



2023

ANNUAL
REPORT



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A LETTER FROM JOEL ROSE

Dear Friends and Supporters,

For over a century, our education system has been defined by a model designed to meet the needs of an industrial age—a model where a single teacher delivers instruction to same-age students using a standardized curriculum. While this approach served its purpose in the past, the realities of today's world demand something fundamentally different.

The National Assessment of Educational Progress has recently illuminated a troubling truth: our system was struggling long before the pandemic, and the disruptions of recent years have only widened the gaps. In math, proficiency rates decline progressively as students advance through school, reflecting a cumulative challenge of unaddressed gaps in foundational knowledge. Policies that prioritize grade-level content over personalized learning further entrench this issue, leaving many students behind.

At New Classrooms, we've spent the past year addressing these challenges with urgency, creativity, and a renewed commitment to reimagining what's possible in education. Our flagship program, *Teach to One*, continues to demonstrate how innovative approaches can transform learning, but we recognize that creating systemic change requires more than one solution.

In October 2023, we released our latest report, *Out of the Box: How Innovative Learning Models Can Transform K-12 Education*. Co-written by our friends at Transcend, and funded by visionary partners like the Chan Zuckerberg Initiative and the Bill and Melinda Gates Foundation, the report offers practical and scalable recommendations for moving beyond the industrial paradigm of schooling. We were honored to convene thought leaders, educators, and policymakers to discuss these ideas at our online event, *Out of the Box: A Conversation about the Future of School*. Together, we are building momentum toward a student-centered model that truly meets the needs of all learners.

The 2022-2023 school year also marked significant milestones for our organization. We refreshed our brand to better reflect our mission and vision, ensuring that our message resonates with the communities we serve. And, in May, we welcomed George Cigale as the new President of *Teach to One*.

George's extensive experience in education technology and scaling impact positions us to deepen our reach and help even more students unlock their full potential.

As we look ahead, we remain steadfast in our belief that education must evolve to meet the demands of the 21st century. The work is complex, and the path forward will require bold thinking, collaboration, and a shared commitment to equity. But with your partnership and support, we are confident in our ability to create a future where every student can succeed.

Thank you for standing with us on this journey. Together, we are redefining what's possible in education.

With gratitude,



Joel Rose,
CEO of New Classrooms

WHY WE EXIST

For over a century, our nation's education system has followed a factory model—a single teacher delivering instruction to a group of same-age students, relying on a standardized curriculum. While this approach once met the needs of an industrial age, it no longer serves the diverse needs of today's students. At New Classrooms, we believe every student deserves a personalized educational experience that recognizes their unique strengths and challenges.

Turning this belief into reality is why we exist.

The limitations of the factory model are especially evident in mathematics. Math is cumulative; concepts build upon one another, requiring a solid foundation to advance. However, the traditional one-size-fits-all approach often leaves students with unaddressed gaps that compound over time, making it harder for them to catch up. Meanwhile, students who enter ahead of grade level are left unchallenged. In both cases, the result is the same: untapped potential and unmet needs.

To address these challenges, New Classrooms has developed innovative learning solutions that meet students where they are and guide them to where they need to be. Our flagship program, *Teach to One*, has redefined what's possible by tailoring math instruction to each student's unique needs.

In 2020, we introduced *Teach to One Roadmaps*, offering a personalized pathway for students to accelerate their learning.



Together, these solutions are transforming classrooms across the country.

But innovation in education cannot stop at the classroom level. We advocate for systemic changes that dismantle the century-old educational paradigm and replace it with a student-centered model. Through our research, partnerships, and policy work, we aim to create a future where schools adapt to the unique ways students learn and empower them with the habits and skills they need for lifelong success.

Since our founding in 2011, we've served over 75,000 students in 41 states, continually refining our models and expanding our impact. As we look to the future, our vision remains clear: to move beyond the limits of traditional schooling and help every student thrive. By leveraging research, technology, and bold thinking, we are redefining what's possible in education—one student, one classroom, and one school at a time.

WHAT WE DO: SOLUTION DEVELOPMENT

At New Classrooms, we are deeply committed to developing research-based solutions that enable tailored acceleration in mathematics. Our approach bridges the gap between where students are and where they need to be, equipping teachers with innovative tools and strategies to support every learner. By partnering with schools, we ensure these solutions are implemented effectively, creating classrooms where every student can thrive.

