



# K-12 Impact Report

REFLECTING ON OUR IMPACT ON K-12 SINCE 2015

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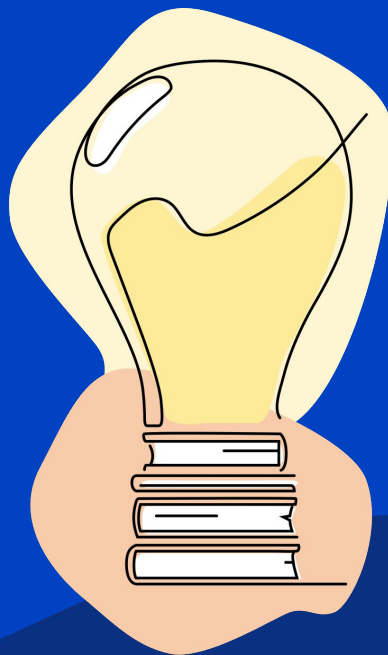
# Introduction

## ABOUT THIS REPORT

Reach was founded in 2015, with the belief that technology can increase access to life-changing opportunities made possible by education. As internet-connected devices were just entering classrooms, we identified ways technology could potentially improve K-12 education — family communication, differentiation, relevance and data. We placed bets in, and sometimes incubated, early-stage edtech companies building solutions in these areas.

We have since made 28 core investments across four funds aligned to those theses. With seven years and a ground-shifting global pandemic under our belts, we are now stepping back to reflect on our founding hypotheses. Did our investments impact the K-12 sector as we had hoped? What lessons have we learned? How should our thesis evolve going forward?

While this is a learning experience for our fund, publishing this sector-specific impact report allows us to share our reflections with others in the education, edtech, and impact investing ecosystem.



## ABOUT REACH

**We believe that education  
can improve access to life's  
best opportunities.**



We believe that in the right hands, technology can make high-quality learning experiences accessible to more people.

We aim to extend the reach of opportunity so that people traditionally left behind can have a shot at their best life.



*Reach Capital partners*

## Our History

Founded in 2015, Reach Capital is a thesis-driven, early-stage edtech investor. The founding partners have been investing together since 2008, well before edtech was a popular investment category. While our roots are in K-12, we now invest in learning from birth to workforce.

## Our Team

We are founders, classroom teachers, parents, and lifelong learners. We are immigrants and first-gen college graduates. We have as many former educators as MBAs on our team. We are the [most diverse team in venture capital](#).

## Thesis-driven Investing

Our varied life experiences and education expertise help us identify pressing barriers to learning and opportunity. We examine societal trends, market drivers, and emerging technologies to identify opportunities for impact at scale. These opportunities become impact theses which guide our investment strategy.

# Invest in Impactful People and Ideas

We invest in **mission-driven founders** who have a deep understanding about a problem and **unique insights** about how to tackle it.

# Support the Journey

We monitor progress toward:

SCALE	How many are impacted?	<div><div></div><div></div><div></div> Pre-product market fit</div> <div><div></div><div></div><div></div> Product market fit</div> <div><div></div><div></div><div></div> Scaled</div>
ACCESS	How accessible is the solution?	<div><div></div><div></div><div></div> More accessible than status quo</div> <div><div></div><div></div><div></div> Middle income</div> <div><div></div><div></div><div></div> Accessible to all</div>
QUALITY	Does the product deliver on its promises?	<div><div></div><div></div><div></div> High-quality design</div> <div><div></div><div></div><div></div> User love <b>or</b> measured outcomes</div> <div><div></div><div></div><div></div> User love <b>and</b> measured outcomes</div>



# Looking Back



INVESTMENT THESES 2015

In 2015, Reach identified  
**four opportunities** for  
impact and investment.



## Communication

Strengthen the connection  
between parent, teacher,  
and student



## Differentiation

Facilitate personalized  
learning



## Relevance

Connect learning to personal  
interests or the real world



## Data

Bring data to all levels of  
decision-making

Across four funds, we made  
**28 core investments**  
aligned to these theses.

15 are featured in this report

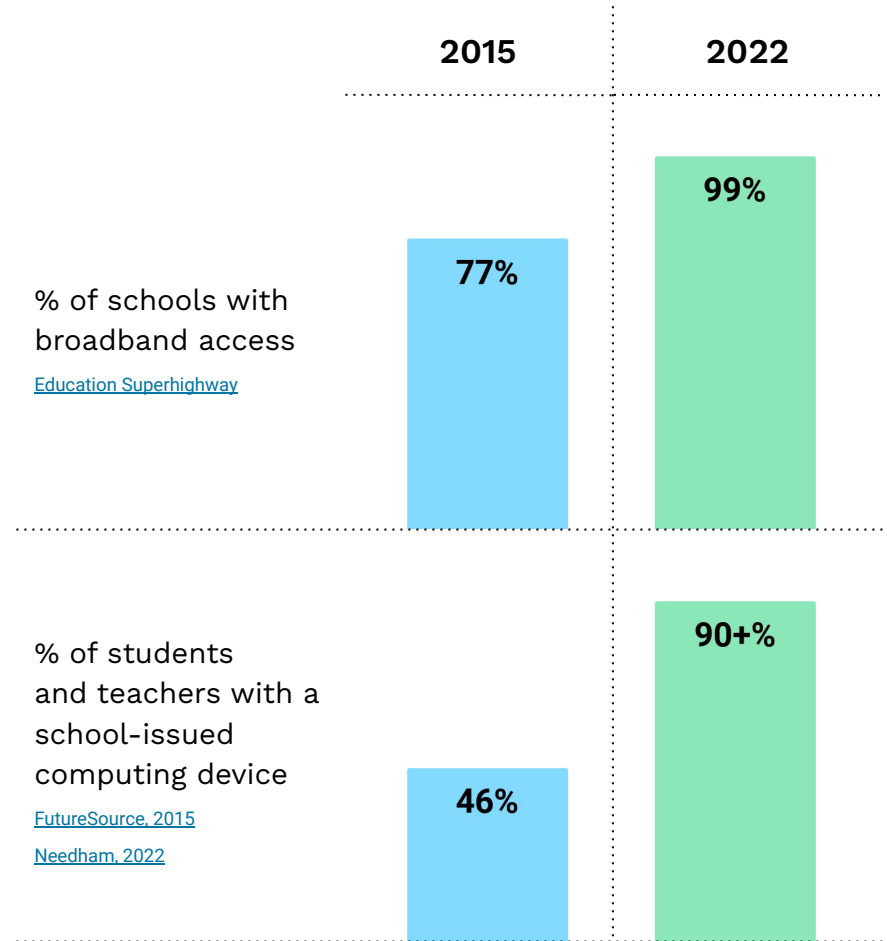
Featured Investments		
Communication	ClassDojo	Kaymbu
	Seesaw	FreshGrade
Differentiation	Derivita	Better Lesson
	Desmos	Brilliant
Digital content	Epic	Espark
	Mystery Science	Innovamat
	Nearpod	
	Newsela	
Remote teachers	BookNook	Zeal
	Paper	
Relevance	Outschool	Ever Scouts
	Polygence	Piper
	Replit	Tynker
Data	EveryDay Labs	ABL Schools
	TeachFX	Kickup
		Schoolzilla

