence	06
Path to Success	07
Teaching that Engages	07
Culture that Empowers	09
Technology that Enables	09
Assessment of Post-Secondary Readiness	10
College and Career Readiness	12
Supporting Schools to Re-Imagine Learning	14

A Resilient and Accomplished Network

From a single high school founded in Napa, California in 1996, New Tech Network has quickly grown to include 135 schools in 23 states and Australia. After its launch as a school development organization in 2001, New Tech Network focused on partnering with communities interested in providing students with relevant and rigorous learning experiences. New Tech Network's rapid growth is the result of the determination and collaboration of educators, business leaders, and government officials across the country as they strive to ensure that all high school graduates are prepared for success in the contemporary work environment. Today, New Tech Network is a resilient network of leaders, teachers and learners focused on dramatically increasing students' deeper learning and, subsequently, the level of student accomplishment.

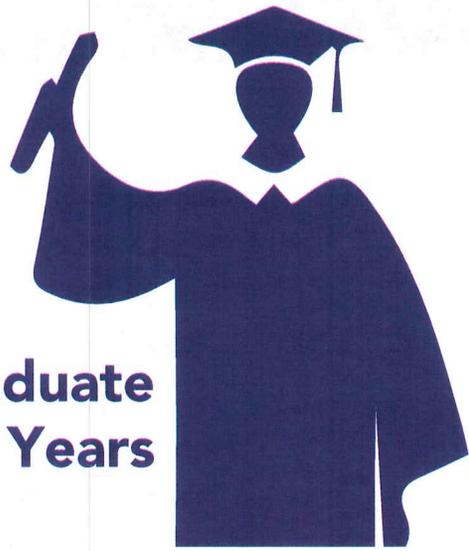
READY FOR COLLEGE AND CAREER

HIGH SCHOOL GRADUATION

For New Tech Network, success is measured through outcomes that matter most for post-secondary success. High school graduation is an essential element of preparation for college, career, and civic life. New Tech students are attaining this goal at an impressive rate. Across 22 schools with graduating classes in 2013, New Tech schools boast an average 4-year cohort graduation rate of 95%,¹ a rate that has grown considerably in the last several years. In the most recent year for which comparison data is available, 2011, New Tech Network schools demonstrate a 91% graduation rate, a rate 14% greater than the national rate of 80%.

Notably, the trend of high graduation rates persists across New Tech schools in different geographic locations. New Tech schools in suburban areas demonstrate the highest graduation rates with an average of 98%, while New Tech schools in mid-size towns across the nation graduate students at a rate of 92%. In urban and rural areas, where graduation rates often lag, New Tech schools achieve impressive graduation rates of 93% and 96% respectively. Further, average graduation rates for New Tech schools exceed 92% in every state with a New Tech graduating class.

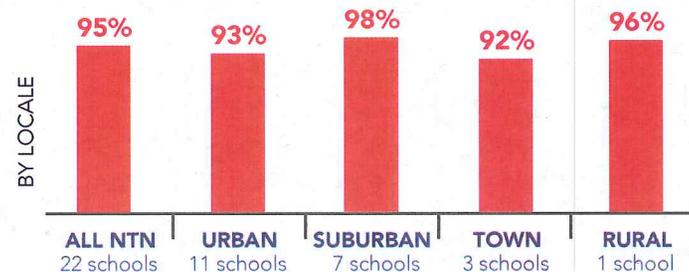
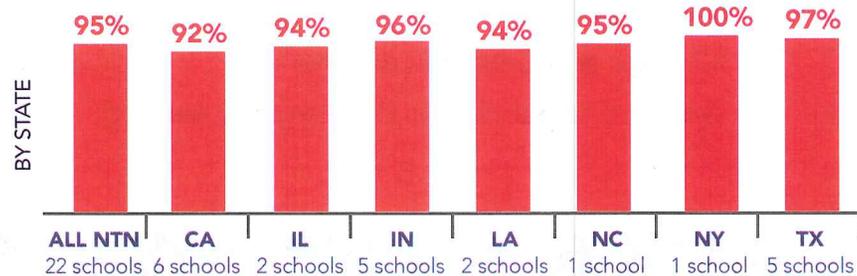
¹ New Tech Network collects graduation rates from state department of education websites, where possible, and direct report from schools.



