NEW CLASSROOMS

2024

ANNUAL REPORT
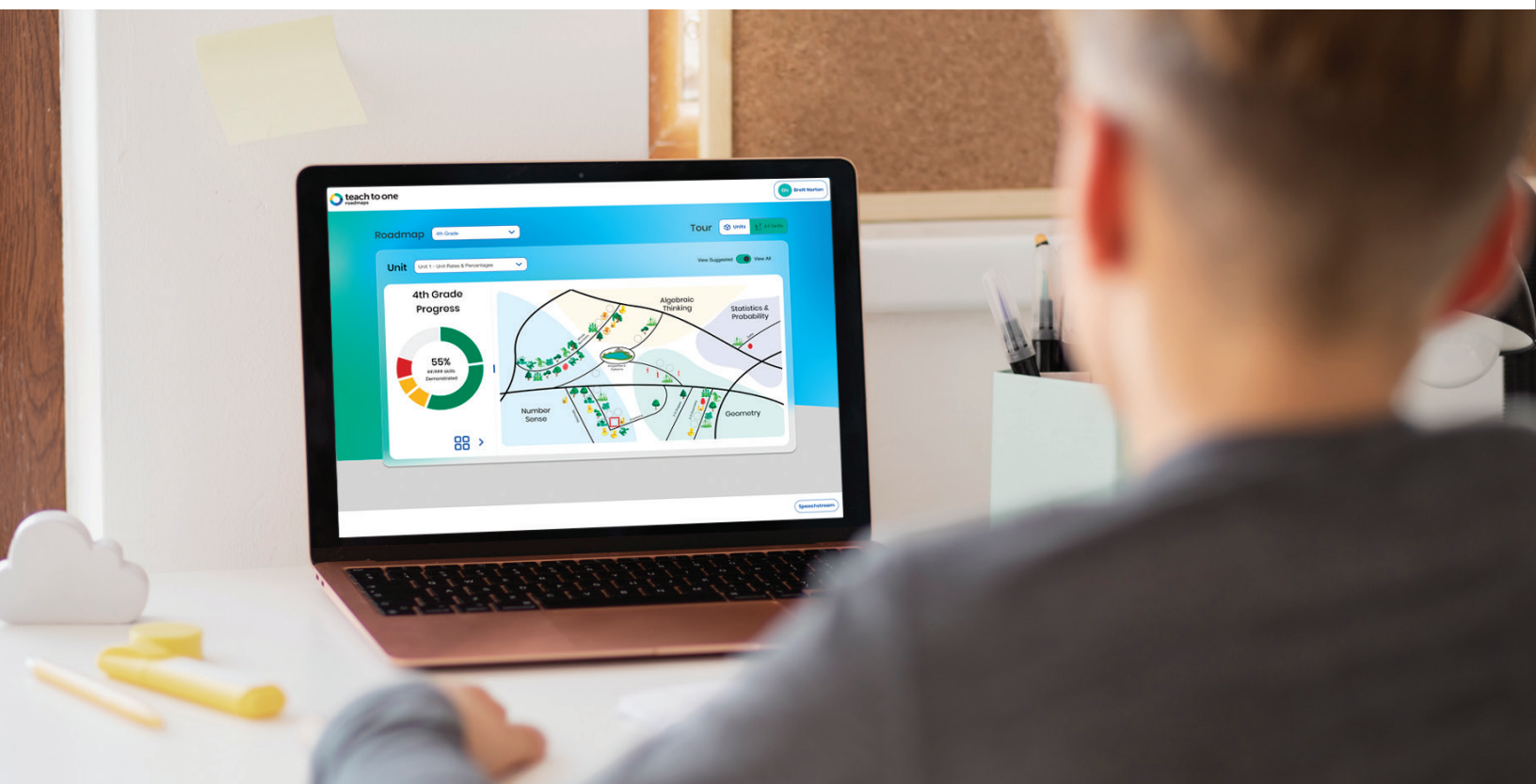
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A LETTER FROM JOEL ROSE

Dear Friends and Supporters,

As we reflect on the past year, I am filled with gratitude for the progress we've made and the partnerships that have propelled us forward. Together, we've not only deepened the impact of our work but also laid the foundation for even greater strides in reimagining education for all students.

