

THE 2018-2019 TRUESCHOOL COMMUNITY



In 2018-2019 we launched a new, national education fellowship focused across two states: North Carolina and Nebraska.

We directly developed the capacity of **164 educators** at **27 schools**.

These educators influenced **1,182 colleagues** and impacted **10,570 students** this year alone.

98% of educators report that their work this year has the potential to have a transformative impact on student outcomes beyond this year, reaching even more students. *This belief is a predictor of a reform effort's ultimate success.¹*

STUDENTS

We work with schools focusing on improving learning for students who have been historically underserved: students of color, students who are lower-income, English Language Learners, refugees, and students with learning differences or social-emotional needs.

While we work with school teams directly, students are the core of our work and at the center of everything we do. We help school teams move towards providing an excellent education for ALL students.

NORTH CAROLINA <i>By school, the 2018-2019 North Carolina TrueSchool Teams serve a student population that is:</i>	NEBRASKA <i>By school, the 2018-2019 Nebraska TrueSchool Teams serve a student population that is:</i>
<ul style="list-style-type: none">• 66.6% qualify for Federal Free or Reduced lunch• 68% students of color	<ul style="list-style-type: none">• 55% qualify for Federal Free or Reduced lunch• 42% students of color

¹ Datnow, A. & Stringfield, S. (2000). Working together for reliable school reform. Journal of Education for Students Placed at Risk V5, pp. 183-204.

SCHOOLS

We work with a diverse cohort of school united in their vision and drive for excellence and equity in early literacy instruction.



The schools we partnered with are urban, suburban, and rural. They ranged from “A” schools to “F” or “turnaround” schools. We worked with small elementary schools that serve 77 students, to large elementary schools that serve 1125 students. The common ground that unites these diverse school communities is their passion for improvement on behalf of their students and the belief that the people within the building can lead that change. Schools were selected through a selective application

process. We vetted schools and selected based on evidence of visionary leadership, commitment to equity, and a sense of ownership over student learning results. The 2018-2019 TrueSchool cohort is not only leading powerful change in their school but serves as a pilot network of model schools that inform and inspire others their district and state. For this reason, we specifically aimed to compose a cohort of schools that reflects diversity in size, context, and school performance.

59% of the 2018-2019 Fellowship schools are served by Title 1 assistance, a federal program which provides additional funding to high -poverty schools.

25% are urban schools, 33% suburban schools, and 42% are rural schools.

NORTH CAROLINA	NEBRASKA
<p>46% of schools are served by Title I</p> <p><i>North Carolina rates schools using a “report card” system. This score incorporates “student performance and academic growth, school and student characteristics, and many other details.”²</i></p> <p><i>In 2017-2018 in this year's cohort of NC schools:</i></p> <ul style="list-style-type: none"> • 0% were rated “A” schools • 15 % were rated “B” schools • 35% were rated “C” schools • 35% were rated “D” schools • 10% were rated “F” schools 	<p>62 % of schools are served by Title I</p> <p><i>Nebraska rates schools from “Needs Improvement” to “Excellent,” based primarily on student achievement on standardized state test scores.³</i></p> <p><i>In 2017-2018 in this year's cohort of Nebraska schools:</i></p> <ul style="list-style-type: none"> • 15% were rated “Excellent” schools • 23% were rate “Great” • 62% were rated “Good” • 0% were rated “Needs Improvement”

² North Carolina Department of Public Education. “NC School Report Cards.” Accessed 2019.

³ Nebraska Department of Education Data Reporting System. Accessed 2019.

EDUCATORS

The educators we work with are leaders who are actively seeking ways to grow, learn, and improve.

We work with teams of 4-6 educators from each school. Teams include the principal and 3+ teacher leaders, as well as instructional specialists, counselors, librarians, and assistant principals. These educators often hold formal and informal leadership roles at their school, such as teacher mentors, instructional leads, bullying prevention leads, or technology experts.

- 60% of 2018-2019 TrueSchool Fellows are classroom teachers, working in grades pre-K to 5
- They have an average of 14 years of experience in education, within a range from 1 to 40 years. The median is 13 years in education.
- 49% serve in 1 or more formal leadership roles at their school site
- 20% are grade-level leads who are trusted with instructional and structural decisions that impact students and colleagues at their grade-level
- 15% are instructional leaders, mentors or coaches who focus on the professional development of their colleagues as well as themselves

FELLOWSHIP COMPLETION RATE

23 of the 27 school teams that started in Fall 2018 completed the Fellowship. Two of the participating schools closed during the 2018-2019 school year. One school had recently gone through a strategic improvement process and did not feel it was the right time to re-engage in a collaborative improvement process. One rural school expressed the belief that the Fellowship was not aligned to their learning needs.

Of the schools that finished the Fellowship, 100% submitted a "Blueprint," a visual capstone documenting their innovation and impact.



I could probably do a dissertation (though, I am not currently working on a doctorate) on TrueSchool and the positive impacts it has made on my school, my students, and their families.

Chapman School entered into the TrueSchool mission not knowing what to expect this year. Our one goal was to give kids better literacy skills. We weren't sure how that would look or work for our school. Once the journey began, we had other staff wanting to know if they could be part of our team. The work we were doing was very impactful for many of our students right from the onset.

Chapman School has a population of 100 students PK-5. The national average of students being impacted by trauma (divorce, parent in jail, drugs/alcohol, abuse, etc.) is one in five. Chapman students, in little Chapman, Nebraska, average one out of every two students being impacted by trauma. That is astounding! One in four students is in our Special Education program. Both of those populations are growing.

TrueSchool has allowed my team and my school staff to think outside of the box to build partnerships that allow us to make positive influences on students and their families. Some of our partnerships include local businesses and local churches, as well as major partners such as the United Way and the Salvation Army. We have built many new partnerships and expect to impact more families this fall.

I honestly have not read very many professional books in the past five years. I am on my fourth book in the last 4 weeks. Mostly due to the fact that I am truly looking for ways to incorporate more things into our TrueSchool vision for Chapman and make an even bigger impact on our students' and teachers' lives.

Jeff Ellsworth
Principal
Chapman Public School
Chapman, NE

WHAT WE MEASURED + WHY IT MATTERS

We're driving towards a vision of excellent education systems for all learners. To assess our impact, we look at: collective efficacy as a key early indicator of student impact, educator mindsets, educator actions, educator commitment, and educator plans for the future.

Early Indicator of Student Impact: Collective Efficacy

The most important thing we seek to measure is the impact of the Fellowship on student learning and equity. Within one year, the impact of the capacity-building work we do with educators and school teams may not yet be measurable. We can measure something crucial, though: educator's belief that their team has deep impact on students. This belief, called "collective efficacy," is the single biggest predictor of student achievement.

When a team of educators *believes* in their ability to improve student outcomes, they are more likely to solve problems and find effective solutions. According to meta-analysis by educational researcher John Hattie on the comparative effect sizes of hundreds of high-profile educational interventions, **collective efficacy is more predictive of student achievement than homework, socio-economic status, student motivation, and home environment.**⁴

Collective efficacy beliefs shape educator collaboration and the energy dedicated to change efforts and continuous improvement. It's a virtuous circle: if educators believe their shared work makes a difference, they work even harder and are more likely to make an even bigger difference for students.

We have purposefully aligned our Fellowship experiences for educators to the research-backed sources of collective efficacy. Our impact evaluation efforts ask: What is the collective efficacy of school teams? Does it grow over the course of the Fellowship?



"As a school counselor it was exciting to see the mindset change with staff from "students just don't care" to "families do value learning". We need to focus on empowering our students and families and not pitying them and providing their needs. The autonomy has increased with each team member; they can think outside of the box and make a difference. I was surprised how empowering TrueSchool was for all team members. It really helped to connect us as professionals on the same goals."

**Nebraska TrueSchool Fellow
(name withheld)**

⁴ Hattie, J. "Mindframes and maximizers." *Third Annual Visible Learning Conference, Washington, DC, July*. Vol. 11. 2016.

Why else does collective efficacy matter?

In addition to being the most significant predictor of student achievement, collective efficacy correlates with other drivers of school improvement. Educators with a higher sense of collective efficacy report higher rates of **job satisfaction**. This means they are more likely to stay and contribute to their schools and districts in the long-term. Collective efficacy also correlates with teacher leadership: educators with high collective efficacy are more likely to seek out ways to contribute to the success of the school and the community.

Educator Mindsets

What educators believe about their work matters. When educators believe a reform effort will be successful, it is more likely to be so.⁵ We examine what educators say about their work. Do they see new possibilities and potential for their students? Do they see assets and opportunities instead of scarcity and challenges?

Educator Actions

Some educator practices are tied to higher achievement and reform success. When educators set clear goals for student success, they achieve more. When educators involve student and community perspective, they garner buy-in and make more informed change. Specifically, we look at:

- **Distributed Leadership + Teacher Leadership:** *Do school leaders and teachers share a vision for student success? Do they make decisions in silos, or together? Do teachers feel valued? Do school leaders have a trusted “think tank”? Or do they make decisions in isolation?*
- **Student-Centered Improvement:** *Do educators regularly gather student perspective before making big decisions? Do they incorporate student feedback? Do they track student progress regularly to ensure students are making real progress?*
- **Asset-Based Approach:** *Are school teams using that they already have in creative new ways?*

Educator Job Commitment: Net Promoter Scores

America is currently facing a teacher retention crisis, with Lieb Sutchter and Linda Darling-Hammond’s research predicting shortages of over 100,000 annually.⁶ We use a well-established scale--“net promoter scores”—to measure educators’ perceptions of their school and district. This is a strong leading indicator of commitment and retention.

Educator Plans for the Future

Educators leave the Fellowship having piloted a new model for student learning. What they do next matters deeply. Do they put their notes away and move on? Do they continue with the new model they designed? Do they scale it up, impacting more students? Do they share it? With who? We measure educators self-reported plans for the future. We also look

⁵ Datnow, A. & Stringfield, S. (2000). Working together for reliable school reform. *Journal of Education for Students Placed at Risk* V5, pp. 183-204.

⁶ Sutchter, Leib, Linda Darling-Hammond, and Desiree Carver-Thomas. "A coming crisis in teaching? Teacher supply, demand, and shortages in the US." (2016): 499-534.



at the reactions and feedback from other TrueSchool teams. Do they plan to apply or adapt ideas they learned from another team during the Fellowship?

We also ask educators to self-report their plans to continue the **TrueSchool Process** beyond the Fellowship year. Our hope—and our Theory of Change—is that educators become the drivers and owners of our ongoing process of collaborative improvement. We look for clues in their deliverables (like the TrueSchool Blueprints) and in their survey responses. Additionally, we look at application rates from alumni to be trained as TrueSchool Coaches.

Bringing in Diverse Community Feedback

End-of-Year Reporting also includes new research measures to bring in the perspectives of all community members, including TrueSchool Coaches and Systems Leaders.

HOW WE GATHERED DATA

We gather a range of data to investigate our impact. We analyze formal and informal data, as well as qualitative perspectives and quantitative measures. We include both self-reported data—because what educators think and believe matters deeply—as well as analysis of the deliverables educators create and the actions they take back to their schools and communities.

Research-Backed Measures

In 2018-2019, we increased the rigor of our impact reporting and clarified our vision for building the capacity of educators by explicitly connecting to the existing research base around “collective efficacy” and the powerful impact of this belief on driving continuous improvement in schools and substantial gains in student learning and outcomes. We adapted a “collective sense of efficacy scale” adapted by Dr. Megan Tschannen-Moran of the William & Mary School of Education and administered this scale as part of our regular surveys of educators.⁷ We gathered baseline data on Fellows’ collective efficacy beliefs in our mid-year survey (December 2018), and compared these results to end-of-fellowship results.

High Response Rate

We administer surveys three times throughout the program: at the opening, mid-year, and end-of-year. **99% of educators** that completed the program (141/142) completed the end-of-year survey, giving us a wealth of significant data. Additionally, 111 educators (78%) completed **both** the opening and end-of-year survey. This allowed us to compare the **same cohort** of educators and measure their growth from October 2018 to May 2019—and to ensure that even when accounting for attrition, our results were consistent and significant.

New Data Sources for End-of-Year Reporting

At the end of the 2018-2019 academic year, each TrueSchool Team submitted a TrueSchool “Blueprint” or self-created case study about their work over the course of the year. Many used these as capstone presentations to share with their entire school, district leaders, and school boards. The Blueprints summarize the work of each school team, providing school-specific learnings, reflections, stories, and data. They are rich in qualitative and developmental data about the journey of each team and their unique approach to improving early literacy achievement at their school. The Blueprints reflect each school’s unique team, students, community, needs, opportunities, challenges, and personality.

Over several weeks in May 2019, school teams reviewed one another’s Blueprints and determined where they wanted to invest a small micro-investment. TrueSchool Coaches and systems leaders also participated in this “Micro-Investment” initiative. Investors were able to spread their investment among many TrueSchool Blueprints, providing us with quantitative data about what our community values, and where they see the potential for impact.

