1. **Who is Agile Mind and which programs do you offer?**

   Agile Mind has worked closely with our foundational research and development partner, the Charles A. Dana Center at The University of Texas at Austin, to provide a comprehensive suite of web-based programs that support teachers and their students from middle school through Advanced Placement™. We offer the following courses.
   - Middle School Mathematics (6-8)
   - Academic Youth Development
   - Algebra I
   - Intensified Algebra I
   - Geometry
   - Algebra II
   - Precalculus
   - Calculus
   - Statistics
   - Biology

2. **Which of these programs did Agile Mind submit for Texas the Proclamation 2015 instructional materials adoption?**

   Agile Mind submitted, and was 100% approved for the following courses under Proclamation 2015:
   - Algebra I
   - Geometry
   - Algebra II
   - Precalculus

3. **Describe the research that supports Agile Mind’s methods and effectiveness?**

   By partnering with leading education entities, we place research-based programs and tools in the hands of teachers and students. Our collaborators include:
   - The Charles A. Dana Center at the University of Texas at Austin
   - Biological Sciences Curriculum Study (BSCS)
   - The Noyce Foundation: Silicon Valley Mathematics Initiative (SVMI)
   - The Learning Sciences Research Institute at the University of Illinois at Chicago
   - A growing network of researchers committed to independently studying our work, including Brian Rowan, Howard Everson, James Pellegrino, the Wisconsin Center for Education Research, Inverness Research, and others.

   All Agile Mind services are built upon research, practice, and empirical data, including:
   - Intensive research-based professional development institutes developed by the Dana Center that have provided professional support for more than 100,000 mathematics and
science teachers and 20,000 administrators over the past decade.

- The Dana Center’s work with more than 30,000 K-12 mathematics and science teachers and more than 10,000 school administrators in Texas and around the nation on improving their instructional programs, and in particular on strengthening student achievement in mathematics and science.

- Exhaustive study of the K-12 mathematics and science standards for the states of California, Illinois, New Jersey, New York, Ohio, South Carolina, Texas, and Washington, along with the national standards of the National Council of Teachers of Mathematics (Principles and Standards for School Mathematics) and the National Research Council (the National Science Education Standards).

- Empirical data from more than 900,000 student users and more than 15,000 educator users of our online services.

- Collaborative input and feedback on the Agile Mind instructional design from more than 1,000 teachers of mathematics and science.

- The exceptional contributions of many expert researchers and practitioners whose work has directly affected or inspired our efforts.

4. How does Agile Mind’s product engage students with content, build on prior learning, and help them develop critical thinking skills?

In Agile Mind programs, teachers enact and sustain rigorous, well-scaffolded instruction that makes connections with students’ prior learning and supports work with increasingly complex mathematical concepts. Through this approach, we embed just-in-time review of content that will be necessary for new learning. Wherever possible, we ground the mathematics in real-world scenarios so the mathematics students learn is relevant to them.

Agile Mind’s online instructional components for each topic of a course syllabus include an Overview, multiple Explorings, and a Summary. These instructional components include text, illustrations, tables, graphs, animations, simulations, and multiple representations of mathematical relationships. Teachers use the online materials to support daily class-based instruction, and students can use these web-based materials for review on their own; thereby extending the instructional experience beyond class.

The Overview that launches every topic serves to engage students and as an invitation for deeper study. Students don’t “pass” or “fail” but rather interact with animations, simulations, and real-world scenarios designed to capture their interest and make them want to learn more about the mathematical ideas contained in the topic.

The Explorings are the heart of the instruction. In an Exploring, students analyze mathematical relationships, make and test predictions, and develop arguments to justify their mathematical thinking. By approaching learning conceptually, students build a strong foundational understanding, retain knowledge longer, and work toward mastery faster. Effective instruction also involves using strategic questioning and discussion techniques to elicit deeper student critical thinking and foster mathematical conversations in class. Guiding questions embedded throughout the Explorings enable teachers to drive student inquiry, help students make
connections, and support the development of deep understanding as students evaluate and revise their thinking.

