

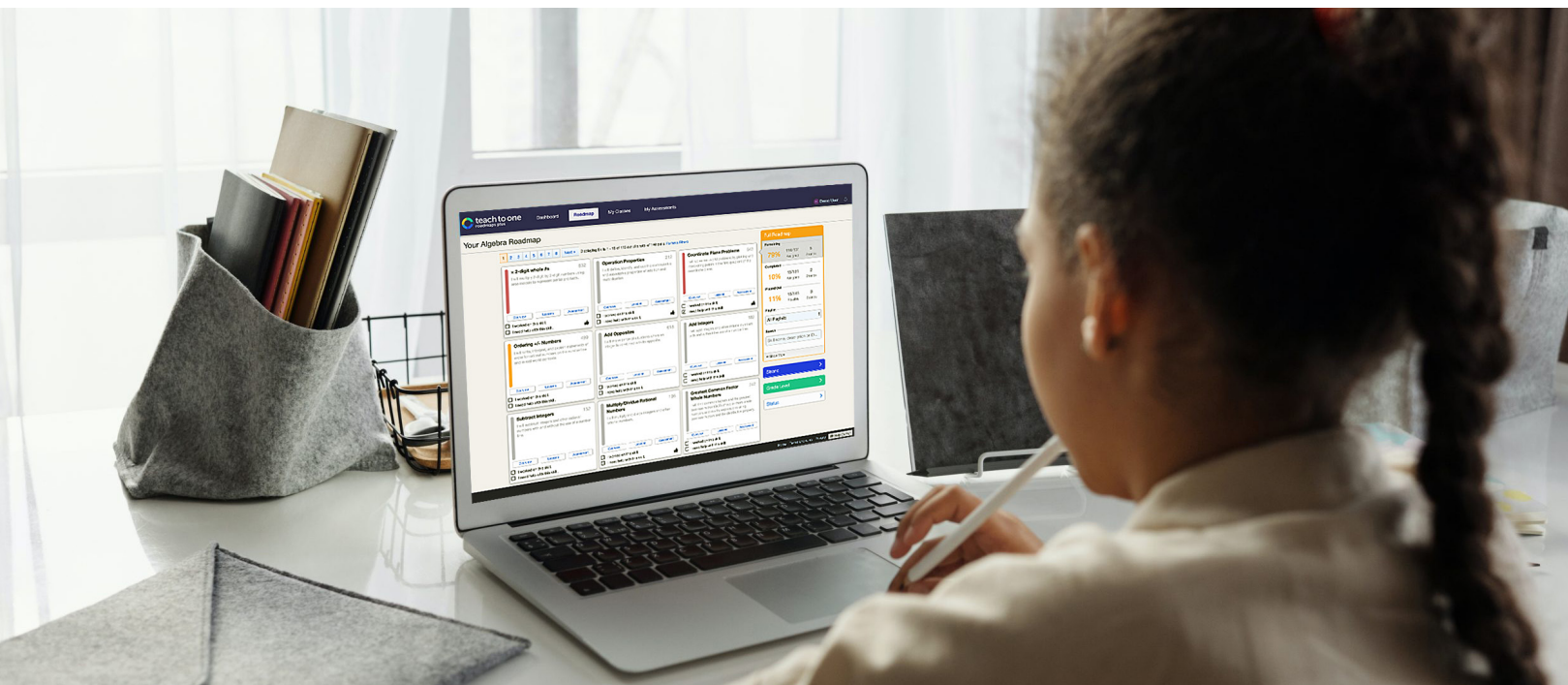
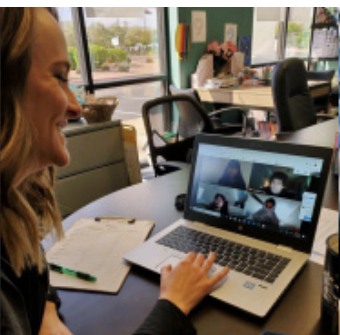
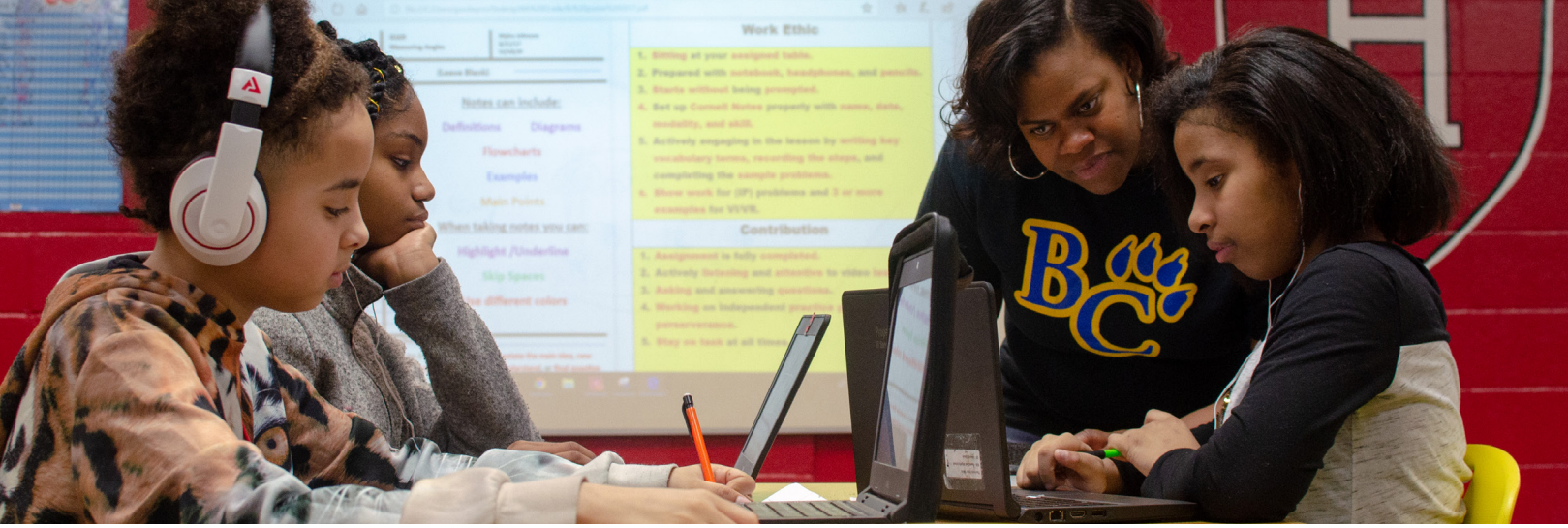


New Classrooms

Innovation Partners for Learning

2021-
2022

ANNUAL
REPORT



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CO-FOUNDER'S LETTER

Dear Friends and Supporters,

Ever since our founding in 2011, New Classrooms has sought to reimagine the one-size-fits-all model of education, which has failed too many students for too long. In our determination to find a better way, our journey has touched down in nearly every state in America, serving students and schools across the biggest cities and smallest towns.

