



# 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  
[isabella.maldonado@tea.texas.gov](mailto:isabella.maldonado@tea.texas.gov)



**Crysta Workman**  
Texas Tutoring Specialist  
[crysta.workman@tea.texas.gov](mailto:crysta.workman@tea.texas.gov)



**Dr. Colby Self**  
Director of Texas  
Tutoring Supports  
[colby.self@tea.texas.gov](mailto:colby.self@tea.texas.gov)

# 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](mailto:Accelerated.instruction@tea.texas.gov).



# MSC General Information

# MSC Timeline

Key

Required

Optional

FYIs

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



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



# My Math Academy®

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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**



**Our Approach**

Research Partners  
Efficacy  
District Partners



***My Math Academy***

Pathway to Mastery  
TEKS Coverage  
Data Insights



**Support for LEAs**

Automated Data Journeys  
Customer Success Manager  
Usage Expectations and Office Hours



# 1. OUR APPROACH





# My Math Academy<sup>®</sup>

## Evidence-Based Solution

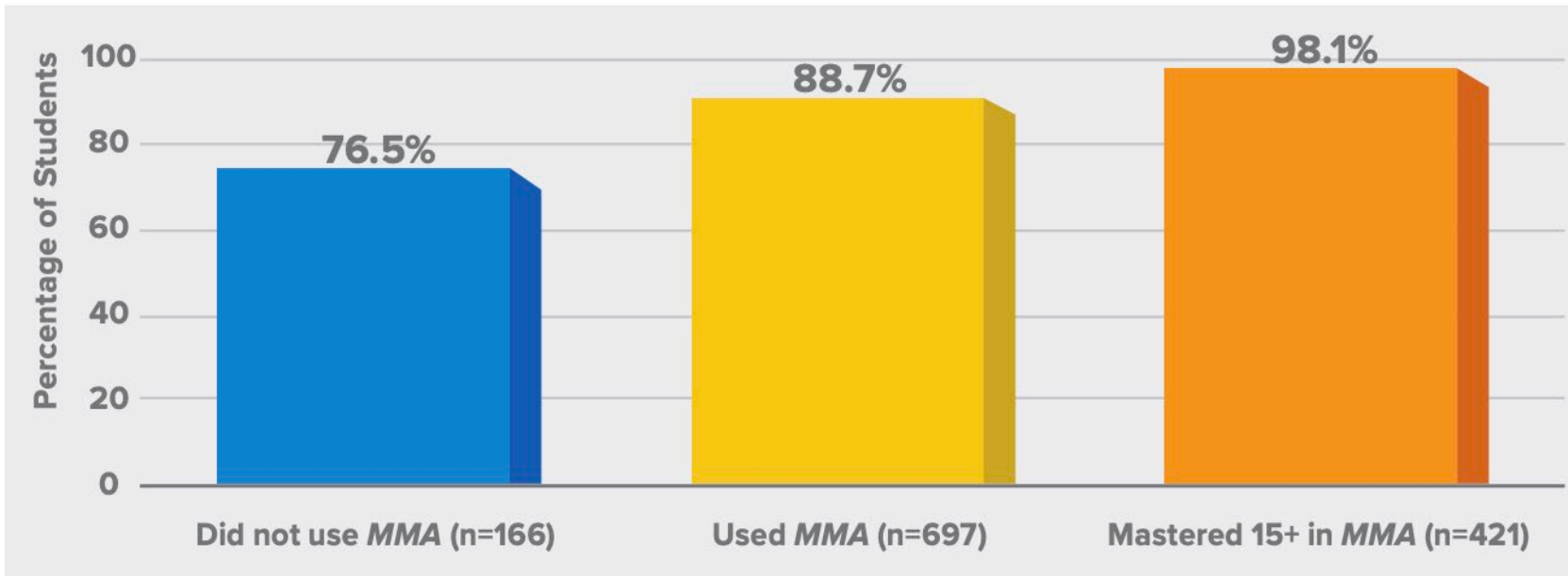
- Accelerates learning
- Increases students' engagement, confidence, and motivation



SRI International



# 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

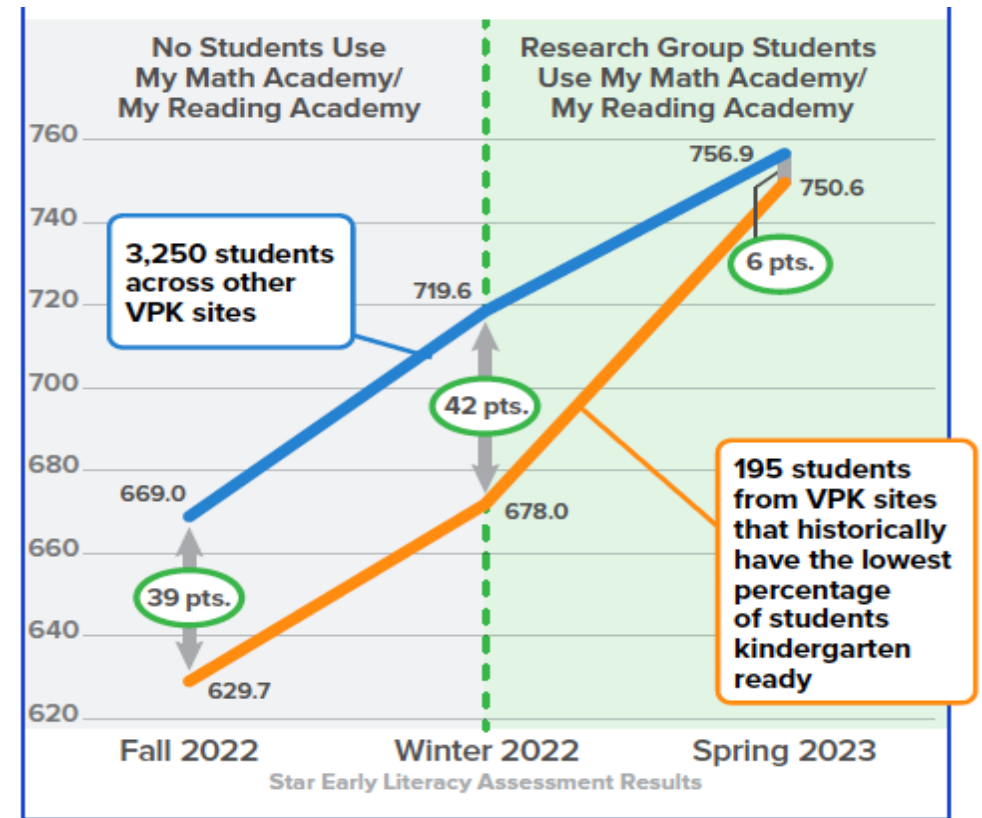


# 2023 Research: Programs Narrow Opportunity Gap for Pre-K Students

**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



**LAUSD**  
UNIFIED



**Orange County  
Public Schools**



**ATLANTA  
PUBLIC  
SCHOOLS**

**CCSD**  
CLARK COUNTY  
SCHOOL DISTRICT



**Fairfax County  
PUBLIC SCHOOLS**



**BVPS**  
BRISTOL VIRGINIA PUBLIC SCHOOLS



**DALLAS**  
INDEPENDENT SCHOOL DISTRICT



**Spartan STRONG**  
Where everyone learns, teaches, and belongs.  
GREENVILLE CENTRAL SCHOOL DISTRICT



**SAYREVILLE  
SCHOOL DISTRICT**

**St. Lucie**  
PUBLIC SCHOOLS



**CCPS**  
Collier County Public Schools



# Our Texas Partners

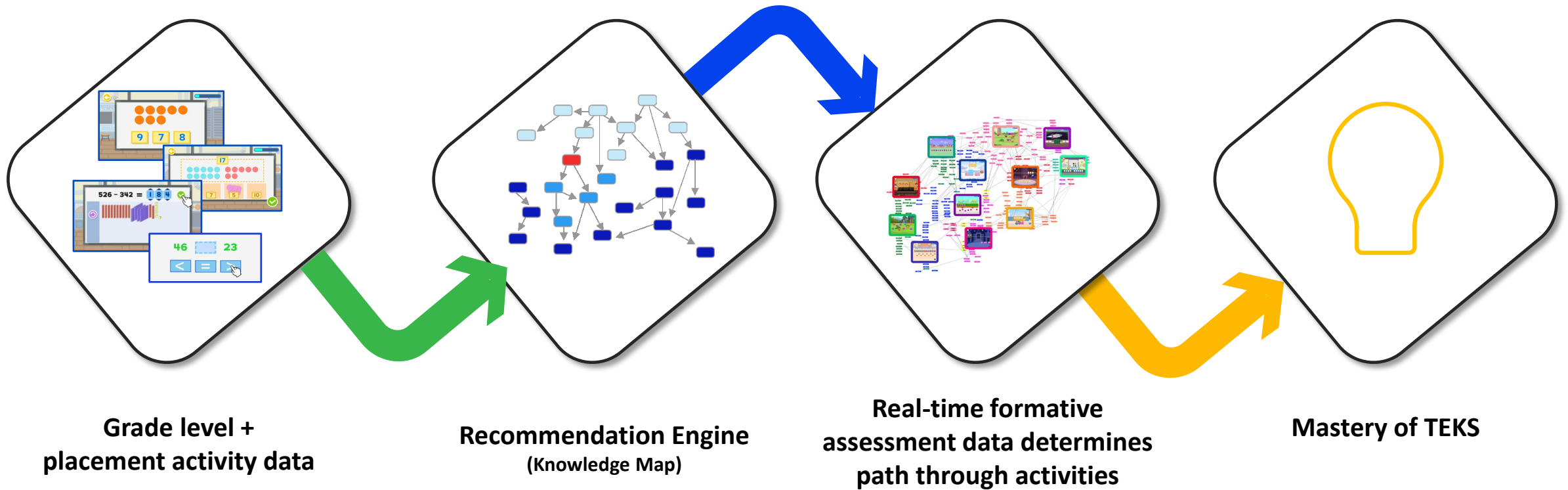


- Uvalde
- Dallas ISD
- Irving ISD
- Tyler ISD
- Ector County ISD
- Harlingen CISD
- Socorro ISD
- Laredo ISD
- Corsicana ISD
- Elgin ISD
- Lake Travis ISD

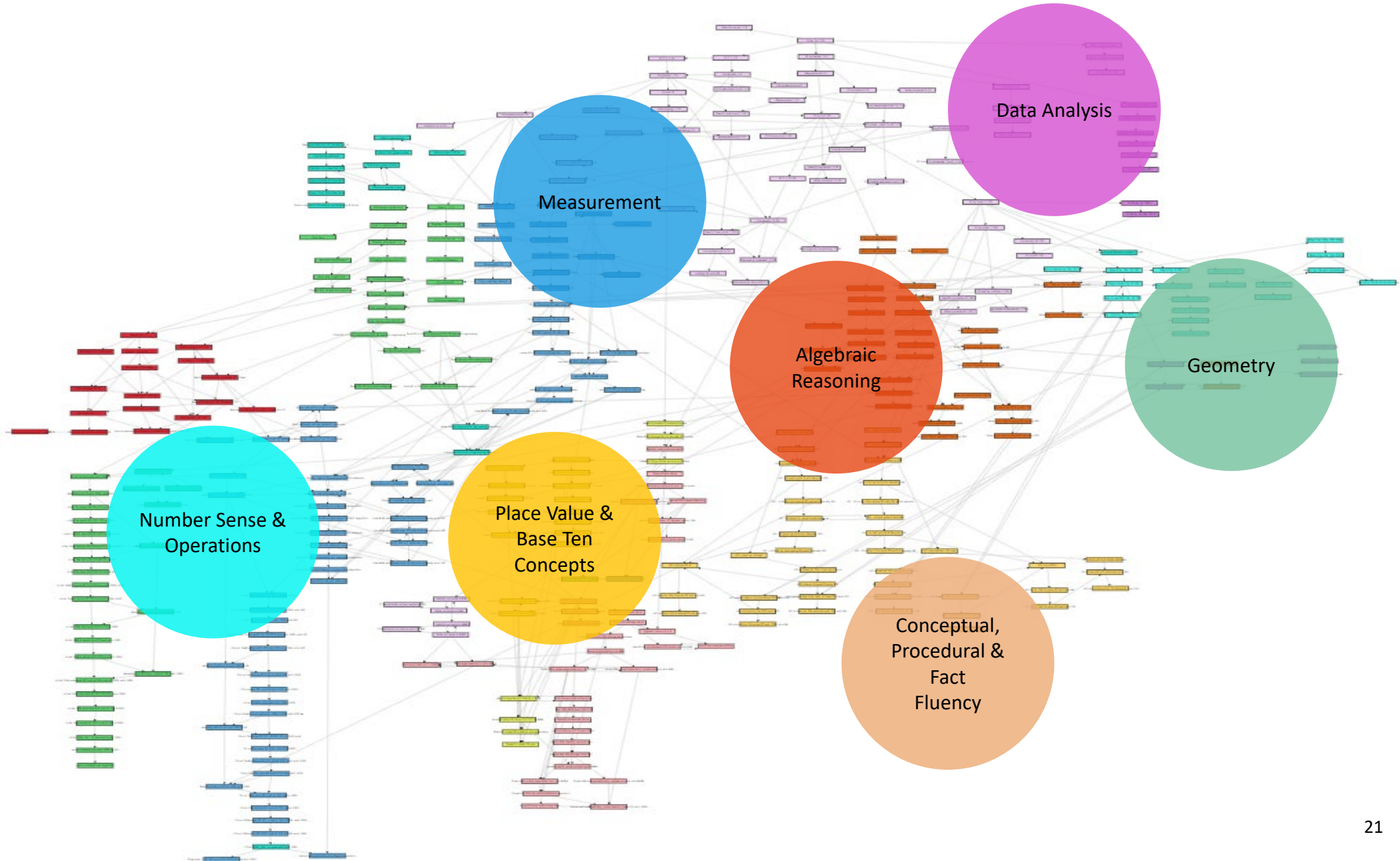
2.

**My Math Academy<sup>®</sup>**

# Pathway to Mastery Learning



# Comprehensive TEKS Coverage



# Adaptive Learning

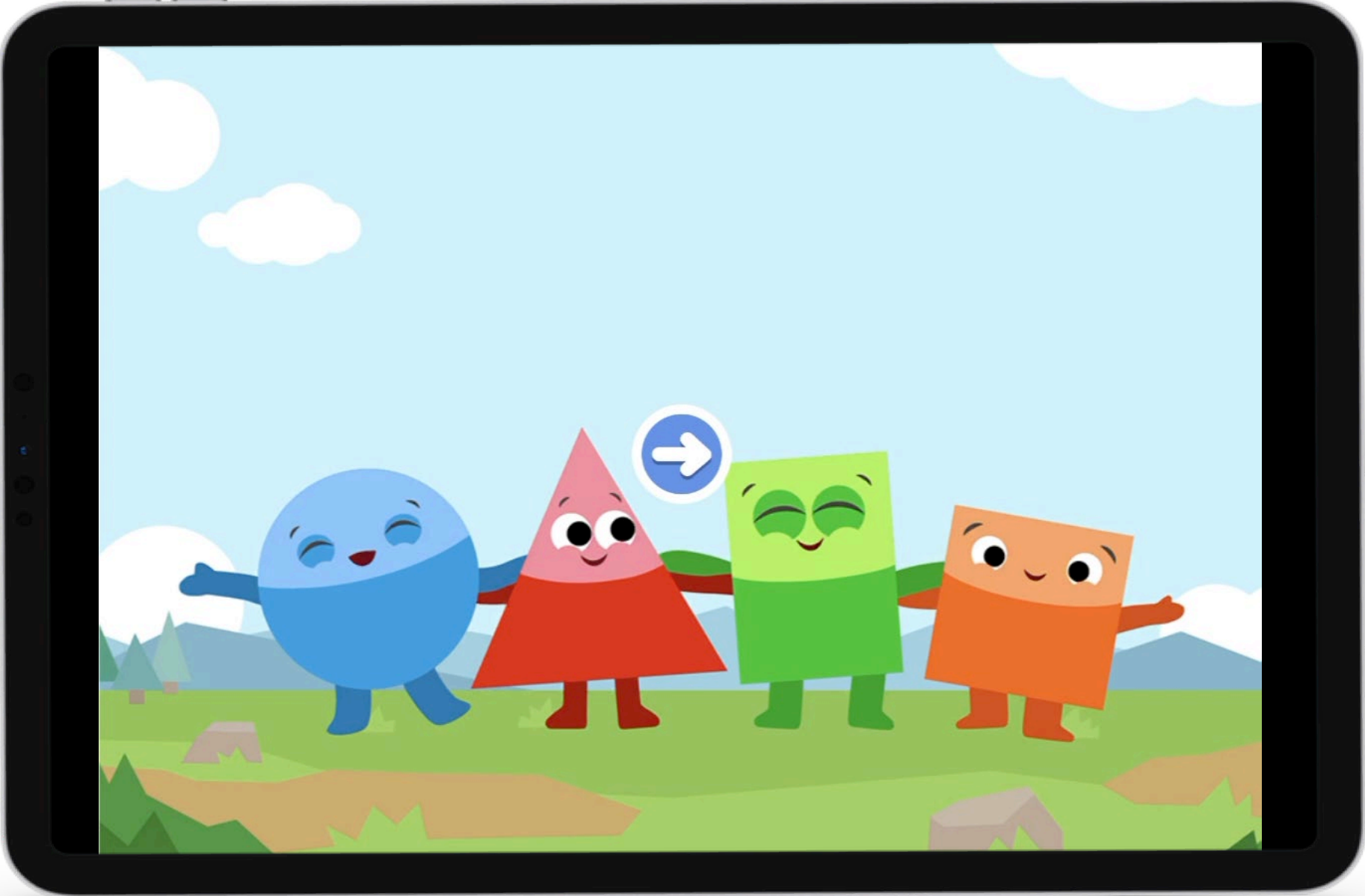
200 STUDENTS

A grid of 40 small educational cards arranged in 8 rows. Each card features a colorful illustration and a progress bar with stars. The progress bar is divided into 'Pretest' and 'Boss' sections. The cards are distributed as follows:

- Row 1: 4 cards with a school building background.
- Row 2: 4 cards with a fairground background.
- Row 3: 5 cards with a stage background.
- Row 4: 5 cards with a stage background.
- Row 5: 4 cards with a bridge background.
- Row 6: 4 cards with a landscape background.
- Row 7: 4 cards with a landscape background.
- Row 8: 4 cards with a landscape background.

The fifth card in the fourth row is highlighted with a yellow star.

# Pre-K Direct Instruction



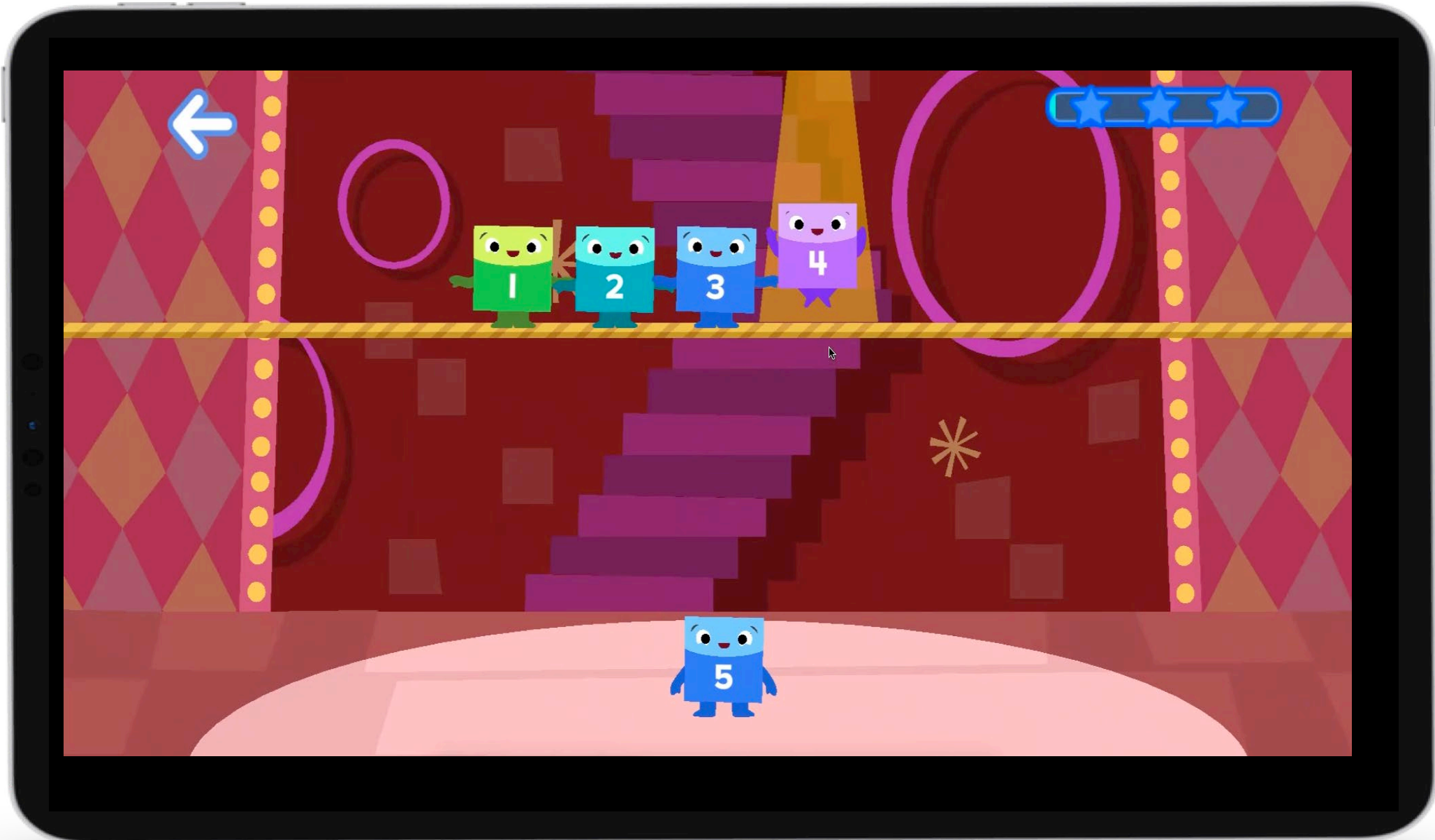
PK4.V.A.4  
Child instantly recognizes the quantity of up to 6 objects without counting (subitizes).



# Focused Instruction: Number Sense & Operations – Subtraction (2<sup>nd</sup> Grade)









# Focused Instruction: Multiplicative Comparisons (4<sup>th</sup> Grade)



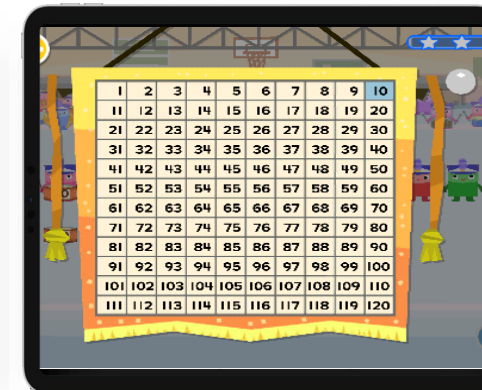
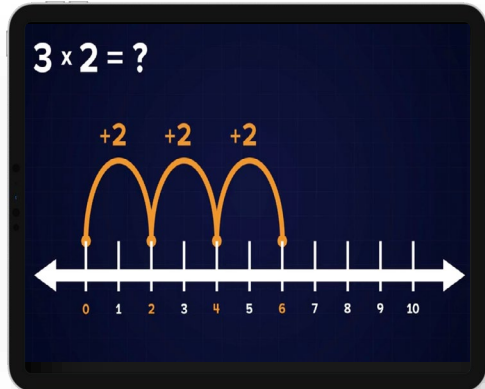
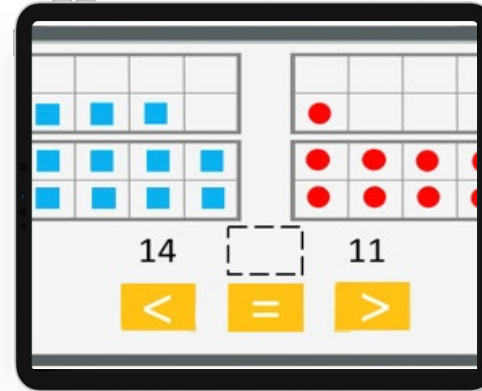
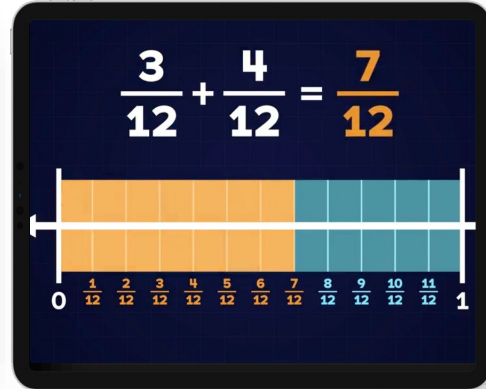
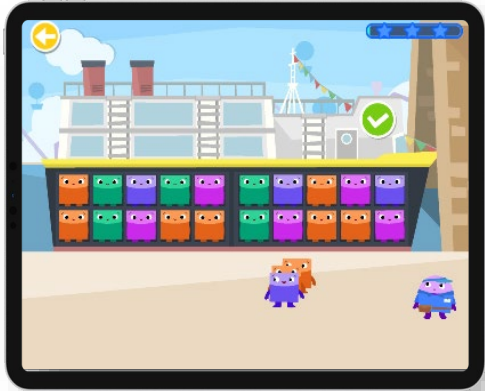
The goats eat 3 hay bales each day. The elephants eat 6 times as many hay bales as the goats. How many hay bales do the elephants eat in a day?

**Calculator interface:** Includes buttons for +, -, =, ×, ÷, ?, 1, 2, 3, 4, 5, 6, 7, 8, 9, 0, and a trash icon.



# Digital Math Manipulatives



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



# Data-Driven Insights – District & Building Administrators

**Age of Learning**  
School Solutions Educator Center

English Welcome, Ms. !

