



New Tech Network



NEW TECH NETWORK

# IMPACT REPORT

2024



# Network Snapshot



## Preparing Every Student

New Tech Network high school students graduate at a rate of 95 percent compared to the national average high school graduation rate of 85 percent.<sup>1</sup>

New Tech Network students persist in college at a rate of 82 percent compared to 74 percent nationally.<sup>1</sup>

<sup>1</sup> School-level information on student enrollment, demographics, and graduation rates is sourced from the schools and publicly available sources such as the U.S. Department of Education databases. College outcomes are sourced from National Student Clearinghouse (NSC). Comparison data is sourced from NSC (<https://nscresearchcenter.org/tag/persistence/>) and NCES (<https://nces.ed.gov/programs/coe/>)

**175,000**  
NTN  
Students

**10,500**  
NTN  
Teachers

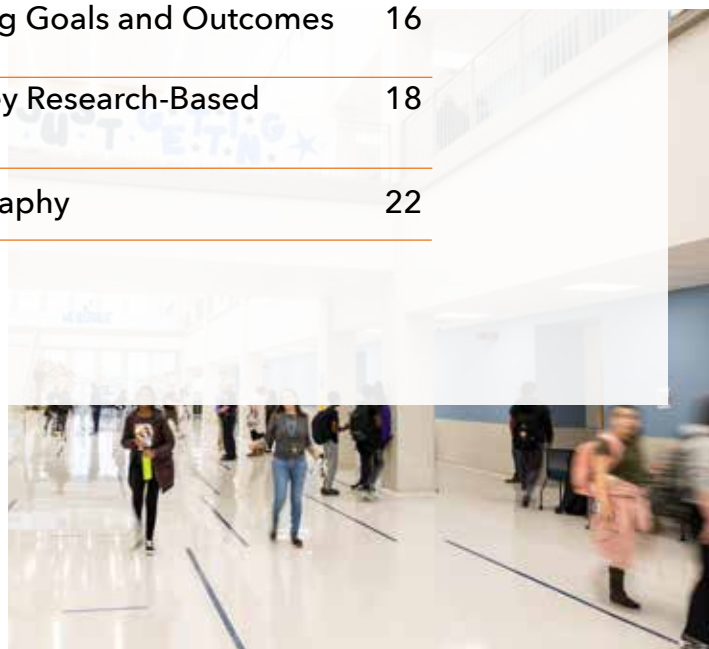
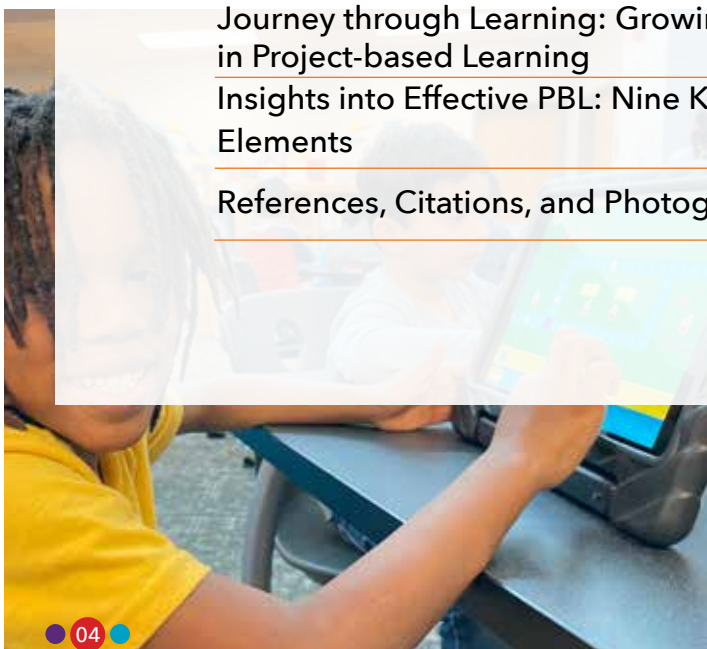
**242**  
NTN  
Schools



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Over the last several years, narratives of disarray and brokenness have created headlines about teacher shortages, learning loss, chronic absenteeism, the mental health of students and teachers, and so on. This is not surprising as modern neuroscience teaches us that our brains are constantly looking for what is wrong. Humans are instinctively drawn to stories of rupture rather than narratives of redemption.

