



**Marshall  
Street**

# Putting Values into Action

**2023 IMPACT REPORT**

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# A Letter from our Executive Director

Four years ago, we launched Marshall Street as an extension of Summit Public Schools' two-decade commitment to improving public education in the United States. This past year, we have focused on deepening the ways we support schools dedicated to making long-term improvements for their students positioned furthest from opportunity. We're proud of the important work happening across all of Marshall's programs to advance equity, break down long-standing silos, center students' experiences, and reimagine public education.

## Expanding pathways into teaching

The [Marshall Teacher Residency](#) is launching the 2023–24 school year with its largest cohort ever, with values-aligned school partners and resident teachers spread across the state of California. The diverse cohort of Marshall Residents will access a zero-cost path to becoming a teacher, one of the many ways we are removing equity barriers to the teaching profession. Additionally, our new cohort of over 60 residents will include elementary candidates and education specialists. This programmatic expansion is the result of our partner schools and districts asking us to serve as their single teacher pipeline solution.

## Deepening partnerships to create powerful school leadership pipelines

The [Marshall Leadership Institute](#) is enhancing its partnerships with school communities across the country. This past year, the Marshall Leadership Institute provided intensive cohort-based development for over 100 school leaders, established a successful and sustainable Aspiring Leader Program in collaboration with a leading charter management organization, and piloted an effective school-site improvement model in our regional Washington cohort. Responding to demand from our partners, we are excited to launch a Personalized Coaching Program in the upcoming year to continue to develop and support transformative education leaders nationwide.

## Guiding school communities to make best practice standard practice

The [Networked Improvement Community](#) will be publishing a set of emerging best practices that best serve Black and Latino students with disabilities experiencing poverty. These practices — which will be available for all to access — are the result of three years of disciplined continuous improvement work by hundreds of educators and researchers nationwide. A majority of our partner schools are meeting or exceeding their goals while also contributing to a body of evidence that will be shared widely amongst practitioners hoping to better serve students who sit at the intersection of marginalization based on race, class, and ability status.

## This is just a snapshot of where we're going, built upon the strong foundation of where we have been.

As we celebrate the foundation we've established in the first four years of our work, we also have the chance to imagine how we can build on this foundation to drive greater impact moving forward. **On a personal note, I will be leaving Marshall in August 2023, and I'm thrilled for the opportunities before us under the leadership of Greg Ponikvar, our incoming Executive Director.** With his practical optimism and deep understanding of schools, Greg is well positioned to grow Marshall's impact.

Despite the challenges facing the public education sector, we approach the 2023–24 school year with immense hope. It's hard not to when we get to work directly with the inspiring and committed teachers and leaders who are serving students across our nation's schools every day. We're grateful to be a part of the transformational journeys of so many.

Thank you to the philanthropic community, our expanding group of school partners, and to our Marshall team, who together have built a lasting foundation for continued growth and success.



Adam Carter  
Executive Director, Marshall Street



# Marshall Teacher Residency

## Every student deserves a powerful teacher.

The Marshall Teacher Residency produces high-quality teachers who represent the communities they serve. For six years, we've partnered with schools across California to build sustainable pipelines of diverse, ready-on-day-one teachers. With each new school year, our impact grows.

We cannot address the challenges facing American schools without improving teacher preparation. These challenges, including America's persistent teacher shortage, are intimately bound to the ways in which we prepare teachers for the profession.

Powerful teacher preparation blends theory, practice, and mentorship to produce teachers who are prepared on the first day they teach and every day thereafter; who represent the communities they serve; and who persist in the profession to lead classrooms that are student-centered, data-driven, anti-racist, and supportive of the whole child.





## What We're Doing

### Removing Barriers into the Teaching Profession

**Nearly 50 percent of Marshall residents are first-generation college graduates.**

Finances are one of the biggest barriers for aspiring teachers. Our [residency](#) is an affordable and supportive pathway to a professional career for teachers who would not otherwise be able to enter the profession.

**Marshall Residents who persist into their first year of teaching assume zero cost for our program, ensuring that finances are never a barrier for those who dream of becoming teachers.**

- In 2023, the Marshall Teacher Residency was awarded a competitive Residency Implementation and Expansion grant by the California Commission on Teacher Credentialing, allowing us to provide additional support to Residents, including increased stipends.
- The Marshall Teacher Residency partners with visionary local nonprofit lenders, such as Hebrew Free Loan and Sequoia Federal Credit Union, to offer reasonable tuition financing options.
- Residents can access funds through California's newly expanded Golden State Teacher Grant Program, which offsets costs through partner school contributions and offers up to \$20,000 in exchange for four years of teaching at a high-priority school. In 2022–23, 50% of Marshall residents used a loan partner and/or the new Golden State Teacher Grant Program.
- Our financial support goes beyond a loan: Marshall Residents receive a living stipend disbursed monthly during the residency, in addition to financial support for credentialing and testing fees.

We also remove other barriers that limit access to quality teacher training. For example, we don't use college GPA as part of the admissions process. An applicant's [mindsets](#) about students and education are better indicators that they possess the attributes of a powerful teacher: a belief that all students can be successful, a commitment to learning and growing as anti-racist educators, and a growth mindset.

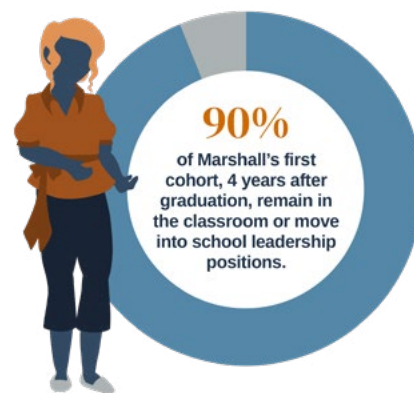


## Building a Pipeline of Great Teachers Who Stay in the Profession

The Marshall Teacher Residency has produced 144 new teachers as of the end of the 2022–23 school year.

