THIRD SPACE LEARNING

Advancing Equity in Math

What Do Educators Need to Support Their Students?

Insights from a panel of school and district leaders on the support and training your staff need to make the most difference.

School and District Leader Guides

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How to use this guide

Advancing equity in math is a priority for many schools and districts across the country, but educators don't always have the training, tools, strategies or budget they need.

"I think a lot of my team - and my principal friends - want to promote equity, they want to make sure that every student has what they need, but getting there and identifying exactly what they need can be hard."

Anthony Peddle, Principal,
Devonshire Elementary School, Ohio

We worked with a team of school and district leaders to create this guide to giving your staff everything they need to advance equity in math.

District leaders should use this guide to inform their math equity goals and strategies.

School leaders should use this guide to the programs, policies and professional development in their school.

Math leaders and coaches should use this guide to inform the support they are providing to teachers and students.

At the end of the guide we've included a self-assessment template so you can identify any areas of development for your school or district.

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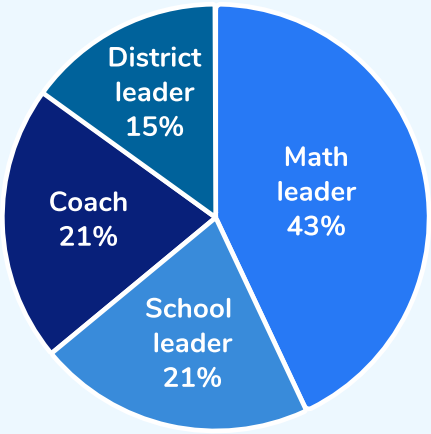
Meet our equity panel

We recruited a team of **school and district leaders** to share their insights on math equity, telling us exactly what it means to them and what they need to be successful.



- 8 states represented
- Kindergarten to college level represented
- Job titles represented include:
  - **Principals**,
  - **Assistant Principals**,
  - **Supervisors of Curriculum and Instruction**
  - **Math Coaches**.

Key contributors:

Anthony M. Peddle, EdD, Principal, Ohio
Priscila Leondidion, Math Instructional Coach, California
Renee Catalano, Math Achievement Advisor and Instructional Coach, Arizona

About Third Space Learning

Since 2013, over 4,000 schools and districts have chosen Third Space Learning to help advance equity in math through personalized online one-on-one math tutoring programs for the students they feel need it most.

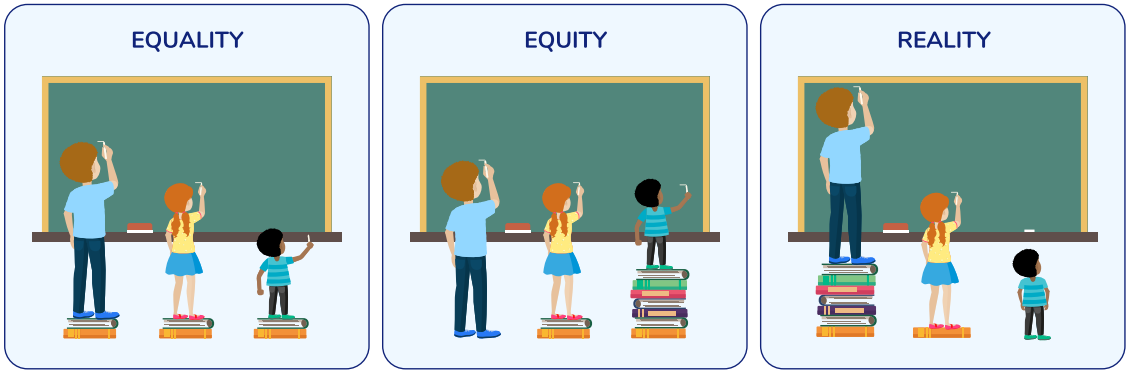
89%

of Third Space Learning schools are eligible for Title I funding

"The progress made by the children since receiving Third Space Learning sessions has been superb with children accelerating their progress and now closing the achievement gap, closer to desired outcomes."

Daniel Nelson, School Leader

What does advancing equity in math really mean?



"Equity does not mean that every student should receive identical instruction; instead, it demands that reasonable and appropriate accommodations be made as needed to promote access and attainment for all students."

National Council of Teachers of Mathematics (NCTM)

So that's what it means to NCTM, but what does it mean to those working with educators and students every day?

We asked our panel what 'advancing equity in math' means to them, and the themes were clear: **accessibility, tailored support, additional opportunities, high-quality instruction and teacher empowerment.**

We combined all panel responses to create a new definition, straight from the minds of educators:

"Advancing equity in math means ensuring that **every student has access** to high-quality, standards-aligned **instruction and resources** tailored to their **unique needs**. It involves creating **opportunities for success regardless of background**, including race, gender, income, or learning differences. Equity in math prioritizes **inclusive practices**, supports diverse learners through **differentiated instruction**, and equips educators with the **tools and training to effectively teach in diverse classrooms**, fostering success for all students."

