

JOUNCE PARTNERS

Get Better, Faster

2016 Annual Report

Founders' Message

Dear Friends and Supporters,

Bobby and I are often asked - by friends and family members - about the hot button issues surrounding urban education. Is the challenge really about schools, or is it about poverty more broadly? Is there one school governance model that is best? How should schools combat racial and economic injustice while maintaining high expectations for all students?

Our stock response is simple: "We like to keep our heads down and focus on helping principals and teachers get better, faster." But in the highly-charged environment engulfing the 2015-16 school year, some facts are important to remember:

Education is a civil rights issue in our country: children of color have systematically been denied opportunity throughout our history.

Education is an economic equity issue: higher levels of education are linked directly to greater lifetime earnings and job security, especially in a rapidly changing economy.

Education is a community and individual health issue: people with greater educational attainment live longer and healthier lives and are less likely to experience neighborhood violence and trauma.

At Jounce, that means that our partner schools should serve the students who have historically had the least opportunity and that our partner schools should provide a world-class education to these students. It also means our partner schools should be places in which there is a palpable curiosity and excitement about learning. Regardless of the governance type or school model, and beyond the dichotomy of in-school and out-of-school factors, we believe at Jounce that nothing is more important (and more fun) than learning. We believe people - specifically school leaders, teachers, and students - are at their best when they are growing, being challenged, practicing hard, becoming more disciplined and precise in their thinking, and actively getting smarter.

Memphis Delta Prep, the first school launched by a Jounce School Leader Fellow, recently coined the hashtag #AMAHP - for "As Much As Humanly Possible" - as their staff dug into student assessment data. Why set a performance goal that says, "that's enough"? Why not just say, "More learning is always better than less learning"; "More growth and more challenge is always better than less"?

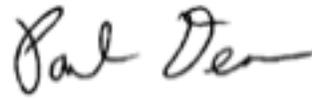
We are proud of Memphis Delta Prep and our partner schools and organizations for embracing this mentality. "Learning is fun - let's do more of it! Practice and coaching and feedback make us better teachers for our students and better leaders for our teachers - let's double-down and go all-in."

In 2016-17 we will avoid the either-or questions and leave behind the analogy of education as a grim battle to fight. We will help our schools squeeze more learning and growth – for principals, teachers, and students – into each minute and to take pleasure in that challenge of testing the outer limits of “as much as humanly possible.” In doing so, these schools can create a culture of learning that transforms lives and communities.

Thank you for your commitment to this work and your support of Jounce Partners. We appreciate you!



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.

Our Work

What is Jounce?

“Jounce” is a physics term; it means the acceleration of acceleration. At Jounce Partners, we accelerate student learning by accelerating the skill development of teachers and school leaders.

We train leaders and coaches to use two core techniques as they develop teachers:



High-Repetition Practice

Leaders model a skill; then teachers practice that skill again and again, receiving feedback during each repetition.

High-repetition practice allows teachers to build automaticity with skills, so that they can execute on these skills through habit, and can free up brain space for the hundreds of decisions good teachers make every minute.



Real-Time Coaching and Modeling

Leaders pop into classrooms while teachers are teaching; they jump into the teacher role for 30 seconds, a minute, or 10 minutes to model skills the teacher can use; they “whisper coach,” making suggestions that the teacher can incorporate in real-time.

Real-time coaching and modeling dramatically shortens the feedback loop, allowing teachers to act on feedback immediately rather than receiving feedback after the fact.

The traditional approach to teacher coaching is called “Observation and Feedback”; our model replaces this with “Modeling and Practice.” When teachers are in class and teaching, leaders actively model instead of passively observing. When teachers are not in class, they are actively practicing instead of passively receiving feedback.

This shift – from “observation and feedback” to “modeling and practice” – requires a new set of skills for school leaders. We redefine school leadership as a job that is all about developing better teachers, faster, and we help leaders build the skill set for this new role.

Three Pathways to More Effective School Leadership

We bring this approach to teacher development to schools via three complementary pathways:

1.

School Launch Fellowships

Jounce School Leader Fellows are trained and supported to launch brand new schools in high-need communities, built around the Jounce paradigm of school-leader-as-head-coach.

