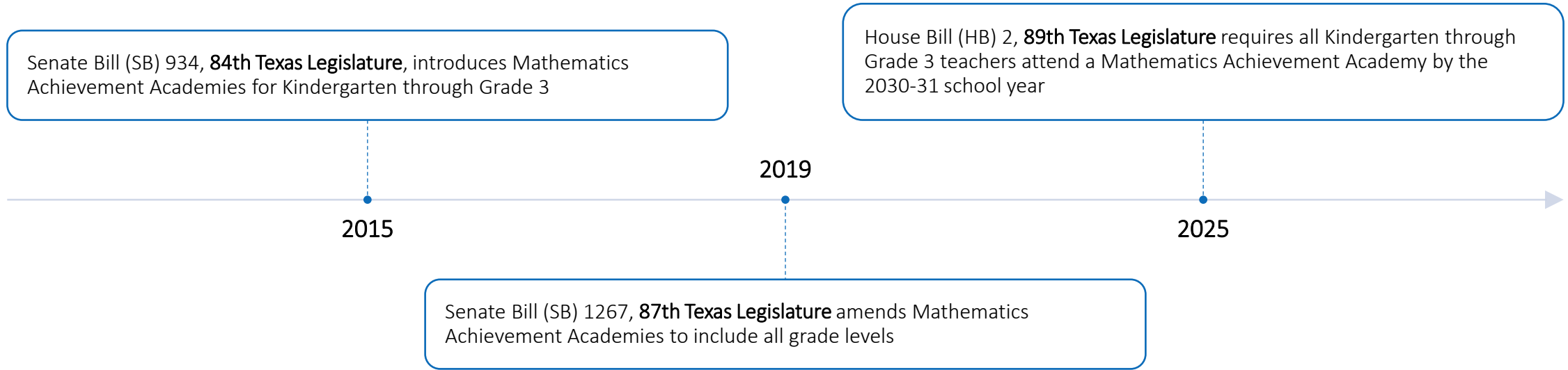




2026–2027 School Year Texas Mathematics Academies K–3 Pilot

History of Mathematics Achievement Academies



HB 2 (TEC 28.0071) requires that each school district and open-enrollment charter school shall ensure that **no later than the 2030–31** school year:

- **All existing classroom teachers, principals, assistant principals, mathematics instructional coaches, and mathematics interventionists**—who serve kindergarten through third grade have attended the Texas Mathematics Academies.
- **All newly hired classroom teachers** who provide mathematics instruction in kindergarten through third grade attend the Texas Mathematics Academies **during pre-service preparation or no later than their first year of teaching.**

