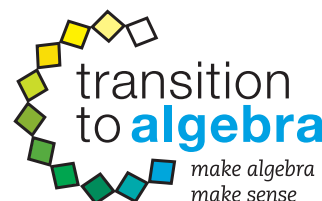


Supporting Success in Algebra: An opportunity to be part of a new research study

Education Development Center (EDC) is seeking high schools to participate in a study that will examine the impact of *Transition to Algebra (TTA)*, a yearlong algebra support curriculum for ninth-grade students who are underprepared for Algebra 1. *TTA* is designed to build students' *algebraic habits of mind*, key mathematical ways of thinking that bring meaning and coherence to students' work with mathematics. The study, titled *Supporting Success in Algebra*, is funded by the National Science Foundation's DR K-12 program and is in partnership with Boston College.



Why participate?

The *Supporting Success in Algebra* study addresses the urgent and persistent need for effective, evidence-based approaches to prepare high-need students for success in algebra.

- A research-based curriculum. Developed by EDC with support from the National Science Foundation, *TTA* was rigorously piloted and field-tested with students and teachers nationwide.
- Organized around algebraic habits of mind. *TTA* uses logic puzzles and broadly applicable tools and models to help teachers uniquely build students' mathematical ways of thinking. It invites students to shift their ways of thinking from the concrete procedures of arithmetic to the abstract reasoning that success with algebra requires.
- Free curriculum materials and PD. Participating districts will receive *TTA* curriculum materials from the publisher, Heinemann Houghton Mifflin, and professional development support from EDC's *TTA* developers. *TTA* classroom resources include student workbooks, teaching guides, and formative assessments. Professional development support includes summer institutes, school-year workshops, and online webinars.

Who should participate?

School districts that offer additional instructional time or a yearlong algebra support course taken concurrently with Algebra 1/Integrated Math 1 in one or more high schools are eligible to participate. The additional instructional period does not have to be contiguous with Algebra 1/Integrated Math 1, nor is it required to be taught by the same teacher.

What are the requirements for participating?

Participating schools and teachers will be asked to commit to the following aspects of the project:

- Agree to implement *TTA* with ninth-grade students for the 2018–19 school year in algebra support courses.
- Collaborate with EDC to plan for implementation and professional development, and help identify potential Comparison Schools that would not be implementing *TTA* for the 2018–19 school year.
- Agree to administer, to ninth-grade students taking algebra support classes, the Acuity Algebra assessment and a mathematics attitude survey at the beginning and end of the 2018–19 school year. Data collection with teachers will include online surveys, with classroom observations and interviews for a subset of teachers. Stipends are available for participating teachers.

How can I learn more?

For more information about the *TTA* curriculum, and to explore resources such as a sample unit, please visit: www.transitiontoalgebra.com

For more information about the *Supporting Success in Algebra* study:

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