FASTT Math Next Generation

Aligns to Race to the Top—District

The *Race to the Top—District* (RTT-D) program is designed to support bold, locally directed improvements in learning and teaching that will directly improve student achievement and educator effectiveness. RTT-D programs are expected to provide teachers the information, tools, and supports that enable them to meet the needs of each student and substantially accelerate and deepen each student's learning. These programs must prepare each student to master the content and skills required for college- and career-readiness, provide each student the opportunity to pursue a rigorous course of study, and accelerate and deepen students' learning through attention to their individual needs. The following chart shows how **FASTT Math Next Generation** can support a RTT-D program. The criteria are drawn from the Federal *Race to the Top—District* grant application, posted at:

http://www2.ed.gov/programs/racetothetop-district/applicant.html

Required RTT-D Criterion	FASTT Math Next Generation
LEARNING—An approach to learning that engages and empowers all learners, in particular high-need students, in an age-appropriate manner such that:	
WITH THE SUPPORT OF PARENTS AND EDUCATORS, ALL STUDENTS:	
Understand what they are learning is key to their success in accomplishing their goals	**FASTT Math Next Generation** is an efficient, personalized technology program, in English and Spanish, to help students in grades 2-9+ achieve math fact fluency in just 10 minutes a day. Through the identification and remediation process provided by *FASTT Math Next Generation,* students develop the understanding and skills necessary to automatically recall operations with whole numbers 0-12 for addition, subtraction, multiplication, and division. The program accelerates and fosters the developmental progressions leading to fluency as described by mathematics education researchers. As a result of the development of math fact fluency, students create the number foundation necessary for performing higher-order mathematics. The Student Dashboard allows students to monitor their own progress and celebrate achievement. Rewards, top scores, and math fact progress are conveniently displayed all in one place. After students take the Placement Assessment for an operation, they begin each new Software session at the Student Dashboard. This personalized learning experience helps motivate students to take ownership of their learning. Students use the Dashboard to see the status of their math facts, view their progress and growth over time, and read the real-time news feed of their awards and top scores.
Identify and pursue learning and development goals linked to college- and career-ready standards or college- and career-ready graduation requirements	*FASTT Math Next Generation* builds students' abilities to retrieve basic math facts from memory, both accurately and fluently. The program begins with a computer-based assessment that presents all of the number combinations in an operation and records the amount of time that the student takes to evaluate each one correctly. Following the initial placement assessment, *FASTT Math Next Generation* constructs a fact grid that allows the student and teacher to visually see the fluent, *Fast Facts* and those that the student answered slowly or incorrectly—the *Study Facts*. Only after a user is consistently able to retrieve the answer to a target fact within the controlled response time is that fact added to the student's set of drill and practice facts. CONTINUED

Required RTT-D Criterion	*FASTT Math Next Generation*
Identify and pursue learning and development goals linked to college- and career-ready standards or college- and career-ready graduation requirements *Continued*	**Operations & Algebraic Thinking** To meet State Standards, *FASTT Math Next Generation* provides practice for accuracy and speed in addition and subtraction facts within 0–24 and multiplication and division facts within 0–144. The program also employs the research-validated FASTT algorithm to build fact fluency and reduce recall time to 0.8 seconds or less. Further, the program extends beyond fact fluency to more rigorous practice with *STRETCH-To-Go™*, including inverse relationships, recognizing unknowns, multi-digit operations, associative and commutative properties, number composition, and fact families. **Number & Operations** State Standards expect students to understand place value for single and multi-digit operations with whole numbers and decimals. *FASTT Math Next Generation* builds conceptual understanding of single-digit operations through quantity and mental math strategies using lessons from the Teacher's Guide. The program ensures every student is appropriately challenged with adaptive instruction that creates an individualized learning progression for each student based on performance. Additionally, the program utilizes arrays to provide visual representations of students non-fluent facts, introduces fact pairs (such as 3 x 7 and 7 x 3) simultaneously, and uses visual models to support students in recognizing the pattern of the commutative property. *FASTT Math Next Generation* develops math fact fluency in addition, subtraction, multiplication, and division as a necessary base for extending knowledge into higher-order mathematics. **The Number System** State Standards require students to apply and extend previous understandings of operations to fractions and compute fluently with multi-digit numbers, as well as find common factors and multiples. To meet these standards, *FASTT Math Next Generation* promotes retention of fluent facts for multi-digit computations through 18 engaging and motivating games. Also, the program supports the transfer of learning to paper and pencil with customized practice sheets, and provides multimodal presentation of math facts—visual, auditory, and kinesthetic—laying the foundation for finding common factors and multiples. **Expressions & Equations** State Standards expect students to solve real-life and mathematical problems using numerical expressions. Students' understanding of arithmetic should extend to algebraic expressions. To meet these standards, *FASTT Math Next Generation* provides adaptive lessons and activities to develop automaticity. In addition, the program creates efficient strategies for solving problems, expressions, and linear equations by developing rapid retrieval of math facts.

