WHAT WE BELIEVE

The work of the Bill & Melinda Gates Foundation, in the U.S. and around the world, is driven by the belief that all lives have equal value. We believe every student deserves a great education—regardless of background, zip code, or race—because a great education is a key to social and economic mobility. We invest in public schools, supporting strategies to increase the number of Black, Latino, and low-income students who graduate from high school and enroll in a postsecondary opportunity that allows them to succeed in life.

Through our investments and our work with partners, we continue to learn about how to support schools, teachers, and students. Key among the lessons we’ve learned is that the solutions that work are the ones that meet the unique needs of each student and connect to a broader strategy for change. The Networks for School Improvement (NSI) portfolio supports schools in their efforts to improve and better serve their students. This builds on a demonstrated interest among educators to connect and work together using evidence-based research and a student-focused approach, with a particular focus on on-track indicators, like 9th grade on track or well-matched postsecondary enrollment. Our NSI portfolio supports groups of middle and high schools to work together to identify and solve common problems using approaches that best fit their needs, learning what works as they go and refining their approaches.

Students thrive when educators work together to use research and data to identify, address and solve common problems. We’re excited to build on efforts already happening in many schools to help more educators work together in their local context to improve student outcomes."

- Bob Hughes, Director, K-12 Education
OUR PORTFOLIO OF INVESTMENTS

**Achieve Atlanta** collaborates with Atlanta Public Schools (APS) to improve postsecondary access and success for students across all high schools. Achieve Atlanta’s grant focuses on understanding the role of postsecondary match and fit as a predictive indicator for student success; developing a tool to support the successful matching of APS students to good-fit colleges; and using continuous improvement to build capacity in schools in order to better support APS students in selecting, applying to, and enrolling in good-fit postsecondary institutions.

**American Institutes for Research (AIR)** will support a network of 10 high schools in the School District of Osceola County, growing over time across Florida, to improve college ready-on track indicators for Black, Latino, and low-income students. The network will focus initially on improving 9th and 10th grade math proficiency followed by English Language Arts proficiency in the later years. AIR will also track and monitor how efforts to improve math and ELA proficiency impact GPA, advanced coursetaking, and on-time graduation. AIR will support school teams with each step of the continuous improvement process, connect schools to one another to learn and spread promising practices, and collaborate with the school and district to strengthen math and ELA proficiency and cultivate sustained continuous improvement systems.

**Baltimore City Public Schools (City Schools)** serves over 80,000 students, the majority of whom are students of color and low-income. City Schools’ NSI work focuses on improving 8th and 9th Grade On-Track outcomes, with a focus on literacy. The district aims to improve literacy outcomes through their implementation of high-quality, standards-aligned ELA curriculum with 20 Literacy Intensive Learning Sites improving teachers’ content and pedagogical knowledge with onsite, expert literacy coaches and using continuous improvement strategies to improve literacy in middle and high school students.

**Bank Street College of Education** works with 10 middle schools in Yonkers Public Schools to increase the number of Black, Latino, and low-income students who successfully complete 8th grade math. Bank Street supports school-based math teams to create interventions to address inequitable student math outcomes, analyze data to track student improvement, facilitate inter-school collaboration, and conduct district-level planning meetings and school-level leadership training. Bank Street also seeks to improve their data collection and analysis capacity and develop high-quality networking experiences for school teams.

**California Education Partners (Ed Partners)** was founded in 2011 to seed and grow improvement collaborations among California’s small and mid-sized school systems, supporting districts and their schools to innovate, build, and sustain internal capacity as learning organizations in order to close gaps and lead high performing, equitable outcomes for all students. Ed Partners focuses on launching and managing a network of up to 50 secondary schools across 18 California districts aimed at improving outcomes for Black, Latino and low-income students. This initiative also aims to build the capacity of Ed Partners, specifically to deepen its design, delivery, measurement, learning, and evaluation capacity.

