



Annual Report

School Year 2021-2022

School Empowerment Network
— LEAD THE CHANGE —



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MESSAGE FROM THE CEO

Since our founding in 2015, School Empowerment Network has worked to provide improved schooling opportunities for marginalized youth who are not currently receiving a high-quality education. In our work over the last seven years, SEN has partnered with over 25 school districts across Michigan, New York, Massachusetts, Texas, Louisiana, and Georgia. We work with local leaders within each contract to target and improve the instructional core, school culture, and critical systems and structures to make meaningful and transformational change.

We've marked this year with tremendous growth on every level. We've taken on new work within every one of our core strands - New School Design Fellowship, School Quality Reviews, Leader Development, and Culture Coaching - and our revenue increased from 2.1 million to 4.6 million. As our size and scope have grown, we've expanded our impact.

As we look forward, we are continuing to develop new ways to more profoundly fulfill our mission: to empower local leaders to create high-performing schools centered around proven design principles, rigorous and engaging instruction, and caring relationships between students and staff.

Thank you to our supporters and incredibly talented and committed staff for your partnership in this critical work.

Alex Shub
Chief Executive Officer

September 2022

HIGHLIGHTS OF THE REPORT

SEN staff supported the planning phase of 16 new schools and intensively coached leaders in 17 existing schools, directly impacting more than ~ 7000 students. SEN also reviewed 83 schools serving an additional ~30,000 students

- The New School Design Fellowship cohort nearly tripled in size, going from nine Fellows to 25 Fellows. Five out of the seven schools rated in 2022 received an A or a B rating several of which replaced schools previously rated D or F.
- Retention of staff participating in the Equitable Pathways to Leadership (EPL) program will be at least ten percentage points higher than overall retention rates for SEZP staff in equivalent positions; by the completion of the grant period, it is expected that $\frac{1}{3}$ of program alums will be people of color holding leadership positions within SEZP schools.
- In schools receiving SEN school culture coaching, suspensions and student referrals have drastically decreased, and 100% of staff and school leadership respondents agree that the SEN culture program has increased school safety and led to more positive relationships between students and staff.
- SEN conducted 101 quality reviews in 83 schools, with 100% of school and district leaders responding that the final report provided clear, understandable, and high-leverage recommendations and would result in high-leverage recommendations that will result in tangible improvements.

NEW SCHOOL DESIGN FELLOWSHIP IN TEXAS

FELLOWSHIP OVERVIEW

During a year-long fellowship, leaders develop detailed blueprints or new, high-quality, inclusive schools. Participants' leadership and change management skills are honed to prepare them to lead new school communities toward dramatically improved outcomes. Our new schools typically receive two years of post-opening support to guide leaders through inevitable obstacles and avoid regression to business-as-usual practices as they guide their school community toward their transformational vision.

EXPECTED OUTCOMES

- All our schools will receive an A or B rating by the completion of the 3-year fellowship.
- By launching a new school, leaders create the momentum required to break negative cycles and build a positive culture of high expectations.
- New schools will establish effective Instructional Leadership Teams and grade teams to drive continuous improvement. Teams will define precise strategic goals and clear instructional priorities to serve as the basis for staff and student learning
- New schools will establish student support structures (academic and social-emotional) so that students are well-known and feel cared for.
- New schools' culture should be welcoming to families, and schools should convey that family input is valued when determining how to best serve and support a student.

NSDF RESULTS

HIGHLIGHTS 2021-2022

We are on track! Of schools that successfully completed the 3-year New School Design Fellowship, **both have earned an A or a B** in the 2021-2022 Texas Accountability Ratings. Of our schools that have been opened for only one year, three out of five have already earned an A or a B.

Our schools are continuously improving! All of our schools completed a Fall and Spring School Quality Review, a comprehensive review of school pedagogy, culture, and programming. 67% of our schools improved in at least two categories from Fall to Spring, and **89% of schools improved in at least one category.**

Our coaching is valued! 100% of Fellows in our New School Design Fellowship in both middle and end-of-year satisfaction surveys rate the coaching they received as **highly effective** at developing their leadership and supporting strong student outcomes

NSDF RESULTS

COHORT I (Launch Year 2020 - 2021)

Two out of two schools that received a rating got an A or B after two years of operation



Commander William C. McCool Academy, Lubbock ISD

Lubbock ISD took bold action to close a chronically underperforming school and open a new school to meet the needs of students and families using the slow grow model.