TIMES HAVE CHANGED

Since 2015, technology  
has become ubiquitous  
in classrooms.

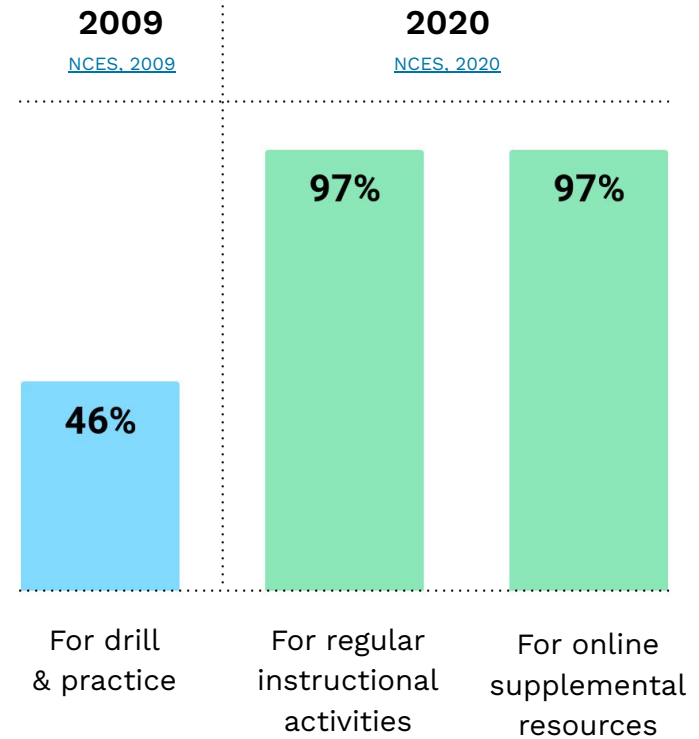


Virtually all students have access to internet-connected devices at school.



Almost all teachers use computers for core instruction.

### Teacher-reported use of computers:



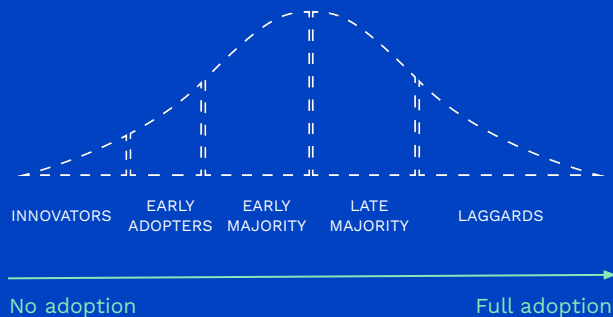
REFLECTING ON OUR THESES

While tech has transformed K-12 in some ways, **change has been slow** in others.



Tech is now widely adopted for communicating and differentiating instruction, yet less so in our other thesis areas.

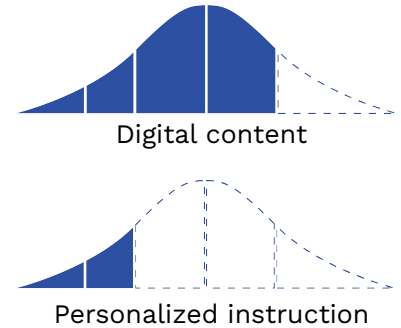
#### TECH ADOPTION CURVE



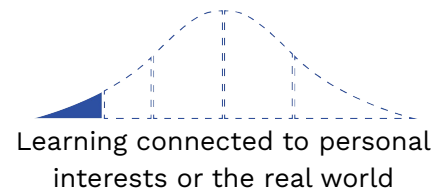
#### Communication



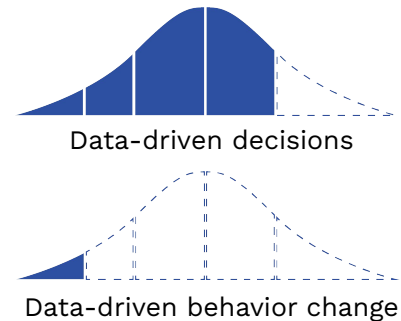
#### Differentiation



#### Relevance



#### Data



REFLECTING ON OUR THESES

We'll take a **deeper look at each thesis** and will reflect on four areas:

HOW K-12 HAS CHANGED

REACH PORTFOLIO INFLUENCE

USER STORIES

IMPACT BY COMPANY





# Communication

THESIS 2015

Improved communications between teachers, students, and parents will have a positive impact on student engagement and learning.



