



Think Through Math



Presentation for:

IDAHO SENATE EDUCATION COMMITTEE



## TODAY'S PARTICIPANTS

Louis Piconi - Founder & Executive Vice President

Matt Young - Director of Strategic Clients

Marisa Alan - Director of Implementation, Idaho



## AGENDA

- Program Overview
- Implementation and Program Metrics SY2015-16
- What's New
- Quantile Analysis
- Idaho Talks
- TTM In Action



## Program Overview



# THE TTM SYSTEM FOR SUCCESS

## Student Motivation



## Live Teachers



## Personalized Learning Pathways



## Actionable Reports



## Idaho Core Standards



## Integrated Assessment

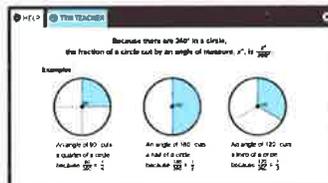


The Quantile<sup>®</sup> Framework for Mathematics  
Linking assessment with mathematics instruction



# LIVE TEACHER SUPPORT

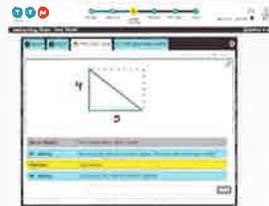
“Just In Time” (JIT) Model Helping Students



**IMMEDIATE CORRECTIVE FEEDBACK:**  
Targets Answers & Concepts  
*English & Spanish*



**EXPERT TEACHER:**  
Conceptual Understanding  
*English & Spanish*



**EXPERT TEACHER:**  
Deeper Dive  
*English & Spanish*



# Implementation & Program Metrics



## STATEWIDE IMPLEMENTATION

### Starting with a Team



- **Who?**
  - ✓ Director of Implementation: Marisa Alan
  - ✓ Instructional Coach: Sydnie Kunz
- **Professional Development:**
  - ✓ Training(s)
  - ✓ Coaching
- **Support:**
  - ✓ Enrollment
  - ✓ Motivation Programs
  - ✓ Reporting
  - ✓ Low Usage Sites



## STATEWIDE IMPLEMENTATION

### Professional Development - Next Level

- **Blended Learning** - Integrating Technology with Instruction
- **Journaling** - Accountability, Preparation & Progress Monitoring
- **Classroom Coaching** - Modeling Best Practices With Students
- **Average to Amazing** - Usage, Motivation & Progress Monitoring to the Next Level
- **What's New** - New Features and Upgrades
- **TTM Quick Start** - Launch Quickly & Effectively When Time is Sparse



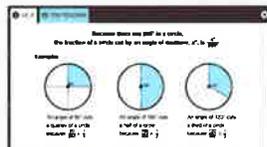
## 2015-16 PROGRAM METRICS

February 22, 2016

### IMPLEMENTATION METRICS

Districts	85
Schools	312
Enrolled Students	40,472*
Admin Accounts	240
Teacher Accounts	2,029

\* 126% of contract (32,000 students)



### PROGRESS METRICS

Lessons Completed	380,111
Problems Completed	11,513,695
Coach Help Sessions	231,512
Live Help Sessions	19,242



## What's New



## NEW ON TTM

- Integrating Quantile Assessment
- New Online Student/Teacher Interface
- 480 New Lessons
- Professional Development Modules



# Quantile Analysis





## QUANTILE DATA

**TTM BENCHMARK: USING THE QUANTILE\* FRAMEWORK TO INFORM INSTRUCTION**

**Performance Levels**

Following the regular placement or benchmark tests, students are classified into one of five performance levels. Benchmark tests measure student performance when measured in 10 separate quantiles with 100000 questions. With the Quantile measure, the performance levels can be used to group students and to determine appropriate instruction.

