

inside

- ~ Product Focus:
Extensions 2nd Edition
Kindergarten–Grade 8
- ~ Breaking News:
eGuides for Extensions
- ~ Spotlight Interview!
Elizabeth Putnam
- ~ 2014 Summer School
Results: St. Paul, MN
- ~ A Message to Our
Valued Customers
- ~ Upcoming Events and
Workshops



Summer School

An Ideal Time to Increase Achievement and Help Students Avoid Summer Learning Loss

The large achievement gap between low-income students and middle-class students is a well-known, national problem.

The lack of quality summer school programs is connected to this achievement gap. A meta-analysis of summer learning loss, conducted by Cooper, Nye, et al., concluded that **students not attending summer school showed an average decline of approximately one month across all grade levels and achievement areas.** Cooper and colleagues also found that **the average child who attended a summer school program outperformed 55–60 percent of comparable students who did not attend summer school.**

A recent report on the National Summer Learning Study (2011), a five-year study that offers the first-ever assessment of summer school for low-income students, determined that, “summer programs had a significant positive effect on students’ mathematics achievement when compared to students in the control group.”

This report, written by McCombs, Pane, et al., also suggests that higher attendance and more instructional hours had a greater benefit for the participating students.

“Our analyses imply that to maximize benefits for students, districts may want to plan for programs that run five to six weeks and schedule 60–90 minutes of mathematics per day,” said McCombs and colleagues.

In another report on the National Summer Learning Study, McCombs and colleagues offer guidance to districts and providers who are thinking about launching summer learning programs. Some of these are:

- ◆ Invest in Highly Qualified Staff and Early Planning
- ◆ Embed Promising Practices into Summer Learning Programs

Getting to Work on Summer Learning: Recommended Practices for Success, elaborates on these recommendations based on the evaluations made from the National Summer Learning Study. All of the reports mentioned are available at www.wallacefoundation.org.

Turn to page 2 for information on *Extensions 2nd Edition*, a program that implements practices to help close the opportunity gap. ■

35th
Anniversary
MATH TEACHERS PRESS

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Product Focus: Extensions 2nd Edition

New Additions to Our Summer School Program!

Extensions 2nd Edition Class Kits K–8

- ✓ Carrying Box
- ✓ 20 Student Activity Books
- ✓ 1 Teacher Resource Manual with lesson plans, reproducible black-line Masters, Skill Builders, Family Math Activities, and Assessments
- ✓ Manipulatives, Web-Based Assessment and eGuides sold separately.



Math Teachers Press, Inc., is excited to announce the addition of grades 7 and 8, and Spanish versions of grades K–2, to the *Moving with Math® Extensions 2nd Edition* program! These additions will complete the condensed grade-level program used for intervention and summer school in Grades K–8.

This *Moving with Math* program meets 100% of the Content and Practice Standards of both the CCSS and the California CCSS (CA-CCSS) while embracing the National Council of Teachers of Mathematics (NCTM) curriculum guidelines and the Texas Essential Knowledge and Skills (TEKS). The goal of *Extensions 2nd Edition* is for students to achieve understanding and mastery of these grade-level objectives.

At the core of *Extensions 2nd Edition* is a well-organized Learning Management System. This *Moving with Math® Learning Management System* incorporates the four essential elements of RTI:

- ◆ Universal Screening
- ◆ Decision Making
- ◆ Explicit Instruction Using C-R-A
- ◆ Progress Monitoring

These elements are found in *Understanding RTI in Mathematics*, by Russell Gersten and Rebecca Newman Gonchar.

Universal Screening

Screening Assessments provide data to help plan and execute a successful RTI program. *Extensions 2nd Edition* includes a Pre-Test and a Post-Test with test questions and objectives linked to national and state standards including, CCSS, CCSS-CA, VASOLs, and TEKS. A Benchmark Test is included with the Online Assessment option. This additional tool provides a blended learning experience for the students and instant reports for teachers and administrators.

Decision Making

Test results recorded on Class Record Sheets and Student Progress Reports provide data to differentiate instruction for the whole class, small groups, and individual students. These decision-making reports help teachers target and individualize instruction.

Explicit Instruction Using C-R-A

Using true manipulatives within the Concrete-Representational-Abstract (C-R-A) process is the most important strategy for improving success and closing the achievement gap. This pedagogy, used in every lesson in *Extensions 2nd Edition*, develops conceptual understanding and provides universal access.

Progress Monitoring

A variety of assessment tools help teachers frequently gauge student progress throughout the instruction. Results easily determine the needs for further instructional intervention. ■

breakingnews

New! eGuides for Extensions 2nd Edition

Moving with Math® Extensions 2nd Edition features an optional paperless version of the Teacher's Manual allowing teachers to access their manuals and all of its components from any computer connected to the internet.

With this ultimate, blended-learning solution, teachers have digital access to the following:

- ◆ Student Activity Pages
- ◆ Lesson Plans
- ◆ Daily Reviews and Checkpoints
- ◆ Professional Development Videos
- ◆ Skill Builder Activity Pages
- ◆ Pre- and Post-Tests

Project any blank *Student Activity Page* or *Skill Builder* onto interactive white boards or student response systems to have the whole group participate in completing the problems together.



Teachers can easily study lessons and assign homework from their desk at work or in the comfort of their own home.

A *Professional Development Video* icon alerts teachers to view a short video on how to teach that lesson with manipulatives.



Spotlight Interview! Elizabeth Putnam

Extensions in the Classroom: St. Paul Public Schools



*“This is definitely **not** a company that is only interested in selling products; it is a company that cares if students learn math.”*

Elizabeth Putnam

What is your present position and responsibilities with the St. Paul Public Schools (SPPS)?

