

JOUNCE PARTNERS

Get Better, Faster

2015 Annual Report

Founders' Message

Dear Friends and Supporters,

The 2014-15 school year was an exciting, challenging, and rewarding year for Jounce and for our partner schools. Many states across the country, including Pennsylvania, completed the transition to Common Core-aligned standards and assessments for our students – and this shift has reminded us all how much work must be done to ensure that our kids are prepared for the 21st century world.

It can be a tough wake up call; in Philadelphia, only 27 percent of students demonstrated proficiency in literacy and only 9 percent were able to meet the new, more rigorous, bar in math. This reality is not a surprise to those of us who work in schools each day, especially in urban environments. But it does frame, with absolute clarity, the urgency of this work. We cannot wait for more funding, political solutions, the next wave of technology, or the alleviation of poverty; we need to make transformative change now, at the levels that directly impact our kids' learning each day – the school and the classroom.

For the last four years, we have repeated the mantra that every child must have the same quality of education that we would expect and demand for our own children. We believe that the inequity and the inadequacy of the current system of American education has finally become a part of the nation's collective consciousness, and we are excited for the opportunity to be a part of the solution. More and more research points to where that solution lies, and informs our core beliefs:

1. Teacher quality is the most important driver of student learning;
2. Teacher quality is not fixed - teachers can get better, and with effective coaching, they can get better fast;
3. School leaders should spend the vast majority of their time on what matters most - which means they should spend most of their time either directly developing teachers or building their own teacher development skills.

During the 2014-15 school year, we worked closely with school leadership teams in Philadelphia and Washington, D.C., teaching them to implement our teacher-coaching model. We also directly coached teachers at several of our partner schools, so that we could continue to refine and improve our model. We learned how to dramatically increase the amount of skill practice for each teacher, packing more effective development into less time. We added new school partnerships, but we also recognized the importance of creating a ground-up demonstration of our approach, so in August of 2014 we launched the Jounce School Leader Fellowship, training Jounce team members to open brand new urban schools built on the Jounce model. As we expanded our impact and diversified our programming, we needed to strengthen our operational and governance structures. Three experienced and influential new Board members joined us, and we created the new Chief Operations Officer role with the help of a generous grant from the Barra Foundation.

2014-15 was a year of growth, innovation, and new collaborations for Jounce. What has not changed, though, is our expectation for what all students can accomplish, our belief in the teacher and the principal as the agents of change, and our respect for the people doing this hard work every day in classrooms across the country.



