

# newschools

venture fund

**NewSchools Venture Fund seeks to transform public education** through powerful ideas and passionate education entrepreneurs so that all children – especially those in underserved communities – have the opportunity to succeed. An **education entrepreneur** is someone who has a vision for achieving dramatically better results, takes action to create new nonprofit or for-profit ventures, and redefines our sense of what is possible.

**NewSchools' ventures have a record of powerful impact.** We discover, incubate, and grow high-performing organizations like **The New Teacher Project**, **Mastery Charter Schools**, and **The Achievement Network** that are partnering with school districts to ensure that poor and minority children get outstanding teachers, building “no excuses” schools that close the achievement gap for underserved kids, and developing technology tools and solutions that maximize student achievement. Over the past decade, education entrepreneurs in the NewSchools portfolio have demonstrated that the highest levels of academic achievement are possible, even in the toughest neighborhoods.

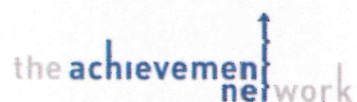
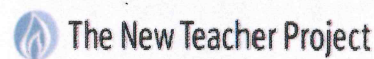
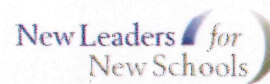
**NewSchools adds value by contributing early-stage capital and offering hands-on management assistance.** Ventures benefit from our team's deep expertise in organizational development, growth strategy, and financial planning, and NewSchools acts as a “hub” for the entrepreneurial education movement, by documenting effective practice, connecting thought leaders, and advocating on key policy issues.

**NewSchools is currently launching its fourth fund, the Innovation Fund,** to focus on cutting-edge ideas backed by strong entrepreneurial teams and solid plans for growth. Since 1998, NewSchools has invested more than \$150 million to support innovation in education and demonstrate that every American child can be prepared for success in college and life.

**NewSchools can provide the evidence needed to “make the case” for policies that push the envelope and transform public education at scale.** NewSchools' ventures extend across all areas of education innovation, including high-performing charter management organizations; human capital; school turnaround; and technology tools. As such, NewSchools is uniquely positioned to connect policymakers to education entrepreneurs in the field, and to provide proof points of their success.

***To learn more, contact:***

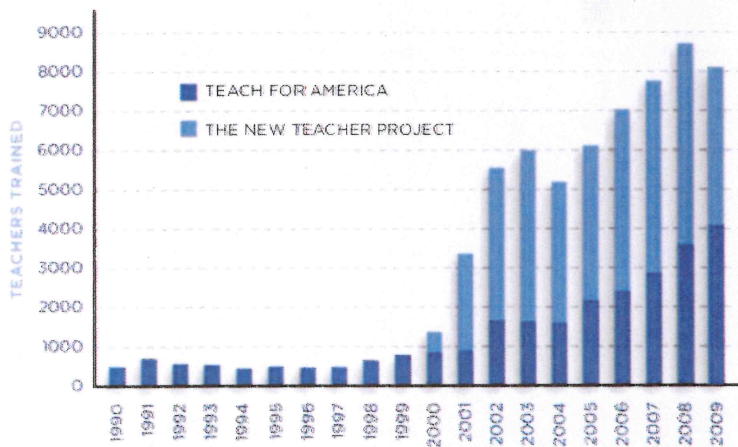
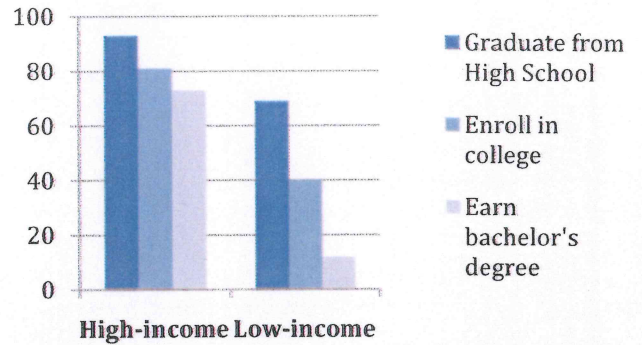
Benjamin Riley  
Director of Policy  
[briley@newschools.org](mailto:briley@newschools.org)  
(202) 630-6783





## The Challenge

Our education system was designed for another era, one in which only a privileged few needed a high school diploma and fewer still attended college. Today, all students need—and deserve—the opportunity to receive a high-quality education that includes a college degree. But public education isn't delivering that: Across the country, low-income, black, and Latino students lag roughly four grade levels behind their wealthier peers by 12<sup>th</sup> grade. For every seven high-income students who graduate from college, only one low-income student does. NewSchools is demonstrating that children from every background and zip code are capable of achieving academic excellence.