## HOW K-12 HAS CHANGED

THEN

NOW

### ANNUAL COMMUNICATION

62%

of parents received a communication about their student **at least once during the school year**

[NCES 2016](#)

### ADOPTION CURVE

Late Majority



### WEEKLY COMMUNICATION

74%

of parents receive school-related information from teachers **multiple times per week**

### DAILY COMMUNICATION

52%

of parents receive an update from teachers at least **daily**

[Be Clear, 2020](#)

### REACH REFLECTIONS

Technology platforms have opened the black box of the classroom. With mobile apps, teachers now frequently share classroom experiences with families. Widespread mobile access, ease of use, and language translation drove widespread adoption of this technology.

Early concerns about student privacy were outweighed by compelling positive impact on student motivation, behavior, and family engagement. This connection engages parents as key partners in their children's education.

We're now seeing communication and messaging apps replace learning management systems as the primary communications platform.



## REACH PORTFOLIO INFLUENCE

REACH INVESTMENTS

INFLUENCE



ClassDojo

*Seesaw*

Category leaders

The way things are  
done now

Among the top family communication platforms  
recommended by [Common Sense Media in 2021](#)

Actively used in  
nearly all schools  
in the U.S.

95%+

of K-8 schools  
use ClassDojo

75%+

of elementary schools  
use Seesaw



**Kyle Crater**  
**Principal**

Muhlenberg Elementary Center, PA

At his former school in Reading, PA, many families don't speak English, which makes it hard to get involved in what's happening in school. After a handful of teachers began using ClassDojo, others saw the difference it was making and it was soon adopted across the district, in 19 schools. Now, thousands of families communicate with their children's teachers and receive updates on how their children are doing. Teachers also post videos on ClassDojo sharing tips that families can use at home.

**"As a school we knew we needed to do more. There was a disconnect between the school and our student's families. There was a disengagement. The parents didn't feel like they belonged here. We had to make the school a part of the community."**



**ClassDojo**



**Joni Quintaville**  
**Technology Integrationist**

South Washington County Schools, MN

Joni and her colleagues use Seesaw to regularly capture snapshots of projects, classwork and other evidence of learning to share with parents; these moments are often the highlights of their day. Students also record themselves practicing at home the things they learned in school. The impact: greater engagement across the district. One lower socioeconomic school that used Seesaw to invite families to conferences saw attendance jump from very few to nearly 100%.

**"We want all our students to have equity and we want all of our families to be in the loop of what's happening in school... We can do that with Seesaw."**

**Seesaw**



### ClassDojo

Communication app that connects teachers, students, and parents

#### SCALE

■■■ Scaled

50M+

teachers and families around the world

#### ACCESS

■■■ Accessible to all

**Broad usage**  
representative of  
U.S. population

**Free**  
to teachers and  
families

#### QUALITY

■■■ User love and measured outcomes

#### HIGH-QUALITY DESIGN

**5 star learning rating**  
by [Common Sense Media](#)

#### USER LOVE

**4.8 star ratings**  
on [Google Play](#) and  
[Apple App Store](#)

#### MEASURED OUTCOMES

**Improved student behavior**  
**Increased family involvement**  
  
Several studies including [Baceci, 2019](#),  
[Chiarelli 2015](#), [MacLean-Blevins, 2013](#)

#### Founded

2011, San Francisco, CA

#### Most recent funding round

\$125M Series D

#### Reach Entry Round

Seed, 2011 (NSVF)  
Series B, 2015 (Reach)

#### Reach Funds

NSVF Seed, Reach I

#### Founders



Sam Chaudhary



Liam Don

*Seesaw*

PreK-5 interactive learning platform

**SCALE**

■ ■ ■ Scaled

10M

Teachers, students, and family members every month

**ACCESS**

■ ■ ■ Accessible to all

**Broad usage**  
representative of  
U.S. population

**Free**  
to teachers and  
families

**QUALITY**

■ ■ ■ User love and measured outcomes

**HIGH-QUALITY DESIGN**

**5 star learning rating**  
by [Common Sense Media](#)

**USER LOVE**

**Actively used in over 75% of  
elementary schools in U.S.**

**MEASURED OUTCOMES**

**Improved teacher, parent,  
student communications**  
[Jarvis, 2018](#); [Ryan, 2018](#)

**Founded**

2013, San Francisco, CA

**Total Funds Raised**

\$16.6M

**Reach Entry Round**

Series A, 2021

**Reach Funds**

Reach Opp

**Founders**



Adrian Graham



Carl Sjogreen



# Differentiation

THESIS 2015: DIGITAL CONTENT

**Digital content** can improve learning outcomes through engaging and personalized learning experiences.



## Differentiation: Digital Content

### HOW K-12 HAS CHANGED

THEN

NOW

#### INSTRUCTIONAL MATERIALS SPENDING 2015

**30%** digital

[SIMBA 2015](#)

#### DIFFERENTIATION DIFFICULTY

**84%**

of teachers surveyed felt  
**differentiation was difficult to  
implement**

[FORDHAM 2008](#)

#### ADOPTION CURVE

Late Majority



#### INSTRUCTIONAL MATERIALS SPENDING 2019

**60%** digital

[SIMBA 2019](#)

#### % OF TEACHERS WHO DIFFERENTIATE

**98%** weekly **58%** daily

[TPT 2019](#)

#### REACH REFLECTIONS

Digital-first curricular materials support differentiation in many ways. Most notably, they enable easier academic leveling and support English language learners and others left behind by one-size-fits-all textbooks.

In 2019, districts started spending more of their curricular materials budget on digital resources than on print. During the pandemic, most publishers made all print materials available online.

