Texas Education Agency

Math Supplemental Curriculum (MSC)

MSC Provider Fair

2/22/2024

Welcome!

MSC Provider Fair

Thank you to everyone who attended the MSC Kickoff on Tuesday and for attending our MSC Provider Fair today!

Here you will learn about our 6 providers and have an opportunity to sign up for provider office hours to learn more about their offerings.

TEA Introductions

Alicia Garcia
Texas Tutoring & Content Specialist
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Isabella Maldonado, CTCM
Texas Tutoring Project Specialist
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Texas Tutoring Specialist
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Dr. Colby Self
Director of Texas Tutoring Supports
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Agenda and FYIs for Today's Webinar

Agenda

- 10-10:10 TEA Welcome, Introductions, General Information
- 10:10-10:20 Age of Learning (My Math Academy)
- 10:20-10:30 Carnegie (MATHia)
- 10:30-10:40 Curriculum Assoc. (i-Ready)
- 10:40-10:50 IXL
- 10:50-11:00 MIND Education (ST Math)
- 11:00-11:10 Zearn
- 11:10-11:15 TEA Closing & Next Steps

FYIs

Please put questions in the **Q&A** box.

A recording of this meeting and a copy of the slide deck will be posted on the LASO 2.0 website soon.

For follow up questions, please email Accelerated.instruction@tea.texas.gov.

Texas Education Agency

MSC General Information

MSC Timeline

Key
- Required
- Optional
- FYIs

- [x] MSC Survey emailed to Superintendents| February 20th
- [x] MSC LEA Kickoff Meeting| February 20th
- [x] MSC Provider Fair | February 22nd
- [ ] MSC Provider Office Hours | February 26 – March 1
- [ ] TEA's MSC Survey Office Hours | February 29th
- [ ] MSC Survey Closes | March 29th @ 5:00 P.M. CST
- [ ] Notice of Grant Award Sent to Grantees | Before April 30th
- [ ] Data Monitoring Plan Submission| by 30 days after start date
- [ ] Sample Schedule Submission| by 30 days after start date

Texas Education Agency

MSC Providers

MSC Provider Overview

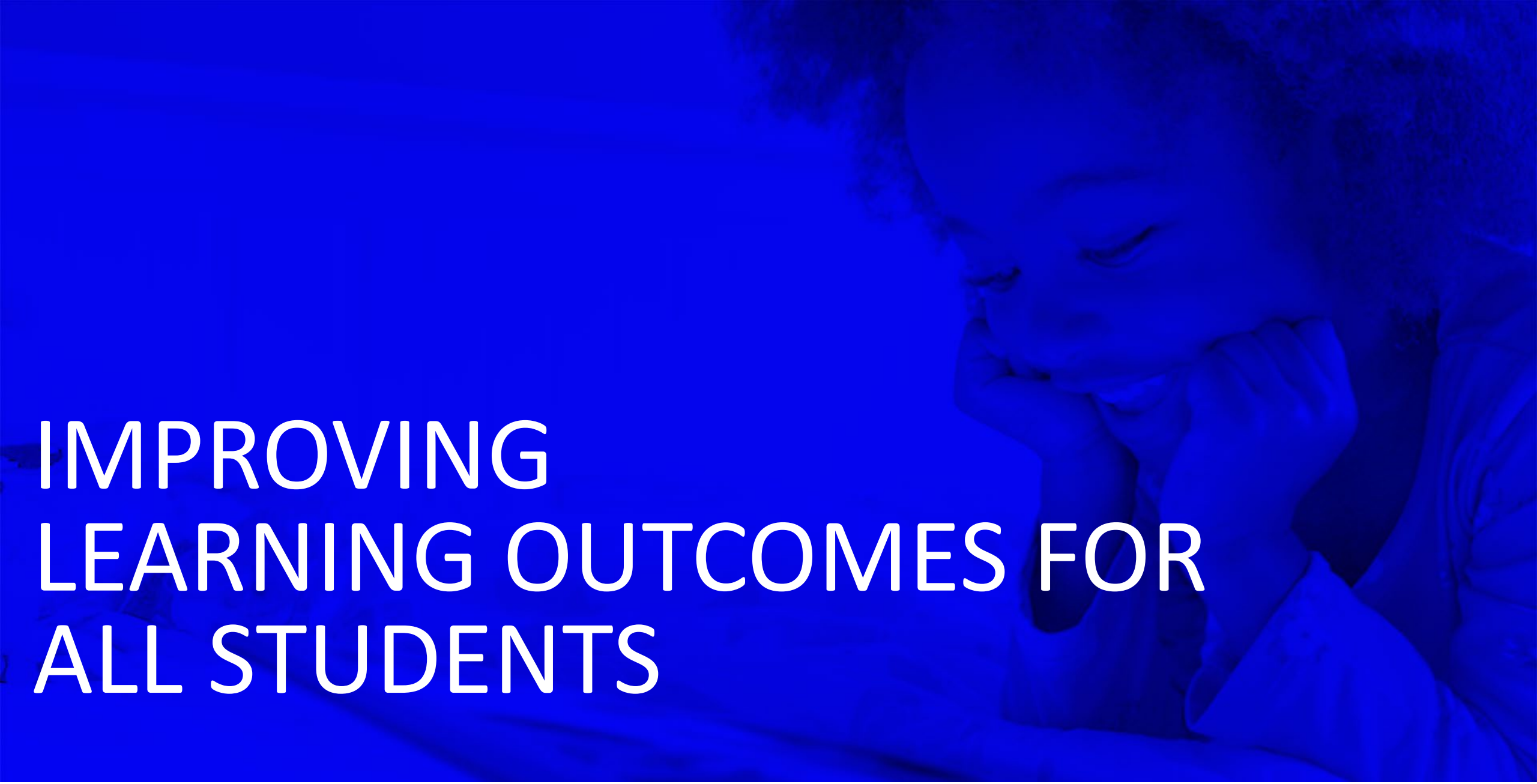
*To receive licenses for year 2, LEAs must meet this threshold: See the SAPL for additional dosage details.

Provider	Grade Coverage	Usage Threshold*
Age of Learning/My Math Academy Support : Texas@aofl.com	PK-2	20-30 minutes per week
Carnegie Learning/MATHia Support: Sdoran@carnegielearning.com	6-8, Algebra I & II, Geometry	20 minutes per week
Curriculum Associates/i-Ready Support: CSalinas@cainc.com	K-8	30-49 minutes per week
IXL Support: Texas@ixl.com	PK-12	25-30 minutes per week
MIND Education/ST Math*** Support: sconsilio@mindeducation.org	PK-8	PK/TK: 30 minutes per week K-1: 60 minutes per week 2-8: 90 minutes per week
Zearn*** Support: info@zearn.org	K-8	60 minutes per week

*** Requires a commitment of a minimum number of licenses to be used

All providers are part of Math Innovation Zones (Blended Learning Grant). Some usage metrics may vary specific to those programs.

Age of Learning (My Math Academy) 10:10-10:20



IMPROVING LEARNING OUTCOMES FOR ALL STUDENTS

Age of Learning

Age of Learning®
Creators of ABCmouse

My Math Academy®

Helping children everywhere build a strong foundation for academic success and a lifelong love of learning

20+
Studies

70+
Research Publications

600K
Classrooms

50M
Children Worldwide

11B
Learning Activities Completed

MSC TEA

My Math Academy

AGENDA

01

Our Approach

Research Partners
Efficacy
District Partners

02

My Math Academy

Pathway to Mastery
TEKS Coverage
Data Insights

03

Support for LEAs

Automated Data Journeys
Customer Success Manager
Usage Expectations and Office Hours

1. OUR APPROACH

My Math Academy®

Evidence-Based Solution

- Accelerates learning
- Increases students' engagement, confidence, and motivation

WestEd

LEARN PLATFORM BY INSTRUCTURE

SRI International

ESSA LEVEL I STRONG

DIGITAL PROMISE PRODUCT CERTIFICATION

IES

Harlingen CISD Research

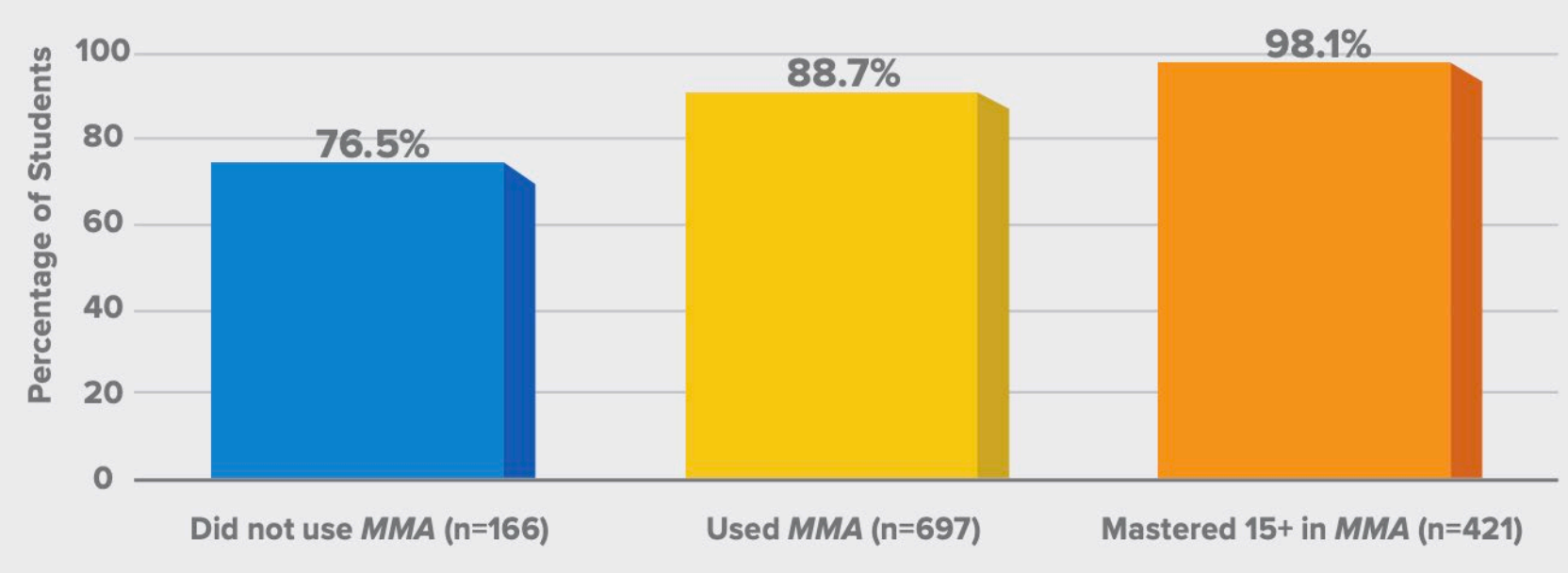


Figure 3. Comparison of students who used *My Math Academy* (~45 min/week vs. at all) to those who did not use the program

Nearly all students who used *My Math Academy* regularly ended the school year on track in math on the state-administered assessment.

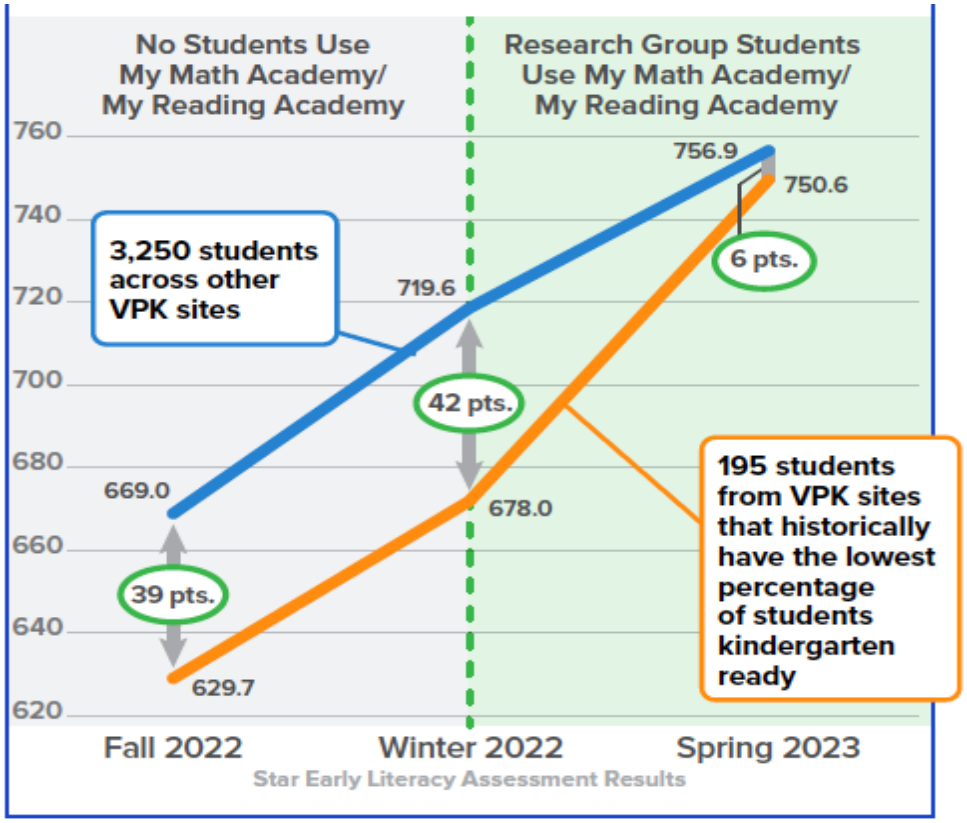
- Report Type: Research Report
- Grade Level: Pre-K
- Region: Southwest, Texas
- Demographics: Small City; Title I Schools; 82% Hispanic; Median income $50.4k
- District: Harlingen ISD
- Subject: Math
- Study Year: 2020–2021

2023 Research: Programs Narrow Opportunity Gap for Pre-K Students

85%

Student using *My Reading Academy* and *My Math Academy* closed their learning gap by 85%.

Average Score on STAR Early Literacy:



**Research sites represent centers with historically low percentages of students achieving kindergarten readiness.*

Our National Partners

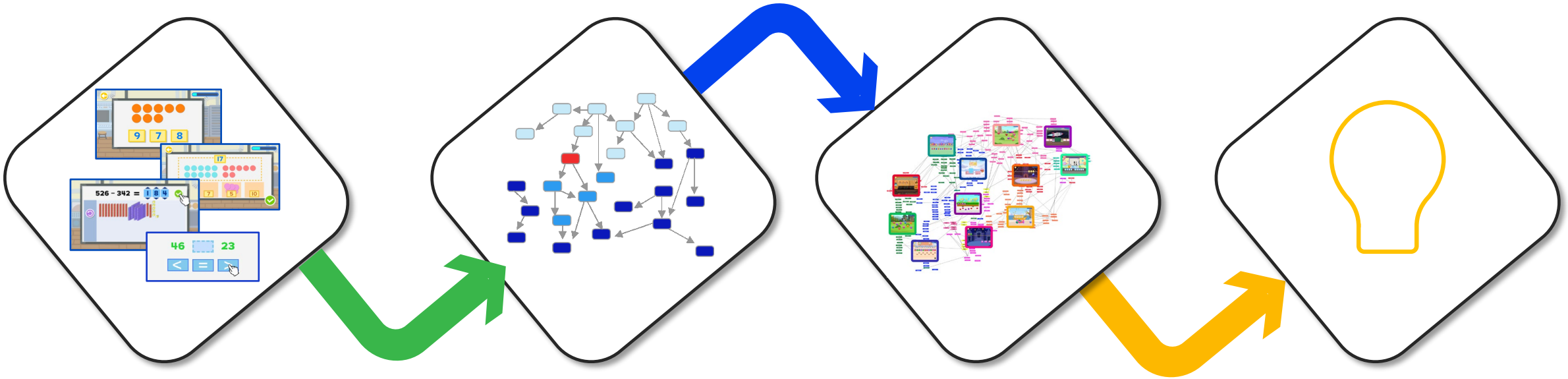
Our Texas Partners

- Uvalde
- Dallas ISD
- Irving ISD
- Tyler ISD
- Ector County ISD
- Harlingen CISD
- Socorro ISD
- Laredo ISD
- Corsicana ISD
- Elgin ISD
- Lake Travis ISD

2 .

My Math Academy®

Pathway to Mastery Learning



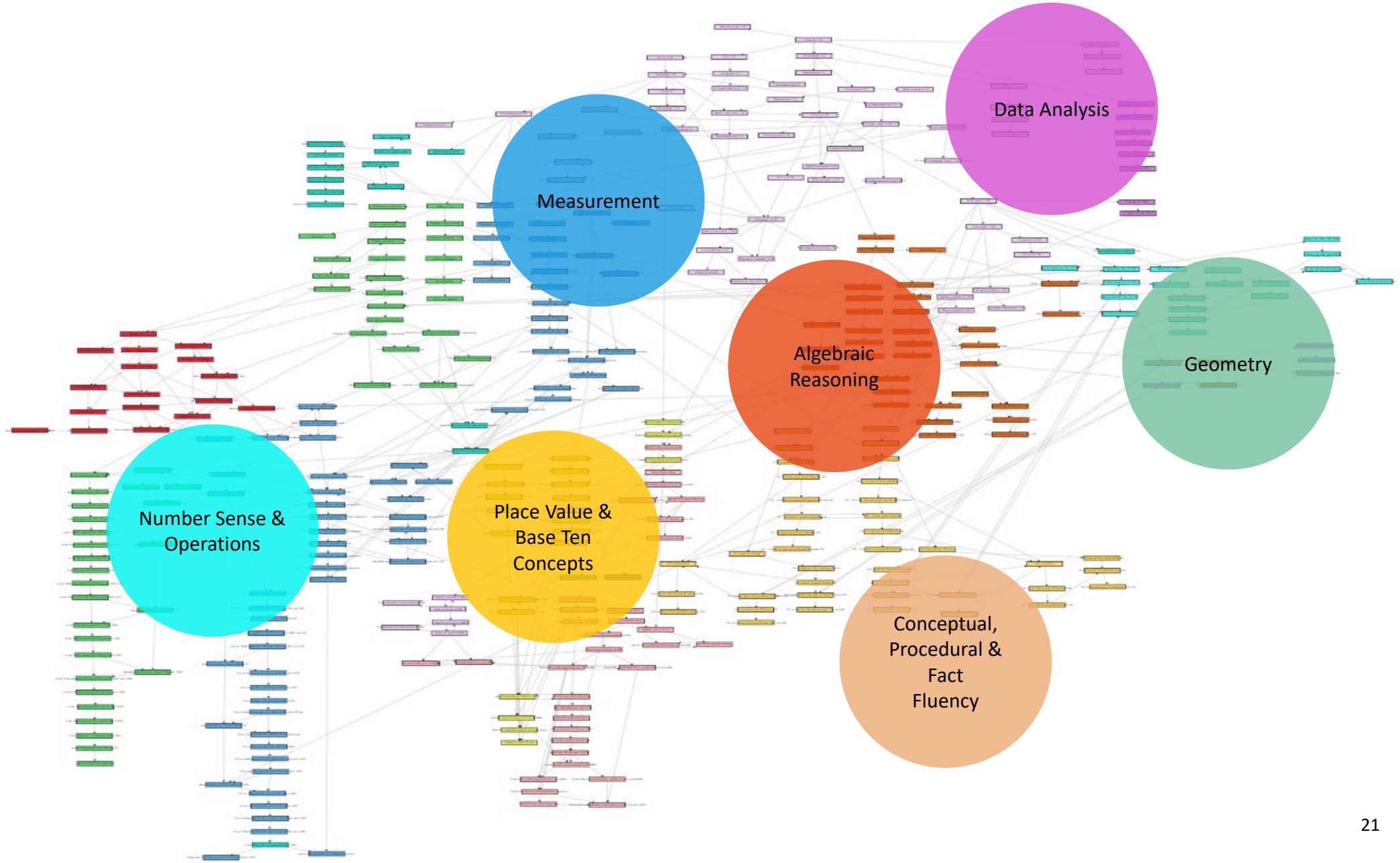
Grade level + placement activity data

Recommendation Engine
(Knowledge Map)

Real-time formative assessment data determines path through activities

Mastery of TEKS

Comprehensive TEKS Coverage



Adaptive Learning

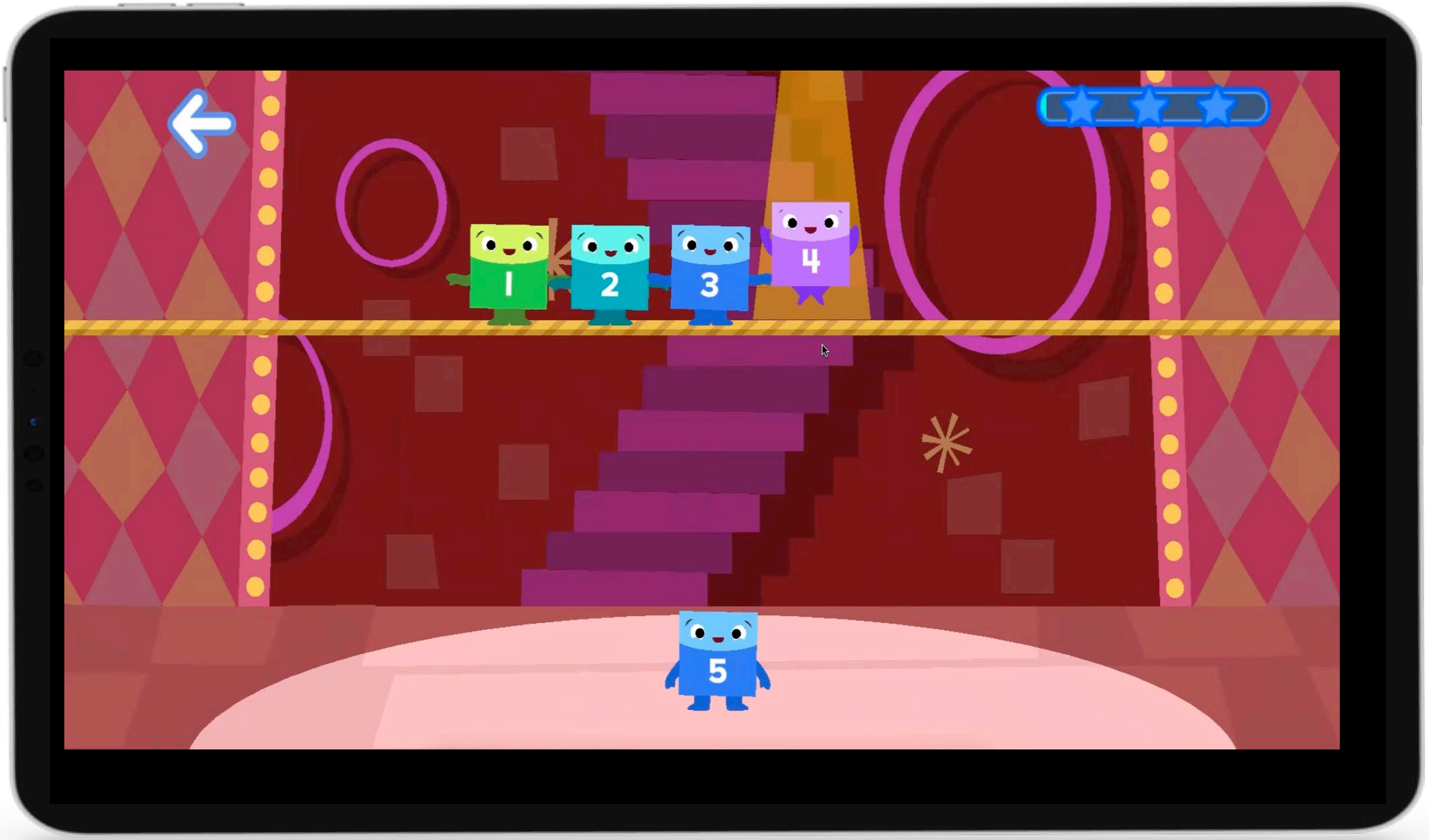
200 STUDENTS

Pre-K Direct Instruction

PK4.V.A.4
Child instantly recognizes the quantity of up to 6 objects without counting (subitizes).

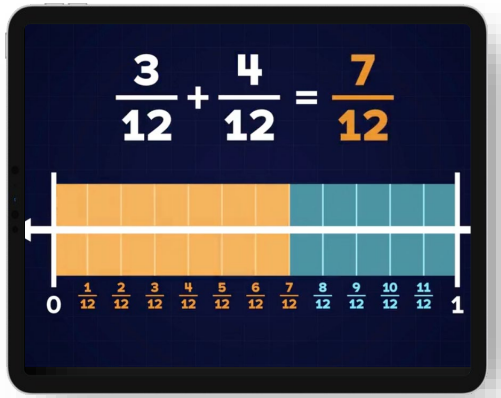
Focused Instruction: Number Sense & Operations – Subtraction (2nd Grade)

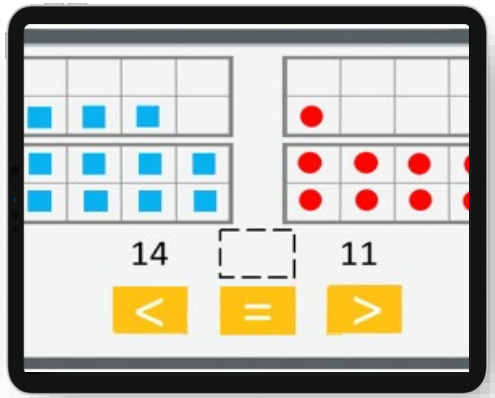
Spanish Pre-K

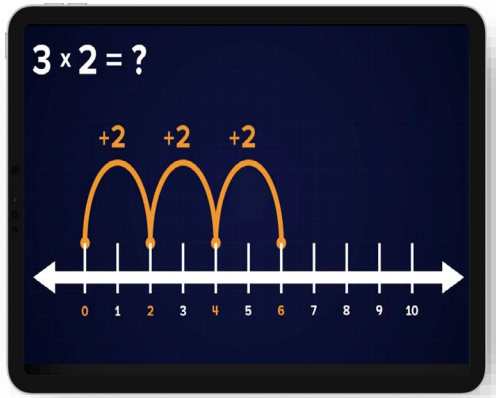


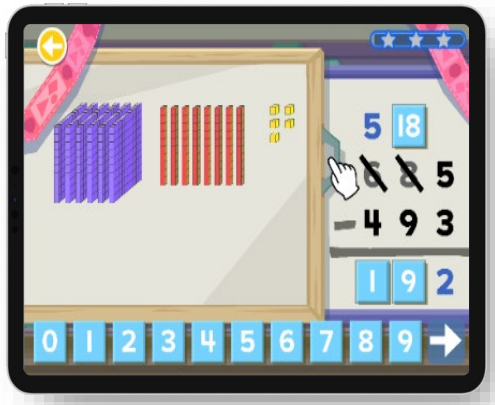
Focused Instruction: Multiplicative Comparisons (4th Grade)

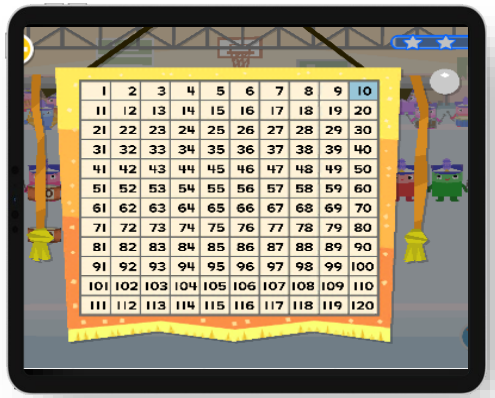
Digital Math Manipulatives





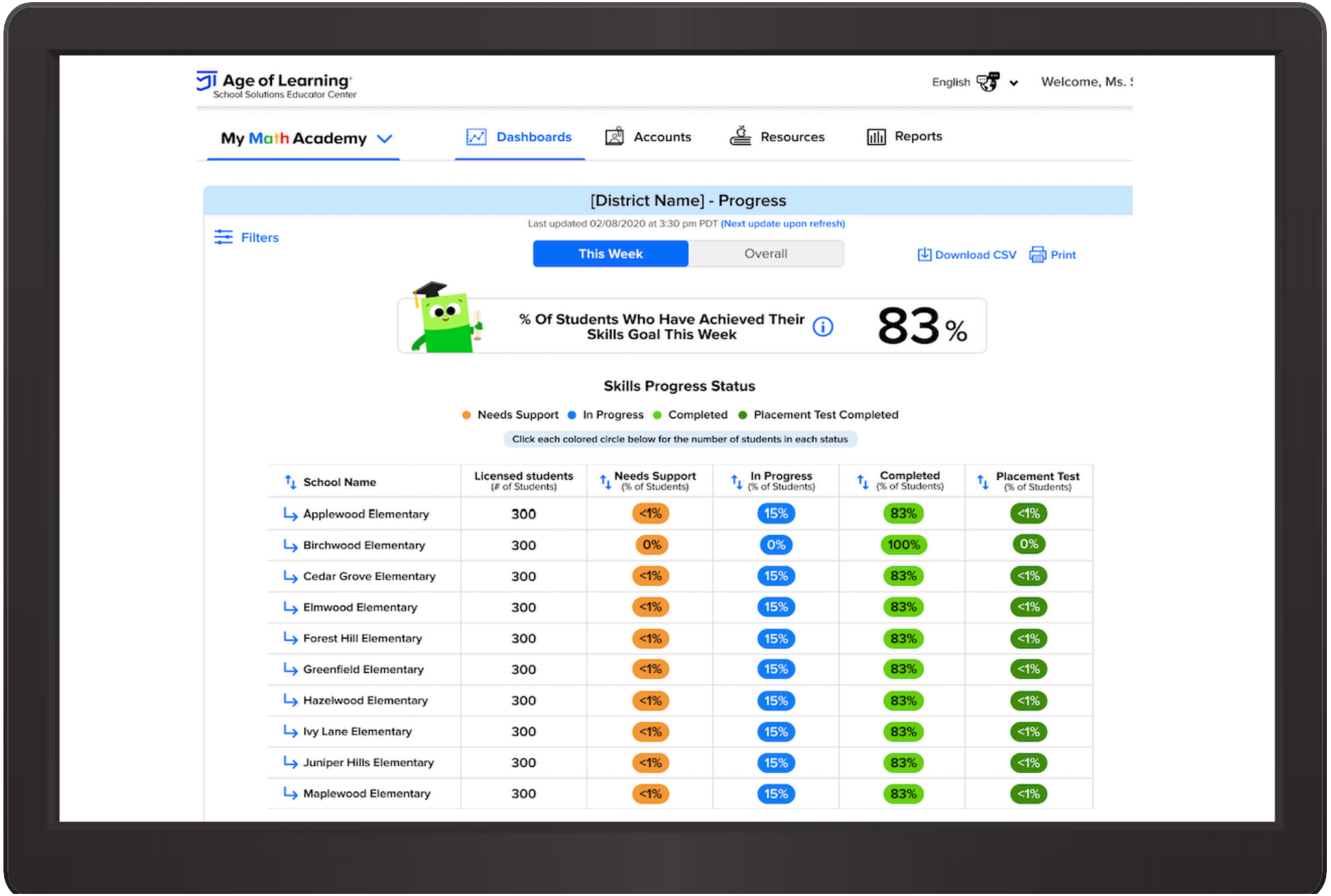






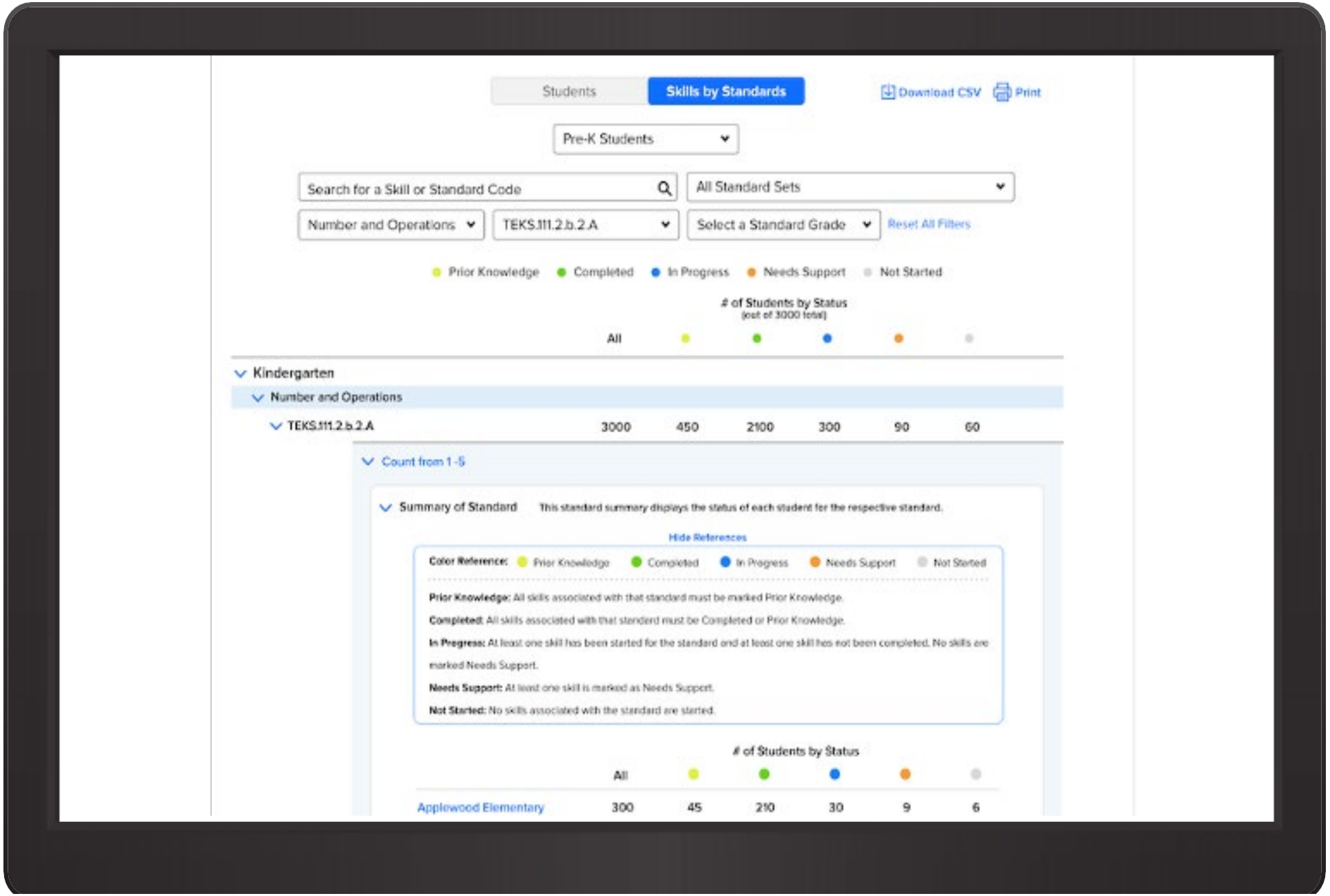
- Shapeys
- Counters
- Base-ten blocks
- Ten frames
- Number lines
- Hundred charts

Data-Driven Insights – District & Building Administrators

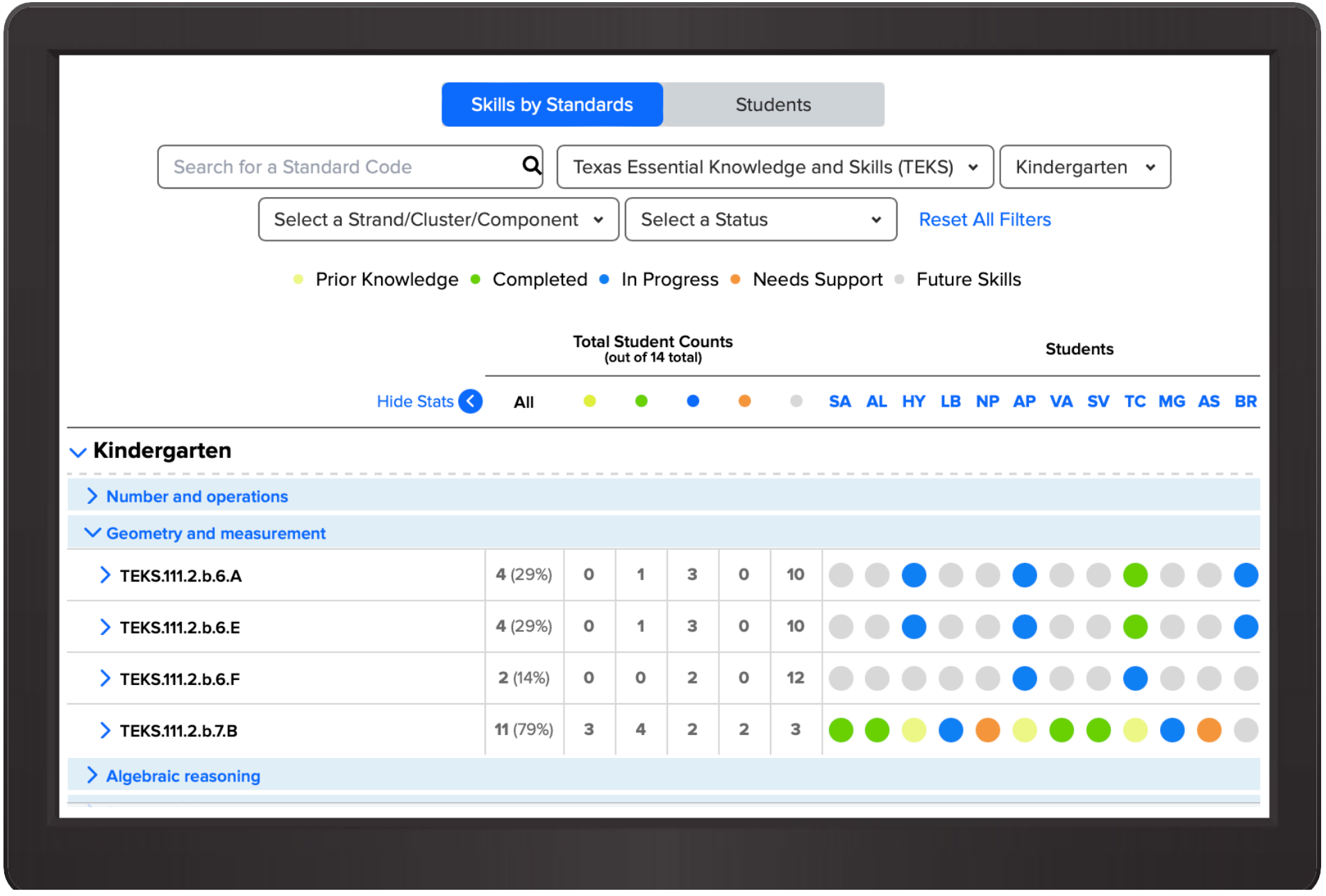


School Name	Licensed students (# of Students)	Needs Support (% of Students)	In Progress (% of Students)	Completed (% of Students)	Placement Test (% of Students)
Applewood Elementary	300	<1%	15%	83%	<1%
Birchwood Elementary	300	0%	0%	100%	0%
Cedar Grove Elementary	300	<1%	15%	83%	<1%
Elmwood Elementary	300	<1%	15%	83%	<1%
Forest Hill Elementary	300	<1%	15%	83%	<1%
Greenfield Elementary	300	<1%	15%	83%	<1%
Hazelwood Elementary	300	<1%	15%	83%	<1%
Ivy Lane Elementary	300	<1%	15%	83%	<1%
Juniper Hills Elementary	300	<1%	15%	83%	<1%
Maplewood Elementary	300	<1%	15%	83%	<1%