We've seen the transformative impact that's possible in schools that truly serve every student's unique needs and strengths. One of the students you'll read about in this report, Nina, was getting stuck on a few key concepts and falling further behind in sixth grade. A strategy called tailored acceleration got her back on track, and, soon, she flourished.

We have also seen how policies are creating spaces for equitable, personalized, competency-based learning. More states and organizations are collaborating to establish models such as Math Innovation Zones that integrate innovative assessment design, flexibility, and next generation approaches to accountability.

As an organization, we have also seen significant changes in recent years. The pandemic pushed us to reimagine how best to support schools. In 2020, we developed and launched *Teach to One Roadmaps*, a new learning solution you can learn more about in the pages that follow.

The pandemic presented particularly challenging times. In early 2022, we made a difficult decision to pause our *Teach to One 360* model, which has been the school-based flagship offering for much of New Classrooms' history.

As an organization, we strive to continue researching and developing new math learning solutions for students. We are committed to investing in R&D to advance knowledge and insights to the benefit of all students, educators, parents, and those in the research community.

More challenges lay ahead, but none is as great as the need to disrupt the century-old factory model of education. We will not stop fighting to dismantle these one-size-fits-all barriers until every student has access to an education that prepares them for lifelong learning and success. We hope to impart some of these insights from school years 2020-2021 and 2021-2022 in the pages that follow.



Joel Rose,
CEO of New Classrooms



Chris Rush,
Co-Founder & Chief Program Officer

WHY WE EXIST: OUR HISTORY

New Classrooms was founded in 2011 by the team behind School of One, a concept first developed within the New York City Department of Education. Co-founders Joel Rose and Chris Rush launched School of One in 2009 as a first-of-its-kind learning model, which integrated live, online, and collaborative learning environments to meet the unique needs of each learner each day. TIME Magazine named it One of the Best Inventions of the year in 2009.

After successful implementations and promising results, New Classrooms launched its flagship learning model, *Teach to One: Math*, in Washington, DC and Chicago, followed shortly by New York City. For the next 10 years, the New Classrooms team continuously refined and improved *Teach to One*, growing school and district partnerships across the country. In total, our learning solutions have served 75,000 students in 41 states.

In 2020, New Classrooms developed and launched a new offering, *Teach to One Roadmaps*, which provides tailored acceleration and learning solutions. In addition, New Classrooms has expanded its policy footprint as a strong voice in the movement to create policies that dismantle the century-old learning model.



BEYOND THE FACTORY MODEL

Our mission 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.

WHAT WE DO: SOLUTION DEVELOPMENT

We advocate for innovations that systematically reimagine the traditional school model and develop solutions that provide each and every student with learning experiences that are tailored to their unique strengths and needs.

THE SHIFT TO TAILORED ACCELERATION

In this annual report, we will explore our work through the lens of tailored acceleration, which is described in depth in our 2020 report *Solving the Iceberg Problem: Addressing Learning Loss in Middle School Math through Tailored Acceleration*.

INTRODUCTION

In math, students are generally taught skills that correspond to their enrolled grade-level, regardless of where they are starting from. Learning math is cumulative, so when a student falls behind, misses out on key skills, or never fully grasps the concept they are at risk of falling even further behind. Unfinished learning accumulates, often in ways that are hidden or obscured in a traditional standardized school (*The Iceberg Problem, 2019*).

To overcome these challenges, New Classrooms develops learning solutions to help students experience tailored acceleration. Tailored Acceleration allows students to follow a pathway created just for them — a unique blend of on-grade skills and building blocks from previous years.

INNOVATIVE LEARNING MODELS: REFINING AND EXPANDING THE *TEACH TO ONE* MODEL



Teach to One 360

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.

Teach to One 360 is a comprehensive learning model that enables tailored acceleration. Integrating multiple learning modalities (live, online, and collaborative), *Teach to One 360's* daily scheduling algorithm continually regroups students who have a common need.

In Arizona, for example, it helped 12-year-old Nina Mones, who struggled in her math class in the sixth grade. As featured in *The New York Times*, her school, the Phoenix International Academy, brought in *Teach to One 360* and Nina flourished.

"I'm in between seventh- and eighth-grade math now," she said, proudly. "It gave me more confidence in myself."



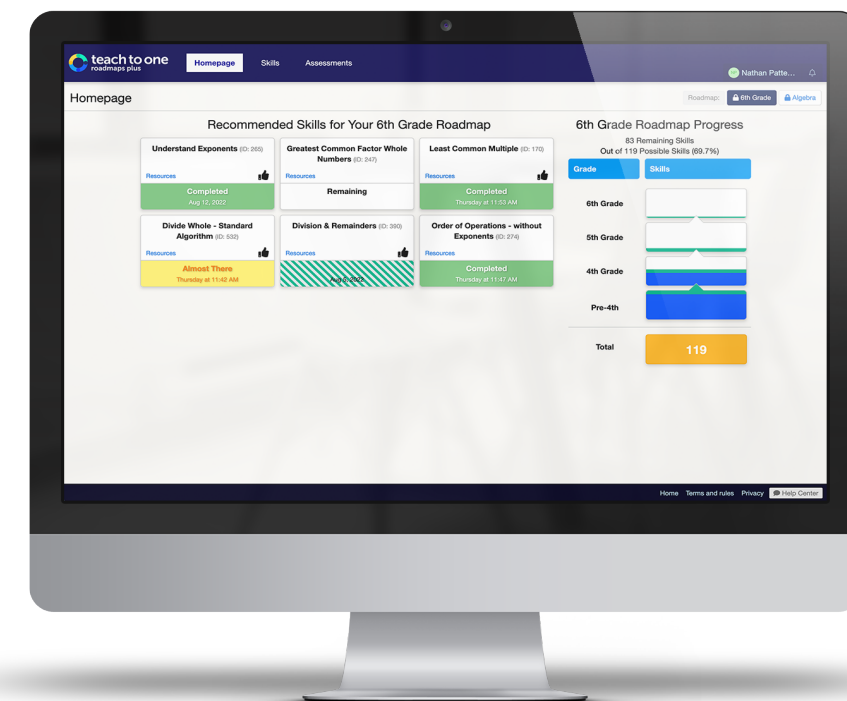
Teach to One Roadmaps

Throughout the pandemic, we aimed to support two critical missions: The school-based need to support teachers and students with tailored learning experiences and the need to develop a solution for high-quality remote learning.

