



New Tech Network



# STUDENT OUTCOMES REPORT 2013

RE-IMAGINING TEACHING AND LEARNING

*New Tech Network is a non-profit school development organization dedicated to ensuring all students develop the skills and acquire the knowledge necessary to thrive in post-secondary education, career and civic life.*

Our staff have decades of education, innovation and research experience. We provide professional development, teacher and school leader coaching, training and a learning management system to all schools in the network. Each school's context is different; it is local leadership, judgment and adaptability that leads to long-term success. Our work is based on the core belief that high impact schools are centered around culture that empowers, teaching that engages, and technology that enables so that students graduate ready for college and career.



# ANNUAL DATA REPORT 2013

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## NEW TECH NETWORK

### *College and career readiness for all students demands re-imagining teaching and learning in our nation's public schools.*

Recent research states that by 2018, 63% of jobs will require a college degree.<sup>i</sup> Currently, workers with at least a Bachelor's degree earn nearly twice the income of high school graduates.<sup>ii</sup> Yet, many of our nation's students do not enroll in college and nearly 3.5 million jobs in the U.S. remain unfilled despite 18 million Americans looking for work.<sup>iii</sup> Further, students who do attend college are ill-prepared, with 52% of community college students and 20% of students enrolled in four year institutions needing remedial coursework.<sup>iv</sup>

In its work with public schools, New Tech Network (NTN) 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 Network, a national nonprofit, contracts with districts to create and sustain innovative K-12 schools.

Originally a single high school that opened in 1996, NTN began through business leaders' determination that high school graduates be adequately prepared for success in the contemporary work environment. New Tech Network's first decade, after its launch as a school development organization in 2001, focused on partnering with communities interested in providing students with relevant learning experiences. NTN built a resilient network of

teachers, administrators and learners, ready to create a vibrant economic and social future for America. In the 2012-2013 school year, New Tech Network consists of 120 schools in 18 states and is dramatically increasing students' deeper learning, and subsequently the level of student accomplishment. As a subsidiary of KnowledgeWorks, NTN's mission is that all students graduate from high school ready for college and career.

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, NTN empowers principals, teachers, and students to develop compelling, relevant and meaningful learning communities.



## 2013 REPORT OF STUDENT OUTCOMES

New Tech Network believes that deeper learning and college readiness for students are what matters most. NTN defines deeper learning as the ability to master core academic content, think critically, solve complex problems, work collaboratively, communicate effectively, and learn how to be self-directed learners. Student success in these areas cannot be gauged by traditional measures such as standardized state assessments alone. Rather, NTN's focus on increasing students' deeper learning, and in turn their readiness for college, requires utilizing assessments that are calibrated to college-ready standards and embedded in the daily work of students. Student ability to think critically is better measured through learning grounded in real-world scenarios and embedded in on-going work. Ultimately, student achievement is assessed through outcomes that matter most: success in post-secondary options.

*Linda Darling-Hammond, Charles E. Ducommun Professor of Education at the Stanford University School of Education, includes New Tech Network schools in a class of schools that “break[s] the conventional links between race, poverty, and academic failure. Not only do their students receive an academically rigorous curriculum that prepares them for college and career, they also experience learning opportunities that are culturally rich, socially and practically relevant, and responsive to their needs and interests.”<sup>v</sup>*

This report offers compelling evidence that the public school innovation envisioned by New Tech Network can, and does, lead to success for students from diverse backgrounds, in rural, urban and suburban schools across the U.S.

### New Tech Network Students:

- Graduate at a rate 6% 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 17% greater than the national average and in 2-year colleges at a rate 46% greater than the national average.
- Grow 75% more in higher order thinking skills between freshman and senior years than comparison groups.



## COLLEGE AND CAREER READY STUDENTS

### College Enrollment and Persistence

Evidence shows New Tech Network schools succeed in preparing students for the post-secondary option of their choice. While some NTN students choose an immediate career path after graduation, the overwhelming majority choose college.<sup>vi</sup> On average, *74% of students who graduated from NTN schools in 2011 enrolled in post-secondary education. This is a rate 9% greater than the national average* as reported by the National Center for Education Statistics (NCES). Even more striking, given that 75% of students who leave college without a degree do so within the first two years, is the persistence of NTN students between freshman and sophomore years.<sup>vii</sup>