My Math Academy

[Dashboards](#)

[Accounts](#)

[Resources](#)

[Reports](#)

**[District Name] - Progress**

Last updated 02/08/2020 at 3:30 pm PDT (Next update upon refresh)

[Filters](#)

This Week

Overall

[Download CSV](#)

[Print](#)

**% Of Students Who Have Achieved Their Skills Goal This Week**

83%

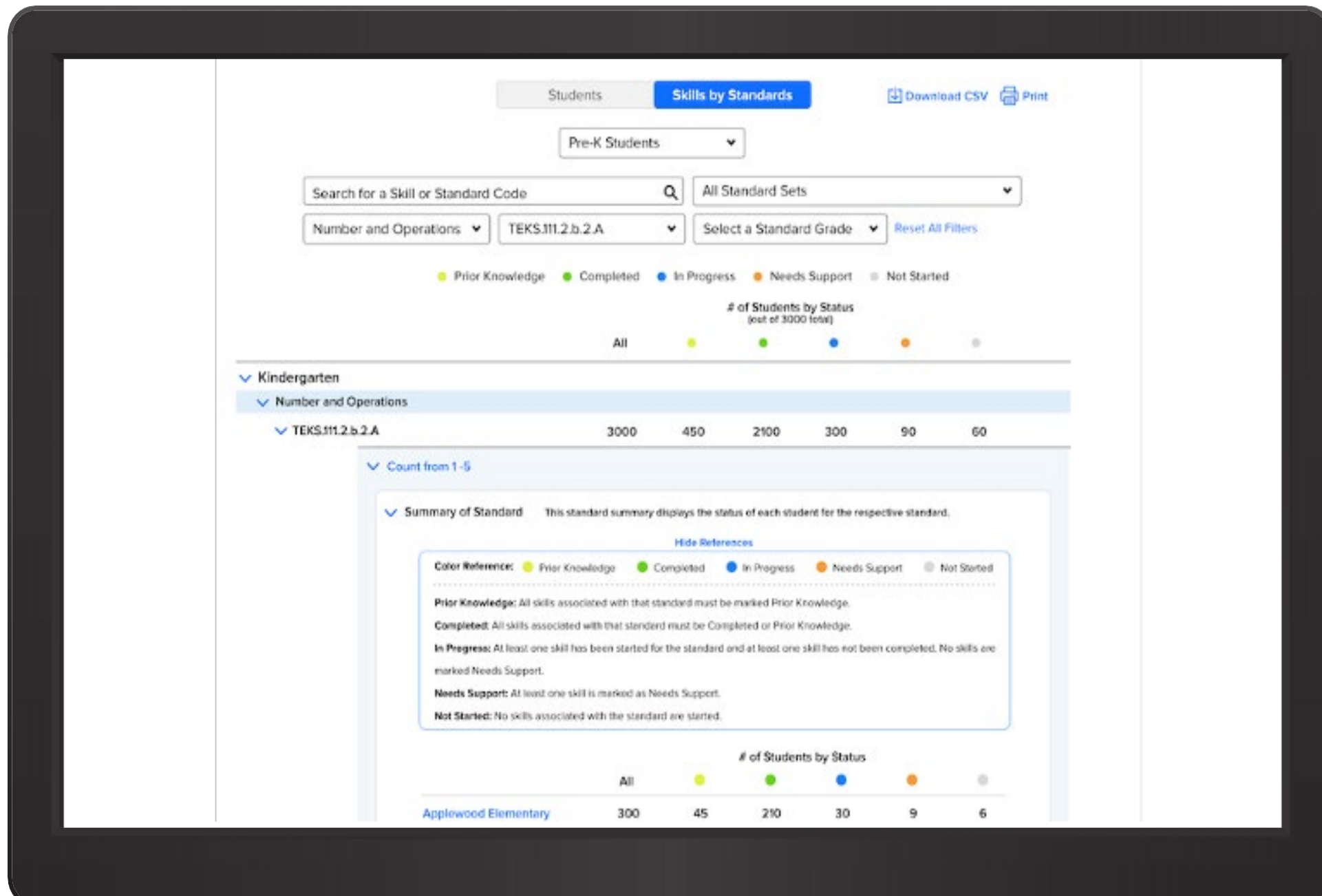
**Skills Progress Status**

● Needs Support
 ● In Progress
 ● Completed
 ● Placement Test Completed

Click each colored circle below for the number of students in each status

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

# Data-Driven Insights – District & Building Administrators





# Data-Driven Insights – Educators

**Congratulations! Jessica has met this week's 60-minutes goal.**

We recommend playing 15–20 minutes/day, 4 days/week!

● Not On Track   
 ● On Track   
 ● Met Goal

41 Minutes

19 Minutes to go!

15 min                      30 min                      45 min                      60 min

### Jessica's Engagement

Tuesday, November 14, 2023 at 4:37 pm PST

**Time (mins):**    S At School    H At Home

Month	At School (mins)	At Home (mins)	Total (mins)
Aug	46	15	61
Sep	154	65	219
Oct	168	87	255
Nov	91	58	149

< Jun    Jul    Aug    Sep    Oct    Nov    >

This Week    By Week    By Month    Overall

**Skills Completed**

- Nov ×
- ✓ Write a subtraction number sentence (with a difference less than 10) to represent a situation
- ✓ Count base ten blocks representing a two-digit number
- ✓ Find the missing part of a number family when given the other part and the whole
- ✓ Find the missing whole in a number family when given two parts
- ✓ Use a number line to add a one-digit number to a two-

Month	Skills Completed
Aug	4
Sep	8
Oct	9
Nov	7

< Jun    Jul    Aug    Sep    Oct    Nov    >

This Week    By Week    By Month    Overall

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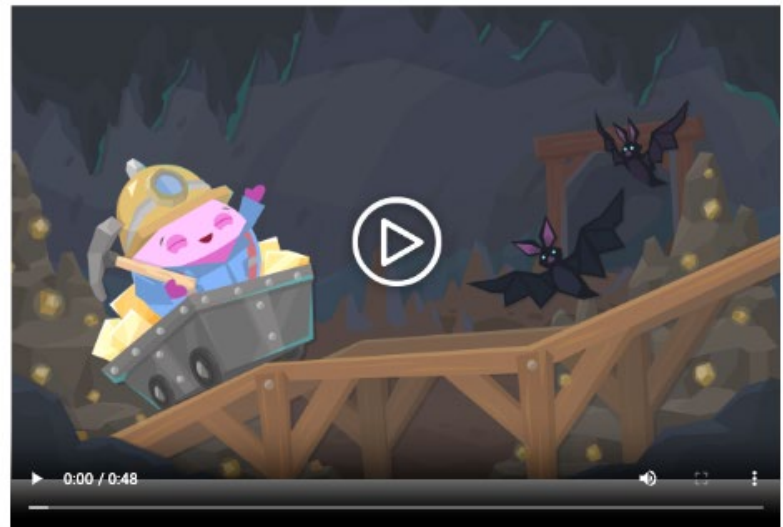
**What Jessica Is Working On This Week**

# Data-Driven Insights – Actionable Resources for Educators

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

Florida 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

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

Print/Download

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

**Purpose** To describe why regrouping is needed using mathematical language.

**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.

**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 solving a similar problem. Have students who were correct explain

Hundred Chart for Multiples of Two

1	<u>2</u>	3	<u>4</u>	5	<u>6</u>	7	<u>8</u>	9	<u>10</u>
11	<u>12</u>	13	<u>14</u>	15	<u>16</u>	17	<u>18</u>	19	<u>20</u>
21	<u>22</u>	23	<u>24</u>	25	<u>26</u>	27	<u>28</u>	29	<u>30</u>
31	<u>32</u>	33	<u>34</u>	35	<u>36</u>	37	<u>38</u>	39	<u>40</u>
41	<u>42</u>	43	<u>44</u>	45	<u>46</u>	47	<u>48</u>	49	<u>50</u>
51	<u>52</u>	53	<u>54</u>	55	<u>56</u>	57	<u>58</u>	59	<u>60</u>
61	<u>62</u>	63	<u>64</u>	65	<u>66</u>	67	<u>68</u>	69	<u>70</u>
71	<u>72</u>	73	<u>74</u>	75	<u>76</u>	77	<u>78</u>	79	<u>80</u>
81	<u>82</u>	83	<u>84</u>	85	<u>86</u>	87	<u>88</u>	89	<u>90</u>
91	<u>92</u>	93	<u>94</u>	95	<u>96</u>	97	<u>98</u>	99	<u>100</u>

Find the Missing Number (Skip Count by 2)

80, 82, 84, 86, 88, 90, 94, 96, 98

16, 18, 20, 22, 24, 28, 32, 34, 36

68, 70, 72, 74, 76, 78, 80, 82, 86

52, 54, 56, 58, 60, 62, 66, 68, 70

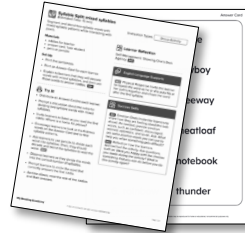




# Seamless Integration to Classroom Routines (PK-2)



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

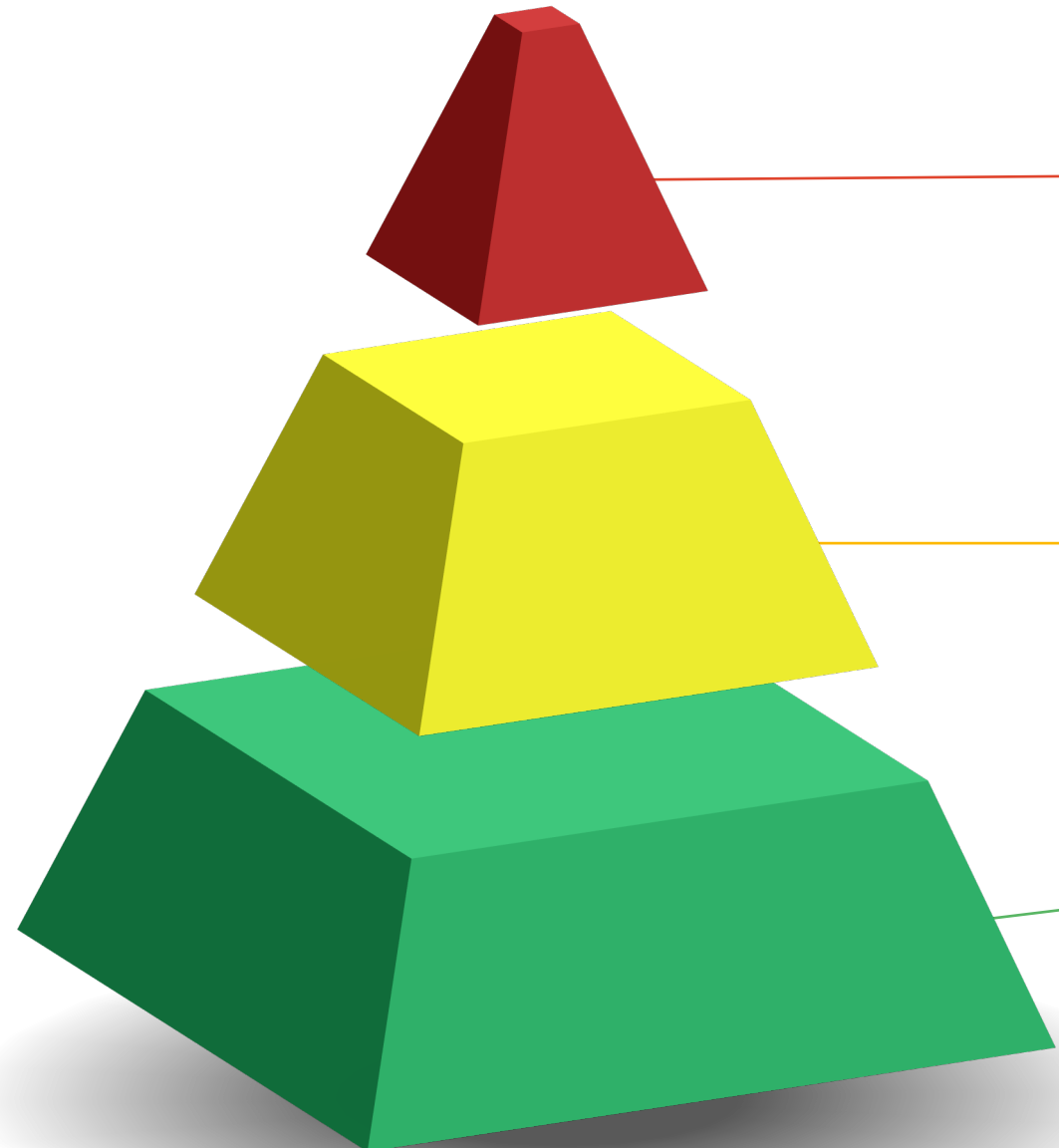


Whole Group Mini Lessons using Age of Learning's Educator's Center resources.

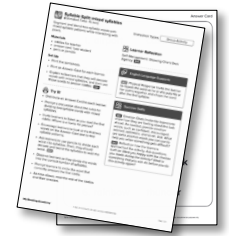


Adaptive instruction with *My Math Academy*

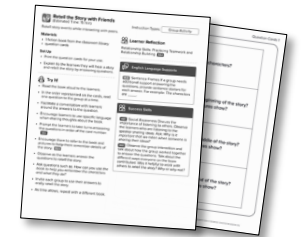
# Supports for MTSS Framework



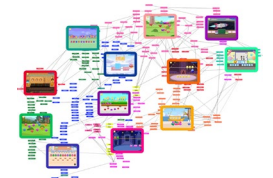
Teacher-led intensive intervention designed to address individual needs with evidenced-based instruction.



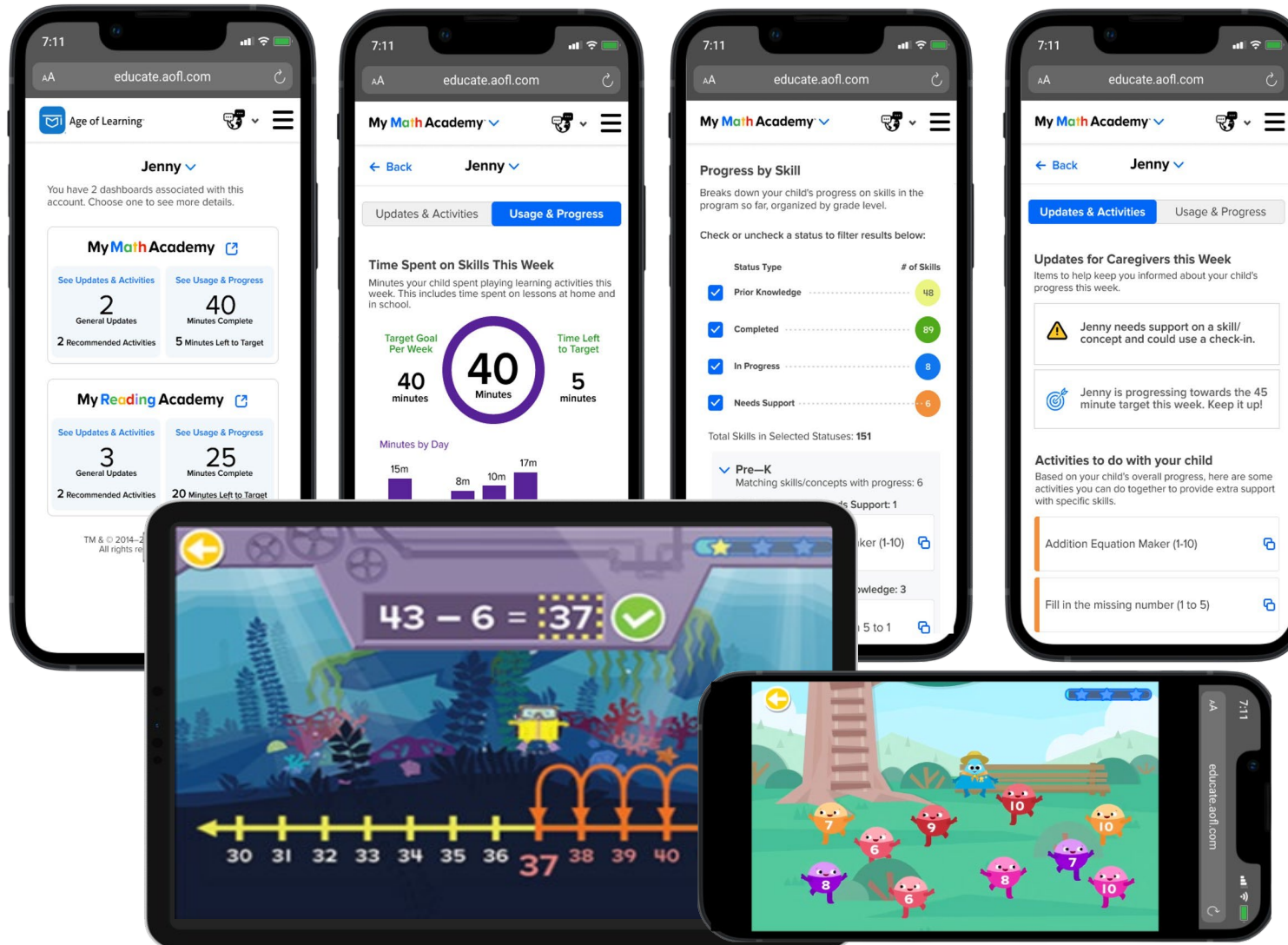
Teacher-led, targeted instruction designed for small group teaching and learning.



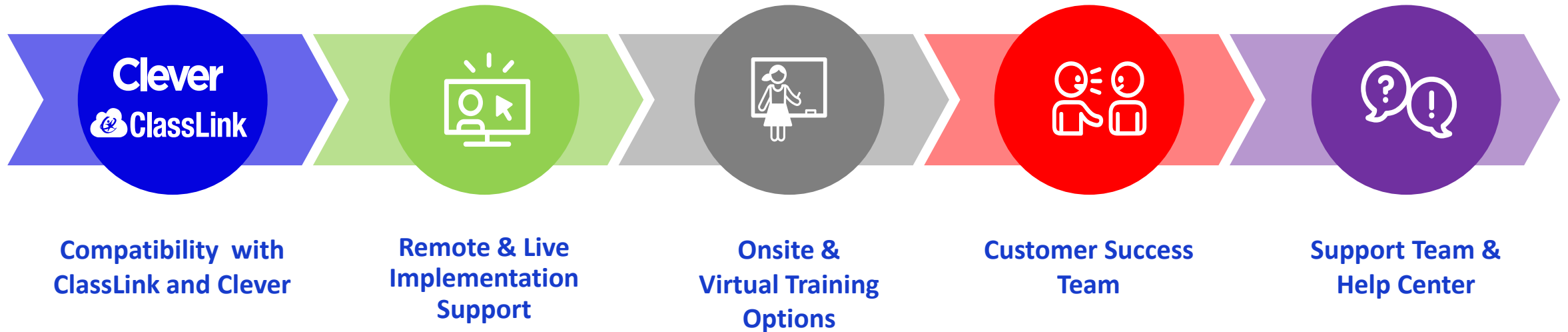
Personalized instruction for ALL students with *My Math Academy* offline activities.



# Data Driven Insights – Caregivers



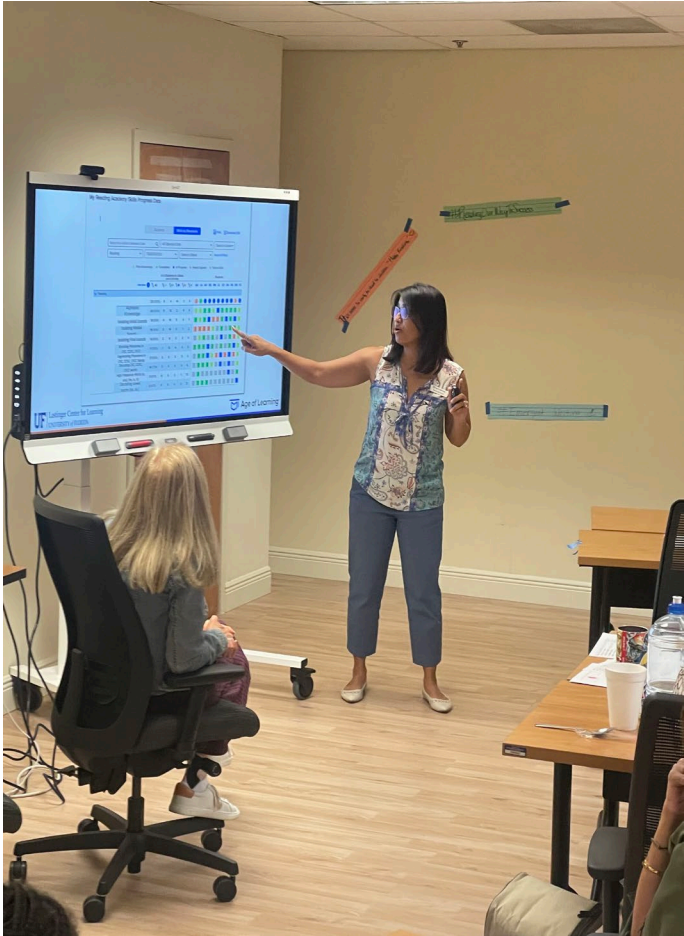
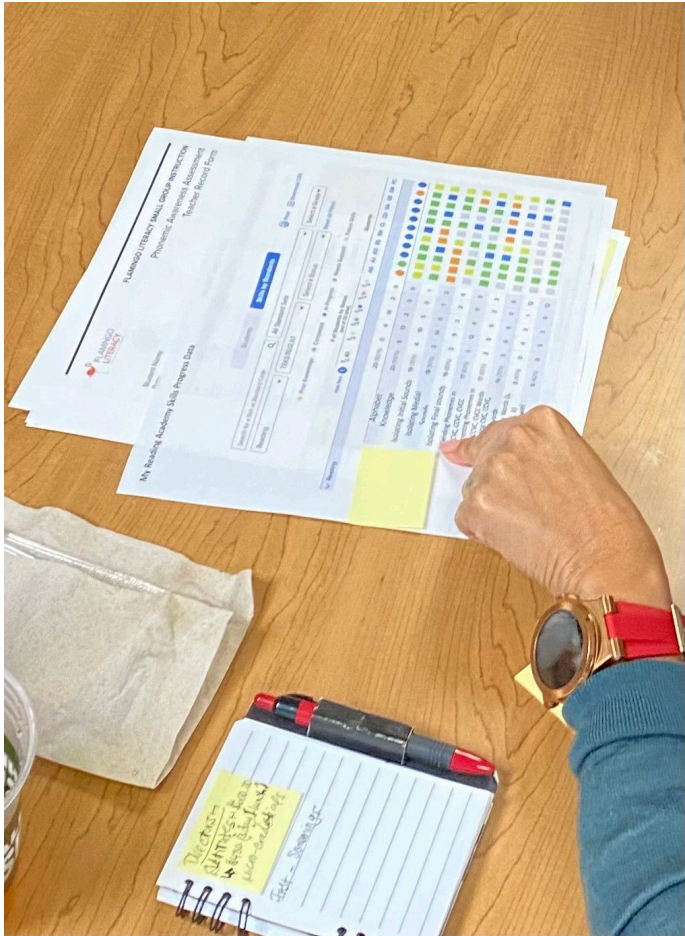
# Easily Integrated into the Classroom from Onboarding to Full Adoption



### 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](https://bit.ly/aoflregistration)

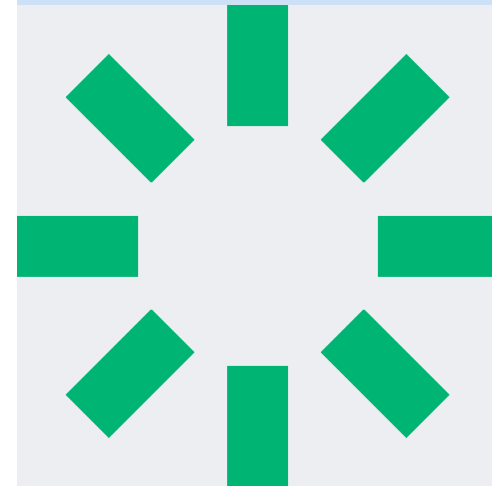




**Carnegie Learning (MATHia) 10:20-  
10:30**

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)

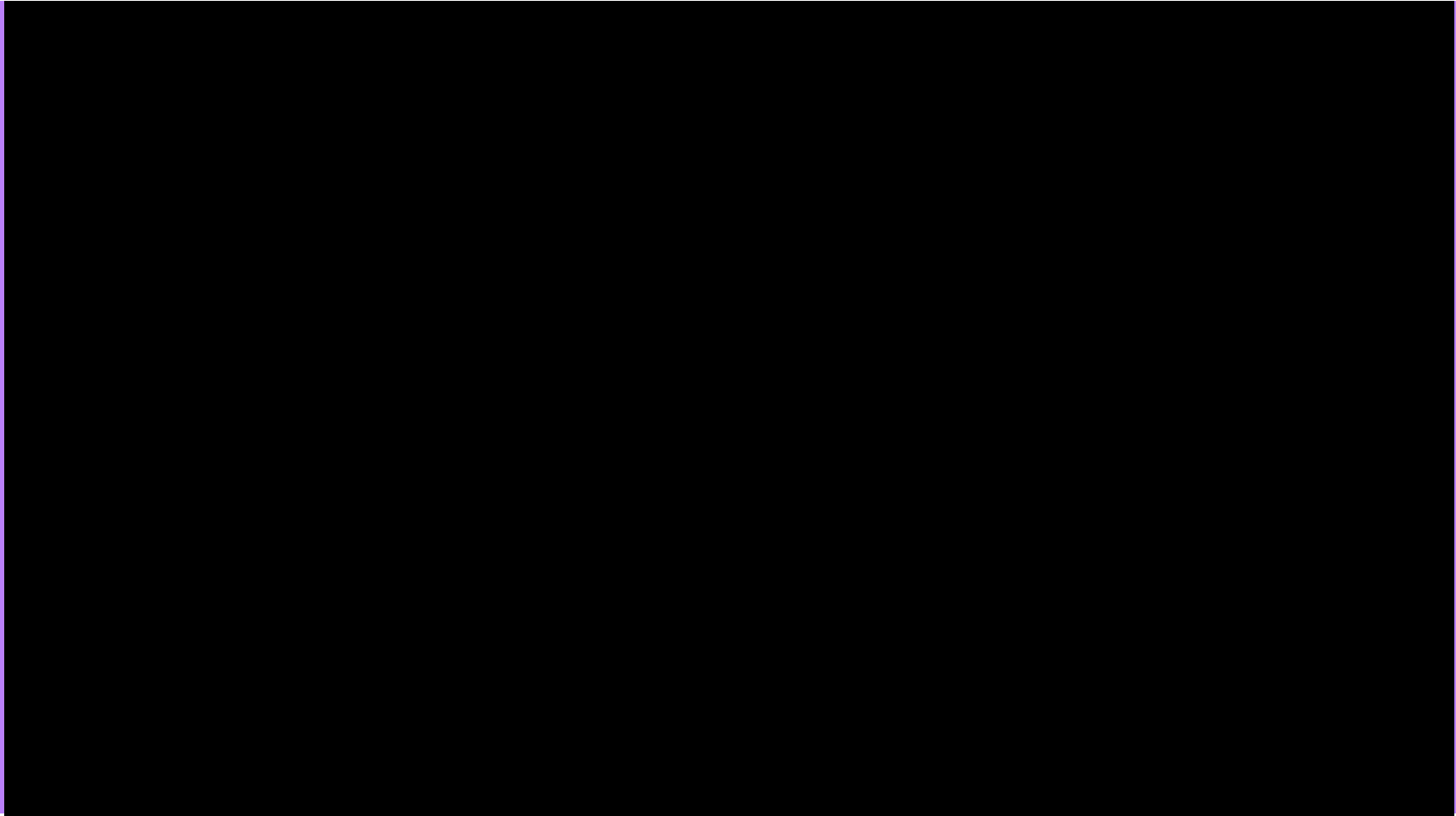


# MATHia in action



# MATHia Overview

## Powerful Personalized Learning





# What Teachers Love About MATHia

MATHia mirrors a human coach.

