Math IMplementation Update

April 11, 2022

21-24 Student Outcome Goal:

Within three years of implementation of the Illustrative Math curricular resource, 80% or more of students across all demographic groups will:

- Be adequately supported by Tier 1 instruction, as evidenced by the Branching Minds tier level report
- Meet or exceed their annual growth goals in i-Ready
- Show proficiency on Illustrative Math end-of-unit summative assessments

Year 1 Goal:

Use of Curricular Resource

The teacher uses the IM pacing guide, learning goals and targets, and the IM design structure as key instructional resources.

Year 1 Goal Rubric

GOAL 1 - Use of Key Curricular Resources: The teacher uses the IM pacing guide, learning goals and targets, and the IM design structure as key instructional resources.

| Indicator	Descriptor	Awareness	Experimenting	Implementing	Integrating
Pacing K-8 IM Pacing Calendar (Danielson - 1D: Demonstrating Knowledge of Resources; 3C: Engaging Students in Learning)	*Teachers manage pacing to ensure that units and lessons are completed in the time allotted, even in the face of challenging local school-level contexts or requirements (e.g., district pacing, assessment calendar, or other dependencies).*	Teachers **do not use the suggested timing** for activities. Teachers do not complete most units in the allotted time, and **skip all optional** activities and lessons by default.	Teachers **struggle to manage pacing** (e.g., warm-ups might take too much time, leaving no room for cool-downs, etc.) or **spend too much time on questions not aligned with the key learning goal.** Teachers **complete most units** in the allotted time, but **skip many optional** activities and lessons (e.g., spend too much time on a single unit and rush through others).	Teachers **adhere to the suggested timing** for activities, and are able to **attend to the lesson synthesis and cool-down.** Teachers **complete key units** in the allotted time.	Teachers are able to complete **all units** in the allotted time. Teachers use time and elements of a lesson strategically and deliberately. Teachers **make informed decisions about optional activities and lessons** based on student needs.
Use of Learning Goals and Targets (Danielson - 1C: Setting Instructional Outcomes; 3A: Communicating with Students)	*The teacher uses student-facing learning goals ("Let's...") and targets ("I can...") to communicate expectations and engage students.*	The teacher **shares the learning goals** for the lesson. The teacher may post the student-facing learning goal or the student learning target **at the beginning of the lesson.**	The teacher shares the student-facing learning goals at the beginning of the lesson, and **may reference the learning targets at the end of the lesson or in preparation for unit assessments.**	The teacher shares **the student-facing learning goals at the beginning of the lesson** to focus learning. The teacher **references the learning targets** at appropriate times **during the lesson.**	The teacher references the learning targets at appropriate times during the lesson, and **uses evidence of student understanding** (e.g., verbal and written responses to activities and questions, student self-ratings of understanding of learning targets) to make decisions about supporting student thinking and learning.
Use of IM Design Structure (Danielson - 1E: Designing Coherent Instruction)	*The teacher effectively uses the IM Design Structure (Invitation to the Mathematics, Deep Study of Concepts and Procedures, and Consolidation and Application), including the warm-up, activity launches, activity and lesson syntheses, and cool-downs.*	The teacher uses some of the **key components of the lesson, but may replace the warm-up or key lesson activities** with a different activity that deviates from the lesson's learning goals or shifts away from the intention of IM's lesson design.	The teacher uses **most of the key components** of the lesson, including the warm-up and lesson activities, but **deviates from the lesson's learning goals.** OR The teacher **may skip the activity launches or syntheses, or the lesson synthesis, struggling to ensure effective pacing** for all components.	The teacher uses **all of the key components** of the lesson, **including the warm-up, activity launches and syntheses, the lesson synthesis, and the cool-down in a manner that serves the lesson's learning goals.**	The teacher effectively uses all key components of the lesson in a way that **invites students to the mathematics** (ensuring all students can access the task), **engages them in deep study of the concepts and procedures** (supporting students to engage in productive struggle), **and supports them to consolidate and apply their learning** (using student ideas and contributions to synthesize ideas and draw attention to the learning goals).