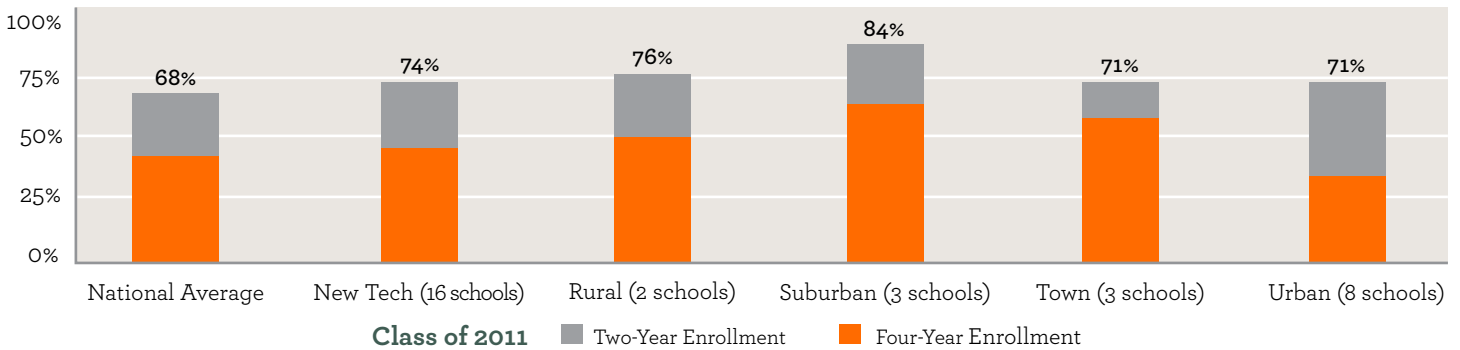
New Tech Network students' higher college enrollment and persistence rates include both two-year and four-year institutions. NTN students enroll in 4-year institutions at a rate of 43%, virtually the same as the national average of 42%. At a rate higher than the national average of 26%, NTN students enroll in two-year colleges at a rate of 31%.

More importantly, NTN students at both two-year and four-year institutions demonstrate persistence rates well above the national averages. For the class of 2010, *90% of NTN students enrolled in four-year institutions continue enrollment into their sophomore year, a rate 17% greater than the national average.*<sup>viii</sup> Further, *79% of New Tech students enrolled in two-year institutions continue the following year, a rate 46% greater than the national average.*<sup>ix</sup>

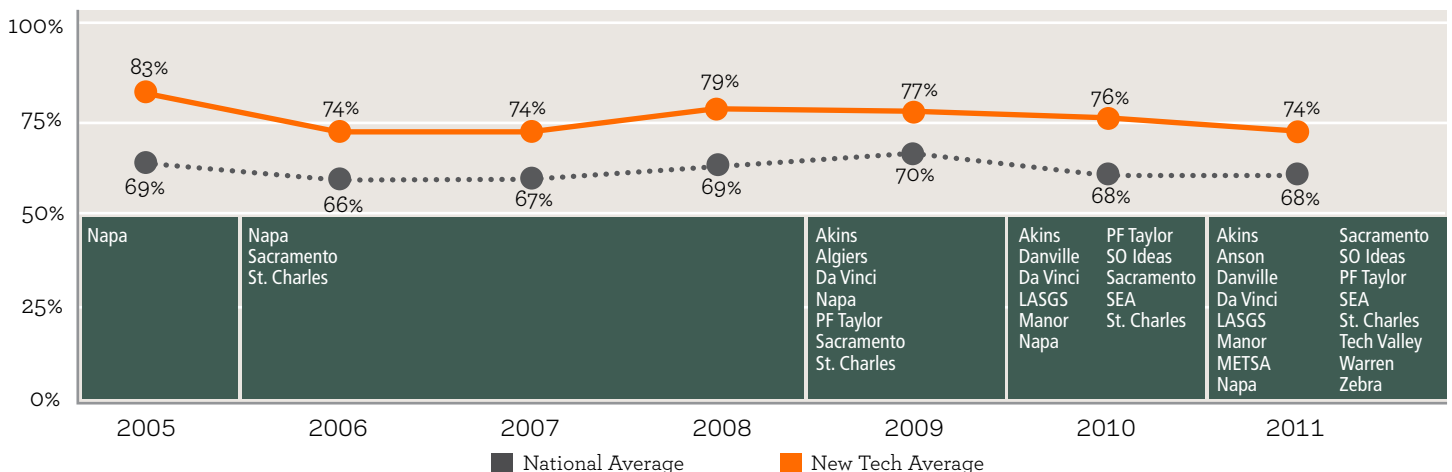
No matter the types of students served or where the schools are located – towns, urban, suburban, or rural areas – a greater percentage of New Tech students attend college and persist than other students across the U.S. Almost half of graduating seniors from towns, suburban and rural areas attend a four-year university. In urban areas, 27% of students enroll in four-year institutions and 44% attend two-year institutions. Further, students in New Tech Network schools where more than 65% of students are eligible for free and reduced-price meals demonstrate the same high level of persistence.

