MATH 180

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 **MATH 180** 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	*MATH 180*
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	**MATH 180** is a math intervention program that empowers students in grades 6 and up to learn the content foundational to Algebra. Since the development of emotional and social competencies essential for success in college and career works hand in hand with efforts to improve students' content knowledge, *MATH 180* is rooted in relevance and real world connections, providing a rich landscape for learning in multiple domains. Leveraging research on effective mathematics teaching and learning, and the need for educator support in implementing educational innovations, *MATH 180* provides the support students need to develop key knowledge and skills essential for 21st Century college and career success. *MATH 180* builds self-efficacy by tracking and reporting student progress every day and across many dimensions, skills, and attitudes. The *ThinkTracker* shows students that they are progressing with every step of a problem, and the daily *Newsfeed*, the first thing students see on the software each day, celebrates progress and achievements in every zone of instruction. Students have access to a Topic GPS that shows them their relative "position" in the curriculum, highlighting the topics and concepts they have completed. In the *Success Zone*, students are assessed not by how many questions they miss, but by how many questions they are willing to take on and answer correctly; each question is rewarded with a variable number of points, tracked by a student-facing progress meter. Finally, the student *mSpace* contains progress bars on every page to celebrate achievements and contextualize success.
Identify and pursue learning and development goals linked to college- and career-ready standards or college- and career-ready graduation requirements	*MATH 180* focuses on deep understanding and mastery of the essential skills and concepts necessary to unlock Algebra and advanced mathematics. Carefully curated by Sybilla Beckmann, the *MATH 180* scope and sequence is built around a focused and coherent curriculum that enables struggling students to progress quickly and effectively toward grade-level curriculum. CONTINUED

Required RTT-D Criterion	MATH 180
Identify and pursue learning and development goals linked to college- and career-ready standards or college- and career-ready graduation requirements *Continued*	Nine blocks of instruction feature high-interest themes while the focused content helps students make connections while learning to think algebraically. The nine blocks of instruction include the following: - Multiplicative Thinking - The Distributive Property - Division - Decimals and Place Value - Decimal Operations - Fraction Concepts - Fraction Relationships - Fraction Multiplication and Division - Both Sides of Zero
Are able to be involved in deep learning experiences in areas of academic interest	*MATH 180* explicitly situates mathematics in college and career contexts, exposing students to a variety of potential visions of future success. Each *MATH 180* unit begins with an Anchor Video that presents the upcoming content through high-interest situations. In one unit, for instance, students learn how the performances of the world's top athletes are often separated by only tenths or even hundredths of a second. Determining winners requires precise measurement tools, cameras, and software, along with knowledge of decimal place value. In another Anchor Video, students see many mathematical skills and practices in action as young entrepreneurs start businesses and save for college.
Have access and exposure to diverse cultures, contexts, and perspectives that motivate and deepen individual student learning	Every block, or unit, of *MATH 180* contains engaging, media-rich, multistep simulations, in which students take on the authentic tasks of social media marketers, restaurant managers, medical and educational professionals, and many other engaging, high-interest careers. In this way, students get to experience the mathematical concepts as concrete, representational, and intensely purposeful, before they are asked to perceive them as abstract and algorithmic. *MATH 180* offers more than 50 career-themed badges, earned by students for demonstrating persistence, sustained focus, and accuracy in their mathematical practice. As students put forth effort and progress through the software, they "unlock" a wide variety of potential futures, making an explicit connection between current academic performance and college and career success.
Master critical academic content and develop skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving	*MATH 180* understands that student motivation, mindset, and attitude are important contributors to academic achievement. Working with Carol Dweck's Mindset Works organization, *MATH 180* is designed to shift students' attitudes and foster a Growth Mindset. With personalized instruction and adaptive practice, the *MATH 180* student software builds confidence, persistence, and perseverance by giving students multiple opportunities and encouragement to triumph over and learn from setbacks. Students monitor their ongoing math progress, game stats, and assessment scores on a personalized Dashboard. Students can collect career-related badges tied to effort, mastery, and perseverance. They can also track their streaks and correct problems solved. The Topic GPS lets students know exactly where they are in the program.

