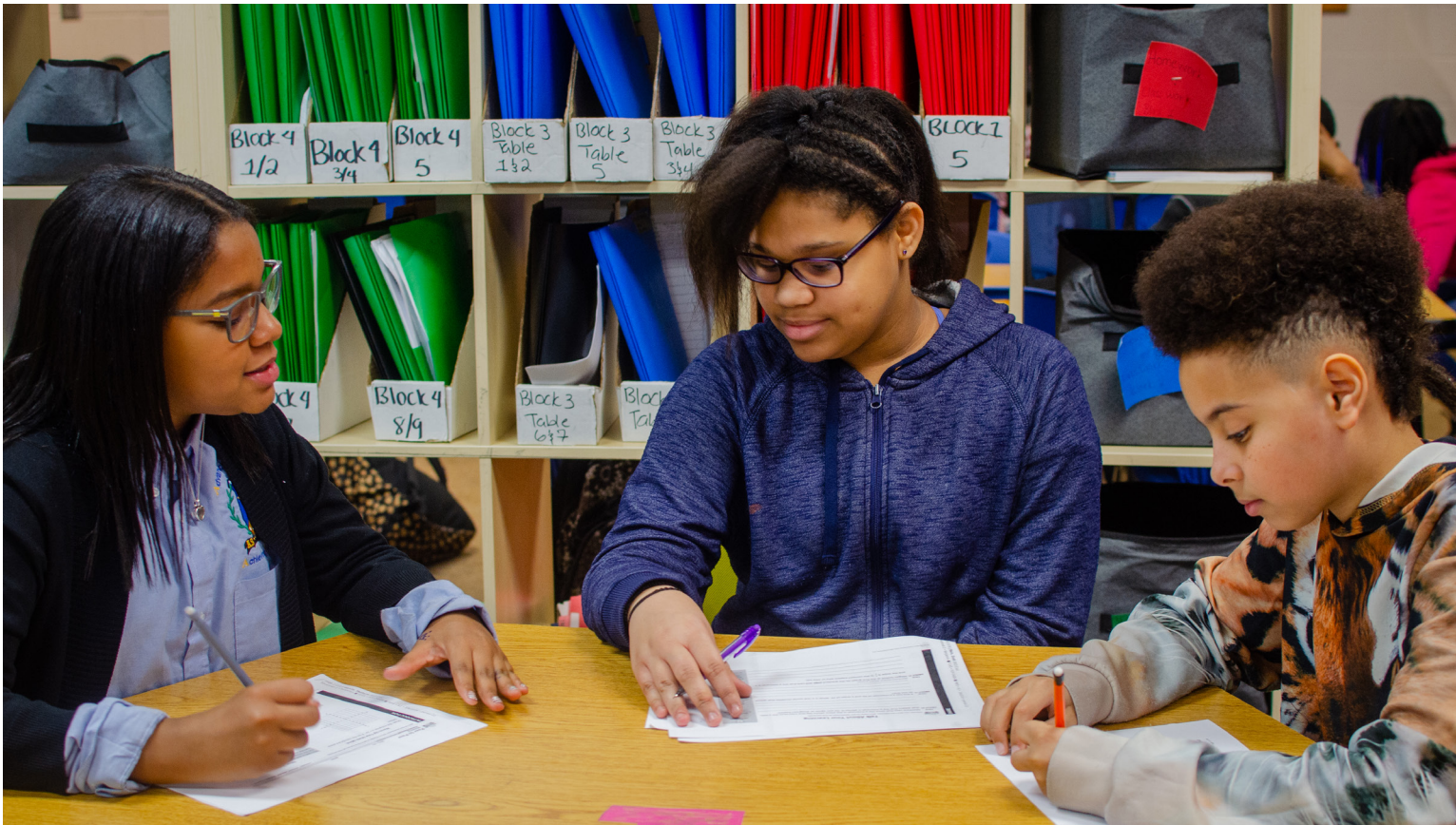




**New Classrooms**  
*Innovation Partners for Learning*

**2020**  
**ANNUAL**  
**REPORT**





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# CO-FOUNDER'S LETTER

## Dear Friends and Supporters,

In our eighth year of operation, we confronted a pandemic like the rest of the world. It was astonishing to witness the resilience of the parents, children, and educators in the wake of such disruption. As usual it was an honor to support and learn with them.

The 2019-2020 school year started with yet another successful program launch of *Teach to One: Math*. Across 12 states, we partnered with 36 elementary, middle and high schools to transform learning through our flagship personalized learning model. In those early weeks, we worked closely with teachers, parents, and school leaders to design a program that tailored learning to each student's unique strengths and needs — every day.



Then, in March, the year irreversibly changed as schools closed in rapid succession across the United States due to the novel coronavirus (COVID-19) pandemic. In the weeks and months ahead, teachers and parents faced enormous challenges in their efforts to quickly transition to remote and virtual learning environments for their students. As learning largely shifted to the home environment, we leveraged key aspects of *Teach to One* so students could continue to access math curriculum, lessons, and assessments tailored to their unique strengths and needs. This Annual Report highlights some of the many ways in which New Classrooms' served its school partners in response to the pandemic.

The pandemic revealed how unprepared our public education system is to meet the unique learning needs for all students, and it sparked important conversations about the systemic changes needed for the future. To that end, 2020 is a year in which New Classrooms emerged as a leader of this conversation, beginning with the publication of *The Iceberg Problem: How Assessment and Accountability Policies Cause Learning Gaps in Math to Persist Below the Surface...and What to Do About It*.

The Iceberg Problem is a comprehensive report examining the issue of learning loss and unfinished learning in middle school math, a topic of significant concern for students who missed significant chunks of schooling due to the pandemic. The report was the first of several publications to be released through our growing work to advance policies that promote educational innovation.

As an organization, New Classrooms responded to 2020 with a mixture of resilience, innovation, grief, fear, and everything in between. Mostly, we emerged as a stronger organization. More than ever, our society was pushed to confront systemic racism, and New Classrooms strengthened its existing diversity, equity, and inclusion (DEI) initiatives. While many of our DEI efforts pre-dated the killing of George Floyd, we were inspired to be more explicit about the ways in which our work is driven by a need to achieve greater educational equity.

New Classrooms has focused for a decade on addressing the fatal flaw in the factory model classroom — its inability to meet the unique strengths and needs of each student. This year, the urgent need felt among parents, educators, and schools leaders intensified dramatically amid an emergency shift to hybrid online learning. This flaw is not corrected when a class of same-aged students simply shifts to a Zoom room; nor is it resolved by introducing a digital curriculum that is disconnected from students' in-school experience. These shifts alone are not the hallmarks of a new educational system.

To that end, we believe our work and our organizational voice are essential to helping to inform the future.

Joel Rose  
Co-Founder & CEO

Chris Rush  
Co-Founder & Chief Program Officer

# A NEW APPROACH

## WHO WE ARE

New Classrooms was founded in 2011 by members of the team that created School of One, an initiative incubated within the New York City Department of Education (NYCDOE). Co-founders Joel Rose and Chris Rush launched School of One in 2009 to determine whether it was possible to design a school-based learning model that integrated live, online, and collaborative learning in ways that met the unique needs of each learner each day. By November 2009, TIME Magazine named School of One one of the Best Inventions of the year.

After incubating School of One with the NYCDOE, Joel, Chris, and other members of the School of One team began developing a new learning model, *Teach to One: Math*, that would leverage many of the lessons learned from the School of One experience. In 2012, *Teach to One: Math* launched in both Washington, DC, and Chicago, and shortly thereafter, NYC DOE began to use *Teach to One: Math* to power its implementations of School of One. Since that time, New Classrooms has continued to develop *Teach to One* while also growing the number of partnership schools and districts across the country.

## WHY WE EXIST

Is it possible to make the U.S. education system work for each and every student? We believe it is. It starts with the recognition that learning is personal. Each student is different. And when schools can truly meet a student's unique strengths and needs, the benefits of a great education open up to them. Turning this possibility into reality — at scale — is the reason we exist.



## BEYOND THE FACTORY MODEL

Our work is grounded in the belief that the traditional school model makes it nearly impossible for teachers to meet each student's unique needs. This model — with one teacher, a set of textbooks, and 28 or so same-aged students all learning the same material at the same time — is a reflection of industrial era thinking, where factories provided the template for mass production. Too often, this traditional model fails those who enter behind grade level and hinders those who enter near the top. Students deserve better.



## ADDRESSING THE MATH CHALLENGE

The negative effects of the factory-model classroom are especially acute in mathematics. Math is cumulative — the skills a student masters in one year are foundational for mastering more advanced topics later. But in the factory-model classroom, the skills taught are often based on the student's age, not what they already know or have yet to master. For students who fall behind, this approach can cause learning gaps to accumulate, making it harder for them to catch back up. To address this, we develop digital products and

innovative learning models that meet students where they are and connect them to where they need to be. We also advocate for policies that allow for student-centered approaches to teaching and learning so far more students can succeed.

## REDEFINING POSSIBLE

With so much at stake, we must think beyond the factory-model paradigm. Balancing vision with pragmatism, we must push against fixed notions about the limits of what's possible. It's time to leverage the research, experience, and technology that exists today and deploy them in new ways that enable educators to better support each and every student.

While our current work is focused on middle and high school math, our broader aim is to collaborate with a new coalition of families, educators, innovators, and policymakers who are committed to realizing a new, student-centered educational paradigm — one designed to systemically enable each and every student to thrive.

“To reopen schools as they were before, to revert back to a century-old school model, would do little to help those students with the biggest learning gaps.”