A cornerstone of our efforts this year has been the leadership of George Cigale, who joined New Classrooms as President of *Teach to One*. George's extensive experience in scaling educational innovations has been transformative. Under his leadership, we've strengthened the implementation of *Teach to One Roadmaps*, ensuring it continues to serve as a personalized and practical solution for math classrooms. By identifying and addressing foundational skill gaps, *Roadmaps* empowers students to accelerate their learning and build confidence in their abilities.

This year, we also introduced key upgrades to the *Teach to One Roadmaps* platform—enhancements informed by the invaluable insights of our newly formed *Teach To One* Advisory Board. Composed of educators, administrators, and other stakeholders, this group has provided essential feedback to ensure our solutions align with the needs of those they are designed to serve. Their contributions have helped us refine the user experience, improve instructional resources, and expand the program's adaptability across diverse learning environments.

These upgrades have already begun to yield measurable outcomes. Students using *Roadmaps* are demonstrating faster learning gains and achieving levels of proficiency that prepare them for advanced math and beyond. For teachers, the platform offers greater flexibility and support, enabling them to meet each student at their unique starting point and guide them toward success.

This year, our policy and advocacy efforts achieved significant milestones at both the federal and state levels, advancing the education system toward personalized, competency-based learning. At the federal level, we celebrated the introduction of the Developing and Advancing Innovative Learning Models Act, which authorizes critical investments to support the development of new approaches to teaching and learning. At the state level, California adopted a groundbreaking Mathematics Framework that shifts the instructional focus to grade bands instead of individual grade levels. This innovative framework empowers schools to provide students with learning experiences tailored to their unique needs and progress.

While we are proud of the progress we've made, we are acutely aware of the work still ahead. The challenges in education remain significant, and systemic barriers continue to limit opportunities for many students. Yet, the accomplishments of this past year reaffirm our belief that, with the right tools and support, every student has the potential to excel.

As we look ahead, we remain committed to working alongside you—our partners, supporters, and friends—to expand access to innovative solutions and drive meaningful change. Together, we will continue to push the boundaries of what's possible in education, ensuring that every student can succeed.

Thank you for being part of this journey with us.

With gratitude,

Joel Rose

Joel Rose,
CEO of New Classrooms

WHY WE EXIST

Education is the foundation for opportunity, yet our current system was designed for a different era. For more than a century, schools have operated under a factory model, where a single teacher delivers a standardized curriculum to a group of same-age students. While this approach once met the needs of an industrial workforce, it no longer reflects the diversity of today's learners. At New Classrooms, we believe every student deserves a personalized educational experience tailored to their unique strengths and challenges. Turning this belief into reality is why we exist.

This challenge is especially urgent in mathematics, where foundational concepts build upon one another year after year. For students who fall behind, the gaps compound, making it nearly impossible to catch up in a traditional classroom. Meanwhile, students who enter ahead of grade level are often left unchallenged. In both cases, the current system limits potential and prevents students from reaching their goals.

To address this, we created *Teach to One Roadmaps*—a powerful solution that transforms how math is taught. *Roadmaps* uses diagnostic assessments to pinpoint what each student knows, creating a personalized path to mastery. Over the past year, we've implemented significant upgrades to *Roadmaps*, informed by feedback from our newly formed Advisory Council of educators and administrators. These enhancements have expanded the program's adaptability, refined the instructional resources available to teachers, and improved the user experience for students.

With these advancements, *Teach to One Roadmaps* is helping students accelerate their learning and providing teachers with the resources they need to support every learner, regardless of their starting point.

But our work doesn't stop at the classroom. We continue to advocate for systemic changes that dismantle the barriers of the century-old educational paradigm. Through research, partnerships, and policy initiatives, we are advancing a vision of education that is student-centered, equitable, and responsive to the needs of today's world.

By leveraging the latest technology, bold thinking, and insights from our partners, we are building a future where every student can thrive—one classroom, one teacher, and one student at a time.

WHAT WE DO: SOLUTION DEVELOPMENT

At New Classrooms, we are dedicated to transforming the way math is taught by leveraging the power of personalized digital solutions. Our program, *Teach to One Roadmaps*, offers a cutting-edge approach to accelerating student growth. Designed to meet each student where they are and guide them toward mastery, *Roadmaps* empowers educators to deliver tailored math instruction that aligns with the unique needs of every learner.

This year, we focused on enhancing our *Teach To One Roadmaps* digital solution, ensuring it remains at the forefront of innovation in math education. Informed by extensive research, market analysis, and direct feedback from educators and administrators, we introduced several key upgrades to improve the learning experience for students and streamline instructional support for teachers.