2019-20 Rating¹: F

2021-22 Rating: B



Wester Elementary, Lubbock ISD

Lubbock ISD was not able to apply the slow growth strategy to Wester, but was able to redesign the school applying design elements across all levels at once with an existing group of students and teachers.

2019-20 Rating¹: F

2021-22 Rating: A

NSDF RESULTS

COHORT II (Launch Year 2021 - 2022)

Two out of three schools that received a rating got an A or B after their first year of operation



La Promesa Dual Language Academy, Aldine ISD

Aldine ISD designed and launched a new, small high school co-located on the campus of a larger comprehensive high school using the slow grow model.

2021-22 Rating: B



Young Women's Leadership Academy, Aldine ISD

Aldine ISD designed and launched a new, single-gender STEM school in a vacant district building using the slow grow model..

2021-22 Rating: A



Carmona-Harrison Elementary School, Lubbock ISD

Lubbock ISD opened a new PK-5 school in a new building with students attracted from other closing neighborhood schools and teachers who were selected from those schools who were invested in the new school model.

2019-20 Rating¹: C/C/F

2021-22 Rating: C

1. Ratings for Wright LISD, Guadalupe LISD, and Jackson LISD

NSDF RESULTS

SURVEYS AND FEEDBACK FROM FELLOWS

100%

Planning fellows agreed or strongly agreed that their 1-1 coaching is effective

“My coach (A.T.) is incredibly supportive and our sessions together are very helpful. He coaches in a way that guides me and helps me learn more about articulating what I want to say.”

“As a result of this work, as I design this school I have a deeper understanding of what it means to center on equity”. “Very often if not close to always, I ask myself ‘who are you not serving?’ when making decision[s] and it has not always been a question that I asked in the past.”

100%

Fellows in both continuation cohorts strongly agree that their coaching is effective across multiple metrics

100%

Fellows in both continuation cohorts agree or strongly agree that they can easily access critical resources

“Jamie just GETS me. She has been amazing and a perfect fit. She challenges me, supports me!”

“The coaching sessions with Mohamad force me to think outside the box. I gain insight each meeting and feel supported when implementing campus initiatives. I enjoy our campus visits and classroom observations. I value the feedback from the observations and it allows me to get insight from an outside person.”

EQUITABLE PATHWAYS TO LEADERSHIP IN SEZP

PROGRAM OVERVIEW

The Equitable Pathways to Leadership program was created to offer leadership development and access to career pathways within the Empowerment Zone, particularly for aspiring leaders of color. The program aims to identify talented and promising educators early in their careers, train them to lead adults in their school community, and nurture them toward opportunities for increased impact.

EXPECTED OUTCOMES

- ❖ Grant participating schools will accomplish at least 80% of relevant SMART goals identified in the school's Strategic Priorities document.
- ❖ At least 75% of program participants in the LL program will reach the 'Effective' or 'Exemplary' level in their application of leveled leadership competencies as measured by the EOY/annual assessment of MA teaching standards.
- ❖ At least 75% of program participants in the EL and BA programs will reach the 'Effective' or 'Exemplary' level in their application of leveled leadership competencies as measured by a combination of relevant Roadmap data and SEZP central's evaluation of participant portfolios. These successful participants will be ready for the next level in the career ladder, creating a high-quality SEZP leadership bench.
- ❖ Retention of staff participating in the LL, EL and BA programs will be at least 10 percentage points higher than overall retention rates for SEZP staff in equivalent positions,
- ❖ At least 83% of program participants will rate their experience 'effective' or 'highly effective'.
- ❖ By the completion of the grant period $\frac{1}{3}$ of program alumni will be people of color holding leadership positions within SEZP schools.

EPL RESULTS

HIGHLIGHTS OF YEAR 1 OF THE PROGRAM



STAFF RETENTION. **97.5% retention** of program participants (39 of 40). 68% participants are people of color (currently ~ 50% of leaders in SEZP are of POC).



LEADERSHIP PIPELINE. **55% of vacant Assistant Principal and Principal roles** in SEZP were filled by promotions of participants in the EPL program.



SCHOOL AND DISTRICT CULTURE. **100% of participants** feel greater professional satisfaction, and believe their leadership skills improved as a result of participating in the EPL program.