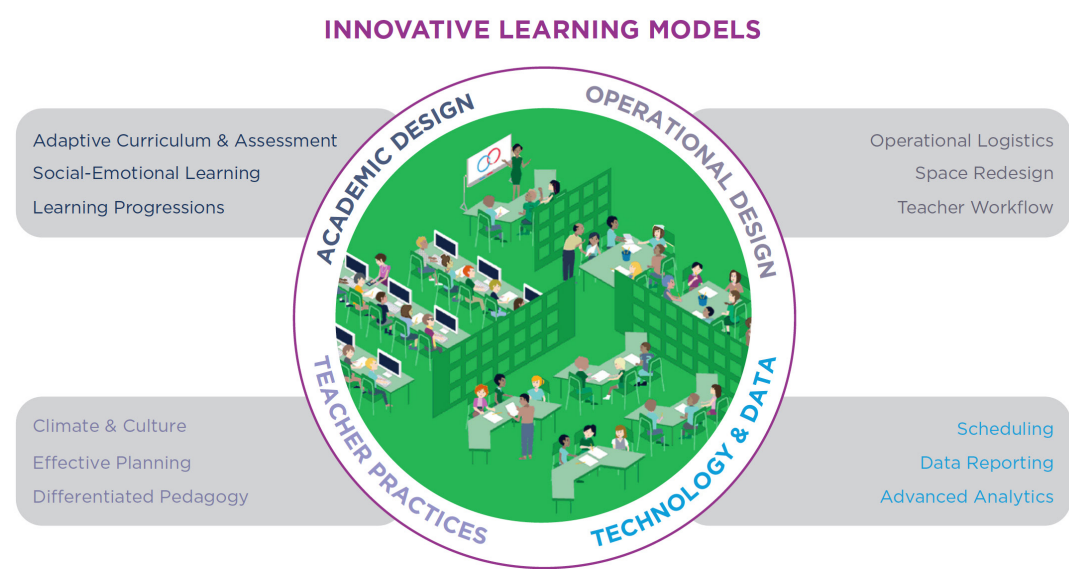
— Dr. Scott Muri,  
Superintendent of Ector County ISD in Texas



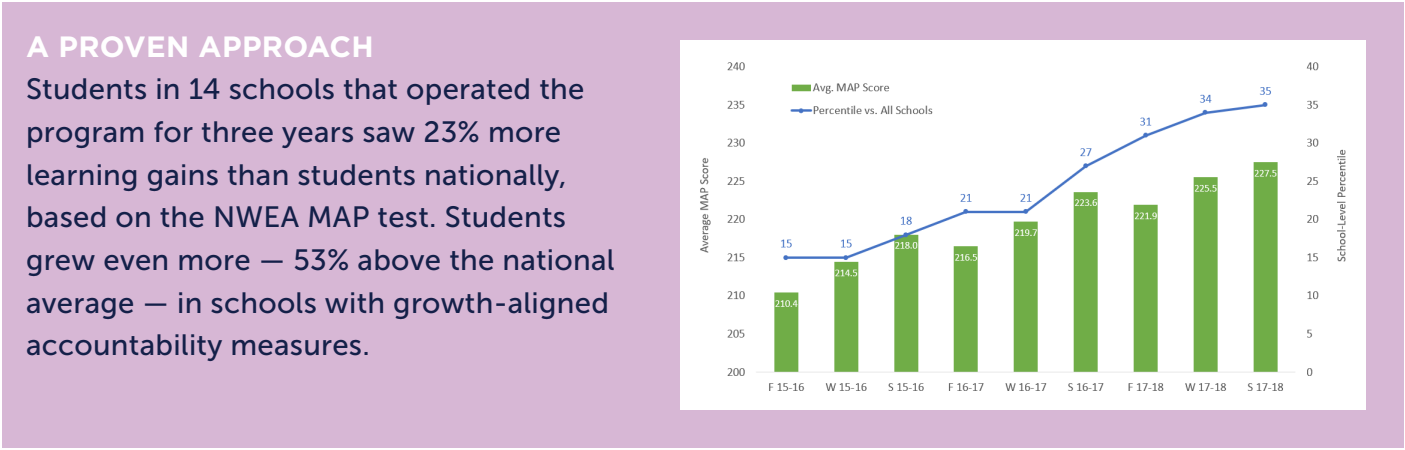
# INNOVATIVE LEARNING MODELS

We are committed to the thoughtful research and development required to enable tailored acceleration in mathematics. We then partner with middle and high schools to support implementation of these products and learning models nationwide.

*Teach to One: Math* is an innovative learning model designed for schools looking for a more comprehensive solution that enables tailored acceleration. The model integrates multiple learning modalities (live, online, and collaborative) and a state-of-the-art daily scheduling algorithm to continually regroup students who have a common need. Partner schools are able to adopt *Teach to One: Math* as either a core or supplemental math solution for students in grades 5 through Algebra 1.

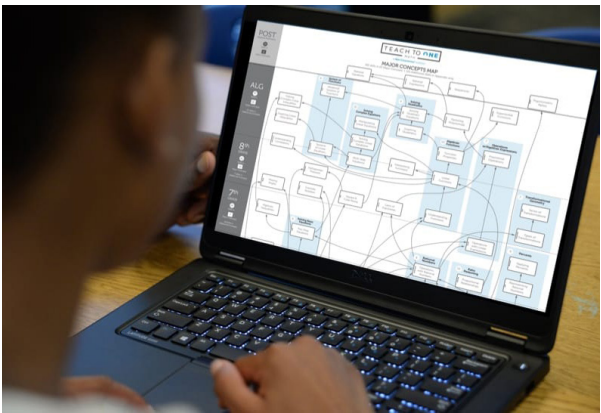


Models developed by organizations such as New Classrooms have teams of academic, operational, and technological experts focused on the research and development required to support personalization. To date, hundreds of thousands of hours have gone into the details of *Teach to One: Math* on everything from learning progressions, to instructional content, to assessment, to the logistics that enable personalized homework. Schools are then able to customize the model to meet the needs of their particular community.



# AN ADAPTIVE PERSONALIZED CURRICULUM

Learning modalities are made more powerful by our adaptive personalized curriculum. It leverages analytics from historical learner patterns, individual learner attributes, and lesson characteristics to decide what, when, where, and how students learn.

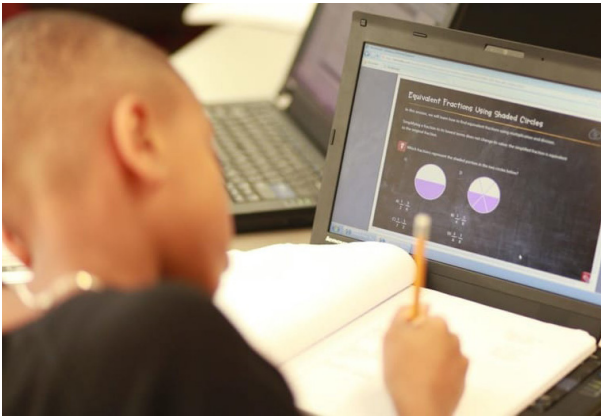


**SKILLS AND CONCEPT MAP**

Our adaptive curriculum is centered around ensuring every student has a pathway to learn the specific concepts and skills they need. Concepts, which cover broader mathematical ideas and themes, each encompass a set of three to five interconnected skills. We have taken the complex relationships between these and made them understandable and navigable on an easy to use map. This streamlined approach creates greater efficiencies and allows for tailored acceleration.

**SKILL LIBRARIES**

When students start *Teach to One*, an individualized library is created for them. This contains all the math skills and concepts the students need for the year. It helps students, teachers, and parents understand each student’s yearly mathematical journey. Each Skill Library is revised and adjusted throughout the year based on students’ performance. Libraries can include pre-, on-, and above-grade skills, depending on each student’s unique needs.

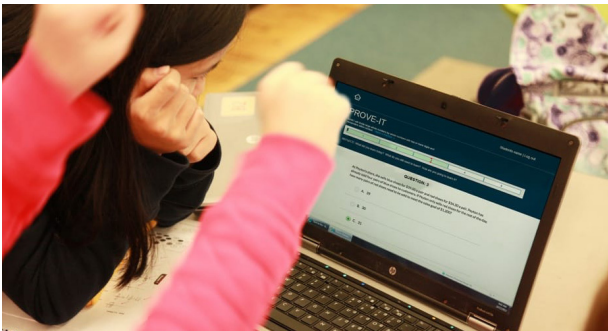
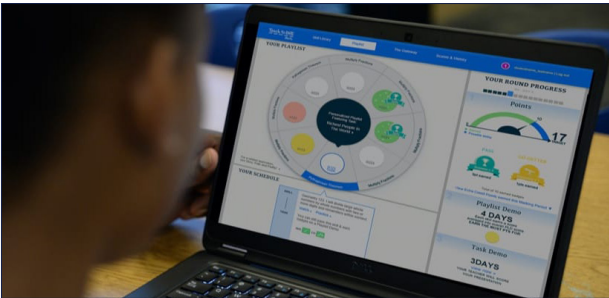


**HIGH-QUALITY CONTENT**

All *Teach to One* content undergoes a comprehensive review. This ensures high standards for every student’s personalized curriculum. In addition to our bespoke lessons, we partner with leading digital and print-based curriculum providers. These include Curriculum Associates Ready, LearnZillion, and Illustrative Mathematics. Our team of academic and curriculum experts have designed, curated, and assessed over 9,000 high-quality lessons for inclusion in *Teach to One*.

STUDENT PLAYLISTS

At the heart of each student’s day-to-day instructional experience is their personalized playlist. Each playlist collects related skills that students experience over a two- to three-week period. A playlist is an individualized unit of study. It guides instruction, establishes learning goals, and contextualizes related skills and concepts.



ASSESSMENTS

*Teach to One: Math* uses multiple assessment types that provide students with actionable feedback and allows them to demonstrate different forms of learning, from procedural to conceptual. Exit Slips assess learning to deliver the right modality, student grouping, and lesson each day, while diagnostic assessments are administered up to three times a year.

EVERY STUDENT, EVERY DAY

Each student receives a customized daily schedule based on his or her current learning strengths and needs, the classroom resources available, and the thousands of lessons included in the program. These unique student schedules then result in corresponding teacher schedules. Teachers are able to access all the resources and information they need for the next day, review preliminary schedules before final publication, and substitute teacher-led lessons with their own lessons when they feel it is appropriate to do so.



OUR TEAM

New Classrooms is committed to an organizational culture that values imaginative thinking, superior execution, ongoing professional development, and open, purposeful collaboration. Our team of professionals is made up of educators, technologists, curriculum designers, and school leaders.

CO-FOUNDERS



**Joel Rose**, New Classrooms co-founder and Chief Executive Officer, served in a variety of leadership roles in education, including Chief Executive for Human Capital at the New York City Department of Education (NYCDOE), where he led the creation of School of One. Joel earned a bachelor’s degree in political science from Tufts University and a law degree from the University of Miami School of Law.



**Christopher Rush**, New Classrooms co-founder and Chief Program Officer, previously led the design and development of Amplify’s CLASS reporting systems and initiated the creation of their consulting services group, serving as its Executive Director. He holds a Bachelor of Science in information systems from Penn State with concentrations in computer science, technological ethics and critical thinking and a Master of Science in information technology from the American Inter Continental University.