Since partnering with *Teach to One Roadmaps* in January 2023, Noggin Education has witnessed remarkable progress in the students they serve. Doneda shared how *Roadmaps* is filling critical learning gaps worsened by COVID and the ongoing shortage of quality math teachers. Scholars, often two to three years behind, achieve daily "wins" through personalized assessments tailored to their individual levels—not just their grade levels. These successes build confidence, empowering struggling learners to experience daily victories and gain momentum in their math journey.

Meet a teacher from Queens High School in New York, who is the inspiration behind this *Roadmaps* poster. She shared her thoughts about what her students needed for the classroom and this poster was brought to life. This helps students flow through how to use their *Roadmaps* lessons.

- Consistent Across Subgroups: Strong relationships between *Roadmaps* scores and state assessment results were consistent across different states and grade levels, underscoring the reliability of *Roadmaps* as a predictor of state assessment performance.

- Predictive Skill Domains: Mastery of skills in various domains within *Roadmaps* significantly predicts state assessment performance, with overall mastery serving as a clear indicator of proficiency.

A middle school in Washington, D.C. was named a Bright Spot for achieving high math growth across grades 6-8, showcasing the powerful impact of personalized learning with *Teach to One*.

- Predictive Accuracy: *Teach to One* data was able to predict students' PARCC math scores within 7 points and their growth percentile within 10 percentile points more than 95% of the time.

- Strong Correlation: Statistically significant correlations were found between students who increased their pace of mastery in *Teach to One* and their improved scores on the PARCC math assessment.

- Validated Success: These findings further highlight the effectiveness of *Teach to One* in driving significant math growth and helping students accelerate their learning.

With its robust data-driven design, *Teach to One Roadmaps* empowers educators to monitor and enhance student progress effectively. By combining tailored instruction with actionable insights, the program continues to unlock potential and redefine what's possible in math education.

KEY ACCOMPLISHMENTS & HIGHLIGHTS

We measure our success by the transformative impact *Teach to One Roadmaps* has on students and educators alike. Over the past year, comprehensive research and internal studies have continued to affirm the program's efficacy in accelerating math proficiency and preparing students for long-term success. Below are the highlights from recent studies showcasing the power of personalized learning through *Roadmaps*.

A recent report by ACS Ventures, LLC validates the reliability of *Roadmaps*' assessments, confirming their strong correlation with state test scores. This report reinforces the accuracy of Roadmaps, and contributes to demonstrating the efficacy and impact of personalized learning.

- High Correlation with State Assessments: *Roadmaps* progress is highly correlated with state assessment scores. Every student who mastered the skills on their *Roadmap* scored proficient on state assessments.

WHAT WE DO: POLICY & ADVOCACY

FEDERAL & STATE POLICY AGENDA

New Classrooms is committed to shifting the educational landscape toward student-centered models that prioritize innovative learning, personalized assessments, and next-generation accountability systems. Our 2023 Federal & State Policy Agenda outlines a strategic approach to addressing systemic barriers and enabling transformative change in K-12 education.

	Federal Policy Priorities	State Policy Priorities
ACCELERATE THE GROWTH OF THE MODEL PROVIDER SECTOR	FUND THE SUPPLY for the development of K-12 innovative learning models through targeted federal investments. PROMOTE THE DEMAND for the adoption of K-12 innovative learning models through targeted federal investments. CREATE REGULATORY SPACE within federal policy for innovative learning models to emerge.	LAUNCH AND INVEST IN INNOVATION ZONES and other viable pathways to promote the demand for innovative learning models and competency-based tools. ADOPT STATE CURRICULUM POLICIES that promote competency-based solutions, including innovative learning models that integrate precise diagnostics, high-quality content, embedded assessments, and personalized instructional pathways that span multiple grade levels. CREATE REGULATORY SPACE within state policy for innovative learning models to emerge.
CREATE INNOVATIVE ASSESSMENTS	AMEND THE INNOVATIVE ASSESSMENT DEMONSTRATION AUTHORITY (IADA) under the Every Student Succeeds Act (ESSA) to allow for personalized, competency-based assessments that create the space for innovative learning models and competency-based tools. FULLY FUND IADA to encourage assessments aligned to innovative learning models and competency-based tools. REAUTHORIZE AND EXPAND ESSA to allow for personalized, competency-based assessment frameworks	BUILD PERSONALIZED, COMPETENCY-BASED ASSESSMENTS that could also be used for summative assessment purposes. APPLY TO AN AMENDED IADA to implement newly developed personalized, competency-based assessments that create the space for innovative learning models and competency-based tools.