But these aren't just any teachers entering the workforce for the first time. These teachers are knowledgeable and well-prepared for the realities of the classroom. They are more likely to represent the communities they serve and to stay in the profession.

Nationally, about [45% of teachers](#) leave within their first five years in the classroom, and only [50% of new teachers in high needs schools](#) continue teaching beyond three years. Because a teacher's effectiveness improves with experience and professional development each year, when a teacher leaves, [students and their learning suffer](#). This trend is especially pronounced in high needs schools — such as those we primarily serve — and hard-to-staff subjects, where teacher turnover is higher than average.



## Improving the Diversity of the Teacher Pipeline

The Marshall Teacher Residency is producing the teachers that our students, our economy, and our nation desperately need.

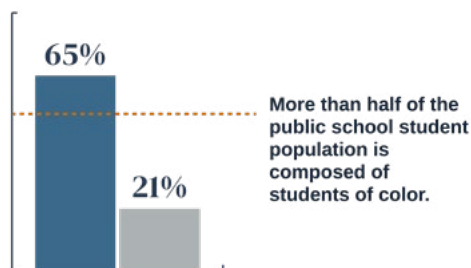
Of our 2022–23 residents, 65% identify as people of color, 26% identify as male, and 16% identify as non-binary. Nationwide, only 21% of teachers identify as people of color.

[Recent data](#) available from the [National Center for Education Statistics](#) indicates that though more than half of the public school student population is composed of students of color, a full 79 percent of the teacher population is White.

Students who have teachers and school leaders who reflect their identities experience increased academic outcomes in both the [short](#) and [long term](#). Improved academic outcomes are associated with enhanced life outcomes, affecting earnings, economic mobility, employment, and civic engagement.

Others are taking notice of our commitment to diversity, equity, and inclusion, as well as to innovation, measurement, and continuous improvement. **The National Center for Teacher Residencies awarded the Marshall Teacher Residency its prestigious Black Educators Initiative grant**, honoring the work of the Residency to recruit, develop, and retain Black educators. The California Department of Education and UC Berkeley selected the Marshall Teacher Residency as **one of only eight California teacher education programs to join an equity-focused cohort of program leaders**. Through action research, participating programs collaborated to improve the experiences of residents of color across the state by employing and generating research-based practices.

65% of Marshall residents identify as people of color, as compared to only 21% of teachers nationwide.



Of all Marshall residents:

- 58% identify as female
- 26% identify as male
- 16% identify as non-binary

## Strengthening Schools from Within

In the 2022-23 cohort, 78% of residents are from the communities they served — either as alumni, former staff, parents, or community members.

We are committed to ensuring our residents are representative of their school communities. The commitment is reciprocal: **Our residency allows school partners to intentionally develop a homegrown pipeline of excellent teachers.** For example, Alliance College-Ready Public Schools is a nationally-ranked public charter school network of middle and high schools serving families in Los Angeles, California. To strengthen their schools, Alliance is growing their own pipeline of high-quality Math, English, and Science teachers.

For 2023–24, Alliance has partnered with Marshall Teacher Residency to host 10 Marshall Residents, recruited entirely from the Alliance community, including instructional assistants, parents, and alumni. Alliance chose to partner with Marshall Teacher Residency for its high-quality, established residency model coupled with its flexibility in adapting to a partner's school context.



## Growing to Meet the Demand from Partner Schools

Marshall Teacher Residency is now a full K–12 residency, and we are preparing to launch our first elementary school cohort.

We've gained accreditation for two of the most highly needed teaching areas in CA — Special Education (Education Specialist) and Elementary Education (Multiple Subject). In 2023–24, **we are launching our first Multiple Subject residency cohort to strong demand:** one-third of total applicants are applying to the new programs. We are also piloting a **first-of-its-kind Education Specialist residency** at Summit Public Schools and Green Dot Public Schools focused exclusively on inclusive classrooms. The program will expand to more partner schools the following year.

The demand for our program isn't coming just from new teachers. Our partner schools share our core values and appreciate the clinical experience and mentoring the residency provides.

In 2023–24, we're partnering with  
**19 California districts and public charter networks**  
that serve over  
**50,000 students.**





## Preparing Residents with over 1,000 Hours of Classroom Application

We built our comprehensive residency for aspiring teachers with the Stanford Center for Assessment, Learning and Equity (SCALE). Our program places hands-on practice, data-driven learning, collaboration, and mentorship at the heart of the year-long experience.

Unlike traditional teacher preparation programs, our residents are immersed in the classroom with constant and intentional opportunities to learn, do, reflect, and grow with support from their cooperating teacher and program mentor. **Residents are in the classroom six to eight hours per day, for four full days per week throughout the one-year residency, working with their cooperating teacher to co-plan, co-teach, and hone their craft.** This preparation amounts to well over 1,000 clinical hours, far above the California Commission for Teacher Credentialing (CTC) requirement of 600 clinical hours.

Outside of the classroom, residents work with faculty to master credentialing coursework and apply it directly to their experience in the classroom. All coursework is designed to be integrated into the clinical experience, leveraging performance tasks like case studies, cycles of inquiry, and portfolios. Mentors and faculty support coherence between the coursework and clinical experience.

Marshall residents receive

**nearly double**

the classroom experience required by the California Commission for Teacher Credentialing.



