



Promising Practices: Tailored Acceleration

Teach to One 360



What Is “Tailored Acceleration”?

Tailored acceleration focuses on building a student’s understanding efficiently – regardless of where students are starting from – while adhering to the principles of high expectations, rigorous accountability, and educational equity.

Each student focuses on the specific pre-grade, on-grade, and post-grade skills they need to catch up and move ahead. With tailored acceleration, some students may not need a full year to achieve grade-level proficiency, while others may need more time. Under this system, not only does every student have access to the curriculum, they master it.



Example From the Field: Teach to One 360

Teach to One 360 is a holistic math tailored acceleration instructional model that was created in 2012 by New Classrooms and launched in both Washington, DC, and Chicago. Shortly thereafter, the New York City Department of Education began to use Teach to One: Math to power its implementations of School of One. Since that time, New Classrooms has continued to develop Teach to One while also growing the number of partnership schools and districts across the country.

Teach to One 360's Model

Teach to One 360 leverages analytics from historical learner patterns and individual learner attributes to create a custom math curriculum.¹ Learning is tailored to meet the strengths and needs of each student. Teach to One's adaptive technology develops individualized learning progressions that are updated regularly as teachers conduct short, formative assessments. Students engage in flexible groupings and in different teacher-led, student collaboration, and independent modalities based on their mastery of various math skills.

Instead of only focusing on grade-level skills and grade-level curriculum, students get more time to develop prerequisite skills while still being exposed to grade-level content. Unlike traditional instruction, which focuses on achieving grade-level proficiency over a single school year, this model focuses on achieving grade-level proficiency *efficiently*. Some students may not need a full year, while others may need more time. The primary goal of the model is that every student, regardless of their starting place, have mastery of the mathematics skills needed to succeed in high school. Because of its focus on long-term growth, the model requires district-level support for a long-term commitment.

The COVID-19 pandemic has exacerbated the historic and systemic inequities affecting students with disabilities, students impacted by poverty, and students who are Black, Indigenous, or persons of color (BIPOC). Even before COVID-19, these students experienced persistent opportunity gaps and low achievement compared to their nondisabled, native English speaking, and affluent peers. For instance, proficiency and graduation rates of students with disabilities continue to trail those of their peers, even though research demonstrates that these students can meet the same academic standards when provided high-quality instruction and needed services and supports.

Teach to One 360's Impact

A 2019 report by MarGrady Research, funded by the Bill and Melinda Gates Foundation, found that schools whose students enrolled in Teach to One over a three-year period saw an average of 23 percent more growth than a national reference sample.² However, a second study on a smaller set of schools, by the Consortium of Policy Research in Education at Teachers College, was unable to draw any generalizable conclusion.³ The report suggested that the inconclusive impact of the program might be due to a lack of fidelity in implementation and to the school district continually reconfiguring the program to align the teaching to the specific grade-level standards on which schools are assessed.

Key features of this approach:

- Uses multiple modalities and small group instruction
- Frees up time to integrate necessary prerequisite skills
- Customizes instruction to fit each student's strengths, areas of growth, and interests

Teach to One 360's Approach to COVID-19

Schools have adapted the Teach to One approach to address restrictions related to COVID-19 and demonstrated how to implement the model in blended or distance learning environments. For example, New Classrooms, the organization that developed the model, recognized that some students need more flexibility around taking assessments, and adjusted the testing windows to keep them open all day. Also during the COVID-19 crisis, New Classrooms decided to expand Teach to One to provide greater flexibility and mobility to teachers and students. New Classrooms created Teach to One Roadmaps and partnered with NWEA to give users the option to use data from NWEA's MAP Growth assessment, in addition to an included free diagnostic, to provide additional precision on the student roadmap.

“ History is watching all of us leaders navigate through these challenging times. As difficult as these challenges may be, they also present an opportunity to build something more impactful than before, and we are excited to be part of that change. ”

– Joel Rose
Co-founder + Chief Executive Officer
New Classrooms



Tailored Acceleration and Policy Implications

The federal government can assist in scaling tailored acceleration models to support all students, including students with disabilities, through a variety of mechanisms. These include:

- **Increasing funding for school districts:** Schools and districts can and often do implement programs with funding through Title I of the Every Student Succeeds Act. In addition, school districts can use Title IV Part A funds to implement these approaches. Congress should provide an increase in funding for these two grant programs.

- **Increasing funding for the competitive State Assessment grants** to allow more states greater ability to improve the development and administration of assessments, and ensure that the competitive Innovative Assessment Demonstration Authority grant program requires states to prioritize equity in their innovative approaches to assessment and accountability.
- **Increasing federal funding for the Institute of Education Sciences** to provide research and development, and evaluate programs and practices that seek to address instructional loss during the pandemic and accelerate learning, such as the new initiative, “Operation Reverse the Loss.”

¹ New Classrooms (2020). *Solving the iceberg problem: Addressing learning loss in middle school math through tailored instruction*. Retrieved from: <https://www.newclassrooms.org/solvingtheicebergproblem/>

² Margolis, J. (2019). *Three-year MAP growth at schools using Teach to One: Math*. MarGrady Research. Retrieved from: <http://margrady.com/wp-content/uploads/2019/02/Three-Year-MAP-Growth-at-TtO-Schools.pdf>

³ Ready, D. D., Conn, K., Bretas, S., & Daruwala, I. (2019). *Final impact results from the i3 implementation of Teach to One: Math*. Consortium of Policy Research in Education at Teachers College, Columbia University. Retrieved from: <https://www.newclassrooms.org/wp-content/uploads/2019/02/Final-Impact-Results-i3-TtO.pdf>



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