Bobby Erzen



Paul Dean



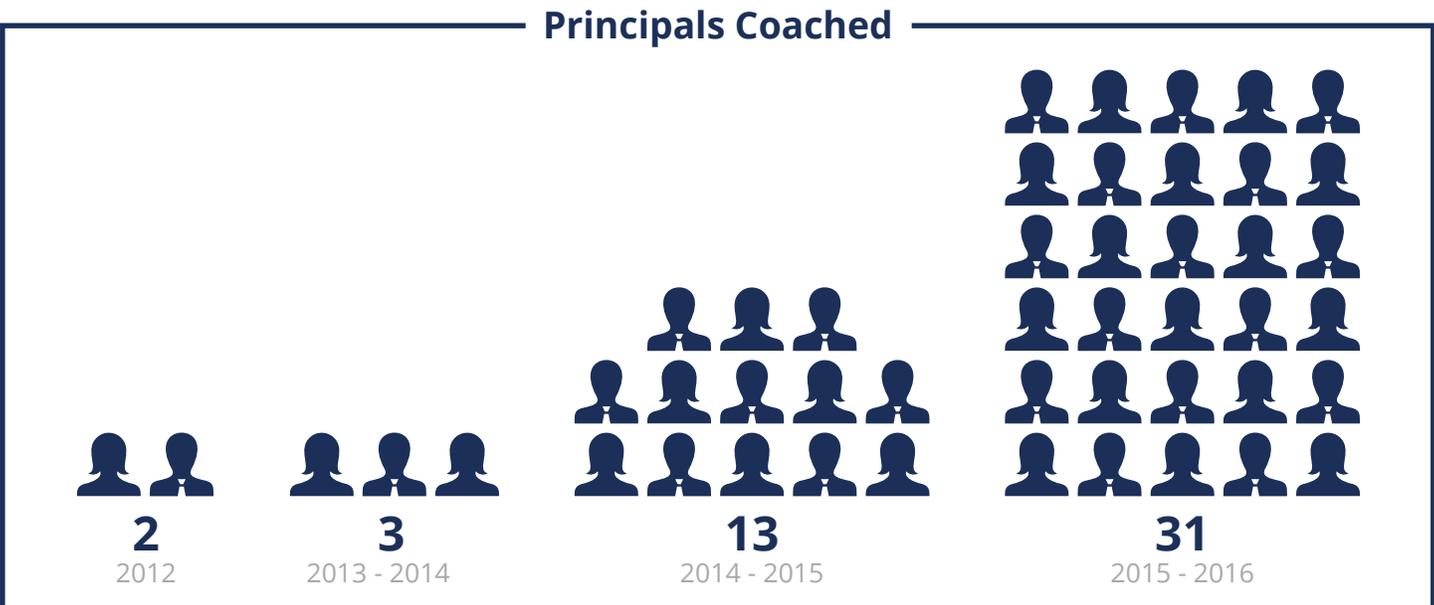
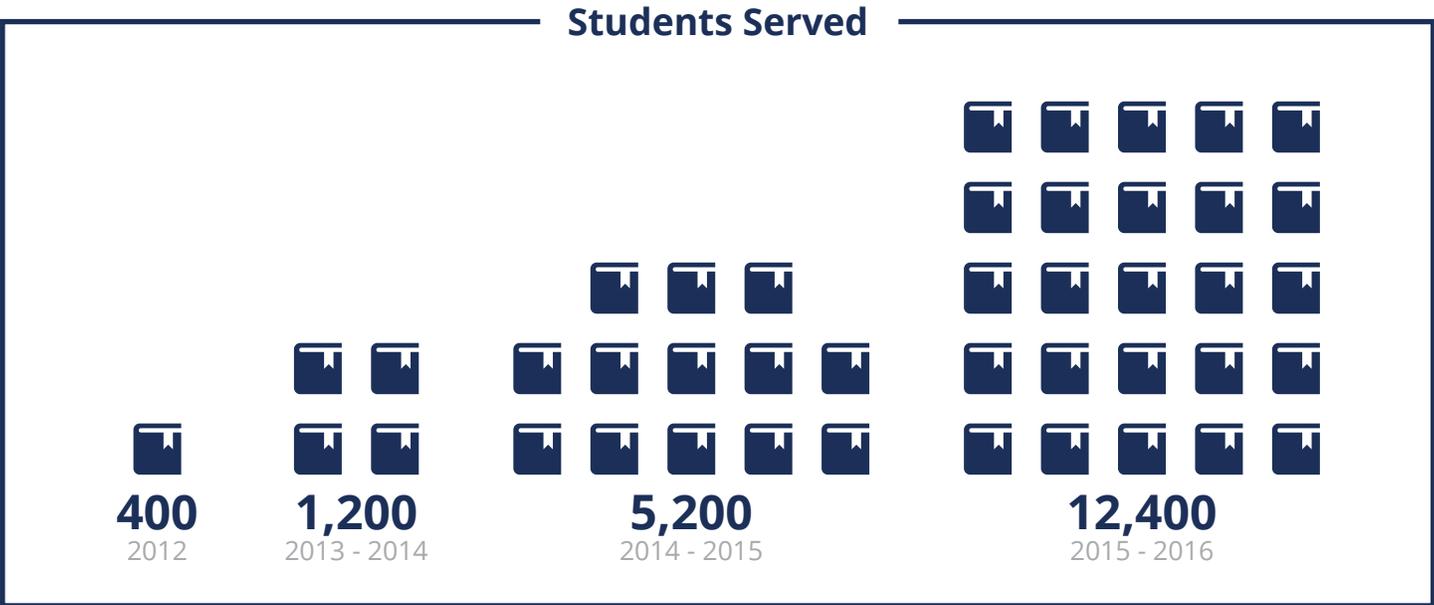
Jounce Partners' mission is to accelerate the growth of teacher skills in order to increase the rate of student learning at high need, urban schools.

Jounce By the Numbers

 12,400 Students	 31 School Leaders	 24 School Partnerships	 4 States
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1 New Jounce Model School

Our Growth



Our Impact

The Jounce model impacts learning at three levels:

1. Principals

- 100% of partner school principals report increased confidence in their ability to make teachers more effective.
- 86% report that Jounce Partners' training led them to spend significantly more time on teacher development.