**“I strongly believe in the “learn by doing” philosophy, so I think spending the day in a classroom and picking up gradual responsibility is essential for helping me develop as a teacher. I also like engaging in other teacher responsibilities at my site, such as faculty meetings and collaboration groups, as it helps me feel more integrated with the community.”**

— 2022–23 Marshall Resident at Capuchino High School in San Mateo Union High School District

Why is this important? Numerous studies show that poor teacher preparation leads to teacher attrition within the first several years of teaching. Teacher preparation that is focused only on theory and disconnected from real school contexts doesn't adequately prepare teachers for the reality of the classroom. Conversely, strong mentorship and intentional, substantial experience in the classroom — experience that's directly connected to residents' training — lead to greater retention.

## Raising the Standard for Quality Teacher Preparation

**Our rigorous program and the quality of our graduates led the CTC to grant us full accreditation, the highest tier of accreditation possible.**

CTC staff who examined our program touted Marshall Teacher Residency's commitment to diversity and unwavering standards of excellence.

Marshall residents earn their teaching credential by achieving two measures of quality: the Marshall Teacher Residency performance bar and the edTPA, a national performance assessment. The external assessment of the edTPA validates our internal assessment of resident performance.

**90%**

**of Marshall residents pass the edTPA, signaling their readiness to teach. The national pass rate for the edTPA is only 72%.**

## Delivering a Program that Residents, Teachers, and School and District Leaders Value

**School leaders are confident that our residents will be high-quality first year teachers, well-prepared for teaching responsibilities and for building relationships and culture inside and outside of the classroom.**

School leaders who host our residents are also enthusiastic about the quality of preparation. They all believe that residents stand out among their peers, serving as teacher leaders at their school sites. Additionally, after completing the program, residents themselves feel prepared and ready to teach on day one.

**100%**

**of school leaders who host Marshall residents are confident in their abilities as first-year teachers.**

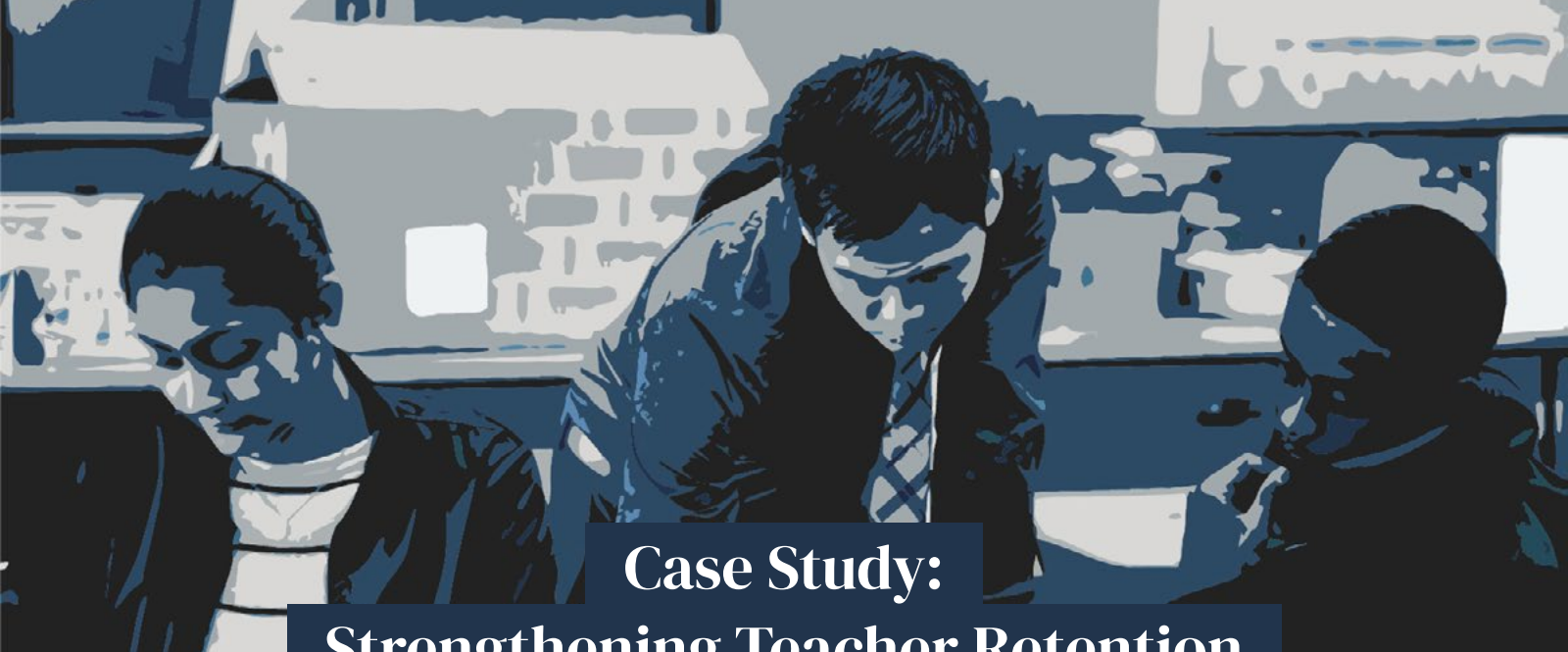


## Proudly Upholding Anti-Racist Values Through Program and Values-Aligned Partnerships

Residents train in an environment reflecting shared values, including that schools be anti-racist: engaging in deep self-reflection, practicing culturally responsive teaching methods, and investigating inequities in the educational system. Aspiring teachers experience these methods and approaches as residents, before applying them in their own classrooms.

