

## CAMPAIGN FOR MATH AS A DRIVER OF EDUCATIONAL EQUITY

### FOCUS AREA:

## Scaling Solutions to Maximize Impact, Particularly for Black, Latino, and Low-Income Students

### The New Classrooms Campaign

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 challenge 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. And because jobs requiring science, technology, engineering, and math (STEM) are amongst the fastest growing and highest-paying sectors in our economy, our inability to squarely address these educational inequities has 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-19, and their capacities have only been further diminished.

New Classrooms has launched *Math as a Driver of Educational Equity*, a five-year capital campaign focused on transforming the way in which students are taught math as a means to attaining educational equity. In response to the pandemic's impact, New Classrooms has shifted its focus to address the near- and long-term crises stemming from learning loss and the disruptions caused by remote instruction.

### Expanding Access to Transformative Learning Solutions for Students That Need Them Most

The pandemic has compounded the racial and economic inequities that exist in our education system, and the impact on our children's education will be far-reaching, leaving many young people—particularly Black, Latino, and low-income students—with profound learning gaps in math that will make it far harder for them to succeed in future years.

As reported in *The Economist*<sup>1</sup>, the closing of public school buildings during the pandemic has had clear academic consequences. Students are likely to lose between five and nine months of learning on average by the end of this school year. Non-white students will be six to twelve months behind. And while school reopening plans have been set into motion, many nonwhite and poor students who have experienced the greatest learning loss will probably be the last to return. According to the *New York Times*<sup>2</sup>, deep-seated mistrust among Black families toward their school districts is holding back schools'

reopening, even as Black children suffer inordinately from remote learning. In many cities and districts, Latino and Asian-American families are also less likely than white families to send their children back.

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 up its know-how and capabilities to reach far more students of need, and whose return to the classroom is likely to be delayed.

With our flagship model *Teach to One 360*, and a suite of new offerings, New Classrooms is at the forefront of developing new educational approaches that can better serve the needs of more students, particularly Black, Latino and low-income students. *Teach to One 360* is a holistic, adaptive, multi-modal learning model that enables classrooms to be organized around enabling each student to progress by meeting them where they are and providing customized academic pathways, while building habits for lifelong success. A result of years of rigorous research and development (R&D), *Teach to One 360* has demonstrated its ability to accelerate student learning in a range of school settings.

Our marketing and partnership teams are focused on prioritizing schools and districts that have majority Black, Latino, and low-income populations. This includes prioritizing seven key markets. To have the greatest impact for the students who need it the most, we subsidize the costs of implementation for selected partnership schools given their budgetary constraints. In addition, we aim for these schools to provide examples for other schools and districts with similar demographics so that we can use these experiences to inform and fuel further expansion. In some cases, we are able to provide preferential pricing and partnership terms in priority regions.

In addition, we have made our materials available – for students, teachers, and families – in English and Spanish to ensure that parents and caretakers are able to access relevant information in their native language. We also collaborate with schools in targeted regions to provide orientation sessions for families who want to learn more about our tools and how they can engage with them at home so they have greater visibility into their children’s progress.

During the next phase of work, our commitment to education is to ensure that a vast majority of students can catch up to grade level and achieve proficiency within three school years, despite setbacks caused by Covid-19. We will achieve this by continuing to refine and adapt our learning model so that it can be reliably implemented in a variety of school contexts, taking into consideration budgets, teaching capabilities, operating constraints, to contribute to these efforts. New Classrooms’ marketing and partnership teams will continue to focus on prioritizing schools and districts that have majority Black, Latino, and low-income populations so that our learning solutions reach far more students of need.

We will also continue to develop our new suite of offerings that specifically address learning loss and the urgent challenges caused by the pandemic, and will identify additional ways to ensure these products reach those students, schools, and families who need it the most.

These transformative solutions include:

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

- **A Direct-to-Families Solution (2021-2022)** Families will have the opportunity to directly access the diagnostic assessment, the corresponding lesson bank, and a set of home-teaching resources for parents and guardians, 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 also reducing implementation costs. By the end of this campaign, we will be able to demonstrate a viable way for the majority of students to catch up to grade level within three years.

### Call to Action

Since its launch in 2012, New Classrooms has worked to ensure that our flagship program: *Teach to One*, primarily benefits students who are struggling to achieve proficiency and to help them accelerate as quickly as possible. Over the course of the *Math as a Driver of Educational Equity* Campaign, we will continue to engage in this intensive work to further enhance our flagship model and new offerings, particularly for those students who have been hit hardest by the disruptions caused by Covid-19, and to bring about a future where math is no longer a barrier to student success, but rather a key enabler.

We invite you to join us in making this important investment in the future of our students to ensure they can reach success in school and beyond.

### Budget for Scaling Solutions to Maximize Impact, Particularly for Black, Latino, and Low-Income Students

Scaling Solutions to Maximize Impact	FY20	FY21	FY22	FY23	FY24	Total
Technology	1,298	2,213	1,673	2,125	2,114	<b>8,509</b>
Direct Site & Management	2,314	4,438	3,781	5,424	6,120	<b>23,472</b>
Scheduling & Content	399	663	487	596	568	<b>2,325</b>
Data Solutions	146	260	206	275	289	<b>1,137</b>
Program Advancement	51	87	67	86	87	<b>348</b>
General & Administrative	133	238	189	254	269	<b>1,056</b>
<b>Total Scaling Solutions to Maximize Impact</b>	<b>4,341</b>	<b>7,899</b>	<b>6,402</b>	<b>8,759</b>	<b>9,445</b>	<b>36,847</b>

#### Notes

1. “Why reopening schools in minority neighbourhoods is hard”, *The Economist*, January 23, 2021, <https://www.economist.com/united-states/2021/01/23/why-reopening-schools-in-minority-neighbourhoods-is-hard>

2. Kate Taylor, “13,000 School Districts, 13,000 Approaches to Teaching During Covid”, *The New York Times*, January 21, 2021, <https://www.nytimes.com/2021/01/21/us/schools-coronavirus.html>