New Classrooms
Innovation Partners for Learning

Personalized Learning for Every Student, Every Day
Our Presenters

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New Classrooms

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MS 88, Brooklyn, NY
A Shift to Personalized Learning
The Challenge: Meeting Students Where they Are Every Day
Students arrive to school with a wide variety of learning needs.

Grade Level Distribution of Math Proficiency

6th Grade Cohort Fall 2014 MAP Scores

<table>
<thead>
<tr>
<th>Student Grade-Level Proficiency</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>1</td>
</tr>
<tr>
<td>1st</td>
<td>2</td>
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<tr>
<td>2nd</td>
<td>3</td>
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<td>3rd</td>
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<td>7th</td>
<td>8</td>
</tr>
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<td>8th</td>
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</table>
Teachers try to match the right resources with the right students at the right time.

THE IMPOSSIBLE DIVIDE
Meeting Students Where They Are

Lesson

Modality

Readiness
A Holistic Learning Model that builds Mathematical Fluency and Habits for Lifelong Success
Day in the Life of a Student
What You Know

Evaluate each expression if \( x = 5 \) and \( y = 6 \). See Example 1 (p. 195).

1. \( x + 6 \)
2. \( 12 - y \)
3. \( y + 18 \)
4. \( x + 35 \)

Write an expression for each real-world situation. Then evaluate it.

See Examples 1-3 (p. 196).

5. Naomi bought 12 pens. Wu bought twice as many pens as Naomi. If \( t = 9 \), how many pens did Wu buy?
6. Laura had \( y \) dollars. Her mom gave her \$15. If \( y = 12 \), how much money does Laura have?

EVALUATE

Chapter 5: Evaluating Expressions

196
New Classrooms believes that every child possesses the potential for success. We are committed to helping every student enrolled in Teach to One: Math as learners and in their growth in understanding content.

By supporting our school partners, participating students, and their families, we strive to help students achieve:
Student Progress

Daily
- Each day students take a low stakes formative assessment on what they learned that day.

2-3 Week Period
- Students take an individual assessment of the skills they learned.
- Students also participate in performance-based presentation assessments scored by their teacher.

Fall, Winter, Spring
- Students take the NWEA MAP test to measure growth from the beginning of the year to the end.
On average, students participating in Teach to One: Math made math gains at 1.4 times the national average.
School of One at MS 88

6th year implementing the model

<table>
<thead>
<tr>
<th>Cohort</th>
<th># of Students</th>
<th>MA Teachers</th>
<th>Teaching Residents</th>
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<tbody>
<tr>
<td>6</td>
<td>118</td>
<td>4</td>
<td>2</td>
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<tr>
<td>7</td>
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<tr>
<td>8</td>
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</table>

Student Demographics at the School

- 18% Asian
- 11% Black
- 59% Hispanic
- 12% English Language Learners
- 27% Students with Special Needs
- 11% White

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Lessons Learned

Leadership Support, Collaboration, and Communication are the Keys to Success

• Getting support from the administration
  o Our administrators supported the team through challenges and celebrated our successes

• Collaborating and planning together
  o A planning period with colleagues helped with the transition to a new model
  o Reviewing data and schedules together must happen daily

• Creating and communicating about the new systems
  o The model works well for students but they need to learn how to learn in a different way
  o Everything must be communicated to students to ensure they know the new “rules” of the classroom
Across the country the national average growth is 1.0. MS 88 students on average achieved 1.8x that growth for the 2015-2016 school year.
Results
Students in School of One for Three Years

MS 88 On/Above Grade Level Growth
2013-2016

35% increase in students on/above grade level

43%
Questions?