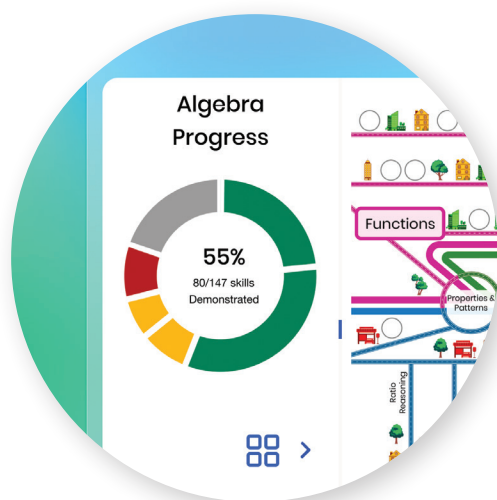
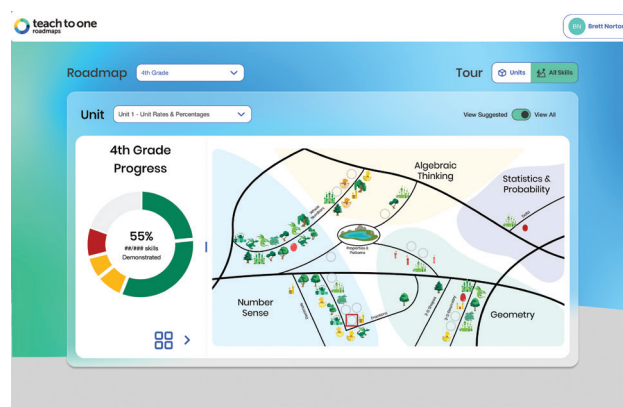


THE FUTURE OF LEARNING MODELS

Our journey began with *Teach to One 360*, a comprehensive reimagining of the classroom experience. While implementation challenges during the pandemic required a pause in its rollout, the lessons learned have informed the development of *Teach to One Roadmaps*—a scalable, digital tool poised to meet today's demands.

TEACH TO ONE ROADMAPS: A DIGITAL INNOVATION

Teach to One Roadmaps offers a personalized approach to math education, empowering teachers to assess students' mastery of foundational skills and provide customized learning pathways. Built on more than a decade of research, this tool ensures each student progresses at their own pace, whether working independently, in small groups, or through teacher-led instruction.



RESPONDING TO CHALLENGES IN MATH EDUCATION

As Algebra remains a critical gateway to advanced learning and future careers, many students still struggle to build the foundational skills necessary for success. Compounding this challenge are labor shortages and the rise of out-of-field teaching, leaving many classrooms under-resourced. *Teach to One Roadmaps* helps alleviate these pressures by offering high-quality, tech-enhanced solutions that adapt to students' needs, enabling teachers to focus their efforts where they are most needed.

WHAT WE DO: POLICY & ADVOCACY

FEDERAL & STATE POLICY AGENDA

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

	Federal Policy Priorities	State Policy Priorities
ACCELERATE THE GROWTH OF THE MODEL PROVIDER SECTOR	FUND THE SUPPLY for K-12 development of innovative learning models through targeted federal investments. PROMOTE THE DEMAND for K-12 adoption of innovative learning models through targeted federal investments. CREATE REGULATORY SPACE within federal policy for innovative learning models to emerge.	INVEST IN AND LAUNCH Innovation Zones and other viable pathways to promote the demand for innovative learning models and competency-based tools. PROMOTE state curriculum adoptions that support competency-based solutions, including innovative learning models that integrate precise diagnostics, high-quality content, embedded assessments, and personalized instructional pathways that span multiple grade levels. CREATE REGULATORY CONDITIONS within state policy for innovative learning models to emerge.
	CREATE INNOVATIVE ASSESSMENTS REAUTHORIZE AND EXPAND the Every Student Succeeds Act (ESSA) to allow for new innovative assessment frameworks that would better support innovative AMEND THE INNOVATIVE ASSESSMENT DEMONSTRATION AUTHORITY (IADA) under ESSA to create the space for innovative learning models. FULLY FUND IADA to encourage assessments aligned to curriculum-embedded student-centered learning models. LIFT THE CAP on IADA to support assessments aligned to innovative learning models. INCREASE THE FUNDING for the Competitive Grants for State Assessments (CGSA) program and prioritize competency-based designs that emphasize mastery of state standards.	BUILD alternative forms of innovative, competency-based summative assessments. APPLY to an amended IADA.

**STRENGTHEN
ACCOUNTABILITY
TO ENABLE
INNOVATION**

MODIFY ESSA to allow states to develop innovative accountability pilots to complement innovative assessments.