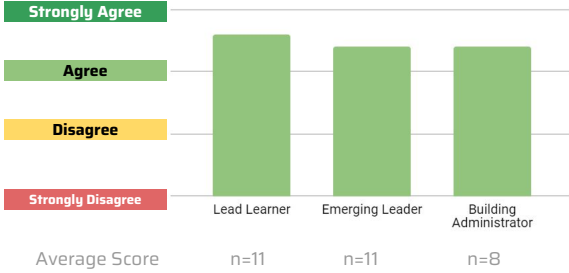


SCHOOL IMPROVEMENT. Teams met or exceeded at least one improvement goal. Examples: One Team saw **85% of families** meet criteria for “high engagement”; Another team lowered suspension rates by 5 percentage points, in contrast to the post-pandemic trend of increased suspensions.

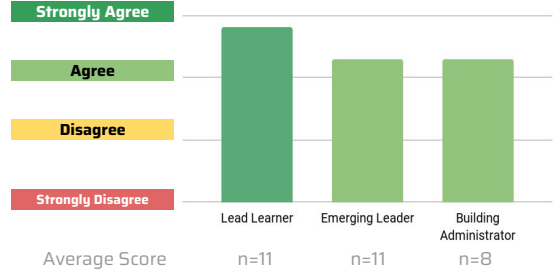
EPL RESULTS

END-OF-YEAR PARTICIPANT SURVEY

My leadership skills improved as a result of my participation in the program



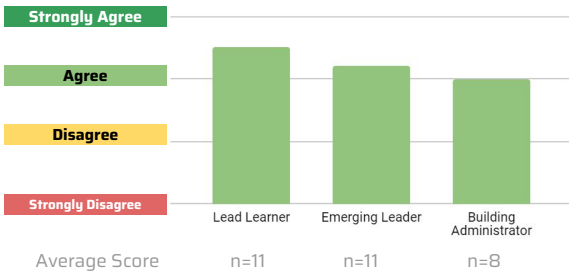
I've seen tangible positive school outcomes as a result of my team's efforts



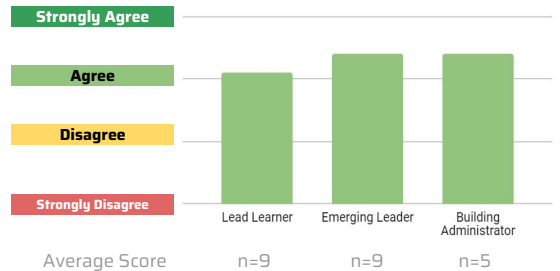
"This program has absolutely inspired me as a veteran leader. It's nice to reflect on my goals, while developing emerging leaders."

"This program has been the best support I have received during my development as a leader."

I feel greater professional satisfaction as a result of participating in the program.



I believe that the EPL program supported my development as a leader of color



"The whole team was forced to stretch themselves as leaders beyond their comfort zones. I personally learned a repeatable process for developing and executing a long term project."

SCHOOL CULTURE COACHING PROGRAM

PROGRAM OVERVIEW

SEN's culture coaching work with elementary, middle, and high school leaders aims to revise schools' traditional systems and structures, so they promote relationship-building and maximize student achievement. We partner with school leaders to align visions and practices so that both are student-centered and student-empowering.

We believe that the self-actualized student is one who feels welcomed, wanted, and valued by their school community. Our culturally-responsive school culture and climate work stems from the core belief that children learn best when their needs for **safety**, **belonging**, and **esteem** are addressed with intention.

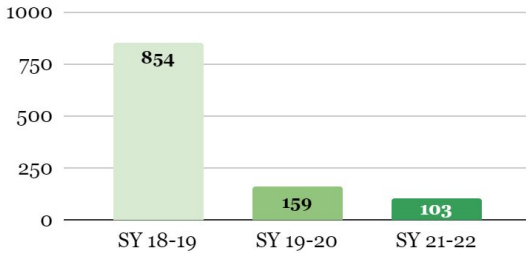
EXPECTED OUTCOMES

- ❖ Student **attendance and seat time will both increase**—while suspensions and referrals decrease—due to increased student confidence and comfort.
- ❖ Incidents between students and student-to-teacher **incidents will decline** as community members learn to peacefully resolve conflict.
- ❖ Adults will effectively **apply community-building activities** and restorative practices, thereby strengthening bonds among students.
- ❖ Students and teachers will report a more **welcoming environment** resulting from effective implementation of proactive and positively-oriented systems and structures.
- ❖ Students and teachers will report greater levels of **mutual respect**.
- ❖ Students will report **increases in recognition and value** resulting from regularly held celebrations of their achievements and from having greater voice in decision-making processes.
- ❖ Students and teachers will report higher levels of **student engagement and participation**.