Math Academies: Past and Future



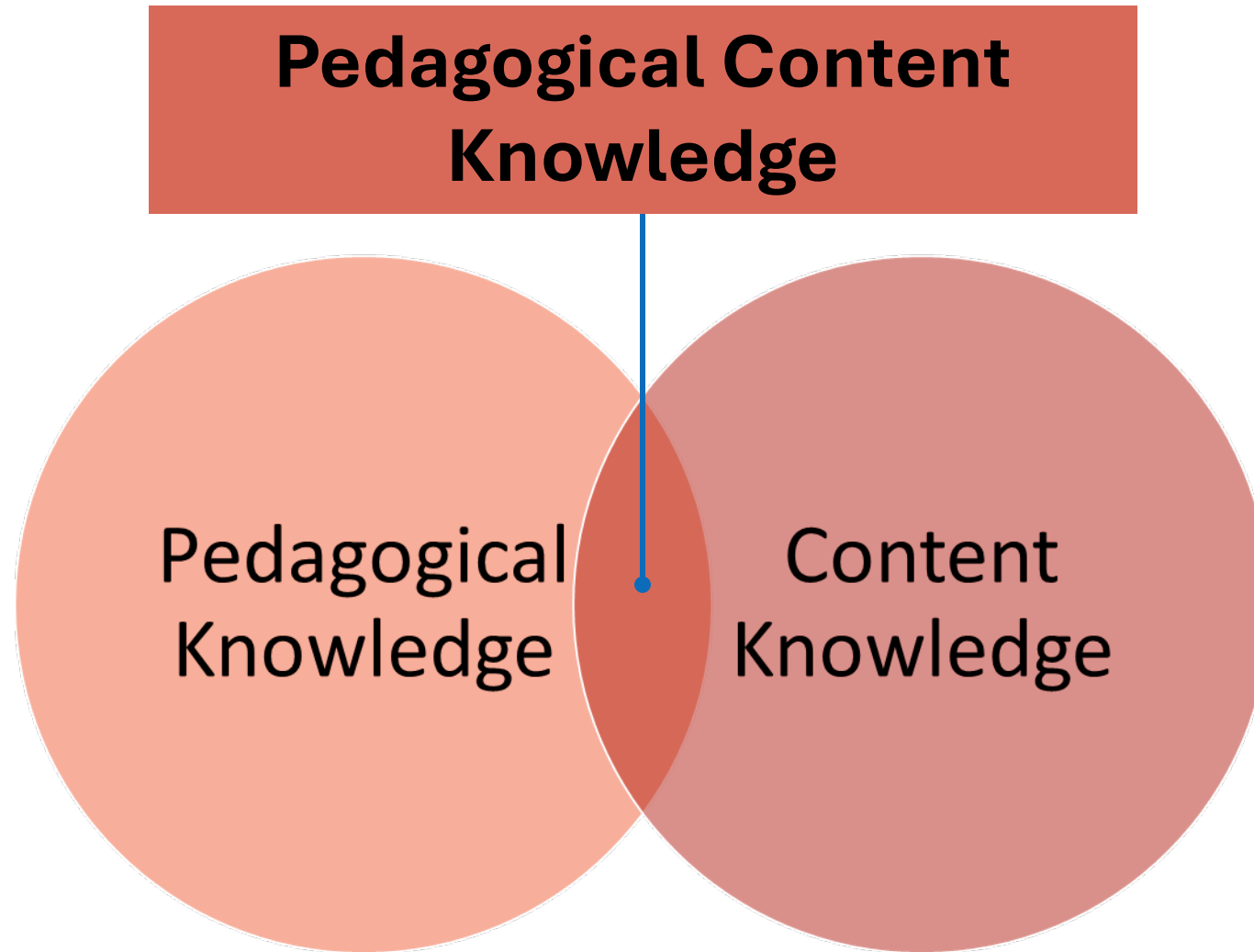
- Opt-in
- Grant funded
- Existing structure: 3-day (18 hours) face-to-face professional development session

- Mandatory in K–3 (HB 2 requirement)
- Foundation School Program Formula Funded
- New structure: five modules (30 hours) over 5 days spread over the school year with job embedded coaching
- By 2031, roughly 100,000 educators will need to complete the Math Academies

- Fewer hours with prioritized content
- Make strong connections to classroom practice
- Integrate Science of Learning principles
- Communicate with district leadership early
- Clarify participant funding sources
- Dedicate professional learning days or provide district-approved stipends for learning completed outside contract time

Math Academies Structure & Content

Math Academies Will Focus on Developing Pedagogical Content Knowledge



Previous
Math
Academies
Content

Texas Mathematics Academies: Expanded Model

- Developing Content Knowledge
- Progressions of Learning
- Understanding the standards
- Deep Dive into Grade Level Content
- Meaningful Practice
- Activities for classroom implementation
- **High-Quality Instructional Materials**
- **Research-Based Instructional Strategies (RBIS)**
- **Coaching**
- **Pedagogical Content Knowledge**
- **Cognitive Load Theory**
- **Explicit Instruction**
- **Instructional Hierarchy**
- **Fluency and Automaticity**
- **Spaced, Interleaved, and Retrieval Practice**
- **Problem Solving**

***TEC §21.4553(b)(1)–(3):** Effective, systematic math instructional practices (problem solving, place value, whole number operations, fractions); underlying mathematical skills required for instruction; and math instruction techniques proven effective through scientific testing.*