"The instructional coaching model developed by Jounce provides teachers with the targeted support they need to improve. They took our once amorphous teacher support program and created a structure that was easy to follow and implement. The results were dramatic. In short, our teachers improved, and as a result, our students were more focused and able to work harder."

- Greg Leap, Principal, KIPP West Philadelphia and Marc Mannella, CEO, KIPP Philadelphia Schools

2. Teachers

- 92% of Jounce-supported teachers report increased student engagement in their classrooms.
- 83% report increased ability to drive rigorous, high-quality student thinking.
- 100% of participants in Jounce trainings say that they would recommend Jounce training to colleagues.

"Small group coaching with Jounce has been absolutely essential to the success of Heights Academy this year. Jounce's key teacher skills have provided our team with common language and high expectations, which have translated into unprecedented levels of student achievement."

-Theresa Loth, Teacher, KIPP DC Heights Academy

3. Students

- The number of students at our Wissahickon Charter partner school reading at grade level or above jumped from 22% to 52% during the course of the school year.
- Our KIPP partner school in Philadelphia outscored a comparison middle school (which does not use our coaching model) on 19 out of 20 interim assessments taken by students at both schools.

While outcomes improved for students at our partner schools as a whole, growth was greatest in the classrooms of teachers coached directly by Jounce staff:

Students making over a year of academic growth:



65.2% in classrooms with Jounce coaching, compared to 51.6% in classes without direct coaching from Jounce personnel.



With major changes to state tests this year, we could not compare student performance year-to-year to 2014 using those metrics. However, our partner schools significantly outperformed the median scores of open-enrollment charter and district schools in English and math; we look forward to using these test scores as a baseline going forward, and to helping our partner principals and teachers double student proficiency rates by the end of the 2015-16 school year.

Who We Are

Great principals must be excellent teacher trainers; nothing they do has a larger impact on student learning and success than their ability to improve teaching in each classroom. At Jounce, we work shoulder-to-shoulder with school leaders, modeling teacher development best practices and intensively training our partner leaders to build their own teacher-coaching skills.



Jounce Partners' History

Jounce Partners was founded in 2011 under the name the Student Leadership Project (SLP). The organization was formed by two former teachers who had seen both the deep failure and the immense possibilities of American urban schools. We knew that our students were capable of great things, and we started SLP to partner with schools and work with students from the ground up, building a student-led academic culture.

While training student leaders, we quickly recognized the vast differences in performance and climate from one classroom to the next, even in the same school building. We began devoting more and more time to training teachers, and each monthly evaluation of our programming indicated that teacher training was the primary factor driving positive outcomes for our students. In 2012-13, we added a formal teacher-coaching program alongside our student leader development work, and by 2013-14 we had refined and developed our teacher-coaching model and made it the sole focus of our organization.

