

**JOUNCE PARTNERS**  
2014 End of Year Report



## 2013-2014 End of Year Report

### JOUNCE PARTNERS

Dear friends and supporters,

This year saw some major changes in the work we do, culminating in the change of our name from The Student Leadership Project to Jounce Partners. In evaluating the impact of our programming on school culture and student learning, we continue to find that our teacher coaching is the most influential aspect of our work. The teachers we coached directly have driven large-scale academic growth, specifically a 19.4 percentage point increase in Proficient/Advanced scores in their classrooms this year; we remain committed to doing the work that makes the most difference for our students.

A large body of research reminds us that teachers are the most important variable in the equation driving student success, and we've demonstrated an ability to improve teacher skill and effectiveness quickly. In addition to coaching teachers directly, we are training principals at our partner schools on key tenets of our coaching model, so that all teachers at our partner schools receive frequent and highly effective development.

Jounce is a term from the field of physics – it means the rate at which acceleration changes. Teacher coaching makes teachers better, and therefore accelerates learning. When the quality of this coaching is getting systematically better with each day, that acceleration is, in turn, accelerated – and student learning experiences jounce.

At Jounce Partners, three beliefs guide us:

- Teacher quality is the most important driver of student learning.
- Teacher quality is not fixed – teachers can get better, and with the right coaching moves they can get better fast.
- School leaders should spend the vast majority of their time on what matters most – which means they should spend almost all of their time either directly developing teachers or building up their own skills to be better at developing teachers.



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In our End of Year Report one year ago, we laid out our expectations for **2013-14:**

- Major academic gains at both schools, with particularly strong gains by our third year of partnership.
- A continued decrease in missed class time due to disciplinary consequences
- Increased student perception that peers are on-task and learning.
- Additional partnerships in order to share the work we've done at our two full-time partner schools.



**FREDERICK DOUGLASS**  
CHARTER SCHOOL

At our second-year partner school, Young Scholars Douglass, we saw continued culture improvement and significant academic gains:

**92%** ↓ decrease in students missing class due to suspensions since the first months of 2012-2013

**12.6** ↑ percentage point increase in reading proficiency since 2012-13

**8.4** ↑ percentage point increase in math proficiency since 2012-13



**WEST PHILADELPHIA**  
PREPARATORY CHARTER SCHOOL

At our third-year partner school, KIPP West Philadelphia Prep, we saw major academic gains, building on a strong start a year ago:

**41.9** ↑ percentage point increase in reading proficiency since 2011-12

**24.8** ↑ percentage point increase in math proficiency since 2011-12



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**The mission of Jounce Partners is to rapidly increase the rate of teacher skill development in urban schools.**

We exist to ensure that the inspiring teachers and principals who have committed themselves to transforming the life chances of low-income kids are becoming better educators at an unprecedented rate.

We are committed to measuring our impact, to innovating, to improving, and to focusing on what matters most in changing life outcomes for the students we serve. And we deeply appreciate your support each step of the way.

## The Jounce Teacher Coaching Model

“Research consistently shows that teaching is the single most important school-based factor in a student’s academic growth.”

-Center for Education Policy Research, Harvard University, 2013

What makes our model different?

Frequent, short observations and feedback	Up to eight times more frequent than even high performing schools’ models
Live and immediate feedback	Immediate feedback during practice and even during live lessons in the classroom
High repetition practice	Teachers’ new skills become second-nature and automatic through repeated practice
Fewer skills, executed better	A small set of highly transferrable skills, execution of which can be truly perfected; not a unique skill for every new challenge
Habits of thinking as practicable skills	Planning lessons, analyzing data, and breaking down content are growable skills
Specific, nameable skills and steps	Common language increases the rate of skill acquisition and the quality of practice and execution



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### The Jounce Principal Training Model

“In the past year, Jounce has worked with Wissahickon leaders and faculty on learning, practicing and internalizing strategies that increase student engagement and time-on-task. We have now seen their strategies improve the culture of learning in every class in which they have been used. We see work with Jounce as a critical piece of on-boarding school leaders and setting norms around teacher practice.”

- Kristi Littell, CEO, Wissahickon Charter School

Partner school principals learn to use the Jounce Teacher Coaching Model, including conducting frequent but short observations, giving real-time feedback to teachers during coaching sessions and during live classes, and pushing for many, high quality repetitions when leading a skill practice session.