## COLLEGE ENROLLMENT

### College Enrollment is Higher than National Average Across School Locales



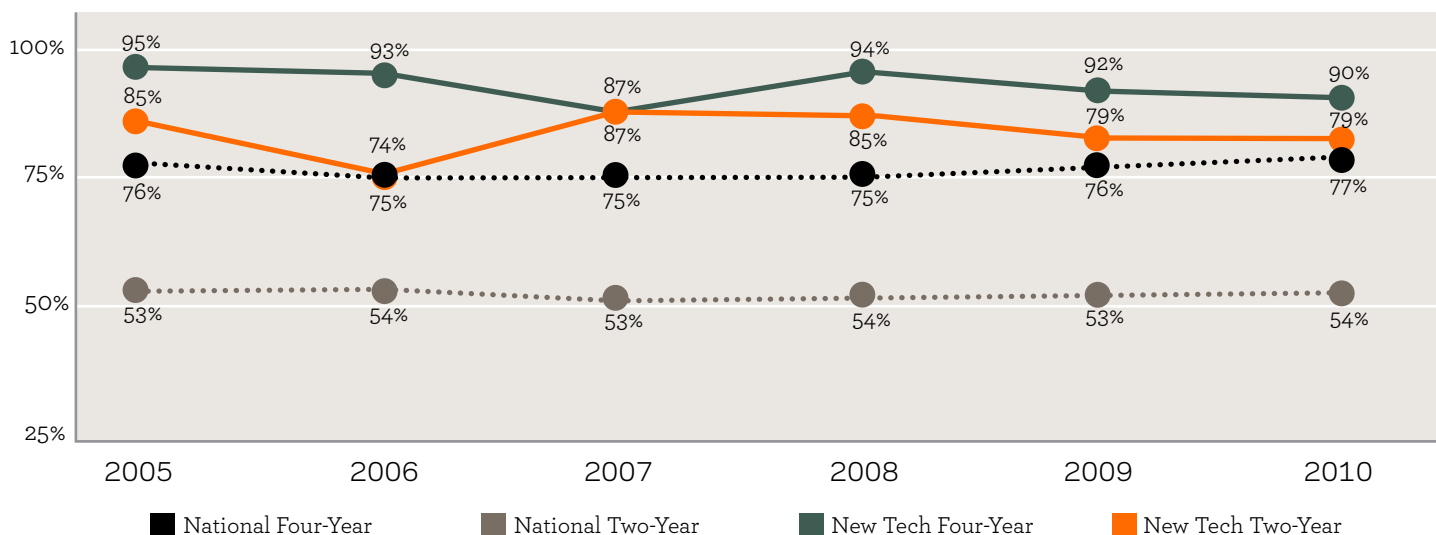
### Percent of Students Enrolled in College During the First Year After High School



The pattern of higher than average college enrollment and persistence is similar for prior graduating classes as well. In 2011, twenty schools in New Tech Network completed four years of program implementation and presented graduating classes.<sup>x</sup> In 2006, 2007, 2008 the number of schools with graduating seniors was smaller, consisting of only three schools. Yet, college enrollment and persistence remains high across the years with the addition of more schools. From 2006 to 2011, between 74% and 79% of students graduating from

NTN schools enrolled in college, a rate at least six percentage points higher than the national average in any given year. During the same period, persistence rates in four-year colleges ranged between 87% and 95%. In two-year colleges, between 75% and 79% of NTN graduates persisted for a second year of college. As NTN schools mature and graduates make their way through post-secondary options, we will begin reporting persistence to degree with six-year college graduation rates.