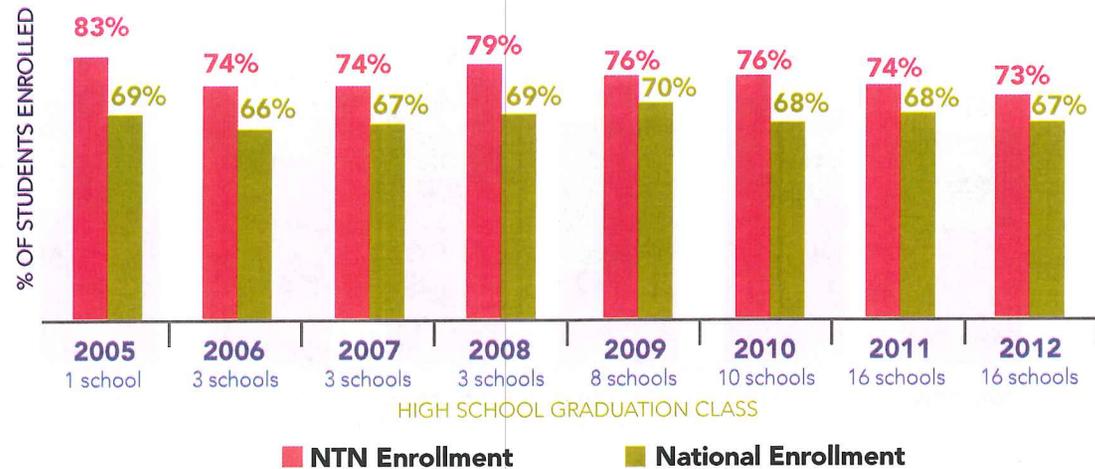
95%

NTN Students Graduate High School in 4 Years

NTN HIGH SCHOOL GRADUATION



COLLEGE ENROLLMENT



COLLEGE ENROLLMENT

Evidence shows that students graduating from New Tech schools are prepared for the post-secondary option of their choice. While some New Tech Network students choose an immediate career path after graduation, the overwhelming majority choose college and stay enrolled.² New Tech graduates enroll in college at a greater rate than the national average, a trend sustained since New Tech Network began tracking college enrollment in 2005. In the last two years, New Tech graduates enrolled in college at a rate 9% greater than the national average. In 2012, 73% of graduating New Tech students entered postsecondary institutions the year after graduation, compared to 67% nationally.

New Tech schools send a greater proportion of students to 4-year colleges than schools across the nation, a pattern that has also persisted over time. In 2012, 42% of New Tech

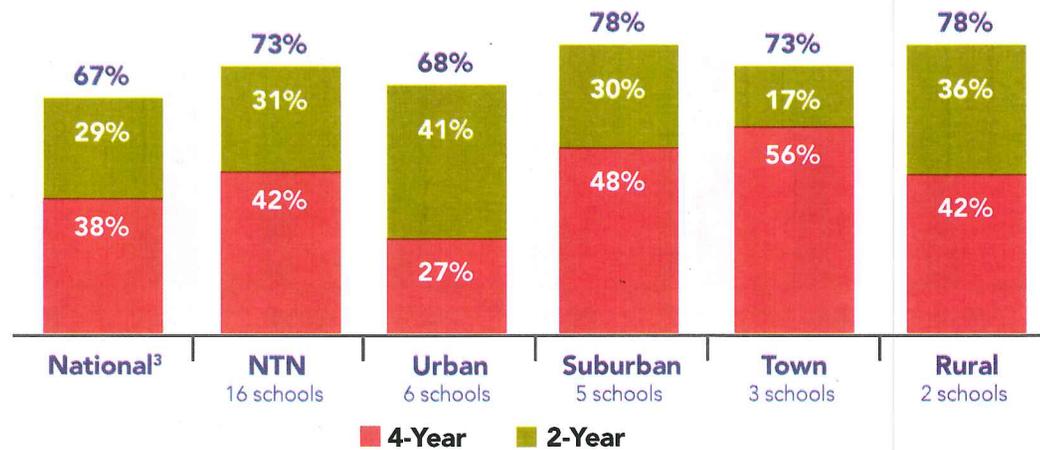
graduates enrolled in 4-year institutions compared to 38% of all high school graduates nationally. Additionally, 31% of New Tech graduates entered 2-year colleges in 2012, compared to the national rate of 29%.