2.

School Partnerships

Jounce works with schools serving low-income populations, helping these schools to install and execute a model of dramatically accelerated teacher development.

3.

Talent Pipeline Partnerships

Jounce works with other organizations that train school leaders and teachers, supporting these organizations on the essential tenets of rapid teacher skill growth.

Impact

Jounce is now reaching more than 14,000 students in over 40 schools through School Partnerships, new-start schools founded by Jounce School Leader Fellows, and Talent Pipeline Partnerships preparing new school leaders and teachers.

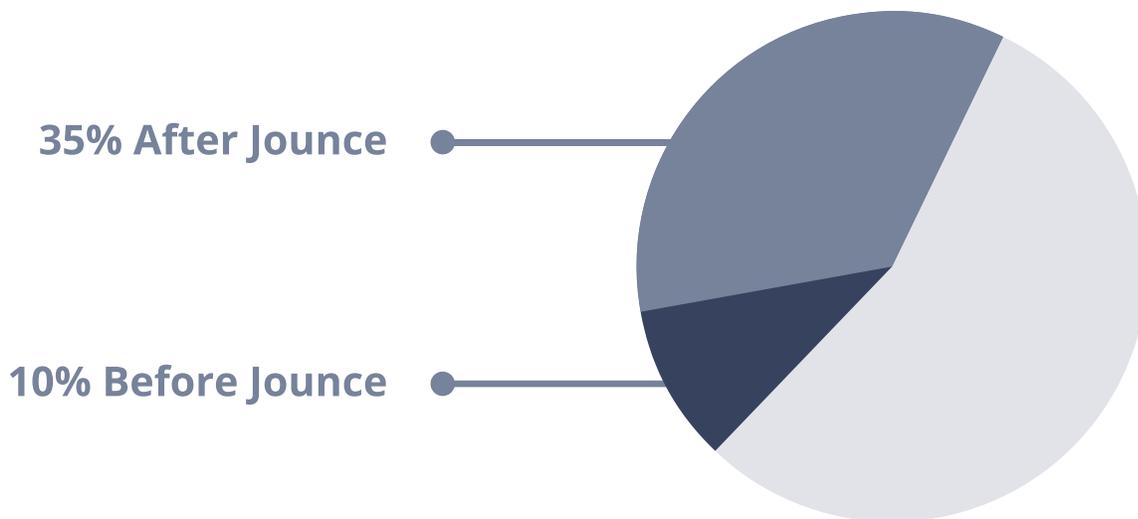
I. Jounce School Partnerships

School Leaders are doing more teacher coaching...

3x ½ of School Leaders have tripled the amount of time they spend coaching teachers each week since the start of their partnership with Jounce

2x ¾ of School Leaders have at least doubled the time they spend coaching teachers

On average, Jounce School Leaders spend about 35% of their time coaching teachers, compared to under 10% before partnering with Jounce



More coaching means more student growth and increased student learning...

Our partner schools that moved farthest toward implementing the Jounce coaching model also demonstrated strong student learning outcomes:

- Vare-Washington Elementary moved from the bottom quartile of School District of Philadelphia schools to a rating as the 9th highest performing elementary school in the district.
- Our three KIPP DC partners ranked in the top 20 of growth on the PARCC assessment; two of our partners ranked first and third in growth among all schools in Washington, D.C.
- Our Wissahickon Awbury Elementary partner, which has implemented the coaching model with a high degree of fidelity for the last two years, again moved more than half of students to grade level in reading, after only 10% entered on grade level.

And we expect faster student growth as leaders continue to develop teachers.

By comparing implementation levels to student outcome data over the last two years, we have developed the projections below. These encourage us to keep shifting the paradigm toward more teacher coaching at our partner schools.