A yellow hint box with a close button (X) in the top right corner. The text inside reads: "Choose the reason that the dividend was divided into  $\frac{1}{4}$  sized pieces." Below the text, it says "Hint 1 of 3" and has "Previous" and "Next" buttons.

MATHia builds a personalized learning experience for students.

A screenshot of the MATHia student dashboard. It shows a user profile for "Randy Dias", a progress bar for "Primary Modules", and a list of modules with progress indicators. The dashboard is organized into sections for "Primary Modules", "Additional Modules", and "MODULE 1: Thinking Proportionally with Readiness".

MATHia presents students with ongoing feedback.

A screenshot of the Skillometer interface. It features six circular progress indicators arranged in a 2x3 grid. The first three are blue and the last three are green. The text next to them lists skills: "Identify number of y-intercepts.", "Enter minimum y-value.", "Identify domain.", "Identify number of x-intercepts.", "Enter maximum x-value.", and "Identify range." At the bottom, it says "3 out of 8 skills mastered".

MATHia helps educators leverage data.

A screenshot of the MATHia educator reports dashboard. It shows a summary of student performance with three colored boxes: "4 STUDENTS ON TRACK" (green), "1 STUDENT APPROACHING" (orange), and "3 STUDENTS OFF-TRACK" (red). Below this is a line graph titled "APLSE OVER TIME" showing a trend from 0 to 991. To the right, there are several key metrics: "AVERAGE APLSE 38% as of 05/08/17", "SCORE DISTRIBUTION" (50% On-Track, 12.5% Approaching Proficiency, 37.5% Needs Remediation), "AVERAGE WORKSPACES COMPLETED 41%", "AVERAGE IMPROVEMENT 75%", "AVERAGE HINTS AND ERRORS" (On-Track), and "AVERAGE PACE" (On-Track).



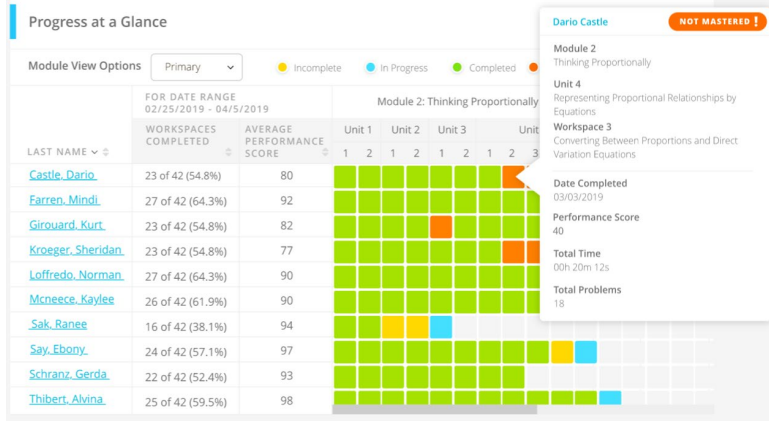
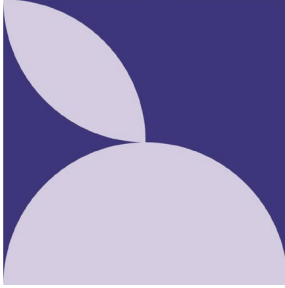
# Personalized Experiences

Live Hint

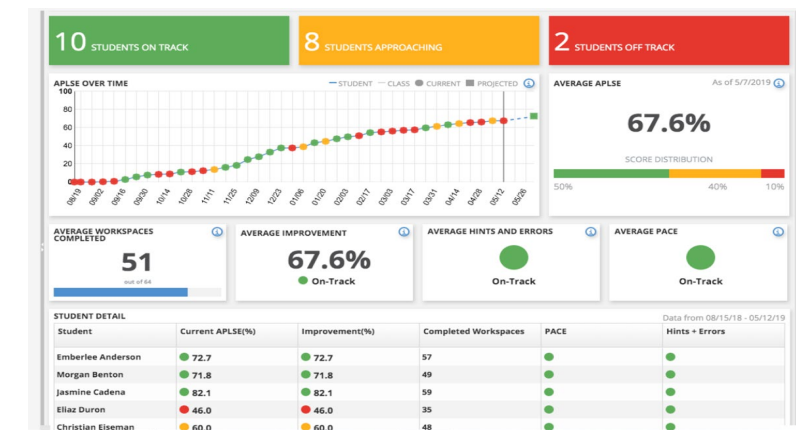
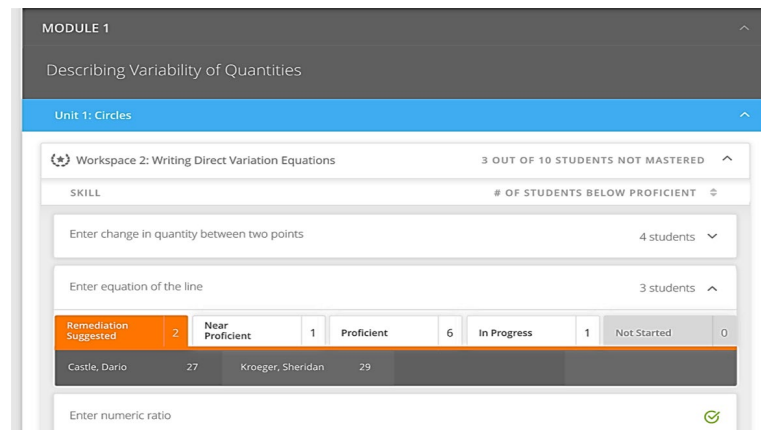
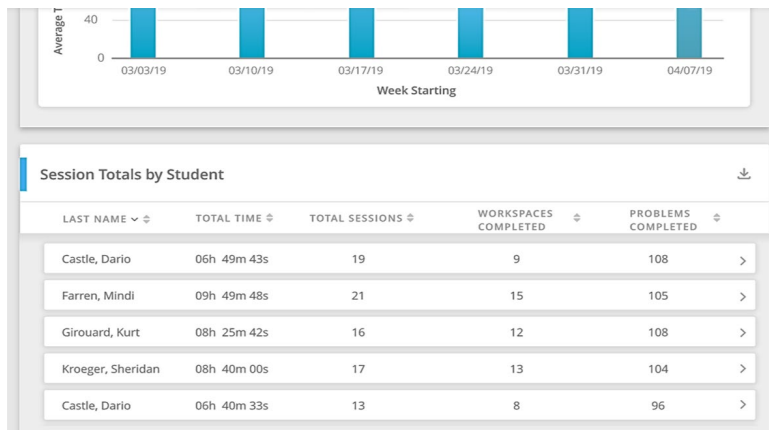
MATHia Software with AI

True Differentiation

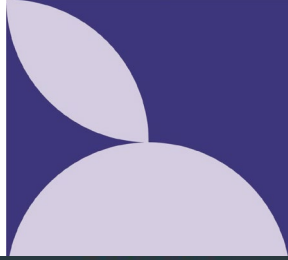
# MATHia Reports



Progress Report  
Session Report  
Skills Report  
Standards Report  
APLSE Report



# MATHia Leadership Reports



LEADERSHIP REPORTS  
CLASS AND STUDENT REPORTS

Reset Generate Report

Week Range: 5 weeks  
From (Mon) 02/05/18 To (Sun) 03/11/18

Choose Schools:

- Select All
- District A: High School
- District A: Junior High School
- District A: Middle School
- District B: High School
- District B: Middle School
- District C: Semester School

Leadership Report (beta)

Leadership Report

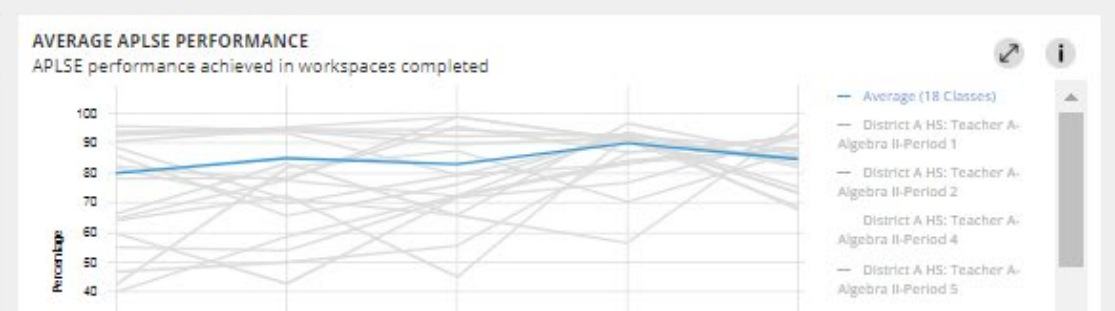
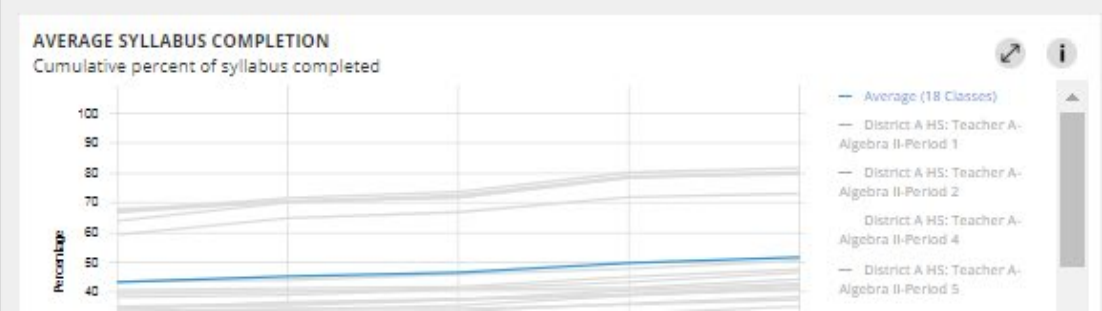
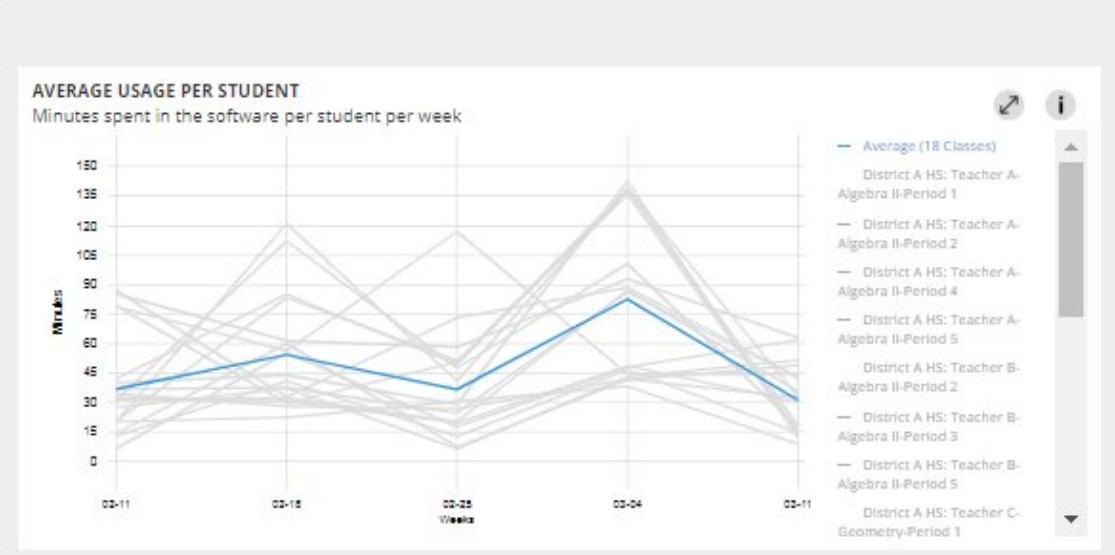
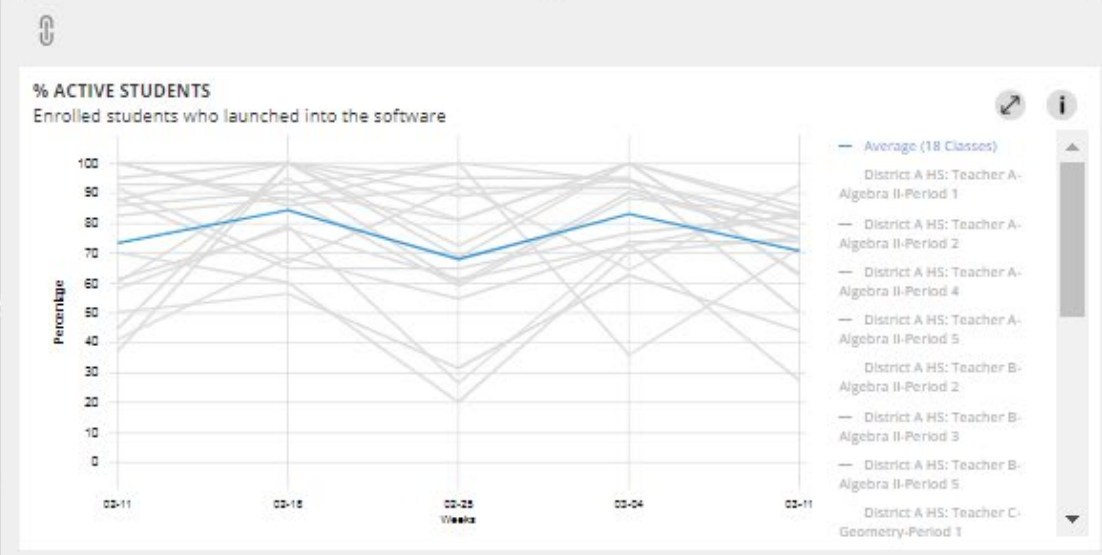
1 School selected 18 Classes selected All Class Categories included All Class Profiles included Period: 02/05/18 to 03/11/18

ACTIVE STUDENTS 95 % 301 out of 317

AVERAGE USAGE 48 min/wk

AVERAGE SYLLABUS COMPLETION 51 %

APLSE PERFORMANCE 86 %

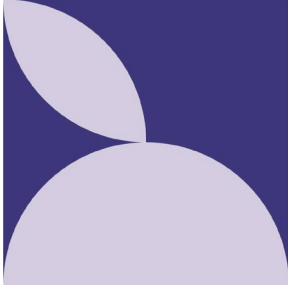


Filter By:

- [+] Class Category
- [+] Profile

# MATHia<sup>®</sup>

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](https://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](mailto:sdoran@carnegielearning.com)  
904.252.8099

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# Get in touch



Kaitlyn Miller

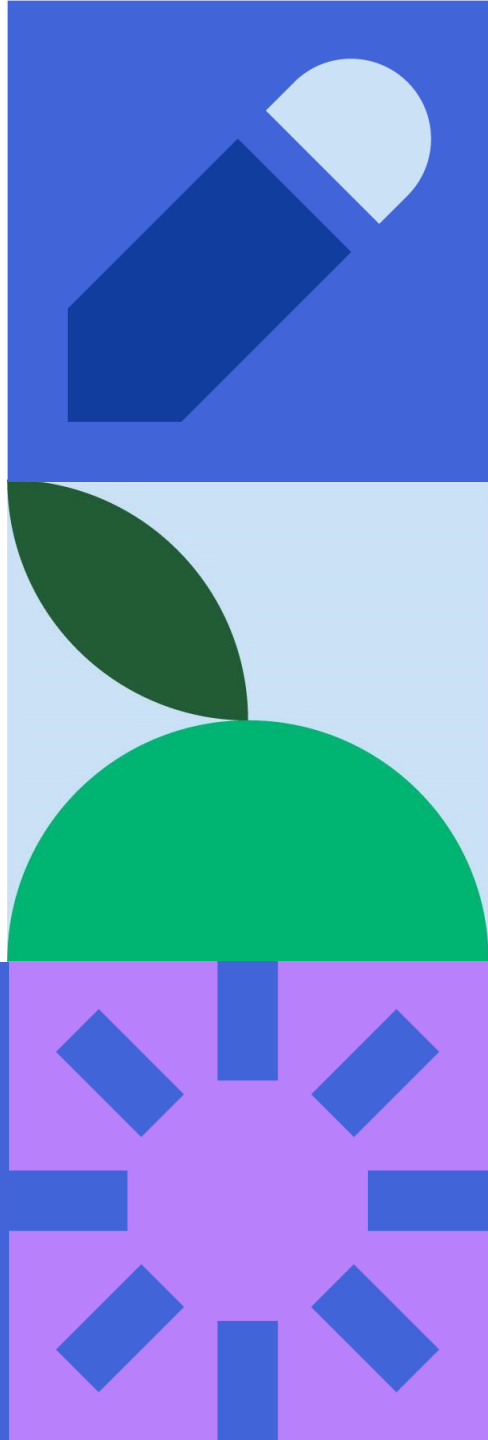
Senior Manager of School Partnerships

[kmiller@carnegielearning.com](mailto:kmiller@carnegielearning.com)

832.348.0475

[www.carnegielearning.com](http://www.carnegielearning.com)

# Thank you





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



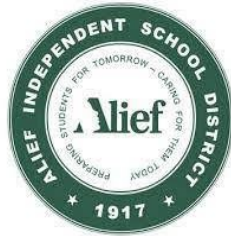
# See Their Potential and Your Impact

*Serving over 13 million students*



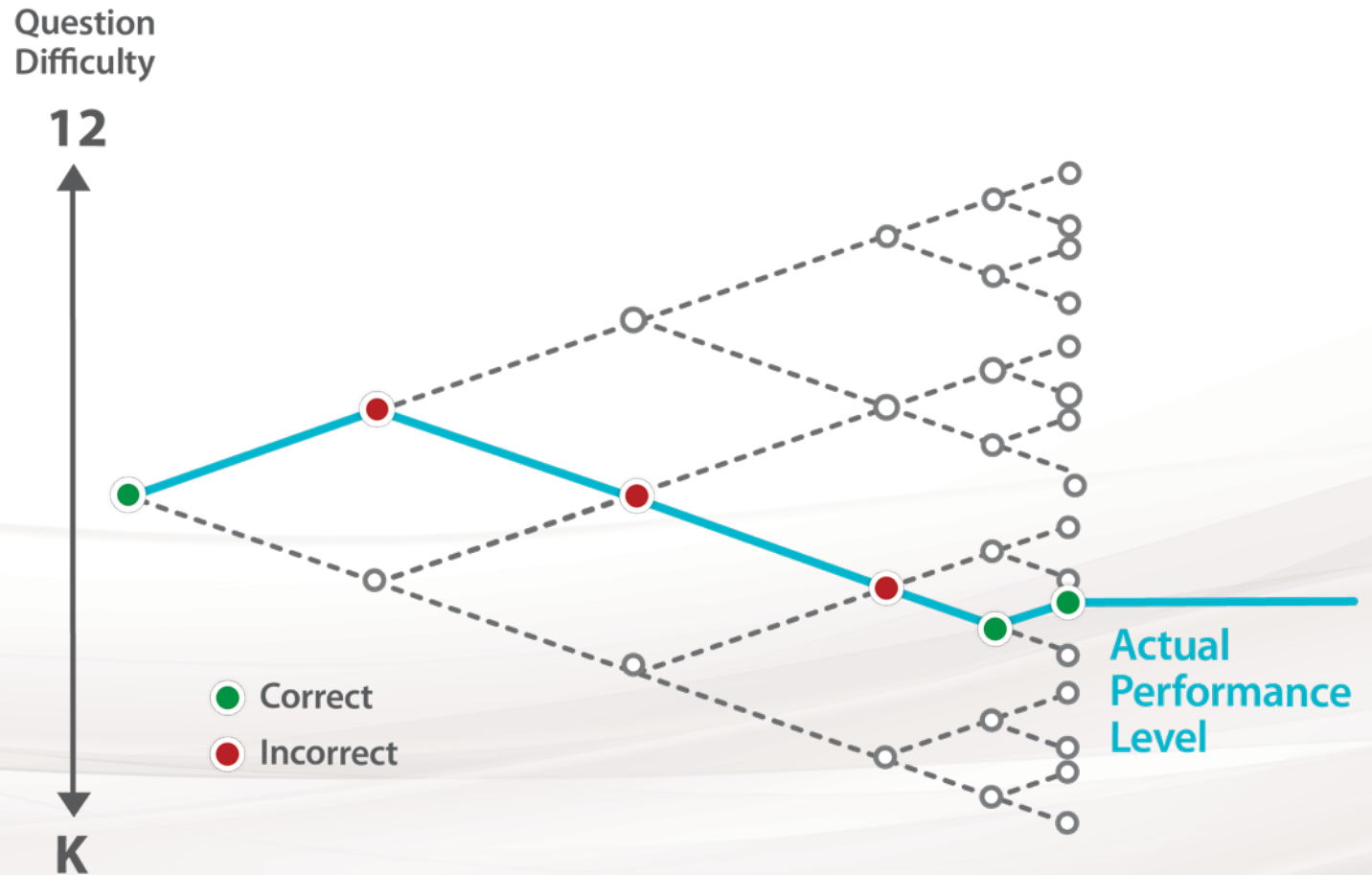
**Curriculum Associates**

# 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®





# Math Domains

Math Domains			
	Grades K–5	Grades 6–8	Grades 9–12
Number and Operations	<p><b>Counting and Cardinality</b></p> <ul style="list-style-type: none"> <li>Counting and Cardinality</li> </ul> <p><b>Number &amp; Operations in Base Ten</b></p> <ul style="list-style-type: none"> <li>Whole numbers and decimals: place value, compare, add, subtract, multiply, divide</li> </ul> <p><b>Number &amp; Operations – Fractions</b></p> <ul style="list-style-type: none"> <li>Fractions: model, compare, add, subtract, multiply, divide</li> </ul>	<p><b>The Number System</b></p> <ul style="list-style-type: none"> <li>Common factors, common multiples, rational numbers including positive and negative integers and fractions, approximating numbers that are not rational</li> </ul>	<p><b>Number and Quantity</b></p> <ul style="list-style-type: none"> <li>The real number system, quantities, the complex number system, vector, and matrix quantities</li> </ul>
Algebra and Algebraic Thinking	<p><b>Operations &amp; Algebraic Thinking</b></p> <ul style="list-style-type: none"> <li>Fluency, number relationships, properties, solving word problems</li> </ul>	<p><b>Ratios and Proportional Relationships</b></p> <ul style="list-style-type: none"> <li>Percent, rates, ratios, slope, equations and graphs of lines</li> </ul> <p><b>Expressions and Equations</b></p> <ul style="list-style-type: none"> <li>Variables, equivalent expressions, exponents, radicals and integer exponents, solve real-world problems</li> </ul> <p><b>Functions</b></p> <ul style="list-style-type: none"> <li>Define, evaluate, and compare functions; model relationships with functions</li> </ul>	<p><b>Algebra</b></p> <ul style="list-style-type: none"> <li>Expressions, arithmetic with polynomial and rational expressions, creating equations, reasoning with equations and inequalities</li> </ul> <p><b>Functions</b></p> <ul style="list-style-type: none"> <li>Interpreting, modeling, and building functions: linear, exponential, quadratic, polynomial, logarithmic, trigonometric, rational</li> </ul>
Measurement and Data	<p><b>Measurement and Data</b></p> <ul style="list-style-type: none"> <li>Customary and metric units, time, money, length, capacity, weight, and mass</li> <li>Geometric measurement</li> <li>Area, perimeter, volume, surface area</li> <li>Creating and interpreting graphs</li> </ul>	<p><b>Statistics and Probability</b></p> <ul style="list-style-type: none"> <li>Randomness, probability distributions, collecting and analyzing data, making inferences and conclusions based on probability and expected values and correlations</li> </ul>	<p><b>Statistics and Probability</b></p> <ul style="list-style-type: none"> <li>Interpreting categorical and quantitative data, making inferences and justifying conclusions, conditional probability, rules of probability, making decisions using probability</li> </ul>
Geometry	<p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Two-dimensional shapes, three-dimensional shapes, lines, segments, points, rays, angles, symmetry, coordinate graphing</li> </ul>	<p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Relationships between geometric figures, angle measures, area, surface area, volume, congruence, similarity, coordinate geometry, Pythagorean Theorem</li> </ul>	<p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Congruence, similarity, right triangles, trigonometry, circles, proofs, constructions</li> </ul>

# Diagnostic Results



Subject

Math

Class/Report Group

Grade 5, Section 1

Diagnostic

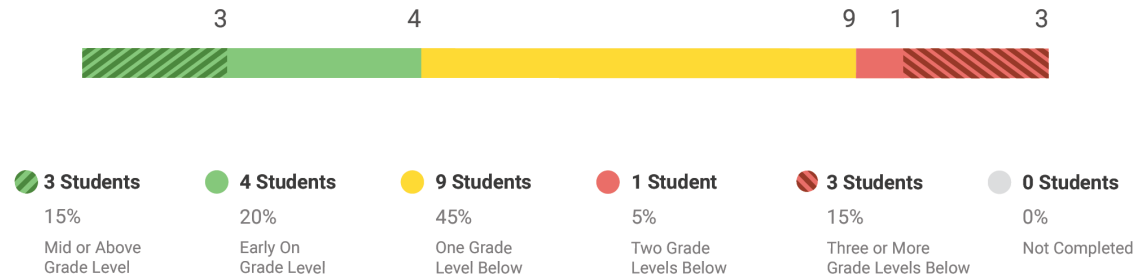
Diagnostic 1

08/31/21–09/30/21

3-Level Placement

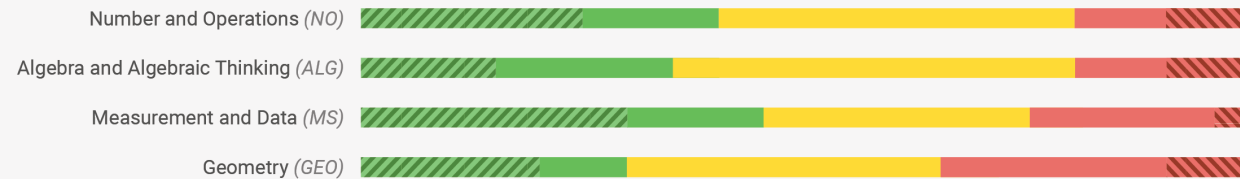
Enhanced  
5-Level Placement

## Overall Placement

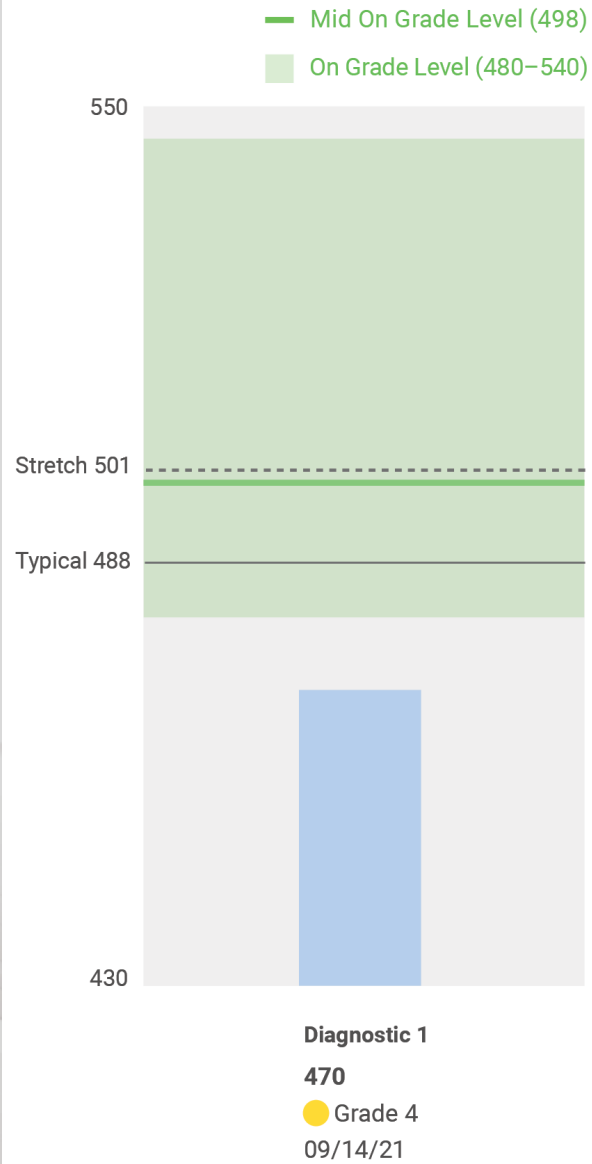


### The Mapping between 5-Level and 3-Level Placements

#### Placement by Domain\*



\*Students not completed are not included.