LEADERSHIP TEAM

**JESSICA CAREY**  
Vice President of Talent

**BETH COHEN**  
Vice President of External Relations

**JODI MASTRONARDI**  
Senior Director of Human Resources and Operations

**MATT PETERSEN**  
Vice President of Academic Innovation and Performance

**CHRISTINE SARGENT**  
Vice President of Program Delivery

**JASON SCHMIDT**  
Chief Financial Officer

**JERRY WANG**  
Vice President of Technology

**MICHAEL WATSON**  
Vice President of Policy and Advocacy

**JASON WILLIAMS**  
Vice President of Partnerships



# DIVERSITY, EQUITY, AND INCLUSION

New Classrooms continued to strengthen its existing organizational diversity, equity, and inclusion (DEI) initiatives. While many of our DEI efforts pre-dated the killing of George Floyd, we were inspired to be more explicit about the ways in which our work is driven by a need to achieve greater educational equity.

*Below, a memo that Co-Founders Joel Rose and Chris Rush shared after George Floyd’s murder.*

## THE WORLD AROUND US

Like many of you, I’ve watched the video of the killing of George Floyd in Minneapolis with profound horror and sadness. From Trayvon Martin to Michael Brown to Freddie Gray to Ahmaud Arbery to Breonna Taylor to Eric Garner to now George Floyd — the senseless and unjust killings of these and other black men and women are the names we at least know about. I can’t help but to think about how many have suffered these same tragic consequences when there were no cameras on and the devastating effect that must have had on their families and on their communities.

I grew up in Miami and was just ten years old when civil unrest erupted following the acquittal of four officers in the brutal death of Arthur McDuffie. So little seems to have changed in the last forty years. The cameras in our pockets may have made these injustices more visible, but they have not eradicated their frequency or their root causes. They have simply held up a mirror to the pervasiveness of racism itself and how it robs people of color of some of the most basic freedoms that the rest of us have the privilege of taking for granted.

I don’t pretend to fully understand why these things happen, what should be done to keep them from happening again, and what I should personally be doing. Each of us comes from a unique set of backgrounds and experiences that inform our world view, and when events like this take place, it can create a need to reflect and engage for some while others might prefer to retreat and distance. For me, I began crafting this note once I saw the video and refined it soon after the civil unrest started. I was grateful to have then engaged with Chris and the DEI Circle over the weekend, who helped me to make new connections I hadn’t yet considered.

Our first responsibility as an organization is to one another. This has been an extraordinarily challenging time for each of us as we personally grapple with the implications of COVID-19 – its implications on our health and that of our family, the loneliness that can emerge from being in quarantine, the messages we are getting about the risks in reopening, the economic uncertainty that it has unleashed, and the heightened forms of discrimination it has spawned (including against Asian Americans). That’s why it is incumbent upon all of us – and especially those of us with these privileges – to ensure we are doing all that we can to make our community safe and inclusive and to respect the space team members might need in order to take care of their own well-being.

Addressing our own well-being may now be harder because of the isolation that this pandemic has created. This has made it even more critical for organizations to create the space for these conversations to happen, and Chris and I are personally ramping up our work with our DEI Circle to put that into motion in the coming days. Know that these activities and sessions will be optional, as some might find great comfort in these conversations while others may not. I am especially mindful of the additional burdens that people of color must bear in needing to process these events themselves, much less for others.

We have lofty ambitions for what we collectively hope to accomplish as an organization — both in what we deliver and in the community we build. Neither can be accomplished if we do not care for and look after one another, particularly in these most challenging of times. It is foundational not just for the work we do, but also for building the kind of diverse and inclusive society that is necessary to transcend the challenges we face.



# BOARD OF DIRECTORS

New Classrooms’ Board of Directors is charged with providing overall strategic direction and oversight for the organization. In addition to Joel Rose and Chris Rush, the New Classrooms Board of Directors has nine non-executive members. They are:

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

**MIKE BEZOS**  
Vice President and  
Co-Founder  
Bezos Family Foundation

**EMMA BLOOMBERG**  
CEO and Founder  
Murmuration
- PALMINA FAVA**  
Partner  
Vinson & Elkins LLP

**SHAVAR JEFFRIES**  
National President  
Democrats for Education  
Reform

**PAUL MASSEY**  
CEO & Founding Partner  
B6 Real Estate Advisors

**KELLY MERRYMAN**  
Managing Director &  
VP of Content Partnerships  
Youtube
- GIDEON STEIN**  
President  
Moriah Fund

**JEFF WETZLER**  
Co-Founder  
Transcend Education

**LEWIS LEIBOH** (Observer)  
Senior Program Officer,  
Educational Technology  
Bill & Melinda Gates Foundation

**ROB STAVIS** (Observer)  
Partner  
Bessemer Venture Partners

“Children’s creativity and limitless imagination build the bed-rock for our future, and it is our responsibility to provide them with resources in technology, math, and more to bring their inventions and innovations to life. I’m honored and excited to join New Classrooms to actively work to ensure all students get the time and support needed to reach their full potential.”



- Kelly Merryman,  
Managing Director & Vice President of  
Content Partnerships for YouTube

# BOARD OF ADVISORS

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

- NORMAN ATKINS**  
Co-founder & President  
Relay Graduate School of Education

**ROBERT AVOSSA**  
Senior Vice President  
LRP Publications

**DOUG BORCHARD**  
Managing Director  
New Profit Inc.

**ANTHONY BRYK**  
President  
Carnegie Foundation for the  
Advancement of Teaching

**TOM CARROLL**  
President Emeritus  
National Commission on Teaching  
and America’s Future

**CHRIS CERF**  
Former Commissioner  
of Education  
State of New Jersey

**SUSAN FINE**  
Former Chief Academic  
Officer  
New Classrooms

**SUSAN FUHRMAN**  
President Emerita  
Teachers College,  
Columbia University

**MARGO GEORGIADIS**  
President and CEO  
Ancestry.com
- BRADLEY HOROWITZ**  
Vice President and Advisor  
Google, Inc.

**JOHN KATZMAN**  
Chairman & Founder  
Noodle Education

**WENDY KOPP**  
CEO and Co-Founder  
Teach for All  
Founder  
Teach for America

**DAVID LEVIN**  
Co-founder  
KIPP

**JEFF LI**  
Math Teacher  
KIPP Infinity Charter School

**ELLEN MOIR**  
Founder and CEO (Ret.)  
The New Teacher Center

**WES MOORE**  
CEO  
Robin Hood Foundation

**JOE NEGRON**  
Managing Director of  
Middle School  
KIPP NYC

**TOM PAYZANT**  
Former Professor of Practice  
Harvard Graduate School  
of Education
- ADAM PISONI**  
Founder and CEO  
Always Be Learning Schools

**DOUG ROHDE**  
Engineering Manager and  
Education Community Liaison  
Google Inc.

**RICHARD SARNOFF**  
Chairman of Media,  
Entertainment, and Education  
KKR

**MARLA UCELLI-KASHYAP**  
Assistant to the President for  
Educational Issues  
American Federation of Teachers

**PHILIP URI TREISMAN, PH.D.**  
Executive Director  
The Charles A. Dana Center at the  
University of Texas at Austin

**TOM VANDER ARK**  
Founder  
Getting Smart

**GENE WILHOIT**  
CEO  
Center for Innovation in Education,  
University of Kentucky

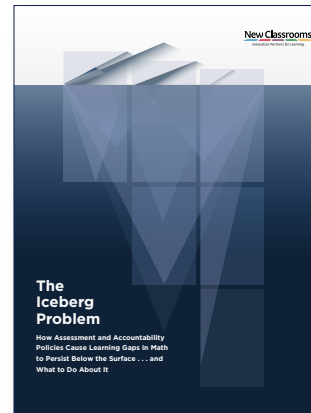
**JESSIE WOOLLEY-WILSON**  
Chair, CEO, and President  
DreamBox Learning



# ICEBERG PROBLEM: HOW CURRENT EDUCATION POLICIES CAN INADVERTENTLY CAUSE LEARNING GAPS IN MATH TO ACCUMULATE

We support and advocate for policies that truly enable schools to meet the unique strengths and needs of each student. We're actively engaged in building capacity for innovative learning models, supporting demand, and creating space for new approaches to teaching and learning.

Removing barriers to innovation, by directly addressing policies that undermine impact, is a cornerstone of this work. In support of this organizational charge, this year we published a new report called *The Iceberg Problem: How Assessment and Accountability Policies Cause Learning Gaps in Math to Persist Below the Surface...and What To Do About It*.



The report highlights how today's accountability policies tied to annual, grade-level assessments can inadvertently hinder students' educational progress in math. Because math is cumulative and many students arrive into middle and high school with unfinished learning from prior years, federal and state policies that incentivize an exclusive instructional focus on grade-level material can actually cause learning gaps to accumulate. This can make it harder for students to master the more advanced mathematical concepts required for college and career readiness. The report is called The Iceberg Problem because, like an iceberg, only a very small amount of information is visible (grade-level performance) while the more comprehensive information remains hidden from view.



## A DISCUSSION ON "THE ICEBERG PROBLEM"

In the fall of 2019, more than 500 people attended a provocative conversation about the hidden truths of students' unfinished learning in middle school mathematics. The event, hosted in collaboration by FutureEd & New Classrooms, took place at Georgetown University and included leading experts who discussed the takeaways from The Iceberg Problem.

The event was one of many ways in which New Classrooms broadly disseminated the report and its findings, which facilitated conversations about the future of assessment, accountability, innovation, and student learning. One promising engagement included collaboration with state leadership in North Dakota, where New Classrooms supported the design of new assessment policies and growth measurement approaches through the development of Math Innovation Zones (MIZs).

## REMOVING BARRIERS: CONTINUING THE CONVERSATION

The Iceberg Problem helped demonstrate the pernicious impact of one-size-fits-all accountability and assessment policies. The report spawned hundreds of conversations over the year.

