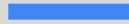


KASD Math Program



Presented to the Policy and Curriculum Committee

2016/17 Update: Phase 2

**Presented to Policy & Curriculum Committee
August 14, 2017**

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

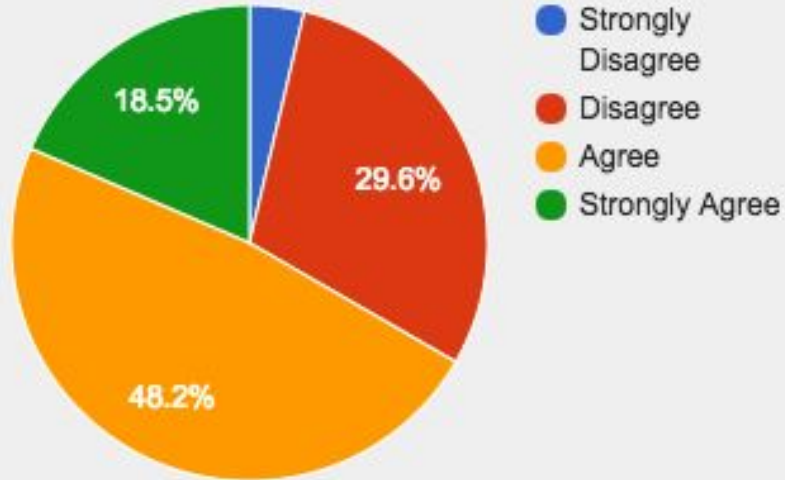
2016/17 Teacher Feedback

Mid-Year

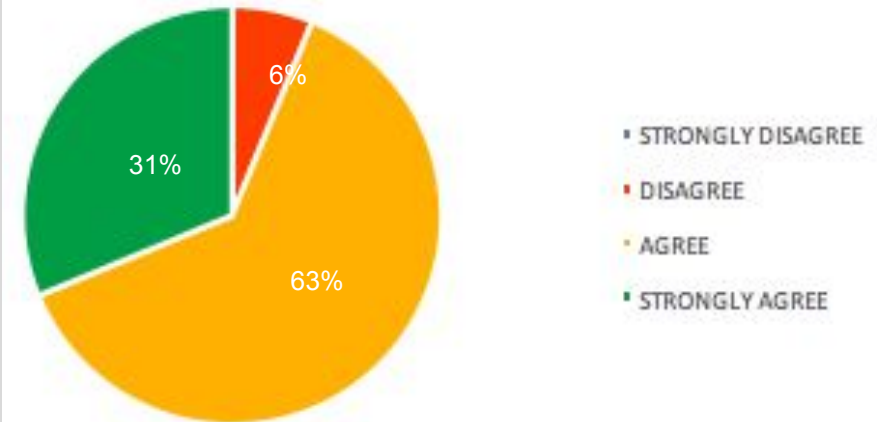
End of Year



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

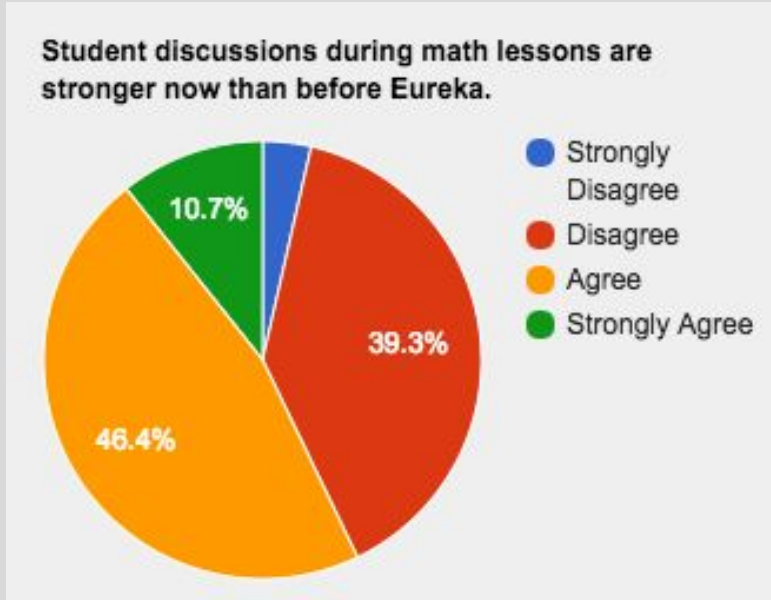


The pacing of my math instruction is further along this year than last year.