## We Invest in People

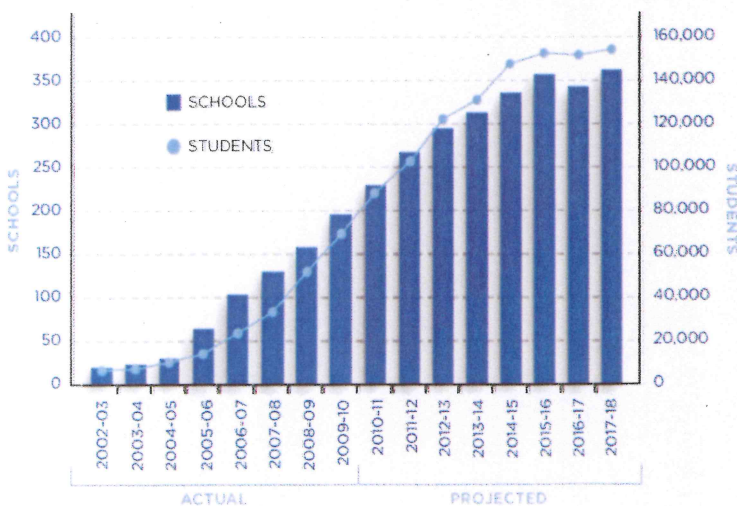
NewSchools' human capital ventures have trained and supported more than **120,000 teachers**, touching over **12 million students**. Each of these organizations is committed to accountability for student performance. Through our investments we plan to:

- Support performance-based teacher preparation providers whose teachers make a measurable impact on student achievement
- Invest in talent development to ensure that every student is taught by a highly effective teacher
- Expand sources of great school leadership

## We Invest in Technology Tools

NewSchools invests in technology that maximizes teaching and learning and help seed the next wave of innovation in education reform. Our investments focus on:

- Platforms and solutions that facilitate individualized learning and delivery directly to students
- Tools, infrastructure, and social networking that improve teacher effectiveness and accelerate student achievement
- Technology solutions that enable educators to improve instruction and practice



## We Invest in Schools

NewSchools' portfolio of school management organizations run **230 schools** across the country and serve **87,000 students**—equivalent to the **34<sup>th</sup> largest school district** in the country. More than 90% graduates go to college—compared to 55% of low-income students nationally. Through these investments, we will:

- Develop new, hybrid schools that use technology to help teachers customize student learning and change the economics of schooling
- Create next-generation systems of public charter schools that close the achievement gap
- Build organizations that turn around chronically failing schools



## Performance-Based Teacher Preparation

### The Need for Performance-Based Teacher Preparation

The quality of a student's teacher is the most important school-related factor determining a child's educational growth over a school year. Research tells us that new teachers are less effective than veterans; on average, they worsen student outcomes by 4 percentile points. Research also indicates that teachers take 2-3 years to learn how to teach. This learning process occurs at the expense of the children in their classrooms. Moreover, schools serving low-income students receive a disproportionate share of new teachers, so the children most in need often shoulder this burden. We must transform teacher preparation so that even first-year teachers are expected and accountable for producing gains of at least a year of student academic growth. And teachers want this change: 62% of first-year teachers report being unprepared for the demands of their job.

Right now, institutes of higher education have a de facto monopoly over teacher-preparation programs. Few (if any) track the results in the classroom of the teachers they train, or tie teacher certification to student achievement. The lack of competition in this field has led to predictable results. Thankfully, however, a handful of education entrepreneurs are trying to foster competition through creation of a new type of teacher training, known as performance-based teacher preparation.

### Attributes of Performance-Based Teacher Preparation Programs

Performance-based programs differ from their higher-ed counterparts in three respects: candidate selection, training, and accountability based on student achievement.