- [Phi Delta Kappan](#). Student growth measures: [What we've been missing](#)
- [The74million.org](#). Rose & Weisberg: [Do Kids Fall Behind in Math Because There Isn't Enough Grade-Level Material, or Because There's Too Much? It's Both](#)
- [Thomas B. Fordham Institute](#). The unanticipated benefit of the "Colorado Compromise": [Time to address learning loss](#)

Phi Delta  
Kappan

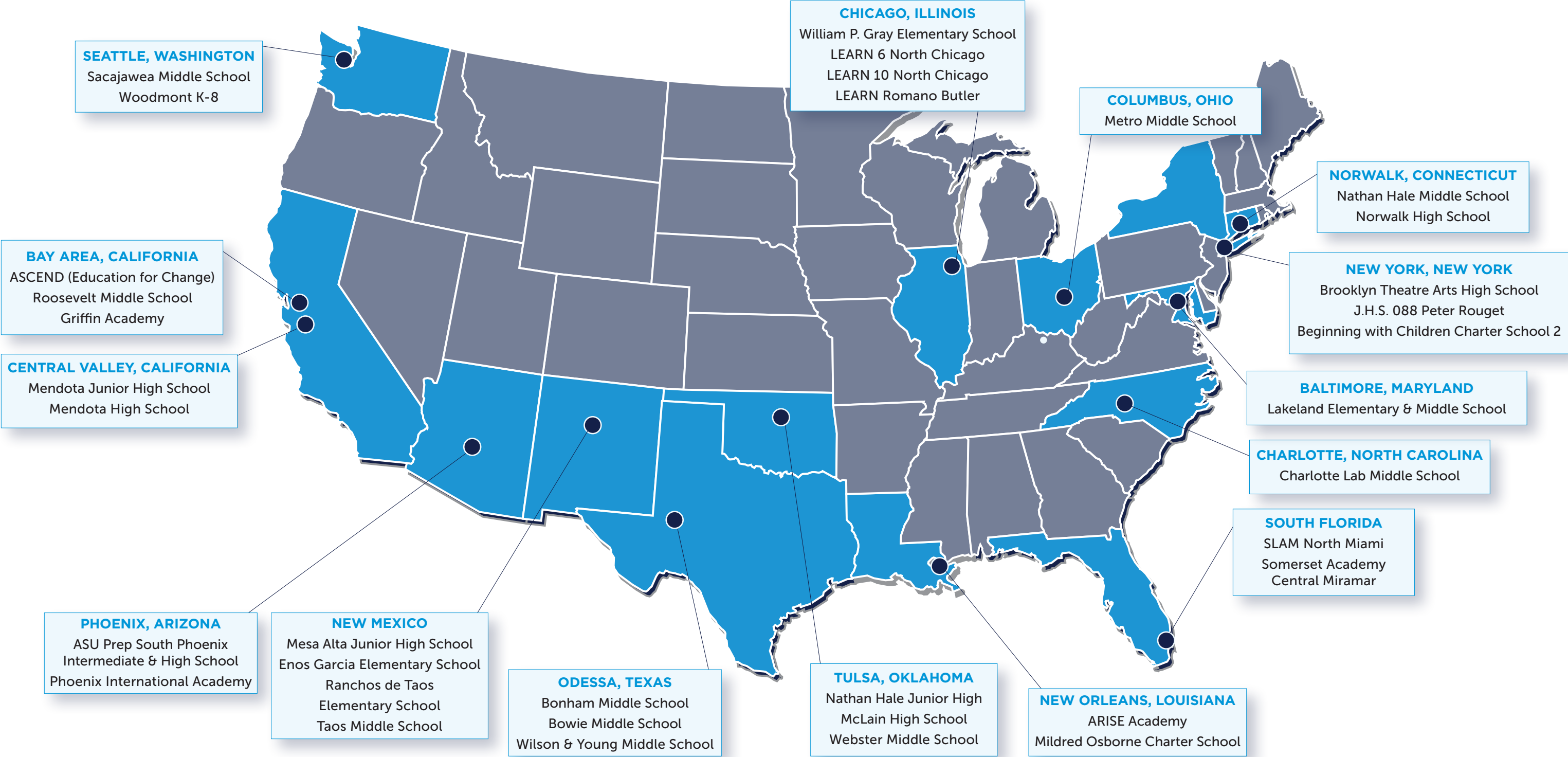
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THOMAS B.  
FORDHAM  
INSTITUTE  
ADVANCING EDUCATIONAL EXCELLENCE



# KEY HIGHLIGHTS AND ACCOMPLISHMENTS

This school year New Classrooms served 36 schools in 11 states nationwide. Our partner portfolio changed dramatically in response to pandemic learning needs. In the days and weeks after schools shut down, our partnership work was focused on helping schools stay connected to their students.





# A YEAR LIKE NO OTHER: HOW TEACH TO ONE KEPT TEACHERS AND STUDENTS CONNECTED

When schools across the United States closed amidst the novel coronavirus (COVID-19) pandemic, teachers and parents faced enormous challenges in their efforts to quickly transition to remote and virtual learning environments for their students. At New Classrooms, our operational and academic teams supported dozens of partner schools and districts by meeting students where they are—both academically and physically—and adapting its personalized learning model to a remote learning environment. Here are a few of these stories.

## SUPPORTING STUDENTS IN WEST TEXAS

*“Math has been the least stressful subject.”*

At the height of a global pandemic, Cinda Brown, Math Director at [Wilson & Young Middle School](#), said *Teach to One* helped students transition to remote learning. Because students were already familiar with *Teach to One* and its online learning features and incentive systems, a desire to stay engaged hasn’t waned.

“We’ve had positive feedback from all of our kids and all of our parents,” Brown told The Odessa American, with one parent adding that “math has been the least stressful subject” to study at home. Wilson & Young is one of three middle schools within [Ector County Independent School District \(ECISD\)](#) that has implemented *Teach to One* as part of a larger district strategy to embrace more blended and personalized learning approaches.

“With blended learning and with *Teach to One*, the students are able to go on and work — and move on if they’re ready,” said ECISD Blended Learning Coordinator Lauren Tavarez. “We’ve got some students who are learning at a 10th- and 11th-grade level.”

## THE HUMAN TOUCH

*Teach to One* wasn’t created in response to the COVID-19 pandemic, but it proved to be helpful in supporting schools, teachers, students and parents as they sought to stay connected. Michael Seymour, a Math Director at [MS 88 in Brooklyn, New York](#), used videos to provide students with information, check in with inspirational messages, and remind students about their upcoming work deadlines. In a video tribute sent to students in April, Seymour reminded them to complete their Playlist Demo — an online assessment that students take at the end of a round in *Teach to One* to ensure students stay on track. “As you’re going through your training, taking your notes, going through your exercises and learning, remember that there will be high points, there will be low points, and there will be points where it feels like not much is going on at all,” said Seymour. “That’s all that life is: peaks, valleys, and plateaus.”

Even with brick-and-mortar classrooms shuttered, *Teach to One* fosters a sense of community and connection with school.

Consider [ASU Prep South Phoenix Intermediate School](#), where seventh-and eighth-graders switched to remote blended learning using *Teach to One: Math*. Math Director Felicia Oliver and teachers Kristin Ramos and Abraham Rosengard adapted their lesson planning, delivery and engagement strategies, but they made some adjustments along the way. For example, they made the decision to focus on just a few specific *Teach to One* learning modalities that could be tailored specifically for remote instruction.

## REFINING AND EXPANDING THE TEACH TO ONE MODEL

To help meet new distance learning challenges this school year, New Classrooms expanded *Teach to One* by adapting the school-based learning model for high-quality remote learning. As part of this expansion, new partner schools in Maryland, New York, and Ohio joined the *Teach to One* partner community during the pandemic.

In Ohio, that included [Metro Early College Middle School](#), a mastery-based middle school program whose mission is to address unfinished learning prior to entering high school. On just the second day of *Teach to One* remote programming, students achieved a 100% completion rate on their daily exit slip.

Kabe Eichenauer, a teacher at Metro Early College Middle School, shared that *Teach to One*’s self-paced learning design, high-quality instructional materials, and team of instructional and technical experts ensured students continue to make learning progress during these unprecedented times. He added that students are more motivated to achieve a “‘sparkly’ perfect score on their daily exit slips. While the students are competing to achieve the sparkles for bragging rights, what they don’t realize is that they are mastering the content in the process.”

## A ‘STAR CHART’ IN SEATTLE

At [Sacajawea Middle School](#), part of the [Federal Way Public Schools](#) in Seattle, one of the first things that teacher Andrea Ball’s students asked about when the school switched to remote learning was their “Star Chart” — a popular learning tool that many *Teach to One* teachers use to promote and recognize individual student growth over the course of the school year.

“The Star Chart is a fun and easy way to connect to one another and broadcast our individual and group accomplishments,” says Ball. Each star sticker, she added, represents a 100 percent score on a *Teach to One* Exit Slip or Playlist Demo assessments. Ball made it a point to ensure the Star Chart continued to be visible during synchronous learning sessions, moving it from her classroom wall to the background in her home office.

“Not only does it make a fun backdrop for video conferences, but students get excited to see their individual progress and add to the sparkle and shine of our success as a group,” Ball says.





# OUR FUNDING PARTNERS

The accomplishments outlined in this report were not possible without the generosity and strategic guidance of our supporters. The following institutions made single or multi-year commitments of \$1 million or more to support New Classrooms:

- Anonymous

Barr Foundation

The Trey Beck Charitable Fund

Bezos Family Foundation

Carnegie Corporation of New York

Chan Zuckerberg Education Initiative

Dalio Foundation

Michael & Susan Dell Foundation
- Bill & Melinda Gates Foundation

Koshland Family Foundation

The Moriah Fund

New Profit

Oak Foundation

Robin Hood Foundation

Arthur & Toni Rembe Rock

Amy & Robert Stavis

DONOR INSIGHT

“Finding a way to personalize instruction so that each child is receiving targeted instruction, based on their individual strengths and challenges, makes all the sense in the world. COVID-19, and the impact it has had on schools, means that New Classrooms’ approach is more critical than ever.”

– Gideon Stein,  
President of The Moriah Fund

The following institutions and individuals contributed support in the 2020 fiscal year:

- Amazon Smile

Anonymous

Arizona Community Foundation

Neeraj Bewtra & Barbara Deli

The Bewtra Charity Fund of Manju and Naren Bewtra

Bloomberg Philanthropies

Deluxe Corporation

Emma Bloomberg

The Emma and Georgina Bloomberg Foundation

Douglas Borchard & Barbara Talcott

The Burton Family Foundation

Capital One Louisiana

Carson Family Charitable Trust

Centerbridge Foundation

Chockstone Fund

Fiona & Stan Druckenmiller

Epic Foundation

Palmina Fava

Finley Family Fund

Finnegan Family Foundation
- Benjamin Friedman

Joseph & Carson Gleberman

The David B. Golub and Lisa Piazza Charitable Fund

Bradley Horowitz & Irene Au

Charles Koch Foundation

Marsha & Jim McCormick

Kelly Merryman & Diederik van Hoogstraten

Cori & Brad Meltzer

Gerry Ohrstrom

W B Patterson Charitable Fund

Joel Rose & Doris Cooper

Chris Rush & Blair Heiser

Paul Schwalen & Mee Hung Mak

Laurie M. Tisch Illumination Fund

Gerald & Veronika Walton

Zide Family Foundation

Brian Zied

Susan & Louis Zinterhofer

Mark Zurack & Kathy Ferguson Foundation



# YEAR EIGHT RESULTS

## MEASURING GROWTH DURING A PANDEMIC

In the 2019–2020 school year, the pandemic inhibited every school’s ability to collect assessment data from students. None of our partner schools administered an end-of-year state assessment on grade level standards, nor did they administer the final growth assessment in the Spring. Thus, this year’s results reflect only the learning growth data from the start of the school year to the mid-year assessment.