Coaching principals looks much like coaching teachers: we practice small parts of the coaching model together repeatedly, while giving feedback on the execution of specific coaching skills, such as the nuances of modeling a new skill for a teacher or the details of isolating a particular step of a teacher's skill for additional practice.

### Our Results Teacher Coaching

Through the Jounce teacher-coaching model, and lots of hard work by these educators, the teachers we coached accelerated the growth of their teaching skills and drove an increase in student achievement.

Academic growth, on state standardized tests, achieved by students in the classes of teachers coached directly by Jounce.

\*Pennsylvania System of School Assessment, annual standardized state test

\*\*Initials of teachers coached directly by Jounce. These are teachers who teach subjects and grade levels tested on the PSSA

Average growth by students of teachers coached by Jounce: **19.42%**

“Jounce has given me the best coaching I have ever received as a teacher. After each coaching session, I feel like a better teacher. Their focus on bite-sized chunks makes it easy to practice a specific skill and then implement it immediately in the classroom. My classroom is always a better place to learn and teach after my coaching sessions.”

-Maura S., KIPP West Philadelphia Prep Teacher



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## Our Results Principal Coaching

The development of our partner school leaders' coaching skills drove teacher improvement, which in turn drove increased student achievement school wide.



**FREDERICK DOUGLASS**  
CHARTER SCHOOL

Young Scholars Frederick Douglass - 230 students in grades 6-8; 100% from low-income families; 99% minority

Reading				Math			
Cohort (named by 2013 grade level)	2013 Proficient or Advanced	2014 Proficient or Advanced	Growth	Cohort (named by 2013 grade level)	2013 Proficient or Advanced	2014 Proficient or Advanced	Growth
6th Grade	21.0% (5th)	25.6%	<b>+4.6</b>	6th Grade	42.7% (5th)	57.4%	<b>+14.7</b>
7th Grade	23.0% (6th)	38.2%	<b>+15.2</b>	7th Grade	29.7% (6th)	50.0%	<b>+20.3</b>
8th Grade	31.4% (7th)	49.3%	<b>+17.9</b>	8th Grade	50.7% (7th)	40.8%	<b>-9.9</b>
<b>Average</b>			<b>+12.6</b>				<b>+8.4</b>



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KIPP West Philadelphia Prep - 364 students in grades 5-8; 82% from low-income families; 100% minority

Reading						Math					
Cohort (named by 2014 grade level)	2012 Proficient or Advanced	2013 Proficient or Advanced	2014 Proficient or Advanced	1 Year Growth	2 Year Growth	Cohort (named by 2014 grade level)	2012 Proficient or Advanced	2013 Proficient or Advanced	2014 Proficient or Advanced	1 Year Growth	2 Year Growth
6th Grade		35.2%	53.5%	18.3		6th Grade		59.1%	72.1%	13	
7th Grade	21.7%	37.1%	66.7%	29.6	45	7th Grade	44.9%	53.9%	73.6%	19.7	28.7
8th Grade	31.7%	47.5%	70.5%	23	38.8	8th Grade	60%	76.3%	80.8%	4.5	20.8
<b>Average</b>				23.6	41.9					12.4	24.8

In our third year at KIPP West Philadelphia Prep, the number of students scoring proficient or advanced increased by 23.6 percentage points in reading and 12.4 percentage points in math. The number of students scoring proficient or advanced has now increased by an average of 41.9 percentage points in reading and 24.8 percentage points in math over the last two years.

“Jounce has pushed my practice as a School Leader by forcing me to dim the lights on all other matters that don’t positively and/or directly impact student learning and teacher effectiveness; and rather focus specifically on moving teacher practice as the single most important lever towards student achievement. I believe this year’s student achievement growth was directly correlated to the intense coaching support our teachers received through our partnership with Jounce.”