5. **How does Agile Mind measure student progress towards goals and objectives?**

   Agile Mind’s **Advice for Instruction** – professional development embedded in the learning management system – includes clear learning goals for each topic of instruction and is organized around the expectations of what students should know and be able to achieve. Opportunities for formative assessment are embedded throughout the lessons. Comprehensive, daily lesson advice also provides teachers with guidance for using the embedded assessment opportunities to evaluate student understanding in the context of each lesson.

   In addition, the comprehensive assessment components for each topic provide students with opportunities to apply knowledge learned in the topic and for teachers to assess the students’ progress. **Guided assessment, More practice, and Multiple choice** components provide teachers with real-time reports. Constructed response items also provide opportunities for students to demonstrate their understanding through complex, multi-step tasks that are often used for group work or project-based learning.

6. **How does Agile Mind support differentiated instruction, inquiry-based learning, self-directed learning, and opportunities to re-teach content?**

   Our programs are designed and evaluated for their focus on the effective uses of multiple representations to scaffold learners; supports for those who are struggling; and materials and strategies to advance those who are ready for deeper learning than their peers. This is most powerfully represented by the careful design of rich visualizations of concepts central to the standards – animations, simulations, illustrations, graphs, and tables – that are designed to enable learners to access knowledge in multiple ways. It is also illustrated by our next generation interactive assessments, which are designed to enable students to experience assessment as learning and, in short, to devote more time to the problem solving that is essential both to conceptual mastery and to procedural fluency.

   Our programs also include strategies and materials for just-in-time review and repair of student misconceptions and lack of preparation. Finally, they encompass rich guidance for teachers about teaching moves that can enable them to advance through the syllabus while addressing needs for differentiation.

7. **How does Agile Mind relate to real world needs, problems, and activities, as well as students’ lives?**

   Agile Mind’s programs offer hundreds of real-world problems, expressed through rich animations and visualizations, which provide opportunities to make connections between classroom learning and the real world.

   It is an intentional part of our instructional design that each topic in every program begins with
an Overview that consists of a real-world context designed to engage students from the outset. Explorings are designed to develop concepts fully and are built around real-world scenarios. In an Exploring, students analyze data and mathematical relationships, make and test predictions, and develop arguments to justify their thinking. Explorings prompt students to develop their mathematical understanding of contexts and to represent it in multiple forms: in tables, graphs, words, and equations. This propels the development of procedural fluency and conceptual mastery. Summary sections continue to provide opportunities for students to make the connection between classroom work and the real world.

8. How does Agile Mind provide opportunities for student collaboration and teacher-student interaction?

A core belief in the Agile Mind/Dana Center collaboration is that the most powerful learning is co-constructed by students and teachers. All of our programs are designed to equip teachers with the tools they need to establish and sustain highly engaged classrooms and communities of learning. By engaging students in the learning of mathematics and helping them experience success, our programs transform student motivation for pursuing academic goals while helping them develop the knowledge and skills that dramatically increase success in mathematics and science.

Specific structures for collaborative work are embedded in every topic. Through detailed daily lesson advice on effective classroom strategies, as well as specific routines and resources to support increased student collaboration and communication, our programs support an environment where students feel motivated to participate in classroom discussions. Tasks throughout each topic are intended for collaborative work, including animations, formative assessments, Student Activity Sheets, and complex, multi-step items designed for whole class, small group, and student pair explorations.

The Advice for Instruction that accompanies each topic provides instructional strategies and probing, scaffolding, and extension questions to elevate teacher-student interactions beyond simple “question and answer” routines.

9. How does Agile Mind assess students?

In addition to instructional content and professional support resources, every topic in each program contains four types of assessment components – Guided assessment, More practice, Multiple choice, and Constructed response. All but Constructed response items are automatically graded and reported to teachers, students, and administrators. These assessment components provide more than 1000 items that can be used for homework and additional practice to help students assess their learning, apply skills, and master understanding.

Guided assessment and More practice components contain interactive assessments that give rapid feedback, extending the guidance available to learners. When appropriate, hints are available to help students organize their thinking. To heighten student engagement in problem
solving, these assessment components include various item types such as puzzle-like drag and drops, fill in the blanks, and various multiple answer formats that are all hallmarks of next-generation assessments.

