

SUMNER SCHOOL DISTRICT

A GREAT PLACE TO LEARN.



DATE: November 27, 2017
TO: Sumner School District Board of Directors
FROM: Darla Offner - Elementary Program Administrator
RE: Mathematics Board Report

Purpose : The purpose of this report is to inform the Board of Directors regarding Elementary Mathematics in the Sumner School District.

Relationship to board policy: The process for course design and selection of core curricular materials is specifically addressed in Board Policy 2020.

Background and Current Reality: The 2016-17 school year was an optional “early implementation Eureka Math curriculum year” for elementary teachers. Many teachers were already using Eureka Math as their core curriculum prior to 2016-17, so the vast majority of our teachers participated in the early implementation last year. As a result, we’ve had a 2-year implementation of Eureka Math, with 2017-18 as our first official year with a K-5 district-wide adoption.

To assist in implementation of the new math curriculum, we assembled a Math Leadership Team comprised of myself, our district Math TOSA, one math leader in every school and one representative at every grade level K-5.

This team works together to:

- Plan and deliver professional development
- Address math needs and concerns of teachers
- Manage print materials
- Design math frameworks for guiding instruction
- Share strategies for differentiating lessons for all learners.

In order to meet the varying demands of teacher needs, we are striving to differentiate the professional development we offer during district late starts. We surveyed teachers to identify needs/interests and have taken an inventory of skills within our math leadership team. Based on this information, we plan to offer a conference style district late start in January. The sessions will range from differentiating within the math block to accommodate for a variety of learners, reviewing pacing and customization of lessons, building more distributive practice into Eureka lessons, and increasing student engagement through the use of technology.

Beginning in late January, we will begin *math learning walks* in all elementary schools. The learning walks team consists of the district math TOSA, a building administrator, math support leader and myself. We will visit each classroom for approximately 10 minutes to collect data on implementation using a tool designed to inform our work at both the district and building levels.

The data will be used to guide professional learning and resources, and address any gaps in implementation.

Budget: The overall budget for Eureka Math is \$175,000. Here is the breakdown of cost:

- \$125,000 for materials and consumables
This is approximately \$28.00 per student.
We have a partnership with Bethel School District to acquire all print materials for students at a reduced price.
- \$50,000 for
 - New classroom and teacher materials
 - Professional development
 - District framework writing
 - Upcoming customized Eureka Math support in each school.

Student Performance: High quality math instruction encourages students to experience math through a combination of conceptual understanding, computation, and application. Our students are learning not just “What works”, but “ Why it works.” Learning this way builds confidence in our students to apply those high leverage skills to new situations throughout their school careers. Just one year into implementation, the data shows an increase in students achieving at a level 4 on MAP. First graders saw the greatest improvement in level 4. This cohort has had the greatest percentage of their math instruction with Eureka Math. (Appendix A)

Relationship to Equity Every student in every school has a guaranteed and viable math curriculum. Eureka Math is a rigorous, coherent curriculum intentionally focused on grade level standards. Each lesson is designed with scaffolding and a gradual increase in rigor to offer all students equitable access to higher order thinking. Instructional models are used in early grade levels and are continued throughout elementary with increased complexity. This allows for all students to rely on what is familiar to access higher level skills.

Benefiting parties: Our current math program benefits:

Teachers who are developing their own mathematical practice and knowledge of the standards as they use a guaranteed and viable curriculum.

Students benefit from engaging lessons that balance fluency, problem solving, concept development, independent practice, and assessment.

Eureka provides tip sheets and homework guidance to assist **parents** when helping their children in math at home.

Secondary teachers will benefit from students who have had a coherent math curriculum across all elementary schools.

What is working well?

- Professional development is ongoing through cross district PLCs and math newsletters.
- Teachers are getting more proficient with pacing the lessons.
- Common curriculum and assessments are driving our work in PLCs and create more fluid transitions for students moving schools.
- Providing all print materials allows for teachers to stay on pace and spend more time designing instruction and differentiating for students.
- New SBA style Eureka Math assessments in grades 3-5 inform teachers of progress towards SBA goals and possible misconceptions. This also gives students exposure to test items they will see on SBA.

Where are opportunities for improvement?

- Increase student success on SBA through frequent use and responsive analysis of Interim Assessment Blocks found on the SBA Portal.
- Explore interventions for Tier 2 and 3.
- Provide professional development for principals, paras, learning specialists.
- Look at possibilities for building math intervention time into master schedules.

Appendix A: District MAP Level 4 Performance (2016-17)

Percentage of Students Scoring at a Level 4