**“I feel like I, as a student, am prioritized and valued within the coursework experiences. The Marshall Teacher Residency staff practice equitable engagement strategies to foster an anti-racist environment where everyone’s contributions are valued, and high expectations are held for all. Data from [formative assessments] and student work are used to inform instruction, and we regularly refresh on topics of confusion for students.”**

— 2022–23 Marshall Resident at Summit Denali in Sunnyvale, California



## Case Study: Strengthening Teacher Retention

### One School's Journey

Hosting Marshall Residents enhances partner schools' ability to fulfill staffing needs and improves teacher retention over time — for example, Summit Tahoma, whose faculty consists of 18 general education teachers. In just a few years, the teaching faculty at Tahoma changed from low retention to high retention. **From 2017–2023, seven out of eight hires from the Marshall Teacher Residency have stayed and have had a direct impact on overall faculty retention.**

“Over the years, Marshall Residents significantly increased the diversity of our faculty. They are well prepared to teach in the Summit system, and embrace the required commitments.”

— Jonathan Stewart,  
Summit Tahoma School Leader



7 out of 8 hires from the Marshall Teacher Residency have stayed at Summit Tahoma.



# Marshall Leadership Institute

## Developing transformational leaders for all schools.

Our goals for the Marshall Leadership Institute go beyond simply building a pipeline of strong and diverse educators entering leadership. Since our founding, we have developed and implemented programs that nurture leaders through their entire career journey — from the moment a teacher first considers becoming a school leader, through the early stages of leadership, to the time they're ready to lead change beyond the walls of a single school.

But there's more to be done. Real educational transformation will occur when school systems are able to cultivate their own leaders. That's why our focus this past year has been developing the capacity of our school partners to sustain their own pipelines of excellent, diverse school leaders.

This explicit capacity-building approach has allowed us to accelerate our impact. We're building on our foundational pedagogy — proven over 20 years with more than 200 leaders — to provide a training and development program for today's challenges and a wide and growing array of partner schools.





## What We're Doing

### Developing Outstanding School Leaders Along the Entire Career Path

What began as leadership development just for aspiring and early-stage leaders has since become much more.

In the 2022–23 school year, the Marshall Leadership Institute expanded its programming to launch a customized Aspiring Leader Program for DSST Public Schools, the largest charter network in Colorado. The Marshall Leadership Institute shared its pedagogy and approach for strengthening leaders' foundational skills within each leadership phase. Together with DSST senior leadership, **we led the customization of our signature curriculum to fit the unique context of their schools.** The DSST Aspiring Leader Program was aligned to their larger leadership pipeline development strategy and the program now serves 89% of their school campuses.

In addition, we continue to partner with the Washington State Charter Schools Association by leading WA Charters Transformative Leader Fellowship (TLF) to nurture new leaders from the global majority and to support seasoned leaders' skill development. The cohort continues to serve **70% of charter schools in the state of Washington**, and over half of participants are leaders of color.

These offerings support and develop school leaders along their entire career path, building a diverse collective of courageous and self-reflective leaders.



Marshall Leadership  
Institute gives  
leaders the tools,  
resources, and  
community

to **transform**  
their leadership  
at every stage.



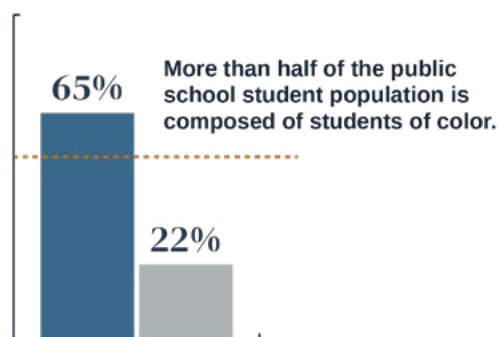
## Strengthening the Diversity of the Leadership Pipeline

**Sixty-five percent of our participants identify as leaders of color. But our commitment to diversity is about more than numbers.**

We believe in the power of heterogeneous groups to create better leaders, as each member of the group learns from others' experiences and grows stronger through exposure to others' perspectives. Our intentional cohort-based learning communities facilitate rich conversations that value diversity and expand the perspectives of all participants.

The racial diversity of our leadership cohorts stands in stark contrast to the leadership in American schools. [Roughly 78% of principals](#) nationwide are White, despite an increasingly diverse student population. This disparity hurts both teachers and students. However, at schools that gain a Black principal, Black teachers are also more likely to be hired — and a more diverse teacher population improves student outcomes in the [short](#) and [long term](#).

**65% of fellows identify as people of color, as compared to only 22% of principals nationwide.**



## Training Leaders Who Get Hired into Leadership Positions

**Ninety-four percent of aspiring leaders who applied to leadership positions were offered those roles. This success rate is by design.**

Our intensive, problem-based practice exposes aspiring leaders to actual problem scenarios encountered in early leadership positions, and allows them to build practical skills. Leaders read, discuss, understand, and apply learning to contemporary school dilemmas and real-world school leadership situations. They establish their own leadership styles, practice high-stakes decision-making in authentic school contexts, and reflect on their experiences and growth. This performance-rich learning cycle, in turn, prepares them for the challenges and opportunities of leadership ahead.



**“This program offers new and up and coming leaders a space for growth, feedback, and achievement. Through different scenarios we were able to dive into what the role of a school leader truly entails. This is not an ordinary fellowship program. Bonds are intentionally created, feedback is valuable and constructive, and the time was well spent from beginning to end. As I move into a new leadership role at my school I believe that without this program I would have continued to box myself in. After graduation my first year here, I feel more confident and ready for the road that lies ahead.”**

— Akiya Minniefield, Former Teacher and now Assistant Principal, Rocky Mountain Prep Montebello

While we are celebrating that **within three years, 80% of our alumni have now pursued and received school leadership roles**, we believe school leadership is more than a title. You'll find our alumni as teacher-leaders on campus, Deans, Assistant Principals, and Principals, as well as system administrators. No matter the title, we equip our program participants to lead in every role throughout their career journey while planting the seeds of school leadership for the future. In this way, we are proactively building the bench of transformational leaders for all schools.