*Multiple choice* and *Constructed response* items simulate high-stakes exams, and are designed by test development experts enlisted by Dana Center leaders. *Constructed response* items are printable, complex multi-step items that require students to show their work and justify their thinking.

In addition, embedded formative assessments equip teachers to conveniently evaluate student understanding—without interrupting the flow of instruction—and to adapt instruction according to student progress.

10. **How does Agile Mind track student progress?**

Through the use of the automatically scored assessments, administrators, teachers, and students can access reports with reliable, real-time data on the use of Agile Mind course programs and on the progress of learning. At-a-glance reports give teachers immediate access to data on the effort and progress of their students. We also offer class-, assignment-, and student-specific reports, featuring data that demonstrate how students performed on each item and identify potential challenge areas that need further instruction. Progress bars indicate how many students in the class have completed an assignment, and outlier indicators identify which students are struggling, and which are thriving.

11. **Does Agile Mind provide a means for individualized instruction for special student populations, including English language learners (ELL), special education, and others?**

Embedded in all of our programs is an array of rich supports for hesitant learners and for English Language learners. We embed language notes for both students and teachers to support the transition to academic language, which is critical to student success. Within each program we also include an extensive glossary of key mathematical terms written in both Spanish and English. Embedded in our Advice for Instruction for teachers are lesson-by-lesson guidance and strategies for supporting students with language and other learning needs.

12. **How long has Agile Mind been in business? Describe briefly your track record.**

Agile Mind was founded in 2001 to enhance equity and high achievement in education in our nation’s middle and high schools. In collaboration with The Charles A. Dana Center at The University of Texas at Austin, and expert mathematics educators throughout the nation, the company has developed research-based mathematics programs, tools, and services to support districts, schools, and teachers in fostering and sustaining high achievement for a diverse population of students and in equipping students to take more responsibility for their learning. Since 2004, Agile Mind has served more than 28,000 educators and 2.3 million students – 80% in
underserved areas – in 14 states.

13. How is Agile Mind different from other math providers?

Agile Mind’s extensive experience designing, developing, producing, and delivering comprehensive programs and services in mathematics to educators sets us apart from other programs. The company’s programs and services encompass research-based Professional Development resources—both online and face-to-face—to ensure that partners can implement with fidelity to transform student engagement and achievement and build and sustain teacher effectiveness. This is particularly important in the demanding work of serving historically underachieving populations.

14. What is Agile Mind’s Mission?

Agile Mind’s mission is to provide equitable and rigorous educational experiences in math to all students to ensure that they are prepared for life and work in the 21st century. Agile Mind’s key to success in transforming student achievement and teacher effectiveness is by creating programs that:

- Broaden student access to rigorous, college preparatory experiences in mathematics
- Make instruction more effective and extend the learning experience beyond school
- Align professional development, curriculum, formative assessment, test preparation, assignments, and data reporting and analytics into once cohesive system
- Afford dramatic cost-savings to districts
- Deploy technology to enhance users’ engagement and productivity
- Prepare students for success on high-stakes exams that can determine their future

15. Does Agile Mind offer professional development services?

Agile Mind has many years of experience in implementing our programs and supporting their use in partner districts. Our model of professional development introduces and sustains high-yield strategies in the use of our programs and tools to increase student engagement and achievement in mathematics. To achieve those objectives with partner schools and districts while accommodating the challenges they face – such as the costs for proven resources, preparation time for teachers, and out-of-class time for professional development – we design and deliver a mix of services that leverage next-generation technology and in-person support in all of our professional development and support offerings.

Agile Mind Institutes

Our summer institutes are the key to providing new and returning Agile Mind teachers the tools they need to successfully implement Agile Mind programs. Each year, teachers, coaches, and instructional leaders — from those who are just getting started with Agile Mind to our most experienced users — participate in face-to-face professional development institutes. There, in the company of peers, they learn to use and integrate Agile Mind planning and instructional tools and assessment materials into their practices, gain experience in collaborating and using common lessons and assessments, and learn ways to enhance their strategies to ensure a
successful, rigorous learning experience for all students while covering all of the syllabus.