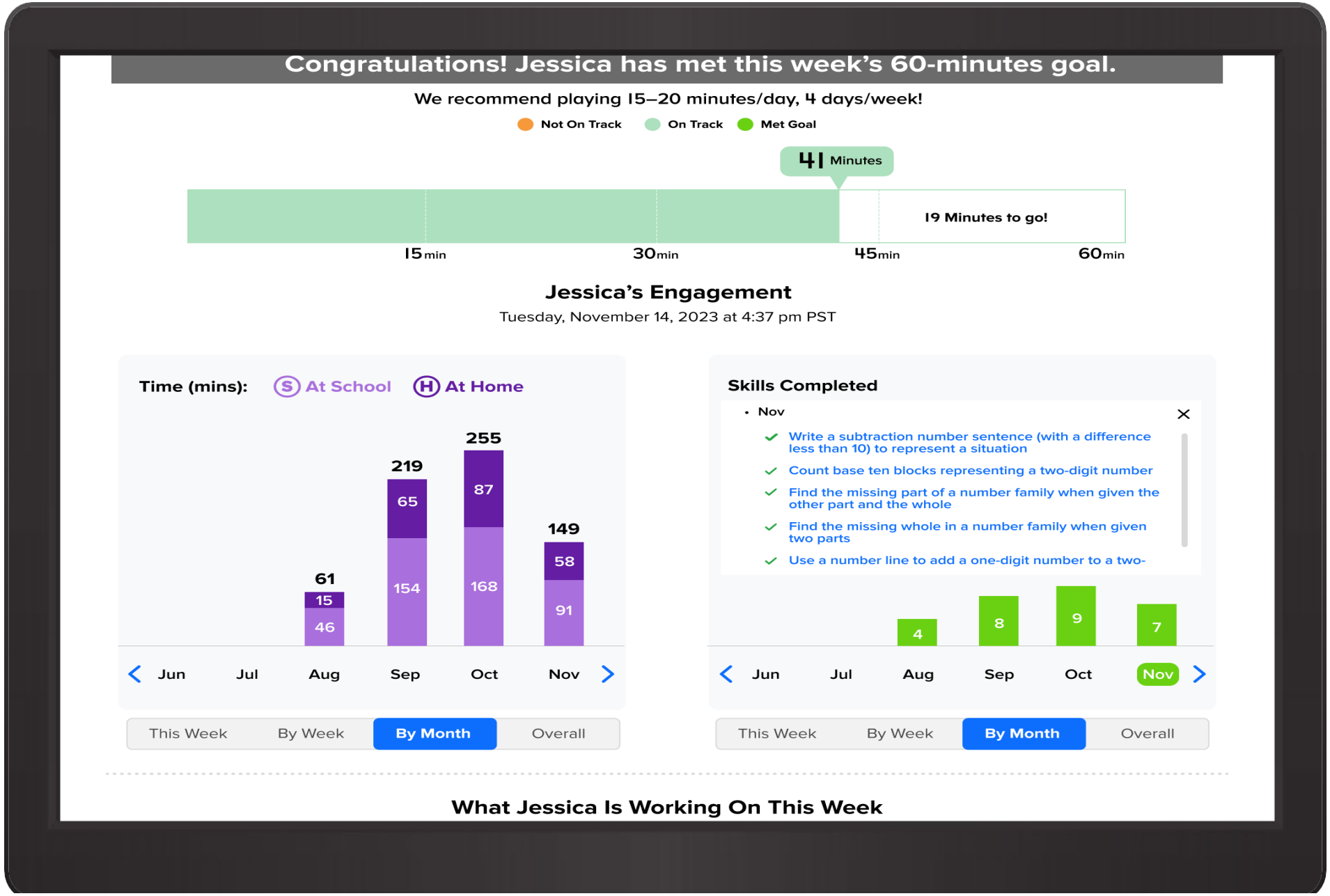
Data-Driven Insights – District & Building Administrators



Data-Driven Insights – Educators



Data-Driven Insights – Educators



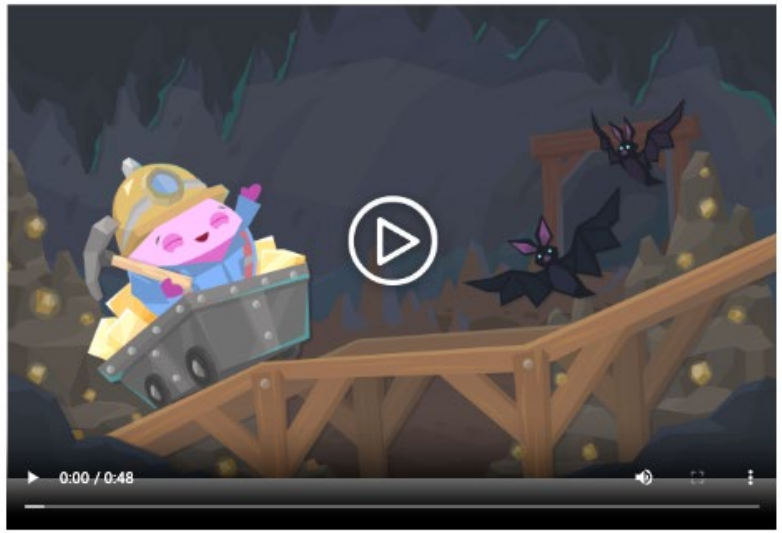
Data-Driven Insights – Actionable Resources for Educators

Use base ten blocks to add two-digit numbers with regrouping

Floridas B.E.S.T. Strand: Number Sense and Operations

MA.2.NSO.2.4 MA.2.NSO.2.3

Grade: 2nd Grade



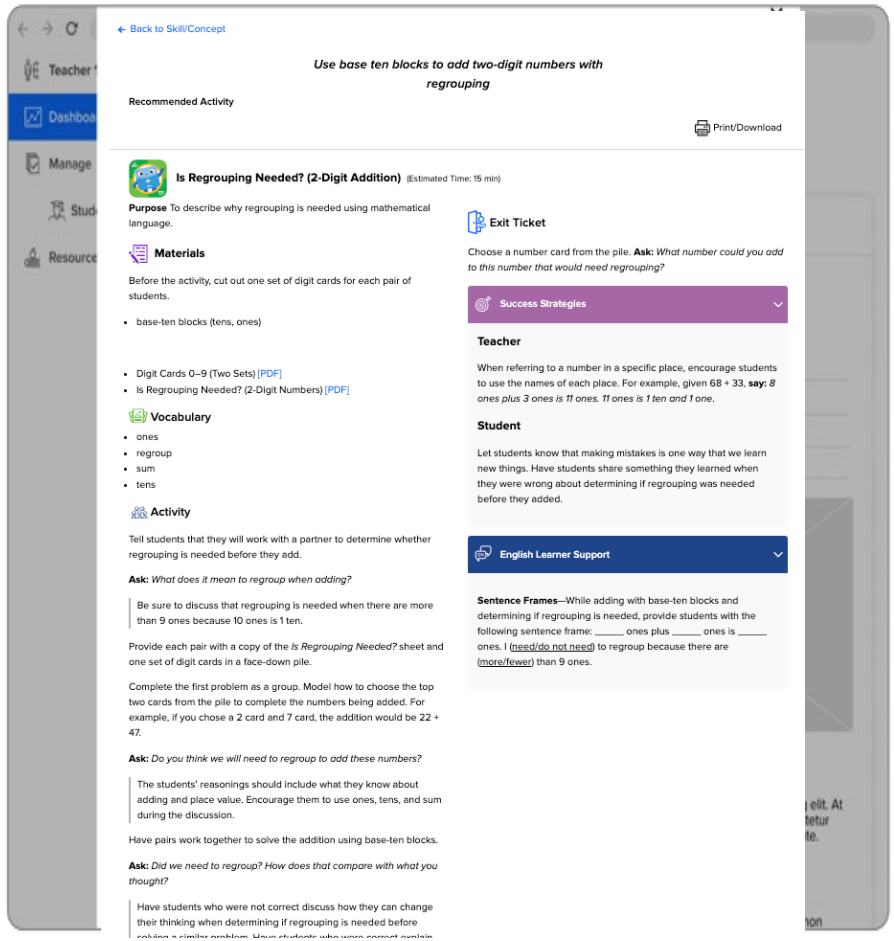
Game Description

The student uses base ten blocks to add two-digit numbers with regrouping and help a Shapey count gold blocks.

Why It's Important

Representing the regrouping of two-digit numbers when adding with base ten blocks supports students in understanding the concept of regrouping.

→ Making Data Actionable with Recommended Activities



← Back to Skill/Concept

Use base ten blocks to add two-digit numbers with regrouping

Recommended Activity

Print/Download

Is Regrouping Needed? (2-Digit Addition) (Estimated Time: 15 min)

Purpose To describe why regrouping is needed using mathematical language.

Materials

Before the activity, cut out one set of digit cards for each pair of students.

- base-ten blocks (tens, ones)
- Digit Cards 0–9 (Two Sets) [PDF]
- Is Regrouping Needed? (2-Digit Numbers) [PDF]

Vocabulary

- ones
- regroup
- sum
- tens

Activity

Tell students that they will work with a partner to determine whether regrouping is needed before they add.

Ask: *What does it mean to regroup when adding?*

Be sure to discuss that regrouping is needed when there are more than 9 ones because 10 ones is 1 ten.

Provide each pair with a copy of the *Is Regrouping Needed?* sheet and one set of digit cards in a face-down pile.

Complete the first problem as a group. Model how to choose the top two cards from the pile to complete the numbers being added. For example, if you chose a 2 card and 7 card, the addition would be 22 + 47.

Ask: *Do you think we will need to regroup to add these numbers?*

The students' reasonings should include what they know about adding and place value. Encourage them to use ones, tens, and sum during the discussion.

Have pairs work together to solve the addition using base-ten blocks.

Ask: *Did we need to regroup? How does that compare with what you thought?*

Have students who were not correct discuss how they can change their thinking when determining if regrouping is needed before

Exit Ticket

Choose a number card from the pile. **Ask:** *What number could you add to this number that would need regrouping?*

Success Strategies

Teacher

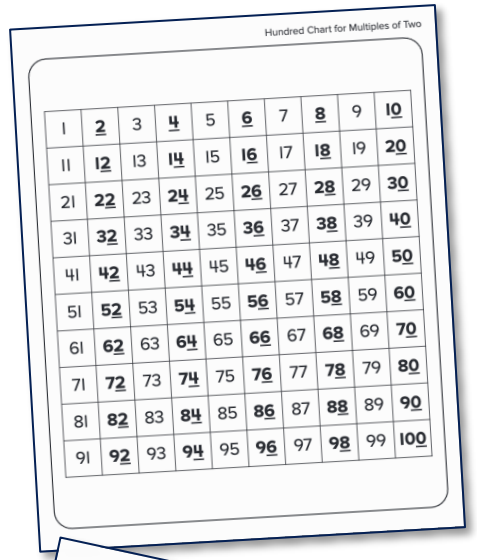
When referring to a number in a specific place, encourage students to use the names of each place. For example, given 68 + 33, **say:** *8 ones plus 3 ones is 11 ones. 11 ones is 1 ten and 1 one.*

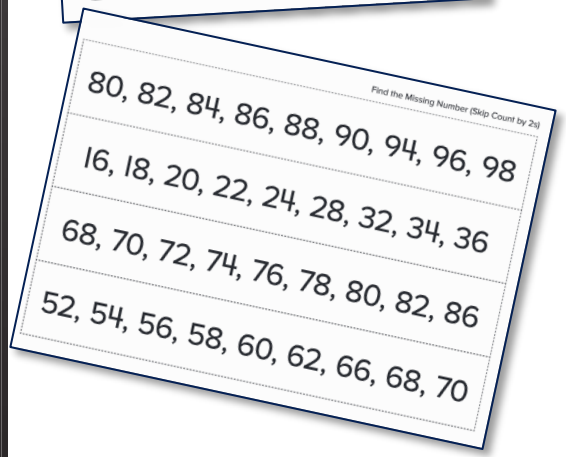
Student

Let students know that making mistakes is one way that we learn new things. Have students share something they learned when they were wrong about determining if regrouping was needed before they added.

English Learner Support

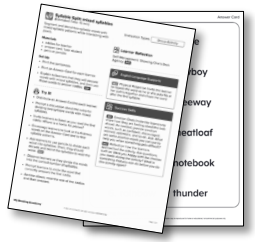
Sentence Frames—While adding with base-ten blocks and determining if regrouping is needed, provide students with the following sentence frame: _____ ones plus _____ ones is _____ ones. I (need/do not need) to regroup because there are (more/fewer) than 9 ones.





Seamless Integration to Classroom Routines (PK-2)

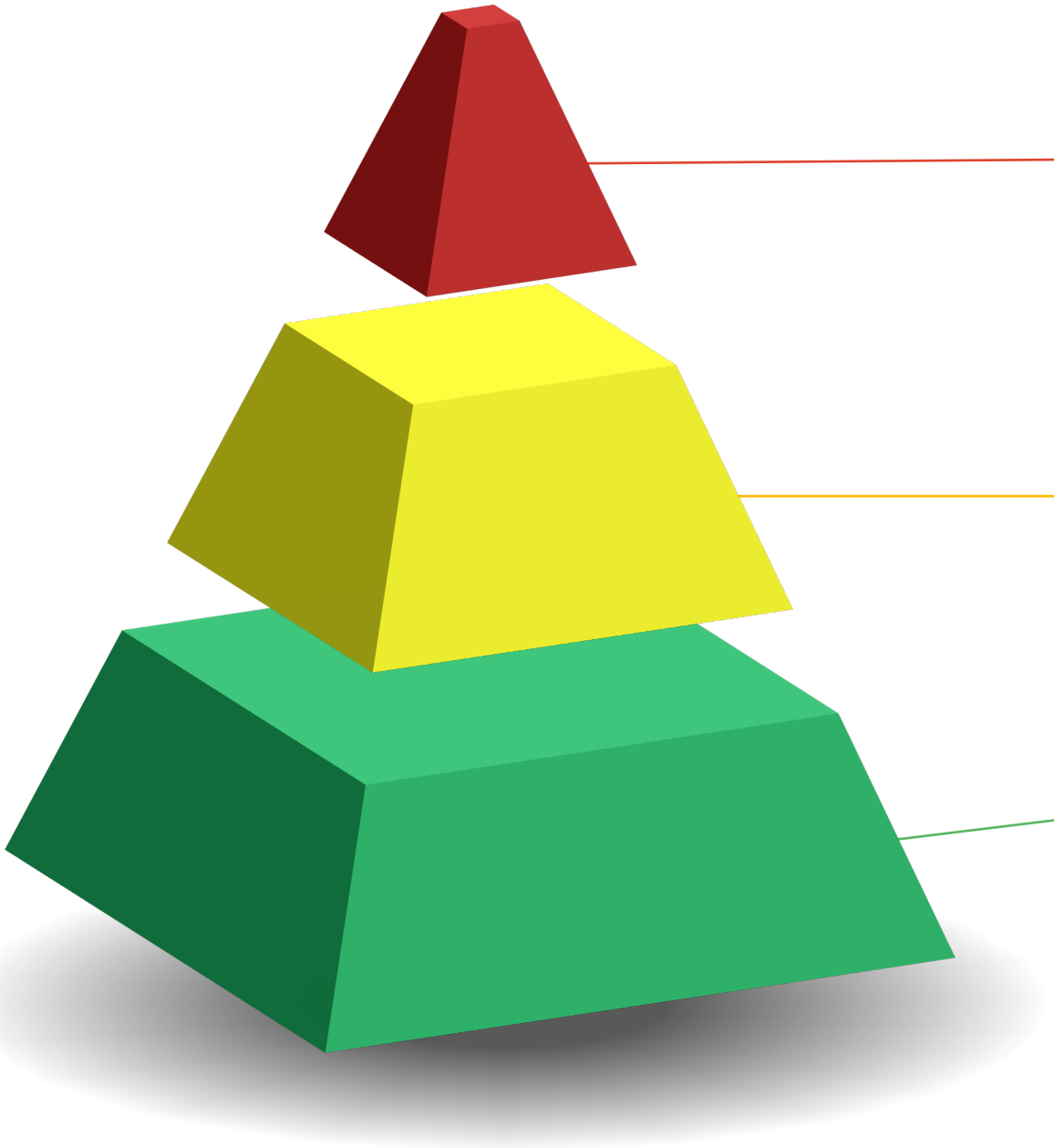
Small group or one-on-one teacher-led instruction with offline lessons using Age of Learning's Educator Center resources.



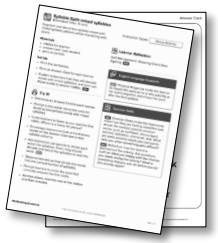
Whole Group Mini Lessons using Age of Learning's Educator's Center resources.

Adaptive instruction with *My Math Academy*

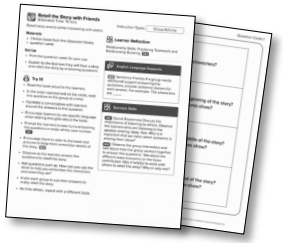
Supports for MTSS Framework



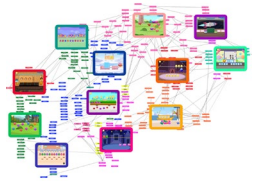
Teacher-led intensive intervention designed to address individual needs with evidenced-based instruction.



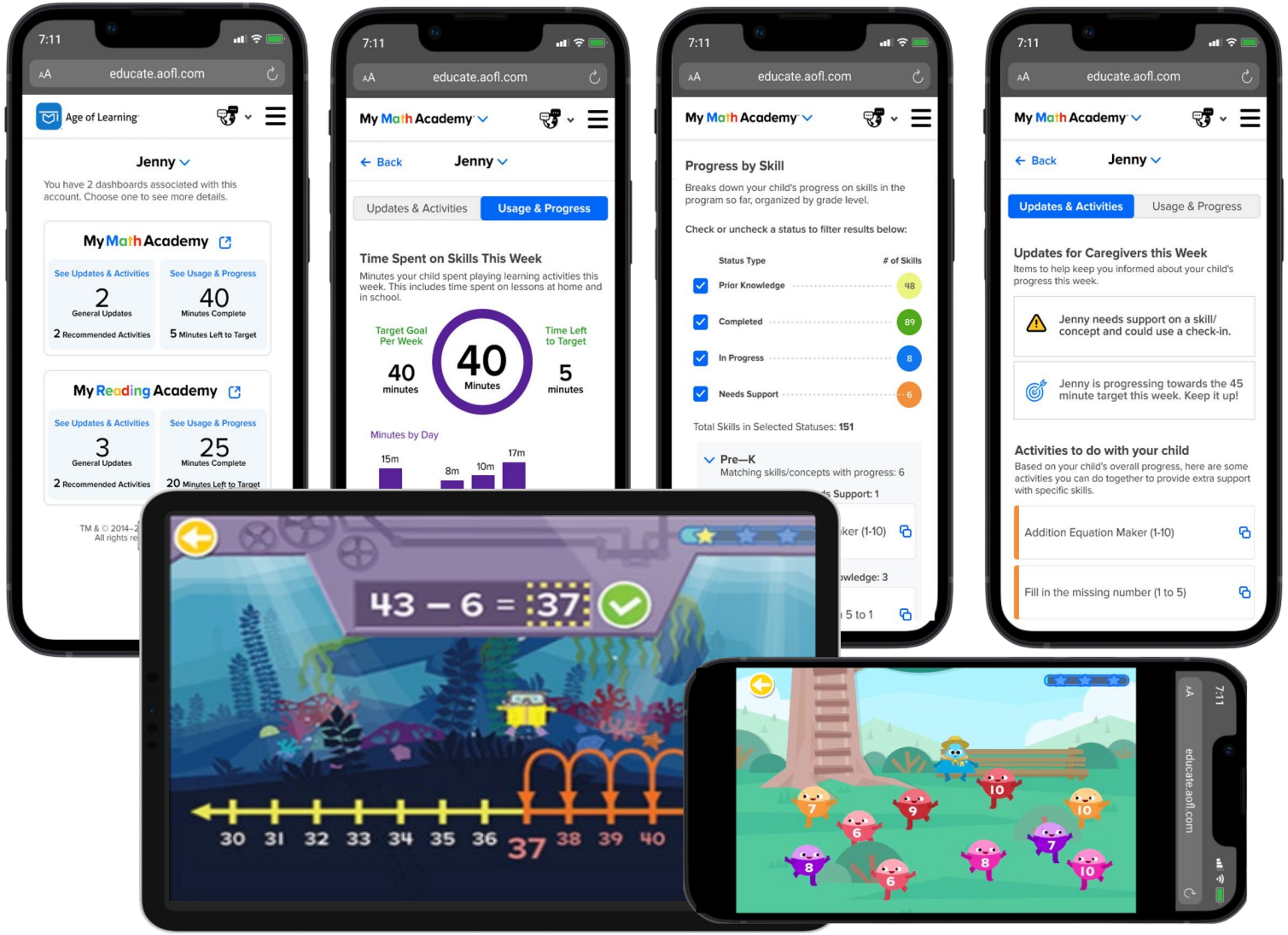
Teacher-led, targeted instruction designed for small group teaching and learning.



Personalized instruction for ALL students with *My Math Academy* offline activities.



Data Driven Insights – Caregivers



Easily Integrated into the Classroom from Onboarding to Full Adoption

Compatibility with ClassLink and Clever

Remote & Live Implementation Support

Onsite & Virtual Training Options

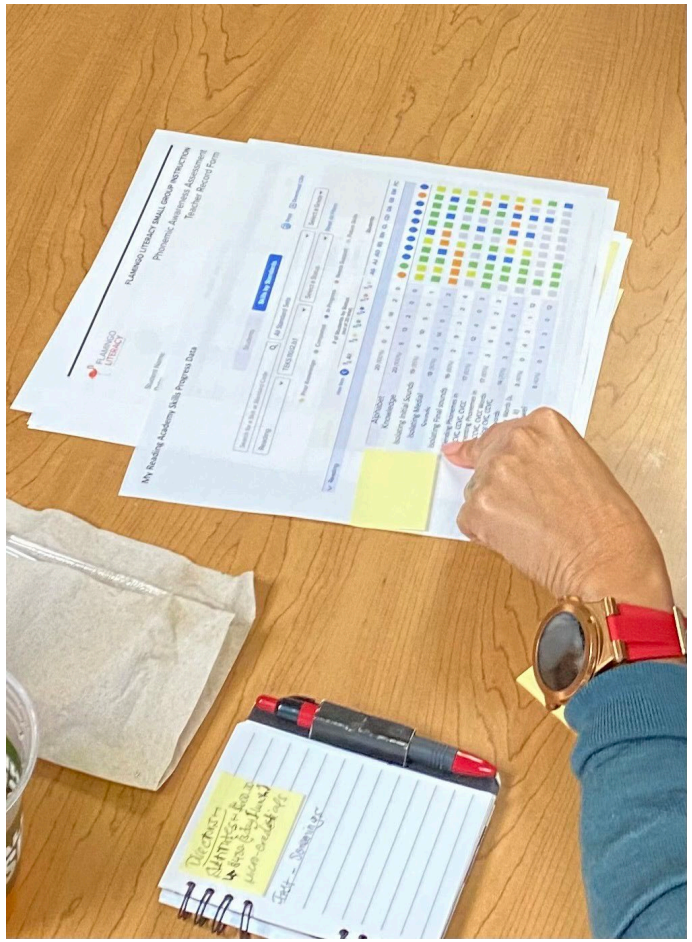
Customer Success Team

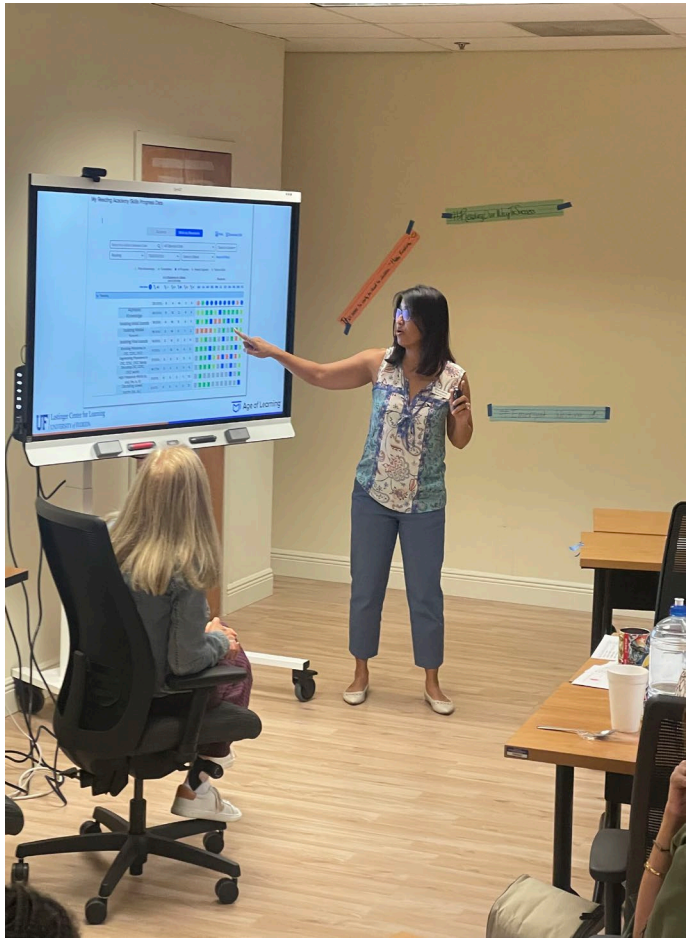
Support Team & Help Center

3. SUPPORTING LEAS

Texas Success Manager

Empowering Educators to Make Learner-Centered, Data-Informed Decisions





Texas Success Manager

10 HOURS

PER ACADEMIC YEAR

30 MINUTES PER WEEK

Office Hours

Jazmin Salazar Sharp
Texas Partnerships

Justin De Martin
Director, Customer Success

February 26

10 am – 1 pm CST

Registration Link

Bit.ly/aoflregistration

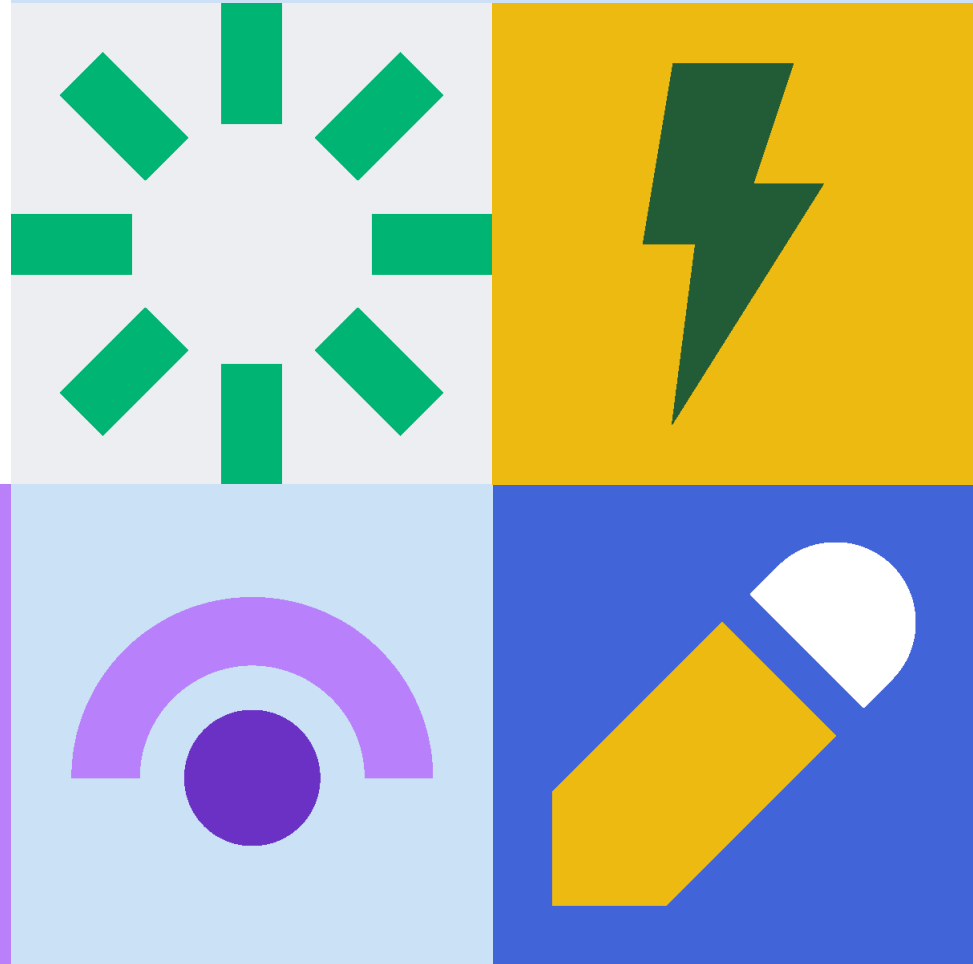
Carnegie Learning (MATHia) 10:20-10:30

CARNEGIE LEARNING

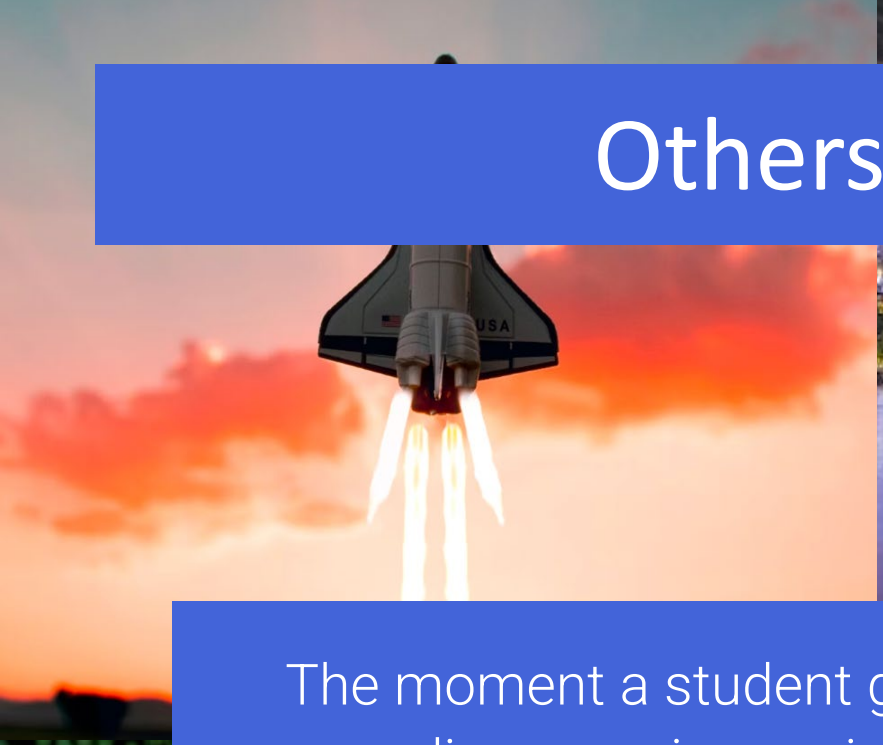
February 2024

Carnegie Learning Math Solution

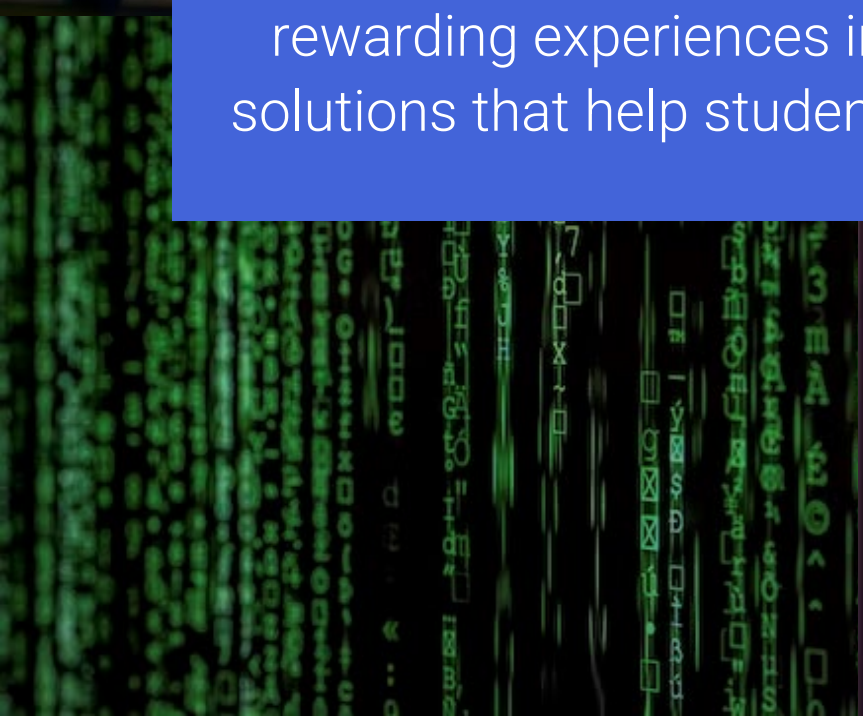
MATHia



Others Teach What, We Teach Why



The moment a student gets it, when a concept clicks into place, is one of the most rewarding experiences in education. For more than 25 years, we've been developing solutions that help students achieve more of these moments and set them up for long-term learning success.



MATHia:

- Content for 6th grade through Algebra 2
  - Including accelerated courses for 6th and 7th grade
  - Available in Spanish

- Recommended Usage: 20 minutes per week (with or without Carnegie as a core curriculum)

Texas case studies:

- In Aldine ISD, Algebra 1 students had a 100% pass rate on their STAAR after using MATHia.

- Muleshoe ISD saw 333% STAAR improvement with the Texas Math Solution.

Grant-Specific Supports

Carnegie Learning is proud to offer MATHia, our AI-driven, 1-to-1 math coach. Give your students a successful math experience, while you get all the real-time feedback and assessments you need to understand where they're at and where they're headed. MATHia, our award-winning, intelligent math software, is designed to provide individual student support and insightful data.

Additional LASO grants we support: Blended Learning Grant, and Strong Foundations

Current Work in Texas

Dallas ISD

- Dallas, TX
- 143,430 students
- 85% economically disadvantaged
- 46% English language learners
- Partnership: 14 years

Spring ISD

- Houston, TX
- 33,406 students
- 84.5% economically disadvantaged
- 29% English language learners
- Partnership: 5 years

East Central ISD

- San Antonio, TX
- 10,002 students
- 66% economically disadvantaged
- 13% English language learners
- Partnership: 9 years

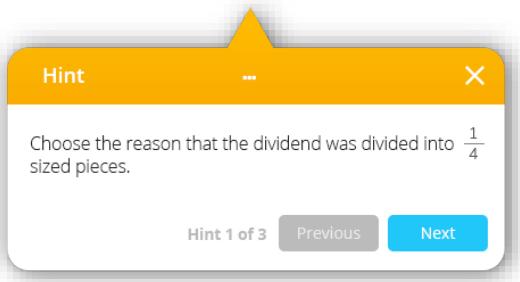
\+ 200 Program Grantees (from previous grant cycles)

MATHia in action

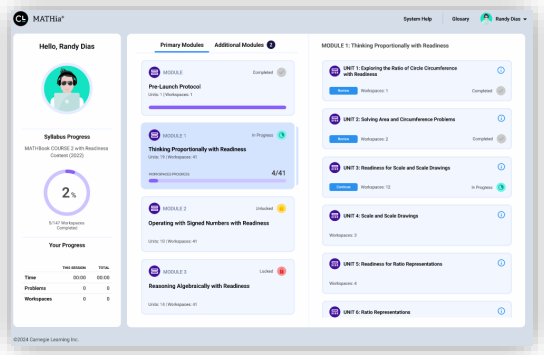
MATHia Overview
Powerful Personalized Learning

What Teachers Love About MATHia

MATHia mirrors a human coach.

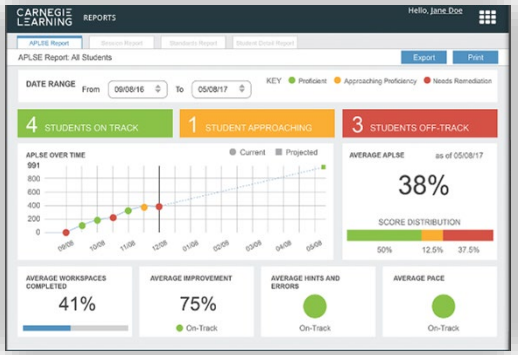


MATHia builds a personalized learning experience for students.



MATHia presents students with ongoing feedback.

MATHia helps educators leverage data.



