

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 study 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 have readily converted into broader, societal inequities.

Covid-19 has made this problem 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: Math (TTO). This program's innovative approach to math instruction integrates teachers and technology in order to provide each student with a personalized educational program designed to enable them to achieve college and career readiness. With a proven track record of designing bold solutions, confronting systemic inequities, and delivering on student outcomes, now more than ever New Classrooms must scale its know-how and capabilities to reach far more students of need.

These efforts to enhance both the current work and introduce new initiatives 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 we have and will create to not only address profound learning loss in the wake of Covid-19, but to also ensure that math instruction becomes the driver of equity—not a barrier.

We believe that the purpose of schooling should be to support human flourishing so that young people can maximize their potential and options to thrive in the world. 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 since its inception, so that the promise of equal opportunity can extend to everyone.

For New Classrooms, this means a systemic approach to teaching math. Its Campaign will provide the level of support necessary to respond to our near-term 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. It then partners with existing middle and high schools to support the implementation of these models while sharing in the accountability for outcomes.

Teach to One: Math reimagines 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, TTO 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 TTO and receive extensive support before and throughout the school year.

To date, New Classrooms has provided personalized learning to more than 40,000 students across the country, most of whom live in low-income households. And because TTO empowers teachers with extraordinary technologies, the program has been able to continue operating remotely and without interruption during the school closure period.

Teach to One was built for this moment. An independent study of schools implementing Teach to One: Math over a three-year period found that student gains on the NWEA MAP were 23% higher than the national average. In schools that were willing and 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 Board of Directors

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 moment.

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—in partnership with CenterPoint Education Solutions—is a diagnostic assessment that will leverage 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.
- **A Direct-to-Families Solution (2020-2021)**
As the second new offering, families whose schools are not inclined or equipped to make use of these tools will have the opportunity to access the diagnostic assessment, the corresponding lesson bank, and a set of home-teaching resources for parents and guardians—and parents and students will be able to track progress in real time.
- **An Enhanced Flagship Program (2020-2024)**
Throughout the Campaign, we will materially enhance Teach to One so that it can operate seamlessly in a remote context while we also reduce implementation costs to enable a less expensive and more adoptable offering. 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.

GOAL II: Scaling Solutions to Maximize Impact, Particularly for Black, Latino, and Low-Income Students

The Campaign will fund the adoption of these solutions so that 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. Investments will support:

- **Diagnostics Free for Schools to Use:** Investments that make it possible for schools to understand what their students know and do not know once they return.
- **School-based Solutions Affordable for Early Adopters:** Investments that support the ambitions of forward-leaning schools and districts that wish to implement TTO either as remote learning platform or as a comprehensive, school-based solution.

Goal III: To Impact and Effect Change Within K-12 Policy for the Benefit of All Students

The goal of New Classrooms' policy and advocacy work is to create the space in policy for new approaches that challenge these underlying assumptions and 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 directly as well as through collaborations 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 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 both achieve all of its goals while also taking the organization to the next institutional level—all of which requires the highest level of support. To date, the Campaign has raised just under \$37 million in addition to \$440,000 for a Covid-19 Emergency Fund; 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. With a matching program for both \$1 million and smaller gifts, the Campaign, in partnership with campaign fundraising firm Koszyn

& Company, has transitioned from a readiness phase to the Quiet Phase, with the goal of raising half of the overall Campaign figure of \$125 million to be met by mid-2021.

Funding Opportunity Categories

The four giving buckets for support follow:

- 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 selected 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)**

“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

“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

Campaign Leadership to Date

New Classrooms’ Board of Directors includes 11 leaders in their respective fields of education, business, real estate, law, and philanthropy. Its members include Trey Beck, Mike Bezos, Emma Bloomberg, Palmina Fava, Shavar Jeffries, Kelly Merryman, Gideon Stein, and Jeff Wetzler, and observers Lewis Leiboh and Rob Stavis. The Board strongly supports the Campaign and will lead overall fundraising efforts. Board members have already begun making pledges to the Campaign, and are committed to 100 percent Board participation.

A cornerstone of the Campaign has been the successful cultivation and recruitment of a dedicated, passionate, and hard-working Campaign Committee, one has played and will continue to play an active

role in stewarding the fundraising drive over the course of the Campaign period. As of June 2020, Committee members include Trey Beck, Rob Stavis, and Gideon Stein.


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 had been playing “the long game” in building Teach to One, the unique assets the organization has generated can be utilized to help teachers and families address today’s urgent needs. In doing so, the organization will also be helping to lay the foundation for a future educational system that is far better equipped to meet the unique strengths and needs of each student.

Please join our leadership donors in transforming education here in the U.S. and beyond.



“Across the country, millions of students each year are hindered in reaching their educational goals because of their math achievement in high school or college.”

- **Just Equations**, *The Mathematics of Opportunity: Rethinking the Role of Math in Educational Equity*

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: Math 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: Math. He also designed School of One, the prototype for *Teach to One: Math*, 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. Chris lives in Brooklyn with his wife and daughter.