APPROVE state ESSA plans that weigh key transition points more heavily.

DESIGN next generation accountability that incorporates innovative learning models.

MODIFY state ESSA plans to incorporate multi-year growth metrics in school rating systems.

MODIFY state ESSA plans that weigh key transition points more heavily.

**LEGISLATIVE PRIORITIES FOR
THE 118TH CONGRESS**

As advocates for personalized education, New Classrooms is focused on addressing the immediate challenges posed by the pandemic while advancing a long-term vision for competency-based learning. Key priorities for federal legislators in the 118th Congress included:

- ▶ Investing in Sustainable R&D for Education: Transformative change in education requires robust public investment. We support the following legislative actions:
 - Developing and Advancing Innovative Learning Models Act: Allocating \$570 million annually to fund innovative model development and \$180 million annually to facilitate their adoption by state and school districts.
 - Creating and Fully Funding the National Center for Advanced Development in Education (NCADE): Appropriating sustained funding for breakthrough research and technologies such as innovative learning models
 - Passing the New Essential Education Deliveries (NEED) Act: Authorizing NCADE to focus on developing cutting-edge educational tools and practices with a \$500 million annual budget.
- Fully Funding Centers for Transformative Education Research: Supporting K-12 STEM education initiatives authorized under the CHIPS and Science Act.
- ▶ Create the Space to Reimagine Education at State and Local Levels: Federal policies related to assessment and accountability need to be modernized to better support states and locals measure comprehensive learning growth and implement competency-based pathways for students.
- Modify the Innovative Assessment Demonstration Authority (IADA) within the Elementary and Secondary Education Act (ESEA): Providing states with the flexibility and funding necessary to develop innovative accountability pilots and competency-based assessment models.
- Reauthorize the Every Student Succeeds Act (ESSA): Expanding ESSA to allow for new innovative assessment frameworks that create more transparency and data on student learning in real time.
- Quadruple Funding for the Competitive Grants for State Assessment Program (CGSA): Funding and Prioritizing state assessment designs that emphasize the mastery of standards and aligned competencies in a competency-based education model



- Extend Elementary and Secondary School Emergency Relief (ESSER) / American Rescue Plan (ARP) Funds: Extending ESSER/ ARP funds to FY28 would allow schools to invest in sustainable recovery efforts and modernized learning systems.

ADVOCATING FOR A FEDERAL INVESTMENT IN DEVELOPING NEW APPROACHES TO TEACHING AND LEARNING

Strong federal investments in early-stage research and development (R&D) in defense, health care, and energy have nearly tripled in the past 20 years and led to significant breakthrough innovations, while the investment in education R&D has not even kept up with the rate of inflation. New Classrooms advocates for a sustained federal investment to support the development of innovative approaches to teaching and learning that enable schools to meet the unique strengths and needs of their students.

Federal Funding for the Development of Innovative Learning Models

New Classrooms championed a provision included in the Consolidated Appropriations Act, 2023—which passed Congress and was signed into law on December 22, 2022—to create a \$30 million funding opportunity at the Institute of Education Science (IES) for “quick-turnaround, high-reward scalable solutions intended to significantly improve outcomes for students.” The legislation specifically directed IES to invest in breakthrough technologies, new pedagogical approaches, and innovative learning models.

Introduction of The New Essential Education Discoveries Act

New Classrooms endorses the New Essential Education Discoveries (NEED) Act, which was introduced for the first time in the 117th



Congress and reintroduced at the start of the 118th Congress by Representatives Bonamici (D-OR) and Fitzpatrick (R-PA). The bill would establish the National Center for Advanced Development in Education (NCADE) within IES. This legislation promises to:

- Allocate \$500 million annually to develop and disseminate innovative, high-risk high-reward educational models and tools
- Modernize data systems to track student progress throughout K-12 education.
- Foster groundbreaking research to address learning gaps and advance 21st-century teaching approaches.

NCADE is modeled after the Defense Advanced Research Projects Agency (DARPA), an R&D agency within the U.S. Department of Defense which developed breakthrough technologies like the internet and GPS. The Congressional champions of the NEED Act emphasize its potential to close learning gaps and equip students with the tools for long-term success. By supporting this legislation, New Classrooms reaffirms its commitment to innovation and equity in education.

