New Classrooms

Innovation Partners for Learning

2015 ANNUAL REPORT


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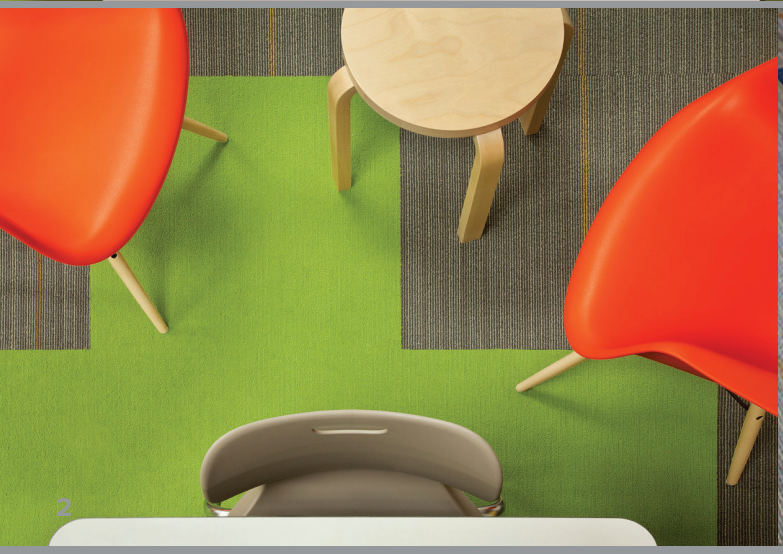

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New Classrooms

Innovation Partners for Learning

Dear Friends and Supporters,

We celebrate and reflect on our third exciting year of partnering with schools to help personalize learning for every student, every day. *Teach to One: Math* (TTO), our first school-based learning model was implemented in 16 schools this year with more than 6,500 middle school students.

Student outcomes continue to be a top priority and we're pleased to share strong growth results on the MAP assessment. All students participating in TTO achieved gains in math which exceed the national average growth by 20%. Additionally, several student subgroups that typically struggle to succeed in school made even larger gains, demonstrating the power of TTO to meet the needs of all students. English Language Learners (ELLs) exceeded national average growth by 70%, Special Education (SPED) students grew 40% more than the national average, and students who started the school year two or more years below grade also did 40% better than national average.

Reimagining the classroom and meeting students where they are with the right lesson, at the right time, and delivered in the right way is working to accelerate learning for diverse students.

Beyond outcomes, our team has had an exciting year marked by expansion, the award of an Investing in Innovation (i3) grant to expand our partnerships in New Jersey, and embark on another third-party evaluation of *Teach to One: Math*. In our efforts to continually learn and enhance our model for teachers and students, our academic and technology teams launched three exciting new features that are already proving to better engage students and set the right path for learning.

Personalization continues to be of interest to national press and New Classrooms was featured in *The Wall Street Journal, The New York Times, Education Week, Wired* and many other publications throughout the year. While we still have a long road to travel until a majority of educators, politicians and parents understand the true power of creating a new model of education, we are excited by the continued coverage and helping build awareness of new models.

Our team has never been more committed to the mission of personalizing learning and transforming the traditional classroom to help both teachers and students reach their full potential. Early results continue to prove that personalization is not only possible, but drives significant student achievement for diverse students in diverse settings.

Over the next year, we'll continue to learn what works best for schools, teachers and students while we work to enhance our model to drive flexibility, scale, and sustainability for all types of schools.

We look forward to the learnings and challenges of another school year and we're grateful to have you on this journey with us.

Joel Rose
Cofounder and CEO

Chris Rush
Cofounder and Chief Program Officer

A New Approach to Personalized Learning

Who We Are

In June 2011 we launched New Classrooms Innovation Partners as a 501(c)(3) to bring personalized learning to every student, every day to accelerate their math achievement and build habits for lifelong success. New Classrooms was founded by many members of the team that created School of One, an initiative incubated within the New York City Department of Education (NYCDOE) in 2009. Co-Founders Joel Rose and Chris Rush launched School of One 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.

New Classrooms' first order of business was to build 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 D.C. and Chicago, and shortly thereafter, NYCDOE 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: Math* while also growing the number of partnership schools and districts across the country.

Teach to One: Math is the culmination of thousands of hours of research and development from a veteran team of education and technology experts who created a new vision of personalized learning and a new approach to implementing personalization in all types of schools —public, independent and charters.

Solving a Core Problem

Our team set out to solve a critical problem for schools, teachers and students —a model of learning rooted in a century-old school model with one teacher, a set of textbooks, and 30 or so same-aged students in an 800 square foot room. This model makes it nearly impossible for teachers to meet each student's unique needs. Instead of being based on research on how students best learn, it is a reflection of industrial era thinking, where factories provided the template for mass production. Textbooks, bell schedules, grade-level standards, age-based learning cohorts, and so on all work together to keep all but the least disruptive of innovations from penetrating the classroom walls. As a result, our nation remains stuck with the factory-model classroom. It's a model that prioritizes covering assigned grade-level material over meeting students where they are. It's a model that often fails those who enter behind grade level and bores those who enter near the top. And it's a model that burns out its most valuable resources— teachers.

It will take more than new textbooks, new computers, or new apps to bring about an evolution from the factory-model classroom. Many of these products and tools, while helpful, do little to challenge the underlying systems and structures that keep the factory-model classroom in tact. What we need are new, innovative, learning models.

Teach to One: Math is just one of what we hope to be many school-based learning models that will emerge over the next decade. Some of these models may be focused on specific subjects or grade spans, while others may apply more broadly. They will incorporate different pedagogical approaches, different educator roles, different ways to use technology, and different ways of using time and space. And they will reflect the very best thinking from those operating both inside and outside of the system today.

Our theory of change is rooted in replacing the century-old classroom model and looking at personalization through the lens of what, when, how and where students learn.

We imagine a world where personalized learning is just the way students learn — a world where every student attends a school that meets them where they are, adapts to the unique ways they learn, and develops habits for lifelong success.

Defining Personalized Learning

Personalized learning describes the practice of making each student's needs the driving force in his or her education. It is an alternative to the traditional "one-size-fits-all" approach where students who happen to be the same age learn the same things at the same time.

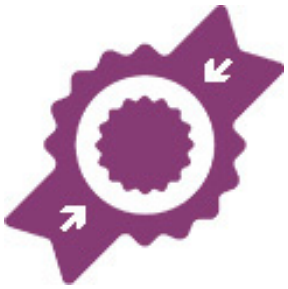
In 2014, a group of educators, advocates, philanthropies, and non-profit organizations came together to create a working definition and four common attributes of personalized learning:

"Personalized learning seeks to accelerate student learning by tailoring the instructional environment—what, when, how, and where students learn—to address the individual needs, skills, and interests of each student. Students can take ownership of their own learning while also developing deep, personal connections with each other, their teachers, and other adults."

Personalized learning does not have to mean students are working in isolation. They can experience a variety of instructional approaches and can be continually regrouped with other students who share common needs. While technology can play a role, it does not mean that students must spend all of their time on computers.

Learner Profiles

Each student has an up-to-date record of his or her individual strengths, needs, motivations, and goals.



Personalized Learning Paths

All students are held to clear, high expectations, but each student follows a customized path that responds and adapts based on his or her individual learning progress, motivations, and goals.

Competency-based Progressions

Each student's progress toward clearly defined goals is continually assessed. A student advances as soon as he or she demonstrates understanding.

A Flexible Learning Environment

Student needs drive the design of the learning environment. All operational elements—staffing plans, space utilization, and time allocation—respond and adapt to support students in achieving their goals.

Developing School-based Learning Models

Schools have several options when exploring how best to support personalization. At one end of the spectrum are digital products and tools that teachers can use as learning supplements for their classroom. These products generally require the classroom teacher to determine how best to integrate them into their daily activities and workflow.

On the other end are comprehensive, school-based learning models such as *Teach to One: Math* that typically replace a school's core curriculum and embed personalization into all aspects of learning. School based models combine an academic design that articulates what students learn with a set of operating structures that shape where, when, and how students learn. They affect what the teacher does, what the student does, and the organization of the classroom.

The academic design includes components such as:

- Instructional content
- Student learning progressions
- Assessments
- Classroom materials

The operational design includes features such as:

- Student regrouping
- Reconfiguration of classroom space
- Innovative use of technology
- New roles for educators

Teach to One: Math Design Tenets

We designed *Teach to One: Math* to enable students to explore the beauty and complexity of mathematics while also building habits for lifelong success. The following 10 core design tenets guided the development of the model.

Complete Learners	Able to Meet Students Where They Are	Personalized Pathways	Multiple Integrated Approaches to Learning	Timely, Actionable Data
Students explore, question, defend, and build mathematical ideas, while also growing as curious, motivated, and collaborative members of their school community.	Students learn what they're ready to learn in ways that are mindful of—but not exclusive to—grade-level expectations. This allows some students to catch up on pre-grade skills and others to get ahead with post-grade material.	Students have personalized learning paths that are frequently and thoughtfully tailored just for them. They are able to accelerate their own learning, regardless of their individual starting point.	Students coherently experience math through multiple integrated approaches to learning. This variety allows them to develop deep conceptual understandings, explore complex situations, and share their ideas.	Teachers access info every day that allows them to plan their lessons based on timely, up-to-date, actionable data about student progress and lesson activities. Teachers always know what their students understand and what they are working toward.