In September 2020, we launched *Teach to One Roadmaps (Roadmaps)* to help each student reach grade-level proficiency quickly. Adapted from *Teach to One 360*, *Roadmaps* provided teachers and families with access to personalized resources in response to challenging times. Tailored acceleration is a guiding principle in the development of *Roadmaps*.

A PARTNERSHIP IN PRECISION AND GROWTH

In October 2020, New Classrooms and NWEA teamed up to enhance the *Teach to One Roadmaps* solution. The partnership combined Teach to One's data-driven R&D capabilities with NWEA's signature MAP Growth assessment, "so teachers can quickly and effectively tailor learning experiences for students to achieve grade-level proficiency," said Chris Minnich, CEO of NWEA.



"We need to go beyond just assessing students' skill levels and help put data into action for educators."

Chris Minnich,
CEO of NWEA



KEY HIGHLIGHTS & ACCOMPLISHMENTS

The pandemic created new challenges and disruptions, all of which have deepened and exacerbated unfinished learning. At New Classrooms, our operational and academic teams continued to support partner schools and districts.

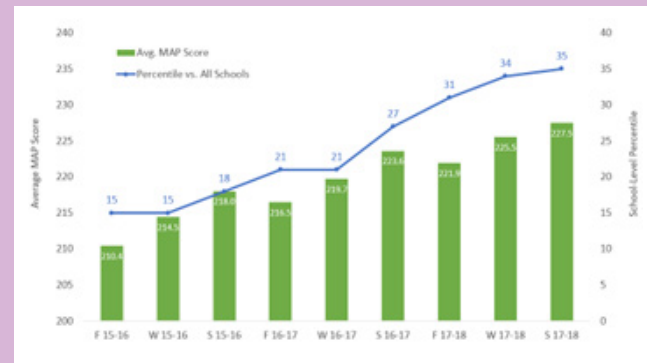
MEASURING GROWTH DURING A PANDEMIC

The 2020-2021 and 2021-2022 school years disrupted every school's ability to collect assessment data from students. The pandemic inhibited state assessment policies and data collection on a large scale. Due to these challenges, our partner schools administered end-of-year state assessments on grade level standards that produced limited or incomplete results.

For a data-driven organization whose learning model is built on technology that assesses every student every day, it was difficult not being able to reliably evaluate our impact. In previous years, students across the *Teach to One* portfolio, especially long-term partner schools, saw substantial learning gains. For schools with growth-aligned accountability measures, the gains were even larger.

A PROVEN APPROACH

Students in 14 schools that operated the program for three years saw 23% more learning gains than students nationally, based on the NWEA MAP test. Students grew even more — 53% above the national average — in schools with growth-aligned accountability measures.



“IT GAVE ME MORE CONFIDENCE.” THE STUDENT IMPACT OF TAILORED ACCELERATION

The New York Times
By Janet Morrissey | Sept. 29, 2020



When 12-year-old Nina Mones was in sixth grade last year, she struggled to keep up with her math class, getting stuck on improper fractions. And as the teacher pushed ahead with new lessons, she fell further and further behind.

Then in the fall of 2019, her charter school, the Phoenix International Academy in Phoenix, brought in a program called *Teach to One 360*, which uses computer algorithms and machine learning to offer daily math instruction tailored to each student. Nina, now in seventh grade, flourished.

“I’m in between seventh- and eighth-grade math now,” she said, proudly. “It gave me more confidence in myself.” And when the coronavirus shutdown occurred, she said, her studies continued uninterrupted, thanks to the program’s online portal.

[This excerpt is featured in a *The New York Times* article. The full article is available online.]

PARTNER SPOTLIGHT:

ASU Prep South Phoenix is part of the ASU Preparatory Academy, an innovative network of public PreK through 12 charter schools serving more than 2,800 students across four campuses. The network is chartered by Arizona State University, which is nationally recognized for its innovative approaches to education.



One Year Later: “You can’t teach in a silo.”

A full year after schools closed due to COVID-19, Felicia Oliver, a veteran math teacher at ASU Prep South Phoenix, says that not being able to collaborate in person has been among what she misses most about the *Teach to One 360* program.

“You can’t teach in a silo,” says Oliver, who as ASU Prep’s *Teach to One 360* math director helped oversee her school’s rapid transition to remote learning. The collaborative teaching practice that is built into the *Teach To One 360* model, she says, is a cherished routine for her team. “You have to talk and bounce ideas off one another on how to help students.”

During such a disruptive school year, Oliver credits her math co-teachers, Michael Spindell and Blake Arnold, for their embrace of personalized learning, which has allowed them to adapt their lesson planning, delivery, and engagement strategies to the virtual environment.