SUPPORTING STATE CREATION OF MATH INNOVATION ZONES

New Classrooms helped three states develop a student-centered framework in middle school math through Math Innovation Zones (MIZ). This personalized approach to math ensures all students reach college and career readiness, but not through a uniform, grade-level structure. Instead, it allows the creation of individualized learning plans that meet students where they are and more effectively measures student growth and progress across grade-bands.

Quarterly Meetings with North Dakota and Montana MIZ Coalition

North Dakota and Montana dedicated a portion of their ESSER/ARP dollars to develop new MIZs. Each plan calls for the use of new learning models, comprehensive measures of learning growth, and shared accountability for results.

New Classrooms worked with both states this year to develop guidelines and rubrics and meet quarterly with state agency Chiefs and leadership in partnership with Delivery Associates to uphold each state's commitment to move away from "point solutions" to a more thoughtful approach of personalized instructional pathways in math that spans multiple grade levels.

MIZ Legislation Introduced in Virginia

New Classrooms worked with a House of Delegates member this year to write HB 2495, which would establish a MIZ program in Virginia. The program would assist participating middle schools in implementing personalized, competency-based math education.

The legislation passed the House with a bipartisan 86-13 vote and received unanimous backing from the Senate Education and Health Committee.

KEY HIGHLIGHTS & ACCOMPLISHMENTS

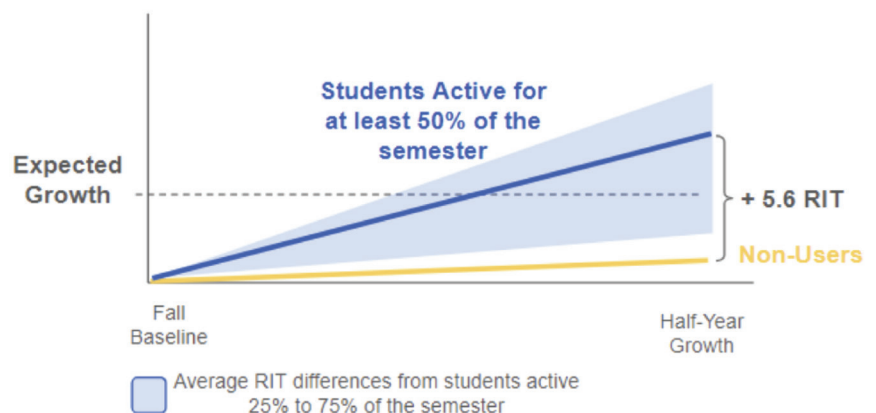
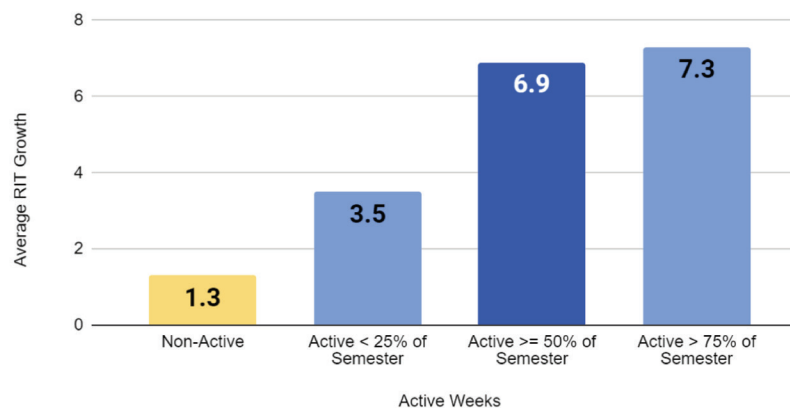
STUDENT GROWTH USING *TEACH TO ONE ROADMAPS*

At New Classrooms, we transform traditional math classrooms into personalized learning spaces where every student can thrive.

A recent case study highlighted the power of *Teach to One Roadmaps* in driving student growth. Based on 2022 fall-to-winter MAP data from a middle school, we found statistically significant evidence that *Roadmaps* students grow more than their non-*Roadmaps* peers. Using a paired analysis of matching peers, active *Roadmaps* students demonstrated 5.6 more RIT points, i.e. more than a semester and a half of additional growth, when compared to their non-*Roadmaps* peers. Further, higher *Roadmaps* use was associated with even higher relative growth. This case study shows exciting evidence that this program's usage has a strong association with positive student outcomes. While it only represents the outcomes of this one school's experience, it provides strong motivation for continued development of the product and expansion of this study's population size.