For Fall-Winter learning growth, students in *Teach to One: Math* demonstrated strong growth during the first half of the school year. On NWEA’s MAP assessment, participating *Teach to One* students, on average, achieved gains in math at 1.2 times the national average growth. Our students identified as needing special education services did even better, growing at 1.3 times the national average. For the 323 students we had who spent 2.5 years in *Teach to One*, they demonstrated growth 1.5 times the national average, which is equivalent to about 3.7 years of growth over 2.5 years.



“If there’s at least one thing that we’ve come to consensus on, it’s that right now, today, school isn’t working for far too many. And we absolutely need to find a better way to do it. Period.”

– Chris Rush,  
Co-Founder and Chief Program Officer of New Classrooms

# APPENDIX A: SCHOOL DATA SHEETS

## SCHOOL DATA SHEETS

The test result data included in this report were drawn from the first semester implementation of *Teach to One: Math* in partner schools during the 2019-2020 school year. At each participating school, *Teach to One* students took the Measures of Academic Progress (MAP) growth assessment in both the Fall and Winter, but due to the pandemic did not take a Spring MAP test nor a grade level focused state exam.

## MEASURES OF ACADEMIC PROGRESS (MAP) GROWTH ASSESSMENTS

In order to measure student gains in mathematics, New Classrooms typically administers NWEA’s MAP Growth assessment three times per year or in accordance with a partner district’s own MAP administration calendar. A pre- and post-test is necessary for determining student growth during the course of a school year. For 2019-2020, the pre-test is the fall assessment, and the post-test is the winter assessment.

Students who take the MAP receive a RIT score, which is assigned against a curriculum scale that uses the difficulty of individual questions to estimate student achievement. Individual student RIT scores have the same meaning independent of a student’s grade level, but these scores can be compared to national averages for a given grade, and gains made from fall to winter, or from winter to spring, or from fall to spring, can be compared to the national average for students in a given grade, as determined and released by NWEA. It is important to note that while the national average provides some mooring in what is normal growth for students in the same grade, it doesn’t control for all the variables that make a school environment unique: school culture, teacher quality, peer effects, district mandates, etc.

Because these exams measure growth, only students who were present for both the pre- and post-administrations of the MAP exam are included in the MAP data sample for each school. Furthermore, to help ensure data integrity, New Classrooms filters out students who do not meet the NWEA high-stakes testing guidelines. Acknowledging that MAP tests, which are designed to be formative assessments, are sometimes used in high-stakes scenarios, NWEA published guidelines for MAP testing that help ensure the validity and reliability of the data. Because MAP is the primary means of stakeholder evaluation of TTO, New Classrooms follows the high-stakes guidelines for MAP re-testing recommendations and evaluation data-filtering.

## STATE EXAMS

In 2019-20, the U.S. Department of Education granted a blanket waiver to mandated annual state testing. Under federal education law, the Elementary and Secondary Education Act, schools are required to test students once each year in math and reading, in grades three through eight, and once in high school. The waiver recognized the significant challenges that schools faced in the earliest weeks of the COVID-19 pandemic outbreak.

# ARISE ACADEMY

## Arise Schools: 2019-2020 SY

Principal: <b>Lakesha London</b>	DEMOGRAPHIC INFORMATION:
Initial Program Year: 2019-20	White: 0%
Grades Served: 5-8	Black: 96%
Total # of Students in TTO: 268	American Indian/Alaskan Native: 1%
	Hispanic: 2%
	Asian/Pacific Islander: 0%
	Multi-Race: 1%
	Free/Reduced Lunch: 100%

### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 5th Grade RIT Score (Fall 2019)	199.14	~1 year below grade		
Arise Academy MAP Data*	N	TTO Average Fall 2019 RIT Score	TTO Average Winter 2020 RIT Score	TTO Average Fall to Winter Gain
All Students	148	201.65	206.15	4.50
5th Grade	29	199.14	204.62	5.48
6th Grade	41	201.61	205.20	3.59
7th Grade	35	201.83	205.86	4.03
8th Grade	43	203.23	208.33	5.09
Below Grade (Lower than Natl. Avg. RIT)	131	199.08	203.13	4.05
On/Above (At Natl. Avg. RIT or higher)	17	221.41	229.41	8.00
Special Education**	1	NA	NA	NA
English Language Learner**	1	NA	NA	NA

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*N too small after NWEA High Stakes filtering to report on this subgroup

# ASCEND (Education for Change)

## Education for Change Public Schools: 2019-2020 SY

Principal: <b>Lindzey Tassano</b>	DEMOGRAPHIC INFORMATION:
Initial Program Year: 2014-15	White: 13%
Grades Served: 5-8	Black: 3%
Total # of Students in TTO: 216	American Indian/Alaskan Native: 0%
	Hispanic: 79%
	Asian/Pacific Islander: 5%
	Multi-Race: 0%
	Free/Reduced Lunch: 93%

### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 5th Grade RIT Score (Fall 2019)	201.6	~1 year below grade		
Ascend MAP Data*	N	TTO Average Fall 2019 RIT Score	TTO Average Winter 2020 RIT Score	TTO Average Fall to Winter Gain
All Students	95	208.81	214.67	5.86
5th Grade	25	201.60	205.84	4.24
6th Grade	26	206.46	216.46	10.00
7th Grade	28	214.46	218.11	3.64
8th Grade	16	214.00	219.56	5.56
Below Grade (Lower than Natl. Avg. RIT)	60	201.60	205.84	5.15
On/Above (At Natl. Avg. RIT or higher)	35	223.69	230.77	7.09
Special Education**	0	NA	NA	NA
English Language Learner**	0	NA	NA	NA

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*N too small after NWEA High Stakes filtering to report on this subgroup



# ASU PREP SOUTH

## ASU Preparatory Academies: 2019-2020 SY

Principal: <a href="#">Lina Chavarin</a>	DEMOGRAPHIC INFORMATION:
Initial Program Year: 2019-20	White: 4%
Grades Served: 7-8	Black: 9%
Total # of Students in TTO: 103	American Indian/Alaskan Native: 3%
	Hispanic: 85%
	Asian/Pacific Islander: 0%
	Multi-Race: 0%
	Free/Reduced Lunch: 100%

### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 7th Grade RIT Score (Fall 2019)	201.6	~1 year below grade		
ASU Prep South MAP Data*	N	TTO Average Fall 2019 RIT Score	TTO Average Winter 2020 RIT Score	TTO Average Fall to Winter Gain
All Students	46	217.00	219.24	2.24
7th Grade	16	213.19	215.19	2.00
8th Grade	30	219.03	221.40	2.37
Below Grade (Lower than Natl. Avg. RIT)	30	209.80	211.43	1.63
On/Above (At Natl. Avg. RIT or higher)	16	230.50	233.88	3.38
Special Education**	4	NA	NA	NA
English Language Learner**	1	NA	NA	NA

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*N too small after NWEA High Stakes filtering to report on this subgroup

# BONHAM MIDDLE SCHOOL

## Ector County Independent School District: 2019-2020 SY

Principal: <a href="#">Mitch Gerig</a>	DEMOGRAPHIC INFORMATION:
Initial Program Year: 2019-20	White: 15%
Grades Served: 6	Black: 5%
Total # of Students in TTO: 359	American Indian/Alaskan Native: 1%
	Hispanic: 78%
	Asian/Pacific Islander: 1%
	Multi-Race: 1%
	Free/Reduced Lunch: 44%

### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 6th Grade RIT Score (Fall 2019)	207.52	~1.5 years below grade		
Bonham MAP Data*	N	TTO Average Fall 2019 RIT Score	TTO Average Winter 2020 RIT Score	TTO Average Fall to Winter Gain
All Students	171	207.52	211.01	3.49
6th Grade	171	207.52	211.01	3.49
Below Grade (Lower than Natl. Avg. RIT)	131	203.14	206.09	2.95
On/Above (At Natl. Avg. RIT or higher)	40	221.88	227.10	5.22
Special Education**	4	NA	NA	NA
English Language Learner**	0	NA	NA	NA

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*N too small after NWEA High Stakes filtering to report on this subgroup

# BOWIE MIDDLE SCHOOL

## Ector County Independent School District: 2019-2020 SY

Principal: <b>Brian Ellington</b>	DEMOGRAPHIC INFORMATION:
Initial Program Year: 2019-20	White: 9%
Grades Served: 6	Black: 3%
Total # of Students in TTO: 432	American Indian/Alaskan Native: 0%
	Hispanic: 83%
	Asian/Pacific Islander: 3%
	Multi-Race: 1%
	Free/Reduced Lunch: 56%

### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 6th Grade RIT Score (Fall 2019)	210.75	~1 year below grade		
Bowie MAP Data	N	TTO Average Fall 2019 RIT Score	TTO Average Winter 2020 RIT Score	TTO Average Fall to Winter Gain
All Students	201	210.75	213.64	2.89
6th Grade	201	210.75	213.64	2.89
Below Grade (Lower than Natl. Avg. RIT)	143	206.01	207.69	1.68
On/Above (At Natl. Avg. RIT or higher)	58	222.43	228.31	5.88
Special Education	17	192.12	196.53	4.41
English Language Learner	47	192.12	213.77	2.09

*\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.*

# CHARLOTTE LAB SCHOOL

## Charlotte Lab Schools: 2019-2020 SY

Principal: <b>Mary Moss</b>	DEMOGRAPHIC INFORMATION:
Initial Program Year: 2019-20	White: 39%
Grades Served: 6-8	Black: 44%
Total # of Students in TTO: 202	American Indian/Alaskan Native: 0%
	Hispanic: 9%
	Asian/Pacific Islander: 2%
	Multi-Race: 7%
	Free/Reduced Lunch: 42%

### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 6th Grade RIT Score (Fall 2019)	213.87	~.5 years below grade		
Charlotte Lab MAP Data*	N	TTO Average Fall 2019 RIT Score	TTO Average Winter 2020 RIT Score	TTO Average Fall to Winter Gain
All Students	127	222.21	225.76	3.55
6th Grade	31	213.87	218.45	4.58
7th Grade	59	223.39	226.76	3.37
8th Grade	37	227.32	230.30	2.97
Below Grade (Lower than Natl. Avg. RIT)	63	210.83	212.40	1.57
On/Above (At Natl. Avg. RIT or higher)	64	233.42	238.92	5.50
Special Education	23	214.22	218.26	4.04
English Language Learner**	0	NA	NA	NA

