

# Elementary Math Program



**Short and Long-term Goals**

February 13, 2017

Presented to the Policy and Curriculum Committee

# Program Evaluation

- Phase 2: Initial Implementation (1st year 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.

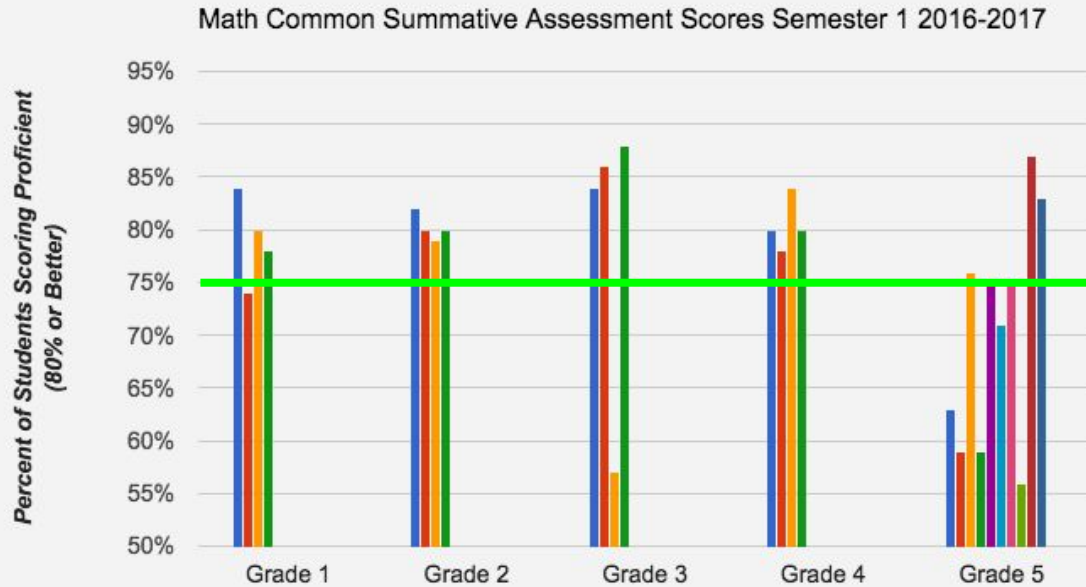
# Program Evaluation

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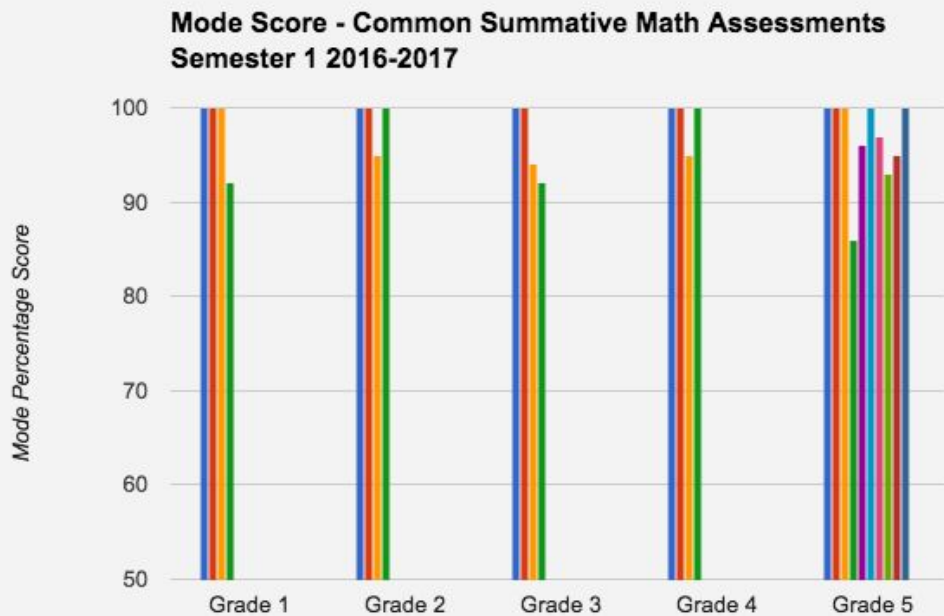
# Student Growth and Achievement - Common Summative Assessments