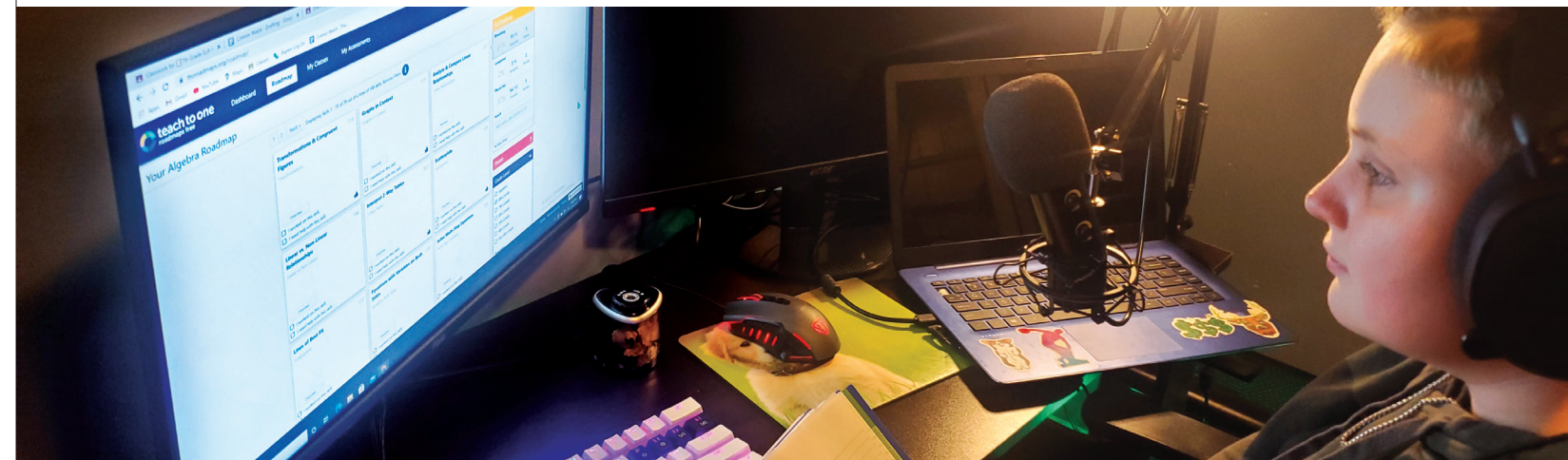
“Personalization is essential to creating an equitable classroom,” says Oliver. “Each student is unique and as a teacher, *Teach to One* gives me the tools to facilitate learning and adjust to the needs of the student.”

“The tools that *Teach to One* have provided have really helped us assess unfinished learning and determine where to go next.”

Grace Bailey
Memphis Scholars

“It’s been a life saver for our school because it really helped us close the gap and fill the gaps that students have as they move up to middle school.”

Teryn Kim,
William Gray Elementary
School (Chicago)





LEADING THE CONVERSATION

HEADLINES

Texas Education Agency Selects *Teach to One* for Math Innovation Zones Initiative

In July 2020, *Teach to One 360* was selected by the Texas Education Agency (TEA) to support the state’s Math Innovation Zone (MIZ) initiative, a first-of-its-kind statewide initiative aimed at creating space for innovative schools to meet the unique learning needs of their students.

The 74:

New Classrooms is providing personalized road maps of skills for parents

NCLD Names *Teach to One* A “Promising Practice”

A National Center for Learning Disabilities (NCLD) report featured *Teach to One 360* and its “holistic math instructional model” as one of its “promising practices” to promote tailored acceleration for students with disabilities.

EdCuration Podcast

“If we can demonstrate the power of innovative learning models in math, our hope is that will catalyze other innovative learning models in other subjects and other grades – maybe even math. If organizations and companies create innovative learning models that are more impactful than the one that we’ve created, we’re happy to go out of business. As an organization, we are just trying to spur the development of innovative approaches to learning.” – Joel Rose

The74: The Transition From Remote Learning to In-person Classes.

“Around the country I’m hearing about more states, and more districts, that are really integrating innovation into their core strategy. They’re saying, ‘Look, remote learning didn’t work for everyone, but it did work for some kids.’ And the question is, ‘What can we learn from those experiences for when kids come back?’ – Joel Rose

Six Lessons for Tailored Acceleration

Tailored acceleration might seem like a new idea, but CEO Joel Rose writes that New Classrooms has been working to strategically integrate pre-, on-, and post-grade skills to get students to proficiency for more than a decade. In *Education Next*, he shares six lessons for addressing significant learning loss in mathematics.



Unfinished Learning:

Accumulation of unfinished learning from prior grades must be addressed comprehensively.



Pre-grade Precision:

With diagnostic tools like Roadmaps, it’s not necessary to address every pre-grade gap.



Prioritizing Growth:

Schools that configured *Teach to One* to prioritize student-centered learning saw the strongest gains.



Human-centered Technology:

Schools can tailor math instruction in unprecedented ways, but teachers still play a leading role.



Playing the Long Game:

Teachers can’t cover grade-level material and address pre-grade gaps without an infusion of instructional time or a multi-year approach.



Innovative Policies:

A multi-year approach to proficiency requires supportive policies that rethink the fundamental tenets of age-graded instruction.

The 74: What is the best way to support acceleration in mathematics?

Joel Rose writes about the ‘unintentional experience’ that informed New Classrooms’ strategy for addressing learning loss.

The Hill: Federal education policies will trigger a second wave of learning loss

“The American Recovery Act includes billions to address learning loss, but no matter how much money is available, addressing this challenge in the context of grade-level instruction is much easier said than done. When schools fully reopen in the fall, the seventh grade teacher will still be charged with using a seventh grade textbook to teach seventh grade students seventh grade material, and held accountable for results on the seventh grade state test.

How exactly do we expect teachers to both cover grade-level material and address learning gaps unique to each student that can go back multiple years?

Teachers are heroes, but they are not magicians.”

Fordham Institute: The unanticipated benefit of the “Colorado Compromise”: Time to address learning loss

“Pandemic-related learning losses have only made this problem more acute. But they’ve also created new public will for solutions to this challenge. The question remains, as ever: How do schools balance the aspiration to focus on grade-level content with the reality of where students are truly starting from?”

WHAT WE DO: POLICY & ADVOCACY

For more than 100 years schooling has consisted of one teacher and 30 or so same-aged students all learning the same thing at the same time. Efforts to improve student outcomes, whether based on the adoption of standards, improved teacher quality, the use of assessment and accountability, or other approaches, have left the current educational delivery model largely untouched.

CREATING SPACE IN POLICY

Long-standing policies around grade-level focused summative assessments and textbook procurement are examples of key barriers that discourage schools from embracing more innovative approaches to instruction.

We advocate for federal and state policies that create the conditions for forward-leaning schools to challenge existing norms and embrace the emergence of innovative solutions.