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Key Data Sources Include:

Specifically, to evaluate our impact we synthesized results and perspectives gathered through:

- Opening (baseline), mid-year (growth), and end-of-year (summative) survey results of the 2018-2019 cohort. This self-report data includes both open-ended questions and Likert-scale responses, as well as the Teacher Collective Efficacy Scale.⁸
- Informal feedback on the first two Studio experiences, via post-studio surveys
- School Team Digital Portfolios: Online portfolios of work created by each school team throughout the process
- In-Depth Case Study interviews with 7 School Leaders and School Teams.
- Publicly available data collected by states and districts: such as: demographic information, state test scores, and staffing information.
- Completed TrueSchool Blueprints: Teams' visual capstone document that includes their innovative learning model, early student impact data and community feedback, plans for scale beyond this program year, and reflections on their own learning and capacity development.
- Micro-Investment Data: Quantitative data on how various community members evaluate Blueprints, what they value, and their rationale for investment
- Mid-year and end-of-year survey results of the 2018-2019 Coaching Team
- Coach self-evaluation and program feedback notes (generated through one-on-one end of year reviews)
- End-of-year survey results of the 2018-2019 systems-leader cohort
- Case Study interviews with 2018-2019 systems leaders

⁸ Tschannen-Moran, Megan, Anita Woolfolk Hoy and Marilyn Barr. "Fostering student learning: The relationship of collective teacher efficacy and student achievement." *Leadership and policy in schools*. (2004): 189-209; Tschannen-Moran, Megan, Anita Woolfolk Hoy, and Wayne K. Hoy. "Teacher efficacy: Its meaning and measure." *Review of educational research* 68.2 (1998): 202-248.

MAJOR FINDINGS

Our holistic analysis of impact data from the 2018-2019 TrueSchool Fellowship pilot year suggests the following major impacts:

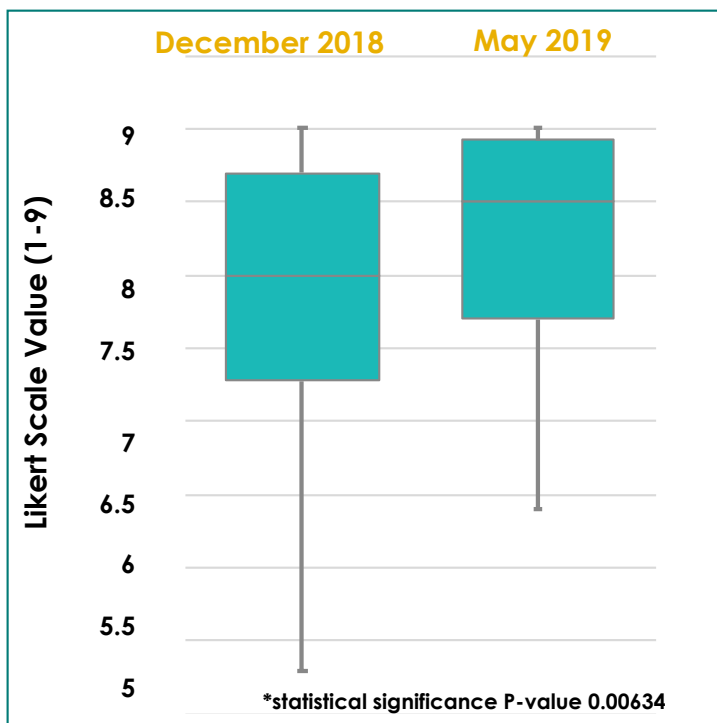
- 1) Educators grew significantly in their sense of collective efficacy.**
This belief is the single greatest predictor of student achievement.
- 2) Educators are more satisfied with working in their schools and districts.**
This is the best leading indicator of principal and teacher retention.
- 3) Educators are listening more often and more deeply to students and families.**
Keeping students and community at the center is essential to effective + enduring improvement.
- 4) Educators are finding new ways to tap into resources that already exist at their school.**
Creatively using what is available, versus waiting for more, is critical to taking action and making change now.
- 5) Educators are learning from the work of other schools.**
By leveraging the power of a learning network ideas are shared, models are replicated, and impact is magnified.
- 6) Educators plan to scale and share their models and insights.**
Serving as bright spots and proof points in their systems, these schools inform + inspire system-wide change.
- 7) Teachers are growing in their leadership responsibilities and becoming more involved in school-wide decision making.**
Research shows that teachers must be part of the improvement process in order for it to succeed.
- 8) School teams have a plan and a process to continue improving.**
Enduring school and system improvement takes 3-7 years. Educators are energized and equipped to take on this challenge and improve student achievement in the short + long-term.

1) Educators grew significantly in their sense of collective efficacy.

This belief is the single greatest predictor of student achievement.

Before change occurs, people need to believe. They need to believe that change and improvement is necessary and possible. They need to believe that, together, they can achieve results and create a better future.

This belief, called “collective efficacy” is key to successful schools and systems. When people believe that their team can they can achieve, they go for it. When they go for it, they achieve results. When they achieve results, they tackle even greater challenges. And the virtuous cycle continues...



When we assessed TrueSchool Fellows' collective efficacy at the close of the Fellowship (May 2019), we found **statistically significant growth,⁹** compared to the baseline. We directly compared the same respondents, before and after (n=76) to be sure the growth we were seeing was real. It is.

64% of educators grew in their sense of collective efficacy overall.

23% of educators grew by more than 10%.

This boxplot compares TrueSchool Fellows' sense of collective efficacy in December 2018 (average 7.9 out of 9) and May 2019 (average 8.2 out of 9).

⁹ The grouped data for each surveyed time point was analyzed by a nonparametric analysis test, the Mann Whitney U test, to determine statistical significance between the two data sets.



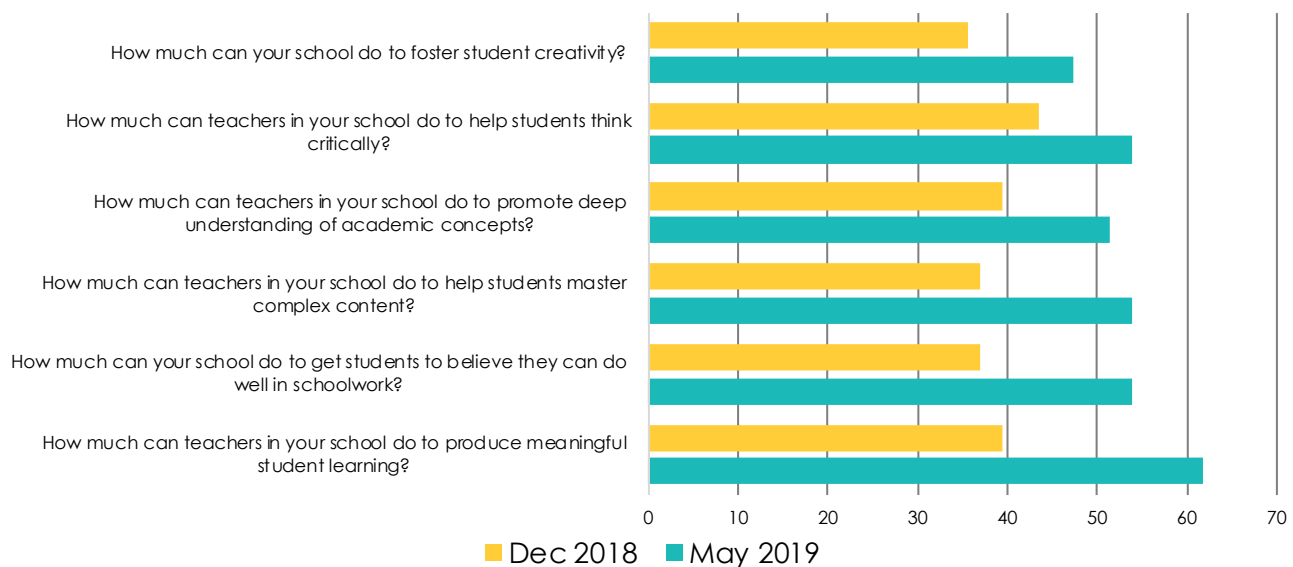
I am excited to continue applying the TrueSchool design process to help generate solutions to other identified problems at our school. The TrueSchool process pushes thinking, while capitalizing on the power of collaboration! It's a win-win for all, especially the STUDENTS!"

Sarah Dickey
Instructional Coach
Twin Ridge Elementary School
Bellevue, NE

John Hattie, Professor of Education and Director of the Melbourne Education Research Institute, is among the most prominent researchers of the impacts of collective efficacy in education. He defines collective efficacy simply as the confidence that people have in one another. He shows that higher collective efficacy is associated with greater student success and impact.¹⁰ His meta-analysis found that collective efficacy is more predictive of student achievement than homework, socio-economic status, student motivation, and home environment.

The largest growth occurred in items on the "instructional strategies" subscale of Tschanenn-Moran's Collective Teacher Efficacy Scale: items asking how much a team can do to create deep student learning.¹¹

Cohort wide growth in Instructional Collective Efficacy (point 9)



This chart shows the growth in percentage of educators reaching the top rating (9) for individual items on the Collective Efficacy in Instructional Strategies subscale.

¹⁰ Hattie, J. "Mindframes and maximizers." *Third Annual Visible Learning Conference, Washington, DC, July*. Vol. 11. 2016.

¹¹ Tschanenn-Moran, M., & Barr, M. (2004). Fostering Student Learning: The Relationship of Collective Teacher Efficacy and Student Achievement. *Leadership and Policy in Schools*, 3(3), 189-209.

This increase in educators' sense of collective efficacy means that they **believe** their team can achieve more impact for students. Because they hold this belief, their actions will be more likely to lead to that impact.

Similarly, 98% of educators believe that the work they are doing has the potential to have a transformative impact on student outcomes beyond this year. School reform researchers Amanda Datnow and Sam Stringfield find that a reform effort is more likely to be successful when educators believe that their actions will impact student outcomes.¹²

When educators shift their beliefs about what is possible, they shift their actions to match. They become more likely to step into leadership roles,¹³ and to report job satisfaction.¹⁴ They are more likely to take risks in their work. And they are more likely to realize improvements for students.



While we can't change the circumstances outside our building, we each believe that within our own building we already have the tools to cultivate these relationships and motivate our students and staff. It is our goal to implement this schoolwide.

**J.T. Barber Design Team
In Their TrueSchool Blueprint
New Bern, NC**

¹² Datnow, A. & Stringfield, S. (2000). Working together for reliable school reform. *Journal of Education for Students Placed at Risk* V5, pp. 183-204.

¹³ Derrington, Mary Lynne, and Pamela S. Angelle. "Teacher Leadership and Collective Efficacy: Connections and Links." *International Journal of Teacher Leadership* 4.1 (2013): n1.

¹⁴ Ware, Herbert, and Anastasia Kitsantas. "Teacher and collective efficacy beliefs as predictors of professional commitment." *The Journal of Educational Research* 100.5 (2007): 303-310.

2) Educators are more satisfied with working in their schools and districts.

This is the best leading indicator of principal and teacher retention.

America is currently facing a teacher retention crisis, with Lieb Sutchter and Linda Darling-Hammond's research predicting shortages of over 100,000 annually.¹⁵ We use a well-established scale—"net promoter scores"—to measure educators' perceptions of their school and district. This is a strong leading indicator of commitment and retention.

When educators stay, schools and systems retain institutional knowledge, deepen relationships with students and community members, and create pipelines for teacher leaders, mentors, and future school and systems leaders. Job satisfaction is a clear leading indicator of retention. TrueSchool educators report higher and growing levels of job satisfaction.

15% more educators see opportunities for continued career growth in their school or district (from 79% at start to 94% at end).

18% more educators would recommend working in their **district** to a friend or colleague (from 40% at the start of the Fellowship to 58% at the end).

24% more educators would recommend working in their **school** to a friend or colleague (from 56% at the start of the Fellowship to 80% at the end).



I'm excited and hopeful for next year. I feel confident in the way our vision was shared with parents and look forward to partnering with them next year. The potential for our vision to grow next year is empowering as we take our next steps.