**The Center for Leadership and Educational Equity (CLEE)** serves as the intermediary for a 10-high-school network in Rhode Island focusing on increasing the number of Black, Latino, and low-income students who complete a 9th grade college-prep math course. CLEE supports teams of students, teachers, and school and district leaders to identify equity gaps in 9th grade course completion, investigate root causes, and test interventions to address those causes. CLEE also supports teams to create a receptive culture for change in their schools.
City Year and Everyone Graduates Center at Johns Hopkins University's School of Education partner with school and district leaders serving predominantly Black, Latino, and low-income students in high-need schools to determine structures, practices, and student support systems that enable all students to complete 8th grade on-track to high school graduation. They connect and convene leadership teams from Milwaukee middle schools to develop their capacity for continuous improvement utilizing Early Warning Indicators and leverage innovative human capital, including AmeriCorps members, to help schools close opportunity gaps and advance school performance.

The Commit Partnership (Commit), a collective impact organization, is focused on ensuring that all North Texas students receive an excellent and equitable education that prepares them to flourish in college and career. Their Dallas County Promise initiative supports a countywide goal that by 2030, 60% of adults aged 25-34 will earn a degree or certificate. Commit will double the number of high schools across Dallas County working on well-matched post-secondary enrollment from 32 to 70 schools across 11 Dallas County districts. Additionally, they will work on expanding Commit’s data system and capacity; supporting local continuous improvement efforts; and building the capacity of district and school leaders to drive long-term continuous improvement.

The Texas Network for School Improvement (TXNSI) is a collaborative between The Dana Center, Learning Forward and Educate TX, a private-public initiative of the Communities Foundation of Texas. The goals for the TXNSI Collaborative are to develop a regional network of schools that adopt continuous improvement processes to enhance capacity, accelerate change, and ultimately, increase educational opportunities and outcomes for Black, Latino and low-income students. The Collaborative develops and supports 10 schools in North Texas focused on increasing the math proficiency of 8th grade students. In addition to Educate Texas, the Collaborative is supported by Learning Forward and The Charles A. Dana Center. Learning Forward brings their expertise in continuous improvement and the Dana Center provides subject matter expertise and technical assistance around mathematics education and student success improvement.

Founded in 2010, the Community Center for Education Results (CCER) supports the Gates Foundation-funded Road Map Project, a regional effort to support student achievement from early learning to college in South King County and South Seattle. CCER, in collaboration with the Puget Sound College & Career Network, is expanding the College & Career Leadership Institute. The institute works with South Seattle and South King County high schools to undergo system so that more low-income students enroll in a post-secondary institute in the year after high school graduation.

Ultimately, this investment will support progress toward the Road Map Project’s long-term goal for local youth: to eliminate opportunity gaps by race and income, and for 70 percent of the region’s students to earn a college degree or career credential by 2030.

Founded in 2010, CORE Districts partners with 8 large, urban school districts in California to innovate, implement, and scale new strategies and tools to eliminate equity and achievement gaps for more than 1 million students. CORE seeks to create an infrastructure capable of supporting long-term, data-driven continuous improvement work. The investment focuses on launching an improvement community focused on improving 9th grade on-track rates, enhancing CORE’s data and improvement management systems, and sustaining the CORE-PACE research partnership to study and disseminate key lessons learned.
For 20 years, the Institute for Learning (IFL) has worked with school systems nationwide to improve outcomes for underserved students. In partnership with Dallas Independent School District and the University of Pittsburgh’s Center for Urban Education and the Learning Research and Development Center, IFL supports 14 secondary school teams from 14 secondary schools to use continuous improvement to increase the number of Black, Latino, English learners, and low-income students who are proficient in English Language Arts and on track at the end of 9th grade for high school graduation.

KIPP is a national network of public charter schools whose students have achieved tremendous results. KIPP seeks to improve and refine the approach college counselors use at their high schools to help young people matriculate to and graduate from college. In particular, they accelerate the development of practices, tools, and approaches that predict and increase college success for their students, and work on solutions to keep high-achieving students from “under-matching” to colleges that are less rigorous than they are qualified to attend. KIPP is leveraging its existing regional infrastructure to convene and support its network of college counselors at its 31 KIPP high schools across 16 states.

