

# AI to Drive Learning Growth

*Evaluating, Implementing & ROI with AI*

[bit.ly/4qiuPjf](https://bit.ly/4qiuPjf)



# Planning Slides

Possible AI tools to support this problem of practice							
	Criteria 1	Criteria 2	Criteria 3	Criteria 4	Criteria 5	Criteria 6	Overall
Tool 1							
Tool 2							
Tool 3							
Tool 4							
Tool 5							
Tool 6							

# Planning Slides

# Today's goals

Finalize your problem of practice.

Refine your criteria and identify possible tools.

Start planning for evidence collection in pilot implementation.

*Connection to this AM: Leaders are selecting tools more strategically, aligning AI to systemic goals, and informally measuring AI tool impact.  
Connection to PM: Who are you designing for? What is the core problem you're trying to solve?*

# Beginning with the end in mind

## Who

- Define your context ✓
- Team members ✓

## What

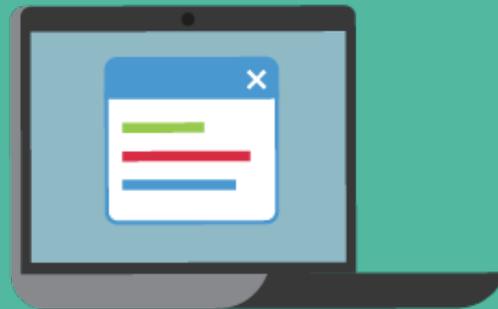
- Problem of practice ✓

## Why

- Rationale 🤔
- Impact 🤔

## How

- Lessons learned 🌟
- Insights for others 🌟



5 slide case study  
of your pilot

# Our Hosts



**Megan Pattenhouse**  
Project Director, Emerging  
Technologies

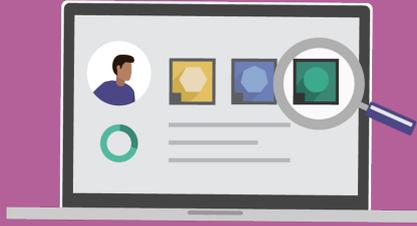


**Andrew Vollavanh**  
Project Manager,  
EdTech R&D

# We're here to support you.



Approaches rooted  
in evidence.



Driving towards  
meaningful learning  
outcomes.



Building AI literacy  
and durable skills.

# Learning is what we do.

AI is helpful where it drives,  
rather than detracts from learning.



# Refining our problems of practice

Who specifically we're focused on

Narrow down your population you're focused on.

What's the problem or barrier?

Define what you think the current problem. Try to focus on the root cause. Need help? Try 5 whys.

Measurable learning outcome we want to achieve.



Can use STAAR, but not limited to that. Could be more narrow or based on observations/other measures. Specify how much improvement you want to see.

Hypothesis of how we can get there (supported by AI & evidence)

Lean into your pedagogical knowledge. We can help with evidence base if that's an area you need support!

# Measurement bank

AI Pilot Sample Measures

File Edit View Insert Format Tools Extensions Zotero Paperpile Help

Menus 100% Heading 1 Arial 11 B I U A

Document tabs +

- Math Mindset Su... 1
- English Mindset S... 1
- [Any Subject Are... 1
- Teacher Satisfaction Surve...
- Student Satisfaction - Magi...
- Teacher Satisfaction Surve...
- Teachers - MAIL... 1
- Students - DP AI ... 1
- Teacher Focus Groups
- Teacher Rubric for AI-assis...

### Math Attitudes & Beliefs Survey

**Instructions:**  
This survey will be administered in Qualtrics. Each item will be responded to according to the 5-point scale below.

**Response Scale (5-point):**

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

**Math Self-Efficacy**

1. I can usually solve any math problem.
2. I'm confident that I can do an excellent job on my math tests.
3. I'm certain I can understand the most difficult math problems.
4. I'm confident I can do an excellent job on my math assignments.
5. I'm certain I can master the skills being taught in my math class.

**Math Identity**

1. I see myself as a "math person."
2. Others see me as good at math.
3. I think I have a talent for math.
4. Others have said I have good math skills.

**Intrinsic Motivation (Math)**

1. I like challenging myself when learning new math material.
2. I choose to try hard in math because it matters to me.
3. I want to live up to what I expect of myself in my math classes.
4. I compete with myself in math.

**Liking of Math**

1. I like math.
2. I think math is fun.
3. I like problem-solving.

Turn & Talk:  
Share your  
problem of  
practice.

Planning Slides: Click to jump to your team.



The image shows a green rectangular area with a white border. At the top, it says "Planning Slides: Click to jump to your team." Below this are five logos: "uplifteducation" with a sun icon, "PLANO INDEPENDENT SCHOOL DISTRICT" with an apple icon, "IRVING Independent School District" with a leaf icon, "CISD" with a star icon, and a red "G" logo.

Planning Slides

Third Grade Students' Writing (all students)

are currently lacking opportunities to practice and receive feedback on their writing and not enough training

We want to improve scores on the constructed response section of the STAAR test and TELPAS writing by 10%

by leveraging HMH Writable to make sure students are getting immediate feedback on their writing at least twice a week. Additional training needed to fully implement the program.

Who specifically we're focused on

What's the problem or barrier

Measurable learning outcome we want to achieve

Hypothesis of how we can get there (supported by AI & evidence)



Sixth grade math scholars at select campuses (not currently in intervention pilot)

**Who specifically we're focused on**

are significantly below grade level in math with deficits in both computational fluency and conceptual understanding.

**What's the problem or barrier**

We want 80% of scholars in the intervention to move one level band for STAAR accountability in math

**Measurable learning outcome we want to achieve**

by engaging with the tool you partner us with and teacher monitoring and intervening accordingly.

**Hypothesis of how we can get there (supported by AI & evidence)**





Irving ISD as a whole,  
from 3 different  
perspectives:

- Administrative
- Instructional
- Learning

**Who specifically  
we're focused on**

We need the expertise  
of Digital Promise to  
maximize the use of AI  
and build parameters  
for its use. We're  
needing to also build  
guidelines and formal  
training (teachers, staff,  
students).

**What's the  
problem or  
barrier**

We want to improve  
student  
learning/usage, as  
well as teacher  
productivity, and  
admin efficiency by  
developing policy,  
guidelines and  
implementing training

**Measurable  
learning  
outcome we  
want to achieve**

By developing policy,  
guidelines and  
implementing training  
for students, staff and  
teachers.

**Hypothesis of  
how we can get  
there (supported  
by AI &  
evidence)**

[Focus population]

Who specifically  
we're focused on

are [experiencing this  
problem].