Which students are most at risk in math?

The majority of our panel say **11-25% of their total student body are performing below grade level in math**, but it's clear that some demographics are further behind than others.

Oftentimes, these students face disadvantages or barriers that their peers do not. Without initiatives to advance equity in math, schools cannot provide these students with the specific opportunities and support they need to achieve at the same level as their peers.

We've compared the insights from our panel with data from the National Assessment of Educational Progress (NAEP) below:

Disabilities

According to the NAEP:
Students without disabilities scored **29 points** higher on average than students with a disability.

According to our panel:
Students with learning difficulties appear to be the furthest behind, with almost two thirds of respondents saying more than 50% of them are performing below grade level.

Ethnicity

According to the NAEP:
In 2022, the math achievement gap between White and Hispanic 4th grade students was **22 points** and **29 points** between White and African American students.

According to our panel:
Racial/ethnic minorities seem to be slightly behind their peers, but not as far behind as low-income students.

English language proficiency

According to the NAEP:
4th grade ELL students scored **23 points** lower than native English speaking students.

According to our panel:
It's more of a split with English Language Learners - in some schools and districts they are performing better than the whole student population, and in some schools much worse.

Socioeconomic status

According to the NAEP:
Students eligible for free or reduced-price lunch scored **20 points** lower than those who were not eligible. In 8th and 12th grade, this difference grew to **21 points**.

According to our panel:
Just under half say more than 50% of low-income students are performing below grade level in math.

Gender

According to the NAEP:
Male 4th grade students scored **6 points** higher on the NAEP math test compared with female students.

According to our panel:
Our panel mostly agreed with the NAEP, highlighting that math is often viewed as a 'male subject' by students and their parents.

What's stopping schools from advancing equity?

Stretched school budgets

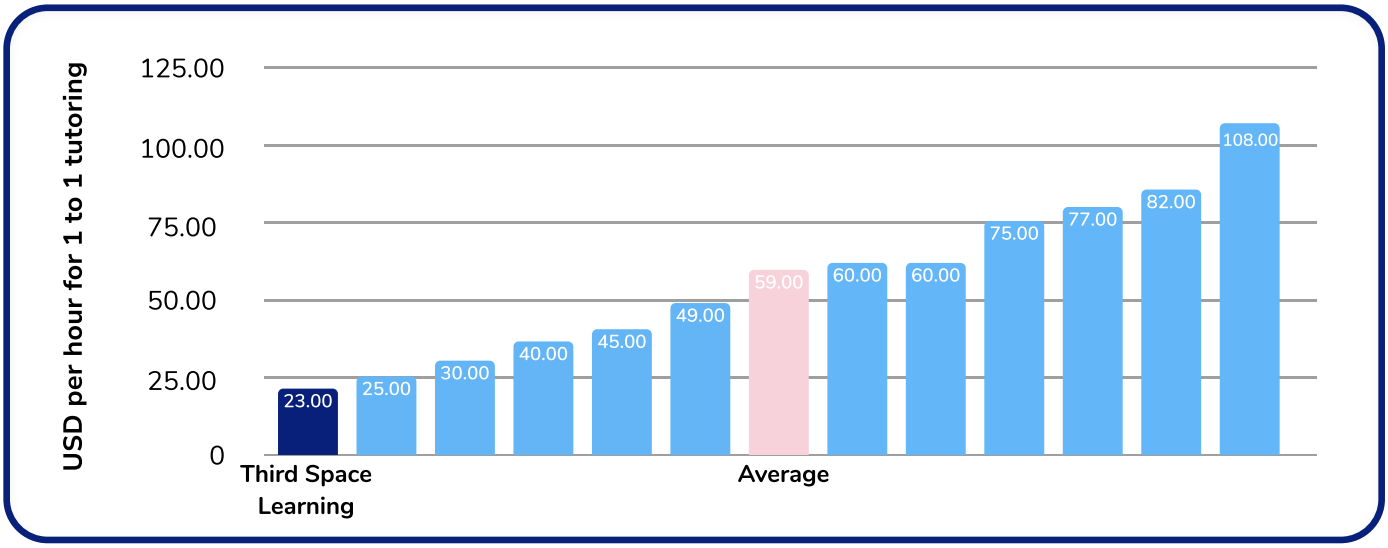
Of all the barriers, this had the highest percentage of our panel (64%) who marked it as 'significant'.

"My general fund budget to operate my building and buy things like school supplies, paper - that has to stretch to 418 students across 67 staff members. I would love to be able to say 'we're going to put this budget line and purchase another adult to come and do interventions', but if I do that, then I lose out on basic things like pencils and erasers."

Anthony M Peddle, Principal, Ohio

The cost of advancing equity in math not only depends on the **strategies** and **initiatives** you implement, but also on the **providers** you choose.