Agile Mind Institutes are 2-3 day regional conferences designed to support the needs and interests of a diverse audience of educators. Conducted in the spring and early summer, institutes are attended by Agile Mind colleagues and participating educators from the region and across the country. Several options for locations are typically available to make travel convenient for participants.

Differentiated sessions are organized around course programs. To support the implementation of these programs, the institutes provide:

- Comprehensive walkthroughs of each of the instructional programs to develop participants’ understanding of the instructional tools, assessment tools, and professional development resources for integration into their existing curriculum
- Specific instruction on how to use the online tools and engagement strategies to ensure that participating teachers have the confidence and understanding to implement the programs effectively
- Research on outcomes of effective practices and on setting reasonable expectations for success
- Half-day leadership sessions to equip district and campus leaders with knowledge of high-yield practices for implementation of the program and integration of Agile Mind course programs into their curriculum

Advisor Sessions
In addition to institute attendance, teachers participate in customized Advisor sessions during the academic year. An Agile Mind Advisor session supports teachers in successful enactment of the program and is designed to meet their presenting needs.

Advisors conduct pre-session analyses of school data and collaborate with district or school staff to customize advisor sessions to meet participant needs. Either by telephone, webinar, or on site (in districts having sufficient teacher participants), Advisors share the experiences of educators in other settings and work with teachers to develop their confidence and their success using Agile Mind course programs. After each session, Advisors provide to the district or school leaders a written summary of session activities and outcomes, and recommended next steps to strengthen the implementation. Advisors also make themselves available by phone and email for ongoing just-in-time support.

Job-embedded Professional Development
A hallmark of Agile Mind is the comprehensive online professional development system, unseen by students, and readily available to educators 24 X 7, that encompasses professional essays, video, and print. The most important component is the Advice for Instruction. This robust tool is one of the most powerful achievements of the Dana Center educators because it represents, in a convenient form, the best advice educators could get from a trusted colleague about how to design and enact each day of instruction to achieve success for all students.

The Prepare instruction section includes the learning goals for the topic and each lesson, as well
as prerequisite skills, and any resource required. The *Deliver instruction* section advises teachers on the key concepts being introduced on each page, and supports educators day-to-day as they continuously refine their skills and implement exemplary teaching practices. This section includes suggestions for opening the lesson, framing questions, and lesson activities, as well as classroom strategies and language and literacy supports.

16. **Explain how Agile Mind’s learning management system and hosting arrangement works.**

Each Agile Mind course is delivered in Agile Mind’s Learning Management System, a web-based technology integration delivery system. We recognize security is of utmost concern; therefore, our LMS is password protected and requires teachers and students to have their own username/password. The site is accessible from any computer connected to the Internet and requires a very low bandwidth. The Agile Mind LMS is housed in our off-site server, which has the added benefit of not requiring support from school/district technical support staff.

17. **Describe Agile Mind’s typical service availability or uptime. How do you offer technical support? Is there a cost for this? When is your support available?**

To provide the most cost-effective service, Agile Mind delivers according to an Application Service Provider (ASP) model. We employ an Internet strategy that requires a web-enabled computer with Internet connection. As a web-delivered service, there is minimal, if any, need for on-site technical assistance. Technical issues related to Agile Mind web delivery are rare and are resolved off-site. We typically see greater than 99.8% availability during normal business hours as measured on a quarterly basis.

As part of our standard service, a designated Partner Services Manager is assigned to a district as the district’s primary point of contact. This Partner Services Manager helps troubleshoot technical issues to determine the nature of the problem and a probable solution. There is no fee for this service.

Our School Support team is available 7 days a week and can be reached via e-mail at support@agilemind.com or toll free at 866-284-4655.

Our hours of operation are:
- Monday through Thursday – 7AM - 10PM Central Time
- Friday – 7AM - 6PM Central Time
- Saturday – 9AM - 6PM Central Time
- Sunday – 1PM - 10PM Central Time