## **Effectively Preparing Principals for Today's Leadership Challenges Through an Adaptable Problem-Based Model**

**Our problem-based model incorporates a broad base of universal challenges that leaders encounter in their everyday work.**

This includes inspiring and coaching teachers, guiding them through instructional challenges, and working effectively with parents.

Our model also allows us to incorporate the challenges that schools are facing right now. And those challenges — in the current political and social climate — are historic and daunting:

- “How do I navigate heated political divides between students and families in my school?”
- “How do I balance the health and sustainability of my teachers with the urgency of confronting the learning loss affecting my students?”
- “How do I build a restorative school culture system that works and is manageable to maintain?”

**97%**

**of Marshall Fellows would recommend the program to those interested in leading schools.**

Our approach provides participants with the personal and practical tools and theoretical foundation to confront the challenges that school leaders face today. Our participants agree: **97% of Marshall leaders would recommend the program to others interested in leading schools.**

For example, Melissa Petty was a Principal when she joined one of our cohort programs in Washington. She credits the Marshall Leadership Institute for helping her transform her school's culture.

**“My work with the Marshall Leadership Institute has enhanced my leadership and the experiences of students within my school. During one of our cohort sessions, we focused on the work of building a restorative school culture. Though this is something my school always aspired towards, we had trouble implementing it at scale: it was time-consuming, emotionally draining, and often ineffective. After completing some powerful readings, discussing with my cohort, and receiving coaching from the Marshall Leadership Institute facilitators, I had a transformative moment: I realized that my school’s faculty’s hearts were in the right place, but our systems weren’t.**

**I went back to my school refreshed, lighter, and clear on what we needed to do. We re-invested in proactive community building rather than just focusing on recovering after harm was done. We built appropriate boundaries, trained our faculty on how to uphold them, and built a team that continuously focuses on improving our culture systems. Without a doubt, we made significant, systemic improvement in our culture and are moving towards a more joyful school community.”**

— Melissa Petty, Principal at Lumen High School, Washington

## **Going Beyond Pedagogy to Customize Programming for Partners**

**We work with district partners to understand their community context, leadership training landscape, school culture, and individual leader needs to design a cohesive leadership program that adapts our model to their community.**

For example, as Impact Public Schools in Washington expanded, they wanted to intentionally support the development of teacher-leaders who were taking on the important role of leading grade-level teams. The Marshall Leadership Institute worked with senior leaders at the network to design and facilitate a series of launch experiences to prepare the emerging leaders for their new roles. Through these experiences, Impact’s emerging leaders encountered tools that would support their team leadership and management. But just as importantly, the sessions helped participants lead with authenticity.

**“We were grateful to have the [Marshall Leadership Institute] program enhance the development of some of our aspiring leaders. Those who went through the program brought a new lens to their work with other adults, were increasingly reflective and driven to make a change, and developed confidence in themselves as educational leaders. We hired all three — into formal leadership roles.”**

— Alex Horowitz, Chief Growth and Strategy Officer, Impact Public Schools

## **Building Resilience Through Community, Connection, and Support Among Fellows**

### **Community and connection are key to principal resilience and retention.**

School leadership is demanding and isolating, especially today. But even before the pandemic and current political and social upheaval, schools in the United States faced retention challenges among school leaders. Annual principal turnover is [18% nationwide](#) and [21% for high-poverty schools](#). Nearly half of new principals leave their schools after three years. The [turnover of effective principals](#) can result in greater teacher turnover and poorer student outcomes.

We intentionally foster community through discussion, dialogue, and group reflection, and build trust through routines like cohort check-ins and check-outs. Through our consultancy model, fellows bring the challenges they are facing at their school sites, and collaborate with the group to get what they need in a rigorous, structured way.

The Marshall Leadership Institute builds resilience, problem solving, adaptive leadership, and a community of support that leads to higher retention for these most important members of our school communities.



**We foster community among leaders through discussion, dialogue, and group reflection.**

**“There were countless Saturdays where I was feeling overwhelmed and/or disappointed in something happening at work. [Marshall Leadership Institute] provided a space for me to step-back, decompress, reconnect with an amazing group of educators, and be re-inspired by what we can accomplish together. I found the experience rejuvenating throughout this tough year.”**

— Anna Halat, Assistant Principal, East Bay Innovation Academy



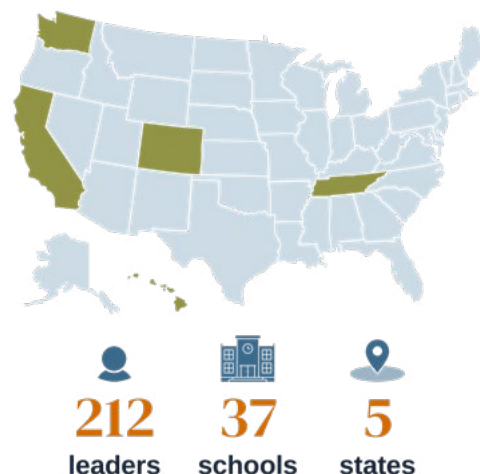
## Growing Rapidly to Meet Demand for Powerful Leaders