Let's take tutoring for example. There is a huge variety in cost across 12 of the most popular providers, from just $23 per session for Third Space Learning math tutoring to over $100 for the most expensive provider. The average cost per session is just under $60:



Scheduling conflicts and logistical challenges

As well as finding the budget, you also need to find the time to provide the support they need, and organize the necessary resources, equipment and staffing.

"There's a lot of students with math needs in the middle school I support but there's no time for me to service those kids. The schedule just conflicts with when I'm needed at the elementary school."

Math Interventionist, Wisconsin

This is why so many schools come to us for support. With Third Space Learning, they can provide personalized one-on-one math instruction to a whole group of students, all at the same time, with just one member of staff supervising the whole group.

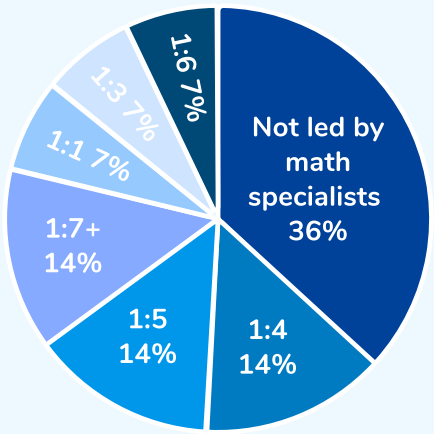
"Third Space Learning solves that problem. Now, we have 24 math tutors working online one-on-one with 24 students at once. We would never have the amount of resources to be able to do that in house. Out of everyone who has taken part, everyone's scores have increased and they all said they feel they've got better at math."

Liz Avery, Math Instructional Coach, Renaissance Academy Charter School, New York

Shortage of math teachers

If we're to provide high quality math instruction for every student, particularly those that are most at risk, we need enough math specialist teachers.

What is you school or district's current math specialist:student ratio in your math interventions?



"A humongous challenge is capacity; our human capital right now with math expertise. They may know the content, but they might be lacking engagement activities or other ways of making the math curriculum interesting and relevant."

Math Instructional Coach, California

If you don't have the capacity internally to decrease your student:math specialist ratio in interventions, consider external interventions like Third Space Learning. All Third Space Learning tutoring programs have been built by current and former math teachers, and all tutors are STEM specialists who receive extensive math tutor training.

"We just had our first one-on-one math tutoring session with Third Space Learning and it went great! The kids really liked it and felt like they were learning. One even said he finally felt like math was making sense."

Michelle Craig, Instructional Coach, Sherwood Forest Elementary, Washington

Low student or family engagement and participation

Strategies to advance equity often involve providing additional opportunities for certain students or groups of students, but that only works if they attend school and their families engage with the school.

It's exactly why we work so hard to make our online one-on-one tutoring sessions so engaging for students; if they're not, the impact for the schools and districts that sign up will be limited.

"I listened in on one Third Space Learning session and thought the tutor was excellent: enthusiastic and clear. Students were **very engaged** and said they liked it. Their conceptual understanding was improving."

Schipper Clawson, Math Teacher, Frontier Middle School, Utah

Limited professional development opportunities

So many of the strategies that make a difference are directly led by class teachers, interventionists or tutors. For these staff to implement these strategies in the most impactful way, they need the right training and development.

See the next section for a more detailed look into the PD staff need to advance equity in math.

Lack of alignment between administrators and staff

It's one thing to make sure your school or district has equity goals and a plan in place, but you need to make sure that this is clearly and regularly communicated with staff, along with the support they need to achieve these goals.

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What Professional Development do educators need?

most needed

1. Scaffolding instruction for struggling students
2. Best practices for one-on-one and small group instruction and intervention
3. Supporting students with special educational needs
4. Differentiated instruction techniques
5. Using data to identify and address gaps
6. Creating an equitable classroom
7. Using technology and digital tools
8. Strategies for English language learners
9. Creating a culturally responsive curriculum
10. Bias awareness and inclusive teaching
11. Social Emotional Learning and Growth Mindset

least needed

Our key contributors highlighted a clear need for **specific and regular equity-focused Professional Development (PD)**, so we asked our panel what they thought:

- 79% of our panel have had equity-specific PD in the past
- 82% of those feel it has had a positive impact
- 1 in 5 feel the impact is high

It's important to note that equity-focused PD is not a one-size-fits-all approach; your school and district will have its own unique needs.

"Our district has 115 schools. We service 47,000 students and we have 9000 staff members. It's the largest district in the state. So when the district is planning PD, it is very global oriented and not necessarily looking at specific target audiences, rather ways to make sure everyone has access to the math tools. A lot of that is provided by folks who are not in the classroom."

Principal, Ohio

Your PD strategy will be dictated by the demographics you serve and, crucially, insights from the teachers that serve them.