IMplementation Process

- IMplementation Rubric
- IMplementation Calendar
  - IM End of Unit Assessment Data collection
- K-8 District IMplementation monthly team meetings
- K-8 Curriculum Maps & Pacing Guide

IMplementation Supports

- IM Adaptation Packs
- IM Toolbox of Strategies & Supports
- Dual Language Pacing Adjustments
- Differentiated Professional Learning

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Math IMplementation Update
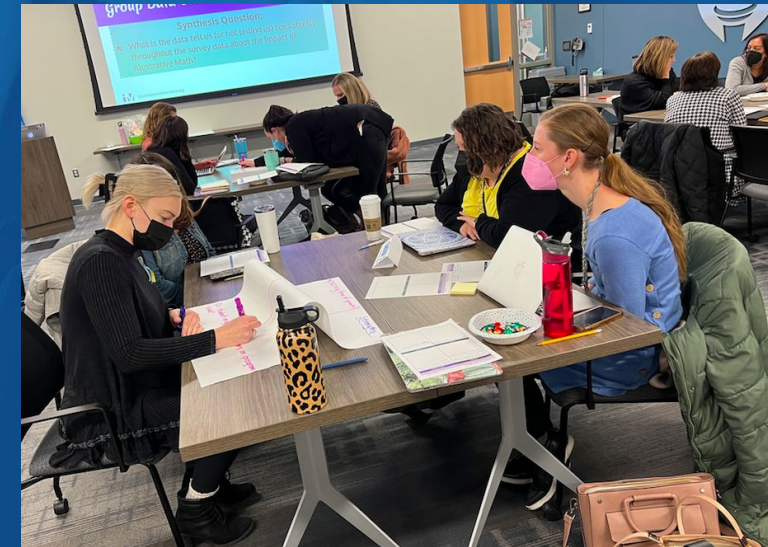
Professional Learning Plan

| Illustrative Math Facilitated Training	District-Led Training Opportunities
- K-5 Module Trainings (3x/year) 6-8 Unit Overview Planning Sessions (7x/year)	- K-5 Unit Overviews (building specific) - Advanced training for instructional coaches - Pacing Supports (coaches & building specific) - Demonstration Classrooms (3 Rounds)

IM Demonstration Classroom Experiences

Demonstration Classrooms provide small groups of educators with an intentional, guided, and focused observation of a teacher conducting a model lesson.

To what degree did this IM professional learning session meet your needs?
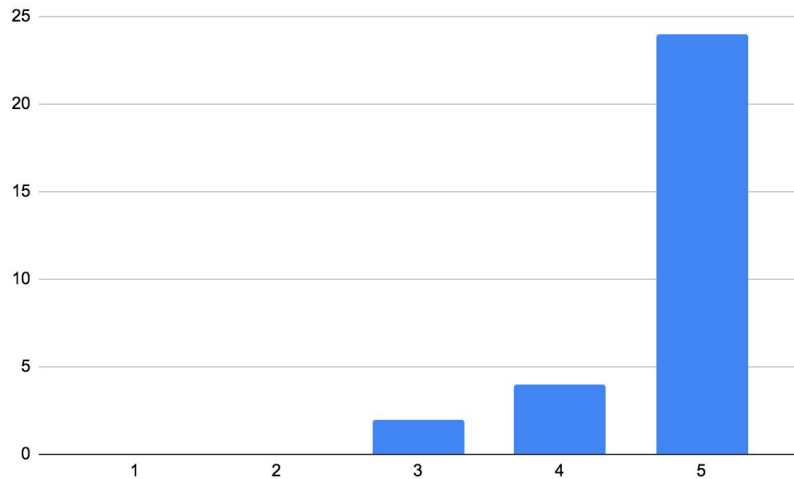
3 Rounds
19 Demo Lessons
84 observers
- 11 coaches
- 41 teachers
- 32 administrators
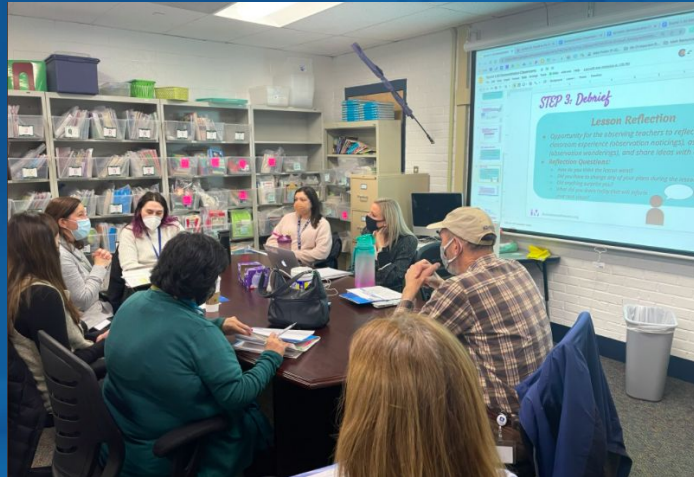
Measures of Progress

Qualitative Data: Surveys

- Teacher Self-Assessment Surveys (Fall, Winter, Spring)
- Parent Survey (Winter 2022)
- Student Survey Grades 2-8 (Winter 2022)
- Building Administrators grade level Walkthroughs (Fall, Winter, Spring)

Teacher Self-Assessment Survey Results

Goal 1 (Use of Curricular Resources) Indicators

Pacing:
The teacher manages pacing to ensure that units and lessons are completed in the time allotted, even in the face of challenging local school-level contexts or requirements (special school day events, assessment calendar, etc.).