POLICY AGENDA

Advancing a Vision for Student-Centered Assessment, Accountability, & New Learning Models

	Federal Priorities	State Policy Priorities
INNOVATIVE MODELS	<p>Targeted investments that fund the development and adoption of innovative learning models.</p> <p>Revise policies to create the space for innovative learning models to emerge.</p>	<p>Launch innovation zones and other viable pathways to promote the demand for innovative learning models.</p> <p>Promote state curriculum adoptions that support innovative solutions, including innovative learning models, that integrate precise diagnostics and embedded assessment.</p>
INNOVATIVE ASSESSMENTS	<p>Amend the Innovative Assessment Demonstration Authority (IADA) to create the space for innovative learning models.</p> <p>Fully fund IADA to encourage assessments aligned to curriculum embedded, student-centered learning models.</p> <p>Life the cap on IADA to support assessments aligned to innovative learning models.</p>	<p>Build alternative forms of innovative, mastery-based summative assessment.</p> <p>Apply to an amended IADA.</p>
INNOVATIVE ACCOUNTABILITY	<p>Modify ESSA to allow states to develop innovative accountability pilots to complement innovative assessments.</p> <p>Approve state ESSA plans that weigh key transition points more heavily</p>	<p>Design next generation accountability that incorporates innovative learning models</p> <p>Modify state ESSA plans to incorporate multi-year growth metrics in school rating systems.</p>

SOLVING THE ICEBERG PROBLEM

Addressing Learning Loss in Middle School Math through Tailored Acceleration

Removing barriers to innovation, by directly addressing policies that undermine impact, has continued to be a cornerstone of our work. In recent years we have focused on launching statewide Math Innovation Zones, building multi-state coalitions and advancing actionable policy recommendations. Many of these recommendations were first established in Solving the Iceberg Problem: Addressing Learning Loss in Middle School Math through Tailored Acceleration. The report outlines how education leaders and teachers can address significant student learning loss in middle-school math in five fundamental ways.

TRADITIONAL APPROACH

Teachers focus on grade-level skills.

Instruction is aimed at enabling students to achieve grade-level proficiency within one school year.

Coverage of grade-level curriculum is paramount.

Growth reflects changes in performance relative to grade-level skills.

Classroom teachers instruct students on the same skill at the same time.

TAILORED ACCELERATION

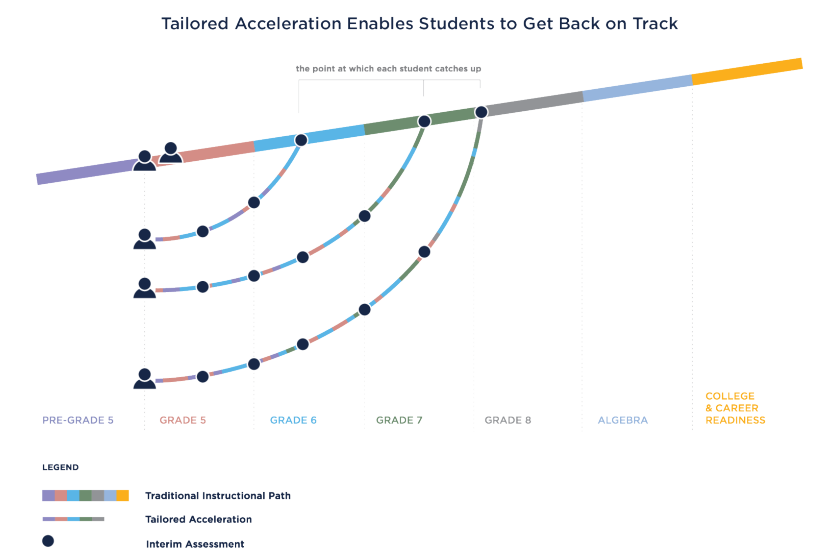
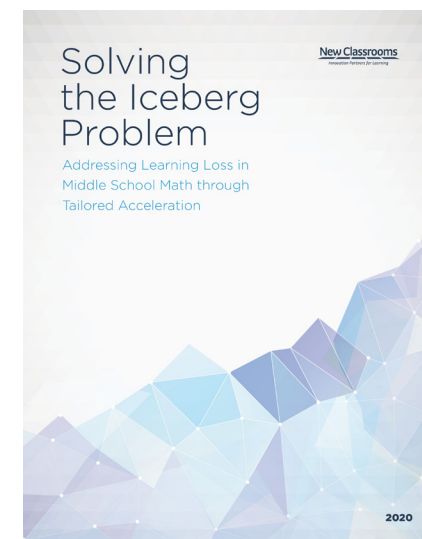
Teachers focus on a strategic mix of pre-, on-, and post-grade skills.

For some students (especially post COVID-19), achieving grade-level proficiency will require learning pathways that span more than one year.

Student mastery of essential skills is paramount.

Growth reflects progress on essential pre-, on-, and post-grade level skills.

Classroom teachers enable multiple instructional modalities so that teach student can focus on the skills needed to accelerate.



TO MEANINGFULLY ADDRESS LEARNING LOSS, SCHOOLS MUST USE FEDERAL FUNDS TO REFORM

By Michael Watson, VP of Policy & Advocacy at New Classrooms

[Below is an excerpt from an op-ed published in May 2021 in the wake of the Biden Administration's passage of the American Rescue Plan, which allocates more than \$120 billion to schools.]

During my tenure as a chief academic officer in Delaware, I had the opportunity to work with an infusion of federal dollars as one of the first two states to win the Race to the Top initiative. The top takeaway: Rather than purchasing tools, textbooks or off-the-shelf programs, what had the greatest impact for students and families was investing in building systems to support the state's boldest education initiatives — from reforming Delaware's career pathways to advancing the First State's college and career readiness agenda.

So how should the ARP funds be spent? The mandate requires a multi-faceted agenda, including critical interventions that focus on reopening schools and keeping them open, and others that will aim to provide tutoring, extend instructional time or lengthen the academic year. Importantly, there are funds set up specifically to meet the academic, social and emotional needs of students and families who have been hit hardest by the pandemic.

But unless we build systems that can reform the century-old learning model that has been failing students since well before the pandemic, these interventions will prove to be insufficient. To achieve long-term results for students, we need comprehensive reform of how school works.

One thoughtful example of a state-led effort to reimagine schools and solve unfinished learning is the Innovation Zone initiative in Texas. Rather than invest in off-the-shelf solutions, the Texas Education Agency has built a comprehensive system to address learning loss that predates the pandemic. Instead of being focused on one-size-fits-all assessment and accountability policies, Texas' Innovation Zones are student-centered, providing participating districts and schools with flexibility in how they measure learning growth.