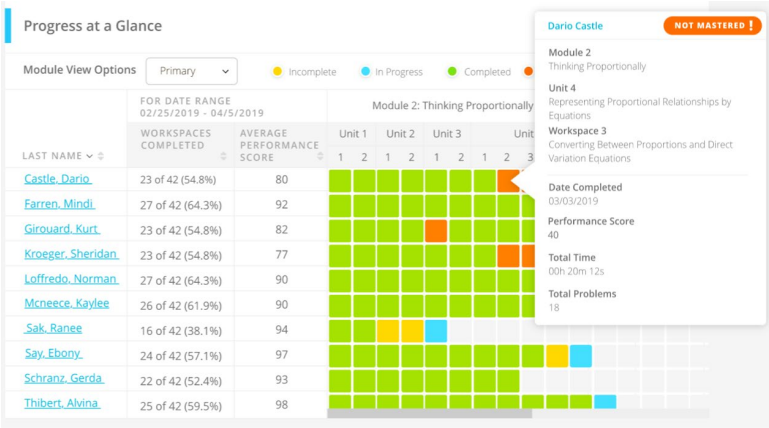
Personalized Experiences

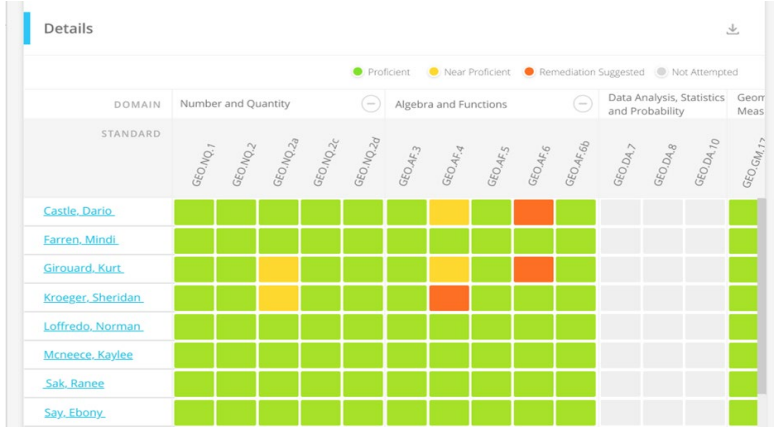
Live Hint

MATHia Software with AI

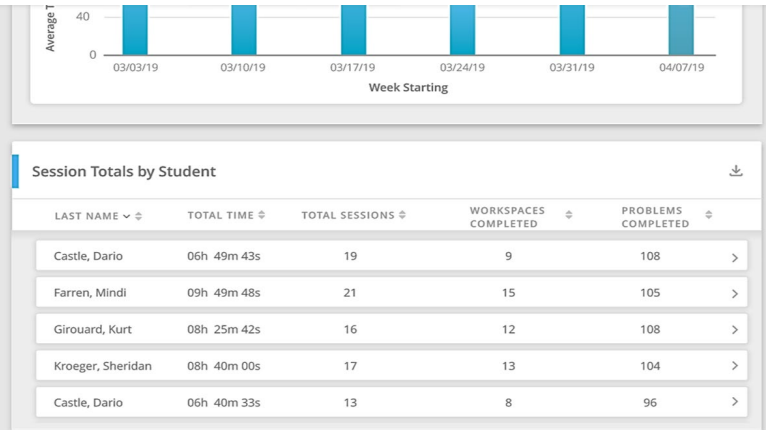
True Differentiation

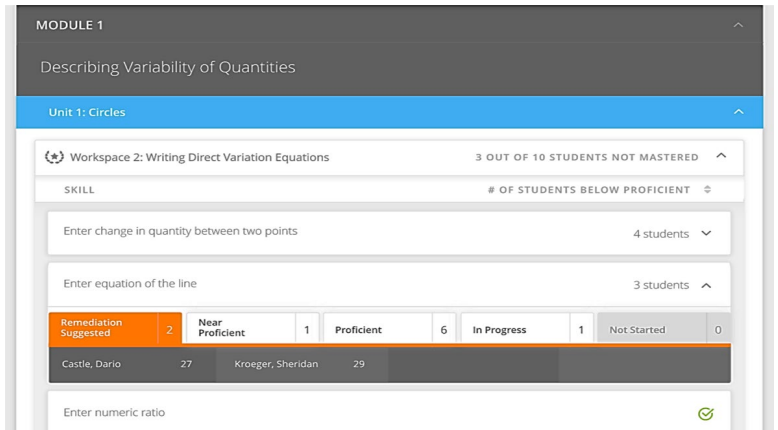
MATHia Reports



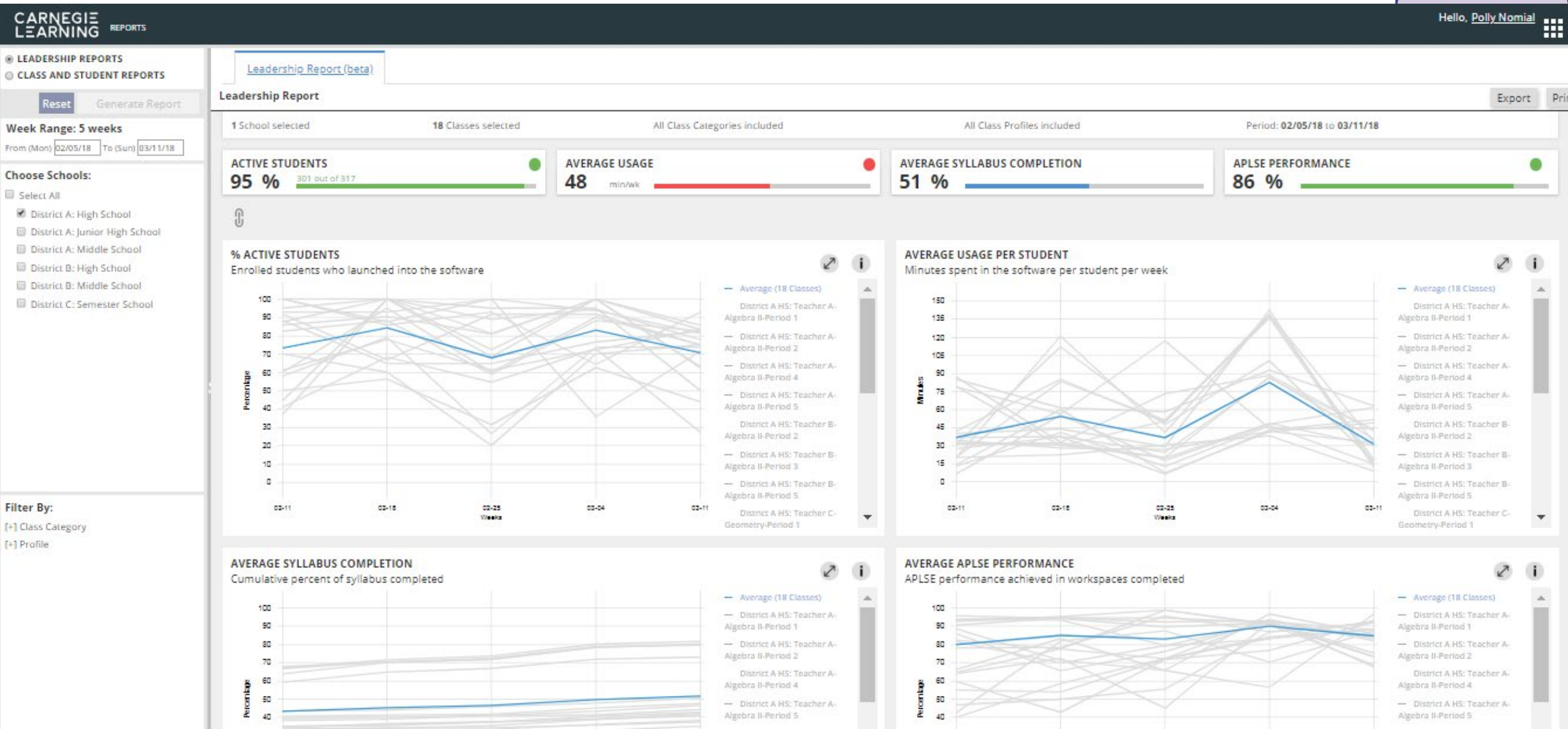


Progress Report
Session Report
Skills Report
Standards Report
APLSE Report





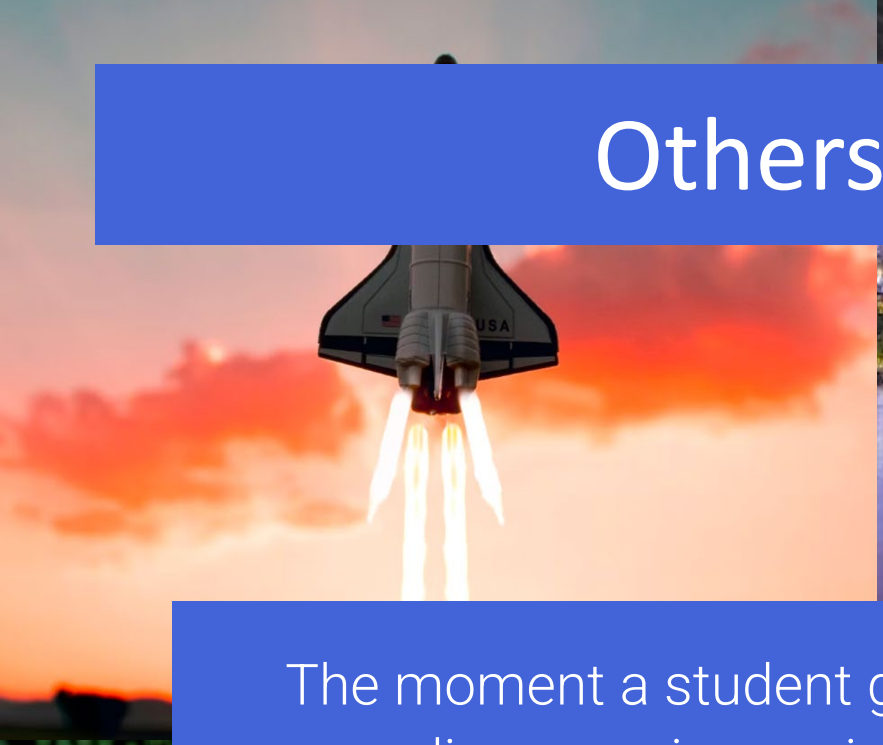
MATHia Leadership Reports



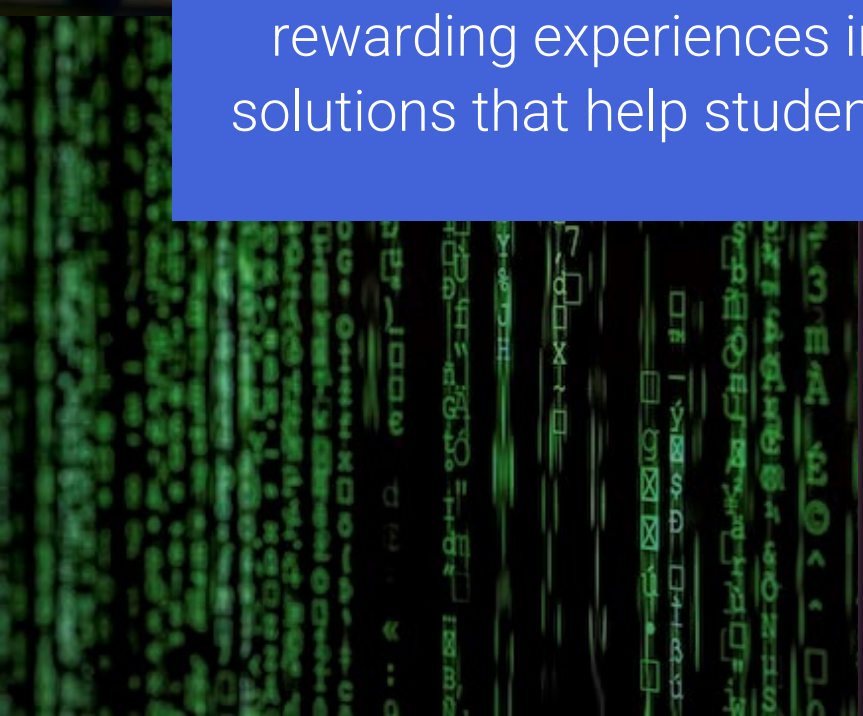
MATHia®

Real-time data feed
Monitors progress
Spotlights at-risk students

Others Teach What, We Teach Why



The moment a student gets it, when a concept clicks into place, is one of the most rewarding experiences in education. For more than 25 years, we've been developing solutions that help students achieve more of these moments and set them up for long-term learning success.



Sign up to receive zoom link for office hours:

tinyurl.com/CLTXofficehours

February 27th, 2024 at 3:00 PM

March 1, 2024 at 10:00 AM

Get in touch

Stephanie Doran

VP of Customer Success

sdoran@carnegielearning.com
904.252.8099

www.carnegielearning.com

Get in touch

Kaitlyn Miller

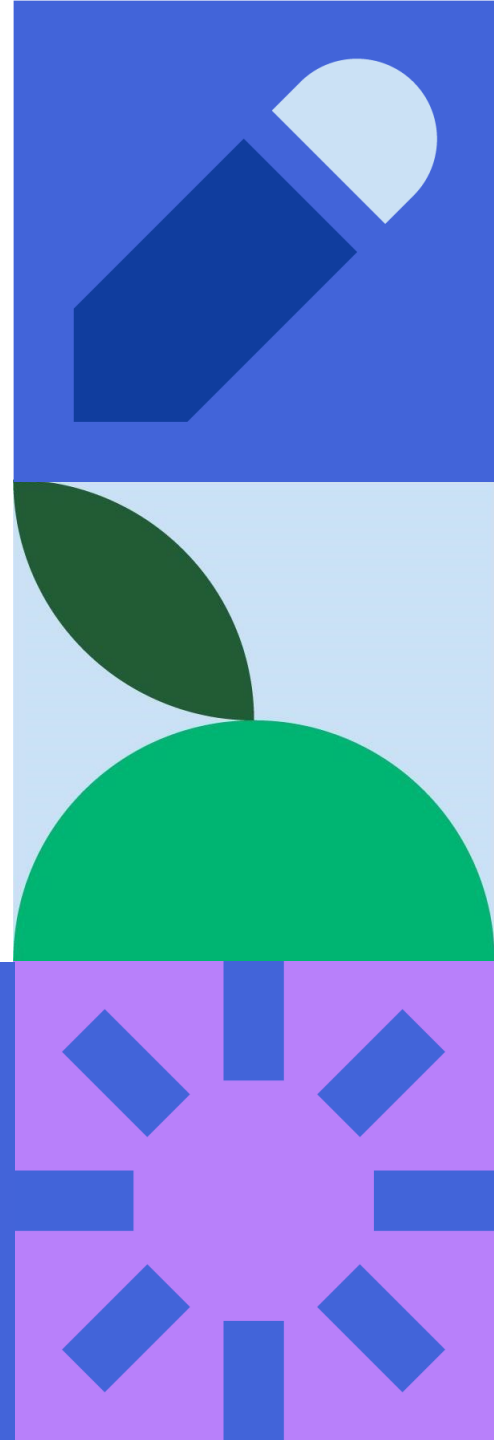
Senior Manager of School Partnerships

kmiller@carnegielearning.com
832.348.0475

www.carnegielearning.com

CARNEGIE LEARNING

Thank you



Curriculum Associates (i-Ready) 10:30-10:40

i-Ready®

See Their Potential and Your Impact

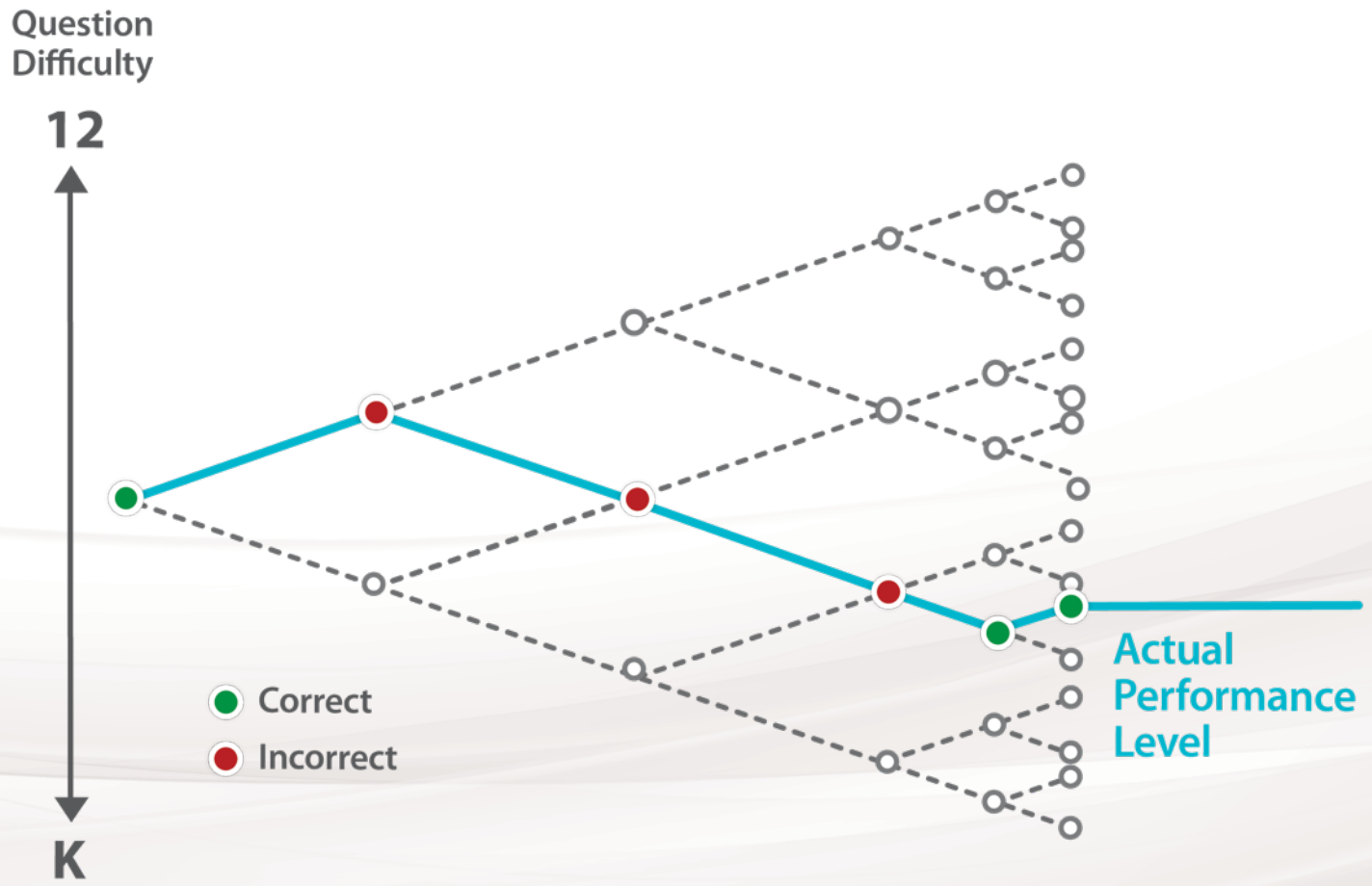
Serving over 13 million students

Curriculum Associates®

Supporting more than 500 districts across Texas (rural, suburban, and urban)

i-Ready Diagnostic

- Single K–12 Assessment
- Reading and Math
- 9,000+ items
- Tech-enhanced items
- Strong correlation to STAAR




i-Ready
1
Gather data
2
Analyze data
3
Determine strengths and needs
4
Group students for instruction
5
Gather instructional resources
6
Teach
With i-Ready, you can go from gathering data to teaching much faster!

Math Domains

Math Domains

	Grades K–5	Grades 6–8	Grades 9–12
Number and Operations	**Counting and Cardinality** – Counting and Cardinality **Number & Operations in Base Ten** – Whole numbers and decimals: place value, compare, add, subtract, multiply, divide **Number & Operations – Fractions** – Fractions: model, compare, add, subtract, multiply, divide	**The Number System** – Common factors, common multiples, rational numbers including positive and negative integers and fractions, approximating numbers that are not rational	**Number and Quantity** – The real number system, quantities, the complex number system, vector, and matrix quantities
Algebra and Algebraic Thinking	**Operations & Algebraic Thinking** – Fluency, number relationships, properties, solving word problems	**Ratios and Proportional Relationships** – Percent, rates, ratios, slope, equations and graphs of lines **Expressions and Equations** – Variables, equivalent expressions, exponents, radicals and integer exponents, solve real-world problems **Functions** – Define, evaluate, and compare functions; model relationships with functions	**Algebra** – Expressions, arithmetic with polynomial and rational expressions, creating equations, reasoning with equations and inequalities **Functions** – Interpreting, modeling, and building functions: linear, exponential, quadratic, polynomial, logarithmic, trigonometric, rational
Measurement and Data	**Measurement and Data** – Customary and metric units, time, money, length, capacity, weight, and mass – Geometric measurement – Area, perimeter, volume, surface area – Creating and interpreting graphs	**Statistics and Probability** – Randomness, probability distributions, collecting and analyzing data, making inferences and conclusions based on probability and expected values and correlations	**Statistics and Probability** – Interpreting categorical and quantitative data, making inferences and justifying conclusions, conditional probability, rules of probability, making decisions using probability
Geometry	**Geometry** – Two-dimensional shapes, three-dimensional shapes, lines, segments, points, rays, angles, symmetry, coordinate graphing	**Geometry** – Relationships between geometric figures, angle measures, area, surface area, volume, congruence, similarity, coordinate geometry, Pythagorean Theorem	**Geometry** – Congruence, similarity, right triangles, trigonometry, circles, proofs, constructions

Diagnostic Results

Subject: Math

Class/Report Group: Grade 5, Section 1

Diagnostic: Diagnostic 1

08/31/21–09/30/21

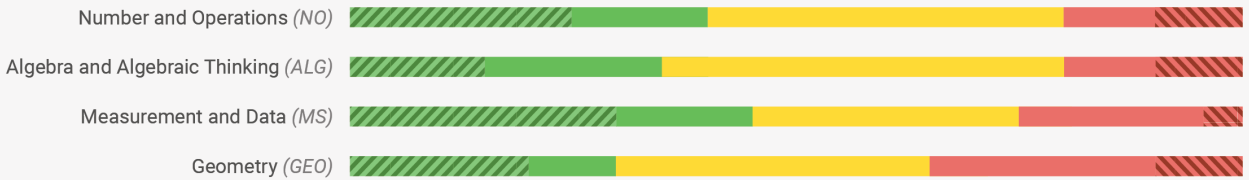
3-Level Placement | 5-Level Placement (Enhanced)

Overall Placement

3 Students	4 Students	9 Students	1 Student	3 Students	0 Students
15%	20%	45%	5%	15%	0%
Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Not Completed

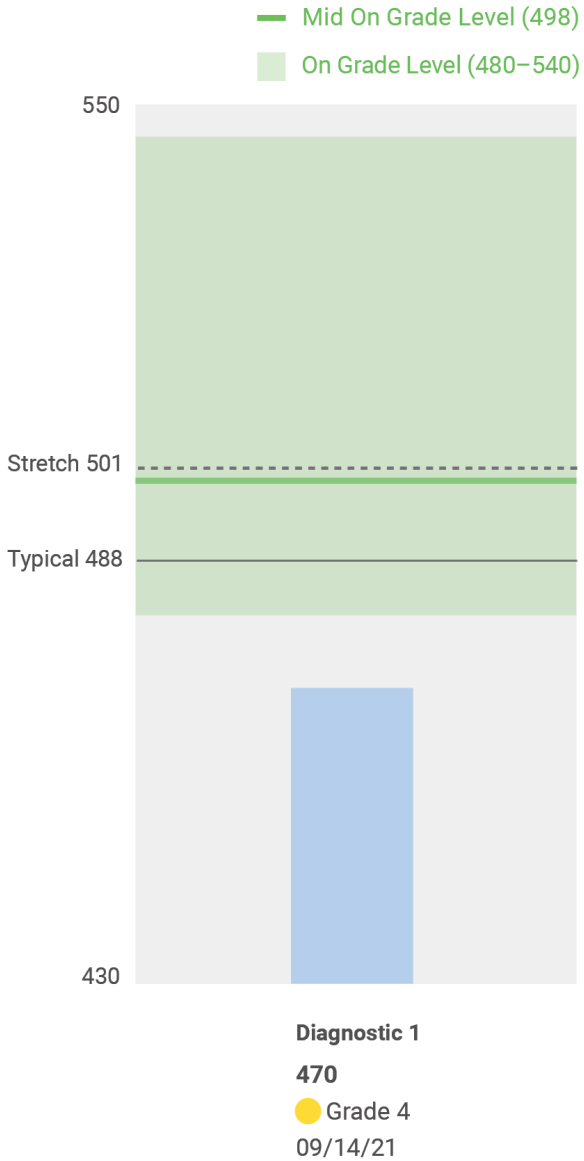
The Mapping between 5-Level and 3-Level Placements

Placement by Domain*



*Students not completed are not included.

Diagnostic Results ▾ Elijah Powell ▾ Grade 5



Overall

Grade 4 (470)

Standard Error +/- 7

Domain	Placement	Can Dos & Next Steps
Number and Operations	Grade 4	⤵
Algebra and Algebraic Thinking	Grade 4	⤵
Measurement and Data	Grade 4	⤵
Geometry	Grade 3	⤵

Placement by Domain

Test results suggest that Elijah would benefit from intervention focused on skills and concepts related to quantitative reasoning and representation. Instruction that connects understanding of number relationships with computation and problem solving skills will strengthen Elijah ´s math abilities across domains. This priority places Elijah in Instructional Grouping Profile 2.

Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry
Grade 4 **449**	Grade 4 **457**	Grade 4 **466**	Grade 3 **436**

Developmental Analysis

At placement levels 3-5 this domain addresses four operations with whole numbers with an emphasis on multiplication and division, as well as understanding of and computation with decimals and fractions. Test results indicate that Elijah could benefit from practicing multi-digit whole-number operations and fraction concepts.

Can Do

Base Ten

Read and write whole numbers through thousands in expanded form and standard form and identify the value of the digits.

Standards

Read and write whole numbers through hundred millions in expanded form and standard form and identify the value of the digits.

Standards

Compare and order numbers through hundred millions.

Standards

Next Steps & Resources for Instruction

Base Ten

Subtract multi-digit numbers.

Subtract multi-digit numbers.

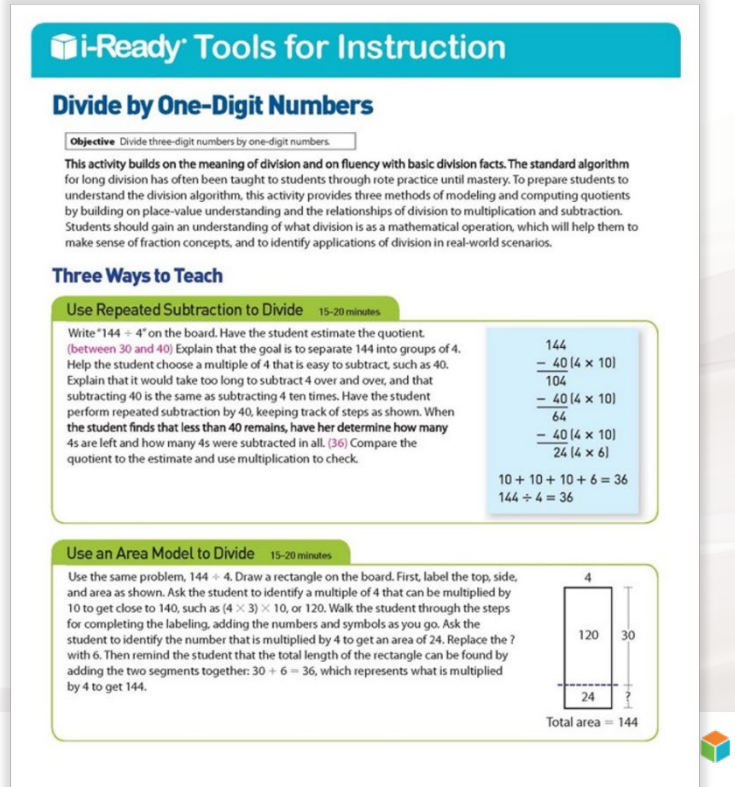
Tools For Instruction

Subtract Multi-Digit Numbers

Restar números enteros de varios dígitos

Additional Resources

ThinkUp! Math™



i-Ready Tools for Instruction

Divide by One-Digit Numbers

Objective Divide three-digit numbers by one-digit numbers.

This activity builds on the meaning of division and on fluency with basic division facts. The standard algorithm for long division has often been taught to students through rote practice until mastery. To prepare students to understand the division algorithm, this activity provides three methods of modeling and computing quotients by building on place-value understanding and the relationships of division to multiplication and subtraction. Students should gain an understanding of what division is as a mathematical operation, which will help them to make sense of fraction concepts, and to identify applications of division in real-world scenarios.

Three Ways to Teach

Use Repeated Subtraction to Divide 15–20 minutes

Write "144 ÷ 4" on the board. Have the student estimate the quotient (between 30 and 40). Explain that the goal is to separate 144 into groups of 4. Help the student choose a multiple of 4 that is easy to subtract, such as 40. Explain that it would take too long to subtract 4 over and over, and that subtracting 40 is the same as subtracting 4 ten times. Have the student perform repeated subtraction by 40, keeping track of steps as shown. When **the student finds that less than 40 remains, have her determine how many** 4s are left and how many 4s were subtracted in all. (36) Compare the quotient to the estimate and use multiplication to check.

144
− 40 (4 × 10)
104
− 40 (4 × 10)
64
− 40 (4 × 10)
24 (4 × 6)

10 + 10 + 10 + 6 = 36
144 ÷ 4 = 36

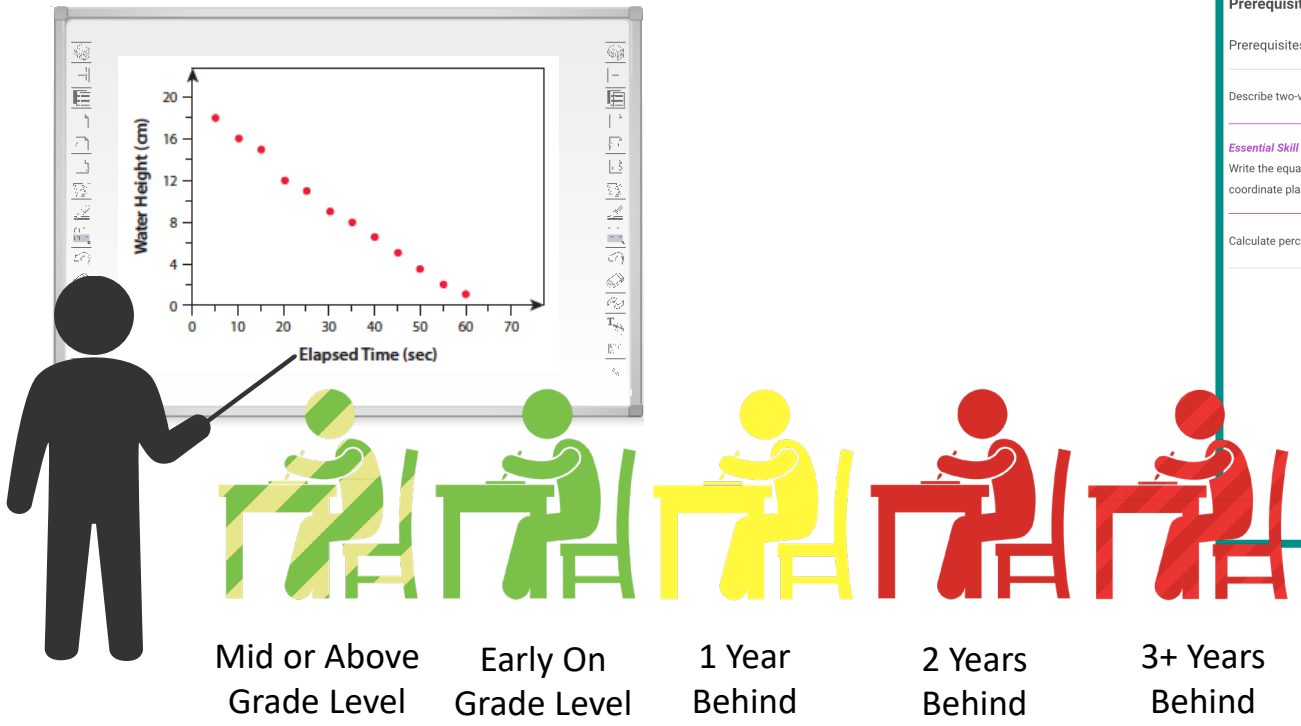
Use an Area Model to Divide 15–20 minutes

Use the same problem, 144 ÷ 4. Draw a rectangle on the board. First, label the top, side, and area as shown. Ask the student to identify a multiple of 4 that can be multiplied by 10 to get close to 140, such as (4 × 3) × 10, or 120. Walk the student through the steps for completing the labeling, adding the numbers and symbols as you go. Ask the student to identify the number that is multiplied by 4 to get an area of 24. Replace the ? with 6. Then remind the student that the total length of the rectangle can be found by adding the two segments together: 30 + 6 = 36, which represents what is multiplied by 4 to get 144.

4
120
30
24
?
Total area = 144

Identifying & Responding to Student Prior Knowledge

In math, if students have gaps in prerequisite knowledge, they cannot move on to more advanced skills. Diagnosing these skills gaps and then planning differentiated instruction is incredibly challenging and time consuming.



iReady Prerequisite Report

Whole Class

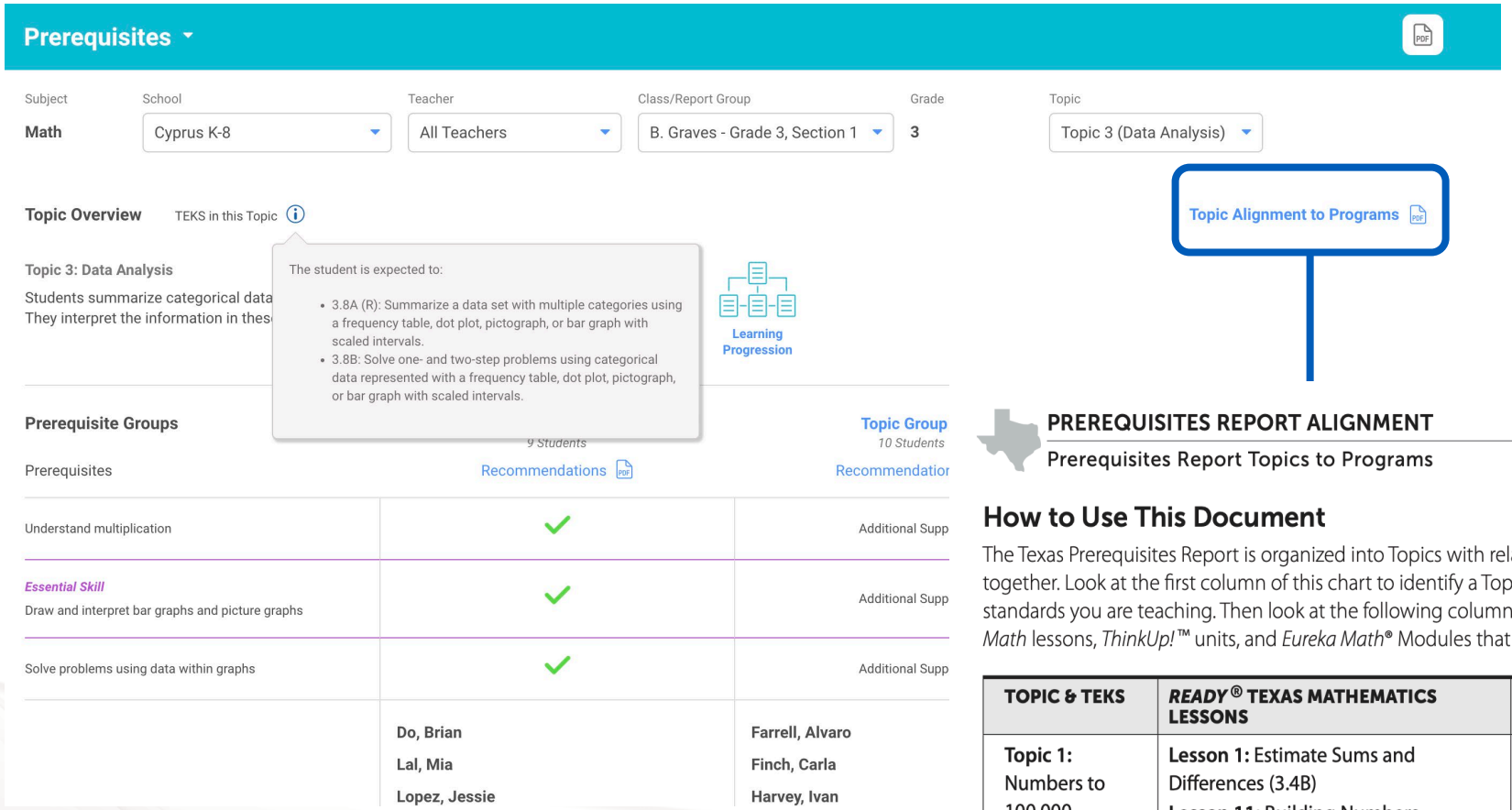
After familiarizing yourself with the needs of the students based on the data below, you may decide to address these prerequisite skills during whole class instruction.

Unit and Lesson Support

Yearly Pacing for Prerequisites

Prerequisite Groups	Unit Group A *8 Students*	Unit Group B *9 Students*	Unit Group C *1 Student*	Unit Group D *2 Students*
Prerequisites	Recommendations	Recommendations	Recommendations	Recommendations
Describe two-variable relationships	✓	✓	Additional Support	In-depth Review
Essential Skill Write the equation of a line graphed in the coordinate plane	✓	Additional Support	In-depth Review	In-depth Review
Calculate percent	✓	✓	Additional Support	In-depth Review
	Boyd, Ana Paula Castro, Stella Cohen, Aaron Hood, Raj Manning, Martín Mckee, Isaac Rosa, Anthony Rowland, Marla Fernanda	Dale, Mario Foreman, Gianna King, Madison Mclaughlin, Jayce Morrow, Florencia Park, Sebastian Patel, Sara Singleton, Joseph Talley, Melanie	Gates, Olivia	Boyd, Luna Hobbs, Leo

The iReady Prerequisite Report helps teachers strategically and efficiently prepare students for upcoming topics in grade-level Mathematics instruction and recommends resources teachers can use to address prerequisites with small groups.