Fall 2021		Winter 2022	
65	3 - Implementing	74	3 - Implementing
15	4 - Integrating	43	4 - Integrating
38%	Responses with 3+ Rating	56%	Responses with 3+ Rating

Use of Learning Goals and Targets:
The teacher uses student-facing learning goals ("Let's...") and targets ("I can...") to communicate expectations and engage students.

Fall 2021		Winter 2022	
75	3 - Implementing	97	3 - Implementing
33	4 - Integrating	50	4 - Integrating
51%	Responses with 3+ Rating	70%	Responses with 3+ Rating

Use of IM Design Structure:
The teacher effectively uses the IM Design Structure (Invitation to the Mathematics, Deep Study of Concepts and Procedures, and Consolidation and Application), including the warm-up, activity launches, activity and lesson syntheses, and cool-downs.

Fall 2021		Winter 2022	
119	3 - Implementing	120	3 - Implementing
10	4 - Integrating	19	4 - Integrating
61%	Responses with 3+ Rating	67%	Responses with 3+ Rating

Teacher Confidence

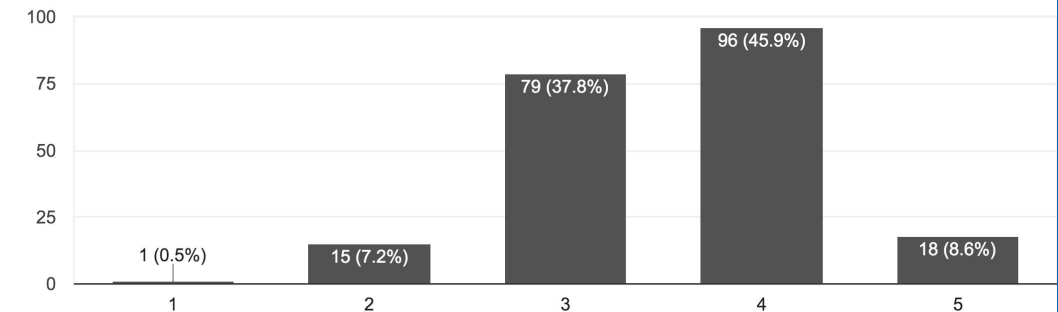Teachers' confidence level in implementing math with IM. (scale of 1-5)
1 - Not at all confident (I am struggling to adjust to teaching with IM.)
5 - Extremely confident (I feel very comfortable teaching with IM and am already seeing positive results with my students.)

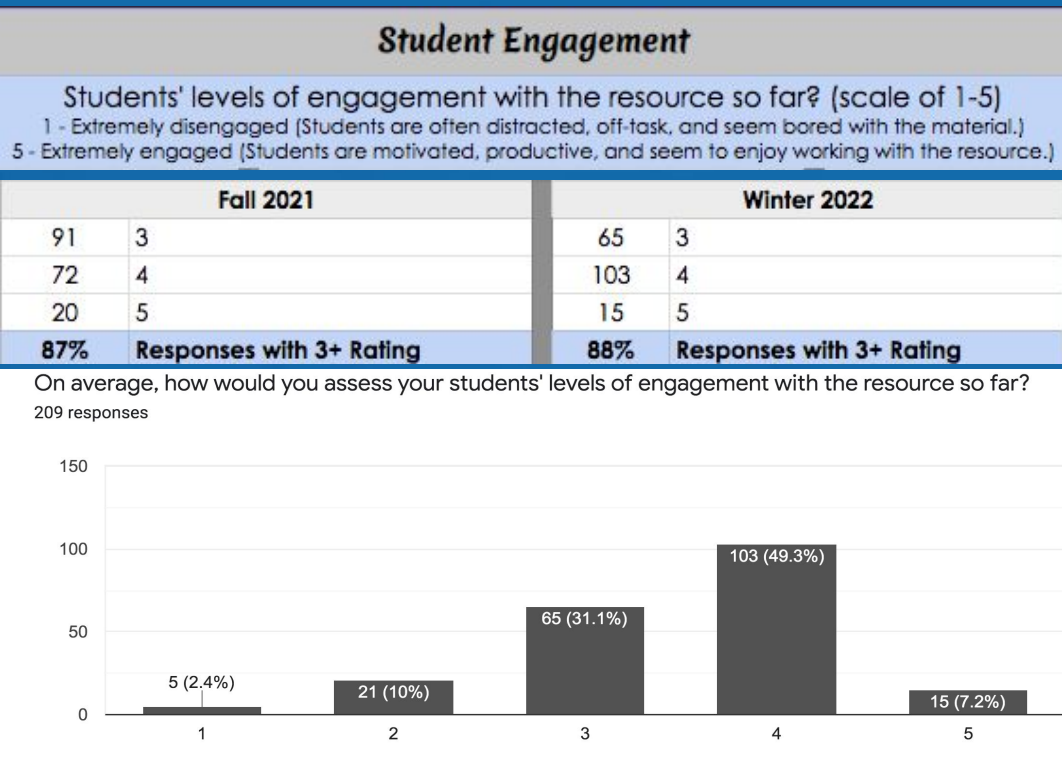| Fall 2021		Winter 2022	
114	3	75	3
67	4	91	4
7	5	16	5
90%	Responses with 3+ Rating	93%	Responses with 3+ Rating