And these narratives are real. But they are not the whole story.

As I visit schools across our network, I see first-hand the creative and redemptive efforts playing out across school communities around the country. Yet, these bright spots are often lost given our affinity for stories of struggle. It is time that we teach ourselves to change the subject, paying less attention to narratives of dysfunction and greater attention to narratives of possibility.

Our 2024 Impact Report attempts to do just that by focusing our attention on two school communities finding creative ways to address the headlines of learning loss, chronic absenteeism, and disengagement. Aiken New Tech High School in Cincinnati, Ohio, and Cedar High School in Shelton, Washington center their students' assets and interests to accelerate student learning instead of focusing on what their students "lost" during the pandemic. Through urban farming in the middle of Cincinnati and an ongoing partnership to reforest a portion of their community in Washington, both of these schools lean into reimagining how learners spend their time to drive meaningful and authentic engagement. Instead of relying on stricter enforcement of truancy policies to combat chronic absenteeism, both schools meaningfully engage learners, families, and communities to make school a place students want to be. These schools remind us what is possible when we focus our attention and energy on the assets our students already possess and the possibilities they can produce.

Every student deserves a school that assumes and sees their brilliance. School communities like Aiken New Tech and Cedar High School edify and motivate us to continue pursuing our work, striving to create a reality where every student, especially students of color and students living in poverty, attends a school that is intellectually demanding, emotionally supportive, socially inclusive, and intentionally equitable. I hope these stories inspire and encourage you in similar ways, helping you to change the subject in your own community.

Thank you for your continued support of and dedication to the vision and mission of New Tech Network.

**Jim May**  
New Tech Network  
President and CEO

# New Tech Network Overview



**New Tech Network (NTN) is a national nonprofit dedicated to systemic change in education. We center K-12 schools as the units of change, working closely with district leaders, school principals, and classroom educators, to co-design an approach to change that is specific to their context. With more than 25 years of supporting schools and districts in change-making, NTN has the ability to recognize common patterns across systems and what is unique about each school and district community.**

New Tech Network has worked with over 350 schools committed to these key focus areas: college and career ready outcomes, supportive and inclusive culture, meaningful and equitable instruction, and purposeful assessment. By working across these four mutually reinforcing domains simultaneously, schools accelerate and solidify their desired changes. Teachers and school leaders operate in an environment built on a vision and collective action, where educators are the architects of the learning environment. The student experience is tied directly to deeper learning outcomes. Students gain skills and use their voices in ways that prepare them for life beyond school.

Project-based learning allows students to engage with material in creative, culturally relevant ways, experience it in context, and share their learning with peers.

Teachers, administrators, and district leaders undertake this work because it produces critical thinkers, problem-solvers, and collaborators who are vital to the long-term health and wellbeing of our communities. Students embrace it because they feel a sense of belonging. They are challenged to learn in relevant, meaningful ways that shape the way they interact with the world.

When change is collectively held and supported rather than siloed, and all stakeholders are engaged rather than alienated, schools and districts build their own capacity to sustain innovation and continuously improve.

New Tech Network's approach to change provides teachers, administrators, and district leaders with clear roles in adopting and adapting student-centered learning. NTN's experienced staff lead professional development activities that enable educators to adapt to student needs and strengths, and amplify those strengths while adjusting what is needed to address challenges.

## The NTN Mission

New Tech Network supports change agents at the school and district levels by shifting the way educational change happens.

We support individual schools and district learning communities by:

- Providing NTN's structured, responsive, research-based services to help educators and their stakeholders transform both individual schools and groups of district schools into equitable, supportive, and meaningful learning environments.
- Sharing field-leading knowledge, research, and resources to drive awareness and uptake of leading approaches to educational change that center on college and career ready outcomes, supportive and inclusive culture, meaningful and equitable instruction, and purposeful assessment.

- Connecting teachers, administrators, and district leaders as part of a supportive, committed, forward-looking network to learn, share knowledge, and work together to create change and solve entrenched challenges.