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 school community.

Shared Ownership Between Students and Teachers

Students and teachers build deep, caring relationships that enable them to share ownership for learning and feel collectively accountable for ambitious student learning outcomes.

Competency-Based Learning

Student pace is driven by their individual progress, rather than that of a group. As students demonstrate their understanding of mathematical skills or concepts, they are able to move ahead to new ideas.

Continual Regrouping

Students work with anyone who shares their strengths and needs. Different students ready to learn the same mathematical skill or concept are continually regrouped with one another to work together and achieve their goals.

Collective Teacher Responsibility

Teachers cultivate a culture of adult collaboration to benefit the needs of all students. Adult learning communities thrive when teachers grow together, share their practices, and partner with one another (and with us) in support of student learning.

Flexible Use of Space

Students learn in flexible classroom environments that can simultaneously support multiple approaches to learning in order to accommodate each student's daily activities.

Our Values

As we pursue a vision to personalize learning for each student, these values guide us through the little decisions and the big ones.

A Student Centered Orientation

Everything we do is focused on helping students learn more in ways that are personalized, engaging, meaningful, and measurably effective.

Support for Great Teaching

We believe that great teachers are vital to our work, and we are committed to innovations that help teachers spend more time focusing on the quality of their instruction.

Our Team

Our team is composed of individuals committed to our core values and dedicated to helping New Classrooms achieve its vision. Our work ranges from providing direct, hands-on support to teachers and students to assessing the value of different lessons to designing, deploying, and managing technology. Accordingly, members of our team have experience in education, technology, product management, law, finance, operations, design, and data systems in the public, private, and nonprofit sectors.

In all, our team has expanded to include numerous employees who work in the field with our partner schools and in our central office supporting and improving our programs.

Jaclyn Vargas,
Deputy Director of School Partnerships

"New Classrooms' culture is dynamic and authentic! The very nature of our mission is to adapt to the needs of students, and we apply that same vision to our work as an organization."

Bold Solutions for Schools

We are committed to innovations that are more than tools for educators. Rather, we aspire to develop new models for instruction that are both bold in their design and flexible in their adaptability to schools.

Responsible Growth

We believe in learning by doing. We incubate early-stage innovations in lower stakes environments such as in summer and after-school contexts where we can rapidly iterate, troubleshoot, and closely measure impact. We believe widespread scale should come only once these innovations have been validated.

A Culture that Fosters Innovation and Learning

We are committed to learning from our experiences, from our partners, and from the students we serve. We are a team that values imaginative thinking, superior execution, and open and purposeful collaboration.

Our Leadership

Joel Rose is the cofounder and Chief Executive Officer of New Classrooms Innovation Partners. Previously, he was the Chief Executive Officer of *School of One*. Prior to conceptualizing and leading *School of One*, Joel served as Chief Executive for Human Capital and as Chief of Staff to the Deputy Chancellor at the New York City Department of Education. He has been involved in education for more than 15 years, first as a fifth grade teacher in Houston and later as a senior executive at Edison Schools, where he served as the company's Associate General Counsel, Chief of Staff, General Manager, and Vice President for School Operations.

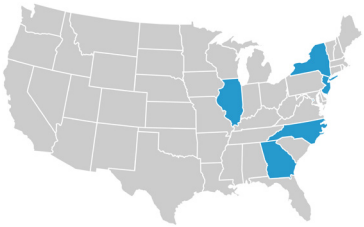
Susan Fine is the Chief Academic Officer of New Classrooms Innovation Partners. Susan served as Senior Academic Advisor for School of One since early 2011. Susan formerly worked as the Executive Director of The Urban Assembly in New York City and the Director of Alternative Certification at Pace University. Susan has 15 years of diverse experience as an educator, having taught elementary and middle school for ten years in London and New York City and serving as a professor of education and education policy at Pace University, Queens College, and Teachers College. She earned her undergraduate degree in Elementary Education at the University of Illinois, Champagne-Urbana, and a Masters degree in Remedial Reading and a Ph.D. in Politics and Education at Teachers College, Columbia University.

Christopher Rush is the cofounder and Chief Program Officer of New Classrooms Innovation Partners and a Pahara-Aspen Education Fellow at the Aspen Institute. Most recently, he led the overall conceptualization, design, and implementation of the School of One/Teach to One personalized learning programs which were named one of Time Magazine's Top 50 Inventions of the Year. Previously, he led design and development of Amplify's (formerly Wireless Generation) mCLASS reporting systems and initiated the creation of their consulting services group, serving as its Executive Director. Additionally, Chris worked with the NYCDOE, co-leading the design of the of their citywide parent, teacher, and administrator longitudinal data system. Prior to that, Chris specialized in financial management & IT development services at IBM and also founded a pair of small tech startups during the early dot-com era.

Lizz Pawlson is the Chief Growth Officer at New Classrooms Innovations Partners. Prior to joining New Classrooms, she was the Chief Operating Officer for Explore Schools, a Brooklyn-based charter management organization. While there, she led organizational expansion and fundraising efforts resulting in growth from a single school into a network serving over 1,500 students and the achievement of organizational financial sustainability. Prior to her time at Explore, she served as the Director of New Site Development for the KIPP Foundation during the organization's growth from 38 to 88 schools nationwide. She holds an MBA from the University of North Carolina at Chapel Hill.

Key Accomplishments

The 2014-2015 school year was marked by expansion, evaluation, and new features for *Teach to One: Math*. We partnered with new schools and were awarded an i3 grant to support our expansion in New Jersey and launch our second third-party evaluation of *Teach to One: Math*. Our academic and technology teams released three critical new features for students and teachers to increase engagement while meeting students where they are.



Expansion

Teach to One: Math expanded to 16 schools serving more than 6,500 students in Georgia, Illinois, New York, North Carolina, New Jersey and Washington D.C.

Investing in Innovation Fund (i3) Award

In 2014 we secured our first federal grant, a $3M Investing in Innovation Fund (i3) Development grant that is supporting the expansion and evaluation of *Teach to One: Math* in five additional schools in Elizabeth, NJ. This grant offers the opportunity to establish a high-profile proof point for personalization by enabling us to go deep in a single district (we are in over 25% of the district K-8 schools in Elizabeth, NJ) and to provide a rigorous evidence base for our program through a quasi-experimental design evaluation conducted by Professor Douglas Ready of the Consortium for Policy Research in Education (CPRE) at Teachers College, Columbia University.

New *Teach to One: Math* Features

Stories Help Students Make Real World Connections

When students receive their Playlists (a collection of related mathematical skills that students experience over a two- to three-week period), they can also access instructional resources that help them see how the skills and concepts on their Playlist are collectively applied in real-world situations called Stories.

For example, one Story asks students to consider why a ketchup packet sinks to the bottom of a full water bottle when you squeeze the bottle. To understand why the ketchup packet sinks, students need to be able to work with density and buoyancy formulas, compare densities, and convert and use measurements to solve problems.

The Skill Library Plans Each Student's Mathematical Journey

Unique to the TTO experience, the Skill Library contains all the mathematics skills and concepts each student is targeted to experience throughout the school year. It helps students, teachers, and parents understand each student's yearly mathematical journey.

Skill Libraries are revised and adjusted throughout the year based on students' performance and can include pre-, on-, and above-grade skills, depending on their unique strengths and needs.

Badges Engage and Motivate Students

As students progress through the school year learning skills and concepts, they are rewarded with digital badges in their Student Portal. These badges include:

- Still Got It - for remembering previously learned skills
- Stretch - for learning a skill that may be a bit harder
- Independence - for success learning outside of class

How it Works

TEACH TO ONE
MATH

a **New Classrooms**® solution

A Student's Day

There's nothing typical about teaching and learning in a *Teach to One: Math* classroom. For students in traditional classrooms across the country (and around the globe), the school day can look very similar. Whether in Calgary, Mexico City, or Washington, DC, students shuffle through hallways towards their next class, where they sit in orderly rows, face the teacher standing at the front of the classroom, and study from a scripted scope and sequence crafted by whichever textbook publisher won the latest contract.

We believe this paradigm fails students, parents, and teachers. Over the last three years, we've designed and refined a new school model for mathematics that meets students where they are and empowers teachers to personalize learning for every student, every day.

So, what does a day in the life of a student look like in *Teach to One: Math*?

First, students in *Teach to One: Math* take math in a large, open learning center that looks very different from the traditional 800-square foot classroom. In the math learning center, multiple lessons and learning experiences take place at the same time, enabling students to progress through their personal learning plans concurrently.

Students engage with mathematical concepts through multiple instructional approaches or learning modalities: with a teacher, collaborating with peers, or working independently with computer software or a pencil and worksheet.