This section will help you understand the **areas in which additional training and development will have the biggest impact on advancing equity in math** according to our panel.

1 Scaffolding instruction for struggling students

The first step for any PD in this area is making sure teachers are confident breaking down each skill into components and seeing what temporary supports (‘scaffolds’) can be added or removed as students need.

Make sure you’re focusing on when scaffolding should be taken away as well as what can be added and when:

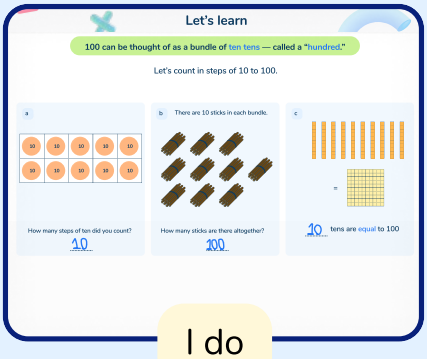
“We were seeing that teachers were doing a great job of scaffolding for students, but then they would leave the scaffold in place. Then, when students take the assessment, they don't have that scaffold.

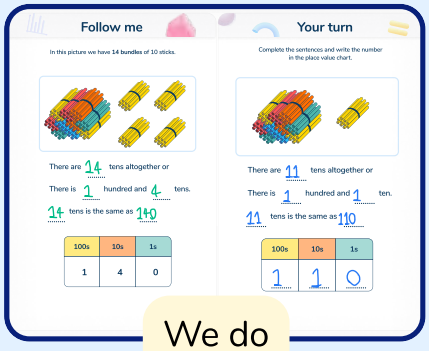
Now we’re focusing on them doing manipulatives until they no longer need the manipulatives. When they prove they don't need the manipulatives, then we take them away and they go to pictorial. When they can do it without pictorial, then they’re on to abstract.

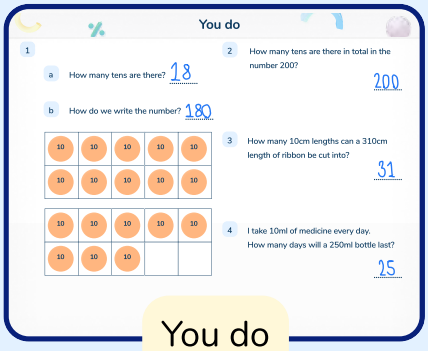
We’re trying to push that independence so that they're not as dependent on scaffolds or the teacher support.”

Math Achievement Advisor, Arizona

We’re big believers in the power of scaffolding at Third Space Learning, and all our one-on-one math lessons follow an “I do, we do, you do” structure to ensure every student receives exactly the right kind of support.







2 Best practices for one-on-one and small group instruction and intervention

Educators know that the smaller the group, the higher the impact, but they need support to make these sessions as effective as possible.

They also need scheduling and staffing systems in place to allow them to offer it.

"When we've been able to offer it, one-on-one instruction has been the most impactful thing we've done for those particular students who are struggling and who haven't had the same opportunities as others. **I just wish I could do that with all of them.**"

Math Interventionist, Wisconsin

The best place to start with your PD is making sure staff a pedagogical understanding of the instructional techniques that will enable them to provide instruction that is personalized to each student's needs in a supportive and encouraging environment.

At Third Space Learning, each of our math specialist tutors receives training on:

- Effective one-on-one instruction
  - Teaching math conceptually
  - Teaching at an appropriate pace
  - Visual and mental strategies to deepen understanding
  - Modelling concepts to a high standard
- Personalizing instruction
  - Identifying and addressing math misconceptions
  - Using formative assessments
  - Adapting to student needs
- Mindset and engagement
  - Building engagement and dealing with disengagement
  - Promoting student voice autonomy and reflection
  - Motivating students

3 Supporting students with special educational needs

The PD you provide in this area will depend on the students your school serves and their specific needs. For example:

- Schools who serve students with **autism** would benefit from PD that helps staff
  - Understand how they can adapt their classroom environment to avoid sensory overload
  - Support students with work schedules and work stations
- Schools who serve students with **ADHD** would benefit from PD that helps staff
  - Break up lessons
  - Gradually increase in difficulty
  - Provide variation in tasks
  - Give praise and positive feedback
  - Use visual aids
  - Incorporate movement breaks
- Schools who serve students with **dyscalculia** would benefit from PD that helps staff
  - Provide one-on-one or small group instruction
  - Effectively use concrete materials
  - Make math as practical and multisensory as possible

Every Third Space Learning math tutor receives specific training on specific learning needs as part of their initial and ongoing tutor training. This helps us make sure we're providing exactly the right kind of support for these students.

"Our special educational needs children love it. It's one-on-one so the pupil is the only person that can respond and answer. They love being online and using the computer, and they really look forward to their Third Space Learning lessons. The engagement and response is really positive."