PREREQUISITES REPORT ALIGNMENT

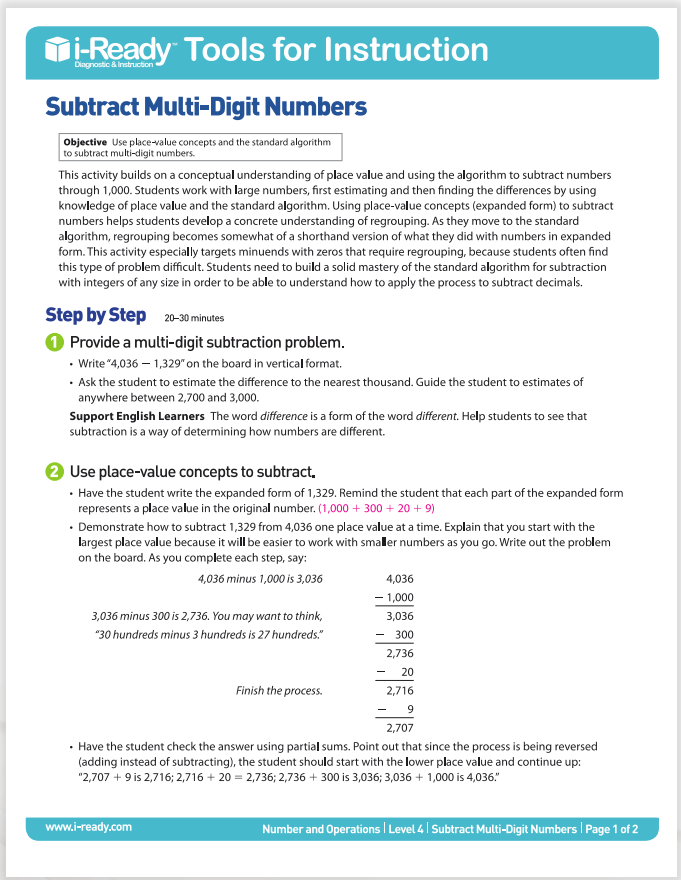
Prerequisites Report Topics to Programs

GRADE 3

How to Use This Document

The Texas Prerequisites Report is organized into Topics with related standards grouped together. Look at the first column of this chart to identify a Topic that includes the standards you are teaching. Then look at the following columns to find the *Ready*® *Math* lessons, *ThinkUp!*™ units, and *Eureka Math*® Modules that address that content.

TOPIC & TEKS	*READY*® TEXAS MATHEMATICS LESSONS	*THINKUP! MATH*™ UNITS	*EUREKA MATH*® MODULES & LESSONS
Topic 1: Numbers to 100,000 3.2A (R), 3.2B, 3.2C, 3.2D (R), 3.4B	**Lesson 1:** Estimate Sums and Differences (3.4B) **Lesson 11:** Building Numbers (3.2A (R)) **Lesson 12:** Use Place Value to Round Numbers (3.2C) **Lesson 13:** Compare and Order Whole Numbers (3.2D (R))	**Unit 1:** Compose and Decompose Numbers to 100,000 (3.2A (R)) **Unit 2:** Describe Relationships in the Place-Value System (3.2B) **Unit 3:** Round Whole Numbers (3.2C) **Unit 4:** Compare and Order Numbers to 100,000 Using >, <, or = (3.2D (R)) **Unit 13:** Estimate Sums and Differences Using Rounding or Compatible Numbers (3.4B)	**Module 2:** Place Value and Problem Solving with Units of Measure (3.2A, 3.2B, 3.2C, 3.2D, 3.4A, 3.4B, 3.7C, 3.7D, 3.7E) **Lessons:** **Grade 3, Module 2:** Succeed Book Topics C-D **Prerequisite Book Topics:** **Grade 2, Module 3:** Succeed Book Topics B-F



i-Ready Tools for Instruction

Subtract Multi-Digit Numbers

Objective Use place-value concepts and the standard algorithm to subtract multi-digit numbers.

This activity builds on a conceptual understanding of place value and using the algorithm to subtract numbers through 1,000. Students work with large numbers, first estimating and then finding the differences by using knowledge of place value and the standard algorithm. Using place-value concepts (expanded form) to subtract numbers helps students develop a concrete understanding of regrouping. As they move to the standard algorithm, regrouping becomes somewhat of a shorthand version of what they did with numbers in expanded form. This activity especially targets minuends with zeros that require regrouping, because students often find this type of problem difficult. Students need to build a solid mastery of the standard algorithm for subtraction with integers of any size in order to be able to understand how to apply the process to subtract decimals.

Step by Step 20–30 minutes

1 Provide a multi-digit subtraction problem.

- Write "4,036 − 1,329" on the board in vertical format.
- Ask the student to estimate the difference to the nearest thousand. Guide the student to estimates of anywhere between 2,700 and 3,000.

Support English Learners The word *difference* is a form of the word *different*. Help students to see that subtraction is a way of determining how numbers are different.

2 Use place-value concepts to subtract.

- Have the student write the expanded form of 1,329. Remind the student that each part of the expanded form represents a place value in the original number. (1,000 + 300 + 20 + 9)
- Demonstrate how to subtract 1,329 from 4,036 one place value at a time. Explain that you start with the largest place value because it will be easier to work with smaller numbers as you go. Write out the problem on the board. As you complete each step, say:

4,036 minus 1,000 is 3,036	4,036
	− 1,000
	3,036
3,036 minus 300 is 2,736. You may want to think,	
"30 hundreds minus 3 hundreds is 27 hundreds."	− 300
	2,736
	− 20
Finish the process.	2,716
	− 9
	2,707

- Have the student check the answer using partial sums. Point out that since the process is being reversed (adding instead of subtracting), the student should start with the lower place value and continue up: "2,707 + 9 is 2,716; 2,716 + 20 = 2,736; 2,736 + 300 is 3,036; 3,036 + 1,000 is 4,036."

Teacher-Led Instruction

Personalized Instruction

Personalized Instruction

Teacher Assigned

Based on HQIM Scope and Sequence or TEKS

My Path

Assigned by the i-Ready Diagnostic

Reading | Math

Zandy F. 0

Family Center

Teacher Assigned

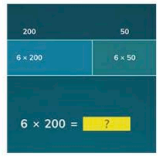
Lesson Due 02/21/24

Number and Operations
Multiply by Multiples of 10

Lesson Due 02/21/24

Number and Operations
Multiply by One-Digit Numbers, Part 1

Lesson Due 02/21/24



Number and Operations
Multiply by One-Digit Numbers, Part 2

My Path

Next Lesson

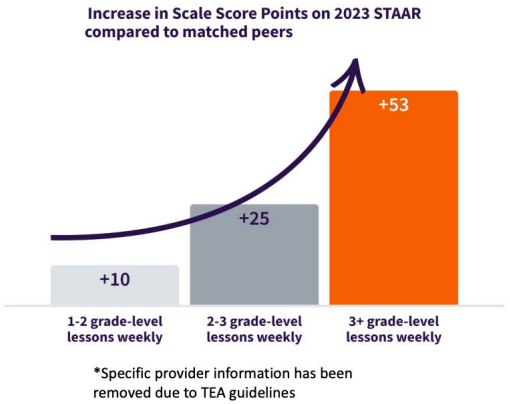
Number and Operations
Understand Fractions as Division

To Do | My Progress | My Stuff | Bookshelf | Tools | Learning Games

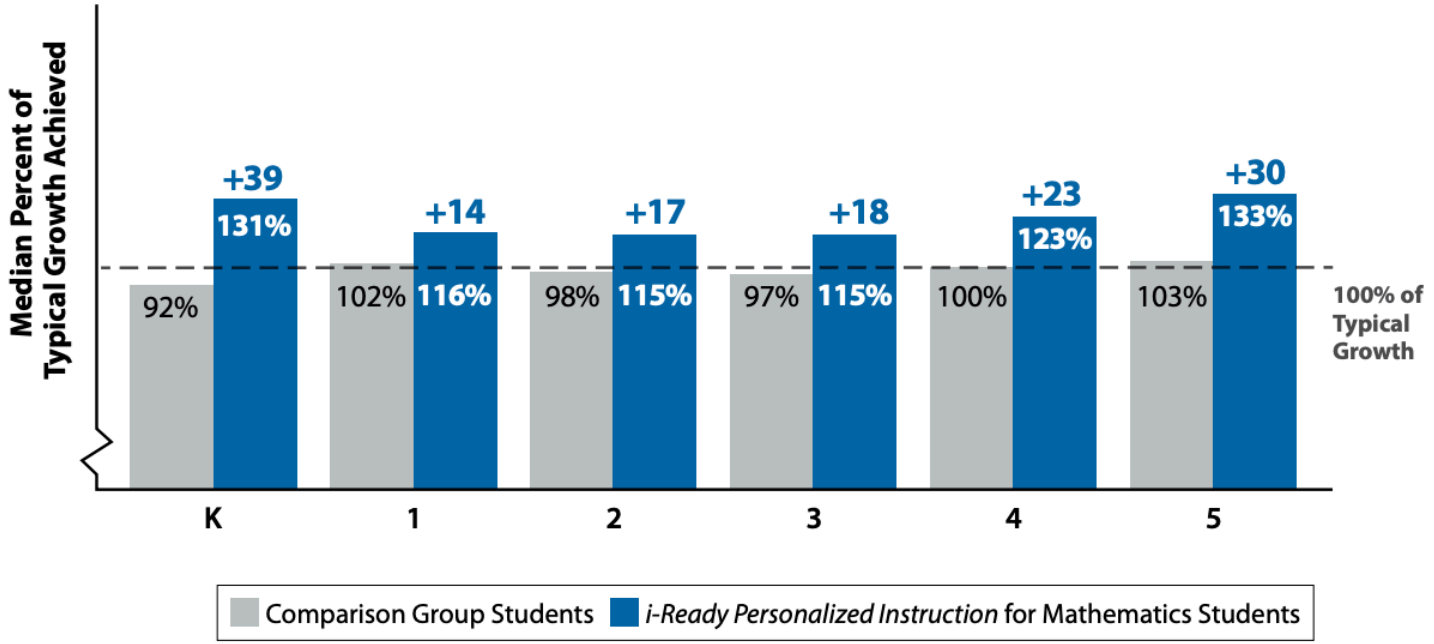
TEA

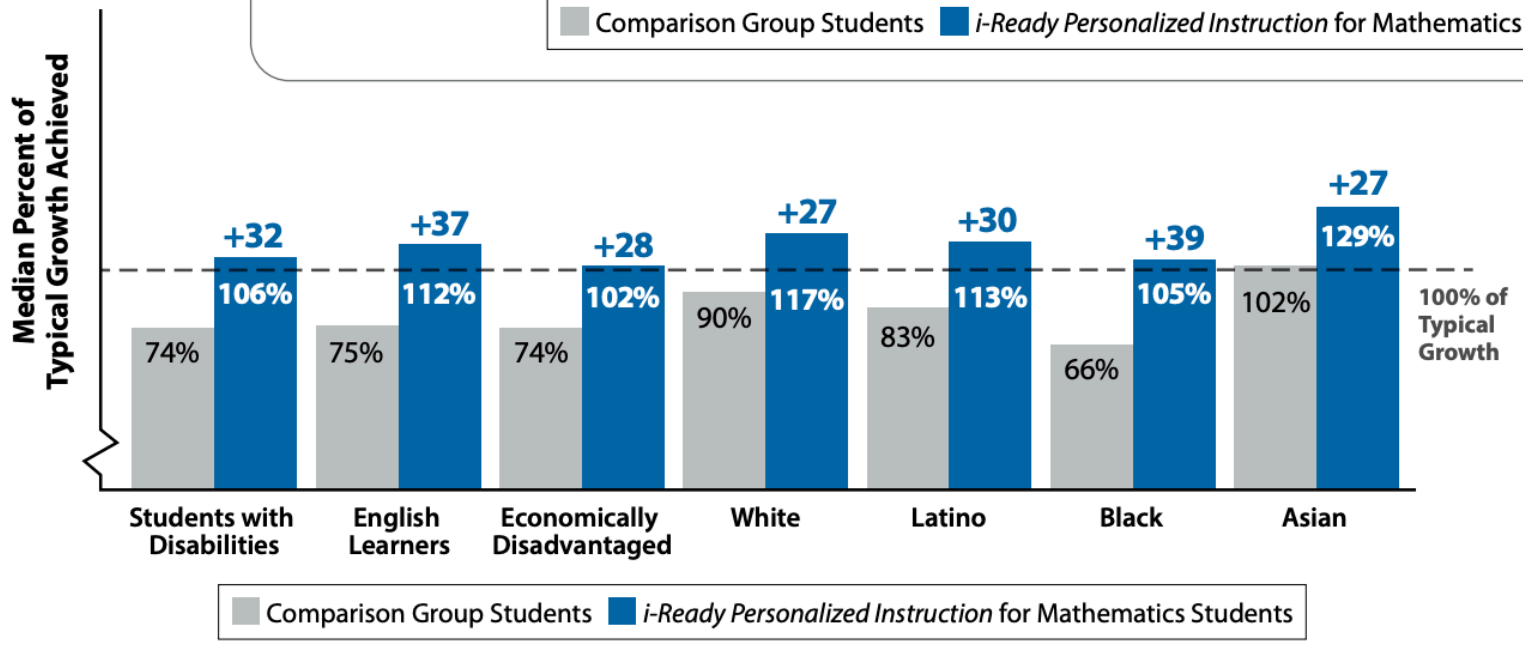
While usage at any dosage leads to growth, students demonstrate strongest gains in scale score at 3+ grade-level lessons per week

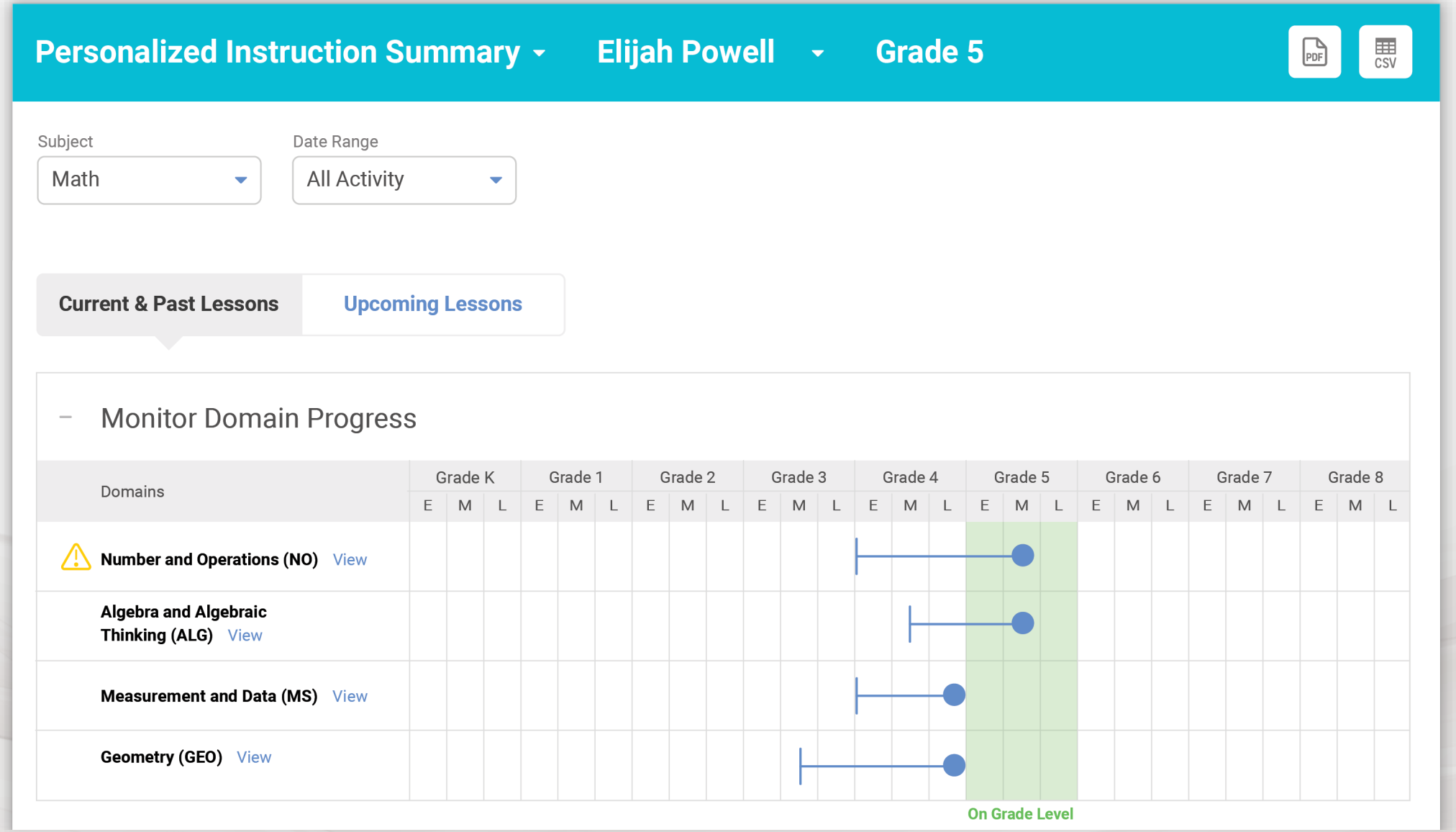
- TEA Supported Supplemental Curricula



Graph 2. Median Percent of Typical Growth Achieved in Mathematics, K–5

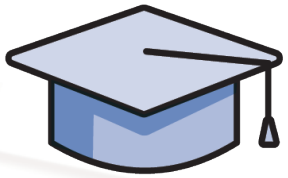





Personalized Instruction Summary
Elijah Powell
Grade 5
PDF
CSV
Subject
Math
Date Range
All Activity
Current & Past Lessons
Upcoming Lessons
Monitor Domain Progress
Domains
Grade K
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
E M L
Number and Operations (NO) View
Algebra and Algebraic Thinking (ALG) View
Measurement and Data (MS) View
Geometry (GEO) View
On Grade Level

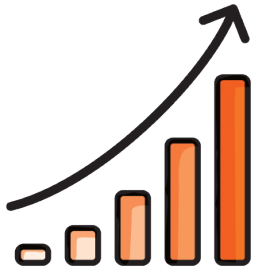
i-Ready Partners

Plan for Implementation → Provide Access: Rostering & Technical Support → Use curricula with fidelity & provide all reports to LEAs and TEA



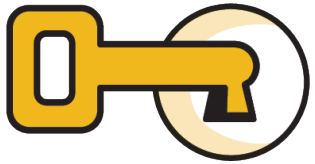
Professional Development

Experienced educators focused on best teaching practices to drive student achievement



Achievement Analytics

Periodic placement and progress analyses with ongoing analytic support



Educational Consultants

Program design and pedagogy experts providing strategic guidance

Technical Support

Responsive technical support and proactive issue identification

Learn more during our office hours next week. They will be available every day from 10-10:45am or email Claudia or Karl to schedule a meeting.

Claudia C Salinas
csalinas@cainc.com
214-519-3677

Karl Brennan
Kbrennan@cainc.com
(210) 241-2902

Texas Education Agency

IXL 10:40-10:50

IXL for Personalized Learning for PK-12 Math

Math Supplemental Curriculum Licenses LASO Cycle 2

Awards and Research

//CODiE//
2022 SIIA CODiE WINNER

THE EDTECH AWARDS
COOL TOOL
WINNER 2021

ACADEMICS' CHOICE
SMART MEDIA
AWARD WINNER

Research shows that IXL accelerates learning

Studies have found that IXL:

Leads to higher test scores

IXL schools score as much as 15 percentile points higher in math and 17 percentile points higher in language arts on state assessments.

Predicts success

Validity research shows that IXL's Diagnostic is an accurate measure of student achievement and a strong predictor of performance on standardized assessments including NWEA MAP, FSA, SOL, and ILEARN.

Benefits all students

ELLs, SPED students, Title I schools, and urban and rural schools experience similar or even greater gains with IXL.

EVIDENCE for ESSA

HTH How To Homeschool
AWARD
BEST HOMESCHOOLING CURRICULUM & RESOURCES
2020-21

TECH & LEARNING
AWARDS OF EXCELLENCE
BEST OF 2021
WINNER

TECH & LEARNING
AWARDS OF EXCELLENCE
REMOTE LEARNING
WINNER

IXL

Who uses IXL in Texas?

IXL for

Texas schools

IXL's teaching and learning platform makes a positive impact on learning. With a comprehensive K–12 curriculum, full assessment suite, and actionable analytics, IXL provides everything you need to reach each student where they are.

1 in 4

Texas students use IXL

MATH
+11%

ELA
+17%

Texas schools using IXL outperformed schools without IXL on STAAR exams, by as much as 11 percentile points in math, 17 percentile points in reading, and 8 percentile points in writing.

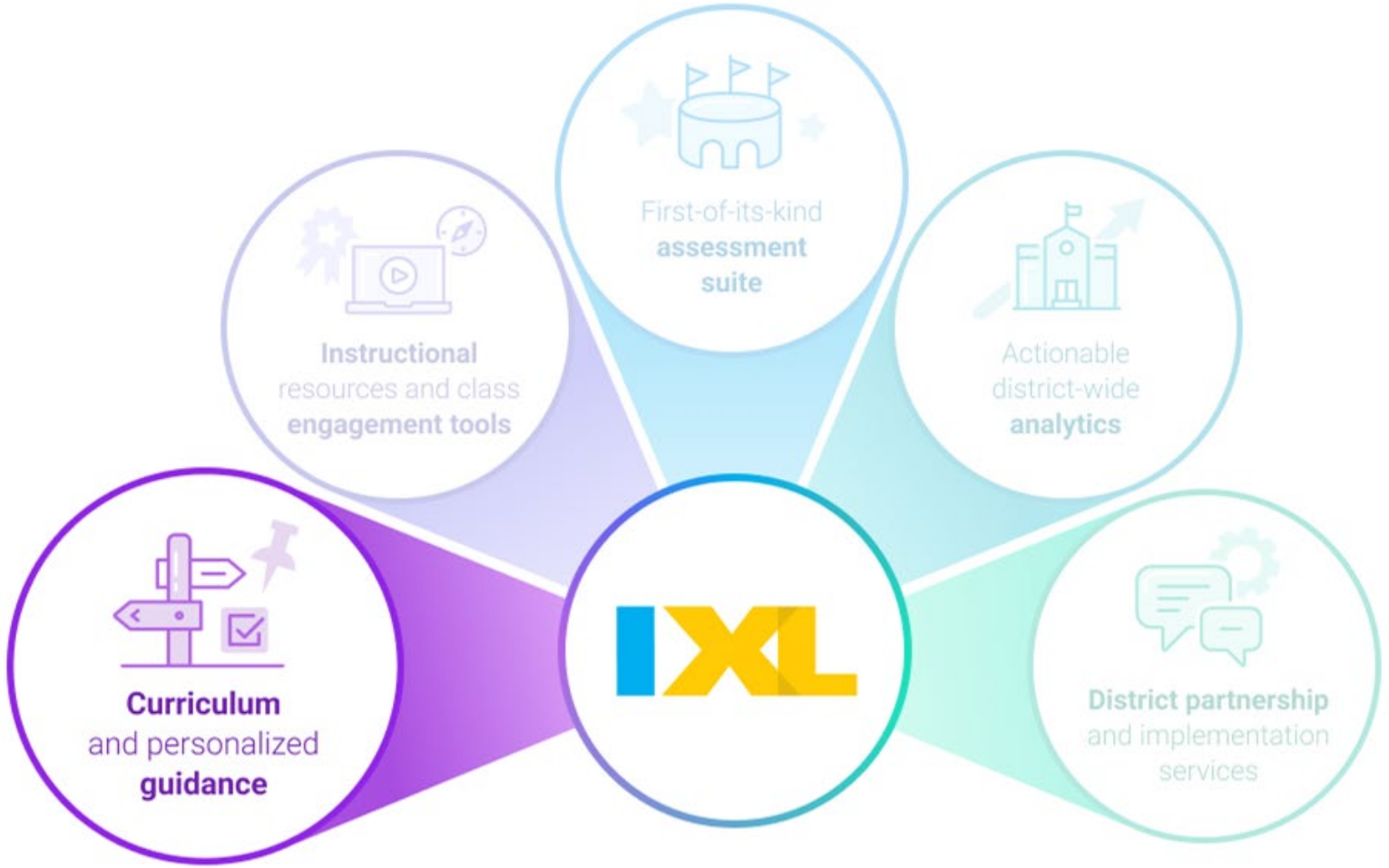
1,616,971,511

Questions answered by Texas students

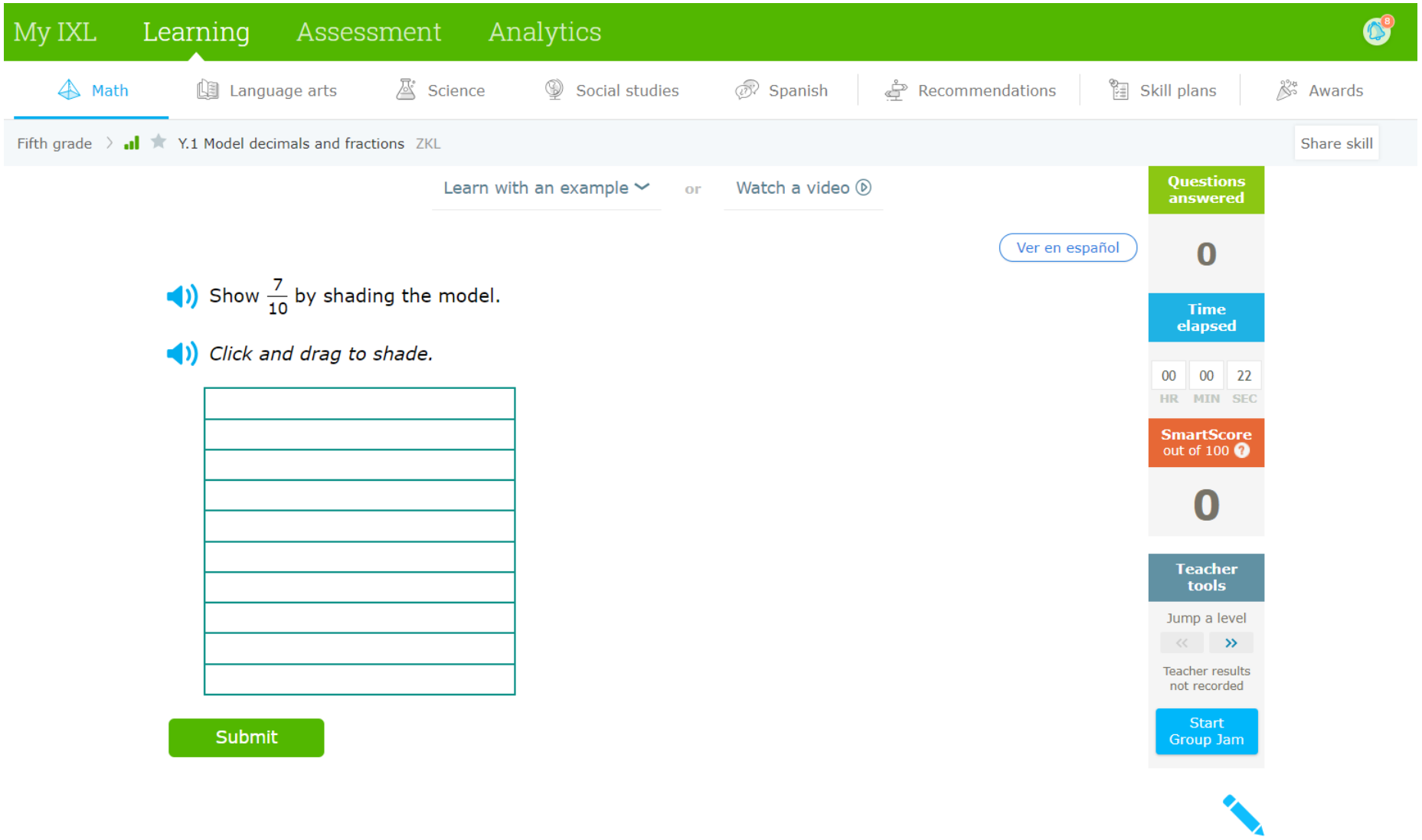
Why IXL?


First-of-its-kind **assessment suite**
Instructional resources and class **engagement tools**
Actionable district-wide **analytics**
IXL
Curriculum and personalized **guidance**
District partnership and implementation services

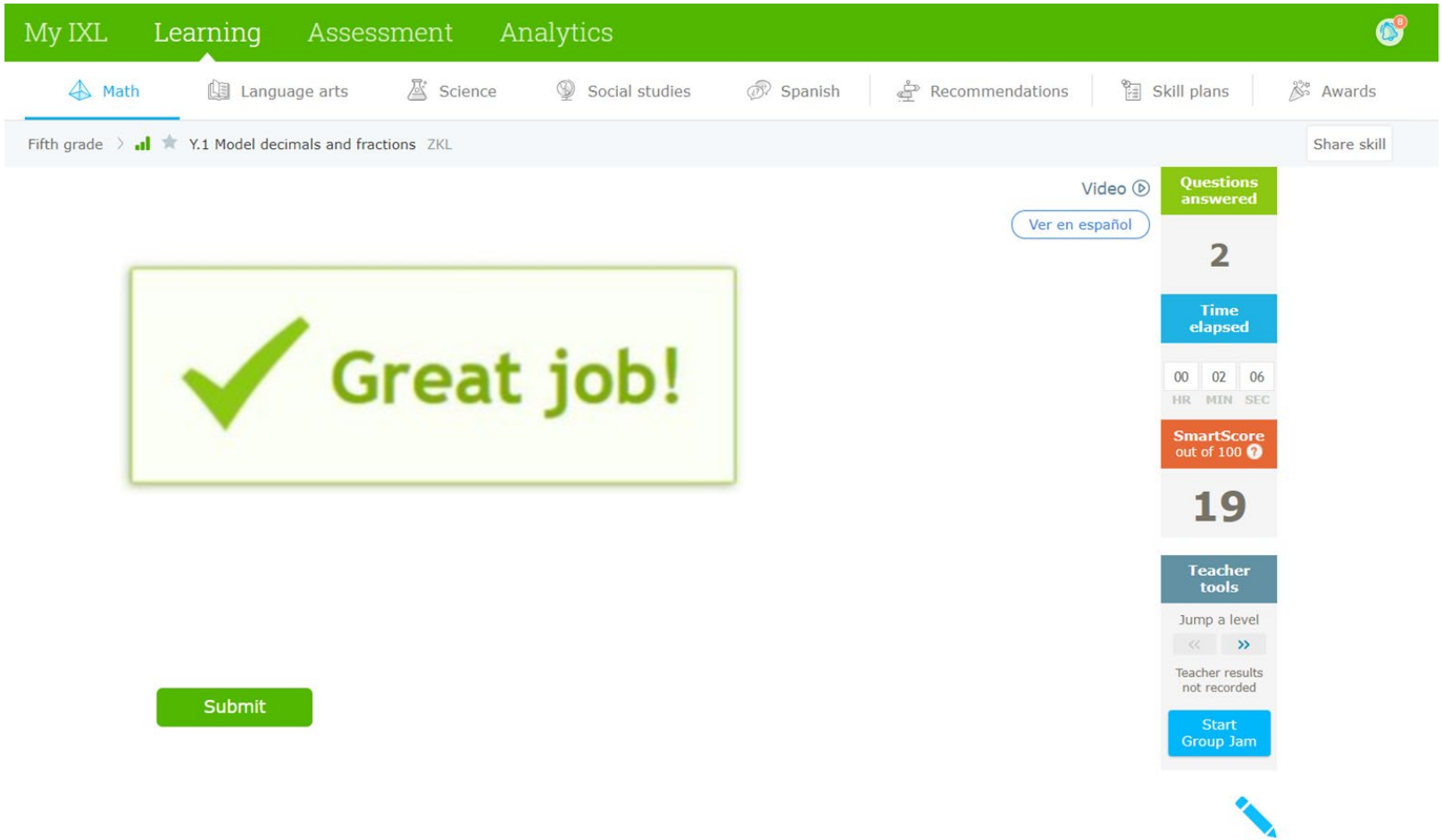
Comprehensive Curriculum and Personalized Guidance



Math Demo Skill



Instant Feedback- Positive Reinforcements



Instant Feedback- Explanation

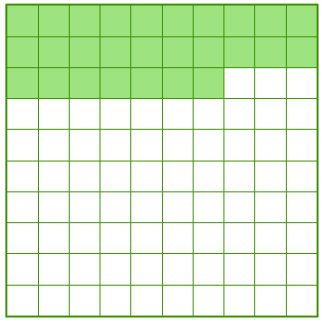
Fifth grade › Y.1 Model decimals and fractions ZKL

Video

Revisar en español

Sorry, incorrect...

The correct answer is:



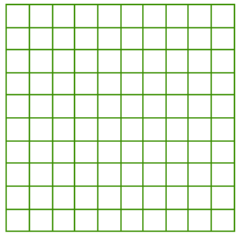
Got it

Explanation

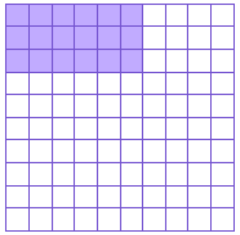
review

Show $\frac{27}{100}$ by shading the model.

Click and drag to shade.

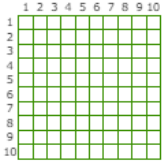


You answered:

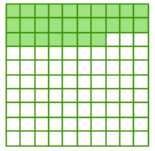


solve

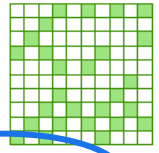
The model has 10 rows and 10 columns. So, there are 10 × 10 = 100 equal parts.



You can shade any 27 parts to show $\frac{27}{100}$.



Here is another way to show $\frac{27}{100}$.



Got it

PK-Calculus Curriculum

Pre-K › D.8 Count out stickers - up to 5 5H4

Learn with an example

Put 1 butterfly in the picture.

Submit

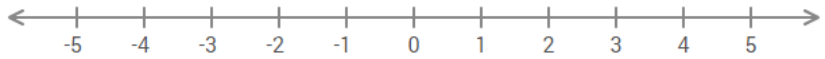
Seventh grade › U.8 Graph solutions to two-step inequalities 6TT

Learn with an example or Watch a video

Solve the inequality and graph the solution.

$1 + 4j \geq 9$

To draw a ray, plot an endpoint and select an arrow. Select an endpoint to change it from closed to open. Select the middle of the ray to delete it.



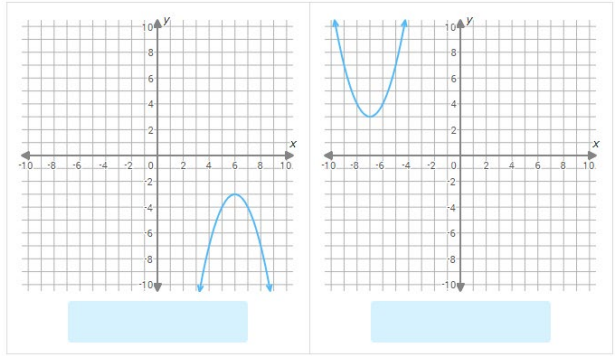
Submit

Algebra 2 › L.15 Match polynomials and graphs XJU

Learn with an example

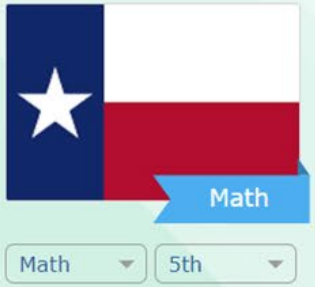
Match each polynomial function to its graph.

$f(x) = x^2 + 14x + 52$ $g(x) = -x^2 + 12x - 39$



Submit

Skill Plans



Math 5th

Texas Essential Knowledge and Skills (TEKS): Grade 5

Skills available for Texas fifth-grade math standards

Strand Number and operations Algebraic reasoning Geometry and measurement Data analysis Personal financial literacy

View report Print skill plan

2-3 Number and operations

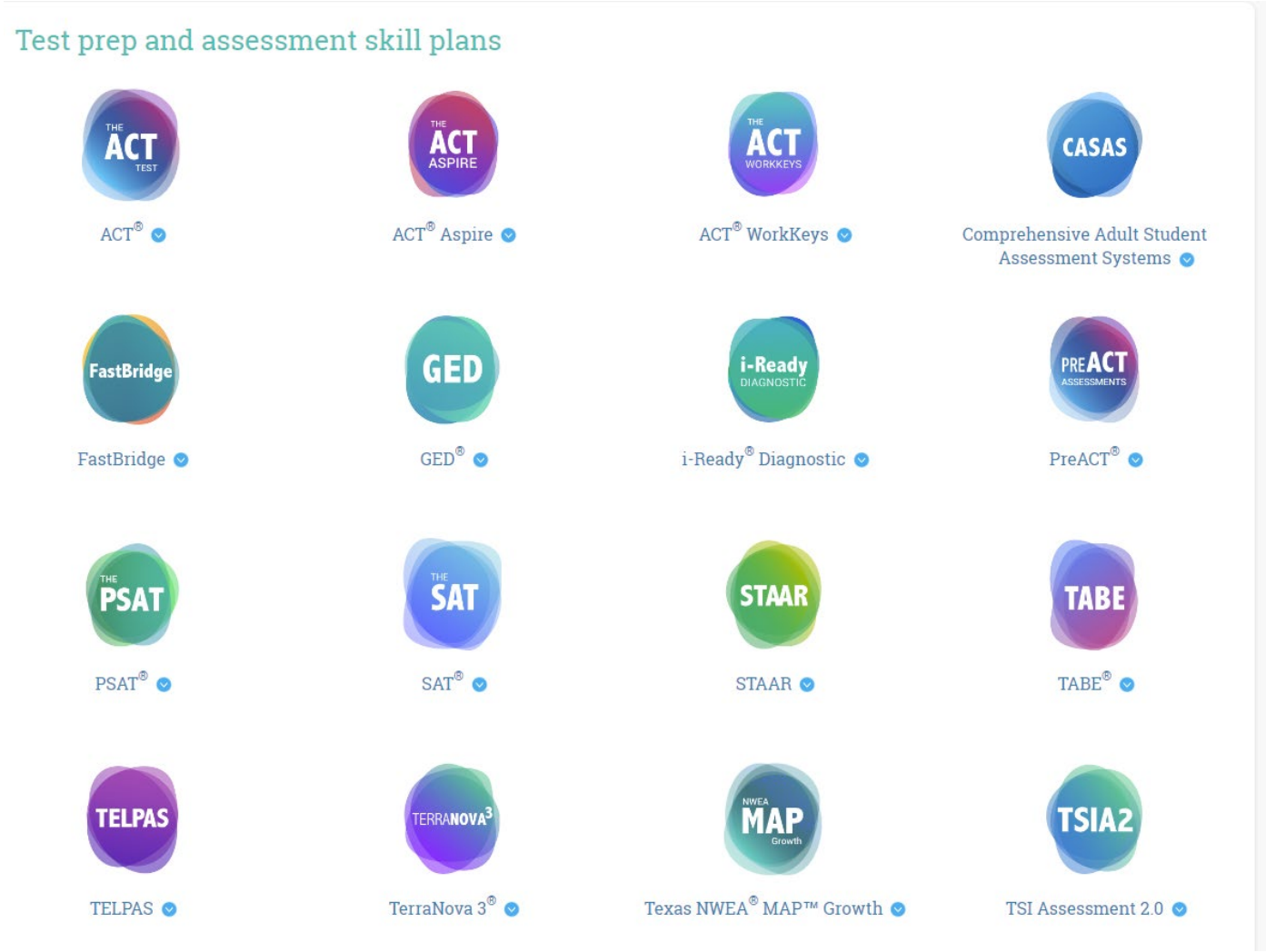
2 The student applies mathematical process standards to represent, compare, and order positive rational numbers and understand relationships as related to place value.