## We Believe

- Access to joyful, meaningful, and relevant educational experiences is a fundamental human right.
- Education shapes society and helps

create critical thinkers, problem solvers, and informed citizens.

- Deeper learning approaches, such as project-based learning, are essential to equip all learners for the future.
- Although education systems generally aim for college and career readiness, they often don't equip young people with the skills they need to succeed. Systems can, and must, transform so that all learners can thrive.
- A collaborative and inclusive culture is critical to meaningful, sustainable change.





# The NTN Map



NTN works with districts and schools in the United States and Australia, creating a network where collaboration is made easy and encouraged.



Elementary Schools



Combined Elementary and Middle Schools



K-12 Schools



Middle Schools



Combined Middle and High Schools



High Schools

## A Diverse Network



31% Suburban



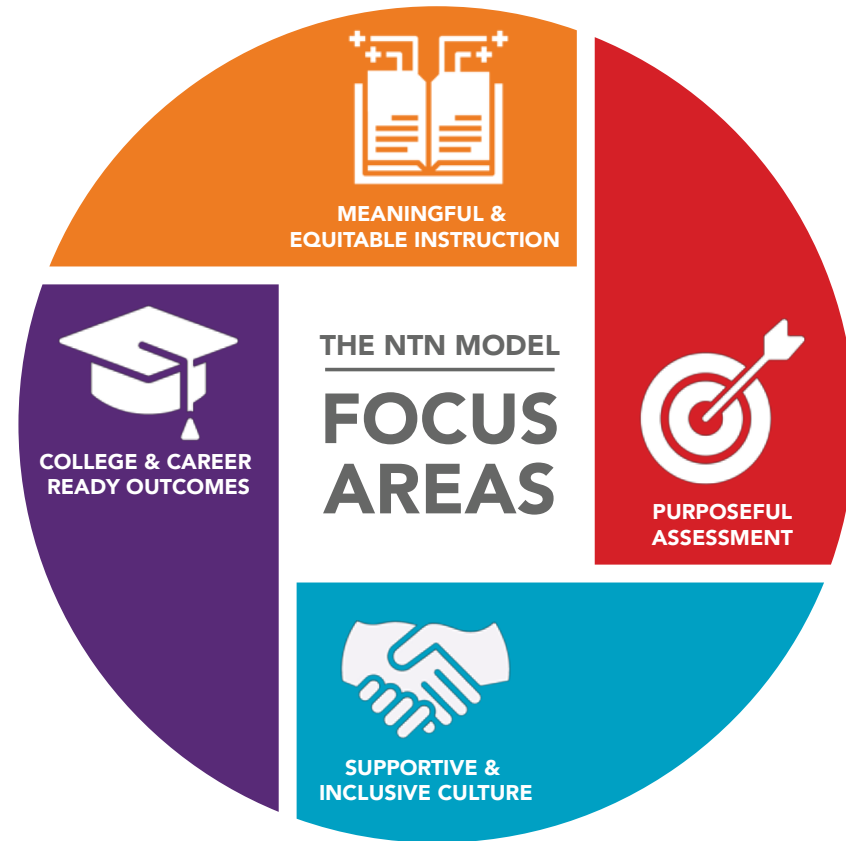
48% Urban



21% Rural

# NTN Model Focus Areas

New Tech Network's decades of experience partnering with schools to implement transformation is guided by these four Focus Areas. NTN developed the focus areas to align the work of school transformation and to help school communities understand the overarching goals that impact the work through all phases of our school development process.



## MEANINGFUL & EQUITABLE INSTRUCTION

Center the instructional approach on authentic, complex thinking, and problem-solving. Based on our experience, high-quality, relevant project-based learning (PBL) is the best way for students to experience deep, contextual, and shared learning and acquire and demonstrate proficiency in college and career ready outcomes.

## PURPOSEFUL ASSESSMENT

Cultivate shared, school-wide understandings of equitable, purposeful assessment and grading practices that inform teacher instruction, emphasize individual student growth, and demonstrate progress towards college and career readiness. These include performance assessments for students to demonstrate their learning in age-appropriate ways.

