



Networks for School Improvement

FACT SHEET

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 practices and a student-focused approach, with a particular focus on 8th and 9th grade on-track or completing key steps in the college application and enrollment process. 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 and refining their approaches as they go.

KEY FACTS

\$240M	Dollars Granted
30	Grants Made
23+	States

QUOTE

“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

Access ASU and the Be a Leader Foundation will partner with schools and districts to increase the number of Arizona students who enroll and succeed in higher education. Together, they have developed a comprehensive approach to increase college access and enrollment for underserved communities rooted in a commitment to leverage data to identify timely supports students need to pursue well-matched postsecondary pathways. Twenty-three high schools in three of the largest districts in Arizona will utilize a continuous improvement model to advance key college-going indicators including college advising, FAFSA and college application completion and postsecondary transition support.

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 course taking, 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 23 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.

Bank Street Education Center at Bank Street College of Education will work with a network of 20 schools in Yonkers Public Schools to increase the number of Black, Latinx, and low-income students who successfully complete 8th grade math and are on-track for high school graduation. Bank Street supports school and district teams to use data-driven continuous improvement processes to address inequitable outcomes and transform instruction by infusing teacher practice with a deep understanding of content, child development, teacher and student identity, and close reviews of student work. Bank Street will also support school-level leadership development and district-level planning to ensure that schools are well-positioned to learn their way through common challenges and scale improvements across the system.



OUR PORTFOLIO OF INVESTMENTS

Since its inception in 1999 the **BARR (Building Assets Reducing Risks) Center** has served over 99,000 students and 8,500 educators in 17 states and DC. With this grant, BARR will support a network of 30 schools across two geographic regions, Midwest (IL and MN) and Southern California. The network aims to increase college ready on-track rates for all students with a particular focus on Black, Latinx and low-income students. BARR will use continuous improvement to promote 9th grade success and ultimately increase GPA in grades 11-12, enrollment in advanced courses, math and ELA proficiency, and graduation rates.

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 with the Everyone Graduates Center at Johns Hopkins University's School of Education partners with school and district leaders serving predominantly Black, Latino, and low-income students in systemically underserved areas to determine structures, practices, and student support systems that enable all students to high school graduation. They connect and convene leadership teams from schools to develop their capacity for continuous improvement utilizing Early Warning Indicators and leverage additional in-school staff from



City Year and City Year AmeriCorps members to help schools close opportunity gaps and advance school performance. City Year's Network for School Improvement is currently operating in Milwaukee, WI and will expand to Tulsa, OK in 2020 and additional cities across City Year's network of partner schools and districts over the next several years.

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.





Founded in 2015, the **Connecticut RISE Network** represents a partnership between teachers, counselors, and administrators working together across communities to pursue innovative solutions, solve shared challenges and help all students achieve college, career, and life success. During the 2019-20 school year, the RISE Network expanded to include 10 public high schools across nine Connecticut school districts, serving over 14,000 students and connecting over 1,000 educators. This grant will support RISE's efforts to deepen and extend the network's impact with a focus on Grade 9 on-track achievement.

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 improvements so that more low-income students enroll in a postsecondary 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.

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.

Eskolta School Research and Design will support 46 high schools across a growing geographic area to provide a climate of trust, stability, and high expectations for students who were once failed by the system. Eskolta empowers educators to re-engage under-served high school students as learners and help them progress toward graduation with the academic credentials required for college acceptance, enrollment and success and/or to secure living wage jobs. Drawing on current academic research and using design thinking, Eskolta helps schools to create practices that successfully reengage students and build a culture of high expectations, respect, and compassion in which students thrive. The Eskolta Network connects educators in the shared challenge of transforming learning for students by working together to identify root causes, draw upon research, design practices and tools, test and modify them, and measure their impact on student learning.





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.

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 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 242 public charter schools serving 100,000 students in all grades preK-12, dedicated to preparing students for success in college and life. KIPP's goal is to significantly increase the number of Black, Latino, and low-income students who succeed in high school, enroll in a postsecondary institution, and prepare students to pursue the paths they choose—college, career, and beyond. Through their NSI, KIPP aims to strengthen their high school academic and post-secondary counseling outcomes, working with 35 KIPP

high schools across 16 states, through a mix of professional development, sharing and learning convenings, continuous improvement capacity building and school-based implementation support.

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.

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 will enable them to coach participating 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 **New York City Department of Education (NYCDOE)** will launch a network for middle schools to improve 8th grade on-track outcomes for low-income Black and Latino multilingual students. The network will deepen the work of NYCDOE's Instructional Leadership Framework, which comprises advanced literacy and culturally responsive-sustaining educational practices through strategic teaming. Students will be supported in content mastery and language development through engaging texts, rich discussion, regular writing, and explicit instruction in academic language. The team will use ELA and math proficiency as well as grade point average, attendance, and course passing as key indicators. This grant builds on the NYCDOE's current work with a network of 17 Brooklyn schools (elementary, middle, and K-8s) where educators have been using improvement science to promote advanced

literacy skills for multilingual learners. Additionally, educators have built a strong model of central office, Borough/Citywide offices, and school-based supports in order to leverage in their work.