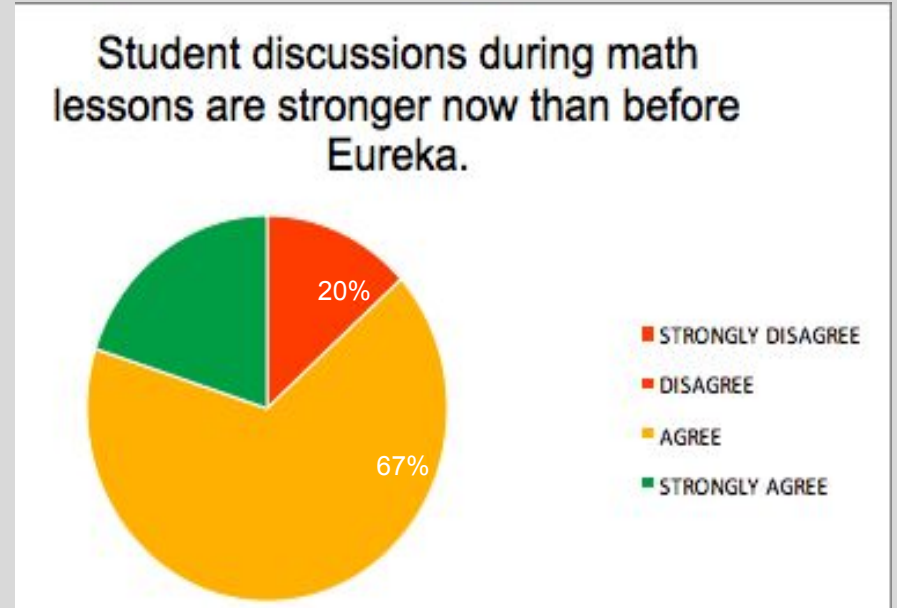


2016/17 Teacher Feedback

Mid-Year



End of Year 



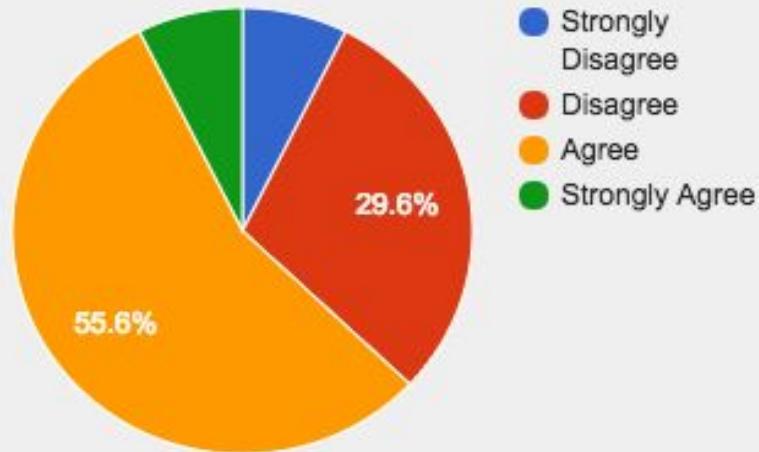
2016/17 Teacher Feedback

Mid-Year

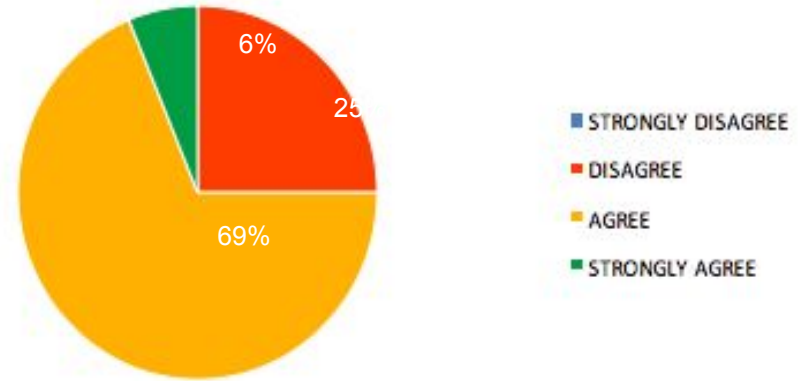
End of Year



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



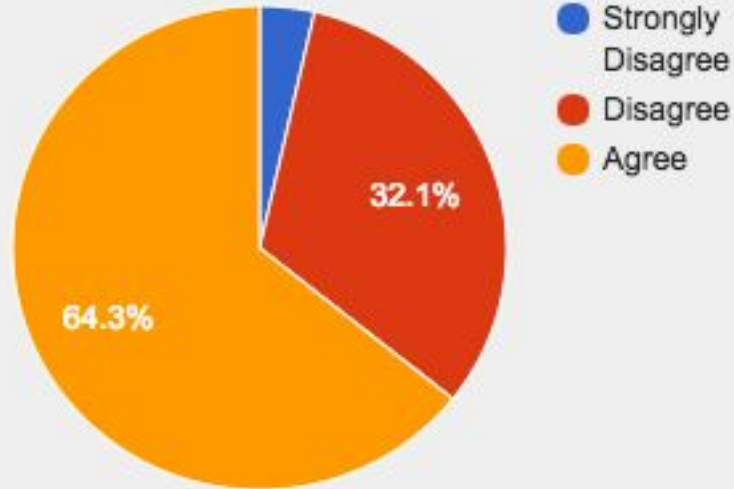
Compared to last year, I feel better equipped to differentiate my mathematics instruction.



2016/17 Teacher Feedback

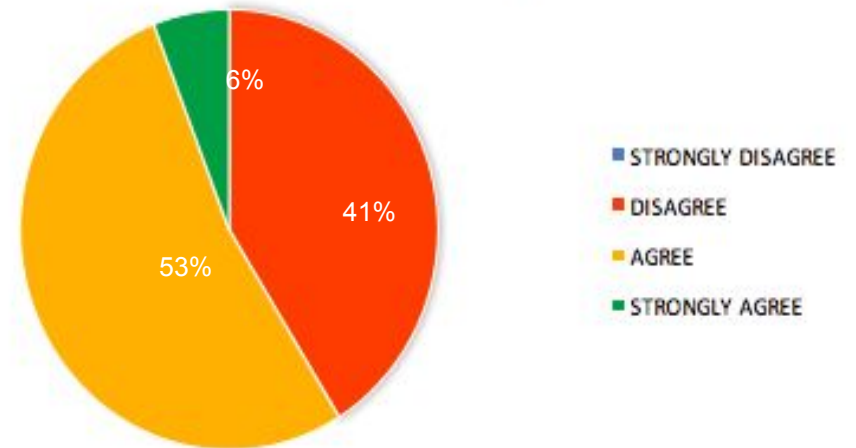
Mid-Year

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



End of Year

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



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

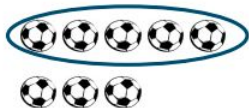
Phase 2 of Program Evaluation

4. Educate parents/families

Parent Tip Sheets

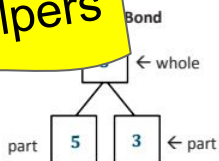
G1-M1-Lesson 1

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.
Fiiiive, 6, 7, 8.

Homework Helpers



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.

EUREKA MATH™ TIPS FOR PARENTS

GRADE 1

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 3)