	Far Below Basic	Below Basic	Basic	Proficient	Advanced
1	841 to 1000	1010 to 2250	2450 to 3250	3300 to 3750	3750 & Above
2	1010 to 1250	1260 to 1500	1510 to 1750	1760 to 2000	2010 & Above
3	1260 to 1500	1510 to 1750	1760 to 2000	2010 to 2250	2260 & Above
4	1510 to 1750	1760 to 2000	2010 to 2250	2260 to 2500	2510 & Above
5	1760 to 2000	2010 to 2250	2260 to 2500	2510 to 2750	2760 & Above
6	2010 to 2250	2260 to 2500	2510 to 2750	2760 to 3000	3010 & Above
7	2260 to 2500	2510 to 2750	2760 to 3000	3010 to 3250	3260 & Above
8	2510 to 2750	2760 to 3000	3010 to 3250	3260 to 3500	3510 & Above
9	2760 to 3000	3010 to 3250	3260 to 3500	3510 to 3750	3760 & Above
10	3010 to 3250	3260 to 3500	3510 to 3750	3760 to 4000	4010 & Above
Algebra Readiness	841 to 1000	1010 to 2250	2450 to 3250	3300 to 3750	3750 & Above
4th Math 1	841 to 1000	1010 to 2250	2450 to 3250	3300 to 3750	3750 & Above
5th Math 1	841 to 1000	1010 to 2250	2450 to 3250	3300 to 3750	3750 & Above
6th Math 1	841 to 1000	1010 to 2250	2450 to 3250	3300 to 3750	3750 & Above
7th Math 1	841 to 1000	1010 to 2250	2450 to 3250	3300 to 3750	3750 & Above
8th Math 1	841 to 1000	1010 to 2250	2450 to 3250	3300 to 3750	3750 & Above
9th Math 1	841 to 1000	1010 to 2250	2450 to 3250	3300 to 3750	3750 & Above
10th Math 1	841 to 1000	1010 to 2250	2450 to 3250	3300 to 3750	3750 & Above

**Advanced**  
These students exhibit advanced performance when placed in grade-level skills and concepts. They think about concepts, solving the problems of these students is a higher grade level.

**Proficient**  
These students exhibit appropriate performance when placed in grade-level skills and concepts. These students should experience success on a grade-level problem with the immediate review provided.

**Basic**  
These students exhibit some appropriate performance when placed in grade-level skills and concepts. These students should experience success on a grade-level problem with some immediate review provided.

**Below Basic**  
These students generally do not exhibit any appropriate performance when placed in grade-level skills and concepts. These students should be placed in a grade-level below skill for provided instruction and immediate review. Teachers should monitor these students closely when providing instruction and immediate review.

**Far Below Basic**  
These students generally do not exhibit any appropriate performance when placed in grade-level skills and concepts. These students should be placed in a grade-level below skill for provided instruction and immediate review. Teachers should monitor these students closely when providing instruction and immediate review.

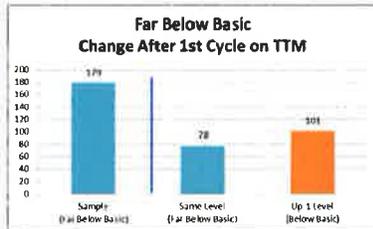
**Categories:**

- **Advanced** - working above current grade level
- **Proficient** - working at current grade level
- **Basic** - working slightly below current grade level
- **Below Basic** - working one full year or more below grade level
- **Far Below Basic** - working far below grade level skills and concepts



## QUANTILE DATA

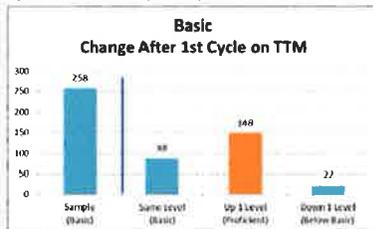
### Grade 3-5 Band Measures



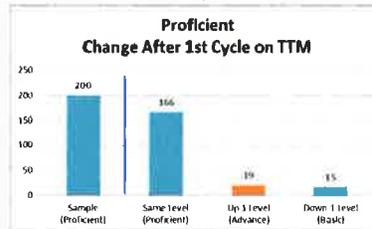
Analysis: 56% of students improved 1 performance level after 1 TTM cycle



Analysis: 60% of students improved 1 performance level after 1 TTM cycle



Analysis: 57% of students improved 1 performance level after 1 TTM cycle



Analysis: 93% of students maintained Proficient status or better

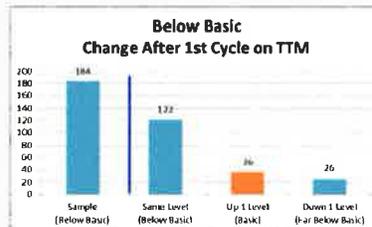


## QUANTILE DATA

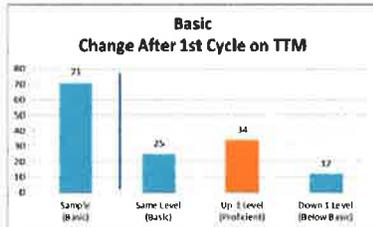
### Grade 6-8 Band Measures



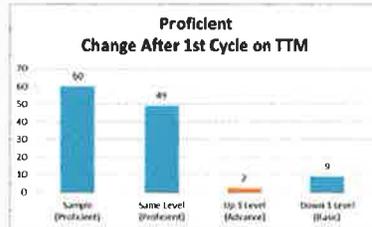
Analysis: 29% of students improved 1 performance level after 1 TTM cycle