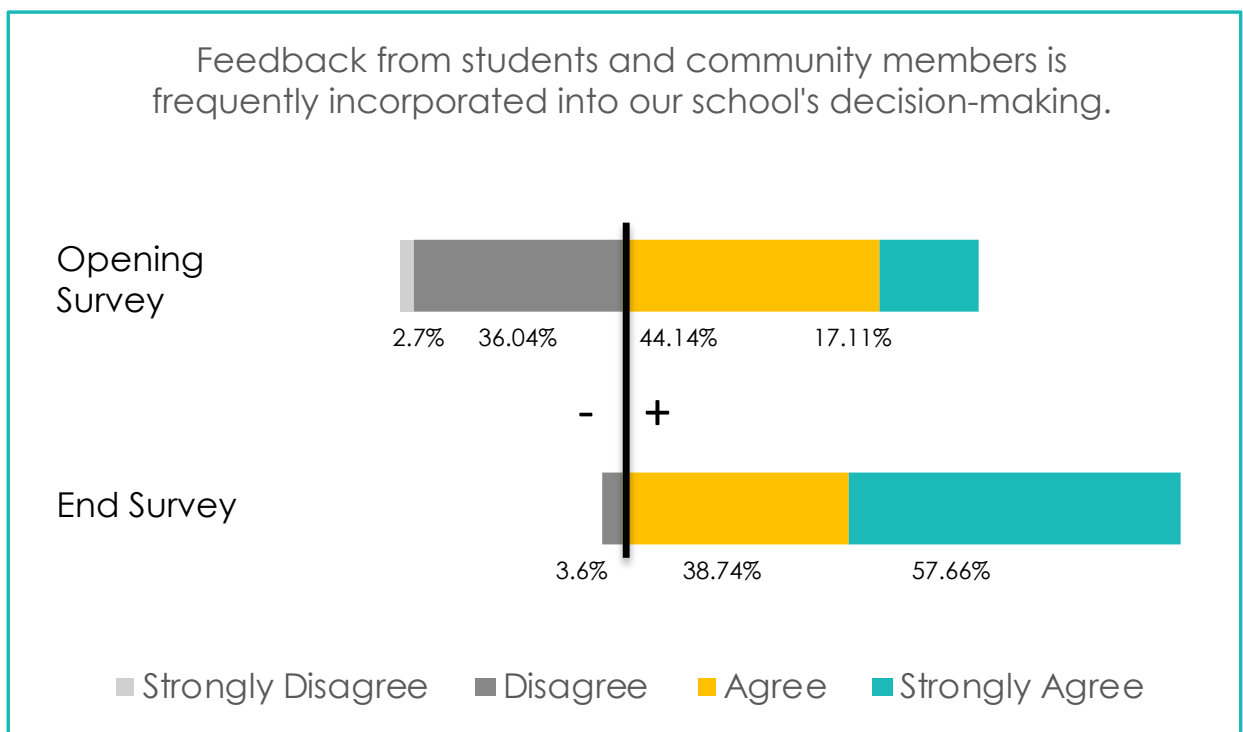
Heather Campbell
Preschool Teacher
Betz Elementary
Bellevue, NE

¹⁵ Sutchter, Leib, Linda Darling-Hammond, and Desiree Carver-Thomas. "A coming crisis in teaching? Teacher supply, demand, and shortages in the US." (2016): 499-534.

3) Educators are listening more often and more deeply to students and families.

Keeping students and community at the center is essential to effective + enduring improvement.

TrueSchool educators are making decisions based on input and feedback from students and community members. TrueSchool educators are invested in creating something new *with* students, versus *for* students. Throughout the TrueSchool Process, educators return to student, family, colleague, and community wants, needs, and hopes. Educators engage in rigorous fieldwork to seek out, deeply listen to, and respond to student and family feedback. This helps them build understanding and question assumptions about the communities they serve.



35% more educators report gathering and using feedback from students and community members (from 61% at the start to 96% at the end).

40% more strongly agree.

Researchers Joseph F. Murphy and Joshua F. Bleiberg, in their analysis of why school turnaround efforts rarely achieve the desired impact, write: “students need to be the center of gravity for school turnaround efforts to be successful.”¹⁶

Our focus on an empathy-driven and human-centered process keeps students and families at the core and gives educators the tools to engage their community.

This year, educators have shadowed students, interviewed parents, observed school spaces in action, and sought feedback on early versions of their new models in order to improve them.

Our aim is to build the capacity of educators to lead regularly incorporate student perspective into their decision making and adopt this approach as part of the way they do things school-wide.

Data suggests that, beyond this program year, educators will continue to put student and community perspective at the heart of their improvement work.

This deep engagement with the school community reconnects educators to their deeper why for the work.

Veteran educators often report that they feel “reinvigorated” as a result of their TrueSchool experience. This motivates people to push even harder and pursue an even better future for their students. This connection back to the deeper why is also what keeps great people in the field.



The most valuable [part of this experience] was getting to know students outside of school, visiting them in their homes. I went to a family that has 3 children in our school. Two of those children, I have taught. We discussed things that we should continue in the area of reading and things we have done that we should stop. This whole family was very positive about reading in and out of school. One of the biggest takeaways that was suggested by the mom was to start a Parent/Teacher Literacy Council. We are going to begin this next year!!!

Jennifer Shafer-Ehlers
First Grade Teacher
Engleman Elementary
Grand Island, NE

¹⁶ Murphy, Joseph F., and Joshua F. Bleiberg. *School Turnaround Policies and Practices in the US: Learning from Failed School Reform*. Vol. 6. Springer, 2018, p169.

4) Educators are finding new ways to tap into resources that already exist at their school.

Creatively using what is available, versus waiting for more, is critical to taking action and making change now.

By practicing actions like “asset mapping,” (creating a comprehensive visual of the skills, material resources, and spaces already available to leverage for change), teams uncover untapped resources. This mindset shift is key to successful innovation: rather than waiting for new resources or focusing on what we might lack, educators work with what they have to take action and innovate now. (This is both a mindset and a skillset). We help educators see assets, and to make plans to use them in the service of their vision.

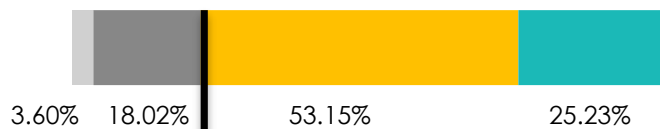


The brainstorming sessions at TrueSchool's Studios revealed many assets that we had not noticed before...When we itemized our resources, we realized we had close to 100 functioning resources already in place to help us achieve our vision.

**A.H. Bangert TrueSchool Team
In their TrueSchool Blueprint
New Bern, NC**

My school team finds creative ways to use the resources we already have at our school site in order to improve learning for students.

Opening Survey



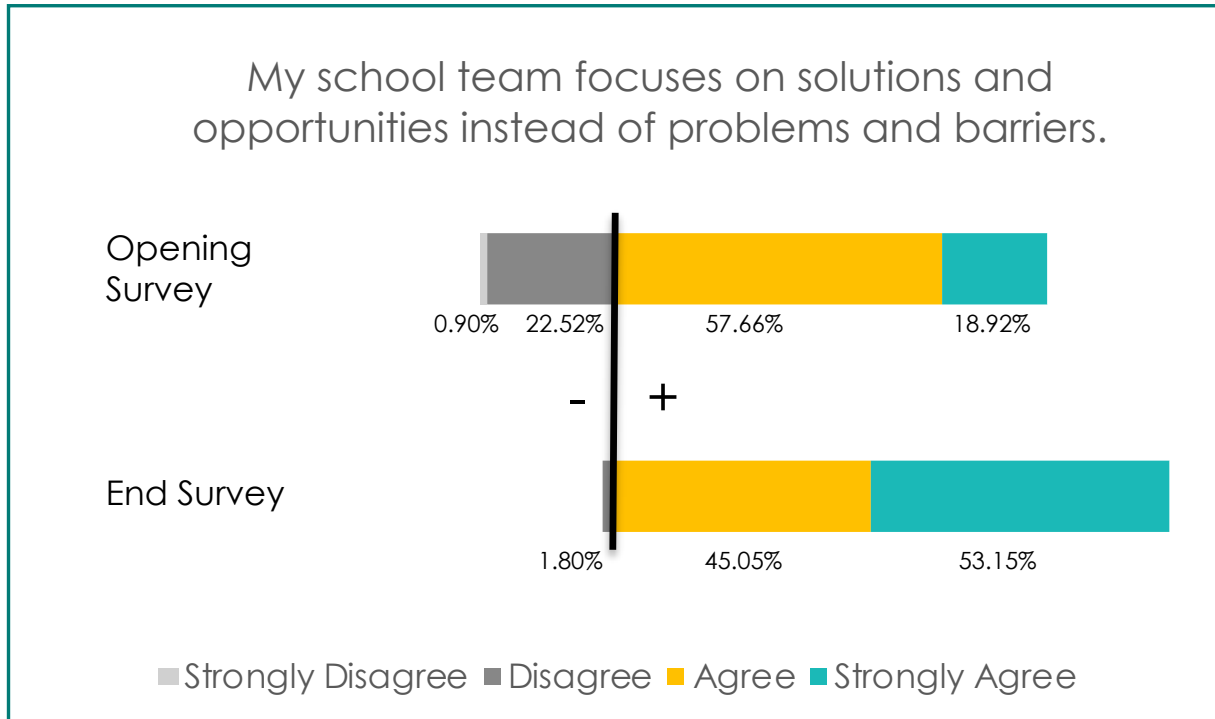
End Survey



■ Strongly Disagree ■ Disagree ■ Agree ■ Strongly Agree

20% more educators report creatively using existing resources (from 78% at the start to 98% at the end).

At the close of the Fellowship, educators report that they have grown in their capacity to reframe challenges as opportunities and to develop solutions leveraging existing resources creatively.



21% more educators report focusing on solutions and opportunities (from 77% at the start to 98% at the end).

34% more strongly agree.



TrueSchool is teaching us a new thought process. We're learning that not everything has to get done right now. The work with TrueSchool is opening our eyes to realize that it's a process for change and not an instant, overnight shift.

Naeema Holmes
First Grade Teacher
Walnut Creek Elementary
Wake County, NC

5) Educators are learning from the work of other schools.

By leveraging the power of a learning network ideas are shared, models are replicated, and impact is magnified.

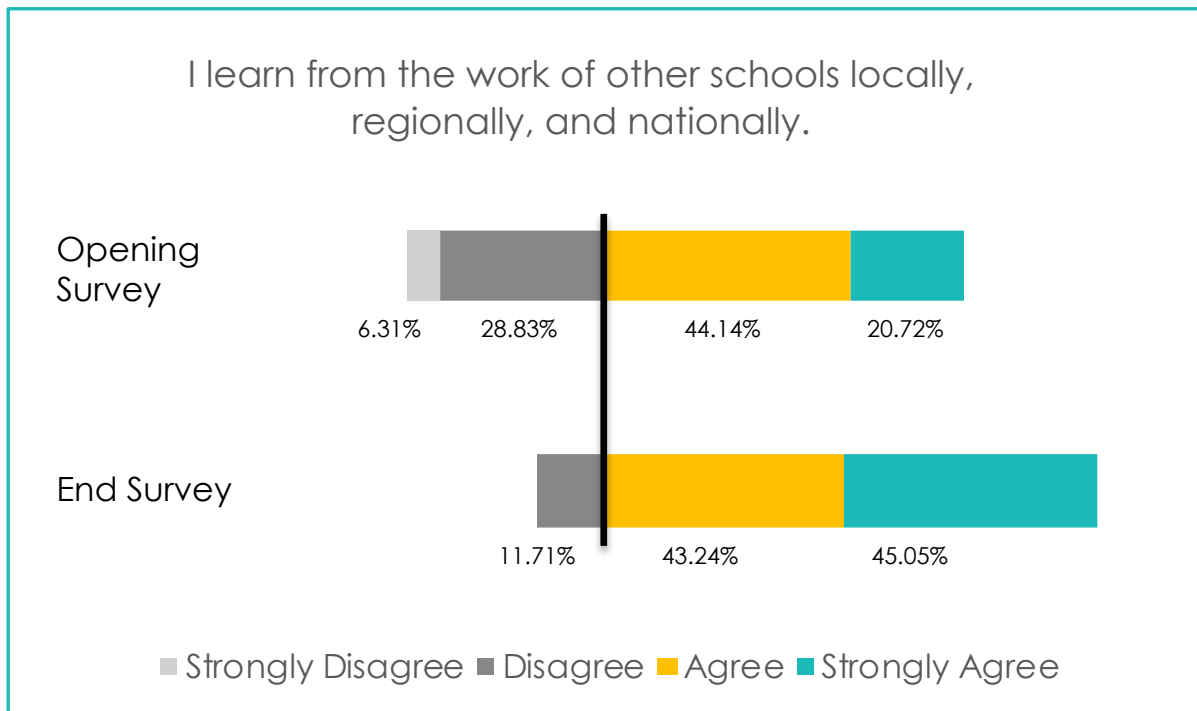
Throughout the TrueSchool Fellowship, educators come together to reflect on challenges, share insight, and offer each other questions and feedback. New models showing promise at one school spark improvement at others across the cohort.

Educators are building long-term relationships with colleagues across the state who are similarly forward-thinking and dedicated to improvement for students. They are developing structures and strategies for collaborative learning that they can bring back to their school site. They are also swapping ideas, "stealing," and adapting what's working in other schools, enabling the impact of this experience to be magnified.



Several schools, including the NC schools, had amazing ideas that we can utilize when working towards our reading vision.

Kari Lottman
Assistant Principal
HTRS Elementary
Humboldt, NE



23% more educators report learning from the work of other schools (from 65% at the start to 88% at the end).

When educators are working on similar problems across different contexts, in different communities, they not only apply each other's ideas, but *adapt* them. This sharing grows the knowledge base across a community of educators with a similar vision. Researchers find that when educators "generate, elaborate" and "refine" ideas "across many different contexts" their "capacity grows exponentially."¹⁷



The most valuable aspect of the TrueSchool Fellowship was the interaction of meeting different school teams. It was very enlightening to collaborate with other schools about the same issues and concerns our school deals with. It was also helpful to exchange suggestions, ideas and feedback.

**Gwenevere Peebles
First Grade Teacher
Coker-Wimberly Elementary
Edgecombe, NC**

100% of TrueSchool Teams reviewed the Blueprints created by other teams in their state.