- 1. Selection:** Higher performing public education systems in nations such as Singapore, Finland, and Hong Kong generally recruit only the top third of college graduates to teach. In the U.S., those pursuing education degrees have among the lowest SAT scores of all college majors, according to Educational Testing Service. Performance-based programs rigorously screen applicants for attributes that correlate to positive student outcomes, such as verbal ability, an achievement track record, persistence, and humility.
- 2. Training:** Unlike traditional teacher-education programs, performance-based programs design course content for their aspiring teachers based on the skills and practices that effective teachers routinely use. Drawing heavily on the work of Doug Lemov (founder of the Uncommon Schools charter network and author of *Teach Like a Champion*), Steven Farr (Teach For America), Lee Canter (Canter & Associates), Deborah Ball (University of Michigan) and Pam Grossman (Stanford University), these programs focus relentlessly on preparing teachers to successfully manage their classrooms, and deliver high-quality content to a range of student learners. Performance-based programs are heavily weighted towards providing in-depth, well-structured classroom experiences to their aspiring teachers. In some cases, this translates into providing a medical school-like residency. In other cases, where the program participants are full-time teachers of record, the organization does intensive coaching and observation of the teachers. They make frequent use of data to customize the on-going coaching and support of the trainees.
- 3. Accountability based on student achievement:** Performance-based programs use student-achievement data in determining who graduates. In the face of limited data availability, performance-based programs use a blended measure that incorporates student-test scores and other evaluations that have been correlated with student achievement. These may include observations on research-based rubrics, principal rankings, and student-perception data.

## Examples: Who's Doing This?

- **Urban Teacher Center (Baltimore/DC):** This new teacher training program that will be first in the nation to *guarantee* that their graduates are able to raise student achievement. Urban Teacher Center currently is training 39 teachers in residency programs in 10 low-income schools run by Baltimore Public Schools, Friendship Charter Schools (Baltimore and DC), and Center City Charter Schools (DC). Urban Teacher Center plans to train over 250 teachers by SY 2013-14, reaching over 10,000 students. Through an innovative partnership with Lesley University in Cambridge, MA, Urban Teacher Center is able to offer a rigorous curriculum and master's degrees to its graduates. Urban Teacher Center is led by co-founders Jennifer Green and Christina Hall.
- **Teacher U (NYC):** Launched as a collaborative effort between three outstanding Charter Management Organizations (Achievement First, Uncommon Schools, and KIPP-NYC), Teacher U aims to prepare a new generation of continuously-improving, results-focused individuals to become outstanding teachers in both traditional district and charter schools. Teacher trainees are taught not by traditional education professors but, rather, by teachers and school leaders who have a strong record of improving student achievement. Teacher U uses a portfolio assessment; a substantial component of a trainee's evaluation is based on evidence of increasing student learning. Teacher U is led by founder Norman Atkins.
- **Academy of Urban School Leadership (Chicago):** AUSL trains approximately 80 teachers annually who then take teaching jobs either in AUSL's school network or with the Chicago Public Schools. Founded in 2003, AUSL has graduated over 300 teachers, 80% of whom are still employed by the school district where they started. Proficiency is 11 to 15 points better for students in classrooms with 1<sup>st</sup> year teachers who are AUSL residency graduates (compared to classrooms with other 1<sup>st</sup> year teachers). And, the alumni are more diverse than most other sources of teachers, as 26% are men and 50% are non-white. AUSL is led by founder Donald Feinstein.
- **The New Teacher Project (National):** Since 2002, The New Teacher Project has certified more than 2,100 teachers. Work by George Noell and colleagues – widely regarded as the most rigorous evaluation of teacher preparation programs to date – compared all preparation programs in Louisiana in terms of how much each program's graduates contributed to student learning. Their study found that TNTP-graduates outperformed graduates from all other programs and, in some subjects, showed effectiveness equivalent to that of experienced certified teachers. The New Teacher Project is a state-approved certification provider in five states and the District of Columbia. Through both an i3 grant and pre-existing internal R&D, The New Teacher Project is developing tools and processes that will enable them to guarantee the effectiveness of teachers they certify or recommend for certification. The New Teacher Project is led by CEO Ariela Rozman and President Tim Daly.