What's the  
problem or  
barrier

We want to improve  
[outcome] by  
[measurable amount]

Measurable  
learning  
outcome we  
want to achieve

by [intervention(s)].

Hypothesis of  
how we can get  
there (supported  
by AI &  
evidence)

Algebra I Students at  
Targeted Campuses  
(2)

Who specifically  
we're focused on

Not meeting  
standards as assessed  
by the Algebra I End-  
of-Course exam.

What's the  
problem or  
barrier

We want the percent  
of students meeting  
Algebra I standards at  
the two targeted  
schools to closely  
approximate the  
districtwide percent  
based on Spring 2026  
EOC exam results.

Measurable  
learning  
outcome we  
want to achieve

Unlimited adaptive  
practice sets

Quality & immediate  
feedback

Guardrails to ensure  
productive struggle

Progress monitoring  
and analytical support

Hypothesis of  
how we can get  
there (supported  
by AI &  
evidence)



- ❑ Identify meaningful measures of learning
- ❑ Select a tool/approach grounded in research

# Selection Criteria: Questions to ask

- What are some of the gaps you're having a hard time closing **instructionally**? What are some of the **root causes** of those gaps?
- Is this a need that can be covered by your current suite of tools? If not, what are the gaps this tool **MUST** cover?
- Where might this fit into instruction?
  - Is this a tool for teacher or one students will use directly?
  - Will all student have access to this tool? If not, what are other students doing during this time?
- Who will be responsible for implementing it?

Sixth grade math scholars at select campuses (not currently in intervention pilot)

**Who specifically we're focused on**

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**Hypothesis of how we can get there (supported by AI & evidence)**



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- Who will be responsible for implementing it?

# Your selection criteria

## Instructional & Root Causes

6th grade math for students below grade level, TEKS Alignment, foundational skill gaps

## Existing tools & Gaps

Often gaps with 5th/6th vertical alignment

## Instructional fit

Student facing tool used during intervention

## Implementation

Will be implemented by teachers of record in intervention, but ideally is used independently to free teacher time, block is 45 min



**Problem of practice:** Sixth grade math scholars at select campuses (not currently in intervention pilot) are significantly below grade level in math with deficits in both computational fluency and conceptual understanding. We want 80% of scholars in the intervention to move one level band for STAAR accountability in math by engaging with the tool you partner us with and teacher monitoring and intervening accordingly.

	AI	Math	Student facing	Could be used during intervention	TEKS	6th alignment	Students below GL
Tool 1							
Tool 2							
Tool 3							
Tool 4							
Tool 5							
Tool 6							

# Turn & Talk: Determine your criteria

Possible AI tools to support this problem of practice							
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Tool 2							
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Tool 6							

## Planning Slides

# Matching with high quality tools

# Find Evidence-Based PK-12 Programs

Your standard for the most up-to-date and reliable information on programs that meet ESSA evidence standards.

[LEARN MORE ABOUT ESSA >](#)



Reading



Math



Social-Emotional



Attendance



Science



Family Engagement



# Evidence-Based Math Programs

Find math programs that match your state, district, school, or classroom needs while meeting the national ESSA evidence standards.



REFINE RESULTS 46

CLEAR ALL

PROGRAMS DESIGNED FOR ▼

- WHOLE CLASS 33
- STRUGGLING STUDENTS 18

ESSA EVIDENCE RATING ▼

- Strong 19
- Moderate 12
- Promising 15

## Saga Math

9, 10

Strong

High-impact, in-school tutoring that uses technology and human tutors to support grade-level content

## OGAP Math Professional Learning System (the Ongoing Assessment Project)

3-5

Strong

Professional learning that builds teacher expertise to improve math outcomes.

## ASSISTments

7, 8



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## Saga Math

9, 10 

 Strong

High-impact, in-school tutoring that uses technology and human tutors to support grade-level content

## ASSISTments

7, 8 

 Strong

Online tool that provides students with feedback and hints as they do math homework and gives teachers reports on students' performance

## Zearn Math

1-8

 Strong

PROGRAMS DESIGNED FOR ▼

- WHOLE CLASS 33
- STRUGGLING STUDENTS 18

ESSA EVIDENCE RATING ▼

- Strong 19
- Moderate 12
- Promising 15

GRADE ▼

- PreK, K 8
- 1 - 2 14
- 3 - 6 24
- Middle School 9
- High School 5

COMMUNITY ▼

- Not Specified 2
- Rural 22
- Suburban 28
- Urban 33

GROUPS ▼

- Free and Reduced Price Meals 40

## Fraction Face-Off!

4 

 Strong

Supplemental small-group tutoring

## Math Corps

4-8 

 Strong

Math Corps is a tutoring model that provides one-on-two or one-on-three math interventions for students in grades 4 through 8, using AmeriCorps members who embed into the school day.

## Catapult Learning's Educational Services

6-8

 Moderate

Comprehensive academic and support services for middle school students.

## Pirate Math

3

 Promising

One-to-one tutoring on number combinations and word problems

## focusMath

3, 5

 Promising

Small group tutoring to struggling students

**GROUPS** ▼

- Free and Reduced Price Meals 40
- Special Education 23
- African American 36
- Asian American/Pacific Islander 4
- English Learners 29
- Hispanic 38
- Native American 2
- White 39

**FEATURES** ▼

- Cooperative Learning 4
- English Learners 1
- Family Engagement 2
- Metacognitive Strategies 2
- Professional Development 24
- Response to Intervention/Special Education 5
- Technology 22
- Textbook/Curriculum 18
- Tutoring 11
- Whole-School Reform 3

**focusMath**

3, 5

 Promising

Small group tutoring to struggling students



# Evidence-Based Math Programs

Find math programs that match your state, district, school, or classroom needs while meeting the national ESSA evidence standards.



REFINE RESULTS 24

CLEAR ALL

## PROGRAMS DESIGNED FOR



- WHOLE CLASS 33
- STRUGGLING STUDENTS 18

## ESSA EVIDENCE RATING



- Strong 19
- Moderate 12
- Promising 15

## GRADE



- PreK, K 8
- 1 - 2 14

### OGAP Math Professional Learning System (the Ongoing Assessment Project)

3-5

Strong

Professional learning that builds teacher expertise to improve math outcomes.