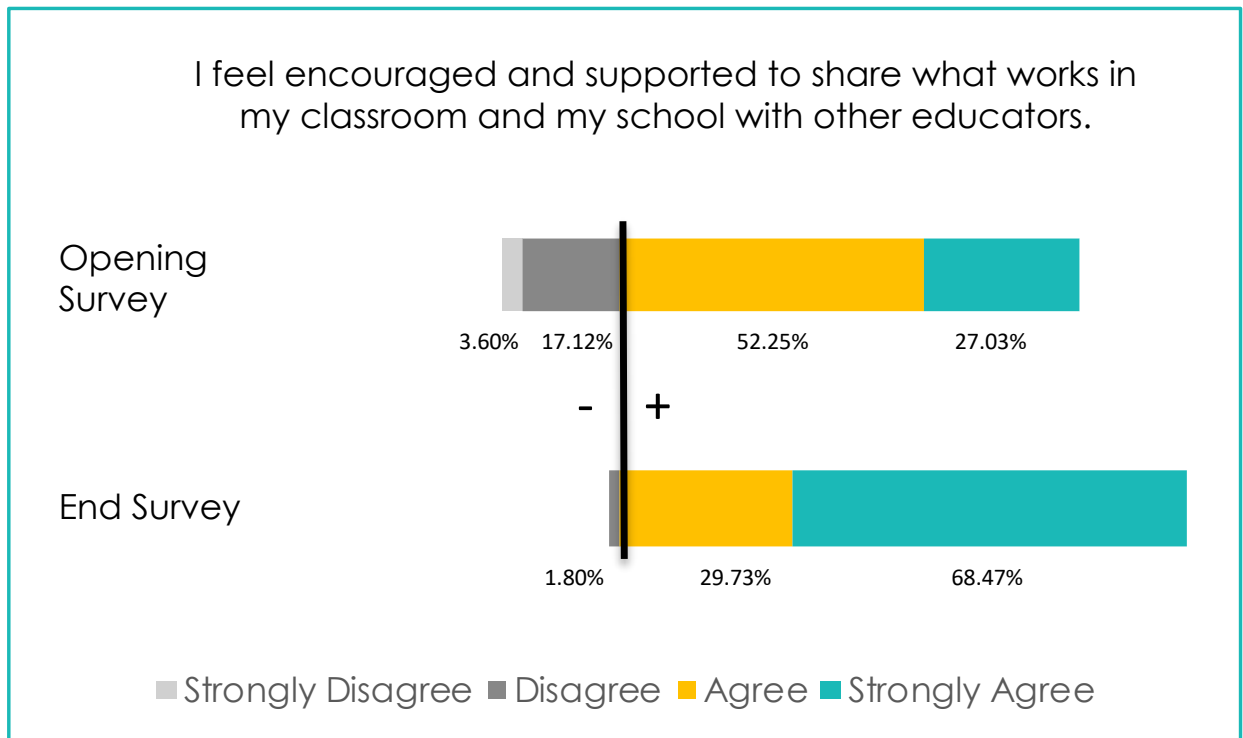
96% report that they will use or adapt an idea developed by another team.

¹⁷ Bryk, Anthony S., et al. *Learning to improve: How America's schools can get better at getting better*. Harvard Education Press, 2015, pp. 143.

6) Educators plan to scale and share their models and insights.

Serving as bright spots and proof points in their systems, these schools inform + inspire system-wide change.

Educators share their learnings with other TrueSchool Teams, but also with their wider school, district, and state communities. The TrueSchool Blueprint—a visual capstone that captures teams' innovative learning model, impact data, learning, and future plans—is the tool and prompt that pushes teams to take their work to a larger stage.



19% more educators report being encouraged to share what works (from 79% at the start to 98% at the end).

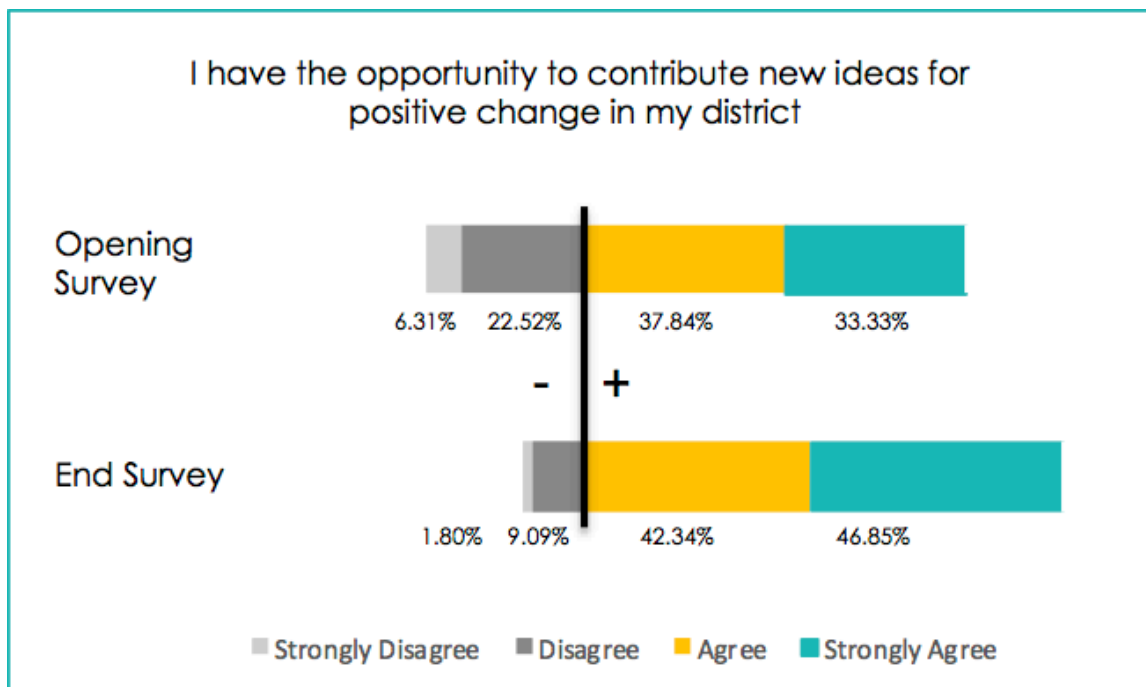
41% more strongly agree.

Teams report that they are sharing their TrueSchool Blueprints to their school boards or at school-wide professional development sessions.

95 % of TrueSchool Teams plan to share their Blueprint.

My team will scale our innovative learning model next year by.... (check all that apply)	
Expanding our work to include more colleagues, grade-levels, and/or departments at our school	80%
Going school-wide with our idea	57%
Sharing our work with other schools in our district	49%
Sharing our work with other schools in our wider network	15%
Sharing our work within our state network / at the state level	7%
Sharing our work in a national network / at the national level	2%

This encourages other school teams to apply or adapt their ideas. It inspires others to make change. Michael Fullan, educational systems-change expert, finds that districts that have led enduring improvement have “processes for sharing learning among schools.”¹⁸ TrueSchool educators are building their skills as presenters and speakers who get their ideas out into the world. When they do this, they inspire other schools by sharing what is possible, and how they got there.¹⁹



18% more educators report the opportunity to contribute ideas for change to their district (from 71% at the start to 89% at the end).

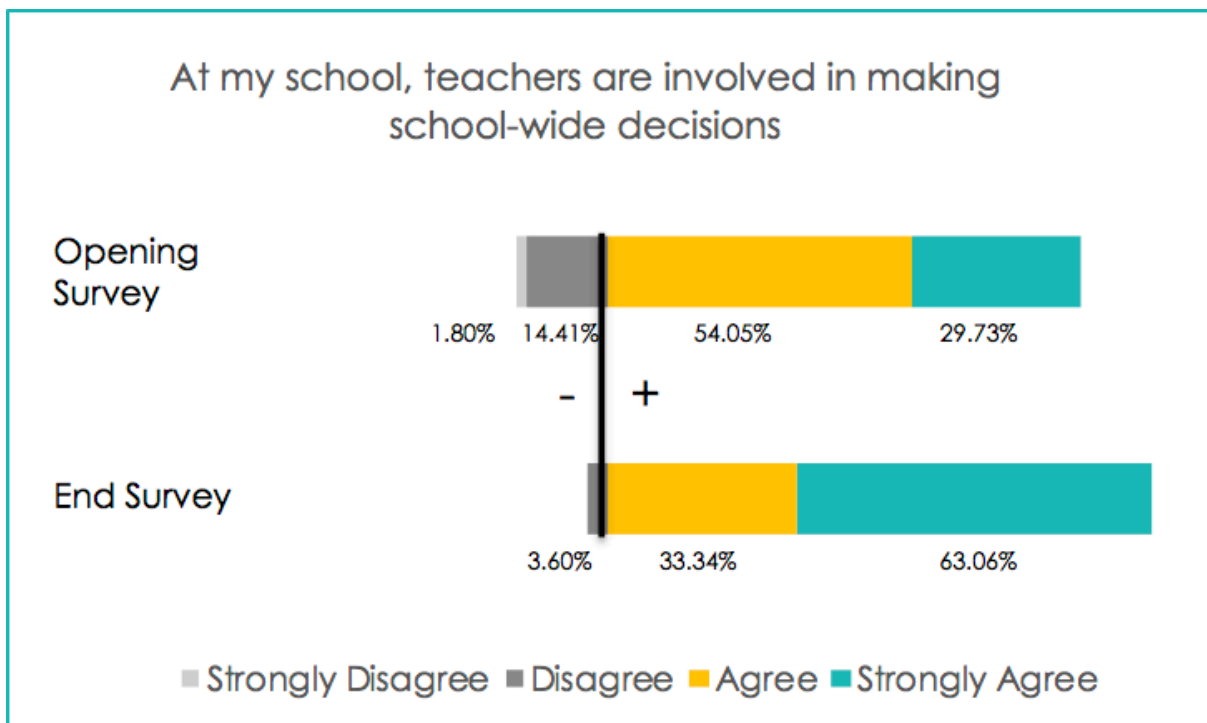
¹⁸ Fullan, Michael, ed. *All systems go: The change imperative for whole system reform*. Corwin Press, 2010, pp. 51.

¹⁹ Bryk, Anthony S., et al. *Learning to improve: How America's schools can get better at getting better*. Harvard Education Press, 2015, pp. 145.

7) Teachers are growing in their leadership responsibilities and becoming more involved in school-wide decision making.

Research shows that teachers must be part of the improvement process in order for it to succeed.

This simple fact is powerful. It means that the **decisions themselves** are more effective because they are collectively determined and informed by the perspective of those closest to students: teachers. These decisions have buy-in from the beginning. The people putting them into practice are sitting at the table as co-creators and leaders.

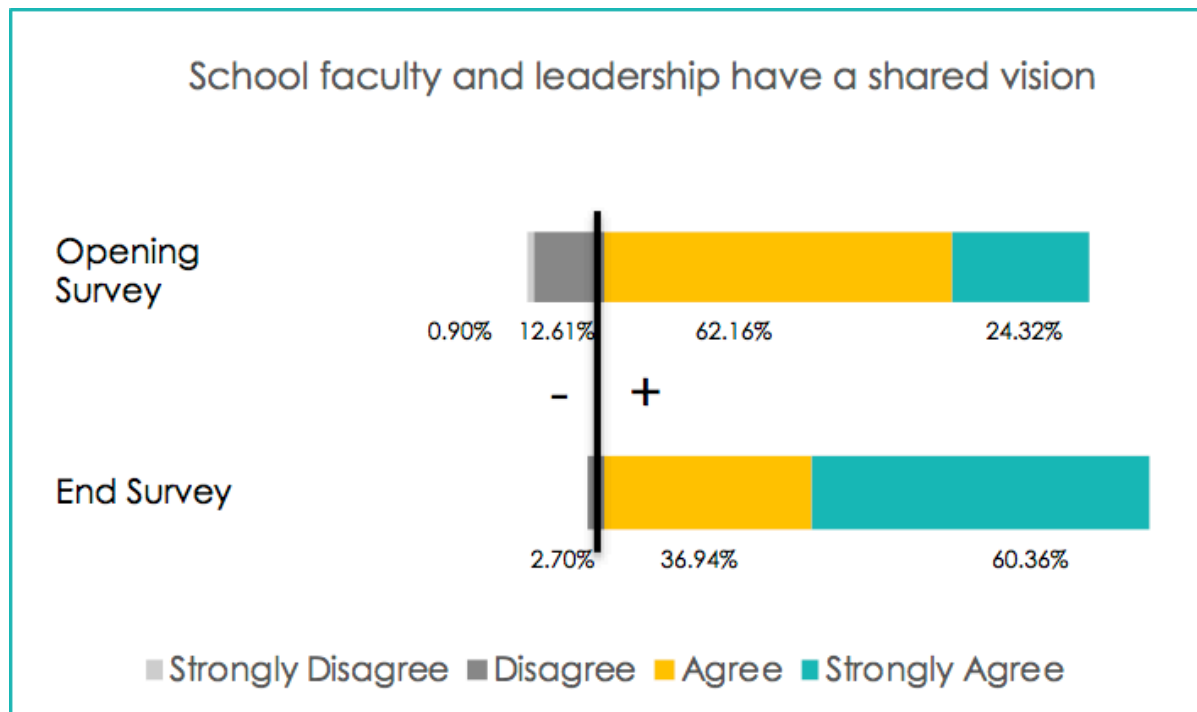


12% more educators report teachers as involved in decision making (from 84% at the start to 96% at the end).

33% more strongly agree.

