



# 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 and Latino students, and students experiencing poverty 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.

## WHAT WE'RE DOING

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 school, take local context into consideration, are rooted in research and evidence, and connect to a broader strategy. The NSI portfolio is anchored in the notion that if intermediary organizations use equity and data-driven continuous improvement methods to introduce evidence-based solutions and tools to schools and school systems, then those schools and systems can improve key outcomes predictive of college readiness and postsecondary persistence for Black and Latino students, and students experiencing poverty. 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 indicators or completing key steps in the college application and enrollment process. Our expanded NSI portfolio continues to support 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

<b>\$309M</b>	Dollars Granted
<b>32</b>	NSI Grants Made
<b>14+</b>	States
<b>900+</b>	Anticipated Schools

## 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 are partnering 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. Teams from twenty-three high schools in three of the largest districts in Arizona, comprising 16% of all students in the state, are working together to use continuous improvement practices to advance key college-going indicators including college advising, FAFSA, college application completion, and postsecondary transition support.

Where: AZ

Student Outcome: Well-Matched Postsecondary Enrollment

Grant Amount: \$8,666,599

Grant Length: 11/2019 to 6/2024

**American Institutes for Research (AIR)** supports networks of schools in Osceola County, Florida and Long Beach Unified School District (LBUSD) in Long Beach, California. The NSI is designed to address equity gaps, which encompass disparities in access, treatment and opportunity within the education system. In Florida, the work is focused on improving 9th and 10th grade math proficiency, focusing specifically on Algebra and Geometry. In California, the work will focus on 8th grade on track, initially focusing on improving literacy across content areas for Black, Latino and students experiencing poverty as a lever for improvement across the other indicators.

Network 1:

Where: FL

Student Outcome: College Ready On-Track

Grant Amount: \$8,905,233

Grant Length: 6/2019 through 7/2024

Network 2:

Where: CA

Student Outcome: 8th Grade On-Track

Grant Amount: \$4,796,340

Grant length: 10/2020 to 10/2023



**Baltimore City Public Schools (City Schools)** serves over 80,000 students, the majority of whom are students of color and experiencing poverty. 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 English Language Arts (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. City Schools is building on its current 9th grade on-track work by launching a new 12 high school NSI effort.

Network 1:

Where: MD

Student Outcome: 8<sup>th</sup> and 9<sup>th</sup> Grade On-Track

Grant Amount: \$11,160,252

Grant Length: 8/2018 to 8/2022

Network 2:

Where: MD

Student Outcome: 9<sup>th</sup> Grade On-Track

Grant Amount: \$12,263,277

Grant Length: 9/2020 to 10/2025

**Bank Street Education Center** at Bank Street College of Education will work with a network of 23 schools in Yonkers Public Schools and 10 schools in District 17 and 18 in South Brooklyn to increase the number of Black, Latino, and students experiencing poverty 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.

Network 1:

Where: NY

Student Outcome: 8th Grade On-Track

Grant Amount: \$11,193,934

Grant Length: 10/2019 to 10/2024

Network 2:

Where: NY

Student Outcome: 8th Grade On-Track

Grant Amount: \$4,670,512

Grant Length: 9/2020 to 9/2023

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, Latino and students experiencing poverty. 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.

Where: CA, MN, IL

Student Outcome: College Ready On-Track

Grant Amount: \$12,946,990

Grant Length: 9/2019 to 10/2024

**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 partners with 17 California districts aimed at improving outcomes for Black, Latino and



students experiencing poverty. Nine of these districts are focused on improving 9th grade on-track rates and eight are focused on improving 8th grade on-track rates. This initiative also aims to build the capacity of Ed Partners, specifically to deepen its design, delivery, measurement, learning, and evaluation capacity.

Where: CA

Student Outcome: 8th and 9th Grade On-Track

Grant Amount: \$12,000,000

Grant Length: 6/2018 to 6/2023

**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 students experiencing poverty in systemically underserved areas to determine structures, practices, and student support systems that enable all students to graduate high school. 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 Tulsa, OK. In total, it will comprise 40 schools and span four school districts.

Where: WI, OK

Student Outcome: 8th Grade On-Track

Grant Amount: \$12,700,000

Grant Length: 10/2019 to 10/2024







**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 partners with 57 high schools across 11 Dallas County districts working on well matched post-secondary enrollment. Additionally, they are 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.

