KASD Math Program

Presented to the Policy and Curriculum Committee
Phase 2 of Program Evaluation

Initial Implementation (1st year implementation)

1. Identify and communicate purpose of program to teachers, students, and parents.
2. Identify measures to monitor student growth and achievement as well as teacher feedback and fidelity of implementation.
3. Provide ongoing professional development
4. Educate parents/families
5. Conduct end of year evaluation of data to determine:
   a. Professional development needs
   b. Parent support
   c. 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.
Phase 2 of Program Evaluation

1. Identify and communicate purpose of program to teachers, students, and parents.
   - Teacher committee used to identify new materials
   - In-service days used to explore materials, plan at grade levels, and discuss implementation
   - Parent programs in evening
   - Newsletters
   - Website posting
   - Ongoing communication with students
Phase 2 of Program Evaluation

2. Identify measures to monitor student growth and achievement as well as teacher feedback and fidelity of implementation.

Common Summative Assessments

- 2016/2017 - 75% of students will score proficient* or above
- 2017/2018 - 80% of students will score proficient or above
- 2018/2019 - 90% of students will score proficient or above

*Proficient = 80%

PSSA Achievement

- 2016/2017 - 60% proficient/advanced
- 2017/2018 - 67% proficient/advanced
- 2018/2019 - 75% proficient/advanced

PVAAS Growth

- 2016/2017 - Evidence of full year of growth in math, Gr. 4-6
- 2017/2018 - Evidence of full year of growth in math, Gr. 4-7
Phase 2 of Program Evaluation

2. Identify measures to monitor student growth and achievement as well as teacher feedback and fidelity of implementation.

- Questions from 2015/16 surveys will be used to monitor teacher feedback:
  - Pacing
  - Student math discussions
  - Ability to differentiate instruction
- Regular meetings with Elementary Math Department Leader throughout year
- Observation guidelines in place to monitor implementation
2016/17 Teacher Feedback

Mid-Year

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

- Strongly Agree: 48.2%
- Agree: 29.6%
- Disagree: 18.5%
- Strongly Disagree: 3.7%

End of Year ✔

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

- Strongly Agree: 63%
- Agree: 31%
- Disagree: 6%
2016/17 Teacher Feedback

Mid-Year

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

- Strongly Agree: 39.3%
- Agree: 46.4%
- Disagree: 10.7%
- Strongly Disagree: 10.6%

End of Year

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

- STRONGLY DISAGREE: 20%
- DISAGREE: 67%
- AGREE: 4%
- STRONGLY AGREE: 9%
2016/17 Teacher Feedback

Mid-Year

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

- Strongly Agree: 55.6%
- Agree: 29.6%
- Disagree: 14.8%
- Strongly Disagree: 4.1%

End of Year

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

- Agree: 69%
- Strongly Agree: 6%
- Disagree: 25%
- Strongly Disagree: 1%
2016/17 Teacher Feedback

Mid-Year

End of Year

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

- Strongly Agree: 64.3%
- Disagree: 32.1%
- Agree: 6%

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

- Strongly Agree: 53%
- Agree: 41%
- Disagree: 6%
Phase 2 of Program Evaluation

3. Provide ongoing professional development
   ● 14 teachers attended Eureka training in November on Solving Word Problems held at Muhlenberg School District
   ● November In-service will provide sessions on math
   ● January site visit to Upper Dublin School District planned
   ● Will promote Concrete-Representational-Abstract sessions at BCIU & Pattan
Phase 2 of Program Evaluation

4. Educate parents/families

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**G1-M1-Lesson 1**

1. Circle 5. Then, make a number bond.

   - I circled 5 balls, and there are 3 more.
   - I can count on from 5 to find the total.
   - Fill in: 6, 7, 8.

   ![Diagram showing a number bond with 5 and 3 as parts, and 8 as the whole]

   - I can make a number bond for the soccer balls.
   - 5 and 3 are the parts.
   - The whole, or total, is 8.

2. Make a number bond for the domino.

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Parent Tip Sheets

**EUREKA MATH TIPS FOR PARENTS**

**KEY CONCEPT OVERVIEW**

In Lessons 1 through 3, students learn about the **area** and **perimeter** of rectangles. They solve word problems by using the formulas for area and perimeter.

You can expect to see homework that asks your child to do the following:

- Use formulas to find the area, perimeter, and unknown side length(s) of a rectangle.
- Find the side length of a rectangle knowing that it is 
  ___ times as long as another side.
- Solve word problems by using the formulas for area and perimeter.

**SAMPLE PROBLEM** *(From Lesson 2)*

Solve the following problem. Use pictures, numbers, or words to show your work.

The length of a rectangular rug is 5 times its width. If the rug’s width is 2 feet, what is its area?

\[ L = 5 \times w \]
Q3 Please rate your child’s attitude about math.

Answered: 95  Skipped: 0

- Positive: 49.47%
- Neutral: 38.95%
- Negative: 13.68%
2016/17 Parent Feedback

Q4 Please rate your child’s understanding of math.

- Knows math beyond grade level: 23.16%
- Meets grade level: 68.42%
- Is not yet proficient: 8.42%

Answered: 95  Skipped: 0
Q5 Did you find the Parent Tip Sheets sent home with your child to be helpful?

- Yes: 38.20% (Answered: 89)
- Somewhat: 43.82% (Answered: 89)
- No: 17.98% (Answered: 89, Skipped: 6)
Phase 2 of Program Evaluation

5. Conduct end of year evaluation of data to determine:
   ○ Professional development needs
   ○ Parent support
   ○ Additional resources
Achievement Goal #1 - Actuals

- Did 75% of students will score proficient or above on each common assessment?

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Achievement & Growth #2 - Actuals

2016/17 PSSA Goal = Did 60% of Students Achieve Proficient/Advanced?

- Data forthcoming

PVAAS Goal - Was there evidence of one full year of growth in math (Gr. 4-6) ?

- Data forthcoming
Student Feedback

Q5
Math is easy to learn.

Answered: 434  Skipped: 1

% of students

- Strongly Agree: 33.64%
- Agree: 47.24%
- Disagree: 13.82%
- Strongly Disagree: 5.30%
**Student Feedback**

**Q6**

I am confident in math.

Answered: 434  
Skipped: 1

Bar chart showing:
- 46.77% of students Strongly Agree
- 40.09% of students Agree
- 9.22% of students Disagree
- 3.99% of students Strongly Disagree
Phase 2 of Program Evaluation

(End of Phase 2) Used the above information to develop goals for formal implementation and measures to be used to monitor and evaluate results.

Implications of Results:
- Need to increase math instructional time from 60-70 minutes
- Need to provide additional parent information/support
- Need an additional measure to monitor progress in math
- Continue to provide time for teacher collaboration on lesson planning
- Provide additional differentiated professional development