### Zearn Math

1-8

Strong

K-8 digital math supplement with adaptive daily digital lessons

### DreamBox Math

K-5

Strong

Supplemental web-based instruction

« [BACK TO PROGRAMS](#)



MATH

GRADES STUDIED

1-8

## Zearn Math

Essa Rating

 **STRONG**

No. Studies

**3**

No. Students

**22,575**

Average Effect Size

**+0.09**

### Program Description

Zearn Math is a nonprofit, online program for students in grades K–8, used as a supplement to daily math instruction. The program includes adaptive digital math lessons that students complete during classroom math blocks, intervention periods, or tutoring sessions to enhance understanding of grade-level math concepts. Each lesson includes activities to build procedural fluency, guided video lessons that introduce math concepts through a Concrete-to-Pictorial-to-Abstract (CPA) progression, and a closing mastery-based quiz on which students must score 100% in order to advance to the next lesson. Throughout students’ learning, lessons adapt in real time to provide personalized feedback and scaffolding— supporting students through challenges while keeping them engaged in grade-level content.

#### Provider

Zearn

✉ [support@zearn.org](mailto:support@zearn.org)

🔗 [about.zearn.org](http://about.zearn.org)

#### Cost

\$3,500 per school per school year for an unlimited number of staff and students within the school. Teachers can also access an individual account at no cost for up to 35 students.

To request more information, visit [www.zearn.org/inquiry](http://www.zearn.org/inquiry)

#### Groups Studied

- African American ★
- English Learners
- Free and Reduced Price Meals ★
- Hispanic
- Special Education ★
- White

## Your students deserve proven tools. You deserve your time back.

Educators waste thousands of hours sifting through marketing claims and confusing product descriptions to find tools that actually work for their students. The EdTech Index cuts through the noise with trusted third-party certifications and insights about tools — searchable in seconds, not hours. Join thousands of schools already using the EdTech Index to save time and find what Edtech works for your students.



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VALIDATIONS



CATEGORY



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### The Intelligence Suite: Open-Source AI for...

*by Connected Classroom*

An open-source research initiative providing a suite of radically transparent

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### Lummio

*by lummio*

Lummio is an all-in-one digital platform that helps schools and learning programs

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### Math Playground

*by Math Playground*

Math Playground is a free, game-based learning platform featuring over 500

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### YouTube

*by Google*

YouTube is a video-sharing platform that allows users to upload, view, share, and

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### Google Classroom





## FILTERS

Clear all filters

Math x

Student x

### Audience and Users

#### LEARNING CONTEXT

Select All

- Early Learning
- Primary and Secondary Education (K-12)
- Postsecondary Education
- Workforce Development
- Adult Education

#### END USER(S)

Select All

- Administrator
- Parent
- Student

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## FILTERS

[Clear all filters](#)

Math x

Student x

## CONTENT AREA

 Select All

- |                                                      |                                                             |                                                     |
|------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------|
| <input type="checkbox"/> A/V Tech & Comms            | <input type="checkbox"/> Economics                          | <input type="checkbox"/> Language Learning          |
| <input type="checkbox"/> Agriculture                 | <input type="checkbox"/> Education & Training               | <input type="checkbox"/> Law                        |
| <input type="checkbox"/> Algebra                     | <input type="checkbox"/> Engineering & Technology           | <input type="checkbox"/> Manufacturing              |
| <input type="checkbox"/> Analysis                    | <input type="checkbox"/> English Language Arts              | <input type="checkbox"/> Marketing                  |
| <input type="checkbox"/> Anthropology & Sociology    | <input type="checkbox"/> Finance                            | <input type="checkbox"/> Philosophy & Theology      |
| <input type="checkbox"/> Architecture & Construction | <input type="checkbox"/> Foundations of Mathematics         | <input type="checkbox"/> Physics                    |
| <input type="checkbox"/> Arithmetic                  | <input type="checkbox"/> Game Development                   | <input type="checkbox"/> Political Science & Civics |
| <input type="checkbox"/> Artificial Intelligence     | <input type="checkbox"/> Geography                          | <input type="checkbox"/> Psychology                 |
| <input type="checkbox"/> Astronomy                   | <input type="checkbox"/> Geometry                           | <input type="checkbox"/> Public Safety & Security   |
| <input type="checkbox"/> Biology                     | <input type="checkbox"/> Government & Public Administration | <input type="checkbox"/> STEM                       |
| <input type="checkbox"/> Business                    | <input type="checkbox"/> Health & Wellness                  | <input type="checkbox"/> Software Engineering       |
| <input type="checkbox"/> Business Management         | <input type="checkbox"/> Health Science                     | <input type="checkbox"/> Statistics                 |

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An open-source research initiative providing a suite of radically transparent

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*by Google*

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zearn



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AUDIENCE



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### Zearn Math

by Zearn

Zearn Math is a nonprofit, online program for students in grades K–8, used as a

[Learn more](#)

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### Learning Lab App

by Learning Lab For Educators

Learning Lab is an innovative edtech app that enables peer-mentorship learning

[Learn more](#)

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LEARNING LEMUR

### LearningLemur

by WIRIS

Learning Lemur is an intuitive math platform integrated with Google

[Learn more](#)

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### Learner Engagements Online (LEO)

by Tutor.com/The Princeton Review

LEO is an institutional tutoring platform designed to centralize 24/7 academic

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ignite Learning

### Ignite Learning

by Sunburst Digital



zearn



AUDIENCE



VALIDATIONS



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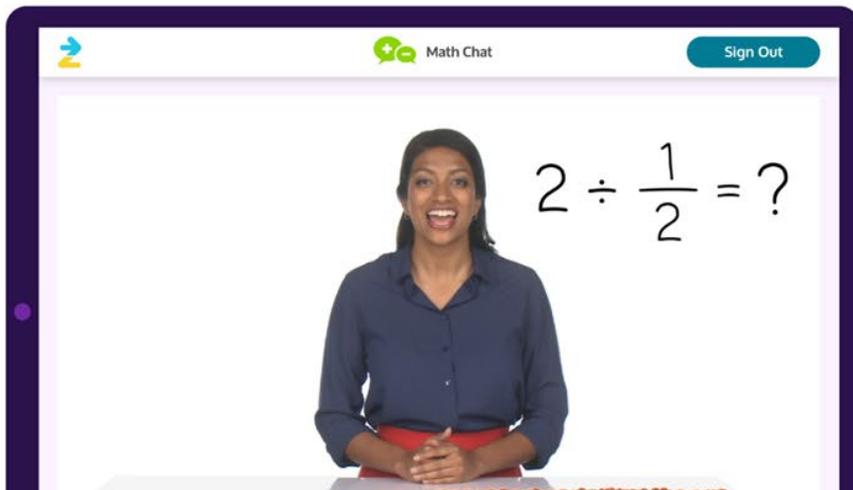