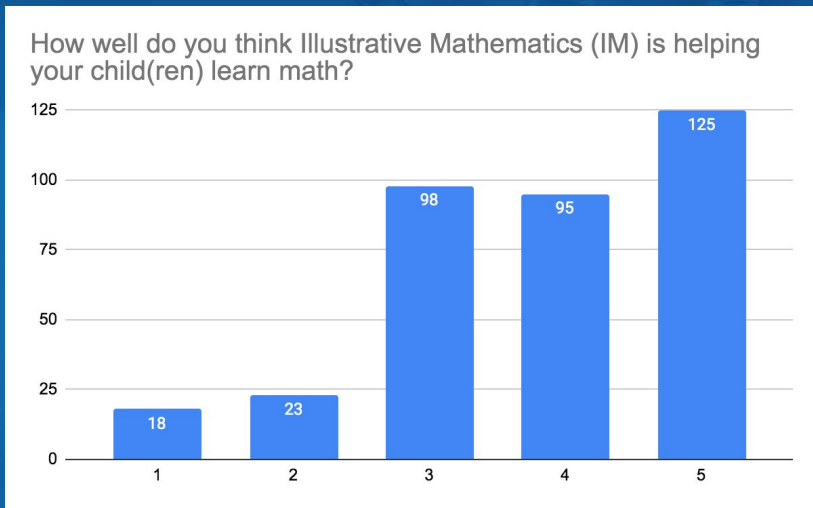Rate your confidence level in implementing math with IM.
209 responses

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Math IMplementation Update

Stakeholder Survey Data:
Student Engagement with IM

Parent Survey

How well do you think Illustrative Mathematics (IM) is helping your child(ren) learn math?

1	18
2	23
3	98
4	95
5	125
3+ rating:	318 (88.5%)

Teacher Survey

Student Engagement

Students' levels of engagement with the resource so far? (scale of 1-5)
1 - Extremely disengaged (Students are often distracted, off-task, and seem bored with the material.)
5 - Extremely engaged (Students are motivated, productive, and seem to enjoy working with the resource.)

Fall 2021		Winter 2022	
91	3	65	3
72	4	103	4
20	5	15	5
87%	Responses with 3+ Rating	88%	Responses with 3+ Rating

On average, how would you assess your students' levels of engagement with the resource so far?
209 responses

Student Survey

How well do you think that Illustrative Math is helping you learn math?

1	49
2	137
3	555
4	845
5	501
3+ rating:	1901 (91%)

Measures of Progress
Quantitative Results:

IM End of Unit Assessment Proficiency Data

Grade Level	# of Teachers/ Classes	Proficient 75% or higher		Approaching 50-74% overall		Beginning 25-49% overall		Not yet Below 25% overall	
K-8	333	3164	53%	1459	25%	863	14%	447	8%

iReady Growth Data (Fall to Winter)

Growth Data	Fall 2021	Winter 2022
Branching Minds: Benchmark Growth	Tier 1: 60.3%	Tier 1: 64.4% (+4.1)
iReady: Growth Data	➜ 75% Progress towards Typical Growth	

Next Steps: Forecasting Year 2 with IM

Year 2 Goal:

Responsive Lesson Design

Teachers use teacher materials, instructional routines, and evidence of student learning to inform lesson planning, use assessments for feedback and learning, and supplement the curriculum appropriately and with integrity.

Additional Year 2 Focus Areas:

- Co-constructing Year 2 IMplementation Calendar
- Developing a Professional Learning plan
- Revision of IM Pacing Guides 22-23
- Increase Family Communication & Engagement
- Increase student engagement creating a more student-centered classroom

Year 1 Reflections & Highlights

- **K-8 IMplementation Team Reflections:**
  - Overall IM is having a positive impact for ALL
  - All stakeholders feel we are moving in a positive direction
  - Teachers are feeling more comfortable with IM
  - As teachers are becoming more comfortable with the curriculum, platform, and routines, the students are becoming more engaged.

- **District Tour with IM Imagine Learning** (formerly LearnZillion) **Product Development Team**
- **Video Production with IM Imagine Learning**

Opportunities for Questions