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REDWOOD CITY

SCHOOL DISTRICT

RCSD

K-8 Math Program

Board Presentation

May 27, 2026

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Hello! We are…

Anastacia Stamates

Staff Development Team Member, K-5 Instructional Coach
RCSD Teacher on Special Assignment - TOSAs

Nichole Crawford

Staff Development Team Member, K-5 Instructional Coach (0.5 fte)
Director of Induction (0.5 fte)

Kendall Klein

Staff Development Team Member, 6-8 Math
RCSD Teacher on Special Assignment - TOSAs

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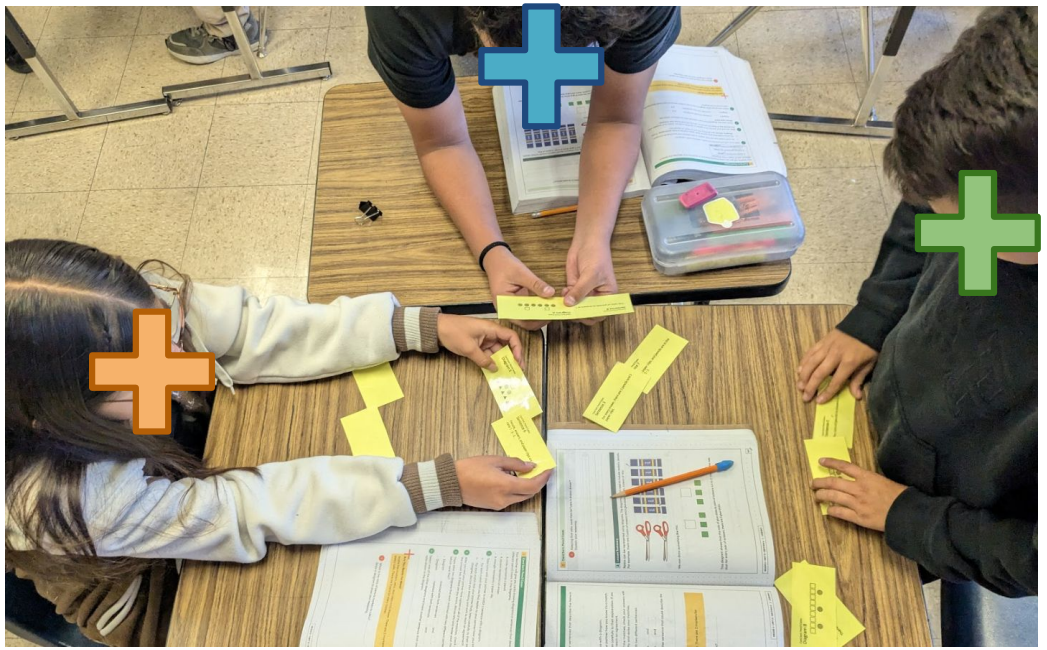
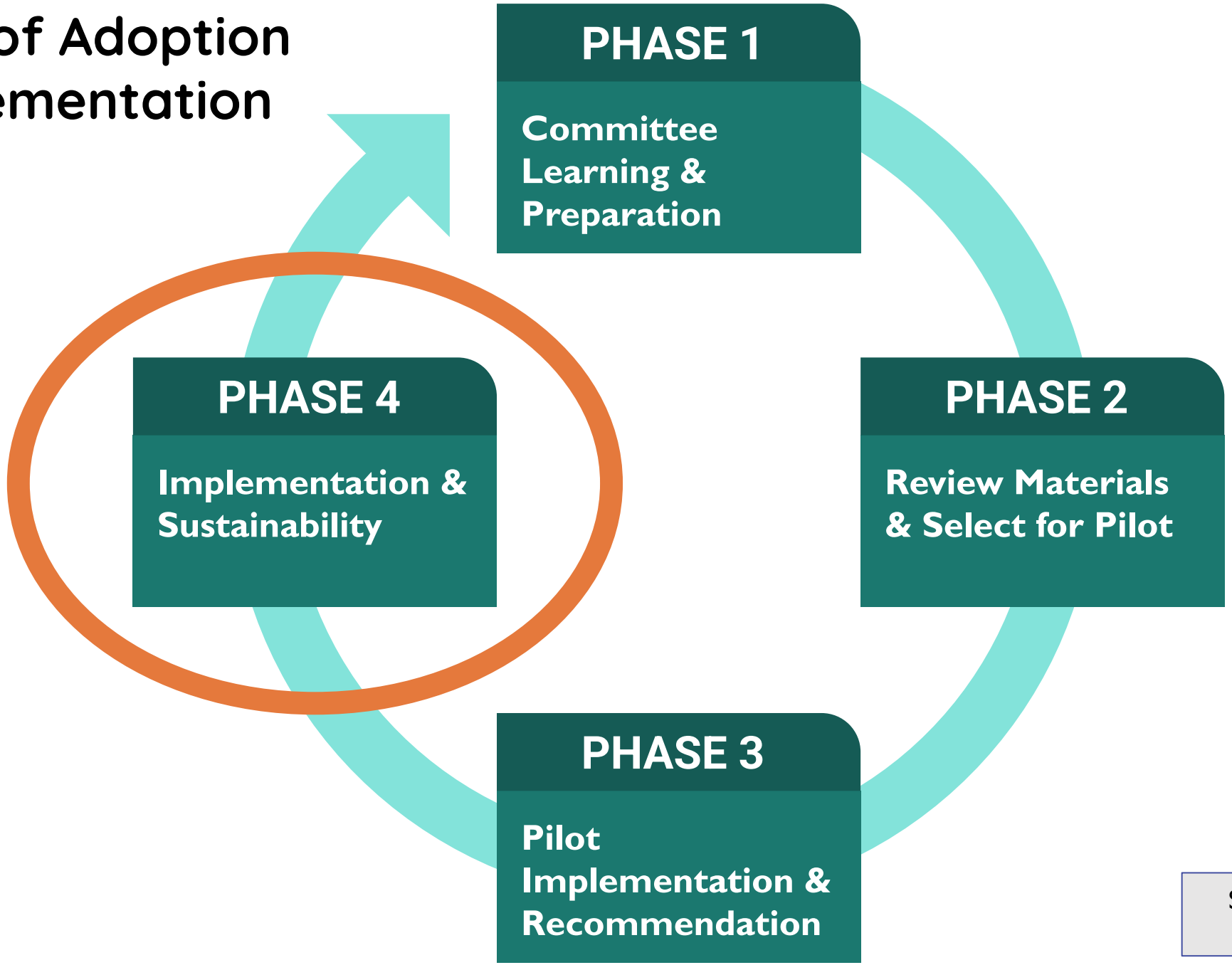
K-8 Math Program
Imagine IM

A look at our 3 year implementation and the sustainability plan moving forward...



Phases of Adoption & Implementation



San Mateo County Office of Education

Phase 4 Implementation & Sustainability

Ensure adopted materials lead to coherent, lasting improvements in mathematics teaching and learning.

Districts:

1. Coherent, **multi-year professional learning plan** aligned to adopted materials
2. Teachers developing **deep understanding of how the curriculum** embodies **standards**, **progressions**, and **instructional shifts**
3. Site **administrators** equipped to **recognize**, **support**, and **monitor high-quality implementation**
4. **Ongoing monitoring of implementation patterns** across classrooms and sites, disaggregated by student group
5. **Structures** for teacher **learning and collaboration** and for site administrator learning are in place to sustain equitable, high-quality instruction over time — including protection from initiative fatigue and premature replacement

Outcome: Sustained improvements in instructional practice, coherence across classrooms and sites, and deep mathematical understanding for all students.