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Are able to be involved in deep learning experiences in areas of academic interest	Games are a vital part of *FASTT Math Next Generation*, to provide practice on newly learned facts, as well as to extend the learning of mathematics. Fluency Games build automaticity with learned facts. Students play at least one Fluency Game per instructional lesson. The purpose of the games is to provide a fun and motivating environment in which students can increase the speed at which they recall learned facts. *FASTT Math Next Generation* includes 12 Fluency Games to meet the interests of all students.
Have access and exposure to diverse cultures, contexts, and perspectives that motivate and deepen individual student learning	*STRETCH-To-Go*, included with the *FASTT Math* Next Generation program, develops Standards for Mathematical Practice through leveled game play. Games are structured so that the methods and patterns students use in one level help them reason through the problems in successive levels. Each subsequent level builds on students' understanding, challenging them to transfer understanding to more complex problems and determine which method is most effective and efficient to use.
Master critical academic content and develop skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving	The *FASTT Math Next Generation* Student Dashboard is designed to promote students' executive functioning and awareness of their progress related to their effort. This information is provided through easy-to-use features in the dashboard. These features clearly indicate for students which facts are fluent facts, the facts for which they are nearing fluency, and the facts they must learn. Students can also see the increase of fluent facts over time and relate that improvement to the effort they have exerted—a critical link to students' development of productive achievement goals and motives. Using the dashboard, students can clearly discern the number of rewards and trophies they have earned while playing the practice games incorporated in the program.
WITH THE SUPPORT OF PARENTS AND EDUCATORS, THERE IS A STRATEGY TO ENSURE THAT EACH STUDENT HAS ACCESS TO:	
A personalized sequence of instructional content and skill development designed to enable the student to achieve his/her individual learning goals and ensure he/she can graduate on time and college- and career-ready	*FASTT Math Next Generation* provides an individualized path for each student through differentiated scaffolded practice. After students take the Placement Assessment, they begin using the Instructional Software to learn their *Study Facts* and increase the speed at which they recall their *Focus* and *Fast Facts*. *Learn New Facts* and *Review* are instructional activities in which students engage throughout the program. Each activity follows a four-step process to help students create a memory association. Step 1—Fact Selection & Presentation The Software selects a fact pair, for example 4 x 6 and 6 x 4, from the student's Fact Grid. The narrator reads the facts aloud and asks the student to repeat them. The student builds a memory association between the problem and the answer as a link between the visual and oral solution to the math fact is established. CONTINUED