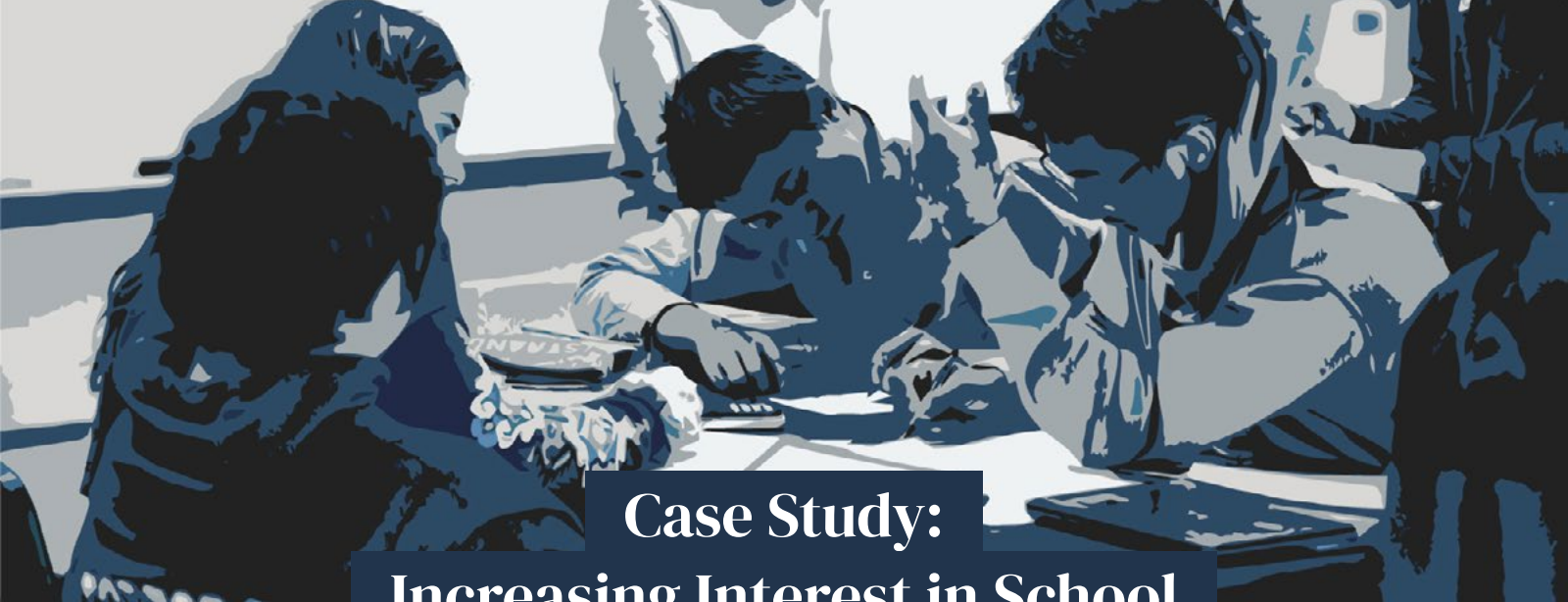
Over a few short years, the Marshall Leadership Institute has taken Summit's successful professional development and training program and expanded it to serve partner schools nationwide.

Altogether, since 2019, we have supported the leadership journey of 212 leaders at 37 schools across five states.

And we are not done yet. By building the capacity of our partners to develop their own leadership pipelines — like we're doing with WA Charters and at DSST — we'll accelerate the reach and impact of our model, delivering the transformational leadership that our nation's schools need. Ultimately, we will build the capacity of these partners to operate this program independently so it can sustain its leadership pipelines for the long term.

And, feedback and demand from our participants and partners has prompted us to expand our offerings. While our cohort-based experiences are powerful, individualized coaching can further the growth of our leaders in relation to their own contexts, which leads to real and immediate impact on young people. That's why the Marshall Leadership Institute is leveraging its experience in our [Personalized Coaching Program](#), which empowers school leaders to be effective change agents and drive meaningful and immediate improvement in their schools.





## Case Study: Increasing Interest in School Leadership at DSST

### Building a Pathway to Leadership

DSST Public Schools — the largest public charter management organization in Colorado — is the leading STEM open-enrollment school network in the nation. Historically, DSST had not allocated resources to a comprehensive and aligned internal leadership pipeline. In 2022–23, supported by funding from the Charter School Growth Fund, the Marshall Leadership Institute was hired to provide expertise in [building pipelines](#) and to help DSST Leadership quickly design and launch a thriving leadership pipeline.

First, the Marshall Leadership Institute conducted a **needs assessment**, including stakeholder interviews and data analysis. Due to the residual effects of the COVID-19 pandemic, building the interest of DSST teachers in school leadership was the area of highest need in DSST's pipeline. Next, the Marshall Leadership Institute supported the DSST team's **strategic planning** to identify a key group of teachers to work with and to set goals for their new pipeline leadership programming.

Ultimately, the Marshall Leadership Institute designed DSST's first pipeline building **learning experience**. We combined our signature problem-based learning approach with DSST's goals, rubrics, and culture to create a customized curriculum. The curriculum included workshops and problem-based learning sessions on how to set up new teaching teams for success, communicate high expectations, build trust, lean into conflict, and have courageous conversations around performance. Additionally, the curriculum included personal narrative storytelling so participants could share their values and motivations for being school leaders.

Marshall's approach to pipeline building allowed DSST to build customized programs to meet its needs and to carry those programs forward independently.

- ✓ Needs assessment
- ✓ Strategic planning
- ✓ Pipeline design
- ✓ Learning experience design
- ✓ Facilitator training

In collaboration with DSST's newly founded Leadership Development Team, the Marshall Leadership Institute began **facilitator training** by equipping DSST facilitators to lead the program in perpetuity. In alignment with gradual release principles, we modeled for the DSST team how to recruit and interview program participants, build the first cohort, and then facilitate implementation of the curriculum.