**Overall**

● Grade 4 (470)  
 Standard Error +/- 7

Domain	Placement	Can Dos & Next Steps
Number and Operations	<span style="color: yellow;">●</span> Grade 4	↓
Algebra and Algebraic Thinking	<span style="color: yellow;">●</span> Grade 4	↓
Measurement and Data	<span style="color: yellow;">●</span> Grade 4	↓
Geometry	<span style="color: red;">●</span> 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

● Grade 4  
449

### Algebra and Algebraic Thinking

● Grade 4  
457

### Measurement and Data

● Grade 4  
466

### Geometry

● 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](#) PDF

[Restar números enteros de varios dígitos](#) PDF

### 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

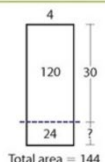
Write "144 ÷ 4" on the board. Have the student estimate the quotient. (between 30 and 40) Explain that the goal is to separate 144 into groups of 4. Help the student choose a multiple of 4 that is easy to subtract, such as 40. Explain that it would take too long to subtract 4 over and over, and that 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.

$$\begin{array}{r} 144 \\ - 40 \quad (4 \times 10) \\ \hline 104 \\ - 40 \quad (4 \times 10) \\ \hline 64 \\ - 40 \quad (4 \times 10) \\ \hline 24 \quad (4 \times 6) \end{array}$$

$$\begin{aligned} 10 + 10 + 10 + 6 &= 36 \\ 144 \div 4 &= 36 \end{aligned}$$

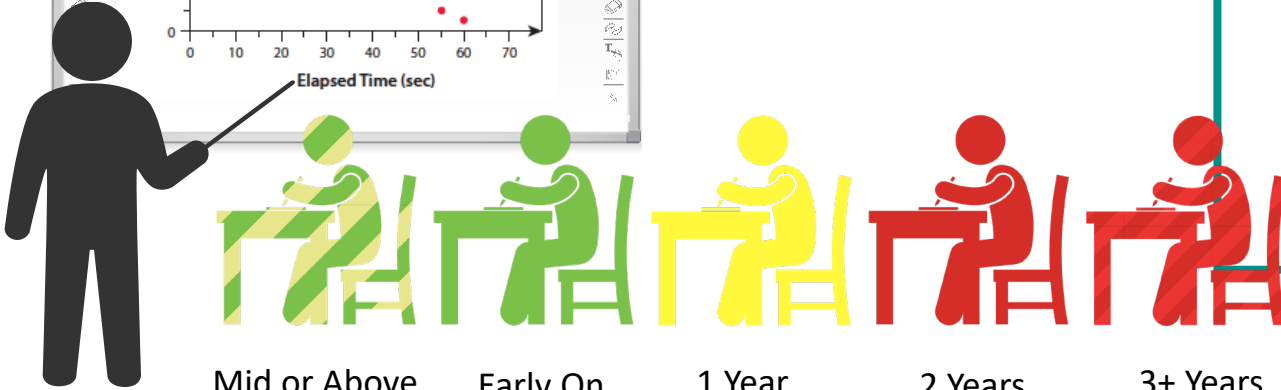
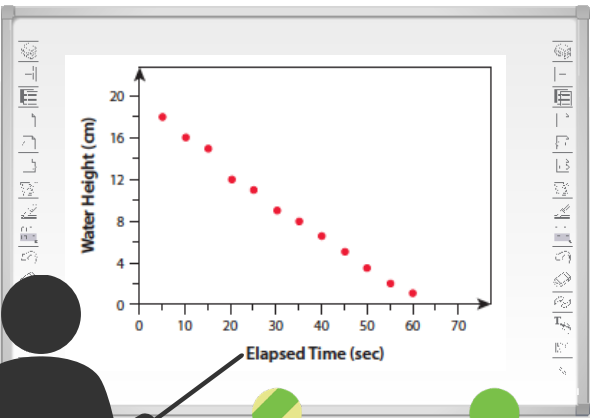
##### Use an Area Model to Divide 15-20 minutes

Use the same problem,  $144 \div 4$ . 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  $(4 \times 3) \times 10$ , 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.



# 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.



Mid or Above Grade Level    Early On Grade Level    1 Year Behind    2 Years Behind    3+ Years Behind

## 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.		<a href="#">PDF</a> Unit and Lesson Support	<a href="#">PDF</a> 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	<a href="#">Recommendations</a>	<a href="#">Recommendations</a>	<a href="#">Recommendations</a>	<a href="#">Recommendations</a>	
Describe two-variable relationships	✓	✓	Additional Support	In-depth Review	
<b>Essential Skill</b> 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, Martin Mckee, Isaac Rosa, Anthony Rowland, Maria 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



Subject: **Math** | School: **Cyprus K-8** | Teacher: **All Teachers** | Class/Report Group: **B. Graves - Grade 3, Section 1** | Grade: **3**

Topic: **Topic 3 (Data Analysis)**

## Topic Overview

TEKS in this Topic

### Topic 3: Data Analysis

Students summarize categorical data. They interpret the information in these

The student is expected to:

- 3.8A (R): Summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals.
- 3.8B: Solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals.



[Topic Alignment to Programs](#)

## Prerequisite Groups

Prerequisites

[Recommendations](#)

**Topic Group**

10 Students

[Recommendor](#)

Prerequisites	Recommendations	Recommendor
Understand multiplication	✓	Additional Supp
<b>Essential Skill</b> Draw and interpret bar graphs and picture graphs	✓	Additional Supp
Solve problems using data within graphs	✓	Additional Supp
	Do, Brian LaI, Mia Lopez, Jessie	Farrell, Alvaro Finch, Carla Harvey, Ivan



## 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
<b>Topic 1:</b> Numbers to 100,000  3.2A (R), 3.2B, 3.2C, 3.2D (R), 3.4B	<b>Lesson 1:</b> Estimate Sums and Differences (3.4B) <b>Lesson 11:</b> Building Numbers (3.2A (R)) <b>Lesson 12:</b> Use Place Value to Round Numbers (3.2C) <b>Lesson 13:</b> Compare and Order Whole Numbers (3.2D (R))	<b>Unit 1:</b> Compose and Decompose Numbers to 100,000 (3.2A (R)) <b>Unit 2:</b> Describe Relationships in the Place-Value System (3.2B) <b>Unit 3:</b> Round Whole Numbers (3.2C) <b>Unit 4:</b> Compare and Order Numbers to 100,000 Using >, <, or = (3.2D (R)) <b>Unit 13:</b> Estimate Sums and Differences Using Rounding or Compatible Numbers (3.4B)	<b>Module 2:</b> 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)  <b>Lessons:</b> <b>Grade 3, Module 2:</b> Succeed Book Topics C-D  <b>Prerequisite Book Topics:</b> <b>Grade 2, Module 3:</b> Succeed Book Topics B-F

## 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.

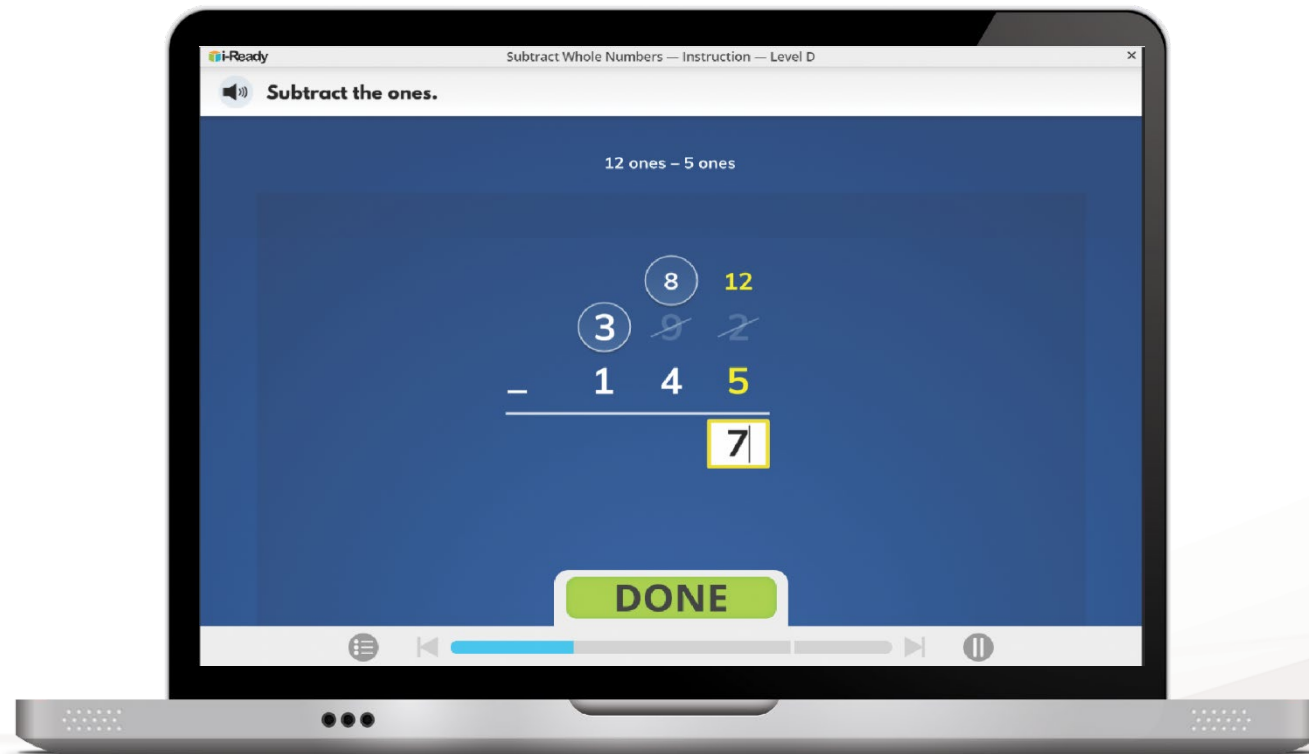
**Support English Learners** The word *difference* is a form of the word *different*. Help students to see that subtraction is a way of determining how numbers are different.

#### 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:

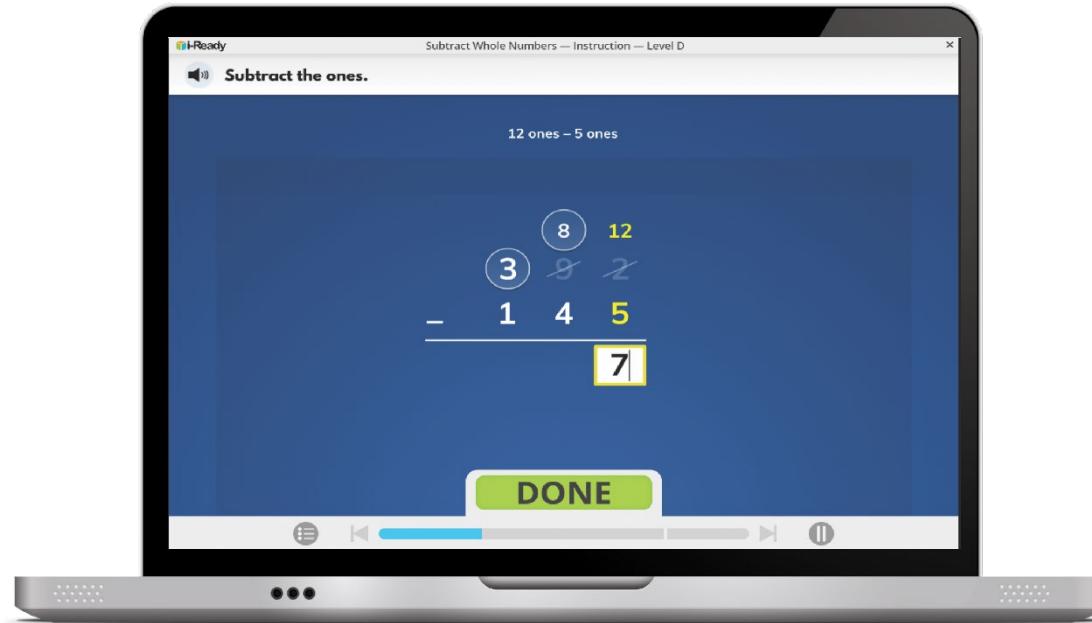
$4,036 \text{ minus } 1,000 \text{ is } 3,036$ $3,036 \text{ minus } 300 \text{ is } 2,736. \text{ You may want to think, "30 hundreds minus 3 hundreds is 27 hundreds."}$ <p style="text-align: center;"><i>Finish the process.</i></p>	$\begin{array}{r} 4,036 \\ - 1,000 \\ \hline 3,036 \\ - 300 \\ \hline 2,736 \\ - 20 \\ \hline 2,716 \\ - 9 \\ \hline 2,707 \end{array}$
--	---

- 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





### Teacher Assigned

#### Lesson

Due 02/21/24



**Number and Operations**  
Multiply by Multiples of 10

#### Lesson

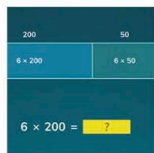
Due 02/21/24



**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

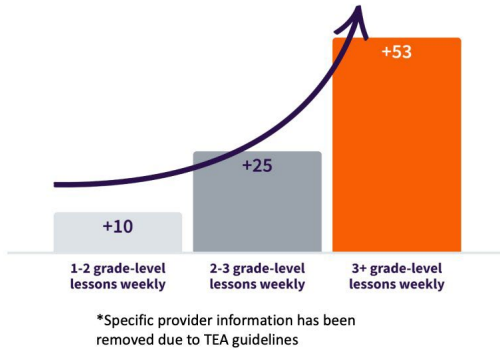


Fluency  
Flight

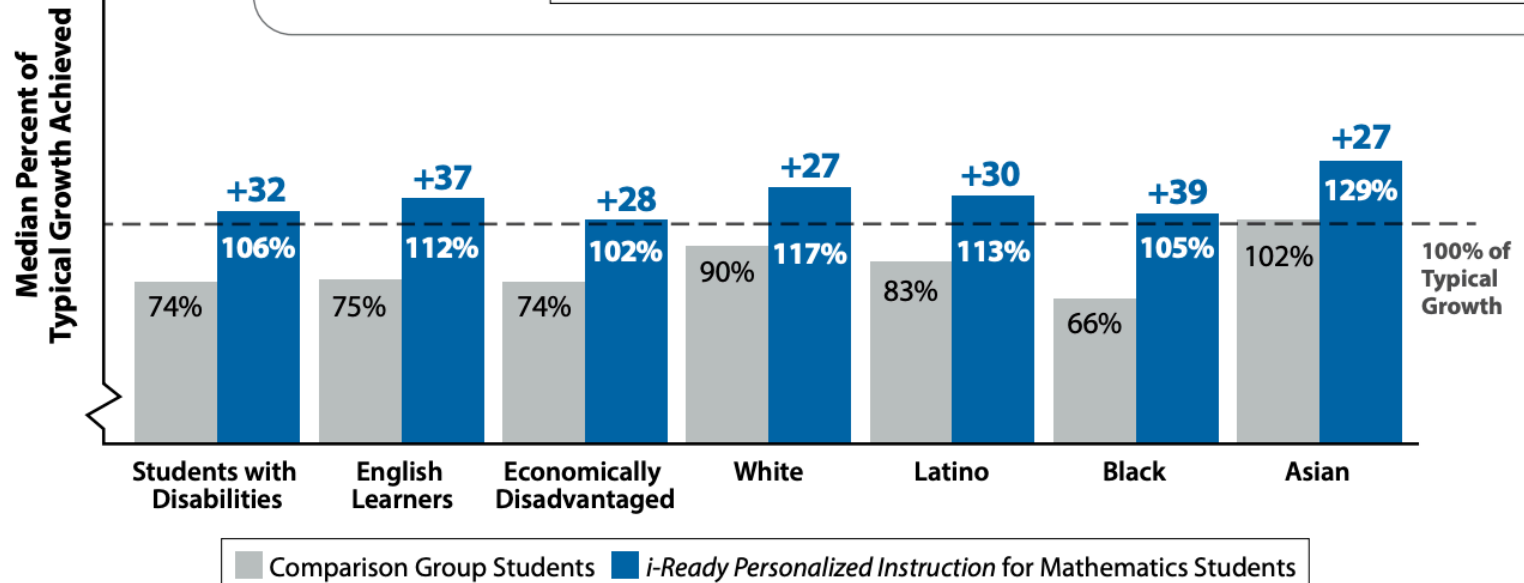
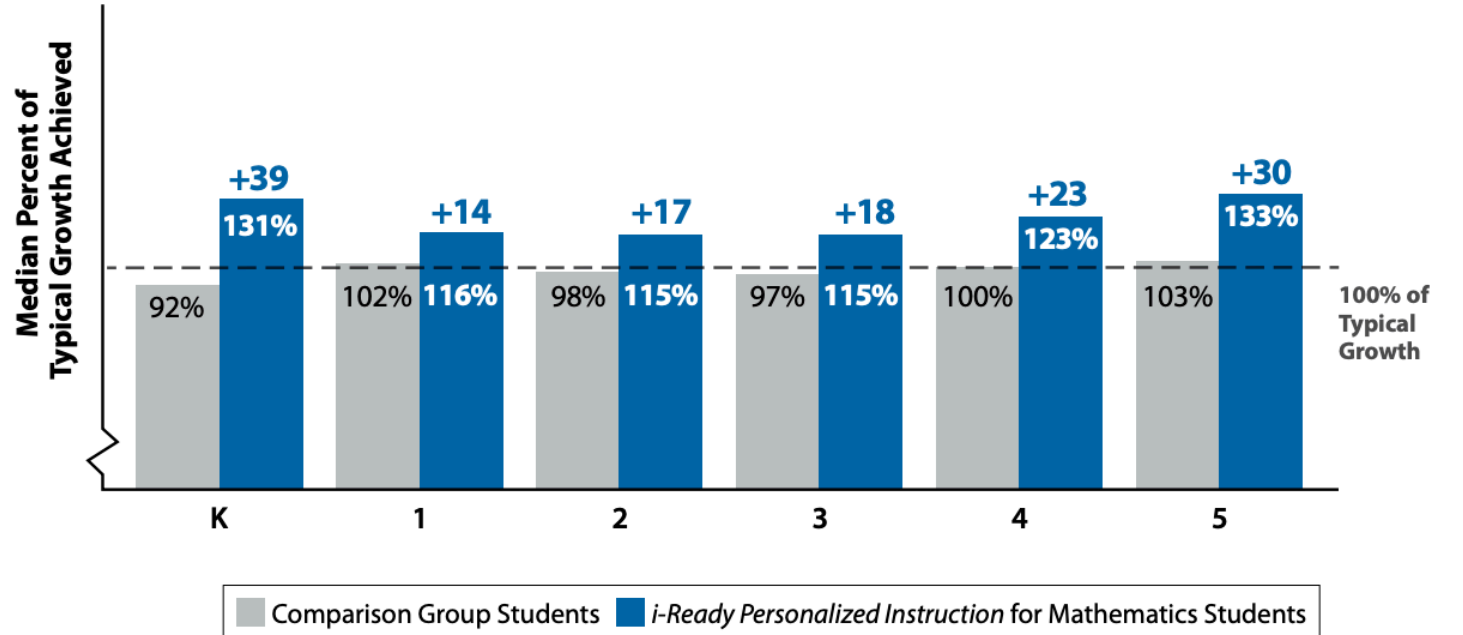
While usage at any dosage leads to growth, students demonstrate strongest gains in scale score at 3+ grade-level lessons per week

- TEA Supported Supplemental Curricula

Increase in Scale Score Points on 2023 STAAR compared to matched peers



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





Subject

Math ▾

Date Range

All Activity ▾

Current & Past Lessons

Upcoming Lessons

– Monitor Domain Progress

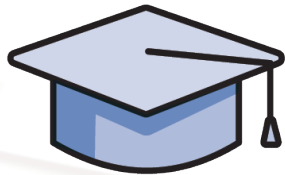
Domains	Grade K			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8					
	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L			
<b>Number and Operations (NO)</b> <a href="#">View</a>															—	—	●													
<b>Algebra and Algebraic Thinking (ALG)</b> <a href="#">View</a>																—	—	●												
<b>Measurement and Data (MS)</b> <a href="#">View</a>															—	—	●													
<b>Geometry (GEO)</b> <a href="#">View</a>														—	—	—	●													

On Grade Level

Plan for Implementation

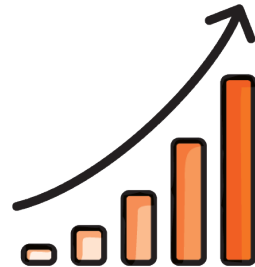
Provide Access: Rostering &  
Technical Support

Use curricula with fidelity & provide  
all reports to LEAs and TEA



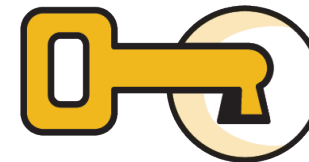
## Professional Development

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](mailto:csalinas@cainc.com)  
214-519-3677

Karl Brennan  
[Kbrennan@cainc.com](mailto:Kbrennan@cainc.com)  
(210) 241-2902





**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



## 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** 





# 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?





# Comprehensive Curriculum and Personalized Guidance



# Math Demo Skill

My IXL Learning Assessment Analytics 

[Math](#) [Language arts](#) [Science](#) [Social studies](#) [Spanish](#) [Recommendations](#) [Skill plans](#) [Awards](#)

Fifth grade >   Y.1 Model decimals and fractions ZKL [Share skill](#)

[Learn with an example](#) or [Watch a video](#)

[Ver en español](#)

**Questions answered**  
0

**Time elapsed**  
00 00 22  
HR MIN SEC

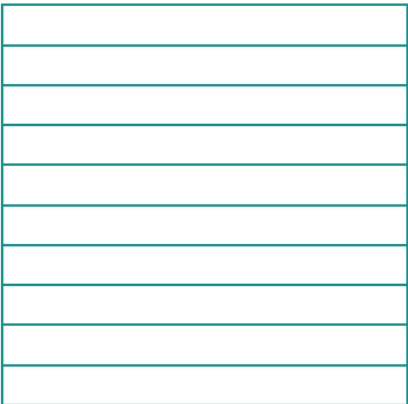
**SmartScore**  
out of 100 ?

0

**Teacher tools**  
Jump a level  
<< >>  
Teacher results not recorded  
[Start Group Jam](#)

▶ Show  $\frac{7}{10}$  by shading the model.

▶ Click and drag to shade.



Submit




# Instant Feedback- Positive Reinforcements

My IXL Learning Assessment Analytics

Math Language arts Science Social studies Spanish Recommendations Skill plans Awards

Fifth grade > Y.1 Model decimals and fractions ZKL Share skill

Video   
 Ver en español

 **Great job!**

Submit

Questions answered **2**

Time elapsed **00 02 06**  
HR MIN SEC

SmartScore out of 100 **19**

Teacher tools

Jump a level << >>

Teacher results not recorded

Start Group Jam



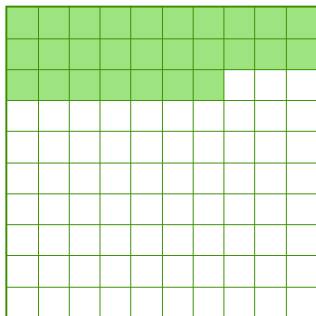
# Instant Feedback- Explanation

Video 

Revisar en español



## Sorry, incorrect...

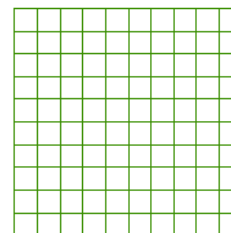
 The correct answer is:



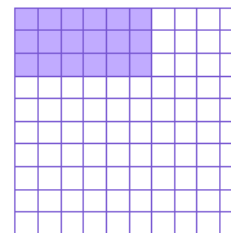
Got it


## Explanation

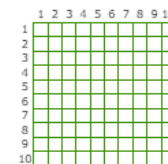
-  Show  $\frac{27}{100}$  by shading the model.
-  Click and drag to shade.




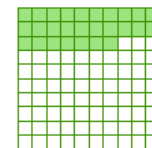
You answered:




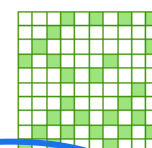
-  The model has 10 rows and 10 columns. So, there are  $10 \times 10 = 100$  equal parts.