## Zearn Math

by Zearn

ULTID: PQ6A-IC6K-G1IX-8P8S-R1

Updated: Aug 25, 2025



### Validations

This product has the following validations:



Safe



Evidence-Based



Inclusive



Usable



Interoperable



Audience and Users



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zearn



AUDIENCE



VALIDATIONS



CATEGORY



DISCIPLINE



PRICE



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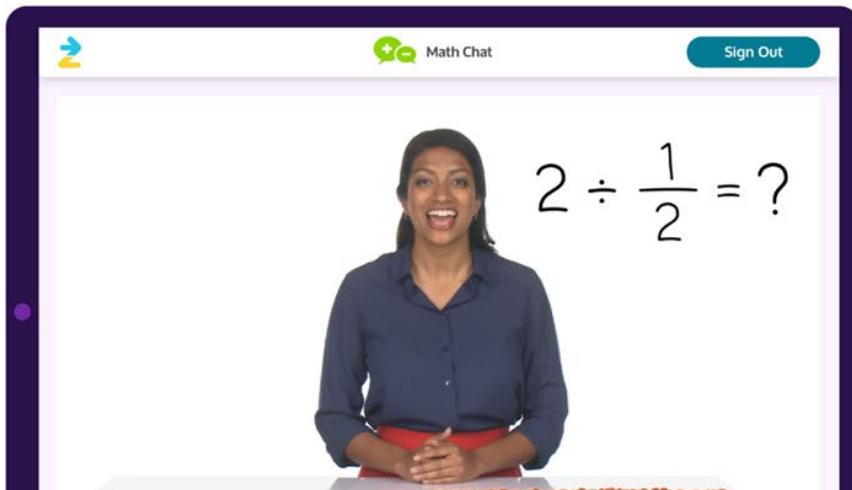


## Zearn Math

by Zearn

ULTID: PQ6A-IC6K-G1IX-8P8S-R1

Updated: Aug 25, 2025



### Validations

This product has the following validations:



Safe



Evidence-Based



Inclusive



Usable



Interoperable



Take  
with a  
big grain  
of salt!  
Do more  
research.



Audience and Users

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AUDIENCE



VALIDATIONS



CATEGORY



DISCIPLINE



PRICE



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additional features and flexibility to support school- and district-wide implementation.

### Disclaimer

This information was not directly supplied by the vendor. If you wish to claim this product page for your organization, please reach out (ltd-info@iste.org).

[Product website](#)

### Videos + Screenshots

Intro to Zearn

Accelerating Math Learning with Zearn in Judson Independent School District, Texas



## Categories and Subjects



### Purpose

Instructional

### Product Category

Curriculum and courseware  
Instructional support

### Academic Discipline

Math

### Content Area

Foundations of Mathematics  
Arithmetic  
Algebra  
Geometry

### Learning Interaction

Asynchronous

[ADD TO LIST](#) [Contact Company](#)

**Problem of practice:** Sixth grade math scholars at select campuses (not currently in intervention pilot) are significantly below grade level in math with deficits in both computational fluency and conceptual understanding. We want 80% of scholars in the intervention to move one level band for STAAR accountability in math by engaging with the tool you partner us with and teacher monitoring and intervening accordingly.

	AI	Math	Student facing	Could be used during intervention	TEKS	6th alignment	Students below GL
Edia							
ST Math							
Mathia							
DreamBox							
Zearn	Unclear	✓	✓	✓			
Edlight							



Every Learner. Every Tier.

100% TEKS-Aligned and Highest-Scored by Texas Teacher Reviewers

Support & Succeed

Outcome-Focused Intervention Supports

Reinforce & Deepen with *Zearn Math for Texas*<sup>™</sup>

Intervene & Extend with *Math Catalyst*<sup>™</sup> Texas

Contact Us

## Every Learner. Every Tier.

Great Minds<sup>®</sup> and Zearn<sup>®</sup> are partnering to deliver the only instructionally coherent, multi-tiered blended learning solution aligned with the SBOE-approved Bluebonnet Learning K-5 Math materials. *Math Catalyst*<sup>™</sup> Texas + *Zearn Math for Texas*<sup>™</sup> reinforces, deepens, and extends Bluebonnet Learning K-5 Math primary instruction by delivering daily independent digital learning, targeted intervention, and successful implementation through coordinated training.



### TIER 1 | Daily Independent Digital Learning with *Zearn Math for Texas*<sup>™</sup>

Zearn<sup>®</sup>'s adaptive digital platform guides students through daily opportunities to explore, persevere, and break through in TEKS-aligned, grade-level math—with digital math learning rated "Strong" by Evidence for ESSA for impact on student math achievement in Texas.



### TIERS 2 AND 3 | Targeted Intervention with *Math Catalyst Texas*

Structured intervention materials from Great Minds help teachers quickly address learning gaps and misconceptions with short, targeted, teacher-led mini lessons while all students take ownership of their growth through practice and collaborative application activities that extend

**Problem of practice:** Sixth grade math scholars at select campuses (not currently in intervention pilot) are significantly below grade level in math with deficits in both computational fluency and conceptual understanding. We want 80% of scholars in the intervention to move one level band for STAAR accountability in math by engaging with the tool you partner us with and teacher monitoring and intervening accordingly.

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DreamBox							
Zearn	Unclear	✓	✓	✓	✓	Unclear	Unclear
Edlight							

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	AI	Math	Student facing	Could be used during intervention	TEKS	6th alignment	Students below GL
<b>Edia</b>	✓	✓	✓	✓	✓	✓	✓ (might be separate MTSS program)
<b>ST Math</b>	✓	✓	✓	✓	✓	✓	?
<b>Mathia</b>	✓	✓	✓	✓	✓	Split K-5, 6-8	?
<b>DreamBox</b>	✓	✓	✓	✓	✓	K-5	?
<b>Zearn</b>	Unclear	✓	✓	✓	✓	K-5	?
<b>Edlight</b>	✓	✓	✗	?	✓	?	?

Source at least 2 options and evaluate them on your criteria.



Planning Slides

# Assess for efficacy

# Criteria for an intervention with evidence



What's the tool or intervention?



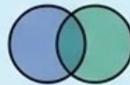
What is the tool/intervention claiming it's intended impact will be?



What is the evidence of this tool/intervention's effectiveness (studies, ESSA tiers of evidence, etc.)?



Who was represented in the efficacy research?



Does that research population overlap with your context/population? If so, how so?

**Problem of practice:** Sixth grade math scholars at select campuses (not currently in intervention pilot) are significantly below grade level in math with deficits in both computational fluency and conceptual understanding. We want 80% of scholars in the intervention to move one level band for STAAR accountability in math by engaging with the tool you partner us with and teacher monitoring and intervening accordingly.