Active Weeks in Roadmaps and Average Fall to Winter RIT Growth



OUT OF THE BOX

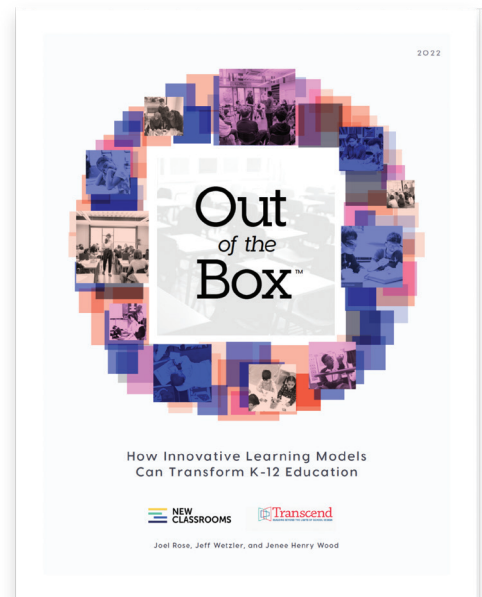
A new report, released by New Classrooms Innovation Partners and Transcend, highlights the role innovative learning models can play in modernizing K-12 education.

"While sectors such as energy, healthcare, and transportation have undergone fundamental transformations over the last two decades, the K-12 sector has remained centered on a delivery model patterned after the American factory. It is time to support an overdue transition from an industrial paradigm of schooling to a student-centered one — especially for students in the most marginalized communities."

Joel Rose,
CEO of New Classrooms
& co-author of the report.

Out of the Box: How Innovative Learning Models Can Transform K-12 Education, which explores strategies and recommendations to drive collaboration among policymakers, advocates, funders, and educators in order to modernize our educational delivery model, was funded by the Chan Zuckerberg Initiative and the Bill and Melinda Gates Foundation.

The report's title, *Out of the Box*, was inspired by Malcolm McLean's breakthrough idea from the 1950s — bypassing the increasingly



congested interstate highways and instead put shipping containers from trucks directly onto ships. Despite meeting sharp resistance, McLean's out of the box idea and commitment to his vision would ultimately bring about a new level of standardization and interoperability to the sector. Today, an estimated \$14 trillion in goods spend some time inside of a big metal box.

"The story of Malcolm McLean is not only about the impact of a physical box. It is about the importance of thinking outside of one," said Jenee Henry Wood, Head of Learning at Transcend and co-author of the report. "Innovative Learning Models enable the actualization of a student-centered approach and are designed to help move us to learning that is equitable and responsive to the needs of the 21st century."

As part of the release, New Classrooms and Transcend invited education influencers, advocates, funders, educators, administrators, and policymakers to attend *Out of the Box: A Conversation about the Future of School*, featuring some of the most important and influential voices in K-12 education.

OPENING SESSION: OUT OF THE BOX

Moderator | Michael B. Horn (Author of *From Reopen to Reinvent*)

Panelists | Jenee Henry Wood (Transcend) •
Joel Rose (New Classrooms)

Despite innovation across nearly every sector of society, a one-size-fits-all approach has governed mainstream schooling in America for more than a century. Innovative learning models offer a promising path to stronger and more equitable student experiences and outcomes. What exactly is an “innovative learning model?” What will it take to bring innovative learning models to life? The authors of *Out of the Box: How Innovative Learning Models Can Transform K-12 Education* share their take on why it’s time to bring modern advances in research and technology to the classroom to completely reimagine learning in ways that better meet the needs of students and educators.



GET INSPIRED WITH THE INNOVATIVE MODELS EXCHANGE

Moderator | Sarah Akhtar (Transcend)

Panelists | Ron Berger (EL Education) •
Cynthia Robinson-Rivers (Transcend)

Are you curious about innovative school models that can be easily adapted to meet your learners’ needs? This session will feature an inside look into EL Education and Van Ness Elementary’s Whole Child Model offerings and design, and preview Transcend’s newly launched Models Exchange platform featuring additional resources and supports.



A BRAIN SCIENTIST & A TECHNOLOGIST WALK INTO A CLASSROOM

Moderator | Jim Shelton (Blue Meridian Partners)

Panelists | Pamela Cantor, M.D. (Turnaround for Children)

• Lukman Ramsey (Google Cloud) • Sanjay Sarma (Massachusetts Institute of Technology)

And they're frustrated by what they see. Today we know context—environments, experiences and relationships—develops the brain, shapes how we learn and influences the expression of our genes. Designed well, environments can unlock the potential of educators and learners. Authentic equity requires we use the knowledge we have today to design a very different and new experience, for each and every learner.