-  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

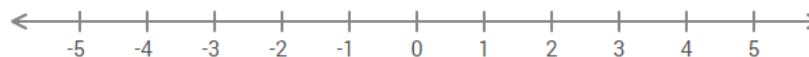
Seventh grade > U.8 Graph solutions to two-step inequalities 6TT

[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

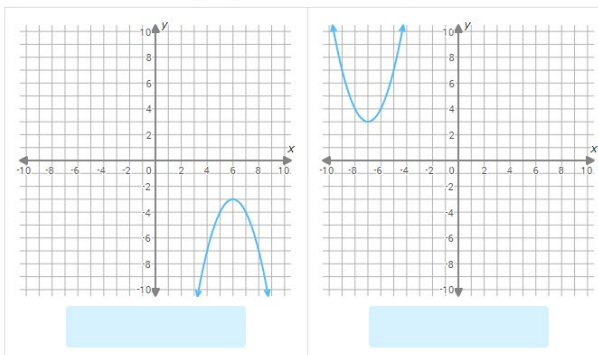
Algebra 2 > L.15 Match polynomials and graphs XJU

[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

## Test prep and assessment skill plans



ACT®



ACT® Aspire



ACT® WorkKeys



Comprehensive Adult Student Assessment Systems



FastBridge



GED®



i-Ready® Diagnostic



PreACT®



PSAT®



SAT®



STAAR



TABE®



TLPAS



TerraNova 3®



Texas NWEA® MAP™ Growth



TSI Assessment 2.0



Math

Texas Essential Knowledge and Skills (TEKS): Math

- ✦ [Pre-K](#) ✦ [Kindergarten](#) ✦ [First grade](#) ✦ [Second grade](#)
- ✦ [Third grade](#) ✦ [Fourth grade](#) ✦ [Fifth grade](#) ✦ [Sixth grade](#)
- ✦ [Seventh grade](#) ✦ [Eighth grade](#) ✦ [Algebra 1](#) ✦ [Geometry](#)
- ✦ [Algebra 2](#) ✦ [Precalculus](#)



Personal Texas NWEA® MAP™ Growth study plan

[Math](#) (2 students) [Reading](#) (2 students) [Language](#) (1 student)


Textbook skill plans, including:  
*Go Math*  
*STEMscopes*  
*HMH*  
*enVision*  
*Eureka*  
*And more!*



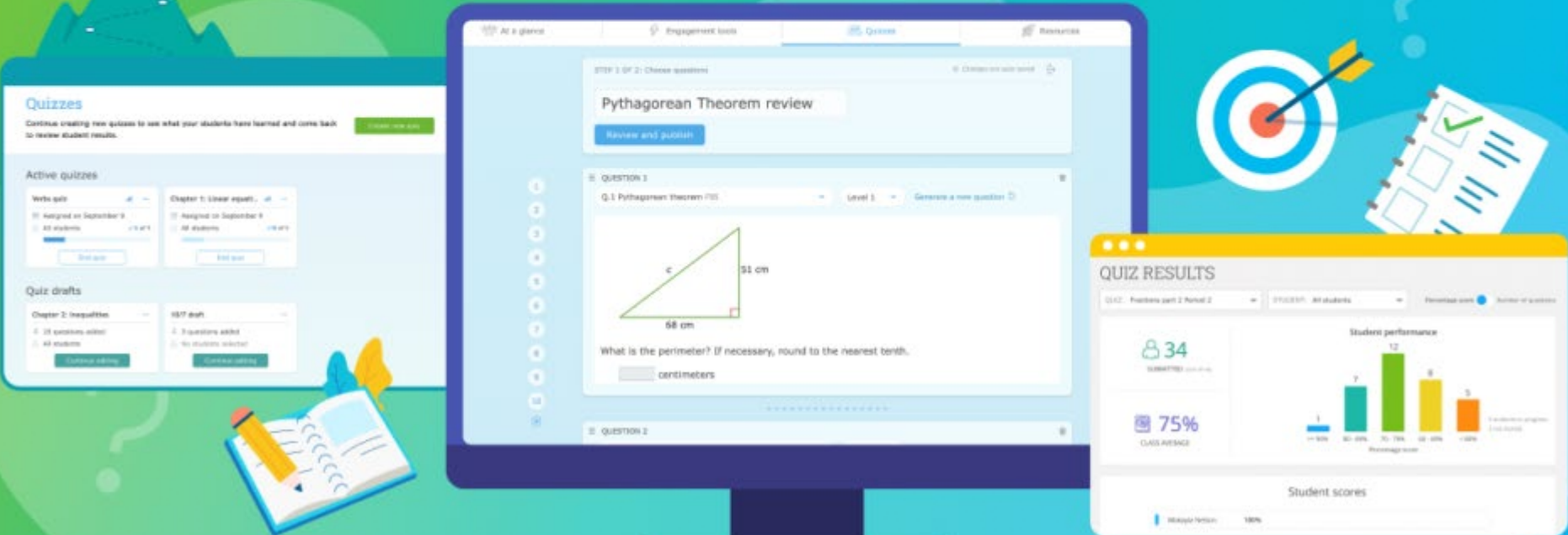
# Instructional Resources and Classroom Engagement



# Build Your Own Assessment



## Introducing IXL Quizzes



The image illustrates the IXL Quizzes interface, showing three main components:

- Quizzes:** A dashboard for creating and managing quizzes. It includes sections for "Active quizzes" and "Quiz drafts".
- Pythagorean Theorem review:** A question editor interface for a quiz. It shows a right-angled triangle with a vertical leg of 31 cm and a horizontal leg of 68 cm. The hypotenuse is labeled 'c'. The question asks: "What is the perimeter? If necessary, round to the nearest tenth." The answer field contains "centimeters".
- QUIZ RESULTS:** A summary screen for a quiz. It shows 34 submissions, a 75% class average, and a bar chart of student performance.

**QUIZ RESULTS Summary:**

- 34 SUBMITTED
- 75% CLASS AVERAGE
- Students performance: 12 (70-79%), 8 (60-69%), 5 (50-59%), 1 (40-49%)
- Student scores: 100%

# Live Classroom

CLASS: All students ▾

## LIVE CLASSROOM

12 TOTAL STUDENTS	2 STUDENTS IDLE	2 STUDENTS MAY NEED HELP	2 SKILLS IN PRACTICE	36 QUESTIONS PRACTICED (PAST HOUR)
----------------------	--------------------	-----------------------------	-------------------------	---------------------------------------

Student activity wall Sort by ▾ Group by skill:  ON

<b>Abigail Warner</b> In the Diagnostic arena 5 questions answered	<b>Angela Right</b> 3rd (C.1) Add two numbers up to three digits 3 questions answered <b>0</b>	<b>Caitlyn Cook</b> 3rd (C.1) Add two numbers up to three digits 3 questions answered <b>0</b>	<b>Chandler Reynolds</b> 3rd (C.1) Add two numbers up to three digits 4 questions answered <b>26</b>
<b>James Renner</b> 3rd (C.1) Add two numbers up to three digits 3 questions answered <b>34</b>	<b>John Roberts</b> 3rd (C.1) Add two numbers up to three digits 3 questions answered <b>50</b>	<b>John Smith</b> 3rd (C.1) Add two numbers up to three digits 3 questions answered <b>20</b>	<b>Leo John</b> 3rd (C.1) Add two numbers up to three digits 4 questions answered <b>40</b>
<b>Morgan Schultz</b> 3rd (C.1) Add two numbers up to three digits 2 questions answered <b>36</b>	<b>Quinn Crews</b> 3rd (C.1) Add two numbers up to three digits 1 question answered <b>20</b>	<b>Sarah Abernathy</b> 3rd (C.1) Add two numbers up to three digits 6 questions answered <b>52</b>	<b>Victoria Escobar</b> 3rd (O.1) Put the sentences in order 4 questions answered <b>15</b>

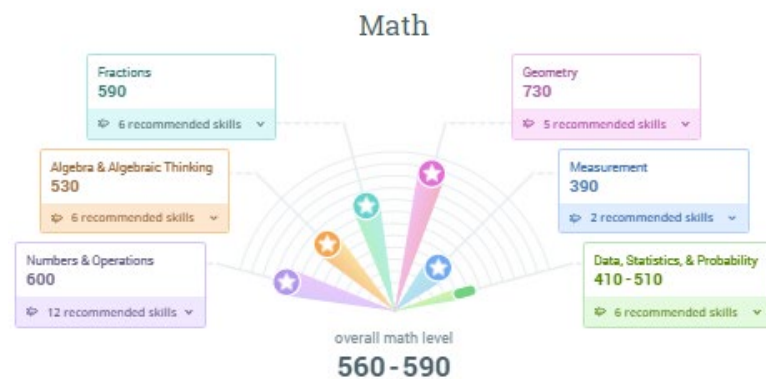
Show 7 inactive students ▾

# Assessment Suite



# Real-Time Diagnostic - Action Plans

Keep diagnosing to reveal all of your levels!



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](http://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

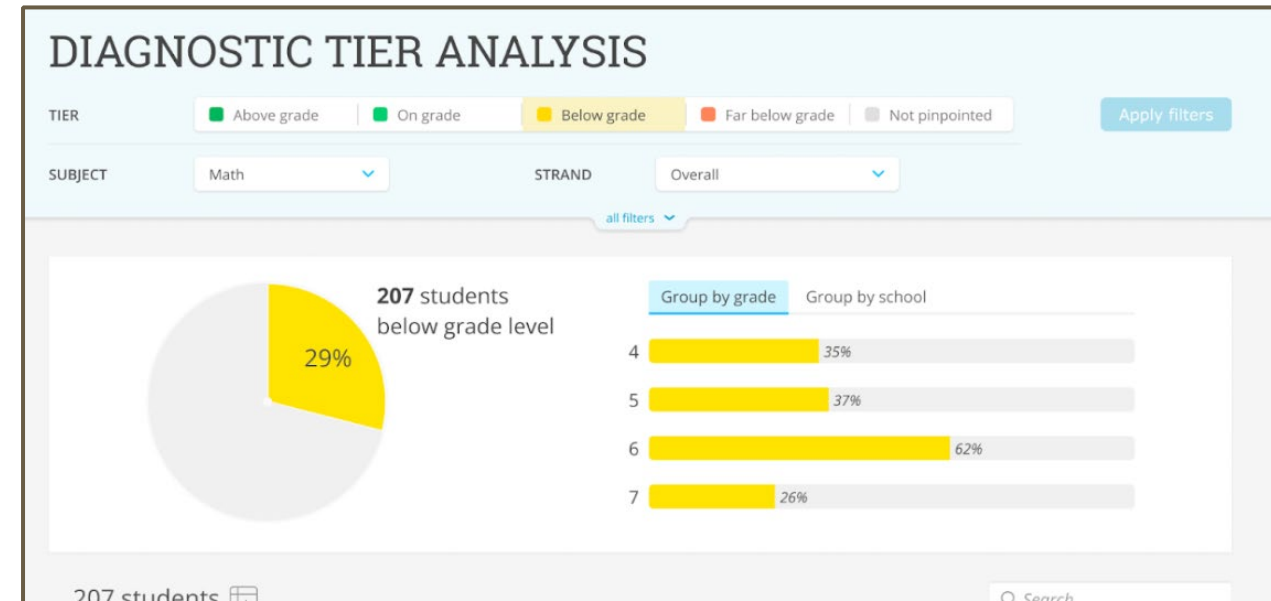
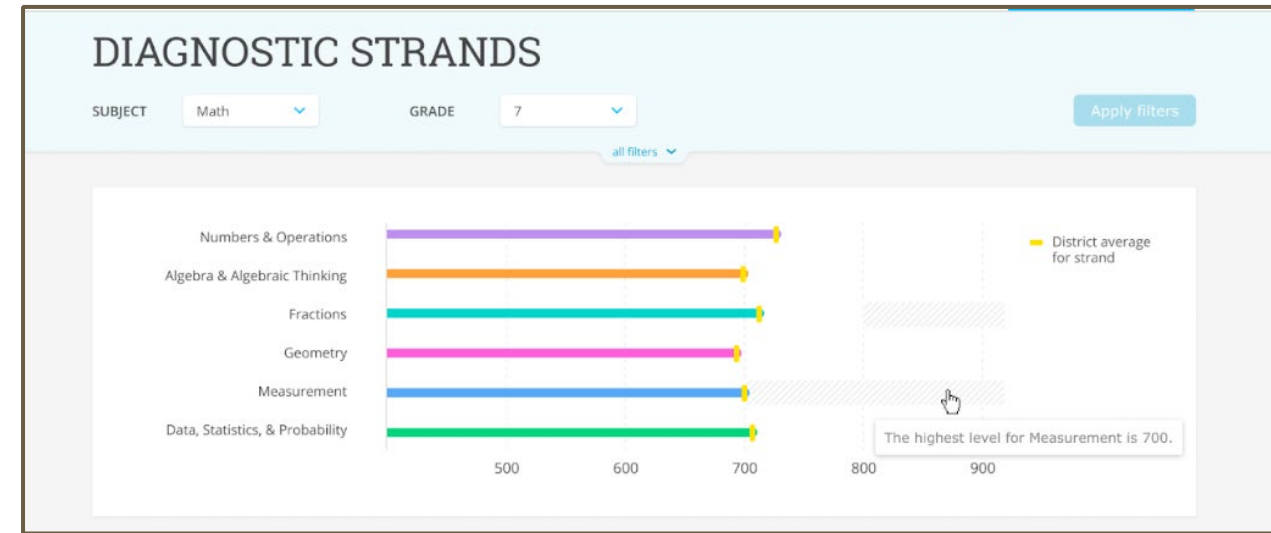
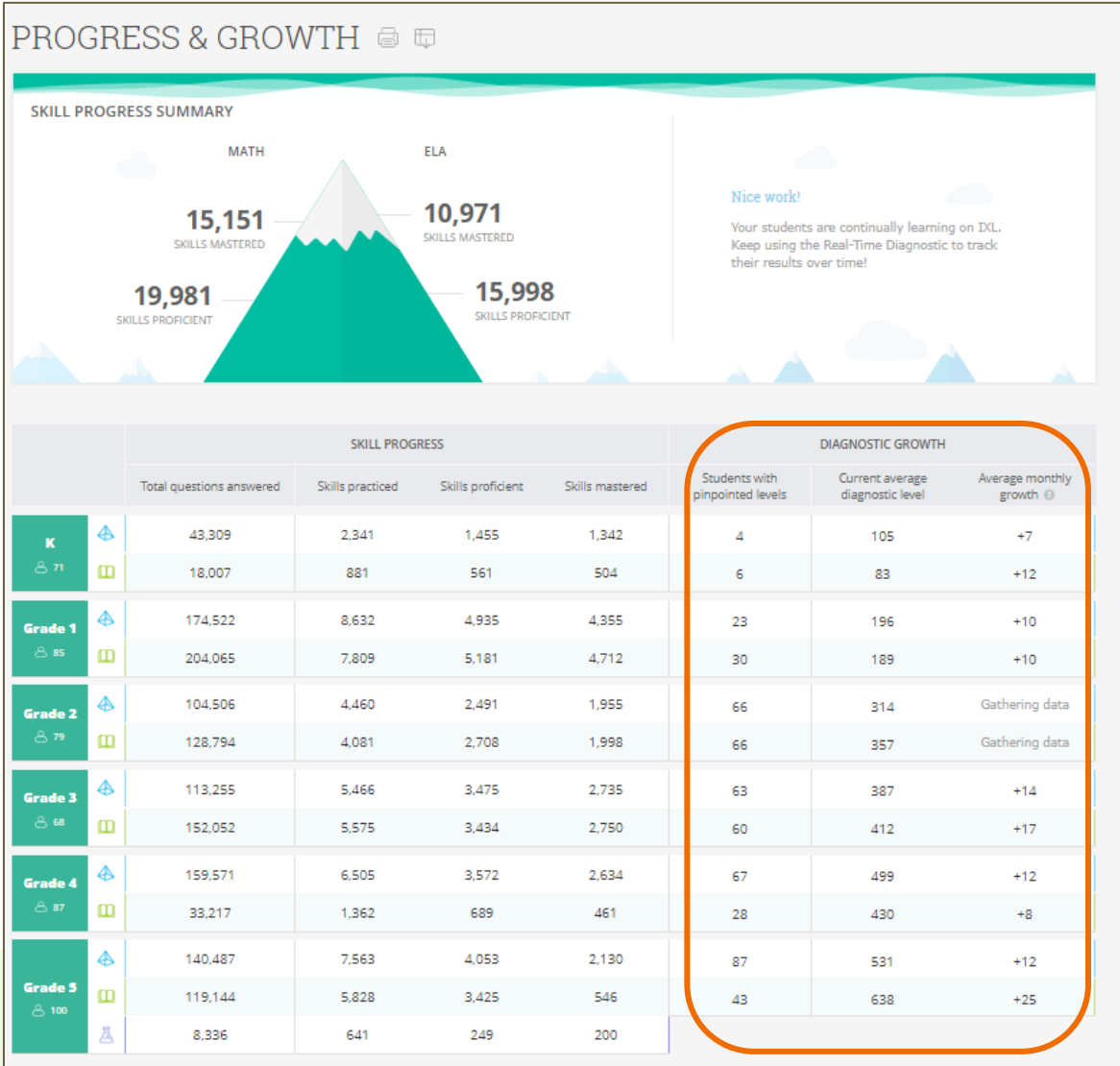
#### Algebra & Algebraic Thinking



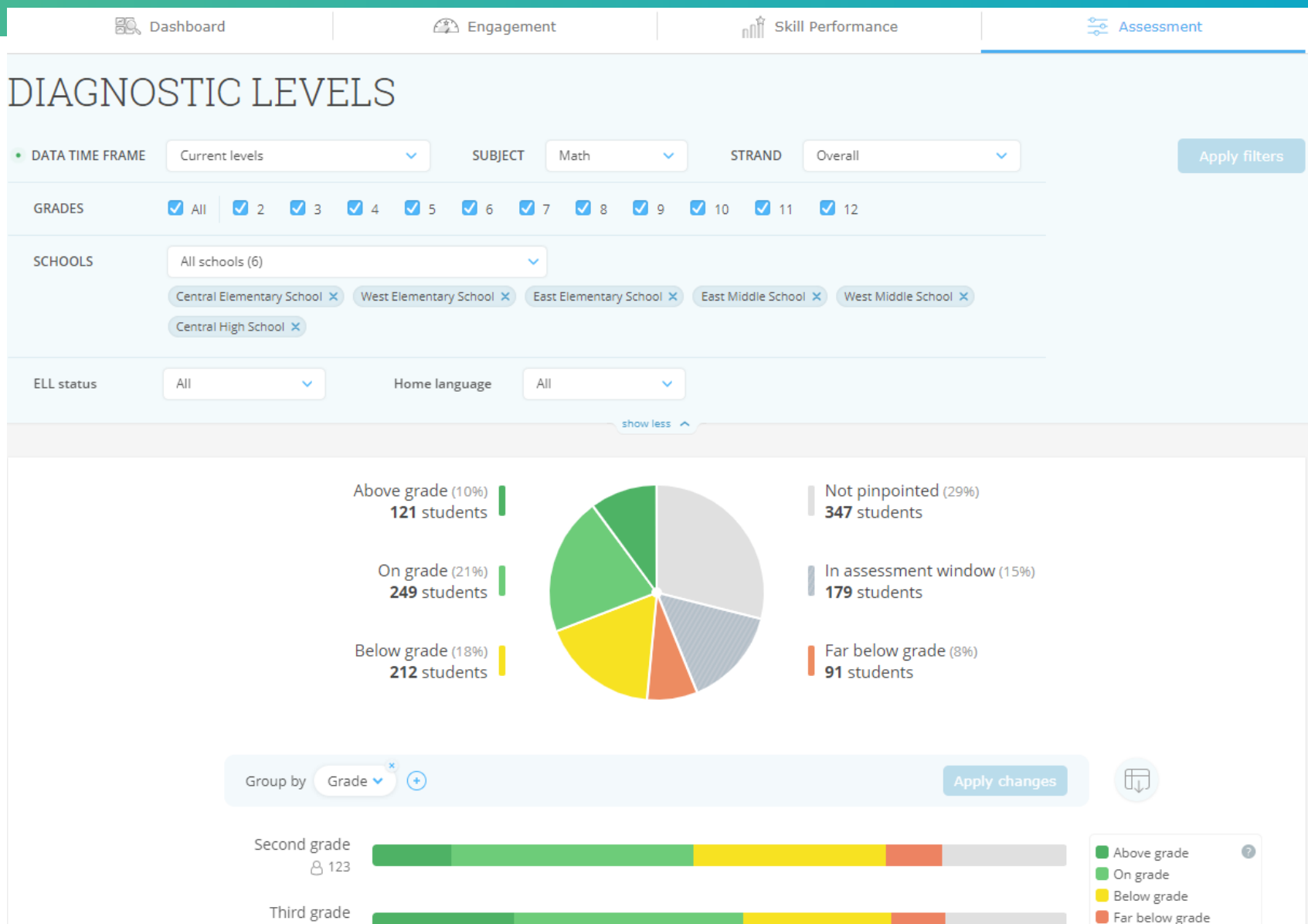
3 recommended skills

- 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



# District Analytics





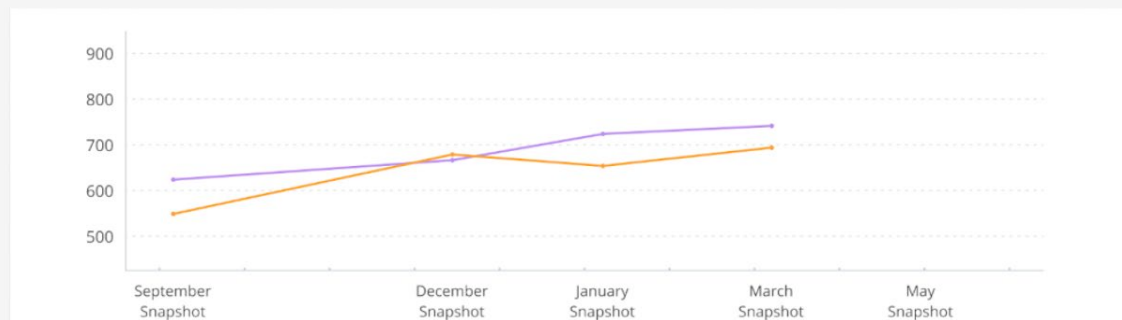
# IXL Diagnostic Snapshot

## SNAPSHOT GROWTH

SUBJECT Math GRADE 7 Apply filters

STRANDS  Overall  Numbers & Operations  Algebra & Algebraic Thinking  Fractions  Geometry  
 Measurement  Data, Statistics, & Probability

SCHOOLS 3 schools selected  
Monroe Elementary Prairie City Elementary PCM Middle School  
all filters



## DIAGNOSTIC LEVELS



**Math**  
 742 students have up-to-date scores.  
 448 are on or above grade level.



**ELA**  
 743 students have up-to-date scores.  
 486 are on or above grade level.

Above grade  On grade  Below grade  Far below grade  Not up-to-date

### Second grade



### Third grade



### Fourth grade

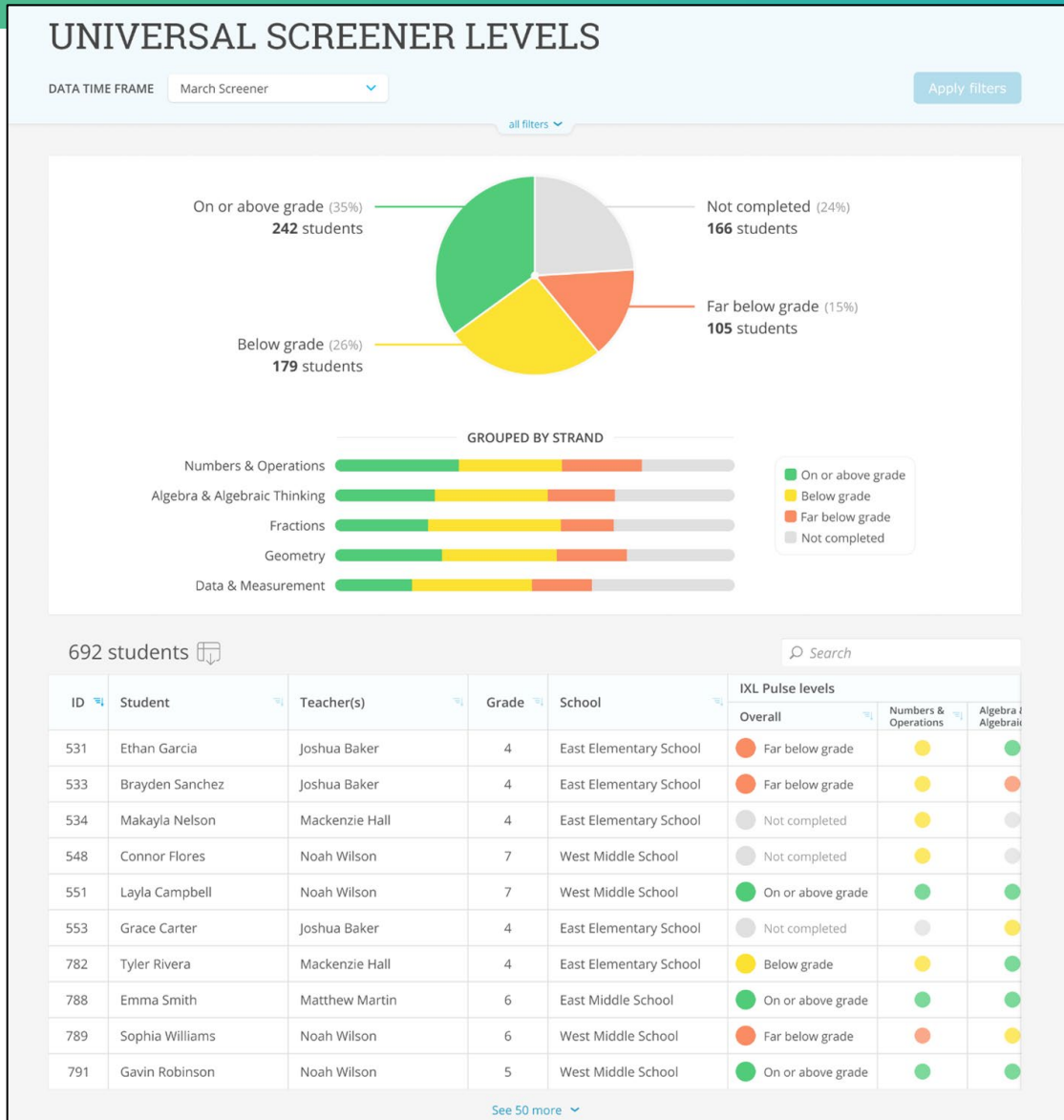
Subject	Above grade	On grade	Below grade	Far below grade
Math	37%	23%	28%	5%
ELA	47%	24%	20%	3%

Subject	Students	Diagnostic levels
Math	> Above	33
	> On	23
	> Below	28
	> Far below	5
	> Not up-to-date	12
ELA	> Above	43
	> On	24
	> Below	20
	> Far below	3
	> Not up-to-date	11

### Fifth grade

# Universal Math Screener (K-8)



# NWEA MAP Personalized Study Plans



Get your personalized MAP® study plan

Chart a clear path to success with a custom study plan based on your own scores.

Enter your scores from a MAP test, and IXL will create an easy-to-use study plan for you!