Not all digital content are created equal, however. Some are mere PDFs or videos. The best materials are based on educational research and take advantage of the digital format to maximize accessibility and offer new ways for students to engage with content.





### REACH PORTFOLIO INFLUENCE

REACH INVESTMENTS

INFLUENCE

DERIVITA

desmos

epic!

mystery science

nearpod

newsela

Beloved brands

Set high bar on  
student engagement  
and learning

5-Star ratings for learning and engagement

[Common Sense Media](#)

Among the top 40 most used edtech products in U.S.

Nearpod (15), Epic (22), Desmos (23)

[Learn Platform](#)

Numerous peer-reviewed studies showing positive outcomes

[Desmos](#), [Nearpod](#), [Newsela](#)



**Tina Henckel**  
**K-12 Director of STEM**  
Norwalk Public Schools, CT

At Norwalk, Newsela is embedded into its science curriculum. Teachers use it to vary reading levels to make science content more accessible, especially for English Language Learners and Special Ed students. For struggling readers, they use Newsela for read alouds, which helps more students engage in follow-up learning activities like annotating articles, responding to writing prompts and quizzes. This data helps teachers guide instruction based on each student's needs.

**“Tools like Newsela provide us with a deep alignment to standards across multiple content areas and the flexibility to weave it into the curriculum.”**



**Libardo Valencia**  
**Math Teacher**  
Horace Greeley High School, NY

Using Desmos to make art, solve interactive problems, and reflect on problem-solving approaches, math becomes engaging—and fun—for all students, regardless of their level or the topic, says Libardo, who also teaches college-level classes. The visualization tools make abstract concepts more concrete, while also encouraging students who are ready to push further. By making student thinking visible, Libardo can also see where everyone is at, and edit lesson plans accordingly.

**“Desmos is a powerful platform to explore mathematical ideas in a safe environment where students can leverage technology to foster their natural curiosity.”**





Math assignment and assessment platform

### SCALE

Product-market fit

200

K-12 schools

125k+

K-12 students

### ACCESS

Accessible through schools

42%

FRL

**Free**  
to students  
through schools

### QUALITY

User love and measured outcomes

#### USER LOVE

**72% of users use Derivita at least once a month**

#### USER LOVE

**100% district renewal rate**

#### MEASURED OUTCOMES

**Improved Algebra I grades**  
22% more students passed end of course test at a large district partner

#### Founded

2017, Provo, UT

#### Total Funds Raised

\$8.3M

#### Reach Entry Round

Seed, 2020

#### Reach Funds

Reach II

#### Founder



Devlin Dailey



Ryan Brown



# desmos

Curriculum acquired by Amplify

Graphing calculator and math curriculum

**SCALE**

■■■ Scaled

**ACCESS**

■■■ Accessible to all

75M

calculator  
users

300k

curriculum  
users

**Broad usage**  
representative of  
U.S. population

**Free graphing  
calculator**

**QUALITY**

■■■ User love and measured outcomes

### HIGH-QUALITY DESIGN

Designed by leading math  
researchers/teachers,  
including [Dan Meyer, PhD](#)

### MEASURED OUTCOMES

Use of curriculum  
**increased learning and  
enjoyment of math**  
[Pilot results](#)

### MEASURED OUTCOMES

Use of graphing calculator  
**increased understanding of  
algebraic concepts**  
[Shahriari, 2019](#)