Required RTT-D Criterion	*MATH 180*
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	The *MATH 180* instructional software adapts to each student's needs, providing added support and practice for those who need it and accelerating those ready to move on. Throughout the student software, students have the ability to take a short FastTrack assessment, which provides an accelerated route through the software. The software builds mastery and a mathematical mindset for students through instructional videos, guided problem sets, adaptive formative assessments, and smart math games designed to build fluency. *MATH 180* offers students a highly engaging software experience within the following zones of instruction: *Explore Zone* In the *Explore Zone*, students first watch an Anchor Video to learn how math is used in a real context. After watching the video, students complete a simulation during which they have the opportunity to make a series of unique mathematical decisions to meet a designated goal. *Learn Zone* In the *Learn Zone*, students progress through direct instruction and adaptive practice with key concepts along the path to Algebra. They demonstrate mastery at their own pace with varying levels of scaffolding and feedback to foster independent success. The software gradually releases students from guided to independent practice using visual models, a metacognitive coach, and corrective feedback. *Success Zone* Built as a game board with choice, the *Success Zone* features problems designed around the items students will encounter on the Next Generation Assessments, providing critical practice in a rewarding, fun space. *Brain Arcade* Customized to each student's needs, the *Brain Arcade* provides a personalized playlist of games that build both computational and strategic fluency. Games are proven to be risk-free environments that de-stigmatize failure, demarcate progress, and reward persistence; the *Brain Arcade* games encourage students to pursue their personal mathematical goals with a sense of independence and agency.
A variety of high-quality instructional approaches and environments	The flexible instructional model in *MATH 180* maximizes instructional time with a clear organization for whole class, group, and individualized learning. Instruction begins with a whole-class "Do Now" exercise to help students warm-up. Then based on the data and *Groupinator*™ analysis, students divide into two groups and rotate between stations for teacher-led group instruction and the *MATH 180* Software. During Group Instruction, the teacher facilitates instruction to build conceptual understanding, develop reasoning and communication skills, and interpret student thinking. CONTINUED

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A variety of high-quality instructional approaches and environments *Continued*	The *Brain Arcade*, available anytime, anywhere, provides each student with a personalized playlist of games that build strategic and procedural fluency. Games feature unique learning environments that focus on reasoning and estimation, multiple representations, and strategic mathematical thinking. Each game has multiple chapters, covering a span of content from whole numbers to integers.
High-quality content, including digital learning content aligned with college-an career ready standards or college- and career-ready graduation requirements	*MATH 180* focuses on getting struggling students to a deep understanding and mastery of the most important K-5 State Standards to prepare them for success with higher level math. The *MATH 180* scope and sequence is built on the essential math skills and concepts that deepen core understandings to help students achieve success with Algebra standards. *MATH 180* includes Standards from the following domains: Software Lessons ▪ Operations & Algebraic Thinking ▪ The Number System ▪ Number & Operations in Base Ten ▪ Expressions & Equations ▪ Number & Operations in Fractions Problem Solving Lessons and Performance Tasks ▪ Geometry ▪ Statistics & Probability ▪ Measurement & Data ▪ Functions *MATH 180* aligns the curriculum, instruction, and assessment to follow the behavioral outcomes reflected in the Standards for Mathematical Practice. Students develop essential skills such as persevering in solving problems, demonstrating abstract and quantitative reasoning, constructing viable arguments, sharing reasoning with peers, and offering critique. The carefully constructed exercises and lessons in *MATH 180* challenge students to demonstrate their ability to solve complex problems by putting reasoning and thinking development at the forefront.
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	*MATH 180* includes a comprehensive suite of high-quality assessment tools and reports to monitor progress and differentiate instruction. ▪ *Scholastic Math Inventory* (SMI) screens and places students, diagnoses strengths and challenges, and tracks overall Math progress toward Algebra and College and Career readiness. ▪ The *Math Reasoning Inventory* (MRI) determines students' mathematical reasoning and problem solving abilities. ▪ *mSpace* includes daily practice, progress monitoring tasks, and performance tasks at the completion of the teacher-led instruction. CONTINUED