Math and reading levels

## Math scores

Math

*Subscores (optional)*

Operations and Algebraic Thinking

Number and Operations

Measurement and Data

Geometry

## Reading scores

Reading

*Subscores (optional)*

Foundational Skills

Language and Writing

Literature and Informational Text

Vocabulary Use and Functions

## Language scores

Language

*Subscores (optional)*

Language: Understand, Edit for Grammar, Usage

Language: Understand, Edit for Mechanics

Writing: Write, Revise Texts for Purpose and Audience

Create study plan

View by: [Grades](#) [Topics](#) [Skill plans](#)

Student

## Abraham's personal study plan for the NWEA® MAP™ Growth - Math

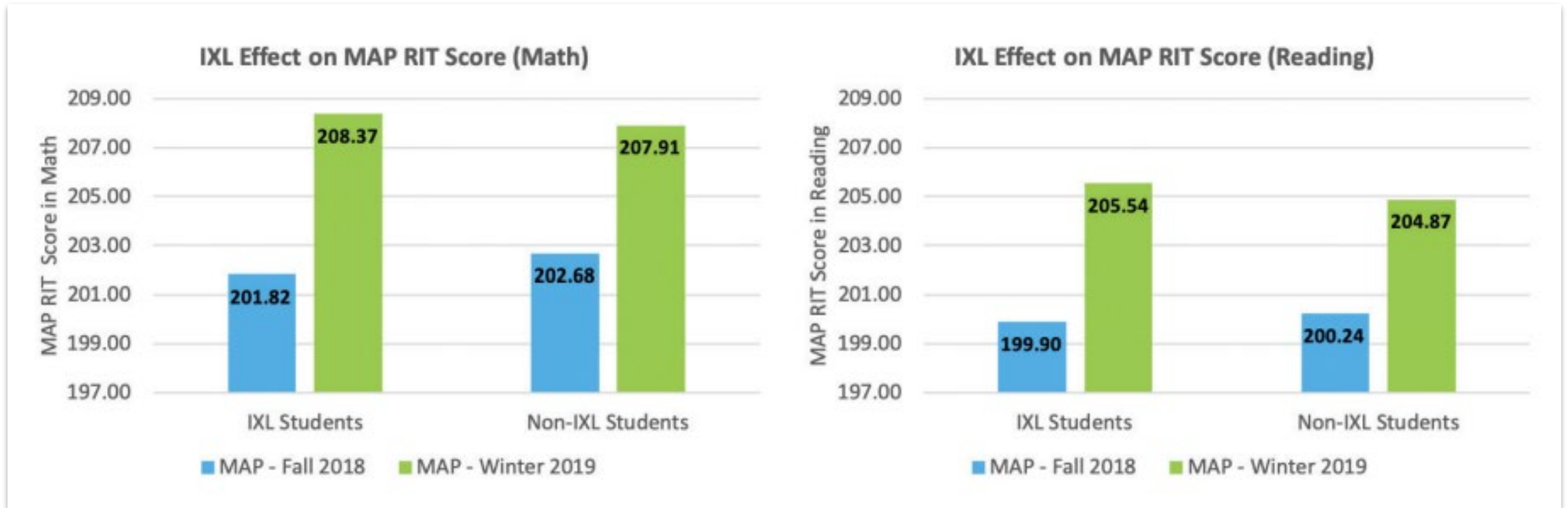
Here is your personal study plan for the MAP based on your scores. Find the IXL skills that are right for you below!

Topic [Geometry](#) [Number and Operations](#) [Operations and Algebraic Thinking](#)  
[Measurement and Data](#)

[View report](#) [Print skill plan](#) [Update personal plan](#)



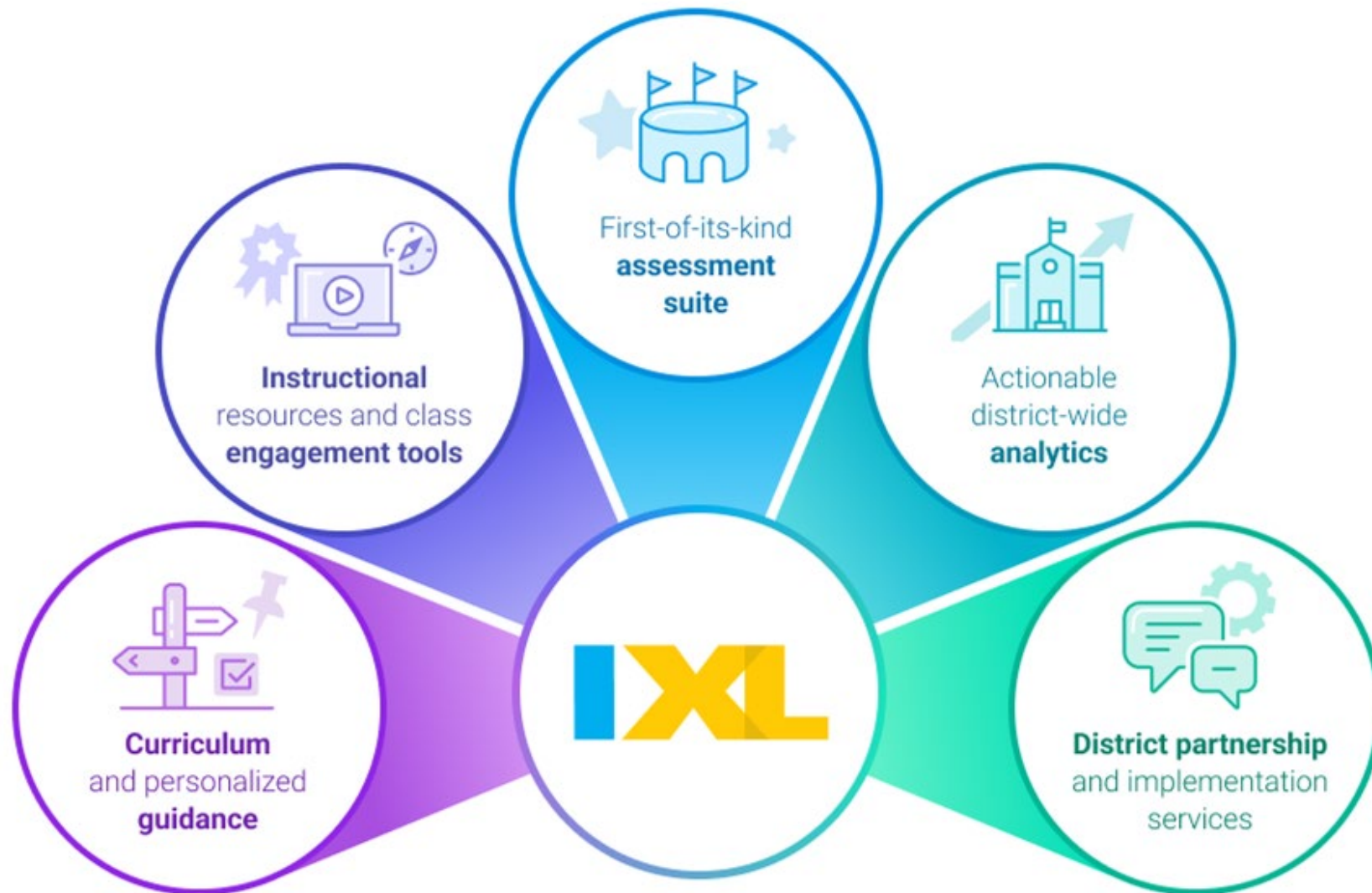
# It's in the Research....



# 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](mailto:texas@ixl.com)



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



**ST Math**<sup>®</sup>

LASO 2.0: Math Supplemental Curriculum  
PK - 8th Grade  
High Quality Instructional Material

[stmath.com](http://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**.

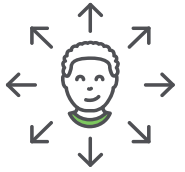
## OUR MISSION:

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



# Meet the Team





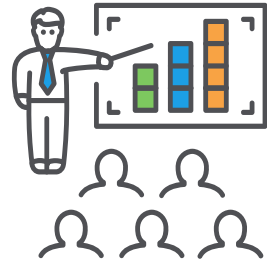
# How the ST Math Texas Team will Support You



Dedicated  
Texas  
Implementa  
tion



Ongoing minor  
software updates



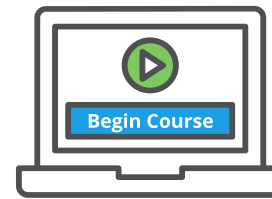
Live, instructor-led  
Professional  
Learning for every  
single MSC site



Live technical support  
via email and/or  
phone



Automated  
data upload &  
TEA reporting



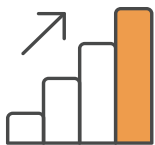
Access to ST Math Academy (On-  
demand professional learning)



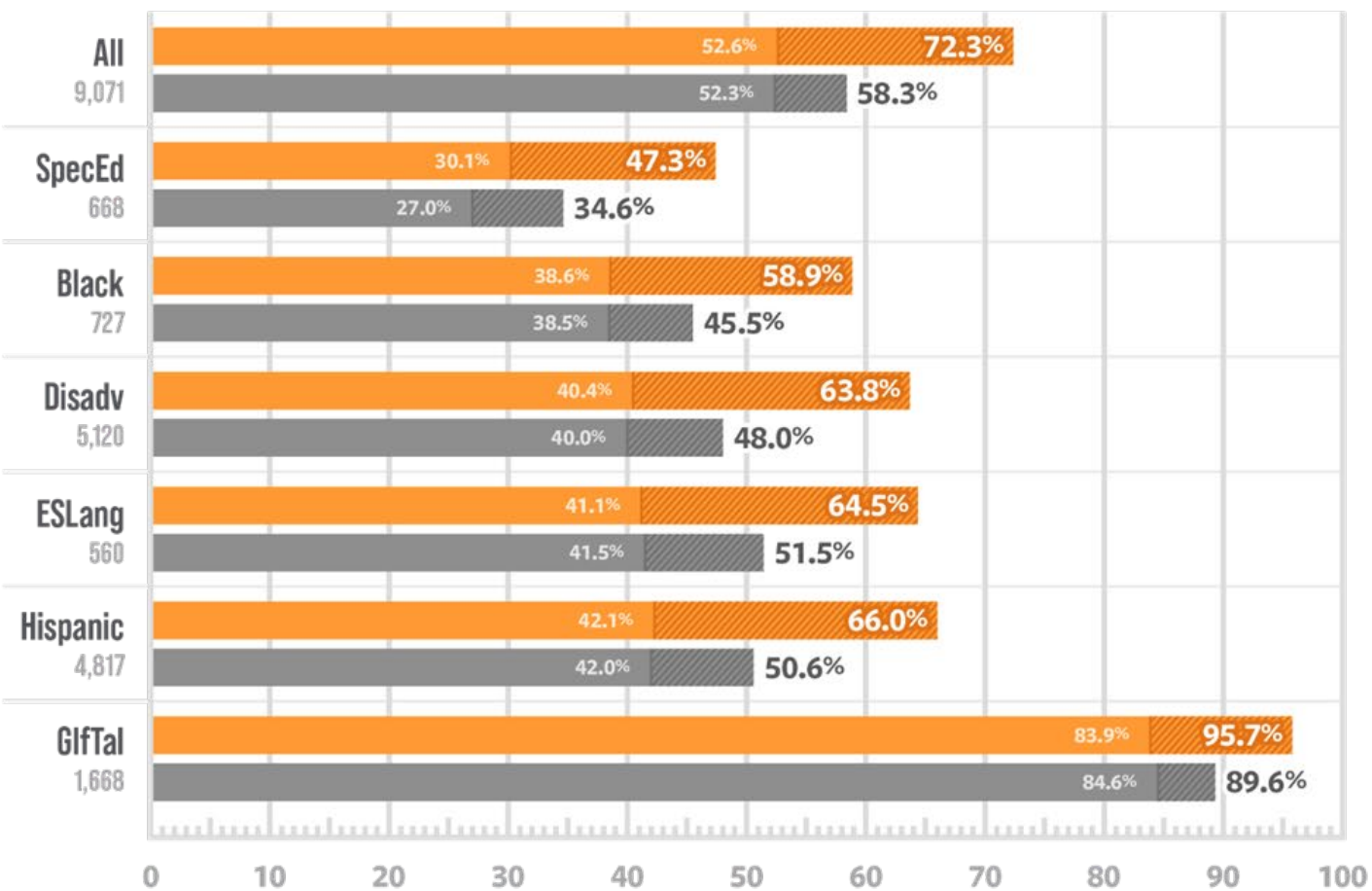
Ongoing  
coaching &  
modeling



Embedded program  
help and tutorials



# Statewide STAAR Math Outcomes



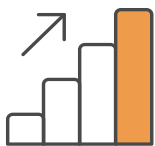
In 2021-2022, over 9,000 students reached the 1,500 puzzle threshold. That group averaged 72.3% Meets/Masters on STAAR

## Students scoring Meets or Masters on 2022 STAAR

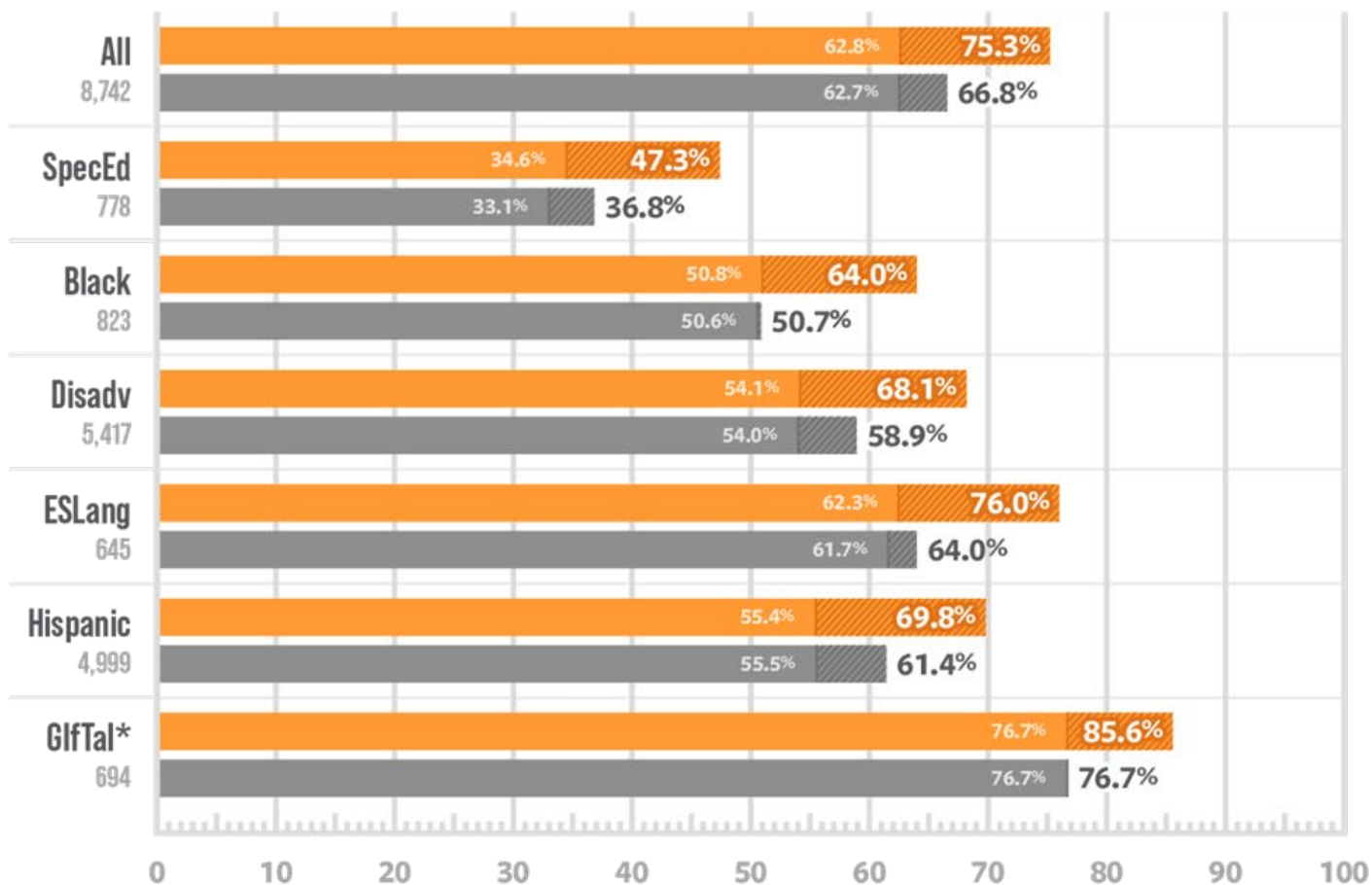
Students using ST Math completed >1,500 puzzles

- '21 Texas Students using ST Math Matched Comparison Group
- '22 Texas Students using ST Math Matched Comparison Group





# 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

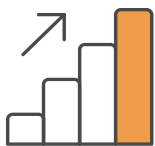
## Students scoring Meets or Masters on 2023 STAAR

Students using ST Math completed >1,500 puzzles

'22 Texas Students using ST Math Matched Comparison Group

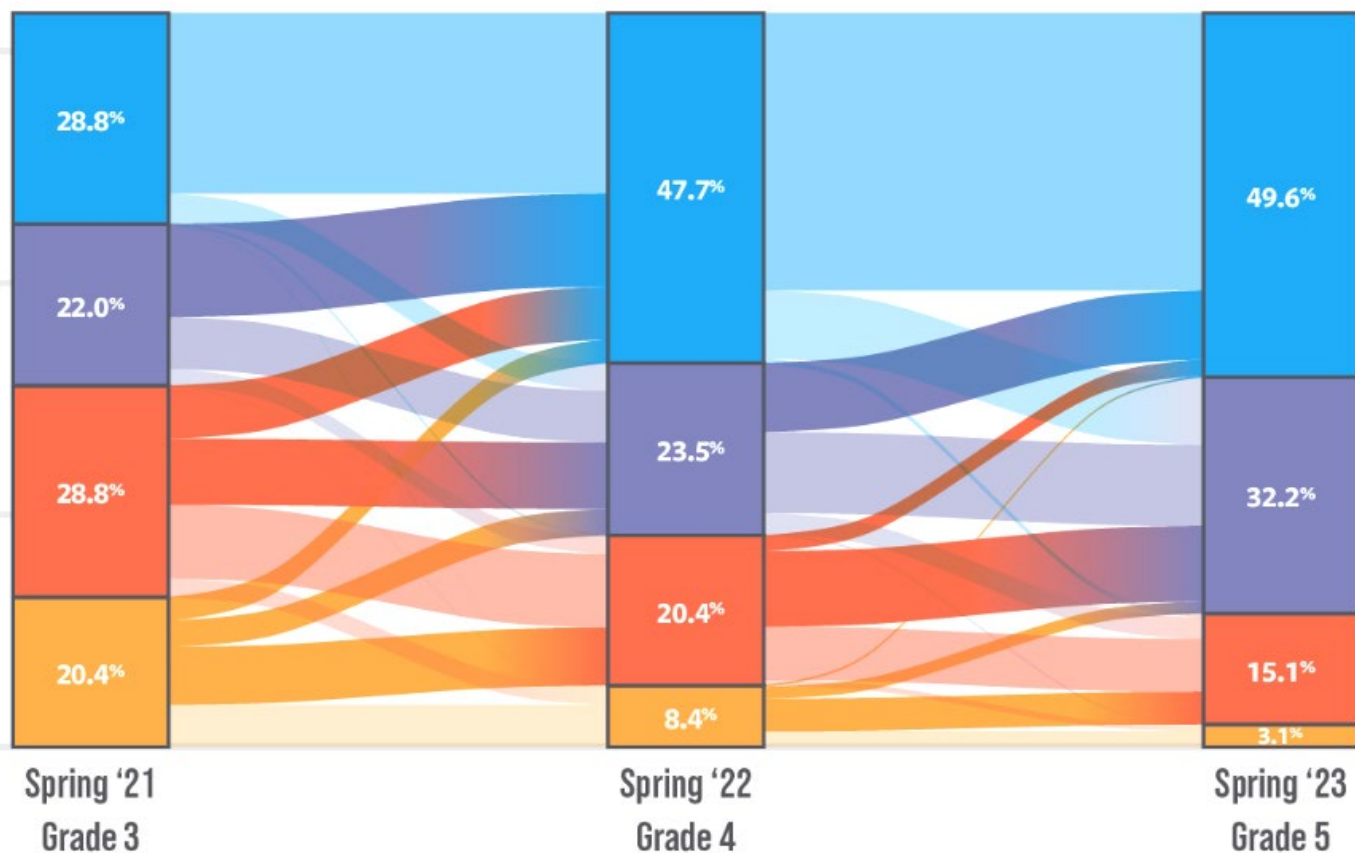
'23 Texas Students using ST Math Matched Comparison Group

\*Gifted % Masters @ 2,500 puzzles



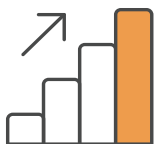
# Statewide STAAR Math Outcomes

**Treatment:**  $\geq 1,000$  Puzzles Per Year (3,000 Over 3 Years)



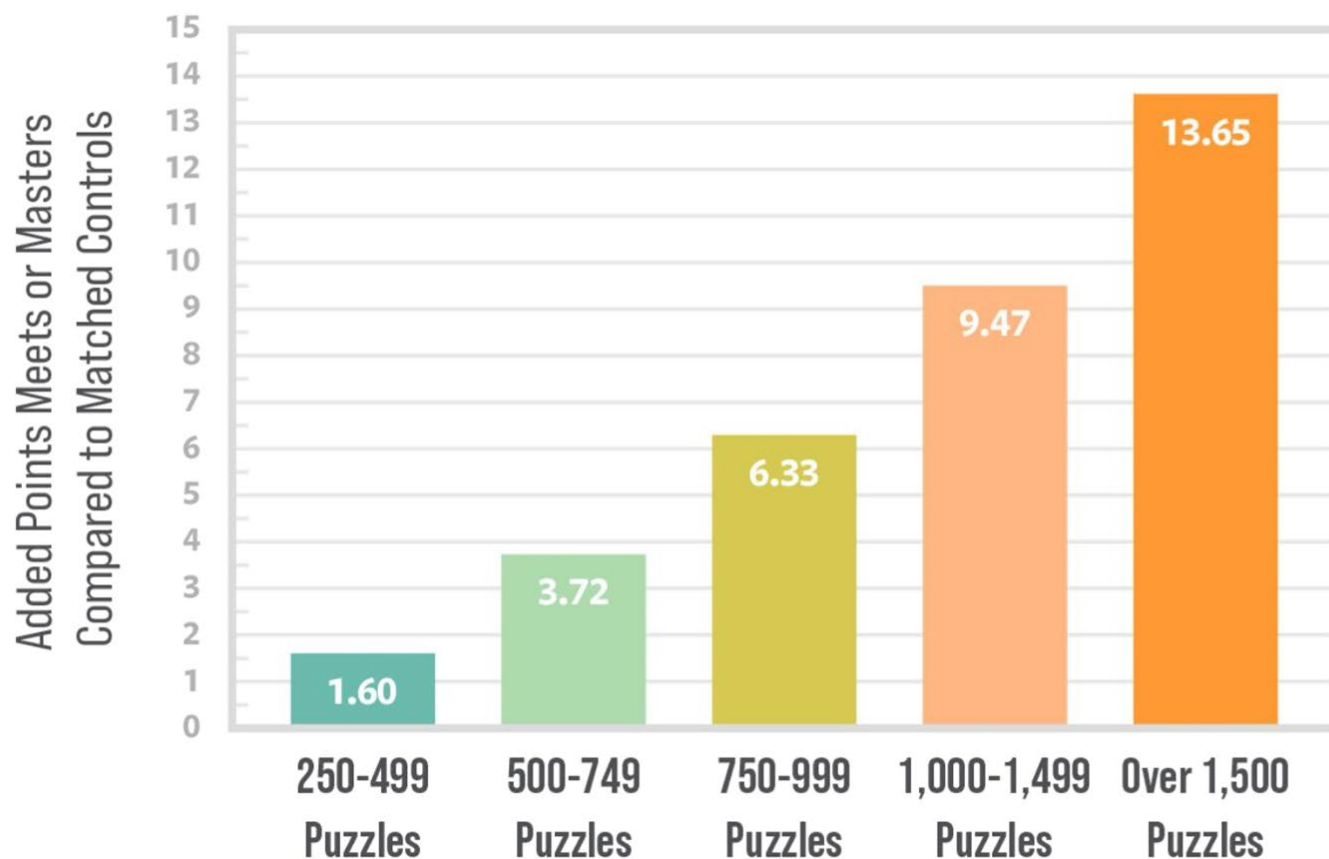
Students who collected 1,000 puzzles across multiple school years saw a **dramatic** increase in achievement of Meets+ from 50.8% on the 2021 STAAR to 81.8% on the 2023 STAAR

- Masters
- Meets
- Approaches
- Did Not Meet



## Can ST Math Help My Students this Year?

STAAR Math % Meets or Masters Added Points by Puzzles Band



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

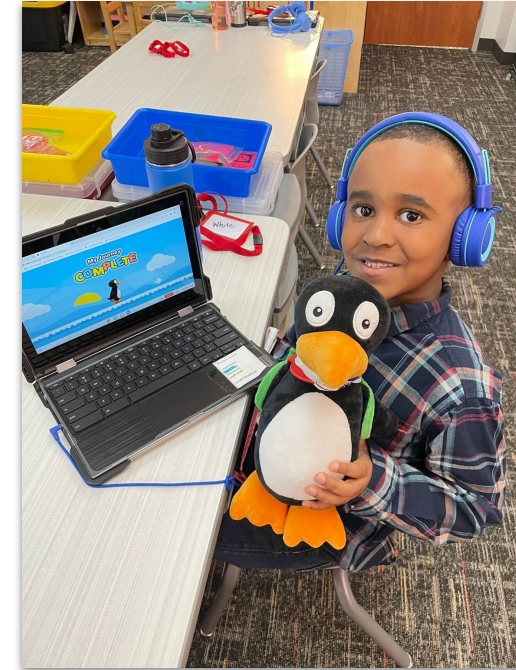
STAAR impact was measurable at every level of ST Math usage, **even after just a month.**



But..do students care about STAAR?