I am a Teacher on Special Assignment (TOSA). I coordinate the after school and summer session programs for SPPS's elementary students, including the selection and implementation of curriculum and instruction.

How were you involved with the use of *Moving with Math® Extensions* during summer school?

I was part of a collaborative team that researched, previewed, and selected summer math curriculum for SPPS. My work continued with Moving with Math's staff coordinating curriculum purchases, staff training, classroom implementation, and data analysis reflecting curriculum effectiveness.

Tell us about your experience with *Moving with Math® Extensions*.

The primary reasons we chose *Extensions* were that it is specifically intended for short-term use such as our 18-day summer session, the content is focused, and the curriculum includes the use of manipulatives. The mean score of our K-4 students increased by nearly 20%; and of the 58% who failed the pre-test, 42% went on to pass the post-test at the end of summer session. Teachers loved the easy-to-follow format and how engaged students were while using the manipulatives.

What do you like most about the *Extensions* curriculum? Why?

Teaching fewer concepts to a deeper level and hands-on experiences work well for our students, including those who are significantly below grade level and those with limited language proficiency. This approach is different from the spiraling math curriculum used during the school year, which means it fulfills our goal to use “alternative” curriculum. The materials are well laid-out; teachers respond well to the ease of use and also like the activity books used for reinforcement.

How has Math Teachers Press, Inc. provided additional support and training for the teachers using *Moving with Math® Extensions*?

The exceptional service and support provided by Moving with Math makes using this curriculum a gold-standard experience for both teachers and students. Moving with Math's staff goes above and beyond in every aspect of their mission (sales, support, training, and data analysis).

In what ways has this professional development helped teachers get results with *Moving with Math® Extensions*?

Professional development included hands-on experiences with the manipulatives, which helped teachers become more familiar with how they would be working with students. Our sales person visited schools using the program and assisted directly with implementation.

Proven Results in 2014

St. Paul Public Schools, MN

WHERE:

District-wide in St. Paul, MN

WHO:

Over 6500 students in grades K-12

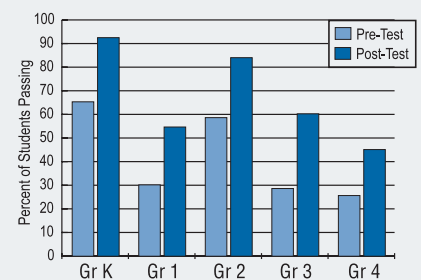
WHEN:

2014 summer math programs

PURPOSE:

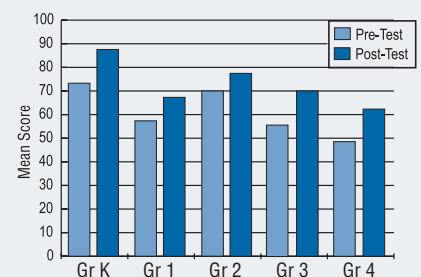
To use the *Moving with Math®* manipulative-based program to increase math achievement.

INCREASE IN STUDENTS PASSING



The increase in student passing ranged from 38% to 107% in grades K-4. The overall percent of increase was 59%.

INCREASE IN MEAN SCORES



The mean score increased by nearly 12%. The percent of increase was 20%.

upcoming exhibits & workshops

Feb. 27–28, 2015: Pasadena, CA
 Southern California Kindergarten
 Conference **Booth# 10**

Workshops:
 Developing Mathematical Concepts and
 Oral Language for ALL Early Learners

March 5–7, 2015: Las Vegas, NV
 National Association of Bilingual Educators
Booth# 318

Workshops:
 Successful ELL Activities and Strategies
 to Improve Achievement: Manipulatives
 are the Universal Language

March 21–23, 2015: Houston, TX
 ASCD Annual Conference
Booth# 1033

April 8–11, 2015: San Diego, CA
 (CEC) Council for Exceptional Children
Booth# 1234

April 13–14, 2015: Boston, MA
 (NCSM) National Council of Supervisors
 of Mathematics Annual Conference

Box Lunch Sponsor: April 13
 35th Anniversary of Success
 Using the Essential Elements
 of RTI—Emphasis on C-R-A
 Workshops:
 4 Essential Elements of RTI: From a
 Supervisor and Teacher’s Perspective

April 15–18, 2015: Boston, MA
 (NCTM) National Council of Teachers
 of Mathematics Annual Conference
Booth# 1133

Workshops:
 4 Essential Elements of RTI From a Middle
 Schooler’s Perspective
 Workshops:
 Moving with Math Exhibitor Workshop

For a complete list visit:
www.movingwithmath.com

a message to our valued partners on our 35th Anniversary...

As we celebrate our 35th anniversary this year, we want to remember and thank the educators who have played an important part in the development and growth of Math Teachers Press.

School districts throughout the United States have used *Moving with Math* to help students increase their understanding and achievement in math throughout the school year and during summer school.

Our first large summer school order was with the Minneapolis School District where over one-half of the non-passing students passed at the end of summer school! Dallas followed with a random analysis of students in Grade 4 to 6 showing an 80% to 150% increase!

The map of the users spread from New York City to Prince George’s Maryland, Washington D.C., Atlanta, Miami-Dade, San Diego, Seattle, and so on.

(See dots on map for your district!)



You have partnered with us in our mission:

“To help all students succeed in math, especially those who struggle the most, while making the job of the teacher easier and providing exceptional customer service.”

Thank you for your support in our continuing endeavor.

Caryl K. Pierson