- 2017 - 75% of students will score proficient or better on each common assessment
- 2018 - 80% of students will score proficient or better on each common assessment
- 2019 - 90% of students will score proficient or better on each common assessment

# Where are we now?



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# Student Growth and Achievement - PSSAs

## Achievement

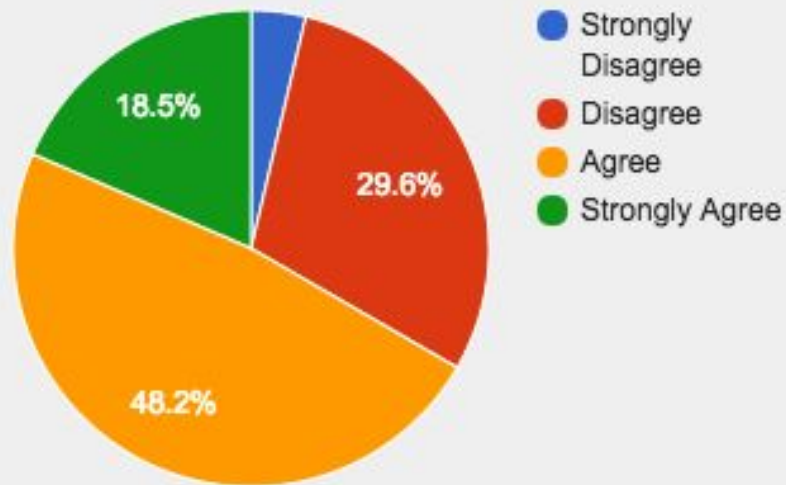
- 2017 - 60% proficient/advanced
- 2018 - 67% proficient/advanced
- 2019 - 75% proficient/advanced

## PVAAS

- 2017 - Evidence of full year of growth in math, grades 4-6
- 2018 - Evidence of full year of growth in math, grades 4-7
- 2019 - Moderate evidence of exceeding growth standard in math, grades 4-8

# Teacher Feedback

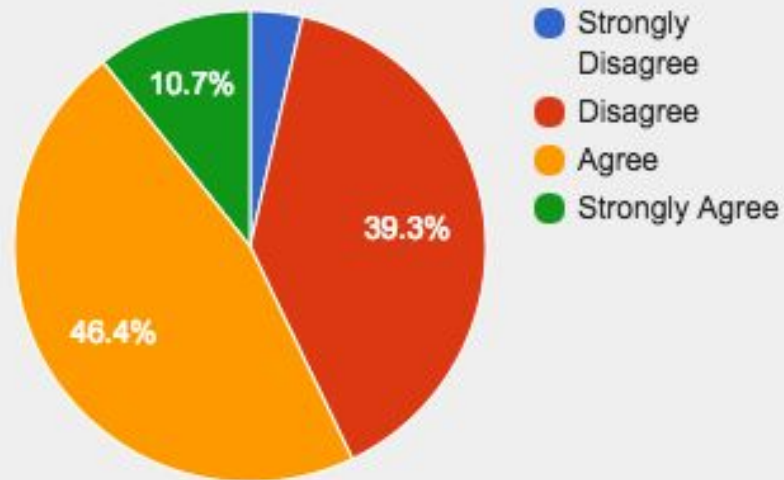
Pacing of my math instruction is further along this year than last year.





# Teacher Feedback

Student discussions during math lessons are stronger now than before Eureka.