### COLLEGE PERSISTENCE First Time College Freshmen Returning Their Second Year



### COLLEGE READY ASSESSMENTS

NTN also participates in the Deeper Learning Student Assessment Initiative (DLSAI), jointly sponsored by the William and Flora Hewlett Foundation, The Carnegie Corporation, The Kellogg Foundation and the Irvine Foundation. The purpose of the DLSAI is to validate methods for assessing deeper learning. As part of this work and NTN's ongoing effort to promote and assess deeper learning, NTN is implementing College Ready

Assessments (CRA). CRAs, co-developed, refined and validated by the Stanford Center for Assessment and Learning and Equity (SCALE) and Envision Learning Partners, represent a common, high quality standard for student work grounded in a discipline. CRAs align to the Common Core State Standards and are embedded in project-based learning with the explicit purpose of assessing students' ability to produce college-ready work.

“New Technology School of Design in Sacramento [CA] serves a population that is mostly low-income students of color: 62% qualify for free or reduced-lunch, 27% are African American, 26% are Latino, 30% are white, and 15% are Asian or Pacific Islander. Most of the students attending New Tech had a high probability of being disengaged by their school or were on the brink of dropping out if they attended the nearby large, comprehensive high schools with traditional unresponsive, factory model approaches. Instead, New Tech ‘rekindles that love of learning’ ...”

–Justice Matters and the School Redesign Network<sup>xi</sup>

evaluation, writing effectiveness, writing mechanics and problem solving. The assessment compares seniors in NTN schools to seniors in other schools administering the CWRA, compares NTN seniors to freshmen in colleges across the country, as well as measures students’ growth of deeper learning during high school.

### CWRA Results

College and Work Readiness Assessment

	NTN	All CWRA
FRESHMEN	847	987
SENIORS	1022	1087
GAIN	175	100

Students in New Tech Network schools demonstrate 75% more growth in measures of deeper learning between their freshman and senior years than do students in the national CWRA comparison sample. NTN seniors outperform 77% of college freshmen and 60% of other high school seniors when controlling for academic ability.<sup>xiii</sup> While New Tech seniors may be performing slightly lower than college freshmen academically, they are gaining the deeper learning skills that colleges demand. The outstanding growth of NTN students is a promising indicator of the impact of New Tech Network schools.

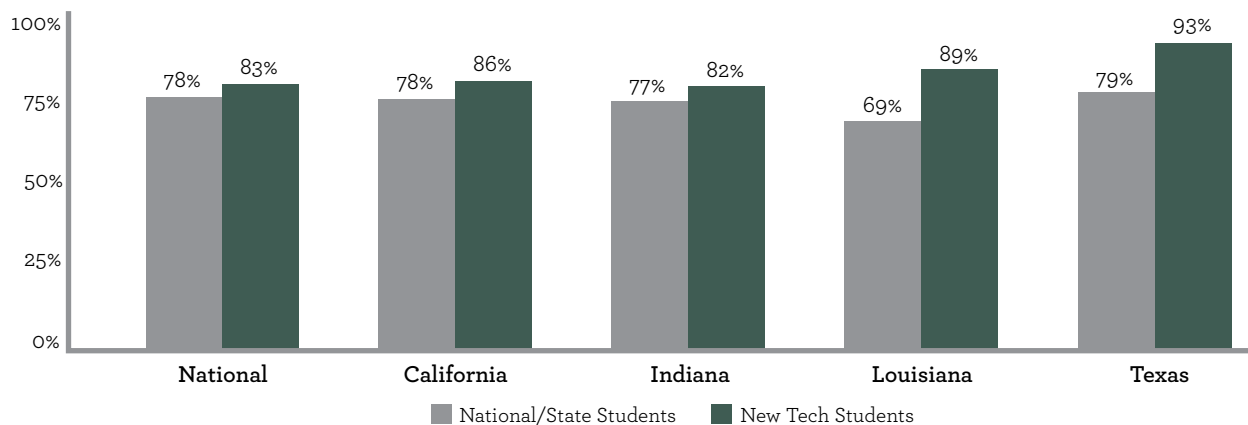
Successful preparation for post-secondary options also leads to increased high school graduation rates. NTN students graduate at a rate 6% greater than the national average.<sup>xiv</sup> In 2010, the most recent year for which comparison data is available, NTN schools<sup>xv</sup> demonstrated an average 83% four-year cohort graduation rate compared to the 78% national

### College Eligibility and Preparation

With a goal of college and career readiness for all students, NTN schools strive to graduate students who are both eligible and prepared for any post-secondary option. NTN believes that preparation includes not only academic knowledge, but also the deeper learning skills necessary to interact with content and apply knowledge. Student engagement in relevant project-based learning, college-level coursework and community-based internships drives preparation.