This gives educators the time and space to address each individual student's unfinished learning. Simultaneously, the Innovation Zone system's utilization of innovative model providers sets up a shared accountability system that ensures schools and its third-party partners are laser-focused on achieving meaningful learning outcomes for students.

What are some other hallmarks of this systems-building approach? For one, states must play a leading role in how student growth is monitored over time. That allows them to hold providers accountable — a game-changer and the harbinger for a new, more effective accountability system.

For other states, using ARP funds to adopt Innovation Zones can allow the introduction of new personalized learning mechanisms for students and the development of shared accountability for results as part of a broader statewide strategy. This personalized approach enables the state to play a significant role in ensuring all students reach college- and career-readiness, but without the limitations of a grade-level structure. In short, Innovation Zones provide a framework for state policymakers to support schools in an environment designed to meet each student's unique needs.



OUR TEAM

WHO WE ARE

Our team possesses a collective 300+ years of teaching experience, and many of our leaders previously served in key roles in leading educational and technology-based organizations.

JOEL ROSE
Co-Founder and Chief Executive Officer

CHRIS RUSH
Co-Founder and Chief Program Officer

JASON SCHMIDT
Chief Financial Officer

BETH COHEN
Vice President of External Relations

JODI ANN MASTRONARDI
Senior Director of Human Resources and Operations

CHRISTINE SARGENT
Vice President of Program Delivery

MICHAEL WATSON
Vice President of Policy and Advocacy

MATTHEW PETERSEN
Vice President of Academic Innovation and Performance

JESSICA LICATA
Senior Director of Portfolio Division

KAREN LEFEVER
Vice President of Partnerships



Co-Founder Chris Rush Selected to Serve as U.S. Department of Education's Director of Educational Technology

national crisis, Chris has agreed to serve as the Director of Educational Technology at the U.S. Department of Education with a critical focus on reimagining the role of technology and innovation in teaching and learning as we move towards a post-pandemic world.

We are incredibly proud of the work Chris has led over the last decade, and are gratified that his accomplishments have been recognized at the most senior levels of government. Chris' decade-long focus on the intersection of innovative program design, school implementation, and student acceleration makes him uniquely qualified to serve this tour of duty. He will now have the opportunity to play a key role in shaping a federal agenda that empowers teachers, advances educational equity, and supports our nation's educational recovery efforts more broadly.

In May 2021, our co-founder and friend, Chris Rush, was selected by the Biden Administration to serve in the U.S. Department of Education as Director of Educational Technology. Here is an excerpt from a message that Co-Founder Joel Rose shared with friends and supporters.

This is a unique time in our nation's history as school communities and families grapple with how to address profound losses in learning and stark inequities in remote learning due to the pandemic. During this challenging moment of

MEET OUR TEAM



Rosa Pynes, Site Operations Manager

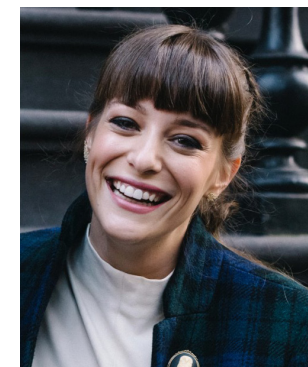
My own experience in school encouraged me to pursue teaching post graduation. As an English language learner myself, I really struggled at school for the first couple of years — I moved to the US when I was 9 years old.

I then transitioned to New Classrooms as Site Operations Manager, where I am able to use my teaching background to help teachers think through any challenges they come across when implementing the program and beyond.

I think that *Teach to One* makes teaching math way more sustainable for teachers. The fact that *Teach to One* groups students, gives immediate data and provides teachers with resources for their lessons really allows teachers to be more impactful and intentional.

Matt Driscoll, Partnerships Associate

I work on our Partnerships team helping bring solutions to schools across the country. Having worked with *Teach to One* as a leader with my teachers, I saw just how much the program can help students grow and help teachers do their jobs more effectively. Because of this I wanted to spread the transformational power of *Teach to One* to more schools across the country.



Rachael Ugglia, Director of Structural Model Design

I am a Director of Structural Model Design, where I work on projects to design our new products with a special eye to the teacher and student experiences of using them. After leaving the classroom, I wanted to continue working in schools and looked for an opportunity where I could do that but explore other ways to support students. The combination of my teaching and operations experience made me qualified for my first role at New Classrooms that focused on the operational lift of implementing *Teach to One* in schools. Since that first role, I've served in a variety of capacities on our program side of the organization that are all, in some way, making sure that what we do works best for students and teachers.

DEI IN ACTION

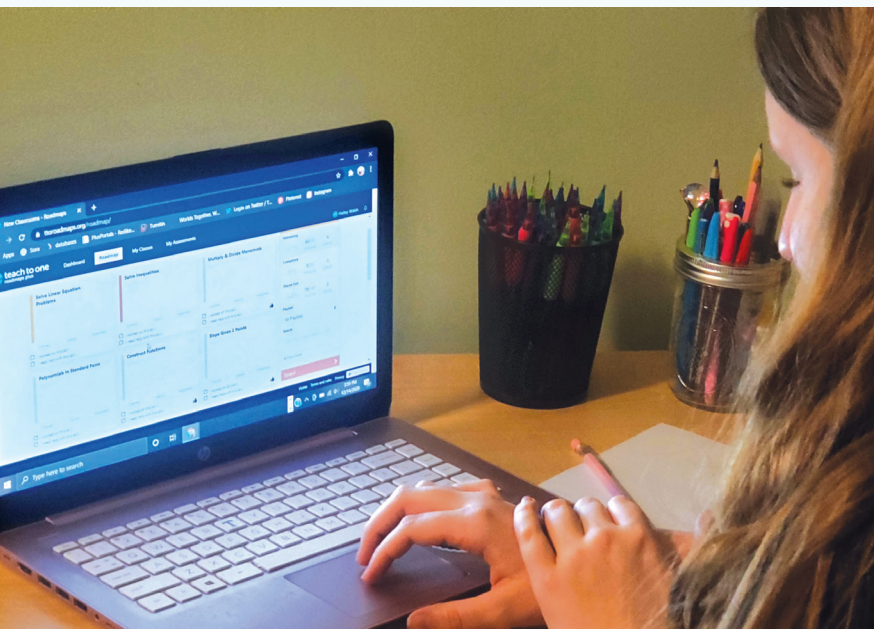
One of the movements to emerge from New Classrooms' investment in Diversity, Equity, and Inclusivity is the convening of a DEI Circle that has elevated and amplified the voices of people who are engaged in work to advance equity.