The high rate of college enrollment is evident in New Tech schools in diverse communities across the nation. Between 40% and 50% of New Tech graduates from suburban and rural areas, as well as mid-size towns enroll in 4-year colleges. In urban areas, 68% of New Tech graduates enroll in formal postsecondary education, with a larger proportion of students enrolling in 2-year colleges (41%) than in 4-year institutions (27%).

² NTN works with National Student Clearinghouse to track student enrollment and persistence in college. NTN reports college enrollment as the enrollment of students anytime during the first year after high school graduation and persistence as students continuing enrollment from freshman to sophomore years of college.

COLLEGE ENROLLMENT BY LOCALE

CLASS OF 2012



COLLEGE PERSISTENCE

Once New Tech graduates enroll in college, they have the skills and attributes necessary to persist. For the class of 2011, 83% of New Tech 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 91% return for their sophomore year, and students attending 2-year institutions, where 71% return for a second year.



“I was lucky because I found out that I love design when I was at New Tech High. I got an internship with this place called NetFlow in Napa. It was required that we had an internship in order to graduate and luckily I had a great boss who helped me foster my creativity... After that, I went to college and chose to go into computer science, and then I switched into Graphic Communication. I got my degree in Electronic Publishing.”

- New Tech Graduate

³ Comparison data: http://nces.ed.gov/programs/digest/d13/tables/dt13_302.10.asp

PATH TO SUCCESS

New Tech Network collaborates with district leaders, administrators, and teachers who share a common purpose: to provide an education in which students acquire knowledge and develop skills vital to success in the post-secondary path of their choosing. The New Tech design is simply a blueprint, accompanied by a set of core beliefs, tools, and strategies to help each school fulfill its purpose. New Tech design principles provide for an instructional approach centered on project-based learning, a culture that empowers students and teachers, and the integrated use of technology in the classroom. Through extensive professional development, personalized coaching, and access to Echo, a learning management system, New Tech Network empowers principals, teachers, and students to develop compelling, relevant, and meaningful learning communities.