Required RTT-D Criterion	MATH 180
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*	▪ Curriculum-embedded assessments, called *mSkills*, monitor students' understanding of the instructional objectives. ▪ FastTrack assessments, in the *Learn Zone*, provide an accelerated route through the Software. Students have the option to Fast Track directly to mastery at the beginning of a *Learn Zone* lesson. ▪ The Mindset Scan, from Mindset Works®, monitors shifts in students' attitudes toward learning Math. *MATH 180* utilizes *Scholastic Central*, a digital platform that leverages the power of technology to support teaching with smart data, powerful tools for differentiated instruction, and resources that are comprehensive, cohesive, and convenient.
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	The *MATH 180* instructional software adapts to each student's needs, providing added support and practice for those who need it and accelerating those ready to move on. Throughout the student software, students have the ability to take a short FastTrack assessment, which provides an accelerated route through the software. *MATH 180* also includes *Brain Arcade* games that students can play at any time, from any computer with Internet access. Based on data from past performance, along with upcoming objectives, the *Brain Arcade* creates a personalized playlist of math games customized to meet the needs of the individual student. Games feature unique learning environments that focus on reasoning and estimation, multiple representations, and strategic mathematical thinking. Each game has multiple chapters, covering a span of content from whole numbers to integers.
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 *MATH 180* software provides students the time they need to develop understanding of important mathematics. Student engagement with the instructional software is self-paced, allowing students the time and support they need to acquire the knowledge and skills necessary for success. Additional opportunities, such as Checkpoint days, are provided for personalized instruction as teachers utilize student performance data to differentiate learning during teacher-facilitated instruction. English-Language Learners *MATH 180* provides maximum support for English language learners with emphasis on language development and use of visual representations and routines that support classroom discourse. ▪ Explicit Vocabulary Instruction—Teachers introduce vocabulary through a consistent routine of hear it, see it, say it, and define it. Spanish translations of all vocabulary are provided for teachers and students. ▪ Sentence Frames provide students struggling with language access to sentence structures they would have difficulty accessing on their own. CONTINUED

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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*	■ Classroom Routines & Language Goals support classroom discourse and offer structured opportunities for students to engage in meaningful conversations about math before speaking in front of a larger group. Students In Special Education For many older struggling students who have unique learning challenges or have been identified as in need of special education services, *MATH 180* helps meet their unique education goals. ■ Individual Education Program (IEP) Supports—Point-of-use data and reports allow teachers and parents to measure student progress toward annual IEP goals. ■ Adaptive, Individualized Pacing—The Adaptive Software allows students to move at their own pace and receive individualized, targeted instruction. ■ Universal Design for Learning (UDL) Principles—Working with CAST, the *MATH 180* software aligns with the core principles of UDL, providing multiple means of representation, action and expression, and engagement.

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 *MATH 180* professional learning: *MATH 180* Implementation Training— Part I A full-day introduction to *MATH 180* for teachers starting with a focus on the first two weeks of implementation in the classroom and sustaining success throughout the school year. Teachers will: ■ Identify the ways *MATH 180* raises math achievement and increases college/career readiness ■ Experience the *MATH 180* Instructional Model ■ Use resources to effectively teach, manage, and assess learning in a *MATH 180* classroom ■ Manage classes and student data with *Scholastic Central* and the Teacher Dashboard *MATH 180* Implementation Training— Part II A full-day training in which teachers focus on planning and teaching with *MATH 180*. Teachers will learn to: ■ Implement key Instructional math routines to effectively engage students CONTINUED