Where: TX  
 Student Outcome: Well-Matched Postsecondary Enrollment  
 Grant Amount: \$7,298,343  
 Grant Length: 6/2019 to 7/2024

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.

Where: CT  
 Student Outcome: 9th Grade On-Track  
 Grant Amount: \$4,959,007  
 Grant Length: 11/2019 to 7/2024

Founded in 2010, **CORE Districts** partners with eight 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.

Network 1:  
 Where: CA  
 Student Outcome: 9th Grade On-Track  
 Grant Amount: \$14,577,733  
 Grant Length: 6/2018 to 6/2023

Network 2:  
 Where: CA  
 Student Outcome: 9th Grade On-Track  
 Grant Amount: \$8,219,719  
 Grant Length: 9/2020 to 6/2025

**Denver Public Schools (DPS)** serves over 93,000 students, the majority of whom are students of color and low-income. DPS’ work aims to improve college ready on-track outcomes for Black, Latino and students experiencing poverty. DPS supports 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.

Where: CO  
 Student Outcome: College Ready On-Track  
 Grant Amount: \$10,068,033  
 Grant Length: 7/2019 to 7/2024



**Eskolta School Research and Design** supports high schools in New York and Boston 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 re-engage 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.

Where: MA, NY  
 Student Outcome: College Ready On-Track  
 Grant Amount: \$14,998,609  
 Grant Length: 10/2019 to 7/2024

**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 students experiencing poverty who apply, enroll, and ultimately go to a well-matched 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.

Network 1:  
 Where: CA  
 Student Outcome: 8th Grade On-Track  
 Grant Amount: \$11,578,623  
 Grant Length: 9/2020 to 9/2025

Network 2:  
 Where: CA  
 Student Outcome: Well-Matched Postsecondary Enrollment  
 Grant Amount: \$10,012,670  
 Grant Length: 8/2018 to 7/2023



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 students experiencing poverty who are proficient in English Language Arts and on track at the end of 9th grade for high school graduation.

Where: TX  
 Student Outcome: 9th Grade On-Track  
 Grant Amount: \$7,485,903  
 Grant Length: 8/2018 to 6/2023

**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 students experiencing poverty 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 postsecondary counseling outcomes, working with 35 KIPP high schools across 16 states, via a mix of professional development, sharing and learning convenings, continuous improvement capacity building and school-based implementation support.

Where: CA, CO, DC, GA, IN, LA, MA, NJ, NY, NC, OH, PA, TN, TX  
 Student Outcome: Well-Matched Postsecondary Enrollment  
 Grant Amount: \$14,995,477  
 Grant Length: 11/2019 to 11/2024





**Network for College Success** supports two networks with over 30 Chicago high schools to increase the number of Black, Latino, and students experiencing poverty 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. NCS provides coaching, professional learning, network facilitation and access to an array of tools and diverse research about 9th grade success.

Network 1:

Where: IL

Student Outcome: 9th Grade On-Track

Grant Amount: \$11,679,596

Grant Length: 9/2018 to 7/2023

Network 2:

Where: IL

Student Outcome: 9th Grade On-Track

Grant Amount: \$4,995,509

Grant Length: 11/2020 to 1/31/2024

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 students experiencing poverty in Texas high schools. Their network launched with an initial cohort of 11 schools from an urban (El Paso ISD), rural (Ector County ISD), and suburban (Comal County ISD) district

and is growing to support 50 schools in pursuing well-matched postsecondary enrollment. . NTN's extensive experience supporting a network of over 200 member schools enables them to coach participating schools to track data for continuous improvement and strengthen school cultures to improve college access and enrollment for students of color and students experiencing poverty.

Where: TX

Student Outcome: Well-Matched Postsecondary Enrollment

Grant Amount: \$11,957,041

Grant Length: 6/2019 to 7/2024

**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 two networks that will grow to approximately 78 high schools over five years to collectively design, implement, and test strategies to improve 9th grade on-track outcomes for Black and Latino students and students experiencing poverty. NVPS builds school team capacity to use data and continuous improvement to help more students maintain competitive GPAs, earn needed course credits, and achieve college-ready scores on state Regents exams.