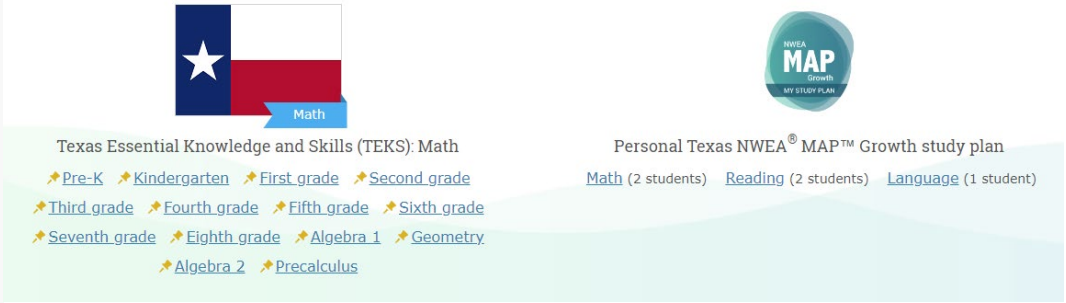
A represent the value of the digit in decimals through the thousandths using expanded notation and numerals;

Read and write decimals

1. Understanding decimals expressed in words
2. Place values in decimal numbers ES
3. Relationship between decimal place values ES
4. Compose and decompose decimals in multiple ways ES
5. Value of a digit in a decimal number

Skill Plans



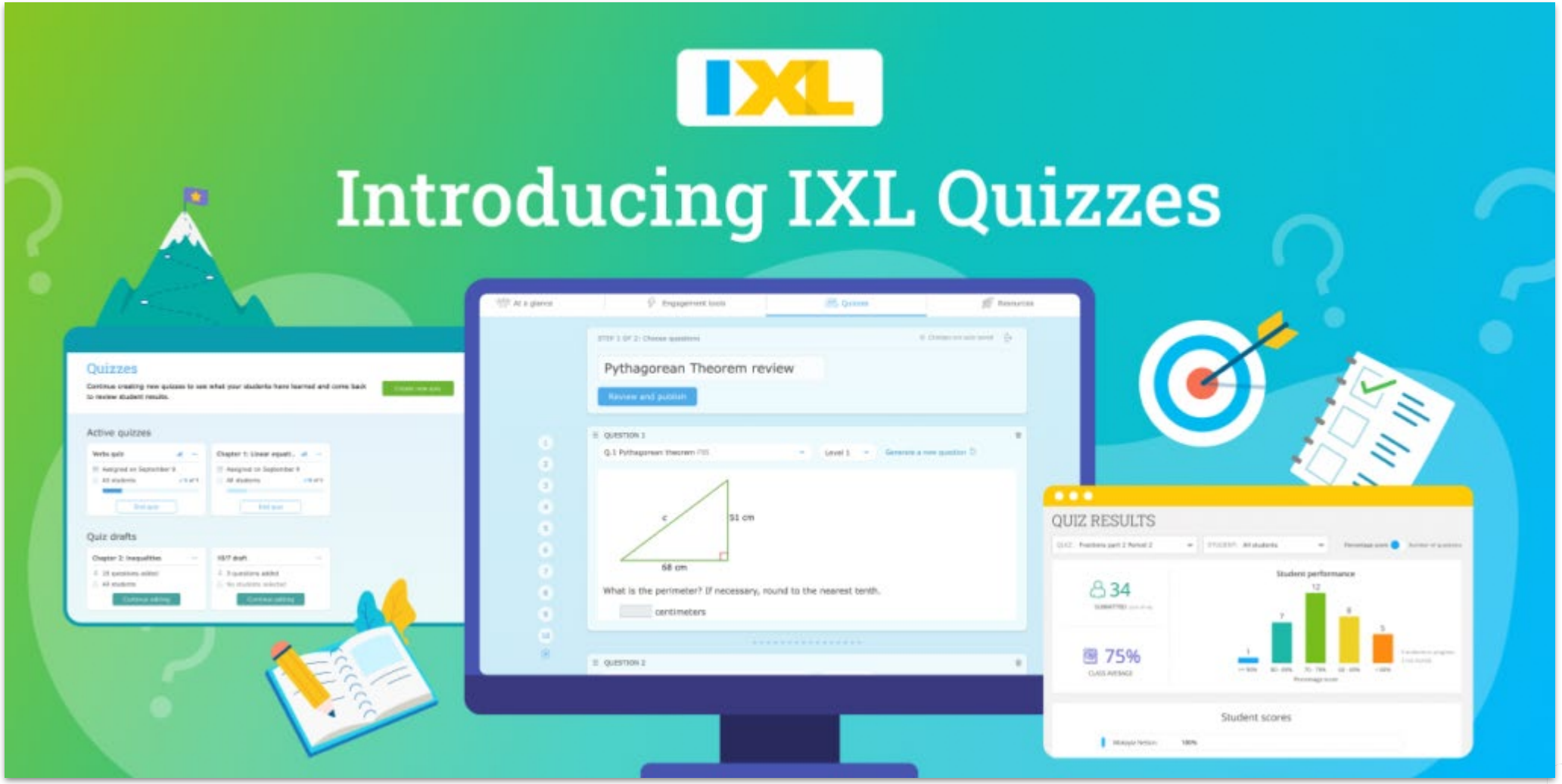


Textbook skill plans, including:

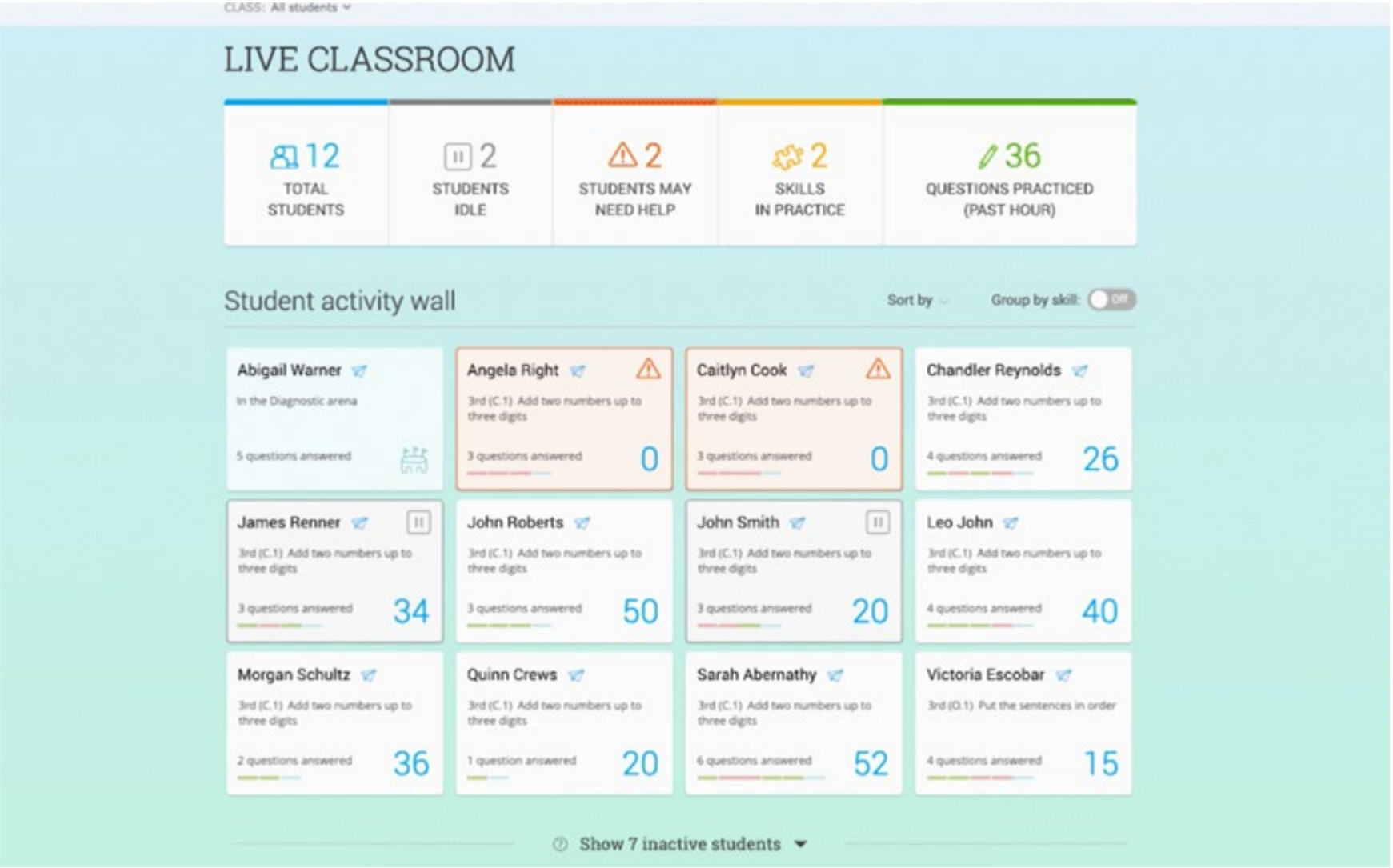
Go Math
STEMscopes
HMH
enVision
Eureka
And more!

Instructional Resources and Classroom Engagement

Build Your Own Assessment



Live Classroom



Assessment Suite

Real-Time Diagnostic - Action Plans

Math

Language arts

Want a full report of your current levels and recommended skills?

Print Diagnostic Action Plan

What do IXL Real-Time Diagnostic levels mean? A level of 600 represents readiness to begin working on fifth-grade level skills.

IXL Diagnostic Action Plan

Your most recent levels and recommendations as of February 15, 2024

Student: Londyn Brown

The IXL Real-Time Diagnostic shows you what you know and what you're ready to learn next. Work on your personalized skill recommendations until you reach excellence (90+). Visit the Real-Time Diagnostic often to see how your stats change and to get new recommendations!

Have questions about the Real-Time Diagnostic? Visit www.ixl.com/diagnostic-help.

Overall math level

Math strand levels and recommendations

Numbers & Operations

5 recommended skills

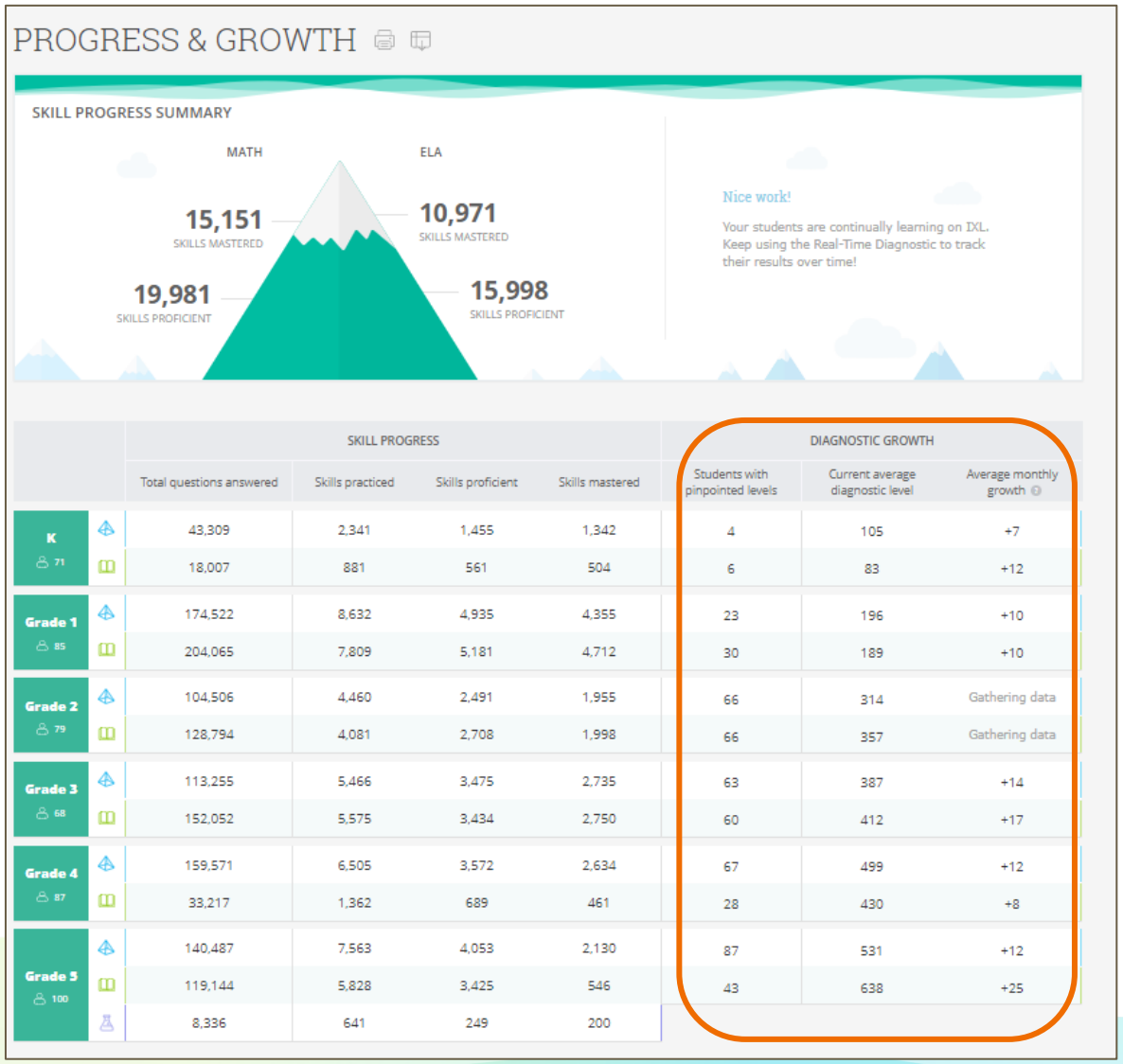
- Use compensation to add - up to three digits (Level D) >> 89B
- Divide 2-digit and 3-digit numbers by 2-digit numbers (Level G) >> HMA
- Put decimal numbers in order (Level G) >> YUX
- Write multiplication expressions using exponents (Level H) >> TY5
- Multiply whole numbers (Level H) >> ZCL

Algebra & Algebraic Thinking

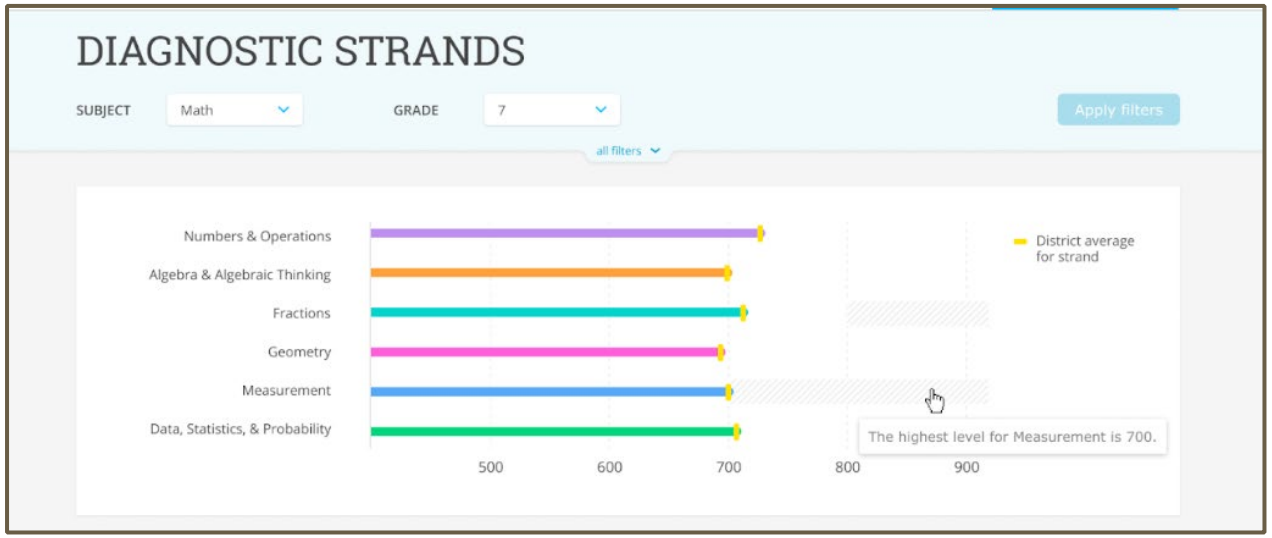
3 recommended skills

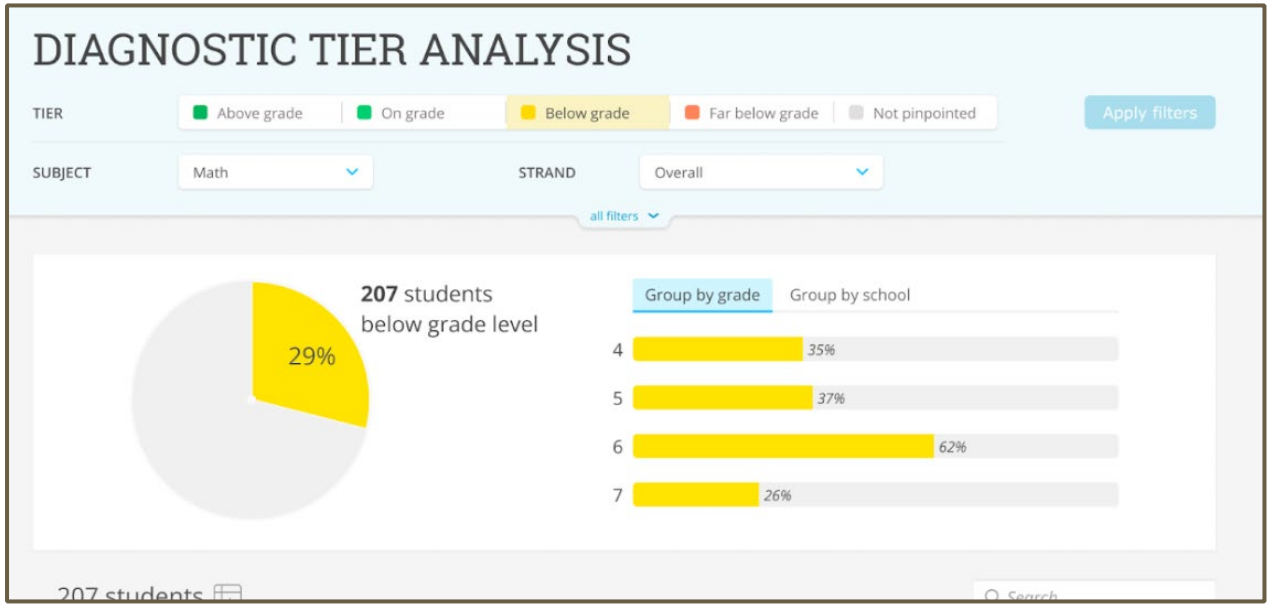
- Write inequalities from number lines (Level H) >> N99
- Interpret graphs of proportional relationships (Level I) >> RMH
- Identify proportional relationships by graphing (Level I) >> AAN

Diagnostic Assessment

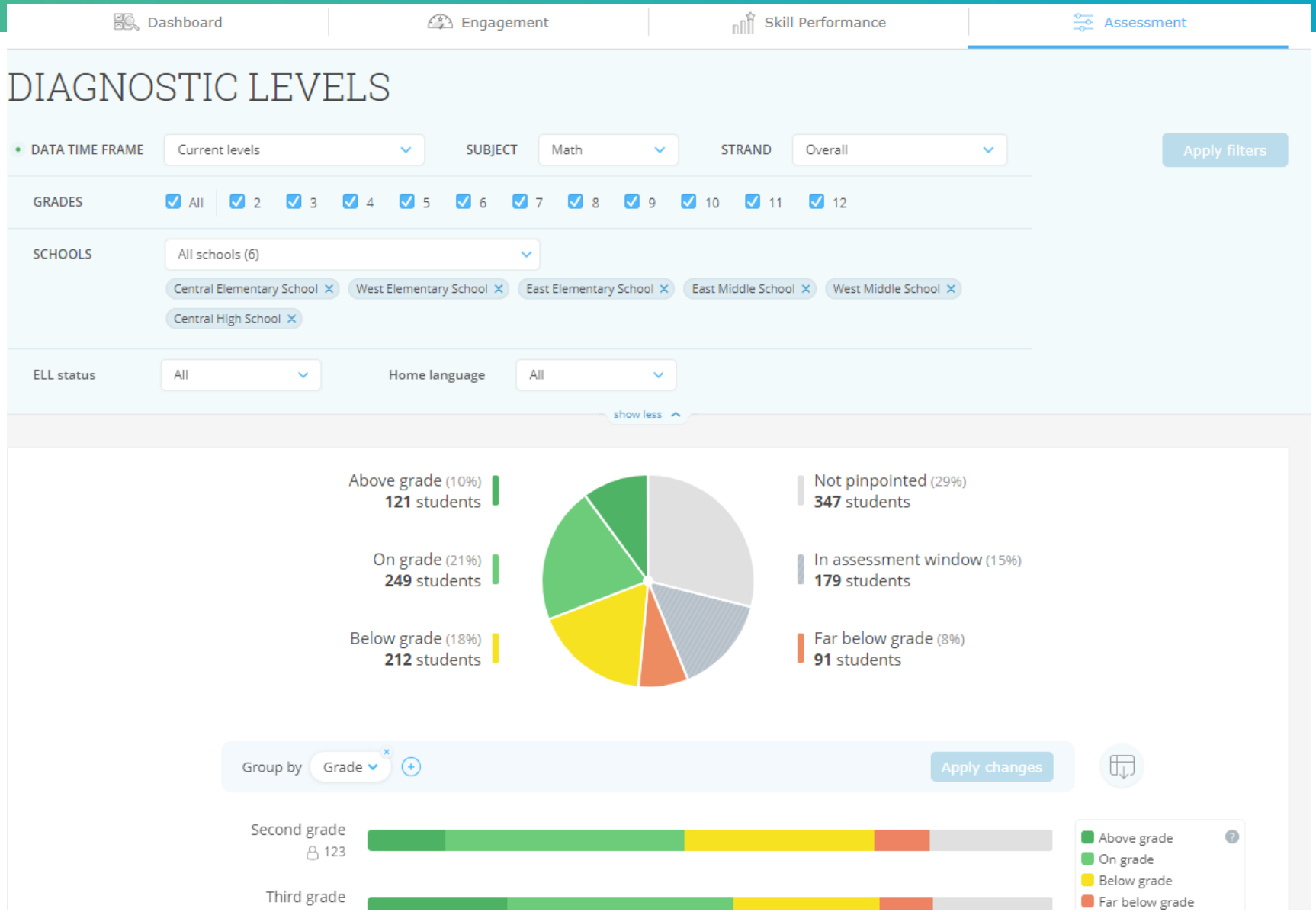


		SKILL PROGRESS				DIAGNOSTIC GROWTH		
		Total questions answered	Skills practiced	Skills proficient	Skills mastered	Students with pinpointed levels	Current average diagnostic level	Average monthly growth
K 71		43,309	2,341	1,455	1,342	4	105	+7
		18,007	881	561	504	6	83	+12
Grade 1 85		174,522	8,632	4,935	4,355	23	196	+10
		204,065	7,809	5,181	4,712	30	189	+10
Grade 2 79		104,506	4,460	2,491	1,955	66	314	Gathering data
		128,794	4,081	2,708	1,998	66	357	Gathering data
Grade 3 68		113,255	5,466	3,475	2,735	63	387	+14
		152,052	5,575	3,434	2,750	60	412	+17
Grade 4 87		159,571	6,505	3,572	2,634	67	499	+12
		33,217	1,362	689	461	28	430	+8
Grade 5 100		140,487	7,563	4,053	2,130	87	531	+12
		119,144	5,828	3,425	546	43	638	+25
		8,336	641	249	200			

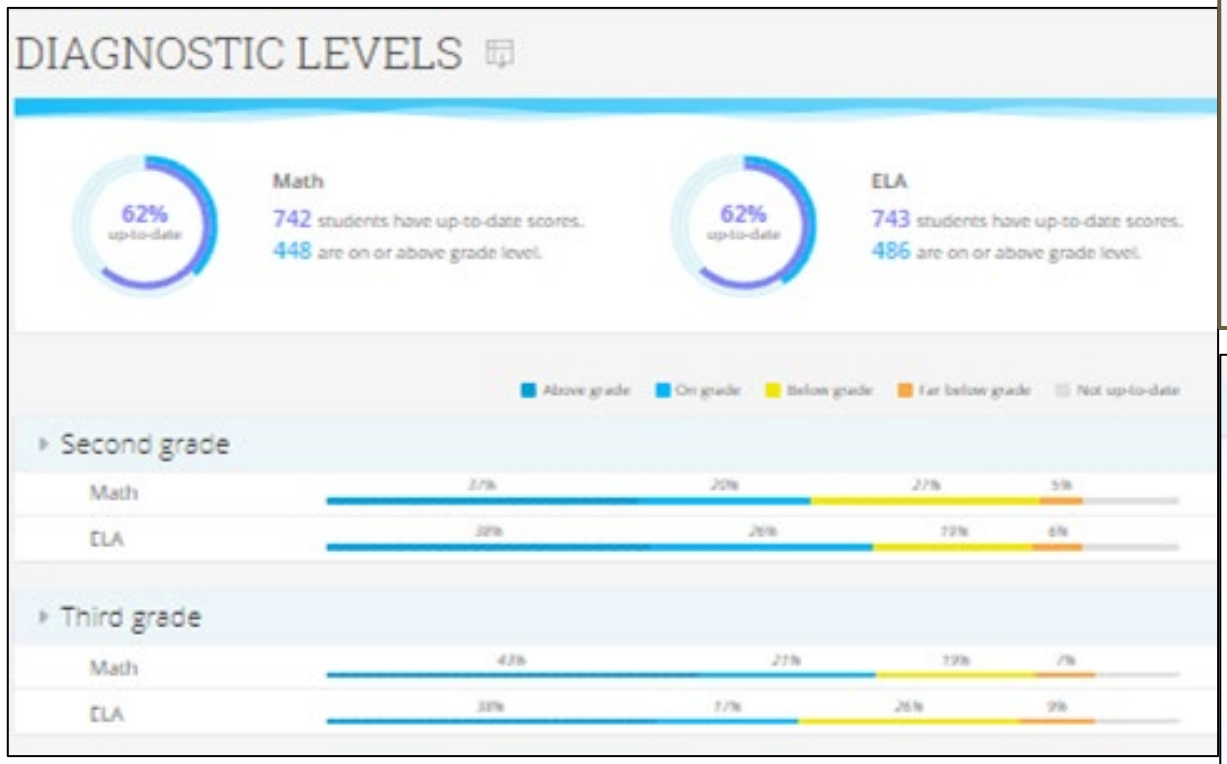


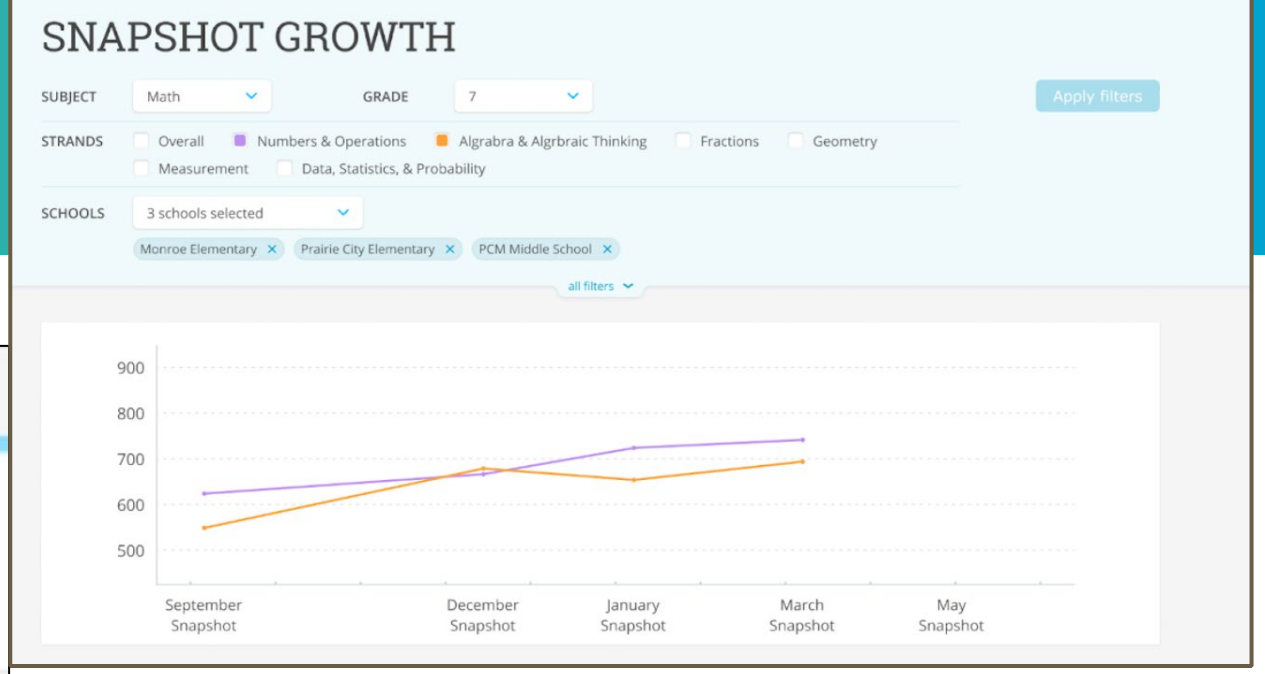


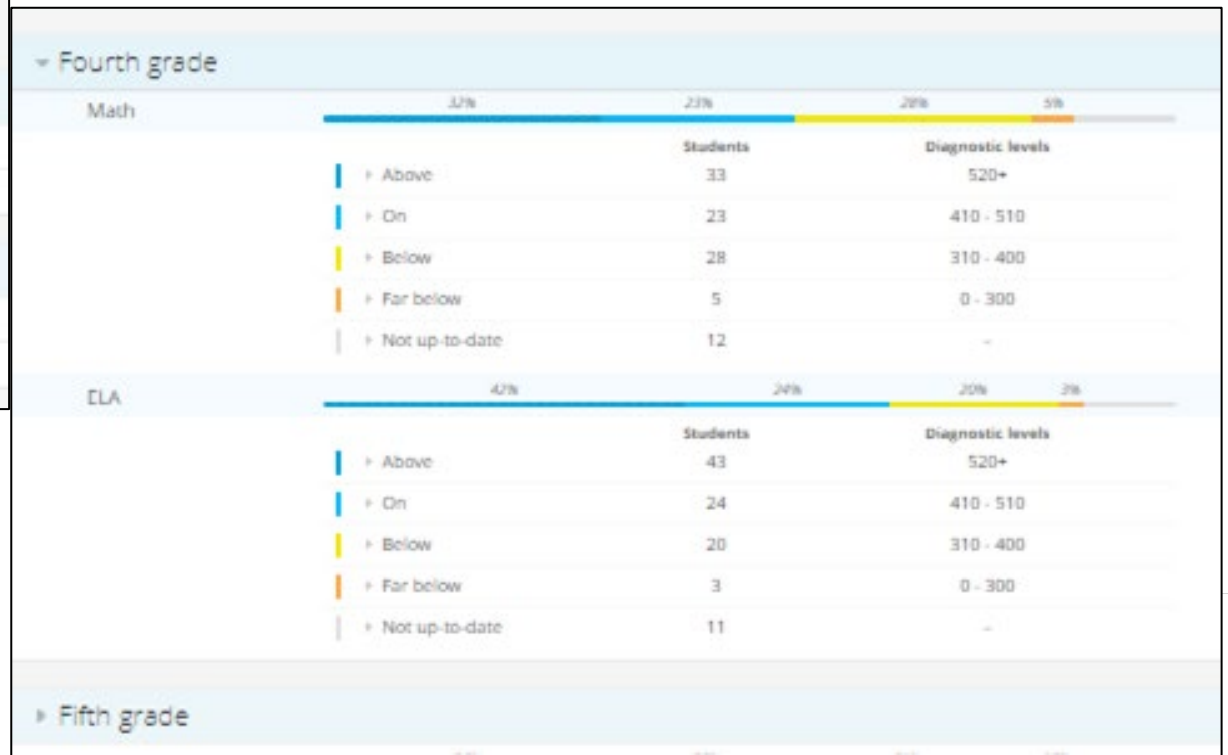
District Analytics



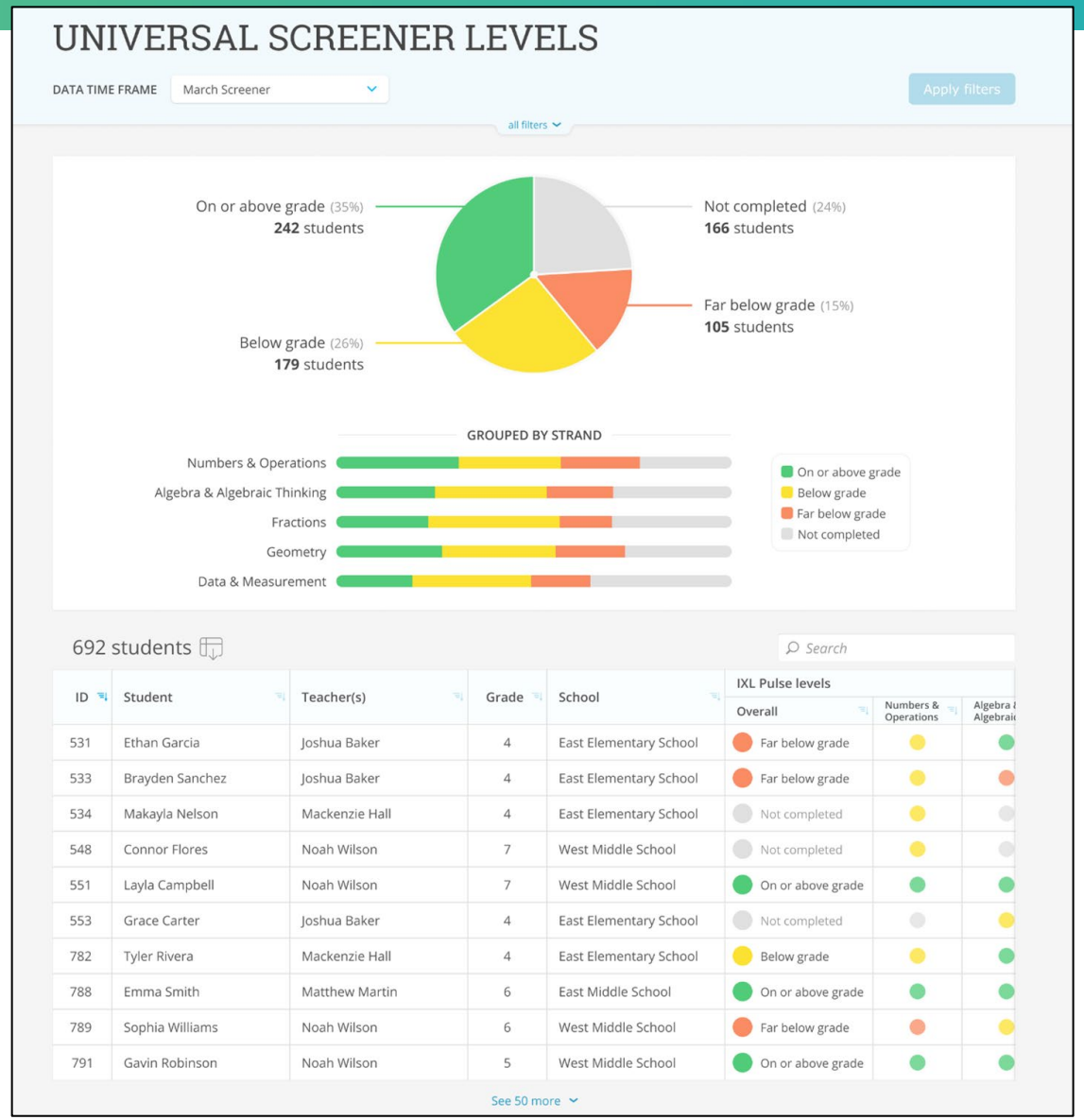
IXL Diagnostic Snapshot



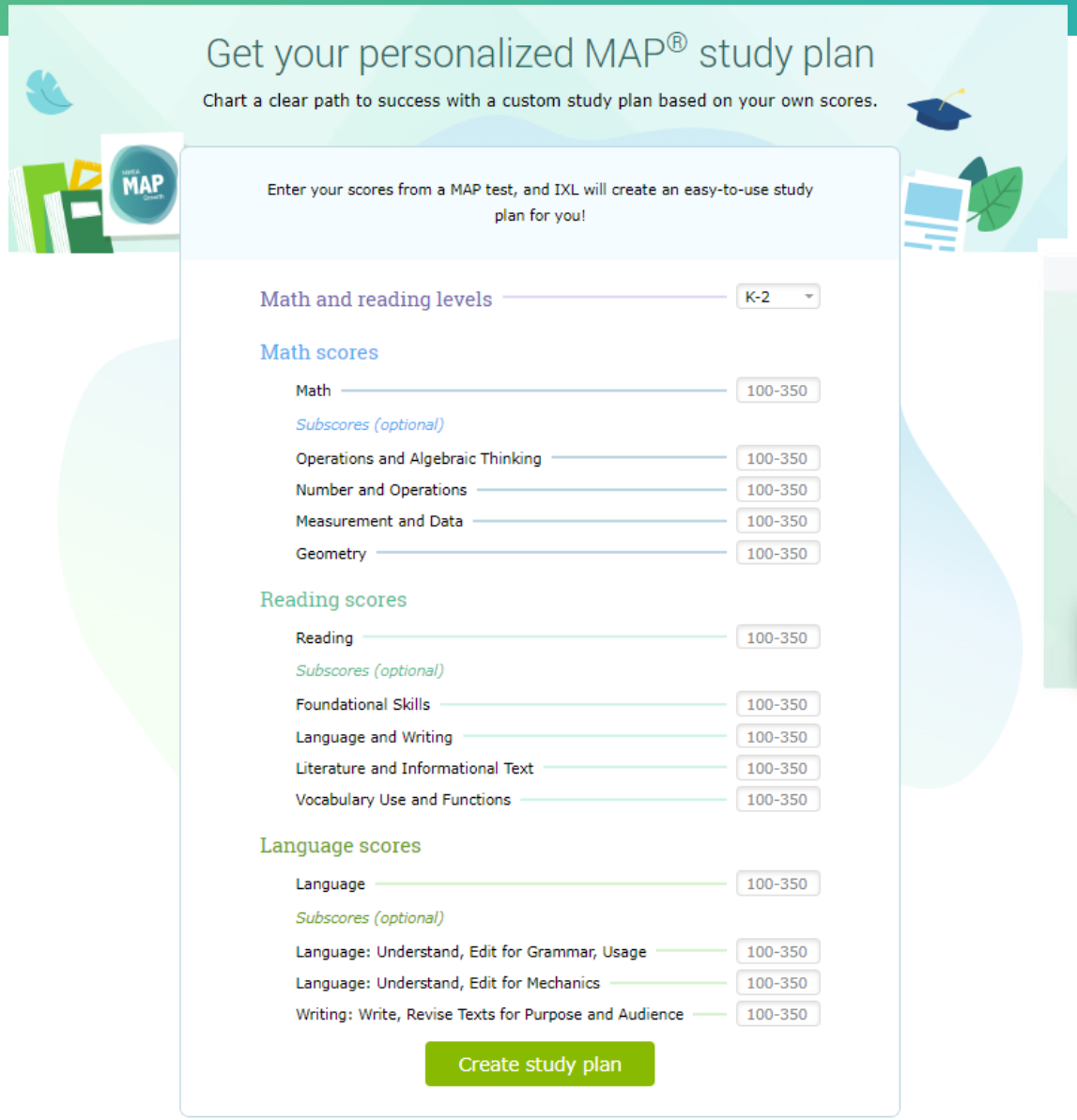


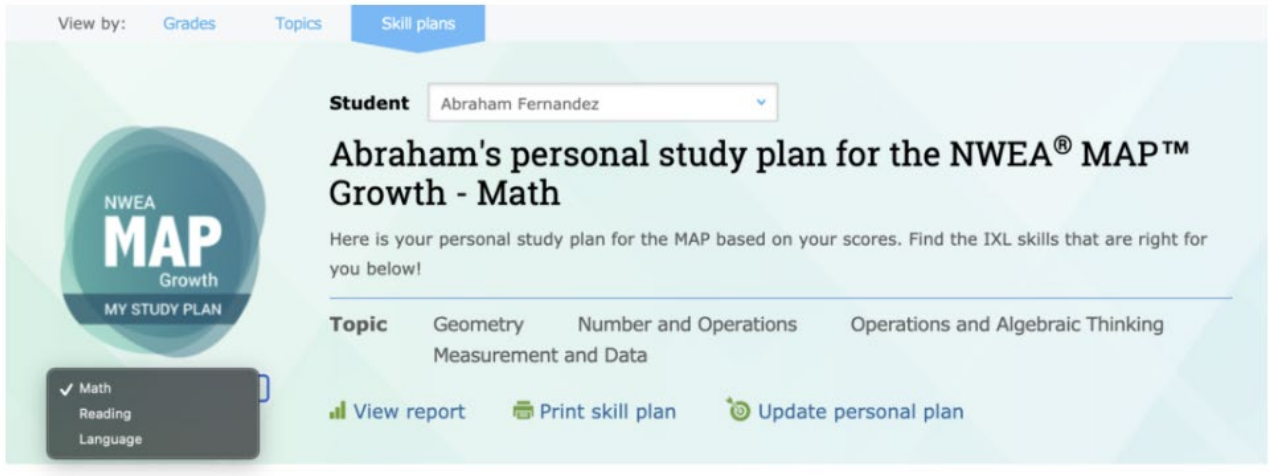


Universal Math Screener (K-8)