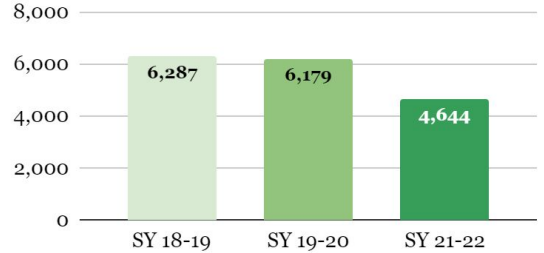
CULTURE RESULTS

SOUTHBRIDGE MIDDLE SCHOOL ¹

SUSPENSIONS 2018 - 2022



REFERRALS 2018 - 2022



Source: District referral logs. Due to COVID-related school closures, SY 19-20 data is through March 2020 and there is no data available for SY 20-21. Data corresponding to SY 21-22 is through May 2022 (will be updated by EOY).

DISTRICT-RUN GEORGIA SCHOOL CLIMATE SURVEY 2019 vs 2021

1. Strongly Disagree

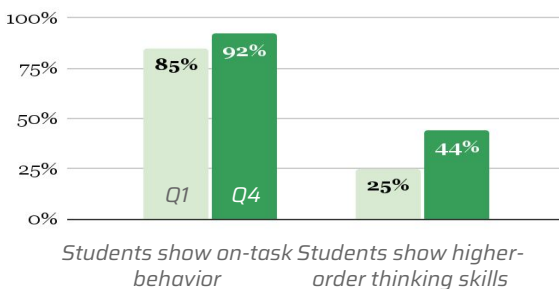
2. Disagree

3. Agree

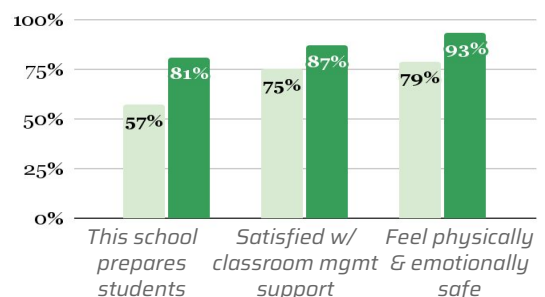
4. Strongly Agree

STATEMENT	Nov '19	Nov '21
Students say, "My school sets clear rules for behavior."	2.90	3.17
Students say, "The behaviors in my class allow the teachers to teach."	2.05	2.44
Students say, "Students are frequently recognized for good behavior."	2.28	2.66
Staff say, "I feel safe at my school."	2.39	3.67
Staff say, "Students at my school treat each other with respect."	1.91	2.70
Staff say, "If I report unsafe or dangerous behaviors, I can be sure the problem will be taken care of."	2.33	3.28
Staff say, "Students at my school treat other students fairly regardless of race, ethnicity, or culture."	2.33	3.04
Staff say, "Students at my school demonstrate behaviors that allow teachers to teach, and students to learn."	1.63	2.61

OTHER SCHOOL YEAR 2021-2022 TRENDS (Q1 vs Q4)



Source: SEN classroom observations (% of students)

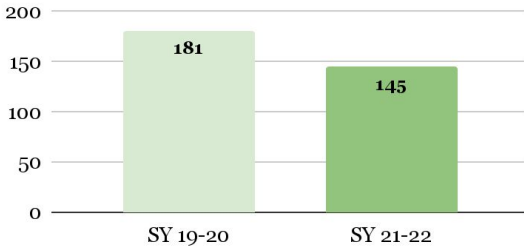


Source: SEN surveys (% that responded "Agree" is shown)

CULTURE RESULTS

SOUTHBRIDGE HIGH SCHOOL ¹

SUSPENSIONS 2019 - 2022



Source: District referral Data corresponding to SY 21-22 is through May 2022 (will be updated by EOY).