K-8 Imagine IM Implementation Timeline

Coherent, multi-year professional learning plan aligned to adopted materials

REDWOOD CITY SCHOOL DISTRICT

2023-24	2024-25	2025-26
Administrators		
Phase 4: Implementation & Sustainability **Curriculum Provider Trainings** • IM K-5 Curriculum Overview • IM K-5 Observing in a Problem-Based Classroom • IM K-5 Supporting Teacher Learning	**NA**	**Phase 4: Implementation & Sustainability** **District Professional Learning** • K-8 Math: Imagine IM, Assessments & Supplemental Math Apps • Imagine IM Assessment Data & Supplemental Math Apps • Using Assessment Data to Inform Instruction - PLC
K-5 Teachers		
Phase 4: Implementation & Sustainability **Curriculum Provider Trainings** • IM Math Teach and Learn Day 1 and Day 2 • IM Math Leveraging the Problem-Based Lesson Structure • IM Math Adapting a Lesson Using Learning Goals • IM Math Understanding Math Content Progressions Across Grades **District Professional Learning** • K-5 on Unit Planning • Planning centers **Grade Level Leader Meetings**	**Phase 4: Implementation & Sustainability** **Curriculum Provider Trainings** • Inviting All Students to the Mathematics • Enhancing Access with Universal Design for Learning • Enhancing Access with Math Language Routines **District Professional Learning** • Onboarding New Teachers, work with individual schools	**Phase 4: Implementation & Sustainability** **District Professional Learning** • What's New in Imagine IM and Center Planning for K-2 • Unit Planning for K-2 • Using Assessment Data to Inform Instruction - PLC
6-8 Teachers		
Phase 1: Committee Learning & Preparation **Phase 2: Review Materials & Select for Pilot** **Phase 3: Pilot Implementation & Recommendation** • Reviewed the new CA Mathematics Frameworks (Chapters 1-4, 13) • Prescreen Instructional Materials • Pilot Instructional Materials - Inspiring Connections by CPM • Employ Rubric(s); Evaluate Materials; • Debrief and Consensus	**Phase 1: Committee Learning & Preparation** **Phase 2: Review Materials & Select for Pilot** **Phase 3: Pilot Implementation & Recommendation** • Prescreen Instructional Materials • Imagine IM 6-8, Professional Learning with curriculum • Pilot Instructional Materials • Employ Rubric(s); Evaluate Materials; • Debrief & Consensus. Pilot Committee Recommends Imagine IM • Board approved	**Phase 4: Implementation & Sustainability** **Curriculum Provider Trainings** • Getting Started with Imagine IM : Grades 6-8 • AM Session: Imagine IM Elevating Instruction • PM Session: Imagine IM Strategic Lesson Planning • Surfacing student thinking to assess for understanding • Understanding thinking to synthesize learning **District Professional Learning** • 6 Collaborative Meetings/PLC

Educational Services Support

Math TOSAS

Curriculum & Program Implementation

- Facilitate adoption process
- Ongoing communication with curriculum providers
- Support the purchasing and implementation of supplemental programs/apps with trainings: Khan Kids, Reflex, Frax, Imagine Math, Do the Math
- Support teachers with implementing Center Activities from Imagine IM
- Coordinate professional development with the curriculum

Professional Development & Training

- Plan and deliver district professional development
- Classroom demonstration lessons
- Present at site staff meetings
- Present to administrators
- Onboarding new teachers

Coaching & Instructional Support

- Coaching
- Just-in-time supports
- Planning time with teachers
- Collaboration time with grade level teams
- Surveying and checking in with teachers regarding implementation

Data & Continuous Improvement

- Facilitate data analysis

Resource Development

- Create and share resources (curriculum pacing guides, word wall and unit wall posters, etc.)

Professional Learning & Leadership Networks

- Participate in professional learning
- Shape the Future – San Mateo County
- SMC Math Instructional Leaders – Community of Practice
- CAL-MSCS Math Community of Practice

Phase 4 Implementation & Sustainability

1. Coherent, **multi-year professional learning plan** aligned to adopted materials

2. Teachers developing **deep understanding of how the curriculum** embodies **standards**, **progressions**, and **instructional shifts**

Where we have been	Where we are going

• Professional learning on high quality math instruction
  ○ K-5: 9 Illustrative Math trainings
  ○ 6-8: 5 Imagine IM trainings
  ○ Across K-8: 9 District Provided trainings
• Support, coaching, co-planning and resource development for instruction
	• Continued professional learning using our curriculum's embedded practices for multilingual learners and students with diverse abilities
	• Continued support, coaching, co-planning and resource development for instruction
	• K-8: Learning Walks with Imagine IM
	• Math Teacher Inquiry Collaborative (SMCOE)
	• Math Leadership Inquiry Collaborative (SMCOE)

Phase 4 Implementation & Sustainability

3. **Site administrators** equipped to **recognize**, **support**, and **monitor high-quality implementation**

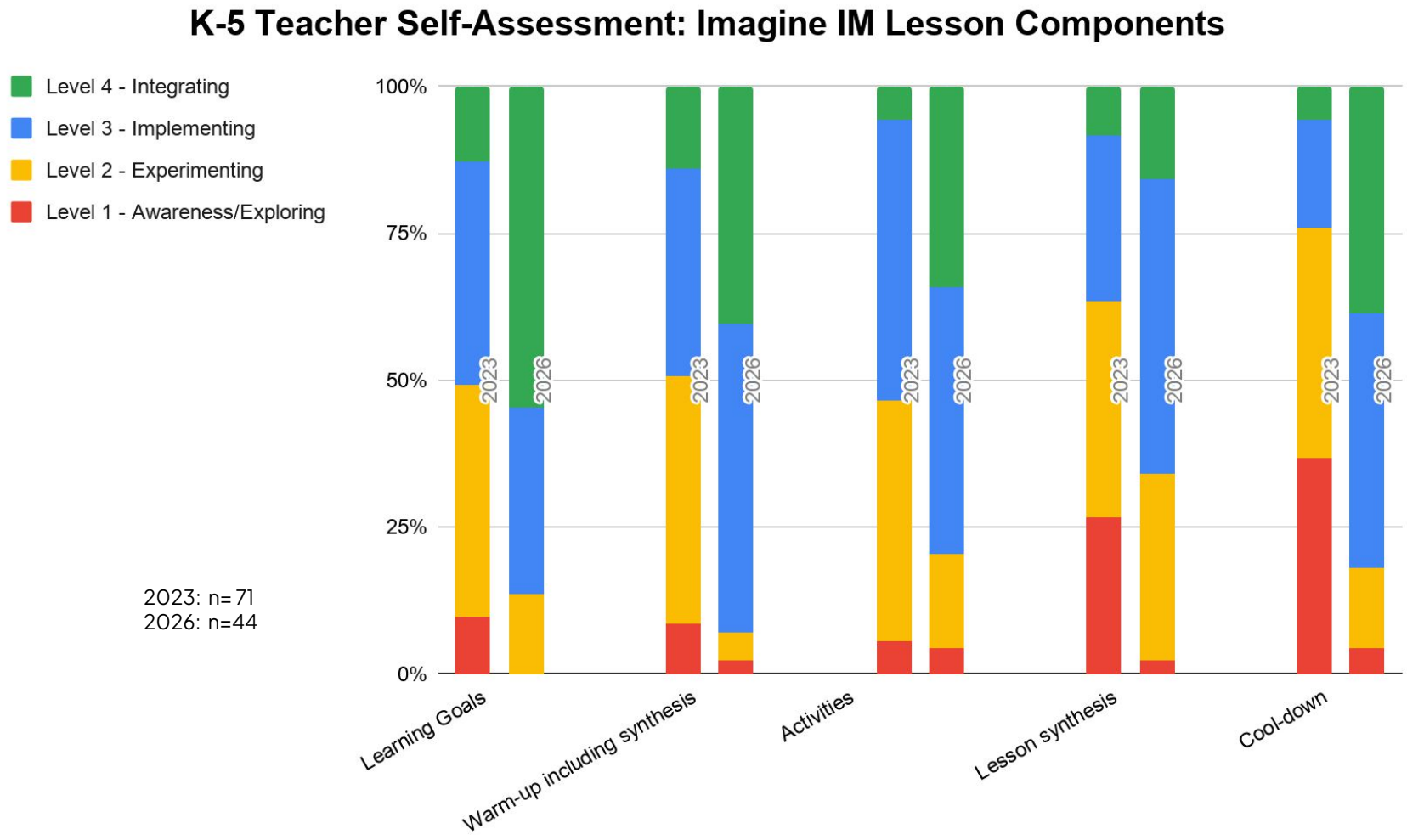
Where we have been	Where we are going
• 3 Imagine IM Administrator series • 3 District Professional Learning Sessions • 1st cohort of Administrators to attend Framework & Adoption Leadership Series, Shaping the Future of Math (SMCOE)	• K-8: Learning Walks with Imagine IM • Math Leadership Inquiry Collaborative: (SMCOE) • 2nd cohort of Administrators attend Framework & Adoption Leadership Series, Shaping the Future of Math (SMCOE)

K-5 Imagine IM Implementation Teacher Self-Reflection

0	1	2	3	4
Unaware	**Awareness/Exploring**	**Experimenting**	**Implementing**	**Integrating**
	I am **aware** of the lesson component and am **exploring** how to best use it.	I am **experimenting** with **teaching and facilitating** the lesson component but have yet to use it in **alignment with the intended design**.	I **regularly implement** the lesson component and have **begun to form habits around key practices**.	I **effectively use** the lesson component and **leverage** the full intent of its place in the curriculum.