	Evidence basis	Studies	Study population	Dosage
Edia				
ST Math				
Mathia				
DreamBox				
Zearn				
Tool 6				

« [BACK TO PROGRAMS](#)



MATH

GRADES STUDIED 1-8

## Zearn Math

Essa Rating

 **STRONG**

No. Studies

**3**

No. Students

**22,575**

Average Effect Size

**+0.09**

### Program Description

Zearn Math is a nonprofit, online program for students in grades K–8, used as a supplement to daily math instruction. The program includes adaptive digital math lessons that students complete during classroom math blocks, intervention periods, or tutoring sessions to enhance understanding of grade-level math concepts. Each lesson includes activities to build procedural fluency, guided video lessons that introduce math concepts through a Concrete-to-Pictorial-to-Abstract (CPA) progression, and a closing mastery-based quiz on which students must score 100% in order to advance to the next lesson. Throughout students’ learning, lessons adapt in real time to provide personalized feedback and scaffolding— supporting students through challenges while keeping them engaged in grade-level content.

#### Provider

Zearn

✉ [support@zearn.org](mailto:support@zearn.org)

🔗 [about.zearn.org](http://about.zearn.org)

#### Cost

\$3,500 per school per school year for an unlimited number of staff and students within the school. Teachers can also access an individual account at no cost for up to 35 students.

To request more information, visit [www.zearn.org/inquiry](http://www.zearn.org/inquiry)

#### Groups Studied

- African American ★
- English Learners
- Free and Reduced Price Meals ★
- Hispanic
- Special Education ★
- White

**Problem of practice:** Sixth grade math scholars at select campuses (not currently in intervention pilot) are significantly below grade level in math with deficits in both computational fluency and conceptual understanding. We want 80% of scholars in the intervention to move one level band for STAAR accountability in math by engaging with the tool you partner us with and teacher monitoring and intervening accordingly.

	Evidence basis	Studies	Study population	Dosage
Edia				
ST Math				
Mathia				
DreamBox				
Zearn	ESSA strong, 3 studies, effect size of +.09	3		
Tool 6				

## Program Outcomes

Three studies, including one randomized controlled trial and two matched comparison group studies, evaluated the impact of Zearn Math. The first study, a school-level randomized controlled trial conducted during the 2022–23 and 2023–24 school years in a large urban Texas district, included over 10,000 students in Grades 3–5. Sixty-four schools were randomly assigned to either implement Zearn Math as a supplemental program or continue with business-as-usual instruction. Treatment schools received dedicated implementation support that included professional development, coaching, and progress monitoring. Students in Zearn schools significantly outperformed those in control schools on the NWEA MAP (effect size = +0.11 overall; +0.13 for students not proficient at baseline). On the Texas STAAR assessment, results were directionally positive but not statistically significant (effect size = +0.07 overall; +0.10 for students not proficient at baseline).

The second study took place during the 2023–24 school year with students from three Louisiana school districts in Grades 4–8 who used Zearn as a supplemental program with dedicated implementation support. Students using Zearn as a supplemental program with dedicated implementation support scored significantly higher than demographically and academically similar non-Zearn users on the state assessment, LEAP (effect size = +0.20). Impacts were consistent across race/ethnicity and other student groups.

The third study, conducted during the 2016–17 and 2017–18 school years in a large urban district that implemented Zearn as a pilot curriculum without full implementation support, found no significant differences between Zearn and comparison students overall or on the state assessment in the subset of tested grades, though Zearn was associated with usage-linked gains and broadly positive stakeholder perceptions.

Across all three studies, the average effect size = +0.09, with the statistically significant results from the RCT qualifying Zearn Math for a Strong rating.

## Staffing Requirements

No additional personnel are required to use Zearn Math. Zearn's Partnerships Team works closely with designated points of contact at the school or district to provide tailored support—including onboarding, rostering setup, and ongoing check-ins to support implementation. Once set up, Zearn's intuitive platform enables schools

**Problem of practice:** Sixth grade math scholars at select campuses (not currently in intervention pilot) are significantly below grade level in math with deficits in both computational fluency and conceptual understanding. We want 80% of scholars in the intervention to move one level band for STAAR accountability in math by engaging with the tool you partner us with and teacher monitoring and intervening accordingly.

	Evidence basis	Studies	Study population	Dosage
Edia				
ST Math				
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Zearn	ESSA strong, 3 studies, effect size of +.09	3	Large suburban Texas district, grades 3-5	3 grade level lessons per week
Tool 6				

## Program Outcomes

### Staffing Requirements

No additional personnel are required to use Zearn Math. Zearn's Partnerships Team works closely with designated points of contact at the school or district to provide tailored support—including onboarding, rostering setup, and ongoing check-ins to support implementation. Once set up, Zearn's intuitive platform enables schools to manage usage and support educators independently, with access to self-service resources and optional professional learning.

To strengthen implementation, Zearn also offers optional school-based coaching to help establish strong usage routines and support data-driven implementation.

## Professional Development/Training

Zearn offers professional development to support educators and leaders in effectively implementing Zearn Math. Live sessions help educators launch Zearn and strengthen implementation over time by using data to identify student needs and inform instruction. These sessions are designed to fit into educators' schedules and are available both onsite and virtually. Zearn offers foundational and advanced sessions to tailor professional development to implementation goals.

Zearn also provides on-demand professional development to build pedagogical content knowledge for each K-5 math unit, along with a comprehensive library of asynchronous resources—including webinars, tutorials, and implementation tools.

## Technology

The program is accessed via a web browser, making it simple for schools to get started quickly. Zearn Math can be accessed via Windows, Mac OS, Chromebooks, iPads, and Android devices. Supported browsers include Chrome, Firefox, Safari, and Microsoft Edge.

# Evidence can be provided at multiple levels

When we're using emerging technologies, we may not have RCT level evidence- but we still want indications that research is being leveraged in design.

Case studies can also be a source of evidence.

st math



AUDIENCE



VALIDATIONS



CATEGORY



DISCIPLINE



PRICE



ALL FILTERS

**ST Math**

by MIND Education

ULTID: PAFF-DDB4-DA87-4E93-BB

✓ Updated: Sep 24, 2025

**Validations**

This product has the following validations:



Safe

**Evidence-Based****Inclusive****Usable****Interoperable**

ADD TO LIST +

Contact Company



## Validations



Login

st ma



ST Math

Safe

**Evidence-Based**

Inclusive

Usable

Interoperable

### Badges & Certifications



Seal by ISTE



Evidence-Based Edtech Certification  
by Digital Promise: ESSA Tier 3



Efficacy Certification by ICEIE:  
Bronze

Learn more about the [Evidence-Based validation](#).