### Founded

2011, San Francisco CA

### Total Funds Raised

\$5.5M

### Reach Entry Round

Series A, 2019

### Reach Funds

Reach II

### Founders



Eli Luberoff



Eric Berger



Acquired by Byju's

Digital library for kids

### SCALE

■ ■ ■ Scaled

75M

kids

1M+

teachers

### ACCESS

■ ■ ■ Accessible to all

**Broad usage**  
representative of  
U.S. population

**Free**  
to teachers and  
students at school

### QUALITY

■ ■ □ User love

#### HIGH-QUALITY DESIGN

**43K+ curated, leveled  
reading resources**

#### USER LOVE

**Used by 91% of elementary  
schools in the U.S.**

#### USER LOVE

**90% of Epic educators  
would recommend Epic to  
colleagues**

#### Founded

2013, Palo Alto, CA

#### Total Funds Raised

\$50M

#### Reach Entry Round

Series C, 2017

#### Reach Funds

Reach I

#### Founders



Kevin Donahue



Suren Markosian



**mystery science**

Acquired by Discovery Education

K-5 science curriculum

**SCALE**

■ ■ ■ Scaled

**ACCESS**

■ ■ ■ Accessible through schools

4M

students

44%

FRL

**Free**  
to students  
through schools

**QUALITY**

■ ■ ■ User love

### HIGH-QUALITY DESIGN

**Inquiry-based,  
constructivist learning**

### HIGH-QUALITY DESIGN

**Best Science Instructional  
Solution award**  
2022 @CODiEAwards

### USER LOVE

**Used in over 50% of  
elementary schools** in the  
U.S. each month

### Founded

2014, San Francisco, CA

### Total Funds Raised

\$2.9M

### Reach Entry Round

Series A, 2017

### Reach Funds

Reach I

### Founders



Keith Schacht



Doug Peltz



Acquired by Renaissance Learning

Interactive lesson delivery platform

### SCALE

■ ■ ■ Scaled

1.2M

teachers

### ACCESS

■ ■ ■ Accessible to all

**Broad usage**  
representative of  
U.S. population

**Free**  
to teachers

### QUALITY

■ ■ ■ User love and measured outcomes

#### DESIGN AND USER LOVE

**5-star learning and  
community ratings** by  
[Common Sense Media](#)

#### USER LOVE

**Used by 75% of K-12 public  
schools** in the U.S.

#### MEASURED OUTCOMES

**Improved teacher practices  
Increased student  
engagement and motivation**  
[Various peer-reviewed studies](#)

#### Founded

2012, Miami, FL

#### Total Funds Raised

\$44.8M

#### Reach Entry Round

Series A, 2015

#### Reach Funds

Reach I

#### Founders



Guido Kovalskys



Emiliano Abramzon



Felipe Sommer



Instructional content platform

### SCALE

■ ■ ■ Scaled

3.3M

teachers

40M

students

### ACCESS

■ ■ ■ Accessible to all

48%

FRL

**Free**  
to teachers and  
students

### QUALITY

■ ■ ■ User love and measured outcomes

#### HIGH-QUALITY DESIGN

**Research-Based Design**  
**Product Certification**  
from [Digital Promise](#)

#### USER LOVE

**Serving 90% of schools in  
U.S.**

#### MEASURED OUTCOMES

**Increased gains in literacy**  
[Various third-party studies](#)

#### Founded

2012, New York, NY

#### Total Funds Raised

\$188.1 M

#### Reach Entry Round

Series B, 2015

#### Reach Funds

Reach I, NSVF

#### Founders



Dan Cogan-Drew



Matthew Gross





# Differentiation

THESIS 2015: PERSONALIZED INSTRUCTION

Remote teachers working 1:1 or in small groups enables **personalized instruction** that can lead to improved student outcomes.



## Differentiation: Personalized Instruction

### HOW K-12 HAS CHANGED

THEN

NOW

#### PRIVATE TUTORING 2015

**\$65-100/hour**

Cost of private, **in-person** tutor

[NOODLE 2015](#)

#### SCHOOL TUTORING 2015

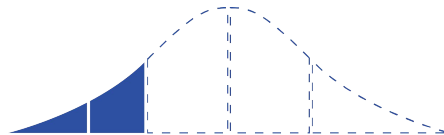
**8%**

of HS students participated in required academic tutoring at school

[NCES 2015](#)

#### ADOPTION CURVE

Early Majority



#### PRIVATE TUTORING 2022

**\$25-50/hour**

Cost of private, **online** tutor

[SIMBA 2021-2022](#)

#### SCHOOL TUTORING 2022

**33%**

of students **receive or will soon receive tutoring** provided by schools

[EDWEEK 2021](#)

#### REACH REFLECTIONS

[Extensive research](#) proves the efficacy of tutoring and small group instruction. However, the cost and structure of schools have prevented widespread implementation until recently.

Tutoring began taking hold with text-based “homework help” (e.g. Paper) in large districts with large socio-economic discrepancies. Recent growth drivers include 1:1 device ubiquity, acceptance of 3rd party instructional support, pandemic-fueled learning gaps (which disproportionately affected students in lower income communities), and ESSER funding.

[Early research](#) on efficacy is positive though dependent on factors such as skill targeting and dosage.



## Differentiation: Personalized Instruction

### REACH PORTFOLIO INFLUENCE

REACH INVESTMENTS

INFLUENCE



BookNook

**PAPER**

Early innovators  
pre-pandemic

Normalized use of  
remote tutors in  
schools

Rapid growth from the pandemic

BOOKNOOK

2019

2k



2022

450k

Students

PAPER

2019

55k



2022

2.5M

Students

System-wide deals

STATES

LA

MI

MS

TN

TX

DISTRICTS

Los Angeles, Boston, Atlanta, Clark County



**Yolanda Brown**  
**Parent**

Prince George's County Public Schools, MD

During the pandemic, Prince George's County Public Schools turned to BookNook to connect students with tutors for small-group reading activities. The impact of these sessions was apparent to parents like Yolanda Brown, whose son previously struggled with reading and did not like it. Now he is engaged in the subject. A [study](#) on PGCPs, where 61% of students are eligible for free or reduced lunch, found that those who received regular tutoring via BookNook had a positive effect on their reading development.

**“These sessions are the highlight of his school week! He actually reminds me that it is time for him to log on.”**



**Simonette Vermillion**  
**ELA Teacher**

Rancho Verde High School, CA

For Simonette, one of the biggest challenges is ensuring that every student gets the one-on-one feedback they need — especially those who lack confidence in their writing. With Paper tutors, her students get the support they need at any hour of the day and, most importantly, get personalized guidance that build their self-esteem.

**“[Students] feel very empowered when they can ask the tutors questions and they know they’re not being judged. It really gives them a boost of confidence and that immediate feedback is what they need the most. It’s really giving my students more opportunities to grow as a writer.”**





Online, remote tutoring and small group instruction

### SCALE

■ ■ □ Product market fit

450k

Students

### ACCESS

■ ■ ■ Accessible to all

67%

FRL

**Free**  
to students  
through schools

### QUALITY

■ ■ □ Measured outcomes

#### HIGH-QUALITY DESIGN

High dosage tutoring  
with educator-vetted  
teachers

#### MEASURED OUTCOMES

Improvement in English  
Language Arts test scores  
[Liu, 2019](#)

#### MEASURED OUTCOMES

Accelerated reading growth  
[CPRE, 2022](#)

#### Founded

2016, Oakland, CA

#### Total Funds Raised

\$38.2M

#### Reach Entry Round

Preseed, 2016

#### Reach Funds

Reach I, Reach III, Reach Opp

#### Founder



Michael Lombardo



On-demand, online tutoring

### SCALE

■ ■ ■ Product market fit

2.5M

Students

### ACCESS

■ ■ ■ Accessible to all

60%

FRL

**Free**  
to students  
through schools

### QUALITY

■ ■ ■ User love and measured outcomes

#### HIGH-QUALITY DESIGN

**1:1 tutoring using inquiry based learning framework**

#### USER LOVE

**90% of sessions receive positive ratings** from students

#### MEASURED OUTCOMES

**Improved academic outcomes**

[Several case studies](#)