## SUPPORTIVE & INCLUSIVE CULTURE

Foster a school-wide culture of belonging, care, community, and growth for adults and students. This type of culture helps ensure that students and teachers alike have ownership over the learning experience and school environment.

## COLLEGE & CAREER READY OUTCOMES

Prepare each student for postsecondary success with the knowledge, skills, and mindsets to be ready for college and career: Collaboration, Knowledge and Thinking, Written Communication, Oral Communication, and Agency.

# Demographic Composition

All data in percentage. Demographic categories are aligned with National Center for Education Statistics (NCES) reporting to enable comparisons.

Demographics	Total NTN Students	Elementary Schools	Elementary & Middle Schools	K-12	Middle Schools	Middle and High Schools	High School	NTN School Range
African American/Black	20	20	8	24	12	22	24	0-98
American Indian/Alaska	1	1	1	1	1	1	<1	0-9
Asian	5	12	7	1	5	3	4	0-72
Hawaiian/Pacific Islander	<1	<1	3	<1	<1	<1	<1	0-7
Hispanic/Latino/a/e/x	27	31	58	41	28	42	24	0-99
Two or More	5	9	7	6	6	6	4	0-24
White	41	30	18	27	48	28	43	0-97
Female	48	48	50	44	49	57	48	28-79
Male	52	52	50	56	51	43	52	21-72
English Learner Students	11	16	30	29	9	11	9	0-60
Special Education	12	14	10	8	15	11	11	0-37



# Our Services



New Tech Network, a national nonprofit dedicated to systemic change in education, designs and supports innovation strategies tailored to the unique context of each school and district community. We center K-12 schools as the units of change, and teachers and school leaders as the agents of that change. Working closely with leadership teams and classroom educators makes change scalable and sustainable. With more than 20 years of experience supporting and accelerating the efforts of innovative educators, schools, and districts, NTN knows how to help communities narrow the gap between vision and reality.



## The NTN Model

The New Tech Network Model is a whole school approach to transformation built around key focus areas: college and career ready outcomes, supportive and inclusive culture, meaningful and equitable instruction, and purposeful assessment. Developing expertise in each of these four domains equips schools to support a thriving culture, project-based learning, and a system of assessment that truly supports college and career readiness.

Taking a whole school approach allows schools to create comprehensive strategies in each of the above focus areas in ways that reach all teachers and all students across a school community. Using onsite coaching, national events, and online tools, NTN provides differentiated support to school leadership teams, grade level content teams, and individual teachers.

## Individual Services to Build Deeper Learning Capacity

New Tech Network is committed to supporting schools and districts to achieve their vision of student success. In addition to the whole school model approach, New Tech Network offers Individual Services to Build Deeper Learning Capacity, a selection of professional development services designed to build educator capacity and develop leadership skills that enable schools to strengthen instruction, culture, assessment, and college and career readiness.

At NTN, we believe that in order to ensure each student develops outcomes that matter, their learning experiences must exhibit conditions that reflect deeper learning. Those deeper learning conditions are: authentic, active, relational, responsive and complex.

For a full list of individual services or to speak with someone about how the NTN Model can make an impact in your district, please visit: [www.newtechnetwork.org/our-services](http://www.newtechnetwork.org/our-services)



# Redefining Inclusive Culture through Agriculture



Aiken High School in Cincinnati, Ohio, is redefining the traditional concept of project-based learning through its student-led community garden. This outdoor, immersive classroom fosters a culturally sustaining educational environment that brings together academic learning and community involvement, helping students grow not just plants, but vital skills for their futures.

At Aiken, students dive into hands-on learning with the community garden – they aren’t just studying; they’re actively cultivating and maintaining the garden, applying their knowledge in real-world settings. This experience enhances their social-emotional development and equips them with essential skills for college, careers, and civic engagement.

## From Garden to Community Business Ventures

Aiken’s students have applied their learning to real-world environments by turning their garden produce into a thriving agribusiness. As environmental justice advocates, students engineer an ethically sourced,



student-roasted, and freshly brewed Career and Technical Student Organization (CTSO) coffee agribusiness. This initiative not only promotes environmental sustainability but also equips students with entrepreneurial skills and real-world business experience.