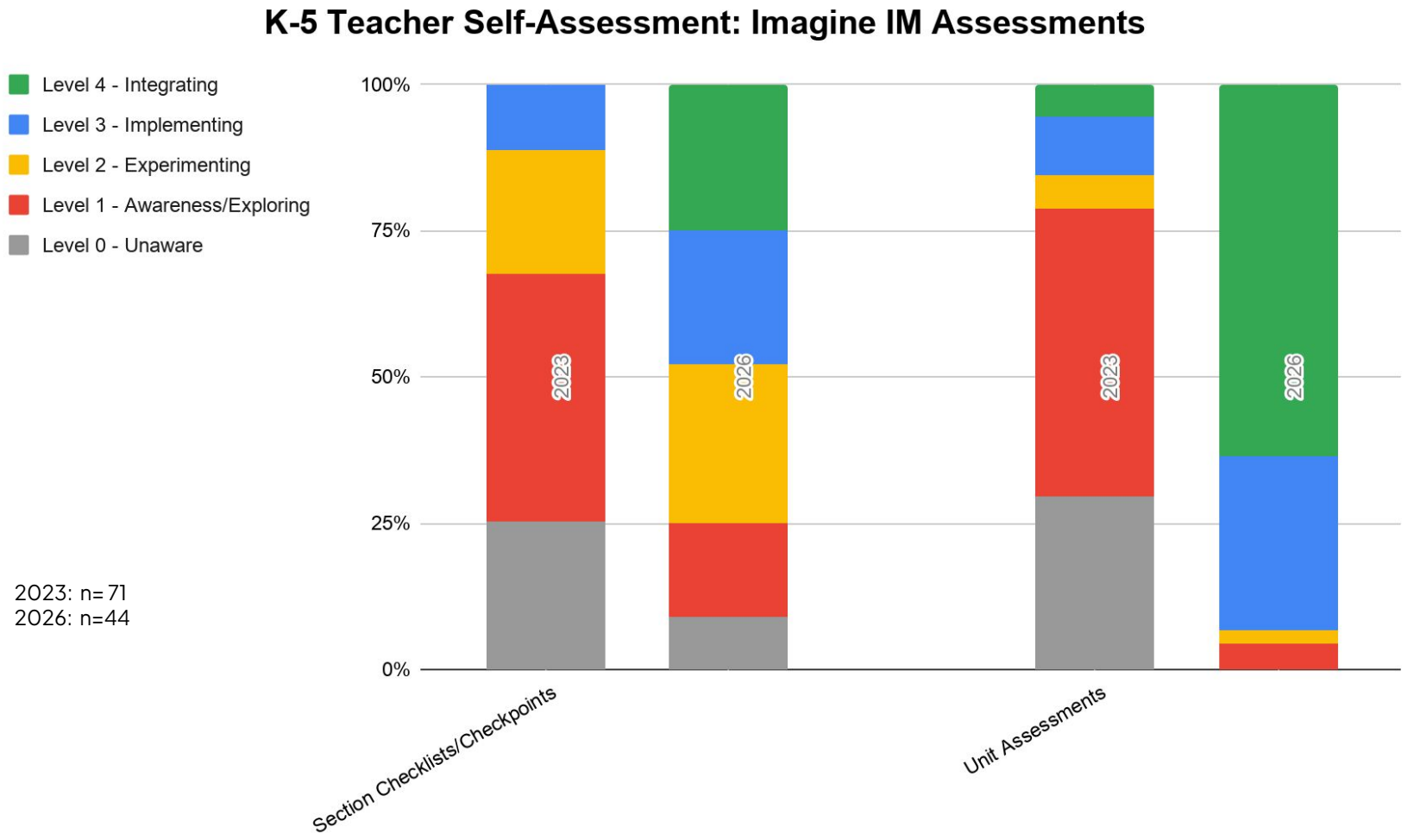
Rubric used for Teacher survey that was given in Fall of 2023 (K-5) and Spring of 2026 (K-8).

K-5 Imagine IM Implementation Teacher Self-Reflection



2023: n= 71
2026: n=44

K-5 Imagine IM Implementation Teacher Self-Reflection

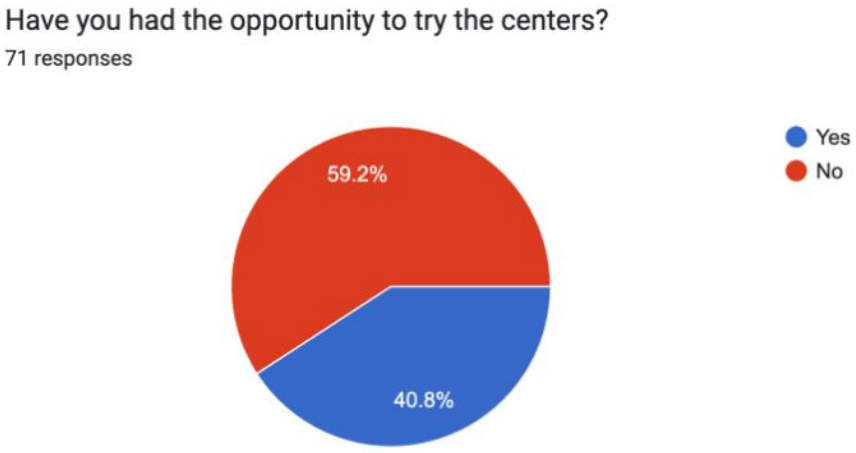


2023: n= 71
2026: n=44

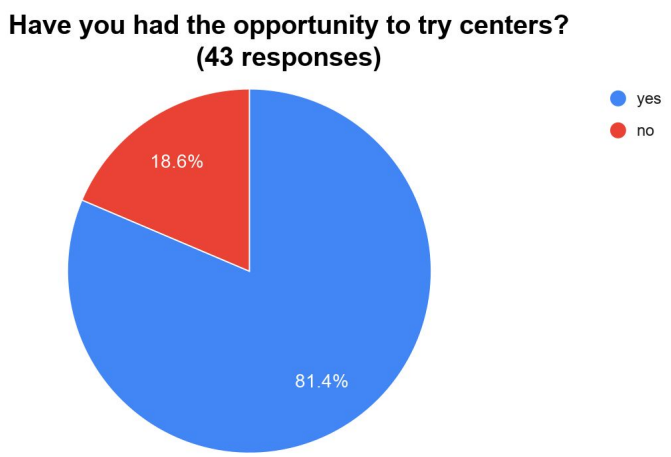
K-5 Imagine IM Implementation Teacher Self-Reflection