## The Role of NewSchools Venture Fund in supporting performance-based programs

NewSchools Venture Fund is a nonprofit venture philanthropy organization that seeks to transform public education through powerful ideas and passionate education entrepreneurs so that all children have the opportunity to succeed. Three of the four organizations listed above – Urban Teacher Center, AUSL and The New Teacher Project – are or have been directly supported by NewSchools. Our goal is to discover, incubate, and grow new performance-based teacher-preparation programs, and to support federal and state policies that will lead to their success.

*To learn more, contact Benjamin Riley, Director of Policy, at (202) 630-6783 or [briley@newschools.org](mailto:briley@newschools.org).*



## SUNDAY OPINION

# To save education, innovate

From charter schools to teacher recruitment, America must invest in R&D to keep pace in the 21<sup>st</sup> century.

**By Cory Booker,  
John Doerr,  
and Ted Mitchell**

In the summer of 1918, as tuberculosis, bubonic plague and a flu pandemic threatened America's newly crowded cities, the chemist Charles Holmes Herty took a walk through New York City with his colleague J.R. Bailey. Herty posed a question: Suppose Bailey discovered an exceptionally powerful medicine. What institution would allow him to take his breakthrough from lab experiment to widespread cure?

Bailey replied, "I don't know."

That alarming answer moved Herty to propose a visionary solution—an institution that would encourage research and development throughout the country. It would find its value, Herty said, "in the stimulus which it gives" to research, thought and discovery by practitioners in the field.

Nearly a century later, that vision stands as the National Institutes of Health. Its record, from deciphering and mapping the human genome to finding the source of AIDS, leaves no doubt about the NIH's ability to stimulate innovation.

Today, the shame of our cities isn't bubonic plague; it's ignorance. In our urban areas, only one child in five is proficient in reading. On international tests, we rank behind the Czech Republic and Latvia; our high school graduation rate barely makes the top 20 worldwide. As columnist David Brooks has noted, educational progress has been so slow that "America's lead over its economic rivals has been entirely forfeited." Under-education may not end lives the way infectious diseases do, but it just as surely wastes them. For all the hard work of our good teachers, our system is failing to keep pace with the demands of a new century.

As our next president confronts this reality, he should look to Herty's inspiration. We need a new, results-driven mind-set at the Department of Education that will drive pure educational innovation and "scale up" proven experiments and novel ideas that work. The federal government stands in a unique position to meet these needs.

The evidence for making a national commitment to innovation in education is compelling. Today, many of the most promising solutions are emerging from entrepreneurial organizations that embrace freedom and accountability. Indeed, such social entrepreneurs represent a growing force. They have started nimble, typically nonprofit organizations that work in partnership with creative mayors and school superintendents.

Entrepreneurial charter schools such as KIPP, Uncommon Schools, Aspire, the Inner-City Education Foundation, the Alliance for College-Ready Public Schools and Green Dot demonstrate what a single-minded focus on excellence can achieve with low-income students. These public schools, open to all students, are dedicated to the idea that college success and wide career choices must be a reality regardless of the ZIP Code of a child's birth. And they are proving what's possible, sending students from the poorest neighborhoods to college at rates typical of far more affluent communities.

Other innovators also have taken a fresh look at the crucial question of how to attract, prepare and keep teachers and leaders in the toughest schools. Teach For America, for example, flips the conventional wisdom on teacher recruiting, making inner-city classrooms an object of hot competition for the nation's top college graduates. Likewise, New Leaders for New Schools has brought hundreds of new principals to the inner city. Organizations like these demonstrate how innovators can support improvement in our existing school systems—an essential part of large-scale progress.

To call these solutions a drop in the bucket, as some critics do, is to miss the point. The federal government, through the NIH (and other programs such as the National Science Foundation, the Small Business Administration and the Defense Advanced Projects Research Agency), has proved that it can multiply innovations in many fields and spread the most successful ones. Yet, historically, the federal government has constrained its investment in education entrepreneurship to comparatively small, isolated programs, limited efforts in a bureaucracy that resists change. To fix this, there are key steps the next president should take.