Moreover, Aiken New Tech High School provides students with the option of integrating culinary skills with the food grown in their on-campus community garden. The Agriscience and Agriproduction Career Tech Pathway at Aiken encompasses a partnership with La Soupe to teach the transformation of raw ingredients into delicious meals, aiming to reduce food waste and combat food insecurity. The Agriculture curriculum’s “Food Science” component equips learners with the principles of biology, chemistry, and physics to research, develop, produce, process, and distribute food products meeting quality assurance standards in a secure and safe system.

Teachers at Aiken address these standards by engaging students in coffee roasting with La Terza and training them to be GAP (Good Agriculture Practices) Certified. This comprehensive approach ensures that students are equipped with a diverse skill set, preparing them for success in the dynamic and evolving fields of agriculture, culinary arts, and environmental sustainability.

Aiken students also have the opportunity to showcase their projects at national conferences, such as the National FFA Convention, demonstrating premier leadership and evolution throughout their high school years. These experiences prepare students for success in college, career, and civic life, fostering a sense of accountability and ownership of their learning journey.

## Why It Works

Aiken’s whole-school model approach to effectively teach agriculture as a career tech pathway relies on several evidence-based supports that promote academic achievement and holistic development:

### 1. Prior Knowledge

Leveraging students’ backgrounds in subsistence and/or commercial agriculture is beneficial. Research shows that connecting new learning to students’ prior experiences enhances comprehension and retention (Bransford, Brown, & Cocking, 2000). Students’ existing knowledge in agriculture provides a solid foundation upon which new concepts can be built, making learning more meaningful and effective.

### 2. Hands-On Learning

Reality-based, kinesthetic learning is crucial in agriculture education. Studies indicate that hands-on learning experiences significantly improve students’ understanding and retention of material (Haury & Rillero, 1994). Practical activities such as planting, harvesting, and managing livestock make theoretical concepts tangible, reinforcing learning through direct application and engagement.

### 3. Modalities of Learning (SIOP)

The Sheltered Instruction Observation Protocol (SIOP) modalities of Reception, Production, and Interaction align well with career tech language learning in agriculture. Research by Echevarria, Vogt, and Short (2010) demonstrates that SIOP strategies effectively enhance content comprehension and language development for English language learners. These modalities encourage active participation and ensure that students are not just passive recipients of

information but are also involved in producing and interacting with the content.

### 4. Outdoor Education

Research supports the significant benefits of outdoor learning environments. Studies by Dillon et al. (2006) and Lieberman and Hoody (1998) show that outdoor education can enhance student engagement, improve academic performance, and foster a greater appreciation for the environment. In agriculture education, outdoor settings like fields, gardens, and farms provide dynamic learning environments where students can directly apply what they learn in real-world contexts.

**“What makes the New Tech Network Model unique is the flexibility and adaptability it has to be implemented into any classroom to benefit any learner by providing the essential framework for student-centered project-based learning that enhances student-engagement and achievement.”**

**Aaron Parker, English Language Teacher, Aiken High School**

### 5. Culturally Relevant Content

Agriculture provides a platform to leverage diverse perspectives through its connection to land, history, access to food, and community knowledge. By integrating students’ personal and familial ties to land, programs

reflect the assets from student communities. Culturally responsive teaching, as highlighted by Gay (2010), fosters an inclusive learning environment that respects and incorporates the assets leveraged from students’ cultural backgrounds. This relevance boosts student motivation and engagement, as they see their own cultures and experiences valued in their education.

At Aiken High School, education is more than textbooks. It prepares students for the real world. By blending academic rigor with practical experiences, Aiken High School ensures students are ready for the challenges and opportunities of the 21st century.



# Journey through Learning: Growing Goals and Outcomes in Project-Based Learning



At Cedar High School in Shelton, Washington, students graduate with a profound sense of culture and community, ready to embark on their post-high school journeys. As a small school that navigates all aspects of life for students aged 14-18, Cedar High School uniquely prepares its students to utilize their collaboration skills, leverage their agency, and appreciate diversity with genuine respect for themselves and others. The students and staff work together to create a sustainable community where each member strives to become their best self and continually seeks personal growth.

