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.
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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.

- 29.6% Strongly Agree
- 48.2% Agree
- 18.5% Disagree
- 2.6% Strongly Disagree
Teacher Feedback

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

- 46.4% Strongly Agree
- 39.3% Agree
- 10.7% Disagree
- 3.6% Strongly Disagree
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.

- **29.6%**: Strongly Agree
- **55.6%**: Agree
- **7.4%**: Disagree
- **7.4%**: Strongly Disagree
Teacher Feedback

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

- 64.3% Agree
- 32.1% Disagree
- Strongly Disagree

Percentage of students who agree that their performance has improved.
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