To gauge student growth and attainment of deeper learning, New Tech Network utilizes the *College and Work Readiness Assessment (CWRA)*.<sup>xii</sup> The CWRA, administered by the Council for Aid to Education, uses realistic performance tasks to assess four domains of deeper learning: analytical reasoning and

**HIGH SCHOOL GRADUATION**  
Average Cohort Graduation Rates for Class of 2010





average.<sup>xvi</sup> Notably, some NTN schools boast even greater rates when compared to state averages. For example, NTN schools in Louisiana demonstrate four-year cohort graduation rates of 89%, a rate 29% greater than the statewide average.<sup>xvii</sup> In Texas, NTN schools average a 93% graduation rate, 18% better than the state's graduation rate.<sup>xviii</sup>

### Standardized Academic Assessment

New Tech Network believes that deeper learning is best measured in performance assessments embedded in project-based learning and authentic performance tasks like those on the CWRA. Most standardized academic assessments are unable to provide these important measures of deeper learning. However, NTN recognizes that standardized state assessments play an important role in the accountability mechanisms present at the state and federal levels. In addition, college entrance exams such as the ACT and SAT are commonly used metrics for judging school performance.

Aggregating results to draw meaningful conclusions about Network-wide performance on standardized state assessments and college entrance exams is complicated by several factors. Chief among the challenges is the fact that NTN spans 18 states, all with different state-specific assessments. Administration of standardized assessments across grade levels and subject matter areas differ from state to state, and sometimes even within states, with assessments in math being the most varied. Participation rates on college entrance exams also vary by school and state, depending on the use of college exams in state accountability systems, college

**“We learn lessons about subjects we’re going to use in the real world... Teachers show us how we’re going to use the information in the future. That helps you put into perspective what you need to learn in school and why.”**

**—10th grader, Patrick F. Taylor Science and Technology Academy, Jefferson, Louisiana**

admissions requirements, and student choice of post-secondary options. Additionally, about one third of New Tech schools operate as schools-within-schools where disaggregating New Tech students' results from the results of the comprehensive campus prove nearly impossible. Finally, overall school summary results, the most readily available data, do not allow for measuring individual student growth nor do they provide a comprehensive picture of student performance when only some students participate. Despite these challenges, NTN monitors student achievement on state assessments and college entrance exams where data is available.

For the 2011-2012 school year, NTN examined student performance on standardized assessments in three states where more than ten NTN schools operate (California, Indiana, and Texas). New Tech schools perform much like comparison schools and district schools on standardized assessments. About half of NTN schools outperform, as measured by percent of students reaching proficiency, comparison schools and districts in 10th grade reading and Algebra I. In science, New Tech schools excel with nearly all NTN schools outperforming comparison schools and districts.

On college entrance exams, NTN students perform similarly to students across the nation. In 2012, 31 NTN schools reported an average score of 20.8 on the ACT, nearly equivalent to the 21.1 national average score. The range in NTN schools mirrors the national distribution of student performance on the ACT. Though only 13 schools reported student participation in the SAT, the patterns of performance were similar to that of the ACT.<sup>xix</sup>



## NEW TECH NETWORK IN 2012-2013

- 2 continents
- 18 states
- 120 schools
- 2,400 teachers
- 35,000 students

### A RAPIDLY GROWING LEARNING COMMUNITY

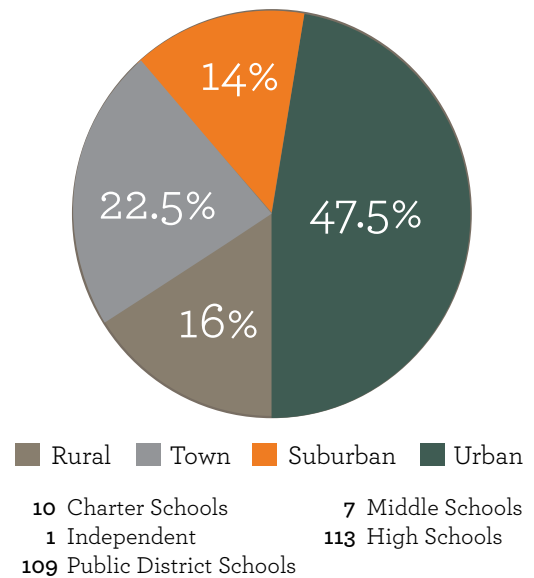
While the results presented in this report are based on those schools that have graduated at least one class, NTN is a rapidly growing network of schools serving diverse communities. In 2012-13, NTN consists of 120 schools, with substantial growth occurring in the last three years. Currently, only 30% of NTN schools have implemented design principles for four or more years and presented graduating classes.