The school takes a unique approach to maintaining this culture by dedicating a full day each trimester to a student-led culture reset, organized by its Cedar Ambassadors club in collaboration with Cedar staff. The day focuses on the school's culture agreements through activities like practicing culture cards and experiential education, ensuring the school is aligned with its values and goals.

Monthly, students meet with their guardians and advisory teachers to review progress, address concerns, and set goals, to maintain close communication with their support network and to extend Cedar's culture beyond the school setting. Cedar High School also collaborates with a college campus and implements standards-based grading to ensure college and career readiness.

From the Freshman Success class, where 9th graders learn about Cedar culture and essential success skills, to the High School and Beyond course for 12th graders, which helps them finalize post-high school plans, Cedar's curriculum is designed to support every

stage of student development. Graduating students complete their learning at Cedar with a school-wide showcase, celebrating post-graduation plans and fostering a sense of community and accomplishment. This dedication to college and career readiness and inclusive culture is reflected in Cedar's 100% graduation rate, strong community partnerships, and increasing enrollment.

## **Cedar High School's STEAM Program: Leveraging the Natural Wonders of Mason County**

Mason County, home to Cedar High School, is renowned for its breathtaking natural beauty, including towering rainforests, the Olympic National Park, and glacier-carved fjords. Cedar High leverages this abundant natural environment as a living science laboratory through its STEAM Program.

## **Reforestation and Native Plant Restoration**

One of the school's major ongoing projects is the reforestation and replanting of native plants on a 10-acre clear-cut forest area shared with Olympic College, Shelton. Over the past two years, Cedar High's science classes have collaborated with community organizations, including Mason Conservation District, Americorps, Western Washington University, and Olympic College, to plant over 1,300 native trees and plants. Students are also constructing a quarter-mile interpretive trail featuring a small pond on the campus hillside.

## **Community Garden Projects**

Cedar's STEAM Team has been instrumental in developing a local community garden. From 2021-

2023, students participated in building the garden fence, designing and constructing the entry gate, and leveling the ground for garden beds and a garden shed. In the 2023-24 school year, they built a compost system for the garden. These projects were supported by partners such as the Mason Conservation District, Americorps, HOPE Garden Project, Brady Trucking, and Green Mountain Technologies.

Cedar High's STEAM Program exemplifies how utilizing natural surroundings and community partnerships can create impactful, hands-on learning experiences for students. These projects not only enhance their education but also foster a deep sense of community and environmental stewardship.

## **Carrying Learning Goals Through Project-Based Learning: A Step-by-Step Process**

With the guidance of New Tech Network coaches, Cedar High School has transformed its PBL practice to enhance student engagement and learning outcomes. Tactics include:

- **Embracing Toolkits for Strategic Planning:** From crafting driving questions to defining assessment standards, we ensure clarity and alignment from project inception through leveraging NTN resources. Students now actively participate in setting learning objectives through collaborative sessions on "knows and need-to-knows," fostering ownership and deeper understanding.
- **Enhancing Interdisciplinary Learning Through Co-Taught Block Courses:** Cedar has strengthened its commitment to interdisciplinary education through co-taught block courses. Led by collaborative teachers from different subjects, these courses integrate diverse perspectives and enhance student engagement across disciplines. The school also prioritizes shared planning time to optimize collaboration and instructional coherence.
- **Refining Educational Practices Through Feedback and Iteration:** To continuously improve our educational practices, Cedar High School leverages

the "praise, question, suggestion" protocol in staff meetings and professional learning communities. This structured approach allows teachers to refine their toolkits, ensuring they meet the evolving needs of their students and community.

- **Empowering Student Growth with Standards-Based Grading:** Central to Cedar's educational strategy is standards-based grading supported by the New Tech Network grading rubrics. This approach enables students to track their progress, receive targeted feedback, and strive for proficiency through iterative learning opportunities.
- **Community Engagement and Celebration of Student Achievement:** Cedar High School believes in the power of community partnerships to enrich learning experiences. By collaborating with local stakeholders, they co-create projects that resonate with their students' interests and address real-world challenges.

