

NEW CLASSROOMS CAMPAIGN:

Math as a Driver of Educational Equity

New Classrooms Innovation Partners has launched *Math as a Driver of Educational Equity*, a five-year campaign focused on transforming the way students are taught math so that it is an accelerator of, rather than a barrier to, educational equity. The Campaign will raise \$125 million over five years in order to accomplish three essential goals.

I. To build educational solutions for the student of math as a way of reducing the deficits generated by learning loss and disparities that have been exacerbated by Covid-19.

II. To scale these solutions for maximum impact in schools across the country, particularly for Black, Latino, and low-income students.

III. To impact and effect change within K-12 policy that can enable the widespread adoption of innovative educational solutions for all students.

“Many people recognize that mathematics inequality comes from stereotyped ideas about who can achieve in mathematics, and they work to combat [these ideas] on a daily basis.”

— Jo Boaler, *Mathematical Mindsets*

Reversing the Trend: The Opportunity to Advance Equity with Better Math Instruction

For decades, students’ inability to keep pace with middle and high school math standards has been a systemic national problem. New Classrooms leadership—many of whom are former math teachers, principals, district administrators, and public officials—has witnessed personally the painful ways in which a lock-step focus on age-based standardized instruction for all students has inadvertently served as a social sorting mechanism. This is especially true for Black, Latino, and low-income students who fall behind early in their educational journey and are rarely afforded a real opportunity to catch up.

Because jobs requiring science, technology, engineering, and math (STEM) are amongst the fastest-growing and highest-paying sectors in our economy, our national inability to squarely address these educational inequities has readily converted into broader, societal inequities. For example, [a recent study](#) on the relationship between high school math and future income potential found that in many states, the increase in income from better math skills amounts to \$500,000 over an individual’s lifetime.

Covid-19 has made this dynamic even worse. Not only has the virus itself disproportionately and directly impacted communities of color, but disparities in access to technological devices and internet connectivity have resulted in students falling even further—and dangerously—behind. Schools were ill-equipped to meet educational disparities *before* Covid, and their capacities have only been further diminished.

From its inception, New Classrooms has focused on addressing this profound challenge by developing *Teach to One 360*. This program's innovative approach to math instruction integrates teachers and technology to provide each student with a personalized program to help them to achieve college and career readiness. With a proven track record of designing bold solutions and delivering on student outcomes, New Classrooms must scale to reach far more students.

These efforts are at the core of our *Campaign for Math as a Driver of Educational Equity*. This Campaign will focus on leveraging the know-how and tools necessary to address profound learning loss in the wake of Covid-19, and also to ensure that math becomes a driver of educational equity, rather than a barrier.

We believe that the purpose of school should be to support young people to maximize their potential and options to thrive. Such a powerful foundation will support a young person's choice to contribute to improving society and tackling the world's greatest challenges and opportunities. It is also incumbent on our education system to address the institutional inequities that have persisted in our nation, so that the promise of equal opportunity can extend to everyone.

For New Classrooms, this means a new approach to teaching math. Our Campaign will provide the level of support necessary to respond to the recent crisis while also laying the foundation for broader, long-term educational transformation.

A National Leader in K-12 Innovation in Addressing Learning Loss in Math

Headquartered in New York, New Classrooms designs innovative learning models that transform the use of time, talent, technology, and physical space to support individualized learning. We then partner with existing middle and high schools to support the implementation of these models while sharing in the accountability for outcomes.

Teach to One 360 imagines the way in which teachers, students, and curriculum interact so that middle and high school math teachers can provide a more personalized learning experience for every student. Through a technology-supported mix of direct instruction, collaborative work with peers, and individualized learning, *Teach to One 360* is able to meet students where they are and enable them to accelerate to college readiness.

To bring the model to life, New Classrooms partners with district, charter, and independent middle and high schools that share a vision for student success. Partner schools replace their traditional, textbook-based math program with *Teach to One 360* and receive extensive support before and throughout the school year.

To date, New Classrooms has provided personalized learning to more than 50,000 students across the country, most of whom live in low-income households. And because *Teach to One 360* empowers teachers with extraordinary technologies, the program has been able to continue operating effectively both remotely and in-person during recent school disruptions. As a testament to the value and flexibility that New Classrooms affords educators and students, one hundred percent of our 2020-21 school partners have opted to renew for the present academic year.

Teach to One 360 was built for this moment. An independent study of schools implementing *Teach to One 360* over a three-year period found that student gains on the NWEA MAP were 23% higher than the national average. In schools were able to focus the program more on individual student learning (as opposed to prioritizing grade-level exposure), gains were 53% above the national average.