Lindsay Lynd, School Leader

4 | Differentiated instruction techniques

Researcher and professor at the University of Virginia, Carol Ann Tomlinson, describes differentiated instruction as how teachers take students' levels of readiness, interests and learning profiles into account while they plan and deliver instruction.

This means that teachers:

- Design lessons based on student preferences
- Group students by shared abilities or interests
- Use formative assessment to continually adjust instruction

PD should focus on making sure teachers are confident with assessing each student's zone of proximal development (ZPD) and preparing information, modeling, and tasks for each student accordingly, individually or in groups.

PD should not just focus on differentiating content, but also:

- **Process:** how are you teaching it?
- **Product:** what are you asking students to provide?
- **Learning environment:** what does this look like in the classroom?

"We've always had a big push on differentiation based on interests and gifts, including the gifted and talented. We've had differentiation conversations based on language diversity. Our district also has a higher percentage of African American students compared to our neighbors, so that's always been a conversation and a need."

Math Instructional Coach, California

At Third Space Learning, our math tutors use formative assessments and carefully sequenced questions to adapt their instruction, meaning even two students working through the same lesson won't experience this in the same way at the same pace.

"Third Space Learning has allowed us to provide a personalized agenda for each child that supports our differentiation strategies, plugging their individual learning gaps."

Liz Nightingale, School Leader

5 Using data to identify and address gaps

According to our panel, accessing the data isn't an issue, but they need to know what to do with it.

- 93% of our panel said access to data does not prevent them from advancing equity
- 85% said using that data to inform instruction and intervention had a positive impact on advancing equity
- 71% said PD and training on using data to identify and address math gaps would have a moderate to high impact

"We've got the data and any teacher here can have access to it at any time, but knowing what to do with the data once you have it, that's a bigger issue."

Achievement Advisor, Arizona

So, what should educators do with the data? According to our panel:

- Review data regularly
- Group students to understand patterns across demographics
- Identify gaps in understanding, individually and in groups
- Look to see if any specific standards or domains need to be revisited
- Create specific plans to group students and address gaps

"Our teachers analyze data regularly to identify gaps and develop plans to address them including academic language, extra time on subject, and differentiation."

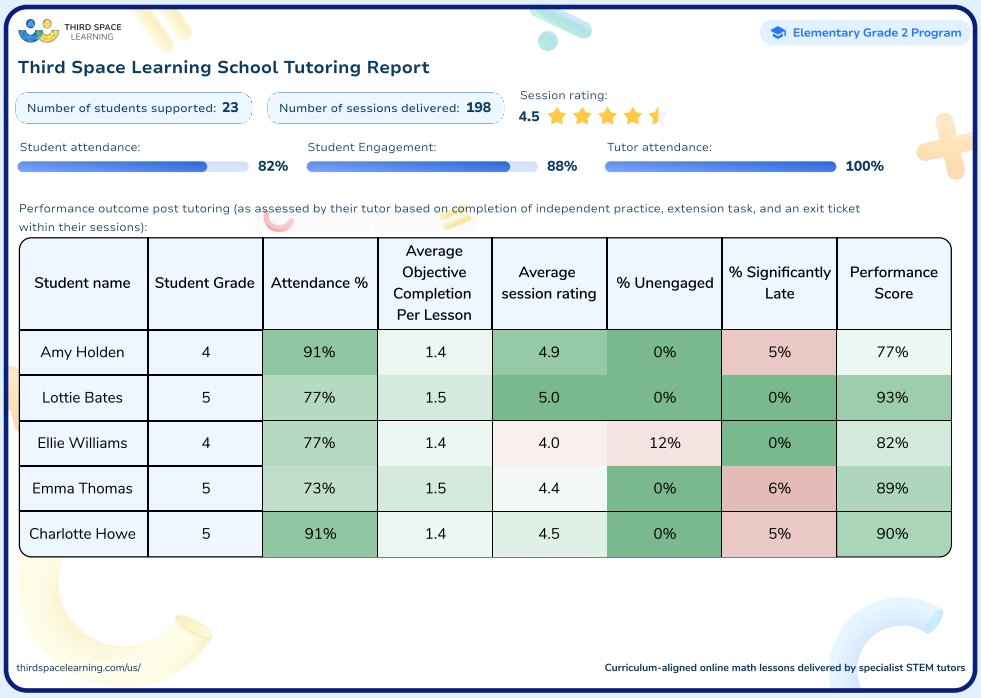
Joyce Schreitmueller, Federal Programs Director, Diocese of Dallas

"We really need to be looking at it regularly and asking ourselves 'are we being equitable? Do we have any one group that's not on average with everybody else or anybody that's exceeding?' And it's about looking at why they are below average or exceeding."