Through implementing the New Tech Network Model, Cedar High School has established a culture centered on effective instructional practices and assessment, aimed at preparing every student for success in college and career. In addition, the school has created community-centric learning that positively impacts the local community and ensures post-secondary opportunities for Cedar High School students.



# Insights into Effective PBL: Nine Key Research-Based Elements

A recently published article “Key Lessons from Research about Project-Based Teaching and Learning”<sup>2</sup> by Anna Rosefsky Saavedra and Amie Rapaport highlights the benefits of Project-Based Learning (PBL) in enhancing student engagement, developing essential skills, and improving academic outcomes across diverse contexts. The researchers drew on numerous studies they conducted including a study on New Tech Network.

Drs. Anna Saavedra, Amie Rapaport, and Daniel Silver from the University of Southern California’s Dornsife Center for Economic and Social Research Center for Applied Research in Education conducted a study to investigate how teaching and learning practices at New Tech Network (NTN) high schools align with current best practices in project-based learning (PBL) and workforce-aligned skills.

Drawing from the latest literature on PBL, the researchers identified nine key areas crucial to high-quality PBL. These areas were informed by established frameworks such as the High-Quality PBL Framework

developed by a consortium of 36 organizations including PBLWorks and Lucas Education Research, as well as the “Five Characteristics of Rigorous Project-based Curricula” (2021) by Lucas Education Research.

The nine areas crucial to high-quality PBL include: Projects are central, projects are authentic, students are motivated and empowered, students collaborate, project management, sophisticated thinking and communication skills, intellectual challenge, and continuous reflection.

The study aimed to assess the extent to which the experiences and practices at these NTN schools reflect established PBL frameworks.

Evidence across each of these nine areas was evident at the New Tech Network schools included in the study. Research protocols encompassed surveys, focus groups, and building walk-throughs.

Best Practice	Definition	Takeaways	Exemplars in NTN Classrooms
Projects are central	Projects are at the center of teaching and learning. Projects aren’t a side activity – they give purpose to the knowledge and skill building that occurs throughout the course.	(+) This fundamental pillar of PBL is well-understood. (-) There are implementation challenges, particularly for newer, more inexperienced teachers.	(+) Students analyzed a World War II-era FDR speech for examples of pathos, logos, and ethos as an on-ramp to creating annotated bibliographies for persuasive speeches, one product in a larger one about rhetoric.
Projects are authentic	Projects can be authentic to the student (i.e., relevant to their lives), to others (i.e., includes a public audience), and/or with the tools used to create the project (e.g., tools of a historian, scientist, mathematician, filmmaker, etc.) (Polman et al, 2018).	(+) Students in both schools recognize and appreciate authenticity. (-) The challenge for teachers is making authentic projects rigorous.	(+) “...the classes that we do projects in...the information just sticks with me better. And I remember the products because I had fun actually doing it.”
Students are motivated and empowered	Related to authenticity, students have choice over topics, approaches, tools used, and/or audiences for their projects, motivating and empowering them	(+) Student choice can engage students. (-) Student choice requires intentional structure from teachers.	(+) All group members needed to be similarly knowledgeable. Students in this classroom were accustomed to and accepting of the culture.
Students collaborate	Students each contribute their own unique skills and knowledge and work together.	(+) Schoolwide culture facilitates successful student collaboration and groupwork. (-) Culture takes time to build.	(+)“When there’s multiple people working on a project there’s multiple points of view going into it...and I think that’s really important if you want a really strong end project.”
Public product	Also related to authenticity, students share project work products with relevant audiences beyond the classroom.	(+) The prospect of sharing work publicly deepens student engagement. (-) Finding external audiences is challenging for teachers.	(+) One student presented benefits and consequences of different uses for parkland to an outside audience.
Project management	Through projects, in addition to sophisticated thinking and communication skills, students learn project and time management skills and strategies.	(+) Projects can provide opportunities to practice “real-world” skills. (-) Teachers vary in their facilitation expertise and require support in developing this skill.	(+) Students described skills that have value outside school. Those experiences “will help us in the real world,” because “let’s say you’re working for a company. They won’t ask you to take a test. They’ll ask you to solve a problem.”
Sophisticated thinking and communication skills	Students gain skills through working independently and in groups on authentic, intellectually challenging work. Critical thinking, innovation, analysis, leadership, problem-solving, flexibility, and collaboration.	(+/-) Creating opportunities for students to develop sophisticated thinking skills is a learned skill for teachers that takes time to develop.	(+) Students shared needing to learn their peers’ points of view and then, “combine our ideas and evaluate... communicate and understand everyone’s point of view to actually form a certain idea.”
Intellectual challenge	Projects are rigorous, providing students with developmentally appropriate intellectual challenge. Through projects, students learn content and skills as well or better than through teacher-driven instruction (e.g., lectures, textbook reading).	(+/-) Depth of transferable knowledge and skill development can be in tension with breadth of content coverage and core skill development.	(+) The teacher’s refusal to provide a quick and binary “right” or “wrong” answer led to a deeper self-analysis of learning by the student and ultimately allowed the teacher to avoid over-scaffolding the student’s classwork.
Continuous reflection and feedback	Each project has several deliverables including, for example: a proposal, draft documents, final documents, and public presentation. Through each step of the project, students reflect on their work aided by feedback.	(+) Productive peer-to-peer feedback can contribute to a virtuous culture of collaboration. (-) Facilitating such feedback is a learned teaching skill that takes time and investment to develop.	(+) Students described “respectfully commenting” and giving fellow students “scores for how well they collaborated, how well they ask questions, or listen to other group members.”