*\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.*

*\*\*N too small after NWEA High Stakes filtering to report on this subgroup*



ENOS GARCIA ELEMENTARY SCHOOL

Taos Municipal Schools: 2019-2020 SY

Principal: Sarah Bradley	DEMOGRAPHIC INFORMATION:
Initial Program Year: 2019-20	White: 79%
Grades Served: 5	Black: 2%
Total # of Students in TTO: 79	American Indian/Alaskan Native: 18%
	Hispanic: 2%
	Asian/Pacific Islander: 0%
	Multi-Race: 0%
	Free/Reduced Lunch: 100%

MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 5th Grade RIT Score (Fall 2019)	202.31	~1 year below grade		
Enos Garcia MAP Data	N	TTO Average Fall 2019 RIT Score	TTO Average Winter 2020 RIT Score	TTO Average Fall to Winter Gain
All Students	35	202.31	207.43	5.11
5th Grade	35	202.31	207.43	5.11
Below Grade (Lower than Natl. Avg. RIT)	30	200.33	204.77	4.43
On/Above (At Natl. Avg. RIT or higher)**	5	NA	NA	NA
Special Education**	4	NA	NA	NA
English Language Learner**	2	NA	NA	NA

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*N too small after NWEA High Stakes filtering to report on this subgroup

WILLIAM P. GRAY ELEMENTARY SCHOOL

Chicago Public Schools: 2019-2020 SY

Principal: Susan Gross	DEMOGRAPHIC INFORMATION:
Initial Program Year: 2012-13	White: 8%
Grades Served: 6-8	Black: 2%
Total # of Students in TTO: 334	American Indian/Alaskan Native: 0%
	Hispanic: 85%
	Asian/Pacific Islander: 3%
	Multi-Race: 2%
	Free/Reduced Lunch: 100%

MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 6th Grade RIT Score (Fall 2019)				
Gray MAP Data*	N	TTO Average Fall 2018 RIT Score	TTO Average Winter 2019 RIT Score	TTO Average Fall to Winter Gain
All Students	156	222.04	226.37	4.32
6th Grade	60	215.23	220.58	5.35
7th Grade	62	224.94	229.13	4.19
8th Grade	34	228.79	231.53	2.74
Below Grade (Lower than Natl. Avg. RIT)	76	211.28	214.84	3.57
On/Above (At Natl. Avg. RIT or higher)	80	232.28	237.31	5.04
Special Education	28	216.00	221.29	5.29
English Language Learner	38	213.00	217.97	4.97

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

# NATHAN HALE JR. HIGH SCHOOL

## Tulsa Public Schools: 2019-2020 SY

Principal: <a href="#">Mark Cole</a>	DEMOGRAPHIC INFORMATION:
Initial Program Year: 2016-17	White: 18%
Grades Served: 7-8	Black: 18%
Total # of Students in TTO: 439	American Indian/Alaskan Native: 5%
	Hispanic: 49%
	Asian/Pacific Islander: 2%
	Multi-Race: 8%
	Free/Reduced Lunch: 83%

### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 7th Grade RIT Score (Fall 2019)	205.62	~2.5 years below grade		
Hale JHS MAP Data*	N	TTO Average Fall 2018 RIT Score	TTO Average Winter 2019 RIT Score	TTO Average Fall to Winter Gain
All Students	136	205.15	206.09	0.93
7th Grade	87	205.62	206.64	1.02
8th Grade	49	204.33	205.10	0.78
Below Grade (Lower than Natl. Avg. RIT)	132	204.33	205.16	0.83
On/Above (At Natl. Avg. RIT or higher)**	4	NA	NA	NA
Special Education	24	199.12	199.50	0.38
English Language Learner	36	201.33	201.08	-0.25

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*N too small after NWEA High Stakes filtering to report on this subgroup

# LEARN 6 CAMPUS IN NORTH CHICAGO

## LEARN Charter School Network: 2019-2020 SY

Principal:	DEMOGRAPHIC INFORMATION:
Initial Program Year: 2015-16	White: 4%
Grades Served: 5-8	Black: 31%
Total # of Students in TTO: 201	American Indian/Alaskan Native: 0%
	Hispanic: 58%
	Asian/Pacific Islander: 1%
	Multi-Race: 6%
	Free/Reduced Lunch: 67%

### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 5th Grade RIT Score (Fall 2019)	215.84	~1 year below grade		
Learn 6 MAP Data	N	TTO Average Fall 2019 RIT Score	TTO Average Winter 2020 RIT Score	TTO Average Fall to Winter Gain
All Students	86	222.17	225.20	3.02
5th Grade	31	215.84	221.45	5.61
6th Grade	23	218.00	220.48	2.48
7th Grade	17	234.35	235.18	0.82
8th Grade	15	227.87	228.87	1.00
Below Grade (Lower than Natl. Avg. RIT)	32	211.78	212.72	0.94
On/Above (At Natl. Avg. RIT or higher)	54	228.33	232.59	4.26
Special Education**	0	NA	NA	NA
English Language Learner**	0	NA	NA	NA

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*N too small after NWEA High Stakes filtering to report on this subgroup



# LEARN 10 CAMPUS IN NORTH CHICAGO

## LEARN Charter School Network: 2019-2020 SY

Principal: <b>Christian Cigan</b>	DEMOGRAPHIC INFORMATION:
Initial Program Year: 2019-20	White: 8%
Grades Served: 5-6	Black: 23%
Total # of Students in TTO: 44	American Indian/Alaskan Native: 3%
	Hispanic: 46%
	Asian/Pacific Islander: 3%
	Multi-Race: 17%
	Free/Reduced Lunch: 100%

### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 5th Grade RIT Score (Fall 2019)	208.18	on grade		
LEARN 10 MAP Data	N	TTO Average Fall 2019 RIT Score	TTO Average Winter 2020 RIT Score	TTO Average Fall to Winter Gain
All Students	26	208.19	211.38	3.19
5th Grade	17	208.18	212.47	4.29
6th Grade	9	208.22	209.33	1.11
Below Grade (Lower than Natl. Avg. RIT)	19	204.26	206.63	2.37
On/Above (At Natl. Avg. RIT or higher)**	7	218.86	224.29	5.43
Special Education**	0	NA	NA	NA
English Language Learner**	0	NA	NA	NA

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*N too small after NWEA High Stakes filtering to report on this subgroup

# MCLAIN HIGH SCHOOL

## Tulsa Public Schools: 2019-2020 SY

Principal: <b>John Williams</b>	DEMOGRAPHIC INFORMATION:
Initial Program Year: 2016-17	White: 7%
Grades Served: 9-12	Black: 46%
Total # of Students in TTO: 282	American Indian/Alaskan Native: 2%
	Hispanic: 42%
	Asian/Pacific Islander: 1%
	Multi-Race: 3%
	Free/Reduced Lunch: 89%

### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 9th Grade RIT Score (Fall 2018)	211.27	~4 years below grade		
Mclain MAP Data*	N	TTO Average Fall 2018 RIT Score	TTO Average Winter 2019 RIT Score	TTO Average Fall to Winter Gain
All Students	99	211.59	214.04	2.45
9th Grade	41	211.27	213.27	2.00
10th Grade	26	210.88	213.15	2.27
11th Grade	32	212.56	215.75	3.19
12th Grade	0	NA	NA	NA
Below Grade (Lower than Natl. Avg. RIT)	91	209.76	212.11	2.35
On/Above (At Natl. Avg. RIT or higher)	8	232.38	236.00	3.62
Special Education	26	208.85	211.04	2.19
English Language Learner	21	210.86	213.00	2.14

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

# MENDOTA JUNIOR HIGH SCHOOL

## Mendota Unified School District: 2019-2020 SY

Principal: <b>Randy Jarrett</b>	DEMOGRAPHIC INFORMATION:
Initial Program Year: 2017-18	White: 1%
Grades Served: 7-8	Black: 1%
Total # of Students in TTO: 177	American Indian/Alaskan Native: 0%
	Hispanic: 98%
	Asian/Pacific Islander: 0%
	Multi-Race: 0%
	Free/Reduced Lunch: 99%

### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 7th Grade RIT Score (Fall 2019)	203.53	~3 years below grade		
Mendota MAP Data	N	TTO Average Fall 2019 RIT Score	TTO Average Winter 2020 RIT Score	TTO Average Fall to Winter Gain
All Students	56	205.64	210.18	4.54
7th Grade	30	203.53	207.47	3.93
8th Grade	26	208.08	213.31	5.23
Below Grade (Lower than Natl. Avg. RIT)	55	205.38	209.78	4.40
On/Above (At Natl. Avg. RIT or higher)**	1	NA	NA	NA
Special Education**	1	NA	NA	NA
English Language Learner	33	202.06	206.45	4.39

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*N too small after NWEA High Stakes filtering to report on this subgroup

# MENDOTA HIGH SCHOOL

## Mendota Unified School District: 2019-2020 SY

Principal: <b>Travis Kirby</b>	DEMOGRAPHIC INFORMATION:
Initial Program Year: 2019-20	White: 0%
Grades Served: 9	Black: 0%
Total # of Students in TTO: 49	American Indian/Alaskan Native: 0%
	Hispanic: 100%
	Asian/Pacific Islander: 5% 0% 93%
	Multi-Race: 0%
	Free/Reduced Lunch: 100%

### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 9th Grade RIT Score (Fall 2019)	216.33	~3 years below grade		
Mendota MAP Data*	N	TTO Average Fall 2019 RIT Score	TTO Average Winter 2020 RIT Score	TTO Average Fall to Winter Gain
All Students	18	216.33	222.17	5.83
9th Grade	18	216.33	222.17	5.83
Below Grade (Lower than Natl. Avg. RIT)	15	216.53	219.00	2.47
On/Above (At Natl. Avg. RIT or higher)**	3	NA	NA	NA
Special Education**	0	NA	NA	NA
English Language Learner**	4	NA	NA	NA

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*N too small after NWEA High Stakes filtering to report on this subgroup



# MESA ALTA JUNIOR HIGH SCHOOL

## Bloomfield School District: 2019-2020 SY

Principal: <b>Elvira Crockett</b>	DEMOGRAPHIC INFORMATION:
Initial Program Year: 2017-18	White: 64%
Grades Served: 7-8	Black: 1%
Total # of Students in TTO: 401	American Indian/Alaskan Native: 34%
	Hispanic: 1%
	Asian/Pacific Islander: 0%
	Multi-Race: 0%
	Free/Reduced Lunch: 99%

### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 7th Grade RIT Score (Fall 2019)	213.53	~2 years below grade		
Mesa Alta MAP Data	N	TTO Average Fall 2019 RIT Score	TTO Average Winter 2020 RIT Score	TTO Average Fall to Winter Gain
All Students	175	216.83	219.49	2.66
7th Grade	88	213.53	216.12	2.59
8th Grade	87	220.16	222.89	2.72
Below Grade (Lower than Natl. Avg. RIT)	114	208.39	210.47	2.08
On/Above (At Natl. Avg. RIT or higher)	61	232.59	236.33	3.74
Special Education	47	213.62	216.77	3.15
English Language Learner	19	212.89	215.00	2.11

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

# MILDRED OSBORNE

## Arise Schools: 2019-2020 SY

Principal: <b>Jolene Galpin</b>	DEMOGRAPHIC INFORMATION:
Initial Program Year: 2019-20	White: 1%
Grades Served: 5-8	Black: 97%
Total # of Students in TTO: 266	American Indian/Alaskan Native: 0%
	Hispanic: 2%
	Asian/Pacific Islander: 0%
	Multi-Race: 0%
	Free/Reduced Lunch: 80%

### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 5th Grade RIT Score (Fall 2019)	199.28	~1 year below grade		
Mildred Osborne MAP Data	N	TTO Average Fall 2019 RIT Score	TTO Average Winter 2020 RIT Score	TTO Average Fall to Winter Gain
All Students	184	204.61	209.22	4.61
5th Grade	40	199.28	201.72	2.45
6th Grade	58	201.38	205.97	4.59
7th Grade	47	207.30	211.60	4.30
8th Grade	39	211.64	218.87	7.23
Below Grade (Lower than Natl. Avg. RIT)	158	201.40	205.58	4.18
On/Above (At Natl. Avg. RIT or higher)	26	224.12	231.31	7.19
Special Education	19	188.11	194.68	6.58
English Language Learner**	3	NA	NA	NA

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*N too small after NWEA High Stakes filtering to report on this subgroup

# MS 88 PETER ROUGET

## New York City Public Schools: 2019-2020 SY

Principal: <b>Ailene Mitchell</b>	DEMOGRAPHIC INFORMATION:
Initial Program Year: 2012-13	White: 10%
Grades Served: 6-8	Black: 12%
Total # of Students in TTO: 315	American Indian/Alaskan Native: 0%
	Hispanic: 59%
	Asian/Pacific Islander: 18%
	Multi-Race: 0%
	ELL: 14%
	Free/Reduced Lunch: 88%

### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 6th Grade RIT Score (Fall 2019)	222.12	~1 year above grade		
MS 88 MAP Data*	N	TTO Average Fall 2018 RIT Score	TTO Average Winter 2019 RIT Score	TTO Average Fall to Winter Gain
All Students	190	224.63	229.56	4.93
6th Grade	77	222.12	228.05	5.94
7th Grade	65	222.62	225.85	3.23
8th Grade	48	231.40	237.00	5.60
Below Grade (Lower than Natl. Avg. RIT)	62	210.87	212.98	2.11
On/Above (At Natl. Avg. RIT or higher)	128	231.30	237.59	6.29
Special Education	25	209.04	215.20	6.16
English Language Learner**	2	NA	NA	NA

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*N too small after NWEA High Stakes filtering to report on this subgroup

# NATHAN HALE MIDDLE SCHOOL

## Norwalk Public Schools: 2019-2020 SY

Principal: <b>Albert Sackey</b>	DEMOGRAPHIC INFORMATION:
Initial Program Year: 2016-17	White: 34%
Grades Served: 6-8	Black: 14%
Total # of Students in TTO: 531	American Indian/Alaskan Native: 1%
	Hispanic: 42%
	Asian/Pacific Islander: 4%
	Multi-Race: 5%
	Free/Reduced Lunch: 41%

### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 6th Grade RIT Score (Fall 2019)	216.07	on grade		
NHMS MAP Data*	N	TTO Average Fall 2018 RIT Score	TTO Average Winter 2019 RIT Score	TTO Average Fall to Winter Gain
All Students	205	220.62	222.47	1.85
6th Grade	90	216.07	217.98	1.91
7th Grade	68	224.62	226.81	2.19
8th Grade	47	223.55	224.81	1.26
Below Grade (Lower than Natl. Avg. RIT)	114	212.20	212.94	0.74
On/Above (At Natl. Avg. RIT or higher)	91	231.16	234.42	3.25
Special Education	18	206.06	206.56	0.50
English Language Learner**	3	NA	NA	NA

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*N too small after NWEA High Stakes filtering to report on this subgroup



# NORWALK HIGH SCHOOL

## Norwalk Public Schools: 2019-2020 SY

Principal: <b>Albert Sackey</b>	DEMOGRAPHIC INFORMATION:
Initial Program Year: 2018-19	White: 14%
Grades Served: 9	Black: 17%
Total # of Students in TTO: 43	American Indian/Alaskan Native: 0%
	Hispanic: 64%
	Asian/Pacific Islander: 0%
	Multi-Race: 6%
	Free/Reduced Lunch: 78%

### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 9th Grade RIT Score (Fall 2019)	221.14	~2 years below grade		
Norwalk HS MAP Data*	N	TTO Average Fall 2018 RIT Score	TTO Average Winter 2019 RIT Score	TTO Average Fall to Winter Gain
All Students	28	221.14	224.79	3.64
9th Grade	28	221.14	224.79	3.64
Below Grade (Lower than Natl. Avg. RIT)	25	220.16	223.32	3.16
On/Above (At Natl. Avg. RIT or higher)**	3	NA	NA	NA
Special Education**	1	NA	NA	NA
English Language Learner**	3	NA	NA	NA

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*N too small after NWEA High Stakes filtering to report on this subgroup

# PHOENIX INTERNATIONAL ACADEMY

## Phoenix International Academy: 2019-2020 SY

Principal:	DEMOGRAPHIC INFORMATION:
Initial Program Year: 2019-20	White: 10%
Grades Served: 4-8	Black: 21%
Total # of Students in TTO: 103	American Indian/Alaskan Native: 7%
	Hispanic: 61%
	Asian/Pacific Islander: 1%
	Multi-Race: 0%
	Free/Reduced Lunch: 100%

### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 4th Grade RIT Score (Fall 2019)	186.50	~1.5 years below grade		
Phoenix International Academy MAP Data*	N	TTO Average Fall 2019 RIT Score	TTO Average Winter 2020 RIT Score	TTO Average Fall to Winter Gain
All Students	58	201.52	205.76	4.24
4th Grade	6	186.50	191.67	5.17
5th Grade	15	190.40	192.80	2.40
6th Grade	14	198.79	203.57	4.79
7th Grade	11	214.55	218.55	4.00
8th Grade	12	214.17	219.83	5.67
Below Grade (Lower than Natl. Avg. RIT)	48	196.40	200.17	3.77
On/Above (At Natl. Avg. RIT or higher)	10	226.10	232.60	6.50
Special Education	7	181.29	183.71	2.43
English Language Learner**	0	NA	NA	NA

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*N too small after NWEA High Stakes filtering to report on this subgroup

# RANCHOS DE TAOS ELEMENTARY SCHOOL

## Taos Municipal Schools: 2019-2020 SY

Principal: <b>Lourdes Cordova</b>	DEMOGRAPHIC INFORMATION:
Initial Program Year: 2018-19	White: 3%
Grades Served: 5	Black: 0%
Total # of Students in TTO: 63	American Indian/Alaskan Native: 0%
	Hispanic: 97%
	Asian/Pacific Islander: 0%
	Multi-Race: 0%
	Free/Reduced Lunch: 100%

### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 5th Grade RIT Score (Fall 2019)	198.43	~1 year below grade		
Ranchos de Taos MAP Data*	N	TTO Average Fall 2019 RIT Score	TTO Average Winter 2020 RIT Score	TTO Average Fall to Winter Gain
All Students	30	198.43	204.03	5.60
5th Grade	30	198.43	204.03	5.60
Below Grade (Lower than Natl. Avg. RIT)	26	196.38	201.69	5.31
On/Above (At Natl. Avg. RIT or higher)**	4	NA	NA	NA
Special Education	10	194.00	199.10	5.10
English Language Learner**	4	NA	NA	NA

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*N too small after NWEA High Stakes filtering to report on this subgroup

# LEARN ROMANO BUTLER CAMPUS

## LEARN Charter School Network: 2019-2020 SY

Principal: <b>Robin Johnson</b>	DEMOGRAPHIC INFORMATION:
Initial Program Year: 2015-16	White: 0%
Grades Served: 5-8	Black: 100%
Total # of Students in TTO: 138	American Indian/Alaskan Native: 0%
	Hispanic: 0%
	Asian/Pacific Islander: 0%
	Multi-Race: 0%
	Free/Reduced Lunch: 96%

### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 6th Grade RIT Score (Fall 2019)	216.44	On grade		
Romano Butler MAP Data*	N	TTO Average Fall 2018 RIT Score	TTO Average Winter 2019 RIT Score	TTO Average Fall to Winter Gain
All Students	41	224.29	223.71	-0.59
6th Grade	16	216.44	216.25	-0.19
7th Grade	11	230.91	232.09	1.18
8th Grade	14	228.07	225.64	-2.43
Below Grade (Lower than Natl. Avg. RIT)	21	212.90	212.24	-0.67
On/Above (At Natl. Avg. RIT or higher)	20	236.25	235.75	-0.50
Special Education**	2	NA	NA	NA
English Language Learner**	0	NA	NA	NA

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*N too small after NWEA High Stakes filtering to report on this subgroup



# SACAJAWEA MIDDLE SCHOOL

## Federal Way Public Schools: 2019-2020 SY

Principal: <b>Dominique Dennis</b>	DEMOGRAPHIC INFORMATION:
Initial Program Year: 2019-20	White: 72%
Grades Served: 7	Black: 3%
Total # of Students in TTO: 120	American Indian/Alaskan Native: 1%
	Hispanic: 9%
	Asian/Pacific Islander: 2%
	Multi-Race: 13%
	Free/Reduced Lunch: 53%

### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 7th Grade RIT Score (Fall 2019)	215.21	~1 year below grade		
Sacajawea MAP Data	N	TTO Average Fall 2019 RIT Score	TTO Average Winter 2020 RIT Score	TTO Average Fall to Winter Gain
All Students	107	215.21	222.29	7.07
7th Grade	107	215.21	222.29	7.07
Below Grade (Lower than Natl. Avg. RIT)	65	205.34	210.45	5.11
On/Above (At Natl. Avg. RIT or higher)	42	230.50	240.62	10.12
Special Education**	0	NA	NA	NA
English Language Learner**	0	NA	NA	NA