Achievement Advisor, Arizona

How we use data to make our one-on-one math tutoring as effective as possible:

- We analyze each student's assessment data to identify the most appropriate sequence
- Individual tutoring sessions begin with a prior learning slide; tutors use the results to adapt the pathway they take through that lesson
- Students complete exit tickets at the end of each session which helps tutors and teachers to understand growth over time and any outstanding gaps
- Teachers can see attendance data and student session ratings, helping them to prioritize students effectively



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Elementary Grade 2 Program

Third Space Learning School Tutoring Report

Number of students supported: **23** | Number of sessions delivered: **198** | Session rating: **4.5**

Student attendance: **82%** | Student Engagement: **88%** | Tutor attendance: **100%**

Performance outcome post tutoring (as assessed by their tutor based on completion of independent practice, extension task, and an exit ticket within their sessions):

Student name	Student Grade	Attendance %	Average Objective Completion Per Lesson	Average session rating	% Unengaged	% Significantly Late	Performance Score
Amy Holden	4	91%	1.4	4.9	0%	5%	77%
Lottie Bates	5	77%	1.5	5.0	0%	0%	93%
Ellie Williams	4	77%	1.4	4.0	12%	0%	82%
Emma Thomas	5	73%	1.5	4.4	0%	6%	89%
Charlotte Howe	5	91%	1.4	4.5	0%	5%	90%

thirdspacelearning.com/us/

Curriculum-aligned online math lessons delivered by specialist STEM tutors

Example Third Space Learning tutoring report

6 Creating an equitable classroom

Students who feel comfortable and part of the classroom community are more likely to participate in classroom discussions. This can lead to a deeper understanding of learning standards and ensures students feel seen and heard, particularly those from vulnerable backgrounds.

For our panel, this is all about making sure classroom practices are appropriate, relevant and engaging for all students, including:

- Making math problems tactile and using manipulatives
- Adapting questions and activities to ensure the context and wording resonates and is appropriate for students
- Using Project Based Learning (PBL) to help students make physical connection and real world connections

"One of my teachers has just rewritten a lot of the word problems and used student names. Students also don't want to know how many watermelons he has when he sells 97, but he grew 150. That makes no sense and they don't care. Even just changing it to something like pieces of candy, that makes it more meaningful instead of this arbitrary, abstract concept."

Principal, Ohio

At Third Space Learning, all tutors receive explicit training on building rapport and all programs begin with a little bit of 'getting to know you' time, where tutors can ask about students' hobbies and interests. By doing this, they can then adapt questions to ensure they're bringing the math into each student's real world.

"The tutors spend a lot of time getting to know the children to understand what motivates them. This makes them feel really special and it helps develop a rapport."

Nicola Wilmhurst, School Leader

7 Using technology and digital tools

There are lots of tools out there that will support your staff to advance equity in math. In fact, many of them will have already found tools and sites that enable them to adapt resources, differentiate instruction, break skills up and scaffold accordingly, and translate work into multiple languages... the list goes on.

- Speak with your staff to identify what they're already using
- Identify a champion for each tool
- Ensure everyone is aware of the tools available
- Provide training and PD around using them for maximum impact
- Research what support and training different providers offer, many of these are free!

For example, all schools who sign up to Third Space Learning's online one-on-one math tutoring programs receive a dedicated Program Manager so they have support at every step.

"I work closely with each of my schools and districts, right from when they first enquire. We talk through what they're looking to achieve, which students would benefit most from the one-on-one tutoring and the most appropriate schedule and sequence for their needs. Setup is quick and easy but I'm on hand if they have any questions. Throughout the program I keep them updated with student and tutor feedback, growth over time, and free math resources to use in their classrooms."

James Gregson, Program Manager, Third Space Learning

8 Strategies for English language learners

Just as students with special educational needs require specific strategies and PD, so too do English language learners.

The PD you provide will depend on the languages your students speak and how proficient they are with English, but you may want to consider:

- Visuals
- Manipulatives
- Modeling
- Mathematical vocabulary

"53% of my students are learning English as a second language. We have 29 different countries represented and 19 different languages within the building."

Principal, Ohio

"Our dual language learners have language objectives, content objectives and processing objectives."

Instructional Coach, California

9 Creating a culturally responsive curriculum

For your school or district to make math equitable, you need to make sure your curriculum and instruction are culturally relevant and responsive.

In their book 'Cultivating Mathematical Hearts: Culturally Responsive Mathematics Teaching', Maria del Rosario Zavala and Julia Maria Aguirre encourage educators to consider:

- Classroom structures
- Lessons
- Tasks
- Assessments

Their CRMT framework consists of three main strands:

1. Knowledges and identities
2. Rigor and support
3. Power and participation

Maria del Rosario Zavala and Julia Maria Aguirre

"One of the things I'm working on is making sure that the curriculum and math framework is culturally relevant, and that it's engaging, and that it has rigor - not just one or the other."

Math Instructional Coach, California

10 | Bias awareness and inclusive teaching

For math to be truly equitable, we need to make sure we're reflecting on and aware of our own biases. We must also consider the biases of children's parents and how these might be passed down.