TEACHING THAT ENGAGES

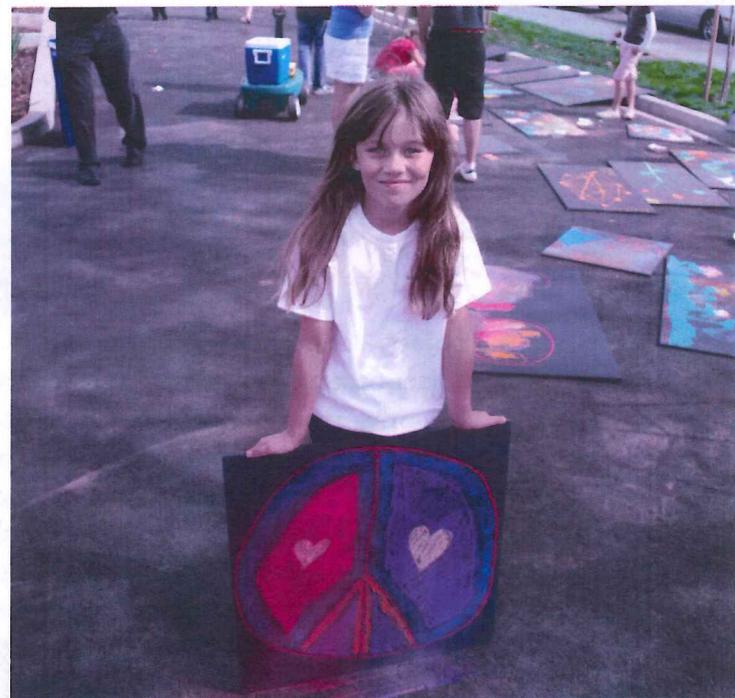
A K-12 Pathway

Through rigorous project-based learning, internships, dual enrollment, and other experiences in New Tech schools, students are well prepared for post-secondary pursuits. Historically, New Tech Network has worked with public school districts to re-design high schools. More recently, however, New Tech Network is partnering with several school districts to create New Tech middle schools and elementary schools. In some districts, this provides students with a K-12 pathway. In elementary and middle schools, the design principles are the same — teaching that engages, culture that empowers, and technology that enables. As the elementary and middle schools mature, New Tech Network will measure success on student learning.

Teaching That Engages

100% of NTN schools use project-based learning

96% of NTN schools offer college courses



95% student attendance rate across NTN schools

Learning Outcomes

The years spent in a New Tech school allow students to gain the academic and deeper learning skills necessary for success in any post-secondary option. New Tech 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 experience 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 New Tech Network's instructional approach. Students collaborate on projects, ranging in length from two to eight weeks, which require critical thinking and communication. Projects often occur in integrated subject area courses, where Entry Events, the Need-to-Know (NTK) process, and skill building workshops support student-centered

learning. During projects, students often engage with subject matter experts who provide feedback on real-world products. Through project-based learning, students not only master academic content, but also successfully apply content when solving authentic problems.

College-Level Coursework

Student engagement in college-level coursework and community-based internships is key in the preparation for college and career. Almost all (96%) New Tech high schools provide the opportunity for students to enroll in college courses and 63% offer AP courses. Many New Tech 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

New Tech 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, two-thirds of New Tech high schools offer community-based internships, with nearly half of all seniors participating.⁴

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

- New Tech Graduate

⁴ The percentage of schools offering AP courses, dual enrollment and internships is derived from the number of New Tech high schools with four or more years of implementation experience and currently serving juniors and seniors.



A 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. Eighty-four percent of New Tech 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. High levels of engagement are evident in the 95% attendance rate across elementary, middle, and high schools. The strong connections to school and high levels of engagement also lead to 90% of eligible students returning to New Tech schools each year.

“My experience with technology was amazing... They didn’t always make us use a computer, but they helped us understand what it can do for us, how we can use it.”

- New Tech Graduate

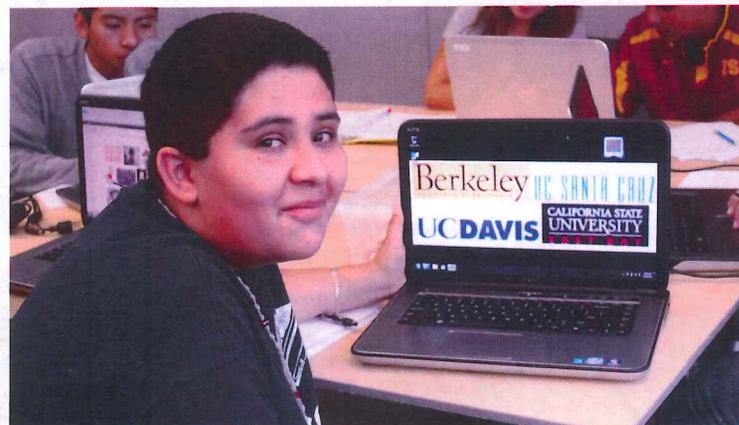
TECHNOLOGY THAT ENABLES

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.