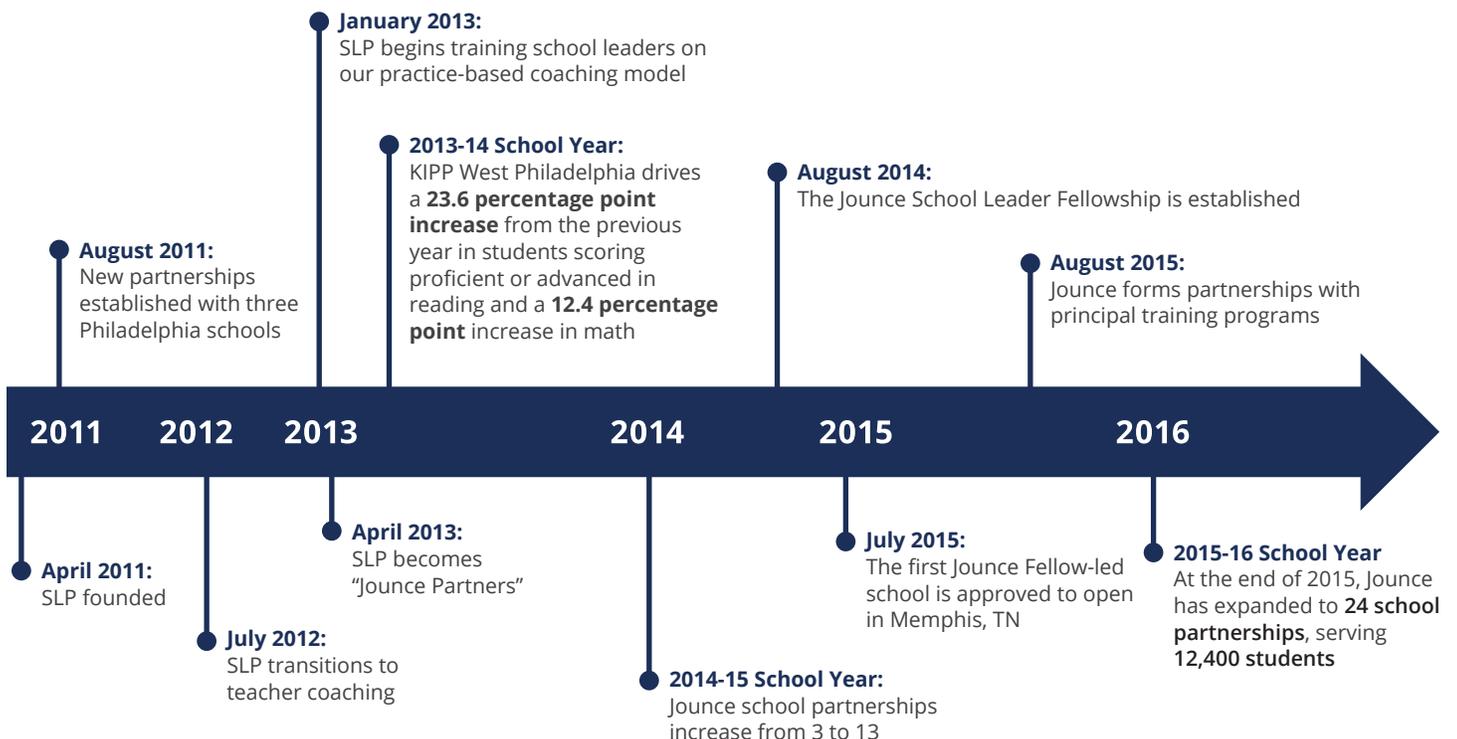
We changed our name to Jounce Partners to reflect our new focus:

“jounce” is a physics term that means the acceleration of acceleration, and at Jounce Partners we accelerate student success by dramatically accelerating teacher learning.



JOUNCE PARTNERS

Since changing our name and our focus, we have strengthened our initial school partnerships and expanded our work to 24 schools. We created the Jounce Partners School Leader Fellowship to identify and train emerging school leaders on the Jounce Coaching Model, and in doing so we have paved the way for the establishment of innovative new schools that put accelerated teacher development at the center of their design. Our first school is set to open in 2016 in Memphis, Tennessee. We have also formed new principal pipeline partnerships, working with school leader development programs to “train the trainers” in the Jounce Model.



How We Do It

The Jounce Theory of Change:

Principals

- Principals become excellent teacher coaches

Teachers

- Accelerated skill growth through coaching means an extraordinary teacher in every classroom

Students

- Excellent teaching means excellent learning - kids are prepared for the true rigors of top-tier college success and better life outcomes

What Makes Our Model Different:

Frequent, short observations and feedback	Coaches observe, provide feedback, and lead practice sessions with every teacher eight or more times every week.
Live and immediate feedback	Coaches and teachers address small areas of improvement <i>immediately</i> during practice sessions, and during live classes, so that teachers can adjust in the moment and practice the skill effectively.
Active observations	All observations are <i>active</i> , meaning that the coach is not only collecting data but also affecting teacher practice, usually by explicitly modeling a skill in an intentional “co-teaching” moment. This happens more than 5 times each week for every teacher.
High repetition practice	In a coaching session, a teacher may repeat the same specific skill twenty times, thirty times, or even more, allowing her to build automaticity, which leads to a) excellent execution every time, and b) freed up cognitive energy for teaching tasks.

Specific, nameable skills and steps	In order to develop a skill to the point of automaticity, teachers must be able to practice a repeatable process, with a known standard for feedback.
Fewer skills, executed better	Extremely effective execution of a few particularly important skills drives more student learning than average or poor execution of a wide variety of skills and strategies.
Habits of thinking are skills, too	How teachers think through content, how they write lesson objectives and align assessments to objectives, how they structure lesson activities – these thinking tasks are things that teachers can get better at by using nameable steps and high-repetition practice.