New Tech Network consists of 109 public district schools, 10 charter schools and one independent school. Seven New Tech Network schools are middle schools and the rest are high schools. Currently, half of NTN schools are located in urban areas. The other half reflect the diversity of communities throughout the nation, with 14% of New Tech Network schools located in suburban areas, 23% in mid-size towns and 16% in rural areas.

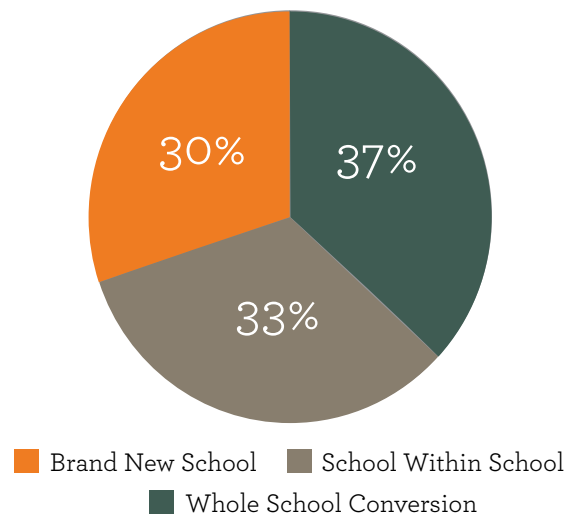
Seven states are home to 10 or more New Tech schools, with Indiana having the largest concentration at 23 schools. Policy makers in states such as Indiana, Arkansas and Ohio embrace New Tech Network design principles in their broad school reform efforts supported by federal grants and state resources. In New York City, New Tech Network serves as a design partner to the iZone 360 initiative, working with 14 schools to incorporate innovative NTN design components to support personalized learning.

About 37% of New Tech schools are conversions of existing comprehensive high schools. Thirty-three percent operate as small schools within comprehensive high schools and 33% are started as new, stand-alone schools. Currently, about half of New Tech Network schools (48%) are housed in separate or autonomous buildings, while the other half (52%) share a campus with another district school.

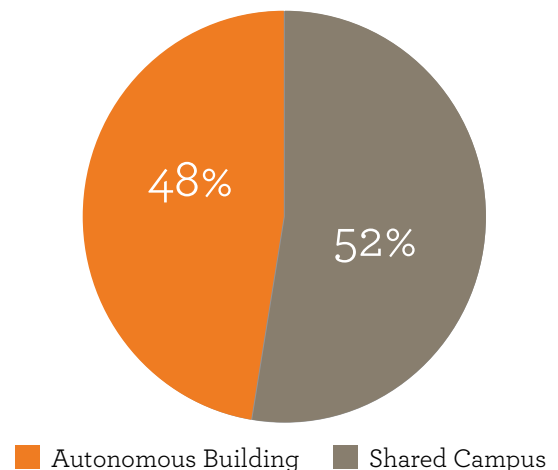
### COMMUNITY TYPE



### DESIGN TYPE



### CAMPUS TYPE



## A DIVERSE STUDENT BODY

Students are at the center of the New Tech Network learning community. The students whom NTN serves are as diverse as the states, communities and schools in which they learn and grow. Fifty-two percent of students in NTN schools are students of color, a slightly larger percentage than the 46% of public school students in the U.S. The difference is found in the larger percentage of African American students in NTN schools (24%) than the nation (15%). Twenty-one percent of students in NTN schools are Hispanic, 5% are Asian, 2% identify with multiple ethnicities, including one percent American Indian. Five percent of students are English Language Learners, 9% are eligible for special education services and just under half (47%) qualify for free or reduced-price meals.

On average, the NTN student population reflects public school students across the U.S.

However, individual schools reveal very different compositions. Eight New Tech schools serve a student body comprised of more than 75% African American students and five schools serve a student body consisting of 75% or more Hispanic students. At least one school serves a predominantly English Language Learner population (88%). Five schools have more than 20% of their students eligible for special education and seven schools serve populations where 100% of students qualify for free and reduced-price meals.

A little over half (55%) of New Tech Network schools are schools of choice, where students elect to enroll based on their desire to be part of the NTN learning community. The remaining 45% of NTN schools are neighborhood, or destination schools. Students enrolled in these schools attend a NTN school based on attendance zones.