K-5 Centers

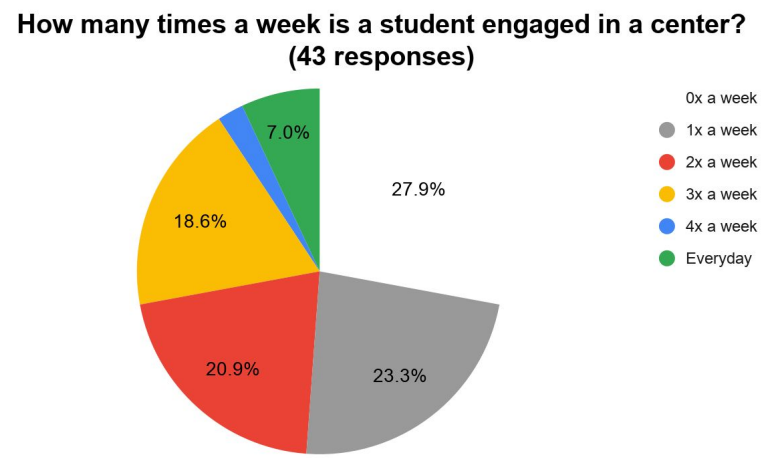
2023



2026

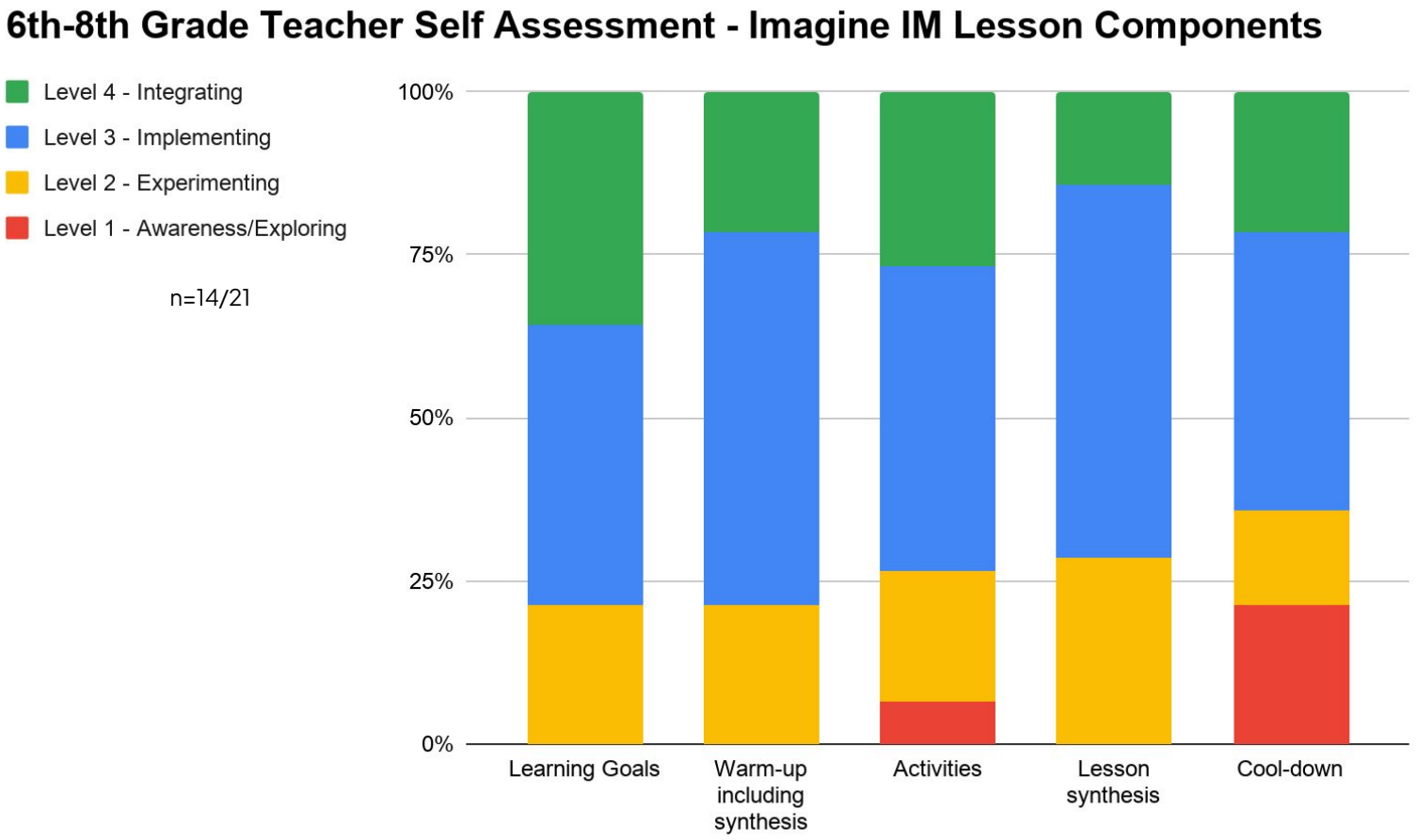


2026

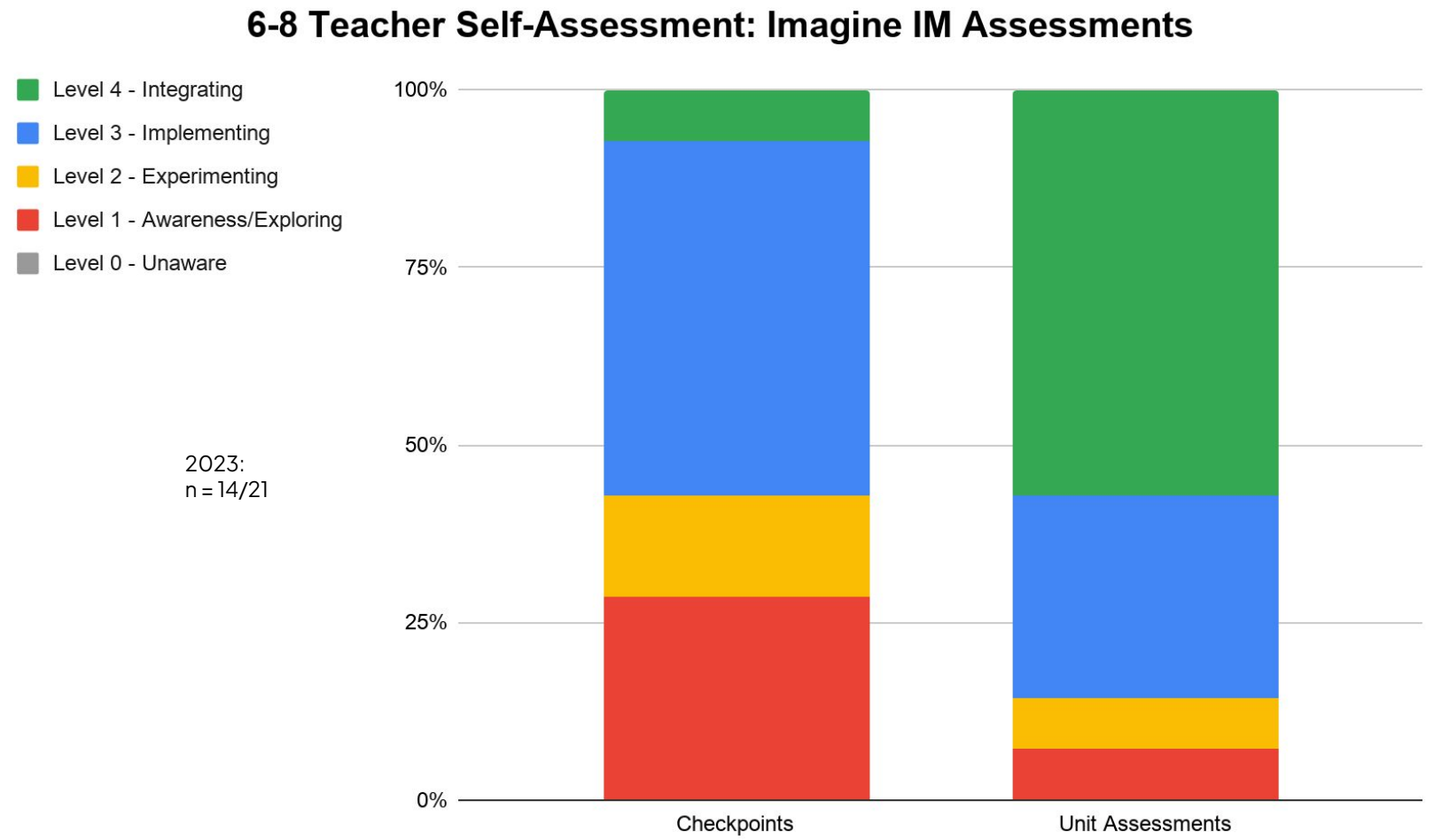


6–8 Imagine IM Implementation Teacher Self-Reflection

2026



6–8 Imagine IM Implementation Teacher Self–Reflection



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Reflecting on the implementation of Imagine IM in your classroom up to this point, what has been working well for you and your students?

"So far, the implementation has been effective in **supporting students' development** of math concepts and meeting standards. The platform **keeps students engaged** with **interactive activities**, provides **immediate feedback**, and helps guide my instruction by **identifying the needs of each student. "**
-First grade teacher

"Collaborative group work has been highly effective for students, as it promotes **engagement** and **teamwork**. **Independent work** has also been beneficial in supporting their **individual learning** and **responsibility**.

"From an instructional perspective, **backward planning has been effective**, as it helps structure lessons efficiently, especially given the length of the lessons and the fast pace of the curriculum."
-3rd grade teacher

- "**Great organization** - workbook and math notebook
- Great math concepts with a lot of **visuals**
- Simple directions
- **Spiral concepts** throughout the curriculum
- Fair number of **daily review**
- Encourages **talk/discussion**
- Online access to **extra practice** questions, checkpoints, cool down activities… "

~Middle school teacher

"I appreciate having the online resources available, in particular the online lesson slides. The **workbooks** have been generally very student friendly and my students have been able to use them as we do the lesson independently. **Cool downs** and **checkpoints** have been great to **measure student growth and assess their understanding**."
-3rd grade teacher

"Being the **third year** I now feel very **comfortable** and **confident** using the curriculum resources. Using the slide decks provided and using the online cool downs, and other digital resources has helped students become more savvy with solving math problems digitally. **Students are now used to the processes and routines of IM lessons**."
-5th grade teacher