The first is to expand innovation incentives and free them from the earmarks and conditions that have blunted past initiatives. Too many innovators spend too much time and energy raising money to stay afloat and expand. Adequate incentives, coupled with rigorous accountability, would remedy this. We should include two complementary programs, a "Grow What Works" fund and a fund to provide research and development money for promising early stage initiatives. Today, the federal government invests less than \$1 billion annually in education innovation — a paltry 0.2% of our \$500 billion total national spending on education. Compare that to the \$28 billion we spend on biomedical innovation, a full 1% of our \$2.6 trillion on healthcare.

Beyond new funding, the federal government must use its influence over state and local policy to sweep away regulations that hamper innovative thinking, such as caps on the number of public charter schools allowed and excessive restrictions on how teachers are trained and credentialed. In addition, it can use the power of the purse to direct competitive funds to states that embrace urgent innovation. States control

70% of public education funding; a push for state support of entrepreneurial education efforts could have a huge effect.

Finally, two efforts already underway must get a strong push from the next administration. One is the move toward a common set of standards for what students should be expected to know and be able to do: Every American child deserves to be educated to the same high standard, and innovators everywhere require a common target. Then, to make shared standards work, a national data infrastructure must be built to assess educational progress.

The enormously promising educational innovations sprouting across the country, from South L.A. to Newark, N.J., to New Orleans, cannot be allowed to remain exceptions—pleasant human-interest stories about amazing but tiny programs. At a time of slipping national competitiveness, as whole communities are denied a chance at America's opportunities, results-driven, urgent change must be an ethos that pervades national education policy. The starting point will be the choice of the next secretary of Education. He or she must be an entrepreneurial thinker, not necessarily someone who's run a business but someone who grasps the importance of combining the freedom to innovate with close attention to results, and will welcome the efforts of a new generation of educators.

The American national spirit embraces improvement, pragmatism and merit; we figure out what works, and we build on it. It's the spirit that moved Charles Herty to argue for an institute to stimulate breakthroughs in American health. If we are to maintain our standing in the world, and do right by our people, our next president must spark our education system with the same spirit of invention.

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*Cory Booker is the mayor of Newark, N.J.  
John Doerr is a partner at the venture capital firm Kleiner Perkins Caufield & Byers. Ted Mitchell is chief executive of NewSchools Venture Fund and president of the California Board of Education*



**Ted Mitchell**  
**Chief Executive Officer**  
**NewSchools Venture Fund**



Ted Mitchell is the President and CEO of NewSchools Venture Fund. From 2008 through 2010, he served as President of the California State Board of Education. He serves on the board of directors of Alliance for College-Ready Public Schools, Bellwether Education Partners, EnCorps, Friendship Public Charter School, Green Dot Public Schools, and New Leaders for New Schools.

Prior to taking the helm at NewSchools in 2005, Ted served as president of Occidental College in Los Angeles. He has also served as Deputy to the President at Stanford University, Vice Chancellor and Dean of the School of Education and Information Studies at University of California - Los Angeles, and as Professor and Chair of the Department of Education at Dartmouth College.

Ted Mitchell is a national leader in the effort to provide high-quality education for all students and has long been active in educational reform initiatives throughout California and Los Angeles. He chaired the Governor's Committee on Educational Excellence, charged with making recommendations to improve California's system of K-12 finance and governance, and currently serves on the California P-16 Council and chairs the Teacher Effectiveness Task Force for the Los Angeles Unified School District. In addition, he has been an active board member for a number of high-performing organizations, including Children Now, ConnectEd: The California Center for College and Career, The McClatchy Company, National Alliance for Public Charter Schools, as well as eight years of service on the NewSchools board before becoming CEO. He also serves on the advisory council for Stanford University's Initiative on Improving K-12 Education and the advisory board of the American Federation of Teachers (AFT) Innovation Fund.

Ted graduated from Stanford with bachelor's degrees in economics and history, and also earned a master's degree in history and a doctorate in education there. He lives in southern California with his wife, Christine Beckman, who is a professor of strategy and management at the Paul Merage School of Business at University of California-Irvine, and their children Caroline and Theo.