"Our Nation is at risk . . . the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people . . . If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war. As it stands, we have allowed this to happen to ourselves.

. . . We have, in effect, been committing an act of unthinking, unilateral educational disarmament."

A Nation At Risk, 1983
16.8% Teacher turnover in New York City in 1970 vs. 2014.

50% of teachers leave in 5 years in New York City in 1970 vs. 2014.

16.8% national teacher turnover over the past 5 years. The national teacher turnover in urban schools is over 25%.

$12,608 Total Expenditure per-pupil in New York City in 1970 vs. $13,000 in 2014.

Graph showing total expenditure per-pupil from 1970 to 2011.
THE CHALLENGE

16.8% of teachers leave within a mere five years, and the best and brightest teachers are often the first to leave.

50% of teachers leave in New York City, a starting lawyer going into a prestigious firm and a starting teacher going into public education had a differential in their entry salary of about $2000.

$7.3 billion teacher turnover cost. The national cost of public school teacher turnover could be over $7.3 billion a year.

The Center for the Future of Teaching & Learning, 2007

TODAY’S STUDENTS
FACE A COMPLEX AND CHALLENGING ENVIRONMENT

The 21st Century economy is increasingly interconnected and knowledge-driven.

For colleagues on a team or members of a community, strong interpersonal skills have become rare and valuable assets.

To be successful, today’s students must be empowered to innovate and wired to collaborate.

BUT OUR SCHOOLS ARE CONSTRAINED BY AN OUTDATED DESIGN

Large, static classes
student-teacher ratios at ~25:1

Teachers are stuck with the same material but new pupils each year

Time To Get Started

AND OUR TEACHERS ARE NOT EMPOWERED TO DELIVER

Developing high-level skills like innovation and collaboration is difficult, particularly for teachers in under-resourced schools, given:

Limited flexibility for:
• collaborative group work
• project-based learning
• inter-teacher mentoring

Lost time and flat lessons:
• 20%+ of each classroom year spent establishing systems & relationships
• teaching innovation stifled by monotony

Minimal practical training in managing group work & project-based learning
Scant planning time to pursue their innovation
No long-term incentives to continue honing their craft

We are working to create a new brand of schools, where design constraints are removed and teachers are empowered to deliver.