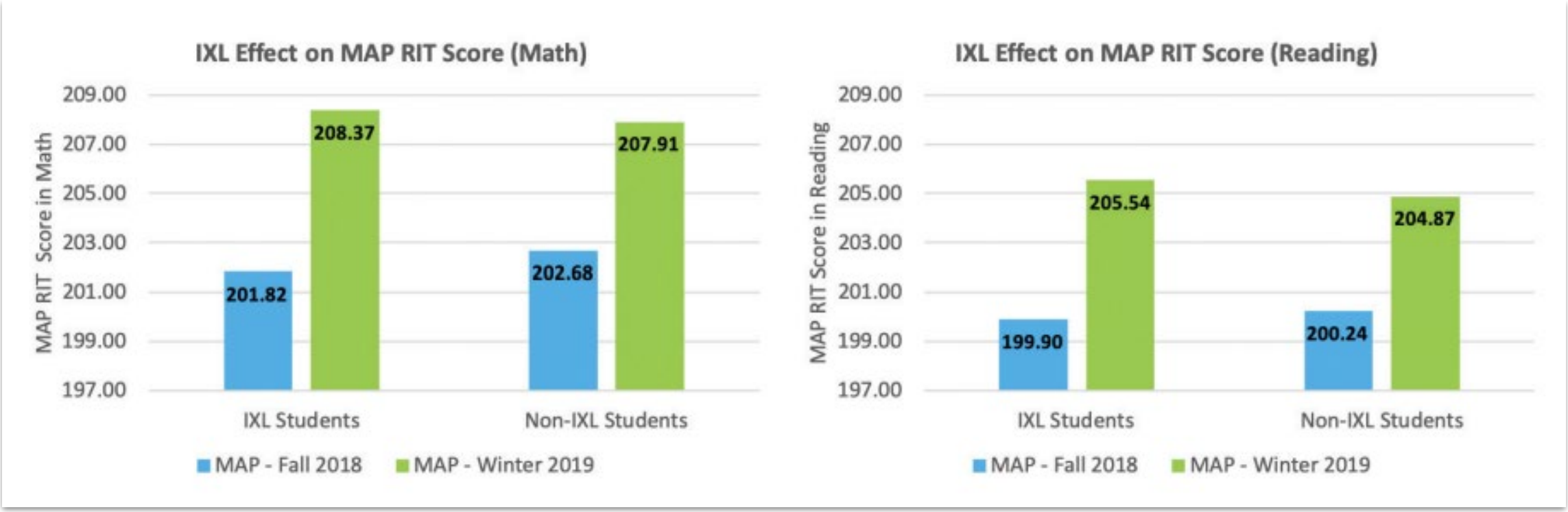


NWEA MAP Personalized Study Plans





It’s in the Research….



Actionable Analytics

One comprehensive platform

Recommended Usage

Students reach proficiency in 2 skills per subject per week.

IXL Office Hours

Ask our team of experts everything you want to know about IXL Math in Texas!

February 26th
1 p.m.

February 27th
12 p.m.

February 28th
3 p.m.

February 29th
4:30 p.m.

IXL Math provides every learner with a pathway to achieve mathematics mastery. Our robust, TEKS-aligned PK–12 math curriculum with 4,500+ skills, adapts to each student's performance to help solidify the concepts they are learning.

QUESTIONS

texas@ixl.com

Texas Education Agency

MIND Education (ST Math) 10:50-11:00

ST Math®

LASO 2.0: Math Supplemental Curriculum

PK - 8th Grade

High Quality Instructional Material

stmath.com

What is ST Math?

ST Math is the **only** PreK - 8th grade **visual instructional program** that leverages the brain's innate **spatial-temporal reasoning** ability to solve mathematical problems.

With ST Math, students build **deep conceptual understanding,** and schools see **research-proven STAAR growth.**

OUR MISSION:

To ensure that all students are mathematically equipped to solve the world's most challenging problems.

MIND EDUCATION

Meet the Team











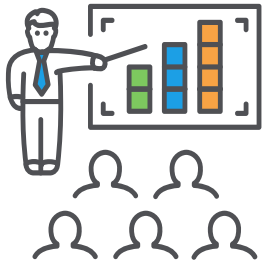







How the ST Math Texas Team will Support You

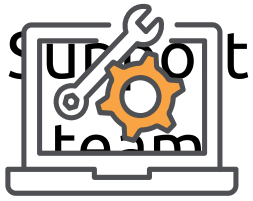
Dedicated Texas Implementation support team



Live, instructor-led Professional Learning for every single MSC site

Automated data upload & TEA reporting

Ongoing coaching & modeling



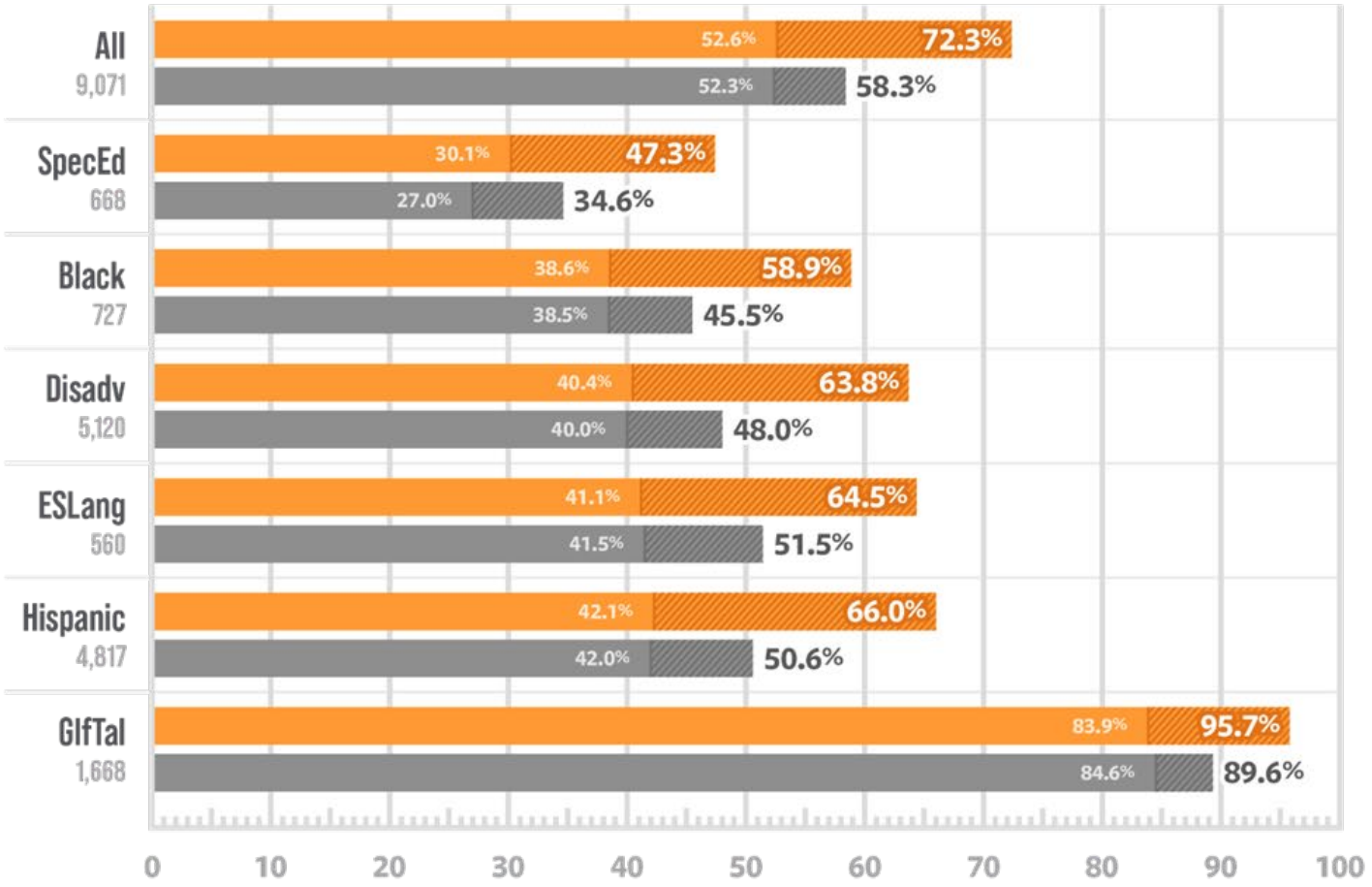
Ongoing minor software updates

Live technical support via email and/or phone

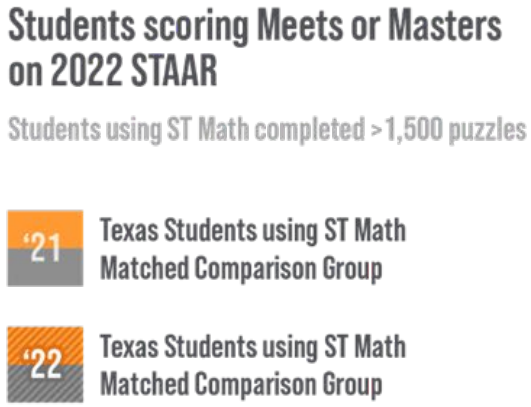
Access to ST Math Academy (On-demand professional learning)

Embedded program help and tutorials

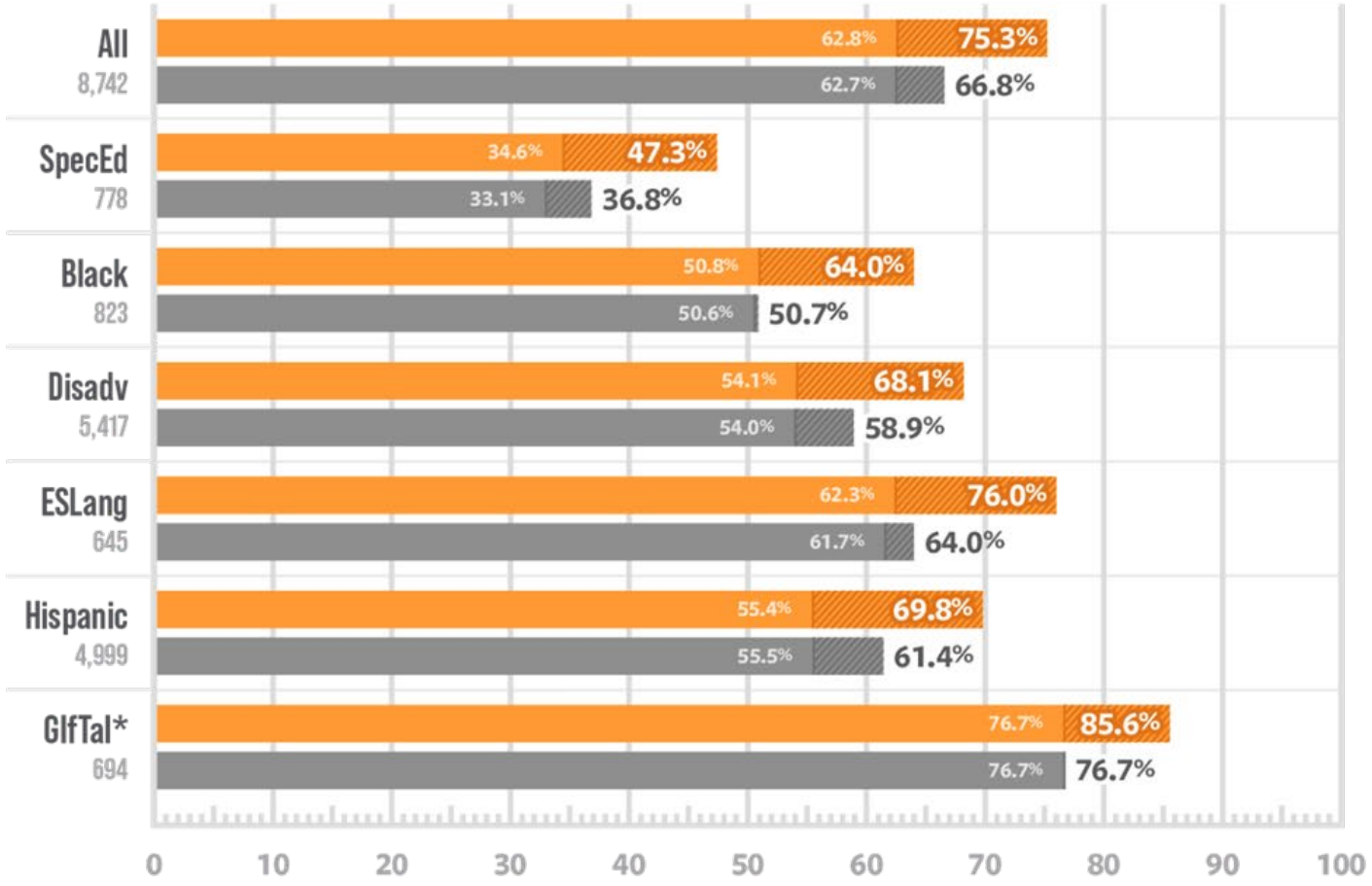
Statewide STAAR Math Outcomes



In 2021-2022, over
9,000 students reached the
1,500 puzzle threshold.
That group averaged
72.3% Meets/Masters on STAAR



Statewide STAAR Math Outcomes



In 2022-2023, nearly
9,000 students reached the
1,500 puzzle threshold.
That group averaged
75.3% Meets/Masters on STAAR

Students scoring Meets or Masters on 2023 STAAR

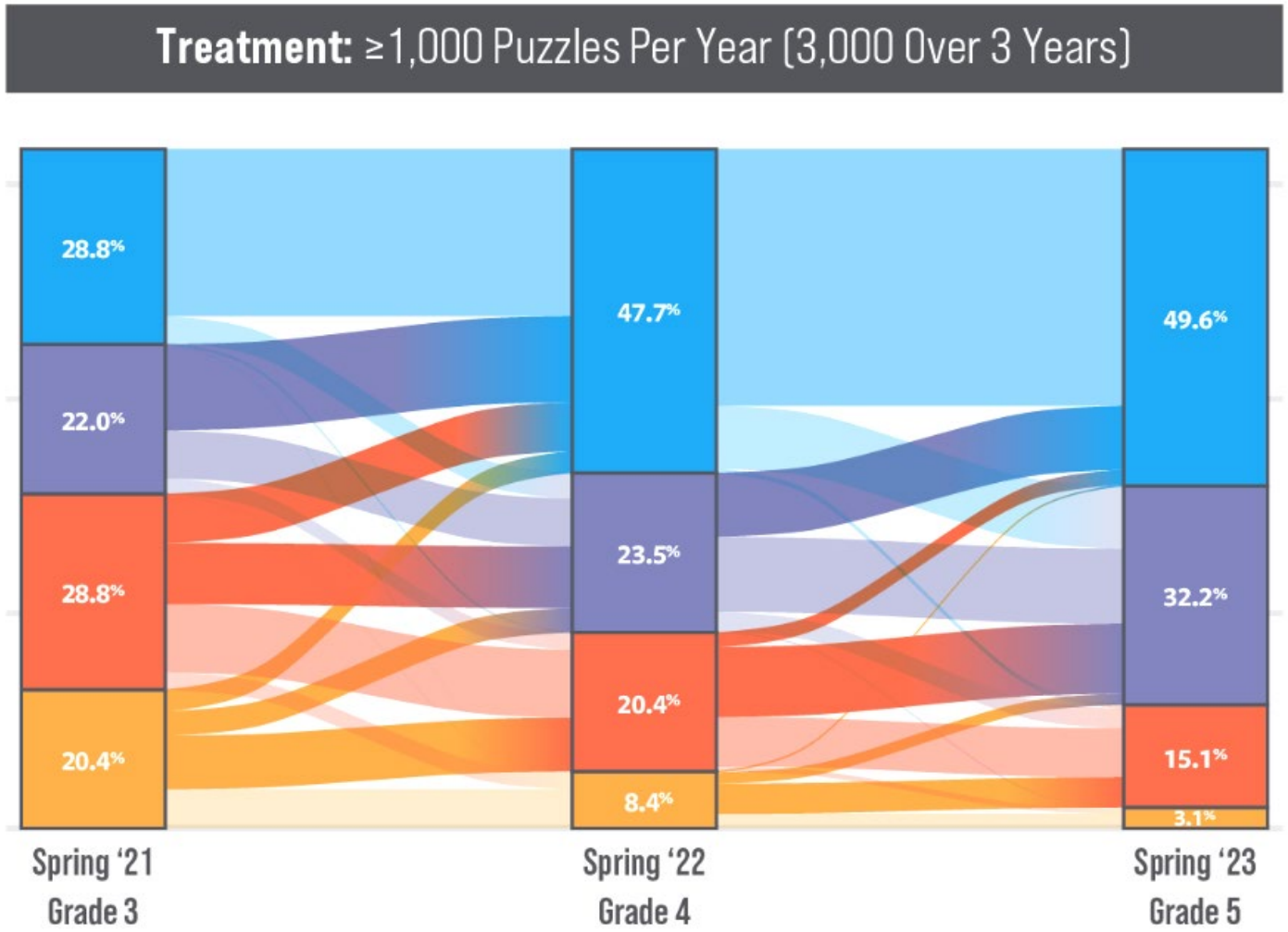
Students using ST Math completed >1,500 puzzles

'22 Texas Students using ST Math
Matched Comparison Group

'23 Texas Students using ST Math
Matched Comparison Group

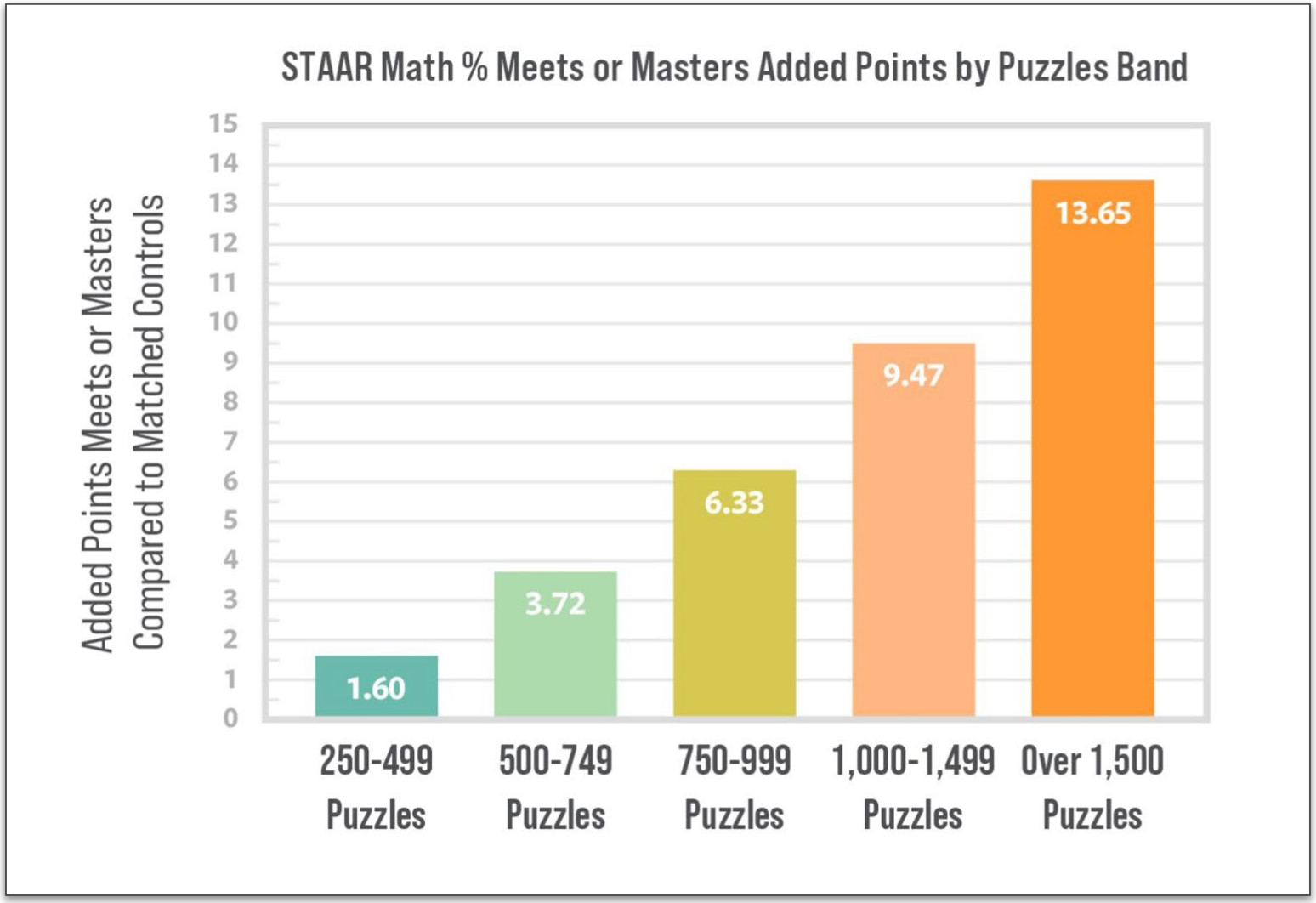
*GifTal % Masters @ 2,500 puzzles

Statewide STAAR Math Outcomes



Students who collected 1,000 puzzles across multiple school years saw a **dramatic** increase in achievement of Meets+ from 50.8% on the 2021 STAAR to 81.8% on the 2023 STAAR

Can ST Math Help My Students this Year?



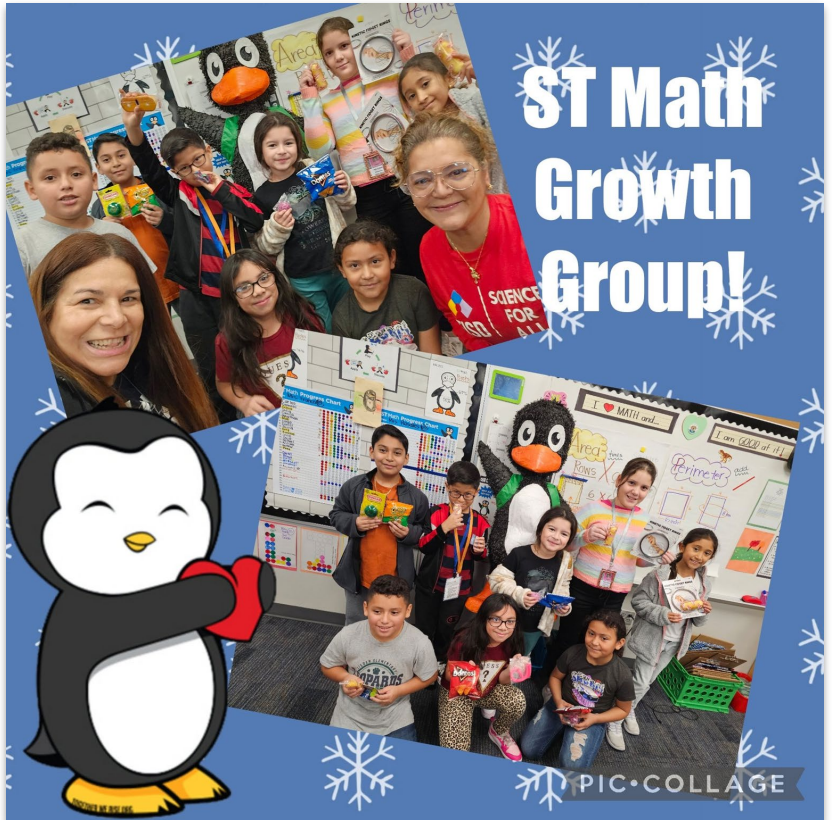
In 2023, students that collected 1500+ puzzles outperformed matched peers by 13.65% in Meets/Masters (72% to 58%)

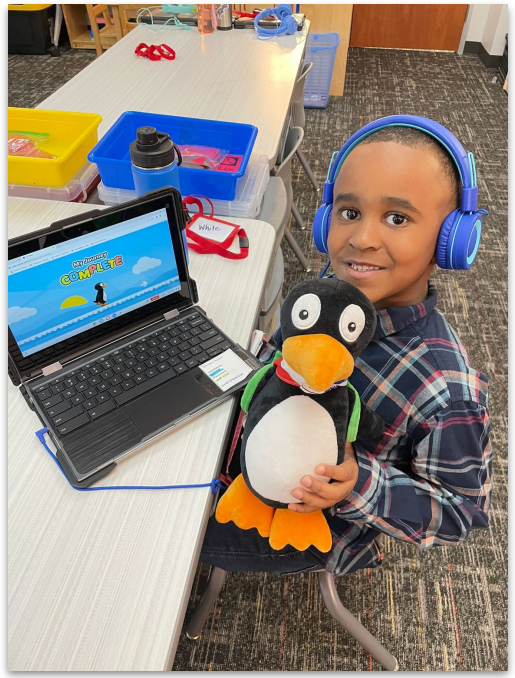
STAAR impact was measurable at every level of ST Math usage, **even after just a month**.

But..do students care about STAAR?

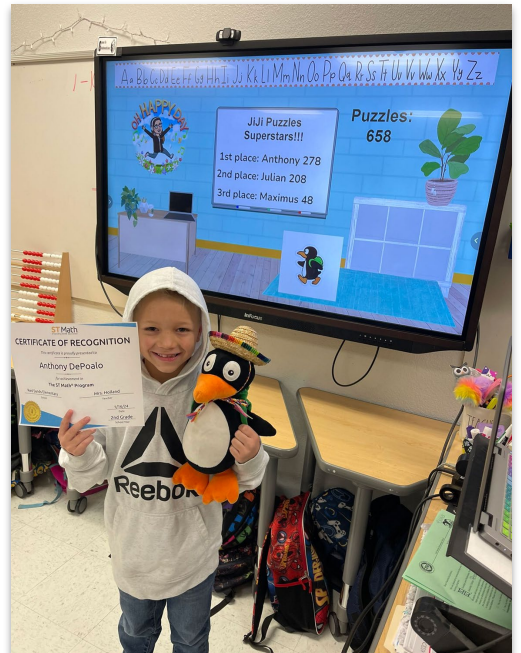
How Do Kids Feel about ST Math?

"ST Math is very engaging for my students. They love going on it for stations."
Elementary Teacher, Northside ISD

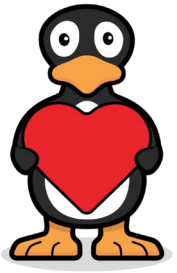


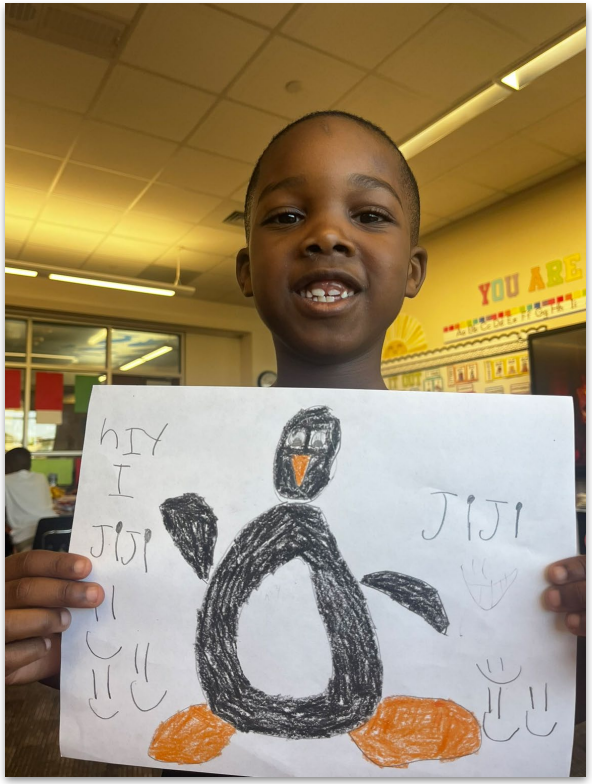


"My students love it and it keeps them engaged the whole time they use it."
Elementary Teacher, Socorro ISD



How Do Kids Feel about ST Math?



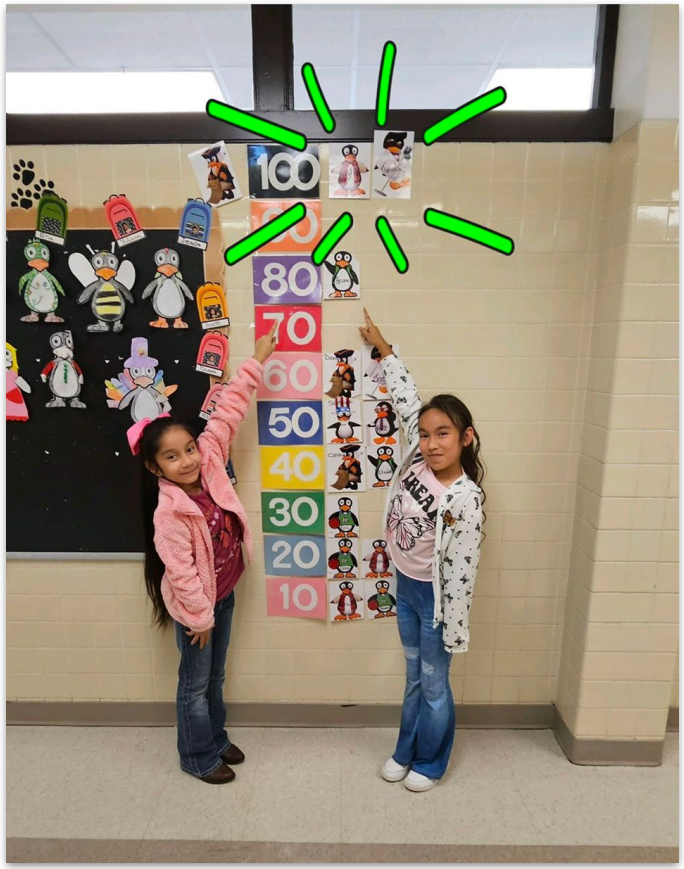


"It's innovative and non-threatening to students who may be intimidated by traditional math. It plays like a video game but without all the gimmicky distractions."
4th Grade Teacher, Krum ISD

"Kids are engaged and beg to use it"
Elementary Teacher, Ferris ISD

How Do Kids Feel about ST Math?

"Kids love it and it is challenging for all of them."
Elementary Teacher, Slocum ISD



"I love how ST Math introduces new concepts to kids before we have the lesson. The kids get so excited to already know it when I get ready to teach it."
Elementary Teacher, Garland ISD

How Do Kids Feel about ST Math?

> *Students who play ST Math have higher mathematics self-beliefs*

> *ST Math operates through students' self-belief to positively influence achievement*

> *ST Math's impact on student self-beliefs is strongest for those students who had lower mathematics achievement scores*

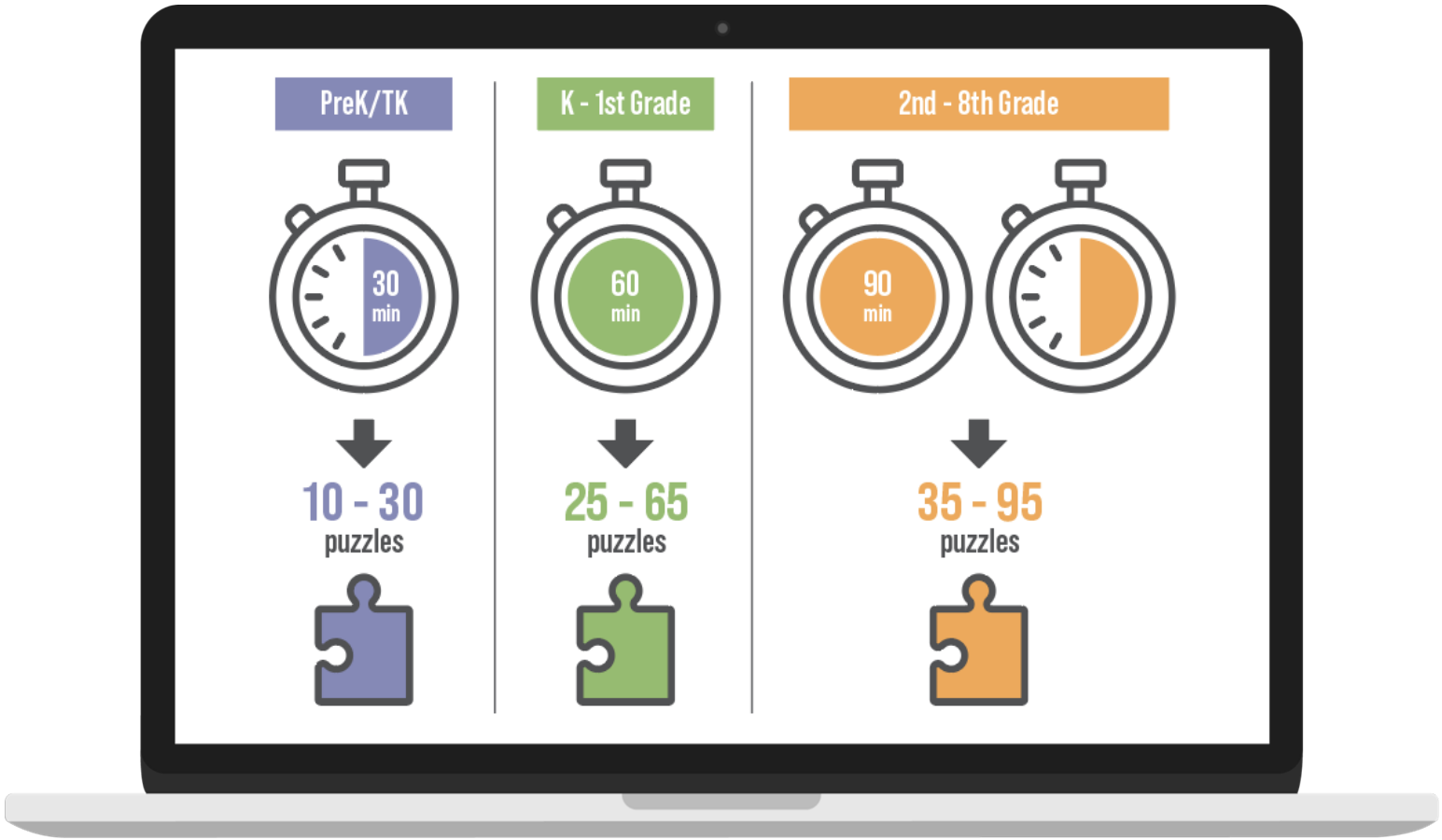
Teomara Rutherford, Allison S. Liu, Arena S. Lam & Katerina Schenke (2020) Impact on mathematics self-beliefs from a mastery-based mathematics software, Journal of Research on Technology in Education

A National Science Foundation (NSF), 5-year longitudinal study published in 2020 analyzed the impact of ST Math on students' self-beliefs in mathematics.