Network 1:

Where: NY

Student Outcome: 9th Grade On-Track

Grant Amount: \$13,986,883

Grant Length: 8/2018 to 7/2023







Network 2:

Where: NY

Student Outcome: 9th Grade On-Track

Grant Amount: \$9,498,260

Grant Length: 9/2020 to 6/2025

The **New York City Department of Education** (NYCDOE) works with a network of 18 middle schools to improve 8th grade on-track outcomes for Black and Latino multilingual students. The network deepens the work of NYCDOE’s Instructional Leadership Framework, which comprises advanced literacy and culturally responsive-sustaining educational practices through strategic teaming. NYCDOE improvement coaches support school teams in using data and continuous improvement to meet students’ needs. Students are supported in content mastery and language development through engaging texts, rich discussion, regular writing, and explicit instruction in academic language. The NYCDOE team uses ELA and math proficiency as well as grade point average, attendance, and course passing as key indicators of student progress.

Where: NY

Student Outcome: 8th Grade On-Track

Grant Amount: \$13,009,619

Grant Length: 11/2019 to 6/2024

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 and Santa Clara County, California. 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 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.

Where: CA, PA

Student Outcome: 8th Grade On-Track

Grant Amount: \$13,660,851

Grant Length: 10/2019 to 12/2024

Since 2009, **Teach Plus** has empowered teacher leaders to shift instructional practice and impact educational policy to improve student outcomes. Teach Plus seeks to develop and grow a teacher leader-driven Network for School Improvement (TLNSI) within Chicago Public Schools that directly addresses disparities and opportunity gaps for Black, Latino, and students experiencing poverty. This network will bring together teams of middle school teacher leaders—along with their principals and peers—to use continuous improvement methodologies to increase the proportion of focus students who achieve on-track status and are prepared to enter high school ready for success. Teach Plus coaches will support the development of teacher leaders in our five core attributes: purpose-driven instructional leadership, evidence-based decision making, skillful facilitation of adult learning, change agency, and equity advocacy. Teacher leaders will use data, both formal and informal, to drive instructional decisions and change ideas, chronicling their team’s continuous learning to be shared across the network. Change ideas will leverage high quality instructional content and tools, deepening teacher leaders’ instructional knowledge and skills, and



providing opportunities to build additional expertise as needed. 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.

Where: IL

Student Outcome: 8th Grade On-Track

Grant Amount: \$4,935,356

Grant Length: 10/2020 to 10/2023

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**Teaching Matters** will be working with 16 middle schools in New York City to improve 8th grade on-track outcomes for Black and Latino students and students experiencing poverty. They will begin with a focus on literacy, leveraging EL Education's literacy curriculum. They will use the shared curriculum as the basis to support teachers in helping more students reach proficiency in literacy. Through coaching, cross-school sharing, and network convenings, they aim to increase school and district capacity to use improvement science methods with an equity lens, including testing, refining and spreading evidence-based and culturally responsive change ideas designed to improve student outcomes.

Where: NY

Student Outcome: 8th Grade On-Track

Grant Amount: \$8,437,995.01

Grant Length: 9/2020 to 9/2025

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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 8th grade students who are Black, Latino, and/or experiencing poverty 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.

Network 1:

Where: TX

Student Outcome: 8th Grade On-Track

Grant Amount: \$4,153,933

Grant Length: 10/2019 to 7/2023

Network 2:

Where: TX

Student Outcome: 8th Grade On-Track

Grant Amount: \$3,480,442

Grant Length: 7/2020 to 8/2023

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**Tulare County Office of Education (TCOE)** will run a College Ready On-Track network including schools from Tulare and Kings County. Currently, TCOE envisions five primary drivers to improve on-track rates: Adult Mindsets and Systemic Bias, Course Access, Student Success Teams, Academic Interventions, and Learner Mindset and Sense of Belonging. The academic work will initially focus on mathematics, building off of an existing math network called the Central Valley Networked Improvement Community. TCOE will partner with CORE and its data partner, Education Analytics, for data analytics and reporting and plans to utilize CORE's on-track metrics for College Ready On-Track. In executing on this grant, TCOE will build upon the capacity building work it has been engaged in as an Model Design and Initiation (MDI) grantee.

Where: CA

Student Outcome: College Ready On-Track

Grant Amount: \$6,111,920

Grant Length: 9/2020 to 10/2025



Great teachers.  
Bright futures.