“By focusing much-needed R&D into how we educate our children, New Classrooms is showing that it is possible to innovate and improve one of our nation’s most essential institutions.”

— Mike Bezos, *New Classrooms Founding Board Member*

For nearly a decade, New Classrooms has focused on building bold, innovative education solutions that have served Black, Latino, and low-income students by meeting them where they are and getting them to where they need to be. In doing so, we have:

- developed a precise and nuanced understanding of 300 mathematical skills that students must learn in order to be ready for college;
- built essential technology, including an assessment engine, teacher and student portals, an underlying database, and a daily scheduling engine;

- cultivated relationships with hundreds of school and district leaders across the country who are curriculum decision-makers;
- established credibility with key state and federal education officials and advocates through research and advocacy on the issue of learning loss; and
- assembled a team of academic experts, researchers, technologists, and data scientists to fuel future research and development efforts.

Our track record and capacity have positioned us to provide unique leadership in this movement.

GOAL I: Building Solutions to Reduce Learning Loss in Math

During the Campaign, we will build three new offerings to address the near-term crises stemming from learning loss and remote instruction, as well as enhance our flagship program:

- **A Diagnostic Assessment and Academic Road Map for Every Student (Fall 2020)**

The first new offering—*Teach to One Roadmaps*—is a diagnostic assessment that leverages state-of-the-art psychometric techniques and algorithms in order to provide a personalized, academic “road map” for students in grades 4-11 that reflects the target skills they must master to graduate ready for college. After a successful pilot year, New Classrooms will be working schools across the country to offer Roadmaps to over 6,000 students.

- **A Direct-to-Families Solution (2021-2022)**

As the second new offering, families will have the opportunity to directly access the diagnostic assessment, the corresponding lesson bank, and a set of home-teaching resources, allowing parents and students to track progress in real time. After a limited preview release in 2020-2021, New Classrooms will focus on bringing this solution to more students in the coming school year.

- **An Enhanced Flagship Program (2020-2024)**

Throughout the Campaign, we will materially enhance *Teach to One* so it can operate seamlessly in a remote context while we also reduce implementation costs. *By the end of this campaign, we will be able to demonstrate a viable way for the vast majority of students to catch up to grade level within three years or less.*

GOAL II: Scaling Solutions to Maximize Impact and Equity

The Campaign will fund the adoption of these solutions so they are far more affordable—especially for schools that serve large communities of Black, Latino, and low-income students—until the point that New Classrooms can achieve economies of scale.

- **Diagnostics Free for Schools to Use:** Tools that make it possible for schools to understand what their students know and do not know, which is particularly important after the significant disruptions students experienced in the last two years.
- **School-based Solutions Affordable for Early Adopters:** Funds support the ambitions of forward-leaning schools and districts to implement *TTO* either as a remote learning platform or as a comprehensive, school-based solution.

GOAL III: Influencing K-12 Policy for the Benefit of All Students

The goal of New Classrooms' policy and advocacy work is to create the space for new approaches that demonstrate the overall impact that K-12 innovation can have, particularly in historically underserved communities. To achieve this objective, New Classrooms will continue to work in the following domains:

- **Thought Leadership and Communications.** We will leverage our experience as practitioners as well as the insights that emerge from analysis on our unique data set to shape public thinking about how schools can best support each student's unique strengths and needs.
- **Direct Engagement with State and Federal Policy Leaders.** At the state level, we have already engaged with leaders from dozens of states, many of whom are hungry for ideas on how best to drive innovation. As part of these efforts, we will encourage the adoption of Math Innovation Zones, an initiative launched in the State of Texas and being considered by other states nationwide, that provides state-level support for innovative learning models.
- **Direct Engagement with Local Policymakers and Influencers.** Local administrators are the primary gatekeepers to the adoption of innovative learning models. Our goal is ensure that they are aware of options outside of standard textbooks and understand the conditions required for innovative learning models to succeed.

The New Classrooms Campaign: Math as a Driver of Educational Equity

New Classrooms' Campaign will achieve these goals while also taking the organization to the next level—all of which requires dedicated financial support. To date, the Campaign has raised just under \$40 million. Campaign fundraising includes leadership donations from the Bezos Family Foundation, the Bill and Melinda Gates Foundation, and major gifts from several Board members and observers. In addition, the Bezos Family Foundation is offering a matching program for all gifts over \$10,000.

“As mathematics educators... we need to work on opportunity to learn. It cannot be that the accident of where a child lives, or the particulars of their birth determine their mathematics education.”