How We Deliver Our Model to Schools:

Complementary Delivery Systems

School Partnerships

Training current school leaders to transform their schools through high-frequency teacher-coaching

School Leader Fellowships

Training Jounce team members to launch new schools through the Jounce Fellowship

Principal Pipeline Partnerships

“Training the trainers” to develop aspiring school leaders by working with existing principal residencies

Through each of these pathways, established and emerging leaders learn to use the Jounce Coaching Model —**when principals become great teacher coaches, students succeed.**

“This is the type of rapid-fire practice and feedback every teacher needs to become great!”
 – Shemanne Davis, Dean of Relay GSE Camden/Philadelphia

HOW IT WORKS

School Partnerships:

Principal Training: We train the Principal intensively to be an extremely effective coach for her teachers and to prepare her Leadership Team members to be highly effective coaches as well.

Leadership Team Training: We train Leadership Team members, both individually and alongside the Principal, to increase teacher development capacity in the building and distribute the coaching load so that all teachers can receive a high-frequency of touch points.

Direct Teacher Coaching: We coach individual teachers to provide a model for how to implement the Jounce approach to teacher-coaching and to help our partner Principal build a culture in which constant feedback and modeling, live and public practice of teaching skills, and daily growth is the norm.

Jounce is currently working with eleven partner schools in Philadelphia, one in Delaware, two in Memphis, and ten in Washington, D.C.

School Leader Fellowships:

Jounce Fellows are full-time Jounce employees for 2-4 years, with the length varying based on their previous teaching and leadership experience. Through their Jounce training, Fellows become experts at coaching teachers and at training leadership teams to coach teachers more effectively; they continue to refine these skills – while also building their other organizational management and leadership capabilities – by training leaders and teachers at Jounce partner schools and in Jounce-led trainings for current school leaders. In the first 1-3 years of the Fellowship, Jounce Fellows learn from experts across the various disciplines needed to launch an excellent school, and work with the Jounce team to write their charter application. During their final year, Fellows continue their work coaching teachers and principals at a few of our partner schools, but devote the majority of their time to building and training a founding team, securing facilities, recruiting students and families, and finalizing school design.

The first Jounce Fellow will be opening a school in August 2016. The next Fellow is currently developing school leadership skills while supporting Jounce partner schools, and two more Fellows will join the team before the end of this school year.

Principal Pipeline Partnerships:

Jounce is currently working with four principal residents participating in the Delaware Leadership Project and with four aspiring principals pursuing certification through a pipeline program launched by Teach For America.

Jounce's School Partnerships and Principal Pipeline Partnerships allow us to improve teaching and learning at schools across the country, and simultaneously, support the School Leader Fellowship by providing:

- Revenue streams to offset the costs of the Fellowship and school start-up process.
- Practice opportunities ("at-bats") for School Leader Fellows, particularly to develop teacher coaching and leadership team training skills.
- At-bats for the Jounce Partners team to develop school leader training skills and become more effective in training School Leader Fellows.
- Learning and network building opportunities for School Leader Fellows as they design and launch their new school.

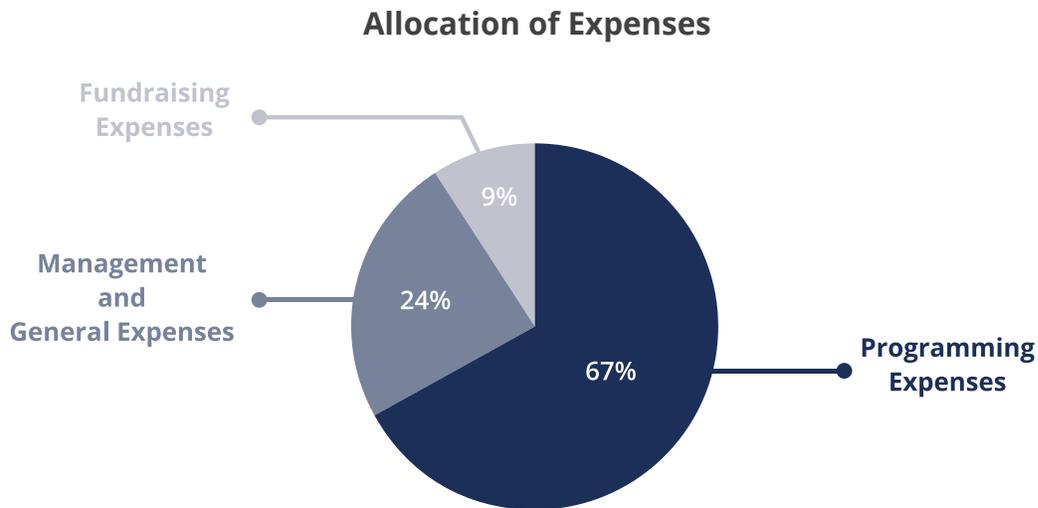
Lessons learned through full implementation of the Jounce model at new Fellow-led schools will be fed back into improving the quality of our work with principal pipeline programs and partner schools.