STRENGTHEN ACCOUNTABILITY TO ENABLE INNOVATION	APPROVE STATE ESSA PLANS that weigh key transition years, like grades five and eight, more heavily. AMEND IADA to allow states to develop alternative accountability pilots to complement personalized, competency-based assessments. REAUTHORIZE AND EXPAND ESSA to allow for alternative accountability systems that support personalized, competency-based assessments.	DESIGN NEXT GENERATION ACCOUNTABILITY to create alternative systems that support personalized, competency-based assessments. MODIFY ESSA PLANS to incorporate multi-year growth metrics in school rating systems. MODIFY ESSA PLANS that weigh key transition years, like grades five and eight, more heavily.

CHAMPIONING A FEDERAL INVESTMENT IN INNOVATIVE LEARNING MODELS AND COMPETENCY-BASED TOOLS

One of the most significant barriers to the educational success of all children is the fact that the current model of schooling is outdated and was never designed to ensure every K-12 student maximizes their potential. New approaches to teaching and learning that seek to meet the unique needs of each and every student have yet to emerge in a transformative and scalable way due to a lack of investment in their creation and implementation, particularly at the federal level. New Classrooms strongly advocates for federal legislation that prioritizes the development of these new approaches, such as innovative learning models.

Introduction of the Developing and Advancing Innovative Learning Models Act

This past year, New Classrooms drafted and built support for legislation to spur the development of new innovative learning models. In May 2024, Representative Morelle (NY-25) brought this vision to life by introducing H.R. 8319, the Developing and Advancing Innovative Learning Models Act, in the U.S. House of Representatives to redesign K-12 classrooms and better support teachers. Specifically, the legislation authorizes:

- $570 million in annual competitive funding to the Institute of Education Sciences (IES) over the next decade to support the creation of innovative learning models, enhance providers' organizational capacity, and research their impact.

- $180 million in annual formula funding to the U.S. Department of Education to support the adoption of these models for states, school districts, and communities.

Cosponsors include: Representatives David Trone (MD-06), Richie Torres (NY-15), Jonathan Jackson (IL-01), and Jill Tokuda (HI-02). Over thirty influential organizations, including the American Federation of Teachers, have also signed onto New Classroom's letter in support of this legislation.

Launching a New Type of Federal Education Development Grant Program

New Classrooms advocated for the creation of a new grant program at the Institute of Education Science (IES) that would specifically focus on developing tools for teachers to provide seamless personalized instruction for their K-12 students. After conducting meetings with agency staff and providing written guidance, our recommendation to focus the grant on the development, not just the research, of personalized, competency-based solutions was incorporated into the launch of the first-of-its-kind federal program: from Seedlings to Scale (S2S).

APPROVING CALIFORNIA'S NEW MATH FRAMEWORK

For nearly four years, the California Department of Education, the Instructional Quality Commission, and the State Board of Education diligently revised the state's Mathematics Framework, incorporating feedback multiple times from New Classrooms. In July 2023, California's State Board of Education officially approved the Framework, marking a significant departure from traditional, uniform, one-size-fits-all, grade-level textbook-based learning.

Notably, the final version introduces a crucial grade-band structure for K-5, 6-8, and 9-12 and emphasizes a personalized approach to teaching and learning championed by New Classrooms throughout the framework drafting process. *Teach to One 360* is also referenced in multiple chapters as an example of how teachers can utilize innovative learning models to create individualized pathways and differentiate instruction to meet students where they are in their learning journey.
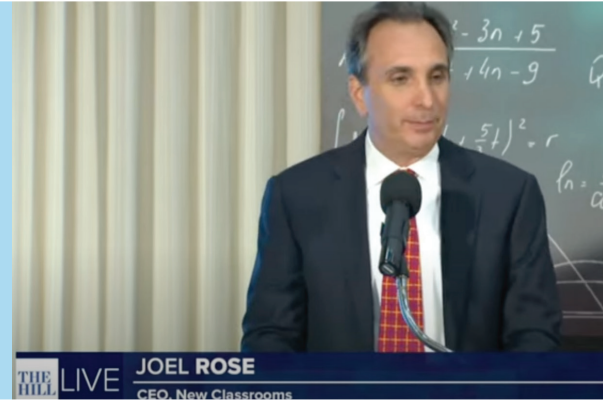
LEADING THE CONVERSATION

Making the Grade: Solving the U.S. Math Problem.
−The Hill

"Math is sequential based on skills and grade levels are sequential based on age. Those realities are in conflict."