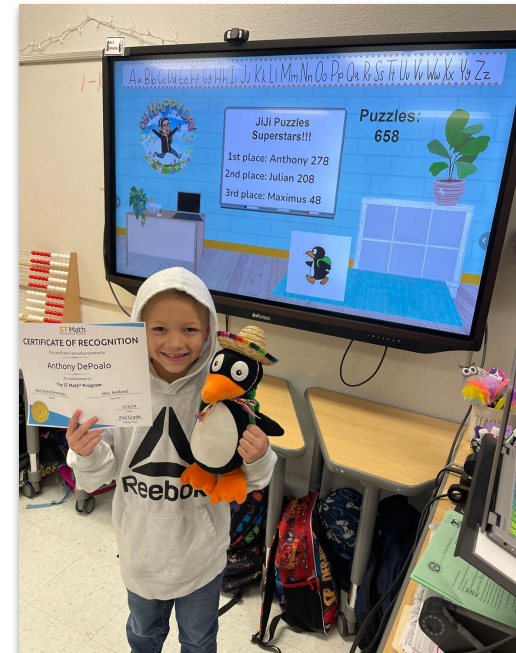
# How Do Kids Feel about ST Math?



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

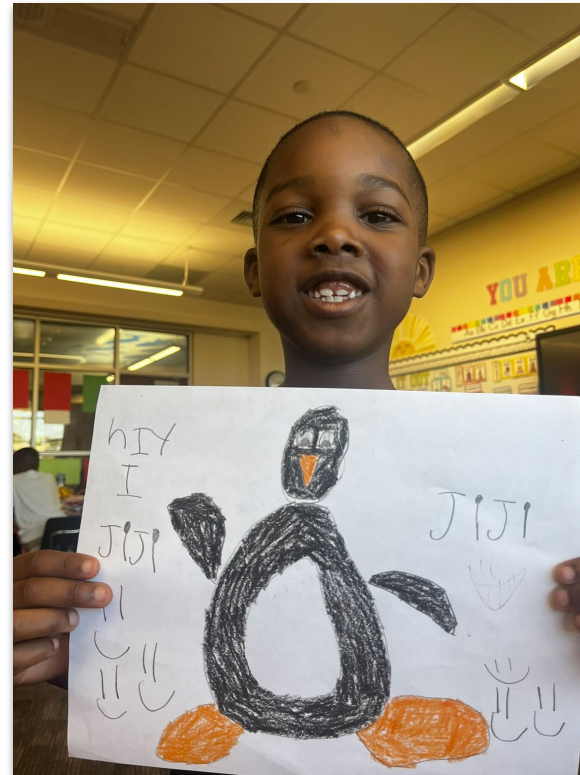


“My students love it and it keeps them engaged the whole time they use it.”  
*Elementary Teacher, Socorro ISD*





# 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*

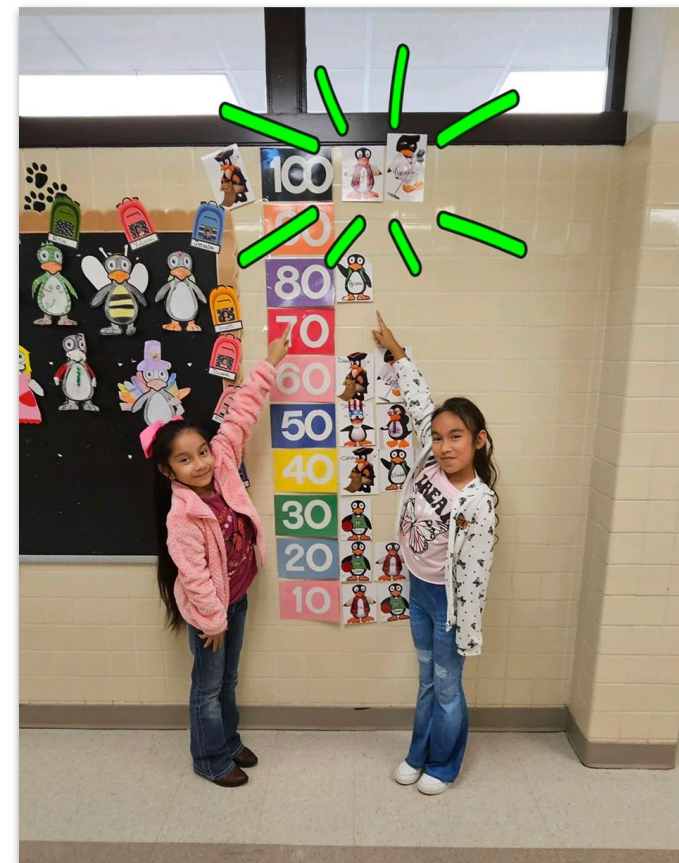
“Kids are engaged and beg to use it”  
*Elementary Teacher, Ferris ISD*



## 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*

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.



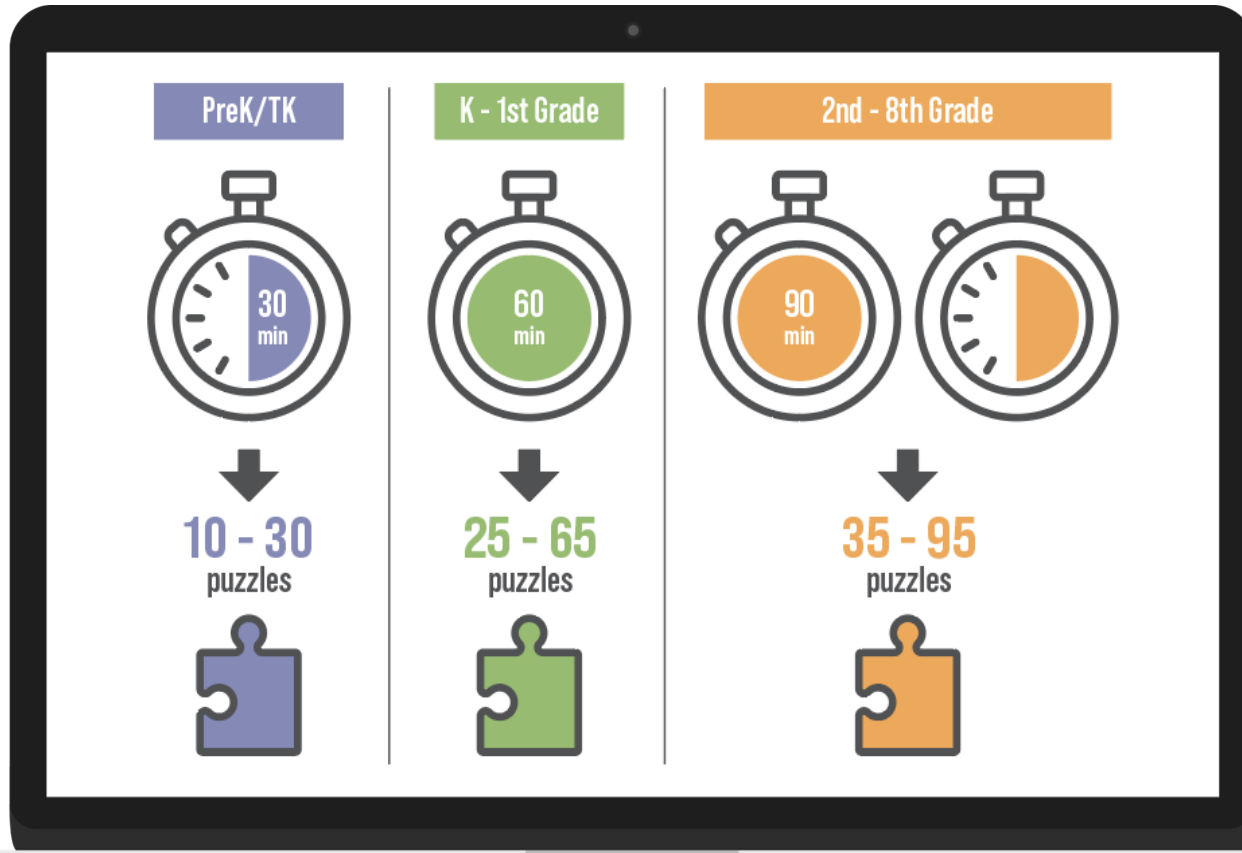


# Lightning Round





## 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

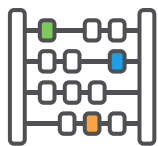
### Comparing Quantities (Pre K)

[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

### ▲ Making 10 and Number Pairs

Overview Games Quiz

5 Game(s) in This Objective

**1. Bouncing Shoes**  
Use the model to explore the concept of additively constructing a given number.  
Play Levels: 1 2 3 4 5

**2. Bouncing Shoes to 10**  
Use the model to make several additive pairs for a given number within 10.  
Play Levels: 1 2 3 4

**3. Ten Frame**  
Make ten using ten frames.  
Play Levels: 1 2 3 4

**4. Bouncing Shoes with Numbers**  
Using the symbols, additively decompose numbers within 10.  
Play Levels: 1 2 3 4 5 6

**5. Partners**  
Decompose 10 as sums.  
Play Levels: 1 2 3 4 5 6

### ▲ Addition and Subtraction Facts within 5

Overview Games Quiz

3 Game(s) in This Objective

**1. Select Box Symbolic**  
Add using visual models and numerals.  
Play Levels: 1 2 3 4

**2. Basic Facts**  
Practice addition and subtraction facts using visual models.  
Play Levels: 1 2 3

**3. Ten Frame Symbolic**  
Learn numerals and addition facts using ten frames.  
Play Levels: 1 2 3 4

### ▲ Place Value Concepts

Overview Games Quiz

6 Game(s) in This Objective

**1. Multiple Choice Petals**  
Represent ones, tens and hundreds using words, numerals and visual models.  
Play Levels: 1 2 3 4

**2. Pulling Petals**  
Gain an understanding of place value by transforming the pile of petals into tens (flowers with 10 petals each) ones (single petals).  
Play Levels: 1 2

**3. Bee Petals**  
Represent numbers using a place value based flower petal model. In some levels, students determine the order of magnitude, given a number and a pile of petals (e.g. given the number 7, identify the size of the pile as 7 ones, 7 tens, or 7 hundreds).  
Play Levels: 1

**4. Petals Place Value**  
Given a one- or two-digit whole number, identify the number of tens and the number of ones.  
Play Levels: 1 2 3

**5. Petals Bubble Select**  
Find the total number of petals by counting the flowers (tens) and single petals (ones) and then filling in the tens and ones places with the correct numerals.  
Play Levels: 1 2 3

### ▲ Equal Shares and Partitioning

Overview Games Quiz

7 Game(s) in This Objective

**1. Equal Areas**  
Determine which figure is divided up equally based on area.  
Play Levels: 1 2 3

**2. Equal Division**  
Divide blocks into equal parts.  
Play Levels: 1 2

**3. Match Partitions**  
Match the partitioning of two rectangular blocks.  
Play Levels: 1

**4. Fraction Bricks**  
Represent the same length using different partitionings.  
Play Levels: 1 2

**5. Alien Bridge**  
Combine the shaded parts of two equivalent wholes together.  
Play Levels: 1 2 3

### ▲ Model Addition and Subtraction within 1000

Overview Games Quiz

4 Game(s) in This Objective

**1. Intro to Regrouping with Addition**  
Using the petals model, add two three-digit whole numbers with regrouping in the ones or tens place.  
Play Levels: 1 2 3 4 5 6

**2. Regrouping Dual Mode Addition**  
Symbolically add two three-digit whole numbers with regrouping in the ones or tens place. Use the petals model as support.  
Play Levels: 1 2 3 4

**3. Intro to Regrouping with Subtraction**  
Using the petals model, subtract two three-digit whole numbers with regrouping in the ones or tens place.  
Play Levels: 1 2 3 4 5 6 7

**4. Regrouping Dual Mode Subtraction**  
Symbolically subtract two three-digit whole numbers with regrouping in the ones or tens place. Use the petals model as support.  
Play Levels: 1 2 3 4 5



# ST Math Focus: 3-5

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

### Measurement and Conversions

Overview Games Quiz

4 Game(s) in This Objective

**1. Measure It**  
Measure the length of a gap in US customary units using a ruler.  
Play Levels: 1 2

**2. Capacity**  
Learn how to convert between cups, pints, quarts and gallons. Practice with different units.  
Play Levels: 1 2 3 4 5

**3. Weight Conversions**  
Convert between pounds and ounces using visual scales. Enter the weight.  
Play Levels: 1 2 3 4 5 6

**4. Problem Solving With Mass**  
Solve multi-step situations involving weight conversions.  
Play Levels: 1 2 3

### Prime and Composite Numbers

Overview Games Quiz

7 Game(s) in This Objective

**1. Multiples**  
Identify multiples of a given whole number.  
Play Levels: 1 2 3

**2. Factors**  
Identify factors of a given whole number.  
Play Levels: 1 2 3

**3. Multiples and Factors**  
Identify factors or multiples of a given whole number.  
Play Levels: 1 2

**4. Find the Primes**  
Identify which of the numbers in a given set are primes.  
Play Levels: 1 2

**5. Prime Factorization**  
Find prime factorizations for given whole numbers using tree diagrams.  
Play Levels: 1 2 3 4 5

**6. Prime Factorization Bubble**  
Find prime factorizations for given whole numbers and fill in the bubbles to create the prime factorization expression.  
Play Levels: 1 2 3 4

**7. Prime Factorization Bubble Symbolic**  
Find prime factorizations for given whole numbers and fill in the bubbles to create the prime factorization expression.  
Play Levels: 1 2

### Common Denominators and Equivalent Fractions

Overview Games Quiz

4 Game(s) in This Objective

**1. Number Line Equivalence**  
Identify equivalent fractions using a number line model.  
Play Levels: 1 2 3 4 5

**2. Fraction Grid**  
Write one- and two-place decimals as fractions with denominators of 10 or 100.  
Play Levels: 1 2 3 4 5 6

**3. Common Denominator Intro**  
Partition fractions to create common denominators using models.  
Play Levels: 1 2 3 4

**4. Pie Monster**  
Implicitly add two fractions together.  
Play Levels: 1 2 3

### Multiplication and Division Facts

Overview Games Quiz

9 Game(s) in This Objective

**1. Leg Drape**  
Practice multiplication facts with a visual scaffold.  
Play Levels: 1 2 3 4 5

**2. Leg Drape Symbolic**  
Practice multiplication facts using symbolic language.  
Play Levels: 1 2 3 4

**3. Multiplication Facts**  
Practice Facts with an alternate representation.  
Play Levels: 1 2 3

**4. Fair Sharing Visual**  
Practice division via fair sharing.  
Play Levels: 1 2 3 4 5

**5. Fair Sharing Symbolic**  
Practice symbolic division facts via fair sharing.  
Play Levels: 1 2 3 4 5

**6. Area Divide**  
Practice division facts using an area representation.  
Play Levels: 1 2 3 4 5

**7. Multiplication Table**  
Practice multiplication facts in reverse by placing products on the multiplication table.  
Play Levels: 1 2 3 4

### Applying Area and Perimeter

Overview Games Quiz

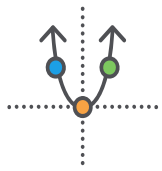
4 Game(s) in This Objective

**1. Perimeter Select**  
Calculate the perimeter of a variety of shapes including triangles, rectangles, and rhombuses.  
Play Levels: 1 2 3

**2. Area Select**  
Calculate the area of rectangles using a formula.  
Play Levels: 1 2

**3. Area or Perimeter**  
Calculate the area of rectangles using a formula.  
Play Levels: 1 2

**4. Area Perimeter with Units**  
Learn the units for measuring area and perimeter and explore perimeters or areas.  
Play Levels: 1 2 3



# 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

dogs	tails
1	1
2	2
3	3

### 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 offset and 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

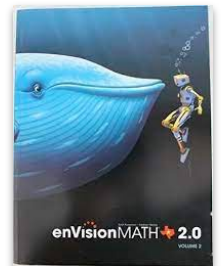
Professional learning specifically designed for integrating ST Math into the Eureka instructional block



*"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*



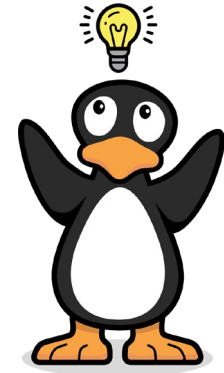
***We also Support:***





## Assessment Support Tool

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





# STAAR 2.0 and ST Math

**10** ☰

GUEST, GUEST

In a bag of balloons,  $\frac{2}{10}$  of the balloons are red and  $\frac{3}{10}$  of the balloons are blue.

What fraction of the balloons in the bag are either red or blue?

Complete the model so that it is shaded to represent the fraction of the balloons that are either red or blue.

Select the parts you want to shade.

**Red and Blue Balloons**


$\frac{9}{20} + \frac{1}{5}$

A fraction grid with 10 columns and 2 rows. The top row is divided into 10 equal vertical sections. The bottom row is a single solid block. A mouse cursor is pointing at the bottom-left corner of the grid.

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

3

GUEST, GUEST

Mr. Jenkins deposited \$1,250 into an account that earns 4.25% simple interest annually. He made no additional deposits or withdrawals.

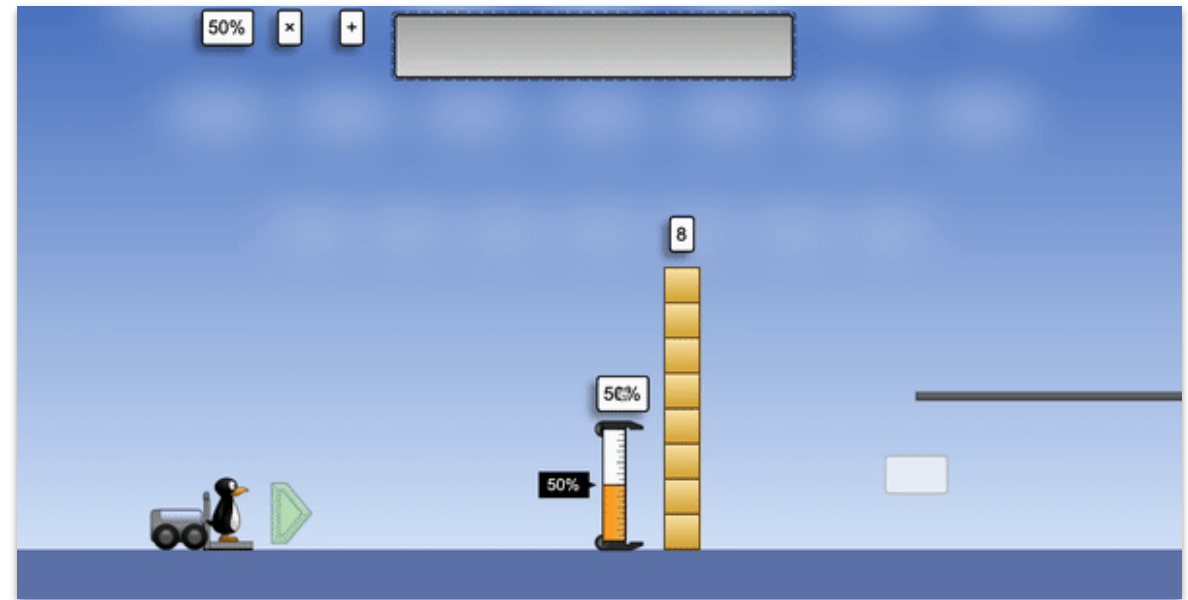
What will be the balance in Mr. Jenkins' account in dollars and cents at the end of 4 years?

Enter your answer in the box.

←	→	↶	↷	✕
1	2	3		
4	5	6		
7	8	9		
	0			
.	-	$\frac{\square}{\square}$		

STAAR 2.0: Equation Editor (example question)



ST Math Equation Editor- *Percent Expression*

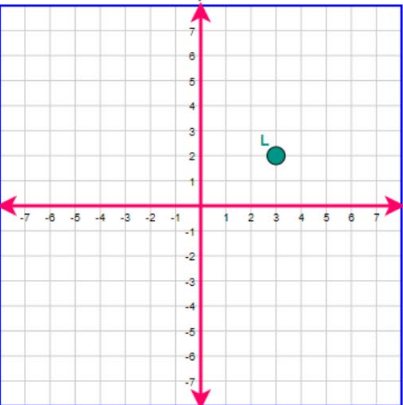
“This program levels up in difficulty and covers exactly what is needed for STAAR.”

*-Elementary Teacher, Slocum ISD*

# STAAR 2.0 and ST Math

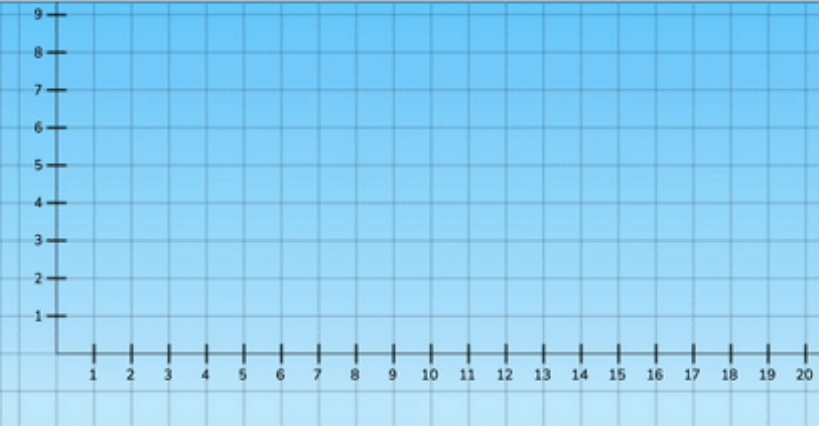
7  
GUEST, GUEST

The graph shows point  $L$ . What is the location of a point 5 units down and 2 units to the left of point  $L$ ?  
Plot the point on the coordinate grid.



STAAR 2.0: Graphing (example question)

Where is  $(7, 3)$ ?



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](mailto: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

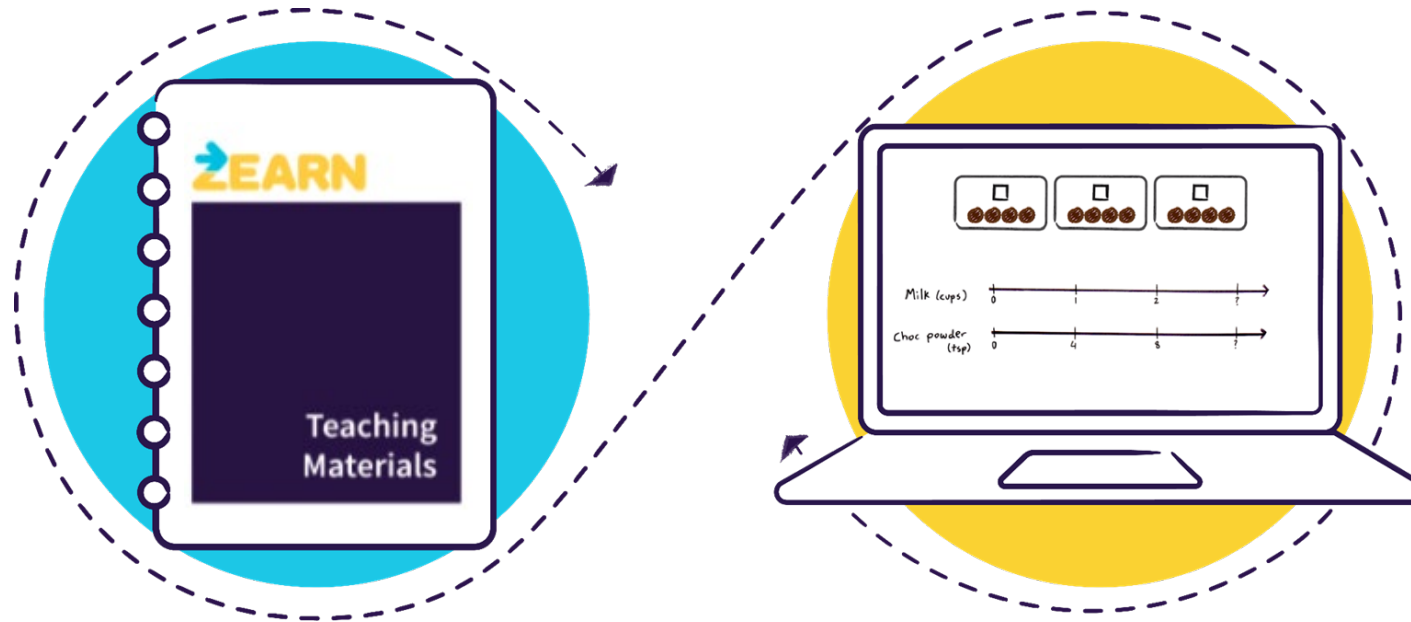


# About Zearn

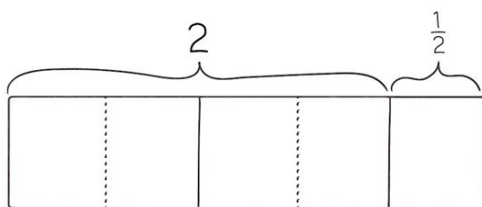
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- ★ Nonprofit educational organization
- ★ Math platform used nationwide
- ★ Flexible instructional resources