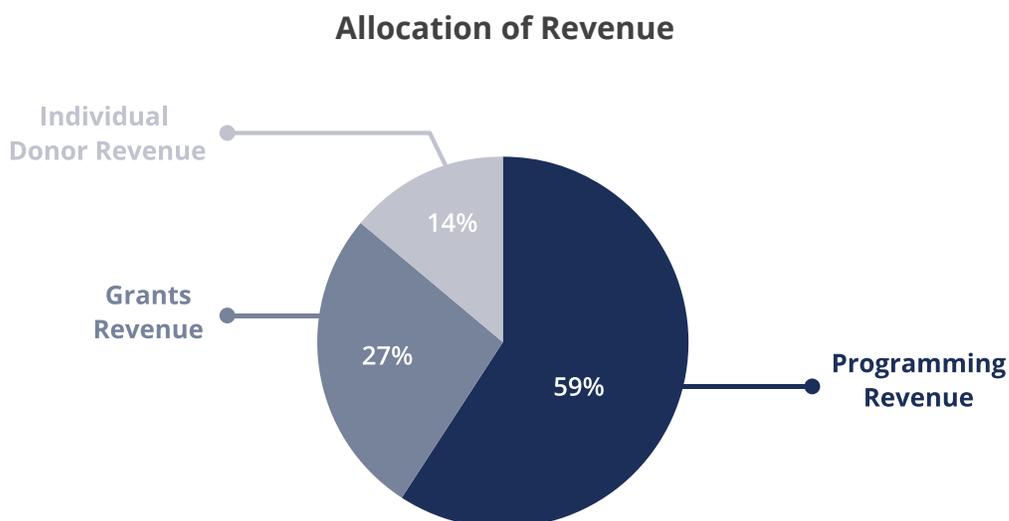
Financials

Jounce Partners finished the 2015 fiscal year in a strong financial position. While total revenue remained steady from 2014 levels, we were able to decrease total expenses by 16 percent (\$161,455 in 2014 to \$139,029 in 2015), while adding a new Fellow and increasing the number of students impacted by Jounce coaching. Additionally, Jounce Partners maintained a positive fund balance through each month of the fiscal year and finished with a year over year gain of almost \$10,000 in net assets.

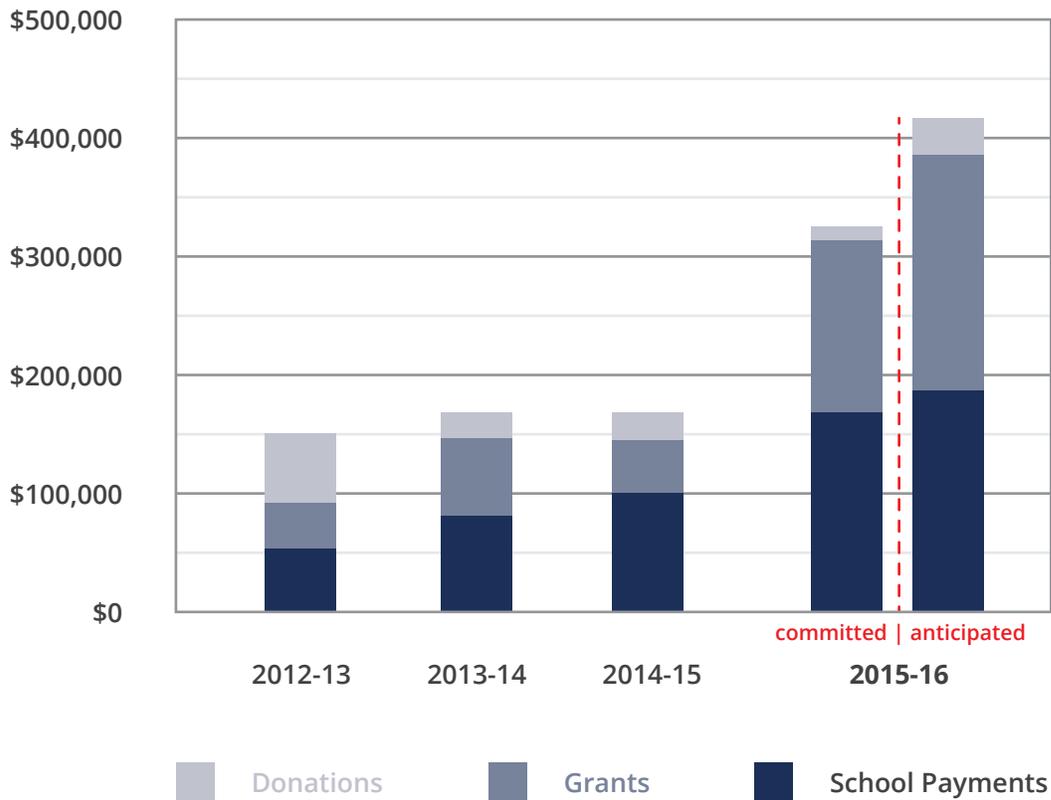
At Jounce Partners, we are committed to using our funds responsibly.