— **Uri Treisman**, Executive Director of The Charles A. Dana Center at the University of Texas at Austin

Funding Opportunity Categories

1. Building Solutions to Reduce Learning Loss in Math (\$52 million/5 years).

Support will fuel the research and development of innovations that address learning loss, ranging from diagnostic assessments through a comprehensive, school-based solution.

2. Scaling Solutions to Maximize Impact Particularly for Black, Latino, and Low-Income Students (\$37 million/5 years). Support will cover the adoption costs for implementation in forward-leaning schools, and allow for geographic expansion in priority regions with preferential pricing and partnership terms.

3. Shifting the K-12 Policy Landscape for the Benefit of All Students (\$26 million/5 years). Support will entail investments in communications, policy, and local engagement so that new space emerges for innovations that challenge the underlying assumptions around the basic school operating model.

4. Endowment (\$10 million)

Campaign Leadership to Date

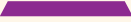
New Classrooms' Board of Directors includes 12 leaders in their respective fields of education, business, real estate, law, and philanthropy. Its members include Susan Asiyani, Trey Beck, Emma Bloomberg, Palmina Fava, Shavar Jeffries, Kelly Merryman, Rob Stavis, Gideon Stein, Jeff Wetzler, and Mark Zurack, as well as founding board member Mike Bezos. Board observers include Lewis Leiboh and Chris Plutte. The Board strongly supports the Campaign and is leading overall fundraising efforts. Board members have made generous pledges to the Campaign, and are committed to 100 percent participation.

Conclusion

The fact that millions of students are returning to school with significant learning loss, especially in math, has created an acute need for innovative approaches that can catch students back up to grade level as fast as possible. Such innovations are particularly essential in Black, Latino, and low-income communities, where learning losses that have compounded for decades were exacerbated by school closures and inadequate planning.

It is time for a different approach.

While New Classrooms has been playing “the long game” in building *Teach to One*, our unique assets can now be utilized to address today’s urgent needs. In doing so, we will also be helping to lay the foundation for an educational system that is far better equipped to meet the unique strengths and needs of each and every student.



“Too many of our classrooms operate instructionally in ways that are materially indistinguishable from how they worked in the 20th century. New Classrooms is at the forefront of transforming our schools in ways that better enable all children to fulfill their potential, and I’m honored to support this work.”

— Shavar Jeffries, *New Classrooms Board of Directors*

Founder Biographies



Joel Rose, (pictured on the right), Co-Founder and Chief Executive Officer

In 2000, Joel returned to Houston to attend the high school graduation of the students he taught in fifth grade. Many of them did not receive a diploma. This moment was a catalyst for developing a new school model that put students on the path to success. Joel created School of One while serving as the Chief Executive for Human Capital at the New York City Department of Education (NYCDOE). That model evolved into *Teach to One* which is now used by thousands of students across the country. Joel has published articles about personalized learning, innovation, and school models in *The Atlantic*, *Education Nation*, and *EdTech Magazine*. He has spoken at numerous convenings, including the Aspen Institute Ideas Festival; NBC's *Education Nation*; and the annual conferences for the American Federation of Teachers, National School Boards Association, and National Association of Independent Schools. Joel holds a B.A. in political science from Tufts University and a J.D. from the University of Miami School of Law; and is also a Pahara-Aspen Education Fellow at the Aspen Institute. Joel lives in Manhattan with his wife and two children.

Chris Rush, Co-Founder and Chief Program Officer

Chris leads the design and development of *Teach to One*. He also designed School of One, the prototype for *Teach to One*, which was named one of Time Magazine's Top 50 Inventions of the Year. Previously, he led design and development of Amplify's (formerly Wireless Generation) mCLASS reporting systems and initiated the creation of their first consulting services group. Prior to that, Chris worked with the NYCDOE, co-leading the design of their citywide parent, teacher and administrator longitudinal data system. Chris is a Pahara-Aspen Education Fellow at the Aspen Institute and is a recurring guest lecturer at the Harvard Business School. He sits on many advisory boards including Transcend Education, ABL Schools, ReUp Education and NationSwell Council. Early in his career, Chris worked with the Upper Dublin (PA) School District where he taught earth sciences at an environmental education center. He holds a B.S. in Information Systems from Penn State University; a M.S. in Information Technology from the American InterContinental University; and a Project Management Professional Certification from the Project Management Institute. He lives in New Jersey with his wife and kids. Chris is currently transitioning into the role of Director of Educational Technology at the U.S. Department of Education.