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

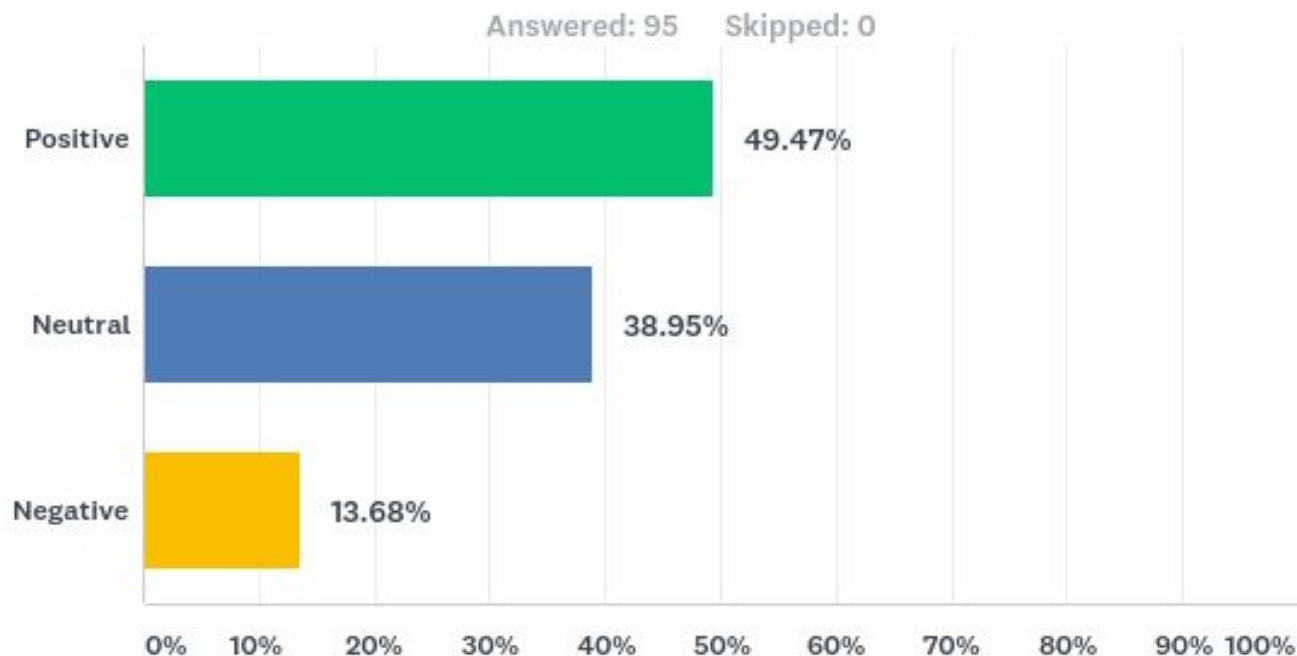
The length of a rectangular rug is 5 times its width. If the rug’s width is 2 feet, what is its area?

$$L = 5 \times w$$



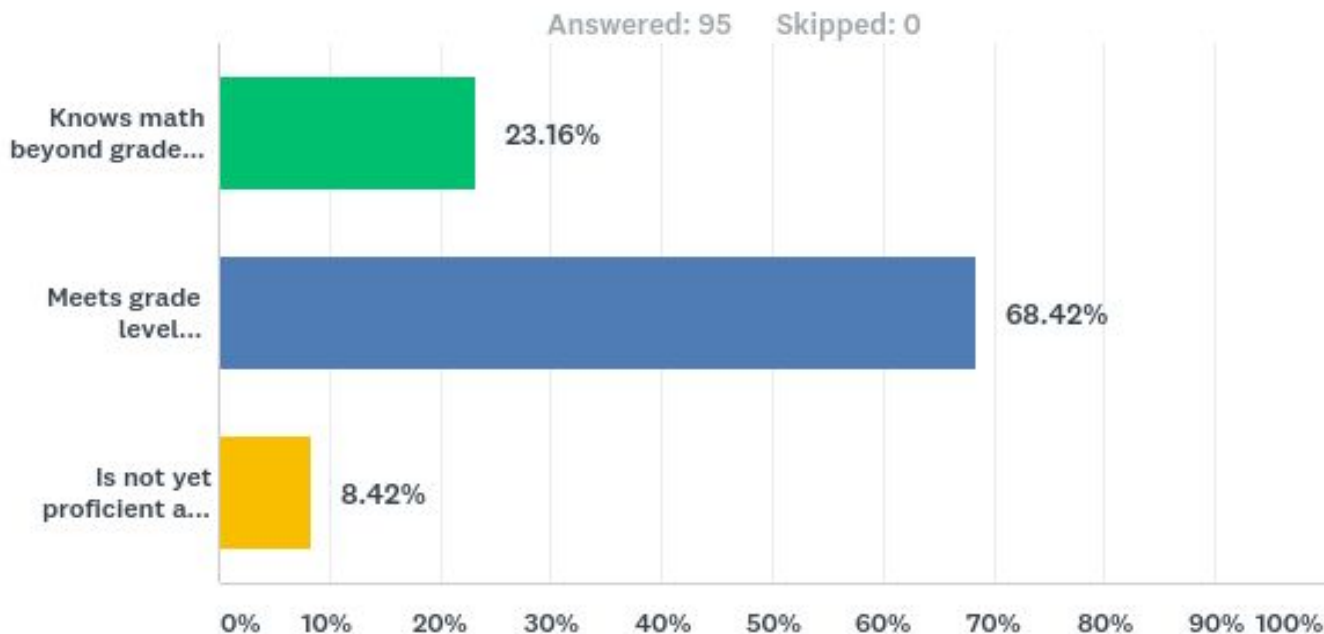
2016/17 Parent Feedback

Q3 Please rate your child's attitude about math.



