



The Mathematics Acceleration Specialists (MAS) program is designed to support students in closing math learning gaps by delivering high-quality, data-informed instruction that rebuilds prerequisite skills to support student mastery and foster a joy for learning. Services primarily targeted Tier III students in grades three and eight, with extensions to grades four, five, six, and seven as capacity allowed. Instruction was delivered through structured, 45-minute sessions for elementary students and 30-minute sessions for middle school students, conducted four days per week, employing evidence-based resources from Curriculum Associates' Ready Texas and i-Ready lessons.

Key Findings

Implementation

- Continuous diagnostics and progress monitoring guide instructional decisions, while implementation fidelity is supported through ongoing coaching, classroom observations guided by established “look-fors,” and collaboration with campus and district leadership teams.
- Specialists also engaged families through consistent communication and progress updates to strengthen the home-school connection. The program operated with a total allocated budget of \$2,967,340 supported by Title I, Part A and general operating funds.

Stakeholder Feedback

Staff Feedback Surveys

- Both specialists and principals overwhelmingly perceived the program as effective, noting excellent overall quality, and significant improvements in learning engagement and motivation to learn.
- Specialists expressed high confidence in addressing student needs with strong communication links to teachers and parents, while principals highlighted the effective instruction provided by specialists.
- The program was heavily focused on elementary campuses where principals maintained highly active oversight through weekly or bi-weekly classroom observations.
- While overall satisfaction with resources and routines was high, both groups identified persistent implementation challenges, specifically regarding scheduling conflicts, time constraints, specialists being asked to help with other campus needs, and heavy administrative workloads.

Student Survey

- The majority of participating students reported improvement in both their confidence and their ability to grasp daily classroom lessons.
- Small group work and working with a teacher were identified as the primary factors that helped students learn, which correlated with positive feedback on lesson pacing and small group time.

Student Outcomes

- Both MAS and comparison students showed improvement in math placement, with many moving from two or more grade levels below to approaching or meeting grade-level expectations by the end of the year. MAS students demonstrated stronger gains, with a higher percentage reaching on-grade level and a greater reduction in those far below.
- MAS students who began the year two or more grade levels below made more substantial progress than their peers in the comparison group.
- On typical and stretch growth, MAS students outperformed the comparison group, with more meeting 100% of their growth target and fewer falling into the lower growth ranges.
- On the STAAR mathematics assessment, MAS students outperformed comparison students at the Approaches, and Meets, and Masters levels.

Recommendation

Consider Leveraging the Acceleration Specialist Model Beyond Literacy

The Math Acceleration Specialists program successfully validated that the specialist-led acceleration model, originally rolled out in the district for literacy intervention, also yields strong results in mathematics. Over its single-year implementation, Math Acceleration Specialist (MAS) students achieved greater growth in i-Ready math placement and outpaced comparison peers across all performance levels on the STAAR mathematics assessment. District leadership should use these results as a proof of concept to adapt and deploy targeted specialist models across other core academic disciplines in future years.