Content Overview: Modules 1–5

	Live Facilitation <i>(in-person or synchronous virtual)</i>	Asynchronous <i>(individual or in-person)</i>		
	Modules 1 & 2	Module 3	Module 4	Module 5
All Pathways	Research Based Instructional Strategies in Mathematics The Connected Story of K–5 Mathematics Student Engagement and Teacher Clarity Problem Solving Structured Sequencing and Models with High- Quality Instructional Materials TEA Learn Preview	Memory and Cognitive Load Instructional Hierarchy	Explicit Instruction for Novice Learners The Role of Inquiry	Effective Practice: Retrieval, Spaced, Interleaved, and Feedback
Leadership		K-3 Learning Progressions K-3 Content Overview and Classroom Look-Fors Problem Solving Heuristic	Procedural Fluency and Automaticity K-3 Content Overview and Classroom Look-Fors with Implementation Supports	Student Engagement and Instructional Strategies K-3 Content Overview and Classroom Look-Fors using High-Quality Instructional Materials
3rd grade		G3 Representing and Solving Problems Involving Addition and Subtraction of Whole Numbers Problem Solving Heuristic and Problem Solving in Context	G3 Modeling, Representing, and Solving Multiplication and Division of Whole Numbers Procedural Fluency & Automaticity	G3 Fraction Concepts Composing, Decomposing, Representing, and Comparing Fractions Equivalency
2nd grade		G2 Computation and Representation of Addition and Subtraction of Whole Numbers Problem Solving Heuristic	G2 Generating and Solving Multi-Step Addition and Subtraction Problems using Models and Mental Strategies Procedural Fluency & Automaticity	G2 Modeling and Describing Multiplication and Division Multiplication and Division Problems in Context Building Fraction Concepts
K/1st grade		GK/1 Whole Number Concepts Comparing and Ordering Numbers Composing and Decomposing Numbers	GK/1 Representing and Generating Addition & Subtraction of Whole Number Problems Procedural Fluency & Automaticity	GK/1 Properties of Operations and Understanding the Equal Sign Solving Addition and Subtraction Problems including Determining Unknowns Building Fraction Concepts

**Content and the order presented are subject to change*

**Spring 2026
Enroll with Regional
ESC**

July–September	September–November	December–February	March–May
Modules 1 & 2 <i>12 total hours Two 6-hour days</i> Face-to-face or synchronous online learning sessions	Module 3 6 hours Asynchronous (On Your Own): - Asynchronous Learning (4 hours) - Artifact Submission (90 minutes)	Module 4 6 hours Asynchronous (On Your Own): - Asynchronous Learning (4.5 hours) - Artifact Submission (90 minutes)	Module 5 6 hours Asynchronous (On Your Own): - Asynchronous Learning (4 hours) - Artifact Submission (90 minutes)
	Synchronous (Real-Time): - Virtual Coaching Call (30 minutes) - Virtual Office Hours (optional)	Synchronous (Real-Time): Virtual Office Hours (optional)	Synchronous (Real-Time): - Virtual Coaching Call (30 minutes) - Virtual Office Hours (optional)

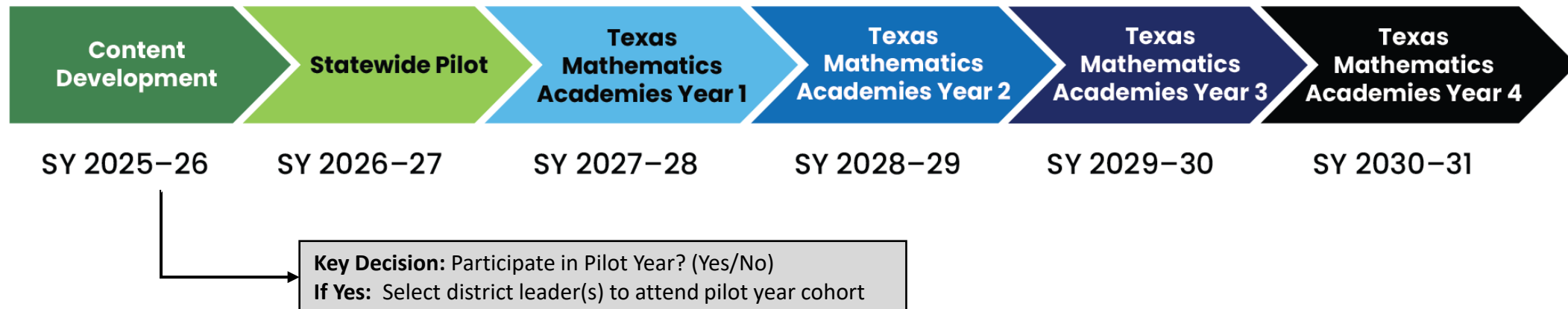
Between Sessions, Participants Will:

