

## CAMPAIGN FOR MATH AS A DRIVER OF EDUCATIONAL EQUITY

### FOCUS AREA:

## Shifting the K-12 Policy Landscape for the Benefit of All Students

### The New Classrooms Campaign

New Classrooms Innovation Partners has launched the first phase of its Campaign, which will focus on transforming the way in which students are taught math as a means to attaining educational equity. An extension of New Classrooms' Strategic Plan, the Campaign will raise \$125 million over five years 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.

### Policy and Advocacy

For more than 30 years, federal and state educational policies have reinforced the notion of a standardized education for all same-aged students. These policies, manifested in areas ranging from textbook procurement to grade level assessments, to the standards themselves, have been promoted to ensure expectations are high and to mitigate the pernicious effects of systemic bias.

But in raising the floor, these policies may have inadvertently also lowered the ceiling. That's because the rigidity of these policies has undermined the kinds of breakthrough innovations that could enable students to access more tailored educational programs that are more attuned to their unique strengths and needs. Today's educational policies have been focused on trying to optimize results *within the current way schools are structured*.

There is little evidence to suggest this approach has been systemically effective, particularly for Black, Latino, and low-income students. According to the ACT, only 37% of students nationally graduated ready for college, with performance in English, reading, math, and science all declining since 2015. For Black and Latino students, preparedness drops to 11% and 23% respectively.

It is time for a new approach in policy that challenges the way schools are structured – one that leverages state-of-the-art tools and approaches so that each and every student can access an educational program that more reliably can ensure they are ready for college or a career. These kinds of innovations hold great promise for transforming our nation's educational system. But these innovations cannot even emerge, much less expand, without a concerted effort within federal and state educational policy to create that space.

## Core Objectives

In order to respond to this challenge, the New Classrooms' policy agenda focuses on accomplishing three core objectives:

1. Removing policy barriers that inhibit the development and adoption of innovative learning models which allow for best practice in educational equity.
2. Developing and promoting state and federal policies that can accelerate the development and adoption of innovative learning models.
3. Encouraging district and schools to incorporate innovative learning into their broader K-12 strategy.

To achieve these objectives, New Classrooms will continue to work directly through collaborations in the following domains:

- **Thought Leadership and Communications:** We 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. We have published four seminal pieces over the past year and are planning more for the future. Beyond these larger pieces, we are continually publishing blogs and articles both about our work and new models in general, leveraging traditional media, social media, conference, and digital marketing tools.
- **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. Our work with states will focus primarily on encouraging states to shift assessment and accountability policies to enable longer-term strategies aimed at proficiency, while also promoting Math Innovation Zones (as Texas has done) as a strategy for states to create legislative space for new learning models to thrive. At the national level, engagement is focused on addressing the barriers to adoption (most notably federal assessment and accountability policies that cascade to states) along with advocating for the funding and broader ecosystem required to develop new learning models. Our advocacy efforts include building coalitions of like-minded organizations who share in our broader policy objectives and who come from different ends of the political spectrum.
- **Direct Engagement with Local Policymakers and Influencers:** While federal and state policies can help to shape district and school behavior, it is not enough. The bureaucratic inertia that inhibits the expansion of innovative learning models must be squarely addressed locally. To date, we have built relationships with hundreds of local educational leaders at the district and school levels, many of whom have been following our work for years. Sometimes these relationships result in an adoption of Teach to One, while other times they help to influence broader school and district strategy.

The budget for these initiatives is \$25.5 million total for five years. Please see costs analysis below for more detail.

## Call to Action: Support the New Classrooms *Math as a Driver of Educational Equity* Campaign

The ultimate goal of New Classrooms' overall policy and advocacy efforts is to shift the underlying policy landscape so that innovative approaches to learning – especially for students who have faced the most systemic barriers to their success – can begin to emerge and scale. Squarely addressing these policy barriers is one of the strongest levers for substantive, systemic, and just change.

### Budget

<b>Policy, Advocacy and Growth Strategy</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>	<b>Total</b>
Personnel	367	457	493	493	545	<b>2,355</b>
Public Relations	121	31	34	34	38	<b>258</b>
Digital Communications	61	17	18	20	24	<b>139</b>
Advertising	-	-	-	-	-	<b>-</b>
Travel / Conferences	26	28	32	34	40	<b>161</b>
Consultants & Other	31	11	12	14	19	<b>88</b>
General & Administrative	287	159	136	152	199	<b>933</b>
<b>Thought Leadership and Strategic Communications</b>	<b>893</b>	<b>703</b>	<b>726</b>	<b>748</b>	<b>864</b>	<b>3,934</b>
Personnel	255	254	274	274	303	<b>1,360</b>
Event	21	-	-	-	-	<b>21</b>
Policy & Advocacy	8	-	-	-	-	<b>8</b>
Reports	-	-	-	-	-	<b>-</b>
Travel	21	20	24	28	30	<b>124</b>
General & Administrative	145	80	69	77	99	<b>417</b>
<b>Policy &amp; Advocacy</b>	<b>451</b>	<b>354</b>	<b>367</b>	<b>379</b>	<b>432</b>	<b>1,983</b>
Personnel	1,103	919	992	992	1,095	<b>5,101</b>
Travel	73	107	168	211	292	<b>852</b>
Consulting	-	20	22	20	20	<b>82</b>
General & Administrative	557	306	273	311	420	<b>1,869</b>
<b>Direct Engagement</b>	<b>1,734</b>	<b>1,352</b>	<b>1,455</b>	<b>1,534</b>	<b>1,828</b>	<b>7,903</b>
<b>Total Policy, Advocacy and Growth Strategy</b>	<b>3,078</b>	<b>2,409</b>	<b>2,547</b>	<b>2,661</b>	<b>3,124</b>	<b>13,820</b>

*Please note: New Classrooms has also generated plans to supplement the above costs with additional efforts at the state and local level to further drive impact at scale.*