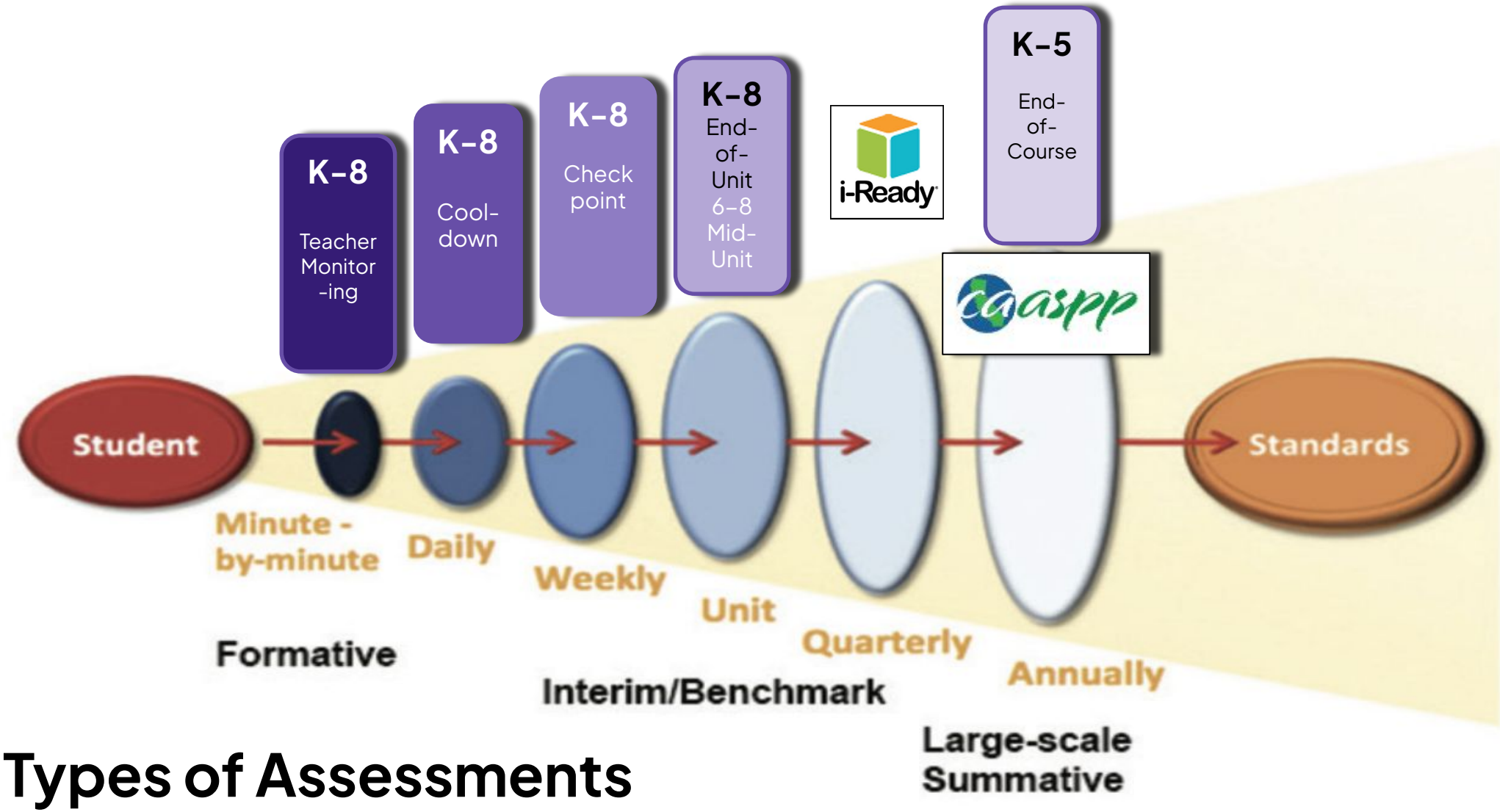
"Imagine IM is working well because many **students** are **talking** and **working together**, using d**ifferent ways to solve problems**, and starting to **explain their thinking**, though some still need practice."
-Middle School teacher

Phase 4 Implementation & Sustainability

4. **Ongoing monitoring of implementation patterns** across classrooms and sites, **disaggregated by student group**

Where we have been	Where we are going
• Teacher Surveys • Data analysis via SBAC and iReady	• K-8: Learning Walks with Imagine IM • Monthly math PLCs at school sites using data from Imagine IM formative/summative assessments • Continue data analysis via SBAC and iReady

Imagine IM: Assessing for Student Learning



Different Types of Assessments

Image 12.3 from the CA Mathematics Framework

RCSD 3rd–8th Grade SBAC Math Scores

K–5: Year 1 & 2 Implementation

Grade	Achievement Level	2022-2023 Year 0	2023-2024 Year 1	2024-2025 Year 2	RCSD Delta Year 0 to Year 2	SMCOE Delta Year 0 to Year 2	State Delta Year 0 to Year 2
3rd Grade	Standard Exceeded (Level 4)	25.67%	26.09%	30.84%	+5.17%	-1.82%	+1.12%
	Standard Met (Level 3)	21.04%	20.13%	21.53%	+0.49%	-0.28%	+0.07%
	Standard Nearly Met (Level 2)	19.10%	16.75%	14.50%	-4.60%	-0.72%	-0.05%
	Standard Not Met (Level 1)	34.18%	37.04%	33.13%	-1.05%	2.81%	-1.14%
4th Grade	Standard Exceeded (Level 4)	19.24%	21.24%	21.67%	+2.43%	1.26%	+1.18%
	Standard Met (Level 3)	19.39%	21.24%	21.19%	+1.80%	0.49%	+0.27%
	Standard Nearly Met (Level 2)	27.70%	23.89%	25.52%	-2.18%	-0.98%	+0.06%
	Standard Not Met (Level 1)	33.67%	33.63%	31.62%	-2.05%	-0.73%	-1.52%
5th Grade	Standard Exceeded (Level 4)	22.62%	22.27%	22.63%	-0.01%	1.95%	+2.09%
	Standard Met (Level 3)	13.09%	13.36%	14.35%	+1.26%	0.11%	+0.56%
	Standard Nearly Met (Level 2)	17.35%	23.13%	22.78%	+5.43%	-0.23%	-0.34%
	Standard Not Met (Level 1)	46.94%	41.24%	40.24%	-6.70%	-1.83%	-2.31%

RCSD 3rd-8th Grade SBAC Math Scores

6-8 Baseline Data

Grade	Achievement Level	2022-2023 Year 0	2023-2024 Year 1	2024-2025 Year 2	RCSD Delta Year 0 to Year 2	SMCOE Delta Year 0 to Year 2	State Delta Year 0 to Year 2
6th Grade	Standard Exceeded (Level 4)	22.10%	21.98%	19.23%	-2.87%	3.23%	3.10%
	Standard Met (Level 3)	10.50%	9.91%	13.60%	3.10%	-1.11%	0.31%
	Standard Nearly Met (Level 2)	22.51%	19.97%	20.88%	-1.63%	-1.96%	-1.31%
	Standard Not Met (Level 1)	44.89%	48.13%	46.29%	1.40%	-0.16%	-2.10%
7th Grade	Standard Exceeded (Level 4)	18.77%	21.74%	24.63%	5.86%	3.08%	2.46%
	Standard Met (Level 3)	14.71%	13.29%	12.39%	-2.32%	-1.85%	0.45%
	Standard Nearly Met (Level 2)	22.97%	21.88%	20.94%	-2.03%	-1.04%	-0.16%
	Standard Not Met (Level 1)	43.56%	43.09%	42.04%	-1.52%	-0.19%	-2.75%
8th Grade	Standard Exceeded (Level 4)	24.18%	20.76%	26.19%	2.01%	3.82%	3.37%
	Standard Met (Level 3)	12.36%	12.34%	10.85%	-1.51%	-1.04%	0.63%
	Standard Nearly Met (Level 2)	22.12%	15.85%	17.91%	-4.21%	-1.12%	-0.16%
	Standard Not Met (Level 1)	41.35%	51.05%	45.05%	3.70%	-1.66%	-3.83%

3rd–8th Grade Math CA Dashboard
K–5: Year 1 & 2 Implementation

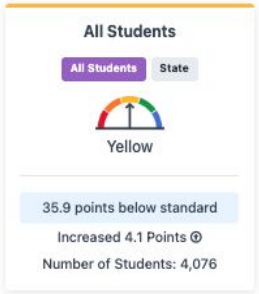
REDWOOD CITY SCHOOL DISTRICT

Spring 2023 Year 0	Spring 2024 Year 1	Spring 2025 Year 2

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Student Group Details

All Student Groups by Performance Level

12 Total Student Groups

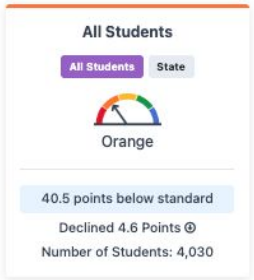
Red	Orange	Yellow
African American English Learners	Hispanic Homeless Socioeconomically Disadvantaged Students with Disabilities	Pacific Islander

Green	Blue	No Performance Color
Asian Filipino	Two or More Races White	Foster Youth

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Student Group Details

All Student Groups by Performance Level

13 Total Student Groups

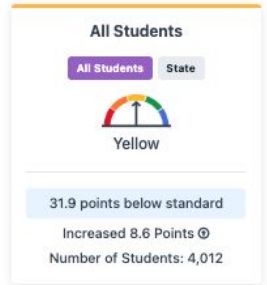
Red	Orange	Yellow
English Learners Homeless Long-Term English Learners Socioeconomically Disadvantaged Students with Disabilities	Hispanic	No Student Groups