Implementation Level	Description	Projected Student Outcomes
Level 3	School Leaders spend 10%-30% of time coaching teachers. At least half of teachers are getting 7+ coaching touch points weekly.	Close gap between % of students making target growth and 100% by one-third (i.e 10%-40%, 40%-60%, 70%-80%)
Level 4	School Leaders spend 30%-70% of time coaching teachers. At least three-quarters of teachers are getting 10+ coaching touch points weekly.	Close gap between % of students making target growth and 100% by one-half (i.e 10%-55%, 40%-70%, 70%-85%)
Level 5	School Leaders spend 70% or more of time coaching teachers. All teachers receive 15+ coaching touch points weekly.	Close gap between % of students making target growth and 100% by two-thirds (i.e 10%-70%, 40%-80%, 70%-90%)

*Implementation Levels 1 and 2 indicate negligible coaching commitment and would not be expected to drive significant student growth.

II. Jounce School Leader Fellowship

The first Jounce School Leader Fellow launched Memphis Delta Prep in August of 2016. The school serves 260 students in grades K-4 and will be a demonstration site for full implementation of the Jounce model.

· School Leader Mike McKenna and his team of coaches spend more than 80% of their time each day coaching teachers with High-Repetition Practice and Real-Time Coaching and Modeling.

· 92% of students believe MDP has already made them better students; 80% believe it is the best school in the city. Zero students have missed a day of school due to out-of-school or in-school suspension in the first four months of school.

· First quarter literacy assessments indicate students will likely average significantly more than a year's growth in reading in the school's first year, despite opening with 5 grades and 30 staff members.

The second Jounce School Leader Fellow has applied for a charter school that would open in Philadelphia in 2018, serving 300 students in Year One and growing to serve 540 students. Two additional School Leader Fellows are preparing to launch new schools before 2020; another two will join our team in the spring of this year.

III. Talent Pipeline Partnerships

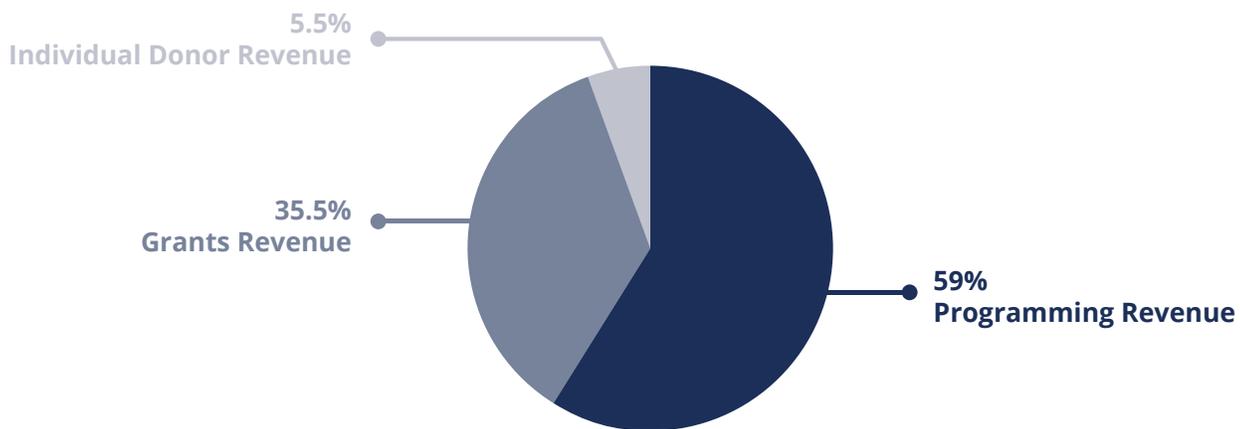
- 8 future principals trained through programs partnering with Jounce
- 70 first year teachers trained using Jounce methodology
- Thousands of repetitions of the key skills that determine teacher and leader effectiveness