Tracy is a seventh grader participating in *Teach to One: Math*. The first thing that Tracy does when she enters the math center is check her daily schedule on the big boards, where she'll find her schedule for that day. On the boards, she'll see what area of the math center

she's working in, what teacher she's working with, and the learning modality she'll use to experience a new mathematical concept.

Today in session one, Tracy spends 35 minutes learning how to factor complex polynomials with Ms. Winterhalter and 15 of her peers in an area of the room called Northwestern.

Ms. Salter,
McClintock Middle School

"The benefits of the Teach to One Modalities are phenomenal. Students get to work in groups; there are times where they are individualizing their learning and are on the computer doing a virtual lesson; and there are other times they are in front of a teacher getting live instruction."

At the end of the first session, music plays throughout the learning center, letting Tracy and other students know that it's time to move to session two in another part of the room. In the next session, Tracy collaborates with a small group of students on a series of problems with real-world applications. Tracy and the other students get support from Ms. Young, a teacher resident who uses a variety of strategies to encourage discussion, debate, and collaborative problem solving.

Then, she's off to her English class with Mr. Jones down the hall.

Before the end of the day, New Classrooms' sophisticated scheduling algorithms will leverage Tracy's results (and those of her peers) to create a unique and customized schedule for the following day. Teachers are able to access all of the resources and information they need for the next day, to make adjustments that ensure a successful student experience, and to substitute with their own teacher-led lessons when they feel it is appropriate to do so.

By meeting students where they are, *Teach to One: Math* is accelerating learning, deepening understanding, and helping students discover the beauty and power of math.

School Partner Spotlight Jerome Dunn Academy

Address:
Jerome Dunn Academy No. 9
201 Livingston Street
Elizabeth, NJ

Demographics:

Enrollment: 710

Students served: 222

Students with Disability: 11%

Economically Disadvantaged: 92%

English Language Learners: 35%

Jerome Dunn Academy No. 9 in Elizabeth, NJ was New Classroom's newest partner school in the 2014-2015 cohort, but after just six months it proved to be one of the strongest. Upon observing the success of *Teach to One: Math* (TTO) at iPrep Academy, their neighboring school, Principal Yalitza Torres and Assistant Principal Christine Casserly requested to adopt the model in the middle of the school year. With the support of EPS Superintendent Olga Hugelmeyer and the team at New Classrooms, School 9 was able to launch TTO in January 2015.

Both students and teachers anxiously awaited the new program's arrival with a mix of excitement and apprehension. Teachers were thrilled TTO was coming to School 9 as many of them felt the model resonated with the challenge of traditional teaching in an urban environment. After a brief training period, students easily learned the program and modalities and the program was off and running at full speed..

Over the course of the year, students thrived. They were excited about tracking their progress and taking ownership of their learning.

One of the largest challenges the school community faced was figuring out how to serve the large number of ELL students in the program-- 35% of all enrolled students. By the end of the year, teachers found the program was beneficial to ELL students' growth not only in math but also in English.

Special education students were also a concern. To address these students' needs the special education teacher provided additional resources such as number lines, multiplication charts and printouts of IP worksheets that students could easily access. Both special education and ELL students performed at nearly twice the national average on the MAP test.

A culture of student success is celebrated at School 9 and the math center was no exception. The teaching team supported students with posters around the room displaying a bright star for every skill students mastered and they shared project artifacts from assessments throughout the year.

School 9 is a champion of innovative learning models and has been a great partner on the journey to personalize learning for diverse students. The school's culture reflects the administration's commitment to student centered learning that has allowed the program to thrive.

A Comprehensive Solution

We partner with district, charter, and independent schools that share our passion for personalized learning. Partnership schools replace their traditional, textbook-based math program with *Teach to One: Math* and receive extensive support before and throughout the school year.

