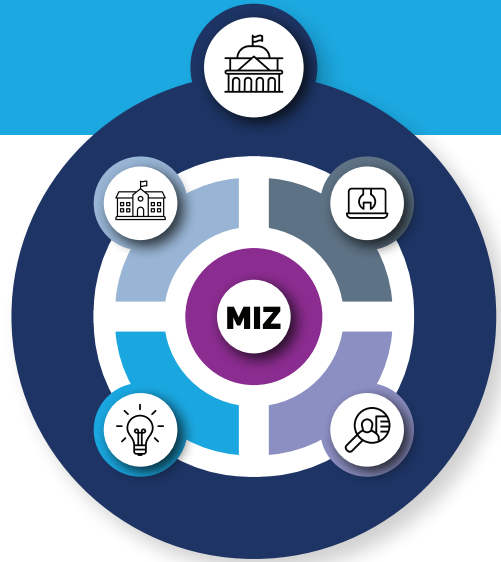# Math Innovation Zones

Using ESSER/ARP funds to catalyze innovation and solve learning loss

What is a Math Innovation Zone?

Math Innovation Zones (MIZs) provide a state framework to solve unfinished learning by ensuring all students master college and career ready standards, but not through a uniform, grade level-structure. This system allows states to develop an innovative approach to reimagine school while introducing new mechanisms for personalization and shared accountability for results.
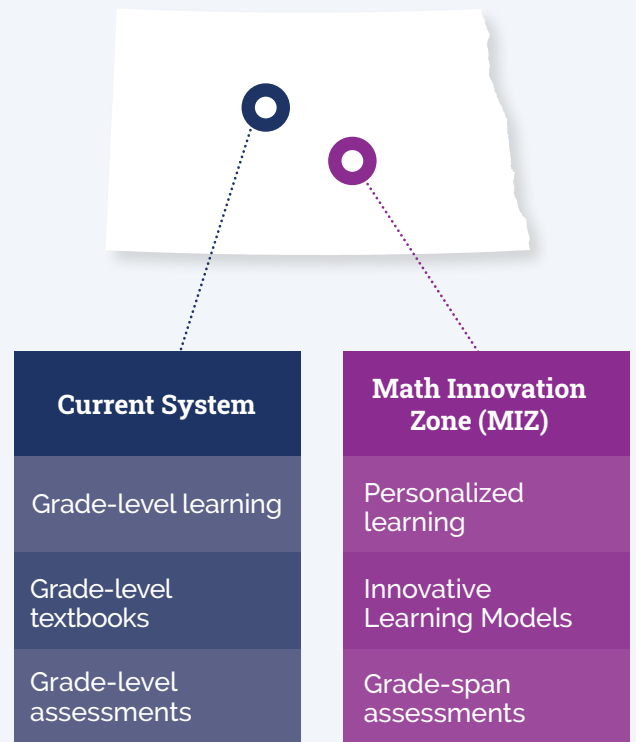
How Do MIZs Address Unfinished Learning?

Unfinished learning has been compounded by pandemic-related school closures. Leverage newly available ESSER/ARP funds to foster an environment which facilitates the development of a system to address learning loss in math.
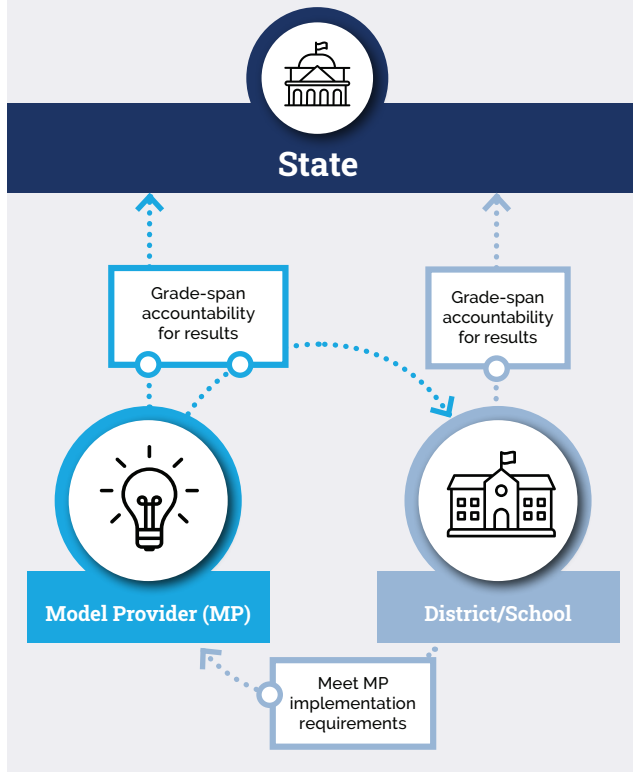
MIZs can help states solve pandemic-related learning loss and solve the **_The Iceberg Problem_**, a report that describes how a policy landscape oriented around grade-level standards in math can lead to a dramatic accumulation of unfinished learning below the surface of what's being measured. The report builds its case from three arguments:

1. **Math is cumulative.** Unfinished learning from prior years prevents students from mastering more advanced concepts.

2. **State and federal policy incentivize an exclusive focus on grade-level instruction.** Education policies signal to focus instruction on annual grade-level standards regardless of individual student needs in math.

3. **This approach is hindering college and career readiness.** By the conclusion of eighth grade, unfinished learning in math becomes an overwhelming obstacle for student success.

Creating the Space in States for MIZ

Current System	Math Innovation Zone (MIZ)
Grade-level learning	Personalized learning
Grade-level textbooks	Innovative Learning Models
Grade-level assessments	Grade-span assessments

Shared Accountability for Outcomes

State

Grade-span accountability for results

Grade-span accountability for results

Model Provider (MP)

District/School

Meet MP implementation requirements

How Can My State Implement Math Innovation Zones?

Math Innovation Zones afford flexibility. **Districts and schools** in MIZs are incentivized to focus on comprehensive learning growth across the middle school grade span—not just a summative assessment of grade-level performance. **Technical assistance providers** work with schools to create the environment and infrastructure for personalized learning, and **model providers** work with school to support every student and staff member in using a personalized learning model. The **state** is responsible for oversight, facilitating connections between school and providers, and building a complementary accountability system that requires all parties to demonstrate sustained, positive results. The state will also provide seed funding which can come from a variety of sources, including repurposed or braided federal grant funding allowable under ESSA, discretionary SEA dollars, legislative action, or public-private partnerships.

State
- Leverages funding
- Selects/evaluates providers
- Sources and selects voluntary districts
- Creates grade-span accountability

Requirements to Enable MIZs

By investing in students over multiple years, a Math Innovation Zone will unlock the full potential of all students.

District/School
- Prioritizes comprehensive learning growth
- Selects providers and facilitates implementation

Technical Assistance Provider
- Establishes requisite infrastructure
- Leads professional learning

Model Provider
- Employs personalized learning model
- Administers formative and interim assessments
- Produces grade-span accountability results

Independent Research Organization
- Validates Results