The result? **All participants built skills in leading teams of teachers through influence, and 88% of participants expressed interest in pursuing school leadership positions.** The Marshall Leadership Institute is now working with DSST to continue the gradual release process to ensure DSST staff can lead the program sustainably into the future.

**“It is so hard when teaching to get out of the day-to-day routine within my own school. The cohort experience provided me an opportunity to learn, grow, and reflect with other like-minded people looking to take the next step in their careers. I have learned more about myself in these past few months than I ever have in my professional career. I have also learned the leadership skills that I never would have acquired if I did not join.”**

— Melissa Dubay, recently promoted to Dean, DSST



# Networked Improvement Community

## Putting equity into action.

To date, few organizations have addressed the challenges students face at the intersection of racism, ableism, and classism that are all embedded in America's public school system. Furthermore, the broader field of education lacks applied research on effective interventions for students at this critical intersection, especially in high school settings.

The Networked Improvement Community (NIC) — serving 75,000 students across 10 public charter districts — is using the processes of Continuous Improvement to systematically address the ways we serve Black and Latino students with disabilities experiencing poverty. In Year 1, we recruited 10 partners and set up the [infrastructure](#) needed for this important work. In Year 2, we led schools to explore new practices, interventions, and programs to learn what works and what doesn't work for their students. This year, **we supported schools to expand their efforts to make best practice standard practice across their systems.**

Our efforts are working. **All partners are making dramatic gains for Black and Latino students with disabilities experiencing poverty, and the majority are meeting or exceeding their goals.** With our guidance, our partners are closing achievement gaps, and we're sharing these emerging best practices so that schools across the country can adapt them for their students.



## WHAT WE'RE DOING

### Sharing best practices so all students and schools can benefit.

The past three years have produced over 20 best practices that improve outcomes for Black and Latino students with disabilities experiencing poverty. Each practice — spanning literacy, multi-tiered systems of support, collaborative teaching and teaming structures, targeted intervention for emotional-based disabilities, and postsecondary transitions — breaks out of the status quo in schools today, is based on evidence, and is endorsed by leading experts. When utilized, these practices create greater access for every student, not just those with disabilities.

In 2022–23, the Marshall team began the process of identifying and codifying these practices, recognizing their potential to transform outcomes for students with disabilities. Our vision is to share these practices widely with other schools and to create a powerful network of educators committed to driving progress.

**Below are a few of these practices.**

## Using Rapid-Cycle Progress Data to Improve Student Supports

### CHALLENGE

Many schools have high-level student data, yet they lack a regular collection of targeted data to monitor student progress and plan interventions. This results in a wait-to-fail model for students with disabilities, instead of a system that intervenes early and often to ensure learning.

### BEST PRACTICE

Create data structures for educators to analyze targeted data, and proactively respond to individualized and diverse needs of students.

### RESULT

STEM Preparatory Schools' middle school has seen the percentage of students with disabilities who are **proficient in math increase from 10% to 65%.**

As a result of this success, STEM Prep is expanding the use of the dashboard and data protocol to the STEM Prep high school campus and is spreading the tools to other schools across the NIC.

### STEM Preparatory Schools

Los Angeles, CA

**6.5x**

increase in students with  
disabilities who are  
proficient in math



## Collegiate Academies

New Orleans, LA

39%

increase in students with disabilities who have mastered core content

At Collegiate Academies, **nearly 90% of students with disabilities have mastered core content, an increase of 39%, significantly surpassing their goals.** A data-driven culture with coordinated data systems and strong collaborative teaching has enabled educators to better individualize instruction, ensuring that all students meet each of the standards necessary for graduation.

Mastery Charter Schools' Transition program efforts have resulted in **student postsecondary engagement increases from 53% to 77% of students enrolled and engaged in their postsecondary pathway next steps** in education, workforce, military, or job training transitions.

## Mastery Charter Schools

Philadelphia, PA

50%

increase in student postsecondary engagement

### MARSHALL SUPPORT

- Marshall consulted with STEM Prep faculty on how to improve execution of their ideas for implementing rapid-cycle data analysis within their unique context. STEM Prep chose to create a gradebook distribution data dashboard and monthly reflection protocol for teachers to use with their instructional coaches.
- At Collegiate, Marshall supported the creation of a data dashboard to track student mastery of Louisiana's modified standards for students with disabilities, allowing teachers to identify specific areas where students are struggling and adapt future lessons accordingly.
- At Mastery, Marshall supported the 12th grade general education, special education, and postsecondary team in developing data tracking tools for their cross-functional team to monitor student progress in college, career, or community post-secondary transitions.

# Inclusive Collaboration Between General Education and Special Education Teams

## CHALLENGE

Students with disabilities have historically been served through siloed programs where each team focuses specifically on its role in the student's program, without consideration of the whole child's needs and experiences. This has led to fragmented school experiences and outcomes for students with disabilities that often harm their progress towards postsecondary transitions. Moreover, the significant staff turnover our nation has experienced since the onset of COVID-19 in 2020 has exacerbated an already staggering special education turnover rate of 25%, with an increasing number of teacher roles being filled by adults without a full teaching credential.

## BEST PRACTICE

Establish teacher-, school-, and network-level collaboration structures to drive inclusive mindsets and create aligned instructional planning structures.

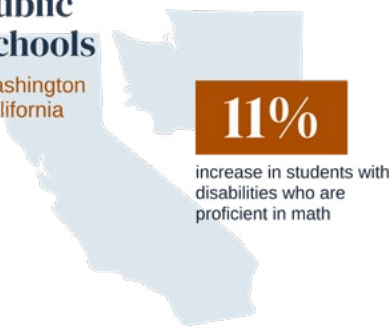
## RESULT

At Green Dot Public Schools, **class passage rates nearly tripled for students with disabilities**. Based on this success, Green Dot has spread its co-teaching practice to nine co-teaching pairs at three schools and is embedding co-teaching practices in instructional coaching supports.