In their 2018 study of school turnaround efforts, researchers Joseph F. Murphy and Joshua F. Bleiberg find that “failure is the norm” in school turnaround efforts.²⁰ They find that one of the major reasons for that failure is the absence of teachers at the table. As Murphy and Bleiberg write, “teachers must believe in the work being undertaken...Their options should be weighed when deciding upon turnaround strategies, especially considering their role in implementing the plans. When teachers do not buy in to turnaround intervention(s), failing schools do not improve.”²¹

Educators who are engaged as leaders are more likely to be retained in their school and district, a crucial factor at a time of national teacher shortages.²²



11% more report shared vision (from 86% at the start to 97% at the end).

36% more strongly agree.

²⁰ Murphy, Joseph F., and Joshua F. Bleiberg. *School Turnaround Policies and Practices in the US: Learning from Failed School Reform*. Vol. 6. Springer, 2018, p167.

²¹ Ibid.

²² Wixom, M. A. "Mitigating teacher shortages: Teacher leadership." *Education* (2016).

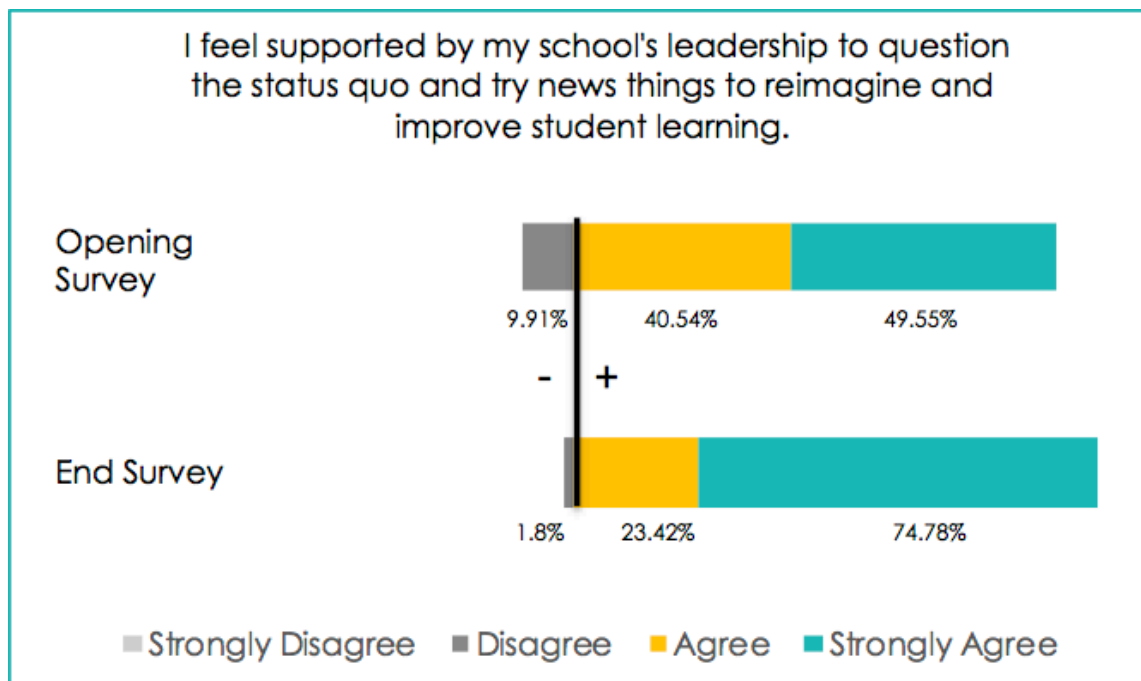
8) School teams have a plan and a process to continue improving.

Enduring school and system improvement takes 3-7 years. Educators are energized and equipped to take on this challenge and improve student achievement in the short + long-term.

Educators are more likely to think outside the box and experiment with bold new ideas for improving student outcomes.

92% of educators report that they will “apply the skills, mindsets, and process learned during the TrueSchool Program in the future.”

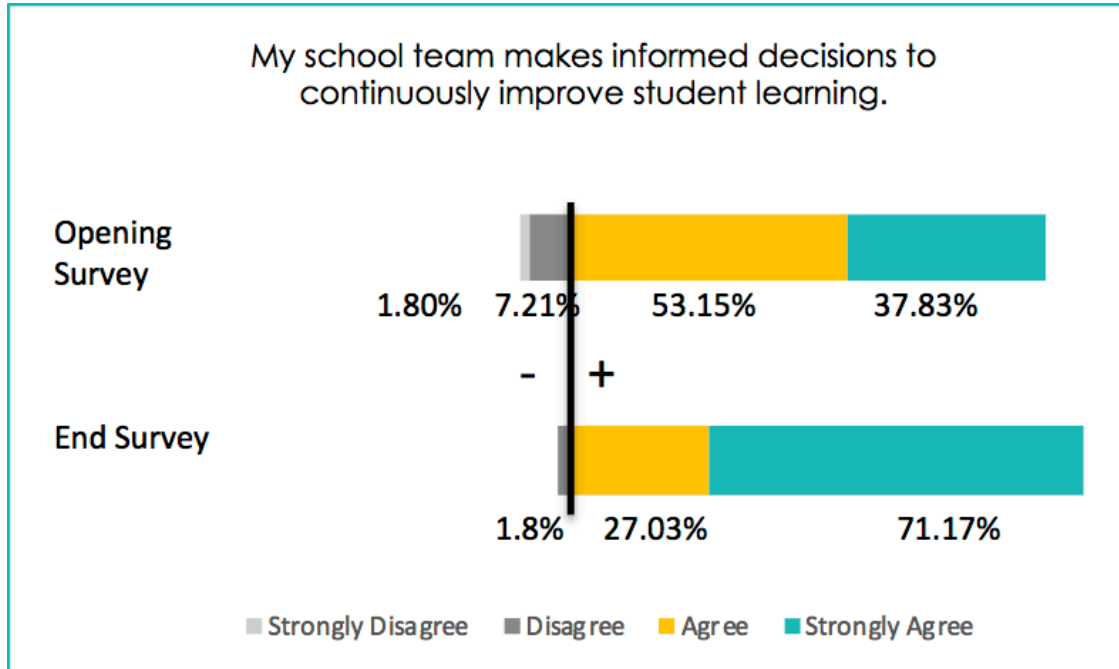
Educators are questioning the status quo and building something tailored to the unique needs and opportunities of their students, schools, and communities.



25% more strongly agree that are supported in trying new things to improve student learning.

Throughout the TrueSchool Program, educators learn from case studies of schools that have led powerful, bold improvement efforts. They are practicing new strategies including visualization, brainstorming and building prototypes (rough, test-able early

versions of their new ideas). Throughout, educators reflect on the progress of their innovative learning models, their learnings, and the improvement process itself. By doing so, teams are building capacity for ongoing creative problem-solving.



33% more strongly agree that they are equipped to continuously improve student learning.



The True School Process was most valuable to me. These eight steps will guide me in whatever change effort I encounter. By breaking down a large project into manageable chunks, the resulting project will be more transformative.

Julie Martin
Principal
Gates Elementary School
Grand Island, NE

APPENDIX A: SCHOOL TEAM CASE STUDIES

SCHOOL TEAM CASE STUDY: A.B. Newell Elementary

Grand Island, Nebraska

The Power of Pair Reading: Improving Fluency by Linking Students Together

What started as a small pilot program within a few classes is quickly spreading across the entire campus. A.B. Newell's TrueSchool Team developed a plan to "allow [students] to blossom as individual readers who love reading!" Within 8 weeks of the pilot, the lowest readers experienced phenomenal growth.



A.B. Newell Elementary School implemented Power Pair groups, linking higher and lower level readers together for 15 minutes of peer reading each day. Their goal was to increase student literacy and foster a lifetime love of reading. A.B. Newell student Emmy reflected on the success of the program, saying, "From the first time we read to the last time, I can tell I'm getting better." Fourth grade teacher and Team Member Danielle Dudo noticed a marked difference after implementing Power Pairs, saying it "increased [student] fluency and vocabulary,

impacted their reading stamina and inspired a love of reading a variety of genres." A.B. Newell Elementary plans to expand the program next school year, with the intent to deepen the instructional impact on student success!

School Principal and Team member Nate Balcom experienced this during the Build Empathy phase, saying, "it quickly stood out to me that we do not ask for student input on the school experience nearly enough. As we move forward with developing our plan and enhancing our vision, I plan to ask the students more questions and allow them to have a greater voice in how their school experience unfolds. After all, though, we as educators and leaders get many chances to get things right in school... our students get only one school journey, let's make it a good one... together."



TrueSchool has given us an opportunity, as a team, to pinpoint areas of need in our building. Through the process, our team has been able to take steps toward providing teachers with the tools needed to implement research-based strategies within their classroom that will positively affect their student growth in the area of literacy.

Hanna Vance
Second Grade Teacher

SCHOOL TEAM CASE STUDY: Two Springs Elementary

Bellevue, Nebraska

Breaking Access Barriers: Free Little Library

After teachers at Two Spring Elementary discovered research showing student reading habits on the decline, they designed dynamic programming focused on improving their school community's engagement with literature. The impact of the programs could be felt by staff within weeks of implementation. The team reported "both the librarian and principal noticed that teachers were consistently reading aloud in their classrooms and giving more time for silent reading." Students began to check out more diverse books and started asking questions about what they read!

The Two Springs team sought to "empower children and families to develop strong literacy skills by modeling and providing rich literacy opportunities in the classroom and at home. To break barriers of access and encourage a school-home connection, they installed a Free Little Library, which is a small wooden structure that looks similar to a playhouse. Inside, it is filled with donated books available for families to borrow without the stress of due dates or fines that come with traditional libraries. Families juggling time constraints were given the opportunity to utilize the Free Little Library when they dropped off or picked up their children from school, providing them a quick way to engage with their children without compromising their schedules.



This year we started building momentum with our teachers and students. In the upcoming year we want to bring this to the family level. The most important thing we learned was the power of modeling and enthusiasm. Two Springs is on the path for creating a positive culture for reading!

**The Two Springs Team
In their TrueSchool Blueprint**

The school librarian spearheaded a "Book Tasting" series, where students could sample various types of literary genres to spark interest. Teachers were provided professional development to build their capacity for doing read-alouds and were strategically exposed to new literature to share with their students. Teachers featured books being read in class by placing a "What We are Reading" sign outside their doors. The school librarian marveled at the change in library participation, saying "It is fun hearing students ask for books that they are seeing around the school on these reading signs. All of a sudden these books are becoming popular simply because teachers are reading them aloud." Building on their success, Two Springs plans to continue their focus on literacy in the 2019-2020 school year, and expand to include families.

Their success was rooted in TrueSchool's "Build Empathy" phase, in which teams uncover the root cause of problems they are tackling. During the Build Empathy Phase, the Two Spring Elementary Team interviewed teachers to pinpoint why interest in reading was waning in their school community. Teachers reported that the pressures of juggling multiple responsibilities and ensuring curriculum was implemented with fidelity left them with little time to prioritize independent student reading time. The team realized teachers "needed permission to take time out of the school day to read to their students or have quiet reading time" ...So, they gave it to them!

SCHOOL TEAM CASE STUDY: Knickrehm Elementary Grand Island, Nebraska

Bringing Families into the Fold: Overcoming the Impact of Poverty

Knickrehm Elementary developed a bold vision for their school. They aimed to increase student achievement by increasing parental participation in the school community. With the majority of families living in poverty, this was no small feat. Yet, the Knickrehm team persisted. The results were outstanding! There was high parent turn-out and praise for the new parent events.



The Knickrehm Team strategically planned events during the school day to pull parents into the school and found creative ways to leverage their support. Once in the building, parents were invited to participate in student learning activities, where they learned techniques to support their child's learning at home. Parents expressed feeling empowered to help their children in new ways. One parent said, "I didn't know how to practice math facts with my daughter, so I just threw the flashcards at her. Now I know how." Another parent enjoyed the quality time the events provided, saying "It's a moment to spend time with my child and learn with them." Knickrehm Elementary School plans to continue their focus on parental engagement. They have plans to host more events, with a continued focus on parent empowerment.

94% of Knickrehm Elementary School students qualify for free/reduced lunch, and many students bring the baggage of trauma with them to school each day.

TrueSchool encourages educators to utilize existing resources to make positive changes in their schools. As all educators know, funding changes from year to year. TrueSchool knows that developing a truly impactful program is only possible if it can be sustained throughout the years. Grant Bachman, a Title 1 Specialist, discusses the challenges of depending on funding, saying "Funding in education is such an unknown in 2019, is it up, is it down? Are there cuts? Who is affected most? Students. TrueSchool allowed us the opportunity to create a second order change without having to rely on the ebb and flow of funding. The one thing kids need is consistency and [TrueSchool] gave us that."



Through our School Improvement Plan, we were already working on overcoming the effects of poverty but still weren't seeing the results we had hoped for. We knew we were missing something. TrueSchool provided us with another lens through which to refine and strengthen our teamwork and vision of what we can accomplish.

**Kelly Klanecky
Principal**

SCHOOL TEAM CASE STUDY: Gates Elementary **Grand Island, Nebraska**

The Riverbend Bus Club: Collaboration, Inspiration, & Curiosity

Gates Elementary developed a model to improve reading motivation and engagement among its students. They started a 3rd grade “Riverbend Bus Club,” which provided students who take the bus to and from school access to reading opportunities, both before and after school. During the “in-between” time of either waiting for the bus to arrive or waiting for school to start, students participated in literacy enrichment activities, including literacy games, story read-alouds, and arts-based reading projects.