Green	Blue	No Performance Color
White	Asian Filipino Two or More Races	African American Foster Youth Pacific Islander

Mathematics

All Students

Explore how well students are meeting proficiency standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Student Group Details

All Student Groups by Performance Level

14 Total Student Groups

Red	Orange	Yellow
Students with Disabilities	English Learners Homeless Long-Term English Learners	Hispanic Socioeconomically Disadvantaged

Green	Blue	No Performance Color
Filipino	Asian Two or More Races White	African American American Indian Foster Youth Pacific Islander

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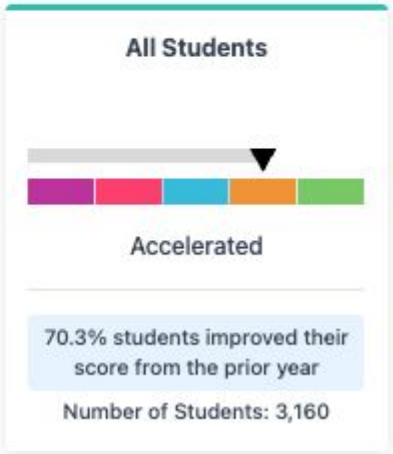
Spring 2025
K-5: Year 2 Implementation

Mathematics Growth

All Students

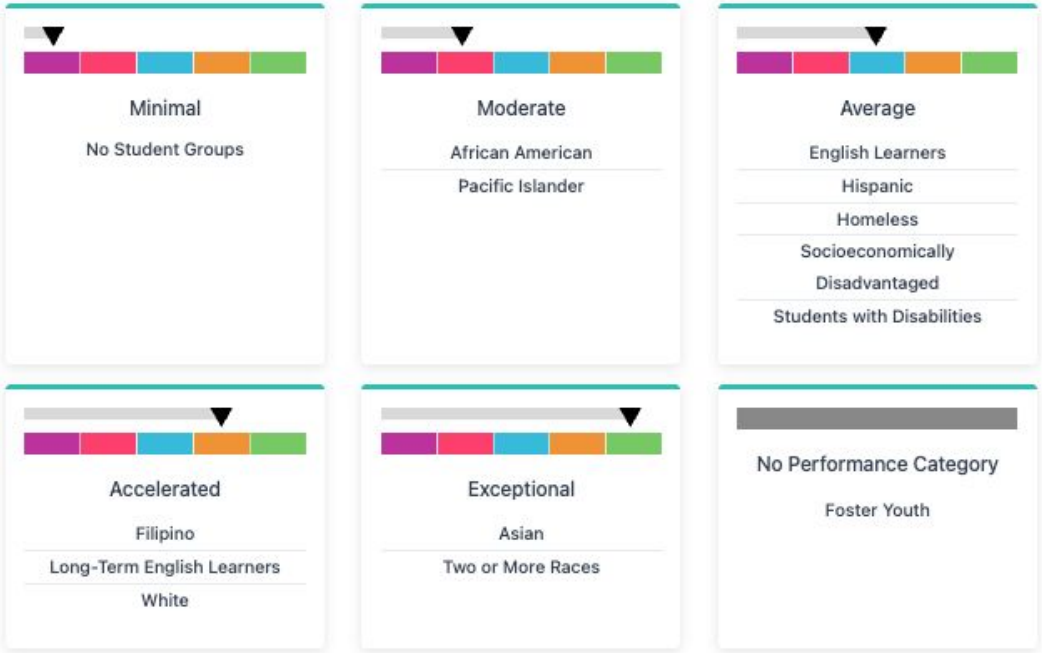
Growth data measures the year-to-year improvement in students' assessment scores in English Language Arts (ELA) and mathematics. These aggregate student growth scores can provide a picture of average growth for students within a school, local educational agency, or student groups within the Accountability system. The information presented on the Dashboard is for informational purposes only. For more details and frequently asked questions about growth, please visit the Growth Model website.



Student Group Details (Mathematics)