Required RTT-D Criterion	*FASTT Math Next Generation*
A personalized sequence of instructional content and skill development designed to enable the student to achieve his/her individual learning goals and ensure he/she can graduate on time and college- and career-ready *Continued*	Step 2—Fact Model The Fact Model provides a visual model to help build a conceptual understanding of the fact's solution. This helps the student understand what the fact represents numerically on a ten-grid, and how it relates to other facts. Step 3—Fact Typing The Software asks the student to type each presented pair of commutative facts and the answer from memory. The program automatically presents the fact pair again to refresh the student's memory if he or she experiences challenges remembering the fact and answer. Step 4—Practice The fact pair is presented in the expanding recall model to solidify the memory relationship and develop the student's quick recall of the facts. Students are required to type the answer from memory. During the second part of every lesson, the student plays a Fluency Game. These games provide an engaging platform to increase the speed at which the student recalls learned facts. Students are required to play at least one Fluency Game during each session. The program presents a set of problems, 60 by default, with emphasis on those facts that were most recently learned—*Focus Facts* and *Fast Facts.* The *STRETCH-To-Go* environment includes six extended learning games that help students to understand inverse relationships, recognized unknowns, and apply mathematical properties.
A variety of high-quality instructional approaches and environments	*FASTT Math Next Generation* includes adaptive and motivating student software along with teacher materials and a management system for progress monitoring and differentiated instruction. The program's implementation model allows students in Grades 2–9+ to work independently on the computer for 10 minutes a day, 3 to 5 times a week. The *FASTT Math Next Generation* adaptive technology manages the pace, level, and multimodal instruction, personalizing learning for each student. *FASTT Math Next Generation* also includes motivating math games that students can play to extend their learning anytime, anywhere. Through six engaging and adaptive games, *STRETCH-To-Go* extends fact fluency and builds computational flexibility by focusing on properties of operations, operations with 10 and multiples of 10, as well as multi-digit calculations.
High-quality content, including digital learning content aligned with college-an career ready standards or college- and career-ready graduation requirements	State Standards call for all students to be fast and accurate with math facts in all operations by the end of Grade 3. Students are also expected to develop number sense by understanding relationships between numbers within operations. By developing these fluencies, students can then successfully focus on higher level math skills. *FASTT Math Next Generation* provides the most efficient, personalized path to fact fluency for every student; the program also extends beyond math fact fluency practice into more rigorous Standards. CONTINUED

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High-quality content, including digital learning content aligned with college-an career ready standards or college- and career-ready graduation requirements *Continued*	**Fluency with Math Facts** *FASTT Math Next Generation* assesses each student's initial fact fluency and provides 10-minute daily sessions of computer-based adaptive instruction in English and Spanish. The software provides practice for accuracy and speed in addition and subtraction facts within 0-24 and multiplication and division facts within 0-144. The program also extends beyond fact fluency to more rigorous practice aligned to State Standards, including inverse relationships, recognizing unknowns, multi-digit operations, associative and commutative properties, number composition, and fact families. **Conceptual Understanding** *FASTT Math Next Generation* builds conceptual understanding of single-digit operations through quantity and mental math strategies using lessons from the Teacher's Guide. The software develops math fact fluency—through expanding recall—in all four operations, laying foundations for higher-order mathematics with multi-digit whole numbers and arithmetic. **Visual Representation** *FASTT Math Next Generation* utilizes arrays to provide visual representations of students' non-fluent facts. The software introduces fact pairs, such as 3 x 7 and 7 x 3, simultaneously and uses visual models to support students in recognizing the pattern of the commutative property. The program also provides multimodal presentation of math facts—visual, auditory, and kinesthetic—laying the foundation for finding common factors and multiples. **Expressions & Equations** *FASTT Math Next Generation* provides adaptive lessons and activities to develop automaticity, improving students' ability to solve real-life and mathematical problems. The software creates efficient strategies for solving problems, expressions, and linear equations by developing rapid retrieval of math facts.
Frequently updated individual student data that can be used to determine progress toward mastery of college- and career-ready standards or college- and career-ready graduation requirements	Students begin all four *FASTT Math Next Generation* operations with a Placement Assessment, which consists of two parts—a Typing Assessment and a Fact Assessment. Together, these assessments create a baseline of a student's fact fluency in each operation. The Software determines fluency by subtracting the student's typing speed from the time it takes the student to input the answer. A fact is considered fluent if the student can provide the correct answer in 0.8 seconds or less. The Instructional Software also includes periodic assessments to continuously monitor student progress. The first part of a student's daily lesson may be an assessment. CONTINUED