Technology That Enables

100% of New Tech Schools have a 1:1 Tech Ratio



ASSESSMENT OF POST-SECONDARY READINESS

College Ready Assessments

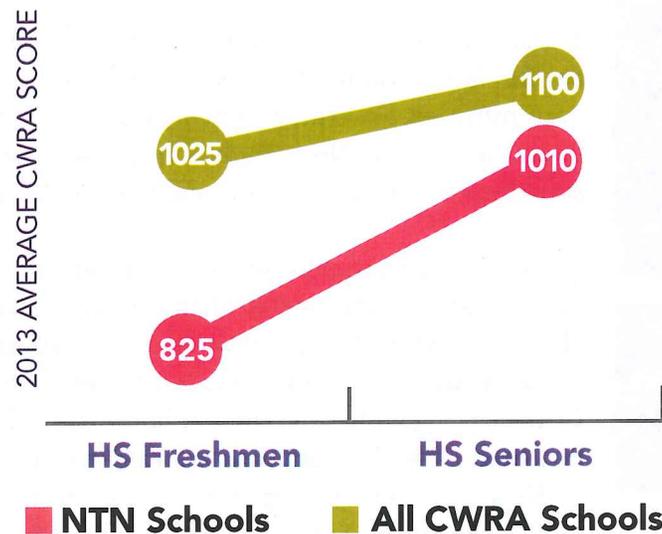
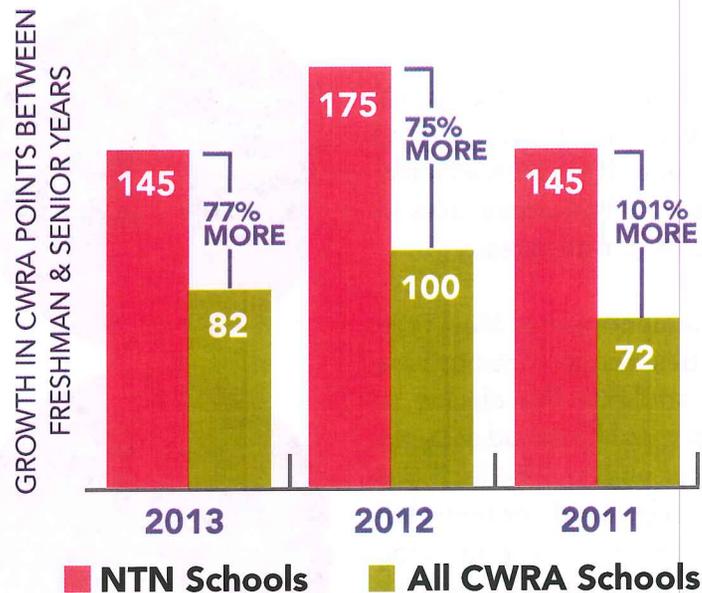
To gauge student growth and attainment of deeper learning, many New Tech schools are beginning to use College Ready Assessments (CRAs). CRAs represent a common, high quality standard for written student work grounded in a discipline. CRAs, originally co-developed, refined, and validated by the Stanford 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 New Tech schools incorporate CRAs into their design.



NTN also uses the *College and Work Readiness Assessment* to assess deeper learning in a representative sample of Network schools.⁵ This 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.

Results show that New Tech schools in rural, suburban, and urban areas, as well as mid-size towns, across the country are preparing students for college and career.

Students in New Tech Network schools demonstrate 77% more growth in measures of deeper learning between their freshman and senior years than do students in the national comparison sample. New Tech schools working in urban locales with a high percentage of socio-economically disadvantaged students are performing far above expected. The student growth in these schools is closing the gap in higher order thinking skills that exists between NTN students and comparison students from more affluent backgrounds. The outstanding growth of NTN students is a promising indicator of the impact of New Tech Network schools.



⁵ A representative sample of 10% of New Tech Network schools participates in the CWRA annually. The 14 schools participating in the CWRA in 2012-2013 are located in mid-size towns as well as urban, suburban, and rural locales in five states. These NTN schools serve students from all ethnic groups and diverse socio-economic backgrounds. The comparison sample for CWRA is comprised of approximately 100 high schools, 67% of which are independent (private) schools, and freshmen from over 200 private and public colleges across the US.