-Onome Pela, School Director, Young Scholars Frederick Douglass

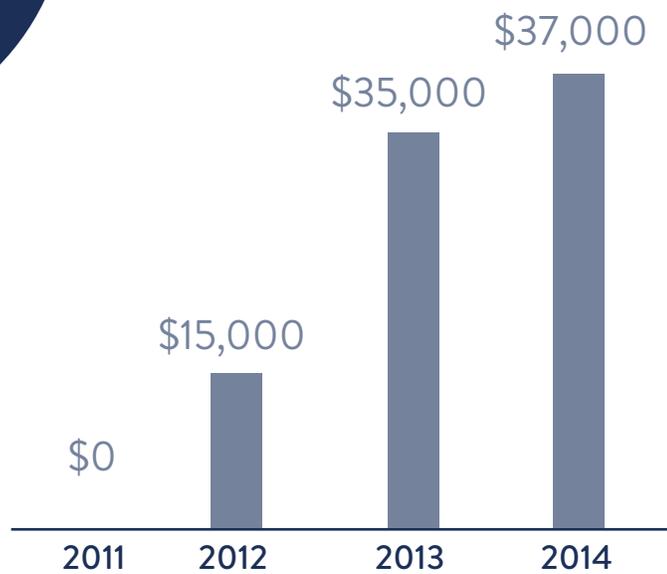
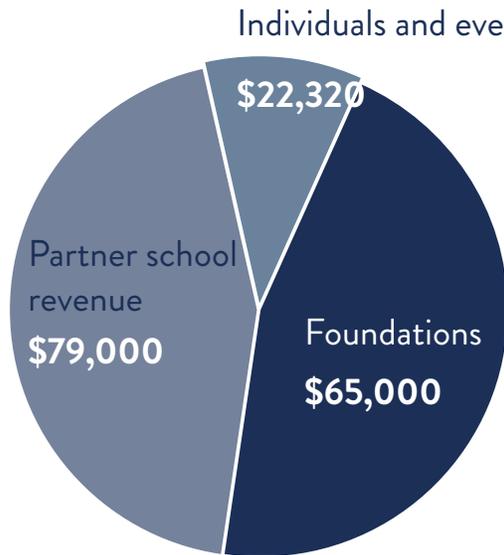


## 2013-2014 End of Year Report

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### Funding

In the 2013-14 school year, we raised \$167,000 to support our work with partner schools.



Maximum School Contribution by Year

### Supporting Foundations 2013-14

- LinkedIn for Good
- Patricia Kind Family Foundation
- Allen Hilles Fund
- Wood Foundation of Chambersburg, PA
- Corroon Foundation
- Kokari Foundation
- Vermont Community Foundation
- Thomas Meloy Foundation



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### Looking Forward

There is nothing more urgent than transforming the lives, learning and opportunities of kids in our most disadvantaged communities – and, therefore, there is nothing we care about more than increasing the speed at which committed educators acquire and grow their skills. Over the last few years, we've emphasized constant innovation, but we have also learned to keep all new ideas and practices focused on one very specific target: accelerating the pace of teacher skill acquisition. Being innovative, while focusing on a simple goal, has led to better coaching, better teaching, and more student learning.

Over the summer, leaders at our partner schools have been working intensively to master the teacher coaching skills that will drive world-class teacher development. For the first time, our partner schools will be able to execute the Jounce teacher coaching model at their schools from Day One. With a deeper focus on what makes great coaching, and principal-led implementation, we can expect stronger results at each school:

- Increased leadership time spent on high quality teacher development
  - 80% average increase in proportion of leadership time spent on teacher coaching and the development of teacher coaching skills
  - 50% minimum increase, by any partner leader, in proportion of leadership time spent on teacher coaching and the development of teacher coaching skills
- Increased student time on-task
  - Average, across classes, of at least 90% of students on-task
  - Minimum, in any class, of at least 80% of students on-task
- Increased student learning
  - Average growth, across classes, of at least 14 to 18 percentage points in students scoring Proficient/Advanced on the PSSA
  - Minimum growth, in any class, of at least 7 percentage points in students scoring Proficient/Advanced on the PSSA

We look forward to working closely with our partner school leaders to change the realities for low-income students in Philadelphia.

“Our population is 99% African-American with 82% of our students receiving free or reduced lunch. In Philadelphia, only 4 out of 10 students who enter high school as freshmen go on to graduate. Of those students, many lack the skills to obtain and retain gainful employment. Our task is challenging to say the least, but Jounce has given us reason to be very optimistic about the outcomes for our students.

Jounce provides the knowledge and drive needed to make sure purposeful practice and lesson rehearsal happens with fidelity. With this approach, we expect to see a greater number of teachers meeting their performance goals and an even greater increase in student achievement. A classroom where all students are engaged in the lesson at any given time seems impossible, but with Jounce Partners, we're confident in our ability to move closer to making this goal a reality.”

- Greg Leap, School Director, KIPP West Philadelphia Pre