Joel Rose

JOEL ROSE
CEO, New Classrooms

California's new math framework has powerful potential to close students' knowledge gaps.
—Ed Source

"The new California math framework begins to create the possibility for schools to meet each student where they are and accelerate them to where they need to be."

Joel Rose

EdSource

Letter in Support of the Developing and Advancing Innovative Learning Models Act*—May 9, 2024*
New Classrooms

"This legislation will allow us to modernize the educational delivery model in ways that can truly deliver on both excellence and equity."

Unlocking the Future of Learning at Aurora Institute Fall Symposium.

New Classroom convened with K-12 education leaders to discuss legislative advancements in student-centered learning.

Innovative Learning Models and the Future of School at Aurora Institute Fall Symposium.

This session highlighted the limitations of a one-size-fits-all approach despite innovation across various sectors of society. It then explored how Innovative Learning Models completely reshape the learning experience, offering a promising pathway to enhance student experiences and achieve equitable outcomes.

Rethinking the Definition of High-Quality Instructional Materials for Math – *The 74*

"The focus on grade-level work sets an appropriately high bar but makes it difficult for teachers to help students catch up on lost learning."

Joel Rose

The**74**

The Future of Education: Championing Student-Centered Learning Through Legislative Action.

Education Commission of the States, New Classrooms, and KnowledgeWorks hosted a panel discussion on policies allowing schools to experiment with promising student-centered approaches and strategies.

e student progress across grade levels. this session, we're two weeks in to a

WHO WE ARE

At New Classrooms, our mission is to redesign the classroom experience so every student can succeed. We believe in moving beyond the limitations of traditional education models to create personalized learning environments that meet students where they are and guide them to where they need to be. This mission drives our innovative solutions, inspires our advocacy efforts, and unites a team of visionary leaders committed to transforming education.

OUR LEADERSHIP TEAM

The New Classrooms Leadership Team is made up of passionate educators, innovators, and advocates dedicated to advancing the future of learning. Together, they bring decades of experience in education, technology, and organizational development to support our mission of empowering schools to achieve equitable and impactful outcomes for all students.

Joel Rose, CEO and Co-Founder

Joel Rose co-founded New Classrooms in 2011 with a vision to modernize the traditional classroom model. A nationally recognized leader in education innovation, Joel has spent his career designing student-centered solutions that address the challenges of traditional teaching methods. As CEO, Joel continues to lead strategic efforts to shift the education landscape, engaging policymakers, state leaders, and the philanthropic community.

George Cigale, President, *Teach to One*

A pioneer in educational technology and personalized learning, George founded Tutor.com, one of the first online tutoring platforms in the nation. His expertise in scaling innovative solutions plays a pivotal role in expanding the reach and impact of *Teach to One*. George's lifelong passion for education and technology, coupled with his proven leadership, makes him an invaluable member of the New Classrooms team.