Hundreds of the students in this study were from Killeen ISD, which recently surpassed their 10-year anniversary of using ST Math and will expand to several new campuses in the 2024-2025 school year.

Lightning Round

Usage Recommendations



Time spent using ST Math is time spent learning.

"I had a student who never really liked math before, but was very motivated by the fact that they could see how many puzzles they got done. She really learned a lot during the year and it showed on her STAAR progress."

-Spencer Wright, *Jacksonville Middle School*

ST Math Focus: Pre-K

Aligned to the Math domain of the *Texas Prekindergarten Guidelines*

Measurement (Pre K)

Overview | Games | Quiz

3 Game(s) in This Objective

1. Order Fill
Play Levels: 1 2 3

2. Swap Sort
Play Levels: 1 2 3 4

3. Measure It
Play Levels: 1 2 3 4

Subitizing to 3

Overview | Games | Quiz

2 Game(s) in This Objective

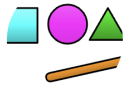
1. Subitizing Finger Patterns to 3
Play Levels: 1 2

2. Subitizing Birds and Fingers to 3
Play Levels: 1 2 3

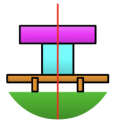
Shape Features (Pre K)

Overview | Games | Quiz

3 Game(s) in This Objective



1. Roll Off
Play Levels: 1 2



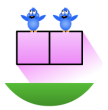
2. Block Stack
Play Levels: 1 2 3

3. Wedge
Play Levels: 1 2

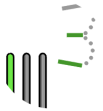
Number Sense to 3

Overview | Games | Quiz

3 Game(s) in This Objective



1. Bird Lift Counting
Each bird can lift one block, but there are more bricks than birds needed.
Play Levels: 1 2



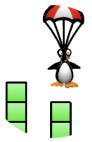
2. Number Sticks to 3
Play Levels: 1 2 3

3. Match Count to 3 Symbolic
Play Levels: 1

Comparing Quantities (Pre K)

Overview | Games | Quiz

2 Game(s) in This Objective

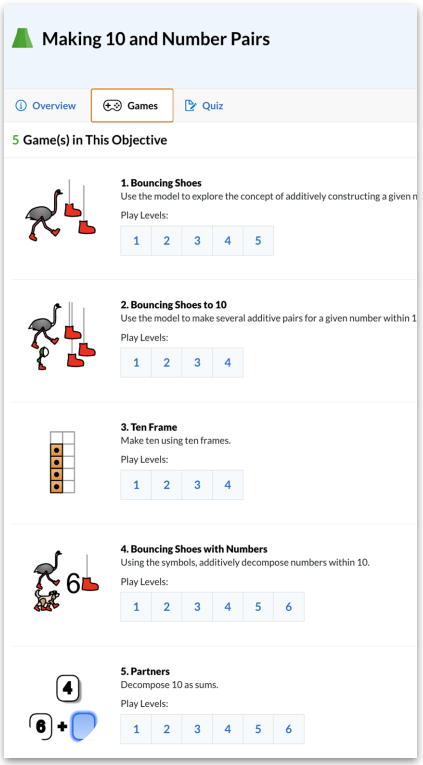


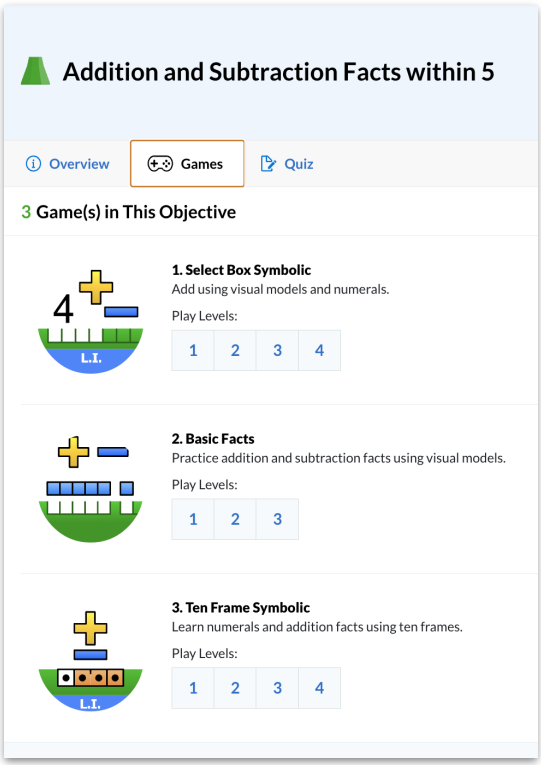
1. More Less Parachute
Play Levels: 1 2 3 4 5

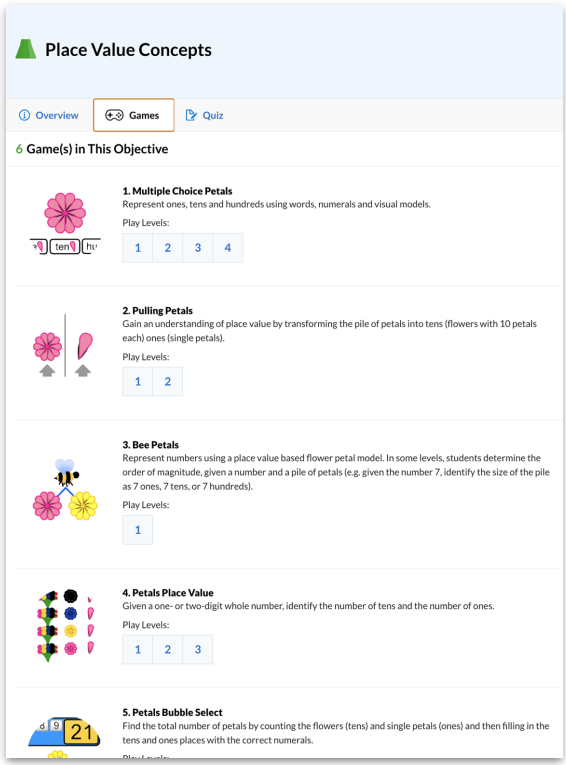
2. Quantity Sort
Play Levels: 1 2 3 4

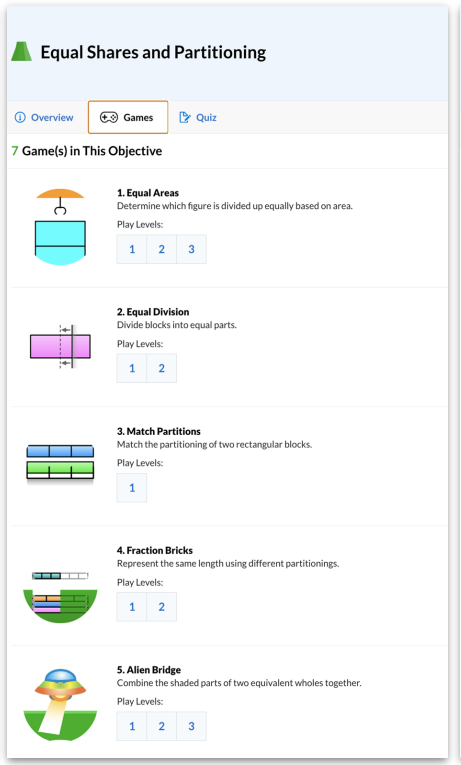
ST Math Focus: K-2

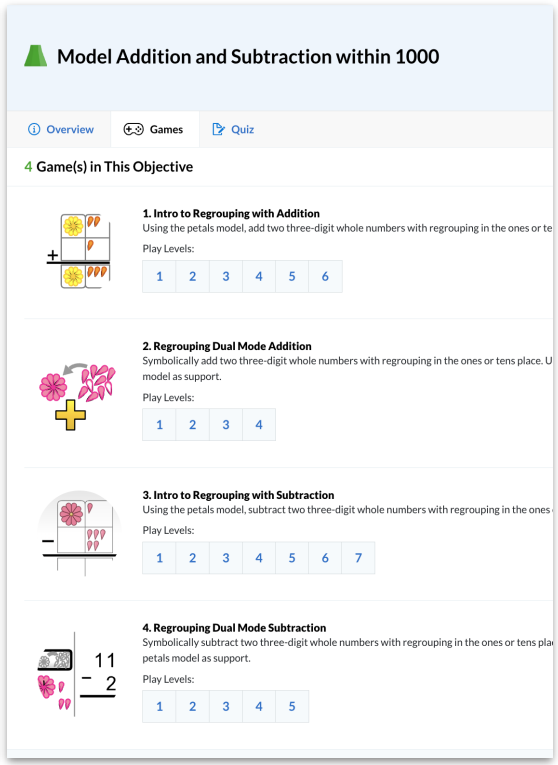
Aligned to grade-level TEKS; builds foundational math understanding





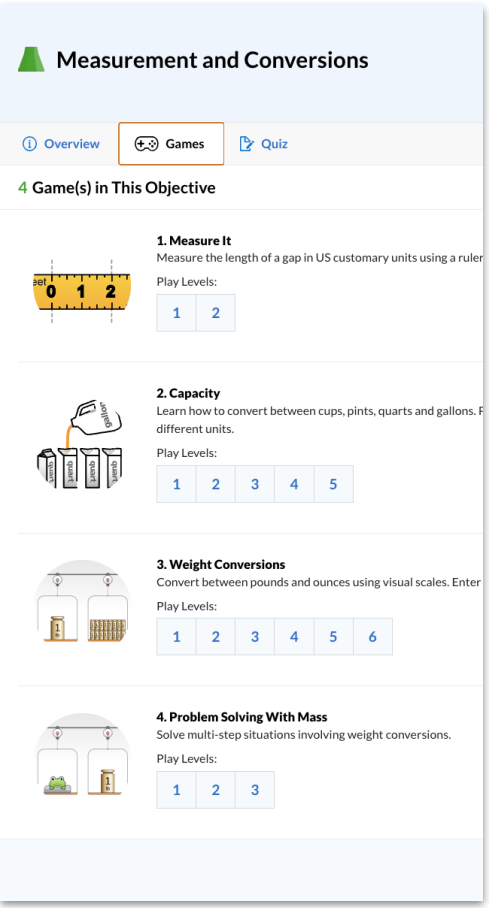


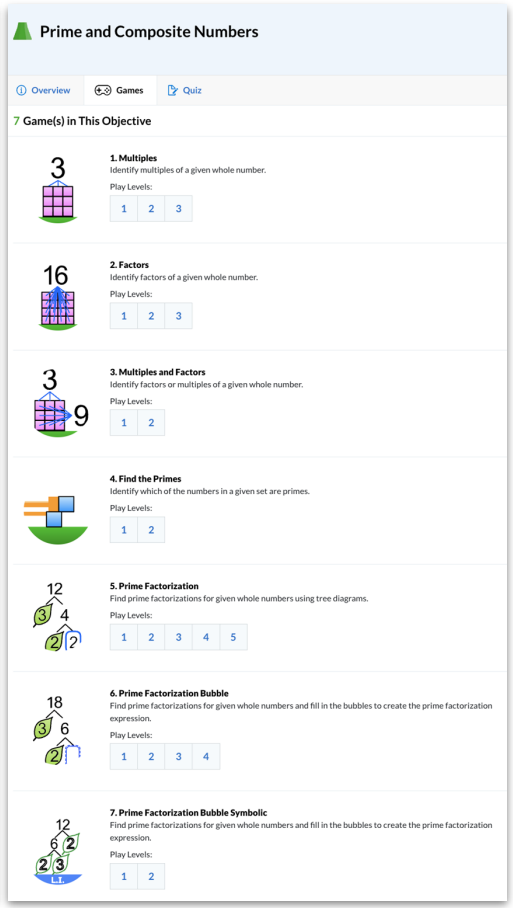


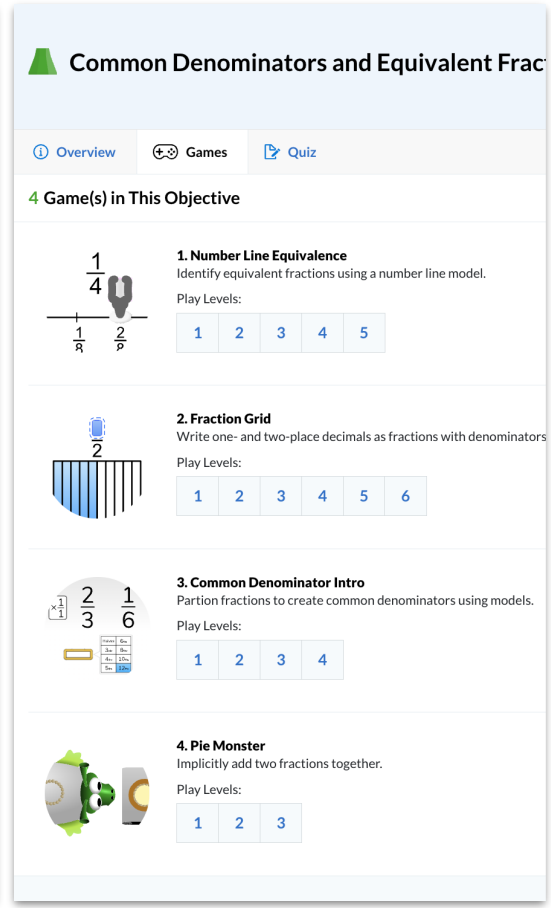


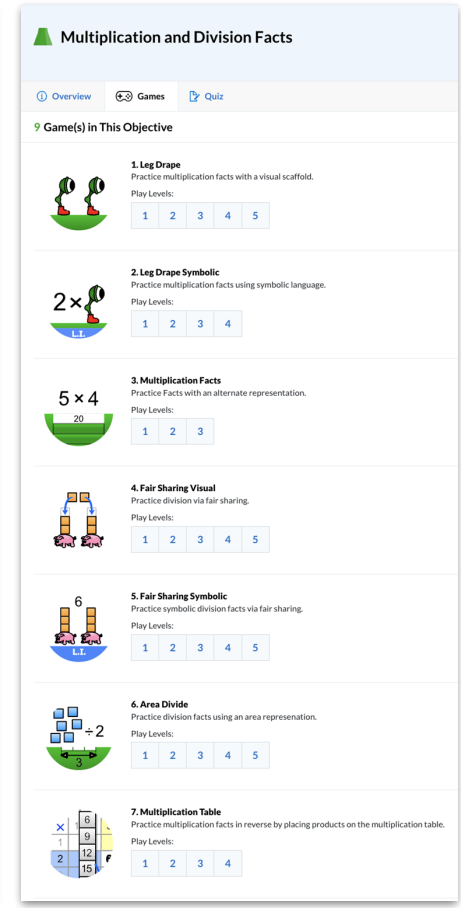
ST Math Focus: 3-5

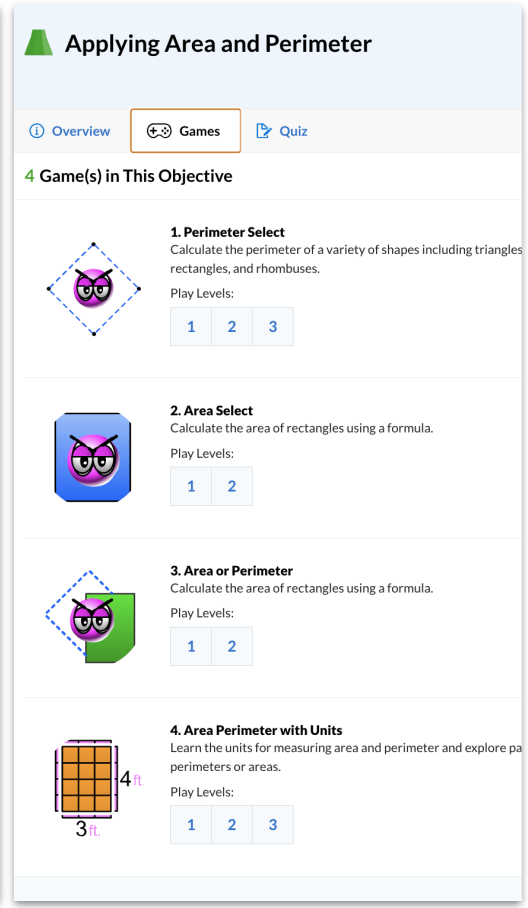
Aligned to grade-level TEKS; introduces STAAR-style assessments











ST Math Focus: 6-8

Aligned to grade-level TEKS + Diagnostic-driven intervention content

Linear Relationships (G6)

Overview | Games | Quiz

4 Game(s) in This Objective

1. Make it Linear Table
Given a description of linear relationship, fill in the missing number or numbers in the table.
Play Levels: 1 2
Game in a Minute

2. Linear Transform
Given an operation or a sequence of two operations, find the output resulting from a given input, or the input required to produce a given output.
Play Levels: 1 2 3 4
Game in a Minute

3. Linear Transform Function
Select the linear function, represented as an operation or sequence of two operations, that is consistent with the given input and output values.
Play Levels: 1 2 3 4
Game in a Minute

4. Linear Transform Table
Fill in the table with the missing inputs or outputs for a given linear function, or, in other levels, identify the function that corresponds to the given table of inputs and outputs.
Play Levels: 1 2 3 4

Graphing Linear Functions

Overview | Games | Quiz

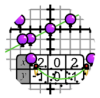
7 Game(s) in This Objective

1. Linear Balloons
Place the missing balloon(s) in place so that the result forms a line.
Play Levels: 1 2 3 4

2. Space Slope
Given a slope and a point, rotate the line to describe the information.
Play Levels: 1 2 3 4

3. Linear Balloons Match Equation
Given a linear equation, shift and rotate the line to describe the equation.
Play Levels: 1 2 3 4 5
Game in a Minute

4. Graph Sweep
Adjust the given equation so that the sweeping line matches the desired line.
Play Levels: 1 2



5. Linear Balloons Tables
Given an equation, fill in a table of values that satisfy the equation.
Play Levels: 1 2 3 4 5

Scale and Slope Graphs (G7)

Overview | Games | Quiz

9 Game(s) in This Objective

1. Graph Path
Move the point along a straight line in a coordinate plane.
Play Levels: 1 2 3

2. X Beams Proportional
Adjust the y-coordinate of a point so it is on the line that goes through two other points on the plane.
Play Levels: 1 2 3
Game in a Minute

3. X Beams Linear
Adjust the offset and the vertical increment so that the beam will go through the two given points.
Play Levels: 1 2 3
Game in a Minute

4. Racing Graphs
Choose the relationship that will take JiJi to the given distance in a shorter amount of time.
Play Levels: 1 2 3

5. X Beams XY Scale
Identify the scaling factor that is used on the y-axis of a given coordinate plane graph.
Play Levels: 1 2 3

Unit Rates, Tables, and Graphs (G7)

Overview | Games | Quiz

6 Game(s) in This Objective

1. Ornaments Operations
Given equivalent ratios in the model, determine the scale factor.
Play Levels: 1 2 3 4 5 6

2. Monster Graphs
Given a rate, plot equivalent rates on a graph.
Play Levels: 1 2 3 4 5 6
Game in a Minute

3. Monster Graphs Build Rates
Given a graph of equivalent rates, determine an additional or reduced rate.
Play Levels: 1 2
Game in a Minute

4. Monster Tables
Given a rate, write equivalent rates in a table.
Play Levels: 1 2 3 4 5

5. Monster Tables Build Rates
Given a table of equivalent rates, determine an additional or reduced rate.
Play Levels: 1 2
Game in a Minute

Core Instruction Support

ST Math content can be automatically aligned to mirror the scope & sequence for Eureka Math: TEKS Edition

Professional learning specifically designed for integrating ST Math into the Eureka instructional block

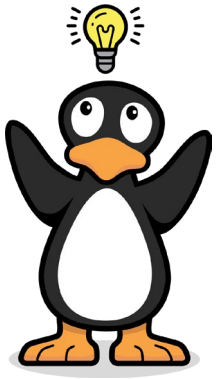
EUREKA MATH®
TEKS EDITION

"Excited to incorporate ST Math into my classroom more this year. I think it will enhance Eureka curriculum and help fill in those moments of discussion where we need more practice in observation, prediction, and problem solving."
-5th grade teacher

We also Support:

STEMscopes™ MATH

Assessment Support Tool

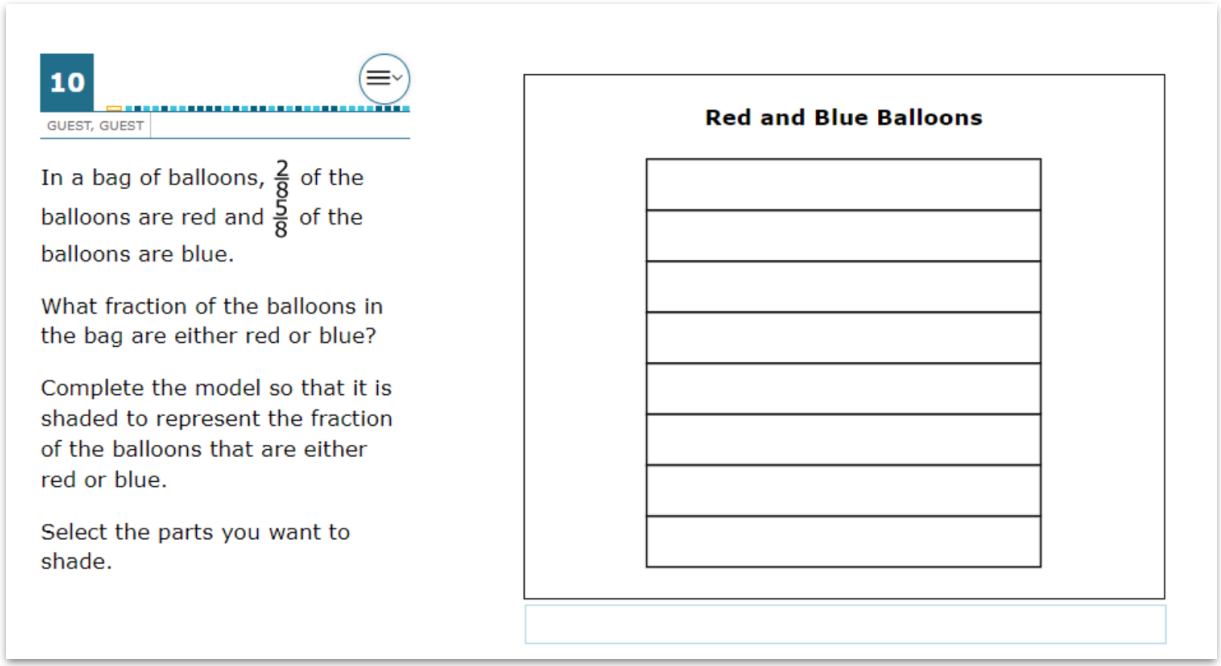


Optional feature **automatically assigns intervention content** based on student data from the **three most common** progress monitoring tools including:

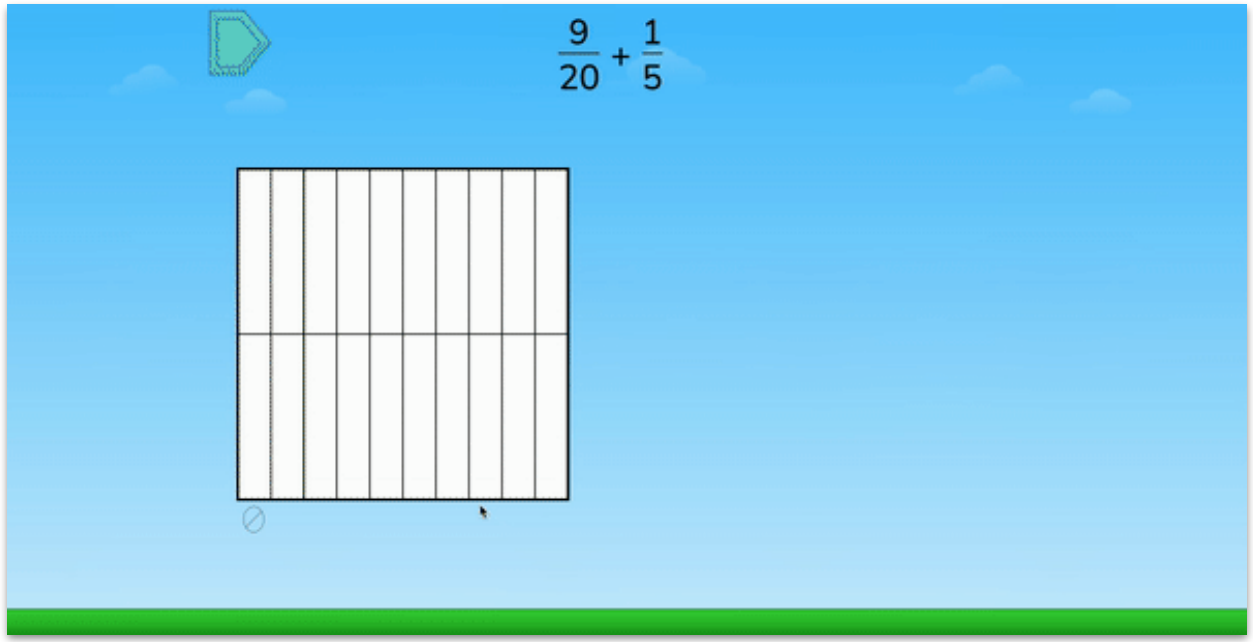
map GROWTH™

Renaissance Star Math

STAAR 2.0 and ST Math



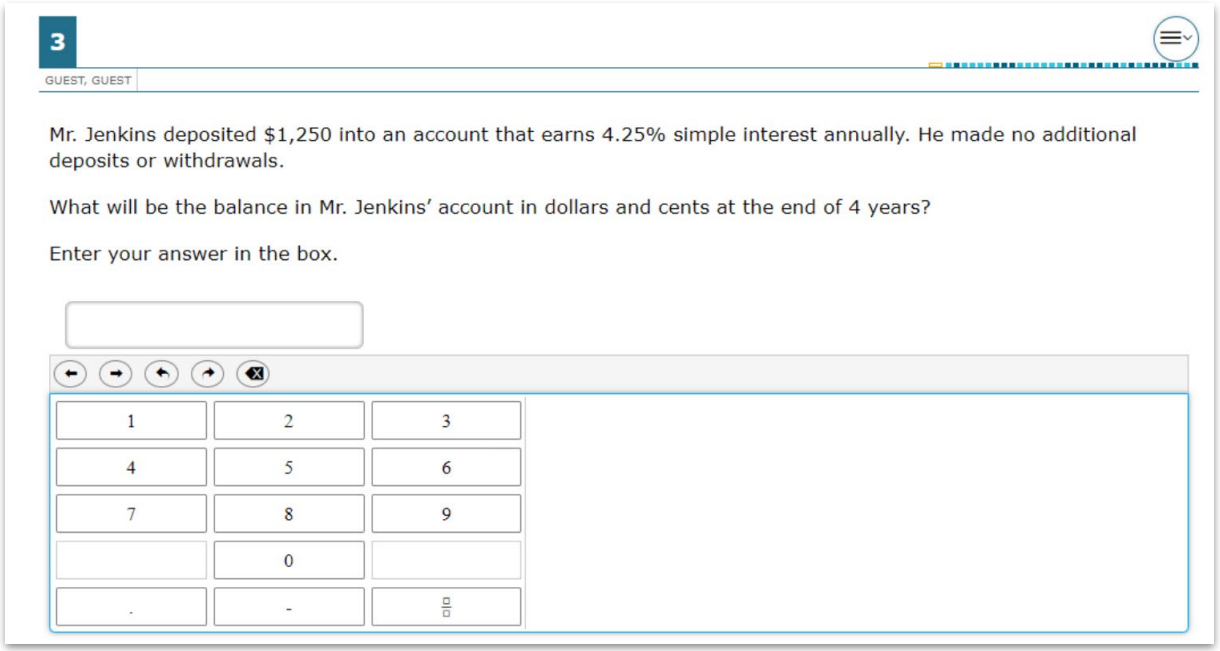
STAAR 2.0: Fraction Model (example question)



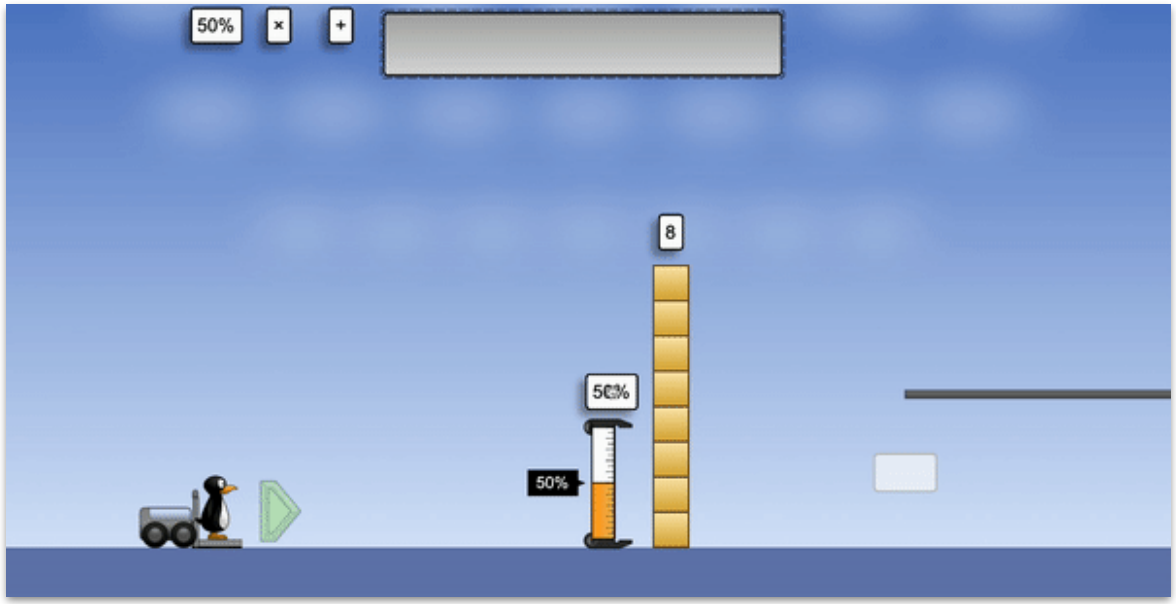
ST Math Fraction Model- *Fraction Grid*

"ST Math makes students think about the connection between different parts of a concept. I like that students have to interact with the visuals, since that will be preparing them for online STAAR testing."
-5th grade teacher, Garland ISD

STAAR 2.0 and ST Math



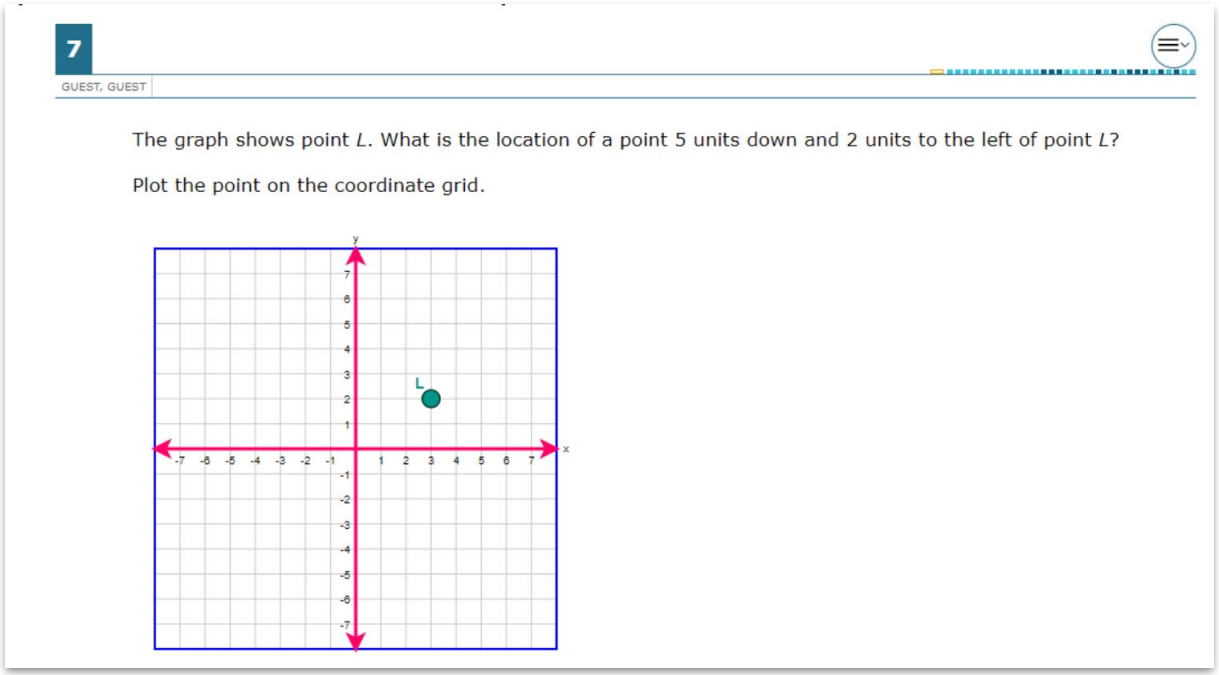
STAAR 2.0: Equation Editor (example question)



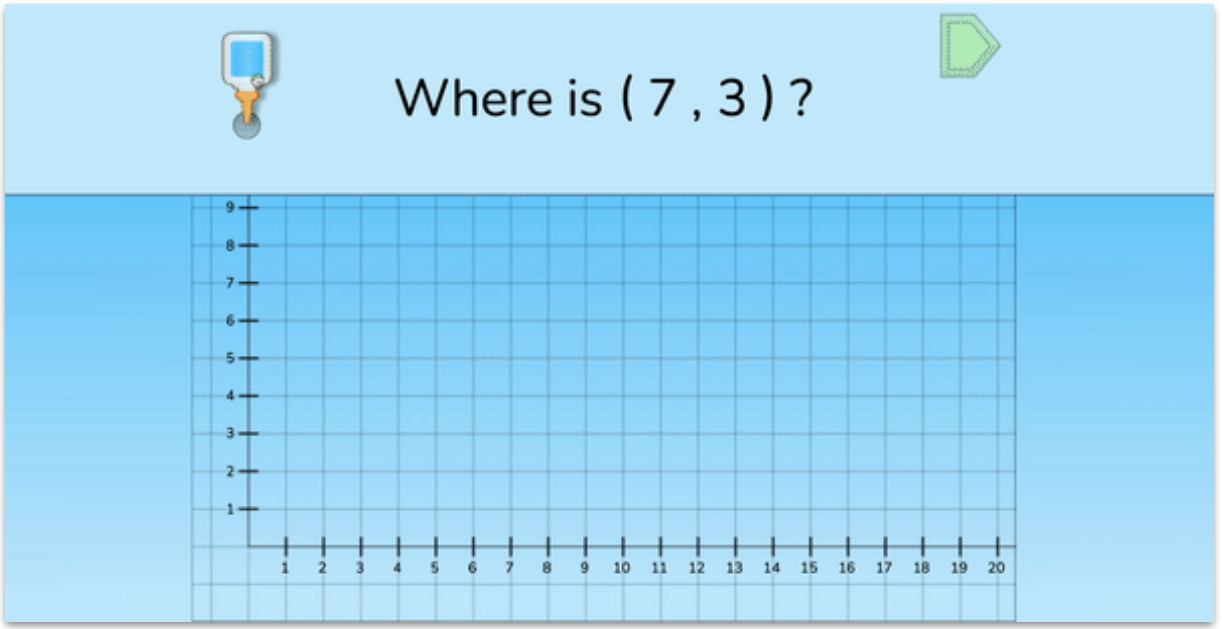
ST Math Equation Editor- *Percent Expression*

"This program levels up in difficulty and covers exactly what is needed for STAAR."
-Elementary Teacher, Slocum ISD

STAAR 2.0 and ST Math



STAAR 2.0: Graphing (example question)



ST Math Graphing - *Coordinate Trap*

"The students are always engaged with the program and it aligns to STAAR-tested TEKS and skills needed to be successful."
-Elementary Teacher, Spring ISD

Here’s what Texas teachers have to say…

“ST Math is the most effective and engaging online math program I've ever used with my students in over 30 years of teaching.”

“The children love ST Math! I love how much they have grown this year with the program. It truly works and I can testify that my STAAR scores increased.”

“I noticed that ST Math helped reinforce what I was teaching in the classroom. My students loved it!”

Here’s what Texas teachers have to say…

“It great for ALL ages because they don't have to read directions, I love that it's purely visual and they don't even need sound!”

“I like how the program does not give instructions and teaches students to be problem solvers.”

“ST Math helps students learn the concepts, not just memorize steps to solve problems.”

Here’s what Texas teachers have to say…

“ST Math is so engaging for kids!! My class of kindergarteners absolutely love “JiJi” time and it really gets them thinking more deeply about complex math skills.”

“I love ST Math. It even challenges me.”

“I think it is an excellent program for our ELL learners who have little to no written/expressive language. They are able to work with math concepts independently through the use of problem-solving and critical thinking!”

Here’s what Texas teachers have to say…

“My students love it and it helps them learn. Two things that make it a win-win for this teacher!”

“ST Math isn't just math problems- it’s a game of thinking skills.”

“I noticed that my students really enjoy getting on ST math; more than the other math platforms we have.”

Office Hours

Monday February 26
4:00-5:00 pm CST
https://mindresearch.zoom.us/my/stmathtexas

Wednesday February 28
9:00-10:00 am CST
https://mindresearch.zoom.us/my/stmathtexas

Can’t make either time? Simply email texas@stmath.com and we’ll send a link for a personalized demo!

Thank you!