Partnership with Shared Accountability

Pre-implementation Support

Ongoing Operational Support

Ongoing Instructional Support

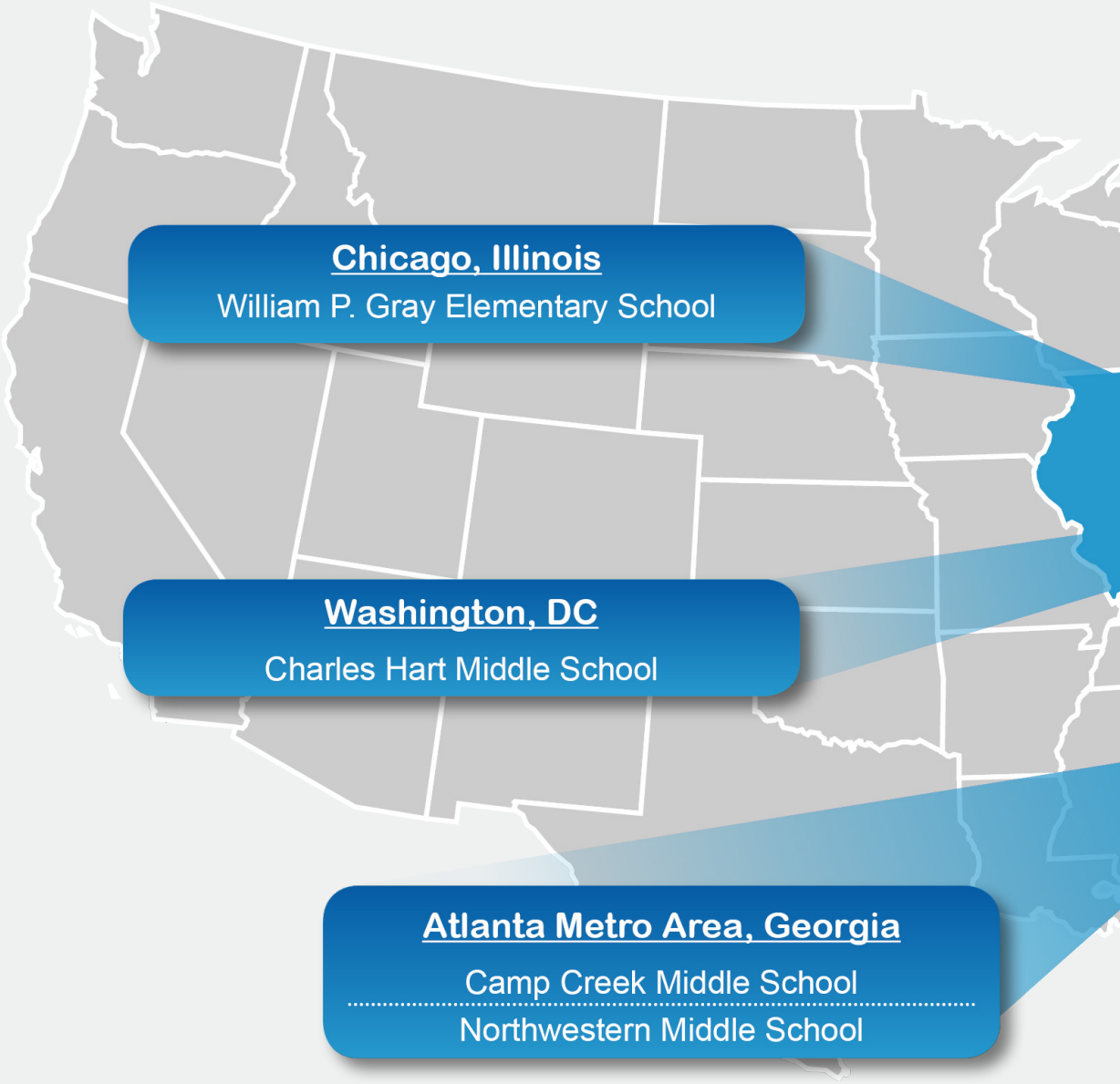
Performance Assessment

Adaptive Personalized Curriculum

Multiple Classroom & At Home Modalities

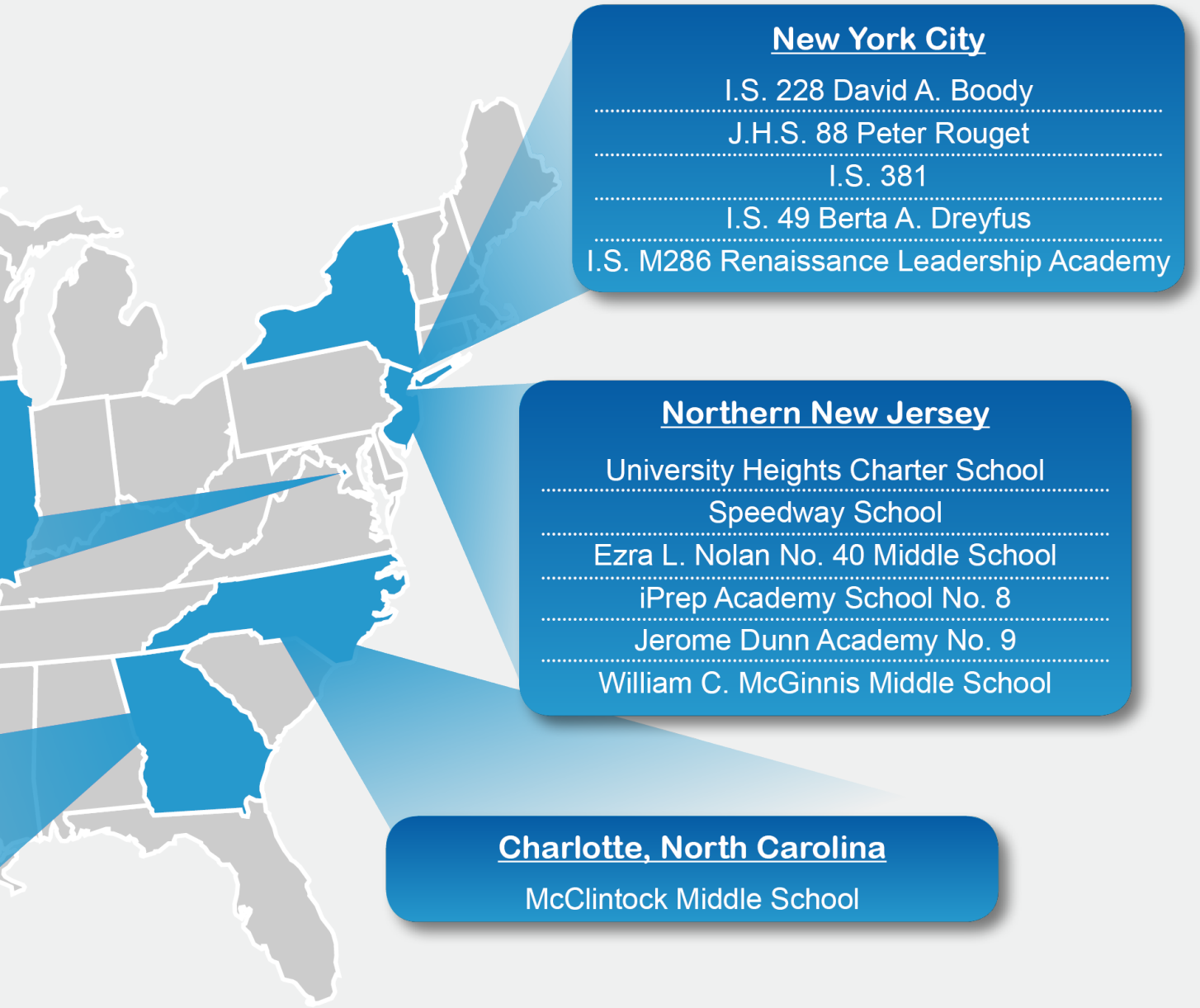
Learning Content

Program Portal



2014-15 School Partnerships

During the 2014-15 school year, *Teach to One: Math* replaced the traditional mathematics instruction for 6,500 students in sixteen schools across Georgia, Illinois, New York, North Carolina, New Jersey, and Washington D.C.



New Classrooms is a nonprofit organization that strives to keep our program as affordable as possible for schools and districts. Costs to schools include two types of expenses: (1) fees to New Classrooms to implement and operate *Teach to One: Math* on a daily basis, and (2) school-based investments in technology and infrastructure to redesign space and upgrade hardware to operate our model. The precise costs vary from school to school depending on school size and the number of years implementing the program.

Our Content Partners

These are just some of the content partners that teachers and students have access to through *Teach to One: Math*.

TenMarks an amazon company

MasterMath.info Middle School On-Line Math

MathXL® for School

CoreSpring

MANGAHIGH

Mc Graw Hill Education

Continental inspire every learner

KHANACADEMY

LearnZillion

Curriculum Associates

SOPHIA

Kendall Hunt

Achievement First

Mc Graw Hill Education engrade

QUEUE

brightstorm STUDY YOUR WAY

ETA hand2mind

Houghton Mifflin Harcourt

buzz Math

I CAN Learn EDUCATION SYSTEMS

PEARSON

CARSON-DELLOSA PUBLISHING GROUP

IXL

Lorenz

Virtual Nerd

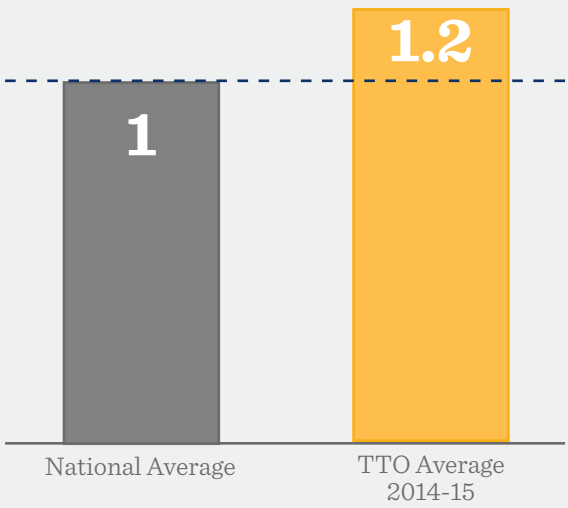
engage ny Our Students. Their Moment.

Year 3 Results

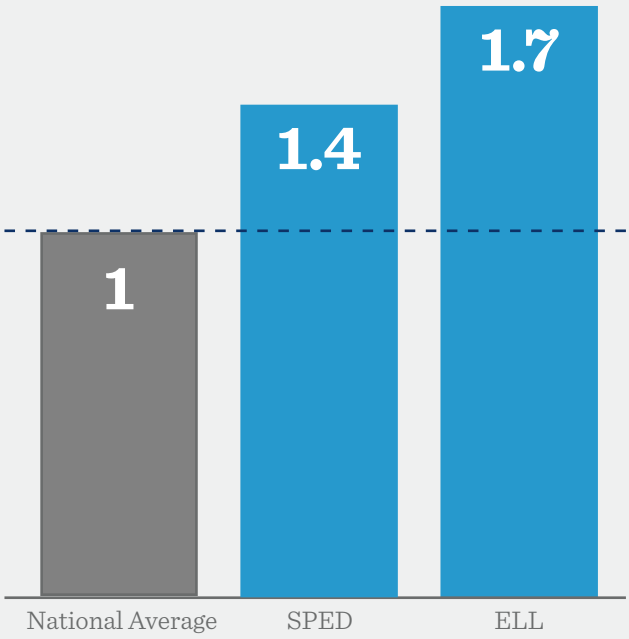
In the 14-15 school year, students in *Teach to One: Math* (TTO) demonstrated strong growth results on the MAP assessment, exceeding national average growth by 1.2x. Additionally, several student subgroups that typically struggle to succeed in school made even larger gains, demonstrating the power of TTO to meet the needs of all students English Language Learners (ELLs) exceeded national average growth by 1.7x, Special Education (SPED) students grew 1.4x more than the national average, and students who started the school year two or more years below grade also did 1.4x better than the national average.

The promise shown in these growth results, and in prior year growth numbers, helped New Classrooms to win an Investing in Innovation (i3) grant from the federal government, to expand our implementation to five additional schools in Elizabeth, NJ, and conduct a causal impact study in partnership with the Consortium for Policy Research in Education (CPRE). Using a quasi-experimental design and three years of implementation data, starting in the Fall of 2015, CPRE will compare the state test outcomes of students in TTO schools to students in a statistically comparable group of Elizabeth schools. Final study results will be available by the Spring of 2019. However, interim test results and data from classroom observations and teacher interviews will be provided by CPRE, annually, to help New Classrooms continually iterate and improve on our personalized learning model.

MAP Growth vs National Average



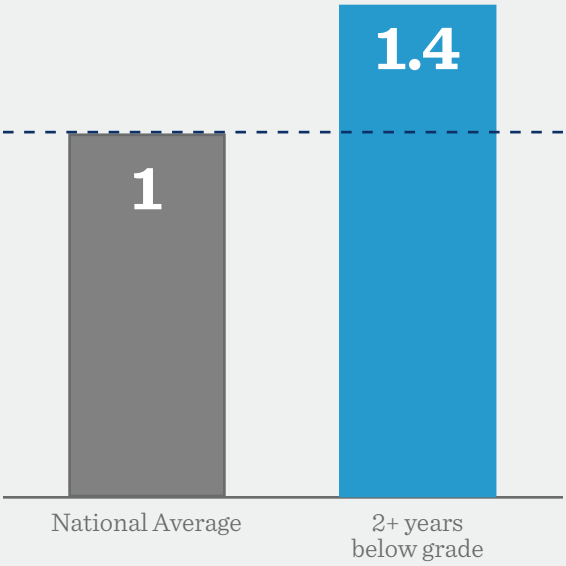
MAP Growth of subgroups in TTO vs National Average



Teacher and Principal Surveys

In addition to these positive student results, our teacher and administrator survey data also showed that the TTO personalized learning model is working for the adults. 84% of surveyed teachers, and 90% of surveyed administrators, would recommend TTO to a colleague. In their open-ended comments, teachers repeatedly expressed appreciation not only for the lesson differentiation TTO provides, but also for the many features of TTO that empower students and expose students to different ways of learning. TTO's varied learning modalities and the student portal were specifically highlighted as increasing student engagement.