THE FEDERAL ROLE: CREATING THE SPACE AND CAPACITY FOR INNOVATIVE MODELS TO EMERGE

Moderator | Bethany Little (EducationCounsel)

Panelists | Peter Zamora (Council of Chief State School Officers) • Roberto Rodríguez (U.S. Department of Education) • Peter Oppenheim

While local communities are responsible for education delivery, the federal government plays a key role in shaping the broader K-12 agenda. How do federal policymakers think about their role in shaping the future of school?



THE FUTURE ROLE OF THE TEACHER

Moderator | Tim Knowles (Carnegie Foundation)

Panelists | Elisa Villanueva Beard (Teach for America) • Pedro Noguera (Rossier School of Education) • Marla Ucelli-Kashyap (American Federation of Teachers)

Teachers have been the foundation of our nation's education system. But their role in the classroom has become increasingly unsustainable, and shortages are now ubiquitous. What will it take to make the role of the teacher more attractive? How might new learning models help to facilitate that?



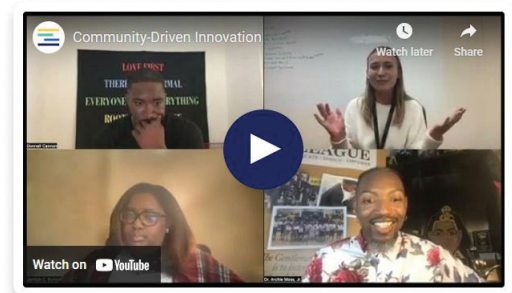


COMMUNITY-DRIVEN INNOVATION

Moderator | Dr. Archie Moss (Transcend)

Panelists | Donnell Cannon & Members of the Edgecombe County Public Schools

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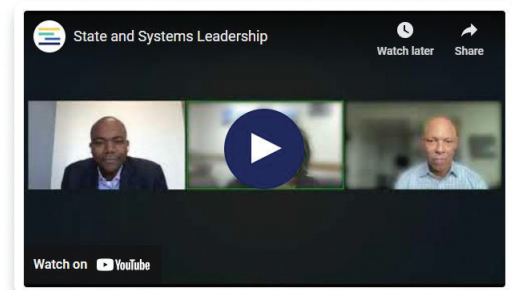


STATE AND SYSTEMS LEADERSHIP

Moderator | Jean-Claude Brizard (Digital Promise)

Panelists | Julie Murgel (Montana Office of Public Instruction) • William Hite (KnowledgeWorks)

State and district leaders are at the forefront of systemic change. How do they think about both their near-term responsibilities and the future of K-12 schooling? What do they see as the opportunities and barriers to modernization and the adoption of innovative learning models?



STUDENT VOICE AND THE FUTURE OF SCHOOLING

Moderators | David Nitkin (Transcend)

- Jenee Henry Wood (Transcend)

What did 20,000 students have to say about school? In the wake of the pandemic's seismic impact on education, large urban districts, rural communities, and many others used Transcend's Conversations with Kids resources to hear directly from young people. Explore the tools and findings, and hear directly from educators and students about how the insights gained shifted their school designs toward Leaps for Equitable 21st Century Learning.



FUNDING THE FUTURE OF SCHOOLING

Moderator | Kim Smith (Cambiar Education)

- Panelists** | Romy Drucker (Walton Family Foundation) •
Katy Knight (Siegel Family Endowment) •
Frances Messano (NewSchools Venture Fund)

Philanthropy has played an essential role in advancing the most prominent education reforms over the last several decades. What role do they see in supporting system modernization? How might new learning models fit into their plans?



CHARTERS AND THE FUTURE OF SCHOOLING

Moderator | Darryl Cobb (Charter School Growth Fund)

- Panelists** | Diane Tavenner (Summit Public Schools) • Karega Rausch (NACSA) • David Levin (KIPP Public Charter Schools)

Charter schools were designed to be engines for education innovation. To what degree has that mission been fulfilled? What are the barriers to their serving as leaders for what the future of schooling might be?

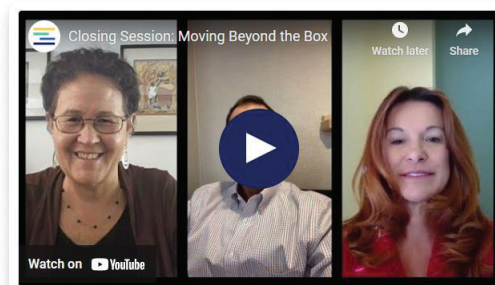


CLOSING SESSION: MOVING BEYOND THE BOX

Moderator | Jeff Wetzler (Transcend)

Panelists | Kirsten Baelser (North Dakota Department of Public Instruction) • Linda Darling-Hammond (Learning Policy Institute)

Where does education go from here? What role does innovation play? Is there a place of common ground?