- Practice and apply what they learned in the classroom
- Notice how students respond and reflect on what's working and what's challenging
- Collect evidence of student learning
- Bring questions and insights to coaching/office hours

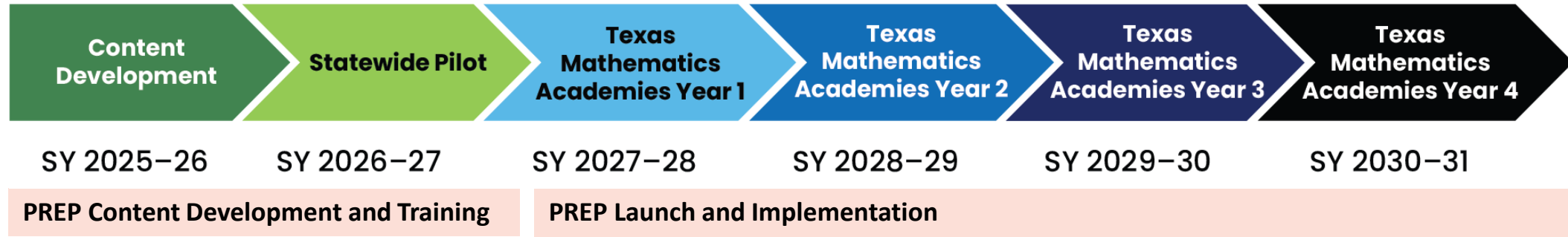
Math Academies Roll-Out Plan

Texas Mathematics Academies Implementation Timeline

- House Bill 2 mandates that, by the 2030–2031 school year, required staff and administrators must attend Math Academies.
- Districts are encouraged to participate early, and those interested in the pilot should contact their regional ESC.
- Large districts with an enrollment of approximately 70,000 or more students may be eligible to participate in the pilot as authorized providers with TEA approval.
- In preparation for SY 27–28, the AP application will open, and third-party organizations and districts may apply. Districts will also have the option starting in that year to adopt a local implementation model similar to the Reading Academies program.
- Starting with the 2031–2032 school year, attendance will drop as existing educators will have completed, so only required staff who are new grades K–3 are required moving forward.



PREP Implementation Timeline



- Starting in the 2027–28 school year, the Texas Mathematics Academies and Texas Reading Academies will be integrated into EPP courses for PREP partnerships.
 - For EC-3 and EC-6
- HB 2 establishes 3 PREP-funded “Preservice Partnership Program” preparation pathways.

PREP Residency (IHE & Alt)	Academies cost paid by EPP with funds from PREP. Academies completed within preparation program, before candidate starts as teacher of record.
PREP Traditional (IHE)	
PREP Preservice Alt Cert	½ academies costs paid by EPP with funds from PREP, ½ paid by LEA with funds from early education allotment. Academies partially completed within preparation program and partially completed during 1 st year as teacher of record.
Existing & Late Hire Alt Cert	Academies paid for by district. Academies completed during 1 st year of employment as teacher of record.
Uncertified	

District Rollout Planning

SY 2026–2027 (Pilot Year)

- **Identify** if your district is interested in participating in the TMA pilot year
- **Contact** your ESC if interested (limited opportunities available)

Pilot LEAs

- **Design** an intentional professional learning calendar aligned to pilot needs
- **Partner** with an ESC or, if a district has 70,000+ students, apply to become an Authorized Provider (AP)

All LEAs

- **Send** a district math or professional development leader through TMA pilot to become familiar with content and structure

SY 2027–2028 through SY 2030–2031

- **Start** TMA participation with a district planning year for C&I leaders and prospective cohort leaders prior to full implementation with teachers and principals
- **Integrate** TMA into district professional calendar
- **Plan** to send all required educators to TMA
- **Monitor** implementation progress and instructional impact

If interested...

- **Apply** to become an AP or partner with an AP for local implementation (similar to Reading Academies model)

SY 2031–2032 and Beyond

- **Sustain** districtwide implementation and continuous improvement
- **Continue** to meet TMA requirement for required educators

Math Academies Cost Planning

District Planning Considerations: Cost and Time

Financial Costs

Program Cost

- Cost per Participant: \$1,200 (one-time)
- Payment Responsibility: Districts are responsible for participant costs, using funds received through the Early Education Allotment or any other eligible funding source

Stipends: Dependent on District Implementation Choice

- If a district requires teachers to participate on their own time outside of their normal contracted service days, stipends must be paid.
 - Stipend rate is a minimum of \$50 per hour for approved training.
- Districts that approve off-contract hours are responsible for providing stipends.