MAP Growth of TTO students
2 or more years behind in math
vs National Average



Students who started the school year 2 or more years below grade did 1.4x better than national average.

Our Funding Partners

The accomplishments outlined in this report could not have been possible without the generosity and strategic guidance of our supporters during the 2014-15 fiscal year and through December 2015. We thank you for joining us on this journey and look forward to your continued support[1]

National Supporters

The following institutions and individuals have made single or multi-year commitments of $1 million or more to support New Classrooms.

Anonymous
Bezos Family Foundation
Carnegie Corporation of New York
Michael & Susan Dell Foundation
Bill & Melinda Gates Foundation
New Profit Inc.
The Oak Foundation
Startup: Education

National supporters who have contributed or pledged between $100,000-999,999 include the below individuals and institutions.

Booth Ferris Foundation
CityBridge Foundation
Crown Family Philanthropies
Dalio Family Foundation
NewSchools Venture Fund
J.C. Kellogg Foundation
William R. Kenan, Jr. Charitable Trust
Kendall Family Foundation
Koshland Family Foundation
The Moriah Fund
The Overdeck Family Foundation
Robin Hood Foundation
Arthur & Toni Rembe Rock
Charles & Lynn Schusterman Family Foundation

In addition, we would like to thank all of our supporters who have sustained our work through contributions of below $100,000. These partners include:

Anonymous
Aphorism Foundation
Ben Appen & Leslie Chang
Izac & Abby Ben-Shmuel
Naren & Manju Bewtra
Neeraj Bewtra & Barbara Deli
Doug Borchard & Barbara Talcott
Carson Family Charitable Trust
Freeport McMoRan
Fried, Frank, Harris, Shriver, & Jacobson LLP*
Jon Friedland & Shaiza Rizavi
Ben Friedman
GEM Foundation
Joseph Gleberman
David B. Golub & Lisa Piazza Charitable Fund
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Richard E. & Nancy P. Marriott Foundation
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Appendix

Appendix A:
2014-15 New Classrooms Regional Enrollment

Region	Launch Date	# Students Served	Grades
Charlotte, NC	Fall 2013	925	**6-8**
Chicago, IL	Fall 2012	511	**5-8**
Washington, DC	Fall 2012	429	**6-8**
Fulton County, GA	Fall 2014	942	**6-8**
New York, NY	Fall 2012	1813	**6-8**
Northern New Jersey	Fall 2013	1966	**5-8**
Total		**6586**	

Appendix B: School Data Sheets

School Data Sheets

The test result data included in this report were drawn from the implementations of *Teach to One: Math* (TTO) at 11 partner schools during the 2014–15 school year. We worked with 4 additional partner schools during the school year, two of which stopped running the TTO model mid-year, and two that had atypical TTO program designs, and thus were not included in our evaluation data set. At each participating school, students in *Teach to One: Math* took at least two assessments: one that measures growth (MAP) and one that measures student performance relative to grade level standards (annual state math exams).

Measuring Academic Progress (MAP) Growth Assessments

In order to measure student gains in mathematics, New Classrooms administers NWEA's MAP assessment to students in both the fall and spring, 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.

The MAP is aligned with the Common Core State Standards. 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 can be compared to the national average gain made from fall to spring for students in a given grade, as determined and released by NWEA. NWEA has also determined that a RIT score of 235 indicates Algebra readiness, which is a benchmark New Classrooms uses internally to help us evaluate our effectiveness.

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, only students who experienced at least 70% of their school year in the *Teach to One: Math* program are included in the MAP data sample. In the future, we will be establishing implementation fidelity metrics in order to determine school specific TTO growth periods for evaluative purposes.

State Exams

Students participating in *Teach to One: Math* across the 11 partner schools also took State-mandated exams specific to their school's home state:

- **Partnership for Assessment of Readiness for College and Careers (PARCC):** Students in our Chicago, Washington, D.C., and New Jersey partner schools took the rigorous, Common Core aligned PARCC exam for the first time this year. Results should thus be viewed as a baseline.
- **New York State Math Exam and North Carolina End of Year Assessment:** Students in New York City and Charlotte, North Carolina took state assessments aligned with the Common Core standards, but not part of the national PARCC or Smarter Balanced networks. Both states introduced these more rigorous assessments, aligned to the Common Core standards, in the 12-13 SY. As such, the tests administered in the 2014-15 school year were only the third year of these more rigorous exams, and schools are still adjusting to the higher standards.

As with the MAP exam, only students who experienced at least 70% of their school year in *Teach to One: Math* were included in the results. We caution against comparing state test results between states — since each state has different standards and is a different phase of transitioning to the Common Core. We hope that the following School Data Sheets will help further our goals of transparency and shared learning.

Camp Creek Middle School

Fulton County School District: 2014-15 SY

Principal: Demarcos Holland
Initial Program Year: 2014-15
Grades Served: 6-8
Total # of Students in TTO: 631

Overall Math Growth: 0.6X the National Average

Demographic Information†:
White: 1%
Black: 96%
Hispanic: 2%
Asian: 0%
Multi-Racial/Other: 0%
Free/Reduced Lunch: 91%

Measures of Academic Progress (MAP)

Grade	Total Students*	Natl. Avg. Fall 2014 RIT Score	TTO Fall 2014 RIT	TTO Spring 2015 RIT	TTO Growth	National Average Growth	Camp Creek Growth Compared to National Growth
6th Grade							
6th Grade All Students	161	219.6	209.22	212.36	3.14	6	0.52
6th Below grade**	116	219.6	203.01	205.47	2.46	6	0.41
6th On/above grade***	45	219.6	225.22	230.11	4.89	6	0.82
6th Special Education	16	N/A****	N/A	N/A	N/A	N/A	N/A
6th ELL	0	N/A	N/A	N/A	N/A	N/A	N/A
7th Grade							
7th Grade All Students	155	225.6	210.26	213.14	2.88	4.9	0.59
7th Below Grade	136	225.6	207.29	210.01	2.72	4.9	0.56
7th On/Above Grade	19	N/A	N/A	N/A	N/A	N/A	N/A
7th Special Education	18	N/A	N/A	N/A	N/A	N/A	N/A
7th ELL	0	N/A	N/A	N/A	N/A	N/A	N/A
8th Grade							
8th Grade All Students	149	230.2	218.04	221.72	3.68	4.3	0.86
8th Below grade	116	230.2	212.97	216.61	3.64	4.3	0.85
8th On/Above grade	33	230.2	235.85	239.7	3.85	4.3	0.90
8th Special Education	19	N/A	N/A	N/A	N/A	N/A	N/A
8th ELL	0	N/A	N/A	N/A	N/A	N/A	N/A

Georgia Milestones End-of-Grade Assessment

	Total Students	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner	Total % Proficient
All Students†	710	53.94%	36.34%	8.87%	0.85%	9.72%
6th	226	50.00%	38.10%	11.50%	0.40%	11.90%
7th	225	58.70%	32.90%	7.60%	0.90%	8.50%
8th	259	53.30%	37.80%	7.70%	1.20%	8.90%

* Students who spent at least 70% of their school year in TTO, and have both a Fall and Spring MAP score
** Below grade students had a Fall 2014 MAP score that was below the national average Fall RIT score for that grade
*** On/Above grade students had a Fall 2014 MAP score that was equal to or above the national average Fall RIT score for that grade
**** Subgroup too small for reporting
† Publicly reported school level data

Gray Elementary School

Chicago Public Schools: 2014-15 SY

Principal: Sandra Carlson
Initial Program Year: 2012-13
Grades Served: 5-8
Total # of Students in TTO: 503

Overall Math Growth: 1.8X the National Average

Demographic Information †:
White: 11%
Black: 2%
Hispanic: 84%
Asian: 2%
Free/Reduced Lunch: 93%

Measures of Academic Progress (MAP)

Grade	Total Students *	Natl. Avg. Spring 2013 RIT Score	TTO Spring 2013 RIT***	TTO Spring 2014 RIT	TTO Growth	National Average Growth	Gray Growth Compared to National Growth
5th Grade							
5th Grade All Students	109	212.9	211.33	223.6	12.27	8.1	1.51
5th Below grade**	57	212.9	200.6	213.98	13.38	8.1	1.65
5th On/above grade***	52	212.9	223.1	234.13	11.03	8.1	1.36
5th Special Education	11	N/A****	N/A	N/A	N/A	N/A	N/A
5th ELL	12	N/A	N/A	N/A	N/A	N/A	N/A
6th Grade							
6th Grade All Students	118	219.6	216.84	227.87	11.03	6	1.84
6th Below grade**	65	219.6	207.95	219	11.05	6	1.84
6th On/above grade***	53	219.6	227.74	238.75	11.01	6	1.84
6th Special Education	11	N/A	N/A	N/A	N/A	N/A	N/A
6th ELL	8	N/A	N/A	N/A	N/A	N/A	N/A
7th Grade							
7th Grade All Students	124	225.6	224.62	233.76	9.14	4.9	1.87
7th Below Grade	63	225.6	213.57	223.44	9.87	4.9	2.01
X7th On/Above Grade	61	225.6	236.03	244.41	8.38	4.9	1.71
7th Special Education	13	N/A	N/A	N/A	N/A	N/A	N/A
7th ELL	7	N/A	N/A	N/A	N/A	N/A	N/A
8th Grade							
8th Grade all Student	104	230.2	229.21	238.55	9.34	4.3	2.17
8th Below grade	53	230.2	215.91	227.09	11.18	4.3	2.6
8th On/Above grade	51	230.2	243.04	250.45	7.41	4.3	1.72
8th Special Education	19	N/A	N/A	N/A	N/A	N/A	N/A
8th ELL	21	N/A	N/A	N/A	N/A	N/A	N/A