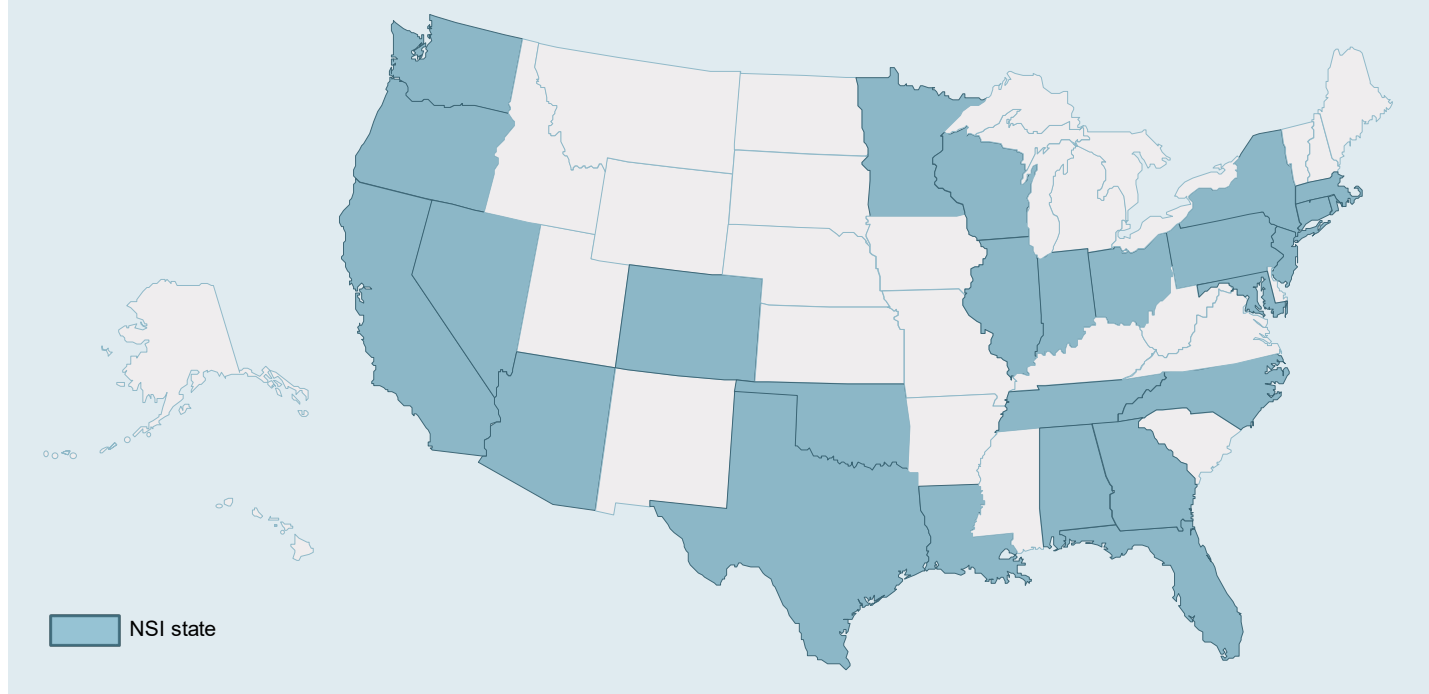


**Tulare County**  
**Office of Education**

*Tim A. Hire, County Superintendent of Schools*



## NETWORKS FOR SCHOOL IMPROVEMENT: SCHOOL LOCATIONS



**Access ASU**

**American Institutes for Research**

**Baltimore City Public Schools**

**Bank Street College**

**BARR Center**

**Connecticut RISE**

**City Year**

**The Commit Partnership**

**Communities Foundation of Texas (TXNSI)**

**CORE Districts**

**Denver Public Schools**

**Ed Partners**

**Eskolta School Research and Design**

**High Tech High**

**Institute for Learning**

**KIPP Foundation**

**Network for College Success**

**New Tech Network**

**New Visions for Public Schools**

**New York City Department of Education**

**Partners in School Innovation**

**Teach Plus**

**Teaching Matters**

**Tulare County Office of Education**

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 Mark Suzman and Co-chair William H. Gates Sr., under the direction of Bill and Melinda Gates and Warren Buffett.

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