AARON ESTES
Vice President
Technical Solutions

LEONORE HASKELL
Senior Director
of Development

JESSICA LICATA
Vice President of
Implementation

JODI ANN MASTRONARDI
Chief Financial and
Administrative Officer

MICHELLE WARD
Vice President of
Sales and Marketing

MATT PETERSEN
Vice President of
Academic Innovation
and Performance

MICHAEL WATSON
Vice President of
Policy and Advocacy

SEAN ZINSLEY
Vice President of
Product Engineering

At New Classrooms, we are not just rethinking education—we are transforming it. Together, with the support of our partners and the guidance of our leadership team, we are creating a future where every student can thrive.
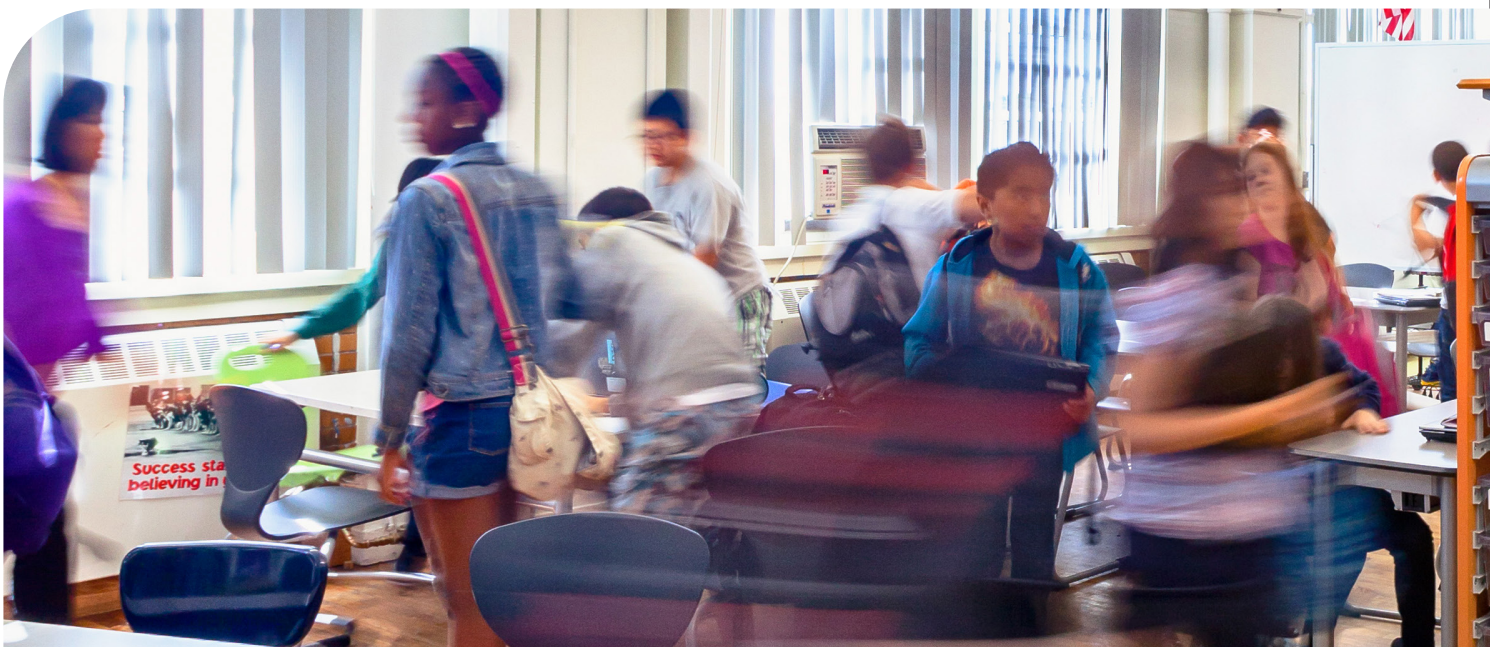
BOARD OF DIRECTORS

New Classrooms' Board of Directors is charged with providing overall strategic direction and oversight for the organization. In addition to **CEO Joel Rose**, the New Classrooms Board of Directors currently has eleven non-executive members. They are:

SUSAN ASIYANBI
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The Olori Network

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Chairman
Innovations for Poverty Action Former Managing Director D. E. Shaw & Co., L.P.

EMMA BLOOMBERG
CEO and Founder
Murmuration

PALMINA FAVA
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LAWRENCE YOUNG
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Vice President and Co-Founder
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WILL ETHRIDGE
(Observer)
Principal
Ethridge Advisors

LEWIS LEIBOH
(Observer)
Senior Program Officer, Education R&D
Bill & Melinda Gates Foundation

CHRIS PLUTTE
(Observer)
Managing Director
Bezos Family Foundation

BOARD OF ADVISORS

The New Classrooms Board of Advisors is a volunteer team of prominent education leaders who provide New Classrooms with strategic guidance on a range of academic and organizational issues such as student learning progressions, program research and evaluation design, school culture, teacher professional development, organizational design, fiscal management, governmental relations and communications.