CLOSING SESSION: THE INTERSECTION OF EQUITY, POLICY, & INNOVATION

Moderator | Andy Rotherham (Bellwether Education Partners)

Panelists | Denise Forte (Education Trust) • Chris Rush (New Classrooms)

Innovative learning models carry the potential to advance equity in new and important ways. But they also require rethinking policies and systems, some of which were themselves designed specifically to advance equity. How should policymakers, advocates, and systems leaders think about this inherent tension?



LEADING THE CONVERSATION

"Only Out of the Box Solutions Will Tackle Root Cause of What Ails Schools"
–Forbes

"Today's schools were not built to maximize each and every student's learning. By engaging with innovative model providers, schools can reinvent their approach and accelerate learning for all students."

Michael B. Horn
Forbes

Forbes

"To Combat Learning Loss, Schools Need to Overhaul the Industrial-Age Paradigm"
–Education Week

"If meaningful improvement in our educational system could be achieved without rethinking the industrial paradigm itself, we would have seen it by now. To ensure all students graduate college- and career-ready, we must fundamentally transform how we do school."

Michael B. Horn
Forbes

EdW

"Teach to One's Impact Highlighted as a Model for Personalized Learning"
–Education Next

"A blended-learning model like New Classrooms' Teach to One relies on laptops to personalize math instruction for middle school students. Research has found students make outsized gains on math tests after successive years of participating in Teach to One classrooms."

Michael B. Horn
Education Next

E

"Artificial Intelligence Will Not Transform K-12 Education Without Changes to 'the Grammar of School'."

—The 74

"Though the potential for transformative impact has accompanied many technological advancements, fewer than 1 in 3 students are graduating high school ready for college or a career. Systems must redesign the student experience to fully leverage AI's capabilities."

Joel Rose
The 74

The74

"Teachers Want to Quit Because They're Unhappy and Unfulfilled. Here's One Fix."

—The 74

"From Summit Public Schools to the implementation of Teach to One in Elizabeth Public Schools in New Jersey, as well as Montessori schools, which for decades have had at least two educators working together with multi-age students in a classroom, more schools are rethinking the job of teachers to create a team environment that is more motivating and sustainable."

Michael B. Horn
The 74

The74

WHO WE ARE

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

OUR LEADERSHIP TEAM

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



Joel Rose, CEO and Co-Founder

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

Christopher Rush, Co-Founder

A visionary leader in education innovation, Chris co-founded New Classrooms and has been instrumental in developing and implementing personalized learning solutions. Chris recently transitioned to a new role as Head of Research & Development for K-12 Education at the Bill & Melinda Gates Foundation.





George Cigale, President, *Teach to One*

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

BETH COHEN
Vice President of
External Relations

AARON ESTES
Vice President of
Production

LEONORE HASKELL
Senior Director of
External Relations

KAREN LEFEVER
Vice President of
Partnerships

JESSICA LICATA
Senior Director of
Portfolio Division

**JODI ANN
MASTRONARDI**
Vice President of
Human Resources &
Operations

MICHELLE WARD
Senior Director
of Marketing and
Communications

MATT PETERSEN
Vice President of
Academic Innovation
and Performance

CHRISTINE SARGENT
Vice President of
People & Culture

JASON SCHMIDT
Chief Financial Officer

MICHAEL WATSON
Vice President of
Policy and Advocacy



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

BOARD OF DIRECTORS

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

SUSAN ASIYANBI
CEO and Founder
The Olori Network

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

EMMA BLOOMBERG
CEO and Founder
Murmuration

PALMINA FAVA
Partner
Vinson & Elkins LLP

KELLY MERRYMAN
President and Chief
Executive Officer
The Capra Project

MATTHEW PITTINSKY
CEO
Parchment

ROB STAVIS
Partner
*Bessemer
Venture Partners*

JEFF WETZLER
Co-Founder
Transcend

LAWRENCE YOUNG
Managing Director
Alix Partners

MARK ZURACK
Senior Lecturer in
Finance
*Columbia Business
School*

MIKE BEZOS
(Founding
Board Member)
Vice President
and Co-Founder
Bezos Family Foundation