Much of this will depend on your own school or district's demographics, but a good place to start is simply having an **open and honest discussion** around the biases your staff have noticed in themselves or the wider community.

"There has been a big push on equity in our district, especially in reading and math. At our building we have a good focus on equity and making sure students have what they need to be successful and individualizing it for all of them, but **a lot of my team gets strung up on, the fact that they're ESL or they're special ed, and thinking that means they can't do this and they can't do that.** I remind them that they can, we just need to maybe scaffold it differently or perhaps use AI to translate a document for them so they can have access to it."

Principal, Ohio

"In general with math we see that there's **more emphasis on boys being good at math than girls**. I wouldn't say teachers feel this, but the parents. We see this during parent teacher conferences when we hear things like 'Oh her mom is not good at math, so she's not good at math either!'"

Achievement Advisor, Arizona

11 | Social Emotional Learning and Growth Mindset

Implementing PD that helps educators foster social and emotional skills and cultivate a positive mindset can be incredibly powerful and go a long way to advancing math equity.

PD should focus on:

- The language used in the classroom
- What behaviors and outcomes are praised and how
- How mistakes are acknowledged and valued
- The questions that are asked to student
- Exploring the different ways to solve math problems
- Self reflection

All Third Space Learning math tutors receive specific training on fostering positive mindsets, including praising students for their working out, their explanations and their perseverance - not just for finding the right answer.

> "We have enjoyed using Third Space Learning. We love the feedback reports and the confidence it has given our pupils to attempt math using a different mindset."
>
> Celia Whitehead, School Leader

Recommended implementation strategies from our panel

Create a math equity and access plan

Individual educators at your school or district may have a good understanding of the best strategies for advancing equity in math, but without a documented plan these are unlikely to be implemented successfully or accessed by the target demographic..

"It's definitely a word that's buzzing around but **I don't think that there's an exact plan** for it. Our district is good at emphasizing the diversity among students, staff and the community itself, but I don't know if there's any targeted action that I could point out and say 'this is to address inequity'. We are trying to meet everybody's needs but **we're not performing where we need to in math** right now."

Achievement Advisor, Arizona

"If somebody, a parent or a teacher, doesn't advocate for their vulnerable kids, they're not going to participate and they're going to get less. I see millions of dollars used for these initiatives, but is it always going to the right people?"

Math Instructional Coach, California

If you're tracking attendance are you tracking it specifically in the target demographic? Consider if they have specific barriers to attendance and engagement and ask yourself what you can do to address these head on.

If attendance and engagement are low, you might want to consider re-evaluating the initiative before simply opening it up to a wider pool of students, as you may be missing the very students who are most in need.

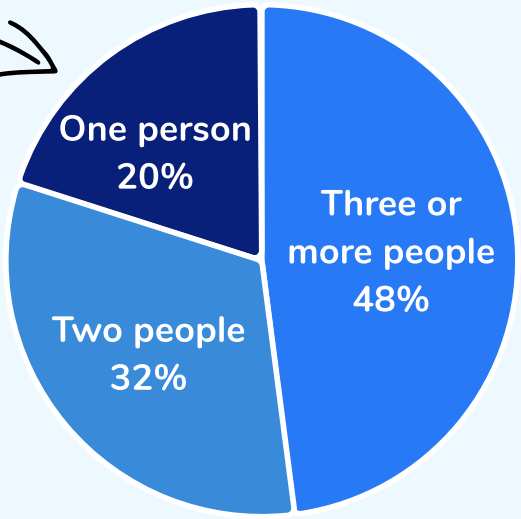
Appoint an ‘equity champion’

“I would like to have a point person to go to in all sorts of different situations.”

Math Interventionist, Wisconsin

Who is responsible for advancing math equity in your school or district?

For those who selected only one role, this role tended to be a math-specific role.



For most of our panel, the Principal is responsible but nobody said their Principal had sole responsibility.

The most common job roles responsible in some capacity were:

- Principal
- Math teachers
- District-level math specialists
- Curriculum director or instructional leader

Define your equity success criteria

Agree as a team how you will measure if your plan is successful. It's likely this will be a range of criteria, including:

- Increasing scores on standardized tests
- Closing gaps between subgroups
- Growth in proficiency over time
- Teacher observations and assessments

80%

of our panel say they use a range of criteria to measure success

Engage parents and families

Parents play a huge role in their children's education, so it's important to keep them involved, especially if you've selected their child to take part in additional tutoring or a specific program.

"The parent taking part in their child's education is hugely important. When I identify kids who need math intervention, I let the teachers know, then the teachers send out an email to the parents to let them know. And then every 4 to 6 weeks I send out an update to parents. If there's issues in between I email or call the parents and communicate with them the good, the bad, or any issues that are happening? It's helped to ensure that those interventions have a greater impact."