Students found the program highly engaging, with 3rd grader Hayden saying, “It’s awesome to pick or choose your own book to listen to.” The results prove their efforts have been a success, with most participating 3rd graders meeting their Spring reading goals for the year!

Gates Team members say they “found that collaboration, inspiration, & curiosity [was] the key to move [their] students forward.” To promote community connection, special guest readers were invited to lead whole group read-alouds each Friday to the Bus Club. Attendance data shows that there was less tardiness and absences on Fridays, which is the day guest readers were invited to Bus Club! Within the school day, teachers focused on providing students more choice in reading and encouraged deep thought through implementing Inquiry Circles. Second grade student Kaliyah enjoys Inquiry Circles, saying, “My favorite part of inquiry is learning things I do not know.” Beyond this year, Gates Elementary has a detailed plan for sustainability, which includes distributing program leadership and increasing community buy-in.

The phases of the TrueSchool Process provide schools a model of policy implementation that can be replicated far after the Fellowship ends. Gates Elementary Principal Julie Martin reflected on her experience, saying “The True School Process was most valuable to me. These eight steps will guide me in whatever change process I encounter.”



Our fieldwork showed that students weren’t always engaged in independent reading, nor were they motivated to read when other options were available – technology, games, etc. This promoted us to begin discussing the most effective ways to motivate and engage ALL readers.

Sarah Robinson
Instructional Coach

SCHOOL TEAM CASE STUDY: Engleman Elementary

Grand Island, Nebraska

Students OWN Reading: Wildcat POWER Reading



Engleman Elementary School's student growth had been stagnant for many years despite the fact that they consistently score at the top of their district on statewide assessments. Through conversations with parents and teachers, it became clear that students were developing poor reading habits. Students were no longer reading for enjoyment, preferring instead the technology offered by cell phones and computers. The team knew they needed to take action to engage students. Engleman Elementary School created a vision for long-term impact, with a focus on empowering students to be resilient readers and take ownership of their reading through personal goal setting and data tracking. The first grade students who participated in the pilot experienced remarkable growth, with the median growth of the lowest students far exceeding the class average!

They created "Wildcat POWER READING," which Principal Jennifer Lohrberg describes as "an innovative model in making read-to-self time more intentional around agreed upon targets and success criteria that includes

conferencing with teachers to create accountability and student choice." One teacher talked about the changes she noticed after Wildcat POWER READING saying "Students who struggled to read to self, can share what being a successful reader looks like, sounds like and feels like." One parent noticed a difference in her child's interest in reading, saying "my son is choosing more books he can read at home himself. He used to check out books...and didn't attempt to read." Given the success of the program, Engleman Elementary plans to expand Wildcat POWER READING to all grade levels "to impact the power of personal ownership of reading."

The Engleman Elementary team truly embraced each phase of their TrueSchool experience. Vice Principal Teri Ruybault really connected with the Build Empathy phase saying, "[Parent] interviews not only helped me see a different perspective, they helped me to 'trust the process' that is the foundation of the TrueSchool project." Instructional Coach Tonu Scusa really valued the Brain Trust Protocol saying how inspirational it was "to learn from other schools around the state and receive feedback."



The most valuable part was getting to know students outside of school, visiting them in their homes. We discussed things that we should continue in the area or reading, and things we have done that we should stop. The whole family was very positive about reading in and out of school.

One of the biggest takeaways was a suggestion by a mom to start a Parent/Teacher Literary Council. We are going to begin next year!!!

Jennifer Shafer-Ehlers
First Grade Teacher

SCHOOL TEAM CASE STUDY: HTRS Elementary *Humboldt, Nebraska*

How a Reading FlashMob Sparked Student Curiosity



The teachers at HTRS Elementary School know that “enthusiasm is CONTAGIOUS!” They harnessed their enthusiasm to spread a love of reading and spark curiosity throughout their whole school. HTRS Elementary School planned a schedule of literacy-themed events intentionally aimed to provide students joy-filled and inspiring experiences with literature. The main event was a Reading Flash Mob, where students gathered together to perform a group dance in celebration of the books they read.

Student interest in reading peaked, and more students were noticed carrying books around campus!

Also successful was the Mystery Reader series, which involved a mystery guest from the school community reading a book aloud during morning meeting. Students rushed to get a good seat and were delighted to solve the mystery each day. HTRS Elementary is planning to expand their calendar of literary-themed events, with the goal of involving more community members and families.

Through the TrueSchool Fellowship, the team discovered their power as agents of change within their school. They realized “change lead by staff (not just administration) is more readily accepted by other teachers,” and that working as team “[allowed individual strengths to shine through.” TrueSchool lets teachers lead the way since they are in the best position to know what their students need.



SCHOOL TEAM CASE STUDY: Willowdale Elementary Omaha, Nebraska

An Infusion of Choice and Accountability: Using What You Have

In the TrueSchool Prototype and Pilot Phases, teams have the opportunity to test their projects before implementing them school-wide. When asked about the most valuable thing learned, 5th Grade Teacher Danielle Anderson reflected, "It is best to make sure you do a prototype to test a 'big change' before you make changes to your instructional practices."

Likewise, Cathy Greenwald, Literacy Interventionist and Team Member, said "a highlight of this journey was having time to collaborate, plan, and attempt before totally implementing change with the whole staff."

Willowdale Elementary School infused student choice and accountability into the existing rotation structures within their classrooms to "inspire students and deepen their understanding of the purpose and power of lifelong learning." After implementing the new system, student engagement increased, which allowed for more uninterrupted small-group lessons.

Willowdale Elementary found a way to leverage their existing assets in a new way by shaking up existing structures.



We grew as a team in our capacity by having great conversations, digging into new ways to improve our instruction, and analyzing the information to ensure it was going to take us in the right direction.

**Amanda Wharton Hunt
Principal**

Team Members: "When developing a new system it is important to consider the efficiency of the system for classroom teachers...There are great learning opportunities happening during Daily 5 rotations... When students are given more choice during Daily 5 rotations we see an increase in engagement"

SCHOOL TEAM CASE STUDY: Rohwer Elementary Omaha, Nebraska

Collaboration is the Key to Building Momentum



We learned as a team to 'Trust the Process.' We looked at our current practices and had fierce conversations about what we [needed] to change. We share our learning through the process and celebrate our success at the same time. The key to our model is the students. The students are the reason we chose this path

**Rohwer Elementary Design Team
in TrueSchool Blueprint**



Rohwer Team Member Andrew Reck reflects that “through the process of planning backwards, we found our true student needs.” The TrueSchool Process provide teachers the opportunity to uncover the barriers keeping students from success.

Rohwer Elementary School set a holistic goal to develop a life-long love of learning and intrinsic motivation in their learning community. In the Build Empathy phase, the Rohwer team conducted stake-holder interviews, observed lessons, and analyzed student work.

One student explained that “I want a happy school...people and teachers around me who really care.” A parent wondered about her child: “though he scores high in reading and enjoys it, and has an understanding of phonics, his spelling still suffers. Why is that not translating? Is it simply because he rushes or is more going on?”

The Rohwer team found the biggest need to be more individualized, targeted instruction. To address this, they implemented needs-based instructions by creating learning stations, based on the Pillars of Reading, to target missing skills. Teachers shared stations ideas and suggestions, creating a usable resource for teachers. Educators expressed that collaboration was at the core of implementation: “Moving toward our vision requires collaboration between our teachers, both vertically and at grade level, to ensure consistency and rigor.”

SCHOOL TEAM CASE STUDY: Twin Ridge Elementary **Bellevue, Nebraska**

Building a Strong Foundation: Reinforcing Early Literacy Skills

The TrueSchool Team at Twin Ridge Elementary School understands how important a strong foundation in reading is for a student's academic trajectory. Seeing that many students in their school lacked the most basic reading skills, they knew they needed to find a solution to ensure success for their students. By implementing targeted phonics and phonemic awareness interventions the team was able to measurably improve foundational literacy skills. The results were amazing! Amber Serenil, an Instructional Paraprofessional reflected on the improvement, saying "I see lots of growth with the kids that I have been using the intervention with. The students like the challenge with each new level."

Twin Ridge Elementary School created intervention groups for struggling readers to reinforce foundational literacy skills. Using the reading program Equipped for Success, teachers and reading interventionists provided short and targeted interventions to their lowest readers. The intervention activities grew gradually more difficult as students' skills enhanced. Second Grade teacher Alli Kramer says, "I love using this intervention! I end Guided Reading with it every day. The kids have fun with it and it helps them with decoding words." Students have recognized their improved reading since participating in the interventions. Ja'Mia, a 5th grader, says the activities help her with "speaking and thinking about sounds."



TrueSchool provides teachers a platform to collaboratively problem solve. Instructional Coach Sarah Dickey reflected on the impact, saying, "I am excited to continue applying the TrueSchool Process to help generate solutions to other identified problems at our school. The TrueSchool Process pushes thinking, while capitalizing on the power of collaboration! It's a win-win for all, especially the STUDENTS!"



My favorite moment is when a student came to my room and asked if we were changing sounds in words. My response was 'Yes!' The student then asked: 'Can I be first?'

Cristin Cordst-Fischer
Reading Specialist

SCHOOL TEAM CASE STUDY: Betz Elementary Bellevue, Nebraska

Driving Change: Finding Solutions Instead of Excuses

Many of the Betz Elementary School Pre-K and Kindergarten students arrive at school each day needing support with “the social-emotional skills they need to interact with peers and adults in order for them to do their best learning.” But the teaching staff at Betz Elementary is more interested in finding solutions rather than excuses, saying, “Just because the vast majority of our students [are] coming to school lacking the social emotional and literacy skills they need to be successful learners, doesn’t mean that it is beyond our control to impact change.” The team worked together creating a holistic plan to target their lowest learners, and experienced remarkable success.

The school designed an approach to improve literacy and social-emotional skills among their Early Childhood student population. Kindergarteners unable to participate in guided reading took part in literacy development whole-group read-alouds. The students experienced tremendous success. In 5 months, they were able to level up 53% of students from literacy development groups into guided reading groups!



As a leadership team, we learned to be more solution-driven and to focus on something that would really make a difference in our school. I'm excited to see our hard work turn into positive results for the rest of the school year.

Kyla Stuzman
Title I Teacher

Betz Elementary's outreach extended into the community as well. Teachers leveraged existing school events as avenues to communicate with parents about community resources, including information about the Early Childhood Center, which is a free child-center staffed by certified teachers and operated by the local school board. Next year, Betz Elementary plans to start literacy development groups at the start of the academic year to maximize the benefit to students.

Through the TrueSchool Process, the Betz Elementary School team became empowered to create solution driven change initiatives and refused to allow outside factors dictate student outcomes. Instructional Coach Lanette Starbuck reflected on this, saying, “The most

exciting aspect of participating in the True School Process is how our team grew as change leaders. I am excited for our students because we have new tools to tackle future innovation as we move forward with school initiatives.”

SCHOOL TEAM CASE STUDY: Chapman Public School Chapman, Nebraska

From Survival to Success: Meeting Students Where They Are

Chapman School resides in a community in the grip of generational poverty. Student performance had been slow to increase, despite the best efforts of dedicated teachers and school leaders. Many Chapman students “struggle with trauma, poverty, and family dysfunction.”

The team knew they had to try a different approach to make changes in their school: “We knew that our school needed something different than repeating the same patterns we had been doing. TrueSchool empowered us to throw out ideas, concerns, positives, and some of those fears we all have without feeling pressure. It has given us a voice to do what is needed to help our most vulnerable students.” The team recognized the social issues that impact their students, saying, “We knew at the heart of our community, we lacked the parent and family support needed for student success.... We needed to go back to the basis of human needs; to be safe, to be loved, and to have physical needs met. This knowledge was the start of our journey of setting the vision...We hope to develop relationships, partnerships and routines to help change the cycle of poverty from survival to success.”



Excerpt from Chapman's TrueSchool Blueprint



I realized that it is the little things you do that can create the most success. Our TrueSchool Team is willing to do many 'LITTLE THINGS' for our children and their families to help them to become an exceptional community of learners.

Connie Cochnar
Resource Teacher

Chapman School developed a plan to improve community relationships and mindset, both inside and outside of the classroom. Within the classroom, teachers took time to talk to students about overcoming hardship and provided tips on self-regulating negative emotions.

Outside of school, teachers and school leaders began to cultivate relationships with families. They did home visits, where they brought families baskets filled with reading materials and interactive games. Families opened up about their struggles, with one parent sharing, “Sometimes it's really hard and I need some help. I don't want my daughter to be depressed too.” This experience allowed parents and teachers to see the human side of each other, and improved communication.

SCHOOL TEAM CASE STUDY: Ezra Millard Elementary School Omaha, Nebraska

Finding the Path Forward: Using Learning Targets to Improve Literacy

While interviewing and observing students during the Build Empathy phase, the Ezra Elementary team found that while students could easily recognize the content area they were working in, they struggled to verbalize specific details about what they were learning. After reviewing their available resources and analyzing impact, they focused on creating standards aligned learning targets.



They worked collaboratively to align ELA standards with the district curriculum for the entire first grade, which served as their pilot group. They created learning targets that incorporated student friendly "I can" statements to provide students a framework to articulate their thinking. The targets also helped students focus on the objective of each lesson. This made it easier for teachers to assess student understanding. The team noticed an immediate difference in the way students engaged in classes.