DAILY REFERRALS SY 21-22



Source: Schools Records

SEN STUDENT & STAFF SURVEY 2021-2022 (Q1 vs Q4)

0% - 50%

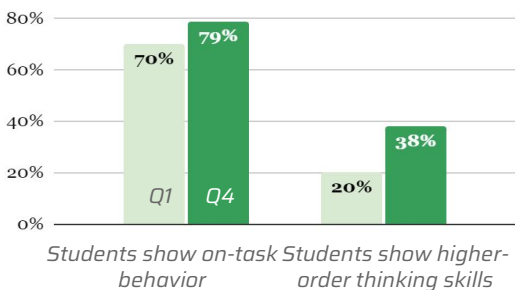
50% - 80%

80% - 100%

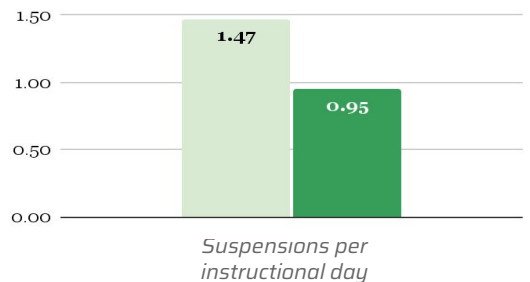
STATEMENT	Q1	Q4
% of students agree: "I feel physically and emotionally safe in this school"	33%	63%
% of students agree: "I feel connected to my teachers and other adults"	35%	62%
% of students agree: "I feel like I can be myself in this school"	43%	65%
% of students agree: "I believe this school is preparing me for the next level"	35%	67%
% of staff agree: "I am satisfied with the level of classroom management support available to me in this school"	23%	53%

Note: Q1-survey contained a "Neutral" response. Q4 surveys removed the "Neutral" response

OTHER SCHOOL YEAR 2021-2022 TRENDS (Q1 vs Q4)



Source: SEN classroom observations (% of students)



Source: Schools Records

CULTURE RESULTS

SURVEYS AND FEEDBACK FROM SCHOOL LEADERS

100% Agree

The SEN Culture Coaching Program (CCP) has helped our team increase safety throughout the school

100% Agree

The CCP has increased my knowledge of restorative practices and community-building activities

100% Agree

The CCP has helped develop a culture that encourages more positive relationships between students and staff

100% Agree

The CCP has helped develop a culture that encourages more positive relationships among students

100% Agree

The CCP has helped develop a culture that encourages more positive relationships among school staff

“SEN coaching helped create the ladder of consequences allowing the SSC to run with a set of rules to increase teacher and student support.”

“I really like talking and collaborating with Adam. He really helps build my confidence and toolbox for supporting the students and teachers.”

“Staff have benefitted by SEN guidance around developing systems, using data to make decisions, and [eliminating] systems I regretted.”

QUALITY REVIEWS IN MASSACHUSETTS

PROGRAM OVERVIEW

SEN's School Quality Review services provide education agencies with a precise, rigorous, and research-based picture of their schools' academic, cultural, and operational health. As both formative and summative tools, SQRs position school systems for successful school improvement initiatives. SQRs provide a high-leverage professional development experience for school leaders to inform school improvement plans and provide systems-level leadership with a summary view of ratings, strengths, and focus areas across schools to inform strategic planning.

EXPECTED OUTCOMES

- ❖ **IDENTIFY TAILORED ACTION STEPS.** SQRs position school systems for successful school improvement initiatives by identifying the highest-leverage action steps to put schools on track for improvement.
- ❖ **PROVIDE A COMMON LANGUAGE.** SQRs provide a common language with which to evaluate school progress. Quality Review Report includes a rating on 11 indicators of the SEN SQR Rubric.
- ❖ **PRIORITIZE RESOURCES.** SQRs help districts and schools prioritize professional development and critical resources. The process is designed to support schools in engaging in essential practices correlated with raising student achievement.
- ❖ **ESTABLISH A ROADMAP.** SQRs establish a roadmap to a shared understanding of school quality district-wide or within specific school buildings.

SQR RESULTS

SCHOOL LEADER SURVEY RESULTS

100% Agree

The written SQR report provided high-leverage recommendations

92% Agree

The feedback received resulted in improvements in my leadership practice

100% Agree

The feedback received has resulted or will result in tangible school improvements

“The reviewers were focused, fair, and comprehensive during the SQR. The review affirmed our strengths and challenges, and the feedback was very actionable.”

“As a result of this process, I am seeing opportunities that were not apparent before. It has positioned me to signal to my school community that we have work to do and that we have the capacity to do it effectively, together.”

“I have participated in a few school reviews over the years. [The SEN coaches] are great! They are effective with time management, “get it,” and provide relevant feedback. I hope we continue to have them as partners/reviewers every year!”

“We were very impressed with the entire process. It gave us some affirmations and confirmed some areas of focus.”

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