Math Interventionist, Wisconsin

As well as keeping them informed of what and how their children are learning, you might also want to consider asking for their feedback to better understand the impact of your school or district's equity initiatives.

"We are very impressed with how well our pupils have responded to Third Space Learning. Feedback from pupils, teachers and parents clearly shows that it is having a measurable academic impact, and the change in pupils' confidence is clear too."

Tim White, School Leader

Stretch and challenge your more advanced learners

Equity is not just about giving extra opportunities for the students who face barriers and are struggling as a result, but also about supporting those students who are excelling in math despite those barriers.

"Our success stories include identifying learners who are struggling and learners who are advanced. Providing explicit, targeted learning opportunities for growth and providing enhanced opportunities for learning. Challenging students to reach their full potential, and building confidence in all students."

Supervisor of Curriculum and Instruction K-12, New Jersey

"A success story for us has been the few students who make it into advanced courses despite the cards being stacked against them."

Math Specialist, New Jersey

"Using Third Space Learning math tutoring has certainly had an impact on our pupils who were on the cusp, but it's not just for those pupils who need significant intervention, it hits every pupil. It gives them a sense of ownership over their learning: pupils can view their progress and instantly see whether or not they are successful."

Connor McMahon, School Leader

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Math equity self-assessment template

To help you on your equity journey, we've included an easy-to-use self-assessment over the next few pages.

For each equity indicator, reflect on the rating you'd give your school or district at this stage and what evidence you have for this.

Rating scale:

1 = Not in place

2 = Beginning

3 = Developing

4 = Established

5 = Exemplary

Then, identify what actions you need to take to bring yourself to a 4 or 5 on the scale and who will be responsible.

This self-assessment will help you identify in which areas your school or district has the most room for improvement and help prioritize your next steps.

Equity Planning and Communication				
Indicator	**Rating**	**Evidence**	**Actions needed**	**Person responsible**
Equity Plan: Does your school or district have a formal, documented plan for advancing equity in math?				
Access Plan: Does your plan address how your initiatives will reach the specific students most in need?				
Regular Communication: Are equity goals and strategies clearly and regularly communicated to staff, students, and families?				
Equity Champion: Have you appointed a designated person or team responsible for equity initiatives?				
Success Criteria: Are there clear metrics to measure progress toward equity goals?				

Barriers and Challenges				
Indicator	**Rating**	**Evidence**	**Actions needed**	**Person responsible**
Budget: Is funding allocated equitably to address gaps and provide support where it is most needed?				
Staffing: Do you have enough qualified math teachers and intervention specialists to meet student needs?				
Scheduling: Are scheduling and logistical challenges preventing students from accessing additional math support?				
Bias Awareness: Are staff actively reflecting on and addressing their biases to create a more inclusive learning environment?				

Classroom and Instructional Practices				
Indicator	**Rating**	**Evidence**	**Actions needed**	**Person responsible**
Culturally Responsive Curriculum: Is your math curriculum adapted to reflect and respect students' diverse backgrounds?				
Differentiated Instruction: Are teachers equipped and confident in tailoring instruction to meet individual student needs?				
Use of Data: Is student data regularly reviewed and used to spot patterns across demographics and identify and address gaps?				
Inclusion Practices: Are classrooms welcoming and inclusive for all students, including those with disabilities, ELLs, and students from marginalized communities?				

Intervention and Enrichment				
Indicator	**Rating**	**Evidence**	**Actions needed**	**Person responsible**
Tiered Support: Are there clear systems for Tier 2 and Tier 3 interventions to support struggling students?				
One-on-One or Small Group Instruction: Is personalized instruction regularly provided to students who need additional help?				
Parental Engagement: Are families engaged and informed about their child's progress and any additional support being provided?				
Advanced Learners: Are advanced learners also challenged and supported to reach their full potential?				

Professional Development and Resources				
Indicator	**Rating**	**Evidence**	**Actions needed**	**Person responsible**
Equity-Focused PD: Have teachers received training on advancing equity in math?				
Specialized Training: Is specific PD available for working with ELLs, students with disabilities, or students from low-income families				
Access to Resources: Do educators have the tools and resources needed to implement equitable practices effectively?				
Technology Integration: Are digital tools and platforms being utilized to support equitable teaching and learning?				

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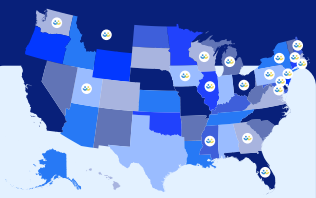

23
states reached

4,000
schools supported

170,000
students taught

2,000,000
hours of tutoring

Do you have a group of students who need a boost in math?

Each student could receive personalized lessons every week from our specialist one-on-one math tutors.

- Differentiated instruction for each student
- Aligned to your state's standards
- Scaffolded learning to close gaps

93% of teachers feel Third Space Learning lessons helped their pupils achieve higher assessment scores.

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