Required RTT-D Criterion	FASTT Math Next Generation
Frequently updated individual student data that can be used to determine progress toward mastery of college- and career-ready standards or college- and career-ready graduation requirements *Continued*	The following two types of assessments are presented at different points determined by a student's instructional time in the software and his or her fact stats. ▪ Mastery Assessment—Used to determine if the student is able to respond fluently to *Focus Facts*. If so, the facts become *Fast Facts*; if not, the facts remain *Focus Facts* and are presented again in the next Mastery Assessment. ▪ Challenge Assessment—Used to determine if the student is able to respond fluently to facts in the next level, even though these were non-fluent after the Placement Assessment. This accounts for facts the student may have learned outside the software. The *Scholastic Achievement Manager* (SAM) captures performance data each time students use *FASTT Math Next Generation*. SAM organizes progress and usage data in easy-to-access data-rich reports. Teachers are able to run reports to view data for individual students, groups, or an entire class. The reports enable teachers to monitor students' progress, target instruction, and share results with administrators and families. The Teacher Dashboard pulls key data from SAM to track student performance on the Instructional Software and *STRETCH-To-Go*. The Dashboard allows teachers to access Data Snapshots that show the most crucial student data metrics for implementation and Notifications that help monitor program usage, such as average Instructional Software time. The Reports Scheduler allows teachers to schedule reports automatically from SAM, and *Daily Quick Tips* enhance the daily instruction and program implementation.
Personalized learning recommendations based on the student's current knowledge and skills, college- and career-ready standards/graduation requirements and available content, instructional approaches and supports	*FASTT Math Next Generation* provides the most efficient, personalized path to fact fluency for every student. The program also extends beyond math fact fluency practice into more rigorous State Standards objectives. *STRETCH-To-Go* is an anytime/anywhere destination for math fact fluency and more rigorous practice designed to meet more advanced Mathematics Standards like inverse relationships, recognizing unknowns, multi-digit operations, associative and commutative properties, number composition, and fact families. Students get fluent faster with adaptive practice that can happen anytime/anywhere there is an Internet connection. With six engaging and rigorous *STRETCH-To-Go* math games, the software creates an individualized learning progression based on each student's performance.
Accommodations and high-quality strategies for high-need students to help ensure that they are on track toward meeting college- and career-ready standards/graduation requirements	The *FASTT Math Next Generation* technology is completely adaptive, keeping students of all abilities at the achievable edge of their capabilities. To support a range of learning styles, the *FASTT Math Next Generation* software presents facts in multiple formats—orally (narrated), symbolically (e.g. 3+4=7), and graphically (using 10-frames in addition and subtraction and arrays in multiplication and division). In addition, *FASTT Math Next Generation* allows the teacher to adjust the settings of the program to accommodate other learner differences. CONTINUED

Required RTT-D Criterion	FASTT Math Next Generation
Accommodations and high-quality strategies for high-need students to help ensure that they are on track toward meeting college- and career-ready standards/graduation requirements *Continued*	**English-Language Learners** *FASTT Math Next Generation* includes many support strategies for English-Language Learners. The 1.25-seconds monitored response time can be lengthened to allow more time to respond. The number of problems presented during instruction can be reduced for students who need more time to absorb new information. Students can listen repeatedly to any instructions they may have missed. Problems can be spoken aloud in English and Spanish. **Students In Special Education** The *FASTT Math Next Generation* program technology includes Universal Design features that help math-delayed students develop mathematical fluency. Within the Software instructions, minimal screen text reading is required and audio instructions are provided for each student activity. The initial Typing Assessment measures a baseline of student keyboarding skills so that this measure is distinct from the measure of fact recall. Teachers can control response time limit allowed for students to demonstrate fact latency. Two color contrast settings can be set for visually challenged students.

TEACHING AND LEADING—An approach to teaching and leading that helps educators improve instruction and increase their capacity to support student progress toward meeting college- and career-ready standards or college- and career ready graduation requirements by enabling the full implementation of personalized learning and teaching for all students such that:

ALL PARTICIPATING EDUCATORS ENGAGE IN TRAINING AND PROFESSIONAL TEAMS OR COMMUNITIES, THAT SUPPORTS THEIR INDIVIDUAL AND COLLECTIVE CAPACITY TO:

Support the effective implementation of personalized learning environments and strategies that meet each student's academic needs and help ensure that all students can graduate on time and college- and career-ready	Scholastic provides the following *FASTT Math Next Generation* professional learning: *FASTT Math Next Generation* Implementation Training This training examines how *FASTT Math Next Generation* teaches automaticity and fluency and provides teachers with all the tools to successfully get started with the program. Participants learn how to implement the instructional model, use report data to monitor progress and individualize instruction, and integrate *FASTT Math Next Generation* into the existing mathematics curriculum. *FASTT Math Next Generation* Interactive Webinar In this interactive webinar, teachers, coaches, and administrators learn how to get started with *FASTT Math Next Generation,* including understanding the program's instructional method and underlying research, using the Teacher Dashboard to monitor progress, and using data to differentiate instruction. In-Classroom Support—RECOMMENDED, at an additional cost Scholastic consultants provide teachers with individualized support and focused strategies side-by-side in the classroom. They build relationships with teachers to support on-model implementation, classroom management, program monitoring, and data-driven instruction. A year-long customized plan of in-classroom visits provides teachers with in-person, individualized support and focused strategies for the classroom. For the best results, Scholastic recommends monthly visits for all teachers.

Required RTT-D Criterion	*FASTT Math Next Generation*
Adapt content and instruction, providing opportunities for students to engage in common and individual tasks, in response to their academic needs, interests, and optimal learning approaches	The *FASTT Math Next Generation* Teacher Dashboard pulls key data from SAM to track student performance on the Instructional Software and *STRETCH-To-Go*. From the Dashboard, teachers are able to: • View Data Snapshots that show the most crucial student data metrics for effective implementation • See Notifications to help monitor program usage, such as average instructional software session time, and when students achieve milestones, such as completing an operation • Schedule Key Reports automatically from SAM to have them sent directly to the teacher's email account • View Daily Quick Tips to enhance the daily instruction and program implementation From SAM, teachers are able to print customized worksheets for individual students or a class for targeted independent practice or homework. Using the SAM Keyword Search feature, they can also find resources that meet students' needs.
Frequently measure student progress toward meeting college- and career-ready standards/graduation requirements and use data to inform both the acceleration of student progress and the improvement of the individual and collective practice of educators	*FASTT Math Next Generation* has three levels of report data—Student Reports, Class Reports, and School or District Reports. Educators can print these reports to monitor progress and track student usage data. Student Reports • Student Fact Fluency Status Report—Shows an individual student's fluency with each fact in the specific operation for a selected date • Student Lesson Status Report—Shows individual student daily lesson status during a selected time period • Student Response to Intervention Report—Shows individual student fact fluency growth over time for a selected operation Class Reports • Progress Report—Shows student performance and usage information for a selected date range in the current operation for an entire class • Intervention Grouping Report—Groups students under four performance standards to help differentiate instruction and practice School & District Reports • Summary Progress Report—Shows the number of students enrolled in the program and assigned to each operation • Implementation Report—Shows student fact fluency growth during a selected time period for students who are using the program at least three times per week compared to students using the program fewer than three times per week • Demographic Growth Report—Provides a demographic breakdown of student performance over time at the district and school levels