#### Founded

2014, Montreal, Canada

#### Most recent funding round

\$270M Series D

#### Reach Entry Round

Seed, 2018

#### Reach Funds

Reach II, Reach Opp

#### Founders



Philip A. Cutler



Roberto Cipirani



# Relevance

THESIS 2015

Connecting classroom learning to personal  
interests and the real world



## HOW K-12 HAS CHANGED

THEN

NOW

### REAL WORLD RELEVANCE

50%

of middle and high school students  
**feel what they learn in school helps  
them outside of school**

[YOUTH TRUTH 2017](#)

### COMPUTER SCIENCE 2016

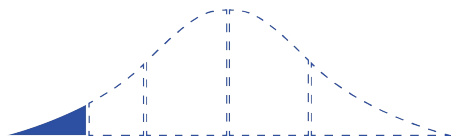
40%

of schools offer opportunities to  
learn programming

[GOOGLE/GALLUP 2016](#)

### ADOPTION CURVE

Innovators



### REAL WORLD RELEVANCE

47%

of middle and high school students  
**felt what they learn in school is  
important to their futures**

[PROJECT TOMORROW 2021](#)

### COMPUTER SCIENCE 2021

51%

of high schools offer computer  
**science**

[CODE.ORG 2021](#)

### REACH REFLECTIONS

In 2015, we were concerned by a growing disconnect between classroom learning and students' lives and interests. We also feared schools were not keeping up with changes in the job market and macroeconomic trends. Computer science was a glaring example: although nearly all parents believe in its importance, only 40% of schools offered it in 2016.

Unfortunately, this gap has increased. Surveys show [75% of high schoolers](#) feel negatively about school and only [42% of middle and high schoolers](#) are interested in what they're learning.

We expect to see more students pursue meaningful learning opportunities outside of school, especially as technology makes these these experiences more accessible.





## REACH PORTFOLIO INFLUENCE

### REACH INVESTMENTS

### INFLUENCE

**OUTSCHOOL**

**Polygence**

**replit**

Rethink what and  
how kids learn

Empower  
students to drive  
own learning

Show what kids are  
capable of

#### Student-driven learning

140k

**Outschool** classes  
to choose from

1.5k

unique **Polygence**  
research topics

#### Student creations

##### POLYGENCE

1.5k

completed projects

##### REPLIT

20M

websites and apps

10B

monthly app visits



**Maheen Khan**  
**Student and Replit Intern**  
India

As a teenager, Lily was initially intimidated by programming. But that all changed when she found the Replit Discord and made friends as she learned and helped teach others. Buoyed by this community, she began to participate in coding competitions—and won several of them. Later, as an intern at Replit, Lily is pushing her skills and sharing that joy with others.

**“I went from being that kid who was so afraid to participate in a code jam to becoming someone who loves to participate in hackathons. Whether it’s about making new friends and strengthening my bond with old ones, or going from a noob CSS coder to winning so many hackathons, I’ve learned so much.”**



**Skye**  
**Student**  
Pikesville, MD

An aspiring writer and artist, Skye worked with her Polygence mentor Alexis to write a [short story](#) exploring personal queer identity. Written out of frustration with the lack of representation in English curriculum and the stigma attached to non-binary people, the story is an exploration of personal mental health issues and coming-out experience. Skye credits Alexis for having the freedom to create a diverse reading syllabus and the free-flowing discussions that ensued.

**“My mentor helped me get a understanding of what proper literary analysis is and what having a discussion as peers is actually like. I didn’t have to just sit down and listen to the correct interpretation of things—I had my own voice.”**



**OUTSCHOOL**

Marketplace of online classes for kids

**SCALE**

■ ■ ■ Scaled

**10k+**

teachers

**140k+**

classes

**1M+**

learners

**ACCESS**

■ ■ □ Middle income

**\$18**avg cost  
of class**\$1M+**free classes to low  
income families**QUALITY**

■ ■ □ User love

**HIGH-QUALITY DESIGN****Small group instruction**  
**Student choice of classes****USER LOVE****Bookings growth** from  
\$6M to \$100M+ in 2020**USER LOVE****93% of Outschool**  
**teachers would**  
**recommend** to a friend  
[Glassdoor, 2022](#)**Founded**

2015, San Francisco, CA

**Total Funds Raised**

\$242M

**Reach Entry Round**

Seed, 2018

**Reach Funds**

Reach II, Reach Opp I

**Founders**

Amir Nathoo



Nick Grandy



## Polygence

Research projects with field experts

### SCALE

■ ■ □ Product market fit

1.5K

Completed projects

### ACCESS

■ □ □ More accessible than status quo

9%

receive financial aid

### QUALITY

■ ■ □ User love

#### HIGH-QUALITY DESIGN

1:1 mentorship from expert in field

#### USER LOVE

98% student satisfaction rate

#### MEASURED OUTCOMES

95% of Polygence students accepted at R1 research universities

#### Founded

2019, Palo Alto, CA

#### Total Funds Raised

\$7M

#### Reach Entry Round

Preseed, 2020

#### Reach Funds

Reach II

#### Founders



Janos Purczel



Jin Yun Chow



Collaborative, browser-based coding platform

**SCALE**

Scaling

**ACCESS**

Accessible to all

15M+

users,  
50% under 18

15k

teachers

51%

FRL

**Free**  
to users and  
schools

**QUALITY**

User love and measured outcomes

**USER LOVE**

**Number of users grew  
from 5M in 2020 to 15M+  
2022**

**MEASURED OUTCOMES**

**20M websites and apps  
created** on Replit

**MEASURED OUTCOMES**

**10B monthly visits** on apps

**Founded**

2016, San Francisco, CA

**Total Funds Raised**

\$104.6M

**Reach Entry Round**

Seed, 2016

**Reach Funds**

Reach I, Opp I

**Founders**



Amjad Masad



Hayah Odeh



## Data

THESIS 2015

Data can provide actionable insights that inform decision making at all levels, leading to improved student outcomes and operational efficiencies.