- During Black History Month, we covered the contributions of African Americans in STEM, including an interview with Mikeal Vaughn, the Founder and Executive Director of Urban Coders Guild, a non-profit headquartered in Tulsa,

OK that provides STEM (Science, Technology, Engineering, and Math) education opportunities to underrepresented and underserved communities. Kenya Carter, a nationally-recognized fashion designer shared how she uses the STEM fields in design and styling; Justin Spurlock, a rocket scientist-turned-attorney in the global semiconductor industry; NASA's John Dedeaux Davis about what motivated and inspired his career in STEM.

- During Women's History Month, the DEI Circle interviewed Boeing engineer Shanequah Brison.
- We also curated resources to promote racial, cultural and ethnic diversity, such as our guide to inclusion during Asian American and Pacific Islander (AAPI) Heritage Month.



"As Covid-19 challenges all we know, I'm inspired by the innovative work New Classrooms has set forth in supporting schools and communities via personalized remote learning. Studies have shown math scores across the country have plummeted, but the promise of *Teach to One* is astounding and worth learning from, so many more students can benefit."

Susan Asiyambi
Chief Transformation Officer at Teach For America

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:

SUSAN ASIYANBI
Chief Transformation Officer
Teach For America

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 and Founding Partner
B6 Real Estate Advisors

KELLY MERRYMAN
Managing Director and VP of
Content Partnerships
YouTube

ROB STAVIS
Partner
Bessemer Venture Partners

GIDEON STEIN
President
Moriah Fund

JEFF WETZLER
Co-Founder
Transcend Education

MARK ZURACK
Professor and Executive in Residence
Columbia Business School

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

"I believe foundational math education needs change and New Classrooms has the right model to dramatically improve results. Better math outcomes, especially for students who are behind grade level is critical to success in the 21st century economy and required to drive equity in education. I joined the New Classrooms board because in the post COVID world we need to help students who have math learning loss get back grade level proficiency. This may be a once in a generation moment to implement this dynamic product both in school and digital platforms.

Rob Stavis
Partner at Bessemer Venture Partners

"I joined the board to support New Classrooms' mission to transform the way we think about delivering math education. I believe that shifting the focus from a single approach of instruction to a model that meets each student where they are can best support the way individual students learn, and help them to be more successful in school and beyond."

Mark Zurack
Professor and Executive in Residence at Columbia Business School

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
- The Moriah Fund
- New Profit
- Oak Foundation
- Robin Hood Foundation
- Arthur & Toni Rembe Rock
- Amy & Robert Stavis

We gratefully acknowledge the additional organizations and individuals who made New Classrooms' current five year plan possible with their generous support.

- Herb Allen
- The Anderson Family Charitable Fund
- Anonymous
- Arizona Community Foundation
- Neeraj Bewtra & Barbara Deli
- The Bewtra Charity Fund of Manju and Naren Bewtra
- Bloomberg Philanthropies
- Emma Bloomberg
- The Emma and Georgina Bloomberg Foundation
- Douglas Borchard & Barbara Talcott
- The Burton Family Foundation
- Capital One Louisiana
- Centerbridge Foundation
- Chockstone Fund
- Cedomir Crnkovic
- Crown Family Philanthropies
- Byron Deeter
- Fiona & Stan Druckenmiller
- Epic Foundation
- Palmina Fava
- Finnegan Family Foundation
- Robin & Alan Fuchsberg
- Joseph & Carson Gleberman
- The David B. Golub and Lisa Piazza Charitable Fund
- Google
- William Randolph Hearst Foundation
- Bradley Horowitz & Irene Au
- Robert Jain
- Charles Koch Foundation
- Todd H. Larsen/Larsen Fund
- Chuck Longfield
- Paul J. Massey, Jr.
- Marsha & Jim McCormick
- Kelly Merryman & Diederik vanHoogstraten
- Cori & Brad Meltzer
- Peter Muller
- Neider Family Gift Fund
- Gerry Ohrstrom
- John and Karen Petry/Petry Family Charitable Fund
- Joel Rose & Doris Cooper
- Chris Rush & Blair Heiser
- Paul Schwalen & Mee Hung Mak
- Tiger Foundation
- Laurie M. Tisch Illumination Fund
- Gerald & Veronika Walton
- Boaz Weinstein & Tali Farhadian Weinstein
- Zide Family Foundation
- Brian Zied
- Susan & Louis Zinterhofer
- Mark Zurack & Kathy Ferguson Foundation



Donor Q&A: Gideon Stein

Gideon Stein, President of The Moriah Fund, has been a valued donor and New Classrooms Board Member since 2013.

WHAT'S YOUR ROLE AS A DONOR?

Our foundation has always focused on supporting social entrepreneurs and activists doing impactful work in human rights and social justice. We look to our grantees not only to define the solutions, but also the underlying problems. Given our philosophy, we strongly believe in providing general support in terms of funding for organizations with whom we partner.

WHY NEW CLASSROOMS?

Having a child with learning differences really focused me on the benefits of individualized education plans (IEPs) and how children learn differently. Thinking that education and learning can conform to a one-size-fits-all model seems crazy to me; kids, even within a single grade level, enter class each day with vastly different skill sets and understanding of the material. 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.

WHO IS YOUR BIGGEST INSPIRATION WHEN YOU THINK ABOUT YOUR PHILANTHROPY?

My mother, the president of our family foundation for its first 35 years, is my philanthropic and social justice hero. Among other things, before I was permitted to start making my own grants, my mother encouraged me to work for several years in a nonprofit so that I would better understand philanthropy from the perspective of a grantee. I can tell you that she was right — starting and running my own nonprofits made me realize that foundations are really here to service the organizations they fund. As such, our staff and I view our grantees as our clients and find ways to support them before, during, and after the grant-making process. I wish a lot of other foundations would shift their thinking to this approach.

WHAT ADVICE DO YOU HAVE FOR NEW DONORS?

