



KUTZTOWN AREA  
SCHOOL DISTRICT

*Maximize potential, embrace change, create the future*



"We've considered every potential risk except  
the risks of avoiding all risks."

# Program Evaluation

January 9, 2017

# Purpose



KUTZTOWN AREA  
SCHOOL DISTRICT

*Maximize potential, embrace change, create the future*

*Any expenditure of resources - time, personnel, money - to support curriculum and instruction must be continually scrutinized to ensure that the use of a particular program or material (software, text-based materials, manipulatives, hardware, etc.) is matching the desired outcome.*

# Curriculum Program Evaluation Tool

## Four Phases:

- Phase 1: Investigation
- Phase 2: Initial implementation
- Phase 3: Formal implementation
- Phase 4: Evaluation

# Phase 1: Investigation

- Collect and analyze data to determine current needs (district-level, school-level)
- Review available programs (teachers, admins, department leader)
- Select program(s) for pilot based upon alignment to district mission, vision, values, goals, and curriculum
- Determine pilot desired outcomes (qualitative, quantitative)
- Provide any needed teacher training
- Conduct pilot while collecting interim data to monitor progress
- Evaluate data against desired outcomes
- Make final decision/recommendation to the Board

# Phase 1: Investigation - K-5 Math Program

- Existing math textbook published in 2007
  - Not aligned to PA Core Math Standards
  - Worn/outdated
- Grades 3-8 math PSSAs averaged 82 in past five years - good enough?
- PVAAS growth sub-par in math, grades 6-8
- Steady decline in students' ability to transfer knowledge and demonstrate conceptual understanding of mathematics
- Conducted K-5 Teacher Survey regarding math program needs (Fall, 2014)

# Review of Available Math Programs

- **Fall, 2014:** Principals, Curriculum Coordinator, K-5 Math Department Leader met to discuss feedback from Teachers Survey conducted September 2014.
  - Identified programs and materials currently used by surrounding and high achieving districts
- **January 20, 2015:** Principals, Curriculum Coordinator, K-5 Math Department Leader, teacher reps from each grade/building/special education viewed presentations by enVision, MyMath, Singapore Math, Go Math. Chose enVision and MyMath to pilot.
- **March 17, 2015:** Pilot Programs Training (all teachers). Implementation began April.

# Evaluate Data

- All K-5 teachers met to discuss and evaluate.
  - Outcome: Neither program demonstrated exceptional promise.
- Teachers heard presentation from colleague and principal on Eureka Math.
  - Several teachers were already using the curriculum in the form of Engage NY.
  - Teachers met in grade level groups to explore Eureka Math.
  - All teachers voted as to whether they wanted to try Eureka or not. All but one teacher voted "Yes."
- Presented to Board in June of 2015
- Piloted Eureka Math 2015/2016

# Phase 2: Initial Implementation

- Identify and communicate purpose of program to teachers, students, and parents
- Identify measures to monitor student growth and achievement as well as teacher feedback and fidelity of implementation
- Provide ongoing professional development
- Educate parents/families
- Conduct end of year evaluation of data to determine:
  - Professional development needs
  - Parent support
  - Additional resources
- (End of Phase 2) Use the above information to develop goals for formal implementation and measures to be used to monitor and evaluate results



# ID/Communicate Purpose

- Communicated to teachers through:
  - Identification of problem(s) and how this program addresses those problems
  - Continued PD
- Communicated to parents through:
  - Parent Nights
  - Back to School Nights
  - School Board Meetings
  - Committee Meetings
  - P/T Conferences

# Professional Development

**Summer 2015** - \*Teach Eureka video series - ongoing access provided to all teachers

**August 2015** - 14 teachers/admins to Eureka 3-Day Institute in Wilmington, DE

**August 2015** - Principals/teachers provided turn-around training to all staff

**November 2016** - Trainer from Eureka provided full day PD based upon feedback from teachers of what they needed to learn

**September, 2015; December, 2015; March, 2016; May, 2016** - 3-hour PLCs were devoted to grade-level collaboration in which teachers shared practices, viewed Teach Eureka, co-planned lessons, and developed assessments

**Early June 2016** - Arranged a two-day institute at KASD, offered to all K-8 teachers. 3 teachers from KAMS participated

\*Teachers have continued access to videos for self-directed PD

# Professional Development

**Summer 2016** - Teachers invited to use Flex Day hours to further knowledge/ skills; Teach Eureka video series access continued

**November 8, 2016** - All grades 3-7 teachers invited to attend training at Muhlenberg on Problem Solving with Tape Diagrams (10 elementary teachers and 3 middle school teachers attended)

**November 8, 2016** - Four 90-minute sessions offered at our KASD In-service (“Eureka Math Chats”) hosted by Department Leader or principal - purpose was to provide collaboration time to discuss pacing, assessments, differentiation. Of the 32 grades K-2 and 8 grades 3-5 teachers who did not attend the Muhlenberg training, 8 people signed up.