After one lesson, a first grader was heard self-checking his learning, saying "Oh, I need to reread this part because I think I understand it, but I want to make sure." This type of exchange enriched the classroom experience, allowing teachers to act as facilitators of student learning. Next year, Ezra Elementary plans to expand the Learning Targets to the entire school and include them in all subjects, including small-group centers.

Ezra Elementary School's TrueSchool Team set out to look deeply into the reading culture within their building. However, once the team took a closer look at reading instruction during Fieldwork, their ideas shifted. They discussed how their thinking evolved, saying "While looking in one direction we actually found a new path that lead us to where we needed to be."

*The Ezra Team's TrueSchool Blueprint won the highest community investment in 2018-2019, receiving **\$860 to fund their innovative learning model!***



SCHOOL TEAM CASE STUDY: Wheeler Elementary Omaha, Nebraska

Thinking Outside the Box: How Wheeler Elementary Revamped Their Approach to Literacy



Wheeler Elementary School is thinking outside of the box, and they like it that way! The team set out to revamp their school's approach to literacy in hopes of reinvigorating student success. Working as a team they designed both practical and inspiring initiatives that will have lasting effects on their school community in years to come.

They intentionally planned literacy stations that tied into state standards and organized professional developments for the teaching staff aimed at building their capacity to teach foundational reading skills. Thinking creatively, they dreamed up creative learning spaces that could inspire students and promote literacy.

They plan to roll out a "student lounge" and a sensory room in the coming years. These will feature flexible seating arrangements, interactive stations, and other comforts to provide students the opportunity to learn in a less structured environment.

TrueSchool invites teachers to think creatively about solutions and provides them a safe platform to think outside the box. During the TrueSchool Process, educators learn so much about what they are capable of achieving when they work as a team.



The most valuable thing we learned this year...If the only people in our building learning are ages 4-18, we're doing it wrong!

**The Wheeler Elementary Team
In their TrueSchool Blueprint**

SCHOOL TEAM CASE STUDY: Four Oaks Elementary School

Four Oaks, North Carolina

Paving a Path for Success: A Balanced Approach to Literacy

While the Four Oaks TrueSchool Team was analyzing their literacy data, they noticed a shocking trend: students were scoring consistently above district average on reading comprehension but were struggling with foundational phonics skills. Though they were very proud of the success students were experiencing in comprehension, they knew they needed to fill the gaps to ensure enduring student success.



Their solution was balancing their school's approach to literacy. Principal Kathy Parrish reflected on this, saying, "Our teachers are well planned, well prepared and offer great lessons. The key must be foundational reading skills and the intentional teaching of each that is missing."

Seeking answers, the team interviewed students and parents, observed lessons, and analyzed student work samples. They reflected on their findings, saying, "It became

clear that our approach to literacy instruction had become unbalanced. Teachers were spending the majority of their literacy block focused on fluency and comprehension. Little time was spent on phonological awareness and phonics instruction. In addition, there was limited time...to reinforce foundational skills that students were missing."

The Four Oaks team wanted to "pave a path for student academic and social-emotional success" by balancing the school's approach to literacy instruction to include "targeted and systematic instruction on phonological awareness and phonics, in addition to vocabulary [and] fluency." Once teachers were able to dig into the data, phonics instruction "organically became part of [the conversation], and teachers were eager to share ideas. Four Oaks Elementary School piloted the initiative to Kindergarten and first grade and plans to expand their approach to literacy to 2nd grade next year.



A highlight from the TrueSchool experience was the interviews completed with various stakeholders including students, teachers, parents, and community members. The process made me rethink assumptions I have about literacy instruction at our school. The interview process helped me to reframe my thinking through the lens of those most impacted.

Laura Strickland
Teaching + Learning Coach

SCHOOL TEAM CASE STUDY: Havelock Elementary School

Havelock, North Carolina

Including Students with Special Needs Benefits Everyone



Instead of top-down management where we fit an issue into pre-made solutions, innovation starts from the bottom up. That's where you find the true heart of the matter.

Sue Brumbaugh
Fourth Grade Teacher

Havelock Elementary School developed a plan to launch an inclusion model for their K-2 students with special needs. Their TrueSchool Team collaborated to create differentiated project-based learning units to allow self-contained students the opportunity to learn in an environment among their peers. The model reflects the Havelock's dedication to ensuring all students learn to their potential, with Delaney Fischer saying, "Every student has a place in our school and with their peers- we as teachers just have to take the time to facilitate the path."

One kindergarten class teamed up with the self-contained adaptive curriculum class to participate in a project-based learning unit on living and non-living things. This provided the students a diverse learning experience, the benefits of which extended beyond academics. Heidi Veibl reflected on the holistic value of including special needs students, saying "It blew me away how much general education students learn from our [special needs] children! I think many people look at inclusion as a way to include [special needs] children but in the end, I think our general education students really learn the most through this process. They are learning so many important life skills just by allowing their peers to work alongside of them." Moving forward, Havelock plans to expand the project-based inclusion model to more grades.

Sue Brumbaugh is excited about the move, saying, "As we work in inclusive teams as teachers...we can motivate, encourage and inspire each other to...transform student learning." By empowering teachers to lead the way, TrueSchool helps educators create solutions that work for them.



Authentic conversation and collaboration can work to build sustainable results!

SCHOOL TEAM CASE STUDY: A.H. Bangert Elementary School New Bern, North Carolina

Incentivizing Success Through STEM: Paring Remediation with Robotics

A.H. Bangert is a Title 1 school, with a sizable population of refugee students and students of color. They used their TrueSchool experience to address inequities in their school building after noticing trends in performance among socioeconomic and cultural lines within their school.

They designed a plan to bridge the gap “by personalizing learning and instruction to provide every student in [the] school the opportunity to develop positive interpersonal relationships and achieve academic success.”

In the Pilot Phase, students engaged in a joint ELA/Math remediation and a computer coding/robotics enrichment block. Once students met their personalized goals in their remediation group, they were able to participate in enrichment coding/robotics activities, which gave students an exciting incentive to do their best. Additionally, the STEM based activities provided students “vital collaboration, critical thinking, and computer technology skills, while also giving them a



highly engaging activity in which to participate.” The academic benefits of the intervention program were clear: over 50% of students in remediation groups mastered the standards when re-tested on exit-tickets!

Through this process, the educators realized their power as change makers. Next year, they plan to expand the remediation and enrichment blocks to all grade levels, with the hope of further closing the achievement gap.



I am excited to see our pilot expand across all grade levels and to have a larger impact on our students. Long term, I think that our model could be applied across Craven County to address inequity district-wide.

Jean Wilson-Stayton
Early Childhood Teacher

SCHOOL TEAM CASE STUDY: Overton Elementary School

Salisbury, North Carolina

A Community Based Approach to Overcoming the Effects of Poverty and Toxic Stress

Overton Elementary School is a STEM -focused Title 1 school with students of color making up over 60% of the student body. A sizable number of students are transient, with 30% of students either enrolling late or exiting early during the school year. As a result of poverty and family dysfunction, many students have experienced toxic stress and trauma. Research suggests that these factors significantly impact a student's ability to learn and retain information in school.



The Overton Team used their TrueSchool experience to design multiple mindfulness interventions for students and families to address their social-emotional growth. "Our TrueSchool Team worked to find strategies and tried implementing ideas that were sometimes out of our comfort zone, but for the benefit of our students," said Donna Brumfield.

Overton teamed up with Communities In School (CIS) to provide positive parenting classes to parents, called the Triple P - Positive Parenting Program. CIS worked with them to provide dinner and childcare to parents to attend the sessions. Additionally, they incentivized attendance by awarding \$100 gift cards to families who attend all sessions! But that's not the only thing they did to address the needs of their students.

The Overton Team conducted home visits to families and implemented a "Needs Box" in each classroom. They created

community partnerships with NC Forum and local pediatric groups to provide teachers professional developments on de-escalation and trauma informed approaches to education. The teachers at Overton Elementary plan to continue many of these interventions moving forward.

Rosemary Wood, the school counselor, has been especially excited about moving forward with these initiatives, saying, "We've had a great year introducing Mindfulness activities in prototypes and now with our school-wide Pilot. I am excited to see how we further build our Mindfulness interventions to support staff and student wellness and the potential positive transformation for our school."



I've learned that teachers' opinions are valuable and, since we are the people in the classrooms, we SHOULD be the ones making the decisions. We can make a positive impact on teaching because of our experience.

Jennifer Perrell
First Grade Teacher

SCHOOL TEAM CASE STUDY: Coker-Wimberly Elementary School *Battleboro, North Carolina*

The Moral Imperative to Challenge the Status Quo

Coker-Wimberly Elementary School is a 2nd year Restart School located in a semi-rural area of northeastern North Carolina. The school staff is deeply committed to bringing positive change to their schools community, and refuse to accept the status-quo for their students. In their words, they “believe it is [their] moral imperative as educators to engage in this work.”

The team piloted a “Literacy Day” with Kindergarten and 1st grade. Students switched teachers to allow them to step out of their normal environment and experience a different teaching style. This also provided teachers valuable insight into how the standards build upon each other, and allowed them to practice planning across grade-levels. Students did standards aligned activities which reinforced essential literacy skills.

Coker-Wimberly plans to expand this program next year, including adding additional literacy days to the calendar and partnering up with community and family volunteers.

The team came away from the experience with key takeaways that will inform how they approach challenges in the future: “As a committed team, we are the people who can make change happen...[We] learned that in order to make effective changes, you must be willing to change within yourself. We faced many challenges [along the way], yet [we] continued to implement the plan knowing that STUDENTS’ BEST OUTCOMES [was] top priority!”



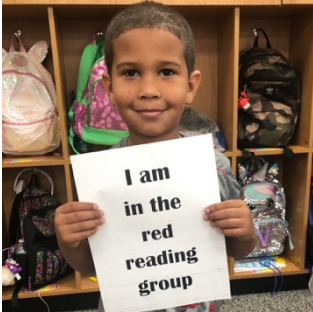
We had a wonderful experience throughout the entire TrueSchool Fellowship learning about each other's strengths and abilities to offer and assist the children's greatest needs in many different ways! We are each created so uniquely and formed a wonderful design team and we are grateful for this experience!”

Coker Wimberly TrueSchool Team
In their TrueSchool Blueprint

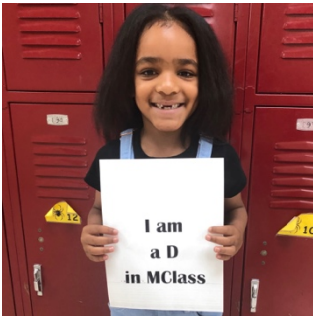
SCHOOL TEAM CASE STUDY: Micro Elementary School

Micro, North Carolina

A Small School Where BIG Things Happen!



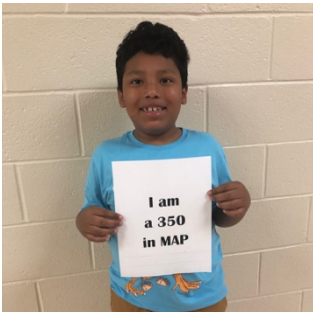
Micro Elementary prides itself on being a small school where BIG things happen. When 66% of students responded to a survey saying they did not like reading, the staff at Micro knew they had work to do! Principal TJ Parrish believed the key was infusing joy into students' reading experiences, saying, "Teaching kids to read is complicated. Teaching kids how to read without enthusiasm, choice, and freedom is insanity!"



Micro Elementary's TrueSchool Team devised a plan to model a love of reading for students. The program was a total success! Third grade teacher Coleen Price is reinvigorated by the results, reflecting: "This initiative gave me the confidence needed to focus on teaching my students to find joy in reading. It has been refreshing to make reading fun again!" Students enthusiasm became contagious. Parents noticed the different, with one saying, "Mrs. Gainey made reading truly come alive for my daughter!"



During Fieldwork they realized teachers needed more support in their delivery of literacy instruction. They created a structured literacy block that could be replicated school-wide to provide consistent literacy instruction for students. During piloting, they organized daily read alouds, and book tastings. They found ways to offer choices to students by exposing students to diverse subject matters.



They gave students time in the day to authentically enjoy reading by implementing WLB (We Love Books) time. Teachers and students drop whatever they are doing, and read for their own enjoyment. Authors were invited to read their books to students in person or via Skype. They started student reading clubs, including a "Secret Society of Readers Club."

Principal Harris could not be happier with the results, saying, "It has felt wonderful seeing this transformation. This initiative has rekindled passion in our staff. I have seen a change in our teachers' daily approach. Instead of 'Prove your answer' and 'Can you give me three key details?', we are asking kids, 'How did that book change you?'"



Through informal observations, discussions with teachers, and analyzing various data points, it became abundantly clear that we needed continuity within our schoolwide literacy approach. Our TrueSchool Prototype has allowed us to gain momentum towards building consistency.