Zearn 11:00-11:10

MSC Provider Fair

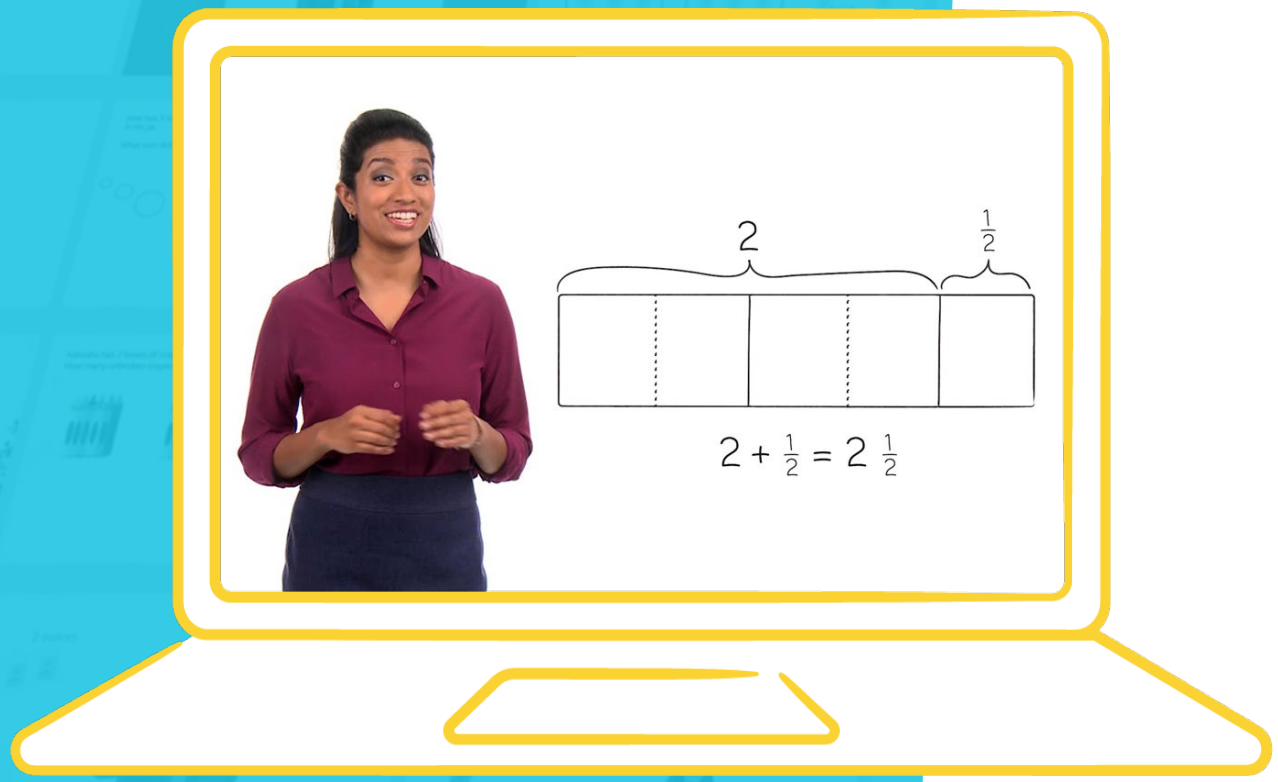
February 2024

About Zearn

- Nonprofit educational organization
- Math platform used nationwide
- Flexible instructional resources

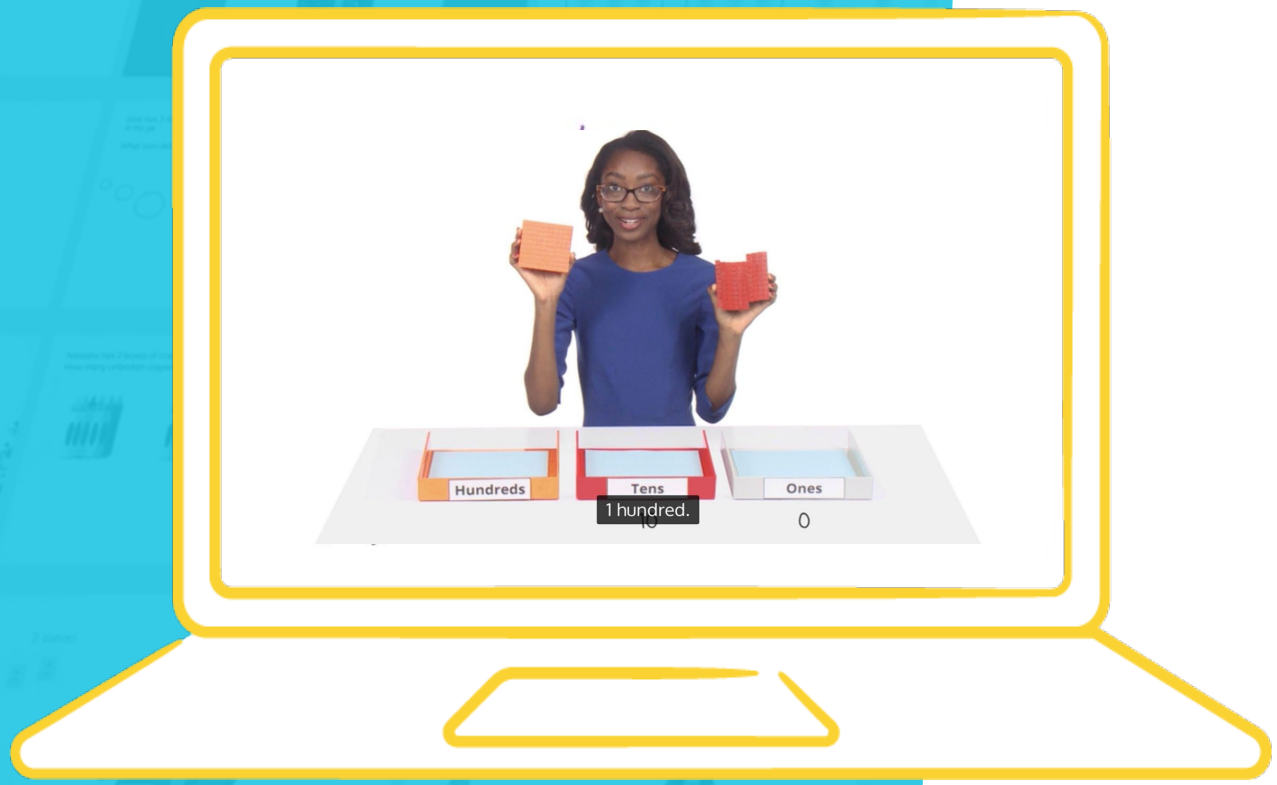
Our one goal: Student achievement in K-8 math

Supporting all students to catch up and move forward.



More opportunity for grade-level concept exploration

Built-in differentiated support into grade-level learning



More opportunity for grade-level concept exploration

On-screen teachers, teaching

Visualization of every concept

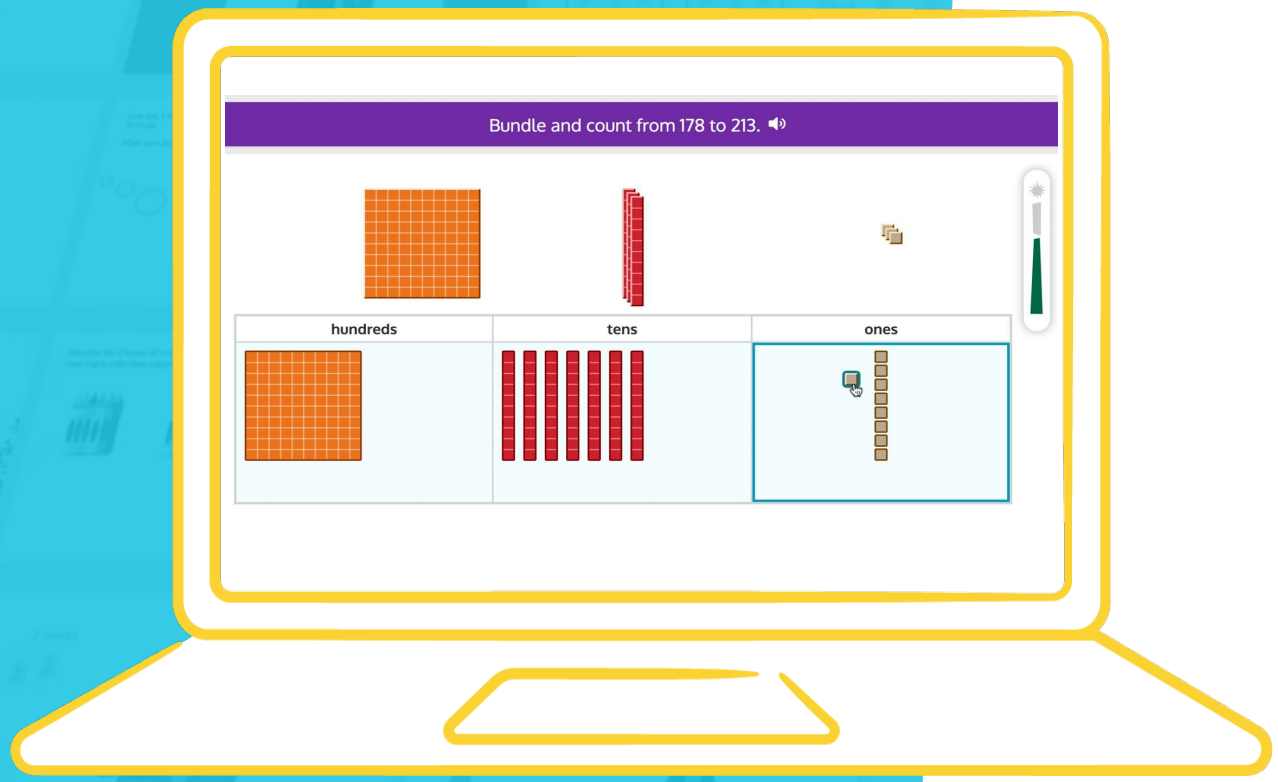
Interactive math manipulatives

Built-in differentiated support into grade-level learning

On-ramps that activate prior learning

Just–in-time scaffolding in every lesson

Targeted intervention lessons



More opportunity for grade-level concept exploration

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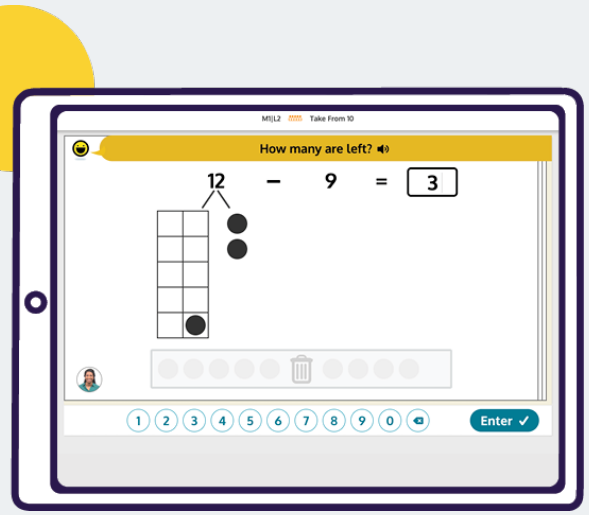
Just–in-time scaffolding in every lesson

Targeted intervention lessons

DIGITAL MATERIALS

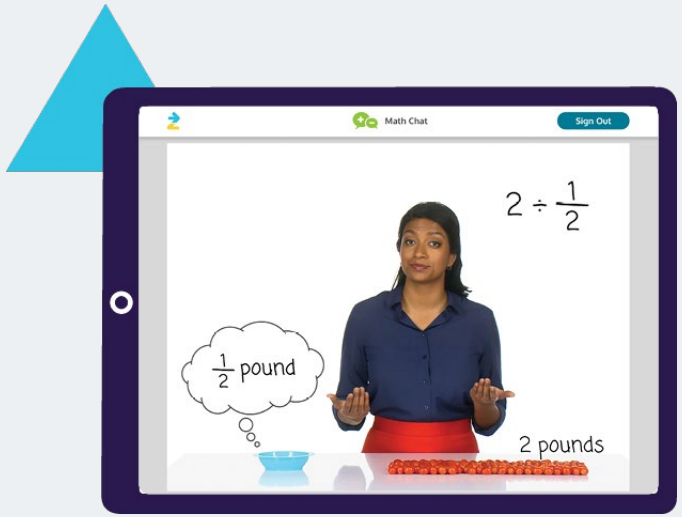
Independent Digital Lessons

Students learn grade-level math concepts with on-screen teachers, interactive visual models, and built- in differentiated support. Each lesson includes a consistent structure of:



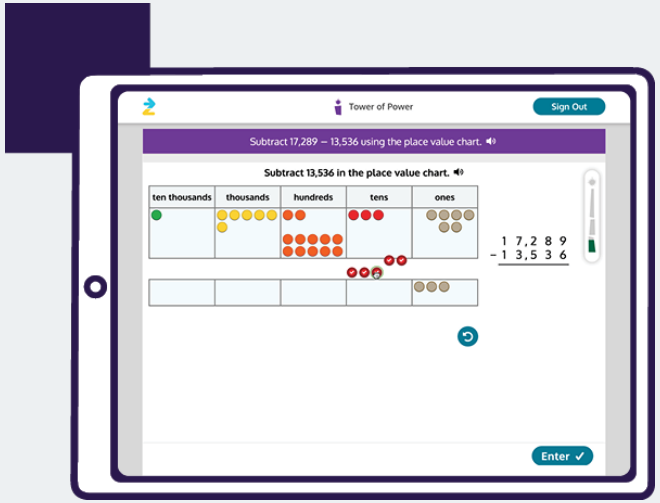
Fluency Activities

Help students develop the foundations for new learning



Guided Practice

Students explore new math concepts with built-in learning acceleration supports

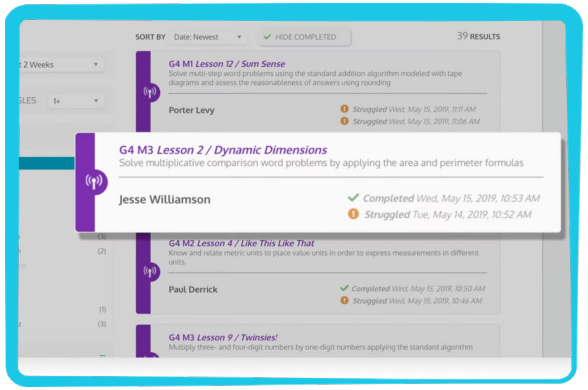


Independent Practice

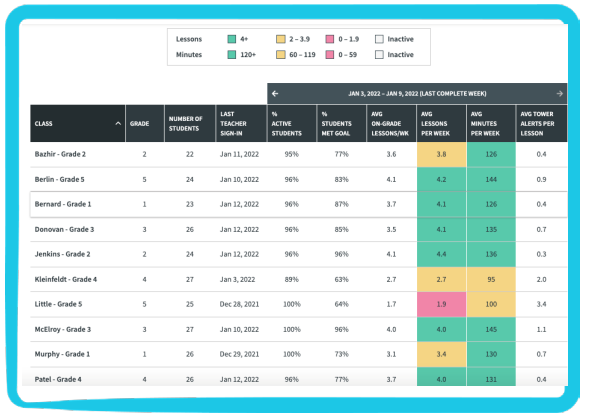
A daily formative assessment checks for understanding and launches adaptive supports

Real-time visibility into student learning

Class reports
Visibility into classwide progress and pacing



Student reports
View of successes and challenges for students



School and district-wide reports
Insights into implementation progress

EFFICACY STUDY

Study Overview

14,913

Texas students complete 3+ grade-level Zearn Math digital lessons per week

4,400

Students sampled for quasi-experimental study

TREATMENT GROUP

G4-6 students with consistent usage of 3+ lessons per week during the 2022-2023 school year

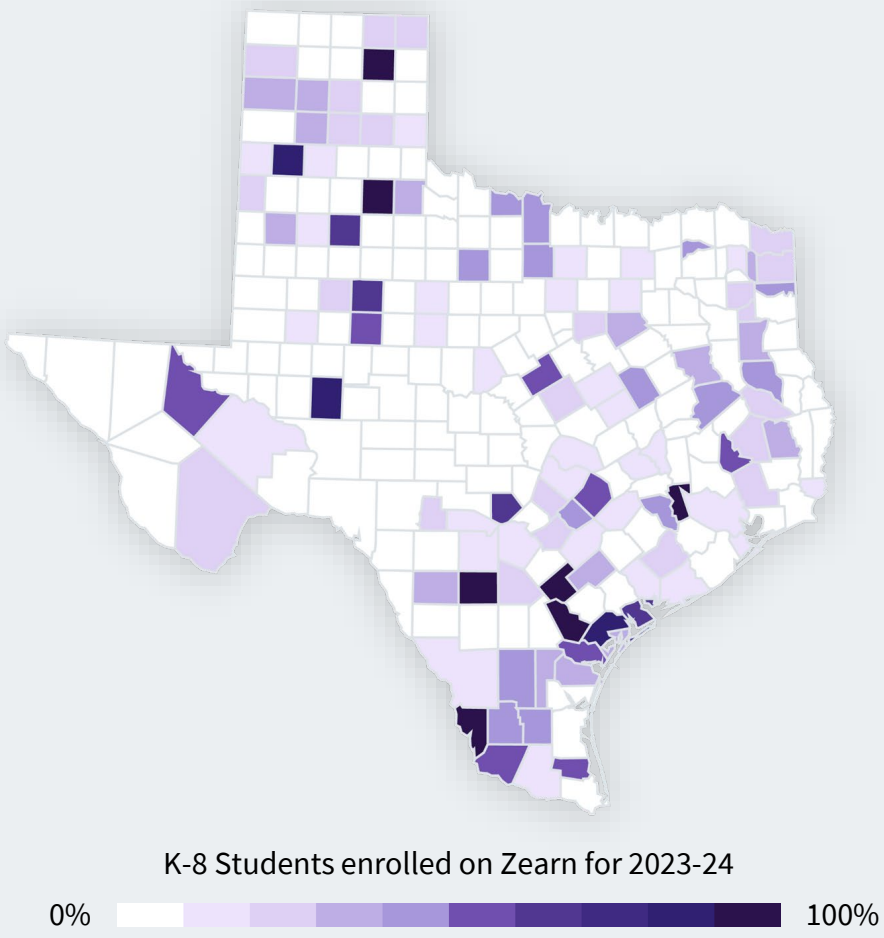
CONTROL GROUP

Matched G4-6 students with no Zearn usage during the 2022-2023 school year

Over 484,000 Texas K-8 students across 330 districts engage with Zearn Math to accelerate math learning

- Zearn Math is a flexible platform used across Texas programs:
  - TCLAS Decision 6 | Tutoring
  - TCLAS Decision 8 | Summer
  - TCLAS Decision 11 | After School
  - TX ACE | After School
  - MIZ/LASO | Blended Learning

- 3x more students were active on the platform this academic year compared to 21-22

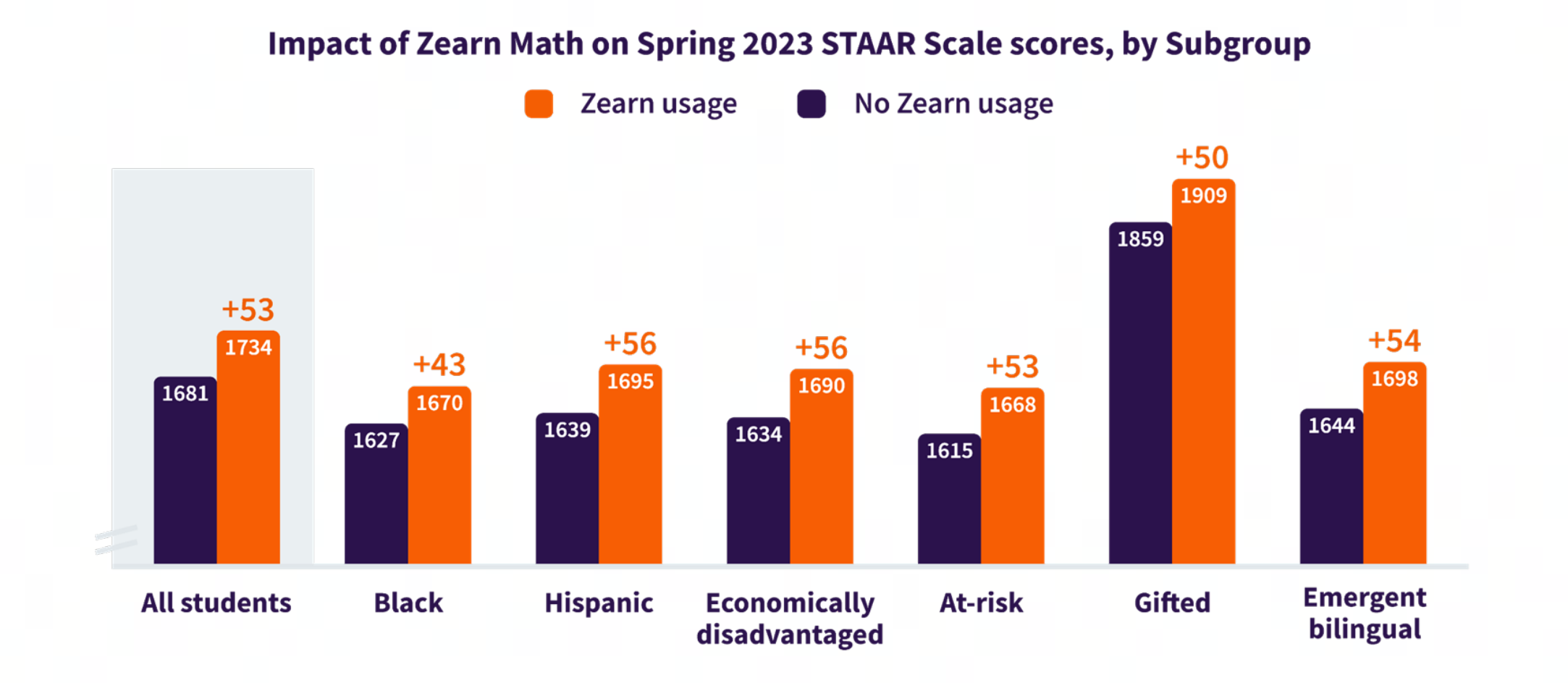


Key findings: Quasi-experimental Zearn Math efficacy study

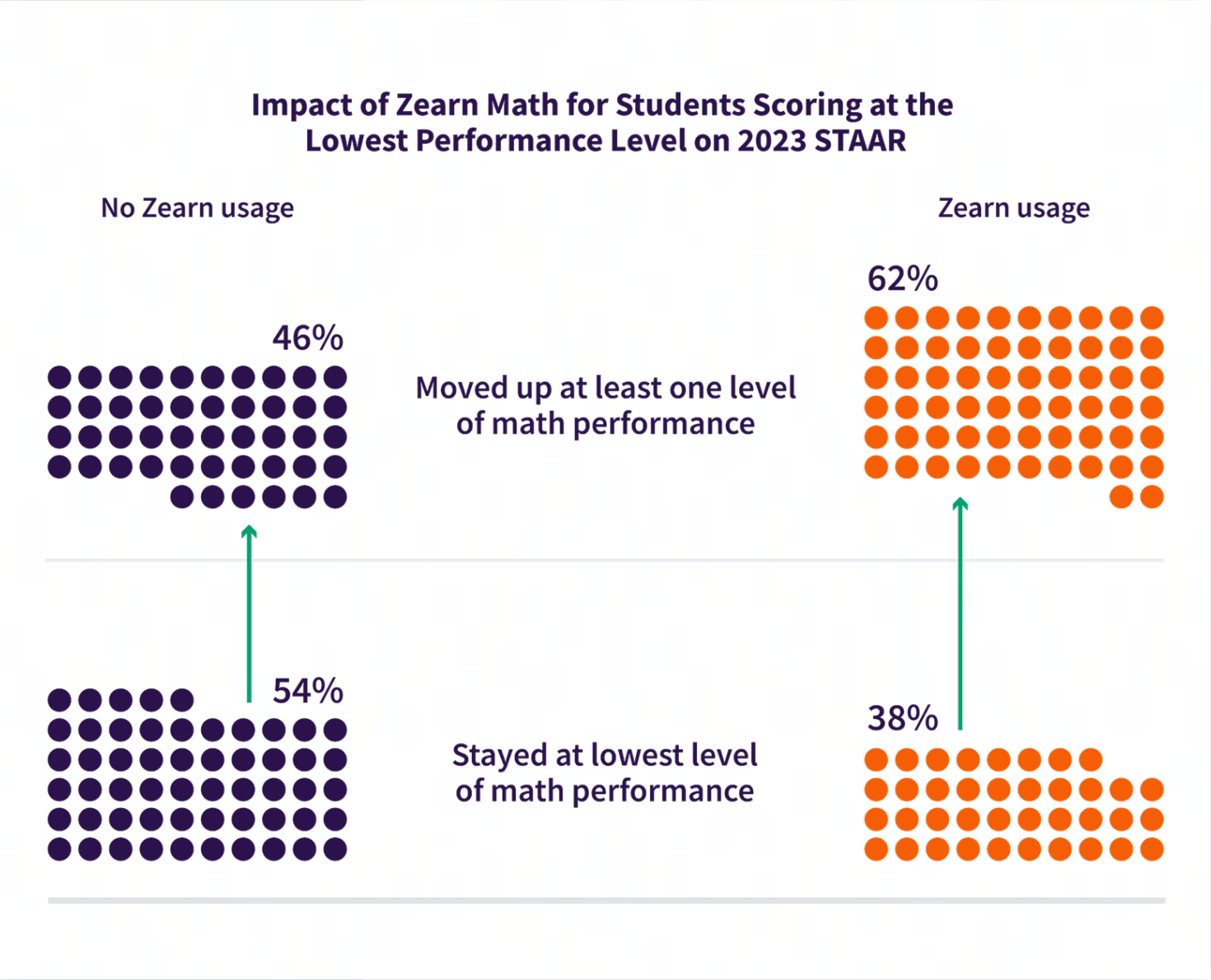
- Zearn usage significantly increases STAAR Math scale scores by 53 points on average
- Across sub-groups, Zearn usage resulted in significant increases in STAAR Math scale scores
- Zearn usage improves STAAR performance level; 62% of the lowest scoring students moved up at least one level
- Zearn usage added 10.4 points on average to the percentage of students scoring at grade-level mastery or above on STAAR
- Any dosage between 1 to 3+ lessons per week leads to growth; the strongest gains are at 3+ grade-level lessons weekly

The study meets the rigorous standards set by the What Works Clearinghouse (WWC) and qualifies as an Every Student Succeeds Act (ESSA) Tier 2 evidence-based intervention.

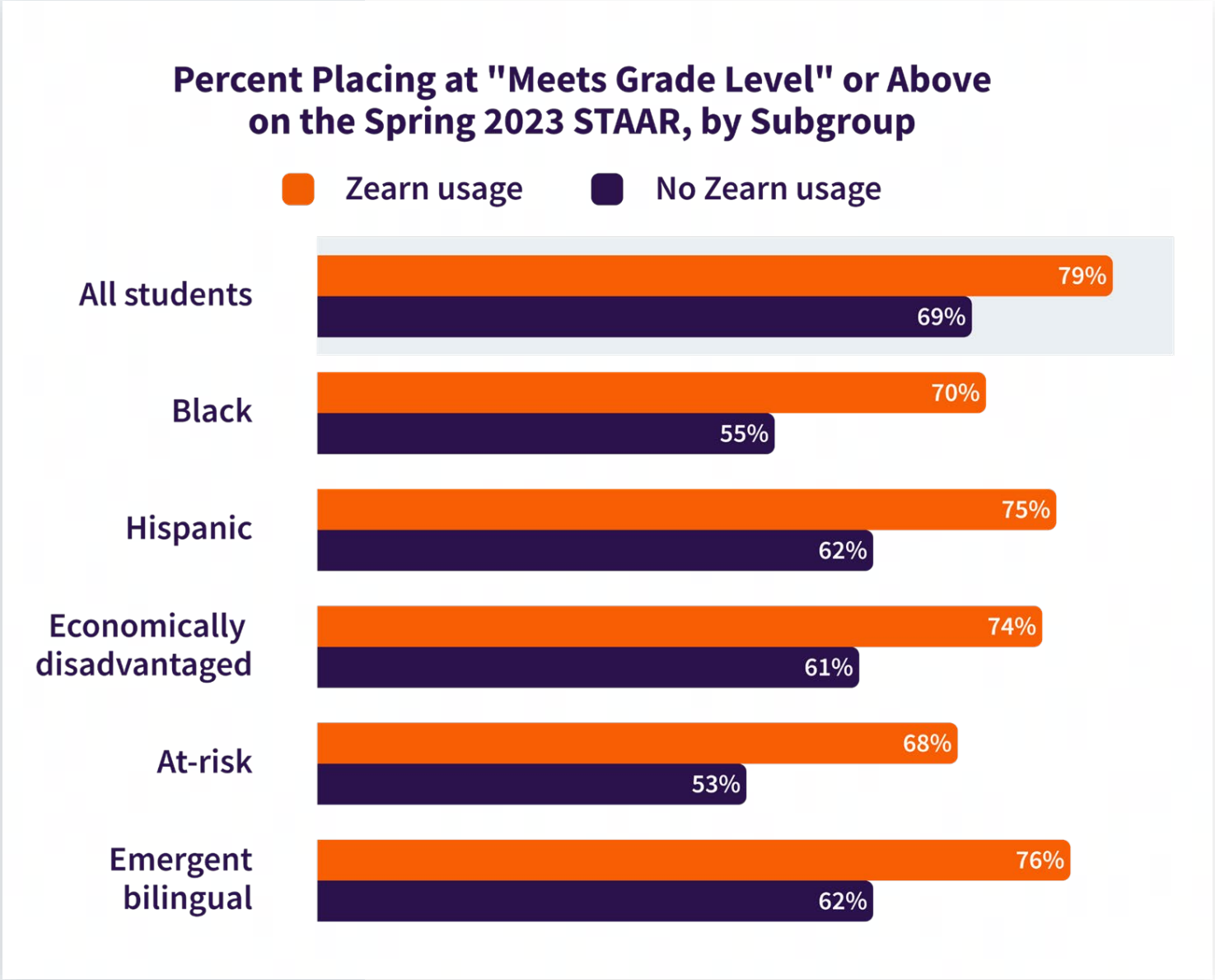
Texas students who consistently used Zearn scored 53 points higher than matched peers who did not use Zearn



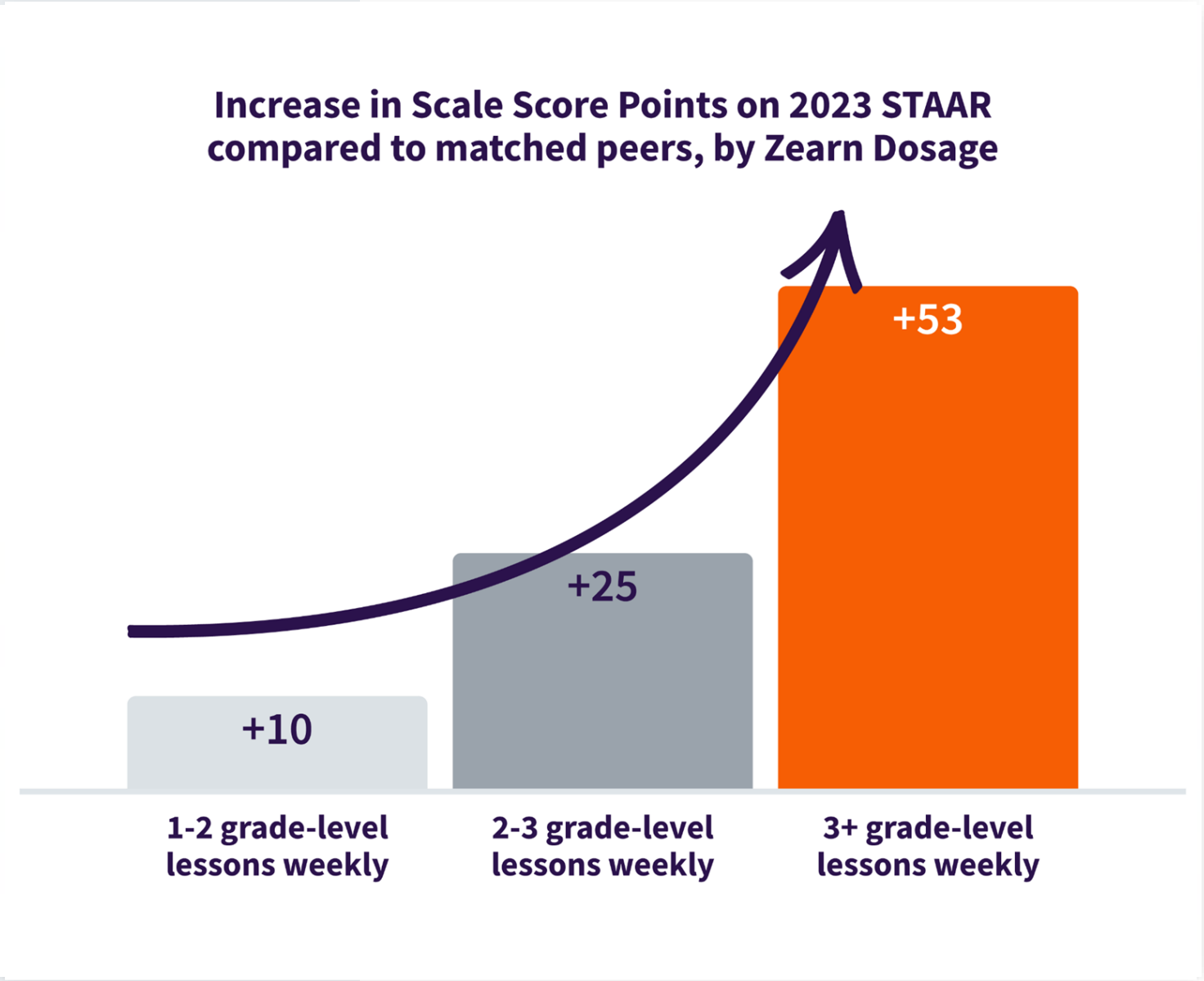
62% of students who started at the lowest Performance Level and consistently used Zearn grew at least one Performance Level in 2023



Students who consistently used Zearn outpaced their matched peers by 10 percentage points on “Meets Grade Level” or above, with double-digit gains across student subgroups



While Zearn usage at any dosage leads to growth, students demonstrate strongest gains in scale score at 3+ grade-level lessons per week



Getting Started

Personalized deployment kick-off
with our Support team to talk through technical setup, including setting up Clever or Classlink

Getting started training
for admins & teachers included with all School Accounts

Ongoing support from our partnership team
including check-ins to review data, address roadblocks, and share best practices to achieve at least 2 grade-level lessons per week

Office Hours
Wednesday, February 28 from 11:00-12:00 CT
Registration link here

Contact Chanda at chanda@zearn.org with questions.

Questions?

Closing and Next Steps

TEA Office Hours

Office Hours are an opportunity to receive further technical support & high-level guidance. Office hours topics can include technical assistance (accessing & submitting the Qualtrics survey), referrals to TEA resources, and high-level reviews of dates, timelines, and estimated funding.

Examples:

- An LEA is having trouble accessing or filling out the Qualtrics survey and attends for assistance.
- An LEA wants to ensure the timeline of a LASO initiative aligns with current district programs.

TEA Office Hours will take place on:

Thursday, February 29th| 1:00-2:00 P.M. CST
Registration Link

Next Steps

- Attend MSC Provider Office Hours (optional)
  - See individual providers for dates / times 2/26 – 3/1
  - More detailed information about each provider is also available on the LASO State Approved Provider List.
- Attend TEA's MSC Office Hours (optional)
  - February 29th| 1:00-2:00 P.M. CST - Registration Link
- Complete the Survey (required)
  - Custom link sent via email to Superintendent 2/20
  - If an LEA chooses not to use any available product, the LEA may opt out of this in-kind grant by declining in the survey.
  - Due March 29th, 2024, 5:00 P.M. CST.
- Submit Sample Schedules (details to come)-Due no later than 30 days after start date. (required)
- Data Monitoring Plan (details to come)-Due no later than 30 days after start date. (required)

Points of Contacts

MSC Points of Contact & Resources

- Crysta Workman, Texas Tutoring Specialist
- accelerated.instruction@tea.texas.gov
- LASO 2.0 webpage
- Accelerated Instruction webpage

General Grant Questions

- LASO@tea.texas.gov

Texas Education Agency

Questions?

Texas Education Agency

Appendix

IMPORTANT REMINDERS

- Providers are required to collect Texas Student Data Systems (TSDS) unique 10-digit student ID when rostering students.
- Surveys need to be completed in one sitting. Be sure to collect all needed information prior to beginning the survey.
  - LEAs with many campuses needing licenses may need to allot a few hours.
- Providers and LEAs will be matched on a first come, first served basis.
- You cannot request more than your allotted licenses. Be sure to reference your award letter.
- **Grant Assurance: SY 24-25 Year 1 consideration**:
  - When selecting a start date, licenses not accessed by October 31, 2024 can result in a reduction in non-accessed licenses or possible removal from the provider selected if zero access has occurred. Please be sure to allow time for rostering/ training before this date so students can log in and access issued licenses before this time. (This could risk the LEA's removal from the MSC grant)

Provider Selection

There will be a limit of two providers per campus unless full grade-level coverage can't be met by two providers (must be approved by TEA).

A few reminders:

To select a provider that has a campus-wide license, the campus must commit to using the campus-wide license with at least 225 students per campus, or if a campus has less than 375 students enrolled in covered grade levels, 60% of students enrolled in covered grade levels must use licenses in order to be considered for campus-wide licenses.

LEAs must select a provider or providers; however, fulfillment of requests is contingent upon license availability and is on a first-come, first-served basis.

Provider Matching Process

TEA will begin matching LEAs with providers on a rolling basis as surveys are completed.

The sooner you complete your survey, the sooner you will be matched with your provider(s).

In the event licenses are no longer available from a particular provider, LEAs will be contacted directly.

Frequently Asked Questions

What is an implementation plan and what should be included in one?

- At a minimum, the grantee will maintain and submit to TEA an implementation plan that contains the following:
- LEA contact for the license implementation
    a. Acknowledgments from campus administrators where the MSC licenses are to be used (answered via the survey)
    b. Campus information and contact for license implementation (answered via the survey)
    c. Total licenses required for each campus (answered via the survey)
    d. Schedules for dedicated time and use case for allocated licenses (details to come)
    e. A data monitoring plan for student progress as well as usage monitoring at the campus and district level (details to come)
    f. Planning and intended use of these licenses in a summer program (answered in application)

What if I want to reduce or increase the number of licenses requested from the application?

- After award notifications have been sent, license requests will be considered on a case-by-case basis at the discretion of the program staff.

What if a portion of our students do not access (log into) licenses we have requested?

- This may cause a reduction in licenses for the duration of the grant.

What if a portion of our students do not meet minimum usage requirements?

- This will decrease the grantee's priority in renewal for year 2 and may reduce overall licenses that are provided.

What if we don’t like the products that TEA selects? Can we opt out? (when is the last date to opt out?)

- Available provider information can be found in the SAPL Deck. If an LEA does not like any of the products, they can decline the award for MSC licenses via the survey.