

## Partner Background

**Organization names:** Generation Schools Network, Inc. in partnership with Battelle for Kids

### **Summarize your organization's mission and its connection to Louisiana's plan for struggling schools:**

**Generation Schools Network (GSN)** is a national non-profit committed to ensuring that *every student, regardless of life circumstances is prepared for success in school, work and life*. GSN seeks to transform public education through sustainable, scalable strategies that drive student achievement and teacher effectiveness for all students and teachers. GSN accomplishes this through starting new schools based on its holistic, revolutionary and award-winning school model as well as through providing coaching and technical assistance, curriculum and resources to improve schools based on model elements such as teacher collaboration, social-emotional learning, blended learning and college/career readiness. Over the past 12 years, GSN has worked with dozens of districts and schools in four states on school turnaround, redesign and improvement strategies. More about GSN services: [goo.gl/ftGyz0](http://goo.gl/ftGyz0). GSN's approach to improvement involves changing mindsets, structures (use of time, talent, resources), practice and policy in support of innovative problem solving and implementation to address root causes of low academic performance.

The past two years, GSN has worked in concert with Battelle for Kids to develop the 33 district Colorado Rural Education Collaborative (CREC). The CREC districts and BOCES work together with the coordinating support of GSN and BFK (informed by their experience with the Ohio Appalachian Collaborative) to address the most pressing needs of the districts: teacher recruitment/retention, college/career pathways and peer coaching/teacher efficacy. Through this work, significant wins have already taken place: [goo.gl/e5HxuL](http://goo.gl/e5HxuL). BFK and GSN have become strong partners sharing a common mission and culture and playing complementary roles in improving education. BFK guides on large impact strategies and GSN staff embed on the ground in schools and districts to support the work.

**Battelle for Kids (BFK)** is a national, not-for-profit organization dedicated to moving education forward for students by supporting the educators who work with them every day. Our mission-driven team of education, communications, technology, and business professionals provide services and solutions that empower teachers, develop leaders, and improve school systems to advance learner-centered education and ensure the success of all students. Over the last 15 years, BFK has partnered with educators in urban, suburban, and rural districts, statewide and regional rural collaboratives, state education agencies, and other education-focused organizations. Our work has impacted 6 million+ students and 400,000+ educators in more than 30 states.

Our approach to persistently struggling schools aligns well with the Louisiana Believes ESSA plan. First, we help identify, align and implement best-in-class supports. That is why we are partnering with the Generation Schools Network, a national leader in successful school redesign. Second, we recognize that school redesign is a cooperative process among partners, the state, and local school systems and their communities which speaks to our work in a variety of integrative frameworks from networked improvement communities and rural collaboratives to community-based strategic planning and system reinvention. Third, we believe communication is essential to improvement particularly in terms of school and family relations. Our work in this area is supported by expertise in marketing, communications and social media.

**Evidence of Track Record of Student and School Outcomes:** In 2006, Generation Schools Network used its revolutionary school model to launch Brooklyn Generation School (BGS) at the South Shore Campus in the Canarsie Neighborhood of Brooklyn, NY. The campus was in turnaround status and deemed "unsalvageable" by the NY Times. Today, BGS serves as a demonstration of what's possible with a graduation rate that matches that of the city, quadrupled Regent's pass rates, a consistent track record of beating the district predicted formula for student achievement based on risk factors and

100% college acceptance. BGS has significant populations of both special education students and second language learners (Haitian-Creole or Spanish as first language). More at: <http://generationschools.org/results.html>

From 2010-2013, GSN served as a New York City Innovation Zone (iZone) partner acting as a catalyst for improvement and innovation at The Young Women's Leadership Academy, Gregorio Luperon High School and Bronx Writer's Academy among others. Current work includes schools like the Urban Assembly Academy for Math & Science ([goo.gl/F677Q6](http://goo.gl/F677Q6)).

Subsequently, GSN searched for a location to launch a second model school where per pupil revenue was closer to most other states. West Generation Academy opened its doors in Fall 2012 in Denver, CO as a replacement school on a turnaround campus. GSN was deeply involved in approval, launch and model implementation during the first two years with student outcomes demonstrating significant improvement: [goo.gl/t4shTE](http://goo.gl/t4shTE).

In 2014, GSN was approved as a Diagnostic Review/Unified Improvement Planning (DR/UIP) partner by the State of Colorado conducting nearly a dozen reviews and providing follow-up support. Bennett Elementary improved through DR/UIP, redesign, support for teacher collaboration, social/emotional learning and literacy coaching to leave Turnaround Status. Similarly, GSN was approved in partnership with BFK and Colorado State University - Global Campus, to serve as a Turnaround Leadership Provider assisting Ignacio Elementary with leaving Turnaround status. From 2013-2016, GSN worked alongside Englewood School District (small city south of Denver) providing redesign, college/career readiness and teacher collaboration supports resulting in significant improvements in student results. GSN's work has largely focused on meeting the needs of underserved students using redesign to support Multi-Tiered Systems of Support Strategies affirming the belief that schools can simultaneously be good for students, teachers and the community.

In 2007, Battelle for Kids began a partnership with the Houston Independent School District (HISD) to help better align the district's initiatives and communicate them to stakeholders. HISD had created numerous programs over the years, many of which were showing positive results, but lacked coherence. BFK branded HISD's new educational -improvement and performance-management model as "ASPIRE" (Accelerating Student Progress. Increasing Results & Expectations). ASPIRE had four core components: Developing Human Capital, Improving Teaching and Learning, Informing Practice, and Recognizing Excellence.