### NEW TECH STUDENT BODY DIVERSITY

	<b>TOTAL NTN Students</b>	<b>Smallest in any given school</b>	<b>Largest in any given school</b>
African American	24%	<1%	99%
American Indian	<1%	0	3%
Asian	5%	0	40%
Hispanic	21%	0	99%
White	48%	0	98%
Multi-Racial or Other	2%	0	18%
Male	54%	35%	81%
Female	46%	19%	65%
English Language Learners	5%	0	88%
Special Education	9%	0	30%
Free and Reduced Lunch	47%	25%	100%

**“You’re not just reading it in a textbook or listening to a teacher explain it to you. You’re actually putting it to use and finding ways in which what you just learned is useful and something that you will apply later in life.”**

**-Student, Tech Valley High School, Rensselaer, New York**



## RE-IMAGINING TEACHING AND LEARNING

At New Tech Network schools, instruction is student-centered and project-based; technology is integral to teaching and learning; and trust, respect, and responsibility provide the foundational culture between and among adults and students. Because each school’s context is different, local leadership, judgment, and adaptability lead to long-term success and notable student outcomes.

This local adaptability begins with implementation planning and design a year prior to opening the school doors to students. To support investing in innovation, districts turn to multiple funding sources including general, career-technical education and professional developments budgets. Additionally many schools secure School Improvement Grants, Race to the Top awards, and state innovation grants. Strong business and community partnerships provide a foundation for implementation, often offering financial support, personnel and material resources as well as shared purpose and identity. The combined commitment of the local district and strategic partners enable each New Tech school to support students and maintain long-term viability.

At the center of the approach to creating and sustaining innovative schools, NTN works directly with administrators and teachers to ensure they have the knowledge and skills needed to help students

**In his new book *Creating Innovators*, Tony Wagner, Innovation Education Fellow at the Technology & Entrepreneurship Center at Harvard describes the learning community in New Tech Network schools which results in “highly innovative graduates.”**

“But what and how these schools teach are radically at odds with conventional education. These schools focus primarily on teaching students skills and not merely academic content, including critical thinking and problem-solving, effective oral and written communication, and many of the other survival skills, such as collaboration and initiative...They do so by engaging students in rich and challenging

academic content—and yet, content mastery is not the primary objective of their courses. In all of the classes, students must use academic content to pose and solve problems and generate or answer complex questions. Students are required to apply what they have learned and show what they know. Frequently, they do this work in teams.”<sup>xx</sup>

**In 2011-12, teachers and school leaders received 103,218 hours in professional development.**

become college and career ready. Faculty participate in comprehensive professional development while also receiving onsite and virtual coaching provided by NTN. Adult learning takes place during annual 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 targeted content areas.

### **Adult Deeper Learning**

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 the beliefs that quality leadership is essential to school health and leaders need to create conditions for adults to experience deeper learning to precipitate 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 aligned with state standards and the Common Core State Standards. Teachers become facilitators of student-centered learning, blending collaborative student work groups 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 place teacher judgment and imagination at the core of building projects that are both challenging and engaging.

### **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 drive the student-centered process. During projects, students often engage with experts in the field, business owners, professionals or college professors who provide authentic challenges and feedback on real-world work products. Through project-based learning, students not only master academic content, but successfully apply content when solving authentic problems.

### **Technology**

The smart use of technology supports New Tech Network's innovative approach to instruction and culture. Grounded in a belief in anytime learning, 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, iPads or smart phones. All schools use Echo, NTN's proprietary web-based learning management system. Echo is designed to facilitate project-based learning and create a dynamic network which helps connect students, teachers and parents. With access to the web, Echo and the latest in collaborative learning technology, every student can become a self-directed learner who no longer needs to rely on teachers or textbooks for knowledge and direction.



**“I chose to come to New Tech because this is the most exciting thing that is happening in the field of education. When I look at how empowered our learners are, how excited you guys are to come to school, the innovative instructional practices and the utilization of technology as a vehicle to get to deeper learning, it is so exciting and I wanted to have a piece of that.”**

**-Deana Harrell, Director, New Tech High @ Coppel, Carrolton, Texas**

## **STUDENT ENGAGEMENT**

Each New Tech Network school develops and maintains a culture that promotes trust, respect, and responsibility. At New Tech Network schools, students and teachers alike have exceptional ownership of the learning experience and their school environment. Working on projects and in teams, students are accountable to their peers and acquire a level of responsibility similar to what they would experience in a professional work environment.