Have a suggestion for us? [Let us know](#).

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### The RAND Study

A gold standard, Department of Education-funded randomized trial of more than 18,000 students at 147 middle and high schools proved that the Carnegie Learning blended approach nearly doubled growth in performance on standardized tests in its second year of implementation.

[VIEW THE STUDY](#)

### The EMERALDS Study on Algebra Success

A 2021 study by Student Achievement Partners found that using MATHia in middle school led to better outcomes in Algebra 1. These results showed the most positive growth with underperforming students.

[VIEW THE STUDY](#)

# The RAND Study

We are committed to continuously improving our products and support investigations into the efficacy of our curricula.

## Overview

The U.S. Department of Education awarded the RAND Corporation a \$6 million grant to study Carnegie Learning Algebra I Blended Curriculum over two years (2007–2009). Participating schools were randomly assigned to either continue with the current algebra curriculum for two years or to adopt Carnegie Learning Algebra I.

## Scope of Study

- Over 18,000 students in 147 schools throughout 7 states.
- Schools were randomly assigned to the control or experimental group.
- RAND researchers used “intent-to-treat-analysis;” schools did not receive extra assistance to implement the curriculum.



A random-controlled trial in American schools that is this broad and deep is rare. The realistic implementation, along with a very diverse sample of schools and students in the study, is important because other schools that decide to adopt the curriculum on their own might expect to see similar results.

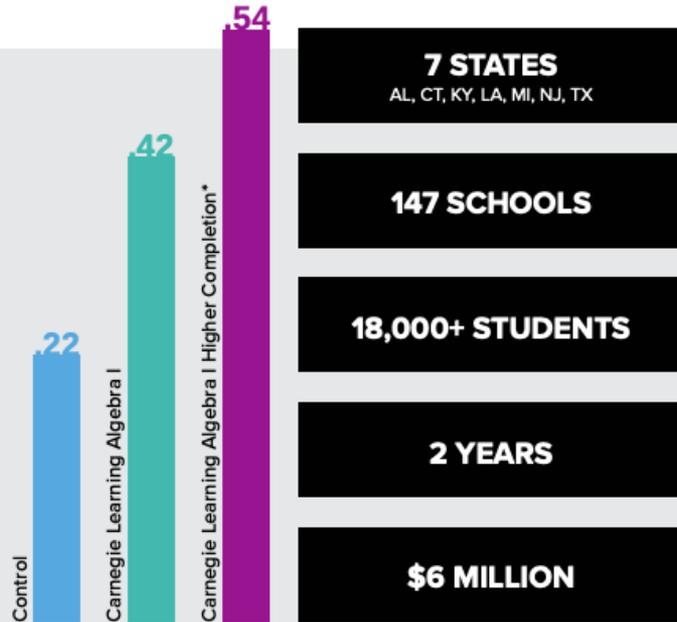
**John Pane, Ph.D.**  
**RAND Senior Scientist**



- Schools were randomly assigned to the control or experimental group.
- RAND researchers used “intent-to-treat-analysis;” schools did not receive extra assistance to implement the curriculum.

expect to see similar results.

John Pane, Ph.D.  
RAND Senior Scientist



## Results

In this independent “Gold Standard” study, the Carnegie Learning blended approach nearly doubled growth in performance on standardized tests relative to typical students in the second year of implementation. On average, Carnegie Learning Blended Curriculum (textbooks and software) moved students at the 50th percentile to the 58th—**nearly double the gains of a typical year’s worth of learning.**

This study is more comprehensive and rigorous than any other research study on a middle school or high school mathematics program.

Your students deserve proven tools. You deserve your time back.

Educators waste thousands of hours sifting through marketing claims and confusing product descriptions to find tools that actually work for their students. The EdTech Index cuts through the noise with trusted third-party certifications and insights about tools — searchable in seconds, not hours. Join thousands of schools already using the EdTech Index to save time and find what Edtech works for your students.



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### The Intelligence Suite: Open-Source AI for...

by *Connected Classroom*

An open-source research initiative providing a suite of radically transparent

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### Lummio

by *lummio*

Lummio is an all-in-one digital platform that helps schools and learning programs

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### Math Playground

by *Math Playground*

Math Playground is a free, game-based learning platform featuring over 500

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### YouTube

by *Google*

YouTube is a video-sharing platform that allows users to upload, view, share, and

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### Monster Math



### EdEase



### Google Classroom

by *Google*



### Lvlife Course 9-12



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AUDIENCE



VALIDATIONS



CATEGORY



DISCIPLINE



PRICE



ALL FILTERS

edia

**Edia AI Math**

by Edia Learning, Inc

Edia AI Math is an AI-powered platform featuring a 1:1 AI Math Coach that delivers

[Learn more](#)ADD TO LIST Vendor Login 

EdTech Index is an initiative of:



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AUDIENCE



VALIDATIONS



CATEGORY



DISCIPLINE



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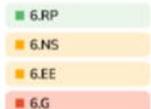
## Edia AI Math

by Edia Learning, Inc

ULTID: UD9C-5529-1A77-A4FE-38

✓ Updated: May 11, 2025

### Proficiency



Complete the square.

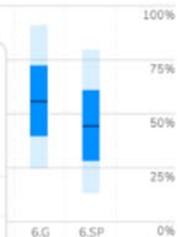
$$k^2 - 12k + c$$

Take half the coefficient of k

$$-12 \div 2 = -6$$

$$(6)^2 = 36$$

$$(k+6)^2$$



### Validations

This product has the following validations:



Safe



Evidence-Based



Inclusive



Usable



Interoperable



ADD TO LIST

Contact Company



# Improve math scores by 8-23%

## Personalized AI math coaching for students

Students practice math with AI coaching that reads their works and provides personalized feedback based on their mistakes.

Over 100M+ math questions written by our team and fully aligned to state standards and open curricula like IM Math and Open Up Resources



Please check my work

You've done a good job of isolating the  $c$  in your steps, however, double-check the simplification of negative signs in your final steps. Ensure that you're correctly handling the signs to isolate  $c$ .