STUART ARONSON
Partner and Chairman,
Group Head of US Direct
Lending Platform
WhiteHorse Capital

SUSAN ASIYANBI
CEO and Founder
The Olori Network

ROBERT AVOSSA
Senior Vice-President
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Former Superintendent
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KENETTA BAILEY
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CHRIS CERF
Former Commissioner
of Education
State of New Jersey

ALBERT CHAN
Director, Head of Sales,
Small Business Group—North
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LUYEN CHOU
Entrepreneur,
Education Technology
Former Chief Product Officer
2U

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Google

JOHN KATZMAN
Chief Executive
Officer & Founder
Noodle Education
Former Chairman & Founder
2U

WENDY KOPP
CEO and Co-Founder
Teach For All
Founder
Teach For America

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Founder and
Managing Principal
Salmon River Capital

JEFF LI
Math Teacher
*KIPP Infinity
Charter School*

KELLY MERRYMAN
President and CEO
The Capra Project

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Managing Director
of Middle School
KIPP NYC

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Always Be Learning

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PH.D.**
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*The Charles A. Dana
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MARLA UCELLI-KASHYAP
Assistant to the President
for Educational Issues
*American Federation
of Teachers*

TOM VANDER ARK
Founder
Getting Smart

GENE WILHOIT
CEO
*Center for Innovation
in Education*
Former Executive Director
*Council of Chief State
School Officers*

TEACH TO ONE
ADVISORY COUNCIL

The *Teach to One* Advisory Council is a new national initiative dedicated to advancing student-centered math education. Comprised of thought leaders and experts in education, this council is designed to leverage their expertise to tackle challenges in math instruction, improve outcomes, and enhance the *Teach to One Roadmaps* platform.

This initiative underscores *Teach to One's* dedication to creating tailored, effective, and impactful learning experiences for every student.

JOVONNA RODRIGUEZ
Algebra Teacher
Global Impact Academy

WILLIAM STUBBS
Senior Director of Character,
Conduct, and Support
*Uplift Education
Charter School*

JOLENE GALPIN
Principal, Charter
School Leader
*District of Columbia
International School*

DONEDA BAILEY
CEO
*Noggin Educational
Foundation*

SOFIA IKRAM
Math Implementation
Specialist
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Teaching and Learning
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Science and Technology*

NICOLE FORNESS
Teacher
*Calvary Christian
Academy*

BRENNA POURROY
Teacher
*Mayacamas Charter
Middle School*

DAVID BAILEY
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*Uplift Education Charter
School*
Teacher
*Duncanville Collegiate
High Schools*

OUR FUNDING PARTNERS

We gratefully acknowledge the generous support of the following organizations and individuals, who have committed $1 million or more to support New Classrooms' work.

Anonymous

Barr Foundation

The Trey Beck Charitable Fund

Bezos Family Foundation

Carnegie Corporation of New York

Carson Family Charitable Trust

Chan Zuckerberg Education Initiative

Dalio Foundation

Michael & Susan Dell Foundation

Bill & Melinda Gates Foundation

Koshland Family Foundation

Marsha & Jim McCormick

The Moriah Fund

New Profit

Oak Foundation

Robin Hood Foundation

Arthur & Toni Rembe Rock

Amy & Robert Stavis

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- **The Emma and Georgina Bloomberg Foundation**
- **Bloomberg Philanthropies**
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- **The Eli and Edythe Broad Foundation**
- **CityBridge Foundation**
- **William Ethridge**
- **Timothy Finley**
- **Finnegan Family Foundation**
- **Christine Fowler-Mack**
- **Joseph & Carson Gleberman**

- **The David B. Golub and Lisa Piazza Charitable Fund**
- **Greater Texas Foundation**
- **Matthew Gross**
- **Regina Lee**
- **Marvin-Geiger Family Fund**
- **Kelly Merryman**
- **Pete & Jillian Muller**
- **Joel Rose & Doris Cooper**
- **Larry & Doris Schechter**
- **Walton Family Foundation**
- **Carol Whitehead & Randy Stern**
- **Larry Young**
- **Mark Zurack & Kathy Ferguson Foundation**

AUDITED FY24 FINANCIALS

Fiscal Year 2024 Financial Snapshot Ending June 30, 2024

REVENUE

CONTRIBUTIONS

Individuals	$2,776,563	18.1%
Foundations & Corp.	$4,294,947	28.0%
Government Grants	$0	0.0%
Program Service Fees	$145,050	0.9%
Other Revenue	$277,447	1.8%
Total Revenue	**$7,494,007**	**49%**

EXPENSES

Program Services	$9,570,159	75.3%
Management and General	$1,566,876	12.3%
Fundraising	$655,950	5.2%
Total Expenses	**$11,792,985**	**100%**
Change in Net Assets	**$ (4,298,978)**	

NET ASSETS

Beginning of Year	$11,728,069
End of Year	$7,429,091

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