The LA Promise Fund serves thousands of students across LA County at district partner schools, charter schools, and through its innovative programs. With this grant, LA Promise Fund leads a network of 10 high schools from South Los Angeles to ensure that more Black and Latinx students graduate eligible for college. The Los Angeles network works with school-based teams to increase the number of students taking and passing the required college prep coursework (A-G) mandated by the State of California. The network uses continuous improvement protocols to identify challenges, root causes, and associated solutions across the cohort of schools to achieve collective impact for South Los Angeles.

Denver Public Schools (DPS) serves over 93,000 students, the majority of whom are students of color and low-income. DPS’ work will focus on improving college-ready on-track outcomes for Black, Latinx and low-income students. DPS will support teams of educators to analyze and address the root causes, both technical and cultural, that lead to the persistent gaps in access to quality, culturally responsive instruction and ultimately college-ready on-track indicators. The district also seeks to continue to build and more deeply embed continuous improvement and networked learning capacity across the organization with support from the Carnegie Foundation.

High Tech High Graduate School of Education leads a College Access and Enrollment Network of schools in Southern California with the aim of increasing the number of Black, Latino, and low-income students who apply, enroll, and ultimately go to a four-year college. Partnering with up to 30 schools, High Tech High focuses on four critical drivers of college matriculation: financial access, the college application process, fostering a sense of belonging, and reducing students’ failure to enroll even after they have been admitted.

NOTE: This fact sheet was updated in November 2018, following the Gates Foundation’s NSI grant announcement in August 2018, to add two additional grantees.
Network for College Success supports a network of 17 Chicago high schools to increase the number of Black, Latino, and low-income students who are on-track to high school graduation and earning a 3.0 GPA or better at the end of 9th grade towards the goal of postsecondary readiness. They do this by building partner schools' capacity to engage in cycles of continuous improvement—testing which student, teacher, and school interventions create the school conditions that build upon the abilities, intelligence, and creativity of Chicago's youth.

Over the last four years New Tech Network (NTN) has organized and facilitated networked improvement communities throughout the country. NTN will advance well-matched college enrollment for Black, Latino, and low-income students in Texas high schools. Their network will launch with an initial cohort of 10 schools from an urban (El Paso ISD), rural (Ector County ISD), and suburban (Comal County ISD) district and grow over time to support more schools in pursuing well-matched postsecondary enrollment. NTN’s extensive experience supporting 200 member schools with tracking data for continuous improvement and strengthening school cultures to improve college access and enrollment for students of color and low-income students.

New Visions for Public Schools (NVPS) works with networks of public schools in New York City that in total include more than 340 schools serving more than 180,000 students in grades K-12. Through this grant, NVPS works with a network of up to 67 high schools over five years to collectively design, implement, and test strategies to increase the number of Black, Latino, and/or low-income students who graduate from high school prepared to succeed in college. NVPS builds school team capacity to use data and continuous improvement to help more students maintain competitive GPAs, succeed in advanced coursework, and achieve college-ready scores on state Regents exams.

The Northwest Regional Education Service District (NWRESD) is the largest of Oregon’s 19 education service districts, serving 125,000 students across 20 school districts. As a broker of resources and services, NWRESD partners with districts, families, higher education, and community-based organizations to enhance educational opportunities for students. The NWRESD 9th Grade Success Network seeks to support 31 regional high schools through a continuous improvement process focused on deeper learning and culturally sustaining pedagogies with the common goal to increase the number of students who are on track by the end of 9th grade to graduate.
Since 1993 **Partners in School Innovation** has improved the student achievement of low-performing schools serving predominantly low-income students of color. With this grant, Partners runs a network of 9 schools in Philadelphia to bring together middle school math teachers, instructional coaches, and principals to help students who begin the year below grade level to rapidly catch up to their high-performing peers. In addition, Partners is strengthening its capacity to connect schools in virtual communities and its ability to capture and use classroom-level data in the continuous improvement process.

**Seeding Success** is a Memphis-based partnership in the StriveTogether national network of cradle-to-career collective impact organizations. Through this grant, Seeding Success leverages its strong partnership with Shelby County Schools to support a network of 15 feeder pattern middle and high schools over a 24-month period to begin tracking 8th grade and 9th grade on-track outcomes, identify root causes of students who fall off track, and test aligned interventions through rapid improvement cycles to help more students stay on track toward college and career readiness.