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*N too small after NWEA High Stakes filtering to report on this subgroup

# SLAM NORTH MIAMI MIDDLE SCHOOL

## SLAM Charter Schools: 2019-2020 SY

Principal: <b>Edward Gorriz</b>	DEMOGRAPHIC INFORMATION:
Initial Program Year: 2018-19	White: 2%
Grades Served: 6-7	Black: 32%
Total # of Students in TTO: 147	American Indian/Alaskan Native: 0%
	Hispanic: 65%
	Asian/Pacific Islander: 0%
	Multi-Race: 1%
	Free/Reduced Lunch: 93%

### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 6th Grade RIT Score (Fall 2019)	217.00	On grade		
SLAM North Miami MAP Data*	N	TTO Average Fall 2018 RIT Score	TTO Average Winter 2019 RIT Score	TTO Average Fall to Winter Gain
All Students	81	217.37	221.30	3.93
6th Grade	45	217.00	221.78	4.78
7th Grade	36	217.83	220.69	2.86
Below Grade (Lower than Natl. Avg. RIT)	48	212.48	215.56	3.08
On/Above (At Natl. Avg. RIT or higher)	33	224.48	229.64	5.15
Special Education	5	222.20	226.00	3.80
English Language Learner	20	213.15	216.90	3.75

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

# SOMERSET ACADEMY

## Somerset Academy, Inc.: 2019-2020 SY

Principal: <b>Athena Guillen</b>	DEMOGRAPHIC INFORMATION:
Initial Program Year: 2018-19	White: 2%
Grades Served: 8th	Black: 81%
Total # of Students in TTO: 54	American Indian/Alaskan Native: 0%
	Hispanic: 14%
	Asian/Pacific Islander: 3%
	Multi-Race: 0%
	Free/Reduced Lunch: 0%

### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 8th Grade RIT Score (Fall 2019)	211.83	~3 years below grade		
Somerset MAP Data*	N	TTO Average Fall 2018 RIT Score	TTO Average Winter 2019 RIT Score	TTO Average Fall to Winter Gain
All Students	18	211.83	217.94	6.11
8th Grade	18	211.83	217.94	6.11
Below Grade (Lower than Natl. Avg. RIT)	14	208.07	213.50	5.43
On/Above (At Natl. Avg. RIT or higher)**	4	NA	NA	NA
Special Education**	3	NA	NA	NA
English Language Learner**	0	NA	NA	NA

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*N too small after NWEA High Stakes filtering to report on this subgroup

# TAOS MIDDLE SCHOOL

## Taos Municipal Schools: 2019-2020 SY

Principal: <b>Alfred Cordova</b>	DEMOGRAPHIC INFORMATION:
Initial Program Year: 2017-18	White: 15%
Grades Served: 6-8	Black: 1%
Total # of Students in TTO: 475	American Indian/Alaskan Native: 8%
	Hispanic: 73%
	Asian/Pacific Islander: 1%
	Multi-Race: 2%
	Free/Reduced Lunch: 100%

### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 6th Grade RIT Score (Fall 2019)	210.67	~1 year below grade		
Taos Middle School MAP Data*	N	TTO Average Fall 2019 RIT Score	TTO Average Winter 2020 RIT Score	TTO Average Fall to Winter Gain
All Students	157	213.78	215.52	1.73
6th Grade	58	210.67	213.24	2.57
7th Grade	63	214.52	215.81	1.29
8th Grade	31	212.90	213.90	1.00
9th Grade	5	246.00	248.20	2.20
Below Grade (Lower than Natl. Avg. RIT)	118	208.53	209.77	1.24
On/Above (At Natl. Avg. RIT or higher)	39	229.67	232.90	3.23
Special Education**	0	NA	NA	NA
English Language Learner	11	192.91	196.18	3.27

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*N too small after NWEA High Stakes filtering to report on this subgroup



# DANIEL WEBSTER MIDDLE SCHOOL

## Tulsa Public Schools: 2019-2020 SY

Principal: <b>Michelle Brown</b>	DEMOGRAPHIC INFORMATION:
Initial Program Year: 2017-18	White: 33%
Grades Served: 6	Black: 21%
Total # of Students in TTO: 110	American Indian/Alaskan Native: 7%
	Hispanic: 18%
	Asian/Pacific Islander: 6%
	Multi-Race: 16%
	Free/Reduced Lunch: 97%

### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 6th Grade RIT Score (Fall 2019)	204.75	~1.5 year below grade		
Webster MAP Data*	N	TTO Average Fall 2018 RIT Score	TTO Average Winter 2019 RIT Score	TTO Average Fall to Winter Gain
All Students	69	204.75	208.45	3.70
6th Grade	69	204.75	208.45	3.70
Below Grade (Lower than Natl. Avg. RIT)	62	202.89	206.23	3.34
On/Above (At Natl. Avg. RIT or higher)	7	221.29	228.14	6.86
Special Education	5	200.20	204.60	4.40
English Language Learner	6	203.50	205.67	2.17

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

# WILSON & YOUNG MIDDLE SCHOOL

## Ector County Independent School District: 2019-2020 SY

Principal: <b>Anthony Garcia</b>	DEMOGRAPHIC INFORMATION:
Initial Program Year: 2019-20	White: 24%
Grades Served: 6	Black: 7%
Total # of Students in TTO: 413	American Indian/Alaskan Native: 0%
	Hispanic: 67%
	Asian/Pacific Islander: 1%
	Multi-Race: 1%
	Free/Reduced Lunch: 46%

### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 6th Grade RIT Score (Fall 2019)	208.85	~1 year below grade		
Wilson & Young MAP Data*	N	TTO Average Fall 2019 RIT Score	TTO Average Winter 2020 RIT Score	TTO Average Fall to Winter Gain
All Students	208	208.85	212.10	3.25
6th Grade	208	208.85	212.10	3.25
Below Grade (Lower than Natl. Avg. RIT)	155	204.28	206.86	2.59
On/Above (At Natl. Avg. RIT or higher)	53	222.23	227.42	5.19
Special Education	6	192.17	195.33	3.17
English Language Learner	21	212.52	217.57	5.05

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

# WOODMONT MIDDLE SCHOOL

## Federal Way Public Schools: 2019-2020 SY

Principal: <b>Jordanne Nevin</b>	DEMOGRAPHIC INFORMATION:***
Initial Program Year: 2019-20	White: 25%
Grades Served: 6-8	Black: 16%
Total # of Students in TTO: 66	American Indian/Alaskan Native: 3%
	Hispanic: 30%
	Asian/Pacific Islander: 14%
	Multi-Race: 13%
	Free/Reduced Lunch: 57%
	***Publicly Reported Data

### MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 5th Grade RIT Score (Fall 2019)	213.13	~.5 year below grade		
Woodmont MAP Data*	N	TTO Average Fall 2019 RIT Score	TTO Average Winter 2020 RIT Score	TTO Average Fall to Winter Gain
All Students	58	214.95	221.52	6.57
6th Grade	23	213.13	219.65	6.52
7th Grade	15	217.60	223.33	5.73
8th Grade	20	215.05	222.30	7.25
Below Grade (Lower than Natl. Avg. RIT)	32	204.16	210.97	6.81
On/Above (At Natl. Avg. RIT or higher)	26	228.23	234.50	6.27
Special Education**	0	NA	NA	NA
English Language Learner**	0	NA	NA	NA

\*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: <https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth>.

\*\*N too small after NWEA High Stakes filtering to report on this subgroup



# APPENDIX B: NWEA NORMS FOR 2011 AND 2015

The following Measures of Academic Progress (MAP) math growth results use national grade level growth norms, from both 2011 and 2015 norming studies, as a comparison.

## 2011 Student Mathematics Growth Norms

Fall Status			Growth from Fall to:						
			Winter		Spring		Fall of next grade		
Grade	Mean	sd	Mean	sd	Mean	sd	Mean	sd	N
K	143.7	11.88	7.7	5.35	16.0	8.24	19.0	10.7	20,203
1	162.8	13.57	9.5	5.02	15.9	6.85	15.3	8.72	20,041
2	178.2	12.97	7.4	5.05	13.2	6.61	14.0	8.21	20,272
3	192.1	12.58	6.4	4.86	11.0	6.10	11.6	7.41	20,294
4	203.8	13.11	4.9	4.79	8.7	5.91	9.2	7.11	20,354
5	212.9	14.18	4.9	4.81	8.1	5.99	7.6	7.22	20,356
6	219.6	15.37	3.2	4.86	6.0	6.11	6.3	7.41	20,312
7	225.6	16.79	2.5	4.84	4.9	6.05	5.6	7.33	20,263
8	230.2	17.04	2.5	4.97	4.3	6.42	4.3	7.90	20,322
9	233.8	17.65	2.0	5.30	2.2	7.27	2.5	9.21	20,259
10	234.2	18.63	2.0	5.57	2.4	7.93	2.8	10.19	20,190
11	236.0	19.63							38,334

## 2015 Student Mathematics Growth Norms

Current Fall			To Winter		To Spring		To Next Fall	
Grade	Mean	sd	Mean	sd	Mean	sd	Mean	sd
K	140.04	15.06	11.43	5.56	19.10	7.59	24.02	9.14
1	162.42	12.87	11.43	5.50	18.40	7.45	14.59	8.12
2	176.90	13.22	9.5	5.35	15.21	7.11	13.23	7.04
3	190.40	13.10	7.81	5.08	12.99	6.47	11.36	6.41
4	201.94	13.76	6.77	5.05	11.55	6.41	9.89	6.12
5	211.44	14.68	5.79	5.22	9.92	6.80	5.99	6.50
6	217.62	15.53	4.44	5.20	7.71	6.75	6.70	6.67
7	222.65	16.59	3.47	5.11	5.95	6.55	5.47	6.26
8	226.30	17.85	2.85	5.59	4.63	7.66	3.96	7.16
9	230.27	18.13	1.96	5.81	3.13	8.15	2.40	7.38
10	230.06	19.60	1.46	6.18	2.31	8.92	2.00	7.76

# APPENDIX C: AUDITED FY20 FINANCIALS

Ending June 30, 2020 Fiscal Year 2020 Financial Snapshot

## SUPPORT AND REVENUE

Individuals	\$4,003,586
Foundations & Corp.	\$15,518,224
Program Services Fee	\$2,133,224
Contributed Services	\$275,580
Other Revenue	\$15,377
<b>Total Revenue</b>	<b>\$21,945,991</b>

## EXPENSES

Program Services	\$11,989,518
Management and General	\$2,154,411
Fundraising	\$921,390
<b>Total Expenses</b>	<b>\$15,065,319</b>
Change in Net Assets	\$6,880,672