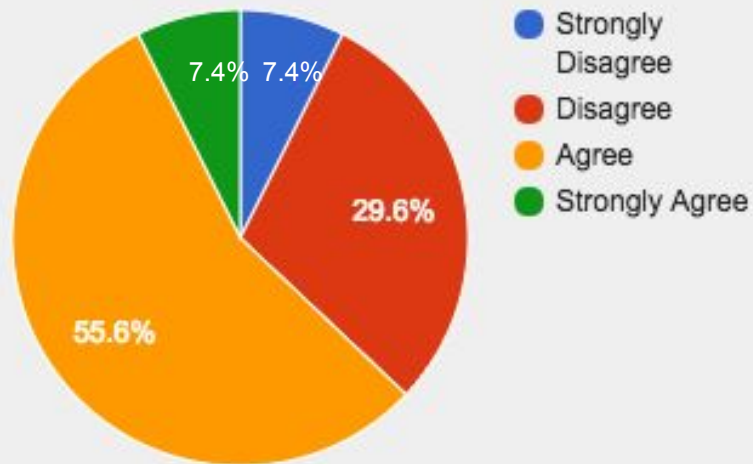


# What teachers say about discussions...

- We discuss the concepts we are learning more with Eureka. We do a lot of turn and talk to your partner. The student debriefing allows for discussion.
- It's better but not where we need to be.
- My students are lacking the vocabulary needed to fully express most problems. Scaffolded think alouds are necessary for student discussions.
- The students are better able to explain their reasoning behind their math procedures.
- Students are able to explain the math processes involved and make connections from the new to the previously learned material.

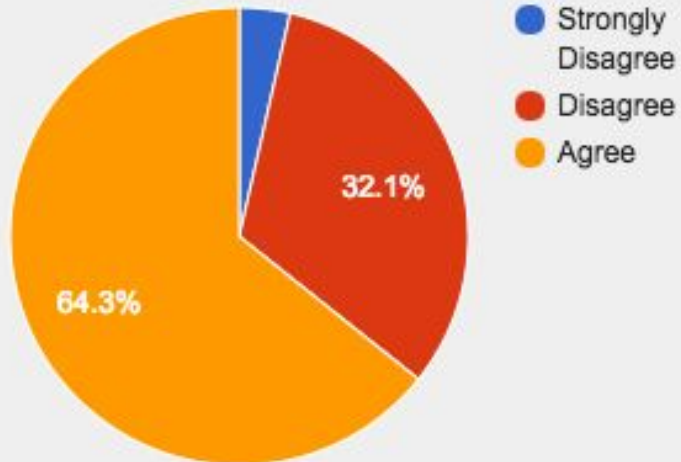
# Teacher Feedback

Compared to last year, I feel better equipped to differentiate my mathematics instruction.



# Teacher Feedback

My students are performing better this year compared to last year.



## What teachers are saying about student performance...

- We are moving at a faster pace and their grades support understanding.
- I can tell that they are using prior knowledge of the program from last year. (number bonds, tape diagrams, etc.)
- Last year at the end of the second quarter my class average was an 84%. This year the class average for second quarter is 91%.
- My Title I students struggle with the text they need to read in the modules. I have six students in Title I so my students are needier this year than last year.
- The students came in with more prior knowledge of Eureka concepts.

# Fidelity

Uniformity across grade levels including instructional practices, curricular goals, and common assessments.

Every lesson should contain the four components of a Eureka lesson:

- Fluency
- Application
- Concept Development
- Student Debrief

## Eureka Walk-Through document

Teachers are encouraged to engage in Customization/ Preparation of lessons to respond to the needs of their students. E.G., a teacher may:

- Choose from fluencies (number of them/timing)
- Number of problems to do in application/concept development
- Choose how to conduct the debrief

# What next?

Teacher survey results indicated a need to develop capacity in the areas of:

- Assessments (5)
  - Leadership Series: Effective Grading and Reporting
  - Elementary Commitment to Updating Assessment, Grading, Reporting by Fall 2018
- Differentiation (2)
  - Elementary DI Training Begins this Week for Grades K-2
  - Continued Focus in Data Meetings, Walk-through Feedback, etc.
- Vertical Alignment (2)
  - Continue to Refer to Previous and Next Year References within Eureka Teacher Manual
  - Learning Walks at KES Teaming Upper and Lower Grade-Level Teachers in Math Classrooms

Time dedicated to mathematics instruction needs to be examined.

- Fourth & Fifth Grade Teachers to Upper Dublin
- Principals to Shiloh Hills

# Next Step in Program Evaluation

- Phase 3: Formal Implementation (2-3 years)
  - Provide ongoing professional development to address areas of need
  - Continue parent/family education
  - Collect and monitor formative data
  - Conduct annual evaluation of data to analyze attainment of goals
  - Establish next year's goals for student growth/achievement