By making learning relevant to students and providing a collaborative learning culture, student engagement reaches new levels. Schools in the New Tech Network boast an average of 95% attendance rates, fewer discipline issues, and an average of 90% of students returning each year. This higher level of engagement leads to deeper learning, higher graduation rates, and greater enrollment and persistence in college.

The success of New Tech students does not come easily or overnight. Success is an outcome of hard work. The collaboration between and among administrators, teachers and students in the learning community, the commitment of district leaders and community partners along with full support of New Tech Network through professional development and personalized coaching combine to create compelling, relevant and meaningful education. Re-imagining teaching and learning in this way results in sustainable innovation that ensures all high school graduates are college and career ready.

## **DIGITAL LEARNING @ NTN**

Digital Learning @ NTN is organized as an online school and the courses for students bring the entire “New Tech experience” online. The courses are designed and facilitated by NTN teachers who bring a collaborative, tech-infused, project-based curriculum to life. NTN online courses are delivered through Echo, the same online learning management system currently used by teachers and students in New Tech schools. Students collaborate with students from other schools on projects that require critical thinking and communication, two key concepts found in the Common Core State Standards. Students also engage in cross-site collaboration, something that parallels the work experience of an increasing number of adults in our society.



## END NOTES

- <sup>i</sup> <http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/HelpWanted.ExecutiveSummary.pdf>
- <sup>ii</sup> <http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/CollegeAdvantage.ExecutiveSummary.081412.pdf>
- <sup>iii</sup> <http://icw.uschamber.com/blog/answering-call-fix-skills-gap> (Retrieved February 28, 2013)
- <sup>iv</sup> America's Promise Alliance. (2013). Building a Grad Nation Report. <http://www.americaspromise.org/~media/Files/Our%20Work/Grad%20Nation/Building%20a%20Grad%20Nation/BuildingAGradNation2013Full.ashx>
- <sup>v</sup> Darling-Hammond, L. & Friedlaender, D. (2007). *r High Schools for Equity: Policy Supports for Student Learning in Communities of Color*. [http://www.srnleads.org/press/pdfs/hsfe\\_report.pdf](http://www.srnleads.org/press/pdfs/hsfe_report.pdf)
- <sup>vi</sup> 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' enrollment in any institution anytime the first year after college and subsequent enrollment in any institution the following year.
- <sup>vii</sup> Tinto, V. (1987). *Leaving college*. Chicago, IL: University of Chicago Press in DeBerard, M. Spelmans, G.I., & Julka, D.L. (2004). Predictors of Academic Achievement and Retention Among College Freshmen: A Longitudinal Study. *College Student Journal*, 38(1). 66-80.
- <sup>viii</sup> National average reported by the National Center for Higher Education Management Systems. NCHEMS tracks students enrolled in an institution in fall of a single year who are enrolled in the same institution the following fall.
- <sup>ix</sup> See vi and vii
- <sup>x</sup> In 2011, 20 NTN schools had graduating classes. Only 16 of those schools provided data to NTN for tracking of post-secondary outcomes.
- <sup>xi</sup> See v
- <sup>xii</sup> A representative sample of 10% of New Tech Network schools participates in the CWRA annually. The 12 schools participating in the CWRA in 2011-2012 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 92 high schools, consisting largely of independent (private) schools, and freshman in 169 colleges across the US.
- <sup>xiii</sup> The CWRA sample of high schools consists largely of private schools and CWRA does not control for ethnicity or socio-economic status in their analysis, possibly explaining the lower average academic skills of New Tech students than those in the comparison groups.
- <sup>xiv</sup> As presented in this paper, high school graduation is measured using a 4-year cohort graduation rate, by calculating the percent of 9th grade students who complete high school in four years.
- <sup>xv</sup> In 2010, only 11 New Tech Network schools had graduating classes. The number of schools in the Network with graduating classes will continue to grow each year as schools mature.
- <sup>xvi</sup> National and state averages obtained from Institute of Education Services, NCES Statistics 2012 Digest Table 2012. [http://nces.ed.gov/programs/digest/d12/tables/dt12\\_209.asp](http://nces.ed.gov/programs/digest/d12/tables/dt12_209.asp)
- <sup>xvii</sup> See xvi
- <sup>xviii</sup> See xvi
- <sup>xix</sup> The average student performance of thirteen NTN schools reporting student performance on SAT was 1525, compared to the national average of 1498.
- <sup>xx</sup> Wagner, T. (2012). *Creating Innovators: The Making of Young People Who Will Change the World*. New York, NY: Scribner Publishing



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