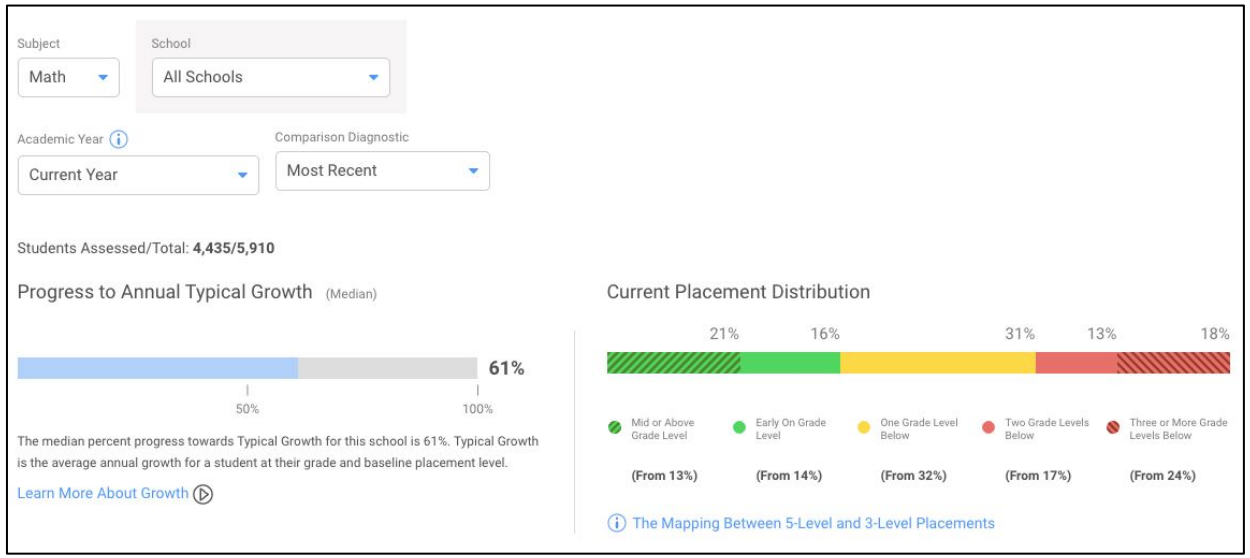
All Students Groups by Growth

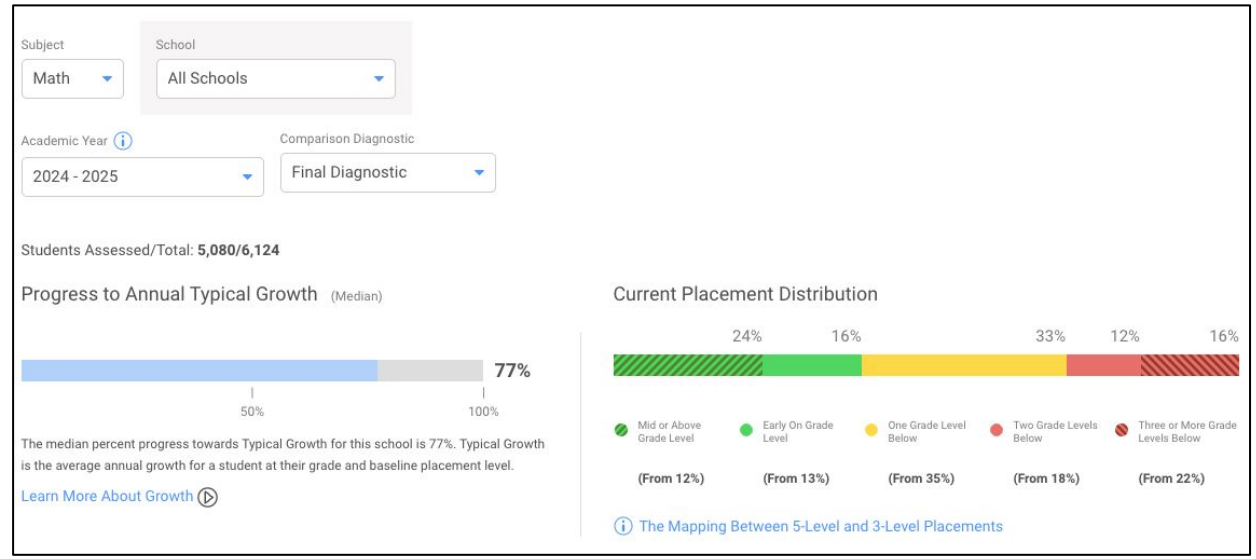
13 Total Student Groups

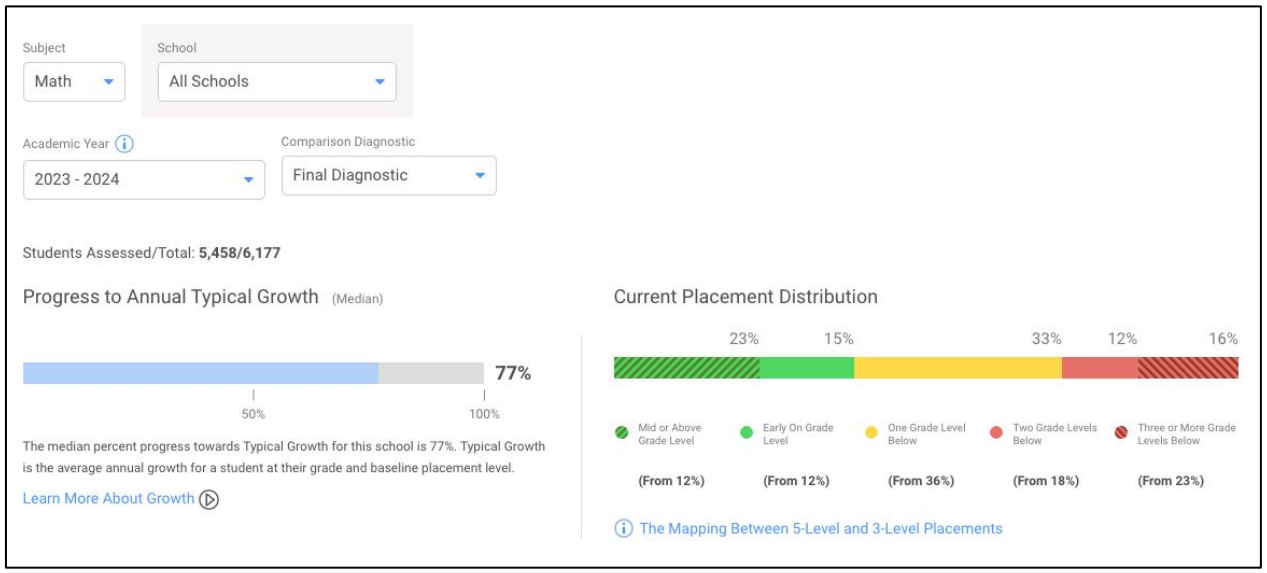


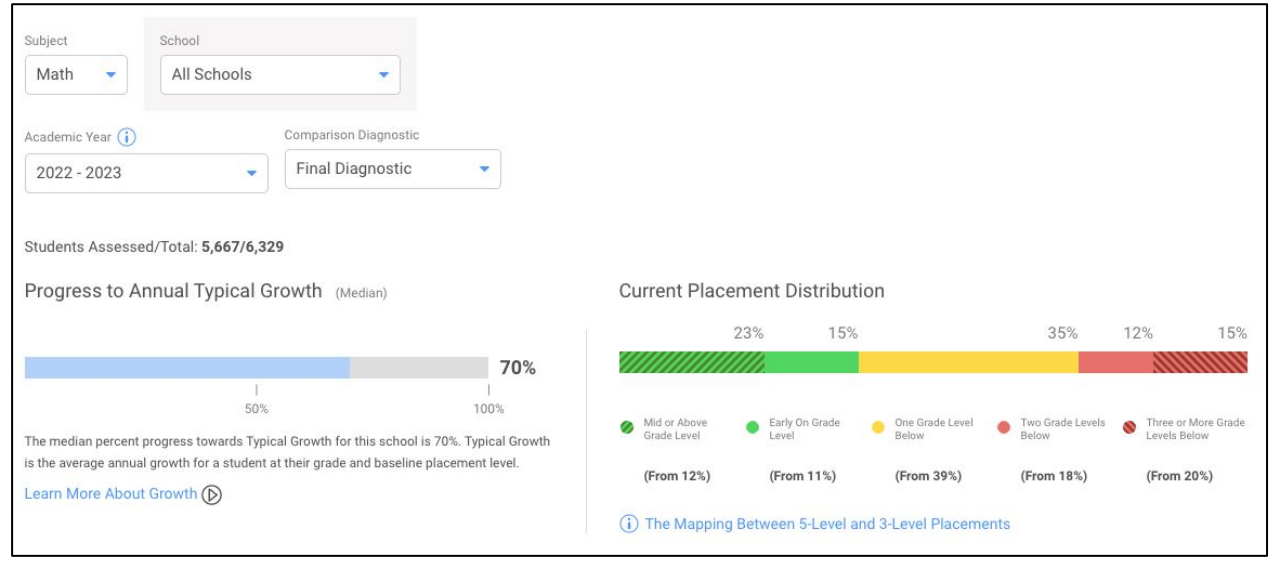
*Note: This is the first year the state has shown this data point.

RCSD iReady Math Data
2022–2026









RCSD i-Ready Math Data
2022-2026

	25-26			24-25			23-24			22-23		
	Fall	Winter	Delta	Fall	Spring	Delta	Fall	Spring	Delta	Fall	Spring	Delta
Mid or Above Grade Level	13%	21%	8%	12%	24%	12%	12%	23%	11%	12%	23%	11%
Early On Grade Level	14%	16%	2%	13%	16%	3%	12%	15%	3%	11%	15%	4%
One Grade Level Below	32%	31%	-1%	35%	33%	-2%	36%	33%	-3%	39%	35%	-4%
Two Grades Levels Below	17%	13%	-4%	18%	12%	-6%	18%	12%	-6%	18%	12%	-6%
Three of More Grade Levels Below	24%	18%	-6%	22%	16%	-6%	23%	16%	-7%	20%	15%	-5%

Note: This year the final diagnostic was given in January (Winter). Previous years it was administered in March (Spring).

REDWOOD CITY SCHOOL DISTRICT

District-wide Common Assessments

<table>
<tr><th>Implementation Year</th><th>Year 1
23–24</th><th>Year 2
24–25</th><th>Year 3
25–26</th><th>Year 4
26–27</th></tr>
<tr><td>K–5</td><td>Common math curriculum and assessments district-wide.</td><td>Implemented practice of sharing data from End-of-Unit assessments.</td><td>End-of-Unit Assessments can be given online. Data is available on ILC for analysis.</td><td rowspan="3">Use data from daily, weekly and unit assessments to inform PLC work in math.</td></tr>
<tr><td>6–8</td><td colspan="2" rowspan="2"></td><td>Year 1
Covered Year 1–4 from K-5 implementation during middle school collaboration meetings.</td></tr>
<tr><td>K–8</td><td>Implemented a PLC data analysis routine to use with Imagine IM’s daily and weekly assessment to inform instructional choices.</td></tr>
</table>

ILC Data Dashboard

“What is the Dashboard?”

“The Dashboard enables analysis of assignment scores by various breakdowns (student grade via a SIS, school, student) to help educators identify opportunities for student support. It also flags standards that may require further investigation based on students' assignment results. These flags serve as jumping off points to help educators in their processes of determining when students are succeeding, when they are not yet grasping concepts, and how best to support them.”

From ILC

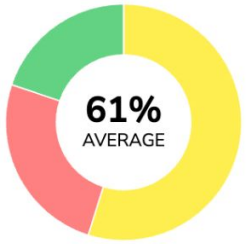
ILC Data Dashboard
By Grade at a Site

REDWOOD CITY SCHOOL DISTRICT

Overview

No score | <50% | ≥50 to <80% | ≥80%

Math
Overall performance for the current data set



423
Assignments

- 107
- 232
- 84

Bottom standards
Average score on items aligned to standard

5.MD.C.5	30%
5.NBT.B.5	44%
5.MD.C.4	44%
5.MD.C.3.b	44%
5.NF.B.4.b	45%

Top standards
Average score on items aligned to standard

5.NF.B.7.b	88%
5.NF.B.5.a	82%
5.NF.B.7.c	79%
5.NF.B.7.a	78%
5.G.A.1	78%

Performance

Select a row to drill down

No score | <50% | ≥50 to <80% | ≥80%

Teacher	Average score	Assignments
	— 63%	209
	— 59%	214

ILC Data Dashboard
By Grade Level Team

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Standards

Select a row to drill down

Bottom 5 | Top 5 | All (34)

No score | ✕ <50% | — ≥50 to <80% | ✓ ≥80%

Teacher	CCSS 5.NF.B.7.b	CCSS 5.NF.B.5.a	CCSS 5.NF.B.7.c	CCSS 5.NF.B.7.a	CCSS 5.G.A.1
	✓ 88%	✓ 82%	✓ 83%	✓ 80%	✓ 85%
	✓ 87%	✓ 82%	— 74%	— 76%	— 71%