Beginning in 2011, BFK served as the Tennessee Department of Education's (TDE) largest *First to the Top* implementation partner. This multi-year engagement focused on transitioning to high-quality standards and assessments, using data to improve instruction, developing teachers and leaders, and turning around the state's lowest-performing schools.

- In 2013, the majority of Tennessee districts increased scores and narrowed achievement gaps for Black, Hispanic, and Native American students in almost every subject resulting in the 2013 National Assessment of Educational Progress report identifying Tennessee as the fastest-improving state in education in the nation.
- In 2012, Tennessee districts saw proficiency levels increase and two-thirds improved in every subject.
- Nearly 8,000 educators participated in 900+ days of workshops and over 300,000 hours of on-line PD focused on implementing Formative Instructional Practice and using data for improvement.
- 450 District Value-Added Leadership Team members and 30 credentialed Regional Specialists built educator capacity to understand and use value-added analysis in every district.

BFK has helped the 27 districts in the Ohio Appalachian Collaborative (OAC) achieve many successes including:

- Over 2,800 students have benefitted from the creation of 56 career pathways in Arts & Communication, Business & Entrepreneurship, Health & Human Services, and STEM.
- Nearly 250 dual enrollment courses are now available for students, ranging from accounting to structural engineering to Mandarin Chinese and global politics in partnership with 14 institutions of higher education.
- OAC students have earned more than 13,200 college credit hours, saving students and families an estimated \$2.35 million in college tuition costs.
- Through the Ohio Straight A grant, 78 rural teachers have been credentialed to teach dual enrollment courses.
- In the OAC, 185 classrooms now have the capacity for blended learning impacting more than 7,700 students.

## School Improvement Model

### How will you differentiate your services to meet the unique needs of schools and districts in Louisiana?

Both GSN and BFK have a history of collaborative design and innovation processes, believing that innovation and improvement must be locally owned. Ultimately, adopting a localized, collaborative approach to implementing large-scale initiatives that improve teaching and learning is a powerful way to ensure lasting impact. In particular, there is great promise in rural collaboratives to elevate the voice of rural districts; empower isolated educators, administrators, and students; and use limited resources to tackle persistent challenges.

Unique Needs: Together, we have the ability to-- Assess Strengths, Analyze Opportunities, Monitor and Measure Progress, Integrate Individual, Group, and Organizational Effectiveness

Service Differentiation: We can empower schools in the areas of Culture & Leadership, Time, Talent, & Resources Redesign, Improvement Planning & Monitoring, Predictive & Formative Analytics, Student Agency/Social & Emotional Learning, College/Career Readiness, Teacher Collaborative Practice, Assessment Planning, Data Teams & Cycles, Intervention Strategies and Core Instructional Practice

**What are the attributes of your ideal partner school or district?** GSN and BFK have worked in urban, rural and suburban districts and are comfortable in all three settings. More important than geography is leadership capacity, collective responsibility, high expectations, transparency, adaptability and a commitment to true partnership and collaboration.

**Third party provider experience lending to coherent school and district improvement:** GSN and BFK have extensive experience working with partners, knowing that we can individually and collectively assist schools with needs, but may not be the best provider in a certain area or greater impact achieved by partnering locally. Over multiple engagements, BFK has collaborated with partners including TNTP, The University of Washington Center for Educational Leadership, multiple value-added providers, UPD Consulting, the Center for Educational Leadership and Technology, and the New Teacher Center among others. GSN has worked with a large number of national partners as well as local partners that support College/Career Readiness exposure experiences (Google, Franklin-Templeton, The Port Authority, Solara Capital and the VA Hospital) and the Social/emotional needs of students (University of Denver, Spanish Peaks Mental Health and Colorado Uplift!). Partnerships ensure districts and teachers benefit from subject matter experts working in coordination to build educators' capacity. Students and their families benefit from engaging with community partners to ensure all students *are prepared* to graduate college and career ready. Collective capacity includes leading change, and partnering with education leaders across the country to:

- Develop and improve state accountability systems, including building educators' capacity to implement effective instructional practices and use multiple measures to inform leading, teaching, and learning
- Provide differentiated support to vulnerable populations
- Implement strategies to personalize learning and engage students and families from various socioeconomic backgrounds and build an understanding of the important roles they play to support student learning at home
- Support coherence through communications, change management and focus

### What support from the state, district or school partners would enhance your success in Louisiana?

- State: Support/incentivize collaboration, connect economic development, coordinate policy and regulatory environment
- District: Executive sponsor; Access & planning inclusion; coordinate communications
- School: Community/parent engagement; time, talent, and resource flexibility; principal as lead learner

- Assess Strengths
- Analyze Opportunities
- Monitor and Measure Progress
- Integrate Individual, Group, and Organization Effectiveness

- Community and Parent Engagement
- Flexibility in Time, Talent, and Resources
- Principal as Lead Learner

- Culture & Leadership
- Time, Talent, & Resources Redesign
- Predictive & Formative Analytics
- Student Agency
- Collaborative Change

- Executive Sponsor
- Access & Planning Inclusion
- Coordinate Communications

- Collective Responsibility
- High Expectations
- Transparency
- Adaptability

- Support and Incentivize Collaboration
- Connection to Economic Development
- Coordinate Policy and Regulatory Environment

- Communications & Change Management
- Focus
- Leverage Impact