Ask a question

Solve the equation

$$-13 = -c$$

$$-13 = -c - 23$$

$$-c - 23 = -13$$

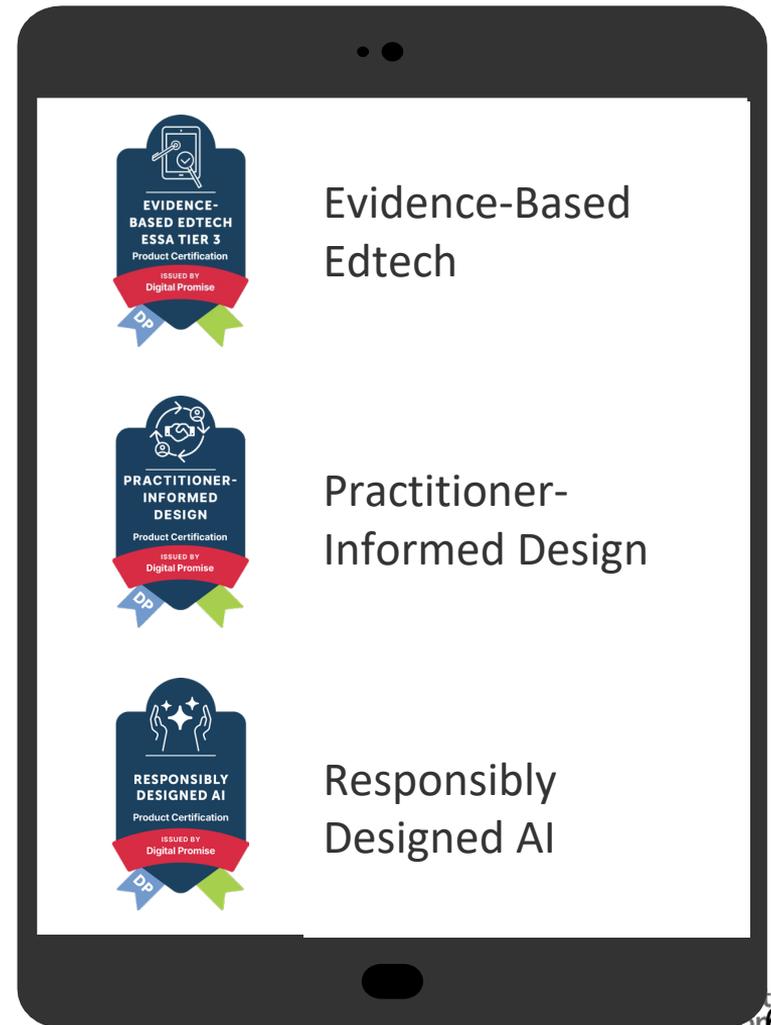
$$-c = -13 + 23$$

$$-c = 10$$

$$c = -10$$

# Support educators with vetted products.

- Co-designed with districts, researchers, educators and products
- Competency based framework
- Piloted for valid and reliable results



# Assess at least 2 options for their efficacy for your population.

**Problem of practice:** Sixth grade math scholars at select campuses (not currently in intervention pilot) are significantly below grade level in math with deficits in both computational fluency and conceptual understanding. We want 80% of scholars in the intervention to move one level band for STAAR accountability in math by engaging with the tool you partner us with and teacher monitoring and intervening accordingly.

	AI	Math	Student facing	Could be used during intervention	TEKS	6th alignment	Students below GL
Edia	✓	✓	✓	✓	✓	✓	✓ (might be separate MTSS program)
ST Math	✓	✓	✓	✓	✓	✓	?
Mathia							
DreamBox							
Zearn							
Edlight							

## Planning Slides

**Problem of practice:** Sixth grade math scholars at select campuses (not currently in intervention pilot) are significantly below grade level in math with deficits in both computational fluency and conceptual understanding. We want 80% of scholars in the intervention to move one level band for STAAR accountability in math by engaging with the tool you partner us with and teacher monitoring and intervening accordingly.

	AI	Math	Student facing	Could be used during intervention	TEKS	6th alignment	Students below GL
Edia	✓	✓	✓	✓	✓	✓	✓ (might be separate MTSS program)
ST Math	✓	✓	✓	✓	✓	✓	?
Mathia	✓	✓	✓	✓	✓	Split K-5, 6-8	?
DreamBox	✓	✓	✓	✓	✓	K-5	?
Zearn	Unclear	✓	✓	✓	✓	K-5	?
Edlight	✓	✓	✗	?	✓	?	?

**Problem of practice:** Sixth grade math scholars at select campuses (not currently in intervention pilot) are significantly below grade level in math with deficits in both computational fluency and conceptual understanding. We want 80% of scholars in the intervention to move one level band for STAAR accountability in math by engaging with the tool you partner us with and teacher monitoring and intervening accordingly.

	<b>Evidence basis</b>	<b>Studies</b>	<b>Study population</b>	<b>Dosage</b>
<b>Edia</b>	Evidence-Based Edtech Certification by Digital Promise: ESSA Tier 3, 8-23% growth	Logic model, case study	Not specified	Not specified
<b>ST Math</b>	ESSA strong, +.07 effect size	4	High FRPL, 85% Hispanic, 56% ELL, Southern CA, grades 2-5	30-60+ min per week, dosage based on both activity completion and time on device
<b>Mathia</b>	2x gains (.22 to .42) for Algebra 1	2	7 states, including TX, Middle and HS	Not specified
<b>DreamBox</b>	Highest ESSA Evidence Badge by Instructure: Level II, effect size of +.1	2	CA/NC, high poverty charter schools, 87% Hispanic, 81% ELL, K-1 students. No meaningful change for 4-5th.	60-90 min per week/5 lessons
<b>Zearn</b>	ESSA strong, 3 studies, effect size of +.09	3	Large suburban Texas district, grades 3-5	3 grade level lessons per week
<b>Edlight</b>	ESSA Tier IV, Building Evidence Badge by Leanlab Education	1	2500 students, 4x greater than the achievement gap between high and low income students	Not specified

# Considerations for AI tools

**Privacy** is paramount because of how models may use data.

Where possible, ask how the **training data** reflects your students and how products address **bias** in models.

**Guardrails** need to be in place both in product and procedurally.

Tools leveraging AI to **design for a specific problem** over general models tend to have more guardrails and efficacy.