<sup>2</sup> <https://kappanonline.org/research-project-based-teaching-and-learning-saavedra-rapaport/>

# NTN Schools Scored Higher on End of Course (EOC) Math and English Language Arts



A recent journal<sup>3</sup> publication reported on the impact of the New Tech Network (NTN) model on academic outcomes among 9<sup>th</sup> grade students investigated differences in achievement test scores, dual credit attainment, and dropout rates between students in high fidelity NTN schools and their counterparts in non-NTN schools. Using a quasi-experimental design with student-level data from the state’s PowerSchool database, the study tested hypotheses related to these outcomes. Findings indicate that faithful implementation of the NTN model significantly improved achievement test scores in both End of Course (EOC) Math and English Language Arts (ELA) compared to students in non-NTN schools. Students in NTN schools also showed a slightly higher likelihood of earning dual credits.

<sup>3</sup> Culclasure, B. T., Stocks, E., & Odell, M. R. (2023). The Impact of the New Tech Network Design on Academic Outcomes. *Interdisciplinary Journal of Problem-based Learning*, 17(1), n1. <https://scholarworks.iu.edu/journals/index.php/ijpbl/article/view/32477>



# Get Started Today



Collaborating with New Tech Network improves outcomes for every student through school transformation and high-quality project-based learning. Visit [newtechnetwork.org/our-services](https://newtechnetwork.org/our-services)



### SCHOOL SUCCESS STORIES

Learn about schools implementing the New Tech Network Model to further students’ access to meaningful learning environments.



### RESOURCES AND TOOLS

Access resources and tools designed specifically for district and school leaders and teachers to support school transformation.



### DISTRICT SPOTLIGHTS

Learn about how districts partnering with New Tech Network are creating scalable and sustainable school transformation for every student.



### JOIN US FOR NTN EVENTS

Attendees experience shared learning on evidence-based best practices and innovative developments in the field.

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**The first New Tech Network (NTN) school was founded in 1996, in Napa, California, as a collaboration between local entrepreneurs, teachers, and district leadership. There was a shared desire to reimagine the high school experience so that students developed the skills and experience necessary to pursue and achieve success after graduation.**

Napa New Technology High School (NNTHS) was founded with a reimagined school experience that was the genesis of a new school model: an attention to student and adult culture, and college and career readiness through the pervasive use of project-based learning.

This innovative approach to teaching and learning attracted national philanthropic support resulting in the organization today. New Tech Network is a nonprofit organization dedicated to systemic and equitable change in education. We center NTN schools – now more than 200 strong – as the units of change, and teachers and school leaders as the agents of that change. Working closely with leadership teams and classroom educators makes change scalable and sustainable.

# Photography

Thanks to Cedar High School and Aiken High School.



New Tech Network