Rachel Kerstetter
Instructional Coach

SCHOOL TEAM CASE STUDY: B.H. Tharrington Elementary School **Mount Airy, North Carolina**

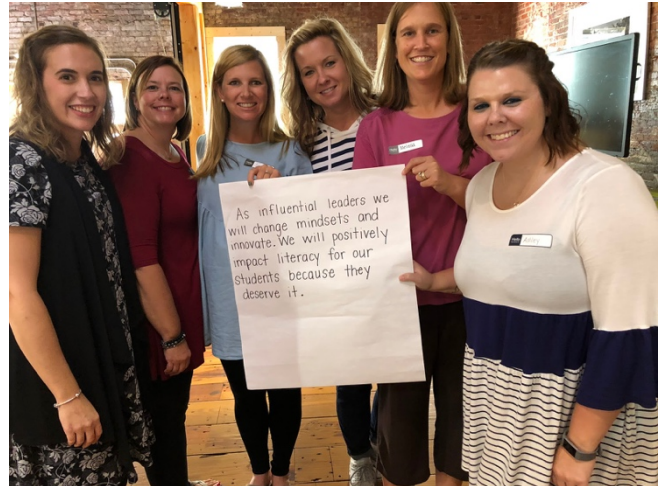
Rise and Shine: Building Background Knowledge to Support Literacy

Background knowledge is a key component to providing students well-rounded literary experiences. Without sufficient background knowledge, students struggle to fully comprehend and apply texts.

During the Build Empathy Phase, B.H. Tharrington's team realized that their students lacked the type of experiences that help build this background knowledge. They created an innovative model that both provided student's choice and opportunities to build background knowledge through experiences they might not have otherwise.

Their prototype created a 30-minute, once a month exploratory block for grades K-2 called Rise and Shine, where students participate in their choice of innovative experiences. Choices included: Sign Language, Yogafit, LegoLand, Kung Fu, Music Makers, Drama , Drones and Remote Control Cars, Dance, Dazzling Drawing, and other exciting programming! Students were able to participate in one class each quarter, which provided them the opportunity to be exposed to multiple courses throughout the year.

The benefits of Rise and Shine extended beyond just building background knowledge. Rise and Shine transformed the school culture into more of a community, as teachers got to interact with students across grade levels.



When the children ask
you every day: 'When do we get to
do that again?' you know you are
doing something great!

Rebekah Mosteller
Kindergarten Teacher

SCHOOL TEAM CASE STUDY: Trent Park Elementary School **New Bern, North Carolina**

Parent Academy: Partnering with Parents to Effect Change

Trent Park Elementary School recognizes the importance of parental buy-in in creating lasting change in their school. They knew they needed to find a way to involve their community for any initiative to be a success.

They reached out to parents to find the best way forward, and found that families wanted to be involved, but lacked the resources to help. Trent Park decided to host "Parent Academies," where parents participated in informational sessions focused on teaching strategies to support their child's learning at home.

They piloted the Parent Academy in grades K-2. After attending, one parent gave glowing feedback, saying, "I feel better equipped to help my child at home. I feel the confidence I have because I understand now. My child will see when I'm helping her and that will be encouraging for us both."

Moving into the 2019-2020 school year, Trent Park plans to expand Parent Academies to the entire school, using parent feedback to guide session topics. They are also planning to start a "Ready to Learn Lab" for pre-K students, which will promote school readiness for students before they enroll in Kindergarten.

Reflecting on her biggest takeaway from the Fellowship, Jennifer Volvina said, "Our team grew in our capacity to work together and think outside the box." Collaboration is a key component of the TrueSchool Process, and present in each phase.



Our innovative learning model has bridged a gap between parents and their child's education.

Lindsay Weatherington
Third Grade Teacher

SCHOOL TEAM CASE STUDY: J.T. Barber Elementary School New Bern, North Carolina

CrocClub: Using Exploratory Time to Build Relationships



Our students face severe poverty and trauma in their everyday lives. It is the goal of this team to build relationships amongst students and staff that increase student performance and decrease negative behaviors. While we can't change the circumstances outside our building, we each believe that within our own building we already have the tools to cultivate these relationships and motivate our students and staff. By implementing Croc Clubs we have been able to prove that our students and staff can have fun while learning various skills. It is our goal to implement this schoolwide.

**J.T. Barber
TrueSchool Team
in TrueSchool Blueprint**

As an inner-city school, the students of J.T. Barber are vulnerable to factors that affect their well-being and behavior, including poverty and trauma. Despite these challenges, teachers show up each day seeking new ways to reach students with the understand that improving relationships is key to improving student behavior. After surveying students about ways to improve school culture, they designed Croc Club, named after their famed crocodile mascot.

Croc Club involves a series of interest-based activities that students can choose to participate in once a month. Activities include crafts, yoga and mindfulness, exercise, cooking demonstrations, chess, yearbook, Spanish club, and science club, among other exciting activities! The launch of Croc Clubs was a huge success with teachers and students alike. It gave the teacher the opportunity to interact with students across grade levels.

One teacher describes her experience, saying, "[I] felt incredibly humbled by my students that chose to be in my club despite having to be in my classroom on a daily basis. I had a blast and like the students, can't wait for the next one!" Students also sang the praises of program, with one student saying, "My favorite part of Croc Clubs was getting to hang out with the teachers. I can't wait until the next one!"

Besides enjoyment, the school also saw a decrease in behavior referrals following Croc

Club implementation. In the month prior to implementation there was a total of 77 referrals. In the month following the launch of Croc Club, the total number of referrals was down to 44. Given these impressive results, J.T. Barber plans to continue Croc Club into next school year and expand student choice to include more STEM activities. They plan to write grants and seek community donations to ensure they have materials to sustain the program.



SCHOOL TEAM CASE STUDY: Walnut Creek Elementary School Raleigh, North Carolina

Redefining the Face of Success: The Read to Lead Initiative



By reframing and embracing an assets-based approach, the Walnut Creek TrueSchool Team began to recognize skills many of their students possessed that had previously gone unrecognized. They found students were “eager to succeed, goal driven, data oriented, and naturally curious.”

Walnut Creek is a diverse Title I school, with a staff that is committed to closing the achievement gap. The teachers at Walnut Creek set high standards for their learners, expecting every student “to learn, grow, and [succeed].”

During their TrueSchool Fieldwork experience, the team realized that “to break the cycle of academic underperformance” students’ foundational reading skills needed to be addressed. The results have been remarkable. They designed a prototype of literacy centers focused on phonics, phonemic awareness, and fluency activities for grades K-2. The initiative was named “Read to Lead” in order to communicate the importance of reading to community members. Based on Dibels and other data, students participated in gallery-style centers that were aligned to their area of need.

Kindergarten and first grade scored an average of over 10% better than last year’s classes on middle of year benchmarks! Walnut Creek will use this momentum to propel them forward in the future, as they continue to redefine the face of success.



Every student is expected to learn, grow, and succeed while we will eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity. The TrueSchool initiative launched our team’s ability to use the Design Process to impact ongoing academic growth, equity and independent learners.

**Walnut Creek Team
In their TrueSchool Blueprint**

APPENDIX B: DATA SUMMARY TABLES

1. GROWTH: Comparison Between Opening (Baseline) and End-of-Fellowship Survey Data

	BASELINE SURVEY Oct 2018 n= 144/169= 85% response rate	END SURVEY May 2019 n= 141 /142= 99% response rate
Item	% "Agree"	
Feedback from students and community members is frequently incorporated into our school's decision-making.	55%	97%
Our school is moving towards equity: improving learning, access, and opportunity for currently underserved students.	90%	100%
I feel supported by my school's leadership to question the status quo and try new things to reimagine and improve student learning.	92%	98%
My school team measures student progress rigorously.	79%	95%
My school team makes informed decisions to continuously improve student learning.	91%	99%
My school team focuses on solutions and opportunities instead of problems and barriers.	78%	98%
My school team finds creative ways to use the resources we already have at our school site in order to improve learning for students.	80%	98%
At my school, teachers are involved in making school-wide decisions.	84%	97%
School faculty and leadership have a shared vision.	85%	97%
I have the opportunity to contribute new ideas for positive change in my district.	71.6%	89%
I learn from the work of other schools locally, regionally, and nationally.	62%	89%
I feel encouraged and supported to share what works in my classroom and my school with other educators.	82%	99%
I see opportunities for continued career growth in my school or district.	79%	94%

2. PLANS for the FUTURE: End-of-Year Self-Report

Item	End Agree %
We plan to share our Blueprint.	95%
I am likely to use or adapt an idea shared by another TrueSchool team.	94%
I believe that the work we are doing has the potential to have a transformative impact on student outcomes beyond this year.	98%
My team will apply the skills, mindsets, and process learned during the TrueSchool Fellowship in the future.	92%
My school is interested in re-applying to continue with the TrueSchool Fellowship for another year.	50%
I am interested in becoming a TrueSchool Coach to inspire and guide other teams in my state through this process.	26%

My team will scale our innovative learning model next year by....(check all that apply)	
Expanding our work to include more colleagues, grade-levels, and/or departments at our school	80%
Going school-wide with our idea	57%
Sharing our work with other schools in our district	49%
Sharing our work with other schools in our wider network	15%
Sharing our work within our state network / at the state level	7%
Sharing our work in a national network / at the national level	2%

3. GROWTH: Comparison between Collective Efficacy Scale Averages at Mid-Year and End-of-Fellowship

When a team of educators *believes* in their ability to improve student outcomes, they are more likely to solve problems and find effective solutions. This belief, called “collective efficacy,” is the single biggest predictor of student achievement. According to John Hattie, collective efficacy is more predictive of student achievement than homework, socio-economic status, student motivation, and home environment.²³ This year, TrueSchool adopted research-backed measures of collective efficacy to track the impact of our work over time, using a standard nine-point scale developed by Dr. Megan Tschannen-Moran.²⁴

A “7” (out of a possible nine) on the collective teacher efficacy scale signifies that educators believe their team can have significant impact on student outcomes. Data shows that TrueSchool develops educators with powerful beliefs about their collective potential to impact student learning, experiences, and outcomes. We saw statistically significant growth in Fellows’ sense of collective efficacy from the mid-point (December 2018) to the end (May 2019) of the Fellowship this year. 20% more Fellows earned a collective efficacy score of 8 or above in May 2019 than in Winter 2018.

Measure	Mid-Year (Dec 2018)	End of Year (May 2019)
Overall (average) Cohort CE score	7.91	8.19
CE in “Instructional Strategies” (subscale)	7.9	8.21
CE in “Student Discipline” (subscale)	7.92	8.16
% of cohort with personal CE score (average) above 6	98%	99%
% of cohort with personal CE score (average) above 7	88%	90%
% of cohort with personal CE score (average) above 8	44%	64%

²³ Hattie, J. “Mindframes and maximizers.” *Third Annual Visible Learning Conference, Washington, DC, July*. Vol. 11. 2016.

²⁴ Tschannen-Moran, Megan, Anita Woolfolk Hoy and Marilyn Barr. “Fostering student learning: The relationship of collective teacher efficacy and student achievement.” *Leadership and policy in schools* 3.3 (2004): 189-209; Tschannen-Moran, Megan, Anita Woolfolk Hoy, and Wayne K. Hoy. “Teacher efficacy: Its meaning and measure.” *Review of educational research* 68.2 (1998): 202-248.

4. GROWTH: Net Promoter Scores for District and School Compared at Opening, Mid-Year, and End

At the end of the TrueSchool Fellowship, educators are more likely to recommend working in their school and their district. This is a strong early indicator of long-term job commitment and retention.

Note on calculation: We used a “net promoter” question to measure TrueSchool Fellows’ commitment to their school and district. Net promoter scores are calculated as below:

- **Promoters** (score 9-10) are loyal enthusiasts who will stay and refer others.
- **Passives** (score 7-8) are satisfied but vulnerable.
- **Detractors** (score 0-6) are unhappy and uncommitted.

Subtracting the percentage of Detractors from the percentage of Promoters yields the Net Promoter Score, which can range from a low of -100 (if every customer is a Detractor) to a high of 100 (if every customer is a Promoter).

DISTRICT

How likely are you to recommend working in your district to a friend or colleague?

Opening Survey	Mid-Year Survey	End-of-Year Survey
Detractors: 25%	Detractors: 19%	Detractors: 14%
Passive: 35.4%	Passive: 33.7%	Passive: 29.2%
Promoters: 39.6%	Promoters: 47%	Promoters: 58%

SCHOOL

How likely are you to recommend working at your school to a friend or colleague?

Opening Survey	Mid-Year Survey	End-of-Year Survey
Detractors: 13.8%	Detractors: 6.6%	Detractors: 3.8%
Passive: 30%	Passive: 29.2%	Passive: 16.1%
Promoters: 56.2%	Promoters: 64%	Promoters: 80%

5. Coach Development

	End-of-Year May 2019 n= 6/6= 100%
I am aligned to the mission and vision of TrueSchool.	83% (5/6) strongly agree
The TrueSchool curriculum and program content (for educators) is high quality.	100% (6/6) agree 83% (5/6) strongly agree
I found my work as a TrueSchool Coach engaging and invigorating.	83% (5/6) strongly agree
My work as a TrueSchool Coach developed my capacity as a leader in my field.	83% (5/6) strongly agree
My work as a TrueSchool coach is valued.	83% (5/6) strongly agree
I hope to continue in my role as a TrueSchool Coach beyond this year.	83% (5/6) strongly agree

Coach Net Promoter Scores

How likely are you to recommend working at TrueSchool to a friend or colleague?

Mid-Year	End-of-Year
<p>Detractors: 0%</p> <p>Passive: 50%</p> <p>Promoters: 50%</p>	<p>Detractors: 17%</p> <p>Passive: 0%</p> <p>Promoters: 83%</p>