



1882 Partnership Questions:

Question 5: The stated purpose of these partnerships with charters was to serve as incubators of innovative ideas in how to turn around failing campuses. Have any successful programs been identified that can be replicated by struggling campuses?

The Lubbock Partnership Network (LPN) was created in 2019 as a new non-profit to manage four campuses in Lubbock. The LPN consists of three elementary schools (Alderson, Ervin, Hodges) and one middle school (Dunbar College Preparatory Academy), all within the same feeder pattern in a historical and predominantly marginalized East Lubbock community. All of these campuses are Subchapter C Charter Schools authorized by the Lubbock ISD Board of Trustees.

Dunbar Middle School was nearly closed as a result of reaching Improvement Required status for more than four years. The LPN allowed our struggling schools like Dunbar Middle School to have life and breathe again. We wanted to thank you for passing HB 4205 in the last legislative session, which allowed Dunbar to stay open. This school is a staple of our community that needs to stay open. Last year, we implemented the ACE model at that campus and the three feeder elementary schools are also in alignment by receiving additional 1882 resources and support. We were really looking forward to taking the STAAR, as we believe that we would have shown significant improvement on our accountability ratings, due to the changes we were making to improve our campuses.

One of the best parts of LPN that needs to be replicated is reproducing the idea of building Leadership Team capacity. One person can not change a school by herself. The shift has to be on the principal, as instructional leader, and not only as a manager. She must coach her team to success. She must be right there with her team, supporting her instructional coaches and teacher leaders, as they lead the coaching and feedback process. Partnering with Big Rocks Educational Services (BRES) has been a god-send! This educational consulting company has helped refocus our leadership teams back to instruction and away from all of the fillers and even distractions, that take time and energy away from instruction.

Question 6: Have certain types of new partnerships been more successful than other types of alternative educational arrangements?

Previously, the only constant in the schools that are now a part of the LPN was change. It seemed like there was a new principal almost every year and teachers cycled through without establishing real roots in the schools. There was plenty of curriculum that was purchased and wasted.

Building out the LPN required a new approach to build up our schools. The difference between other alternative educational arrangements and the LPN is that we are an 1882 charter network committed to the long haul. The LPN is not a fly by night program that has no credence or substance. Instead, the partnerships and supports that we have embraced, were vetted through



our TEA technical advisors, employ research based and effective practices, and have high success rates.

Question 7: What type of resources (financial and other types of supports) have been necessary to implement new turn-around partnerships?

The SB 1882 funding is crucial to our success. There is no way that the general ADA budget would accommodate or support the innovative initiatives implemented for the LPN. The reality is that we still are in need of resources and would benefit from additional grants. We did not receive the expected Charter School grants or School Action Funds due to miscommunications with TEA. As a result, Lubbock ISD had to dip into our general funds to be able to afford the initiatives, even with the 1882 support. Hiring additional staff and instructional support, alone, takes up a large percentage of our funding. Ideally, every new school action for turn-around should receive the ESSA set aside grants to ensure the initiative has enough funding at launch.

Our technical advisors have been essential to our work. Big Rocks Educational Services helped dramatically redesign and restructure our campuses to ensure that the ACE model could work and be successful. Empower Schools has supported our governance and financial set up to ensure that the SB 1882 partnership can work. While we have significant autonomy from Lubbock ISD, they have remained a great partner in our work. Having a strong working relationship with the district, who is our authorizer, is also incredibly important.

Question 8: What measures of "success" are being used to know if these partnerships are working and sustainable?

As with any public school in Texas, LPN campuses are using district and state assessments to measure if programs are successful. In our performance contract, we state clear goals of creating A/B elementary campuses by the 21-22 school year and getting Dunbar up to at least a C. Based on pre-COVID interim data, it was expected that all campuses were going to earn at least a B. Now it is our goal to make sure that expectation can become a reality for the next time when we have state A-F grades.

Additionally, we gauge success by growth on those assessments from week to week, month to month and year to year. We must also not ignore the power of anecdotal evidence, such as positive organizational health inventories on our campuses, **astronomical decreases in discipline data with significant decline in referrals across all 4 campuses**, and increased enrichment, and community involvement. Here is an example of how the culture of one of our most struggling campuses has been positively impacted because of HB 1882:

Discipline Data and Teacher Retention for Dunbar

August - March of 2018- 2019	2,983 Office Referrals	3,015 Discipline Incidents
August- March of 2019- 2020	1560 Office Referrals	852 Discipline Incidents
August- September 2020-2021	137 Office Referrals	116 Discipline Incidents



Teacher Retention for 2020-2021 School Year is 93%, for the 2018-2019 school year it was 70%

Our community is far more satisfied with our schools since the LPN began managing the campuses. We have seen a 100% increase in parents and community members attending school events. There are now 150 students who stay after school for provided meals and community enrichment with 20 new community partners.

On the teacher front, instead of constant churn, ACE and SB 1882 allowed us to recruit high quality teachers. Even with the uncertainty of COVID-19, we were able to retain 92% of our staff. Our staff attendance also increased from 94% to 98%. It is evident to us that the turnaround of the LPN campuses is working for our community.

Question 9: Can programs that have been deemed successful at these low-rated campuses be replicated at other campuses within the district? If not, why? If yes, have similar results in increased student achievement been realized?

Honestly, the main difference as to why many of these Subchapter C Charters are so successful is because of the autonomy that has been granted in the SB 1882 contracts between TEA and the corresponding districts. We now have the autonomy to design and create innovative programming that veers from the big bureaucracy to meet the needs of our respective campuses. The same way teachers are expected to differentiate instruction for students, Subchapter C Charters can differentiate supports in order to create solid and successful campuses for their respective communities.

As a result, we believe replication of our model is possible. If the conditions make sense, we are open to expanding our model to other campuses that need our support within Lubbock ISD. While we have no intention of expanding outside of Lubbock ISD, we are happy to share our playbook with other non-profit organizations wanting to make a difference in other communities across the state.