Required RTT-D Criterion	*FASTT Math Next Generation*
ALL PARTICIPATING EDUCATORS HAVE ACCESS TO, AND KNOW HOW TO USE TOOLS, DATA, AND RESOURCES TO ACCELERATE STUDENT PROGRESS TOWARD MEETING COLLEGE- AND CAREER-READY GRADUATION REQUIREMENTS. THOSE RESOURCES MUST INCLUDE:	
Actionable information that helps educators identify optimal learning approaches that respond to individual student academic needs and interests	***Scholastic Achievement Partners*** can help teachers develop and enhance their expertise through research-based, classroom-tested teaching practices. Implementation training provides program background and research, the "what" and the "how" of using *FASTT Math Next Generation*, and explicit tools and strategies that get teachers started using the software and management system. In-Classroom Support provides teachers with individualized feedback and support, classroom management guidance, and modeled strategies to effectively implement data-driven differentiated instruction.
High-quality learning resources, including digital resources that are aligned with college- and career-ready standards or college- and career ready graduation requirements	The *Scholastic Achievement Partners* **Nextpert** is an extensive suite of online tools and resources designed to support changing instruction in preparation for Next Generation Assessments (NGAs). It provides tools and resources that support teachers in adapting to the instructional changes driven by new teacher evaluations, college- and career-ready standards, and NGAs, including: - Lesson and Assessment Builders that guide teachers through creating instruction that supports State Standards while also increasing their capacity to create them independently - A trusted library of carefully selected lessons and assessment items that teachers can customize and personalize for their specific needs - Powerful tools that not only help increase the quality of lessons and assessments, but also show teachers why the changes are important - A collaborative environment in which teachers can participate and engage with one another in designing lessons and assessments and examining student work *Nextpert* also uses instructional design customized for teachers. Courses combine the unique capabilities of online learning for individualized and self-paced instruction with the collaboration and support necessary to help teachers raise student achievement. The easy-to-use online learning system gives teachers 24-hour, anytime anywhere access to resources and training to help them teach reading. *Scholastic Achievement Partners* consultants train district specialists, coaches, staff developers, and/or master teachers to be course facilitators. Facilitators receive training in how to conduct model lessons, classroom demonstrations, and in-person teacher cadres, which complement online instruction and provide teachers with opportunities to reflect on their learning and collaborate with peers about improvements in classroom practice. CONTINUED

Required RTT-D Criterion	FASTT Math Next Generation
High-quality learning resources, including digital resources that are aligned with college- and career-ready standards or college- and career ready graduation requirements *Continued*	*Scholastic Achievement Partners* also offers a variety of professional development opportunities to help schools strengthen instructional practices and implement the *Daggett System for Effective Instruction*, including the following: ■ The Learner and Learning Environment ■ Literacy Across the Curriculum ■ Math Instructional Effectiveness ■ Teaching Strategies Aligned to State Standards ■ Data and Differentiation ■ Instructional Strategies for Rigor and Relevance Additional *Scholastic Achievement Partners* professional development resources ensure ongoing support for teachers as they adopt new teaching practices. Delivered by instructional experts with content-specific expertise, face-to-face courses are targeted to the critical needs identified in the upfront needs assessment. *Scholastic Achievement Partners* believes that teacher development should be sustained, intensive, and classroom-focused in order to have a positive, lasting impact on instruction and performance. *Scholastic Achievement Partners* professional development services provide a powerful sequence that consists of a blend of in-person face-to-face, online, and job-embedded teacher development and instructional support. The hallmark of *Scholastic Achievement Partners* professional development is its commitment to the *Blended Professional Learning System*. Through a collaborative process, *Scholastic Achievement Partners* coaches — all of whom are experienced, credentialed education leaders — work directly with participants using a combination of onsite meetings and training, monthly webinars, and professional development resources. Such a blended model of delivery is always built around the school or district, aligned with state standards, and connected to in-classroom practice. Face-to-face courses guide teachers in empowering students to achieve excellence. Highly interactive full-day sessions help district/school leadership develop instructional vision, build instructional leadership skills, and develop competencies to successfully monitor progress of academic improvement initiatives. Likewise, full-day sessions help teachers develop and enhance their expertise through research-based, classroom-tested teaching practices, enabling every teacher to transform instruction. Job-embedded instructional coaching powerfully complements courses as a coach works shoulder-to-shoulder with teachers to make instructional transformation a reality. Each session helps identify priorities, set instructional goals, provide observation and feedback, facilitate data analysis, and develop and grow teaching and leadership skills. CONTINUED