## HOW K-12 HAS CHANGED

### NEARLY ALL TEACHERS ANALYZE STUDENT DATA

94%

of middle school math **teachers** analyzed student performance on tests in the prior year

[Harvard Center for Education Policy Research 2016](#)

THEN

NOW

### ADOPTION CURVE - data about desired outcomes

Late majority

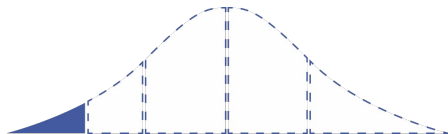


Practice is widespread, but research shows limited impact

[Hill 2020](#); [Hechinger Report 2022](#)

### ADOPTION CURVE - data about desired behaviors

Innovators



Leads to rigorously studied increases in desired behaviors

[Various RCTs](#); [Demszyk, 2021](#)

### REACH REFLECTIONS

No Child Left Behind legislation in 2001 fueled a movement of data-based decision making in schools. Standardized testing, interim assessments, and analyzing student data became standard practice.

Initially, Reach invested in solutions targeted at administrators to inform school-level decisions. Over time, our attention shifted towards solutions that focus on desired behaviors, such as student attendance, class participation and evidence-based pedagogy. We found that these solutions could reliably move the needle on changing behaviors and ultimately improving student outcomes.

## REACH PORTFOLIO INFLUENCE

## REACH INVESTMENTS

## INFLUENCE

Shift in focus from  
informing decisions to  
changing behaviors

Shift from measuring  
outcomes to inputs



EveryDay Labs

TeachFX

## Measurable changes in desired behaviors

## TEACH FX

**2-3x**

more speaking by Black students, English learners, and students with disabilities

**24%**

increase in teachers' acknowledging or building on student class contributions

## EVERYDAY LABS

**15%**

decrease in chronic absenteeism





**Kristie Ford**  
**Executive Director, Office of Science**  
Detroit Public Schools Community District, MI

“The very first time I used TeachFX, I was amazed at the amount of time I was talking.” That’s what one master teacher shared with Kristie after using the app. Even more useful: TeachFX’s analyses of discourse patterns that help teachers redesign their lessons, tweak prompts and questions, and refine “think time” to encourage more students to participate in class. The result: a 45% increase in student talk in classrooms where over 90% of students are Black or Brown.

**“Teachers can triangulate data from TeachFX, student work, live coaching feedback, and summative assessments to calibrate their own instruction and learn from peer educators.”**

TeachFX



**Chelsea Montgomery**  
**Executive Director of Student Supports**  
Fulton County Schools, GA

Working with EveryDay Labs, Fulton County Schools sent over 220,000 text and mail nudges during the ‘20-’21 school year to over 31,000 families, many of whom were connected to community resources that helped overcome barriers to attendance. This outreach prevented over 8,000 absences. Having this infrastructure in place helped the district avoid many of the increased attendance struggles that districts nationwide faced during the pandemic.

**“Leveraging [Everyday Labs] technology created channels for constant and productive communication between families and schools.”**