Standards

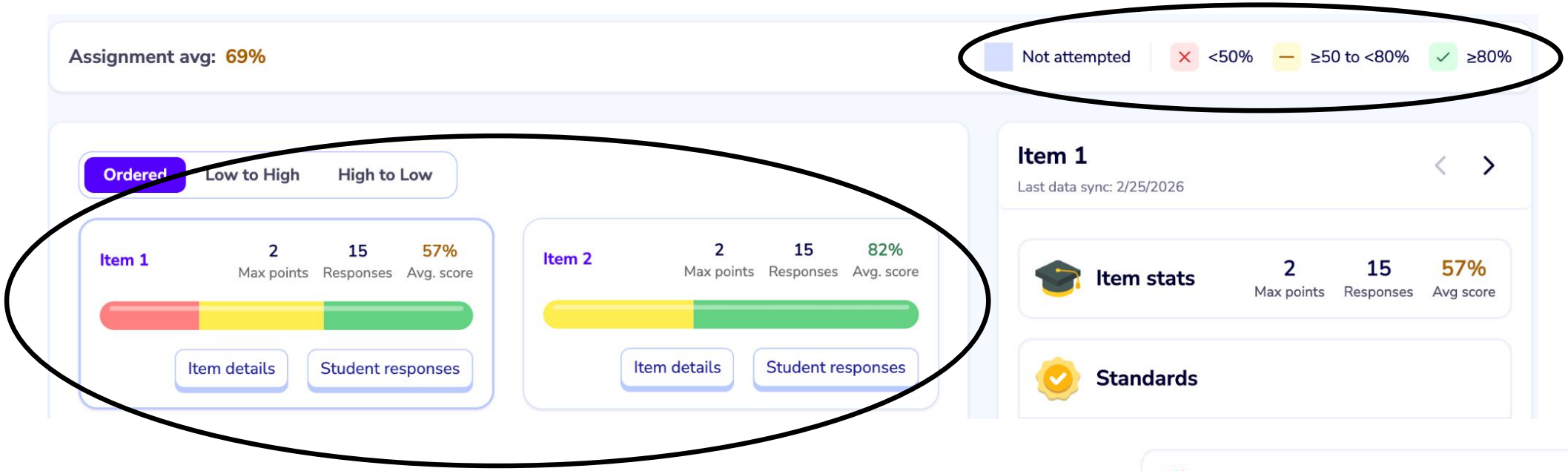
Select a row to drill down

Bottom 5 | Top 5 | All (34)

No score | ✕ <50% | — ≥50 to <80% | ✓ ≥80%

Teacher	CCSS 5.MD.C.5	CCSS 5.NBT.B.5	CCSS 5.MD.C.4	CCSS 5.MD.C.3.b	CCSS 5.NF.B.4.b
	✕ 24%	✕ 43%	✕ 48%	✕ 48%	— 52%
	✕ 35%	✕ 46%	✕ 40%	✕ 40%	✕ 39%

ILC Data Dashboard
Item Analysis



The data breakdown provided can aid a teacher in planning next steps of instruction for whole class and small groups.

REDWOOD CITY SCHOOL DISTRICT

District Supported Supplemental Math Applications

Adaptive, individualized math fact fluency 2nd-5+

Reflex

Khan Academy Kids

Adaptive learning games and story-based lessons to help kids grow foundational reading and math skills.

Adaptive, game-based, fraction learning and practice 3rd-5+

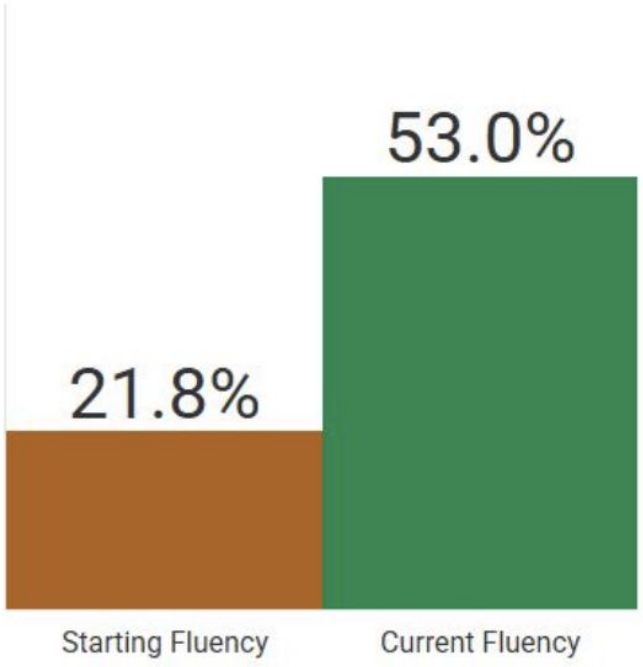
Frax

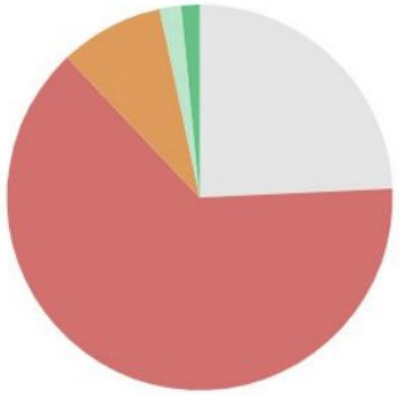
Adaptive, with multiple scaffolds and progressive levels of support to develop conceptual understanding for access grade-level content

District Supported Supplemental Math Applications

Reflex: Fluency Growth

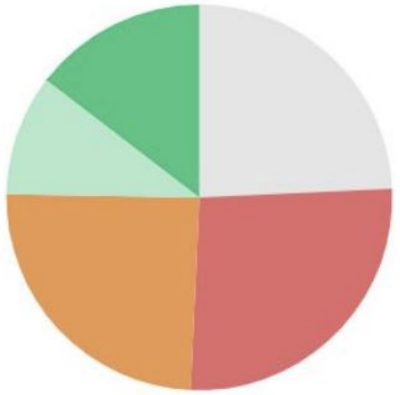
Group fluency average grew by approximately 143%!





Starting Fluency

Percent of Facts Fluent	Number of Students
Still Assessing	(24.3%) 626
0 - 49%	(63.7%) 1,642
50 - 79%	(8.7%) 225
80 - 94%	(1.8%) 46
95 - 100%	(1.6%) 40



Current Fluency

Percent of Facts Fluent	Number of Students
Still Assessing	(24.3%) 626
0 - 49%	(26.4%) 682
50 - 79%	(24.5%) 633
80 - 94%	(10.2%) 262
95 - 100%	(14.6%) 376

REDWOOD CITY SCHOOL DISTRICT

District Supported Supplemental Math Applications

Reflex Usage per Grade

Fantastic work from your 2nd and 3rd grade teams!

Grade	Active Students	Average Usage	Green Light	Average Fluency Gain	Total Fluency Gain	Total Facts Solved
Grade 8	81	48.6 days	70.2%	100.0 facts	12.0k facts	701k facts
Grade 7	134	34.8 days	56.6%	102 facts	19.0k facts	766k facts
Grade 6	174	39.1 days	36.2%	96.2 facts	17.0k facts	612k facts
Grade 5	465	22.3 days	25.6%	73.7 facts	34.6k facts	956k facts
Grade 4	579	15.1 days	25.6%	51.9 facts	36.2k facts	925k facts
Grade 3	576	21.1 days	24.9%	66.1 facts	54.5k facts	1.66m facts
Grade 2	571	45.3 days	22.7%	110 facts	64.8k facts	2.68m facts
All Students	**2,580**	**27.5 days**	**29.1%**	**77.7 facts**	**238k facts**	**8.29m facts**

District Supported Supplemental Math Applications

Frax Usage Screenshots

Usage by grade - fantastic usage with all grades, but the highest goes to our 8th graders!

Grade Level ▾	Active Students	Avg. Missions Completed	Avg. Usage	Avg. Problems Solved
Grade 3	591	13.3	7h 0m	1,140 problems
Grade 4	589	11.7	5h 23m	1,019 problems
Grade 5	543	9.6	4h 31m	812 problems
Grade 6	80	1.9	1h 3m	165 problems
Grade 7	194	21.5	9h 34m	1,607 problems
Grade 8	74	30.6	14h 13m	2,294 problems
All Students	**2,071**	**12.8**	**6h 9m**	**1,067 problems**

Phase 4 Implementation & Sustainability

5. **Structures** for **teacher learning and collaboration** and for **site administrator learning** are in place to sustain equitable, high-quality instruction over time — including protection from initiative fatigue and premature replacement.

Where we have been	Where we are going
• Middle School Math Collaboration Sessions • Grade Level Collaboration Sessions (2 Sites)	• Math Leadership Inquiry Collaborative: (SMCOE) • Expand and continue Grade Level Collaboration Meetings • Mathematics Learning Labs • Community of Practice • Math PLCs

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