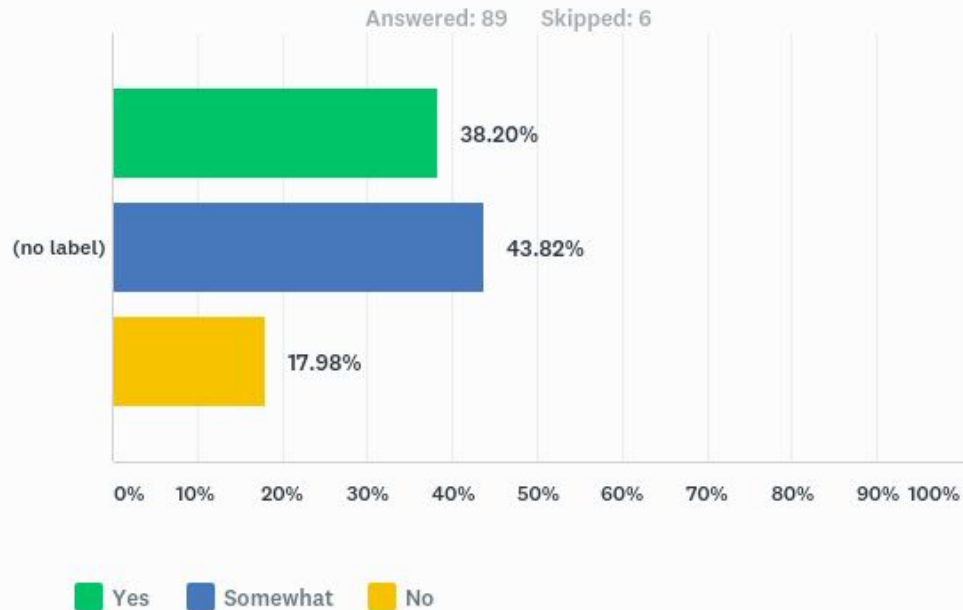
2016/17 Parent Feedback

Q4 Please rate your child's understanding of math.



2016/17 Parent Feedback

Q5 Did you find the Parent Tip Sheets sent home with your child to be helpful?



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?

Marking Period	GES	KES	BOTH
1	✓	✓	✓
2	✓	✓	✓
3	✓	✓	✓
4	✓	✓	✓

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)
?