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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 *Continued*	- Pace and differentiate instruction - Assess student learning to identify student needs and target instruction - Use the Teacher Dashboard to plan lessons, monitor progress, and plan differentiated instruction MATH 180 Training for Building and District Leaders In this half-day training district leaders, coaches, and principals learn how to support *MATH 180* with various tools. They will : - Understand the research-based materials and instruction - Explore each component of the Instructional Model - Learn how to use program data and classroom observations to monitor progress - Identify tools, strategies, and next steps for successful program implementation 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.
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	Effective teachers respond to their students during classroom instruction. High-Leverage Practices are designed to help teachers anticipate the different ways students may think about and respond to new mathematical concepts. Each *MATH 180* lesson includes content-specific strategies to elicit student thinking and modify tasks based on the varying strategies students use to interpret, analyze, and learn new mathematics. On *CheckPoint* days, students are dynamically grouped with targeted lessons based on their progress, performance, and assessment data. The *Groupinator*™ groups students into two rotations and recommends targeted lessons for each group based on students' academic needs. Teachers are able to differentiate instruction to target the needs of students and reinforce key concepts through an alternative lens of problem solving and real-world connections. The targeted lessons expose students to Next Generation Assessment-style tasks, and equip them with multiple strategies to solve problems and transition to grade-level content.

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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	*Scholastic Central* includes comprehensive class- and student-level data to monitor students' progress and performance in the program. Teachers use the following *Scholastic Central* data analysis tools to track student progress toward grade-level standards and Algebra readiness and monitor ongoing overall growth in math understanding. ■ Data Snapshots**—**High-level data snapshots that support lesson planning and monitor class progress and performance ■ Classroom Analytics**—**Monitor and track students' progress and performance in the software and compare assessment results ■ Student Analytics**—**Track students' trajectory toward Algebra readiness and plan individualized instructional support. ■ Data Reports**—**Track students' overall growth in mathematics The Teacher Dashboard provides the resources that teachers need to manage the student data they collect, group students, and plan instruction. From the Dashboard, teachers can view and print reports that provide detailed diagnostic data to help teachers understand individual needs, group students, target key skills, monitor growth, and compare progress with peers. Differentiation lessons delivered via the *Groupinator™* provide teachers with the support needed to target the needs of students who are ready for a challenge and those who need additional support.
==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 *MATH 180*, 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 the Common Core 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 CONTINUED

Required RTT-D Criterion	MATH 180
High-quality learning resources, including digital resources that are aligned with college- and career-ready standards or college- and career ready graduation requirements *Continued*	- 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. *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 - Math Instructional Effectiveness - Teaching Strategies Aligned to the Common Core 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*. CONTINUED

Required RTT-D Criterion	MATH 180
High-quality learning resources, including digital resources that are aligned with college- and career-ready standards or college- and career ready graduation requirements *Continued*	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. 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	*MATH 180* Data Analytics includes students' cumulative performance across the program. Overall Performance data adapts to reflect students' growing math knowledge and skills growth over time. Students build skills and understandings in the *Learn Zone*, apply them to contextual and non-routine problems in the *Success Zone* and on *mSkills* assessments, and practice strategic thinking in the *Brain Arcade*. Performance in each area represents a wide range of mathematical knowledge. *MATH 180* Data Analytics includes an Overall Performance measure to show cumulative performance in each Topic of Instruction. CONTINUED

Required RTT-D Criterion	MATH 180
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 *Continued*	Classroom Analytics consists of three different views to monitor students' progress and performance in each Block and Topic of Instruction and by software zone. 1. Block View compares class progress in each Block of instruction. Teachers can view performance trends across software zones and on the *mSkills* assessment. 2. Topic View compares class progress in each Topic of instruction. Teachers can view performance across each lesson in the Topic's *Learn Zone* to compare performance by lesson. 3. Zone View compares performance trends by Topic in each software zone, *mSkills* assessment, and Overall Performance.
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.

Required RTT-D Criterion	MATH 180
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. The *Scholastic Achievement Partners Learning Criteria for 21st Century Learners™* Rubric examines four dimensions critical to school-wide academic success: 1. Foundation Learning 3. Learner Engagement 2. Stretch Learning 4. Personal Skill Development 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.