COLLEGE & CAREER READINESS FOR EVERYONE

23 STATES
135 SCHOOLS
2,500 TEACHERS
42,000 STUDENTS

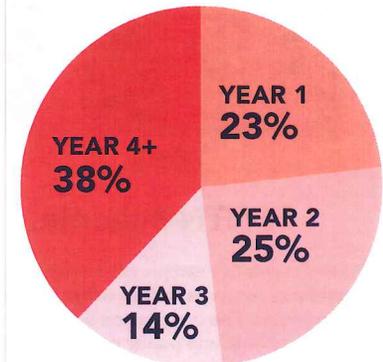
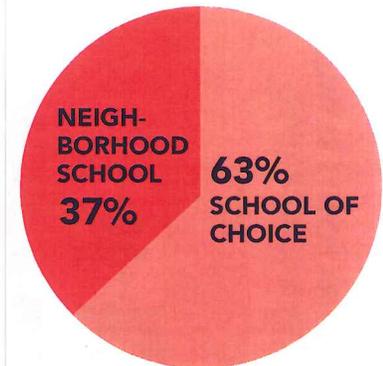
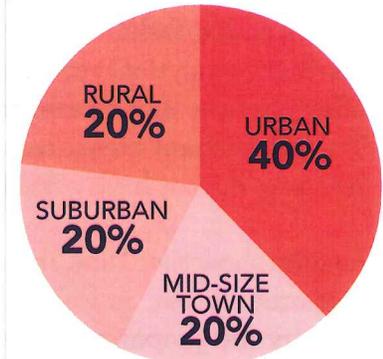
115 PUBLIC DISTRICT SCHOOLS
18 CHARTER SCHOOLS
2 INDEPENDENT SCHOOLS

109 HIGH
20 MIDDLE
6 ELEMENTARY

Through collaboration with schools and districts, New Tech Network is committed to ensuring college and career readiness for all students in diverse communities on 2 continents. While the results presented in this report are based on the few schools that have graduated at least one class, that number will increase rapidly in the next several years. Today, two-thirds of New Tech Network's 135 schools are in the first three years of implementation. Located in 23 states and Australia, 109 schools are high schools, 20 are middle schools, and 6 are elementary schools. One hundred-fifteen of New Tech schools are public schools with conventional district governance, 18 are public charter schools, and 2 Australian schools are independent parochial schools.

From the Pacific Northwest to Central Florida, and from New England to the Great Southwest, New Tech schools are found in all types of communities. Six states each are home to more than 10 New Tech schools. Forty percent of New Tech schools are located in urban areas, 20% in suburban locations, 20% in mid-size towns, and 20% in rural areas.

Because each school's context is different, the implementation of New Tech school 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, 63% of New Tech schools are schools of choice. The facilities in which New Tech schools operate are also driven by local context. Half of New Tech schools operate in autonomous buildings. The remaining half share their campuses with other schools, most of which serve the same grade levels. A handful of New Tech schools are located on college campuses and a few share students with other schools for a portion of the instructional day.



“Since I grew up in India, I don’t know exactly perfect grammar. Here, it helped me out speaking with adults better and having a better vocabulary. When I have to speak to my professors or my TAs and ask for help the proper way, (I communicate) what I actually need...”

- Student, New Tech Graduate

The students in New Tech schools are as diverse as the states, communities, and schools in which they learn and grow. Fifty-three percent of students in New Tech schools are students of color, a slightly larger percentage than the 48% of public school students in the U.S.⁶ Twenty-one percent of students in NTN schools are African American, another 21% are Hispanic, 5% are Asian, 2% are Pacific Islander and 3% identify with multiple ethnicities.

The diversity of students within the individual schools in New Tech Network varies substantially, reflecting the local communities. In New Tech schools, the proportion of students eligible for free and reduced lunch ranges from less than 5% in two schools to 100% of students in eight schools. Schools serving the highest proportion of Hispanic students and English Language Learners are located in California and Texas, while some schools in the Midwest serve no Hispanic students.

	TOTAL NTN Students	Smallest in any School	Largest in any School	K-12 Students Across the U.S.
African American	21%	0	98%	16%
American Indian	1%	0	11%	1%
Asian	5%	0	44%	5%
Hispanic	21%	0	98%	23%
Pacific Islander	2%	0	69%	<1%
White	47%	0	100%	52%
Multi-Racial/Other	3%	0	31%	3%
Male	53%	33%	86%	51%
Female	47%	14%	67%	49%
English Language Learners	6%*	0	61%	6%
Special Education	11%*	0	35%	13%
Free & Reduced Lunch	57%*	2%	100%	48%

“For me, I am the first one to graduate high school, go to college, get a degree and mostly make my family proud, because all my cousins, family didn’t graduate. They graduated from middle school, but not high school or getting their Bachelors.”