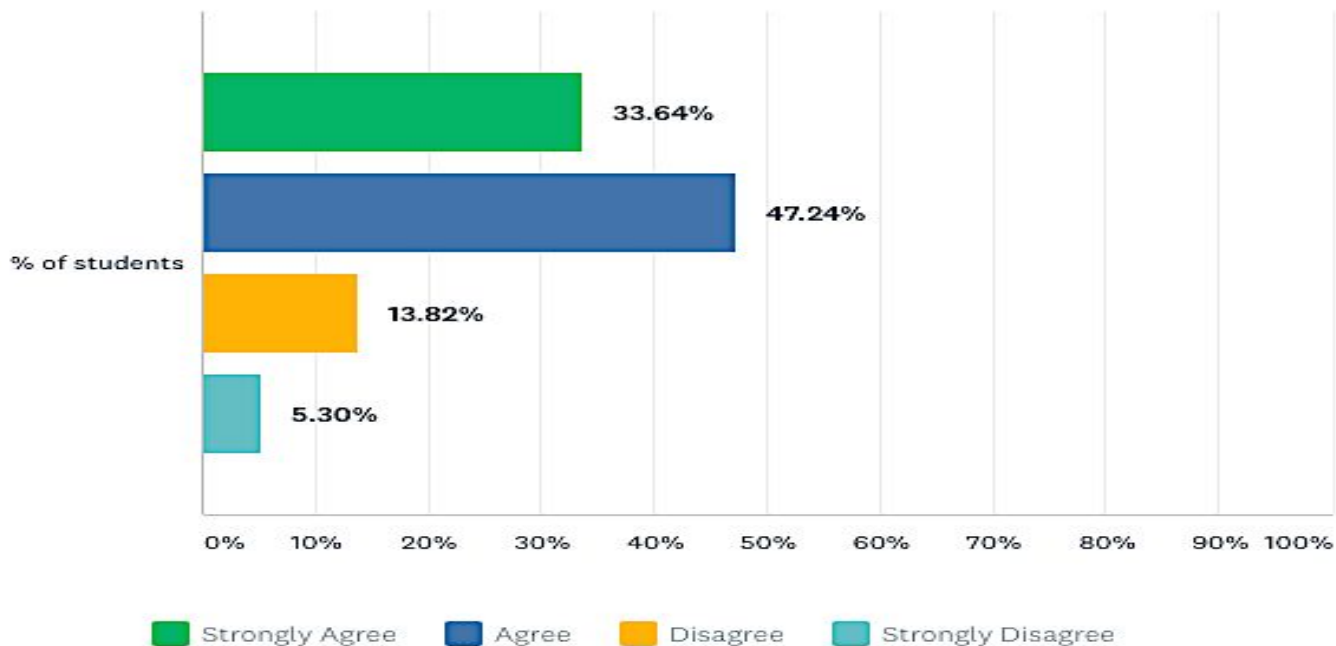
- Data forthcoming

Student Feedback

Q5

Math is easy to learn.

Answered: 434 Skipped: 1

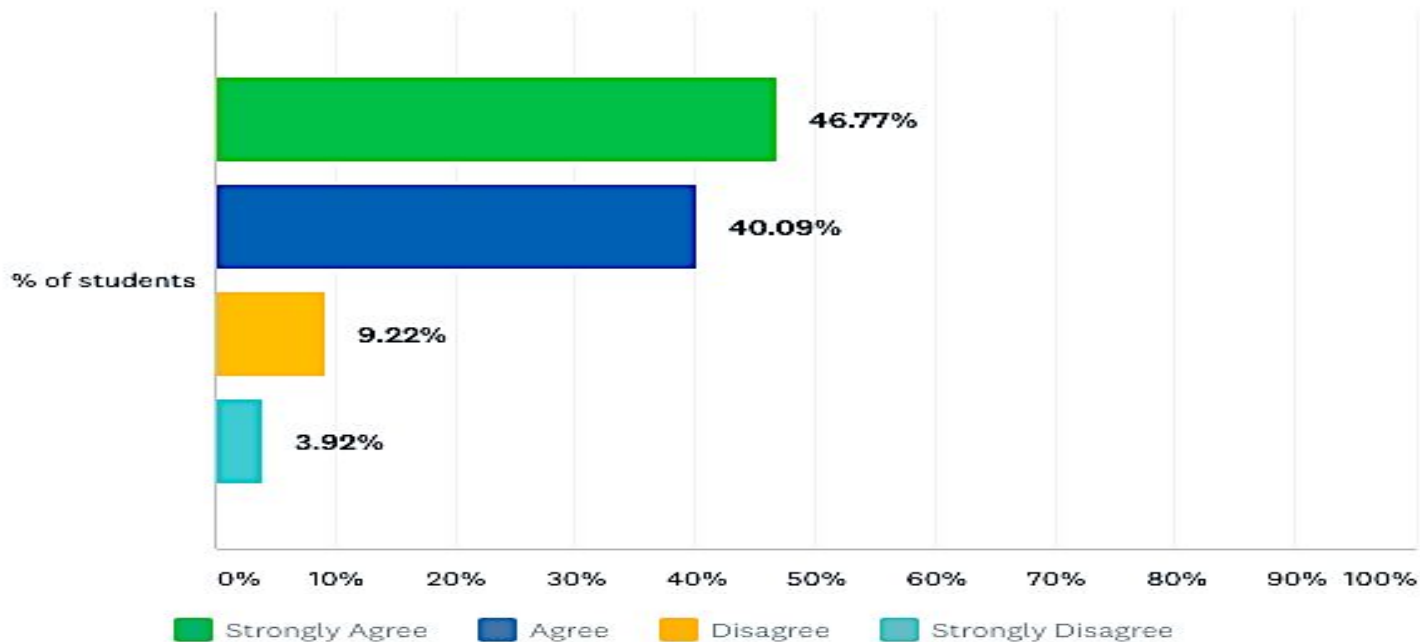


Student Feedback

Q6

I am confident in math.

Answered: 434 Skipped: 1



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