Illinois PARCC

	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
All Students*****	391	14.30%	29.70%	33.20%	21.50%	1.30%	22.80%
5th	98	21.40%	30.60%	24.50%	20.40%	3.10%	23.50%
6th	109	8.30%	33.00%	28.40%	29.40%	0.90%	30.30%
7th	106	10.40%	24.50%	50.00%	14.20%	0.90%	15.10%
8th	78	19.20%	30.80%	28.20%	21.80%	0.00%	21.80%

* Students who spent at least 70% of their school year in TTO, and have both a Fall and Spring MAP score
** Below grade students had a Fall 2014 MAP score that was below the national average Fall RIT score for that grade
*** On/Above grade students had a Fall 2014 MAP score that was equal to or above the national average Fall RIT score for that grade
**** Subgroup too small for reporting
***** Students who spent at least 70% of the school year in TTO
† Publicly reported school level data

Hart Middle School

District of Columbia Public Schools: 2014-15 SY

Principal: Billy Kearney
Initial Program Year: 2012-13
Grades Served: 6-8
Total # of Students in TTO: 393

Demographic Information†:
White: 0%
Black: 99%
Hispanic: 1%
Asian: 0%
Free/Reduced Lunch: 99%

Overall Math Growth: 1.2X the National Average

Measures of Academic Progress (MAP)

Grade	Total Students *	Natl. Avg. Fall 2013 RIT Score	TTO Fall 2013 RIT	TTO Spring 2014 RIT	TTO Growth	National Average Growth	Hart Growth Compared to National Growth
6th Grade							
6th Grade All Students	55	219.6	202.02	210.05	8.03	6	1.34
6th Below grade**	51	219.6	200.33	208.61	8.28	6	1.38
6th On/above grade***	4	N/A****	N/A	N/A	N/A	N/A	N/A
6th Special Education	3	N/A	N/A	N/A	N/A	N/A	N/A
6th ELL	0	N/A	N/A	N/A	N/A	N/A	N/A
7th Grade							
7th Grade All Students	84	225.6	205.05	210.42	5.37	4.9	1.10
7th Below Grade	81	225.6	204.23	209.49	5.26	4.9	1.07
7th On/Above Grade	3	N/A	N/A	N/A	N/A	N/A	N/A
7th Special Education	8	N/A	N/A	N/A	N/A	N/A	N/A
7th ELL	0	N/A	N/A	N/A	N/A	N/A	N/A
8th Grade							
8th Grade all Students	86	230.2	212.79	217.9	5.11	4.3	1.19
8th Below grade	79	230.2	210.73	215.75	5.02	4.3	1.17
8th On/Above grade	7	N/A	N/A	N/A	N/A	N/A	N/A
8th Special Education	6	N/A	N/A	N/A	N/A	N/A	N/A
8th ELL	0	N/A	N/A	N/A	N/A	N/A	N/A

District of Columbia Comprehensive Assessment System (DC-CAS)****

	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
All Students†	385	53.00%	36.90%	9.10%	1.00%	0%	1.00%
6th	100	52.00%	35.00%	11.00%	2.00%	0%	2.00%
7th	132	45.50%	47.00%	6.80%	0.80%	0%	0.80%
8th	153	60.10%	29.40%	9.80%	0.70%	0%	0.70%

* Students who spent at least 70% of their school year in TTO, and have both a Fall and Spring MAP score
** Below grade students had a Fall 2014 MAP score that was below the national average Fall RIT score for that grade
*** On/Above grade students had a Fall 2014 MAP score that was equal to or above the national average Fall RIT score for that grade
**** Subgroup too small for reporting
† Publicly reported school level data

McClintock Middle School

Charlotte-Mecklenberg Schools, NC: 2014-15 SY

Principal: Paul Williams
Initial Program Year: 2013-14
Grades Served: 6-8
Total # of Students in TTO: 817

Demographic Information†:
White: 22%
Black: 52%
Hispanic: 25%
Asian: 7%
Free/Reduced Lunch: 83%

Overall Math Growth: 1.7X the National Average

Measures of Academic Progress (MAP)

Grade	Total Students *	Natl. Avg. Fall 2013 RIT Score	TTO Fall 2013 RIT	TTO Spring 2014 RIT	TTO Growth	National Average Growth	McClintockGrowth Compared to National Growth
6th Grade							
6th Grade All Students	221	219.6	215.01	224.38	9.37	6	1.56
6th Below grade**	138	219.6	206.91	215.86	8.95	6	1.49
6th On/above grade***	83	219.6	228.48	238.54	10.06	6	1.68
6th Special Education	21	N/A****	N/A	N/A	N/A	N/A	N/A
6th ELL	18	N/A	N/A	N/A	N/A	N/A	N/A
7th Grade							
7th Grade All Students	196	225.6	219.32	227.61	8.29	4.9	1.69
7th Below Grade	125	225.6	210.89	219.1	8.21	4.9	1.68
7th On/Above Grade	71	225.6	234.15	242.58	8.43	4.9	1.72
7th Special Education	16	N/A	N/A	N/A	N/A	N/A	N/A
7th ELL	29	N/A	N/A	N/A	N/A	N/A	N/A
8th Grade							
8th Grade all Students	128	230.2	221.38	229.27	7.89	4.3	1.83
8th Below grade	100	230.2	217.36	225.91	8.55	4.3	1.99
8th On/Above grade	28	N/A	N/A	N/A	N/A	N/A	N/A
8th Special Education	15	N/A	N/A	N/A	N/A	N/A	N/A
8th ELL	15	N/A	N/A	N/A	N/A	N/A	N/A

North Carolina End of Year Test

	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
All Students*****	616	43.30%	26.80%	5.50%	17.70%	6.70%	29.90%
6th	272	38.60%	22.80%	7.00%	20.20%	11.40%	38.60%
7th	232	46.10%	24.60%	4.70%	20.30%	4.30%	29.30%
8th	112	49.10%	41.10%	3.60%	6.30%	0.00%	9.90%

* Students who spent at least 70% of their school year in TTO, and have both a Fall and Spring MAP score
** Below grade students had a Fall 2014 MAP score that was below the national average Fall RIT score for that grade
*** On/Above grade students had a Fall 2014 MAP score that was equal to or above the national average Fall RIT score for that grade
**** Subgroup too small for reporting
***** Students who spent at least 70% of the school year in TTO
† Publicly reported school level data

McGinnis Middle School

Perth Amboy Public Schools, NJ: 2014-15 SY

Principal: Dr. Myrna Garcia
Initial Program Year: 2013-14
Grades Served: 6-8
Total # of Students in TTO*: 973

Demographic Information†:
White: 1%
Black: 5%
Hispanic: 93%
Asian: 0%
Free/Reduced Lunch: 90%

Overall Math Growth: 1.1 X the National Average

Measures of Academic Progress (MAP)

Grade	Total Students *	Natl. Avg. Fall 2013 RIT Score	TTO Fall 2013 RIT	TTO Spring 2014 RIT	TTO Growth	National Average Growth	McGinnis Growth Compared to National Growth
6th Grade							
6th Grade All Students	284	219.6	209.12	212.34	3.22	6	0.54
6th Below grade**	224	219.6	204.63	208.34	3.71	6	0.62
6th On/above grade***	61	219.6	225.59	227.05	1.46	6	0.24
6th Special Education	15	N/A****	N/A	N/A	N/A	N/A	N/A
6th ELL	33	219.6	190.33	198.21	7.88	6	1.31
7th Grade							
7th Grade All Students	291	225.6	215.52	221.9	6.38	4.9	1.3
7th Below Grade	222	225.6	209.91	216.99	7.08	4.9	1.44
7th On/Above Grade	69	N/A	233.55	237.68	4.13	4.9	0.84
7th Special Education	20	N/A	N/A	N/A	N/A	N/A	N/A
7th ELL	46	225.6	199.2	211.39	12.19	4.9	2.49
8th Grade							
8th Grade all Students	308	230.2	221.21	227.51	6.3	4.3	1.47
8th Below grade	218	230.2	214.34	221.26	6.92	4.3	1.61
8th On/Above grade	90	230.2	237.99	242.67	4.68	4.3	1.09
8th Special Education	25	N/A	N/A	N/A	N/A	N/A	N/A
8th ELL	51	230.2	202.63	211.51	8.88	4.3	2.07

