

Educational Innovation for All Students

Week 6: College and Career Readiness -
Outcomes that Matter

Students educated in a New Tech Network (NTN) environment graduate from high school with three characteristics of college and career readiness: awareness, eligibility and preparation. Students are aware of and understand post-secondary options. Students are eligible for college because they have mastered college entrance requirements in high school. Students are prepared with knowledge, skills, and dispositions to be successful in a post-secondary education environment.

New Tech Nationwide Outcomes

NTN supports 175 schools in 29 states and Australia that serve diverse student populations. Ohio has 13 New Tech schools: one elementary, three middle schools and nine high schools. NTN conducts extensive research on its schools, and measures of student outcomes are reported annually in the Student Outcomes Report. Outcomes for the 2014 graduating class show that NTN students graduate at a rate nine percent greater than the national average; grow 65% more in higher order thinking skills between freshman and senior years as measured on the College & Work Readiness Assessment; enroll in college at a rate nine percent greater than the national average; and persist in 4-year colleges at a rate of 92% and 2-year colleges at a rate of 74%. NTN's model of project-based learning (PBL) combined with College Ready Assessments (CRA) has resulted in increased student learning across its schools.



VIDEO

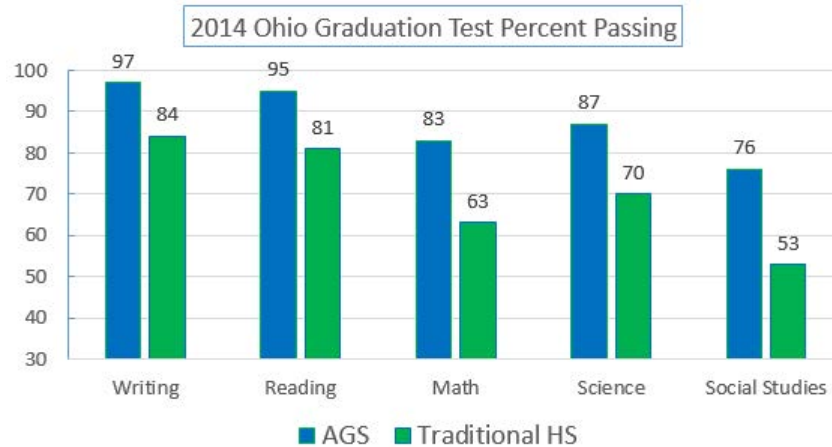


New Tech Warriors: Outcomes that Matter

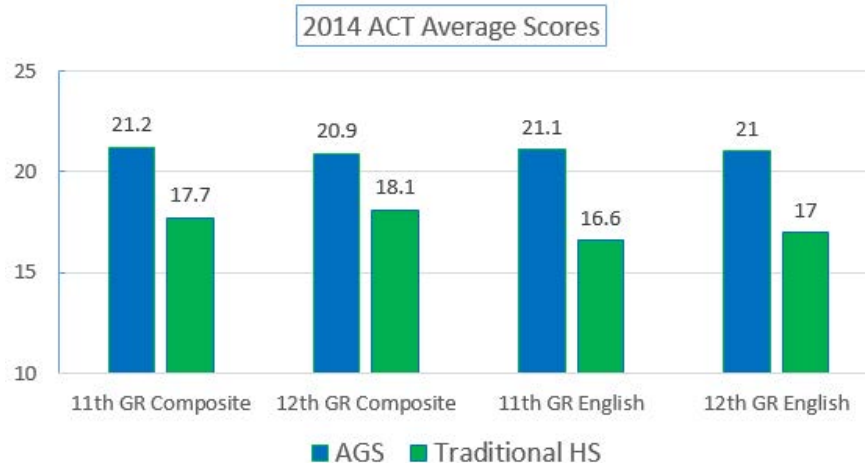
New Tech Network at Winton Woods City Schools