 **Our one goal:**  
**Student achievement**  
**in K-8 math**



**Supporting all students to catch up and move forward.**



$$2 + \frac{1}{2} = 2\frac{1}{2}$$

**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

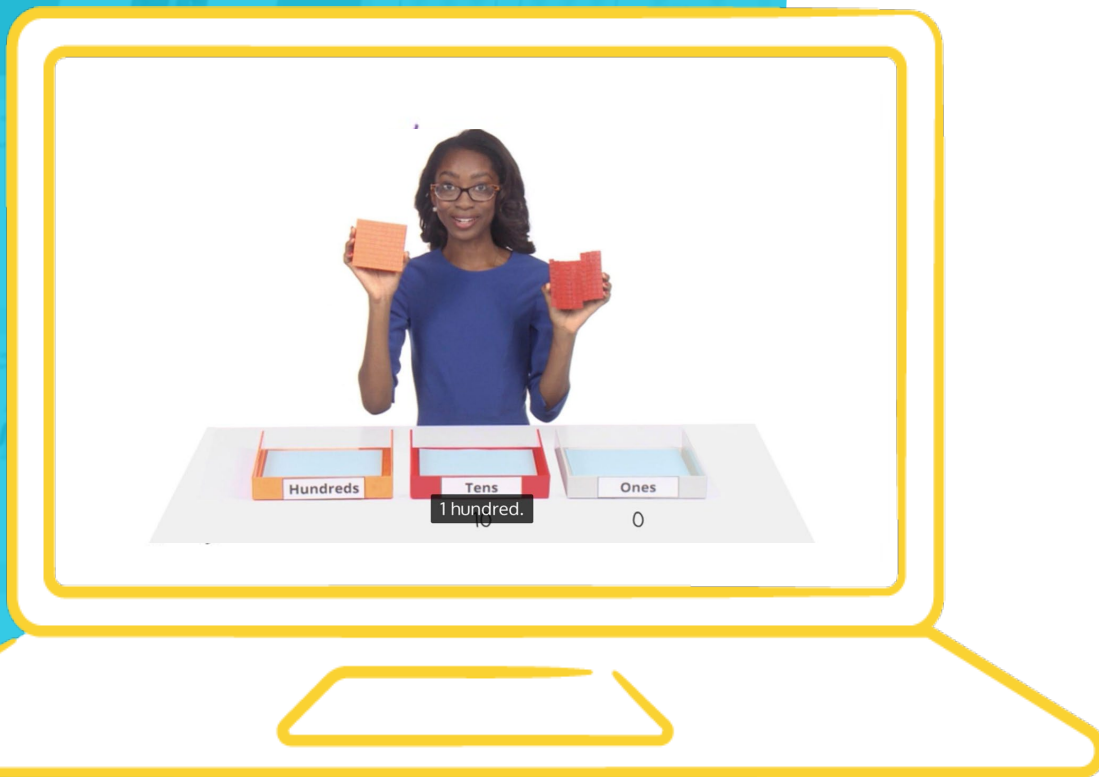
Interactive math manipulatives

## 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

On-screen teachers, teaching

Visualization of every concept

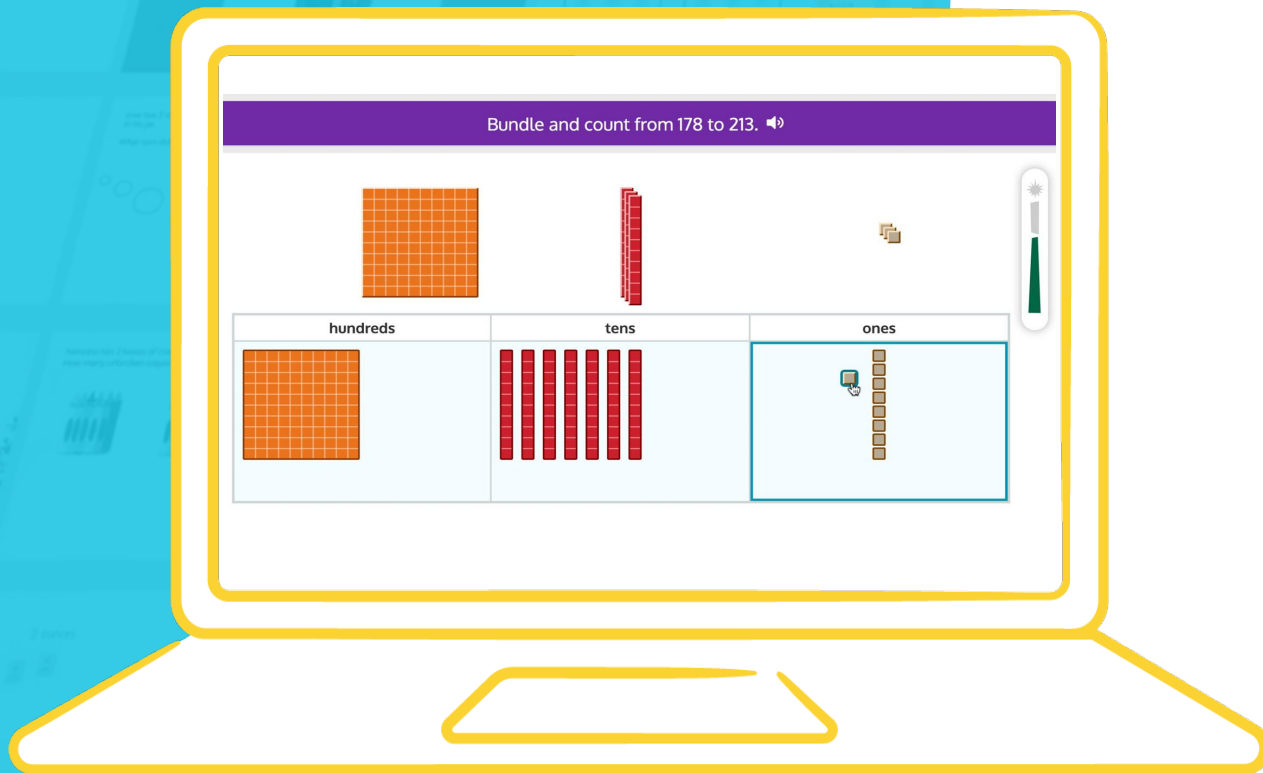
Interactive math manipulatives

## Built-in differentiated support into grade-level learning

On-ramps that activate prior learning

Just-in-time scaffolding in every lesson

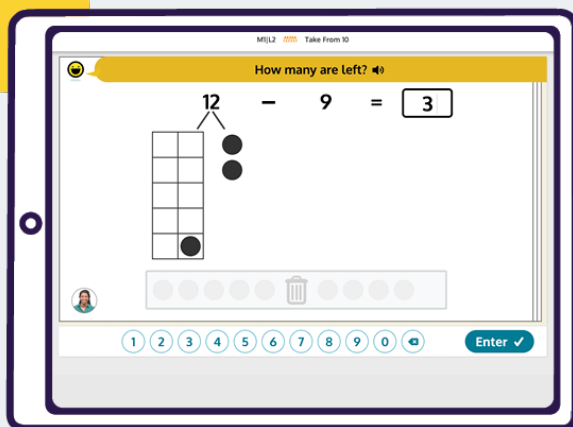
Targeted intervention lessons





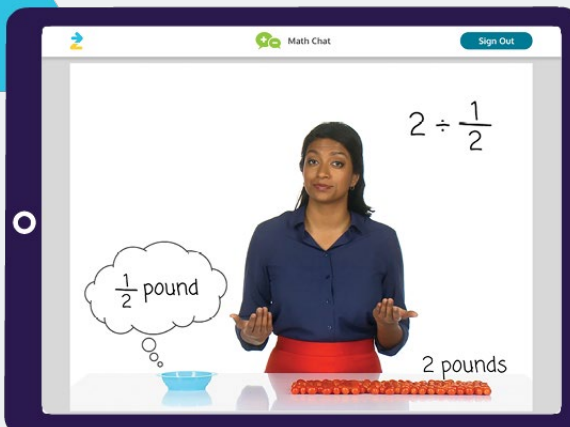
## Independent Digital Lessons

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:



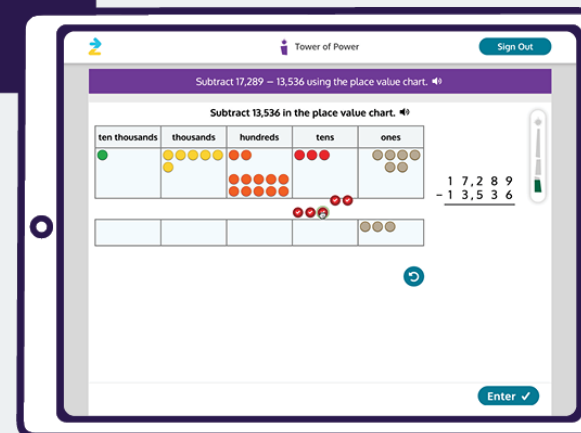
### Fluency Activities

Help students develop the foundations for new learning



### Guided Practice

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



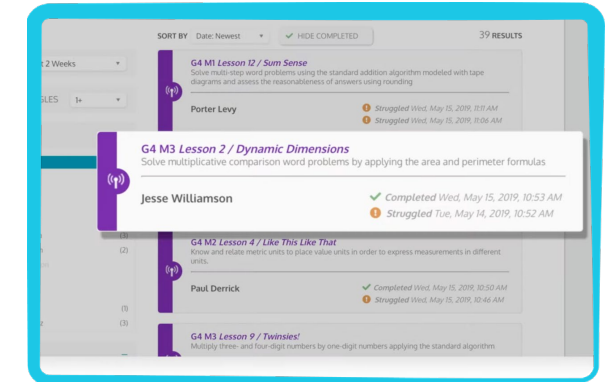
### Independent Practice

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

CLASS	GRADE	NUMBER OF STUDENTS	LAST TEACHER SIGN-IN	% ACTIVE STUDENTS	% STUDENTS MET GOAL	AVG ON-GRADE LESSONS/WK	AVG LESSONS PER WEEK	AVG MINUTES PER WEEK	AVG TONER ALERTS PER LESSON
Bashir - Grade 2	2	22	Jan 11, 2022	95%	77%	3.6	3.8	126	0.4
Berlin - Grade 5	5	24	Jan 10, 2022	96%	83%	4.1	4.2	144	0.9
Bernard - Grade 1	1	23	Jan 12, 2022	96%	87%	3.7	4.1	126	0.4
Donovan - Grade 3	3	26	Jan 12, 2022	96%	89%	3.5	4.1	135	0.7
Jenkins - Grade 2	2	24	Jan 12, 2022	96%	90%	4.1	4.4	136	0.3
Kleinfield - Grade 4	4	27	Jan 3, 2022	89%	63%	2.7	2.7	95	2.0
Little - Grade 5	5	25	Dec 28, 2021	100%	64%	1.7	1.9	100	3.4
McElroy - Grade 3	3	27	Jan 10, 2022	100%	96%	4.0	4.0	145	1.1
Murphy - Grade 1	1	26	Dec 29, 2021	100%	73%	3.1	3.4	130	0.7
Patel - Grade 4	4	26	Jan 12, 2022	96%	77%	3.7	4.0	131	0.4

**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

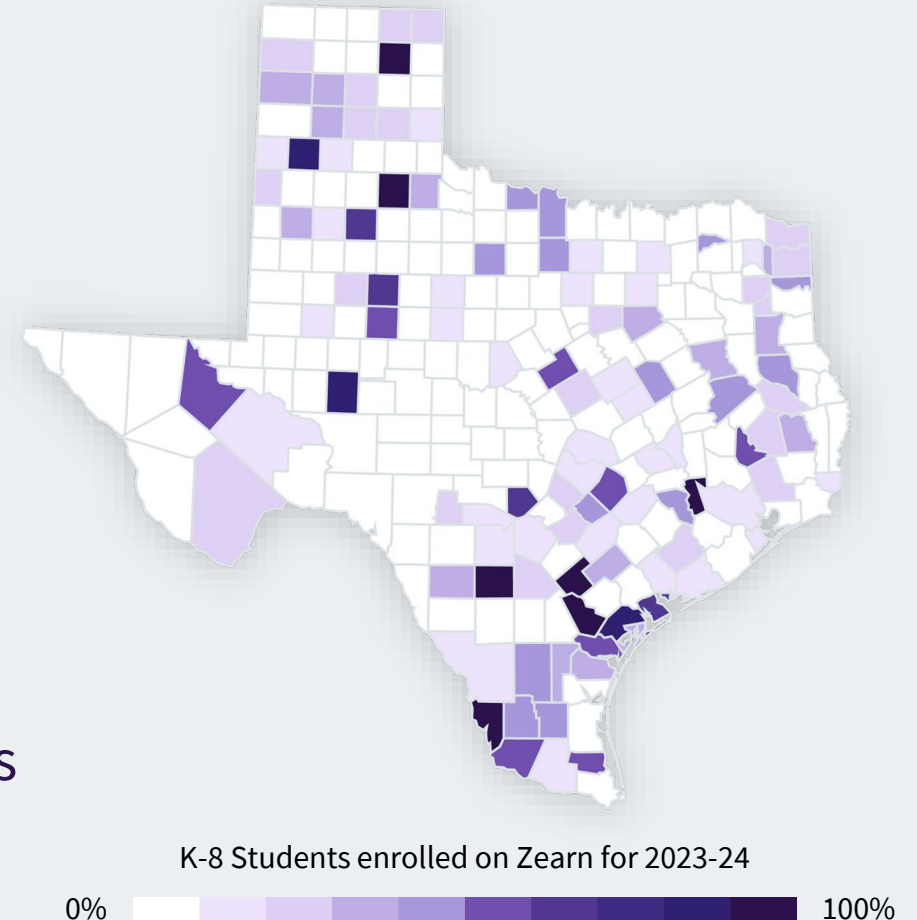
## CONTROL GROUP

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

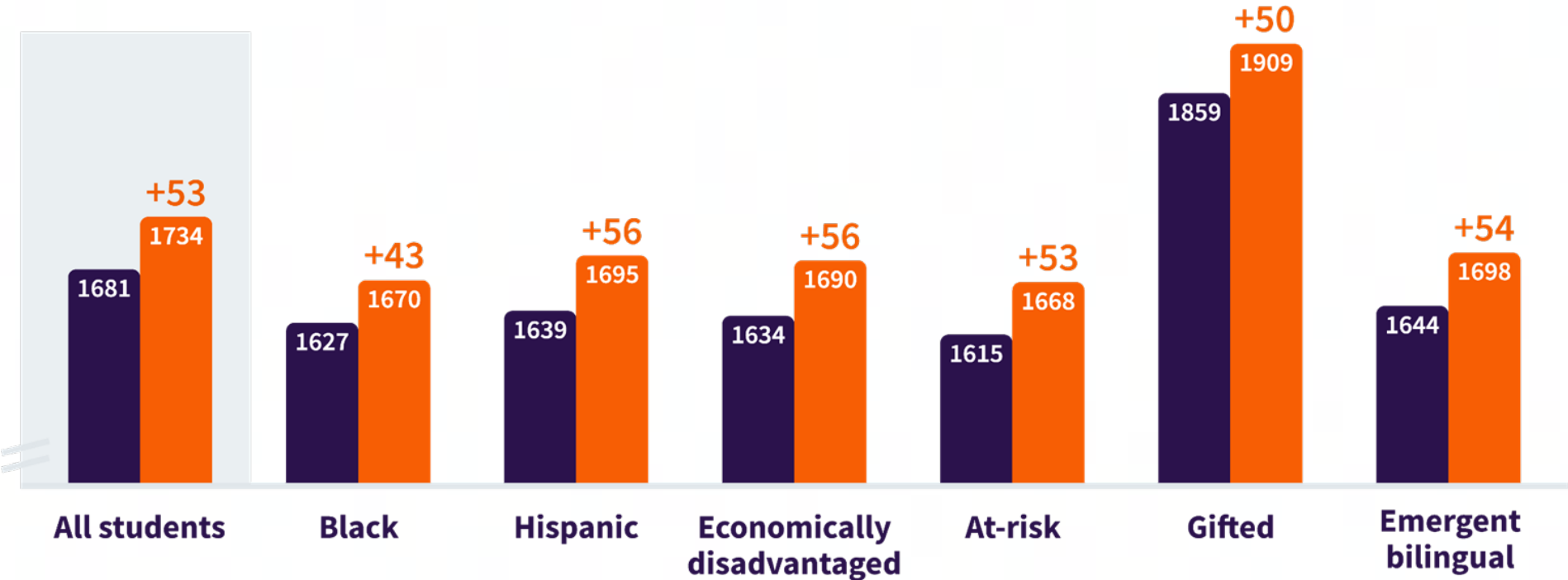
- ✓ Zearn usage significantly increases STAAR Math scale scores by 53 points on average
- ✓ Across sub-groups, Zearn usage resulted in significant increases in STAAR Math scale scores
- ✓ Zearn usage improves STAAR performance level; 62% of the lowest scoring students moved up at least one level
- ✓ 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

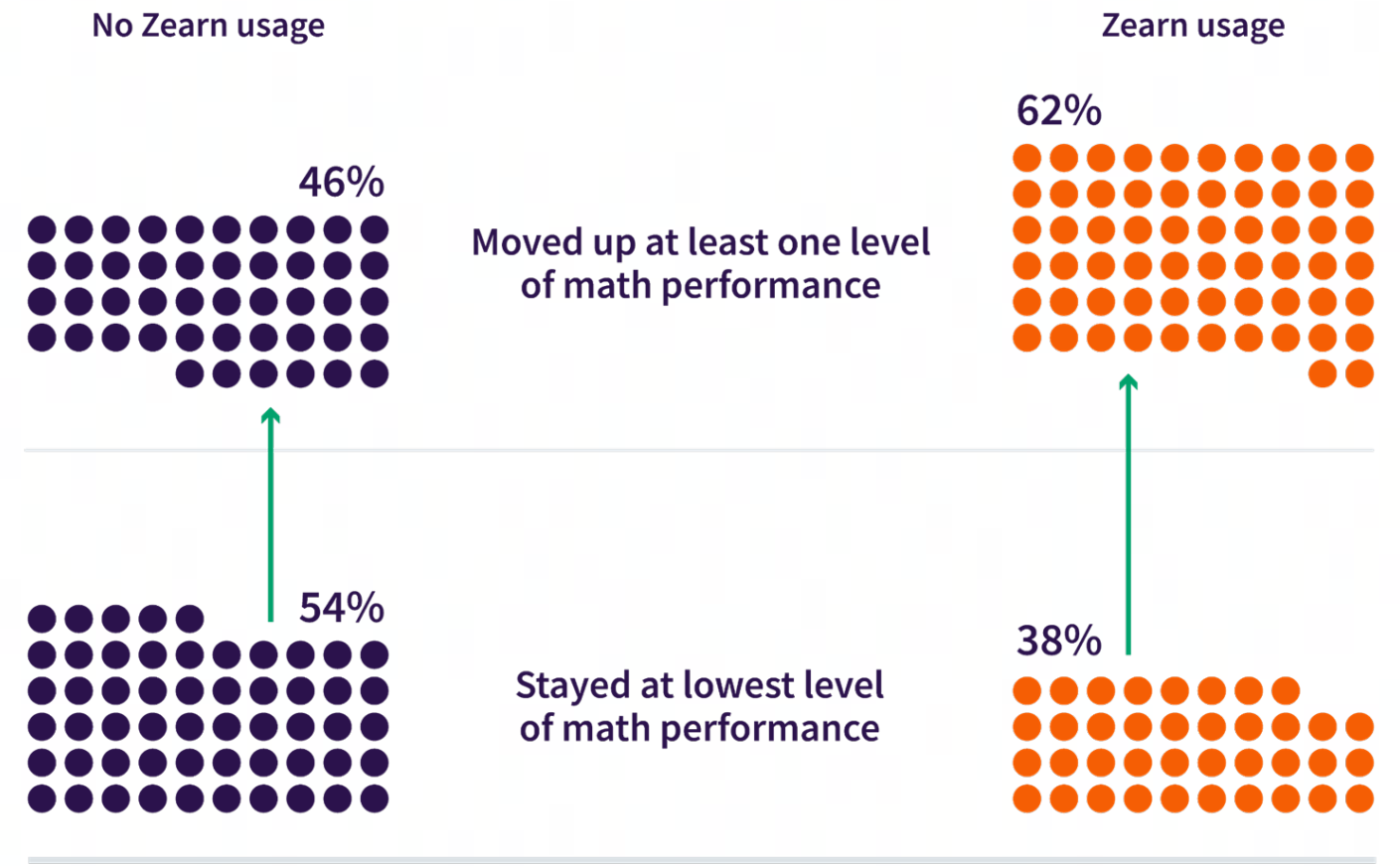
### Impact of Zearn Math on Spring 2023 STAAR Scale scores, by Subgroup

■ Zearn usage ■ No Zearn usage



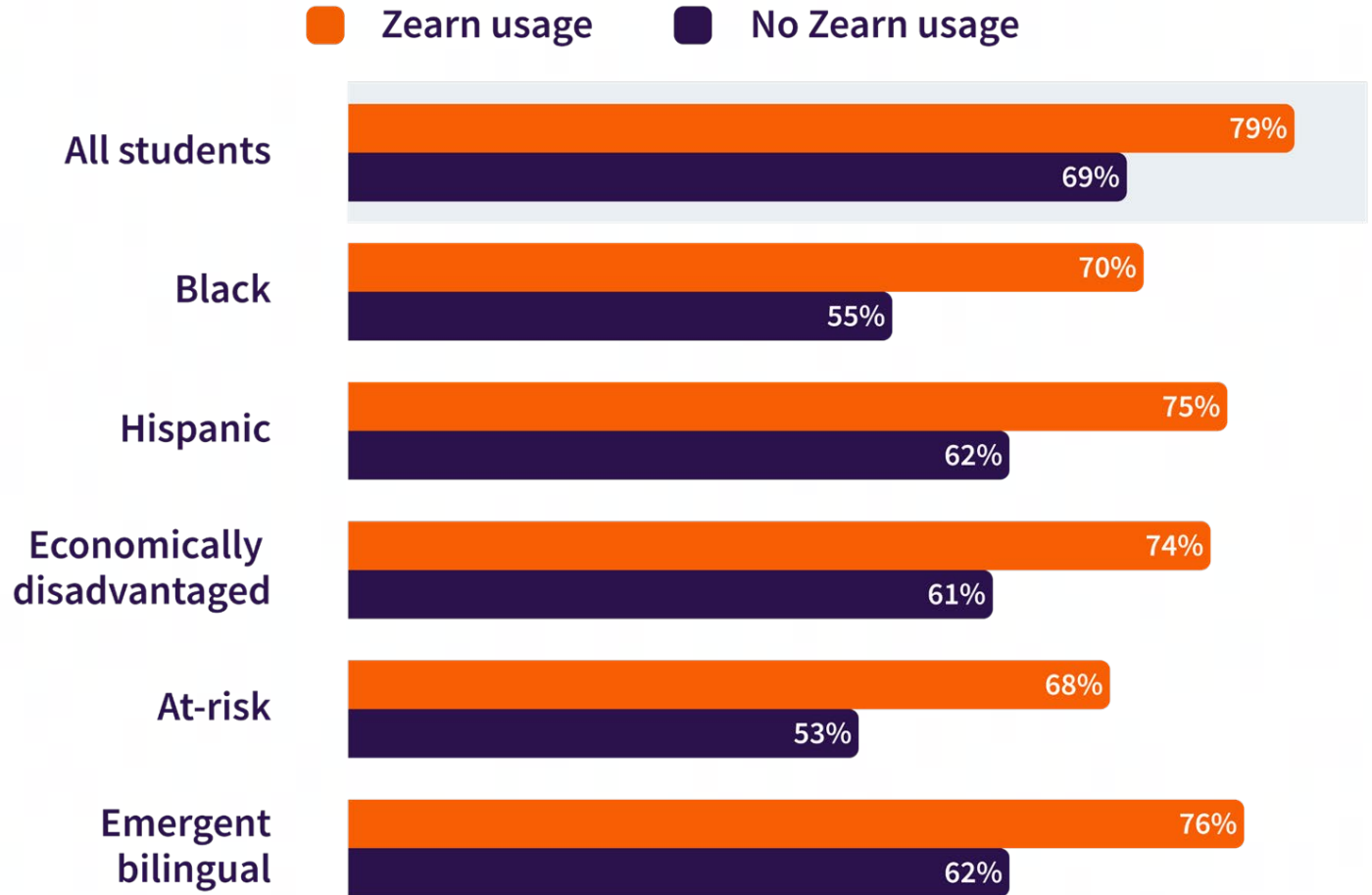
62% of students who started at the lowest Performance Level and consistently used Zearn grew at least one Performance Level in 2023

### Impact of Zearn Math for Students Scoring at the Lowest Performance Level on 2023 STAAR



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

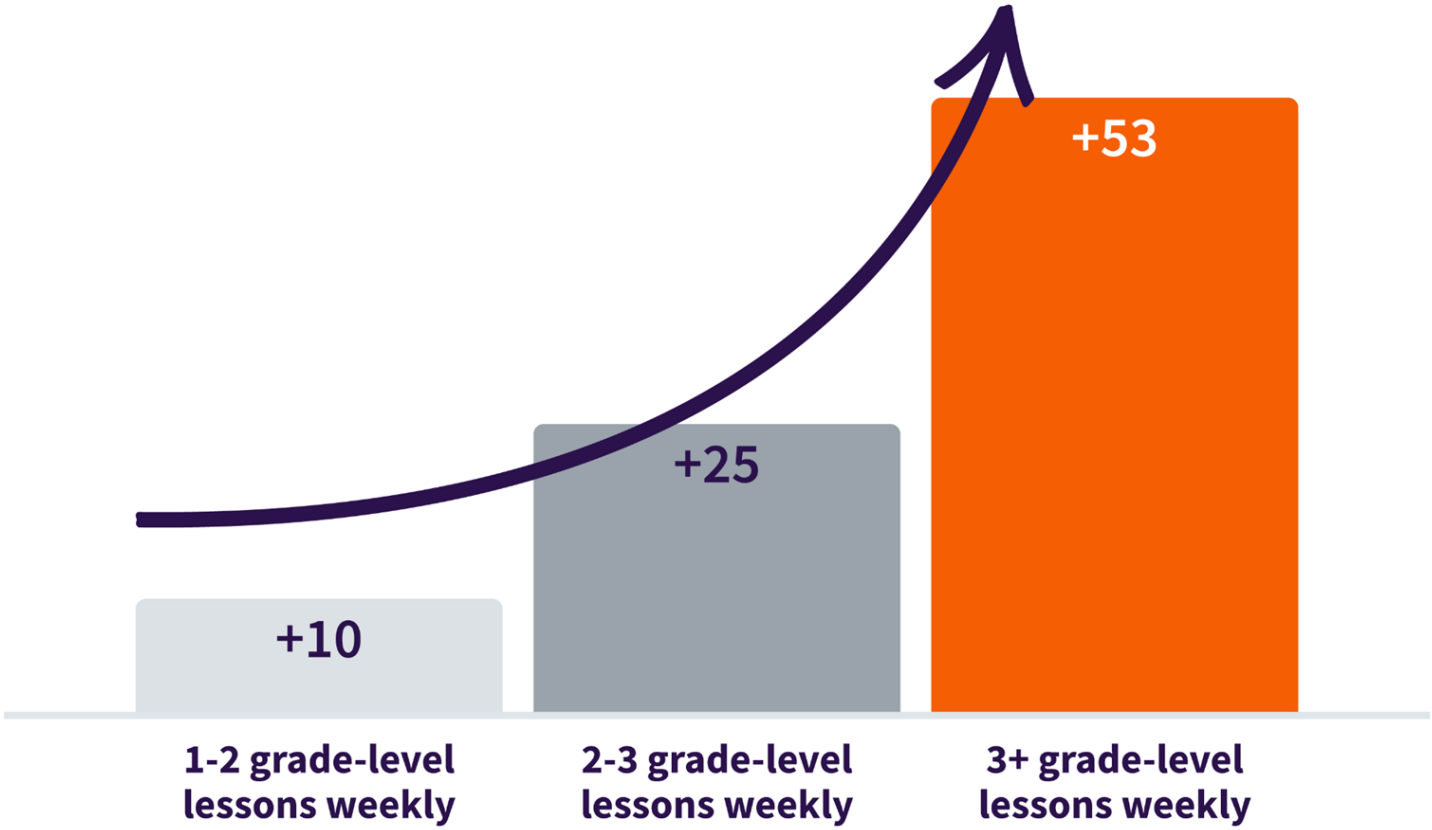
### Percent Placing at "Meets Grade Level" or Above on the Spring 2023 STAAR, by Subgroup





### Increase in Scale Score Points on 2023 STAAR compared to matched peers, by Zearn Dosage

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](mailto: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](mailto:accelerated.instruction@tea.texas.gov)
- LASO 2.0 [webpage](#)
- Accelerated Instruction [webpage](#)

## General Grant Questions

- [LASO@tea.texas.gov](mailto:LASO@tea.texas.gov)



Questions?



# 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.