Time and Scheduling

Embed in PD Calendar

- The recommended approach is to embed learning into the district's PD calendar. This includes the use of pre- and in-service days. This would eliminate the need for local stipends for participation.

Release Time: Substitutes

- Districts may choose to provide release time for teachers by hiring substitutes if asynchronous work time is offered outside of the district's established professional development calendar.

Early Education Allotment funding was increased to cover math academies costs with HB 2, but with some complexity

Early Ed Allotment Before HB 2

Funding Formula:

- $(\text{K-3 eco dis ADA} + \text{K-3 bilingual ADA}) \times 10\% \text{ of the BA}$

Allotment Funding Allowable Uses:

- *“programs and services designed to improve student performance in reading and mathematics in Pre-K through third grade”*

Early Ed Allotment After HB 2

Funding Formula:

- $(\text{K-3 eco dis ADA} + \text{K-3 bilingual ADA}) \times 10\% \text{ of the BA}$



*These funds are now split between the
Early Education Allotment and the
Full Day Pre-K Distribution*

plus new funding

- $\text{K-3 ADA} \times 1\% \text{ of the BA}$

Allotment Funding Allowable Uses:

- Reading & Math Academies
 - Pre-K
- and
- *“programs and services designed to improve student performance in reading and mathematics in Pre-K through third grade”*

HB 2 added an additional weight to the Early Education Allotment in TEC §48.108(a) for the purpose of funding the attendance of teachers at Reading and Math Academies:

*(a) For **each student** in average daily attendance **in kindergarten through third grade**, a school district is entitled to an annual allotment equal to the **basic allotment multiplied by 0.01**.*

For a classroom of 22 students (with 92% attendance), this results in an additional **\$1,258 per school year**.

BA in 2026 (\$6,215) x .01 x ADA [22 enrolled students x 92% attendance rate] = \$1,258

Math Academies are \$1,200 per participant, which is less than the above estimated allotment per classroom.

The new funding comes per year, but academies are only required one time per teacher, providing districts with a stable source of funding long term in excess of reading and math academies implementation costs.

Identifying New & Reallocated Early Education Allotment Funding

From the **Summary of Finances >> Tier One Detail Report**

Program Name	Weight	LPE ADA	LPE Allotment	DPE ADA	DPE Allotment
9. Early Education					
(A) K-3 Educationally Disadvantaged + K-3 Emergent Bilingual (before distribution for full-day pre-k)	0.10	950.000	\$590,425	950.000	\$590,425
(B) Statewide K-3 Educationally Disadvantaged + K-3 Emergent Bilingual (before distribution for full-day pre-k)	N/A	1,320,705.428	\$820,818,499	1,320,705.428	\$820,818,499
(C) Statewide cost to fund full-day pre-k programs under 29.153(c) (BA * statewide ADA of eligible pre-k students in full-day programs)**	N/A	80,204.019	\$498,467,976	80,204.019	\$498,467,976
(D) Statewide K-3 Educationally Disadvantaged + K-3 Emergent Bilingual (after distribution for full-day pre-k)= B-C	N/A	1,320,705.428	\$322,350,523	1,320,705.428	\$322,350,523
(E) District entitlement to fund full-day pre-k programs under 29.153(c)	N/A	67.244	\$417,921	67.244	\$417,921
(F) K-3 Educationally Disadvantaged + K-3 Emergent Bilingual (after distribution for full-day pre-k) = (A/B) * D	N/A	950.000	\$231,871	950.000	\$231,871
(G) K-3 All Students	0.01	1,158.446	\$71,997	1,158.446	\$71,997
(H) Total Allotment = E + F + G	N/A	2,108.446	\$721,789	2,108.446	\$721,789

**Funding based on one-half of the ADA for each student in the program (0.5 ADA max per student).

Early Ed Allotment After HB 2

Funding Formula:

- (K-3 eco dis ADA + K-3 bilingual ADA) x 10% of the BA



*These funds are now split between the
Early Education Allotment and the
Full Day Pre-K Distribution*

plus new funding

- K-3 ADA x 1% of the BA

How the Early Education Allotment remainder multiplier is calculated

Full Day Pre-K Distribution funding for 2nd half of PreK ADA (4 YO PreK ADA (at ½ of day) x BA \$)

+

Early Education Allotment remainder ((K-3 eco dis ADA + K-3 bilingual ADA) x remainder multiplier))

+

New Early Education Allotment funding for academies (K-3 ADA x 1% of BA)

The legislature added funds to the Early Education Allotment starting in 2025-26, but also reallocated funds from the prior early ed allotment to districts operating a 4-year-old Pre-K program to ensure full day funding was received for each district Pre-K program. Any statewide allotment funds remaining are allocated to districts in proportion to each district's original early education allotment. This results in funding shifts within the Early Education Allotment among districts compared to prior years, based on whether the district had a higher or lower proportion of 4-year-old pre-K enrollment relative to its K-3 eco-dis & bilingual enrollment.

Authorized Provider Guidelines

District Options for Becoming an Authorized Provider

Apply as an Authorized Provider in the Pilot Year

- For districts with 70K+ students, districts may choose to serve as an Authorized Provider during the pilot year (SY 26-27)
- Learners launch using an approved cohort model
- Districts begin building internal cohort leader capacity for future facilitation

Prepare Now, Apply in a Future Year

- Districts identify and prepare potential cohort leaders
- Potential cohort leaders work toward meeting TMA Cohort Leader eligibility requirements
- Districts build readiness for future AP application

Partner with an Established Authorized Provider

- Districts partner with an ESC or other established AP
- No district facilitation responsibilities

Role of a TMA Cohort Leader

- TMA Cohort Leaders (CLs) are responsible for facilitating and supporting participant learning.
- Responsibilities include:
 - Facilitating live delivery of Modules 1 and 2
 - Facilitating required coaching calls and optional office hours
 - Reviewing, grading, and providing feedback on participant artifacts
 - Applying TMA instructional frameworks
 - Supporting participant implementation and progress in asynchronous modules

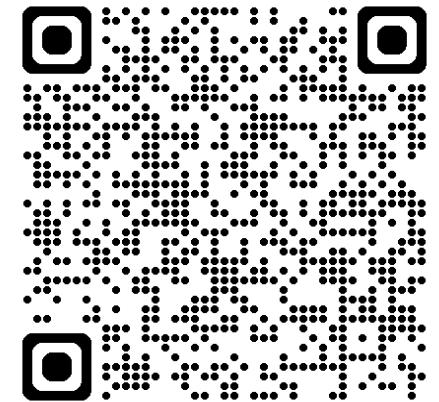
Eligibility requirements

- Certified in math or a core subject with extensive K–8 math teaching experience, proven math PD facilitation, and strong knowledge of K–5 TEKS and research-based strategies
- Completion of TMA Cohort Leader training
- Participation in ongoing CL professional learning
- Complete TMA content independently to prepare for facilitation
- Successful completion of a TMA CL screener (*screener to be establish starting SY 27-28*)

Math Academies Next Steps



- Districts interested in participating in the pilot should contact their regional education service center.
- For additional information about the Texas Mathematics Academies(TMA), authorized providers, cohort leaders, and more visit the TMA website.



House Bill 2 Stipend Guidance: [House Bill 2 \(HB 2\) Implementation of Stipend Requirements for Reading Academies and Mathematics Achievement Academies | Texas Education Agency](#)

Stipend Provisions Frequently Asked Questions: [89thlege-hb2-article5-early-literacy-and-numeracy-faqs.pdf](#)

Texas Mathematics Academies Frequently Asked Questions: [https://tea.texas.gov/about-tea/government-relations-and-legal/government-relations/89thlege-hb2-math-academies-faqs.pdf](#)

House Bill 2 Recorded Webinar [House Bill 2 Webinar Series - Content Academies Stipend Requirements - YouTube](#)

89th Legislature Updates: [https://tea.texas.gov/about-tea/government-relations-and-legal/government-relations/89th-legislature-updates](#)

House Bill 2 Updates: [https://tea.texas.gov/about-tea/government-relations-and-legal/government-relations/house-bill-2](#)