Analysis: 20% of students improved 1 performance level after 1 TTM cycle



Analysis: 48% of students improved 1 performance level after 1 TTM cycle

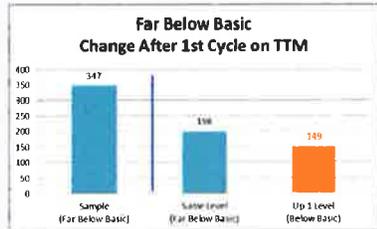


Analysis: 85% of students maintained Proficient status or better

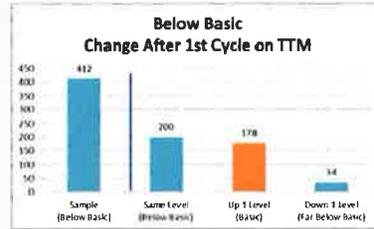


# QUANTILE DATA

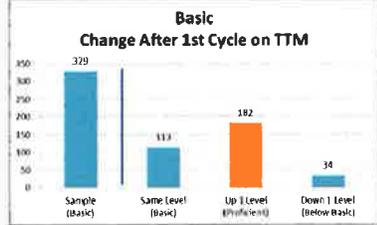
Overall Grade 3-8 Measures



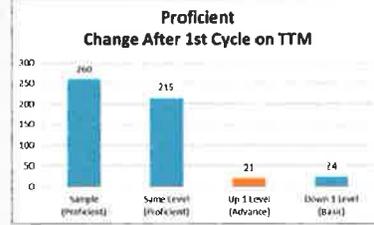
Analysis: 43% of students improved 1 performance level after 1 TTM cycle



Analysis: 43% of students improved 1 performance level after 1 TTM cycle



Analysis: 55% of students improved 1 performance level after 1 TTM cycle



Analysis: 91% of students maintained Proficient status or better



## Idaho Talks



Think Through Math



## IDAHO TALKS

"WOW! What a difference you made for me yesterday! Just in the 45 minute lab time, I had 14 of my students successfully pass a lesson, and I looked today, and I even had 4 of them work at home last night! SO excited!"

Angelina Kaufman, 5<sup>th</sup> Grade Teacher, White Pine ES, Boise School District

"I've actually found my kids, after bedtime, with a computer under the covers doing TTM!"

White Pine Parent and Riverside Resource Aide, Boise School District

"I use TTM daily as an integrated math tool for instruction, acceleration, and remediation. For example, I have 5th grade students that are now completing the 8th grade pathway and other students that need remediation or a review of concepts; TTM is an excellent resource that meets their individual needs. Additionally, I have parents that use TTM at home with their students as an extension to the daily content. This is a great way to make a connection with the community we are serving, as TTM exemplifies the rigor in the standards-based curriculum we are using."

Glenn Aguiar, 6<sup>th</sup> Grade Teacher, White Pine ES, Boise School District



## IDAHO TALKS

"TTM is a wonderful supplement to my CORE math program. It not only aligns with the standards, but also gives students the opportunity to experience the formal language of math (teacher lead lessons are usually done in kid speak). It is also experienced on the format the students are tested on for formative evaluations such as the SBAC (ISAT 2). However, this is not its greatest advantage for students; it is the ability and manageability it provides for teachers to differentiate instruction for those who are motivated to go beyond their class's current curriculum and for those who need repeated instruction from an earlier unit or grade level. Added to this is the responsiveness of the organization to suggestions and help."

Paula Swanson, 5<sup>th</sup> Grade Teacher, Hidden Springs ES, Boise School District

"I love using TTM in my classroom. It's a great way for me to be able to differentiate for all of my students' ability levels. I am able to easily monitor the skills and the progress of 30 students which helps me know which students need help and which students need more of a challenge. It's a wonderful resource for both teachers and students."

Jill Carpenter, 5<sup>th</sup> Grade Teacher, Horizon ES, Boise School District