 EveryDay Labs



## Interventions for chronic absenteeism

### SCALE

■ ■ ■ Product market fit

2K+

Schools

### ACCESS

■ ■ ■ Accessible to all

76%

FRL

**Free**  
to families

### QUALITY

■ ■ ■ User love and measured outcomes

#### HIGH-QUALITY DESIGN

**Founded by professor of behavioral science** at Harvard

#### MEASURED OUTCOMES

**1.4M+ absences prevented** to date

#### MEASURED OUTCOMES

**Decreases chronic absenteeism by 15%**  
[Various RCTs](#)

#### Founded

2015, San Mateo, CA

#### Total Funds Raised

\$12M

#### Reach Entry Round

Seed, 2019

#### Reach Funds

Reach II

#### Founders



Todd Rogers



Emily Bailard

# TeachFX

Analytics about classroom instruction


## SCALE

 Product market fit

8.5k

teachers

## ACCESS

 Accessible to all

35%

FRL

**Free**  
to teachers

## QUALITY

 User love and measured outcomes

### USER LOVE

**100%+ license utilization**  
(word spreads among teachers)

### MEASURED OUTCOMES

**Increase in student talk -**  
**Average: 40%**  
- ELLs and SPED: 100%  
- Black students: 200%

### MEASURED OUTCOMES

**Improved academic achievement and student course satisfaction**  
[Demszky, 2021](#)

### Founded

2017, Palo Alto, CA

### Total Funds Raised

\$13.6M

### Reach Entry Round

Preseed, 2017

### Reach Funds

Reach I

### Founders



Jamie Poskin



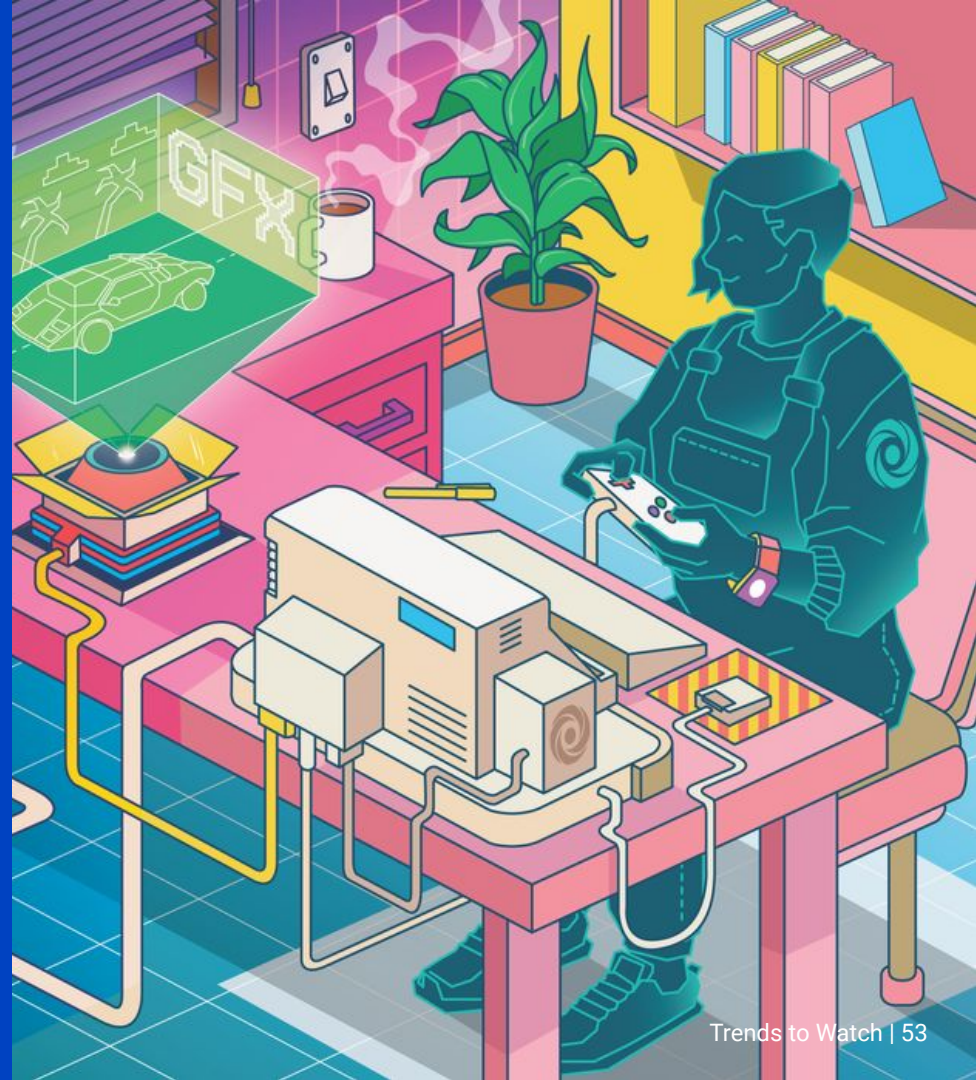
Berk Coker



# Looking Forward: New Theses

## TRENDS TO WATCH

As our societal and K-12 contexts have evolved, so have **opportunities to have impact.**



# I. Enhanced school services using specialized providers

**THESIS:** Tech-enabled, external providers can help schools provide more and higher quality student services than they are able to on their own

## DRIVERS

- [Declining enrollment](#) that may lead to [decreased funding](#)
- [Expanded need for non-academic school services](#)
- [Staffing shortages](#)
- Inequitable access to academic opportunities. e. g. [computer science](#) and [advanced courses](#)
- [Widespread acceptance of online learning](#)

## OPPORTUNITIES

- Student support: health/mental health, guidance counseling
- Academics: STEM, world languages, IB/AP, dual degree
- Operations: transportation, food

## EXAMPLES

- **Reach portfolio:** Paper, Yay Lunch, Clayful
- **Non-Reach:** StepMojo, Subject.com, Care Solace, Hazel Health

## II. Meaningful learning experiences in school (Relevance Part II)

**THESIS:** Digital curriculum and tools can enable learning experiences that deeply engage students and develop higher-order skills — such as problem solving, critical thinking, creating, and collaborating — that are invaluable throughout life and work

### DRIVERS

- Student disengagement: [lack of motivation](#), [behavioral issues](#)
- Student [lack of interest in what they learn in school](#)
- Students [not believing what they learn is important to their future](#)
- [Widespread use of digital curriculum and tools](#)

### OPPORTUNITIES

- Shift from teacher- to student-driven learning experiences
- Revamping learning experiences in core academic areas

### EXAMPLES

- **Reach portfolio:** Mystery Science, Desmos, Innovamat, TeachFX
- **Non-Reach:** InquirED, Kanu

# III. Structured learning outside of school

**THESIS:** Tech-enabled learning experiences can make learning needs not addressed by schools more accessible and affordable to families

## DRIVERS

- Students [lack interest in what they learn in school and do not believe it is important to their future](#)
- [High, unmet demand for afterschool programs](#)
- [Universal familiarity with online instruction](#)
- [Widespread teacher need for supplemental employment](#)
- [Evolving college admissions requirements](#)

## OPPORTUNITIES

- Courses not provided by schools, including arts, computer science, world languages, entrepreneurship

## EXAMPLES

- **Reach portfolio:** Outschool, Polygence, Everscout, Brilliant
- **Non-Reach:** LessonFace, Reconstruction



## IV. Are our kids OK?

THESIS: Tech-enabled solutions can identify and provide more kids with support for their well-being

### DRIVERS

- [Youth mental health crisis](#)
- [Boy crisis](#) - lower grades and graduation rates, higher suicide rates, mass shootings
- [High incidence of childhood trauma, disproportionately impacting minority youth](#)
- Students' [lack of motivation](#), [behavioral issues](#)
- [Accelerating increase of tween and teen screen time](#)
- [Childhood obesity epidemic](#)

### OPPORTUNITIES

- Helping schools, families, and kids understand how they are doing and to do something about it

### EXAMPLES

- **Reach portfolio:** Clayful, Rhithm, Wayfinder
- **Non-Reach:** Thread Health, Care Solace

REACH OUT

**Help us bring impactful K-12  
learning solutions to life.**

**We'd love to hear from you.**



@reachfund



info@reachcapital.com



www.reachcapital.com