Financials

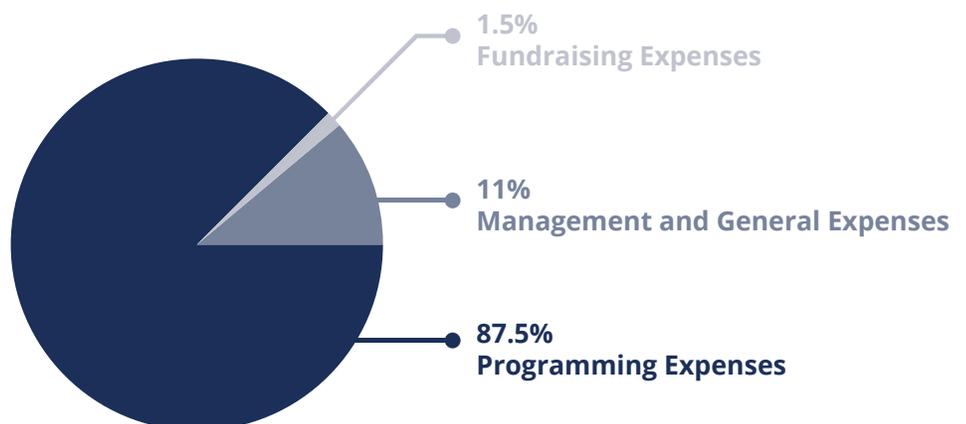
Jounce Partners finished the 2015-2016 fiscal year in a strong financial position. Expenses increased year over year from \$141,380 to \$333,003 as our team grew, but total revenue grew from \$150,683 in 2014-15 to \$380,292 last year. Increased revenue – due to securing major grants and expanding our fee-for-service partnerships – led to an increase in net assets from \$28,140 in 2014-15 to \$81,836 in 2015-16. This solid position gave us the opportunity to innovate and grow as we entered the 2016-17 fiscal year.

We are committed to becoming a more sustainable organization over time, increasing the share of our revenue earned through partnership services and relying on contributed support only for growth and innovation.

Allocation of Revenue

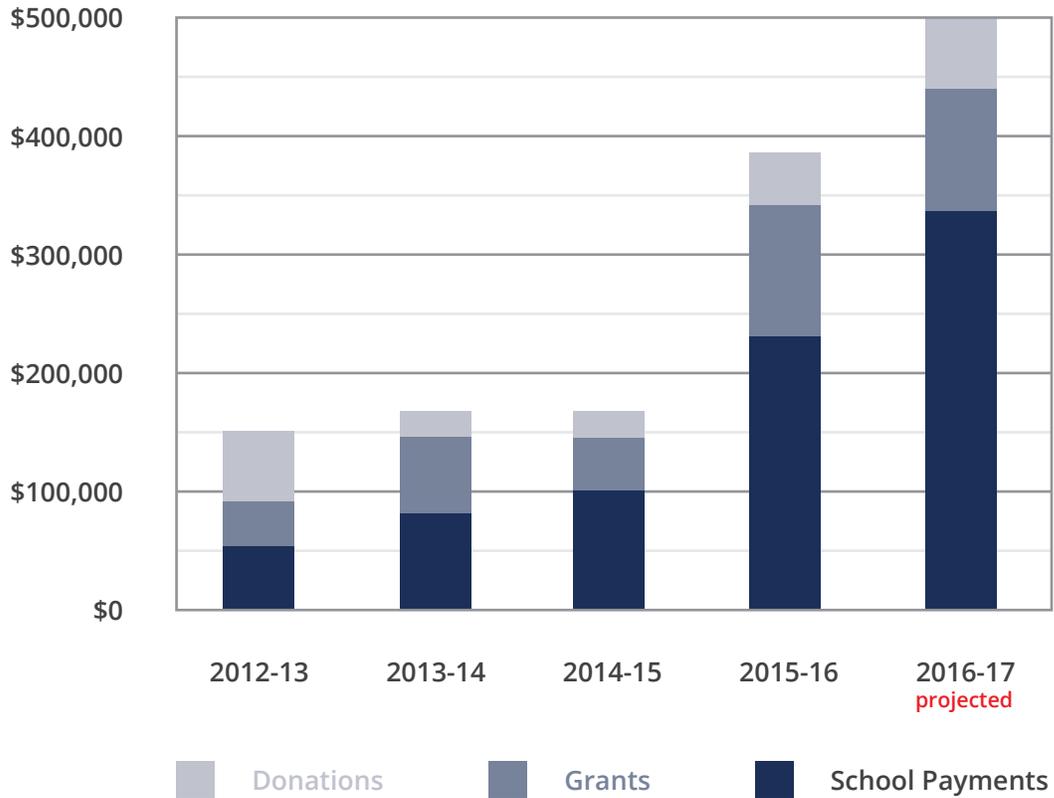


Allocation of Expenses



We continue to increase revenue, allowing us to impact more schools and students; we have also decreased our reliance on individual contributions and increased the proportion of stable fee-for-service revenue sources and multi-year grants.