New Jersey PARCC State Math Exam

	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
All Students†	923	24.59%	38.89%	27.74%	8.34%	0.43%	8.78%
6th	346	28.60%	41.60%	22.50%	7.20%	0%	7.20%
7th	306	13.70%	40.80%	35.00%	9.50%	1.00%	10.50%
8th	271	31.70%	33.20%	26.20%	8.50%	0.40%	8.90%

* Students who spent at least 70% of their school year in TTO, and have both a Fall and Spring MAP score
** Below grade students had a Fall 2014 MAP score that was below the national average Fall RIT score for that grade
*** On/Above grade students had a Fall 2014 MAP score that was equal to or above the national average Fall RIT score for that grade
**** Subgroup too small for reporting
† Publicly reported school level data

iPrep Academy, School No. 8

Elizabeth Public Schools, NJ: 2014-15 SY

Principal: Larry Roodenberg
Initial Program Year: 2013-14
Grades Served: 5-8
Total # of Students in TTO: 393

iPrep8 Overall Math Growth: 1.0X the National Average

Demographic Information†:
White: 9%
Black: 24%
Hispanic: 65%
Asian: 1%
Free/Reduced Lunch: 83%

Measures of Academic Progress (MAP)

Grade	Total Students *	Natl. Avg. Fall 2013 RIT Score	TTO Fall 2013 RIT	TTO Spring 2014 RIT	TTO Growth	National Average Growth	iPrep8 Growth Compared to National Growth
5th Grade							
5th Grade All Students	37	212.9	207.14	213.7	6.56	8.1	0.81
5th Below grade**	25	N/A****	N/A	N/A	N/A	N/A	N/A
5th On/above grade***	12	N/A	N/A	N/A	N/A	N/A	N/A
5th Special Education	2	N/A	N/A	N/A	N/A	N/A	N/A
5th ELL	2	N/A	N/A	N/A	N/A	N/A	N/A
6th Grade							
6th Grade All Students	47	219.6	215.51	223	7.49	6	1.25
6th Below grade	26	N/A	N/A	N/A	N/A	N/A	N/A
6th On/above grade	11	N/A	N/A	N/A	N/A	N/A	N/A
6th Special Education	2	N/A	N/A	N/A	N/A	N/A	N/A
6th ELL	0	N/A	N/A	N/A	N/A	N/A	N/A
7th Grade							
7th Grade All Students	43	225.6	227.26	230.53	3.27	4.9	0.67
7th Below Grade	20	N/A	N/A	N/A	N/A	N/A	N/A
7th On/Above Grade	23	N/A	N/A	N/A	N/A	N/A	N/A
7th Special Education	2	N/A	N/A	N/A	N/A	N/A	N/A
7th ELL	0	N/A	N/A	N/A	N/A	N/A	N/A
8th Grade							
8th Grade All Students	39	230.2	231.44	237.28	5.84	4.3	1.36
8th Below grade	16	N/A	N/A	N/A	N/A	N/A	N/A
8th On/Above grade	23	N/A	N/A	N/A	N/A	N/A	N/A
8th Special Education	3	N/A	N/A	N/A	N/A	N/A	N/A
8th ELL	2	N/A	N/A	N/A	N/A	N/A	N/A

New Jersey PARCC State Math Exam

	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
All Students*****	146	7.50%	42.50%	30.80%	19.20%	0%	19.20%
5th	36	16.70%	47.20%	25.00%	11.10%	0%	11.10%
6th	39	7.70%	43.60%	30.80%	17.90%	0%	17.90%
7th	38	2.60%	42.10%	28.90%	26.30%	0%	26.30%
8th	33	3.00%	36.40%	39.40%	21.20%	0%	21.20%

* Students who spent at least 70% of their school year in TTO, and have both a Fall and Spring MAP score
** Below grade students had a Fall 2014 MAP score that was below the national average Fall RIT score for that grade
*** On/Above grade students had a Fall 2014 MAP score that was equal to or above the national average Fall RIT score for that grade
**** Subgroup too small for reporting
***** Students who spent at least 70% of the school year in TTO
† Publicly reported school level data

Middle School 40

Jersey City Public Schools, NJ: 2014-15 SY

Principal: Francine Luce
Initial Program Year: 2013-14
Grades Served: 5-8
Total # of Students in TTO: 226

Overall Math Growth: 0.9 X the National Average

Demographic Information†:
White: 4%
Black: 62%
Hispanic: 23%
Asian: 7%
Free/Reduced Lunch: 91%

Measures of Academic Progress (MAP)

Grade	Total Students*	Natl. Avg. Fall 2013 RIT Score	TTO Fall 2013 RIT	TTO Spring 2014 RIT	TTO Growth	National Average Growth	Speedway Growth Compared to National Growth
6th Grade							
6th Grade All Students	49	219.6	211.78	215.67	3.89	6	0.65
6th Below grade**	37	219.6	219.6	207.51	5.08	6	0.85
6th On/above grade***	12	N/A****	N/A	N/A	N/A	N/A	N/A
6th Special Education	0	N/A	N/A	N/A	N/A	N/A	N/A
6th ELL	0	N/A	N/A	N/A	N/A	N/A	N/A
7th Grade							
7th Grade All Students	52	225.6	211.71	216.15	4.44	4.9	0.91
7th Below Grade	47	225.6	209.81	214.09	4.28	4.9	0.87
7th On/Above Grade	5	N/A	N/A	N/A	N/A	N/A	N/A
7th Special Education	0	N/A	N/A	N/A	N/A	N/A	N/A
7th ELL	0	N/A	N/A	N/A	N/A	N/A	N/A
8th Grade							
8th Grade All Students	50	230.2	220.78	225.54	4.76	4.3	1.11
8th Below grade	41	230.2	217.56	222.2	4.64	4.3	1.08
8th On/Above grade	9	N/A	N/A	N/A	N/A	N/A	N/A
8th Special Education	0	N/A	N/A	N/A	N/A	N/A	N/A
8th ELL	0	N/A	N/A	N/A	N/A	N/A	N/A

New Jersey Assessment of Skills and Knowledge (NJ ASK)

	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
All Students†	262	41.22%	38.55%	16.41%	3.82%	0%	20.23%
6th	78	32.10%	39.70%	23.10%	5.10%	0%	28.20%
7th	92	34.80%	50.00%	13.00%	2.20%	0%	15.20%
8th	92	55.40%	26.10%	14.10%	4.30%	0%	18.40%

* Students who spent at least 70% of their school year in TTO, and have both a Fall and Spring MAP score
** Below grade students had a Fall 2014 MAP score that was below the national average Fall RIT score for that grade
*** On/Above grade students had a Fall 2014 MAP score that was equal to or above the national average Fall RIT score for that grade
**** Subgroup too small for reporting
† Publicly reported school level data

I.S. 228

New York City Department of Education: 2014-15 SY

Principal: Dominick D'Angelo
Initial Program Year: 2010-11
Grades Served: 6-8
Total # of Students in TTO: 708

Demographic Information†:
White: 32%
Black: 9%
Hispanic: 27%
Asian: 31%
Free/Reduced Lunch: 84%

Overall Math Growth: 0.8X the National Average

Measures of Academic Progress (MAP)

Grade	Total Students *	Natl. Avg. Fall 2013 RIT Score	TTO Fall 2013 RIT	TTO Spring 2014 RIT	TTO Growth	National Average Growth	I.S. 228 Growth Compared to National Growth
6th Grade							
6th Grade All Students	223	219.6	219.18	225.14	5.96	6	0.99
6th Below grade**	104	219.6	209.13	214.15	5.02	6	0.84
6th On/above grade***	119	219.6	227.97	234.75	6.78	6	1.13
6th Special Education	0	N/A****	N/A	N/A	N/A	N/A	N/A
6th ELL	1	N/A	N/A	N/A	N/A	N/A	N/A
7th Grade							
7th Grade All Students	218	225.6	225.93	230.05	4.12	4.9	0.84
7th Below Grade	92	225.6	212.83	216.12	3.29	4.9	0.67
7th On/Above Grade	126	225.6	235.49	240.21	4.72	4.9	0.96
7th Special Education	16	N/A	N/A	N/A	N/A	N/A	N/A
7th ELL	9	N/A	N/A	N/A	N/A	N/A	N/A
8th Grade							
8th Grade all Students	123	230.2	229.31	231.18	1.87	4.3	0.43
8th Below grade	59	230.2	218.83	221.12	2.29	4.3	0.53
8th On/Above grade	64	230.2	238.97	240.45	1.48	4.3	0.34
8th Special Education	22	N/A	N/A	N/A	N/A	N/A	N/A
8th ELL	44	230.2	232.56	234.5	1.94	4.3	0.45

New York State Math Exam

	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	Total % Proficient
All Students*****	771	19.46%	39.82%	24.64%	16.21%	40.86%
6th	270	19.60%	43.30%	21.90%	15.20%	37.10%
7th	237	16.70%	38.20%	31.60%	13.60%	45.20%
8th	264	21.60%	37.50%	21.20%	19.70%	40.90%