**January 10, 2017** - Five teachers visiting Upper Dublin for observation and debrief with Eureka trainer

# Parent/Family Education

- Math Night:
- Math “Help Desk”
- Eureka Math links on KASD website
- Parent Math Module tip sheets
- Parent Math Topic tip sheets
- P/T Conferences
- Teacher/Principal discussions with individual parents

# End of Year Math Evaluation

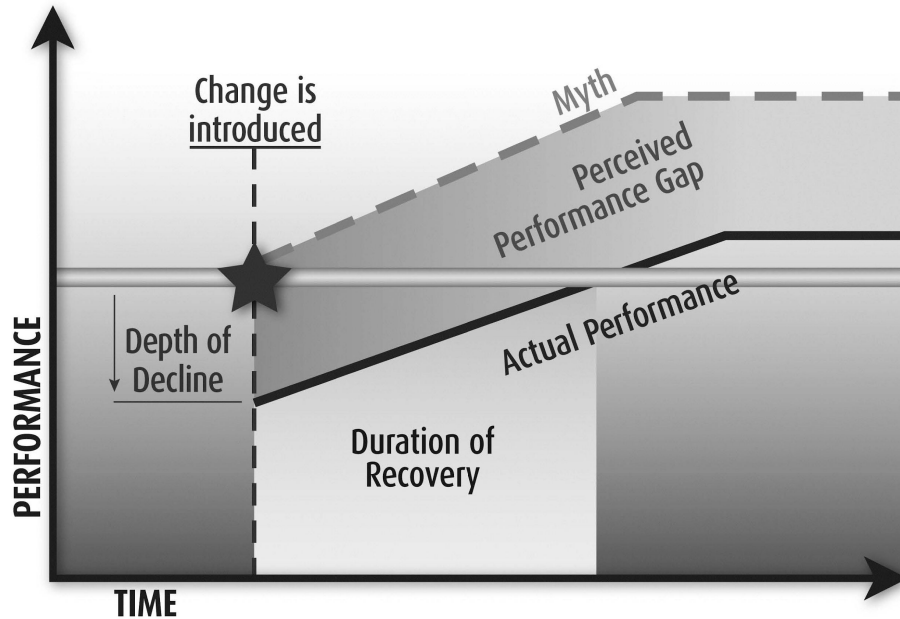
- Evaluation (to be completed Spring/Summer 2017)
  - Student surveys
  - Parent surveys
  - Teachers surveys
  - End of Module Assessments
  - AIMS Web
  - PSSAs achievement
  - PVAAS growth

# Phase 3: Formal Implementation

- Provide ongoing professional development to address areas of need
- Continue parent/family education
- Collect and monitor formative data
- Conduct end of year evaluation to analyze achievement vs. goals
- Establish next year's goals for student growth/achievement

# Caution

- Could the desired outcome be skewed in the first several years of implementation due to an implementation dip? If so, what are the anticipated outcomes under what timeline?



# Phase 4: Evaluation

- Analyze three years of quantitative summative student achievement data and compare to baseline to determine if appropriate growth/improvement has been made
- Analyze qualitative feedback from parents, teachers, students to determine if results align with goals
- Begin Needs Assessment (if applicable) **OR** Return to Phase 3



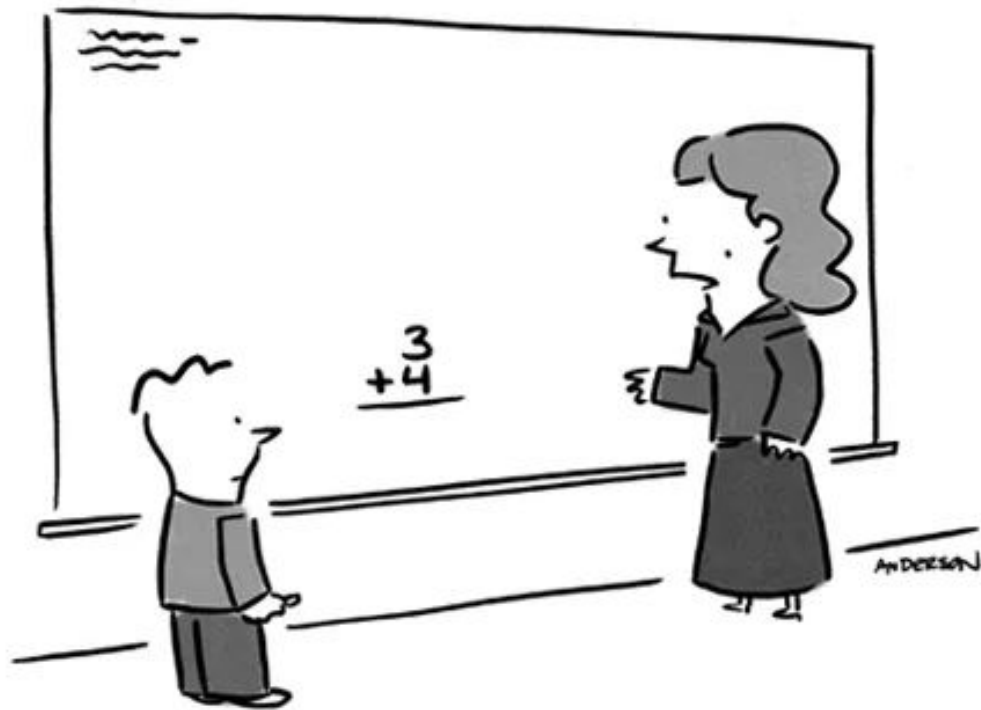
# FEBRUARY 13, 2017 PRESENTATION

Where were we? What do the data say?

What will we do in Semester 2?

Interim results of walk-throughs?





"It's the sum. Not the 'aftermath.'"