The **Southern Regional Education Board (SREB)** leads a network of 10 secondary schools that focuses on increasing the proficiency rates of Black, Latino, and low-income students on 8th grade math and 9th grade Algebra 1 in Birmingham, AL (Jefferson County). In North Carolina, SREB works with rural school districts in Bladen, Beaufort, and Stanly counties to deploy rapid tests of solutions to education problems shared across the districts.

Cincinnati Public Schools, Cincinnati Children’s Hospital Medical Center—an international leader in quality improvement and learning networks—and **StrivePartnership** aim to support teams from 10 schools to use continuous quality improvement (CQI) to increase the number of Black, Latino, and low-income students who are proficient in math and on track at the end of 8th grade for high school graduation. The planning grant supports the development of a readiness evaluation and selection of network schools, build capacity to investigate root causes, and test interventions and mobilize teams for operational success.

Since 2009, **Teach Plus** has empowered teacher leaders to shift instructional practice and impact educational policy to improve student outcomes. With this grant, Teach Plus runs a network of 10 middle schools in Chicago and Los Angeles, working to increase the number of African American, Latino, and low-income students achieving proficiency in 8th grade math. As part of this grant, Teach Plus partners closely with the Rennie Center for Education Research & Policy, using their evidence-based Change Management Framework to develop continuous improvement skills among the ten schools' teacher leaders and principals.
Guided by the belief that every life has equal value, the Bill & Melinda Gates Foundation works to help all people lead healthy, productive lives. In developing countries, it focuses on improving people's health and giving them the chance to lift themselves out of hunger and extreme poverty. In the United States, it seeks to ensure that all people—especially those with the fewest resources—have access to the opportunities they need to succeed in school and life. Based in Seattle, Washington, the foundation is led by CEO Sue Desmond-Hellmann and Co-chair William H. Gates Sr., under the direction of Bill and Melinda Gates and Warren Buffett.

For additional information on the Bill & Melinda Gates Foundation, please visit our website: www.gatesfoundation.org.

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GRANT DETAILS

Achieve Atlanta: $532,000, 24 months (Atlanta, GA)
American Institutes for Research: $8,900,000, 60 months (Central Florida)
Baltimore City Public Schools: $11,160,000, 48 months (Baltimore, MD)
Bank Street College: $700,000, 16 months (Yonkers, NY)
Ed Partners: $12,000,000, 61 months (California)
Center for Leadership and Educational Equity: $560,000, 20 months (Rhode Island)
City Year: $520,000, 18 months (Milwaukee, WI)
The Commit Partnership: $7,300,000, 60 months (Dallas County, TX)
The Communities Foundation of Texas (TXNSI): $503,000, 15 months North Texas)
Community Center for Education Results: $515,000, 24 months (South King County, Washington)
CORE Districts: $16,000,000, 61 months (California)
Denver Public Schools: $10,000,000, 60 months (Denver, CO)
High Tech High: $10,300,000, 60 months (Southern California)
Institute for Learning: $7,400,000, 60 months (Dallas, TX)
KIPP Foundation: $499,000, 23 months, (Multiple States)
LA Promise Fund: $589,000, 24 months (Los Angeles, CA)
Network for College Success: $11,700,000, 60 months (Chicago, IL)
New Tech Network: $11,950,000, 60 months (El Paso County, Comal County, Ector County, TX)
New Vision for Public Schools: $13,900,000, 60 months (New York, NY)
Northwest Regional Educational Service District: $586,000, 24 months (Northwest Oregon)
Partners in School Innovation: $499,000, 15 months (Philadelphia, PA)
Seeding Success: $560,000, 24 months (Memphis, TN)
Southern Regional Education Board: $3,300,000, 36 months (Jefferson County, AL and Bladen, Beaufort, and Stanley Counties, NC)
StrivePartnership: $750,000, 12 months (Cincinnati, OH)
Teach Plus: $619,000, 23 months (Chicago, IL and Los Angeles, CA)