We are also committed to reducing revenue volatility through diversification, and to building a sustainable business model by funding our programming work with earned income from our partnerships.



We have increased our revenue significantly since 2012, allowing us to impact more schools and students; and we've done so while decreasing our reliance on individual contributions and increasing the proportion of stable fee-for-service sources and multi-year grants.



In July, Jounce Partners received a three-year award from the Barra Foundation totaling \$190,000. Thank you to the Barra Foundation for your belief in our mission and our model.

Partner Schools and Funders

Thank You to Our Supporters and Partners

We thank our supporters for their generosity, their commitment to improving education in high need schools, and their belief in the power of continuous learning and growth.

The Barra Foundation

The Patricia Kind Family Foundation

The Wood Foundation of Chambersburg, PA

The Thomas Meloy Foundation

School and Principal Pipeline Partners:

KIPP West Philadelphia Preparatory Charter School

KIPP DC Schools and the Capital Teacher Residency

Wissahickon Charter School (Awbury and Fernhill Campuses)

Freire Charter School, Delaware

Belmont Charter School

Inquiry Charter School

The School District of Philadelphia

Edward T. Steel Elementary School

Vare-Washington Elementary School

James G. Blaine Elementary School

John H. Webster Elementary School

Independence Mission Schools

Saint Martin De Porres School

St. Malachy School

The Delaware Leadership Project

Teach for America, Delaware

De La Salle Elementary School, Memphis

Relay Graduate School of Education, Memphis

Board of Directors:

Bobby Erzen, Chair

Richard Binswanger

Alexandra Angel

Daniel DeBoer

Martin Horner

Jeffrey Mohr

Shawna Wells

What's Next

In the coming years, we will continue to expand our impact by partnering with schools and school leader training programs.

Expanding Our Impact With New Partners



We also intend to support more groups that train aspiring principals. There are many strong programs preparing principals for their roles as administrative and organizational leaders; we will collaborate - not compete - so that students can benefit from leaders with both managerial and instructional coaching expertise.

Based on the growth and success of our partner schools to date, we look forward to the following outcomes in the upcoming school year:

- **Increased leadership time spent on high quality teacher development**

- 100 percent increase in proportion of leadership time spent on teacher coaching and the development of teacher coaching skills, as compared to the previous year.
- 50 percent 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 percent of students on-task
- Minimum, in any class, of at least 80 percent of students on-task

- **Increased student learning**

- Average growth, across classes, of at least 14 to 18 percentage point 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

First Jounce Model School Opening in Memphis, TN

In the Fall of 2016, Mike McKenna, the first Jounce School Leader Fellow, will welcome students to Memphis Delta Prep (MDP). MDP will serve students in grades K-8, as the first school based entirely on the Jounce Teacher Coaching Model.

Congratulations to Mike and the MDP Founding Board!

"I am excited to open Memphis Delta Prep, and to positively impact kids and families in the South Memphis community. I cannot wait to lead a school dedicated to an unprecedented rate of teacher development with a commitment to making sure our students are prepared to succeed in college and beyond."

- Michael K. McKenna, School Leader, Memphis Delta Preparatory Charter School