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 its founding in 1993, **Partners in School Innovation** has improved the student achievement of under-performing schools serving predominantly low-income children of color. With this grant, Partners will run four networks, beginning in Philadelphia. The networks will initially 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. After two years, the networks will transition to supporting school instructional leadership teams as change agents who will improve teaching and learning in all subjects. Partners is



New Tech Network



NYC Department of Education





also 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

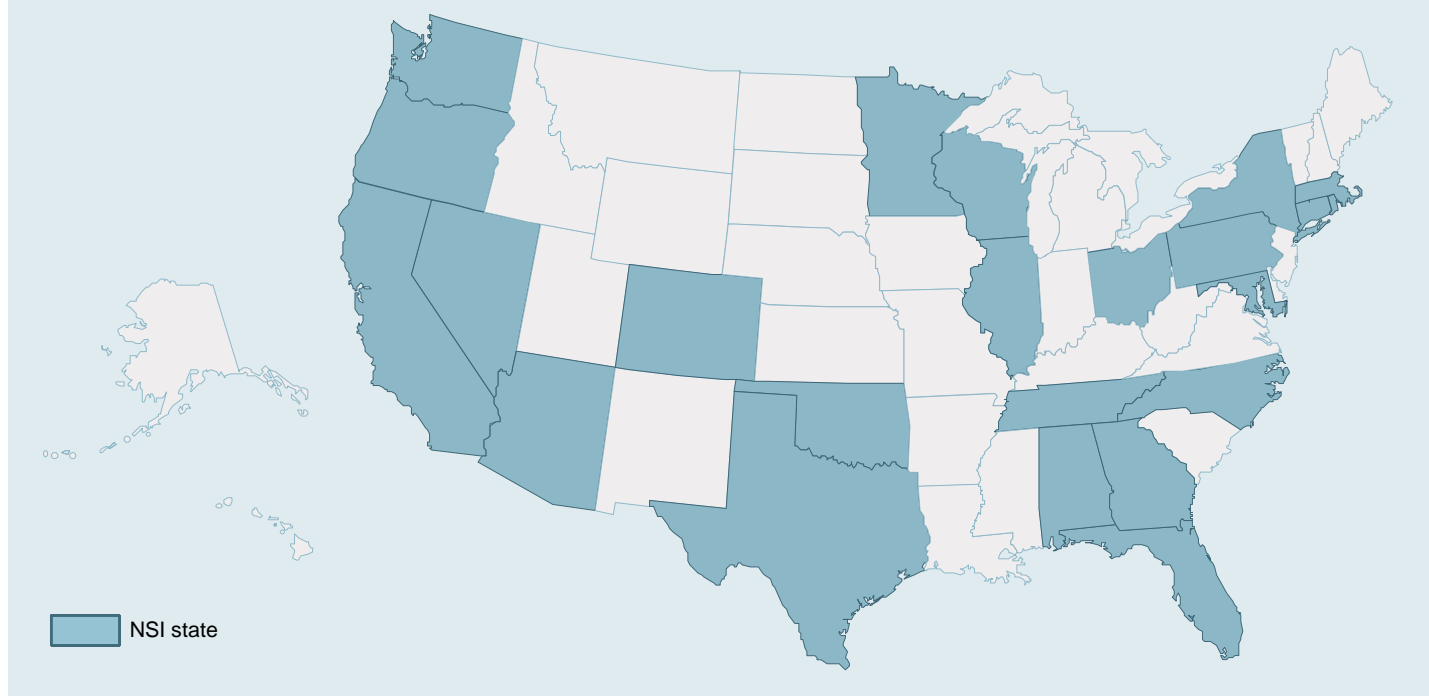
the number of Black, Latino, and low-income students who are proficient in math and on track at the end of 8th grade for high school graduation. The planning grant supports the development of a readiness evaluation and selection of network schools, build capacity to investigate root causes, and test 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 Black, 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.

The Texas Network for School Improvement (TXNSI) is a collaboration between Educate Texas (a public-private initiative of Communities Foundation of Texas), Learning Forward, and the Charles A. Dana Center at The University of Texas at Austin. TXNSI aims to increase the percentage of Black, Latinx, and low-income middle schoolers who are academically and behaviorally on-track to graduate high school ready for college and career success by enhancing middle school educational opportunities, especially in math. TXNSI works with a regional network of North Texas schools using continuous improvement processes to accelerate equitable changes that improve student outcomes. Each member of the collaborative brings their unique strengths to the partnership; Educate Texas serves as the network convener and provides analytical support, Learning Forward brings their expertise in professional learning and continuous improvement, and the Dana Center provides subject matter expertise and technical assistance around mathematics education and equitable student success.



NETWORKS FOR SCHOOL IMPROVEMENT: SCHOOL LOCATIONS



GRANT DETAILS

Achieve Atlanta: \$532,000, 24 months (Atlanta, GA)

American Institutes for Research: \$8,900,000, 60 months (Central Florida)

Access ASU: \$8,666,000, 55 months (Arizona)

Baltimore City Public Schools: \$11,160,000, 48 months (Baltimore, MD)

Bank Street College: \$11,193,000, 60 months (Yonkers, NY)

BARR Center: \$12,946,000, 61 months (California, Minnesota, Illinois)

Connecticut RISE: \$4,900,000, 56 months (Connecticut)

Center for Leadership and Educational Equity: \$560,000, 20 months (Rhode Island)

City Year: \$12,700,000, 60 months (Milwaukee, WI and Tulsa, OK)

The Commit Partnership: \$7,300,000, 60 months (Dallas County, TX)

Communities Foundation of Texas (TXNSI): \$4,153,000, 45 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)

Ed Partners: \$12,000,000, 61 months (California)

Escolta School Research and Design: \$14,998,000, 57 months (Boston, MA and New York City)

High Tech High: \$10,300,000, 60 months (Southern California)

Institute for Learning: \$7,400,000, 60 months (Dallas, TX)

KIPP Foundation: \$14,995,000, 60 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 Visions for Public Schools: \$13,900,000, 60 months (New York, NY)

New York City Department of Education: \$13,000,000, 55 months (New York City)

Northwest Regional Educational Service District: \$586,000, 24 months (Northwest Oregon)

Partners in School Innovation: \$13,660,000, 62 months (California, Nevada, and 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)

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.

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