I'd tell new donors to listen to the social entrepreneurs and activists doing the work. They are closest to the problem and they probably know better than you how best to solve the problem. Our job as funders should really be in service of those doing the work. Try not to think that you know better than the folks in the trenches.

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.

STUART ARONSON

CEO
Whitehorse Finance
Group Head
Whitehorse Capital Direct Lending

ROBERT AVOSSA

Senior Vice-President
LRP Publications
Former Superintendent
Palm Beach County School District

KENETTA BAILEY

Senior Vice President
Clear Channel Outdoor

NEERAJ BEWTRA

Former Managing Director
J.P. Morgan

DOUG BORCHARD

Managing Partner
New Profit Inc.

CHRIS CERF

Former Commissioner of
Education
State of New Jersey

MARGO GEORGIADIS

President and CEO
Ancestry.com

BRADLEY HOROWITZ

Vice President and Advisor
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Former Chairman and Founder
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WENDY KOPP

CEO and Co-Founder
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KIPP Infinity Charter School

JOE NEGRON

Managing Director of Middle
School
KIPP NYC

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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

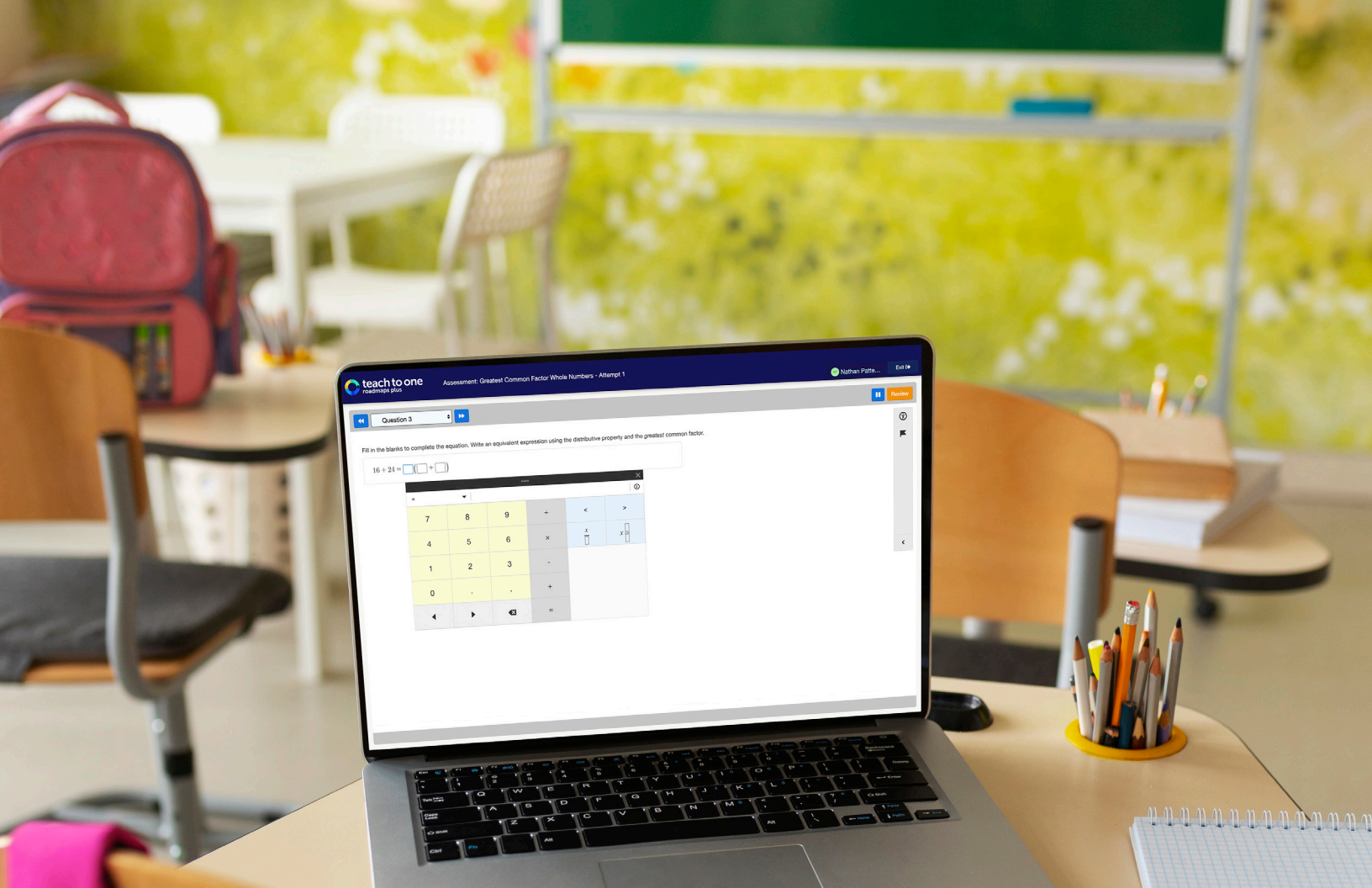
CEO
Center for Innovation in
Education
Former Executive Director
Council of Chief State School
Officers

AUDITED FY21/22 FINANCIALS

Fiscal Year 2021 and 2022 Financial Snapshot Ending
June 30, 2021 and June 30, 2022.

	FY2021	FY2022
SUPPORT AND REVENUE		
Individuals	4,234,699	1,988,738
Foundations & Corp.	5,674,605	5,370,323
Program Service Fee	1,288,491	170,833
Contributed Services	278,393	132,285
Other Revenue	130,538	(73,361)
Total Revenue	11,606,726	7,588,818
EXPENSES		
Program Services	12,698,654	11,623,082
Management and General	1,765,936	1,789,139
Fundraising	961,117	868,086
Total Expenses	15,425,707	14,280,307
NON-OPERATING ACTIVITIES*		
PPP loan forgiveness	2,260,309	2,000,000
CARES Act stimulus revenue	658,535	594,699
Total Non Operating activities	2,918,844	2,594,699
Change in Net Assets	(900,137)	(4,096,790)

* Funds received and forgiven by the SBA related to COVID relief for organizations



teach to one

"It's been a life saver for our school because it really helped us close the gap and fill the gaps that students have as they move up to middle school."

Teryn Kim,
William Gray Elementary School (Chicago)

New Classrooms

Innovation Partners for Learning