<https://youtu.be/ZRbsMHA9dLM>

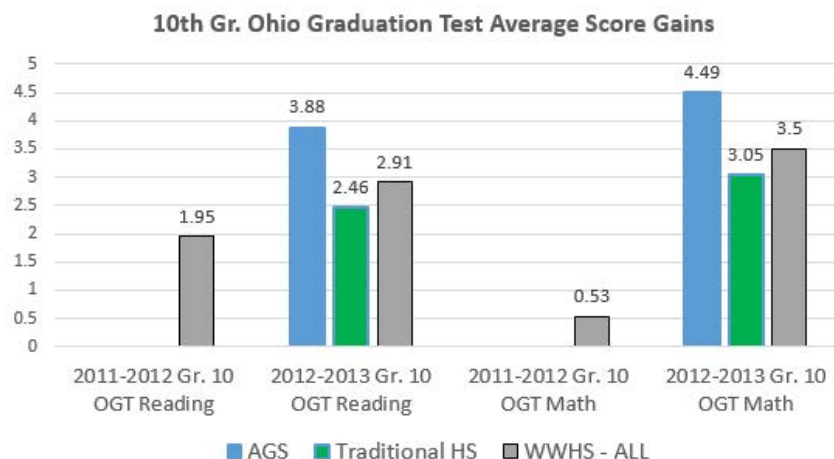
The Academy of Global Studies (AGS) at Winton Woods High School opened in 2011 and graduated its first class in 2015. Attendance was open to all students, and those who attended generally matched the demographics of the comprehensive high school. This NTN school-within-a-school has been highly successful on all measures: student engagement, positive school culture, attendance and discipline, but most of all, learning. Data from the **2014 Ohio Graduation Tests** show dramatic differences between AGS passage rates for tenth graders compared to the traditional high school.



ACT composite score results are equally compelling. Furthermore, given the importance of literacy in college readiness, the data below points to an imperative to broaden the scope of student opportunity this method of educational delivery has demonstrated.



Student growth was also noteworthy. Using value-added analysis and data, a study was conducted in 2012 that showed high school students showing above average progress and AGS students exhibiting more growth than traditional program students. This is especially meaningful because this kind of analysis shows students exceeding their own projected growth on high stakes tests.



Educational Transformation at Winton Woods City Schools

Because of the success of the Academy of Global Studies (AGS) using NTN's school model and an international studies curriculum, plans for wider implementation and alignment throughout our K-12 schools emerged. Student outcomes, especially those of the 2015 graduates, are dramatically higher in AGS compared to the traditional high school, even after controlling for student demography and learning characteristics. As a result, NTN's model has expanded throughout the high school this year. Winton Woods City Schools has extended the NTN model throughout the district to establish a PreK-12 pathway of innovation, clarity of educational goals, and alignment throughout our students' educational experience.

The current academic performance of the district and the success of the AGS program highlights the need to replicate this educational approach across the district with intention. This pathway is based on the four key principles that serve as the foundation of the NTN philosophy: teaching that engages; culture that empowers; technology that enables and outcomes that matter.

"This is my fourth year in the Academy of Global Studies using the PBL teaching method, and I will NEVER go back to traditional teaching and learning ever again. Not only have my students grown as independent learners, I have grown as a teacher. I feel much more like a facilitator of knowledge guiding my students to find the answers to their questions rather than a boring lecturer who just gives them the facts."

~ Mimi Albers, Winton Woods High School English Language Arts Teacher

"I believe that my curiosity and passion for learning was cultivated at New Tech, and the skills that I developed -- critical thinking, self-discipline and time management, communication and team work -- have proven invaluable in nearly every aspect of my life."

~ Lauren Cooney, Napa New Technology High School Alumni

Look for more upcoming information on New Tech Network:

Week 1: WHY NEW TECH NETWORK?

Week 2: WHAT IS NEW TECH NETWORK?

Week 3: PROJECT-BASED LEARNING: Teaching that Engages - Part 1

Week 4: GROWTH MINDSET: Culture that Empowers - Part 1

Week 5: DIGITAL LITERACY: Technology that Enables

Week 6: COLLEGE AND CAREER READINESS: Outcomes that Matter

Week 7: PROJECT-BASED LEARNING: Teaching that Engages - Part 2

Week 8: GROWTH MINDSET: Culture that Empowers - Part 2