### Summit Public Schools

Washington  
California



At Summit Public Schools, Summit Atlas' **student on-track course measures increased from 79% to 90% by the end of the 2022–23 school year**. All indicators suggest this progress will continue to exceed expectations for students with disabilities at the Summit schools piloting collaboration structures.

## MARSHALL SUPPORT

- Marshall guided the team at Green Dot through multiple continuous improvement cycles to test, improve, and embed collaborative planning practices in their school structures, starting with three co-teaching pairs at two schools.
- Marshall supported the team at Summit through multiple continuous improvement cycles to test, improve, and embed collaborative consultation practices into school structures at two California and Washington campuses.

# Adapting Brain-Based Literacy Practices for Secondary Students

## CHALLENGE

Despite a significant increase in brain-based literacy research to improve reading outcomes for students in elementary school, few have adapted this critical research to be age-appropriate for struggling readers in middle and high school, especially students with disabilities.

## BEST PRACTICE

Adapt evidence-based literacy interventions currently used with elementary students to be developmentally appropriate, culturally responsive, and differentiated to meet the needs of students with disabilities in middle and high school.

## RESULT

Students with disabilities experiencing reading growth rates of 2+ years **increased from 3% to 35% in 2022–23 at Green Dot Public Schools' Animo Mae Jemison Middle School**. Due to this gain, the network is expanding its literacy screening and use of the Wilson Reading System, its literacy intervention program, to additional classrooms and schools in its network.

### Green Dot Public Schools

Los Angeles, CA

More than  
**11x**

increase in students with disabilities experiencing reading growth rates of 2+ years

## MARSHALL SUPPORT

Marshall brought together literacy experts and secondary school educators to adapt evidence-based literacy interventions and tools. It also supported secondary English language teachers at Green Dot in integrating brain-based and responsive literacy practices into core instruction.

**These practices  
will be available  
in 2024.**

[Sign up here](#) to receive updates on these practices and other resources.

## WHAT WE'RE DOING

### Making best practice standard practice.

The dramatic gains and emerging practices above are a result of targeted technical assistance from the Marshall team and sustained cross-team efforts from our partner networks. In 2022–23, Marshall led the NIC partner networks to improve and spread best practices across their schools and organizations. To do so, the Marshall team directly coached school partners to focus their work on a shared understanding of their vision for students with disabilities; prioritize improvement work by setting aside explicit time, space, and resources for team action; gain buy-in from all members of the school system, including teachers, school leaders, and network-level leaders; and effectively use critical tools that drive improvements.

**Most notably, the Marshall team:**

#### DESIGNED A TOOL TO ASSESS SCHOOLS' READINESS FOR SPREAD AND SCALE

Many promising practices fail in schools because teams try to spread them too fast without the right systems in place to support their implementation. Unfortunately, this approach can lead to devastating consequences for students at the margins, depleting scarce resources, time, and the will to make meaningful change. Because few practical tools existed to help schools navigate this challenge, the Marshall team created the [Spread Planning Tool](#).

Ultimately, this tool helps schools know when a best practice is ready to be spread as a standard practice. The Marshall team collaborated with data, content and research experts to **create the tool, trained over 150 educators across 10+ teams on how to use it, and coached partner schools to make thoughtful data-informed decisions on the readiness and capability of a best practice for their unique student populations.** The result? Over 80% of partners are spreading and/or scaling best practices to more students and campuses across their network. Additionally, organizations nationwide are following suit and starting to build similar tools to support their improvement networks.

#### INSPIRED EQUITY-FOCUSED EDUCATORS

Through facilitated in-person convenings, learning tours, and cross-network conversations, Marshall led its partners to share the best practices and tools being used across the networks. The conversations led to new ideas for improving practices that strengthened gains at school sites. Participants rated these events a Net Promoter Score of 70, which is considered the top tier of excellence. This is a testament to the shared lessons learned and value these events created.

**"I learned a lot from [the listening tour]. These two schools [we observed] showed both unique practices and are working on things that are directly tied to what we are trying to improve. Listening to the leaders at the campuses and observing classrooms was very powerful."**

— Learning tour participant

## BUILT CONTINUOUS IMPROVEMENT CAPACITY FOR WIDER SCHOOL FACULTY

A key component to embedding new practices is to ensure all staff know how to implement the practice. In 2022–23, Marshall trained a diverse and wide range of school site faculty on continuous improvement processes through a professional development series and Professional Learning Communities structures. Additionally, Marshall coordinated and provided targeted technical assistance on the use of data to inform instructional decisions with partner schools. These supportive capacity building interventions **resulted in partner networks being able to more quickly apply learning and gather knowledge about what strategies were working for students.**

Marshall's tools and practices are now included in its [playbook](#), widely available for all educators to use.

## SUSTAINED EQUITY WORK IN SCHOOLS

Consistent, engaged, and diverse leadership is a crucial element in embedding new practices, alongside ensuring that all staff have the knowledge and skills to implement them effectively. Equity work needs to be a shared priority at every level of a school organization: from district leaders to administrators to teachers, school leaders, learning specialists, coaches, and district leaders. **NIC partners who were able to deeply embed equity as a shared priority organization-wide realized significant gains for their students with disabilities.** To drive this effort, the Marshall team led alignment meetings between its cross-network teams to enable CMO leadership to focus their efforts.

Our partners are deeply committed to improving outcomes for all students, and the Marshall team has the knowledge and experience to help turn that commitment into action.

In 2022–23, the Marshall team guided its partners' improvement efforts, documented the work and learning, and created tools and resources to share widely across the field.