# Coda.io School Procurement Guide for AI



School Procurement Guide / Part II: The Rubric

Create your own collaborative docs

## School Procurement Guide

Pages

School Procurement Guide

Part I: The Questionnaire

**Part II: The Rubric**

Contact Us

Criteria	Warning ⚠️	Some Concerns ⚠️	Satisfactory ✅
<p>The product only collects or tracks data we are comfortable with them using.</p> <p><i>Prerequisite: product discloses all data they collect and track</i></p>	<p>I'm not sure what data the product collects about our students and teachers.</p> <p>or</p> <p>I am not comfortable with some of the data the company collects.</p>	<p>I know what data the product collects, and I'm not sure whether I feel comfortable about how it's used.</p>	<p>I know what data the product collects, and I am comfortable with the way it's used.</p>
<p>The product trains and tests their algorithms with data representative of populations similar to our student population</p> <p><i>Prerequisite: the product explicitly discloses whether or not they use AI or ML</i></p>	<p>I'm not sure where the company got the data it used to create its algorithms.</p> <p>or</p> <p>The data the company used to create its algorithms is from a population of students that is very different from our students.</p>	<p>The data the company used to create its algorithms is from a population that is somewhat different than our students. I am not sure how much of an impact those differences will make.</p>	<p>The data the company used to create its algorithms was based on a population that is roughly similar to our students. It probably considers many important aspects of the way our students learn.</p>
<p>The algorithms have important features that we are comfortable with</p> <p><i>Prerequisite: The company discloses the most important features for their algorithms</i></p>	<p>I don't know what features (data points) are most influential or important for the product and its algorithms.</p> <p>or</p> <p>I am not comfortable with how much influence certain features (data points) have on the product. (ex: you are not comfortable with the number of prior suspensions having a strong impact on the product's recommendation or you are not comfortable with listening score being more important than reading score in determining mastery because it would not be inclusive of your English language learners)</p>	<p>I know what features are most influential or important for the product and its algorithms, but I'm not sure how comfortable I am because I don't understand how these data points are actually used.</p>	<p>I am comfortable with the most important features (data points) used to influence the product's algorithms.</p>

**What questions  
do you have for  
vendors based  
on what you've  
learned so far?**

## Select the Right Edtech: How to Leverage Certified Products During the Procurement Process

Sierra Noakes

June 2023



## Digital Promise Procurement Guide

CoSN K-12 Community Vendor Assessment Tool (CVAT) - Lite		
DATE-01	Date	mm/dd/yyyy
General Information		
In order to protect the institution (school, district or service district) and its systems, vendors whose products and/or services will access and/or complete the CoSN K-12 Community Vendor Assessment Toolkit. Throughout this tool, anywhere where the term data is used, this is an all-least data and metadata. Answers will be reviewed by institution security analysts upon submittal. This process will assist the institution in protected information and comply with institution policy, state, and federal law. This is intended for use by vendors and should be completed		
GNRL-01 through GNRL-15; populated by Vendor		
GNRL-01	Vendor Name	Vendor Name
GNRL-02	Product Name	Product Name and Version Information
GNRL-03	Product Description	Brief Description of the Product
GNRL-04	Web Link to Product Privacy Notice	http://www.vendor.domain/privacynotice
GNRL-05	Vendor Contact Name	Vendor Contact Name
GNRL-06	Vendor Contact Title	Vendor Contact Title
GNRL-07	Vendor Contact Email	Vendor Contact E-mail Address
GNRL-08	Vendor Contact Phone Number	333-333-3333
GNRL-09	Vendor Data Zone	See Instructions tab for guidance
GNRL-10	Institution Data Zone	See Instructions tab for guidance
GNRL-11 and GNRL-12; populated by Institution's Information Technology or Security Office		
GNRL-11	School Organization Security Analyst/Engineer	Institution's Security Analyst/Engineer Name
GNRL-12	Assessment Contact	ticket@yourdomain.edu
Instructions		
Step 1: Complete each section answering each set of questions in order from top to bottom; the built-in formatting logic relies on this order. completed K-12 Community Vendor Assessment Toolkit - Lite to the institution according to institutional procedures.		
Documentation	Vendor Answers	Additional Information
DOCU-01	Have you undergone a SSAE 18 audit?	
<a href="#">Instructions</a> <a href="#">CoSN K-12CVAT</a> <a href="#">Standards Crosswalk</a> <a href="#">Analyst Report</a> <a href="#">Analyst Reference</a>		

## COSN Vendor Assessment Tool

# Measurement Plan Template

Take a stab at completing before our check in- we can work through the rest together. Need help? Check out this example from Round Rock.

Focus Population		
Who (students, teachers, etc) will be involved in this work?		
Group	Number of Participants	Who is the target population? Who will be included?
<b>Intervention Group</b> (Will use the AI Tool)	Approx. 150 teachers  Approx. 22,000 students	All secondary ELAR teachers [6th grade through English II (10th grade)] and their students, with a specific focus on supporting Emergent Bilingual students.
<b>Comparison Group- if relevant</b> (Will not use the AI Tool, if applicable)		The plan does not specify a distinct comparison group; instead, it focuses on comparing student baseline performance (Fall Interim: ECR), student MOY performance (Spring Interim: ECR), and end-of-year state assessment results.
<b>Total Participants</b>	Approx. 150 teachers  Approx. 22,000 students	

# Measurement bank

AI Pilot Sample Measures

File Edit View Insert Format Tools Extensions Zotero Paperpile Help

Menus 100% Heading 1 Arial 11 B I U A

Document tabs

- Math Mindset Su... 1
- English Mindset S... 1
- [Any Subject Are... 1
- Teacher Satisfaction Surve...
- Student Satisfaction - Magi...
- Teacher Satisfaction Surve...
- Teachers - MAIL... 1
- Students - DP AI ... 1
- Teacher Focus Groups
- Teacher Rubric for AI-assis...

### Math Attitudes & Beliefs Survey

**Instructions:**  
This survey will be administered in Qualtrics. Each item will be responded to according to the 5-point scale below.

**Response Scale (5-point):**

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

**Math Self-Efficacy**

1. I can usually solve any math problem.
2. I'm confident that I can do an excellent job on my math tests.
3. I'm certain I can understand the most difficult math problems.
4. I'm confident I can do an excellent job on my math assignments.
5. I'm certain I can master the skills being taught in my math class.

**Math Identity**

1. I see myself as a "math person."
2. Others see me as good at math.
3. I think I have a talent for math.
4. Others have said I have good math skills.

**Intrinsic Motivation (Math)**

1. I like challenging myself when learning new math material.
2. I choose to try hard in math because it matters to me.
3. I want to live up to what I expect of myself in my math classes.
4. I compete with myself in math.

**Liking of Math**

1. I like math.
2. I think math is fun.
3. I like problem-solving.

# Timeline

December

- Clearly ID learning outcome
- Refine problem of practice

January

- AI tool evaluation
- Design implementation & measurement plan

Feb

- **Launch pilot**
- Find AI Literacy integration points

Spring

- Cross collaboration successes and challenges

April

- Analyze data and scale what works

# Next steps

Complete your measurement plan