Required RTT-D Criterion	*FASTT Math Next Generation*
High-quality learning resources, including digital resources that are aligned with college- and career-ready standards or college- and career ready graduation requirements *Continued*	This comprehensive and customizable instructional coaching model to assist teachers in transforming instruction uses the *Rigor/Relevance Framework®* to plan curriculum, deliver instruction, and monitor progress. Teachers learn differentiation approaches and understand how to extend rigor and adjust instruction based on assessment. The model is built on the following cornerstones: ▪ Focus on Student Achievement: The coach works closely with the leadership team to ensure commitment at all levels to this goal. ▪ Trusting Relationships: The instructional coach builds trust and supports professional growth by providing positive reinforcement, opening lines of communication, and creating a caring relationship with teachers. ▪ Professional Learning Communities (PLCs): Educators collaborate around the shared goal of increasing student achievement. The reflective dialogue also helps the coach identify areas that might require additional support.
Processes and tools to match student needs with specific resources and approaches to provide continuously improving feedback about the effectiveness of the resources in meeting student needs	The *FASTT Math Next Generation* Teacher's Guide includes a section dedicated to Intensive Support—designed to help teachers form an effective math intervention plan for students who are experiencing learning challenges with math facts. The Intensive Support section includes a Diagnostic Assessment that evaluates students' quantity concepts and skill in navigating the number system. Research-based lessons comprised of targeted strategies and activities help students develop robust and flexible number sense in the following foundational math essentials. ▪ <u>Quantity Concepts</u>—Proficiency in this area means that students possess a deep understanding of quantities and quantity relationships. ▪ <u>The Counting System</u>—Proficiency in this area means that students have the counting skills for navigating the base-ten number system. Using the Diagnostic Assessment and Intensive Support lessons, Teachers are able to differentiate instruction based on students' needs. They can use the lessons during pull-out intervention, during lunch, before school, or after-school to replace grade-level math curriculum for students who need intensively-focused foundational support. Teachers may supplement the ongoing grade-level curriculum by teaching Intensive Support lessons during independent work time or as a precursor to the *FASTT Math Next Generation* Instructional Software. Additionally, they may teach the Intensive Support lessons in a small group setting while the rest of the class works on the Instructional Software or individualized practice worksheets.

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Information, from such sources as the district's teacher evaluation system that helps school leaders and school leadership teams assess, and take steps to improve, individual and collective educator effectiveness and school-culture and climate, for the purpose of continuous school improvement	*Scholastic Achievement Partners* offers a comprehensive needs assessment for schools and districts seeking to gain a holistic picture of their specific strengths and challenges. Using a combination of proprietary culture surveys, classroom observation tools, interviews with key stakeholders, and rigorous data analysis, *Scholastic Achievement Partners* provides a comprehensive portrait of each site's performance relative to the attributes demonstrated by the nation's top-performing and most rapidly improving schools. This thorough process not only discerns instructional gaps, but defines a path to accomplish improvement. Using the data from the comprehensive needs assessment, *Scholastic Achievement Partners* consultants work with schools and districts to build a customized strategic plan that will guide school improvement efforts grounded in data. The plan targets specific areas of need for each site, and includes plans for ongoing monitoring of implementation and results.
Training, systems, and practices to continuously improve school progress toward the goals of increasing student performance and closing achievement gaps	Scholastic offers a full range of service solutions for helping school and district leaders raise achievement for all students. ■ In-classroom Support provides teachers with individualized feedback and support, classroom management guidance, and modeled strategies to effectively implement data-driven differentiated instruction. ■ In-Person Seminars examine new strategies that teachers can use immediately in their classrooms to deepen their knowledge of Scholastic programs, instruction, and assessment. ■ Project Management Services make it easy for districts to manage and coordinate large-scale literacy improvement initiatives. ■ Technical Services, including installation and hosting, help school or district staff integrate Scholastic software into existing technology infrastructure. ■ Data Services include data collection, analysis, and reporting that enable leaders to monitor and assess progress at district and school levels.
A high-quality plan for increasing the number of students who receive instruction from effective and highly effective teachers and principals, including in hard-to-staff schools, subjects and specialty areas	The *Scholastic Achievement Partners Daggett System for Effective Instruction* is a cohesive approach for making instructional excellence the norm in every classroom and equipping both leaders and teachers with the skills to accomplish this goal. *Scholastic Achievement Partners* consultants use the needs assessment to build a customized plan that drives the *Daggett System for Effective Instruction*. This system provides a way to transform traditional systems, approaches, and schools into efficient and effective models that more fully prepare students — especially students most at risk — to succeed. Because teachers are the most powerful influence on instruction, the entire system is focused on making teachers more effective and learning time optimal. In addition, surveys can be administered to teachers and students to provide insight into their perceptions of school culture, academic rigor and relevance, and leadership.