- New Tech Graduate

⁶ National data based on 2010-2011, most recent available, retrieved from NCES February 5, 2014 <http://nces.ed.gov/ccd/elsi/tableGenerator.aspx>

SUPPORTING SCHOOLS TO RE-IMAGINE LEARNING

New Tech Network 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. Adult learning takes place during national events, including a one-week in-depth training for new schools, an annual conference for all schools in the Network, and events designed specifically for school leaders and teachers in targeted content areas.

New Tech Network believes quality leadership is essential to school health. Formal leadership development work allows school leaders to develop the capacity to implement New Tech 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. Additionally, school leaders must create conditions for adults to experience deeper learning in order to promote deeper learning for students.

Through adult learning opportunities, teachers become skillful at creating learning experiences for their students that are creative, contextual, and shared, and are aligned with state standards and Common Core State Standards. Teachers become facilitators of student learning, blending collaboration and technology as tools for learning. NTN teachers embrace the design principles and endeavor to establish the foundation of a learning culture, engage students in learning through projects, and to truly integrate technology as a tool for learning. While the NTN Project and Resource Libraries inside Echo provide additional support for teachers, it is the ongoing professional development, training, and coaching that places teacher judgment and imagination at the core of building challenging and engaging content.

13 years of experience supporting teachers

Over 100,000 professional development hours for New Tech school leaders and teachers

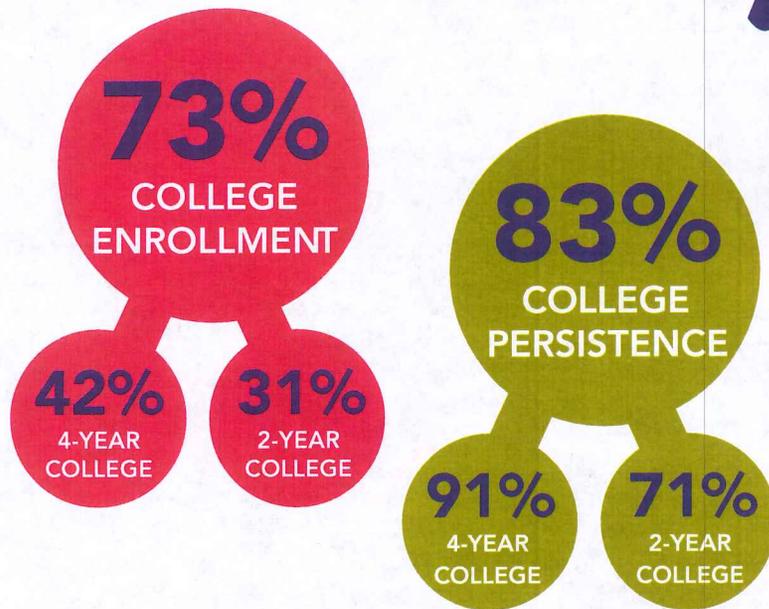
“New Tech doesn’t hand you strategies and tools and tell you how to use them. Instead, you’re challenged to reflect on your practices and push yourself to integrate new ideas that enhance your classroom.”

- New Tech Teacher



For students in New Tech schools, learning is engaging, challenging, and connected to the world outside the classroom walls. For the administrators and teachers in New Tech schools, professionalism is recognized, celebrated, and supported through high-quality training and personalized coaching provided by New Tech Network. For district leaders and community partners in diverse communities, commitment and dedication is rewarded with successful students and alumni. For 42,000 students in 135 schools on 2 continents, New Tech Network strives to deliver on its promise that all students have the skills, knowledge, and attributes they need to thrive in post-secondary education, career, and civic life.

Students enroll in college at a **9% HIGHER** rate than the national average



“I didn’t realize it at the time, but the deeper learning skills I learned (critical thinking, written communication, oral communication, collaboration, etc.) would prove to be invaluable! I ended up going to UC Davis for my undergrad and then later went on to earn my teaching credential.”

- New Tech Graduate



New Tech Network

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