Revenue Growth



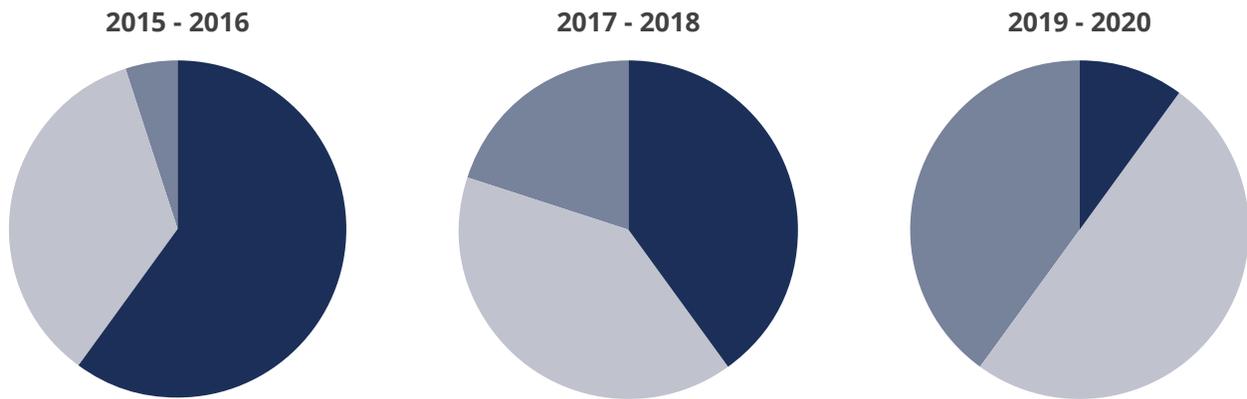
Next Steps

Moving forward, Jounce Partners is focused on three strategic goals:



1. Launch and support world class demonstration schools to share the Jounce approach to school leadership and teacher development.

2. Deepen implementation of the Jounce model at our partner schools to drive stronger student outcomes



3. Build our talent and resource pipelines to facilitate scaling up over the next three years



Thank You to Our Supporters and Partners

Thank you to our supporters and our partners for their commitment to this challenging and incredibly important work.

Funders

The Barra Foundation

The Patricia Kind Family Foundation

The Wood Foundation of Chambersburg, PA

The Allen Hilles Fund

The Thomas Meloy Foundation

The Corroon Foundation

Martin Horner

Virginia Lynch

Michael Tapper

Herman Steinberg

Leslie Steinberg

Susan Stearns

Sally Wadhams

Partners

Wissahickon Charter School (Awbury and Fernhill Campuses)

KIPP West Philadelphia Prep

KIPP DuBois Collegiate Academy

KIPP Philadelphia Charter School

Belmont Academy Charter School

Belmont Charter School

Inquiry Charter School

KIPP DC: Lead Academy

KIPP DC: Heights Academy

KIPP DC: Quest Academy

Cornerstone Prep Lester (Memphis)

Cornerstone Prep Denver (Memphis)

Vare Washington Elementary School

James G. Blaine Academics Plus

Edward T. Steel Elementary

De La Salle Elementary School (Memphis)

St. Malachy School

St. Martin de Porres School

St. Barnabas School

The DePaul Catholic School

St. Helena Incarnation School

St. Frances Cabrini School

St. Rose of Lima School

St. Thomas Aquinas School

St. Raymond of Penafort School

Capital Teaching Residency

Relay GSE Memphis

Relay GSE Delaware

Lead For Delaware

Teach For America

Board of Directors

Bobby Erzen (Chair)

Dan DeBoer (Treasurer)

Jeff Mohr (Secretary)

Shawna Wells

Martin Horner

Richard Binswanger

Alexandra Angel