* Students who spent at least 70% of their school year in TTO, and have both a Fall and Spring MAP score
** Below grade students had a Fall 2014 MAP score that was below the national average Fall RIT score for that grade
*** On/Above grade students had a Fall 2014 MAP score that was equal to or above the national average Fall RIT score for that grade
**** Subgroup too small for reporting
***** This includes the 8th graders who graduated from TTO after 7th grade into the school's algebra program
† Publicly reported school level data

Middle School 88

New York City Department of Education: 2014-15 SY

Principal: Ailene Altman Mitchell
Initial Program Year: 2012-13
Grades Served: 6-8
Total # of Students in TTO: 309

Overall Math Growth: 0.9X the National Average

Demographic Information†:
White: 10%
Black: 12%
Hispanic: 59%
Asian: 18%
Free/Reduced Lunch: 88%

Measures of Academic Progress (MAP)

Grade	Total Students *	Natl. Avg. Fall 2013 RIT Score	TTO Fall 2013 RIT	TTO Spring 2014 RIT	TTO Growth	National Average Growth	J.H.S. 88 Growth Compared to National Growth
6th Grade							
6th Grade All Students	100	219.6	216.53	223.8	7.27	6	1.21
6th Below grade**	53	219.6	206.57	214.19	7.62	6	1.27
6th On/above grade***	47	219.6	227.77	234.64	6.87	6	1.15
6th Special Education	9	N/A****	N/A	N/A	N/A	N/A	N/A
6th ELL	0	N/A	N/A	N/A	N/A	N/A	N/A
7th Grade							
7th Grade All Students	89	225.6	220.76	223.88	3.12	4.9	0.64
7th Below Grade	56	225.6	213.32	216.7	3.38	4.9	0.69
7th On/Above Grade	33	225.6	233.39	236.06	2.67	4.9	0.54
7th Special Education	16	N/A	N/A	N/A	N/A	N/A	N/A
7th ELL	0	N/A	N/A	N/A	N/A	N/A	N/A
8th Grade							
8th Grade All Students	51	230.2	223.55	225.82	2.27	4.3	0.53
8th Below grade	34	230.2	217.29	220.53	3.24	4.3	0.75
8th On/Above grade	17	230.2	236.06	236.41	0.35	4.3	0.08
8th Special Education	8	N/A	N/A	N/A	N/A	N/A	N/A
8th ELL	0	N/A	N/A	N/A	N/A	N/A	N/A

New York State Math Exam

	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	Total % Proficient
All Students*	285	24.56%	49.12%	17.54%	8.77%	26.32%
6th	114	21.10%	42.10%	18.40%	18.40%	36.80%
7th	110	24.50%	53.60%	19.10%	2.70%	21.80%
8th	64	29.70%	51.60%	12.50%	1.60%	14.10%

* Students who spent at least 70% of their school year in TTO, and have both a Fall and Spring MAP score
** Below grade students had a Fall 2014 MAP score that was below the national average Fall RIT score for that grade
*** On/Above grade students had a Fall 2014 MAP score that was equal to or above the national average Fall RIT score for that grade
**** Subgroup too small for reporting
† Publicly reported school level data

I.S. 381

New York City Department of Education: 2014-15 SY

Principal: Mary Harrington
Initial Program Year: 2012-13
Grades Served: 6-8
Total # of Students in TTO: 306

Demographic Information†:
White: 10%
Black: 66%
Hispanic: 17%
Asian: 6%
Free/Reduced Lunch: 99%

Overall Math Growth: 1.1X the National Average

Measures of Academic Progress (MAP)

Grade	Total Students *	Natl. Avg. Fall 2013 RIT Score	TTO Fall 2013 RIT	TTO Spring 2014 RIT	TTO Growth	National Average Growth	I.S. 381 Growth Compared to National Growth
6th Grade							
6th Grade All Students	62	219.6	209.52	215.53	6.01	6	1.00
6th Below grade**	47	219.6	204.26	211.04	6.78	6	1.13
6th On/above grade***	15	N/A****	N/A	N/A	N/A	N/A	N/A
6th Special Education	0	N/A	N/A	N/A	N/A	N/A	N/A
6th ELL	0	N/A	N/A	N/A	N/A	N/A	N/A
7th Grade							
7th Grade All Students	74	225.6	221.92	226.46	4.54	4.9	0.93
7th Below Grade	39	225.6	211.49	216.82	5.33	4.9	1.09
7th On/Above Grade	35	225.6	233.54	237.2	3.66	4.9	0.75
7th Special Education	10	N/A	N/A	N/A	N/A	N/A	N/A
7th ELL	3	N/A	N/A	N/A	N/A	N/A	N/A
8th Grade							
8th Grade all Students	71	230.2	223.41	229.55	6.14	4.3	1.43
8th Below grade	51	230.2	218.98	226.06	7.08	4.3	1.65
8th On/Above grade	20	N/A	N/A	N/A	N/A	N/A	N/A
8th Special Education	1	N/A	N/A	N/A	N/A	N/A	N/A
8th ELL	2	N/A	N/A	N/A	N/A	N/A	N/A

New York State Math Exam

	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	Total % Proficient
All Students****	315	48.30%	36.20%	10.80%	4.80%	15.60%
6th	95	55.80%	32.60%	7.40%	4.20%	11.60%
7th	112	46.40%	41.10%	9.80%	2.70%	12.50%
8th	108	43.50%	34.30%	14.80%	7.40%	22.20%

* Demographic data is school level, and may not reflect the exact makeup of the students participating in TTO

** The sample of students included in MAP analysis are those who were present for both the fall and spring administrations of the MAP assessment, and who were present for at least 70% of the school year in the TTO model

*** N/A is used where a subgroup sample size is too small to present analysis

**** The sample of students included in state test analysis are those who were present for at least 70% of the school year in the TTO model

† Publicly reported school level data

I.S. 286

New York City Department of Education: 2014-15 SY

Principal: Melisha Jackman
Initial Program Year: 2013-14
Grades Served: 6-8
Total # of Students in TTO: 176

Demographic Information†:
White: 3%
Black: 57%
Hispanic: 38%
Asian: 0%
Free/Reduced Lunch: 88%

Overall Math Growth: 1.2X the National Average

Measures of Academic Progress (MAP)

Grade	Total Students *	Natl. Avg. Winter 2014 RIT Score***	TTO Winter 2014 RIT	TTO Spring 2014 RIT	TTO Growth	National Average Growth	I.S. 286 Growth Compared to National Growth
6th Grade							
6th Grade All Students	45	219.6	202.16	211.18	9.02	6	1.50
6th Below grade**	39	219.6	198.72	208.33	9.61	6	1.60
6th On/above grade***	6	N/A****	N/A	N/A	N/A	N/A	N/A
6th Special Education	4	N/A	N/A	N/A	N/A	N/A	N/A
6th ELL	0	N/A	N/A	N/A	N/A	N/A	N/A
7th Grade							
7th Grade All Students	33	225.6	208.3	212.27	3.97	4.9	0.81
7th Below Grade	27	225.6	202.89	207.67	4.78	4.9	0.98
7th On/Above Grade	6	N/A	N/A	N/A	N/A	N/A	N/A
7th Special Education	4	N/A	N/A	N/A	N/A	N/A	N/A
7th ELL	2	N/A	N/A	N/A	N/A	N/A	N/A
8th Grade							
8th Grade all Students	33	230.2	218.39	222.88	4.49	4.3	1.04
8th Below grade	28	230.2	214.86	219.71	4.85	4.3	1.13
8th On/Above grade	5	N/A	N/A	N/A	N/A	N/A	N/A
8th Special Education	1	N/A	N/A	N/A	N/A	N/A	N/A
8th ELL	3	N/A	N/A	N/A	N/A	N/A	N/A

New York State Math Exam

	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	Total % Proficient
All Students†	157	77.10%	19.70%	3.20%	0%	3.20%
6th	61	77.00%	19.70%	3.30%	0%	3.30%
7th	38	71.10%	26.30%	2.60%	0%	2.60%
8th	58	81.00%	15.50%	3.40%	0%	3.40%

* Students who spent at least 70% of their school year in TTO, and have both a Fall and Spring MAP score
** Below grade students had a Fall 2014 MAP score that was below the national average Fall RIT score for that grade
*** On/Above grade students had a Fall 2014 MAP score that was equal to or above the national average Fall RIT score for that grade
**** Subgroup too small for reporting
† Publicly reported school level data

Appendix C: Audited FY15 Financials

Ending June 30, 2015

Fiscal Year 2015 Financial Snapshot

REVENUE

Contributions	
Individuals	$830,588
Foundations and Trusts	$8,613,135
Corporations	$40,000
Government Grant	$39,843
Program Service Fees	$2,403,679
Contributed Services	$160,390
Interest income	$6,415
Realized gain on investments	$2,028
Other Revenue	$125,536
Total Revenue	**$12,221,614**

EXPENSES

Program Services	$8,513,352
Management and General	$2,073,435
Fundraising	$398,625
Total Expenses	**$10,985,412**
Change in Net Assets	$1,236,202

NET ASSETS

Beginning of Year	$4,788,437
End of Year	$6,024,639

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