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

CHRIS PLUTTE
(Observer)
Managing Director
Bezos Family Foundation

WILL ETHRIDGE
(Observer)
Principal
Ethridge Advisors

WELCOMING NEW MEMBERS TO OUR BOARD OF DIRECTORS

New Classrooms Innovation Partners is delighted to announce the addition of two distinguished leaders to our Board of Directors: Matthew Pittinsky, Ph.D., CEO of Parchment and co-founder and former CEO and Executive Chairman of Blackboard Inc., and Lawrence Young, Managing Director in AlixPartners' Turnaround & Restructuring Services practice. Their exceptional expertise will play a vital role in advancing our mission to personalize education and expand opportunities for students across the nation.

"We are thrilled to welcome Matthew Pittinsky and Lawrence Young to our board," said Joel Rose, Co-Founder and CEO of New Classrooms. "Matthew's experience in education technology combined with Lawrence's extensive background in strategic and operational transformations will strengthen our ability to continue innovating personalized learning experiences for students nationwide."

MATTHEW PITTINSKY brings decades of leadership in education technology and governance. As the CEO of Parchment and co-founder of Blackboard Inc., he has been instrumental in revolutionizing digital learning platforms. He has also served on the Boards of American University, Blackboard, CampusLogic, and several other organizations committed to education and innovation. Speaking about his new role, Pittinsky shared, "Never before has the challenge of personalizing and accelerating the learning of mathematics been as pressing as today. The fact that New Classrooms addresses this challenge so effectively by reimagining the fundamental ways in which classrooms are organized excites me about our potential to inspire innovation across a range of subjects."



LAWRENCE YOUNG brings over 25 years of leadership experience across diverse sectors, including telecommunications, real estate, media, and finance. With his expertise in operational transformations and restructuring, Lawrence has held leadership roles in multinational companies such as AT&T Latin America, Sunterra Corporation, and Converse Corporation. Reflecting on his new role, Young stated, "Unfortunately for many people, especially people of color, math can be a black box that limits career opportunities and long-term earning

potential. New Classrooms is one of the few programs that creates a pathway that demystifies math, expanding opportunities and establishing a pathway to an elevated socioeconomic level."

Their combined expertise in technology, innovation, and strategic transformation will enable New Classrooms to scale its Teach to One solutions, ensuring every student learns math lessons tailored to their unique strengths and needs. We are excited to partner with Matthew and Lawrence as we work to reach more students than ever before and continue redefining what's possible in education.

BOARD OF ADVISORS

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

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OUR FUNDING PARTNERS

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

Anonymous

Barr Foundation

The Trey Beck Charitable Fund

Bezos Family Foundation

Carnegie Corporation of New York

Carson Family Charitable Trust

Chan Zuckerberg Education Initiative

Dalio Foundation

Michael & Susan Dell Foundation

Bill & Melinda Gates Foundation

Koshland Family Foundation

Marsha & Jim McCormick

The Moriah Fund

New Profit

Oak Foundation

Robin Hood Foundation

Arthur & Toni Rembe Rock

Amy & Robert Stavis

We gratefully acknowledge the additional organizations and individuals who have made generous contributions to New Classrooms in fiscal year 2023.

- **Anonymous**
- **Ardian Foundation**
- **Susan Asiyambi**
- **Karthik Balasubramanian**
- **Neeraj Bewtra**
- **Emma Bloomberg**
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- **CityBridge Foundation**
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- **Timothy Finley**
- **Finnegan Family Foundation**
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- **Joel Rose & Doris Cooper**
- **Ann & Richard Sarnoff**
- **Siegel Family Endowment**
- **Zide Family Foundation**
- **Mark Zurack & Kathy Ferguson Foundation**
- **Larry Young**

AUDITED FY23 FINANCIALS

Fiscal Year 2023 Financial Snapshot Ending June 30, 2023

REVENUE

CONTRIBUTIONS

Individuals	\$3,076,940	20.0%
Foundations & Corp.	\$11,997,993	78.2%
Government Grants	\$0	0.0%
Program Service Fees	\$148,221	1.0%
Other Revenue	\$125,082	0.8%
Total Revenue	\$15,348,236	100%

EXPENSES

Program Services	\$10,078,2124	79.3%
Management and General	\$1,927,031	15.2%
Fundraising	\$708,190	5.6%
Total Expenses	\$12,713,433	100%
Change in Net Assets	\$1,645,329	

NET ASSETS

Beginning of Year	\$10,082,740
End of Year	\$11,728,069

